

Introduction

One of the main aims of children learning a modern foreign language is to enable them to communicate in that foreign language. Due to various factors, such as large class size, lack of time or teacher fluency, this is easier said than done, in particular, where oral communication is concerned. *French Speaking Activities* contains over 50 fun ways to get pupils to talk to each other in French. It consists of user-friendly photocopiable activities that facilitate oral communication. The activities encourage pupils to practise speaking autonomously, leading to more pupil speaking time and less teacher speaking time. Pupils also get to practise reading and writing along the way.

Teacher tips

Surveys (Pages 8–24)

- It is imperative that pupils have already been introduced to the theme/ key language points of the survey. Use *French Speaking Activities* to practise coursework, not replace it.
- Before giving out copies of the survey to each pupil, explain exactly what is expected of them, for example:
 - Must they only use French?
 - Are they allowed to circulate?
 - Must they use full answers / a tick / a 'cross' etc?
- Hand out the survey sheets and read through it with the pupils.
- Demonstrate with a pupil.
- As pupils complete their surveys, you can move around the class to help and/or observe.
- As an extension activity, individual pupils could report back their 'findings', eg *Alex joue au foot. Sam joue au basket. David joue au tennis* etc.
- A teacher-led class survey could also be done at the end. This could be done on a chart on the board, eg *Combien de personnes jouent au foot? Combien de personnes jouent au basket?*

Role-plays (Pages 25–49)

- It is imperative that pupils have already been introduced to the theme/key language points of the role-play.
- Before giving out the copies of the activity to each pupil, explain the context of the role-play and exactly what is expected of the pupils, eg work in pairs or groups, act out the role-play for the class etc.
- Hand out the role-play activity and read through it with the pupils.

- If there is a task, such as filling in blanks or matching words to pictures, allow the pupils to work on this in their pairs or groups. Correct this before they begin preparing their role-play.
- Give the pupils a fixed time to prepare, but be flexible if pupils obviously need more or less time.
- As the pupils practise, you can move around the class.
- If some pairs/groups finish practising early, get them to reverse roles.
- If the pupils are performing for the class, use filming terms, such as ‘*Action!*’ and ‘*Coupé!*’ to make it more exciting.
- Do not correct mistakes during the performance and ensure that you praise effort.

Presentations (Pages 50–57)

- Introduce the theme/key language points of the presentation.
- Before giving out the photocopy to each pupil, explain exactly what is expected of them, eg Will all pupils be expected to speak in front of the class?
- Hand out copies of the presentation sheet and read through it with your pupils. Allow them at this stage to pencil in or circle if necessary.
- Give pupils time to complete and prepare their presentation, during which time you can circulate.
- Encourage pupils to read as little as possible when presenting to the class, particularly in the case of more confident pupils.
- Do not correct pupils during the presentation and, most importantly, ensure that you praise their efforts.

Quizzes/Multiple choice questions (Pages 58–69)

- Introduce the theme/key language points of the quiz.
- Before giving out the photocopy to each pupil, explain exactly what is expected of them, eg Must they do the quiz alone or in pairs? Must they do it themselves and/or on each other?
- Hand out copies of the quiz. Let the students know it is a quiz with ‘right or wrong’ answers, but you will not be giving the answers until the end!
- Once completed, correct the quiz with the entire class.
- As an extension activity, the quiz could be used as a role-play, eg a TV quiz show with a quiz master and a contestant.

Making sentences (Pages 70–76)

- Introduce the theme/key language points of the activity.
- Before giving out the sheet to each pupil, explain exactly what is expected of them, eg Do they have to cut out the words? Do they have to write out the sentences? Do they have to make a certain number of sentences?
- Hand out the photocopy and read through it with your pupils. Explain that most words can be used more than once.
- Give them some examples of sentences.
- This activity could predominantly be a reading and perhaps writing activity. However, pupils tend to be so proud of being able to produce whole sentences on their own that even weaker pupils like to share with the class.

Games (Pages 77–86)

- Introduce the theme/key language points of the game.
- Before giving out the sheet to each pupil, explain exactly how the game is played and if they need to complete blanks before beginning.
- Hand out a photocopy to each pupil and read through it with the class.
- If there are blanks to be filled in, give your pupils time to do this. Once completed, correct as a whole class.
- Demonstrate to your pupils how the game is played.

... And of course, have fun!