

**More Fun Ideas for
Advancing Modern Foreign
Languages**

in the Primary Classroom

Sue Cave



We hope you and your pupils enjoy the activities in this book. Brilliant Publications publishes many other books for teaching modern foreign languages. To find out more details on any of the titles listed below, please log onto our website: www.brilliantpublications.co.uk.

100+ Fun Ideas for Practising
Modern Foreign Languages
in the Primary Classroom

978-1-903853-98-6

Chantez Plus Fort!

978-1-903853-37-5

Hexagonie 1

978-1-905780-59-4

Hexagonie 2

978-1-905780-18-1

Jouons Tous Ensemble

978-1-903853-81-8

C'est Français!

978-1-903853-02-3

J'aime Chanter!

978-1-905780-11-2

J'aime Parler!

978-1-905780-12-9

French Pen Pals Made Easy

978-1-905780-10-5

Loto Français

978-1-905780-45-7

French Festivals and Traditions 978-1-905780-44-0
Bonne Idée 978-1-905780-62-4

¡Es Español! 978-1-903853-64-1

Juguemos Todos Juntos 978-1-903853-95-5

¡Vamos a Cantar! 978-1-905780-13-6

Spanish Pen Pals Made Easy 978-1-905780-42-3

Lotto en Español 978-1-905780-47-1

Spanish Festivals and Traditions 978-1-905780-53-2

Buena Idea 978-1-905789-63-1

Das ist Deutsch 978-1-905780-15-0

Wir Spielen Zusammen 978-1-903853-97-9

German Pen Pals Made Easy 978-1-905780-43-3

Deutsch-Lotto 978-1-905780-46-4

German Festivals and Traditions 978-1-905780-52-5

Gute Idee 978-1-905780-65-5

Giochiamo Tutti Insieme 978-1-903853-96-2

Lotto in Italiano 978-1-905780-48-8

Buon'Idée 978-1-905780-64-8

Written by Sue Cave

Illustrated by Kate Taylor

Photos by Reeve Photography Ltd.

Editorial, design and production by Hart McLeod Ltd.

Front cover designed by Brilliant Publications

A special thanks to the pupils and teachers at Radstock Primary School for allowing us to take the photographs used in this book.

© Text Sue Cave 2009

© Design Brilliant Publications 2009

Printed ISBN: 978-1-905780-72-3

ebook ISBN: 978-0-85747-003-4

First printed and published in the UK in 2010

The right of Sue Cave to be identified as the author of this work has been asserted by herself in accordance with the Copyright, Designs and Patents Act 1988.

The materials may not be reproduced in any other form or for any other purpose without the prior permission of the publisher.

Published by Brilliant Publications

Unit 10

Sparrow Hall Farm

Edlesborough

Dunstable

Bedfordshire

LU6 2ES, UK

E-mail: info@brilliantpublications.co.uk

Website: www.brilliantpublications.co.uk

Tel: 01525 222292

The name Brilliant Publications and the logo are registered trademarks.

Contents

Preface	6
Team games and competition	7
Links to Key Stage 2 Framework for Language Objectives	8

Language learning tools **9**

Language learning strategies **9**

1. Language detective notebook	10
2. Mime a sentence	11
3. Chinese whispers	12
4. Memory game	13
5. Make the link	14
6. Full stop or question mark?	15
7. Alphabetical order	16
8. Human alphabet	17
9. Musical alphabet	18
10. Alphabet knockout	18
11. Scavenger hunt	19

Knowledge about language **20**

12. Word class actions	21
13. Word class calling	22
14. Word class movement	22
15. Simon says word classes	23
16. Foreign language detectives	24
17. Word class happy families	24
18. Sentence word class happy families	26
19. Word class lift and show	27
20. Word class groupings	27
21. Be negative	28
22. Agreement scrabble	29
23. Verbs snakes and ladders	30

24.	Verb pairs	31
25.	Sound, action, spelling	32
26.	Singing phonemes	33
27.	Phonic bingo	34
28.	Phonic rap	34
29.	Guess the word	35
30.	Splat the grapheme!	36
31.	Songs, rhymes and phonic actions	37
32.	Phonic hangman	37
33.	Throw the phoneme	38
34.	Mexican wave consonants	39
35.	Phoneme fruit salad	40

Advancing oracy and literacy skills **41**

Manipulating and reusing more complex language **43**

36.	Human fruit machine	44
37.	Guess the sentence	45
38.	Answer the question	45
39.	Find someone who likes...	47
40.	Full stop and out!	47
41.	Pause and say	48
42.	What am I saying?	49
43.	Pictionary	50
44.	Freeze frame	51
45.	Jumbled sentences	51
46.	Human sentences	52
47.	Predict the sentence	53
48.	Unique sentence	55
49.	Mastermind sentence	56
50.	Pick a box	57
51.	Running dictation	58
52.	Invisible sentence	59

53.	Word substitution	59
54.	Longest sentence	60
55.	Pass the parcel	60
56.	Mismatch	61
57.	Question roll	61
58.	Find the answer	62
59.	Question and answer	63
60.	Conversation jumble	63
61.	Roll a sentence	64

Reading and decoding unfamiliar language **65**

62.	Name that text	66
63.	Follow the instructions	66
64.	Fill in the gaps	68
65.	Secret signal	69
66.	Quiz challenge	70

Presentation, creativity and performance **71**

67.	Exclamation bean bag!	72
68.	What am I describing?	73
69.	Recording stations	73
70.	Song contest	74
71.	Be the teacher	75
72.	Write a poem	76
73.	Write a book	76
74.	Treasure hunt	77
75.	Invent a character	78
76.	Video presentation	79
77.	Who, what, where?	80

Preface

This resource book is designed to complement *100+ Fun Ideas for Practising Modern Foreign Languages in the Primary Classroom*, which are appropriate for young learners in their initial stages of learning a modern foreign language.

The ideas in this book are designed to provide practice in using and understanding more complex language. By learning how to manipulate and decode language, recognizing how language can be learnt and practised, as well as how this newly-learnt language functions at sentence level, the pupils will realize that languages can be mastered and this is empowering. The activities in this book enable creative communication and will give young learners a feeling of ownership of the language being learnt.

All these activities can be used to work towards the Year 5 or Year 6 objectives in the 'Key Stage 2 Framework for Language Objectives' (see page 8). They are suitable for most languages and for a wide range of topics. The resources required to set up most of the activities are those found in the primary classroom.

In line with the previous title for younger learners, the key ingredients of manipulation, competition, surprise, movement and secrecy are also inherent in these activities. However, the additional ingredients of challenge and purpose are emphasised.

These are not all my original ideas but ones which have been tried, tested and adapted in my teaching in the primary classroom. I hope that they contribute to both your own enjoyment and the enjoyment of your learners, as they develop their ability to be more confident and proficient speakers of another language.

Sue Cave
April 2009

Team games and competition

Some of the activities in this book suggest how a competitive element can be used. I have found that competition encourages children to participate more readily and with even greater enthusiasm than they might do otherwise. Children who seem to be reticent, or appear to lack confidence in using a foreign language in the classroom, often relish the opportunity to join in with a competitive game. This seems to be true for many boys in particular. Team games remove the emphasis on the individual and allow children to learn, perform and develop skills within the 'safety' of a group of peers.

I avoid single sex teams but try to orchestrate teams that include a range of abilities. These teams are normally organized during a teaching session, with new ones formed in the next lesson. However, you could keep the same teams and develop a 'league' to which points are added after each game.

As in any competition, rules are essential to ensure the smooth running and fairness of the game. I tell the children that the teacher is the referee and that the 'ref's' decision is final! I allow the winning team to perform a victory salute and announce, in the target language, that they are the champions. This is a privilege given only to the winners, which becomes respected and esteemed by all.

Team games are always popular. The children become so engrossed that they are oblivious to the amount of practice and repetition taking place. You might guess from this that I like team games and find them an effective strategy in language learning. However, if you feel that it would be more appropriate for your class to learn in a less competitive atmosphere, most activities can be played just as well without explicit competition.

Links to Key Stage 2 Framework for Language Objectives

Language learning strategies

Activities 1–11

Knowledge about language

Activities 12–35

Objective	Activity number
O5.1	2, 36, 37, 40, 41, 67
O5.2	39
O5.3	2, 38, 42, 43, 44, 48, 49, 51, 57, 58, 59, 60
O5.4	48, 71
L5.1	43, 44, 48, 54, 56, 59, 60, 65, 67
L5.2	45, 46, 47, 48, 49, 50, 60, 65
L5.3	47, 48, 49, 51, 54, 60
O6.1	66, 73
O6.2	70, 71, 73, 76
O6.3	43, 68
O6.4	57, 68, 69, 71, 77
L6.1	63, 64, 68, 75
L6.2	16, 62
L6.3	43, 64
L6.4	70, 72, 73, 74, 75, 76

Language learning tools

Language learning strategies

It is important that children are aware of how they learn a language. To achieve this, frequent classroom discussion is essential and becomes an integral and valued part of every language lesson. Very quickly and without prompting, children share their learning strategies. Whether memorizing and recalling language, decoding meaning, recognizing patterns or applying prior knowledge, their ideas are often inventive, creative and occasionally surprising.

The following activities are designed to provoke discussion about language learning. The language in question could be the child's first language, the target language or even a language unfamiliar to them.



Activity 3, 'Chinese whispers'

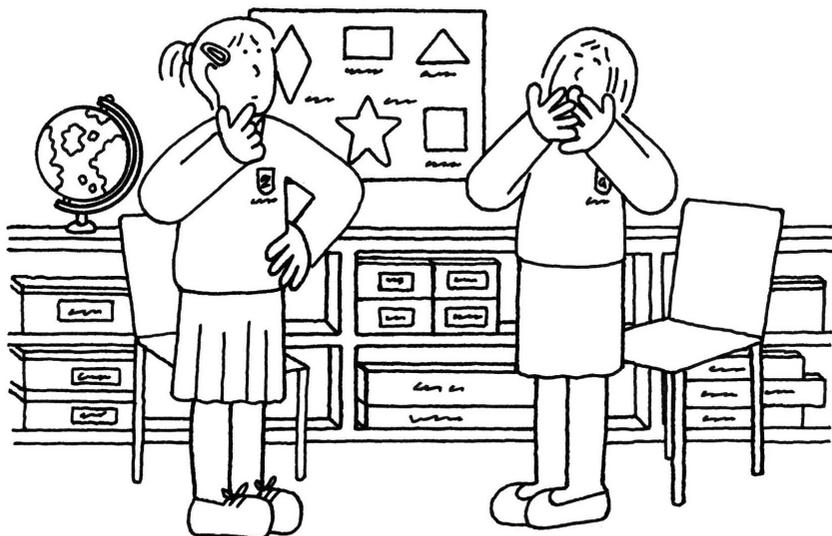
1. Language detective notebook

- ◆ 'Detective training' page – encourage children to write down, in a notebook or something similar, strategies to memorize and practise language which work for them.
- ◆ 'Clues' page – children can make a list of ways to predict meaning and understanding based on prior knowledge, context, tone of voice and gesture.
- ◆ 'Detective rules' page – this will include information about how the language is constructed.
- ◆ 'Detective procedure' page – this will detail how to plan and prepare for a language task, as well as how to practise new language.
- ◆ 'Detective code' page – this could contain information about the sounds certain letters make and the best ways to communicate with someone.
- ◆ 'Detective's reference' page – here children can keep reminders about how to use a bi-lingual dictionary, for instance.
- ◆ Encourage them to be 'language detectives' at all times by writing down the strategies that work for them.

2. Mime a sentence

Use this activity to discuss the importance of gesture in communication.

- ◆ This is like charades, so it may be necessary to agree at the start actions for 'first word', 'second word' etc, as well as a mime for definite and indefinite articles.
- ◆ Whisper a sentence, or give one on a card, to a pupil to mime.
- ◆ The others in the group must try to identify the exact sentence by observing the actions of their classmate.
- ◆ This game is made easier if the sentences being mimed are ones which are familiar to the class, which therefore limits your choice. However, to illustrate the importance of gesture, try using familiar language in unfamiliar constructions.
- ◆ The children could devise their own sentences.



3. Chinese whispers

- ◆ Arrange the pupils in lines of about six to eight children.
- ◆ Whisper an unfamiliar word or sentence to the first child in the line and say that this must be whispered down the line facing away from the person with whom they are communicating.
- ◆ Ask the last child in each line to say aloud what they were whispered and see if the result is close to the original.
- ◆ Repeat the activity, but this time tell the children that they should face each other as the word is whispered.
- ◆ Once again, compare the final words with the original.
- ◆ Hopefully, the children will find that when they can see the face of the communicator, it is easier to repeat what is being said.
- ◆ Use this activity to discuss the importance of being able to see the shape of a person's mouth when learning a new language.
- ◆ This activity could be repeated a third time, allowing for as much repetition of the whispered phrase as is needed, to reinforce this strategy.