

**SÉQUENCE : LET'S PLAY TOGETHER**

<p><b>OBJECTIFS</b></p>	<p><b>Culturels :</b> Le jeu ici et ailleurs / au temps de mes parents, grands parents et de mon temps</p> <p><b>Méthodologiques :</b> Je comprends une règle de jeu. Je suis capable de chercher dans un dictionnaire bilingue pour constituer une banque de lexique. Je suis capable de reexpliquer un document de façon claire avec mes mots.</p> <p><b>Linguistiques :</b></p> <p><b>Grammaire :</b> be allowed to / have to used to proposition relatives propositions infinitives</p> <p><b>Lexique :</b> les différentes pièces d'un jeu de société les noms des actions effectuées par les joueurs (shuffle, deal the cards , roll the dice...) Board games / Outdoor games / Traditional games and toys</p> <p><b>Phonologie :</b> Schéma intonatif des phrases interrogatives (dans le projet final)</p>
<p><b>ACTIVITÉS LANGAGIÈRES</b></p>	<p>Compréhension écrite          Compréhension orale          Production écrite          Production orale</p>
<p><b>PROJET FINAL ( Let's play together)</b></p>	<p>Classes dont le niveau général A2 : Jouer à un jeu de société en anglais/          Classes dont le niveau tend vers le B1: Création d'un jeu de société en anglais ( de la conception au jeu avec d'autres élèves )</p>
<p><b>DOCUMENTS SUPPORTS</b></p>	<p>Photographies de jeux de société          Les règles du jeu Uno (CE)          Les règles du jeu Uno ( CO)          Un jeu de scrabble version anglaise (même édition de voyage)          Un jeu de Uno          Extrait du jeu Taboo pour l'évaluation sommative</p>
<p><b>RÉFÉRENCES AU SOCLE COMMUN DE CONNAISSANCES , DE COMPÉTENCES ET DE CULTURE</b></p>	<p>Domaine 1 Les langages pour penser et communiquer          Domaine 2 Les méthodes et outils pour apprendre</p>
<p><b>RÉFÉRENCES AU PROGRAMME DE LANGUES VIVANTES ÉTRANGÈRES</b></p>	<p>École et société</p>

## Séance 1

<b>Objectif culturel</b>	Jeux de société
<b>Objectif de communication</b>	Je suis capable de décrire une image.
<b>Objectif méthodologique</b>	Je crée une banque de lexique pour la séquence en me basant sur les photos et en m'aidant du <b>dictionnaire</b> .
<b>Objectifs linguistiques</b>	<b>Grammaire</b> Présent simple / proposition infinitive / propositions relatives <b>Lexique</b> Les pièces du jeu de société ( dice, cards ..)
<b>Activité langagière</b>	Production orale
<b>Documents support</b>	Photographies de jeux de société  <u>Les sources</u>  <a href="https://www.telegraph.co.uk/culture/culturenews/11293880/Trivial-Pursuit-10-facts-about-the-game.html">https://www.telegraph.co.uk/culture/culturenews/11293880/Trivial-Pursuit-10-facts-about-the-game.html</a>  <a href="https://www.amazon.ca/Hasbro-Taboo-Junior-2001-Edition/dp/B00005TNHD">https://www.amazon.ca/Hasbro-Taboo-Junior-2001-Edition/dp/B00005TNHD</a>  Un dictionnaire



- 1) Description des images
- 2) Création de la banque de lexique lié au champs lexical du jeu à l'aide du dictionnaire bilingue ( dice / board / cards / timer ... )
- 3) Écrire de courtes définition (en anglais)



1) . Find in the text the English equivalents of :

se débarrasser de :

piocher :

but du jeu

adversaire:

joueur:

2) . RIGHT or WRONG ?

Read the following statements and say if they are right or wrong.  
Justify quoting from the text.

- |    |  |   |   |
|----|--|---|---|
| a) | The winner is the player who reaches 250 points. | R | W |
| b) | The youngest player deals the cards.             | R | W |
| c) | At the beginning you have 7 cards in your hand.  | R | W |
| d) | You can play this game if you are 3 years old.   | R | W |
| e) | You win when you don't have any cards left.      | R | W |



**Homework :**

*-être capable d'expliquer les règles du jeu Uno de façon claire*

*-revoir tout le lexique abordé pour une Compréhension Orale à la séance suivante*

**Séance 3**

<b>Objectif de communication</b>	Écouter ,identifier et relever des mots connus en contexte
<b>Activité langagière</b>	Compréhension orale
<b>Documents support</b>	<a href="https://www.youtube.com/watch?v=CvalyRE1Tw">https://www.youtube.com/watch?v=CvalyRE1Tw</a>  Script lacunaire créé par le professeur pour un niveau ordinaire et script créé par le professeur pour profil Dys ( type QCM)

SEQUENCE 2 - GAMES

LISTENING COMPREHENSION / *I am able to understand the basic rules of a game*

NAME :

Mark :	Observation :	Signature :
/ 20		

**Idée de différenciation:**  
***Pour la première version selon le niveau de la classe, il est envisageable de donner le lexique en vrac et de demander aux élèves de s'en aider.***

UNO How to play ?

Deal 7 cards to each .....  
 The object of the game is to be the first player to ..... points.  
 The object of each round is to be the first ..... to play all the cards in your hand.  
 After dealing, the ..... flips over the top card of the deck beginning ..... from the dealer  
 players play one card each turn. A legal play is a card that either matches the ....., number,  
 word or symbol or to wild. After shuffling if the first card flipped over by the dealer is a draw four  
 wild the card is placed back in the ..... and another card is drawn .

If it's a wild card , the player left to the dealer ..... a color and plays.  
 If it's a draw 2 card , the player left to the dealer draws 2 cards and skips their turn.  
 If it's a ..... card , the dealer goes first.

Skip - the next player forfeits their turn.  
 Reverse ..... the direction of play.  
 Draw two - the next player draws two cards and forfeits their .....  
 Wild may be played on any color and allows you to pick a color that the next card played must  
 .....  
 Draw four wild does the same thing as a wild but in addition the ..... player must draw four  
 cards and ..... their turn.  
 However a draw four wild may only be played when you don't have a card in your hand .....  
 the color played . Wild cards represent no color until they are played. If you believe the player  
 before you played his draw four illegally the player drawing the four cards and only that player may  
 ..... him. The player reveals his .....and if the draw four was a legal play then the  
 challenger draws 2 additional ..... cards. If the player played illegally then the draw  
 four wild is returned to their hand. They play the correct card and they ..... 4 penalty cards.

If you can't play you draw one ..... If that card can't be played you may play it immediately  
 otherwise your turn is forfeited .

## VERSION DE LA CO POUR ÉLÈVES DYS

### SEQUENCE 2 - GAMES

#### LISTENING COMPREHENSION / I am able to understand the basic rules of a game

Listen and circle the right answers.

NAME :

Mark :	Observation :	Signature :
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#### UNO How to play ?

Deal 7 cards to each **dealer / player** .

The object of the game is to be the first player to **500 / 700** points.

The object of each round is to be the first **person / question** to play all the cards in your hand.

After dealing, the **timer / dealer** flips over the top card of the deck beginning **clockwise / unwise** from the dealer players play one card each turn. A legal play is a card that either matches the **power /color**, number, word or symbol or to wild. After shuffling if the first card flipped over by the dealer is a draw four wild the card is placed back in the **peck / deck** and another card is drawn .

If it's a wild card , the player left to the dealer **picks / ticks** a color and plays.

If it's a draw 2 card , the player left to the dealer draws 2 cards and skips their turn. If it's a **reverse / insert** card , the dealer goes first.

Skip - the next player forfeits their turn.

Reverse **matches / changes** the direction of play.

Draw two - the next player draws two cards and forfeits their **turn / burn**.

Wild may be played on any color and allows you to pick a color that the next card played must **color / follow**.

Draw four wild does the same thing as a wild but in addition the **text / next** player must draw four cards and **forfeit / accept** their turn.



## Homework :

### Production écrite

- 1) What games did you use to play when you were in primary school ?
- 2) What games did your parents and grandparents use to play when they were young ?

### Séance 4

<b>Objectif linguistique</b>	<b>grammaire</b> : used to / whereas <b>lexique</b> : board games, outdoor games (hide and seek, hopscotch ...) traditional games and toys
<b>Activité langagière</b>	Production écrite
<b>Documents support</b>	Les productions des élèves
<b>Parallèle</b>	Le professeur de créole peut être impliqué pour expliquer les jeux traditionnels.

Pour les élèves , ces deux questions sont une occasion de se renseigner sur les traditions locales d'autres générations et de les comparer avec les jeux qu'ils utilisent aujourd'hui. C'est aussi l'occasion d'impliquer les familles (ou entourage) dans la recherche d'information.

### Objectifs de la séance :

*Développer des stratégies en production écrite*

- 1) *Se baser sur quelques productions.*
- 2) *Travailler la méthodologie de la production écrite à l'aide d'une grille de critères à présenter aux élèves.*

## Séance 5

English scrabble session with our assistant ( from Liverpool ). - ***In groups***

Our assistant explains the rules. Ask her to repeat, slow down or reformulate if you miss an element. **French isn't allowed during the game.**

<b>Objectifs culturels et de communication</b>	- Comprendre et communiquer avec un natif - accent britannique / Découvrir un autre aspect de la langue étudiée
<b>Objectifs linguistiques</b>	<b>Lexique :</b> Utiliser tout le lexique que je connais sans se focaliser sur un champ lexical particulier / Compter les points en anglais
<b>Activité langagière</b>	Production écrite Interaction orale
<b>Support</b>	Plateau de Scrabble





**Exemple de Production d'élève de la classe de 3ème 2 Collège Sadi Carnot -  
Projet Let's Play Together 2017-2018**

<ul style="list-style-type: none"> <li>● Which countries are part of Scandinavia?</li> <li>● Who was President during the Great Depression and World War II?</li> <li>● Who is the main actor in Empire ?</li> <li>● Who wrote Romeo and Juliet ?</li> <li>● Who is the fastest runner in the world ?</li> <li>● What is the largest volcano in the world ?</li> </ul>	<ul style="list-style-type: none"> <li>● Where is the White House ?</li> <li>● What territory did the United States buy from France in 1803 ?</li> <li>● What American channel has a animal name ?</li> <li>● What is the most watched series on Netflix in U.S.A. ?</li> <li>● What sport did Tiger Woods practiced ?</li> <li>● When does life appeared on Earth ?</li> </ul>
<ul style="list-style-type: none"> <li>● What is the capital of the New Zealand ?</li> <li>● How many wars took place in the United States in the 1900's ?</li> <li>● Who is the richest woman in the world ?</li> <li>● What is the most eaten traditional dish in India?</li> <li>● Where will the 2018 Olympic Games be held?</li> <li>● What are the three states of water ?</li> </ul>	<ul style="list-style-type: none"> <li>● What is the most famous bridge in California ?</li> <li>● Who command Germany in 1937?</li> <li>● What is the brand of basketball the most purchased in U.S.A.?</li> <li>● What does the letter "e" mean in e-mail?</li> <li>● What does the acronym N.B.A mean?</li> <li>● Who invented the sterilization of surgical instruments?</li> </ul>
<ul style="list-style-type: none"> <li>● What ocean is on the West coast of the United States?</li> <li>● Who has been called the King of the Sun?</li> <li>● Who won miss universe 2017?</li> <li>● Who painted "Les Demoiselles d'Avignon" ?</li> <li>● Who is the most successful boxing champion?</li> <li>● What are the organs that allow us to breathe?</li> </ul>	<ul style="list-style-type: none"> <li>● In what state is Mount Rushmore National Memorial ?</li> <li>● What kings lived in the " Château de Versailles" ?</li> <li>● What is the most followed Instagram account in 2018?</li> <li>● Who are the first inhabitants of Canada?</li> <li>● Which country hosted the first modern Olympic Games?</li> <li>● What is the fifth planet of the solar system?</li> </ul>

**CREATION OF THE GAME**  
**la classe de 3ème 2 Collège Sadi Carnot -**



# ÉVALUATION SOMMATIVE

## SEQUENCE 2

### GAMES

Mark	Observation	Signature

#### 1 ) Vocabulary

Match each word with its correct meaning. (5 Points )

- |              |   |
|--------------|---|
| a.CLUE       | 1. a member of your team  |
| b.SHUFFLE    | 2. a square piece of stiff cardboard that you use for playing games |
| c.CLOCKWISE  | 3. an instrument for measuring time                                 |
| d. TEAMMATES | 4. something that helps you to find the answer                      |
| e.DICE       | 5. a complete set of playing card                                   |
| f.PLAYER     | 6.the person who distributes the cards                              |
| g.BOARD      | 7.in the same direction as the hands on a clock                     |
| h.DECK       | 8. to mix up the cards before the game                              |
| i.DEALER     | 9.a small cube with numbers on its side                             |
| j.TIMER      | 10. a person who takes part in the game                             |

a.	b.	c.	d.	e.	f.	g.	h.	i.	j.

#### 2) Writing ( 10 Points)

Choose one subject.

- What games did you use to play when you were younger ?
- What games did your parents use to play when they were young ?

( 100 words)

3 ) Reading Comprehension ( 5 Points)

Here is an extract from the instructions of the Taboo Game . Read it and answer the following questions .

. Find in the text the English equivalents of :

tirer une carte :  
chronomètre :  
indice :  
règle :

. RIGHT or WRONG ? Circle R or W and justify quoting from the text.

- a.The Clue - Giver has to give the 5 taboo words. R W  
b.The clue-giver is allowed to sing. R W  
c.The clue -giver is allowed to mime. R W

### PLAYING THE GAME

1. The Clue-giver draws a card from the card holder and places it on the easel, as shown in **Figure 3**. The word at the top of the card is the Guess Word the Clue-giver is trying to get his or her teammates to say. The five words below the Guess Word are the TABOO words the Clue-giver CANNOT say when giving clues for the Guess Word.  


**Figure 3**  
Green side of cards
2. As soon as a card is drawn, the Clue-giver turns over the timer and starts giving clues that will make teammates say the Guess Word. The clues may consist of detailed sentences, phrases or single word hints. See "DELT" example above. The clues CANNOT break any of the rules listed in **Number 3: RULES FOR CLUES** below.
3. **RULES FOR CLUES**
  - No form or part of ANY word printed on the card may be given as a clue. Examples: If the Guess Word is PAYMENT, "pay" cannot be given as a clue. If DRINK is a TABOO word, "drunk" cannot be given as a clue. If SPACESHIP is the Guess Word, you can't use "space" or "ship" as a clue.
  - No gestures may be made. Examples: You can't form your hand in the shape of a gun as a clue for "shoot"; or point to your nose as a clue for "beak."
  - No sound effects or noises may be made, such as explosions or engine noises. However, feel free to break into song.
  - You cannot say the Guess Word "sounds like" or "rhymes with" another word.
  - No initials or abbreviations can be given if the words they represent are included on the card. Examples: MD cannot be used if MEDICAL or DOCTOR is the Guess Word or a TABOO word. TV cannot be used if TELEVISION is the Guess Word or a TABOO word.
4. As the Clue-giver gives clues, his or her teammates shout out possible words trying to say the Guess Word. There is no penalty for wrong guesses.