



## Concentration

**Learning situation:** To review the vocabulary of winter activities and the linguistic structures, **C'est...**, and **Ce n'est pas...**

### Teacher modelling and oral interaction:

- The teacher selects six pictures of winter activities that he has already modelled and that he wishes to review with the students. He places pictures of the activities face down in a pocket chart. He explains to the students that, **On va jouer un jeu de concentration**. He then turns back to the pocket chart and turns over two pictures and says to the students, **C'est le hockey et c'est le ski. Ce n'est pas une paire! Dommage!**
- The teacher returns the pictures to the pocket chart, but switches them with two other pictures from the pocket chart, thus adding a little challenge to the game.
- The teacher repeats the process; once he turns over two identical pictures he says to the students, **C'est le toboggan et c'est le toboggan! Bravo! C'est une paire!**
- The teacher calls on a student to come to the pocket chart to select two pictures. The student says, **C'est le patinage et c'est le patinage. Bravo! C'est une paire!**
- The student returns the pictures to the pocket chart, but switches them with two other pictures from the pocket chart, once again adding a little challenge to the game.
- The teacher continues this process, allowing students to take turns and to use the vocabulary and structures in complete sentences.
- Later, once students are very familiar with the vocabulary and sentence structures for identifying activities, the teacher may choose to use two sets of cards: one with the picture and one with the sentence.



C'est le hockey.

**NOTE:** This game can also be played in smaller groups or the whole class can be seated in a circle and the cards can be placed face down on the carpet.

