

As well as the board game in the magazine, which can be photocopied, there is:

- a pdf of the game itself
- a set of pictures for use on the interactive whiteboard
- two activity sheets to print off.

How you use this material will depend upon how much your pupils know.

If they don't know the vocabulary at all, begin by introducing it.

- Display the eight pictures on the interactive whiteboard. If you have a 'reveal' tool, use this to reveal them one at a time. Say the name of each place and ask children to repeat it after you.
- Next, point to a picture, say the name of a place, and ask *Oui ou non?* For example, point to the café and say '*Le stade*'. If the name matches the picture you are pointing to, the children say '*Oui*'. If it doesn't, they say '*Non*'.
- Say a place name and ask a volunteer to come and point to it. Do this for all eight places. Children could subsequently be invited to take turns at choosing a place name themselves.
- Next, give each pair a copy of sheet 1, Pairs Game. This introduces them to the written form of the place names. They should then cut it up and lay all the cards face down. Each player then takes a turn to turn over any two cards. If they choose a matching word and picture pair, they keep the cards. The winner is the one to have the most cards at the end of the game.
- They should now be ready to play the board game. Use the pdf of the game itself to display the game on the whiteboard. Identify the places illustrated on the track. Then look together at each of the written instructions to ensure that children recognize the names. They can then play the game in pairs or groups.

If they are already familiar with the vocabulary, they should be able to play the board game with little or no preparation.

- You may wish to draw their attention to the way the preposition *à* changes in the different phrases: *au château, à la place, à l'école*, etc. Ask if they know – or can work out – what determines whether it will be *au, à la, or à l'* (it depends whether the noun is masculine, feminine, or starts with a vowel). This could be practised briefly by supplying the noun and asking them to give the whole phrase, e.g. *pont - au pont; piscine - à la piscine*.
- If pupils know the expressions *Tourne à gauche, tourne à droite, continue tout droit*, they can use the labeled map (Plan de Petit Pont) to give each other directions. Begin by showing the map on the interactive whiteboard. Identify a starting point (ideally, drawing an arrow in the direction of travel) and tell children you are going to give them directions to somewhere else. They must decide where they are being directed to. Demonstrate with a volunteer who can trace their progress on the whiteboard, corrected, if necessary, by the others. Once they are confident with the procedure, give each pair of pupils a copy of the map. They can then take turns to give each other directions round the town.