30 jeux de communication avec les flashcards

Ces jeux sont utiles pour renforcer la **compréhension et la production orale,** puis écrite, des éléments lexicaux introduits, ils permettent aux enfants de s'approprier ces éléments linguistiques ou de les réviser.
En règle générale, ils se pratiquent avec un maximum de **6 à 8 cartes.**

Zoom sur une pratique efficace et équitable des jeux de communication :

Modélisation, pratique guidée puis autonome



- *Dans un 1er temps le jeu de communication est modélisé par **l'enseignant avec un élève** devant la classe. Le jeu est repris avec un ou plusieurs autres élèves à sa suite.*

  .
- *Dans un 2nd temps, le jeu est réalisé par **un 1er binôme, guidé par l'enseignant**, devant la classe. Puis de nouveaux binômes.*

- *Ex. guidage de l'enseignant : proposer des amorces de phrase, des architectures syntaxiques, avec exples, apporter des corrections lexicales, syntaxiques ou phonologiques,...*

- *Ex de médiation : demander à un camarade de dessiner, de mimer, de reformuler, de donner une définition, un exemple,... guider vers les référents, outils, supports, astuces pouvant aider.*

  « Freeze ! Listen carefully : If someone says xxx. What's the problem?
  If you don't remember how to say this FC. Which song or mnemonic device can help you?

- *Dans un 3ème temps, le jeu de communication est proposé **en binômes dans toute la classe**. L'enseignant circule pour étayer, ou se met en binôme avec un élève en difficulté. Il peut faire appel à la classe pour aider les camarades en difficulté (médiation).*

  Il pourra également à voix haute oraliser l'amorce de phrase ou l'architecture de phrase donnée aux uns, pour bénéficier à tous, et la reprendre avec des exemples.

  Here are your flashcards. Choose someone to work with you.
  Ask Show me the …, Show me the lion, show me the giraffe,.. .
  Now stop ! Freeze. Let the flashcards on the table and change partners !

- *Grande participation orale au sein de la classe.*
- *Changer de partenaire de jeu donne du rythme et socialise.*
- *La situation a été vécue modélisée à deux occasions avant de se lancer en autonomie.*

Stéphanie GADRAS – CPD LVE 73 - 2026

Jeux de compréhension orale





1 **Point to**

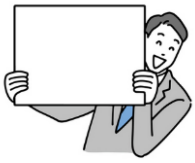
Here is a set of flashcards. Look! I display them in different places in the room (big flashcards FC) / on the table (mini FC pour un travail en binômes).
I will ask you to “show with your finger”, to “point to” one of them. Ready? Steady? Go!
“Point to the… spider !, Point to the…. butterfly !” …” Yes,good job / No, this is a…





2 **Various orders**

Look. I display flashcards on the walls of the room.
I will divide the class into different groups and give each group an order, e.g (for example). “Group A: walk to the elephant, group B: jump to the lion, Group C Slither to the snake…Well done ! Now give me back the elephant, lion, snake…”



3 **Show me**

<u>En groupe classe ou demi-classe</u>
You will have a set of flashcards and I will ask you to show me a specific one. Ready? Steady? Go!
Listen carefully! Show me the..(pause) “dog”,“volcano”, “blue” / show me ”I’m thirsty” “ it’s windy”.
<u>En binômes ou petits groupes</u>
You will have a set of flashcards. Your friend will have one too.
Your friend will ask you to show a card, for example a ghost. He will say “Show me the ghost!” and you will show this card. Then, it will be <u>your turn to ask</u>. “Show me the… the pumpkin”
If it’s correct, say “good job! Turn the card over.” If it’s not correct, say, “No ! It’s a…”



4 **Order**

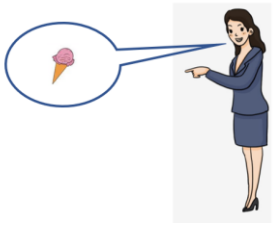
<u>Group class, half class</u>
You have a set of flashcards. I will say them in a certain order, you must put them in order on your desk, from the left to the right. Then I will validate collectively with the big flashcards.
<u>Pair work, small groups</u>
You will have a set of flashcards. Your friend will ask you to order them.
If it’s correct, say “good job!.” If it’s not correct, say, “No !”
(you can hide the model under a book and compare).
Then, it’s your turn.




5 Memory game

I place the cards on the board. You can see them. Look at them carefully.
Now, I turn them over … They are hidden, you can't see them any more!
"Where's the …witch?" Raise your hand up if you want to show us. Excellent job! Or "No, it's the …!



6 Hands raised

I divide the class into 2 teams: one group to the left and one group to the right.
I will display 5-6 flashcards on the board for the left team and 5-6 for the right team.
Listen carefully. I will say one of these flashcards, randomly, out of order.
Raise your hand as fast as possible if the name belongs to your team.





7 Sequency

I need two columns of players (as many students as FC) who line up in front of a chair. The same flashcards are placed visibly on the two chairs. When I say a word, the first person to show the flashcard goes to the queue. The loser starts again. The winning team is the one who makes a complete turn.




1st pupil

2nd pupil

3rd pupil … TEAM 1

8 The right order

You are two teams of players with the same flashcards.
In each team, each pupil has a flashcard.
I will state the flashcards in a certain order.
You must line up as quickly as possible in the right order.
Who wants to be the leader, now?






9 Bingo

You have 4 flashcards in hand.
The 4 cards are different from your neighbours', not everyone has the same ones.
When I say words, you discard the flashcards on your desk.
The 1st person who has no cards left / who runs out of cards, shouts out "Bingo!"
We check up collectively.

ZOOM on…. « Show me » game - CO POI

Geste efficace équitable : Modélisation – Pratique guidée – Pratique autonome.

Avantages du jeu : chaque élève s'exerce en CO et PO sur **chaque terme lexical** avec son voisin (FC retournées au fur et à mesure pour savoir les mots restants à demander) et réinvestissement de la syntaxe de jeu.

- 1/ Modélisation magistrale : le maître joue avec un élève
- 2/ Feedbacks du maître à un binôme jouant devant la classe,
- 3/ Jeu par binômes, et changement de partenaires.

Jeu de communication « Show me » : Un élève (E) et le maître (M) puis deux élèves jouent devant la classe. Le M demande à l'E « Show me the witch ». L'élève désigne la FC magistrale. Yes, good ! / No ! (solliciter le groupe) Can you help your friend ? Ok, Turn the card over (mimer). It's **your** turn, ask **me** ! (désigner chacun) et commencer la phrase « Show me……. ». S'il reste bloqué proposer des exemples : Show me the dragon, show me the giant, or the witch… Choose the one you want ! Parler lentement et articuler.	FC magistrales Astuce: Faire retourner la carte permet de ne pas demander les mots deux fois !	7' Collectif M + E E + E
Reprendre le jeu avec un ou plusieurs binômes d'élèves devant la classe. Puis proposer le jeu en binômes. Choose a partner to work with. Circuler parmi les groupes. Bilan : difficultés rencontrées dans ce jeu ? Sur quels mots ?	FC individuelles	10' binômes +1'bilan Collectif

Pair Work : 2 students

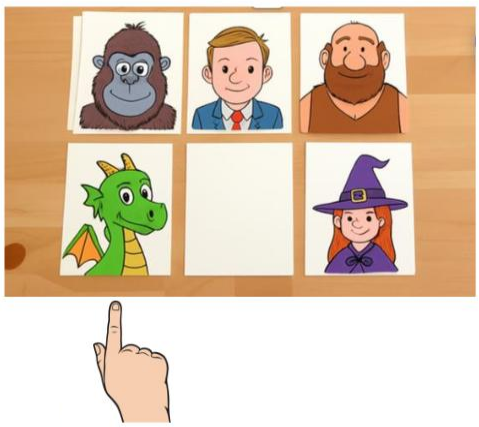


Elève 1 Elève 2









Elève 1 Elève 2



Jeux d'interaction orale

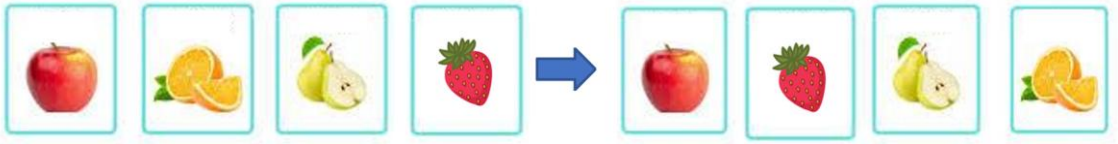
*Les jeux de **compréhension** peuvent aussi être **pratiqués en binôme** et mobilisent chaque élève en **compréhension orale** (CO) **et production orale** (PO) avec le lexique abordé.*

ex jeu « Show me » ou « Order » en binômes (cf. Zoom on « show me »).



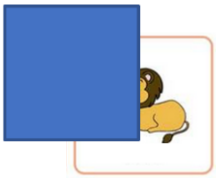
10 What's missing ?

I display the flashcards on the whiteboard / table. Look at the cards carefully.
I'm going to hide a card (2, 3 cards). "Close your eyes, and turn your head"." "Now, open your eyes!"
One card disappeared & is missing now. "What's missing?" "I'm very well"! Yes, excellent ! / No, look!



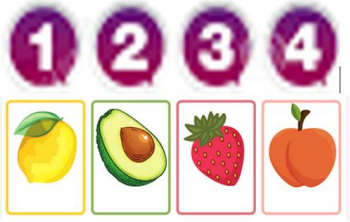
11 Swap game

Look at the cards on the board. I will swap 2 cards: they will change places and replace one another.
Now, close your eyes. Two cards have changed places: "Which ones?" …. Orange and strawberry !



12 Slow reveal

You can't see the flashcard: I hide it with the cardboard square. I will very slowly slide the cardboard, to show, little by little, the flashcard, and you will try to guess what it is, as fast as you can: "It's a…".



13 Numbered flashcards

I will give you flashcards. Display the flashcards under the numbers on the board.
When I call a number, you will have to say the corresponding flashcard.
When I name the flashcard, tell me the number it is. Ready? Steady? Go!



14 Flashcard table

Look at the flashcards I display on the board. I number the rows and then the columns.
I give you time to memorize the place of the flashcards then I'm going to turn them over.
Name the flashcards designated with a 2-digit number (the line indicates the tens digit and the column the units digit.) - Example : 14 fourteen is the rabbit, and 22 twenty-two is the chicken.



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15 **The flashcard to guess**

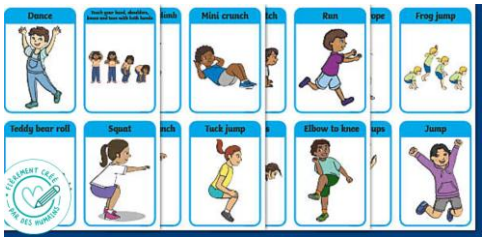
I display a series of flashcards on the board. I will choose one secretly and you will try to guess which card it is. Ask me questions such as “Is it... red?” “No, it isn’t”.
Then one of you will replace me.



16 **What is it?**

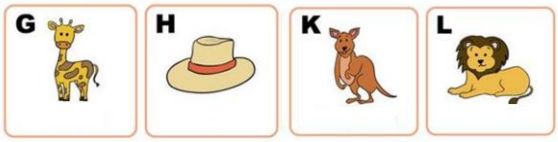
EMILE 

I will fix flashcards you already know to the board.
Do you recognize them?
I will secretly choose one and will give you some cues to find it. What is it ? It’s a… / an…
for example: “It’s a small animal. It has eight legs. It runs. I am scared of it. What is it?” “It’s a spider”.



17 **Mime**

I will divide the class into groups of 3 or 4 pupils and give each group a different flashcard (verbs, adjectives or nouns). Turn the card over to hide it.
You will have to mime the card in front of another group. They have to find out the right word.
Then it’s the other group’s turn to mime, and your group will search the word.
Meet another group.



18 **The intruder**

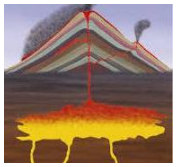
I will fix 3 or 4 flashcards next to one another on the board. For example: lion, kangaroo, hat and giraffe. Children must identify the intruder and give the reason:
“It’s hat, it isn’t an animal. ".



19 **The Chinese Whisper**

Stand and form 2 files in front of the board. I will show a flashcard to the last student in each row. He or she will whispers the name of the flashcard to the child in front of him and so on until the first person in the line. This person goes to the board and shows, draws or writes, what he has heard.

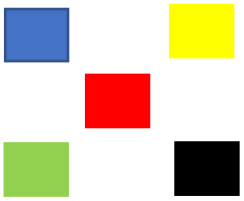
EMILE 1 

2  3  4 

20 **Calling**

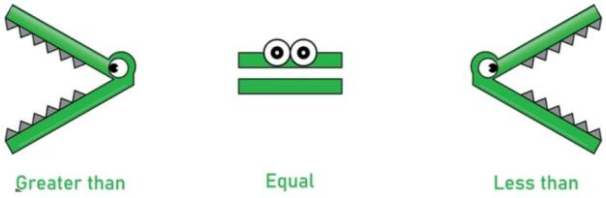
Sit in a circle.
I will give you a label:
“number 1 is calling number 4” or “Number 4 is calling number 3”, number 3 is calling number 2,...
Play a hand game: clap your thighs and hands, put the thumb back, clap right & left,…following a rhythm. Explosive volcano - volcanic bombs, volcanic bombs – magma chamber, magma chamber- effusive volcano ...

21 **Changing circle**



EMILE  

Form groups of 5 students 4 persons around,1 stays in the middle - like a 5 on a dice.
Each person holds a card.
The person in the middle calls out 2 flashcards: e.g. “black and blue” for colors (or any other topic).
If you have the 2 cards, you change places and the student in the center tries to move to your corner.

22 **Merry-go-round** EMILE 

Draw a card that represents a word studied in the lesson.
At the signal, says your word, each person at his turn, accelerating the pace or slowing it down.
We can work on intonation, rhythm, and thus improve your accentuation and pronunciation.
Make a circle. You can ask your neighbour: “I’ve got a yellow chair, what about you? I’ve got greater than, what about you ? I’ve got a volcano, what about you? I’ve got the oesophagus…”



23 **The train**

I will display flashcards of a lexical category you already know.
Recite the words all together, imitating the rhythm of the train, first slowly and then speeding up more and more. End with the train whistle.

e.g. Banana, coffee (2x)
Strawberry, chips (2x)
Lemon and chocolate (2x)
I-I-ice cre-e-e-am (2x)



Jeux de compréhension écrite






CLOTHES		
jacket	hat	socks
shoes	trousers	skirt

24 Flashcard lottery

I will fix 12 flashcards on the board.
Draw a lotto grid with 6 boxes and choose and write the name of a flashcard in each box.
I will take all the flashcards and show them one by one.
Mark with a cross the words on your grid for the drawings you see.
The first person to check all 6 boxes shouts “Bingo!” ". We validate collectively.

chicken	duck	donkey




25 Flashcards and words coupled

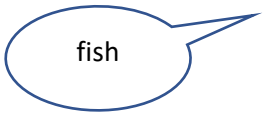
I will fix flashcards to the board and distribute the corresponding word cards.
Take turns coming to the board and attaching your word card next to the correct flashcard.






26 Illustrated words

I will divide the class into groups of 5 or 6 students.
I will give each group a flashcard. You will have to form the letters of the word with your body.
You can have a look at your illustrated dictionary.
In turn, form the letters of your word and guess the word.

F I S H

27 No errors

I will distribute the letters of the alphabet of the different words shuffled to several children and say words known one after the other.
If you think you have one of the letters of the words, come to the board, line up facing the class and show in order your card to compose the word.



28 **Word competition**

I will fix a few alphabet flashcards on the board in random order. (in link with the lesson).
In small groups and with limited time, you will have to create words of 2 letters or more, using those letters.
You can create words using several times the same letter, help each other, and rely on your notebooks.



29 **Race for the first letters**

I will choose 6 or 10 cards of the alphabet and fix them randomly on the walls.
Here is a pack of flashcards : you know all those words.
I will divide the class into 2 teams and give a number to the children in the 2 groups.
2 children from each team who have the same number come to the board and I will give them a flashcard from the deck.
Run and stand next to the letter of the alphabet that corresponds to the first letter of the word represented by your image.



30 **Hangman**

I will display all the alphabet cards on the board.
I will think of a word that you know and draw on the board as many dashes as letters in the word.
You will suggest letters.
If the letter is in this word, I will fix the cards to the correct place.
if the letters is not in this word, I will fix the cards to the other side of the board and draw elements of the hanged man.
You win if you complete the word before Hangman is finished.

ENJOY !