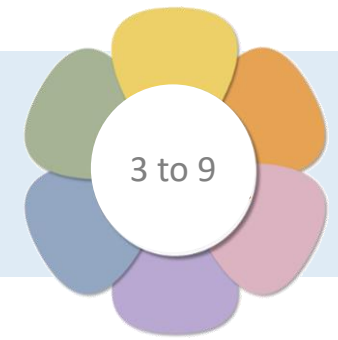
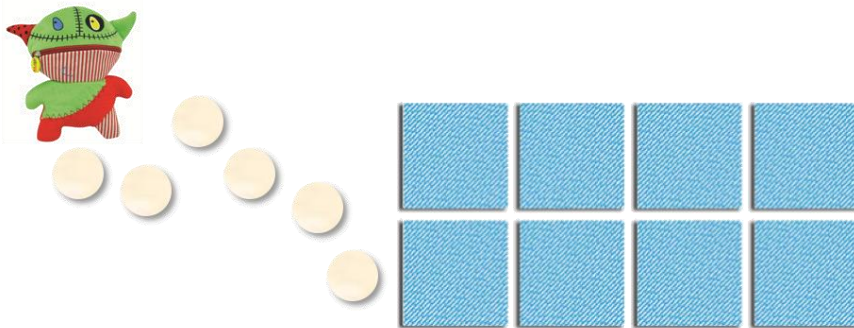


Memory against the hungry monster



Comment:

- Generally, children like to play memory. This game requires observation and concentration skills as well as a good memory. However, language is not vital to win the game. When turning a card, everyone can see the picture on it, so what is the use in naming or describing it? Besides, if the two cards turned over are different, the player's motivation to describe the pictures will probably be rather low as he/she won't be able to keep them but will have to put them back.



- The variation to this well-known game that is proposed here increases the motivation to verbally describe the pictures and to describe them as accurately as possible. The children don't play against each other; they are playing together against a "hungry" monster that tries to eat their cards. In order to reach the cards, it has to cross a path of stones (beer mats). The number of stones depends on the level of difficulty of the game.

Description:

- The cards are mixed up and laid in rows, face down. The dragon, as well as the path of "stones" leading to the rows of cards, is placed beside the cards. The first player takes a card and describes it without showing it to the rest. Then he/she takes a second card and describes it too. If the two cards match, the player keeps them and shows them to the rest of the team. If they don't, they are put back at the same place. Meanwhile, the rest of the players have been listening carefully and they now try to remember the position of the two cards. They identify pairs only by listening to verbal description.

Active language learning

Holistic language learning

Meaningful language learning

Focus on language learning as a process

Relying on linguistic repertoires

Memory against the hungry monster

- If a player turns two cards that are not identical, the monster takes a step forward. If it arrives at the end of the path before all the cards have been turned over, it takes them away and the game is over. If the players succeed in identifying all pairs of cards before the monster reaches the last stone, they win the game.

Variation(s):

- The content of the cards may vary: from single objects (a plane, a house, an animal etc.) towards more elaborated scenarios (pictures taken out of books and describing a scenes from a well-known story). This activity may follow the telling of a story, in order to consolidate the relevant vocabulary or some major aspects of the story.
- Cards may be produced by the children themselves.
- Cards with written descriptions replace the pictures. They are read by the children.

- The game may be played in different languages, in a monolingual or multilingual mode.
 - Multilingual mode means for example, that children look for pairs of semiotic friends (german-french): Auto [aʁto]– Auto \o.to\; Elefant – éléphant; Tomate [to'ma:tə]– tomate \tɔ.mat\; Ball – ballon, etc.

