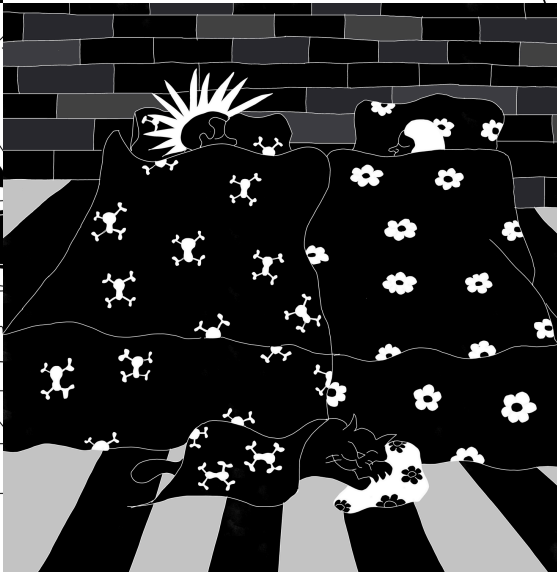
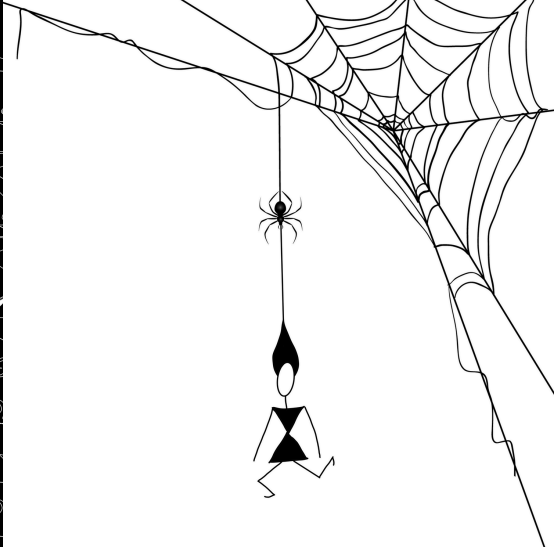


Art Based Learning of Language of Origin through Didactic Innovation

"The Intruder - Card Game"

A card game for multilingual learning for all generations, to be played in class or with family—online or with printed cards





The Intruder - Card Game

Participant Profile: Adults and children aged 6 and up

Number of Participants: 4 to 20 players

Duration: 20 minutes to 1 hour

Materials: Cards (Online version: <https://view.genially.com/67b8352ac922e4934a56bc1>, Printable version: <https://cotaassociation.wixsite.com/learing/intrus-jeu-mulilingue>)

Language Skills Developed: Vocabulary building, Reading comprehension, Word recognition, Sentence formation, Syntax

Additional Skills Developed: Creativity, Imagination development, Associative thinking

Language Levels: A1 to B2

Developed by / Origin: COTA NGO / Multilingual Project

The Intruder

Step-by-Step Activity Guide



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Levels: A1–A2

Format: Online or in-person using a screen or projector

1. Start with the first slide, which displays the 8 dialogue cards. Ensure that all expressions are understood by the learners. Have them read each one aloud and copy them into their notebooks. To explain the meaning, ask learners to imagine situations in which they might use these expressions, or people to whom they might say them.
2. Move to the next slide and ask the first player to choose an expression that could serve as a title for one of the 8 displayed images. Instead of using the word "title", you can also ask: "What do you think the person (or people) in this image is saying or thinking?" If the task seems too difficult, model the activity yourself by showing how it works.
3. The next player then tries to guess which image the first player had in mind. To identify the card, players can use the names shown on the back of the cards—these appear when you hover the cursor over the image in the online version. This allows learners to practice the question: "Is it the...?" or "Is it the one with...?"
4. Scoring: If the guess is correct, the player earns 1 point. If not, to maintain motivation and self-confidence, give them a second chance: The first player can give a clue—such as describing something in the image other than the main element. Continue around the group so each player gets a turn.
5. In the online version (or on screen), expression cards are grouped in sets of 8, and each slide is followed by 5 slides containing drawing cards. You can decide when to move to the next slide to offer more choices to your learners.
6. Optional rules: For added challenge, introduce rules such as: Players cannot choose an image that has already been selected by someone else.

The Intruder

Step-by-Step Activity Guide



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Version with Printed Cards:

1. Prepare two decks:
 - o One deck with vocabulary image cards
 - o One deck with dialogue expression cards
2. Place 8 vocabulary cards face up on the table, either randomly or pre-selected around a specific theme you want to focus on.
3. Each participant draws 1 to 4 dialogue cards, depending on how much time is available.
4. Ask them to read the expressions aloud and explain what they mean.
5. Everyone should write the sentences down in their notebooks.
6. Using the dialogue cards in their hand, players choose titles for the images on the table.
7. Interactive element: When a player correctly guesses the image chosen by the previous player, they keep the corresponding card—adding a playful, competitive aspect to the game.
8. After a card is taken, replace it with a new one from the vocabulary deck.

Printed version flexibility: Using printed cards allows more freedom in how many expressions you want to include and how many vocabulary cards can be laid out at once.

Recommended group size: The printed version is not recommended for more than 6 players, as it becomes difficult for everyone to clearly see the cards on the table.

Variants



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Adjustments and Additions for Levels B1–B2

- Encourage players to create their own titles for the image cards.
- The next player must describe the image in more detail before identifying it. Example: Instead of saying “Is it the carpet?”, say “Is it the character sitting on a flying carpet?”

Adjustments and Additions for Levels C1–C2

- Encourage players to choose enigmatic or ambiguous titles that could apply to several cards.
- The player who guesses the card must describe in detail what they see in the image.

Alternative Game Modes

For Young Children

- Find the intruder (the odd one out) among a set of cards.
- List visible objects in the image.
- Associate a sound with the image and imitate it.

For Older Children and Adults

- Group cards into sets of 4 with something in common.
- Storytelling: Create a story using 3 to 5 cards.
- Syntax game: Build a sentence using multiple cards.
- Memory game: Match cards based on criteria set by the players.



Online Resources for Variants and Alternative Games

- Online version: <https://view.genially.com/67b8352ac922e4934a56bc18>
- Printable cards: <https://cotaassociation.wixsite.com/learing/intrus-jeu-mulilingue>
- Find the Intruder: <https://view.genially.com/67de64e7e2a42f8fc0ee6e31>
- Match Images with Words and Find the Intruder: <https://view.genially.com/6814568ea2cf09fb8b681cf6>
- Complete the Sentences: <https://view.genially.com/6814572d0a1e490c1e9a7986>
- Strange Images – Develop Creative Skills through Absurdity: <https://view.genially.com/681457b52dd0ce87628e3ab6>
- What Do You Do When You Feel Sad or Disappointed: <https://view.genially.com/681486f9ac06a7893f814fcf>
- The Intruder and the Four Seasons (Full Module): <https://view.genially.com/680f0fb141cab240301ccadc>
- Stories Written by Water: <https://view.genially.com/680c7c0d41cab240307715cf>

Complementary Exercises – Discovering Artistic Heritage

All the cards feature the phrase "In the universe of...", referencing various artists from around the world.

- Levels A1–A2: Read the names of the artists aloud. Conduct simple online research to learn more about them. If you have access to books or albums by the referenced artists, bring them to class. Ask learners to find and read the titles of artworks they like.
- Levels B1–B2 Complete the tasks above. In addition, ask learners to express their opinions and preferences about the artworks they discover.
- Levels C1–C2: Go further by identifying recurring cultural symbols or themes in the artworks. Lead a discussion on the meaning, origin, and significance of these elements.

Visual Creation Exercise – Make Your Own Cards



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Step-by-Step Instructions:

1. Prepare blank cards by printing and cutting them. On the back, write short phrases such as: I + verb + object/place/time complement (e.g., “I eat an apple,” “I run in the park,” “I sleep late.”)
2. Practice drawing simple characters using triangles.
3. Show learners how to do this step-by-step.
4. Distribute the cards (or let learners choose one).
5. Each learner draws the scene that matches the sentence on their card.
6. Collect the drawings and display them to the group.
7. Explain that every sentence starts with “I”, followed by a verb and a complement.
8. The group tries to guess the original sentence for each drawing.
9. You decide whether they say it aloud or write it down.

Variant – For a More Challenging Game:

1. Distribute completely blank cards (both sides).
2. Each learner writes a sentence in the form “I + verb + complement”.
3. They then pass the card to the next person, who draws the scene on a new blank card.
4. That drawing is passed to another person, who writes a new sentence describing what they see.
5. The pattern continues: one person draws, the next writes, and so on.
6. At the end of the round, compare the original sentence to the final one—
7. The difference is often funny and thought-provoking!





General Guidelines:

- Identify learners' language level (A1 to C2) and adapt the game rules accordingly, based on the PDF version.
- Prepare your materials: Use the online version for group work on a screen. Use the printed version for more tactile, interactive work.
- Plan an introduction to the vocabulary or expressions featured on the cards to support comprehension.

Pedagogical Tips:

- Start as a group: Explore the expressions or vocabulary together and ensure everyone understands them.
- Encourage speaking: Each player should explain their choices, ask questions, and describe images. This helps develop oral fluency and active language use.
- Emphasize reformulation and detailed description (especially from level B1 onward) to strengthen expressive skills.
- Use the game variations to diversify learning:
 - Storytelling with cards
 - Memory games or syntax-based activities
 - Image-to-sound or image-to-situation associations
 -

Tip: Link to Visual Art

Take advantage of the artistic references on the cards ("In the universe of...") to introduce a cultural dimension. You can:

- Assign mini-research projects on the artists
- Show the original artworks in class
- Discuss their style, origin, or message

Recommendations for Parents



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Playing at Home:

- Choose the printed version for a quiet, more focused moment, or the online version for a livelier, group activity.
- Feel free to adapt the rules for a shorter or simplified game depending on your child's age and attention span.
- Encourage your children to tell a story using the cards, even if it's a creative, imaginative tale. The key is to feel comfortable expressing themselves.

Multilingualism:

- If your family is bilingual, play in two languages.
 - For example, associate a card with a word or expression in the original language, then reformulate it in French.
- This is also a great game to share cultural or linguistic memories—such as family anecdotes, expressions, or traditions.

What to Keep in Mind:

- Don't overwhelm players: Start with 4 to 6 cards maximum for a manageable experience.
- Avoid putting pressure on finding the "right answer": Emphasize imagination, idea association, and the effort to formulate thoughts.
- In group settings, make sure that everyone has a clear visual access to the cards, especially with printed versions.

ABOUT ALADIN

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