

**KVALITNÝM VZDELANÍM A
MEDZINÁRODNOU
SPOLUPRÁCOU ROBÍME SVET
LEPŠÍM**

Základná škola
Moskovská 2
Banská Bystrica

**Zbierka hier a aktivít
na hodiny anglického jazyka**

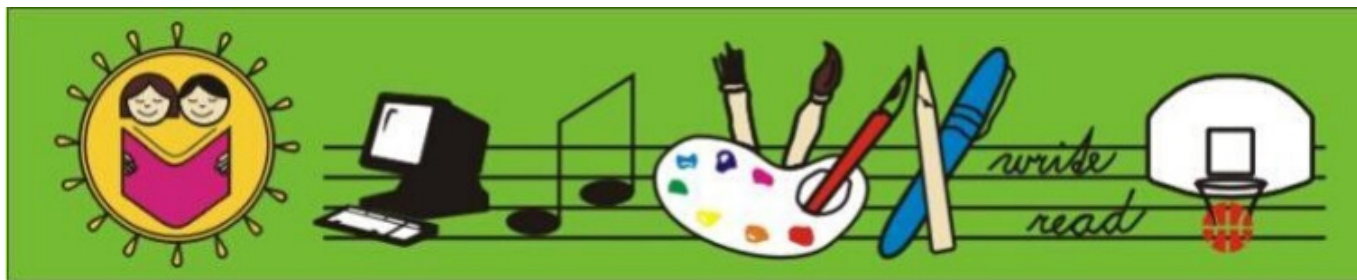


Spolufinancované z
programu Európskej únie
Erasmus+

Úvod

Táto publikácia je zbierkou hier aktivít, ktoré si naše pani učiteľky priniesli zo zahraničných mobility počas projektu financovaného z programu Erasmus plus KA1 - Vzdelávacia mobilita jednotlivcov.

Projekt s názvom *Kvalitným vzdelávaním a medzinárodnou spoluprácou robíme svet lepším* bol našou prvou skúsenosťou s programom Erasmus plus. Uvedené aktivity majú byť pomôckou pre učiteľov anglického jazyka a tiež aj spomienkou na absolvované mobility v zahraničí. Aktivity boli postupne vyskúšané na vyučovaní a prispôbované potrebám našich žiakov.



Aktivita č.1:

'WH' QUESTIONS (Getting to know you – Grammar (Present / Past / Future - Speaking))

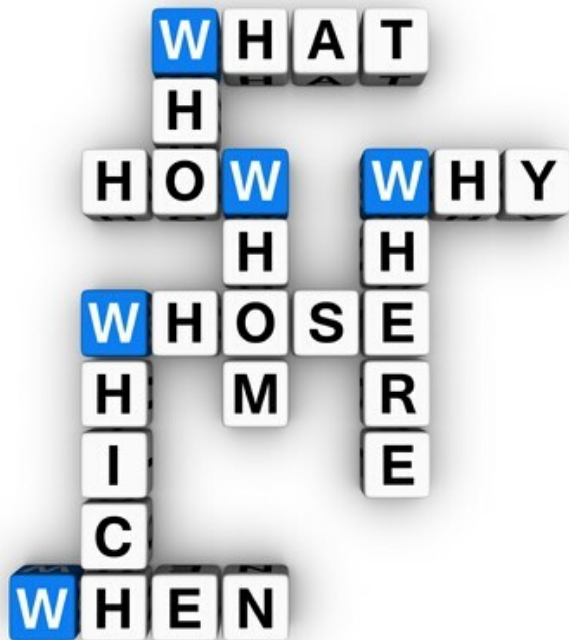
The teacher elicits from the students the Wh questions (When, Why, Who, What, Whose, Which, Where, How).

The teacher or a good student writes these on the board. Another student asks each question three times of the teacher who each time gives a different piece of information. The class then recalls what the teacher said. Students then in pairs do the same but with their own different Wh-questions. Repeat switching partners as many times as you feel suitable.

Variation: after a switch of partners have each recall what was learnt about the first partner.

Variation: A asks a Wh question. B answers. A follows up on this and develops a conversation around it.

NOTE: This can be done with the students standing in rows: The end students moving up to the front of the row and all students moving down one to form new pairs and repeating the procedure. This is a good exercise for students getting to know the teacher and each other to build trust and a sense of ease of working / learning together.



Aktivita č. 2:

CHART DICTATION

Teacher dictates the following: "Take a blank page and turn it horizontally. In the middle of the page draw a circle. Above the circle draw a rectangle. In the bottom right corner draw an oval. In the top left corner draw a square. Below the circle draw a horizontal wavy line. To the right of the wavy line draw a triangle. Next to the rectangle in the top right hand corner draw a star." The teacher asks the students to check in pairs while one comes up and draws the shapes on the board to check the correct completion of the task. Then the teacher dictates information to put with each shape. For example: In the star write the name of your favourite pop star. In the circle write your full name. Below the wavy line write what you don't like. Above the wavy line write what you like...etc....

The teacher then calls a student to the front and demonstrates asking about the chart.

"What is your full name?

(Name of a student) what did you write in the star?

What did you put above the wavy line?

What don't you like etc."



Students then do this in pairs – A asking and B answering before swapping and B asks and A answers. Then swap partners and repeat or report back on what was learnt about the original partner.

Variation: Have the students write their own questions on a piece of paper or card. Collect them in and then use these as the content material for the completing the chart.

Variation: Divide the board into eight sections. Have the subject teachers come up and draw in one of the sections something they use when teaching their subject. They then write the English words/labels for the drawings. Eg. A Biology teacher might draw a molecule on the board and then label it. Once the drawings are complete use these to complete the chart dictation. E.g. In the top left-hand corner draw a microscope. When all then drawings have been completed then give the questions for the students to fill in their answers. E.g. "Under the microscope write one thing the students can see in their classroom."

Aktivita č. 3:

SPIRAL (Description of places (Present tense - Speaking))

Teacher draws a large snail on the board:

“What am I drawing?”

“A snail.”

“Yes, and if I take away its head what is it?”

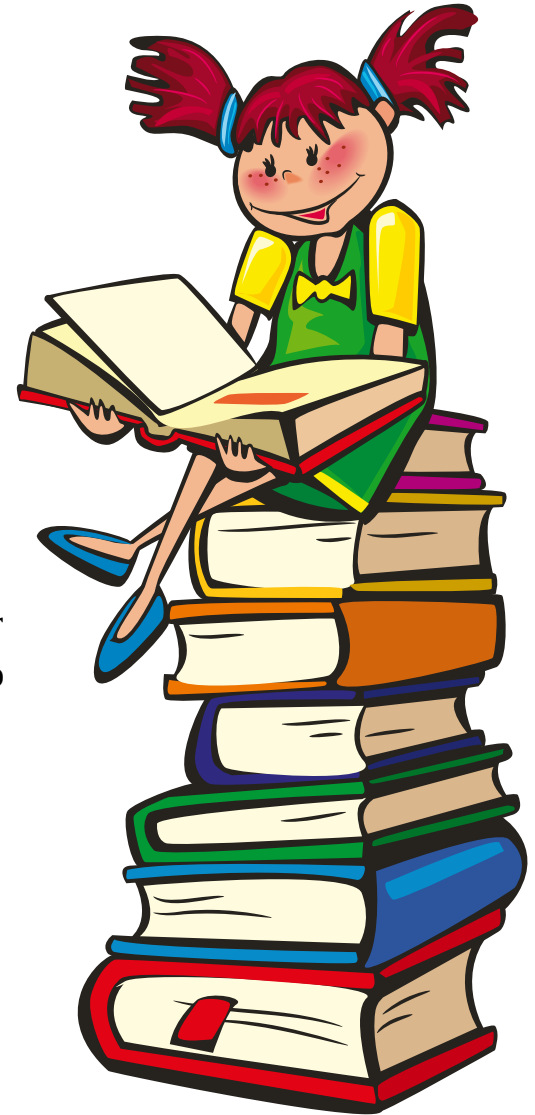
elicit “It’s a spiral.”

Starting at the centre of the spiral and moving outwards write the following words on the drawing:
home / street / neighbourhood / town or city / region, province or county / country.

Students stand in circles and throw a rubber ball (or rolled up paper) to each other randomly around the circle. As they throw it they have to give a word related to the topic of home. After a minute or so the teacher shouts out Street and the students have to give words related to street and so on and so forth. Note students should try to avoid repetitions.

In pairs students then discuss each of the categories. The teacher shouts out the topic – home – the students talk with their partners about their homes. After a minute or so the teacher shouts out the word ‘street’ and so the activity continues until all the categories have been discussed. The teacher monitors. Feedback: Something that surprised you / that you didn’t know before / something you have in common. As a variation, they could turn to another partner and give an oral précis of what their first partner said.

For example: Student A picks up a card, turns it over, silently reads the word (e.g. annoys) and then asks a question to his/her partner or another member of the group: “Is there anything that annoys you?”



Aktivita č. 4:

YESTERDAY /WEEKEND (Grammar – past tense – Speaking)

The teacher writes out four or five questions on cards or on the board. The cards/questions are distributed amongst the students in groups. Alternatively, the teacher could dictate all the questions and allocate the questions to the students. Students A are given the first question, students B the second, students C the third and so on.

The teacher elicits what is a cocktail party – small talk, mingling with many different people and drinking cocktails. The students, on the command of the teacher then mingle (the teacher sings mingle, mingle, mingle, mingle ...at varying speeds. When s/he stops the students turn to greet the nearest classmate and ask his/her assigned question. A conversation then develops from this question. The partner then asks his/her assigned question and establishes a conversation. The teacher after a couple of minutes starts once again to sing “mingle, mingle, mingle”. Students then mingle and until the teacher stops singing. They turn to the nearest person and repeat the procedure.

Sample questions:

“Did everything go to plan yesterday?”

“Did yesterday go as you had expected?”

“How did you get on yesterday?”

“Tell me, did you realize all that you needed to yesterday?”

“Tell me, was yesterday a success?”

“Did yesterday live up to your expectations?”

Variation 1: The list of questions could be dictated and then students chose the question(s) they want to ask.

Variation 2: The teacher / good student elicits questions from the students relating to yesterday and writes them on the board. The students, in pairs, then ask and answer these questions. New pairs are then formed and the students report back what they learnt about their first partner – practicing reported speech.

NOTE: This works well in multi-level classes. It is also useful for revising previous lessons and or holiday/weekend activities.



Aktivita č. 5:

GAMBIT (Speaking)

In pairs students think of words beginning with the following letters and then have a conversation about that word.

St A: G...greenhouse. I love gardening and I have two green houses in my garden.

St B: What is a greenhouse?

St A: It is a glass house where you can grow young plants or flowers.

St B: OK. What kind of plants or flowers do you grow?

St A: Well.....

Students continue for a minute or two. Then the teacher gives the second letter – a – and the same procedure is followed. After all the letters have been given, the teacher elicits what the letters were, and asks what is the word: G - a - m - b - i - t What is a gambit?

A gambit is a word or phrase which helps us to express what we are trying to say. For example, we use gambits to introduce a topic of conversation, to link what we have to say to what someone has just said. If we never use gambits in our conversation, other people will think we are very direct, abrupt, and even rude – they will get a wrong picture of us as people.

If you have just heard that your teacher is going to get married, you could walk into the class and announce the fact, but you will have more effect if you start. Are you sitting down? You won't believe this but our teacher is getting married.

Gambits will make your English sound more natural, more confident, and will make you easier to talk to. Above all, you will not be misunderstood.

Variation: The teacher writes the letters (mixed up) on the board in columns. In each column students give words related to their subject beginning with that particular letter. For instance: m – mathematics, molecules, mean, and motorcycle. The teacher then calls out a letter and student A chooses a word from the respective column.

For example: M: A: motor....I have never ridden a motorcycle because I think it is too dangerous....



Aktivita č. 6

HOW SOMETHING AFFECTS YOU (Speaking)

The teacher asks students to think of all the changes they would like to make in their classroom routine or education systems – if they could wave a magic wand. For example: They may wish to change the times of their classes, have a longer holiday, have smaller classes etc. The teacher writes some or all of the ideas on the board. In pairs, one student proposes a change. The second student should explain how this would affect him or her personally. Students use the following phrases when talking about how the change affects them:

In my opinion,
From my point of view,
Well, personally,
If I had my way,
What I'm more concerned with is,
In my case,

Example:

Student 1:

Why don't we come to school in the afternoons and evenings? I hate coming to school in the morning.

Student 2:

From my point of view that's impossible. The only bus I can get is in the morning. There are no buses around lunchtime.

Some ideas for changes:

Why don't we spend more time talking?

I'd like to have more breaks.

I'd like to do some more grammar exercises.

Can we read English newspapers for a change?

Variation: The teacher divides the class into groups. Each group is given a large poster size piece of paper and a marker pen. One of each of the groups acts as the secretary and writes down the group's ideas for changes. The teacher then redistributes the poster size papers so each group has another group's ideas. In their groups students discuss these changes using the target language. The teacher then asks for class feedback.



Aktivita č. 7

PERKS and DRAGS (Speaking / Writing)

Teacher writes on the board:

What are the perks of your job/studies/subject and what do you find a drag? Teacher checks students understand the meaning of perk (an extra benefit) and drag (something that is boring and uninteresting). Teacher elicits two examples to demonstrate the meaning.

In pairs students answer the questions before class feedback.

Aktivita č. 8

WHAT HAVE YOU DONE SINCE I LAST SAW YOU? (Grammar (Present Perfect / Past – Speaking))

On Tuesday I was in Southampton.
Yesterday I was in Eastbourne.

The students ask me the question, I reply and they ask follow up questions. Then the students role play one is the teacher and the other is student. They then do the same ask and answer in pairs.

Aktivita č. 9

YOU ARE HERE ON A CPD COURSE WHICH INCLUDES A 'SHORT HOLIDAY' (Speaking – Past tense)

Elicit question words and questions about last holiday. The students then ask the questions to the teacher before asking and answering in pairs. New pairs feedback on what they learnt about the first partner. Class feedback.

Aktivita č. 10

FRERE JAQUES – HOT AND COLD

Teacher sings the nursery rhyme in French and or own native language. Teacher can also teach the English version. Just as Hot and Cold a student goes out of the room. An object is chosen and hidden in the classroom. The student who was outside returns to the class. The class then starts singing Frere Jacques in English, French, or their Mother-tongue. The softer the class sings the further away the student is from the object. The louder the class sings the nearer the student is to the object. The class continue singing the rhyme until the object is found.

Frère Jacques, frère Jacques,
Dormez-vous ? Dormez-vous ?
Sonnez les matines ! Sonnez les matines !
Ding, dang, dong. Ding, dang, dong.

Are you sleeping, are you sleeping,
Brother John? Brother John?
Morning bells are ringing! Morning bells are ringing!
Ding, dang, dong. Ding, dang, dong.



Variation: Students use the tune of Frere Jacques to compose their own poems with action which they perform in front of the rest of the class.



Aktivita č. 11

WE ARE TEACHERS (To the tune of Frere Jaques)

We are teachers, we are teachers,
Working hard, working hard.
Can we be paid more, can we be paid mor?
I'm not sure, wait and see.
[Each line is
accompanied by appropriate actions]

Variation: Pupils in small groups write their own four line song to fit the tune. They then perform it in front of the class twice. The first time the others watch. The second time the others follow the teacher's actions.

Aktivita č. 12

EIGHT SQUARE STORY

Divide the board into eight squares. Eight students (two at a time) come up to the board and draw a picture in one of the squares. Each pair has 30 seconds to complete the picture. The students then work in pairs to compose a story which incorporates all of the pictures once, randomly. They then come up in pairs. One reads while the other points to the different pictures.

Aktivita č. 13

IF I RECALL CORRECTLY

The teacher calls out "mingle, mingle, mingle, mingle, mingle" and the students walk round mingling, moving in and around each other. When the teacher stops the students stop moving and turn to the nearest person. The teacher then says and drills the following: If I recall correctly Students then use this to start a conversation with their partner. This can be repeated with the following phrases:

If I remember rightly
If I am not mistaken
If my memory serves me
well
Am I right in thinking
....

Aktivita č. 14:

TOURISTS

The teacher divides the class into groups of 5 or 6. From each group one student is the local resident, with the remaining 4 or 5 students given a number 1 to 4 or 5 and allocated the role of tourists. The local residents go and stand apart in the corners of the room. The others make groups in the middle of the classroom or at one end of the classroom facing their respective local resident.

The teacher calls out "Number 1" and number 1 students go to their local resident and make a request as a tourist. The resident answers, making up the information if not known. For example:

Student 1: "Excuse me, where can I catch the bus to Exeter?"

Local Resident: "Ok, you go straight along here, turn left and it is the first street on the right."

Student B: "Please could you repeat that."

Student A: "Yes, you go straight along here, turn left and it is the first street on the right."

Student 1: "What number is the bus for Exeter?..." and so the conversation develops.

The teacher then calls out or signals for "Number 2" and the number 2 students go up to the local residents and make their requests. Number 1, meanwhile does not stop talking but keeps up his/her conversation, pressing his/her request. So now one has numbers 1 and 2 making requests at the same time to their local residents. After a minute or so, the teacher calls out or signals for "Number 3" and the number 3 students go up and make a request. So now you have three tourists each making their request – at the same time – to their local resident. It thus continues with numbers 4 and 5 until the end of the activity when each of the local residents is dealing with 5 different requests, all at the same time!

Variation: The teacher can change the scenario according to the learning context. For example instead of tourists the situation could be: break time in a playground asking their friend to join in a game, organise a game, or to get something from the teacher / PE teacher

Aktivita č. 15:

Opakovacie loptičky

Typ aktivity: opakovanie slovnej zásoby, prebratého učiva

Skupinová aktivita

Inštrukcie:

Študentov rozdelíme do 3 až 4 členných skupín. Rozdáme čisté papiere (z trhacích bločkov alebo formát približne A6), tak aby mal každý študent 2 – 3 papiere.

V skupine si študenti rozdelia jednotlivé slovíčka alebo frázy a napíšu ich na papier tak, aby sa v skupine neopakovali tie isté výrazy.

Jednotlivé papiere skrčia, aby vytvorili loptičku, ktorú budú následne hádzať spolužiakom z ostatných skupín.

Študenti hádžu loptičky na pokyn učiteľa tak, aby v každej skupine bol približne rovnaký počet loptičiek. Môže sa stať, že skupina dostane späť svoju loptičku – je to v poriadku.

Študenti rozbalia loptičky a musia si vzájomne vysvetliť/preložiť výraz a z daných výrazov vytvoriť vety alebo celý príbeh.

Variant: danú aktivitu je možné použiť aj na opakovanie prebraného učiva (gramatiky) tým, že študenti napíšu na papiere otázky z prebraného učiva.



Aktivita č. 16:

QUIZ MAKERS

Typ aktivity: opakovanie gramatického javu – tvorba otázok

Individuálna práca a prezentácia pred triedou/školou

Práca s ITC

Inštrukcie: Žiaci doma zhotovia kvíz s 10 otázkami (s možnosťou voľby A,B,C,D alebo otvorené otázky) s témou podľa svojho výberu a pošlú emailom kvíz učiteľovi v programe Word alebo PowerPoint.

Učiteľ skontroluje gramatickú a ortografickú správnosť otázok a pošle spätnú väzbu študentom, ktorí kvíz opravujú. Na základne spätnej väzby od učiteľa si študenti sami ohodnotia gramatiku, slovnú zásobu, kreativitu a vedomosti potrebné k vypracovaniu kvízu. Jednu až dve vyučovacie hodiny pripravujú žiaci kvízy v online programe <https://www.quiz-maker.com> (je možné použiť i iný program). Pripravené otázky jednoducho skopírujú a môžu pridať i obrázky. Odkaz na zhotovený kvíz pošlú učiteľovi emailom, spolu s krátkym popisom kvízu. Učiteľ vytvorí stranu ku každému kvízu, viď príklad nižšie. Študenti prezentujú kvíz pred triedou. Ostatní odpovedajú na otázky a na konci hodnotia prezentáciu a spravovanie kvízu.



Aktivita č. 17:

Flashcards games

Učiteľ rozdá na lavicu kartičky zo slovnej zásoby, ktorú chce zopakovať. Žiaci sa postavia okolo lavice tak, aby každý dobre videl. Učiteľ spolu so žiakmi niekoľkokrát povie slovíčka nahlas. Potom postupne odoberá kartičky, ale žiaci to slovíčko hovoria akoby tam kartička bola.

Na konci hry je lavica prázdna, a žiaci hovoria slovíčka kariat, ktoré tam boli a ukazujú na ich miesto. Hra je vhodná pre všetky ročníky. V nižších ročníkoch dávame kariat menej, vo vyšších viac slovíčok a z viacerých lekcí.



Aktivita č. 18

What´s your favourite.....?

(samostatná práca, práca v skupine)

V úvode aktivity si žiaci odkreslia svoju dlaň. Do každého prsta na ruke potom píšú odpovede na otázky učiteľa. Otázky môžu byť rôzne podľa preberaného učiva, najčastejšie sa však týkajú záujmov detí a toho čo majú najradšej.

What´s your favourite animal?

What´s your favourite fruit?

What´s your favourite colour?

Who is your best friend?

What´s your favourite number?

V ďalšej časti aktivity učiteľ zozbiera papiere, zamieša ich a rozdá žiakom. Je dôležité, aby deti nepoznali rukopis spolužiaka počas aktivity, najlepšie je, keď sedia samostatne v lavici. Po rozdaní papierov sa žiaci postavia, voľne pohybujú po triede a hľadajú toho, koho papier dostali. Pýtajú sa otázkami:

Do you like red colour?

Is your favourite animal dog?

Is your best friend Pete? a pod.

Zvíťazí ten žiak, kto prvý zistí, koho papier drží. Najčastejšie sa aktivita vykonáva až pokým všetci žiaci neurčia svoju dvojicu. Hru je možné využiť v ktorejkoľvek časti hodiny - pri opakovaní slovnej zásoby, pri fixácii nových slovíčok a pod. Je určená pre žiakov, ktorí ovládajú písanie anglických slov - koniec 2. roč. a starším.



Aktivita č. 19:

Is that me?

Cieľ: pokúsiť sa nájsť veci, ktoré nás v skupine spájajú, formovať vzťahy v skupine

Úroveň: elementary a vyššie

Čas: 10 – 15 min

Príprava: vety si treba pripraviť vopred

1. Žiaci si pripravia do zošita tabuľku s tromi stĺpcami:

This is me. This is not me. This is me, sometimes.

2. Vysvetlite žiakom, že im prečítate niekoľko viet (pozri príklad nižšie). Ak veta, ktorú prečítate, vystihuje žiakov, majú ju zapísať do prvého stĺpca (This is me.), ak ich nevystihuje, do druhého (This is not me.) a ak o nich platí aspoň občas, zapíšu ju do tretieho (This is me, sometimes.). Pri začiatkoch odporúčam aspoň dve vety urobiť spoločne ako príklad, upozorniť ich napríklad na záporné vety. Ak je veta záporná, neznamená to automaticky, že ju treba dať do druhého stĺpca, musia si to vyhodnotiť podľa seba.

Príklad:

I like going to the cinema.

I´m a sporty type of person.

I hate shopping.

I don´t mind when other people are late.

I´m an early bird.

3. Keď sú prečítané všetky vety a žiaci ich majú zapísané, vyzvite ich, aby sa o nich porozprávali vo dvojiciach. Ak máte dostatok času, dvojice sa môžu niekoľkokrát vystriedať.

Poznámka: Je to alternatíva klasickej aktivity Find someone who... Náročnosť viet si môžete veľmi jednoducho upraviť podľa úrovne žiakov v skupine.

Aktivita č. 20

Mistakes

Ciel: precvičiť gramatický jav alebo špecifickú slovnú zásobu

Úroveň: Elementary a vyššie

Čas: 20 min

Príprava: 8 – 10 viet s chybami pripraviť vopred (počet viet upraviť podľa veľkosti skupiny), každá veta musí byť napísaná na samostatnom očíslovanom lístku

1. Žiaci pracujú vo dvojiciach. Každá dvojica potrebuje mať pripravený prázdny papier, na ktorý si pod seba napíšu čísla od 1 po 8, 10 (podľa počtu viet). Jeden vo dvojici je zapisovateľ, ten musí vždy sedieť na svojom mieste v lavici a zapisovať vety. Druhý je doručovateľ, ten chodí s chybnými vetami a so správnymi odpoveďami.
2. Každá dvojica dostane na úvod jeden lístok s chybnou vetou. Ich úlohou je nájsť chybu vo vete, opraviť ju a napísať správne do svojho papiera ku správne číslo. Na lístok s chybnou vetou nesmú písať. Akonáhle majú vetu správne prepísanú na svojom papieri, doručovateľ zoberie lístok aj správnu odpoveď k učiteľovi. Učiteľ skontroluje, či je veta správne opravená. Pokiaľ áno, dá doručovateľovi nový lístok s inou vetou a doručovateľ opäť beží k zapisovateľovi a opravujú ďalšiu vetu. Ak nie je veta správne opravená, učiteľ doručovateľa vráti a musia sa pokúsiť opraviť vetu znova. V prípade, že sa dvojici dlhšie nedarí opraviť tú istú chybu správne, môže im učiteľ napovedať, pomôcť.
3. Víťazom je dvojica, ktorá má prvá opravené všetky vety správne. Žiaci si tiež trénujú trpezlivosť, pretože niekedy musia dlhšie čakať na vetu s číslom, ktoré im ešte chýba, keďže iná dvojica na chybe môže pracovať dlhšie. Dvojice, ktoré skončia skôr, môžu pomáhať iným dvojiciam, ktoré ešte pracujú.

Príklad:

Chybné vety:

1. She don't like strawberries.
2. Mick didn't went to school yesterday.
3. When my mum goes shopping I must look for my little brother Jason.

Žiacky hárok:

1. She doesn't like strawberries.
2. Mick didn't go to school yesterday.
3. When my mum goes shopping I must look after my little brother Jason.