

Вы сюда не играть пришли!



*Language games for
ELT*

Usborne
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Деятельностный подход в педагогике

П. Я. Гальперин в своих исследованиях поставил вопрос: для чего человек учится?

И ответил: для того, чтобы научиться что-либо делать, а для этого – узнать, как это надо делать. Т.е. цель обучения – дать человеку умение действовать, а знания должны стать основой и средством обучения действиям.

Младший школьный возраст: сочетание учебной и игровой деятельности

игровая
деятельность



учебная
деятельность

**Очень весело и
медленно**

**Очень серьёзно
и скучно**

Йохан Хёйзинга, нидерландский философ и историк культуры
Человек = Homo Ludens=человек играющий

- 1. Игра -свободная деятельность, «излишество»**
- 2. Игра-выход во «временное пространство, понарошку»**
- 3. Игра имеет определённые рамки, традиции и правила**
- 4. Игра – повторяется**
- 5. Восторг, увлечённость, одержимость игрой**

«Аффективный» фильтр –

Affective filter – mental block, caused by affective factors ... that prevents input from reaching the language acquisition device' Krashen, 1985

"The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear.» Stephen Krashen

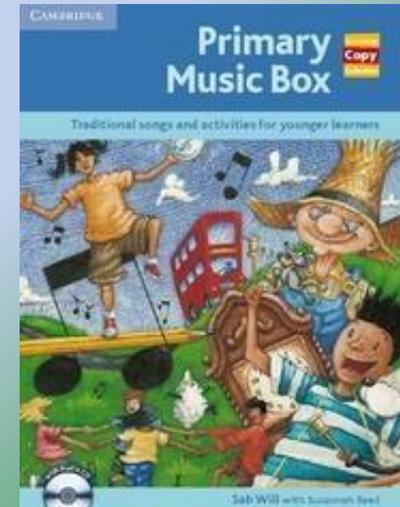
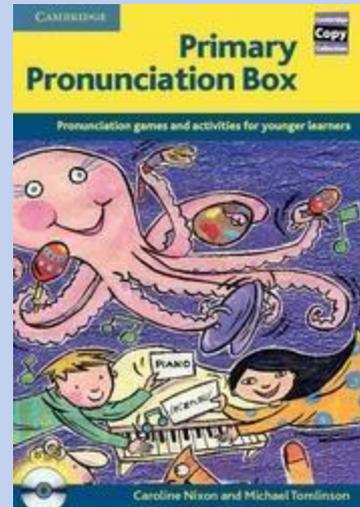
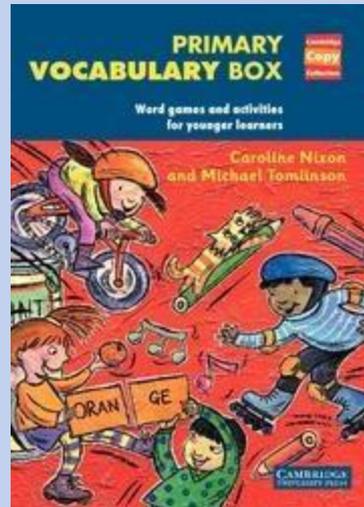
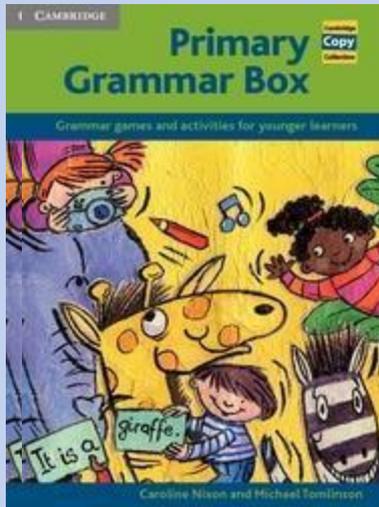
motivation, self-confidence, and anxiety all play a prominent role in language acquisition

Как это поможет при подготовке к ГИА и ЕГЭ?

- ✓ Активизация навыков и умений
- ✓ Формирование беглости речи
- ✓ Дополнительная практика аудирования
- ✓ Расширение словарного запаса
- ✓ Активное использование средств логической связи
- ✓ Личностно-ориентированное оформление заданий (for\against essay и personal letter)

ФГОС- иностранный язык - игра

- Значительная роль в формировании нового типа учебной деятельности в основной школе принадлежит программе **формирования универсальных учебных действий**, конкретизированной в отношении возрастных особенностей учащихся.
- Ведущей деятельностью подросткового возраста, по мнению психологов, является **интимно-личное общение со сверстниками**.
- Развитие рефлексии выступает как **осознание подростком собственных интеллектуальных операций, речи, внимания, памяти, восприятия и управление ими**.



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английский язык -> справочная
литература и дополнительные
пособия

Let's Play and learn !



Resistance to communicative methods ?

CAMBRIDGE

Primary Grammar Box

Copy

Grammar games and activities for younger learners



1.6

PRIMARY PRONUNCIATION BOX

Sound stickers

Listen and say

Charlie likes chicken, chips, cheese and chocolate.

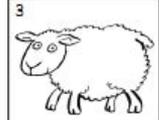
Shirley sheep likes shirts, shoes and shorts.



tea ch er



oe



ee p



air



bea



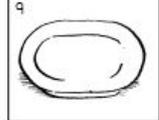
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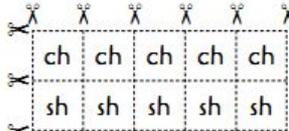


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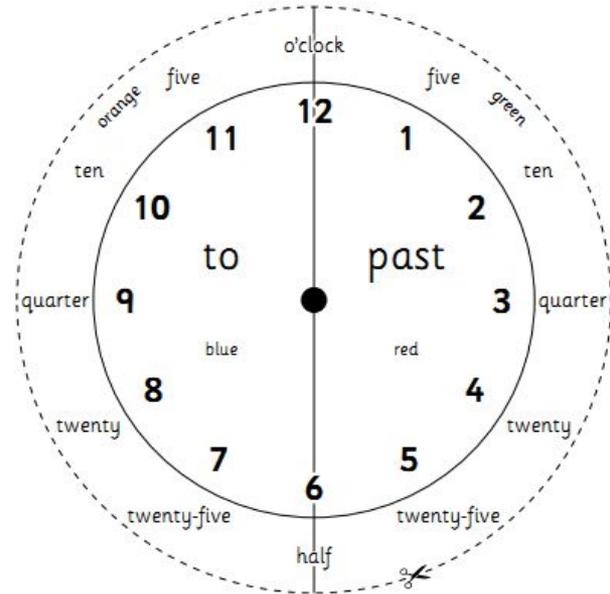
wat

Read, cut and stick



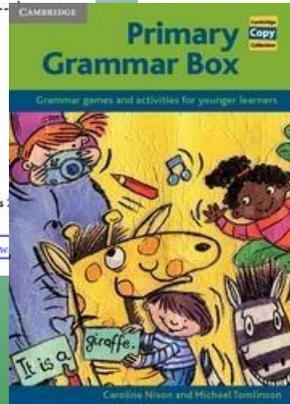
What's the time?

PRIMARY GRAMMAR BOX 1.11



purple

pink



1.1

UNIT 1 Personal information

All in a day

Level

Elementary

Time

40–45 minutes

Aim

To practise everyday expressions formed with the verbs *do, get, go, have, make* and *take*.

Materials

For Warm-up, one copy of the Vocabulary grid for each student.

One copy of the board for each group of three to four students.
One die for each group of three to four students.

One counter (or equivalent) for each student.

For Follow-up, a picture of a person that the students will all be able to see.

Key vocabulary

do: the cleaning, the cooking, the ironing, the washing-up, your homework
get: cold, dressed, angry, tired
go: stubbing, running, shopping, swimming, to bed, upstairs
have: a drink, a meal, a party, a rest, a shower
make: a mess, a noise, a phone call, friends, the bed
take: an exam, a photo, the bus, the train, your coat off

Warm-up

- 1 Draw six columns on the board. Write one of these verbs at the top of each column: *do, get, go, have, make, take*. Ask students to copy this.
- 2 Give each student a copy of the Vocabulary grid.
- 3 Tell students that each vocabulary item goes with one of the six verbs. Elicit two examples and write them in the correct columns on the board.
- 4 Ask students to complete their table, either individually or in pairs.
- 5 Check the answers with the whole class. Students may suggest other possible answers that are not given in the key vocabulary or used later in the game, e.g. *take a shower, make a meal*.

Main activity

- 1 Divide the students into groups of three or four. Give each group a copy of the board, a dice, and a set of counters.
- 2 Playing the game:
 - Students take turns to throw the dice and move their counter along the squares.
 - When they land on a square, they make a sentence about a student in the group using the picture and the word in the square, e.g. *Marco, I think you go swimming.*
 - The other students have to decide whether the sentence is grammatically right or wrong. If the sentence is right, they stay where they are. If it is wrong, they go back two squares.
 - If a student arrives on a square with a ladder, they may go up the ladder if they make a grammatically correct sentence. If they arrive on a square with a snake's head, they go down the snake.
 - The winner is the first student to reach square 30.

Variation

The board can be used to practise particular grammatical structures at different levels, e.g. present continuous: *He's going swimming. They're having a party.*
present perfect questions: *Have you been swimming today? Have you done the cleaning yet?*
conditional sentences: *If you don't take the bus, you'll be late for the party. If she goes dancing tonight, she'll be tired tomorrow.*

Follow-up

Show the class a picture of a man or woman. As a class the students build up a story about the person's daily routine, using language from the game, e.g. Student A: *Every day Sally gets up at 7 o'clock and she has a shower.*
Student B: *Every day Sally gets up at 7 o'clock and she has a shower. She makes the bed, then...*
Continue in this way until all the students have had a turn.

Homework

- 1 Write six questions using the vocabulary from the activity, then interview another person and write about them.
- 2 Write six sentences about a day when you were very busy, using vocabulary from the activity.

Acknowledgement

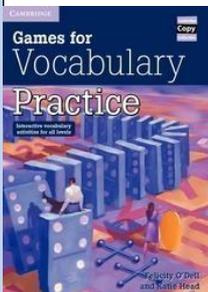
We first came across the idea of using Snakes and Ladders in the language classroom in *Grammar Games* by Maria Revoluton (Cambridge University Press 1984).

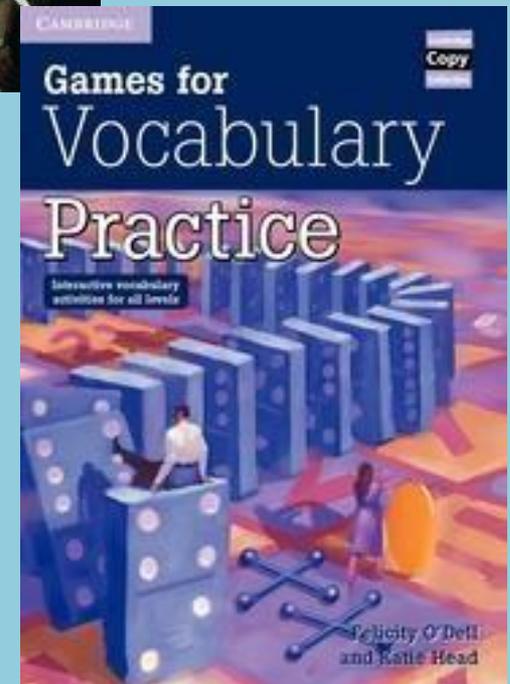
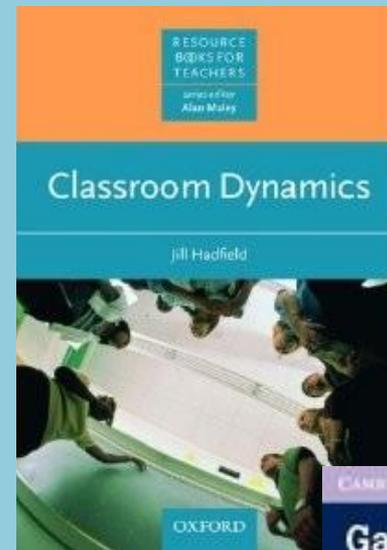
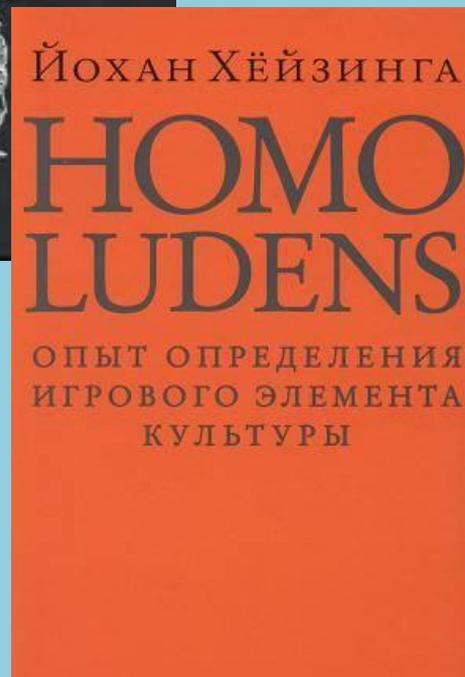
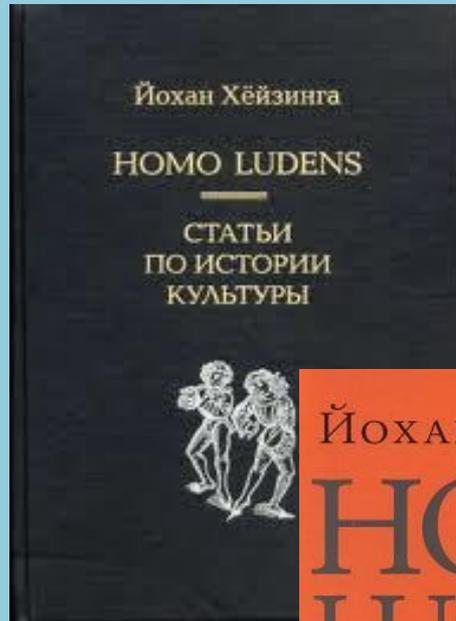
All in a day 1.1

Vocabulary grid

tired	your homework	swimming	the bed	a party	the cleaning
to bed	your coat off	the washing-up	a shower	upstairs	dubbing
a drink	a rest	angry	cold	the train	a noise
a phone call	running	the cooking	friends	the ironing	shopping
a meal	the bus	a mess	a photo	dressed	an exam

The board consists of 10 rows and 6 columns. The top row is labeled 'FINISH' and the bottom row 'START'. The squares are numbered 1 to 30. The board contains various illustrations of people performing daily activities. A path of arrows starts from square 1 and winds through the board, ending at square 30. The path includes squares with ladders (upward arrows) and snakes (downward arrows).





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'Usborne' books and language games



He has got....he has not got...

Spot the difference

Draw around six things that are different on these two passengers.



Wordsearch

Find the words below on the grid and draw around them.

seat, train, ticket, tunnel, track



example

i	s	t	l	u	a	t	s		
t	e	s	u	t	i	r	e		
u	a	e	i	r	c	e	t		
n	t	r	a	c	k	s	r		
n	a	e	s	i	c	n	a		
t	i	c	k	e	t	t	i		
s	e	a	s	a	r	k	n		
i	t	u	n	n	e	l	u		

Which fish?

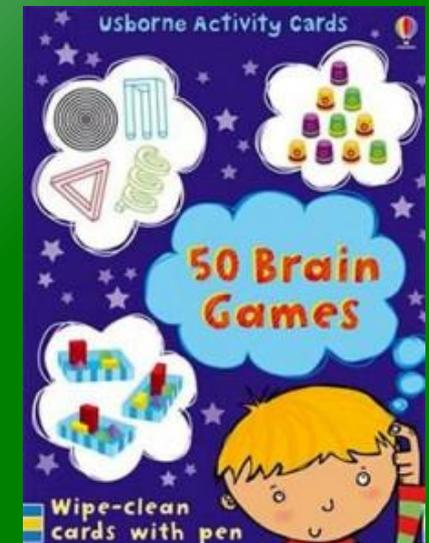
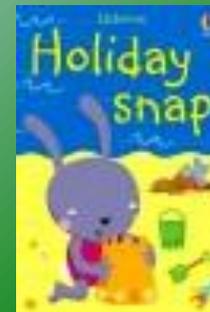
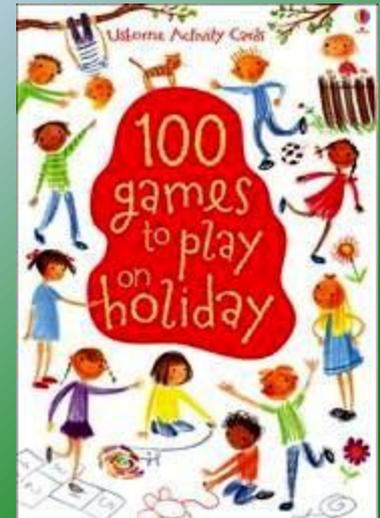
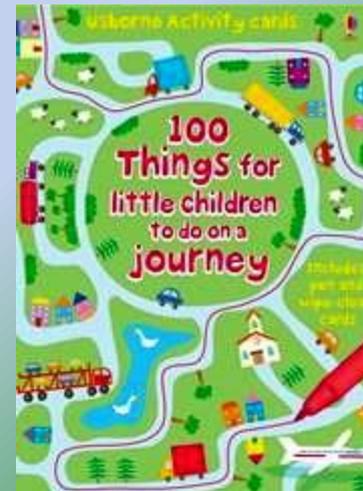
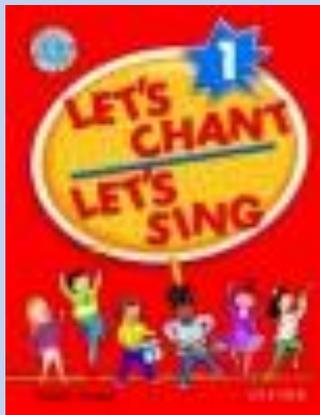
There are 37 fish on this page, but only 36 on the opposite page. Cross off the fish that are on both sides to find out which fish is missing.



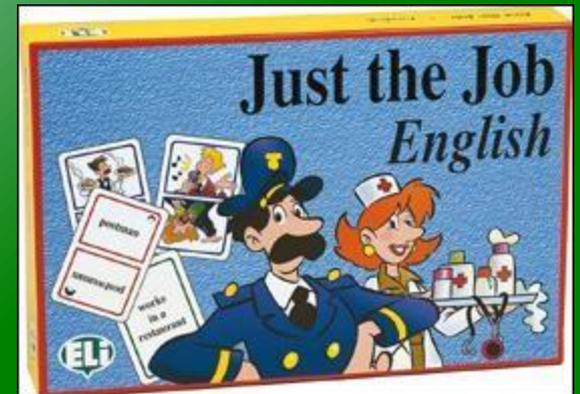
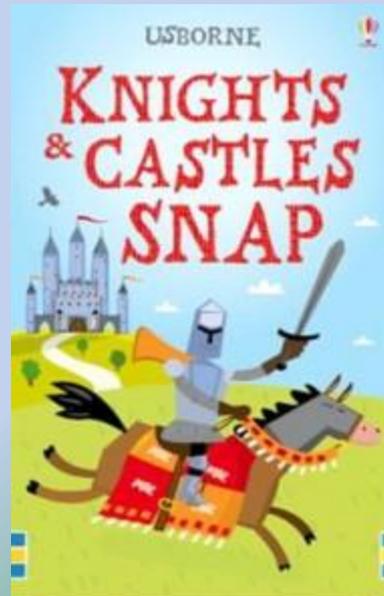
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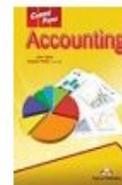


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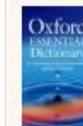


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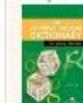
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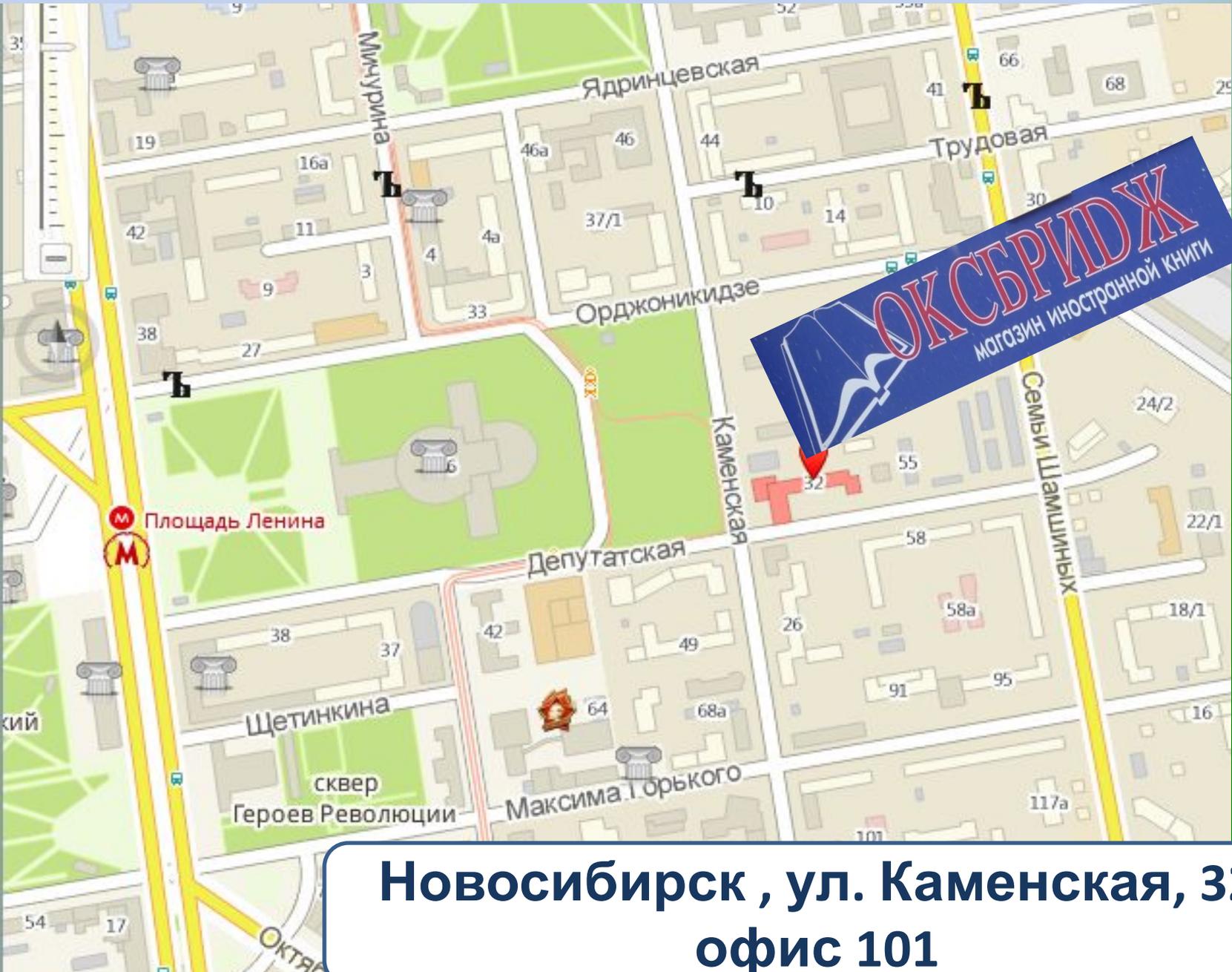


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