



ДЕПАРТАМЕНТ ОБРАЗОВАНИЯ ГОРОДА МОСКВЫ
ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ПРОФЕССИОНАЛЬНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ГОРОДА МОСКВЫ
«КОЛЛЕДЖ СВЯЗИ № 54»
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**Методические рекомендации по проведению игр на уроках
английского языка**

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1. Discussion Time

Mark one of the columns with * for the ten statements you hear.

	Totally agree	Partially agree	Depends	Partially disagree	Totally disagree
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Statements

1. It's extremely rude not to arrive on time to meet friends
2. We shouldn't allow children to eat fast food
3. It should be legal for bosses to check their employees personal e-mails
4. It's a good idea to charge people for driving through city centers
5. Real human communication is deteriorating because of computers
6. Couples split up more these days because they make the decision to get married too quickly
7. It's not acceptable for a woman to ask a man out
8. Going out with a new boyfriend or girlfriend is the best way to get over splitting up with your old partner
9. The internet is a good way to find a boyfriend or girlfriend
10. People today work harder and faster than they did one hundred years ago

Cut the worksheet in half and give a copy of the top half to each student. Tell the student to listen to the statements that you read out and mark a column for each one according to how much they agree or disagree with each statement.

Read the statements from the second part of the sheet, repeating each one several times and if necessary rephrasing it to make sure that the students understand.

When you have read all ten and the students have filled in the table, organize the class into small groups of three or four. Distribute copies of the statements, and have the students discuss each one, comparing the way in which they had filled out the *agree /disagree table*.

Разрежьте рабочий лист пополам и дайте копию верхней половины каждому студенту. Попросите студента прослушать зачитанные вами утверждения и отметить колонку для

каждого из них в соответствии с тем, насколько они согласны или не согласны с каждым утверждением.

Прочитайте утверждения из второй части листа, повторяя каждое из них несколько раз и при необходимости перефразируя его, чтобы убедиться, что учащиеся понимают.

Когда вы прочтете все десять и ученики заполнят таблицу, разделите класс на небольшие группы по три-четыре человека. Распространите копии утверждений и попросите студентов обсудить каждое из них, сравнивая способ, которым они заполнили таблицу "Согласен/не согласен".

2. Explain that!

1. You came back from your holidays with a broken leg.
2. You arrived home completely wet on a sunny day.
3. You were walking down the street with Tom Cruise.
4. You were jumping up and down without stopping.
5. You registered from your job.
6. You sent the American president a letter.
7. You were camping in the garden of your house.
8. You were in shop in Greece stealing bread.
9. You were speaking English to a French person.
10. You threw your food at the waiter in an expensive restaurant.
11. You were driving on the wrong side of the road.
12. You invited and paid for the whole class to go to Australia on holiday.
13. You were riding an elephant through London city centre.
14. You gave your English teacher a big kiss.

Divide the students into small groups of three or four and give each group a pile of cards, which they put on the desk face down.

Have one of the students take a card and read it aloud. Tell the rest of the students in the class to think of an explanation for the situation using the Past Perfect. Brainstorm the explanations, encouraging students to elaborate their explanations by asking follow up questions using e.g., *where, why, when*, etc.

Now tell the students to do the same with the rest of the cards in small groups, with students taking it in turns to take a card. Give an explanation and ask questions about that explanation.

Разделите студентов на небольшие группы по три-четыре человека и дайте каждой группе стопку карточек, которые они кладут на стол лицевой стороной вниз.

Попросите одного из студентов взять карточку и прочитать ее вслух. Скажите остальным ученикам в классе, чтобы они придумали объяснение ситуации, используя прошедшее совершенное время. Проведите мозговой штурм, поощряя студентов разрабатывать свои объяснения, задавая дополнительные вопросы, например, *где, почему, когда* и т.д.

Теперь скажите студентам, чтобы они сделали то же самое с остальными карточками в небольших группах и чтобы студенты по очереди брали карточку. Дайте объяснение и задавайте вопросы, касающиеся этого объяснения.

3. Find out

1 Find out how many students in the class have given somebody a present recently. Find out who to and what it was.	2 Find out how many students were promised rewards for doing the housework, helping their parents or doing homework when they were children. Find out what rewards they were promised.
3 Find out how many students in have lent something to somebody recently. Find out what it was.	4 Find out how many students have written somebody an e-mail today. Find out who to and what about.
5 Find out how many students have sent a letter or card to somebody recently. Find out who to and why.	6 Find out how many students have told somebody some important information recently. Find out
7 Find out how many students have taught somebody something recently. Find out who to and what it was.	8 Find out how many students have recently. Find out what it was.
9 Find out how many students have shown somebody some photographs recently. Find out what they were and who to.	10 Find out how many students have offered somebody some help recently. Find out what it was and who to.

Cut up the cards and distribute one to each student. Tell the students to read the card and work out what questions they will have to ask in order to discover the information.

Get the students to stand up and mingle with the others asking their questions and making a note (mental or written) of the answers.

Get feedback from the whole class on the answers. If you have more than ten students you might want to let students with the same card confer before this feedback session.

Разрежьте карточки и раздайте по одной каждому ученику. Попросите студентов прочитать карточку и решить, какие вопросы они должны будут задать, чтобы получить информацию.

Попросите студентов встать и пообщаться с другими, задавая свои вопросы и делая заметки (мысленные или письменные) с ответами.

Получите обратную связь от всего класса по ответам. Если у вас более десяти студентов, вы можете разрешить студентам с одной и той же карточкой посоветоваться перед этим сеансом обратной связи.

4.Noughts and crosses

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

Instructions

Choose a square and listen to your partner's sentence.

Is it right or wrong? If it's wrong correct it. If you choose correctly put a cross or a nought in the square.

Now it's other team's turn.

The winner is the one with most noughts or crosses at the end. You get an extra point for three noughts or crosses in a row.

Sentences A

1. My brother's younger than me. (x-no the)
2. This is the one that I want.(v)
3. I am going to apply on a job (x-apply for)
4. The old people should be respected (x-no the)
5. I'd like to be a pilot in the future(v)
6. She's tall and the hair is curly.(x-her hair)
7. Can I have a milk please(x-some milk)
8. She agrees the other person. (x-agrees with)
9. Peter is a old friend of mine (x-an)
10. Pacific Ocean is very big(x-the)
11. I know the family sitting over there(v)
12. Everest is a very high mountain(v)
13. Will you pass me butter(x-the butter)
14. I am worried about my exams(v)
15. The Spanish are usually dark(v)
16. I don't like the cats at all (x-no the)

Sentences B

1. The man on my left is a doctor. (v)
2. My brother works as fire fighter (x-a fire fighter)
3. The lake Geneva is very beautiful (x-no the)
4. She's the tallest girl in the class. (v)
5. I've been listening the radio.(x-listening to)
6. Susan is at university at the moment. (v)
7. It will be difficult to climb the mountain. (v)
8. I went out with the friend last night.(x-a friend)
9. Do you want the lunch now?(x-no the)
10. There's a in centre.(x-the centre)
11. I usually spend a lot on clothes. (v)
12. Pollution is a big problem. (v)
13. I stayed at a hotel in South of Italy.(x-the South)
14. It depends of the teacher.(x- depends on)
15. I like the oranges best.(x- no the)
16. Last weekend she studied a lot. (v)

Divide the class up into groups of four and divide each four into two teams of two. If you have odd numbers make some teams of one or three. Give each team a copy of the grid and explain the title *Noughts and Crosses*. Read through the instructions with the students and check that they understand how to play the game.

Give a copy of sentences A to one team and sentences B to another team. Each team must decide whether to be noughts or crosses.

Tell the students to take it in turns to choose a number and the other team will read them the sentence. If they decide right or wrong correctly they put the symbol in the square. Now the other team plays.

At the end the students count how many noughts and crosses they have and add an extra point if they have three in a row. The winner is the team with the most points.

Разделите класс на группы по четыре человека и разделите каждую четверку на две команды по два человека. Если у вас нечетные числа, составьте несколько команд из одного или трех человек. Дайте каждой команде копию сетки и объясните, что такое крестики и нолики в названии. Прочитайте инструкции вместе со студентами и убедитесь, что они понимают, как играть в эту игру.

Передайте копию предложений А одной команде, а предложения В - другой команде. Каждая команда должна решить, быть ли ей крестиками или ноликами.

Скажите студентам, чтобы они по очереди выбирали номер, и другая команда прочитает им предложение. Если они правильно или неправильно решают, они помещают символ в квадрат. Теперь играет другая команда.

В конце студенты подсчитывают, сколько у них ноликов и крестиков, и добавляют дополнительное очко, если у них три в ряд. Победителем становится команда, набравшая наибольшее количество очков.

5.Travel Options

Student A

Ask your partner questions in order to complete the missing information about the coach service.

TRAIN EXPRESS LONDON- LEEDS

TIMETABLE

Monday-Friday Every two hours (6 a.m.-10 p.m.)

Saturdays 11 a.m., 4 p.m., 8 p.m.

Sundays 11 a.m., 6 p.m.

TRAVEL TIME 2hrs, 15 min

PRICES

Single 28£

Return 39.50£

LUGGAGE LIMITATIONS None

COACH EXPRESS LONDON- LEEDS

TIMETABLE

Monday-Friday _____

Saturdays _____

Sundays _____

TRAVEL TIME _____

PRICES

Single _____

Return _____

LUGGAGE LIMIRATIONS _____

What's the best way to travel in your opinion? What does it depend on? Are the coach and bus services similar in your country?

Student B

Ask your partner questions in order to complete the missing information about the train service below.

COACH EXPRESS LONDON- LEEDS**TIMETABLE**

Monday-Friday 10a.m.,3p.m.,8p.m.

Sundays 11 a.m.,11 p.m.

TRAVEL TIME 3hrs,45 min**PRICES**

Single 11.50 &

Return 19 &

LUGGAGE LIMIRATIONS 2 suitcases or big bags+1 handbag**TRAIN EXPRESS LONDON LEEDS****TIMETABLE**

Monday-Friday _____

Saturdays _____

Sundays _____

TRAVEL TIME _____**PRICES**

Single _____

Return _____

LUGGAGE LIMIRATIONS _____

Do you think it's better to travel by train or by coach? What does it depend on? Is it better to travel by train or by coach in your country?

Divide the students into two groups A and B and give a copy of worksheet A to group A and of worksheet B to group B.

Tell the students to look at the missing information and work out questions to ask in order to find that information. You may have to teach the question: *How long does it take?*

Now rearrange the class so that the student A is working with a student B and tell them to ask and answer questions in order to complete the information.

Finally, focus the students' attention on the questions at the bottom of the worksheet and have them discuss their answers with their partner. Get feedback from the whole class.

Разделите учащихся на две группы А и В и передайте копию листа А группе А и листа В группе В.

Скажите студентам, чтобы они посмотрели на недостающую информацию и составили вопросы, которые нужно задать, чтобы найти эту информацию. Возможно, вам придется обучить вопросу: *сколько времени это займет?*

Теперь организуйте класс так, чтобы ученик А работал со студентом Б, и попросите их задавать вопросы и отвечать на них, чтобы дополнить информацию.

Наконец, сосредоточьте внимание студентов на вопросах в нижней части рабочего листа и попросите их обсудить свои ответы со своим партнером. Получите обратную связь от класса.

6.Which Candidate, which job?

MARINE HOTEL is looking for a manager. Our hotel is small and friendly and has 10 rooms. It is situated very near to the beach and attracts many national and local tourists although occasionally we get people from abroad. We have a small but fantastic restaurant, a tennis court and a swimming pool. We'd like to organize extra activities and excursions for our guests in the future.

CITY TOURS are looking for a tour guide to take people around the city. The job involves walking around the city explaining the history and importance of the monuments to tourists. The guide will also have to accompany the tourists at lunch and resolve any problems they have during their visit. We generally get tourists from all over the world and visits can be morning, afternoon or evening.

Candidate 1

NAME: Marie Holmes

AGE: 21

QUALIFICATIONS: Graduate in tourism

WORK EXPERIENCE: Saturdays in a clothes shop

LANGUAGES: English, French, Spanish and a little German

DRIVING LICENCE: No

INTERESTS: Reading, sport and travelling

Candidate 2

NAME: Peter Faimer

AGE: 55

QUALIFICATIONS: Courses in computing, business, administration at the local college

WORK EXPERIENCE: 10 years as a bus driver, 20 years managing own transport business

LANGUAGES: English and a little French

DRIVING LICENCE: Yes

INTERESTS: Computers, travelling and cooking

Candidate 3

NAME: Susana Perez

AGE: 32

QUALIFICATIONS: Graduate in history. Courses in cooking and wine tasting.

WORK EXPERIENCE: Assistant Spanish teacher and waitress

LANGUAGES: English and Spanish

DRIVING LICENCE: Yes

INTERESTS: Archeology, dancing and art

NAME: John Smidt

AGE: 36

QUALIFICATIONS: Graduate in business and management

WORK EXPERIENCE: Administrative assistant in Germany for ten years

LANGUAGES: English and German

DRIVING LICENCE: Yes

INTERESTS: Football, travelling and economics

Give a copy of the worksheet to each student and read through the job adverts with the whole class.

Tell the students to discuss which of the four candidates is the most suitable for each job and why. Get feedback from the whole class.

Organize the students in groups of four and tell students A and B to take the roles of interviewers, one for each of the two jobs. Students C and D each take the role of a different candidate. Give students a few minutes to think of questions and answers and then student A interviews C while student B interviews D and then the candidates change over. Each candidate has to convince the interviewer that he or she is the best for the job.

Попросите студентов обсудить, кто из четырех кандидатов наиболее подходит для каждой работы и почему. Получите обратную связь от всего класса.

Организуйте студентов в группы по четыре человека и попросите студентов А и В взять на себя роли интервьюеров, по одному на каждую из двух работ. Студенты С и D каждый берут на себя роль другого кандидата. Дайте студентам несколько минут на обдумывание вопросов и ответов, а затем студент А проведет собеседование с С, в то время как студент В проведет собеседование с D, а затем кандидаты поменяются местами. Каждый кандидат должен убедить интервьюера в том, что он или она лучше всего подходит для этой работы.

7.A Perfect Holiday

- 1) Busy nightlife
- 2) High temperatures
- 3) Shopping
- 4) Exotic food
- 5) Cheap accommodation
- 6) Live pop concerts
- 7) Funfair

- 8) Mountain hiking excursions
- 9) Romantic restaurants
- 10) Sunbathing
- 11) Sightseeing
- 12) Museums and galleries
- 13) Cafes
- 14) Theatre
- 15) All night beach parties
- 16) Water park

Decide in pairs which of these things the following people would like on holiday.

- a) A couple who have just got married
- b) A group of university students
- c) An old retired couple in their seventies
- d) A family of father and mother in their thirties and two children aged five and eight
- e) You
- f) Your partner

Give a copy of the worksheet to each student and then tell students to discuss which of these things would be suitable for the people listed at the bottom of the page. Encourage them to give reasons explaining their choices.

Дайте копию рабочего листа каждому студенту, а затем попросите их обсудить, какие из этих вещей подойдут людям, перечисленным внизу страницы. При этом студенты должны объяснить причины, объясняющие их выбор.