



ДЕПАРТАМЕНТ ОБРАЗОВАНИЯ ГОРОДА МОСКВЫ
ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ПРОФЕССИОНАЛЬНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ГОРОДА МОСКВЫ
«КОЛЛЕДЖ СВЯЗИ № 54»
ИМЕНИ П.М. ВОСТРУХИНА

**Методические рекомендации по проведению учебных игр на уроках
английского языка в техникуме**

Разработчик преподаватель английского языка Климова И.В.

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1. HOW WELL DO WE KNOW EACH OTHER?

1. has 3 brothers and sisters
2. went to the cinema last week
3. has been to England
4. would like to be famous
5. can play a musical instrument very well
6. finds it easy to ask somebody out
7. enjoys his/her job or studies very much
8. went away last weekend
9. has broken the speed limit when driving
10. used to hate school when he/she was small
11. came here by car
12. is going out tonight
13. is good at cooking
14. has never failed an exam
15. is sensitive
16. eats a lot of junk food
17. is going to get married in the near future
18. has tried acupuncture

Instructions

Give a copy of the worksheet to each student and tell them to complete the sentences with names of other members of the class, include yourself if you want. Students should know each others' names by this point but if they don't, allow them to get up and ask each other. If the class don't know each other well, tell them to use their imagination.

When they have finished tell the students to mingle, asking questions to check if they were right or wrong. Tell them that if they were wrong, they should ask others to try to find somebody who corresponds to the sentence.

Get feedback from the whole class.

Дайте копию рабочего листа каждому ученику и попросите их дополнить предложения именами других членов класса, включая себя, если хотите. К этому моменту студенты должны знать имена друг друга, но если они этого не делают, позвольте им встать и спросить друг друга. Если ученики плохо знают друг друга, скажите им, чтобы они использовали свое воображение.

Когда они закончат, попросите студентов пообщаться, задавая вопросы, чтобы проверить, были ли они правы или неправы. Скажите им, что если они ошиблись, они должны попросить других попытаться найти кого-нибудь, кто соответствует этому предложению.

Получите обратную связь от всего класса.

2. HYPOTHETICAL QUESTIONS

How do you think your life	Imagine your house or flat	If you could change one thing
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would be different if you were a member of the opposite sex?	was on fire, all the people you live with had already escaped and you could save one possession. What would you save and why?	in the world simply by wishing it, what would you change and why?
In what ways you think the world would be different if women have all the important political and economic positions of power?	If money wasn't a problem and you had a maximum of two months in which to travel, where would you go on holiday?	If you suspected that your sister's husband was having an affair, would you tell her?
If you were going for an interview for a job that you really wanted, would you lie in your CV?	If you had a teenage son and you thought that he was taking drugs, what would you do?	If scientists invented a type of medicine that stopped you from feeling hungry, would you take it?
If you had enough money to live without a salary, would you stop working? If yes, what would you do with your time?	If you were given the opportunity to travel to another planet, would you go?	If you could be an animal, which animal would you be and why?

Instructions

Arrange the class so that the students are sitting in small groups of three or four, and give each group a pile of question cards, which they put face down on the desk.

Tell the students to take it in turns to take a question card and read the question to the rest of the group, who must give their answers. Students continue until they have answered all the questions.

Расположите класс так, чтобы ученики сидели небольшими группами по три-четыре человека, и дайте каждой группе стопку карточек с вопросами, которые они кладут лицевой стороной вниз на стол.

Попросите студентов по очереди взять карточку с вопросом и прочитать вопрос остальным членам группы, которые должны дать свои ответы. Студенты продолжают до тех пор, пока не ответят на все вопросы.

3.PASSIVE PLAYTIME

Student A

What/ pasta/make/ from? (flour)

Where/ moussaka/ traditionally / eat? (Greece)

How much of the earth/ cover/ by water? (70-75%)

Who/ a newspaper/ run by? (an editor)

Where/ the city of Prague/ situate? (Cheech Republic)

How many calories /use/ playing tennis for an hour? (380-460)

How much/ customers/ charge for service in USA? (15)

What letter/ not pronounce/ in the word *answer*? (w)

Student B

What/ olive oil/ make/ from? (olives)

Where/ gazpacho/ traditionally/ eat? (Spain)

How much Antarctica /cover/ by ice? (about 89)

Who/a school/ direct by head teacher? (Master/ mistress)

Where/ the city Santiago /situate? (Chile)

How many calories /use/ working for an hour? (180-240)

How much/ people/charge for driving through central London? (5 pounds)

What letter /not pronounce/ in the word *science*? (c)

Instructions

Divide the class into groups A and B and give a copy of worksheet A to group A of the worksheet in group B.

Tell students to write some questions while working in pairs. Check the questions.

When they finish, combine two students A with two students B in such a way that you get two teams.

Students ask each other questions. For each correctly asked question and answer, students receive 1 point. The team that gets the most points wins.

Разделите класс на группы А и В и дайте копию рабочего листа А группе А рабочего листа В группе В.

Скажите студентам, чтобы они написали несколько вопросов, работая в парах. Проверьте вопросы.

Когда они закончат объедините двух студентов А с двумя студентами В таким образом, чтобы получились две команды. Студенты задают друг другу вопросы. За каждый правильно заданный вопрос и ответ студенты получают 1 балл. Выигрывает команда, которая получает больше баллов.

4.PROBLEMS, PROBLEMS, PROBLEMS!

Student A

Read the following and act out the situation with a partner.

1.You work in an expensive clothes shop. You don't often have problems with customers because the things you sell are excellent quality. If a customer does have a problem, you can exchange the item for something else if they have a receipt. You never give refunds.

2.You are in a restaurant with a friend. You ordered one salad to share, fish and chips and a lasagne. When the bill comes you realize there is a mistake because they have charged you for two salads when you only ordered one. Complain to the waiter and ask him to change the bill.

3.You are a taxi driver. You have just taken a client somewhere and the clock says 7.50 pounds but you are going to charge 12.50 pounds because he/she has two suitcases (1 pound each) and it is after midnight which means you charge an extra 2 pounds.

4.You have just bought a book which was 5.80 pounds and you think you give the shop assistant a 20 pound note. He/she only gives you 4.20 pounds change. Complain.

Student B

Read the following and act out the situation with a partner.

1.Last week you bought a very expensive jacket and when you got home you found a hole in it. You go back to the shop to complain. What you really want is a refund as you have seen a nicer jacket in another shop. You also have a little problem -you have lost the receipt.

2.You are a waiter in a restaurant. A customer is going to complain about the bill because you have charged for two salads not one. This is not a mistake however, because when two customers order one salad you always give them a big salad containing two portions.

3.You are in a taxi. You have just arrived at your destination and on the clock the price says 7.50 pounds. Pay the taxi driver. You have only got 11.40 pounds.

4.You are a shop assistant in a book shop. You charge a customer for a book. Which costs 5.80 pounds. And you think she gives you a 10 pound note. You give her 4.20 pounds change.

Instructions

Arrange the students in pairs and give a copy of worksheet A to one student and a copy of worksheet B to the other student. Tell the students to read through the different situations, consulting any difficult words in a dictionary or with you.

Now tell students to act out each situation in pairs. Give them a time limit of three or four minutes for each situation or get feedback from the class about how they solved the situation after each one.

Распределите студентов по парам и дайте копию рабочего листа А одному студенту и копию рабочего листа Б другому студенту. Попросите студентов ознакомиться с различными ситуациями, (трудными словами они находят в словаре).

Теперь скажите студентам, чтобы они разыграли каждую ситуацию в парах. Ограничьте их по времени (три-четыре минуты для каждой ситуации или получите обратную связь от класса без предварительной подготовки..

5.WHAT IS MY PROBLEM?

1Problem: you can't sleep.

You have this problem because...

Give advice and explain result: You should/ why don't you...so

Or express purpose: to/in order(not) to so that...

2 Problem: You don't understand your English teacher. You have this problem because...

Give advice and explain result: You should/ why don't you...so

Or express purpose: to/in order(not) to so that...

3 Problem: you can't find a job.

You have this problem because...

Give advice and explain result: You should/ why don't you...so

Or express purpose: to/in order(not) to so that...

4 Problem: your boyfriend/girlfriend pays more attention to your best friend than to you.

You have this problem because...

Give advice and explain result: You should/ why don't you...so

Or express purpose: to/in order(not) to so that...

5 Problem: you failed all your exams.

You have this problem because...

Give advice and explain result: You should/ why don't you...so

Or express purpose: to/in order(not) to so that...

6 Problem: your neighbors make a lot of noise all night.

You have this problem because...

Give advice and explain result: You should/ why don't you...so

Or express purpose: to/in order(not) to so that...

7 Problem: you are always tired.

You have this problem because...

Give advice and explain result: You should/ why don't you...so

Or express purpose: to/in order(not) to so that...

8 Problem: Your baby cries all night.

You have this problem because...

Give advice and explain result: You should/ why don't you...so

Or express purpose: to/in order(not) to so that...

9 Problem: you are addicted to the internet

You have this problem because...

Give advice and explain result: You should/ why don't you...so

Or express purpose: to/in order(not) to so that...

10 Problem: you are afraid of flying but need to travel a lot.

You have this problem because...

Give advice and explain result: You should/ why don't you...so

Or express purpose: to/in order(not) to so that...

Instructions

Tell the students you have an imaginary problem and write *I get angry very often* on the blackboard. Elicit reasons for this problem from the students, e.g. *You are stressed or you are very sensitive*. Now ask them to give the advice and explain the result, e.g. *You should count to ten when you get angry so that you have time to keep calm*. Now ask for another piece of advice and elicit purpose, e.g. *Don't do too many things so that you don't get stressed*. Divide the class into small groups of three or four, give them the cut-up problem cards and tell them to put them face down on the desk. Tell all the students in the group except one to look at a problem card. They have to make sentences for each category without saying the problem. The student who doesn't look has to guess the problem. When they have finished another student takes the turn of guessing and so until the cards have finished.

Скажите студентам, что у вас есть воображаемая проблема, и напишите на доске: "Я очень часто злюсь". Выясните у студентов причины этой проблемы, например, *У вас стресс или вы очень чувствительны*. Теперь попросите их дать совет и объяснить результат, например, *Вы должны считать до десяти, когда сердитесь, чтобы у вас было время успокоиться*. Теперь попросите дать еще один совет и выясните цель, например, *Не делайте слишком много вещей, чтобы не испытывать стресса*. Разделите класс на небольшие группы по три-четыре человека, дайте им разрезанные карточки с проблемами и попросите их положить их лицевой стороной вниз на стол. Скажите всем студентам в группе, кроме одного, чтобы они посмотрели на карточку с проблемой. Они должны составлять предложения для каждой категории, не говоря о проблеме. Студент, который не смотрит, должен угадать проблему. Когда они закончат, другой студент по очереди угадывает, и так до тех пор, пока карточки не закончатся.

6. WHO DID IT?

Last Saturday at 7 o'clock a famous actress was murdered in her mansion in Beverly hills. Now you are at a party and you know that the murderer is here. The other people at the party were doing one of the things listed in the table below. Ask questions to different people and try to guess who the murderer is. Start with: *What were you doing last Saturday at 7 o'clock*.

1.	Somebody was watching a film at the cinema.
2.	Somebody was shopping
3.	Somebody was having a meal
4.	Somebody was studying French
5.	Somebody was practicing in a band
6.	Somebody was playing a sport

7.	Somebody was having a dance class
8.	Somebody was driving somewhere
9.	Somebody was watching a play at the theatre
10.	Somebody was killing the actress

You were watching a film. Think about: <ol style="list-style-type: none"> 1. Where? 2. What film? 3. With who? 	You were playing a sport. Think about: <ol style="list-style-type: none"> 1. Where? 2. What sport? 3. With who?
You were shopping. Think about: <ol style="list-style-type: none"> 1. Where? 2. What for? 3. With who? 	You were having a dance class. Think about: <ol style="list-style-type: none"> 1. Where? 2. What type of dancing? 3. With who?
You were having a meal. Think about: <ol style="list-style-type: none"> 4. Where? 5. What did you eat? 6. With who? 	You were driving somewhere. Think about: <ol style="list-style-type: none"> 1. Where? 2. What for? 3. With who?
You were studying French. Think about: <ol style="list-style-type: none"> 1. Where? 2. What did you learn? 3. With who? 	You were watching a play at the theatre. Think about: <ol style="list-style-type: none"> 1. Where? 2. What did you eat? 3. With who?
You were practicing in a band. Think about: <ol style="list-style-type: none"> 1. Where? 	You were murdering the actress, but pretend you were doing something else from the list in the table.

2. What type of music? 3. With who?	
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Instructions

Give the students the copy of the first part of the worksheet and work through the instructions with the whole class.

Now give each student a role card. If you have more than ten students, separate them into two groups or double some of the role cards if you double the role cards, tell the students that some of the activities were being done by more than one person. Make sure you give the role of murderer to a strong student.

Tell the students to mingle with the other students asking: *What were you doing?* Tell them to follow these questions with others in order to find out more information and decide if the person is telling the truth or not. Put examples on the board if you think the students need them.e.g. *who were you with what was it like* tell the students to write a name next to each activity in the table given.

When they have finished allow students to discuss with a partner who they think the murderer is, giving reasons. Get feedback from the class and then get the murderer to identify them.

Дайте студентам копию первой части рабочего листа и проработайте инструкции со всем классом.

Теперь дайте каждому студенту ролевую карточку. Если у вас более десяти учеников, разделите их на две группы или удвойте некоторые ролевые карточки, если вы удвоите ролевые карточки, скажите студентам, что некоторые действия выполнялись более чем одним человеком. Убедитесь, что вы отдаете роль убийцы сильному ученику.

Попросите студентов пообщаться с другими студентами, которые должны задать вопросы типа: *Что вы делали?*, Скажите им, чтобы они задавали эти вопросы другим, чтобы узнать больше информации и решить, говорит ли человек правду или нет. Разместите примеры на доске, если вы считаете, что они нужны студентам. Например, *С кем вы были? Как это было?* Скажите студентам, чтобы они написали имя рядом с каждым видом деятельности в приведенной таблице.

Когда студенты закончат, они должны обсудить с партнером, кто, по их мнению, убийца, объяснив причины. Получите отзывы от класса, а затем попросите студента с карточкой убийцы опознать их.