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НАВЧАЛЬНІ ІГРИ В ПОЧАТКОВІЙ І СЕРЕДНІЙ ШКОЛІ

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Запропонований посібник аналізує ігрову діяльність як ефективний засіб викладання англійської мови та пропонує велику кількість навчальних ігор для використання в урочний та позаурочний час.

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ВСТУП

Вивчити іноземну мову — означає стати вдвічі багатшим.

О. І. Герцен

Мова людини — складова її діяльності. Людина говорить, слухає, пише, користуючись мовою як засобом пізнання і спілкування [5, 1].

Починаючи з того часу, коли в суспільстві з'явилася необхідність навчання іноземної мови, з'явилась мета — пошук ефективних шляхів досягнення цих цілей. У наш час питання вивчення іноземної мови набуло глобального характеру: вчені та педагоги майже всіх країн займаються створенням систем навчання, які призвели б до успішного оволодіння іноземною мовою.

Дійсно, сказати, що людина оволоділа мовою, можна лише тоді, коли вона успішно користується нею у спонтанному мовленні з іншими людьми [5, с. 1].

Актуальність цієї проблеми викликана цілим рядом чинників. По-перше, інтенсифікація навчального процесу ставить завдання пошуку засобів підтримки в учнів інтересу до матеріалу й активізації їх діяльності протягом усього заняття. Ефективним засобом вирішення цього завдання є навчальні ігри. По-друге, однією з найважливіших проблем викладання іноземної мови є навчання усного мовлення, що створює умови для розкриття комунікативної функції мови, яка дозволяє наблизити процес навчання до умов реального спілкування, що підвищує мотивацію до вивчення іноземної мови. Залучення дітей до спілкування може бути успішно здійснено в процесі ігрової діяльності.

Мета нашої роботи полягає в тому, щоб розкрити основні педагогічні прийоми впровадження ігор та їх методичні вимоги, яким має відповідати будь-яка інноваційна технологія навчання. Теоретичний матеріал, який міститься в роботі, є важливим для вчителя-практика через те, що доступно, чітко та послідовно формує його компетентність у сфері впровадження навчальної гри та дозволяє йому впевнено застосовувати матеріал практичної частини нашої роботи, а саме технології навчальних ігор на уроці англійської мови.

Розділ I

ІГРОВА ДІЯЛЬНІСТЬ ЯК ПРИЙОМ У МЕТОДИЦІ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ

The great man is who doesn't lose his child's heart.

Mencius

На уроці англійської мови завдяки іграм можна створити ситуації, наближені до життя, в яких учні вимушені використовувати мову як єдиний засіб спілкування. Діти, які хочуть узяти участь у грі, аби виконати те, що вимагається, повинні розуміти, що говорять або пишуть інші, а також вони вимушені говорити або писати англійською мовою, щоб висловити свою думку або надати інформацію.

Значно полегшують засвоєння складних граматичних конструкцій ігрові прийоми. У грі учні розширюють словниковий запас. Гра допомагає створити наближену до життя ситуацію і дає можливість дітям оволодіти необхідними комунікативними навичками й адаптуватися до реалій і потреб навколишнього середовища.

Ігри використовують для формування та розвитку навичок і вмінь на всіх рівнях навчання. Впровадження гри на уроці може відбуватися на будь-якій його стадії. Якщо діти заінтриговані, здивовані, радісні, переживають почуття співпраці, творчості, вони більш чітко і яскраво запам'ятовують отриману інформацію, а саме необхідну лексику та граматичні конструкції. Це означає, що незалежно від віку учнів, котрі вивчають англійську мову, ігри — основний засіб навчання [5, с. 1].

Гра впливає на психічний розвиток дитини, сприяючи виникненню класифікуючого сприйняття, становленню невимушеної уваги й пам'яті, розвитку мови, вмінь спілкування, інтелектуальному зростанню. Це особливо організоване заняття, що вимагає напруги емоційних та розумових сил. Гра завжди передбачає прийняття рішення — як учинити, що сказати, як виграти? Бажання розв'язати ці питання загострює розумову діяльність тих, хто грає. Під час гри всі рівні. Зазвичай вона доступна навіть слабким учням. Більше того, слабкий з мовної підготовки учень може стати першим у грі: винахідливість і кмітливість тут часом виявляються

більш важливим, ніж знання предмета. Почуття рівності, атмосфера захопленості й радості, відчуття посиленості завдань — усе це дає можливість дітям побороти сором'язливість, яка заважає вживати в розмові англійську мову, і благотворно позначається на результатах навчання. Непомітно засвоюється мовний матеріал, а разом з тим виникає почуття задоволення. Саме гра являє собою невелику ситуацію, побудова якої нагадує драматичний твір — зі своїм сюжетом, конфліктом і діючими особами. У ході гри ситуація повторюється кілька разів і при цьому щоразу в новому варіанті. Та разом з тим ігрова ситуація — це ситуація реального життя. Реальність її визначається основною умовою — змаганням. Бажання перемогти мобілізує думку й енергію тих, хто грає і створює атмосферу емоційної напруги [5, с. 2].

Отже, ситуативно-варіантна вправа створює можливість для багаторазового повторення мовного образу в умовах, максимально наближених до реального мовного спілкування з властивими йому ознаками: емоційністю, спонтанністю, цілеспрямованістю мовного впливу.

Ігрова діяльність — це специфічний у процесі навчання вид діяльності, який визначає найважливіші перебудови й формування нових якостей особи. Саме у грі засвоюються громадські функції, норми поведінки. Гра вчить, змінює, виховує, або, як говорив Л. С. Виготський, «веде за собою розвиток». Головним елементом гри є ігрова роль: не важливо яка саме, важливо, щоб вона допомагала відтворювати різноманітні людські стосунки, що існують у житті. І тільки якщо покласти в основу гри стосунки між людьми, вона стане змістовною і корисною. Що ж до розвивального значення гри, то воно закладене в самій її природі, бо гра — це завжди емоції. А де існують емоції — там активність, увага, уява, працює мислення [5, с. 2].

Таким чином, така діяльність, як навчання і виховання в колективі й через колектив, «навчання із захопленням», мотивованість, відсутність примусу, індивідуалізована діяльність, є глибоко особистою. Вона розвиває психічні функції і здібності учня [5, с. 2].

Цілі використання ігор на уроках іноземної мови: формування певних навичок, розвиток мовних умінь, навчання вміння спілкування, розвиток необхідних здібностей і психічних функцій, пізнання (у сфері становлення власне мови), запам'ятовування мовного матеріалу.

Треба зазначити, що специфіка ігор полягає в тому, що навчальні завдання постають перед дитиною не в явному вигляді,

а маскуються. Граючи, дитина не ставить навчального завдання, але в результаті гри вона опановує нову інформацію, засвоює новий матеріал. Ставити мету — відпочити, перевести увагу на що-небудь інше — немає ні необхідності, ні резону: характер гри сам зробить свою справу [5, с. 3].

Гра, введена в навчальний процес на заняттях з англійської мови, як один із прийомів навчання має бути цікавою, нескладною і жвавою, сприяти накопиченню мовного матеріалу й закріпленню раніше одержаних знань. Неабияке значення має вибір потрібної гри. Це стає першочерговим завданням викладача англійської мови. Такий вибір має бути проведений з урахуванням цілеспрямованості гри, можливості поступового її ускладнення й лексичного наповнення. Головним для ігрових завдань є спостереження і увага. Ураховуючи специфіку гри в процесі навчання англійської мови, викладач керує ходом гри й контролює її. Отже, ми простежили, що без ігрових дій закріплення в пам'яті лексики відбувається менш ефективно й вимагає надмірного розумового напруження, що небажано. Слід ураховувати, що ігровий процес набагато полегшує процес навчальний; більш того, вміло розроблена гра невіддільна від навчання. Залежно від умов, цілей і завдань, поставлених викладачем англійської мови, гра має чергуватися з іншими видами роботи. При цьому важливо привчати дітей розмежовувати гру й навчальне заняття [5, с. 3].

Підсумовуючи вищезазначене, можна зробити висновок, що ігри формують мовні навички учнів. Навчальні ігри мають на меті: практикувати вживання мовних зразків, які містять певні граматичні труднощі; створювати природну ситуацію для вживання певного мовного зразка; розвивати мовну творчу активність учнів; тренувати учнів у вживанні лексики в ситуаціях, наближених до природної обстановки; розвивати мовну реакцію учнів; ознайомити учнів зі сталими висловами та словосполученнями.

Розділ II

ПСИХОЛОГО-ПЕДАГОГІЧНА ХАРАКТЕРИСТИКА УЧНІВ

*Гра для дітей — засіб навчитися того,
чого їх ніхто не може навчити.*

В. Франкл

Вибір навчальної гри постає перед учителем насамперед через те, що діти, які навчаються, мають різну психологічну та вікову характеристику. Тобто ефективність упровадження гри та реалізація її цілей залежить від такого фактора, як вік учня і, відповідно, особливості його навчання на певному віковому етапі. Найважливішою умовою ефективності навчальних ігор є точний облік вікових психолого-педагогічних особливостей учнів.

Психологічні дослідження показують, що в період навчання в школі розвиток школярів проходить декілька вікових стадій. Наголошується також, що найголовніші зміни в психічних особливостях особи на цій стадії її розвитку обумовлені провідною діяльністю, характерною для цієї стадії. Молодшому шкільному віку, в якому починається вивчення англійської мови, передує не просто більш ранній, дошкільний віковий період, але також більш рання форма провідної діяльності. Цією ранньою формою провідної діяльності є рольова гра. У молодшому шкільному віці, тобто в сім — одинадцять років, провідною діяльністю стає навчання.

Перехід від однієї провідної діяльності до іншої відбувається у формі взаємодії старих і нових способів у поведінці. Раніше сформовані особливості особи зберігаються в той період, коли з'являються й активно формуються нові особові властивості, а в період якнайповнішого розвитку останніх створюються передумови для зародження якостей особи, відповідних переходу до нової провідної діяльності й наступного вікового етапу. Гра як одна з форм віддзеркалення провідної діяльності може відповідати досягнутому віку, повертатися до більш ранніх форм поведінки, випереджати відповідну вікову стадію і сприяти підготовці до нової провідної діяльності [28, с. 94].

Психолого-педагогічна характеристика учнів початкової школи

«Гра — це життєва лабораторія дитинства, яка дає той аромат, ту атмосферу молодого життя, без якої ця пора її була б непотрібною для людства» [5, с. 3].

За словами В. В. Давидова, ті, хто зовсім не відвідував школу, ті, для кого початкова школа стала першим та останнім етапом у навчанні, були позбавлені цього особливого періоду життя. Отже, виділення такої вікової категорії, як молодший школяр відбулося зовсім нещодавно, з уведенням обов'язкової повної та неповної освіти.

У житті кожної дитини школа є новим етапом, коли вона здобуває нові знання, коли змінюється її кругозір, інтереси, цінності, коли дитина здобуває новий статус у суспільстві.

У цей період відбувається багато анатомо-фізіологічних змін: зростає рухливість нервових процесів, хоча процеси збудження ще домінують, але вже помічається їхня рівновага відносно процесів гальмування, зростає фізична витривалість. Фізіологічні особливості дітей поступово наближуються до характеристик уже дорослої людини, але на відміну від дорослих для дітей притаманна швидка втомлюваність, яка проявляється вже через 25–30 хвилин після початку уроку та після другого уроку [6, с. 24].

Домінуючою стає навчальна діяльність. На цьому етапі у дітей завершується перехід від наочно-образного до словесно-логічного мислення, яскраво вираженим є конкретно-образне мислення. У процесі навчання відбувається формування наукових понять, що веде до розвитку понятійного, або теоретичного мислення. На цьому етапі, не кажучи про те, що діти можуть механічно завчати матеріал після кількох разів повторення, уже можуть запам'ятовувати нецікавий для них матеріал. Це свідчить про розвиток довільної пам'яті поряд із довільною увагою, що проявляється в самостійному ставленні перед собою мети та контролюванні своїх дій.

Початок раннього вивчення англійської мови є підґрунтям для успішного оволодіння основами комунікативної компетенції та подальшого вдосконалення цієї компетенції, оскільки вивчення англійської мови потребує постійної, безперервної праці над мовними навичками та вміннями.

Причиною цього є те, що ефективність навчальної діяльності учнів початкових класів значною мірою залежить від оволодіння ними загальнонавчальними вміннями, а значна частина першокласників,

котрі приходять до школи, не вміють виділяти ознаки предметів, знаходити серед них подібні й відмінні. Перший навчальний рік дає змогу дітям ознайомитися з такими основними ознаками предметів, як: колір, розмір, форма, матеріал, смак, якості людей, тварин. Вони навчаються стисло описувати відомі предмети, оволодівають прийомами їх порівняння, зіставлення, узагальнення істотних ознак і відкидання неістотних. Словник дитини поступово збагачується новими поняттями.

Навчання у першому класі, таким чином, створює належну функціональну основу для зустрічі дитини з англійською мовою в наступному, другому, класі. Воно сприяє його загальному мовному розвитку, набуттю навичок і вмінь навчальної діяльності, соціальної та соціально-психологічній орієнтації в дитячому колективі і взагалі в людському суспільстві [8, с. 65].

Найважливішими чинниками для вивчення англійської мови є вікові психофізіологічні та психічні характеристики учнів, досвід дітей у рідній мові, наявність комунікативної мотивації, яка обумовлена співпадінням навчання англійської мови з періодом соціалізації учнів початкових класів. Уже давно відомий той факт, що дитині легше вивчати іноземну мову ніж дорослій людині. Коли функціональна локалізація мозку вже визначилася, то настає найбільш сприятливий період для вивчення другої мови. Цей етап припадає на період від чотирьох до десяти років або від п'яти до дев'яти років. Завдяки сенсорній чутливості до мовних явищ забезпечується можливість точного наслідування та вироблення навичок.

Завдяки перевагам довготривалої пам'яті молодші школярі через стимулювання ігрової або пізнавальної мотивації з легкістю засвоюють різноманітні слова, словосполучення, мовні кліше, фрази та навіть мікродіалоги, віршики, пісні. Раннє шкільне навчання англійської мови співпадає з періодом інформаційного вибуху, що створює сприятливі умови для творчої уяви дітей, яка компенсує брак тих чи інших знань, життєвого досвіду дітей молодшого шкільного віку [6, с. 72].

Механізми комунікативного розвитку найкраще сформовані у дітей шести-восьми років. Діти цього віку прагнуть до вивчення іноземної мови, зокрема англійської. Від рівня комунікативного розвитку дитини в рідній мові залежить успішність вивчення англійської мови. За визначенням І. О. Зимньої, під «комунікативним розвитком у рідній мові» слід розуміти явище, що включає

в себе обсяг словника дитини в рідній мові, рівень володіння мовними правилами, вміння користуватися усними формами спілкування, що проявляється в умінні дитини адекватно реагувати на репліки співрозмовника, виразити власні думки в певній комунікативній ситуації, володінні технікою читання, навичками письма. Також це поняття включає такі психічні функції, як сталість уваги, сприйняття, запам'ятовування, розвиненість фонематичного та інтонаційного слуху, обсяг довготривалої та короточасної пам'яті та ін.

Психолого-педагогічна характеристика учнів середньої школи

Визначальною особливістю учнів 5–9 класів (підлітковий вік) є прагнення самостійності, самоствердження, досягнення статусу рівності з дорослими. Підлітку нецікаві елементарні завдання, постійний контроль з боку вчителя, тобто те, що обмежує його ініціативу. Суттєвою особливістю учнів цієї вікової категорії є розвиток складніших форм мислення у зв'язку із засвоєнням абстрактного матеріалу під час вивчення інших дисциплін. Психологи вказують на достатній рівень розвитку в учнів цього віку таких якостей мислення, як логічна послідовність, критичність, самостійність, цілеспрямованість, зростання самосвідомості, контроль за власною діяльністю. Удосконалюється механізм відбору мовних засобів, формується індивідуальний стиль мовлення [11, с 226]. Проте в 5–9 класах учителю доводиться докладати значних зусиль для підтримання мотивації та інтересу учнів, тому що в багатьох підлітків відсутні широкі пізнавальні інтереси та зацікавленість у розширенні своїх знань.

На цьому етапі необхідно обирати прийоми навчання, які активізують розумову та мовленнєву діяльність, ініціативу учнів, спонукають їх до спілкування, бо спілкування з однолітками — невід'ємна частина життя підлітка.

Групова діяльність впливає на особистість підлітка, і рольова гра надає широкі можливості для активізації навчального процесу. Ефективність навчання тут обумовлена в першу чергу вибухом мотивації, підвищенням інтересу до предмета, адже рольова гра являє собою відтворення її учасниками реальної практичної діяльності людей, створює умови реального спілкування.

З допомогою рольової гри вчитель може розвивати всі види мовленнєвої діяльності учнів, і перш за всі усне мовлення, яке є провідним видом мовленнєвої діяльності на середньому ступені

навчання. Рольова гра сприяє тому, що мовлення учнів стає більш змістовним та аргументованим, більш складним за структурою мовного та мовленнєвого матеріалу [13, с. 103].

Учителі повинні розуміти, що правильно організована рольова гра на уроці — зовсім не порожнє заняття, вона не тільки доставляє максимум задоволення дитині, але є могутнім засобом його розвитку, засобом формування повноцінної особистості.

Психологічні особливості старших школярів

Межа переходу від підліткового до юнацького віку дуже умовна й за різними схемами періодизації, припадає на різний вік. Психологи розходяться у визначенні вікових меж юності. У західній психології взагалі переважає тенденція до об'єднання отрочества та юності в єдиний віковий період, що називають періодом дорослішання (adolescence), змістом якого є перехід від дитинства до дорослості, а його межі можуть сягати від 12–14 до 25 років. У вітчизняній науці прийнято розглядати юність як самостійний період розвитку людини, її особистості та індивідуальності. І. С. Кон визначає юність у межах 14–18 років, зазначаючи при цьому, що перехід від дитинства до дорослості зазвичай поділяють на два етапи: підлітковий вік (отрочество) та юність (ранню і пізню). Але частіше їх звужують до 15–17 років, і тоді юнацький вік фактично співпадає зі старшим шкільним віком, з періодом навчання у старших класах середньої загальноосвітньої школи. Юність розглядається як фаза переходу від залежного дитинства до самостійної й відповідальної дорослості, що передбачає, з одного боку, завершення фізичного, зокрема статевого, дозрівання, а з іншого — досягнення соціальної зрілості. Юнацький вік — період, який історично сформувався найпізніше, його необхідність диктується ускладненням соціального життя і тих вимог, які сучасні розвинені суспільства висувають до рівня професійної освіти й особистісної зрілості своїх дорослих членів. Унаслідок цього юнацький вік не є повністю ustalеним, люди в 15–17 років навіть в одній країні можуть опинитись в різних соціальних умовах розвитку. До того ж, якщо врахувати, що процеси фізичного, фізіологічного, психічного й соціального дозрівання мають нерівномірний перебіг і відрізняються за часом у різних людей, а відповідні відмінності з віком збільшуються, то стає зрозумілим складність вивчення й опису цього важливого етапу розвитку людини. Юнацький вік — дуже відповідальний етап розвитку в житті школяра, коли завершується морфофункціо-

нальне дозрівання організму, відбуваються суттєві зміни його особистості, психологічне та соціальне дорослішання. Згідно з періодизацією, прийнятою у віковій фізіології, юнацький вік у дівчат починається в 16 років, у хлопців — у 17 років. У школярів юнацький вік припадає на старші класи, коли виникають значні труднощі, пов'язані з інтенсивним навчальним навантаженням та емоційним напруженням, неминучим під час вибору професії й підготовки до вступу до дорослого життя. І. В. Дубровіна зазначає, що основним особистісним новоутворенням юнацького віку є психологічна готовність до самовизначення та процес формування цього новоутворення. Багато дослідників вважають основним новоутворенням у старшому шкільному віці особистісне та професійне самовизначення, оскільки саме у самовизначенні, в обставинах життя, у вимогах до школяра у період раннього юнацького віку криється найбільш істотне, що багато в чому характеризує умови, в яких відбувається формування його особистості. Дані досліджень учених дозволяють стверджувати, що у старшому шкільному віці формується не саме самовизначення — особистісне, професійне (ширше — життєве), а психологічна готовність до нього.

В умовах поступового переходу підлітків до старшого шкільного віку підвищується значення ігрових ситуацій, що розширюють уявлення учнів про навколишній світ, дають певні знання, розширюють кругозір. Експериментальні дослідження показали, що адекватною формою ігрового спілкування є імітаційна рольова гра. У такій грі дотримуються правил імітаційної діяльності, спілкування організовується відповідно до ігрових завдань, ураховуються правильні й неправильні рішення, після гри підбиваються підсумки, визначаються переможці. Імітаційні ігри є не тільки засобом підготовки учнів до мовного спілкування, але і прийомом, який розширює можливості пізнавальної діяльності школярів. З учнями 7–9 класів організовуються імітаційні ігри пізнавального змісту: в ігровій формі учні знайомляться з персонажами літературних творів, фактами з біографії видатних діячів науки, культури, мистецтва, історії і т. д. Імітаційні ігри використовуються також з метою формування у школярів соціально-політичної зрілості, моральних знань і переконань, ідеологічних спрямувань. Для досягнення цієї мети організовуються імітаційні ігри світоглядного характеру. Проводяться також ігрові дискусії (у старших класах), що розкривають ставлення школярів до різних напрямів в літературі, мистецтві і т. п. Наприклад, тема для однієї із таких дискусій — ставлення учнів до

телевізійних передач. Участь в ігровій дискусії розглядається як важливий засіб підготовки школярів до творчого й самостійного обговорення проблеми, незалежно від сюжету й ролі, обміну думками й умовиводами, активного й ініціативного іноземного спілкування. З урахуванням виявлених професійних інтересів школярів організуються імітаційно-ділові ігри. У таких іграх беруть участь майбутні робітники, інженери, техніки, вчителі, малярі, лікарі, шофери, шахтарі... Ігрове спілкування наближається до справжнього (природного, натурального), коли учні оволодівають типовими способами мовної взаємодії. Найбільш простим є приєднання закінчених фраз. В ігровому спілкуванні у школярів розвивається також уміння підходити, розвинути й скорегувати думку співбесідника, супроводити його висловлювання оцінювальними репліками, реагувати не тільки мовними діями різних комунікативних типів, але й логічною паузою, жестами, мімікою (навчання таких форм узаємодії учасників рольової гри вимагає від учителя елементарних режисерських умінь). Важливим завданням учителя є домогтися варіативності й самостійності висловлювань учнів у ігрових обставинах. З цією метою в них розвивається вміння самостійно розширювати фразу з використанням додаткових конструкцій, атрибутивних і обставинних груп, міняти логічну послідовність фраз і відповідних реплік, використовувати у своїх висловлюваннях самостійно знайдені факти й дані. У результаті такої роботи учасники гри поступово відходять від тексту-парадигми, тобто зразка, з якого вони починали вивчати спосіб спілкування в пропонованих ігрових ситуаціях. Для керування їх мовною діяльністю використовуються мовні опори, враховуються індивідуальні особливості учнів. Залежно від успішності оволодіння іноземною мовою ігрове спілкування носить репродуктивний, напівтворчий і творчий характер. Репродуктивний спосіб мовного спілкування використовується учнями з низьким рівнем успішності з іноземної мови. Їх завдання полягає в тому, щоб відтворити в ігрових обставинах текст-зразок. Учням із середнім рівнем успішності пропонується самостійно включити в текст-парадигму додаткові елементи, змінити послідовність реплік, внести інші зміни. Мовне спілкування учнів із достатнім і високим рівнем успішності з іноземної мови є більш творчим, у ньому проявляється ініціатива учасників гри, їх здатність до самостійності в іноземній мовній діяльності. Регулярна організація рольової гри на уроках іноземної мови дозволяє поступово підвищувати рівень успішності кожного школяра.

Розділ III

ФОРМУВАННЯ ПІЗНАВАЛЬНИХ ІНТЕРЕСІВ УЧНІВ НА УРОЦІ АНГЛІЙСЬКОЇ МОВИ З ДОПОМОГОЮ ІГРОВОЇ ДІЯЛЬНОСТІ

...У грі людина відчуває таку ж насолоду від вільного виявлення своїх здібностей, яку митець відчуває під час творчості.

Ф. Шиллер

Як відомо, велике значення в організації навчального процесу має мотивація навчання. Вона сприяє активізації мислення, викликає інтерес до того або іншого виду занять, до виконання тієї або іншої справи.

Найсильнішим мотивуючим чинником є прийоми навчання, що задовольняють потребу школярів у новизні матеріалу, що вивчається, і різноманітності виконуваних вправ. Використання різноманітних прийомів навчання сприяє закріпленню мовних явищ у пам'яті, створенню більш стійких зорових і слухових образів, підтримці інтересу й активності дітей [14, с. 94]. Урок розглядається як соціальне явище, де класна аудиторія — це певне соціальне середовище, в якому вчитель і учні вступають у певні соціальні відносини один з одним, де навчальний процес — це взаємодія всіх присутніх. При цьому успіх у навчанні — це результат колективного використання всіх можливостей для навчання. І діти, які навчаються, повинні робити значний внесок у цей процес. Широкі можливості для активізації навчального процесу дає впровадження гри на уроці. Це методичний прийом, що належить до групи активних способів навчання практичного володіння англійською мовою.

Ігрова діяльність є умовним відтворенням її учасниками реальної практичної діяльності людей, створює умови реального спілкування [10, с. 17]. Ефективність навчання тут обумовлена в першу чергу вибухом мотивації, підвищенням інтересу до вивчення англійської мови.

Навчальна гра мотивує мовну діяльність, оскільки діти, які навчаються, опиняються в ситуації, коли актуалізується потреба що-небудь сказати, запитати, з'ясувати, довести, чимось поділитися зі співбесідником.

Школярі наочно переконуються в тому, що мову можна використувати як засіб спілкування.

Це активізує прагнення дітей до контакту один з одним та вчителем, створює умови рівності в мовному партнерстві, руйнує традиційний бар'єр між учителем і учнем.

Ігрові прийоми надають можливість боязким, невпевненим у собі учням говорити й тим самим долати бар'єр невпевненості. У звичайній дискусії учні-лідери, як правило, захоплюють ініціативу, а боязкі вважають за краще відмовчуватися. У грі кожний одержує роль і повинен бути активним партнером у мовному спілкуванні. Під час навчальної гри школярі опановують такі елементи спілкування, як уміння почати бесіду, підтримати її, перервати співбесідника, у потрібний момент погодитися з його думкою або спростувати її, уміння цілеспрямовано слухати співбесідника, ставити уточнюючі питання і т.д.

Гра навчає бути чутиливим до соціального вживання англійської мови. Добрим співбесідником є часто не той, хто краще користується структурами, а той, хто може найбільш чітко розпізнати (інтерпретувати) ситуацію, в якій знаходяться партнери, врахувати ту інформацію, яка вже відома (із ситуації, досвіду), і вибрати ті лінгвістичні засоби, які будуть найбільш ефективні для спілкування.

Практично весь навчальний час у грі відведений на мовну практику, при цьому не тільки той, хто говорить, але й той, хто слухає, максимально активний, оскільки він повинен зрозуміти й запам'ятати репліку партнера, співвіднести її із ситуацією, визначити, наскільки вона релевантна ситуації й завданню спілкування, і правильно відреагувати.

Ігрові прийоми позитивно впливають на формування пізнавальних інтересів школярів, сприяють усвідомленому засвоєнню англійської мови. Вони сприяють розвитку таких якостей, як самостійність, ініціативність; вихованню відчуття колективізму. Діти, які вчать активно, захоплено працюють, допомагають один одному, уважно слухають своїх товаришів; учитель лише керує навчальною діяльністю.

Основні вимоги до ігор

1. Гра повинна стимулювати мотивацію навчання, викликати у школяра інтерес і бажання добре виконати завдання; її слід проводити на основі ситуації, адекватної реальної ситуації спілкування.

2. Гру потрібно добре підготувати з точки зору як змісту, так і форми, чітко організувати. Важливо, щоб учні були переконані в необхідності добре виконати ту або іншу задачу. Тільки за цієї умови їх мова буде природною й переконливою.
3. Гра повинна бути прийнятий всією групою.
4. Вона неодмінно проводиться в доброзичливій, творчій атмосфері, викликає у школярів відчуття задоволення, радості. Чим вільніше відчуває себе учень у ході гри, тим ініціативніше він буде в спілкуванні. З часом у нього з'явиться відчуття впевненості у своїх силах.
5. Гра організовується таким чином, щоб учні могли в активному мовному спілкуванні з максимальною ефективністю використовувати мовний матеріал, який відпрацьовується.
6. Учитель неодмінно вірить в гру, в її ефективність. Тільки за цією умови він зможе досягти добрих результатів.
7. Велику значущість додає вміння вчителя встановити контакт з дітьми. Створення сприятливої, доброзичливої атмосфери на занятті — дуже важливий чинник, значення якого важко переоцінити.

У процесі гри сильні учні допомагають слабким, а вчитель управляє процесом спілкування: підходить то до одного, то до іншого учня, який потребує допомоги, вносить необхідні корективи в роботу.

У ході гри вчитель не виправляє помилки, а лише непомітно для учнів записує їх, щоб на наступному занятті обговорити найтипівші.

Обговорюючи проведену гру, оцінюючи участь у ній школярів, учителю слід проявити такт особливо під час оцінювання результатів першої гри. Негативна оцінка діяльності її учасників неминуче призведе до зниження активності. Бажано почати обговорення результатів гри з вдалих моментів і лише потім перейти до недоліків.

В організації навчального ігрового спілкування важливим є створення умов для такого виконання ігрового завдання, в якому досягалося б не приєднання репліки, а взаємодія партнерів, оскільки спілкування є саме взаємодія учасників.

Розв'язання цієї проблеми пов'язано з вивченням закономірностей виникнення спілкування в спільній діяльності, виявлення особливостей мовної взаємодії партнерів, обліком обмежень, що

накладаються іншомовною вимовою на форму та зміст мовного спілкування, пошуком шляхів подолання таких обмежень і підвищення самостійності вислову дітей, що навчаються.

У навчальному процесі англійської мови гра може виконувати такі функції: навчальну, мотиваційно-збуджувальну, орієнтувальну, компенсаторну, виховну. *Навчальну функцію* — оскільки вона виступає як особлива вправа, метою якої є оволодіння навичками і вміннями діалогічного мовлення в умовах міжособистісного спілкування. Реалізує *мотиваційно-збуджувальну функцію*, тому що вона приводить у дію механізми мотивації. Як модель міжособистісного спілкування вона викликає потребу в ньому, стимулюючи інтерес учнів до участі в іншомовному спілкуванні. *Орієнтувальна функція* виявляється в тому, що вона орієнтує учнів на планування власної мовленнєвої поведінки й передбачення поведінки співрозмовника, розвиває вміння оцінювати вчинки (свої та інших). *Компенсаторна функція* означає, що гра дає змогу розв'язувати протиріччя, що виникають між потребою учня виконати мовленнєву дію й неможливістю здійснити операції, що вимагає дія. Завдяки розширенню контексту діяльності учнів ураховується їх прагнення виглядати дорослими, задовольняються не здійснені раніше бажання. *Виховна функція* реалізується завдяки тому, що через гру забезпечується всебічний вплив на учнів [5].

Підсумовуючи вищезазначене, можна сказати, що ігрова діяльність розвиває мовленнєві навички учнів та впливає на розвиток особистісних якостей дитини. Вона є провідним містком у методиці викладання англійської мови та сприяє формуванню позитивних якостей особистості, активної життєвої позиції учня в колективі та суспільстві.

Розділ IV

ТЕХНОЛОГІЇ ІГОР НА УРОЦІ АНГЛІЙСЬКОЇ МОВИ

*Tell me and I forget,
Teach me and I remember,
Involve me and I learn.*
Benjamin Franklin

Якщо педагог постійно вдосконалює процес навчання, то його учні ефективно й якісно засвоять програмний матеріал. Запропонований нами матеріал містить процедури різноманітних ігор та ситуативних завдань для застосування їх під час навчального процесу вчителем англійської мови. Окремі завдання можна змінювати. Наприклад, завдання на базі текстів можна використовувати з будь-яким текстом, що відповідає рівню підготовки учнів.

Ігри для використання на початковому етапі навчання англійської мови

Game 1. Put the numbers in the correct order

Aim: to revise numbers

Materials: Handout 1

Procedure:

Hand out number flashcards at random to ten / five pupils.

The class counts off the numbers in chorus.

The pupils come to the front and sequence themselves in the correct order. Repeat with all pupils.

Handout 1

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

Game 2. Clap and cross**Aim:** to revise numbers 1 to 10**Materials:** Handout 1**Procedure:**

Tell pupils that you are going to show them a number and say a number. If you say the number correctly, they must clap. If you say the number incorrectly, they must cross their arms. Hold up number flashcards one at a time. Say the number, either correctly or incorrectly (for example you might hold up the number 6 and *say nine*). Pupils respond by doing the action. Pupils who make a mistake are out and they can watch out for other pupils who make mistakes the next time Repeat for all the numbers. Keep up a fast pace for this game!

Game 3. Numbers and simple instructions**Aim:** to revise numbers 1 to 10 and simple instructions**Procedure:**

Write the following rhyme on the board:

1, 2, 3 stand up!

4, 5, 6 sit down!

7 and 8 stand up again!

And 9 and 10 go round!

Say the rhyme yourself, performing the actions (turning round in a circle on the last line).

Repeat the rhyme with pupils saying the numbers. Gesture with your hands to show the pupils what actions to do. Say the rhyme again. This time encourage pupils to join in with the other words.

Game 4. Numbers**Aim:** to revise numbers 1–20**Procedure:**

Pupils sit in a big circle. Give one pupil a stick. This pupil starts the round.

When they receive the stick, pupils may say a minimum of one number or a maximum of three. Numbers must follow in sequence.

For example:

P1. One, two, three.**P2.** Four, five.**P3.** Six.

The pupil who says *Twenty* gets a point and starts another round. The first pupil to get three points is the winner.

Pupils should speak loudly so everyone can hear the numbers.

Game 5. Distribute numbers**Aim:** to revise numbers 1–20**Materials:** Handout 1**Procedure:**

Hand out number flashcards to two pupils. P1 get cards 1–20 and P2 get the same cards too. They come in from of the class and stand back to back. The group says numbers. For example:

Group: Five**P2.** Shows the correct flashcard with number 5.

Group — gets the flashcard.

The winner must spread out all flashcards. Repeat with other pupils.

Game 6. Measuring**Aim:** to revise numbers 1 to 100**Materials:** Handout 2 (*see p. 26*)**Procedure:**

For this activity you will need a tape measure in centimetres for each group. You will also need to select various objects to be measured and make a simple diagram for example: a chair, a desk, a table, a poster, a box and so on.

Make a photocopy of the diagrams for each group.

Review the numbers and remind pupils that there are 100 centimetres in one metre.

Pupils measure the objects and write the dimensions in centimeters on the diagram.

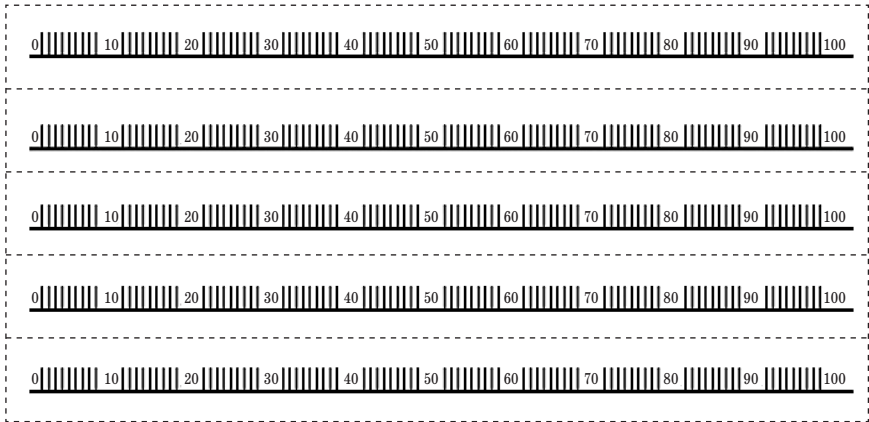
Pupils write sentences, e.g. *The box is thirty-two centimetres by forty-eight centimetres by twenty-four centimetres.*

Display work.

A variation on the activity could be as follows. One member of a group stands a certain distance from objects like the window, door, blackboard. Pupils in the group measure how far the pupil is from the window and record the measurement on a diagram.

Game 7. Number chain**Aim:** to revise numbers 1 to 100**Procedure:**

Start a number chain. The first pupil says *one, two, three* and the second pupil says *four*. The third pupil says *five, six, seven* and the fourth pupil says *eight*, and so on. Continue to *one hundred*. Then start two chains at the same time — one at the back of the class and one at

Handout 2. Diagram

the front: *Go!* The first pupil to reach one hundred shouts out *Stop!* and is the winner.

Game 8. Quiz

Aim: to revise measurements and *How tall is...? How old is...?*

Materials: Handout 3

Procedure:

Each pupil researches the height or age of a famous building, person or animal, writes the question and a multiple choice answer.

Pupils work in groups and make a quiz. They exchange this with another group. Groups try to answer the quiz they have been given, then they hand it back. The authors of each quiz correct the answers.

For example (*all answers are a.*):

Handout 3

The Great Pyramid of Khufu a) 4000 years old b) 5000 years old c) 6000 years old	The Great Pyramid of Khufu a) over 200 metres tall b) over 300 metres tall c) over 400 metres tall
The Statue of Liberty a) over 100 years old b) over 200 years old c) over 300 years old	The Statue of Liberty a) over 90 metres tall b) over 200 metres tall c) over 300 metres tall

Game 9. Numbers

Aim: to practice high numbers

Procedure:

Divide the class into teams. A member of each team comes to the front of the class. Say a high number (e.g.: 20, 369). Each of the chosen team members writes the number in figures on the board. The one who writes it correctly first wins a point for their team. Repeat using other team members.

Game 10. Quiz

Aim: to revise measurements and age

Procedure:

In small groups, pupils make up a quiz of ten questions about local or famous buildings. They use the questions:

How tall is ... ?, How old is...? and give a list multiple choice answers.

Groups exchange their quizzes for other pupils to complete.

Game 11. Class pictures

Aim: to revise height and scale

Procedure:

Ask pupils to measure each other and make a note of their heights.

Decide on a suitable scale (e.g., 1 metre = 1 centimetre) and ask them to draw pictures of themselves to scale.

These pictures can then be displayed on the classroom wall, showing the relative heights of all class members.

Game 12. Find the partner with the same picture

Aim: to practice writing words: *cat, dog, mouse, fish, snake, fish, parrot, hamster*

Materials: set of pictures on appropriate topic

Procedure:

You will need a clear space for this game. Put flashcards on the board. Each pupil chooses one and writes a word on the blackboard. Students may choose the same pictures. Call out: *Cats!*

Pupils with that drawing (cat) must come to the blackboard. Those who have a different drawing sit down. Repeat with all the new words until all the pupils are either in a group.

Game 13. Circle the word

Aim: to revise words

Procedure:

Prepare the board. Draw a line down the centre. In each half, write all the new words in random order on both sides of the line. Divide the class into two teams. Say the names of two pupils one from each team and call out a word:

T. P1 — pencil P2 — ruler.

The two pupils must run to the board and find and circle the word.

The first pupil to do so wins a point for their team.

Repeat, until all the words are circled. The winning team is the one with most points.

Game 14. Match the colour

Aim: to revise colours

Materials: cards with colours

Procedure:

Divide the class in half. One half makes ten large colour word cards and the other half makes ten large colour cards. Say a colour. The pupil in the colour half must hold up the appropriate colour card, the other pupil holds up the appropriate word card. The class say if they are correct. Repeat with other colours.

Game 15. Colour race

Aim: to revise spelling of colours

Materials: colour flashcards

Procedure:

Write on the board: *What colour is it?*

Stick the colour flashcards on the board. Next to each, write an anagram of the colour.

Say *Go!* Pupils work in groups of four and try to write down the ten colours correctly. The first group to finish says: *Stop!*

This group writes the words next to the anagrams on the board.

The class checks. If there is one mistake, the group must stop writing, erase the words and sit down.

The race continues until a group can write all the words correctly.

Game 16. Say the colour

Aim: to revise colours

Procedure:

Each pupil chooses an item from among the classroom objects they can name in English: a ruler or a pen, etc.

Invite six pupils to bring their objects to the front of the class.

Six pupils come to the front. In turn each pupil holds up their chosen object and asks:

What colour is it?

The class responds in chorus. Repeat the activity with six more pupils.

Game 17. True or false?

Aim: to revise spelling of colours

Procedure:

You will need space for this game. Draw a line with chalk on the floor or lay a rope across the floor to divide it into two equal-sized areas. Explain that one side represents 'True' and the other 'False'.

Pupils line up on the 'True' side of the line. Hold up flashcards or objects and name them correctly or incorrectly.

Pupil respond either by jumping on the spot if what you said was true, or by jumping to the other side of the line if it was false.

Pupils who respond incorrectly are out of the game.

Game 18. Draw a body

Aim: to revise vocabulary for parts of the body

Procedure:

Pupils work in small groups. Each group has a large sheet of paper. They choose one pupil to be the 'body'. This pupil holds the paper. The others take turns to draw a part of the body.

They label the body and write the name of the pupil.

Game 19. Draw a funny face

Aim: to revise face vocabulary

Materials: a dice and a piece of paper

Procedure:

Write the following on the board:

- 1) a head
- 2) an ear
- 3) a nose
- 4) a mouth
- 5) an eye
- 6) hair

Pupils work in pairs. One pupils throws the dice six times. On each throw, they tell their partner to draw the face part for that number, for example:

P. *Five. Draw an eye.*

Pupils change roles.

Game 20. Face race

Aim: to revise descriptions of faces

Materials: magazine pictures

Procedure:

Divide the class into teams. Stick a magazine picture on the board for each team.

Think of a sentence describing each face. Write it in jumbled order under the picture. Each team must unjumble the description.

The first team to give you a correct written version is the winner.

Game 21. What's missing?

Aim: to revise parts of the body

Procedure:

Draw a boy or girl on the board. Include *eyes, nose, etc.* and all the body parts covered in the units to date. Pupils name the parts as you draw.

Pupils close their eyes or put their heads on their desks. Erase one of the features. Pupils look and say which is missing.

Game 22. Monsters

Aim: to revise descriptions and colours, numbers, body

Procedure:

Describe a monster. The pupils draw and colour it:

T. *There was a monster. It was thin. It had green eyes. It had six arms, etc.*

Pupils compare pictures with their partner's.

Pupils write a description of their own monster and read it to their partner, who draws it.

Game 23. Draw-and-fold game

Aim: to revise *he / she's got* and parts of the body

Procedure:

You will need a sheet of A4 paper per pupil. Pupils play in groups of three. The aim is to draw a monster between them, each drawing a different part.

The first pupils in each group draw a head and neck, fold the paper and pass it on.

The second pupils in each group draw the body, arms and hands on the paper they receive, then fold it and pass it on.

The third pupils draw the legs and feet on the paper they receive and pass it on.

One pupil from each group opens up the paper and describes the monster:

P. He's got a big head. He's got four arms, etc.

Game 24. Descriptions

Aim: to revise descriptions of people

Materials: Handout 4, a dice and four counters

Procedure:

Pupils work in groups.

Make one copy per group of the game board.

Give each pupil a piece of A4 card. On each piece of card, they draw a face of a boy or girl and colour their eyes and hair. Hair must be short or long.

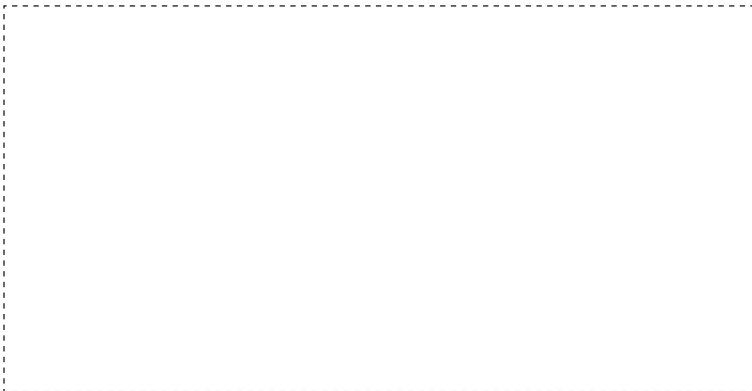
Give each group a dice and four counters. They may start on any small dot.

They shuffle all the cards together and place them face down.

In turns, they throw the dice and move their counter. If they land on a large dot they take a card and describe it. If their sentence is correct, they can keep the card.

The game continues until all the cards are finished. The winner is the pupil with the most cards.

Handout 4



Game 25. The shopping list

Aim: to revise clothes and colours

Materials: Handout 5 (see p. 33)

Procedure:

Introduce *I've got a ...*

Tell the pupils they are going to make a shopping list of clothes.

Start the chain:

I've got a red dress, a blue hat etc.

The next pupil adds: *I've got a T-shirt, trousers...*

Continue until all the words have been used or someone makes a mistake, then start a new chain. You can prompt pupils' memory with colour flashcards and by pointing to items of clothing.

Game 26. A shopping game

Aim: to revise clothes and colours

Procedure:

Pupils play in two teams. They sit in a line facing each other.

The first pupil in Team A says:

P1. *I went shopping and I bought a blue hat.*

The first pupil in Team B has to add to this:

P2. *I went shopping and I bought a blue hat and a red skirt.*

Pupils continue until one of them makes a mistake. The opposing team then gets point and the game begins with a new chain.

Set a time limit. At the end of the game, the team with the most points are the winners.

Game 27. Picture dictation

Aim: to revise clothes and colours

Procedure:

Draw a simple outline picture of a boy (*wearing a hat, a, trainers and carrying a rucksack*) and a girl (*wearing a jacket, a sweater, skirt, socks and shoes*) onto the board. Give each pupil two sheets of A4 paper and ask them to copy the pictures twice — one boy / girl set on each piece of paper. (Alternatively draw and make photocopies of the drawings so that each pupil has two copies). Tell them not to colour in the pictures yet.

Divide the class into pairs. Pupils do a picture dictation. On one sheet, pupils colour the children's clothes in the colours of their choice.

Handout 5



On the second sheet, pupils reproduce their partner's picture, following the instructions given by their partner:

P1. *He's got a green hat etc.*

Game 28. A map of the school**Aim:** to revise directions**Procedure:**

Draw a map of the inside of your school (or part of it) on the board.
Write the names of the rooms.

Draw a cross to indicate *You are here*. Practise asking for and giving directions with pupils working in pairs:

P1. *Excuse me, where's the music room / class 2?***P2.** *Go straight on. Then turn left. It's opposite the hall.***Game 29. Listen and hold up a card****Aim:** to revise days of the week**Materials:** Handout 6**Procedure:**

Give each pupil a large sheet of card and some scissors.

Write the days of the week on the board. Copy cards for pupils and for yourself.

Call out a day. The pupils must hold up that card. They check to see if the pupils around have the same card. Hold up your card for pupils to check.

Repeat several times. Invite different pupils to the front to take your place.

Handout 6

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Game 30. Get into groups

Aim: to revise days of the week

Materials: Handout 6

Procedure:

You will need space for pupils to move around.

Make a card with a day of the week written on it for each pupil. Distribute the cards.

Say a day of the week. The pupils with that day move together to form group. Repeat for each day of the week in random order. Finally say the days of the week in order. The pupils in each group hold up their cards for you to check.

Game 31. Listen and point

Aim: to revise days of the week

Materials: Handout 6

Procedure:

Divide the class into seven groups and give each pupil in the group a day of the week.

You could give the group a large label with the day on it.

Or alternatively if the class is small give each pupil a day card.

Give instructions for pupils in each group to respond to, e.g.:
Monday, point to a window!

Continue in this way with other days and commands.

Game 32. Calendars

Aim: to revise months and the alphabet

Procedure:

In groups, pupils make and illustrate calendars. You can ask to draw a particular month to the appointed group.

Game 33. My timetable

Aim: to revise subjects

Materials: Handout 7

Procedure:

Copy schedules. Hand out timetables. Pupils translate their timetables into English. This is a good opportunity to discuss any other subjects they have and to find out whether there are equivalent subjects in English.

Handout 7

Monday		Thursday	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
Tuesday		Friday	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
Wednesday		Saturday	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	

Game 34. Commands

Aim: to revise *left* and *right*

Procedure:

Play the game *Simon says* with the class. You give commands; if you include the words *Simon says* the pupils must obey the commands, otherwise they do nothing. Include the words *left* and *right*. If pupils make a mistake they are out.

T. *Simon says put your left hand on your head. (Pupils should obey the command correctly.) Touch your left leg. (Pupils should do nothing.)*

Pupils give each other commands using *left* and *right*. When a pupil makes a mistake it is their partner's turn to give commands.

Game 35. Left — right

Aim: to revise food items food and introduce *left* and *right*

Materials: Handout 8

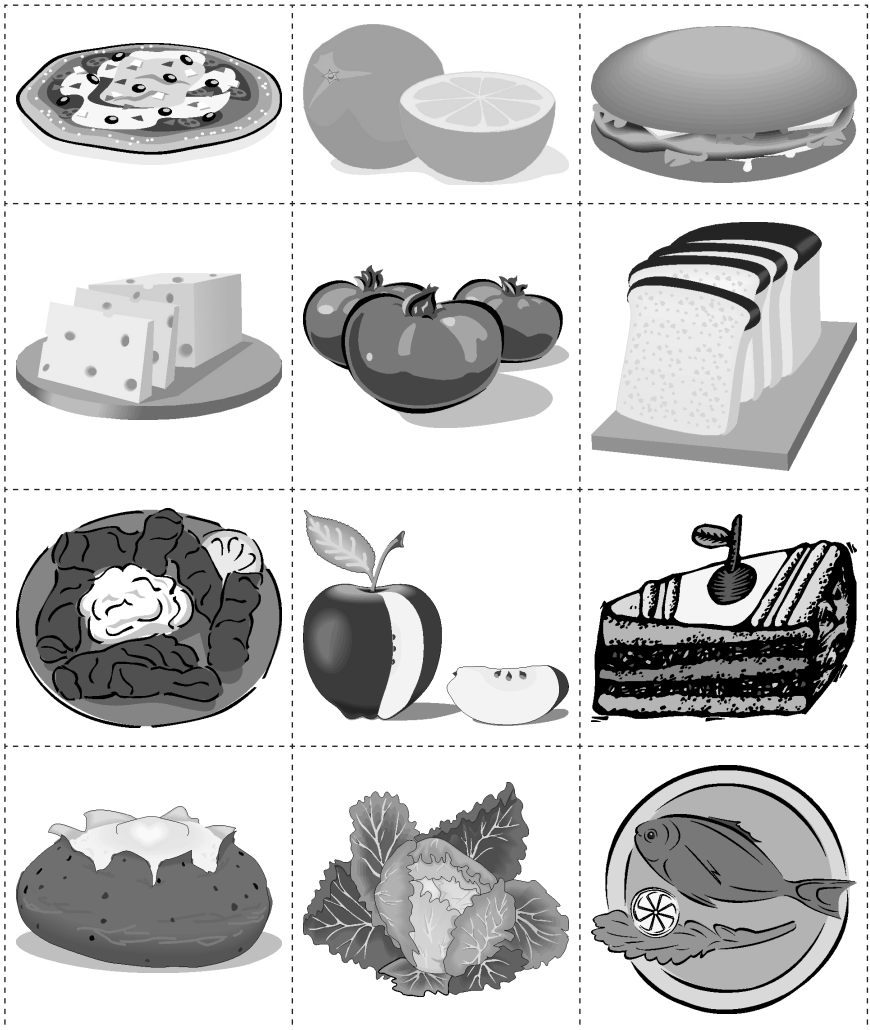
Procedure:

Teach *left hand* and *right hand*. Pupils use the food cards (copy Handout 8).

Pupils spread their food cards face up in front of them.

Call out e.g: *Hold up fish and chips in your right hand!*

Pupils respond and check with the pupils around them. Continue. Confident pupils can be callers.

Handout 8

Game 36. Food**Aim:** to revise food items**Materials:** Handout 9**Procedure:**

You will need a large space for this game. Make two big signs saying *Yes, I do* and *No, I don't*. (copy Handout 9) Stick them on two opposite walls.

Pupils stand in the middle of the room. Hold up the pizza flash-card and say: *Do you like pizza?*

Pupils respond by running and touching the relevant sign, and calling out *Yes, I do. or No, I don't*

Repeat with other food items.

Handout 9

Yes, I do	
No, I don't	

Game 37. “ I like...”**Aim:** to revise *I like* and food items**Procedure:**

Pupils chain around the class like this:

P1. *For my lunch, I like pizza.*

P2. *For my lunch, I like pizza and sausages.*

P3. *For my lunch, I like pizza, sausages and chips.*

Continue the game until a pupil makes a mistake. Then start another chain.

Game 38. Picnic

Aim: to revise food items

Procedure:

Explain that the Picnic will include a barbecue or picnic lunch.

On the board, create a word-web with the pupils' ideas for picnic food and drink.

Pupils will probably need new food and drink words to be able to respond naturally to this activity. Write the translation next to these new words.

Pupils work in groups and decide who is going to bring which items of food and drink. They make a list of the group's decisions and post it on the wall as a reminder.

Game 39. Word web

Aim: to revise food vocabulary

Procedure:

Pupils brainstorm all the food and drink they know. You make a word web on the board.

Divide the board into categories: *Meat, Fruit, Vegetables, Milk products, Drinks*. Pupils write the words in the web under the categories. Pupils work in groups and use junior dictionaries to add to the various categories.

Each group then produces a poster of one of the categories. They illustrate it with pictures cut from magazines and drawings.

Game 40. Can you?

Aim: to revise names of animals

Materials: a dice per group

Procedure:

Divide the class in two groups. Give each group a dice.

Write the numbers 1 to 6 on the board, with the name of an animal next to each number.

In turns, pupils throw the dice. They should look at the board to see which animal it indicates. Then the group asks the player the corresponding question e.g. *Can you jump like a kangaroo?* The player must do the action. (*Fish — swim; rabbit — run; kangaroo — jump; bird — sing; cat — walk; monkey — climb*).

Game 41. Animal Hangman

Aim: to revise the spelling of animals

Procedure:

Choose an animal word and write the correct number of blanks on the board, for example: _____ (elephant).

Pupils have to guess the letters in the word. Write the correct letter on the blanks. For every incorrect letter, draw a line on the hangman diagram.

Game 42. Draw it!

Aim: to revise lexical sets: *clothes, animals, body and food*

Procedure:

Divide the board into four sections. Label them *clothes, animals, body and food*.

Divide the class into four groups. Allocate one of the lexical sets to each group.

Invite a pupil from each group to stand about two meters from board. When you say 'Go!', they run to their section of board and write a word in their word group. The rest of the class counts to five.

When they reach 'five', pupils must stop writing.

One person from each team correct the words. Teams get a point for each correct word. Keep a score. Set a time limit or number of turns.

Game 43. Words

Aim: to revise vocabulary

Procedure:

The pupils play in groups of four, one pair against the other pair. Each pair makes one 10 by 10 grid. The pairs use different coloured pens. Each pair write any word they know in their grid vertically or horizontally. They score a point for each letter. The grids are exchanged. Each pair must write another word in the grid, using a letter from the existing word. They score a point for each letter. When no more words can be entered the game is over. The pair with the most points wins.

Game 44. Odd word out

Aim: to revise vocabulary

Procedure:

Write five or six words on the board under these category headings: *Food, Drink, Animals, Colours, Numbers*. In each category include one odd word out. Pupils say which word is the odd word out.

In pairs, pupils make a similar puzzle and exchange with another pair.

1. food	cheese meat cat burger sausage
2. drink	milk juice water cola bread
3. animals	mouse potatoes lion elephant snake
4. colours	green yellow car white brown
5. numbers	five black seven eight four

Answers: 1 — cat, 2 — bread, 3 — potatoes, 4 — car, 5 — black.

Game 45. Alphabetical lists

Aim: to revise vocabulary and alphabetical order

Procedure:

Write a selection of words from the topic on the board.

Pupils write a list, putting them in alphabetical order.

Game 46. Invisible letters

Aim: to revise letters of the alphabet and words

Procedure:

Turn your back to the class and draw a large 'C' in the air.

Pupils tell you the letter and a word they know beginning with that letter e.g. *chicken*.

Repeat with more letters.

Game 47. How do you spell it?

Aim: to revise the alphabet and practise spelling

Procedure:

Each pupil looks at their vocabulary and chooses one word, writes it on a piece of paper. Pupils then close their vocabulary.

Divide the class into two teams. In turn, one member of each team says a word to a member of the other team and asks him or her to spell it.

Keep the scores. Teams get one point for every correct spelling. Continue until everyone has had a turn. The team with most points are the winners.

Game 48. Crossword

Aim: to revise any vocabulary items

Procedure:

Draw a 10×10 grid on the board. Pupils copy it onto a piece of paper.

Pupils work in groups of four. In turn, each pupil writes a word either vertically or horizontally in the grid. They score one point for each letter in the word.

The next pupil must write another word, using the first or last letter in the word. If a pupil cannot think of a word, the turn passes to the next pupil.

The game continues until no one in the group can think of any words. The winner is the pupil with the most points.

Circulate and check spelling. Pupils must ask you if they need to check a spelling.

Game 49. Finger Words

Aim: to revise the spelling of vocabulary

Procedure:

Pupils work in pairs. One chooses a word from the particular topic (e.g. *food, colour or body*) and traces each letter carefully with one finger on the back of his or her partner.

The partner writes down what he or she thinks each letter is, until the word is finished.

The pupil tells the partner the word and checks if it is correctly spelt.

Set a time limit. The pupil with most words correctly spelt is the winner.

Game 50. Vocabulary noughts and crosses

Aim: to revise spelling of any vocabulary

Procedure:

Draw a noughts and crosses grid on the board and write the numbers 1 to 9 in the squares.

Write a list of nine words from Units 9 to 12 in a list and number them 1 to 9.

Divide the class into two teams: the Os and the Xs.

In turn, the teams choose a number. Read out the word from your list with that number. The team member must be able to spell the word correctly in order to score a X or O in the grid.

The objective is to be the first to score three Os or Xs in a row, vertically, horizontally or diagonally.

Game 51. Running dictation

Aim: to revise spelling and punctuation

Materials: Handout 10

Procedure:

Copy out the story in onto several cards. Make the copies large and clear.

Handout 10

Story #1	Story #2
Ann is eight. She likes ice-cream. She has got a ball, an apple and a bag. The ball is blue, the apple is red and the bag is green	Sam is five. He likes pizza. He has got a car, a train and a bike. The car is orange, the train is green and the bike is yellow

Divide the class into groups and stick a card on the wall near each group.

Say *Go!* In turn, each pupil runs to the card, reads a section of the first sentence, runs back to the group and dictates it. Each pupil writes down the section.

The group can ask the runner to return as often as necessary until the sentence is finished. They can also consult each other.

The winning group is the group that finishes first and has the least mistakes.

Game 52. Group dictation

Aim: to revise spelling and punctuation

Materials: Handout 11 (*see p. 44*)

Procedure:

Make large copies of dialogue.

Divide the class into small groups. Place one copy per group on the wall nearest each group.

In turns, one pupil from each group goes to the text, memorises a chunk, goes back to the group and says the chunk. The rest of the group write it down. The group can ask the pupil to repeat or ask for spellings.

The group with the most accurately-written text is the winner.

Game 53. Punctuation game

Aim: to revise punctuation

Materials: Handout 12

Procedure:

Pupils work in small groups. One pupil has a red pen.

Make a photocopy for each pupil.

Handout 11

What's your first name?
My name is Ann
What's your family name?
Smith
What's your favourite food?
My favourite food is cheese
What's your favourite drink?
My favourite drink is tea

Distribute the copies to the class. Write on the board how many capitals, full stops, commas and apostrophes are missing.

Set a time limit and ask pupils to replace the missing punctuation. Pupils work together in their groups. The pupil with the red pen adds the punctuation to his / her copy.

Say *Stop!* Groups exchange sheets and count how many punctuation marks are correct, by checking against the original text on the blackboard.

The group with most correct punctuation marks are the winners.

Handout 12

Teacher's text

This is a panda. It lives in the forest in China. This beautiful bear is black and white. What does it eat? It eats bamboo. It is in danger, because the forests are disappearing

Pupils's text

this is a panda it lives in the forest in china this beautiful bear is black and white what does it eat it eats bamboo it is in danger because the forests are disappearing

Teacher's dialogue

What's your first name?
My name is Ann
What's your family name?
Smith
What's your favourite food?
My favourite food is cheese
What's your favourite drink?
My favourite drink is tea

Pupils' dialogue

whats your first name my name is
ann whats your family name
smith whats your favourite food
my favourite food is cheese whats
your favourite drink my favour-
ite drink is tea

Game 54. Room game**Aim:** to revise rooms in the house**Materials:** Handout 13**Procedure:**

Stick the room flashcards down the centre of the board. Attach two complete sets of room word cards down either side of the pictures. The word cards should be in jumbled order.

Divide the class into two teams. They line up at the board (one team facing either side of the board).

Call out a room word. The first team member to draw a line from their word card to the picture flashcard wins a point for their team. Continue until everyone has had a turn.

Handout 13

chair	table
fridge	cooker
TV	picture
clock	window
lamp	armchair
flower	pillow
book	bookshelf
cup	cupboard
glass	curtains
bin	pillow
kettle	broom

Game 55. Spelling race

Aim: to revise rooms in the house

Procedure:

Draw a line down the middle of the board to divide it into two.

Divide the class into two teams. They line up at the board.

Say *Go!* One pupil from each team comes to the board and writes a room word. The next pupil can either correct a word if they see a mistake or write a new word.

Continue until everyone has had a turn. The team with the most correctly spelt words wins.

Game 56. Miming

Aim: to revise rooms in the house or past simple verbs

Materials: Handout 14 (*see p. 47*)

Procedure:

Place a pile of rooms or action verb flashcards face down at the front of the class.

Pupils take it in turns to come to the front and choose a card. They mime either where they are in the house or what they did yesterday (depending on which you are practising). The rest of the class has to guess.

Ask: *Where is he / she?*

Or: *What happened yesterday?*

Game 57. Give me the name of...

Aim: to revise the alphabet and countries, animals places in town, etc.

Procedure:

Each pupil plays this game with a partner. The first player chooses a letter, e.g.: *C*. The second player says: *Give me the name of a country / an animal / a place in town, etc. beginning with C* and starts to count.

If the second player counts to 20 before the first player can think of a name, it is then his / her turn to choose a letter.

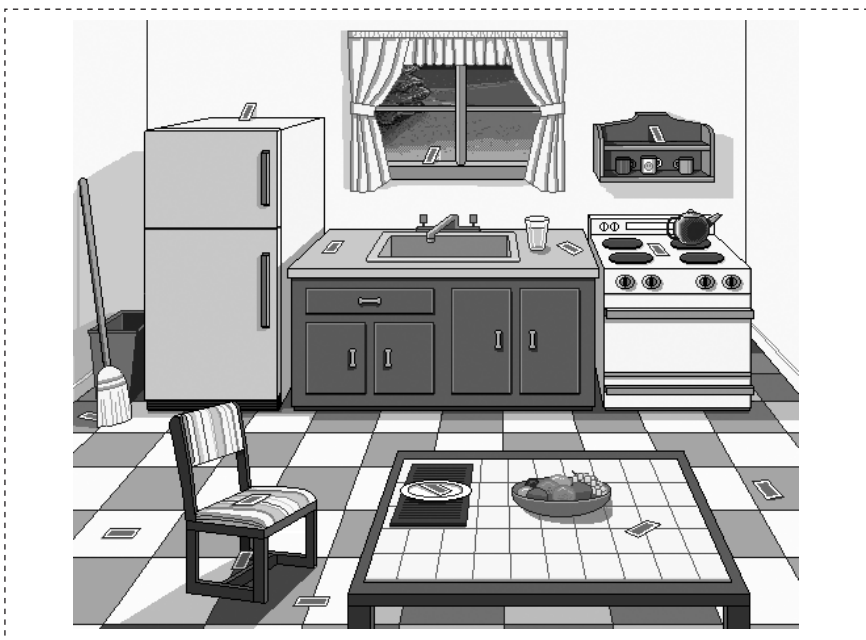
Game 58. Design a future city

Aim: to revise city vocabulary

Procedure:

Pupils work in groups to design a city of the future. They can include places and buildings they have learned the English words for. Be prepared to teach additional vocabulary they request.

Handout 14



Groups draw their city on a big piece of paper and label the buildings.

Groups then show and compare their cities with those of the rest of the class.

Game 59. Inventor's corner

Aim: to revise transport vocabulary

Procedure:

Pupils design their own car, bike or space shuttle — or new form of transport — and label it. They can use junior dictionaries. Their inventions can be displayed in an Inventor's Corner.

Game 60. Class stamp collection

Aim: to practice nationalities

Procedure:

Ask your pupils to bring stamps from as many different countries as possible. Give pairs of pupils the task of collecting all the stamps in the class from one or more countries. To do this, the pairs should ask other pupils, .e.g., *Have you got any (Spanish) stamps?*

When they have collected enough stamps, the pairs mount them on a piece of card or paper and write the names of the country from which the stamps come. Teach the names of any new countries. Display the collections in the classroom or collate them in a class stamp album.

Game 61. Illnesses

Aim: to revise illness words

Procedure:

Write the illness words on the board as a prompt.

Play a memory game with illnesses. Each pupil should imagine that they have got something wrong with them. The aim is to try to remember all the illnesses in the correct order.

P1. *I've got a headache.*

P2. *Tim's got a headache. I've got chicken pox.*

P3. *Tim's got a headache, Sarah's got chicken pox. I've got flu...*

Game 62. Celebrity poster

Aim: to revise language for describing people

Materials: photos of famous people

Procedure:

Bring to class several pictures of popular famous people, or ask pupils to bring some in.

Pupils work in groups. They make posters with the pictures and write about the celebrity's appearance. They can research biographical details and write sentences about the celebrities.

Game 63. Celebrity interviews

Aim: to revise questions

Procedure:

Pupils work in pairs. Each creates the identity of a famous person. In turns, they interview each other, asking questions.

Alternatively, pupils can interview each other using the details they have researched for their celebrity poster (*see above*).

Game 64. Famous people

Aim: to revise the present simple (third person singular) and descriptions

Procedure:

Pupils bring a picture of one of their favourite celebrities: footballers, pop stars, etc.

They work in small groups and make a poster, sticking on their pictures and writing descriptions of the people, e.g.:

This is David Beckham. He plays football He's got fair hair. etc.

Help with vocabulary.

Game 65. Famous people

Aim: to revise the present simple (third person singular)

Materials: photos of famous people

Procedure:

Bring pictures of famous people. Write names under the photos if pupils don't know them. Pupils circulate and look at all the posters of famous people.

Choose one of the famous people, but don't tell the pupils who it is.

Pupils ask questions to find out who you have chosen, but you can only answer *Yes* or *No*.

For example:

P. *Is it a man? Does he sing?*

Game 66. Chinese whispers**Aim:** to revise questions**Procedure:**

Divide the class into three or four equal teams. Teams line up facing the board.

To the first pupil in each team whisper a different phrase: *What's your name? How old are you? Where do you live? What's your favourite food?* Pupils whisper the phrase to the pupil behind them, and so on to the end of the line. The last person in the team shouts out the phrase.

The winning team is the first to finish with the last pupil calling out the phrase correctly. Repeat several times. The team with the most points wins.

Game 67. Questions**Aim:** to revise questions**Procedure:**

You will need a clear space for this game. Pupils form two circles each with the same number of pupils in it: a large outer circle with all the pupils facing inwards and holding hands, and a smaller inner circle with all the pupils facing outwards and holding hands. Play some lively music. The outer circle moves in a clockwise direction while the inner circle moves in an anti-clockwise direction. When the music stops the pupils from each circle step towards each other and in turn ask and answer one question: *What's your name?* or *How old are you?* Set a time limit for the game.

Game 68. Guess!

Aim: to revise questions and answers: *What is it? / Yes, it is / No, it isn't.*

Procedure:

Divide the class into two teams.

Spread the flashcards face down on a table. Use the particular topic — *food, clothers, animals* etc. A pupil chooses one. The pupil looks at it, puts it behind his or her back, and asks:

P1. *What's this?*

Pupils in each team take turns to guess.

P2. *Cake...*

The pupil answers each time *No, it isn't*, until the guess is correct, when he or she should say *Yes, it is*.

The winning team then gets a point and the pupil who guessed comes out and chooses the next card. Set a time limit. The team with most points wins.

Game 69. Questions**Aim:** to revise questions**Procedure:**

Write this table on the board:

6	7	8	9
yellow	pink	black	blue
Ann	Kate	Tom	Mark

Invite a pupil to the front.

Ask: *How old are you? What's your favourite colour?*

Pupil answers.

Two other pupils come to the front. Ask each one to choose one of the characters and pretend to be that character, keeping their choice a secret.

Ask the pupils the same questions.

Class guess the identity from the pupils answers.

Pupils play the game in groups of three.

Game 70. Class survey**Aim:** to revise question forms**Materials:** Handout 15**Procedure:**

In pairs, pupils create a class questionnaire, using questions like *How old are you? How many brothers have you got? etc.*

They interview all the pupils in the class and make a poster presentation of the results.

Handout 15

name
age
sisters
brothers
can

Game 71. "He / she can..."**Aim:** to revise *He / She can* + verb**Procedure:**

Pupils look in magazines for pictures of famous sports personalities.

In groups, pupils make a poster with their pictures and label the personalities, e.g.

This is Andrey Shevchenko. He can play football.

Game 72. Chinese whispers**Aim:** to revise *can* / *can't* + verb**Procedure:**

Pupils play a game in teams.

Use a variety of sentences beginning / *can* or / *can't*.*I can... swim like a fish / run like a rabbit / jump like a kangaroo.**I can't... swim like a fish / run like a rabbit / jump like a kangaroo.***Game 73. Mirrors****Aim:** to revise *can***Procedure:**

Pupils stand in pairs. The pupils nearest you face the back wall of the classroom; the pupils furthest from you stand facing you.

Mime an action or sport and say *I can...* The pupils facing you copy the mime. Their partner watches them and finishes the sentence with the action that they see.

Invite a pupil to take your place.

Game 74. Guess who!**Aim:** to revise *He / She's got***Procedure:**

You need three pictures of children. Write their names under the pictures. Pupils work in small groups. They each choose a child. In turn, each pupil describes the children's eyes and hair colour.

The others guess who it is.

Game 75. Memory game**Aim:** to revise *I've got*, clothes and colours**Procedure:**Start a chain: *I've got a blue sweater.*Next pupil says *I've got a blue sweater and a green skirt.*

You can prompt pupils by pointing to colours and clothing.

Pupils could sit in group circles and continue in this way.

Game 76. The clothes game**Aim:** to revise names of clothes and the present continuous**Procedure:**Introduce the verbs to *put on* and *take off* clothes, using mime.Ask: *What am I doing?*

Mime either putting on or taking off items of clothing. Pupils have to guess, e.g.:

P. *You're putting on your shoes.*

Game 77. What's different?

Aim: to revise *he / she's wearing*, clothes, possessive 's

Procedure:

Three pupils stand in front of the class and the pupils look at what they are wearing for sixty seconds.

The three pupils leave the room and exchange one item of clothing each, including glasses, watches, etc. They then return to the circle.

Ask: *What's different?*

Pupils put up their hands. Choose individuals to answer, e.g.:

P. *Anna is wearing Tom's coat.*

The first three pupils to guess correctly and say the sentence correctly will, go out of the room in the next round.

Game 78. Actions

Aim: to revise the Present Continuous (written form)

Procedure:

Write the following code on the board:

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
z	y	x	w	v	u	t	s	r	q	p	o	n	m	l	k	j	i	h	g	f	e	d	c	b	a

Give each pupil a card and put a list of verbs on the board that they have covered: *play, swim, eat, sit*, etc.

Each pupil chooses a verb and writes it in code on their card, e.g. *I'm playing tennis.*

Collect cards, shuffle and redistribute. Erase the verbs from the board.

Pupils get into groups. Each group decodes their card. In turn, pupils mime the action, and the others guess what they are doing.

The game can continue by redistributing cards.

Game 79. Instructions

Aim: to revise prepositions and names of classroom objects

Procedure:

Divide the class into a number of teams, depending on the size of class. Teams line up facing the front.

Place a selection of objects on a desk in front of each team, the same selection for each team: a book, a ruler, a bag, etc.

Give an instruction, e.g. *Put the ruler in the bag.*

The first pupil in each team moves quickly to the desk and carries out the instruction. The first to complete it correctly gets a point.

Continue until everyone in the team has had a go. The team with most points wins.

Game 80. Where?

Aim: to revise prepositions and *there is there are*

Procedure:

Make a photocopy for each pupil of the living room or kitchen.

Write on the blackboard prepositions: *on, under, at, next to.*

Pupils work in pairs.

They write sentences about cards in the pictures:

There is a card on the table.

There are five cards on the floor in the kitchen.

Check orally with the whole class.

Game 81. Listen and draw

Aim: to revise prepositions and *there is / are*

Materials: Handout 16 (*see p. 55*)

Procedure:

Make a photocopy for each pupil.

In pairs, each completes one drawing of the room with named items (other furniture and animals, or any other vocabulary group you want to revise). Pupil A draws on Picture A, and Pupil B draws on Picture B.

Pupil A dictates where things are in Picture A. Pupil B listens and draws the items. Then they change roles for Picture B.

Pupils compare their pictures.

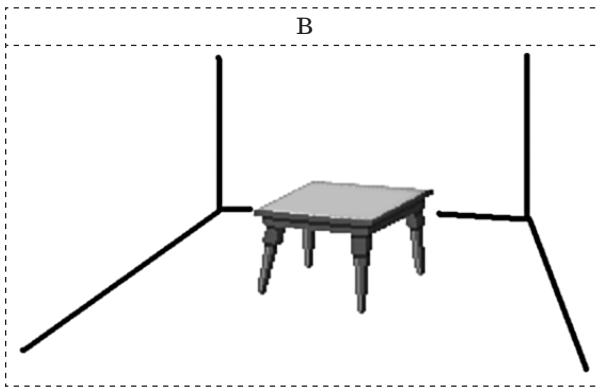
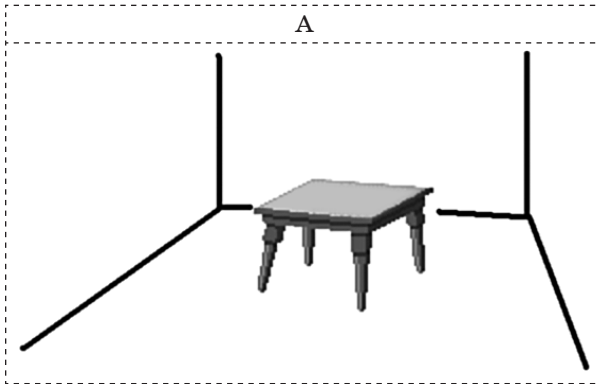
Game 82. Do it

Aim: to revise prepositions

Procedure:

Pupils work in groups of four. They sit facing each other with a large book or screen of some sort between them.

Each pupil in the group has a set of objects. These could be personal items or sets of plastic fruit, animals, coloured building bricks or shapes. Each pupil in the group must have an identical set.

Handout 16

Each pupil writes down a set of five instructions, e.g.: *Put a car in front of a bus.*

In turns, one pupil gives the group his / her set of instructions. The group listens and carries out the instructions.

They remove their screens and the caller checks everyone's objects against the instructions.

Game 83. Draw it

Aim: to revise prepositions

Materials: Handout 17

Procedure:

Make a photocopy for each pupil of empty room.

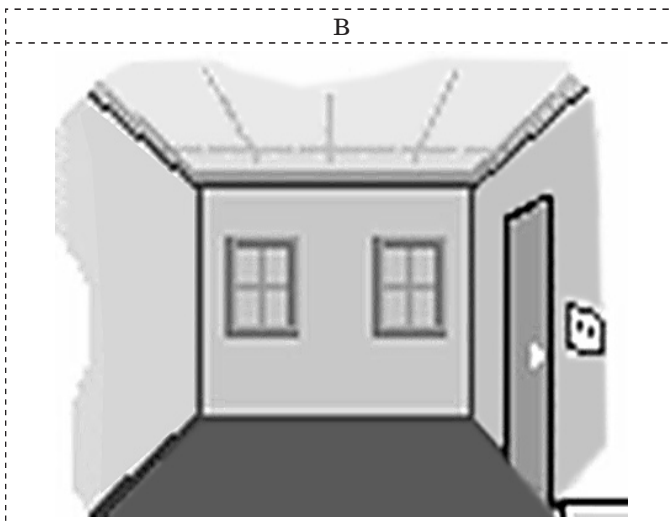
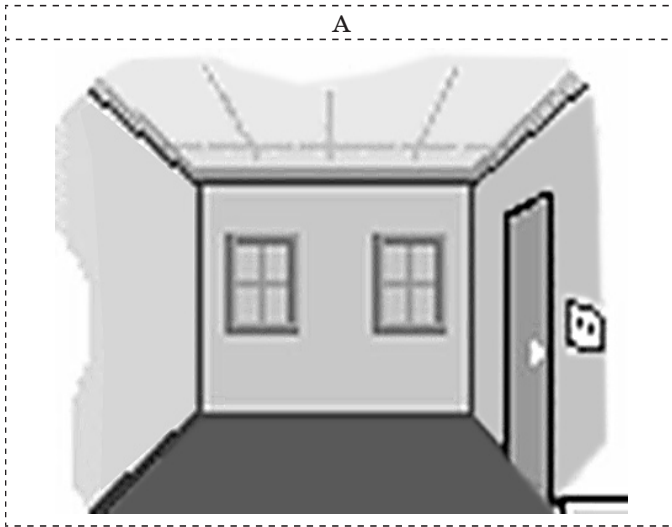
Give pupils instructions, e.g.: *Draw a sofa in the middle of the room.*

Alternatively, write on the blackboard words and prepositions for “A” pupils and “B” pupils, e.g.:

“A” — sofa — *in the middle*, TV — *opposite the door*, table — *in front of the sofa*, books — *on the table*.

“B” — chair — *next to the door*, sofa — *opposite the door*, picture — *between the windows*, flower — *under the picture*.

Handout 17



Game 84. Draw the time**Aim:** to revise telling the time**Materials:** Handout 18**Procedure:**

Draw ten blank clock faces on a piece of paper. Make a photocopy for each pupil.

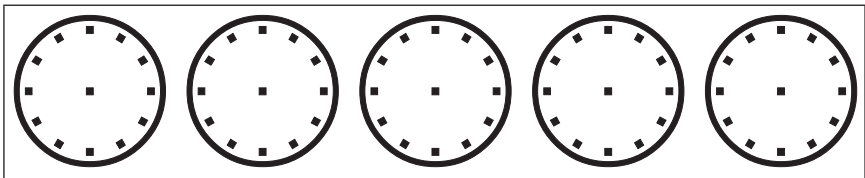
Pupils work in pairs. Each draws in times on five of the clock faces.

Pupils tell each other the time. Their partner draws the time on his / her remaining clock faces.

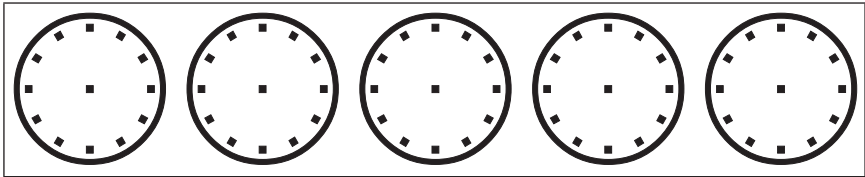
Pupils compare drawings.

Handout 18

Самостійно намалюй час на цих годинниках.



Намалюй такий час, який скаже тобі однокласник.

**Game 85. Cats**

Aim: to revise numbers, colours, *Have you got? Yes, I have, No, I haven't*

Materials: Handout 19**Procedure:**

Make copies and hand out grids 10 by 10 and label with letters A–J across the top and 1–10 down the side. In secret, each pupil draws a cat in six of the squares in one of the grids.

Pupils take it in turns to ask questions and mark the position of their partner's cat in the other grid:

Have you got a cat in C 6?

The first to find all six cats is the winner.

Handout 19. Grid

	a	b	c	d	e	f	g	h	i	j
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

Game 86. Miming

Aim: to revise the Present Continuous

Procedure:

Find a large space for the pupils to move around in. Play some lively music or use a percussion instrument. Stop the music and give an instruction:

You're riding a bike. You're reading a book, etc.

Pupils mime the action.

Game 87. Say it short

Aim: to revise short sentences and expressions

Procedure:

Divide the class into two or three teams. Teams line up in single file. Whisper a short sentence or expression to the first pupil in each team.

For example: *I can swim. / I can jump. / I like sport. / I can't play tennis.*

Say *Go!* The pupil whispers the sentence to the pupil behind, and so on. The last pupil in the team either calls out the sentence, or runs to the board and writes it.

The first team to finish with the correct sentence are the winners.

Game 88. Diary**Aim:** to revise questions in the past tense**Materials:** Handout 20**Procedure:**

Pupils divide a sheet of A4 paper in half and draw seven circles in the top half and seven in the bottom half. They label the circles Monday to Sunday in each half.

Write seven activities on the board, e.g.

I went swimming.

I played football.

I went shopping.

I read a book.

I watched TV.

I played the piano.

I cleaned my bedroom. etc.

In the top half of their page pupils write an activity in each circle. They mustn't show their work to anyone else.

In pairs, the pupils take turns to ask questions about each other's diaries:

P. *Did you (go shopping) on Monday?*

The aim of the game is to discover which activities the partner did and when and fill in the bottom circles. The first pupil to finish is the winner.

Handout 20

Що я робив	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
Що робив мій однокласник	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Game 89. Noughts-and-crosses**Aim:** to revise Past Simple verbs**Procedure:**

Draw a noughts-and-crosses grid on the board and write the verbs (for example: *go, is, are, eat, swim, run, see, read* and *watch*) in the squares.

Divide the class into two teams. One team is the O team and the other the X team. Teams take turns for a member to come to the board, choose a verb from the grid and say it in the past tense.

He or she must then write the verb and pronounce it correctly. If their past-tense verb is correct, they write an O or X for their team in the space on the grid.

The aim of the game is to get a line of three Os or Xs, diagonally, vertically or horizontally.

Game 90. Snap!**Aim:** to revise past simple verbs**Materials:** Handout 21**Procedure:**

Hand out cards with verbs in the present tense and cards with verbs in the simple past form.

Pupils work in pairs. Each pupil shuffles their two sets of cards. They take it in turns to place a card face up between them, then say the word. If a pupil places a matching card on the pile (in the past or present tense), he or she shouts *Snap!* and picks up all the cards. The game continues until one pupil has all the cards.

Handout 21

go	went
see	saw
listen	listened
play	played
wash	washed
eat	ate
is	was
swim	swam
run	ran
draw	drew
read	read
have	had
ask	asked
wash	washed

Game 91. What did you do on Monday?

Aim: to revise questions in the past tense

Procedure:

Pupils work in groups. Each group has a dice.

Hand out copies of the verbs in the present tense for each group. Place a set of cards face down on the desk between pupils.

One pupil throws the dice, matches the number to the day on the list and asks the question: *What did you do on (Friday)?*

The pupil to the right picks up a card from the pile and makes an answer using the verb in the past tense.

If the rest of the group agrees that it is a correct sentence, the pupil keeps the card. That pupil then throws the dice and the game continues.

The winner is the pupil with the most cards at the end of the game when there are no more cards.

Game 92. Verb tennis

Aim: to revise verbs in the present and past tense

Procedure:

Pupils work in groups of three. Photocopy list with verbs and give one copy to each group.

One pupil is the umpire and looks at the list. The other two pupils play 'tennis' with a verb: one says a verb in the present, the other says it in the past, then says another verb in the present. This continues until one pupil makes a mistake.

The umpire checks that the past-tense forms are correct and that the pronunciation is accurate.

If a pupil makes a mistake, a point goes to his or her opponent. Score as in tennis, or fix a time limit or a maximum number of points that can be scored before the game finishes.

Game 93. Classroom rules

Aim: to revise *Don't...*

Procedure:

In groups, pupils make up some classroom rules.

They make and illustrate a poster and display it in the classroom.

Game 94. Crazy stories**Aim:** to revise the Past Simple tense**Procedure:**

Give each pupil a sheet of A4 paper. Write some questions on the board: *Who was it? Where did he / she go? When did he / she go there? What did he / she see? What did he / she say? What did he / she do?*

Pupils look at first question, write down a name, fold the top part of their paper over to hide what they have written. Then they pass it to the next pupil.

Pupils look at the second question and write down a place on the paper. They fold it again and pass it to the next pupil. They continue doing this until all the questions are answered.

Each pupil opens the piece of paper passed to them and reads the story to their partner.

Choose some stories to read to the class.

Game 95. My future**Aim:** to revise *will***Procedure:**

Put children in groups of 4–5. Get them to talk about what they will be when they grow up, based on what they like doing, and what they are good at now. Circulate to supply any new words they might want.

Ask them to draw a picture of themselves doing that job and to write about it: *I'm good at maths. I'll be a maths teacher. I like children and I like teaching people new things.*

Game 96. Solving problems**Aim:** to revise *going to***Procedure:**

Give each pupil a slip of paper with a situation written on it, e.g. *You're hungry / you are thirsty* / Situations can be repeated. Pupils think about something they can do to help the situation, e.g. *eat an apple*.

Invite a pupil to the front to read out their situation. The class asks:

Class: *What are you going to do?*

P. *I'm going to eat an apple.*

Repeat with other pupils.

Game 97. My weekend

Aim: to revise *going to* and actions

Procedure:

Make a list of ten things that you might do at the weekend, e.g. *go shopping, visit my sister, go to (nearest local town), go to the cinema, eat at the new restaurant in (local town)*, etc.

Make photocopies of the list and give one to each pupil.

Decide on six or seven things that you are going to do and tell the class: *This weekend I'm going to...*

Pupils tick off the activities you mention. Pupils do the same activity in pairs.

Game 98. What's it going to be?

Aim: to revise *going to*

Procedure:

This game can be played in pairs or in small groups. You need a piece of drawing paper for each group and pupils each need a pencil. The first player draws a line on the paper saying e.g.:

It's going to be a house.

The second player adds to this line saying e.g.:

No, it's going to be a table.

The next player adds more in the same way. The game finishes when one player is able to complete the drawing. They can compare the final picture with the first player's original idea.

Game 99. Do you know?

Aim: to revise *anybody, nobody, somebody*

Procedure:

Write a list on the board of ten countries that pupils know. Pupils copy the list.

Write words for relatives, etc. on the board: *cousin, uncle, aunt, friend, grandmother, grandfather*.

Pupils must choose six countries and make up a relative who lives there. They note their choices on a piece of paper but do not show their partners.

Pupils work in pairs. In turns, they ask:

P1. *Do you know anybody in (Italy)?*

P2. *Yes, I know somebody: (my cousin) or No, nobody.*

The first pupil to locate all six of their partner's relatives is the winner.

Game 100. Why and Because

Aim: to revise questions and answers using *Why* and *Because*

Procedure:

Give pupils a piece of paper and ask them to write a question beginning with *Why?* e.g. *Why are you wearing red socks?* They then fold the paper over and give it to their partner.

Their partner writes an answer, without seeing the question, e.g. *Because I like sausages.*

Pupils open up the questions and answers and read them out to the class.

Game 101. Story quiz

Aim: to revise questions

Procedure:

Divide the class into small groups. Use any short story as a resource for questions. Each group writes six questions about the story so far.

Circulate and point out mistakes for self-correction. Each member of the group keeps a copy of the questions and answers. Regroup pupils so that each new group has one representative from each of the earlier groups. Pupils take turns to ask each other their questions.

Game 102. Story sequencing

Aim: to revise story language and vocabulary

Procedure:

Divide the class into groups of two or three. Prepare a short story for each group. Make a photocopy for each group.

Pupils copy the story from that photocopy onto strips of card. They create one card for each speech bubble or caption.

Pupils then shuffle the cards and put them in an envelope. They exchange their envelope with that of another group.

Each group puts the cards they have received in order. When they have finished, they check the order with the original story.

Game 103. Interviews

Aim: to revise *likes and dislikes*

Materials: Handout 22

Procedure:

Copy information cards or do cards yourself.

Handout 22

Information card	Interviewer's card
<p>You are twelve. Your birthday is on January 9th. You like playing football and tennis, but you don't like swimming. You are good at Art</p>	<p>Age: Birthday: Likes: Dislikes: Good at:</p>
Information card	Interviewer's card
<p>You are nine. Your birthday is on November 6th. You like swimming and tennis, but you don't like playing football. You are good at Math</p>	<p>Age: Birthday: Likes: Dislikes: Good at:</p>
Information card	Interviewer's card
<p>You are eleven. Your birthday is on March 23th. You like playing tennis, but you don't like football and swimming. You are good at English</p>	<p>Age: Birthday: Likes: Dislikes: Good at:</p>
Information card	Interviewer's card
<p>You are seven. Your birthday is on June 11th. You like playing basketball and foot- ball, but you don't like tennis and swimming. You are good at Science</p>	<p>Age: Birthday: Likes: Dislikes: Good at:</p>
Information card	Interviewer's card
<p>You are eight. Your birthday is on September 14th. You like playing tennis, but you don't like swimming. You are good at IT</p>	<p>Age: Birthday: Likes: Dislikes: Good at:</p>
Information card	Interviewer's card
<p>You are nine. Your birthday is on December 16th. You like playing football, but you don't like swimming and tennis. You are good at History</p>	<p>Age: Birthday: Likes: Dislikes: Good at:</p>

Mix the cards up and give each pair of pupils an information card and an interviewer's card. The interviewer has to ask questions and fill in the details on the card. To help them you can ask the class:

T. *What questions can you ask?*

Write some examples on the board.

Game 104. The writing game

Aim: to revise *Whose ... is this?*

Procedure:

Pupils work in groups of six.

On a slip of paper, each pupil writes: *Whose writing is this?*

The slips are shuffled and one is given to each pupil in the group. If any one has their own slip, they must redistribute it.

In turn, each pupil looks at their slip, shows it to the group and guesses who has written it, e.g.: *It's Mary's!* The pupil named must say *Yes* or *No*.

Continue until all the slips have been identified.

Game 105. Opinions about the story

Aim: to revise the Past Simple

Procedure:

Choose any story. Pupils already have read it. Ask pupils to choose their favourite part of the story and a part they didn't like. Write on the board:

I liked it when ...

I didn't like it when ...

Pupils complete these sentences for themselves.

When they have finished, they move around the class exchanging their opinions. They make a note of anyone who had the same likes or dislikes.

Compare the results with the class.

Game 106. A quiz about Ukraine

Aim: to revise comparatives and superlatives

Procedure:

Make up a simple quiz about Ukraine. Ask pupils to mark whether the statements are right or wrong, e.g.,

1. *Goverla is the highest mountain in Ukraine.*
2. *Kharkiv is bigger than Kyiv.*

Game 107. Guess who?**Aim:** to revise the past simple**Materials:** Handout 23**Procedure:**

Copy cards with information about famous people. Alternatively make cards yourself about the people from the past who your pupils will have heard of. Write their date of birth and death and what they were famous for on the card.

In pairs, pupils each have a card which they do not show to their partner.

Pupils have to guess the person on their partner's card by asking *yes / no questions*:

*Is it a man?**Did he paint pictures? / Was he a film star?**Did he die in... ?***Handout 23**

an English scientist	Isaac Newton (1642–1727)
Princess of Wales	Princess Diana (1961–1997)
an English film actor	Charlie Chaplin (1889–1977)
a US actor	Marilyn Monroe (1926–1962)
one of the most famous English football players of all time	Bobby Moore (1941–1993)
the first US President	George Washington (1732–1799)
an English nurse worked during the Crimean War	Florence Nightingale (1820–1910)

Game 108. What's the matter?**Aim:** to practice the Present Perfect**Procedure:**

Play a miming game.

One pupil mimes and the rest of the class or group guesses what has just happened to him / her, e.g.: P2 hops around on one leg:

P1. *Have you broken your leg?*

P2. *No.*

P3. *Have you fallen over?*

P2. *No.*

P4. *Have you lost your shoe?*

P2. *Yes!*

The pupil who guesses correctly does the next mime.

Game 109. Role play “Get fit”

Aim: to revise *must* and *mustn't*

Materials: Handout 24

Procedure:

In pairs, pupils create a dialogue between a doctor and someone who wants to get fit. Encourage the use of junior or picture dictionaries.

Pupils act out their scenes for the class.

Handout 24

Good morning	Good morning
What's the matter?	I want to get fit
You must eat healthy food	What is it?
You mustn't eat a lot of burgers. You mustn't eat sweets	And what about fruits?
You must eat lots of fresh fruits and vegetables	Thank you doctor

Game 110. Role play “Café”

Aim: to revise *some* and *any*

Materials: Handout 25

Procedure:

Copy menus for pupils. They work in pairs or small groups.

Ask pupils to help you think of a dialogue in a cafe. Write it on the board, e.g.:

Waiter. *Can I help you?*

Customer. *Yes, please. I'd like some pizza.*

Waiter. *I'm sorry. We haven't got any pizza. We've got some sandwiches.*

Customer. *OK. I'd like a ham sandwich, please.*

In small groups, pupils use menus for cafe role-plays, following this example.

Handout 25

Menu 1	
Juice	5 €
Tea	4 €
Burger	2.45 €
Big cheese pizza	10 €
Pizza with salmon	12 €
Ice cream	12 €
Salad	8 €

Menu 2	
Ham sandwich	5 €
Orange juice	4 €
Tomato juice	5 €
Cheese and onion pizza	10 €
Pizza with mushrooms	12 €
Strawberry ice cream	12 €
Fruit salad	8 €

Game 111. Role play “Our café”

Aim: to revise food vocabulary, prices and making requests

Procedure:

Working in groups, pupils create their own cafe menus. Help them translate names of food or let them use a junior dictionary.

Pupils role-play a cafe scene using the menus they have made.

Ігри для використання на середньому етапі навчання англійської мови**Game 112. “I don’t believe you!”**

Aim: to practice adverbs of frequency

Materials: Handout 26

Procedure:

Hand out the frequency cards so that pupils have three each. Lay the question cards face down in a pile on the desk. One student picks up the first question card and asks one of other pupils. The pupil must answer the using one of their cards. If the other pupil think the answer

is possible, the pupil making the sentence keeps the question and answer cards. If the other pupils think it is impossible, the student who asking the question asks someone else. The pupil who gives a correct sentence picks up the next question card and repeats the process. The winner is the first pupil to make three acceptable sentences. Elicit true answers to the questions with the whole class.

Handout 26. Question cards

How often do you play football?	How often do you play computer game?	How often do you visit your friends?	How often do you use your phone?
How often do you go shopping?	How often do you do your English homework?	How often do you have a home party?	How often do you go to swimming pool?
How often do you watch TV?	How often do you do morning exercises?	How often do you eat fruits and vegetables?	How often do you have holidays at school?

Handout 26 Frequency cards

sometimes	often	never	every day
once a week	hardly ever	at the weekend	usually
every morning	once a year	twice a day	every month

Game 113. “Find the answer”

Aim: to practice Present Simple or Present Continuous

Materials: Handout 27

Procedure:

Hand out the frequency cards so that pupils have three each. Lay the question cards face distribute the question cards equally between the pupils in the group and place the question cards face down on the table. One pupil picks up the first question card and reads it to the

group. Pupils have to try to find the correct answer in their hand. Pupils repeat the process until all the questions and answers have been matched. The winner is the first pupil to get rid of their cards. Elicit all the questions and answers to make sure the groups have completed the activity correctly.

Handout 27

Questions	Answers
What do you wear on Saturdays?	I wear jeans and T-shirt
What are you wearing now?	I'm wearing a dress
What does your mother do?	She's a vet
What is youe mother doing?	She's watching TV
What do you do in the evening?	I do my homework and play computer games
What are you doing?	I'm studying English
Does your father cook?	No, my mother always cooks
Is your fathee cooking?	Yes, it smells lovely
Does your friend sit next to you?	Yes, he does. That's his desk
Is your friend sitting next to you?	No, he's sitting over there today
Do you play basketball?	No, I'm not! This is an English lesson!
Do you do your homework?	Of course! I always do it
Are you doing your homework?	Ssh. Yes I am, but don't tell the teacher!
What do you eat for breakfast?	I usually eat bread with cheese
What are you eating?	I'm not eating anything. Look!

Game 114. "Dominoes"

Aim: to practice *because* / *so*

Materials: Handout 28

Procedure:

Hand out the cards equally between the pupils except for one domino which is placed face up on the desk. Pupils look at their cards to see if they can join one of the dominoes to the one on the table to make a sentence that could be linked with *because* and *so*. Whoever finds a matching domino first, places their domino next to the one on the table and makes a sentence. The next student tries to match one of their dominoes to those on the table. If they can't then they miss a turn. Continue until one person has used all their dominoes. That person is the winner. The other one continue the game until all the dominoes have been placed correctly. Elicit all the sentences with the whole class.

Game 115. “Missing information”**Aim:** to practice Past Simple**Materials:** Handout 29**Procedure:**

Give the student the gapped text for them to read and make sure they understand it. Students have half the question cards each (either odd or even numbers) and write the answers in their text. Pupils look at the unfilled gaps in their text and think of questions to ask each other the questions and if they get them correct, their partner tells them the answer. If their question isn't the same as the one written on the card, their partner can help them to try and phrase it correctly.

Handout 29

Tom Brown was born in (1) __ in April (2) __ but he lived in (3) __ when he was a child.

When he was (4) __ he appeared in his first play, as Cat in *The Cat Story*.

When he was a child he was good at (5) __ and gymnastics. He moved to (6) __ with his mother when he was sixteen and started acting professionally. He appeared in *New School Story* in 2001 and in (7) __ he appeared in *The Hot Summer* which made him a big star. He won an Oscar in (8) __ for *Carry and his driver*. In this film he played the part of a 9 __ and lose 9 kg. He trained for extreme driving and ate (10) __ and __!

He met Clair Mansy in (11) __ and they got married in (12) __. He loves dangerous sports like 13 __, skydiving and white water rafting. He loves animals and has got (14) __ parrots, (15) __ dogs and a cat

1	2	3
Where was Tom Brown born?	What year was he born?	Where did he live when he was a child?
Lincoln, Nebraska	1985	New York State
4	5	6
How old was he when he appeared in his first play?	What was he good at when he was a child?	Where did he move to when he was sixteen?
5	swimming and gymnastics	Los Angeles

7 What year did he appear in <i>The Hot Summer</i> ?	8 What year did he win his Oscar for <i>Carry and his driver</i> ?	9 What part did he play in <i>Carry and his driver</i> ?
2004	2005	A driver
10 What did he eat?	11 What year did he meet Clair Mansy?	12 What year did they get married?
vegetables and fish	2002	2008
13 What sports does he like?	14 How many parrots has he got?	15 How many dogs has he got?
Skiing, sky diving and white water rafting	12	2

Game 116. “Consequences”

Aim: to practice Past Simple and infinitive of purpose

Materials: Handout 30

Procedure:

Hand out the resource to each pupil and tell them to look at the first section. Pupils should make up a name and, if they like, draw a very simple sketch showing what person looks like. When finished, pupils fold over the paper so that the first section is completely hidden. Pupils pass the paper to the student on their left. Without looking at the hidden section, pupils complete the sentence in the second section. Remind students that the character can be a male or female and to choose the correct pronoun. Pupils fold their papers again and pass the paper to their left. Repeat the process until all the sections of the story which they started and read it to themselves. Ask pupils if they have any interesting or funny stories and allow those pupils to read them out to the class. Collect the papers in and note errors which can be looked at during this or the next lesson.

Handout 30

This is the story of _____

The police arrested him / her because he / she _____

He / She went to prison for _____ years

In prison _____ decided to ...

First of all, he / she tried to _____, but it didn't work

Then he / she started to _____ but the prison guards stopped _____

Finally, _____ and escaped

After he / she escaped _____ wanted to _____ but it was very difficult

Last year, he / she decided to _____ and started to _____ and now _____ is _____

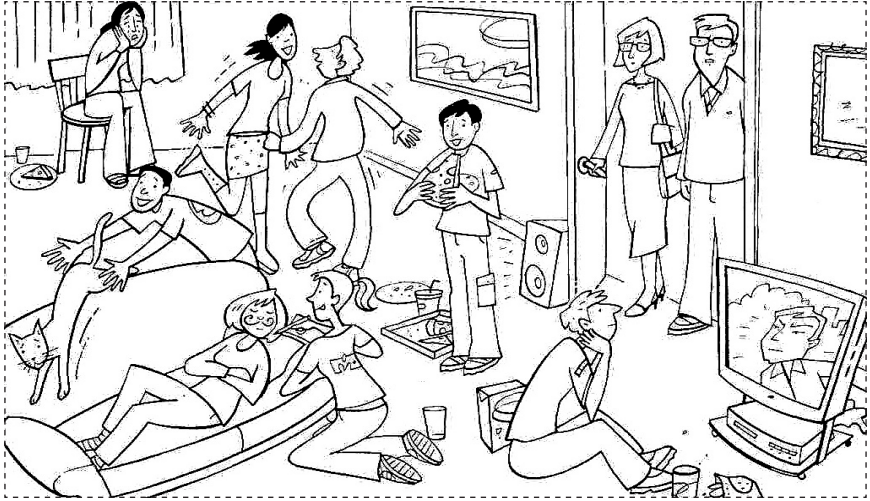
Game 117. "Memory test"**Aim:** to practice Past Continuous**Materials:** Handout 31**Procedure:**

Put pupils into pairs. Hand out the cards to each pupil either A or B. Hand out the pictures and tell them not to show their partner. Tell pupils they have 2 minutes to look at their picture. Explain that they will have a memory test on what is in it. Pupils swap their pictures with their partner. Change the pairings so that there are now two As and two Bs together. Tell them to look at the picture they have been given and think of eight questions to ask about what was happening

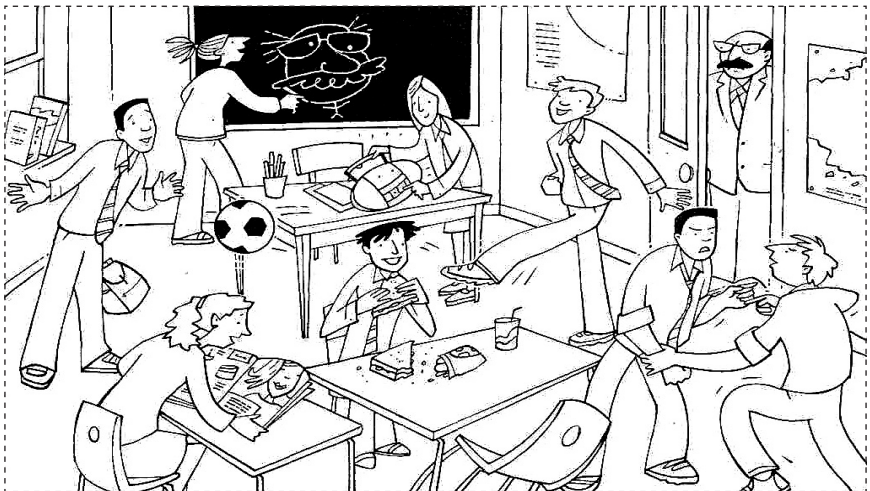
when the teacher / parents came into the room: *How many students were playing football? Where was the girl sleeping?*

Monitor and help where is necessary. When pupils have finished, put pupils into groups of four, two As and two Bs. In turn, each pair asks a question to see if the other pupil can remember the picture correctly. When finished elicit sentences about each picture starting: *When the teacher / parents came in...*

Handout 31A



Handout 31B



Game 118. “What’s the story”**Aim:** to practice *before, during and after***Materials:** Handout 32**Procedure:**

Give out the story for pupils to read and to make sure they understand. Tell pupils that the missing words are *before / during / after*, they are going to work together to find out the answers. Hand out the cards. Student one has cards 1, 4, 7, 10 and 13, student two has cards 2,5,8,11 and 14, and student three has cards 3, 6, 9, 12 and 15. Students read their cards very carefully and try to remember the information about the story. As they tell each other the information on their cards, they should be able to complete the gaps correctly. Elicit answers and how pupils were able to find them out.

Handout 32

This is a very strange story of a night we spent in an old, haunted house. We went there with a group of friends two weeks ago. (1) __ the journey, we bought a map because we didn’t know where the house was. (2) __ the journey, we bought some food and drink. When we arrived, we went to our rooms. We decided to have a bath. (3) __ my bath, I heard a strange laughing noise. I didn’t want to look. (4) __ the bath, I went to my friend’s room. He was sitting on the bed, very frightened. In his room there was a picture of a woman on the wall. It was this woman who was laughing. (5) __ dinner, we told our other friends about the picture. One person knew about the woman. (6) __ the journey, he read a book about the house which said that there was a ghost who lived there. Every evening, just (7) __ seven o’clock, she laughs for about 10 minutes and that’s it. She doesn’t walk, she doesn’t move at all, she just laughs. (8) __ dinner, we decided to look round the old house to see what we could find. We didn’t see anything but, (9) __ I went to bed, I locked my door. I woke up twice (10) __ the night but I didn’t see or hear anything. I didn’t want to stay any longer, so I left (11) __ breakfast

1 The journey was from 3 p.m. — 7 p.m.	2 We bought a map at 1 p.m.	3 We bought food at 4 p.m.
4 I had a bath from 8 p.m. — 8.30 p.m.	5 The strange laughing noise started at 8.10 p.m.	6 I went to my friend’s room at 8.40 p.m.

7 We had dinner from 8 p.m.-8.45 p.m.	8 We told our friends about the strange noise at 8.20 p.m.	9 One person read about the ghost at 3 p.m.
10 We decided to look round the house at 10 p.m.	11 I went to bed at 12.30 a.m.	12 I locked my door at 12.25 p.m.
13 I woke up at 2.30 a.m. and again at 4.30 a.m.	14 Breakfast started at 7 a.m.	15 I left the house at 6.45 a.m.

Game 119. "Who's who?"

Aim: to practice comparatives and superlatives

Materials: Handout 33

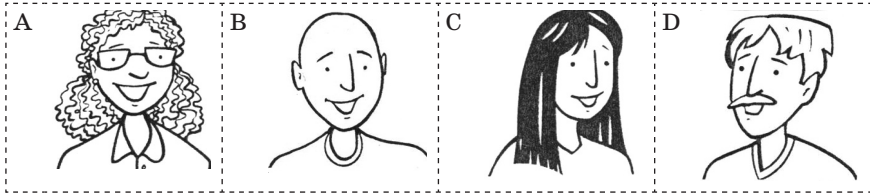
Procedure:

Give the pupils an empty information sheet and three of four information cards. Tell them that they are going to have to use their intelligence and knowledge of English to find all the answers. They look at their own cards and make sure they understand what is written. Pupils tell each other the information they have got on their cards. The groups race to be the first to complete all the information correctly. Elicit the answers and how the pupils found them.

Handout 33

	Tom	Sam	Sally	Kate
How old?				
How rich?				
How tall?				
How heavy?				
How good at English?				
Which picture?				

Ages	Heights	Weights	Money	English test
26	185 cm	86 kg	€ 7000	98 %
25	181 cm	75 kg	€ 5000	84 %
23	178 cm	66 kg	€ 3000	76 %
21	165 cm	59 kg	€ 1000	51 %



1 Tom is the oldest	2 The man who is the oldest, is the poorest
3 Tom is not the tallest but he is taller than Sally and Kate	4 Sally is the best at English
5 The girl who is not the best at English is the lightest	6 Sally is older than Sam but Kate is older than Sally
7 The poorest person is the heaviest	8 Sally is lighter than Tom
9 Kate is better than Sam at English but worse than Sally and Tom	10 Kate is shorter than Sally
11 The oldest person is the richest	12 The person who is the best at English has more money than the lightest person
13 The man with the moustache is better at English than the man without a moustache	14 The girl with straight hair is heavier than the girl with curly hair

Game 120. "Find someone who..."

Aim: to practice *-ed / -ing adjectives*

Materials: Handout 34

Procedure:

Hand out the resource and elicit from pupils what they would ask somebody to find out if they thought the first statement was true:

Do you think books are more interesting than films?

Pupils work in pairs and think of questions for the other statements. Elicit ideas and correct where necessary. Tell pupils that they now have to try to find a person who thinks each of the statements are true but they can only write the same person once. If they find someone, they must also ask for a reason or an example. When finished, elicit ideas from pupils and discuss the questions with the whole class.

Handout 34

Find someone who...	Name	Give an example or a reason
...thinks books are more interesting than films		
...is bored by computer games		
...is frightened by horror films		
...likes cartoons		
...likes comedies		
...is excited by going to see new films at the cinema		
...is amazed by special effects in modern films		

Game 121. “Last holidays”

Aim: to practice *much / many, some / any / no* and *a lot of*

Materials: Handout 35 (see p. 81)

Procedure:

Give out the handouts for pupils and put them in pairs. Pupils work together to make full questions from the cues given where necessary. Check that all the questions have been written correctly. Tell pupils to think about an exciting holiday (real or imaginary) and write answers to the questions for their holiday in column one (*You*). Tell pupils that the answer for each of the follow up questions. When finished pupils ask and answer the questions, completing the second column (*your partner*) with their partner’s answers. Monitor and make sure pupils are asking the questions and not just copying down each other’s answers. When pupils completed all the information, they write about their partner’s holiday in sentence form.

Game 122. “Crossword”

Aim: to practice adjectives for describing places and weather

Materials: Handout 36 (see p. 82–83)

Procedure:

Put pupils into two groups A and B. Give all the pupils in group A a copy of crossword A and all the students in group B a copy of crossword B. Students work together to make sure they can understand and

Handout 35

?	You	Your partner
spend money		
How much money did you spend?		
do activities		
go to discos		
go on trip		
visit museums		
How many museums did you go to?		
Eat local food		
go to restaurants		
How many restaurants did you go to?		

define all their words. Tell them to write down definitions and say whether each word is a noun or an adjective. Pair students together so there is one A and one B in each pair. Tell them not to show each other their crosswords. Pupils take turns to define one of their crossword. If they can't guess the other student can give them help: *The first letter of the word is...*

Pupils continue until they both completed their crossword then compare with their partner. Elicit the meanings of the words with the whole class.

Game 123. “What’s my job”

Aim: to practice *have to* and *not have to*

Materials: Handout 37 (see p. 84)

Procedure:

Place the job cards in one pile on the table and the question cards in another. One student picks a job card. The next student picks a question card and asks the first student the question. If the card has “a”-question the student can guess the job. Continue until one of the question cards back in the pile and the student who guessed the job correctly picks the next job card. The winner of the game is the student who guessed the most jobs. As an alternative, pupils can do the activity without the question cards, writing their own questions and asking these in order to guess the jobs.

Handout 36

A			1							2	w	o	n	d	3	e	r	f	u	l
Definition			4	l	o	v	e	l	y											
2																				
4																				
6																				
8																				
9																				
13																				
14																				
16																				
17 (across)																				
18																				
19																				

8

9 a c t 10 i v 11 e 12

13 g r e a t

14 s c a r y

15

16

17 b o r i n g 16 n o r t h e r n

18 d a n g e r o u s

19 e x p e n s i v e

Handout 37

doctor	driver	dentist
teacher	police office	dustman
fireman	shop assistant	hairdresser
writer	plumber	electrician
secretary	cleaner	office worker
Do you have to wear uniform?	Do you have to work with people?	Do you have to travel?
Do you have to do hard work?	Do you have to work in an office?	Do you have to work with people?
Can you work at home?	Can you finish work when you want?	Can you tell people what to do?

Game 124. “Where do the words go”**Aim:** to practice *verb + preposition* and *multi-part verbs***Materials:** Handout 38 (see p. 85)**Procedure:**

Give each pupil a word or a sentence card. Pupils with sentence cards have to think of what words are missing and those with word cards have to think of what the words mean and what contexts they could be used. Pupils have to mingle and find their partner. Pupils sit down together and decide where the word goes and what form it should be in. They then write their sentence. Monitor the activity. Students read sentences but they should say blank where the new word should be. The other pupils have to guess the missing word. Pupils read out the correct sentence and explain the meaning to the class.

Game 125. “Future survey”**Aim:** to practice *will***Materials:** Handout 39**Procedure:**

Give each pupil a card. Tell them to look at the example questions and write one of their own on each topic. Monitor the activity. Pupils

Handout 38

Verbs	Task	Answers
look for	The police and the villagers are out in the woods, __ the missing child	The police and the villagers are out in the woods, looking for the missing child
look after	Who will __ the children while you go out to work?	Who will look after the children while you go out to work?
look out	My hotel room __ across the lake	My hotel room looks out across the lake
get on	__ your coat __ quickly, the taxi's waiting	Get your coat on quickly, the taxi's waiting
get into	The train __ London at noon	The train gets into London at noon
write about	A book was probably __ 50 BC	A book was probably written about 50 BC
come to	Father was in a very bad temper this morning, but he had __ by dinner time	Father was in a very bad temper this morning, but he had come to by dinner time
come from	These words __ Latin	These words come from Latin
come through	The first light __ the open window	The first light came through the open window
come across	Last night I suddenly __ my old books and notebooks	Last night I suddenly came across my old books and notebooks
talk about	It was a great party. They liked it very much so they __ it to all their friends	It was a great party. They liked it very much so they talked about it to all their friends
write to	I shall __ Cecily to tell her about news in New York	I shall write to Cecily to tell her about news in New York

mingle and ask and answer each other's questions, noting down whether people think *yes* or *no*. when you stop the activity, elicit some of the questions pupils wrote, ask pupils how many people they asked and what results they found.

Handout 39

By the year 2020	Yes	No
schools Will children go to school?		
books Will people read paper books?		
houses Will people live in techno houses?		
illness Will robots do operations?		
cars Will cars fly?		
animals Will scientists came dinosaurs alive?		
pollution Will people discover how to recycle everything without pollution?		

Game 126. “Who likes what?”

Aim: to practice clothes and types of music vocabulary

Materials: Handout 40 (*see p. 87*)

Procedure:

Give each pupil a handout. Tell them not to show it to other pupils. Pupils work in pairs. The first one asks questions about the picture to find out what person is wearing and what type of music the person plays.

Game 127. “I’m going to do it”

Aim: to practice *going to* and Present Continuous

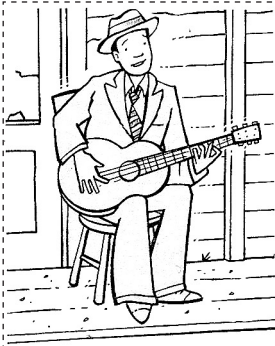
Materials: Handout 41

Procedure:

Put the pupils into groups of four, give each group one set of cards in two piles, intention cards and arrangement cards.

Pupils place these in two columns. Tell pupils to turn up one card from each set and try to find an arrangement and an intention that go together. If they are correct, they can take the cards. If the cards don’t match, they must turn them back over and the next student takes a turn. Each time pupils turn up cards in the intentions pile, they must make a sentence using *going to* from the cues given and a sentence

Handout 40



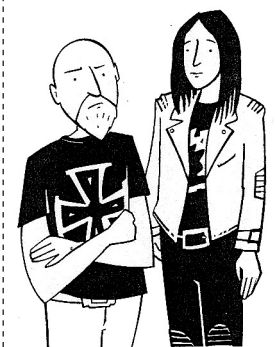
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using the Present Continuous from the cues given on the arrangements cards. At the end of the activity, elicit which cards go together and the full sentences.

Handout 41

Intentions	Arrangements	Intentions	Arrangements
I (be) free!	I (divorce) next week	I (have) a good vacations	I (fly) to Egypt on Sunday
I (not / get) home early today	I (have) a meeting	I (get) fit	I (start) fitness classes on Saturday
I (buy) a new flat.	I (meet) the bank manager on Tuesday	I (get) my teeth looked at	I (see) the dentist on Tuesday
I (show) my penfriend round my town	He (arrive) by train tomorrow	I (learn) a new language	I (start) a German course next week
I (walk) to work this week	I (take) my car to the garage tomorrow	I (get) a new job	I (have) an interview tomorrow
I (be) tied tomorrow night	I (run) in a 2km race tomorrow	I (be) nicer to my little brother	I (take) him out to the circus tonight
I (learn) to play the piano	I (start) piano lessons on Friday	I (make) myself look nicer	I (visit) the hairdresser's tomorrow
I (spend) more time with my parents	I (cook) dinner for them tomorrow	I (get) better marks at school	I (study) harder on weekends
I (help) my friend get a job	I (make) an appointment with my boss tomorrow	I (stop) smoking	I (see) a doctor on Thursday
I (make) more friends	I (have) a party for my classmates on Saturday	I (lose) weight	I (meet) my doctor to talk about diets tomorrow

Game 128. "Questions"**Aim:** to practice question forms**Materials:** Handout 42**Procedure:**

Put the pupils into groups of three or four and hand out the materials, tell pupils that they have to get to the end of the game by throwing the dice and moving along the board. When they land on

a question square, they must complete the question. If the rest of the group think they are wrong. Pupils should call the teacher to decide. If the student is wrong, they miss a turn. If they are right, they get another turn.

Handout 42

Start	1 __ lived in Sherwood Forest? Robin Hood	2 __ is the favourite hot drink in Britain? Tea	3 __ was called "An Iron Lady"? Margaret Thatcher	4 Miss a go
				5 Make a noun. He won a medal for __. (brave)
26 __ are the main colours of the Union Flag? Blue, red, white	27 Correct the question. What you said?	28 Move backwards 2 squares		6 __ were "The Beatles" born? In Liverpool
25 Correct the question. Where you live?		29 Correct the question. When they will finish work?		7 __ are many famous in Englishmen buried Westminster Abbey?
24 Go back to the start		30 Make a noun. Have you got any __ about Scotland?		8 Throw again
23 Correct the question. Why you are upset?		31 Correct the question. What your sister did last week?		9 Make an adjective from a noun success. successful

22 ___ are you so tired? I didn't sleep last night		32 Make a noun. The first prize was his grate __ . (achieve)		10 Which is correct? Where lived Sherlock Holmes / did Sherlock Holmes live? Baker Street
21 ___ monument is in the center of Trafalgar Square? Nelson		33 Correct the question. Who did see the film last night?		11 Which is correct? Who won / did win the 2002 Football World Cup? Brazil
20 You must throw a 6 or 1 to go again.		Finish		12 Move forward 3 squares
19 ___ is known as a Queen of Crime? Agatha Christie				13 Make a noun. It took a lot of ___ to be ready for the journey. (preparation)
18 ___ bag is this? It's mine!	17 Make a noun. After their exams, they had a big ___ (celebrate)	16 Change place with another player	15 Which is correct? Who wrote / did write War and Peace? Tolstoy	14 ___ is Christmas day observed? The 25th of December

Game 129. Role play “We are inventors”

Aim: to practice first conditional and the topic technology

Procedure:

Tell pupils that they are inventors and the *POP SUPER 4* is their new invention. They must decide what it can do and be as imaginative as they like. When ready, pupils complete the sentences. Monitor the activity and correct their use of first conditional forms. When fin-

ished, each group comes to the front of the class in turn and makes a sales presentation of their product. Allow pupils to vote for the best idea. Or pupils can join up with a different group and present their machine.

Game 130. Role play “Personalities”

Aim: to practice personality adjectives

Materials: Handout 43

Procedure:

Divide class in two groups. Hand out role cards. Pupils read the card and make sure they understand what to do. Pupils have to talk to the people from the other group following the instructions on their card so that their personality is clearly shown. They shouldn't tell each other their personality.

Hand out the answer sheet to each group. Pupils have to decide together who in the other group had each personality.

Handout 43

<p>friendly person say <i>hello</i> ask people how they are tell them it's really nice to see them smile and tell them they look good</p>	<p>lazy person say <i>hello</i> tell people you are going home to watch TV you've got lots of home- work but you don't want to do it</p>	<p>outgoing person say <i>hello</i> in a loud voice tell people you are going to a party tonight and want to meet lots of new people</p>
<p>hard-working person say <i>hello</i> when people talk to you say that you are sorry but you have lots of homework to do</p>	<p>patient person say <i>hello</i> tell people that you are waiting for a friend tell them that your friend is late but be hap- py when you say it</p>	<p>honest person say <i>hello</i> tell people that you found £10 tell that you are going to give the money to the police</p>
<p>shy person if they say you <i>hello</i> an- swer quietly <i>hello</i> don't look at them, look at the ground say only <i>yes / no</i></p>	<p>helpful person say <i>hello</i> ask if there anything you can do for them: do their shopping or cook- ing</p>	<p>moody person say <i>hello</i> angrily if they ask you how you are say you are not happy</p>

Who is <i>friendly</i> _____
Who is <i>hard-working</i> _____
Who is <i>helpful</i> _____
Who is <i>honest</i> _____
Who is <i>lazy</i> _____
Who is <i>shy</i> _____
Who is <i>moody</i> _____
Who is <i>patient</i> _____
Who is <i>outgoing</i> _____

Game 131. Role play “Who’s done what?”

Aim: to practice Present Perfect

Materials: Handout 44 (*see p. 93*)

Procedure:

Put pupils in four groups. Give them a role A / B / C / D. Then put cards with questions face down on the table.

Pupils should take one question card read the question and answer *yes / no* accordingly to their role card.

The winner is the group who can do all activities according to their roles.

Game 132. Noughts and Crosses

Aim: to practice phrasal verbs compound nouns or short phrases

Procedure:

Draw a grid on the board 3x3 and fill the squares with the initial letters of the words you want to revise. Split the class into two groups and in turn they choose one of the squares. Define the word and pupils have to guess what it is. They only have one guess before it passes to the other team. If they guess it correctly, they win that square. The aim is to get three squares in a row, across, down or diagonally. Continue defining, even if one team does win, to recycle all the vocabulary.

l.a.	g.o.w.	w.f.
n.v.g.a.	i.i.	g.o.w
g.u.	b.a	g.a.

For example: *l.a.* — if you have a young brother or sister, sometimes your parents might ask you to *l.a.* them (*look after*)

Handout 44

<p style="text-align: center;">A</p> <p>Collect money <input type="checkbox"/></p> <p>Think of games</p> <p>Decorate room</p> <p>Cook food</p> <p>Clean the room</p> <p>Borrow plates, glasses etc. <input type="checkbox"/></p> <p>Make a cake</p> <p>Buy drinks</p> <p>Look for clothes</p> <p>Invite friends <input type="checkbox"/></p> <p>Find a room</p> <p>Download music</p>	<p style="text-align: center;">B</p> <p>Collect money</p> <p>Think of games</p> <p>Decorate room <input type="checkbox"/></p> <p>Cook food</p> <p>Clean the room</p> <p>Borrow plates, glasses etc.</p> <p>Make a cake <input type="checkbox"/></p> <p>Buy drinks</p> <p>Look for clothes</p> <p>Invite friends</p> <p>Find a room <input type="checkbox"/></p> <p>Download music</p>
<p style="text-align: center;">C</p> <p>Collect money</p> <p>Think of games</p> <p>Decorate room</p> <p>Cook food</p> <p>Clean the room <input type="checkbox"/></p> <p>Borrow plates, glasses etc.</p> <p>Make a cake</p> <p>Buy drinks <input type="checkbox"/></p> <p>Look for clothes <input type="checkbox"/></p> <p>Invite friends</p> <p>Find a room</p> <p>Download music</p>	<p style="text-align: center;">D</p> <p>Collect money</p> <p>Think of games <input type="checkbox"/></p> <p>Decorate room</p> <p>Cook food <input type="checkbox"/></p> <p>Clean the room</p> <p>Borrow plates, glasses etc.</p> <p>Make a cake</p> <p>Buy drinks</p> <p>Look for clothes</p> <p>Invite friends</p> <p>Find a room</p> <p>Download music <input type="checkbox"/></p>

You / collect money?	You / think of games?	You / decorate room?	You / cook food?
You / clean the room?	You / borrow plates, glasses etc.?	You / make a cake?	You / buy drinks?
You / look for clothes?	You / invite friends?	You / find a room?	You / download music?

Game 133. Drawing game**Aim:** to practice vocabulary**Procedure:**

Useful for easily-drawn nouns that pupils will recognize, e.g. food vocabulary.

Divide the class into two groups and choose one person from each group to come to the board. Show them both a word and they have to draw it on the board while their team guesses what it is, as soon as one team guesses correctly, they win a point and another student from each group comes to draw the next word.

Game 134. Circle the word

Aim: to practice vocabulary

Procedure:

Useful for words which look different to how they are spoken e.g. dates.

Write a number of dates on the board in numerical form (e.g. 2/9, 15/6).

Make sure there are a few with the same day but different months (e.g. 15 / 6, 15 / 9, 15 / 3). Divide the class into two groups and choose one person from each group to come to the board. Dictate a date in normal spoken form (e.g. *The sixteenth of July*). The two pupils at the front race to find the correct date first and draw a circle around it. The winner gets a point and another student from each group comes to find the next date.

Game 135. Which word?

Aim: to practice adjectives

Procedure:

This is useful for adjectives which could be used to describe a number of nouns

Dictate the adjectives and tell the pupils to write the first noun that they think of which could be described by each (e.g. *dark* — *cave* / *hair* / *night*). Pupils shouldn't let anyone else see what they are writing. When finished, pupils join up in pairs and tell each other a noun they wrote (not in order). The other pupil has to guess which adjective they wrote it with.

P1. *Spider.*

P2. *Horrible?*

P1. *No.*

P2. *Scary?*

P1. *No.*

P2. *Enormous?*

P1. *Yes*

Pupils continue until they have gone through all the words they both wrote.

Game 136. Have you got...?**Aim:** to practice opposites**Procedure:**

This is useful for words such as opposites or extreme adjectives where one word definitely matches another.

Split the class into an even number of groups. You need prepared words written out on slips of paper, about ten per group (e.g. one group has *fat, blond, curly, moustache* etc., another has *slim, dark, straight, beard* etc.). Pupils look at their words and work together to try to guess what words the other group has. One group starts by asking e.g. *Have you got thin?* If the second group has '*thin*' they pass it over. If not, they say *No* and it is then their turn. The aim is to have more words than the other group at the end of the activity.

Game 137. Backs to the board**Aim:** to practice defined adjectives**Procedure:**

Two pupils come to the front and face the class. Write the word on the board. The two pupils at the front cannot look at the board, the others cannot say or spell the word on the board but have to define it. This can be played as a competition or just as a game without points to recycle vocabulary. Swap pupils after each word.

Game 138. Taboo**Aim:** to practice vocabulary**Procedure:**

Pupils work in pairs to think of a word and write down five related words (e.g. *clown — funny, water, nose, smile, laugh*). They then pass the words to a second pair who have to try to define the word but without using any of the words given. The rest of the class have to guess what the word was.

Game 139. Hangman**Aim:** to practice vocabulary**Procedure:**

This can be done in the traditional manner, building up a scaffold to '*hang*' the man if the pupils don't guess the word or for points. Split the class in half and elicit letters from each in turn. If they say a letter which appears in the word, they score a point for every time it appears

(e.g. in *homework*, they would score 2 points for the letter *o*. This also works well with phrases and sentences.

Game 140. Get rid of the word

Aim: to practice new or difficult vocabulary

Procedure:

Prepare a word for each pupil which has the definition on the back of the paper. Pupils mingle and show / tell each other their definition and the other pupil has to guess the word. If they can't, they take the piece of paper. At first, pupils know very few words and so are simply swapping pieces of paper but, as the game goes on, pupils remember the words as they have seen them before and it becomes harder to get rid of pieces of paper. At the end of the activity, the winners are those who don't have any words left.

Ігрові завдання для навчання англійської мови у старших класах

Game 141. Choosing synonyms to verbs

Aim: to practice new or difficult vocabulary

Procedure:

Write down a synonym for each of the words on the left. Choose from the ones on the right. Number 1 has been done for you.

1. talk	<i>depart</i>	<u><i>speak</i></u>
2. love	help	adore
3. hate	adore	loathe
4. fall	mend	stumble
5. phone	receive	ring
6. swim	allow	bathe
7. leave	comprehend	depart
8. let	ring	allow
9. ask	loathe	inquire
10. cry	require	weep
11. assist	weep	help
12. get	speak	receive
13. need	inquire	require
14. understand	stumble	comprehend
15. repair	bathe	mend

Game 142. Associating words

Aim: to practice new or difficult vocabulary

Procedure:

Write next to each of the words on the left a word that is connected with it in some way. Choose from the ones on the right. Use each word once only.

Words	Variants for choosing	The answer
1. house	motorway	1. family
2. businessman	wife	2. brief case
3. apple pie	toothache	3. custard
4. cigarettes	chimney	4. lighter
5. bird	cloud	5. nest
6. letter	family	6. envelope
7. car	custard	7. motorway
8. school	typewriter	8. pupils
9. husband	comb	9. wife
10. secretary	saucer	10. typewriter
11. tree	nest	11. trunk
12. hair	bridge	12. comb
13. dentist	trunk	13. toothache
14. cup	library	14. saucer
15. roof	lighter	15. chimney
16. book	train	16. library
17. railway station	briefcase	17. train
18. river	envelope	18. bridge
19. sky	fork	19. cloud
20. knife	pupils	20. fork

Game 143. Puzzling words out

Aim: to practice new or difficult vocabulary

Procedure:

Here are five words:

cabbage banana carrot strawberry egg

Read through the following dialogue and try to work out which words the above are used instead of (e. g. if you think the word “egg” is used instead of “the” you write “Egg means the” etc.)

A. Excuse me, do you *cabbage* children?

B. No, I'm afraid I *banana*.

A. Oh, *carrot's* a pity.

B. Why do you say *carrot*?

A. Because everyone should *cabbage* children.

B. Why?

A. Well, *strawberry's* only natural.

B. I disagree. I *egg carrot* there are far too many children in the world already and I certainly *banana* want to add to the numbers.

A. *Carrot's* strange way to egg.

B. Is *strawberry*? I *egg strawberry's* the only sensible way to look at things.

A. Well, I certainly want to *cabbage* at least four children.

B. I *egg carrot's* a very selfish attitude to take.

A. I *banana* care! *Carrot's* what I'm going to do.

B. Nell — go ahead — *cabbage* all those children but *banana* try to tell me to *cabbage* any.

A. *Banana* worry, *carrot's* the last thing I'd *egg* of doing.

B. I'm glad to hear *strawberry*.

Answers

Cabbage means *have*

Banana means *don't (do not)*

Carrot means *that*

Strawberry means *it*

Egg means *think*

Game 144. Choosing the user

Aim: to practice new or difficult vocabulary

Procedure:

Complete the sentences below by choosing a suitable word from the ones on the right. Use each word once only.

1st part of the sentence	Variants for choosing	The answer
1. A crash helmet is used by...	a shop assistant	1. a motorcyclist
2. A whistle is used by...	a teacher	2. a referee
3. A computer is used by...	a golfer	3. a secretary
4. A palette is used by...	a photographer	4. an artist
5. Pins are used by...	a motorcyclist	5. a dressmaker
6. A blackboard is used by...	a referee	6. a teacher
7. A chisel is used by...	a policeman	7. a carpenter
8. A tripod is used by...	a doctor	8. a photographer
9. A microscope is used by...	a blacksmith	9. a scientist
10. A stethoscope is used by...	an artist	10. a doctor
11. A rifle is used by...	a camper	11. a soldier
12. A till is used by...	a dressmaker	12. a shop-assistant
13. An anvil is used by...	a scientist	13. a blacksmith
14. Handcuffs are used by..	a soldier	14. a policeman
15. A sleeping bag is used by...	a secretary	15. a camper
16. A tee is used by...	a carpenter	16. a golfer

Game 145. Finding the right shop**Aim:** to practice new or difficult vocabulary**Procedure:**

Write down where you would go to in order to buy or do the things on the left. Choose from the words on the right:

I'm going to...	Variants for choosing	The answer
1. to buy a pair of shoes	florist's	<i>shoe shop</i>
2. to buy medicine, make-up	post office	chemist's
3. to buy fish, a crab	boutique	fishmonger's
4. to buy sausages, meat	optician's	butcher's
5. to do a haircut (men)	shoe shop	barber's
6. to buy potatoes, apples	chemist's	greengrocer's
7. to buy butter, cheese	barber's	grocer's
8. to buy whisky, wine	baker's	off-licence
9. to buy a bunch of roses	dry-cleaner's	florist's
10. to buy a newspaper, a magazine	stationer's	newsagent's
11. to buy cigarettes, matches	fishmonger's	tobacconist's
12. to buy a loaf of bread, cakes	grocer's	baker's
13. to buy stamps	furniture shop	post office
14. to make a new hair do (women)	ironmonger's	hairdresser's
15. to buy a sofa, a bed	laundrette	furniture shop
16. to have the latest fashion	butcher's	boutique
17. to buy a ring, a watch	off-licence	jeweller's
18. to clean a jacket or a skirt	hairdresser's	dry-cleaner's
19. to buy a hammer, a screwdriver	travel agency	ironmonger's
20. to buy a new pair of glasses	greengrocer's	optician's
21. to cash a cheque	jeweller's	bank
22. to do the weekly washing	bank	laundrette
23. to have a cup of tea, a sandwich	newsagent's	cafe
24. to book a holiday	tobacconist's	<i>travel agency</i>
25. to buy a pen, envelopes	cafe	<i>stationer's</i>

Game 146. Word-building**Aim:** to practice new or difficult vocabulary**Procedure:**

The word at the end of each of the following sentences can be used to form a word that fits suitably in the blank space. Fill each blank in this way.

1. He was born blind; but despite this ___ he still managed to become one of the top pop singers of his generation. (able)

2. ___ I'm in favour of the plan, but there are still one or two points that I'm not entirely happy with. (base)
3. What a lovely painting! Your daughter must be very ___, Mrs Green. (art)
4. I think it's very ___ of him to expect us to work overtime every night this week. (reason)
5. There is a saying in English: "___ speak louder than words." (act)
6. That rule is not ___ in this case. (apply)
7. I don't think Tom's been getting too much sleep lately. His eyes are terribly ___ (blood).
8. English is a ___ easy language for Swedes to learn. (compare)
9. Now, don't tell anyone else what I've just told you. Remember, it's ___. (confide)
10. I don't think their marriage will last long. They're ___ quarrelling (continue)
11. The teacher punished the child for ___ (obey)
12. Librarians spend a lot of their time ___ books (classe)
13. I don't care if you'd had too much to drink. Your behaviour last night was quite ___. (defend)
14. If you think I'm going to marry you, then I'm afraid you're very much ___. (take)
15. The man was found guilty of fraud and sentenced to three years' ___ . (prison)
16. Despite the star-studded cast, the film was only ___ successful. (part)
17. He won the discus event at the Olympic Games but was later ___ when a medical check proved that he had been taking drugs. (qualify)
18. The recent hurricane caused ___ damage. (wide)
19. Industrial robots work with far greater ___ than most men. (pre-
cise)
20. I've tried to advise my daughter against hitchhiking around Europe alone, but she won't listen to me. She's ___ (head)

Answers

1. disability	8. comparatively	15. imprisonment
2. basically	9. confidential	16. partially
3. artistic	10. continually	17. disqualified
4. unreasonable	11. disobedience	18. widespread
5. actions	12. classifying	19. precision
6. applicable	13. indefensible	20. headstrong
7. bloodshot	14. mistaken	

Game 147. Choosing prepositions**Aim:** to practice usage of prepositions**Procedure:**

Fill in the missing prepositions in the following sentences:

Sentences	Variants for choosing
1. I'm very interested __ tennis	1. of, in for
2. Where are you going __ your holidays?	2. to, under, for
3. Is Mary married George?	3. by, to, with
4. Would you like some soft drink __ the meal?	4. to, for, with
5. I bought my son a scooter __ his birthday	5. for, to, in
6. He lives __ the corner of Green Street and Park Avenue	6. by, at, with
7. Can you talk him such an unreasonable decision?	7. from, out of, against
8. Don't speak __ him now; he is not feeling very well	8. at, to, with
9. I came to Kiev __ the Second World War	9. under, for, during
10. I went to New York __ air	10. with, on, by
11. I'll be back __ an hour	11. in, for, after
12. I've been learning English __ seven years	12. for, in, since

Answers

1. in	5. for	9. during
2. for	6. at	10. by
3. to	7. out of	11. in
4. smith	8. to	12. for

Game 148. Filling in the missing words**Aim:** to practice new or difficult vocabulary**Procedure:**

Choose the word from the given set.

Sentences	Variants for choosing
1. __ have you been learning English?	1. for how long time, how long, how long time
2. I'm sorry, but I haven't __ today	2. read my lesson, done my lesson, done my homework

Sentences	Variants for choosing
3. I'm sorry but I didn't have __ to buy the present	3. enough with time, time enough, enough time
4. Good morning. I __ see the professor, please	4. wish, want to, will
5. Did you have __ in London last summer?	5. it very nice, a funny time, a nice time
6. You've got it all wrong, Pete. That wasn't __	6. what I meant, my meaning, my purpose meaning to
7. He'll never come, there's just no __ waiting for him any longer	7. point in, idea to
8. I entered the University __ years ago	8. for three, in three, three
9. Do remember to fill in your customs __ this week	9. questionnaire, declaration, brochure
10. I meant George said he __ spend the holiday with his parents	10. will, should, was going to
11. I hate doing the especially tidying up the kitchen	11. homework, housework, jobs
12. This shirt doesn't __. It is much too big	12. pass, fit, suit

Answers

1. how long	5. a nice time	9. declaration
2. done my homework	6. what I meant	10. was going to
3. enough time	7. point in	11. housework
4. want to	8. three	12. fit

Game 149. Finding which of these is right

Aim: to practice new or difficult vocabulary

Procedure:

Choose the correct answer for each of the following:

Sentences	Variants for choosing
1. What is the opposite of impolite?	1. merry, rude, elegant, courteous, efficient
2. A trunk is part of...	2. a house, a tree, a bus, a flower, a television

Sentences	Variants for choosing
3. Which of these is not right?	3. set a bunch of bananas, a lump of sugar, a dozen of eggs, a bar of chocolate, a steak of meat
4. If a person is gay, he or she is...	4. careful, shy, happy, crazy, teaching
5. The words “window”, “chimney” and “porch” all have something to do with...	5. a plant, a house, a bus, a big-headed painting
6. Which of the following would help you make instant calculation?	6. a computer, a wireless a handbook, a typewriter, a microscope

Answers

Rude is the opposite of impolite.

A trunk is part of a tree.

A bunch of bananas is not right.

If a person is gay, he or she is happy.

The words “window”, “chimney”, and “porch” all have something to do with a house.

A computer mould help you make instant calculation.

Game 150. Choosing the right synonym out of confusing words

Aim: to practice difficult vocabulary

Procedure:

Choose the correct word in each of the following sentences

1. You haven't (lent / borrowed) my rubber, have you, Paul?
2. He sat down (besides / beside) an old man with a white beard who looked and smelt as though he hadn't washed for weeks.
3. See that large (building / house) over there? Well, that's where I work. I've got an office on the sixth floor.
3. Was it (funny / fun) at the party on Friday?
4. The (nature / countryside) around this town is very flat and uninspiring.
5. The injured man was (laying / lying) on the road close to the wreckage of his car.
6. Who (taught / learnt) you to play the guitar, Fred?
7. Those of you who wish to come to the Zoo this afternoon, please (raise / rise) your hands.

8. When I heard that I'd been given the job I felt very (lucky / happy) indeed.
8. I usually (go up / get up) at 7.30 every morning.
9. Why don't you (take / bring) your girlfriend with you next time? We'd love to meet her.
10. Is it all right if I (go with / follow) you to the concert on Friday, Pam?
10. Sussex is my favourite (landscape / county) in England.
11. I didn't have time to (do / make) the beds this morning.
12. Amsterdam is a city full of (channels / canals).
13. I've been (sparing / saving) for years to buy a house.
14. Would you (check / control) these figures, Mr Brown — just to make sure they're correct?
15. It's a lot of (job / work) looking after children.
16. I prefer to (hire / rent) a television than buy one.
17. The answer to the crossword is on the (backside / back).
18. I thought you said you (were going to / should) give up smoking?
19. Our new neighbours invited me in for a cup of tea this morning. I must say they seem a very (nice / sympathetic) couple.
20. Was it Bell who (invented / discovered) the telephone?
21. I wonder if I might have a (recipe / receipt) for the things I've bought?
22. Oh, Jan, could you (remember / remind) me to phone the dentist this afternoon to make an appointment for Sally?
23. I wonder if you'd mind (bringing / fetching) John from next door? He's wanted on the telephone.
24. What (more / else) did you do in Spain, apart from swimming and sun-bathing?
25. I've just bought a record of Beethoven's Fifth Symphony (conducted / directed) by Karajan.

Game 151. Choosing the right verbs

Aim: to practice new vocabulary

Procedure:

Put the following words into the correct sentences. Use each word once only:

boasted complained suggested whispered pleaded snapped murmured
insisted demanded shouted inquired explained

1. "Could we go to the cinema tonight?" he ___ .

2. “Oh, but you can’t go yet. You must stay a bit more with us”, she ___ .
3. “Can you tell me where she lives?” ___ the official.
4. “I want my money back!” ___ the irate housewife.
5. “Oh, will you two shut up!” __, the mother to her children.
6. “I love you, Mary”, he ___ tenderly.
7. “I can play ten musical instruments”, she ___ .
8. “Stop and wait for me!” ___ the girl as the car started.
9. “You see, darling, it’s like this,” ___ the girl’s father, “I just can’t afford let you do such things”.
10. “Please, ask me more questions”, ___ the girl as the professor made a sad face.
11. “I still don’t understand,” he ___ indistinctly.
12. “It’s quite impossible to understand what she’s talking about”, he ___ .

Answers

1. suggested	7. boasted
2. insisted	8. snapped
3. inquired	9. explained
4. demanded	10. pleaded
5. shouted	11. murmured
6. whispered	12. complained

Game 152. Choosing synonyms to verbs**Aim:** to practice difficult vocabulary**Procedure:**

Give a synonym for each of the verbs on the left, choose from the words on the right:

Verbs	Variants for choosing
1. pronounce	notify
2. talk	appeal
3. shout	counsel affirm
4. stammer	reiterate guarantee
5. jot down	refuse
6. break in	put out
7. state	utter
8. admit	notice
9. support	communicate
10. approve	pronounce

Verbs	Variants for choosing
11. reject	back
12. communicate	type
13. assert	butt in
14. address	express
15. advise	mail
16. repeat	confess
17. accept	agree
18. publish	chat
19. brief	scream
20. print	stutter
21. remark	note down
22. declare	contact
23. get in touch (with)	adopt
24. post	
25. promise	

Answers

1. utter	14. appeal
2. chat	15. counsel
3. scream	16. reiterate
4. stutter	17. adopt
5. note down	18. put out
6. butt in	19. counsel
7. pronounce	20. type
8. confess	21. notice
9. back	22. express
10. agree	23. contac
11. refuse	24. mai
12. notify	25. guarantee
13. affirm	

Game 153. Differentiating verbs of communication

Aim: to practice new or difficult vocabulary

Procedure:

Here are 30 verbs. Work out where you are most likely to find them and write under the appropriate words. Several words can be related to more than one group:

address, babble, browse, butt in, call, chatter, comprehend, explain, express, fall silent, hear, illustrate, interrupt, jot, lisp, mutter, note, reason, remind, roar, rub out, scan, scrawl, scream, scribble, shout, skim, sound, stutter, understand

Answers

In reading: comprehend, illustrate, reason, understand, browse, butt in, chatter, reason, scream, express, fall, silent, interrupt, skim, scan.

In writing: scrawl, jot, note, rub, out, scribble, illustrate, remind, stutter, explain.

In speaking: lisp, address, mutter, babble, roar, call, comprehend, hear, understand, sound, shout.

Game 154. Choosing idioms

Aim: to practice new or difficult vocabulary

Procedure:

Pick out the right version out of the set given at the right and fill in the blank. Consult the dictionary to check your choice. Define what meaning is implied in the idiom (or its version) you prefer to use.

Sentences	Variants for choosing
1. The small boy was very brave. Even when the large dog growled at him and showed its teeth he stood and did not turn ___	a hand, a head, an eye, a hair, a toe
2. He was too ___ and could not refuse money to his children and relatives whenever they asked for it	soft-hearted, warm-blooded, short-sighted, heavy-livered, light-fingered
3. When the boy asked his parents to allow him to learn to play the piano, they agreed because they knew he had a ___ for music	good ear, weak heart, hot blood, strong taste, hard head
4. The driver in the car missed death by a .., breadth as he swerved to miss the passing petrol truck	nail's, hair's, finger's, shoulder's, foot's
5. George's father was a pilot and I think he will be one too; flying is in his ___	blood, nerve, heart, brain, nose
6. Our professor has four sons but it is the youngest son who is really the ___	plum in his mouth, apple of his eye, peach of his face, cherry of his cheek, grape of his blood
7. The judge said that there was no apparent motive or reason for the crime and that the accused had apparently killed his victim ___	red-handed, with a straight face, in bad blood, in cold blood, when his blood was up

Sentences	Variants for choosing
8. The advertisement of that suspense film said that it guaranteed to ___	warm the cockles of your heart, bring tears to your eyes, make your flesh creep, make your blood boil, make you see red
9. Peter is a nasty sort of a person. He cannot help ___ other people's private affairs	poking his nose into, having a hand in, pulling a long face at, putting his foot in, turning his back on
10. In the old films when the heroine was about to be foully murdered the hero always managed to rescue her just ___	on the last day of the week, at the eleventh hour, at the final tick, as the clock struck thirteen, at the fifty-ninth second
11. 'Vow, it's quite a library you have, it must have cost a ___	pretty penny, delightful dollar, proud pound, dainty dime, shocking shilling
12. We could never imagine that he would deliver us such a blow, it looks like a ___	shot in the arm, stab in the back, blow on the head, punch in the kidney, kick on the skin

Answers

1. a head	7. when his blood was up
2. soft-hearted	8. make your flesh creep
3. good ear	9. poking his nose into
4. hair's	10. at the eleventh hour
5. blood	11. pretty penny
6. apple of his eye	12. stab in the back

Game 155. Forming idioms of comparison

Aim: to practice new or difficult vocabulary

Procedure:

There are many short comparisons used in English to make the language more vivid and clear. Below are some of the most common ones. Complete each of them with a suitable word or words. Choose from the following:

a bat	a lord	a hatter	a rock
butter	a fiddle	an oyster	toast
brass	a sheet	the hills	a lamb
midnight	a pancake	a cherry	two peas

a berry	a daisy	a goose	two sticks
a wolf	gold	a picture	chalk from cheese
a bee	nails	a bone	one's legs can
a bell	lead	clockwork	a church mouse
a gooseberry	a king	the grave	the nose
a cucumber	a whistle	a fox	on your face
a doornail	life	coal	mustard
a post	a feather		

Answers

As like as __	two peas
As mad as __	a hatter
As flat as __	a pancake
As black as __	coal
As dead as __	a doornail
As heavy as __	lead
As light as __	a feather
As regular as __	clockwork
As blind as __	a bat
As keen as __	mustard
As silent as __	the grave
As dry as __	a bone
As different as __	chalk from cheese
As clear as __	a bell
As plain as __	the nose on your face
As happy as __	a king
As cunning as __	a fox
As cross as __	two sticks
As hard as __	nails
As clean as __	a whistle
As busy as __	a bee
As fast as __	one's legs can
As poor as __	a church mouse
As silly as __	a goose
As steady as __	a rock
As deaf as __	a post
As fit as __	a fiddle
As green as __	a gooseberry
As pretty as __	a picture
As bold as __	brass
As drunk as __	a lord

As dark as __	midnight
As cool as __	a cucumber
As mild as __	a lamb
As fresh as __	a daisy
As white as __	a sheet
As large as __	life
As red as __	a cherry
As good as __	gold
As greedy as __	a wolf
As brown as __	a berry
As soft as __	butter
As dumb as __	an oyster
As warm as __	toast
As old as __	the hills

Game 156. A part and the whole

Aim: to practice new or difficult vocabulary

Procedure:

Complete the following sentences by choosing an appropriate word from the ones on the right.

Sentences	Variants for choosing	Answers
1. A viewfinder is part of	a needle	a camera
2. A frame is part of	a jacket	a window
3. A rafter is part of	a book	a roof
4. A pip is part of	a typewriter	an orange
5. A neck is part of	a shoe	a bottle
6. An eye is part of	a chair	a needle
7. A petal is part of	a window	a flower
8. A proud is part of	a bottle	a fork
9. A key is part of	a knife	a typewriter
10. A pawn is part of	a roof	a chess set
11. A twig is part of	a camera	a <i>branch</i>
12. A beak is part of	a dress	a bird
13. A lapel is part of	a fork	a jacket
14. An arm is part of	a chess set	a <i>chair</i>
15. A blade is part of	a flower	a knife
16. A spine is part of	a rifle	a book

Sentences	Variants for choosing	Answers
17. A flue is part of	a bird	a chimney
18. A barrel is part of	an orange	a rifle
19. A hem is part of	a branch	a dress
20. A sole is part of	a chimney	a shoe

Game 157. Forming words

Aim: to practice new or difficult vocabulary

Procedure:

Add one letter to each of the following words (in any place) to form a new word. A clue is given to help you.

Word	Prompt	Answers
	can spoil a day at the seaside	rain
oar	the sound a lion makes	roar
ear	a fruit	pear
rule	you use to draw straight lines	ruler
cod	it is like this in winter	cold
men	the opposite of generous	mean
ram	Americans call it a streetcar	tram
have	something most men do every day	shave
sap	keeps you clean	soap
ease	artists use one to hold their canvas	easel
rave	it means you are not afraid	brave
pen	pubs in England do this twice a day	open
troll	“supernatural” woman to walk	stroll
sore	American word for shop	store
seal	to take secretly, without right	steal
tale	the opposite of fresh (e. g. bread)	stale
harp	the opposite of blunt	sharp
see	to look for	seek
wear	very tired	weary
tin	very small	tiny
ale	a story	tale
lame	seen in a fire	flame

Game 158. Forming new words**Aim:** to practice new or difficult vocabulary**Procedure:**

Add two letters to each of the following words (in any place) to form a new word. A clue is given to help you.

Word	Prompt	Answers
sit	ordinal number	sixth
see	shop assistants do it	serve
way	very tired	wearry
lay	tall and very thin	lanky
cart	a vegetable	carrot
rage	a fruit	orange
war	it's good for the garden	water
day	a short holdup	delay
eat	it comes to everyone	death
or	part of an apple	core
ripe	helps you cook	recipe
dear	dull or boring	dreary
come	opposite of expenditure	income
hay	most people would like to be this	happy
row	a lot of people	crowd
ten	frequently	often
saw	you wear it	shawl
sad	can be tiring to do this for a long time	stand
band	it tastes nice, especially with coffee	brandy
rug	popular game in Wales a country	rugby
care	you walk on it	carpet
set	a piece of linen	sheet

Game 159. Finding the name of the leading person**Aim:** to practice new or difficult vocabulary**Procedure:**

Choose from the words on the right the name of the person who is in charge of or the leading person in the group, place, etc. on the left.

Words	Variants
The British Army	President
The United Nations	editor
A TV programme	producer
A group of workers	manager
A shop	Field Marshal
A primary school	conductor
A monastery	Principal
A football team	foreman
A museum	headmaster / headmistress
A prison	abbot
Servants in a household	choirmaster
A college	captain
A committee	umpire
A university	Vice-Chancellor
A tennis match	director
The governing party (in Britain)	chief / chieftain
A tribe	curator
A company	warden
A convent	matron
An orchestra	butler
An old people's home	chairman
A choir	Secretary General
A republic	Prime Minister
A newspaper or magazine	managing
A hospital	governor

Answers

Words	Answers
The British Army	Field Marshal

Words	Answers
The United Nations	Secretary General
A TV programme	producer
A group of workers	foreman
A shop	manager
A primary school	headmaster / headmistress
A monastery	abbot
A football team	captain
A museum	curator
A prison	warden
Servants in a household	butler
A college	Principal
A committee	chairman
A university	Vice-Chancellor
A tennis match	umpire
The governing party (in Britain)	Prime Minister
A tribe	chief / chieftain
A company	managing
A convent	director
An orchestra	conductor
An old people' s home	governor
A choir	choirmaster
A republic	President
A newspaper or magazine	editor
A hospital	matron

ВИСНОВКИ

Гра є інструментом викладання, що активізує розумову діяльність дітей, які навчаються, дозволяє зробити навчальний процес привабливим і цікавим, примушує хвилюватися і переживати, що формує могутній стимул до оволодіння мовою.

Прийом гри має безсумнівну дидактичну цінність, адже він сприяє ефективному засвоєнню матеріалу й поліпшенню загального настрою в класі, а також подоланню психологічних бар'єрів як у самому класі, так і між класом і педагогом.

Таким чином, ігрові прийоми додають навчальному спілкуванню комунікативну спрямованість, зміцнюють мотивацію вивчення англійської мови і значно підвищують якість оволодіння нею. Безперечно, вони стають могутнім фактором психологічної адаптації дитини в новому мовному просторі, що може розв'язати проблему природного ненасильницького впровадження англійської мови у світ дитини.

Таким чином, беручи за основу вищесказане, можна говорити що гра — це засіб, який гарантує позитивний емоційний стан, підвищує працездатність і зацікавленість педагогів і учнів. На всіх етапах розвитку особистості вона сприймається як цікаве, яскраве, необхідне для життєдіяльності заняття, і чим старший учень, тим більше він відчуває її розвивальне й виховне значення.

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Проектно-пізнавальні гри на уроці англійської мови

Project “The Wild West”

Aim: to revise the Past Simple

Procedure:

Pupils find out information about life in the Wild West.

In groups, they make a poster with text and illustrations about what they have discovered.

They write three questions about their text. Collect all the questions to make one questionnaire and photocopy it for each pupil.

Display the posters. Pupils move around with their questionnaire, looking at all the posters to find the answers.

Project “Wonders”

Aim: to revise questions and answers using *Why* and *Because*

Procedure:

Pupils need access to cross curricular resource books, encyclopedias or the Internet if they prepare project at home.

Pupils work in pairs and look for facts which they think will interest the class.

They write a question on a piece of card, e.g. *Why do kangaroos have a pouch?* They illustrate the question. They write the answer on a separate strip of card.

Walk around the class and supply any new language that is needed. Help pupils look up words in junior dictionaries, if you have access to them. Display the questions at the front of the class. Distribute the answer cards to pairs of pupils. They must match their answer card to the correct question.

Project “World records”

Aim: to revise superlatives

Procedure:

Ask each pupil to find two or three interesting world records by looking in reference books or on the Internet. You might give them some topics to research, *fastest runner, tallest man, highest building, etc.*

Put the pupils into groups of three or four. Ask them to tell each other about the records they have discovered. The group chooses the four most interesting records and they prepare a page for a book about each record.

Each page should include text about the record and pictures they have drawn or found on the Internet.

Help the pupils to collate all the pages in a class book of records. They can think of a title and draw pictures for the cover. Display the book in the classroom so that all the pupils can have a look at it.

Project “Dinosaurs”

Aim: to revise *Wh-* question forms

Materials: Handout A

Procedure:

Pupils look at the information about the gallimimus and write questions about it.

Handout A

dinosaur name	<i>Gallimimus</i>
when it lived	<i>73 million years ago</i>
length	<i>6 metres</i>
weight	<i>225 kg</i>
diet	<i>small animals and plants</i>
where it lived (habitat)	<i>Asia</i>
why it’s my favourite dinosaur	<i>looks strange — like a chicken; ran on back legs</i>

Use this table to research another dinosaur type.

Pupils make a short book about dinosaurs, using the answers to the questions and adding any more information they can find.

Project “Stay healthy”

Aim: to revise *should / shouldn’t*

Procedure:

Divide the class into groups of 3 or 4.

Ask them to discuss what they *should / shouldn’t* do to stay healthy, e.g.:

We should eat fruit. We shouldn’t eat sweets. We should play sports.

Give a large sheet of paper to each group.

Ask each group to invent their own cartoon character (perhaps based on an animal) and design and illustrate a health poster with their character giving advice on what they *should* / *shouldn't do*.

Put up the posters in the classroom.

Project “Holiday survey”

Aim: to revise past tense questions and holiday vocabulary

Materials: Handout B

Procedure:

Divide the class into groups of three to five. (Each group should have the same number of students.) Give each group a question on which to base a chart with multiple choice answers. Questions might include: *Where did you go? What did you do? Where did you stay?* Each group should make a chart with their question as the heading and the multiple choice answers at the top of each column. They begin by completing the first line for themselves:

Where did you stay?

Handout B

Name	In a tent	In a hotel	With friends or family	At home
me				

Rearrange the groups so that there is one member from each group in each new group. Each member of the new group has to write the names of all the group members on his / her chart and ask his / her question to each of them, marking a tick next to the appropriate response.

Pupils go back to their original groups and pool their information. (They will have answers to their question from the whole class.) They can display the results of the survey in a bar chart.

Project “Everybody likes art”

Aim: to revise subjects and questions

Materials: Handout C

Procedure:

Put children in groups of 3 to 4. Practice the questions with them using a variety of subjects or activities.

Are you good at...?

Do you like...?

Get them to write down the subjects in a chart as shown below.

Handout C

	Good at	Not very good at	Like	Don't like
Maths				
english				
sport				
art				
science				
geography				
music				
iT				
history				

First they fill in the chart for themselves, putting ticks in the appropriate columns, e.g. if they are good at maths, they put a tick in the GOOD AT column and if they also like maths, they put a tick in the LIKE column, etc.

Then they ask each pupil in their group the two questions and add their ticks to the chart.

Pupils feed back any interesting findings to the rest of the class, e.g.: *In our group everybody likes art. Nobody is good at music. Three pupils don't like sport.*

Collect in figures for the most popular subject from each group (i.e. the subject which has most ticks in the LIKE column) to find out which is the class's favourite subject.

Project “Birthday calendar”

Aim: to revise ordinal numerals

Materials: Handout D

Procedure:

Make a class calendar. Ask twelve pairs or small groups of pupils each to illustrate one month. They can draw pictures relating to the appropriate seasons or major festivals or events that take place in that month.

They also need to write the days of the week and the dates in figures. Make sure they know how many days there are in their month and which day the 1st falls on this year.

Handout D

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1st	2nd	3rd	4th	5th
6th	7th	8th	9th	10th	11th	12th
13th	14th	15th	16th	17th	18th	19th
20th	21st	22nd	23rd	24th	25th	26th
27th	28th	29th	30th			

Collate the months together to make a class calendar. Ask pupils to write in their birthdays and other important dates — festivals, sports day, end of term, etc. Hang the calendar in the classroom.

Pupils talk to a partner about a recent birthday party or a party they are planning, then feed back to the class:

Laura's birthday was on May 21st. She was ten. Seventeen people came to her party. They had chocolate cake and played party games. Tom's birthday is next week, on November 15th. He's going to be ten. He's going to go to the circus with four friends.

Project “Make a magazine”

Aim: to revise different topics

Procedure:

Ask pupils to start collecting material on different topics (e.g.: *sports, films, travel, food, music, health, the environment*) for their own magazines. Pupils can add to this material as the course progresses.

Divide the class into groups of five or six.

Help each group to agree on a topic for their issue of magazine.

Within their groups, pairs take responsibility for producing material for the different sections: *Funfacts* (different unknown facts about well-known things), *Time for a laugh* (jokes) and *Make and do* (creative tasks, e.g. making masks for celebrations)

Pupils write text and illustrate their magazine pages, adding photos and pictures from magazines.

Collect the materials in a class magazine, which can be displayed in the classroom or photocopied and given to pupils to take home.

Project “Town planners”

Aim: to revise places in town and prepositions

Procedure:

Divide the class into groups of three to five. Tell each group to design their dream town. In their groups they need to draw a map of

their town; decide which places they will include in their dream town and where they will position each place. Get them to draw in the places in pencil so that they can change their minds if necessary. They should also include their own houses on the plan.

Once the group is happy with the town they have designed, they can fill in the places in pen and think of a name for their dream town. In their groups, pupils can use their maps to practise directions. They give directions from their own house to a particular place:

P1. *Start at my house. Turn left at the swimming pool, go straight on at the crossroads, turn right at the school. Where are you?*

P2. *At the sweet shop.*

The rest of the group names the place.

Display the town plans in the classroom so that the children can “Visit” each other’s towns. They could vote for the most popular town.

Project “Safari Park”

Aim: to revise directions and animal vocabulary

Put pupils in groups of 3–4. Number the groups. Give each group a large piece of paper. Ask them to write their number in the corner and draw their own Safari Park. They can have any animals they like and they need to decide where to put them.

Ask them to write a set of directions from the entrance to one of the animal enclosures., eg, *Go straight on. Turn left at the ice cream stall. Turn right at the tigers. They’re opposite the zebras.*

Put up the pictures around the classroom with the directions alongside.

Ask pupils to walk round the classroom in pairs with a pencil and paper.

They write down the number of each picture and try to follow the directions. Then they write the name of the animal they find on the paper next to the number.

Check the answers with the whole class.

Project “Film review”

Aim: to revise comparisons

Materials: Handout E

Ask pupils which films they have seen recently and put them in groups of three or four who have seen the same film. (It doesn’t matter if more than one group has seen the same film.)

Give out large sheets of paper to each group. Ask them to make a poster to advertise the film.

Handout E

Title	
Type of film	
What it is about	
Comparison	

Title	
Type of film	
What it is about	
Comparison	

Title	
Type of film	
What it is about	
Comparison	

The posters should include text about the type of film and something about the story line to encourage others to see it. Ask the pupils to try to include *comparisons* in their poster text:

It's scarier than "Cars" / It is better than "Toy Story 1", etc.

Pupils can illustrate their posters themselves or cut pictures out of magazines to decorate them.

Display the posters in the classroom. Ask the pupils which films they would like to see.

Project "In the future"

Aim: to revise predictions using *will*

Procedure:

Divide the class into groups of three to five. Give each group a different topic: *transport, houses, schools, shops, holidays, etc.*

In their groups they discuss what their topic will be like in the future (say 50–100 years from now.) They write their predictions and illustrate them. E.g.:

People will go to the moon on holiday.

There will be no shops. People will do shopping on the Internet.

There will be no cars. People will fly their own planes.

Display each group's predictions on the classroom walls and invite the pupils to walk around and comment on them.

Project “The Tallest”

Aim: to revise measurements and large numbers

Procedure:

Pupils work in groups and research tall buildings and monuments.

At home they prepare a project book with illustrations and facts.

Project “A tourist brochure”

Aim: to revise town vocabulary

Procedure:

Put pupils in groups of 3–4. Ask them to think of a seaside town they know or get them to imagine one and make up a name for it.

Give each group a large sheet of paper and ask them to draw a map of the town. Remind them to include attractions such as *a castle, beach, aquarium, safari park, museum, theatre, cinema, swimming pool, tennis courts, football pitch, lighthouse, park, playground, funfair, sailing school, etc.*

They should draw pictures and write a ‘tourist brochure’.

Get groups to swap ‘brochures’ and to look at their ‘new’ brochure and plan a day out: e.g.:

P1. *Let’s go to the castle!*

P2. *OK. What shall we do next?*

P3. *Shall we go to the aquarium?*

Project “World Tour”

Aim: to revise countries, means of transport and *need*

Procedure:

Divide the class into groups of three or four. Give each a world atlas or a world map.

Each pupil within the group chooses one or two countries they would like to visit.

Together the pupils in each group plan a trip to include all the countries they have chosen. They decide how they will get to each place, how they will travel in the country and what they will need to take. They should make notes to remind them of their decisions.

Display a large world map on the classroom wall. Ask each group to come up to the map and mark their route on it using wool and drawing pins. Each group should use a different coloured wool.

Groups take it in turns to describe their journey to the rest of the class, using their notes to remind them of the details of how they will travel and what they will take with them.

Project “Make a board game”**Aim:** to revise instructions**Materials:** Handout F**Procedure:**

Ask them to draw a grid with about 20 squares and to number the squares consecutively. Point out that the top line goes from left to right, and the next from right to left, as shown below:

Handout F

1 START	2	3	4	5
10	9	8	7	6
11	12	13	14	15
20 FINISH	19	18	17	16

Alternatively make a photocopy for each group.

Ask them to plan a board game based on a sea voyage. They need to think of text for about six squares scattered throughout the board that will either take the players forward or backwards, or will mean that they have to miss a turn, e.g.:

It's a sunny day. Move forward two squares. You see a lighthouse, move forward two squares. You hit a rock. Move back three squares. You meet some pirates. Miss a go.

Pupils illustrate their board games and pass them to another group to play.

Project “How far is it?”**Aim:** to practice large numbers and *How far is it...?***Procedure:**

Put the pupils into groups of three or four. Ask them to research the distances from their town to five or six famous places in the world.

Kyiv ----- 409 km ----- Kharkiv

In their groups, pupils prepare a chart, drawing the famous places in a position on the chart.

Display the charts in the classroom. Pupils can look at each other's charts and ask questions:

How far is it to the South Pole? How far is it to London?

Project "Better transport"

Aim: to revise transport vocabulary

Materials: Handout G

Procedure:

Divide pupils into groups of three or four. Each pupil within each group chooses a means of transport (*bus, car, plane, train*).

Photocopy the picture. Help pupils with new vocabulary. Ask them to invent a faster, more comfortable, more interesting train, bus, car or plane.

They should draw a picture, labeling the parts, and write a description.

Give each group a large sheet of paper. Pupils stick their drawings and texts together on a poster for their group.

Display the posters in the classroom. Pupils walk around looking at all the posters. Ask them which vehicle they would most like to use.

Handout G



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