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Полезные игры для преподавателей английского языка

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Useful games for English teachers

Статья рассматривается разные полезные игры для преподавателей английского языка для уроков иностранных языков

Ключевые слова: игры, преподаватели иностранных языков, веселые игры, эффективный, рассказывать историю

This article is about the games which is useful in teaching EFL for English teachers

Key words: games, elf teacher, improve, funny, news, effective ways, telling the story, creative

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Teaching English as a foreign language involves teaching adults and children whose first language is not English and this work is not easy for teachers but there are some ways of teaching for English teachers. Nowadays teaching with games, teaching with theater games is not news for English teachers. There isn't an EFL teacher I know who doesn't use this game in the classroom. Why use games in lessons? Many teachers use games to improve the new themes for their students. Board Race is a fun game that is used for revising vocabulary, whether it be words from the lesson you've just taught or words from a lesson you taught last week. It can also be used at the start of the class to get students active. It is a great way of testing what your students already know about the subject you're about to teach. Here is some games which I like to use and want to share with you to your English teaching. These games are very useful and will make your lessons funny and interesting for your students.

Who Am I?

Level: Any Level

You can use use this with any subject. Write the names of famous people (mixed nationalities) on small pieces of paper. Tape a name on the forehead of each student. The individual student should not see his or her paper, but the others should. Then, like with 20 questions, only yes or no questions should be asked. Perhaps start with yourself and ask "Am I am man?" If the answer is yes, I can ask again, but if the answer is no, it's the next person's turn. Play until everyone has guessed who he or she is! This

can be played with nationalities, countries, household objects, anything and it's a gas, especially for adult students!!

Animals for a Day

Level: Medium to Difficult

Activity A

Show the students a photocopied list of many different animals (mammals, amphibians ...), and ask them to choose, individually and without speaking, an animal they would like to be for a day. Give them a minute. Then (something they won't be expecting), get them to write a few sentences, once again working alone, about their day, or their thoughts-as the animal they have chosen. Give them a few minutes.

Needless to say, you will be surprised by the imagination of your students, many of whom, I believe, love to indulge in moments of escapism-something us teachers know all about!

For example, I had a group of five female students, three of whom chose to be dolphins, one an eagle, and the last a bear.

What I got from one girl:

"I am a bear and I live with my friends in a mountain. I am happy, but when I see a hunter I attack him, but when I see a tourist I shout at him".

A second:

"I am a dolphin, but I am sad because they have put me into a pool, where I cannot move like before ...".

Activity B

Now, what you can do is get the students to read/tell their story, adding in extra bits as they go along.

Activity C

Now, you can ask them why they chose this animal, and then go on to pick up on what they said, expanding it into a session of exchanges between the students, involving yourself if you feel like it.

Activity D

Get a blank page and draw a circle in the centre. Then, place the words "animal in captivity" inside the circle. Give each student a copy of the page and tell them to do an INDIVIDUAL brainstorming exercise on the words in the circle. That is, get them to draw lines from the circle, each line leading up to a word or image suggested by the animal's situation. Give them all a few minutes to do this. This, we can call a word-map, or even a mind-map. Next, get each student to read out the ideas that came spontaneously into their heads as they thought. You can all marvel at the number of differences- or similarities that arise, and go on to discuss the matter of captive animals. Don't forget to question students on why they put in such and such a thing. Watch out for strange concepts!

Put all the pages together so that the students can somehow see the work carried out by the rest.

Perhaps now, as a group, they could all focus on the main aspects of animals in captivity.

You could then move on to debate issues like endangered species, whale hunting ...

Activity E

(B) TIGERS KILL TOURISTS (B)

Get the students to debate, or role play, the following incident: Two German pensioners alighted from their car in a Spanish nature park in order to get a better picture (christ!) of the tigers, who were relaxing in the shade of a tree at the time. They were, bluntly, torn apart. There were signs up in many languages warning people to stay in their cars ...

Should the animals be put down? Should they be in nature reserves in the first place? Etc

Activity F

Here, you could mention the pros and cons of having a domestic animal-a pet-at home.

Adding to the Story: OHPs in the Classroom

Level: Any Level

Aim: To give students further practice in expanding paragraphs.

Materials Needed: OHP transparencies/pens/ OHP machine

Stage One: Photocopy a background scene on to a transparency. Next, put it up on the wall next to the white board. Ask students to write down ideas about the place. Ask the students to predict what is going to happen today in the town, mountain-side, etc....

(Before the class, photocopy onto an OHP different people or animals that can be cut out and dropped into the scenary or the background)

Next, say "perhaps" to their suggestions and then begin to add a transparency character to the scene. Elicit from the students information and questions about the person. Keep adding characters and letting students discuss possibilities and changes for the story.

After that, in groups ask students to write a story about the scene. Ask them to describe the environment and atmosphere in the first paragraph and to start to tell the story thereafter.

When the students complete their stories, pass the papers around for other groups to read and peer edit before asking the original group to tell their story about the illustration. The games above always very interesting for teachers who like their profession and the experts of teaching language say if you want to teach foreign language you should be active and creative person, who can find out new way of teaching.