

la Nota privind crearea rețelei de resurse educaționale deschise

Fisa de identificare RED

Nume/prenume autor: Gabor Ioana

Denumirea resursei educaționale propuse:

Joc didactic de scriere

Tema/scurta descriere: Folosirea trecutului simplu

Scopul materialului propus:

- didactic (de utilizat la clasă/cu elevii)
- pentru elev (de utilizat de către elevi)
- de documentare pentru cadre didactice
- altele

Nivel de învățământ/clasa: a 6-a și a 7-a

Aria curriculară/disciplina: LIMBA ENGLEZĂ

Material extracurricular: cards

Competențe vizate:

- dezvoltarea competențelor de ascultare, comunicare și practică

Games can be powerful tools that significantly boost personal development, learning achievement, and school success.

Writing games

a. Chain story

Level: 6th grade

Activity applied to *World Class 2*, Lesson 18

Aims: to practice the past tense simple

Skills: writing, speaking

Organisation: pairs, whole class

Preparation: small slips of paper one for each pair

Time: 15 minutes

Procedure:

Step 1: Each pair is given a number. The numbers determine the sequence in which the students have to contribute to the story. Each pair receives a slip of paper with three words on it. The content of the story can be directed to a certain degree by the choice of words.

Step 2: The teacher starts the story by giving the first sentence, e.g. ‘Medusa was a woman who lived in a cave.’

Step 3: A student from the first pair continues using the words on the slip of paper. The next pairs continue the story. Here are the slips of paper containing the words that the pairs have to use:

1st pair: goddess – turn into – horrible – monster

2nd pair: Medusa – have – snakes – hair

3rd pair: she – look – people – stone

4th pair: men – go – cave – kill

5th pair: stone – turn into – she – statue

6th pair: Perseus – young – go – cave

7th pair: kill – not look – carry – shield/mirror

8th pair: Medusa – look – turn into – stone

One of the possible versions of the story is the following:

One day a goddess turned her into a horrible monster. Medusa had snakes instead of hair. When she looked at people, they turned into stone. A lot of men went to the cave to kill her. (But) she turned them into stone statues. One day a young man called Perseus went to the cave. He wanted to kill her. He didn't look at Medusa and he carried a shield as a mirror. Medusa looked into the mirror and she turned into stone.

b. Newspaper report

Level: 7th grade

Activity applied to *High Flyer*, Unit 4

Aims: to report events

to reinforce past tense simple

Skills: writing

Organisation: groups

Preparation: a large number of photographs taken from magazines

Time: 20-30 minutes

Procedure:

Step 1: Each group is given five pictures of which they have to use only three. Their aim is to write a newspaper report linking these three pictures.

Step 2: When each group has decided which pictures to use they write their report.

Step 3: All the pictures that were used are displayed on the wall.

Step 4: The reports are read out and the others have to guess which pictures fit with which report.

The activities that were presented in this chapter contribute to the development of the students' language skills by getting them to use language during the course of the activity. They also help the learners view the process of learning English as enjoyable and rewarding. Pair- and group-work activities develop their ability to co-operate, to compete, and teaches them to be 'good losers'.

In order for these activities to be successful teachers have to select the appropriate activities for their students, to explain them carefully, to go round and listen in – but in general not to interfere, to provide feedback and to keep a record to know what games the students have played.

c. People

Level: 7th grade

Aims: to use the past tense, present tense
to describe people

Skills: writing

Organisation: groups of three or four students

Preparation: photos of different people (cut from magazines), one photo per group

Time: 15-20 minutes

Procedure:

Step 1: Each group receives a photo and is asked to write a curriculum vitae for the person in the picture. The students should mainly imagine the person's interests and lifestyle. When they have finished with the first picture, photos are exchanged between groups. Each group works with three pictures.

Step 2: The results of the group work are read out and discussed: 'For what people did the students imagine similar lifestyles and interests?', 'Which pictures were interpreted differently?'