

### **Fisa de identificare RED**

**Nume/prenume autor:** Gabor Ioana

**Denumirea resursei educaționale propuse:**

Joc didactic de gramatică

**Tema/scurta descriere:** Folosirea trecutului simplu și continuu

**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 7-a

**Aria curriculară/disciplina:** LIMBA ENGLEZĂ

**Material extracurricular:** cards

**Competențe vizate:**

- dezvoltarea competențelor de ascultare, comunicare și practică

*Games have to be adapted according to the group of students that the teacher has in mind and one has to make changes so as the activities suit the needs of one particular group of learners.*

### **Grammar games**

#### **Strange happenings in a country hotel**

Level: 7<sup>th</sup> grade

Activity applied to *High Flyer*, Unit 2

Aims: to practice the past tense simple and continuous

Skills speaking, reading

Organisation: pairs

Preparation: role-play cards

Time: 20 minutes

#### Procedure:

Step 1: The students are divided into pairs (A and B) and they are told that they are going to play a short scene that takes place in an old country hotel. One student will perform the part of the tourist, the other one the part of the hotel manager.

Step 2: Each A-student receives a copy of a role-play card A and each B-student a copy of a role-play card B. They are instructed not to show their cards to one another.

#### Student A

You are on a school trip to Britain. You are staying in a very old country hotel. Last night strange happenings kept waking you up. In the morning you go and talk to the hotel manager about them.

Explain exactly what happened and what you were doing at the time. You want the manager to believe you. Use phrases like:

While I was sleeping / getting a glass of water...

It was incredible...

You are the manager of an old country hotel. One of the students in a school party comes to tell you about strange happenings during the night. You think the young person might be lying so you question him/her in detail about the events. Use phrases like:

Don't be silly! It was / You were probably...

Step 3: The students act out their roles, and then they change them.

The students were very interested in acting the roles, and the activities were pleasant and funny.

## **Fire**

Level: 5<sup>th</sup> grade

Aims: to ask for something  
to give reasons

Skills speaking, listening

Organisation: individual work

Preparation: none

Time: 5-10 minutes

Procedure:

Step 1: The following situation is described to the class: 'A fire has broken out where you live. You have a few minutes to grab five of your belongings and rescue them. Which five things would you take? Remember you have to carry them all.'

Step 2: Each student writes down up to five things he would rescue from the fire.

Step 3: Some students read out their lists and explain why they would take those things. The others should ask questions like 'Why would you take...?', 'What about your...?'

A different situation may be also chosen. For example:

'You are staying on your own in a cottage in the mountains for three weeks next summer. The cottage is miles away from any village. It has electricity, water and a big store of food. There is also a trout stream and the forest is not very far. Which things (e.g. radio, books, musical instruments, materials and equipment for hobbies and sports) would you need to survive the three months without being bored?'

Each student makes a list of all the things they would take with them. A few students can report back to the class, or a list can be made with the most commonly chosen objects.