



5 seconds

The 5 seconds game combines elements of card, social and board games. This is a game where speed, reflexes, divided attention and stress resistance count, because players only have five seconds to answer the questions!

The game consists of a board on which the result is marked and several hundred cards with questions. The trick is to give a quick response and fit in a very short time - in five seconds. If the player succeeds, he moves his pawn towards the finish line, and the player who reaches the end of the board wins.

A photograph of three young women standing in a line against a brick wall. The woman on the left is blonde, wearing a plaid jacket and a white scarf, looking upwards with a surprised expression. The woman in the middle has dark hair and is wearing a black jacket, smiling and whispering to the woman on the right. The woman on the right has long brown hair and is wearing a brown jacket, also smiling and whispering to the woman in the middle. The text 'Chinese whispers' is overlaid on the image in a large, white, sans-serif font, with an orange horizontal line underlining the word 'Chinese'.

Chinese whispers

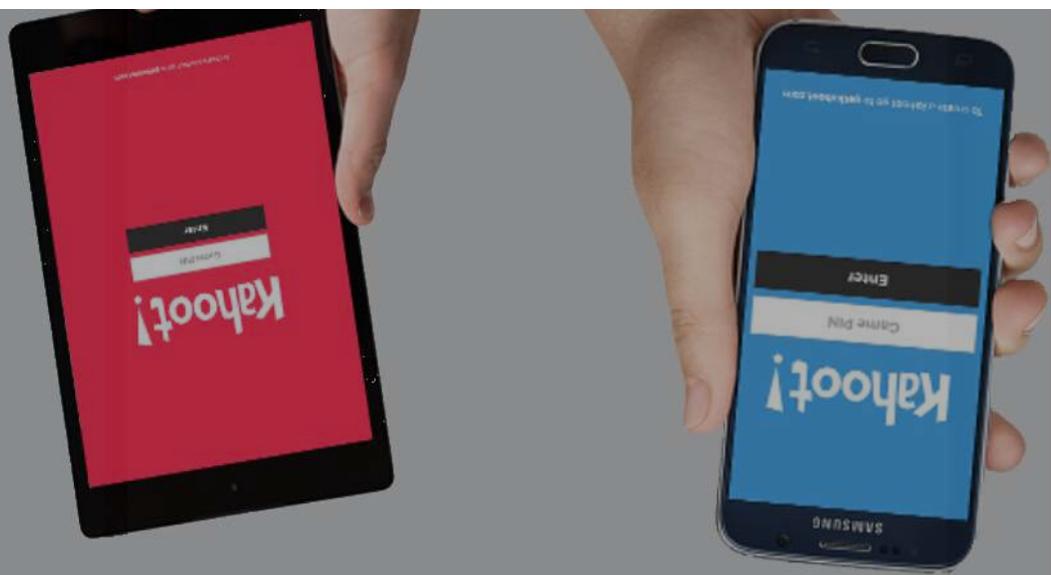
Chinese whispers is an internationally popular game in which players form a line, and the first player comes up with a message and whispers it to the ear of the second person in the line. The second player repeats the message to the third player, and so on. When the last player is reached, they announce the message they heard to the entire group. The first person then compares the original message with the final version. The objective is to pass around the message without it becoming garbled along the way.

A photograph of a person in a blue denim shirt playing the Taboo card game. They are holding a card in their right hand. On the table in front of them is a stack of cards, a small hourglass timer, and several other cards scattered around. The word "Taboo" is written in large white letters across the middle of the image.

Taboo

This is a classic card game that is used to test language and vocabulary skills.

The class was divided in 3 groups. A student of every group was assigned a document with "THE word" and a list of "others words". The goal is to get the teammates to guess "THE word" that the student is describing, but without saying the list of the "others words".

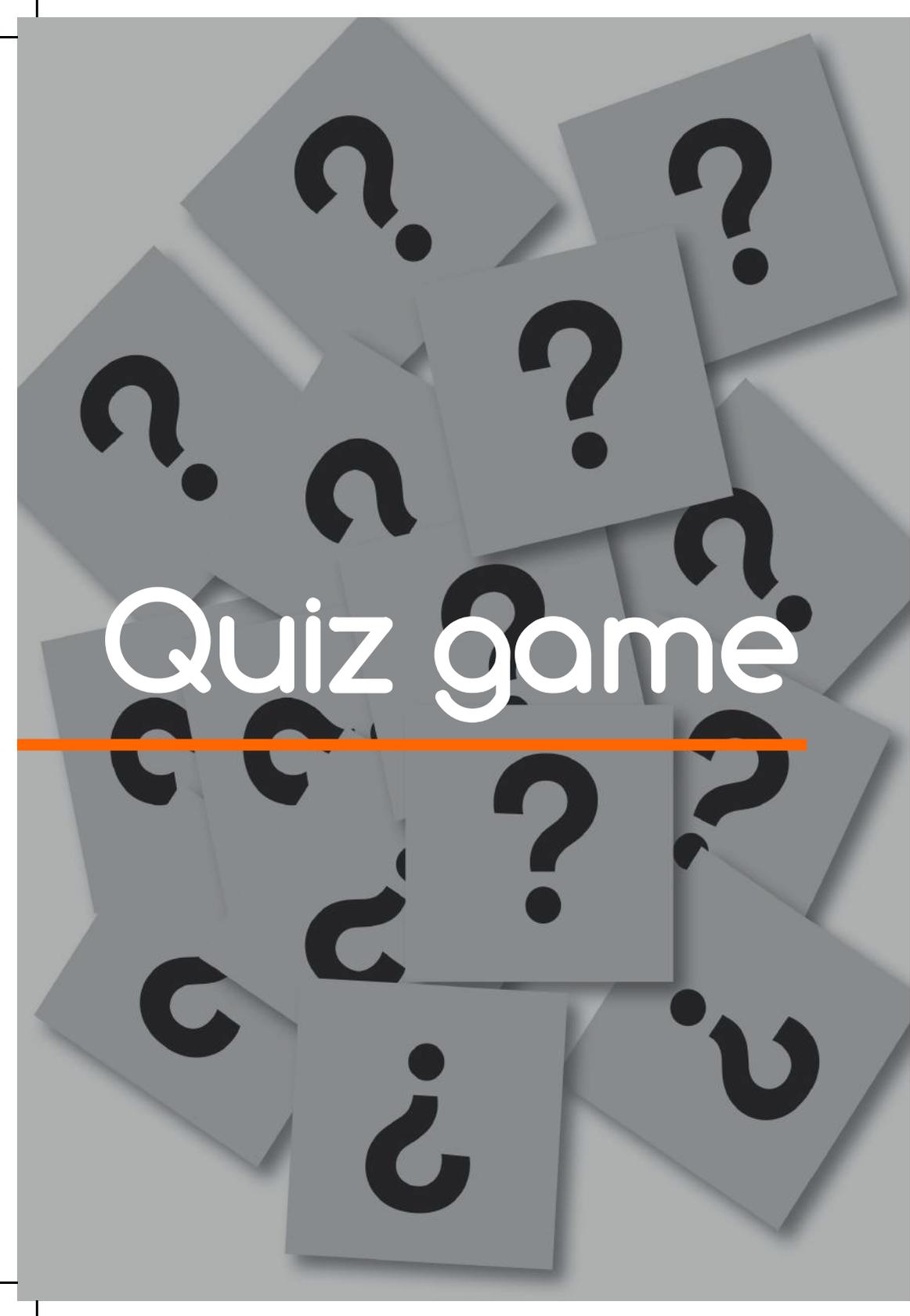


Ready to join?

Kahoot

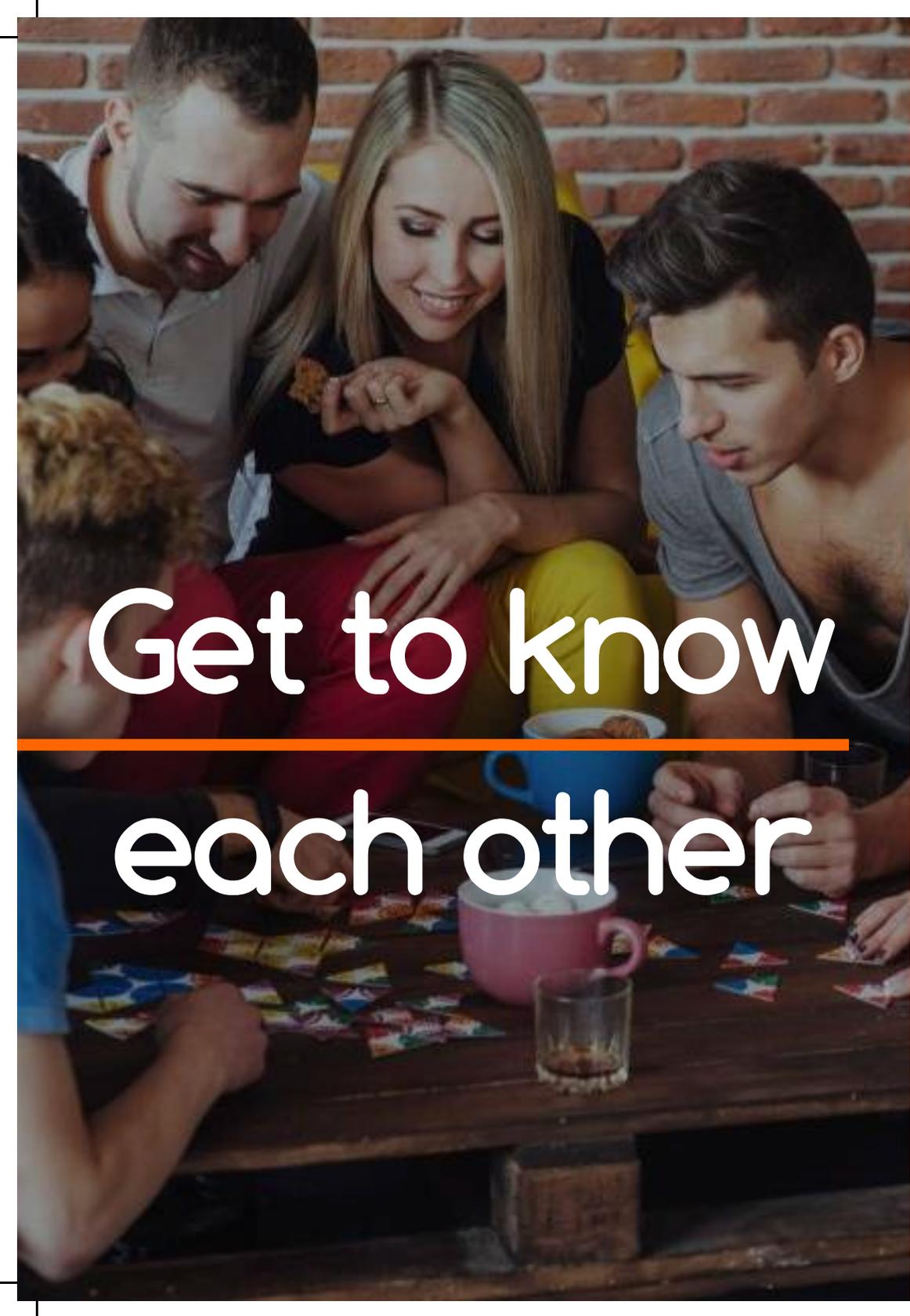


Kahoot! is a tool for using technology to administer quizzes, discussions or surveys. It is a game based classroom response system played by the whole class in real time. Multiple-choice questions are projected on the screen. Students answer the questions with their smartphone, tablet or computer.



Quiz game

A quiz is a form of game or mind sport, in which the players (as individuals or in teams) attempt to answer questions correctly. It is a game to test the knowledge about a certain subject. In some countries, a quiz is also a brief assessment used in education and similar fields to measure growth in knowledge, abilities, and/or skills.

A group of young adults are sitting around a wooden table in a casual setting, possibly a cafe or a common room. They are engaged in a board game, with colorful cards and pieces scattered on the table. There are mugs and glasses on the table, and the atmosphere appears relaxed and social. The background shows a brick wall.

Get to know each other

The students wrote something about themselves on a piece of paper. Then they were mix it up and everyone took one paper and tried to find out whom it belongs to by asking questions to other participants

Lines at random

Using songs in an English-P.E. activity

Materials:

- 'Another Man's World' song by The Immaculate Fools
 - a PC
 - a projector
 - speakers
 - printed lyrics in single lines at full-page size
 - tape for sticking lines on a classroom wall
- Teacher issues the students the lines at random. The task is simple: students have to stick the lines to a wall after hearing their lines. They must be quick to stick them properly or otherwise the resulting lyrics on the wall may be nonsense. At the end of the song both a teacher and the students try to correct the lines and unstick the ones which are wrongly placed. After listening several times, we must have the whole lyrics on the wall correctly.

The song is a play on opposites with a rhyme. The activity is really useful to make them spot the difference in phonetics and how synonyms and opposites may help understand/misunderstand utterances.



Bizarre jobs for volunteers

If you are working with a low level group don't show them the whole list of jobs in task 3, just choose three or four of the bizarre jobs and explain them to the students using mime and pictures. Then ask students to think of some other bizarre jobs. They too can use mime and pictures to explain their ideas for bizarre jobs



Volunteering for love?

This is a reading task for higher level students. Before you start, divide the students into two groups, A and B. Tell the groups that they are responsible for explaining the in their column to the other group when they have read the text and had time to look up the words in a dictionary or ask you the meaning. Before moving on to the discussion questions ask representatives from each group to clarify the vocabulary for the whole group

Predicting content

Students are asked to 'map' the text on the basis of their predictions. This takes the form of an Ideational framework (flow, tabular, tree or star diagram), which can be used as a basis for note-taking later. The teacher provides an example of a framework (Task 1 on worksheet), but also offers the students the option of alternative diagrammatic representations of the text. TIP: a wall map of North of Portugal, and / or some pictures of Porto city would be useful for stimulus and contextualisation.

Follow-up activities

- Use wall maps, atlases and Internet resources to add to the map of North of Portugal.
 - Parallel writing about another city in Portugal (ex. Faro)
 - Content extension – further information about Porto (history, urban development)
 - Vocabulary extension – add language from the gap-fill to the vocabulary chart.
 - Project work (national-scale – Portugal, city scale – Porto town, Gaia town (local scale –living and working in Porto).
- TIP: The choice of follow-up activities will depend on whether content or language is to be the focus. Depth of study, particularly for project work, will depend on time available.

Listening to confirm expectations (5minutes)

- Students listen to the first two paragraphs of the text and compare what they heard to their predictions.
- TIP: The teacher may read the text, make a semi-authentic recording of the text, or use the text as a dictogloss activity, depending on level and time available.

Jobs: Important factors

Ask some of the students what jobs they hope to do in the future. Then ask them to think about the factors that are important to them when thinking about jobs. Ask students to brainstorm as many ideas as they can and to write them down. If you prefer, do a group brainstorm on the board. Their ideas may include: money / well-paid, you like the job, near your home, don't have to wear a uniform, satisfying job, it's inside/outside, working with people, creative etc. etc.. When students have written the top three factors ask them if one of their top three was to do with money. This will lead you nicely into the idea of voluntary work. Make sure all the students understand the concept of voluntary work.

Annexe:

Think about the factors that are important to you when you think about jobs. What are the top three most important factors for you?
o 1st
o 2nd
o 3rd
Compare your answers with a partner



A student with brown hair tied back is seen from the side, writing on a dark green chalkboard. The text on the board is written in white chalk. The student is wearing a light-colored shirt. The background is a solid teal color.

The meadow
was covered
with
flowers.

Writing and winning

The student in the middle said a sentence/prayer and a number.

The people with that number had to go to the board and write down what they heard.

Whoever deviates the least from the original sentence accumulated a point. The first team to reach 10 points won.



La Feneria

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