

Gimme five!

Geben Sie Ihrem Englischunterricht das entscheidende „i-Tüpfelchen“ mit diesen abwechslungsreichen, einfach vorzubereitenden „five-minute activities“.

Kopieren Sie die Kärtchen, schneiden Sie sie aus und nehmen Sie sie mit in Ihren Unterricht. Sie können dann immer spontan eine Karte ziehen (oder von einem TN ziehen lassen), um bei Bedarf Abwechslung in Ihren Unterricht zu bringen.

G-N-I-L-L-E-P-S

Play as a class first.

Level: All levels

Usage: Practice of the alphabet, spelling, revising vocabulary, relaxation, starting or ending a lesson

Material: Students need a pen and a paper

Instructions

- Tell your students you are going to spell a word and they should write the letters down.
- Choose a word but don't say it, e.g. a word students have recently learned, the day of the week, a month, the name of a student, the name of a famous person, etc.
- Spell the word backwards or with the letters jumbled! Don't tell your students you are going to do this! E.g.:
G-N-I-L-L-E-P-S (= SPELLING *spelt backwards*)
- Students write the letters down. The first time you do this, students will be surprised and will wonder what the word is!
- Tell them to look at the letters and work out the word. Give tips if necessary, e.g. *"It's what we are doing now!"* *"Think of a mirror!"*
- The student who calls out the word first chooses a new word and spells it.
- Continue for a maximum of 5 minutes!

Further activity (A2 +): In pairs. Students create a text or dialogue using all the words that have been spelt. If you do this in class, set a time limit: Students have 5 minutes to create a meaningful / amusing text or dialogue using as many of the words as possible. Who manages to use the most words?

Activity from *Great! A1*

Guess the word!

Play as a class first.

Level: All levels

Usage: Practice of the alphabet, spelling, revising vocabulary, relaxation, starting or ending a lesson

Material: None

Instructions

- Tell your students you are going to spell a word and they should try and guess the word as you are spelling it. You can choose any word known by students or you can define the word field, e.g. *"The word is something you can eat."*
- After each letter stop and encourage students to guess by asking: *"Can anyone guess the word yet?"*
- The student who guesses the word takes over and chooses a new word to spell.
- Continue for a maximum of 5 minutes!

Further activity (A2+): In pairs. Students create a text or dialogue using all the words that have just been spelt.

If you do this in class, set a time limit: Give students 5 minutes to create a meaningful / amusing text or dialogue using as many of the words as possible. Who manages to use the most words?

Activity from *Great! A1*



› Gillian Bathmaker, Redakteurin im Verlag Ernst Klett Sprachen und Kursleiterin an der Schiller-Volkshochschule, Kreis Ludwigsburg

Nosey parker

Play as a class first, then in pairs.

Level: A2+

Usage: Starting or ending a lesson, general conversation practice

Material: Students need a pen & paper if practising in pairs or groups.

Instructions

- Write the names of four of your relatives, friends or colleagues on the board. (These should be people who are relevant to you but unknown to the students.)
- Explain the relevance of the people to your students, but give no further information. E.g. *“These are names of four people in my family / four people I know well.”*
- Tell students that the aim of the activity is for them to be as nose-y as possible and find out as much as they can about the people named.
- First they must establish who each person is by asking you Yes / No questions, e.g. *“Is Paul your brother?”*
- Then they can ask any kind of questions to find out more, e.g. *“Where does Paul live? / What does he do? / How old is he? / etc.”*
- When you answer, give as much or as little information as you want!
- Continue until students run out of questions!

Further activity: In pairs. Students write down as much as they can remember about each of the people and then compare in class.

After practising in class tell students to practise in the same way in pairs: They write their chosen names on a piece of paper and show this to their partner.

Variations: Students choose names of people they have spoken to that day; names of places they have visited; important dates in their lives; etc.

The most important factor, in order to make the activity motivating and authentic, is that the chosen items are of real personal relevance.

Activity from *Great! A2*

Noughts & crosses

Play as a class first, then in pairs.

Level: B1+

Usage: Starting or ending a lesson, practice of lexical chunks, grammar practice

Material: Students need a pen & paper if practising in pairs or groups.

Instructions

The following example practises the passive. Further ideas for variations are given below.

- Draw a noughts and crosses grid on the board as shown below:

... was built more than 25 years ago.	... is made of is named after ...
... was written by was built in was born in ...
... was invented by is situated / located in was designed by ...

Great! B1, S. 35

- Tell students that the aim of the game is to make a straight line of 3 Os or 3 Xs in any direction.
- Demonstrate how to play by telling one student to be Os (noughts) and another to be Xs (crosses).
- O begins. He/she chooses any square and completes the sentence. If the sentence is correct, add an O to the box.
- Now X chooses a new square and completes the sentence. If the sentence is correct, add an X to the box.
- Continue until there is a winner, or no winner is possible.
- After practising in class tell students to practise in pairs: They only need to draw the grid on a piece of paper. They can then mark squares corresponding to the sentences on the board version.

Variations: You can draw the grid and write anything you want in it:

e.g. verbs to be used in a particular tense, adjectives/ adverbs to be used correctly, words or phrases, that students have to explain or translate, etc.

Activity from *Great! B1*

Great to teach!



› **Great!**

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