



# Let's play with English

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# Introduction

*Vygotsky said that play helps children work out the rules of social interaction and allows children to be at their best.*

*Vygotsky řekl, že hra napomáhá dětem pochopit pravidla sociální interakce a umožňuje dětem využít svůj potenciál co nejlépe.*

(Singer, Golinkoff, & Hirsch-Pasek, 2006, str. 7)

Autoři svoji kapitolu v knize začínají větou:

“Imagine a world in which children are encouraged to parrot answers, to fill in the blanks and to not go beyond the facts. “

„Představte si svět, ve kterém jsou děti nuceny papouškovat odpovědi, vyplňovat testy a nezacházet za učená fakta.“

♥ Hear a word before you can say it

♥ Say a word before you can read it

♥ Read a word before you can write it (Linse 2005)

- In this article, Wendy Arnold and Fiona Malcolm explore why we need to develop reading skills with young learners and offer tips and advice on how we can do it.

**A proto je tento seminář zaměřen na  
způsoby,  
jak látku/obsah/fakta gamifikovat nebo  
jinak řečeno obrátit v hru,  
kterou budou děti mít chuť hrát.**

**Pojďme začít od začátku, tj. od  
poslechu...**

## Listening

Vocabulary=slovní zásoba

U nejmenších dětí pomocí obrázků – ukážeme si, jak se dá využít

**platforma: learningapps.org**

**propojit obrázky s mluveným slovem – barvičky jsou základ: např.**

<https://learningapps.org/display?v=ptahy3o6j20>

a jak se takto dá **převést i učebnice – např. Happy House 1:**

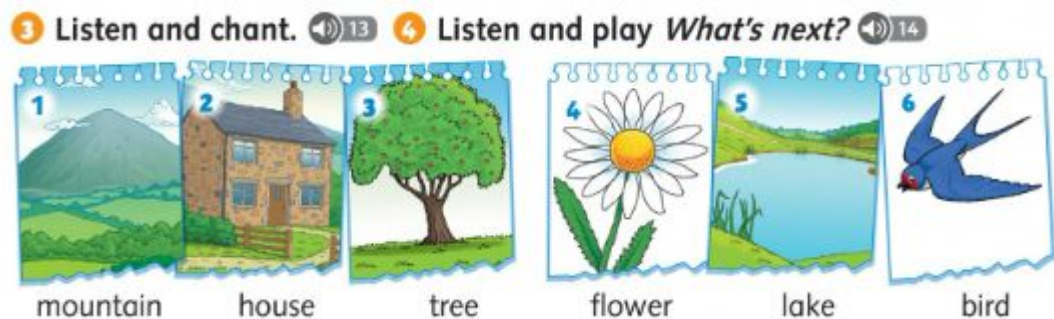
**Family:** <https://learningapps.org/display?v=pajjbg8g221>

Učebnice nám poskytují mnoho možností – slovní zásoba v obrazové podobě, která má i mp3 formát se správnou výslovností,

takže pokud je správně zgamifikujeme (příklad Explore Together, str. 6) můžeme poslat dětem jednoduchou hru jako domácí úlohu 😊

Obrázky a výslovnost převedené na hru:

<https://learningapps.org/display?v=pi5r23s6523>



# Stejně můžeme připravit slovní zásobu v aplikaci Quizlet, která kombinuje poslech, čtení, a psaní

## **Kartičky:**

<https://quizlet.com/792627869/predlozkove-vazby-project-2-unit-3a-flash-cards/?funnelUUID=5a92368e-29d7-445c-b463-635e1ec560e2>

**Matching exercise:** <https://quizlet.com/792627869/match>

**Learn!:** <https://quizlet.com/792627869/learn>

## **I test:**

<https://quizlet.com/792627869/test?answerTermSides=4&promptTermSides=6&questionCount=8&questionTypes=14&showImages=true>



**Rozvíjení poslechu je nesmírně důležité  
a často bývá opomíjeno,  
je ale možno použít poslech jako domácí úkol – jako vybarvovací diktát, opáčko,  
či hru na oblékání panáčků – aplikace Screenpal:**

Vybarvovací diktát (Happy Street):

<https://screenpal.com/watch/crhwIXVhrJt>

Oblékání panáčků (Happy Street):

<https://screenpal.com/watch/crhwltVhrCf>

# Nebo jako klíč k DŮ

- 2 Nick is wearing ...  A a raincoat.  B a swimsuit.  C a pink hat.
- 3 Lucy is wearing ...  A boots.  B shoes.  C sandals.
- 4 Sam has got ...  A a scarf.  B an umbrella.  C a raincoat.
- 5 They're having ...  A a concert.  B a birthday party.  C a water fight.



2 Read and draw. Then write. Přečti věty a dokresli obrázky. Potom napiš věty. 🎯



What's Sam wearing?  
He's wearing boots.  
He's wearing a scarf.

What's Sophie wearing?  
She's wearing sunglasses.  
She is wearing shorts and sandals

What's Lucy wearing?  
What's she doing?

What's Nick wearing?  
What's he doing?

What are you doing?



What are you doing?



What are you doing?



What are you doing?



You say:



You say:



You say:



You say:



What are you doing?



What are you doing?



What are you doing?



What are you doing?



You say:



You say:



You say:



You say:



# 2

## Clothes

### Lesson 1

1 Chant. 38



sunglasses



sandals



swimsuit



jeans



scarf



raincoat

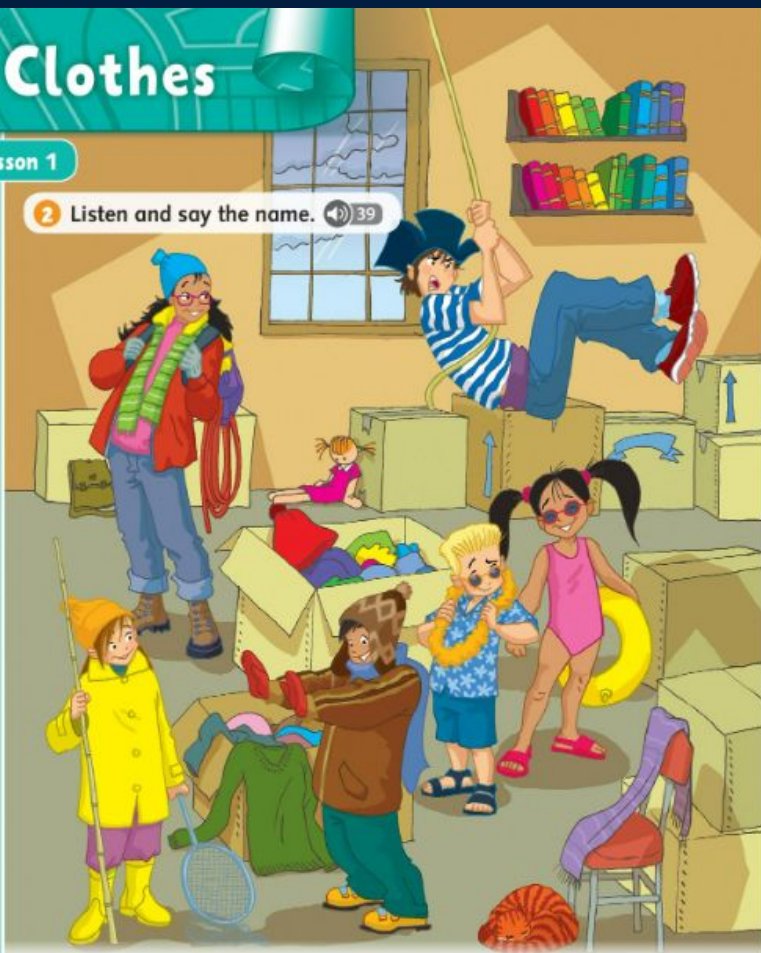


woolly hat



gloves

2 Listen and say the name. 39



3 Listen and repeat. 40 4 Play the mime game.

I'm wearing ...

... sunglasses!

Yes. Your turn!

### Lesson 2

# 2

1 Listen and read. Then listen and repeat. 41



1

Lucy's wearing yellow trousers, a green scarf and big shoes!

2

What's she doing?

3

She's skating!

2 Play the game.



Is it a boy or a girl?

What's he wearing?

What's he doing?

It's Mike!

A boy.

He's wearing a scarf.

He's skating.



He's skating.



She's playing football.



He's playing the recorder.



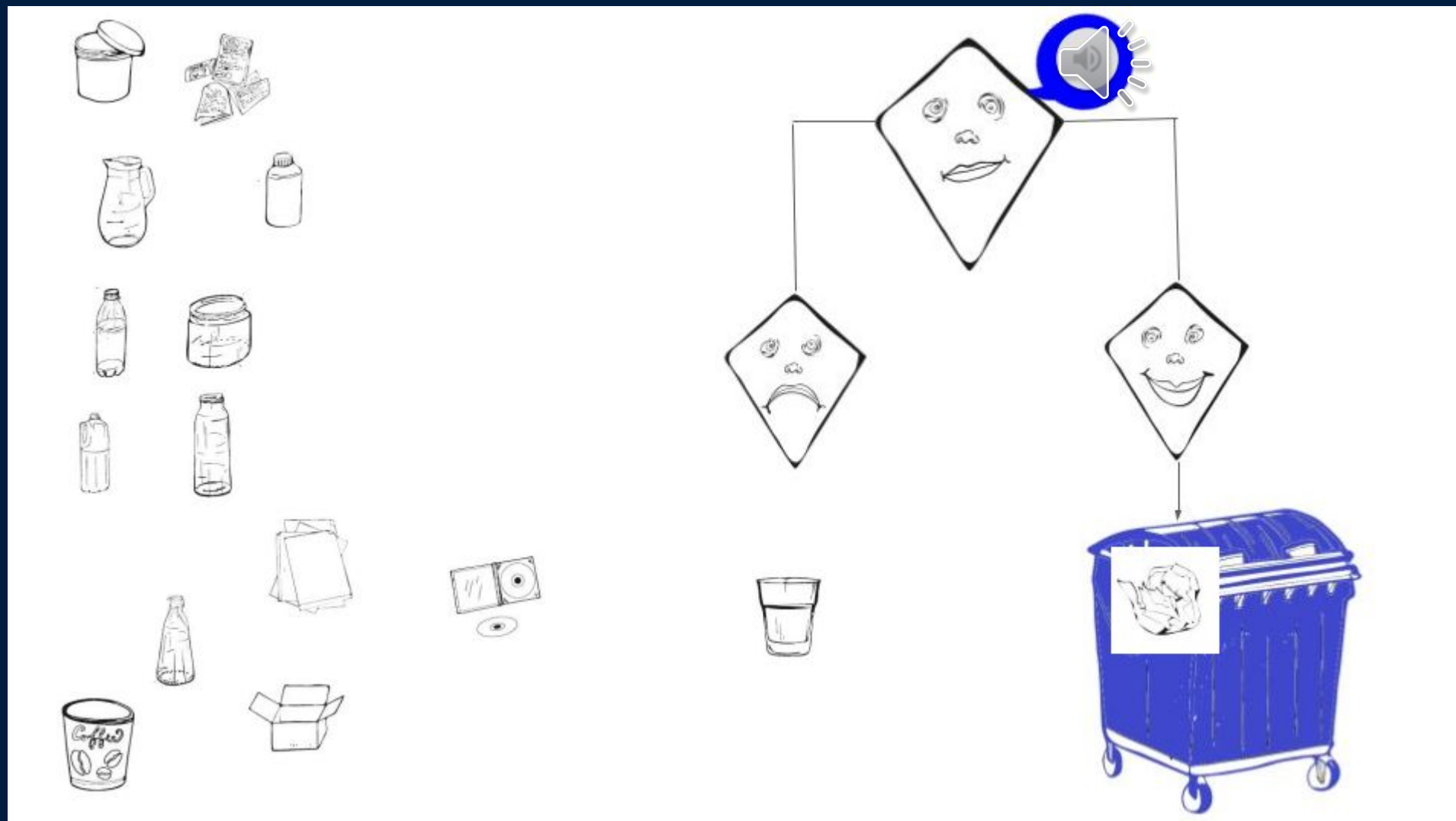
She's jumping.

What's he/she doing?  
He's/She's skating.



Využit náznak algoritmu v učebnici k tvorbě vlastního rozhodovacího postupu:

<https://screenpal.com/watch/crhTlgVheG9>



## Jednoduché notoricky známe hry:

Často s dětmi hrajeme hry na receptivní i produktivní slovní zásobu:

Kuba řekl (Simon says) [video z výuky](#)

Co tu chybí (What is missing) [video z výuky](#)

tichou poštou (Chinese whispers)

aktivity (1. jeden kreslí, skupina hádá – online varianta =

<https://quickdraw.withgoogle.com/>;

2. jeden předvádí, skupina hádá, např.:

<https://www.youtube.com/watch?v=Ppo07IIY-bc>;

3. jeden popisuje, skupina hádá, např.:

<https://www.youtube.com/watch?v=be9RJp4f4Pc>;

# Have got

Screenpal – Opáčko z gramatiky za použití JAMBOARD:

<https://screenpal.com/watch/crVDjv916b>

Příprava na hru

I've got



I've got



I've got



I've got



Who's got



Who's got



Who's got



Who's got



I've got



I've got



I've got



I've got



Who's got



Who's got



Who's got

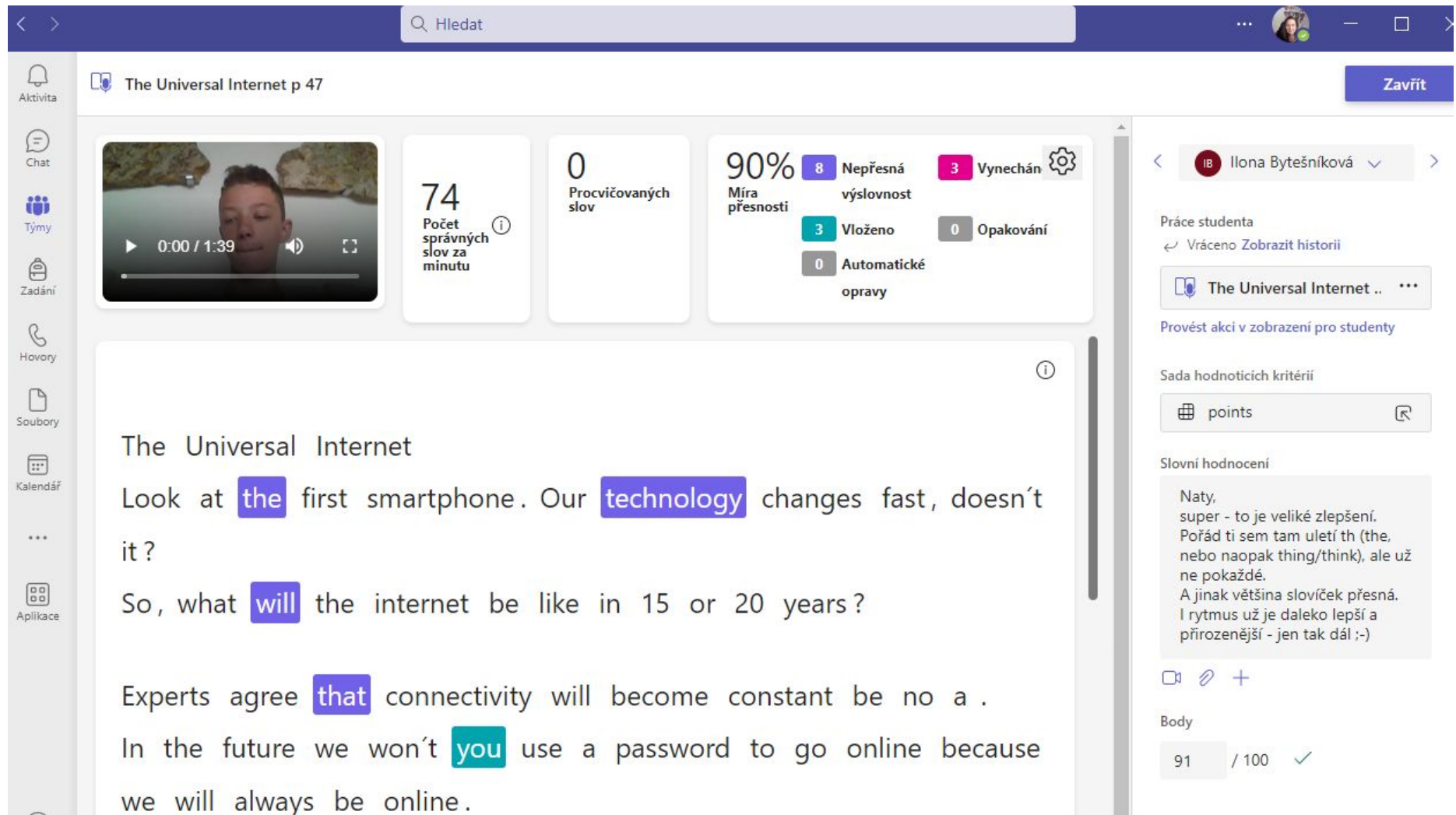


Who's got





# Čtení z učebnice online se zpětnou vazbou aplikace Reading Progress



The screenshot displays the Reading Progress application interface. At the top, there is a search bar labeled 'Hledat' and a user profile icon. The main content area is titled 'The Universal Internet p 47' and features a video player showing a student reading. Below the video, there are several performance metrics:

- 74** Počet správných slov za minutu (Number of correct words per minute)
- 0** Procvičovaných slov (Number of practice words)
- 90%** Míra přesnosti (Accuracy rate)
- 8** Nepřesná výslovnost (Mispronunciations)
- 3** Vynechán (Skipped)
- 3** Vloženo (Inserted)
- 0** Opakování (Repetitions)
- 0** Automatické opravy (Automatic corrections)

The main text of the lesson is displayed below the metrics, with words like 'the', 'technology', 'will', and 'that' highlighted in blue boxes. The text reads:

The Universal Internet  
 Look at **the** first smartphone. Our **technology** changes fast, doesn't it?  
 So, what **will** the internet be like in 15 or 20 years?  
 Experts agree **that** connectivity will become constant be no a .  
 In the future we won't **you** use a password to go online because we will always be online.

On the right side, there is a sidebar with a student profile 'Ilona Bytešnicková' and a 'Zavřít' (Close) button. Below the profile, there are sections for 'Práce studenta' (Student work), 'Sada hodnoticích kritérií' (Assessment criteria set), and 'Slovní hodnocení' (Verbal evaluation). The 'Slovní hodnocení' section contains a feedback message from the student:

Naty, super - to je veliké zlepšení. Pořád ti sem tam uletí th (the, nebo naopak thing/think), ale už ne pokaždé. A jinak většina slovíček přesná. I rytmus už je daleko lepší a přirozenější - jen tak dál :-)

At the bottom of the sidebar, there is a 'Body' section showing a score of 91 / 100 with a checkmark.

# Dají se vytvářet i složitější hry jako

Deskové hry

Nebo únikovky

pokud tyto hry chcete vytvářet online, je výborným pomocníkem Flippity (<https://flippity.net/>) – ukázky jednotlivých her/možností aplikace

Snowman:

[https://docs.google.com/spreadsheets/d/e/2PACX-1vQ5gwHWzAiNyzybqwckH3YICgQHv74w8rvRxriL\\_L8yk5uUoD6JpIHZfszCWZbcx6hLiLxRrBDheS9E/pubhtml](https://docs.google.com/spreadsheets/d/e/2PACX-1vQ5gwHWzAiNyzybqwckH3YICgQHv74w8rvRxriL_L8yk5uUoD6JpIHZfszCWZbcx6hLiLxRrBDheS9E/pubhtml)

Matching: [https://www.flippity.net/mg.php?k=1\\_qjAM\\_8I4vDhbanHv7GEaNOTgePbEBMjPIPO0S5hVm0](https://www.flippity.net/mg.php?k=1_qjAM_8I4vDhbanHv7GEaNOTgePbEBMjPIPO0S5hVm0)

Project 1 – school subjects - flashcards:

<https://www.flippity.net/fc.php?k=1srXFK6ofwu73VlkTzEcmc0Q3syKvs0o4VW0UQegEO3M>

Board games: [https://www.flippity.net/bg.php?k=1wtgYJNbiRL3A0UX\\_VvrnCkCsJGSny4gxBuM-OHkS7sc](https://www.flippity.net/bg.php?k=1wtgYJNbiRL3A0UX_VvrnCkCsJGSny4gxBuM-OHkS7sc)

5	4	3	2	1
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45	44	43	42	41
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6
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40
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7	8	9	10
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36	37	38	39
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# BOARD GAME

11
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35
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15	14	13	12
----	----	----	----

34	33	32	31
----	----	----	----



16
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30
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17	18	19	20	21	22	23	24	25	26	27	28	29
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To sum up:  
-reflexe  
-možnosti  
-plánování

# 5 Let's play



## UNIT OBJECTIVES

### YOUR PROJECT

Make a set of games and challenges

- Project Builders 1-5:
- 1 Prepare a revision word game.
  - 2 Write a set of fun challenges.
  - 3 Create a memory game.
  - 4 Create a wordsearch puzzle.
  - 5 Write an online advert for a games club.

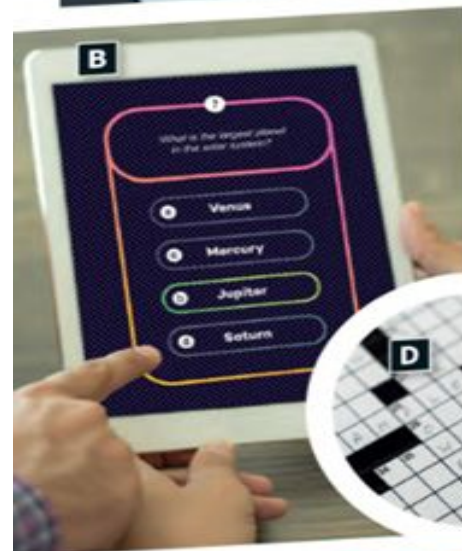
Give your set of games and challenges to another group to play and review.

### VOCABULARY

- Senses
- Gaming verbs

### GRAMMAR

- can / can't, could / couldn't
- Comparative and superlative adverbs



# Rozhodovací proces plánování her

hlasy v hlavě (voices in the head)

Ulička svědomí (alley of consciousness)

Jamboard k plánování a procvičování čtení a psaní – sticky notes  
online a offline

# 5 PROJECT

## Make a set of games and challenges

### SHARE AND REVIEW

- 1 Look back at your Project Builders 1–5 for this unit. In which Project Builder did you:
- A write a set of fun challenges?  2
  - B write an online advert?
  - C prepare a revision word game?
  - D create a wordsearch puzzle?
  - E create a memory game with a paragraph and a grid?
- 2 Share and review the work from your Project Builders. Is there anything you want to change?

Use your Project Log p20–22



### DECIDE

- 3 Read the tasks for creating your set of games and challenges. Choose roles for each member of your group. More than one person can work on the same task.

#### Project planner

Project tasks

Front of card

quiz games

Back of card

games where people answer questions to test their knowledge and memory

Who?

#### REVISION WORD GAME

Project Builder 1

Write each of the words from your group on the front of a card or small piece of paper. Write the definition on the back. Put all the cards together to make a set.

#### CHALLENGES

Project Builder 2

Create a page for your five challenges. Add pictures of the challenges, where helpful, and make it look attractive.

#### MEMORY GAME

Project Builder 3

Create a page for your memory game. Include your paragraph and the picture grid. Add instructions for the game to the page.

#### WORDSEARCH PUZZLES

Project Builder 4

Create a page for your wordsearch puzzles. Include all the wordsearch puzzles from your group. Write the answers on the back of the page.

#### FOLDER

Project Builder 5

Create a folder for your set of games and challenges. Write the name of the set on the front of the folder and add pictures or drawings to make it look attractive. Put a copy of one of your adverts for a games club inside the folder for players to read.



### CREATE

- 4 Complete the instructions for the word game from Project Builder 1. Use the words in the box.

don't show guess play put take use

- 5 Read the Project skills. Then write instructions for the memory game from Project Builder 3. Use the words in the box.

#### PROJECT SKILLS Writing instructions

- Organize the instructions as bullet points instead of one long text.
- Write clear instructions that are easy to follow.
- Use simple language, for example:  
*Take a card. Don't write on it. Read the word to the group.*
- Ask another person to read your instructions and check they are clear.

cover groups paragraph picture grid play read remember say two minutes

- 6 Create your set of games and challenges. Complete the rest of the tasks from the project planner in exercise 3.

#### Instructions for our word game

- as two teams.
- First,  all the cards in one pile with the words down and the definitions up.
- Team A:  the top card and read out the definition.  team B the word.
- Team B:  the word.
- Correct answer = 1 point  
Wrong answer = 0 points
- Take turns (A, B, A, B).
- all the cards.
- The team with the most points wins!



### PLAY

- 7 Swap your set of games and challenges with another group and complete the activities. Then discuss the questions as a group.
- 1 Which were your favourite activities?
  - 2 Which activities were the most difficult?
  - 3 How successful were you at the activities?
  - 4 Can you think of any ways to improve the other group's project?
- 8 Use your answers to exercise 7 to give some feedback to the other group.



### REFLECT

- 9 Think about your project work in this unit. Read the statements and choose your reaction.

#### COLLABORATION

1 I can work with others to discuss and give feedback.



#### CREATIVITY

2 Our group can create activities that are not too easy and not too difficult.



#### COMMUNICATION

3 Our group can write clear instructions.



- 10 Complete these sentences for you.

1 I am pleased with our set of games and challenges because

2 I want to improve

Workbook Project Log p23

## Games – online and offline

Templates:

<https://cz.pinterest.com/search/pins/?q=game%20template&rs=typed>

Quiz games:

[https://www.flippity.net/qs.php?k=1aJWrCx1\\_AgL1YZ\\_XYuBGJmpUiQ\\_Kajg7Uws4SZr3U4](https://www.flippity.net/qs.php?k=1aJWrCx1_AgL1YZ_XYuBGJmpUiQ_Kajg7Uws4SZr3U4)

Google slides for combining exercises:

[https://docs.google.com/presentation/d/1UmfG9ZTcZ1IaS2ZeXnZO1I17WSTXsdOzDETRt5IVGWk/edit#slide=id.gbd1d5fcaef\\_0\\_42](https://docs.google.com/presentation/d/1UmfG9ZTcZ1IaS2ZeXnZO1I17WSTXsdOzDETRt5IVGWk/edit#slide=id.gbd1d5fcaef_0_42)

## **Escape room/Scavenger hunt – kombinování jednotlivých her**

Starší děti připravily Scavenger hunt pro menší děti – opakování místností a pak, co může v domě být:

<https://www.youtube.com/watch?v=eMEm0RxD0PY&t=301s>

Nebo kombinace her a cvičení a odemčení pokoje (Escape room):

<https://docs.google.com/presentation/d/1gyredcJpxqIYA3mV9DuSO-aa7bjzQAjgy2y5w-OHLoY/edit#slide=id.p>



## Dotazy:



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