



Funded by the
Erasmus+ Programme
of the European Union

Aktivita FCE III.

Škola: Gymnázium Bystřice nad Pernštejnem

Jméno vyučujícího: Mgr. Kunovská Pavla

Název aktivity: Speaking

Předmět: Konverzace anglického jazyka - FCE

Ročník, třída: septima

Jazyk a jazyková úroveň žáků: angličtina – B2

Datum realizace: 27. 4. 2018

Forma realizace: skupinová práce, individuální

Stručný popis aktivity: žáci si prohloubí slovní zásobu

Použité metody: mluvení ve dvojicích, odpovídání na otázky

Použité pomůcky: pracovní listy s úkoly

Časová náročnost: 45 min

Postup realizace: Žáci si procvičí slovní zásobu na téma cestování. Pracují většinou ve dvojicích, diskutují na dané téma a odpovídají na otázky. Důležitou součástí je procvičení argumentace a odůvodnění, vyjádření vlastního názoru.

Příloha: pracovní listy pro vyučujícího a žáky



Funded by the Erasmus+ Programme of the European Union

Speaking – Travelling

Worksheet for pupils

| | |
|------------------|--|
| Class | FCE – septima |
| Time | 45 minutes |
| Procedure | <p>Task 1 a) Would you like to go on a round –the-world trip? What do you think you would enjoy about it? What do you think would be difficult? - discuss with your partner and give arguments to each other. b) Write down your arguments: 1. What you would enjoy: 2. What would be difficult:</p> <p>Task 2 – Give your arguments to the teacher. Task 3 – Complete the sentences with the words and phrases bellow and check it together with the class. I’mthat they are useful. Theybe useful if you go somewhere where you can do a lot of walking. Ibecause I’ve never travelled with hiking boots. I.....going on a long trip without a medical kit. Theybe of much use.</p> <p><i>certainly would, can’t say for certain, might, can’t really imagine, not sure</i></p> <p>Task 4 Collaborative task. In pairs, discuss the exam task question (2 minutes). Then decide which two things would be the easiest to replace if they were lost (one minute).</p> <p style="text-align: center;">Medical kit</p> <p style="text-align: center;"> Hiking Boots What are the advantages and disadvantages of taking these Things on a round-the-world-trip? credit card </p> <p style="text-align: center;"> Driving licence mobile phone </p> |

Task 5 – Follow-up discussion. With your partner, ask and answer the questions:

1. What's the place you would most like to visit in the world? Why?
2. Is there any place you wouldn't like to visit? Why?
3. Would you prefer to travel on your own or with friends or family? Why?
4. Is it a good idea to take a year off to travel when you are young or wait until you are older?
5. Some people say that travel broadens the mind. Do you agree?



Funded by the Erasmus+ Programme of the European Union

Speaking – Travelling

Worksheet for teachers

| | |
|-----------|---|
| Class | FCE – Septima |
| Time | 45 minutes |
| Aims | Discussion about travelling round the world, things we need to do and take when travelling, understanding to each other, enriching vocabulary, giving arguments, using grammar structures in speaking |
| Materials | Worksheets for pupils, text for discussion |
| Output | Filled worksheet |
| Procedure | <ol style="list-style-type: none">1. Pre- speaking activities:<ol style="list-style-type: none">a) Would you like to go on a round –the-world trip? What do you think you would enjoy about it? What do you think would be difficult? - pupils discuss in pair and give arguments to each other– <u>task 1</u>b)The whole class gives their arguments – it is good to write them on the board – <u>task 2</u>2. Useful language: <u>Task 3</u> – Pupils complete the sentences with the words and phrases – see student’s worksheet. Then the whole class checks the ideas.3. Speaking activity<ol style="list-style-type: none">a) Pupils in pairs try to discuss the exam task question (two minutes). Then decide which two things would be the easiest to replace if they were lost (one minute) –<u>task 4</u>4. Follow-up discussion <u>Task 5</u> – in pairs, pupils ask and answer the questions on their worksheet as fully as they can. |

| | |
|-----------------------------|--|
| Feedback and evaluation: | |
|-----------------------------|--|