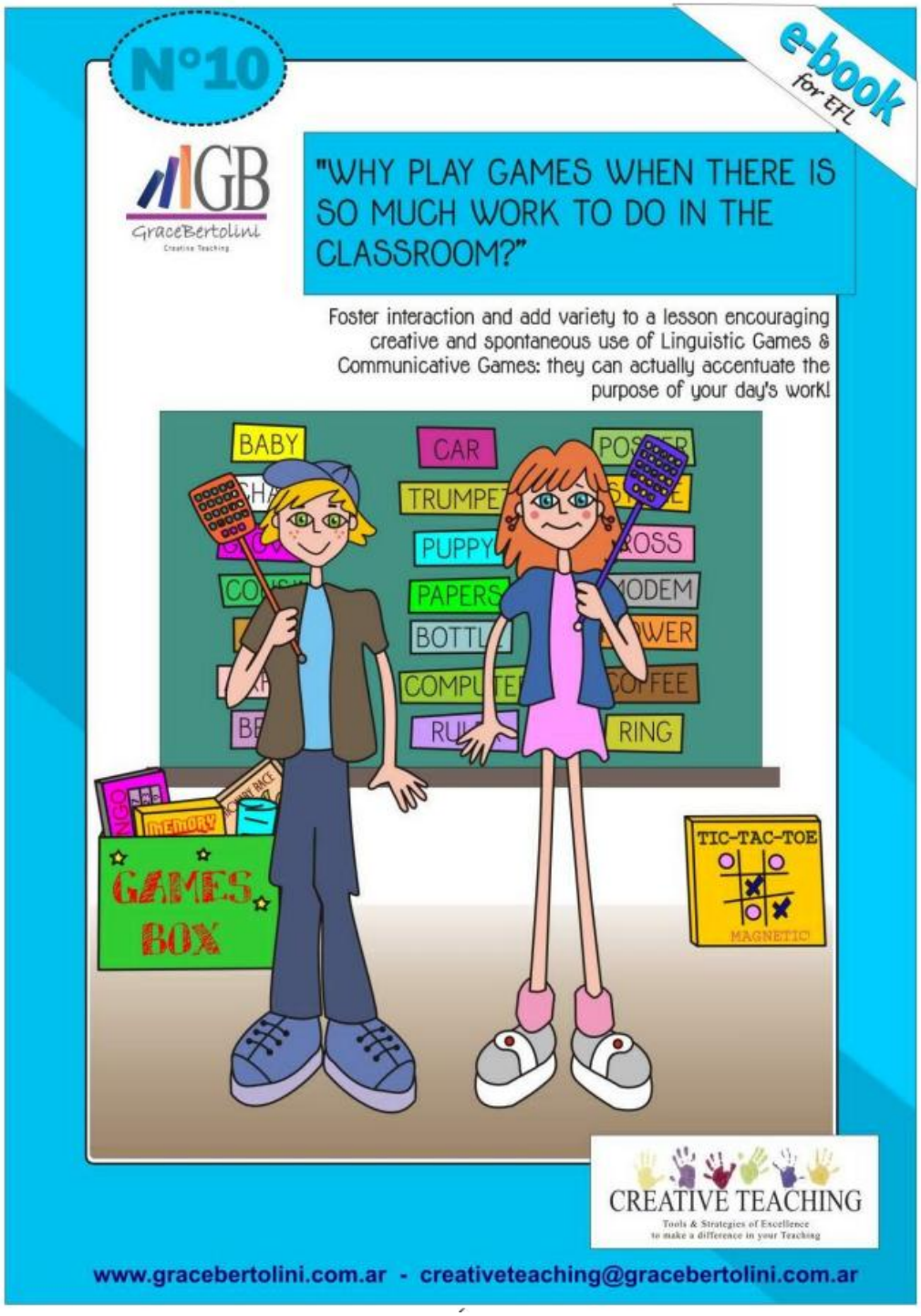
E- BOOK 10

SAMPLE PAGES

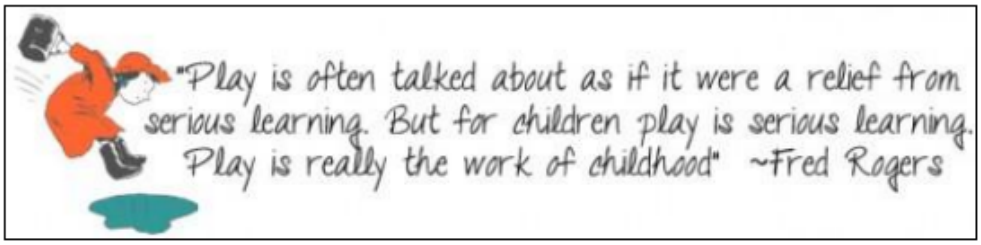


WHY PLAY GAMES
WHEN THERE IS SO MUCH WORK TO DO
IN THE CLASSROOM?

Why play Games with your students?

There are lots of reasons to look at...but first let's define what we're talking about.

There is a common perception that all learning should be serious and solemn in nature.
If one is having fun and there is laughter, then it is not really learning.
This is a misconception: It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through GAMES



GENERAL BENEFITS OF GAMES

There are **many advantages** of using games in the classroom: they
1- Are a welcome break from the usual routine of the language class.
2- Are motivating and challenging.
3- Help students to make and sustain the effort of learning a language.
4- Provide language practice in the various skills: Speaking, Writing, Listening and Reading. (Reinforcing- Reviewing- Extending).
5- Focus on grammar communicatively.
6- Encourage creative and spontaneous use of language.
7- Encourage students to interact and communicate.
8- Create a meaningful context for language use.

CHARACTERISTICS OF GAMES:

GAMES can be:

- **enjoyable and fun.**
- **multi-sensory.**
- **GAMES:**

- Involve movement.
- Have specific outcomes and goals.

LEARNING VOCABULARY THROUGH GAMES:

VOCABULARY GAMES allow the teacher review a large amount of WORDS very quickly.

- ✓ **GAMES focus on grammar communicatively.**
- ✓ **GAMES provide language practice in the various skills:**
- **Speaking.**
- **Writing.**
- **Listening.**
- **Reading Reinforcing- Reviewing- Extending**

Making occasional movements prevents students from feeling bored and restless and increases the participation level.

WHEN TO USE GAMES:

Games are often used *as warm-ups* at the beginning of a class, *as fill-ins* when there is extra time near the end of class and as an occasional bit of excitement and motivation into the curriculum to add variety. Games ought to be used at all stages of the lesson, provided that they are suitable and carefully chosen. They also lend themselves well to *revision exercises* helping learners recall material in a pleasant way.

HOW TO CHOOSE GAMES:

A game should: Be more than just fun - Involve "friendly" competition- Keep all of the students involved and interested - Encourage students to focus on the use of language rather than on the language itself - Give students a chance to learn, practice or review specific language material.

HOW TO ORGANIZE YOUR CLASS:

Think ahead. If you mix up the rules or get confused, the children will rebel (rehearse games yourself). Distinguish noise from chaos. To prevent noise, make students sit near the teacher and explain clearly what they are going to do.

THE ROLE OF THE TEACHER:

Preparing the materials in sufficient quantities - Explaining clearly what is to be done - "Checking" answers at the end of an activity - Making sure everyone participates - Controlling the time of each game.

Types of Games

✓ **LINGUISTIC GAMES focus on accuracy.**

✓ **COMMUNICATIVE GAMES focus on exchange of information and ideas.**

FIVE- MINUTE ACTIVITIES:

- ✓ **A QUICK WARM-UP to get your students into the right mood.**
- ✓ **A BRIEF VOCABULARY REVIEW before starting a new text.**
- ✓ **A LIGHT FILLER to provide relief after a period of intense effort and concentration.**
- ✓ **A BRIEF ORIENTATION ACTIVITY to prepare a topic.**

Five-Minute Activities

- **Spelling Games or Spelling Bees.**
- **Word Searches.**
- **Crossword Puzzles.**
- **Missing Letter or Fill-in Games.**
- **Choosing the correct word.**

ACTIVITY: "BROKEN SENTENCES"

Students have to put together sentences which have been broken up into two halves.

1) Copy and cut up some sentences.
2) Students walk around the room trying to find their "pair."
3) Check by getting each pair to <u>read out their sentence.</u>
   - I am going to the zoo..... .....to see the wild animals.
   - Let's go to the travel agent..... .....to book our summer holiday.
   - You'll need a saucepan..... .....to boil those potatoes.
   - You'd better take a torch..... .....to see in the dark.
   - I need a ruler..... .....to draw straight lines.

ACTIVITY: "DRAWING A PICTURE"

1) Divide the students into groups.
2) Two students go to the blackboard and get ready to draw the picture.
3) Give one picture to each group.
4) Other students describe the objects in the picture, and the student who didn't see the picture draws it according his classmates' description.
5) The group who finish drawing in the shortest time, and whose picture is most similar to the original is the winner.

ACTIVITY: "BLINDFOLDED GAME"

1) Put a blindfold on a student.
2) His team guides him to pick up coloured squares by giving him instructions: E.g: "Walk forward 2 steps…Turn left, take on small step, etc.).

3) Teams get points for different kind of squares.

ACTIVITY: "FLY SWATTER GAME"

1) Divide your class into 2 groups.
2) Display on the board 20 vocabulary words
3) Choose one student from each team and ask them to turn their backs to the words.
4) Give both students a fly swatter
5) The teacher gives a definition for one of the words.

The students will face the words and attempt to be the first to "fly swat" the word to earn points for their team.

TRADITIONAL LANGUAGE GAMES:

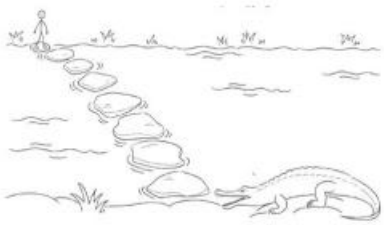
"Hangman"

One player thinks of a word and the other tries to guess it by suggesting letters.

"The Hungry Crocodile"

One player says letters of the alphabet to guess or deduce a word from spelling.

"VARIATION OF "HANGMAN"



Unscramble

- ✓ Write a word on the board that has all its letters mixed up.
- ✓ E.g: *"lrocsmaos"* = "classroom".
- ✓ Students have to unscramble the word.

"Vocabulary Tic-Tac-Toe"

- ✓ Draw a basic Tic Tac Toe board on the white board with new vocabulary in each block.
- ✓ Each word is missing one, two or three letters depending on students level.
- ✓ One student from each team is called up and must fill in the missing letter (s) and say the word aloud.
- ✓ The team with three in a row wins

COOPERATIVE GAMES…

- ✓ **Emphasize participation, challenge and helping each other rather then defeating someone: people play together and not against each other.**
- ✓ **Focus on fun and interaction rather than competition.**

COOPERATIVE GAMES…

- Build community.
- Develop creativity.
- Use spontaneity.

STUDENTS:

- Enjoy themselves.
- Appreciate each other.

COOPERATIVE GAMES engage students *naturally* in using English to achieve a goal , rather than practicing language.

ACTIVITY: "THE HUMAN KNOT"

CONCEPTUAL BASE:

Cooperation.
Collaboration.
Leadership.

OBJECTIVE:

To demonstrate group dynamics of leadership and problem-solving.

ACTIVITY: "OPPOSITE IDEAS"

INSTRUCTIONS:

1) **Stand students up, and shout out two opposing ideas, or people, or concepts, or adjectives, or places.**
2) **For example, "BEACH or MOUNTAINS", "PIZZA or PASTA", depending on the age/interests of your students.**
3) **Point to one side of the room for one idea, the other side for the other.**
4) **Students move to the side of the room they choose.**
5) **Pick a few students each time to *explain the reasons for their choices.***

"PIZZA or PASTA"

ACTIVITY: CHARADES

DIRECTIONS:

1) A person from the group is given a topic and they must act out that topic in such a way that someone in the group is able to guess what it is and say the topic.
2) The person at the front is not allowed:

- to make any sounds, mouth any words.
- To draw or write anything down.
- to have the group run through the alphabet in order to guess letters.