

# **Book of Games**

Prepared by  
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For  
Primary School Teachers  
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# PREFACE

## About this book

This book is for all teachers of English who want to bring new, interactive activities into their classrooms. It is meant to be a supplement for primary and preparatory school teachers to use with their students in the English language class.

The games included in this book were originally collected and developed by CCIMD experts and MOE specialists in coordination with IELP-II consultants, for the IRI Program. Materials developed for the IRI program include integrated aural lessons on tapes, a teachers' manual and three students' workbooks for one classroom students (in grades 4,5 and 6).

To supplement the IRI material a book of Games and another for Songs were also developed for the same age group. These Books of Games and Songs can also be used for mainstream students.

## How to use this book

This book is not a curriculum — it is not meant to be used as a day-to-day plan for your lessons. Instead, use it as a source of games and exercises to supplement your regular textbook-based curriculum.

This book contains **three chapters**

- **The first chapter** contains a collection of short games (ten minutes or so) that can be used before your main lesson for warm-up
- **The second chapter** contains verb card exercises, which can be used to review and drill verb tenses and conjugations. The first time you use these exercises with a class they may take a full lesson, but once your students are accustomed to them they can be used before the main lesson for warm-up like the games in the first chapter.
- **The third chapter** contains longer games (thirty to forty minutes) for which you will want to allow a full lesson. Within the three chapters the

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games are in no particular order: you can read through the book and pick out the ones you like.

## Why use games in the EFL classroom

Some of these games may seem strange to you at first. Playing games and using interactive exercises often mean tolerating a higher level of noise and disorder in the classroom than you may be used to. Hopefully your students will get excited by some of these games, and when students get excited they get noisy--that's OK, as long as they get excited in English! So be patient with your students as they get used to playing games in class.

Despite the extra noise and disruption they may cause, games are very important. It is difficult to study a foreign language when you never get a chance to practice it outside the classroom; the language becomes abstract knowledge. Playing games in English will remind your students that English is not just a series of words and structures which they must memorize; it is a means of communication. Games and interactive exercises give your students a chance to use the English they know, and increase their interest in learning English.

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## مقدمة

### لمن هذا الكتاب؟

يسعدنا أن نقدم هذا الكتاب لمعلمي و معلمات اللغة الإنجليزية الذين يحاولون تطوير طرق التدريس التي يستخدمونها و إدخال التعلم النشط و الأساليب التفاعلية في التعليم و التعلم.

يعتبر هذا الكتاب إضافة إثرائية لمناهج اللغة الإنجليزية في المرحلتين الابتدائية و الإعدادية، و قد اعتمدنا في تصميمه و في اختيار الأغاني و الأناشيد ' علي المواد التعليمية التي أنتجت لبرنامج التعليم التفاعلي عن طريق الراديو ( IRI ) و المستخدم لتعليم اللغة الإنجليزية في مدارس الفصل الواحد.

و تجدر هنا الإشارة إلى أن المواد التعليمية لبرنامج (IRI) قد تم إنتاجها بواسطة خبراء مركز تطوير المناهج و المواد التعليمية (CCIMD) مع خبراء الوزارة ' و بالتعاون مع خبراء اللغة الإنجليزية في برنامج اللغة الإنجليزية المتكامل 2 . (IELP II) - و تشمل المواد التعليمية المشار إليها شرائط صوتية مسجل عليها مراحل التدريس التفاعلي بين معلمة الراديو و معلمة الفصل و التلميذات ' و يصحب هذه الشرائط دليل للمعلمة ' و كراسة للتلميذات . و نستكمل هذه المجموعة التعليمية بكتاب الأغاني و الأناشيد ' و كتاب الألعاب التعليمية ، و يمكن استخدام هذين الكتابين ، كتاب الأغاني و كتاب الألعاب التعليمية ' في مدارس التعليم العام التي تعتمد علي الكتاب المقرر المعتمد من الوزارة ' و لا تتبع نظام الفصل الواحد متعدد المستويات.

و يعتبر كتاب الألعاب التعليمية و هو الذي بين يديك الآن مجرد مصدر يعين المعلمة علي استخدام الألعاب التعليمية في التدريس لزيادة الحيوية و التفاعل ، بمعنى انه ليس منهجاً مستقلاً ' و لا هو خطط لدروس معينة ' و إنما كما ذكرنا هو مصدر إثرائي للمواد التعليمية الأخرى.

### كيف أستفيد من هذا الكتاب؟

لكل معلم و معلمة حرية اختيار طريقة استخدام هذا الكتاب ، فهو يتضمن أنواعاً مختلفة من الألعاب التعليمية ، و مستويات متعددة من مهارات اللغة الإنجليزية . و لم ترتب الألعاب في فصول الكتاب تبعاً لنظام معين ، و علي المعلم إن يتصفح كل فصول الكتاب ويكون فكرة عامه شاملة عن كل الألعاب المقترحة ' و بهذا يستطيع أن يختار اللعبة المناسبة للهدف المناسب و في الوقت المناسب.

### لقد نظمنا محتوى الكتاب في ثلاثة فصول علي النحو التالي:-

**الفصل الأول :** و يتضمن مجموعة مختارة من الألعاب القصيرة التي لا تستغرق أكثر من عشر دقائق لكل لعبة و هذه يمكن استخدامها في مرحلة التهيئة للدرس و تهدف لإثارة النشاط و الرغبة في التعلم و لتوجيه انتباه التلاميذ و تركيزهم في الدرس.

More resources available here:



**الفصل الثاني :** و يتضمن تدريبات و أنشطة متنوعة تعتمد علي بطاقات الأفعال المصاحبة للكتاب . و تستخدم الألعاب في هذا الفصل في التدريب علي تصريف الأفعال .ويمكن إن تستغرق كل لعبة وقتاً طويلاً نوعاً و بعضها قد يستغرق حصة كاملة .ولكنك ستلاحظ انه بعد تعود التلاميذ علي المشاركة في هذه الأنشطة فإنهم ينجزون اللعبة في وقت أقصر حتى انه يمكن استخدام بعض هذه الألعاب كأنشطة تهيئه كما اقترحنا بالنسبة للألعاب الواردة في الفصل الأول.

**الفصل الثالث :** و يتضمن مجموعه العاب يحتاج تنفيذها إلى وقت طويل حيث تستغرق كل لعبه حوالي ثلاثين أو أربعين دقيقه . و قد صممت هذه الألعاب لتشغل حصة كاملة لكل لعبة ، و تهدف هذه الألعاب لإتاحة فرصة أطول للتلاميذ لاستخدام ما يتعلمونه من لغة .كما تهدف أيضا لتنمية ثقة التلاميذ بأنفسهم و بقدرتهم علي استخدام اللغة ، ونظراً لأن هذه الألعاب في معظمها ألعاب جماعية ' فهي تعمل أيضا علي تنمية العلاقات الاجتماعية و السلوكية السليمة في التعامل مع الآخرين.

## و يختتم الكتاب بمجموعة ملاحق :

تتضمن معلومات تفيد المعلمة / المعلم في تنفيذ الألعاب التعليمية و تسهل له اختيار الأسئلة المناسبة وتحديد المستوي المناسب من اللغة لكل لعبة .كما تتضمن الملاحق بعض الأغاني و الأناشيد التي يمكن للمعلم الاستفادة منها في مواقف متعددة سواء مرتبطة بالألعاب الواردة في فصول الكتاب أو في تعليم اللغة بشكل عام.

## لماذا نستخدم الألعاب في تدريس اللغة الإنجليزية؟

إن الاعتماد علي الألعاب التعليمية في تعلم اللغة الإنجليزية أمر مهم للغاية لأنه من الصعب أن يتعلم التلميذ لغة أجنبية لا تتاح له فرصة استخدامها نهائياً خارج الفصل , و تصبح اللغة حينئذ معلومات جافة مجردة . و هنا يأتي دور الألعاب التي تذكر التلميذ بأن اللغة ليست فقط سلسلة من الكلمات و التراكيب الواجب عليهم حفظها ، و إنما عليهم أن يتوصلوا و يفهموا كيفية استخدام هذه الكلمات ، و الانتقال بها من حيزها اللغوي الضيق إلى استعمالات حياتية رحبة تثري من قيمة معارفهم و تضيف إليها تجدد و حياة ، كما أن الألعاب و الأنشطة التفاعلية توفر الفرصة للتلاميذ لاستخدام و استعمال اللغة الإنجليزية التي يتعلمونها ' و تؤدي إلى رغبتهم في مزيد من التعلم.

و قد تبدو بعض الألعاب غريبة عند قرأتها لأول مرة ، كما انه من المعروف أن استخدام الألعاب و التدريبات المعتمدة علي التفاعل بين التلميذ يؤدي حتماً إلى الحماس و النشاط الذي يؤدي إلى ارتفاع الأصوات و الإخلال بالنظام بعض الشيء ، الأمر الذي قد لا يكون مألوفاً بالنسبة لك كأسلوب للتدريس .و إذا حدث ذلك في فصلك فهو شئ متوقع و مقبول ' طالما أن كل النشاط و الحماس يدور حول اللغة الإنجليزية و استعمالها .و عليك التحلي بالصبر و تشجيعهم حتى يتعودوا علي ممارسة تلك الألعاب في الفصل .

More resources available here:

## CHAPTER ONE: WARM-UP GAMES

هي ألعاب قصيرة ، يمكن أن تستخدمها في بداية كل درس.

### فما فوائد استخدام التهيئة ؟

لأنشطة التهيئة فوائد متعددة ، منها:

- أنها تساعد التلاميذ على التركيز في الدرس الجديد ، فعندما يحضر التلاميذ إلى الدرس ، فإنهم عادة ما يكونون مشغولين في التفكير في أشياء أخرى عديدة ، مثل : موضوع الدرس السابق ، علاقتهم بأصدقائهم ، برنامج تليفزيوني يريدون مشاهدته ... الخ . وعندئذ تساعد أنشطة التهيئة في توجيه تفكيرهم إلى اللغة الإنجليزية.
- تعتبر أنشطة التهيئة فرصة ممتازة لمراجعة ما سبق دراسته من مفردات لغوية أو قواعد نحوية ، ومن ثم كانت ضرورة تخطيط أنشطة تهيئة لمراجعة ما تعلمه التلاميذ في الدرس السابق ، بالشكل الذي يساعدهم على تذكر المادة ، وليساعدهم كذلك على معرفة مدي فهمهم لها.

### لماذا نستخدم أنشطة التهيئة ؟

- لعل من أهم أسباب استخدام أنشطة التهيئة ، أنها تساعد التلاميذ علي اكتساب الثقة بأنفسهم ؛ حيث إنك تعطيمهم الفرصة لاستخدام ما يعرفونه من اللغة الإنجليزية.
- لذا ... يجب أن تكون أنشطة التهيئة أسهل من الدرس نفسه ، بحيث تسمح لكل تلميذ - وليس فقط المتفوقين منهم - أن يفهمها ويستمتع بها.
- ولهذا أهمية خاصة بالنسبة للتلاميذ الضعاف ؛ لأنهم إذا استطاعوا فهم أنشطة التهيئة، فمن المتوقع أن يوجهوا انتباههم إلى الأجزاء الأكثر صعوبة في بقية الدرس.
- ولنبدأ ببعض أنشطة التهيئة البسيطة جداً.

### Game 1: Days of the Week:

More resources available here:



This game could be used with a variety of vocabulary items to review and enforce different sequential lists such as days of the week, months of the year, seasons, numbers and even the alphabet.

### How to play:

Tell your students to stand up. Explain the rules of the game: they will take turns saying the days of the week, and whoever gets one wrong or hesitates too long must sit down.

**Begin.** The first student will say Monday, the second Tuesday, the third Wednesday, etc. Try a practice round before you make anyone sit down. Once your students understand how to play, stop going in order. **Instead**, try pointing at students at **random**. This forces the whole class to pay attention and keeps the game more exciting. The winner is the last student standing.

### Variation:

- Use numbers instead of the days of the week: **one, two, three, four, etc.**; then **ten, twenty, thirty, forty, etc.** For a harder game use the ordinal numbers: **first, second, third, fourth, etc.**
- Use the months of the year: **January, February, March, etc.**
- Instead of going in order, say a word from the series you are using, and the student must say the next one. For example, if you say **Tuesday** the student must say **Wednesday**; if you say **March** the student must say **April**.
- Try this game in reverse: instead of having to sit down if they get the answer wrong tell your students to sit down if they get the answer right--this way. Instead of the best students getting the most practice and the weaker students being eliminated early in the game, your weaker students will get the most practice.

## Game 2: Command Game

More resources available here:





This is the simplest of games and good practice of the command form. Your students will enjoy the opportunity to boss each other around.

### How to play:

Choose two students to begin. One must give commands and the other must obey them. Some examples of commands might be ***stand up, pick up a book, give it to Ahmed, walk to the window, turn left, jump up and down, etc.*** After six or seven commands, have the first student sit down, and let the student who has been obeying the commands choose another student and give commands to him or her.

### Game 3: Buzz

“Buzz” is a word that represents the sound of an electric bell, or the sound a bee makes: “***buzz***”. This warm-up is very similar to the days of the week game, but a little harder. It is a very useful game because it forces students to think in English: they will not have time to mentally translate between Arabic and English.

### How to play:

Explain the rules of the game. Your students are going to count, but instead of certain numbers they must say, “***buzz***”. Draw this chart on the blackboard, having your students say the numbers with you as you write them:

1	2	3	4	5	6	7 buzz
8	9	10	11	12	13	14buzz
15	16	17 buzz	18	19	20	21 buzz
22	23	24	25	26	27 buzz	28 buzz
29	30	31	32	33	34	35 buzz

More resources available here:



Ask your students to try to figure out which numbers must be replaced with the word “**buzz**”. One of them will probably understand quickly and explain it to the rest. If not, explain that every multiple of seven is replaced by buzz (that is, **7x1, 7x2, 7x3**, etc.) and so is any number containing the digit **7** (that is, **7, 17, 27, 37...70, 71, 72**, etc.) This is not as complicated as it sounds!

Now you are ready to start playing. Clean the blackboard and tell your students to stand up. Point to the first student--he/she must say “**one**”; the second must say “**two**”; and the **seventh** must say “**buzz**”. Anyone who makes a mistake must sit down. When you are sure everyone understands, stop going in order; instead point to students at random. This will keep the game more exciting. Again, the last student standing is the winner. This explanation may seem complicated, but do not let it scare you away from using this game--your students will understand it much more quickly than you expect.

## Game 4: Stand Up If

This game is especially good for students who are shy about speaking, as it gives them a chance to show how much they understand without having to talk. It is a quick, simple game that you can use to practice whatever material you like. Let's start with vocabulary about the family.

### How to play:

Write on the blackboard, “Stand up if.” Now give your students an example: say, “**Stand up if you have a mother.**” Almost all of your students should stand up. If someone does not stand make sure he or she understands by asking, “**Do you have a mother?**” If the answer is yes, the student must stand. When everyone understands, tell your students to sit down. Continue playing: “**Stand up if you have a grandfather.**” “**Stand up if you have an uncle.**” “**Stand up if you have a husband.**” (This should get a laugh!) More vocabulary: a sister, a brother, an aunt, a grandmother, a daughter, a son, a wife, a cousin, etc.

More resources available here:



## Variation:

Use vocabulary about clothing and colors:

Stand up if you are wearing a dress.

--If you are wearing a sweater.

--If you are wearing a blue coat.

--If you are wearing red shoes.

Etc.

Or ask more general questions:

Stand up if it is hot today.

--If you like chocolate.

--If today is Thursday.

--If you are a girl.

Etc.

If your class gets tired of standing up and sitting down you can have them raise their hands instead. However, I think that standing is better because it gets the blood flowing, which will wake your students up.

Try choosing a good student to come to the front of the class and take the teacher's part. This is excellent practice of the conditional and command forms!

## **Game 5: Drawing Dictation**

This warm-up is a little longer, maybe fifteen minutes altogether. You probably will want to review the vocabulary involved--in this case prepositions--in the lesson before the lesson in which you give this dictation.

### One class before:

Teach or review the necessary vocabulary. Don't tell them what it's for! Let it be a surprise.

More resources available here:



## At home:

Draw the picture, which you will describe in the dictation. Nothing fancy is needed, but you should be able to show your students a correct picture after the dictation is finished.

## In class:

Tell your students that they must draw the picture you describe. SLOWLY and CLEARLY read the following lines:

***Draw a house.***

***Draw a table inside the house.***

***Draw a cake on the table.***

***Draw a chair next to the table.***

***Draw a car outside the house.***

***Draw a man inside the car.***

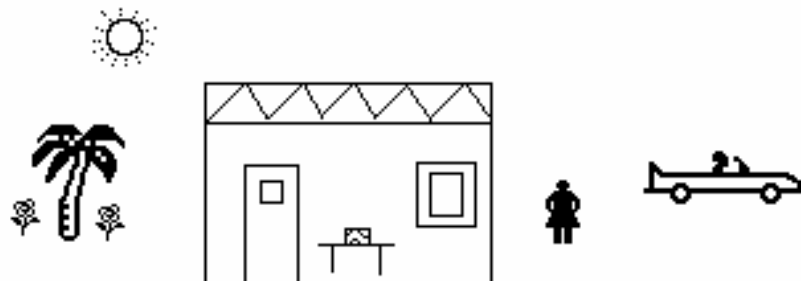
***Draw a woman between the car and the house.***

***Draw a tree beside the house.***

***Draw flowers under the tree.***

***Draw a sun over the tree.***

Repeat if necessary. Now have students show their pictures and describe what is in them. Finally, show them your picture, which should look something like this:



More resources available here:

### Optional Homework:

Have each student write his or her own dictation and draw a picture to go with it. Choose one, and have the student who wrote it lead the class through the dictation.

This is good practice with prepositions of location: *inside, on, next to, outside, between, beside, under, and over*. Make sure your students know these words before you give the dictation!

### **Game 6: Extra-Terrestrial Drawing Dictation**

Here is a different version of the same idea. This version practices the vocabulary of body parts.

#### One class before:

Teach or review the necessary vocabulary. Don't tell your students what it's for! Let it be a surprise.

#### At home:

Draw the picture, which you will describe in the dictation. Again, nothing fancy is needed but you should be able to show your students a correct picture.

#### In class:

Tell your students that they are going to draw your friend from the planet Mars. SLOWLY and CLEARLY read the following lines:

***My friend has three heads.***

***Each head has one eye.***

***My friend has two ears on her first head.***

***My friend has one ear on her second head.***

***My friend has three ears on her third head.***

***My friend has no arms.***

***My friend has a very big stomach.***

More resources available here:

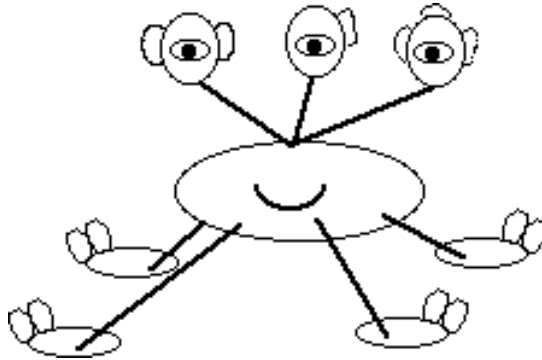


***On her stomach she has a mouth.***

***My friend has four legs.***

***Each leg has one big foot with two toes.***

Repeat it if necessary. Now have students show their pictures and describe what is in them. Finally, show them your picture, which should look something like this:



Read the dictation again, showing them each line in your picture.

### Optional home work:

Have each student write his or her own dictation and draw the picture to go with it. Choose one dictation and have the student who wrote it lead the class through it.

## **Game 7: Describing Joe**

Here is a different type of drawing dictation. Instead of having the teacher say what to draw, the students must make up their own dictation. This exercise is a good review of vocabulary to describe appearance and clothing.

### How to play:

Choose a student to come up to the blackboard to draw the dictation. He or she does not need to be an artist! But choose someone who is not shy. Tell the other students they must describe a person.

More resources available here:



First have them choose a name, for example **Joe**. The class will describe Joe, and the student at the blackboard must draw what they describe.

Have your students take turns adding to the description. For example, they could say, “**Joe has a big head.**” “**He has long hair.**” “**He has earrings.**” “**He is very thin.**” “*He is wearing a striped shirt.*” “**He is wearing a flowered tie.**” “**He is wearing shorts.**” “**He is wearing big shoes.**” “**His arms are very long.**” “**He is wearing a small hat.**”

Of course, the dictation will be different every time. If it gets boring add a funny line to keep it interesting!

## Game 8: Blackboard Races

Races are among the easiest, fastest, and most enjoyable warm-up games. They force your students to think very quickly, with no time for mental translation to Arabic.

### How to play:

Have two students come up to the black board. When you say a number--for example, “**two hundred seventy-three**”--your students must race to write it--“**273**”. Whoever writes the correct number first is the winner. Play several times, then declare a winner and have two new students come to the board.

This very simple format can be used to practice a wide variety of vocabulary. For example:

--Say the names of fruits or vegetables and have the two students at the board race to draw them.

--Say a verb and have the two students at the board race to write its past tense form.

More resources available here:



--Say a word and have the students race to write its antonym (see appendix A)

--Draw a clock on the board (or show cards with clocks drawn on them) and have two students race to say the correct time.

## Game 9: The Letters Game

An easy, traditional game, and good practice for spelling.

### How to play:

Write a long word on the blackboard--for example, "**fantastic**". Explain what it means ("**fantastic**" is an exclamation that means unbelievable, unreal, or very good). Tell your students that they have seven minutes to use the letters of the word to make as many new words as they can.

Have them work alone or in small groups, as you prefer. Here are some of the words they may come up with:

### **Fantastic:**

<i>A</i>	<i>as</i>	<i>tin</i>	<i>tic</i>	<i>sat</i>	<i>fist</i>
<i>an</i>	<i>tan</i>	<i>fin</i>	<i>attic</i>	<i>sit</i>	<i>Fanta</i>
<i>fan</i>	<i>saint</i>	<i>sin</i>	<i>faint</i>	<i>tan</i>	<i>static</i>
<i>ant</i>	<i>stint</i>	<i>scan</i>	<i>stain</i>	<i>if</i>	

### **Explosion**

<i>On</i>	<i>peon</i>	<i>oxen</i>	<i>nip</i>	<i>sin</i>	<i>pine</i>
<i>pin</i>	<i>pen</i>	<i>no</i>	<i>soon</i>	<i>son</i>	<i>lesion</i>
<i>lion</i>	<i>ox</i>	<i>nope</i>	<i>lope</i>	<i>loose</i>	<i>lose</i>
<i>lisp</i>	<i>pox</i>	<i>six</i>	<i>pone</i>	<i>pose</i>	

More resources available here:





## Teacher

<i>car</i>	<i>care</i>	<i>race</i>	<i>ache</i>	<i>hare</i>	<i>cheat</i>
<i>hear</i>	<i>rat</i>	<i>tar</i>	<i>cheer</i>	<i>heat</i>	<i>chart</i>
<i>here</i>	<i>art</i>	<i>reach</i>	<i>heart</i>	<i>char</i>	<i>rah</i>
<i>cat</i>	<i>cater</i>	<i>tear</i>	<i>her</i>		

Try using a word from a text you are reading in class. Just make sure that the word is long and has letters that are easy to use.

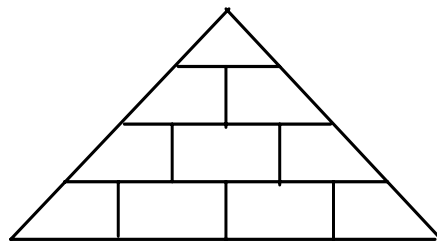
The winner is the student who produces the most correct words. If a student uses a word you don't know, look it up in the dictionary to check whether or not it is a correct English word.

## Game 10: The Pyramid Game

This game is a good way to practice the English alphabet and review vocabulary.

### How to play:

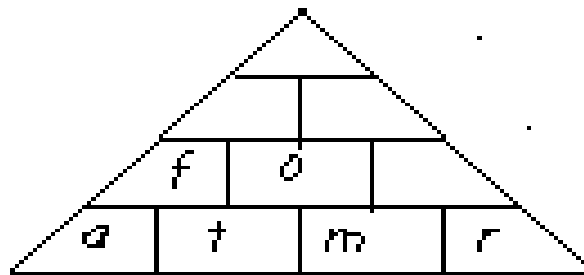
Choose a word or phrase your students have learned recently. Do not tell them what it is! On the blackboard draw (or have a student draw) a pyramid divided into at least 10 sections as in the drawing below. Next to the pyramid write as many blanks as your word has letters. For example, if the word is "**English**" you would write on the blackboard:



More resources available here:



Now your students must try to guess your word by guessing which letters are in it. Call on students one by one to guess a letter. If the letter is in your word, write the letter in the proper blank; if the letter is not in your word, write the incorrect letter in one of the sections of the pyramid so your students will remember not to guess it again. For example, after ten turns if your students have guessed the letters **a, e, t, m, r, n, s, f, i, and o**, the blackboard would look as follows:



**E**   **n**   **l**   **s**

Continue calling on students to guess a letter until either someone can guess the word or until all the sections of the pyramid have been filled by missed letters. Usually someone will guess the word before the pyramid is “full.” Whoever guesses the word is the winner; have him or her come to the blackboard and choose another word for the rest of the class to guess. If nobody guesses the correct word, tell them the correct answer and begin again with another word.

You can also make the game a team contest by dividing the class into two groups and drawing two pyramids--one for each group--on the board. In this case, divide each pyramid into only 6 sections. Let the groups take turns guessing letters and trying to guess the target word.

## CHAPTER TWO: VERB CARDS

- فى هذا الفصل سوف نتعرف علي نوع آخر من ألعاب التهيئة ، وهى تدريبات باستخدام بطاقات الفصل ، وهى ليست ألعاباً بالمعنى الدقيق للكلمة ، ولكنها تدريبات قصيرة تهدف إلى التدريب على الأفعال الأساسية وتصريفها.
- وربما تبدو هذه التدريبات سهلة وبسيطة بالنسبة للتلاميذ ، ولكن عليك أن تتذكر أنه إذا سبق للتلاميذ دراسة تصريف الأفعال المعقدة المشروطة أو أفعال المستقبل فى الماضي فإنهم أيضاً بحاجة كذلك إلى التدريب على الأفعال المعتادة و تصريفاتها الأساسية ؛ حتى لا تذهب أدراج الرياح والنسيان.
- ولذا ... فإن لهذه التدريبات أهمية خاصة ، كما أنها - بالإضافة إلى ما سبقها من ألعاب التهيئة ، فى الفصل السابق - سوف تساعد التلاميذ على اكتساب الثقة، وذلك بإعطائهم الفرصة لأن يستخدموا ما يعرفونه من اللغة الإنجليزية.  
هذه الصور توضح أفعالاً :

**To laugh, to read, to drink, to eat, to think, to write, to dance, to sing, to sleep, to smile, to cry, to walk, to talk, to run, and to play.**

- وهم خمسة عشر فعلاً من الأفعال المعتادة فى اللغة الإنجليزية.
- ولاستخدامها ، قص الصور عند الخطوط المنقطة ، وبالتالي تكون لديك خمس عشرة بطاقة منفصلة . ويمكنك أن تلتصق هذه البطاقات على ورق مقوى ، حتى يمكن استخدامها لفترة أطول . لوّن الكروت لكي تصبح أكثر جاذبية ، كما يجب أن تكون مبتكراً بإضافة أفعال أخرى ، ترغب فى أن يتدرب عليها التلاميذ وقم برسمها . وبالنظر إلى الصور الموجودة ، سوف تلاحظ أنها ليست ذات مستوى فني رفيع ، وإنما هي واضحة وجميلة ومعبرة بما يودى الغرض منها.

### How to use the verb card:

More resources available here:



These cards are very easy to use. To review the present continuous tense simply show a card and ask, **“What is she doing?”** and your students should answer, for example, **“She is reading.”** **“What is he doing?”** **“ He is walking ”**, etc. Contrast the infinitive and the present continuous:

- to read
- read + ing
- she is reading.

Give students the cards and have them ask each other questions. Remember, the less time you spend talking the more practice your students are getting. When your students are confident, start switching the subjects:

**“What is he doing?” “He is walking.”**

**“What am I doing?” “You are walking.”**

**“What are they doing?” “They are walking.”**

This is good review of the conjugation of **“to be”**. Again, for most of the exercise have students asking each other the questions.

Practice the cards this way as a warm-up exercise for several lessons in a row. When your students are comfortable with the present continuous, start using the cards to review the past tense:

**“What did he do yesterday?” “Yesterday he walked.”**

**“What did you do last night?” “Last night I read.”**

**“What did they do last Thursday?” “Last Thursday they played.”**

Remember to review the regular and irregular past tenses with your students.

More resources available here:



Regular Verbs	Irregular Verbs
To laugh – laughed	To read - read
To dance – danced	To drink - drank
To smile – smiled	To eat - ate
To walk – walked	To run - ran
To talk- talked	To sing - sang
To play – played	To think - thought
To cry – cried	To sleep - slept
	To write - wrote

When your students are comfortable with both the present continuous and the past tenses, add the future tense:

**“What will\* they do tomorrow?” “Tomorrow they will walk.”**

**“What will I do next week?” “Next week you will dance.”**

**“What will he do next Tuesday?” “Next Tuesday he will run.”**

Mix the tenses together! Your students should be able to ask and answer questions in any of the tenses, using any subject and any verb card.

### Other exercises with the verb cards

1) Use the cards to review the use of the direct object:

**“What is he eating?” “He is eating rice.”**

(or cake, an apple, spaghetti, etc.)

**“What is she reading?” “She is reading a book.”**

(Or a magazine, a letter, a newspaper, etc.)

Some verbs do not take direct objects:

**“What is she laughing?”** does not make sense!

More resources available here:



Take direct object	Do not take direct object
to sing	to talk
to write	To walk
To think	To cry
To eat	To smile
To drink	To sleep
To read	To dance
To play	To laugh
To run	

2) Use the cards to review the difference between the present continuous and simple present tenses:

Present continuous	Simple present
She is reading. (Is she reading now? Yes.)	She reads many books. (Is she reading now? Maybe, maybe not.)
We are eating. (Are we eating now? Yes.)	We eat rice every Thursday. (Are we eating now? Maybe, maybe not.)
He is talking. (Is he talking now? Yes.)	He talks too much. (Is he talking now? Maybe, maybe not.)
You are dancing. (Are you dancing now? Yes.)	You dance very well. (Are you dancing now? Maybe, maybe not.)

-----

\*In American English, “**will**” is used for all persons: I will dance, you will dance, etc. British English used to use “**shall**” to distinguish the first person: I shall dance, you will dance, etc. Today “**will**” is usually used in England as well as in the United States; however, “**shall**” is also correct.

More resources available here:



3) Have the students choose verbs and draw their own verb cards. Start by asking your class to come up with a list of twenty or twenty-five verbs that are easy to draw. Choose a student to act as secretary and write the verbs on the blackboard. If your students know the verbs in English that is good, but otherwise they can tell you in Arabic and you can give them the English translations. Try to have your students think of as many verbs as possible on their own, but if they need help you can give them suggestions. A sample list might be:

***to dress, to wash, to cook, to sew, to iron, to swim, to drive, to watch, to listen, to buy, to fall, to fish, to smoke, and to draw.***

Now ask each student to choose one verb and to draw it. This should take about ten minutes. Encourage them to choose different verbs so you don't get twenty pictures of the same verb! Remind them that the pictures do not have to be fancy. When your students have finished, have them turn their pictures over and write the conjugations you have been practicing on the back. For example, if a student drew "to swim" he or she should write:

<b>I am swimming</b>	<b>I swam</b>	<b>I will swim</b>
<b>You are swimming</b>	<b>you swam</b>	<b>You will swim</b>
<b>He/She is swimming</b>	<b>He/She swam</b>	<b>He/She will swim</b>
<b>We are swimming</b>	<b>We swam</b>	<b>We will swim</b>
<b>They are swimming</b>	<b>They swam</b>	<b>They will swim</b>

Help your students with the irregular past tense. When all your students have finished writing the conjugations, have them take turns asking each other questions: ***What is she doing? What did they do yesterday?*** Now collect the pictures. You have a new set of verb cards! Use them the same way you did the set from this book.

## CHAPTER THREE: LONGER GAMES

إن الألعاب المقدمة في هذا الفصل تستغرق زمناً أطول في أداؤها عن ألعاب التهيئة ، التي وردت في الفصلين السابقين ؛ إذ إنها عادة ما تستغرق الدرس بأكمله ، ولكنها تؤدي الغرض الأساسي نفسه ، حيث تهدف إلى أن يكتسب التلاميذ الثقة فيما يعرفونه من اللغة الإنجليزية بإعطائهم الفرصة لاستخدام هذه المعرفة .

### Game 1: Purple Cow

This game will teach your students a short poem. The fun thing about this game is that your students will be surprised by how quickly they memorize the poem. The poem I've used is by Ogden Nash, a popular author of nonsense poems for children, but of course you could use any short poem that you think your class would enjoy. See Appendix C for a small collection of short poems you could use.

#### How to play:

Write the following poem on the blackboard:

***I never saw a purple cow  
I never hope to see one  
But I can tell you this right now  
I'd rather see than be one.***

--Ogden Nash

Read through the poem with your students, making sure that they understand it. If you like, have them copy the poem into their notebooks, but if they do so they must keep their notebooks closed during the game. Now erase any two words from the blackboard--for example, you could erase "can" and "be", so the poem would remain as follows:

More resources available here:





*I never saw a purple cow  
 I never hope to see one  
 But I tell you this right now  
 I'd rather see than one.*

Choose a student to read the poem. He or she must read it as if the missing words were there: that is, the student must supply the missing words. If the student cannot do it, call on someone else to read the poem. When a student reads the poem correctly have him or her come up to the blackboard, erase two more words, and choose the next student to try to read the poem. After a few more turns, the poem will look something like this:

saw   cow  
 I   to    
   you  right now  
   than

Continue playing until the poem has been completely erased and the students are reciting it from memory.

## Game 2: Word Bingo

“**Bingo**” is a slang word for correct or exactly.

### At home:

Choose a list of about thirty vocabulary words that you want to review. Try using words from the unit you have been teaching.

More resources available here:



In class:

Write the list of vocabulary on the blackboard. For example, if you want to review the names of animals, you could write:

<i>dog</i>	<i>cat</i>	<i>cow</i>	<i>sheep</i>	<i>chicken</i>
<i>frog</i>	<i>horse</i>	<i>fly</i>	<i>donkey</i>	<i>monkey</i>
<i>elephant</i>	<i>crocodile</i>	<i>goat</i>	<i>bird</i>	<i>rooster</i>
<i>bear</i>	<i>wolf</i>	<i>fox</i>	<i>turtle</i>	<i>snake</i>
<i>rabbit</i>	<i>camel</i>	<i>calf</i>	<i>lamb</i>	<i>puppy</i>
<i>kitten</i>	<i>mosquito</i>	<i>mouse</i>	<i>worm</i>	<i>eagle</i>

Explain any words that your students do not know. Now draw a nine-square grid on the blackboard and have your students copy it in their notebooks. Each student must choose nine words from the list on the blackboard and write them into his or her grid, one word in each square. Here is a sample grid:

bear	Worm	dog
bird	Cat	snake
cow	Fly	puppy

Make sure students do not copy from each other: the grids should be different. Now you are ready to start playing.

Erase the list from the blackboard. Say a word from the list; for example, **wolf**. Any students who have “**wolf**” written on their grids must cross it out. If a student’s grid does not have the word wolf, so he/she would do nothing. Keep calling out words one by one until someone has three words in a row, either horizontally (**for example, cow – fly – puppy**), vertically (**for example, worm – cat – fly**), or diagonally for example, (**bear – cat – puppy**). The first student to get three in a row must stand up and shout **bingo!** He or she is the winner.

More resources available here:



Try having your students make up the vocabulary list to use on the grids. Instead of giving them a list of words give them only the category-in this case animals--and see how many words they can think of. If they cannot think of enough words, give them more until you have a list of thirty to forty.

## Game 3: Tic Tac Toe

“**Tic tac toe**” is the name of a traditional children’s game in the United States. Do not try to understand the words tic, tac, and toe, because they do not mean anything: it is a nonsense phrase. The game is similar to bingo, but harder because students cannot cross out a word unless they can use it correctly in a sentence.

### How to play

Divide your class into two teams, and have each team choose a name. Each team has its own mark: one team is “**X**” and one is “**O**”. Draw a nine-square grid on the blackboard. Write the vocabulary you want to practise into the squares. Here are some sample grids:

<i>on</i>	<i>In</i>	<i>under</i>	<i>often</i>	<i>rarely</i>	<i>usually</i>
<i>above</i>	<i>Between</i>	<i>next to</i>	<i>sometimes</i>	<i>never</i>	<i>always</i>
<i>over</i>	<i>Far from</i>	<i>near</i>	<i>seldom</i>	<i>hardly ever</i>	<i>once in a while</i>

Now you are ready to begin playing. Explain to your students that each team must try to be the first to get three of their marks (“**X**” or “**O**”) in a row. The first team has thirty seconds to choose the square they want to play and to produce a sentence using the word in that square--for example, if they want to play the upper-left corner of the first grid they could say, “***the book is on the table***”.

More resources available here:

The other team must say whether the sentence is correct ( you should confirm it of course) --in this case it is correct, so the first team can put their mark (“**X**”) in the square. Make sure the sentence shows that your students understand the word! If they cannot produce a sentence or it is not correct they should not mark the square.

Now it is the second team’s turn to choose a square and produce a sentence, and if it is correct they can put their mark (“**O**”) in the square. The first team to get three of their marks in a row--horizontally (for example on, in, under), vertically (for example under, next to, near), or diagonally (for example over, between, under) --is the winner.

### Variation

Try a grid of verbs that are irregular in the past tense:

<i>To eat</i>	<i>to fly</i>	<i>to fall</i>
<i>to drink</i>	<i>to grow</i>	<i>to make</i>
<i>To do</i>	<i>to go</i>	<i>to buy</i>

Students must produce sentences using the past tense of the verb in the square they want to play.

## Game 4: Twenty Questions

In the United States this game is often used to pass the time during long car rides. It is an excellent way to get your students to use their English creatively as they struggle to find questions to ask.

### At home

Write a card for each student in your class telling them what they will be: for example “*I am Um Kalthum*” or “*I am a cup of “tea”*”.

More resources available here:



## In class

Choose a student and give him or her a card, for example, "***I am Maria Lopez.***" Make sure he or she does not show it to anyone! The other students must ask him or her questions and try to guess what is written on the card.

Give them a question to get the game started: "***Are you a person, place, or thing?***" This should always be the first question. In this case the student must answer, "***I am a person.***" The other students must ask more questions.

For example, they could ask:

***"Are you a man or a woman?"***

***"I am a woman."***

***"Are you Egyptian?"***

***"Yes ."***

***"Are you an author?"***

***"No."***

***"Are you on a television show?"***

***"Yes."***

***"Are you from Alexandria?"***

***"No."***

***"Do you sing?"***

***"Yes."***

***"Are you nice or mean?"***

***"I am nice."***

***"Are you Um Kalthum?"***

***"Yes."***

The student who guesses correctly is the winner: choose another card and give it to him or her, and play again.

## Ideas for cards

Try using cards that relate to the unit you are teaching. For example, if you are teaching a unit on the United States you could use these cards:

- I am the President.***
- I am Washington, DC.***
- I am pizza.***
- I am Fairuz.***
- I am California.***
- I am the Statue of Liberty.***

If you are teaching a unit on Egypt you could use these cards:

- I am President Mubarak.***
- I am the desert.***
- I am rice.***
- I am Tutankhamun.***
- I am Cairo.***
- I am a carpet.***
- I am cotton.***
- I am the desert.***

Here is a more general list of cards:

- I am an apple.***
- I am Egypt.***
- I am Shakespeare.***
- I am New York City.***
- I am Moscow.***
- I am a book.***

If your students get stuck and cannot guess a card, help them by giving a question that will put them on the right track.

More resources available here:



## APPENDIX A

### ANTONYM PAIRS

إن هذه القائمة - بطبيعة الحال - ليست قائمة كاملة ، ولكن قد تجدها مفيدة في إعداد الأسئلة التي تناسب الألعاب ، مثل سباقات السبورة ولعبة سؤال المستويات الثلاثة . وسوف تحتاج لتصحيح (ضبط) مستوى هذه الكلمات المتضادة بالنسبة لمستوى تلاميذك.

EASY	MEDIUM	DIFFICULT
Hot/cold	warm/cool	expensive/cheap
Ugly/beautiful (handsome)	clean/dirty	boring/interesting
Good/bad	better/worse	sweet/sour
Near/far	best/worst	confusing/clear
Last/first	full/empty	whole/half
Open/close	Healthy/sick	kind/mean
Black/white	love/hate	question/answer
Happy/sad	many/few	lazy/hard-working
Old/new	never/always	light/dark
Old/young	win/lose	light/heavy
Short/tall	Stupid/intelligent (smart)	different/the same
Short/long	soft/hard	inside/outside
Small/big	slow/fast	ceiling/floor
Day/night	early/late	asleep/awake
Boy/girl	start/finish	beginning/end
man/woman	buy/sell	quiet/noisy
Read/write	easy/difficult	top/bottom
Teacher/student	Crowded/uncrowded	shy/out-going
Thin/thick	optimist/pessimist	friend/enemy
Thin/fat	narrow/wide	rough/smooth
Right/left	find/lose	wise/foolish
Right/wrong	hard/soft	grow/shrink
I/you	Husband/wife	live/die
Up/down	lose/find	front/back

More resources available here:

<b>EASY</b>	<b>MEDIUM</b>	<b>DIFFICULT</b>
Small/big	wet/dry	rarely/usually
Brother/sister	child/parent	full/empty
Sit/stand	Remember/forget	male/female
Run/walk	come/go	neat/messy
Yes/no	true/false	common/rare
Laugh/cry	Dangerous/safe	break/fix
Rich/poor	Boy-friend/girl-friend	rude/polite
Stop/go	Excellent/awful	add/subtract
Head/foot	past/future	marry/divorce
Give/take	peace/war	everything/nothing

More resources available here:





## APPENDIX B

### VERBS WITH IRREGULAR PAST TENSES

فيما يلي قائمة بعض الأفعال الإنجليزية الشائعة في أزمنة الماضي بتصريفاتها الشاذة. وهي بطبيعة الحال قائمة غير كاملة ، ولكنها قد تفيدك في أداء بعض الألعاب ، مثل لعبة سباقات السبورة (ص) ، ولعبة سؤال المستويات الثلاثة (ص) ، ولمزيد من التناغم في الأداء ، قسمت هذه الأفعال إلى المستويات الآتية : سهل - متوسط - صعب ، وسوف تضطر إلى تغيير هذا التقسيم حسب مستوى تلاميذك

EASY	MEDIUM	DIFFICULT
to be/was (were)	to break/broke	to become/became
to come/came	to buy/bought	to begin/began
to do/did	to choose/chose	to bite/bit
to eat/ate	to draw/drew	to bring/brought
to give/gave	to fall/fell	to build/built
to go/went	to forget/forgot	to cost/cost
to have/had	to get/got	to cut/cut
to know/knew	to grow/grew	to fight/fought
to make/made	to hear/heard	to find/found
to read/read	to leave/left	to fly/flew
to run/ran	to let/let	to forgive/forgave
to say/said	to lose/lost	to hit/hit
To see/saw	to meet/met	to hold/held
To sing/sang	to pay/paid	to hurt/hurt
to sit/sat	to put/put	to keep/kept

More resources available here:

<b>EASY</b>	<b>MEDIUM</b>	<b>DIFFICULT</b>
to sleep/slept	to sell/sold	to ride/rode
to stand/stood	to shut/shut	to send/sent
to take/took	to speak/spoke	to steal/stole
to think/thought	to swim/swam	to swear/swore
to understand/ understood	to teach/taught	to sweep/swept
to write/wrote	to tell/told	to throw/threw
	to win/won	to wear/wore

More resources available here:



## APPENDIX C

### SHORT POEMS

فيما يلي مجموعة منتقاة من الأغاني القصيرة التي يتمتع بها (يحبها) التلاميذ . وتعتبر الأغاني وسيلة ممتازة لتعليم الإنجليزية . حاول استخدام هذه الأغاني في لعبة البقرة الأرجوانية ، أو ناقش الأغاني مع تلاميذك بطريقة مبسطة واجعلهم يتدربون على تذكرها من الذاكرة . إن بعض هذه الأغاني مضحكة وبعضها الآخر جاد. وقد وضعت الأغاني الأسهل في البداية ثم الأغاني الأصعب فيما بعد .

#### **Early Bird**

By Shel Silverstein

Oh, if you're a bird, be an early bird  
And catch the worm for your breakfast  
If you're a bird, be an early early bird-  
But if you're a worm, sleep late

#### **Fish?**

By Jack Prelutsky

The little fish eats the tiny fish,  
The big fish eats the little fish-  
So only the biggest fish get fat.  
Do you know any folks like that?

#### **Invisible Boy**

By Shel Silverstein

And here we see the invisible boy  
In his lovely invisible house,  
Feeding a piece of invisible cheese  
To a little invisible mouse.  
Oh, what a beautiful picture to see!  
Will you draw an invisible picture for me?

#### **Home Made Boat**

By Shel Silverstein

This boat that we just built is just fine-  
And don't try to tell us it is not.  
The sides and the back are fine  
It is the bottom I guess we forgot.....

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## **Invention**

By Shel Silverstein

I have done it, I have done it!  
Guess what I have done!  
I invented a light that plugs into the sun.  
The sun is bright enough,  
The bulb is strong enough,  
But, oh, there's only one thing wrong.....  
The cord is not long enough.

## **The Nothing-Doings**

By Jack Prelutsky

Meet the lazy Nothing-Doings,  
All they do is stand around,  
When it's time for doing nothing,  
Nothing-doings can be found,  
When it's time for doing something,  
You won't find a single one,  
For the Nothing-Doings vanish  
When there's work that must be done.

## **Do Oysters Sneeze?**

By Jack Prelutsky

Do oysters sneeze beneath the seas,  
Or wiggle to and fro,  
Or smile, or dance a while  
....how can we ever know?

Do oysters yawn when roused at dawn,  
And do they ever weep,  
And can we tell, when, in its shell  
An oyster is asleep?

## **The Silver Fish**

By Shel Silverstein

While fishing in the blue lagoon  
I caught a lovely silver fish,  
And he spoke to me. "My boy", said he, " please set me free and I'll  
grant your wish.....  
A kingdom of wisdom? A palace of gold?  
Or all the goodies your fancies can hold?  
So I said, 'OK,' and I threw him free,  
And he swam away and he laughed at me  
Whispering my foolish wish  
Into a silent sea.  
Today I caught that fish again,

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That lovely silver prince of fishes,  
And once again he offered me-  
Of I would only set him free-  
Any one of a number of wonderful wishes....  
He was delicious!

## **Smart**

By Shel Silverstein

My father gave me one dollar bill  
Because I'm his smartest son,  
And I swapped it for two shiny quarters  
Because two is more than one!

And then I took the quarters  
And traded them to Lou  
For three dimes -I guess he doesn't know  
That three is more than two!

Just then, along came old blind Bates  
And just because he can't see  
He gave me four nickels for my three dimes,  
And four is more than three!

And I took the nickels to Hiram  
Down at the seed-feed store,  
And the fool gave me five pennies for them,  
And five is more than four!

And then I went and showed my dad,  
And he got red in the cheeks  
And closed his eyes and shook his head-  
Too proud of me to speak!

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