

English Wonderland
外研社儿童英语乐园

ENJOY
ENGLISH
THROUGH
GAMES

做游戏 · 教英语

Pat Adler (英) 刘静和 张剑 编写

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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做 游 戏 · 教 英 语

使用建议

很多人认为游戏不过是儿童的玩耍而已。

亲爱的老师，您的看法呢？

其实，游戏是人的一种生存方式，或者说，是人类纷繁的生活方式之一，它对于人类非常重要。

正如著名的德国哲学家、美学教育家席勒所说，“只有当人是完全意义上的人的时候，他才游戏；只有当人游戏时，他才是完全的人。”

著名的荷兰存在主义哲学家胡伊青加更是认为，在某种意义上，人就是游戏者（参见其著作《人：游戏者》）。

我国教育理论学界的共同认识也是，游戏是人的一种生活方式，是儿童的基本生活方式，也是成年人的生活方式之一。

显然，游戏，之于人，无论哪个年龄阶段，都是非常重要的。

那么，在英语教学中，无论哪个年龄阶段、有效地运用游戏，也就是理所当然的、不可或缺的了。

该书的Introduction部分介绍了作者对于游戏教学的基本观点，特别介绍了不同年龄的学生（从儿童到成年人）的英语学习活动，都可以有效地开展游戏教学。然后介绍了作者对于游戏教学的组织与评价的建议。

应该说，作者的这些观点对于我国的中小学、乃至大学和社会成人英语教学，都具有深刻的指导意义。

实际上，我国当前的小学英语教学中的确比较广泛地运用了游戏

进行教学，但教学的指导原则却往往并不合理，更不用说评价了。而我国的中学、大学、成人的英语教学中，几乎看不到游戏教学活动。

作者在 Introduction 部分还简要说明了不同类型的游戏的教学方法、技巧与建议。这对于我们把握不同类型的游戏的教学要领是非常必要的。本书还特别说明了一些我们可以用于晚会活动的游戏，应该如何开展。

为此，我建议您：在阅读本书那些游戏活动之前，认真阅读本书的 Introduction 部分，深刻把握游戏教学的指导思想等，并特别结合您自己的英语教学，进行适当的反思性分析，看看您应该如何改进您的英语游戏教学。

本书的游戏设计步骤清晰，适合的语言都有明确说明，并对游戏的语言难度给予了明确的分级，选用十分方便。

建议您在阅读 Introduction 之后，系统地通读全书，了解这些不同类型的游戏，然后将本书置于您的书桌上最容易找到的地方，在备课时，随时翻阅本书，找到您需要的恰当的游戏（当然您可能需要对游戏做一些恰当的调整），将其设计到您的教学活动中去。

总之，希望您经常翻阅本书，不仅从中找到您需要的教学游戏，而且借助本书不断改进您的英语游戏教学。

这便是我作为一个长期从事中小学英语实践教学研究的老师，对于您如何更好地使用本书的建议。让我们共同借助本书来提高我们的游戏教学质量！

鲁子问

INTRODUCTION

Learning a language well is not easy, but it should be enjoyable. The greatest enjoyment a student gets is the sense of achievement when he/she can communicate in that language.

Much depends on you, the teacher — on your imagination and creativity. The students do not **LEARN THE LANGUAGE** by reciting the texts. After helping your students to study the texts (i.e. understand them), and to learn new words and new grammar, practice is needed to consolidate what is learned. Practice can be through exercises and drills; but what better way to practise than through games.

This little book suggests 42 games that you can use in teaching. Many people think that games are for children, but this is not so. Games can be useful and can be enjoyed by students in Middle School, at college and university and in adult spare-time classes. Most of the games here can be played by students of all ages, and many can be adapted for all levels, from Primary School to adult classes. We have suggested the suitable level in the list of contents. *Elementary* does not mean only for children; it means for beginners, whatever the age. *Intermediate* does not mean only for teenagers and adults. When children's English is past the elementary stage, they can benefit from these games. *Advanced* does not mean only for university students, but for all learners who have reached an advanced stage of English, whatever their age.

BINGO is a good game to play with beginners, to practise the alphabet, numbers and times of day. It gives good practice in listening, as the students have to concentrate and listen carefully when the letters, numbers or words are called out. The game can be played at a later stage to practise new words and fractions.

Guessing games are particularly suitable for children, e.g. GUESS WHAT'S IN MY BAG! and GUESS WHAT IT IS!

Another good game for all ages and at all levels is TIC TAC TOE. This is aimed at accuracy in using new words and making up good and accurate sentences. At a very early stage, it can be played to practise the first words learned. But it is also suitable for advanced learners if English words often confused are included, especially those such as *borrow* and *lend* which have a different meaning in English but which are one word in Chinese. Other difficulties that can be practised are *bring*, *take*, and *fetch*; and *ask* and *tell*. With *since*, *yet*, *until*, *as soon as*, care has to be taken to use the correct tense.

We include a number of spelling games that can be played at all levels. When you play WHAT'S THE WORD? choose words that are often spelt wrong, e.g. *mother*, *because*.

Word games are fun, and make the students use their brains. HOW MANY WORDS CAN YOU MAKE? and A WORD GAME are suitable for Intermediate and Advanced levels and all ages. You could set the class the former to do on their own while

you are busy with something else, e.g. preparing materials for the next teaching item, talking to individual students, etc.

You can practise vocabulary for parts of the body with PUT YOUR FINGER ON YOUR ... !, and SIMON SAYS. MY AUNT'S CAT is excellent for practising adjectives and adverbs; TALL, TALLER, TALLEST for playing after you have taught comparatives. And so on. Grammar, too, can be consolidated and practised through games, which are an interesting addition to drills and exercises. THE VERB GAME is especially good for irregular verbs. Clauses can be made more familiar by playing THE SENTENCE GAME. But we suggest that when you play this with children, you don't use the grammatical term *clause*; there's time enough for them to learn advanced grammatical terms in Middle School. Other grammar games give practice in the passive voice and with *if*.

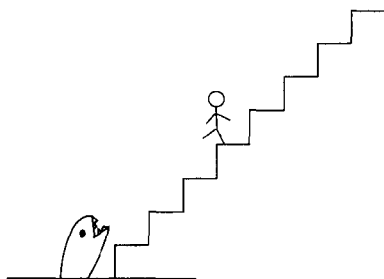
But the question games are, perhaps, the most useful to play, as through them the students are actually USING the language and COMMUNICATING. We want the students to use their brains, to be imaginative and creative. A few of the games are a challenge, e.g. BRAINTEASERS (this means teasing the brain or, in other words, making you think).

Some of the games are just for fun and make the class laugh, e.g. BANANAS and NONSENSE.

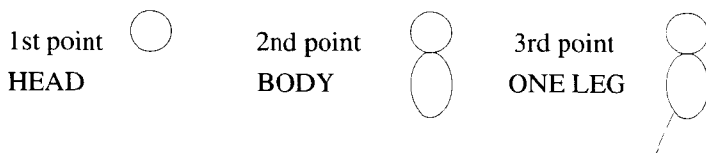
How should you organize the students for playing games? Games can be played by individuals working on their own; in

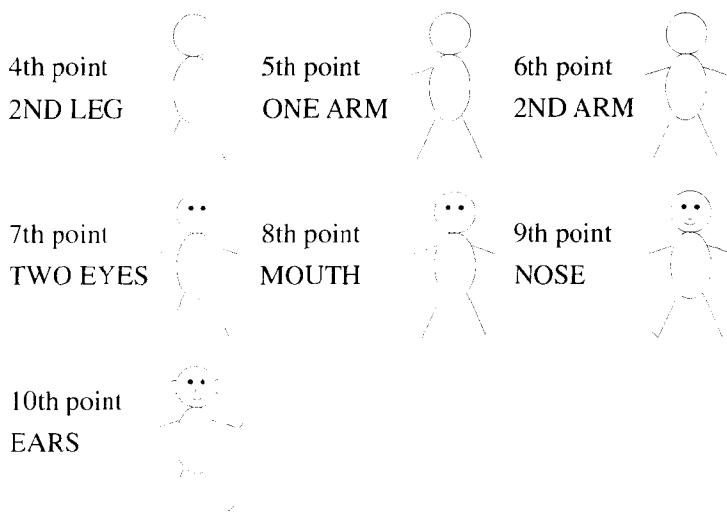
pairs; in groups; and in teams.

Playing Team Games: Divide the class into two teams. The students themselves could give the teams names—e.g. a letter of the alphabet — A and B, or X and Z, etc.; the name of a city in China or in the world; the name of an animal, e.g. cat and dog, or lion and tiger. When you play team games, you should keep score in one way or another. For children, you could draw a flight of steps each side of the blackboard with a crocodile's open mouth at the bottom. You can put a figure on a middle step to move up for a point gained and down for a point lost. This is an amusing scoring method for children. You could draw the steps on two large pieces of paper — thick calendar paper is ideal — collect old calendars from friends every January. If you can fix the paper and the figure on the blackboard with magnets, this would be the best way.



Teenagers might prefer HIS EXCELLENCY. For each point scored, draw part of a figure, e.g.





Adult students don't need such amusing methods and will likely make do with ticks or crosses in a column under the team's name. You can keep score yourself, or one or two students can do it.

If you feel generous, you can award a small prize to children winners in e.g. BINGO and GUESS WHAT'S IN MY BAG!, e.g. a sweet, a picture postcard, etc.

When should you play games and how much time should you devote to them? Most of your class time must be devoted to TEACHING THE LANGUAGE. Games supplement the teaching of the text and grammar, etc. So you should not use up more than 10 minutes to play a game. Games are best at the end of the class period, though sometimes you could begin a class with a very few minutes of a game to revise some point or words learnt in the previous period; e.g. WHAT'S THE WORD for spelling; PUT

YOUR FINGER ON YOUR ... ! to go over parts of the body. Sometimes, especially with children, who have a short span of attention, you might notice that they are not paying close attention. To recapture their attention, you can stop what you are teaching for five minutes and play a quick amusing game, then continue with your teaching.

Don't think that using valuable class time on games is a waste of time. Games liven up the class, and give good practice in listening, speaking and thinking. Follow up your teaching of a particular grammar point, etc. with a suitable game. You know what level your students have reached in English. Go through the games and find a suitable one for the level and the age of the students which practises the English points you have been teaching.

Several of the games described in the book are favourite party games in English-speaking countries. You might play them at parties the school or college organizes at New Year or after exams are over. Children like to put on English Evenings to show off their progress in the language. Some of the games could be played on the stage at these events, e.g. SPELLING LINE-UP (number 10); PUT YOUR FINGER ON YOUR ... ! (14); MY AUNT'S CAT (19); HELPING A FOREIGN VISITOR IN CHINA (41); among others.

Preparing games demands time and effort on your part. Besides preparing slips of paper (this means small pieces of paper)

or cards, you have to make up sentences, etc., for some games. If you are teaching in a school, or in spare-time classes with other teachers, you could get together with your colleagues to compose sentences, prepare cards, etc., and you can share your efforts.


Collect old calendars and greeting cards from family and friends to use in preparing for games. The plain backs of many calendars are good for cutting up to make cards, etc. You could reward winners by handing out the pictures from old greeting cards.


When you are playing games in class, get the students to take over as much as possible. A student can keep score; a student can be question master, etc. Notice the games that the students like best, and like least. If you find some students are unhappy at losing — they feel they are losing face — don't play those games.


Make use of the games to improve your teaching. Make a note of the mistakes made when the students have to make up sentences, ask questions, etc., so that you can make a point of correcting the mistakes in future class sessions.



游戏难度分级说明

 **E** elementary 代表初级水平

 **I** intermediate 代表中级水平

 **A** advanced 代表高级水平

1. Letter Bingo	E	14
2. Number Bingo	E	16
3. Time Bingo	E	18
4. Word Bingo	E, I	20
5. Fractions Bingo	I	22
6. Guess What's in My Bag!	E	24
7. Guess What It Is!	E, I	26
8. Complete the Word	E, I, A	28
9. What's the Word?	E, I, A	30
10. Spelling Line-Up	E, I, A	32
11. A Spelling Bee	E, I, A	34
12. Tic Tac Toe	E, I, A	36
13. I Spy	I, A	42
14. Put Your Finger On Your ... !	E, I	44
15. Simon Says!	I, A	46

16. The Old Lady's Cat	E	48
17. A Word Game	I, A	52
18. How Many Words Can You Make?	E, I, A	54
19. My Aunt's Cat	I, A	58
20. Questions and Answers	I, A	62
21. A Question Game	I, A	66
22. What? When? Where? Who?	A	68
23. True Or False?	E, I, A	70
24. Find the Question / Find the Answer	E, I, A	74
25. Twenty Questions	A	78
26. You'll Never Guess ... !	I, A	82
27. If	A	84
28. A Questionnaire	I, A	86
29. What Are You Going to Buy?	E, I, A	90
30. A Brainteaser	A	92
31. The Sentence Game	I, A	94
32. Headless Sentences	I, A	98
33. I Went to London	I, A	102
34. Rose Likes Red Rings	A	104
35. Tall, Taller, Tallest	I, A	108
36. Bananas	A	110
37. Neither Yes Nor No	I, A	112
38. If I Had 100 Yuan	I, A	114
39. Nonsense	A	116
40. Translation Back and Forth	I, A	120
41. Helping a Foreign Visitor in China	I, A	124
42. The Verb Game	I, A	128



LETTER BINGO



You can play this game as soon as your students have learned the alphabet.

Draw a grid of 16 squares on the blackboard — 4 across and 4 down. Tell the students to copy it in their exercise books. Now tell them to put a letter of the alphabet in each square, any letter, as they choose.

You prepare 26 pieces of paper or cards with the letters of the alphabet on them, and put them in a box or bag.

You, or one of the students, must pick a letter out of the box or bag and call it out to the class. If the students have that letter in their grid, they must cross it out. They must listen carefully to recognize the letter when it is called out.

The aim of the game is to cross out four letters in a row—across, down or diagonal. The first one to do this calls out BINGO, and is the winner.

教师可以在学生学完 26 个字母后带领他们做这个游戏。

教师在黑板上画 16 个方格，横向四个，纵向四个。让学生在练习本上也画出同样的方格，然后让他们在每个格子里随意写上一个字母。

教师再准备 26 张纸片或卡片，把 26 个英文字母分别写在上
面，写好后放到一个盒子或袋子里。

教师或一名学生从盒子或袋子里抽出一张纸片或卡片，然后向全班同学大声读出上面的字母。在自己练习本上的格子里写了这个字母的学生就把它划掉。学生必须认真听，注意识别听到的字母。

最先把划掉的四个字母连成一条线（横线、竖线或斜线都可以）并大声说出 Bingo 的学生获胜。



Notes



NUMBER BINGO



You can play this game as soon as your students have learned the numbers up to 100.

You write on the blackboard all the numbers 1 to 20 and any five other numbers, e.g. 30, 60, 90, 43, 55. Write these numbers on pieces of paper or on cards and put them in a box or bag.

The students must draw a grid of 16 squares in their exercise books, 4 across and 4 down. They must choose any 16 of the numbers you have put on the blackboard and write them in their grid.

You or a student pick out a number from the box or bag and call it out clearly. The students must listen carefully. If they have that number in their grid, they must cross it out.

The first one to cross out a row of four numbers—across, down or diagonal — must call out BINGO, and is the winner.