

大夏书系·英语教学



好用的 英语教学游戏



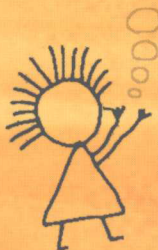
最新中小学英语教学游戏分类精选

快乐学习
PLEASURE

ACTIVE TEACHING
THROUGH GAMES

文化渗透
CULTURE

教学效率
EFFICIENCY



华东师范大学出版社
EAST CHINA NORMAL UNIVERSITY PRESS

大夏书系·英语教学

ACTIVE TEACHING
THROUGH GAMES



英语教学参考用书
英语教师专业读本



易用：
根据外语学习中的
常见话题设计

丰富：
精选不同年龄段、
不同学习环境的
游戏资源

新颖：
兼顾语言习得、思维培养、
文化渗透、素质提升

上架建议：英语教学

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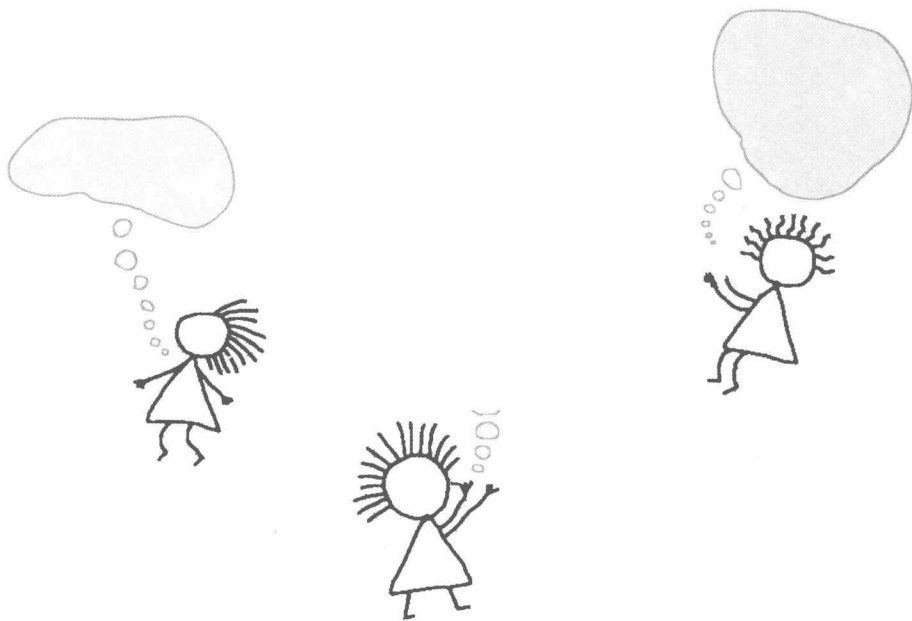
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好用的英语教学游戏

——最新中小学英语教学游戏分类精选

编 著 Amina Dyussenova 王小庆

策划编辑 吴法源 金洪芹

文字编辑 王莹

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游戏在中小学英语教学中,不仅是一种重要的教学手段,更是一种重要的教学活动。目前,在中小学英语教学中,游戏正被广泛地使用,但其中的认识误区,也是不容忽视的:

第一个误区:游戏属于低年级的教学活动。

第二个误区:游戏属于学习之外的休闲娱乐。

第三个误区:游戏只是一种促进学习的手段。

由于这些认识上的误区,中小学教师运用语言游戏时,总要瞻前顾后,担心过多的游戏,会与其教学内容、教学进度相冲突。同时,由于他们在运用游戏时,缺乏游戏资源,无法找到与其教学内容、学生认知水平相适应的游戏,因而游戏教学的效果并不令人满意。

因此,本书的第一个目的,是为广大教师提供不同年级、不同学习环境下的游戏资源。教师可以根据自身的教学情况,有所选择、有所变化地使用书中的游戏,并设计相应的教学活动,从而提高语言教学的效率。

同时,本书搜集的游戏,都是用英文编写而成。这是考虑到国内的英语教师,需要这样一种读物,以便既能提高自身的英文阅读水平,同时又能及时地将之运用到教学实践中去。为了加深理解,每一则游戏后都加上了中文旁注,从而适合于不同英文水平的教师阅读、使用。因而,从某种意义上说,本书不仅可以成为教师教学之参考,同时也可作为教师进行专业学习的读本。

事实上,在英语教学中运用游戏,在一定程度上也可以促进学生对外方文化的习得。故我们选择游戏时,也充分考虑到游戏背后的西

方文化背景知识,从而使教师选用本书游戏进行教学时,可同时促进学生对西方文化的学习,以符合新课程改革中对“文化意识”和“国际视野”的培养。

本书所列举的语言游戏,是根据外语学习中的常见话题而设计、阐述的,游戏的编排具有很强的针对性,使用起来十分方便。全书 228 个游戏,分为 Icebreakers and Warm ups, Active Games, Quiet/Passive Games 以及 Outdoor Activities 四个类别。其中 Icebreakers and Warm ups 指热身游戏,有利于学生更快地进入学习状态;Active Games 则是为了能让学生在“动起来”,并鼓励他们更乐于去执行语言学习任务,活跃课堂气氛;Quiet/Passive Games 的特点不是以动作为主,而是以语言的习得、训练以及思维能力的培养为目标,通过学生间的互动而完成;至于 Outdoor Activities,则更多的是指户外活动,它们没有明确的语言学习任务,但可以培养学生的运动能力、小组协作能力以及活动中的策略运用能力。我们将这些户外游戏一并置入“语言游戏”,是因为这些游戏还包含着诸多的文化因素。

本书还附有两则运用游戏进行语言教学的课例以及对这两个课例进行的评点,可以帮助教师更好地理解游戏在语言教学中的作用、意义及运用策略。另外,为了方便教师检索,书后还附有关键词索引。

在编写本书的过程中,我得到了不少一线英语教师的帮助。这些教师分别是:杭州北苑实验中学的吴晓华、练彩云老师,浙江临海市哲商小学的朱咏絮老师。在此特致感谢!

我们衷心希望本书能为中小学英语教师提供有效的教学参考,同时也能成为他们提高自身阅读水平和研究水平的第一手材料!

Introduction | 简介

Every teacher knows that it is crucial to choose methods of teaching suitable for the class, number of students, age and level difference. Finding a right method is half job in the teaching process. Different, captivating, unordinary activities in the classroom will help motivate the students and improve the effectiveness of the language learning process. Game is a means to activate the lexical and grammatical material, development of skills and knowledge of all activities. Game develops creative, intellectual capacity of a student. It involves a decision: what to do, what to say, how to win.

Educational games help to make learning a foreign language interesting and more fun. They help to create the atmosphere of passion, relaxed environment, bring up the sense of equality and help the students to overcome shyness, constraint, remove language barrier and fatigue. In any type of activity there could be a place for a game, and then even the most boring class becomes a fascinating one.

Let's not forget that learning a language requires a great effort for the students. Games help them to make and sustain the effort of learning as well as to lower anxiety. They encourage students to interact and communicate. Communication builds stronger friendship, thus helps students feel more comfortable in the class. Games help teachers to create contexts in which the language is useful and meaningful. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson, thus learning about western culture

through games.

In dealing with students always remember the Five P's: Proper Planning Prevents Poor Performance. If your activity is thought out and prepared well ahead of time, you can ensure that you have the resources you need and the space required for a worthwhile activity. There is a fine line between being well-prepared and being inflexible. Your preparation process should allow for "what if...?" Be flexible enough to change as you go along. We have collected many games and activities presented in this book to make your lessons more beneficial, captivating and effective. Feel free to modify, change and improve them according to your data. Always think ahead!

This book is divided into four parts where each one corresponds to the following categories: Icebreakers and Warm ups; Active Games; Quiet/Passive Games and Outdoor Activities. In the first part you will find activities most suitable for the beginning of the class. They create friendly, relaxed atmosphere and give a good start for the lesson. In the Active Games section there are games that require students to move, be active and be physically involved in an activity. You can use these games during any part of the lesson or use them for special, unusual classes that would take place in any available school area. In the Quiet/Passive Games unit you will find games and activities that are usually quiet, built for repetition of lexical and grammatical material. These games don't require students to run around the classroom and are not noisy. Outdoor Activities section of the book presents activities that could be played outside the classroom. They are entertaining and bring up team spirit. In addition, there are some riddles, example lesson plans and games that will help in memorizing and using classroom language.

There are many ways to categorize games, we only suggest the easiest categorization, but for your convenience there is an index of all the useful tags which will help you find the game you need in no time.

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and
Warm ups
破冰游戏**

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Icebreakers and Warm ups

破冰游戏

Icebreakers are great games and activities to get students talking and smiling during those daunting first few days at school. Remember: "Every best friend was once a perfect stranger!"

简介

“热身”游戏总共有60个，其主要功用是为了加强同伴间的交流，避免交际时产生的冷场（破冰）；同时，也为了让学生能更快地进入学习状态。就大部分游戏而言，热身或破冰的同时包含着语言学习和运用的任务，但也有个别游戏是纯粹动作类游戏。教师在组织这些游戏时，可选择不同的主题和内容，以使之既能促进同学间的交流，又能促进语言的学习。

1. One Minute Interview 一见如故

Equipment: none

Group: 4+ participants

Duration: 10—20 minutes

Group is divided into pairs (preferably pairs are people who do not know each other well). Pairs are given 5 minutes together to talk about themselves. (Leader may assign topics such as “proudest achievement”, “favorite holiday”, or “family life”) After the 5 minutes is over, everyone forms one big circle and each pair has a couple of minutes to relate to the group what they learned about each other. This activity is great as shy students may find it easier to talk one on one and then tell the group about their partner, rather than speak out publicly about themselves.

该游戏除了介绍自己之外,还增加了介绍朋友的内容。这意味着在游戏过程中,同伴间不仅要学会表达,还要学会倾听,并以适当的语言将听到的信息报告出来。在陌生人互相熟悉的过程中,这样的游戏十分有用,从心理学的角度来看,它可以使成员间通过语言来消除戒心,表现自己。其中,游戏组织者对谈话主题的限定很重要,可以避免大家无话可说的情况出现。

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2. 5 × 5 Word Game 二十五宫格填字游戏

Equipment: board, markers

Group: 10+ participants

Duration: 8—10 minutes

Draw five lines and five columns on the board making it a 5 × 5 table. Then tell students that you want them to guess the word that consists of 5 letters, for example “heart”. They only have 5 tries. If one of the students says another 5 letter word, e. g. fears, you circle the letters that appear in

your word too, and make a square around those that don't. After five tries students must guess the word. You can also give hints: I am thinking about the human body, or I am thinking about vegetables.

填词游戏在国内英语教学中并不多见,适当地运用该类游戏可增加学生对单词拼写及释义的兴趣。

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3. Active Names 动感姓名

Equipment: none

Group: 4+ participants

Duration: 3—5 minutes

Group stands in a circle and one person begins by coming into the center and saying his/her name with each syllable accompanied by an action. For example, MARIANNE comes into the middle and says MA-RI-ANNE accompanied with a clap, jump and click of the fingers. The group in unison repeats the name and action with MARIANNE a couple of times. She then returns to the circle and the next person continues with his/her name/action.

该破冰游戏可以使得小组成员的名字能被人深刻记忆。需要注意的是,如何根据自己名字的音节来设计动作,对组员来说并不简单,同时,小组其他成员要及时回应动作,以示鼓励和赞赏。该游戏的变化形式是对词汇的巩固练习,如新目标英语七年级(上)Unit 2,3,4,5,6,7及七年级(下)Unit 3,4,8等单元的词汇以名词为主,七年级(下)Unit 3是学习动物名称 PAN-DA, E-LE-PHANT,此时也可适当运用本游戏来巩固词汇学习。

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4. Alphabet Fun 字母贴贴乐

Equipment: board, markers

Group: 10+ participants

Duration: 5—10 minutes

For each team draw a 5 × 5 grid on the board using all the letters of the alphabet. Put “x” and “y” together so the grid makes a square. Divide kids into teams and give them pens and paper. Explain to them that they have limited time to write down as many words as they can think of. Name a category, e. g. Things I can wear. Also explain that the first letter of each word they write down will be erased from their grid on the board. E. g. If team 1 has the words hat, gloves, and T-shirt, then you would erase the letters “h”, “g” and “t” from their grid. The first team to have all their letters erased is the winner. When time is up, get each team to read out the words they have while you rub the corresponding letters off their grid. Vary the difficulty of the categories depending on how long you want the game to go.

这也是填词游戏的一种形式,可链接新目标英语七年级(上)Unit 7 的内容。

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5. Alphabet Hunt 头文字猎

Equipment: none

Group: 10+ participants

Duration: 6—8 minutes

Have participants/students divided by table or into small groups.

Tell them that you're going to give them a certain amount of time (two minutes maybe) to find an item within the room (or their immediate surroundings) that begins with each letter of the alphabet, in order. They

must form a collection on their table of the items, and cannot use an item more than once. At the end of the time allotted, ask each team how far they got (to which letter), and then go through the alphabet asking each team what they had for each letter and to hold it up. The team that got the furthest, wins!

这是一个锻炼学生词汇量的游戏。在游戏过程中,提醒学生要充分利用小组合作来完成任务,最好不允许他们使用词典,以保证游戏的公平。

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6. Alphabet Soup 字母花片汤

Equipment: board, markers

Group: 10⁺ participants

Duration: 10—15 minutes



Divide the class into as many teams as you want. Write a letter on the board (for example “M”) and let the students come up with a grammatically correct sentence using “M” in each word or so. Then write another letter, try to use letters randomly so kids will not get ahead of you. For each letter used in the sentence they get points. For letter “M” they can come up with something like that: My monkey made me make him a meal on Monday morning—that’s 8 points. You can also use two or three letters at the same time.

Alphabet Soup 的原意是“字母形花片汤”,即父母为了鼓励孩子学习字母而给他们买的一种罐装食品,里面的字母都做成面条状。后又广义地指字母的缩写组合。此处的 Alphabet Soup 游戏可以激发学生的造句兴趣,教师在实际操作中可以对游戏进行少许改动:(1)句子中包含以规定字母开头的单词数目越多,分数越高;(2)可同时造几个句子,以规定字母开头的单词总数为得分数,但单词不可重复。这样改动的目的,是为了最大限度地激发学生的创造潜能。如果所造的句子

存在语法错误,教师可酌情扣分。

7. Angry Eating 心有灵犀

Equipment: envelopes with pieces of paper

Group: 10+ participants

Duration: 6—8 minutes

This is a gesture game using previously learnt verbs and emotions. Have two envelopes, one is verbs and one is emotions. Students take one card from each envelope and must perform the gesture; it is simple and very amusing. The students in the audience must guess what the emotion is and what the action is. Whoever guesses it gets to perform, wins a point for his team however you set it up. Works well for small groups (5—6) and it would work for large groups as well.

Examples:

angry/eating

happy/brushing

sleepy/dancing

afraid/cleaning

surprised /playing a guitar

这个游戏很接近于最近几年流行的“心有灵犀”一类的游戏,但在此处,是用作语言任务类的游戏,主要检测学生对动词的理解和记忆程度。在进行该游戏时,一定要注意:中西方文化中,对于同一个动作所产生的联想并不一样。因此,教师一定要从跨文化的角度,向同学阐述清楚:某些动词所关联的动作或表情,在中西方文化中并不一致。对高年级的学生,如高中学生,可结合 body language 单元的内容及拓展阅读来展开。

8. Animal Nicknames 绰号游戏

Equipment: a sheet of paper with students' names

Group: 10+ participants

Duration: 8—10 minutes

Before class make up a sheet of paper with all of the students' names on it with a blank line next to each name. Include your own name also. Hand these out to the students in class. Then tell them to look carefully at each of the other students. Tell them that their job is to think of what kind of animal that each of the students resembles and why. Make sure to tell the students to be very specific in their types of animals. Don't let them get away with bird or dog. It is good to have a foreign language English dictionary on hand for this game/exercise. After you have given them an opportunity to fill in the blanks, write each person's name on the board. Then ask each member of the class for what they thought about this specific person. Eventually, you will have a list for each student. Then the class vote on the name they like best for that student.

Try to draw out of them what characteristics made them choose certain animals.

该游戏要求学生为他的同学取动物类绰号。在进行该游戏时,要注意以下两点:(1)由于游戏中涉及两个内容:取绰号及其理由,故游戏可延伸到课外,以便给学生充足的准备时间;教师可提供一些常见的句型帮助学生准备语言,如:His nickname can be _____, because he looks like.../because sometimes he acts like...等等。(2)由于中西方文化中对动物的联想意义差别很大,故在进行该游戏时,要充分考虑到母语文化中关于动物的刻板印象。如给同学取绰号为 dog 可能会引起反感,这时教师要及时补充相关的文化知识,避免不必要的由文化差异引起的不快。同时,这样做也可以拓展学生的文化视野。教师在组织该游戏前可查阅有关“动物联想”的文化知识。

9. Balloon Game 击鼓传话

Equipment: packet of balloons, radio/taped music

Group: 6+ participants

Duration: 8—10 minutes

Before starting the game, the leader writes various statements on small pieces of paper and folds them up. Statements might include: “My family...” “My favorite sport/subject in school/animal/etc, is...” “My proudest achievement” “My town” etc. Fold the papers and then put them into balloons, which are blown up and tied. The group sit in a circle and pass one balloon around at a time while music is playing. At intervals, the leader turns off the music and the student holding the balloon pops it and completes the statement in front of the whole group. The leader should watch who has the balloon each time and make sure that each student has a turn.

Variation: If your group is smaller and time allows, have every child contribute something for each statement, rather than just one.

该游戏类似于击鼓传花,在热闹的场景中,组内成员间的陌生感和紧张心情可以得到缓解;同时,可以让学生用一些教材中学过的句型来介绍自己,是一种一举两得的方法。相应的教材链接有 PEP 英语小学五年级(上)Unit 3 “What’s your favorite food”及初中新目标七年级(下)Unit 12 中的“my favorite...”句型。

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10. Blind Questions 蒙词游戏

Equipment: a sheet of paper with different items drawn on it

Group: 6+ participants

Duration: 2—5 minutes

Use a page from the students’ book or make a sheet with eight or ten items on it. Student A closes his/her eyes and puts a finger on one corner

of the page. Partner B puts Student A's finger onto one of the pictures and asks: "What's this?" Student A guesses.

该游戏比较适合同桌间的训练。游戏之前,最好能给参与者一定的时间浏览相关页面的词汇、句子或图片,但时间不可太长。除了语言的操练和记忆之外,该游戏还可同时锻炼学生的瞬时记忆能力。

11. Blind Robot 机器盲人

Equipment: none

Group: 4+ participants

Duration: 3—6 minutes

Blindfold one of the kids. Make sure they learnt the vocabularies: turn left, turn right, go straight, turn around, go across, etc. The blindfolded student must reach the target (another student or an object). All the students help him get there by saying where to go.

该游戏类似于 Remote Controlled Teacher 游戏,用于对指路语言的训练。要注意的是,在游戏过程中只能使用英语,不能有母语提示。

12. Body Parts Musical Madness 快速搭档

Equipment: none

Group: 20+ participants

Duration: 6—10 minutes

Classmates choose a partner. One set of partners stand in a circle. The other set of partners stand in another circle surrounding the first circle. Music starts and this indicates to the students to start walking in circles—inside circle one way and outside circle the other way. Let the music play

for about 30 seconds and then stop it.

Teacher yells out “Hand to knee!” Students have to find their partner and put one hand to the partner’s knee. The last set of partners to find each other and get in position is OUT. Students get back into the two circles. Music starts again and the process is repeated until only a few sets of partners are left. The last set of partners is the winner! Watch out! This game can get crazy but it’s a lot of fun. It works best with 20 or more students.

该游戏属于指令性游戏,主要锻炼学生的反应速度及同伴配合能力。在破冰阶段,这是一种很好的交友游戏。该游戏建议在户外进行。另外,身体部位不限于膝盖(knee),八年级(上)Unit 2 对身体部位的词汇进行系统学习后,教师可适当改变指令,如 hand to back,等等。

13. Bomb 当心炸弹

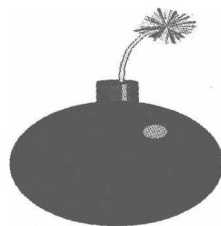
Equipment: a set of flashcards

Group: any

Duration: 3—4 minutes

This is a great game to review the vocabulary. Have a set of flashcards, ask students to stand up, show flashcards one by one and let the students say the word. On some of the flashcards draw a bomb. If students see a flashcard with a bomb, they should sit down and hide their heads without saying the word. Whoever fails to do so gets killed by a bomb and can no longer play. Continue the game until you have the last survivor.

在该游戏中,炸弹的设计是为了引起学生的注意,从而在词语复习中增加一些趣味性,使记诵不再枯燥。

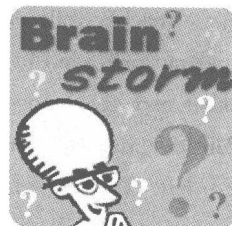


14. Brainstorm Rummy 头脑风暴

Equipment: board, pieces of paper

Group: 10+ participants

Duration: 6—10 minutes



You don't need anything except a blackboard and a few pieces of paper. Divide the class into teams of 2, 3, 4 or even 5 kids and sit each team around a desk or a group of shoved together desks. Each group must have a piece or two of blank paper and one student in each group will need to be a secretary. Next, space the paper out evenly on the board and you need to write Team 1, Team 2, Team 3, etc. depending on how many teams you have. Big groups are fine. So now with the desks arranged and the blackboard prepared you are ready to play. It is very simple. You will announce a general topic to the entire group such as "fruits and vegetables" or "animals" or "holidays" or "irregular verbs" or "adjectives" or "Hollywood actors" or "fast food items". Adjust the topics to the level of your students. The groups then will have just one minute to "brainstorm" and write on their piece of paper as many English words related to the topic as they can. So if the topic is animals, they will probably write words like bear, horse, pig, etc. After one minute announce time is up and make sure the writing stops. Choose the team that can go first and ask the chosen team to tell you one word—just one word from their brainstorm list. You will then clearly pronounce the word and write it beneath their team number on the board. Then in turn ask the other teams for one word from their lists. Once a word has been written on the board, other teams can not use it, even if they have that word on their brainstorm list. Keep asking each team in turn for a word and keep writing it on the board until they run out of words. The team with the most words wins the round. Indicate the winner, and then play next round using another topic. The winner of the last game should go first in the next round and that's it.

Brainstorm 即“头脑风暴”,指思维活跃、产生创造性设想的状态,往往用于小组讨论之中;rummy 原指一种纸牌游戏。该游戏的目的在于发挥小组内成员的合作精神。在实际操作中,可以只取其中的前半部分,即在一个统一的话题下,要求各小组在规定时间内以 brainstorm 的形式书写单词,写出正确单词最多者为赢家。每次游戏可设定几种话题。这样的游戏,可以有效地检测和提高学生的词汇分类能力。

15. Bring Me 搭上我

Equipment: flashcards

Group: 5+ participants

Duration: 3—5 minutes

Each team has a set of cards, for example, 16 out of 24 totals (or 12 out of 16 totals for a shorter game). The teacher calls out one item and scores it off the list. Students bring the card to the teacher. If it is correct, they get two points, but if it is incorrect, they lose one point. The teacher keeps the card. When all items have been called out, remaining cards are subtracted from each team's score. The deducted point encourages students to attempt to read the card rather than merely sight guess.

该游戏锻炼了学生听、读、看的能力,同时也是一种词汇记忆的好方法。同前一个游戏一样,在课堂内要注意场面的控制。卡片上的语言,可以是词汇,也可以是句子。

16. Buzz 闹哄哄

Equipment: none

Group: 10+ participants

Duration: 2—4 minutes

It's a great game to learn Numbers, Days of the week, Months or Alphabet. If using numbers this is how it works: student A says: 1, B: 2, C: 3 and so on, when it comes to number 20 (or any other number depending on how old kids are) they say Buzz! The ones who fail to keep up to the right order of numbers, or fail to say Buzz—are out.

这的确是学习数词的好游戏。除了数词,任何与顺序有关的词汇,如星期、月份、季节甚至是字母(对初学者而言),这个游戏都是相当适合的。要注意的是,出错者在该游戏中出局后,要替他安排其他活动,以免其停止语言的学习和运用。可参考链接新目标七年级(上)的 Unit 8, Unit 12 以及 Starter Units 的相关内容。

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17. Call My Bluff 吹牛大比拼

Equipment: sheets of paper, pens

Group: 6+ participants

Duration: 5—7 minutes

Tell the group that they will know one thing more about every person in the room at the end of this exercise!

Ask them to individually write down two things about themselves that the others in the group don't know about—one true and one false. You have these pre-prepared for yourself.

For example:

I am a twin.

I can speak Spanish.

Once everyone is done, you (trainer) start to tell your truth and lie. The next person then speaks his/her truth and lie, and has to guess the lie of the previous person.



You continue around the room in this manner.

As the trainer, you can either guess the lie of the last person in the group or open it up to the group to guess the lie.

Bluff 是纸牌游戏中一种虚张声势的手法, call bluff 游戏用中文讲相当于“吹牛”。在这个游戏中, 每位选手都说出关于自己的两种陈述(其中一个假的), 其目的是要别人猜测哪个是真实的描述(猜测的句子可简单地将人称置换, 如: You are a twin.)。在游戏结束时, 所有人都公布答案。该游戏可锻炼学生的自我描述能力, 同时也是一个很好的破冰游戏。

18. Can't Stop 勇攀高峰

Equipment: board, markers, magnets

Group: 10+ participants

Duration: 8—10 minutes

This is a variation of a board game of the same name where two teams race to reach the top first. You can use this game a lot for phonics practice but it can be used for anything. Draw two vertical paths of 8—12 squares each and draw a big circle with a prize at the top. Place a magnet for each team at the bottom of the paths. If team 1 goes first, ask five students from that team to stand. Ask a question and the student who raises his hand may answer. If correct, then his/her team's magnet goes up one square and he/she sits down leaving four students standing. Ask these students: "Do you want to stop?" If they answer "Yes", then draw a line under their magnet and they can't fall below it but their turn is over. If they answer "No", then ask another question. But if they get it wrong, they will fall all the way to the bottom or to the last place they stopped. You must ask "Do you want to stop?" after every correct response. At first

teams will try to race to the top without stopping, but soon discover it's very hard to answer twelve consecutive questions without any mistakes and thus always plunge back to the bottom.

该游戏类似于“Snakes and Ladders”游戏,但是进阶的方法不是读,而是回答问题,这增加了游戏难度,同时也锻炼了学生的语言能力。同时,就游戏本身来看,每次正确回答完一个问题,主持者都会问“Do you want to stop?”,这是游戏中的悬念,可以锻炼学生深入探究的胆量和勇气。

19. Celebrity Heads 名人头像

Equipment: pens, paper, tape

Group: any

Duration: 2—5 minutes

Celebrity Heads is a fun game that can fill in a few minutes. Students have a name stuck on their foreheads (Previously explain to students that they shouldn't give away clues prior to playing). Before playing, the teacher creates name cards for the group, using the names of famous people (Examples: well-known actors, animal/book/film characters). Name tags are placed on participants where the wearer cannot see them. The wearer then may ask other participants “yes” and “no” questions in order to discover his/her identity. If the wearer gets a “yes” answer, he/she may ask another question (He/She may continue to ask questions until he/she gets a “no” answer). If the wearer gets a “no” answer, then it is the next person's turn. Take it in turns until everyone guesses correctly who he/she is.



Celebrity 是“名人”的意思,包括一些演员及书籍、电影中的角色。在这个游戏中,参与者通过简单的“yes/no”问答,来熟悉这些“名人”,

因此,该游戏的文化意义大于语言学习的意义。

20. Change Identity Game 角色互换

Equipment: none

Group: 10⁺ participants

Duration: 5—6 minutes

The idea of the exercise is for the students to mingle and introduce themselves to each other. The moment they have finished introducing themselves, they assume the identity of the previous person. E. g. Susan introduces herself to John. After that John is now Susan and Susan is now John. Now the new John and Susan move on to other people. To add to this exercise you can add simple questions for them to ask. Stop the exercise after about ten minutes and call the roll. It is quite interesting that some of the answers you get and some you don't get.

角色互换游戏可以增进组员间的相互了解。虽然就语言任务而言,此处只是训练“介绍”方法,但因为角色的置换,其中“出错”的地方会使得参与者获得一种愉悦,尤其在最后的点名(call the roll)阶段。相应的教材链接可见新目标英语七年级上 Unit 1。

21. C-O-N-S-T-A-N-T-I-N-O-P-L-E 君士坦丁堡

Equipment: board, marker

Group: 10⁺ participants

Duration: 6—8 minutes

Split the class into teams according to desk columns and for each team write the word CONSTANTINOPLE vertically on the board. Have the stu-

dents stand up and when ready, the first student in line on each team races to the board and writes a word beginning with “C”, then they return and the next student goes up to the board and writes a word beginning with “O”. However, point out that they cannot repeat words they used for the first “O”, “T” and “N”. Each one must be different. Continue until students reach “E” at the end. The first team to sit down after finishing wins! You can get some great words from students and also award bonus points for longer words.

该游戏可视为一种简单的填词游戏,需要注意的是,第二个O(或N)所造的单词应与前一个O(或N)不同。在游戏过程中,小组成员可以互助。在高年级,为增加游戏难度,可将“造词”练习改为“造句”练习。

22. Couples Game 配对游戏

Equipment: blindfolds optional

Group: 8+ participants

Duration: 5—10 minutes

The game involves giving various names of well-known duos to pairs of students. Students are separated into two groups and sent to opposite ends of the classroom or preset area. The teacher then goes to each end and gives each camper half of the name of a famous duo; e. g. Batman, Laurel, Tom, Bonnie will be on one end, and Robin, Hardy, Jerry, and Clyde on the other. Then, the campers are all blindfolded or close their eyes and have to walk around calling out the name of their lost partner until they meet. Once they meet, they move to the side and watch until the remaining couples are all matched. (Important Note: Be sure that the area is free from obstacles and dangers before starting the game)

Variations: Animal noises make a fun change. Students walk/crawl

as the animal would while making its noise, hunting for the other same animal. It is also fun to combine this game with others; e. g. when partner is located, begin “One Minute Interviews” (see above).

在进行该游戏时,一定要注意场地的宽敞和安全,同时,游戏组织者还需要控制场面,以免失控。为了强调语言学习和运用,最好能与其他游戏结合运用,如 One Minute Interviews,从而使组员不仅满足于配对成功的乐趣,更有语言任务伴随其中。

23. Crystal Ball Prediction 水晶球预测

Equipment: list of topics, paper, pens

Group: 10+ participants

Duration: 6—8 minutes

This initial “getting-to-know” one another game loosens up your class with laughter and giggles.

Supply the students with a list of topics to ask each other about. For example: name, pets, hobbies, favorite food. Pair them up. One student is absolutely silent as the other asks him/her questions (“Do you have any pets?”) and that same student predicts what the answer is by writing it down.



After finishing asking all the questions, the interviewers take turns standing up and introducing their partners with their predictions as they are corrected by their new friend (which is the first time they are allowed to share the truth).

Now switch off the person being interviewed and the person predicting. Create unexpected topics and relax with this activity’s strange results.

古人凝视水晶球(crystal ball)即可预测未来,因此,本游戏与“猜

测”有关。与其他介绍类游戏不同,在该游戏中,被采访者始终保持沉默,因此,有关他/她的情况都靠采访者的猜测。但到了向公众介绍的阶段,被采访者要随时纠正采访者的信息,以此检验后者的猜测准确度。为了提高猜测准确度,采访者可观察被采访者的表情。在进行该游戏时,教师可事先设定提问、介绍所需的常用句型。

24. Draw Your Name 绘名字

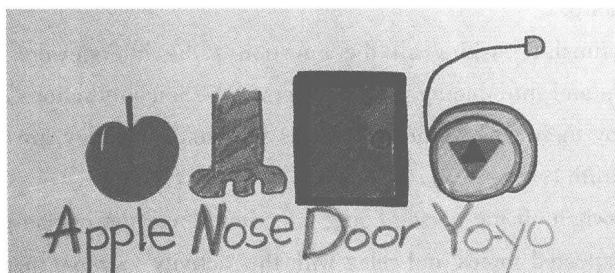
Equipment: board, markers

Group: 4+ participants

Duration: 4—6 minutes

One way to get your students to know your name may be this one, which they find challenging and funny. Draw on the board as many objects as the letters that make up your name. The name of each object should begin with one of the letters of your name. Then, ask your students to tell you the names of the objects you have drawn and you write them next to each object. Then, tell them to put the first letters of each object in the correct order so as to form your name. Finally, students may do the same work in pairs.

E. g. draw an ant, a mouse and a yo-yo. If you put them in the correct order, the first letter of the name of each object, you get name Amy.



这个游戏属于障碍游戏,学生为了能获知教师的名字,必须先说出画在黑板上的物品的名称。也可以用这个方法在小组内进行类似的游戏。需要说明的是,该游戏适合与组内成员互不相识的阶段,如果彼此已经熟识,可将猜测内容置换成别的,如:喜欢的颜色、食品名称等等。

25. Extension to Numbered or Alphabetized List 单词伸缩游戏

Equipment: a set of pictures

Group: 5⁺ participants

Duration: 2—3 minutes

One member from each team stands at the blackboard. When the teacher calls out the item, the team shouts the answer to the person at the front, who writes it. The written answer can be: a) the reference number, or letter of the item; b) any word beginning with the reference letter of the item, provided no team has used that word before; c) the word itself.

该游戏可促进学生对于词汇的记忆甚至是拓展。其中的 a, b, c 三个小任务的采用可视学生程度而定。教师组织学生进行游戏后,在评价阶段,可考虑将学生书写的词汇进行整理,并组织学生进一步朗读。

26. Fictional Language 英语变变变

Equipment: none

Group: 10⁺ participants

Duration: 4—6 minutes

Call out two students to the front of the class, pair them as you will. They should start a conversation in English about anything, when someone

yells “Change!” they switch from English to a fictional language they invent as they speak... Students yell “Change!” and the pair continue the conversation, this time in English... After 1—2 minutes, change pairs. As an intro for this activity, you could have students vocalizing random sounds in English! It’s funny and students are bound to love it!

Fiction 在英文中既有“小说”的含义,又有“虚构”的含义,因此,在该游戏中,当同学喊“change”时,台上两位同学的对话从英文转换到虚构的语言,从而造成一种滑稽的效果。随着 change 频率的加快,他们的对话也跟着快速切换。这个游戏的难点在于,虽然 fictional language 可随意编造,但英文对话却要保持必要的连贯性。

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27. Fortune Cookies 幸运甜饼

Equipment: pieces of paper, pens, a box

Group: 10+ participants

Duration: 4—6 minutes



Take a few small pieces of paper and write on them short simple messages like “You will go to the cinema.” “You will meet a famous person.” “You will get three CDs for your birthday.” Fold them so that the messages remain secret. Put all the scraps of paper in a box, shake them well and pass the box around for the students to take one and read it out and aloud. Make sure that they say “O-E, O-E... what will my fortune be?” first! Provided you choose your messages wisely, you will provide the class with some interesting conversation topics and will find out a lot about your students and their interests (favorite films, heroes, favorite music etc.) which should help you plan the course ahead accordingly!

幸运甜饼(Fortune Cookies)的灵感来自于明朝开国皇帝朱元璋的“月饼起义”,上个世纪以来成为中国的中国餐馆的特色食品。这个以

“幸运甜饼”命名的游戏,隐含着游戏者对未来的期望。该游戏中, message 的内容设计是关键,故在游戏进行前,可利用课堂内的语言活动(如对话)探知学生的兴趣,并把 message 设计成“You will...”的句型,这样可以使学生拿到纸条时有意外的惊喜。要注意的是,每位学生在打开纸条前,都要自言自语一句:“O-E, O-E... what will my fortune be?”这在无形中又训练了将来时态的用法。参考链接:新目标英语八年级(下)Unit 1 的将来时态,PEP 小学英语第七册 Unit 3。

28. Get off My Back 甩包袱

Equipment: sheets of paper, a hat

Group: 4⁺ participants

Duration: 4—6 minutes

Get the students to write down their English names and their names in their native language in the bottom half of a sheet of paper. Fold the papers in half and throw them into a hat. Now get a student to come up to the front of the class and choose a name randomly and stick the upper half of the paper into the back of his/her collar so that the name shows. Now make the student walk around, so the classmates see who is on his/her back. The student asks “Yes” or “No” questions and only “Yes” or “No” questions to his/her classmates to determine who is on his/her back. He/She can only make a guess in the format “Is Mary on my back?” The winner is the person who guesses the person on his/her back in the fewest number of questions.

除了“Is Mary on my back?”这样的问题之外,该游戏也可用“Is that Mary?”等简单的句型。要注意的是,这个游戏比较占时间,因此,小组成员不能太多(建议4位)。在学习一般疑问句时,可适当采用该游戏(新目标七年级上 Unit 1,2,3)。

29. Hip Hop 嘻哈

Equipment: none

Group: 12+ participants

Duration: 4—6 minutes

Really easy, works for different levels and it is doable with big groups.

Tell students “we are going to play hip hop with ‘wild animals’”. So when you say a wild animal they have to say hip-hop, when you don't they just have to remain silent. If any says hip-hop, he/she is out of the game. You can change the category depending on the level of your students. Small kids can play with color, pets, numbers, and parts of the body. Teens and adults can do it with long adjectives (comparatives or superlatives), verbs in past (both reg. and irreg), verbs in participle etc.

这个游戏所包含的语言任务是对词汇的训练,尤其是通过游戏对词汇的分类加深了解。游戏前,最好能把词汇的分类(如动物、身体部位、颜色等)学习或复习一下,然后用游戏形式加以巩固。

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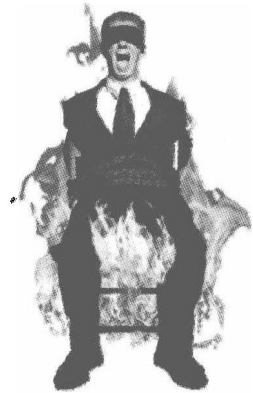
30. Hot Seat 坐电椅

Equipment: a list of vocabulary

Group: 4+ participants

Duration: 6—8 minutes

This is a good way to review vocabulary and create some healthy competition in your class. All you need is a list of vocabulary the students have been studying; or, if you want to introduce a new topic, words that they should know can also be used. You can use this game in classes with four to about fourteen students.



Divide the class in half and have the two groups select a name for their team; write the names on the board. Each team should have a chair facing towards the members so that a person sitting in it will have his/her back to the board. To start the game, ask one student from each team to be a volunteer and have him/her to sit in the “hot seat” in front of his/her team. Next, write one of the words on the board and have the students try to elicit the word from their teammate (who is not allowed to turn around to see the word on the board). They cannot write, spell or do anything else that might be considered cheating (If students get truly stuck on a word, tell them the first letter—maybe even the second letter). Whichever student in the “hot seat” guesses the word first earns a point for his/her team.

This game can really cause some excitement, so make sure you won't be disturbing other classes being held near yours.

Hot Seat 在英语中的本义是可通电使犯人致死的座椅,后引申为令人感到难堪的局面。不过在本游戏中,坐在 hot seat 上的同学需要从本组同学的描述(或者动作)中猜测出写在黑板上的单词,这使得参与游戏的同学异常兴奋。该游戏一般用于词汇学习,但对高中生而言,也可用来进行语言交际(问答)。

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31. How's Yours? 你的怎么样?

Equipment: none

Group: 4+ participants

Duration: 4—5 minutes

Group sits in a circle. One person is elected to leave the room for a few minutes while the rest of the group discuss an object to describe to the individual. (E. g. dog/car/tennis ball/marshmallow) The person is invited back in and attempts to find out what the secret object is by asking anyone in the group “How's yours?” If the object chosen was a dog, the

game might go like this:

Q: "How's yours?"

A: "Mine's black and all spotty."

Q: "And how's yours?"

A: "Small and hyperactive."

Q: "And how's yours?"

A: "White, with big ears and loves walking."

The game carries on like this until the guesser knows the answer or has made three incorrect guesses and doesn't know. This game is great for getting students talking and laughing and can be extremely funny.

在该游戏中,描述物品的词句可用学生已经学过的形容词、介词短语或简单的动词短语,也可当场查阅以补充新的词汇。该游戏十分适合于针对形容词的练习。游戏时间可适当加长以达到充分练习的目的。另外,该游戏不必考虑相关词语的拼写形式。

32. Human Knot 手结

Equipment: none

Group: 10—12 participants

Duration: 5—6 minutes

Group forms a tight circle. Each person stretches his arms into the center of the circle and takes the hand of a different person in each hand. The group is now in one big knot. The goal is to untangle the knot without anyone letting go of hands, and form a proper circle. This game promotes group cooperation and laughs, as well as a sense of achievement.



可借助此游戏的趣味性,鼓励学生用英语表达其兴奋之情。

33. Intonational Simon Says 语调游戏

Equipment: none

Group: 10⁺ participants

Duration: 3—5 minutes

Teacher: “Simon says: ‘Touch your toes.’” — they should do it.

Teacher: “Touch your toes.” — They should not do it.

This soon becomes trivially easy. So how about this:

Teacher: “Touch your toes.” — They should do it.

Teacher: “Touch your toes?” — They should not do it.

In other words, if the teacher gives the command with a falling intonation, as with statements, then they should obey the teacher—and try to be the first to do so. If the teacher gives the command with a rising intonation, as with questions, then they should not obey the teacher.

In this activity, everything hangs on the intonation. An awareness of intonation helps to increase their communicative competence with native speakers.

语调意识在英语交际中相当重要。语言运用中的不同语调,反映了说话者不同的思想、态度和情感。根据有关专家研究,英语语调主要具有以下四种功能:表态功能、话语功能、语法功能和强调功能。该游戏的主要目的正是通过不同语调而产生的动作变化,来增强学生的语调意识。同时,孩子们根据教师的语调做动作,实质上也是一种很好的师生互动行为。

34. Mirror Image 镜像反射

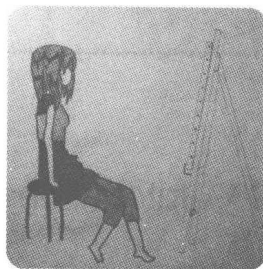
Equipment: none

Group: 4+ participants

Duration: 3—5 minutes

Choose one student to come to the front of the class. The student would be the person that everyone else must “mirror”. The student performs different actions and the rest of the class repeat him/her exactly. The whole class laughs and has fun. Then change the leader by choosing the best performer.

如果纯粹以动作而言,该游戏并不涉及语言任务,仅对“破冰”有益。但教师可将此游戏设计成为“mirror + echo”型,即既有动作的模仿,也有语言的模仿,以此来增加游戏中的语言任务。



35. M&M's Game 巧克力

Equipment: M&M's

Group: 4+ participants

Duration: 3—5 minutes

Group sits in a circle and passes round packets of M&M's. Each person is told to take as many as he/she would like, however no one can eat any until told. Once everyone has some it is time to explain the rules. For each M&M's a person took, he/she has to tell the group something about himself/herself. (Watch the smiles fade on those who took a lot) Go around the circle with each person saying one thing and then eating an M&M's. Continue round and round the circle until everyone has finished all his/her candy. This game enables people to share lots of standard and fun information and stories as well as have a great laugh.

Toilet roll sheets, pennies, or any small, plentiful object can be



substituted for the M&M's if they are not available (or allowed).

游戏中的道具 M&M's 是一款知名的巧克力,在具体的游戏中,可由其他物品替代。该游戏最吸引人的地方,是规则出台的时间让人很意外。当每位成员都尽可能多地拿了巧克力豆之后,他们才被告知每颗豆都须以一个关于自身的故事来作交换。当然,在谈笑间,组内成员都轻松地训练了日常口语,同时也很好地完成了破冰任务。

36. Musical Ball 击鼓传球

Equipment: a ball or any other object, music, candies/stickers

Group: 10⁺ participants

Duration: 2—3 minutes

Turn on the music. Students begin to pass the ball to the next student. You stop the music whenever you want. At that moment the student who holds the ball stands up and should answer a question or complete a sentence. If the answer is right, he/she gets a candy/sticker. Then you turn on the music again and the game continues.

该游戏和“Name Throws”, “Hot Potato”, “Balloon Game”一样,类似于中国的“击鼓传花”游戏。不过,在本游戏中,持球者虽然要回答问题或造句,但只要正确,就可以得到糖果或贴花奖励,因此,暗含学习而不是惩罚的基本理念。

37. Name Throws 击鼓传名

Equipment: tennis ball

Group: 6⁺ participants

Duration: 3—5 minutes

Group stands in a circle and throws a tennis ball between the group members. As each person catches the ball, he/she must say his/her name loudly and clearly. He/she then throws the ball to someone else who says his/her own name. After a sufficient time for ev-



eryone to learn at least some of the others' names, the game changes. Then, instead of saying his/her own name, the thrower says the name of the person he/she throws the ball to.

这个游戏实质上也相当于“击鼓传花”游戏,可被用作破冰游戏。其他语言句型的操练(问答搭配、词语搭配等)也可采用该游戏,如可用来进行名词归类和同义词、反义词归类(譬如蔬菜名称或食物名称),或者国名与首都的搭配,等等。

38. New World 新世界

Equipment: paper, markers

Group: 4+ participants

Duration: 3—5 minutes

Draw a circle on a piece of paper. Elicit what the students think it is. After hearing their answers, tell them it represents your world. Write “My World” above it. Then write a few words and/or phrases inside the circle that represent some things in your life (e. g. 1994, green, two). Have the students come to an agreement as to what the words/phrases mean. Once they tell you their ideas, give them the correct answers (e. g. “I graduated in 1994.”). Next, have the students draw a circle, write two or three words/phrases in it and speculate about each other’s “worlds”. They can give the correct answers whenever they like or you can prompt them.

这是一个很好的能激发想象力的游戏。一个圆圈表示“My World”，本身就意蕴丰富。本游戏的关键是要学生能就圈内的关键项目(词语或数字,甚至是符号)进行描述,这就很好地锻炼了他们的想象力与语言生成能力。该游戏可适当进行拓展:游戏过后,要求学生对他们所造的句子进行整合,编成一篇短文,题目可取为“My World”。

39. Number Throws 传球说数

Equipment: a ball

Group: 4+ participants

Duration: 3—5 minutes

This game is great for learning numbers all the way up to 100 and beyond.

Have the students stand in a circle. Start randomly tossing the ball around the circle. When a person catches the ball they say the next consecutive number. It's so easy and so much fun. The ball starts flying everywhere and everyone is laughing and mixing up numbers. Even adults love getting up and becoming physically involved in the lesson. For a better twist you can use ordinal numbers saying, first, second, etc.

该游戏适合用于对数词(包括基数词、序数词)的学习和巩固,也可扩展成对星期、月份等序列词汇的记忆。

40. Numbered or Alphabetized List 数字游戏

Equipment: sets of pictures

Group: 5+ participants

Duration: 2—3 minutes

Students have a fixed set of pictures in a fixed order. This could be a row of pictures in a textbook, or a set of teacher's cards. The order of the cards should be the same for all students. It may be necessary to review the numbers prior to the exercise.

Give each item a number, but inform the students that they must not write down the numbers beside the items. The teacher asks, "What number is the _____?" Initially the items can be numbered in simply linear fashion, but later this can be varied.

The teacher calls out the number or letter and the students give the word.

该游戏要注意的地方是,在进行游戏前,一定要对数词进行学习或复习;如果按照字母顺序排列,对中国学生而言,可能有些困难。该游戏训练的是学生的观察和记忆能力,也可在小组内进行。

41. Physical Humor 滑稽动作

Equipment: none

Group: 10⁺ participants

Duration: 1—2 minutes

Pretend you can't open the door when you arrive on the first day, trip over your chair, drop your books and cards as often as possible, lose your marker in plain sight, bump your head on something...

The kids will go nuts with laughter, they will relax, and you'll have their undivided attention.

在破冰阶段,这一动作游戏可以促进同伴间的熟识。在做身体动作时,要鼓励同学放开,同时要注意安全,可根据学生语言掌握程度,辅之以一些常用的幽默口语,以突出情境。

42. Point to It 点中它

Equipment: various (flashcards/ body parts/ classroom objects/ colors/ other vocabulary items)

Group: 5+ participants

Duration: 3—4 minutes

Students merely point to the item that the teacher says. Allow students to look at their friends' responses for this. This can be used for the presentation stage of the lesson, but needs to be kept brief. It can also be used to review items prior to a speaking activity in games such as “Snakes and Ladders” and “Follow the Wire”.

该游戏训练的是学生对词汇与物体进行匹配的能力,其背后的依据是图式理论。运用该游戏,可减少母语在目标语习得中的干扰,可在课堂任何一个环节中使用。

43. Positive Adjectives 好好形容你

Equipment: none

Group: 4+ participants

Duration: 3—5 minutes

Group sits in a circle and each person thinks of a positive adjective starting with the same letter as his/her name: e. g. Happy Helen, Delightful Daniel, Crazy Colin. One person begins with her name: “Hi, I’m Happy Helen.” The next person follows by saying “Hi, this is Happy Helen and I am Delightful Daniel.” This continues around the circle. It gets more difficult as each subsequent person has to remember all the names and adj-



ectives of those before him/her. The person who began the game concludes by naming everyone in the circle.

Variations: You can substitute positive adjectives with foods, sports, etc. E. g. “Hi, I’m Helen and I like Honey. Daniel likes delicious Danish, and Colin likes Chocolate.”

在这个游戏中,“人际关系”的意义远大于语言训练的意义,因此,在进行此游戏时,不必设置过难的语言训练(除非到了高年级如高一年级),游戏的目的是使小组内的成员得以初步认识,并能开展进一步的对话和交流。当然,进行纯粹的语言训练时,也可借助此游戏。如新目标九年级 Unit 7 需掌握大量形容地点的形容词、七年级(下) Unit 7 需掌握大量形容人的外貌特征的形容词、七年级(下) Unit 8 需掌握关于食物的名词,在这个时候,适当地运用这个游戏可以加强学习效果。

44. Put the Cards in Order 卡片排序

Equipment: flashcards

Group: 4+ participants

Duration: 2—4 minutes

Students have a selection of cards, say ten. The teacher reads some (say five) and the students rush to put them in order.

该游戏主要锻炼学生的反应速度,容易造成场面失控,因此要简单使用。

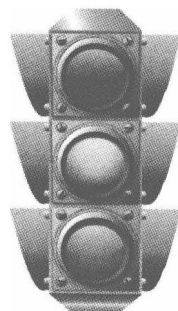
45. Red Light/Green Light 红绿灯

Equipment: none

Group: 4+ participants

Duration: 2—3 minutes

This game also can be used in variations, e. g. Stop/Go, Walk/Freeze, Wake up/Sleep. When students are told “Green”, they walk around or run and can be noisy, when they are told “Red”, they freeze, don’t move and don’t make any sounds. The ones who moved or laughed—are out. It can be very funny as the teacher walks between the kids making funny faces trying to make them laugh.



It also can be played as a competition: students run towards the board when told “green” and stop when told “red”. The one who gets to the target first—wins. They also can hop or crawl or play in pairs (two students tied up to each other), the pair that gets to the board first—wins.

对游戏中提到的几组词语来说,通过这样的方法,确实可以被饶有趣味地记住。不仅如此,该游戏还可以极大地活跃课堂气氛。除了语言学习之外,教师还可以利用该游戏控制纪律,如要求学生安静时可大喊一声“Red”,也可将此游戏与其他游戏相结合。

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46. Remote Controlled Teacher 遥控指路

Equipment: desks, chairs, classroom objects

Group: 4+ participants

Duration: 2—4 minutes

Teach students directions: left, right, go straight, etc. Make an obstacle course in the classroom from desks, chairs, students, anything really. Tell them the course and the finish point, close your eyes and let them direct you verbally... Students should use only English while directing you to the course. Once completed one of the students can take

teacher's place.

中小学英语教材中，“指路”是一个重要的话题(如 PEP 小学英语第七册 Unit 2、新目标七年级(下) Unit 2 和九年级 Unit 11)。该游戏十分巧妙地将指路所用的语言(词汇和句型)用于实际生活,因而可以使得学生加深对这些语言知识的理解。在游戏过程中,“指路”可以用简单的词汇(如 left, right, go straight),也可用相对复杂的句子(如 turn right, go three steps forward, etc.),另外,探路者也可以用英语提问。总之,只要用英语进行问答,都是本游戏所允许和鼓励的。

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47. Sausage 腊肠游戏

Equipment: none

Group: 4+ participants

Duration: 3—4 minutes

Everyone sits in a circle. The person who is “it” stands in the center of the circle. Each person asks the person who is “it” an appropriate question. The only answer to every question can be sausage. The first person to make the center person laugh wins a try in the middle.

E. g.

What is your name?

—*Sausage.*

What do you brush your teeth with?

—*Sausage.*

(Obviously other words can be used for variety.)

这个游戏的目的是获得一种意料之外的答案,从而造成“陌生化”的效果,孩子在进行这样的游戏时,因获得与生活常识相悖的结论而开怀大笑。另外,sausage 是西方饮食中的一种重要原料,意为“香肠”、“腊肠”,在游戏前后可适当地为学生点明其文化背景。需要注



意的是,从语言任务的角度看,所提出的问题中必须包含疑问词 what。

48. SPS Guess the Card 猜牌游戏

Equipment: a set of flashcards

Group: 6⁺ participants

Duration: 4—6 minutes

Every student has three cards. Students choose a partner and do SPS (scissors/paper/stone). The loser has to point to one of his/her cards and ask a Yes/No question: “Is this a pen?” The winner has to guess if it is or not. If the winner is correct, he/she takes the card from the loser. Students change partners. End the game when several students have lost all their cards.

在这个 SPS(石头、剪子、布)游戏中,学生通过简单的纸牌游戏,强化了对相关句型的练习。除了该游戏提供的“Is this a ...?”句型外,教师还可以用其他句型,如“What’s this?”来替代,但句型不宜过难。需要注意的是,在游戏过程中,每个学生都要参与其中。

49. Smelly Game 闻闻乐

Equipment: different objects with strong smell, 8 jars

Group: 4⁺ participants

Duration: 5—7 minutes

Prepare 8 jars, put good-smelling things (shampoo, syrup, candy, etc.) in four of the jars and bad-smelling things (vinegar, strong dried herbs) in the other four. Only a small amount is needed. Place all the jars in a big paper bag. Then write “It smells good” and “It smells bad” on

the board. You can also draw a happy face and a disgusted face to clarify things. Teach the phrases. You can also practice what smells bad and what smells good.

Ask one of the students to come up to the front of the class. Blindfold the student then hold an open jar under his/her nose. The student must say whether it smells good or bad. This game gets your class to laugh and study at the same time!

从语言学习的角度,这个游戏只涉及到两个简单的判断句: It smells good. 以及 It smells bad. 不过,该游戏的意义,更主要的是在于“破冰”,能够活跃课堂气氛。相信孩子们在进行该游戏时,一定会将他们的幽默,尽数显露!当然,教师也可以借此游戏,扩充形容词的学习,如 delicious, terrible, sweet 等等;同时,也可以将游戏稍加改变,使之能应用其他系动词如 taste, sound, look, feel 等。



50. Snowballs 雪球游戏

Equipment: tissue soaked in water, a set of flashcards

Group: 8+ participants

Duration: 10—12 minutes

Teacher or the students draw on the board items related to the Target Lesson (fruits, animals, veggies, etc.). Divide your students into 2 teams. One student from each team gets a wet tissue (“Snow ball”) and stands up. The rest of the class picks a card which can not be seen by the two students standing, who will throw their “snow ball” as they hear the other students call an item out,



for example: Grapes! The team whose participant hits closer to the item called out, gets a point. Then continue with the next student of each team. This game gets students active and reviews the target vocabulary.

To make this activity more complicated, you could write words on the board instead of drawing them.

“雪球游戏”实质上是一种词汇检测游戏。在该游戏中,无论是扔雪球者还是发号指令者,都会感到一种由快速反应带来的极大乐趣;同时,他们在游戏过程中,也会加深对这些词汇的印象。词汇的范围可不仅仅局限于名词,同时也可直接用单词来替代图片,但是难度可能会因此增加。

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51. Teacher from Another Planet 外星老师

Equipment: flashcards

Group: 4+ participants

Duration: 3—4 minutes

Give a student a card with a fairly simple word on it like “mirror” or “baby”. Pretend you are from another planet and only know a few words. Each time they mention a new noun, ask what it is, so that it goes something like this:

A baby is a small person.

What is a person?

A person is...

Do not use drawings, but students can point to similar things or use gestures to support their comments.

该游戏可以锻炼学生的英语思维能力,简单地说,是提高他们“用英语解释英语”的能力。对初中生而言,他们可以借助一些描述性的词语或句子;对高中生而言,则鼓励他们用定语从句来进行描述,同

时,不断地扩充句子使之完整。

52. Tear the Roof off 数数游戏

Equipment: none

Group: 10⁺ participants

Duration: 3—4 minutes

Split the class into teams (with names of course), preferably sitting in a row so that they are together in an ordered arrangement.

The game is easy—the team counts from 1—20 (or all the tens; odds; evens; etc.) and you time them. The team who counts the fastest wins.

This will tear the roof off your lessons! The kids start counting 1—20 in about 20 seconds, but after a few weeks they will be doing it in 6!

Once 1—20 is sorted you move on... and their counting will be perfect!

这是一个简单而实用的数词训练游戏,适合小学英语中的数词学习,也适用于初中生对于日期、星期等数词相关词汇的记忆(如三年级下 Unit 3, 七年级上 Unit 8、Unit 12 中的内容)。

53. Teddy Toss 扔熊熊

Equipment: a teddy bear or any soft toy

Group: 10⁺ participants

Duration: 2—3 minutes

This is a great game to play to get the students to practice their questions. You get a student to come up to the front of the class and get him/

her to toss teddy over his/her shoulder. The person who catches the teddy must answer the other students' question. Then he/she must come up to the front of the class and toss teddy. The class love this game, they are very active! They are usually trying to jump over each other to catch teddy.

有玩具的课堂总是令人兴奋的,即便为了玩具“不得不”使用语言!

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54. The Ship Comes Loaded 造句接龙

Equipment: none

Group: 10+ participants

Duration: 3—5 minutes

This is a game where you practice words and your memory! Let the students choose a letter, for example “A”. Now the class is going to say words, one each, that begins with an “A”.

Start like this: say to the first student “a ship comes loaded”. The student answers “with what” and you say “with apples”. Then the student continues to say to the next one in the class “a ship comes loaded”. He/She answers “with what” and the student says “with apples and apes” for example. And then it continues like that “forever”.

The students have to remember what words have been said and they have to come up with a new word beginning with the letter that they decided to play with. If anyone fails to remember all the words that have been said or if he/she can't come up with a new word, they are out of the game. The winner is the one that can continue “forever” without failing.

这个游戏有一定难度,在具体操作中可适当调整。如第一个学生说了“with apples”后,第二个学生可不必重复而直接说“with apes”,但所说的名词不能与前面学生说的相同。这个游戏对于词汇学习的意

义有两点:第一,它加深了学生对词性的认识(此处是名词);第二,将这些词汇按字母顺序归类。

55. Three Card Shuffle 洗牌游戏

Equipment: flashcards

Group: 6+ participants

Duration: 5—8 minutes



Students in pairs have three cards. They put the cards face up on the table, and one student tries to remember the order. The other student turns the cards face down, and is allowed to slowly shuffle them into new positions, two at a time. He/She can make only three changes. That student then asks, “What’s this?” pointing to one card. The first student tries to remember.

这是一种简单的洗牌游戏。它的好处是可以锻炼学生的记忆能力。洗牌游戏无论对小学生还是中学生都具有吸引力。在此游戏中,除了记忆“顺序”之外,学生还要尝试记忆、诵读卡片上的词汇或句子;游戏过程中还可以增加互动性的对话,如:“What’s this?” “Yes, you got it!” “Sorry, you missed it!”等等。

56. TPR (total physical response) and Vocabulary 全身反应玩词汇

Equipment: flashcards or other vocabulary items

Group: 10+ participants

Duration: 3—5 minutes

Students are in teams. Each team member is given a vocabulary

item—e. g. a color. There is one of each color in each team. Either tell each person their color, or give them a card with that color. The teacher says, “If you have a red card, please stand up.” Or: “If you are red, please stand up.” Or: “The first red to stand up gets a point for their team.” Or: “Reds please stand up.”

此类游戏除了用表示颜色的词汇外,也可用其他词汇(如水果、动植物等)进行替换。全身运动的口令也可改成“If you are red, please sit down. / If you are red, please touch your ears.”等等,从而将其他词汇的学习,融入到该游戏中。该游戏适合初级阶段的英语学习者,如小学生或初中生,譬如小学英语第一册 Unit 3 及新目标七年级(上) Unit 3 就可用此游戏。

57. Try to See 偷窥游戏

Equipment: flashcards

Group: 4+ participants

Duration: 3—4 minutes

This game is great for vocabulary. Teacher asks two students to come over. They are given two different flashcards and are holding them behind their backs. When told “GO” they try to see the opponent’s card. The one who sees it first shouts it out (or for example builds up a sentence using the word: “This is a cat”, or, “The cat can run”, or, “Mother is in the bedroom”) and wins. If both of them manage to see the card and give the correct answer, then teacher becomes the winner.

在教室里进行该游戏时,为了让学生能够看清对方手中的卡片,可以对动作做些调整。如可以叫学生背靠背(握卡片的手放在背上),或者面对面,但之前应用一秒钟的时间给对方看卡片的内容。该游戏的关键是:叫对方看清卡片的难度不能过大,游戏的重



点是看清卡片内容后的造句练习。

58. Whisper 传话游戏

Equipment: none

Group: 10+ participants

Duration: 2—4 minutes



Put class into groups and arrange the desks accordingly. Whisper a simple sentence into the first student's ear. He or she must say the exact same sentence to the next student and so on until the last student in the row who must say the word aloud. Check to see if the sentence is the same. Progressively make the sentences more difficult.

传话是一种古老的游戏,在语言课堂内进行该游戏,目的是纯粹的娱乐。教师要事先设定适宣传播的句子:难度适中,长短适中,同时包含1—2个容易产生歧音的单词。在游戏结束时,可要求句子变化最小的小组介绍传话准确的经验。

59. Who am I? 我是谁?

Equipment: slips of paper, pins

Group: 5+ participants

Duration: 3—5 minutes

Type up a list of between 15—20 names of current famous people, e. g. “Madonna”, “Tom Cruise”, etc. and cut it into slips of paper. Pin a slip of paper onto each student's back. Students circulate and ask each other Yes or No questions about the person's name pinned to their backs

until they guess who they “are”.

这个游戏类似于 Celebrity Heads 游戏。

60. Zip-Zap 嘶嘶嗖嗖

Equipment: chairs set up in a circle

Group: 10+ participants

Duration: 5—6 minutes

Group members sit on chairs with one person standing in the middle. Everyone in the group says his/her name and then the center person points to any participant sitting in the circle saying either “Zip”, “Zap” or “Zip-Zap”. If the center person says “Zip”, the pointed person must say the name of the neighbor to the left. Meanwhile, the center person counts to 10 as fast as possible. If the center person counts to 10 before the pointed person says the name of the neighbor, the pointed person becomes the new center person and the game continues. If “Zap” is said by the center person, the name of the person to the right must be said. If “Zip-Zap” is said, everyone in the group should get up and run to an empty seat. The person still standing becomes the new center person.

该游戏娱乐色彩浓厚,通过该游戏,学生可以达成一种交往上的默契。另外,该游戏对于学生的听音辨音及身体反应速度的训练十分有益。但由于语言任务不多,基本上适合在户外活动(如夏令营)时选用。

Active Games

活动性游戏

Active games and activities are great to get the students physically involved in the learning process. Physical response makes learners acquire new material in most effective way. These activities can help lower anxiety and bring up the magic of competition. Active games and activities will make your students move, be active and use what they have already learnt in an unobtrusive manner.

简介

活动性游戏共计60个。活动性游戏，顾名思义是为了能让学生在 学习过程中“动起来”的游戏。动起来的目的，有的是为了鼓励学生们更乐于执行语言学习任务，有些则纯粹是为了活跃课堂气氛。这些游戏，包括比赛、接力、追人等动作游戏，也包括一些妙趣横生的创造性游戏。所有的游戏，都情趣盎然，极大地调动了学生的积极性，也发挥了他们的想象力和创造力。需要注意的是，活动性游戏大多会造成秩序混乱，因此需要教师的控制、调度，而有些游戏，则属于户外活动。

61. Amnesia 过目不忘

Equipment: cards

Group: 16⁺ participants

Duration: 20—30 minutes

Divide students into pairs or small groups. Hand over cards with famous names written on them, for example, “Madonna”, “Michael Jackson”, “Mao Zedong” etc. Once all pairs/ groups get a card, they cannot look at it. One of the students would look at the card and try to tell the others what the identity is without saying the name. When they “remember” the identity, hand over a new card so that they can start over again.

Amnesia 的意思是“健忘症”，当然，这个游戏的目的不是忘记，而是记忆。记忆的内容是古今中外的名人(celebrities)。通过该游戏，学生可以得到一定程度上的文化知识熏陶，同时，也可以锻炼英文表达能力。其中，卡片上所写的名人要符合学生的认知水平，教师在平时的教学中，也要适当渗透相关的文化知识。相关游戏可参考 Celebrity Heads, Who am I 等。

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62. Around the World 环球游戏

Equipment: flashcards

Group: 10⁺ participants

Duration: 10—15 minutes

Divide the students into small groups. They should stand at the end of the classroom near the farthest desk each. Teacher shows a flashcard with a picture on it or a word (for intermediate students), or a phrase (for advanced). The first one to say what's on the card gets to move forward to the next desk, that is travel to the next location. The one to get to the end of the trip (that would be a whiteboard or a line) wins. Then the other

groups play. Then winners play in a super game. Don't forget to encourage your students. If students name the card at the same time—call it a tie and try again. You can also ask them to spell the word, or if you are using letters—give an example of the word starting with it. You may also use phrases and ask your students to use it in a sentence, which would give him/her a bonus point.

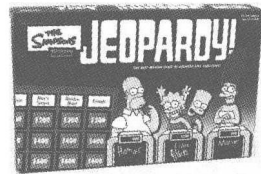
环球游戏本是一种棋类游戏,非常受儿童尤其是小学生的欢迎。该游戏的完成需要一定的时间,教师可适当改变形式,譬如利用多媒体设备设计课件,从而使得游戏的速度加快。在游戏中,一定要鼓励学生开口说(词语的读法、拼写、造句等),从而使该游戏包含语言学习的任务。

63. Article Jeopardy 冠词竞答

Equipment: paper sheets with questions

Group: 16⁺ participants

Duration: 20—40 minutes



Prior to this activity ask your students to review the usage of definite and indefinite articles (a, an, the) with countable and uncountable nouns. Also let them review the usage of some/any/few/a few/little/a little/this/these/that/those.

At home, make up questions for the game. The harder the question is, the more points students get for it. Divide questions into two categories: single jeopardy and double jeopardy.

Single Jeopardy would include questions with one answer:

Banana—countable or uncountable

I don't have _____ money. (many, some, any)

Double Jeopardy would include questions with more than one answer:

For dinner I had _____ hamburger and _____ Coke.
(a, a)

Generally questions would be: fill in the blank, find mistakes, countable or uncountable, articles “a” or “an”, usage of articles with geographical words.

Then divide the class into 3 or 4 teams. Choose a team to start. Draw a grid on the board with questions attached to it. Students would only see how many points they can get for the question. Any team can choose any question. After question is presented, the first team to raise hand, slap desk, etc. gets to answer. If they answer correctly, they can pick the next question. Ask a student to keep the score. When a team selects a question, you just lift the paper up and the question appears. When all papers taped to the board have been lifted up, it makes it look more like a TV show!

As with the show, you use the single jeopardy questions first, then go on to double jeopardy (more difficult, more points).

这则游戏类似于电视上常见的诸如“幸运 52”一类的游戏。在游戏过程中,因为“分数”(points)的诱惑,学生会积极地回答冠词用法问题而不计较其中的难易。因此,任何语言学习的任务,只要被置于一种激励机制当中,学生还是会积极地去完成的。

64. Ball Bomb 弹球游戏

Equipment: a ball

Group: 10⁺ participants

Duration: 5—10 minutes

This is a super-simple and effective activity for practicing possessive adjectives and pronouns. Have them form a circle with their chairs. Establish the spoken statement that incorporates the adjectives



and pronouns you wish to focus upon by holding up a ball and declaring “THIS is not MY ball, this is YOUR ball”. (This is not mine, this is yours, his, hers, etc. This doesn’t belong to me; it belongs to you, etc.) And hand the ball to one of the students. Play begins. Each student must reiterate the simple phrase and pass the ball along. You, the teacher should be in the middle of the circle and close to the students to monitor their English. If they do not say the phrase correctly, they keep the ball until they do, you coaching a bit, of course. You will also be keeping time with a watch or stop-watch as the play moves along. When a pre-determined time limit is up, yell “BOOM!” as loud as possible at the student holding the ball (it’s fun to watch them all tense up as time counts down and then jerk with a start when the “bomb” goes off, laughter and exclamations abounding).

该弹球游戏包含的语言任务并不复杂, 是对于物主代词的简单练习, 但是用传球的形式进行, 可以加深学生对于相关句型(如: This is not my ball, this is your ball.) 的记忆。需要注意的是, 关键的物主代词要重读, 同时, 如果学生基础较差, 则类似于“This does not belong to me; it belongs to you.” 这样的句型可暂时不作为复述内容。知识点链接可参照新目标英语七年级(上) Unit 1, 2, 3, 4 及九年级 Unit 5 的内容。

65. Balloon Buster 气球王牌

Equipment: balloons, slips of paper

Group: 10+ participants

Duration: 10—15 minutes



This is a great game for practicing vocabulary and making sentences. You will need some balloons and slips of paper with either complete words on them (for making sentences) or individual letters (for making words).

Place the words or letters in each balloon. Have one balloon for each group of four students. It is more fun if you allow the students to blow up their balloons. When you say “Go”, the students must pop their balloons using only their elbows and race to form sentences or words. The first team to spell the word or sentence correctly wins!

把气球当作道具的游戏,是深受中小學生欢迎的。在这个游戏中,每个气球里都有一些字母或单词,而游戏的目的,是为了让学生组成正确的单词(或句子)形式。该游戏对语言知识的要求不高,但容易激发学生的兴趣。

66. Bang 射击游戏

Equipment: none

Group: 10⁺ participants

Duration: 8—10 minutes

Students form a circle. The teacher is the cowboy in the center of the circle. Teacher makes a gun shape with his/her hand. Teacher points to a student (shoots him/her) and says the target vocabulary. This student ducks and the students on either side of him/her must shoot each other with the answer. The first to say the vocabulary correctly wins, while the second is out. Some examples are:

Opposites bang: Teacher points to a student and says “Yes”. Students on either side of the targeted student point to each other and say “NO!”

Adjectives bang: Point to a student and say “Tree”. Students on either side say: “Green!” or “Tall!” etc.

Adverbs Bang: Point and say: “Ride a bike”. Students say: “Slowly” or “Ride a bike slowly!” for more advanced classes.

Or you could make it more advanced:

Modal Verbs with full sentence: E. g. Teacher points and says: "Could, question." Students say "Could you close the door, please?" Or Teacher says: "Could, statement." Students say: "I could close the door for you."

The teacher can control the game, so the remaining two students are from opposing teams. When down to two students, they stand back to back and walk away from each other until teacher says the vocabulary (E. g. In opposites bang teacher says: "One, Two, Three, Four, Yesterday!") Students turn around and shoot each other after four steps saying "Tomorrow!") Winning team gets the points/stars/stickers, etc.

这则游戏对于学生的词语搭配及造句都很有帮助。射击类游戏一般来说学生们都很喜欢,因此,将语言学习与射击游戏相结合,是一种“寓学于乐”的好办法。

67. Big Wind Blows 大风吹

Equipment: none

Group: 10+ participants

Duration: 5—8 minutes



All kids sit in a circle on their chairs.

Teacher stands in the middle, he/she gives them names such as ice-cream/bananas/monkeys or other. Kids start by asking the teacher a question (what do you like?), then he/she answers: I like bananas. All bananas kids then have to exchange their seats. This game can be modified depending on the topic.

You can also sing along: Big wind blows, big wind blows, what you blow, what you blow... I blow...!

Absolutely any question can be used here, and kids get to be named absolutely anything.

Example:

Vocabulary used: animals

Participants: 16

A teacher gives names: tiger, mouse, horse and crocodile

Every first student is a tiger, every second is a mouse, every third is a horse and every fourth is a crocodile. Teacher is a tiger. Students shout out: what do you see in the jungle? Teacher answers: I see a crocodile! All the students who got to be crocodiles will have to stand up and change their seats. Teacher will also get a seat. The student who get to be left out—starts the game again.

该游戏可与名词的学习结合起来,也可用于“What would you like? / I'd like...”等句型的学习,属于操练型游戏。

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68. Blindfold 躲猫猫

Equipment: blindfold

Group: 4+ participants

Duration: 5—12 minutes

Blindfold one of the students. Let him/her chase other students. He/She can also shout: freeze, be quiet, or other words and the students would do so for two seconds.

该游戏类似于“躲猫猫”游戏,口令的聆听和执行,可锻炼学生的辨音能力及对动作指令的执行速度。当蒙眼者抓住其他同学时,他们可用一些简单的交际用语进行交谈,如“I got one of you!” “Is it Ann?”等等。

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69. Body Building Game 身体部位游戏

Equipment: dice, board, markers

Group: 10+ participants

Duration: 10—15 minutes

Split the class into teams. If they are in columns of desks, saying the left hand column is team 1, the next team 2, etc. is usually best. On the board draw limbless, featureless faces and bodies (the number you draw should correspond with the number of groups you have). Tell the front person in each group to stand up. You then ask the kids who are standing up a question. The quickest one to raise his/her hand can answer, if they're correct, they get to roll an inflatable dice. If they get a "1", they can draw an eye on their team's face. If they have a "2", they can draw an ear. Similarly, "3" is a nose, "4" is a mouth, "5" is an arm and "6" is a leg. However, each team can only have one nose, one mouth, and two each of everything else. For example, if your team already has two arms, and you roll another number "5", then that go is a "pass" because you can't add another arm (this gives an added competitive bit to the game, complete with praying, clapping and cheering). The next person in each group stands up and repeats. The winning team is the first team to get two eyes, two ears, one nose, one mouth, two arms and two legs. If you run out of time, then the team with the most features is the winner!

该游戏可帮助学生熟知身体各部位的表达方法。除了游戏中提到的“face”之外,还可以用身体其他部位进行游戏,方法一样(使用简笔画画出轮廓)。游戏中,教师所提的问题(questions)很重要,要有一定难度,从而给各小组平等竞争的机会。譬如,可用猜谜、脑筋急转弯等智力题进行抢答,也可以是关于文化知识的问题。游戏之后,可带领学生复习身体各部位单词的拼写并朗读。

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70. Body Parts Modeling 制作人体模型

Equipment: scotch tape, cards of body parts

Group: 6+ participants

Duration: 5—8 minutes

If you want to review the parts of the body with your students, divide them into groups of three or four and choose one of them to be the “model”. Give each group a set of small cards with the name of parts of the body you want to review and some scotch tape (it would be nice if you had the cards laminated, and each group should use a different color—yes, students do pay attention to these small details). You should use easy parts of the body as well as those which are hard to be remembered (you can also introduce two or three new words). Play some lively song and give them nothing more than 3—4 minutes to try to label the parts of the body of the model... if you allow more time they'll start cheating. After that have the models stand in front of the rest of the class and start checking their work, giving one point for each correct card and maybe two for the new words. You and the students will laugh a lot when they find out that their elbows are not between their eyes... Please let me know how it works...

该游戏适合用于对身体部位名称的记忆,类似的游戏有“Body Building Game”等。在游戏当中,要注意词语卡片最好是彩色的,比较醒目。游戏结束之后,要求学生能对这些词语进行认读和拼写。教材链接参考 PEP 小学英语第一册 Unit 2、新目标初中英语八年级(上) Unit 2。

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71. Bubble Gum 泡泡糖

Equipment: none

Group: 4+ participants

Duration: 5—7 minutes

Everyone gathers in a tight circle and makes fists with both hands and holds his/her fists out in the center of the circle. The teacher takes one of his/her fists and taps everyone's fists (including his/her own) as he/she says this rhyme: "Bubble gum, Bubble gum, in a dish. How many pieces do you wish?" Whoever he/she taps last gives a number between 1 and 20. Then the teacher again taps everyone's fists as he/she counts to the specified number. Whoever he/she lands on has to take that fist out of the circle and place his/her hand behind his/her back. Then the teacher starts all over again with the Bubble gum, Bubble gum... and repeats the process. Once both of your fists are tapped, you are out. And this goes on until it narrows down to one—the winner. You can also put feet in the circle and use them instead of fists.

这可以作为小学(甚至是幼儿园)英语教学中的节奏类游戏,教师所念的韵文(Bubble gum, Bubble gum, in a dish. How many pieces do you wish?),也可由全体学生一起朗读。

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72. Cat & Mouse 猫和老鼠

Equipment: none

Group: 6+ participants

Duration: 5—8 minutes

One group member is chosen to be the cat and the rest are mice. All the mice take up positions around the room leaving a good space between themselves. These mice are "in their holes". One mouse is chosen to start up the game. On the word "GO" the cat begins to chase the mouse to try to eat it. To become safe, the mouse must push another out of its "hole". This mouse then becomes the cat's prey and so on. When the cat catches a

mouse, they swap roles, and continue right on with the game.

猫和老鼠游戏类似于追人游戏,但被追者是不断变化着的,因此在组织该游戏时,要注意场面的控制,尤其是在教室里进行的时候。

73. Charade Relay 字谜接力

Equipment: none

Group: 8+ participants

Duration: 15—20 minutes

Groups sit in a semicircle in separate corners of the room/playing field while the activity leader stands in the middle of the room. On start signal, one person from each group runs to the leader who tells them the name of a movie/book/TV show. They then run back and silently act out the title to their group using basic charade rules. As soon as someone guesses the title, that participant runs up to leader for another title. The winning group is that which first completes all the titles set, perhaps 10. A leader needs to be assigned to each group to make sure the rules are followed.

Variation: Instead of acting out the titles, groups could be given paper and pens in order to draw clues. Animals/buildings/things will be easier to draw than act out.

这是一个根据动作猜测词语的游戏,有点类似于 Angry Eating 游戏。如果觉得游戏较难,可将 title(书名、电影名等)换成其他词语(动物、食物等)。需要注意的是,为了使游戏能够进行下去,领题者可提供必要的线索提示(譬如第一个字母)。整个游戏使用的语言并不多,Charade Relay 游戏的本意,正是以哑剧的形式让学生猜测。

74. Class Olympics 班级奥运会

Equipment: slips of paper

Group: 20+ participants

Duration: 20—30 minutes

Before the class, write the names of different countries on small slips of paper (depending on how many students you have in your class). Then have duplicate slips in a small bag.

During the class give each student a country. If you have an assistant teacher, ask him/her to pull out the names of three countries from your bag. The students with the corresponding countries come to the front of the class. They then take part in an “event”.

Some examples of the events can be: arm wrestling, donut eating, holding breath, making and throwing a paper plane, staring contests, ping pong, scissors paper rock, push ups, sit ups, etc.

You can also make gold, silver and bronze medals using your own art skills.

It's a good way to reinforce superlatives (who is the strongest, who can hold their breath the longest, who can throw the furthest, etc.).

该游戏以模拟“奥运会”的形式,帮助学生理解和使用形容词/副词的最高级用法,适合在户外进行。游戏前,可教授学生各种体育项目的表达方式,从而扩大他们在该领域内的词汇量。

75. Color Game 颜色游戏

Equipment: markers

Group: 10+ participants

Duration: 8—10 minutes

Teacher draws two lines at the opposite sides of the classroom. That

place is considered to be “safe” for students. They stand at one of the sides behind the lines (or call it their “home”). Students ask the teacher who stands in the middle of the class: What color is it? (Or what are you wearing?) Teacher replies: It’s red! (Or I’m wearing a red T-shirt) The students who have this color (red pants, red sweater, red shoes) can safely walk to the other side. The ones who don’t—make a run to the other side. Teacher tries to catch them before they get “home”. The student who is caught becomes “it” and game continues.

与后面的 Mr. Bin 游戏一样,在这个游戏中,横线后是“安全的家”,学生要随着教师的指令而 walk 或者 run,并逃避教师的抓捕。在游戏中,教师(it)的指令是对颜色提问的练习。该游戏适合小学或初中有关“颜色”的单元的学习,如 PEP 英语第一册 Unit 3。

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76. Colored Monster 颜色怪物

Equipment: paper, color pencils

Group: 4+ participants

Duration: 8—10 minutes

Introduce some basic colors—I have six sheets of colored paper that I hang on the board with the color written on it. Once the students know them, you play a short warm-up game. Have all the students stand up and you call out a color. The students must then find something in the class of that color and touch it. Be careful if you are wearing a blue shirt and then call blue, you will be mobbed by children. Next, introduce some body parts and review. Last, have the students use paper and colored pencils or markers to draw a monster as you describe. Use easy descriptions like “It has two blue heads.” “It has 5 green eyes.” “It has seven yellow legs.” It is interesting to see what they come up with and it seems to keep most students occupied.

这个游戏包含的语言任务有两个：一个是对颜色的学习，另外一个颜色词语在具体句子中的使用。在学习颜色、身体部位时，都可使用该游戏。相关教材内容链接有七年级(上)Unit 3 “What color is it?” 以及八年级(上)Unit 2 “What’s the matter?”等。

77. Draw a Monster 画怪物

Equipment: whiteboard, markers

Group: 6+ participants

Duration: 5—10 minutes

This game is for elementary students to review body parts. Students in turns come up to the whiteboard and draw a body part. For example, teacher says: “Ellen, draw a nose.” Then Ellen draws a nose in the middle of the circle. Then teacher asks Mark to draw one ear, and so on. At the end you will have a pretty funny picture on the board!

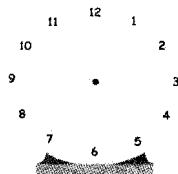
该游戏可帮助学生熟知身体各部位的表达方式。教师在该游戏中所使用的指令性语言(如:Ellen, draw a nose.)比较简单,适合小学生的英语学习(如 PEP 小学英语第一册 Unit 2),可以加深他们对身体部位词汇的记忆。

78. Draw the Time 画时间

Equipment: whiteboard, markers

Group: 10+ participants

Duration: 5—10 minutes



This game is good for teaching time-telling skills. Draw two blank clock faces on your whiteboard and divide the class into two teams (or

more). Have the first student from each group race to the board and draw the big and little hands properly when you tell the time. This is a great way to instill the concepts of quarter to/ quarter past/ half past/ five to/ almost/ on-the-dot/ straight up, etc.

The student, who gets the time right, gets more points. For drawing it right and quickly you may give them bonus points.

在进行时间表达法的学习时(如 PEP 英语第四册 Unit 1、新目标七年级上 Unit 11),该游戏十分有用。具体操作时,为了更加形象,钟面(clock faces)可以制作成模型。需要注意的是,时间表达法的学习,一定要循序渐进,要在游戏中逐渐加入 quarter to, half past, straight up, noon/midnight 等词语,从而使学生真正领会这些词的法。

79. Duck Duck Goose 鸭鸭鹅

Equipment: none

Group: 10⁺ participants

Duration: 8—10 minutes

In this game, kids sit down in a circle facing each other. One person is “it” and walks around the circle. As he/she walks around, he/she taps people’s heads and says whether they are a “duck” or a “goose”. Once someone is the “goose”, they get up and try to chase “it” around the circle. The goal is to tap “it” before he/she is able sit down in the “goose’s” spot. If the goose is not able to do this, he/she becomes “it” for the next round and play continues. If they do tap “it”, the person tagged has to sit in the center of the circle. Then the goose becomes “it” for the next round. The person in the middle can’t leave until another person is tagged and he/she is replaced.

Variation: Instead of duck and goose, you can use “boy” and “mon-

key” or animals who have four legs and who don’t. It is more fun when different vocabulary is used.

对于刚刚接触到动物类词汇的小学生而言,这个游戏可以加深他们对这类词汇的印象,同时,追人游戏也比较适合小学阶段的学生。

80. Farmer in the Dell 山谷里的农夫

Equipment: none

Group: 15+ participants

Duration: 5—8 minutes

Participants stand in a circle. One person is chosen as the farmer and stands in the middle.

Everyone sings:

*“The farmer in the dell,
The farmer in the dell;
Heigh ho, the Derry—oh the farmer in the dell.”*

and walks around in the circle.

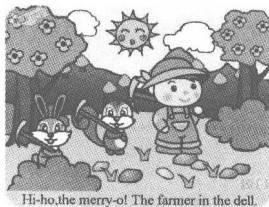
The next verse is:

“The farmer takes a wife...”

which is sung as the first person chooses another person from the circle to come to the inside.

The next verse is:

“The wife takes a child...”



when the second person inside the circle chooses a third person to be the child. This continues with

“The child takes a dog...”

“The dog takes a cat...”

“The cat takes a rat...” and

“The rat takes the cheese...”

The final verse is

“The cheese stands alone...”

when all people on the inside of the circle go back to the outer edge of the circle and sing as the last person chosen “stands alone” in the circle.

这是一个英文儿歌游戏,其中引用的儿歌题目是“The Farmer in the Dell”。这首儿歌的特点是节奏明快,用语清楚。在进行游戏前,最好能教会学生儿歌的唱法和其中词句的意义。但是要注意的是,用儿歌进行训练,其主要目的并非是其中的语言,而是通过旋律与语言的完美结合,来产生一种美的感受,从而引导学生艺术地观察世界。

81. Feelings Race 雪中送炭

Equipment: laminated flashcards

Group: 10+ participants

Duration: 10—15 minutes

This game has three parts.

Part One:

Write a feeling on the board, e. g. hungry, cold, excited, and bored. Say, “I’m hungry. What will you give me?” Let students shout out as many things as they can and write them on the board. Do about 15—16

states-of-being, some new and some review. Teach students the formula “Would you like...?” and “Here you go”.

Part Two:

Have objects that could be given for each emotion drawn up on cards. Show the picture and ask, “What is this?” and “When do you need this?”

Part Three (the fun part):

Divide the class into 3—5 teams. Put all the cards in the back of the room and stand in the front. The first member of each team comes up. Call out, “I’m hungry”. The students race to the back, find the right card, bring it to you and ask, “Would you like a cake?” You say, “Yes, I would like a cake.” “Here you go.” “Thank you.” To which they must respond, “You’re welcome.” Their team gets two points. If you say I’m hot and someone brings you a fan and another person brings a glass of water, accept both. If they bring a reasonable item back, but not what you intended or can’t complete the dialogue, that’s one point. As the game progresses, call out two emotions or states-of-being that might go together or feelings that could have more than one answer.

这个游戏中的对话并不复杂,在小学和初中教材中都有关于“Would you like...?”句型的学习,但是多数的课堂仅把这一句型用于简单的操练,或设置一些假情境(pseudo situation)。在本游戏中,该句型被有机地与“感觉(feeling)”联系在一起,从而使得学生能恰当地运用句型和相应的形容词。

82. Fishing for Flashcards 钓卡片

Equipment: plastic fishing rod with a magnet on the end, paper lips attached to flashcards

Group: 10+ participants

Duration: 3—6 minutes

Students sit in a circle and each fish up a flashcard. When he/she does, we all shout out, “Nice catch!” Then the student says what the flashcard is. The students are always paying attention to this point, even the really active ones. To get them to pay even more attention, you may get them to draw their own vocabulary flashcards.



这个游戏与后面的“Fishing with Magnets”游戏类似,用钓鱼的形式,使学生更乐于学习单词。对钓上来的鱼(单词卡片),可以让学生仅认读,也可要求他们拼写,甚至造句,视学生的语言基础而定。无论学生做到哪一步,教师和同学都要给予肯定和鼓励。

83. Fishing with Magnets 小猫钓鱼

Equipment: paper clips, flashcards, short rod

Group: 6+ participants

Duration: 8—12 minutes

Attach paper clips to lots of cards. Put some magnets on the end of a string attached to a short rod. Students fish for a card and read it.

读单词对学生而言,可能是一件枯燥的事。但通过该“钓鱼”游戏,学生会认为朗读单词是对游戏成功的奖励。要注意的是,在游戏中,“钓鱼”难度不能太大。另外,除了朗读单词,教师还可设计一些句子(分值增加),甚至是需要回答的问题。

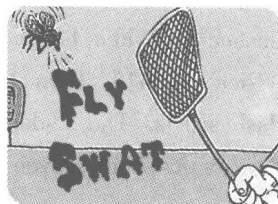
84. Flyswatter 苍蝇拍

Equipment: flashcards, two flyswatters

Group: 10⁺ participants

Duration: 5—8 minutes

It's an easy game for beginners to recognize and pronounce vocabulary. It works with all kinds of vocabulary (numbers, body parts, colors, clothing names, family members). If



you are working on listening and speaking, but not reading and spelling, then just use drawings of the items (e. g. draw clothing items, use numerals but not number words, draw body parts).

Scatter the flashcards on the floor, or on the whiteboard. Also have a flashcard of a spider, or just draw it. Ask two students to come up, give them the flyswatters and explain that they will have to hit the word once they hear it; the first one to hit gets a point. Once one of the two gets five points—he becomes a winner. Then ask another two students to come up and they play against each other.

Students can play in groups, in teams or just one against another. Also try to play finals and semifinals to define the winner.

Don't forget to say “spider” so that the students hit that picture along with other vocabulary needed to be reviewed. You can also try to confuse them by saying something that is not among the pictures.

Flyswatter 的意思是“苍蝇拍”,在这个游戏中,手握苍蝇拍的同学拍的是所听到的单词,因此,该游戏对学生认读单词十分有益。它实质上与前面的“钓鱼”类游戏十分相似。游戏过程中,要防止学生拿着苍蝇拍做别的事情。

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85. Have You Ever 信息交流

Equipment: each participant needs a colorful sock or hat

Group: 12⁺ participants

Duration: 6—8 minutes

The group stands in a large circle with each participant placing a sock at his/her feet to mark a position. One person is then elected to begin by standing in the center of the circle. The person's sock is removed from the circle as there needs to be one position less than participants in the circle. The person in the center thinks of something that he/she has done, and announces it to the group by saying, e. g. "Have you ever been water-skiing/overseas/seen Star Wars etc." If anyone in the group has, he/she must leave his/her place and run to another free spot in the circle, while the person in the center also hurries for a free spot. There will be one person remaining in the center with nowhere to go. That person will ask the next question. It is important to stress (especially with older children) the need to ask only appropriate questions. This is a good, active game where lots of information is shared about one another.

该游戏可谓是“信息交流游戏”,所用的语言点是完成时态,教材可链接至新目标英语九年级 Unit 14。由于游戏涉及的学生较多(12位),故要保证所有学生都有机会参与。

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86. Heads Up 抬起头来

Equipment: none**Group: 10⁺ participants****Duration: 8—10 minutes**

The way the game works best is that everyone is involved, so instead of just calling the original seven people up to the front of the room, just take half of the class. The others stay at their desks. You explain that the people at the front of the room are to walk QUIETLY around the room while the others put their heads down and one thumb up on their desks.

The students who are walking around then each touch the thumb of

one of the people whose heads are down. If they are noisy there is no point, as it is obvious who touched whose thumb.

After everyone has had his/her thumb touched (he/she should put it down once it has been touched), the students go to the front of the room and call "Heads Up!" The students (who hopefully haven't fallen asleep at this point) then stand up and take turns guessing who touched their thumbs.

There is communication already involved in the guessing of who touched whose thumb, but another way to make it more relevant to English class is to use simple sentences like "Was it _____?" "Yes, it was./ No, it wasn't." (Adapt to suit the level of your students)

If a student guesses correctly, he/she can switch with the student who touched his/her thumb; if he/she doesn't, he/she stays in his/her seat.

该游戏可以用来训练简单的句型,同时也可以让学生了解指令并应对指令。

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87. He He She 他她游戏

Equipment: flashcards

Group: 10+ participants

Duration: 5—8 minutes

This is a good game to practice using "he" and "she", because in China it is the same word. Play it just like "Duck Duck Goose", one student walks around the circle of other students and says he or she for each student. When he/she says it wrong, he/she gets chased around the circle. Also play this game by giving each student a flashcard from the lesson and the student walks around the circle and reads each word. If he/she gets it wrong or says it wrong on purpose, he/she gets chased around the circle. Even twelve-year-olds like to play this game.

对于学生来说,搞清楚 he 和 she 并不难。因此,该游戏也可用于对其他词语的认读。

88. Honey I Love You 蜂蜜蜂蜜我爱你

Equipment: none

Group: 6+ participants

Duration: 8—10 minutes

Group stands in a line (or sits in a circle). One person is selected as “Honey”. Honey chooses anyone from the group and stands in front of him/her. Honey says, “Baby, I love you. Won’t you smile?” Baby replies, “Honey, I love you, but I just can’t smile.” If Baby does smile, he/she becomes “Honey” and repeats the actions. If Baby doesn’t smile, Honey must pick someone else to try to get to smile. This is a fun game and it is very difficult NOT to smile under these circumstances.

OR

(Quaker Meeting)

One person is “It”. The others must all sit down and be the audience. “It” says “Quaker Meeting has begun, no more laughing, no more fun. If you dare to crack a smile, you may have to walk a mile.” Then “It” makes funny faces, or sounds, or tells jokes or does anything except touch any member of the audience, to get someone to laugh. The first person to laugh is at the mercy of “It”. “It” can decide some horrible or embarrassing punishment (like walking a mile) for the laugher. After the laugher has completed the punishment, he/she is the next “It”. One variation—all players can decide if they want to set a time limit for “It” to make them laugh. If “It” does not get someone to laugh within the allotted time frame, then the audience can decide on a punishment for “It”.

这一组游戏可以称之为“逗笑游戏”,即“It”要想尽办法使游戏中

的其他同学笑,并且只能借助语言。这就要求“it”事先准备好充足的逗笑材料。对母语使用者而言,这并不困难,但对于中国学生来说,要使得其他同学发笑,其中的语言材料的选择便十分关键了。材料可以事先(课外)准备好,因此这样的游戏,具有“任务型”学习模式的特点。

89. Hot Potato 烫手山芋

Equipment: beanbag, a CD player, music

Group: 10+ participants

Duration: 3—5 minutes



Everybody stands in a circle. Pass a beanbag around the circle to music. When music stops, the person holding the beanbag is out. Pretend the beanbag is a very very very HOT POTATO.

The wonder ball goes round and round

To pass it quickly, you are bound

If you're the one, to hold it last

The game is past, and you are out!

Variation: Add on another line of verse by spelling the word “out” (e. g. O-U-T, out!).

Hot Potato 是美国俗语,即“烫手的山芋”,意为棘手的事,需要马上脱手。因此,在这个游戏中,小布袋被不断地传递,但没有人愿意握着不放,而背景音乐的开始和停止,使这个游戏实质上成了“击鼓传花”。要注意的是,在游戏过程中,可让学生吟唱教师事先设计好的韵文,从而使得该游戏成为一则儿歌游戏。

90. Hot Potato's Questions 烫手山芋问题

Equipment: music

Group: 10+ participants

Duration: 8—12 minutes

Find an object to pass around; it can be anything small, a ball or an eraser. Give it to one of the students in the circle to pass it to the next student to the left. Students pass the object to the music, when music stops, the student holding that object must answer a question. If his/her answer is correct, the student remains in the circle. If his/her answer is wrong, the student must sit in the middle of the circle waiting to be swapped by another student who gives a wrong answer. Questions must be made according to the topic of the lesson.

该游戏类似于之前的 Hot Potato,但增加了回答问题这一环节。教师要依据课堂教学的内容来设计问题。

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91. Inflatable Dice 充气骰子

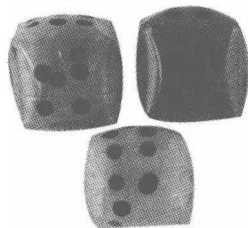
Equipment: dice, board, markers, music

Group: 10+ participants

Duration: 3—5 minutes

Write six different types of questions on the board. “How many...?” “What time do you...?” “Can you...?” “Where is the...?” “Is this...?” “And how are you?” The students toss the giant inflatable dice around the room, and when the music stops, the one holding the dice rolls it to find out what question he/she has to answer.

通过扔骰子来决定要回答的问题,可以极大地提高学生的学习热情。这个游戏操作起来非常简单,但涉及到的对语言知识点(特殊疑



问句的问答)的训练,则比简单的操练要丰富有趣得多。

92. Kangaroo Code 袋鼠跳

Equipment: balloons, pieces of paper with words written on them

Group: 10+ participants

Duration: 10—12 minutes



To encourage movement in the class, have students organized into teams. Each team is given a balloon to place between their knees and they are not allowed to use their hands to touch the balloon at anytime. One person from each team must jump like a kangaroo forward to a chair in the front of the room, there they must pick with their hands a word, they then turn around jumping back to the next person in their team. This continues until all the code words have been collected and all of the team members have jumped to the chair. The words must then be placed in a correct order and the captain must then read it out to the teacher. Rewards are given to the winning team. Fun, loud and competitive way to engage students in a physical manner with language.

Kangaroo Code 是一个计算机词汇,意为“杂乱码”。这个游戏有两个难点:其一是夹着气球像袋鼠一样地跳(每人取一个单词),其二是将取回的单词按照一定顺序排列。排列的结果可以是一个语法正确的句子,也可以是按照一定逻辑排列的单词群(如 son, brother, father, grandfather)。该游戏的最大好处,是可以使学生“动起来”,活跃课堂气氛。

93. Knock Knock 兔子开门

Equipment: classroom objects

Group: 4+ participants

Duration: 5—8 minutes

Pre-teach animals. Play charades. Make a house with desks and chairs, towels, anything. Get students to hide inside. Hide behind something and knock “Can I come in?” Then they say “Who is it?” Think of an animal, and act it out. “I’m a _____.” If it’s scary, like “I’m a lion”, they run to hide and say “No, you can’t come in.” If it’s a bird, they love to watch you fly around the house, peck them gently on the head, anything. Do this a few times, then away you go. “It’s Cindy’s turn!” and let students be the animal. Students think of animals and they learn new words, with the “I’m a _____” structure.

对动物名称的学习,可借助该游戏。相关教材链接有新目标英语七年级(下)Unit 3 “Do you like koalas”以及九年级 Unit 15。在这个游戏中,除了学习动物名称之外,学生还通过游戏增强了交际中基本的辨别、防范意识。

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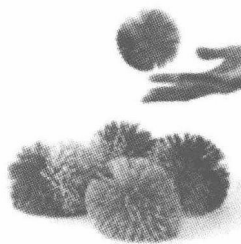
94. Koosh Ball 橡胶丝球游戏

Equipment: several koosh balls

Group: 4+ participants

Duration: 5—7 minutes

Start with small groups of about 10 people (or smaller). Form a circle. One person starts with the koosh ball. He/she names a particular person in the group and throws the ball to him/her. That person must catch the ball, then names another person of the group and also throws the ball to him/her. Everyone



in that circle will throw the ball to the person they have just named. This implies that everyone will receive the ball from the same person and throw it to the same person (e. g. A always throws the ball to C and C always throws it to G, etc.). Once the students have completed a full circle of ball throwing (3—4 times) without dropping the ball, the students will become more familiar with the activity. Then add a second ball and repeat the motion. Then go to 3—4 balls... Once the students are comfortable with this pattern, form a bigger circle by integrating all the students, and start throwing one koosh ball. Make a complete pattern. Every student will have the opportunity of receiving and throwing the koosh ball. Once the ball has gone around without being dropped, introduce a second ball, then a third, and so on.

This game creates a pattern of motion, involving concentration, focus and a lot of fun.

Variation: Students number themselves and call numbers instead of names. The ball can be thrown up in the air and the number called must catch it before it falls to the ground.

Koosh Ball(一种橡胶丝球)是由 Scott Stillinger 发明的玩具球。该游戏适合在户外尤其是草地上进行。游戏的关键是每位同学传球的对象是固定的(对方的姓名由自己在第一次传球时确定),因而当场地上同时出现几个球时,气氛就相当热烈了。教师应适当控制场面,并注意安全。

95. Make a List 词语清单

Equipment: a deck of cards for each group, a handout or a board, markers

Group: 10⁺ participants

Duration: 10—12 minutes

Split the class up into small groups. Give each group a deck of cards and a handout. On the handout, there are going to be many categories such as “Cars”, “Colors”, “Planets” and the like. Each student in the group blindly chooses a card from the deck in turn. Let’s say one student’s card is a “7” for instance. Now they should look at the handout. Maybe the handout says their category is “Colors”. In this instance, the student would have to make a list of 7 colors. If he/she is unable to complete it, he/she should be punished—let his/her group mates choose the punishment—something like dancing or singing.

Note: If he/she draws a face card, he/she skips a turn. The Ace can be either 1 or 11—possibly interchanging if you want to make it more fun.

Some ideas for categories are:

1. *Days of the week*
2. *Things that can fly*
3. *Words that begin with “R”*
4. *Vegetables*
5. *Fruit*
6. *Kinds of meat*
7. *Pieces of clothing*
8. *Body parts*
9. *Continents*
10. *American actresses*

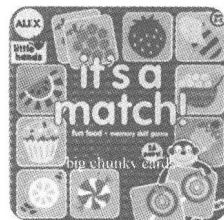
就词语归类练习而言,这是一个极好的游戏。游戏中已列举了10个常用的词语分类方式,当然教师可以根据情况增补。就游戏规则而言,“选择纸牌”并按照规定说出某一类的词语,有点“宿命”的感觉,但是学生借此测试运气的游戏心理,却可以得到极大满足。该游戏能有力地盘活学生们记忆中存储的词汇。参考游戏有“Hip Hop”, “Brainstorm Rummy”等。

96. Memory 翻牌游戏

Equipment: two sets of identical flashcards

Group: 4+ participants

Duration: 5—7 minutes



It is a game, which exercises the power of memory. You will need two sets of same flashcards. Shuffle the cards and place them face down on the table. The students take turns and turn the cards over. If the cards are the same, they keep them; if they're different, they have to turn them face down again. The student with most pairs at the end is the game winner.

翻牌游戏是训练记忆力的最佳方法之一。在这个游戏中,学生依次翻牌,如果两张牌一样(要么是图案,要么是词语及句子),则“吃”了这两张牌;如果不一样,则牌继续面朝下放在桌上。教师可根据学生情况设置游戏难度,纸牌上可以既有图案又有文字,且文字的长度也可调节,如此来控制游戏的难度。这一游戏对学生日后的“快速阅读”能力的提高也很有好处。

97. Mobile Numbers 打电话

Equipment: two toy mobile phones, numbers 1—9 written on big bright paper

Group: 10+ participants

Duration: 7—10 minutes

Put the numbers on the floor 3 × 3 like you would see on a telephone. Pick a student to hold the phone and jump on the numbers the teacher would call out. Then make a funny ringing sound, which they would love, and pick up your phone. Have a simple conversation with



them (Hello, How are you, Bye-bye); you can take it as far as you want depending on their level. After a while you can get another student to hold your phone. You can continue to call the numbers or get them to if you feel they are ready.

打电话是小学和初中英语教学中的一项重要内容,这一内容的学习一定要有情境,而本游戏正是为此提供了一种虚拟情境。需要注意的是,打电话的内容要根据学生的实际水平进行适当调整,但一些常用句式要反复使用。可参照三年级(上)第一册 Unit 6、七年级(下) Unit 9 “How was your weekend”、八年级(上) Unit 3 “What are you doing for vacation”、八年级(上) Unit 5 “Can you come to my party”等单元的内容。

98. Montessori Mystery Bag 蒙特梭利的魔袋

Equipment: a cloth bag with objects inside, blindfolds

Group: 4+ participants

Duration: 5—7 minutes

This is a good way of introducing new vocabulary to students. The objects in the bag depend on what vocabulary you teach at the lesson. For example it can be geometric solids. Put the object in the student's hands, and ask him/her to name what it is. Obviously, the objects must be varied and recognizable by touch!



玛莉亚·蒙特梭利(Maria Montessori)是意大利著名的教育家,以其“新幼儿教育”闻名于世。她制作的教具契合儿童发展规律,包括日常生活教具、感官教具、数学教具、语文教具等。这些教具使学生能在自由操作中得到多方面的能力训练。在上述游戏中,学生通过触摸物体(几何体)来感知、辨别事物。事物的名称用英语词汇口头表达。

该游戏适合用于英语初学者对于词汇的认知和记忆。

99. Mr. Bin 柄柄先生

Equipment: none

Group: 10+ participants

Duration: 8—12 minutes

This is a game to revise time, or numbers. All students are at the end of the classroom behind the line (students are told that behind the line they are at home and Mr. Bin or Mr. Wolf can't catch them, or eat them). Usually Teacher plays the first turn as Mr. Bin and stands at the other end of the classroom. Students ask loudly: "What time is it, Mr. Bin?" or "How old are you, Mr. Bin?" Or "How many fingers?" depending on the vocabulary they know. Mr. Bin replies: ten, or it's ten o'clock! Students make ten steps towards the teacher, then ask again. When Mr. Bin says: "It's time for lunch!" Or "Happy Birthday!" Or "No fingers!" he/she runs to catch the students who at the same time must run back to their "safe place", i. e. behind the line. The student who is caught becomes Mr. Bin.

该游戏比较适合小学生。其语言训练任务是与数字有关的句型(如日期、星期或 how many 问句)。当 Mr. Bin 说到 "It's time for lunch!" / "Happy Birthday!" / "No fingers!" 时,他其实是发出了一串指令,学生按照此指令迅速后退至“安全地带”。进行该游戏时,教师要注意控制场面。另外,数词游戏也可参照 "Icebreakers and Warm Ups" 中的 "Buzz"、"Tear the Roof Off!" 游戏。教材链接:PEP 小学英语第一册 Unit 6、第三册 Unit 1 "What time is it" 等。

100. Mystery Box 魔袋

Equipment: a box with different items in it

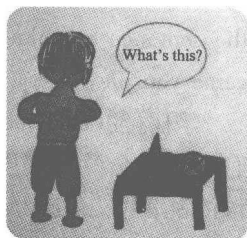
Group: 10+ participants

Duration: 8—10 minutes

Teacher brings a box into the classroom. It is called a “mystery box”, because students don’t know what’s in it. A student comes up to the box, puts a hand into it and describes the object. Other students help him/her guess what the item is.

Variation: Play some music; let the students pass the box around. When music stops, the student with the box has to put a hand into the box and describe the object.

在这个游戏中,学生并非简单地像在“Montessori Mystery Bag”游戏中那样只将物品名称说出来,而是要对其进行描述,这就更进一步地锻炼了学生的英语表达能力。表达的方式可以是简单的“*It is round*”/“*It feels soft...*”等包含形容词和连系动词的句子。而其他同学则可根据描述直接说出物品名称,如:*O, it is a...*! 相关教材链接:新目标英语七年级 Unit 2(things in the classroom, school things), Unit 4(things around the house)以及 Unit 5(sports things)等。



101. Noodle Doodle 面条涂鸦

Equipment: spaghetti

Group: 4+ participants

Duration: 5—10 minutes

Hand out strands of uncooked spaghetti the kids must break up and form into words or entire sentences on their desk tops. So for instance you can say to the class, “He is my friend.” Working as fast as they can in groups the kids write the sentence in spaghetti.



The team that finishes writing the sentence first raise their hands. Check the sentence to make sure it is right and award that team a point. It isn't a game you play every week and it requires some sweeping up afterwards.

用面条(spaghetti)在桌面上写字,学生一定觉得比用画笔画画更有趣。这个游戏实质上是一种听写练习,但容易因为涂鸦而使教室变得混乱,建议有选择地使用。

102. Pantomime 哑剧游戏

Equipment: index cards of different colors

Group: 10⁺ participants

Duration: 5—7 minutes



Have three different color index cards. Each color would stand for the difficulty of the activity that students would have to pantomime. For example, you can have three different color cards: white—easy, blue—medium, red—hard. White card would be worth 3 points, blue—6 and red—10.

White: brush your teeth/wash your face/ride a bike, etc.

Blue: fight the fire/see a doctor/see an alien, etc.

Red: see a mouse in your house/lose weight/buy a wrong size T-shirt, etc.

You can adjust these to your students' level. Break them into groups of three, and they can choose to have one person give all three clues to the class, or each person gives one... whatever they want. Give them one minute to describe all three things, and you score each team on the board. If teams tie, you can do play-offs with the more difficult questions. This provides lots of laughs, and is best done at the end of class! (It is also important to do "word banks" if necessary before this activity in order to make sure the students know what the words in the clues mean)

Pantomime 的意思是“打手势”、“演哑剧”,在本游戏中,是指一名学生

对规定的动词词组进行动作描绘,而其他同学猜测其相应的表达方式。这样的游戏方式,类似于“Charade Relay”游戏,但相对比较简单。用身体的动作将词汇“演”出来,可以使学生对于词汇印象深刻,因而事实上也是全身运动(total physical response)的一种形式。该游戏适合于有较多动词短语的单元,如新目标英语七年级(上)Unit 11,八年级(上)Unit 1 等。

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103. Perfect Match 最佳搭配

Equipment: paper, pens

Group: 10⁺ participants

Duration: 20—25 minutes

First explain the idea of perfect match, telling students that this game will tell them who in their class would be their ideal boy/girlfriend. Then get everyone in the class to write three questions they would like to ask a potential boy/girlfriend. E. g. what would be your ideal date? What kind of things would you do to make me love you? Give them about 10 minutes to do this, and have some really original questions coming up. Secondly, first pick either one boy or one girl and tell him/her to hide behind the door, and sometimes get another student to keep watch on him/her. Then, really quietly, tap three students of the opposite sex and tell them to come to the front. Acting as host, ask the three students the questions the person behind the door has written. They then write their answers down while you relay them to the person hiding, who chooses either student a, b or c. At the end of the questions, whichever student has given the best answers is his/her “perfect match”.

Students would find this absolutely hilarious; especially when you secretly pick two girls and a boy for a boy hiding and the boy is chosen as a “perfect match”!

这个游戏的趣味在于,学生所选择的最佳“男朋友”或“女朋友”

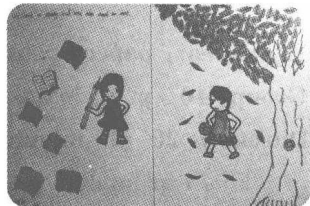
可能是一位同性伙伴!在进行该游戏时要注意两点:其一,选择男女朋友的游戏对中国的学生而言,可能因为害羞心理而互相推诿,这是由于学校长期缺少必要的性别教育所致。此时教师可事先向同学说明该活动的游戏性。其二,为了寻找“最佳搭配”而提问、回答的几个问题,可根据学习内容进行适当的调整,如可重点强调 what would you like to...这个句型的用法等。

104. Pictionary 画单词

Equipment: board, markers, flashcards

Group: 10+ participants

Duration: 5—8 minutes



This game is played with the usual rules, i. e. one student reads a word from a flashcard, then must try to draw it quickly while the other students guess what it is. For a class of thirty-six divide them into groups of six and each group competes against each other. Any grammar can be used: “he is playing soccer” or “he played soccer” or just “soccer”.

Pictionary 由单词 picture + dictionary 组合而成。该游戏可用于训练英语口语,同时又能锻炼学生对于词汇的理解能力和用绘画快速表意的能力。

105. Pirate Ship 海盗船

Equipment: none

Group: 8+ participants

Duration: 3—6 minutes

Participants imagine they are pirates on a ship, and under the supervision of the mean pirate king (leader), they must perform certain duties. The pirate king stands at end of the room and calls out commands. The last person to comply with each command is out. Commands may include:



- *Port!* (*Group all run to the left side of the room/field*)
- *Starboard!* (*Group run to the right side of the room/field*)
- *Scrub the deck!* (*On hands and knees pretending to be cleaning deck*)
- *Salute the captain!*
- *Man overboard!* (*Jump up and fall down*)
- *Climb the masts!* (*Climbing action*)

Add any additional commands you think are appropriate.

Pirate Ship 即海盗船。这个游戏可以锻炼学生对于指令的反应速度,也可以了解海上航船的一些语言的表达方式。由于这些表达方式并非教材所要求,因此可作为课外活动,增加学生的文化知识和词汇量。其中的指令意义如下:port(左转舵),starboard(右转舵),scrub the deck(清洗甲板),salute the captain(向船长敬礼),man overboard(落水),climb the masts(爬上桅杆)。

106. Pop It 吹气球

Equipment: balloons, slips of paper

Group: 10⁺ participants

Duration: 7—10 minutes

This is a great way to get the students thinking about words on the

spot, e. g. new vocabulary or words with matching phonetic sounds. Get a couple of balloons, stick a piece of paper inside with anything on from an instruction to a phonetic symbol and blow it up and tie it! Now you're ready to play "Pop It"! In pairs the students have to pop the balloon but without using their hands or feet, so between the two of them they must try to squash it or whatever but "Pop It"! Then find the piece of paper and follow instructions.

该游戏中,每对选手用身体(除了手和脚)挤破气球得到指令外,还需按照指令完成相应的语言学习任务。因此,这是一个任务型游戏。其中的指令包括回答问题,或者按照要求去做相应的练习,而不仅仅是游戏中所建议的词汇和读音。语言任务的难度可以根据学生的情况而设定。

107. Positive/Negative Opinions 正方反方

Equipment: none

Group: 10⁺ participants

Duration: 10—15 minutes

The teacher explains that there is an invisible line diagonally in the classroom. One corner of the classroom is positive (+) and the other corner at the end of the line is a negative place (-). The middle is rather neutral. If you stand at the negative end of the line, you can move along the line to a more positive place. You can also go in the other direction, however. The teacher asks the pupils to walk around in the classroom and listen to the teacher's instructions. The teacher mentions the name of a famous musician/actor/politician, garlic, the name of a movie, a school subject, a TV program... and invites the pupils to place themselves along the line according to their feelings about the subject mentioned. Some pupils will be at the positive end of the line. The teacher asks a pupil,

“Why are you standing there?” It is rather easy to answer, “I love/like...” or in the other end of the line, “I hate/don’t like...”, but it is more difficult to answer the question if you are standing in the middle section.

根据学生程度,在进行该游戏时,可要求他们就他们的答案说明理由,即:“I love... because...”这一游戏涉及到歌星、演员、政治家、电影、电视节目等,因此可谓是集中了流行的文化元素,学生在进行该游戏的同时,也了解到了当前的文化(甚至是对文化的批评)。

108. Preposition Basketball 介词篮球

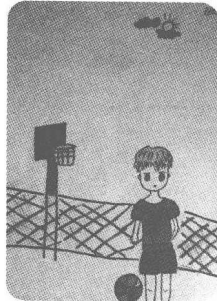
Equipment: a basket

Group: 6+ participants

Duration: 2—3 minutes

This is a good game for lower levels to work on making sentences with prepositions.

Place a basket on a chair and divide the students into two teams. One student from each team (they take turns) stands a good ways away from the basket and throws a ball. The student has to make a sentence about where the ball lands—



“The ball is on the floor”, “The ball is under Anne’s foot”.

An additional touch is the losing team has to do extra homework.

该游戏主要训练学生对于介词的使用,可参照新目标英语教材七年级(上)Unit 4 及 PEP 小学英语第二册、第五册的 Unit 5。需要注意的是,游戏之后,可附加课后作业(输掉的一组),内容可以是对房间的物体进行方位描述(使用学过的介词)。

109. Preposition Jump 介词跳跳跳

Equipment: sheets of paper, pens

Group: 10⁺ participants

Duration: 8—12 minutes

You can play it with any age or level. You simply put the prepositions you want to use on sheets of A4 paper and stick them to the floor in circle. You then shout a word and the students have to find the correct preposition and jump on it. The person who jumps on the correct preposition first keeps it. The winner is the person who has collected the most prepositions. You have to be careful that the children don't get too boisterous though as it can become very competitive.

新目标英语八年级(上) Unit 7 和九年级 Unit 8 中要学习大量介词短语,可借助该游戏进行教学。在进行该游戏时,教师一定要控制场面,以免混乱。同时,要关注不积极参与游戏的同学,可将他们单独列为一组。

110. Race to Erase 擦词比赛

Equipment: board, markers, erasers

Group: 10⁺ participants

Duration: 5—10 minutes

Write letters on the board in a random order. Have students in teams and give them an eraser. Let students erase the letter you pronounce. The first one to erase the correct letter will get points. Erasing the wrong letter will result in losing a point. To make it more difficult, change letters for words. You can also draw items in pairs and singly so that you can call out "it is a banana" or "they're bananas"—students have to listen carefully and erase the correct picture (one banana or two bananas).

这则游戏实质上是听写练习,不过,常规的听写是将字母或词语

“写出来”，而在该游戏中，却要将正确的字母或词语“擦掉”，且以加分/减分作为激励手段。这一方面降低了难度，另一方面，却培养了学生的观察能力：学生必须注意观察词形，也必须注意词语与读音间的匹配。许多时候，如果我们把传统的教学方法稍加改变，便会达到意想不到的效果！

111. Room Maps 填地图

Equipment: cards or photocopies of items, a map of the class

Group: 15+ participants

Duration: 15—18 minutes

Prior to the class, place cards or photocopies of items under the desks in a classroom. Draw a map of the class with all the desks. Make a copy with the answers. Students fill in the map, writing the items onto the desks on the map.

该游戏可锻炼学生的读图能力，同时还可以调动所有学生的积极性。填图时，要注意书写方式是否正确。

112. Smelly Socks 臭袜子

Equipment: winter socks

Group: 4+ participants

Duration: 5—7 minutes

This is really just “hot potato”, but to add a twist to the game use a pair of thick winter socks as the potato. Play up the smelly part by putting the socks to your nose and making a distorted face. Roll the socks into a ball and then throw them into



the class. Watch the students go bananas trying to avoid the socks.

Have a countdown and the student left with the socks at the end has to answer an English question. He/She has a time limit to answer. If he/she runs out of time you say the answer but have him/her stand on his/her chair until there is another person who can't answer. This will also cause a great deal of excitement as the student tries to bat at the socks when flying around the room.

在这个游戏中,袜子因为臭味而成为“烫手的山芋”,任何一位接到并闻其臭味的学生,都会神经错乱(*go bananas*)的!因此,该游戏一定可以使学生们情绪高涨。需要注意的是,教师提出的问题,一定要符合学生的语言水平,同时又能反映生活。

113. Sock Wrestling 剥袜子

Equipment: none

Group: 4+ participants

Duration: 3—5 minutes

All the students sit in a circle and have to take off their shoes so they are only wearing socks.

Every student is given a number. Two numbers are then called out. The students with those numbers come into the center of the circle, and, remaining on their knees, must, in any way possible, get the other person's sock before they get theirs. It is very funny to watch. A variation is for the students to have pillows under their arms which makes it less contact and dangerous.

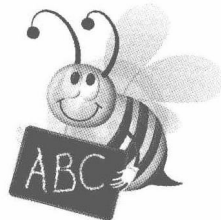
相比剥袜子竞赛,夺枕头(*pillows*)游戏更安全,因此建议教师采用第二个游戏。这种游戏纯属娱乐,适合在户外进行。

114. Spelling Bee 拼字游戏

Equipment: flashcards

Group: 6+ participants

Duration: 10—12 minutes



Have the students break into groups of two (or more depending on class size). They must sit on their chairs or, depending on how large the classroom is, stand against the back wall. The teacher holds up a card with a picture on it and the students must spell the word. The first student in each team runs to the board and writes the first letter. They then run back and tag the next person who runs to the board and writes the next letter. And so on. The team to complete the word first is the winner and a point is given. This game can be noisy but is a lot of fun. The team mates can help the writer by shouting out the correct answer or trying to write the letter in the air. Even the quietest students participate and love it! It can be used for entire sentences as well!

这个游戏的最大亮点在于:听写(词语或句子)任务是小组合作完成的,因此学生在进行该游戏时都非常兴奋,也会积极参与。

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115. Steps 步步为营

Equipment: a set of flashcards

Group: 4+ participants

Duration: 4—5 minutes

This is a good activity to practice vocabulary. It makes it easier for students to memorize a set of new words. Draw a line on the floor. Ask two students to stand behind the line. Show them flashcards, the one who names it first (correctly) gets to make one step towards the teacher. The one who gets to the teacher first (let's say after 5 steps)—wins!

该游戏可以分组进行,任何单词的复习,都可以采用该游戏。

116. Sticky Fingers 听音辨音

Equipment: none

Group: less than 10 participants

Duration: 3—5 minutes

First designate a “key word” like Dog, or Cat. Each student grabs one of your fingers. Start yelling out random words. This works best if you use a bunch of nonsense words that sound like the key word. E. g. if the key word is Dog, yell “Pog!” and “Dot!” When you yell out the key word, students have to run to the far wall while you chase them and try to catch someone.

该游戏可以锻炼学生的听音辨音能力,适合人数较少的小组进行。

117. Stuck on You 身体部位贴贴乐

Equipment: cards with vocabulary

Group: 6+ participants

Duration: 10—12 minutes

This is a variation of “Body Parts Modeling”, but put a different colored dot on each of the stickers indicating the difficulty. Award three points for the hardest ones, two for the intermediate and one for the easy ones.

Have the students to choose the category and then within the limited time stick the cards on a model. Here is the list that can be helpful for drawing the stickers.

Beginner: Yellow dots

Right Eye; Left Ear; Neck; Right Knee; Left Elbow; Back of Right Hand

Intermediate: Green Dots

Back of Right Thigh; Collar; Forehead; Left Palm; Jawbone (Jaw); Right Nostril; Right Earlobe; Right Kneecap; Left Cheekbone

Expert: Red Dots

Knuckle of Left Index Finger; In-between Shoulder Blades; Small of the Back; Septum (the bit that separates your nostrils)

关于身体部位名称的游戏,前面已经介绍过“Body Parts Modeling”游戏,而该游戏则更在难度上有所提高。在本游戏中,需要掌握名称的身体部位较之前一个游戏增加很多(有许多已超出课标要求,但对于学生的词汇扩充很有帮助)。难度(beginner, intermediate, expert)不同,学生得分也有所区别。

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118. Time Match 比赛时间

Equipment: none

Group: 10+ participants

Duration: 5—8 minutes



This game practises telling the time and the simple past tense. You may review the different ways the time is told right before starting this activity.

Ask students to stand up. Tell them you are going to shout out bedtimes. When they hear the time they went to bed yesterday, they shout “I did” and sit down. Continue until all the students have sat down. Then ask one of the students to lead the game by asking questions about when they got up/went shopping/visited grandmother/watched TV, etc. You can also use days of the week.

Example:

1. *Students stand up. Teacher shouts out: Who went to bed at half past nine? Who went to bed at a quarter to ten? Who went to bed at two a. m. ? (If students hear the time that matches theirs they shout "I did" and sit down)*

2. *Students stand up. One of the students runs the same exercise, but this time about when people got up: Who got up at seven thirty? Who got up at a quarter past six? etc. (Students sit down if they hear correct time)*

3. *Students stand up. Another student continues the activity: Who went shopping yesterday? Who went to KFC on Monday? Who played football on Tuesday? (Students sit down if the days match)*

如果说前面的“Draw the Time”只是要学生通过游戏练习时间表达法,那么在该游戏中,时间表达法被有机地运用在具体的情境之中了。游戏中涉及到的话题也十分生活化,如起居、购物等,而其中所用的动词也是教材中的必学内容。因此,该游戏的操作难度不大。但是其中的语言点(过去时的使用)需要加以强调,因而在课堂内,教师可结合相关的语言知识学习来进行该游戏。

119. Windows and Doors 窗户和门

Equipment: none

Group: 10+ participants

Duration: 5—6 minutes

A bunch of kids form a circle holding hands. Then they will spread out enough that everyone's arms are straight out, to form large spaces between kids. These are the windows and doors. Then one child will start running, and weaving in and out between children. As he/she does this the kids in the circle will randomly drop his/her arms down trying to touch or trap the person weaving his/her way in and out. Once the person is caught or

touched by the arms of someone, he/she is out. They will then choose a person who will be next to weave in and out of the windows and doors.

在该游戏中,参与游戏的学生相当于 door,而他们用手臂支起的空间相当于 window。

120. Wink 眨眼游戏

Equipment: none

Group: 10+ participants

Duration: 10 minutes

You make a circle with chairs. The girls sit on the chairs, and the boys stand beside them. There should be one more boy than girls, so there should be an empty chair. The guy behind the empty chair makes eye contact with one of the girls, and winks at her. The girl tries to run to the empty chair, and the boy behind her tries to grab her shoulders so she can't go.

这个游戏的要义是说明“眼神交往”(eye-contact,此处是wink)在交际中的重要性。在交际中,身体语言(body language)可以表达特定的意义,是口头语言的有力补充。其他有关身体语言的游戏可参考“Icebreakers and Warm ups”中的“Angry Eating”游戏。



Quiet/Passive Games

安静游戏

Quiet/Passive games and activities are designed for the lessons when you don't want your students to run around and get noisy and nevertheless make your class captivating and fun.

简介

安静游戏（或被动游戏）（Quiet/Passive Games）总共80个，其主要特点是游戏过程不以动作为主，而是以语言的习得、训练以及思维能力的培养为目标，通过学生间的互动而完成。此类游戏大多包含一个或更多的语言任务，同时，这些任务大多与学生的课程学习、生活经验相关。教师可将这些游戏与课堂教学内容有机结合，从而提高学生的学习效率。

121. Three Part Sentences 组装句子

Equipment: 3 boxes, slips of paper, board, markers

Group: 10⁺ participants

Duration: 10—15 minutes

This game is a great way to get your students involved in practicing their grammar both out loud and on paper. You need three boxes (box tops, hats, or bins will work). The first should be labeled Tense, the second labeled Pronouns and the last labeled Positive/Negative.

In each box there are slips of paper related to the label. For instance, in Tense—have future, past, present. In Pronouns—I, you, he, she, they, we. In Positive/Negative you will have one with positive and the other with negative. Try to make at least three sets for each of the boxes so that the students will feel as if there is more variety.

Each student comes up to the front of the classroom and pulls out one slip of paper from each box. The teacher then calls out an infinitive verb and the student must say a sentence for the class using that verb with the Tense, Pronoun and Positive/Negative slips he/she pulled. If he/she gets it correct—that student gets two points. If it is incorrect, another student can steal. If he/she gets it correct—he/she gets one point. Have all students' names on the board when keeping score—they really get involved when they see who is winning! After each correct sentence is said aloud by a student—all students must write it down on a piece of paper to turn in at the end of class. This way, they are practicing written and oral grammar.

在中小学英语学习中,口头表达能力与书面表达能力很多时候并不能同步提高,该游戏正试图解决这一问题。该游戏中的语言任务是对相关时态(过去时、现在时及将来时)的练习。在游戏中,学生首先要按照一定时态“说出”句子,之后还要将所有正确的句子誊抄在作业纸上。通过这样的形式,他们充分地锻炼了口头表达能力及书面表达能力。

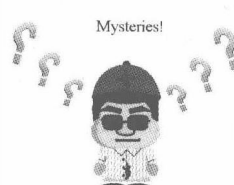
122. Five Minute Mysteries 脑筋急转弯

Equipment: none

Group: 2+ participants

Duration: 5—6 minutes

If you have five minutes to spare, a good way to keep your students' attention is with "Five Minute Mysteries". The object is for your students to ask "yes" or "no" questions to solve the mysteries.



#1: A man works on the 10th floor of his building. On sunny days, he catches the elevator to the 6th floor, then walks up the stairs to his office. On rainy days, he takes the elevator all the way to the 10th floor.

ANSWER: The man is a midget and on sunny days he can only reach the 6th floor button. On rainy days he has his umbrella and uses that to push the 10th floor button.

#2: A man is found hung to death in a snow covered cabin in the mountains. The doors and windows are locked from the inside. There are two chairs and a table at the other end of the room. There is a puddle of water on the floor. How did the man die? Was it murder or suicide?

ANSWER: The man committed suicide. He stood on a block of ice and when the ice had melted, he was hanged.

#3: Tracy, a policewoman, walks into a house to find broken glass in the lounge room, water on the floor, and Jack and Julie DEAD! Immediately she knows who did it... Tom. Who are Jack and Julie? Who is Tom? How did they die?

ANSWER: Julie and Jack are goldfish, Tom is a cat. While Tracy was at work, Tom knocked over the glass fish tank and killed Julie and Jack.

#4: There is a stretch of road which is 20 miles long. At each end of this road was a bicyclist, and at the same instant they started riding

towards one another at a constant speed of ten miles per hour. They continued riding until their front wheels touched. At the same instant of their starting, a fly, which perched on the front wheel of one of the bikes, started to fly towards the other at a speed of fifteen miles an hour. The fly flew until it touched the other front wheel and instantly started back, always at the same speed, until it touched the front wheel of the first, and so on, flying back and forth until it was crushed as they met. Each journey was naturally shorter than the one before. How far did the fly fly?

ANSWER: The fly flew exactly 15 miles. The cyclists rode towards each other over a 20 mile stretch at a constant speed of 10 miles per hour, until their front wheels touched. The fly started flying back and forth, when they started and flew until they met. At a constant rate of 15 miles per hour—that is, the fly flew for one hour at fifteen miles per hour. Therefore, the fly flew 15 miles.

#5: Three men entered a hotel washroom at the same time. Two of them have smudges on their faces. They look at each other, and all three burst out laughing. Almost immediately, one of the smudged pair realizes his plight and goes to wash his face. How did this man reason that he was marked? There were no mirrors in the washroom.

ANSWER: Call the men A, B, and C. C was the unmarked man. A, the smarter man, thought to himself: "I'm laughing at B, because B has a smudge on his face, C may also be laughing at B, but B is laughing, too, and not at C, because C's face is clean. Therefore, B must be laughing at me—my face must be dirty."

这五个问题,前三个有点像“脑筋急转弯”,后两个又像是思维逻辑题。在母语环境中,这些问题很容易让学生们开心;但在英语(外语)课堂内,提出此类问题时,可能存在着语言上的障碍,所以教师要尽量用最简洁易懂的语言和学生们分享这些有趣的问题。

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123. Twenty Questions 刨根问底

Equipment: sheets of paper or a board, markers

Group: 6+ participants

Duration: 10—15 minutes

Teacher starts the game. He thinks about something, it can be an object, an abstract thing, a person or anything else. The students have to guess of what he is thinking by asking him at most twenty YES/NO type questions. If no one guesses the answer after twenty tries, the answer is revealed. A “yes” answer earns the questioner another chance to ask, a “no” passes the asking on to the next player. You can facilitate and hand out a print with examples of questions: “Are you animal/vegetable/mineral? Then below have written outline style three categories of questions: animal, vegetable and mineral. Under the animal heading the first question is, “Are you human?” Then have written questions like, “Are you famous?” / “Are you in this school?” / “Are you a man/woman?” / “Are you Chinese?” etc. In case the animal is not human, prepare following questions: “Can I eat you?” “Can I ride you?” “Are you bigger than a _____ ?” etc. Under the vegetable heading write questions like “Can I eat you?” “Are you delicious?” “Are you in China?” etc. And finally under the mineral heading write: “Are you metal/plastic/stone/wood?” “Are you (blue)?” “Do I have you?” “Are you in the classroom?” “Can I see you?” etc. By using the print the students get a feel for asking questions in English and no longer need to refer to the paper.

这个游戏中,语言操练的痕迹很明显。但是,这种操练,因为被置于一个具体的任务(猜测教师心中所想的東西)中,故学生在进行语言操练时,有了一种牵引或动力。因此,该游戏可为语言的学习提供一种情境和任务,使得语言学习可以更有效地进行。另外,该游戏涉及到的语言知识,是简单的一般疑问句,因此很适合在小学或初中的英语课堂中使用。

124. Agree to Disagree 辩论赛

Equipment: none

Group: 10⁺ participants

Duration: 12—15 minutes

The teacher divides the room into four corners: agree, somewhat agree, somewhat disagree, and disagree. Then the teacher makes a statement like “Movie stars deserve to be paid huge sums of money for what they do.” The students move to the corner that best depicts how they feel about the statement. The students in each corner have a few minutes to discuss why they feel this way and then their group presents. Depending on the type of statement made by the teacher, this game can be very serious, very funny, very political, etc. Cultural differences among students are highlighted in this game and debate can get intense.

该游戏可被视为一次辩论赛,学生对教师提出的观点阐明态度,说明理由。这比较适合高年级的学生,因为这要求较高的英语表达能力。在刚刚开展此类活动时,教师可将话题集中在与学生有关的生活、学习方面,并帮助他们掌握辩论所需的一些句子结构,如:In my opinion, .../ I agree to that point simply because.../ The point is that.../I couldn't agree with you any more...等等。一般来说,辩论要用到的句型包括“stating an opinion”, “challenging an opinion”, “clarifying a point”, “agreeing with an opinion”, “disagreeing with an opinion”, “asking for an opinion”以及“summerizing a discussion”,教师可在不同的辩论赛中突出不同的句型用法。若学生的语言能力比较高,则可以将话题深化,延伸至社会、文化、历史等各个方面,同时,话题设计要力求丰富、有趣。

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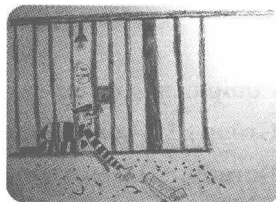
125. Alibi for Murder 不在场证明

Equipment: board, markers

Group: 10+ participants

Duration: 15—20 minutes

Write the word “Alibi” on the board and explain what it means. Invent a crime, when it was committed and where. For example a bank robbery at a real bank, close to the school where they study. Then say that four students were suspects of the bank robbery. Next, divide the class into groups, if the class has twenty students, divide the class into five groups of four. Say that the four suspects are members of this class. Ask one group to volunteer to be the suspects. Tell them their alibi—they couldn’t have committed the robbery because they were eating dinner in a restaurant far away from the crime scene. The students who aren’t suspects, the investigators, must try to find holes in their alibi. The way they do this is by interviewing each of the suspects separately and then comparing the stories to see if they match. So, send the suspects out of the room to try to get their stories straight. While the suspects are talking about the details of their stories, the investigators in each group come up with a list of questions about the “suspects’” alibi. They can ask things like: What the waitress was wearing/how long you stayed/how you got there. After the students finish preparing, invite the suspects back in, one suspect goes to each of the groups to be interviewed. Once each group has interviewed each suspect, compare with the class. If the suspects’ stories match, they are off the hook, if not, they are officially accused.



“Alibi for Murder”意思是“不在谋杀现场的证明”，同时也是David Ross Lederman在1936年导演的一部电影的名称。该游戏可以看作是对成人世界的模仿，但语言学习的痕迹仍相当明显。教师在组织该游戏时，可事先准备好一些问题(What was the waitress wearing/How long did you stay, etc.)，进而使得这些问句的学习能贯穿到游戏任务中去，从而创造一种真实的情境。

126. Animal Fight 动物之战

Equipment: none

Group: 10⁺ participants

Duration: 8—10 minutes

When you have to teach a lesson about animals or degrees of comparison, this is a good way to spice up the last ten minutes of the class. Write all the animals on the board in pairs. So you have monkey vs. panda/ mouse vs. elephant and so on. Then ask the students who would win a fight and why. Students must think over of possible outcomes of the fight. Then do quarter finals, semi finals and finals. It is a fun way to find out who your students think is the strongest animal.

这个游戏也属于辩论赛的一种形式,只是其中的话题十分有趣:模拟两个动物的战斗,用你的理由说明其中某一动物取胜的原因,然后该动物继续和其他动物战斗,直至评出最强大的动物。因此,该游戏不仅是简单的语言训练和运用,同时还可以极大地激发学生的想象力,培养他们独特的思维方式。

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127. Are You Coming to the Party?

你要来派对吗?

Equipment: none

Group: 8⁺ participants

Duration: 5—8 minutes

Group sits in a circle. The leader tells all players that he is going to a party and would like them all to come—however they can only come if they bring something with which he agrees. (Leader decides on a “rule” and doesn’t tell anyone else. E. g. items beginning with the letter “A”, items beginning with the same letter as the person’s name, items that are

colored, etc.) For this example, we'll imagine the leader has decided that to come to the party, people must bring something starting with the letter "P". The leader would start by saying something like: "I'm going to a party, and I'm bringing pancakes." The next person might say something like, "I'm going to a party and I'm bringing grapes." The leader would say "I'm sorry, you can't come." Perhaps the next person would suggest bringing prunes—the leader would say that this person could come. Continue around the circle until everybody has figured out the rule. Each turn a person has, they must bring something different (e.g. the next turn the leader had, he would have to bring something other than pancakes).

该游戏所包含的语言任务是对词汇的记忆和使用。在游戏中,每位同学的陈述都会得到 Leader 的评价(You can come to the party. / I'm sorry, you can't come.),因此,执行这样的语言任务时,学生带着被认可的心理,游戏也变得有趣、受人欢迎。

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128. Artistic Guess 猜猜画画

Equipment: none

Group: 10+ participants

Duration: 5—8 minutes

Teacher has descriptions of people. Group the students into teams and choose one student from each team to come to the board and draw someone you describe. Make the descriptions very funny, like a fat man with one eye, a big nose, long ears... you get the picture. Read the descriptions only twice, and make them as complex or as simple as the class can handle. The teams cannot write down the descriptions, so you are engaging their short-term memory. You get some absolutely hilarious results. If the picture is lacking anything give them no points, because the

descriptions should be complete.

这个游戏在课堂上可以取得很好的效果,与“Body Building Game”, “Colored Monster”, “Stuck on You”等游戏有异曲同工之妙。语言的输入是教师的描绘(descriptions),而输出是一副有趣的人物图像,其中锻炼的则是学生对于英语词句的短期记忆能力及动手绘画能力。要注意的是,教师所描绘的人物图像必须是完整的,以保证该游戏的难度。该游戏若在小学进行,应适当对语言难度进行调整,使之适合 PEP 小学英语三年级(下) Unit 6, 第三册 Unit 3 和第五册 Unit 1 等内容。

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129. Assassin 谋杀者

Equipment: none

Group: 10+ participants

Duration: 12—15 minutes

Students sit in a circle, with legs crossed. Have all students put their heads down. One person (perhaps the teacher for the start) would walk around the circle and tap one child on the head. This person is the assassin. He “kills” all other players by winking at them. If you are winked at, silently count to ten, then put your feet in the middle of the circle. If the assassin kills everyone, then he wins. He can be “witnessed” as well. If you think you know who the killer is, before you get winked at, you can say you have a suspect. Such as “I suspect that Sally is the assassin”, if someone agrees with you, then Sally either comes clean or gets caught. If Sally is not the assassin, then the accusers are dead too.

A less brutal version is the sandman. Same thing, except being winked at means you take a nap.

以“杀手”(Assassin)为主题演绎该游戏,可能对学生的成长不利,故建议用游戏中提到的第二个版本:被眨眼者立即小睡一会儿,而不

是“被杀”。该游戏中的语言学习成分不多,适合用于课堂内调节气氛。

130. Auction for Sentences 句子拍卖

Equipment: sheets of paper, pens, board, markers

Group: 10⁺ participants

Duration: 5—8 minutes

Write fifteen sentences on a sheet of paper: some should be grammatically correct and others should be wrong. The sentences can be relevant to whatever you're teaching that day. Split students into small groups. The students have to decide which sentences are correct and which are not. The teacher will be the auctioneer and “auction” off all fifteen sentences. The idea is that the students should buy the correct sentences and not the wrong ones. Correct the wrong sentences.

将句子“拍卖”,这真是奇思妙想。不过,如果买到的句子存在语法错误,那么购买者就是买了赝品,学生在该游戏中,就是要努力买到正品,而不是赝品。这种形式,对锻炼学生辨别正确的语言形式很有帮助。游戏中的另一个语言任务是纠正错误的句子。要注意的是,教师需根据课堂教学内容来确定要“拍卖”的句子。该游戏适合小学高年级以上的英语学习者。

131. Back Draw 后背写字

Equipment: cards with words

Group: 10⁺ participants

Duration: 5—7 minutes

Divide class into even teams (five to six students is plenty). Have teams sit on the floor. The person in the front of the team needs to have a pencil and a piece of paper. The rules need to be the same for everyone, practice them first!

Tapping their shoulder means “repeat again”.

Nodding their head means “okay, continue”.

Teacher shows a different word to the last person of every team. The student at the back of the row needs to draw the word, LETTER BY LETTER onto the back of the person in front of him/her.

Example: cat

First draw the “c”, if the student knows the letter, then he/she should nod his/her head. If he/she is unsure, then he/she needs to tap his/her shoulder, so the student can “re-write” it on his/her back. Continue until the word is done, then that student in turn, draws the word onto the back of the person in front of him/her. When it reaches the person in the front of the line, the student needs to write it onto the paper. Compare the words to see which team got the entire word correct, very close ... etc. Then let the front student moves to the back and the game continues.

这个游戏在学生中间十分流行,用手指在背上书写,他们会觉得“好玩”,更可贵的是,这个游戏通过触觉,传递了一种信任和交流。该游戏也可在家庭成员间进行。

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132. Banana Banana 香蕉香蕉

Equipment: board, markers

Group: 8⁺ participants

Duration: 5—7 minutes

You can play this game at the end of a lesson or as a review game.

You write all the words from the day's or the week's units on the white board, then have all the students repeat them as you write them down. Next, send one student out of the room and erase one of the words, then on the count of three have all the students yell "Banana, banana!". The student outside the classroom comes back and has to guess the right word, but none of the other kids can tell him/her the answer. Reward the student with a team or individual point.

这个游戏虽然包含了对词汇的认读,但更多的是为了营造课堂气氛。

133. Bargaining Game 讨价还价

Equipment: flashcards, play money

Group: 10+ participants

Duration: 10—15 minutes

Before the game starts, practice the target vocabulary and sentence structures, such as:

How much is this/that...?

It's... dollars.

Okay, I'll take it. / No, thanks.



You can always complicate the sentences by adding cheap, expensive, I'll take it for... dollars, etc.

Then divide your class into buyers and sellers. Half of the students have items to sell (pictures of fruits and other foods). The goal is to make as much money as possible in the given time.

Students holding cards sell them to the students without, then they find another person to sell them to. Anyone who runs out of money can come to the teacher for a little more to play with. The students have to

bargain with each other until they reach a mutually agreeable price, which can not go above ten dollars. The conversation goes like this:

A: How much is that apple?

B: Eight dollars!

A: No! Two dollars!

B: No, five dollars!

A: Okay, I'll take it.

At the end count the money to see who is the richest.

这个游戏类似于前面的“Auction for Sentences”,只是买卖的东西不同。其中要学习的词汇及句型是买卖中经常要用到的。一般来说,将这样的语言点进行纯粹的操练,并不能引起学生的兴趣,而当提供一种实际的语境时,学生运用语言的愿望便要强烈得多。因此,该游戏实际上为对话教学提供了一种情境。参照 PEP 小学英语第四册 Unit 5、新目标英语七年级(上)Unit 7 “How much are these pants”等内容。

134. Battleship 战船游戏

Equipment: board, markers

Group: 8+ participants

Duration: 5—10 minutes

Make two grids and label the columns from e. g. A—M and the lines from 1—13. Let the students “hide” 10—12 words in one of these grids (using words from previous lessons, or ones you like to practice). The words should not touch and be written across or down. Now by taking turns, each student tries to “shoot” words, by asking for e. g. A8. If he has a hit, he can go on guessing, if not the other one tries. Winner is the one who finds all the words first. When finding the words students would

have to make up a sentence using that word.

为了能使该游戏更加形象有趣,可依据其中的内容设计一个多媒体课件或电子游戏。每找到一个单词都要求学生用“击中”的单词造句,这会他们对单词的印象更加深刻。

135. Bingo with Birthdays 生日宾果

Equipment: none

Group: 8⁺ participants

Duration: 3—5 minutes

Here is another variation of the famous game Bingo.

Before you play this game, pre-teach dates and ordinal numbers. Let the students say their birthdays to the class. Then have students to come up to the board and write down their birthdays in number form (for example, 8/12/80). Students draw the grid of squares (3 × 3) and fill it with 9 birthdays of their choice. Then the teacher, or a student, reads out birthdays off the board in full (for example: eighth of December nineteen eighty). The students cross off the birthdays they hear and the first student with a correct row horizontally, diagonally or vertically wins.

You could also do this with times.

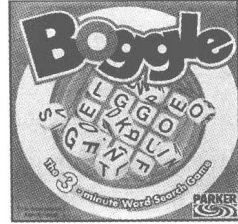
Bingo 游戏是一种碰运气的游戏,这种游戏对于练习数字很有好处。在本游戏中,数字的来源为学生们的生日,这无疑提高了他们参与游戏的积极性。可结合 PEP 小学英语第六册 Unit 3、新目标英语七年级(上)Unit 8、Unit 11 等有关时间和生日的内容进行。

136. Blackboard Boggle 黑板拼字游戏

Equipment: pieces of paper with alphabet letters on it, sheets of paper, pens

Group: 6+ participants

Duration: 8—10 minutes



Prepare a bag with 26 scraps of paper, each with a letter (A—Z) written on it. On the blackboard draw a large square and divide that square into 16 smaller squares (4 × 4). Stick your hand in the bag and shuffle the letters about, then one by one pull out a letter and place it in a square. You should start with the upper left hand square and then fill in the three squares to its right, then go down to the next line. Now you are ready to play Blackboard Boggle. The students must make words from the letters in the grid on the board by connecting the letters there. So if B O Y is in a line or even if there's Y O B, and they write boy, then it counts. The letters must only connect backwards, forwards, kitty cornered and in a box—you just cannot jump over letters to make a word. Divide the class into teams and give each team a piece of paper to write the words they find. As a group they should look for words. As a team it helps the slower students to learn and be more comfortable. Allow even one and two letter words, the game is playable by even lower students. After the time is up—5 minutes is reasonable for lower kids—go team by team asking for one word they found and write it under their team name. Once a word is out there it can't be used by another team. The team with the most original words wins the round and is the first to give their answers in the next round.

这是一个拼字游戏,适合不同程度的学生。在游戏中,拼字由小组合作完成,并开展组与组之间的竞赛。个人也可单独练习,可参照一种叫 Supreme Boggle 的电子游戏。

137. Button 丢纽扣

Equipment: a button

Group: 10+ participants

Duration: 10—12 minutes

The students all stand in a circle with one person in the middle. That person has a button between his hands that he is going to drop into one of the other players' hands. The object of the game is to go around the circle pretending to drop the button, but not letting others know who got the button. Then the other players guess who got the button. The drop is accomplished by holding the button between your two hands stretched out flat. You stand facing another player who is holding his hands the same way, only he opens his a little bit so you can run your hands through his. If you decide to drop the button, you open the bottom of your hands a little and let it drop. If you don't, just leave your hands closed, and go through the motion. After you have gone completely around the circle, all the players guess, with all of them trying to look like the one with the button. Whoever finally guesses correctly gets to be in the middle and drops the button.

Let your students repeat the following chant while playing the game:

Button, Button, how I wonder

From one hand to the other

Is it fair? Is it fair?

To keep poor (say the name of the player in center) sitting there?

丢纽扣的游戏较适合于小学生,在整个游戏过程中,学生不断重复其中的歌曲(chant),这使游戏的娱乐性远大于知识性。在竞猜环节,可以让学生用一些简单的问句,如: Kate, is the button in your hands? Yes, it is! /No, it isn't.

138. Buzzword 强意词

Equipment: slips of paper

Group: 10+ participants

Duration: 10—12 minutes



The teacher prepares slips of paper with one vocabulary word per piece. The number of vocabulary words depends on the time available for playing, but there should be at least one word for every student. The class is divided into two equal teams. One person from Team A randomly draws a vocabulary word. The student then has thirty seconds to make the other members of Team A guess the vocabulary word. Synonyms, antonyms, definitions, body movements, or any other form of communication can be used to lead the team to guess the vocabulary word. The only rule is not to say the word or use any spelling. If after 30 seconds Team A does not guess correctly, Team B collaborates and makes one guess. The team that guesses correctly earns one point. If no correct answers are given, a player from Team B selects a word and the process is repeated.

Buzzword 的意思是“强意词”，即能使人加深印象的词语。这个游戏与“Angry Eating”、“Charade Relay”等游戏一样，考察的是学生对于词语含义的表达能力（近义词、反义词、定义、身体语言等）和其他学生对这种表达方式的 理解能力。一般来说，通过这样的形式，学生可以很好地把词语记住。

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139. Categories 分类游戏

Equipment: none

Group: 10+ participants

Duration: 8—12 minutes

This works best for intermediate students. Divide the class into teams of three. Pick ten categories (E. g. Cities, Food, Famous People, Cars, Political Leaders, Household Items, Animals, Languages, Types of Clothing). Pick a letter (like “A”) and start the timer. Each group has two minutes to come up with a word in each category that starts with the letter “A”. Teams get a point for each word that they come up with. However, if two teams write down the same word (for example, two teams write down “apple” under the category of Food), nobody gets a point. This is where the challenge of finding unique words comes in!

这又是一个有关词语分类的游戏。要求每组学生用所给的字母作为首字母,并按一定的分类书写单词,并且各组所写的单词不能相同。词语分类游戏在本书中有很多,用所给字母作为首字母的可参考“Alphabet Soup”游戏。这样的游戏,对于帮助学生分清词语类别、扩大词汇量很有好处。

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140. Charades 动作猜词

Equipment: cards with verbs written on them

Group: 8+ participants

Duration: 10—12 minutes

Make cards with verbs written on them, for example: running. Divide the class into two teams. Invite one person to the front. Let the student randomly choose a card, read it privately and then act it out so that the other students of the same team would guess. If that team can't guess, the opposite team should try. Whoever gives the correct answer gets the points.

Then call it the next stage of the game... Students now must act out not just one verb but a phrase, for example: I can't swim/ I like to swim, etc.

The harder the task, the more points they can get for it.

Charade 游戏的本意,是以哑剧的形式让其他学生猜测词义。因此,该游戏同“Buzzword”、“Charade Relay”游戏一样,考察的是学生对于词语含义的表达能力(此处是身体语言)。适用于动词学习内容较多的单元,如新目标英语七年级(上)Unit 10, 七年级(下)Unit 9、Unit 10, 八年级(上)Unit 8, 八年级(下)Unit 3, 九年级 Unit 10 等。

141. Comic Writing 漫画写作

Equipment: comic books

Group: 10+ participants

Duration: 15 minutes



Take a page from famous comic books and copy the pictures so that they would have blank speaking bubbles.

Then hand out the comics to your students and ask them to write a story to fill in the bubbles. Let them work in pairs or small groups. They can use dictionaries, their textbooks or ask the teacher.

Students are allowed to write about anything they want. Then ask your students to come up and read their comic stories in front of the class. This activity lets the students express their ideas and feelings in a fun and interesting way.

这是一个写作游戏,与常规的写作练习不同的是,游戏中的写作题材是充满喜剧色彩的内容,同时写作的过程是小组合作完成的,是开放性型写作。因此,学生对这种形式的写作应该充满了期待,所写的内容也应该具有创造性。最后的作品展示阶段,既满足了他们的表现欲望,也会带来一片笑声!教师可适当地选用一些提示性的句子帮助学生写作。

142. Common Ground 共同之处

Equipment: none

Group: 10⁺ participants

Duration: 10—15 minutes

Pair off the students and have them find three views they have in common (e. g. political, social, economical, etc.). This should be modeled with one of the stronger students first.

Common Ground 这一词组出现在美国布什总统 2006 年国会中期选举后的一番陈述 (to find common ground on the war in Iraq and domestic issues) 中, 意为“共同之处”。这个游戏对学生的语言要求较高, 教师可酌情开展, 一般建议在高中阶段进行。可将游戏略做调整: 先由各小组陈述其基本观点 (政治、社会或经济等), 然后具有共同观点的成员重新组成更大的组。该游戏可拓展成辩论赛形式的游戏。

143. Comparison Game 级别游戏

Equipment: board, markers

Group: 10⁺ participants

Duration: 8—15 minutes

First, divide the class into 4—6 teams. Have the kids name as many adjectives as they can and write them all on the board. Then, ask them to name 8—10 countries (write those on the board too). Give them 10 minutes to make sentences using the adjectives and the countries (e. g. Canada is colder than Japan, Russia is the biggest country...). It's better if they have just one student writing the team's sentences so that they actually work as a team. At the end of the ten minutes, each correct sentence is a point for that team—if you want to encourage originality, tell them that no other team can have the same sentence as them. Then switch

it up—name animals and famous people too (famous people can be really funny—especially if they count you as famous).

这样的游戏,对于熟悉形容词的用法很有帮助。看似简单的游戏,实际上包含了词语(形容词)用法、造句、词语分类等综合能力的培养。在游戏过程中,最好能配上一些图片以增加直观效果。相关教材链接:新目标英语八年级(上)Unit 6、Unit 12 中的比较级和最高级的用法。

144. Compound Word Game 构词游戏

Equipment: a list of words

Group: 10+ participants

Duration: 10—12 minutes

Make up a list of words that can be used to form compound words and group them in sets of three (e. g. nail, print, tip). Divide your class into two teams and elect one member from each team to be the “animator”. Have each “animator” draw all three words on the board. Once their respective teams have guessed the three base words, the teams must guess the “common” word that can be used to form a compound word with each of the base words (e. g. finger-nail, finger-print, finger-tip).

Here are some more examples:

shoe, storm, man (common word = snow)

light, break, time (common word = day)

photo, right, cat (common word = copy)

blue, humming, brain (common word = bird)

rest, pit, chair (common word = arm)

brush, paste, pick (common word = tooth)

这是以小组合作的形式进行的复合词练习。该游戏中,复合词被拆分为两部分:基本词(base word)和共用词(common word),学生

将这两部分词语组合成新词语的过程,实际上也是他们创造语言的过程。

145. Count the Guesses 答错得分

Equipment: cards

Group: 8⁺ participants

Duration: 6—10 minutes

Students are in pairs and have either a page of up to eight items, or eight cards. One student chooses an item but does not say which one. The other student guesses: “Is it the table?” For each wrong guess, the first student gets one point.

该游戏可在同桌间进行,适合用于小学或初中阶段的基本句型练习。“回答错误,对方得分”的目的是为了鼓励双方都积极参与,但学生不可因此刁难或故意提高难度。

146. Crossed Wires 沿线传话

Equipment: a ball of string

Group: 10⁺ participants

Duration: 10—15 minutes

Put students in groups of eight or so and tell them to sit in a circle. Then get a ball of string and give one student the end to hold. Unravel the string, give it to someone on the other side of the circle. He holds a piece of it. Keep crossing backwards and forwards, so the string makes a star shape, so that everyone is holding a bit of it and all the students connected. Explain that this is a telephone line and that the students are going to send

a message down the line. Then give the student at the beginning of the string a short text. He reads it, two or three words at a time to the person he is connected to, and so on round the group until it comes to the last student, who writes it down. Tell them to pass the message as quickly as possible. It soon gets pretty noisy with people trying to shout over each other. When they have finished, compare the original text with what the last student write.

为了使该游戏的操作更简单一些,可直接使用电线(或毛线)连接任何两位同学,然后将信息(message)传递,到最后一位同学再将信息记录下来,最后比较结果。这类游戏,模拟信息的传递过程,可使学生们因为信息传播中的误读而得到乐趣。

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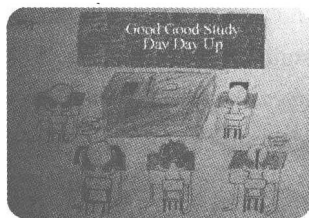
147. Cut up Conversations 对话重排

Equipment: none

Group: 10+ participants

Duration: 10—12 minutes

Have your students write a simple conversation. For example; at the store, at the restaurant, at the Doctor's office, etc. Then take their written conversations home and type them up. After printing out the conversations, cut them up line by line. Put each conversation in an envelope and have small groups re-organize the conversation by placing each sentence of the conversation in the proper order.



Mr. Lee: Good morning!

Miss Ann: Good morning!

Mr. Lee: What's wrong?

Miss Ann: My knee hurts.

Mr. Lee: Let me see... Take this medicine three times a day after meal.

The students enjoy the challenge and have fun working as a team. Have them race to finish for extra fun!

最初做这类游戏时,对话可由教师准备;但一旦对话是学生自己写的,这种从解构到重构的过程,便可以为带来学生无穷的乐趣。要注意的是,此处句子排列的改变,可能会带来意想不到的效果,因此只要合理,教师就应给予肯定,不要简单地去界定“错误”和“正确”。

148. Definition Poker 猜猜我是谁

Equipment: slips of paper with words written on them

Group: 10+ participants

Duration: 15—20 minutes

Hand out slips of paper on which words are written at random; choose the words according to the class level. Explain before hand that the students must keep a “poker face”—they must not give away whether or not they know the definition of this word. Explain, perhaps, the concept of bluffing.

Require each student to give the part of speech, definition of the word, and an example (in a sentence) of how the word is used. The other students vote “correct” or “incorrect”. Depending on whether or not the students’ guesses are correct, they should be punished (e. g. tell a story or secret or do some ridiculous dare) or rewarded. If the word definer does not manage to fool anyone, he or she receives the punishment, which should have some English conversational purpose.

The same thing can be done with idioms and proverbs.

该游戏可以训练学生对词语用法的阐释能力:他们可以用定义、句例等形式来说明一个词语的意义。游戏中的一些术语需要了解:

poker, 扑克牌; poker face, 一本正经的样子; bluffing, 虚张声势。

149. Describe the Picture 照片描述

Equipment: pictures of interesting-looking people from magazines

Group: 10+ participants

Duration: 10—20 minutes

Tell the students you are playing an imagination game, and they get to make up the answers. You hold up a picture and ask, “What’s her name?” Elicit an answer from the students. “Where is she from?” “What does she do?” “What does she like to do?” “Is she married?” “How old is she?” “Does she have any pets?” “Does she play any sports?” “What kind of music does she like?” The students take turns providing the answers. Then hold up a new picture. Ask them to get with a partner. One partner asks the questions and the other answers. When they’re done, hold up a third picture and have them change roles.

Variation: If the class is very small, you can go around the circle and have the students take turns answering the questions. Sometimes students give funny answers: “She likes to catch frogs.”

在进行该游戏时,可以将参考的问题写在黑板上,同时鼓励学生用更多的问题来提问。另外要注意的是,教师要鼓励学生有创意地回答问题,从而使游戏更加有趣。该游戏还可根据学生的程度来提高难度,如在回答问题之后,要求每组学生对照片进行总结性描述,并选出最具魅力的描述。

150. Dice of Fortune 幸运骰子

Equipment: dice, prizes, whiteboard, markers

Group: 10+ participants

Duration: 15—30 minutes

You can split your class into two, three, or even four groups, but more than four gets pretty difficult.

Use one die and designate:

1. lose a turn
2. \$ 200
3. lose a turn
4. \$ 400
5. bankrupt (it makes the students go crazy when they lose all their money)
6. \$ 600

Have a word that students would have to guess. Draw spaces correspondingly to each letter. Give a hint. Students roll the dice in turns. If they get 2, 4, 6, they get a chance to guess a letter that word contains. If they guess the letter—they get the money and have another turn. If they know the answer—they name it and if it's right that team would win the game and go the semifinals and then finals.

The winner would get a special prize.

Example:

Word: panda

Hint: this animal knows kung fu

*Students divided into 6 teams. In the first round play only two teams. Team One starts. They roll the dice and it's 6. They guess a letter: A. On the board in the spaces for the letters you write— ___ A
____ A. This team gets 600 dollars and gets another turn. They roll the dice and it's 2. They guess the letter: K. It's a wrong guess, they don't get the money and the turn goes to Team Two. They roll the*

dice and get 4. They guess a letter: P. It's a right guess and they get the corresponding money for it. You write it in the space and now it's: PA ____ A. Team Two knows the answer! It's Panda! They win the game and go to the semifinals!

Now the other two teams play.

The winner teams play in semifinals. Words now are more difficult and hints are more confusing. The winner team later would play in the final.

At the end the students get prizes in a shop for the money they have won.

该游戏的任务是猜测词语(如 panda),比赛中的各组用骰子决定是否有猜测的机会(2、4、6),最后能猜出词语的小组获胜。在设计游戏任务时,一定要注意,随着比赛的深入,任务(词语及对该词语的提示性描述)难度要逐渐加大。该游戏适合小学生及初中生,尤其适用于名词较多的单元,如新目标英语七年级(上)Unit 2, Unit 4, Unit 5, Unit 7 等。

151. Dilemma 进退两难

Equipment: situational cards

Group: 10⁺ participants

Duration: 15—20 minutes



Make about 40—50 situational cards depending on the size of your class. Hand the cards over to the students so that each student would have a choice between 2—3 cards. Then ask your students to either write or speak about how one of his/her classmates would react in that situation. If that classmate agrees with it, the student would score a point.

Example :

Situation: It's raining outside and you don't have an umbrella, what would you do?

Answer: Mary would wait until it stops raining. / She would call her mom to drive her home, etc.

Situation: You fall asleep at hairdresser's and when you wake up you see that you have been shaved and now don't have any hair, what would you do?

Answer: Amy would argue with the manager and ask for compensation. / She would stay at home until her hair grows back, etc.

这个游戏中,学生针对假设的情境问题,提出解决办法。不过这个办法,并非他自己的,而是他的同学所要采取的办法,因此其回答便带有了“猜测”的成分。该游戏的语言任务十分简单,同时还可以增进同学间的默契与相互了解程度。游戏名称 Dilemma 的本义是“进退两难”,这里主要指其中的情景大多令人很尴尬。

152. Don't Take the Last Card 别摸最后一张

Equipment: cards

Group: 4+ participants

Duration: 4—6 minutes

Students have ten cards arranged in a pyramid—one on the top row, two below it, three under them, and four on the bottom row. The students can take one, two, or three cards at a time. The student who takes the last card is the loser.

An alternative set of rules is that a student can take cards only from one line in one turn, up to all the remaining cards in that line.

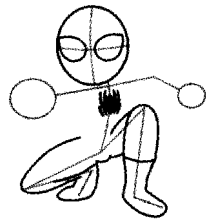
该游戏可以让学生连续玩几次,但总时间应控制在几分钟之内。每次游戏结束时,建议进行相应的语言活动(如用一个词表达自己的心情),玩输的人要说一个完整的句子以表达自己的心情。同时可鼓励学生在家与父母亲一起玩这个游戏。

153. Drawing Body Parts 人物素描

Equipment: sheets of paper, color pens

Group: 4+ participants

Duration: 5—8 minutes



Have everyone sit in a circle with a piece of paper and something to draw with. The purpose of this is to draw a person while practicing vocabulary of body parts. First tell the students to draw a head. Then they pass their paper to the left or right. Next tell them to draw a neck. Then pass their paper again. Continue this cycle of draw and pass until they have completed a person. This is a very funny game. You can also ask students to write or to tell a story about their “person”.

该游戏要求小组各成员分工合作完成一幅画,由于每个人作画的风格不一,故最后的作品令人捧腹。该游戏没有太多的语言任务,只要求学生能听懂教师的指令(e. g. now please draw the nose)。在游戏的最后,可要求学生对所画的人进行故事性的描述(口头或笔头),这一语言任务也可放在课后完成。相关游戏见“Body Parts Modeling”。

154. Eight Cards in a Row 猜牌游戏

Equipment: flashcards/ cards with words written on them

Group: 8+ participants

Duration: 4—8 minutes

Start with all the eight cards face up in a row. Teams of students say their eight cards. Then they turn over the first card and say all the eight cards again. They proceed to turn over one card at a time until they can correctly say all the eight cards face down, in order.

此游戏适合所有年级的学生用来记忆单词。与“Three Card Shuffle”游戏相比,此游戏的难度在于需记忆的单词数量增加到8个。以一次翻转一张卡片计算,该游戏要求学生至少记忆8次卡片上的单词。根据记忆理论,在短时间内,这些单词可以被大多数人记住。为了降低难度,顺序可以不作要求。

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155. Eliminate Letter Hunt 挖字母

Equipment: board, markers

Group: 10+ participants

Duration: 5—8 minutes

Demonstrate the game with one student. Ask him/her to choose a letter of the alphabet. Draw two columns on the board, one “Yes” and the other “No”. Ask the student questions like “Is it in the word ‘fish’?” and write the word in the appropriate column. Keep asking the question with different words and writing them in the appropriate column. After a few questions you should have some idea of what the mystery letter is by looking at the word columns, and make a guess. Let students play in pairs, and to make it snappier, give them a limit to the number of words they can say, e. g. 7, before they make their guess.

这是一个猜字母游戏,但同时又涉及到许多相关的单词,故通过该游戏,可以复习很多词语。游戏的操作很简单,可以在两位同学间进行。

156. Empire 帝国游戏

Equipment: slips of paper, pens

Group: 10⁺ participants

Duration: 10—15 minutes

Give each student a small piece of paper, about the size of your thumb. Ask them to write down their favorite animal, sport, month, and cartoon character, whatever. Collect the paper; write all entries on the blackboard (makes things a lot faster). The object is to try to guess what the student wrote by asking “James, is your favorite month July?” If James responds yes, then he becomes a part of your empire, and you ask someone else. Cross that month off the board. If James responds no, then it is his turn to ask anyone in the class to attempt to build his empire. If, for example James acquires an empire of three students, and you guess that James’ favorite cartoon character is Sponge Bob, for example, then you acquire him and his empire. The game ends when a student has everyone in his empire.

这个游戏的奥秘在于“一环套一环”,猜出对方最喜欢的事物(日期等),你就可以建立帝国,而对方则是你的臣民,如此反复进行。要注意的是,游戏过程中,游戏者一定要保证诚实,不可为游戏结果而说谎。另外,该游戏涉及到的语言任务是句型 what’s your favorite...? 可参照小学 PEP 英语五年级(上) Unit 3 以及初中新目标英语七年级(上) Unit 6,7,8 等单元的内容。

157. Family Tree 家谱游戏



Equipment: handouts or prepared information on the family tree

Group: 10+ participants

Duration: 30—40 minutes

This is a great activity for revising family vocabulary with teenagers.

You'll need to pre-teach family vocabulary, associated words and phrases such as “be married to” and the concept of family trees.

First, you need to create a fictional family tree, two families of three or four generations connected by a married couple. Use names the students are familiar with so as not to distract them with the difficulty of pronouncing them! Make sure there is an opportunity for all family vocabulary to be used, with cousins, aunts, uncles, nephews, nieces, great-grandparents, etc.

Then you need to make a list of statements about the family tree such as “Tom is Lisa’s nephew”, “Lucy is Susan’s daughter”, “And Rob is not married”. The aim is that there are enough statements, or clues, for the students to be able to construct the entire family tree but not without some discussion and lateral thinking! Provide only two clues at most as to where each family member belongs in the family tree, and try not to connect members directly. For example: “Tom has two daughters” but don’t name them and the only other reference naming them would be as the mother or wife of other people. Don’t forget to make it clear which two people connect the two branches of the tree.

Before you give this to your students, check yourself that the entire family tree can be constructed from your clues.

The clues can be dictated or given on a handout.

You need to give students, in pairs or small groups, plenty of time to work out the correct solution. Then let the students share with their results and let them make up a short story about the whole family. Maybe you

could give a small prize to the first group to hand you the completed family tree.

家谱(Family Tree)的建立,可以使学生了解家族成员间的关系,具有潜移默化的教育价值。在该游戏中,需要注意两点:其一,游戏前需要讲解有关家庭成员的词汇(cousins, aunts, uncles, nephews, nieces等);其二,线索(clues)的设计一定要合理,既不能过于直接,也不能太深奥曲折。参见新目标英语七年级(上)Unit 3“家庭”。

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158. Famous Person Name 名人录

Equipment: slips of paper, timer, a box or an envelope

Group: 6+ participants

Duration: 10—15 minutes

For this game you will need names of many famous people who your students are likely to have heard of, and a one-minute timer. Write each name on a slip of paper and place it in a box or a big envelope. (A list of potential names will follow) Each student works with a partner. One person gives clues to the other person about the famous person, and the other person guesses. (The rest of the students look on) The goal is to get the most names guessed correctly in one minute.

Some names:

Confucius; Socrates; Helen Keller; Pavarotti; Leo Tolstoy; Karl Marx; Queen Elizabeth II; Prince Charles; Princess Diana; Buddha; Marie Curie; Elizabeth Taylor; Mariah Carey; Maria Montessori; Benito Mussolini; Joseph Stalin; Adolph Hitler; George Bush; Hillary Clinton; Bill Clinton; Julia Roberts; Michelangelo; Tiger Woods; Christopher Columbus; Ronald Reagan; Benjamin Franklin; Brad Pitt; Hamlet; Batman; William Shakespeare; Johann Sebastian Bach; Mother Teresa; Sir Isaac Newton; Marilyn Monroe; Jesus Christ; Boris Yeltsin; George

Washington; Dracula; Thomas Jefferson; Nelson Mandela; Mark Twain; Ernest Hemingway; Indira Gandhi; Santa Claus; Margaret Thatcher; Leonardo da Vinci; The Mona Lisa; Charlie Chaplin; Harrison Ford; Thomas Edison; Homer Simpson; Joan of Arc; Madonna; Cinderella; James Bond; The Beatles; Walt Disney; Donald Duck; Michael Jackson; Tom Hanks; Napoleon Bonaparte; Stephen King; Copernicus; Galileo; Mao Tse-Tung; Elvis Presley; Bill Gates; Albert Einstein.

Obviously, not all of these names will be famous to all of your students, but hopefully this list will help you think of names relevant to your students' backgrounds.

与该游戏相关的文化背景知识较多,因此如果教师在平时的教学中没有足够的积累,或者学生的文化知识比较缺乏,游戏便很难开展。一般来说,游戏中列出的大部分名人,对中国的学生而言是非常陌生的。因此,教师在开展此游戏时,可适当调整名单,同时加强平时的文化知识传授,从而加强学生在这方面的积累。另外,在游戏过程中,表述线索(clue)需要学生一定的语言表达能力,教师可提供一些参考句型帮助学生表达。相关游戏可参照“Celebrity Heads”及“Amnesia”等。

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159. Feed Them to the Sharks 喂鲨鱼

Equipment: board, markers

Group: 10+ participants

Duration: 10—12 minutes

Write a short dialog on the board. It may be just a four line dialogue. Let the students read the dialogue a few times. Be sure they understand the context. Then have a pair stand and read the dialog. This will give all the students a chance to practice and hear it again. Then draw a shark's head showing it swimming up to get the girl at the top.

Then erase the dialog. Choose a couple of victims and get them to do the dialog. Errors are rewarded by the victims' names being written on the board and then an arrow are drawn showing that they are going into the shark's mouth. Have also done a variation with a crocodile and octopus. Try to play with a boy and a girl for the dialog as it gets very competitive if you keep a score of boys vs. girls.

这个游戏训练的是学生瞬时记忆及操练对话的能力,失败的人将被鲨鱼(或鳄鱼、章鱼)吃掉。因为有具有童话色彩的惩罚措施,学生在记诵对话时会十分投入。对话的内容,可依照课堂教学的内容而设计。

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160. Follow the Wire 走绳子

Equipment: a poster with a grid of pictures/ words

Group: 6+ participants

Duration: 4—6 minutes

Students have a grid of 25 to 36 items. The teacher has the same grid with a path drawn on it from a start square (e. g. the bottom left corner) to the finish square, moving only vertically or horizontally.

Students put one finger on the start square. The teacher calls out the next square on the path and students move their fingers to it. If any student is seen to touch the wrong square with any hand, the teacher explodes. All the students have to return to the start square. The teacher can maximize the listening by repeating the item a number of times. It doesn't matter if students are learning from other students; however, beware of letting the class blame a weaker student for causing an explosion.

该游戏可以通过以下方式同语言学习结合起来:方格内设置一些学生需要掌握的词汇或文化现象,学生们按照一定的规则移动。在此

过程中,学生既可以改正自己的语言错误,也能熟悉需要掌握的语言现象。

161. Funny Sentences 趣味造句

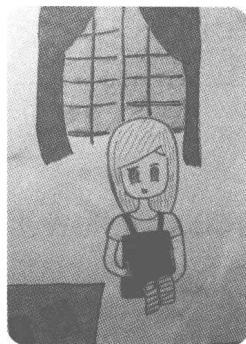
Equipment: sheets of paper, pens

Group: 20+ participants

Duration: 10—15 minutes

Divide students into teams of 6—7 people. Hand out the sheets of paper, each team gets one. Ask your students one by one to write down:

- A) A famous name (Michael Jackson)
- B) Time (last night)
- C) A place (on the Moon)
- D) Action (ate three hamburgers)
- E) And another action (took a shower)
- F) An object (with a computer)



Each student writes one line and then folds the paper so that no one would see what's written there and passes it to the next student, and so on. Once they finish, ask them to read the sentence.

Variation: Divide your class into 4—6 groups (team A, team B, team C, etc.). Hand out pieces of paper. Ask each group to write the corresponding line (i. e. team A would write a famous name, team B would write time). Once they finish, you randomly choose one student from your class and ask him/her to read what he/she has got from A to F. Every student only contributes a part of the sentence, so you can't expect how funny it might be!

这个游戏在一定程度上相当于“故事接龙”。在游戏中,学生们为

了得到乐趣,会在造句阶段尽量发挥其想象力,同时也会努力使句子正确通顺。

162. Ghosts and Spiders 幽灵与蜘蛛

Equipment: whiteboard, two colored magnets, markers, dice

Group: 10+ participants

Duration: 15 minutes

Draw a big circle on the board and divide it into twelve segments, so it looks like a huge pizza! Now draw a ghost in one segment and repeat this seven times, so you have a ghost in eight different random segments. Now draw two spiders in two different segments and then finally draw two crosses in the remaining two segments.

Divide the class into two teams and place one colored magnet on the left hand side of the circle (TEAM 1) and the other magnet on the right hand side (TEAM 2).

Give each team ten lives. Do this by writing TEAM 1 and underneath it draw ten dashes, do the same for TEAM 2.

The object of the game is for each team to try and eliminate the other by killing off their lives.

Ask TEAM 1 a question, if they get it correct, then they can throw the dice. Move their corresponding magnet clockwise around the pizza. If they land on a ghost, then they can erase one life from the opposing team. If they land on a spider, they themselves lose a life, and if they land on a cross, then they gain a life. Now TEAM 2 has their turn and this continues until one team loses all ten lives. The winner is the team left with lives. The game should last about fifteen minutes depending on how intelligent your students are. If you want it to last longer, add more crosses, if you want it to be shorter, add more ghosts and spiders.

该游戏也可以设计成电脑游戏,属于棋类游戏。在丢骰子前,小组同学必须正确回答一个问题,因此,这是本游戏的主要语言任务,也是最大的难点。问题的设计可与当时的教学内容有关,也可以是其他语言游戏,如“脑筋急转弯”或“谜语”等。

163. Going on a Trip 去旅游

Equipment: none

Group: 6+ participants

Duration: 10—15 minutes

This game is a good way of making students speak up and use previously learnt vocabulary. It requires good memory.

Explain to the students that you are going on a trip and need to pack some things with you. Start by saying: “I am going on a trip and I take (any object) with me.” Then a student continues: “I am going on a trip and I take (the first object) and (adds another one).” The next student proceeds. As the game progresses, students will name objects they take with them on a trip in the same order they were named. The one who forgets or breaks the order—leaves the game. Students will laugh, become frustrated, and eventually understand the game.

此游戏可以用来锻炼学生的记忆力。游戏中所用的句型很简单,但中间不断加入新的词汇,且顺序不可打乱,有点类似于“滚雪球”,因此越到后面难度越大。游戏之前,可先向学生介绍与旅游有关的词汇。

164. Good News/Bad News 好消息/坏消息

Equipment: strips of paper

Group: 10+ participants

Duration: 15—20 minutes

Start by giving your students some examples of bad and good news. Bad news: extra homework, bad weather, car accident, death... and so on. Good news: less homework, class finishing early, wedding... etc.

Then let the students think of more bad and good news. Teach them sentence: "The good news is _____, however, the bad news is _____." After the students catch up with the idea, split them into teams. One team will write good news on strips of paper, while the other team writes bad news. Give them a few minutes for this. When everyone has finished, collect the strips keeping the bad/good news separate from each other. Flip a coin to see which team goes first. Have a member of the first team come to the front of the class and choose either bad news or good news. He/She then has to read the good/bad news out loud for the class and think of a matching good/bad news.

Example:

The bad news is that it's raining outside, but the good news is that now we have more time to study.

You can adapt this game depending on the level of your students. For more advanced learners you can give the opposing team the option to challenge the news given. "Why is it good news that now we have more time to study?" If they can defend it, they get a bonus point, if not then the other team gets a bonus point.

这是一个富有创造性的语言游戏。学生首先进行的训练是造句,即在纸条上写上 good news/bad news。在展示阶段,学生不仅要读出其中某条消息,更要立刻说出与之对应的消息(如上文举例)。因此,该游戏在一定程度上可以锻炼学生的造句能力(若学生程度较高,则

可以根据对方所说的消息,进一步追问其中的信息,以达到生成对话的目的)。

165. Grammar Bingo 语法宾果

Equipment: board, markers, sheets of paper, a box

Group: 10⁺ participants

Duration: 10—12 minutes

Ask students to draw twenty five boxes (five columns/five rows). List 40 verbs on the blackboard. Ask students to choose any twenty five verbs and to illustrate the verbs using stick figures or other images in each box. In pairs, ask students to guess the verb that their partner drew in the box. This will clear up any ambiguities by allowing students to make any necessary changes. Put all of the finished boards in a box in the front of the room. Let the students choose a board that is not their own. Ask students to take a new piece of paper. Ask the students to cut ten strips from the paper. Next, ask the students to write ten sentences (one per strip) on the paper using the verbs on the board. Collect everyone's strips and put them in a box at the front of the room. Pull a strip of paper from the box. Read the sentence to the class. If the student has a picture illustrating that verb, they can block the picture with a small paper. To win the student must get five in a row, five down, or five diagonally.

这个 Bingo 游戏包括两个语言任务:第一个任务是学生根据所给的动词画出简笔画(stick figures)或其他图片,第二个任务是用所给的动词造句(10句),然后与所画的图片配对。该游戏可以以小组的形式进行。

166. Grid Game 欢乐翻翻翻

Equipment: board, markers, dice

Group: 10+ participants

Duration: 12—18 minutes

This game is perfect to review themes studied over a period of time or just that week. Divide the class into two teams and for each review question, the team works together to get the correct answer. This promotes team work, student oral interaction and eliminates the chance of making one student feel uncomfortable because he/she didn't remember the answer.

Write the numbers from 1—6 on the board. Each number represents a different topic.

For example:

1. *Prepositions*
2. *Weather*
3. *Verbs*
4. *Idioms etc.*

Before their turn, the team rolls a dice. The number they roll determines the topic of their question. To make the game more exciting, make the sixth topic "Surprise!" which means you can ask them ANY question on ANY topic! It's really funny to see the looks of "terror" on students' face when they roll a six and wonder what you'll ask them! The team has thirty seconds to come up with an answer and uses a pre-determined spokesperson to say their answer!

If their answer is correct, they can then choose co-ordinates on a pre-prepared GRID—letters A to J down the left side of the grid and the numbers 1—10 across the top. Each co-ordinate point has a hidden point value of 10, 20, 30, 40, or 50 points which you have pre-determined on a score key and kept out of sight. After they choose their co-ordinates, you

reveal the value of that square. E. g. A—3 is 30 points! G—1 is 50 points! etc. Their anticipation to find out how many points they have is hilarious and so adorable! Have the team add their scores each time (keep track on the board). This gives practice in saying their numbers correctly. Another way to choose points is to give each team two dice, one red and one white, roll them and read them as a number, red dice first. For example, if they roll a red six and a white two, that would be sixty-two points for their team. Again, make THEM add the score for number practice!

这则游戏的亮点在于完成语言任务之后的奖励方式。正确回答问题后,小组便可以获得一次“欢乐翻翻翻”的机会,而所能得到的奖励分则完全要“碰运气”。这种不确定性给学生带来无穷的乐趣。另一方面,为了能得到获奖机会,小组成员会协作完成语言任务(回答教师的问题),这又培养了学生的合作精神。

167. Guessing Game 猜词游戏

Equipment: none

Group: 6+ participants

Duration: 8—10 minutes

This game is good to review the vocabulary and use certain sentence patterns. Depending on the vocabulary, students describe something so that the other students would guess what it is. For example, if in class you've been learning about family members and personal adjectives, a student would say: "I'm old. I have no hair. I walk with a cane. Who am I?" The students yell out the correct answer: Grandfather!

This game can be adapted to different levels.

Guessing Game 这一游戏的语言学习内容,可以是多种多样的,而不仅仅停留在对人物的描述上。通过这样的游戏,学生对事物(包括

人)的描述、叙述能力可以得到加强。但要注意的是,教师在组织该游戏前,最好规定 Guessing 的范围,以降低游戏难度。

168. Instant Quiz 趣味考试

Equipment: none

Group: 10+ participants

Duration: 3—4 minutes

This is a good game for reviewing a previous unit or for working on just simple questions and answers. Divide the class into teams. Explain to them that you will be asking questions and they get points for correct answers. Tell them that if they know the answer, they must make a sound “peep”. The first to make the sound gets to answer the question. You ask a question. It can be something from the lesson or for fun, it can be something like, “How many students are wearing red?” “What color are Mark’s socks?” The first team to “peep” gets twenty seconds to answer correctly (or whatever amount of time you feel comfortable with). If they answer correctly, they get a point; if not, the other team gets to try. You can use this game to work on spelling, grammar, general knowledge questions or whatever you like.

一般来说,考试总会给人一种严肃的感觉。但该游戏很巧妙地将考试内容置于游戏当中,使学生乐于回答。与真正的考试不同,在这个游戏中,“得分”者不是个人,而是小组,这无形中提高了团队成员的学习(回答问题)积极性。该游戏适合用于对前一节课的复习或练习。

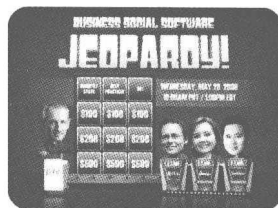


169. Jeopardy 竞答游戏

Equipment: board, markers, play money

Group: 6+ participants

Duration: 12—15 minutes



Put the categories on the board and five to ten dollar amounts under each category ranging from 100 to 500 or 1000 depending on the level of the class and the time available. The categories can be verb tenses, noun plurals, opposites, homonyms, spelling, geography, and math—whatever is applicable for the level of the students. Divide the students into two or more teams and continue by allowing the team to choose a category and dollar amount. If they answer the question correctly (as a team or individually for the team), the team receives the dollar amount. If they do not answer the question correctly, the other team gets the opportunity to answer it. Play until there are no more questions and the team with the most money wins the game.

Jeopardy 是一种竞答游戏,目前国内外有许多这类游戏节目,很受人欢迎。在英语课堂内进行该游戏,教师一定要根据学生情况来确定竞答的内容(要考虑到语言知识点、学生英文水平、话题趣味性等等)。竞答参与者可以是小组,也可以是个人,视班级人数而定。

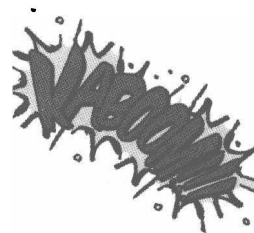
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170. Kaboom 恐怖炸弹

Equipment: container, slips of paper, a pair of chopsticks

Group: 10+ participants

Duration: 15—20 minutes



Prepare strips of paper with sentences or words that you are practicing. In a class of twenty-four students prepare

thirty papers, three or four of which say KABOOM. Cover a Pringles container with colored paper and write KABOOM on the outside of it! Place the paper strips into the container. Let students come up one at a time, take a paper and read it out loud for the rest of the class to hear. If he/she reads it correctly, he/she can return to his/her seat with it. If not, then he/she returns it to the container. If he/she pulls out a paper with KABOOM on it, that student needs to collect back all of the papers from his or her team mates. Play until you run out of papers. The winning team is the team with the most papers still in their hands at the end of the class.

It has the tendency to be a loud game. The students will chant “KABOOM” over and over again, hoping the other team’s students will pull a “KABOOM” out of the container.

Another option is to use folded up papers in a box or bucket. Let the students take one out with a pair of chopsticks. You will be amazed and entertained that some of them cannot use chopsticks. Remind them, no hands or fingers... chopsticks only! After they retrieve a paper, they can open and read it. Continue as the game normally would.

这个游戏的亮点在于,一旦从品客罐(Pringles container)中取出写有 KABOOM 的纸条,小组内所有已经获得的纸条都将被回收,因此,在游戏过程中,学生都希望这一厄运降临到别的小组头上。该游戏的语言任务很简单:读纸条上的单词或句子。因此,该游戏适合初中及小学生,目的是激励他们朗读英语。

171. Magazine Treasure Hunt 杂志寻宝

Equipment: magazines, markers, scissors

Group: 10⁺ participants

Duration: 35—40 minutes

This game involves overcoming the fear of English print materials,

involves healthy competition, organizing information, reading practice, and building vocabulary.

Obtain some subject-appropriate (but different) magazines that would be of interest to your class. Popular magazines, teen magazines, cooking, home magazines, etc.

Review each magazine and compile them—specific lists of 15—25 random items which they must “find” that are their “treasure”.

Divide the class into two or more teams. Let them pick fun team names.

Before giving each team a list and a magazine, explain the game to them through a couple of examples. Have a mock list and magazine and illustrate what they are about to do.

Do not explain the vocabulary words—you know your class level and can pick words that you have studied and need practice remembering and using. The words can be funny and creative, can be descriptions of people, adjectives and colors, rooms in a house, clothing, etc. Don't explain the words—they shouldn't be too hard, but just challenging enough. Your mock demonstration should simply show them the game's process.

Each team should pre-determine a labeler, a cutter, and someone to mark off each word that is found. Everyone should look through the magazine together, but upon finding one of the pictures, one person should cut it out, one should label the picture with the right word, and the others should check off or cross out the word from the list. This promotes teamwork, organized communication, and gives all levels a role which they can perform.

Start the clock. Give the teams about twenty minutes to finish or until the first team completes all words on the list. You will witness a lot of laughter, discussion, and participation.

Upon completion, the group must organize the words in the appropriate order written on the list. That involves someone reading the word and someone locating the picture (with the correct label) and placing it in

order. This repeats the English word identification process.

Wait for the others to finish. Each group should then elect a reader and a presenter. The reader will read each word and the presenter will show the correct picture. There can be much discussion over whether or not the picture is a true representation of the listed word! If it is correct and it is labeled, they get a point. The team with the most correct pictures wins the round!

This game recycles key words over and over again. There is visual identification, writing and reading practice, presentation practice, and sound/letter identity. They are in complete control of the process, practice group communication and team work.

英语阅读对于很多中小学生而言,并非是一种愉悦的经历。因为对大部分学生来说,阅读意味着“练习”,意味着是否“正确”。因此,在课堂内设计适当的学习活动,从而提高他们对于阅读的兴趣,提高他们的阅读质量,至关重要。在这个游戏中,通过对杂志的“寻宝”,学生在一种充满乐趣的竞争,潜移默化地习得了阅读的基本方法。这些方法有:(1)确定关键词句或线索(list)以指导阅读;(2)图式阅读,获取文本信息并将其有机地联系在一起;(3)研究性学习:即以一定的任务为驱动,进行阅读活动,再将阅读的成果(譬如找出的文本及图片、图片与关键词句的关联等)展示出来。因此,这样的游戏活动,实际上是一种综合性的阅读活动。

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172. Making up a Story 故事接龙

Equipment: none

Group: 10+ participants

Duration: 5—8 minutes

Go around in a circle having each student say a sentence or two of a story. This game really brings out the creativity and humor of students.

Sometimes you can write what the students say, while out loud repeating the correct version of a sentence that they use. This is a good way to facilitate. Afterwards, read a full story that the students have created.

这个游戏与“Funny Sentences”类似,不过,在该游戏中,学生造句更多的是口头形式,因此最后将学生编的故事完整地统一起来往往由教师来完成。

173. My Life as an Ant 我的蚂蚁生活

Equipment: cards

Group: 5+ participants

Duration: 10—15 minutes

A student blindly selects a card that has a written word of either an animate or inanimate object, for instance, a book, car, or bird. Once the student has chosen a card, he or she describes the life of what is written on the card, without mentioning the actual word. The other students have to guess the word. This is a fun way to get the whole class involved in speaking English. There could also be a follow-up activity on this. The teacher could assign the students to write a related composition on the selected word, for example, “My Life as an Ant.”

这则游戏可作为写作练习的前奏。师生在游戏中,针对某一事物(无论是否有生命),对其“生活”进行描述,辅之以全班同学的讨论,最后再将描述类的结果,以作文的形式固定下来。在进行该游戏前,教师可教授学生一些常见的描述句型。关于描述类的游戏,本书还有许多,如“Grammar Bingo”, “Amnesia”等。

174. Not What It Seems 物非所值

Equipment: flashcards

Group: 10+ participants

Duration: 20 minutes

For this you need a set of picture cards with objects, animals, etc. Tell the class that you are going to auction these objects, and that each student has 100 pounds to spend. Auction the items and keep a note of who bought what, giving the card to the buyer. After a few items have been sold, tell the students what they have really bought, e. g. "You bought a nice house for 90 pounds, but I'm afraid you'll never be able to use it, it is on the edge of a volcano." "You thought you bought a butterfly for 20 pounds, but it is really a miniature robot worth thousands of pounds."

Put students in groups and give them some picture cards. Tell them to think of a surprise like this for each picture, and write them down. Then one person (an auctioneer) from each group will go to another group with the cards and auction them to members of that group (Teach some useful phrases, e. g. Do I hear 10? Who'll give me 20?).

When the auctioneer has sold all the cards, he tells the story behind each object. At final stage students from different groups can compare their purchases.

这个游戏体现出的乐趣是,拍卖的东西“物非所值”。但是这一切,都是通过语言活动来实现的。语言活动包括两个:其一是拍卖活动(即买卖双方的交际用语);其二是拍卖者对于物品背后的故事的叙述(如 You thought you bought a butterfly for 20 pounds, but it is really a miniature robot worth thousands of pounds.),这些叙述在拍卖前由学生写在纸上。因此,这则游戏实质上还是对物品进行描述的写作练习。

175. Occupations 谈职业

Equipment: pieces of paper, pins

Group: 10⁺ participants

Duration: 10—12 minutes

Pin or tape a piece of paper, with the name of one of the occupations, on the back of each of the students. The student can't see the paper, and the other students aren't allowed to tell. The student has to discover what his occupation is by going around the room and asking his classmates questions about the job. The rules are that he can only ask questions with a "yes" or "no" answer, and he can only ask each student one question—thus forcing him to talk to different people and ask different questions. Once most of the students have discovered their occupations, they form groups with other people with the same job. Then, they are to work together to make a list of the advantages and disadvantages of that particular job.

这个游戏包含了几个有一定难度的语言任务。游戏者为了得知自己的职业,必须用不同的问题来询问其他人,因此他必须设计一系列问题以得到相关信息;当他猜测出自己的职业后,还得与同一职业的其他学生一起合作,来总结出那个职业的优势和劣势。教师在组织该游戏时,要充分考虑学生的英文水平,建议将该游戏放在初、高中阶段进行。

176. Othello 黑白翻转棋

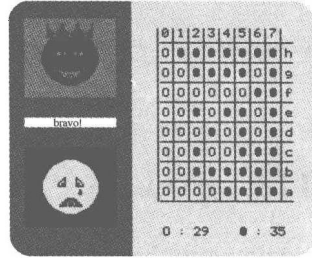
Equipment: counters

Group: 6⁺ participants

Duration: 10—15 minutes

Students in pairs have a grid of six rows by six columns filled with

items. They also have 36 squares of counters cut from card that is one color on one side and a different color (let's say black and white) on the reverse. The rules are the same as Othello. Students have to read the item on the square where they place their counter, and the items of the opponents' counters they should turn over.



To speed the game, after a team have said three of the items, they can turn over the remainder.

Othello 游戏又称黑白棋或翻转棋,属规则性游戏。在此游戏中,学生的认读能力可以得到锻炼。教师在设计“items”时,可适当进行文化上的拓展,譬如正面是 France,反面可用句子 Paris is the capital of France.

177. Pass the Torch 传火炬

Equipment: an object that stands for “the torch”

Group: 10+ participants

Duration: 8—10 minutes



Students sit in a circle. Teacher shows an object and explains that it will function as a torch, and whoever holds the torch has to share some personal information with the rest of the group. Then the teacher passes the torch to one of the students and activity begins. Every participant gets to hold the torch for a short time. When everyone has finished sharing, the torch is placed in the center. Any student who is willing to expand on the information he/she wants to share can pick up the torch and talk more. The rest of the group can ask questions.

这个游戏中的火炬(torch)只是将每个人的信息进行了连接,同时

连接的还有相互之间的了解。参见“M&M's Game”游戏。

178. Red Blue Green 红蓝绿

Equipment: board, markers, pieces of paper

Group: 6+ participants

Duration: 5—8 minutes

Write on the board:

“What color is it?”

“I think it's...”

“You win!”

“You lose!”

Each student gets six small pieces of paper. They get two with “RED” written on them, two with “BLUE” and two with “GREEN”. The students face off in pairs. One student puts one piece of paper in his/her fist and holds it out, says “What color is it?” The other student says “I think it's green (red or blue).” He/She opens his/her fist and says either “you win” or “you lose”. If is correct, then he/she takes the paper. Each person in the pair takes it in turns to guess and then moves on to the other person. Set a time limit. At the end the winner is the group or individual with the most pieces of paper.

这个游戏类似于“Spit It Out”游戏,不同的是,该游戏中的词语要求很简单(只是一些简单的颜色类词语),因此适合初学者(如小学 PEP 英语三年级第一册 Unit 3)使用。

179. Reported Speech Game 引用游戏

Equipment: none

Group: 6+ participants

Duration: 3—4 minutes

Here's (yet another!) variation of bingo to practice ordinal numbers and to personalize the game for the students.

Pre-teach dates and ordinal numbers (get them to line up and rearrange them a couple of times). In pairs, then to the class, students say their birthdays. Then have students come up to the board and write down their birthdays in number form (e. g. 8/11/84). Students draw the grid of squares (3 × 3) and fill it with nine birthdays of their choice. Then the teacher, or a student, reads out birthdays off the board in full (e. g. “eighth of November nineteen-eighty four”). The students cross off the birthdays they hear and the first student with a correct row horizontally, diagonally or vertically wins.

You could also do this with times.

该游戏可结合 PEP 英语第五册 Unit 3、新目标英语七年级(上) Unit 8、Unit 11 等内容进行。

180. Rhythm Game “Happy Red Crocodile”

快乐的红鳄鱼

Equipment: none

Group: less than 10 participants

Duration: 5—8 minutes

Students tap rhythm—two slaps on the knees followed by two claps of the hands and repeat. The teacher starts by saying her name as she slaps her knees. The next time she slaps her knees, she says the name of a student. That student says his/her name and then the name of another

student (“e. g. Joe, Andre”; “Andre, Ana”), and so on, keeping on the beat. As students become more familiar with each other’s names, accelerate the rhythm until someone trips up.

Next the teacher asks each student to pick an animal that they like (e. g. “zebra”), and writes it on the board to make sure everyone understands. The class repeats the game; except instead of saying students’ names, they use the animal each student has chosen.

Students are now asked to add a color before their animal. The game now goes something like this: “blue zebra, orange rabbit” “orange rabbit, purple lion”, etc.

Students are now required to add an adjective. Things like “funny red ostrich” will appear. At this point students are speaking as fast as they can, and the results are hilarious!

该游戏的形式是节奏性的说唱或“打节拍”。节奏类游戏对于年纪较小的学生来说尤其适合,因为它调动了学生的视觉、听觉等因素,可以使学生们有效地集中注意力,使其更加有效地参与到语言的学习中来。

181. Riddles for Everyone 大家都来猜谜语

Equipment: none

Group: 10+ participants

Duration: 15—18 minutes

Write a riddle on the board. Let your students try to guess it. Then explain to them how to make one by themselves.

Then split the class into teams of three or four and ask them to write about three riddles. Then teams will take turns presenting their riddles and the rest of the class



guess it. Each time a student takes a wrong guess, the team asking the riddle gets five points. You can use some of the riddles written in the other section of this book. But it is important to let your students get creative and make up their own riddles. Here is an example:

*I can change my face. I have a girlfriend. I played in a movie.
My best friend was a cowboy. Answer: Mr. Potato head.*

猜谜可以锻炼人的思维,这是众所周知的。利用英语这一媒介进行猜谜练习,在难度上比用中文要高出许多,尤其是还要学生撰写谜语。不过,适当地组织猜谜游戏,可以调动学生对于英语学习的积极性。在进行猜谜时,可教授学生一些技巧和方法。更多的谜语,参见本书附录中“Riddles and Brainteasers”部分。

182. Secret Phrase 秘密短语

Equipment: none

Group: 4+ participants

Duration: 8—10 minutes

Group is divided into pairs. Each pair is quietly given a secret phrase by the teacher. Examples:

I always catch the bus to school.

It was so cold; I thought my fingers would fall off!

I ski with a pink scarf.

Pairs are then given 2—3 minutes to go off and prepare a story containing their phrase. The group then comes back together and the pairs relate the stories to the group. The group attempts to identify the secret phrase in each story. Anyone correctly guessing or any pair who successfully disguises their phrase may receive a prize.

该游戏中的语言学习的任务,在于利用所给的短语造句、写作文,



这对低年级的学生来说有一定难度,但对初中以上的学生而言,却是必要的训练。作文的长度可以是几句或者更长,也可以允许少量语言错误,但文章要符合逻辑。

183. Shopping Around the World 环球购物

Equipment: board, markers

Group: 6+ participants

Duration: 8—10 minutes

Write on the board:

Uncountable nouns (always singular):

*Some bread, some water, some cheese,
some hair, some honey*

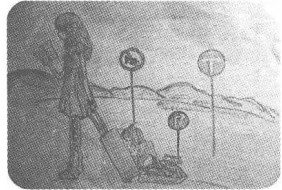
Countable nouns (plural add s/es):

*An apple/some apples, a carrot/ some carrots, a flower/ some flowers
Last year, I went to Austria to buy some apples. Then I went to
Brazil to buy some bananas...*

*Then I went to ((a country starting with C) to buy a/an/some)
(a noun starting with C)...*

Each student has to read the whole story, and then add a country and an item to the end of the list using the next letter of the alphabet. It helps to write the next letter on the board for them (in case they forget the order).

这个游戏属于操练型的游戏,虽然趣味性稍差一些,但对于学生弄清楚可数与不可数名词的区别和用法,很有帮助。



184. Slapjack 拍杰克

Equipment: pictures or flashcards

Group: 6+ participants

Duration: 10—12 minutes



Find a bunch of pictures on the internet. They should be varied and interesting. Some or most of them should be action oriented. Cut and paste them to a single page. Make enough copies so that each group of two students can share one. Then begin describing a picture (in a roundabout way for more advanced students). For example, if you've got a picture of a man riding a bicycle, you might describe it like this: in this picture, this person looks like he's going somewhere. He's not taking a car or a bus. He has to use his legs a lot to move, but he's not walking. The two students in each pair are competing. The first person to slap the correct image gets a point. The one with the most points wins. Also, you can compare the highest scores around the classroom to see who got the most.

该游戏锻炼学生对事物(此处是图片)的描述能力,其中所运用的语言可以有所侧重,譬如可以强调动作(注意时态用法),也可以是模拟对话等等。要注意的是,选用的图片要各不相同且充满情趣,以提高同学运用语言的兴趣。

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185. Snakes and Ladders 蛇爬梯

Equipment: dice, whiteboard, tokens (magnets)

Group: 8+ participants

Duration: 6—10 minutes

Students have a grid of six rows by ten columns, and one dice per group. Students take turns to throw the dice and move forward the number of squares. They read only the item on the square that they land on. If this square is a ladder, they climb up it, but if it is a snake, they slide down it.

该游戏可以设计成多媒体课件,学生的兴趣会更加浓厚。方格内的语言或文化现象可根据学生的认知水平进行设计。

186. Spit It Out 大声说

Equipment: deck of cards

Group: 10⁺ participants

Duration: 10—15 minutes

Split the class up into small groups—no more than five people. Give each group a deck of cards. Teach them this: A Heart equals a verb. A Diamond equals an adjective. A Club equals a noun. A Spade equals an adverb.

The cards are shuffled well and passed out entirely to all the players. Make sure they hold them in their hands together, face down just like you would if you were playing Slapjack or War. One student will put a card into the center facing up, very quickly. All the other players look at the card's suit and try to be the first one to give an example of the kind of word that suit is associated with. So if a Heart is played, someone might say “run” because it's a verb. The first person to correctly give an example gets the card. The person putting down the card can't compete that time. The players take turns putting down one card per turn. If you have no cards left, you lose. If the game is played until only one person has cards, that person obviously wins. Otherwise, the person with the most cards when the teacher stops the game wins.

利用纸牌游戏来考查词汇,是一种简单而实用的办法。在这个游戏中,纸牌的四个花色分别代表了动词、形容词、名词和副词,游戏者根据所翻纸牌的花色说出相应的单词。该游戏对学生的词汇量有一定要求。另外,游戏中提到的“Slapjack”是一种简单的儿童纸牌游戏。

187. Stop 停

Equipment: paper, pens

Group: 6+ participants

Duration: 15—17 minutes

First you need to choose five categories, for example, Cities/Countries/Names/Animals/Foods/Movies/Songs. You can also incorporate a grammar category e. g. Verbs, Nouns, Adjectives, etc. Have the students write these categories at the top of their paper and include a column for Score. Then choose two students. When the teacher says “GO!” student 1 will say the alphabet silently in his/her head. Student 2 will decide when to say “STOP!” The letter that Student 1 stops on will be the selected letter. The students then rush to see who can write a word for each category beginning with that letter. The first to fill all categories says “STOP!” and all pencils go down. You review their answers out loud, giving 100 points for each unique answer and 50 points for any repeated answers.

这个游戏相当于一个词汇竞赛,所考查的是学生对于词语分类的掌握情况。类似的游戏可参考“Hip Hop”及“Make a List”等。为了保证游戏的公平并调动所有学生的积极性,教师可将全班同学分成几组,在小组赛里获胜的同学再进行班级决赛。

188. Story-telling Game 讲故事游戏

Equipment: none

Group: 8+ participants

Duration: 10—12 minutes

This is a good chain speaking activity. It also makes students listen to each other better and gives confidence in their speaking ability.

Write a beginning of a story on the board. It should be something

interesting, open-ended situation. For example, “One night I couldn’t sleep. I went outside. It was dark and scary. Suddenly I heard a strange noise...”

Have one student read the sentences aloud, and then it’s that student’s turn to go first.

He or she has to make a (only one) sentence that logically connects to yours. For example, “I saw aliens parking their spaceship on my yard!” Then another student goes next, etc.

Students take turns building on each other’s sentences to make a vivid, compelling story that is all their own.

Sit back and correct their grammar if you feel like it, or give them some help, or contribute yourself to the story formation.

这是一个故事接龙式的游戏。要激发学生创作故事的动力,故事开头的设计便很重要。另外,为了增加趣味性,可以让学生在造句时,添加一些身体动作。教师不必把每一句话都写下来,以免有的学生以“看”来代替“听”。类似游戏参见“Making Up a Story”, “Funny Sentences”等。

189. Superlative Paper Airplanes

最好的纸飞机

Equipment: paper

Group: 2+ participants

Duration: 8—10 minutes

Everyone makes a paper airplane, decoration is optional but a name helps. Get the students to throw their planes. Say an adjective, such as “hot”. If there are three students, the plane closest to the teacher



repeats “hot”, next closest says “hotter”, last student says “hottest”. If there are only two students, the student whose plane is closest says “hotter”, last says “hottest”. Make sure to mix easy and more difficult adjectives so the students understand that not all superlatives follow the “er, est” format. And remember, no superlative game is complete without mixing in “good, better, best”.

该游戏通过玩飞机的形式,加深学生对于形容词及副词的比较级、最高级变化形式的记忆。游戏之后,可将相关形容词及副词的各种形式书写到黑板上,以作巩固。相关教材内容可参见新目标英语八年级(上)Unit 6。

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190. Taboo 忌讳

Equipment: flashcards

Group: 6+ participants

Duration: 5—10 minutes

The game Taboo is a great way to improve vocabulary and fluency. The idea of the game is that one student has a card with a word which his/her classmates have to identify. The player with the card can only use speech to describe this word, and may not use key words listed on the card—they are Taboo! If you use the actual game, you will probably have to go through the cards first and select them for the level of your group; or you can make your own cards, listing taboo words according to the level and culture of your students. If you divide your class into two teams, the competition gets really fierce!

与“心有灵犀”一类的游戏(“Angry Eating”, “Charade Relay”等)不同,这个游戏要求游戏的一方用英语对卡片上的词汇进行解释,而另一方则要根据他的解释猜测词语。这就很好地锻炼了学生的阐释(interpretative)能力,也锻炼了他们“用英语思维”的能力。Taboo 的

意思是“忌讳”，在该游戏中，所要忌讳的是直接用关键词（如反义词）来提醒对方。

191. Take My Place 换位思考

Equipment: none

Group: 6⁺ participants

Duration: 8—10 minutes

First, write down situations like “having a baby”, or “going to court”. Then, read the card and say, “Oh my goodness! I am... (insert situation)! Take My Place! What Should I do?” Students then have to come up with the solution to your problem and later take your place.

该游戏由教师设置情景，而学生则依据情景来提供解决方案。这一语言任务可以很好地训练学生对诸如“What should I do?” “You can...”等句型的运用，同时，特定的情景，可以使他们对句型的使用，不只停留在简单的操练上，而是在一种真实情况下的活学活用。为了达到意想不到的效果，教师可事先设计那些能造成幽默效果的情景。该游戏适合初中以上的学生使用。

192. Telepathic Students 特异功能

Equipment: selection of cards

Group: 12⁺ participants

Duration: 8—12 minutes

Prior to the class (or activity) tell one student the secret. Put a selection of teacher’s cards at the front of the class. The “telepathic” student goes out of the room, and can’t see or hear the decision. The other

class members, or the teacher, choose one item. The telepathic student is called back in. The teacher proceeds to point at the cards, in no particular order and the other students ask the question: "Is it the baboon?" If the teacher points to the top of the card, the telepathic student replies: "No, it isn't." But, if the teacher points to the bottom of the card, the telepathic student responds: "Yes, it is." This is repeated several



times, and if some other students catch on, they can become telepathic, too.

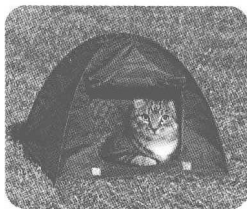
Telepathic 的意思是“有心灵感应的”,因此在游戏过程中, telepathic student 好像被赋予了一种神秘力量,可以正确地猜测出纸牌。这种小魔术很好地满足了学生的猎奇心理。游戏中所涉及的语言点可以根据学生程度做适当调整。

193. The Camp Cat 帐篷猫

Equipment: none

Group: any number

Duration: 5—10 minutes



Group sits in a circle. The first player starts off by saying, "The camp cat is an awesome cat.", or any other adjective starting with "A". The next person repeats this and adds an adjective starting with "B". "The camp cat is an awesome, beautiful cat..." The game continues with each person having to recite what came before them and add an adjective starting with the next letter. Challenge the group to complete the whole alphabet. Prompting will be necessary for younger children.

该游戏根据首字母来复习单词,可以帮助学生有效地复习形容词。

其他类似的游戏有“Are You Coming to the Party”, “Categories”等。

194. The Price is Right 价格竞猜游戏

Equipment: magazines

Group: 4+ participants

Duration: 5—8 minutes

Go through newspaper or magazine ads and cut out pictures of a variety of things for sale (appliances, clothes, cars, food, etc.). Paste each picture on a card. With each picture, make a corresponding card that shows the price of the item.

Each student takes a turn. He/she gets a picture, shows it to the other students, but doesn't know the price. Show the price card to the other students in the class. The student then begins guessing the price of the item. The rest of the class help him/her by responding to each guess with “too high”, “too low”, or, when he/she does get the right price, “Jackpot!” For more advanced students you can add a competitive edge by having students on teams, or placing a time limit on their guessing.

It works best with small groups of four to ten students.

这是一个价格竞猜游戏,在规定的时间内,学生对某一商品(图片)的价格进行猜测,其他同学通过“too high”、“too low”的提示来帮助他猜测,如果猜中,则齐呼“Jackpot”(中大奖)以示鼓励。该游戏中可适当增加语言任务,如猜测价格时可用一些句子结构,如 Is it twenty dollars? What about three dollars more? 等。相关教材链接:新目标英语七年级(上)Unit 7 “How much are these pants”。

195. Throw Six to Say 满贯才能说

Equipment: a page with items on it, several dices

Group: 8+ participants

Duration: 10—15 minutes

Students in groups of four or five have one dice per group and a page with ten items or so on it. They take turns to throw the dice. As soon as one student gets a six, the student starts reading the words in order: “This is a book, this is a bag...” The other students continue to throw the dice in order, trying to get a six before the first student has read all the ten words. The next student to get a six starts reading, interrupting the first student. It may be an idea to have the student who is currently speaking hold up a “speech box” flag.

This activity is from the party game: “Unwrap the Chocolate”. A bar of chocolate is in the middle of the room, wrapped in several layers of paper. Anyone who throws a six has to put on a hat, coat and gloves, pick up the knife and fork, and try to get at the chocolate. If someone else throws a six, they take the hat, etc. and dig into the bar. Anyone who gets to eat some chocolate, however small a piece, drops out of the game so that others get a chance.

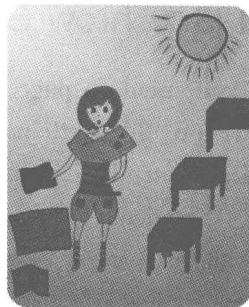
该游戏设计的目的是为了让学生掌握一些简单的句型及词汇。学生需要6点的骰子才能获得读或说的机会,同时,在他读完之前,随时会被后一个获得6点的学生打断,因而语言活动与掷骰子的游戏相联系,富有趣味性。组织此类游戏时,对所要操练的句型、词汇,教师可有个预设,而且在实际的游戏过程中,学生也可对游戏中的语言项目进行增补。对于初中以上的学生,在进行该游戏时,还可向他们介绍“Unwrap the Chocolate”这一西方社交游戏,以扩充其文化习俗知识。

196. True or False 对还是错

Equipment: none

Group: 4+ participants

Duration: 25—40 minutes



Before you start this game you need to prepare a list of about ten sentences about yourself and your family, some of which are true and some false. Try to find sentences which are difficult for the students to guess the answers to.

Divide the class into small groups. Let them choose a name for their teams. Then read out one of your true/false sentences. Each team has to decide whether it is real or not; it is best to appoint a team captain who will give the team's answer.

Teams score a point for each correct answer. At the end they've discovered some interesting things about you.

Now it is their turn; each student writes a list of five or six sentences about him/herself, again a mixture of true and false (If they don't know each other well, it will be limited to sentences such as "Last night I ate chicken curry for dinner"—the others would find it pretty difficult to guess!).

Once they've finished writing, the first person in team one (T 1) reads out a statement, and the other two teams guess if it is true or false. There are two points available: if teams two and three both guess correctly, they get one point each. If T 2 guesses correctly but not T 3, then T 1 and T 2 get a point each. And of course if no one guesses correctly, T 1 wins 2 points.

The game continues in this way: the first person from T 2 reads a statement, the other teams guess if it's true or not, then the first person from T 3, then back to T 1 and a different person from that group.

在该游戏中,表面上各个小组对某一学生的陈述进行判断,实际

上却是在训练学生描述个人(或个人事件)的能力,因此,它属于造句类的练习。三组互相比赛,这无疑会使课堂充满乐趣。单元链接:新目标英语八年级(上)Unit 6, 九年级 Unit 2。

197. Verb Tags 课末动词游戏

Equipment: flashcards

Group: 10⁺ participants

Duration: 5—7 minutes

First teach the verbs for the lesson. Then as a review at the end of the class play this activity. Have one student come up to the board. The student chooses a card but doesn't look at it. He holds it to his forehead for all the other students to see. Other students must act out the verb. Holding student must guess which card he is holding.

该游戏可放在课堂结束时用于对动词的复习。其基本做法类似于“Angry Eating”, “Buzzword”, “Charade Relay”等游戏。

198. Wink Murder 眼神谋杀

Equipment: none

Group: 6⁺ participants

Duration: 8—12 minutes



Group sits or stands in a circle with eyes shut. The teacher walks around outside of the group and quietly taps someone to signify that he/she is the murderer. Everyone then opens their eyes and sits quietly looking around the circle. Whenever the murderer makes eye contact with someone and winks, that person must stage a dramatic death. The group's aim is to

identify and guess who the murderer is before he/she kills everyone. Anyone who thinks he knows the murderer's identity may guess, but if he/she is wrong, he/she dies.

与“Wink”游戏类似,这一游戏也是帮助学生领悟“眼神交流”(eye-contact,此处是眨眼)在人际交往中的重要性。

199. Word Chains 词语接龙

Equipment: none

Group: 5+ participants

Duration: 10—12 minutes

Let your students sit in a circle. The circle should consist of five—eight people. It is nicer to play in a small group.

The first person will say any word he like such as “like” and the next person will continues with a new word that start with “e”, then the next person continues. The person who cannot think of a word in a limited time has to accept penalty which is to be anything you can come up with (e. g. sing a song).

For higher levels you can make it more difficult and ask them to only use words related to the topic, just verbs, cities or countries.

For lower ability children, you can give them a list of words to use or allow them to use their textbook to find words.

如果说之前的“Making Up a Story”之类的游戏是“故事接龙”的话,那么这一游戏则可看作是“词语接龙”,每一个学生所说单词的首字母必须是前一个单词的尾字母。这一游戏所包含的语言任务是对词语的复习,在实际的操作中,可以通过规定词语范围来提高难度,也可通过事先分发词汇表来降低难度。

200. Word Play 造词游戏

Equipment: letter tiles

Group: 15+ participants

Duration: 15—20 minutes

Bring a bag of letter tiles from Scrabble to the class and pick one letter out (or have a student do it) and show it to the students. The first one must say a word with that letter, the second one also but the third one says a word with the next letter of the alphabet and then go back to the original letter twice and then again the next letter.

Example: Let's say the letter is A:

First student says Apple, the next Airplane, the next Bus, the next Air, the next All, the next bicycle... and so on.

这也是根据首字母复习单词的游戏,可以作为课堂内的穿插性游戏,加强学生对于英语单词的记忆。与其他类似游戏不同的是,这则游戏并没有对单词范围(词性、类别等)作规定,因而相对比较简单。

Outdoor Activities

户外游戏

The following activities are designed to help develop friendly environment based on cooperation and problem solving. Along with recognizing the need for cooperation within a group, it is hoped that each individual will have an improved self-image as well.

简介

户外游戏（Outdoor Games）总共28个。这些游戏没有明确的语言任务，其主要目的是为了让孩子“动起来”。在这些游戏中，动作游戏占大多数。通过游戏，孩子可以锻炼自己的身体平衡能力、运动能力、小组协作能力以及活动中的策略运用能力等，有些游戏甚至是对成人社会的模仿。另外，由于这些游戏基本上在户外进行，因此可以培养孩子接触自然、热爱自然的情感。

201. Three Team Soccer 三方足球赛

Equipment: 2 soccer balls, 6 cones to mark goals

Group: 12⁺ participants

Duration: over 30 minutes

Same rules as normal soccer. The only difference is that you split your class up into 3 teams with 2 soccer balls and 3 goals.

足球赛中竟然有三支球队、两个足球和三个球门,这样的比赛一定让学生们兴奋不已!这是一种挑战习惯思维的做法,也是游戏精神的体现。

202. 44M 捉迷藏

Equipment: none

Group: 8⁺ participants

Duration: 30—40 minutes

One person is elected “It”. This person stands at a designated home base (tree/flagpole) and counts to 44 while all the other participants run and hide within specified boundaries. “It” then attempts to seek out the hiders without staying too far from home. If “It” sees someone, he/she calls out “44—I see... Jack... behind the fence”. If it is Jack behind the fence, then he must run to home before “It” tags him. If he doesn’t make it, he becomes a prisoner and must stand at the home base. Any other participants can free Jack by running to home without being caught by “It” and yelling out “44 free all”. Game is done when either all participants are prisoners or someone manages to free a prisoner. “It” then changes.

该游戏与中国传统游戏“捉迷藏”十分类似,但结局有所区别。该游戏适合在户外进行。

203. Are You Dizzy? 晕眩游戏

Equipment: a baseball bat for each team

Group: 20+ participants

Duration: 20—40 minutes

Teams form straight lines alongside one another. Bats are placed at a distance of approximately 40 ft. from each team. One by one, team members run up to the bat. They hold the bat firmly into one place on the ground, hold forehead to top of bat and run around the bat (holding head to it the entire time) 5 times. Then, the team member runs back to the front of the line and tags the next person. Winning team is the first team to have all its members run up and around the bat.

该户外游戏可以锻炼学生的身体协调能力,而且由于是以小组形式进行比赛,可以很好地激发学生的积极性。游戏过程中教师要注意安全。

204. Automobile Relay 汽车接力

Equipment: none

Group: 12+ participants

Duration: 20—40 minutes

Divide the group into teams with approximately six members each. Have teams line up behind preset markers with another marker for each team approximately 50—75 ft. ahead. Each team member then should be given a number, 1—6. Explain that each number signifies a different car.

All number ones are cars that are running properly. Their task is to simply run round the opposite marker and back to tag the number twos.

All number twos are cars with a flat tire. They have to hop around the marker and back.

All number threes have a broken clutch and must take two steps forward, one step back all the way around the marker.

All number fours have no gas. They are pushed by number fives.

All number sixes have a stuck horn and accelerator. They whiz along with horn honking the entire way.

The first team to complete the relay and have all cars parked in a straight line behind their marker wins.

这是一个适合在户外进行的游戏,属动作类游戏,并不包含语言任务,但对于活跃课堂气氛很有帮助。这个游戏最大的好处在于它通过模仿汽车行驶,使学生了解汽车行驶过程中的种种问题,在感性上为未来驾驶汽车作好了准备,即格罗斯所说的游戏对于未来生活的“预演”功能。

205. Blindfolded Horse & Jockey 骑瞎马

Equipment: blindfolds

Group: 4+ participants

Duration: 8—12 minutes

Group separates into partners with one person playing a horse and one person a jockey.

Horse is blindfolded and jockey hops on horse's back. The jockey has to direct the horse around



a range of preset obstacles by giving verbal directions. The first pair to reach the finish line wins. Jockeys and horses can be disqualified for dangerous riding! Stress to participants the need to be careful.

Horse & Jokey 是指赛马场上的马及骑手。在西方,赛马不仅是一项娱乐活动,更是一项体育赛事。游戏中“骑手”对“马匹”所作的引导,其实就是“指路”的方法。该游戏可在户外进行,游戏过程中教师一定要注意安全。与该游戏有同样语言任务的游戏还有“Remote

Controlled Teacher”, “Blind Robot”等。

206. Capture the Flag 拔旗游戏

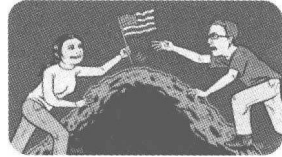
Equipment: 2 flags (socks/hats/bandannas)

Group: 16+ participants

Duration: over 30 minutes

A large, open area or field is needed for this game.

Divide groups into 2 teams, and the field in half. Designate each team a half of the field as their home area. Give a flag to each team and give them time to find a good place to put it in their home area. Teams also need to decide on a jail area and a jailer, flag guard, and other tactics. The aim of the game is for each team to invade the enemy's area and steal their flag, and then take it back over into their home area without being tagged and jailed by the enemy. Once a player steps off their side and into the enemy's, he/she can be tagged and jailed. To be set free from jail a teammate must invade the enemy camp and tag the prisoners in jail without being caught himself/herself. The first team to successfully cross into home territory with the enemy's flag wins. Successful teams are often those who have a plan of attack: designated defenders, attackers, decoys, etc.



该户外游戏锻炼的是孩子在合作中的战略、技巧和管理能力。在整个游戏过程中,孩子能获得一种个体主动性,实际上也模仿了一种成人的活动。

207. Chain Tag 联追游戏

Equipment: none

Group: 8+ participants

Duration: 8—10 minutes

One person is elected “It”. Players run around in preset boundaries trying to avoid “It”. If tagged, a player joins hands with “It” to form the start of a chain. All subsequently tagged players join the chain, and help catch those who are left. The last person caught is the winner, and the game begins anew with a new “It”.

在户外游戏中,经常会碰到一个词:tag,它指一种儿童游戏,意思是“捉迷藏”,即由一个人去追其他人,直到能够碰到被追者,这个被碰到的人接着又开始追赶其他人。不过在该游戏中,被追到的人必须与追他的人手拉手,继续追赶其他人。

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208. Dragontails 扯龙尾

Equipment: socks, cones to make a boundary

Group: 8+ participants

Duration: 8—10 minutes

Each student takes their socks and ties them together. They then tuck one end in the back of their shorts—make sure they don’t tie the end to their shorts or underwear. Also, make sure that the other end is hanging down around the back of their knees. The game is easy: when you say “Go”, each student has to capture the tail of another student. To do this, they have to grab the end of another student’s tail and pull it free. Once this happens, the student who has lost his/her tail collects the tail and goes and sits on the sidelines to watch the rest of the game. The object is to be the last one with a tail.

NOTE: students are NOT allowed to touch, hold, grab, or tackle each other when getting the tail. Students are also not allowed to sit down or hold on to their tails. Nor are they allowed to run outside the preset boundary.

“扯龙尾”游戏适合各个年龄段的学生,也适用于破冰和热身阶段,它的规则,类似于“老鹰捉小鸡”。

209. Flashlight Tag 手电筒追人游戏

Equipment: flashlights

Group: 6+ participants

Duration: over 20 minutes

A combination of tag, hide-and-peek, Flashlight Tag has many variations. Playing at night makes it a livelier game, with players frequently changing their hiding places during the course of the game. You'll need a large area that's not too hazardous to negotiate in the dark.



One player is designated “it” and given a flashlight. “It” counts to 50 while the other players hide. When “it” finds someone, he or she shines the flashlight on the player. That player then becomes “it”, and the first player is free to hide.

Variations:

There are dozens of different rules and variations for playing Flashlight Tag. Some say that the flashlight must remain on at all times, so that the hidiers can see “it” approaching and may change their hiding places. In another variation, “it” puts the tagged players in “jail”, where they can be rescued by other players. This variation is sometimes played in teams, almost like “Capture the Flag”.

Flashlight Tag 游戏结合了“捉迷藏”及“追人”两种游戏的特点,不同之处在于“It”不必用手捉人,而是用手电筒来代替。该游戏适合在晚间进行,但一定要注意安全,场地要足够开阔。

210. Four Square Ball 四方球游戏

Equipment: a ball, some chalk

Group: 6+ participants

Duration: over 30 minutes

Playing Four Square Ball is a great way to build coordination and teach good sportsmanship. The kids will love progressing from being a peasant to being the king! The game can be played with a standard playground ball that is about 10 inches in diameter, or it can be played with a king-sized ball. You will also need some chalk. A driveway or other hard-surfaced area is needed for four squares.



Draw off a 10-ft. square with the chalk, then divide it into four even squares. Number them 1—4, going clockwise. Draw a diagonal line in Number 1 box, to be the serving spot. The player in the one square is known as the king. Number 2 is the queen, while Number 3 is known as the jack, and Number 4 is the peasant. The point of the game is to advance to the king's spot and stay there as long as possible.

The king serves by bouncing the ball into any of the three boxes. The player whose square receives the ball must hit it into another square. The ball can be hit in the air or after one bounce. Play continues until a player fails to return the ball. At that point, that player has to move to the peasant's spot, and the other players advance.

Variations:

There are many different conventions for naming the four squares. Some players just refer to them by their numbers, but kids get a kick out of becoming the king.

When playing with more than four children, children can rotate in and out. A player who is demoted goes to the end of the line.

Official four square rules are fairly complex, but you may not want to introduce the game using a lot of rules. Indeed, you may want to modify rules to fit the situation. For example, when playing with younger children, it's okay to allow them to catch the ball before bouncing it back to their opponents.

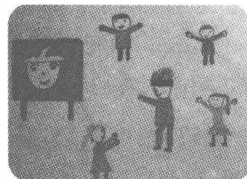
四方球游戏可以很好地锻炼学生的控制能力,事实上,许多羽毛球选手都是四方球游戏的高手。该游戏适合于幼儿园儿童及小学生,在进行游戏时,规则不必过于复杂,适合学生的实际情况即可。通过四方球游戏,还可以提高学生们的协作意识,因此建议在课间组织该游戏。

211. Hide and Seek 捉迷藏

Equipment: none

Group: 10+ participants

Duration: over 20 minutes



It can be played indoors or outside, with young and old. Because of its versatility, hide-and-seek (or hide-and-go-seek) has been played by many generations of children.

A spot is designated as “home”, boundaries for hiding are set and one player is chosen to be “it”. He or she counts to a predetermined number before calling out, “Ready or not, here I come!” When “it” sees someone hiding, he or she must run back to home base and call them out.

The players can look for opportunities to come out of their hiding places and come in free. A traditional way of ending the game if players are still out is to call “Come out, come out, wherever you are” or some variation thereof.

Variations:

A simpler game is played without a home base. The game is won by being the last player to be found. In Chain Hide-and-Seek, players join hands with “it” when they are found. As the chain grows and becomes unwieldy, much laughter ensues.

捉迷藏是一个十分受欢迎的传统游戏,在中国,捉迷藏这种游戏的历史,至少可以追溯到唐朝。该游戏规则简单易变,不需要特定材料,但要求参与者耳要聪、目要明,奔跑要及时,要用某种巧妙的方法和策略找到躲藏着的人,这是对学生的综合考验,可促进其认知、体能、情感、社会性等各方面的发展。在该游戏中,教师可适当增加一些语言任务,譬如在游戏中添加一些英语对话(“Ready or not, here I come!”等)。

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212. Hopscotch 跳房子

Equipment: some chalk, small object to throw

Group: 4+ participants

Duration: 10—15 minutes



The first step is drawing the grid. The first player tosses a marker into the first square. The marker must land completely within the square. The player hops through the court, landing on one foot in single squares and both feet in double squares. At the end of the course, the player turns around and moves back to the beginning, stopping to pick up the marker on the way back. If the player steps on a line or steps out of the grid, the turn is over. If the player successfully finishes the course, he or she

throws the marker into the second square and repeats the exercise. The first player to move the marker through the entire grid wins the game.

Variations:

Some play that the player needn't skip the square holding the marker. Others play that any square which holds a marker must be skipped. This variation can require considerable athleticism.

When hopping in a series of single squares, some require that the player alternate feet.

The classic Hopscotch grid begins with a circle, often named "home". This is followed by three single squares, a double square, a single square, a double square, two single squares and another circle, called "heaven".

跳房子(Hopscotch)是一种在全世界范围内都广受欢迎的民间游戏。它可以很好地发展学生的敏捷性和躲闪能力,锻炼身体的灵活性和协调性,培养机智、果断的品质。该游戏一般来说适合小学生玩耍,教师也可以在“房子”上书写英文数词,以使他们对数词有直观的认识。

213. Horse Basketball 投篮

Equipment: one basketball goal, a basketball

Group: 5+ participants

Duration: over 20 minutes



Horse Basketball is a great game for young and old since it requires shooting skill rather than stamina and athleticism. Any child who is old enough to sink a basket can play. You can play wherever there is a basketball goal.

Players line up. The first player announces what shot he is going to make and takes his shot. If he misses, he goes to the end of the line. If he makes the basket, the next player must make the same shot. If the second player misses, he gets an "H", and it is the next player's turn to

announce a shot and try to make it. Each time a player fails to make a shot that his predecessor made, he gets another letter until someone has spelled “horse”. At that point the player is out. The other players continue play until only one player is left.

Variations:

If there are large differences in height, you may want to outlaw the dunk shot. Some players allow the player who has received the “E” one more shot to try to stay in the game. If longer or shorter games are desired, different words can be spelled.

这是起源于欧洲的一种篮球游戏,在组织该游戏时,有必要弄清楚其中的一些术语,如: Stamina, 体力; Athleticism, 竞技; Sink a basket, 投球入筐。

214. Kick the Can 踢罐子

Equipment: a can (a plastic coffee container is safer than a metal can)

Group: 6+ participants

Duration: over 20 minutes



Choose a good-sized yard or similar area in a park or schoolyard, as long as it's not too open. There must be some hiding places!

One person is designated as “it”. A coffee can is placed in the middle of the yard. Another area of the yard is designated as “jail”. The player who is “it” covers his or her eyes and counts to a predetermined number. “It” then goes in search of the other kids. When one is sighted, “it” runs to the can and calls out the person’s name, saying, for example, “Thomas is in the can!” Thomas then has to go to “jail”. If the person who has been spotted is able to run to the can and kick it before “it” reaches the can, he or she is still free and can hide again. A player who

has not been spotted can “kick the can” and free all the players who are in “jail.” The game continues until all players are in “jail”. Then the person who was captured first becomes “it”.

Variations:

In one of the variations of this game, the players must be tagged instead of being merely spotted. This makes for a more physical game.

这个游戏有点类似于之前的捉迷藏游戏,但是,被捉到者只要赶在“it”之前踢到罐子(can),他还是自由的。如果按照游戏中的描述,将“捉到”改为“追到”(tag),则需要消耗学生更多的体力。此游戏适合在户外无遮拦的空地上进行。

215. Kickball 儿童足球

Equipment: a ball

Group: 6+ participants

Duration: over 20 minutes

For kickball, use a playground ball. Choose a lightweight one for small children and a heavier one for bigger kids. You'll also need something to serve as bases.



A large yard or park area is perfect for kickball. The ball will roll better for the kicker on a hard surface, but grass is more kid-friendly. If played on a hard surface, you can draw in the bases using chalk.

Kickball uses the basic rules of softball and baseball: four bases to run, three chances to kick the ball and three outs to an inning. Almost anything can be used for bases; old throw pillows or pieces of shingle will serve well. The pitcher rolls the ball to the kicker. Bouncing, other than the little bounces that you get when the ball rolls over grass, is not allowed. If the ball rolls over home plate and is not kicked, that is a

strike. If the ball is kicked but goes foul, that is a strike.

The fielder can catch the ball and tag the runner, or step on the base, or throw the ball at the runner to make the out. The ball should not be thrown at the runner's head. If the ball is thrown at the runner and misses, the runner may advance only one additional base. A kicked ball that is caught in the air is an out.

The team that is in the field should space themselves out according to the numbers of players. They will, of course, move in for the smaller players and out for the stronger players.

Other rules can be agreed upon before play begins. Since you won't have a standard "batting order", you may want to kick in order of ages, or in alphabetical order. You may have to have special rules for balls that go over fences, into the street or into a ditch. Agreeing upon special rules is part of the fun!

该户外游戏可视条件开展。

216. King's Treasure 芝麻开门

Equipment: treasure (sock/ball/candy)

Group: 8+ participants

Duration: 13—15 minutes

One person is elected King. The King stands facing the wall or fence at one end of an area, with the treasure at his/her feet. The group stands at the other end—approximately 25 feet away. People from the group try to sneak up to the King and grab the treasure, racing with it back to the starting line. The group must sneak slowly and quietly as the King may turn around at random intervals to look at the group (every 2—3 seconds, perhaps). Anyone the King catches moving is sent back to the starting line to begin again. The winner is the first person to get the treasure safely over

the line.

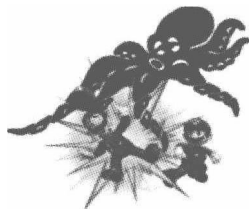
King's Treasure 即“芝麻开门”故事中的宝藏,在进行该游戏前,可先用英文给学生讲授这一故事的梗概。游戏本身是一个动作游戏,但可以借此帮助学生了解相关的文化背景。

217. Octopus 章鱼游戏

Equipment: none

Group: 12+ participants

Duration: 7—12 minutes



An area about half the size of a basketball court is best for this game. Preset the boundaries on a field or blacktop area. Choose one or two people from the group to act as octopuses. They stand in the center of the court. Other participants line up on one end boundary. When an octopus calls “GO!”, everyone runs from one end to the other trying not to get tagged by an octopus. If tagged, the person becomes a jellyfish. They are frozen to the spot where they were tagged and can move their arms only. They then assist the octopus in tagging the other children who are running back and forth. The last free person remaining is the winner.

这也是一个场地游戏,比较适合小学生和初中低年级学生。

218. Pass the Orange 下巴传橘子

Equipment: an orange for each team

Group: 12+ participants

Duration: 5—10 minutes

Teams form straight lines alongside one another. The person at the top end of each line holds an orange under his/her chin. When the leader says go, the person passes the orange from his/her chin to under the next person's chin without using hands. Winning team is that which passes its orange all the way along the line successfully. A dropped orange or anyone using hands requires a team to start over again.

该游戏在室内室外都可进行,是一个非常令人开心的游戏。

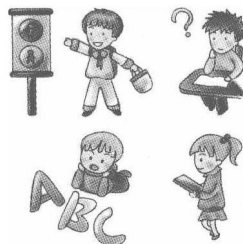
219. Red Light/Green Light 红绿灯

Equipment: none

Group: 4+ participants

Duration: over 10 minutes

One person is designated as “it” and plays the part of the stop light. The other students line up about 20 feet away from “it”. Facing away from the other students, “it” calls out “Green light!” The other students move toward “it”. “It” then calls out “Red light!” and turns around quickly. Any of the students who are



caught moving must go back to the start line. Play continues until someone reaches and tags “it”. That person then becomes “it”. The trick to winning this game is to move smoothly so that you can freeze instantly until you are within reach of “it”.

Variations:

When playing with children of different ages, you may want to designate two start lines, the closer one being for the smaller kids. In one variation of this game, “it” may call out “yellow light”, which means that the players can continue to move but must move slowly.

这则游戏可以使学生饶有趣味地记住简单的交通规则。不仅如此,在教室里进行该游戏,还可以极大地活跃课堂气氛。除此之外,教师还可以利用该游戏控制纪律,如要求学生安静时可大喊一声 Red。也可将此游戏与其他游戏结合。

220. Red Rover 雷德洛夫游戏

Equipment: none

Group: 10+ participants

Duration: over 20 minutes

Divide the group of kids into two teams. The kids then form two lines holding hands and facing each other. The lines should be 30—50 feet apart. The team chosen to go first calls for a runner from the other line, saying, “Red Rover, Red Rover, let Thomas come over!” Thomas then takes off running and tries to break through the other line. If he breaks through, he chooses one of the kids that he broke through to take back to his team. If he doesn’t break through, he has to stay with the other team. The game ends when everyone is in one line. The game is fun because of the suspense of wondering when your name will be called and wondering whether the runner from the other team will choose you as the weak spot to try to break through. It’s not a highly competitive game as everyone ends up on the winning team; however, Red Rover has been banned on some playgrounds as too rough. Obviously the game works best if the kids are close to the same age. Three practices should definitely be banned. The first is double-linking by holding each other’s wrists or arms. Hands only can be joined. The second is raising the arms high to “clothesline” the runner.



The third is thrusting the joined hands outward so that the runner encounters the equivalent of an outthrust fist. Red Rover is appropriate for school-age children.

Variations:

In one of the variations of this game, the player who breaks through a line may choose any player from that team. In a less common variation, the player who breaks through joins the opposing team.

Red Rover 属于具有激烈碰撞性质的户外游戏,可以被认为是儿童发泄过剩精力的一种动作游戏。因此教师在组织此类游戏时一定要注意:其一,游戏选手的身体差异不可太大;其二,游戏者在游戏过程中不可用危险动作(如伸出拳头、手臂过高等)。总之,在进行该游戏时,安全必须放在首位。

221. Sardines 沙丁鱼游戏

Equipment: none

Group: 4+ participants

Duration: 10—20 minutes

One person is selected to be “It”. “It” goes and hides somewhere within preset boundaries while the rest of the group counts to 50. The group then separates and seeks “It”. If someone finds “It”, instead of announcing it, they too hop into the hiding spot. Everybody in the group has to find the hiding spot and hop in. Great fun is to have as more and more people crowd into the hiding spot. The last person to join the crowd is “It” for the next game.

这一游戏与“捉迷藏”游戏类似,但结局是躲藏的人越来越多,以至于成了沙丁鱼(sardines)。该游戏适合小学及幼儿园的儿童。

222. Scarecrow Tag 稻草人

Equipment: none

Group: 8+ participants

Duration: 10—15 minutes

One person is selected to be “It”. “It” chases the others around a preset area trying to tag them. Once tagged a person must stand on the spot with arms and legs out. To become free and join in again the “scarecrow” must have another player crawl through their legs. Game finishes if “It” has tagged everyone. Swap the “It” every few minutes to maintain players’ enthusiasm.

Variations:

There are hundreds of variations of tag games. Try “Shadow Tag”: “It” chases shadows. If “It” steps on a player’s shadow, he/she is “It”. Ask students for suggestions of other tag games the group can play.

追人游戏除了上述几个(沙丁鱼及稻草人等),还有许多,譬如“踩影子游戏(Shadow Tag)”也是常见的孩子喜欢玩的游戏。教师可与学生一同商讨,确定游戏规则。

223. Shadowing 甩尾巴

Equipment: pebbles, kernels of corn or something similar

Group: 6+ participants

Duration: over 30 minutes

A group of at least six is needed to play. One player is designated as “it” and gets a two-minute head start, followed by two “shadowers”. After two more minutes of pursuit, one of the shadowers goes back to the group and starts them in the right direction. The second shadower con-



tinues to pursue “it”, dropping pebbles, kernels of corn or something similar as clues to guide the group toward “it”. “It” wins the game if not found within a predetermined period of time.

Variations:

In the classic Scout version, the troop is split into two groups. One group gets a head start and is shadowed by the second group. Any shadower who is spotted can be chased down and captured. The shadowing group can send one or two advance scouts, and the group being shadowed can employ various strategies, such as splitting into two groups, or setting up an ambush.

该游戏模仿成人世界中的“跟踪法”，从而造成“紧张”的气氛。在游戏之中，小组成员需要运用集体智慧，采取相应策略，才可以免于被跟踪。

224. Sneaky Sprinkler 小鬼玩水

Equipment: lawn sprinkler

Groups: 5+ participants

Duration: over 20 minutes

One person is designated as “it” and controls the water faucet. Kids should be dressed in swimsuits or old play clothes. The children cavort around the water sprinkler. When “it” turns on the sprinkler, everyone must freeze and get sprinkled on until “it” turns the water off. The last person to move gets to be “it”.



Variations: If the children are very young, an adult may have to man the faucet.

玩水是儿童最喜爱的夏季游戏之一，这类游戏可以使他们在炎热

的天气中得到放松。在该游戏中,孩子们还可以通过玩耍熟悉草地洒水器的用法(注意:低幼儿童须有成人监督)。

225. Snipe Hunting 偷猎游戏

Equipment: All participants need to bring their own “magic” stick and plastic bag or pillowcase.

Group: 4+ participants (the more, the better)

Duration: over 30 minutes

This activity places a lot of emphasis on the leader’s ability to tell a convincing story. Add your own bits and pieces. The main thing is to be really enthusiastic and get your students excited about the “hunt”.

Have the group gather round in a tight circle and explain that what you are going to tell them is top secret. Check that everyone has a special, magic stick, and then begin the story. This is one version of the story—be creative and alter it to fit your school traditions, location, etc.

“A boat from a far-away and mysterious place has recently wrecked on the coast not too far from school. Secret sources have let me know that the magical creatures, the Snipes, were on board and some have become lost in the woods around the school. Snipes are friendly and caring creatures; they want to go home but won’t leave their lost friends alone here. King Snipe has requested that we help in finding his lost comrades. Magic sticks will help the students locate the Snipes—BUT only if they truly believe! There is no accurate description of Snipes because they are visible only to those who find them. But, if YOU find one, you will know what it is.”

Once the story is told, have the students help you in chanting for the Snipes to come out. Make up chants and rhymes for the students to use in



the search. It is now time for the students to go off in search of the creatures—within set boundaries. Arrange to meet back at designated time to hear about each other's finds and set the Snipes free all together.

This game works unbelievably well, especially with younger children if you can commit them to the search. Tactics include having other Teachers/Leaders “see” or “hear” Snipes just round the corner, and rush off in pursuit. Kids come up with all sorts of things in their bags, from frogs to dirt to lizards. This activity is great for tiring kids out after a long day!

这个游戏真是极好的野外活动。它的绝妙之处在于，孩子在寻找猎物时，根本不知道猎物的模样，因此，整个游戏激发了他们的想象。同时，在游戏过程中，孩子真正做到了亲近自然，在自然中寻找猎物。因此，这个游戏的收获，不是他们找到的青蛙或蜥蜴，而是他们和自然的亲密接触！

226. Swing the Statue 转圈圈

Equipment: none

Group: 10+ participants

Duration: 15—30 minutes



One player is chosen to be “it”. He or she takes each of the other players in turn and, holding them by a wrist or hand, swings them in a circle and then lets them go. The swung player must freeze as soon as possible and hold that position as long as possible. The first player to break the freeze becomes “it”. Since the first player swung must hold the position longest, begin with the oldest child first. The entertainment value comes from seeing the strange positions that players end up in and watching them try to hold those positions.

Variations:

Another version uses teams of two. One of each pair is designated as the swinger. At “go” they swing their partners, who freeze and try to hold their position longer than their opponents.

“旋转 (swing)” 游戏是儿童喜欢的游戏, 可以锻炼孩子的身体平衡能力。在这个游戏中, 由于离心力的影响, 被旋转的人很难在某一点上站稳 (freeze), 而这正是游戏的趣味所在。需要注意的是, 旋转的圈数不可过多。

227. Tank 坦克手

Equipment: blindfolds, one pair of socks for each participant

Group: 10+ participants (the more, the merrier)

Duration: 20—25 minutes

Make a boundary that is a reasonable size for your group. Place your students into groups of two and put the blindfold on one of the pair, make the socks into two round balls. The blindfolded student is now what is called the gunner and the other is now the driver. The gunner is the only one who is allowed to touch the balls of socks (ammunition). The object is for the driver to direct the gunner (without touching the gunner) to blow up other gunners of other tanks. By using voice commands like “forward”, “turn left” etc., the driver must stay close to his/her gunner at all times. Beware of using voice commands such as RUN! When the driver wants the gunner to fire, the driver must yell “fire”. The gunner throws underarm his/her ammo in the direction the driver has aimed him/her (hopefully). If you hit the gunner of the other team, they are out. If your gunner is hit, you are out and must collect your ammunition and sit on the sideline and watch the rest of the game. The driver is not allowed to jump in front of his/her gunner if they are about to be fired at to protect

them from getting hit! If you are still in (once you have fired your ammo), direct your gunner over to pick the ammunition back up. Remember, the driver can not touch the ammunition. That includes picking it up for the gunner. You are only allowed to pick up your own ammunition; you are not allowed to hoard other tanks' ammo. The object is to be the last remaining tank. Make sure you play this in an open space (no buildings etc. that the students can bump into). Once you have a winner, change the driver/gunner roles and let them play again.

这个动作游戏一定要在户外进行,同时袜子里的球(弹药)建议用软性材料,如毛线球或纸团,以免发生意外。该游戏含有一个简单的语言任务,即指路方法,操作时应尽量避免发生人员碰撞。

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228. Ultimate Frisbee 极限飞盘

Equipment: 2 teams, 1 Frisbee, 4 cones to mark goals

Group: 8+ participants

Duration: over 30 minutes

The object is to throw the Frisbee to other members up the field towards your team's goal. If you throw it and your team catch it, they throw it again. If they drop the Frisbee or if it is intercepted, then it is the other team's. To score a goal, one of your team



members must catch the Frisbee over the goal line. The Frisbee comes back to the center line to restart. Students are NOT allowed to touch, hold, grab or tackle each other when going for the Frisbee. The game is played similar to soccer.

极限飞盘(Ultimate Frisbee)游戏有点类似于足球游戏,其规则并不复杂,要求不能有身体接触,同时玩家须有良好的判断飞盘飞行轨迹的能力。在玩耍时要注意安全,以免飞盘落到孩子头上。

Appendices

附 录

附录 1 谜语 (Riddles and Brainteasers)

These activities help the students think creatively. They brighten up the lesson and are good for extracurricular activities.

1. What part of the body has the most rhythm? The eardrums
2. A farmer combined two compost heaps with three others. How many compost heaps does he have? One
3. Who succeeded the first Prime Minister of Australia? The second
4. Why was Karl Marx buried at High Gate Cemetery in London? Because he was dead
5. What odd number becomes even when beheaded? Seven
6. Why is the letter "E" like London? Because E is the capital of England
7. What lives on its own substance and dies when it devours itself? A candle
8. "The beginning of eternity,
The end of time and space,
The beginning of every end,
And the end of every place."
The letter 'e'
9. "I never was, am always to be,
No one ever saw me, nor ever will,
And yet I am the confidence of all,
To live and breathe on this terrestrial ball."
Tomorrow

10. "At night they come without being fetched,
And by day they are lost without being stolen."
- The stars
11. What are two things people never eat before breakfast?
- Lunch and supper
12. Why did the man throw a bucket of water out of the window?
- He wanted to see the waterfall
13. Why did the man throw the butter out of the window?
- He wanted to see the butterfly
14. Why did the man put the clock in the safe?
- He wanted to save time
15. What has two hands and a face, but no arms and legs?
- A clock
16. What has a neck, but no head?
- A bottle
17. Where is the deepest ocean?
- On the bottom
18. Why did the man throw his watch out of the window?
- He wanted to see time fly
19. What state in the United States is high in the middle and round at the ends?
- Ohio
20. How do you spell mousetrap?
- C-A-T
21. How many legs does an ant have?
- Two, the same as an uncle
- HINT: ant = aunt
22. How many people are buried in that cemetery?
- All of them
23. What can't be used until it's broken?
- An egg

24. What do tigers have that no other animals have? Baby tigers
25. What is black and white and red (read) all over? A newspaper
26. Why is number six afraid? Because seven eight nine (seven ate nine)
27. How do you know when a motorcycle policeman is happy? He has bugs on his teeth
28. What did zero say to eight? Nice belt
The 8 looks like a 0 with a belt around its waist.
29. What did number 1 say to 7? Nice hair
30. Which is the most self-centered letter of the alphabet? Letter "I"
31. Which letter is always trying to find reasons? Letter "Y"
32. Which letter is not me? Letter "U"
33. What letter can do the work in one day that you can do in two days? Letter "W" (Double u—Double you)
34. Why don't we need a compass at the North Pole? Because every direction is south
35. Why is the "A" like a flower? Because the B (bee) is after it
36. Why is the letter "A" like noon? Because it's in the middle of the day
37. What letter of the alphabet has got lots of water? Letter "C" (sea)

38. What letter of the alphabet is always waiting in order?
Letter "Q" (queue)
39. What has two heads, four eyes, six legs and a tail?
A horse and its rider
40. What is as big as a horse but doesn't weigh anything?
The horse's shadow
41. Why was the hearse horse hoarse?
Because of the coffin
42. Why are men with pierced ears better suited for marriage?
Because they have suffered and bought jewelry
43. What begins with "T", ends with "T" and has "T" in it?
A teapot
44. Do you know why birds fly to south in the winter?
Because it's too far to walk there
45. Which letters do Tuesday, Thursday, Friday and Saturday have in common?
None of them have "c", "o", "m" or "n" in them
46. What are the three important rings in life?
Engagement ring, Wedding ring, and suffering
47. Which room has no doors, no windows?
A mushroom
48. What gets wetter as it dries?
A towel
49. A man rode into town on Tuesday. Two days later he rode home on Tuesday. How is this possible?
His horse's name is Tuesday

50. Why didn't the skeleton go to the dance?

He didn't have anybody to take. (Any BODY)

51. A father and his son were in a car accident. The father died. The son was taken to the hospital. The doctor came in and said: "I can't do surgery on him, because he's my son." Who was the doctor?

The doctor was his mother

52. Why did the student take a ladder to school?

Because he/she was going to high school

53. Why did the tomato blush?

Because it saw the salad dressing

54. What are the two strongest days of the week?

They are Saturday and Sunday. All the others are weak(week) days

55. How far can a dog run into the forest?

Halfway, after that he is running out of the forest

56. What do you call a bear without an "ear"?

B

57. Which is faster, heat or cold?

Heat, because you can catch a cold

58. How many eggs can you eat if your stomach is empty?

One. After eating the first one your stomach isn't empty

59. Why did Mickey Mouse go to outer space?

To find Donald

60. What is the difference between the capital of Russia and a calf's mother?

One is Moscow; the other is a cow's Ma

It needs to be spoken to understand it.

61. What do you call a Spaniard who can't find his car?

Carlos

It's pronounced "ca-
rless" (meaning wi-
thout a car)

62. What's the difference between electricity and ligh-
tening?

You don't have to
pay for lightening

63. What's the difference between a TEACHER and a
CONDUCTOR?

A teacher TRAINS the
MIND and a conductor
MINDS the TRAIN

64. What part of your body disappears when you stan-
d up?

Your lap

65. What do you call a witch at the beach?

A sandwich

66. Why did the traffic signal turn red?

You would too if you
had to change in the
middle of the street

67. What's the difference between a lion with toothache
and a wet day?

One's roaring with
pain the other's
pouring with rain

68. Why are baseball stadiums so cool?

There is a fan in
every seat

69. What do you call a fish without an eye?

Fsh

Hint: No "eye" =
No "i"

70. What has thirteen hearts but no body and no soul?

A pack of playing cards

71. What do you call a fish that only cares about him-
self?

Selfish

72. Why couldn't Mozart find his teacher?
Because the teacher was Hayden
Hayden → Hidin
→ Hiding
73. What's a minimum?
A very small mother
mini-mom
74. Why can't a bicycle stand on its own?
Because it's two-tired
(too tired)
75. What do you get if you cross a pig with a karate fighter?
Pork chops
76. What's got a head and a tail, but no body?
A coin
77. What's got a wave but no sea?
Curly, wavy hair
78. What has three feet but no legs or arms?
A yard
79. Where does a boxer who weighs 135 kilograms sit on a bus?
Wherever he wants to
80. What makes "oom" and gives milk?
A cow walking backwards
81. What does a man say when he walks into a bar?
Ouch
82. Where does Dracula stay when he goes to New York City?
The Vampire State building
83. What do cows like to read?
The mooooospaper
84. What is the longest word in the English Language?
Smiles, because there is a mile between the first and last s

85. What is the word that everybody always says wrong? "Wrong"
86. What five-letter word becomes shorter when you add two letters to it? "Short"
87. What's the longest word in the dictionary? Rubber-band—because it stretches
88. How many seconds are there in one year? Twelve. January second, February second, March second...
89. What two days of the week start with the letter "T"? Tuesday and Thursday? NO, today and tomorrow
90. What did the doughnut say to the loaf of bread? If I had as much dough as you, I wouldn't be hanging around this hole
91. Why did the pony have a sore throat? Because it was a little horse (hoarse)
92. What did the undertaker die of? Coughing (coffin)
93. Why can't a nose be twelve inches? Because then it would be a foot
94. How do porcupines kiss each other? Very carefully
95. What has four wheels and flies? A garbage truck
96. What has teeth but can't bite? A comb

97. Why do people call their own language their mother tongue?

Because their fathers seldom get a chance to use it

NOTE: For this to be funny, students need to understand that in many cultures women have the image of speaking so much that their husbands seldom have a chance to say anything.

98. A big moron and a little moron are walking across a bridge when the big moron falls off. Why didn't the little moron fall off?

He was a little more on

99. Name one eight letter word that has "kst" in the middle, in the beginning, and at the end.

"Inkstand", "in" is at the beginning, "kst" is in the middle, and "and" is at the end

100. Why is it impossible to starve in the desert?

Because of all the sandwiches (sand which is) there

101. Why don't sharks eat clowns?

Because they taste funny

102. What would the pig say when its tail was held tight by the farmer who had a sharp knife in his other hand?

"That's the end of me!"

103. Do you know where people send a horse when it is sick?

To a hospital (horsepital)

104. What did the doctor say when the invisible man called to make an appointment?
Tell him I can't see him today
105. Which "BUS" could cross the ocean?
Columbus
106. What a bee says when it gets in the hive?
Hi Honey! I'm home
107. How do you catch a squirrel?
Climb a tree and act like a nut
108. What do you call a deer with no eyes?
No idea (No eye deer)
109. What do you call a deer with no eyes or legs?
Still no idea
110. Where do cows go for entertainment?
They go to the movies
111. What animal is it that has four legs, a tail and flies?
A dead horse
112. What do you call "a fly" without wings?
You call it "a walk"
113. What's the difference between a musician and a savings bond?
A savings bond eventually matures and earns money
114. What color is a guitar string?
Pink
It is the sound the guitar makes. The word sounds like the color "pink".
115. What goes "ZUB, ZUB"?
A bee flying backwards
(Buzz, Buzz)

116. What did one light bulb say to another light bulb?
You are the light of my life
117. What flowers have two lips?
Tulips
118. They travel all over the world but end up in the corner, what are they?
Stamps
119. Why didn't the farmer cry when his dairy cow fell off the cliff?
There's no use crying over split milk
120. Ten copycats were sitting in a boat, and one jumped out. How many were left?
None. They were all copycats
121. What is the difference between a jeweler and a jailor?
A jeweler sells watches.
A jailer watches cells
122. What is a bachelor?
A man who never Mrs. (misses) anyone
123. Why do cows have bells?
Because their horns don't work
124. Why do seagulls fly over the sea?
Because if they flew over the bay, they would be bagels
125. What's the difference between a trampoline and an English textbook?
You take off your shoes before jumping on a trampoline
126. Why were the little drops of ink crying?
Their mother was in the pen and they did not know how long her sentence would be

127. How many sheep does it take to make one wool sweater?
I didn't even know sheep could knit
128. What's a teacher's favorite nation?
Expla-nation
129. What's the most colorful state of U. S. A. ?
Color-ado
130. In what state does it cost the most to live in?
Pennsylv-ania
131. What did the cannibal who was late for dinner get?
The cold shoulder
132. What do you call Santa's helpers?
Subordinate Clauses
133. What do you call a dog with no legs?
Why bother, he won't come anyway
134. Is there a word in the English language that uses all the vowels including "y" ?
Unquestionably
135. If you are Russian before you enter the bathroom and Finnish after you leave the bathroom, what are you when you are in the bathroom?
European.
(You're a-peein'.)
136. What do you call a test tube that graduates from high school?
A graduated cylinder
137. How did Jonah feel after he got swallowed by a fish?
Down in the mouth
138. What did the monk say to the hotdog vendor?
Make me one with everything
139. What did the fish say when he hit the wall?
Dam

140. A man was locked in a room with only a bed, a calendar, and a piano. How did he drink, how did he eat, and how did he get out? Another man was locked in a room with only a mirror and a table. How did he get out? A third man was locked in an empty room. How did he escape?

The first man drank from the springs of the bed, ate the dates off the calendar and played the piano until he found the right key, which he used to unlock the door. The second man looked in the mirror to see what he saw. Then he took the saw and cut the table in half. Next, he put the two halves together to make a whole. Finally, he crawled out through the hole. The third man broke out with the measles.

141. What's brown and sticky?

A stick

142. Some people prize it and wish they had it, some people don't realize they have it and don't really care about it. You get this given to you everyday and you use it everyday.

Knowledge

143. He has married many women but has never been married. Who is he?

A preacher

144. I am sneaky and pesky and when I seek for truth, it often gets me in trouble. Who am I?

Curiosity

145. There was a duck floating on top of the water and a cat sleeping in her tail then the duck jumped in the water. What happened to the cat?

He gets wet

146. What is the difference between here and there?

Letter "T"

147. I am white black and read all over. What am I?

Read all over? I'm obviously a newspaper.

148. A group of explorers in the Arctic come across a naked man frozen in a block of ice. The leader of the expedition immediately says "That's Adam". He was right, but how did he know.

Because he had no belly button (Adam is the only human who (allegedly) was not born of a woman—so he would have no belly button)

149. If a plane crashes on the border between Canada and the US, where do they bury the survivors?

You don't bury survivors

150. You're in a dark room with only one match. There's a candle and a lantern. What do you light first?

The match

| 小结 |

英语谜语一般来说,都具有趣味性和知识性的特点,如果在课堂内恰当地运用,可以提高学生的学习兴趣,同时还可以帮助他们了解西方文化。谜语通常分为描述性谜语(Descriptive Riddles)、字谜(Charades)和双关性谜语(Pun Riddles),当然,也包括一些智力性谜语(Shrewd and Witty Questions)。对学生而言,他们在猜谜活动中,获得的更多的是对英语谜语结构的了解、猜谜的方法和技巧。因此,教师一定要帮助他们了解英语谜语的特点,告诉他们猜英文字谜的关键是不要被谜面的含义或是寓意所迷惑,否则的话,很可能误入他途,不得要领。无论是怎样的谜语,要想猜出它的答案,就必须结合语境和自己的相关知识去推理、判断,积极拓展自己的思维。从谜语的特征来看,事物谜的谜面通常是用比喻、暗示或其他方法来描绘所猜谜底的特征,和汉语中物谜的谜面构成及猜测方法基本相同:字谜经常在字母、音节或是整个词的离合上做文章。字谜的谜面通常是前面几句描述谜底单词的某个或某些字母在哪些单词中出现或是不出现,最后一句点出词义,或是为猜谜提供一些暗示和猜测的方向,有点像中文里的谜目。智力性谜语则主要涉及一些机智与诙谐的问题,谜底通常是语义双关,和汉语中脑筋急转弯的问题极为类似,在英语中被称作“conundrums”。以上提供的各种谜语,既可以单独使用,也可以与其他游戏形式结合使用。

附录2 课例及课评

课例 A

| Lesson plan |

Grade level: Kindergarten class—3

Equipment: flashcards of insects and a picture of a garden with all the insects on it, toy hammer or a flyswatter

Group: 12—20 students

Duration: 40 minutes

Vocabulary: a fly, a spider, a grasshopper, a ladybug, a butterfly, a bee, a dragonfly

Grammar: There is a _____ in the garden.

Unit plan of which this lesson is a part: In the garden

1. Lesson focus:

Vocabulary building, use of the pattern “There is a/an _____ in the garden”.

2. Learning objectives of the lesson:

- Students will be able to recognize garden insects and say what is on a picture using pattern “It’s a _____”.
- Students will be able to express their opinions on garden insects.
- Students will be able to describe the pictures in English.
- Students will be able to guess what insects is being described.
- Students will be able to use new vocabulary in speech, substituting places in the pattern “There is a spider in the garden”.

3. Assessment tools/procedures:

- Students will be able to form their perspective on garden insects.
- Students will be able to work productively and respectfully in a group and individually.

4. Introduction to the lesson:

This lesson is designed for students to build up new vocabulary and use pattern “There is a _____ in the (place)”. Students will be asked to identify the pictures, act out how insects behave and what noises they make. This lesson also allows reviewing previously-learnt patterns “I can.../I have...” and colors. Students will get a chance to describe the pictures and talk about what insects live in the garden. There are many games used in this lesson so that they can learn new vocabulary, repeatedly name all insects without noticing the repetition. In the relaxed and fun manner they will work in groups and individually.

5. Lesson structure

Greet the students

T: Good Morning, Everyone!

S: Good Morning, Teacher!

Roll call: determine the presence or absence of students in the list.

T: Mary?

S: Here!

T: Frank?

S: Here!

Etc.

Warm up

Place a picture of the garden on the board. Ask children to answer the question: “What do you see?”

T: What do you see?

S: I see a tree!

S: I see grass!

Explain that the place where trees and flowers grow is called a garden. Start by saying: I see a garden...

S: I see the sun!

S: I see a cloud!

S: I see ...

Wait until the students see insects and ask how to say them in English.

Introduce new vocabulary using Flashcards.

S: What is it?

T: It's a bee.

T: What color is it?

S: It's black and yellow.

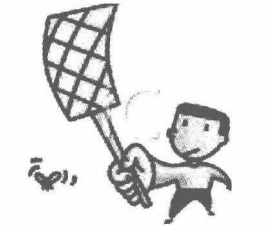


Look, listen and repeat

Ask the students how insects behave in real life. It's a TPR exercise. Also ask them to make sounds those insects produce.

Let's play!

Place flashcards of the whiteboard using magnets or simply put them on the floor (in this case play "flyswatters")



T: Do you like bees?

S: Yes, I do. I like bees.

T: It's a butterfly.

Butterfly.

Students repeat.

T: Do you like butterflies?

S: Yes, I do. I like butterflies.



Etc.

It's a butterfly. , It's a fly. , It's a lady-bug. , etc.

S: Buzz, buzz...

T: It's a bee! Good Job!

T: And now let's play! Who wants to come up to the board? Mary!

She comes over, teacher hands out air-filled toy hammer and ask her to hit on the picture of the insect that the teacher would name.



If you are playing "flyswatters", place flashcards on the floor and ask the students to do the same but using flyswatters.

Then ask two students to come up at the same time and compete.

This time they will have to hit the card and also say: It is a _____.

For those students who participated the teacher gives one star, and for those who won—two stars.

Now go to the round two of the competition. Students will revise learnt vocabulary and sentence patterns.

Guess game

Then Jack continues the game. Don't forget to give him one star.

Introduce sentence pattern: There is a _____ in the garden.

Give away all the flashcards and ask the students to put them into something. Then ask other students to tell where they are. Correct them if they are wrong.

T: Good job! Thank you, sit down, please! Mary—one star, Frank—two stars!

T: Now listen carefully and answer my questions. For a correct answer you will receive one star! It's black. It can jump. It has 8 legs. What is it?

S: It's a grasshopper!

T: No! Grasshopper is green!

S: It's a spider!

T: Good job, Jerry! Come here!

(Let Jerry describe one of the insects in the same way.)

Jerry: It's pretty. It can fly. What is it?

Jack: It's a butterfly!

Jerry: That's right!

T: What do you see in the garden?

S: I see a bee in the garden.

T: There is a bee in the garden. There! There! There is a bee! What is in the garden?

S: A bee!

T: There is a bee in the garden!

(The teacher puts one card in his/her bag.) There is a spider in my bag!

S: There is a ladybug in the hand!

S: There is a fly in the window!

S: There is a butterfly in my belly!

S: There is a spider in my shoe!

After all of the students answer, one by one, ask them to come up with new sentences. Let them use their imagination.

Assess students' work, give away stickers or simply give score. Ask them to line up to go home. Students stand in two lines. The ones that managed to say what they see on the flashcard successfully exit the classroom; others go back and stand in the line.

This is a nice way to review, this activity is called "Steps".

Give hints if students have difficulty remembering.

T: Good job, everyone!

How many stars do you have?

(give them stars according to the record on the board)

Line up, please! Now Look and Say! If you are right—go home, good bye! If you are wrong—u-oh, try again!

Good bye! See you!

| 点评 |

曼弗雷德·艾根和鲁特海德·温克勒在《玩游戏》(1975)一书中,认为游戏是一种自然现象,一半源于人们的需要,一半源于自然的巧合。这种说法,十分契合幼儿在语言学习过程中的游戏使用。从功利的角度看,游戏的“需要”即是孩子语言认知的需要,而“自然的巧合”,正好说明了语言的学习,须合乎自然发展的规律。

那么,在这节课的设计中,我们可以看到哪些“需要”和哪些“巧合”呢?

从学习的目标上看,本课的五个目标,分别是使学生认识昆虫、表达对昆虫的态度、描绘图片、根据描述猜出昆虫、学习句型“*There is a _____ in the garden.*”等。在这里,我们可以清楚地看到教师在这一堂课的设计中回归自然的倾向:要儿童既能认识自然、描绘自然,又能表达对自然的观点。因此,该课题的核心内容,离不开“自然”两字。

在这里,人所需要的,是与自然的认知与互动;同时,从语言学习的角度看,又兼顾了儿童表达能力的提升。只是这些需要是通过课堂内一系列游戏的开展而实现的。在“*Introduction to the lesson*”部分中,教师点明:*There are many games used in this lesson so that they can learn new vocabulary, repeatedly name all insects*

without noticing the repetition. 这便是说,为课堂而设计的游戏,体现了学习过程中的趣味性、自然性的特点,而不必用刻意的记忆、操练手段来实现认知目标。

课堂内的游戏进程大致如此:

1. Warm up 部分:表面上是对 I see...句型的操练,其实却包含了对孩子的观察力的考查。同时,这也可成为某种意义上的竞技游戏:看谁能在图片上发现最多的东西!

2. 一旦学生观察到昆虫(insects),教师便很自然地将课堂教学引到了第二部分。在这一部分,师生运用了多个句型(What is it? /What color is it? /Do you like bees? 等)来加深对新词语(bee)的学习;同时我们不能忘记,此处对昆虫的描述和喜好的表达是本课的学习目标之一。当然,这一部分的学习,更多地带有操练的特征,其好处是通过这种形式的学习,孩子可了解到更多的昆虫表达法。

3. 接下来师生开展了一个叫做 TPR(全身反应学习法)的游戏:学生被要求模仿昆虫的行为(叫声、飞行等)。全身反应法对儿童而言,尤其适合。对自然的模仿,可以使之融入自然,从而忘记对语言的刻意认知。哪怕是对英语最不感兴趣的孩子,此时恐怕也要全身运动一下,以展示他对于昆虫的认识!

4. 不过,以上几部分,更多的是人对于自然的态度的表达。在“Hit the card”游戏中,人却与自然相互融合了,换言之,通过这样的游戏,孩子不仅是在面对自然,更是在亲近自然。

从语言学习的角度看,“Hit the card”游戏,包含了对学生听、读能力的培养;而在词汇记忆的方法上,则隐含了“对等说”。一般来说,外语教学中词汇的教学,往往通过要求学生记忆目标语的解释(即“中文意思”)来实现,但这样做,势必对培养学生的“英语思维”能力造成障碍。用“对等”的方法来记忆词汇,孩子头脑中出现的是词汇所对应的图景(或实物),这就避免了母语的干扰。因此,该游戏的语言任务十分符合语言学习的要义。

另外,该游戏中还有一点要注意:For those students who participated the teacher gives one star, and for those who won—two stars. 这就体现了游戏精神:对参与意识的肯定。对初学英语的孩子而言,这点尤其重要。

5. 之后开展的是一种类似于“猜测练习”的游戏。这是对上个游戏的延伸,同时涉及到疑问句的运用。在这里,我们可以看到课堂内游戏的进程,遵循了两个原则:一是游戏难度,二是语言结构。无论是游戏,还是游戏中包含的语言学习任务,都在循序渐进的过程中得以实现。

6. 本课的一个语言学习目标是对“*There is a _____ in the garden.*”句型的运用,因此,在“猜测练习”之后,教师及时引入该句型。应该说,如果一堂课中过

多地使用游戏,反而会使课堂教学变得凌乱无序,缺乏节奏感。因此,在语言课堂上,必要的操练是需要的,但是,从另一方面讲,操练的目的是生成,无论是对话的生成,还是情境的生成,还是语言要素的生成。在以上句型的操练中,教师努力鼓励学生去想象,这便意味着,语言的学习,除了“运用”,还有“创造”。请看以下几个句子:

S: There is a ladybug in the hand!

S: There is a fly in the window!

S: There is a butterfly in my belly!

S: There is a spider in my shoe!

相信在由游戏气氛烘托的英语课堂内,孩子可以创造出更多诸如此类的充满童趣和智慧的句子!在这里,我们更加相信维果茨基关于儿童游戏的观点:游戏创造了儿童的最近发展区。儿童在游戏中的表现,超过了他的年龄限制,从而对他的认知学习产生了一种推动的力量。

课例 B

| Lesson plan |

Grade level: Grade Two in middle school

Equipment: flashcards, text, bingo grid, board

Group: 20—25 students

Duration: 45 minutes

Vocabulary: a hat, sunglasses, glasses, a scarf, a shirt, a T-shirt, a tie, a suit, pants, jeans, shorts, a skirt, a dress, a jacket, a coat, gloves, pajamas, socks, shoes, snickers, sandals

Grammar: Revision of Present Simple Tense

Introduction to Present Continuous Tense

1. Lesson focus:

Vocabulary building, use of the Present Continuous Time

Activate lexical and grammatical material in the process of the lesson

2. Learning objectives of the lesson:

a. Students will be able to actively use new vocabulary in speech.

- b. Students will be able to talk in Present Continuous Tense.
- c. Students will be able to express their own opinions.
- d. Students will be able to build sentences describing what their classmates are wearing.
- e. Students will be able to spontaneously ask questions using previously-learnt material.

3. Assessment tools/objectives :

- a. Students will be able to work productively and respectfully in a group and individually.
- b. Students will be able to develop their memory skills by playing a memory game.
- c. Students will be able to make up a presentation and role play it.
- d. Students will be able to hear a description, understand it and correspond it to one of their classmates.
- e. Students will be able to make up descriptive sentences in Present Continuous Tense.

4. Introduction to the lesson :

This lesson is designed to learn new grammar unit, use and compare it to the previously-learnt grammar. It starts with a funny and entertaining warm up that will help students relax and activate what they already know. Different activities will get the students to memorize new lexical material and repeatedly use it. They will read a text, understand it and then remake it according to the present situation. Students will make a spontaneous presentation, using both new grammar and new vocabulary. This part of the lesson most of all resembles a theater. This kind of activity makes students memorize new material faster and more effectively. For the time left, I suggest a “bingo” game. During the lesson students will work in small groups, cooperating and thinking creatively in friendly environment, and individually—getting a chance to show the depth of their knowledge. The grammar formulae presented here is easy to understand and even easier to use in speech. Combining their drive to compete plus a chance to express themselves creatively this lesson plan stands to complete all the learning objectives.

5. Lesson structure

Greet the students

Roll Call

T: Good afternoon everyone!

How are you doing?

Who is absent today?

Warm up

3—4 min.

Present new vocabulary using flashcards and pointing to what students wear.

3 min.

T: Would you like to play a game right now?

S: Yeah!

T: How about "Sausage"?

I need one student to come over here and sit in my chair. Who wants to come? Johnson! To Johnson;

Please sit down and answer all the questions that other students might ask with only one answer: sausage! If you smile or change the answer—you will lose your turn.

To everyone:

You can ask Johnson ANY question that comes to your mind as long as it is correct! Your task is to make him laugh! The person who succeeds in doing so will gain a turn, i. e. you will sit in the middle of the class to answer all the questions without smiling!

Come on, start asking questions!

(One of the students raises hand.)

S: What's your name?

Johnson: Sausage!

S: How do you usually go to school?

Johnson: Sausage!

Etc.

T: Look and repeat after me...

a hat, sunglasses, glasses, a scarf, a shirt, a T-shirt, a tie, a suit, pants, jeans, shorts, a skirt, a dress, a jacket, a coat, gloves, pajamas, socks, shoes, snickers...

T: For glasses, sunglasses, pants, jeans, shorts, gloves, socks, shoes, snickers, we say "a pair of..." because there are two items.

Practicing new vocabulary and revising Present Simple Tense.

Asking and Answering Questions

5 min.

Practicing new vocabulary.

Present grammar: Present Continuous

Tense

5—7 min.

Play “The Sheep Comes Loaded”. It’s a variation of the game. It’s good for memorizing new vocabulary units and practicing

T: What do you usually/never wear to school/to bed/to the beach/in winter/ in summer?

What does your father wear to work?

What do you wear on your head?

Students give answers using Present Simple Tense.

T: What are you wearing now?

For example, I am wearing a T-shirt, a pair of pants, socks and sneakers. How about you?

To answer the question...use this formulae:

☺ be V + ing

☺—stands for a person; name or personal pronoun (I, you, he, she, it, we, they)

I am...

He/She/It is...

You/We/They are...

V—stands for a verb (wear + ing = wearing)

We use this tense to talk about an action that is happening right NOW. And the question is not about what you wear every day; it’s about what you are wearing right now.

So, I repeat the question: What are you wearing now?

S: I am wearing a shirt, a pair of jeans and shoes.

Etc.

Let’s play a game! Imagine that you are going for a trip and need to take some clothes with you, but you don’t have a suitcase, so you will have to wear all the items at once. The first student starts

grammar patterns at the same time.

2—3 min.

Read the text. Answer questions to the text.

6—7 min.

Remake the text and ask the students to ROLE PLAY. This activity is called “**Fashion Show**”. Divide the students into groups of 3—4 and ask them to present a fashion show, describing what they were. Make little space in the middle of the classroom to serve as a podium.

Assess students’ plays.

10—12 min.

by saying what he is wearing (just one item) and the next one continues by repeating the first item and adding a new one. For example—S1: I am wearing a hat, S2: I am wearing a hat and a shirt...And so on.

Here comes Hank. He is wearing a blue shirt, red pants and a hat. He looks very handsome.

Here come Lucy and Amanda. They are wearing dresses and sunglasses. They look pretty.

Look. Who is there? It’s Ronald! He is wearing a pair of shorts, a jacket and boots. He looks funny.

Questions to the text:

1. Who is wearing a dress?
2. How does Hank look?
3. What is Ronald wearing?
4. Is Hank wearing green T-shirt?
5. What outfit do you like the most?

T: Now, please, in groups remake the text we have just read and describe what people in your group wear. Do it in a fashion show way. One of you would walk on the podium and others describe what you are wearing and how you look.



Play “Guess Game”.

The teacher starts this activity by describing what one of the students is wearing. Everyone has to guess who this student is. The person who correctly guesses takes a turn.

3—4 min.

As an additional activity you may play “Bingo”. 3—5 min.

Assess students’ work.

Say good bye.

1—2 min.

T: She is wearing a blue blouse and a red skirt.

S: Is it Kate?

T: Yes! Now you come over here and describe one of your classmates!

T: Good job, everyone!

Now let’s look at the board and count who worked the best in today’s class.

Everyone stand up. Class is over. Good bye, see you!

| 点评 |

很多人认为,游戏适合于儿童时代的学习,因此,在语言教学中,随着年龄的增长,“游戏”逐渐淡出了语言教学课堂。然而这个课例,却给了我们这样的启示:中学的英语课堂内,照样可以运用游戏教学法,并且照样可以非常有效地促进学生的语言学习与运用。

老实说,中学尤其是初中的英语教学,处境十分尴尬:应试的压力,使得语言的学习极具功利性,学生对于语言的学习,在很大程度上是为了考试。这里当然有历史和社会的原因,也是我们暂时无法改变的事实。问题是,如何在这样一种背景中“杀出一条血路”,既能顾及学习中的情趣,又能有效地提高学生的应试能力?这是一线的教师无时无刻不在思考的问题。

目前,由于应试制度的影响,学生在英语学习中遇到的一个大问题是词汇的记忆。虽然我们明确地反对“死记硬背”,而鼓励学生通过篇章阅读、对话应用等具体语境下的语言运用来加强词汇的记忆,但功课的繁重、学习时间的分割,使得学生和教师在这个问题上无所适从。而本课例却为我们提供了一种范例:课堂教学中,穿插一些经过精心设计的游戏,可以十分有效地提升学生对基础语言知识的记忆,同时,也可以使得语言的学习变得趣味盎然,而不是枯燥无味。

我们首先来看看这一课题中的学习目标。

本课中,要求学生习得有关穿着的一系列词汇(其中好几个属于“超纲”词汇),同时,又要复习一般现在时的用法、学习现在进行时的用法等。在“Learning objectives”中可以看出,教师的用意是希望学生通过对“穿戴”情况的疑问、陈述,来学习和运用所学词汇。按理说,要在一节课内有效完成这些学习内容,有点困难。

不过,在教学设计中的“Assessment tools/objectives”中,教师就明确地指出,既然这一课是要学生增加对词汇的记忆,故“记忆游戏”势在必行。从中我们可以得出结论:任何游戏的运用,一定要符合课堂教学的内容、学生的认知水平及其他外部条件。反过来讲,只要我们相信“游戏教学”的优势所在,我们一定能找出契合具体教学内容的游戏。需要指出的是,教师在设计中提到的评价工具,既有个体的行为,也有合作的行为,既包含纯粹的记忆活动,也有与表达相结合的综合活动。

课堂内总共进行了4个游戏(若时间允许,则可继续Bingo游戏)。“Warm up”中的“Sausage”游戏,十分有趣。这个游戏的目的是得到一种意料之外的回答,从而达到“陌生化”的效果。孩子在进行这样的游戏时,因获得与生活常识相悖的结论而开怀大笑。老实说,这一游戏所包含的语言任务未必与课题相契合,但可以十分有效地营造一种课堂气氛,从而在一开始就奠定了课堂基调,也决定了学生在课堂内的投入程度。

之后,在学习了穿着词汇、一般现在时和现在进行时的用法且进行了相关的对话操练之后,教师又及时地引入了另一个游戏:The Sheep Comes Loaded。这个游戏显然是锻炼了学生的记忆能力,但同时又不乏趣味性和竞争性。虽然安排的时间不多(2—3分钟),但相信学生不仅会积极投入,也会在课后继续该游戏。

词汇的记忆,当然不能光靠游戏。我们传统上的很多做法,经证明都是行之有效的,譬如阅读。因此,上述游戏之后,教师又带领同学做了一个简短的“阅读理解”的练习。应该说,从句型的操练、游戏的使用进而到阅读理解,是中学英语学习必须遵循的规律。但是在本课例中,这样的阅读训练却是“明修栈道,暗渡陈仓”,其实是为下一个更加综合的游戏铺路。

这个游戏便是时装秀(Fashion Show)。与其他游戏不同的是,“时装秀”游戏提供了一种真实的语言任务情景,它源于生活、模仿生活,因此可以获得学生的青睐。同时,从语言学习的角度看,它又一次巩固了之前所学的句型和词汇。关于该游戏,教师在“课题介绍”中即已指明:This part of the lesson most of all resembles a theater. This kind of activity makes students memorize new material faster and more effectively. “剧场(theater)”的说法多有趣!它实际上相当于一种虚拟环境,不过,虚拟的未必就一定不真实,按照拉塔的说法,虚拟中的“真实度”应该同时包含主

观与客观的成分在内,也就是说,环境是否“真实”,就看游戏者是否相信他们在游戏中所做的事。因为相信这一剧场就是他们的“真实世界”,才有了学习者的积极参与,他们才会运用语言真切地做事(任务型学习法)。因此,我们说,在中学的英语教学中引入游戏,并非一种噱头,而是创设语言运用的情景、融合学习者的生活情趣、充分调动学习者的参与积极性的一种做法。

本课例中所运用的最后一个游戏是“猜测游戏”(Guess Game)。一般来说,“猜测游戏”只要把游戏者的同伴作为对象,就会激发参与者的热情。同时我们也注意到,在这个猜测游戏中,语言的运用,是本课新学的内容:现在进行时的用法。

在语言的课堂教学中运用游戏,从某种意义上看,绝非一种简单的手段或方法。事实上,当我们将游戏视作我们在教学中不能避开的一步时,游戏会在具体的操作中自动生成学习内容,从而成为孩子们取之不尽的语言素材,为孩子们运用语言打开一片广阔的天地!

附录3 课堂用语 (Classroom Language)

When playing games and organizing activities during the lesson it is very important to make sure that the students understand simple commands, phrases and essential classroom language often used before or during a certain activity. When using this “classroom language” we encourage students to speak only English during lessons, enable them to be more active and make sure that they understand the instructions.

Saying Hello and Good-bye

When starting or finishing your class it is suggested to use different ways to greet your class other than just “hello”. Doing so will broaden students’ vocabulary without making any effort and give them a wider choice of how to begin or end a conversation.

Hello! Hi!

Hello everyone!

Good morning!

Good afternoon!

Good evening!

Merry Christmas!

Happy New Year!

Good-bye everybody!

Bye! Bye-bye!

See you soon!

See you tomorrow!

See you next class!

See you later!

So long!

Have a nice/good day!

Take care!

That’s all for today! Class is over!

Stand up so we can all say goodbye!

General Commands

It will be very helpful if you use body language when introducing these commands. The magic of body language will allow students to instantly understand what they are asked to do and prevent them from translating these phrases each time they hear it.

Stand up, please! Please, sit down!

Please come in.

Come up to the board.

Look at the board.

Look at (a word in English).

Jump. Jump to the (an object).

Run. Run to the (an object).

Listen, Write, Read, Say, Repeat.

Repeat after me.

Turn around.

Ask questions.

Answer the question.

Be quiet, please.

Say it louder, please.

Do it again.

Put your hands up!

Put your hands down!

Open your books/Close your books.

Turn to page seventeen.

Open/Close your eyes.

Put your books in your bags.

Put (something) away.

Take (something) out.

Stamp your feet.

Clap your hands.

Nod your head.

Go!

Stop!

Hurry up!

Slow down!

Small talk/Question at the beginning of the lesson

—Is everyone here? /Who's missing? /Where is Bob? /Who is absent today? /Who isn't here today?

—Just two students missing. Everyone is here except... Two students are absent.

—Who's the class monitor this week? Rocky? Rocky, can you count how many people are here please?

—How are you today?

—I am fine/great/good/OK, thank you.

—How is it going?

—Pretty well/Not bad/Awesome/It's alright, how about you?

—What's up? /What have you been up to?

—Not much.

—How are you doing?

—Very well.

—How have you been lately?

—I've been alright.

—Are you (all) feeling better today?

—Yes, thank you. Much better.

—Long time no see, Julietta. How was your holiday? /Does anyone have any questions for Julietta about her holiday?

—Did you have a good weekend? Did anyone do anything different/interesting/exciting? /John, you said you were going to... How was it?

—Did anyone notice my tan/sunburn/broken arm/new suit/haircut? Any questions (about my evening/weekend)? (point at a noticeable thing)

—Did you hear about...?

I'll just introduce myself first. / This is my name at the top of the board, it's pronounced...

I've got five lessons with you each week.

I'm covering for your usual teacher (today/this week). He/she has a cold.

Your last teacher told me you are the best class, so I hope that is true!

Can you all introduce yourselves to me?

Can you tell me and the rest of the class two or three things about the person sitting next to you?

Let's introduce ourselves, shall we?

Then there is a variety of questions involving studied material:

—How's the weather today?

—It's windy/snowy/rainy/cloudy/sunny/cold/very hot/freezing outside.

—What day is today?

—It's Monday.

—What is the date?

—It's February 12th.

—What time is it? Do you know what time it is?

—It's half past three/a quarter to four.

—What did you do last weekend?

— I stayed at home and watched TV.

—Where did you go last summer?

—I went to Paris with my parents.

—What are you going to do tomorrow?

—I am going to visit my grandparents.

—Do you have plans for the evening?

—Yes. I am having dinner with friends.

Lateness

Where have you been? [gesture tapping watch or look at clock]

We started ten minutes ago. What have you been doing?

What time does the class start? And what time is it now?

Sorry, we are in the middle of a listening exercise. Can you wait outside for two minutes until we finish?

Did you miss your bus? /Are there still problems with the underground? /Did you get stuck in traffic? /Did you have problems getting a taxi (in the rain)?

Did you oversleep? /Is your alarm clock broken (again)?

Don't let it happen again.

It's okay, but come in quickly/quietly so we can get on with class.

Don't worry, but try to be on time next time.

You missed the progress test, so you'll need to do that another time.

You can do the part you missed for homework.

Can someone explain what we are doing to Jacky?

Where were we? /Right, let's get back to/get on with...

Preparation for an activity

Now, let's start today's lesson.

Now, let's begin today's lesson.

Today we are going to (do something).

Now let's go/move on to...

Ready? Are you ready?

Open your books at page...

Please sit in a circle.

Please move your chairs.

Please clean up your desks.

You are not allowed to talk/to move/to touch (something)/to tell (somebody)/to say (something).

When I (do something)/If she (does something) ..., run to the board! (Example: If I say red everybody freeze!)

Give examples.

Make sentences.

Make up a story about...

Imagine that you are rabbits...

Toss the ball.

Pick a card. Pick (an object).

Work in pairs. Work in groups of four.

Ask each other some questions.

Guess what it is.

Hide (something) in the classroom.

Count to ten.

Pick a name for your team.

Pop the balloon.

(Do something) using only one hand/using your left hand.

(Do something) without using your hands.

Make scary sounds.

Make a sentence using these words. Make up a story using (specific vocabulary).

Catch the ball and say (something).

Make two lines and hold hands.

Come here/Go over there.

Draw a picture of (something).

Race to the (place).

Here is the line. You can't cross this line.

Let's go/Let's start!

One minute! ... Thirty seconds! ... Ten, nine, eight, seven, six, five, four, three, two, one, a half, a quarter, an eighth, a sixteenth, stop!

Okay, time's up!

Wait a minute/Hang on a moment/Just hold on a moment/Stay where you are for a moment/Just a moment, please/Just a second/Wait for it!

Go back to your places.

We're going to do pairwork, so you need to sit closer to each other.

Boys on the right and girls on the left.

Asking for clarification and asking for more details

I don't understand.

How do you say (something) in English?

What do you call (something) in English?
Are you saying (something)?
Can you say that again, please?
Can you repeat that again?
What does (a word in English) mean?
Could you explain it once more, please?
What is the meaning of (a word in English)?
What's (a word) in English?
What does it mean?
Would you repeat that?
Can you speak more slowly?
Can you speak more loudly?
Would you mind speaking louder?
Would you read the last sentence a little more slowly?
What page?
What is the opposite meaning of "hot"?
"Cold" is the opposite meaning of "hot".
Could you speak louder, please? I can't hear you.
What's wrong?
Do you understand?
How to spell (a word in English)?
How to pronounce (a word in English)?
Can you give me an example?
What do you mean?
Just a minute.
Excuse me, can I talk to you for a moment?
May I...?

Asking for something

Can I have a pen, please?
Do you have a pen for me?
May I have a pen, please?
Pardon me?
May I come in?

May I go out?
May I change my seat?
Excuse me, did you see my book?
Can you give me (something)?
May I clean the board?
May I borrow a pen? /Do you have a pen?

The magic words

Excuse me.
I beg your pardon.
Appreciate.
Pardon?
No, thank you.
Yes, please.
Thank you.
Thank you very much.
You're welcome.
It's my pleasure.
Don't mention it.
Please.
I'm sorry.
That's alright.
It's Ok.
Don't worry about it.

Rules for the classroom or The Big Don't

Don't push.
Don't fight.
Don't shout.
Don't run in the corridor.
Don't be a monkey (jumping around, repeatedly standing up, not concentrating on the lesson).
Don't be loud.
Don't cut in the line.

- Don't tear the flashcards.
- Don't put (small objects) in your mouth.
- Don't interrupt your classmates.
- Don't draw on your desk.
- Don't do it again, ok?

Students should clearly understand what kind of behavior is welcome in the classroom. Encouraging the students to be nice may prevent you from ever punishing them.

Be nice! Be polite! Be respectful! Be smart! Be a good student!

Evaluation, error correction and encouragement

Here are some phrases that can be used when giving feedback to students.

- Very good.
- That's very good.
- Well done.
- Way to go!
- That's nice.
- I like that.
- Marvellous.
- You did a great job.
- Magnificent.
- Terrific!
- Wow!
- Fantastic!
- That's right!
- Yes!
- Quite right!
- That's it.
- That's correct!
- That's quite right.
- Yes, you've got it.

You've got the idea.

It depends...

It might be, I suppose.

In a way, perhaps.

Sort of, yes.

That's more like it.

That's much better.

That's a lot better.

You've improved a lot.

Not really.

Unfortunately not.

I'm afraid that's not quite right.

You can't say that, I'm afraid.

You can't use that word here.

Good try, but not quite right.

Have another try.

Not quite right. Try again.

Not exactly.

You were almost right.

That's almost it.

You're halfway there.

You've almost got it

You're on the right lines.

There's no need to rush.

There's no hurry.

We have plenty of time.

Go on. Have a try!

Have a go!

Have a guess!

There's nothing wrong with your answer.

What you said was perfectly all right.

You didn't make a single mistake.

That's exactly the point.

That's just what I was looking for.
Don't worry about your pronunciation.
Don't worry about your spelling.
Don't worry, it'll improve.
Maybe this will help you.
Do you want a clue (hint)?

You have good pronunciation.
Your pronunciation is very good.
You are communicating well.
You speak very fluently.
You have made a lot of progress.
You still have some trouble with pronunciation.
You need more practice with these words.
You'll have to spend some time practising this.
You're getting better at it all the time.

Feedback on the lesson

Did you have fun today?
What was your favorite part?
Do you want to play the same game next week/in the next lesson?
Do you feel more confident (about that language/skill/paper) now?
Do you feel like you've improved?
Do you think that will be useful (when you go abroad/in your work/in your studies)?
Do you need any more practice of that (or not)?

Talking about the next lesson

We'll do the rest of this chapter next time.
We'll finish this exercise next lesson.
We've run out of time, so we'll continue next lesson.
We'll continue this chapter next Monday.
The next class starts at 5 o'clock
We'll practice that one more time next week

Right, I think we have no more problems with the passive voice now. Next week we will move onto...

Today's lesson was hard work, so we'll do something a little easier/a bit more fun in the next class.

It's been mainly grammar today, so next week we'll do more skill work/vocabulary/speaking.

I was pleasantly surprised by how easy you all found that. I'll have to think of something more difficult for next week!

When is the next lesson?

So, remember next week is a holiday. So I'll see you in two weeks/the week after next.

Oh yes, you're right, there's a holiday. In that case, I'll see you the week after next.

I'm on holiday next week, so there'll be a cover teacher/replacement teacher...

We'll start the next lesson by.../with the next person's presentation.

We're finishing this lesson a little early/late, so the next lesson will start at 9:35.

Please don't be late for the second lesson.

Please apologise to your next teacher for me making you late.

You'd better hurry to your next lesson (but no running in the corridors).

We've finished the book! So, next lesson we'll do some revision before the final test at the end of term.

And that is the end of Unit 3. Next week we'll do a little revision and start Unit 4.

Suggested games for using classroom language

These games are recommended because they involve both TPR (total physical response) and classroom language. It's a very easy and fun way to learn basic vocabulary used during classes.

TPR activity helps students to memorize certain phrases without looking it up in the dictionary; it reduces tension of the process of learning. Of course, improvisation is welcome.

Simon says

Students only do the action they are told to when the sentence starts with "Simon says...", e. g. "Simon says open your books on page 27". If they hear any other

command, e. g. “Knock on the door” they should remain totally still and not even start doing the action. To add some more useful language, you can replace “Simon says...” with “You have to” or “The teacher wants you to”.

Only when it matches

Students only copy if the action and what the teacher says is the same, e. g. if the teacher both says “Stand up and face the window” and does that action. If the action and words don’t match, e. g. if the teacher faces the window while saying “face the door”, the students should just stay still. You can give points to individuals or teams who do the correct actions the quickest, and take points away or make them sit down out of the game if people do things when they shouldn’t.

Tell me off

Students should only copy if the action and what the teachers says is the same, and shout something negative like “No!”, “That’s wrong!”, “They are different!”, “One more time, please!” or “You’ve made a mistake!” if they don’t match (unlike just staying still like the variation above).

Do as I say, not as I do

When the actions and what the teacher says don’t match, students don’t copy the action, but do what the teacher says instead.

Do what’s right, not what I say

Students don’t copy if you ask them to do something that they shouldn’t do in the classroom, e. g. “Shout!”, “Bang on the table” or “Kick a boy”, but race to follow instructions that are okay, e. g. “Shake hands”.

Instructions protests

Tell the students to do some typical classroom actions, then throw in some things that are impossible, e. g. “Clean the whiteboard” then “Clean the ceiling”. With the impossible ones, they shout back “We can’t (clean the ceiling)”, “That’s too difficult” or other useful classroom language for telling the teacher they have problems in class.

Teacher robot

Elicit useful classroom language you want the students to say by doing things that

make life impossible for them, e. g. writing in tiny letters on the board, speaking very quietly, speaking very fast etc. , and only doing it properly when they ask you with the correct language. To add some fun, you can sometimes go too far the other way when they ask you, e. g. writing in huge letters, speaking very very slowly etc.

Classroom instructions collocations brainstorm

Give the students a verb and see how many possible things they can tell the teacher or another student to do using that verb, e. g. for open “Open the cupboard”, “Open your pencil case”, “Open your mouth” etc.

Instructions action chains

Students race to do the typical classroom action written on the board, e. g. “Open your book”, then the teacher adds one more to the bottom of the list, e. g. “Close your book”, and the students race to do both as quickly as possible when the teacher shouts: “Start now” or “Let’s go”. The teacher adds one more to the bottom of the list and repeat over and over until they are doing at least 10 actions in a row.

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