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COMMUNICATION GAMES & ACTIVITY MASTERS

SIDE by SIDE

THIRD EDITION

朗文国际英语教程

课堂活动

最新版

第 1 册



外教社 上海外语教育出版社

Steven J. Molinsky
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序 言

编写英语学习基础阶段的教材有两种主要的方式，即以语法体系为主线和以交际功能为主线。这两种方式各有其侧重，同时又各有弊端。以语法体系为主线编写的教材重视学生对语法体系的系统掌握，重视建构句子的熟练程度和准确程度，但往往忽略了对学生交际能力的培养，其极端表现是通晓语法，但不善开口；以交际功能为主线编写的教材重视学生使用语言进行交际的能力的培养，但往往忽视对语言（包括语法、用词、发音等方面）准确性的要求，其极端表现是开口大胆，但语言错误比比皆是。交际是学习外语的根本目的，学了半天只知语法规则却无法和别人沟通交流，近乎白学；反之，语言的语法（从广义上说包括语言的语法、词汇、发音）规则是语言的根本，没有一句话离得开语法，那些只图满足眼前交际需要、不求坚实的语言功底的人迟早会发现自己词不达意、力不从心，并招人嗤笑。理想的教材和相应的教学方法应该寻找语法能力和交际能力之间合理的平衡，以及两者有机的结合。近年来国外和国内编写的不少教材都朝这个方向作了努力，并取得了不同程度的成功。由上海外语教育出版社从朗文出版社引进后改编出版的这套适用于中学英语教学的《朗文国际英语教程》(Side by Side) 我认为还是比较成功的一个例子。在这套教材的四册书中，每一课都有一个语法中心点，以及需要频繁使用该语法项的交际情景，于是学生刚学到的语法知识立即就能用到语言交际中去。因此可以毫不夸张地说从第一册第一课开始学生就能学会用英语进行交际了。该教材四册共五十课，几乎覆盖了英语语法的所有要点，从最基本的动词 to be 到动词 wish 后面从句中的虚拟式，而这五十个语法要点又分别和五十种常用的交际策略一一挂钩，在各种交际情景中得到操练和运用。这是本套教材最主要的优点。在抓住语法—交际这条主线的时候，编者对其他语言能力也没有忽略，每一课都有听力、阅读、发音这些组成部分，可见编者对学生语言能力的训练有较全面的考虑。每隔三课出现一期的“公报”(Gazette) 则以灵活、多样的形式为学生提供了富含文化信息的阅读材料。

一种教材能不能得到认可、能不能受到欢迎，在很大程度上取决于教师认为这套教材是否好教，是否容易上手。《朗文国际英语教程》这套教材尽管内容很丰富，但它的编排十分清晰，每一课的几个主要构成板块一目了然，十分便于教师使用，和有些进口教材过于花哨的编排相比，这应该说是它的另一优点。

目前我国大多数英语教师本身接受的英语教育比较传统，他们本身的语法能力大多高于交际能力，这或许是为什么纯粹是交际法的教材在中国往往难以推广。《朗文国际英语教程》的每一课都包含语法和交际这两个板块，但同时又把它们有机地结合起来，这样的方式对大多数的教师来说是比较容易接受的，会觉得比较容易教。此外这套教材的教师用书（Teacher's Guide）内容十分详尽，为教师提供了很大的方便。

《朗文国际英语教程》虽然不是一套适用于零起点学生的教材，但它所要求的起点并不高。就目前我国大中城市的中小学英语教学水平来看，具有小学到初中的英语基础便可使用这套教材，因此这是一套适用面较广的教材。

这套教材的版面设计生动多彩，印刷精美，打开一本书就犹如打开一本儿童动画书，我想这对我们的中小学生会有吸引力，也有利于营造一种宽松的学习气氛。

目前我国的英语热已经从大中学校扩大到小学、幼儿园，出现明显的低龄化倾向。要取得理想的教学效果，选定一种好的、适合实际需要的教材是关键，这对中小学生尤为重要。一旦选定了教材，接下来便是如何用好教好它的问题了。《朗文国际英语教程》无疑是一套好教材，我相信只要我们广大的教师能多动脑筋，多下功夫，就一定能用好这套教材，收到理想的教学效果。

何兆熊
2002年10月

Introduction

Side by Side Communication Games & Activity Masters 1 is intended to serve as a resource for dynamic, interactive activities to accompany Book 1 of the third edition of the *Side by Side* textbook series. These 78 activities, along with their accompanying reproducible activity masters, have been designed to reinforce the vocabulary and grammar structures presented in each chapter of the *Side by Side* text through pair, group, and full-class interaction.

Overview of Activity Types

The following types of activities are included:

Board Games—*group* activities in which students play a game that reviews key vocabulary and grammar structures through a variety of questions and tasks

Classroom Search Games—*full-class* activities in which students circulate around the classroom and ask their classmates questions

Concentration Games—*group* activities for vocabulary reinforcement in which students attempt to remember the location of visuals and their corresponding word cards

Drawing Games—*pair* activities in which one student describes a scene and the other student draws it

Group Discussion—*group* activities in which students discuss problem situations and then report back to the class

Guessing Games—*full-class* activities in which students make guesses based on verbal or visual clues

Information Gaps—*pair* activities in which students ask and answer questions in order to gain missing information

Interviews—*pair* activities in which students interview each other and then report back to the class about what they learned

Listening Games—*pair, group, and full-class* activities in which students listen for information and then react or respond accordingly

Listening Grids—*full-class* activities in which students arrange visuals on a grid and then listen for clues that match the arrangement they have chosen

Matching Games—*group and full-class* activities in which students circulating around the classroom give verbal clues to each other in an attempt to find their appropriate “match”

Memory Games—*group* activities in which students respond based on information they remember

Mystery Games—*group* activities in which unknown answers to questions are revealed

Pantomime Games—*team* activities in which students respond to mimed actions

Picture Descriptions—*group* activities in which students work together to describe pictures

Picture Differences—*pair* activities in which students work together to identify differences in two pictures

Tell-a-Story—*group* activities in which students write a story based on a set of visuals

Story Games—*pair* activities in which students ask and answer questions about stories in order to gain missing information

Game Book Overview

The following are provided for each of the Communication Games:

- The activity type
- The corresponding *Side by Side* Student Book 1 pages
- The grouping arrangement—pairs, groups, teams, full-class
- The corresponding reproducible Activity Masters found at the back of the book
- A brief description of the activity
- A *Getting Ready* section with instructions for before-class preparation of materials needed for the activity
- Step-by-step instructions for doing the activity in class

The activities are intended to be done upon completion of the particular Student Book page. They may be used either before or after the Expansion Activities for each lesson suggested in the accompanying Teacher's Guide.

There are several strategies for pairing students for pair activities. You might want to pair students by ability, since students of similar ability might work more efficiently together than students of dissimilar ability. On the other hand, you might wish to pair a weaker student with a stronger one. The slower student benefits from this pairing, while the more advanced student strengthens his or her abilities by helping a partner.

We encourage you to modify or adapt these activities in any way you feel would be appropriate for your students. In keeping with the spirit of *Side by Side*, they are intended to provide students with a language-learning experience that is dynamic . . . interactive . . . and fun!

Steven J. Molinsky
Bill Bliss

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Appendix

Activity Masters

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The Activity

Students look for matching personal information vocabulary cards.

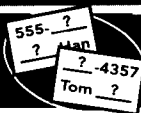
Getting Ready

Students will do this activity in groups. Make a copy of Activity Master 1 (*Personal Identification Cards*) for each group. Cut each copy of Activity Master 1 into separate cards.

- ☐ 1. Divide the class into groups of four. Then divide each group into two teams—Team A and Team B.
- ☐ 2. Give each group a set of *Personal Identification Cards*.
- ☐ 3. Have the groups shuffle the cards and place them face down in three rows of four cards each.
- ☐ 4. Tell students that the object of the game is to find cards that match.
- ☐ 5. A student from Team A turns over two cards, and if they match, that team keeps the cards. If the cards don't match, the student turns them face down and a member of Team B takes a turn.

The play continues until all the cards have been matched. The team with the most correct matches wins the game.

Alternative: This game can be played in pairs, or as a class with two competing teams.

**The Activity**

Students ask and answer questions in order to find out missing information about someone.

Getting Ready

Students will do this activity in pairs. Make copies of Activity Master 2 (*Information Form A*) for half the class and Activity Master 3 (*Information Form B*) for the other half of the class.

- ☐ 1. Divide the class into pairs.
- ☐ 2. Give a copy of *Information Form A* to one member of each pair and a copy of *Information Form B* to the other.
- ☐ 3. Write the following questions on the board, and have the class practice saying them:

What's your name?
How do you spell that?
What's your address?
What's your apartment number?
What's your phone number?
What's your zip code?
What's your e-mail address?
What's your license number?

- ☐ 4. Tell the class that each member of the pair has different information about the person on the *Information Form*. The object of the activity is for each member of the pair to fill in their missing information by asking questions.
- ☐ 5. When the pairs have completed filling in their forms, have them read their answers to each other to make sure they have written the information correctly.

**The Activity**

Students interview each other and record their answers on a chart.

Getting Ready

Students will do this activity as a class. Make a copy of Activity Master 4 (*Class List*) for each student.

- ☐ 1. Give each student a copy of the *Class List*.
- ☐ 2. Write the following questions on the board:

What's your name?
How do you spell that?
What's your phone number?
What's your e-mail address?

- ☐ 3. Have the students interview their classmates and ask for their names, phone numbers, and e-mail addresses. Students can keep these forms to use as contact lists during the semester.



The Activity

Students play a board game that focuses on personal information questions.

Getting Ready

Students will do this activity in groups. Make a copy of Activity Master 5 (*Personal Information Game*) for each group. Each group will need a die. You can duplicate Activity Master 6 (*Game Cube*) to make a die for each group, or students can use a coin. Each player will also need a marker (a button or anything small) and a piece of paper.

- ☐ 1. Divide the class into small groups.
- ☐ 2. Give a copy of the *Personal Information Game* to each group. Also provide each group with a die, markers, and a piece of paper. If students use a coin as a die, the class should decide which side of the coin will indicate a move of one space and which will indicate a move of two spaces.
- ☐ 3. Have students place their markers on *Start*. The group should decide who goes first. That student begins the game by rolling the cube (or flipping the coin) and moving his or her marker. If the student responds to the question or task correctly, he or she may take one more turn. (The group decides if the response is correct.) If the student doesn't respond correctly, the next student takes a turn. No one may take more than two turns at a time.

Option 1: The first person to reach *Finish* is the winner.

Option 2: The game continues until each student reaches *Finish*. This way everybody is a winner.

2.1



Classroom Objects

CONCENTRATION GAME (Text page 8)



ACTIVITY MASTER

7

The Activity

Students look for matching classroom vocabulary cards.

Getting Ready

Students will do this activity in groups. Make a copy of Activity Master 7 (*Classroom Object Cards*) for each group. Cut each copy of Activity Master 7 into separate cards.

- ☐ 1. Divide the class into groups of four. Then divide each group into two teams—Team A and Team B.
- ☐ 2. Give each group a set of *Classroom Object Cards*.
- ☐ 3. Have the groups shuffle the cards and place them face down in three rows of six cards each.
- ☐ 4. Tell students that the object of the game is to find cards that match.
- ☐ 5. A student from Team A turns over two cards, and if they match, that team keeps the cards. If the cards don't match, the student turns them face down and a member of Team B takes a turn.

The play continues until all the cards have been matched. The team with the most correct matches wins the game.

Alternative: This game can be played in pairs, or as a class with two competing teams.