

中小学课堂教学实用指南

*A Practical Guidebook
for Middle School and Primary School
Classroom Teaching*

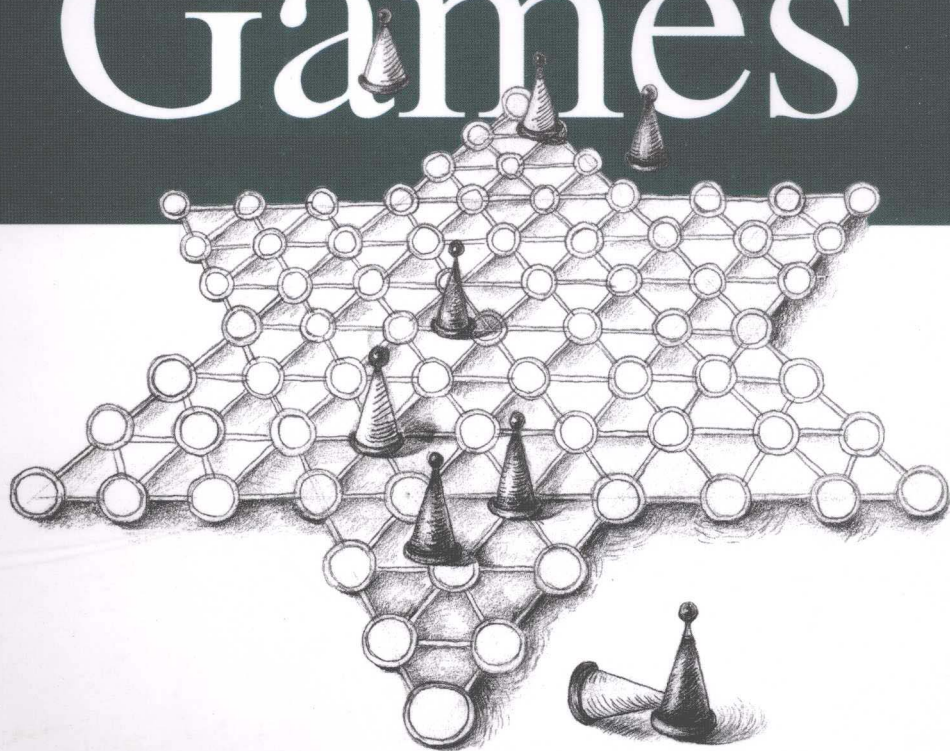
杨晓钰◎主编

杨晓钰 陈侨 邓小芳◎编著

English Games And Riddles

英语游戏和谜语

Games



四川出版集团



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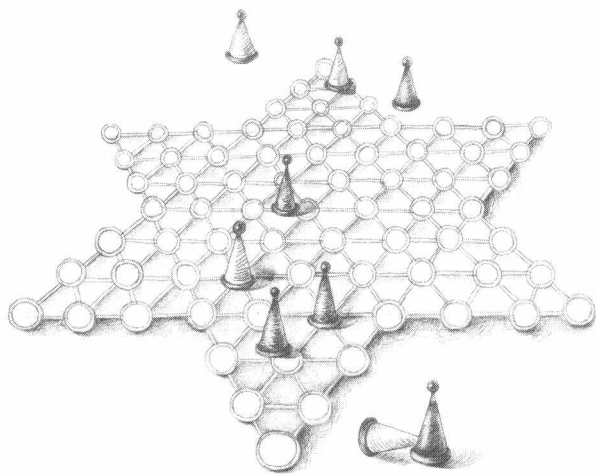
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主编 杨晓钰

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前 言

《国家基础教育阶段英语课程标准》明确指出,教师在传授英语知识和技能的同时,应注重激发和培养学生的学习兴趣,帮助学生树立自信心,培养学生的观察、记忆、思维、想象和创造能力;扩展学生文化科学知识,丰富文化生活经历。这就要求教师通过听、说、读、写、演、唱、玩、游戏等多种内容和形式组织教学,使学生在轻松愉快的课堂气氛中学习和应用语言,并使学生在情感态度、学习策略和文化意识等方面得到全面的发展,最终实现综合语言运用能力的提高。

但是,在英语教学实践活动中,如何创设愉快的教学环境?如何设计有趣的教学活动?如何更加有效地将教材内容加以补充、拓展、延伸,以激发、保持和发展学生的学习兴趣?这就要求教师除了要具备先进的教学理念和教学技能以外,还要收集和储备大量的有助于教学的参考资料。而教师们却时常因为该方面资料的缺乏而大伤脑筋,因为寻找资料需要耗费大量时间,且往往不尽如人意。为了给广大教师提供方便,我们编辑整理了这套“中小学课堂教学实用指南”丛书,首批将陆续推出五本,包括《英语游戏和谜语》、《英语课堂用语和绕口令》、《英语文化背景》、《英语小诗与短剧》和《英语课堂简笔画》。这套丛书为英语教师提供了大量的游戏活动、文化知识背景、课堂用语等,旨在帮助教师更加灵活地使用现行的中小学教材。丛书也是对现行中小学教材的有益补充和延伸,可以帮助学生在丰富的实践活动中感知语言、理解语言、掌握语言和运用语言。相信这套丛书能成为教师们进行课堂教学和组织课外活动的实用指南,也会成为学生们初步阅读的好材料。

在该书的编辑过程中,我们参考了有关的出版物,也得到了许多专家、同行和一线教师的大力帮助,在此一并向他们表示衷心的感谢。

由于时间仓促,水平有限,书中难免出现错误,望广大同行和读者批评指正。

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Part I

Games^{游戏}

I Pronunciation Games

1. The Jolly Little Clown^{快活的小丑}

描 述: 训练学生正确发音yah/jɑ: /和jaw/dʒɔ: /, 活动学生的嘴唇及面部肌肉。

语 言: 一首小诗

I am a jolly little clown,
Yah, yaw, yah!
I can smile and I can frown,
Yah, yaw, yah!
I can drop my jaw far down!
Yah, yaw, yah!
Can you be a jolly clown?
Yah, yaw, yah!
Can you smile and can you frown?
Yah, yaw, yah!
Can you drop your jaw far down?
Yah, yaw, yah!

教 具:小丑玩具,或小丑的红鼻子

地 点:普通教室

参与者:全班,可分小组进行比赛

过 程:1)引导孩子们认识小丑的形象,使孩子们能够更加自然地发音,而不怕被同学取笑。

2)老师先领读一遍,对不熟悉的单词反复练习。为了完成颌和唇活动的要求,每读一行要停顿一下。

3)讲解发此音时的要领,反复练习。

4)抽查个别学生的发音情况。

5)全班分成小组进行比赛。朗读流利,发音最标准的小组获胜。

课堂用语:

T: Have you ever been to the circus?

Ss: ...

T: Who is the most important man in the circus?

Ss: The clown.

T: Can you show me how he makes the people laugh?

Ss: ...

T: Today we will play a game named "The Jolly Little Clown".

T: Look at the poem on the blackboard. Read after me.

Ss: ...

T: When you pronounce "yah" and "jaw", make your jaws as open as possible. You can feel the muscles of your jaws are very tense. Read out as I do.

Ss: ...

T: S₁, do you want to have a try?

NOTE:

T: the teacher Ss: all the students S₁: one student/the first player

S₂: the second player Sx: any one of the students

S₁:...

T: Good! Anyone else? Don't be shy, because we are all clowns.

S_x:...

T: Form into groups of... Let's have a competition. The group that can recite the poem most fluently and correctly will be the first place.

Ss:...

2. The Funny Little Clown 滑稽的小丑

描 述: 训练学生正确发音 ah/ɑ:/, oo/u:/, ee/i:/, 正确调整发音器官。

语 言: 一首小诗

I am a funny little clown.

Say, "Ah—oo—ee—oo."

Mouth is open wide.

When I say, "Ah, ah, ah."

I draw my lips far back.

When I say, "Ee, ee, ee."

My lips are very round.

When I say, "Oo, oo, oo."

"Ah—oo—ee—oo

Ah—oo—ee—oo"

I am a funny little clown.

教 具: 小丑玩具, 或小丑的红鼻子

地 点: 普通教室

参与者: 全班, 可分小组进行比赛

过 程: 1) 引导孩子们认识小丑的形象, 使孩子们能够更加自然地发音, 而不怕被同学取笑。

2) 老师先领读一遍, 对不熟悉的单词反复练习。为了完成颌

和唇活动的要求,每读一行要停顿一下。

3)讲解发音时的要领,反复练习。

4)抽查个别学生的发音情况。

5)全班分成小组进行比赛。朗读流利,发音最标准的小组获胜。

课堂用语:

T: Do you have any idea about the clown in the circus?

Ss: ...

T: The clown always pronounces some sounds in an over-serious way, because these sounds are difficult to pronounce exactly. Though many people laugh at their way of pronouncing, they still practise time and time again. Can you do so?

Ss: ...

T: OK, good! There is a poem on the blackboard. Let's read it together.

Ss: ...

T: Ah, oo, ee. Can you pronounce as I do.

When you pronounce these sounds, keep your lips tense. OK, again! This time, you are better.

S₁, would you feel like pronouncing the three sounds.

S₁: ...

T: S₂, how about reading the whole poem?

S₂: ...

T: Class, I will divide you into...groups.

The group that can read the poem most fluently and exactly wins.

3. Lapping Milk^{舔牛奶}

描述:帮助学生明确发/l/, /k/这两个音时舌头的位置。

语言:一首童谣

Little kitty laps milk,

Lap, lap, lap!
 Her tongue goes out,
 Her tongue goes in,
 Lap, lap, lap!
 Little kitty likes her milk,
 Lap, lap, lap!
 Oh, see her tongue
 Go out and in,
 Lap, lap, lap!

教 具:一只玩具小猫

地 点:普通教室

参与者:全班学生

过 程:1)激发学生兴趣,模仿小猫舔牛奶的动作。

2)带领学生一起朗读童谣。

3)请一个学生配合,老师朗读童谣,读到“lap, lap, lap”时,
 学生做小猫舔牛奶的动作。

4)全班一同配合老师练习舔牛奶时舌头的动作。

5)老师评出最可爱的小猫。

课堂用语:

T: Have you ever seen a kitty drinking milk?

Ss: ...

T: In fact, it doesn't drink it. It laps it. Could you show it, Sx?

Sx: ...

T: What a lovely kitty! We will play a game to make our kitties lap milk. Firstly, let's read the rhyme together.

S₁! When I say “lap, lap, lap”, please act it out.

S₁: ...

T: Very lovely. How clever you are!

Now, the whole class. Let's do it together. I will select one who

acts most vividly.

Ss: ...

4. Little Brown Rabbit 小家兔

描述: 教师帮助学生练习/h/和/p/的发音。/h/的发音是听不清楚的, 而发/p/音时要送气。

语言: 一首歌谣

Little brown rabbit went hippity hop,
Hippity hop, hippity hop,
Into the garden without any stop,
Hippity hop, hippity hop.
He ate for his supper a fresh carrot top,
Hippity hop, hippity hop.
Then home went the rabbit without any stop,
Hippity hop, hippity hop.

教具: 小兔子玩具

地点: 普通教室

参与者: 全班学生

过程: 1) 拿出小兔玩具, 演示小兔跳跃的动作。

2) 选出一名学生到讲台做示范。其余学生说“hippity hop”。

3) 注意提醒学生发/h/时要轻声, 发/p/时注意送气。

4) 带领学生一起朗读歌谣。读到“hippity hop”时, 学生一起学家兔轻轻跳起。

课堂用语:

T: Can you show how the rabbit hops?

Ss: ...

T: Sx, you have played the rabbit so well. Please come to the front and hop like a rabbit.

The others, as he/she hops. Let us say “hippity hop” in a very soft voice. Read slightly as I did and /p/ is aspirated.

Ss:...

T: Please look at the blackboard. There is a rhyme on it. Let's read it out together. When you read, “hippity hop”, hop as the rabbit does.

Ss:...

5. Oh, Where is My Whistle? 我的口哨在哪里?

描 述: 通过两个孩子的一小段对话训练学生发 /w/ 音。

语 言: 一则歌谣式的对话

“Oh, where is my whistle?”
asked Willie one day.
“My dear little whistle,
My little white whistle,
My dear little, white little whistle. I say!”
“Why, here is your whistle,”
His brother replied.
“Your dear little whistle,
Your little white whistle,
Your dear little, white little whistle.”
He cried.

教 具: 小口哨

地 点: 普通教室

参与者: 全班学生

过 程: 1) 请一位学生在课堂上轻轻吹口哨。

2) 提示学生发音时的要领。

3) 带领全班学生一起朗读歌谣。

4) 把学生分成若干小组, 每个小组两人, 练习朗诵。

5) 请学生上台表演这一小段有趣的对话。老师与学生共同评选出最佳组合。

课堂用语:

T: Who can whistle in your class?

Ss: ...

T: Do you know that when you pronounce the word "whistle", you have really to "whistle"? Have a try!

Ss: ...

T: You see! There is a rhyme on the blackboard. Read after me and then we will do a game together.

Ss: ...

T: Do you feel that you are whistling while reading the word? I think you must want to know why. To be more exact, the word begins with the sound /w/.

It's time for your practice. After a while, you are going to act the rhyme out. I will give a prize to the winner.

Ss: ...

6. Playing Airplanes^{放飞机}

描述: 训练学生发出/v/音。

语言: 一则歌谣

The plane is traveling up in the sky,
Vvv—vvv—vvv,
Moving so fast, and ever so high,
Vvv—vvv—vvv,
Over the land, and over the sea,
Vvv—vvv—vvv,
But we always come back in time for tea,
Vvv—vvv—vvv.

教 具:几张稍硬的纸

地 点:普通教室(把课桌搬开,留出中间一块空地)

参与者:全班学生

过 程:1)学生模仿飞机飞行。

2)带领学生一起朗读歌谣。纠正学生发/v/音时的发音部位,注意唇齿间的摩擦。

3)把学生分成若干小组,每个小组用硬纸折一只纸飞机。

4)评选出发音最标准、飞机飞得最高的小组。

课堂用语:

T: Did you ever try to imitate a flying plane? Could you show it to me?

Ss:...

T: Do you feel like a game now?

Ss:...

T: Look at the blackboard. Read the rhyme after me. When you pronounce /v/, there is friction between your upper teeth and lower lip. Have a try.

Ss:...

T: Work into groups of... and each group makes a paper plane. While flying our paper planes, we chant the rhyme. OK?

Ss:...

T: In the end, the group who can chant best and whose plane flies highest will win.

Ss:...

7. The Motor Boat 摩托艇

描 述:用操练拟声词的方式来练习/t/的发音。

语 言:一首小诗

I have a little motor boat.