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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 2 册



Steven J. Molinsky

Bill Bliss



教社 上海外语教育出版社



Longman 朗文



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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—交际这条主线的同时，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，这或许是因为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很有吸引力，也有利于营造一种宽松的学习气氛。

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 2 is intended to serve as a resource for dynamic, interactive activities to accompany Book 2 of the third edition of the *Side by Side* textbook series. These 64 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

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

Group Projects—*group* activities in which students brainstorm ideas and then present them to the class

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

Memory Games—*full-class* and *pair* activities in which students respond based on information they remember

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

Pair Discussion—*pair* activities in which students discuss questions and then report back to the class

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

Pick-A-Card Games—*pair* activities in which students look for matches for cards they are holding

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

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

Team Competition—*team* activities in which students compete to answer questions

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

Game Book Overview

The following are provided for each of the Communication Games:

- The activity type
- The corresponding *Side by Side* Student Book 2 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

Game Index

1.1



What Do You Like to Do?

CLASSROOM SEARCH (Text page 2)



ACTIVITY MASTER

1

The Activity

Students walk around the classroom asking each other what they like to do on the weekend.

Getting Ready

Students will do this activity as a class. Make a copy of Activity Master 1 (*Things I Like to Do*) for each student in the class.

- ☐ 1. Give each student a copy of *Things I Like to Do*.
- ☐ 2. Write the following conversation on the board and have students practice it:



- ☐ 3. Have students walk around asking each other what they like to do on the weekend. When students have found someone who likes to do an activity on their grid, have the responding student write his or her name in that square of the grid. (Only one signature is necessary for each square.)

The student whose grid is filled with the most signatures is the winner of the game.



The Activity

Students fill in a grid with different verbs and listen to see if those verbs are used in sentences.

Getting Ready

Students will do this activity as a class. Make a copy of Activity Master 2 (*Listening Grid*) for each student in the class.

- ☐ 1. Give each student a *Listening Grid*.
- ☐ 2. Write the following verbs on the board:

cook	play	swim	write
cooks	plays	swims	writes
cooked	played	swam	wrote
cooking	playing	swimming	writing

- ☐ 3. Tell students to choose nine of these verbs and write them in a different square on the grid.
- ☐ 4. Next, call on individual students to say a sentence with one of the verbs on the board. For example:

Jane *played* the piano all afternoon yesterday.
 Roger *swims* every day.
 Mr. and Mrs. Jackson like to *cook*.
- ☐ 5. If a student hears a verb that he or she has written on the grid, the student should put an X over that word.
- ☐ 6. The first person to have three words with Xs in a straight line—either vertically, horizontally, or diagonally—wins the game. Have the winner call out the words to check accuracy.



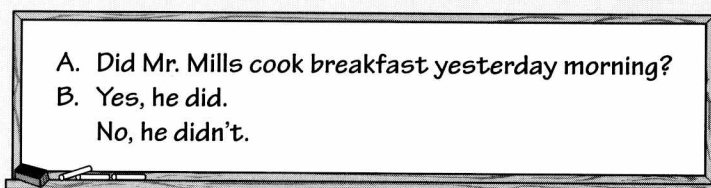
The Activity

Students ask and answer questions in order to match what the members of the Mills family did yesterday and what they're going to do tomorrow.

Getting Ready

Make a copy of Activity Master 3 (*The Mills Family Schedule*) and Activity Master 4 (*The Mills Family Activities*) for each student. Cut each copy of Activity Master 4 into separate cards.

- ☐ 1. Divide the class into pairs.
- ☐ 2. Give each student a copy of *The Mills Family Schedule* and a set of *The Mills Family Activities* cards.
- ☐ 3. Write the following question and answers on the board and have students practice saying them:



- ☐ 4. Student A decides what the members of the Mills family did yesterday and what they're going to do tomorrow, then puts the activity cards in the corresponding sections of his or her schedule.
- ☐ 5. Student B asks Student A Yes/No questions about what is on Student A's schedule and arranges the Mills family activities on his or her copy of the schedule so they match Student A's version. For example:

Did Mrs. Mills plant flowers yesterday?
 Is Mr. Mills going to write letters tomorrow?
 Did Timmy Mills go to the mall yesterday?

When students have completed the activity, have them compare schedules to make sure their activity cards are in the same places.

Option: When students have finished the activity, they can reverse roles and play again.



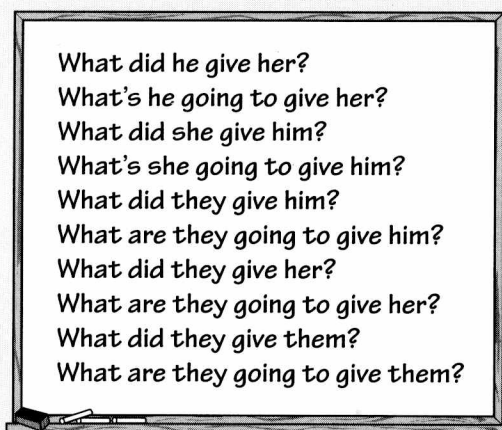
The Activity

Pairs of students ask each other questions to find information each of them is missing.

Getting Ready

Students will do this activity in pairs. Make copies of Activity Master 5 (*Happy Birthday! A*) for half the class and Activity Master 6 (*Happy Birthday! B*) for the other half of the class.

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



- ☐ 4. Explain that each person has a paragraph with missing information. Students need to ask each other questions about the information that is missing and then write the information in the charts. For example:

Student A: What did Mr. Lane give his wife last year?
 Student B: He gave her a bracelet.
 Student A: Why did he give her a bracelet?
 Student B: Because she likes jewelry.
- ☐ 5. When students have completed the activity, have them look at their partner's paragraph to check their answers.

2.1



Go Shopping!

PICK-A-CARD (Text page 11)

PAIRS



ACTIVITY MASTER

7

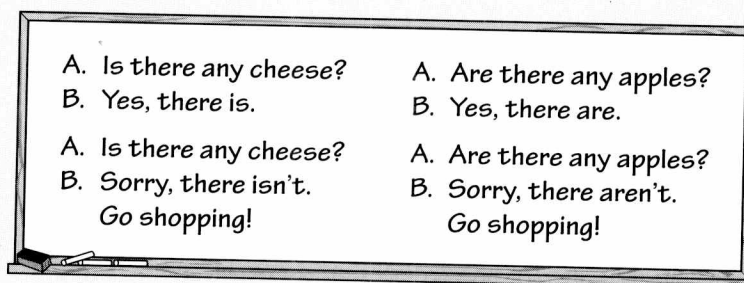
The Activity

Pairs of students attempt to get rid of all their cards by finding matches for cards in their hands.

Getting Ready

Students will do this activity in pairs. Make two copies of Activity Master 7 (*Go Shopping! Cards*) for each pair. Cut each copy of Activity Master 7 into separate cards.

- ☐ 1. Divide the class into pairs.
- ☐ 2. Give each pair two sets of *Go Shopping! Cards*.
- ☐ 3. Write the following questions and answers on the board and have students practice saying them:



- ☐ 4. Have students shuffle the cards, take six cards each, and leave the remaining twenty cards in a pile. The pair should then decide which player will go first.
- ☐ 5. Each player looks at his or her cards and puts any matching pairs in a pile face up. Player A must now attempt to find the match for the cards remaining in his or her hand. To do so, the player asks: "Is there any ____?" or "Are there any ____?" If Player B has that card, he or she responds: "Yes, there is" or "Yes, there are" and gives the card to Player A, who puts the matching cards in his or her pile. If Player B doesn't have the card, he or she tells Player A: "Sorry, there isn't. Go shopping!" or "Sorry, there aren't. Go shopping!" In that case, Player A must *go shopping* by picking a card from the pile. It is now Player B's turn to ask for a card.

The game continues until one player has no cards in his or her hand. The player with the most matching pairs wins the game.

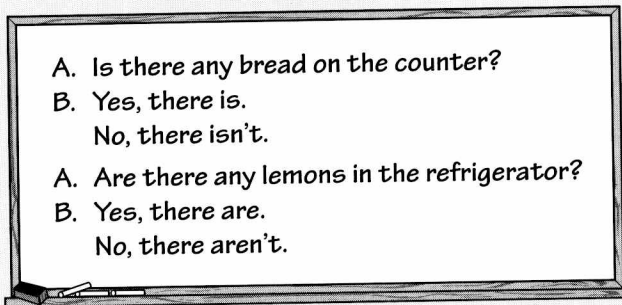
**The Activity**

Students ask and answer questions in order to find out about the location of foods in a kitchen.

Getting Ready

Make a copy of Activity Master 8 (*My Kitchen*) and Activity Master 9 (*Food Cards*) for each student. Cut each copy of Activity Master 9 into separate cards.

- ☐ 1. Divide the class into pairs.
- ☐ 2. Give each student a copy of *My Kitchen* and a set of *Food Cards*.
- ☐ 3. Write the following questions and answers on the board and have students practice saying them:



- ☐ 4. Have each Student A choose eight food cards and put two in the cabinet, two on the counter, two in the freezer, and two in the refrigerator.
- ☐ 5. Student B asks Yes/No questions about the locations of the foods in Student A's kitchen, then arranges his or her food cards so that they match Student A's kitchen.

When students have completed the activity, have them compare to make sure their food cards are in the same locations.

Option: When students have finished the activity, they can reverse roles and play again.

**The Activity**

Students ask questions about each other's kitchens to find similarities and differences.

Getting Ready

Students will do this activity in pairs. Make copies of Activity Master 10 (*Kitchen A*) for half the class and Activity Master 11 (*Kitchen B*) for the other half of the class.

- ☐ 1. Divide the class into pairs.
- ☐ 2. Give a copy of *Kitchen A* to one member of each pair and a copy of *Kitchen B* to the other.
- ☐ 3. The goal of the game is for students to discover the following:
 - Two foods that aren't in Kitchen A, but are in Kitchen B
 - Two foods that aren't in Kitchen B, but are in Kitchen A
 - Two foods that are in both kitchens, but in different places
- ☐ 4. The first pair to find the answer to these questions is the winner.

Answer Key

In Kitchen A, there isn't any pepper, and there aren't any tomatoes.
In Kitchen B, there isn't any soy sauce, and there aren't any oranges.

In Kitchen A, the carrots are on the counter and the flour is in the cabinet.

In Kitchen B, the carrots are in the refrigerator, and the flour is on the counter.

In Kitchen A, the bananas are in the refrigerator, and the potatoes are on the counter.

In Kitchen B, the bananas are on the counter, and the potatoes are in the cabinet.

**The Activity**

Students look at a scene with food items, then cover the scene and make a list of all the foods they remember seeing.

Getting Ready

Make a copy of Activity Master 12 (*The Foods at Amy's Party*) for each student.

- ☐ 1. Tell students to take out a piece of blank paper.
- ☐ 2. Give each student a copy of *The Foods at Amy's Party*.
- ☐ 3. Tell the class that they have one minute to study the scene very carefully and then cover it with the piece of paper they had taken out.
- ☐ 4. Have them make a list of all the food items they remember from the scene.
- ☐ 5. The first student to correctly identify the 25 food items at Amy's party wins the game.

Answer Key

apples	french fries	lemonade	orange juice	salt
bananas	grapes	mayonnaise	pepper	sandwiches
cake	hamburgers	meatballs	pie	soda
cheese	ice cream	milk	pizza	spaghetti
cookies	ketchup	mustard	salad	tea