

英语 课堂教学 游戏 100例



董政民、骆松教 编

陆飞霞校订



上海外语教育出版社

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前 言

随着中小学外语教学事业的发展，如何改进教学方法、不断提高教学质量的问题，已明确地摆在每个外语教师的面前。本书就是我们为解决这个问题所作的一种尝试。

教学游戏是情景教学的一种形式，适用于对所学语言材料的巩固阶段。众所周知，要训练学生使用某种语言结构并加以掌握，就需要多次重复，以便不断巩固。如果教师使用的方法千篇一律，学生就会感到厌倦，这样就难以达到预期的教学目的。然而，课堂教学游戏却往往能帮助教师把单调乏味的复习巩固工作变得生动有趣、引人入胜，从而收到事半功倍的效果。

学生喜欢游戏，特别是竞赛性的游戏。他们不仅兴致勃勃地参加游戏，而且力争在游戏中表现自己的灵活和聪明才智，以期取得优胜。这就能鼓起学生的学习劲头，并促使他们积极开动脑筋。即使是学习成绩较差的学生，也往往会被游戏所吸引。平等的感情、欢快的气氛、说外语并不太难的感觉，这一切使学生有可能克服拘束和畏难的情绪，充分发挥学习的自觉性和积极性，把学过的语言材料自由地运用到自己的话语之中。这样，学生会在不知不觉

之中掌握规定的语言材料，有时还会产生快慰、兴奋的感觉，从而大大激发学生学习外语的兴趣，进一步提高学习的自觉性。鉴于这个情况，我们参照《新概念英语》的作者 L. G. Alexander 编写的供外国中小学生学习英语课本 *Look, Listen and Learn!* 以及其他国家英语教学的有关资料，编写了《英语课堂教学游戏100例》，供中小学英语教师教学参考之用。本书对广大中学生及英语自学者来说，亦是一本寓学习于游戏之中的学习参考用书。

本书以语法游戏为主，语音、词汇等其他游戏为辅。教师可根据自己教学的实际情况选用，也可以模仿本书提供的具体方法，结合学生的知识实际和生活实际，自己动手改写或重编，以进一步丰富课堂教学游戏的内容。此外，在做课堂教学游戏时，可采用记分和奖励的办法，进一步提高学生的兴趣。

由于我们水平有限，书中错误在所难免，希望广大中小学英语教师不吝批评指正。

编 者

1987. 8.

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1. Play Airplane

这个游戏主要是让学生操练和巩固语音音素 /v/ 和 /i:/ 的发音。

Teacher: Have you ever tried to imitate a flying plane? I think you have. Now stretch your arms apart, incline your body a little, and here you are flying.

教师边说边做动作，并朗诵起儿歌来：

The plane is travelling up in the sky,

v v v — v v v — v v v,

Moving so fast, and ever so high,

v v v — v v v — v v v,

Over the land, and over the sea,

v v v — v v v — v v v,

But we always come back in time for tea,

v v v — v v v — v v v.

接着，教师要学生跟着他一起朗诵这首儿歌。

2. Go, My Little Pony, Go !

这个游戏主要是让学生操练和巩固语音音素

/au/ 的发音。

Teacher: Have you ever seen a pony? Of course, you have. Ponies are very popular in England. That's why when English children play hobby-horse they imagine a pony before them. Now let's divide into twos: one will be a rider, the other a pony. One, two, three — go! Only don't forget to say "Go!" properly, otherwise your pony wouldn't move.

Go, my little pony, go!

Go! Go! Go!

Go, my little pony, go!

Go! Go! Go!

Gallop, pony, gallop, go!

Gallop, gallop, go!

Go, my little pony, go!

Go! Go! Go!

3. The Bells

这个游戏主要是让学生操练和巩固语音素 /ŋ/ 的发音。

Teacher: Let's learn the way the British imitate

the ringing of bells. Now, play a bell.
But don't forget that bells have different sounds.

Big bells ring a long, full song,

DING - DONG - DING - DONG !

Small bells ring a clear, sweet song,

Ding, ding, ding, ding,

ding, ding, ding !

We bells ring a tinkling song,

Ting-a-ling, a-ling, a-ling,

a-ling, a-ling, a-ling.

Hear the ringing; hear the song,

Ting-a-ling, ding, ding,

ding, ding, dong !

这首儿歌也可以每组学一小段(一种铃声), 然后合起来表演。

4. The Fish Man

这个游戏主要是让学生操练语音音素 /ʃ/ 的发音。游戏前教师需准备一些围裙和篮子作为道具。

Teacher: The fish man calls this way:

"Fresh fish ! Fresh fish !

Oh, fine fresh fish !

Fine fresh fish for sale !”

Who is selling fish? Perhaps the fisherman himself. At sea he was a fisherman and now he is a fish man. What kind of man is he? He must be strong, courageous. And he must have a strong voice, too. Otherwise his fellow-mates wouldn't hear him in the roaring sea.

接着教师指定一些学生扮演卖鱼人。

5. Play a Rag Doll

教师把一个布娃娃拿到教室里给学生看。这个布娃娃既不能坐，也不会站，因为它实在太软了。

教师朗诵儿歌：

I'm a limp rag doll.

I have no bones.

My arms are limp,

My neck is limp,

I'm a limp rag doll.

接着教师说：“Now let us play a rag doll. We are all rag dolls. Relax your body. You can hardly stand, because you have no bones. Your

arms are limp, so you can't hold them up. Whenever you put them up, they fall by themselves. You can't hold your head up, either, because your neck is limp."

学生学会这首儿歌后，便依次朗诵，同时手拿布娃娃，试图使它时而起立，时而坐下。但无论怎样，总办不到。

然后，学生分成两组：一组朗诵儿歌，另一组扮演布娃娃。

这个游戏不仅可使学生操练语音音素 /l/, 而且还可创造无拘无束、轻松缓和的课堂气氛。

6. The Funny Little Clown

这个游戏主要是让学生操练和巩固语音音素 /au/, /ɑ:/, /əu/ 和 /i:/ 的发音。

Teacher: Have you ever been to the circus?

Cathy: Of course, we have.

Teacher: Who is the main man in the circus ring?

Tom: The clown.

Teacher: Can you show how he makes the audience laugh? Thank you, Henry.
Very nice, indeed! And what does the

clown look like, Betty?

Betty: He has a cap.

Teacher: Each of you makes a clown's cap when you come next time. Today we'll learn a poem about the funny little clown.

I'm a funny little clown.

I say, "Ah¹ — oo² — ee³ — oo."

My mouth is wide open

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.

7. Give As Many Words As Possible

学生在学习了某一个语音音素以后，教师让几个小组依次说出含有这个音素的单词，单词不可重复。哪个组说出的单词最多，那个组获胜。

注：1. ah: 发/a:/ 2. oo: 发/əu/ 3. ee: 发/i:/

下面以 /ei/, /i:/, /ai/, /əu/, /ju:/ 等五个元音音素为例, 列出一些学生可能说出的单词:

/ei/

make	take	lake
cake	day	cave
pay	play	page
name	stay	game
shake	famous	bake

/i:/

we	bee	eat
keep	tea	sea
east	feet	beast
leave	meet	niece
agree	season	China

/ai/

ice	time	bike
pipe	die	high
idea	kind	like
ride	fine	bite
type	recite	might

/əu/

go	nose	toe
boat	local	grow
slow	comb	joke
home	owner	no
hole	open	over