

学校的理想装备

电子图书·学校专集

校园网上的最佳资源

少年儿童英语教学



## 导 读

### 使用建议

#### 篇章介绍

本书分 10 章。第 1 章至第 5 章注重语言的四会技能以及词汇和语法。第 6 章至第 9 章讲技巧，对小学课堂教学特别有帮助。第 10 章说明怎样把多项活动组成一个单元。大多数活动有话题中心。书末编有索引，可以帮助教师找到所需要的活动。另附教师阅读参考书目。

本书中的活动包含以下几方面的建议：1) 适用的英语水平——根据学生程度，分成初学阶段 (beginners)、初级阶段 (elementary) 与前中级阶段 (pre-intermediate) 三个等级，分别以 1、2、3 代表；2) 适用的年龄——A 组 6—8 岁，B 组 8—10 岁，C 组 10—12 岁；3) 活动所需时间；4) 活动目的——包括语言能力培养和智力、社会行为培养两方面；5) 活动的总体描述；6) 所需器材；7) 准备工作；8) 活动的具体实施步骤；9) 后续设想；10) 活动的变体；11) 建议。

#### 阅读参考

作者认为孩子的年龄与成熟程度的差异会造成语言能力的很大差异，因此强调不可把学习英语的时间与英语水平混淆起来。在学生年龄参差不齐的班级教学时应注意这一点。我国中小学同一班级的学生一般属同一年龄组，英语水平也接近，往往随学过的课本而定，如学完初一英语课本上册（人教版）或学完八年级上学期英语课本（上海版）等。至于同一班级学生运用英语的能力有差距，那是另外一个问题。

作者在书中对活动分项提出建议，为教师提供了一定的参考。总的来说，教师组织活动时，应做到目的明确，准备充分，精心安排活动步骤；活动后师生一起小结，提出改进意见；必要时可进一步开展后续活动以巩固所学语言知识。

## 导 读

### 引 论

#### 篇章介绍

引论部分阐述了以下几个方面内容：

##### 一、对象

本书适用于少儿英语教师。

作者首先对少儿英语教学的对象作了一些说明。书中少儿学生 ( young learners ) 指的是从开始接受正规教育 ( 五六岁 ) 的儿童到十一二岁的少年。作者认为, 在课堂上, 孩子的成熟程度比他们的年龄更为重要。成熟程度受到多种因素的影响, 教师决定教学方法与活动方式时, 应充分了解学生的情况, 而不应只考虑学生的年龄。本书中每项活动建议的年龄范围只是一种参考。

作者又分析了教师的情况, 指出有的教师并未接受过语言教学的训练, 有的教师则没有接受过怎样教少年儿童的教学。本书旨在为教师, 尤其是这两类教师提供所需的信息与活动方式, 并为他们在设计补充活动时提供一些思路与技巧。

##### 二、小学教育

作者指出, 小学阶段是少年儿童在智力、身体、情感与社会行为等各个方面取得发展的重要时期。而且, 少年儿童需要“学习如何学习”, 教师应当帮助他们发展在校外独立地继续学习的能力。因此, 小学英语教师的责任不止是单纯的语言教学, 他们应该重视孩子作为整个“人”的教育——孩子的全面发展。

在这一部分, 作者分析了少年儿童英语教学的特点并提出了若干建议。

少儿学习外语的方式和少儿外语教学的方式随孩子的成熟程度与身心发展阶段而定。为他们安排的语言学习活动, 程度一定要合适, 既不能超越其发展阶段, 又不能太幼稚、太容易。

少儿从整体上把握语言, 这一特点对于语言习得利弊参半: 他们根据自己的能力对语言的意思作出反应, 不为个别词句所困扰, 但他们不会分析、联系。少儿善于模仿、态度自然, 乐于参加活动, 这也是他们学习语言的良好条件。作者针对少儿的特点, 指出开展活动时应注意以下几个方面:

1. 活动宜简单, 以便孩子们懂得他们在活动中应该干什么;
2. 孩子们的任务应该是他们力所能及的, 但也应有一定的挑战性, 使他们在完成任务后有满足感;
3. 活动主要依靠口头进行, 如果学生是低龄儿童, 则听力活动会占用大量的课堂时间;
4. 应该控制写作活动, 因为六七岁的儿童用母语写作的基本技能尚不够熟练。

作者还列举了一些效果比较好的活动方式, 如: 游戏, 边唱边做动作, 全身反应 ( total physical response ) 活动, 着色、剪贴的活动, 利用简单重复的故事开展的活动, 有明显交际价值的简单重复的口语活动等。

年龄稍大的儿童, 其知识、智力、学习动力、社会行为及逻辑思维能力

等各方面都得到了一定的发展，教师应充分利用这一有利条件帮助他们发展听、说、读、写四会技能。教学应继续着力于语言的交际功能而不应只注重语法，但也可以通过活动与作业让学生自己发现和掌握简单的语法规则。

作者最后指出，活动的趣味性十分重要，它是一系列良性循环的起点，将会使学生积极地对待英语学习。孩子们在英语课上得到的远不止是英语，而是全面的发展。

#### 四、课堂上用的语言

英语课上用不用母语是个有争议的问题。作者认为在日常课堂教学中，教师与学生应该尽可能多地使用英语，但也不排除在有些情况下使用母语，如复杂活动的说明、学生的反馈等。重要的是要让学生清楚，什么时候要用英语，什么时候可以用母语。如在学生参与为发展他们的口语技能而专门设计的练习与活动时，教师就应要求并鼓励学生讲英语。

#### 五、课堂的组织

在这一部分中，作者从分组活动、桌椅安排、室内陈列、笔记本和资料夹等方面提出了建议。

不同的活动需要学生进行不同的组合。组合形式主要有个人、对子、小组（不宜超过5人）和全班四种。分组活动可以培养孩子在没有经常监督的情况下以负责的态度从事工作的能力。起初学生可能会感到困难，所以最好从对子及能加以严格控制的活动开始，逐步扩大组合范围，引入自由度较大的活动。

教室内桌椅应可以自由搬动，并能腾出一块空地，以适应游戏等不同活动形式的需要。教室中可辟有英语栏，用以展览学生的作业或活动的“最后产品”，以培养他们的自豪感和兴趣。

教师还应采取必要的措施指导孩子组织自己的学习，如将学习资料分类存放于资料夹内，整理与保管好上课笔记等。低龄儿童需要更多的指导与督促，对年龄稍大的孩子则应鼓励他们对自己的作业负责。

#### 六、反馈

作者认为，反馈是语言学习过程中一个重要的、必不可少的部分。它就是师生对做过的事进行回顾和思考。

反馈的主要内容有两方面：一是教学内容，即语言；二是学生完成作业的方式与态度。反馈应成为日常教学中的一个常设项目。反馈可以在每次活动后或在一系列活动结束后进行，也可以在每周规定时间内进行。反馈的作用在于帮助师生培养一种洞察力，深入地了解自己教或学的过程，对语言学习的进展作通盘考虑。反馈宜从较简单的活动开始，以便师生熟悉这一方式。开展反馈活动时，应使用学生的母语，使大家能畅所欲言。

在这一部分中，作者还介绍了几种开展反馈活动的设想。

最后，作者指出，教儿童学习外语，教师若倾注大量心血，一定会得到丰厚的回报——孩子会全身心地投入并作出响应。作者希望本书能给教师以启迪，为他们在语言教学中取得良好的效果助一臂之力。

### 阅读参考

#### 一、对象

本书针对的学生的年龄范围为五六岁到十一二岁。在我国，居于这个年龄层次的孩子，小的在幼儿园，大部分在小学就读，年龄大一些的已开始上

初中。目前，我国小学英语教学没有统一的要求，强调寓教于乐，让小学生在唱唱玩玩、听听说说中学会一些英语。本书提供的思路与活动方式很适合我国的小学英语教学。初中低年级英语虽是开始阶段，但学生年龄稍大，在课堂教学与课外活动中，教师可以借鉴本书的思路，选择或改编本书中提供的一些活动。

我国小学与初中英语教师绝大多数是受过一定英语教学培训的中国教师，本书对于帮助他们开拓思路、改进教学方法，很有参考价值。

## 二、小学教育

诚如作者所言，小学教育是学生在德、智、体、美等各方面都取得良好发展的重要阶段。作者把英语教学与健全人格和各方面素质的健康发展联系起来，立足点比较高，体现了一种教育观念。这种观念与我国正在进行的教育改革也是合拍的。英语课当然应该以学习英语为主，但是教师的责任不仅仅是教英语，他们应该同时注意孩子的全面发展，包括人格的塑造、良好心理素质 and 自学能力的培养、健康体魄的造就，等等。如果英语教学能与学生的全面发展自然地结合起来，那么英语课对于孩子们的一生都会产生深远的影响。

## 三、少年儿童英语教学

作者基于少年儿童的特点提出了中肯的建议，值得广大教师认真思考。本书中所列的各种活动大多很适合小学英语教学。简单重复的故事、简单重复的口语活动在初中，特别是初一英语教学中也可采用。但教师在选择和设计具体活动时，应从学生的水平、年龄和兴趣出发，使难易程度与之相适应。这样，学生既感受到挑战，又能感到满足，增强信心，产生进一步学习的动力。

活动应多考虑交际功能，不宜只强调语法。学生通过多次活动便能在潜移默化中掌握语法。教师也可以引导学生在较多实践的基础上，总结出简单的语法规则。

我国大多数中小学生学习外语的机会不多，汉语与英语的差别又很大，所以应特别加强听力训练；在多听的基础上发展说，对说的要求应恰当，这样才能够取得较好的效果。

## 四、课堂上用的语言

作者在英语课内用不用母语这一有争议的问题上采取了灵活的态度。用英语还是用母语，确实应当根据效果而定。需要补充的是：教师在解释一些即使加用手势也不易用英语解释清楚的名词，如某一植物或某一动物的名称时，用母语则有事半功倍的效果。随着学生英语水平的不断提高，在英语课上，母语会用得愈来愈少，乃至完全不用。

## 五、课堂的组织

作者在这里所提的建议，都是为了提醒教师，课堂教学只有加以精心组织，才能取得预期的效果。

课堂教学的形式可以多样化。全班上课，既可以按照教师在前面，学生分排就坐的传统方式，也可以让学生围成圆圈就坐，这样气氛更加轻松活泼。做口头练习和开展活动时，可以根据需要采取对子、小组等组合形式，好处是增加学生实践的机会。分组活动时，教师加强指导才能取得实际效果。要使学生明白活动的目的，特别要鼓励学生自觉实践，多用英语，防止滥用母语。有些活动最好先示范，然后再分组进行。

## 六、反馈

反馈是语言学习过程中一个重要的、必不可少的环节。反馈是教师深入实际、了解下情，学生参与教学、献计献策的好机会。通过反馈可以达到师生沟通、相互交流、促进教学的目的。

反馈有很大的灵活性，时间可长可短，方式宜多样化。最根本的一条是反馈要从实际出发，讲究实效，不搞形式主义。师生需共同努力，不断实践，不断探索，不断积累有益的经验。

## 导 读

### 前 言

#### 篇章介绍

前言指出，少儿英语教学社会需求量大，而师资、教材跟不上。而且，英语外语教学（TEFL）的发展与教育理论和实践的发展有脱离的现象。这种脱离一方面使英语外语教学有所创新，但另一方面最终会使之受到损害。

少儿英语教学为英语外语教学回到教育的主流中提供了契机。少儿的英语学习不是孤立的，而是整个学习的一部分，因而帮助孩子学习与发展比单纯教授语言更为重要。相应地，少儿英语教学更应从卓有成效的一般教育理论与实践汲取方法与技巧，而不应局限于英语外语教学的经验范畴。

不论是有经验的还是没有经验的少儿英语教师，本书引言部分和提供的活动对他们都很有价值。

#### 阅读参考

本书把语言教学与少年儿童身心发展联系起来，立意颇高。教师在上英语课的同时帮助学生学习与发展，这点很重要。教师只有把学生看成是“人”，而不是有待加工的零件，才能注意到学生思想情操的陶冶与品德的培养，帮助学生积累知识，培养健康的兴趣，掌握学习规律与正确的学习方法，从而使他们健康地成长。

前言中就英语外语教学与一般教育理论和实践的关系所提出的观点也具有一定的理论意义和方法论意义。我国中小学教师在借鉴有关的理论、方法和技巧时，还应对实际情况加以研究，从而取得良好的教学效果。

## 《牛津英语教师宝库》合作版前言

《牛津英语教师宝库》(Resource Books For Teachers)是英国牛津大学出版社 90 年代的优秀选题。它荟萃近年来国际上英语教学与研究领域的精华,以课堂教学为主线,围绕“如何上好英语课”这个问题,为广大英语教师提供宽广的思路和实例型的参考。

《牛津英语教师宝库》至今已出版 20 余册,每册一般研讨一个主题或一个教学侧面。数十名具有多国英语教学经验的优秀教师组成实力雄厚的作者群体;国际知名英语教学专家 Alan Maley 担任丛书主编。丛书遵循一系列科学清新的外语教学原则,但每一册又充分展现各自独特的风格与个性。《牛津英语教师宝库》旨在成为教师能直接汲取教学知识的资源。

这套《牛津英语教师宝库》(合作版)幸运地诞生在中国英语教育事业蓬勃发展的年代。随着改革与开放的深入,在中国广阔土地上的各级各类学校中,英语学科充满生机与活力,教学成就令世人瞩目。人们高兴地注意到,在当今中国学校里,越来越多的英语教师正在迈向新的目标与高度。他们在完成日常教学工作的同时,十分注重自身专业素质的提高,积极投身于教学研究以及各方面的进修与学习。毫无疑问,这种发生在无数英语教师身上的深刻变化预示着中国英语教学改革更加辉煌的明天;同时也呼唤国际同行之间更多的交流与合作。时代的脉搏使牛津大学出版社深深感受到《牛津英语教师宝库》与中国英语教师之间的呼应与联系。

1997 年秋,牛津大学出版社与华东师范大学出版社开始酝酿关于《牛津英语教师宝库》的项目合作。在中国教育领导部门的热情关怀下,项目评估工作迅速展开。由北京师范大学、上海师范大学、上海教育学院、上海市卢湾区教育学院、复旦大学、上海外国语大学以及华东师范大学等高校教师组成的专家小组提出了十分中肯宝贵的意见。在此基础上,两社商定从《牛津英语教师宝库》丛书中选择若干课题,邀请国内英语教学专家撰写中文导读,努力使合作版作品切合中国中小学英语教学改革的实际需要。

首批推出的五个选题均针对基础阶段的课堂英语教学,因为这些课题也正是广大中小学英语教师实践与探索之中的问题。各本著作都含有相当数量参考价值较高的课堂活动介绍;同时,每本著作中的一系列活动又较集中地体现作者某一方面的教学观念和革新意识。前者是教学的表现模式,后者是起指导作用的内核。两者相辅相成,同等重要。

在五本著作之中,《以学生为主体的英语教学》和《课堂活力》两书中的篇章比较典型地反映出作者关于如何建设新型的师生关系、如何根据学生需要更新教学内容以及如何精心培育课堂气氛等主题的思考;而《文化意识》一书又通过揭示“文化”与“语言习得”之间密不可分的内在联系,引导教师探究提高英语教学水平的新途径。年幼学生具有明显的心理和学习特征,《少年儿童英语教学》和《讲故事教英语》两书的作者则从发展少年儿童身心和学习能力的高度去认识少年儿童英语教学的奥秘,并以自己成功的实践经验与广大教师分享要领与技能。

导读撰写工作是合作项目中的一个中心环节。两社发挥联合优势,努力创造有效形式服务读者。在保持原作整体精神和篇章本意的前提下,合作版作品在原文前言、引论、使用建议和章节之前增加了用简短的汉语撰写的“篇章介绍”,同时从中国英语教学实际需要的视角,提供了一些“阅读参考”

和“导读意见”。两社衷心希望，这一尝试将对广大教师有所启迪，有所帮助。

当前社会上有关英语教学理论和实践的书籍品种繁多。但是，《牛津英语教师宝库》类型的以各式具体教学方案为主的英语原版著作尚不多见。除了作品内容方面的价值，就《牛津英语教师宝库》的英语语言质量而言，入选课题的原作本身也不愧为一套优秀的进修教材。

愿合作版《牛津英语教师宝库》真正成为广大教师的挚友。

华东师范大学出版社  
牛津大学出版社

## 少年儿童英语教学

## 导读一

### 听力

#### 篇章介绍

作者阐述了听力实践在语言教学中的重要性。听力实践为学生提供了丰富的语言材料，使学生体会到人们是如何使用语言的，最终达到自己使用语言的目的。不论是母语还是外语，人在学习语言的过程中，听懂总比会说的多。一些专家主张，学生学习一种新语言火候未到时，不必勉强他们开口或写作。

关于听力教学如何实施，作者提出了一些看法。听力材料的难度最好略高于学生的语言水平，教师可以通过图片、哑剧动作和形体语言等帮助学生理解一些词句的意思，逐步扩大语言范围。课本所附的录音带为学生提供了不同的声音与口音，因此听录音很有好处。不过教师本身也是听力材料的重要来源。教师在课堂上用英语指导学生开展各项活动，为学生提供了真实的听力材料；教师与学生的交流也为学生提供了在现实生活中听人讲英语的真实情景。因此，教师不应低估自己在听力训练方面所能发挥的作用。

本章中的许多活动只要求孩子们作简单的口头反应，以便他们能集中注意力去听，不必为怎样组织回答而分散精力。

作者特别指出，课堂语言教学中可以充分利用讲故事这一手段，因为故事对孩子和成人都有吸引力，而且故事来源充足。应用故事进行教学要取得成功，一定要“讲”，而不是“读”。讲故事前需作精心的准备，故事讲完后，有许多练习可做，作者就此提出了一些建议。

此外，作者还特别指出，全身反应法（TPR）适应性强，特别适用于小学课堂教学。孩子们按照教师的吩咐去做。教师指示的难易程度，可以根据需要而变化。本章中的许多活动都体现了全身反应法的思想。

#### 阅读参考

对初学者而言，大量听力实践非常重要。它为学生提供了丰富的语言材料，能帮助学生巩固学过的词汇与语法知识，培养语感，扩大语言范围，提高会话能力及改进语音、语调。

学生除了听课本的录音磁带、听教师讲英语之外，还应多听适合其水平的、高质量的录音材料，这对改善语音、语调很有帮助。

听故事是初学者听力训练中的一个重要方面，学生容易感兴趣，也会受益匪浅。本章提出故事要讲不要读，是因为讲故事更生动，效果更好。用英语讲故事，这对当前我国相当一部分中小学英语教师而言有一定难度。虽然如此，教师还是应该朝这个方向努力。教师多讲故事，将有效地提高自己的口头表达能力。本章还列举了一些讲完故事后可以开展的活动，教师可根据时间安排、学生的年龄、兴趣及能力选用或变化使用。关于怎样在英语教学中运用讲故事这一手段，可参看本丛书中的《讲故事 教英语》。

全身反应法用于我国小学或初一年级的英语教学中比较合适。

讲故事和全身反应活动都可以在课堂教学中见缝插针地进行。

## 具体活动导读意见

本章共介绍了8项活动，可分为以下几类：

### 一、与动作相结合的听力活动

#### 1. 听指令，做动作（1.1）

该活动的目的是培养听能“直觉”，操练语言结构与词汇，增进身体协调能力与表演技能。活动的方式是由教师发出指令，学生按照指令做某一动作。指令由易到难，循序渐进。如有生词，一般不必事先告诉学生，可以通过表演示意或让学生猜出。

教师可以选用本节中列出的指令，也可以根据学生的年龄、语言能力设计结合我国学生生活实际的指令来开展活动。

#### 2. 青蛙一家（1.2）

该活动要求学生听懂故事的要点，用动作配合语言，熟悉有关家庭的词汇。先由教师讲青蛙一家的故事，配以手势和动作，务必使学生听懂。教师讲第二遍时，由5位学生来扮演其中的角色。如是反复，使更多的学生有机会表演。最后教师重新讲一遍故事，全体学生分组同时表演。

“青蛙一家”的故事很简单，但语言重复很多，这可以加深初学者的印象，有助于学生熟悉故事中的词汇和句子。

本活动提供了“青蛙一家”故事的基本内容，教师可以根据需要增加细节，但应注意所增加的细节必须能用动作或图画来表现。

### 二、用图片辅助的听力活动

“购物”（1.3）这项活动要求学生听懂故事的细节，熟悉有关商店与购物的词汇，接触一些动词的过去式，进行图文搭配。

本活动围绕Timmy去购物的故事而展开。讲故事前，教师将一些食品商店的英语名称写在黑板上，教给学生，并在这些商店名称后贴上其出售的食品的图片。讲完故事后先提问，使学生明白Timmy去了哪些商店，买了哪些食品。然后再讲一遍故事，要求学生在四张有关图片中找出与故事结尾相符的那张。教师在整個讲故事与提问的过程中，都可以考虑采用让学生选择与故事内容相符的图片的方法以增强效果。

在进行这项活动时，教师应按照我国各地的实际情况对人物、商店和具体商品作出相应变化。

1.1、1.2和1.3都属听力活动，但训练各有侧重。1.1培养听力直觉；1.2要求听懂要点；1.3要求听懂细节。

### 三、与培养动手能力相结合的听力活动

“完成网格图”（1.4）、“花衣魔笛手”（1.5）、“折指示器”（1.6）和“听听画画”（1.8）这4项听力活动有一个共同的特点，即重视培养学生的动手能力，但要求各不相同。1.4要求学生在指定的方格内着色，拼成一幅画。1.5要求学生在地图上画出一条路线。1.8要求学生按所听内容画出一张操场的示意图。3个活动都有利于培养空间概念。1.6第一部分要求学生根据指令做动作；第二部分先要求学生涂色，写问句、指令，然后根据教师的指示折纸，最后学生组成对子，利用折好的指示器上的问句、指令进行语言训练。

在语言方面，1.4练习辨认字母、数字和颜色的英语名称；1.5练习听细

节，要求学生注意与运动有关的一些介词；1.6 要求学生熟悉一些副词、指令与问句；1.8 要求学生听懂细节，熟悉与话题有关的词汇（包括动作词汇）和一些介词，注意现在进行时，there is 和 there are 结构。

1.5 中的童话故事比较有趣，一些介词短语在生活中很有用，听完故事后画出路线也是一种有益的技能，这一活动值得一试。不过 1.5 与 1.1 至 1.4 这 4 项活动相比在难度上有跳跃，建议认真参考 IN CLASS 中所列的各点，特别是 4、5、6 三点，必要时多讲几遍故事，以保证取得良好的效果。

1.6 的活动分两部分。第一部分活动比较简单，容易开展。第二部分比较复杂，对我国学生来说可能生词较多。如果有足够的时间，或者事先扫清一些生词的障碍，开展活动时困难会少些。

1.8 的活动所需的图，本书已经提供，但文字描述需要教师自己编写。教师可以根据学生的兴趣、水平和需要确定具体内容。活动伊始，教师应先帮助学生复习 top, bottom, middle, right(hand), left(hand), corner, by, next to 等方位词。进行听力训练时，第一遍只要求学生听，不要画；第二遍时，学生才开始画，但是教师要注意控制时间，可参考 IN CLASS 5；最后教师再从头到尾讲一遍，让学生核对、修改；然后学生可以互相交换批改图画。如果时间允许，可以做后续练习 1 或 2，也可以做看图说话练习，效果可能更好。

#### 四、听写活动

“教师是台录音机”（1.7）这项活动与 1.1 至 1.6 这 6 项活动相比，难度有所增加，除了训练听，还要求写。活动时，教师扮演录音机，学生进行听写。

该活动的特点是学生有较大的控制权，可以按照实际需要来决定如何“操作录音机”，这样容易激发学生的兴趣。由于一个班级人数较多，而各人需要又不尽相同，容易产生混乱，因此建议分小组进行，可邀请高年级学生或其他教师与任课教师一起扮演录音机的角色。

尽管录音机由教师扮演，仍应该遵照听写练习的程序。教师先按正常讲话速度把听写内容读一遍，然后每句念 2~3 遍。听写过程中，如果学生叫停或要求重复一些句子，教师作为“录音机”必须按照学生的命令去做，但应始终保持正常语速。最后将听写内容重读一遍，让学生自己检查。检查完毕，学生可以互相交换批改。当然，教师仍需对学生的听写作业进行检查。

通过这个活动，学生还可以熟悉录音机按键上 PLAY, STOP, FAST FORWARD, REWIND 等指示词。

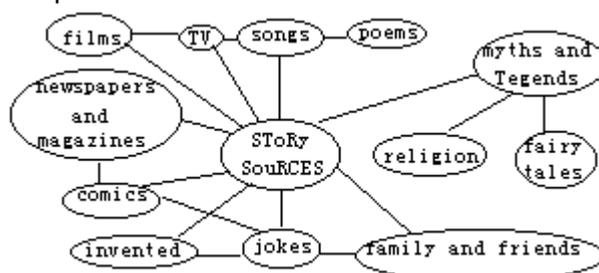
## 1 Listening

Listening tasks are extremely important in the primary language classroom, providing a rich source of language data from which the children begin to build up their own idea of how the language works. This knowledge forms a base or resource which they will eventually draw on in order to produce language themselves. Let the children listen to language which is a little above the level with which they are already familiar. Make the meaning clear by using pictures, mime, and body language, and they will understand it and expand their language horizons just a little bit further. It is almost always true that language learners understand more than they can say, and when children learn their first language they respond to language long before they learn to speak. Second language learners also have a 'silent period' in which they listen to the language around them, internalize it, and formulate their own personal grammar, which they adapt and expand as they are exposed to more language. Some authors argue that this period should be respected and that students learning a new language should not be made to speak (or write) until they are ready, that is, until they do so spontaneously. Many of the activities in this chapter require children to respond non-verbally, or using a minimum of language. This allows them to focus on what they are listening to and to demonstrate that they have understood it, without being distracted by how to formulate their answer. 'Me exception to this is written dictation, which requires children to produce at least some writing.

There is a tendency to think that 'doing listening' is listening to the cassette that comes with the coursebook. Cassettes are useful for providing a different voice and accent, but the teacher is also a very important source of listening material. When, as a teacher, you go about the daily business of organizing the class, you provide some truly authentic listening material (a good reason for giving as many classroom instructions as you can in English). Teachers can also give instructions for making things (see 1.6, 'Make an instructions machine'), or tell stories (see 1.2, 'The Frog family'), and because you are actually there in the classroom the children can see your face, gestures, and body language, which help them understand. You are also able to interact with the children while they listen, which is after all how we listen in real life. Don't underestimate yourself!

### Stories

Stories are a feature of all cultures and have a universal appeal. Stories in the broadest sense (including anecdotes, jokes, 'you'll never guess what happened to me', etc.) fascinate both children and adults-everybody loves a story-and they can be used to great effect in the language classroom. You can find stories everywhere-one brainstorming session I had with a group of teachers came up with all these sources for stories:



If a story is to be successful, never read it., tell it! In order to do this:

- 1 Prepare yourself an outline or skeleton of the story which contains the main points.
- 2 Practise telling the story out loud, perhaps to a friend or colleague, or into a tape recorder.
- 3 Remember to use expression, mime, and gestures. (Practise in front of a mirror!)
- 4 Remember to keep eye contact with the people you are telling the story to.
- 5 Don't rush it, enjoy it.

When you have told your story there are lots of things you can do with it, for example:

- Give the children sentences that tell the story out of order and ask them to put them in the right order
- In groups, give each child a picture of part of the story. The children describe their pictures to each other and put them in order
- Give the children the story in split sentences and ask them to match the halves
- Give the children a gapped version of the story and ask them to fill in the gaps
- Get the children to dramatize the story, perhaps with puppets
- Get the children to mime the story as you tell it
- Get the children to draw a comic strip of the story.

Further storytelling ideas are contained in this chapter (for example, 1. 2, 'The Frog family', and 1. 3, 'Timmy goes shopping-Listen and identify'), and in later chapters (for example, 8. 1, 'Milly and Molly and the Big, Bad Cat'); and also in Once Upon a Time by Morgan and Rinvolucrri (see the Further

Reading section).

## Total Physical Response

Several of the ideas in this chapter incorporate techniques based on Total Physical Response (TPR). This is an extremely useful and adaptable teaching technique, especially in primary classes. With TPR the children listen to their teacher telling them what to do, and then do it. Instructions can range from something as simple as Touch your nose to more complex sentences like Go and stand next to the girl who's wearing a red jumper, but who isn't wearing black shoes. Children, especially very young ones, are able to understand much, much more than they can produce, and this technique builds on that capacity.

Many of the listening activities in this chapter are of the 'listen and respond' type: Activity 1. 1, 'Listen and do', suggests some standard TPR activities, while 1.2, 'The Frog family', shows how the technique can be extended to story telling, and 1.6, 'Make an instructions machine', extends it to paper folding. Other activities which involve a certain amount of TPR. include 1.4, 'Complete a @d', and 1. 5, 'The Pied Piper'.

### 1.1 Listen and do: TPR activities

<u>LEVEL</u>	All
<u>AGEGROUP</u>	All
<u>TIME</u>	10 minutes
<u>AIMS</u>	Linguistic: intensive listening skills, to develop 'intuitive' listening, to present and practise structures and vocabulary. Other: physical co-ordination; acting skills.
<u>DESCRIPTION</u>	The children listen to their teacher giving instructions and obey them.
<u>MATERIALS</u>	Usually none, though in some activities it is useful to bring in things to show the children.
<u>PREPARATION</u>	Prepare a list of commands related to the topic or language point that you are working on. Here are some examples:

#### Suggestions for TPR

Classroom commands (adapt these to your own Routine)	Stand up. Sit down. Give X a pencil, please. Open/close the door. Put, up your hand.
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Body	Touch your partner's back. Put your hand on your head. Hold up seven fingers.
Verbs in general (mime)	Eat an orange. Drink a very cold fizzy drink.
Prepositions	Go to the shop and ask for some chewing gum. Watch a horror film. Put your pencil on the floor. Put your book under the chair.
Abilities	If you can swim., clap once. If you can play the recorder, stand up.
Physical descriptions	Hold hands with someone with brown eyes. Touch someone who is wearing a red jumper.
Comparatives	If Y is taller than Z. put up your left hand. If my chair is bigger than yours, clap your hands twice.
Likes and dislikes	If you like bananas, pretend you are eating one. If you don't like eggs_, make a face.
General knowledge (These can reflect topics the children are working on.)	If London is the capital of England, put up your hand. If ice is made from water, nod your head. If a spider has eight legs, clap eight times.

IN CLASS Start with simple commands and build up to more complicated ones. It is usually not necessary to pre-teach vocabulary; instead, demonstrate or let the children try and guess what you want them to do. You can ask the whole class to respond to a command, or single out one child at a time.

VARIATION This is a version of a traditional children's game called 'Simon says'.

1 When you say Teacher says before a command, the children have to obey it. If you do not say Teacher

says, the children mustn't move.

2 Children who move when you don't say 'Teacher says' are 'out', and help you watch the others for the rest of the game. The winners are the last ones left at the end of the game.

## 1.2 The Frog family

<u>LEVEL</u>	I
<u>AGE GROUP</u>	A, B
<u>TIME</u>	30 minutes
<u>AIMS</u>	Linguistic: listening for gist, relating words and actions, family vocabulary. Other: to involve the children in storytelling.
<u>DESCRIPTION</u>	The teacher tells a story about the Frog family and the children act out the parts of the characters.
<u>MATERIALS</u>	Flashcards or board drawings of the Frog family, chalk or string, paper for lily-pads.
<u>PREPARATION</u>	1 Practise telling the story. Include very explicit actions that the children will be able to imitate. 2 Prepare pictures of the Frog family. 3 Draw a large lily-pad and make an area of floor into a 'pond' with chalk or string.
<u>IN CLASS</u>	1 Tell the children in their first language that you are going to tell them a story about the Frog family and either draw the frog or put up pictures on the board. Check that they know who is who. 2 Ask the children questions like: 'Have you ever seen a frog.' 'Where do frogs live?' 'What do they sit on?' 'Do they like to be hot or cold?' and 'How can they get cool?' Then show them the outline of the pond on the floor and the big lily-pad in it. 3 Tell them the story, remembering to use lots of gestures to make the meaning very clear. 4 Tell the children you are going to tell the story again, but this time five of them are going to be the Frog family. Ask for volunteers and line them up by the edge of the pond. 5 Tell the story again, and as each child hears their character they put up their hand. Encourage them to do the gestures with you as you tell the story. 6 All the children will want to have a go at acting out the story: once they have heard it several times you can divide the class into several 'ponds' and

tell the story with several Frog families at a time.  
STORY OUTLINE This is the most basic version of the story. You can add details like names and sizes if you want to, though they should always be things that you can illustrate with mime or pictures.

#### THE FROG FAMILY

Story	Actions
This is a story about Daddy frog, Mummy frog, Sister frog, Brother frog, and Baby frog.	Point to the pictures as you name the frogs.
It was hot-very, very hot,	Wipe your forehead, and make 'hot' gestures.
and Daddy frog	Point to the picture of Daddy frog and squat down beside the pond.
went jump, jump, jump, and sat on a leaf in the pond.	Jump three times and sit on the leaf in the pond.
Mummy frog was hot-very, very hot.	Point to Mummy frog, squat by the pond, and make 'hot' gestures.
So Daddy frog said 'Come here!'	Point to Daddy frog, return to the leaf, and beckon to Mummy frog.
Mummy frog went jump, jump, jump, and sat on the leaf in the pond.	Point to Mummy frog, squat by the pond, and jump three times to sit on the leaf by Daddy frog.
Sister frog was hot-very, very hot.	Point to Sister frog, squat by the pond, and make 'hot' gestures.
So Mummy frog said 'Come here!'	Point to Mummy frog, return to the leaf, and beckon to Sister frog.
Sister frog went jump, jump, jump, and sat on the leaf in the pond.	Point to sister frog, squat by the pond, and jump three times to sit on the leaf by Mummy frog.
Brother frog was hot-very, very hot.	Point to Brother frog, squat by the pond, and make 'hot' gestures.
So Sister frog said 'Come here!'	Point to Sister frog, return to the leaf, and beckon to Brother frog.
Brother frog went jump, jump, jump, and	Point to Brother frog, squat by the pond, and jump three times to sit on the leaf by Sister frog.
Baby frog was hot-very, very hot	Point to Baby frog, squat by the pond, and make 'hot' gestures.
So Brother frog said 'Come here!'	Point to Brother frog, return to the leaf, and beckon to Baby frog.

Baby frog went jump, jump, jump,  
and sat on the leaf in the pond.

Point to Baby frog, squat by the  
pond, and jump three times to sit  
on the leaf by Brother frog.

And then-SPLASH-they all fell into  
the water!

Start to move backwards and  
forwards as if you were losing your  
balance and fall into the pond.

FOLLOW-UP 1 Ask the children to draw a picture of the Frog  
family.

FOLLOW-UP 2 The children can make masks for the characters as  
a 'Read and make' activity (see 8.9, 'Making  
masks').

### 1.3 Timmy goes shopping-listen and identify

LEVEL 2

AGEGROUP A, B

TIME 30 minutes

AIMS Linguistic: listening for detail, the language of  
shops and shopping, to give passive exposure to  
verbs in the past simple tense, to relate speech  
to pictures.

DESCRIPTION The children listen to a story and choose pictures  
that fit what they have heard.

MATERIALS Examples of food, for example fruit, sausages, and  
bread, or pictures of these. Pictures of shopping  
baskets (see Preparation).

PREPARATION 1 Make a photocopy of the four different shopping  
baskets for each child (see Worksheet 1.3 at the  
end of the book), or make four large pictures of  
the baskets that you can stick on the board.

2 Practise telling the story using the story outline below. Remember  
to use plenty of gestures, mime, and pictures to  
help the children understand.

IN CLASS 1 Tell the children you are going to tell them the  
story of a boy called Timmy who went shopping.

2 Ask them 'Do you ever go shopping? Do you go on  
your own? Or do you go with Mummy or Daddy?'

3 Show them the food (or pictures) and ask them in  
which shop you buy what. Teach the English names

of the shops and write them on the board. If you are using pictures of food, you can stick them next to the names.

4 Ask the children if they have a list of things to buy when they go shopping. Draw one on the board. Ask the children to suggest things to buy. Then wipe these items off so that you have an empty list.

5 Tell the story. (See the story outline below.)

6 Then ask the children to tell you what was on Timmy's shopping list and which shops he went to. Write these on the board.

7 Give the children the pictures of the baskets (or put the large pictures on the board) and tell them that one of them is Timmy's basket when he got home.

8 Tell the story again.

9 Ask the children to discuss in pairs which is Timmy's basket, then ask the whole class which basket they chose and why. (This will probably be done in their native language, which is fine as this activity is designed to practise listening comprehension, not speaking in English.)

### STORY OUTLINE

#### TIMMY GOES SHOPPING

One day Timmy's mother asked him to go to the shops. She gave him a shopping list.

On the list were:

two loaves of bread,

twelve sausages,

five apples,

and six fat fish.

He went to the baker's and bought two loaves of bread.

went-butcher's-bought twelve sausages

went-fruit shop-bought five apples

went-fish shop-bought six fat fish.

On the way home he met a duck who said 'I'm hungry', so Timmy gave her a loaf of bread.

met a dog-said 'I'm hungry'-gave him six sausages

met a donkey-said 'I'm hungry'-gave her three apples

met a cat-said 'I'm hungry'-gave him a fish.

He got home and put the shopping basket on the table.

His mother said:

'Oh Timmy! I said two loaves, not one

twelve sausages, not six

five apples, not two

six fish, not five.  
Next time we'll go together!'

COMMENTS The food and shops should reflect the children's environment-the example given here is for children who live in southern Europe.

FOLLOW-UP1 1 Tell the story again, but change the name of the child and the numbers of items to fit a different basket on the picture.

2 Ask the children which is the correct basket.

FOLLOW-UP2 Tell the story again, but ask the children to give you different details.

FOLLOW-UP3 1 Draw a cartoon strip of the story with empty speech bubbles.

2 Make copies and give them to the children. Ask them to complete the speech bubbles.

You can either let them make up their own words, or give

them sentences that they have to match to the correct speech bubble.

FOLLOW-UP4 The children act out the story. If their English is limited, give each child a role and get them to come to the front and mime the story as you tell it. If they know more English they can say the words spoken by the characters.

#### 1.4 Complete a grid

LEVEL AU

AGE GROUP A, B

TIME 20 minutes

AIMS Linguistic: recognizing the English names of letters, numbers, and colours.

Other: to practise using a grid, spatial awareness.

DESCRIPTION The children make a picture by listening to the teacher and colouring squares on a grid.

MATERIALS A large piece of paper for the teacher, copies of empty grids for the children, coloured pencils, and chalk.

PREPARATION 1 Draw a grid like the one illustrated below, if possible on a large piece of paper so that the children can see it clearly.

2 Write the numbers and letters you want to practise along the sides. These could simply be 1-10 and A-J,

or you might want to practise problematic numbers and letters, for example, 13 and 30, 14 and 40, or E, I, C, and S.

3 Make a copy of an empty grid for each child.

4 Use your grid to make a simple coloured picture, either using one of the examples below, or one that fits the topic you are working on.

#### IN CLASS

1 Draw a large grid on the board and write along the sides of it the numbers and letters you have chosen to practise.

2 Say the number and letter of one square and then invite a child to come to the board to show the square you are referring to. Say a colour, and let him or her choose the chalk to colour the square. For example: A5, red. Do this a few times until the children have got the idea of the grid and you have built up a simple picture.

3 Tell the children that they are all going to make a picture like this.

4 Give out the empty grids and ask them to copy the numbers and letters from the board. If you have no photocopier, they will have to draw their own grids or use squared paper.

5 Call out the letters, numbers, and colours of the squares in your picture, marking off the squares you have said on your master copy. You will probably need to say all the squares two or three times to let the slower ones catch up and so that all the children can check their work.

6 Ask the children what the picture shows. Then show them your master picture so they can see if they got it right.

#### FOLLOW-UP

The children can make up their own pictures and dictate them to one another-warn them to make them simple! If you are studying a topic, get them to draw something connected with the topic. You can display the pictures as a vocabulary poster.

#### 1.5 The Pied Piper-listen and draw a route

##### LEVEL

2, 3

##### AGE GROUP

B, C

##### TIME

30 minutes

##### AIMS

Linguistic: to practise listening for detail,

prepositions of movement.

Other: to practise map skills, spatial awareness.

DESCRIPTION The teacher tells the story of the Pied Piper of Hamelin. The children listen and draw where he led the rats on a map.

PREPARATION 1 Make two copies of the map for yourself, and a copy of the map for each child (see Worksheet 1.5 at the end of the book).

2 Draw the route on one of your copies of the map. Leave the other one blank to show the children.

3 Practise telling the story.

IN CLASS 1 Show the children a picture of a tall man with a flute and lots of rats. Ask the children if they know who he is.

2 Tell the story of the Pied Piper (see story outline below).

3 Give the children their copies of the map and check that they understand the English for the main features (bridge, hill, castle, road, house, wood, river). You can ask them to write the words on their own maps.

4 Explain that you are going to tell them where the Pied Piper took the rats, and that they must draw it on the map.

5 Describe the route in English, once before they start to draw, so that they get a general idea, then again a couple of times while they are drawing.

6 Let them compare their routes, then describe the route once again, and finally show them your master copy so that they can check their work.

### STORY OUTLINE

#### THE PIED PIPER

Once upon a time there was a town called Hamelin. The people in the town had a problem: the town was full of rats!

There were rats in the street, in the houses, in the schools, in the shops, even in their beds!

'We must get rid of the rats!' the people said. But how?

Then, one day, a strange man came to the town. He wore a tall hat and had a flute. 'I can get rid of the rats', he said. 'What will you give me if I take them all away?'

'Lots of money!' said the people.  
So the Pied Piper started to play his flute. Strange music came out of the flute, and soon rats came out of all the shops, houses, and schools. The road was full of rats! They all followed the Pied Piper. The Pied Piper led the rats:  
over the bridge,  
up the hill,  
down the hill,  
round the castle,  
along the road,  
past the little house,  
through the garden of the big house,  
into the wood,  
out of the wood,  
and into the river.

FOLLOW-UP 1 Give the children sentences from the story with words missing. They have to look at their maps to guess the missing words.

FOLLOW-UP 2 Ask the children to make up their own routes and describe them to each other.

FOLLOW-UP 3 Move the classroom furniture to represent the map and get the children to act out the route as you tell the story.

FOLLOW-UP 4 Tell the rest of the story-for sources see the Further Reading section.

COMMENTS Remember that you can make this activity easier or more difficult by using more or less complicated language. To make it easier you can repeat words or sentences, or to make it more difficult you can add details that are not necessary for drawing the route, such as 'and there were brown rats and black rats and big rats and small rats'-the children have to listen harder.

### 1.6 Make an instructions machine

LEVEL 2, 3

AGE GROUP B, C

TIME 40 minutes

AIMS Linguistic: adverbs, questions, following spoken instructions.

Other: to develop manual dexterity.

DESCRIPTION The teacher shows the children how to fold paper to make a simple model that can be used to give instructions (or tell fortunes).

MATERIALS Cards with action words and adverbs on (see Preparation), an 'instructions machine' which you have made (see below for how to do this), and a copy of Worksheet 1.6 (see back of book), scissors, and coloured pens or pencils for each child.

PREPARATION 1 Practise making the 'instructions machine' yourself, and then practise making it at the same time as saying how to make it.

2 Make some small cards with these words on them: jump, hop, skip, dance, quickly, slowly, loudly, quietly.

IN CLASS Part One

This introduces the idea of instructions.

1 Write the words on the board, and check that the children know them.

2 Put the cards in two piles: verbs and adverbs. Take one card from each pile so that you have one verb and one adverb, and ask the children to do the action: for example, jump quickly, or sing loudly.

3 Then ask for a volunteer to take a card from each pile. They should not say what is on them out loud, but do the action.

4 The class has to guess which words he or she has got.

Part Two

5 Show the class the 'instructions machine' you have made and show them how it works. Tell them they are going to make one themselves. They will need to clear their desks and have coloured pencils ready.

6 Give out Worksheet 1.6. Tell them how to make the 'instructions machine', stage by stage, using the instructions below, demonstrating as you go. Do not go on to the next stage until everybody has finished the previous one! At Stage 3, use the words on the board to make up instructions to write in the 'machines'.

7 Let them play with their 'instructions machines'.

#### HOW TO MAKE AN INSTRUCTIONS MACHINE

1 Find the squares on the corners of the sheet of

paper. Write in them 'What's your name?', 'How old are you?', 'Where do you live?', and 'What's your favourite colour?' (Pause)

2 Find the circles. Colour them red, orange, yellow, green, blue, purple, black, and brown. (Pause)

3 Now find the empty triangles. Write an instruction in each of them. (Pause)

4 Now turn the paper over. (Pause)

5 Now fold the square in half along both diagonals and open it again. (Pause)

6 Now fold each corner to the middle. (Pause)

7 Turn it over. (Pause)

8 Fold the new corners to the middle. (Pause)

9 Fold it in half and open it again. (Pause)

10 Fold it in half the other way and open it again. (Pause)

11 Now-the difficult part-put your finger and thumb in the flaps in the corners, and push upwards and to the middle.

The instructions machine works like this. Working with a partner:

1 Ask your partner to choose a question. If the question is 'How old are you?', open and close the machine once for each year of their age. If the question is 'What's your name?', 'Where do you live?', or 'What's your favourite colour?', spell the answer out loud and open and close the machine once for each letter.

2 Ask your partner to choose another question. Do the same thing with the answer.

3 Open the machine to the coloured flaps and ask your partner to choose one of the colours. Open the flap of this colour and your partner has to follow the instructions under the flap.

**FOLLOW-UP** Ask the children what other instructions they could put in the machine. Show them how to make correct sentences and then let them make another machine with these in.

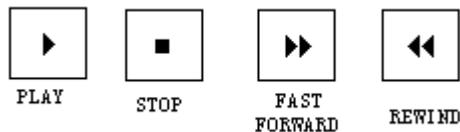
**VARIATION 1** Instead of instructions, write predictions to make a fortune-telling machine.

**VARIATION 2** Give instructions to make other simple folded paper figures, to go with topics you are working on: for example, if you are working on animals, make a zoo

or Noah's ark. (See under 'Creative activities' in the Further Reading section for examples of books on paper folding.)

### 1.7 The teacher is a cassette player

<u>LEVEL</u>	2, 3
<u>AGE GROUP</u>	B, C
<u>TIME</u>	20 minutes
<u>AIMS</u>	Linguistic: listening and writing. Other: to encourage a sense of responsibility among the children.
<u>DESCRIPTION</u>	This is a dictation with a difference: the teacher acts as a cassette player' which responds to spoken commands.
<u>PREPARATION</u>	Choose a short text to work with, perhaps from your coursebook.
<u>IN CLASS</u>	1 Ask the children what buttons you find on a cassette player. As they tell you, write the English names on the board like this:



2 Tell the children that you are going to give them a dictation that is rather unusual. Explain that you are a cassette player and that when they say the commands on the board, you do what they say. They have to write down what the 'cassette player' says. The 'cassette player' cannot do anything without a command in English. Check that the children understand by asking 'What do you say to make me start?'

3 Say 'Right, we're ready to start' and wait until someone says Play.

4 Start to read the text at a normal speaking pace and keep going until someone (usually in desperation!) says Stop. At first it will probably be chaotic: be patient, and resist the temptation to interfere, to speak more slowly, or to stop-it is very important for the success of the activity that you are a 'machine' that only obeys their

commands.

5 Carry on like this to the end of the text.

6 When they have finished, ask them to check what they have written in pairs and to look for mistakes. Then go through the text with the whole class.

FOLLOW-UP

This is an activity where feedback (see Introduction, page 19) can be very fruitful as it gives the children a chance to reflect on what they have done. Ask them if they liked the activity. Why? Why not? How could they do it better next time? Write down what they say, and the next time you do this kind of dictation, get them to remember their comments before you start.

COMMENTS

This dictation has the advantage of handing the control over to the children. They can go back and forwards as often as they like. It is important to remember that a cassette player has no mind of its own and no speed control, and that the speed of the dictation should be a normal talking pace.

1.8 In the playgrounds picture dictation

LEVEL

2

AGEGROUP

All

TIME

20-30 minutes

AIMS

Linguistic: vocabulary (actions), prepositions, the present continuous, there is, there are, listening for detail.

Other: to develop spatial awareness and drawing and colouring skills.

**DESCRIPTION** The children have a picture of an empty playground to fill in. The teacher describes what is happening in the playground and the children listen and draw what they hear.

**PREPARATION** 1 Make a copy of Worksheet 1.8 (see back of book) for yourself. Decide on some interesting but easy-to-draw playground activities and draw children doing them (stick figures will do). 'Me activities can be everyday ones (for example, running), or unusual (for example, a dragon coming through the gate!).

2 At the same time, think about how you are going to describe these activities to the class. You may find it useful to write an outline description for

yourself.

3 Make a copy of Worksheet 1.8 for each child. If you do not have access to a photocopier, draw a simple playground (just a fence and a corner of a building will do) for the children to copy.

#### IN CLASS

1 Check the main points of vocabulary with the children, using mime or pictures on the board. Useful words might include: top, bottom, left-hand, right-hand, corner, middle, girl, boy, by/next to, fence, running, jumping, standing, talking, and colours.

2 Give out the photocopies of Worksheet 1.8, or draw the empty playground for the children to copy. Explain that you are going to tell them in English where the children are and what they are doing, and that they must draw them.

3 Practise the activity with just one of the children in the picture. Check that the class understand what to do.

4 Tell them that they should just listen the first time you describe the whole picture, not draw. Describe it.

5 Then describe each child in the playground individually, pausing after each one so that the children can start to draw.

As children often take a long time drawing, just give them enough time to start each figure, and then let them finish at the end of the dictation. Explain this if they panic.

6 Describe the picture one more time so that they can check their work, either individually or in pairs.

7 Show them your master picture.

#### VARIATION

You can adapt this activity to suit the topic you are working on: for example, a house and garden, a birthday party tea, in the street, in a shop, or by the sea.

#### FOLLOW-UP 1

1 With some pictures, for example of a birthday party tea, you can talk with the children about the picture and ask them what the people in it are saying to each other.

2 The children say these dialogues to each other in pairs, and continue the conversation if possible.

#### FOLLOW-UP 2

The children can act a 'living picture' like the one

they have just drawn, in which each group of children has to say something.

## 导读二

### 会话

#### 篇章介绍

儿童学习英语会话有不少有利条件，他们喜欢讲话唱歌，喜欢学人说话，善于模仿，不怕重复。多数儿童乐感与节奏感较强，他们学一首歌往往比学一段话容易。教儿童歌谣，也有利于他们掌握英语节奏。

当然，学生要说外语有一定的难度，因为他们必须掌握一定量的词汇、发音、结构和功能等。但是教师可以从短语、短句入手进行教学，让学生练习一些问候语、请求、课堂用语以及简单问句。这样可以使学生熟悉英语的语音、语调和句子的节奏，培养语感，而又不必为讲话的内容操心。

随着儿童语言能力的提高，可以增加自由度较大的活动，如讲故事、收集信息的活动等。应该重视活动的“最后产品”（如完成图画、图表，进行演出等），因为“最后产品”往往是激励学生开展活动的重要动力。

开展口语活动时要防止儿童使用母语。这就要求教师选择难易恰当的活动，要求学生完成的任务也必须是他们力所能及的。此外，要使学生明白什么时候必须讲英语，什么时候可以讲一点母语。

#### 阅读参考

根据我国中小学英语教学的实际情况，见缝插针地教学生一些简单的英语歌曲、歌谣，可以帮助学生掌握英语语音、语调和节奏，熟悉单词，培养语感，提高英语学习的兴趣。

在开展口语活动时，应充分发挥儿童善于模仿、不怕重复的特点，反复实践，不必多讲语法。对初中刚开始学习英语的学生，要鼓励他们多模仿、多实践，使他们明白必要的重复是学好语言的必由之路。

开展口语活动要有明确的语言要求，自由度要恰当。初中开始学习英语的学生思想较丰富，但语言表达能力很弱。因此既要鼓励他们多讲，又要说服他们避免表达比较复杂、明显超过他们英语表达能力的思想内容，这样才能取得较好的效果。若能听、说结合，读、说结合来开展活动，对提高学生的口语能力将是很有益的。

本章介绍的大部分活动有一个共同点，即要求学生主动参与，或编练习，或编问题，或提供信息，或讲述图片。这些活动自由度较大，难度也比较大，但是容易激发学生的兴趣，能较好地调动学生的积极性。活动 2.4 与 2.6 还可以将说与写的训练结合起来。

#### 具体活动导读意见

本章共介绍了 7 项活动，按其语言训练目的可分为：一、基本会话句型练习活动

##### 1. 若干简单的会话活动（2.1）

“寻找伙伴”（Find your partner）的语言要求是熟悉 Hello, what ’

s your name? 和 My name is...的句型。

“是哪个？”(Which one is it?)的语言要求是用 He/she/it is... 与 He/she/it has...句型描述人与物。

“捉迷藏”(Hide and seek)的语言要求是熟悉 Is it In...? 问答式及说明地点的介词短语,如: on the table, in the corner, under the chair, near the door 等。

“模仿与猜测”(Mime and guess)的语言要求是熟悉现在进行时等。

通过上述或类似的活动练习基本句型容易激发儿童的学习兴趣,比机械的句型操练效果要好得多。在进行单项句型训练的基础上,教师还可以根据需要将可能把几个句型组合在一起,设计一项活动,例如“猜一猜她是谁?”这类活动可以起到很好的复习作用。

## 2. 农场里——信息交流活动阳(2.2)

该活动要求学生熟悉 there is/are 的结构以及 It's + colour, It's in...的句型。基本活动方式是:学生结对,各持一张画。画面原本相同,但省略了不同的部位。学生轮流向

对方描述画面,并根据对方的描述,把自己的画补充完整。

这类活动既可以是一种信息交流活动(information gap activity),也可以是看图说话活动,还可以演变成描述现实的活动。教师可以让学生讲讲他们熟悉的周围事物,如“我们的教室”、“我们的班级”、“图书馆”、“操场上”、“我的房间”、“我家的厨房”等。

本活动需要结对双方配合,鼓励学生相互合作。

## 二、提问和回答问题的活动

### 1. 班级调查——最喜爱的运动(2.3)

该活动的目的是练习 what 问句,熟悉各项体育运动的名称,并练习用表格整理收集到的信息。

活动时,用几分钟时间让学生用汉语,进而用英语说出一些体育运动项目的名称。把这些名称写在黑板上,要求学生掌握其正确的发音。把 What's your favourite sport? 也写下来,让学生朗读,学会提问。然后对收集到的信息进行整理。可以先全班活动,在黑板上画出表格进行示范,然后学生分组活动。如果时间允许,最后各小组可以派代表向全班汇报,并将信息汇总,制作成图表。

开展本活动时,教师应根据学生的实际水平控制运动项目的数量及项目名称的难度。如果学生已学过比较级与最高级,可以要求学生结合比较级与最高级的复习多讲几句。如:

I like ping-pong, but I like swimming better.

I like football best.

Volleyball is more interesting than basketball.

Han is the best swimmer in our class.

开展本活动时,也可以要求学生结合“我最喜爱的体育运动”多说一两句。

“最喜爱的体育运动”是个很好的话题。采用“业余爱好”、“最喜爱的食品”等其他话题也会收到同样良好的效果。

### 2. 健康调查(2.6)

该活动要求学生练习讲一些有关保持健康的短语与句子,练习用 what,

when, how often, how long 等提问并作出相应的回答。这项活动对学生培养健康意识、提高思维能力也很有意义。

开展活动时，教师提出话题 How can we keep healthy? 先请学生提供意见，把他们的想法写在黑板上，然后让学生围绕这些意见进行问答，作为示范。为了提高学生的兴趣，可以请一位学生提问，并由他指定一位学生回答，然后由后者提问，并请另一位学生回答，如是反复数次。在这之后，分小组进行活动。问句举例如下：

How often do you watch TV?

How often do you eat vegetables?

When do you go to bed?

How much sleep do you have every day?

What fruit do you like to eat?

How many meals do you eat every day?

如果时间允许，还可以以个人或小组为单位开展后续活动 1。

### 3. 说谎 (2.7)

这一活动的内容我国儿童可能不习惯，有关的词汇与短语可能也不熟悉。如果要开展这类活动，教师应加以改编，变换内容，并提供有关的同义、短语与句子。

### 三、语音练习活动

“绕口令”(2.4) 这一活动旨在练习特定的语音，用语言创造性地开展游戏。活动的主要方式是仿照示例编写绕口令。

语音练习往往很枯燥，不易引起学生的兴趣。但经过适当编排的绕口令是一种目的明确、富有趣味而且很有效的练习材料。绕口令可以用来训练元音、辅音和特殊的语音现象。本活动中举了两个例子，一个是词首辅音 /s/ 的重复，另一个是元音 /æ/ 的重复。我国各地区学生受方言影响，发音困难各不相同，但一般说来，在双元音、个别单元音与辅音及失去爆破、连读等方面困难较大。教师可以根据需要编写灵活多样的训练内容。

最好教师决定绕口令的训练目的，利用学生学过的词汇编一些例子，写在黑板上，要求学生参与编写。具体步骤可参考本活动中列出的各点。然后要求学生反复、连续朗读，在正确朗读的基础上加快速度。小学生练习绕口令，可以分组比赛，决出优胜者，提高兴趣。

### 四、讲故事活动

让学生讲故事是一项难度较大，但又是能较好地发挥学生积极性的活动。“三只小猪”(2.5) 这一活动旨在用图片引导学生讲故事，培养他们的口述能力。

活动时，教师将必要的词语写在黑板上，教给学生；将图片贴在黑板上，把故事的题目告诉学生；然后用图片、动作、手势等让学生了解故事的大致内容。此后，让不同的学生就每张图片作一些描述，选择其中的一二句写在黑板上，当作保留句，最后串成一个故事，作为学生集体创作的成果。对一些不太习惯讲英语的学生，教师可以用问句启发他们开口说话。最后，教师可要求学生不看黑板轮流讲述故事，可重复几遍，以便使更多的学生得到锻炼。如果时间允许，还可以分组进行活动，让学生扮演“狼”和“小猪”等角色来讲故事。

## 2 Speaking

Teaching children to speak a foreign language can be very rewarding, as they are less self-conscious than older learners. Children love to have little conversations, sing songs, and learn short phrases, and it is easier for them to attain native-like pronunciation. In activities such as 2.2, 'On the farm', or 6.4, 'Happy families', they can repeat key language without it becoming boring.

Children also respond strongly to music and rhythm, and you will find that they are more easily able to learn a chant or a song than a spoken text. Songs and chants are also useful for teaching the stress pattern and rhythm of English-see Chapter 7, 'Songs and chants'.

However, teachers often find speaking a difficult skill to teach, because learners have to master several different elements of language in order to say what they want: vocabulary, pronunciation, structures, functions, and so on. This is why it is easier to teach short, set phrases first, such as everyday classroom language like greetings and requests, or 'What's your favourite sport?' in basic information gathering activities such as 2.3, 'A class survey'. This gets the children used to the sound, feel, and rhythm of the language, without having to worry too much about how to formulate what they want to say.

As children get older they become better able to use and manipulate the language, and you can add less tightly controlled activities such as storytelling (for example 2.5, 'The Three Little Pigs'), or information gathering (for example, 2.6, 'A questionnaire on health'). It is important to bear in mind that children need to see the reason for doing the activity-for example, to complete a picture, to find information in order to make a graph, or to put on a performance. This end-product is an important motivating factor, often more important than the topic itself.

A common problem in monolingual classes is that the children lapse into their own language, often through frustration at not having the English to do the task. Choose tasks that are within their capabilities and make it very clear when they can and cannot speak their own language. If the children know that at the end of a task they will be able to have a couple of minutes' 'relaxation' in their own language, they are more likely to keep to the rules and try to do the task in English.

### 2.1 Simple speaking activities

<u>LEVEL</u>	1, 2, (3)
<u>AGE GROUP</u>	All
<u>TIME</u>	10-20 minutes
<u>DESCRIPTION</u>	Some short, simple activities that develop speaking skills. Find your partner
<u>AIMS</u>	Linguistic: Hello, what's your name? My name is ....
<u>PREPARATION</u>	Write the names of well-known people or TV characters on cards. Each name should be written on two cards, and there should be a card for each child.
<u>IN CLASS</u>	1 Give out the cards and tell the children that they are that person and must find their 'twin'. 2 They ask each other questions until they find the child who has the same card.
<u>VARIATIONS</u>	Give the children simple pictures to describe to each other. Alternatively, you can give them halves of pictures and get them to find their other half; or you can give one a picture and the other a written description. Which one is it?
<u>AIMS</u>	Linguistic: Descriptions of people and things: He/she/it is..., He/she/it has..., colours, etc.
<u>PREPARATION</u>	Find pictures of people in magazines, cut them out, and mount them on card.
<u>IN CLASS</u>	1 Stick the pictures on the board and get the children to give each one a name. Use them to present and practise describing people. 2 'The children work in pairs: one child describes a person and the other has to guess which one.
<u>VARIATIONS</u>	You can use a similar technique with pictures of houses, rooms, towns, or animals. Hide and seek
<u>AIMS</u>	Linguistic: Is it in ... ? Yes, it is/No, it's not.
<u>IN CLASS</u>	1 Give each child an identical picture of a room, or an outdoor scene. 2 The children work in pairs. Each child 'hides' four or five objects in his or her picture (toys, people, coloured mice). 3 They have to ask questions to find out where their partners have hidden their objects. The partner must not lie!
<u>AIMS</u>	Mime and guess Linguistic: Present continuous and other

structures.

PREPARATION Write or draw several actions such as eat a banana or swim in the sea on cards or slips of paper.

IN CLASS 1 Give out the cards to individual children or pairs of children.  
2 Give the children time to prepare a mime of their action.  
3 Get them to do their mime for the rest of the class, who guess the action: for example, They are eating a banana.

## 2.2 On the farm-an information gap activity

LEVEL 1

AGE GROUP A, B

TIME 20-40 minutes

AIMS Linguistic: There is, there are, it's + colour, it's in.  
Other: to encourage children to co-operate with each other.

DESCRIPTION The children work in pairs. Each partner has a copy of the same picture, but with different parts missing. They describe their pictures to each other and draw in the missing parts.

PREPARATION Photocopy Worksheets 2.2a and b (see end of book), or draw or find a similar picture yourself (you can white out the parts of the picture you don't want), and make copies for the children.

IN CLASS 1 Sketch a few fields with animals in them on the board, like this: Then ask the children how they could describe them in English. For example: There are two horses in the big field. They are eating.  
2 Tell the children in their native language that they are going to complete a picture of the farm, and show them the two versions of the picture. Explain that they are going to work in pairs: both partners will have the same picture, but with different parts missing. They are going to take turns to describe the picture and to draw in what is missing.  
3 Put the children in pairs and give out the pictures, one of each version to each pair. Make sure there is no peeping! Let them start.  
4 When the children have finished, get them to check

	by looking at each other's pictures.
<u>COMMENTS</u>	<p>1 This kind of activity, where each child has part of the information and can only get the 'whole picture' by asking his or her classmates, is known as an 'information gap' activity. Information gaps are useful as they are easy to prepare, versatile, and create a need to communicate in the children. They can be based on pictures, diagrams, maps, letters, personal fact files, stories, in fact just about anything.</p> <p>2 If this is the first time you have done an information gap activity, do it with the whole class before the children work in pairs. Divide the class into two halves, A and B. A child from group A describes his or her picture to all the children in group B who then draw, and vice versa.</p> <p>3 1000 pictures for Teachers to Copy by Andrew Wright has some useful pictures of animals.</p>

### 2.3 A class survey-favourite sports

<u>LEVEL</u>	2, 3
<u>AGE GROUP</u>	All
<u>TIME</u>	30-60 minutes
<u>AIMS</u>	Linguistic: questions with what, names of sports. Other: gathering and presenting information.
<u>DESCRIPTION</u>	The children ask their classmates what their favourite sports are, then make a bar chart of the result.
<u>MATERIALS</u>	Copies of the questionnaire grid, squared paper for the graphs, coloured pencils.
<u>PREPARATION</u>	Prepare a copy of the questionnaire grid for each child (see In Class, 6).
<u>IN CLASS</u>	<p>1 Ask the children in their native language to call out as many sports as they can think of in two minutes. Write them all on the board.</p> <p>2 Ask the children if they know the English names of the sports. Write the English names next to the native-language ones.</p> <p>3 In English, ask one or two children What's your favourite sport? and when they have understood the question get the class to repeat it all together. Write the question on the board.</p> <p>4 They now ask three or four of their neighbours</p>

What's your favourite sport?

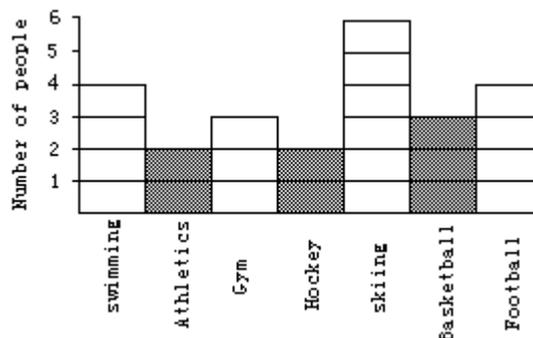
5 Now ask the class, in their native language, if everybody gave the same answer. Ask them if they know which is the most popular sport. Ask them how they could find out.

6 Give out copies of a questionnaire grid like the one below and explain how to fill it in.

sport	How many?	Total
Football		4
Basketball		2

7 The children move around the class, asking each other the questions. Listen in to make sure they are asking in English. If you have a large class, you can divide them into groups of about ten for this stage.

8 When everybody has finished, ask them how they could display the information. You can introduce the idea of a bar chart by stacking up cubes, or drawing squares on the board: one stack per sport, one square or cube per person who likes that sport most.



9 Show them how to draw and complete the bar chart.

10 When the bar charts are complete, stick them on a large piece of paper to make a poster.

FOLLOW-UP 1 Use the bar charts to present and practise comparisons.

VARIATION 1 You can use this technique with lots of topics, to suit your children's age and interests-pop music, sports personalities, television programmes, subjects at school-and the language can vary from the very simple questions used here to more complicated ones.

VARIATION 2 Older children who are familiar with angles and percentages can make pie charts to present their

survey results.

## 2.4 Tongue-twisters

<u>LEVEL</u>	All
<u>AGE GROUP</u>	All
<u>TIME</u>	15-30 minutes
<u>AIMS</u>	Linguistic: to practise given sounds. Other: to play creatively with language.
<u>DESCRIPTION</u>	The children make up tongue-twisters following a given pattern.
<u>PREPARATION</u>	Decide what sounds you want to practise and make up some examples of tongue twisters using these sounds. Models: I saw six silly sausages (repetition of first consonant) Fat cats, black bats (repeated vowel sound)
<u>IN CLASS</u>	I Write up some words containing the sounds you want to practise on the board. Include the words you have used in your examples.

sad	black	mad	bad
fat	bat	man	cat

2 Ask the children if they can add any more words to the groups. Older children can look through their books to do this.

3 Write up your tongue twister on the board, and get the children to practise saying it.

4 Ask the children if they can change any of the words. For example: Bad cats, sad bats.

5 Put the children in pairs, and let them try to change one or two words in the tongue twister, or make up an entirely new one using yours as a model.

6 When everyone has finished, each pair should say its tongue- twister to the class for everyone to try. You can put up some of the best ones on the wall and start a poster.

FOLLOW-UP The children can time each other in groups to see how long it takes each child to say their tongue-twister five times (correctly).

## 2.5 The Three Little Pigs-a story build

<u>LEVEL</u>	2, 3
<u>AGE GROUP</u>	A, B
<u>TIME</u>	25 minutes
<u>AIMS</u>	Linguistic: to draw on the children's language resources to tell a story.
<u>DESCRIPTION</u>	The teacher uses pictures to elicit a story from the children.
<u>PREPARATION</u>	1 Read through the story, adapting it where necessary to suit your children. 2 Practise the board drawings, or make flashcards if you prefer. Board drawings have the advantage of being more flexible, as you can add to them or rub parts out.
<u>IN CLASS</u>	1 Pre-teach any vocabulary you think necessary-for example, woo', blow, straw, wood, bricks. If you tell the story in the past tense, make sure the children recognize the past tenses of verbs such as blow, build, and run. 2 Explain to the children that you are going to tell them a story, but that you cannot speak (perhaps you have a very sore throat)! You can only use pictures and mime-they must try and guess what you are trying to say. Give them the title of the story. 3 Put up or sketch a picture and elicit some sentences from the children. Use gestures such as nodding, shaking your head, or making a puzzled or encouraging face to correct them until you have got more or less what you want. Get one or two children to repeat the sentence.

### THE THREE LITTLE PIGS

This is the story of Three Little pigs and the Big Bad Wolf.

The first pig built a house of straw.

The second pig built a house of wood.

The third pig built a house of bricks.

One day the Big Bad Wolf was hungry.

He blew down the first pig's house. The little pig

ran to his brother's house.

The wolf was still hungry. He blew down the second pig's house. The two pigs ran to their brother's house.

The wolf was still hungry. He went to the third pig's house. He blew and blew and blew, but the house didn't fall down.

He climbed on to the roof and jumped down the chimney.

He fell into the fire! Ooowww! He climbed up the chimney very fast and ran away.

The Three Little pigs lived happily ever after.

COMMENTS It is fun not to speak at all, but it can be very frustrating, so be flexible.

VARIATION 1 Stories which include a puzzle work well, especially for older children, but any short story with a strong story line will work. There are some useful pictures and stories in Andrew Wright's book 1000,ffcturesfor Teachers to Copy (see Further Reading section).

VARIATION 2 Use Cuisinaire rods to tell the story, filing them to the board with blu-tak.

FOLLOW-UP 1 The children draw pictures of the story.

FOLLOW-UP 2 The children dramatize the story and perform it for another group.

FOLLOW-UP 3 The children write a modern version of the story, or from the wolf's point of view-see 4.6, 'Story writing'.

## 2.6 A questionnaire on health

LEVEL 2, 3

AGEGROUP (A), B, C

TIME 45-60 minutes

AIMS Linguistic: questions and answers: how often, frequency vocabulary.

Other: to develop an awareness of a healthy lifestyle.

DESCRIPTION The children think about how to keep healthy, and then ask each other questions on health and fitness.

PREPARATION 1 Read through the questionnaire on Worksheet 2.6 (see end of book). Add questions if you wish, and take out any that are not relevant to your children.

2 Make copies of the questionnaire for each child.

IN CLASS 1 In their native language, find out what the children understand by 'healthy'. Ask them if they think they are healthy. Tell them the word in English and ask them what we should do to keep healthy. Note their ideas on the board.

eat fruit	don't smoke	eat
drink milk	do sport	vegetables
sleep	don't watch too much TV	

2 Show them the questionnaire and tell them it is a test of how healthy they are. Explain that they are going to ask each other questions and note down the answers on the worksheet.

3 Using the ideas on the board, practise making questions. For example, if they have suggested 'eat fruit and vegetables', the questions could be How often do you eat fruit? and How often do you eat vegetables?

4 Put the children into pairs (see 6. 1, 'Forming groups'). Give out the questionnaires and get them to practise the questions. You can write the questions on the board for them to refer to.

5 Tell them to put ticks for their own and their partner's answers.

6 Change the pairs and let them start.

7 When they have all finished ask how healthy they are., Who got the most Cs?

FOLLOW-UP 1 Get the children to write a few 'good health resolutions' in English. This practises using going to for plans.

FOLLOW-UP 2 Get the children to make a 'good health poster'.

FOLLOW-UP 3 Older children can try to make up their own questionnaire on a different topic-you will need to help them with facts and language.

FOLLOW-UP 4 The questionnaire can be given to other groups in school.

## 2.7 Telling lies

<u>LEVEL</u>	2, 3
<u>AGE GROUP</u>	B, C
<u>TIME</u>	40-50 minutes, or 2 sessions of 20-25 minutes
<u>AIMS</u>	Linguistic: asking and answering questions. Other: memorizing details, to gain confidence.
<u>DESCRIPTION</u>	The children invent an alternative personality for themselves and then are questioned in detail about it by two or three 'Secret Police'. They have to try to escape discovery.
<u>PREPARATION</u>	1 Make copies of the 'Secret file on 003' on Worksheet 2.7, or write an alternative personal history for yourself and make a copy for each pair of children. 2 Make a copy of the blank 'Secret file on 004' for each child (or you can draw one on the board for the children to copy).
<u>IN CLASS</u>	Part One 1 Arrange the furniture to look something like this: 2 Draw a blank 'Secret file' on the board, and check that the children know the questions they need to ask to fill it in. 3 Explain that you are a spy escaping from the Secret Police and that you have invented a new identity for yourself Show them your 'Secret file on 003'. They are the Secret Police and this is the frontier; if you can answer all their questions correctly you will escape. 4 Ask for four or five volunteers to interrogate you. Explain that the rest of the class are all Secret Police and can hear the answers over a microphone. If you give any wrong answers they can arrest you. Get the volunteers to sit in the questioners' seats. Put the rest of the class in pairs and give out the copies of your 'Secret file on 003'. 5 If you want to, you can add a bit of theatre by arriving at the frontier, showing a guard your passport, he sends you into the office, you say you don't understand anything, etc. Then the interrogators question you. 6 When you have finished, divide the children into groups and get each group to make up a group 'Secret

file'. Each member of the group makes a copy of it. Part Two (You could stop the activity here and take the 'Secret files' in to continue in another lesson.)

7 Regroup the children in such a way that there is one member from each 'Secret file' group in each new group.

8 The new groups set up their frontier posts and take it in turns to be spies and Secret Police. The questioners take the first suspect's 'Secret file' and the questioning starts. The winning team could be the 'Secret file' group that gets most spies across the frontier.

#### VARIATION

The children have to make up a story to explain where they were between, say, 6 o'clock and 9 o'clock to the police who are questioning them. In the classic version of this activity, 'Alibi', two children make up a story and are questioned separately. The questioners are looking for differences in their answers.

#### COMMENTS

Be aware of your children's personalities when grouping children: dominant children should not be 'questioners' to sensitive or timid children.

Acknowledgement

I would like to thank Paul Gentle who gave me the idea for this activity.

## 导读三

### 阅读

#### 篇章介绍

儿童什么时候开始阅读英语并无硬性规定，教师可以根据儿童的母语阅读能力及阅读英语的需要与兴趣而定。

要发展儿童阅读英语的能力，重要的条件是要有合适的阅读材料。阅读材料一定要有趣，这样才能吸引孩子。它可以是对话、连环画或故事等。教师在选择阅读材料时，既要防止语言过难，又要避免只考虑语言简单，不顾内容，导致内容过于幼稚。总之，内容必须符合儿童的年龄与兴趣。

如果教学对象是幼儿，可以让幼儿看图，教师将图画中的故事大声念给幼儿听，引导他们去注意词，帮助他们把音、形、义结合起来，逐步发展阅读能力。

帮助儿童阅读理解，以及检查儿童是否看懂阅读材料，有许多方法，最常用的方法是问答。是非题也很受欢迎。本章还介绍了分类整理（见 3.4，Sort it out）等方法。

有条件的话，可以建立班级图书架，鼓励学生阅读英语。也可以让学生做一张自己的阅读卡，记下他们已读的书和对这些书的评价。教师应将教学中取得的成果和出现的问题及时记录下来。

#### 阅读参考

阅读历来是中国人学习英语最主要的途径。近年来，强调儿童学习英语从听、说入手，加强口、耳训练，读、写跟上，这已逐渐成为人们的共识。不过，阅读由于最为方便和经济，除了书和词典外不需要其他设备，因此仍然是中国人（不管是孩子还是成年人，初学者还是深造者）学习英语的重要途径。

本章提供的阅读活动从阅读单词、句子、对话入手，很适合初学者。有些活动阅读与动手（如画图、着色、剪贴、制作食品）相结合，可以增加兴趣。有些活动读、写结合，有些活动阅读与算术相结合，有些活动训练仔细阅读，有些活动训练快速阅读，有些活动在阅读中加强逻辑思维训练，各有侧重，教师可以选择采用。上述活动对小学英语教学很适用，对初中英语教学也有一定的参考价值。

#### 具体活动导读意见

本章共介绍了 7 项活动，根据其训练的重点可分为：

##### 一、训练仔细阅读的活动

这里介绍的 5 项活动都要求学生仔细阅读，加深理解，多数还同时进行逻辑思维的训练。

##### 1. 制作贺卡（3.1）

这是一项包括画图、着色、剪贴以及读与写的综合活动，很适合小学生。

开展这一活动应注意两点：1) 教师应在活动之前将表示颜色的单词以及画、剪、粘贴等动词写在黑板上或做成闪视卡片，教给学生；2) 要求学生读懂指示，按指示去做。

### 2. 解决问题 (3.2)

这是一项阅读与算术相结合的活动；运算的结果如果以回答方式出现，则又是与说或写结合的训练活动。教师可以根据学生的水平出题，注意语言的难易程度恰当。

### 3. 晾衣绳 (3.3)

该活动在语言上要求学生熟悉各层楼及衣服的名称；另外要求学生根据已有信息进行推理、解决问题，训练逻辑思维能力。开展活动时应注意下列几点：1) 学生知晓各楼层的英语名称；2) 学生知晓各种衣服的英语名称(如考虑时间有限，可以事先将楼层和衣服的名称教给学生)；3) 鉴于我国有些学生对外国人姓名感到困难，最好将所有住户的名字事先写在黑板上，由教师带读，这样可以避免产生混淆；4) 务必使学生清楚活动的内容与要求：公寓里各家衣服都晾在花园里的晾衣绳上。一天，刮大风，衣服被风吹得落成了一堆。要求孩子们仔细阅读提供的信息，好好思索，推断出每件衣服的主人是谁以及这位主人住在哪一层楼。

这项活动有一定难度，但很有趣，也很有意义。教师还可以变换话题，开展同类活动。

### 4. 整理文章 (3.4)

该活动要求学生仔细阅读，通过鉴别、整理，领会文章的组织与结构。

教师有意将 2 篇或 3 篇短文混在一起，组成 1 篇文章。要求学生通过阅读文章、整理句子，将文章拆开，并还原成原来的短文。这类活动可以帮助学生了解文章的组织与结构。

学生初次参加这类活动会有一些困难。教师选文宜短不宜长，宜浅不宜深。各短文宜有不同主题，易于区别。教师只是将各短文句子穿插在一起，不改变它们的次序，这样可以降低难度。最有效的方法是先解决题目(见 IN CLASS)，题目明确等于打开了锁，以后就是如何登堂入室了。学生用不同颜色的笔在句子下划线代表不同短文是个很好的方法，值得采纳。另一种方法是用直线、波浪线或双线等代表不同的短文。本项活动的最后一道工序是核对。应该允许学生发表意见，这也是交流和总结经验的过程，并能帮助学生了解文章的组织与结构。为了便于表达，交流、总结可以用母语进行。这类活动需要进行多次才有收获。教师可以根据实际情况，调整难度。

### 5. 你的幸运数字 (3.7)

这也是一项阅读与算术结合的活动。语言方面要求学生熟悉数词和一些数学名词，如 add, subtract, count 等，还要求熟悉一些几何图形名称，如 square, circle, triangle, rectangle, star 等。如考虑时间有限，数学名词与几何图形名称可先教给学生。活动的第一步教师可以带全班共同完成，作为示范。以后可以分小组或结对子继续开展活动。教师可以根据学生水平调整指示，这样更能切合班级的实际情况。

## 二、训练快速阅读的活动

这两项活动都是为了训练快速阅读。要求在规定时间内抓住要点，不为个别生词与短语困扰。规定时间宜短。1. 在餐馆里 (3.5)

这也是一项阅读与算术相结合的活动。在语言方面要求学生熟悉与在饭

店用餐有关的一些词汇、短语、句子和一些菜肴、饮料、甜点的名称。活动开展的过程是：学生阅读一段在饭店用餐时的对话，参考菜单，写出帐单并计算出用餐费用，也可进一步计算每位顾客的用餐费用。

教师可以根据学生的语言水平与需要，设计菜单（可使用不同货币），选用或编写多种饭店用餐对话。也可以转变话题，改为在超市购物，在百货公司购买衣服、文具或在商品博览会上等。

## 2. 制作奶昔 (3.6)

这是一项阅读与制作食品结合的活动。在语言方面要求学生熟悉一些食品、原料、器皿的名称，以及与制作食品有关的一些动词和用语。活动分两个阶段进行。

第一阶段是准备工作。教师可先帮助学生复习食品、原料、器皿的英语名称，将生词教给学生。让学生在在规定时间内阅读 5 份购物清单，回答问题。正确的做法是学生先阅读问题，然后阅读购物清单，这样可以心中有数。教师出示 3 份食谱，让学生在在规定时间内找出与之相配的购物单（5 份中选 3 份）。

第二阶段是制作食品。按食谱分组，学生自由参加，但每组人数不宜太多。教师将有关单词教给学生。每组准备好所需原料及器皿用具，阅读食谱，按照指示操作。

如果时间允许，还可以开展后续活动。在小组内轮流介绍需要的原料及制作过程，最后由每小组派代表向全班做介绍。这样便是在阅读的基础上进行说话训练。教师也可以根据实际情况与需要安排食谱，如做色拉、三明治、蛋炒饭、蛋花汤等。

### 3 Reading

All children need to learn to read, but when should they start to read in English? here is no hard and fast answer, and each teacher has to evaluate his or her own class. Here are some criteria to bear in mind:

- How well can the children read in their first language?
- Do they need to learn to read in English at this stage?
- Do the children use Latin script in their first language?
- Do the children show an interest in reading in English?
- What are you going to ask the children to read? words? sentences? short stories?

One way into reading with very young children is to read them stories aloud from a picture book. Show them the words and pictures as you read, and they will begin to associate sounds and meaning with written symbols. For ideas on how to use children's books see *The Primary Teacher's Story Telling Handbook* by Gail Ellis and Jean Brewster (see Further Reading).

In this chapter you will find some examples of techniques that you can use with reading texts in your coursebook, and texts of your own. Your coursebook is probably full of texts of one kind or another-dialogues, cartoons, and so on-but you will probably find that they are under-exploited. The most common type of task accompanying a reading text is comprehension questions, but these represent only one of a whole range of techniques that can be used to help, and check, the children's understanding of what they have read. True-false questions are a variation on comprehension questions which children enjoy. Another technique for exploiting texts is given in 3.4, 'Sort it out'.

When choosing reading material for your children, try and find texts that are enjoyable and interesting, so that the children will want to read them. Stories are always popular, and factual texts are an excellent way of linking English with other subjects. Recently, there has been a lot of emphasis on the use of authentic reading material in the language classroom, both for the language content and because children need to learn to interpret non-linguistic cues such as pictures. However, authentic materials for young children (cartoons for example) are often full of idiomatic expressions which make them very difficult to use. Books which suit your children's age and interests may well be too hard linguistically, while books with simple language may be too 'babyish'. There are magazines available that are very authentic looking but written especially for young learners (for instance, *Click* and *Crown*-see Further Reading).

There are many readers for all ages and tastes, and it is an excellent idea to build up a class library and to encourage your children to use it. Some teachers like their children to have a reading card on which they note down the books they have read and their opinion of them. The teacher makes a note of achievements and any problems; this can be a valuable way of measuring progress in reading. For more information on using readers, see *Class Readers* by Jean Greenwood in this series (see Further Reading).

### 3.1 Making greetings cards-read and draw

<u>LEVEL</u>	(1), 2
<u>AGE GROUP</u>	A, B
<u>TIME</u>	30 minutes
<u>AIMS</u>	Linguistic: to develop intensive reading skills. Other: to practise drawing, colouring, and cutting-out skills.
<u>DESCRIPTION</u>	The children follow simple written instructions to make a Mother's Day greetings card. The technique can be adapted for other age groups and occasions.
<u>MATERIALS</u>	A large copy of the picture (optional), flashcards (see Preparation, 4), a copy of Worksheet 3.1 (see end of book) for each child, a piece of thin card for each child, an envelope for each card or a large piece of paper, coloured pencils, scissors, and glue.
<u>PREPARATION</u>	1 Make the card yourself so that the children can see a finished one. 2 Make a copy of Worksheet 3.1 for each child. 3 Cut a piece of thin card approximately 50cm x 15cm for each child. 4 Make flashcards with the words draw, colour, cut, stick, and the English names of colours on.
<u>IN CLASS</u>	1 If necessary, teach the children the verbs and colours from the worksheet and put flashcards on the wall for reference while they are working. This can be done in the previous class. 2 Talk a little with the children in their native language about mothers (and about carers in general as some children are not cared for by their mothers but by fathers, grandmothers, foster parents, or childminders), what they do for the children and for the family, and go on to talk to them about Mother's Day. Do they have Mother's Day in their country? If

so, what do they do for their mothers/carers on that day?

3 Tell them that in Britain children give cards to their mothers/carers on Mother's Day. Show them the card that you have made and tell them they are going to make one for the person that looks after them.

4 Put up or sketch a big copy of the picture on the board and check that the children know the English vocabulary, writing it in like this if you think it is necessary:

5 Check that the children know how to read the colours by holding up flashcards with the English words on them and asking them to hold up a pencil of the corresponding colour.

6 Give each child a piece of card and show them how to fold it in half.

7 Give each child a worksheet. Read through the instructions together, checking at each step that the children understand what they are going to do.

8 Let the children start. Go around the class helping out where necessary. The language problems will mostly be vocabulary ones so you will be able to refer them to the board and flashcards.

9 When they finish let them look at each other's cards. Show them how to write 'To ...' and 'With love from ...' on the inside, telling them to write the name of their carer after 'To' and their own name after 'from'.

10 Finally, give out the envelopes and show the children how to write an address.

#### VARIATION

Instead of giving the children ready-made envelopes, you can show them how to fold one themselves as a listening task (see 1.6, 'Make an instructions machine', for the technique).

### 3.2 Problem solving

#### LEVEL

2, (3)

#### AGEGROUP

(A), B, C

#### TIME

30 minutes

#### AIMS

Linguistic: numbers, reading for detail.

Other: basic arithmetical skills, co-operation between children.

#### DESCRIPTION

The children read simple arithmetical problems in

English and solve them.

PREPARATION 1 Prepare some mathematical problems in English (the children's maths book is a good source). If your children are not familiar with British money, use their own country's money.

2 Make copies of the problems.

IN CLASS 1 Put the children in pairs. Write a problem on the board and ask them to try and solve it. Go over it with the whole class and sort out any difficulties with language or arithmetic.

2 Give out the problems and let the children start. Tell them that they can discuss the problems with their partner in their native language if they like.

3 Wait until everyone has finished and go through the answers with the whole class.

EXAMPLES

1 Michael has got two red bricks and four yellow bricks. He has got bricks.

2 Ann has got ten sweets. She gives three to her friend Sally. Now she has got sweets.

3 There are usually twenty children in the class. One day four children are ill and do not come to class. That day there are ..... children in class.

4 It is Peter's birthday. He has got twelve packets of nuts. He has got six friends. He gives packets to each friend.

5 Angela likes toy cars. She goes to a toy shop. The big cars cost one pound, the small cars cost seventy-five pence each. Angela has got five pounds. She buys two big cars and four small cars. Now she has got ..... pence. (1 00 pence = 1 pound)

VARIATION Another way of presenting this activity is to write each problem on a file card: give each child a card, and when he or she finishes it they pass it on to someone else and find one they have not done.

COMMENTS Talk to the children's maths teacher to find out their level in maths. The examples given here vary from very simple to very difficult.

### 3.3 The washing line

LEVEL 2, (3)

AGE GROUP B, C

TIME 20-30 minutes

- AIMS Linguistic: to practise intensive reading.  
Other: to develop the skill of making logical deductions.
- DESCRIPTION The children put together information from several sentences to find out which clothes belong to which person, and where they live.
- PREPARATION 1 Make enough copies of Worksheet 3.3 (see end of book) so that the children have one between two, or copy the worksheet on to a large poster or the board.  
2 Do the worksheet yourself so that you are aware of the logic needed to solve the puzzle and can help the children.
- IN CLASS 1 Pre-teach or revise the names of the clothes.  
2 Draw a block of flats on the board and check that the children know the names of the floors-ground floor, first floor, and so on. (If you are teaching American English you will have to adapt the worksheet to read first floor, second floor, and so on.)  
3 Write the names of the people on the board: Dawn, Peter, Bob, Jane and Mary, Anna. Tell the children that they all live in the flats on different floors.  
4 Explain that they all share a washing line in the garden. One day it was very windy and all the clothes on the washing line blew off and landed in a heap on the ground.' Me children are going to work out who each piece of clothing belongs to, and where the owners live. How? By reading the information and thinking hard!  
5 Put the children into pairs. Give out the worksheets and give them a little time to read all the sentences.  
6 Then ask them (in English if possible) who the football shirt belongs to, and what floor that person lives on. Ask those who get the answer right to tell the others (in their native language if necessary) how they worked it out.  
7 Let the children continue. Go around encouraging and giving hints where necessary, but try and get them to help each other first. If they find it very difficult, draw this grid on the board to help them:

NAME	FLOOR	CLOTHES
DAWN		
Peter		
Bob		
Jane		
Mary		
Anna		

8 When they finish, get them to compare their answers before checking the whole class's answers.

VARIATIONS This technique can be used with other topics, for example:

- which cars and bicycles belong to which family
- which picnic or shopping basket belongs to which family
- which toys belong to which child
- which school report belongs to which child.

### 3.4 Sort it out

LEVEL 2,3

AGE GROUP B,C

TIME 30 minutes

AIMS Linguistic: to practise intensive reading, to help children to learn how texts are organized.

DESCRIPTION Give the children two or three texts that have been mixed together to form one text. The children have to read it and separate out the original texts.

PREPARATION 1 Either use Worksheet 3.4 (see end of book), or choose two or three short texts from your coursebook, or any other source. Mix the sentences together to make one text. It is best not to change the order of the sentences as this would make the activity very difficult. The easiest way to mix up the texts is by retyping them using a word processor.

2 If the original texts do not have a title, think of one for each text.

3 Make a copy of the mixed-up texts for each pair of children.

IN CLASS 1 Write the titles of the texts on the board, mixed up. For example:

Devi	and	tree
thieves	the	The

2 Tell the children how many titles there are and ask them to try and sort them out.

3 Tell the children that you are going to give them the texts that go with the titles, but that they are mixed up too, and that the children have to sort them out.

4 Give out the worksheets and let them start. Give them a hint: a good way of doing the sorting is to underline the sentences from each text in a different colour.

5 As they finish, ask them to compare their answers in pairs before going through the texts with the whole class.

6 Feedback The first few times they do this activity some of the children will find it difficult. It is therefore very useful to give them an opportunity to think about how they have done the task. The more successful children should be encouraged to share their 'tips' with everybody in the class. Their strategies will probably be things like:

- looking for the story-line
- noting names and pronouns
- noting connectors like and, but, and because
- noting sequencers like first, then, and next
- noting punctuation.

You can make these strategies explicit by asking the children to look for a 'clue' in each sentence that links it to the next one: these clues could be to do with grammar, vocabulary, or logic. A more explicit way of doing this is to ask them to underline pronouns referring to one person or thing in one colour. Similarly, you can ask them to focus on connectors, punctuation, sequencers, and so on. You will find that if you provide the children with these tools they will enjoy the challenge of sorting out the texts.

VARIATION 1 Instead of mixing up two texts, put three or four nonsense sentences into a text and ask the children to find them.

VARIATION 2 Use one text and mix up the order of the sentences

within it.

**VARIATION 3** Use one text and vary the details within it: for example, the colour of people's clothes, their names, or how many of a particular item, and ask the children to spot the mistakes.

**COMMENTS** 1 The activity is easier if you type out each sentence on to a different line, make photocopies for your children, stick them onto card, and cut them into sentence strips. In this way the children can manipulate the text, moving the sentences around as they sort them out.

2 If you are not able to photocopy, you could copy each of the sentences onto a large piece of card and stick them on to the blackboard or a felt board. The children rearrange the strips.

3 See also 5.8, 'Colour parsing'.

### 3.5 At a restaurant

**LEVEL** (1), 2, 3

**AGE GROUP** B, C

**TIME** 30 minutes

**AIMS** Linguistic: to practise scanning, restaurant phrases and vocabulary, and requests.  
Other: basic arithmetical skills.

**DESCRIPTION** The children read some dialogues that take place in a restaurant and, using the menu, calculate the customers' bills.

**PREPARATION** Make a copy of Worksheet 3.5 (see end of book) for each child. Alternatively, you can use a suitable dialogue from your textbook, or make one up, and make up a menu to go with the dialogue. If the children are not familiar with British money, you may want to use their own currency.

**IN CLASS** 1 Pre-teach or revise any vocabulary you feel necessary. Draw a picture of a restaurant scene like the one below on the board and elicit the words waiter, customer, menu, and bill.

2 Give out the worksheets and let the children read the instructions. Check that they understand that they have to read the dialogue, write out the bill (looking at the menu for the prices), and find the total.

3 The children start, working either individually

or in pairs. Go around encouraging them. If they have a problem get them to help each other first, but you can help them if necessary. Remember that when the children do activities like these, they need to learn to understand the general gist without worrying that they may not understand every single word.

4 As they finish, ask them to check their answers in pairs before you go through them with the whole class.

FOLLOW-UP This activity leads nicely into a restaurant role play.

VARIATION 1 Ask the children to work out the individual bills.

VARIATION 2 You can use this technique in any situation where money changes hands-at the supermarket, buying clothes, or at the fair.

### 3.6 Making milkshakes

LEVEL 2, 3

AGE GROUP B, C

TIME Part One: 20 minutes  
Part Two: 45 minutes

AIMS Linguistic: to practise scanning, and reading instructions.  
Other: basic cookery skills.

DESCRIPTION Part One: The children read some shopping lists and match them to the appropriate recipe.  
Part Two: They choose a recipe and make it.

MATERIALS Copies of Worksheets 3.6a and b (see end of book) or texts on card, ingredients and utensils for the recipes, aprons, cloths for cleaning up.

PREPARATION 1 Follow the recipes yourself so that you will be able to help the children if necessary.  
2 If you are going to make the recipes in class and do not have a school cooking fund, tell the children to bring in the ingredients and utensils.  
3 Make copies of the worksheets for the children, -or copy them on to the board or big posters.

IN CLASS Part One  
1 Ask the children what they need to do if they are going to do some cooking-choose a recipe, make a list of the ingredients, go to the shops.  
2 Explain that they are going to look at five

shopping lists and answer some questions about them. Give out the worksheets and tell the children to read all the questions first, and then look at the lists to find the answers. As this activity is to encourage the children to read quickly and to find specific information (to scan), it is a good idea to give them a time limit of five minutes.

3 Ask the children to check their answers in pairs before going through them with the whole class.

4 Give the children the three recipes, and tell them to match each recipe with a shopping list (there will be two lists left over). Give them a time limit of five minutes.

5 Ask the children to check their answers in pairs before you go through them with the whole class.

Part Two

You can do this in a second lesson.

6 Now ask the children to decide which recipe they like best, and then to find someone else who likes the same recipe. In this way, you can make pairs or groups according to who wants to make what.

7 Pre-teach or revise the essential vocabulary, perhaps drawing a 'kitchen robot' like this on the board for reference. Hold up each utensil and ask its English name.

8 Get the children to read through the recipe they have chosen and to make a list of the utensils they will need.

9 Organize the classroom and ask each pair or group to get everything they need ready. Then let them start.

#### COMMENTS

If these recipes are not suitable for your class, you can use the same techniques with other recipes: triple decker sandwiches or fruit salad are fun to do.' There are examples of children's recipe books under 'Creative activities' in the Further Reading section. There are also recipes in the Mary Glasgow magazines Click and Crown.

### 3.7 Your lucky number

#### LEVEL

2, 3

#### AGE GROUP

B, C

#### TIME

25-30 minutes

<u>AIMS</u>	Linguistic: to practise reading for detail, numbers, arithmetical terms. Other: to develop basic arithmetical skills.
<u>DESCRIPTION</u>	The children read and follow a set of instructions, and do arithmetic in order to find out their 'lucky number'.
<u>PREPARATION</u>	Make a copy of Worksheet 3.7 (see end of book) for each child, or copy the instructions on to a poster or the board.
<u>IN CLASS</u>	1 Ask the children in their native language if they are superstitious: do they have lucky charms, lucky colours, or lucky numbers? Tell them that they are going to find out their lucky number in English. 2 Check any key vocabulary words you think necessary: for example, add, subtract, count, odd, even. 3 Give out the worksheets. Do the first instruction all together and then let them continue on their own. 4 Go round the class, helping if necessary, but wherever possible get the children to help each other.
<u>COMMENTS</u>	Adapt the instructions to suit your class. You may like to talk to their maths teacher and include the kind of maths they are working on at the moment.
<u>FOLLOW-UP</u>	When everyone has finished, get the children to group themselves according to their 'lucky numbers' and find out two or three things they have in common.

## 导读四

### 写作

#### 篇章介绍

一般说来，学习英语最好先听、说，然后阅读，最后才是写作。教儿童英语写作与教儿童英语阅读有密切关系。要确定什么时候教儿童写英语，教师应考虑下列因素：1) 儿童用母语阅读与写作的能力；2) 儿童对写作的兴趣；3) 儿童写英语的需要；等等。另外，还应考虑一个重要的问题，即写什么——是写单词、句子，还是写故事？是要求学生抄写，还是创作？

教儿童写英语，可以让他们先抄写与他们日常生活、学习有关的单词和短句，也可以让他们先画一张图，再写上标题。

写作涉及创造意识、拼写、语法、标点符号、用词、句子连接与文章结构等很多方面。有些技能学生在母语写作中已学过，但有些技能必须在英语课上专门训练。

教师批改作业时，应该内容与语言并重。首先看内容，充分肯定孩子们的创造性，不要使他们感到老师只关心语言训练。语言方面，教师可以针对水平不同的学生采取不同的处理方法，帮助他们订正错误。

#### 阅读参考

英语学习中的“写”分为两个方面：一是书写，一是写作。书写从写字母开始，包括抄写单词、短语、句子、对话、短文等。书写要求规范，应该注意大、小写和标点符号的正确使用，养成良好的书写习惯。抄写时应用心，孩子们应懂得抄写的过程也是学习语言的过程。

在写作中，学生想表达的内容丰富多彩，而表达能力却极为有限，两者之间形成了尖锐的矛盾，这在初中开始学英语的学生身上表现得尤为突出。但是英语写作只能循序渐进，从单词、短语到句子，然后是段落，再发展为短文。在初学阶段，孩子最好写与他们日常生活有关的和他们熟悉的内容，在语言上则多模仿，对暂时不能表达的较复杂的内容先割爱，避免“硬表达”和“乱表达”。

前面几章中介绍了很多活动，有些是听了以后说，有些是读了以后说，当然也可以说了以后再写下来，还可以听、写结合，读、写结合。总之，写是最后一步，孩子们通过写可以巩固他们所学到的语言知识。

教师批改作业是很重要的环节。批改作业时如何对待孩子们的创造性和语言错误，作者就此提出的观点与建议可以吸取。教师也应重视通过多种方式，帮助学生改正语言错误。具体活动导读意见

本章介绍了6项活动，按练习写作的内容可分为：

#### 一、各种填词练习

儿童刚开始写作时可采用本组活动(4.1)中的各种练习形式。这些练习提供基本情节，分别要求学生在句中填入名词(Picture gaps)、形容词(Adjective fill)、形容词的反义词(Opposites)，有目的地替代一些词(Other words)或添加一些词(No gaps)。这些练习目的明确，比较容

易，可以编得生动有趣，读写结合。学生在活动中也容易取得成就感与满足感。但第5个例子（见 No gaps）较难，难点不是语言，而是文化背景。建议教师在编写这类练习时选择学生熟悉的内容，免得增加不必要的难度。教师也可以根据实际需要，设计新的练习形式，变换训练的词类。本组活动对激发学生的想象力也有益处。

## 二、练习写句子的活动

4.2 和 4.3 这两项活动要求学生自己编句子，在自由度和难度上都有所增加。这两项活动还要求学生发挥想象。1. 前两天（4.2）

开展本活动时，待学生写完句子，教师可以选择一二份作业，抄在黑板上，在全班进行讲评和批改。教师对其他学生的作业也要进行批改。

### 2. 巧克力蛋糕（4.3）

这是一项听、写和口头表达相结合的活动。学生分成小组，每人扮演一个角色。然后全体学生听教师讲故事。讲到关键时刻，扮演不同角色的学生各人写下自己要讲的话。然后分组练习对话，教师帮助学生纠正语音、语调和其他语言上的错误。最后各小组向全班汇报演出。各小组的对话经过整理，还可以作为一项成果在英语栏中展出。

## 三、练习写简单儿歌的活动

“简单的小诗”（4.4）和“姓名诗”（4.5）这两项活动要求学生模仿教师提供的范例，用学过的语言写小诗或儿歌。每一行可以是一个“形容词+名词”的短语、“名词+现在分词”的组合、一个句子，或是其他结构。行数不拘。儿童对这类活动较易感兴趣。

## 四、练习编写故事的活动

“编写故事”（4.6）这项活动要求学生写一段连贯的短文或故事。作者提供了多种设想，现归纳为：1）教师讲一个简单的故事，学生听后写一个类似的故事，或改写教师所讲的故事；2）教师将四五张图片贴在黑板上，学生分组，根据图片内容合作写成短文；也可以先让学生谈谈每张图片的内容，并提供一些英语单词与短语，然后再让他们分组，合作写成短文；3）教师提供一组有两三个人物的图片，要求学生写出人物之间的对话。

教师可以根据学生的实际情况灵活变通。对初学者来说，写作要在一定的框架里进行。教师要鼓励学生在内容方面多出新意，在语言方面注意模仿，努力用学过的语言知识进行表达。

## 4 Writing

The question of when to start teaching children to write in English is closely linked to that of when to start teaching them to read. Similar criteria apply:

- How well can the children read and write in their own language?
- Do they need to be able to write in English at this stage?
- Do they know the Latin script?
- Do they show an interest in writing?
- Will the English spelling system interfere seriously with what they are learning in their own language?
- Are you going to ask them to copy or to be creative?
- To write words, sentences, or stories?

In general, it is best to introduce English through listening and speaking first, then reading, and writing last. It is important to evaluate the needs and abilities of your own children.

For young children, pictures are very important. Ask them to draw a picture first (for example, 'What I did at the weekend'), and then to write a short caption for it. It is usual to ask them to copy words and short sentences first-to practise their handwriting as much as their English. These short sentences and words should reflect themes connected with the children's schoolwork or daily lives, and be linked with pictures and posters around the room.

But writing is much more than the simple mechanics of getting the words down: it also involves being creative, spelling, grammar, punctuation, choice of appropriate words, sentence linking, and text construction; and, for older children, having ideas about content, and the ability to be self-critical and to edit their own work. Most children learn some of these skills when they learn writing in their first language, but others have to be taught explicitly in the English class.

### Correction

When you correct writing you are correcting two things: (1) the text itself- are the ideas good? Are they put together in a way which is easy to follow? and (2) is the English correct? A child might invent an excellent story but be unable to get it down in accurate English: it is essential to recognize and praise inventiveness as well as pointing out language mistakes.

Read the child's written work first for its content, if possible with the child at your side, so that you can make comments and talk about the story together. It is important to make children

feel that you appreciate their work and are not simply-looking for mistakes in their English.

With older children who can write confidently, point out major errors in the English and ask them to write the story again. With very advanced learners, don't correct the language, but ask them to try to think of the correct English.

If you want to display the children's work, you can ask them to write out a neat version.

#### 4.1 Variations on a gap

<u>LEVEL</u>	2,3
<u>AGE GROUP</u>	B, C
<u>TIME</u>	15-30 minutes
<u>AIMS</u>	Linguistic: vocabulary (adjectives, opposites) and word order. Other: to stimulate the imagination.
<u>DESCRIPTION</u>	The children fill in gaps in short English texts. 'Me first variations are suitable for younger learners and beginners and then they increase in difficulty and the maturity required.
<u>PREPARATION</u>	1 Prepare texts as explained in each activity. 2 Make copies for the children (at least one between two).
<u>IN CLASS</u>	Picture gaps Choose a suitable text and rewrite it, substituting pictures for some of the words.' Me children should write the words, perhaps with the help of their picture dictionaries.

#### EXAMPLE

Adjective fill  
Choose or write a description which has seven or eight adjectives in it that can easily be changed for others.' Me children read the description and draw a picture of it. Then they change the adjectives and draw a picture of their new description.

#### EXAMPLE

Jenny gets up (late). She drinks a (cold)cup of tea and eats some toast. She goes to school in a (yellow) bus
---

#### Opposites

Choose or write a text, including seven or eight

words which have 'opposites'. Give the children a copy and ask them to write the opposites in the spaces by the original words.

### EXAMPLE

An old witch lives in a (big) house in a wood. She has a (short) nose and (black) hair

Other words

Choose or write a text about a very neutral person. It should contain some description and some action. Put the children in pairs or groups of three and tell them to change the text, imagining that the person is an animal-for example, a mouse, a lion, or a hippopotamus. When they have finished, let the children read each others' texts.

No gaps

Choose or write a very basic text that contains no adjectives or adverbs. Give the children a copy and get them to put in adjectives and adverbs where they think suit able. This example is adapted from Chatterbox 3, page 52:

### EXAMPLE

The Parthenon is a building in Athens. The Greeks built it 2,400 years ago. It is on a hill called the Acropolis. The Acropolis was the city of the kings in Athens.  
Adjectives: Ancient big first beautiful

## 4.2 The other day ...

<u>LEVEL</u>	2, 3
<u>AGE GROUP</u>	B, C
<u>TIME</u>	30 minutes
<u>AIMS</u>	Linguistic: vocabulary, to learn how a story is constructed. Other: to use the imagination.
<u>DESCRIPTION</u>	The children write a story one line at a time, folding their papers over and passing them on after each sentence.' Me final story will be a nonsense story made up of several children's sentences.
<u>PREPARATION</u>	1 Read through the story in Worksheet 4.2 (see end of book) and adapt it for your class, or write a

similar story yourself

2 Make a copy of the story for each child.

IN CLASS

1 Tell the children that they are going to write a story together.

2 Pre-teach or revise the vocabulary needed.

3 Give out the worksheets and show the children how to fold them over so that they can only see the first sentence.' Men read the first sentence together and explain that they should write the end of the sentence, and then fold the paper over so that the next child cannot see what they have written, and pass it' on.

4 Continue until they have completed all the sentences.' Men put the children in groups of four or five and let them read one another's stories and choose the one they like best.' Men either they or you can read their favourite stories to the class.

FOLLOW-UP

Ask the children to illustrate their favourite stories and then make a class book of them. (See 8.10, 'Making books'.)

VARIATION

Play 'Consequences' with older children. 'The stages of the story are:

..... [Boy] met (fold the page over)

..... [Girl] (fold).

He said: .....(fold).

She said: .....(fold).

And the consequence was .....

4.3 The chocolate cake

LEVEL

3

AGE GROUP

c

TIME

45 minutes

AIMS

Linguistic: to practise writing spontaneously, listening to stories, reading a dialogue with correct pronunciation, stress, and intonation.

Other: to stimulate the children's imagination.

DESCRIPTION

The teacher tells the children a story that leads to an argument. When the story reaches a critical point the children continue writing who said what.

MATERIALS

Pencils and paper.

PREPARATION

Practise telling the story, using a colleague as 'the class' if possible. Use one of the story outlines below, or invent an appropriate story for

your children.

## STORY OUTLINE

### THE CHOCOLATE CAKE

A story about Mark, his friend, his sister Sue, and his mother.

Sue's birthday-mother made a beautiful chocolate cake-put

in the fridge for Sue's birthday party.

Mark and his friend came home from playing football-tired,

dirty, and very hungry.

Opened fridge-saw cake-took a knife-cut a small slice

each-ate it-delicious-another slice and another ...

Door opened-mother came in-boys had their mouths full-

shut the fridge door.

The mother said ...

Mark said ...

His friend said ...

The mother said ...

Just then Sue came home.

Sue said ...

The boys said ...

The mother said ...

Sue said ...

## IN CLASS

1 Set up the situation and put the children in groups of four. Get them to decide who is going to be Mark, his friend, his mother, and his sister. Adapt the number of characters to suit your class. Make sure they all have pencils and that each 'mother' has a sheet of paper.

2 Tell the story. Remember to spend time describing the personalities of the characters and then to build up the suspense until you get to the point where the mother comes' in.

3 At this point say And the mother said..., and in a non- storytelling voice say Now write what the mother said. Give the 'mothers' a little time to think and write, and then say in your 'story' voice: And Mark said .... Tell them to pass the paper to 'Mark' so that he can write. Carry on until each character has written two or three lines.

4 The groups practise saying their dialogues. Check their pronunciation and encourage them to be as dramatic as possible. Each group performs to the rest of the class.

VARIATION You can use any story with in-built conflict. The following example encourages imagination and creativity:

STORY OUTLINE

<b>THE DRAGON</b>
A story about two children and a dragon. Two children had to walk through a dark wood to go to school. Problem-the wood had a dangerous dragon in it. The dragon was only frightened of one thing--a whistle. The children always took a whistle-no problem. Walking along peacefully-suddenly a terrible noise-the dragon! 'Give me the whistle'-looked in the bag-not there! The dragon came closer. The girl said ... The boy said ... The dragon said ...

Acknowledgement

I learned this technique from Pete Redpath.

4.4 Simple poems

LEVEL 2, 3

AGE GROUP B, C

TIME 30 minutes

AIMS Linguistic: to expand vocabulary, creative use of language, use of adjectives.  
Other: to give the children a sense of achievement in the foreign language.

DESCRIPTION The children write very simple poems on a given theme, where each line is made up of an adjective and a noun.

MATERIALS Pencils and paper.

PREPARATION Prepare a short adjective-noun poem yourself or use the one below:

Summer

Hot days

Cold ice cream

Yellow sand

Blue water

Big waves

Small fish.

### IN CLASS

1 Write your poem on the board and then read it out loud to the class. Ask them if they can see the pattern of the lines and if they can add any more.

2 Tell them that they are going to write a similar poem, and either give them the topic or get the class to agree on one. The first time you do this activity it is a good idea to choose something that is very familiar, such as 'birthdays', or something tangible, such as 'outside the window'. Later you can use more abstract ideas like 'pollution', 'what makes me happy', or a visual stimulus such as a picture or sculpture.

3 Get the children to call out English words on the theme. Write them on the board and divide them into adjectives and nouns. (Put other words such as verbs to one side.) Show the children how to combine an adjective and a noun as in the example.

4 Tell them to write their own poems using the words on the board. You might like to put on some gentle music to create a quiet, thoughtful atmosphere.

5 Go round the class while the children are writing, encouraging and commenting on their work. When they are satisfied with their poems get them to write them out neatly. You can either display them on the classroom walls or make a class book of poems.

VARIATION 1 If you think this is too difficult for your children, you could give them a poem and get them to change some of the words in it (see 4. 1, 'Variations on a gap', and 7.2, 'Poems, rhymes, and chants to say').

VARIATION 2 Instead of the adjective-noun combination, you could use a verb-adverb combination.

VARIATION 3 The children can write a counting poem from one to ten. Each line could be a noun-adjective combination or a complete sentence, for example:

In the garden

One dog sleeping in the sun

Two cats washing their ears

Three children playing in the grass

Four mothers drinking tea

Five trees with green leaves  
 Six butterflies flying in the sky  
 Seven clothes on the line  
 Eight birds in a tree  
 Nine clouds full of rain  
 Ten flowers with yellow heads.

#### 4.5 Name poems

<u>LEVEL</u>	2, 3
<u>AGE GROUP</u>	B, C
<u>TIME</u>	30 minutes
<u>AIMS</u>	Linguistic: to expand vocabulary, creative use of language. Other: to give the children a sense of achievement in the foreign language.
DESCRIPTION	The children write a very simple poem, based on the first letters of a chosen word, for example their name.
IN CLASS	1 Write the letters of your name on the board like this:

<p>S A R A H</p>
------------------

Ask the children to think of English words beginning with the letters. Make sure you get a variety of parts of speech-nouns, adjectives, and verbs. Then put a variety of 'little words' in a

S A R A H										
she	and	red	heavy							
sit	are	read	high							
swim	animal	rose	help							
silly	ant		hot							
<table border="1" style="margin: auto; border-radius: 50%; padding: 5px;"> <tr> <td>a</td> <td>the</td> <td>but</td> <td>is</td> <td>has</td> <td>got</td> </tr> </table>					a	the	but	is	has	got
a	the	but	is	has	got					

2 Get the children to help you choose words from the board to make up a short poem where each letter of your name begins a line. You could have just one word per line, or you could have longer lines, for example:

she likes plants	sitting
Animals	And
Red roses <u>or</u>	Reading
And	Areher
High places	Hobbies

3 Now ask the children to do the same with their own names.

The poems can be displayed on the walls.

Acknowledgement

I would like to thank Paula Vázquez for giving me the ideas for 4.4 and 4.5.

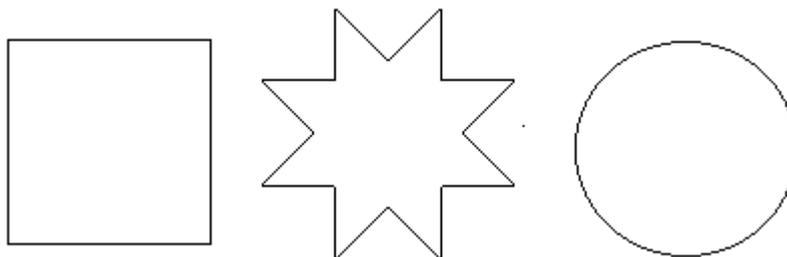
#### 4.6 Story writing

<u>LEVEL</u>	2, 3
<u>AGE GROUP</u>	B, C
<u>TIME</u>	30 minutes +
<u>AIMS</u>	Linguistic: to write a short, cohesive text. Other: to encourage creative writing and imagination.
<u>DESCRIPTION</u>	The children write simple stories.
<u>MATERIALS</u>	Pencils and paper, pictures, blu-tack (see individual activities).
<u>PREPARATION</u>	See individual activities.
<u>IN CLASS</u>	Following an example 1 Read or tell the children a simple story in English, for example Where's Spot? by Eric Hill or one of the story ideas in this book-see 1.2, 'The Frog family', 2.5, 'The Three Little Pigs', or 1.5, 'The Pied Piper'. 2 Ask the children to write a similar story, illustrate it, and perhaps make a book. (See 8.10, 'Making books'.) Stories on a theme 1 Choose a general theme-for example, 'Summer holidays', 'Parties', or 'Witches', and write it in the middle of the board. 2 Ask the children to draw pictures connected to the theme and stick them up on the board. 3 When you have a boardful, put the children in

groups of three or four and tell them to invent a story, using three or four of the pictures on the board.

Beginning, middle, and end

1 Draw three shapes like these on the board:



2 Tell the children that they are the beginning, the middle, and the end of a story. Ask them either to suggest words for each box, or to stick or draw a picture in each box.

3 Put the children in groups of three or four and get them to write a story using some words from each box.

Modern fairy stories

1 Tell the children a fairy story like 'Little Red Riding Hood' or 'The Three Little Pigs' (see 2.5).

2 The children write a modern version.

Stories from pictures and words

1 Find some pictures that make a story.

2 Put the pictures on the board one by one and ask the children for ideas and English words that go with each picture.

3 Then put the children in groups of three or four to write the story.

Writing speech bubbles

1 Find or draw a series of pictures showing two or more people.

2 Stick empty speech bubbles coming out of their mouths. Photocopy one for each pair of children.

3 The children write what they think the people are saying in the bubbles.

If you do not have access to a photocopier, give each speech bubble a number and stick the pictures around the classroom walls. The children write the numbers in their exercise books and write what the people are saying by each number. When they have finished writing, they can compare their ideas and perhaps write the best ones on the pictures.

### Stories from pictures

1 Cut pictures out of magazines and give four or five to each group of three or four children.

2 Each group makes up a story which includes all their pictures.

### COMMENTS

Story writing is the most relevant kind of writing for children. These ideas help to get children started on writing stories, although they do not provide an exhaustive guide to the process of teaching creative writing. See the introduction to this chapter for some tips, and the Further Reading section for more detailed advice.

## 导读五

### 词汇和语法

#### 篇章介绍

对少儿来说，学习词汇比学习语法结构容易，因为单词的意义实实在在、直截了当，而语法结构却比较玄，作用也不太明显。教词汇最好通过图画、实物或动作，让儿童明白这些单词的意义，然后在上下文中学习并反复运用。这样的教法可以帮助学生记忆。教句子结构则必须通过不同意义的上下文，多次重复同样的结构。只有这样，儿童才能逐步掌握。但切不可为语法而语法，因为这样教很枯燥，而且学会了一些语法规则也不等于学会了怎样运用语言。词汇与语法都必须放在有意义的上下文中学习。学生学了以后，经过反复实践才会运用。

#### 阅读参考

词汇与语法是语言的重要组成部分。由于英语和汉语差别很大，中国学生学习英语词汇与语法比欧洲一些国家的学生困难得多。儿童，特别是小学生，学词汇最好从周围日常接触的人与物开始，拼法不宜太难。不应一味追求词汇量，但是对于需要掌握的词汇，应该要求他们发音准确，拼写无误。另外，可以让他们多接触一些单词，有些要求能听懂，有些要求能看懂，有些则要求能说出来，不强求一律。

对初学者特别是儿童来说，不必多讲语法理论，可以从句型入手多实践，然后进行一些归纳和总结。但初中生学习一些基本的语法知识还是必要的。

无论是词汇还是语法都必须放在有意义的上下文中来学习，这是普遍公认的原则。

#### 具体活动导读意见

本章共介绍了 8 项活动，可分为以下 3 类：

##### 一、同时适用于词汇和语法训练的活动

“用好闪视卡片”（5.1）这一活动是利用闪视卡片（flash-card）帮助学生熟悉词汇和学习某些语法结构。闪视卡片是一种很有用的教具，用来教少儿识词效果很好。教词汇一般需要两套卡片，一套上面是图，另一套上面是单词，图与单词相对应。教少儿词汇时，教师将两张对应的卡片并列放置，让学生先看图，再看词，反复跟读，把单词的音、形、义结合起来。也可以几个单词一起教，最后取走单词卡片，要求学生看着图卡说出单词。这种教法形象鲜明、印象深刻，所学的词汇学生容易记得牢。

闪视卡片也可用来练习某些语法结构。例如一张卡片上画有游泳池，另一张卡片上有 She 's swimming 的句型。在学生明白两张卡片之间的联系后，教师就可以出示一套有图画的卡片，让学生轮流按此句型造句。比如说卡片上画着两个男孩在街上走，学生就可能说出 Two boys (或 Tim and Bob) are walking (in the street) 这样的句子。那张画有游泳池的卡片还可以用来练习另一种句型，如 Let 's go swimming。学生看了画有男孩走路的卡片，就可能说出 Let 's go for a walk。两张一组的卡片还可以用来作比较，编

句子（见 FOLLOW-UP4）。

闪视卡片还可以用于复习，让学生利用学过的语言知识造句。造句历来是我国学生的一个弱项。学生们往往苦于缺乏内容，不会造句。而闪视卡片是一种提示，在一定程度上解决了造句的内容问题。仍以游泳池卡片为例，教师出示画有游泳池的卡片，要求学生造句，学生很可能造出 Let ' s go swimming , I like swimming , There is a swimming pool in their school , It is a small swimming pool , She often goes swimming , She swims very fast , Tom swims better than I 等丰富多彩的句子，正是一次很好的复习。

## 二、侧重于词汇训练的活动

### 1. 网状词语图（5.2）

该活动帮助学生学习和练习一组组相关的词语，并帮助他们练习使用词典。开展本活动时，学生围绕一个主题提出一组有关的词语填入网状图，并译成英语。把相关的词放在一起记忆是学习词汇的一种好方法。

### 2. 猜词（5.3）

根据上下文猜测词义是一种很有用也很重要的阅读技巧。少儿开始学英语时，可以利用这项活动培养猜测词义的技巧，同时学习词汇。本活动是用英语替换母语文本中的几个词，然后让学生猜。学生在经过一定时期的学习后，教师可以让他们阅读简单的英语短文，并在文中穿插若干生词，要求学生根据上下文猜测这些生词的意义。教师也可以把生词的释义（汉语或英语，最好是英语）混放在方框中，供学生选择，以降低难度。当然，这项活动本身也是一次阅读训练。

### 3. 长长的句子（5.4）

该活动旨在鼓励学生运用学习过的单词。教师先准备一个基本句。学生分组，围成圆圈就坐。每个学生把句子说一遍并再加上一个词，使基本句越长。

该活动有助于锻炼学生的记忆力，增加乐趣。活动中教师可以鼓励学生相互合作，提醒记不全句子的学生。该活动也可以用来比赛。

### 4. 找出不合群的词（5.5）

这是一项可以用来复习词汇与训练逻辑思维的有益活动。教师编好 10 组左右不同类型的词语，要求学生找出每组中不属于同一类型的词，并说明理由。

词语编组时，应注意难度适当。排列顺序应由易到难。个别组词汇的难度可以稍大，这样更具挑战性。核对答案时，要让学生充分发表意见。即使学生的答案与教师原来的设想并不一致，只要意见合理，也应予以承认。

这一练习可以由学生个人做，也可由学生结成对子做。结成对子做的好处是两人可以商议、交流。学生也可以参加练习的编写，提供不同类型的成组词汇。

## 三、侧重于语法训练的活动

### 1. 走失的宠物（5.6）

该活动旨在让学生在特定情景中练习某些句型。这里作为范例的是“ IS it + 介词短语 ”的问答。可按照 IN CLASS 中列出的步骤开展活动，也可参看“捉迷藏”的活动方式（见 2.1）。

如果要训练其他句型，如 would you like... ? , Can you... ? / I can... 等，则需要另外设计情景。

### 2. 遵守规则（5.7）

该活动要求学生在特定情景中练习某些语言功能。文中是用 can, may, must, can't 与 mustn't 句型练习“允许”与“义务”两大功能。可参照 IN CLASS 中所列出的步骤开展活动。也可先让学生在规则后面填入场合（参考本节中的表），核对答案后教师问学生在某一公共场合除了已列出的规则外，还有没有需要补充的规则。如果有，就把补充的规则添上。教师带领学生把规则朗读数遍后，要求学生不看黑板回答在这一公共场合应注意的行为准则。如果时间允许，还可以让学生口述在其他一些场合如课堂上、家里、开会时、厨房里应遵守的规则。最后可以选出一二种场合（或让学生自己选择），要求学生写下应遵守的规则。

如此练习，可把读、听、说、写很好地结合起来。情态动词历来是我国学生英语语法学习中的一个难点，特别是 can't 和 mustn't 不易掌握，这一活动不但很生动地训练了有关句型，而且通过反复训练，加深了学生对行为准则的印象，有助于学生品德的培养，很有意义。另外，让学生参与练习的编写，有助于调动他们学习的兴趣与积极性。

### 3. 语法分析的彩笔标记（5.8）

该活动旨在帮助学生熟悉句子的成分与结构。活动所提供的方法有助于增强学生对句子结构的意识，使他们思路清晰。用不同颜色的笔划线，代表不同的句子成分，是个简单可行的方法。但要注意前后保持一致，避免产生混淆。学生在学习中小学英语课本中有关语法的章节时就可以采用这一方法。在我国语文教学中习惯上采用的一套划分句子成分的符号，如直线、波浪线、括号等，也不妨借用。

## 5 Vocabulary and grammar

Young children are quick to learn words, slower to learn structures. This may be because words have tangible, immediate meanings whereas structures are less obviously useful-after all 'Pencil!' often obtains the same result as 'Can I have a pencil?' They also seem to learn phrases holistically: for example, 'I've got' is learned as a single item 'I'vegot' (/aivgot/), rather than analysed into its separate parts. So in order to teach structures to young children, we need to repeat the same structures over and over again in different meaningful contexts, using a variety of vocabulary. In some of the newer coursebooks, this recycling of structures is built in; if it isn't, teachers need to add it themselves, either by going back to previous chapters or by including extra material in their lessons.

Older children are more able to analyse the language they hear and see, and separate it into its component parts. They can make new expressions from elements of ones they have already learned. You may find that they mix their own language with English to make hybrid sentences to express their meaning. for example, 'My cat is gris' (grey).The explicit teaching of grammar goes in and out of fashion; certainly teaching grammar for its own sake can be very dry and does not necessarily lead to being able to use the language effectively. On the other hand, an understanding of the structure of a language within meaningful contexts is a powerful tool for children to have, a tool with which they can create meaning.

Vocabulary is best learned when the meaning of the word(s) is illustrated, for example by a picture, an action, or a real object. The children should then meet and use the word(s) in relevant contexts, in order to 'fix' them in their minds. This helps establish their relationship to other words, so that a vocabulary network is built up (see 5.2).

Both vocabulary and grammar need to be taught in context and the children should always be given plenty of opportunities to use the language that they have learned in class. This means that they do not just learn the rules superficially, but put them into practice in order to communicate.

### 5.1 Flashcard ideas

<u>LEVEL</u>	All
<u>AGE GROUP</u>	All
<u>TIME</u>	10 minutes +

AIMS Linguistic: to present and revise vocabulary, to drill structures and functions, to help children relate words to images.

DESCRIPTION Flashcards (picture cards) are an invaluable way of introducing and revising vocabulary, and can also be used to drill simple structures and functions.

PREPARATION 1 Get your children, colleagues, friends, and acquaintances to bring you colour magazines of all types-women's magazines, children's comics, travel magazines, nature magazines, etc. 2 Go through them from time to time and cut out any pictures that you think could be useful, for instance to illustrate topics, nouns, verbs, adjectives, structures, situations, or functions.  
3 Put the pictures into categories.  
4 When you are going to use the pictures stick them on thin card and, if you are going to use them a lot, cover them with sticky-backed plastic or a thin plastic bag.

IN CLASS 1 Show the children a flashcard with a picture on it. Say the English word clearly., then they repeat it all together. Go on to the next card.  
2 When you have shown them about ten cards (the number depends on the age of the children and the difficulty of the words) go back to the beginning and hold up the first card again.  
3 This time wait and see if anyone can remember the word. There is usually at least one child who can more or less say the word; give this child encouragement and help with pronunciation, then use him or her as a model for the rest of the class. Continue with the rest of the cards. This technique encourages the children to listen to you carefully and stops them from being simply passive absorbers (or non-absorbers!).

FOLLOW-UP 1 Prepare a set of word cards to go with the set of pictures you want to work on. Stick the word cards on the board, give out the pictures, and ask the children to stick them on the board beside the word they go with.

FOLLOW-UP 2 Give each child a flashcard which illustrates something easy to mime. They should not let anyone else see it. Ask the children in turn to mime what is on their card to the class. The rest of the class

has to guess the English word.

FOLLOW-UP 3 Prepare a set of cards with two pictures of each object. Give out the cards to the class and ask each child to find another with the same object by asking questions such as Have you got a (cat)?

FOLLOW-UP 4 Use the cards as cues for structures or functions. For example, a swimming pool could be the cue for She's swimming, She can swim, or Let's go swimming. Pairs of cards can be used to practise comparatives, for example: This car is bigger than that car, or to find something that both cards have in common, for example: They are both red, or a difference: This car has four doors and that car has two doors.

COMMENTS 1 You could also draw your own flashcards, or, if you don't feel very confident about your drawing ability, copy pictures from books. An invaluable book is 1000 Pictures for Teachers to Copy by Andrew Wright (see the Further Reading section).

2 For more ideas on how to use flashcards, I strongly recommend Pictures for Language Learning by Andrew Wright (see Further Reading).

## 5.2 Vocabulary networks

LEVEL 2, 3

AGE GROUP B, C

TIME 20-30 minutes

AIMS Linguistic: to present and practise groups of related words.

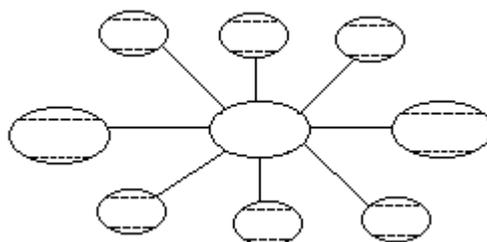
Other: to practise using dictionaries.

DESCRIPTION An idea for presenting groups of words.

MATERIALS Bilingual or picture dictionaries.

PREPARATION Copy the diagram (see below).

IN CLASS 1 Give out copies of the following diagram. If you do not have access to a photocopier, draw it on the board and get each child to copy it on to paper.



2 Write the topic in the middle circle in English,

and then ask each child to put a word in their own language (related to the topic) on the bottom line of each of the outer circles.

3 Then, either in groups, or letting the children ask freely around the class, get them to try and fill in the English translations on the top lines of the outer circles. As they run out of ideas let them turn to dictionaries, and if all else fails allow them to ask you.

4 Finally, ask them to draw a picture of the word in each circle.

COMMENTS

1 It is generally accepted that vocabulary is best learned (and taught) in groups of related words. Such groups are sometimes referred to as 'lexical sets' or 'word families'. For more ideas see the Further Reading section at the end of the book.

2 As always with translation and dictionaries, you need to be careful that the translation is appropriate.

Acknowledgement

I would like to thank Martin Melia for this idea.

FOLLOW-UP

The children can make a poster of the word family they have worked on.

5.3 Guess the words

LEVEL 2, 3

AGE GROUP B, C

TIME 25 minutes

AIMS Linguistic: to present vocabulary, to practise guessing meaning from context.

DESCRIPTION The children read a text that is mostly in their first language but has some English words mixed into it. They use the context to guess the meanings of the English words.

PREPARATION 1 Find or invent a suitable text for your children, if possible with an illustration that will help the children's comprehension.

2 Select the words that will be in English (the context should make their meaning clear).

3 Rewrite the text with the English words and make copies for the children.

IN CLASS

1 Write the title of the text on the board and get the children to look at the picture. Ask them what

they think the text is about and to suggest some words, both in English and their first language, that they think will be in the text.

2 Tell them the text is in their own language but that you have hidden some English words in it. Give out the copies and ask them if they can tell you the English words.

3 They read the text again, and in pairs try and work out what the English words mean. You can make this easier by giving them all the translations in a box and asking them to pick out the most suitable one.

FOLLOW-UP This activity only introduces the words-now the children should be given a chance to use them in context.

#### 5.4 A very long sentence

LEVEL 1, 2

AGE GROUP B

TIME 15 minutes

AIMS Linguistic: to activate vocabulary.

Other: to exercise the children's memory, to have fun.

DESCRIPTION Going round the class, the children repeat the base sentence and add one word to it.

PREPARATION Think of a base sentence appropriate to the topic you are working on at the moment, for example:

Food: I went to market and bought...

Toys: For my birthday I got ...

Animals: I went for a walk and I saw...

Body: I saw a monster with ...

IN CLASS 1 Say the base sentence and make sure the children understand it. Drill it a couple of times to help them remember it, for instance by using the 'invisible reading' technique (see 7. 1, 'Action songs': 'Bingo') or doing a back chain drill like this:

bought

and bought

market and bought

went to market and bought

I went to market and bought

2 Ask the children to suggest ways of finishing the sentence. For example:

I went to market and bought one apple.  
 I went to market and bought one apple and two fish.  
 3 When they have got the idea of making a very long sentence, start the game. Get the children to sit in circles of eight to ten (the game does not work well if the groups are larger). Each child says the sentence and adds one more item. You can make the activity co-operative by asking the other children to help if someone can't remember all the items, or competitive by giving each child three chances and then eliminating them from the game.

COMMENTS

1 If you have a large class and don't want to split it, arrange the children into teams of three or four who work together to remember the sentence, with a 'spokesperson' who says it to the rest of the class:  
 2 TMs is a good technique for getting less confident children to speak.

5.5 Odd words out

LEVEL

All

AGE GROUP

All

TIME

15-20 minutes

AIMS

Linguistic: word families.

Other: to practise using criteria to define items.

DESCRIPTION

The children are given sets of words and have to decide which of the words does not fit in the set.

PREPARATION

1 Make about ten sets of four or five words, with one 'odd word out' in each set. 'Me words may be 'odd' for a number of reasons, for example:

thematic: cat, fish, flower, dog

sound: cat, dog, hat, fat

grammatical: jump, think, swim, fast

shape/size: mouse, ant, frog, elephant.

At first the 'odd' word should be obvious, but as the children get used to doing this kind of task you can make the 'odd' word more subtle. You will often find that the children come up with perfectly reasonable suggestions that you have not thought of.

For example, in

strawberry, apple, cabbage, banana

you could say the odd one was the cabbage because it is a vegetable, or the banana because it is not round, or the strawberry because it is small! All

are quite acceptable, as long as the children can justify their answer.

2 Write out the sets of words and photocopy them, or write them on the board, or make a poster of them.

#### IN CLASS

1 Write a set of words on the board and ask the children to tell you which is the odd one out. Make sure they explain their reasoning to you-either in English or in their first language.

2 When they have understood the concept, give them the rest of the sets of words.

3 They can either work individually or in pairs-working in pairs can result in a useful exchange of ideas.

4 As they finish, get them to compare their answers with another child or pair, and then go through the answers with the whole class, asking the children why they chose particular answers.

#### FOLLOW-UP

When the children are used to doing this kind of exercise, they can have a go at inventing some sets themselves, using their notes and picture dictionaries.

#### COMMENTS

1 This is a very simple activity, but it requires the children to use the concepts of categories and criteria.

2 It is useful to make a series of sets of words and keep them in a folder in class to give to children who finish another activity early.

### 5.6 The lost pet

#### LEVEL

I

#### AGE GROUP

A, B

#### TIME

20 minutes

#### AIMS

Linguistic: to present a structure in context.  
Other: to involve the children in a situation or story.

#### DESCRIPTION

The teacher presents a structure using interactive story telling. In this example, the structure is *Is it + preposition*, and is suitable for beginners, but you can adapt the technique to other structures and levels (for example, *Can you/I can, Would you like ...* ).

#### MATERIALS

A toy animal or puppet (see 8.7, 'Making puppets').

#### PREPARATION

Hide the toy or puppet in the classroom.

IN CLASS 1 Introduce the situation by drawing or displaying a picture of an empty cage. Tell the children that they are going to imagine that their class has a pet. Tell them what kind of animal it is and ask them to think of a name for it.  
2 Tell them that unfortunately, the pet has escaped and that they must find it-in English.  
3 Point to the chair and ask them: Is it under the chair? Practise the question and then answer (shaking your head) No, it isn't.  
4 Ask the class to suggest more questions, using different prepositions and furniture, for example: Is it in the cupboard? Look in each place mentioned. Continue until they find the 'pet'.  
5 Ask the questions again, this time just pointing to the different pieces of furniture, and encouraging the children to join in as much as possible.

COMMENTS The Contact English series by Colin Granger and Tony Hicks has some excellent suggestions for stories-see Further Reading.

VARIATION Another way to introduce this activity is to read Where's Spot? by Eric Hill (see Further Reading). See also The Storytelling Handbook for primary Teachers by Gail Ellis and Jean Brewster.

### 5.7 Keeping the rules

LEVEL (2), 3  
AGE GROUP (B), C  
TIME 20 minutes  
AIMS Linguistic: the language of permission, deducing meaning and language rules from context.  
Other: to think about behaviour in public places.

DESCRIPTION The children match sentences to places and then focus on the language.

PREPARATION 1 Adapt the 'rules' to suit your children's environment (see below).  
2 Make copies of the 'rules' (one for every pair of children), or copy them on to a poster or the board.

IN CLASS 1 Ask the children to think of places that have rules and make a list on the board of the places they suggest. Add any others that are in your examples. (The answers to the 'rules' below are: library,

swimming pool, football match, park.)

2 Give out the copies of the 'rules', or put up your poster and tell the children that each set of sentences refers to one of the places on the board. Tell them to read the sentences and decide which place they refer to.

3 Let them work in pairs to solve the puzzle and then check the answers.

4 Now ask them to look at the sentences again and find sentences that express obligation to do something (must), and then go on to prohibition (mustn't or can't), permission (can or may), and impossibility (can't).

5 Ask them to write some sentences for another situation—for example, rules for the classroom, in the home, in the kitchen, or how to keep healthy. (For advanced classes.)

#### FOLLOW-UP

Ask the children to look at the sentences carefully and then to work out a rule about must, mustn't, can, and can't (they are followed by an infinitive without 'to'). You will probably have to do this step in the children's first language as the concepts are difficult to express in simple English.

	PLACES
<b>RULES</b>	
You must keep quiet.	
You may read any book.	
You mustn't eat.	
You mustn't run.	
You mustn't wear clothes.	
You can't drink the water.	
You can shout.	
You must buy a ticket.	
You mustn't fight.	
You can play games.	
You mustn't walk on the flowers.	

Photocopiable © Oxford University Press

#### COMMENTS

In this activity, the function is that of permission and obligation and is suitable for older children, but you can adapt the technique to other functions and other levels (though it is not

suitable for very young children who have not yet developed the ability to deduce grammatical rules from examples of language).

## 5.8 Colour parsing

LEVEL 2, 3  
AGEGROUP B, C  
TIME 30 minutes  
AIMS Linguistic: To learn how a sentence is constructed.

MATERIALS Coloured chalk, coloured pencils.

PREPARATION 1 Decide which structure you are going to focus on (in this example questions with like).  
2 Decide on the colours you are going to use. In this case you only need four:  
red like, love, hate (verbs)  
blue I, you, he, she, etc. (subject pronouns)  
yellow do, does (auxiliary verbs)  
green pizza, coffee, tea, bananas, tomatoes (nouns)

IN CLASS 1 I Divide your board into two halves. On the left write some words that fit into the sentence structure you have chosen, like this:

like do you she	
love hate does he	
coffee bananas	

2 Underline a verb in red and invite the children to find and underline other 'red' words. Do the same with the blue, yellow, and green words.

<u>like</u> <u>do</u> you she	
love <u>hate</u> does he	
coffee bananas	

3 Write your model sentence on the right of the board and ask the children to underline the words in the appropriate colours.

<u>like</u> <u>do</u> you she	Do you <u>like</u> bananas?
love <u>hate</u> does he	
coffee bananas	

4 Show the children how to make other sentences like yours, using the words on the left. Then they make some of their own, either individually or in groups.

5 Ask the children to tell you their sentences and write them under the model.

FOLLOW-UP

Ask the children to select sentences that would be suitable for a questionnaire about favourite foods.

	Do you like bananas?
	Does he like pizza?
	Do you hate bananas?

Do the questionnaire (for the technique, see 2.6, 'A questionnaire on health').

COMMENTS

If you are going to use this technique regularly in class, it is worth devising a more complete colour scheme so that you are consistent. Make a poster of it for the classroom wall. Remember that the technique has its limitations and is best used with simple structures-if you are not careful the colour coding becomes more complicated than the structure itself!

## 导读六

### 游 戏

#### 篇章介绍

孩子们上英语课时玩游戏，可以提高学习兴趣，培养相互合作的精神，也可以帮助他们正确对待竞争与失败。

本章介绍的游戏包括室内游戏（6.3—6.6）与室外游戏（6.7—6.9）两大类。学生分成小组参加。教师可以根据本班学生的水平，对这些游戏进行适当的修改与变化。阅读参考

英语游戏作为一种辅助性的教学手段特别适合小学生。学生在游戏中学习和复习，心情愉快。这是真正的寓教于乐。初中英语课课时安排比较紧张，教师可以选择一些游戏在课外活动时间开展。有一些词汇游戏，只需要很少时间，开展起来也很方便，可以在课内见缝插针地进行，以提高学生学习的兴趣。

#### 具体活动导读意见

本章可分为如下几个部分：

##### 一、游戏的辅助部分

###### 1. 编组（6.1）

作者列举了抓缎带（Using ribbons）、数字法（Numbering）、歌谣法（Using a rhyme）、卡片法（Pairs of cards）、身高或年龄分组法（Using height or age）、听音乐分组法（Making random groups to music）、摸名字（Names in a box）等7种分组方法供教师选用。

###### 2. 记分（6.2）

作者列举了足球比赛（Football）、画图记分（Drawing points）、青蛙过河（Stepping stones）、爬梯登塔（Climb the tower）、拼词（The winners）等5种记分方法供教师选用。我国有一种很方便的计数方法——写“正”字，也可考虑。

##### 二、室内游戏

###### 1. 词汇游戏（6.3）

这类游戏包括猜词（Hangman）、找词（Vocabulary squares）、词链（Word chains）、拆词重组（Words from words）、对词（Ten-nis）、词语归类（Sets of words）、填字谜（Information gap cross-words）等。找词、词语归类、填字谜游戏需要一定的准备工作，其中词语归类比较简单，填字谜游戏有一定难度。猜词、词链、拆词重组等游戏随时可做，方便有趣，教师可在课堂上见缝插针地开展。对词也是一种方便有趣的词汇游戏，只是我国儿童不熟悉网球的记分规则，不妨改为乒乓球赛的记分方法。

###### 2. 幸福的家庭（6.4）

该活动可以用来训练句型与词汇。书中的主题是家庭成员，教师可以根据儿童的年龄、生活状况及学过的语言知识变换主题。小学生适用的主题有玩具、食品、动物、文具等；初中生适用的主题有文具、书籍（textbooks, children's books, short plays, picture books, Story books, history books, dictionaries）、厨房、食品等。训练的句型可以是 Have you got...?

或 Can I have...? 或 I'd like...或 I need...; 训练内容也应该包括回答, 如 Yes, ..., Of course, Here you are 等。

### 3. 谁先到终点 (6.5) 和语法游戏 (6.6)

这两个游戏能起复习的作用。复习的内容可以是单词拼写、词汇、语法结构或功能。教师根据需要把要复习的内容编成问题并制作成卡片, 学生在游戏中回答卡片上的问题。这两种游戏在活动前都需要做较多的准备工作, 包括制作必需的教具等, 比如 6.5 需准备纸板盘、骰子、若干个棋子等。

### 三、室外游戏

#### 1. 寻找宝藏 (6.7)

该活动可以用来训练 Wh-问句、祈使句及介词, 同时可以培养学生的逻辑思维能力和团队精神。做游戏时, 教师应先示范, 务必使学生明白要求, 即根据线索指示一步步地行动, 不可走捷径。每组找到宝藏的学生应向全班报告他们一组发现的宝藏是什么, 藏匿在什么地方。玩该游戏要控制人数, 以避免发生混乱。教师在准备线索时, 也可以邀请部分学生参加。

#### 2. 象形 (6.8)

该活动要求学生以个人或小组为单位, 用身体做出字母、数字或单词的形状。这项活动既对书写有益, 也有利于培养学生的集体合作精神。

#### 3. 换位置 (6.9)

该游戏既能用于复习句型, 又能用于进行听能训练。复习的句型包括 It's got..., It's + 形容词, It lives in..., It likes (eats) ..., It can... 等。游戏的基本形式是, 学生分成每组 4 人或 5 人的小组, 站在场地四周, 每组有一个名称, 被老师叫到的两组互换位置。游戏可以有不同的变体, 例如可以安排一组学生站在中央, 当外围的小组互换位置时, 中央一组去抢占其中一组的地盘。这就增加了竞争性。各小组也可以动物、工作岗位等命名, 教师则讲出与小组名称有关的句子, 如描绘动物的习性等, 学生根据教师讲出的句子是否与本组有关来确认本组是否要与别组互换位置。这就把句型复习、听能训练和小知识结合在一起了, 也增加了难度。

该游戏可以反复进行, 在重复中巩固语言知识。

## 6 Games

Games in the language classroom help children to see learning English as enjoyable and rewarding. Playing games in the classroom develops the ability to co-operate, to compete without being aggressive, and to be a 'good loser'.

The games in this chapter are mainly team games, and 6.1, 'Forming groups', gives a number of ways of forming teams. If you make different teams each time you play, the children will get used to working with all their classmates.

Scoring is also an important part of games and 6.2 shows a number of different ways to do this. The rest of the chapter is divided into two parts: games to play in the classroom, and games to play in the gym or outside. Most of the games can easily be adapted to suit the level of your class.

Some of the games involve quite a lot of preparation, but once you have made the materials, you can use them again and again.

### 6.1 Forming groups

<u>LEVEL</u>	All
<u>AGE GROUP</u>	All
<u>TIME</u>	5-10 minutes
<u>AIMS</u>	To form teams in preparation for playing a game.
<u>DESCRIPTION</u>	Many games are team games. Here are some ways to form pairs, groups, and teams.
<u>IN CLASS</u>	Using ribbons 1 The teacher holds a bunch of ribbon. 2 The children each take an end. 3 The teacher lets the ribbons go. 4 The children holding the same ribbon form a pair. Numbering 1 To form pairs: give each child a number, until half the children have one, and then start again from 1. 2 When all the children have a number, those with the same number get into pairs. If you want to make groups of three or more, simply make sure you repeat each number the appropriate number of times. 3 Instead of numbers you can use letters, shapes, colours, foods, etc. Using a rhyme 1 In this traditional English rhyme the children stand in a circle and each hold out a fist. The 'teller' stands in the middle.

2 'Me children all chant the rhyme. The 'teller' goes around the circle touching the children's fists in time to the beat. The child who is touched on the word 'more' is the chosen one.

If you want to form pairs ask the children to make two circles with a teller in the centre of each. The children all chant the rhyme together, and the two children chosen form a pair.

Continue until all the class are in pairs. If you want groups of three or four you can make three or four circles.



One potato, two potato, three potato, four



Five potato, six potato, seven potato, MORE!

Another rhyme you can use is:



Red is for roses, roses, roses



Red is for roses



So out you GO!

Pairs of cards

1 Make two sets of cards with words on. 'Me two sets must be the same and there must be enough cards for all the class. The topic can be vocabulary or grammar you are working on.

2 Divide the class into halves, then give one set of cards to each group.

3 The children take it in turns to mime their cards. When a child recognizes someone miming their card they go and form a pair with him or her.

If you want to form groups of three or four, make three or four sets of the same card.

Using height or age

Ask the children to line up in order of height or age, then divide the line into the number of groups you need.

Making random groups to music

1 Put on some music with a strong beat, and let all the children bounce around to it.

2 Turn down the volume and call out 'Groups of

three!' The children get into threes as quickly as they can.

If you want groups of four, call out 'Groups of four!', and so on.

Names in a box

Put all the names of the children in a box, and pull them out two by two, or three by three, depending on how big you want the groups to be. These children form a group.

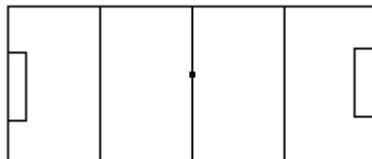
Acknowledgement

'Using ribbons' and 'Making random groups to music' are adapted from Drama Techniques in Language Teaching, by Alan Maley and Alan Duff.

## 6.2 Scoring games

<u>LEVEL</u>	All
<u>AGE GROUP</u>	All
<u>TIME</u>	5-10 minutes
<u>DESCRIPTION</u>	These are not whole games, but motivating ways of scoring games and quizzes.

IN CLASS Football  
You will need to make a large picture of a football on card (see Worksheet 6.2 at the end of the book).  
1 Draw a football pitch (or basketball court, or whatever sport most interests your class) on the board like this:



2 Divide the class into two teams, and ask them to decide what their names are, where their home goals are, and which way each team is going.

3 Start the game or quiz.

4 The ball starts at the centre point. When a team wins a point, the ball moves one line towards the other team's goal. If the other team wins a point, the ball moves one line towards their goal.

5 When the ball reaches the goal, that team scores, and the ball goes back to the centre line.

Drawing points

Add a line to a drawing for each point gained. Any

simple drawing will do, for example:

This is a less 'violent' version of the traditional 'Hangman' (see 6.3, 'Word games').

Stepping stones

Draw a simple river on the board with some stones across it, and cut out a cardboard 'frog' for each team.

For each point the frog goes forward one stone. The first team to reach the other side wins.

Climb the tower

Draw a ladder going up a tower on the board. For each point the team goes up a rung. The first team to get to the top wins.

The winners

Each team tries to finish writing a word first-for example THE WINNERS-adding a letter for each point.

Acknowledgement

I learned 'Football' at El Centro Británico, Santiago de Compostela.

Games inside the classroom

### 6.3 Word games

<u>LEVEL</u>	All
<u>AGE GROUP</u>	All
<u>TIME</u>	10-20 minutes
<u>AIMS</u>	Linguistic: vocabulary and spelling.
<u>DESCRIPTION</u>	Word games are very popular with children and there are hundreds of them. Here are some favourite ones.
<u>IN CLASS</u>	Hangman 1 One child (the 'thinker') thinks of a word and writes dashes on the board to represent each of its letters. 2 The rest of the children try to guess the letters. 3 If they guess a letter in the word, the 'thinker' writes it over the dash, or dashes, that represent it. 4 For each wrong guess the 'thinker' draws one line of a simple picture of a person hanging from a gallows (see below). 5 If someone thinks they know the word they can guess it, but if they are wrong, another line is added to

the figure.

6 The person who guesses the word correctly is the winner. They think of the next word.

7 If nobody guesses the word before the picture is finished, the 'thinker' can think of another word.

#### Vocabulary squares

The children have to find words hidden among other letters.

1 Make a grid and write words in it.' The words can be written horizontally, vertically, diagonally, and, for older children, from right to left or bottom to top as well. The words should all be on the same theme. It is a good idea to put all the words in first, make a copy of this, and then fill in the other letters- this way you have a record of where the words are!

2 You can make this game more or less difficult according to the clues you give the children. With younger children, give them the words to look for. With older children, you can tell them the topic, or give them a picture or a written definition of each word.

#### Word chains

Write a 'starter' word on the board. In teams, the children take turns to add a word to either end, as follows:

#### Words from words

1 Write a long word (or a short sentence) on the board.

2 The children see how many words they can make, using only the letters in the word or sentence.

#### Tennis

This game is played in pairs and is scored like a game of tennis, but the 'ball' is words.

1 Child A 'serves' a word to child B who 'returns' a word in the same word family.

2 Child A then 'returns' another word, and so on until someone 'misses', that is, cannot think of a word. For example:

Child A: rabbit Child B: cat

Child A: dog Child B: mouse

Child A: (can't think of a word)

SCORE: love-15

Child A: table Child B: chair

Child A: desk    Child B: (can't think of a word)  
SCORE: 15 all

VARIATION

Instead of word families you could use words beginning with the same letter, or a word beginning with the last letter of the previous word.

Sets of words

1 Prepare a worksheet with words from five or six word families, all mixed up.

2 'Me children have to sort them out.

Information gap crosswords

Simple crosswords are easy to prepare and are an excellent way'' of revising vocabulary or structures.

Information gap crosswords need a little more preparation but are fun, as well as communicative.

1 Prepare the crossword, with the answers.

2 Then draw the blank version twice, putting half the words in one and half the words in the other.

3 'Me children work in pairs, each with one version of the crossword. One child defines a word on his or her version, using language, mime, or pictures. The other child has to guess the word and write it on their version.

4 Continue until both children have completed their crosswords.

#### 6.4 Happy families

LEVEL

1, 2, (3)

AGEGROUP

A, B, (C)

TIME

30 minutes to make the cards, 20 minutes to play

AIMS

Linguistic: questions (Have you got ... ?), vocabulary: families, colours.

Other: to take turns in a game.

DESCRIPTION

The children make sets of cards that have something in common; traditionally the sets are a family of mother, father, sister, and brother, but many other sets can be used. ' Me cards are used to play a game where each player collects a set of cards.

MATERIALS

A copy of Worksheets 6.4a and b (see end of book) for each group of four children, thin card, glue, coloured pencils or pens

PREPARATION

Using Worksheets 6.4a and b, prepare four sets of cards. Colour each set a different colour.

## IN CLASS

1 Show the children your cards jumbled up, and ask for a couple of volunteers to put them into four sets.' They should put all the cards of the same colour together to make a family (not, for example, all the sisters together).

2 Divide the children into groups of four. Give each group a copy of Worksheets 6.4a and b, and some thin card. They stick the pictures onto the card, cut out the rectangles, and colour them.

3 When all the cards are finished, demonstrate the game. The aim is to collect one whole family.

a The cards are shuffled and each child is dealt four.

b Players collect cards by asking any other player: Have you got (Sister Green)?, and so on.

c If the answer is 'Yes', the other player has to give up their card, and the, first child can ask again. If the answer is 'No', it is the next player's turn. The first player to complete a set is the winner.

4 Practise the question and replies if necessary.

5 The children go back to their groups of four and play with their own cards.

VARIATION 1 Instead of families, select another theme which has identifiable sets, for example:

Toys of different colours and/or sizes

Food: sets of sweet food, savoury food, drinks, fruit and vegetables

Animals which live in the sea, in the jungle, in houses, and on the farm.

VARIATION 2 The questions will vary according to the children's level, for example:

Have you got a red bicycle?

Have you got something from the kitchen?

Have you got an animal which lives in the sea?

Have you got ... could be replaced by other request forms, for example, Can I have ..., I'd like ..., or I need .... Remember to teach the appropriate answers, for example Here you are.

6.5 A board game

LEVEL

All

AGE

All

TIME 20 minutes' preparation and 20 minutes to play  
AIMS Linguistic: to revise grammar (you can choose which aspects by changing the questions).

Other: general knowledge, to take turns and win and lose fairly.

DESCRIPTION The children play a language-based game using a board and dice.

MATERIALS Stiff card for the boards, thin card for the questions, dice or spinners, counters or coins.

PREPARATION 1 Make a board about 30cm x 30cm, with about 64 squares on it, for each group of children.

It could be the traditional 8 x 8 square board, or you could make a spiral, a path leading to a castle, a race track, etc. The board should also have some squares that allow players to move forward 'free' or that send them back-traditionally these are snakes and ladders.

The easiest way to make the boards is to draw a master, then photocopy it and stick it onto stiff card. You can colour it, or ask your children to, and it will last much longer if you cover it with plastic.

2 Then cut some more little squares of card, about the same size as those on your board-these are for the language questions and answers. This way you can use different questions with the same board.

3 Write a question on one side of each small square, and the answer on the other side. Questions may be based on grammar, vocabulary, or general knowledge. You need to make enough questions to cover at least half the board. You can keep the question cards and board and use them again and again.

IN CLASS The game is played like this:

1 The players lay out the question cards on the board, question side up. No cards should be put on the 'snakes and ladders' squares.

2 Each player has a counter and each board has a dice or spinner (see 8.5, 'Spinners').

3 The first player throws the dice or spinner and moves their counter. If they land on a square with a question on it, they try to answer it, checking the answer on the back of the square. If they get it right, they move forward the same number of squares again: if they get it wrong, they go back to their previous position.' Men it is the next player's turn.

4 'Me winner is the player who reaches the last square first.

Acknowledgement

The game described here is an adaptation of 'Snakes and ladders' from Grammar Games by Mario Rinvolucri (see Further Reading section).

#### 6.6 Carolyn's grammar game

<u>LEVEL</u>	2, 3
<u>AGEGROUP</u>	B, C
<u>TIME</u>	20 minutes +
<u>AIMS</u>	Linguistic: to revise grammar (you can choose which aspects by changing the questions). Other: to take turns and win and lose fairly.
<u>DESCRIPTION</u>	The children are divided into teams. Each team chooses one question from each category and tries to answer it; the team with the most correct answers wins.
<u>MATERIALS</u>	Questions for each category on pieces of card, blu-tak.
<u>PREPARATION</u>	1 Choose categories for the questions. These can relate to what you have been working on in class. For example: -structures (past forms of verbs, making questions, etc.) -functions (inviting, apologizing, etc.) -spelling -vocabulary -pronunciation -general knowledge. 2 Write three or four questions for each category on pieces of card about 10 cm by 15 cm. The number of questions depends on the number of groups that are going to play-it is best to have one more question in each category than there are groups.
<u>IN CLASS</u>	1 Draw the following table on the blackboard, using your own categories. Stick the pieces of card in their places, face down.

	mixed-up sentence	structure	spelling	vocabulary
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

} cards

2 Divide the class into teams and decide who is going to start.

3 The first team picks a category and a number.

4 The teacher reads out or shows them the card, and they try to answer the question. They get a point for a correct answer. If they give an incorrect answer the teacher asks the next team.

5 The game continues until you have asked each team one question in each category. The winners are the ones with the most points.

#### COMMENTS

1 Older children could write the questions themselves: this is a good opportunity for them to do some revision. It also adds an extra incentive when they choose their questions, as they may get their own.

2 At first sight this seems to be a very simple, and not very inspiring game. However, the element of chance in it appeals to children and they love it. Try it!

Acknowledgement

Carolyn Gentle taught me this game.

Games outside the classroom

#### 6.7 A treasure hunt

##### LEVEL

2, 3

##### AGE GROUP

B, C

##### TIME

45-60 minutes

##### AIMS

Linguistic: commands, prepositions, wh-questions.

Other: to develop logical thought, to build a team spirit.

##### DESCRIPTION

The children follow a series of written (or tape-recorded) clues which lead them to a hidden

treasure.

MATERIALS Pieces of paper or card for clues, small prizes for 'treasure'. Cassette players and cassettes, if you record the clues.

PREPARATION 1 Decide on the route of the treasure hunt. You need between 10 and 12 places to hide the clues and somewhere for the treasure itself.

2 Write clues. These should direct the children to the next clue, but not in an immediately obvious way. You can use the clues to reinforce a particular structure such as wh- questions, prepositions, or commands. For example:

Where do we eat our lunch?

Look under the piano.

3 Devise a way of checking that the children have actually followed all the clues and not taken short cuts. One idea is to prepare a question for each hiding place, for example:

What is for lunch today? .....

How many pictures are there on the wall? .....

Alternatively, the clues could be written on cards of different colours, and the children have to tell you which clue was which colour.

Different teams could have clues in a different order, so that they do not cheat by following each other round.

4 Write or record the clues.

5 Hide the treasure. This should be a small item such as some dried fruit or some stationery. Remember that you need enough treasure for each child to get some.

6 Prepare a couple of 'spare clues' to use as practice examples.

IN CLASS 1 Draw a large chest on the board. Ask the children what it is and what might be in it. Get them to tell you what treasure is, who hides it, who finds it, and so on. Then introduce the idea of a treasure trail with clues.

2 Tell them that there is some treasure hidden in the school and that they are going to try and find it. You could show them a scruffy piece of paper with some clues on it (burning the edges creates a good effect).

3 Divide the class into four teams. Write a sample

clue on the board, and tell each team to read it and tell you where the next clue will be. Do this with a few more sample clues, until they have got the idea of going from clue to clue.

4 Give the teams their clues or cassettes, and start the treasure hunt.

5 As the teams finish, check that they have been round all the clues.

#### FOLLOW-UP

If you have written the clues using a particular grammatical structure, focus on this, and then ask the children to draw a treasure map and write similar clues.

### 6.8 Body writing

#### LEVEL

1, 2

#### AGEAR

All

#### TIME

20 minutes

#### AIMS

Linguistic: to associate the spoken and written forms of letters/numbers/words.

Other: to build co-operation between the members of the groups.

#### DESCRIPTION

In groups or individually, the children make shapes, letters, numbers, or words with their bodies.

#### PREPARATION

None.

#### IN CLASS

1 Put the children into groups of five or six.

2 Explain that they are going to form letters with their bodies. They can stand UP or lie down.

3 Start with simple letters or shapes which one child can make on his or own: for instance, I or T. Then go on to letters such as A or M, for which they have to co-operate.

4 Say the name of the letter and give them a minute or so to organize themselves. When they are ready, go round the groups saying which ones you think are really good and ask the other groups to look at them and say why.

The first time they do this activity you will probably have to give them some guidance.

5 Repeat the game several times with numbers and letters, and finally let each group make a number or letter that the others then try to guess.

#### VARIATION

Once the children are used to making letters you can ask them to make words.

6,9 All change

<u>LEVEL</u>	All
<u>AGE GROUP</u>	All
<u>TIME</u>	30 minutes +
<u>AIMS</u>	Linguistic: listening for detail, It's got..., It's + adjective, It lives in ..., It can .... Other: to develop a sense of group identity, general knowledge.
<u>DESCRIPTION</u>	The children stand in groups of four or five. Each group has a name. The teacher calls out the names of two of the groups and they change places.
<u>PREPARATION</u>	Decide what you are going to call the groups. You can use a wide range of topics (for example, monsters, shops, jobs), or any topic that the children have been studying at school.
<u>IN CLASS</u>	First play the simplest form of the game: 1 Divide children into groups of four or five, and give each group a name. 2 The groups stand around the edge of the gym or playground. When the teacher calls out the names of two of the groups they change places.
<u>VARIATION 1</u>	This is a more competitive version of the game. 1 One of the groups does not have a place, but stands in the middle of the gym or playground. 2 When the two groups you have named change places, the group in the middle tries to 'occupy' one of their places, and the group whose place they have taken has to go to the middle.
<u>VARIATION 2</u>	Do stages 1-3 in the classroom, then take the class to the playground or gym. 1 Elicit the names of some animals from the children. 2 When you have a dozen or so, say a few sentences about one of them and ask the children if they know which one it is. For example: It's very big, it's grey, it's got very big ears. This introduces the children to the idea of defining an animal by its size, colour, and characteristics. 3 Now divide the class into groups of four or five. Ask each group to think of a different animal and to write four or five sentences about it. You can give them sentence patterns such as:

It's + (colour), it's + (size), it lives in ..., it eats ....

Collect each group's sentences in.

4 Each group finds a space round the edge of the gym and the game can start. Instead of simply calling out the animal names of two of the groups, call out the children's sentences, one sentence about one group and then another about another group, and so on. For example, if there are groups called 'Elephants' and 'Rabbits', the teacher can call out:

It's grey

It's grey

It's got two big ears

It's got two long ears

It likes bananas

It likes carrots.

The children listen, and when two groups recognize their animals, they change places.

## 导读七

### 歌曲和歌谣

#### 篇章介绍

音乐和节奏也是儿童语言学习的重要组成部分，在语言学习中起着重要的作用。一般来说，歌词容易记牢。同样，没有曲调，但节奏鲜明的歌谣也是训练儿童语言节奏感的绝佳材料。学习英语歌曲和歌谣可以帮助儿童学习英语语音和节奏，巩固语法与词汇，而最重要的是能提高英语学习的兴趣。

教师可以在一节课开始时、结束时或一节课进行到一定阶段转向更重要的内容时让学生唱歌，也可以把歌曲作为背景音乐播放。歌曲对集体认同感的培养也有一定的作用。

歌曲虽然有用，但亦需用心选择。歌词在语言上不宜太深，最好浅显易懂，要能听得清楚。此外，应选择主题适合儿童的歌曲。

#### 阅读参考

我国儿童在英语学习过程中如能学一些英语歌曲与歌谣，将有很多好处——除了能提高学习兴趣，巩固与扩大词汇外，还能帮助学生学语音、语调，增强节奏感与语感。由于汉语和英语的差别很大，掌握英语节奏历来是我国学生英语学习中的一个难点。因此，从一开始就注意加强这方面的训练已逐渐成为我国英语教学界的共识。

小学英语课与课外活动可适当安排这些内容。初中英语课时间很紧，可以考虑在课外活动中教唱一些英语歌，排练一些小诗或儿歌朗诵节目。有条件的中小学每学期还可以组织1~2次英语节目表演会。

#### 具体活动导读意见

本章所介绍的活动是围绕动作表演歌曲 (action songs)、歌谣 (包括小诗与儿歌) (poems, rhymes, and chants) 和多用途歌曲 (exploiting songs) 而展开的。

#### 1. 动作表演歌曲 (7.1)

动作表演歌曲包括身体部位 (Parts of) 歌曲、数数歌曲 (counting songs)、拼法歌曲 (spelling songs) 与特殊节日歌曲 (songs for special occasions)。利用动作表演歌曲开展活动的主旨是让孩子们边听音乐边唱歌，同时添加动作。动作与歌词必须合拍，这样可以增强节奏感。

#### 2. 歌谣 (7.2)

这里介绍了《五只小象》(Five little elephants)、《火车》(The train)、《在黑黑的树林中》(In a dark, dark wood) 与《水手出海》(A sailor went to sea) 等童谣。

学习童谣、小诗、儿歌的目的是训练英语的一些语音、重音模式和节奏，也可以操练一些结构。朗读时要突出节奏感，同时配以适当的动作。教师也可以根据实际情况，自己编写儿歌和小诗。

#### 3. 多用途歌曲 (7.3)

利用一首歌曲可以开展不同的活动，如：找词（Find the Word）、听歌修改图画（Song pictures）、听歌排列图画（Song pictures 2）、填词（Gap fill songs）、歌词排列（Mixed-up lines）、歌词译文对照排列（Song translations）等。

这些活动可以用来进行听能训练，教师可以根据实际需要选择歌曲，以达到不同的训练目的。

听歌曲做练习可以提高学生的兴趣，但也增加了难度。

因此，所选用的歌曲的歌词要清楚，难易程度要恰当。

## 7 Songs and chants

Music and rhythm are an essential part of language learning for young learners. Children really enjoy learning and singing Songs, and older learners find working with current or well-known pop songs highly motivating

We have all experienced songs which we just can't get out of our heads. Music and rhythm make it much easier to imitate and remember language than words which are 'just spoken' - if you teach children a song, it somehow 'sticks'.

A chant is. Like a song without music, or a poem with a very marked rhythm. There are many different songs and chants, from traditional ones to specially written material for young language learners. Traditional songs and chants often contain obscure or out-of-date language which may outweigh their usefulness, but they do have the advantage of being part of English-speaking culture.

Some songs are good for singing, others for doing actions to the music, and the best ones are good for both! You can use songs and chants to teach children the sounds and rhythm of English, to reinforce structures and vocabulary, or as Total Physical Response activities-but above all to have fun.

You can use a song or a chant at any stage in a lesson: for example, at the beginning to mark the change from the previous subject to English; in the middle of a lesson as a break from another, more concentrated activity; or at the end, to round a lesson off. Songs and chants can also help to create a sense of group identity. Pop songs are usually best used in listening activities. You need to select the song you use with care. Is the language too difficult? Can you hear the words? Is the subject-matter suitable? Older children enjoy working with popular songs so much that they are willing to tackle difficult language, and will often sing along when the song is played.

You can also use songs as background music while the children are working quietly on another task-it is surprising how much they absorb unconsciously.

This chapter contains a very small selection of songs and chants to use in class. Some sources of more songs are listed in the Further Reading section. Another useful book is Music and Song in this series, which has a section on young learners, and a very comprehensive bibliography.

### 7.1 Action songs

<u>LEVEL</u>	All
<u>AGE GROUP</u>	A, B
<u>TIME</u>	10-20 minutes
<u>AIMS</u>	Linguistic: to associate actions with words, to internalize the sounds and rhythms of English. Other: to develop a sense of rhythm, to enjoy the music, to give the children a chance to 'let off steam'.
<u>DESCRIPTION</u>	The children do actions as they listen to and sing songs.
<u>MATERIALS</u>	Song cassette and cassette player, or music and a musical instrument.
<u>PREPARATION</u>	Listen to the song and practise doing the actions yourself.
<u>IN CLASS</u>	These are some general guidelines for doing action songs in class. 1 Play or sing the song once or twice with the children just listening, so that they begin to absorb the tune and rhythm. 2 Now play or sing the song again and get them to clap the rhythm and/or hum the tune to the music. 3 Get them to join in the actions with you. 4 Ask them if they can tell you what the song means from the actions. Explain anything they don't understand. 5 Play the song again. The children join in with the actions, and sing along with the words if they wish.
<u>FOLLOW-UP 1</u>	You can give older children the words of the song, perhaps with gaps to fill in, or to illustrate.
<u>FOLLOW-UP 2</u>	It is a good idea to get the children to make an ongoing song book to which they add new songs as they learn them.
<u>COMMENTS</u>	1 Listening and doing actions is the best way to exploit traditional songs where the words are often difficult to understand.' Me actions keep the children interested and give them a reason for listening. 2 The children may well want to sing the words too.' This is fine if they want to, but do not force them if they are not ready.

7.2 Poems, rhymes, and chants to say

LEVEL All

<u>AGE GROUP</u>	All
<u>TIME</u>	10-20 minutes
<u>AIMS</u>	Linguistic: to practise the sounds, rhythms, and stress patterns of English, and in some cases to practise a structure. Other: to have fun, to feel a sense of achievement.
<u>DESCRIPTION</u>	The children learn and recite a poem, rhyme, or chant and, in some cases, do the actions to the words.
<u>MATERIALS</u>	Copies of the words (optional).
<u>PREPARATION</u>	Learn the poem yourself and practise saying it with a good beat. Add any actions you think are appropriate.
<u>IN CLASS</u>	<p>These are some general guidelines for teaching a poem, rhyme, or chant. You would probably not do them all in one lesson!</p> <ol style="list-style-type: none"> <li>1 Say the poem yourself, and demonstrate the actions.</li> <li>2 See if the children can guess what it means.</li> <li>3 Practise saying it with all the class, keeping up a good rhythm and listening out for pronunciation problems.</li> <li>4 Teach the children the actions and get them to do them as you say the poem. It is not important if they do not all say the words at this stage.</li> <li>5 (Optional) Write all or some of the poem on the board and explain any difficult words, or even translate it if you think necessary.</li> <li>6 (Optional) Ask the children to look at the words on the board again, and rub out one or two words (you could substitute pictures). Get them to recite the poem, 'reading' the invisible words. Then rub out some more words and get them to recite it again. Go on like this until they are 'reading' the invisible poem.</li> <li>7 The children say the words and do the actions.</li> </ol>
<u>FOLLOW-UP 1</u>	As with songs, you can give the children the words to illustrate and get them to make a little book.
<u>FOLLOW-UP 2</u>	Get the children to change words in the poem, rhyme, or chant to make their own versions (see 'In a dark, dark wood' and 'A sailor went to sea', below). See also 4.4 and 4.5 for more ideas on how to get children to write their own poems in English.
<u>COMMENTS</u>	The best rhymes for language learning are repetitive

ones in which just a few words change from verse to verse. Carolyn Graham's books on Jazz Chants are an excellent source of material. You will find more examples in the Further Reading section.

### 7.3 Exploiting songs

<u>LEVEL</u>	All
<u>AGE GROUP</u>	All
<u>TIME</u>	20-30 minutes
<u>AIMS</u>	<u>Linguistic:</u> to practise listening skills, vocabulary, and in some cases a language point. Other: to enjoy the music, to introduce the children to aspects of English-speaking culture.
<u>DESCRIPTION</u>	Some ways of using songs in class: either songs specially written for learners, or songs written for native speakers.
<u>MATERIALS</u>	Cassettes and a cassette player; see individual activities. Find the word A very simple introductory activity to a song is to ask the children to listen for a certain word, and note down the number of times it occurs. For example, in the song 'Hello, goodbye' by the Beatles, you can ask the children to count the number of times they hear 'hello' and 'goodbye'. More advanced learners can note down words with certain sounds in the song—for example, if your children have difficulty in hearing the difference between /i:/ and /i/, you could ask them to write down words containing /i:/. Song pictures 1 1 Choose a song which has a strong descriptive text. Find or draw a picture which illustrates it, but with some gaps or mistakes. Make copies for the children. 2 Give the children the copies of the picture. Ask them to listen to the song and complete or correct the picture. Song pictures 2 You can use this technique with a song that tells a story. 1 Draw simple pictures to illustrate the story, cut them out, and make a worksheet with the pictures out of order.

2 Ask the children to listen to the song and put the pictures in order.

#### Gap fill songs

Choose a song which has clear words. Use any of the activities in 4. 1, 'Variations on a gap'.

#### Mixed-up lines

1 Copy out the words of the song. Stick them onto card and cut them out. Mix up the order of the lines.

2 Ask the children to listen to the song and put the lines in the correct order.

This is especially effective with pop songs.

With a long song it is better to cut it into verses.

#### Song translations

1 Translate the song line by line into the children's native language, then mix up the lines.

2 Make copies and give the children one each, with a copy of the English words. Put them in pairs and ask them to match the lines.

#### COMMENTS

Many English pop songs are well known, even to the youngest learners, especially the theme songs to films or television series. Although the language is difficult, children will love using them in class. You could probably use at least two of the activities here in order to get the most out of each song.

## 导读八

### 创造性手工制作活动

#### 篇章介绍

创造性手工制作活动是儿童学校课程中的一个重要组成部分。这类活动可以激发儿童的想象力，也可以培养他们的手眼协调能力。

教师不应对学生小制作的完美程度要求过高，重要的是过程以及他们运用的语言。要求学生在整个过程中大量运用英语是不现实的。但教师应鼓励学生用英语进行交流，使用 Can I have...? 或者 Do you like it? 之类的句型。作者强调这类活动提供了运用英语进行真正交流的极好机会。

学生的小制作完成后应该在学校或班级里展出，这样可以增强学生的自信心和自豪感，同时也是一次英语学习的交流。

#### 阅读参考

我国中小学生的课程表排得比较满，学生课余自由活动的时间不如西方国家的学生那样充裕。教师可以通过协商，在劳技课或课外活动时间里安排学生参加一些手工制作活动，并将英语听、说、读、写的训练穿插其间。

本书贯穿了把语言学习与儿童身心发展结合起来的的思想，而本章正是这一思想的生动体现。

#### 具体活动导读意见

本章介绍了 10 项活动，根据活动的内容，可分为：一、以手工制作为主的活动

这类活动以手工制作为主。在制作过程中，主要训练学生读懂或听懂各种指示；作品则可用来开展一些游戏，并复习词汇、语法或进行会话练习等。在这些活动中，学生要画画、着色、剪贴等，从而培养了动手能力。

##### 1. 词语拼图 (8.2)

该活动是让学生制作词语拼图。制作时，把单词和相应的图安排在一起。学生交换作品后进行拼图游戏，从而复习词汇。

##### 2. 配对 (8.3)

开展该活动时，学生要制作一套卡片，并用来进行配对游戏。配对游戏是一种形式，可用来训练多种语言项目，只需改变在卡片上写下或画出的内容。该游戏还有助于学生锻炼记忆力。

##### 3. 制作天气钟 (8.4)

该活动是让学生制作一只“天气钟”，配上指针，在钟面上画出代表各种天气现象的图画。活动也可改为制作“情绪钟”、“衣着钟”等。该活动能帮助学生学习或复习一些与主题有关的词汇和某些句型。用制作好的钟还可以开展会话、听力训练等。

##### 4. 制作旋转玩具 (8.5)

该活动是让学生制作一只旋转玩具：在六边形的中心插一支轴，六边形划分为六个区域，可以写上单词、画上画等。制作好的玩具可以用于多种游

戏，复习词汇。

#### 5. 制作玩偶 (8.7)

该活动是让学生根据书面的或口头的指示制作玩偶。这样，学生就接受了阅读或听力训练。而且，作者认为，玩偶深受孩子们的喜爱，常常能促使不大说话的孩子开口。

#### 6. 制作面具 (8.9)

该活动与 8.7 的活动类似。面具不仅能促使孩子们开口，而且可用于戏剧化的表演。

### 二、综合性的活动

#### 1. Milly, Molly 和可恶的大猫 (8.1)

活动围绕名叫 Milly 和 Molly 的两只老鼠巧妙地取到大猫看守的奶酪这一故事而展开。教师讲故事，学生做手势表演。也可把学生分成三人小组开展活动，每人扮演一个角色。活动中，学生可以制作老鼠、猫的纸模型，或者制作面具。

#### 2. 一模一样的泥塑怪物 (8.6)

该活动主要是练习口头描述和听懂描述，并且可以用来复习身体部位的名称和表示颜色的单词。开展活动时，学生结成对子。一方先用橡皮泥塑一个怪物，然后向对方描述，要求对方塑出一模一样的怪物来。然后互换角色。根据活动要求，塑形和描述时都不能让对方看到，对方完全根据描述来完成泥塑，这样就对学生的描述提出了较高的要求，创造了运用英语的真实机会。

#### 3. 培育种子 (8.8)

该活动让学生根据指示，在瓶子里面用水养几颗豆的种子，然后加以观察、记录。活动与语言学习相结合，穿插了读和写的训练；活动与自然科学的学习也紧密结合，鼓励学生坚持观察、学习测量等。这一活动是非常有意义的，每天占用的时间不多，在我国中小学中具有实施的条件。该活动的设计思想也具有普遍意义，即可以把语言学习与其他学科的学习和日常生活结合起来，为学生提供更多的语言实践的机会。

#### 4. 制作书 (8.10)

该活动让孩子们制作他们自己的书。书的形状和内容可以是多种多样的，学生可以选择自己感兴趣的话题作为内容。考虑到学生的年龄，书可图文结合或以图为主。在语言方面，教师应多予指导。

## 8 Creative Activities

Creative activities and crafts are an important part of the general curriculum, as they not only stimulate children's imagination, but also develop skills such as hand-eye coordination. They are also very enjoyable and motivating. You can use them as an opportunity to give instructions in English, or you can use what the children make for other language activities: for example, 8.10, 'Making books', with storytelling and writing; 8.5, 'Spinners', can be used for games; 8.4, 'Make a weather clock', can be used for an information gap activity; and 8.7, 'Making puppets' and 8.9, 'Making masks' for drama.

When you are planning a creative activity, it is essential that you try it out yourself first. Although I have tried to anticipate pitfalls, there may be some I have not discovered!

Don't expect works of art from your children—you may well get some, but always keep in mind that it is the process that is important, and the language used. It is unrealistic to expect the children to speak in English all the time they are working, though you should encourage them to use phrases such as 'Can I have the scissors?' or 'Do you like it?' You should use as much English as you can as the context will usually make your meaning clear.' This is an excellent opportunity for some real communication in English, which should not be missed. If you play a tape of songs in English for the children to work to, you will be surprised how much goes in subconsciously.

When the children have finished, try and put on a display of what they have made, either in the classroom or around the school. This gives the children pride in their work, and other groups come into contact with English too.

More sources of craft activities in English are given in the Further Reading section. You will find other ideas which you can adapt in children's books and magazines in their own language.

### 8.1 Milly and Molly and the Big, Bad Cat

<u>LEVEL</u>	1
<u>AGEGROUP</u>	A, B
<u>AIMS</u>	Linguistic: listening to a story. Other: colouring, cutting out, and sticking.
<u>DESCRIPTION</u>	The teacher tells the children a story using cut-out figures. The children then make their own figures and use them to act out the story.
<u>MATERIALS</u>	Figures of Milly, Molly, and the Big, Bad Cat (see

Worksheets 8. 1a and b at the end of the book), string (optional), glue, scissors, coloured pencils, some yellow plasticine to represent the cheese.

- PREPARATION
- 1 Make a set of figures of Milly, Molly, and the Big, Bad Cat for yourself, and stick them on card.
  - 2 Read through the story outline (see below) and practise telling it. Remember to use lots of expression, mime, and repetition.
  - 3 Make a copy of Worksheets 8. 1a and b for each child. If you can't make copies, make some templates in strong card for the children to draw round.

STORY OUTLINE

<p>MILLY AND MOLLY AND THE BIG, BAD CAT Once upon a time-two mice-Milly and Molly-friends One day-very hungry Suddenly-smelt something-cheese! But-problem-Big, Bad Cat was guarding the cheese! Milly had an idea-crept out of the hole-made a rude face at the cat. Big, Bad Cat was very angry-said 'Miaow'-ran after Milly. Milly ran and ran and ran. Meanwhile-Molly crept out-took the cheese! Milly ran and ran-just got back to the hole in time. They ate the cheese. Big, Bad Cat said 'Miaow'.</p>
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IN CLASS

- Part One
- 1 If you can, get the children to sit around you in a circle so that the Big, Bad Cat can run round the outside after Milly.
  - 2 Show the children the figures you have made. Put Milly and Molly in their hole-perhaps under a chair-and the cheese in the middle of the circle.
  - 3 Tell the story twice. The first time the children just listen, but the second time ask them the names of the animals and encourage them to mime with you.
  - 4 Ask for volunteers for each of the animals and tell the story again, this time with the children acting it out.
- Part Two (This can be in the next lesson.)
- 5 Show the children how to cut out the figures, colour them, fold them, and stick them together. If you wish, they can stick on string 'tails'. As they are working, go round the class praising their work

and asking them questions such as What colour is the cat?

Part Three (This can be in the next lesson.)

6 Put the children into groups of three and tell them to decide who is going to be Milly, Molly, and the Big, Bad Cat. Give each group a piece of plasticine (for cheese). Then tell them to find a space to work in, decide where Milly and Molly live, and put the cheese in its place.

7 Tell the story again. The children act it out while you tell it.

FOLLOW-UP 1 The children draw one of the scenes of the story and tell you the caption they want to give it. You translate it into English and they copy the words on to their picture.

FOLLOW-UP 2 The children make a book of the story (see 8.10, 'Making books').

FOLLOW-UP 3 The children make masks of the characters and act out the story (see 8.9, 'Making masks'). More advanced children could invent a dialogue.

FOLLOW-UP 4 The children invent another story using the same characters.

COMMENTS 1 Choose follow-up activities carefully, depending on the children's age and how much they enjoy the story. Do not use the same story too many times.

2 You will find other ideas for these kinds of stories in cartoons and comic strips.

3 An excellent aid to storytelling is a felt board. If you stick pieces of velcro to the back of the figures you, or the children, can move them around at will.

## 8.2 Vocabulary jigsaws

LEVEL 1,2

AGE GROUP A, B

TIME 30 minutes

AIMS Linguistic: to revise vocabulary.

Other: to practise drawing, colouring, cutting, and sticking; to practise matching pieces of a jigsaw.

DESCRIPTION The children complete a jigsaw framework with words and pictures, cut it out, and remake the jigsaw.

MATERIALS One jigsaw you have already made, blu-tack, copies

of the empty jigsaw for the children (see Worksheet 8.2 at end of book), thin card (optional), an envelope for each child, coloured pencils, glue, scissors.

PREPARATION Make a jigsaw yourself If you have a large class, it is a good idea to make a giant jigsaw on a sheet of card. Stick it on the board so that everyone can see it.

IN CLASS 1 Show the children the picture pieces of your jigsaw and ask them the English words for what is on the pictures. Stick them on the board or put them on a table where everyone can see them.

2 Show the children the word pieces and get them to match them to the pictures. Then ask for volunteers to put all the pieces together to make the whole jigsaw.

3 Explain that they are going to make a similar jigsaw. If the children are very young, they should copy your pictures and words. If they are older, let the class decide what topic they want to work on, and let each child choose his or her own words and pictures.

4 Give out the blank jigsaws and check that the children understand what they' are going to do.

5 While the children are working, go round the class encouraging, commenting, and asking simple questions such as That's in this picture? or How do you say this in English?

6 (Optional) Before they cut out their jigsaw, give them a piece of card to stick it onto-the pieces will be easier to fit together and will last much longer. Give each child an envelope to keep the pieces in, and tell them to write their name and the topic of the jigsaw on it.

7 As the children finish, get them to swap jigsaws and to try to do one another's.

### 8.3 Pickup twos (pelmanism)

LEVEL All

AGE GROUP All

TIME 30 minutes to make the cards, 15-20 minutes to play the game.

AIMS Linguistic: Depends on the cards made.

Other: to exercise the memory.

DESCRIPTION The children make a set of cards that form pairs (see below for types of pairs). They use these cards to play pick up twos (pelmanism).

MATERIALS A set of demonstration cards, eight playing-card-sized pieces of card for each child, envelopes, coloured pencils, or pictures from magazines, and glue.

PREPARATION 1 Decide which language features you want to practise.

2 Make a set of four or five pairs of cards that you can use to demonstrate the game. If you have a large class, these should be big cards that you can stick on the board for all the children to see. They should all be the same size, with one side blank and one with pictures or words. If you are not good at drawing, you can use pictures from magazines. You can mark the back of the cards, or use two colours, in order to distinguish word cards from picture cards.

Types of pairs

Vocabulary

One card has a picture and the other the corresponding word.

or

Both cards have pictures and the children name them out loud as they turn them over.

Sentences

One card has a picture and the other the corresponding sentence.

Question and answer

One card has a question and the other the answer.

Opposites

The pairs are made up of opposites.

Verbs

One card has the infinitive, the other the simple past form or past participle-or you can make the game pick-up-threes and include all three parts of the verb.

Free association

For more advanced learners. The cards are not in fixed pairs, but can show words, pictures, or both. The children turn over any two cards; if they can make an English sentence using what is on both cards,

they can keep the pair.

IN CLASS Part One

1 Show the class your cards, and ask for volunteers to put them into pairs.

2 How to play:  
Stick the cards on the board face down, putting the word cards on one side and the picture cards on the other. Ask a child to turn one of each over. If they match, he or she keeps them and has another turn. If not, he or she must turn them back again and another child has a turn. As this is a memory game it is very important that the cards are never moved, only turned over and back.

3 When they have got the idea of the game, tell them that they are going to make some cards themselves. Explain what they have to do (this depends on the kind of pairs you have decided to use), give out the pieces of card, and let them start.

4 As the children work, go round the class commenting, praising, and helping where necessary.

5 When they finish, give them an envelope to keep their cards in.

Part Two (This can be in another lesson.)

6 Put the children in groups of four. They should pool their cards and play the game (see Stage 2).

7 The winner is the player with the most pairs.

#### 8.4 Make a weather clock

LEVEL 1, 2

AGE GROUP A, B

TIME 30 minutes

AIMS Linguistic: weather vocabulary, to follow spoken instructions.  
Other: drawing, colouring, and cutting, and to think about designing symbols.

DESCRIPTION The children make a 'weather clock' with movable hands that they can set according to the day's weather.

MATERIALS A weather clock you have made, photocopies of the blank clock for the children (see Worksheet 8.4 at end of book), strips of card for the 'hands', a split pin for each child.

PREPARATION 1 Make a weather clock yourself:

- a Draw weather symbols on the 'clock'.
- b Cut out 'hands' of thin-- card and pin them in the middle.
- 2 Think about how you will give the children their instructions.
- 3 Make a copy of the blank clock for each child (see Worksheet 8.4).
- 4 Cut out strips of card for the hands of the clocks.

#### IN CLASS

- 1 Ask the children to name different sorts of weather in English, using mime to help them, and make a list on the board.
- 2 Ask for a volunteer to come and draw a picture on the board to represent one of the kinds of weather on the list. Start with something easy to draw, like sunny, and then go on to something more difficult, like windy.  
If they are not sure what to draw, ask them questions such as What do trees do when it is windy? And the leaves? And your umbrella? And your hat?
- 3 Show them your weather clock and ask What's the weather like today? Set the hands according to their answer.
- 4 Tell them that they are each going to make a clock, and tell them what to do, demonstrating at the same time. Give out the worksheets.

#### COMMENTS

Another way of presenting the idea of symbols is to get the children to look at the symbols used in weather charts on the television or in newspapers. When the clocks are finished you can use them in a number of ways:

FOLLOW-UP 1 As the basis for an information gap activity. The children work in pairs: one child sets the hand of his or her clock out of sight of the other; the other child asks questions until he or she can set the hands of his or her clock to the same kind of weather.

FOLLOW-UP 2 As a listening activity: you talk about the weather and the children set the hands of their clocks according to what they hear.

FOLLOW-UP 3 Put the clocks on the wall (or let the children take them home) and set the hands correctly each day.

#### VARIATIONS

You can use the 'clock' idea for other topics:

Illnesses: He's got a cold, a headache, or toothache.

Feelings: I'm happy, sad, or angry.

Clothes: I'm wearing trousers, a shirt, and a jumper.

## 8.5 Spinners

<u>LEVEL</u>	All
<u>AGE GROUP</u>	All
<u>TIME</u>	30 minutes to make the spinners, 10-20 minutes to play a game.
<u>AIMS</u>	Linguistic: reading and following instructions in English. Other: using a pair of compasses, colouring, and cutting.
<u>DESCRIPTION</u>	The children make spinners that can be used in a number of games-there are some suggestions below.
<u>MATERIALS</u>	Card, pairs of compasses or some hexagonal templates, cocktail sticks (or used matches or short pencils), scissors, coloured pencils, envelopes.
<u>PREPARATION</u>	1 Decide which of the games you want the children to make. 2 Make a spinner yourself to illustrate the game. 3 Younger children will not be able to make their own hexagons, so make templates for them to draw round, or photocopies to cut out and stick on card.
<u>IN CLASS</u>	1 Show the children the spinner you have made and demonstrate the game. Draw the diagrams on the board as you go. 2 Show the children how to draw, a hexagon: a Set the compasses at about 3 cm and draw a circle.  b Keep the compasses at the same setting and put the point of the compasses at any point on the circle. Draw small pencil marks around the circle.  c Then join up the marks to make a hexagon. Cut out the hexagon and draw lines across it to make six triangles.  3 When all the children have made a hexagon, tell them how to play the game. Answer any questions they may have. 4 Give each child an envelope to keep their spinner

in.

## 8.6 Twin plasticine monsters

<u>LEVEL</u>	2
<u>AGE GROUP</u>	All
<u>TIME</u>	30 minutes
<u>AIMS</u>	<u>Linguistic:</u> parts of the body, colours, giving and understanding spoken descriptions. Other: to develop modelling skills.
<u>MATERIALS</u>	Plasticine in different colours.
<u>DESCRIPTION</u>	The children each make a monster out of plasticine and then describe it to their partner, who has to try and make one the same.
<u>PREPARATION</u>	1 Make a plasticine monster yourself. 2 Make sure that there is enough plasticine for each child to have four or five different colours.
<u>IN CLASS</u>	1 Draw a monster on the board and check that the children know the English names of parts of the body and how to describe the monster-for example, He's got a long tail. 2 Show the children your plasticine monster and get them to describe it in English. 3 Put the children in pairs and give out the plasticine. Each pair should have the same colours. 4 Tell them all to use half of their plasticine to make a monster, but not to let their partner see it. (They will use the other half later to make a replica of their partner's monster.) Put a time limit on this step or the monsters will be too complicated! 5 Now tell one of the children in each pair to describe their monster in English to their partner (still not letting them see it), so that the partner can make a 'twin'. When they have finished they should compare monsters, then swap roles. 6 When all the monsters are finished, the children can give them names and display them in a 'monster park'.
<u>FOLLOW-UP 1</u>	Use the twin monsters to practise comparisons-for example, Timmy Monster's nose is longer than Tommy Monster's.
<u>FOLLOW-UP 2</u>	One child describes a monster from the 'monster park' and the others guess which one it is.
<u>FOLLOW-UP 3</u>	Use the monsters to make up a story.

<u>VARIATION</u>	The children could draw monsters instead of modelling them. See also 2.2, 'On the farm'.
<u>COMMENTS</u>	Make it clear that the aim of the game is to describe the monster so well that their partner's monster looks just like theirs. Sometimes children think they have 'won' if their partner can't make one like theirs.

## 8.7 Making puppets

<u>LEVEL</u>	All
<u>AGE GROUP</u>	All
<u>TIME</u>	20-40 minutes
<u>AIMS</u>	Linguistic: following written or spoken instructions. Using the puppets gives speaking practice. Other: to develop manual dexterity, co-ordination, and co-operation.
<u>MATERIALS</u>	See the different types of puppet (below).
<u>PREPARATION</u>	1 Always make a puppet yourself before doing it with your class. 2 Decide how you are going to give the instructions to the children (written or orally). Finger puppets
<u>MATERIALS</u>	Thin felt tip pens, coloured pencils, scissors, circles of paper, the children's fingers!
<u>IN CLASS</u>	1 The children colour the paper circle to represent the puppet's clothes. 2 They cut out the circle and make a small cut in the centre for the neck. They make a cut from the edge of the circle to the centre. 3 They draw a face on one of their fingers and put the circle over the finger, overlapping the paper at the cut to make a 'skirt' shape. Stick puppets
<u>MATERIALS</u>	A copy of Worksheet 8.7 (see end of book) for each child, two thin sticks for each puppet, coloured pencils, scissors, card, glue, a split pin for each puppet, sticky tape.
<u>IN CLASS</u>	1 The children colour the figure and the arm on Worksheet 8.7. They stick them onto card and cut them out. 2 'Men they join the arm to, the rest of the figure

at the elbow with the split pin, and stick one thin stick on to the back of the puppet and one on to the arm with sticky tape.

Paper bag puppets

MATERIALS A paper bag for each child, coloured pencils, scissors, glue, wool for the hair (optional), an elastic band for each child.

IN CLASS 1 The children draw a face on the paper bag. Alternatively, they could stick on cut-out eyes, nose, and mouth, and wool for hair.

2 When the face is ready they put it over their fist and fix it on their wrist with an elastic band.

COMMENTS 1 As well as these puppets that we make, it is useful to have some other, more sophisticated ones which you yourself use in class, for example glove puppets or pop-up puppets. If you speak the children's native language and have trouble establishing 'English only time', you can tell the children that the puppets only speak English. You can use them for general warm up chat, giving instructions, or introducing language.

2 Children really enjoy using puppets, and they often motivate the most reticent child to speak.

## 8.8 Growing seeds

LEVEL 2, 3

AGE GROUP B, C

TIME 5-10 minutes a day for 2 weeks, then 5-10 minutes a week for 4-6 weeks

AIMS Linguistic: to follow instructions in English, to keep a written record of a process.

Other: to encourage observation over a period of time, to practise measuring, to reinforce what the children learn in science lessons.

DESCRIPTION The children plant bean seeds in a jar and observe the bean as it germinates and the plant as it grows.

MATERIALS A jam jar for each child, two or three bean seeds for each child, enough blotting paper to put in all the jars, water, copies of the instructions and record sheets (see Worksheets 8.8a and b at the end of the book).

PREPARATION 1 If you have time, follow the instructions yourself first.

2 Tell the children to bring an empty jam jar each to school.

3 Either buy some dried beans or tell the children to bring two or three each.

4 Make a photocopy of the instructions and record sheet for each child. If you can't make copies, write the instructions on a large poster, and draw the record sheet grid on the board for the children to copy.

#### IN CLASS 1

Show the children a bean seed. Ask them what it is, and tell them that they are going to plant some and watch them grow. Teach them basic vocabulary such as seed, root, shoot, leaf/leaves, water, plant (v), and grow (v), as well as words they need to understand in the instructions.

2 Give out the instructions and record sheets and ask the children to read 'Day 1'. Check that they understand and then let them start.

3 Set aside five or ten minutes in the following lessons for the children to continue with the activity: every day at first, then once a week.

When the root, seed leaves, and then the true leaves appear, the children will probably need help in filling in the record sheet. You can give them some model sentences, or some questions to answer. When the plants are about ten centimetres tall, the children can take them home and transplant them to a pot or into the ground. They can continue recording their progress if they want to.

#### FOLLOW-UP

Older children can do other experiments with the plants, for example, to see what happens when one plant is kept in the light and another in the dark, or whether adding liquid fertilizer makes any difference to growth.

#### COMMENTS

1 It is always a good idea to be aware of what the children are studying in science.

2 Germinate a few spare beans yourself, as some will not grow.

#### VARIATION

You can also do other science activities in English, for example, measuring shadows at different times of day. For more ideas, see the Further Reading section.

### 8.9 Making masks

<u>LEVEL</u>	All
<u>AGE GROUP</u>	All
<u>TIME</u>	30 minutes
<u>AIMS</u>	Linguistic: following spoken or written instructions. Other: to encourage creativity, to motivate the children to speak.
<u>DESCRIPTION</u>	The children make masks, which they can use to practise speaking English.
<u>MATERIALS</u>	Coloured pencils, scissors, glue, wool, pictures from magazines-see the different types of mask.
<u>PREPARATION</u>	1 Always try making the mask yourself first. 2 Decide how you are going to give the instructions (spoken or written).
<u>COMMENTS</u>	Children love dressing up, and masks are a powerful aid to assuming another, often less inhibited, personality. You can use them in almost any speaking activity, and in drama.

#### 8.1 0 Making books

<u>LEVEL</u>	All
<u>AGE GROUP</u>	All
<u>TIME</u>	30 minutes +
<u>AIMS</u>	Linguistic: depends on the book. Other: to make children aware of books and book making, to help children appreciate books, to stimulate creativity.
<u>DESCRIPTION</u>	The children make books of their own. These can be based on a topic such as 'My family' or 'My day', stories (see 4.6), or projects-in fact almost anything.
<u>MATERIALS</u>	Paper, thin card for the cover, coloured pencils, scissors, glue, a stapler or blunt needles and thread-see the different types of book.
<u>PREPARATION</u>	1 Make examples of a book at various stages of production- cut-out pages, written pages ready for binding, the cover, and the finished book. 2 It is a good idea to make a poster or worksheets showing the different stages of the process. The children can refer to them instead of always coming to you.
<u>IN CLASS</u>	If you are making books as one of a series of lessons

on a theme, the children can help to decide the content of their books.

If the book making itself is the main focus of the lesson, you will need to give the children clear guidelines on content. Adapt the following steps to suit your situation. 1 Ask the pupils (in their first language if necessary) to tell you the essential features of a book: for example, pages, cover, title, author, numbers on the pages. The older the children are, the more detailed the description should be.

2 Explain that they are going to make a book themselves. Show them the one you have made.

3 Explain how to make the book, demonstrating the steps and referring to the poster or worksheet as you go. If you are working with younger children, it is better to explain a step and let them do it before going on to the next step.

4 As the children work, go round the class monitoring, encouraging, and sorting out difficulties, but refer them to the poster or worksheet, or to each other, whenever you can.

5 When they finish the books, encourage them to look at one another's. You could also make a display on the wall.

Types of book

A traditional book

1 Make cover out of card. It should be a bit bigger than the pages.

2 Cut pages out of white or coloured paper.

3 Remember to leave a margin when you write on them.

4 Staple or sew the pages into the cover.

If you are going to keep adding pages, punch holes in them and tie them in with string or ribbon.

The book can be tall and thin, or short and fat -whatever seems suitable for the topic.

A film strip book

1 Cut a strip of card (the film) and divide it into squares (for 'photos').

2 Write the text and draw the pictures in the

squares-from right to left.

3 Cut another piece of card, just over twice as wide as the first.

Cut out a square a bit smaller than one 'photo'.

#### A concertina book

1 Take a long sheet of paper and fold it in a zig-zag.

2 Write the text on the inside pages, using the two ends as the covers. You can stick card on these.

3 Fold the book together and, if you like, hold it together with a paper clip.

Note: You can cut simple shapes out of the zigzag-folded paper to suit your theme. For example 'My friends' could be simple people, shapes, etc.

#### A flap book

1 Make the pages and cover in the same way as for a traditional book.

2 Draw a picture with a hidden object in it.

3 Draw a flap to cover it. Cut it out.

4 Stick the flap on the picture using clear tape as a hinge.

#### A circular book

1 Cut two circles out of strong paper.

2 Cut a window in one, and divide the other into 6-8 sectors.

3 Write or draw in the sectors.

4 Pin the 'window' circle on top of the 'text' circle.

You can use this kind of book for writing about daily routines, or topics.

## 导读九

### 录 像

#### 篇章介绍

录像是当今世界语言教学中一种非常有用的辅助手段。图像可以帮助儿童理解语言，所以教师可以利用录像来教授词汇、语法结构与功能，也可围绕话题开展各种口语练习。

录像资料包括从电视中转录的真实材料与专门为儿童学习英语设计的录像材料。最好选择短小精悍（5~10分钟）、内容浅显、视觉内容丰富的录像材料。外语教学录像片一般都按语言程度分级，而真实的录像资料语言一般比较艰深、复杂，俚语很多。因此，即使有必要选用真实材料，也应选择视觉内容丰富的材料，如卡通、故事、教育节目等。对于俚语，则宜告诉学生可以弃之不顾。

上录像课必须有明确的目的和要求，不论是教新的内容，还是作为教材的补充，都应遵循由浅入深、先易后难的原则。

为学生摄像也是提高学生兴趣的一种手段。这种活动会使学生产生巨大的学习动力，使学生感到有机会运用语言，因而充满成就感。这对母语为多种语言的班级特别有效。阅读参考

诚如作者所述，录像是外语教学中的一种非常有效的辅助手段。它不仅可用于新的语言知识，包括词汇、语音、语调、语法结构和功能的教学，还可以用来进行复习，展开听、说、读、写训练。孩子们一边看画面，一边听录音，会大大增加学习的兴趣。

可惜的是，我国适合初学者的录像资料较少，而要求有摄像设备的学校自己制作英语录像带，由于条件的限制，也不现实。因此，较好的办法是由外语教学领导机构组织力量编写、摄制、出版各种适合中小学英语教学的视听材料，推广使用，发挥录像在外语教学中应有的作用。

#### 具体活动导读意见

##### 1. 充分利用录像的一些基本设想（9.1）

作者首先提出了充分利用录像的一些基本设想，以帮助教师更好地利用录像进行教学。

作者建议利用录像的教学可分四步：1) 初看录像 (First viewing)；2) 进一步理解内容 (Further comprehension)；3) 语言练习 (Language tasks)；4) 后续活动 (Follow-up tasks)。

根据学生的水平、需要和可使用的时间，教师可选择一段录像（5分钟左右），有选择地配以听、说、读、写训练。比较容易的练习形式包括是非题、选择题、简单问答、句子顺序排列、短语选择（要求学生在一批短语中指出哪些是录像中出现的）、内容摘要选择（让学生在三篇内容摘要中选出与录像相吻合的一篇）、改错（要求学生指出教师故意编写在录像内容介绍中的错误细节并改正）等理解性练习和语言重点的操练。以上练习用于第二和第三步。第四步的练习难度较大，其形式是：问答、运用录像中的语言改

换场景进行对话（如录像中出现相当数量的餐馆词汇和用语，做练习时，可以将场景设在餐馆，要求学生对话）、填写录像中角色的台词、口头或笔头叙述大意等。

如果录像是故事连播中的一段，放录像前可以让学生回忆已经发生的情节并猜测故事的发展。

## 2. 看录像，找物品（9.2）

该活动要求学生在看完一段录像后，列出录像中出现的5~10种物品的名称。这一活动主要是帮助学生加强词汇记忆，练习 first, second, third 等序数词及 before, after 等介词。同时也鼓励学生培养细致的观察能力。

## 3. 情景表演（9.3）

该活动主要是让学生练习对话，要求熟悉对话中的一些短语和句子，并增进表演技能。学生先看录像，阅读一些短语和句子，然后根据录像排列其出现的顺序，边看边操练，最后表演对话。这种学习方式很生动，能帮助学生熟记对话和其中的短语及句子，以便在以后类似的真实情景中运用。

## 4. 背对背（9.4）

这是一项利用录像进行听、说训练的活动，比较有趣。学生两人一组，一个面对录像，一个背对录像。面对录像的学生将录像内容向对方描述，使其了解录像内容，从而能完成一项练习。在开展活动时，应注意下列各点：1）录像内容最好包含许多动作，使学生有描述的内容；2）要求学生完成的练习应相对较简单；3）正式开展活动前先作一次示范；4）这一活动宜采用不同录像，进行两次，使每位学生都能获得均等机会。

## 5. 为学生摄制一段对话（9.5）

这一活动对提高学生练习会话的兴趣大有益处。有条件的学校可请电教专门人员与教师合作为学生摄像。

## 9 Video

Video and television form a part of many children's lives nowadays, and can also be a very useful tool in the language classroom. However, there is a big difference between watching television at home for relaxation and watching a video in a lesson, where the teacher devises activities and tasks that encourage the children to interact with the video and learn from it.

Videos provide a ready-made context for the presentation of new vocabulary, structures, and functions, as well as providing a stimulus for speaking. They can also provide an excellent source of input for topic-based work. By combining spoken language with images, videos parallel real life. The visuals help children to understand the situation and therefore the language—for example, beginners hearing 'Come here' on an audio cassette are unlikely to understand it, but if they see it on a video accompanied by a gesture and response, the meaning is immediately obvious. It is this aspect that we need to exploit when preparing video tasks. You can use both authentic videos, recorded from television (but please take your country's copyright rules into account), or videos that have been specially designed for children learning English. Criteria to bear in mind when selecting a video are:

- the kind of video: when using authentic videos make sure they have a high visual content, for example cartoons, short stories, advertisements, or educational programmes, rather than 'talking heads' in debates and discussions;
- length: it is better to select a short sequence (5 to 10 minutes) and exploit it to the full, than to spend a whole lesson passively watching a long video;
- the language level: videos made for EFL use graded language, but authentic videos often contain complicated and colloquial language. When using an authentic video, make sure that there is as much visual support as possible and that the tasks do not require the children to understand slang or unusual expressions.

When preparing a video lesson, just as with any other lesson, it is essential that you have a clear aim in mind: for example, presenting new language or complementing your textbook. Always keep in mind the basic principles of starting with 'easy' tasks to give the children the gist of the video, then moving to more demanding tasks that provide new language or opportunities for language practice (see 9.1, 'Making the most of a video'). When you prepare worksheets of your own, try them out with a colleague before using them in class if you can.

## Making videos

Making videos is highly motivating. It gives the children an opportunity to use their language resources, and also encourages them to work together to achieve a group or class product.' The process of making the video is an opportunity for the children to use English, especially in a multilingual class.

Videoing the children in an activity like 9.3, 'Act out a scene', greatly improves their performance. Older children can learn how to manipulate a video camera, but with young children it is best for the teacher, another adult, or an older child to be the cameraperson.

For more ideas on using and making videos, I recommend Video by Richard Cooper, Mike Lavery, and Mario Rinvoluceri, in this series.

### 9.1 Making the most of a video

<u>LEVEL</u>	All
<u>AGE GROUP</u>	All
<u>TIME</u>	5-30 minutes
<u>AIMS</u>	Linguistic: to develop listening skills, to present and practise new language and vocabulary, to develop awareness of non-linguistic communication such as facial expressions, gestures, and body language.
<u>DESCRIPTION</u>	Some basic ideas on how to exploit a video.
<u>MATERIALS</u>	Video player and cassette.
<u>PREPARATION</u>	1 Select a short video clip appropriate for your children (see chapter introduction). 2 Prepare the tasks. You will need: <ul style="list-style-type: none"><li>- a first viewing task that introduces the children to the video</li><li>- one or more tasks to help the children understand</li><li>- possibly a language task</li><li>- a follow-up task.</li></ul> See below for ideas.
	3 Make copies of the task sheets, or make posters with the tasks on them.
<u>EXAMPLES</u>	First viewing First viewing tasks should be very simple. Their aim is to give the children a reason for watching, the

video, and familiarize them with it.

- Ask the children to watch the video and tell you how many characters there are, and their names if possible.
- Cover the video, or turn it round, or turn down the picture. The children listen to the soundtrack and guess where the story takes place, who the characters are., and possibly what is happening.
- Write, three or four very basic comprehension questions on the board for the children to answer after, watching.
- If you use a video, with a story line, for example Muzzy, ask the children to recall the previous episode and to predict what is going to happen. Then they watch and see if they were right. You can help them by giving them alternatives to choose from.

#### Further comprehension

These tasks should help the children understand the video in more detail, and should focus on both the language and the pictures. It is important that the language of the task helps the children make sense of what they are hearing, and reinforces the visual aspect of the video.

- The children answer true/false questions on the story.
- Give the children simple sentences that tell the story, but out of order. The children put them in the right order.
- Write on the board five key phrases from the video and a few which are not in it. The children watch and tell you which ones they hear.
- Write three summaries of the story, one of which is correct. The children choose the correct summary.
- Write out the story with some incorrect details, and read it to the children. They try to spot the mistakes, and possibly correct them.
- If the video has a sound-track with sound-effects rather than dialogue, you can cover the video before putting it on, or turn the picture down. Pause after each sound and ask the children to discuss what is happening in groups.

Alternatively, you can give them a number of possibilities to choose from.

#### Language tasks

These should focus the children's attention on a point of language, for example a structure, a function, or even intonation patterns.

- Pause the video after an example of the language point you want to focus on, and ask the children what the person in the video said and what it means. If the language point is repeated throughout the video, after the children have heard it a few times you can stop the tape before an example and ask the children to predict what is going to be said.
- Give the children a few key phrases from the video. The children identify who says what, and then in what order.

#### Follow-up tasks

Follow-up tasks should build on the language and/or topic of what the children have been watching. You can do them immediately, after the video, or in the next lesson.

- Give the children a situation in which they could use the language from the video. For example, if the video is about restaurant language, set up a restaurant role play or do 3.5, 'At a restaurant'.
- The children draw a picture of a scene from the video, or make a book telling the story. Alternatively, you can draw the scene with empty speech bubbles, and the children write what the characters say.
- The children make puppets to represent the characters in the video and dramatize a scene. See 8.7, 'Making puppets'.

### 9.2 Spot the items

<u>LEVEL</u>	All
<u>AGE GROUP</u>	All
<u>TIME</u>	20 minutes
<u>Aims</u>	Linguistic: to reinforce vocabulary. Other: to encourage accurate observation.
<u>DESCRIPTION</u>	The children look for items in a video.
<u>MATERIALS</u>	Video player, video cassette, list of items.

- REPARATION 1 Choose a video clip about five minutes long, which shows a variety of objects. Watch the video a couple of times and make a list of between five and ten items for the children to look out for. Choose some obvious things and, some others that are more hidden.  
2 Copy the words on to a worksheet and make photocopies for the children, or write them on a poster or the board.
- IN CLASS 1 Let the children watch the video once.  
2 Show them the list of items, and check that they know all the words. Explain that they have to watch the video again and look for the items.  
3 (Optional) Tell the children to turn their worksheets over, or cover up the word list as they watch the video.  
4 The children work in pairs and note down the words they see.  
5 Let them watch the video again and check their list.  
6 Play the video again: this time the children stop you when they see a word on the list, and tell you what it is.
- FOLLOW-UP Ask the children in which order they saw the things., to practise first, second, third, before, and after.
- VARIATION For older children, you can also think of items that are not in the video, and some misleading ones: for example, 'a big hat' if the hat in the video is small.
- COMMENTS Wizardora contains a number of unusual objects (see Further Reading).

### 9.3 Act out a scene

- LEVEL 2, 3
- AGE GROUP B, C
- TIME 45 minutes
- AIMS Linguistic: to practise speaking.  
Other: to develop dramatic techniques such as gestures and facial expressions.
- DESCRIPTION The children identify sentences in the video, then use them to act out what they have seen.
- MATERIALS Video player, video cassette, copies of speech bubbles (see Preparation), 'props' (optional).
- PREPARATION 1 Choose a 5-10 minute video clip with a dialogue that includes language you want to work on. Pick out

some phrases for the children to focus on: five or six if the language is new, eight to ten if the children have already come across the language.

2 Draw speech bubbles on a piece of paper, and write the phrases from the dialogue in them, but not in the order in which they come in the video. Make a copy for each child.

3 (Optional) Ask the children to bring in some clothes or objects ('props') to use when acting.

#### IN CLASS

1 Play the video clip once and let the children simply watch it-this first contact is important so that they get the gist of the story and enjoy watching the video.

2 Give out the sheets with the speech bubbles and give them a few minutes to read them. Make sure they understand the gist of the phrases.

3 Play the video again, and explain that they should number the speech bubbles in the order in which they hear them. Get them to compare their answers in pairs.

Alternatively, give each child a bubble and get them to stand up, or put up their hand, when they hear their phrase. Then put all the bubbles on the board in the right order, so that all the children can see them.

4 Check that all the children understand all the phrases.

5 Now play the video clip again. Pause the video after each phrase and ask them to repeat it all together.

6 Play the video clip again. Pause the video when you get to the key phrases. Get the children to say the words from the right speech bubble.

7 Finally, ask them to act the whole scene without the support of the video (using actions and words).-et them rehearse first, then each group performs to the rest of the class. Of course it need not be exactly the same as the video.

#### COMMENTS

If you have the facilities, you can video the children-this certainly improves their performance!

#### 9.4 Back-to-back

<u>LEVEL</u>	3
<u>AGE GROUP</u>	c
<u>TIME</u>	20 minutes +
<u>AIMS</u>	Linguistic: to practise speaking, and listening for information. Other: to develop co-operation between the children.
<u>DESCRIPTION</u>	The children work in pairs: one with their back to the video, the other facing it. The one who can see the video describes what he or she can see while the other uses this information to complete a task.
<u>MATERIALS</u>	Video player, video cassette, copies of the tasks (see Preparation).
<u>PREPARATION</u>	1 Choose a short video clip with plenty of action which your children will be able to describe in English. 2 Prepare a task for the children who will not see the video, for example one of the comprehension tasks in 9. 1, 'Making the most of your video'. The task should be fairly simple. 3 Try out the activity with a colleague.
<u>IN CLASS</u>	1 Pre-teach any essential vocabulary. 2 Put the children in pairs so that only one of each pair can see the video. Tell them who the characters are and what the video is about. 3 Give the children with their backs to the video their tasks, and give them time to read them. 4 Meanwhile, explain to the others that they must describe the video to their partner in as much detail as possible. 5 Play the video once. The children who can see it just watch, and the children who cannot see just listen. 6 Play the video again, this time pausing often for the children who can see it to describe what they see. 7 The children with their backs to the video ask their partners questions to find the answers to their tasks. 8 Finally, let all the children see the video and check their answers. 9 Repeat the activity with a different video in another lesson, with the roles reversed.

## 9.5 Film a dialogue

<u>LEVEL</u>	3
<u>AGE GROUP</u>	c
<u>TIME</u>	2 lessons
<u>AIMS</u>	Linguistic: to practise speaking skills, to link actions and words. Other: to encourage co-operation between the children, to achieve a group or class product, to learn how to use a video camera.
<u>DESCRIPTION</u>	The children prepare and make a video of a dialogue from their coursebook.
<u>MATERIALS IN CLASS</u>	Video camera and tapes, video player, 'props'. 1 Present and practise a dialogue from the textbook in the normal way. 2 Divide the children into groups and tell them that they are going to video the dialogue. Choose a director, actors, and scene-shifters. 3 Tell them to decide how to organize the furniture, 'props', who goes in and out when, what gestures to use, and so on, as well as where the camera should be, and when to start and stop it. The director should co-ordinate who does what, and when. 4 The actors practise the dialogue, including gestures, facial expressions, and coming on to and off the 'set' at the right time. 5 When everyone is ready, film the scene. 6 Show the videos to the whole class.
<u>FOLLOW-UP</u>	Do one of the feedback activities from the Introduction.
<u>COMMENTS</u>	If you teach older children too, ask them to film scenes from the younger children's books. This provides material for the younger classes, and a real audience for the older children's work. Acknowledgement I would like to thank Amaya Arribi, Susi Diaz, and Elena de la Iglesia, who showed me just how motivating and useful making videos can be.

## 导读十

### 综合运用

#### 篇章介绍

教师在课堂上最主要的作用是组织教学，包括制定教学内容与管理课堂两部分。

#### 一、课堂管理

课堂氛围、教师的态度和课上的安排都会影响孩子们的学习。

课堂上要努力创造一种亲切、友好、松弛的学习氛围。教室的环境（包括桌椅的安排、照明、通风等）要有利于学生学习和活动。最好辟有专门的英语角，供展示学生的作业等。

课堂上要建立一套程序。上课开始时，可以唱歌，纠正作业中的错误，或者复习旧课。接着上正课，要告诉学生将进行哪些活动，对年龄稍大的学生还可以告诉他们活动的目的。应该让学生明白每项活动的要求及开展活动的步骤。每项活动的结束也应有标志，或者教师拍手示意，或者说 Time to stop。最好以全班一起进行的活动来结束一节课，如唱歌、做快速游戏等，或者进行总结，作为反馈。

课堂上还应注意以下几点：1) 课内应尽量使用英语；2) 分组活动时教师应在教室内巡视，随时给予学生鼓励和帮助；3) 对先完成的学生应安排他们开展其他活动，如填字谜等；4) 应在手工制作等活动后留出时间，组织学生清扫教室，保持整洁。

教师还应对每位学生的情况做好记录。

#### 二、教学内容

教学内容在很大程度上受到班级特点、学生年龄与语言水平的制约。

教年幼儿童英语，一节课最好安排多种活动，动静穿插，集中活动和分散活动穿插，这样容易吸引年幼儿童的注意力。

一般上课先复习，承上启下。最好将新的教学内容安排在上半节课，便于当堂复习巩固。最后一段时间，可安排学生个别活动。

教学内容应注意语法、词汇与技能训练的平衡。教新单词时，应避免使用学生没有学过的语法结构；同样，教新的语法结构时，应避免使用学生没有学过的词汇。年幼儿童英语课应以听和说为主，年龄稍大的儿童的英语课则应包括听、说、读、写四方面的技能训练。

在采用不同的语言材料、开展不同的活动及进行不同的技能训练时，应尽可能提高词汇与结构的重现率。

教学计划中应该包括反馈活动，做到教学相长。

#### 三、教学安排

教师应始终明确一节课的要求并选择适当的活动。作者提出了选择活动的三种角度，并分别举例加以说明。

1. 从语言（包括语法结构和词汇）出发。先决定要学习的语言点，然后选择合适的话题，安排活动，进行操练。

2. 从话题出发。话题决定后，列出并选定要学习的语言点（包括语法结构和词汇），再决定具体题目，安排活动，进行操练。

3. 作为课本的补充。根据课本中教学内容的需要选择适当的活动，作为补充练习。

## 阅读参考

本章针对教师如何组织好课堂教学这一问题总结了不少经验，提出了许多宝贵的建议。例如，关于一节课应如何开始，如何结束，中间各阶段应如何衔接，作者就设计了一些方案。这些方案有利于学生集中注意力，提高课堂教学的效率。又如，作者指出，既要考虑教学内容的平衡，又要考虑教学形式的变化，如全班、小组、个别活动方式可穿插采用，练习形式要多样化，要安排不同技能的训练，有专项、有综合，先易后难。变化的作用在于避免单调、沉闷的气氛，提高学生兴趣，促使他们集中注意力。变化对少年儿童英语教学尤为重要。

作者认为，在教新单词或新的语法结构时，要分别使用学生熟悉的结构或词汇，这一主张和作者关于提高重现率的观点都很有价值，值得教师牢记。

作者还谈到教室的布置与安排，谈到应该培养学生爱护教室、保持教室整洁的良好习惯。有关建议均切合少年儿童的身心特点。

关于如何选择恰当的活动的建议能帮助教师融会贯通，深入把握本书的思路和方法，为在借鉴基础上进行创造提供了条件。

我们的中小学英语教师应很好地学习与思考作者提出的意见。在借鉴的同时，我们还应该注意：

1. 我国幅员辽阔，不同地区，即使同一地区的学校情况也有很大差别。各校的设备、师资条件不同，学生的水平也不一样。在借鉴本书经验时，一定要从实际出发，选择吸收，为我所用。

2. 上课首先要目的明确，对语言要求应心中有数。然后按照规定的时间，安排教学内容并考虑教学形式。本书提供了很多活动方式，有的可以直接采用，有的则需要根据实际情况进行改编，有的则为教师编写练习提供了思路。

## 10 Putting it all together

Teachers have many roles in the classroom: two of the most important are planning lessons and organizing the classroom in a way that facilitates learning. Here are some general ideas on organizing the classroom and planning lessons.

### Classroom management

The atmosphere of the classroom, the attitude of the teacher, and the organization of the lesson all affect children's learning.

#### In the classroom itself

Try and achieve a warm, friendly, relaxed atmosphere. Make sure that the chairs and tables are appropriately placed. Make sure there is enough light and heating/ventilation. Have a place where the children keep their English books and notebooks. If at all possible create an 'English corner' for English reading books and worksheets for early finishers. Display the children's work and relevant posters on the walls, and keep the displays up to date.

#### In the lessons

Create routines that the children recognize. Although they take time to explain and to establish, routines make the children feel secure and save a lot of time and explanation in the long run. Mark the beginning of the lesson, for example with a song, by correcting homework, or with a brief recall of the previous lesson.

The 'core' of the lesson will vary, but always start by telling the children what activities they are going to do and, with older children, what the activities are for.

Mark the stages of the lesson clearly so that the children know when one activity finishes and another starts.

Give clear instructions for each activity and check that the children have understood by asking questions, or demonstrating the activity.

Make sure that the children know how long they can spend on an activity, and try and keep to the time limit as much as possible (though flexibility is a virtue too!).

Establish a signal or routine for finishing activities, for example clapping your hands twice and saying Time to stop.

Use as much English as you can (see Introduction) and make sure

the children know when their first language is allowed and when not.

If the children are working in pairs or groups, walk around the classroom making comments, praising, and encouraging. You can take the opportunity to talk about their work in English: for example, What's this? What colour is it? who's this? What's he doing?

Have something for the early finishers to do, for example an extra worksheet with a word game or puzzle, or perhaps they could go to the readers corner, or play with a game they have made in a previous lesson.

If you are doing a 'messy activity', leave enough time to clear up, and make sure that the children know they are responsible for tidying up the classroom. You might like to appoint different children to be responsible for pencils, colours, scissors, etc., or you may prefer each child to be responsible for his or her own table or workspace.

Ending a lesson well is as important as starting it well: it is often a good idea to end with a whole class activity such as a chant, a song- or a quick game. Alternatively, you can ask the children what they have done and what they have learned (see 'Feedback', page 11).

Try and keep a record of each child's progress- this can be a simple table on which you tick such things as the child's attitude to English, to classmates, achievement of tasks, and proficiency in the four skills. This will allow you to identify and hopefully resolve potential problems, and will certainly help when you are called on to evaluate the child.

## Lesson content

The content of a lesson depends a great deal on the character of the class you are teaching and on their age and level. Here are some useful general points:

The younger the child, the shorter the attention span, so plan a series of activities per lesson: some quiet, some active, some involving the whole class, some in pairs or groups. These changes of pace and focus help keep the children interested and motivated. Start the lesson with a 'warmer' that recalls the language of previous lessons and in some way connects with the content of the present lesson. In general, it is best to present new language in the first part of the lesson, then work on it, and dedicate the last part of the lesson to quieter, individual activities. If you are presenting new vocabulary, use structures the children

already know. If you are presenting new structures, use vocabulary that they know.

Remember to make the language as communicative and as relevant to the children as possible.

A balance of skills work, grammar, and vocabulary is as necessary as a balance of types of activity. Lessons with younger children should be based mostly on listening and speaking, while those with older children can contain a mix of skills.

Recycle language and vocabulary as much as possible: in different contexts, in different activities, and using different skills. Build feedback activities into your lesson plans- this allows the children to have a say in the teaching/learning process, and will in turn help you to prepare more appropriate classes. See the Introduction for ideas on how to conduct feedback.'

## Lesson planning

Always be clear about your aims and choose activities that will help you and the children achieve them. The approaches are outlined below:

### 1 Starting with the language

Decide which language point to focus on. Then think of topics that use this kind of language. For example, if you are working on The is, there are, a suitable topic could be 'Our school' or 'Our classroom'; if you are working on first conditionals, you could use 'Superstitions' as the topic. Plan a series of activities that present and practise the language, and that include the skills you want your children to acquire.

#### Example

Language point:	Has got for possession-in affirmative, negative, and question form.
Possible topics:	The family, toys, descriptions of people/animals, illnesses.
Chosen topic:	Descriptions of people/animals/monsters.
Activities:	Present the parts of the body using yourself as a model. Play 'Teacher says' (see 1.1, 'listen and do').

Sing one of the 'Parts of the body' songs in 7.1, 'Action songs'.

Put up flashcards of different people, and use them to introduce and practise She's got He hasn't got (see 5. 1, 'Flashcard ideas'). Describe a person for the children to identify.

Children describe and identify people in pairs (see 2.1, 'Simple speaking activities').

Do a picture dictation of a monster (see 1.8, 'In the playground', for technique).

Do 8.6, 'Twin plasticine monsters'.

Make a monster catalogue using any of the techniques outlined in 8.10, 'Making books'. Play 'Happy families' (6.4).

## 2 Starting with a topic

Decide which topic you want to work on with your children, list the language points it suggests, and choose ones which are suitable for your group. Find activities which present and practise this language and which develop the children's language skills.

Example

General topic:	Food
Related topics:	Buying food, choosing from a menu, cooking, a healthy diet, food around the world, food and festivals celebrations.
Language:	I like don't like, I'd like, Can I have ...?, Have you got ... ?, Is are there, You should shouldn't, We, they eat, food vocabulary.
Chosen topic:	Buying food, cooking.
Activities:	Present food vocabulary using flashcards (5. 1) or a vocabulary network (5.2). The children bring in food labels to make a poster.

Use the labels to practise Can I have and I'd like some a.

Do a 'Find the differences' activity with a food cupboard to practise Is there are there (using the technique described in 2.2, 'On the farm').

Do a shopping role play, if possible using empty food packets. Tell the story of 'Timmy goes shopping' (1.3).

Do 3.6, 'Making milkshakes'.

The children write their own simple recipes and make a class recipe book (see 8.10, 'Making books').

Do 3.5, 'At a restaurant'.

The children do a restaurant role play.

Do 'A questionnaire on health' (2.6).

### 3 Supplement the coursebook

Most teachers have a textbook to follow, and this not only saves you a lot of work, but also helps ensure that a balanced syllabus is covered. However, a textbook may not cover your children's needs exactly, and it is usually necessary to supplement it with other related activities. Also, a rest from the textbook provides a welcome change of pace for both yourself and the children.

#### Examples

In the book

Colours, numbers, letters:

Supplementary activity

1.4, 'Complete a grid'

6.8. 'Body writing'

7.1, 'Action songs': Ten little fingers

Parts of the body:

7.1, 'Action songs': Heads and shoulders, The hokey cokey

8.6, 'Twin plasticine monsters'

Present simple for habits:

2.6, 'A questionnaire on health'

7.1, 'Action songs': Here we go round the mulberry bush

Present continuous:	2.2, 'On the farm'
The weather:	8.4, 'Make a weather clock'
Prepositions:	1.5, 'The Pied Piper'
	5.6, 'The lost pet'
Must, mustn't (obligation):	5.7, 'Keeping the rules'
At the end of a unit:	6.6, 'Carolyn's grammar game'
	6.3, 'Word games'.

Most of the activities in this book provide ideas for follow-up, linking different activities, and variations to help you adapt them to suit your children. The Index at the back of the book will help you to find activities on particular topics or language.

You can use many of the other activities in this book, such as 8.10, 'Making books', 6.7, 'A treasure hunt', or the songs and stories, to recycle language, to practise skills, or simply to do something different before going on to the next unit of your coursebook.

