

教學建議 2.1



三個階段（讀前、讀中、讀後）

閱讀前

在教室裡佈置一個舒適、溫馨的角落，作為 Reading Corner（閱讀角）。

1. 老師讀前預習

- 看 **故事大綱或故事翻譯**，瞭解故事大意。
- 看每本書後的圖畫詞典 (Picture Dictionary)，瞭解每課的重點字彙。
- 如果對某些單字的發音不確定，可以先聽音檔確認。

和學生們一起在閱讀角舒適地坐下，開始享受老師說故事的時光。

2. 看封面並提問

跟學生一起仔細看封面圖片。老師可以用 **中文** 描述圖片，引導學生注意有助於理解故事大意的細節。老師可以運用「推論」的閱讀策略，引導小朋友一起讀圖，預測故事內容，譬如說，老師可以提問：『你覺得這個故事在講什麼？』

3. 瞭解書名和作者名

大聲讀出書名，並解釋書名的意思；指出作者名的位置，提示學生注意作者是誰。

4. 瀏覽圖片

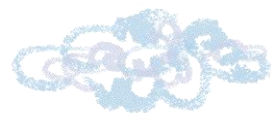
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

閱讀中

1. **老師為學生朗讀故事**，同時用手指出圖片裡相應的角色或物品。譬如，讀到貓的時候就用手指著貓，讀到老鼠的時候就用手指著老鼠，還可以通過學動物的叫聲來輔助理解。老師要善於運用肢體語言，可用「全身反應法 (TPR)」展示動詞，即用肢體語言做出相應的動作。譬如，讀到 shrug 這個詞，就誇張地聳聳肩。可嘗試戲劇性地變化語音、語調和朗讀的節奏，讓學生在聽英語故事的過程中感受到樂趣。老師也可以和學生一起聽故事音檔，同時用上面提到的方法，來幫助學生理解故事。

特別提示：書中大部分詞彙都可以通過圖畫來理解，對於個別有難度的新詞，可以用中文解釋。





2. 通過提問的方式引導學生瞭解故事內容，明確人物動機或預測故事發展，將故事情節串聯起來，譬如，老師可以問：『他為什麼不高興了？』如果學生有一點發音和閱讀的基礎老師還可用 **Q&A** 的問題來問他們。

3. 講完故事後，和學生一起看封底圖片，並討論故事的結尾，譬如，老師可以問：『如果你是故事中的小狐狸，你會怎麼辦？』或者引導學生表達自己的觀點和態度，譬如，老師可以問：『在這個故事裡，你最喜歡哪個角色？為什麼？』

特別提示：回答沒有對錯之分，重點是引導學生進行獨立思考。

4. 翻到圖畫詞典頁 (Picture Dictionary)，通過播放音檔、為學生朗讀的方式複習單字，幫助學生建立聲音和圖畫之間的聯繫。

閱讀後

1. 為學生再講一遍故事，或再聽一次故事錄音。

2. 參考**活動建議**，和學生進行遊戲互動，將所學的詞彙運用到實際生活中。

拓展活動

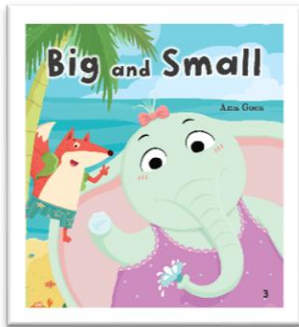
如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做**單字小遊戲**。

特別提示：遊戲的過程中，不要求學生認讀或拼出單字，只需學生能看圖說出對應的英文單字，或能聽懂單字的意思即可。





故事翻譯、Q&A、活動建議



2.1-1 Big and Small 故事翻譯

P2-P3 (狐狸說) 我的汽車小。(大象說) 我的汽車大。
P4-P5 (狐狸說) 我的帽子小。(大象說) 我的帽子大。
P6-P7 (狐狸說) 我的腳印小。(大象說) 我的腳印大。
P8-P9 (狐狸說) 我的游泳圈小。(大象說) 我的游泳圈大。
P10-P11 (狐狸說) 我的椅子小。(大象說) 我的椅子大。
P12-P13 (狐狸說) 我的漢堡大。(大象說) 我的漢堡小。

Q & A

pp. 4-5

Q: What colors are the cars?

A: The cars are yellow and red.

Q: Who is driving the red car?

A: The elephant is driving the red car.

Q: Who is driving the yellow car?

A: The fox is driving the yellow car.

pp. 6-7

Q: What is the fox wearing?

A: The fox is wearing shorts.

Q: What is the elephant wearing?

A: The elephant is wearing a dress and a big hat.

Q: What color is the fox's hat?

A: The fox's hat is brown.

pp. 8-9

Q: What is the fox holding?

A: The fox is holding a green bucket.

Q: What is the elephant holding?

A: The elephant is holding a yellow bucket.

Q: What is on the ground near the fox?

A: There are small footprints near the fox.

pp. 10-11

Q: What is the fox using?

A: The fox is using a small green swimming tube.

Q: What is the elephant using?

A: The elephant is using a big yellow swimming tube.

Q: What is on the elephant's head?

A: There is a bow on the elephant's head.

pp. 12-13

Q: What is the fox sitting on?

A: The fox is sitting on a small chair.

Q: What is the elephant sitting on?

A: The elephant is sitting on a big chair.

Q: What is above the fox and the elephant?

A: There is a big umbrella above the fox and the elephant.

pp. 14-15

Q: What is the fox holding?

A: The fox is holding a big burger.

Q: What is the elephant holding?

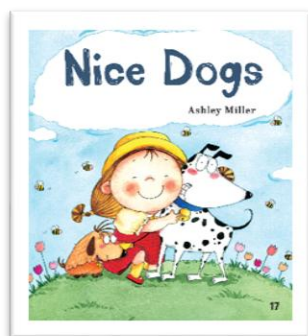
A: The elephant is holding a small burger.

Q: Are there waves in the sea?

A: Yes, there are waves in the sea.

活動建議 老師準備幾張大白紙和可水洗的環保顏料，和學生一起用畫筆刷將顏料塗滿腳底。然後將準備好的白紙鋪在地上，和學生一起踩上去，拓出腳印。和學生比一比，看誰的腳印大，誰的腳印小。然後和學生分別指著拓有自己腳印的圖片，一起說“My footprints are big/small.” 老師可以和學生在學校廚房自製漢堡，做出一大一小兩個漢堡，然後和學生一人拿起一個，一起用“My burger is big/small.” 描述手中的漢堡。





2.1-2 Nice Dogs 故事翻譯

P18-P19 我有兩隻狗。它們都很乖。

P20-P21 我說：「打滾兒！」它們就打滾兒。

P22-P23 我說：「跳起來！」它們就跳起來。

P24-P25 我說：「站成一行！」它們就站成一行。

P26-P27 我說：「跟我走！」它們就跟我走。

P28-P29 我說：「把薯片拿給我！」它們就……哦，不！

Q & A

pp. 18-19

Q: What is the girl wearing?

A: The girl is wearing a red dress and a yellow hat.

Q: What is the big dog wearing?

A: The big dog is wearing a blue collar with a bell.

Q: What is flying around the dogs?

A: Bees are flying around the dogs.

pp. 20-21

Q: What are the dogs doing?

A: The dogs are rolling on the grass.

Q: What color is the big dog?

A: The big dog is white with black spots.

Q: What color is the small dog?

A: The small dog is brown.

pp. 22-23

Q: What are the dogs doing?

A: The dogs are jumping in the air.

Q: How many bees are there?

A: There are four bees in the picture.

Q: Are there flowers in the grass?

A: Yes, there are flowers in the grass.

pp. 24-25

Q: What are the dogs doing?

A: The dogs are lining up.

Q: What colors are the flowers?

A: The flowers are pink, red, and purple.

Q: What color is the girl's dress?

A: The girl's dress is red.

pp. 26-27

Q: What are the dogs doing?

A: The dogs are following the girl.

Q: What is the girl carrying?

A: The girl is carrying a yellow bag.

Q: Is the girl walking or running?

A: The girl is walking.

pp. 28-29

Q: What are the dogs doing?

A: The dogs are eating the chips.

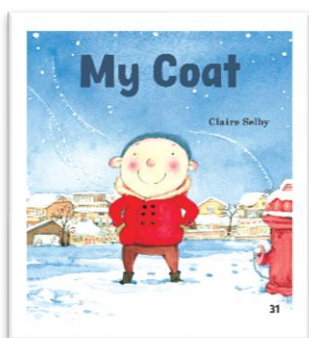
Q: What is on the ground?

A: There are chips on the ground.

Q: How many bees are there?

A: There are six bees in the picture.

活動建議 和學生一起做「你說我做」的遊戲，保證至少有三個人參與遊戲，老師先用英文發出指令，譬如說：“Roll.” “Jump.” “Line up.” “Follow me.” “Get me the...” 等等。學生們根據指令做出相應的動作。然後老師和其中一位學生交換角色讓學生來發號司令，而老師和其它學生做出相應的動作。需要特別提醒的是，做 Roll 這個動作時，要注意安全，千萬不要為了做這個動作，撞到桌角而受傷。



2.1-3 My Coat 故事翻譯

P32-P33 冬天裡，我的紅外套讓我暖暖的。

P34-P35 它讓我變成超人。

P36-P37 它讓我變成怪獸。

P38-P39 夏天裡，我不穿紅外套，而穿T恤了。

P40-P41 冬天來了。我的紅外套已經太小了。

P42-P43 現在，弟弟穿著我的紅外套。我感覺自己長高了。

Q & A

pp. 32-33

Q: What is the boy in the red coat holding? **A:** The boy is holding a snowball.

Q: What keeps the boy warm in winter? **A:** The red coat keeps the boy warm in winter.

Q: What are the other children doing? **A:** The other children are building an igloo.

pp. 34-35

Q: What is the boy in the red coat doing? **A:** The boy is pretending to be a superhero.

Q: What is the boy in the purple sweater doing? **A:** The boy in the purple sweater is laughing.

Q: What is the woman on the right carrying? **A:** The woman on the right is carrying brown bag.

pp. 36-37

- Q:** What is the boy in the red coat pretending to be? **A:** The boy is pretending to be a monster.
- Q:** What is the boy holding? **A:** The boy is holding two sticks.
- Q:** What are the other children doing? **A:** The other children are laughing and running.

pp. 38-39

- Q:** What are the children wearing? **A:** The children are wearing T-shirts and shorts.
- Q:** What season is it? **A:** It is summer.
- Q:** What is the woman doing? **A:** The woman is reading a book.

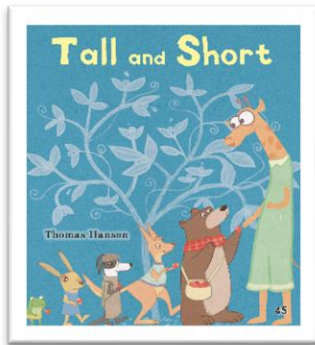
pp. 40-41

- Q:** What is the boy in the red coat doing? **A:** The boy is looking at himself in the mirror.
- Q:** What is the woman holding? **A:** The woman is holding a blue coat.
- Q:** Is the red coat too big or too small? **A:** The red coat is too small.

pp. 42-43

- Q:** What is the boy in the red coat doing? **A:** The boy in the red coat is walking and holding his brother's hand.
- Q:** What is on the tree? **A:** There are colorful lights on the tree.
- Q:** What season is it? **A:** It is winter.

活動建議 老師從學校置物櫃裡找出幾件夏天穿的衣物，如 T 恤和裙子等，再找出幾件冬天穿的衣物，如厚外套和手套等，並將它們混放在一起。老師任意拿起一件衣物，鼓勵學生說出相應的英文名稱，並說出這件衣物適合穿戴的季節。最後，老師和學生一起按照季節的不同將衣物分類。



2.1-4 Tall and Short 故事翻譯

- P46-P47 青蛙矮。兔子高。
 P48-P49 兔子矮。小狗高。
 P50-P51 小狗矮。袋鼠高。
 P52-P53 袋鼠矮。熊熊高。
 P54-P55 熊熊矮。長頸鹿高。
 P56-P57 長頸鹿矮。他們高。

Q & A

pp. 46-47

- Q:** What is the frog doing?
Q: What is the rabbit holding?
Q: Is the rabbit short or tall?

- A:** The frog is singing.
A: The rabbit is holding a basket.
A: The rabbit is tall.

pp. 48-49

- Q:** What is the dog doing?
Q: Is the rabbit short or tall?
Q: Is the dog using a paintbrush?

- A:** The dog is painting a picture.
A: The rabbit is short.
A: Yes, the dog is using a paintbrush.

pp. 50-51

- Q:** What is the kangaroo holding?
Q: What is the kangaroo doing?
Q: Is the dog carrying anything?

- A:** The kangaroo is holding a kite.
A: The kangaroo is flying a kite.
A: Yes, the dog is carrying a backpack.

pp. 52-53

- Q:** What is the bear holding?
Q: What is the bear wearing?
Q: Is the kangaroo walking or running?

- A:** The bear is holding a balloon.
A: The bear is wearing a red scarf and a green bag.
A: The kangaroo is walking.

pp. 54-55

- Q:** What is the giraffe holding?
Q: What is the giraffe wearing?
Q: Are there clouds in the sky?

- A:** The giraffe is holding a violin.
A: The giraffe is wearing a green dress.
A: Yes, there are clouds in the sky.



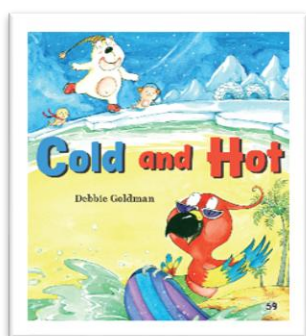
pp. 56-57

Q: How many animals are stacked on each other? **A:** There are five animals stacked on each other.

Q: What is the kangaroo doing? **A:** The kangaroo is standing on the bear.

Q: What is the frog doing? **A:** The frog is standing on the rabbit.

活動建議 老師和學生一起玩比高矮的遊戲。老師先挑出幾樣玩具或玩偶（儘量選擇那些學生已經學過英文表達的物品），讓學生將玩具兩兩相比，鼓勵學生用書中的句型說出哪個高、哪個矮。老師還可以讓學生比同學的高矮，鼓勵學生說出誰高、誰矮。老師和學生一起找出班上個子最高的人和個子最矮的人。



2.1-5 Cold and Hot 故事翻譯

P60-P61（北極熊說）你好，我的朋友！

（鸚鵡說）你好！這裡好冷。

P62-P63（鸚鵡說）冰好冷。水好冷。

P64-P65（北極熊說）喝杯熱茶吧。（鸚鵡說）謝謝。

P66-P67（鸚鵡說）歡迎來我家，我的朋友。

（北極熊說）這裡真熱。

P68-P69（北極熊說）沙子好熱。我好熱。

P70-71（鸚鵡說）喝杯冷飲吧。（北極熊說）謝謝。

Q & A

pp. 60-61

Q: What is the parrot wearing? **A:** The parrot is wearing a coat, a scarf, and a hat.

Q: Is there snow on the ground? **A:** Yes, there is snow on the ground.

Q: Where is the polar bear standing? **A:** The polar bear is standing outside an igloo.

pp. 62-63

Q: What is the polar bear wearing? **A:** The polar bear is wearing a green and red hat.

Q: What are the polar bear and the parrot doing? **A:** They are fishing on the ice.

Q: How many fishing rods are there? **A:** There are two fishing rods.

pp. 64-65

Q: Where are they sitting?

A: They are sitting inside an igloo.

Q: What is the polar bear giving to the parrot? **A:** The polar bear is giving hot tea to the parrot.

Q: What is the parrot holding? **A:** The parrot is holding a cup of tea.

pp. 66-67

Q: What is the polar bear holding in its hand? **A:** The polar bear is holding a fan.

Q: What is the polar bear wearing? **A:** The polar bear is wearing sunglasses.

Q: How is the weather? **A:** It is hot.

pp. 68-69

Q: Where is the polar bear sitting? **A:** The polar bear is sitting on the sand under an umbrella.

Q: What is near the parrot? **A:** There is a beach ball near the parrot.

Q: What color is the beach ball? **A:** The beach ball is blue and white.

pp. 70-71

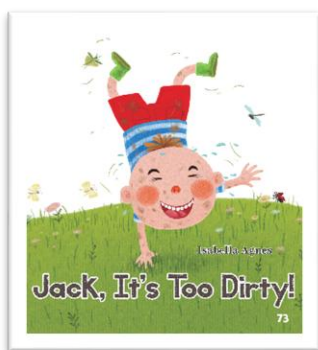
Q: What are they drinking? **A:** They are drinking cold drinks with lemon and straws.

Q: Where are the polar bear and the parrot sitting? **A:** They are sitting at a wooden table under an umbrella.

Q: What is flying in the sky? **A:** Birds are flying in the sky.

活動建議 老師預先準備一杯熱水、一杯溫水和一杯冰水。注意熱水的溫度不要太
高，以免燙傷。讓學生閉上眼睛，任意摸其中一個杯子，試著用英文說出自己的感
覺。摸到盛著熱水的杯子可以說 “It's hot.” 摸到盛著溫水的杯子可以說 “It's warm.”
摸到盛著冰水的杯子可以說 “It's cold.” 也可以由老師去摸杯子，並說出感覺，並故意
用錯形容詞，讓學生糾正。





2.1-6 Jack, It's Too Dirty! 故事翻譯

P74 真好玩！ P75 (媽媽說)「傑克，太髒了！」
 P76 真好玩！ P77 (媽媽說)「哦，傑克，太髒了！」
 P78 真好玩！ P79 (媽媽說)「哦，不，傑克！太髒了！」
 P80 (媽媽說)「咱們回家。」 P81 (媽媽說)「看看你自己，傑克！」
 P82 我洗了個澡。 P83 媽媽把我的衣服洗了。
 P84 我現在乾淨了！ P85 不過還是髒髒的更好玩。

Q & A

pp. 74-75

Q: What is the boy holding? A: The boy is holding a yellow bucket and a small shovel.
 Q: What color is the boy's shirt? A: The boy's shirt is blue and white.
 Q: Who is the mom talking to? A: The mom is talking to Jack.

pp. 76-77

Q: Is the boy clean or dirty? A: The boy is dirty.
 Q: What tool is the boy holding? A: The boy is holding a small shovel.
 Q: What is the mom wearing around her neck? A: The mom is wearing an orange scarf around her neck.

pp. 78-79

Q: What is the boy doing? A: The boy is rolling on the grass.
 Q: What is on the grass around the boy? A: There are leaves on the grass around the boy.
 Q: What is the mom doing with her hands? A: The mom is holding her head with her hands.

pp. 80-81

Q: What is the mom doing? A: The mom is pulling the boy's arm.
 Q: Is the boy clean or dirty? A: The boy is dirty.
 Q: What is the boy looking at? A: The boy is looking at himself in the mirror.

pp. 82-83

Q: What is the boy doing? A: The boy is taking a shower.
 Q: What is on the towel? A: There is a duck on the towel.
 Q: What is the mom doing? A: The mom is washing clothes.



pp. 84-85

Q: What is the boy wearing?

A: The boy is wearing a hoodie, shorts, and shoes.

Q: What is on the boy's hoodie?

A: There is a picture of a bear on the boy's hoodie.

Q: Where is the boy standing?

A: The boy is standing at the door.

活動建議 老師帶學生去玩沙堆或是參加一些容易弄髒雙手的活動後，老師可將學生的一隻手洗乾淨，讓學生把雙手攤開，看一看兩隻手的區別。學生伸出乾淨的手，說“clean”；再引導學生伸出弄髒的手，說“dirty”，幫助學生分清 clean 和 dirty 這兩個概念。最後帶學生把手洗乾淨，洗完後告訴學生：“You are clean now!”

互動單字小遊戲

1. **找相同圖畫**。讓學生拿著單字卡，試著在書裡找一找這些單字卡上的圖畫，找到後大聲說出單字。
2. **翻翻碰**。將單字卡放在桌子上，有圖的一面朝上。讓學生看圖片，盡可能地記住每張單字卡的位置。然後將單字卡全部翻轉過來。老師說出其中任意一個單字，讓學生憑記憶快速找到這張單字卡，並翻過來，看看找的對不對。
3. **記憶王**。將單字卡放在桌子上，有圖的一面朝上。讓學生看圖片，盡可能地記住每張單字卡的位置。然後讓學生閉上眼睛，老師拿走任意一張或多張單字卡，再讓學生睜開眼睛，說說哪張或哪些單字卡不見了。
4. **找同類**。每讀完一本書，老師可以將這本書的單字卡與之前學過的單字卡混在一起。老師說出一個類別名稱，例如：數字、日常用品、顏色、水果等，讓學生根據指示將這一類的單字卡挑出，並看圖說單字。
5. **我說你猜**。將單字卡放在桌子上，有圖的一面朝上。老師對其中任意一張單字卡上的內容進行描述（可用中文），或做動作表示，讓學生猜是哪一張單字卡，並說出相應的英文單字。



6. **指一指**。將單字卡隨機放在桌子上，有圖的一面朝上。老師說單字或者播放音檔，讓學生根據聽到的內容指出相應的單字卡。
7. **排排序**。將單字卡隨機放在桌子上，有圖的一面朝上。老師說單字或者播放音檔，讓學生根據聽到單字的先後順序給單字卡排序。
8. **猜猜看**。隨機拿起一張單字卡片，有圖的一面朝上。用一張白紙蓋住圖片，只露出一小部分。讓學生根據局部看到的圖，猜一猜卡片上是什麼，並用英語說出來。
9. **快閃**。隨機拿起一張單字卡片，在學生面前快速地晃一下，然後問學生剛才看到的是什麼，並讓學生用英語說出來。
10. **這是什麼？**將單字卡放在桌子上，有圖的一面朝下，讓學生隨機選一張。這個過程中不要讓學生看到單字卡上的圖片。老師將單字卡藏到背後，問：“What is it?” 讓學生猜一猜。老師用 Yes 或 No 來回答，直到學生猜出正確答案。



The Three Phases of the Reading Process

Before Reading

Create a cozy, welcoming corner in the classroom to serve as your **Reading Corner**.

1. Teacher's Pre-Reading Preparation

- Review the Story Outline or Translation: Look over the story outline or its translation to grasp the main idea.
- Examine the Picture Dictionary: Go through the picture dictionary at the end of each book to familiarize yourself with the key vocabulary for the lesson.
- Check Pronunciations: If you're unsure about the pronunciation of certain words, listen to the corresponding audio files for confirmation.

Then, sit comfortably with the students in the Reading Corner and enjoy the storytelling time together.

2. Look at the Cover and Ask Questions

- Examine the Cover Image: Review the cover image carefully with your students.
- Use Inference Strategies: Guide the students in interpreting the picture and predicting the story content. For example, you might ask, "What do you think this story is about?"

3. Understand the Title and Author

- Read and Explain the Title: Read the book's title aloud and explain its meaning.
- Identify the Author: Point out the author's name on the cover so that students know who wrote the story.



4. Browse Through the Illustrations

- Quickly Flip Through the Pictures: Allow students to quickly flip through the illustrations in the book and guess what the story might be about.
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During Reading

1. Read Aloud and Use Visual Cues

- Point to Characters or Objects: As you read the story aloud, point to the corresponding characters or items in the pictures. For instance, when you mention a cat, point to the cat; when you mention a mouse, point to the mouse.
- Incorporate Animal Sounds: Use animal sounds where appropriate to aid understanding.
- Use Body Language (TPR): Employ Total Physical Response (TPR) by using your body to demonstrate verbs. For example, when you come to the word “shrug,” exaggerate by shrugging your shoulders.
- Vary Your Voice and Pace: Experiment with dramatic changes in your tone, intonation, and reading pace to make the storytelling enjoyable.
- Utilize Audio Files: You can also listen to a story audio file together, using these techniques to help students understand the story.

2. Guide Understanding Through Questions

- Ask Guiding Questions: Encourage students to understand the story by asking questions that clarify characters’ motives or help predict the story’s development. For example, you might ask, “Why did he become upset?”
- Use Q&A for Basic Readers: If your students have some basic reading and pronunciation skills, incorporate a Q&A session to further engage them.

3. Discuss the Story’s Ending

- Review the Back Cover: After finishing the story, look at the back cover image with the students and discuss the ending. For instance, ask, “If you were the

little fox in the story, what would you do?”

- Encourage Personal Opinions: Invite students to express their views, such as asking, “Which character do you like best in this story? And why?”

Note: There are no right or wrong answers—the goal is to encourage independent thinking.

4. Review Vocabulary with the Picture Dictionary

- Link Sounds and Images: Turn to the picture dictionary page and review the vocabulary by playing the audio files or reading the words aloud, helping students connect the sounds with the images.
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After Reading

1. Reinforce the Story

- Retell or Replay: Tell the story again or listen to the audio recording one more time to reinforce comprehension.

2. Interactive Activities

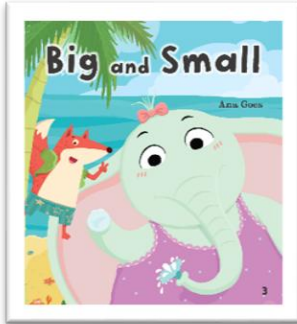
- Engage in Games: Use suggested activities and games to help students apply the vocabulary in real-life contexts.
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Extension Activities

- **Story Retelling and Role Play:** If students have mastered the above steps and fully understand the story, guide them to retell the story in their own words or even perform it.
- **Vocabulary Games:** You can also print out flashcards of the lesson’s vocabulary and play word games with the whole class.

Note: During these games, do not require students to read or spell the words correctly. The focus should be on having them recognize and say the corresponding English words when they see a picture, or understand the meaning when they hear the word.

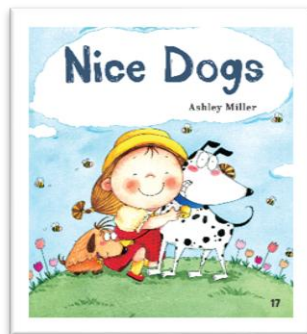
Story Summary and Activity Suggestions



2.1-1 Big and Small

Activity Suggestion

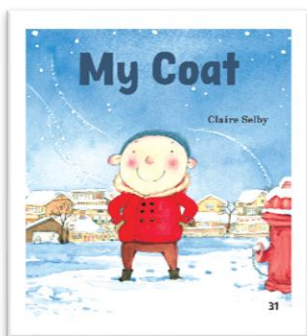
Prepare several large sheets of white paper and washable eco-friendly paints. Together with students, use brushes to paint the soles of their feet. Then, lay the white paper on the floor and have the students step onto it, making footprints. Compare the footprints with students to see whose footprints are big and whose are small. Pointing to the footprint pictures, have students say, **“My footprints are big/small.”** Additionally, teachers can make hamburgers with students in the school kitchen, preparing one big and one small burger. Let students hold one burger each, and say, **“My burger is big/small,”** to describe their burger.



2.1-2 Nice Dogs

Activity Suggestion

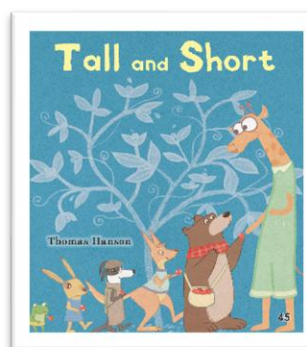
Play the “You Say, I Do” game with students. Make sure at least three people participate. The teacher begins by giving instructions in English, such as **“Roll,” “Jump,” “Line up,” “Follow me,” “Get me the...”**, and so on. Students should perform the corresponding actions. Then, the teacher switches roles with a student, allowing the student to give instructions while the teacher and other students perform the actions. Remind students to be careful, especially with actions like **“Roll,”** to avoid injuries from furniture edges or corners.



2.1-3 My Coat

Activity Suggestion

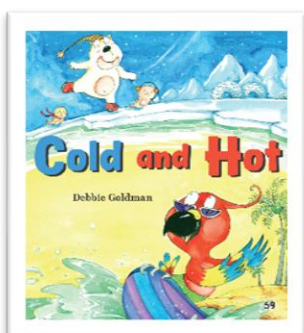
Gather some summer clothes, such as T-shirts and skirts, and some winter clothes, such as thick coats and gloves, from the school's storage cabinets. Mix them together. The teacher picks up a clothing item at random and encourages students to say its English name and identify which season it suits. Finally, have the teacher and students sort the clothing according to the appropriate seasons.



2.1-4 Tall and Short

Activity Suggestion

Play a height-comparison game. The teacher selects some toys or dolls (preferably ones students already know how to name in English). Students compare toys in pairs and practice sentences from the textbook to identify which is tall and which is short. Students can also compare classmates' heights, identifying who is taller or shorter. Finally, the teacher and students identify the tallest and shortest students in the class.

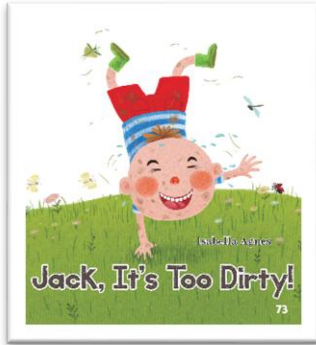


2.1-5 Cold and Hot

Activity Suggestion

Prepare three cups beforehand: one with hot water, one with warm water, and one with cold water. Ensure the hot water is not too hot to avoid scalding. Students close their eyes and randomly touch one cup. They should describe their feeling in English: **"It's hot,"**

“It's warm,” or **“It's cold.”** Alternatively, the teacher can touch the cups and intentionally use incorrect adjectives, allowing students to correct them.



2.1-6 Jack, It's Too Dirty!

Activity Suggestion

After playing in a sandpit or participating in activities that dirty their hands, wash one hand of each student and have them open their hands and observe the difference between the two hands. Students should show the clean hand and say **“clean,”** and then show the dirty hand and say **“dirty.”** This helps students distinguish between the concepts of **clean** and **dirty**. Finally, have students wash both hands, and after washing, tell them: **“You are clean now!”**