

教學建議 2.2



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

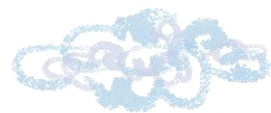
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

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

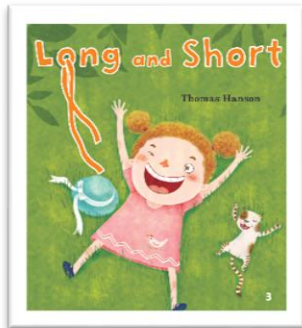
如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做**單字小遊戲**。

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



2.2-1 Long and Short 故事翻譯

- P4-P5 我爸爸的尺長。我的尺短。
P6-P7 媽媽的連衣裙長。我的連衣裙短。
P8-P9 爺爺的筷子長。我的筷子短。
P10-P11 奶奶的圍巾長。我的圍巾短。
P12-P13 哥哥的火車長。我的火車短。
P14-P15 我們有一輛長長的自行車。我們大家一起騎。

Q & A

pp. 4-5

- Q:** What is the father holding? **A:** The father is holding a long ruler.
Q: What is the girl holding? **A:** The girl is holding a short ruler.
Q: What is behind the father? **A:** There are many books behind the father.

pp. 6-7

- Q:** What is the mom wearing? **A:** The mom is wearing a long dress.
Q: What color is the mom's dress? **A:** The mom's dress is white with yellow dots.
Q: What is the girl wearing? **A:** The girl is wearing a short dress.

pp. 8-9

- Q:** What is the grandpa holding? **A:** The grandpa is holding long chopsticks.
Q: What is the girl holding? **A:** The girl is holding short chopsticks.
Q: What is on the table? **A:** There are bowls, chopsticks, and plates on the table.

pp. 10-11

- Q:** What is grandma making? **A:** Grandma is making a long scarf.
Q: What is on the sofa? **A:** There are black pillows on the sofa.
Q: What is on the floor? **A:** There is a red and white rug on the floor.

pp. 12-13

Q: What is the girl holding?

A: The girl is holding a short train.

Q: What is the cat doing?

A: The cat is sitting on a small house.

Q: What color is the boy's T-shirt?

A: The boy's T-shirt is orange.

pp. 14-15

Q: Who is at the front of the bike?

A: The dad is at the front of the bike.

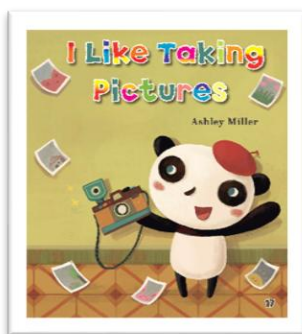
Q: What is in the basket at the front?

A: There is a cat in the basket at the front.

Q: Who is sitting between the boy and the girl? A: The mom is sitting between the boy and the girl.

活動建議 日常生活中，老師可以經常與學生一起用英文談論有明顯長短特徵的物品，如圍巾、頭髮、裙子、褲子、鉛筆、帶子等。譬如說，老師可以指著一長一短的兩隻鉛筆中長的那一隻，對學生說 “Look! This pencil is long.” 再指著短的那隻問 “What about this one?” 引導學生回答 “This pencil is short.” 然後老師再問 “Do you like the long pencil or the short pencil?” 學生回答 “I like the long/short pencil.”





2.2-2 I Like Taking Pictures 故事翻譯

P18-P19 我愛拍照。

P20-P21 我給熊拍照。他正在騎滑板車。

P22-P23 我給狗拍照。他正在轉圈圈。

P24-P25 我給長頸鹿拍照。她正在跳舞。

P26-P27 我給朋友們拍照。他們正在玩蹺蹺板。

P28-P29 我的朋友們很酷。我拍的照片也很酷。

Q & A

pp. 18-19

Q: What does the panda like to do?

A: The panda likes taking pictures.

Q: What is the panda holding?

A: The panda is holding a camera.

Q: What is on the wall?

A: There are pictures on the wall.

pp. 20-21

Q: What is the panda doing?

A: The panda is taking a picture for Bear.

Q: Who is riding a scooter?

A: Bear is riding a scooter.

Q: What is Bear wearing?

A: Bear is wearing a scarf.

pp. 22-23

Q: What is the panda doing?

A: The panda is taking a picture for Dog.

Q: What is Dog doing?

A: Dog is turning around.

Q: What is Dog wearing on his feet? **A:** Dog is wearing ice skates on his feet.

pp. 24-25

Q: Who is the panda taking a picture for? **A:** The panda is taking a picture for Giraffe.

Q: What is Giraffe doing?

A: Giraffe is dancing.

Q: What is Giraffe wearing?

A: Giraffe is wearing a red dress and red shoes.

pp. 26-27

Q: What is the panda doing?

A: The panda is taking a picture.

Q: How many friends are playing on the seesaw?

A: Three friends are playing on the seesaw.

Q: What is Dog wearing?

A: Dog is wearing a party hat.

pp. 28-29

Q: What is hanging on the line?

A: Pictures are hanging on the line.

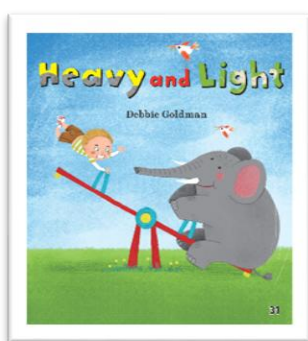
Q: What is the elephant wearing?

A: The elephant is wearing a cap.

Q: What is the fox wearing?

A: The fox is wearing a red dress.

活動建議 老師發出英文指令，如“Ride your scooter.”讓學生根據指令做出動作。老師用數位相機或智慧型手機將學生的動作拍下來，然後和學生一起觀看這些照片，並根據照片內容進行問答，譬如說，老師問學生“What are you doing in this picture?”引導學生回答“I’m riding the scooter/...”等等。適時地誇獎學生拍照的姿勢“Cool!”



2.2-3 Heavy and Light 故事翻譯

- | | |
|-----------|------------|
| P32 大象重。 | P33 瓢蟲輕。 |
| P34 石頭重。 | P35 羽毛輕。 |
| P36 西瓜重。 | P37 草莓輕。 |
| P38 書重。 | P39 鉛筆輕。 |
| P40 魚重。 | P41 蝦輕。 |
| P42 這個球重。 | P43 而這個球輕。 |

Q & A

pp. 32-33

Q: What is the boy sitting on?

A: The boy is sitting on a seesaw.

Q: What is the elephant sitting on?

A: The elephant is sitting on a seesaw.

Q: What is the boy pointing at?

A: The boy is pointing at a bug.

pp. 34-35

Q: What is the boy trying to lift? A: The boy is trying to lift a rock.

Q: Why is the boy sweating? A: The boy is sweating because the rock is very heavy.

Q: What is the boy looking at? A: The boy is looking at a feather.

Q: What is the boy holding? **A:** The boy is holding a big watermelon.

Q: What is the boy holding? **A:** The boy is holding a strawberry.

Q: What is the boy doing with his tongue? **A:** The boy is sticking out his tongue.

Q: What is the boy holding? **A:** The boy is holding a big red book.

Q: Why is the boy holding the book with both hands?

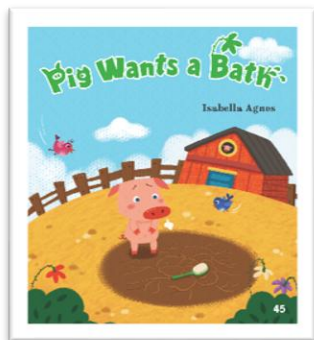
A: The boy is holding the book with both hands because it is heavy.

Q: What is the boy wearing? **A:** The boy is wearing a green and white shirt.

Q: What is the boy trying to catch? **A:** The boy is trying to catch a big fish.
Q: What is next to the boy? **A:** There is a blue bucket and a fishing net next to the boy.
Q: What is the boy holding? **A:** The boy is holding a shrimp.

Q: What is the boy holding? **A:** The boy is holding a red bowling ball.
Q: Where is the boy? **A:** The boy is in a bowling alley.
Q: What is the boy playing? **A:** The boy is playing table tennis.

活動建議 老師與學生一起在學校裡找一找，看看哪些東西是輕的，哪些東西是重的。找出一輕一重的物品，兩兩配對，然後用本故事中的重點句型大聲說出來。譬如說，讓學生用英文說出“The table is heavy.”“The chair is light.”在玩遊戲的過程中，老師儘量引導學生多多使用以前學過的英文名詞。



2.2-4 Pig Wants a Bath 故事翻譯

- P46 天氣好熱。 P47 小豬想要洗個澡，可是沒有水。
 P48 鴨子端來一杯水。 P49 但是不夠用。
 P50 狗銜來一桶水。 P51 但是不夠用。
 P52 馬馱來一罐水。 P53 但是不夠用。
 P54 小豬很傷心。 P55 風吹來一片雲。
 P56 下雨了！ P57 小豬痛痛快快地洗了個澡！

Q & A

pp. 46-47

- Q: Where is the snail sitting? A: The snail is sitting on a green leaf.
 Q: What does the pig want? A: The pig wants to have a bath.
 Q: What is the pig doing? A: The pig is sitting in a dry mud puddle.

pp. 48-49

- Q: What is the duck holding? A: The duck is holding a blue cup of water.
 Q: What color is the duck's beak? A: The duck's beak is orange.
 Q: What is the pig doing? A: The pig is lying in a dry mud puddle.

pp. 50-51

- Q: What is the dog carrying? A: The dog is carrying a pail of water.
 Q: What color is the pail? A: The pail is red.
 Q: What is next to the pig? A: There is a red pail and a green brush next to the pig.

pp. 52-53

- Q: What is the horse carrying? A: The horse is carrying a jar of water.
 Q: What is flying near the horse? A: A blue bird is flying near the horse.
 Q: Who is helping the pig? A: The dog, duck, and horse are helping the pig.

pp. 54-55

- Q: What is the pig sitting in? A: The pig is sitting in the mud.
 Q: What is next to the pig? A: There is a pail, a brush, a jar, and a cup next to the pig.
 Q: What is the wind doing? A: The wind is blowing and bringing a cloud.

pp. 56-57

Q: What is falling from the sky?

A: Rain is falling from the sky.

Q: How does the sky look?

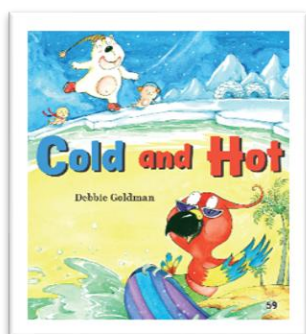
A: The sky is dark and full of clouds.

Q: What is the pig doing?

A: The pig is taking a bath in the mud.

活動建議 帶學生到洗手台的時候，表演這個故事情節，讓英文練習變得更加有

趣。譬如說：老師端來一杯溫水說 “Here is a cup of water.” 然後將其倒到水槽裡，跟學生說 “But it’s not enough.” 然後老師搬來一桶溫水說 “Here is a pail of water.” 學生說 “But it’s not enough.” 依此類推，最後，老師打開水龍頭用橡膠水管向天空噴灑說 “Here comes the rain. You have your bath.” 學生在真實的情景中體驗和應用英文，會使英文學習充滿樂趣。



2.2-5 Fast and Slow 故事翻譯

P60-P61 兔子跑得快。烏龜跑得慢。

P62-P63 汽車跑得快。滑板車跑得慢。

P64-P65 火車跑得快。自行車跑得慢。

P66-P67 摩托艇跑得快。小船跑得慢。

P68-P69 火箭飛得快。熱氣球飛得慢。

P70-P71 這次 Bandit 跑得快。Spike 跑得慢。

Q & A

pp. 60-61

Q: What animal is fast?

A: The rabbit is fast.

Q: What animal is slow?

A: The tortoise is slow.

Q: Who is riding on the rabbit?

A: The hedgehog is riding on the rabbit.

pp. 62-63

Q: What is fast in the picture?

A: The car is fast in the picture.

Q: What is slow in the picture?

A: The scooter is slow in the picture.

Q: Who is driving the car?

A: The hedgehog is driving the car.

pp. 64-65

Q: What is fast in the picture?

A: The train is fast in the picture.

Q: What is slow in the picture?

A: The bike is slow in the picture.

Q: Who is riding the bike?

A: The raccoon is riding the bike.

pp. 66-67

Q: What is fast in the picture?

A: The motorboat is fast in the picture.

Q: What is slow in the picture?

A: The boat is slow in the picture.

Q: What do you see in the sky?

A: Birds are flying in the sky.

pp. 68-69

Q: What is fast in the picture?

A: The rocket is fast in the picture.

Q: What is slow in the picture?

A: The hot air balloon is slow in the picture.

Q: Who is in the hot air balloon?

A: The raccoon is in the hot air balloon.

pp. 70-71

Q: Who is fast this time?

A: Bandit is fast this time.

Q: Who is slow this time?

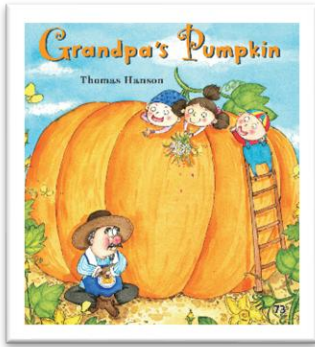
A: Spike is slow this time.

Q: What is Bandit doing?

A: Bandit is running across the finish line.

活動建議 老師帶領學生分組玩比速度的遊戲。先拿出學生的交通工具類的玩具，像是汽車、火車或腳踏車；或動物類的玩具，像是獅子、狐狸和兔子（偶數個），讓學生用「剪刀、石頭、布」的方式平分玩具，每一輪誰贏了，誰就可以選一個玩具，直到玩具分完。分好玩具後，各自將玩具放在身後，每一輪，老師和學生同時各拿出一個，比比誰的交通工具或動物的速度「快」，誰就贏。同時要用英文說出哪一方快，哪一方慢，「快」的一方可以拿走對方的玩具。引導學生多次練習，像是“Rocket is fast”和“Boat is slow”的句型，或是“Cheetah is fast”和“Turtle is slow”的句型。計時看一分鐘內，誰拿到的玩具最多。也可以通過計分的方式累積成績。等所有人都比完，累積分數最高的一方勝出。





2.2-6 Grandpa's Pumpkin 故事翻譯

P74 爺爺種了一個南瓜。 P75 爺爺用心照顧它。
 P76 一天早上，爺爺起床了。P77 好大的一個南瓜！
 P78 爺爺不知道這麼大的南瓜該怎麼煮！
 P79 爺爺想到一個好主意。
 P80 爺爺做一個南瓜屋。 P81 南瓜屋有一扇門。
 P82 南瓜屋還有三扇窗。P83 一個巨大的萬聖節南瓜燈！
 P84 我們在南瓜屋裡開派對吧！P85 萬聖節快樂！

Q & A

pp. 74-75

Q: What is Grandpa holding?	A: Grandpa is holding a rake.
Q: What is flying in the air?	A: Yellow butterflies are flying in the air.
Q: What is Grandpa wearing on his hands?	A: Grandpa is wearing brown gloves on his hands.

pp. 76-77

Q: What is on the ceiling?	A: A light and a spider web are on the ceiling.
Q: What is Grandpa doing?	A: Grandpa is looking at the big pumpkin.
Q: What is Grandpa wearing on his head?	A: Grandpa is wearing a sleeping cap on his head.

pp. 78-79

Q: What is Grandpa holding?	A: Grandpa is holding a frying pan.
Q: What is Grandpa pointing at?	A: Grandpa is pointing at his big pumpkin.
Q: What does the light bulb mean?	A: It means Grandpa has a good idea.

pp. 80-81

Q: What is Grandpa doing?	A: Grandpa is cutting the pumpkin with a saw.
Q: What tools do you see in the picture?	A: I see a saw, scissors, and a shovel.
Q: What is Grandpa holding?	A: Grandpa is holding a cup.

pp. 82-83

Q: How many windows does the pumpkin house have?	A: The pumpkin house has three windows.
Q: What is Grandpa doing?	A: Grandpa is cutting one of the windows.
Q: What holiday is the Jack-o'-Lantern for?	A: The Jack-o'-Lantern is for Halloween.



pp. 84-85

Q: Where is the party happening? **A:** The party is happening in the pumpkin house.

Q: What costume is the girl wearing? **A:** The girl is wearing a witch costume.

Q: What costume is the boy in the middle wearing?

A: The boy in the middle is wearing a ghost costume.

活動建議 老師給學生講講西方人慶祝萬聖節時經常用到的物品，還有舉辦的活動，看圖片來說明物品的名稱和小朋友們的活動，並用英文寫出來，如 pumpkin, Jack-O'-Lantern, Halloween Parade, trick or treat 等，和學生一起邊說邊玩，過一個快樂的英語萬聖節。

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.
-

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.
-

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



2.2-1 Long and Short

Activity Suggestion: Talking About Length

In everyday life, teachers can frequently talk with students in English about objects with noticeable differences in length, such as scarves, hair, skirts, pants, pencils, ribbons, etc.

For example, the teacher can point to two pencils—one long and

one short—and say,

“Look! This pencil is long.”

Then point to the short one and ask,

“What about this one?”

Guide students to answer,

“This pencil is short.”

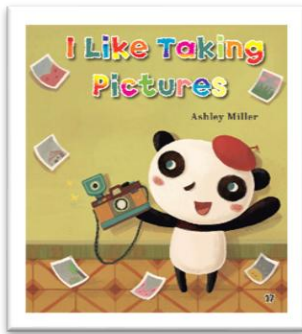
Then ask,

“Do you like the long pencil or the short pencil?”

Students respond,

“I like the long/short pencil.”





2.2-2 I Like Taking Pictures

Activity Suggestion: Action Photos and English Practice

Give students simple commands in English, such as

“Ride your scooter.”

Let students act out the commands. Use a digital camera or smartphone to take photos of their actions. Then, review the photos

together and ask questions like,

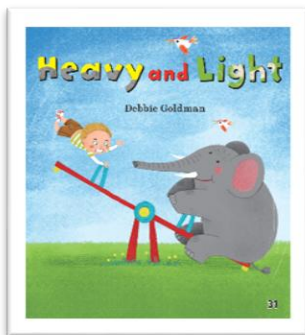
“What are you doing in this picture?”

Help students answer,

“I’m riding the scooter.” or similar phrases.

Praise their poses with encouraging comments like

“Cool!”



2.2-3 Heavy and Light

Activity Suggestion: Light and Heavy

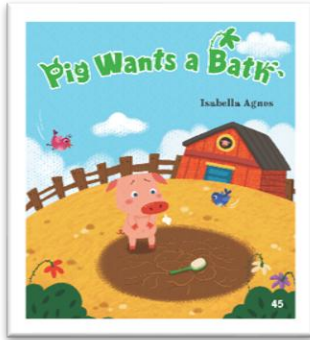
Walk around the school with students and explore which objects are **light** and which are **heavy**.

Find pairs of one light and one heavy item. Then, using the sentence patterns from the story, say them out loud:

“The table is heavy.” “The chair is light.”

Encourage students to use as many English nouns as they’ve learned so far during the activity.





2.2-4 Pig Wants a Bath

Activity Suggestion: Water Story at the Sink

Turn a routine trip to the sink into a storytelling activity to make English practice fun.

For example, the teacher brings a cup of warm water and says,
“Here is a cup of water.”

Then pours it into the sink and says,

“But it’s not enough.”

Next, the teacher brings a pail of water and says,

“Here is a pail of water.”

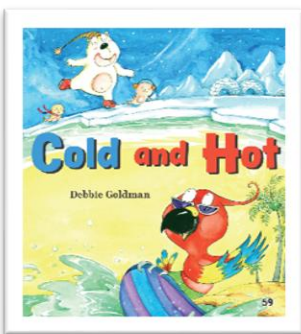
Students reply,

“But it’s not enough.”

Finally, the teacher turns on the tap and sprays water with a hose, saying,

“Here comes the rain. You have your bath.”

Students experience and use English in a real situation, making learning enjoyable and meaningful.



2.2-5 Cold and Hot

Activity Suggestion: Fast vs. Slow Game

Have students play a speed comparison game in groups.

Prepare toy vehicles like cars, trains, or bicycles, or animal toys like lions, foxes, and rabbits (with even numbers).

Use Rock-Paper-Scissors to divide the toys. Each time a student wins, they pick a toy.

Once toys are distributed, each student holds a toy behind their back.

Each round, both the teacher and student take out one toy and compare speeds. The one with the faster object wins the round.



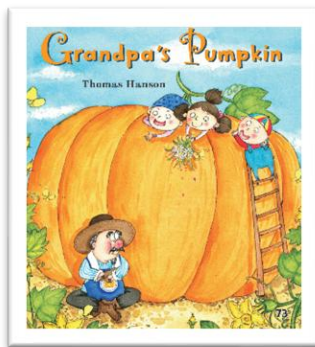
Practice saying sentences like:

“Rocket is fast. Boat is slow.”

or

“Cheetah is fast. Turtle is slow.”

The winner takes the opponent’s toy. Use a timer or keep score to determine the overall winner.



2.2-6 Grandpa’s Pumpkin

Activity Suggestion: Halloween Fun

Introduce students to typical Halloween items and activities celebrated in Western countries.

Use pictures to explain the names of common Halloween symbols and activities. Write the words in English:

pumpkin, Jack-O’-Lantern, Halloween Parade, trick or treat,

etc. Talk and play together in English to enjoy a fun and festive English-style Halloween!