

教學建議 2.4



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。

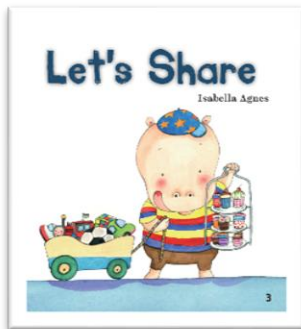
拓展活動

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



2.4-1 Let's Share 故事翻譯

- P4-P5 我有很多玩具。現在只有幾個了。
P6-P7 我有很多甜甜圈。現在只有幾個了。
P8-P9 我有很多蠟筆。現在只有幾支了。
P10-P11 我有很多紙杯蛋糕。現在只有幾個了。
P12-P13 我有很多櫻桃。現在只有幾個了。
P14-P15 我只有幾樣東西。不，我有很多東西！

Q & A

pp. 4-5

- Q: What does he have? A: He has many toys.
Q: What is he pulling? A: He is pulling a cart.
Q: What is the elephant playing with? A: The elephant is playing with a toy train.

pp. 6-7

- Q: What does he have? A: He has many donuts.
Q: What is he wearing on his head? A: He is wearing a blue cap.
Q: What is the fox doing? A: The fox is eating a donut.

pp. 8-9

- Q: What does he have? A: He has many crayons.
Q: How many crayons are in the box? A: There are twelve crayons in the box.
Q: What is he drawing? A: He is drawing a picture of a bird.

pp. 10-11

- Q: What is he holding? A: He is holding a tray of cupcakes.
Q: What is on the tray? A: There are many cupcakes on the tray.
Q: How many cupcakes does the elephant have? A: The elephant has two cupcakes.

pp. 12-13

Q: What is he carrying?

A: He is carrying a big basket of cherries.

Q: Is he standing still or running?

A: He is running.

Q: Is the fox eating cherries?

A: Yes, the fox is eating cherries.

pp. 14-15

Q: What does he have?

A: He has a few things.

Q: What is on the plate?

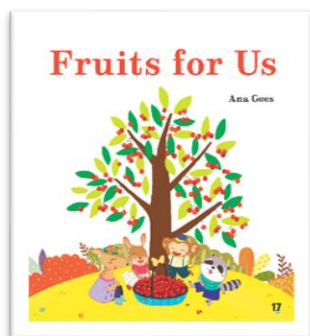
A: There are two donuts on the plate.

Q: What is the elephant holding?

A: The elephant is holding balloons.

活動建議 老師找來玩具、甜甜圈、蠟筆、紙杯蛋糕、櫻桃，或者學生知道如何用英文表達的其他物品或食物（要有一定的數量），按類別放置。老師將每種物品或食物分成一多一少兩堆（少的那一堆至少要有兩個），讓學生分別用 many... 和 a few.... 這兩種表達方式進行描述，以加深學生對 many 和 a few 這兩個概念的理解。





2.4-2 Fruits for Us 故事翻譯

P18-P19 嘿，朋友們，我有一個西瓜給大家。西瓜很多汁。

P20-P21 我有一些鳳梨給大家。鳳梨聞起來很香。

P22-P23 我有一些火龍果給大家。火龍果很甜。

P24-P25 我有一些櫻桃給大家。哦，不！

P26-P27 只有一顆櫻桃了。我們会有很多櫻桃的。

P28-P29 讓我們來種櫻桃吧。我們的櫻桃最好吃！

Q & A

pp. 18-19

Q: What is the monkey carrying?

A: The monkey is carrying a big watermelon.

Q: How many friends are there?

A: There are three friends.

Q: What are the animals doing?

A: The animals are eating watermelon.

pp. 20-21

Q: What does the raccoon have?

A: The raccoon has some pineapples.

Q: How do the pineapples smell?

A: The pineapples smell good.

Q: How many animals are sitting around the table?

A: Four animals are sitting around the table.

pp. 22-23

Q: What does the deer have?

A: The deer has some dragon fruits.

Q: How many dragon fruits can you see?

A: I can see four dragon fruits.

Q: How do the dragon fruits taste?

A: The dragon fruits taste sweet.

pp. 24-25

Q: What is the rabbit holding?

A: The rabbit is holding a bowl of cherries.

Q: What is floating in the water?

A: Leaves are floating in the water.

Q: Where are the cherries going?

A: Some cherries are going into the water and on the ground.

pp. 26-27

Q: How many cherries are in the bowl?

A: There is only one cherry in the bowl.

Q: What is the rabbit doing?

A: The rabbit is crying.

Q: How many cherries will they have?

A: They will have many cherries.

pp. 28-29

Q: What are the animals planting?

A: The animals are planting a cherry tree.

Q: What is the deer holding?

A: The deer is holding a watering can.

Q: What is growing on the tree?

A: Cherries are growing on the tree.

活動建議 老師可以和學生一起玩「吃水果」的遊戲。老師準備書中提到的幾種水果 (也可以是學生能用英文叫出名字的其他水果)，將水果洗淨並切好放在盤中。老師讓學生閉上眼睛，將一種水果餵給學生吃，讓學生猜一猜是什麼水果，並用英文說出水名。然後老師鼓勵學生用書中的單字來描述水果的味道，如：“The watermelon is juicy and sweet.”

2.4-3 Mason in London 故事翻譯



P32-P33 Mason 來到倫敦。「你好，怎麼啦？」

P34-P35 「我來見我的朋友，但是……」

「他住在一座很高的建築裡，像一座塔。」

P36-P37 「跟我來。我來幫你找。」

「是那個地方嗎，塔橋？」「不是。」

P38-P39 「是那個地方嗎，倫敦塔？」「不是。」

「哦，對了！那兒有一個大鐘。」

P40-P41 「我知道了！」 「我們到了。大笨鐘。」

P42-P43 「歡迎，親愛的 Mason！」

「別走了嘛。請和我們一起吃晚餐吧！」

Q & A

pp. 32-33

Q: Where is Mason?

A: Mason is in London.

Q: What is Mason carrying?

A: Mason is carrying a suitcase.

Q: What is Mason holding?

A: Mason is holding a piece of paper.

pp. 34-35

- Q:** Who is Mason talking to? **A:** Mason is talking to another mouse.
Q: What is the other mouse wearing? **A:** The other mouse is wearing a suit and a hat.
Q: What is the other mouse holding? **A:** The other mouse is holding an umbrella.

pp. 36-37

- Q:** Where is the bus? **A:** The bus is in London.
Q: What color is the bus? **A:** The bus is red.
Q: What is the bridge called? **A:** The bridge is called Tower Bridge.

pp. 38-39

- Q:** What color is the phone booth? **A:** The phone booth is red.
Q: What do you see in the sky? **A:** I see a rainbow in the sky.
Q: What kind of shop is it? **A:** It is a fish and chips shop.

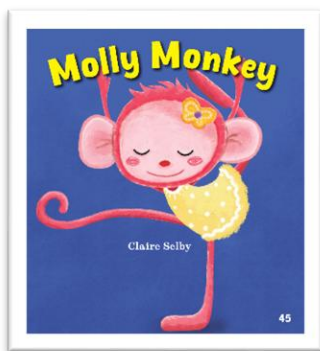
pp. 40-41

- Q:** Why does the other mouse say, "I see!"? **A:** The mouse understands what Mason is saying.
Q: What is Big Ben? **A:** Big Ben is a tall clock tower in London.
Q: Where are Mason and the other mouse now? **A:** They are at Big Ben.

pp. 42-43

- Q:** What is the mouse at the doorway saying? **A:** The mouse is saying, "Welcome, dear Mason!"
Q: Who is standing next to the door? **A:** Two mice are standing next to the door.
Q: How many mice are there? **A:** There are three mice.

活動建議 老師帶著學生一起玩「猜猜我在哪兒?」的遊戲。老師找來一些學生能用英文說出的建築圖片(如果沒有,可以在紙上畫出建築的輪廓,寫上英文名字),將圖片貼在教室不同的地方,譬如說: Big Ben 在書櫃上, Tower Bridge 可以貼講桌上。老師用英文把自己要去的地方寫在一張紙條上,不能讓學生看見。學生需要帶老師到每個建築那裡,問老師,譬如,“Is that the place, the Tower of London?” 老師需要對學生的問題回答。如果學生問的地方與紙條上的地方一致,則說,“Yes!” 並給學生看看手中的紙條,結束遊戲。如果不一致,就繼續猜。



2.4-4 Molly Monkey 故事翻譯

P46-P47 猴子 Molly 想加入樂隊。

「你會演奏樂器嗎？」猴子 Tracy 問。

P48-P49 「你會唱歌嗎？」Tracy 問。

「那你就不能加入樂隊。」Tracy 說。

P50-P51 Molly 很難過。樂隊開始演奏，Molly 揮舞雙手。

P52-P53 Molly 抬起腿。Molly 彎下腰。

P54-P55 Molly 旋轉。「看，Molly 在跳舞！」Tracy 說。

P56-P57 Molly 跳舞很棒，所以她可加入樂隊！Molly 真開心！

Q & A

pp. 46-47

Q: Who wants to join the band?

A: Molly Monkey wants to join the band.

Q: What is the monkey with the hat doing?

A: The monkey with the hat is playing the guitar.

Q: What is Tracy Monkey asking?

A: Tracy Monkey is asking, "Can you play?"

pp. 48-49

Q: What is Tracy holding?

A: Tracy is holding a microphone.

Q: What is Molly Monkey wearing?

A: Molly Monkey is wearing a yellow dress.

Q: What is on Molly Monkey's hair?

A: Molly Monkey has a yellow butterfly hair clip on her hair.

pp. 50-51

Q: How does Molly feel?

A: Molly feels sad.

Q: Where is Molly sitting?

A: Molly is sitting under a tree.

Q: What is Molly doing?

A: Molly is waving her hands.

pp. 52-53

Q: What is Molly doing?

A: Molly is raising her leg.

Q: What is Tracy doing?

A: Tracy is playing the keyboard.

Q: What is Molly doing?

A: Molly is bending down.

pp. 54-55

Q: What is Molly doing?

A: Molly is turning around.

Q: What is Molly doing?

A: Molly is dancing.

Q: How many monkeys are there?

A: There are four monkeys.

pp. 56-57

Q: Can Molly dance?

A: Yes, Molly can dance well.

Q: How does Molly feel?

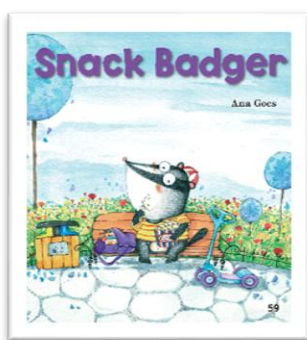
A: Molly feels happy.

Q: Who is shaking Molly's hand?

A: Tracy is shaking Molly's hand.

活動建議 老師和學生玩「我來說你來做」的遊戲。老師用英文發出指令，如：

“raise your hands” “raise your leg” “bend down” “turn around” 學生在聽到指令後，迅速做出相應的動作。老師可以逐漸加快發出指令的速度，看看學生是否能反應過來。也可以和學生互換角色玩遊戲，最後，播放一段歡快的音樂，和學生一起跳個舞。



2.4-5 Snack Badger 故事翻譯

P60-P61 (兔子)「我們一起騎滑板車吧。」

(獾)「我想先吃爆米花。」

P62-P63 (狐狸)「我們一起放風箏吧。」

(獾)「我想先吃華夫餅。」

P64-P65 (熊貓)「我們一起滑滑梯吧。」

(獾)「我想先吃巧克力。」

P66-P67 (鴨子)「我們一起到沙池裡玩兒吧。」

(獾)「我想先吃堅果。」

P68-P69 (大家)「我們玩兒小狗追尾巴的遊戲吧。」「我想先喝優酪乳。」

P70-P71 (獾)「現在我們一起玩兒吧。」(大家)「不，我們想回家了。」

Q & A

pp. 60-61

Q: What does the bunny want to do?

A: The bunny wants to ride scooters.

Q: What does the badger want to do?

A: The badger wants to eat popcorn first.

Q: What does the badger have on its head?

A: The badger has a cap on its head.

pp. 62-63

Q: What does the fox want to do?

A: The fox wants to fly the kite.

Q: What does the badger want to do?

A: The badger wants to eat a waffle first.

Q: What is the badger holding?

A: The badger is holding a waffle.

pp. 64-65

Q: What does the panda want to do?

A: The panda wants to ride down the slide.

Q: What does the badger want to do?

A: The badger wants to eat chocolate first.

Q: What is the badger sitting on?

A: The badger is sitting on a bench.

pp. 66-67

Q: What does the duck want to do?

A: The duck wants to play in the sandbox.

Q: What does the badger want to do?

A: The badger wants to eat nuts first.

Q: What is the duck holding?

A: The duck is holding a shovel and a bucket.

pp. 68-69

Q: What does the badger want to do?

A: The badger wants to have yogurt first.

Q: What is the badger eating?

A: The badger is eating yogurt.

Q: What is next to the bench?

A: There is a scooter next to the bench.

pp. 70-71

Q: What does the badger want to do?

A: The badger wants to play now.

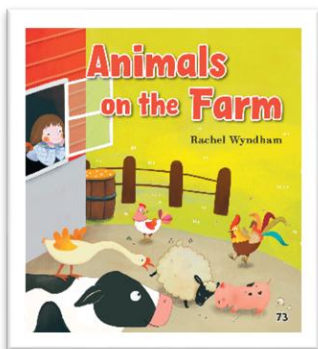
Q: What is the badger riding?

A: The badger is riding a scooter.

Q: Who wants to go home?

A: All the animals want to go home except the badger.

活動建議 老師可以和學生玩「角色扮演」遊戲。老師演兔子，學生扮演愛吃零食的獾、狐狸等，把故事表演出來。老師和學生也可以互換角色。老師帶學生去超市時，鼓勵學生大聲地說出書中提到的幾種零食的英文名稱。



2.4-6 Animals on the Farm 故事翻譯

- P74-P75 清晨，在農場我看見一隻公雞。公雞喔喔叫！
 P76-P77 我看見了鵝。我們排隊走。
 P78-P79 我看見了豬。一隻豬在泥裡玩兒。
 P80-P81 我看見了綿羊。羊毛軟軟的。
 P82-P83 我看見了乳牛。它們給我們牛奶喝。
 P84-P85 我看見了母雞。兩隻母雞正在下蛋！

Q & A

pp. 74-75

- Q:** What time of day is it? **A:** It is early morning.
Q: Where is this place? **A:** This place is a farm.
Q: What is the rooster doing? **A:** The rooster is singing "Cock-a-Doodle-Do!"

pp. 76-77

- Q:** What animals can you see? **A:** I can see geese and a rooster.
Q: How many geese are there? **A:** There are three geese.
Q: What are the animals and the child doing? **A:** They are walking in a line.

pp. 78-79

- Q:** What animals can you see? **A:** I can see pigs, geese, and a rooster.
Q: Where is the rooster? **A:** The rooster is walking beside the child.
Q: What is the pig doing? **A:** The pig is playing in the mud.

pp. 80-81

- Q:** What animals can you see? **A:** I can see sheep, geese, a rooster, and a pig.
Q: Where are the sheep? **A:** The sheep are behind a wooden fence.
Q: What is the child holding? **A:** The child is holding soft wool.

pp. 82-83

- Q:** What animals can you see? **A:** I can see cows, a sheep, a pig, geese, and a rooster.
Q: What are the people doing? **A:** The people are milking the cows.
Q: What is in the bucket? **A:** There is milk in the bucket.



pp. 84-85

Q: How many hens are there?

A: There are three hens.

Q: What are the hens sitting on?

A: The hens are sitting on nests.

Q: What are the hens doing?

A: Two of the hens are laying eggs.

活動建議 老師帶著學生一起玩「開心農場」的遊戲。鼓勵學生用英文句子說出自己知道的農場動物，如：“I can see a rooster.” 這時老師要模仿公雞報曉的樣子，然後說：“I’m singing Cock-a-Doodle-Do!” 學生說：“I can see a hen.” 老師則模仿母雞生蛋的樣子，然後說：“The hen is laying eggs.” 鼓勵學生儘量多地說出自己知道的農場動物。老師也可以和學生互換角色。

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.

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

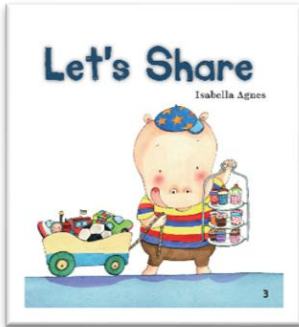
- Engage in Games: Use suggested activities and games to help students apply the vocabulary in real-life contexts.

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.

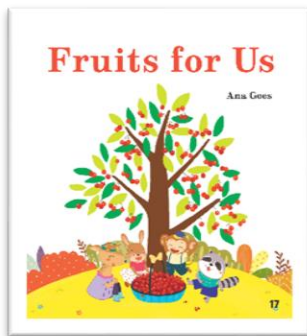
Story Summary and Activity Suggestions



2.4-1 Let's Share

Activity Suggestion

The teacher gathers toys, donuts, crayons, cupcakes, cherries, or other items/foods that students can name in English (make sure there are multiple of each). Sort the items into categories and divide each category into two groups: one with many and one with only a few (at least two in the “few” group). Have students describe the groups using “many...” and “a few...” to help reinforce the difference between these two expressions.



2.4-2 Fruits for Us

Activity Suggestion

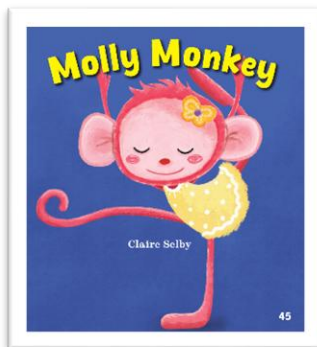
Play a “Fruit Tasting” game with students. Prepare several fruits mentioned in the textbook (or others students can name in English). Wash, cut, and place the fruit on a plate. Ask students to close their eyes while you feed them one piece. They must guess what fruit it is and say the name in English. Then encourage them to describe the fruit’s taste using vocabulary from the book, such as: “The watermelon is juicy and sweet.”



2.4-3 Mason in London

Activity Suggestion

Play a “Guess Where I Am?” game. Prepare pictures of buildings students can name in English. If pictures are unavailable, draw outlines of buildings and label them in English. Stick the pictures around the classroom—for example, Big Ben on a bookshelf, Tower Bridge on the teacher’s desk. Secretly write down one building name on a slip of paper. Students must lead the teacher around and ask: “Is that the place, the Tower of London?” The teacher replies. If the guess is correct, say “Yes!” and show the slip of paper. If not, the game continues until they guess correctly.

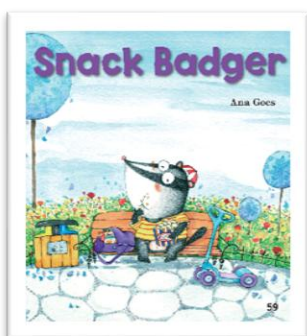


2.4-4 Molly Monkey

Activity Suggestion

Play a “Do What I Say” game. The teacher gives English commands like: “Raise your hands,” “Raise your leg,” “Bend down,” “Turn around.” Students must quickly act out each instruction. Gradually speed up the commands to challenge their listening skills. Later, switch roles and let students give the commands. End the activity by playing some lively music and dancing together.

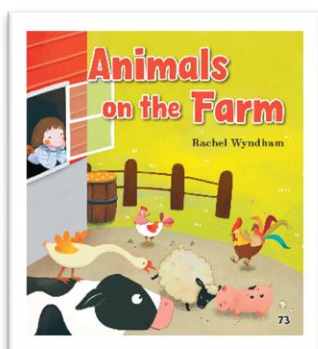




2.4-5 Snack Badger

Activity Suggestion

Play a “Role-Play” game. The teacher can act as a rabbit or fox, while students play the badger who loves snacks, re-enacting a story. Roles can also be switched. During a field trip to the supermarket, encourage students to say the English names of snacks mentioned in the story aloud.



2.4-6 Animals on the Farm

Activity Suggestion

Play a “Happy Farm” game with students. Encourage them to name farm animals in English using full sentences like: “I can see a rooster.” The teacher can then imitate a rooster and say: “I’m singing Cock-a-Doodle-Do!”

If a student says: “I can see a hen,” the teacher can mimic a hen laying eggs and say: “The hen is laying eggs.” Encourage students to name as many farm animals as they can. The teacher and students can also take turns switching roles.

