

教學建議 2.6



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

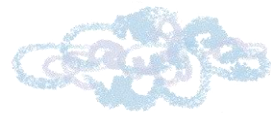
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

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**。

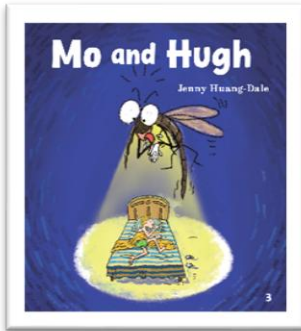
特別提示：遊戲的過程中，不要求學生認讀或拼出單字，只需學生能看圖說出對應的英文單字，或能聽懂單字的意思即可。





故事翻譯、Q&A、活動建議

2.6-1 Mo and Hugh 故事翻譯



P4-P5 「啊，我的床！」人類 Hugh 說。

「啊，我的晚餐！」蚊子 Mo 說。

P6-P7 Mo 找到了一根手指。Hugh 抓了抓他的手指。

P8-P9 Mo 咬了一口脖子。Hugh 抓了抓他的脖子。

P10-P11 Mo 喜歡膝蓋。Hugh 抓了抓他的膝蓋。

P12-P13 Mo 看見兩隻憤怒的大眼睛。「啊喔！」

「謝謝你的晚餐。」Mo 說。

P14-P15 Hugh 掄起巴掌。「再見。」Mo 說。

Q & A

pp. 4-5

Q: Who is in the bed?

A: Hugh the Human is in the bed.

Q: What is on the floor near the bed?

A: There are two slippers on the floor near the bed.

Q: Who is flying in the room?

A: Mo the Mosquito is flying in the room.

pp. 6-7

Q: What does Mo the Mosquito find?

A: Mo the Mosquito finds a finger.

Q: What is Mo doing on the finger?

A: Mo is biting the finger.

Q: What is Hugh doing?

A: Hugh is scratching his finger.

pp. 8-9

Q: Who is biting Hugh?

A: Mo the Mosquito is biting Hugh.

Q: Where is Mo biting Hugh?

A: Mo is biting Hugh on the neck.

Q: What is Hugh doing?

A: Hugh is scratching his neck.

pp. 10-11

Q: What does Mo like?

A: Mo likes Hugh's knee.

Q: What is Hugh doing?

A: Hugh is scratching his knee.

Q: Why is Hugh scratching his knee?

A: Hugh is scratching his knee because Mo the Mosquito bit him.

pp. 12-13

Q: What does Mo see?

A: Mo sees two big, angry eyes.

Q: Where is Mo sitting?

A: Mo is sitting on Hugh's nose.

Q: What is Mo doing?

A: Mo is biting Hugh's nose.

pp. 14-15

Q: What is Hugh doing with his hand? A: Hugh is holding up his hand.

Q: Why is Hugh holding up his hand? A: Hugh is holding up his hand to hit the mosquito.

Q: Who is flying away?

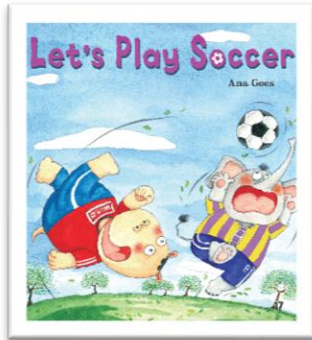
A: Mo the Mosquito is flying away.

活動建議 老師帶著學生玩「打蚊子」的遊戲。這個遊戲至少需要 3 個人。一個人說指令，如：“The mosquito is on your finger/hand/leg/kneel neck...”另外兩個人聽到指令後，迅速做出反應——用手輕拍自己相應的身體部位，動作快的一方得 1 分。5 條指令為一輪，根據勝負情況，給予相應的獎勵。一輪遊戲結束後，換另一個人說指令，開始下一輪遊戲。





2.6-2 Let's Play Soccer 故事翻譯



- P18-P19 Hippo 得到一個足球。他和朋友在房子裡踢足球。
P20-P21 「哦不，電視！」媽媽說。他們去花園裡踢足球。
P22-P23 「哦不，花！」Hippo 說。他們就去後院踢足球。
P24-P25 「噓！我的寶寶在睡覺。」鄰居說。
於是他們去街上踢足球。
P26-P27 「這很危險！」員警說。
「我們在哪兒都不能踢球。」
P28-P29 「去公園踢足球怎麼樣？」爸爸說。好主意！

Q & A

pp. 18-19

- Q: What does Hippo get? A: Hippo gets a soccer ball.
Q: What is Hippo wearing on the head? A: Hippo is wearing a party hat.
Q: Who is playing soccer in the house? A: The hippo is playing soccer with his friend.

pp. 20-21

- Q: What did the soccer ball hit? A: The soccer ball hit the TV.
Q: Where are the hippo and the elephant playing now? A: They are playing in the garden.
Q: What game are they playing? A: They are playing soccer.

pp. 22-23

- Q: What does Hippo say? A: Hippo says, "Oh no, the flowers!"
Q: Where are Hippo and Elephant playing now? A: They are playing in the backyard.
Q: What is around the backyard? A: There is a brick wall around the backyard.

pp. 24-25

- Q: What does the neighbor say? A: The neighbor says, "Shhhhhh! My baby is sleeping."
Q: What is Hippo holding? A: Hippo is holding a soccer ball.
Q: Where are Hippo and Elephant playing now? A: They are playing on the street.

pp. 26-27

- Q: Who is talking to the Elephant and Hippo? A: The policeman is talking to the Elephant and Hippo.
Q: Why is it dangerous? A: It is dangerous because they are playing on the street.
Q: How do the Hippo and Elephant look? A: They look sad.

pp. 28-29

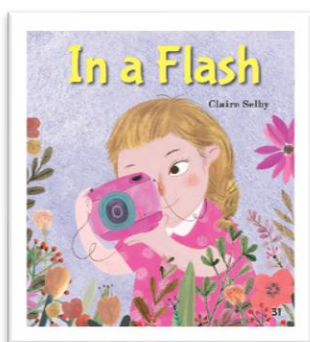
Q: What does Dad say?

A: Dad says, "How about playing in the park?"

Q: How do Hippo and Elephant feel now? A: They feel happy.

Q: Why is playing in the park a good idea? A: Playing in the park is a good idea because it is safe.

活動建議 老師可以問問學生喜歡什麼樣的運動，並提示學生用已經學過的英文來表達，如: run, jump, play soccer 等。讓學生想一想在什麼地方做這些運動比較好，鼓勵學生用英文說出不同的地點，如: in the house/garden/backyard/park 等。當學生進出最合適的地點後，老師就可以帶學生去那裡開開心心地做這項運動了。



2.6-3 In a Flash 故事翻譯

P32-P33 我從爺爺奶奶那兒得到了一台相機。

相機拍下爺爺和奶奶正在微笑……

P34-P35 ……爸爸和媽媽在工作…… …還有弟弟在睡覺。

P36-P37 散步路上拍小花兒真是太棒了。還拍唱歌的小鳥。

P38-P39 這兒有什麼啊？黑黑的山洞裡什麼都看不見。

P40-P41 我按下快門。咔嚓一閃，我看見了一隻熊！

P42-P43 救命！我掉頭朝家人跑去。

我的相機把那隻熊也帶回家了！

Q & A

pp. 32-33

Q: What is the girl holding?

A: The girl is holding a camera.

Q: Who is sitting next to the girl?

A: Her grandma and grandpa are sitting next to her.

Q: What does the camera see?

A: The camera sees Grandma and Grandpa smiling.

pp. 34-35

Q: What are Mom and Dad doing?

A: Mom and Dad are working.

Q: What is Dad using for work?

A: Dad is using a laptop.

Q: Who is asleep?

A: My brother is asleep.

pp. 36-37

Q: What is the girl doing?

A: The girl is taking photos of flowers.

Q: What is the girl taking pictures of?

A: The girl is taking pictures of birds singing.

Q: How many birds are on the tree?

A: There are three birds on the tree.

pp. 38-39

Q: What is the girl looking at?

A: The girl is looking at a dark cave.

Q: What does the girl say about the cave?

A: The girl says she cannot see anything in the dark cave.

Q: How many people are having a picnic?

A: Five people are having a picnic.

pp. 40-41

Q: What is the girl holding?

A: The girl is holding a camera.

Q: What is the girl doing with the camera?

A: She is pressing the button to take a picture.

Q: What does the girl see in the flash?

A: The girl sees a bear in the flash.

pp. 42-43

Q: What is the girl doing?

A: The girl is running back to her family.

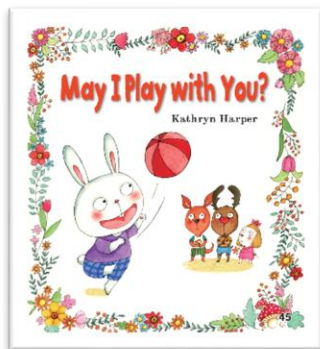
Q: What is the bear doing?

A: The bear is running away.

Q: What is the girl looking at on the wall?

A: The girl is looking at photos on the wall.

活動建議 和學生一起玩“A camera sees...”的遊戲。用兩隻手的拇指和食指構成一個「相機框」。將「相機框」放在一隻眼睛的前面，說：“A camera sees a...”(學生學過的學校物品的英文單字，如: table, chair, toy, crayon 等) 讓學生根據聽到的內容，迅速找到這件物品。玩幾次後，學生們交換角色，一個人拿「相機框」說出看到的物品，繼續做遊戲。



2.6-4 May I Play with You? 故事翻譯

P46-P47 「我能和你一起踢球嗎？」「不，我要自己踢。」

P48-P49 「我能和你一起拍球嗎？」「不，我要自己拍。」

P50-P51 「我能和你一起玩拋接球嗎？」

「不，我要自己玩拋接球。」 糟糕！

P52-P53 「哦，不好了！ 兔子掉到洞裡了。」

「請你們把我拉上來好嗎？」

P54-P55 一、二、三，拉呀，拉呀，拉！

P56-P57 「謝謝—你們願意和我一起玩嗎？」「當然願意！」

Q & A

pp. 46-47

Q: What is the rabbit doing?

A: The rabbit is kicking the ball.

Q: What do you think the reindeer wants to do? **A:** The reindeer wants to play and kick the ball with the rabbit.

Q: What happened to the rabbit?

A: The ball hit the rabbit on the head.

pp. 48-49

Q: What does the rabbit say? **A:** The rabbit says, "No, I can tap the ball myself."

Q: How does the kangaroo feel after the rabbit says no? **A:** The kangaroo feels sad.

Q: What happened to the rabbit's ball? **A:** The rabbit's ball bounced too hard.

pp. 50-51

Q: What does the dog ask the rabbit?

A: The dog asks, "Please, may I throw and catch with you?"

Q: What does the rabbit say? **A:** The rabbit says, "No, I can throw and catch myself."

Q: What happened to the rabbit?

A: The rabbit is falling into a hole.

pp. 52-53

Q: What does the deer say?

A: The deer says, "Oh, no! The rabbit is in a hole."

Q: What is the rabbit doing in the hole?

A: The rabbit is asking for help.

Q: How many friends are around the hole?

A: There are three friends around the hole.

pp. 54-55

Q: What are the friends doing?

A: The friends are pulling the rabbit out of the hole.

Q: Who is pulling the dog?

A: The deer and the kangaroo are pulling the dog.

Q: What is happening to the friends?

A: The friends are flying into the air.

pp. 56-57

Q: What is the rabbit holding?

A: The rabbit is holding a red ball.

Q: How do the friends feel?

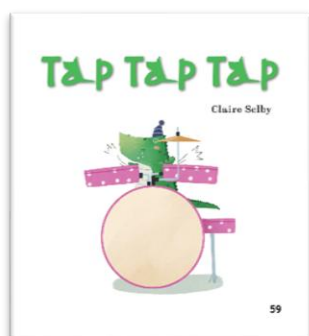
A: The friends feel happy.

Q: What are the friends doing?

A: They are playing together.

活動建議 拿一個皮球，和學生一起玩「聽一聽，做動作」的遊戲。讓學生拿著球，老師依次說出指令：“Kick the ball.” “Tap the ball.” “Throw and catch.” 鼓勵學生根據聽到的指令，做出相應的踢球、拍球、拋接球的動作。然後交換角色，老師或其它同學拿著皮球，鼓勵學生說英文指令，老師或其它同學做出相應的動作。

2.6-5 Tap Tap Tap 故事翻譯



P60-P61 Matt 愛拍拍。他用手拍桌子。他用尾巴拍地板。

P62-P63 他用腳拍書架。他用尾巴拍門。

P64-P65 「Matt，不要再拍了！」老師拿來一面鼓。

「Matt，拍這個試試。」

P66-P67 Matt 用手拍。Matt 用腳拍。Matt 用尾巴拍。

P68-P69 「嗯……，或許你能演奏這套大架子鼓。」

「哇，好酷！」

P70-P71 Matt 坐下來。他用手、腳和尾巴一起拍鼓。

「Matt，你拍得真好！」

Q & A

pp. 60-61

Q: What does Matt like?

A: Matt likes tapping.

Q: What is Matt doing?

A: Matt is tapping on the table with his hands.

Q: What is Matt doing now?

A: Matt is tapping on the floor with his tail.

pp. 62-63

Q: What is Matt tapping on now?

A: Matt is tapping on the bookshelf with his foot.

Q: What are the animals doing?

A: The animals are reading books.

Q: What is the crocodile doing?

A: The crocodile is tapping the door with his tail.

pp. 64-65

Q: Who is the Hippo talking to?

A: The Hippo is talking to Matt.

Q: How does Matt look?

A: Matt looks sad.

Q: What does the teacher bring?

A: The teacher brings a drum.

pp. 66-67

Q: What is Matt tapping on?

A: Matt is tapping on a drum.

Q: How does Matt use his foot with the drum?

A: Matt taps the drum with his foot.

Q: What shape is the drum?

A: The drum is round.

pp. 68-69

Q: What is the teacher pointing at?

A: The teacher is pointing at the big drum kit.

Q: What is the teacher wearing?

A: The teacher is wearing a scarf.

Q: How does Matt feel?

A: Matt feels excited and happy.

pp. 70-71

Q: What is Matt doing now?

A: Matt is playing the drum.

Q: What is Matt sitting on?

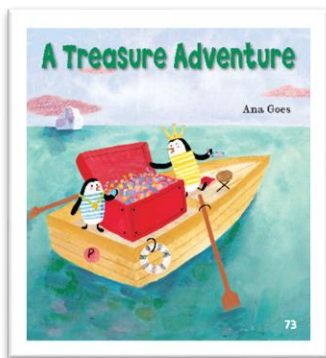
A: Matt is sitting on a red stool.

Q: Why are the friends happy?

A: The friends are happy because Matt is playing the drum well.

活動建議 老師帶著學生玩「你說我做」的遊戲。老師用英文說指令，讓學生用身體的某個部位輕拍學校某個物品，如：“Tap the bookshelf with your finger.” 身體部位可以依次替換成已學過的 hand, arm, foot, knee, head 等等；學校的物品也可以換成 door, window, book, pencil, backpack, desk 等。一輪遊戲結束後，老師可以和學生互換角色，或是同學之間互換角色，繼續遊戲。





2.6-6 A Treasure Adventure

P74-P75 Pit 和 Pat 是漁夫。他們有條小船。在海上很快樂。
 P76-P77 有一天 Pit 抓了一條大魚當午餐。哦，魚裡是什麼？
 P78-P79 是一張地圖！在一塊巨石下面有寶藏。

讓我們根據地圖找到寶藏吧。

P80-P81 他們和暴風雨搏鬥。太棒了，太陽出來了！
 P82-P83 他們和海怪搏鬥。哈哈，海怪逃跑了！
 P84-P85 看，巨大的岩石在那兒。哇，寶藏就在這裡！

Q & A

pp. 74-75

- | | |
|-------------------------------------|---------------------------------------|
| Q: Who are Pit and Pat? | A: Pit and Pat are fishermen. |
| Q: What do Pit and Pat have? | A: They have a boat. |
| Q: How do Pit and Pat feel? | A: They feel happy on the sea. |

pp. 76-77

- | | |
|--|---|
| Q: What does Pit catch? | A: Pit catches a big fish. |
| Q: Why does Pit catch the fish? | A: Pit catches the fish for lunch. |
| Q: How many fish are there? | A: There are three fish. |

pp. 78-79

- | | |
|---|---|
| Q: What is this? | A: It's a treasure map. |
| Q: What is under the big rock? | A: There is treasure under the big rock. |
| Q: What do Pit and Pat want to do? | A: They want to follow the map to find the treasure. |

pp. 80-81

- | | |
|--|--|
| Q: What are Pit and Pat fighting against? | A: Pit and Pat are fighting against the storm. |
| Q: What is the weather like? | A: The weather is stormy with rain and lightning. |
| Q: What is the weather like now? | A: The weather is sunny and bright. |

pp. 82-83

- | | |
|--|--|
| Q: What are Pit and Pat fighting against? | A: Pit and Pat are fighting against the sea monster.. |
| Q: How does the sea look? | A: The sea looks dark and stormy with big waves. |
| Q: How does the sea monster look? | A: The sea monster looks scary with sharp teeth. |

pp. 84-85

Q: What do Pit and Pat see?

A: They see the big rock.

Q: What is Pat holding?

A: Pat is holding the treasure map.

Q: What did Pit and Pat find?

A: Pit and Pat found the treasure.

活動建議 和學生一起做「尋寶」遊戲。老師準備一份小禮物作為「寶藏」藏到教室的一個角落裡。再繪製一張教室的平面圖，標出「寶藏」位置，再標出教室的另外兩個地點，作為尋找「寶藏」的路線圖。老師先教學生認讀地圖，找到標記的位置時，學生要與老師扮演的「暴風雨」和「海怪」進行「搏鬥」，才可以到達藏寶的地方得到「寶藏」。在「搏鬥」過程中，老師要鼓勵學生用英文說出“I fight against the sea monster...”等句子。

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

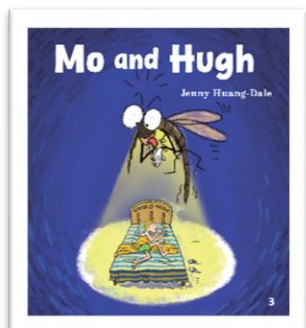
- Engage in Games: Use suggested activities and games to help students apply the vocabulary in real-life contexts.
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Extension Activities

- **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

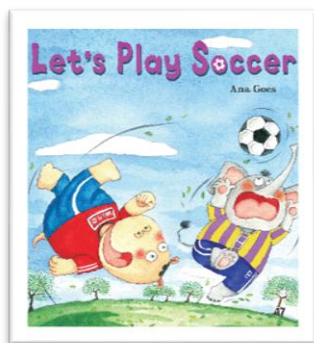


2.6-1 Mo and Hugh

Activity Suggestion: “Mosquito Game”

The teacher leads students in a game called “Mosquito.” You need at least three players. One person gives a command, such as: “The mosquito is on your finger / hand / leg / knee / neck...” The other two players must quickly react by lightly tapping the mentioned body part. The faster one earns one point.

One round consists of 5 commands. Afterward, rewards can be given based on who wins. Then, switch roles so a different student gives the commands in the next round.



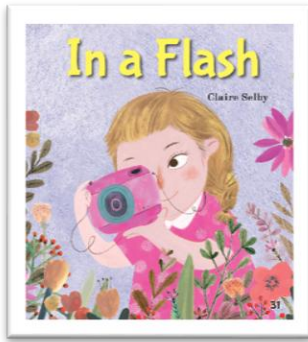
2.6-2 Let's Play Soccer

Activity Suggestion: “Talking About Sports and Places”

The teacher asks students what kind of sports they like and encourages them to respond using English they’ve already learned, such as: “run,” “jump,” “play soccer”

Then, students think about where they can do these activities.

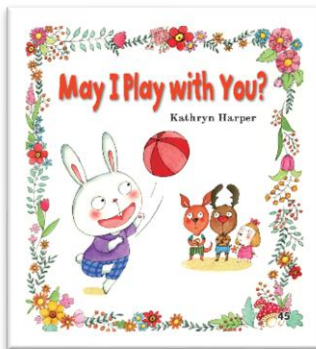
Guide them to say places in English like: “in the house,” “in the garden,” “in the backyard,” “in the park.” Once students choose the most suitable location, the teacher can lead them there to enjoy the activity together.



2.6-3 In a Flash

Activity Suggestion: “A Camera Sees...” Game

Play the “A Camera Sees...” game with students. Use your thumbs and index fingers to make a camera frame. Hold it in front of one eye and say: “A camera sees a...” followed by a classroom item in English, like: “table,” “chair,” “toy,” “crayon.” Students must quickly find the mentioned item. After a few turns, let students take turns using the camera frame and calling out objects in English.

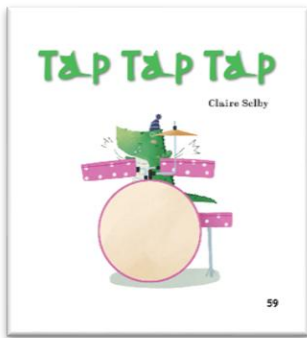


2.6-4 May I Play with You?

Activity Suggestion: “Listen and Move with the Ball”

Use a soft ball to play a “Listen and Move” game. The teacher holds the ball and gives English commands like: “Kick the ball.” “Tap the ball.” “Throw and catch.” Students respond by doing the correct action. Then, switch roles — a student holds the ball, and gives the command, while others follow. This encourages both listening and speaking in English.





2.6-5 Tap Tap Tap

Activity Suggestion: “You Say, I Do” Game

Play a game called “You Say, I Do.” The teacher gives commands in English like: “Tap the bookshelf with your finger.”

Change the body parts (e.g., hand, arm, foot, knee, head) and classroom objects (e.g., door, window, book, pencil, backpack, desk) for variety. After one round, let students take turns being the command-giver to keep the game fresh and fun.



2.6-6 A Treasure Adventure

Activity Suggestion: “Treasure Hunt Adventure”

Play a classroom treasure hunt. The teacher hides a small gift (the “treasure”) in a corner of the classroom. Then, draw a simple classroom map and mark three locations: the treasure and two other stops to create a path. Teach students to read the map and follow the clues. Along the way, they must “battle” the storm and a sea monster (played by the teacher). Encourage students to use English phrases like: “I fight against the sea monster!” to practice language while having a fun adventure.

