

教學建議 2.8



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

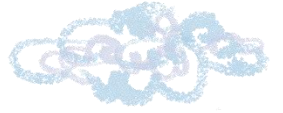
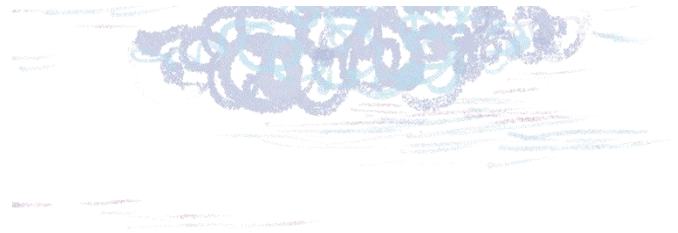
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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**。

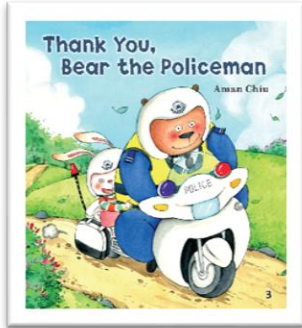
特別提示：遊戲的過程中，不要求學生認讀或拼出單字，只需學生能看圖說出對應的英文單字，或能聽懂單字的意思即可。





故事翻譯、Q&A、活動建議

2.8-1 Thank You, Bear the Policeman 故事翻譯



- P4-P5 熊員警騎車巡邏。他發現小兔子在哭。
「怎麼了，小兔子？」「我迷路了。我找不到家了。」
- P6-P7 「你的家在哪兒？」「我住在一個洞裡。」「戴上頭盔，
坐到我的摩托車上來。我會幫你找到家的。」
- P8-P9 「這是你的家嗎？」「不是，它太大了。」
這是狐狸的家。
- P10-P11 「這是你的家嗎？」「不是，它太小了。」
這是鼯鼠的家。

P12-P13 「這是你的家嗎？」「不是，它太高了。」這是啄木鳥的家。

P14-P15 「這是我的家。媽媽！」「謝謝你，員警先生！謝謝你！」

Q & A

pp. 4-5

- Q:** Who is driving the police motorcycle? **A:** Bear the policeman is driving the motorcycle.
- Q:** What does Bear the policeman find? **A:** He finds Little Rabbit crying.
- Q:** What does Little Rabbit say? **A:** Little Rabbit says, "I get lost. I can't find my home."

pp. 6-7

- Q:** Where does Little Rabbit live? **A:** Little Rabbit lives in a hole.
- Q:** What is Bear holding? **A:** Bear is holding his police helmet.
- Q:** What does Bear tell Little Rabbit to do? **A:** Bear tells Little Rabbit to put on the helmet and get on the motorbike.

pp. 8-9

- Q:** What does Little Rabbit say? **A:** Little Rabbit says, "No, it's too big."
- Q:** What is Bear riding? **A:** Bear is riding a police motorbike.
- Q:** Whose house is this? **A:** It's the fox's home.

pp. 10-11

Q: What does Bear ask Little Rabbit?

A: Bear asks, "Is this your home?"

Q: What does Little Rabbit say about the home?

A: She says, "No, it's too small."

Q: Whose home is this?

A: It's the mole's home.

pp. 12-13

Q: What kind of home are they looking at?

A: They are looking at a treehouse.

Q: Whose home is in the tree?

A: It's the woodpecker's home.

Q: Where is the woodpecker?

A: The woodpecker is in the tree.

pp. 14-15

Q: Who does Little Rabbit find at the door? A: Little Rabbit finds her mommy at the door.

Q: What does Little Rabbit say?

A: She says, "This is my home. Mommy!"

Q: What is Little Rabbit's mommy doing?

A: She is waving her hand.

活動建議 老師準備一些自己的衣物，再請學生們也帶自己的衣物來學校，並把它們堆放在一起。老師從這堆衣物裡挑出一件，然後提問，譬如：“Is this your T-shirt?” 鼓勵學生用故事中的句子回答，如：“No, it's too big.” 老師也可以和學生（或是同學和同學之間）互換角色，讓學生來選擇衣物，然後用英文提問，讓老師或其它同學來回答。



pp. 28-29

Q: What is the cat doing?

A: The cat is sitting and looking at her.

Q: What is the girl holding in her hand?

A: She is holding a pink purse.

Q: Why is the girl in a hurry?

A: Because she might be late for the party.

活動建議 老師帶著學生一起整理儲物櫃。把本季的衣服按有領子或沒領子，有花色或純色等來分類。一邊分類，一邊和學生就衣服的樣式或顏色進行對話，譬如：“This is your blue/red/red/yellow dress/shirt/sweater.” “This is the collar/sleeve/bow.” “This is the front.” 然後用英文問學生最喜歡哪件衣服：“Which is your favorite shirt/dress/coat?” 儘量多用到本故事中與衣服有關的單字。



2.8-3 Mrs. Hues 故事翻譯

P32-P33 休斯太太住在一棟小房子裡。

她想要房子裡的每件東西都乾淨又閃亮。

P34-P35 她把窗戶擦得乾淨又閃亮。她把餐桌擦得乾淨又閃亮。

P36-P37 她把盤子擦得乾淨又閃亮。她把勺子擦得乾淨又閃亮。

P38-P39 她把馬桶擦得乾淨又閃亮。她把浴缸擦得乾淨又閃亮。

P40-P41 她把鏡子擦得乾淨又閃亮。好了，她也乾淨又閃亮了。

P42-P43 然後，她把休斯先生也收拾得乾淨又閃亮。

直到她累了，滿意了。

Q & A

pp. 32-33

Q: Who lives in the little house?

A: Mrs. Hues lives in the little house.

Q: What is Mrs. Hues doing?

A: She is looking out the window.

Q: What does Mrs. Hues want in her house?

A: She wants everything clean and shiny.

pp. 34-35

Q: What is Mrs. Hues cleaning?

A: She is cleaning the windows.

Q: How do the windows look after she cleans them?

A: They look clean and shiny.

Q: What is Mrs. Hues cleaning?

A: She is cleaning the table.

pp. 36-37

Q: What is Mrs. Hues cleaning?

A: She is cleaning a plate.

Q: How do the plates look after Mrs. Hues cleans them?

A: They look clean and shiny.

Q: What is Mrs. Hues cleaning?

A: She is cleaning a spoon.

pp. 38-39

Q: What is Mrs. Hues cleaning?

A: She is cleaning the toilet.

Q: What tool is Mrs. Hues using to clean?

A: She is using a toilet brush.

Q: What is Mrs. Hues cleaning?

A: She is cleaning the bathtub.

pp. 40-41

Q: What is Mrs. Hues cleaning?

A: She is cleaning the mirror.

Q: How does the mirror look after cleaning?

A: It looks clean and shiny.

Q: How does Mrs. Hues look in the mirror?

A: She looks clean and shiny.

pp. 42-43

Q: What is Mrs. Hues doing to Mr. Hues?

A: She is making him clean and shiny.

Q: What is Mrs. Hues fixing for Mr. Hues?

A: She is fixing his bow tie.

Q: How does Mrs. Hues feel now?

A: She feels tired but satisfied.

活動建議 老師帶學生一起打掃教室。讓學生看一看學校有哪些東西可以在擦拭後變得乾淨又閃亮，並鼓勵學生用英文大聲說出它們的名稱。然後老師找來抹布或刷子，與學生一起擦拭這些東西。擦完後鼓勵學生說一說：“It’s clean and shiny.”





2.8-4 The Best Insect 故事翻譯

P46-P47 昆蟲們想比一比誰最棒。「誰最棒呢？」他們問。

P48-P49 「我最棒。」蚱蜢說，「看我跳得多高！」

P50-P51 「不，我最棒。」蜻蜓說，「看我飛得多好！」

P52-P53 「我最棒。我可以發光！」螢火蟲說。

「不，你才不是呢！我們根本看不見。」其他兩隻昆蟲說。

P54-P55 不久，太陽下山了。「四周黑漆漆的，我看不見了！」蜻蜓和蚱蜢說。

P56-P57 螢火蟲亮起自己的「小燈」。現在，另外兩隻昆蟲說：「沒錯，你是最棒的昆蟲——在晚上！」

Q & A

pp. 46-47

Q: What do the insects want to find? **A:** The insects want to find the best insect.

Q: How many insects are in the picture? **A:** There are three insects in the picture.

Q: What are the insects? **A:** They are a dragonfly, a firefly and a grasshopper.

pp. 48-49

Q: What does the grasshopper say? **A:** The grasshopper says, "I am the best insect."

Q: What is the grasshopper doing? **A:** The grasshopper is jumping.

Q: What are the firefly and dragonfly doing? **A:** The firefly and dragonfly are watching the grasshopper.

pp. 50-51

Q: What does the dragonfly say? **A:** The dragonfly says, "Watch me fly!"

Q: What is the dragonfly doing? **A:** The dragonfly is flying.

Q: Does the dragonfly think she is the best? **A:** Yes, she thinks she is the best.

pp. 52-53

Q: What can the firefly do? **A:** The firefly can make a light.

Q: What does the firefly think? **A:** The firefly thinks he is the best.

Q: Can the other insects see the light? **A:** No, they can't see the light.

pp. 54-55

- Q:** What time of day is it now? **A:** It is nighttime now.
Q: What do the insects say? **A:** The insects say, "It's too dark. I can't see around!"
Q: Can you see the insects' eyes? **A:** Yes, we can see their eyes.

pp. 56-57

- Q:** What does the firefly do? **A:** The firefly makes a light.
Q: Can the other insects see now? **A:** Yes, the other insects can see with the firefly's light.
Q: What do the other insects say about the firefly now? **A:** They say the firefly is the best insect at night.

活動建議 老師引導學生回憶故事中出現了哪些昆蟲，讓學生用英文說出來。學生每說出一種昆蟲，老師便引導學生用故事中的句子複述這種昆蟲認為自己最棒的理由。再讓學生說一說自己認為最棒的昆蟲是哪一種，並說出原因。



2.8-5 Jim's Jungle 故事翻譯

- P60-P61 我愛我的叢林牆。我是叢林裡的猴子。
P62-P63 這兒有個洞。野兔生活在這裡。
這兒有巨大的樹葉，樹蛙和蝴蝶生活在這裡。
P64-P65 聽！臥室的門開了。
看見了嗎？一隻黑色和橘色相間的大老虎進來了。
P66-P67 我的衣櫃是可藏身的大樹。我藏在衣服裡向外張望。
P68-P69 它朝我走過來了！啊！哈哈！原來大老虎是爸爸！
P70-P71 我們一起吃叢林餅乾！好棒呀！現在我有叢林照片啦！

Q & A

pp. 60-61

- Q:** What is the boy doing on the wall? **A:** He is painting on the wall.
Q: What kind of wall does the boy have? **A:** He has a jungle wall.
Q: Where is the boy sitting? **A:** He is sitting on a swing.



pp. 62-63

Q: Who lives in the cave?

A: Hares live in the cave.

Q: What is under the bed?

A: There are bunny slippers under the bed.

Q: What animals are on the big leaves?
leaves.

A: Tree frogs and butterflies are on the big

pp. 64-65

Q: What is open in the picture?

A: The bedroom door is open.

Q: What animal is coming into the room?

A: A big black and orange tiger is coming in.

Q: What is the boy wearing on his face?

A: He is wearing a monkey mask.

pp. 66-67

Q: Where is the boy hiding?

A: He is hiding in the wardrobe.

Q: Why is the boy hiding?

A: He is hiding from the tiger.

Q: What is the boy hiding behind?

A: He is hiding behind his clothes.

pp. 68-69

Q: What animal is walking to the boy?

A: A tiger is walking to him.

Q: How does the boy feel?

A: He feels scared.

Q: What costume is the dad wearing?

A: He is wearing a tiger costume.

pp. 70-71

Q: What are the boy and his dad doing?

A: They are eating jungle cookies together.

Q: What shape are the cookies?

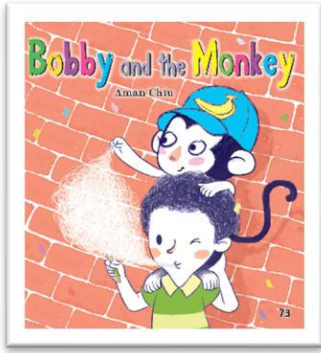
A: They look like jungle animals.

Q: What are the boy and his dad doing?

A: They are taking a photo together.

活動建議 老師和學生一起再讀一遍故事，然後合上書，老師說出故事中某處的英文名稱，鼓勵學生憑記憶說出這個地方曾出現了哪些動物或人物。例如，老師說“big leaves”，學生可以說“tree frogs”或者“butterflies”；老師說“cave”，學生可以說“hares”；老師說“a jungle photo”，學生可以說“my dad and me.”





2.8-6 Bobby and the Monkey 故事翻譯

P74-P75 Bobby 想去看猴子表演！ Bobby 興奮極了。

P76-P77 表演者跺腳，猴子也跺腳。
表演者彎彎膝蓋，猴子也彎彎膝蓋。

P78-P79 表演者揮揮手，猴子也揮揮手。
表演者給了猴子一根香蕉。

P80-P81 Bobby 走上表演台。
Bobby 彎彎腰，猴子也彎彎腰。

P82-P83 Bobby 拍拍手，猴子也拍拍手。 Bobby 跳一跳，猴子也跳一跳。

P84-P85 Bobby 沒有香蕉給猴子。不過，他有香蕉圖案的帽子！

Q & A

pp. 74-75

Q: What does Bobby want to see?

A: Bobby wants to see the Monkey Show.

Q: What is Bobby holding in his hands?

A: He is holding a poster of the Monkey Show.

Q: How does Bobby feel?

A: Bobby is very excited.

pp. 76-77

Q: What is the man doing?

A: The man is stamping his feet.

Q: What is the monkey doing?

A: The monkey is stamping his feet, too.

Q: What is the man doing?

A: The man is bending his knees.

pp. 78-79

Q: What is the man doing?

A: The man is waving his hands.

Q: What is the monkey doing?

A: The monkey is waving his hands, too.

Q: What is the man giving to the monkey? **A:** The man is giving the monkey a banana.

pp. 80-81

Q: Who goes up on the stage?

A: Bobby goes up on the stage.

Q: Who is clapping?

A: Bobby's parents and other people are clapping.

Q: What does Bobby do on the stage? **A:** Bobby bends down on the stage.



pp. 82-83

Q: What is Bobby doing on the stage?

A: Bobby is clapping his hands.

Q: What does the monkey do when Bobby claps?

A: The monkey claps his hands, too.

Q: What does the monkey do when Bobby jumps?

A: The monkey jumps up, too.

pp. 84-85

Q: Why does Bobby look sad in this picture?

A: Because he has no banana for the monkey.

Q: What is the monkey holding?

A: The monkey is holding a sign with a picture of a banana.

Q: What is Bobby giving to the monkey?

A: Bobby is giving his banana cap to the monkey.

活動建議 和學生一起玩「我做你猜」的遊戲。老師模仿書中的情節做動作，譬如：跺腳，揮揮手，彎彎腰等，鼓勵學生用英文說出相應的單字或片語。也可以由老師或學生說出單字或片語，讓其它學生做出相應的動作。

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

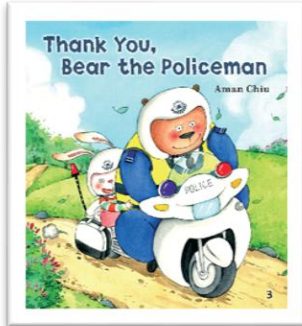
- Engage in Games: Use suggested activities and games to help students apply the vocabulary in real-life contexts.
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Extension Activities

- **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.

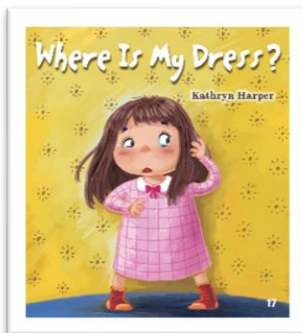
Story Summary and Activity Suggestions



2.8-1 Thank You, Bear the Policeman

Activity Suggestion 1

The teacher prepares some of their own clothing items and asks students to bring their own clothes to school. Pile all the clothes together. The teacher picks one item from the pile and asks, for example, “Is this your T-shirt?” Encourage students to answer using sentences from the story, such as “No, it’s too big. It’s not my T-shirt.” The teacher and students (or student pairs) can also switch roles. Let students choose a piece of clothing and ask in English, while the teacher or classmates respond.



2.8-2 Where Is My Dress?

Activity Suggestion 2

The teacher and students tidy up a school storage closet together. Sort the seasonal clothes by features such as whether they have a collar or not, or whether they are patterned or plain. While sorting, talk with the students about the style or color of the clothes using phrases like:

“This is your blue/red/yellow dress/shirt/sweater.”

“This is the collar/sleeve/bow.”

“This is the front.”

Then ask students which clothing item is their favorite using English:

“Which is your favorite shirt/dress/coat?”

Try to include as many clothing-related words from the story as possible.



2.8-3 Mrs. Hues

Activity Suggestion 3

The teacher and students clean the classroom together. Have students look around and find things in the school that can become clean and shiny after being wiped. Encourage students to say the names of those items in English. Then the teacher provides rags or brushes and cleans the items with the students. Afterward, encourage them to say: “It’s clean and shiny.”



2.8-4 The Best Insect

Activity Suggestion 4

The teacher helps students recall which insects appeared in the story and encourages them to say their names in English. For each insect named, guide students to repeat the reason the insect gave in the story for thinking it was the best. Then ask students to share which insect they personally think is the best, and explain why.



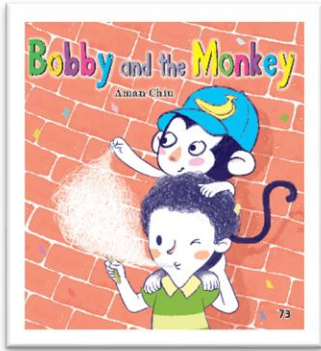
2.8-5 Jim's Jungle

Activity Suggestion 5

Read the story again with the students, then close the book. The teacher says the name of a place mentioned in the story in English and encourages students to recall and say which animals or characters appeared there. For example: Teacher says “big leaves” → students may say “tree frogs” or “butterflies.”

Teacher says “cave” → students may say “hares.”

Teacher says “a jungle photo” → students may say “my dad and me.”



2.8-6 Bobby and the Monkey

Activity Suggestion 6

Play a “Guess What I’m Doing” game with the students. The teacher acts out scenes from the book—like stomping feet, waving hands, or bending over—and encourages students to say the matching English word or phrase. Alternatively, the teacher or a student can say a word or phrase, and other students act it out.

