

## 教學建議 1.4



# 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



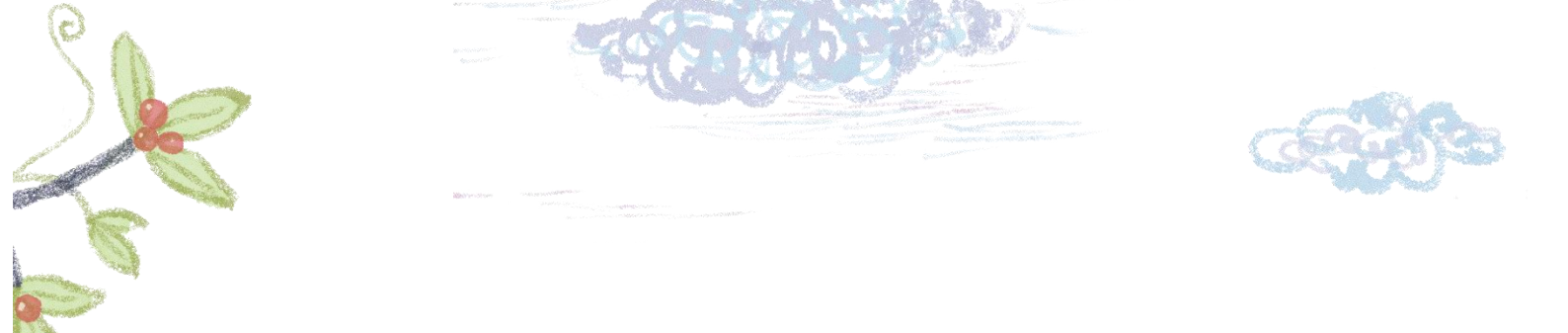
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

## ✚ 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。

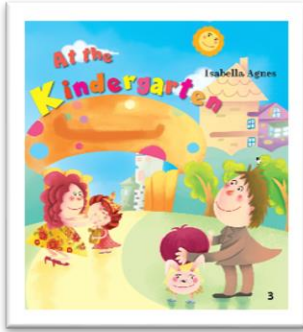
### 拓展活動

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



### 1.4-1 At the Kindergarten 故事翻譯

- P4-P5 我們堆積木。
- P6-P7 我們畫畫。
- P8-P9 我們吃東西。
- P10-P11 我們蹦蹦跳。
- P12-P13 我們玩遊戲。

### Q & A

pp. 4-5

- Q:** What are the children doing? **A:** The children are building with blocks.
- Q:** Who has a bow in their hair? **A:** The girl with red hair has a bow in her hair.
- Q:** What color is the floor? **A:** The floor is light blue.

pp. 6-7

- Q:** What are the children doing? **A:** The children are painting.
- Q:** What is in the tray on the floor? **A:** There are crayons in the tray on the floor.
- Q:** Who is holding a yellow crayon? **A:** The boy with brown hair is holding a yellow crayon.

pp. 8-9

- Q:** What are the children doing? **A:** The children are eating.
- Q:** How many children are at the table? **A:** There are five children at the table.
- Q:** What color is the tablecloth? **A:** The tablecloth is green with white stripes.

pp. 10-11

- Q:** What are the children doing? **A:** The children are jumping.
- Q:** Who has a yellow bow in their hair? **A:** The girl with red hair has a yellow bow in her hair.
- Q:** Who is wearing a striped shirt? **A:** The boy with brown hair is wearing a striped shirt.

pp. 12-13

Q: What are the children doing?

A: The children are playing.

Q: Are the children outside or inside?

A: The children are outside.

Q: Who is holding the girl in the purple dress? A: The girl in the red dress is holding the girl in the purple dress.

pp. 14-15

Q: Who is the tallest person in the picture? A: The teacher is the tallest person in the picture.

Q: Who is wearing a suit?

A: The boy in the background is wearing a suit.

Q: What color are the shoes of the boy in the striped shirt? A: The boy in the striped shirt is wearing brown shoes.

**活動建議** 老師拿出積木、紙張、彩色筆等物品，在真實的場景中和學生一起演示書中的單字。首先，老師一邊做出堆積木、畫畫、吃東西、蹦蹦跳和玩遊戲的動作，一邊說出對應的英文單字，為學生做示範。然後，老師可以發出英文指令，讓學生聽到指令後，做出相應的動作。如果學生單字學得很好，也可以由老師做動作，鼓勵學生說出對應的英文單字。







## 1.4-2 Home Alone 故事翻譯

P18-P19 我抓呀抓。

P20-P21 我舔呀舔。

P22-P23 我爬呀爬。

P24-P25 我舞呀舞。

P26-P27 我咬呀咬。

P28-P29 我睡大覺。

### Q & A

#### pp. 18-19

**Q:** What is the cat doing?

**A:** The cat is scratching.

**Q:** What color is the chair?

**A:** The chair is red.

**Q:** What is on the chair?

**A:** There is a blue fish pillow on the chair.

#### pp. 20-21

**Q:** What is the cat doing?

**A:** The cat is licking.

**Q:** What color is the cat's fur?

**A:** The cat's fur is white with orange spots.

**Q:** What is hanging on the door? **A:** An umbrella is hanging on the door.

#### pp. 22-23

**Q:** What is the cat doing in the picture?

**A:** The cat is climbing.

**Q:** What is the cat reaching for on the table?

**A:** The cat is reaching for the TV remote on the table.

**Q:** What time is it on the clock?

**A:** The time on the clock shows 9:35.

#### pp. 24-25

**Q:** What is the cat doing?

**A:** The cat is dancing.

**Q:** What color is the umbrella?

**A:** The umbrella is light blue.

**Q:** What color is the speaker on the small table?

**A:** The speaker is red.

#### pp. 26-27

**Q:** What is the cat doing?

**A:** The cat is biting.

**Q:** What is the cat biting?

**A:** The cat is biting a blue fish-shaped pillow.

**Q:** What is the shape of the clock on the wall? **A:** The clock is shaped like a cat's head.

pp. 28-29

- Q:** What is the cat doing?      **A:** The cat is sleeping.  
**Q:** Where is the cat sleeping?    **A:** The cat is sleeping on a red armchair.  
**Q:** What time does the clock on the wall show? **A:** The time on the clock is around 11:50.

**活動建議** 老師帶著學生玩「假裝」的遊戲。學生假扮小貓（做一個小貓面具戴在頭上效果更好）。老師用英文發出指令，學生聽到指令後，模仿貓的樣子做動作。待學生熟練後，老師假扮「小貓」的主人，和「小貓」玩角色扮演遊戲：主人要出門，臨走前叮囑「小貓」自己在家要乖乖的。結果主人離開後，獨自在家的「小貓」開始調皮搗蛋。鼓勵學生一邊做動作，一邊用英文說出動作的名稱。主人回家後，發現家裡一團糟，要表現出大吃一驚的樣子。



### 1.4-3 Hello Space! 故事翻譯

- P32-P33 再見，地球！  
P34-P35 你好，月球。  
P36-P37 再見，月球。  
P38-P39 你好，太陽。  
P40-P41 再見，太陽。  
P42-P43 你好，地球，我們回來了！

## Q & A

pp. 32-33

- Q:** What are the animals in the rocket?      **A:** They are rabbits.  
**Q:** What color is the rocket?                **A:** The rocket is red.  
**Q:** Are there clouds in the sky?             **A:** Yes, there are several clouds in the sky.

pp. 34-35

- Q:** What color is the Moon?                 **A:** The Moon is a light yellow.  
**Q:** Can you see any stars in the sky?       **A:** Yes, there are some stars in the sky.  
**Q:** Are there any clouds in the sky?       **A:** No, there are no clouds, only stars and planets.



pp. 36-37

**Q:** Is the rocket flying toward or away from the Moon? **A:** The rocket is flying away from the Moon.

**Q:** Do you see any planets in this picture? **A:** Yes, there are some planets in the picture.

**Q:** Are there any other spaceships in the picture? **A:** Yes, there is a small flying saucer.

pp. 38-39

**Q:** How does the Sun look? **A:** The Sun looks happy and is smiling.

**Q:** What is the Sun doing with its hand? **A:** The Sun is waving back at the rabbits.

**Q:** Are the rabbits happy or sad? **A:** The rabbits look happy.

pp. 40-41

**Q:** Are the rabbits leaving the Sun or going toward it? **A:** They are leaving the Sun.

**Q:** What color are the Sun's rays? **A:** The Sun's rays are orange.

**Q:** What are the rabbits doing with their hands? **A:** They are waving at the Sun.

pp. 42-43

**Q:** What is the rabbit on the left holding? **A:** The rabbit on the left is holding the spaceship's steering wheel.

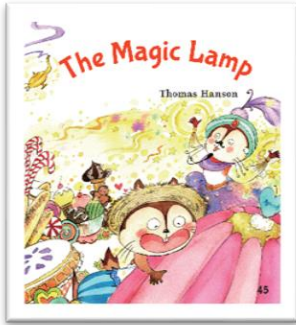
**Q:** What is on the water? **A:** There are boats on the water.

**Q:** How many cars are on the road? **A:** There are three cars on the road.

**活動建議** 老師先帶著學生在一張較大的紙上簡單地畫出地球、太陽和月球。三個星球彼此間有一定距離。在另外一張紙上畫一艘太空船，並用剪刀沿著邊緣剪下。讓學生用手推動太空船，在地球、太陽和月球之間飛行。飛船每路過一個星球，就鼓勵學生用英文與這個星球打招呼和告別。







## 1.4-4 The Magic Lamp 故事翻譯

- P46-P47 啊，一盞燈！  
 P48-P49 我想要糖果。  
 P50-P51 我想要餅乾。  
 P52-P53 我想要冰淇淋。  
 P54-P55 我想要蛋糕。  
 P56-P57 哦，不！

### Q & A

#### pp. 46-47

- Q:** What comes out of the lamp?      **A:** A genie comes out of the lamp.  
**Q:** What color is the genie's smoke?      **A:** The genie's smoke is purple.  
**Q:** What is the genie wearing?      **A:** The genie wearing a turban.

#### pp. 48-49

- Q:** Name one type of candy.      **A:** A candy cane.  
**Q:** What does the squirrel ask for?      **A:** The squirrel asks for candies.  
**Q:** How many candies are in the thought bubble?      **A:** Nine candies are in the thought bubble.

#### pp. 50-51

- Q:** What does the squirrel ask for?      **A:** The squirrel asks for biscuits  
**Q:** Name one shape of the biscuits.      **A:** A heart-shaped biscuit.  
**Q:** What is in the thought bubble?      **A:** Different types of biscuits.

#### pp. 52-53

- Q:** What does the squirrel wish for?      **A:** The squirrel wishes for ice cream.  
**Q:** What types of ice cream does the squirrel want?      **A:** The squirrel wants a popsicle, a sundae, and a cone.  
**Q:** What type of ice cream is on a stick?      **A:** A popsicle is on a stick.

#### pp. 54-55

- Q:** What does the squirrel wish for?      **A:** The squirrel wishes for cakes.  
**Q:** What does the genie have on his turban?      **A:** The genie has a red jewel and a feather on his turban.  
**Q:** How many cherries are on the cake in the thought bubble?      **A:** There are eight cherries on the cake.

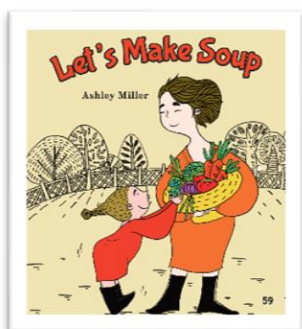
pp. 56-57

**Q:** What is the squirrel wearing on his head? **A:** The squirrel is wearing a straw hat.

**Q:** What is the weather like? **A:** It is sunny.

**Q:** What color is the door of the house? **A:** The door is brown.

**活動建議** 老師帶學生到大賣場或者超級市場校外教學時，看到書中提到的糖果，蛋糕、餅乾和冰淇淋時，都可以問問學生這些食物對應的英文單字是什麼，幫助學生將書中提到的內容和日常生活聯繫起來。



### 1.4-5 Let's Make Soup 故事翻譯

P60-P61 我們需要番茄。

P62-P63 我們需要洋蔥。

P64-P65 我們需要胡蘿蔔。

P66-P67 我們需要高麗菜。

P68-P69 我們來做湯！

P70-P71 嗯……

## Q & A

pp. 60-61

**Q:** What are they picking in the garden? **A:** They are picking tomatoes.

**Q:** What is the woman doing in the kitchen? **A:** She is chopping tomatoes.

**Q:** What is the child doing in the kitchen? **A:** The child is washing tomatoes.

pp. 62-63

**Q:** What are they picking in the garden? **A:** They are picking onions.

**Q:** What is the child doing on the left page? **A:** The child is using a small spade to dig up an onion.

**Q:** What is the woman doing on the right page? **A:** She is chopping onions.

pp. 64-65

Q: What are they gathering in the field?

A: They are gathering carrots.

Q: What color is the woman's dress?

A: The woman's dress is orange.

Q: What is the woman doing on the right page? A: She is slicing carrots.

pp. 66-67

Q: What are they gathering in the field?

A: They are gathering cabbages.

Q: What color is the child's outfit?

A: The child's outfit is red.

Q: Are there clouds in the sky?

A: Yes, there are clouds.

pp. 68-69

Q: What is the woman doing?

A: She is stirring a big pot of soup.

Q: What is the child holding?

A: The child is holding an empty bowl.

Q: What is the child standing on?

A: The child is standing on a yellow stool.

pp. 70-71

Q: What is the woman holding in her hands? A: She is holding a bowl of soup.

Q: What is the child doing?

A: The child is resting her hand on her face.

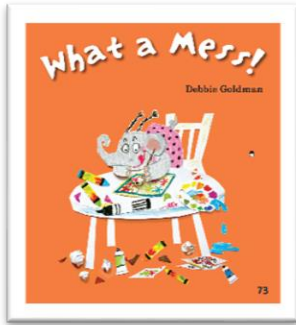
Q: What color is the pot on the table?

A: The pot is yellow.

**活動建議** 老師可以帶著學生玩扮家家酒的遊戲，一起用玩具鍋鏟和玩具蔬菜來做

飯。通過遊戲來練習書中的句子和說出蔬菜的英文單字。老師也可以帶著學生去超級市場或傳統市場裡買菜，鼓勵學生在真實的生活場景中說出學過的句子和英文單字。





## 1.4-6 What a Mess! 故事翻譯

P74-P75 (媽媽說) 哦，不！好亂呀！

P76-P77 (小象說) 對不起。

P78-P79 (媽媽說) 哦，不！好亂呀！

P80-P81 (小象說) 對不起。

P82-P83 (媽媽說) 哦，不！好亂呀！

P84-P85 (小象說) 送給你一個禮物！ (媽媽說) 謝謝你！

## Q & A

### pp. 74-75

**Q:** What is the little elephant holding?

**A:** The elephant is holding a paintbrush.

**Q:** What is on the palette? **A:** There are many colors of paint on the palette.

**Q:** What is the little elephant wearing?

**A:** The little elephant is wearing a pink polka-dot apron.

### pp. 76-77

**Q:** What is the larger elephant holding?

**A:** The larger elephant is holding a marker.

**Q:** What is the little elephant holding?

**A:** The little elephant is holding a piece of her artwork.

**Q:** Does the larger elephant look angry?

**A:** No, the larger elephant doesn't look angry.

### pp. 78-79

**Q:** What is the larger elephant holding?

**A:** The larger elephant is holding a plate of waffles.

**Q:** What is spilling from the cup?

**A:** Milk is spilling from the cup.

**Q:** What color is the larger elephant's apron pocket? **A:** The apron pocket is yellow.

### pp. 80-81

**Q:** What is the larger elephant holding?

**A:** The larger elephant is holding a cup.

**Q:** Is the little elephant standing on a chair?

**A:** No, the little elephant is holding onto a chair.

**Q:** What items are on the table?

**A:** Waffles and bread are on the table.



pp. 82-83

Q: What items are on the floor?      A: Plants, pots, and flowers are on the floor.

Q: How does the large elephant look?      A: The large elephant looks shocked.

Q: What color is the pot holding the cactus?      A: The pot holding the cactus is brown.

pp. 84-85

Q: How does the large elephant look?      A: The large elephant looks happy.

Q: How does the small elephant look?      A: The small elephant looks happy and excited.

Q: Is there any gardening tool on the ground?      A: Yes, there is a small shovel on the ground.

**活動建議** 當學生將玩具或圖畫書等物品隨處亂放時，老師可以模仿故事中大象媽媽的樣子用英文說“Oh, no! What a mess!”並引導學生用“Sorry.”來表達歉意。然後，老師可以帶著學生一起將玩具或書本等物品放回原處，幫助學生養成良好的生活習慣。

## 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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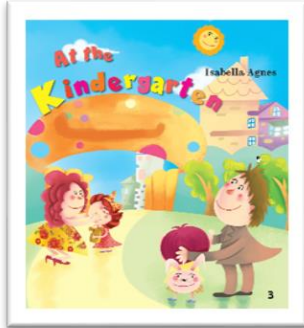
### Extension Activities

- **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



### 1.4-1 At the Kindergarten

#### Activity Suggestion

Have the teacher take out items such as building blocks, paper, colored markers, etc., and demonstrate the vocabulary from the book in a real-life setting with the students.

First, the teacher performs actions like stacking blocks, drawing, eating, hopping, and playing games while simultaneously saying the corresponding English words to model the vocabulary for the students. Then, the teacher can give commands in English and have the students perform the corresponding actions when they hear the command. If the students have mastered the vocabulary well, the teacher can perform the actions while encouraging the students to say the corresponding English words.

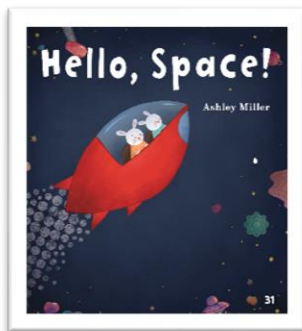


### 1.4-2 Home Alone

#### Activity Suggestion 2

Have the teacher lead the students in a make-believe game. The students can pretend to be kittens (it works even better if they make or wear a kitten mask). The teacher gives instructions in English, and the students mimic the actions of a cat upon hearing the commands.

Once the students are familiar with the game, the teacher can pretend to be the “Owner” of the “Kitten” and play a role-playing game with the “Kitten”: the “Owner” is about to leave and, before going out, reminds the “Kitten” in English to behave at home. After the “Owner” leaves, the “Kitten” (now alone at home) begins to get mischievous. Encourage the students to perform the actions while saying the names of the actions in English. When the “Owner” returns home and finds the house in a mess, they should express great surprise.

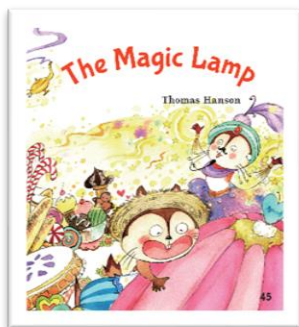


### 1.4-3 Hello, Space!

#### Activity Suggestion 3

Start by having the teacher help the students draw a simple picture of the Earth, the Sun, and the Moon on a large sheet of paper. Make sure the three celestial bodies are drawn with a reasonable distance between them. On another piece of paper, draw a spaceship and cut it out along the edges with scissors. Allow the students to push the spaceship by hand as it “flies” among the Earth, the Sun, and the Moon. Each time the spaceship passes a celestial body, encourage the students to greet and say goodbye to that planet in English.

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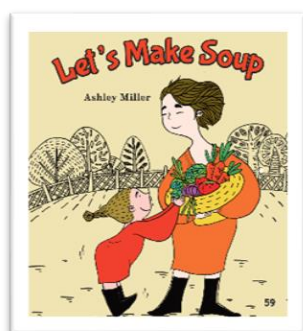


### 1.4-4 The Magic Lamp

#### Activity Suggestion 4

When taking the students on a field trip to a shopping mall or supermarket, if you see items like candy, cake, cookies, and ice cream mentioned in the book, ask the students to name these foods in English. This activity helps students connect the vocabulary in the book with real-life experiences.

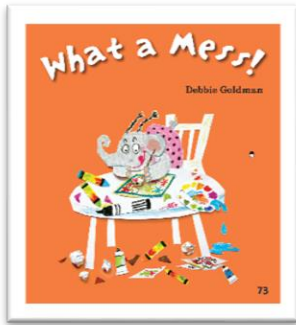
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### 1.4-5 Let's Make Soup

#### Activity Suggestion 5

Have the teacher lead a pretend play activity where the students play “Chefs” or “Cooks” using toy spatulas and toy vegetables. Through this game, practice the sentences from the book and the English names for the vegetables. Additionally, the teacher can take the students to a supermarket or a traditional market to buy vegetables, encouraging them to use the learned sentences and vocabulary in real-life contexts.



## 1.4-6 What a Mess!

### Activity Suggestion 6

When students leave toys or picture books scattered around, the teacher can imitate the mother elephant from the story by saying in English, “Oh, no! What a mess!” Then, guide the students to say “Sorry.” to express their apologies. Afterwards, the teacher can lead the students in putting the toys or books back in their proper places, helping them develop good habits.

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These activity ideas are designed to make learning vocabulary and sentences fun and interactive by connecting the language with physical actions and real-life situations. Enjoy using these activities in your ESL classroom!

