家長資源手冊

幫助孩子透過觸感學習英語
適用年齡：4–7 歲
建議程度：歐洲共同語言參考架構 CEFR Pre-A1 至 A1 水平
所需時間：10–15 分鐘
學習重點：預測、自信表達、詞彙、簡單說明及親子互動

本活動讓孩子在家透過動手實驗練習英語。他們會先預測日常物品的浮沉狀態，再動手實驗，然後將結果表達出來。

學習目標
活動結束時，您的孩子將能夠：
1. 以英語說出簡單家居物品的名稱。
2. 練習聆聽和重複關鍵短語。
3. 用短句描述所發生的事情。
4. 回答實驗相關的簡單問題。
5. 預測物品的浮沉狀態。

實用詞彙及短語

物品	**「I see a …」（我看見一個…）** bottlecap（瓶蓋）、flower（花朵）、leaf（葉子）、pencil（鉛筆）、spoon（湯匙）、stone（石頭）
動作詞	**「I think it will …」（我覺得它會…）** float（浮起）, sink（沉下去）
實用短語	**It floated.（它浮起了。）It sank.（它沉下去了。）**

居家活動步驟指引

為活動做準備
你需要：
- 1 碗或 1 盆水
- 4–6 件不存在安全隱患的家居物品
- 1 條毛巾
- 可選擇加上：記錄答案的紙張和鉛筆

請選擇會**浮起**或**沉下去**的物品（見上表）。

第一步：實用詞彙及短語
在孩子開始之前，先說出句子「I think it will float.」（我覺得它會浮起。）
然後請孩子跟讀：
- 「I think it will float.」（我覺得它會浮起。）
- 「I think it will sink. 」（我覺得它會沉下去。）

這個步驟可為孩子提供清晰的示範，並有助孩子建立自信。

第二步：預測表格
步驟 2.1：請孩子預測
- 舉起一件物品問孩子：:

- 「What is this?」（這是甚麼？）
- 「Do you think it will sink or float?」（你覺得它會浮起還是沉下去呢？）
- 「Are you sure?」（你肯定嗎？）

- 鼓勵孩子用句子回答：
  - 「I think it will sink. 」（我覺得它會浮起。）
  - 「I think it will float. 」（我覺得它會沉下去。）

如果孩子僅以單詞回答，請溫柔地以完整句子示範：
- 孩子：「Float.」（浮起。）
- 家長：「Good. I think it will float.」（很好，我覺得它會浮起。）

接下來，請孩子在表格中寫上預測結果。

步驟 2.2：動手實驗
讓孩子將物品放到水中。
- 問孩子：
  - 「What happened?」（發生了甚麼？）
  - 「Did it sink? 」（它浮起了嗎？）
  - 「Did it float? 」（它沉下去了嗎？）

- 可以這樣回答：
  - 「It floated.」（它浮起了。）
  - 「It sank. 」（它沉下去了。）

然後請孩子在表格中寫上「It sank」或「It floated」。

第三步：表達結果
實驗結束後，問孩子簡單的後續問題：
- 「Which objects floated? 」（哪件物品浮起了？）
- 「Which objects sank? 」（哪件物品沉下去了？）
- 「Were you right? 」（你猜對了嗎？）
- 「Which object surprised you? 」（哪件物品讓你感到意外呢？）

孩子可以給出簡單回答。這個步驟的主要目的是鼓勵有意義的對話。

第四步：畫圖寫字
- 畫出浮起和沉下去的物品。
- 寫出完整句子。

這活動為甚麼有效？
本活動從以下方面體現了 TESOL 教學法：
- ✓ 透過預測激發思考
- ✓ 練習前提供實用語言示範
- ✓ 在有意義的情境中重複關鍵短語
- ✓ 讓孩子在引導下練習口語
- ✓ 鼓勵真實的親子互動
- ✓ 將英語融入有趣的動手體驗

在家進行簡短正向的活動，有助孩子建立自信並將英語融入日常生活。

選擇性活動
- 將物品分為「浮起」和「下沉」兩組。

- 用新的物品重複以上實驗。
- 請孩子向另一位家人說明活動步驟。
- 將孩子以英語描述本次實驗的過程錄成短片。

發音提示

緩慢說出「sink」（沉下去）和「think」（覺得），幫助孩子分辨兩者的分別：

- 「sink」以 /s/ 開頭
- 「think」以 /θ/ 開頭

以拍掌方式數出以下句子的節奏：

- I think / it will / float.

在最後一個詞之前停下來，讓孩子完成整個句子：

- “I think it will…”

Parent Resource Guide

Helping Your Child Learn Through Touch

Target age: 4–7 years
Suggested level: CEFR Pre-A1 to A1
Time needed: 10–15 minutes
Focus: Prediction, speaking confidence, vocabulary, simple explanations and parent-child interaction

This activity helps your child practise English through a simple hands-on experiment at home. Your child will predict, test and talk about whether everyday objects sink or float.

Learning Objectives

By the end of the activity, your child will be able to:

6. Name simple household objects in English
7. Practise listening to and repeating key phrases
8. Use short sentences to describe what happens
9. Answer simple questions about the experiment
10. Predict whether an object will sink or float

Useful Words and Phrases

Objects	**"I see a …"** bottlecap, flower, leaf, pencil, spoon, stone
Action Words	**"I think it will …"** float, sink
Useful Phrases	It floated. It sank.

Home Activity: Step-by-Step Guide

Prepare the Activity

You will need:

- A bowl or basin of water
- 4–6 safe household objects
- A towel
- Optional: paper and pencil for recording answers

Choose objects that **sink** or **float** (see objects listed above).

Step 1: Useful Words and Phrases

Before your child begins, say the sentence first: "I think it will float."
Then ask your child to repeat:

- "I think it will float."
- "I think it will sink."

This gives your child a clear model and helps them feel confident.

Step 2: Predication Table

Step 2.1: Ask Your Child to Predict

- Hold up one object and ask:
    - "What is this?"
    - "Do you think it will sink or float?"
    - "Are you sure?"

- Encourage your child to answer in a sentence:

- "I think it will sink."
- "I think it will float."

If your child gives a one-word answer, gently model the full sentence:

- Child: "Float."
- Parent: "Good. I think it will float."

Next, ask your child to check their prediction in the table.

Step 2.2: Test the Object

Let your child place the object in the water.

- Ask:
  - "What happened?"
  - "Did it sink?"
  - "Did it float?"

- Useful answers:
  - "It floated."
  - "It sank."

Next, ask your child to write "It sank" or "It floated" in the table.

Step 3: Talk About the Results

After the experiment, ask simple follow-up questions:

- "Which objects floated?"
- "Which objects sank?"
- "Were you right?"
- "Which object surprised you?"

It is fine if your child gives a simple answer. The main aim is to encourage meaningful communication.

Step 4: Draw and Write

- Draw the objects that sank and floated.
- Complete the sentence.

Why This Works

This activity follows a communicative TESOL approach by:

✓ Using prediction to activate thinking
✓ Modelling useful language before practice
✓ Repeating key phrases in a meaningful context
✓ Giving children guided speaking practice
✓ Encouraging real interaction between parent and child
✓ Connecting English to a fun, hands-on experience

Short, positive activities at home can help children build confidence and see English as a natural part of everyday life.

Optional Activities

- Sort objects into two groups: sink and float.
- Try the activity again with new objects.
- Ask your child to explain the activity to another family member.
- Record a short video of your child describing the experiment in English.

Pronunciation Tips

Say sink and think slowly. Help your child hear the difference:

- sink begins with /s/
- think begins with /θ/

Clap the rhythm of the sentence:

- I think / it will / float.

Pause before the final word and let your child complete the sentence:

- "I think it will…"