

家长资源手册

帮助孩子透过触感学习英语

适用年龄：4–7 岁

建议程度：欧洲共同语言参考架构 CEFR Pre-A1 至 A1 水平

所需时间：10–15 分钟

学习重点：预测、自信表达、词汇、简单说明及亲子互动

本活动让孩子在家透过动手实验练习英语。他们会先预测日常物品的浮沉状态，再动手实验，然后将结果表达出来。

学习目标

活动结束后，您的孩子将能够：

1. 以英语说出简单家居物品的名称。
2. 练习聆听和重复关键短语。
3. 用短句描述所发生的事情。
4. 回答实验相关的简单问题。
5. 预测物品的浮沉状态。

实用词汇及短语

物品	「I see a ...」 (我看见一个...) bottlecap (瓶盖)、flower (花朵)、leaf (叶子)、pencil (铅笔)、spoon (汤匙)、stone (石头)
动作词	「I think it will ...」 (我觉得它会...) float (浮起), sink (沉下去)
实用短语	It floated. (它浮起了。) It sank. (它沉下去了。)

居家活动步骤指引

为活动做准备

你需要：

- 1 碗或 1 盆水
- 4–6 件不存在安全隐患的家居物品
- 1 条毛巾
- 可选择加上：记录答案的纸张和铅笔

请选择会浮起或沉下去的物品（见上表）。

第一步：实用词汇及短语

在孩子开始之前，先说出句子「I think it will float.」 (我觉得它会浮起。)

然后请孩子跟读：

- 「I think it will float.」 (我觉得它会浮起。)
- 「I think it will sink.」 (我觉得它会沉下去。)

这个步骤可为孩子提供清晰的示范，并有助孩子建立自信。

第二步：预测表格

步骤 2.1：请孩子预测

- 举起一件物品问孩子：

- 「What is this?」 (这是什么?)
- 「Do you think it will sink or float?」 (你觉得它会浮起还是沉下去呢?)
- 「Are you sure?」 (你肯定吗?)

• 鼓励孩子用句子回答:

- 「I think it will sink.」 (我觉得它会浮起。)
- 「I think it will float.」 (我觉得它会沉下去。)

如果孩子仅以单词回答, 请温柔地以完整句子示范:

- 孩子: 「Float.」 (浮起。)
- 家长: 「Good. I think it will float.」 (很好, 我觉得它会浮起。)

接下来, 请孩子在表格中写上预测结果。

步骤 2.2: 动手实验

让孩子将物品放到水中。

- 问孩子:
 - 「What happened?」 (发生了什么?)
 - 「Did it sink?」 (它浮起了吗?)
 - 「Did it float?」 (它沉下去了吗?)
- 可以这样回答:
 - 「It floated.」 (它浮起了。)
 - 「It sank.」 (它沉下去了。)

然后请孩子在表格中写上「It sank」或「It floated」。

第三步: 表达结果

实验结束后, 问孩子简单的后续问题:

- 「Which objects floated?」 (哪件物品浮起了?)
- 「Which objects sank?」 (哪件物品沉下去了?)
- 「Were you right?」 (你猜对了吗?)
- 「Which object surprised you?」 (哪件物品让你感到意外呢?)

孩子可以给出简单回答。这个步骤的主要目的是鼓励有意义的对话。

第四步: 画图写字

- 画出浮起和沉下去的物品。
- 写出完整句子。

这活动为什么有效?

本活动从以下方面体现了 TESOL 教学法:

- ✓ 透过预测激发思考
- ✓ 练习前提供实用语言示范
- ✓ 在有意义的情境中重复关键短语
- ✓ 让孩子在引导下练习口语
- ✓ 鼓励真实的亲子互动
- ✓ 将英语融入有趣的动手体验

在家进行简短正向的活动, 有助孩子建立自信并将英语融入日常生活。

选择性活动

- 将物品分为「浮起」和「下沉」两组。

- 用新的物品重复以上实验。
- 请孩子向另一位家人说明活动步骤。
- 将孩子以英语描述本次实验的过程录成短视频。

发音提示

缓慢说出「sink」（沉下去）和「think」（觉得），帮助孩子分辨两者的分别：

- 「sink」以 /s/ 开头
- 「think」以 /θ/ 开头

以拍掌方式数出以下句子的节奏：

- I think / it will / float.

在最后一个词之前停下来，让孩子完成整个句子：

- “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..."