

教學建議 3.9



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 Ben 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

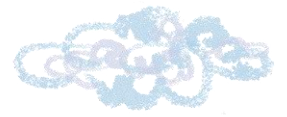
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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



3.9-1 It's Time to Go 故事大綱

- P4 這是週一的早上。「我們十分鐘後出發！」爸爸喊道，「不然我們就要遲到啦！」
- P5 「我的樂高海盜丟了！」Dan 大叫，「它沒在玩具箱裡。」
「你可以不帶它啊。」爸爸說。
- P6 「我的兔子丟了。」Sophie 說，「它沒在我的書包裡。」
「你可以不帶它啊。」爸爸說。
- P7 「我找不到手機了。」媽媽說，「它原 Ben 在我口袋裡。」
「你可以不帶它啊。」爸爸說。
- P8 「我不能不帶手機！」媽媽說。Sophie 在媽媽的包裡找。
「也許它在你的包裡。」她說。
- P9 「哦！」Sophie 說，「我的兔子在這兒！」
- P10 Sophie 跑回起居室。「快點啊，大家！」爸爸說，「我們要遲到啦！」
- P11 「哦！」Sophie 說，「這是 Dan 的樂高海盜。」
- P12 Sophie 跑去 Dan 的臥室把樂高海盜給他。「趕快！」爸爸大叫，「該出發啦！」
- P13 「哦！我的樂高海盜！」Dan 說。「看！」Sophie 說，「媽媽的手機在這兒！」
- P14 「媽媽！我找到你的手機啦！」Sophie 說。「真棒，Sophie！」媽媽說，「現在我們可以走了。」
- P15 「哦，不！」爸爸說，「車鑰匙哪兒去了？」「爸爸！！！」大家大叫。

Q & A

pp. 4-5

Q: What is Dad holding in his hand?

A: Dad is holding a briefcase in his hand.

Q: What does Dad say?

A: Dad says, "We're leaving in 10 minutes, or we will be late!"

Q: What did Dan lose?

A: Dan lost his Lego pirate.

pp. 6-7

Q: What did Sophie lose?

A: Sophie lost her rabbit.

Q: Where is Sophie looking for her rabbit?

A: Sophie is looking for her rabbit in her school bag.

Q: What did Mom lose?

A: Mom lost her phone.

pp. 8-9

Q: Who is looking in Mom's bag? **A:** Sophie is looking in Mom's bag.

Q: What is Dad doing in the picture? **A:** Dad is scratching his head.

Q: What does Sophie find? **A:** Sophie finds her rabbit.

pp. 10-11

Q: What is Sophie holding? **A:** Sophie is holding her rabbit.

Q: Where does Sophie run to? **A:** Sophie runs back to the sitting room.

Q: What does Sophie find? **A:** Sophie finds Dan's Lego pirate.

pp. 12-13

Q: Where is Sophie going? **A:** Sophie is going up to Dan's bedroom.

Q: What is Dan's dad doing? **A:** Dan's dad is looking at his watch.

Q: What is Sophie holding in her hand? **A:** Sophie is holding Mom's phone.

pp. 14-15

Q: What is Dan holding in his hand? **A:** Dan is holding his Lego pirate.

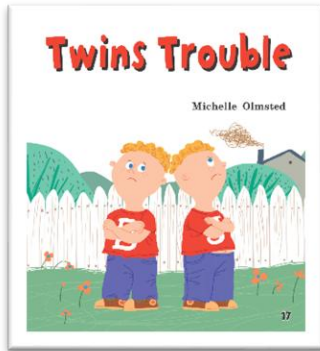
Q: Who did Sophie give the phone to? **A:** Sophie gave the phone to Mom.

Q: What did Dad lose? **A:** Dad lost the car key.

活動建議

拿出學生的書包，問問學生出門一定要帶些什麼？鼓勵學生說出相應的英文單字。選5件學生認為出門必備的物品，裝到書包裡。讓學生閉上眼睛，拿出一件物品藏起來。然後讓學生睜開眼睛，看看書包裡少了什麼。鼓勵學生用英文句子表達，如：“I can't find my toy car” “It's not in my school bag.” 讓學生到處找一找，找到物品的時候，可以說：“My toy car is here.” 然後把書包裡其他物品藏起來，繼續遊戲。





3.9-2 Twins Trouble 故事大綱

P18 Jack 和 Ben 是雙胞胎。他們長得一模一樣，也穿一樣。

P19 他們一起上學，一起玩耍。

P20 在家他們倆住一間房間。Jack 喜歡做飛機模型，Ben 喜歡幫忙。

P21 飛機做好了。「哇！讓我看。」 Ben 說，「好棒的飛機啊！」

P22 Ben 想讓飛機飛起來。「小心！」 Jack 大叫。

P23 但是太遲了。Ben 摔倒在地，飛機也摔壞了。

P24 「你把它弄壞了！」 Jack 大喊。「對不起。」 Ben 說，「我會把它修好的。」

P25 「別煩我。」 Jack 說，「為什麼我就不能一個人呆著呢？」 Ben 難過得說不出話來。他離開了臥室。

P26 Jack 修好了飛機，清理了地板，然後他一個人玩。

P27 但是沒有 Ben 一起玩就沒那麼好玩。Jack 多希望自己剛才沒有衝他的兄弟大喊。

P28 Jack 到外面找到 Ben，說：「抱歉剛才衝你大喊……」「沒關係。看，我給你做了這個。」 Ben 說。「哇！你能教我做一個嗎？」 Jack 問。

P29 Ben 教 Jack 用罐子做了一架一樣的飛機。他們倆一起，讓飛機飛了起來。

Q & A

pp. 18-19

Q: Do Jack and Ben look different or alike? **A:** Jack and Ben look alike.

Q: What is Jack holding in his hand? **A:** Jack is holding a baseball and a glove in his hand.

Q: Do Jack and Ben go to school together? **A:** Yes, Jack and Ben go to school together.

pp. 20-21

Q: What do they like to do? **A:** Jack likes to build model airplanes, and Ben likes to help.

Q: What letters are on their shirts? **A:** Jack has a "J" on his shirt, and Ben has a "B" on his shirt.

Q: What is Ben doing with the plane? **A:** Ben is holding the plane up in the air.

pp. 22-23

Q: What is Ben trying to do? **A:** Ben is trying to make the airplane fly.

Q: What happens to Ben? **A:** Ben steps on a toy car and falls.

Q: What happens to the airplane? **A:** The airplane crashes.

pp. 24-25

Q: Who broke the airplane?

A: Ben broke the airplane.

Q: What is Jack doing in the picture?

A: Jack is yelling at Ben.

Q: What does Jack want?

A: Jack wants to be alone.

pp. 26-27

Q: What does Jack do after fixing the airplane?

A: Jack cleans the floor.

Q: How does Jack play after fixing the airplane?

A: Jack plays alone.

Q: Why is Jack not happy? A: Jack is not happy because playing without Ben is not fun.

pp. 28-29

Q: What does Jack say to Ben?

A: Jack says, "Sorry for yelling at you."

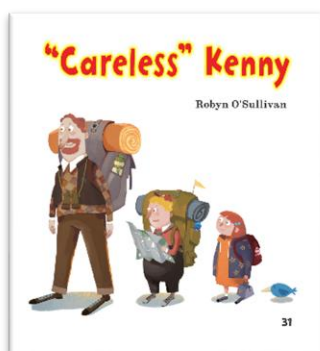
Q: What is Ben holding?

A: Ben is holding an airplane made from cans.

Q: What do they do with the planes?

A: They make the planes fly.

活動建議 準備兩張紙條，在一張紙上寫 together，在另一張上寫 alone。把紙條揉皺或反過來，讓學生一次選一張，然後到故事中去尋找相應的畫面，用英文說說雙胞胎一起做了什麼，如：“They go to school together.” “They build model airplanes together.” 又或者是獨自做了什麼，如：“Jack plays alone.” 如果學生有兄弟姐妹，同時英文程度較高，可以讓學生用英文說說，他們什麼時候喜歡和兄弟姐妹一起，什麼時候喜歡獨處。



3.9-3 “Careless” Kenny 故事大綱

P32 這天天氣晴朗。Kenny 和 Anna 跟爸爸一起去露營。

P33 他們搭好帳篷，充好充氣床墊。

P34 營地搭建好了，他們坐下來喝水。Kenny 把水壺的蓋子放在桌子上。

P35 之後他們決定去散步。可 Kenny 找不到水壺蓋子了，只好拿著沒蓋的水壺出發。

P36 路上，有好多不同的鳥和動物。

P37 散步回來，Kenny 想記點筆記。可他找不到他的藍色鋼筆了。

P38 很快到了午飯時間。他們做了燒烤。

P39 可是 Kenny 找不到他的藍色叉子了。

P40 午飯後，他們想休息一下。可是 Kenny 的床消氣了。充氣口的塞子不見了。「是你幹的好事嗎，Anna？」他問。「不是。這可不好玩。」Anna 搖搖頭。

- P41 「那我的東西都去哪兒了？」Kenny 心裡想。
- P42 「看，那不是我的塞子麼？」他們跟著那隻鳥。
- P43 「這是隻園丁鳥。」爸爸說，「它會找來藍色的東西，把自己的窩打扮得漂漂亮亮的。」

Q & A

pp. 32-33

- Q:** Who went camping? **A:** Kenny, Anna, and Dad went camping.
- Q:** What is Kenny holding? **A:** Kenny is holding a map.
- Q:** What did they pump up? **A:** They pumped up the airbeds.

pp. 34-35

- Q:** What did they do after setting up the campsite? **A:** They sat down to have a drink.
- Q:** Where did Kenny put the lid of his drink bottle? **A:** Kenny put the lid on the table.
- Q:** What did Kenny lose? **A:** Kenny lost the lid of his drink bottle.

pp. 36-37

- Q:** What did they see on the walk? **A:** They saw many different kinds of birds and animals.
- Q:** What did Kenny want to do after the walk? **A:** Kenny wanted to write some notes.
- Q:** Why couldn't Kenny write his notes? **A:** He couldn't find his blue pen.

pp. 38-39

- Q:** What are they doing? **A:** They are having a barbecue.
- Q:** What time of day is it? **A:** It is lunchtime.
- Q:** What is Kenny looking for? **A:** Kenny is looking for his blue fork.

pp. 40-41

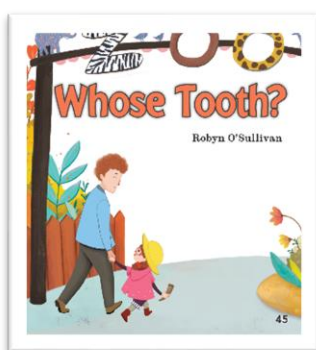
- Q:** What happened to Kenny's bed? **A:** Kenny's bed was flat.
- Q:** Why was Kenny's bed flat? **A:** The plug was gone.
- Q:** What did Kenny say to himself? **A:** Kenny said, "Where have my things gone?"

pp. 42-43

- Q:** What did Kenny find? **A:** Kenny found his airbed plug.
- Q:** What did they decide to do? **A:** They decided to follow the bird.
- Q:** What did Dad say about the bird? **A:** Dad said it was a bowerbird.



活動建議 和學生一起討論去露營需要準備的東西，然後一起做一張露營必備物品清單。讓學生在書中找找 Kenny 一家去露營都帶了什麼，鼓勵學生指著這些物品，並說出對應的英文單字，如：tent, airbed, water bottle 和 backpack 等。幫助學生把這些單字寫到一張大紙上，然後從雜誌或畫報上剪下需要的物品，貼到相應的單字旁邊。有機會帶學生出去露營的時候，可以讓學生對照這個清單，準備物品。



3.9-4 Whose Tooth? 故事大綱

- P46 Sally 的爸爸在工作時發現了一顆非常大的牙齒。
P47 他把牙齒帶回家。「誰有這麼大的牙齒呢？」Sally 問。
「我們去動物園找找吧。」爸爸說。
P48 Sally 和爸爸先去看了大象。「它比象牙小。」Sally 說。
P49 「它比鱷魚的牙齒大多了。」爸爸說。
P50 「它跟河馬的牙齒不一樣。」Sally 說。
P51 「它也不像疣豬的牙。」Sally 說。「我們去水族館看看吧。」爸爸出了個主意。
P52 在水族館，他們先去看了鯊魚。「它比鯊魚的牙齒大多了。」Sally 說。
P53 「它甚至比虎鯨的牙齒還要大。」爸爸說。
P54 「它比海象的牙齒小，形狀也不一樣。」Sally 失望地說。「也許我們應該去博物館試試看。」爸爸說。
P55 在博物館裡，Sally 看見一位講解員。「你好，我想知道什麼動物會有這樣的牙齒。」「我想我能幫上忙。」講解員說。
P56 她帶他們來到一個房間。「它是恐龍的牙齒嗎？」Sally 問。「是的。」講解員說，「你能找到是什麼恐龍嗎？」
P57 「看，在這兒！」Sally 說，「這顆牙齒是霸王龍的！」

Q & A

pp. 46-47

Q: What is Sally's dad holding?

A: Sally's dad is holding a big tooth.

Q: What machine is this?

A: It is an excavator.

Q: Why do they want to go to the zoo?

A: They want to go to the zoo to find out whose tooth it is.



pp. 48-49

- Q:** Where did Sally and Dad go first? **A:** Sally and Dad first went to see the elephants.
- Q:** What did Sally say about the tooth? **A:** Sally said, "It's smaller than an elephant tusk."
- Q:** What animal do they see in the water? **A:** They see a crocodile in the water.

pp. 50-51

- Q:** What are Sally and Dad looking at? **A:** Sally and Dad are looking at the hippos.
- Q:** What is the big hippo doing? **A:** The big hippo is opening its mouth.
- Q:** What idea did Dad have? **A:** Dad had an idea that they could try the aquarium.

pp. 52-53

- Q:** Where did Sally and Dad go? **A:** Sally and Dad went to the aquarium.
- Q:** What animal did they see first? **A:** They saw a shark first.
- Q:** Where did Sally and Dad go? **A:** Sally and Dad went to see the orca.

pp. 54-55

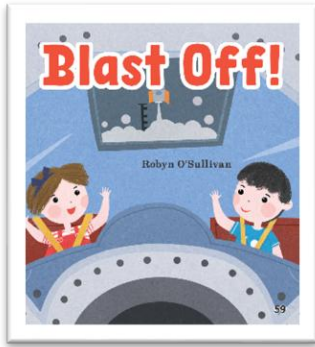
- Q:** Where did Sally and Dad go next? **A:** Sally and Dad went to see the walrus.
- Q:** What is the walrus doing? **A:** The walrus is playing a horn.
- Q:** Who did Sally talk to at the museum? **A:** Sally talked to a guide at the museum.

pp. 56-57

- Q:** What did Sally ask the guide? **A:** Sally asked if it was a dinosaur tooth.
- Q:** What did the guide ask Sally to do? **A:** The guide asked Sally to find the right dinosaur.
- Q:** What is the name of the dinosaur? **A:** The dinosaur is a T-Rex.

活動建議 和學生一起玩「牙齒捉迷藏」的遊戲。遊戲開始前，老師用手機把故事裡出現的動物牙齒都拍下來(注意：照片要突出牙齒，並且不要暴露出是什麼動物的牙齒)。讓學生看手機裡的圖片，先用英文說一說的牙齒，如：“It's a walrus' tooth.” 然後到故事中去尋找對應的圖片，看看自己猜對了沒有。也可以讓學生先看牙齒的照片，然後到故事裡找出對應的大圖，再用英文說出是什麼動物。





3.9-5 Blast Off! 故事大綱

- P60 Mara 和 Jeff 來到太空博物館。導遊 Jenny 正在等著他們。
 P61 「看這邊。」 Jenny 說，「這些是太空服。」 「哇！它們肯定很重！」 Mara 說。「太酷了！」 Jeff 說。
 P62 「這些是火箭模型。火箭把太空船和宇航員送上太空。」 Jenny 告訴他們。
 P63 「我希望我能開太空船。」 Jeff 說。「這是一個太空船模型。你們兩個可以進去開一下。」 Jenny 說。

- P64 孩子們進了太空船模型。Jenny 教他們怎麼開。
 P65 「讓我來，Mara。這是男人的工作。」 Jeff 敲著鍵盤，「發射！」
 P66 「哇，這太有趣了！」 Jeff 說，「我在開太空船呢！」
 P67 這時，Jeff 從螢幕上看到有兩個物體在快速移動。他試著從它們的下方飛過。
 P68 「哦，不！」 Jeff 說，「我們的太空船要撞到衛星了！」他很害怕。
 P69 Jeff 用雙手捂住眼睛。Mara 接手了。她很鎮定，駕駛太空船脫離了險境！
 P70 「幹得漂亮！」 Jenny 說。「等我長大了，我能駕駛真的太空船嗎？」 Mara 問。
 P71 Jenny 笑著說：「當然可以！你已經有了一個好的開始。」

Q & A

pp. 60-61

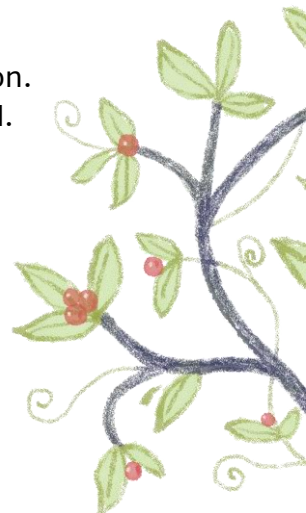
- Q:** Where did Mara and Jeff go? **A:** Mara and Jeff went to the Space Museum.
Q: What is the Jenny holding? **A:** She is holding a guidebook.
Q: What is Jenny showing to Mara and Jeff? **A:** Jenny is showing them the astronauts' suits.

pp. 62-63

- Q:** What is Jenny showing to Mara and Jeff? **A:** Jenny is showing them rocket model.
Q: What do rockets do? **A:** Rockets send spaceships and astronauts into space.
Q: What does Jeff wish he could do? **A:** Jeff wishes he could fly a spaceship.

pp. 64-65

- Q:** What did they do inside the spaceship model? **A:** They learned how to fly it.
Q: What is Jeff doing? **A:** Jeff is pressing a red button.
Q: What is Jeff doing? **A:** Jeff is hitting the keyboard.



pp. 66-67

Q: What is Jeff doing?

A: Jeff is flying the spaceship.

Q: Where are Jeff and Mara?

A: Jeff and Mara are inside the spaceship model.

Q: What did Jeff see on the screen?

A: Jeff saw objects moving fast on the screen.

pp. 68-69

Q: What does Jeff see on the screen?

A: Jeff sees a satellite on the screen.

Q: What is the spaceship going to do?

A: The spaceship is going to hit the satellite.

Q: What did Jeff do when he got scared?

A: Jeff covered his eyes with his hands.

pp. 70-71

Q: What did Mara ask Jenny?

A: Mara asked if she could fly a real spaceship when she grows up.

Q: What did Jenny say to Mara?

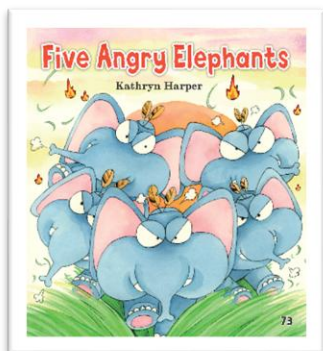
A: Jenny said, "Of course, you can! You have a good start."

Q: What are Mara and Jeff looking at?

A: They are looking at pictures of astronauts and space.

活動建議 和學生一起製作一張航空主題的圖像組織圖——氣泡圖。在中間的泡泡裡寫上 space, 從它發散出去很多泡泡。讓學生們說說他們都想到了什麼? 可以把他們想到的單字, 都寫在泡泡裡, 也可以從雜誌和報紙上剪下相關圖片, 貼在泡泡中。問問學生, 如果可以駕駛太空船, 他們想去哪個星球? 去探索什麼? 然後鼓勵學生把這些內容畫出來。





3.9-6 Five Angry Elephants 故事大綱

P74-75 「我嗓子疼。」我說。「喝了這個糖漿吧。」媽媽說。
「我討厭吃藥！」我說，「我寧願跟五頭憤怒的大象對決，也不要喝那個糖漿。」「五頭憤怒的大象啊！」媽媽說。

P76-77 「不，不對。」我說，「我寧願遊過暴風肆虐的大海、跟五頭憤怒的大象對決，也不要喝那個糖漿。」「暴風肆虐的大海和五頭憤怒的大象！」媽媽說，「哇！」

P78-79 「不，不對。」我說，「我寧願在臭臭的沼澤地裡睡覺、遊過暴風肆虐的大海、跟五頭憤怒的大象對決，也不要喝那個糖漿。」「臭臭的沼澤地、暴風肆虐的大海和五頭憤怒的大象！」媽媽說，「哇！」

P80-81 「不，不對。」我說，「我寧願趕走成群飛舞的蜜蜂、在臭臭的沼澤地裡睡覺、遊過暴風肆虐的大海、跟五頭憤怒的大象對決，也不要喝那個糖漿。」「成群飛舞的蜜蜂！」媽媽說，「嗯，我有了一個主意。」

P82-83 「這是什麼啊？」我問。「蜜蜂可以產什麼呢？這是一點兒蜂蜜……」

P84-85 現在我的嗓子覺得舒服多了。那個藥也沒那麼難吃——所以我很開心。再也沒有憤怒的大象了！

Q & A

pp. 74-75

Q: What is wrong with the boy?

A: The boy has a sore throat.

Q: What does the mom give to the boy?

A: The mom gives the boy some syrup.

Q: What does the boy say he would rather do?

A: The boy says he would rather fight five angry elephants.

pp. 76-77

Q: What does the boy say he would rather do?

A: He says he would rather swim across a stormy sea and fight five angry elephants.

Q: What animal is jumping out of the water?

A: A dolphin is jumping out of the water.

Q: What is the boy holding to fight the elephant?

A: The boy is holding a stick to fight the elephant.

pp. 78-79

Q: What does the boy say he would rather do instead of taking medicine?

A: The boy says he would rather sleep in a smelly swamp, swim in a stormy sea, and fight five angry elephants.

Q: Where is the boy sleeping in the swamp?

A: The boy is sleeping in a hammock.

Q: What insect is near the boy in the swamp?

A: A spider is near the boy.

pp. 80-81

Q: What does the boy say he would rather do instead of taking medicine?

A: The boy says he would rather swat swarming bees, sleep in a smelly swamp, swim in a stormy sea, and fight five angry elephants.

Q: What are the bees doing?

A: They are flying near the boy.

Q: What is the boy imagining first?

A: The boy imagines swatting bees.

pp. 82-83

Q: What is the mom holding?

A: The mom is holding a small jar of honey.

Q: Does the boy know he is drinking syrup? **A:** No, he thinks he is drinking honey.

Q: What is the mom holding behind her back? **A:** The mom is holding the bottle of syrup.

pp. 84-85

Q: How does the boy's throat feel now? **A:** His throat feels better.

Q: What is on the bed frame?

A: A green toy crocodile is on the bed frame.

Q: What do you think made the boy feel better? **A:** The medicine helped him feel better.

活動建議 和學生一起玩 “I would rather...than...” 的遊戲。先帶學生製作遊戲卡片，準備 8 張卡片，分成兩組，一組 4 張。一組寫學生不太喜歡做的事情，如 take the medicine, clean the bed room, brush my teeth 等。另一組寫出或簡單畫出故事裡小男孩的想像，如 swim across a stormy sea, sleep in a smelly swamp, swat way swarming bees 和 fight five angry elephants (也可以換成學生自己想與之決鬥的其他動物)。將製作好的兩組卡片打亂順序後，正面朝下，分別放在桌子上，讓學生每組各抽一張，然後根據卡片的內容說出相應的英文句子，譬如說：“I would rather sleep in a smelly swamp than brush my teeth.”

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 Ben 書，老師可以將這 Ben 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.
-

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.

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.

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



3.9-1 It's Time to Go

Activity Suggestion: What's Missing in My School Bag?

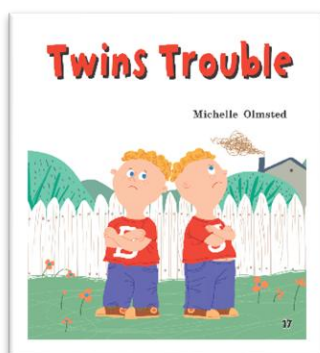
Take out a school bag and ask the students, “What do you always bring when you go out?” Encourage them to name the items in English. Choose five essential items students think are important and put them into the school bag. Have students close their eyes. Secretly take one item out and hide it. Ask students to open their eyes and guess what’s missing from the bag. Encourage full English sentences like:

- “I can’t find my toy car.”
- “It’s not in my school bag.”

Let them search around. When the item is found, they can say:

- “My toy car is here!”

Then, hide a different item and continue the game.



3.9-2 Twins Trouble

Activity Suggestion: Together or Alone

Prepare two small pieces of paper. Write “**together**” on one and “**alone**” on the other. Crumple or turn the papers upside down. Let students choose one. Then, ask them to find a matching scene from the story and describe it in English. For example:

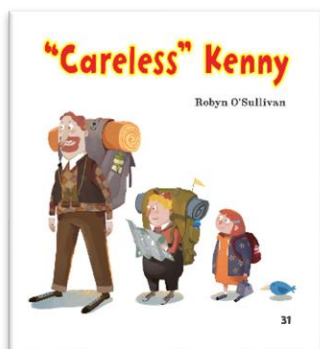
- “They go to school together.”
- “They build model airplanes together.”

Or for “alone”:

- “Jack plays alone.”

If students have siblings and higher English ability, ask them to share:

- When do you like to play with your siblings?
- When do you like to be alone?



3.9-3 “Careless” Kenny

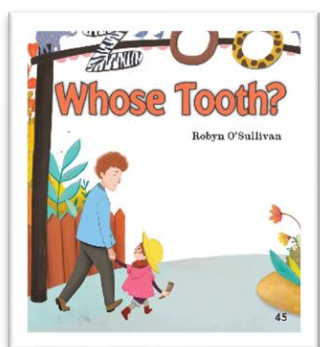
Activity Suggestion: Camping Checklist

Discuss with students what they need to bring for camping. Together, make a **camping essentials checklist**. Let students search the book to see what Kenny’s family brought for their camping trip. Encourage them to point to the items and say the English words, such as:

- **tent, airbed, water bottle, backpack, ...etc.**

Help students write the words on a large sheet of paper. Then, cut out pictures of these items from magazines or picture books and paste them next to the matching word.

If there’s a real camping trip, students can use this checklist to pack their bags.



3.9-4 Whose Tooth?

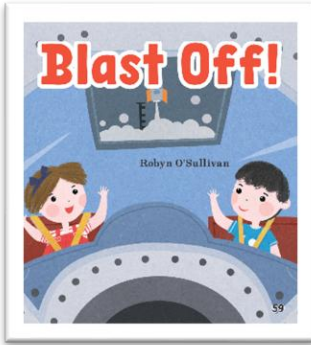
Activity Suggestion: Tooth Guessing Game

Play a game called “**Tooth Hide and Seek**” with students. Before the game, use your phone to take close-up photos of the animal teeth shown in the storybook (make sure only the teeth are shown so the animal is hard to guess).

Show the tooth photos to the students and ask them to guess in English:

- “It’s a walrus’ tooth.”

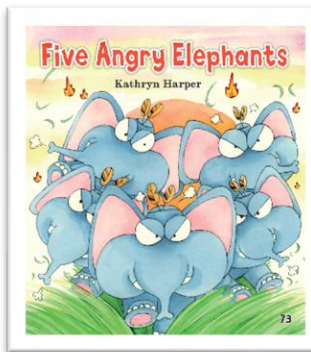
Then, let them find the matching picture in the book to check their answers. You can also reverse the process: Let them look at the tooth picture first, then find the large picture in the storybook and say the animal in English.



3.9-5 Blast Off!

Activity Suggestion: Space-Themed Mind Map

Create a space-themed graphic organizer—a bubble map—with your students. Write the word “space” in the center bubble. From there, draw many bubbles branching out. Ask students, “What comes to your mind when you think of space?” Write the words they think of in the bubbles. You can also cut out related pictures from magazines and newspapers and paste them inside the bubbles. Then, ask students, “If you could fly a spaceship, which planet would you like to visit? What would you explore there?” Finally, encourage them to draw their ideas based on their answers.



3.9-6 Five Angry Elephants

Activity Suggestion: I Would Rather... Than...

Play “I would rather... than...” game using the card setup:

- One set with unpleasant chores (or things they don’t like to do)
- One set with wild imaginary actions

Shuffle and draw, then form sentences like:

- “I would rather swim across a stormy sea than clean my bedroom.”

This fun comparison practice helps students build fluency and confidence using sentence structures with humor and imagination.