

教學建議 5.7



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

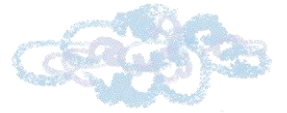
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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。

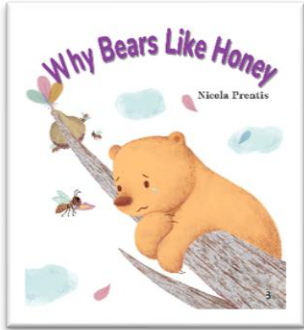
拓展活動

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、讀後練習參考答案



5.7-1 Why Bears Like Honey 故事大綱

- P4 嗡嗡！嗡嗡！嗡嗡！那討厭的吵鬧聲是什麼？熊睡不著。
- P5 他往四周看看，然後往下看，又往上看。
- P6 熊明白這些嗡嗡聲是怎麼回事了。蜜蜂！忙碌的蜜蜂可真是吵鬧。
- P7 熊對蜜蜂大喊。「別吵了！安靜！」但蜜蜂聽不到他聲音。
- P8 「我得離蜜蜂近些。」他想。他搬來一把梯子，爬上了樹。
- P9 他的爪子在樹枝上打了滑。他不敢動了。熊不喜歡呆在這麼高的地方。他閉上了眼睛。於是他就這樣被困在了樹上。
- P10 他衝其他的熊大喊：「救命啊！」另一隻熊爬上了梯子，但是他的爪子一滑，然後也被卡住了。
- P11 又一隻熊試著幫忙。很快，他們全都被困在了樹上。
- P12 這些熊非常重。樹枝要斷了。所有的熊一起大喊：「救命啊！」
- P13 蜜蜂可不想讓樹枝折斷。「我們整天嗡嗡地飛來飛去是為了釀造蜂蜜。拿一些蜂蜜，讓你們的爪子變黏。這樣你們就可以爬下去了。」
- P14 三隻熊把蜜抹在爪子上，然後他們爬下了梯子。很快，所有的熊都回到了地面。
- P15 現在熊已經不覺得嗡嗡聲很吵了，它還愛上了舔爪子上的蜂蜜！

Q & A

pp. 4-5

- Q:** What does the noise sound like? **A:** It sounds horrible and loud.
- Q:** What is the bear trying to do? **A:** He is trying to sleep.
- Q:** What is Bear doing? **A:** He is looking around to find the noise.

pp. 6-7

- Q:** What are the bees doing? **A:** They are flying around and being busy.
- Q:** What does Bear finally understand? **A:** He understands the buzzing sound is from bees.
- Q:** What does Bear want the bees to do? **A:** He wants them to stop buzzing and be quiet.

pp. 8-9

- Q: What does Bear decide to do? A: He decides to go closer to the bees.
Q: What does Bear use to climb the tree? A: He uses a ladder.
Q: What happens to Bear on the tree? A: His paws slip on the branch.

pp. 10-11

- Q: Who does he call for help? A: He calls the other bears.
Q: What happens to that bear? A: His paws slip and he gets stuck too.
Q: What does the new pink bear try to do? A: He tries to help the other bears.

pp. 12-13

- Q: What's happening to the branch? A: It's bending and might break because the bears are too heavy.
Q: What do they shout together? A: They all shout, "Help!"
Q: What do the bees say to the bears? A: The bees tell them to use honey to make their paws sticky and climb down.

pp. 14-15

- Q: What do the bears put on their paws? A: They put honey on their paws.
Q: Why do the bears use honey? A: To make their paws sticky and help them climb down.
Q: Is the buzzing sound still noisy to the bear? A: No, it is not noisy anymore.

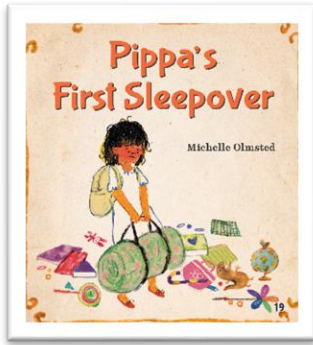
讀後練習參考答案

Write the words.

1. buzz 2. ladder 3. shut 4. paw 5. sticky 6. lick

Write T (True) or F (False).

1. T 2. F 3. F 4. T 5. F



5.7-2 Pippa's First Sleepover 故事大綱

P20 嗨，我是 Pippa。要去參加 Emma 的睡衣派對了，我好緊張。我從來沒有整晚離開過媽媽、爸爸和小狗跳跳。

P21 唉，該收拾了。媽媽說我只能帶背包裝得下的東西。

P22 我的背包一下子看起來好小，而我最喜歡的東西看起來都太大了。我希望我有一個巨大的背包。

P23 我希望能帶上我的小夜燈。但是我不想讓朋友們覺得我是個小嬰兒。

P24 隨後媽媽給了我一個睡袋。我覺得自己真的沒法在一個袋子裡睡覺。

P25 我躲在睡袋裡，滾到了床底下。

P26 媽媽找到了我。我保證會打掃房間、洗盤子和倒垃圾。只要讓我呆在家裡，做什麼都可以。

P27 媽媽答應如果我感到害怕就回家，所以我同意試一試。我們朝 Emma 家走去。

P28 我的朋友們已經在那裡了。她們在玩裝扮遊戲。「也許睡衣派對也沒那麼糟糕。」我對媽媽說。

P29 很快，我就忘記了害怕……

P30 ……直到該睡覺了。房間裡太黑了。我想回家。

P31 這時 Emma 打開了她的小夜燈。滿屋都是星星！我不再害怕了。

Q & A

pp. 20-21

Q: How does Pippa feel?

A: She feels nervous.

Q: Why is Pippa nervous?

A: Because she's going to a sleepover.

Q: What can she bring?

A: Only what fits in her backpack.

pp. 22-23

Q: What seems too small now?

A: Her backpack seems too small.

Q: What seems too big?

A: Her favorite things seem too big.

Q: What is Pippa holding in her hand?

A: She is holding her nightlight.

pp. 24-25

Q: What does Pippa's mom give her?

A: She gives her a sleeping bag.

Q: How does Pippa feel about sleeping in a bag?

A: She doesn't think she can do it.

Q: What does Pippa do with the sleeping bag?

A: She hides inside it.

pp. 26-27

Q: What does Pippa promise to do?

A: She promises to clean her room.

Q: Why is Pippa making all these promises?

A: She wants to stay home.

Q: What does Pippa's mom promise her?

A: She promises Pippa can come home if she gets scared.

pp. 28-29

Q: What are the kids doing?

A: They are playing dress-up.

Q: What does Pippa say to her mom?

A: She says, "Maybe a sleepover is not that bad."

Q: Is Pippa still scared?

A: No, she forgot about being scared.

pp. 30-31

Q: What time is it now?

A: It's time to go to sleep.

Q: How does the room look?

A: It's very dark.

Q: What does Emma do?

A: She turns on her nightlight.

讀後練習參考答案

■ Complete the puzzle with *a, e, i, o* or *u*. Then write the words.

1. dish

2. fit

3. sleeping bag

4. nightlight

5. nervous

6. inside

■ Put the sentences in order.

1. D

2. F

3. A

4. C

5. E

6. B





5.7-3 Paul's New Pets 故事大綱

P36 「我能養隻狗嗎？」 Paul 問爸爸。爸爸沒看 Paul。「不行。」「貓呢？」「不行，Paul！寵物亂糟糟的，還要花很多精力。不能養寵物。」爸爸在電腦上打著字。

P37 Paul 很難過。他去了動物園。他看著一隻豹子追著自己的尾巴轉圈。「我要是有一隻豹子當寵物就好了。」他想。

P38 Paul 看著兩隻熊貓吃竹子，心想：「我要是有一隻熊貓當寵物就好了。」

P39 Paul 看著三隻袋鼠在一起跳著玩，心想：「我要是有一隻袋鼠當寵物就好了。」

P40 Paul 看著四隻狒狒玩耍，被逗笑了，心想：「我要是有一隻狒狒當寵物就好了。」

P41 Paul 走著回家。所有的動物都跟著他。「哦！你們是怎麼到這來的？你們想成為我的新寵物嗎？跟我回家吧！」。

P42-43 Paul 很喜歡他的新寵物們。他們在房間裡玩得很開心。

P44 有人敲了敲 Paul 的門。「快！」 Paul 說，「躲起來！」

P45 「對不起，Paul。」爸爸說，「之前是我太自私了。你應該養一隻寵物。這是 Molly。我們一起來照顧她吧。」

P46 「謝謝你，爸爸！」 Paul 抱住 Molly。「我太喜歡她了！我會自己照顧她的！」。

P47 Paul 和動物們說了再見。他們現在得回到動物園去，因為那裡還有其他的孩子需要他們。

Q & A

pp. 36-37

Q: What does Paul ask his dad for?

A: He asks for a dog.

Q: What reason does Dad give?

A: He says pets are messy and a lot of work.

Q: What animal did Paul see at the zoo?

A: He saw a leopard.

pp. 38-39

Q: What did Paul watch?

A: He watched two pandas.

Q: What were the pandas doing?

A: They were eating bamboo.

Q: What are the kangaroos doing?

A: They are hopping over each other.

pp. 40-41

Q: What animals is Paul watching?

A: He is watching four baboons.

Q: What are the baboons doing?

A: They are playing.

Q: What happens to Paul?

A: All the animals follow him home.

pp. 42-43

- Q: Which animals do you see in this picture? **A:** A kangaroo and a leopard
Q: What is the kangaroo doing? **A:** It's jumping on Paul's bed.
Q: What are the new pets doing? **A:** They are playing happily in Paul's room.

pp. 44-45

- Q: What happened at the door? **A:** There was a knock on the door.
Q: What did Paul tell the animals to do? **A:** He told them to hide.
Q: What does Dad say to Paul? **A:** He says he's sorry and that Paul should have a pet.

pp. 46-47

- Q: Who is Molly? **A:** Molly is Paul's new pet, a puppy.
Q: What does Paul say about Molly? **A:** He says he loves her very much.
Q: Why do other children need the animals? **A:** They can see and enjoy the animals too.

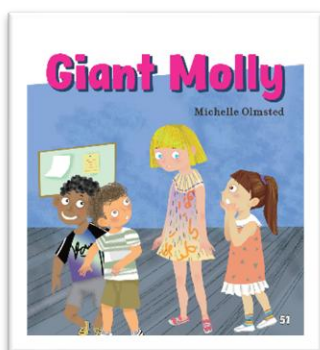
讀後練習參考答案

■ Find and write the words.

1. type 2. knock 3. selfish 4. baboon
5. leopard 6. Computer

■ Complete the charts.

1. a dog 2. a cat 3. a leopard 4. a panda
5. a kangaroo 6. a baboon 7. a dog



5.7-4 Giant Molly 故事大綱

P52 Molly 是整個五年級中個子最高的學生。她不喜歡自己這麼與眾不同。

P53 她厭倦了坐在最後一排，還有每場舞蹈表演中只能站在後排的角落裡。

P54 她總是耷拉著肩膀，彎著膝蓋，垂著腦袋。

P55 每天晚上，Molly 都希望自己能融入其他人。一天晚上，她的願望「實現了」。

P56 她發現自己在其他孩子中不再那麼突兀了。她太高興了！

P57 然後 Molly 發現自己在參加排球比賽。像往常一樣，她跳起來擊球，但是球直接飛過了她的雙手。她居然連球都沒碰到！

P58 比賽結束後，她發現自己來到了學校操場。戲劇俱樂部正要舉辦一場演出。

P59 儘管她踮起腳尖，視線還是基本被前面的男孩子們擋住了。她總是被干擾到，沒法好好地看演出。

P60 Molly 情緒低落回到教室。當看到有人需要幫助時，她像往常一樣過去幫忙。

P61 但是她再也無法夠到那麼高的地方。她的心情跌落到了谷底。

P62 太陽升起時，Molly 從這個糟糕的夢中醒來。看到自己仍然這麼高，她十分高興。

P63 那天在學校，Molly 站得筆直。她意識到做自己就是最棒的狀態。

Q & A

pp. 52-53

Q: Who is the tallest student in Grade 5?

A: Molly is the tallest student.

Q: How does Molly feel about being so tall?

A: She doesn't like being that different.

Q: Where does Molly have to sit in class?

A: She has to sit in the last row.

pp. 54-55

Q: What does Molly often do with her shoulders? A: She slumps her shoulders.

Q: How does she stand? A: She bends her knees and hangs her head.

Q: What does Molly wish for every night? A: She wishes she could fit in with everyone else.

pp. 56-57

Q: What does Molly notice about herself now? A: She's no longer standing out from the other kids.

Q: How does she feel about it? A: She feels very happy.

Q: Where is Molly? A: She's at a volleyball match.

pp. 58-59

- Q: Where is Molly after the game? **A:** She is in the school's playground.
Q: What is happening in the playground? **A:** The drama club is putting on a show.
Q: Why can't Molly see the stage clearly? **A:** Because the boys in front of her are blocking her view.

pp. 60-61

- Q: How does Molly feel when she goes back to class? **A:** She is in low spirits.
Q: What does Molly see when she enters the classroom? **A:** She sees a girl who needs help reaching a book.
Q: Why is she having trouble reaching it? **A:** Because she is not tall enough anymore.

pp. 62-63

- Q: What happens to Molly when the sun rises? **A:** She wakes up from her terrible dream.
Q: Why is Molly so happy in the morning? **A:** Because she finds out she is still tall.
Q: Why is Molly standing straight now? **A:** Because she feels proud to be herself.

讀後練習參考答案

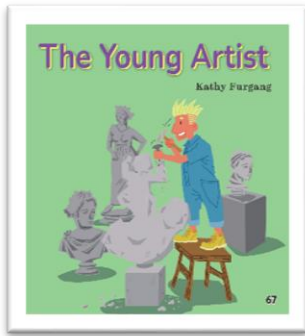
■ Find and write the words.

1. disturb 2. slump 3. mood 4. entire 5. realize 6. bottom

■ Put the sentences in order.

1. B 2. E 3. D 4. F 5. C 6. A





5.7-5 The Young Artist 故事大綱

- P68 Lee 先生是一位偉大的藝術家。他教自己年輕的助手 Tommy 制作雕像。Tommy 又聰明又勤奮。
- P69 一天，他們接到一項任務，為一個新公園製作一些雕像。Lee 先生讓 Tommy 嘗試一下。
- P70 Tommy 仔細考慮之後，開始了工作。
- P71 幾周後雕像完成了。Lee 先生來公園看 Tommy 的作品。
- P72 看到第一個雕像的時候，Lee 先生的笑容消失了。「什麼？」他說，「這是在開玩笑嗎？」
- P73 看到下一個雕像，Lee 先生的臉變得嚴肅起來。「Tommy，藝術應該是嚴肅的。」他說。
- P74 「這些愚蠢的東西是做給小孩子們的！」看到最後一個雕像，Lee 先生勃然大怒。「但是公園是娛樂和放鬆的地方。」Tommy 解釋道。
- P75 就在此時，越來越多的人聚集過來。他們笑得非常開心。「人們似乎挺喜歡這些雕像的。」Tommy 說。
- P76 「也許他們在看這位藝術家的笑話。」Lee 先生說。於是，他們走向人群，想聽聽人們對於這些雕像的看法。
- P77 「這些雕像太有趣了！我喜歡它們。」一位年輕人說。「我想謝謝這位藝術家。他把咱們的社區變成了一個更快樂的地方！」一位老婦人說。
- P78 看到人們非常喜歡這些雕像，Lee 先生陷入了沉思。
- P79 在回去的路上，Lee 先生對 Tommy 說：「謝謝你做了這些雕像。我想，藝術可以有不同的形式。」

Q & A

pp. 68-69

Q: Who was Mr. Lee?

A: He was a great artist.

Q: What was Tommy learning from Mr. Lee?

A: He was learning how to make statues.

Q: What task comes up?

A: There is a task to make sculptures for a new park.

pp. 70-71

Q: What does Tommy do before he starts working? A: He takes time to think and plan carefully.

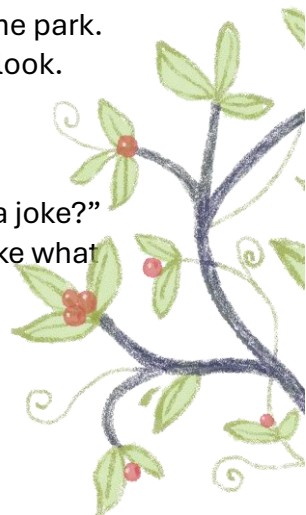
Q: What happened several weeks later? A: Tommy finished the sculptures in the park.

Q: Who came to see Tommy's work? A: Mr. Lee came to the park to have a look.

pp. 72-73

Q: What did Mr. Lee say when he saw the statue? A: He asked, "What? Is this a joke?"

Q: Why do you think Mr. Lee felt that way? A: Because the statue didn't look like what he expected.



Q: What did Mr. Lee think about the second sculpture? **A:** He looked serious and didn't seem happy about it.

pp. 74-75

Q: How did Mr. Lee feel when he saw it?

A: He was angry and upset.

Q: What was Tommy's reply to Mr. Lee?

A: He said parks are places for fun and relaxation.

Q: What were the people doing in the park?

A: They were laughing and smiling.

pp. 76-77

Q: What did Mr. Lee say when he saw the people laughing? **A:** He said, "Maybe they are laughing at the artist."

Q: What did Mr. Lee and Tommy do after that? **A:** They walked toward the people to listen to what they would say.

Q: What did the young man say about the statues? **A:** He said they were fun and that he liked them.

pp. 78-79

Q: What was Mr. Lee doing in the picture?

A: He was watching people enjoy the sculptures.

Q: How did the people seem to feel about the sculptures? **A:** They looked very happy and excited.

Q: What did Mr. Lee say to Tommy on their way back?

A: He thanked Tommy and said art can be in different forms.

讀後練習參考答案

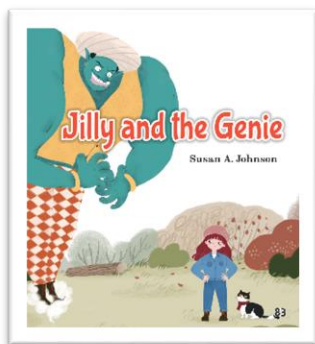
Complete the sentences.

- sculptures
- hard-working
- consideration
- solemn
- relaxation

Write *T* (True) or *F* (False).

- T
- T
- F
- F
- T





5.7-6 Jilly and the Genie 故事大綱

P84 午飯後，Jilly 和她的貓 Tom 在鎮上散步。「散散步真不錯，Tom。」Jilly 說，「有許多東西可以看。」

P85 「那是一座老房子。」Jilly 說，「沒有人住在裡面。我們去看看院子裡的東西吧。」

P86 「看這個罐子！它很古老。」

P87 「裡面有什麼？」Jilly 對這個罐子很好奇。她掀開了蓋子。

P88 一個精靈從罐子中鑽了出來。「哎呀！我想我犯了個錯誤。」Jilly 說。

P89 「誰膽敢吵醒我？」精靈很生氣。「一個人類！一隻貓！」

P90 「對不起。我叫 Jilly，這是——」「安靜！」精靈咆哮著。「哼。」Jilly 說，「你太粗魯了。」

P91 「哦，天哪。」精靈一邊說一邊拎起了 Jilly，「我想你可能非常好吃！讓我瞧瞧。」Tom 使勁抓。「好疼啊！你這隻可惡的貓！」

P92 「救命！救命！」Jilly 大聲喊。「喵！」Tom 也叫起來。他們快速逃跑。

P93 但是精靈追上了他們。「哦，多美味的耳朵啊！真是一頓美餐，再加上一點鹽……」「還有你的手，我親愛的——真是一道可口的點心。太美味了，你要知道。」Jilly 感到非常害怕。

P94 突然，Jilly 有了個主意。「讓我看看你的手。」她對精靈說，「你的手真髒。吃飯前要洗手。」「手髒了！在這兒等著。我要回去洗手。」

P95 精靈一回到罐子裡，Jilly 立刻就把罐子蓋上了。「愚蠢的精靈！」(Jilly 說)「我的晚餐呢？(精靈說)」

Q & A

pp. 84-85

Q: What did Jilly and her cat do after lunch? **A:** They went for a walk around the town.

Q: What did Jilly say about the walk? **A:** She said it was a nice walk.

Q: Does anyone live in the house? **A:** No, no one lives there.

pp. 86-87

Q: What did Jilly find in the yard? **A:** She found a very old jar.

Q: What did Jilly say about the jar? **A:** She said it was very old.

Q: What was Jilly curious about? **A:** She was curious about the jar.

pp. 88-89

Q: What came out of the jar when Jilly opened it? A: A genie came out of the jar.

Q: What did Jilly say after the genie appeared? A: She said, "Oops. I think I made a mistake."

Q: Who woke the genie up? A: Jilly and her cat, Tom.

pp. 90-91

Q: What did Jilly say when she tried to talk to the genie? A: She said, "I'm sorry. My name is Jilly, and this is—"

Q: What did the genie say? A: He roared, "Be silent!"

Q: What did Tom the cat do when the genie picked up Jilly? A: Tom scratched the genie hard. Tom scratched the genie hard.

pp. 92-93

Q: What did Jilly shout? A: She shouted, "Help! Help!" She shouted, "Help! Help!"

Q: What did Tom do? A: Tom cried, "Meow!"

Q: What did the genie say about Jilly's hands? A: He called them a delicious snack.

pp. 94-95

Q: What idea did Jilly have to stop the genie? A: She told the genie his hands were dirty and he needed to wash them.

Q: What did the genie say when he looked at his hands? A: He said, "Dirty hands! Wait here. I'm going back to wash my hands."

Q: What did Jilly do when the genie went back into the jar? A: She stuck the lid back on the jar.

讀後練習參考答案

■ Complete the sentences.

1. lid, genie 2. mistake 3. dared 4. silent 5. delicious

■ Answer the questions.

1. They had a walk around the town.
2. She found it in the yard of an old house.
3. She was so scared.
4. She wanted the genie to go back to the jar.

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.
-

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.

