

教學建議 6.1



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

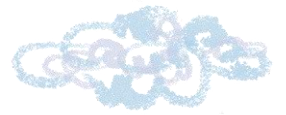
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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



6.1-1 Fireworks 故事大綱

P4 「大家準備好探索大自然了嗎？跟我來，同學們！」
Webb 先生說著，作為帶隊老師，大步邁進了森林。
「好耶！」孩子們歡呼道。

P5 Lesley 沒有歡呼。她一點兒也不想來露營。Lesley 想家了。

P6 同學們走了幾小時，穿過了森林。「終於到了，這就是我們的營地。」Webb 先生說。「營地就在海邊！」孩子們喊道。

P7 「好，我們在天黑前把帳篷搭好吧。」Webb 先生說。孩子們迅速忙起來。他們又是敲釘子，又是支起帳篷杆。

P8 「露營太讓人興奮啦！」Elise 笑著說。「我一點兒也不興奮。」Lesley 歎了口氣。「試試看，Lesley。說不定會有意想不到的事情發生。」Elise 說。

P9 晚飯後，Lesley 拿著手電筒走向海灘。她不想跟其他人一起唱歌。

P10 Lesley 撿起一塊石頭扔到海裡。突然，海面閃過一抹光亮。「那是什麼？」Lesley 倒吸了一口氣。

P11 Lesley 扔了一塊塊石頭。每次石頭擊中海水，海面就會亮起來，就像魔法一樣。

P12 「嘿，大家快來看神奇的光！」Lesley 大聲喊。所有的孩子都衝向海灘。

P13 很快，每個人都往海裡扔起石頭。海水遍佈光亮。「這就像焰火。」Elise 說。

P14 「這神奇的光是什麼？」Lesley 問。「是磷光。」Webb 先生說，「海水中充滿了微生物。被驚擾時，它們就會發光。這非常罕見——你們很幸運能看到它。」

P15 「哇，真高興我們來了這裡！」Lesley 興奮地大喊。「瞧，我就跟你說了要試試露營吧！」Elise 笑著說。

Q & A

pp. 4-5

Q: What is Mr. Webb holding in his hand?

A: Mr. Webb is holding a stick.

Q: Where is the class going?

A: The class is going to the forest.

Q: What did Lesley miss?

A: Lesley missed her home.

pp. 6-7

Q: How long did the class walk?

A: The class walked for hours.

Q: Where is the campsite?

A: The campsite is next to the sea.

Q: What are the children hammering?

A: The children are hammering pegs.

pp. 8-9

- Q: Who does not feel excited? A: Lesley does not feel excited.
Q: What are the girls talking about? A: The girls are talking about the camping.
Q: Where did Lesley go? A: Lesley went down to the beach.

pp. 10-11

- Q: Where did Lesley throw the stone? A: Lesley threw the stone into the sea.
Q: What happened after the stone hit the water? A: There was a splash of light.
Q: What happened every time a stone hit the water? A: The sea lit up every time a stone hit the water.

pp. 12-13

- Q: Who shouted to the children? A: Lesley shouted to the children.
Q: Where did the children run? A: The children ran to the beach.
Q: What did the water look like? A: The water looked like fireworks.

pp. 14-15

- Q: What is the magic light? A: The magic light is phosphorescence.
Q: What is the water full of? A: The water is full of tiny creatures.
Q: How did Lesley feel now? A: Lesley felt happy and excited.

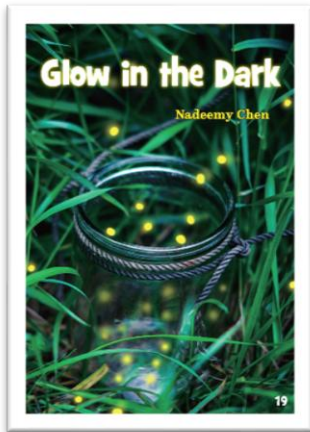
讀後練習參考答案

■ Complete the sentences with the right form of the words or phrase.

1. campsite 2. pitch 3. nightfall 4. chance 5. cast
6. lit up 7. sprinted 8. fireworks 9. exclaimed

■ How did Lesley's feelings change in the story?

1. being on camp (at all) 2. cheer 3. (her) home 4. excited
5. sing with the others 6. the beach 7. threw / cast stones
8. glad 9. exclaimed



6.1-2 Glow in the Dark 故事大綱

- P20 你見過螢火蟲或水母嗎？那發光的蘑菇呢？
- P21 你有能在暗處發光的玩具嗎？不同事物發光的原因不同。我們一起來一探究竟吧！
- P22 夏夜常常因為螢火蟲變得奇幻。畢竟，還有什麼蟲子看起來像小星星一樣呢？
- P23 不過讓螢火蟲發光的並不是魔法——而是化學物質。螢火蟲尾部的化學物質和空氣混合就會發光。你知道嗎？不同於螢火蟲閃爍地發光，叩頭蟲持續發光，從不停止。
- P24 你相信世界上大約有八十種會發光的蘑菇嗎？像螢火蟲一樣，發光蘑菇含有一種特殊的混合化學物質。你知道嗎？大部分發光蘑菇都會發出鮮豔的綠光！
- P25 奇怪的是，發光蘑菇白天不發光。它們只在夜裡發光！大部分發光蘑菇發出光亮是為了吸引昆蟲。
- P26 在深海，一些水母會發出綠色或者藍色的光來保護自己。一些深海中的珊瑚發光是為了幫助與其共生的藻類獲取充足的、用以生長的光。
- P27 有些魚也會發光。魚看起來就像頭上掛了一盞燈。光亮會為魚招來晚餐。
- P28 人造物體也可以發光！你有沒有去過花園燈光秀？這些燈使用太陽能。它們發光之前先吸收了光。
- P29 螢光棒發光的原理與此不同。當你將螢光棒掰彎，兩種不同的物質會混合在一起，螢光棒就亮了！這是一種化學反應！
- P30 一些科學家一直在嘗試用螢火蟲體內發現的同種化學物質讓植物發光。他們想通過減少用電來保護環境。未來的某一天，我們也許會用發光的植物來替代電燈。也許連路燈都將被發光的樹木代替。嗯，那將是多麼神奇啊！

Q & A

pp. 20-21

- Q:** What insect can glow in the dark? **A:** A firefly can glow in the dark.
- Q:** What kind of plant can glow? **A:** A mushroom can glow.
- Q:** What is the child wearing in the picture? **A:** The child is wearing glowing glasses.

pp. 22-23

- Q:** What is special about fireflies? **A:** They can glow at night.
- Q:** What do fireflies look like at night? **A:** They look like little stars at night.
- Q:** What makes fireflies glow? **A:** The chemicals in their tails glow when they mix with air.

pp. 24-25

Q: How many kinds of glowing mushrooms are there? **A:** There are about eighty kinds.

Q: What makes glowing mushrooms glow? **A:** A special mix of chemicals makes them glow.

Q: Why do most glowing mushrooms glow? **A:** They glow to attract insects.

pp. 26-27

Q: What color do some jellyfish glow? **A:** They glow green or blue.

Q: Why do jellyfish glow? **A:** They glow to protect themselves.

Q: Why do some corals glow in dark waters? **A:** They glow to help the algae living with them get enough light.

pp. 28-29

Q: What do garden lights use for energy? **A:** They use solar energy.

Q: How do solar garden lights work? **A:** They soak up light before glowing.

Q: How do glowsticks glow? **A:** They glow when two substances mix.

pp. 30-31

Q: What are scientists trying to make glow? **A:** They are trying to make plants glow.

Q: What chemical do scientists use to make plants glow? **A:** They use the same chemical found in fireflies.

Q: Why do scientists care about using less electricity? **A:** Using less electricity can help the environment.

讀後練習參考答案

■ Complete the text with the right form of the words or phrase.

- | | | |
|--------------|------------|--------------|
| 1. mushrooms | 2. contain | 3. chemicals |
| 4. reason | 5. soak up | 6. attract |

■ What things can glow? Finish the mind map. Write the facts that interest you. Possible answers:

1. Click beetles
2. Click beetles never stop glowing.
3. Mushrooms
4. Glowing mushrooms don't glow by day.
5. Jellyfish
6. Some jellyfish glow green or blue to protect themselves.
7. Man-made things
8. The lights of a garden light show use solar energy.



6.1-3 Stop That Saxophone! 故事大綱

- P36 Harry 參加了學校的管弦樂隊，他的首場薩克斯風演出將在四點開始。「那可不是你的樂譜。」Harry 的爸爸笑著說，「那是我的報紙！你的樂譜在這兒呢。」「謝謝爸爸，我太緊張了。」Harry 說。「別緊張也別咬指甲。這是壞習慣。」
- P37 Harry 乘 16 號公車去學校。他太緊張了，一路上都在咬指甲。「下一站，皇后學校。」公車司機說。Harry 立即站起來，準備下車。「打擾一下，別忘了你的樂譜！」一個戴藍帽子的男人說。「謝謝！不好意思，我第一次參加管弦樂隊演出，太緊張了。」Harry 說。
- P38 Harry 的朋友 Kiera 正巧在公車站。「嗨，Harry，你這次記得帶樂譜了吧？」Kiera 問。「帶了，但是我好緊張！」「你不用緊張的！那是你的新箱子嗎？」Kiera 問。「哦不，這不是我的。我的薩克斯風還在公車上！」
- P39 「薩克斯風，停下！」Harry 大叫道。他追著公車跑，但是街上的人太多了！
- P40 Harry 知道一條捷徑。他向右拐進一條沒人的小路。他越跑越快。
- P41 Harry 看見了那輛公車。他緊跑幾步跳上了車。「下一站，皇后學校。」公車司機說。「哦不。」Harry 說，「我上錯車了！」
- P42 Harry 望向馬路對面的公車站。16 號公車在那兒！「是那個戴藍帽子的人。」Harry 心想，「他拿了我的薩克斯風！一、二、三，跳！」
- P43 「它在那兒！薩克斯風，停下！」Harry 大叫道。但是戴藍帽子的人沒有聽到 Harry 的叫喊。他離得太遠了。他走進了一家奇怪的店，門是紫色的。商店招牌上寫著：「我們什麼都收！」
- P44 Harry 跑進那家奇怪的店。「停下，那是我的薩克斯風。」Harry 說。「這不是薩克斯風。」戴藍帽子的人說。「我們打開看看。」Harry 說。
- P45 戴藍帽子的人看向箱子內。「薩克斯風？那我的銀餐具哪兒去了？」「在這兒。」Harry 說，「我在公車上拿錯了。」「哦，你是公車上的那個男孩。」男人說，「你不是有管弦樂隊演出嗎？」「是的，演出在四點鐘！」「四點鐘？那你得跑著去了！」店老闆說。「哦不！」Harry 叫道。
- P46 Harry 及時跑回了學校。「Harry，你去哪兒啦？」Kiera 問。「你不會想知道的！」Harry 說。他太累了，都顧不上緊張了。「這是你的樂譜。」Kiera 說。「謝謝！我們走吧！」
- P47 Harry 非常開心。他找回了樂器，還準時到場。他把薩克斯風吹得比之前任何時候都響亮！「薩克斯風，停下！」觀眾們喊道。

Q & A

pp. 36-37

Q: What instrument does Harry play?

A: Harry plays the saxophone.

Q: What time was Harry's performance?

A: Harry's performance was at four o'clock.

Q: What bus did Harry take to school?

A: Harry took the number 16 bus to school.

pp. 38-39

- Q: Did Harry remember his music? A: Yes, Harry remembered his music.
Q: Where was Harry's saxophone? A: Harry's saxophone was on the bus.
Q: What did Harry do after shouting? A: Harry ran after the bus.

pp. 40-41

- Q: What did Harry want to catch? A: Harry wanted to catch the bus with his saxophone.
Q: Where did Harry turn? A: Harry turned right down a small street.
Q: What did Harry do when he saw the bus? A: Harry ran and jumped onto the bus.

pp. 42-43

- Q: Where did Harry look? A: Harry looked at the bus stop on the other side of the street.
Q: What did the man in the blue hat have? A: The man in the blue hat had Harry's saxophone.
Q: Why didn't the man hear Harry? A: The man didn't hear Harry because he was too far away.

pp. 44-45

- Q: Where did Harry run? A: Harry ran into the strange shop.
Q: What did the man in the blue hat say? A: The man said, "This isn't a saxophone."
Q: What did the man find inside the case? A: The man found a saxophone inside.

pp. 46-47

- Q: Did Harry arrive on time? A: Yes, Harry arrived just in time.
Q: How did Harry feel when he returned? A: Harry was too tired to be nervous.
Q: How did Harry play his saxophone? A: Harry played his saxophone louder than ever before.

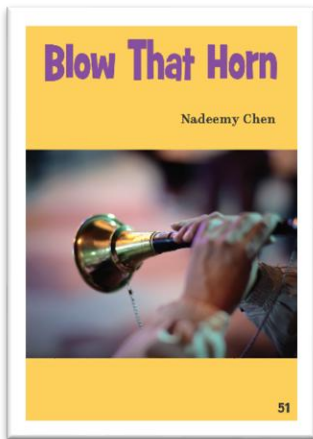
讀後練習參考答案

Complete the sentences with the right form of the words.

1. orchestra 2. saxophone, instrument 3. fingernails
4. silverware 5. strange 6. Newspaper

Answer the questions.

1. He was nervous about his first saxophone performance.
2. He bit his fingernails.
3. His saxophone was left on the bus.
4. A man in a blue hat took Harry's saxophone and took it to a strange shop.
5. The orchestra performance was at four o'clock.
6. Because Harry played his saxophone too loud.



6.1-4 Blow That Horn 故事大綱

- P52 像小號和長笛這類樂器被稱為管樂器。這是因為我們將空氣或風吹入這些樂器使其發聲。
- P53 最早的管樂器是號角。這些號角通常是真正的獸角，取自山羊、奶牛或水牛等動物。號角之名也由此而來！大多數號角只有一個響亮的音調。所以它們不是十分悅耳！它們主要用於發送信號。
- P54 今天，世界各地都在用喇叭狀樂器演奏音樂。
- P55 在中國，有一種獨特的喇叭狀樂器。它就是嗩吶！嗩吶是通過吹氣震動簧片來演奏的。簧片與一截木管相連。按住不同的音孔可以發出不同的音調。
- P56 嗩吶的聲音響亮高亢。因此它很適合戶外演奏！嗩吶經常在婚禮和葬禮上演奏。
- P57 嗩吶通常與鼓、鈸和笙一起合奏。你知道嗎？嗩吶有許多不同的尺寸！尺寸越小，音調越高。
- P58 嗩吶可以演奏不同類型的音樂。它常用於中國的民樂和戲曲中。但嗩吶也被用來演奏爵士樂和搖滾樂。
- P59 嗩吶演奏起來很難。但是如果嗩吶吹得好，據說聽起來像鳥鳴一般悅耳！
- P60 嗩吶可能是通過絲綢之路傳入中國的。中亞也有名字相似的更古老的喇叭狀樂器。
- P61 中國西部絲綢之路上有一幅可追溯至三世紀到五世紀的畫作，畫上一名樂師正在演奏一種與嗩吶非常相似的樂器。
- P62 嗩吶沒有在中國停止它的旅行。十九世紀晚期，中國的旅行者們把它帶到了古巴。古巴人民非常喜歡它！嗩吶現在成了古巴狂歡節的樂器之一！古巴人稱之為「中國小號」！

Q & A

pp. 52-53

- Q:** What kind of instruments are trumpets and flutes? **A:** Trumpets and flutes are wind instruments.
- Q:** What do we use to make sounds in wind instruments? **A:** We blow air or wind to make sounds in wind instruments.
- Q:** What were these horns made from? **A:** These horns were often made from real animal horns.

pp. 54-55

- Q:** Where are horns used today? **A:** Horns are used all around the world.
- Q:** What are horns used for today? **A:** Horns are used to play music today.
- Q:** How is the suona played? **A:** The suona is played by blowing air through a reed.

pp. 56-57

Q: What kind of sound does the suona have? **A:** The suona has a loud and high sound.

Q: At what events is the suona often played? **A:** The suona is often played at weddings and funerals.

Q: What instruments are usually played with the suona? **A:** The suona is usually played with drums, cymbals, and a sheng.

pp. 58-59

Q: In what kinds of groups is the suona often used? **A:** The suona is often used in Chinese orchestras and operas.

Q: What modern styles of music can the suona play? **A:** The suona can play jazz and rock music.

Q: Is it easy or hard to play the suona? **A:** It is very hard to play the suona.

pp. 60-61

Q: How did the suona probably come into China? **A:** The suona probably came into China via the Silk Road.

Q: Where were there older horns with similar names? **A:** There were older horns with similar names in Central Asia.

Q: When was this drawing made? **A:** It was made between the third and fifth centuries.

pp. 62-63

Q: Did the suona stay only in China? **A:** No, the suona traveled to other countries.

Q: Where did the Chinese travelers bring the suona? **A:** They brought it to Cuba.

Q: How did Cubans feel about the suona? **A:** Cubans liked it a lot.

讀後練習參考答案

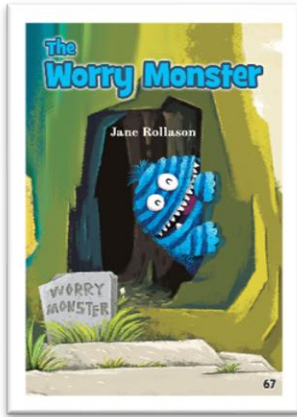
■ Complete the sentences with the right form of the words or phrase.

- | | | | |
|-----------|------------|----------|---------------|
| 1. signal | 2. notes | 3. Opera | 4. funeral |
| 5. flute | 6. wedding | 7. jazz | 8. rock music |

■ What do you know about the *suona*? Complete the charts.

- | | | |
|----------------------|------------------------|--------------------------|
| 1. via the Silk Road | 2. loud and high | 3. weddings and funerals |
| 4. Cuba | 5. the Chinese trumpet | |





6.1-5 Worry Monster 故事大綱

P68 Sally 十歲了。她有許多的煩惱。她為拼寫測驗而煩惱。

P69 她為足球課而煩惱。她為她的朋友們而煩惱。

P70 「我有一個辦法。」有一天奶奶說，「把你的煩惱寫在紙上。然後去拜訪解憂精靈。」「誰是解憂精靈？」Sally 問。「媽媽和爸爸會帶你去的。等等你就知道了！」

P71 媽媽、爸爸和 Sally 做好了準備。他們帶上了：三明治、手電筒、結實的靴子、雨衣和 Sally 的煩惱。「我們準備好了！」爸爸說，「出發！」

P72 首先他們跨過了一條河。河水又深又急。然後他們爬上了一座山。山很高。

P73 接著他們穿過了一片黑暗的樹林。許多雙眼睛盯著他們。

P74 終於，他們到了。「解憂精靈住在這個山洞裡。」爸爸說，「來吧！」「我害怕。」Sally 說。「別擔心。」媽媽說，「我像你這麼大的時候，也見過解憂精靈。」

P75 Sally 走進山洞。裡面很溫馨。洞裡有一個藍色的、毛茸茸的大眼睛生物。「進來吧，Sally！」解憂精靈說，「我早餐、中餐和晚餐都要吃煩惱。我現在餓極了！你有幾個煩惱呢？」「三個。」Sally 說。「嗯。」解憂精靈說。

P76 「你的第一個煩惱是什麼？」解憂精靈問。「拼寫測驗。」Sally 說，「我的拼寫測驗成績一直都不好。」「嗯。好吃！」解憂精靈說，「犯錯沒關係，Sally。我們從錯誤中吸取教訓。」

P77 「告訴我你的第二個煩惱。」解憂精靈說。「足球。」Sally 說，「我不擅長踢足球。」「嗯。不錯！」解憂精靈說，「和你爸爸到公園裡練習吧。練得足夠多了，水準就會提高的！」

P78 「你的第三個煩惱呢？」解憂精靈問。「朋友。」Sally 說，「我的朋友們不喜歡我。」「唔。有點棘手！」解憂精靈說，「真正的朋友會很友善。他們不會嘲笑你。去尋找真正的朋友吧。」

P79 媽媽、爸爸和 Sally 回到了家。「送你一個屬於你的解憂精靈！」奶奶說。她給了 Sally 一個可愛的解憂精靈玩偶。「謝謝。」Sally 說。第二天去上學時，Sally 記住了解憂精靈的話。現在她一點兒煩惱也沒有了！

Q & A

pp. 68-69

Q: What did Sally have?

A: Sally had a ton of worries.

Q: What did Sally worry about?

A: Sally worried about her spelling tests.

Q: What sport class did Sally worry about? A: Sally worried about her football class.

pp. 70-71

- Q: What did Granny tell Sally to write? **A:** Granny told Sally to write her worries.
Q: Where should Sally write her worries? **A:** Sally should write her worries on pieces of paper.
Q: What food did they take with them? **A:** They took sandwiches.

pp. 72-73

- Q: How was the water in the river? **A:** The water was deep and fast.
Q: How was the mountain? **A:** The mountain was very high.
Q: What was watching them in the dark wood? **A:** Lots of eyes were watching them.

pp. 74-75

- Q: Who lives in the cave? **A:** The Worry Monster lives in the cave.
Q: Did Mom meet the Worry Monster before? **A:** Yes, Mom met the Worry Monster when she was Sally's age.
Q: What does the Worry Monster eat? **A:** The Worry Monster eats worries.

pp. 76-77

- Q: What was Sally's first worry? **A:** Sally's first worry was spelling tests.
Q: Why are mistakes okay? **A:** Because we learn from our mistakes.
Q: What did Sally say about football? **A:** Sally said she is no good at football.

pp. 78-79

- Q: What did Sally say about her friends? **A:** Sally said her friends don't like her.
Q: What did the Worry Monster say real friends are? **A:** The Worry Monster said real friends are kind.
Q: What did Granny give Sally? **A:** Granny gave Sally a Worry Monster doll.

讀後練習參考答案

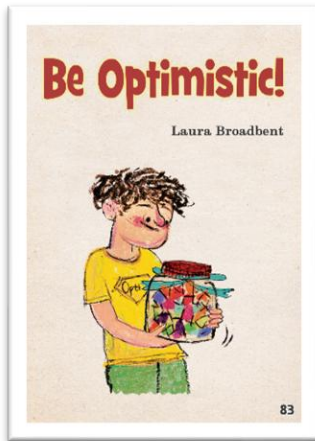
■ Complete the sentences with the right form of the words or phrases.

1. a ton of 2. spelling test 3. furry 4. Real
5. starving 6. practice 7. rain jackets

■ Put the sentences in order.

1. b 2. f 3. c 4. a 5. d 6. e





6.1-6 Be Optimistic! 故事大綱

P84 今天早上，我和我最好的朋友吵架了。我覺得現在沒人喜歡我了。放學後，我的足球隊輸掉了一場重要的比賽。我不想再踢足球了。一切都很糟糕。

P85 我沒法兒做數學作業。我妹妹真煩人，我覺得頭疼。天氣很糟糕，我不想見任何人。我覺得非常孤獨，非常不開心。

P86 保持樂觀！你可能會有一個消極的想法，然後有兩個消極的想法，接著有很多很多消極的想法！你會覺得生活中所有的事情都糟透了。你會覺得很難過。發生這種情況時，你就變成了一個悲觀主義者。「哦不！」「我不會！」「不可能！」

P87 樂觀清單。但是，你也可以有積極的想法。首先有一個積極的想法，然後有兩個積極的想法，接著有很多很多積極的想法！當你覺得生活中一切都很好時，你就成了一名樂觀主義者。試試「樂觀清單」，快樂起來吧！

P88 1. 和別人聊聊你的問題。當你分享你的大問題時，它們就會變成小問題，甚至不再是問題！

P89 2. 花時間和朋友、家人待在一起。

P90 3. 把你的消極想法畫出來或者隨意寫在一張紙上。然後把紙揉成一團，扔掉它。

P91 4. 做一個「美好回憶」罐。把你最喜歡的回憶寫下來。當你覺得不開心時，讀一條回憶，想像你又回到了當時。「我最喜愛的假期。我在海裡游泳。海水蔚藍又溫暖。我聞到了海水的鹹味和防曬霜的味道。」

P92 5. 創造一個「悲觀主義者」的角色。想像它擁有你的消極想法，並用積極的想法去回應。「我們會輸掉這場足球賽。」「這場比賽會很有趣！」

P93 6. 動起來！做運動時，我們的身體會產生快樂的感覺。

P94 7. 說出你擅長的事。你可以做一本書——「樂觀的我」，然後把自己的長處寫下來。「我很樂於助人！」「我棒極了！」「我有非常棒的朋友！」「我英語說得很好！」「我可以學會新事物！」「我關心他人。」「我吃得很健康，會照顧自己的身體！」「我富有創意！」「我擁有積極的態度！」

P95 樂觀清單 現在你有了「樂觀清單」！你可以把這個清單放在你的臥室、浴室或廚房裡。每天做一項，你就會成為一個樂觀主義者！

Q & A

pp. 84-85

Q: Who did the boy argue with this morning? A: The boy argued with his best friend this morning.

Q: How does the boy feel after the argument? A: He feels like nobody likes him now.

Q: What problem does the boy have? A: He has a headache.

pp. 86-87

Q: How do negative thoughts make you feel? A: They make me feel very sad.

Q: What do you become if you think everything is bad? A: You become a pessimist.

Q: How do positive thoughts make you feel? A: They make me feel happy.

pp. 88-89

Q: What happens when you share your problems? A: They become small problems, or
no problem.

Q: What is the boy talking about? A: The boy is talking about his problems.

Q: Who is sitting at the table with the boy? A: His family is sitting at the table with
him.

pp. 90-91

Q: What does the boy draw on the paper? A: The boy draws his negative thoughts on
the paper.

Q: What does the boy do after drawing? A: The boy screws up the paper.

Q: What is the boy making? A: The boy is making an “Amazing Memories” jar.

pp. 92-93

Q: What kind of game are they talking about? A: They are talking about a football game.

Q: What does the boy say about the game A: The boy says the game is going to be
really fun.

Q: What do our bodies make when we do exercise? A: Our bodies make happy feelings.

pp. 94-95

Q: What kind of book can he make? A: He can make an “Optimist Me” book.

Q: What does he say about friends? A: He says, “I have great friends!”

Q: What does the “Optimistic List” help us to be? A: It helps us to be an optimist.

讀後練習參考答案

■ Complete the sentences with the right form of the words or phrase.

1. argue 2. important 3. annoying 4. miserable

5. negative, positive 6. screwed up 7. active

■ What are the right ways to be optimistic? Tick the right ones.

2 3 4 5 6

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.

