

## 教學建議 6.2



# 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

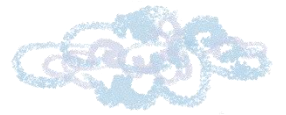
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

## ✚ 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。

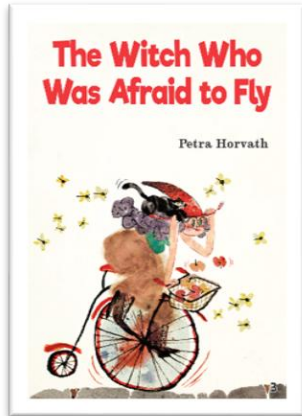
### 拓展活動

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



### 6.2-1 The Witch Who Was Afraid to Fly 故事大綱

- P4 Vilma 是一個特別的女巫。她害怕飛。她就是不能騎掃帚。一想到高高地飛在天上，她就覺得難受。
- P5 她不騎掃帚，而是騎一輛紅色的自行車。其他的女巫常常笑話她。但她並不介意。
- P6 一天，一切都改變了。Vilma 的貓 Old Charlie 爬到她花園裡橡樹最高的樹枝上去了。Vilma 正在煮神奇的「青蛙莓子汁」時，聽到了 Old Charlie 喵喵的叫聲。
- P7 她跑出房子去看發生了什麼。Old Charlie 在樹頂上。「快爬下來，你這隻笨貓！」Vilma 大叫道。但 Old Charlie 動不了。他被困住了！
- P8 「看起來不妙。」Vilma 說，「我得想辦法把他弄下來。」她開始爬樹。「太容易了。」她說。
- P9 但她的腳在樹皮上滑了一下，失去了平衡，背朝下摔下來。「哎喲！」Vilma 叫道。
- P10 她站起來，揉了揉摔疼的屁股。「我得想個別的辦法。」她想。一個念頭閃過她的腦海，她的腿開始顫抖，胃開始翻滾。
- P11 她跑進房子，徑直跑到了臥室裡。她知道那個東西在哪兒，就在她床底深處，上面佈滿了蜘蛛網和灰塵。
- P12 她一碰到掃帚，手就開始發抖。她把掃帚從床底下拖出來，然後跑了出去。拿著掃帚的感覺真奇怪。
- P13 她坐上掃帚，但立刻就下來了。「我做不到。我會死的。」她想。但是當她再次跳上掃帚時，整個世界開始圍著她旋轉。她飛起來了！
- P14 她不敢往下看。「上升，上升，抓住 Old Charlie。」她想。一分鐘之後，他們安全地降落在了地面上。
- P15 「這一切是怎麼發生的？」她問道。「我們成功了。你安全了。」Vilma 說。她朝 Old Charlie 眨了眨眼，Old Charlie 正開心地坐在她的腿上咕嚕著。

## Q & A

pp. 4-5

Q: What is Vilma?

A: Vilma is a witch.

Q: What is Vilma afraid of?

A: Vilma is afraid of flying.

Q: What did Vilma ride instead of a broomstick?

A: She rode a red bicycle.

pp. 6-7

Q: What was Vilma doing? **A:** She was cooking magic “frog-berry juice.”

Q: Where did old Charlie climb? **A:** He climbed up to the highest branch of the oak tree.

Q: What happened to Charlie in the tree? **A:** He got stuck.

pp. 8-9

Q: What did Vilma start doing? **A:** She started climbing up the tree.

Q: What did Vilma say while climbing? **A:** She said, “Easy as a ginger pie.”

Q: Where did Vilma land when she fell? **A:** She landed on her backside.

pp. 10-11

Q: What did Vilma do after she fell? **A:** She stood up rubbing her painful behind.

Q: How did her stomach feel? **A:** Her stomach lifted.

Q: Where was the broom? **A:** It was deep under her bed.

pp. 12-13

Q: What happened when Vilma first touched the broom? **A:** Her palm got shaky.

Q: How did holding the broomstick feel to her? **A:** Holding the broomstick felt strange.

Q: What happened when she tried again? **A:** The whole world started spinning around her.

pp. 14-15

Q: What was Vilma riding? **A:** She was riding the broomstick.

Q: What did Vilma do with the broomstick? **A:** She flew up to grab Charlie.

Q: What did Vilma do to Charlie? **A:** She winked at him.

### 讀後練習參考答案

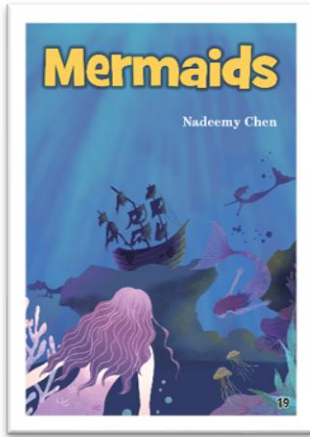
■ Complete the sentences with the right form of the words.

1. inch      2. balance, rubbed, painful      3. straight      4. exactly  
5. dragged      6. spinning, palm(s)      7. winked      8. lap

■ Put the sentences in order.

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





## 6.2-2 Mermaids 故事大綱

P20 關於美人魚的傳說已經流傳了千百年。

P21 安徒生童話裡的小美人魚愛上了一位人類王子。為了和他在一起，她犧牲了一切。最後她心碎而亡。這半人半魚的生物令無數人心動落淚。但你真的瞭解美人魚嗎？

P22 如今我們在西方藝術作品或故事裡看到的美人魚大多是善良而無害的，她們對人類通常也很友好。但歷史上關於她們的故事卻危險得多！

P23 美人魚常與海洋的兇險聯繫在一起，例如沉船和溺水。

P24 西方關於美人魚的黑暗歷史可能來源於希臘神話中的海妖塞壬。

P25 塞壬其實是半鳥半人，但在後來的一些故事中，她們的形象演變成了魚的樣子。

她們用誘人的音樂或歌聲來引誘水手偏離航線，進入淺灘。

P26 在希臘神話中，英雄奧德修斯用蜂蠟塞住所有水手的耳朵，然後讓他們把他綁在桅杆上。這樣，他可以聽到塞壬的音樂，船隻也不會遭遇不測。

P27 如今，許多歐洲語言仍然使用形似「Siren」的詞來表示美人魚。例如，在法語中，表示美人魚的單詞是「sirène」。

P28 東方也有類似美人魚的神秘生物。在中國神話中，鮫人就形似美人魚。

P29 鮫人滴淚成珠，還能織出入水不濕的絲綢。傳說，點燃他們的脂肪所產生的光永遠不會熄滅。

P30 據說，美人魚是人類根據現實世界中發現的一些海洋生物創造出來的。

P31 她們可能源自人們所看到的和人類一般大小的海洋動物，如海牛、儒艮，甚至海豹。在某些方面，這些動物看起來就像美人魚——當然，是胖乎乎的那種。

## Q & A

### pp. 20-21

**Q:** What are the stories on this page about?

**A:** They are about mermaids.

**Q:** How long have people told stories about mermaids?

**A:** For hundreds of years.

**Q:** What does the little mermaid fall in love with?

**A:** She falls in love with a human prince.

### pp. 22-23

**Q:** How are mermaids in Western artworks shown today? **A:** They are shown as kind and innocent.

**Q:** Are mermaids friendly to humans in these stories? **A:** Yes, they are often quite friendly to humans.

**Q:** What dangers were mermaids related to in the past? **A:** Mermaids were related to the perils of the sea.

pp. 24-25

**Q:** Where may the dark history of mermaids in the West have come from?

**A:** It may have come from the Sirens in Greek mythology.

**Q:** What were the Sirens in the original stories?

**A:** They were half-bird and half-woman.

**Q:** What did the Sirens use to trick sailors? **A:** They used music or singing.

pp. 26-27

**Q:** What did Odysseus use to plug his sailors' ears? **A:** He used beeswax.

**Q:** What did Odysseus tell his men to do to him? **A:** He told them to tie him to the mast.

**Q:** What do many European languages use for "mermaid"? **A:** They use words like "Siren."

pp. 28-29

**Q:** What is the name of these creatures? **A:** Their name is jiaoren.

**Q:** How did the jiaoren look? **A:** The jiaoren had a mermaid-like look.

**Q:** What happens when a jiaoren cries? **A:** It sheds pearls.

pp. 30-31

**Q:** Were mermaids based on real or imaginary animals?

**A:** They were based on real animals.

**Q:** Which ocean animal looks human-sized and may have inspired mermaids?

**A:** The manatee, dugongs or seals.

**Q:** Are the mermaids shown here thin or chubby? **A:** They are chubby.

### 讀後練習參考答案

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

1. tales, innocent      2. are related to      3. shipwrecks, drownings

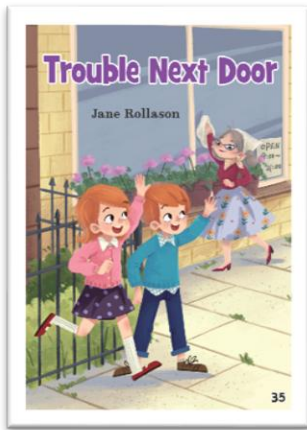
4. lure, tempting      5. sacrifices      6. shed      7. weave

8. originated      9. shifted

■ Write *T* (True) or *F* (False).

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





### 6.2-3 Trouble Next Door 故事大綱

- P36 Jackson 一家是幸福的。Jackson 一家也是吵鬧的。媽媽、爸爸、雙胞胎 Stella 和 Billy，還有貓咪橘子醬總是製造一些小事故。他們不是弄掉這，就是打碎那，或者用胳膊或尾巴碰翻什麼東西。在 Jackson 家，你最常聽到的話是什麼？是「對不起！」
- P37 街角的商店就在 Jackson 家隔壁。這家店是 Patel 太太的，她什麼都賣。你可以在 Patel 太太的商店裡聽到 Jackson 一家的聲音。今天她正在商店前面擺放一些新雨傘。
- P38 Jackson 家的雙胞胎走進了商店。「早安，雙胞胎。」Patel 太太說。「早安，Patel 太太。」雙胞胎說。「當心……」Patel 太太剛開口說。嘩！砰！嘩啦！太晚了！四把雨傘滾落到地上。六把雨傘打開了。一大罐彈珠掉到了地上。「對不起，Patel 太太。」雙胞胎說。Billy 拾起雨傘。Stella 撿起彈珠。
- P39 馬路對面，兩個小偷正在監視著商店。「我們什麼時候去拿錢？」矮個子小偷問道。「星期天，午飯時間。」高個子小偷說，「那時候店裡不會有顧客。」
- P40 星期天，Jackson 一家正在吃午餐。橘子醬也想要一些。嘩啦！他打翻了肉汁！「橘子醬！」媽媽喊道。「肉汁弄得到處都是！」「喵！」橘子醬叫道。「清潔劑在哪兒？」媽媽問道。「我今天早上用光了。」爸爸說，「當時 Stella 在廚房裡踩到了一管番茄醬。」
- P41 「雙胞胎。」媽媽說，「請跑到商店去再買些清潔劑。快點！」「好的，媽媽。」Billy 和 Stella 說。
- P42 Patel 太太在商店裡。小偷也來到了商店裡。他們是悄悄進來的，Patel 太太沒看見他們。他們正在從收銀機裡偷錢……
- P43 「小心點兒，Stella。」Billy 說，「別再把雨傘碰掉了。」但 Stella 沒在聽 Billy 說話。她在看小偷。
- P44 「Patel 太太！」Stella 喊道，「小偷！」Patel 太太尖叫起來！她按下了紅色的報警按鈕。小偷們抓起錢袋，開始朝門口跑去。
- P45 「快，Billy！」Stella 說，「雨傘！」Stella 和 Billy 撞掉了雨傘。雨傘擋住了路。小偷找不到出口了。
- P46 「快，Stella！」Billy 說，「彈珠！」Stella 和 Billy 打翻了彈珠罐子。所有的彈珠都在地上滾動。小偷站不起來了。橘子醬跳到了錢袋上。
- P47 員警趕到，帶走了小偷。「對不起，Patel 太太。」Stella 說，「我們撞掉了雨傘。」「還有彈珠。」Billy 說。「不要說『對不起』！你們很勇敢！你們幫了我一個大忙！」Patel 太太說，「有什麼我能幫你們的嗎？」「哦！」Stella 想起來了，「我們需要一些清潔劑……」

## Q & A

### pp. 36-37

- Q:** What kind of house is the Jackson house? **A:** The Jackson house is a happy house.
- Q:** Who lives in the Jackson house? **A:** Mom, Dad, twins Stella and Billy, and Marmalade the cat live in the Jackson house.
- Q:** Where is the corner store? **A:** The corner store is next door to the Jackson house.

### pp. 38-39

- Q:** Who comes into the store? **A:** The twins come into the store.
- Q:** How many umbrellas roll onto the floor? **A:** Four umbrellas roll onto the floor.
- Q:** Where are the two thieves? **A:** The two thieves are across the road.

### pp. 40-41

- Q:** What are the Jacksons having? **A:** The Jacksons are having their Sunday lunch.
- Q:** What does Marmalade knock over? **A:** Marmalade knocks over the gravy.
- Q:** What does Mom want them to buy? **A:** Mom wants them to buy some cleaner.

### pp. 42-43

- Q:** What are the thieves doing? **A:** They are stealing money from the cash register.
- Q:** What does Billy not want Stella to do? **A:** He doesn't want her to knock the umbrellas over again.
- Q:** What is Stella looking at? **A:** Stella is looking at the thieves.

### pp. 44-45

- Q:** Who does Stella shout to? **A:** She shouts to Mrs. Patel.
- Q:** What does Mrs. Patel do when she hears Stella? **A:** She screams and presses her red Police button
- Q:** What do the umbrellas block? **A:** The umbrellas block the way.

### pp. 46-47

- Q:** What do Stella and Billy knock over? **A:** They knock over the jars of marbles.
- Q:** What happens to the marbles? **A:** All the marbles roll on the floor.
- Q:** What do the police do? **A:** The police take the thieves away.

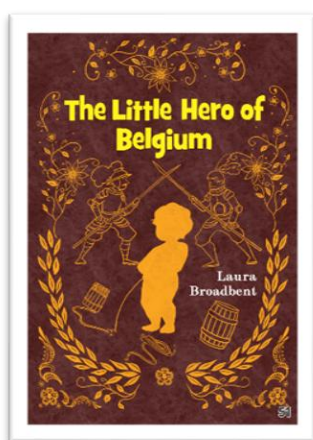
## 讀後練習參考答案

### Complete the passage with the right form of the words or phrases.

1. gravy      2. do me a favor      3. ketchup      4. corner store  
5. belonged to      6. exit      7. accident      8. marbles      9. cleaner

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

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



### 6.2-4 The Little Hero of Belgium 故事大綱

- P52 在比利時布魯塞爾的市中心有一座著名的銅像，雕刻的是一個小男孩正在往噴泉水池裡撒尿。它有兩個名字：  
— Manneken-Pis，在佛蘭芒語中的意思是「尿尿小童」。  
— Petit Julien，在法語中的意思是「小於連」。雖然這座雕像很小，但它是比利時的標誌。
- P53 這座雕像建於 1619 年。當時，雕像下的噴泉是城市中許多人主要的供水來源。
- P54 關於「尿尿小童」的歷史有很多的故事。其中一個廣為流傳的版本是一個英雄男孩讓這座城市免於災難。
- P55 據說大約在 15 世紀，西班牙軍隊非常強大，試圖佔領許多國家。西班牙攻打了比利時，並控制了首都布魯塞爾。
- P56 西班牙同意撤離比利時，但比利時人要答應一件事——比利時不會與法國並肩作戰。比利時人許下了諾言。
- P57 西班牙軍隊開始撤離布魯塞爾。比利時人以為他們終於自由了，於是開始慶祝。
- P58 在慶祝活動中，一個叫 Julien 的小男孩和他的夥伴們在街上玩捉迷藏。他躲在一隻木桶後面時看到一根燃燒的導火索向他逼近。他大聲喊了起來。
- P59 但是周圍沒有人，導火索燃燒得很快。突然，Julien 有了一個主意。他跳起身，在火花上撒了一泡尿。
- P60 終於，一名士兵走過來，發現了這個站在潮濕導火索旁邊的小男孩。  
這名士兵沿著導火索搜尋，發現這根導火索連接著堆放在城市周圍的大量火藥。
- P61 原來西班牙人的計畫是在這些火藥爆炸之前撤離這座城市。他們本來可以徹底摧毀布魯塞爾，但這個小男孩拯救了這座城市！
- P62 布魯塞爾人民製作了一尊小於連的雕像來歌頌他的勇敢。你可能會聽到這個故事的不同版本，但它們都有一個共同點——這個小男孩的智慧和勇氣。
- P63 今天，「尿尿小童」會穿上不同款式的服裝來慶祝城市裡的各項重要活動。現在，他已經擁有 1000 多套來自世界各地的服裝！

## Q & A

### pp. 52-53

- Q:** Where is the statue located?      **A:** The statue is in the center of Brussels, Belgium.  
**Q:** What material is the statue made of?      **A:** The statue is made of bronze.  
**Q:** When was the statue created?      **A:** The statue was created in 1619.

### pp. 54-55

- Q:** What is Manneken-Pis?      **A:** It is a statue of a small boy.  
**Q:** What is the popular story about?      **A:** It is about a heroic boy.  
**Q:** Which country did Spain attack?      **A:** Spain attacked Belgium.

### pp. 56-57

- Q:** What did Spain want from Belgium?      **A:** Spain wanted a promise.  
**Q:** What was the promise about?      **A:** The promise was about not fighting with France.  
**Q:** How did the Belgian people feel?      **A:** They felt free at last.

### pp. 58-59

- Q:** What game was Julien playing?      **A:** He was playing hide-and-seek.  
**Q:** What did Julien see coming toward him?      **A:** He saw a burning fuse coming toward him.  
**Q:** What did Julien pee on?      **A:** He peed on the spark.

### pp. 60-61

- Q:** What was Julien standing beside?      **A:** He was standing beside the wet fuse.  
**Q:** What did the soldier find at the end of the fuse?      **A:** He found huge piles of gunpowder.  
**Q:** What was Spain's secret plan?      **A:** Spain's plan was to leave the city before it exploded.

### pp. 62-63

- Q:** What did the people of Brussels make for Julien?      **A:** The people of Brussels made a statue of Julien.  
**Q:** Why did they make a statue of Julien?      **A:** They made a statue to celebrate his bravery.  
**Q:** Why is Manneken-Pis dressed up?      **A:** He is dressed up to celebrate big events in the city.



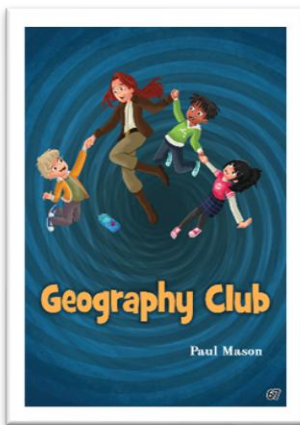
## 讀後練習參考答案

### Complete the sentences with the right form of the words.

1. exploded, destroyed    2. disaster, supply    3. capital, statue, fountain  
4. celebrate, bravery    5. attacked, connected    6. completely

### Put the sentences in order.

1. c    2. b    3. a    4. g    5. e    6. f    7. d



### 6.2-5 Geography Club 故事大綱

P68 放學後，Jack 和他的哥哥 Rick 見面。「我去地理社團要遲到了。跟我一起來吧。聽說新老師的社團很棒。」「不了，我現在要去音樂社團。」Rick 說，「打鼓可比地理有趣多了！」Jack 聳聳肩。「那好吧。一會兒見。」

P69 在地理社團門口，Jack 聽到猴子尖叫，鸚鵡啼鳴，老虎咆哮，聽起來就像一片叢林。「裡面到底發生了什麼？」Jack 很好奇。Jack 敲了敲門。聲音一下子停了。

P70-71 Holiday 老師開了門。教室裡很安靜。Jack 向她問好：「您好，我是 Jack。」「歡迎來到地理社團，Jack。」Holiday 老師說，「這是 Alison 和 David。」「很高興認識你們。」Jack 說。他看到牆上有一張巨大的地圖。「哇，這地圖真棒。」他說。

P72 「在地圖上選一個有趣的地方。」Alison 說。「任何地方都可以。」David 說。Holiday 老師給了 Jack 一個水晶玻璃遙控器。「然後把遙控器對準地圖，按下按鈕。看看會發生什麼。」Jack 笑著說：「我們開始吧！」他把遙控器指向一座山，按下了按鈕。

P73 噹！教室旋轉起來。轉了一圈。轉了兩圈。突然，整個房間都消失了。

P74-75 Jack 驚掉了下巴。他目光所及之處都是雪山。一陣大風刮來。空氣冷得要命。

Jack 看著遙控器的螢幕。「我們在喜馬拉雅山上。」他說。「地球上最高的山。」Alison 笑著說。「我真不敢相信。」Jack 說，「我在世界之巔！」

P76 突然，他們聽到一聲喊叫。「救命啊！」「什麼聲音？」Alison 問道。

Jack 在雪地上搜尋。在他們正下方，Jack 看到一名登山者正緊緊抓著一塊岩石。他被困住了。「看，那位登山者遇到麻煩了。」Jack 喊道。

P77 Holiday 老師從背包裡拿出繩子。她把繩子扔給了登山者。「抓住這根繩子！」Holiday 老師說。「加油，使勁拉！」Jack 喊道。大家一下一下將繩子拉上來。

P78 孩子們最後一下拉動繩子，登山者安全了。「謝天謝地，幸好你們在這裡。」登山者說，「可是你們的登山裝備呢？」Jack 咧嘴笑了：「哦，你看，我們有一

個……」 「天哪，該走了！」 Holiday 老師說，「社團活動結束了。請再按一次遙控器，Jack。」 「再見，登山者先生。」 Jack 說。

P79 群山消失了。大家回到了地理社團的地圖前。「這趟旅行太棒了！」 Jack 說。就在這時，響起了敲門聲。「請進。」 Holiday 老師說。是 Rick。「嗨，Jack，該回家了。」 Jack 和他的新朋友們揮手道別。「回頭見！」 Jack 說。「地理社團怎麼樣？」 Rick 問道。「樂趣無窮！」 Jack 說。

## Q & A

### pp. 68-69

- Q:** Where is Jake going? **A:** Jake is going to Geography Club.  
**Q:** Which club does Rick go to? **A:** Rick goes to Music Club.  
**Q:** What does Jake hear at the door? **A:** He hears monkeys, parrots, and tigers.

### pp. 70-71

- Q:** Is the classroom noisy or quiet? **A:** The classroom is quiet.  
**Q:** Who welcomes Jake to Geography Club? **A:** Ms. Holiday welcomes Jake to Geography Club.  
**Q:** Who are the two students in the classroom? **A:** They are Alison and David.

### pp. 72-73

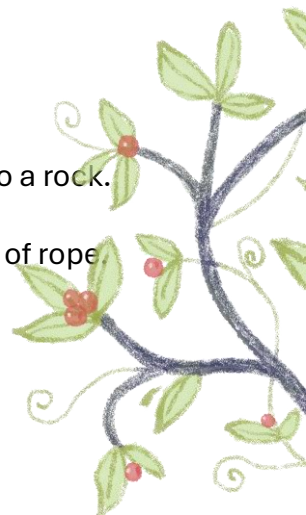
- Q:** Who gives Jake the crystal remote control? **A:** Ms. Holiday gives Jake the crystal remote control.  
**Q:** What should Jake do with the remote? **A:** Jake should point the remote at the map and press the button.  
**Q:** What happens to the classroom at the start of the page? **A:** The classroom spins round.

### pp. 74-75

- Q:** What does Jake see everywhere he looks? **A:** He sees snowy mountains.  
**Q:** How does Jake feel when he sees the mountains? **A:** His jaw drops wide open.  
**Q:** What is the weather like in the mountains? **A:** A strong wind blows and the air is freezing cold.

### pp. 76-77

- Q:** What does Jake see below? **A:** He sees a mountain climber holding on to a rock.  
**Q:** What is the climber holding on to? **A:** The climber is holding on to a rock.  
**Q:** What does Ms. Holiday take out from her backpack? **A:** She takes out a coil of rope.



pp. 78-79

Q: What do the children do with one last pull? **A:** They pull the climber to safety.

Q: What question does the climber ask? **A:** He asks, "Where is all your climbing equipment?"

Q: Where are the friends after the mountains vanish? **A:** They are back in Geography Club.

### 讀後練習參考答案

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

1. geography            2. Club            3. remote control, crystal

4. shrugged, shoulders    5. climber, equipment

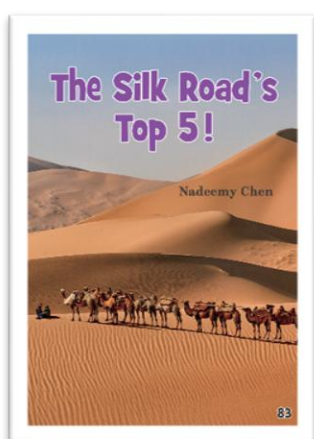
■ Answer the questions.

1. Because he thinks drums are more fun than geography.

2. Three / 3.

3. He goes to the Himalayas.

4. They save a climber (who is stuck / in trouble).



### 6.2-6 The Silk Road's Top 5 故事大綱

P84-85 古老的絲綢之路上有很多令人驚歎的景點！從兵馬俑到喀什大巴紮，每個人都能在中國找到自己喜歡的地方！**小提示：**準備好輕便衣服、防曬霜和圍巾，以保護自己不被曬傷！絲綢之路沿途天氣炎熱，塵土飛揚！

P86-87 1. **遇見兵馬俑：**不要錯過位於西安的有 2000 年歷史的兵馬俑！這支陶俑軍隊和真人一樣大，由 8000 多名士兵和 600 多匹馬組成。它保衛著中國第一位皇帝的陵墓！令人驚歎的是，其中沒有任何兩座雕像是一樣的！

P88-89 2. **在嘉峪關騎駱駝：**在這座明代要塞裡騎一騎駱駝吧！這座巨大的要塞是長城的最西端。過去，這裡是商人進入中原的第一個關口！

P90-91 3. **在莫高窟欣賞藝術品：**一定要參觀位於敦煌附近的莫高窟！在這裡共有 492 座手工開鑿的洞窟。莫高窟裡充滿藝術品。這裡有壁畫、雕塑、書等！第一本印刷書籍就是在其中一座洞窟中發現的！它印製於西元 868 年！

P92-93 4. **遊覽張掖世界地質公園**：在張掖的這座世界地質公園看看令人驚歎的彩虹山吧！這些紅色、橙色和黃色的山脈用了幾百萬年才形成！這些山丘形態各異，有的像摩天大樓，有的像城堡！小提示：晴天日出或日落的時候可以看到最好的風景！

P94-95 5. **在喀什大巴紮購物**：來感受一下中國西北最大市場的景象和聲音！  
小提示：一定要嘗嘗當地的食物。羊肉串和烤饅頭是最受歡迎的！別忘了買些紀念品！這裡有香料、絲綢、樂器、乾果、堅果等等。

## Q & A

pp. 84-85

**Q:** Where can you see the Terracotta Army? **A:** On the ancient Silk Road in China.

**Q:** What is the name of the large market on the Silk Road?

**A:** The Kashgar Grand Bazaar.

**Q:** What should you put on your skin to protect yourself from the sun?

**A:** You should put on sunscreen

pp. 86-87

**Q:** What is the Terracotta Army? **A:** The Terracotta Army is a life-size army made of clay.

**Q:** Where can you find the Terracotta Army? **A:** You can find the Terracotta Army in Xi'an, China.

**Q:** Who does the Terracotta Army protect? **A:** The Terracotta Army protects the tomb of China's first emperor.

pp. 88-89

**Q:** What is the Jiayu Pass? **A:** It is a Ming Dynasty fort.

**Q:** Where is the Jiayu Pass located on the Great Wall? **A:** It is at the west end of the Great Wall.

**Q:** What was Jiayu Pass used for in the past? **A:** It was the first entry point for traders.

pp. 90-91

**Q:** Where are the Mogao Caves located? **A:** They are near Dunhuang.

**Q:** How many hand-carved caves are there? **A:** There are 492 hand-carved caves.

**Q:** What kinds of art are found in the Mogao Caves? **A:** There are paintings, sculptures, calligraphy, and more.

pp. 92-93

**Q:** What kind of mountains are found in Zhangye Geopark?

**A:** They are rainbow mountains.

**Q:** How long did it take for the mountains to form? **A:** It took millions of years.

**Q:** What do the mountains look like on this page? **A:** They look like everything from skyscrapers to castles.

pp. 94-95

Q: Where is the Kashgar Grand Bazaar?

A: It is in Northwest China.

Q: What is special about this bazaar?

A: It is the biggest market in Northwest China.

Q: What are some things you can buy there?

A: You can buy spices, silk, musical instruments, dried fruit, and nuts.

### 讀後練習參考答案

#### ■ Complete the sentences with the right form of the words.

1. emperor, ancient, protect
2. local, entry, market
3. Spices, traders
4. sunscreen
5. printed, skyscrapers

#### ■ Answer the questions.

1. At the Jiayu Pass.
2. Paintings, sculptures and calligraphy.
3. A clear day.
4. The Kashgar Grand Bazaar.



## 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.

