

教學建議 6.3



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

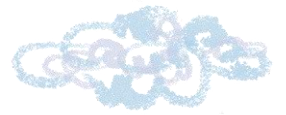
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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。

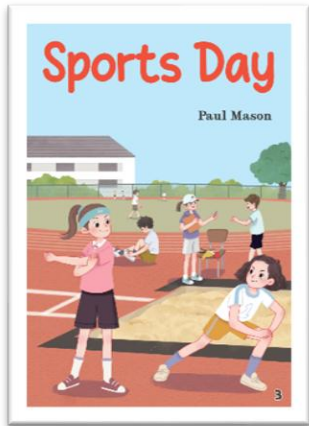
拓展活動

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



6.3-1 Sports Day 故事大綱

P4 「明天是開運動會的大日子，你準備好了嗎？」 Ruby 問。

「當然。我去年贏了兩條金緞帶呢，記得嗎？」 Karen 說。

P5 「啲，我贏了三條呢。」 Ruby 說。Karen 踩了踩腳。「唔，走著瞧，看這次運動會誰最棒。」

P6-7 「不如我們現在就來看看，從跳遠開始怎麼樣？」 Ruby 說。Karen 在跑道上助跑，跳進沙坑。她們量了 Karen 跳的距離。接下來 Ruby 助跑並發力一跳。她跳得一樣遠。她們又比賽了幾輪，但仍然打成平手。

P8-9 「我打賭推鉛球我會打敗你。」 Karen 說。Ruby 拿起一個沉重的鉛球。「我們每人投三次。」她們將球用力推出去。「看來推的距離差不多遠。」 Karen 說。「那我就在跳高上打敗你。」 Ruby 說。

P10-11 Ruby 調好了跳高的橫杆。她輕鬆地一躍而過，落在了墊子上。接著 Karen 也輕鬆躍過。她們不斷抬高橫杆，不斷跳過新的高度，但始終平手。「沒關係，運動會上我會贏的。」 Karen 兩頰通紅地說。「才不是，贏的會是我。」 Ruby 滿臉是汗地說。

P12 運動會到了，大家都很興奮。跳遠比賽中，Karen 揉了揉酸痛的雙腿，用盡全力一跳。她沒跳多遠，Ruby 也是一樣。

P13 「推鉛球比賽我會表現得好些。」 Ruby 邊說邊打了個大哈欠。但是推鉛球比賽中，兩個女孩幾乎推不動鉛球。「沒關係，我還有機會在跳高比賽贏一條綬帶。」 Karen 說。

P14 跳高比賽中，Ruby 沒能跳過橫杆。Karen 也碰掉了杆子。兩個女孩垂頭喪氣。

P15 Karen 和 Ruby 眼睜睜看著所有金緞帶一一被人拿走。「也許我們應該把最佳狀態留到今天。」 Karen 說。「明年等著瞧吧。」 Ruby 說。

Q & A

pp. 4-5

Q: How many gold ribbons did Karen win last year?

A: Karen won two gold ribbons last year.

Q: What day is Sports Day?

A: Sports Day is on Friday.

Q: How many ribbons did Ruby win? A: Ruby won three ribbons.

pp. 6-7

Q: Who jumped first?

A: Karen jumped first.

Q: Who won the competition?

A: Neither, they came out even.

Q: Did they compete only once?

A: No, they competed several rounds.

pp. 8-9

Q: What sport did Karen challenge Ruby in? A: The shot put.

Q: What did Karen say?

A: She said she could beat Ruby at the shot put.

Q: How many turns did they get?

A: They each got three turns.

pp. 10-11

Q: What event were the girls competing in?

A: The high jump.

Q: How did Ruby perform in her first jump?

A: She cleared the bar easily.

Q: What did the girls keep doing after each jump?

A: They kept raising the bar.

pp. 12-13

Q: How did everyone feel on Sports Day? A: Everyone was very excited on Sports Day.

Q: What did Karen do before she jumped? A: Karen rubbed her aching legs before she jumped.

Q: Could the girls throw the shot far?

A: No, the girls could barely move the shot.

pp. 14-15

Q: Could Ruby clear the bar?

A: No, Ruby couldn't clear the bar.

Q: What happened when Karen jumped?

A: Karen also knocked the bar off.

Q: Did Karen and Ruby win any ribbons?

A: No, Karen and Ruby did not win any ribbons.

讀後練習參考答案

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

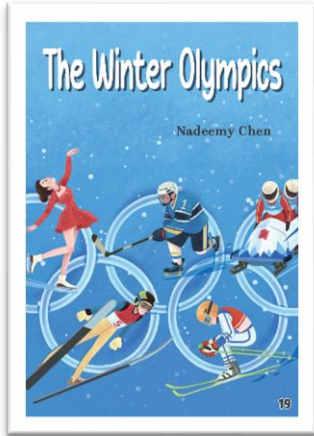
1. ribbons 2. compete 3. leaped 4. measured

5. heaved 6. sweat 7. even 8. barely

■ Write *T* (True) or *F* (False).

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





6.3-2 The Winter Olympics 故事大綱

- P20 你知道實際上有兩種奧運會嗎？分別是夏季奧運會和冬季奧運會！第一屆冬季奧運會是 1924 年在法國舉行的！
- P21 冬季奧運會規模稍微遜，但同樣是激動人心的重大賽事！
- P22 冬季奧運會上的運動競賽速度又快又驚險！有些比賽速度太快，選手們幾乎同時到達終點，難分勝負！
- P23 在 2018 年冬奧會上，兩位現代冬季兩項選手都以 35:47.3 的成績完成越野滑雪。裁判通過看現場照片才選出獲勝者！這被稱為攝影定勝負！
- P24 越野滑雪並不是冬奧會速度最快的運動項目。最快的兩個項目要數高山滑雪和雪車。高山滑雪最高速度紀錄由法國人 John Clarey 創下。他達到了 161 千米/小時！遠超高速公路上汽車的速度！
- P25 雪車的最高速度紀錄是 201 千米/小時！跟高速列車一樣快！
- P26 不過讓一個運動項目具有危險性的並非只有速度。跳臺滑雪運動員和自由式滑雪空中技巧運動員要衝下山坡，在空中飛行儘量遠的距離或者完成空翻，然後落地。在 2014 年冬奧會上，有近一半自由式滑雪空中技巧運動員受傷！
- P27 過去，女性不被允許參加跳臺滑雪項目。在 2014 年，女性跳臺滑雪選手終於向世界展示了自己的實力！
- P28 花式溜冰既不是速度最快，也不是最危險的運動項目，卻是冬奧會最受歡迎的項目之一。花式溜冰是運動和藝術的結合。選手們在冰上滑行，做出種種令人驚歎的跳躍和旋轉！
- P29 花式溜冰有 6 種跳躍。選手們會根據跳躍的表現得分！
- P30 冬季奧運會的歷史不長。令人難過的是，100 年後它或許不復存在。氣候變化意味著絕大多數城市都將因為過於溫暖而無法舉辦冬奧會——甚至是那些曾經舉辦過冬奧會的城市。
- P31 「冬季運動需要在寒冷的冬季進行，所以在條件允許的時候好好享受吧！」

Q & A

pp. 20-21

Q: How many kinds of Olympics are there? **A:** There are two kinds of Olympics.

Q: What are the two Olympics called? **A:** They are the Summer Olympics and the Winter Olympics.

Q: How many events were in the Winter Olympics 2022?

A: There were 109 events in the Winter Olympics 2022.

pp. 22-23

Q: Are Winter Olympic sports slow or fast? **A:** Winter Olympic sports are fast.

Q: What makes it hard to know who won? **A:** A close finish makes it hard to know who won.

Q: What race did the athletes finish? **A:** They finished the cross-country ski race.

pp. 24-25

Q: What are the two fastest Winter Olympic sports?

A: The two fastest Winter Olympic sports are alpine skiing and bobsleigh.

Q: Who set the top speed record in alpine skiing?

A: The top speed record was set by Johan Clarey.

Q: What is the fastest recorded speed for a bobsleigh?

A: The fastest recorded speed for a bobsleigh is 201 kilometers per hour.

pp. 26-27

Q: What sport do athletes fly far in the air? **A:** Athletes fly far in ski jumping.

Q: Do ski jumpers go downhill before flying? **A:** Yes, ski jumpers go downhill before flying.

Q: When were women first allowed in ski jumping at the Olympics?

A: Women were first allowed in 2014.

pp. 28-29

Q: Is figure skating popular? **A:** Yes, figure skating is very popular.

Q: What do figure skating competitors do on the ice? **A:** They skate, jump, and spin.

Q: How many kinds of jumps are there in figure skating? **A:** There are six kinds of jumps.

pp. 30-31

Q: Have the Winter Olympics been around for a very long time?

A: No, they haven't been around for that long.

Q: How does climate change affect winter sports?

A: It makes winters warmer and reduces snow.

Q: Can cities that once hosted the Winter Olympics still host them in the future?

A: Maybe not, because they may be too warm.

讀後練習參考答案

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

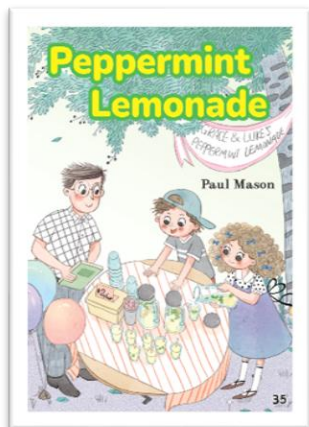
1. exact 2. skiers, allowed 3. athletes, though 4. hosted

5. climate, cross-country 6. Figure skating 7. recorded

■ Write *T* (True) or *F* (False).

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





6.3-3 Peppermint Lemonade 故事大綱

P36 一個烈日炎炎的週六，Grace 和 Luke 覺得這是個賣檸檬水的好時機。他們榨了檸檬汁，又加了糖、水和薄荷葉。

P37 檸檬水調好之後，爸爸幫他們把所有東西運到了公園。他們在樹下找了個位置，一起擺了個賣檸檬水的攤子。

P38 「看起來很好喝。請給我來兩杯。」一位女士說。Grace 和 Luke 迅速倒了兩杯檸檬汁。「好喝！薄荷味兒的。」小女孩說。

P39 Luke 看了看盒子裡的錢。「哇！我們要有錢啦！想像一下我們可以用賣檸檬水的錢做些什麼！」

P40 Grace 拍手。「想想看，我們要把檸檬水生意做大。」「好主意。」Luke 說，「首先，我們要買一輛賣檸檬水的小貨車。」

P41 「沒錯，然後我們可以開著它在全城賣我們的薄荷檸檬水。」Grace 笑道。「成百上千的人會來排隊買冷飲。」Luke 說。

P42 接著，Grace 給一位口渴的男士倒了一杯檸檬水。她笑著把錢放進盒子。「不過我們也要開一家店。」Luke 說，「一家又大又漂亮的店，有許多桌椅。」

P43 「還有很多服務員給客人上薄荷檸檬水。」Grace 說。「我們開了一家店以後，還可以再開一家，然後再開一家。」Luke 說。

P44 「很快我們的薄荷檸檬水店就會遍佈全城，然後遍佈全世界！」Grace 說。「我們的檸檬水會特別有名。女王都會讓我們給她送一些去。」Luke 笑著說。

P45 「我們要對女王鞠躬，像這樣的。」Luke 說。Luke 深深鞠了一躬，Grace 也深深鞠了一躬。

P46 Grace 和 Luke 的胳膊碰翻了桌子。桌子倒了，檸檬水全都灑了出來。

P47 「哎呀！」Grace 怔怔地看著地上一灘檸檬水。Luke 搖搖頭大笑起來。「我想我們或許是見不到女王了。」

Q & A

pp. 36-37

Q: What are Grace and Luke doing on Saturday? **A:** They are making lemonade.

Q: What do they add to the lemonade besides lemons?

A: They add sugar, water, and peppermint leaves.

Q: Where did they find a spot in the park?

A: They found a spot under a tree.

pp. 38-39

Q: How many cups of lemonade did they pour? **A:** They poured two cups.

Q: What flavor did the girl taste?

A: She tasted peppermint.

Q: What is Luke looking at?

A: He is looking at the money in their box.



pp. 40-41

Q: What did Grace imagine? **A:** She imagined building a big lemonade business.

Q: What was the first thing Luke wanted to buy? **A:** He wanted to buy a lemonade van.

Q: What did Grace say they could do with the lemonade van? **A:** She said they could drive all over the city selling lemonade.

pp. 42-43

Q: What did Grace do after serving the man?

A: She smiled and put the money in the box.

Q: What kind of shop did Luke imagine? **A:** A big, fancy shop with tables and chairs.

Q: What did Grace imagine for their business?

A: She imagined lots of waitresses serving peppermint lemonade.

pp. 44-45

Q: What did Grace say about their lemonade shops? **A:** She said they will be all over the city and the world.

Q: What did Luke say the Queen would do? **A:** He said the Queen would ask them to bring her some lemonade.

Q: Who did Luke say they would bow to? **A:** To the Queen.

pp. 46-47

Q: What did Grace and Luke's arms knock over? **A:** They knocked over the table.

Q: What happened after the table fell? **A:** All the lemonade fell too.

Q: What did Luke do when he saw the mess? **A:** He shook his head and laughed.

讀後練習參考答案

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

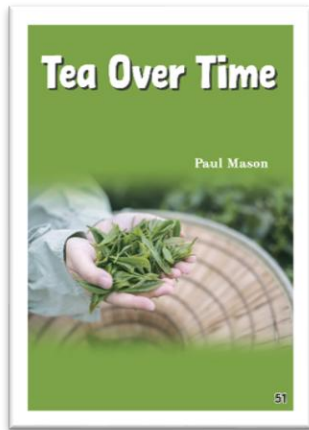
1. peppermint 2. stand, imagines, business, pretty

3. served, another 4. decided, fancy 5. squeezed

■ Put the sentences in order.

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





6.3-4 Tea Over Time 故事大綱

- P52 穿越時光的茶：五千多年前的一天，中國古代一位名叫神農的首領坐下來喝一碗熱水。幾片葉子在風中飛舞，落進他的碗裡。他喝下泡了葉片的水，十分喜歡那種清爽的感覺，飲茶自此而始。
- P53 沒人能確定這個著名的故事是否真實，但有一件事是肯定的：中國是最早飲茶的國家。在過去，茶是一種藥。但隨著時間的推移，茶已經成為朋友和家人間的社交飲品。
- P54 中國茶文化：中國主要有六種茶：綠茶、黃茶、白茶、紅茶、烏龍茶和黑茶。每一種茶都有不同的製作工藝，因此味道和顏色各異。
- P55 要製作綠茶，製茶者會在採摘後馬上加熱茶葉。這能使茶葉保持綠色。綠茶顏色清淺，口味清淡。
- P56 但要製作紅茶，製茶者則會在採摘後將茶葉晾幾個小時。這樣茶葉顏色會變深。紅茶比綠茶顏色更深，味道更濃。
- P57 在中國，喝茶時會有正式的功夫茶藝。功夫茶藝對於注水、洗杯、洗茶和倒茶都有很多正規的步驟。飲茶之前別忘了先聞茶香，賞湯色！
- P58 日本茶文化：大約一千二百年前，日本的佛教僧侶來到中國，將茶和茶道帶回日本。起初，茶是非常珍貴的，只有貴族和僧侶能夠品嚐。後來，茶道便開始流行起來。
- P59 在日本茶道中，一切細節都有規矩——比如房間的裝飾，茶具的擺放位置等——這一點十分重要。信不信由你，一次正式的日本茶道儀式可以長達四個小時！
- P60 日本茶道通常用抹茶來調製茶湯。抹茶是綠茶粉末。一杯調製好的抹茶是鮮綠色的，味道濃郁。甜點中也會用到抹茶粉，比如抹茶蛋糕和抹茶冰淇淋。
- P61 英國茶文化：在 17 世紀的英國，飲茶在貴族中十分盛行。後來，「下午茶」在富人中流行起來。人們在下午用銀壺沖泡散裝茶葉，用精緻的瓷杯喝茶。正規的下午茶會搭配一些小份的茶點，比如小三明治、蛋糕和油酥點心。
- P62 如今在英國，幾乎所有的茶都裝在茶包裡。正規的下午茶通常只在特殊時候才會安排。英國人經常在茶里加牛奶和糖。
- P63 從神農的第一杯茶開始，茶經歷了漫長的發展。現在，世界各地有很多不同的飲茶方式。你喜歡怎麼喝茶呢？

Q & A

pp. 52-53

Q: Who was the leader in the story?

A: His name was Shennong.

Q: What blew into his bowl?

A: Some leaves blew into his bowl.

Q: What is one thing that is certain?

A: China is the first country to drink tea.



pp. 54-55

Q: How many main types of tea are there in China? **A:** There are six main types.

Q: What are the six types of tea? **A:** Green, yellow, white, black, oolong, and dark tea.

Q: When do tea makers heat the tea leaves? **A:** They heat the tea leaves soon after picking.

pp. 56-57

Q: How do tea makers make black tea? **A:** They dry out the tea leaves for a few hours after picking.

Q: What happens to the leaves after drying? **A:** The leaves become dark.

Q: Where is Gongfu tea ceremony practiced? **A:** Gongfu tea ceremony is practiced in China.

pp. 58-59

Q: How long ago did Japanese monks bring tea from China? **A:** About 1,200 years ago.

Q: What two things did the monks bring back to Japan? **A:** Tea and the tea ceremony.

Q: What is important in the Chado tea ceremony? **A:** Preparing everything in exactly the right way.

pp. 60-61

Q: What kind of tea is usually used in the Chado ceremony? **A:** Matcha is usually used.

Q: What is matcha? **A:** Matcha is green tea powder.

Q: Who first enjoyed tea in Britain? **A:** Nobles enjoyed tea first.

pp. 62-63

Q: How is most tea served in Britain today? **A:** Most tea is served in tea bags.

Q: What do British people often add to their tea? **A:** They often add milk and sugar to their tea.

Q: What is the main idea of this page? **A:** Tea is enjoyed in many different ways around the world.

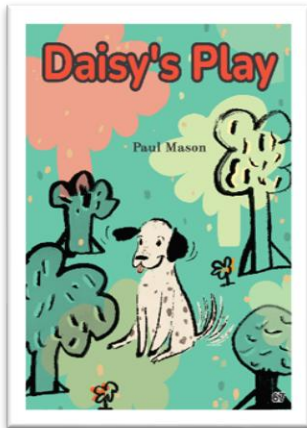
讀後練習參考答案

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

1. powder, desserts
2. ceremony, proper
3. social
4. precious, treatment
5. pale, thus
6. certain, decorations, fashionable

Answer the questions.

1. There are six main types of tea in China.
2. They dry out the tea leaves for a few hours.
3. You should take time to smell the tea and enjoy the color.
4. A Chado tea ceremony can take four hours.
5. They often add milk and sugar to their tea.



6.3-5 Daisy's Play 故事大綱

- P68 Rachel 的班級要在學校遊園會上演出舞臺劇《小紅帽》。Rachel 的家人非常興奮。「祝你演出成功。」媽媽說著，給了 Rachel 一個擁抱。「祝你好運！」弟弟 Stewart 說。
- P69 一家人在草地上找了個地方坐，小狗 Daisy 聞來聞去。爸爸鋪好毯子，Daisy 跳了上去。「下來！」Stewart 說。「汪！」Daisy 搖著尾巴叫。
- P70 布幕拉開，Rachel 穿著小紅帽的服裝走上舞臺。Daisy 看見 Rachel，叫了一聲：「汪。」「噓。」Stewart 說。
- P71 「把這些曲奇餅乾給你外婆送去，小紅帽。」小紅帽的媽媽說，「記得不要離開小路！」「好的，媽媽。」Rachel 說著，一蹦一跳地穿過舞臺。Daisy 看到 Rachel 在舞臺上蹦蹦跳跳走，又叫了一聲：「汪！」
- P72 這時，大灰狼從佈景樹後面出來了。他穿著毛茸茸的棕色狼外套，頭上戴著一個大大的狼頭，看起來可嚇人了。「嗚！」Daisy 發出警告的低吼，拉扯著牽引繩。「坐下。」Stewart 說。
- P73 「你要去哪兒呀，小紅帽？」大灰狼高聲問。「汪！汪！」Daisy 大叫起來。觀眾開始咯咯笑。
- P74 突然，Daisy 用力一衝。Stewart 沒能抓住牽引繩。他還沒來得及阻止，小狗就跑著穿過了人群。「Daisy！」媽媽和爸爸大叫。
- P75 小狗嗚嗚低吼著跳上舞臺。「救命！」大灰狼叫道。「別擔心，我來了。」Stewart 說。「汪，汪，汪！」Daisy 叫著。「下去，Daisy。我們正在演出呢！」Rachel 說。
- P76-77 Daisy 追著大灰狼，Stewart 追著 Daisy，Rachel 追著 Stewart，在佈景樹之間繞來繞去，滿舞臺亂竄。「我跟你說過不要離開小路，小紅帽！」小紅帽的媽媽叫道。她也加入了追逐「抓住你了！」Rachel 說著，一把抓住 Daisy 的牽引繩。這時，小紅帽外婆家的房門也倒了。
- P78 「哦，天哪，天哪，演出全毀了。」貝爾太太說。但是觀眾們卻鼓起掌來。鼓掌的聲音越來越大。「這是有史以來最搞笑的《小紅帽》！」有人叫道。
- P79 Rachel 微笑著從地上爬起來，小演員們一起謝幕。「你有大麻煩了，Daisy。」Stewart 說。「汪！」Daisy 搖著尾巴叫了一聲。

Q & A

pp. 68-69

- Q:** What event was happening at Rachel's school? **A:** A school fair.
Q: What play did Rachel's class perform? **A:** *Little Red Riding Hood*.
Q: What did Daisy do when they arrived? **A:** She smelled all the smells.

pp. 70-71

- Q:** What was Rachel wearing? **A:** She was wearing her Little Red Riding Hood costume.
Q: Who saw Rachel on stage? **A:** Daisy, the dog, saw Rachel.
Q: What advice did Mother give Rachel? **A:** To stay on the path.

pp. 72-73

- Q:** Who came out from behind the trees? **A:** The Wolf came out from behind the trees.
Q: How did the Wolf look? **A:** He looked very fierce.
Q: How did the people feel? **A:** They began to giggle.

pp. 74-75

- Q:** What did Daisy do suddenly? **A:** Daisy pulled hard.
Q: Where did Daisy run? **A:** Daisy ran through the crowd.
Q: Why did Rachel ask Daisy to get off? **A:** Because they were in the middle of a play.

pp. 76-77

- Q:** Who did Daisy chase? **A:** Daisy chased the Wolf.
Q: Who was chasing Daisy? **A:** Stewart was chasing Daisy.
Q: What happened after Rachel grabbed the leash? **A:** The door of Grandma's house came down.

pp. 78-79

- Q:** What did Mrs. Bell think about the play? **A:** She thought the play was ruined.
Q: What did the audience do after the play? **A:** The audience started to clap.
Q: What did the children do on stage? **A:** The children all bowed.



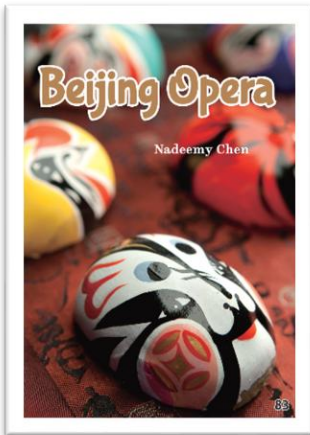
讀後練習參考答案

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

1. put on, fierce, leash, Break a leg
2. path, wagging
3. crowd, stage
4. ruined

■ What did Daisy do? Choose and complete the sentences.

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



6.3-6 Beijing Opera 故事大綱

P84 京劇是中國文化瑰寶，以高昂的唱腔和華麗的服飾聞名。

P85 二胡和鑼是京劇中的兩種主要伴奏樂器。(上圖左起：二胡、鑼) 京劇有四大行當：生(男性角色)、旦(女性角色)、淨(花臉角色)、醜(丑角)。我們來看看這些行當的特點！(下圖左起：生、旦、淨、醜)

P86 生角扮演男性角色。他們在臺上唱、做或表演武行。「我扮演一位文人。我長長的白鬍子表明我是一位老者。」

P87 生角有時要表演打戲。他們需要技巧嫻熟，以免自己的兵器觸碰到其他表演者。

P88 旦角扮演女性角色。最重要的旦角(青衣)有大量唱段。她們的動作幅度不大。「我扮演一位貴婦。我彎曲手指表示我在思考。」

P89 甚至細微的手指動作也用來表達人物的情感。(左上圖：難為情；右上圖：擔憂；左下圖：氣憤；右下圖：激動)

P90 淨角扮演粗放的男性角色。他們嗓音深沉，動作有力。淨角會畫上臉譜。「我扮演一位將軍。白色臉譜表示我奸詐。」

P91 淨角勾畫的臉譜圖案和顏色各異。每種顏色都有各自的含義，反映人物的性格。(紅色 = 好；白色 = 壞；黃色 = 兇狠；藍色 = 勇敢)

P92 丑角扮演小丑。他們會把眼睛和鼻子周圍塗白。他們總是能引觀眾發笑。「我扮演一名獄卒。我用念白代替吟唱。我還會即興編臺詞！」小鼓和檀板常用來給丑角配樂。

P93 你知道嗎？唐朝的一位皇帝曾演過丑角！

P94 京劇學習起來十分具有挑戰性。四種行當各有千秋。正如你所見，各種行當需要不同的技巧和表演風格。大多數京劇演員只練一種行當。

P95 京劇的舞臺通常十分簡單，很少用到佈景，完全依靠演員的表演讓一場演出精彩紛呈！

Q & A

pp. 84-85

- Q:** What is Beijing Opera? **A:** Beijing Opera is a Chinese cultural treasure.
- Q:** Why is Beijing Opera famous? **A:** It is famous for its high-pitched singing and beautiful costumes.
- Q:** What are two main instruments used in Beijing Opera? **A:** They are the erhu and the gong.

pp. 86-87

- Q:** What do Sheng actors do in Beijing Opera? **A:** Sheng actors play the male roles.
- Q:** What do Sheng actors do on stage? **A:** They sing, act, or do martial arts.
- Q:** What do Sheng actors sometimes do on stage? **A:** They sometimes have fights.

pp. 88-89

- Q:** Who plays the female roles in Beijing Opera? **A:** Dan actresses play the female roles.
- Q:** What do Qingyi characters do a lot? **A:** They sing a lot.
- Q:** What do tiny finger movements show in Beijing Opera? **A:** They show how a character feels.

pp. 90-91

- Q:** What kind of roles do Jing actors play? **A:** They play the rough men.
- Q:** How do Jing actors usually speak? **A:** They use deep voices.
- Q:** What do Jing actors paint on their faces? **A:** They paint different styles and colors.

pp. 92-93

- Q:** What kind of roles do Chou actors play? **A:** They play the clowns.
- Q:** How can we recognize a Chou actor? **A:** They have white make-up around their eyes and nose.
- Q:** Did you know a Tang dynasty emperor was once an actor? **A:** Yes, he was a Chou actor.

pp. 94-95

- Q:** Is Beijing Opera easy or challenging to master? **A:** It is very challenging to master.
- Q:** Do most actors train for many roles? **A:** No, most actors only train for one role.
- Q:** Are there many props on stage? **A:** No, few props are used.

讀後練習參考答案

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

1. cultural 2. challenging, entertaining, skillful
3. requires 4. weapons 5. force 6. rough

■ Write T (True) or F (False).

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

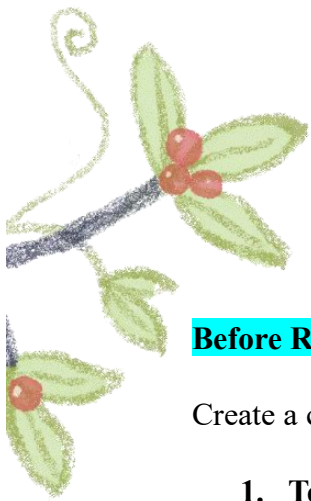
互動單字小遊戲

- 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。
- 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。
- 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。
- 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。
- 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。
- 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。
- 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.

