

教學建議 6.4



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

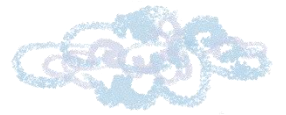
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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。

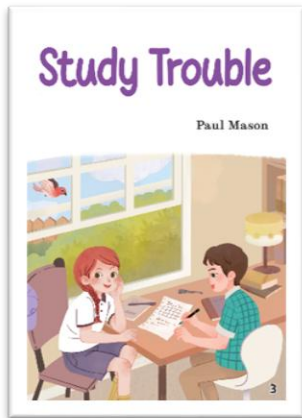
拓展活動

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



6.4-1 Study Trouble 故事大綱

- P4 這週晚點時候有一場大考，不過 Oliver 準備得很充分。他把所有的重點都寫在了一頁學習筆記上。現在他所要做的就是學習這頁筆記上的內容。
- P5 放學後，Oliver 沿路去他的朋友 Sofia 家裡學習。但 Sofia 不想學習：「先玩一小會兒怎麼樣？」 Oliver 搖了搖頭：「別忘了，我們有場大考。」「不得不說，我同意 Oliver 的看法。」 Sofia 的爸爸說。
- P6 在 Sofia 的房間裡，Oliver 給她看了筆記頁：「我們需要學習這一整頁的內容。」「你真沒意思。」 Sofia 抓過那張紙說道。「別鬧了。」 Oliver 說。「過來拿呀。」 Sofia 一邊說著，一邊把筆記頁舉過頭頂。
- P7 Oliver 去抓他的學習筆記，但那頁紙從 Sofia 手中掉了下來。Oliver 看著它飄出了窗外。「哎呀，我下去拿。」 Sofia 說。
- P8 Sofia 下樓來到花園裡。她看到 Oliver 的筆記落在灌木叢上。但當她伸手去拿那張紙時，一隻鳥突然俯衝下來。
- P9 那隻鳥叨住紙，飛到了一棵樹上。「嘿，小鳥，那不是用來築巢的。」 Oliver 喊道。「我去拿。」 Sofia 說。
- P10 但是樹太高了。「爸爸，請拿個梯子過來。」 Sofia 喊道。爸爸拿來梯子，幫著她爬上去。這隻鳥看著 Sofia 靠得越來越近，突然間，它又飛走了。
- P11 「真的很抱歉，我弄丟了你的筆記。」 Sofia 說。「你已經盡力去拿了，謝謝。」 Oliver 一邊收拾東西一邊說。
- P12 Oliver 走到家門口，他的弟弟 Stan 正在外面玩。「嘿，Oliver，你猜怎麼樣？」「我實在沒有時間玩。我需要寫新的學習筆記。」 Oliver 說。
- P13 「看，我正在踢足球呢，這東西就飄了下來。」 Stan 說著，舉起一張紙。「不可能！我的學習筆記！」 Oliver 說。
- P14 「真好奇它是怎麼到這兒來的。」 Oliver 說。他抬眼向上看去。頭頂的樹上停著那隻鳥。
- P15 鳥看起來很生氣。「對不起了，小鳥。但我比你更需要這張紙。」 Oliver 笑著說。

Q & A

pp. 4-5

Q: What is Oliver preparing for?

A: He is preparing for a big exam.

Q: What did Oliver write down?

A: He wrote down all his facts on a study sheet.

Q: What idea did Sofia have?

A: She wanted to play a quick game.

pp. 6-7

Q: What did Oliver show to Sofia?

A: He showed her the study sheet.

Q: How did Sofia feel about studying?

A: She thought it was no fun.

Q: Where did the page go?

A: It floated out of the window.

pp. 8-9

Q: Where did Sofia go?

A: She went down to the garden.

Q: What did Sofia see on the bush?

A: She saw Oliver's notes.

Q: What did the bird take?

A: The bird took the page in its beak.

pp. 10-11

Q: Who did Sofia call for help?

A: She called her dad.

Q: What did Sofia ask her dad to bring?

A: She asked him to bring a ladder.

Q: What did Sofia say to Oliver?

A: She said she was sorry about his notes.

pp. 12-13

Q: Who was playing outside Oliver's house? A: His brother Stan was playing outside.

Q: Why didn't Oliver have time for games? A: Because he needed to make new study notes.

Q: What did Stan find while playing? A: He found a piece of paper floating down.

pp. 14-15

Q: What was Oliver holding in his hands? A: He was holding his study sheet.

Q: What did Oliver see in the tree? A: He saw the bird sitting above his head.

Q: How did the bird look in the tree? A: The bird looked pissed off.

讀後練習參考答案

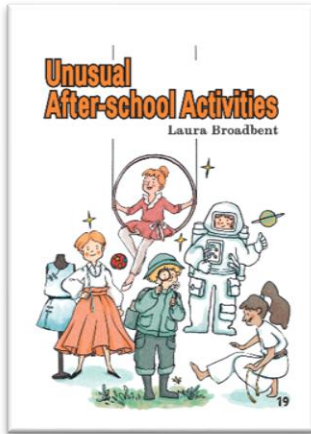
■ Complete the sentences with the right form of the words or phrases.

1. fooling around, All of a sudden, swooped down
2. reached for
3. pissed off
4. whole, well-prepared

■ Put the sentences in order.

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





6.4-2 Unusual After-school Activities 故事大綱

- P20 你平時參加哪些課後活動呢？跳舞、下棋、學外語？
- P21 你想嘗試一些不同尋常的課後活動嗎，比如加入馬戲團，製作服裝，甚至計畫一次太空旅行？今天我們就來看一看世界各地一些不同尋常的課後活動吧！
- P22 勇氣：位於英格蘭的「馬戲團計畫」開設雜技與表演課程。除了在「高頂禮帽班」學習變魔術，你還可以在「空中飛人班」練習高空秋千。
- P23 你甚至可以參與馬戲團的演出！在學習過程中，你可以鍛煉勇氣，培養紀律，提升毅力。你有勇氣去試試嗎？
- P24 時尚：在美國的「休士頓工作坊」，你可以自己設計和製作衣服。繪製設計圖，挑選色與布料，然後縫製自己的襯衫或褲子！你可以創作出屬於自己的風格！多酷啊！
- P25 休士頓的一些貧困人群負擔不起學費，所以這些免費的課程對於當地的社區十分有幫助。
- P26 運動：在巴西，你可以參加「卡波艾拉戰舞課」。這是一種武術，兩個人隨著音樂一邊搏鬥一邊跳舞。
- P27 你得反應迅速，免得被打到！在「卡波艾拉戰舞課」上，你既可以鍛煉專注力，也可以強身健體，還能學習如何與他人合作。
- P28 未來：在美國，你可以在「太空」度過一晚！事實上，你會待在阿拉巴馬州美國國家航空航天局的宇宙飛行中心過夜。你可以在火箭模型中感受失重狀態，吃太空食物。
- P29 你可以使用 3D 建模軟體來設計火箭與衛星的各個部件，甚至還可以發射自己的火箭！學生們把自己的想法轉變為現實，從而朝自己的夢想更進一步。
- P30 冒險：在瑞典，有很多「森林學校」。孩子們學習生火、做飯，以及在森林中搭建臨時居所。這是為生存者準備的活動！
- P31 還有尋找植物和鑒別樹葉的比賽。閉上眼睛，觸摸植物，聞一聞它們！你還可以種植新樹木，為未來創造更多的森林！你最想嘗試哪種課後活動呢？

Q & A

pp. 20-21

Q: What kind of activities can students do after school? **A:** They can dance, play chess, or learn a foreign language.

Q: What can students learn if they like fashion? **A:** They can learn to make clothes.

Q: What activity is related to space? **A:** Planning space travel is related to space.

pp. 22-23

- Q: Where is the Circus Project based? **A:** It is based in England.
Q: What kind of classes does the Circus Project offer? **A:** It offers acrobatic and acting classes.
Q: What can students do in trapeze classes? **A:** They can swing high in the air.

pp. 24-25

- Q: Where is Workshop Houston located? **A:** It is located in the United States.
Q: What can students design and make at Workshop Houston?
A: They can design and make their own clothes.
Q: Why are free classes important in Houston? **A:** Because some poor people cannot afford classes.

pp. 26-27

- Q: What kind of activity is capoeira? **A:** It is a kind of martial art.
Q: What do people do in capoeira? **A:** They dance and fight with music.
Q: What happens if you don't react fast enough? **A:** You might get hit.

pp. 28-29

- Q: Do students go to real space there? **A:** No, they stay in a model rocket.
Q: What special condition do they experience in the rocket? **A:** Zero gravity.
Q: What activity do students do with 3D modeling software? **A:** They design parts of rockets and satellites.

pp. 30-31

- Q: What do children learn to make at forest schools? **A:** They learn to make a fire.
Q: What can children build for survival? **A:** Shelters in the woodland.
Q: What future benefit comes from planting trees? **A:** More woodland for future generations.

讀後練習參考答案

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

1. foreign language, Apart from 2. design, sew 3. shelter
4. software, afford 5. physical, concentration
6. discipline, cooperate 7. survivor

■ What can you do in these after-school activities?

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





6.4-3 Volcano Kids 故事大綱

- P36 在火山深處，假期到了。「看——火山要噴發了！」Zara 說。「我們去熔岩上衝浪吧？」Eli 說。「開心玩兒。記住，別讓人類看到你們。」媽媽說。
- P37 Eli 和 Zara 跳上衝浪板。他們乘著熔岩的河流滑下山。
- P38 在靠近山腳的地方，他們看見一棟房子。「是人類！」Zara 說。「我們最好躲起來。」Eli 說。
- P39 Eli 和 Zara 從他們藏身的地方偷偷向外張望。他們看見一家人正走下臺階，匆匆忙忙地離開。
- P40 但突然間，地面轟隆隆地震動起來。隨著啞的一聲巨響，大地裂開了。熾熱的紅色熔岩湧了出來。
- P41 滾燙的熔岩向那棟房子流去。「快回去，孩子們！」那位母親大聲喊道。「糟了，那些人被困住了！」Zara 倒吸了一口氣。
- P42 「救命！」一家人哭喊道。「我們得去救他們。」Eli 說。「我有個主意——我們用衝浪板帶他們穿過熔岩怎麼樣？」Zara 說。「好主意，妹妹！」Eli 說。
- P43 Eli 和 Zara 跑向那棟房子。「你們是誰？」小女孩嚇了一跳。「沒時間解釋了。快跳上我們的衝浪板——這是唯一能逃出去的機會！」Eli 說。
- P44 「來吧！」母親對孩子們說。一家人跑下臺階。Zara 幫助孩子們爬上衝浪板。「輪到您了，請上來吧。」Eli 扶著他的衝浪板，對那位母親說道。
- P45 「小心！」Zara 說。她拉著衝浪板在熔岩上行走。「我就在你後面，妹妹！」Eli 大聲喊道。
- P46 Eli 和 Zara 拖著一家人走出了熔岩地帶。母親和孩子們跳下衝浪板。「我不知道你們是誰，也不知道你們從哪裡來，但非常感謝你們救了我們。」那位母親說。「我們是火山孩子。拜託，拜託，千萬別把見過我們的事告訴任何人。」Zara 說。
- P47 「我們不會說出去的——我保證。」男孩說。Eli 和 Zara 微笑著和他們揮手告別。「沒錯，你知，我知，火山知。」女孩笑著說。

Q & A

pp. 36-37

- Q:** What time was it in the story? **A:** It was holiday time.
- Q:** What warning did Mom give? **A:** Don't let any humans see you.
- Q:** What did Eli and Zara jump onto? **A:** They jumped onto their boards.

pp. 38-39

- Q:** What did they see near the bottom of the mountain? **A:** They saw a house.
- Q:** Why did they want to hide? **A:** Because they didn't want humans to see them.
- Q:** Where was the family going? **A:** The family was going down the steps.

pp. 40-41

Q: What happened all of a sudden?

A: The ground rumbled and shook.

Q: What flowed out of the crack?

A: Red, hot lava flowed out.

Q: What flowed toward the house?

A: Burning lava flowed toward the house.

pp. 42-43

Q: Who wanted to rescue the family? A: Eli wanted to rescue them.

Q: What was Zara's idea?

A: To use their boards to get the family across the lava.

Q: What did Eli tell the family to do?

A: He told them to hop on their boards.

pp. 44-45

Q: What were the kids climbing onto?

A: They were climbing onto the lava boards.

Q: What was Eli holding?

A: He was holding his board.

Q: What did Zara do with the board?

A: She pulled the board over the lava.

pp. 46-47

Q: What did the woman say to Eli and Zara?

A: She thanked them for saving her and her kids.

Q: What did Zara ask the family not to do?

A: She asked them not to tell anyone they had seen them.

Q: What did the boy promise?

A: He promised not to tell anyone.

讀後練習參考答案

■ Complete the passage.

1. volcano

2. about

3. erupt

4. rumble

5. lava

6. trap

7. split

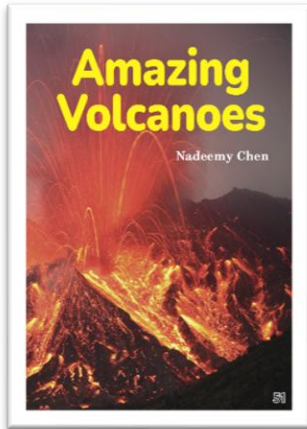
■ How did the volcano kids save the family?

At the beginning: f

In the middle: b, c, e

In the end: d, a





6.4-4 Amazing Volcanoes 故事大綱

P52 每天大約有二十座火山在噴發！有些滲出熔岩。有些則劇烈爆發。

P53 過去，許多人認為是憤怒的神讓火山噴發。今天，我們知道事實並非如此。然而，我們仍然驚歎於火山的力量！

P54 義大利的維蘇威火山是世界上最危險的火山之一。大約兩千年前，它的一次大噴發摧毀了龐貝和其他三座羅馬城。

P55 在火山噴發之前，人們並不知道維蘇威山是一座火山。當時甚至連「火山」這個詞都沒有！在這座山噴發後，「火山」(volcano) 一詞出現了。它取自羅馬神話中火神伏爾甘 (Vulcan) 的名字。

P56 有記錄以來最大的火山噴發發生在印尼。1815年，坦博拉火山噴發時發出的巨響在兩千公里外都能聽到！那可是相當於從北京到深圳的距離！

P57 這次火山噴發導致了「火山冬天」。空氣中大量火山灰遮蔽了太陽，造成了極端寒冷的天氣。在世界各地農作物枯死，家畜死亡。那年有成千上萬的人挨餓。

P58 不是所有的火山都具有破壞性。中國的長白山就以其美麗而聞名。長白山甚至有一項世界紀錄！這座火山內部有世界上海拔最高的火山口湖。

P59 這個湖是如此之高，以至於在古代人們認為那裡離天很近。據說這也是它被稱為「天池」的原因。

P60 世界上最高的火山之一是坦尚尼亞的乞力馬札羅山。它有 5,895 米高！在山頂有一個木箱，裡面放著一個筆記本。成功徒步登頂的人可以在筆記本上寫下記錄！

P61 菲律賓的塔阿爾火山是世界上最小的火山之一。它只有大約三百米高。塔阿爾火山位於塔阿爾湖內的火山島上，而塔阿爾湖本身也是一座古老火山的火山口。有趣的是，這個火山島上還有一個湖，湖裡還有一個叫「火神點」的小島！

P62 義大利的埃特納火山是最古老的活火山之一。它從五十萬年前就開始噴發了。古希臘人相信火山下面住著一個巨人。他們說火山的噴發就是巨人憤怒的呼吸！

P63 帕裡庫廷火山是世界上最年輕的火山之一。1943年，它從墨西哥的一片玉米地裡冒出來，並在當天開始噴發。在不到一週內，它就長到一百六十多米高了！

Q & A

pp. 52-53

Q: About how many volcanoes erupt every day? **A:** Around twenty volcanoes.

Q: What do volcanoes do when they erupt? **A:** Some ooze lava. Some explode fiercely.

Q: How do people feel about volcanoes even today? **A:** We are still amazed by their power.

pp. 54-55

- Q: What city was destroyed by the eruption? **A: Pompeii.**
Q: Did people know Vesuvius was a volcano before it erupted? **A: No, they didn't.**
Q: Where did the word "volcano" come from? **A: From Vulcan, the Roman god of fire.**

pp. 56-57

- Q: Where did the biggest eruption ever recorded take place? **A: In Indonesia.**
Q: What is the name of the volcano that erupted in 1815? **A: Mount Tambora.**
Q: What kind of weather did this cause? **A: Extremely cold weather.**

pp. 58-59

- Q: What is inside Changbai Mountain's volcano? **A: The world's highest crater lake.**
Q: What is the crater lake called? **A: Tianchi, the Heavenly Lake.**
Q: Why is Tianchi special? **A: It is very high up.**

pp. 60-61

- Q: What is the name of the volcano in Tanzania? **A: Mount Kilimanjaro.**
Q: How high is Mount Kilimanjaro? **A: It is 5,895 meters high.**
Q: Where is Mount Taal? **A: On Volcano Island inside Taal Lake.**

pp. 62-63

- Q: How long has Mount Etna been erupting? **A: Since 500,000 years ago.**
Q: What did the ancient Greeks believe about Mount Etna? **A: They believed a giant lived under the volcano.**
Q: Where did Paricutín rise from? **A: From a Mexican cornfield.**

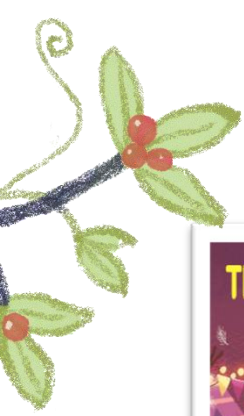
讀後練習參考答案

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

1. extremely, amounts 2. active, oozing
3. crops, cornfield, ash 4. wooden 5. blocked

■ Match.

- 1-D-e 2-F-g 3-B-f 4-E-d 5-C-a 6-D-c 7-A-b



6.4-5 The Best Sleepover 故事大綱

- P68 今天，Kate 要辦一場盛大的睡衣派對。她最好的兩個朋友 Ava 和 Emily 正在來的路上。
- P69 門鈴響起，Kate 跑去開門。「太好了，你們到啦！」Kate 說。「我們要為今晚的睡衣派對做準備。我把我們要做的事列了一張清單。」「玩得開心，孩子們。」媽媽說。
- P70 「清單上第一件事是什麼？」Ava 問道。「烤個蛋糕。」Kate 說。廚房裡，所有的材料都為女孩們準備齊全了。「我來讀食譜。」Emily 說。
- P71 很快，女孩們就開始忙著打雞蛋、和麵粉、融化巧克力。她們準備好蛋糕麵糊，倒進烤盤，媽媽將它放進了烤箱。
- P72 「接下來幹什麼？」Emily 問。「製作我們自己的枕頭套。」Ava 讀清單。桌子上有三個白色的枕頭套，還有彩筆、彩帶和亮閃閃的小星星。「這將是史上最棒的睡衣派對。」Kate 說。
- P73 女孩們開始在枕頭套上畫畫，又貼上星星。「看起來真棒。」媽媽邊說邊給她們端來了牛奶。
- P74 「再讀一下清單。」Ava 說。「在花園裡設置障礙賽場地。」Emily 說。女孩們跑進了花園。
- P75 女孩們挪動滑梯，擺開墊子。她們用繩子製作了一張網，還搭起了一條遊戲隧道。「呼！」Ava 長舒一口氣。「這將是史上最棒的睡衣派對。」Kate 說。
- P76 Emily 接著讀清單：「接下來，我們要搭帳篷。」「你們需要的東西都在這裡了。」媽媽說。她們面前擺放著五顏六色的帳篷布、帳篷支柱和繩子。
- P77 女孩們開始搭帳篷，把支柱綁在一起。她們用帳篷布蓋住支柱。然後，她們把睡袋和新枕頭放進了帳篷裡。「這將是史上最棒的睡衣派對！」Ava 說。
- P78 「真棒啊，孩子們。」媽媽說，「你們忙了一下午。」Kate 開始打哈欠。「是的，我們把清單上所有任務都完成了，現在我們休息一下，就可開始睡衣派對了。」
- P79 「好主意。」Emily 一邊說一邊躺進了她的帳篷裡。「這將是史上最棒的睡衣派對。」Ava 說，「最棒的。」「呼……呼……呼……」Kate 打起了呼嚕。

Q & A

pp. 68-69

- Q: What special event was happening that day? A: Kate's big sleepover.
- Q: What were Ava and Emily doing? A: They were on their way to Kate's house.
- Q: What happened when the bell rang? A: Kate ran to open the door.

pp. 70-71

- Q: What was the first activity on the list? A: Baking a cake.
Q: Who offered to read the recipe? A: Emily offered to read it.
Q: What did they do after the batter was ready? A: They poured it into the cake pan.

pp. 72-73

- Q: What was next on the list? A: Making their own pillowcases.
Q: What supplies did the girls have? A: They had pens, ribbons, and sparkly stars.
Q: What were the girls doing with their pillowcases? A: They were drawing and sticking on stars.

pp. 74-75

- Q: What was written next on the list? A: To make an obstacle course in the garden.
Q: Where did the girls go after hearing the list? A: They ran out into the garden.
Q: What did they lay out on the ground? A: They laid out mats.

pp. 76-77

- Q: What did the list say they had to do next? A: They had to make tents.
Q: What materials were ready for the girls? A: Colorful cloth, tent poles, and string.
Q: What did the girls tie together? A: They tied the poles together.

pp. 78-79

- Q: What did Kate begin to do? A: Kate began to yawn.
Q: What did Kate suggest they do next? A: She suggested taking a break before starting.
Q: What did Ava say about the sleepover? A: She said it was going to be the best sleepover ever.

讀後練習參考答案

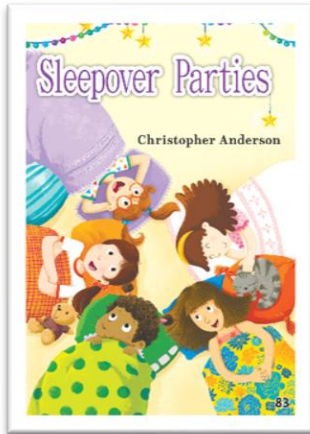
■ Complete the sentences with the right form of the words or phrase.

1. recipe, ingredient 2. oven, tied, string
3. cake pan 4. pillowcase, melted

■ Put Kate's list in the right order.

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





6.4-6 Sleepover Parties 故事大綱

- P84 睡衣派對是跟朋友們共度時光的絕佳方式。或許你們睡不了多久，但是你們肯定會玩得非常開心！
- P85 如果你想開一場睡衣派對，你可以試試下面的幾個主意——保證你的睡衣派對會很好玩！
- P86 主題：讓睡衣派對出彩的第一個方法是定一個主題。你可以舉辦睡衣主題派對，大家都穿相同款式的睡衣，或者露營主題派對，每個人都要睡在帳篷裡。
- P87 舉辦個萬聖節主題的睡衣派對，所有人都穿上化裝服，一起看電影怎麼樣？誰在乎現在才是四月呢。無論何時，萬聖節主題總是很有趣！
- P88 遊戲：你也可以為睡衣派對設計一些遊戲。「枕頭大戰」是一種簡單而經典的派對遊戲。這個遊戲沒有輸贏。關鍵是要玩得開心！
- P89 「沙丁魚遊戲」是另一種很棒的遊戲。這個遊戲有點像捉迷藏，但只有一個人先藏起來。誰找到了藏起來的人，就要和他一起藏起來。最後，幾乎所有人都藏在一起，只剩一個人在找人。這遊戲最有趣的部分是想辦法讓所有人都藏進同一處。
- P90 惡作劇：沒有惡作劇的睡衣派對是不完整的。當然，惡作劇應該是有趣的，不可以是惡意的，也不可乙太嚇人。通常，第一個睡著的人肯定會成為惡作劇的對象。他們醒來時可能會發現臉上有攪奶油……
- P91 也可能發現自己衣服在冰箱裡！在他們床上放橡膠老鼠也是一個很好的惡作劇！
- P92 食物：還要確保你的睡衣派對上有很多有趣的食物。比起訂購披薩，在家裡設立一個披薩吧台，每個人都自己做披薩要有趣得多。
- P93 墨西哥玉米薄餅卷是墨西哥主題睡衣派對的最佳選擇。別忘了準備看電影時吃的爆米花！
- P94 開心和安全：雖然睡衣派對要開心，但也要牢記一些注意事項。首先，在派對期間，要確保你的父母在家，以防出現緊急情況。
- P95 還要注意別惹你的朋友們不高興。枕頭大戰和惡作劇很有趣，但要注意不能過頭。要確保你的客人們明白這些都是開玩笑，保證每個人在派對上都玩得開心。

Q & A

pp. 84-85

Q: Where are the children?

A: The children are at a sleepover party.

Q: What are the children holding?

A: The children are holding colorful balloons.

Q: Can you name two themes from the list? **A:** Pajama and Camping.

pp. 86-87

Q: What is the first way to spice up a sleepover party? **A:** To have a theme.

Q: Where do children sleep in a camping party? **A:** They sleep in tents.

Q: Why is Halloween fun anytime?

A: Because wearing costumes and watching movies is always exciting.

pp. 88-89

Q: What kind of the game is a pillow fight? **A:** It's a simple and classic sleepover game.

Q: What is the main purpose of a pillow fight? **A:** Just to have fun.

Q: What do other players do when they find the hidden person?

A: They hide with that person.

pp. 90-91

Q: Should pranks be mean or scary? **A:** No, they should be fun.

Q: Who is usually the victim of a prank? **A:** The first person to fall asleep.

Q: Why are rubber animals used for pranks? **A:** Because they look real and can surprise people.

pp. 92-93

Q: Why is food important at a sleepover? **A:** Because it makes the party more fun.

Q: What do guests do at a pizza bar? **A:** They make their own pizza.

Q: What is the girl in the Mexican hat holding? **A:** She is holding a plate of tacos.

pp. 94-95

Q: Are sleepovers only about fun? **A:** No, you also need to think about safety.

Q: What serious thing should children remember? **A:** To make sure parents are at home.

Q: What two activities can sometimes go too far? **A:** Pillow fights and pranks can sometimes go too far.

讀後練習參考答案

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

1. matching, Eventually 2. forgot, guest 3. pranks, definitely, victim
4. plenty of, rubber 5. theme, spice up

■ Fill in the table with what you've learned from this book. And add your own idea!

Themes: camping, sleepover

Games: fight, Sardines

Pranks: whipped cream, fridge, rubber mouse

Food: pizza, tacos, Popcorn

Safety rules: parents, upset



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.

