

教學建議 1.7



三個階段（讀前、讀中、讀後）

✚ 閱讀前

在教室裡佈置一個舒適、溫馨的角落，作為 Reading Corner（閱讀角）。

1. 老師讀前預習

- 看 **故事大綱或故事翻譯**，瞭解故事大意。
- 看每本書後的圖畫詞典 (Picture Dictionary)，瞭解每課的重點字彙。
- 如果對某些單字的發音不確定，可以先聽音檔確認。

和學生們一起在閱讀角舒適地坐下，開始享受老師說故事的時光。

2. 看封面並提問

跟學生一起仔細看封面圖片。老師可以用 **中文** 描述圖片，引導學生注意有助於理解故事大意的細節。老師可以運用「推論」的閱讀策略，引導小朋友一起讀圖，預測故事內容，譬如說，老師可以提問：『你覺得這個故事在講什麼？』

3. 瞭解書名和作者名

大聲讀出書名，並解釋書名的意思；指出作者名的位置，提示學生注意作者是誰。

4. 瀏覽圖片

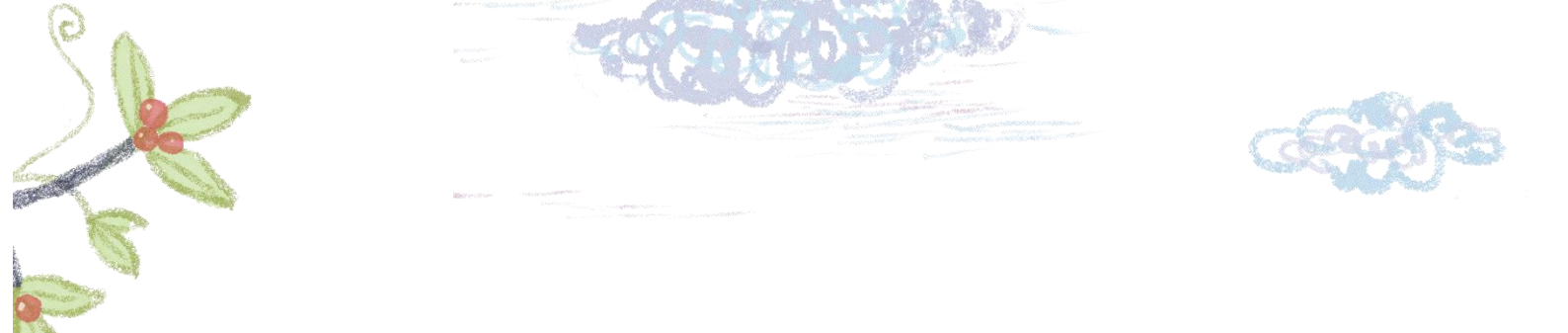
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 閱讀中

1. **老師為學生朗讀故事**，同時用手指出圖片裡相應的角色或物品。譬如，讀到貓的時候就用手指著貓，讀到老鼠的時候就用手指著老鼠，還可以通過學動物的叫聲來輔助理解。老師要善於運用肢體語言，可用「全身反應法 (TPR)」展示動詞，即用肢體語言做出相應的動作。譬如，讀到 shrug 這個詞，就誇張地聳聳肩。可嘗試戲劇性地變化語音、語調和朗讀的節奏，讓學生在聽英語故事的過程中感受到樂趣。老師也可以和學生一起聽故事音檔，同時用上面提到的方法，來幫助學生理解故事。

特別提示：書中大部分詞彙都可以通過圖畫來理解，對於個別有難度的新詞，可以用中文解釋。





2. 通過提問的方式引導學生瞭解故事內容，明確人物動機或預測故事發展，將故事情節串聯起來，譬如，老師可以問：『他為什麼不高興了？』如果學生有一點發音和閱讀的基礎老師還可用 **Q&A** 的問題來問他們。

3. 講完故事後，和學生一起看封底圖片，並討論故事的結尾，譬如，老師可以問：『如果你是故事中的小狐狸，你會怎麼辦？』或者引導學生表達自己的觀點和態度，譬如，老師可以問：『在這個故事裡，你最喜歡哪個角色？為什麼？』

特別提示：回答沒有對錯之分，重點是引導學生進行獨立思考。

4. 翻到圖畫詞典頁 (Picture Dictionary)，通過播放音檔、為學生朗讀的方式複習單字，幫助學生建立聲音和圖畫之間的聯繫。

閱讀後

1. 為學生再講一遍故事，或再聽一次故事錄音。

2. 參考 **活動建議**，和學生進行遊戲互動，將所學的詞彙運用到實際生活中。

拓展活動

如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做 **單字小遊戲**。

特別提示：遊戲的過程中，不要求學生認讀或拼出單字，只需學生能看圖說出對應的英文單字，或能聽懂單字的意思即可。

pp. 12-13

Q: Who is the boy holding hands with? **A:** The boy is holding hands with his parents.

Q: What color are the boy's mother's pajamas? **A:** The boy's mother is wearing pink pajamas with white dots.

Q: What color are the father's slippers? **A:** The father's slippers are blue.

pp. 14-15

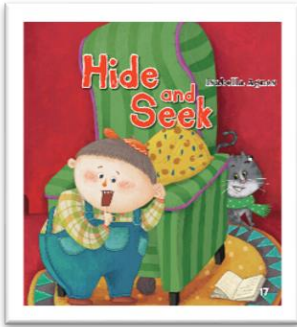
Q: What kind of party is it? **A:** It is a pajama party.

Q: What are the children wearing? **A:** The children are wearing colorful pajamas.

Q: What is hanging from the ceiling? **A:** There are colorful flags and lights hanging from the ceiling.

活動建議 請學生把睡衣帶到學校來，一起在班上開睡衣派對。老師用英文發出指令，譬如說“Please get your...”，讓學生找來睡衣、拖鞋、玩具熊或其他絨毛玩具。讓學生換上睡衣，穿上拖鞋，和玩具們坐在一起開派對。可以找出一些手帕、絲巾圍在玩具的身上，裝作給玩具們穿上「睡衣」。





1.7-2 Hide and Seek 故事翻譯

P18-P19 Tim 閉上眼睛。1，2，3……。

P20-P21 他睜開眼睛。哈，找到你了！

P22-P23 Tim 打開櫃子。哈，找到你了！

P24-P25 Tim 打開門。哦……

P26-P27 他關上門。哈，找到你了！

P28-P29 Tim 打開籃子。喵。

Q & A

pp. 18-19

Q: Who is closing his eyes? **A:** Tim is closing his eyes

Q: What is the cat doing? **A:** The cat is running.

Q: What is the cat wearing? **A:** The cat is wearing a green scarf.

pp. 20-21

Q: Where is Tim looking? **A:** Tim is looking inside a closet.

Q: What is Tim wearing? **A:** Tim is wearing blue overalls and a shirt.

Q: What is on the wall next to the closet? **A:** There are pictures and notes on the wall next to the closet.

pp. 22-23

Q: What is Tim doing? **A:** Tim is opening the cabinet.

Q: What is on the wall? **A:** There is a clock on the wall.

Q: What is on the floor near Tim? **A:** There is a green yo-yo on the floor near Tim.

pp. 24-25

Q: What does Tim open? **A:** Tim opens the door.

Q: What does Tim find outside? **A:** Tim finds a dog outside.

Q: What color is the dog? **A:** The dog is white with brown spots.

pp. 26-27

Q: What does Tim do? **A:** Tim closes the door.

Q: What is on the table in the kitchen? **A:** There is a bowl of strawberries on the table.

Q: Where is the basket? **A:** The basket is on the counter.

pp. 28-29

Q: What does Tim do?

A: Tim opens the basket.

Q: What is inside the basket?

A: The cat is inside the basket.

Q: What is the cat doing in the basket? A: The cat is sitting and licking its lips.

活動建議 和學生一起玩「躲貓貓」的遊戲。先跟學生說明遊戲規則，老師一邊用英文講，一邊做出相應的動作：閉上眼睛，從1數到10；睜開眼睛，開始尋找。老師也可以用中文描述遊戲規則。找到時，鼓勵學生大聲說出“got you!”。老師可以和學生互換「找」和「藏」的角色，繼續遊戲。



1.7-3 On the Beach 故事翻譯

P32-P33 媽媽在喝果汁。

P34-P35 爸爸在喝水。

P36-P37 Jake 在喝汽水。

P38-P39 Annie 在喝牛奶。

P40-P41 一家人玩得很開心。

P42-P43 它們也玩得很開心。

Q & A

pp. 32-33

Q: What is Mom doing?

A: Mom is drinking juice.

Q: Where is the family?

A: The family is at the beach.

Q: Who is climbing the tree?

A: A monkey is climbing the tree.

pp. 34-35

Q: What is Dad doing?

A: Dad is drinking water.

Q: What is around Dad's neck?

A: Dad has binoculars around his neck.

Q: What is the little girl doing?

A: The little girl is collecting shells near the water.

pp. 36-37

- Q:** What is Jake doing? **A:** Jake is drinking soda.
Q: What is Jake wearing? **A:** Jake is wearing a shirt and shorts.
Q: What is Mom doing? **A:** Mom is sitting on a beach chair under the umbrella.

pp. 38-39

- Q:** What is Annie doing? **A:** Annie is drinking milk.
Q: What is Annie holding? **A:** Annie is holding a milk bottle.
Q: What is next to Mom on the beach? **A:** There is a beach bag and Mom's flip-flops next to her.

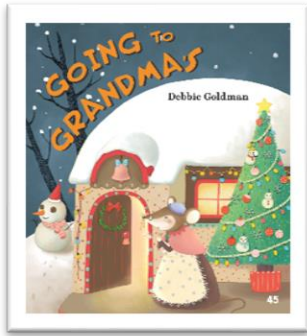
pp. 40-41

- Q:** What is the family doing? **A:** The family is having fun.
Q: What is Dad holding? **A:** Dad is holding a ball.
Q: What is Mom wearing? **A:** Mom is wearing a swimsuit and a headband.

pp. 42-43

- Q:** What are the monkeys doing? **A:** The monkeys are drinking and having fun.
Q: How many monkeys are in the picture? **A:** There are four monkeys in the picture.
Q: What fruit is lying on the sand? **A:** A banana is lying on the sand.

活動建議 和學生一起玩「猜一猜」的遊戲。老師從超市買來一些瓶裝果汁、礦泉水、汽水和牛奶，將它們倒入幾個外觀相同的杯子裡。先讓學生從顏色和外觀來判斷杯子裡是哪種飲料，並說出相應的英文單字。如果學生猜不出來，就讓學生喝一口杯中飲料，再說出相應的英文單字。



1.7-4 Going to Grandma's 故事翻譯

- P46-P47 我的家人要來了。
P48-P49 他們坐輪船來。
P50-P51 他們乘飛機來。
P52-P53 他們騎摩托車來。
P54-P55 他們騎腳踏車來。
P56-P57 聖誕快樂！

Q & A

pp. 46-47

- Q:** Who is preparing for the family? **A:** A mouse is preparing for the family.
Q: What color is the mouse's apron? **A:** The mouse's apron is white with blue dots.
Q: What is hanging on the wall? **A:** There are colorful flags and pictures hanging on the wall.

pp. 48-49

- Q:** How does the family arrive? **A:** The family arrives by ship.
Q: What is on the young mouse's head? **A:** The young mouse is wearing a red hat.
Q: What is the mother mouse wearing? **A:** The mother mouse is wearing a pink coat and a red hat.

pp. 50-51

- Q:** How does the family arrive? **A:** The family arrives by plane.
Q: What color is the airplane? **A:** The airplane is red and white with dots.
Q: Who is in the cockpit of the plane? **A:** A mouse pilot is in the cockpit.

pp. 52-53

- Q:** How does the family arrive? **A:** The family arrives by motorcycle.
Q: How many mice are riding motorcycles? **A:** Three mice are riding motorcycles.
Q: Are the mice wearing sunglasses? **A:** Yes, all the mice are wearing sunglasses.



pp. 54-55

Q: How does the family arrive?

A: The family arrives by bike.

Q: How many mice are riding bicycles?

A: Four mice are riding bicycles.

Q: What season does it look like?

A: It looks like winter.

pp. 56-57

Q: What holiday are the mice celebrating?

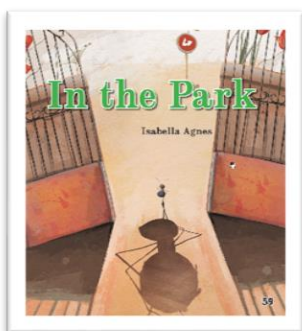
A: The mice are celebrating Christmas.

Q: What is in the middle of the table?

A: A large cake is in the middle of the table.

Q: How many candles are on the candle holder? A: There are six candles on the candle holder.

活動建議 老師先任意說出一個地方，讓學生想一想去這個地方應該搭乘哪種交通工具才合適。譬如說，老師可以說超市、公園、某個島嶼或國家的名字，鼓勵學生用英文說出能達到這些地方的相應交通工具的英文名稱。



1.7-5 In the Park 故事翻譯

P60-P61 我看見了一條路。

P62-P63 我看見了一座湖。

P64-P65 我看見了一株柳樹。

P66-P67 我看見了一條長椅。

P68-P69 我看見了一個女孩。

P70-P71 我看見了我的晚餐！

Q & A

pp. 60-61

Q: What does the ant see?

A: The ant sees a road.

Q: What is the ant wearing?

A: The ant is wearing a brown shirt and boots.

Q: What color are the flowers in the picture?

A: The flowers are red.

pp. 62-63

Q: What does the ant see?

A: The ant sees a lake.

Q: What is the ant standing on in the water?

A: The ant is standing on a leaf in the water.

Q: What animals are in the lake?

A: There are fish in the lake.

pp. 64-65

Q: What does the ant see?

A: The ant sees a willow.

Q: What is the ant doing on the willow leaf?

A: The ant is relaxing on the willow leaf.

Q: What is next to the ant on the leaf?

A: There is a small book and a bottle next to the ant.

pp. 66-67

Q: What does the ant see?

A: The ant sees a bench.

Q: What is on the bench?

A: There is a newspaper on the bench.

Q: What does the ant do when it reaches the bench? A: The ant starts to slide down the bench.

pp. 68-69

Q: What does the ant see?

A: The ant sees a girl.

Q: What is the girl holding?

A: The girl is holding a bag of chips.

Q: Where is the ant sitting?

A: The ant is sitting on a bench.

pp. 70-71

Q: What does the ant see on the ground? A: The ant sees a chip on the ground.

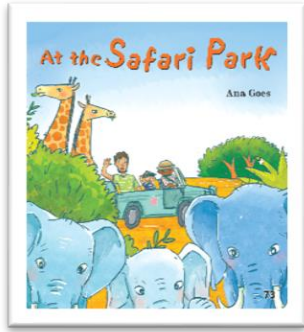
Q: Where is the girl sitting?

A: The girl is sitting on a bench.

Q: What is next to the girl on the bench? A: A newspaper is next to the girl on the bench.

活動建議 老師可以帶學生去附近的公園，引導學生用“I see...”句型說出在公園裡所見到的景物，必要的時候可以用故事書中的圖畫作為提示。





1.7-6 At the Safari Park 故事翻譯

- P74-P75 看那兩隻犀牛。
P76-P77 看那幾隻長頸鹿。
P78-P79 看那頭獅子。
P80-P81 看那些猴子。
P82-P83 看那些斑馬。
P84-P85 謝謝把我們駛出來，大象！

Q & A

pp. 74-75

- Q:** What animals do you see in the picture? **A:** I see rhinos in the picture.
Q: How many rhinos are there? **A:** There are two rhinos.
Q: How many people are in the jeep? **A:** There are three people in the jeep.

pp. 76-77

- Q:** How many giraffes do you see? **A:** I see four giraffes.
Q: What are the giraffes doing? **A:** The giraffes are eating leaves.
Q: What is the man in the green shirt doing? **A:** The man in the green shirt is waving.

pp. 78-79

- Q:** What animal is in the picture? **A:** There is a lion in the picture.
Q: Where is the lion? **A:** The lion is by the river.
Q: Who is watching the lion? **A:** Three people in a jeep are watching the lion.

pp. 80-81

- Q:** What animals are in the picture? **A:** There are monkeys in the picture.
Q: How many monkeys do you see? **A:** I see ten monkeys.
Q: What color is the jeep? **A:** The jeep is green.

pp. 82-83

- Q:** What animals are in the picture? **A:** There are zebras in the picture.
Q: How many zebras do you see? **A:** I see six zebras.
Q: What is coming from the jeep? **A:** Smoke is coming from the jeep.

pp. 84-85



- Q: What animals are in the picture? A: There are elephants in the picture.
Q: How many elephants do you see? A: I see three elephants.
Q: What are the people doing? A: The people are riding the elephants.

活動建議 老師找一張大小足夠遮住書頁的紙，在紙中間剪一個小圓洞。翻開書，用這張紙蓋住書頁，將每頁圖畫中動物的局部從小圓洞裡露出來，讓學生猜一猜這是什麼動物，並用英文大聲說出來。注意圓洞不要剪得太大，能露出動物的關鍵特徵即可。

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.
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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.

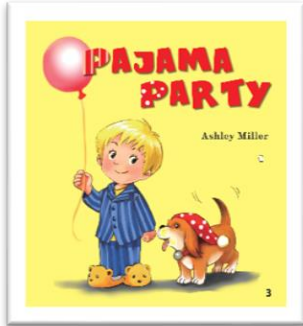
Extension Activities

- **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.



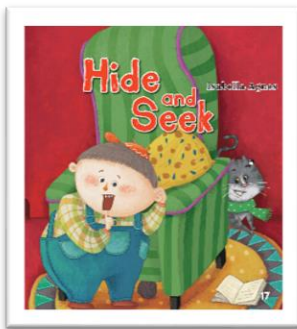
Story Summary and Activity Suggestions



1.7-1 Pajama Party

Activity Suggestion: Pajama Party

Ask your students to bring their pajamas to school for an in-class pajama party. The teacher gives instructions in English (for example, “Please get your...”) to prompt students to bring items like pajamas, slippers, teddy bears, or other stuffed toys. Then have the students change into their pajamas, put on their slippers, and have a party with their toys. You can also use handkerchiefs or scarves to “dress” the toys by wrapping them as if they were wearing pajamas.



1.7-2 Hide and Seek

Activity Suggestion: Hide and Seek

Play a game of “Hide and Seek” with your students. First, explain the rules of the game in English while demonstrating the actions: close your eyes, count from 1 to 10, then open your eyes and start looking. The teacher may also describe the rules in Chinese if necessary. When someone is found, encourage the student to shout “got you!” in English. You can alternate roles between “seeker” and “hider” as the game continues.

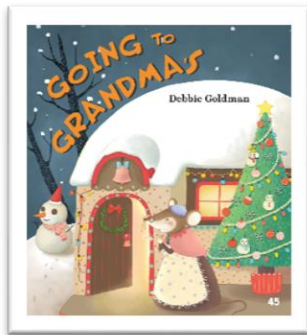




1.7-3 On the Beach

Activity Suggestion: Guess the Drink

Play a guessing game with your students. The teacher buys bottled fruit juice, mineral water, soda, and milk from the supermarket, then pours them into several identical cups. Ask the students to guess which drink is in each cup by looking at its color and appearance, and say the corresponding English word. If the students have difficulty guessing, allow them to take a sip and then try again to say the English word.

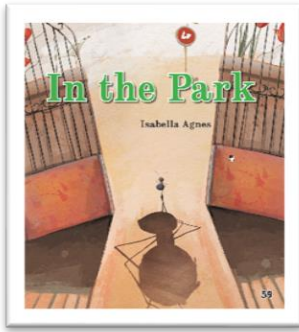


1.7-4 Going to Grandma's

Activity Suggestion: Transportation Discussion

The teacher names a place at random (for example, a supermarket, park, a particular island, or country) and asks the students to consider which mode of transportation would be appropriate to get there. Encourage the students to respond in English with the name of the corresponding vehicle.

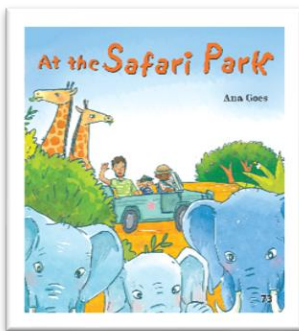




1.7-5 In the Park

Activity Suggestion: “I see...” at the Park

Take your students to a nearby park and guide them to describe what they see using the “I see...” sentence structure. If needed, you can use illustrations from a storybook as visual prompts.



1.7-6 At the Safari Park

Activity Suggestion: Animal Guessing with a Cut-Out

Find a piece of paper large enough to cover a book page and cut a small circular hole in its center. Open a book and cover the page with this paper so that only a part of the animal in the picture is visible through the hole. Ask the students to guess which animal it is and say the name out loud in English. Ensure that the hole is small enough to reveal only the key features of the animal.

