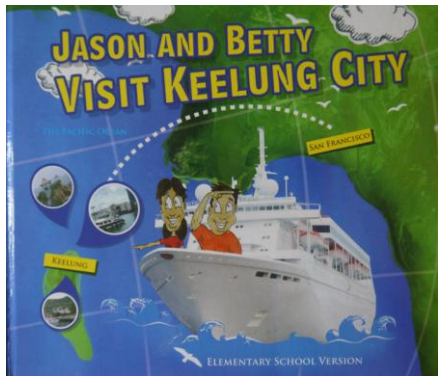


# 基隆市 101 學年度國民小學提昇英語閱讀教學成效推動計畫

## 各校推動英語閱讀成果資料

學校名稱: 長樂國小	
教學者: 黃佩茹	
六年級學生數: 5 班、 115 人	
書籍封面照片 	書籍介紹連結 <a href="http://englishcenter.kl.edu.tw/?id=76">http://englishcenter.kl.edu.tw/?id=76</a>  書籍簡介  有一對兄妹在基隆港歡迎從國外來的筆友，並藉由在基隆居住的一星期中，帶領筆友環遊基隆。
閱讀教學流程: <p style="text-align: center;"><b>第一節</b></p> <p>教師請學生聯想“如果今天有外地的朋友來基隆觀光，你會帶他遊覽哪些地方?”學生自由發表分享完後，教師播放投影片秀出一些基隆著名旅遊景點照片，一方面考考學生是否認得這個景點一方面適時介紹該處特色。</p> <p>接著秀出“Jason And Betty Visit Keelung City”繪本封面，利用已學過的句子諸如: Who are they? /Where are they from? / How do they come to Keelung? 引導學生初步了解故事背景。之後發給學生一人一書，教師大略介紹一下故事的進行發展與內容編排。</p> <p>最後發給學生每人一張學習單，請學生翻閱繪本完成單字克漏字填充，先完成的同學就繼續下一階段工作: 拿字典自行查閱克漏字單字意義，這一階段學生的進度不一，並不強制要求每位學生要全部完成。</p>	

**Jason and Betty Visit Keelung City: Keelung Harbor**

Jason! I see Jackie. \_\_\_\_\_ to him! We're going to have so \_\_\_\_\_ fun.  
 Betty: OK. I'm waving, too. It's hot here. When are we going home? I'm \_\_\_\_\_  
 Betty! Hi Jason! \_\_\_\_\_ to Keelung City.  
 Diary  
 We are in Keelung City, Taiwan. It is so hot today. I am \_\_\_\_\_. I see many \_\_\_\_\_  
 \_\_\_\_\_. Will I like Keelung?  
 P8-9  
 That's Keelung \_\_\_\_\_. There are many \_\_\_\_\_. Keelung Harbor is big and \_\_\_\_\_.  
 I'm hungry. I want some \_\_\_\_\_ food. It's too hot. Let's play video games at your house.  
 Jason, don't eat fast food. It will make you \_\_\_\_\_.  
 Diary  
 We are looking at Keelung Harbor. There are many ships, cranes and about 200 \_\_\_\_\_.  
 We are eating \_\_\_\_\_ for lunch. It called "bian-dang". I don't like it. I like hot dogs  
 and fries. Betty loves it. She says it's "\_\_\_\_\_ and \_\_\_\_\_" I \_\_\_\_\_ American food.

**10-11**  
 Look! That's the Keelung \_\_\_\_\_ on the mountain.  
 What a beautiful \_\_\_\_\_!  
 Diary  
 There is a \_\_\_\_\_ point near the harbor. We can see the harbor and all the ships in it. In  
 the \_\_\_\_\_, there is the "Keelung" sign. It looks like the "Hollywood" sign in America.

**12-13**  
 Jackie, thanks for giving your \_\_\_\_\_ to Jason. He likes to skate.  
 No \_\_\_\_\_, Betty. Be \_\_\_\_\_, Jason. Don't fall in the water.  
 Don't worry. I'm Superman!  
 Diary  
 I am skating. It's fun, but I want to go to a skate park. Jackie gave me a \_\_\_\_\_  
 and \_\_\_\_\_. It was very yummy. I want my video games. I don't think I like it  
 here.

## 第二節

教師將上一節課進行的學習單再發給每位學生並一起對答克漏字答案，然後逐一抽點學生說出其查得的單字意義，利用這機會每位學生能將所有的單字意義補充寫上。

**Jason and Betty Visit Keelung City: Keelung Harbor**

**P6-7**

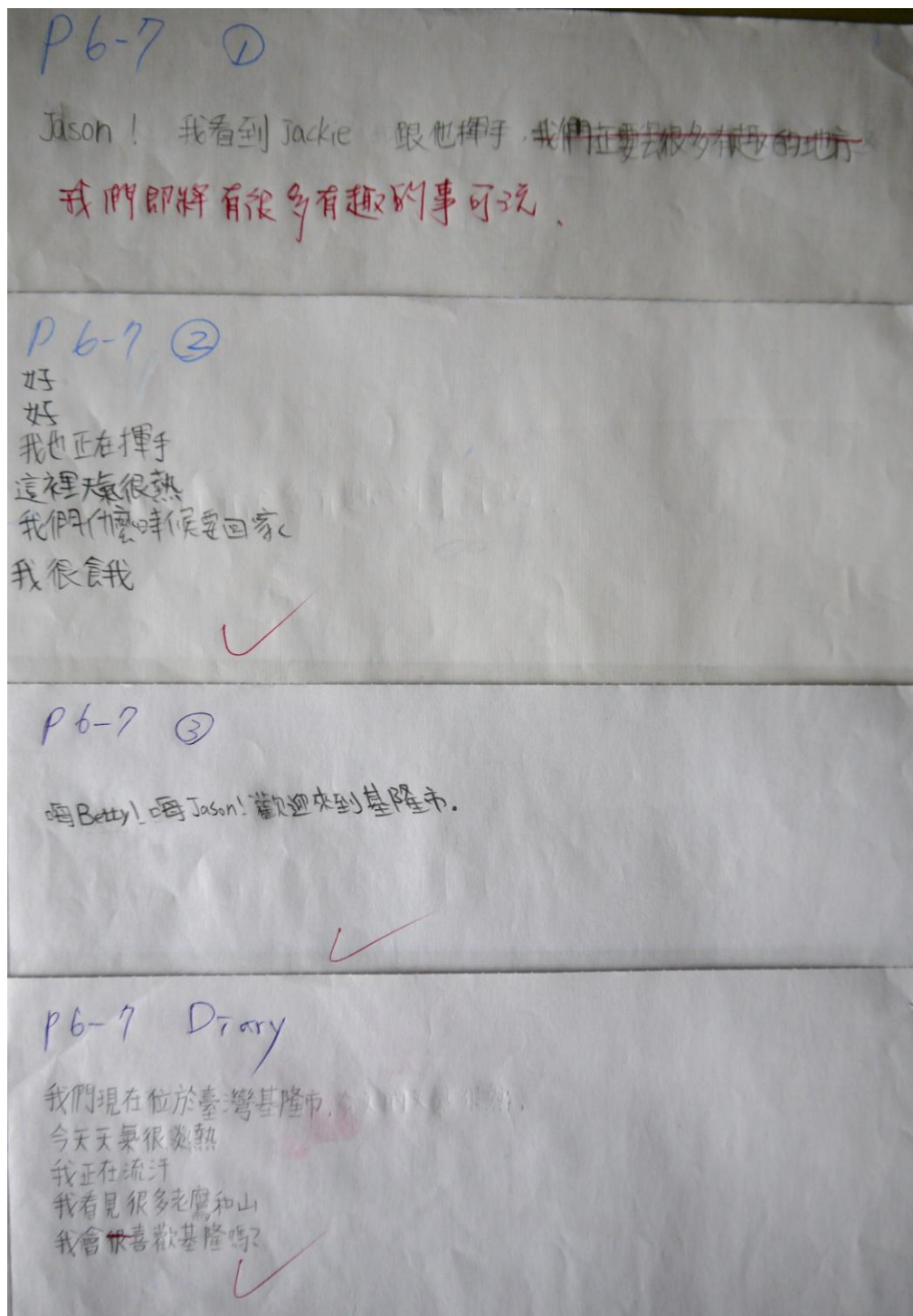
1. Jason! I see Jackie. wave <sup>揮手</sup> to him! We're going to have so much <sup>很多</sup> fun. fun <sup>趣</sup>  
 2. OK. OK. I'm waving, too. It's hot here. When are we going home? I'm hungry.  
 3. Hi Betty! Hi Jason! welcome <sup>歡迎</sup> to Keelung City.  
 Diary <sup>流汗</sup>  
 We are in Keelung City, Taiwan. It is so hot today. I am sweating. I see many eagles <sup>老鷹</sup>  
 and mountains. Will I like Keelung?

**P8-9**

1. That's Keelung harbor <sup>山 港口</sup>. There are many cranes <sup>起重機</sup>. Keelung Harbor is big and busy <sup>繁忙</sup>.  
 2. I'm hungry. I want some fast <sup>快速</sup> food. It's too hot. Let's play video games at your house.  
 3. Jason, don't eat fast food. It will make you fat <sup>肥胖</sup>.  
 Diary <sup>發福</sup>  
 We are looking at Keelung Harbor. There are many ships, cranes and about 200 containers.  
 We are eating bian-dang <sup>(炸蛋)</sup> for lunch. It called "bian-dang". I don't like it. I like hot dogs  
 and fries. Betty loves it. She says it's "healthy <sup>健康的</sup> and delicious <sup>美味的</sup>" I miss <sup>想念</sup> American food.

接下來將全班學生分成 2 組進行翻譯競賽活動，教師將繪本第一章 Keelung Harbor(6~9 頁)的每一對話框內容及 Diary 拆成 8 段，每一組同學要分工合作在時間內完成自己所負責部分的翻譯(教師可適度安排指定程度高、低的同學去翻譯特定一段內容)。

最後請 2 組派代表輪流說出 8 段的翻譯句子，教師當評審給分，總計得分高的一組給予獎勵。





p8-9 ① 那個基隆港。那裡有許多起重機。基隆港很大  
是

p8-9 ②

我餓，  
我想~~買~~一些速食，  
~~它也很熱~~，天氣太熱了。  
我們去你的家玩~~影像遊戲~~，  
電玩吧

p8-9 ③

Jason ~~食物不行太快的吃~~ 不要吃速食  
它將讓你肥胖

p8-9 Diary

我們正在看著基隆港。  
有很多輪船，起重機和大約200個的貨櫃。  
我們正在吃便當來當午餐。  
~~打~~電話叫便當。它叫作便當  
我不喜歡它。  
我喜歡狗和薯條。  
Betty 愛它。  
她說這是“健康的和美味的”。  
我想念美國的食物。

### 第三節

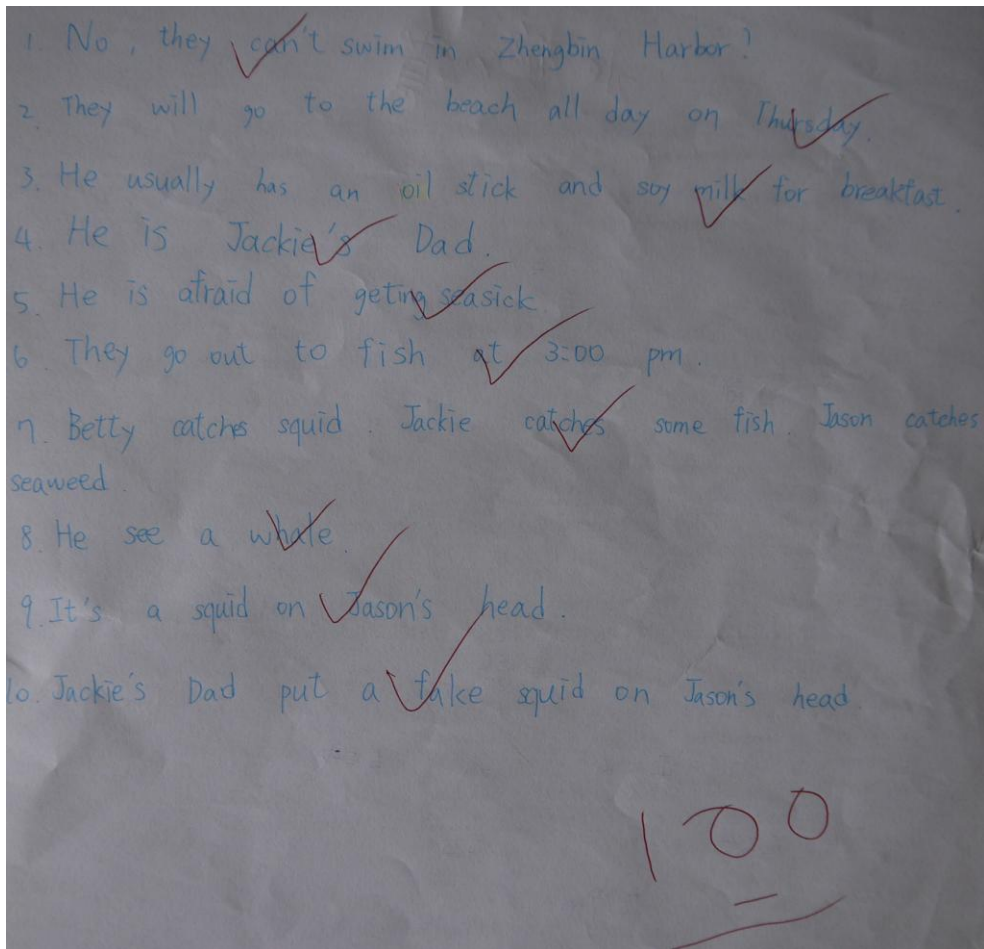
發給學生繪本先自行閱讀(主要先針對上一堂課的內容6~9頁)，程度差的學生可能還是有內容理解上的困難，這時候教師就可以將上一堂課集結自各班的“翻譯成果”發給有需要的同學讓其搭配著繪本閱讀，最後教師再針對這部分內容抽點學生回答問題以確認學生對故事內容的理解認知情況。

第一章 Keelung Harbor 剩下的部份(10~13頁)就如法炮製上一節的翻譯競賽活動來進行。

#### 第四、五節

第二章 Zhengbin Harbor 的閱讀教學一開始也是先發給學生學習單自行完成克漏字填充與查單字的工作，然後教師與學生核對訂正答案。接下來教師帶領學生翻閱繪本逐句唸讀，每念完一句就講解翻譯，整章完成後教師就將預先設計好的問題以投影片呈現，教師逐一發問問題，學生交叉參考學習單與繪本填答。鑑於學生程度高低不一，此部分的作答有特別要求”師父級”的學生要以完整英文句作答，其餘學生以英文單字簡答即可，”徒弟級”的學生也可以中文作答，主要用以測知其閱讀理解程度為目的。

#### 師父級的答案



平民、徒弟級的答案

P. 16-17

1. No
2. Thursday
3. oil stick and soy milk

P. 18-19

- ① Jason
  2. seasick
- Jackie's Dad  
-10

P. 20-21

1. 3:00 pm
- 2: Betty - squid  
Jackie - fish  
Jason - seaweed

3. whale

P. 22-23

1. squid
2. Jackie's Dad

9  
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