

# 英語讀本教學互動教案

# 遠距教學小撇步 # 下一堂課就開始

此讀本電子書由敦煌書局授權客戶於疫情停課期間免費觀看。  
請勿翻印，違者必究。

## Material

The Reading Lab Level 3:  
**Zoo**

More Info <https://pse.is/3fa7tw>

eBook <https://pse.is/TRLZp1>  
<https://pse.is/TRLZp2>



## Objectives

- ✓ to read and understand the story
- ✓ to talk about different animal features
- ✓ to apply reading skills with the after-reading activities (sequencing, making inferences & compare and contrast)

## Key Vocabulary

- |             |            |
|-------------|------------|
| 1. strong   | 6. panda   |
| 2. cute     | 7. monkey  |
| 3. clever   | 8. dolphin |
| 4. bear     | 9. leaf    |
| 5. tortoise | 10. pasta  |

## Conversation Patterns

- I like bears. They are strong. They are good at catching fish.
- I like rabbits. They are cute. They have long ears.
- I don't like to eat fish.

### Before Reading

1. Tell students that they are going to read about a visit to the zoo.
2. Have students look at the first page and read the sentences.



### Fun Activity

Ask them to share their experience of going to a zoo.

- Do you go to the zoo with your family?
- What do you see in the zoo?
- Do you like the animals in the zoo?

Ask them to predict the story by asking true-or-false questions.

- Amelia, Ethan and Woowa go to the zoo together. (T)
- They see giraffes, lizards, hippos, elephants and koalas. (F)
- Amelia and Ethan want to eat hamburgers in the zoo. (F)

## While Reading

1. Have students read along with you page by page. Or, divide students into three teams and role play.
2. Check their pronunciation and the intonation while reading.
3. Explain the meaning of the key vocabulary by pointing to the picture.
4. Ask students the questions in the bubbles.
5. Ask basic comprehension questions to check students' understanding of the text.
  - How do they go to the zoo? (They take a bus to the zoo.)
  - Where is the largest zoo in China? (It is in Beijing.)
  - What is the first animal they see? (They see the black bears first.)
  - Can tortoises live in the sea? (No, they can't. They are land turtles.)
  - Where is pasta from? (It is from Asia.)



## Fun Activity

Familiarize students with the target sentence pattern. Share with them some fun facts about animals by asking true-or-false questions.

- Cranes are good at standing on one leg. (T)
- Turtles are good at raising their kids. (F)
- Bats are good at playing baseball. (F)
- Sloths are good at hanging upside down. (T)
- Cats are good at everything. (F)

Ask students to make sentences by using the target sentence patterns and the given animal names.

e.g. I like rabbits. They are cute. They have long ears.

- Butterflies (I like butterflies. They are beautiful. They have beautiful wings.)
- Elephants (I like elephants. They are giant. They have huge ears.)
- Monkeys (I like monkeys. They are cute. They have long tails.)
- Frogs (I like frogs. They are jumpy. They have strong legs.)

## After Reading

1. Finish the activities from pages 32 to 37.
2. Assign the mission in pages 38 and 39 as individual homework. Ask students to make their own zoo and record a video to talk about their zoo.

## Fun Activity

Show students three nouns and ask students to find the odd one out.

- jellyfish/goldfish/clown fish (Jellyfish. Jellyfish are not fish.)
- penguin/owl/sparrow (Penguin. Penguins cannot fly.)
- moo/woof/roof (Roof. "Roof" is not a kind of animal sounds.)
- pizza/spaghetti/farfalle (Pizza. Pizza is not pasta.)
- banana/watermelon/sandwich (Sandwich. A sandwich is not a fruit.)
- zoo/forest/ocean (Zoo. Zoo is man-made.)