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Recipe



Recipe

- ★ A recipe is a set of instructions telling you how to prepare and cook food, including a list of ingredients needed.

Reading Strategies

- ★ **Predicting:** Make a guess with the help of the contextual clues.
- ★ **Visualising:** Turn the words into a picture in your mind.

Part 1

Tomorrow is Mother's Day. Johnny is going to cook a meal for his mum. He is reading a recipe on the Internet.

Read the recipe.

Spaghetti with Meat Sauce

Procedure:

1. First, heat olive oil in a large frying pan.
2. Next, add onion and minced beef into the pan. Stir and fry the meat mixture until the beef is browned.
- 5 3. Then stir in tomato sauce and let it cook over medium heat. Add chopped tomato, some water and sugar, and cook for 30 minutes. Set the meat sauce aside.
- 10 4. After that, cook spaghetti for 8 to 10 minutes in a large pot of salted boiling water. Once the spaghetti is done, drain it to make it taste better.
5. Stir the meat sauce into the spaghetti. Mix well.
- 15 6. Finally, top with some cheese and serve.

Ingredients:

- 2 tablespoons of olive oil
- 300 g of minced beef
- 1 onion, chopped
- 100 g of tomato sauce 20
- 1 tomato, chopped
- 2 teaspoons of sugar
- 300 g of spaghetti
- 1/2 teaspoon of salt
- 20 g of flaked cheese 25

Date: _____

A. Choose the best answer by blackening the circle.

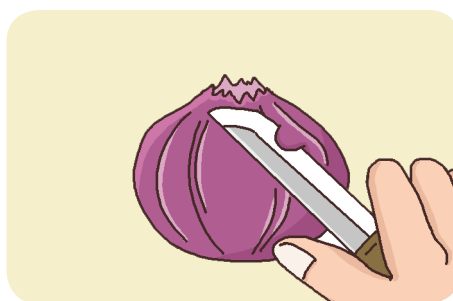
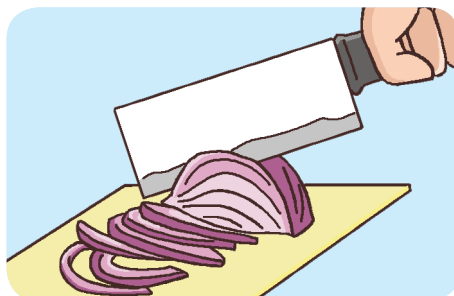
1. Spaghetti with meat sauce tastes _____.

- A. very hot and sweet
- B. a little bit hot and bitter
- C. a little bit sweet and sour
- D. very salty and bitter

**Reading Strategy****Predicting**

Guess how the food will taste by referring to the ingredients in the recipe.

2. What does Johnny need to do with the onion before cooking?

 A. B. C. D.**Reading Strategy****Visualising**

Locate the relevant information in the text. Then turn it into a picture in your mind.

3. To cook the spaghetti, what should Johnny add to the water?

- A. sugar
- B. pepper
- C. garlic
- D. salt

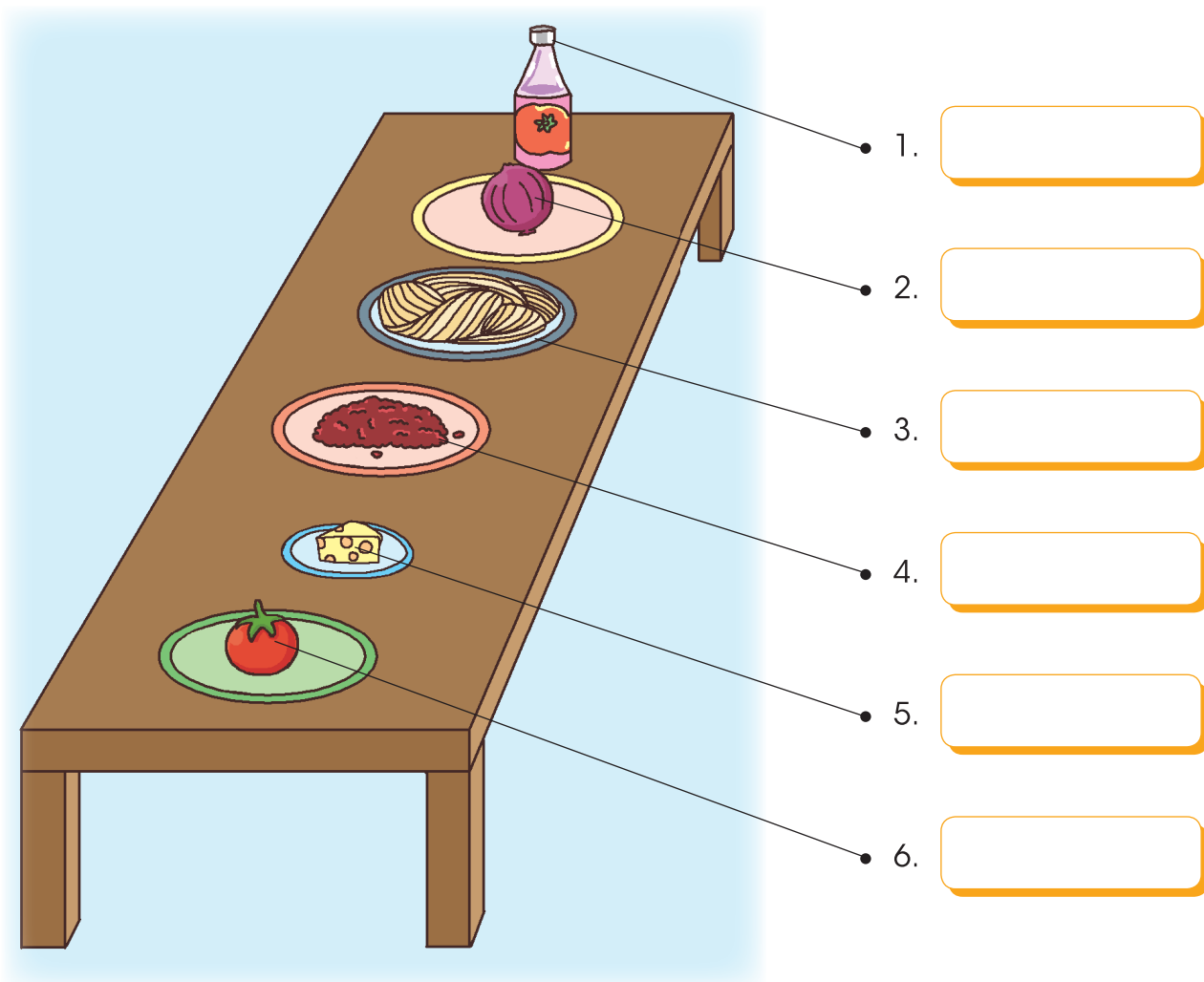
4. To make the spaghetti taste better, what does Johnny need to do?

- A. chop the spaghetti into small pieces
- B. cool the spaghetti after cooking
- C. drain the spaghetti when it is cooked
- D. boil the spaghetti with sauce

Part 2

Johnny is preparing some of the ingredients.

D. Look at the picture and write the names of the ingredients on the right. Fill in the boxes with the words from Part 1.



Vocabulary Highlights

- ★ **procedure (noun)** – a set of actions for doing something
e.g. The procedure for making a kite is not very complicated.
- ★ **sauce (noun)** – a liquid put on food to make it taste better
e.g. Soy sauce is salty.



Text Types (P.5)

Sample

Recipe	A recipe is a set of instructions telling you how to prepare and cook food, including a list of ingredients needed.
Interview Transcript	An interview transcript is a written or printed copy of an interview, in which the interviewer asks the interviewee different questions about his/her life, experiences or opinions.
Poster	A poster is a large printed picture, photograph or notice that you put on a wall or a board, usually for decoration or advertising.
TV Guide	A TV guide is a description of the programmes on different TV channels. It includes brief introductions of the programmes and the time when they will be on air.
Biography	A biography is a story of a person's life written by someone else.
Charts	A chart is a graph that uses lines, sections, numbers, etc. to present data. It allows readers to understand and compare data more easily.
Letter to the Editor	A letter to the editor is a letter sent to a magazine or newspaper about issues of concern from its readers.
Order Form	An order form is a form that you fill in when you are placing an order for products or services.



Vocabulary Checklist

Sample

A		
attraction (n.)	景點	Ex.10 (p.42)
B		
ballerina (n.)	芭蕾舞女演員	Ex.2 (p.10)
breathhtaking (adj.)	驚人的	Ex.3 (p.14)
C		
compass (n.)	指南針	Ex.12 (p.50)
contest (n.)	比賽	Ex.2 (p.10)
cruel (adj.)	殘忍的	Ex.7 (p.30)
D		
delivery (n.)	遞送	Ex.8 (p.34)
demonstrate (v.)	示範	Ex.4 (p.18)
diet (n.)	日常飲食	Ex.11 (p.46)
dip (v.)	浸；使下沉	Ex.15 (p.62)
E		
equipment (n.)	設備	Ex.12 (p.50)
G		
grasp (v.)	把握	Ex.13 (p.54)
grown-up (n.)	成年人	Ex.14 (p.58)
H		
habit (n.)	習慣	Ex.11 (p.46)
head (v.)	向……方向前進	Ex.13 (p.55)
I		
illustration (n.)	插圖	Ex.9 (p.38)
imaginative (adj.)	富有想像力的	Ex.5 (p.22)
inconvenience (n.)	不便之處	Ex.16 (p.66)
instructions (n.)	操作指引	Ex.9 (p.38)
intelligent (adj.)	聰明的	Ex.5 (p.22)
J		
juggling (n.)	雜耍	Ex.3 (p.14)

M		
maintenance (n.)	維修	Ex.16 (p.66)
mosquito (n.)	蚊子	Ex.12 (p.50)
N		
natural (adj.)	天然的	Ex.15 (p.62)
P		
pain (n.)	痛苦；疼痛	Ex.7 (p.30)
procedure (n.)	程序	Ex.1 (p.6)
professional (adj.)	職業的	Ex.2 (p.10)
Q		
quality (n.)	品質	Ex.9 (p.38)
R		
recently (adv.)	最近	Ex.7 (p.30)
recover (v.)	恢復	Ex.5 (p.22)
rehearsal (n.)	排練	Ex.4 (p.18)
resident (n.)	居民	Ex.16 (p.66)
risk (n.)	風險	Ex.14 (p.58)
romance (n.)	愛情(電影/故事)	Ex.6 (p.26)
S		
safeguard (v.)	保護·防護	Ex.14 (p.58)
sauce (n.)	醬	Ex.1 (p.6)
serve (v.)	提供(食物或飲料)	Ex.8 (p.34)
spend (v.)	消耗·花時間	Ex.10 (p.42)
suspension (n.)	暫停	Ex.16 (p.66)
T		
tragedy (n.)	悲劇	Ex.6 (p.26)
trapeze (n.)	高空秋千；吊架	Ex.3 (p.14)
W		
wave (v.)	揮手	Ex.13 (p.54)



Reading Comprehension

with Text Types
and Strategies

Upgraded
Edition

Reading Strategy for Text Types

P. 5





Overview of KS2 Reading Strategies (第二學習階段閱讀策略一覽表)	P.2
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Narrative Texts 記敘文體

1 Biography 傳記	• Making Connections • Timeline	• Scanning	P.3
2 Story 故事	• Scanning	• Inferring	P.4

Information Texts 資訊文體

3 Article 文章	• Predicting • Summarising	P.5	
4 Back Cover 封底	• Guessing Meaning • Differentiation	P.6	
5 Charts 圖表	• Inferring • Skimming	P.7	
6 News Article 新聞文章	• Differentiation • Questioning	P.8	
7 Notice 通告	• Skimming	• Scanning	P.9
8 Order Form 訂單	• Scanning • Referencing	P.10	
9 TV Guide 電視節目表	• Referencing • Making Connections	P.11	

Exchanges 交際文體

10 Email 電郵	• Summarising	• Inferring	P.12
11 Interview Transcript 訪問	• Predicting	• Identifying	P.13
12 Letter 信件	• Scanning	• Inferring	P.14
13 Letter to the Editor 給編者的信	• Making Connections • Skimming	P.15	

Procedural Texts 程序文體

14 Recipe 食譜	• Predicting	• Visualising	P.16
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Persuasive Texts 勸說文體

15 Advertisement 廣告	• Predicting	• Inferring	P.17
16 Poster 海報	• Inferring	• Predicting	P.18

Overview of KS2 Reading Strategies

(第二學習階段閱讀策略一覽表)

Sample

Differentiation 辨別	Distinguish actual facts from personal opinions. 分辨事實與個人意見之間的分別。
Guessing Meaning 推測意思	Guess the meaning of the difficult words with the help of the contextual and pictorial clues. 根據文章的上文下理和圖畫提供的線索，推測難字的意思。
Identifying 辨識	Distinguish specific information in the text with the help of the contextual clues. 結合文中的上文下理，分辨出某些特定的資料。
Inferring 推斷	Find out the underlying meaning of the text with the help of the contextual or pictorial clues. 從文章的上文下理或圖畫等資料推斷文中的隱含意思。
Making Connections 聯繫	Make use of the knowledge about the world or your experiences to comprehend the text. 運用我們對世界的認識或者自己的經歷以幫助理解文章內容。
Predicting 預測	Predict what will happen to the characters, the purpose of an activity in the text, etc. by referring to the relevant information. 從相關資料預測故事的發展或文中提及活動的目的等。
Questioning 發問	Make use of 'Wh-' words to set questions on what you want to know about the text. This helps you have better understanding of the information. 運用發問的技巧，例如「甚麼」、「何時」等，有助理解文中資料。
Referencing 對照	Pay attention to the consistency between different parts in the text. Take note of the relationship of different items and the extra information they provide. 留意前後資料的一致性、各資料間的關係和額外資料提供的資訊。
Scanning 略讀	Scan the keywords to locate the important information. 快速瀏覽全文，從文中找出關鍵詞以得到重要的資訊。
Skimming 速讀	Each paragraph brings out one message. Try to deduce the main idea of the paragraph from the first sentence. 每段主要提出一項重要訊息，試從首句推斷整段的重點。
Summarising 總結	Find the topic sentence of each paragraph to get the gist of the text. 找出每一段落的中心句，以歸納出文章的主旨。
Timeline 時序	There are usually different stages in a person's life. Draw a timeline to mark the important events. 利用時序記下人物生平不同階段的重要事跡。
Visualising 想像	Turn the words into a picture in your mind. This will make the text more vivid so that we can better understand the text. 把文字在腦海中轉化成圖畫，使文章更生動，易於理解篇章。



Features 特點

▶ **Function 作用：**
describes a person's life by highlighting important events
敘述人物的生平

▶ **Format 形式：**
usually in chronological order, with personal information such as the place and the year of birth
通常根據時序編排，包含個人資料，如出生地點和年份等

Use of Language 語言運用：
uses the simple past tense
使用簡單過去式



Reading Strategy 閱讀策略

Making Connections

+

Timeline

+

Scanning



▶ **Making Connections:** It is useful to connect the text with what the students know about the person. It helps predict what the person thought and how he/she behaved.

聯繫：學生可結合自己對該名人的認識，推斷其言行。

▶ **Timeline:** There are usually different stages in a person's life. Students can draw a timeline to mark the important events.

時序：人物的生平通常會分為不同階段，學生可利用時序，記下這些階段的重要事跡。

▶ **Scanning:** A biography usually contains information like time, place and people. Students should scan the relevant information and learn about their relationship.

略讀：傳記一般會記載時間、地點和人物等資料，學生可集中找出這方面的資料，並了解這些資料之間的關係。