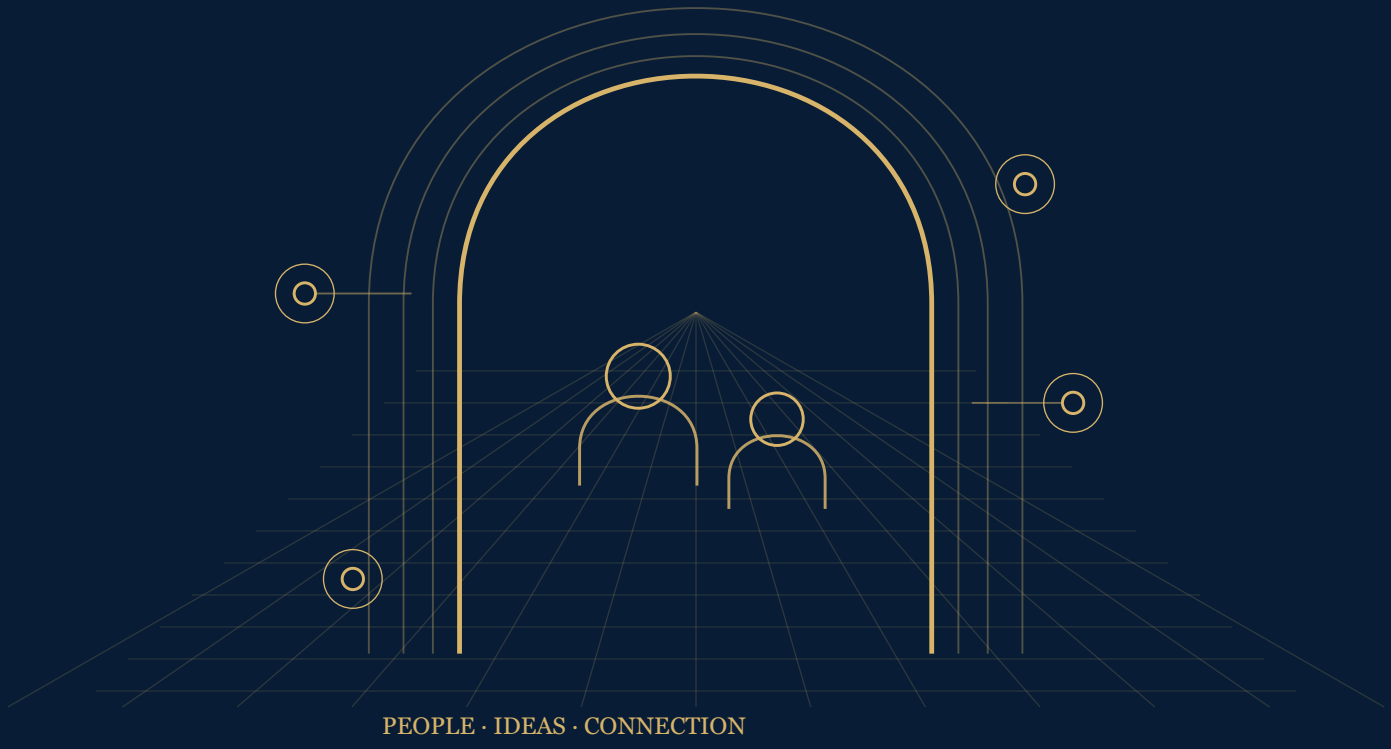
THE METAVERSE

元宇宙

6D親子閱讀

看懂誰在做什麼

G1
閱讀引導



陪孩子讀一小段，說出自己的理解。

完整原文 · 逐步旁註 · 家長提問 · 理解紀錄

掃讀 → 略讀 → 細讀 → 分意群 → 跟讀 → 聽讀

免費陪讀教材 / G1–G4系列

正文頁碼從封面後開始

本冊4頁：封面＋2頁原文詳註＋1頁家長紀錄

級別為帶讀候選，請由老師協助核對。

G1｜元宇宙的未來發展｜原文6D詳註 1/2

The Future of the Metaverse

第1段

In the end of 2021, Mark Zuckerberg announced that Facebook was changing its name to Meta in an attempt to reflect its increased focus on developing the metaverse business. New to many people, the idea of the metaverse is essentially an immersive virtual environment where people interact as avatars, or digital twins that resemble their physical counterparts. As a buzzword, the metaverse is made possible by virtual reality (VR), augmented reality (AR), and mixed reality (MR) technology, along with other connection devices. After Zuckerberg put the term on the map, the metaverse is poised to change the way we connect and interact with each other. While the metaverse is still under development, metaverse technologies are building up momentum for digital transformation in a range of sectors well beyond the realm of entertainment. Here are some of the potential applications of the metaverse.

D1

D3

第2段

The possibilities of a virtual world can open up new revenue streams for businesses that venture into the metaverse. In particular, the virtualization of goods and services may streamline the customer experience and strengthen after-sales support, thereby boosting sales and attracting repeat customers. Businesses can have virtual storefronts and create an immersive and interactive experience for their customers. For example, store owners can project their holograms for a true-to-life feel in a physical store or interact with prospective customers with their avatars in a virtual space that transcends the limits of time and space. Simply put, as many companies have ventured into the metaverse, it is set to help businesses of all sizes to stay competitive in retail.

D1–D3詳解；依卡片的原文頁碼與段號找位置。

D1 掃讀｜帶目標找位置

位置：原文第1頁．第1段
動作：只找並圈出 people，找到後指給家長看，不先要求翻譯全文。
若找不到：家長先指到該段，再讓孩子自己找一次。先記「提示後找到」。

D2 略讀｜先知道文章談什麼

怎麼看：只看標題與第1段首句，先說這篇主題。
家長問：「這篇主要談什麼？」
可接受：這篇介紹元宇宙。
若卡詞：成人只解釋段首關鍵詞，再請孩子自己說；不用猜全文每個字。

D3 細讀｜回原句確認答案

位置：原文第1頁．第1段。
家長問：「在虛擬環境裡，誰以什麼身分互動？」
可接受：人們以虛擬分身的身分互動。
答偏怎麼接：若孩子說「人都變成機器人」：家長說：「avatars是虛擬環境中代表人的分身，不是說人的身體變了。再看as avatars，說說人用什麼身分互動。」

G1｜元宇宙的未來發展｜原文6D詳註 2/2

The Future of the Metaverse

第3段

The metaverse can also empower medical practitioners and be an invaluable surgical assistance tool. Metaverse technologies would allow surgeons to look inside a patient's body as they perform an operation on the patient. For example, AR and MR headsets can help monitor a patient's data in real time such as temperature, heart rate, respiration rate, and blood pressure, likely improving the precision and speed of surgery. Because of the highly immersive nature of the metaverse, metaverse technologies can equip pre-service surgeons with knowledge and skills necessary for a successful surgery. For example, a practicing surgeon can actively interact with apprentice surgeons and walk them through surgical procedures so that they are well prepared before they perform an operation on a patient. The bottom line is that although we have come a long way, more work is needed as we bring the metaverse to life.

D4–D6示範句｜原文節選，照右欄操作

people interact as avatars

先讀懂再跟讀；聽讀時孩子不看教材，由成人照選句讀。

D4–D6詳解；下方示範框重列本級原文選句。

D4 分意群｜接起整句意思

原句拆法：people / interact / as avatars
每塊意思：人們 / 互動 / 以虛擬分身的身分
做法：讀一塊、說一塊，再用一句中文接起來。
若接不起：先只練相鄰兩塊，再加下一塊；讀懂後才連讀，不計速度。

D5 跟讀｜先聽懂，再跟一句

示範選句：people interact as avatars
成人：按D4的意群慢讀一塊，先讓孩子聽。
孩子：聽完跟這一塊；熟悉後再合句，必要時才同步讀。
若跟不上：縮短成一個意群。家長不熟發音時請老師示範，不硬猜。

D6 聽讀｜遮字後，說出意思

聽哪句：沿用D5選句。把教材朝向成人，孩子不看本頁文字與答案，成人讀一次。
家長問：「誰在互動？用什麼身分？」
可接受：人們；虛擬分身。
若漏答：只重聽漏掉的意群，再回答，最後看原文核對。聽後理解與自己讀懂分開記。

太平新光分校｜元宇宙｜G1｜家長陪讀紀錄

科技詞不熟，先記下卡在哪裡；不要只用「看不懂」概括孩子這次的表現。

這次答案：人們（people）以虛擬分身（avatars）的身分互動（interact）。重點是人、動作、身分三部分能對回原文，不要求背出整段定義。

確認方式：孩子能指著people說「人們」，指著as avatars說「用虛擬分身的身分」，再把意思接成一句。若先解釋了avatars才答對，就記為解詞後理解。

只記實際用到的幫助

先遮旁註，只試讀標記片段 → 必要時解詞 → 再試一次 → 仍需幫助才拆句或聽示範。
○ 自己讀懂 ○ 解詞後理解 ○ 拆句後理解 ○ 聽成人示範後理解 ○ 仍需協助
孩子自己說出的意思：_ _

下一次只補一項：詞義 / 句意 / 段落關係 / 原文依據。
解詞後能回答，是在詞義支持下理解這個片段；聽成人讀後能答，記作聽後理解。兩者都應看見，並與獨立閱讀分開。一題不能判定整體閱讀級別。

本包保留完整正文，低級別先練指定片段，其他內容可由成人中文帶出主題。G1–G4為課程級別的帶讀候選，需教師核對。本包沒有音檔；D4為意群理解與熟句連讀的教學轉化，不設速度門檻。原文保留來源時點，未當作今日產品 / 法規現況。

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