

English Easy Go

國小英語補救教學教材



局長序

新的世紀是一個無國界的競爭世界，地球村的時代已經全然成形。全球化交流的重要溝通語言，就是英語；也就是說，英語是邁向國際化的必備工具之一。在推動國際化的過程中，無論是走出去或者是迎進來，英語能力絕對是必要的條件。也唯有向下紮根的英語學習，才有機會讓我們的下一代具備有國際競爭的優勢能力。

臺北市的語言教育政策「一主軸，兩並軌。」是以國語為主軸，英語、鄉土語言雙軌並行。其中國民小學的英語教育，自民國91學年度起全面實施英語教學，同時訂頒有「臺北市國民小學英語課程綱要」及「臺北市國民小學各年段英語能力指標」，此為本市國小英語教學之依準。

臺北市國民小學全面實施英語教學已進入第7年，大致而言，成效已相當顯著卓越。然現實中或多或少都還是會有學業低成就的學生存在，其原因可能是弱勢族群，也有可能是學習能力不佳。基此，從95學年度配合教育部政策一關懷弱勢弭平課業落差，實施「攜手計畫」，就是幫助弱勢學生的學業成就。當時，我們有了「English Easy Go」首冊的誕生，也是希望英語老師對於英語學業低成就的學生進行補救教學時，可以運用得上。96學年度擴大辦理「攜手」、「激勵」計畫，除了對於弱勢且低成就的學生予以補救協助外，更擴及到非弱勢但學業低成就的部分。此時，我們的「English Easy Go II」也出版了，它結合了臺北市國民小學英語課程綱要及能力指標，提供了更符合臺北市在地需求的補救教材。

「English Easy Go」第一冊與第二冊同時也獲得財團法人永齡教育基金會青睞，請求授權將此二書作為該基金會推動「永齡希望小學弱勢學童課業輔導計畫」，幫助全國各地弱勢學童的學習問題與建立學習的自信活動，辦理弱勢學童課業輔導計畫之英語補救教學教材。此書影響助

益的範圍也延伸出臺北市的範疇，由此可知本書獲得肯定與其實用之處。

本人於97年5月就任時，提出「臺北101 教育111 打造臺北優質新教育」為發展主軸之施政願景，以「專業、團隊、優質、創新、永續」為經營策略。其中「教育111」的第一個「1」，是要讓每一所學校都成為有效能的學校，同時每個學校至少要發展一項特色。第二個「1」是「1人1專長」，即每一位學生一定要有一個以上的專長、從事一項以上的運動，以利其成長後有個健康的休閒生活，終身學習及享受幸福快樂人生。第三個「1」是指每位老師應教好每位學生，不能漏掉任何一位學生，要把每一位學生都帶上來，以落實教育基本法規定「人民是教育的主體」之內涵及精神。補救教學就是要把每一位學生帶上來的基本工作，我們希望本書「English Easy Go III」的問世，能夠給予從事補救教學現場的老師們有些許的幫助。

本書內容承蒙臺北市立教育大學英語教學系主任胡潔芳教授於百忙中撥冗悉心指導與審查，臺北市長春國小王慧珠校長帶領國小英語輔導團夥伴們的精心規劃、製作與編輯。對於這本實用、好用又有口碑的國小英語補救教學教材「English Easy Go III」，期盼教師們能充分善用，使教學更能得心應手，而孩子們的學習也能更有成效。

臺北市政府教育局局長  謹識

2008年9月

主 編 序

在全球化與國際化的潮流下，英語的重要性與日俱增，為了達到強化我國在國際上的競爭力，培養國民良好的英語能力，以便快速吸收全球重要資訊，無疑是當前學校教育的主要課題。

臺北市從91學年度起全面實施英語教學，同時成立推動小組，分設行政規劃組、課程教學組、師資資源組、以及諮詢輔導組，分別進行行政規劃、研擬暫行綱要、進行教材研究、辦理師資培育工作、進行訪視建立教學網站等。國小英語輔導團也負責巡迴到各區學校辦理教學演示、專題研討、教學經驗分享、諮詢輔導及探討英語教學疑難問題等，並對於共同關切的英語教學議題進行系列研究，其中補救教學就是探討的主題之一。

為了實踐「把每一位孩子帶上來」的理想，補救教學在整個教育過程當中，成為一個必要的趨勢。抱持教育愛的老師會在教學過程中，考量落後學童的學習狀況並在課外抽空給予適時的輔導與補救；學校也會向教育部申請攜手激勵計畫，邀請學有專精的退休老師、愛心家長或與大學院校英語系合作，引入專業人力資源，透過個別化、趣味化的補救教學，協助有需要的學生學得更好、更有自信。

其實，英語在國小階段，重點是要將26個英文字母(letter name)、字音(letter sound)的關係及語音辨識能力學好。所以目前國小英語老師上課時都會以字母拼讀法(phonics)來導引學生認識字母與字音對應的關係，進而讓孩子學會「聽音辨字」及「見字發聲」的閱讀能力。另外，也希望透過英語老師的悉心指導，學生能夠於國小期間分階段熟練320個基本字彙、65句生活用語及30句簡易句型，以預備銜接國中英語課程。

臺北市國小英語輔導團在2006年出版國小英語補救教學教材第一冊--『English Easy Go』，2007年接續編印國小英語補救教學教材第二冊--『English Easy Go II』，均深受英語老師們的喜愛與好評，同時亦授權為永齡希望小學英語補救教學之教材。今年本團繼續研發相關主題內容，編輯為國小英語補救教學教材第三冊--『English Easy Go III』，這本教材從收集資料、討論主題、分配工作、招標合作廠商、撰稿編輯、校稿

審稿、一再的修正與校對，經歷四個月的作業時間；就是期盼能呈現最實用、好用的作品。

本教材依據臺北市國小英語課程綱要與英語能力指標之範圍編輯，共有三個部份。第一部份是字母（The Alphabet），以A到Z的大小寫字母順序，配合相關常用的單字，讓小朋友熟悉字母名(letter name)，並藉由練習書寫，提升學童辨識字形(letter form)的能力，為辨識26個字母奠定良好的基礎。第二部分是主題單元（Topics），共有13個單元：分別以，Family, Food and Drinks, School, Things We Do, Places and Location, House, Personal Characteristics, Time, Transportation, Feeling and Emotion, Clothes, Animals, Nature為主題，設計情境對話生活用語、key words習作，多層次學習活動設計，老師可以就學生程度選擇適合的學習活動單直接copy使用，另也貼心的設計給老師的話：針對教學重點、注意事項及加深單字與句型補充說明之；提供老師們可參考運用。第三部分是附錄（Appendices）包含臺北市國小學生各年段英語應用字詞表、生活用語及簡易句型，提供給老師們參閱。

本教材能順利編輯完成，特別要感謝臺北市教育大學英語教學系胡潔芳主任的悉心指導與審查，還有國小英語輔導團的好夥伴們：教育局督學室章菁老師、新民國小黃心怡老師、光復國小殷泰宜老師、新生國小葉美萍老師、國語實小張孝慈老師、仁愛國小張齡心老師、麗湖國小沈佩玲老師、仁愛國小陳健豪老師、龍山國小林淑惠老師、大橋國小高婉妃老師、興雅國小鄭茜文老師、濱江國小陳幼君主任、萬興國小楊珩老師、長春國小李奕寬主任及陳滢如老師的共同參與撰稿、編輯與校稿工作。這是一本集合眾人心力的智慧結晶，期盼這本教材能協助老師們於英語教學路上更勝任愉快。

臺北市長春國小校長  謹識

2008年9月

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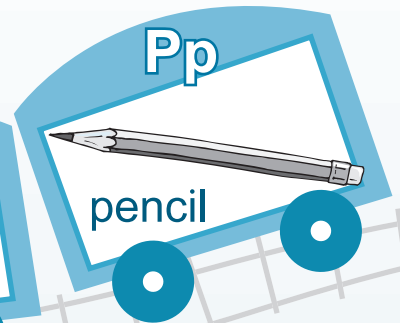
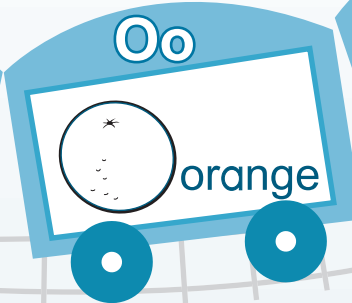
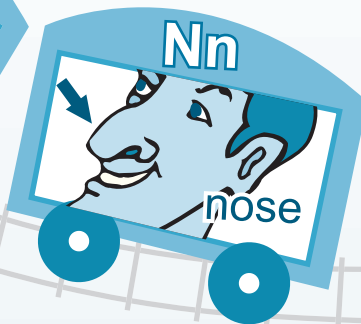
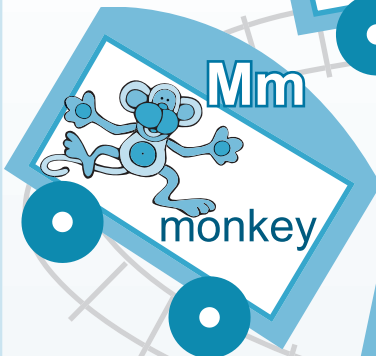
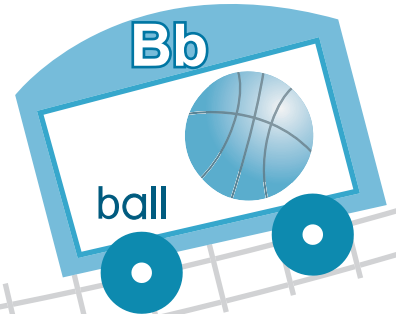
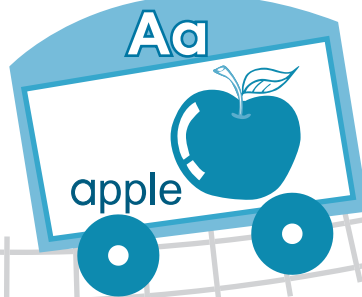
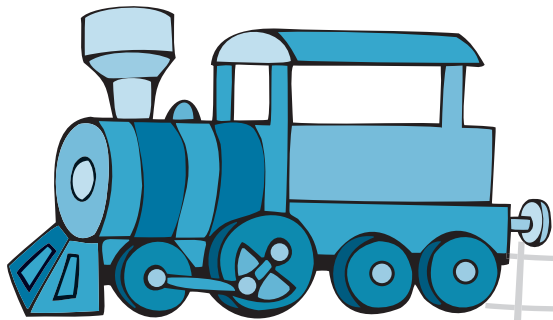
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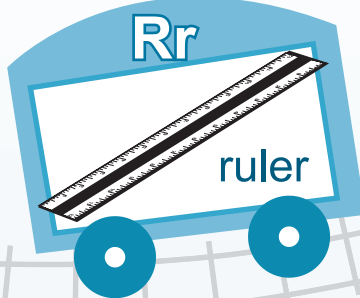
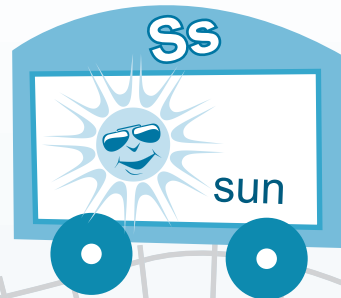
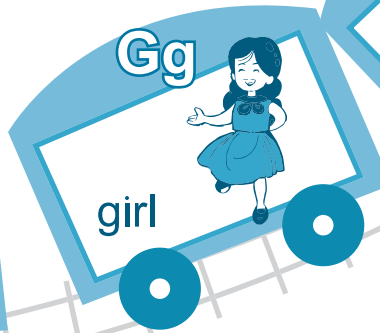
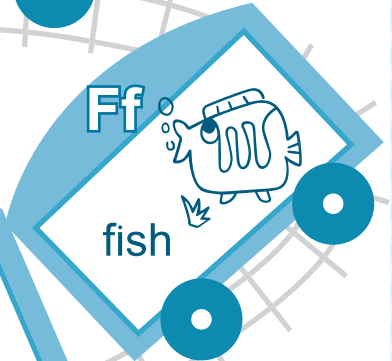
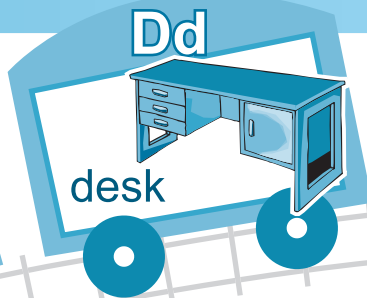
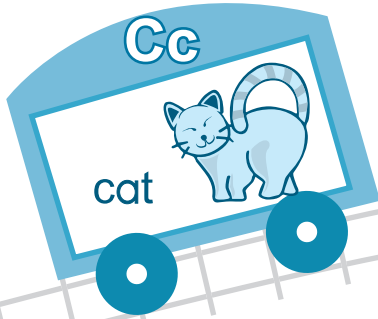
Appendices

121 Words for Oral Production & Written Production

127 Classroom English & Useful Sentences

The Alphabet





A A

a a

A a A a

B B

b b

B b B b

C C

c c

C c C c

D D

d d

D d D d

E

E

e

e

E

e

E e

F

F

f

f

F

f

F f

G G

g g

Gg Gg

H H

h h

Hh Hh

I I

i i

I i I i

J J

j j

J j J j

K K

k k

K k K k

L L

l l

L l L l

M M

m m

M m M m

N N

n n

N n N n

O O

o o

O o O o

P P

p p

P p P p

Q Q

q q

Q q Q q

R R

r r

R r R r

S S

s s

S s S s

T T t t

t t

T t T t

U U

u u

U u U u

V V

v v

V v V v

W W

w w

W w W w

X X

x x

X x X x

Y Y

y y

Y y Y y

Z Z

z z

Z z Z z

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

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a b c d e f g h i j k l m

n o p q r s t u v w x y z

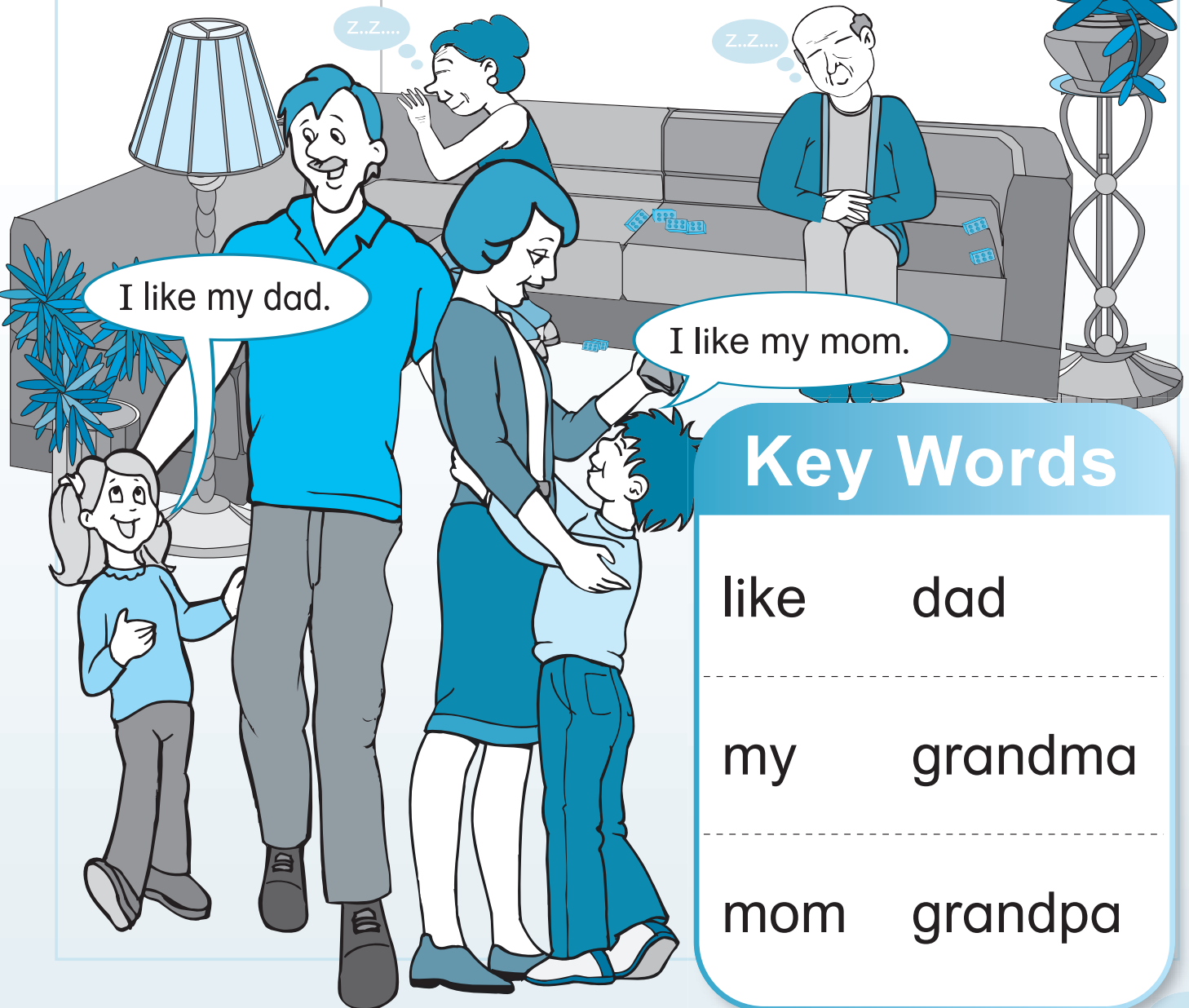
Unit 1 ○ Family



I like my grandpa.

I like my grandma.





I like my dad.

I like my mom.

Key Words

like dad

my grandma

mom grandpa

like like

my my

mom mom

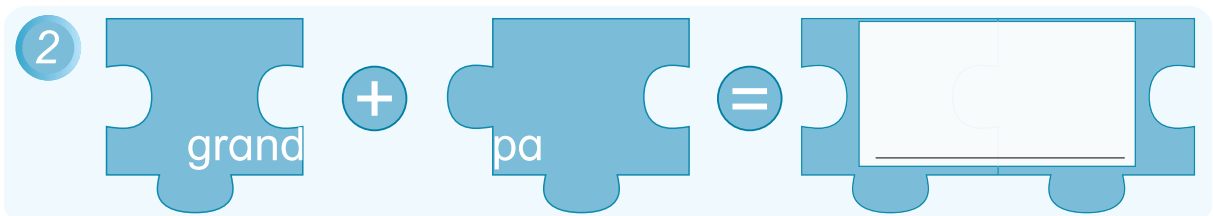
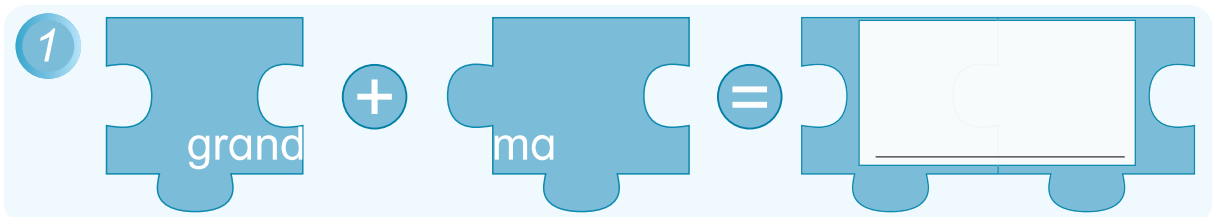
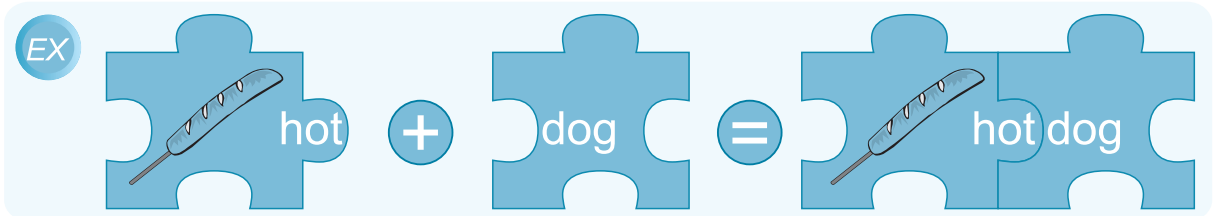
dad dad

grandma grandma

grandpa grandpa

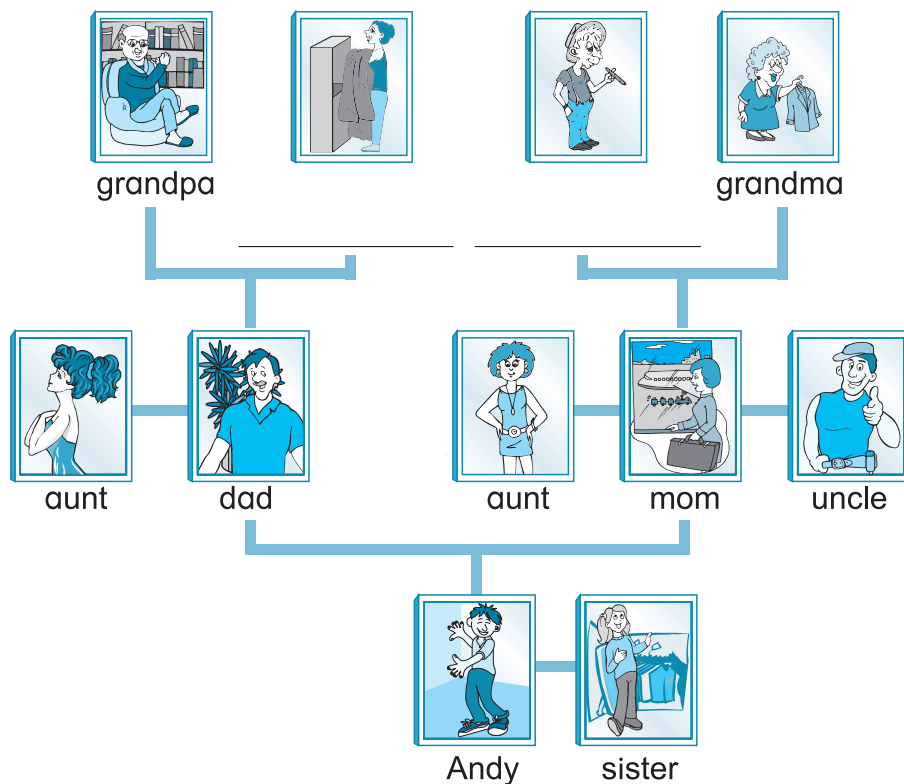
Match and Draw

連連看，寫出連出的字，並為該字畫出一圖



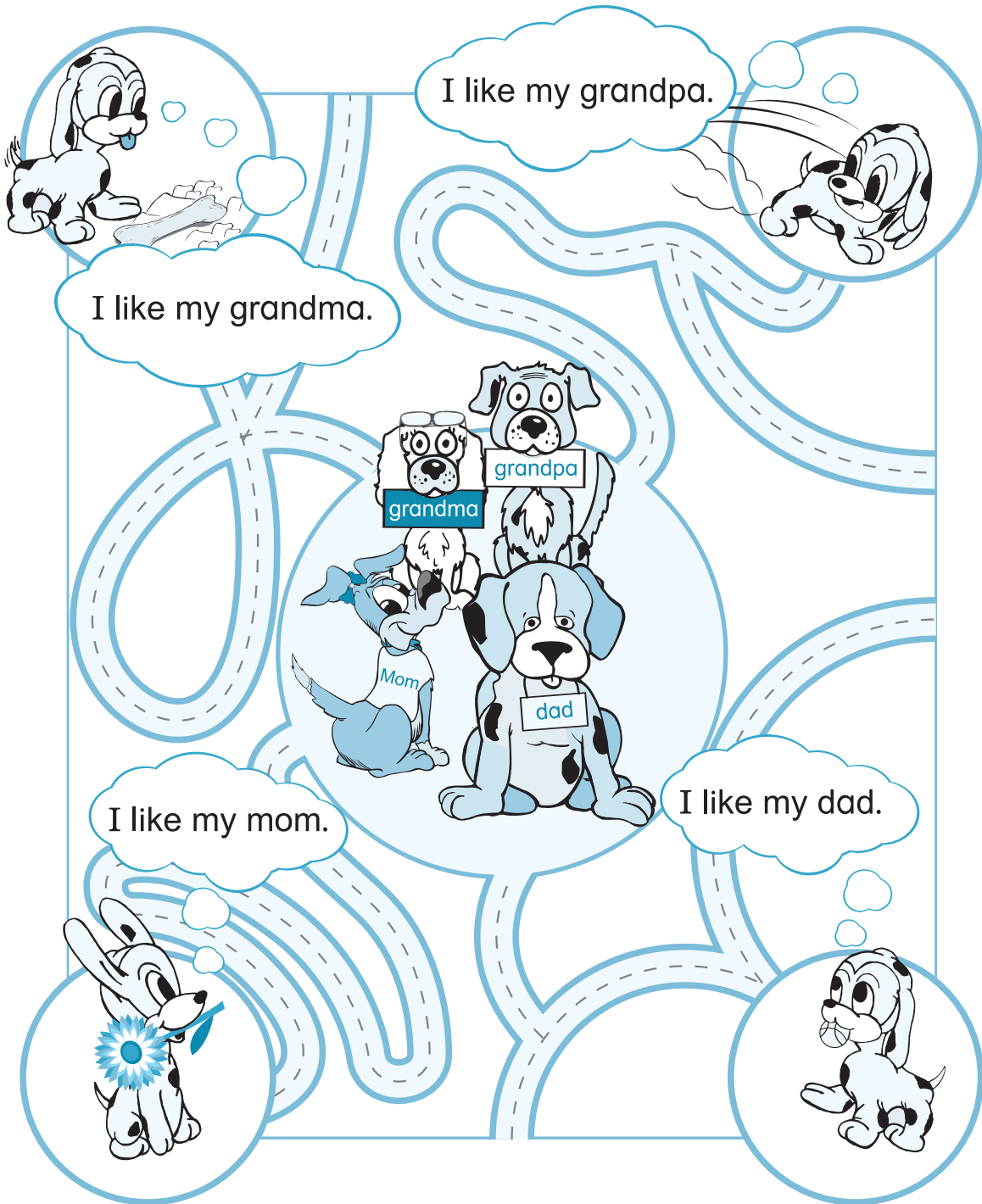
Read and Write

請看看 Andy 的 family tree，幫忙把家人的稱謂填入



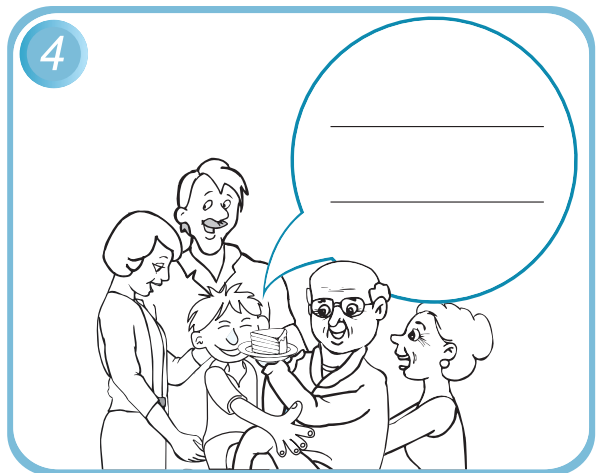
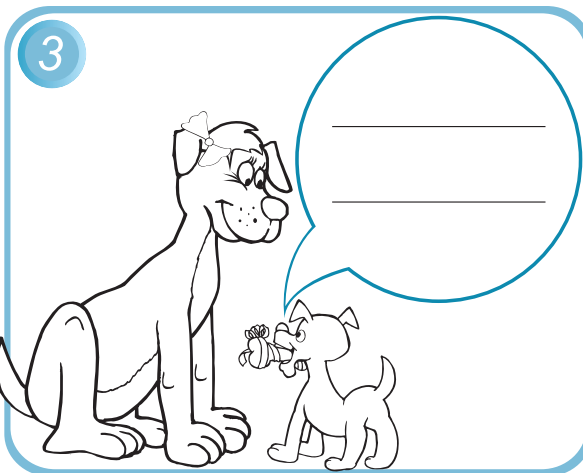
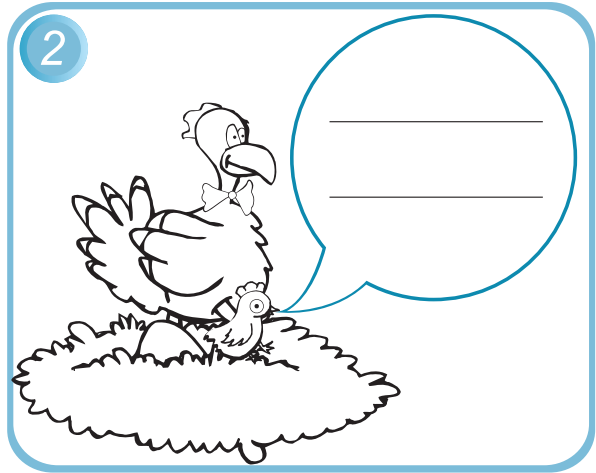
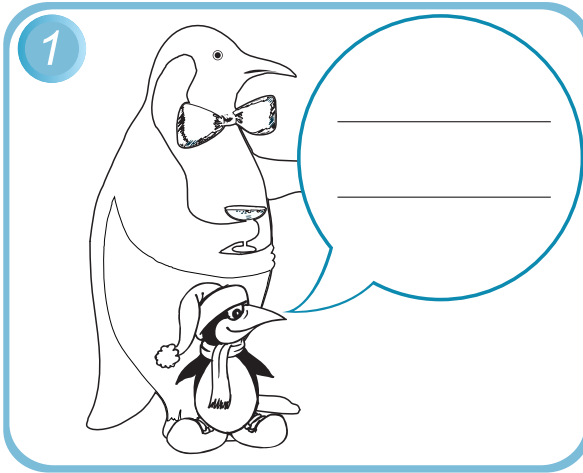
Trace and Say

請幫小狗狗找到牠的家人，並且幫牠說出心裏的話



Color and Write

請為各圖著色，並依照Sentence Bank的提示，幫各圖的動物寫出自己想說的話



Sentence Bank :

- I like my mom.
- I like my dad.
- I like my grandma.
- I like my grandpa.

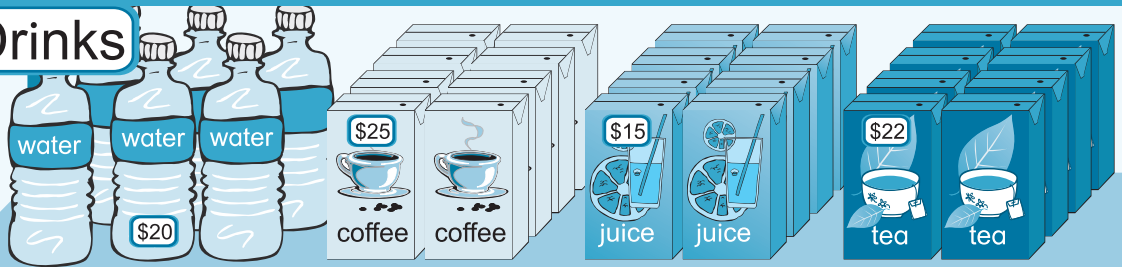


給老師的話

- 1 本單元介紹mom, dad, grandma, grandpa等家人稱謂，並用I like...句型表達對家人的情感。在這裏也可以順便向學生介紹家人稱謂的其他英語表達，例如：mom的英式拼法mum，也可以用mother, mama等來稱呼母親，父親的稱呼包括dad, father, papa，祖父與外祖父可以使用grandfather, granddad, grandpa，祖母與外祖母可以使用 grandmother, grandma, granny 等，本單元介紹的句子以I like my _____，表達對家人的情意，也可以使用 I love my _____，更強烈的表達對家人的情感。
- 2 配合家人稱謂可以搭配介紹家人的句子，例如: This is my dad. That is my mom. 也可以搭配介紹家人的外型或特質 My mom is tall. My dad is nice. 或者描述家人的心情 My grandma is happy.
- 3 介紹與家人相關的句子難免要使用到所有格 my, his, her, your, our, their 等，教師可以視學生程度與教學需要適時的提醒或補充。
- 4 教師可以參考 Read and Write 練習中的家庭樹family tree，讓學生嘗試運用所學習的家人稱謂製作符合個人家庭家人成員的家庭樹圖表，也可以發揮創意以樹或者其他圖像呈現家庭成員間的關係，並可以藉機延伸介紹uncle, aunt, brother, sister, 以及 in-laws(姻親)的各種說法。

Unit 2 • Food & Drinks

Drinks



Fruit



Where is the rice?

It's under the bananas and the oranges.



What do you like for lunch?

I like hamburgers,
ice cream and tea.

Key Words

banana orange

rice ice cream

tea hamburger

banana banana

rice rice

tea tea

orange orange

ice cream ice cream

hamburger hamburger

Fill in the blanks

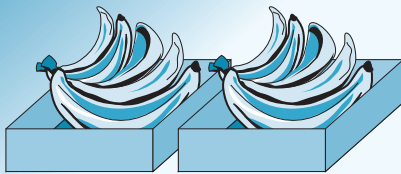
填字遊戲，將下列不完整的單字完成（一底線填寫一個字母）

1



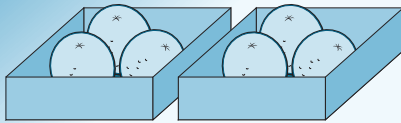
__ice

2



__ a __ a __ a

3



__range

4



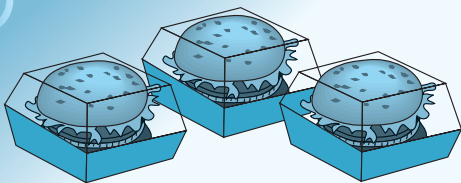
t__ __

5



__ __ __ cream

6



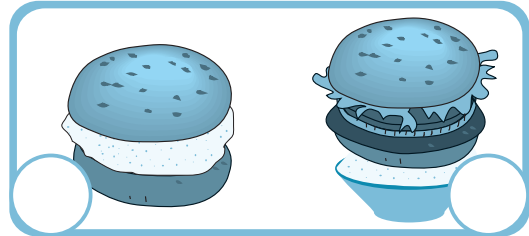
ham__ __ __ __

Read and Check

讀 讀 看 ， 選 選 看

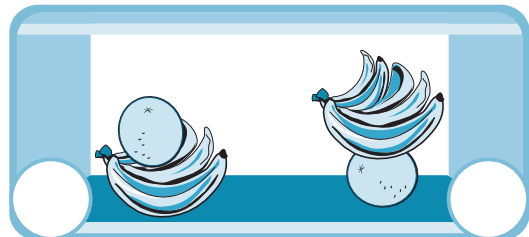
1 Where is the rice?

It is in the hamburger.



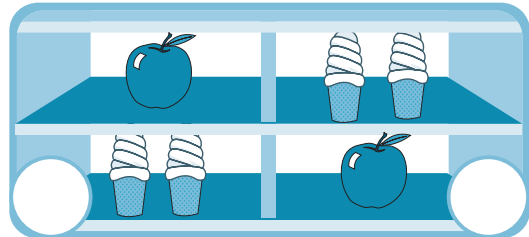
2 Where is the orange?

It is on the bananas.



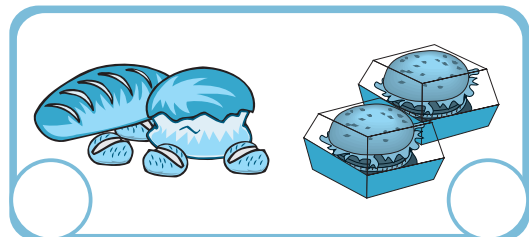
3 Where is the apple?

It is under the ice cream.



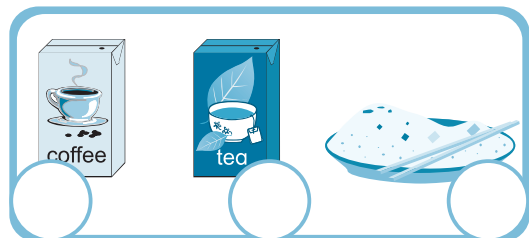
4 What do you like for lunch?

I like hamburgers.



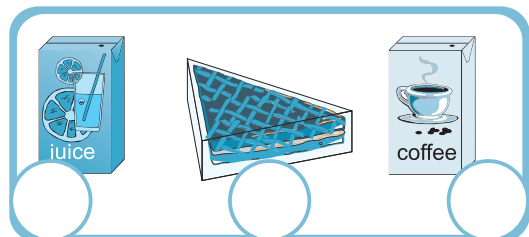
5 What do you like for lunch?

I like tea and rice.



6 What do you like for lunch?

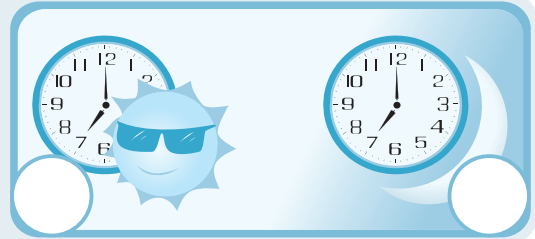
I like juice and pie.



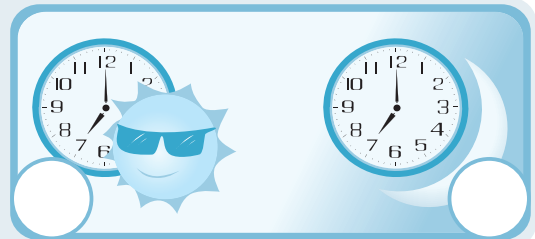
Read, Check or Write

讀 讀 看 , 選 選 / 寫 寫 看

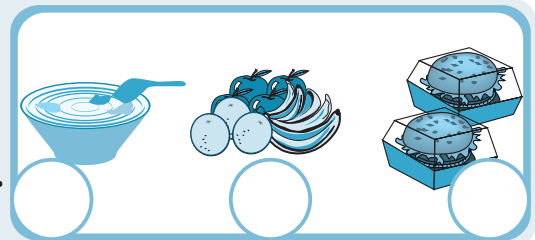
- 1 I have sandwich and juice for my breakfast.



- 2 It's dinner time. Let's have soup and noodles.

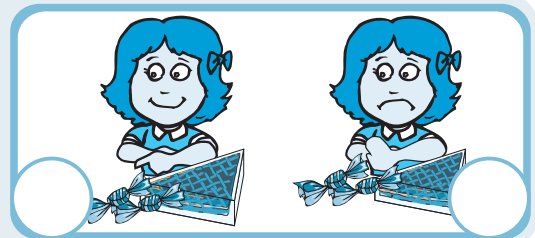


- 3 What does he like for lunch?
He likes hamburgers and fruit.



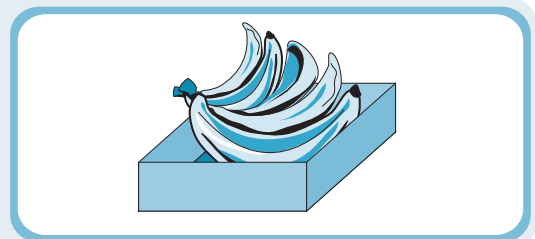
- 4 Does she like candy and pie for dinner?

No, she doesn't.



- 5 Where are the bananas?

They are _____ the box.



- 6 What do you like for dinner?

I like _____ and _____.

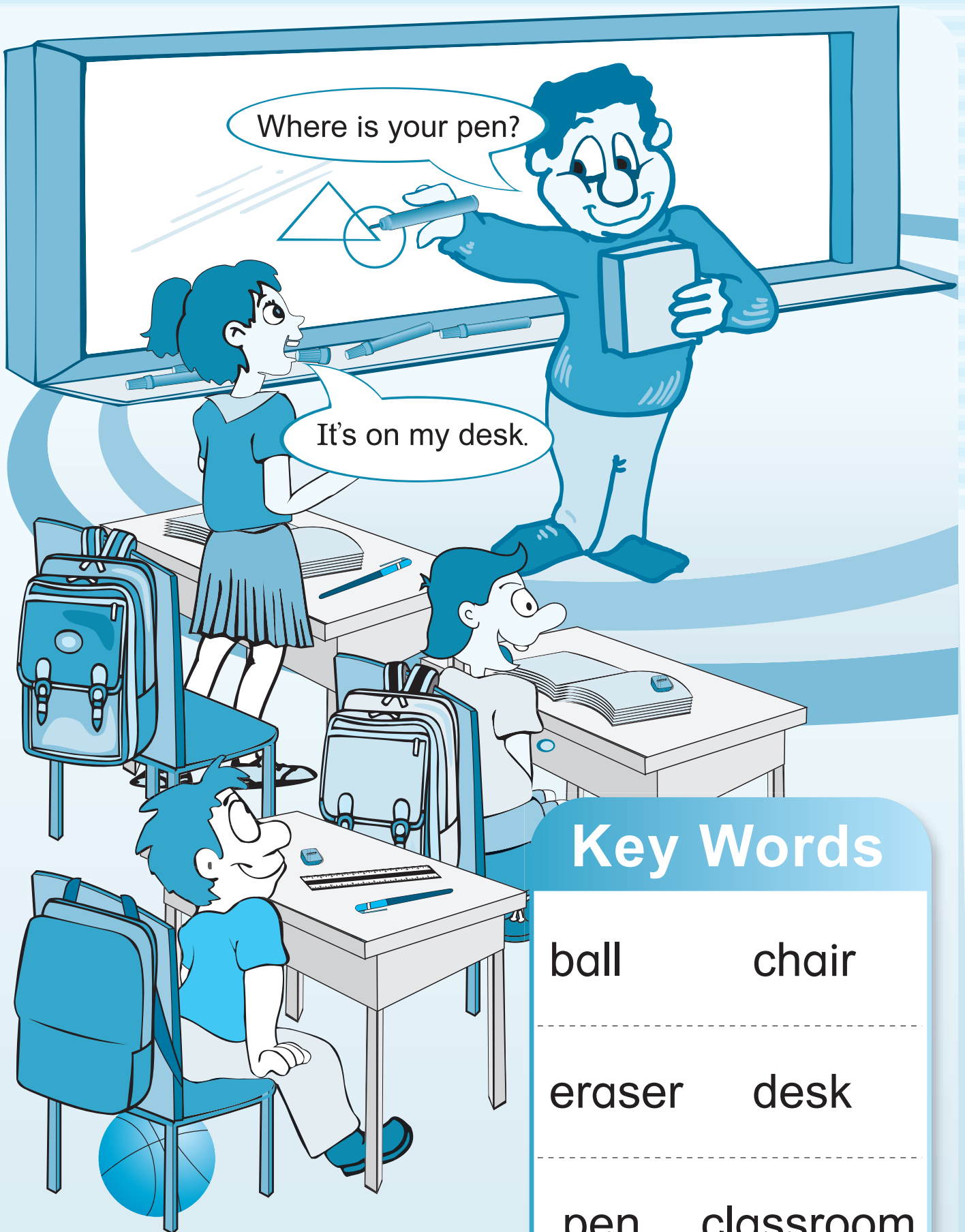


給老師的話

- 1 本單元情境圖中除了banana, ice cream, orange, pie, tea, rice 之中高年級基本生字外，在文字和圖片裡還出現上冊學過的apple, cake, juice, milk和 pizza 的單字，溫故知新。另外圖片裡也隱藏了coffee, cook, drinks, food, fruit, bread, lunch, noodle, sandwich, water等在修訂綱要中有提及的生字，老師可以斟酌學生程度適時補充。如時間許可，本文中沒有出現但在綱要中有提到的其他跟食物有關的單字，如breakfast, candy, dinner, soup等，老師也可以適時提出，以進行Read, Check or Write練習的活動。
- 2 句型方面，Where is the rice? It is under the bananas and oranges. 練習基本單數及方位under的用法。在Read, Check or Write練習中一併練習in / on / under 的用法，亦需要提醒學生複數用法，如Where are the apples? They are under the oranges.另外，What do you like for lunch? I like coffee and sandwich.文中只有提出lunch的用法，綱要裡有提到的breakfast和dinner也可以適時提出，讓學生做練習。不過，breakfast不是很容易發音和記憶，老師在教學的過程中需要特別注意。
- 3 在學生程度可以接受的情況下，再增加第三人稱或變化句型，如What does he/she like for lunch? He/She likes milk and noodles. Does he/she like noodles for lunch? Yes, he/she does.或No, he/she doesn't.

Unit 3 • School





Where is your pen?

It's on my desk.

Key Words

ball

chair

eraser

desk

pen

classroom

ball ball

eraser eraser

pen pen

chair chair

desk desk

classroom classroom

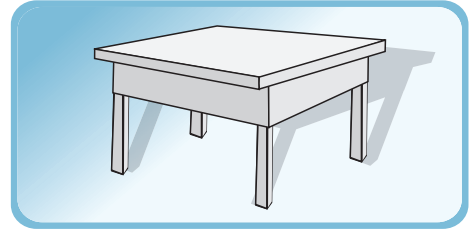
Trace and Match

描描看，連連看

1

ball

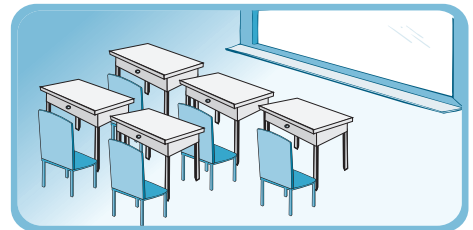
•



2

eraser

•



3

pen

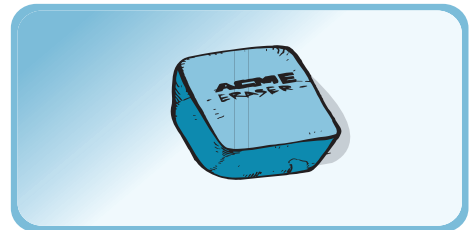
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4

classroom

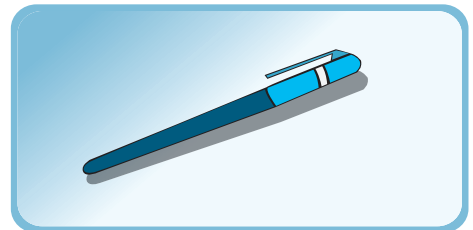
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5

chair

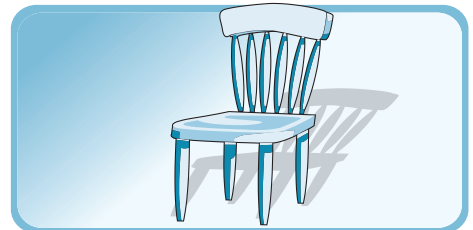
•



6

desk

•



Word Search

請從下面的字母方格，把下列單字圈出來

1 classroom

2 desk

3 eraser

4 chair

5 pen

6 ball

d	e	s	k	y	u	h	c
v	j	h	g	b	a	l	l
c	d	u	o	v	e	s	a
h	k	l	r	u	b	l	s
a	p	e	n	l	l	c	s
i	t	f	i	w	p	e	r
r	w	i	n	d	y	l	o
u	e	r	a	s	e	r	o
x	z	v	e	w	k	c	m

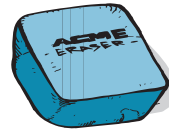
Look and Write

根據圖片，圈選出正確的 a, an 或 on, in, under 並寫出正確的回答

ball ● classroom ● pen ● eraser ● desk ● chair

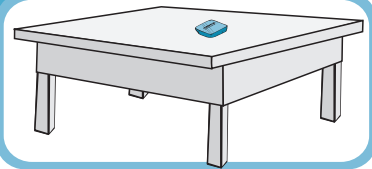
EX What is it?

It's a / an eraser.



Where is the eraser?

It's on / in / under the desk.



1 What is it?

It's a / an _____.



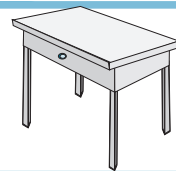
Where is the ball?

It's on / in / under the _____.



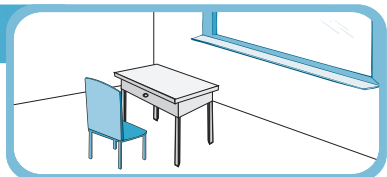
2 What is it?

It's a / an _____.



Where is the desk?

It's on / in / under the _____.





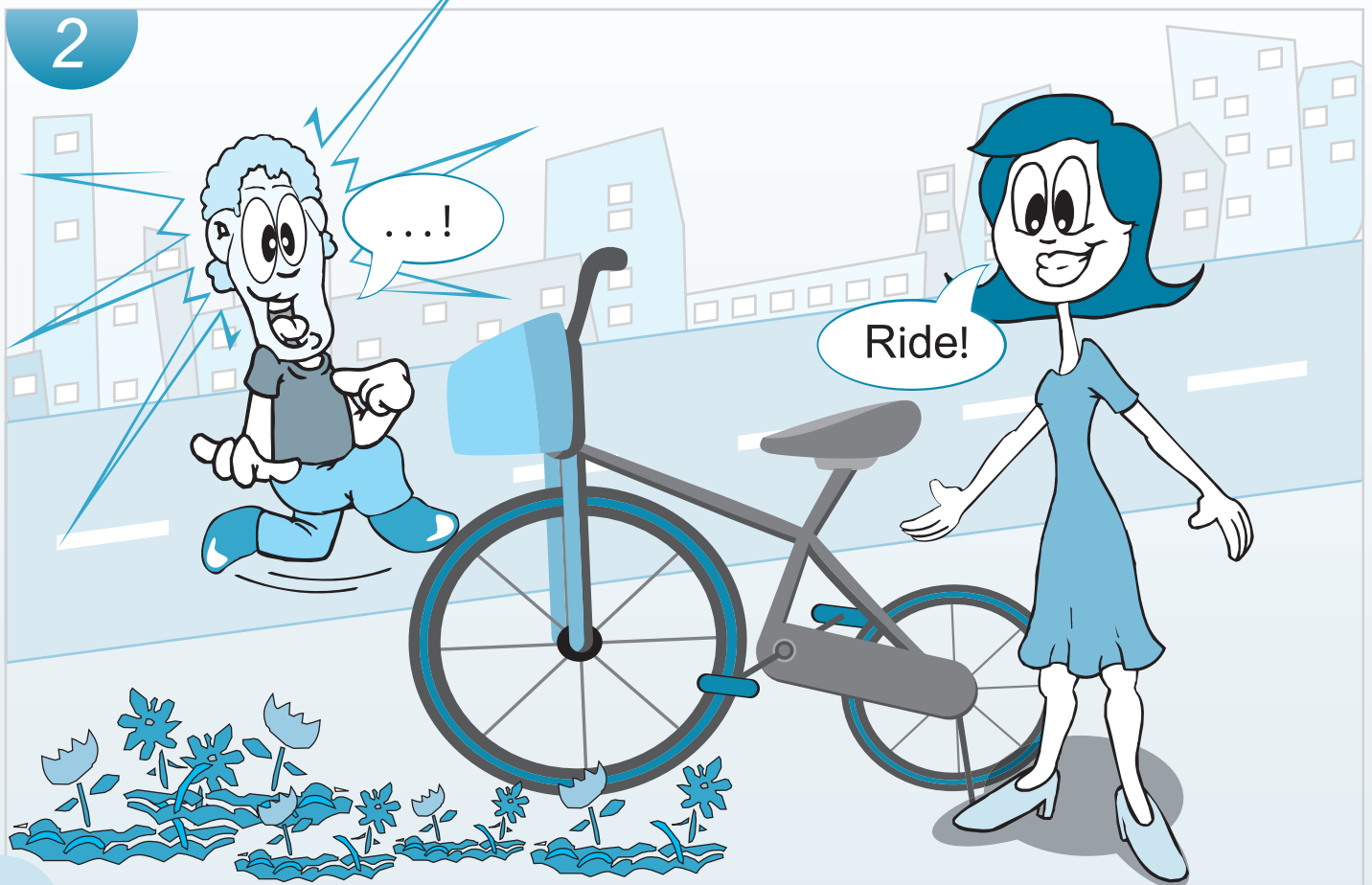
給老師的話

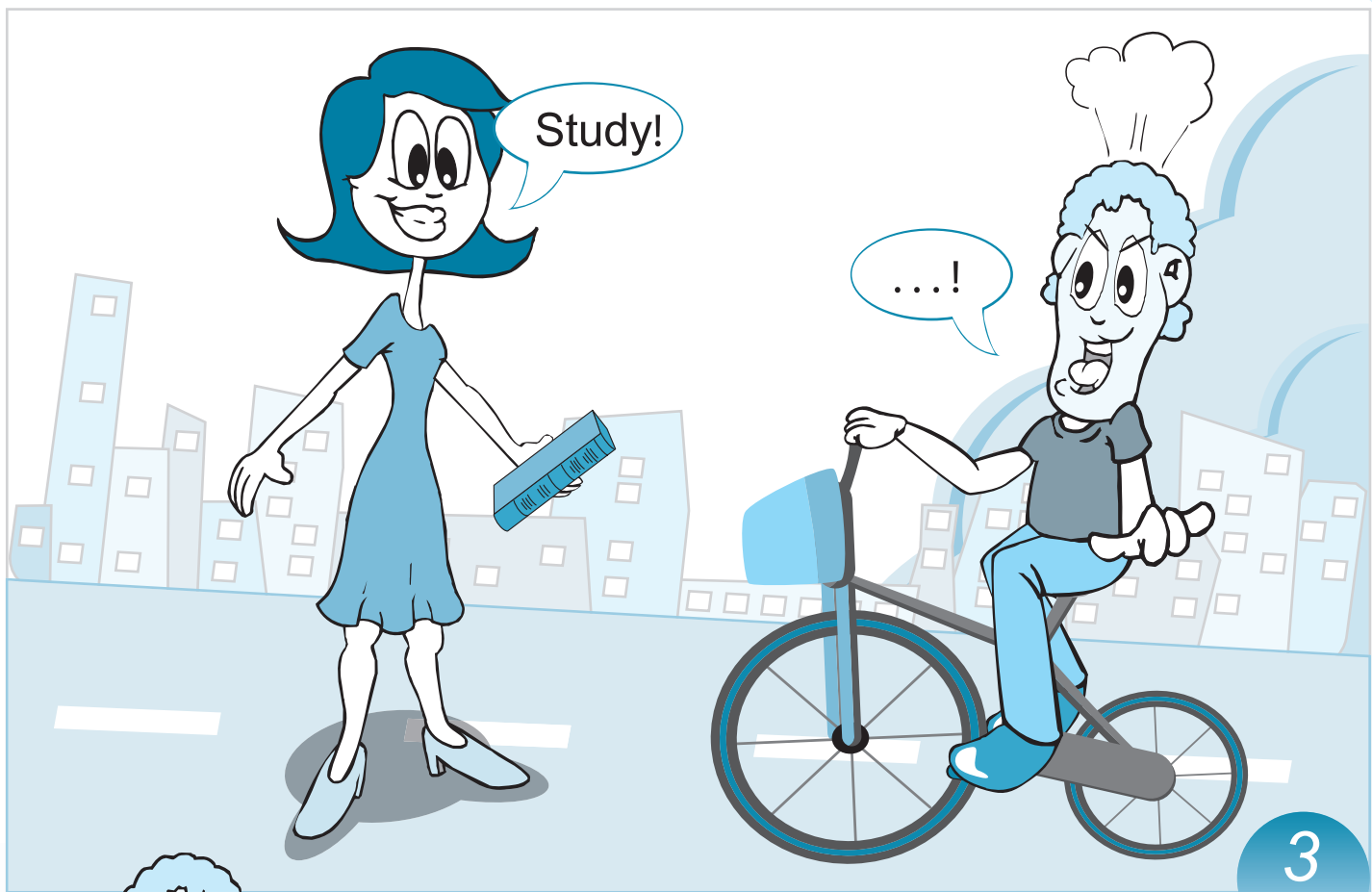
- 1 本單元跨頁情境圖中除了有應用字詞pen, ball, eraser, chair, desk, classroom 外，還包括之前教過的book/ box/ bag/ marker/ ruler，老師可以順便協助學生複習。本單元的句型是 What is it? It's a / an _____.在進行句型教學時，老師可以再次提醒學生注意a / an的用法。以子音為首的單字請用a，而以母音為首的單字則使用an。另外，配合補救教材第二冊第11 單元，曾介紹過on / in / under，老師可以介紹Where is it? It's in / on / under _____.的句子，讓學生再一次練習這幾個已經學過的介係詞用法。
- 2 在教學活動上，老師可以如跨頁情境圖所表現的活動，準備一個不透明的小箱子，將學生已學過的文具放入箱子裏，讓學生在真實的情境中應用本單元的句型與單字，做聽與說的練習。
- 3 老師教導學生習寫生字時，最重要的是筆順和格線的位置。
- 4 老師在教單字字義時，可配合本單元 Trace and Match 的活動。
- 5 老師在教單字拼讀時，可配合本單元 Word Search 的活動。
- 6 老師在教句型時，可配合本單元 Look and Write 的活動。

◎ Word Search 的答案

d	e	s	k	y	u	h	c
v	j	h	g	b	a	l	l
c	d	u	o	v	e	s	a
h	k	l	r	u	b	l	s
a	p	e	n	l	l	c	s
i	t	f	i	w	p	e	r
r	w	i	n	d	y	l	o
u	e	r	a	s	e	r	o
x	z	v	e	w	k	c	m

Unit 4 • Things We Do





Key Words

eat play

fly run

ride study

eat eat

fly fly

ride ride

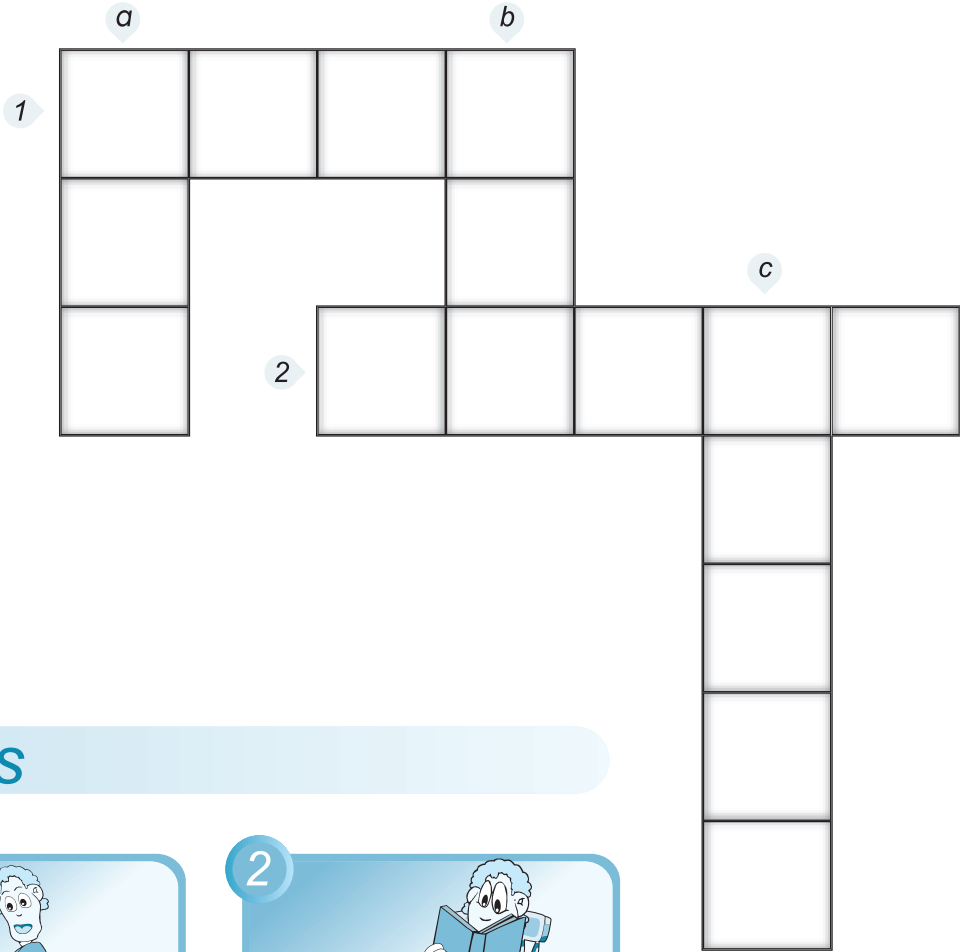
play play

run run

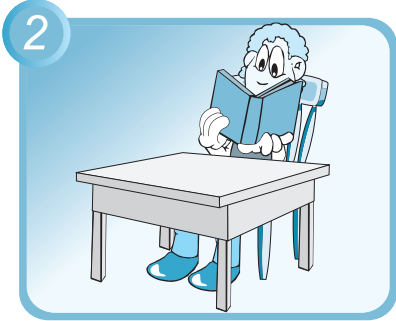
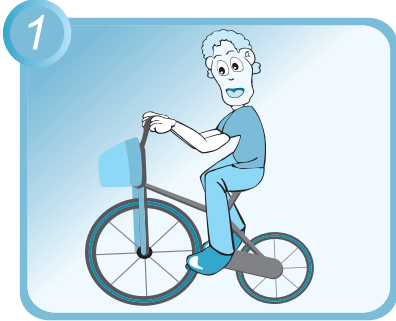
study study

Puzzle Fun

填字謎，根據圖意填寫單字



Across



Down



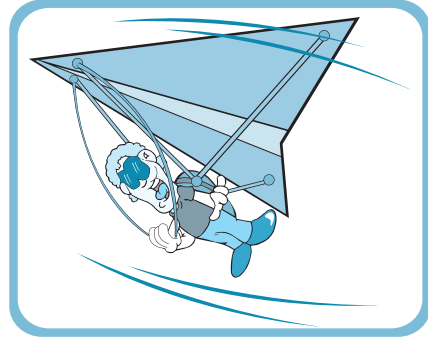
Read and Match

將左列句子和正確的圖連線

1 I can fly.



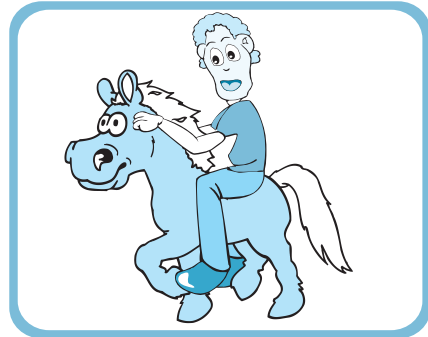
2 I can run.



3 I can ride.

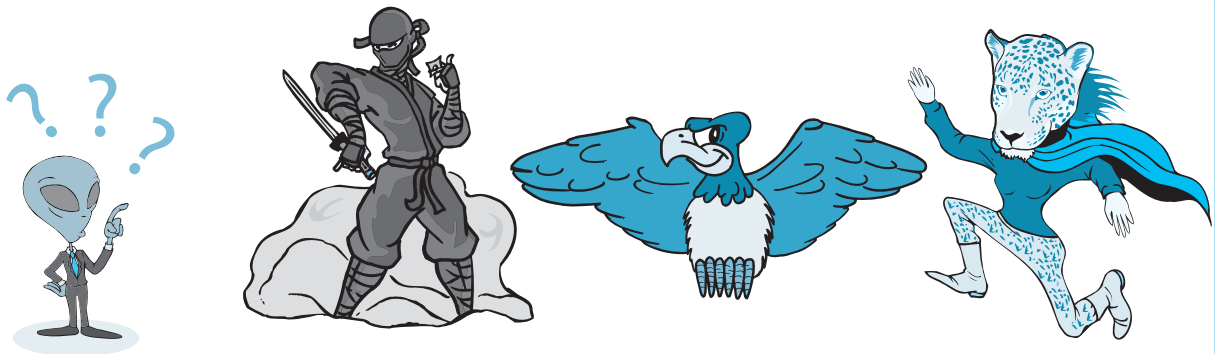


4 I can play music.



Learn and Write

學學看，寫寫看



fly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ride	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
play music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EX : Can you fly, Ninja? : No, I can't.

: Can you ride? : Yes, I can.

1 : Can you fly, Eagle? : _____.

: Can you run? : _____.

2 : Can you ride, Jaguar? : _____, but I can run.

: Very Good! Can you play music? : _____.

: Hmm! I need you all.



給老師的話

- 1 本課之單字皆為動作而非物件，因此單純靠圖片較難精準的說明單字的語意。教師需確認學生是否能夠完全掌握單字正確的意涵及語用，特別是英語的語用邏輯常和中文不同。學生若是沒有正確的指導，很容易直接套用其母語的語用習慣而產生錯誤。例如：ride大致等同於中文的「騎」。但是要注意ride用於搭乘交通工具的用法，如 "We rode back in a taxi." 可不是「騎」計程車回去。（English Usage/Collins COBUILD, 1998）反之，「坐計程車回去」也不能說 "We sat back in a taxi."。
- 2 本課單字中須注意幾處發音：drink, eat, fly（不可念成"fry"）。
- 3 若補救對象為高年級，則不一定要叫學生玩「比手畫腳」，若教學條件許可，教學活動也可以考慮利用電影或其他影片中的片段，當影片中的角色或動物正在做drink, eat, fly, ride, play, run, study等動作時，請學生說出這些單字。

Unit 5 • Places and Location





Where are you?



Key Words

post office home

police station shop

library where

post office post office

police station police station

library library

home home

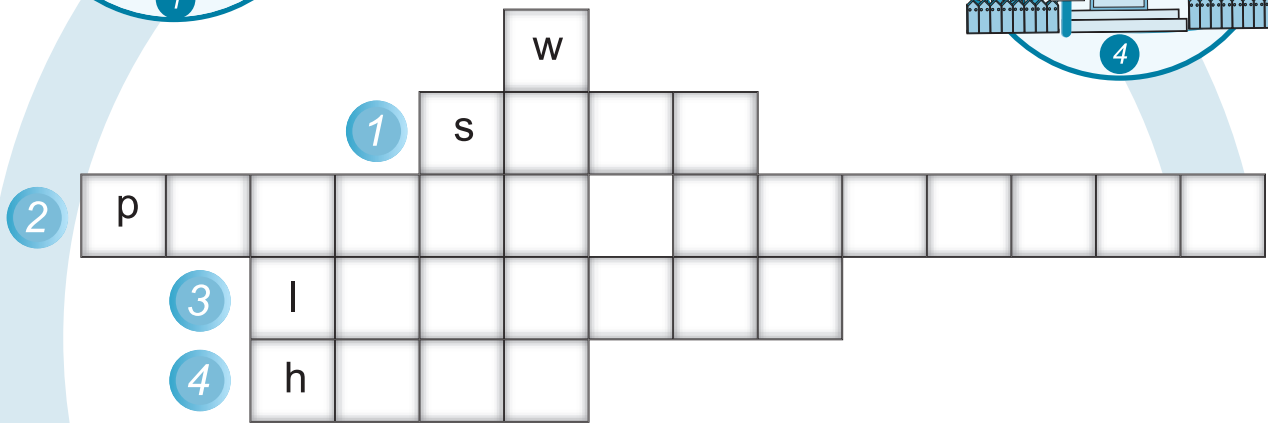
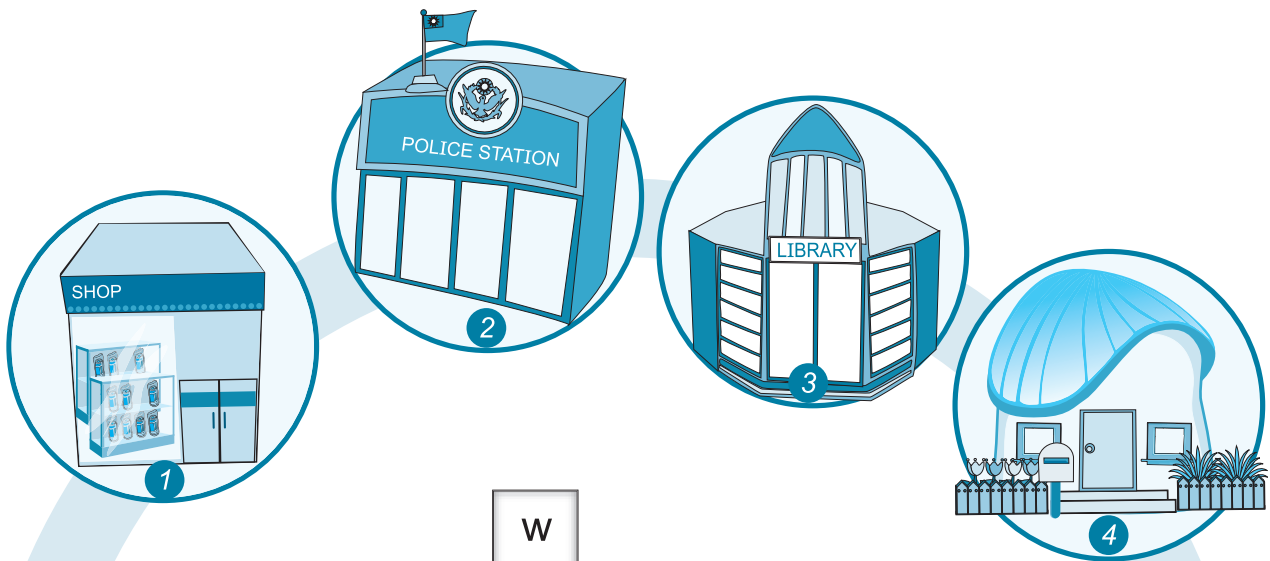
shop shop

where where

Puzzle Fun

請依照下面的圖示，填出正確的字

Word Bank : ● post office ● police station ● library ● home ● shop

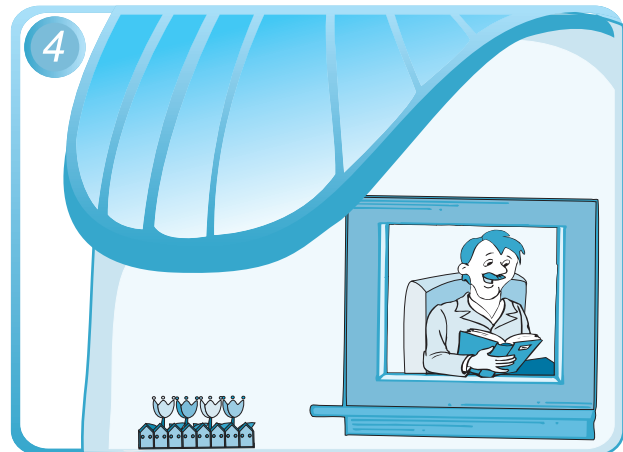
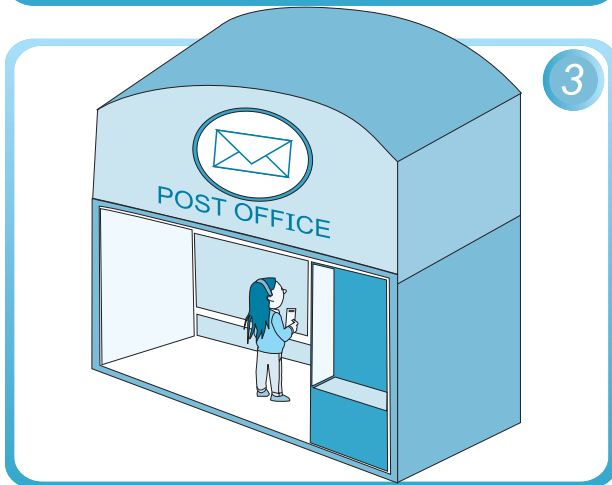


5 _____ is your mom?

She is in the _____.

Read and Circle

看圖念念看，並將正確答案圈出來



- 1 (He/She) is in the (post office / library).
- 2 (He/She) is in the (shop / police station).
- 3 (He/She) is in the (post office / bookstore).
- 4 (He/She) is at (school / home).

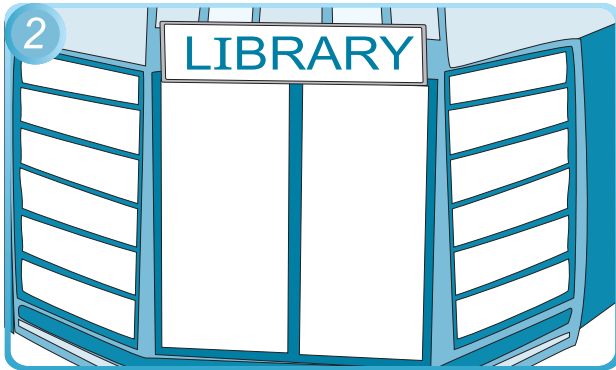
Draw and Write

請在適當的地點畫出家人，並依圖回答問題



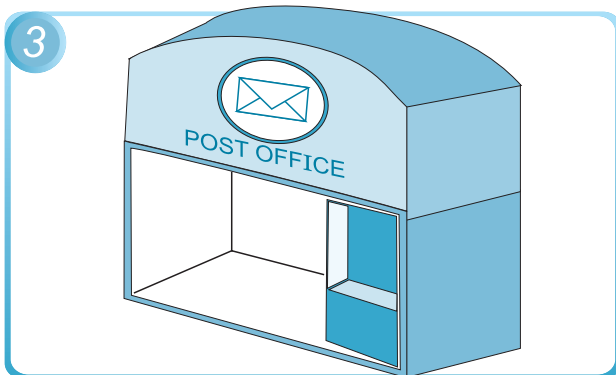
Where is your mom?

_____.



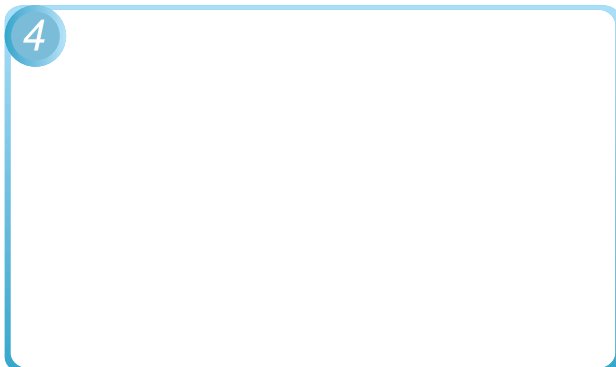
Where is your dad?

_____.



Where are you?

_____.



Where _____?

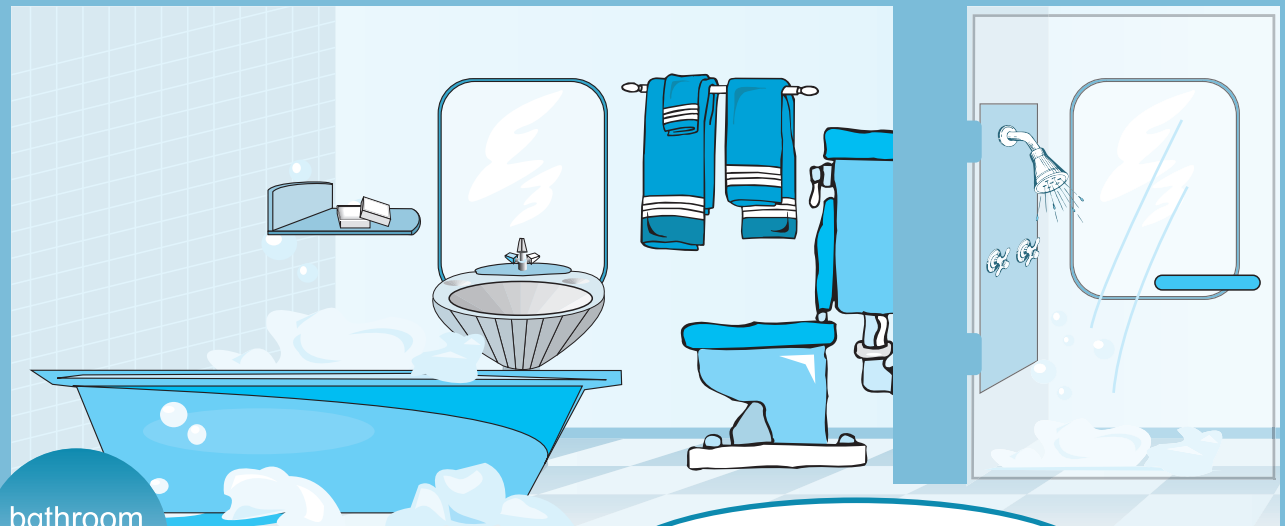
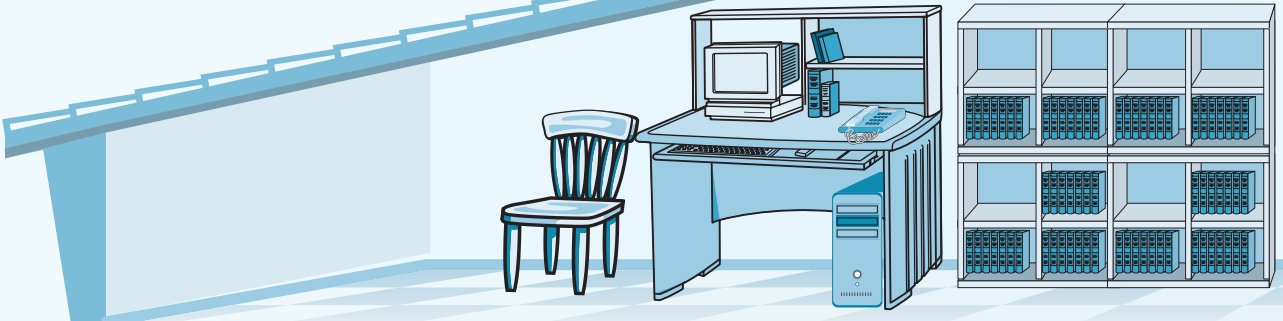
_____.



給老師的話

- 1 根據課程綱要，在Places and Location這個主題裡，有zoo, bookstore, home, park, school, here, shop, there等八個書寫應用字詞，以及hospital, library, police station, post office, restaurant五個認識字彙。
- 2 本單元的句型是(1)Where are you? I'm in/at _____. (2)Where is _____? He/She is in/at _____. 教句型時，請先讓學生熟練第1個句型，學會使用in或at回答自己所在的位置，兩者之間的差別為：in是指在某個空間裡面，at則是在某個定點或位置，所以我們會說：I'm in the bookstore/shop/post office/police station. I'm at school/home. 學會使用in/at，再讓學生熟練問句，使用疑問詞where詢問對方在哪裡，或問某人在哪裡，這時再複習第三人稱單、複數與be動詞之間的關係。
- 3 本單元的情境圖中，還包括St.以及Rd.這兩個單字，分別為street(街)和road(路)的縮寫，教師斟酌學生的能力與程度，適時加以補充複習補救教材第二冊學過的句型Where is the post office? It's on Happy Road.，利用情境圖讓學生多加練習。
- 4 police station以及post office這兩個地點分別由兩個名詞所組成，police是警察，station則指某種機構的站、局或所，police station是警察局，train station則是火車站；post是郵件，office是辦公室或政府機構，post office是郵局。
- 5 在情境圖中，媽媽站的位置若在郵局前方交遞郵件，而非站在郵局的內部，則可說：She is at the post office.
- 6 課程綱要內有兩個較特殊的單字：here這裡和there那裡，當我們要說：我在這裡的時候，會說：I'm here. here的前面沒有介係詞，那是因為here當副詞使用，所以她在那裡，會說：She is there. 或She is over there.

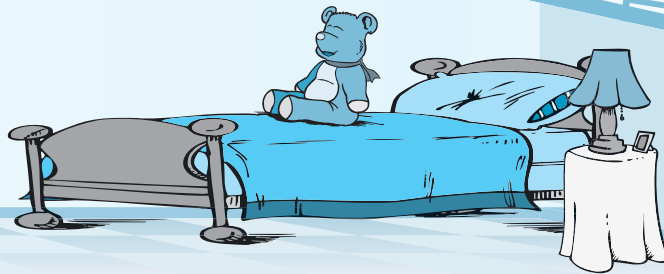
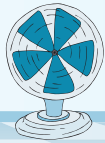
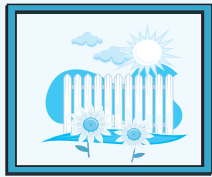
Unit 6 • House



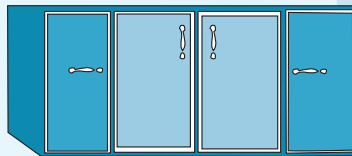
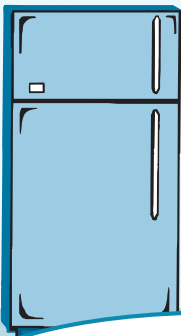
bathroom



living room

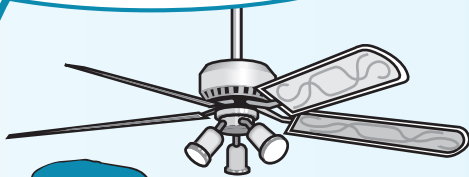


bedroom



It's in the living room.

kitchen



dining room

Key Words

cup

sofa

fan

TV

key

cup cup

fan fan

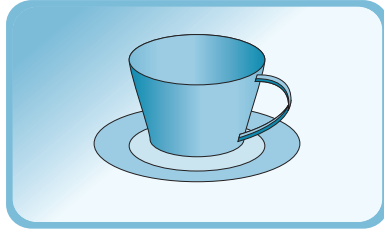
key key

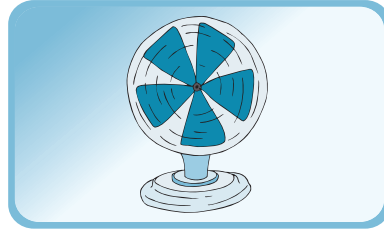
sofa sofa

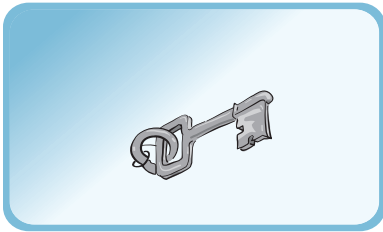
TV TV

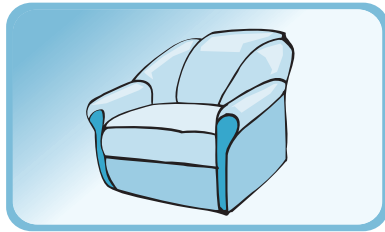
Write and Circle

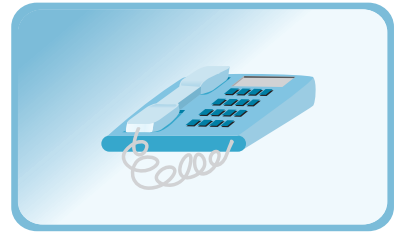
請看圖寫出單字，再圈出來







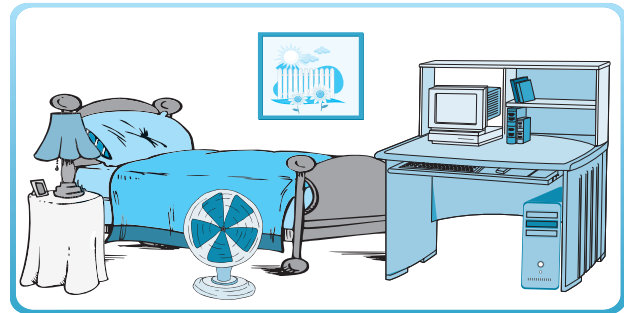
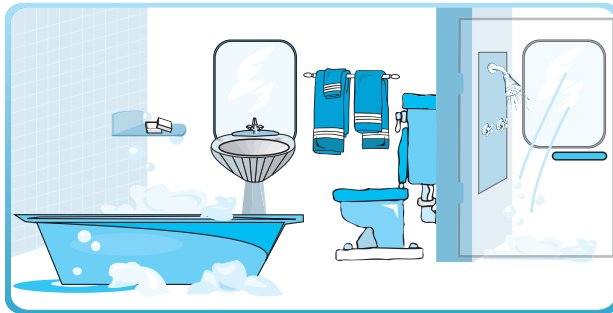
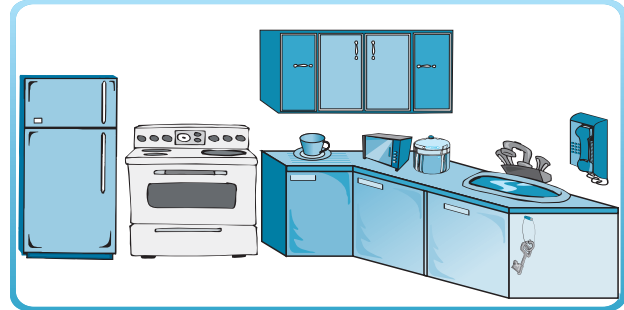
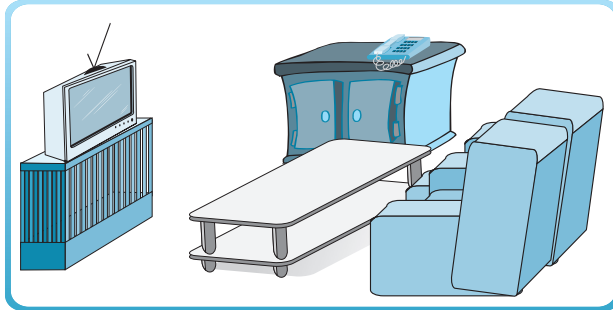




t	r	w	t	o	i	l	e	t	d
m	e	q	e	v	u	a	b	c	f
o	f	l	l	g	j	s	o	f	a
n	g	i	e	s	t	o	v	e	n
k	n	q	p	v	h	l	a	m	p
e	v	z	h	s	i	n	k	t	u
y	r	o	o	m	r	s	b	n	j
d	v	p	n	x	t	v	i	u	d
w	e	b	e	d	b	h	c	o	m
b	o	o	k	x	c	u	p	u	n

Read and Circle

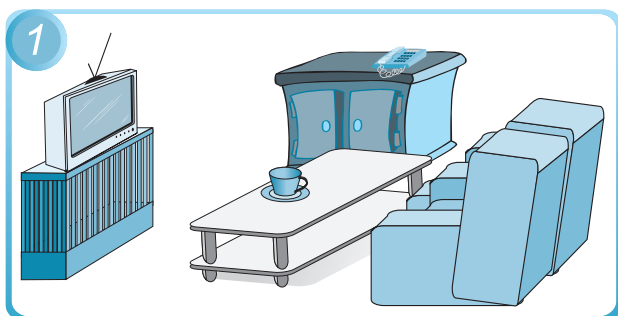
念念看，並將正確答案圈出來



- 1 Where is the cup?
It's in the kitchen / bedroom.
- 2 Where is the fan?
It's in the living room / bedroom.
- 3 Where is the key?
It's in the kitchen / bathroom.
- 4 Where is the sofa?
It's in the kitchen / living room.
- 5 Where is the television?
It's in the bathroom / living room.
- 6 Where is the telephone?
It's in the (kitchen / bathroom) and the (bedroom / living room).

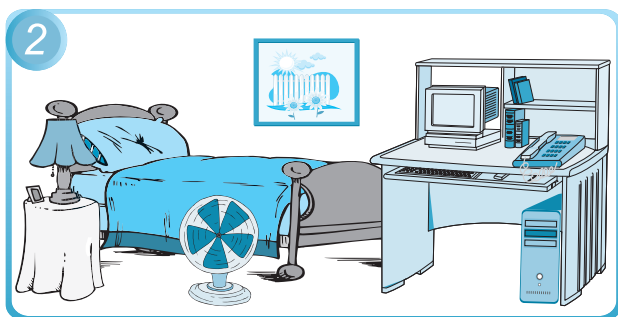
Read, Write and Draw

看圖或是自己畫圖回答



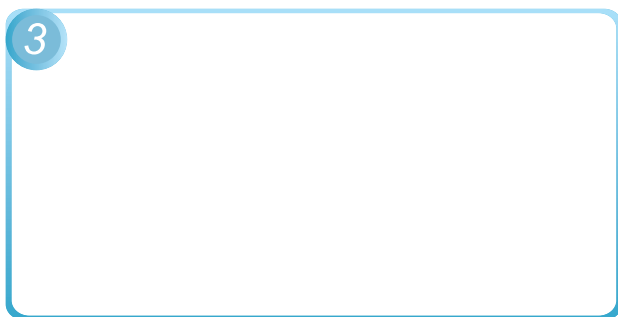
Where is the television?

It's in the _____.



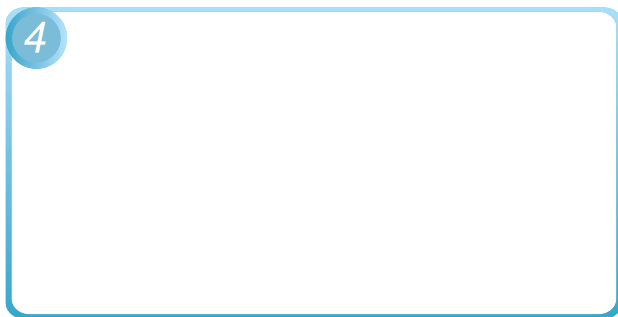
Where is the telephone?

_____.



Where is the _____?

_____.



Where is the _____?

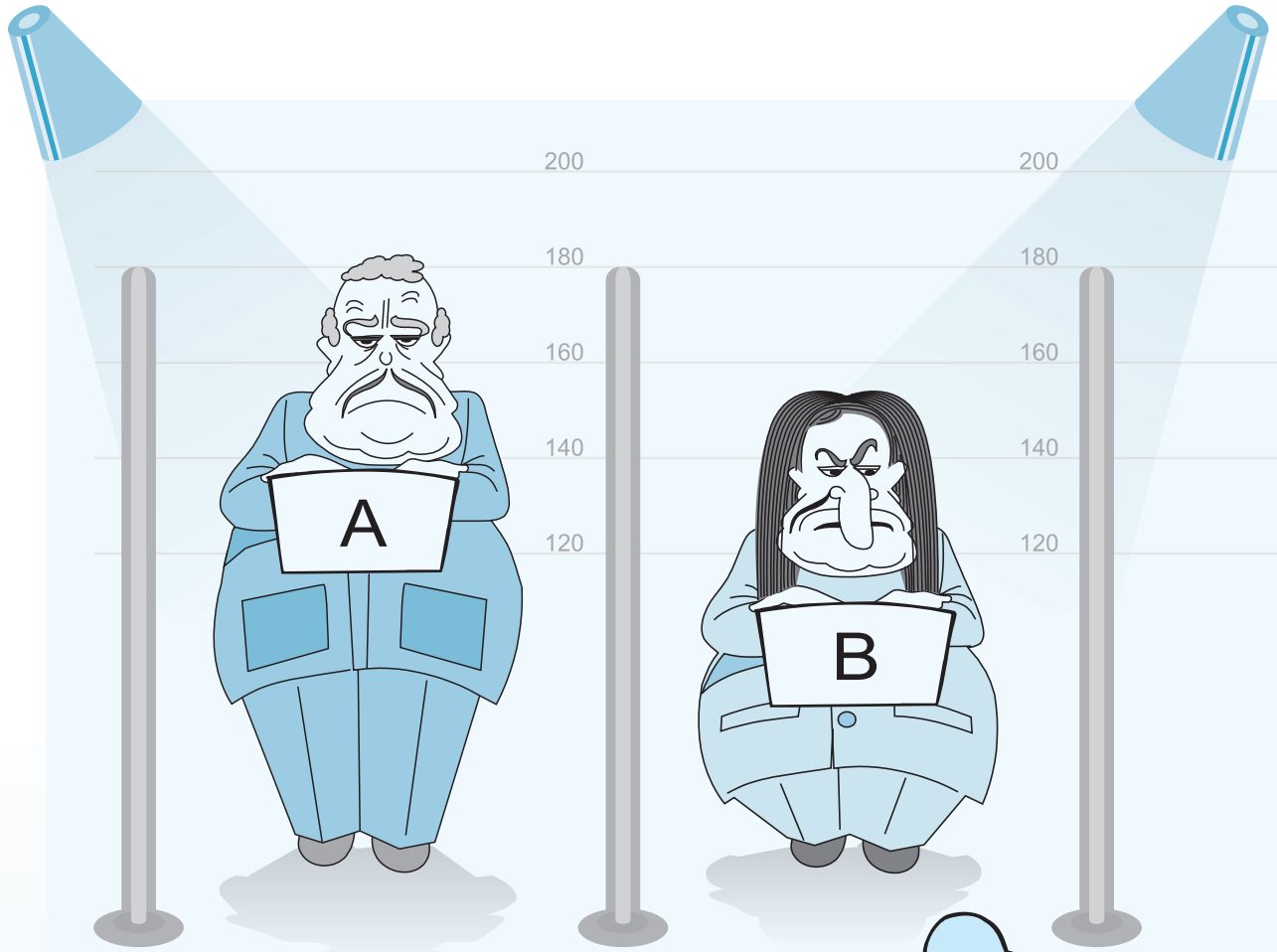
_____.



給老師的話

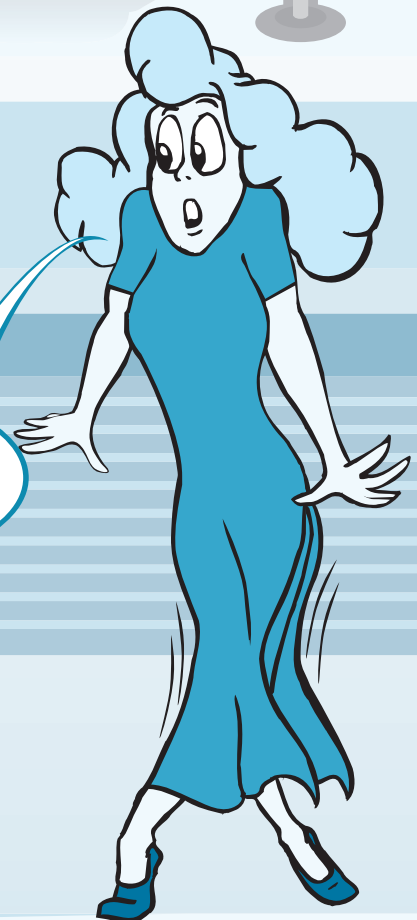
- 1 根據課程綱要，在House這個主題裡，有cup, fan, key, sofa, TV五個書寫應用字詞，學生需要具備聽、說、讀及拼寫的能力，以及bathroom, bedroom, kitchen, living room, telephone五個認識字彙。除此之外，本課的情境圖中，隱藏的字彙還包括下列單字，請教師斟酌學生的能力與程度，適時加以補充。
air conditioner, bathtub, bed, computer, dining room, lamp, microwave, mirror, oven, pillow, refrigerator, sink, soap, stove, study (書房), teddy bear, toilet, towel, window
- 2 請教師教導學生，TV是television的簡稱，看電視的英文是watch television。
- 3 請教師教導學生，fan除了可以當「扇子、電風扇」之外，也可以說是～迷，例如：棒球迷a baseball fan、足球迷a football fan、籃球迷a basketball fan。
- 4 請教師解釋cup，除了可以當「杯子」之外，還有「獎盃」的意思。但是如果聽到Baseball is not really my cup of tea.，意思是「棒球不是我真正喜歡的運動」，與杯子、獎盃均無關。
- 5 本課的第一個練習Write and Circle，除了五個單字之外，還有另外10個字，分別是：bed, book, lamp, me, monkey, room, sink, stove, toilet, web，請教師視學生程度，鼓勵他們一一找出來。
- 6 請教師依照學生學習狀況與程度，增加物品單複數以及相對位置的句型，例如：
What's this/that? It's a/an _____.
Is it/this/that a/an _____? Yes, it is./No, it isn't.
What are these/those? They are _____.
Are these/those _____? Yes, they are./No, they aren't.
Where are you? I am in the _____.
Where is the _____? It's in/on/under the _____.
Where are the _____? They are in/on/under the _____.
- 7 請教師適時加入「生活用語」來練習，例如：
Come in, please.
Just a moment, please.
May I go to the bathroom/restroom?

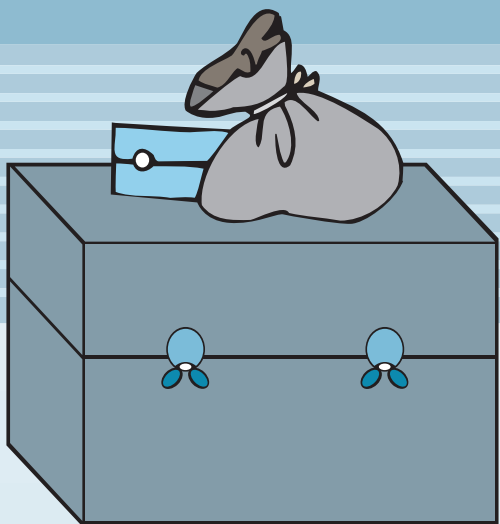
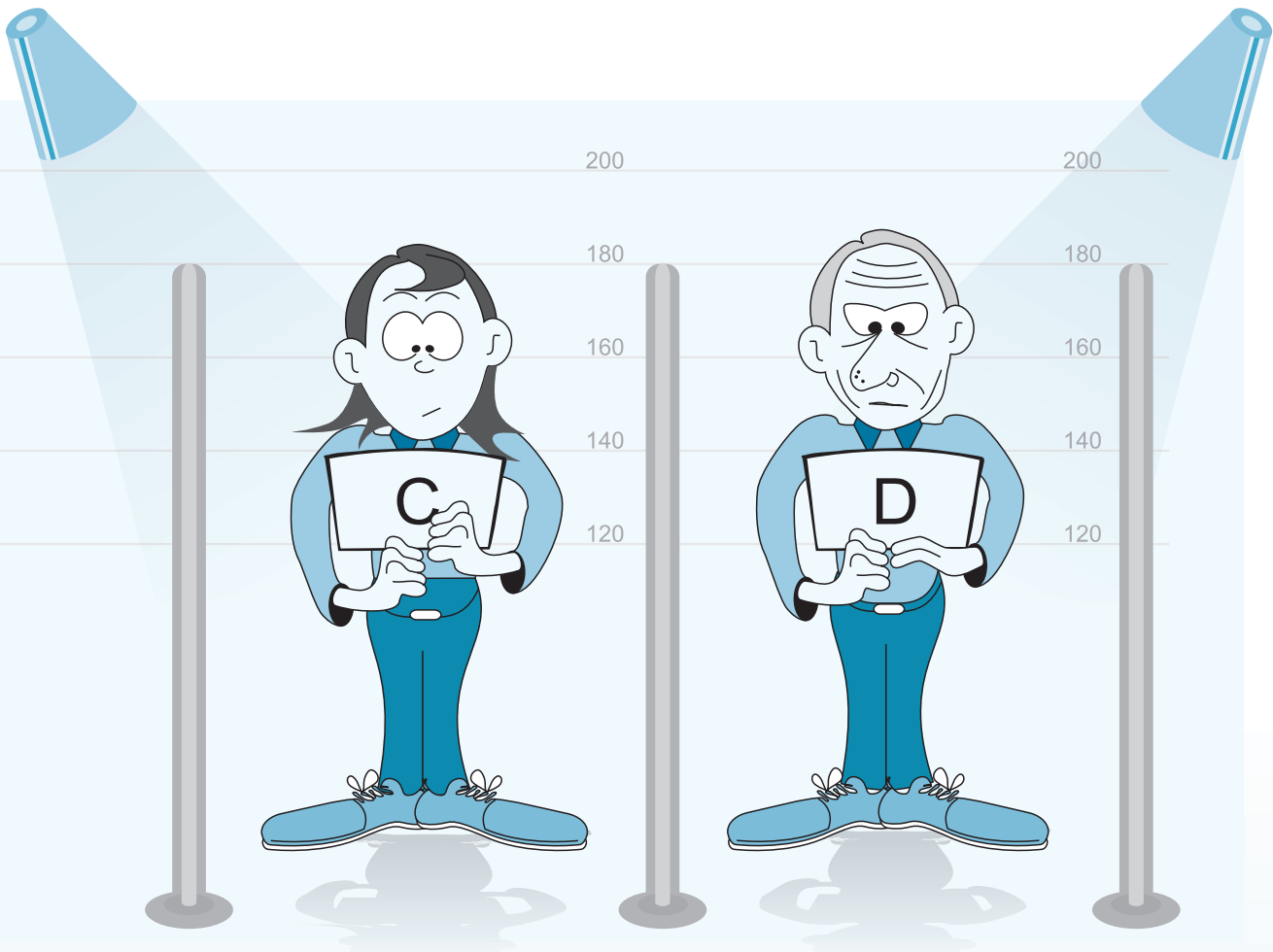
Unit 7 • Personal Characteristics



Is he tall?

No, he isn't.
He is short.





Key Words

tall short

long big

small old

tall tall

long long

small small

short short

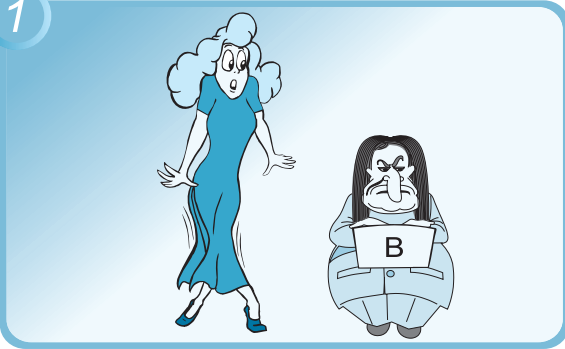
big big

old old

Look and Write

看圖回答

1



She is _____.

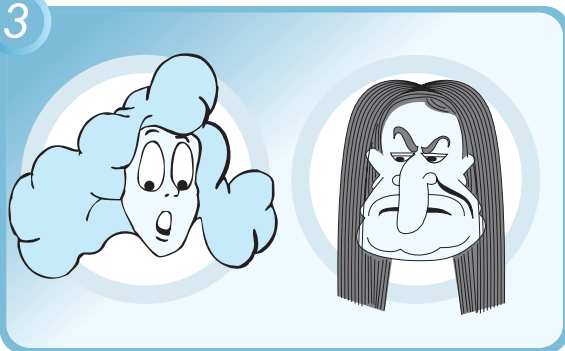
He is _____.

2



He is _____.

3



His nose is _____.

Her nose is _____.

4



Her hair is _____.

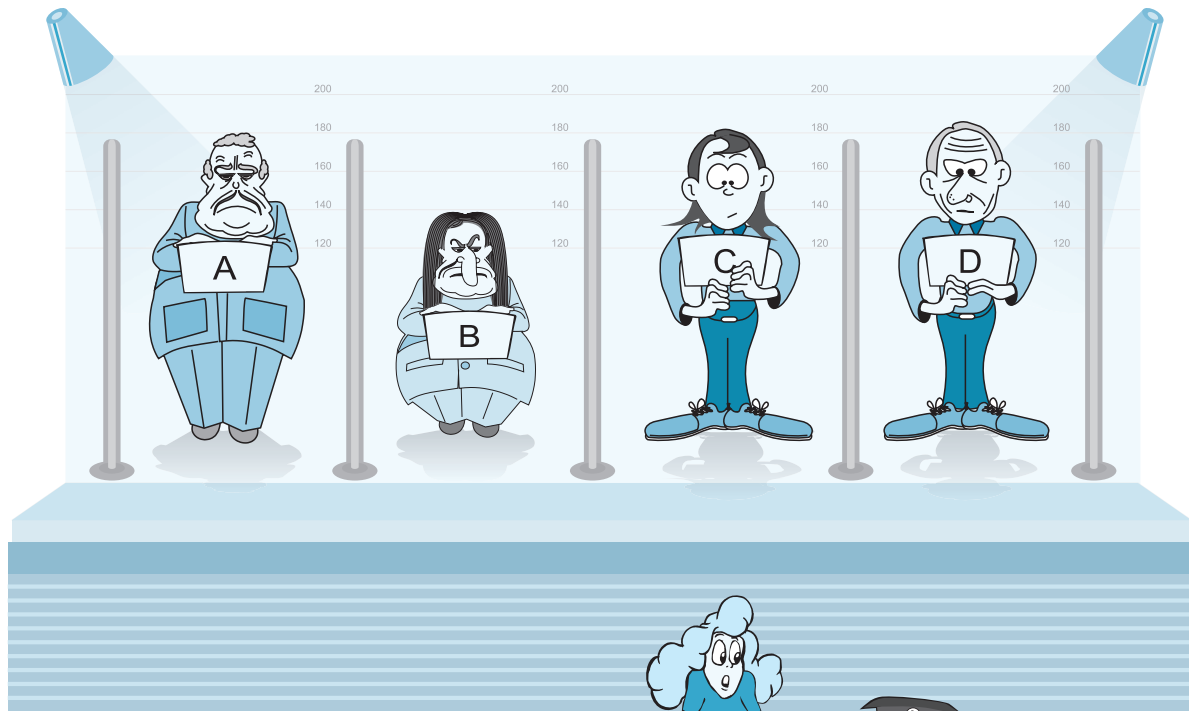
5



His hair is _____.

Read and Answer

看圖回答，請參考本單元的情境圖，依據文字描述找出犯人



EX He is tall.
He is old.
His nose is big.
His hair is short.
He is thin.

D



1 He is short.
His nose is big.
His hair is long.

2 He is tall.
His nose is small.
His hair is short.
He is old.

Draw and Write

自己畫然後加上文字描述

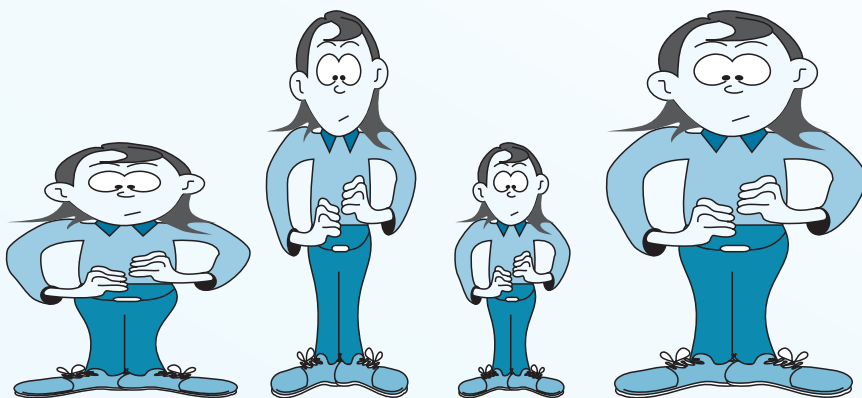




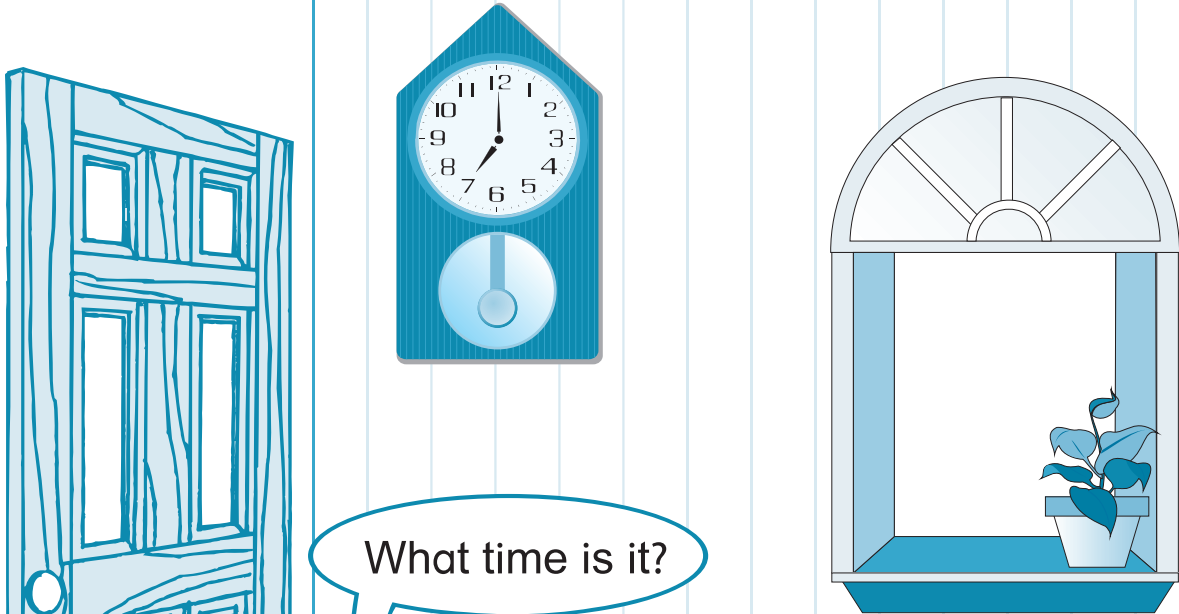


給老師的話

- 1 本單元可以搭配五官及身體部位的單元一起使用。例如：His eyes are small. 或 He has small eyes. 還可以加入顏色來做複習，例如：He has big, blue eyes.
- 2 老師可以列印一些擁有不同特徵的人物圖片。請學生兩人一組，從圖片中挑選一個然後進行口頭或書面的描述，看看對方是否能猜對。班上學生或學校裡其他同仁的照片都可以拿來做描述的題材。(宜事先徵求對方同意，以免有肖像權爭議。使用學生照片的話，更應注意是否有學生會有負面情緒。) 另外，學生喜歡的卡通人物圖片也是很好的教材來源。
- 3 老師也可以利用電腦，將圖片的長與寬拉大或縮小，這樣就能輕鬆製造出高、矮、胖、瘦的效果。在圖片上簡單添上幾筆皺紋，即可作出老化的效果。不妨試試看喔!



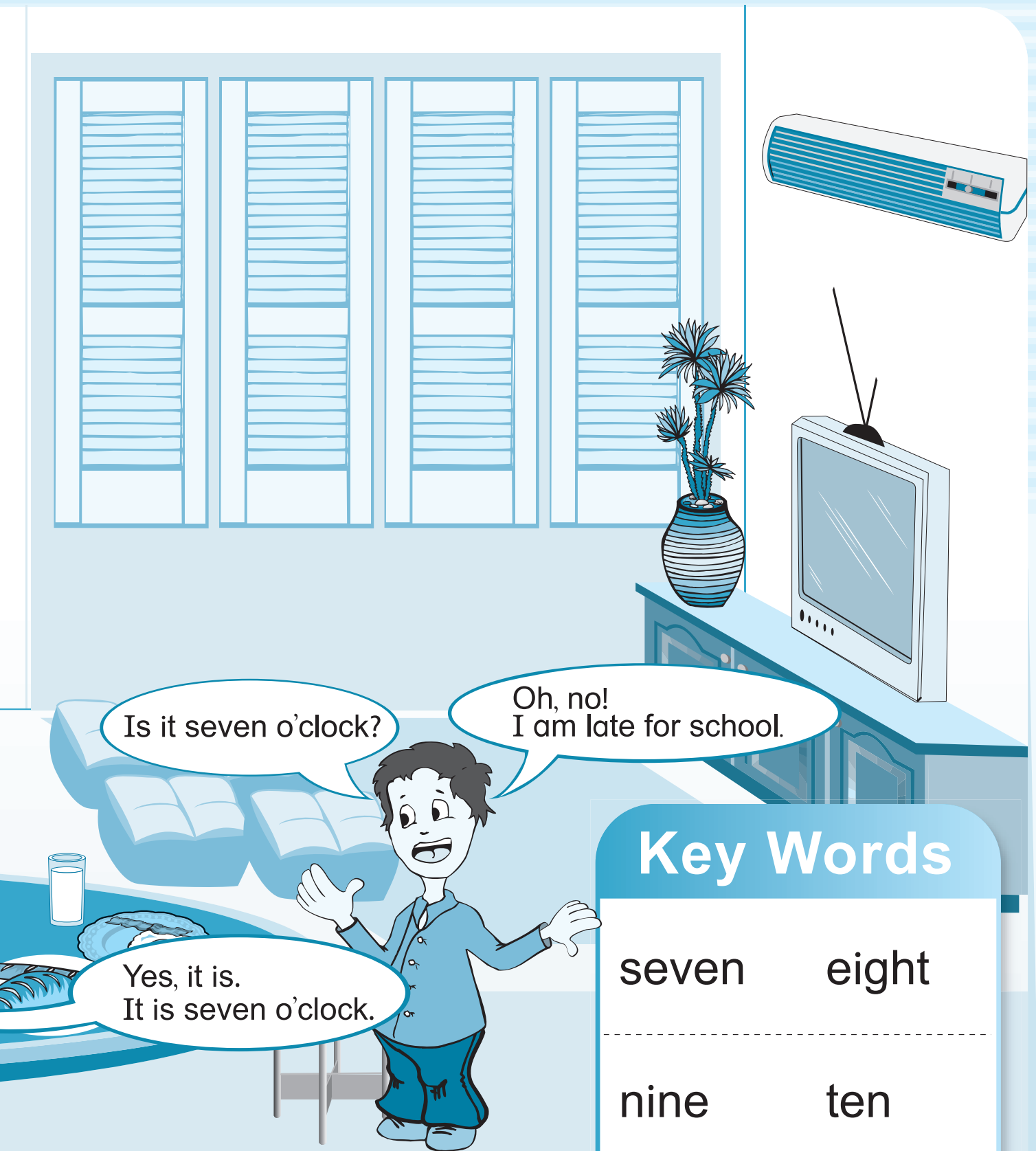
Unit 8 ○ Time



What time is it?

It's seven o'clock.





Is it seven o'clock?

Oh, no!
I am late for school.

Yes, it is.
It is seven o'clock.

Key Words

seven eight

nine ten

eleven twelve

seven seven

nine nine

eleven eleven

eight eight

ten ten

twelve twelve

Look, Read and Choose

請依照圖片指示，勾選正確的時間

1



It's nine o'clock.

It's twelve o'clock.

2



It's ten o'clock.

It's eleven o'clock.

3



It's five o'clock.

It's two o'clock.

4



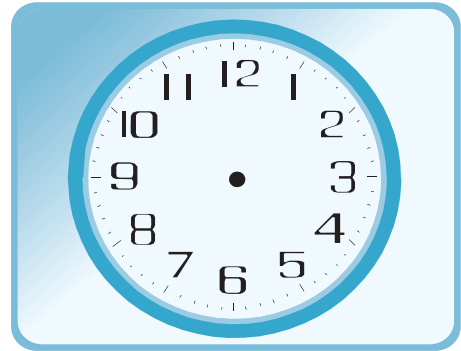
It's three o'clock.

It's one o'clock.

Read and Draw

唸唸看，畫出正確的時間

- 1 Is it six o'clock?
Yes, it is.
It is six o'clock.



- 2 Is it eleven o'clock?
No, it is not.
It is ten o'clock.



- 3 Is it nine o'clock?
No, it is not.
It is eight o'clock.



- 4 Is it twelve o'clock?
Yes, it is.
It is twelve o'clock.



Read and Write

讀 — 讀 ， 寫 — 寫

1

How many days are there in a week?

There are _____ days in a week.

2

How many weeks are there in a month?

There are _____ weeks in a month.

3

How many months are there in a year?

There are _____ months in a year.

4

How many seasons are there in a year?

There are _____ seasons in a year.

Word Bank :

- | | | |
|---------|---------|----------|
| ● one | ● five | ● nine |
| ● two | ● six | ● ten |
| ● three | ● seven | ● eleven |
| ● four | ● eight | ● twelve |



給老師的話

- 1 本單元的學習重點為數字7-12，以及運用數字來表達時間。主要的字彙包含seven, eight, nine, ten, eleven and twelve；主要的句型包含What time is it? It is _____ o'clock. Is it _____ o'clock? Yes, it is. / No, it is not.
- 2 為了豐富以數字表達時間的練習活動，學生對於數字1-6的學習舊經驗，教師必須適時喚起並融入練習活動，以強化one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve數字1-12的順序結構。
- 3 本單元除了數字的學習之外，延伸字彙包含與時間相關的day, week, month, season, year等字彙，教師可視學生的能力和程度，講解日、星期、月份、季節和年的時間概念，並加以補充練習。
- 4 配合英語村旅館情境顯示的各大城市時間表，如：臺北、倫敦、紐約、雪梨…等城市，可適時給予學生時區和時差的概念。例如：There is a five-hour difference between New York and London.

Unit 9 • Transportation

How do you go to the zoo?



ZOO



BUS

I go to the zoo by bus.



I go to the zoo by car.



I go to the zoo by MRT.



I go to the zoo by taxi.



I go to the zoo by bike.



Key Words

bus

bike

taxi

car

MRT

bus bus

taxi taxi

MRT MRT

bike bike

car car

Look and Write

請將下列單字填入括號內： taxi, MRT, bike, bus



()



()



()



()

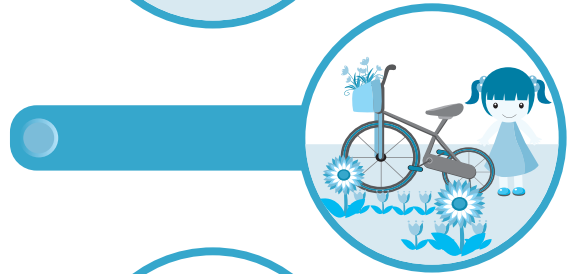
Read and Match

讀讀看，連連看

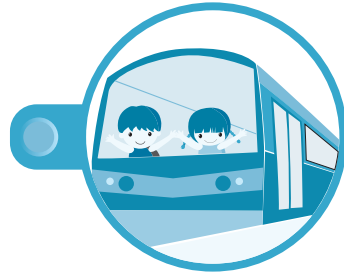
1 I go to the zoo by MRT.



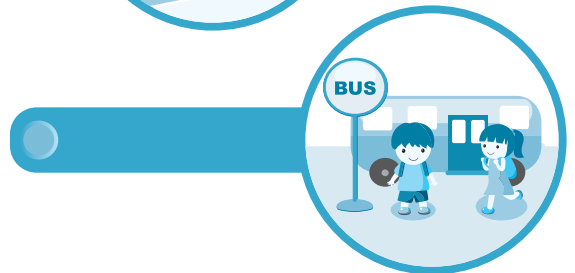
2 I go to the zoo by bus.



3 I go to the zoo by car.



4 I go to the zoo by bike.



Look and Write

請看圖完成問句和答句



1 How do you go to the zoo?

I go to the zoo by _____.



2 How do you go to the zoo?

I go to the zoo _____.



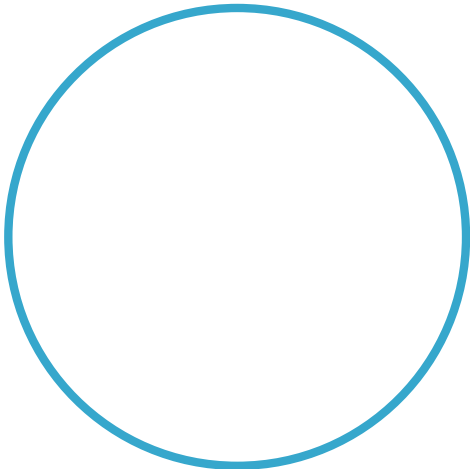
3 How do you go to the zoo?

I go to the zoo _____.



4 How do you go to the zoo?

I go to the zoo _____.



5 How do you go to the zoo?

(請寫出並畫出你到動物園所搭乘的交通工具)

Who are they?

請根據以下對話找出說話的人是誰

Tony : How do you go to the zoo?

Julia : I go to the zoo by bus.

Mary : I go to the zoo by MRT.

David : I go to the zoo by bike.

Julia : How about you, Tony? How do you go to the zoo?

Tony : I go to the zoo by taxi.



Hello, I am Mary.



Hello, I am _____.



Hello, I am _____.



Hello, I am _____.



● 給老師的話

- 1 本單元的教學重點為認識生活中的五種交通工具，包括bike, bus, car, MRT, taxi, 這五種交通工具既簡單又好記，相信小朋友很快可以學會。
- 2 配合小朋友的生活經驗，老師也可以補充介紹plane, ship, train等長途交通工具。
- 3 本單元的主要句型為 I go to the zoo by (bus). 由於本課重點為交通(transportation)，不是地點(location)，故僅以小朋友熟悉的zoo老師可搭配請情境圖內的地點，例如school, park 帶入句型，讓小朋友練習，例如I go to the park by bike. 或是I go to school by bus.
- 4 本單元所附的練習，除了生字與句子的練習之外，最後一大題並增加閱讀練習，期待小朋友完成紙筆練習之後，也能兼顧基本閱讀能力的培養。

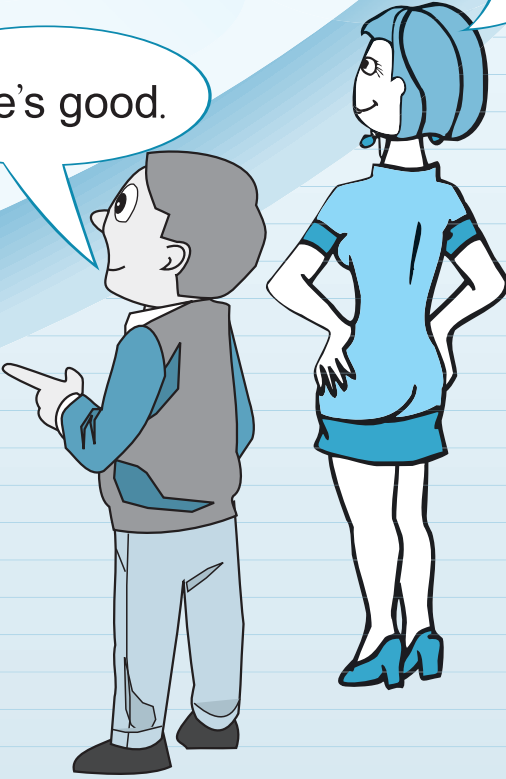
Unit 10 • Feeling & Emotion





He's not bad!

She's good.



Key Words

happy	good
sad	bad
mad	sick

happy happy

sad sad

mad mad

good good

bad bad

sick sick

Word Search

1 請圈出與心情相關的單字

Word Bank :

● good

● sad

● bad

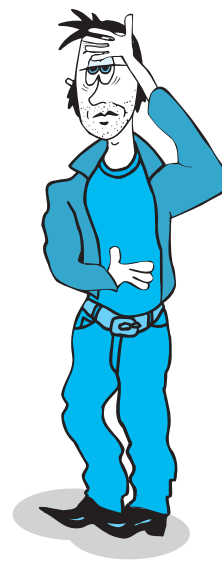
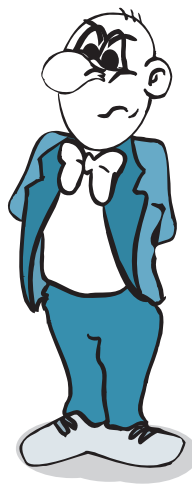
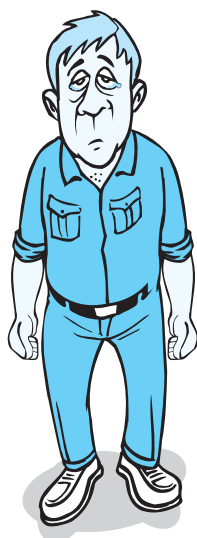
● mad

● happy

● sick

b	o	t	a	b	a	u	e
c	z	p	l	y	n	g	x
e	m	a	d	d	g	o	c
h	a	p	p	y	r	o	i
h	u	n	g	r	y	d	t
b	s	i	c	k	b	s	e
a	k	z	q	y	m	a	d
d	t	i	r	e	d	d	z

2 依圖示填入相對應的單字



Read and Check

唸一唸，選一選

1 Are you happy?



Yes, I am.

No, I'm not.

2 Are you sick?



Yes, I am.

No, I'm not.

3 Are you mad?



Yes, I am.

No, I'm not.

4 I am sad.



5 I am good.



Read, Write and Draw

讀 — 讀 ， 寫 — 寫 ， 畫 — 畫

1



Are you happy?

Yes, ____ ____ . I am happy.

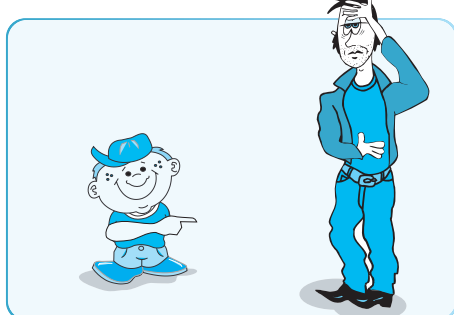
2



_____ sad?

____ , she's not. She's mad.

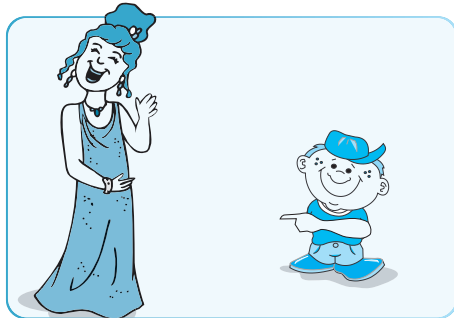
3



Is he sick?

Yes, ____ ____ . He is _____.

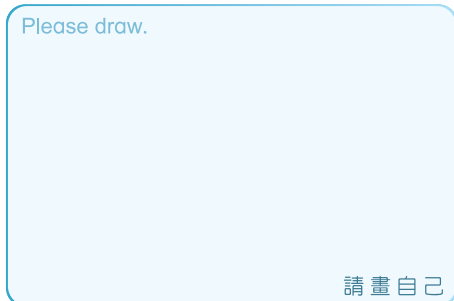
4



Is _____ mad?

____ , she's not. _____ is _____.

5



Are you mad?

____ , ____ ____ . ____ ____ ____ .



● 給老師的話

- 1 補救教學的重點不只是在教學，更是希望能在教學中找出學生的學習困難之處(為什麼學不會的原因)。進一步針對學生的學習困難，提供適當的學習策略，協助學生解決問題。
- 2 本單元跨頁情境圖中除了六個Key Words: happy, sad, mad, sick, good, bad 外，angry, excited, hungry, tired 也是國小畢業前必須能辨讀的英語字彙，老師可斟酌學生的年級和學習狀況加以補充。
- 3 句型方面，除了Are you happy? Yes, I am. / No, I'm not.的第一人稱句型外，還可補充 Is he ___? Yes, he is. / No, he's not. 或 Is she ___? Yes, she is. / No, she's not. 等第三人稱句型補充。
- 4 在本單元練習中，可依聽、讀、寫、說的順序給予學生練習的機會。

Unit 11 ○ Clothes





Whose shoes are they?

They're her shoes.

Key Words

coat socks

hat pants

T-shirt shoes

coat coat

hat hat

T-shirt T-shirt

socks socks

pants pants

shoes shoes

Look and Write

請依照圖示寫出單字

hat

coat

socks

shoes

pants

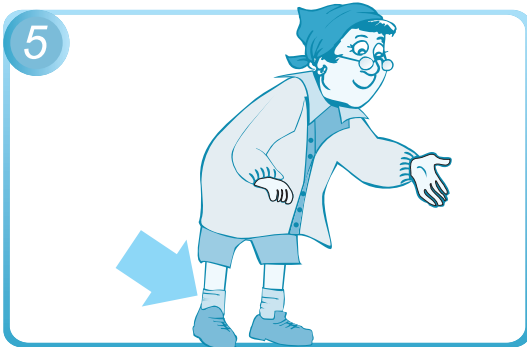
T-shirt



hat



shoes



Learn and Trace

學一學，描一描

I you he she we they

↓ ↓ ↓ ↓ ↓ ↓

my your his her our their

Look and Finish the Sentence

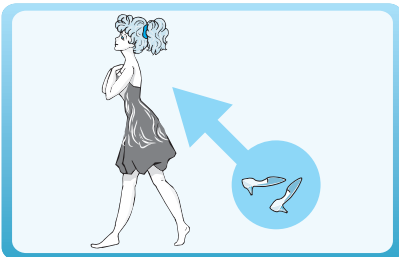
請看圖完成句子

1



It's _____ my _____ T-shirt.

2



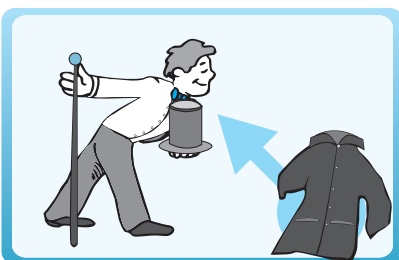
They're _____ shoes.

3



It's _____ hat.

4



It's _____ coat.

Read, Choose and Write

讀一讀，請填入正確的句子

- They're our hats.
- Whose coat is it?
- It's her hat.
- They're his shoes.
- Whose pants are they?

1 Whose shoes are they?

They're my shoes. _____

2 Whose hat is it?

3 Whose hats are they?

4

It's my coat.

5

They're your pants.

6 Whose shoes are they?



給老師的話

- 1 本課主題是「衣物」，學習單字有 coat, hat, T-shirt, socks, pants, shoes，根據課程綱要，這六個單字均屬於書寫應用字詞，學生要會聽、說、讀以及拼寫。另外，在課文情境圖裡還有shorts (短褲)及glasses (眼鏡)，這兩個單字也屬於書寫應用字詞。
- 2 本單元的句型為 Whose hat is it? It's my hat. Whose shoes are they? They're her shoes.
- 3 另外，名詞的所有格(my, your, his, her, our, their)也是本課的教學重點。
- 4 教師可在課堂中多做口語練習，讓學生對單複數型態的句子更加熟悉。教師可以向學生借不同的文具或衣物，一項一項的將東西舉起並問學生：Whose _____ is it? 或是 Whose _____ are they? 同學們可以說出該東西主人的名字回答 It's (name)'s _____.

5 習題解答

Look and Write:

- 1 hat 2 shoes 3 coat 4 T-shirt 5 socks 6 pants

Look and Finish the Sentence:

- 1 my 2 her 3 our 4 his

Read, Choose and Write:

- 2 It's her hat. 3 They're our hats.
4 Whose coat is it? 5 Whose pants are they?
6 They're his shoes.

Unit 12

Animals



What can ducks do?

They can swim.

They can run, too.



Can bears swim?

Yes, they can.

Can monkeys swim?

No, they can't.

Key Words

bear	duck
lion	monkey
rabbit	elephant

bear bear

lion lion

rabbit rabbit

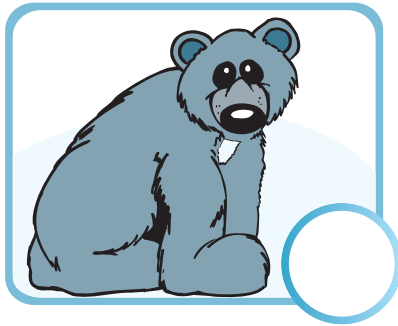
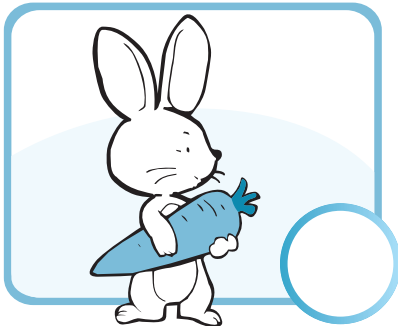
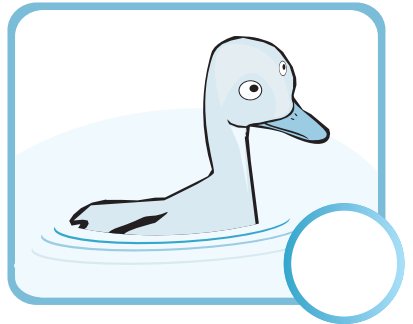
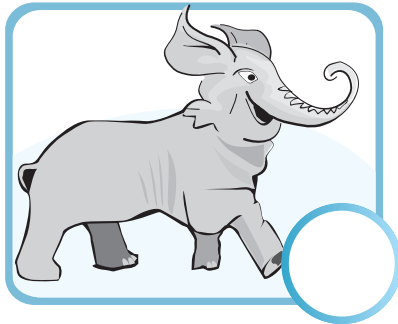
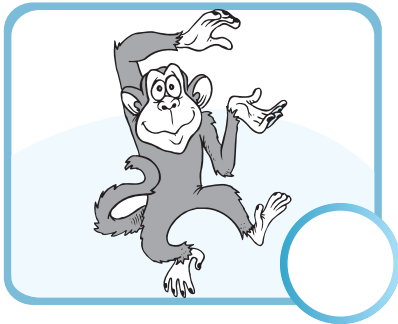
duck duck

monkey monkey

elephant elephant

Listen and Number

聽老師念，用數字 1 - 6 寫出聽到的順序



Look, Read and Match

讀一讀，看一看，把對應的單字與圖片連起來。

bear

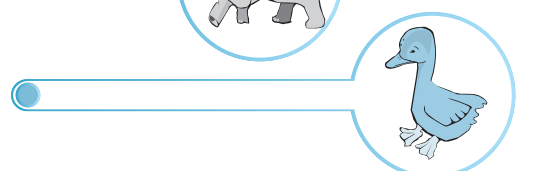
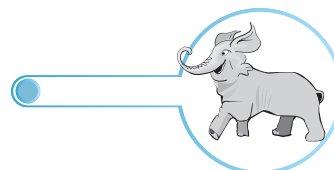
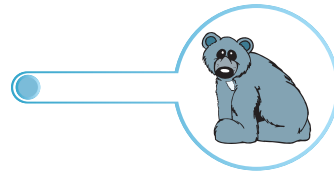
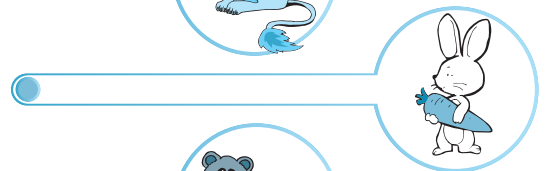
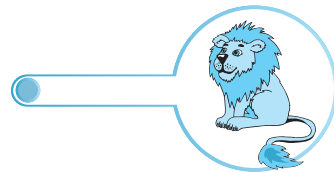
duck

elephant

lion

rabbit

monkey

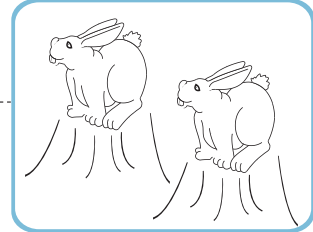


Read, Copy and Say

讀 — 讀、寫 — 寫、說 — 說

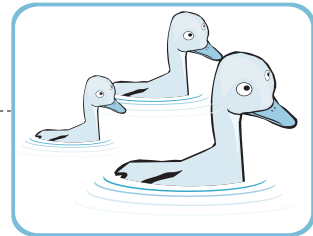
1 What can rabbits do?

They can jump.



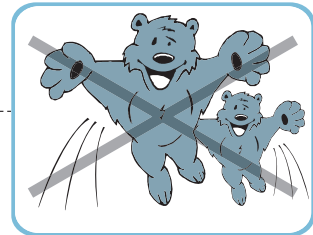
2 What can ducks do?

They can swim.



3 Can bears fly?

No, they can't.



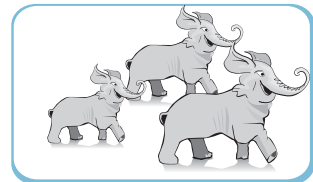
4 Can lions run?

Yes, they can.



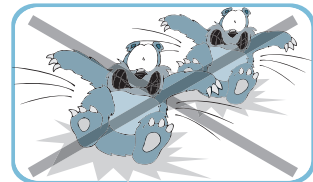
5 What can elephants do?

They



6 Can bears jump?

No,



Animal Puzzle

讀一讀，猜猜是什麼動物？

1 I can walk and I can run. I am big. I have a long nose.

I am an _____

2 I can swim and I can jump. But I can't fly. I like bananas.

I am a _____

3 I can run and I can swim. I am big. I like fish and honey (蜂蜜).

I am a _____

4 I can swim and I can run. But I can't jump. I have very short legs.

I am a _____

字典：honey 蜂蜜

Look, Read and Make Sentences or Question Sentences

看一看，讀一讀，寫出適當的問句或回答

EX A: What can birds do?

B: They can fly.

A: Can birds run?

B: No, they can't.

1 A: What can ducks do?

B: _____

2 A: _____

B: They can run.

3 A: _____

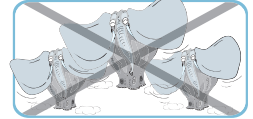
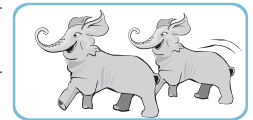
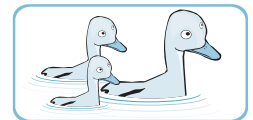
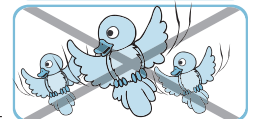
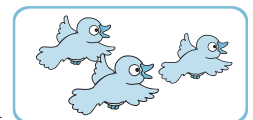
B: They can walk.

4 A: Can elephants fly?

B: _____

5 A: _____

B: Yes, they can.





給老師的話

- 1 單元字詞與句型部份，教師可利用情境圖複習第二冊中學過的動物，或視學生程度介紹圖中其他動物名稱，並用於句型做替換練習。亦可將句型稍做變化，用What animals can jump (run, fly, swim)? 詢問，引導學生回答 Monkeys can jump. Rabbits can jump. Ducks can swim.
- 2 完成Read, Copy and Say部份的抄寫後，可讓學生配對練習提問與回答，以增進口語能力。
- 3 課前教師可與學生討論他們所熟悉的動物及特性，以引起動機。例如，駱駝不能流汗，因此得以保存體內的水分，在沙漠中可以很久不需喝水。或是，鯊魚每八天就會長出新牙齒。鯊魚的一生中牙齒替換數量最高達三萬顆。其它有關動物的趣聞可參考以下網站：<http://www.sheppardsoftware.com> 或<http://www.seaworld.com>
- 4 英語常用動物比喻人、事或物，教師可以適時介紹一些有趣的用法，以增加學生學習動機與興趣。舉例如下：
 - I'm dog tired. (I'm tired as a dog.) 我累慘了！
 - I'm as hungry as a bear. 我餓壞了！（跟熊一樣餓）
 - Copycat 指抄襲或摹仿他人的人。
 - It's duck soup. 簡單啦！（意指事情很容易。）
 - He is as brave as a lion. 他很勇敢。（像獅子一樣）
 - She eats like a bird. 她吃的很少。（吃的跟小鳥一樣少）其他更多的用法可參考 *There's a Frog in My Throat*, by Loreen Leedy & Pat Street, Holiday House, New York.



What's that?

It's the moon.

How many stars are there?

There are six stars.



What are those?

They are flowers.

Key Words

sun

sky

moon

tree

star

flower

sun sun

moon moon

star star

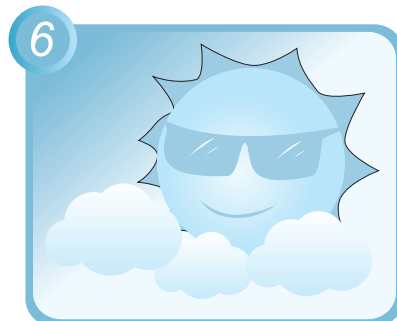
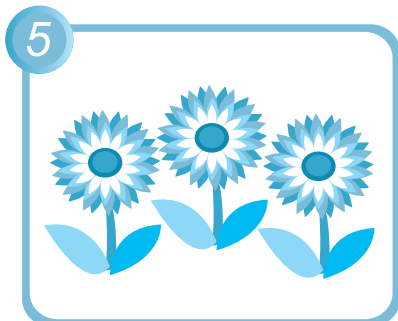
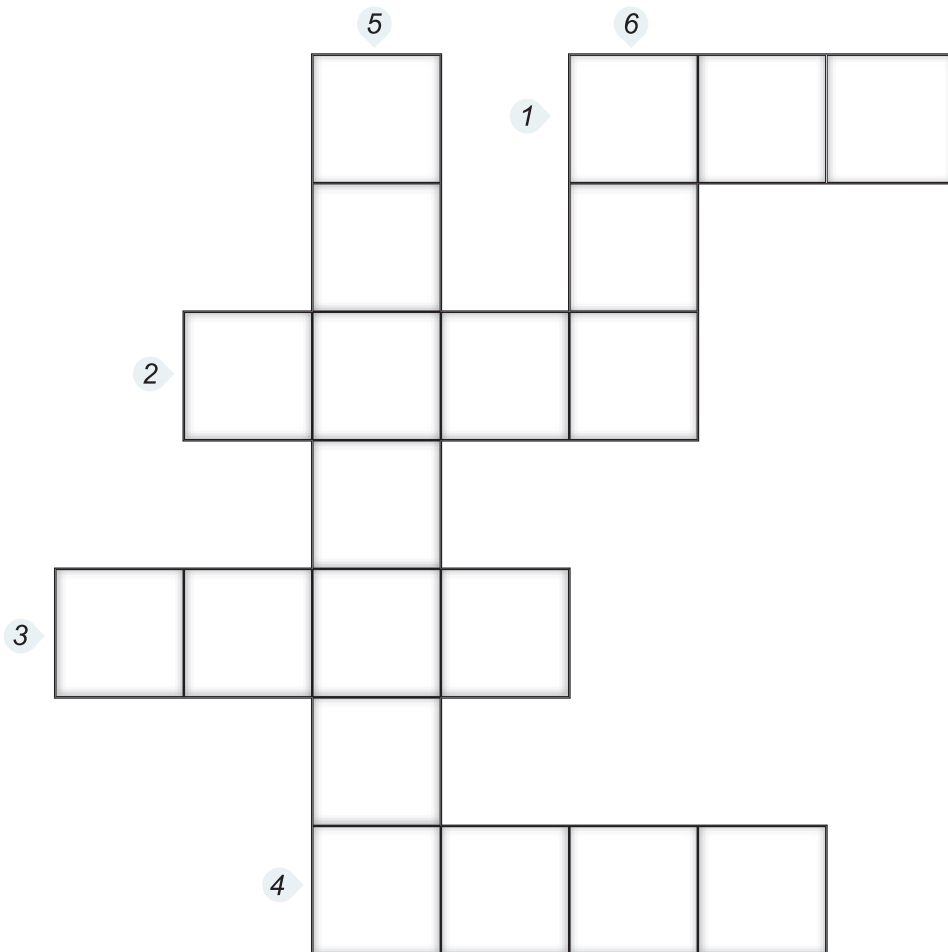
sky sky

tree tree

flower flower

Puzzle Fun

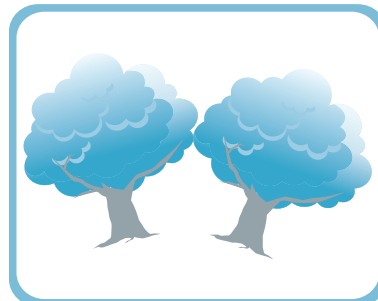
填字謎，根據圖意填寫單字



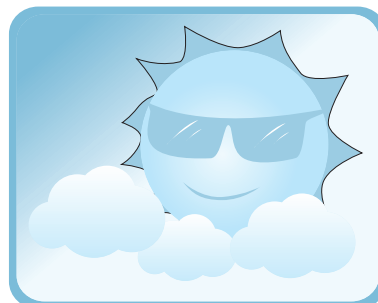
Read and Match

唸唸看，連連看

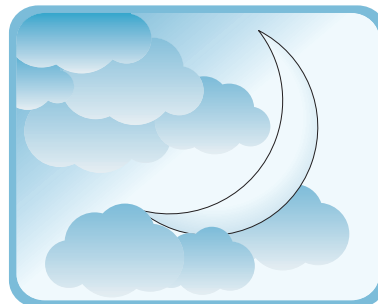
It's the sun.



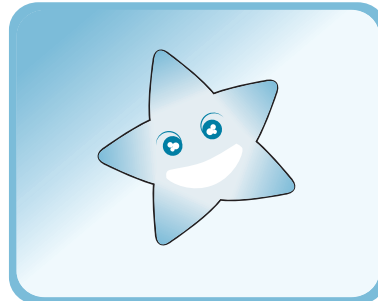
It's the moon.



It's a star.



They are flowers.



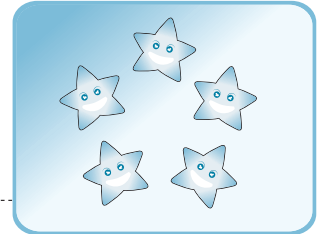
They are trees.



Read and Answer

讀 讀 看 ， 選 句 子 填 寫 答 案

1 How many stars are there?



2 How many trees are there?



3 How many flowers are there?



4 How many flowers are there?



Sentence Bank :

- There is one star.
- There are five stars.
- There are six stars.
- There is one tree.
- There are two trees.
- There are three trees.
- There is one flower.
- There are seven flowers.



給老師的話

- 1 本課主題是「自然」，學習重點是sun, moon, star, sky, flower, tree等名詞，根據課程綱要，這六個單字均屬於書寫應用字詞，學生要會聽、說、讀以及拼寫。可以相互搭配的簡易句型有What's this? What's that? It's a star. It's the sun. It's the moon. What are these? What are those? They are flowers. They are trees. How many stars are there? There are six stars. How many stars can you see? I can see six stars. I can see six stars in the sky.
- 2 除了本課主題的單字之外，課文情境圖裡還有風箏kite及溜溜球yo-yo也屬於書寫應用字詞，可搭配的句子有There is a kite in the sky. There is one yo-yo (on the blanket).
- 3 教師除了讓學生熟練書寫應用字詞以外，對於學生聽和說的能力，也要加以指導，如：指著圖中的月亮問Is that the moon?讓學生回答Yes.或Yes, it is. 指著圖中的月亮問Is that the sun? 讓學生回答No.或No, it's not.指著圖中的星星問Are there stars in the picture? 讓學生回答Yes.或Yes. There are six stars in the picture.還可以問學生How many trees are there? How many flowers are there?
- 4 如果時間充裕，教師還可以補充或加強自然科學方面的常識，如：

The sun is a yellow star.

The moon has no air or water.

The moon looks very big in the sky because it is so close to us.

The moon is much smaller than the earth.

On a clear night, our eyes can see about 2,000 stars in the sky.

Stars cannot be home to living things because they are much too hot.

也可以把相關的單字編成順口溜，如：

A windy day, a summer sky, a perfect day for kites to fly!

Words for Oral Production & Written Production

主題 (T)	低 年 段	
T-1 People	boy, girl	
T-2 Family	dad, mom	
T-3 Food & Drinks	apple, cake, egg	
T-4 Colors	blue, green, red, yellow, color	
T-5 School	ball, bag, book, box, pencil	
T-6 Animals	bird, cat, cow, dog, fish, pig	
T-7 Places & Location	zoo	
T-8 House	cup	
T-9 Numbers		

臺北市國小各年段應用字詞表—合計 320 字（依主題排列）

<p style="text-align: center;">中 年 段</p> <p style="text-align: center; font-size: small;">以劃底線代表書寫應用字詞</p>	<p style="text-align: center;">高 年 段</p> <p style="text-align: center; font-size: small;">以劃底線代表書寫應用字詞</p>
<p><u>boy</u>, <u>girl</u>, <u>kid</u> student, teacher, doctor, friend</p>	<p><u>boy</u>, <u>girl</u>, <u>doctor</u>, <u>friend</u>, <u>kid</u>, <u>student</u>, <u>teacher</u>, <u>nurse</u>, <u>singer</u> police officer, mailman</p>
<p><u>dad</u>, <u>father</u>, <u>mom</u>, <u>mother</u>, <u>brother</u>, <u>sister</u> grandma, grandpa</p>	<p><u>dad</u>, <u>mom</u>, <u>mother</u>, <u>father</u>, <u>brother</u>, <u>sister</u>, <u>grandma</u>, <u>grandpa</u> uncle, aunt</p>
<p><u>egg</u>, <u>apple</u>, <u>cake</u>, <u>banana</u>, <u>milk</u>, <u>rice</u>, <u>tea</u>, <u>water</u>, <u>cook</u> orange, juice, hamburger, ice cream, pizza</p>	<p><u>apple</u>, <u>cake</u>, <u>egg</u>, <u>banana</u>, <u>orange</u>, <u>juice</u>, <u>hamburger</u>, <u>ice cream</u>, <u>milk</u>, <u>pizza</u>, <u>rice</u>, <u>tea</u>, <u>water</u>, <u>cook</u>, <u>candy</u>, <u>pie</u> bread, breakfast, coffee, cookies, dinner, food, fruit, lunch, noodles, sandwich, soup</p>
<p><u>blue</u>, <u>green</u>, <u>red</u>, <u>yellow</u>, <u>color</u> black, white</p>	<p><u>blue</u>, <u>green</u>, <u>red</u>, <u>yellow</u>, <u>color</u>, <u>black</u>, <u>white</u>, <u>pink</u> brown, gray(grey), purple</p>
<p><u>ball</u>, <u>bag</u>, <u>book</u>, <u>box</u>, <u>pencil</u>, <u>desk</u>, <u>door</u>, <u>marker</u>, <u>pen</u>, <u>table</u> chair, eraser, ruler, window</p>	<p><u>ball</u>, <u>bag</u>, <u>book</u>, <u>box</u>, <u>pencil</u>, <u>chair</u>, <u>desk</u>, <u>door</u>, <u>eraser</u>, <u>marker</u>, <u>pen</u>, <u>ruler</u>, <u>table</u>, <u>window</u>, <u>card</u>, <u>computer</u> classroom</p>
<p><u>bird</u>, <u>cat</u>, <u>cow</u>, <u>dog</u>, <u>fish</u>, <u>pig</u> bear, monkey, lion, rabbit, tiger</p>	<p><u>bird</u>, <u>cat</u>, <u>cow</u>, <u>dog</u>, <u>fish</u>, <u>pig</u>, <u>bear</u>, <u>monkey</u>, <u>lion</u>, <u>rabbit</u>, <u>tiger</u>, <u>bee</u>, <u>duck</u> chicken, elephant</p>
<p><u>zoo</u>, <u>home</u>, <u>park</u>, <u>school</u> bookstore</p>	<p><u>zoo</u>, <u>bookstore</u>, <u>home</u>, <u>park</u>, <u>school</u>, <u>here</u>, <u>shop</u>, <u>there</u> hospital, library, police station, post office, restaurant</p>
<p><u>cup</u>, <u>fan</u>, <u>key</u></p>	<p><u>cup</u>, <u>fan</u>, <u>key</u>, <u>sofa</u>, <u>TV</u> bathroom, bedroom, kitchen, living room, telephone</p>
<p><u>one</u>, <u>two</u>, <u>three</u>, <u>four</u>, <u>five</u>, <u>six</u>, <u>seven</u>, <u>eight</u>, <u>nine</u>, <u>ten</u> eleven, twelve, many, much</p>	<p><u>one</u>, <u>two</u>, <u>three</u>, <u>four</u>, <u>five</u>, <u>six</u>, <u>seven</u>, <u>eight</u>, <u>nine</u>, <u>ten</u>, <u>eleven</u>, <u>twelve</u>, <u>many</u>, <u>much</u>, <u>some</u>, <u>thirteen</u>, <u>fourteen</u>, <u>fifteen</u>, <u>sixteen</u>, <u>seventeen</u>, <u>eighteen</u>, <u>nineteen</u> twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred (含 21~100)</p>

臺北市國小各年段應用字詞表 – 合計 320 字 (依主題排列)

主 題 (T)	低 年 段	
T-10 Parts of the body		
T-11 Personal characteristics		
T-12 Weather & Nature		
T-13 Time		
T-14 Transportation		
T-15 Feeling & Emotion		
T-16 Clothes		
T-17 Countries		
T-18 Subjects		
T-19 Pronouns & reflexives	I, it, my, you	
T-20 Wh-words	what	
T-21 Be & auxiliaries	be(am, are, is)	
T-22 Articles & determiners	a(an), this, that	
T-23 Verbs		
T-24 Prepositions		

中 年 段

以劃底線代表書寫應用字詞

head, eye, nose, ear, hand,
arm, leg, foot, face
mouth

old, short, tall
thin

cold, cool, hot, warm
cloudy, rainy, sunny, windy

Sunday, Monday, Tuesday,
Wednesday, Thursday, Friday,
Saturday, time, day, week,
year, now, today

I, it, my, you, he, she, they, we

what, how, who, where

be(am, are, is), do(does), can

a(an), this, that, the
these, those

cry, dance, jump, like, read,
sing
draw, sleep, swim, want, write

at, in, on, under

高 年 段

以劃底線代表書寫應用字詞

head, eye, nose, ear, mouth, hand,
arm, leg, foot, face

old, short, tall, thin

cloudy, cold, cool, hot, rainy, sunny,
warm, windy, moon, sky, star, sun

time, day, week, year, now, today
Sunday, Monday, Tuesday,
Wednesday, Thursday, Friday,
Saturday, spring, summer, fall,
winter

bus, bike, car, MRT, plane, ship,
taxi, train

bad, good, happy, mad, sad, sick
angry, excited, hungry, tired

coat, glasses, hat, pants, shoes,
shorts, socks, T-shirt
jacket, sweater

Japan, Taiwan, UK, USA

art, Chinese, English, math, music,
PE, science

I, it, my, you, he, she, they, we, his,
her, our, your, mine

what, how, who, where, when,
whose

be(am, are, is), do(does), can,
have/has

a(an), this, that, the, these, those,
their

cry, dance, draw, jump, like, read,
sing, sleep, swim, want, write,
close, clean, come, drink, drive,
eat, feel, fly, get, give, go, listen,
live, ride, open, play, run, say, see,
sit, speak, study, take, talk, wear,
walk, wash, watch, work

at, in, on, under, for, from

臺北市國小各年段應用字詞表 – 合計 320 字 (依主題排列)

主題 (T)	低年段
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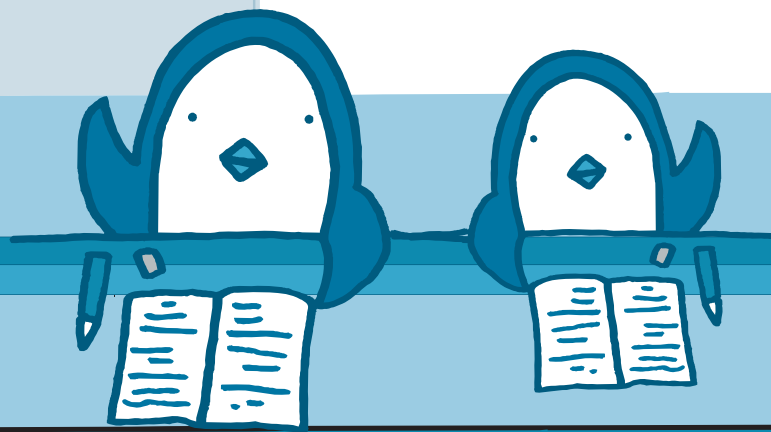
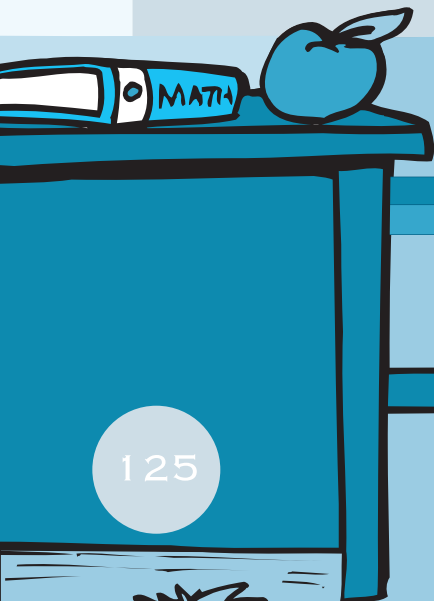
T-25 Other nouns

yo-yo

T-26 Other adverbs

T-27 Conjunctions

T-28 Others



中 年 段

以劃底線代表書寫應用字詞

yo-yo, kite, name
o'clock, weather

no, not, yes

big, small, long

高 年 段

以劃底線代表書寫應用字詞

yo-yo, kite, name, o'clock, weather,
e-mail, tree
flower

no, not, yes

and, but

big, small, long

dirty



低年段常用教室用語暨簡易句型

常用教室用語

1. Are you ready?
2. Be quiet. / Quiet, please.
3. Circle the word "*fish*."
4. Come here.
5. Go back to your seat.
6. Good job. / Very good.
7. Good morning.
8. Goodbye.
9. Hi! / Hello!
10. Listen. / Listen to me.
11. Look at (*the dog*).
12. Open / Close *your book*.
13. Point to *the door*.
14. Raise your hand. / Put your hand down.
15. Repeat. / Repeat after me.
16. Sit down.

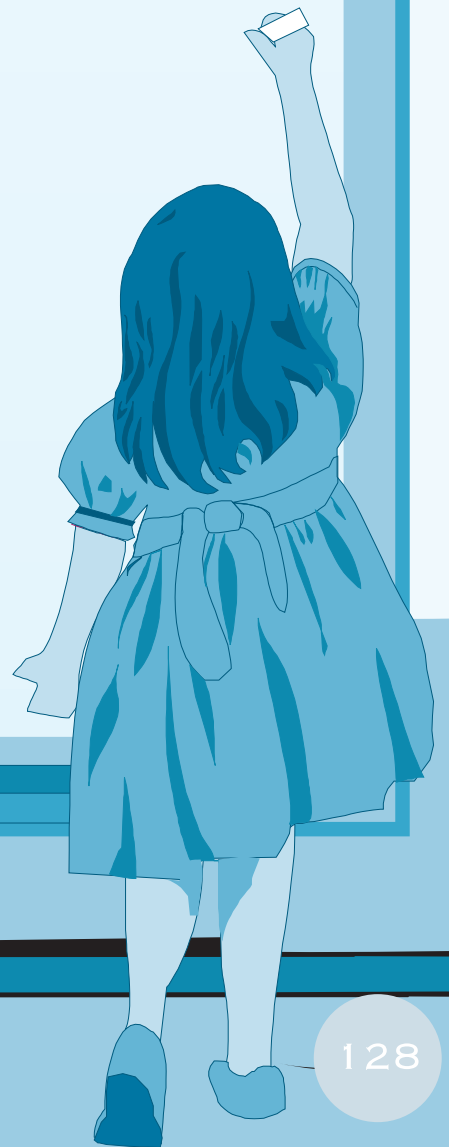
17. Stand up.
18. Thank you.
19. Turn around.
20. You're welcome.

簡易句型

1. This is my *book*.
2. What color is it?
It's *green*.
3. What's this / that?
It's *an apple*.

附 註

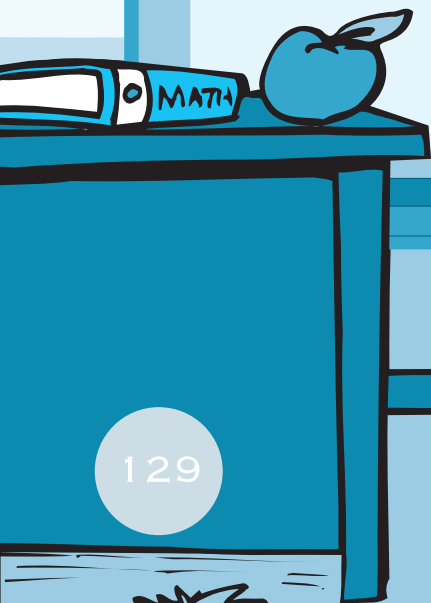
- 一、粗斜體部分，表示可依學生所學之字詞予以代換者。
- 二、中年段所需之生活用語共計 40 句，含低年段常用教室用語 20 句；簡易句型共計 18 句，含低年段 3 句。
- 三、高年段所需之生活用語共計 65 句，含中年段生活用語 40 句；簡易句型共計 30 句，含中年段 15 句、低年段 3 句。
- 四、生活用語與簡易句型不要求拼寫，而以摹寫的方式評量。中、高年段評量可進行簡易句型的問答。
- 五、建議採用 TPR 的方式教學及評量。



中年段生活用語暨簡易句型

生活用語

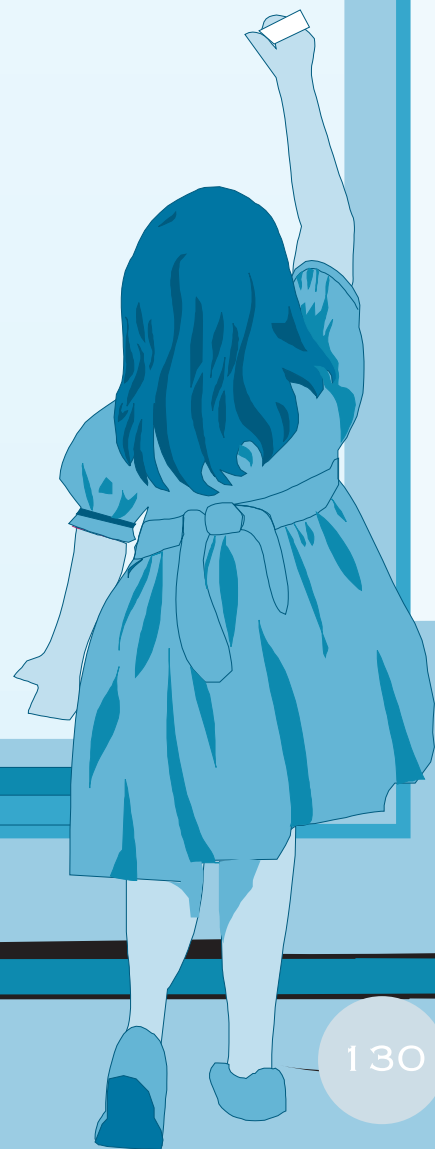
1. Come in, please.
2. Don't *talk / run / shout*.
3. Excuse me.
4. Good afternoon.
5. Good idea.
6. How are you?
7. I don't know.
8. I'm fine. / O.K.
9. I'm sorry.
10. Let's count.
11. Let's go.
12. Line up (, please).
13. May I go to the *bathroom / restroom*?
14. Please turn to page *12*.
15. Put down *your pencil*. / Pick up *your pencil*. /
Put *it* down / Pick *it* up.



16. Read aloud.
17. Show me your *homework*.
18. Spell the word "*book*."
19. Take out *your pencil*. / Put away *your pencil*. /
Take *it* out. / Put *it* away.
20. Time's up.

簡易句型

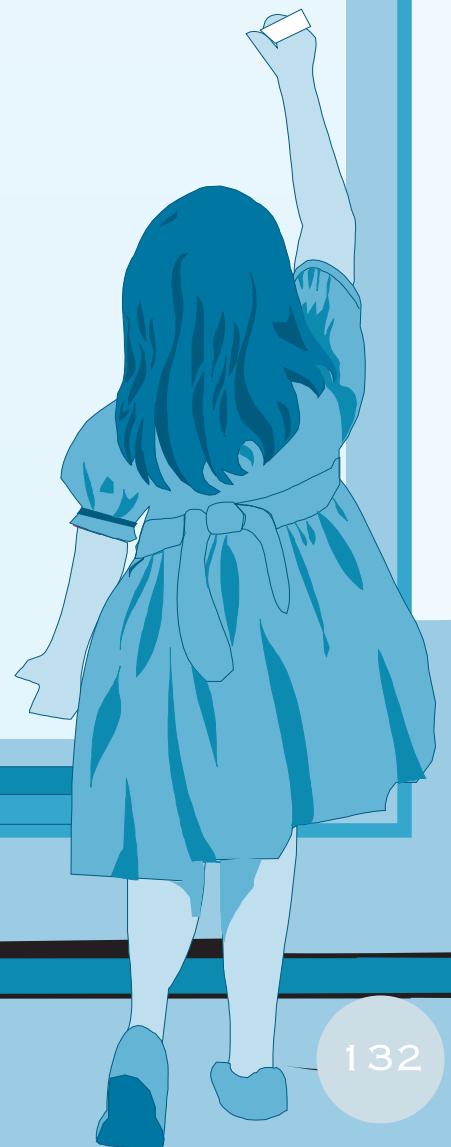
1. a. I am *tall*.
b. He / She is *tall*.
2. a. What are these / those?
They are *tigers*.
b. Are these / those *bears*?
Yes, they are.
No, they aren't.



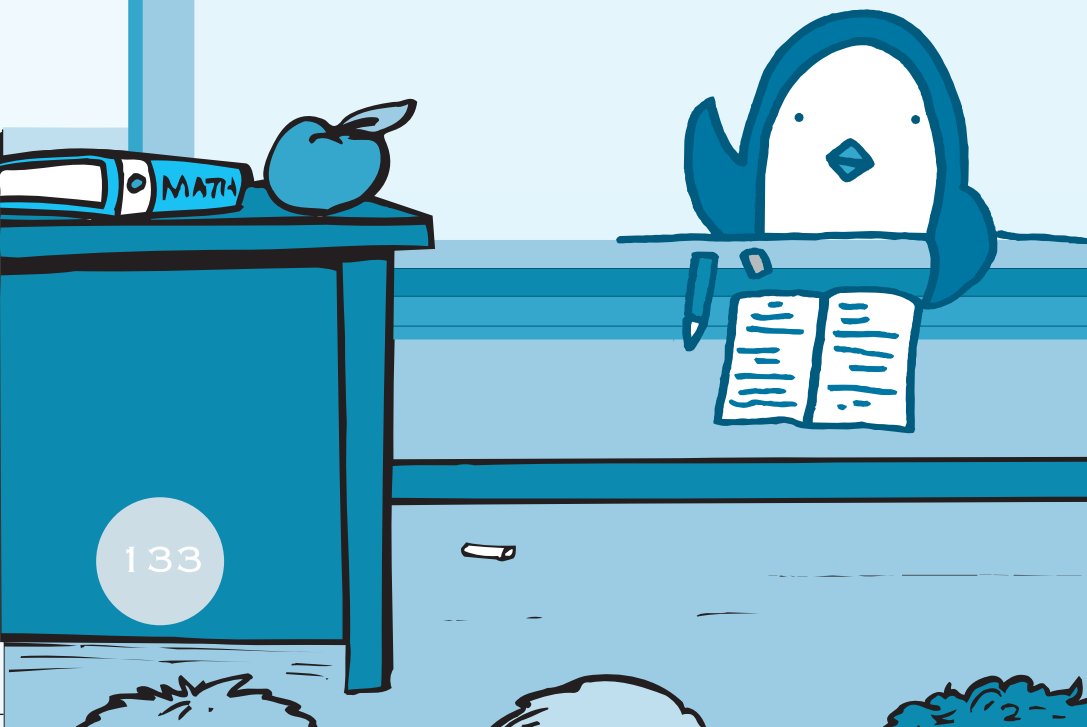
3. a. Are you *a teacher*?
Yes, I am.
No, I'm not.
- b. Is he / she *a doctor*?
Yes, he / she is.
No, he / she isn't.
4. Is it / this / that *a banana / an apple*?
Yes, it is.
No, it isn't.
5. a. Can you *dance*?
Yes, I can.
No, I can't.
- b. Can he / she *dance*?
Yes, he / she can.
No, he / she can't.
6. a. What are you doing (now)?
I'm *reading*.
- b. What is he / she doing?
He / She is *singing*.



7. Who's he / she?
He / She is *my teacher*.
8. a. How old are you?
I am *eight* year(s) old.
- b. How old is he / she?
He / She is *ten* year(s) old.
9. a. Where is the *pen*?
It's in / on / under the *chair*.
- b. Where are the *books*?
They're in / on / under the *table*.
10. a. Where are you?
I'm *in the park. / at school*.
- b. Where is he/she?
He / She is *in the park. / at school*.
11. a. What time is it?
It's *one* (o'clock).
- b. Is it *four* (o'clock)?
Yes, it is.
No, it isn't.



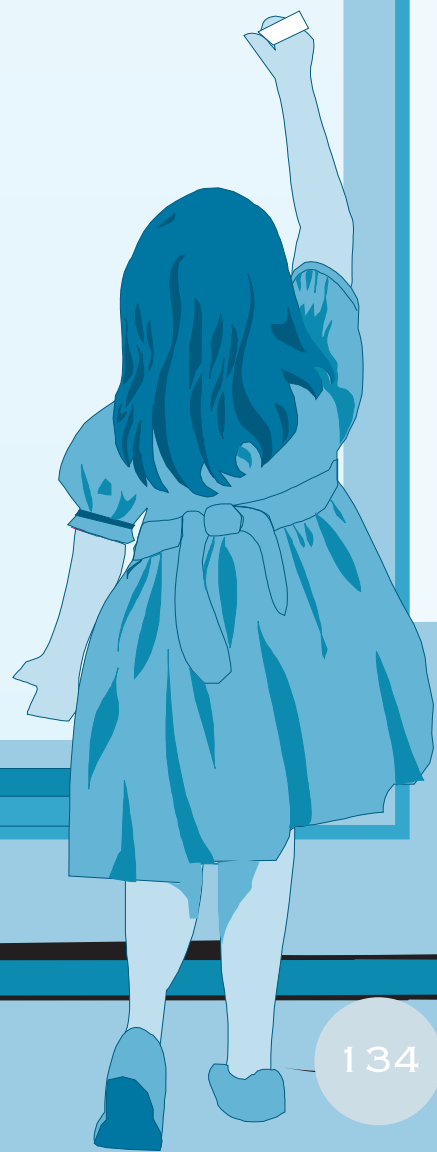
12. a. What day is today?
It's *Sunday*.
- b. Is it *Monday* today?
Yes, it is.
No, it isn't.
13. How's the weather?
It's *sunny*.
14. a. How many *pencils* (are there)?
(There are) *three*.
- b. How many *balls* do you want?
I want *two*.
15. How much is it?
It's *five* dollars.



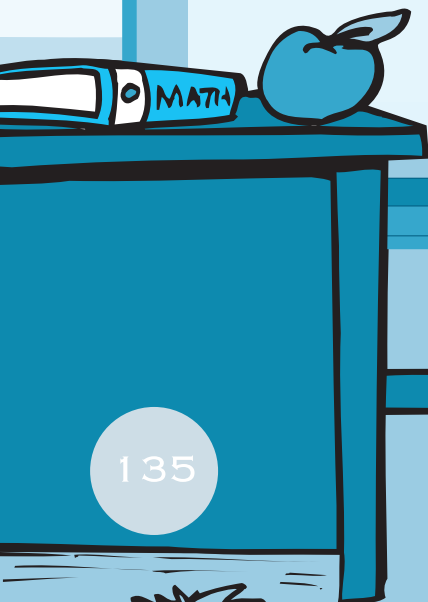
高年段生活用語暨簡易句型

生活用語

1. Any questions?
2. *Ask / Call him / her.*
3. Give me a hand.
4. Go on. / Continue.
5. Have fun. / Have a good time.
6. Hurry up.
7. I love you, *Mom / Dad.*
8. Is that all?
9. Just a moment, please.
10. Let me think.
11. Let's learn English.
12. Let's *read / play / sing a story / game / song.*
13. Make a sentence, please.

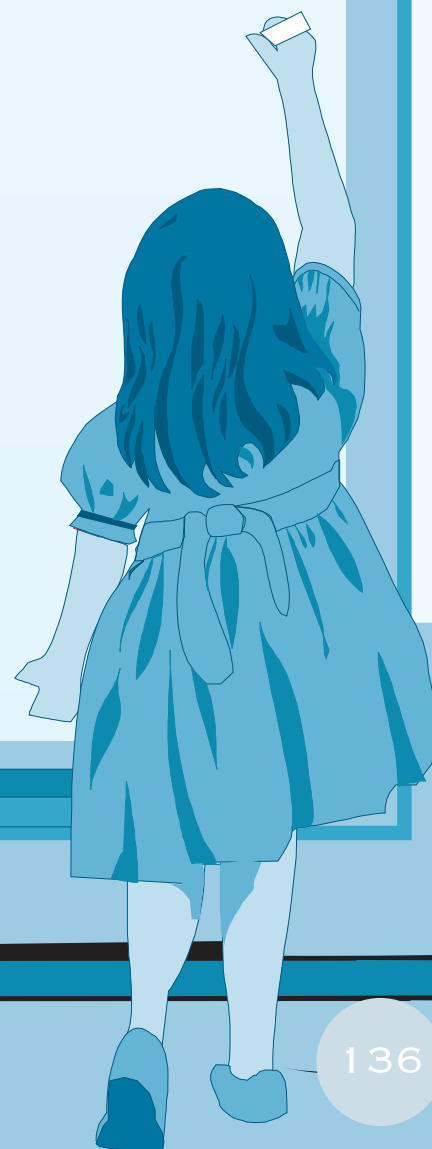


14. May I help you?
15. See you later.
16. Sorry, I'm late.
17. Stop it. / Don't do it again.
18. Take care.
19. Take it easy.
20. Tell me why (, please).
21. That's all right.
22. Try again.
23. Turn *left* / *right*.
24. Watch out.
25. What happened? / What's the matter?



簡易句型

1. a. Are you *happy*?
Yes, I am.
No, I'm not.
- b. Is he / she *tall*?
Yes, he / she is.
No, he / she isn't.
2. a. Do you like *apples*?
Yes, I do.
No, I don't.
- b. Does he / she like *bananas*?
Yes, he / she does.
No, he / she doesn't.
3. a. What do you like?
I like *dogs*.
- b. What does he / she like?
He / She likes *cats*.



4. What do you like for *breakfast / lunch / dinner*?

I like some *juice and bread*.

5. a. Do you have *a pen / an eraser*?

Yes, I do.

No, I don't.

b. Does he / she have *a ruler / an orange*?

Yes, he / she does.

No, he / she doesn't.

6. How do you go to *the park*?

I go to *the park by bike / on foot*.

7. How do you feel?

I feel *tired*.

8. When / What time do you get up?

I get up at *six*.

9. a. Whose *key* is it?

It's *his (key)*.

b. Whose shoes are they?

They're *my shoes / mine*.



10. a. What are you drawing?
I'm drawing *a plane*.
- b. What is he / she drawing?
He's / She's drawing *a train*.
11. a. Where are you from?
I'm from *Taiwan*.
- b. Where is he / she from?
He's / She's from *Japan*.
12. a. What do you do?
I'm *a nurse*.
- b. What does he / she do?
He's / She's a *teacher*.





國小英語補救教學教材

出版者／臺北市政府教育局

發行人／吳清山

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編輯單位／臺北市中山區長春國民小學

臺北市國民教育輔導團國小英語組

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陳幼君、林淑惠、張孝慈、張齡心、陳健豪

印刷／大鈺美術印刷有限公司

電話／02-2502-5196

出版日期／2008年9月

國家圖書館出版品預行編目資料

臺北市國民小學英語補救教材. 97年度

English Easy Go Ⅲ / 王慧珠總編輯

臺北市：北市教育局. 2008.09

面：公分

ISBN 978-986-01-5423-8 (平裝)

1. 英語教學 2. 小學教學

523.318

97018097