

# English Easy Go

國小英語補救教學教材



II

## 局長序

迎接全球化世代，英語已經成為全球化的驅動引擎，英語力也是網路世代吸收知識的關鍵能力；現今的趨勢是越來越多的國家開始警覺，英語能力將會決定下一代擷取知識的深度與廣度。

語言能力是國家的資產，需要政府大力的投資。中文的崛起並沒有消弭英文的重要性，反而更突顯全球化世代的新思維。韓國積極建設英語村、瑞典從幼稚園到成人教育全部融入跨國文化的了解、香港的兩文三語政策（中文、英文，廣東話、國語、英語）、新加坡四種官方語言的多語走向，已經成為世界新主流。各國不但要培養孩子前進國際的語言能力，更積極開啟孩子們國際視野，不論是西方或東方，探索世界的動能，已經從英語學習蔓延開來。我們需要把語言當成資產，建構營造多元的語言環境，投資優質的語文教育。

臺北市為因應國際化與世界接軌的趨勢，實現教育機會均等的理想，從小學一年級開始全面實施英語教學，並成立英語教學推動小組，陸續策劃師資培訓工作、研擬課程綱要、學習能力指標、進行教材研究、教學訪視、製作數位教材、建立教學網站、安排學生英語學習營、國際參訪交流等活動，並成立國小英語教學輔導團巡迴各校辦理教學研討、分享教學經驗與策略等，至今已明顯提升了國小學童英語學習的興趣與能力。

各校在推動英語教學更是不遺餘力，常安排多樣、活潑的英語學習活動，營造豐富的學習情境，提升學生的學習興趣。透過多元的學習活動，英語教學已在國小深根與推廣，透過多元教學評量與檢測，讓老師們有重新檢視教材教法的依據，也期待學生在聽、說、讀、寫各項能力都達到基本的水準。

臺北市國小全面實施英語教學已進入第6年，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級英語能力指標」（目前已完成修訂版），以作為教師選定教科書與教學活動安排之依據。在實施的過程中，有關英語教材選用方面，授權各校透過教科書評選委員會、英語教學領域小



組等機制，自行決定選用合適的教材版本，不足部分由教師自編教材予以補充，尚能符合教學需求。教育局也陸續出版多本英語教師教學參考書籍，包括：『國小英語教師資源書 Elementary English Teacher's Resource Pack』、『校園實用英語有聲口袋書 Teacher's English Pocket Book』、『打開英語教學之窗 Windows to English Teaching』、『英語加油站 Go For English』、『英語補救教學教材 English Easy Go』、『世界文化列車 World Culture Express』等，頗受到老師們的肯定與好評。

對於學習低成就學生，教育局除專款補助各校辦理激勵班及攜手班英語補救教學外，仍然再邀請國小英語輔導團依據新修訂的英語能力指標內容，繼續編輯國小英語補救教學教材第二冊--『English Easy Go II』，提供給老師們在幫助有需要進一步學習的孩童們，實施英語補救教學時參考使用。各校英語教師亦可透過分組分級教學或分組合作學習來解決學生學習能力差異的問題，或與大專院校英語系合作及引入各種社會資源，透過小班制的補救教學，協助輔導這些需要更多關懷的學生。希望學生們在多管齊下的學習中，能夠循序漸進並達成臺北市國小各年級英語學習能力指標。

本教材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及國小英語輔導團夥伴們的用心規劃與製作；這是第二本頗為實用與好用的國小英語補救教學教材，期盼教師們能充分善用這一本教材，使教學更能得心應手，而孩子們的學習也能更有成效。

臺北市府教育局 局長

吳清基

謹識

2007年9月

## 主編序

在臺灣，每個人都知道學好英語的重要性。學好英語可以考進理想中的高中、大學，就業時能提升個人的競爭力，創業後能讓個人的事業走向國際化。但是要如何學好英語？(How to learn English well?) 個人提供兩點建議於下：

第一，要營造英語學習環境：嬰兒在開口牙牙學語之前，已經在努力傾聽、吸收許多詞彙與語言技巧，學習英語的歷程也是一樣。要讓孩子有很多機會可以聽、看、接觸英文，聽說讀寫都不要偏廢；提供適合學習外語的輕鬆環境，例如：各校辦理的親子共讀英語活動，就可以提高孩子的閱讀興趣、增進親子親密情感。

第二，是培養學習英語的自信心：所有的學習都需要靠時間和努力的累積，特別是英語。孩子有自己的潛力，師長們只要培養他們聽讀的能力、擴充他們的字彙，建立學習英語的興趣，孩子就會循序漸進依照自己的學習進度累積自己的英語實力，進而自己去運用，自然而然就會有自信心。

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。

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。抱持教育愛心的教師會在教學過程中，考量落後學童的學習狀況並在課外抽空給予適時的輔導，學校也會邀請有學有專長的愛心家長或與大學校院英語系合作，引入各種社會資源，透過個別的補救教學，協助這些學生學得更好、更有自信。

臺北市國小英語輔導團去年出版國小英語補救教學教材第一冊--『English Easy Go』，深受英語老師們的喜愛與使用，今年配合「臺北市國民小學英語課程綱要」及「臺北市國民小學各年級英語能力指標」內容的修訂，繼續



研發國小英語補救教學教材第二冊--『English Easy Go II』的編寫工作。這本教材整整花了四個月的時間，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，期盼能呈現最完美的作品。

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，共有兩個部份。第一部份是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，為認識26個字母奠定良好的開始。第二部分是Topics主題單元，共有十一個單元：分別以Occupation, Family, Food and Drinks, School：In the classroom, Animals, Places and Location, Number, Body Parts, Weather, Verbs, Prepositions為主題，設計情境對話與生活用語、key word的習寫、多層次學習單，老師可以就學生程度選擇適合的學習單來copy使用，另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；老師們可參考運用。

本教材的編輯完成特別感謝臺北教育大學英語教學系主任的胡潔芳教授的細心指導與審查，國小英語輔導團的好夥伴督學室的章菁老師、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及長春國小學務處李奕寬主任、總務處許泰彰主任、事務組吳英嬌組長及陳映竹老師們的共同參與撰稿編輯與招標事務。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輕鬆愉快。

臺北市長春國小校長

王慧珠 謹識

2007年9月

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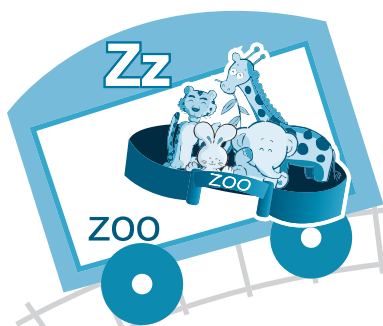
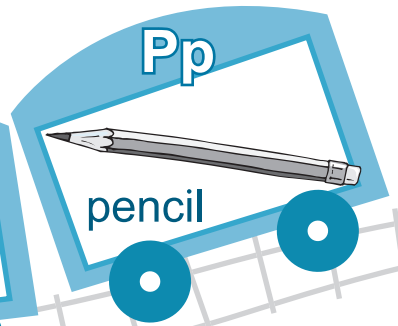
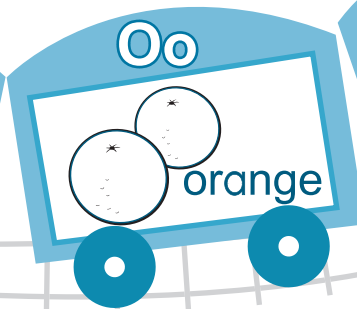
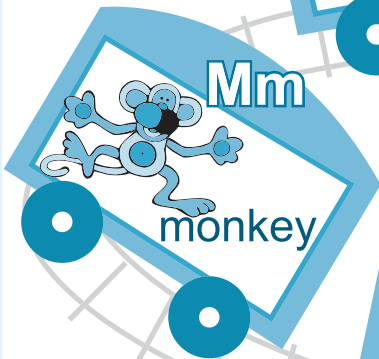
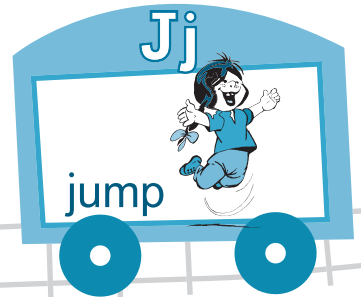
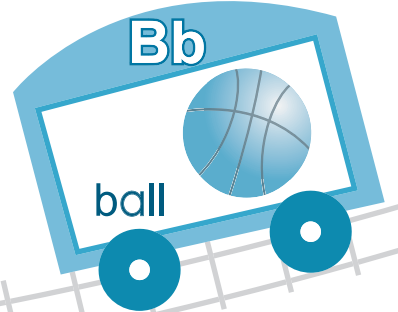
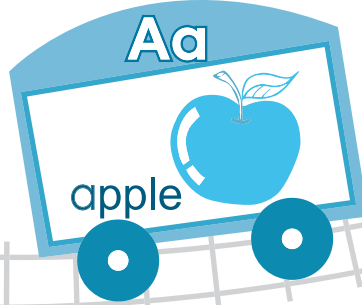
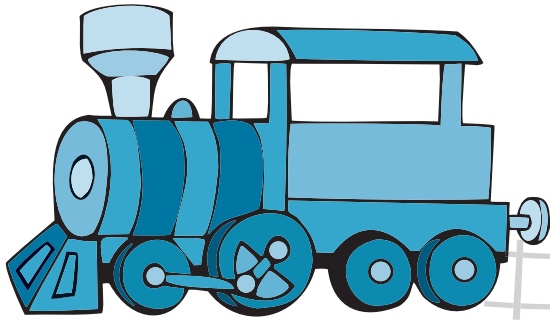
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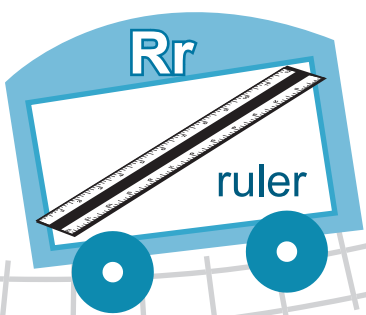
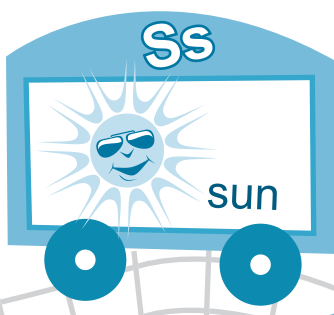
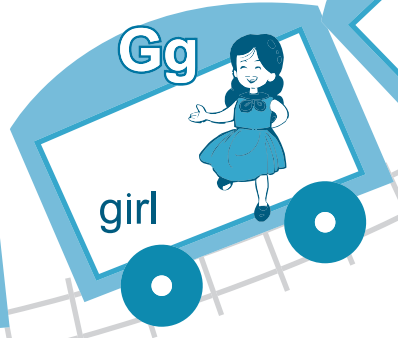
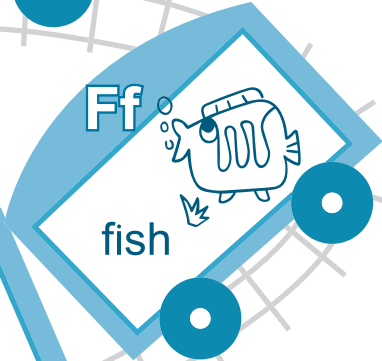
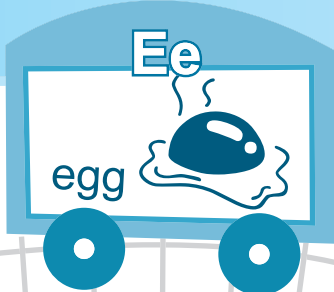
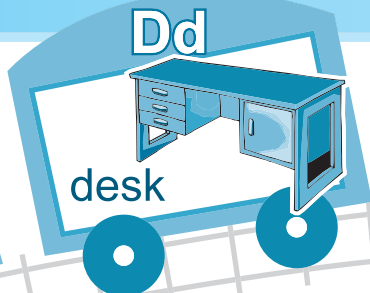
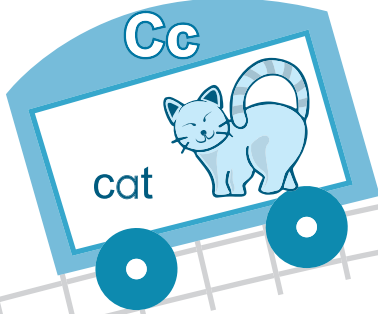
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# The Alphabet







A

A

a

a

B B

b b

C C

c c



D D

d d



F

F

f

f

G G

g g



H H

h h



Handwriting practice lines for uppercase letter I. Each row consists of three horizontal lines: a top dashed line, a middle solid line, and a bottom dashed line. There are five such rows for practicing the letter.



Handwriting practice lines for lowercase letter i. Each row consists of three horizontal lines: a top dashed line, a middle solid line, and a bottom dashed line. There are five such rows for practicing the letter.

J J

j j

K K

Handwriting practice lines for uppercase letter K. The page contains four sets of horizontal lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line. The first set of lines is pre-filled with a solid uppercase letter 'K' and a dashed uppercase letter 'K' for tracing. The remaining three sets of lines are blank for independent practice.

k k

Handwriting practice lines for lowercase letter k. The page contains four sets of horizontal lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line. The first set of lines is pre-filled with a solid lowercase letter 'k' and a dashed lowercase letter 'k' for tracing. The remaining three sets of lines are blank for independent practice.



L L

l l

M M

m m

N N

n n





P P

p p

Q

Q

q

q

R R

r r

S S

s s

T

T

t

t

U U

u u



W W

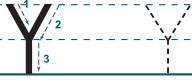
Handwriting practice lines for uppercase letter W. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The first row contains a solid 'W' with stroke order numbers 1, 2, 3, and 4, followed by a dashed 'W' for tracing. The remaining rows are blank for independent practice.

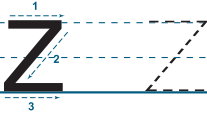
w w

Handwriting practice lines for lowercase letter w. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. The first row contains a solid 'w' with stroke order numbers 1, 2, 3, and 4, followed by a dashed 'w' for tracing. The remaining rows are blank for independent practice.









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

Handwriting practice lines consisting of multiple sets of three horizontal lines (top dashed, middle solid, bottom dashed) for text entry.

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

Handwriting practice lines consisting of multiple sets of three horizontal lines (top dashed, middle solid, bottom dashed) for text entry.

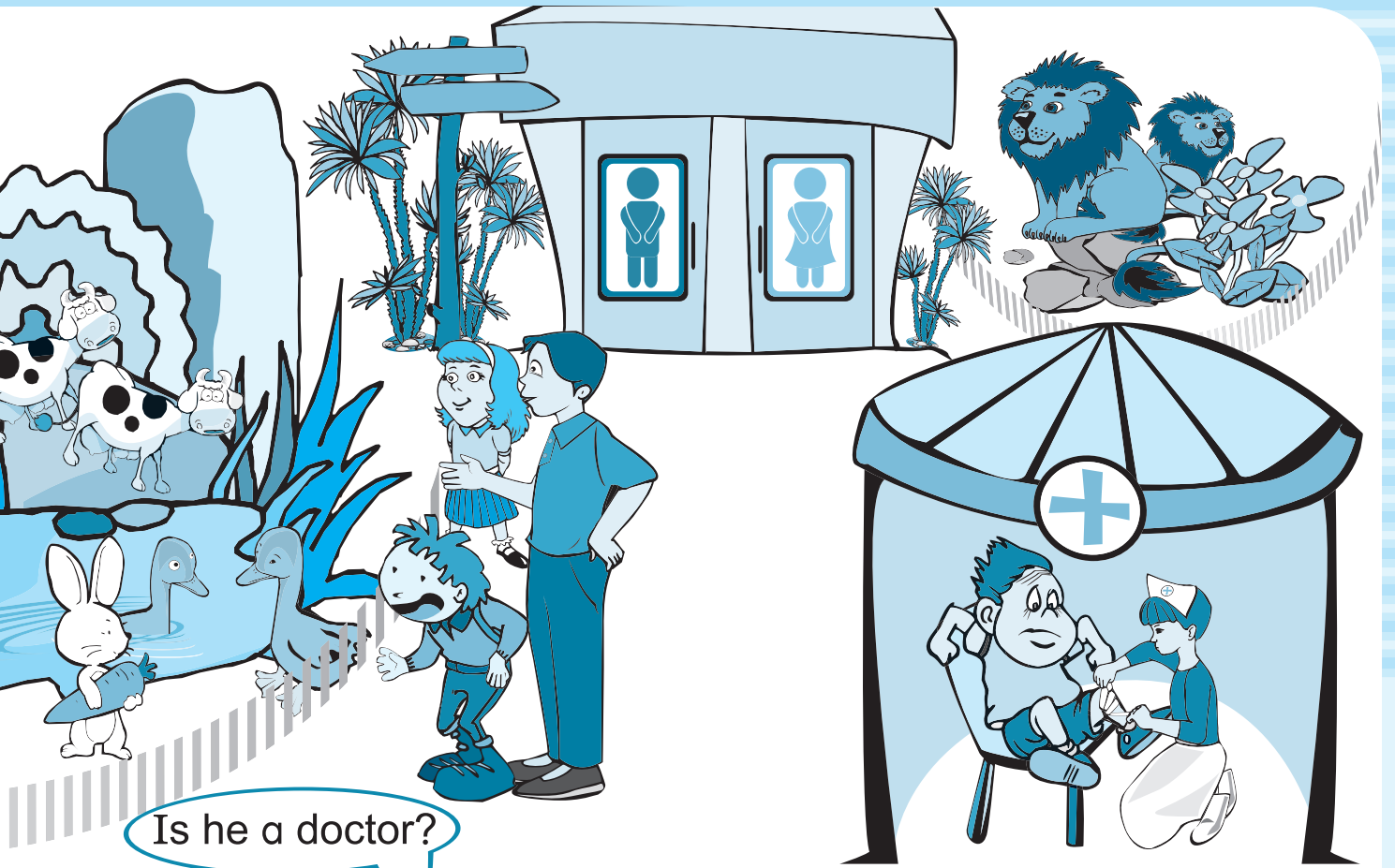
# Unit 1 Occupation



Are you a teacher?

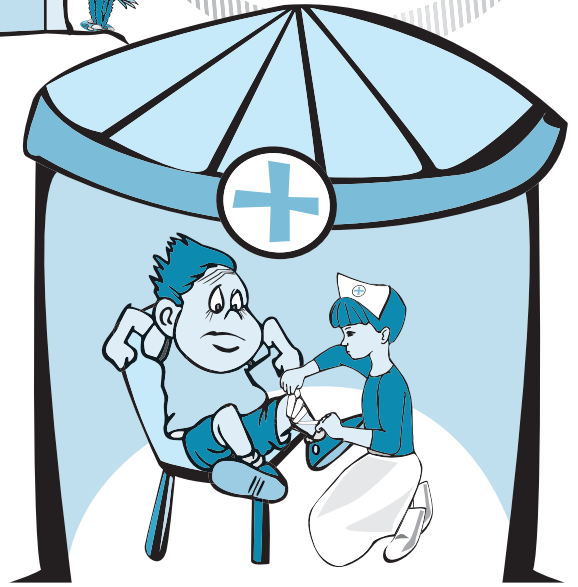
Yes, I am.





Is he a doctor?

Yes, he is.



## Key Words

teacher student

kid friend

doctor

teacher teacher

student student

kid kid

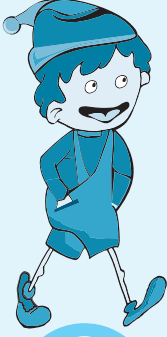
friend friend


doctor doctor

# Listen and Choose


仔細聽，請勾出正確的選項


**1**







**2**







**3**






**4**






**5**



No, she isn't.  
 Yes, she is.

**6**

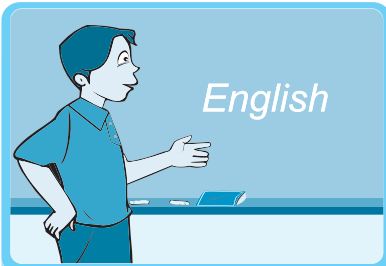


No, he isn't.  
 Yes, he is.

# Look, Read, Circle and Write

請依照圖片指示，圈出正確的單字並完成句子

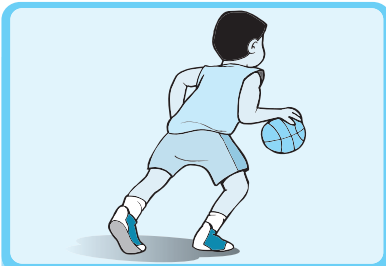
1



doctor      teacher

He is a \_\_\_\_\_.

2



kid      doctor

He is a \_\_\_\_\_.

3



student      teacher

She is a \_\_\_\_\_.

4



teacher      friend

He is a \_\_\_\_\_.

5



student      doctor

She is a \_\_\_\_\_.

# Look and Answer

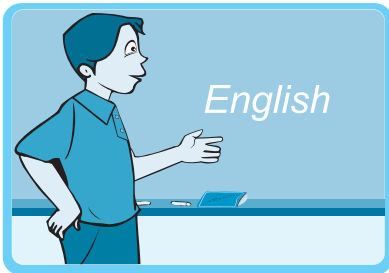
請 看 圖 回 答 句 子

1



Is he a doctor? \_\_\_\_\_.

2



Is he a teacher? \_\_\_\_\_.

3



Is she a kid? \_\_\_\_\_.

4



Is she a student? \_\_\_\_\_.

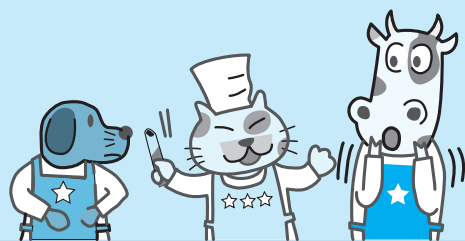
## Sentence Bank

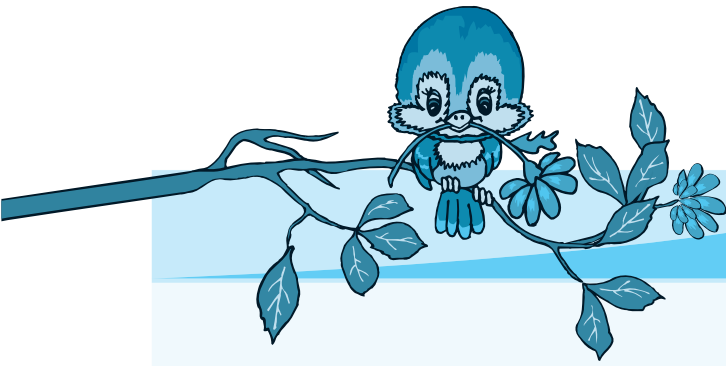
Yes, he is.

Yes, she is.

No, she isn't.

No, he isn't.





## 給老師的話

1. 在本單元中，學生學到的基本單字有：teacher, student, kid, friend, doctor。  
另外，教師也可以利用情境圖來增加學生的字彙，在本單元的情境圖中隱藏了以下單字：boy, girl, police officer, mailman, singer, nurse。教師可依照學生的程度來做最適當的介紹。
2. 本單元的第一項練習為聽力練習，教師可依照以下的script念給學生聽。  
請學生聽完每一句後再勾出正確的選項。教師可依學生的程度決定念題的次數。

### Script:

- |  |                                |
|--|--------------------------------|
| 1. She is a kid.                         | 4. Is he a doctor? Yes, he is. |
| 2. Is he your friend? Yes, he is.        | 5. Is she a teacher?           |
| 3. He is not a student. He is a teacher. | 6. Is he a student?            |

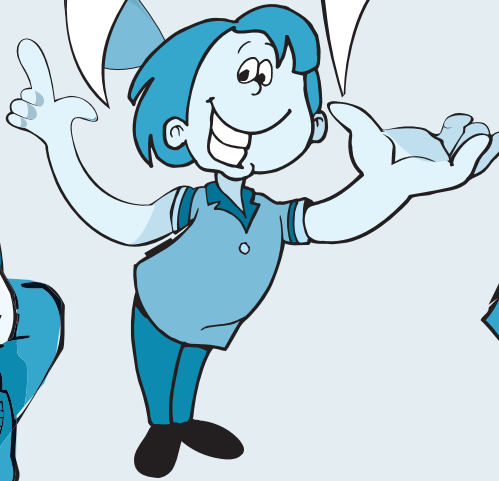
3. 本課句型為 Is she/he a \_\_\_\_\_? Are you a \_\_\_\_\_? 教師可依照學生的程度做調整，若學生對Yes / No 問答句已很熟悉，教師亦可帶入另外的問句，如：What do you do? What does your father / mother do?
4. 在課堂中，教師可以進行比手畫腳的活動(charade)，請學生將以上所學過的職業特色表演出來讓同學猜。透過想像及肢體的表達，學生對這一些單字一定會有更深刻的印象。

# Unit 2 Family



That is my father.

This is my mother.







Who's he?

Who's she?

She is my sister.

He is my brother.

## Key Words

father      mother

brother      sister

he              she

father father

brother brother

he he

mother mother

sister sister

she she

# Spell the Words

請 寫 出 完 整 的 單 字



\_\_\_ister



\_\_\_other



\_\_\_ather and \_\_\_other

# Read and Match

讀 讀 看 · 連 連 看



•

Who's she?  
She is my sister.



•

Who's he?  
He is my brother.

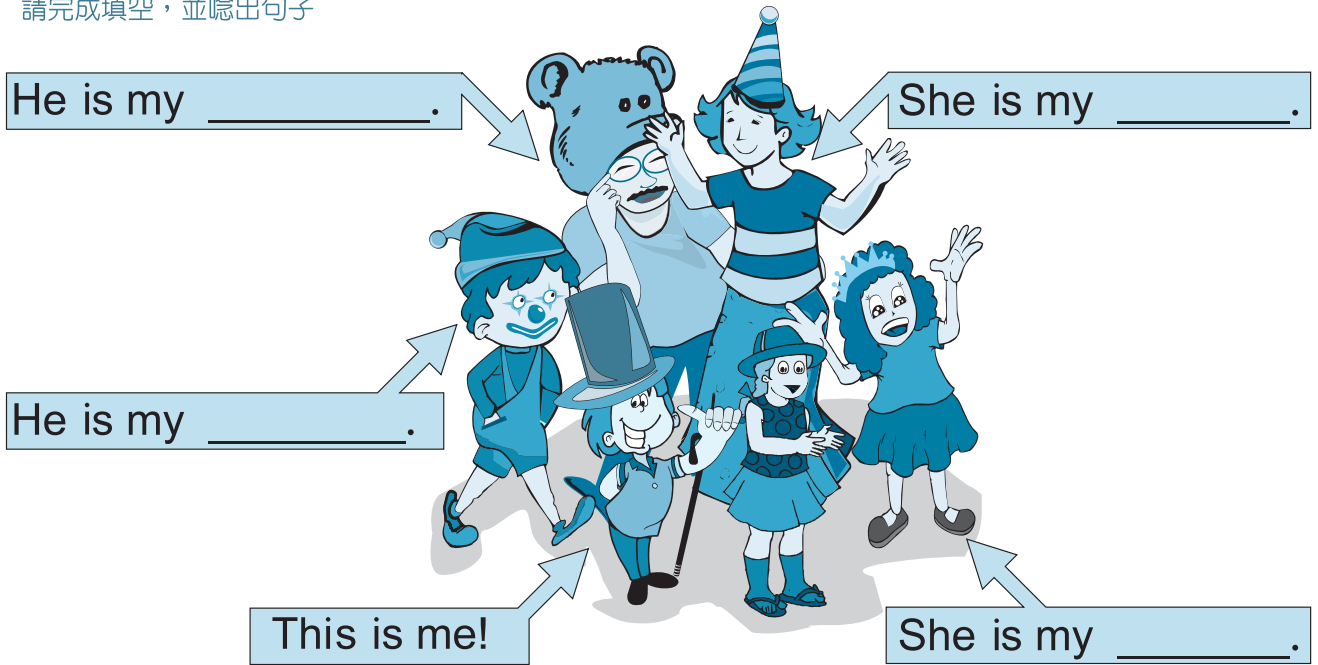


•

This is my mother  
and that is my father.






# Look, Write and Say

請完成填空，並唸出句子



# We Are Family

請畫出你和家人的大頭照，並且介紹您的家人

	<p>This is me!</p>
	<p>He is my _____.</p>
	<p>She is my _____.</p>
	
	

## Read and Fill in the blanks

### *We are family!*

My father's father is my grandfather.

My mother's father is my \_\_\_\_\_, too.

My father's mother is my grandmother.

My mother's mother is my \_\_\_\_\_, too.

My father's brother is my uncle.

My mother's brother is my \_\_\_\_\_, too.

My father's sister is my aunt.

My mother's sister is my \_\_\_\_\_, too.

And I love them all.

## More Words

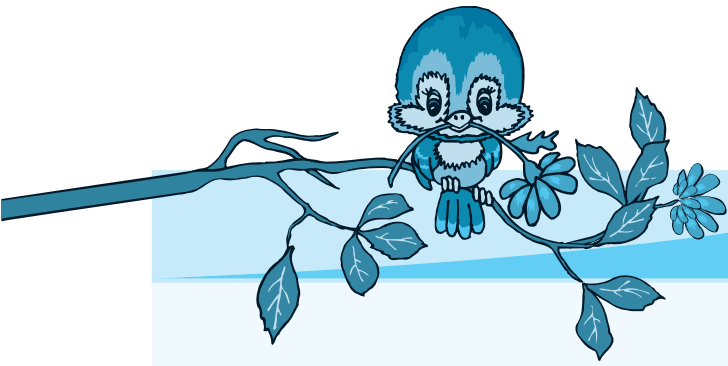
補 充 單 字



Do you know the meanings of the following words?

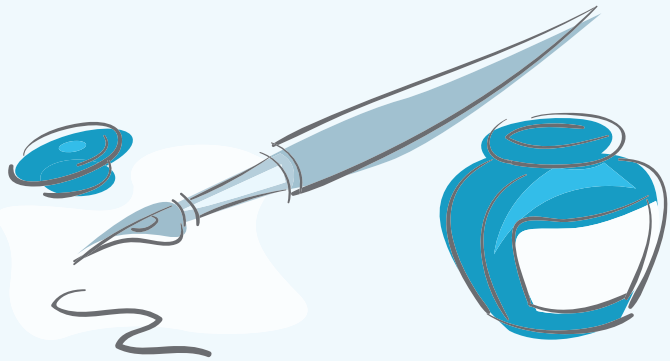
知 道 這 些 字 的 意 思 嗎 ？

1. grandfather:
2. grandmother:
3. uncle:
4. aunt:

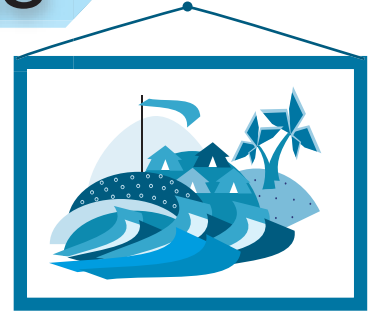
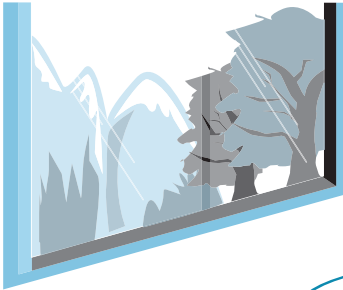


## 給老師的話

1. 本單元介紹的是家人，包括father, mother, brother, sister等家庭成員，最後補充單字還介紹了grandfather, grandmother, uncle, aunt等家族成員，老師可根據學生學習狀況，增減要學的生字。
2. 本單元包含四個常用的代名詞(pronoun)，this, that, he, she，老師可以配合一開始的情境圖，提醒小朋友this用於離我們距離較近或正在我們面前時，而that用於離我們距離較遠時，而he指的是男生的"他"，she指的是女生的"她"。
3. 習題部份的安排是由淺而深，包括發音、生字、句型等題型，請老師指導小朋友練習。
4. 句型練習除了要填寫答案之外，老師也可以指導小朋友看圖念出句子。
5. 進階練習的閱讀，除了補充grandfather, grandmother, uncle, aunt四個生字外，同時也讓小朋友知道英文稱呼親戚的方法比較簡單，例如奶奶跟外婆都叫grandmother，阿姨跟嬸嬸都叫aunt; 老師可斟酌學生學習狀況，決定是否練習進階閱讀教材。



# Unit 3 Food and Drinks

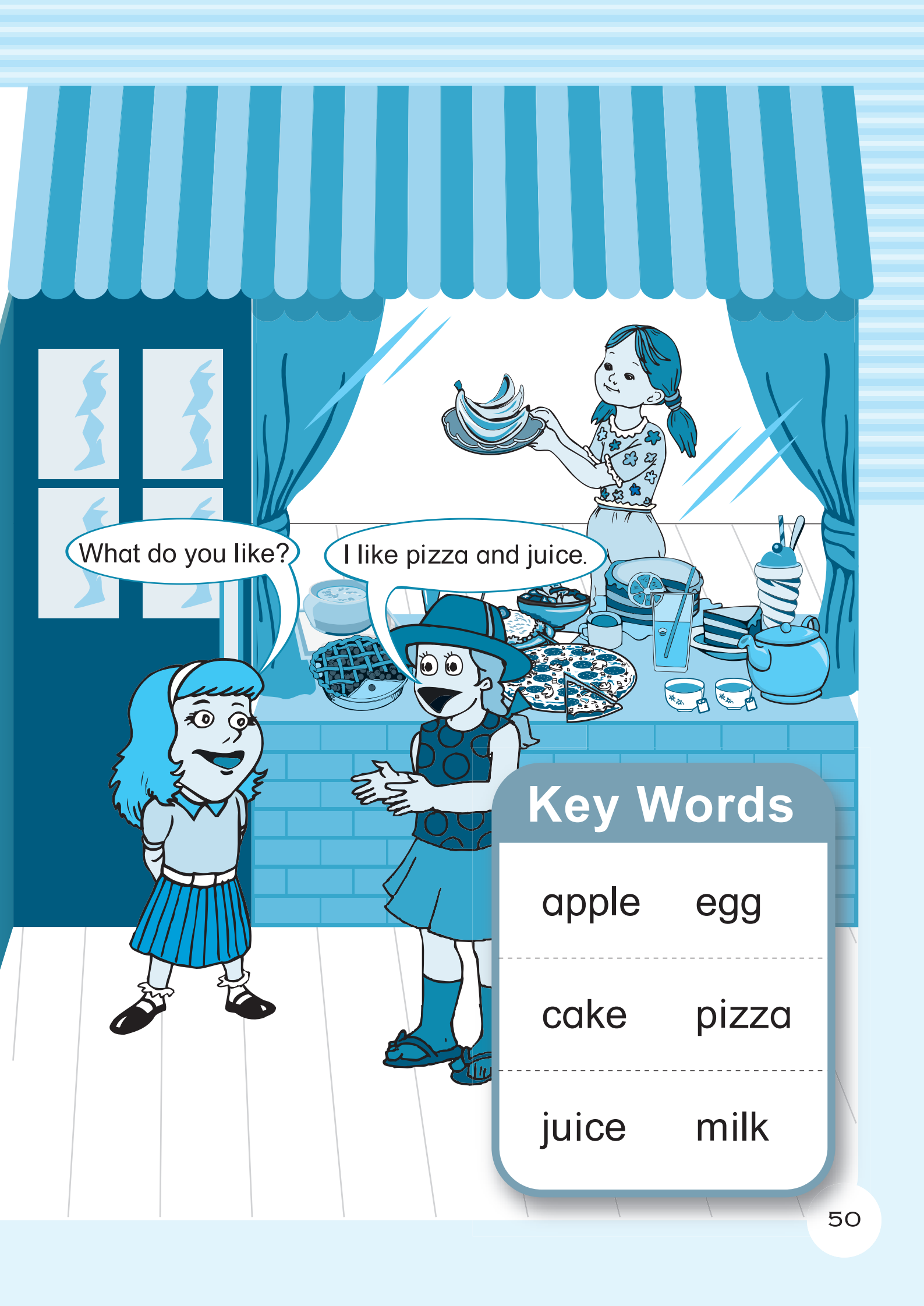


Do you like apples?

Yes, I do.







What do you like?

I like pizza and juice.

### Key Words

apple      egg

cake      pizza

juice      milk

apple apple

cake cake

egg egg

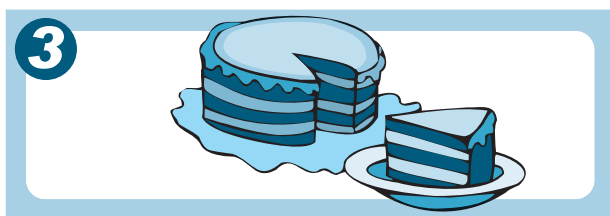
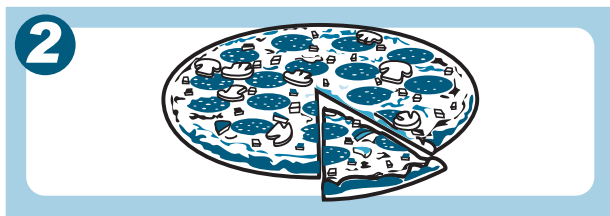
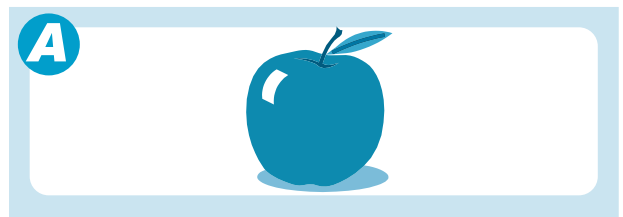
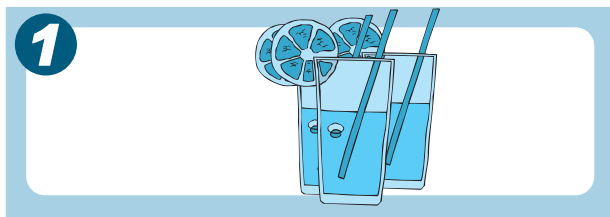
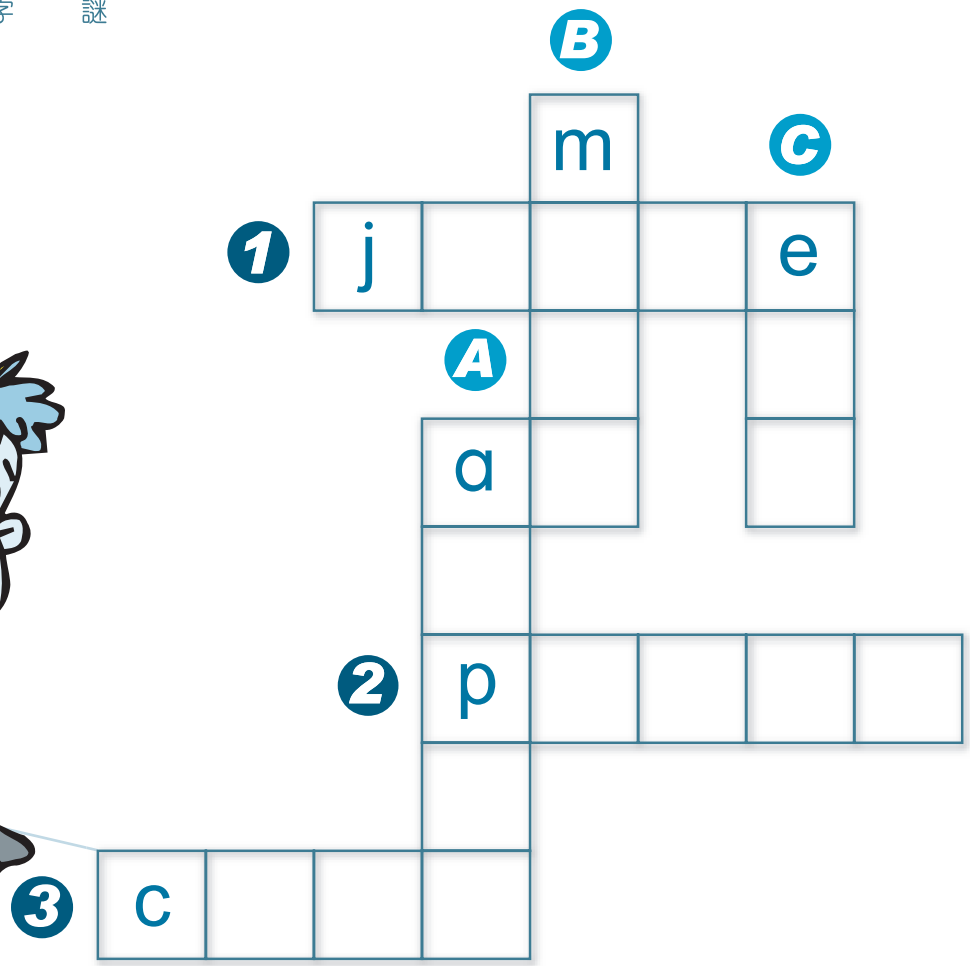
pizza pizza

juice juice

milk milk

# Puzzle Fun

填字謎



# Read and Check

讀 讀 看 · 選 選 看

1 Do you like eggs?



Yes, I do.

No, I don't.

2 Do you like apples?



Yes, I do.

No, I don't.

3 Do you like noodles?



Yes, I do.

No, I don't.

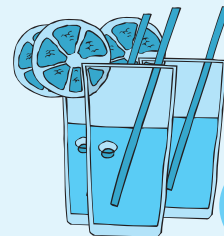
4 What do you like?

I like cake.



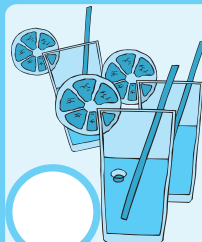
5 What do you like?

I like juice.



6 What do you like?

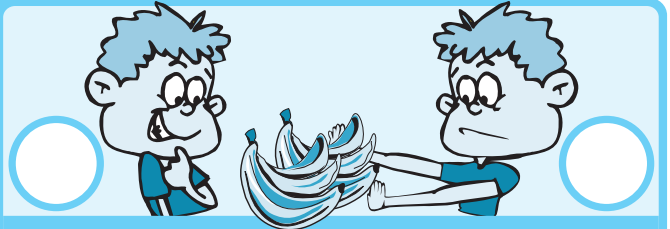
I like noodles and milk.



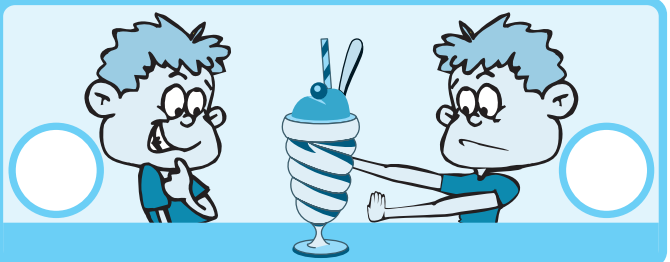
# Read and Check

請 看 圖 回 答 句 子

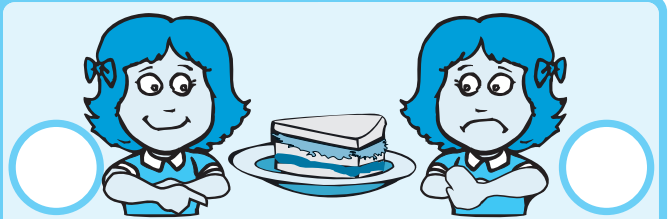
- 1** Does he like bananas?  
Yes, he does.



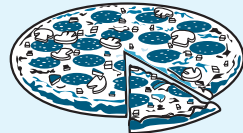
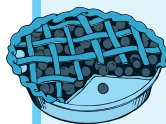
- 2** Do you like ice cream?  
No, I don't.



- 3** Does she like sandwich?  
Yes, she does.



- 4** What do you like?  
I like pizza and coffee.

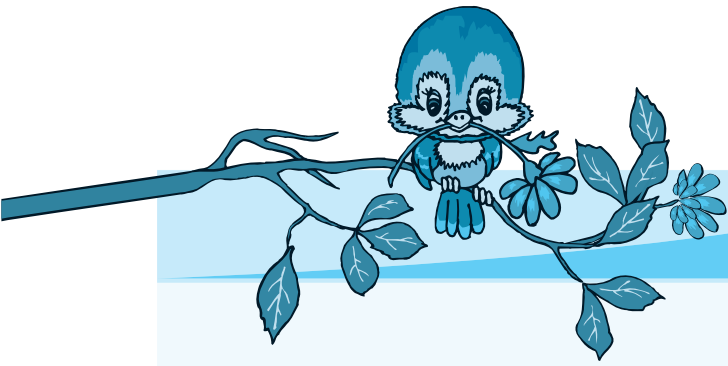


- 5** What does he like?  
He likes rice and tea.



- 6** What does she like?  
She likes hamburger and ice cream.





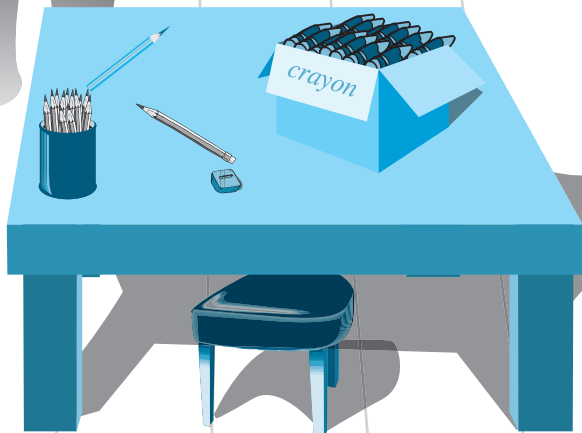
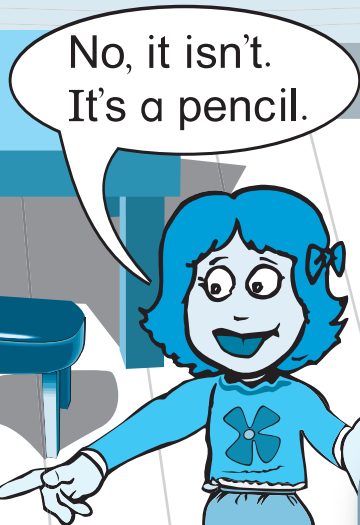
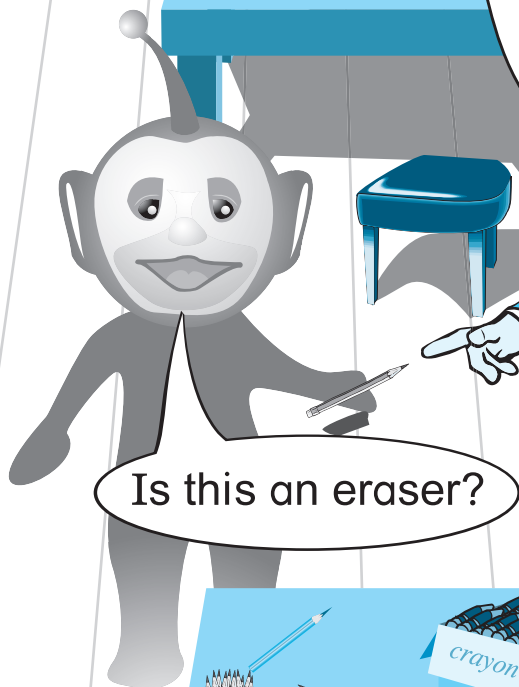
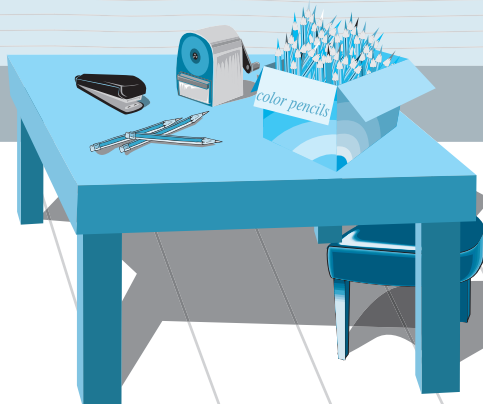
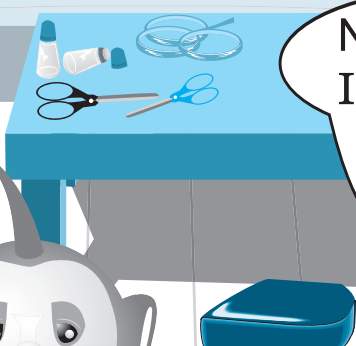
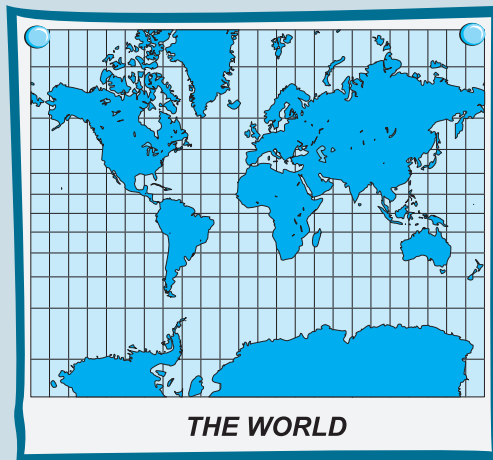
## 給老師的話

- 1.本單元情境圖中除了 apple, cake, egg, juice, milk, noodles 之低中年級基本生字外，還隱藏一些在修訂綱要中有提及的生字圖樣，例如 banana, bread, candies, rice, coffee, orange, hamburger, ice cream, pie, pizza, rice, sandwich, soup, tea, water等，老師可以斟酌學生程度適時補充，讓不同程度的學生有不同的學習深度和廣度。
- 2.句型方面，除了情境圖中介紹的Do you like apples? Yes, I do./ No, I don't. 及 What do you like? I like milk. 等基本第一人稱的句型外，在進階練習中，老師還可以針對程度較好的學生，介紹這兩種基本句型的第三人稱變化形態，如What does he/she like? He/She likes bananas. 及Does he/she like hamburgers? Yes, he/she does.或No, he/she doesn't. 等。
- 3.如果在時間許可及學生的程度能接受的情況下，老師還可以補充一些談論飲食常常會用的用語及句型，如It's yummy. What is your favorite food? My favorite food is apple. What do you like for breakfast/lunch/dinner? I like rice and soup. What does he/she like for breakfast/dinner? He/She likes noodles and juice.等等。

# Unit 4 School : In the classroom







## Key Words

bag      book

box      marker

pencil      ruler

bag bag

book book

box box

marker marker

pencil pencil

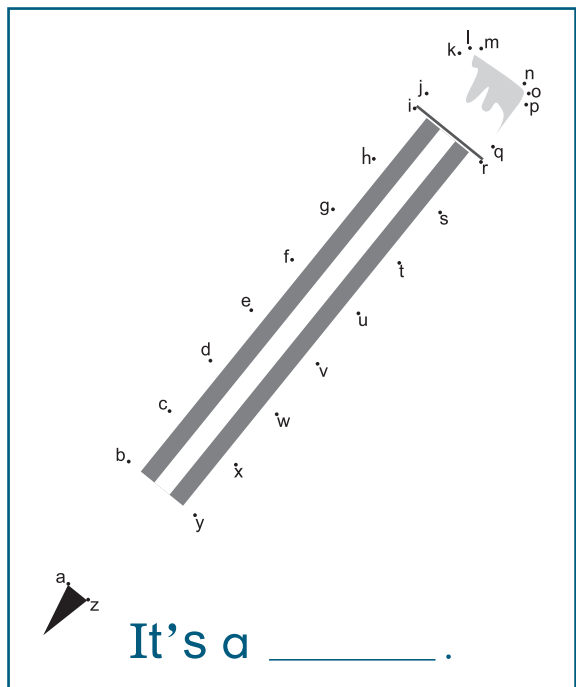
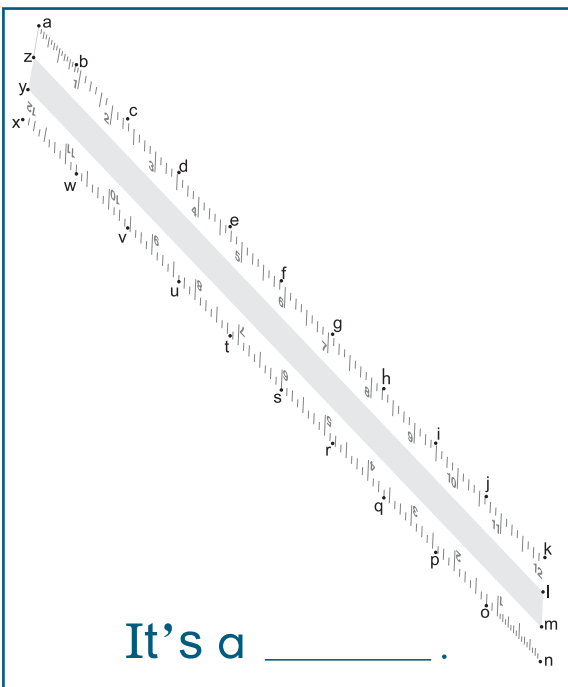
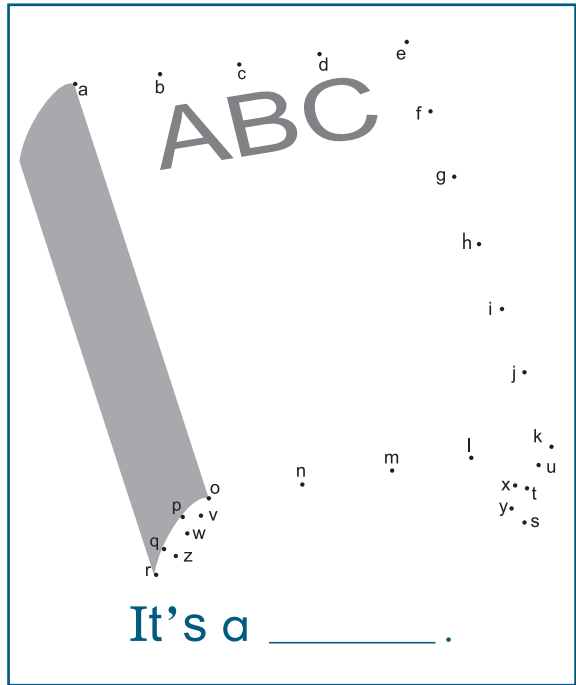
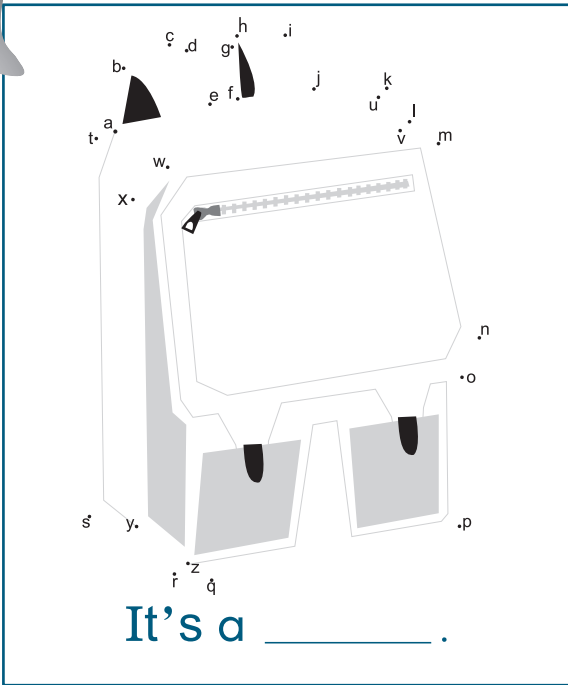
ruler ruler



# Draw and Write

連連看並參考下列單字，將正確答案寫出來

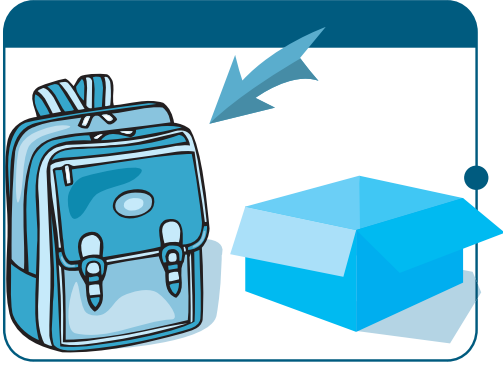
What's this?



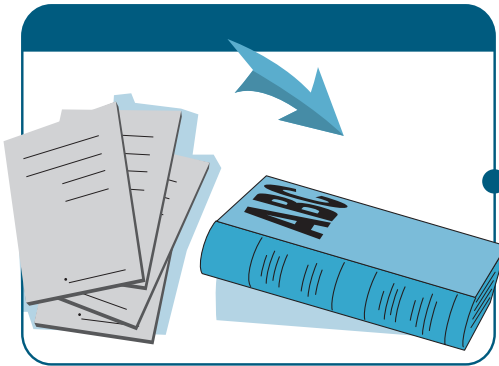
Word Bank: bag, book, pencil, ruler

# Match and Trace

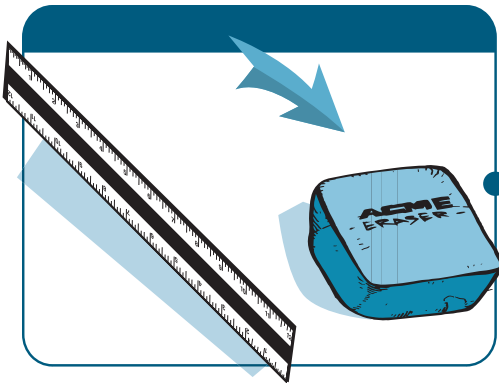
連 連 看 並 摹 寫 句 子



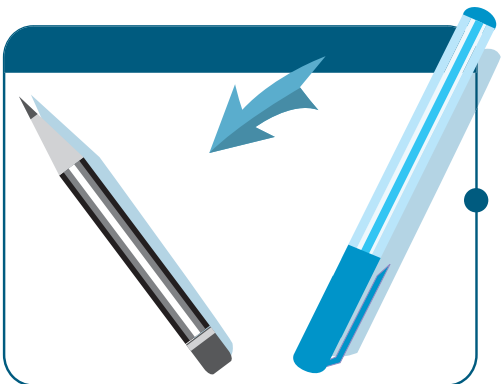
● It's a book.



● It's an eraser.



● It's a bag.



● It's a pencil.

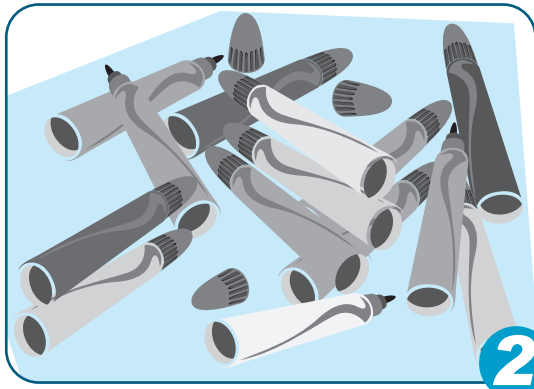
# Read, Write and Draw

看 圖 或 是 自 己 畫 圖 回 答



What are these?

They are \_\_\_\_\_.



What are these?

\_\_\_\_\_



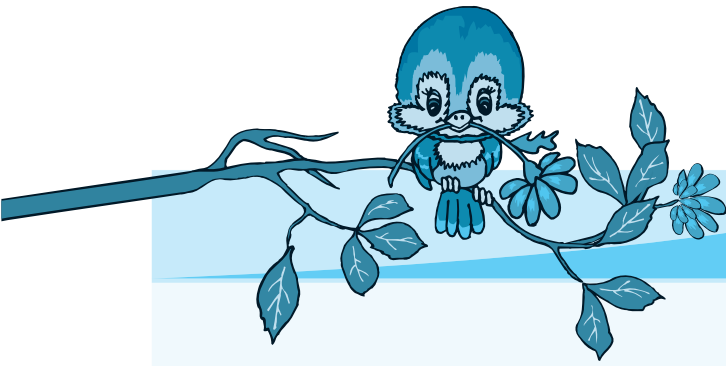
What are these?

\_\_\_\_\_



What are these?

\_\_\_\_\_



## 給老師的話

1. 在本課的情境圖中，隱藏的單字還包括有下列的字，請教師斟酌學生的能力與程度，再適時加以補充。

ball, blackboard, book shelf, card, chair, chalk, clock, colored pencil, computer, crayon, desk, glue, Lost & Found (失物招領), map, marker, notebook, pen, pencil case, radio, scissors, sharpener, stapler, table, tape, television

2. 請教師特別注意，除了視情況教本課情境圖中隱藏的單字外，根據「臺北市國民小學英語課程綱要」，還可以補充door, window這兩個字。

3. 請教師告訴學生，eraser除了可以當作橡皮擦之外，板擦也可以說是eraser。

4. 請教師解釋desk和table的不同，前者是指有抽屜的桌子，後者是指沒有抽屜的桌子。

5. 請教師說明在國外雙肩後背式的背包通常會稱之為backpack。

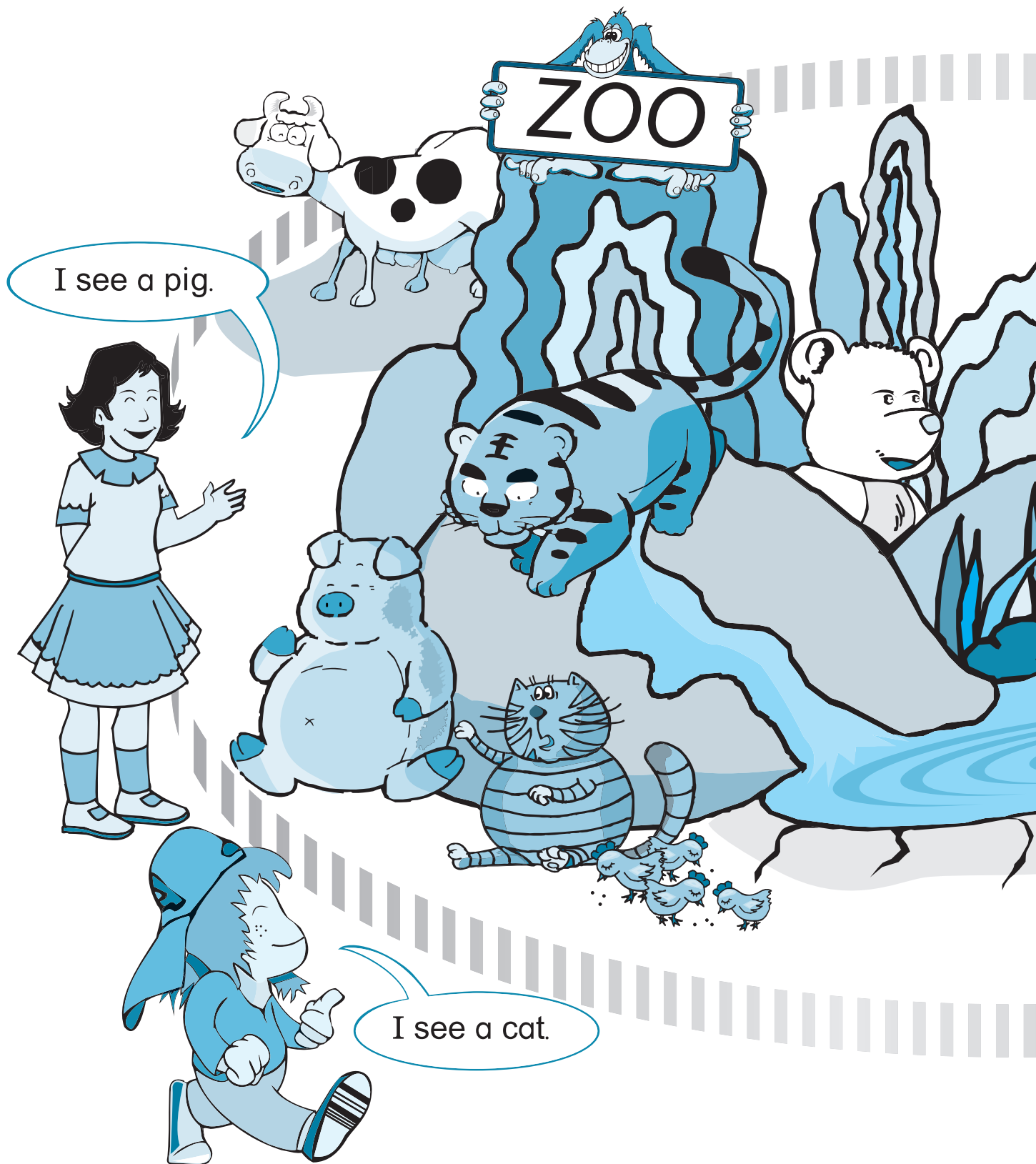
6. 請教師依照學生學習狀況與程度，增加物品單複數以及相對位置的句型，例如：

- What are these/those? They are \_\_\_\_\_.
- Are these/those \_\_\_\_\_? Yes, they are./No, they aren't.

7. 請教師適時加入「常用教室用語」來練習，例如：

- Open your book.
- Close your book.
- Pick up your pencil. (Pick it up.)
- Put down your pencil. (Put it down.)
- Take out your pencil. (Take it out.)
- Put away your pencil. (Put it away.)

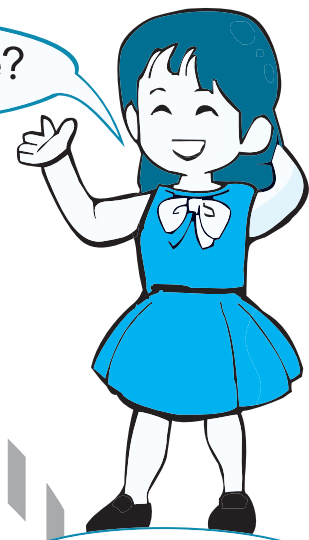
# Unit 5 Animals



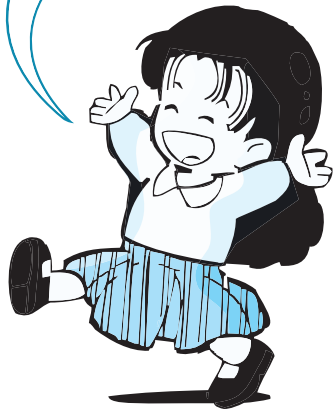




What do you like?



I like lions.



### Key Words

cat	cow
pig	fish
dog	bird

cat cat

pig pig

dog dog

COW COW

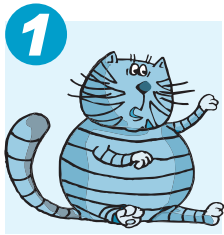
fish fish

bird bird

# Animal Word Search

請①圈出動物單字 ②依圖示填入相對應的單字

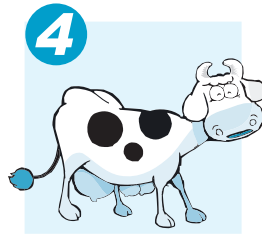
q	m	o	n	k	e	y	l
b	e	a	r	p	i	g	i
t	d	f	a	t	c	s	o
i	u	y	b	e	e	o	n
g	c	z	b	i	r	d	w
e	k	f	i	s	h	o	j
r	c	a	t	n	v	g	x



\_\_\_\_\_

\_\_\_\_\_

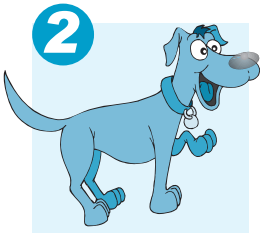
\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Read and Match

唸 唸 看 ， 連 連 看

1 I see a cat. •

2 I see a bird. •

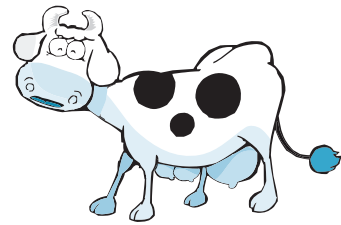
3 I see a cow. •

4 I see a dog. •

5 I see a pig. •

6 I see a fish. •

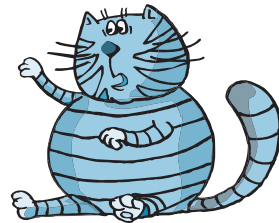
A



B



C



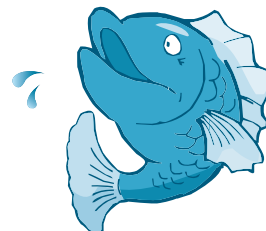
D



E



F



# Number and Write

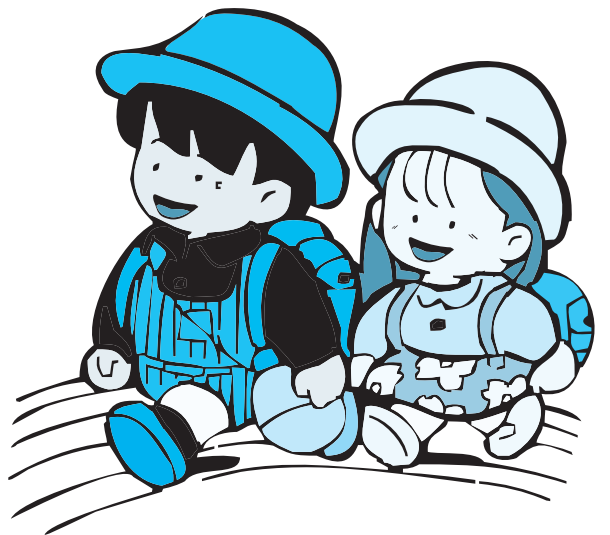
填 一 填 ， 寫 一 寫

請依自己喜歡的動物順序填入數字(1~6)並完成下面的句子

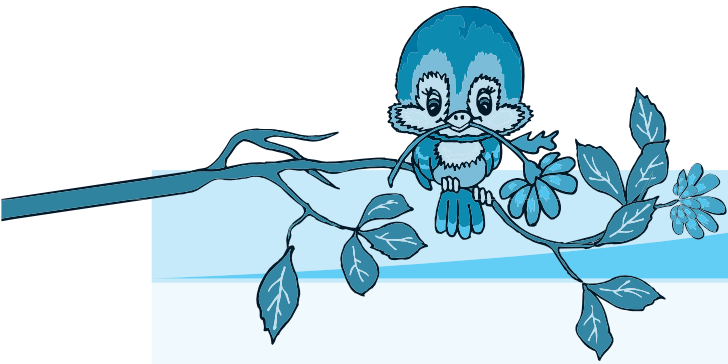


What do you like?

- 1 I like \_\_\_\_\_ .
- 2 I like \_\_\_\_\_ .
- 3 I like \_\_\_\_\_ .
- 4 I like \_\_\_\_\_ .
- 5 \_\_\_\_\_ .
- 6 \_\_\_\_\_ .



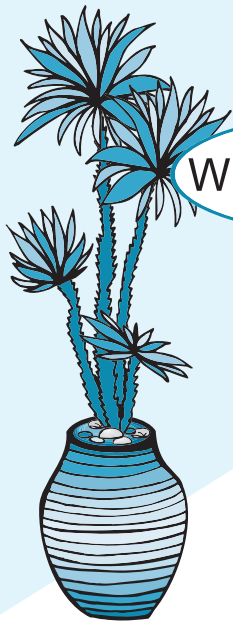
Word Bank: cats, fish, bees, birds, cows, dogs, lions, monkeys, pigs, tigers, bears, rabbits, ducks, elephants



## 給老師的話

1. 本單元的單字剛好適合phonics教學中的音韻覺識訓練，教師可視學生程度做練習：指導學生學習生字時，最重要的是要把生字分為較小的單位，如  
(1) syllable音節：ra-bbit, mon-key  
(2) onset/rime聲頭韻尾：c-at, d-og, c-ow, l-ion  
生字分成小單位後，老師要教導字母與發音的對應，並做拼讀blending練習。
2. 為幫助學生加強發展語音辨識能力並發展拼讀技巧，老師可設計Word Family的教學活動，唸一唸字家族中的押韻字(如-at, bat, cat, fat, hat, mat 家族與 -ig, big, dig, fig, pig, wig家族)。建議的教學步驟是：老師分別唸出聲頭和韻尾，學生緊接著唸出該生字，交換角色後繼續練習。Word Families可依學生的能力與程度，另增加音組。如：-og, dog, log, fog, hog, jog或 -ish, dish, fish, wish 等。另可依學生的能力與程度，作韻文改寫或自創韻文。如：I see a cat. I see a fat cat. I see a big fat cat. I see a big fat cat on a mat.
3. 本單元跨頁情境圖中除了cat, fish, bird, cow, dog, pig 外，lion, monkey, bear, rabbit, tiger, bee, duck, elephant也是國小畢業前必須精熟的英語320字彙，老師可斟酌學生的年級和學習狀況加以補充；句型方面，除了I see... I like...之外，還可補充What does he/she like? Is this a cow? What's your favorite animal? 等問句補充。

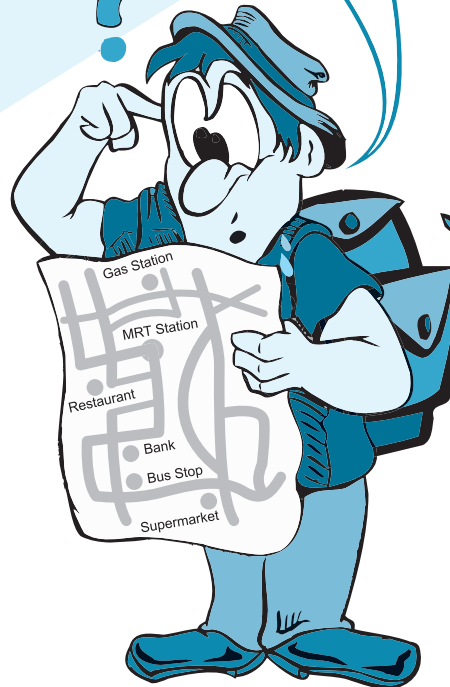
# Unit 6 Places and Location



Where is the zoo?



It's on Fired Street.



First street

Fired street

Where is the zoo?



What?  
First Street?  
Not Fired Street!

It's on First Street.







## Key Words

park	bookstore
zoo	school

hospital hospital

restaurant restaurant

bookstore bookstore

school school

# Word Search

請從下面的字母方格，把下列單字圈出來

bookstore	park
zoo	school

b	a	n	k	h	p	b	a	o
h	o	s	p	i	t	a	l	h
y	z	o	o	u	o	s	r	o
p	l	s	k	o	o	h	y	p
a	r	u	t	s	w	b	f	w
r	o	a	e	a	t	s	p	r
k	t	s	c	h	o	o	l	o
o	h	o	e	t	h	o	r	f
y	o	e	w	s	b	e	a	e

# Read and Match

請讀出他們想要去的地方，並幫他們找到路！

Where is the school?

Where is the zoo?

Where is the park?

Where is the bookstore?

School

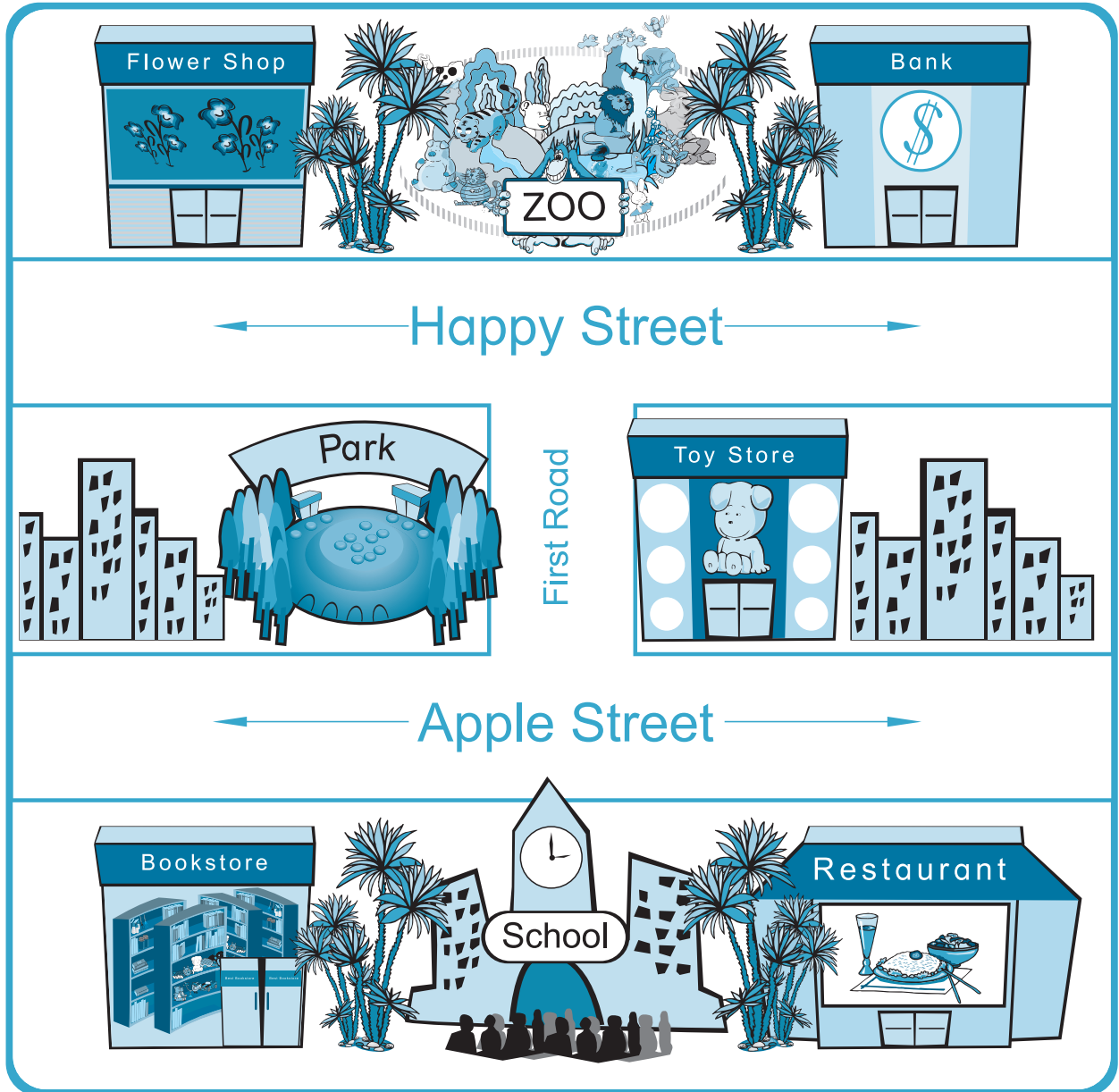
Park

ZOO

Best Bookstore

# Find and Write

找 找 看 ， 寫 寫 看

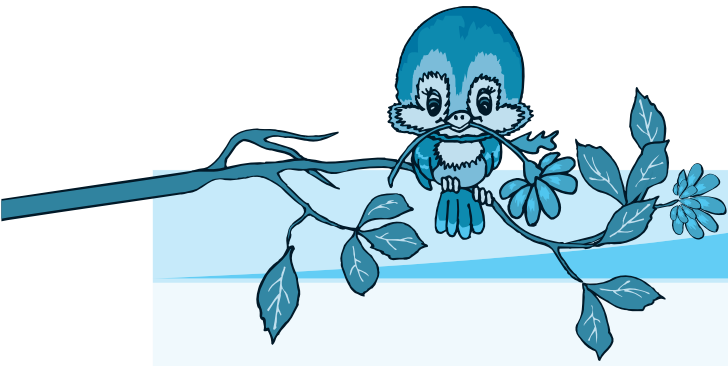


1 Where is the bookstore?

It's on \_\_\_\_\_.

2 Where is the \_\_\_\_\_?

It's on Happy Street.



## 給老師的話

1. 指導學生學習生字時，把生字分為較小的單位除了可以幫助學生仔細注意單字裡的各個字母與聲音，也可以幫助學生更容易的唸出單字與記憶單字：
  - (1) syllable音節：zoo(單音節), book-store(兩個音節)
  - (2) onset/rime聲頭韻尾：p-ark
  - (3) compound word複合字將字分解分為小單位
2. 生字分成小單位後，老師要教導字母與發音的對應，並做拼讀練習。
3. 本單元跨頁情境圖中除了主要字彙zoo, park, school, bookstore之外，還有toy store, flower shop, restaurant, hospital等生字，老師可斟酌學生的年級和學習狀況加以補充；句型方面，除了練習Where is the \_\_\_\_\_?的問句，回答時可以回答實際所在的街道名稱，例如: It's on Happy Street. 如果時間充裕也可以利用機會延伸更多的學習，例如:用相對位置回答這個問題，例如: It's in front of the bank.，還可改以Yes-No問句，Is the zoo on First Street? 或者 Is the park in front of the zoo?等。
4. 可以配合真實的學校社區地圖，或者教師利用目標地點字自製簡易的地圖，讓學生可以依照地圖練習問答之外，也可以將地圖上的某個地點蓋住，讓學生利用所學的問題問老師，依照老師的答案判斷被蓋住的地方應該是什麼地方。
5. 待學生熟悉地點的問答之後，可以讓學生自行製作簡易居家週邊的地圖(如果居家週邊地點的英文都沒有接觸過，很難表達，可以只利用所學的單字來設計夢想的城市)，教師也可以利用學生製作好的地圖讓學生分組進行問答活動。



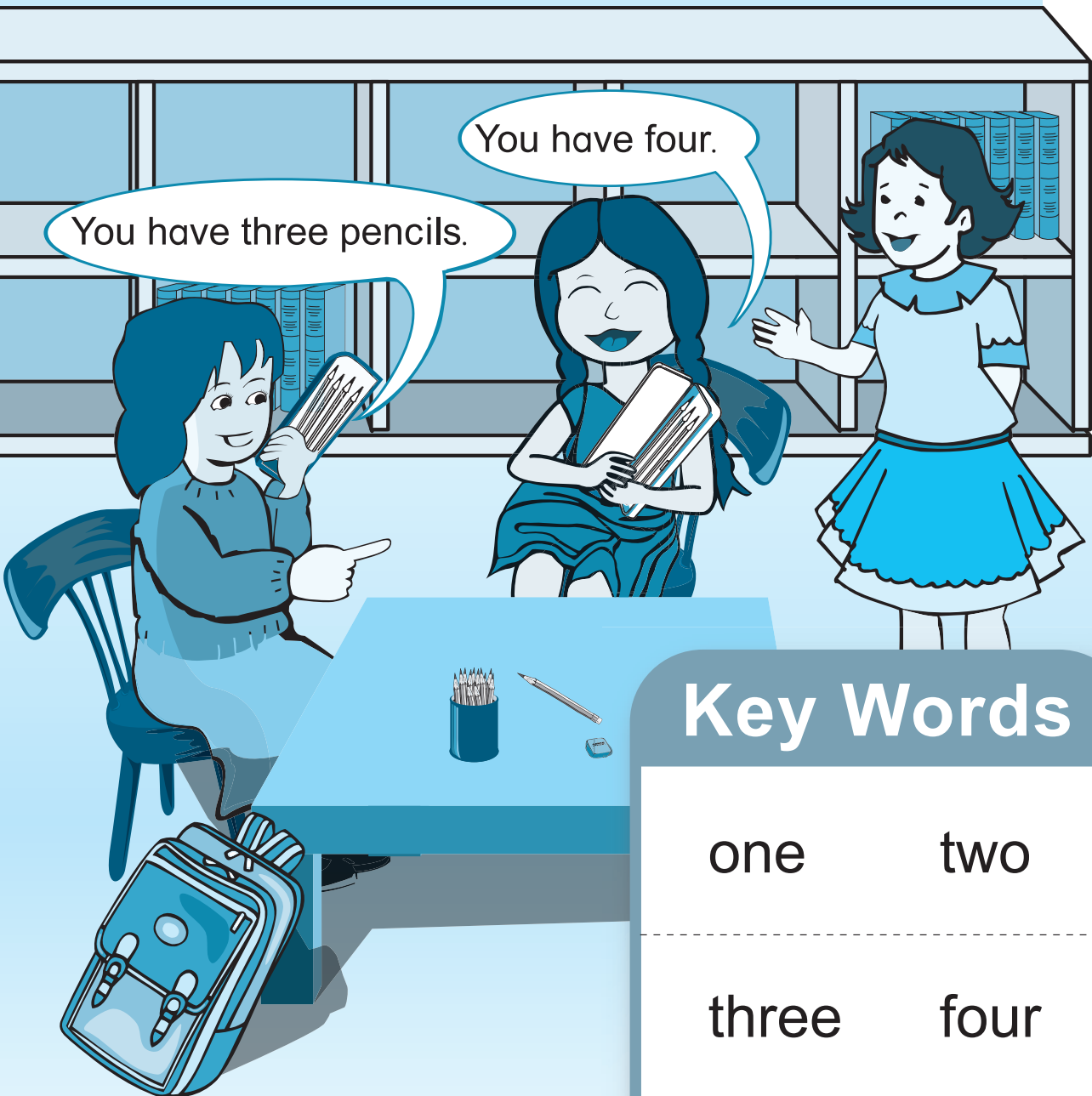
# Unit 7 Number



I have five cards.

I have six. Yeah!





## Key Words

one

two

three

four

five

six

one one

two two

three three

four four

five five

six six

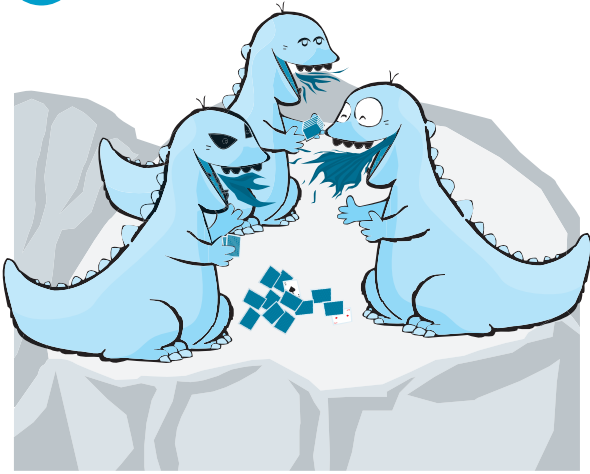
# Look and Copy

寫 寫 看



three | four | five | six

1

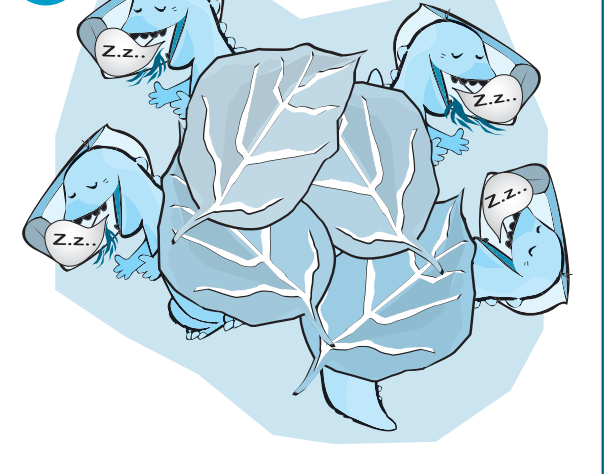


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2

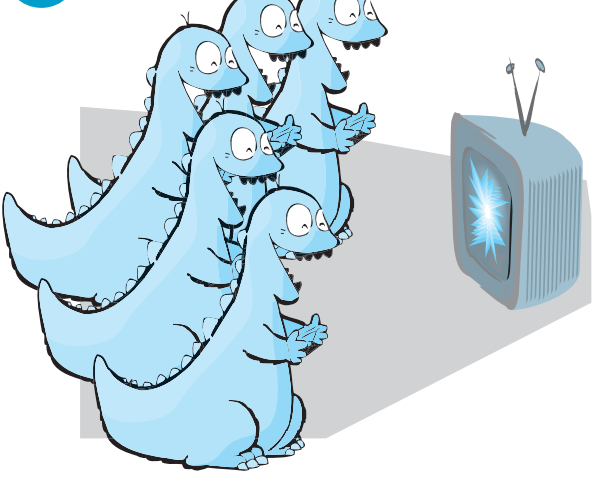


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3

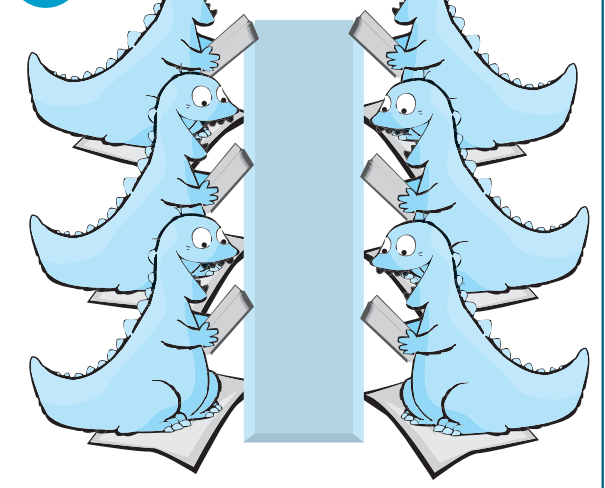


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4



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# Read and Write

唸 唸 看 ， 填 填 看

<b>1</b> I have three pencils.	
<b>2</b> I have five cards.	
<b>3</b> You have six pencils.	
<b>4</b> You have four cards.	



# Learn and Write

學 學 看 ， 寫 寫 看

You have three cards.

He has five.

She has six cards.

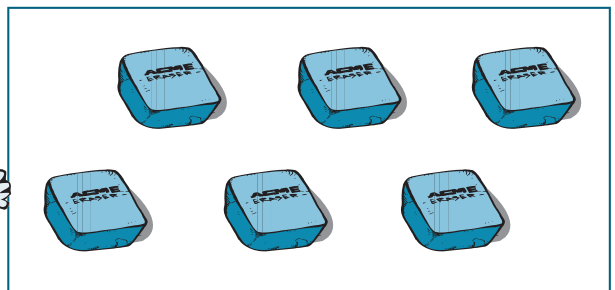
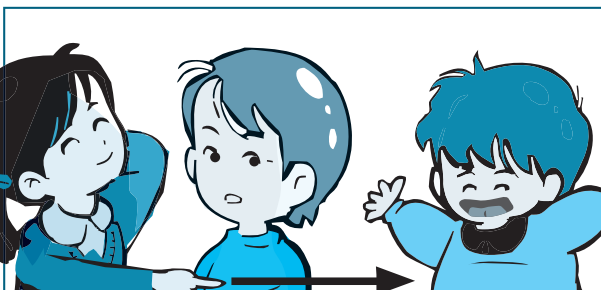
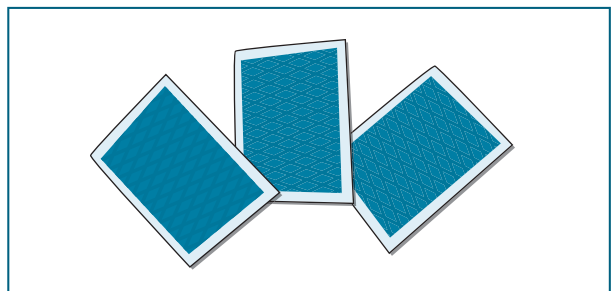
I have four.

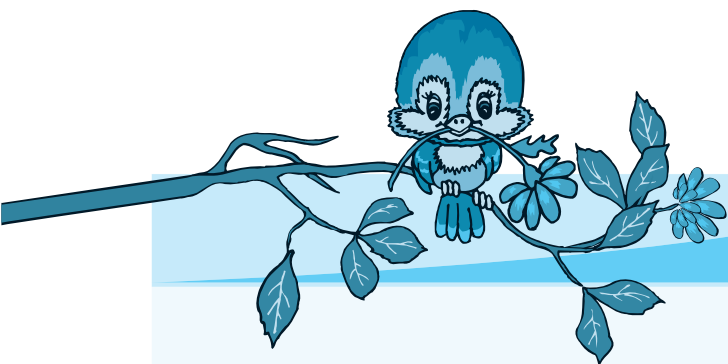
Word Bank:

I	have	three	pencils
You		four	pens
He	has	five	erasers
She		six	cards



I have five pencils.

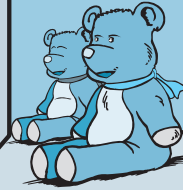
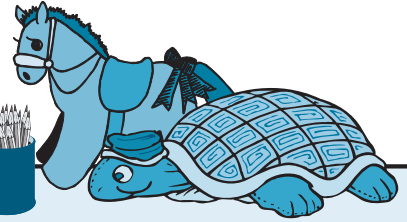
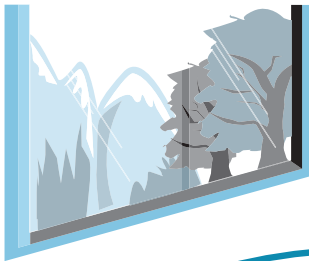




## 給老師的話

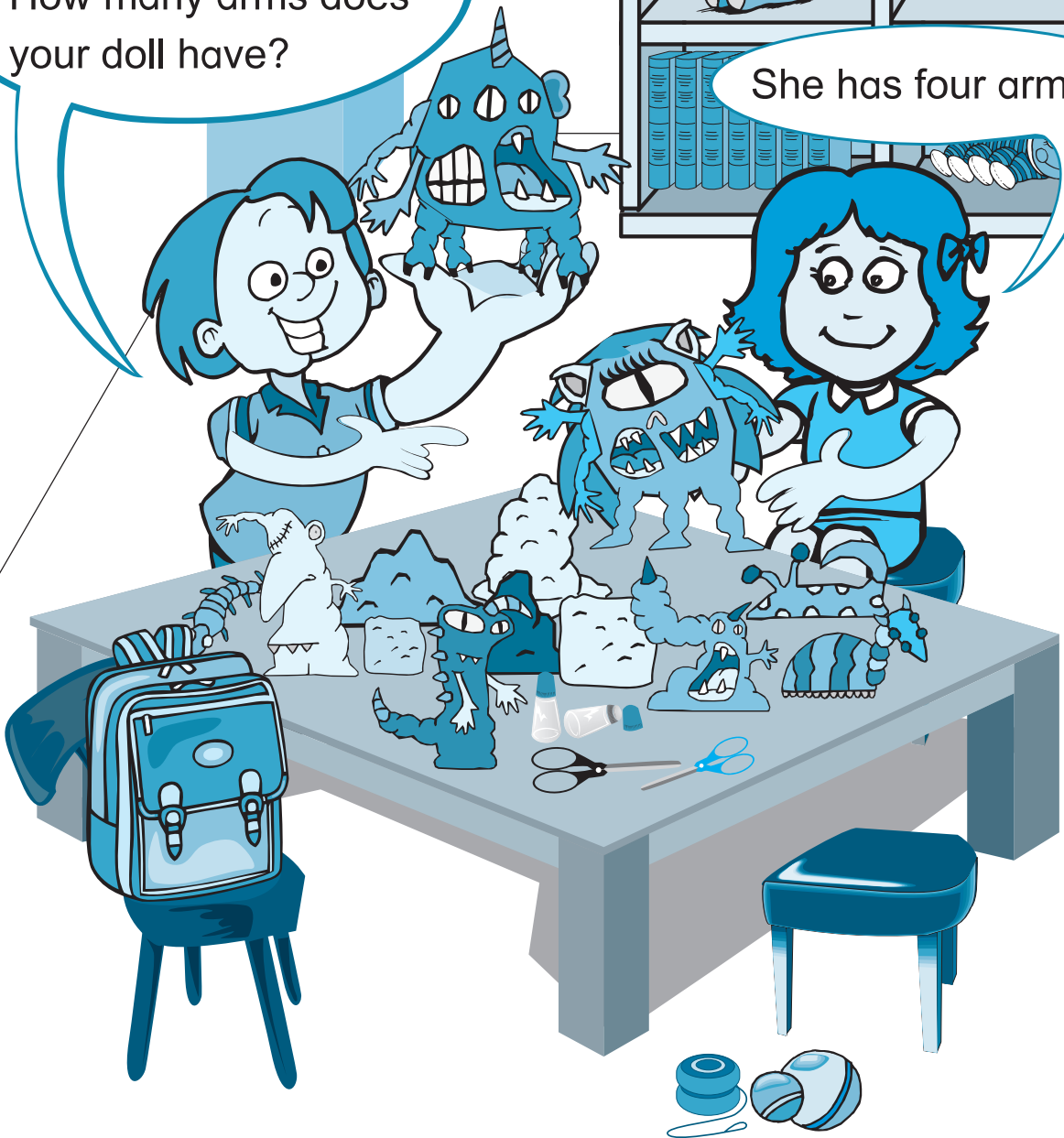
1. 指導學生學習日常生活常見單字時，可將之視為sight word反覆練習，並可視學生特質，以簡單的單字教學遊戲加強學生學習動機。
2. 單字之指導，原則上不需要一開始就過分強調phonics每一細部規則之解析。但可提醒學生注意單字起始子音之拼讀方式，如：t-wo, thr-ee, f-ive, s-ix, s-even, n-ine, t-en。
3. 數字之英語拼字因為受其字源及古音的影響，並不是非常規則，若學生問及相關問題，可以簡單說明其不規則的原因。
4. 根據筆者個人的教學經驗，學生學習英語數字和其他單字不一樣的地方，在於其非單純表達量的字義，學生在應用英語的數字時，不但需要反應字義，也要反應其數學上的相關認知和能力。因此，通常多數學生在英語數字的學習上要比其他單字慢。也因此，數字1~10的熟練是非常重要的。
5. 建議先讓學生將數字1~10按次序記熟，在此基礎上再以漸進的方式逐漸增加亂序練習的機會。例如先讓學生練習將數字1~3隨機聽音辨字。待學生熟練後再練習看字讀音，之後增加數字4，也是先聽音辨字再看字讀音。待學生能將1~10之聽音辨字及看字讀音的能力都建立好之後，才做抄寫練習，最後才是拼字能力的建立。

# Unit 8 Body Parts

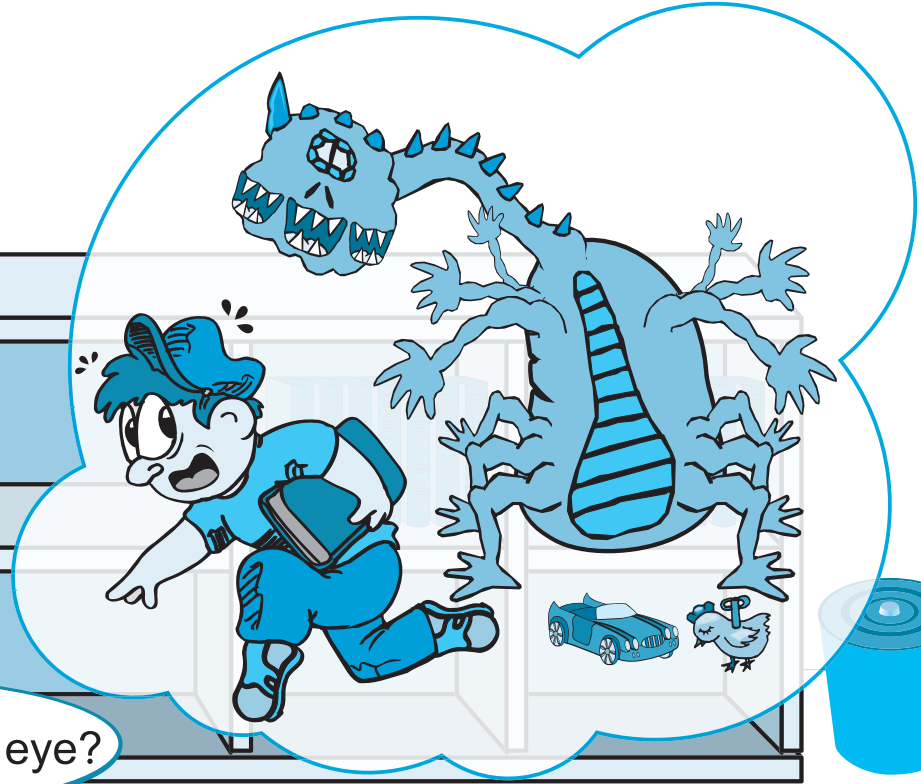


My doll has three arms.  
How many arms does  
your doll have?

She has four arms.







Does it have one eye?



How many mouths does it have?

Yes, it does.



It has three mouths.

## Key Words

arm eye

leg mouth

head ear

arm arm

eye eye

leg leg

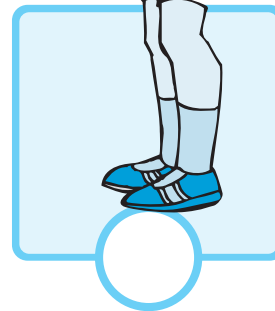
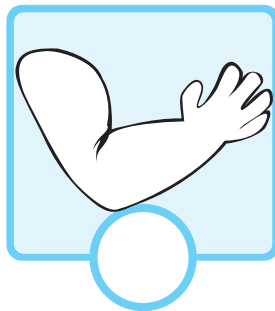
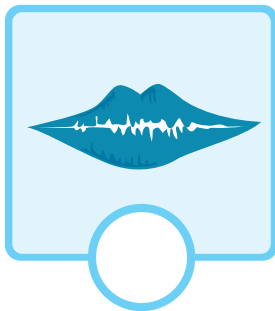
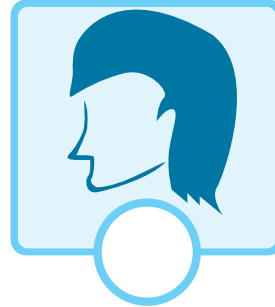
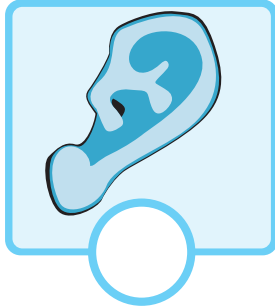
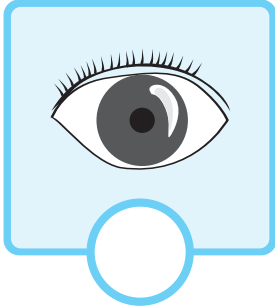
mouth mouth

head head

ear ear

## Listen and Number

聽老師念，用數字 1 - 6 寫出聽到的順序



## Listen, Draw and Say

聽一聽，畫出老師形容的怪物。畫完後，自己說說看

Say 說說看

It's a \_\_\_\_\_.

# Look and Match

連 連 看

arm

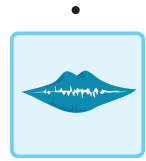
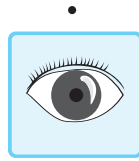
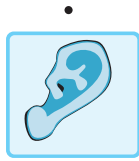
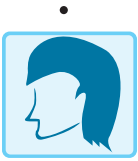
eye

mouth

ear

head

leg



# Look and Copy the Sentences

句 型 習 寫

**1** How many legs does it have?

It has three legs.

**2** How many eyes does it have?

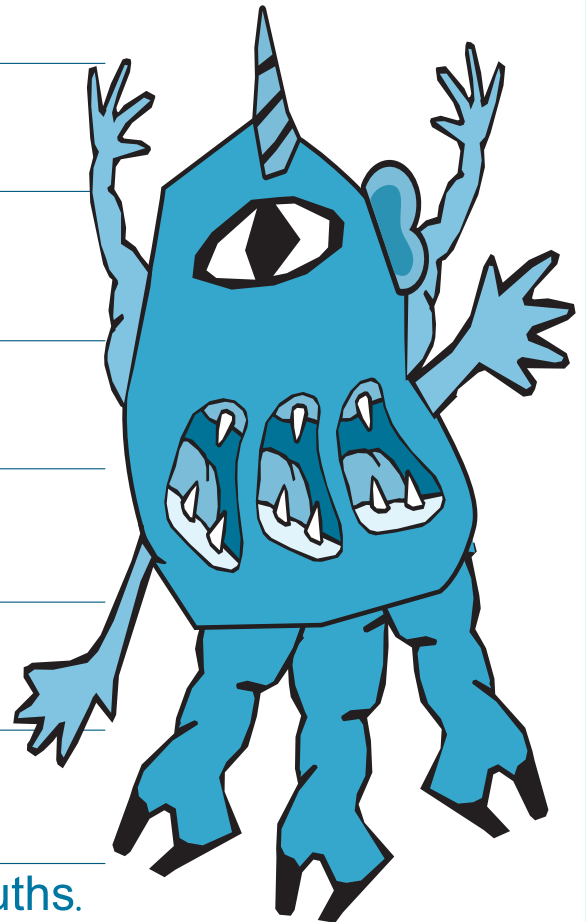
It has one eye.

**3** Does it have four arms?

Yes, it does.

**4** Does it have four mouths?

No, it doesn't. It has three mouths.



# Read and Answer the Questions

讀 一 讀 ， 依 圖 示 寫 出 正 確 的 答 案

## Example

How many ears does it have?

It has one ear.

1 How many arms does it have?

\_\_\_\_\_

2

\_\_\_\_\_

\_\_\_\_\_

## Example

Does it have four legs?

Yes, it does.

Does it have two heads?

No, it doesn't. It has one head.

3 Does it have three eyes?

\_\_\_\_\_

4 Does it have two ears?

\_\_\_\_\_

5

\_\_\_\_\_

6

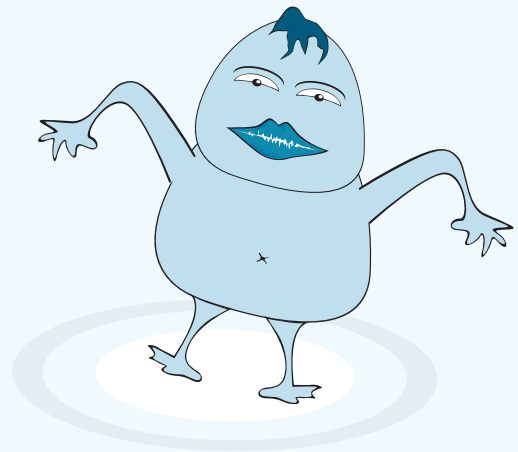
\_\_\_\_\_





## 給老師的話

1. 單元字詞與句型部份，教師可以視學生程度，利用情境圖介紹其他五官名詞，並用於句型中之替換練習。
2. 綜合練習93、94頁為初階練習。建議93頁第二部份由教師自行用It has \_\_\_\_\_ 句型形容怪物，學生邊聽邊畫，訓練聽力。畫完後，教師可用How many句型反問學生，學生以It has \_\_\_\_\_回答，訓練口語能力。  
95頁為進階讀寫練習，教師亦可視學生程度做口語練習。
3. 英語常用五官部位形容各種事物，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：
  - All eyes on me. 眼睛看我這裡。(老師上課時要學生注意看)
  - It cost me an arm and a leg. 指物品很貴的意思。
  - A head of cabbage. 一個高麗菜。
  - Two ears of corn. 兩根玉米。
  - Give me a hand. 幫我忙。



其他更多的用法可參考 Even More Parts, Tedd Arnold.

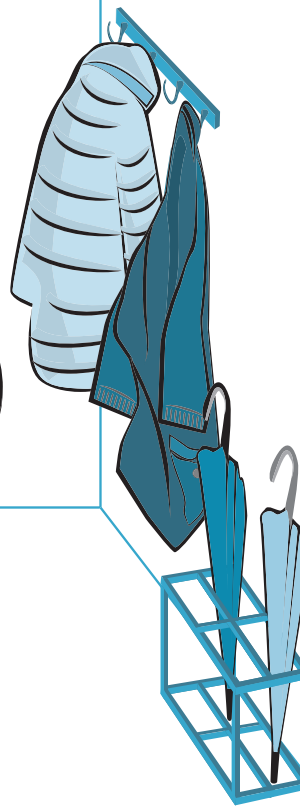
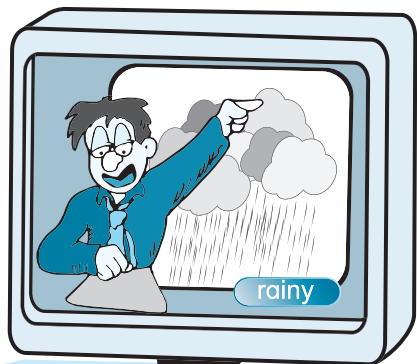
# Unit 9 Weather



How's the weather?







It's hot.



## Key Words

hot

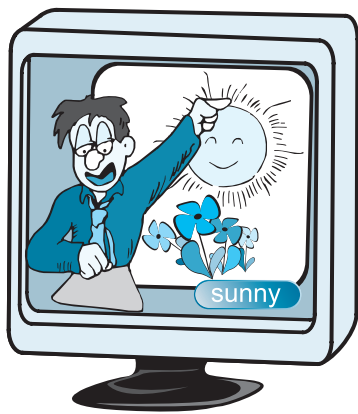
cold

cloudy

sunny

rainy

windy



hot hot

cold cold

cloudy cloudy

sunny sunny

rainy rainy

windy windy

# Trace and Match

描 描 看 · 連 連 看

cold

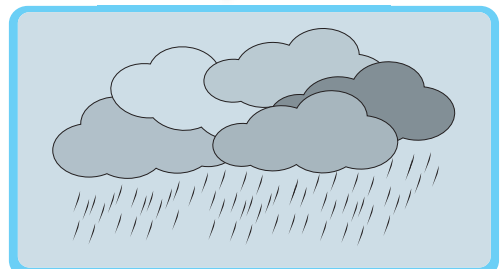
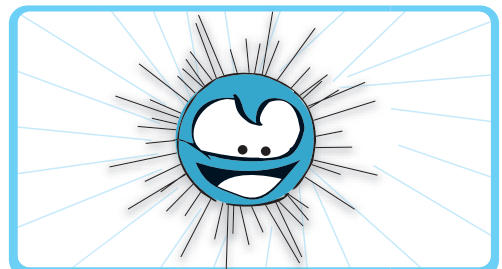
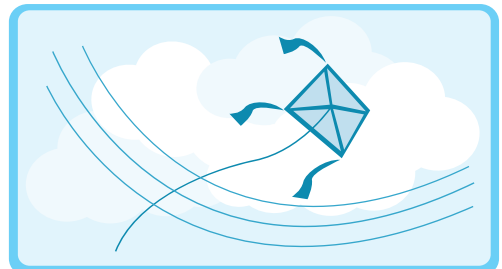
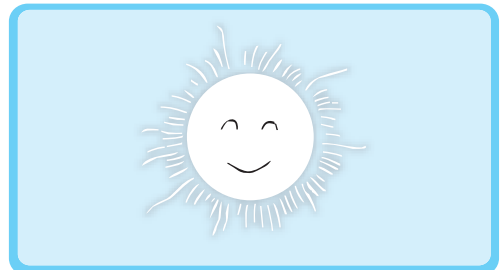
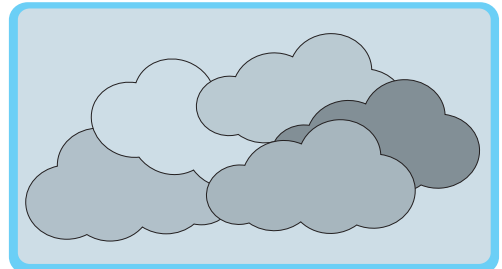
hot

rainy

sunny

windy

cloudy



# Word Search

請從下面的字母方格，把下列單字圈出來

cold	hot	rainy
sunny	windy	cloudy

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

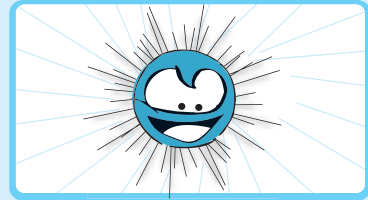
# Look and Write

根據圖片，寫出正確的回答

cold	hot	rainy
sunny	windy	cloudy

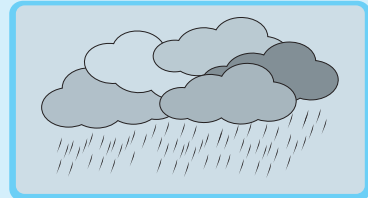
1 How's the weather?

It's \_\_\_\_\_.



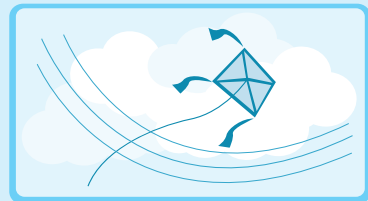
2 How's the weather?

It's \_\_\_\_\_.



3 How's the weather?

It's \_\_\_\_\_.



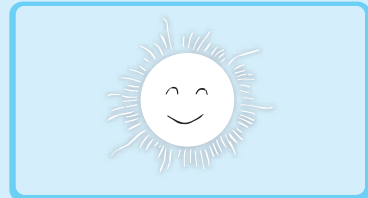
4 How's the weather?

It's \_\_\_\_\_.



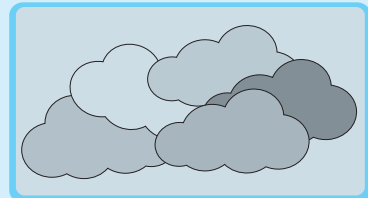
5 How's the weather?

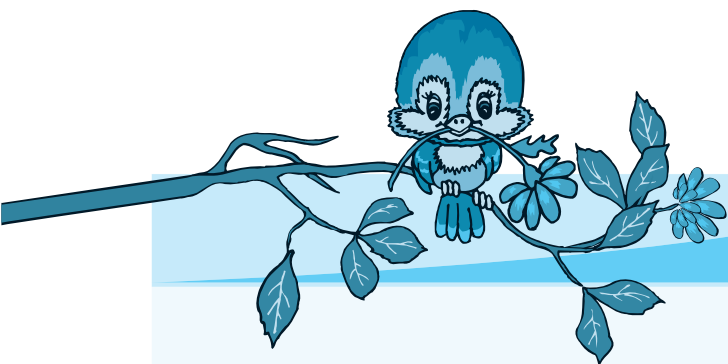
It's \_\_\_\_\_.



6 How's the weather?

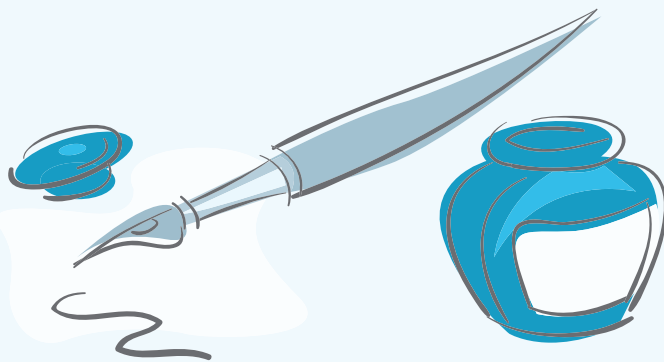
It's \_\_\_\_\_.





## 給老師的話

1. 本單元跨頁情境圖中基礎單字hot, cold, sunny, rainy, windy, cloudy外，還有umbrella, coat, fan等生字，其中coat, fan是國小畢業前必須精熟的英語320字彙，umbrella(雨傘),此字雖未包含在320字彙中，但屬於較常見的物品名稱，老師可斟酌學生的年級和學習狀況加以補充。另外cool, warm也是常見的氣候單字，老師可視教學內容補充。本單元的句型是How's the weather? It's \_\_\_\_\_.
2. 老師教導學生習寫生字時，最重要的是筆順和格線的位置。
3. 老師在教單字字義時，可配合綜合練習1(Trace and Match)的活動。
4. 老師在教單字拼讀時，可配合綜合練習2(Word Search)的活動。
5. 老師在教句型時，可配合進階練習的活動(Look and Write)。



# Unit 10

# Verbs



I can write.



What can you do?







Can he sing?

No, he can't.

## Key Words

dance      jump

read      sing

draw      swim

write

dance dance

jump jump

read read

sing sing

draw draw

swim swim

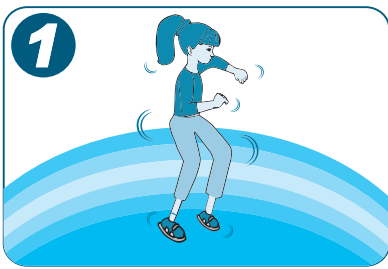
write write

# Look and Write

看 圖 回 答

... Can he sing?  
Yes, he can.  
No, he can't.

... Can you sing?  
Yes, I can.  
No, I can't.



Can she \_\_\_\_\_ ?

Yes, she \_\_\_\_\_ .



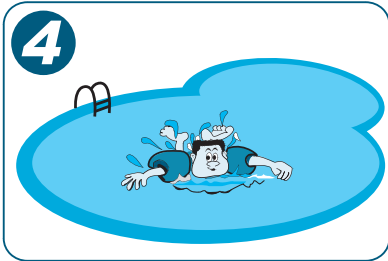
Can he \_\_\_\_\_ ?

No, he \_\_\_\_\_ .



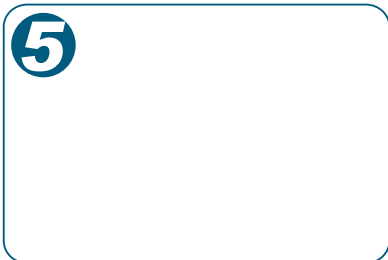
\_\_\_\_\_ ?

Yes, he can.



\_\_\_\_\_ ?

Yes, he can.



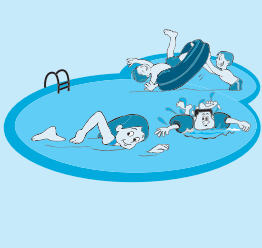
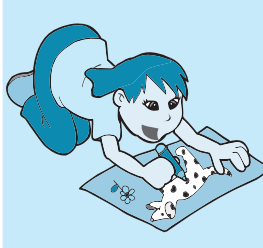


\_\_\_\_\_ ?

\_\_\_\_\_ .

# Look and Write

看 圖 回 答

... What can you do? I can write.  
 ... What can John do? He can swim.

				
John	✓		✓	
Mary	✓	✓		✓
I				

**1** What can John do?

He can \_\_\_\_\_ and \_\_\_\_\_.

**2** What can Mary do?


She \_\_\_\_\_.


**3** What can you do?


\_\_\_\_\_.


# Rearrange the Sentences


句 型 重 組


 1 sing | ? | he | Can

 2 you | write | Can | ?

 3 George | do | What | ? | can

 4 Amy | . | dance | can

 5 I | , | can | Yes | .

 6 she | No | . | can't | ,



## 給老師的話

1. 情境圖裡還有很多單字或片語可做補充。例如：run 或 jog, play basketball, play badminton. 句型上也可做變換。例如：He can dance very well. What do you like to do? I like to dance. What are you doing? I am dancing.

2. 網站資源：

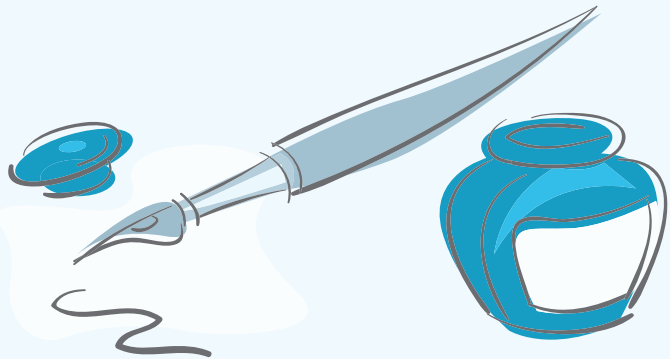
<http://www.pdictionary.com/english/browse.php?db=sports>

這個網站裡面提供不少運動類的英文單字和圖片可供老師使用

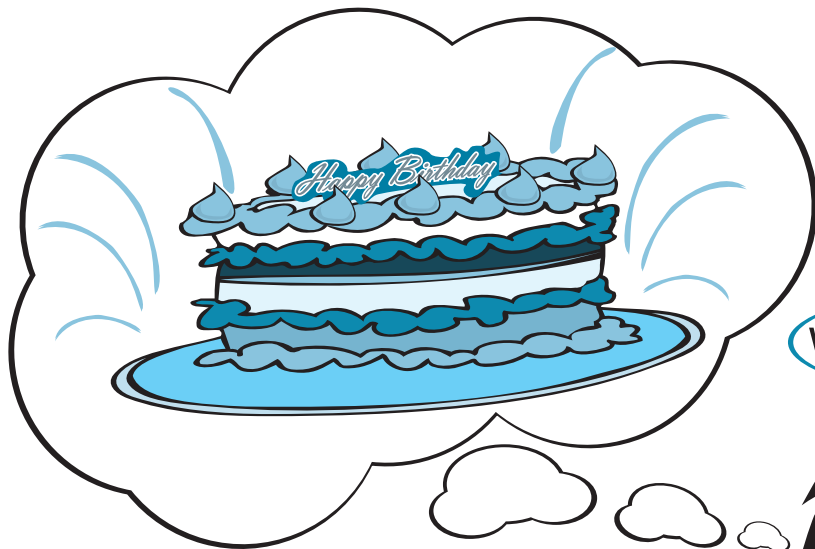
<http://www.kizclub.com/storytime/lcan/lcan1.html>

韓國Kiz Club網站的電子書 "I Can"，有聲音檔所以別忘了打開喇叭的電源喔!要列印出來的話，請連結這裡：

<http://www.kizclub.com/storytime/lcan/print/lcanprint1.html>



# Unit 11 Prepositions



Where is the milk?

Where are the eggs?

Where are the apples?







on on

in in

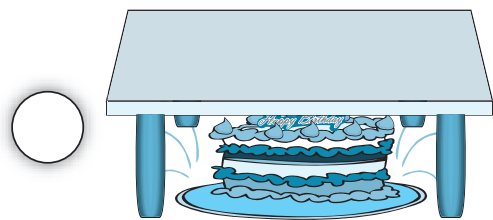
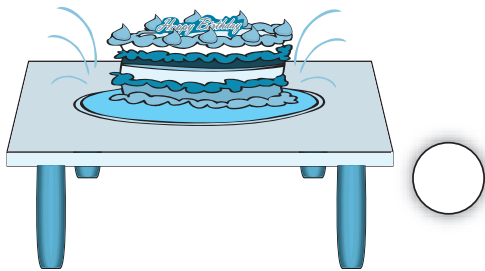
under under

# Read and Check

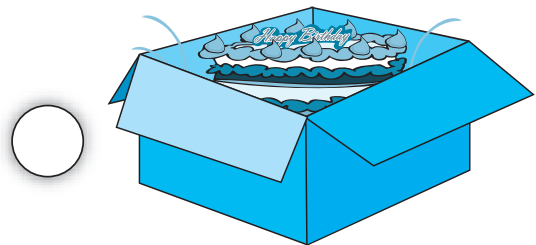
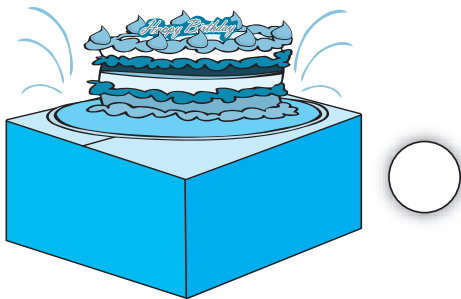
讀 讀 看 ， 勾 選 答 案

Where is the cake?

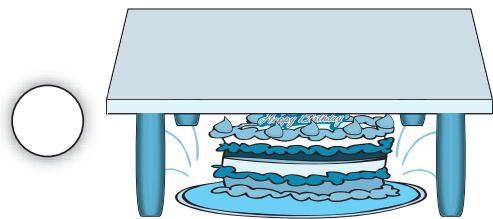
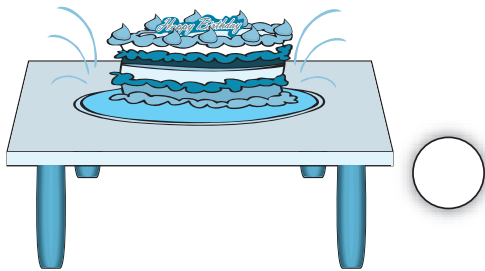
1 It's on the table.



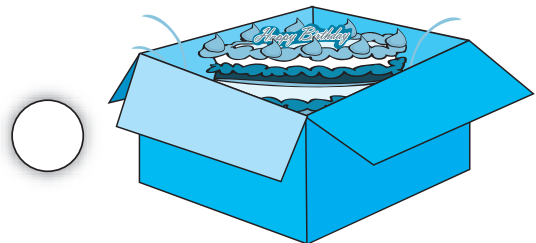
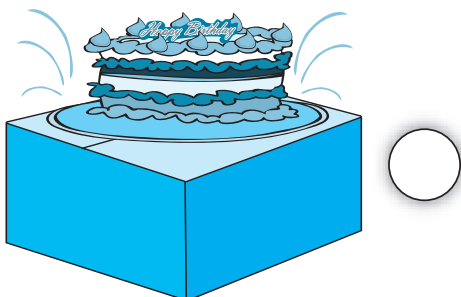
2 It's in the box.



3 It's under the table.



4 It's on the box.

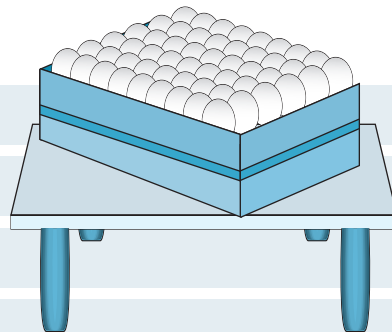


# Read and Choose

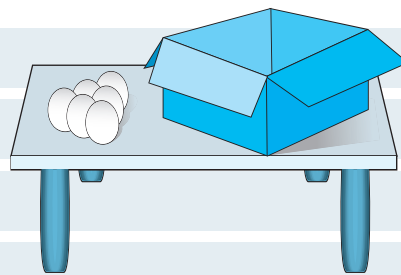
唸 唸 看 ， 選 選 看

Where are the eggs?

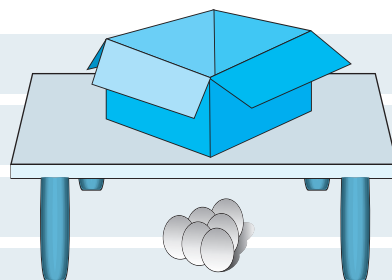
- 1** ( ) They're (1) in the box.  
(2) on the box.  
(3) on the table.  
(4) under the table.



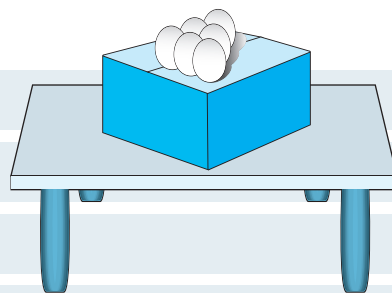
- 2** ( ) They're (1) in the box.  
(2) on the box.  
(3) on the table.  
(4) under the table.



- 3** ( ) They're (1) in the box.  
(2) on the box.  
(3) on the table.  
(4) under the table.



- 4** ( ) They're (1) in the box.  
(2) on the box.  
(3) on the table.  
(4) under the table.



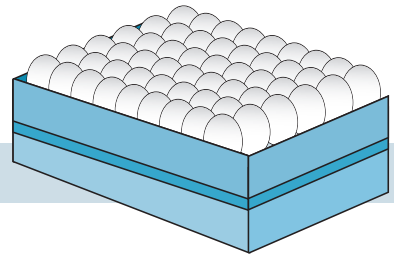
# Read and Answer

讀 讀 看 ， 根 據 圖 意 回 答 問 題

**1** Where are the apples?



**2** Where are the eggs?



**3** Where is the milk?



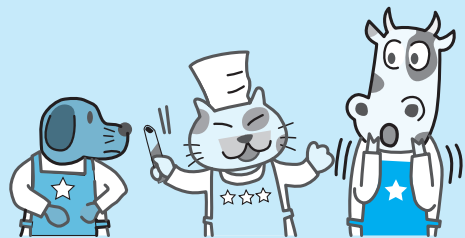
## Sentence Bank

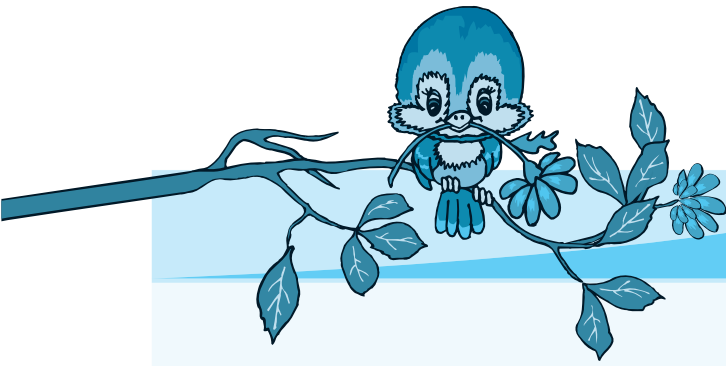
It's on the table.

It's on the chair.

They're in the box.

They're under the table.





## 給老師的話

1. 本課學習重點是介係詞on, in, under以及運用介係詞說明物品的位置。根據課程綱要，應用字詞是on, in, under，簡易句型是Where is the \_\_\_? It's on/in/under the \_\_\_\_\_. Where are the \_\_\_\_? They're on/in/under the \_\_\_\_\_.
2. 為了學會運用介係詞說明物品位置，本課回收再利用學生在第3課學過的cake, egg, milk與第4課學過的box, desk, table等應用字詞，教師必須花一些時間喚起學生的舊經驗。
3. 介係詞on有很多意涵與用法，在本課是指「在…之上」(You use "on" to describe the position of a person or thing when they are touching the upper surface of an object and their weight is supported by that object.)。
4. 介係詞in也有很多意涵與用法，在本課是指「在…裡面」(You use "in" to describe the position of an object when it is surrounded and enclosed by something such as a box or bag.)。
5. 同樣的，介係詞under也有很多意涵與用法，在本課是指「在…下面」「在…底下」(If something is under something else, it is directly below it but some distance away from it.)。
6. 本課應用字詞只有3個，教師可以自由運用單字習寫處所剩下的空白格線。

# 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-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	



## 中 年 段

以劃底線代表書寫應用字詞

## 高 年 段

以劃底線代表書寫應用字詞

boy, girl, kid  
student, teacher, doctor,  
friend

dad, father, Mom, mother,  
brother, sister  
grandma, grandpa

egg, apple, cake, banana, milk,  
rice, tea, water, cook  
orange, juice, hamburger,  
ice cream, pizza

blue, green, red, yellow, color  
black, white

ball, bag, book, box, pencil,  
desk, door, marker, pen, table  
chair, eraser, ruler, window

bird, cat, cow, dog, fish, pig  
bear, monkey, lion, rabbit, tiger

zoo, home, park, school  
bookstore

cup, fan, key

one, two, three, four, five, six,  
seven, eight, nine, ten  
eleven, twelve, many, much

boy, girl, doctor, friend, kid,  
student, teacher, nurse, singer  
police officer, mailman

dad, mom, mother, father, brother,  
sister, grandma, grandpa  
uncle, aunt

apple, cake, egg, banana, orange,  
juice, hamburger, ice cream, milk,  
pizza, rice, tea, water, cook,  
candy, pie  
bread, breakfast, coffee, cookies,  
dinner, food, fruit, lunch, noodles,  
sandwich, soup

blue, green, red, yellow, color,  
black, white, pink  
brown, gray(grey), purple

ball, bag, book, box, pencil, chair,  
desk, door, eraser, marker, pen,  
ruler, table, window, card, computer  
classroom

bird, cat, cow, dog, fish, pig, bear,  
monkey, lion, rabbit, tiger, bee, duck  
chicken, elephant

zoo, bookstore, home, park, school,  
here, shop, there  
hospital, library, police station,  
post office, restaurant

cup, fan, key, sofa, TV  
bathroom, bedroom, kitchen,  
living room, telephone

one, two, three, four, five, six, seven,  
eight, nine, ten, eleven, twelve,  
many, much, some, thirteen,  
fourteen, fifteen, sixteen,  
seventeen, eighteen, nineteen  
twenty, thirty, forty, fifty, sixty,  
seventy, eighty, ninety, hundred

# 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



## 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

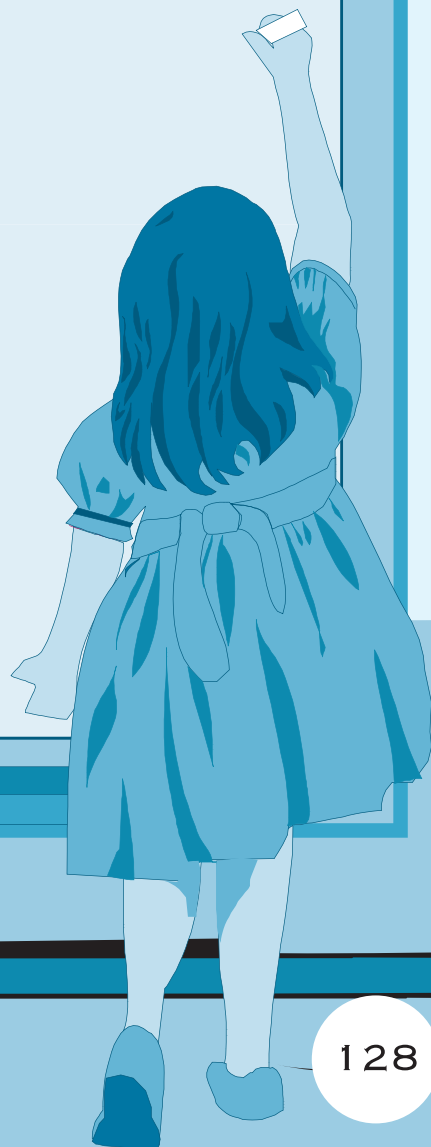
### 常用教室用語

1. Are you ready?
2. Be quiet./Quiet, please.
3. Circle the word "fish."
4. Clean up your desk.
5. Come here.
6. Go back to your seat.
7. Good job./Very good.
8. Good morning.
9. Goodbye.
10. Hi!/Hello!
11. Listen./Listen to me.
12. Look (at the dog).
13. Open/Close your book.

14. Point to the door.
15. Raise your hand./Put your hands down.
16. Repeat./Repeat after me.
17. Sit down.
18. Stand up.
19. Thank you.
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.



## 中年段生活用語暨簡易句型

### 生活用語

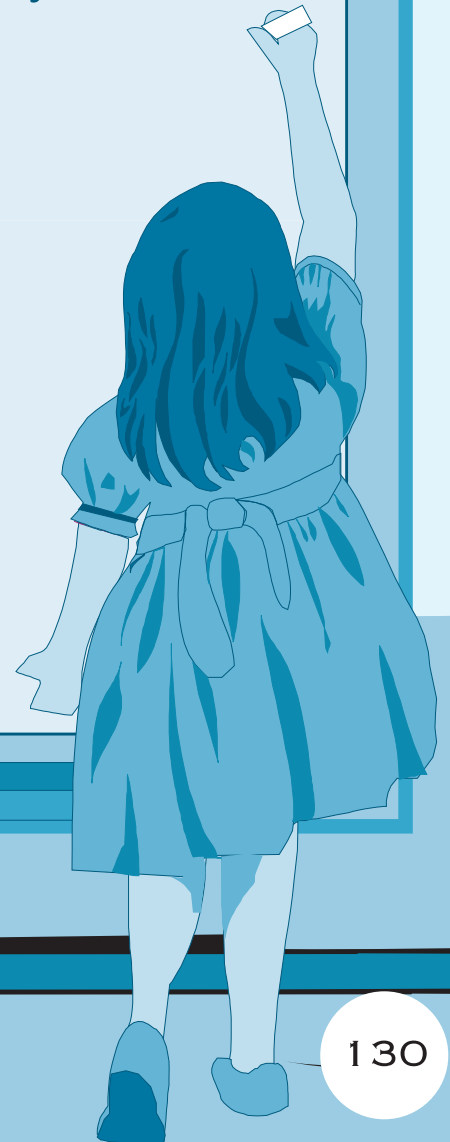
1. Come in, please.
2. Don't talk/run/shout.
3. Excuse me.
4. Good afternoon.
5. Good idea.
6. How are you?
7. I don't know.
8. I'm fine./O.K.
9. I'm sorry.
10. Let's count.
11. Let's go.
12. Line up (, please).
13. May I go to the bathroom/restroom?



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. What are these/those?  
They are tigers.
- b. Are these/those bears?  
Yes, they are.  
No, they aren't.



2. 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.

3. a. Are you a/an teacher/officer?

Yes, I am.

No, I'm not.

b. Is he/she a/an nurse/officer?

Yes, he/she is.

No, he/she isn't.

4. Is it/this/that a/an cow/elephant?

Yes, it is.

No, it isn't.



5. a. Can you draw?  
Yes, I can.  
No, I can't.
- b. Can he/she swim?  
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. 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.



8. a. What do you like?  
I like dogs.
- b. What does he/she like?  
He/She like cats.
9. Who's he/she?  
He/She is my teacher.
10. a. How old are you?  
I am eight year(s) old.
- b. How old is he/she?  
He/She is ten year(s) old.
11. a. Where is the pen?  
It's in/on/under the chair.
- b. Where are the books?  
They're in/on/under the table.



12. a. Where are you?

I'm in the library.

At school.

b. Where is he/she?

He/She is in the kitchen.

At home.

13. a. What time is it?

It's one (o'clock).

b. Is it four (o'clock)?

Yes, it is.

No, it isn't.

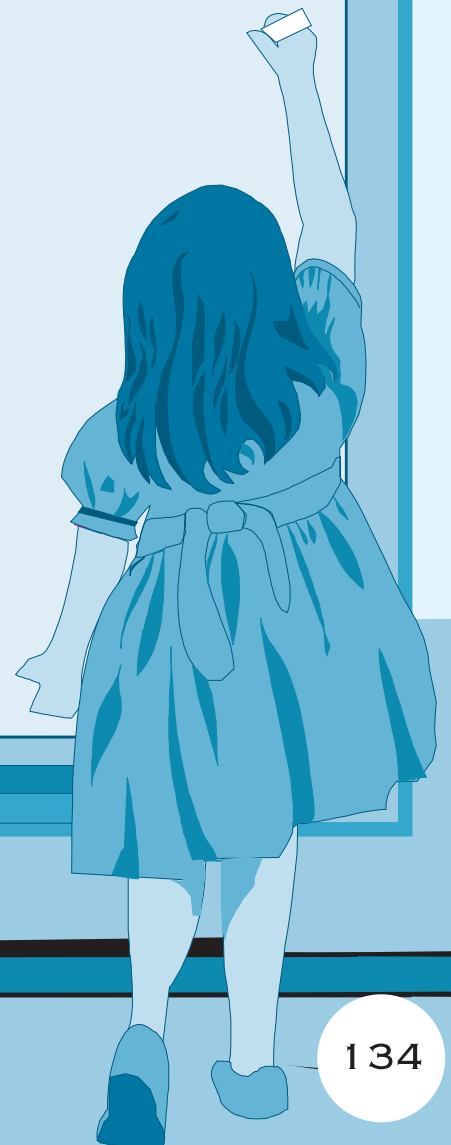
14. a. What day is today?

It's Sunday.

b. Is it Monday today?

Yes, it is.

No, it isn't.



15. How's the weather?

It's sunny.

16. a. How many pencils (are there)?

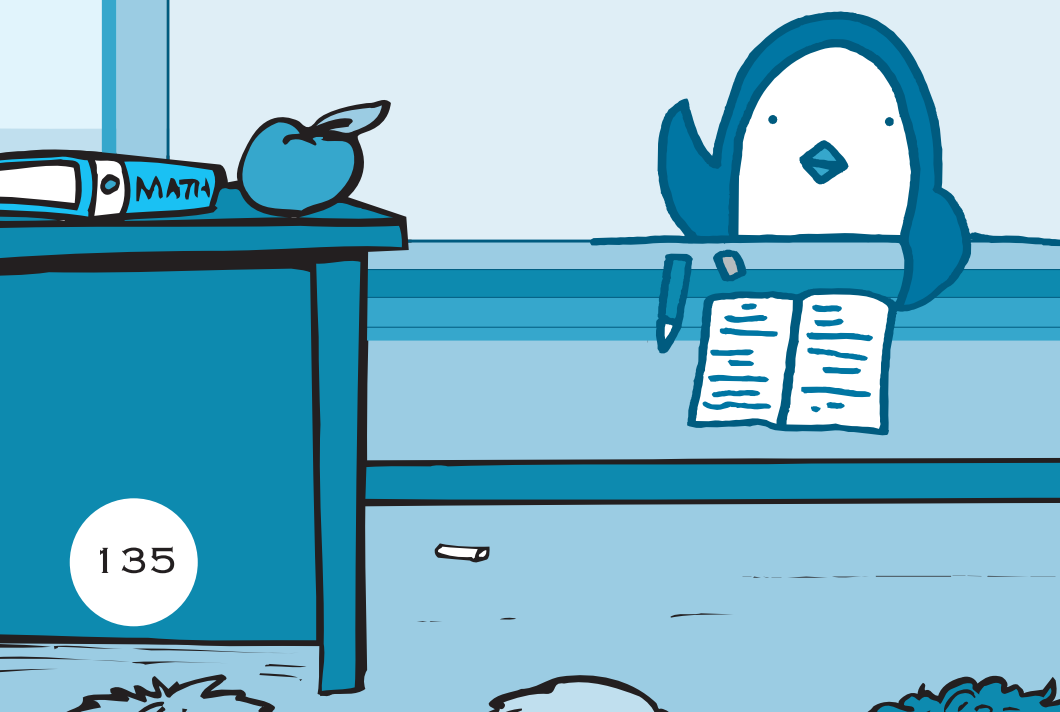
(There are) three.

b. How many balls do you want?

I want two.

17. How much is this ruler?

(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. Let me think.
10. Let's learn English.
11. Let's read/play/sing a story/game/song.
12. Make a sentence, please.
13. May I help you?



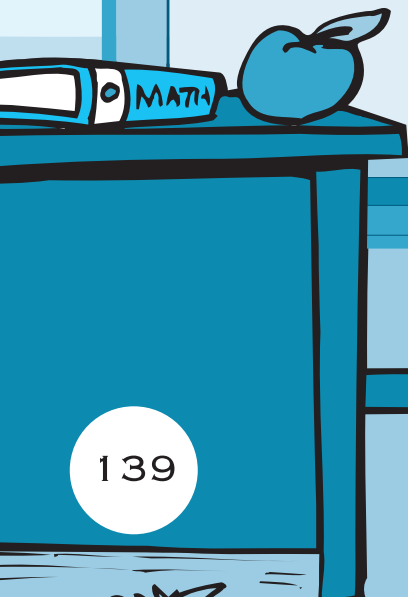
14. See you later.
15. Sorry, I'm late.
16. Stop it./Don't do it again.
17. Take care.
18. Take it easy.
19. Tell me why (, please).
20. That's all right.
21. That's the end.
22. Try again.
23. Turn left/right.
24. Watch out.
25. What happened?/What's the matter?

### 簡易句型

1. How do you go to the park?

I go to the park by bike/on foot.

2. What do you do?  
I'm a police officer.
3. How do you feel?  
I feel tired.
4. When/What time do you get up?  
I get up at six.
5. a. Whose key is it?  
It's his.  
b. Whose shoes are they?  
They're mine.
6. a. What are you drawing?  
I'm drawing a plane.  
b. What is he/she drawing?  
He's/She's drawing a train.
7. a. Where are you from?  
I'm from Taiwan.  
b. Where is he/she from?  
He's/She's from Japan.



8. What do you like for  
breakfast/lunch/dinner?

I like some juice and bread.

9. a. Do you have a/an pen/eraser?

Yes, I do.

No, I don't.

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

Yes, he/she does.

No, he/she doesn't.

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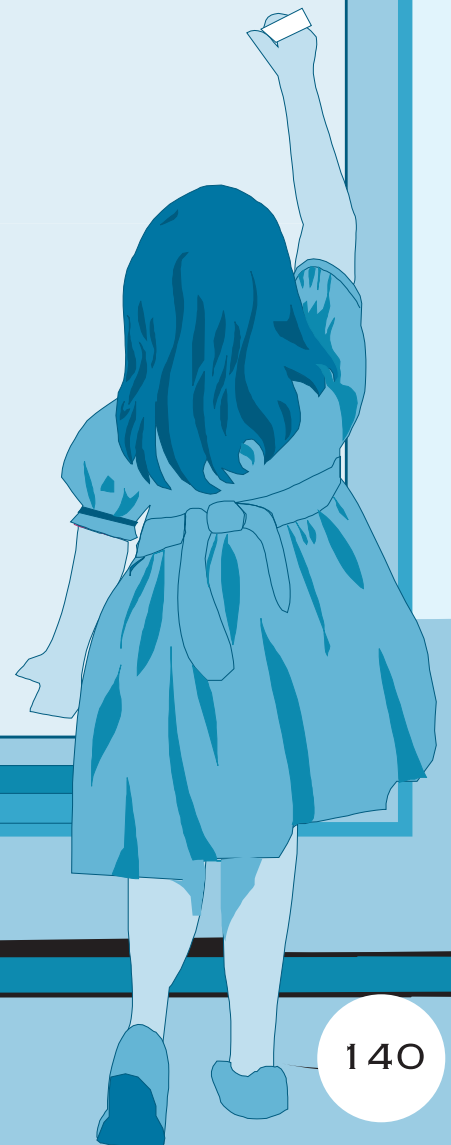
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