

附件四：

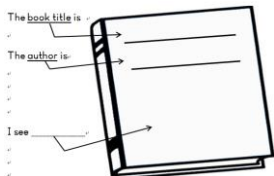
# 新北市 108 年度教師跨領域全英語授課教案設計 (參考範例-課程實施後)

設計者 / 服務學校	曾如君(丹鳳國小)、林鈺文(竹圍國小)、李青儒(竹圍國小)	
教案名稱	繪本教學— <i>I Want My Hat Back</i>	
教學年級：國小 <u>六年級</u>	預計課程上使用之英語比例：95% (使用英語比例係指教師以英語授課之時間佔總授課時間之比率)	
學生人數： <u>24</u> 人	教學總節數： <u>4</u> 節	預計公開授課內容為第 <u>1</u> 節
預計公開授課之時間： <u>108</u> 年 <u>11</u> 月 <u>15</u> 日 <u>09</u> 時 <u>35</u> 分至 <u>10</u> 時 <u>15</u> 分 (第 <u>2</u> 節課)	預計公開授課之地點： 新北市淡水區竹圍國小 606 教室	預計公開授課之教師： 姓名：林鈺文 服務學校：竹圍國小 專長領域：英語

核心素養	總 綱	B1 符號運用與溝通表達 B2 科技資訊與媒體素養
	領 綱	綜合領域 綜-E-B2 蒐集與應用資源，理解各類媒體內容的意義與影響，用以處理日常生活問題。 英語領域 英 E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。
學習重點	學習表現	綜合領域 2c-III-1 分析與判讀各類資源，規劃策略以解決日常生活的問題。 英語領域 *◎3-III-7 能看懂繪本故事的主要內容。 *◎3-III-9 能藉圖畫、標題、書名等作簡易的猜測。 ➢5-III-1 認讀與聽寫國小階段字詞。 ◎5-III-2 在聽讀時，能辨識書本中相對應的書寫文字。 ➢5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。 ◎➢5-III-4 能聽懂日常生活應對中常用語句，並能作適當的回應。 7-III-3 在生活中能把握機會，勇於嘗試使用英語。

		◎9-III-3 能綜合相關資訊作簡易的猜測。
	學習內容	<p><b>綜合領域</b> Bc-III-3 運用各類資源解決問題的規劃。</p> <p><b>英語領域</b> *◎Ae-III-2 繪本故事、兒童短劇。 B-III-2 國小階段所學字詞及句型的生活溝通。 ◎D-III-3 依綜合資訊作簡易猜測。</p>
	具體學習目標	<p><b>英語領域</b></p> <ol style="list-style-type: none"> <li>1. 能認讀並說出目標單字: bear, fox, frog, rabbit, turtle, snake, mole, deer。</li> <li>2. 能認讀並應用學過單字: my, hat, red, blue, want。</li> <li>3. 能說出並理解句型: My <u>pencil</u> is gone. I want it back. Have you seen my <u>pencil</u>? Yes, I have. / No, I haven't. Thank you anyway.</li> <li>4. 能盡量應用英語回答繪本相關問題。</li> </ol> <p><b>閱讀</b></p> <ol style="list-style-type: none"> <li>1. 能找出書名及作者。</li> <li>2. 能透過封面及書名猜測故事內容。</li> <li>3. 能綜合故事內容預測故事發展。</li> <li>4. 能注意觀察圖畫及文字提供的故事線索。</li> <li>5. 能透過圖畫或文字理解角色心境。</li> <li>6. 能說出個人喜愛的角色、故事片段，並說明理由。</li> <li>7. 能提出個人對故事結局的看法，並思考不同的結局。</li> <li>8. 能了解故事內容。</li> </ol> <p><b>品德教育</b></p> <ol style="list-style-type: none"> <li>1. 能思考說謊一行為可能造成的後果或付出的代價。</li> <li>2. 拾金不昧，能體諒失主的心情，願意將撿到的東西歸還失主。</li> </ol> <p><b>綜合領域</b></p> <ol style="list-style-type: none"> <li>1. 能應用適當的方式找尋失蹤人、物。</li> <li>2. 能將失物送至相關招領地點。</li> <li>3. 能結合生活經驗與創造力，改寫故事的結局並演出。</li> </ol>
	與其他領域/科目/ 議題的連結	<p><b>閱讀</b> 閱 III-E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。 閱 III-E3 熟悉與學科學習相關的文本閱讀策略。</p> <p><b>品德教育</b> 品 EJU3 誠實信用。</p>
	教學資源/ 設備需求	<ol style="list-style-type: none"> <li>1. 繪本</li> <li>2. 電腦、單槍投影機</li> </ol>

# 各節教學活動設計

節次	教學活動流程	時間	教學資源	教師語言
第一節	<p><b>【Warm up 引起動機】</b></p> <ol style="list-style-type: none"> <li>1. 問候學生。</li> <li>2. 請學生回想自己有沒有弄丟東西的經驗，練習以 My <u>pencil</u> is gone. I want it back. 的句型相互分享討論。</li> <li>3. 教師引導學生說出 Have you seen my <u>pencil</u>? 並告知學生可用此句型詢問別人以尋找物品。</li> </ol>	8'	教學投影片 (附件一)	<p>T: Hello. Good morning. How are you? How's the weather today?</p> <p>T: Have you ever lost something? Last week, I lost my cellphone bag. I was so sad. Have you seen my bag? It's a black small bag. Can anyone share with us?</p> <p>T: (Invite students to share) You have lost your pencil. Oh, your pencil is gone. You want it back, right? So you can say "My pencil is gone. I want it back."</p> <p>T: Please turn and talk with your friend. Tell your friend one thing you have lost before. Use the sentence "My <u>pencil</u> is gone. I want it back."</p> <p>T: If you lost something, what can you do? You can ask others for help. You can say "Have you seen my pencil?"</p>
	<p><b>【Presentation 發展活動】</b></p> <ol style="list-style-type: none"> <li>1. 教師發下故事學習單，預告待會要說故事，請學生把教師提問的答案記錄在學習單。</li> <li>2. 教師展示繪本 <i>I Want My Hat Back</i>，帶學生辨認書名、作者、得獎獎牌等封面資訊。再請學生說說在封面看到什麼？猜猜故事內容為何？請學生將自己發表的內容記錄在學習單上。</li> </ol>  <ol style="list-style-type: none"> <li>3. 用繪本說故事，因故事句子簡短，可請學生一起唸出。教師針對故事內容提問，請學生先口頭發表。</li> <li>4. 教師針對學生的回答，可</li> </ol>	25'	故事學習單 (附件二)	<p>T: Today let's read a story together. I will ask you some questions. Please raise your hand and share your answers. And don't forget to write down your answers on the worksheet.</p> <p>T: This is the book we are going to read.</p> <ul style="list-style-type: none"> <li>- Who is the author?</li> <li>- What's the name of the book?</li> <li>- What does this small bear stamp mean?</li> <li>- What do you see on the cover?</li> <li>- What do you think this story is about?</li> <li>- Why?</li> </ul> <p>T: Let's read the story together.</p> <p>T: I have some questions. Raise your hands if you have answers.</p> <ul style="list-style-type: none"> <li>- How does the bear feel?</li> <li>- Is the frog helpful?</li> <li>- What can the bear do?</li> <li>- Is the deer nice and friendly?</li> <li>- What does his hat look like?</li> </ul>

	<p>適度進行追問，鼓勵學生深度思考。</p> <p>5. 教師將故事停在熊與兔子四目相交處，請學生猜猜故事的發展。請學生將自己發表的內容記錄在學習單上。</p> <p>6. 教師從頭播放故事投影片，一邊再次詢問閱讀理解問題，請學生將剛剛口頭發表的內容記錄在學習單上。若剛剛來不及舉手發表想法的同學，也可以利用學習單表達想法。</p> <p><b>【Wrap up 統整與總結】</b></p> <p>1. 請學生用 think-pair-share 的方式分享自己今天學到的一個單字或句子。</p> <p>2. 若有時間，也可以請學生分享印象最深刻的故事橋段。</p>	7'		<p>- When does the bear see his hat? Please write down your answers on the worksheet.</p> <p>T: What happens next? Please write it down on your worksheet. You can also draw pictures for that.</p> <p>T: What did you learn today? Now please think of one word, sentence or thing you learned today.</p> <p>T: Can anyone share with us?</p> <p>T: About the story <i>I Want My Hat Back</i>, so far which part do you like the most? Why?</p>
第二節	<p><b>【Warm up 引起動機】</b></p> <p>利用角色扮演的的方式，一半學生扮演主角熊，另一半扮演其他動物，一起朗讀繪本 <i>I Want My Hat Back</i> 於上一節課講到的故事內容。</p> <p><b>【Presentation 發展活動】</b></p> <p>1. 簡短敘述學生在學習單上、在上一節課末尾對故事後續發展所做出的猜測。</p> <p>2. 教師接續說完故事，揭示結局。過程中持續提問，請學生發表，並將自己發表的內容記錄在學習單上。</p>	10'  10'	故事繪本投影片  故事學習單	<p>T: Last time we read a storybook. Do you still remember that? Now Let's review and read the story together. Group 1, You are the bear. Group 2, you are the other animals. Are you ready?</p> <p>T: Last time we stopped here. And we talked about what happens next? Some said that "the bear eats the rabbit." Some said that "The rabbit runs away." And some said that "The bear gets his hat back and he forgives the rabbit."</p> <p>OK. Let's see what happens.</p> <p>T: I have some questions. Raise your hand if you have the answer.</p> <p>- How does the bear feel?</p> <p>- (When the squirrel asks the bear the question)What would the bear say?</p>

	<p>3. 跟全班討論故事結局，請學生發表，並將自己發表的內容記錄在學習單上。</p> <p>4. 請學生發想其他可能故事結局，在綜合課上，延伸討論，請學生以改寫結局為題創作。讓學生用小組共同創作的劇本，演出改寫後的結局。</p> <p>5. 請學生寫下並畫出在故事中最喜歡的角色及場景，並請自願分享者發表。</p> <p><b>【Wrap up 統整與總結】</b></p> <p>1. 利用角色扮演的方​​式，一半學生扮演主角熊，另一半扮演其他動物，一起朗讀繪本 <i>I Want My Hat Back</i> 在這節課上到的內容。</p> <p>2. 教師針對繪本內容進行延伸討論，請學生在小組內分享自己的想法。</p>	10'		<p>- Why does the bear say that? Please write down your answers on the worksheet.</p> <p>T: So that's the end of the story.</p> <p>- Is the ending what you expect?</p> <p>- What happens to the rabbit?</p> <p>- Do you think the bear eat the rabbit? What are the clues?</p> <p>- What do you think if the bear eats the rabbit? Is that okay?</p> <p>- Can you think of a different ending?</p> <p>T: Do you like the story?</p> <p>- Who is your favorite character in the story? Why?</p> <p>- Which part do you like most in the story? Why?</p> <p>T: Now there are some questions I'd like you to think about.</p> <p>- Why does the rabbit lie?</p> <p>- If the rabbit tells the truth in the beginning, would the bear forgive the rabbit?</p> <p>- If you were the bear, would you forgive the rabbit?</p>
第三節	<p><b>【Warm up 引起動機】</b></p> <p>1. 發下故事劇本，每組抽一個場景，自行分配角色練習台詞。</p> <p>2. 教師依序唸出場景編號及角色名稱，輪到演出該角色的學生必須起立唸出台詞。</p>	8'	故事劇本 (附件三)	<p>T: Everyone will get a story script. Each team will draw a number and get one scene to read. If team 1 gets <u>number 2</u>, then team 1 will read <u>scene 2</u>. There are two characters in a scene, so you can choose which character you want to be. For example, there are two characters: Bear and Frog in scene 2, so some of you will be Bear and some of you will be Frog.</p> <p>T: You all get a scene to read. Now, you'll have 2 minutes to practice. Later I'll call</p>

				<p>the characters' name one by one according to the sequence in the script. The team members who read the line of that character have to stand up and read the line out loud. For example, scene 1, Bear stand up and read the line "My hat is gone. I want it back." And for scene 7, 9, and 10, we'll read together.</p> <p>T: Most of you can read your lines fluently. Some of you can actually read your lines with emotions. That's amazing. Good for you.</p> <p>T: If you lost something at school, how do find it?</p> <p>S: Go to the 學務處</p> <p>T: Office of Student Affairs 學務處</p> <p>T: What if you lost something at the train station?</p> <p>S: 失物招領</p> <p>T: 失物招領 Lost and Found. Look at the picture, can you see the sign of "Lost and Found"? There's a "Lost and Found" sign in our classroom, too. Please point to it.</p> <p>T: What if you're looking for someone? What if someone you know is missing? How do you find a person who is missing?</p> <p>S: Go to the police station.</p> <p>T: That's right. And what else can we do? Have you ever seen a missing person flyer? (Distribute the "Missing Person" flyer.) Let's read it together. (Show it with PPT.)</p> <p>-What's his/her name?</p> <p>-How old is he/she?</p> <p>-What does he/she look like? (How tall is he/she? How much does he/she weight?)</p> <p>-What is he/she wearing?</p> <p>-What is his/her hair style?</p> <p>-Where is he/she last seen?</p>
	<p><b>【Presentation 發展活動】</b></p> <ol style="list-style-type: none"> <li>1. 詢問學生若是物品遺失，可以去哪裡找尋？</li> <li>2. 用投影片秀出各國車站的失物招領標示，請學生指出教室中的 "Lost and Found" 失物招領處的標示。</li> <li>3. 詢問學生若不見的是人，該怎麼找尋？（提示：失蹤人物協尋傳單）</li> <li>4. 發下失蹤人物協尋的傳單，請學生試著閱讀。</li> <li>5. 用投影片詢問學生傳單上呈現了哪些資訊。並請學生回答傳單上協尋人物的訊息。</li> </ol>	12'	<p>教學投影片</p> <p>參考資料: 人物協尋傳單、口語練習題目、單字表 (附件四)</p>	

第四節	<p><b>【Practice 發展活動】</b></p> <ol style="list-style-type: none"> <li>1. 發下學習單。</li> <li>2. 請學生依序填入協尋人物的資訊，提醒其可以使用參考資料上的單字。</li> </ol>	10'	尋人啟事學習單(附件五)	<p>T: Now, let's make a "Missing Person" flyer. Make up a person you're looking for, write down the information of that person.</p> <p>-What does "REWARD" mean? (Yes, it means the money you'll pay for the person who helps you.)</p> <p>-What does "CONTACT" mean? (Yes, 聯絡、聯繫)</p> <p>-What does "TEL" mean? (Yes, you have to write down the telephone number here.)</p> <p>T: You can use the word from the word list.</p> <p>T: Now you can share the flyer you made with your partner.</p> <p>T: At the same time, please practice the question and answer on your reference with your partner.</p> <p>T: You'll have to introduce your "Missing Person" with your partner next time.</p>
	<p><b>【Wrap up 統整與總結】</b></p> <ol style="list-style-type: none"> <li>1. 請學生組內互相觀摩彼此的傳單，並檢查協尋人物資訊是否完整。</li> <li>2. 請學生閱讀參考資料口語練習的題目，引導學生依照題目練習介紹自己的協尋人物。</li> </ol>	10'	參考資料尋人啟事傳單、口語練習題目、單字表(附件四)	
	<p><b>【Warm up 引起動機】</b></p> <p>教師示範如何介紹自行設計的協尋人物。</p>	5'	參考資料尋人啟事傳單、口語練習題目、單字表(附件四)	<p>T: I need someone to show the whole class how we introduce the missing person on the flyer with me. Any volunteers?</p>
	<p><b>【Presentation 發展活動】</b></p> <ol style="list-style-type: none"> <li>1. 口語練習：學生兩人一組，一人負責問問題，另一人依照海報上的資訊回答。</li> <li>2. 教師請自願發表的學生或抽號碼，兩人一組上台以問答方式介紹自行設計的協尋人物。</li> </ol> <p><b>【Practice 發展活動】</b></p> <ol style="list-style-type: none"> <li>1. 完成人物協尋傳單上的失蹤人物畫像，同時進行人物協尋活動。四人一組，從第一組開始，小組成員分別依</li> </ol>	15'	教學投影片	<p>T: Please practice the question and answer on your reference with your partner.</p> <p>T: Any volunteers who can come and introduce your missing person?</p> <p>T: Now, please draw a picture of your missing person on the flyer. At the same time we'll play a game. You'll have to find out where your flyer is.</p>

	<p>照自己海報上設計的人物唸出句子 “I’m looking for <u>Mike</u>.”</p> <p>2. 教師將四位成員傳單藏在不同學生的抽屜，四位成員要在 30 秒內問班上同學 “Have you seen <u>Mike</u>?”以找出自己的傳單，若能在時間內找出自己的傳單，可得到小點心。</p> <p><b>【Wrap up 統整與總結】</b></p> <p>1.學生將傳單放置桌面，全班起立走動欣賞同學作品。</p> <p>2.時間到回座位，舉手分享自己看到覺得很棒的作品。</p>	5’		<p>T: Let’s take a look at the rules on PPT.</p> <p>(1) Each team member tells the class the missing person’s name on his / her flyer by saying “I’m looking for <u>Mike</u>.”</p> <p>(2) The teacher will hide the flyers in other classmates’ desks.</p> <p>(3) Each team member has 30 secs to find out where his/her flyer is by asking other classmates “Have you seen <u>Mike</u>?”</p> <p>(4) If you find your flyer in time, you can get some snack after class.</p> <p>T: Please put your flyers on your desk. Now you can stand up and walk around in the classroom to see your classmates’ work.</p> <p>T: Which flyer is your favorite? Why?</p>
附錄（學習單或其他教學相關資料）				
<p>1. 教學投影片(附件一)</p> <p>2. 故事學習單(附件二)</p> <p>3. 故事劇本(附件三)</p> <p>4. 參考資料: 尋人啟事傳單、口語練習題目、單字表(附件四)</p>				



# 附件一

Have you lost something you love?

My \_\_\_\_ is gone.

I want it back.

Did you try to find it?

Have you asked others for help?

You can ask others by saying...

Have you seen my \_\_\_\_\_.

- The book title is **I WANT MY HAT BACK.**
- The author is **JON KLASSEN**.
- I see \_\_\_\_\_.

- What is the story about?  
What is the bear going to do?

預測故事可能是關於什麼?  
熊會怎麼做?



My hat is gone.  
I want it back.

Have you seen my hat?  
No. I haven't seen your hat.  
OK. Thank you anyway.

- What can the bear do?

Is the fox helpful? 願意幫忙

Have you seen my hat?  
No. I have not seen any hats around here.  
OK. Thank you anyway.

Is the frog helpful?

Have you seen my hat?  
No. Why are you asking me. I haven't seen it. I haven't seen any hats anywhere. I would not steal a hat. Don't ask me any more questions.  
OK. Thank you anyway.

Is the rabbit helpful? steal偷

Have you seen my hat?  
I haven't seen anything all day. I have been trying to climb this rock.  
Would you like me to lift you on top of it?  
Yes, please.

Is the turtle helpful?

Is the bear nice and friendly? 友善的

Is the snake helpful?

Have you seen my hat?

I saw a hat once.  
It was blue and round.

My hat doesn't look like that.  
Thank you anyway.

Have you seen my hat?  
What is a hat?  
Thank you anyway.

Is the mole helpful?

Nobody has seen my hat.  
What if I never see it again?  
What if nobody ever finds it?

3. How does the bear feel?  
He feels worried, sad, tired..

4. How can you help him?

My poor hat.  
I miss it so much.

What's the matter? Is the deer helpful?

I have lost my hat.  
And nobody has seen it.

What does your hat look like?

It is red and pointy and ...

How does the deer help?

I HAVE SEEN MY HAT.

何時  
5. When does the bear see his hat?

Have you seen his hat?

6. What does his hat look like?

長什麼樣

deer  
bear turtle snake fox mole

7. Who is missing? Why?  
不見了

YOU YOU STOLE MY HAT.

stole偷

8. What happens next?

I love my hat.

9. How does the bear feel?  
He feels content, satisfied, happy...

10. What would the bear say?

Excuse me, have you seen a rabbit wearing a hat?

No. Why are you asking me. I haven't seen him. I haven't seen any rabbits anywhere. I would not eat a rabbit. Don't ask me any more questions.  
OK. Thank you anyway.

11. What happens to the rabbit?  
Do you think the bear eat the rabbit?  
How do you feel about that?



bear rabbit turtle snake fox mole deer

12. Who is your favorite character? Why?



13. Draw your favorite scene場景

- Why does the rabbit lie to the bear?  
為什麼兔子要說謊?
- If the rabbit tells the truth in the beginning, would the bear forgive the rabbit?  
如果兔子一開始就承認，熊會不會原諒他?
- If you were the bear, would you forgive the rabbit?  
如果你是熊，你會原諒兔子嗎?

- 你或你的親友有東西被偷的經驗嗎? 是什麼東西? 後來有找到嗎? 他的下場如何?
- 有曾經抓到偷東西的小偷嗎? 他的下場如何?
- 若班上發生偷竊的事情，你覺得該如何處理? 要怎麼查出來? 要怎麼處理偷東西的人?
- 你覺得為什麼有人會想偷別人的東西?

改編版



Make a missing-person poster  
**MISSING** Name 全名  
Missing from 失蹤地點  
Date missing 失蹤日期  
Age 年齡  
Height 身高 centimeter  
Weight 體重 kilogram  
Hair 髮型、色 (11 ~ 4)  
Clothing 穿著  
Additional details 其他  
**\$REWARDS**  
Please contact  
TEL:



- Each team member tells the class the missing person's name on his / her flyer by saying "I'm looking for \_\_\_\_\_."
- The teacher will hide the flyers in other classmates' desks.
- Each team member has 30 secs to find out where his/her flyer is by asking other classmates "Have you seen \_\_\_\_\_."

Find your flyer!  
Q: Have you seen \_\_\_\_\_?  
A: Yes, I have. No, I haven't.  
Find your flyer  
get the snack!

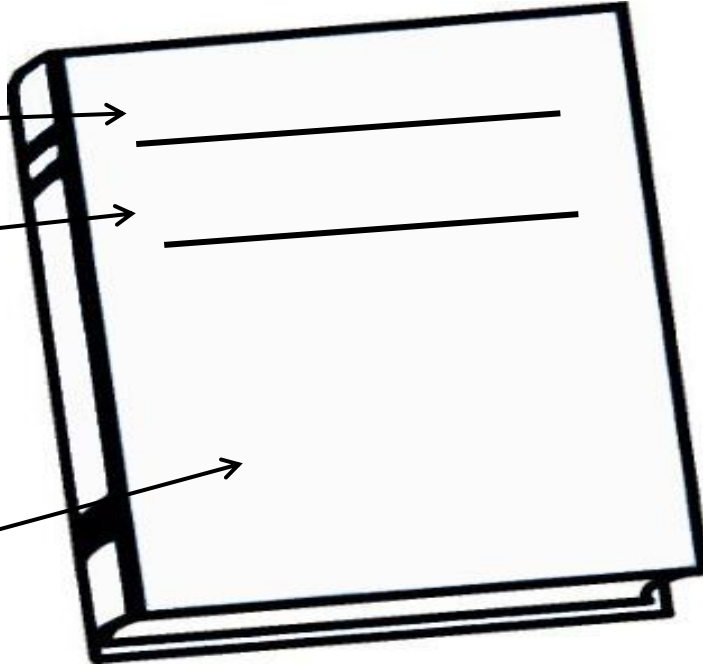
Class:

Number:

Name:

The book title isThe author is

I see



① What is the story about? (猜一猜)

---

② What can the bear do to find his hat?

He can \_\_\_\_\_

③ How does the bear feel?

He feels \_\_\_\_\_

④ How can you help the bear?

I can \_\_\_\_\_

⑤ When does the bear see his hat?

He sees his hat when he meets \_\_\_\_\_

⑥ What does the bear's hat look like?

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

⑦ Who is missing? Why?

---

⑧ What happens next?

---

*\*Write down one thing, one sentence or one word you learn today.*

⑨ How does the bear feel?

He feels \_\_\_\_\_

⑩ What would the bear say?

He says \_\_\_\_\_

⑪ What happens to the rabbit?

\_\_\_\_\_

⑫ Do you think the bear eat the rabbit? Why?

☐ Yes, I do.

☐ No, I don't.

Because \_\_\_\_\_

\_\_\_\_\_

⑬ Who is your favorite character? Why?

My favorite character is \_\_\_\_\_.

Because \_\_\_\_\_

\_\_\_\_\_

*My favorite character*

⑭ What is your favorite scene (場景)? Why?

*Draw your favorite scene.*

It's my favorite scene because \_\_\_\_\_

\_\_\_\_\_

⑮ Think of a different ending: \_\_\_\_\_

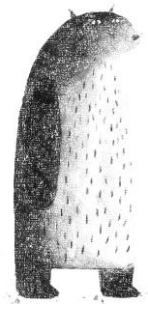








\_\_\_\_\_

附件二

*Draw a different ending.*

# I Want My Hat Back

Characters:

Bear	Fox	Frog
		
Rabbit	Turtle	Snake
		
Mole	Deer	Squirrel
		

## Scene 1

**Bear:** My hat is gone. I want it back.

**Bear:** Have you seen my hat?

**Fox:** No, I haven't seen your hat.

**Bear:** OK. Thank you anyway.

## Scene 2

**Bear:** Have you seen my hat?

**Frog:** No. I haven't seen any hats around here.

**Bear:** OK. Thank you anyway.

## Scene 3

**Bear:** Have you seen my hat?

**Rabbit:** No, Why are you asking me?  
I haven't seen it.

I haven't seen any hats anywhere.

I would not steal a hat.

Don't ask me any more questions.

**Bear:** OK. Thank you anyway.

## Scene 4

**Bear:** Have you seen my hat?

**Turtle:** I haven't seen anything all day.  
I have been trying to climb this rock.

**Bear:** Would you like me to lift you on top of it?

**Turtle:** Yes, please.

## **Scene 5**

**Bear:** Have you seen my hat?

**Snake:** I have seen a hat once. It was blue and round.

**Bear:** My hat doesn't look like that. Thank you anyway.

## **Scene 6**

**Bear:** Have you seen my hat?

**Mole:** What is a hat?

**Bear:** Thank you anyway.

## **Scene 7 (Whole class)**

**Bear:** Nobody has seen my hat.

What if I never see it again?

What if nobody ever finds it?

**Bear:** My poor hat. I miss it so much.

## **Scene 8**

**Deer:** What's the matter?

**Bear:** I have lost my hat.

And nobody has seen it.

**Deer:** What does your hat look like?

**Bear:** It red and pointy and...

## **Scene 9 (Whole class)**

**Bear:** I HAVE SEEN MY HAT.

**Bear:** YOU. YOU STOLE MY HAT.

**Bear:** I love my hat.

## **Scene 10 (Whole class)**

**Squirrel:** Have you seen a rabbit wearing a hat?

**Bear:** No, Why are you asking me?

I haven't seen it.

I haven't seen any rabbits anywhere.

I would not eat a rabbit.

Don't ask me any more questions.

**Squirrel:** OK. Thank you anyway.

#### 4. Colors 顏色

--color 顏色, blue 藍, yellow 黃, red 紅, green 綠, pink 粉紅色, white 白色, black 黑色, purple 紫色, gray 灰色, orange 橘色, brown 咖啡色

#### 5. Numbers 數字

--one1, two2, three3, four4, five5, six6, seven7, eight8, nine9, ten10, eleven11, twelve12  
--thirteen13, fourteen14, fifteen15, sixteen16, seventeen17, eighteen18, nineteen19,  
twenty20, thirty30, forty40, fifty50, sixty60, seventy70, eighty80, ninety90, hundred100

#### 11. Appearances 外觀

--tall 高的, short 矮的, big 大的, small 小的, old 老的, new 新的

#### 15. Houses, Apartments & Places 房子、住所和地方

--bank 銀行, supermarket 超市, hospital 醫院, library 圖書館, zoo 動物園, farm 農場,  
bookstore 書店, park 公園, museum 博物館, post office 郵局

#### 26. Months 月份

--month月份, January一月, February二月, March三月, April四月, May五月, June六月,  
July七月, August八月, September九月, October十月, November十一月, December十二月

#### 33. Clothing 衣物

--jacket夾克, coat外套, shirt上衣, T-shirt, jeans牛仔褲, dress洋裝, shorts短褲, skirt裙子,  
pants褲子, shoes鞋子, sport shoes運動鞋, socks襪子, vest背心, sweater毛衣, sweatshirt  
運動衫, hoodie連帽衣, pajamas睡衣, jumpsuit連身服, sneakers休閒鞋, boots靴子,  
sandals涼鞋, flip flops人字拖, slippers拖鞋, hat帽子, cap鴨舌帽, suit西裝, uniform制服



# MISSING

## JUSTIN JOHNSON



**Missing From: Vanceburg KY**

**Date Missing: March 23, 2017**

**Age: 28**

**Height: 6'2"**

**Weight: 145 Pounds**

**Hair: Short Brown**

Justin was last seen wearing a black tee-shirt, light blue jeans, dark brown work boots, and camo cap. He had a black jacket with him. His S-10 pick-up was found near Garrison KY.

## Can You Help?

**Please Call The Lewis County Sheriff**

### 606-796-2912

Callers may remain anonymous and  
Information will be treated confidentially

口語練習

-What's his/her name?

His/ Her name is \_\_\_\_\_.

-How old is he/she?

He/ She is \_\_\_\_\_ years old.

-How tall is he/she?

He/ She is \_\_\_\_\_ centimeters tall.

-What is he/she wearing?

He/ She is wearing \_\_\_\_\_ and \_\_\_\_\_.

-What is his/her hair style?

His/ Her hair is (long / short) and (color).

-Where was he/she last seen?

He/ She was last seen at \_\_\_\_\_.

How much is the reward?

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