

新北市國小英語領域課程綱要
暨補充規定

English Curriculum Guidelines and
Supplementary Rules for New Taipei City
Elementary School

中華民國一〇八年一月
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壹、基本理念

I. Fundamental Beliefs

為配合國家英語教育政策，引領各校落實新課綱，除教育部訂定之英語課程外，本市另規劃於彈性學習課程中，自國小一年級開始實施以「閱讀素養教育」議題為主軸之英語轉化課程，期提升學生英語文溝通與理性思辨的知能，幫助學生探索並了解不同文化與價值觀，促進族群互動與相互包容，藉以涵養本市學生具備新課綱精神之英語文核心素養。

In coordination with the national English education policy and the endeavor to guide schools to implement the new national 12-Year Basic Education Curriculum, New Taipei City has constructed a plan to introduce a Transitional English Curriculum supplementary to the English curriculum designed by the Ministry of Education. The Transitional English Curriculum is offered to students starting from Grade 1 using alternative learning periods. This issue-based English curriculum is designed with reading literacy education in mind. It aims to develop students' core English competencies in line with the spirit of the new Basic Curriculum, improving their knowledge and skills for communication in written and spoken English and for rational and critical thinking, assisting students in exploring and understanding different cultures and values, encouraging interactions and inclusiveness among demographic groups.

英語文隨英語系國家政治、經濟力的影響，逐漸成為國際通行的共通語。隨著英語使用人口日漸廣布全球，使用英語的不同國家或個人發展出程度不一的歧異性，因而衍生了所謂的「世界性英語」（Global Englishes），基此，英語文課程除了語言知識的學習與語言技能的培養，更應重視語言的使用。

The English language has become the international lingua franca due to English-speaking countries' growing political and economic influences. That being said, as the number of English users across the globe increases, the so-called *Global Englishes* has emerged. For instance, there are varieties of English with divergence to various extents from one country to another or even from one individual to another. As a result, an English curriculum should include more than the study of linguistic knowledge or the training of linguistic skills; it should also attach great importance to the pragmatic use of the language.

為此，本市的英語文教學強調英語作為人際溝通之用，並培養學生獲取各領域的新知與認識他國文化，課程內容涵蓋學習方法與策略，以發展學生的自學能力，為終身學習奠定基礎，且透過多樣的閱讀媒材培養深層思考能力、尊重多元觀點，激發邏輯思考與創造力、提升整合分析訊息的能力，在發展上述諸多認知能力之餘，同時重視學習興趣的培養、學習動機的激發，更應尊重學生的個別差異需求，提供適性學習的環境，落實學習機會上的公平正義。

Given that New Taipei City teaches English as a tool for interpersonal communication and for accessing knowledge in various domains and about other cultures, this curriculum covers learning methods and strategies, aiming to train students to learn independently and build a foundation for life-long learning. Thus, this curriculum

provides a wide variety of reading materials that encourage in-depth thinking, respect for diverse points of view, logical thinking and creativity, and the ability to organize information. As students develop the above cognitive skills, the content strives to engage their interest in and motivation for learning with attention to their differences and needs by providing an adaptive learning environment that ensures substantive equality regarding learning opportunities.

貳、課程目標

II. Curriculum Objectives

根據以上基本理念，英語文課程涵蓋以下幾個目標：

- 一、培養英語文聽、說、讀、寫的能力，應用於日常生活溝通。
- 二、提升學習英語文的興趣並涵育積極的學習態度，主動涉獵各領域知識。
- 三、建構有效的英語文學習方法，強化自學能力，奠定終身學習之基礎。
- 四、尊重與悅納多元文化，培養國際視野與全球永續發展的世界觀。
- 五、培養以英語文進行邏輯思考、分析、整合與創新的能力。

Based on the above mission, this English curriculum has the following objectives:

1. Develop English listening, speaking, reading, and writing skills that can be used in daily life communication;
2. Inspire interest in learning the English language and to encourage a positive learning attitude with which one proactively learns more about various domains;
3. Build a foundation for life-long learning by developing effective methods for English learning and fostering self-learning skills;
4. Form a world view that features a world vision, a heart for global sustainable development, as well as respect for and acceptance of cultural diversity;
5. Learn to think logically, analytically, integratively, and creatively in English.

參、時間分配

III. Local English Hour Allocation

類別	教育階段	國民小學					
	學習階段	第一學習階段		第二學習階段		第三學習階段	
	年級	一	二	三	四	五	六
英語文必修		0 節 / 週		1 節 / 週		2 節 / 週	
彈性學習課程(英轉)		2 節 / 週		2 節 / 週		1 節 / 週	
學習總節數		2 節 / 週		3 節 / 週		3 節 / 週	

Category	Education stage	Elementary School					
	Learning Stage	Stage 1		Stage 2		Stage 3	
	Grade	1	2	3	4	5	6
Compulsory		0 class / week		1 class / week		2 classes / week	
Alternative Learning		2 classes / week		2 classes / week		1 classes / week	
Total Learning Periods		2 classes / week		3 classes / week		3 classes / week	

肆、核心素養

IV. Core Competency

下表係依循《總綱》各教育階段核心素養之具體內涵，結合英語文科目的基本理念與課程目標後，在英語文科目內的具體展現。「語文領域-英語文科目學習重點與核心素養呼應表參考示例」參見附錄一。

The following table is based on the specific connotation of the core competence from each education stage of the "General Guidelines," combined with the basic concepts of the English language curriculum and the curriculum objectives. (Example of English Learning Focuses Corresponding to Core Competencies, Appendix 1)

Dimension	Competencies	養面向 Core Competency	總綱核心素養 Item Description	語文領域-英語文科目核心素養具體內涵 Language Area- English Subject Content of Core Competencies		
				國民小學教(E) Elementary School	國民中學教(J) Junior High School	普通型高級中等學校教育(S-U) Upper Secondary School
A. 自主行動 Autonomous Action		Physical and Mental Wellness, Self-Advancement	<p>具備身心健全發展的素質，擁有合宜的人性觀與自我觀，同時透過選擇、分析與運用新知，有效規劃生涯發展，探尋生命意義，並不斷自我精進，追求至善。</p> <p>Possess competency Systematic thinking to understand problems, engage in analyses, think critically, and endeavor in meta thoughts, with the ability to reflect and conduct actions to effectively tackle and solve situations in daily life.</p>	<p>英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。</p> <p>Possess self-focusing traits and good learning habits, and use basic learning strategies to strengthen English language skills.</p>	<p>英-J-A1 具備積極主動的學習態度，將學習延伸至課堂外，豐富個人知識。運用各種學習與溝通策略，精進英語文學習與溝通成效。</p> <p>Possess a proactive learning attitude by cultivating daily learning habits and enriching acquired knowledge.</p> <p>Apply multiple learning and communicating strategies to facilitate learning and communication effectiveness.</p>	<p>英S-U-A1 具備積極探究的態度，主動探索課外相關資訊，擴展學習場域，提升個人英語文知能，運用各種資源，強化自主學習，為終身學習奠定基礎。</p> <p>Possess a positive attitude toward seeking knowledge and actively pursue extracurricular information to elevate English language proficiency.</p> <p>Employ various resources to reinforce independent learning and build the foundation to become lifelong learners.</p>

A2系統思考與解決問題
Logical Thinking and Problem Solving

具備問題理解、思辨分析、推理批判的系統思考與後設思考素養，並能行動與反思，以有效處理及解決生活、生命問題。

Possess competency in systematic thinking to understand problems, engage in analyses, think critically, and endeavor in meta thoughts, with the ability to reflect and conduct actions to effectively tackle and solve situations in daily life.

英-E-A2

具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。

Possess the ability to understand simple English passages and use basic thinking strategies to improve learning effectiveness.

英-J-A2

具備系統性理解與推演的能力，能釐清文本訊息間的關係進行推論，並能經由訊息的比較，對國內外文化的異同有初步的了解。

Possess the ability to have systematic comprehension, make logical assumptions, and be able to interpret the relationships between passages.

Acquire a basic understanding of the similarities and differences between domestic cultures and cultures from abroad using systematic analysis.

英S-U-A2

具備系統性思考與後設思考能力，善用各種策略，對文本訊息、國內外文化深入理解，釐清訊息本質與真偽，提升學習效率與品質，應用所學解決問題。

Possess the ability to think and use meta-cognition to analyze various cultures systematically and be aware of using discernment in acquiring credible sources for attaining authentic information to improve learning effectiveness and problem-solving skills.

<p style="writing-mode: vertical-rl; text-orientation: upright;">A3 規劃執行與創新應變 Planning, Execution, Innovation, and Adaption</p>	<p>具備規劃及執行計畫的能力，並試探與發展多元專業知能、充實生活經驗，發揮創新精神，以因應社會變遷、增進個人的彈性適應力。</p> <p>Possess the ability to devise and execute plans, as well as the ability to explore and develop a variety of professional knowledge to enrich life experiences and fully utilize creativity to improve one's adaptability to social change.</p>		<p>英-J-A3 具備簡易規劃英語文學習時程的能力，並能檢討調整。</p> <p>Possess the ability to make an English language learning schedule and constantly review and adjust it.</p>	<p>英S-U-A3 具備規劃、執行與檢討英語文學習計畫的能力，並探索有效策略，奠定終身學習的基礎。</p> <p>Possess the ability to organize, implement, and review English language learning plans. Explore practical strategies to lay a foundation for lifelong learning.</p>
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<p style="text-align: center;">B. 溝通互動 communication and interaction</p>	<p style="text-align: center;">Semiotics and Expression</p> <p style="text-align: center;">B1 符號運用與溝通表達</p>	<p>具備理解及使用語言、文字、數理、肢體及藝術等各種符號進行表達、溝通及互動，並能了解與同理他人，應用在日常生活及工作上。</p> <p>Possess the ability to understand and use various symbols, including languages, characters, mathematics and science, bodily postures, and arts to communicate and interact with others, understand and feel empathy for others, and use these abilities in daily life or at the workplace.</p>	<p>英-E-B1</p> <p>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。</p> <p>Possess the basic ability to listen, speak, read, and write English, and use words and sentence patterns learned in class for simple daily communication.</p>	<p>英-J-B1</p> <p>具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。</p> <p>Possess rudimentary skills for listening, speaking, reading, and writing English.</p> <p>Use appropriate words, sentence patterns, and body language to communicate and interact in everyday situations that occur in daily life.</p>	<p>英S-U-B1</p> <p>具備聽、說、讀、寫的英語文素養，能連結自身經驗、思想與價值，運用多樣的字詞及句型，在多元情境中適切溝通表達及解決問題。</p> <p>Achieve advancement in rudimentary listening, speaking, reading, and writing skills to link their experiences, thoughts, and values by using various words and sentence patterns to communicate and solve problems in different situations.</p>

B2 科技資訊與媒體素養
Information & Technology Literacy and Media Literacy

具備善用科技、資訊與各類媒體之能力，培養相關倫理及媒體識讀的素養，俾能分析、思辨、批判人與科技、資訊及媒體之關係。

Possess the ability to effectively use technology, information, and media of all types, develop competencies related to ethics and media literacy, and develop the ability to analyze, speculate about, and assess humans' relationships with technology, information, and media.

英-E-B2

具備使用各種資訊科技媒材進行自我學習的能力，以增進英語文聽說讀寫綜合應用能力及文化習俗之理解。

Possess the ability to use various information technology tools for self-learning and enhance the comprehensive application for listening, speaking, reading, writing, and cultural customs in English.

英-J-B2

具備運用各類資訊檢索工具蒐集、整理英語文資料的能力，以擴展學習素材與範疇、提升學習效果，同時養成資訊倫理素養。

Possess the ability to collect and organize English passages using various information-seeking tools.

Broaden knowledge, enhance learning effectiveness, and develop information ethics by gathering learning elements.

英S-U-B2

具備將資訊科技與各類媒體所提供的英語文素材，進行資訊整合的能力，激發省思及批判媒體倫理與社會議題的能力。

Possess the ability to integrate information technology and various media related to English-language materials and stimulate reflection and interpretation on media ethics and social issues.

B3藝術涵養與美感素養
Artistic Appreciation and Aesthetic Literacy

具備藝術感知、創作與鑑賞能力，體會藝術文化之美，透過生活美學的省思，豐富美感體驗，培養對美善的人事物，進行賞析、建構與分享的態度與能力。

Possess the abilities of art awareness, creation, and appreciation, experience artistic culture through reflecting on art daily, enriching experiences, and developing the ability to appreciate, create, and share art.

英S-U-B3

具備欣賞英語文語言文字及英美文學作品的的能力，並能融合肢體與聲音表情，進行英語文短劇表演。

Be able to appreciate English in terms of language and literary works to perform short dramas using body language and vocal expressions in English

<p>C. 社會參與 Social Participation</p>	<p>C1 道德實踐與公民意識 Moral Praxis and Citizenship</p>	<p>具備道德實踐的素養，從個人小我到社會公民，循序漸進，養成社會責任感及公民意識，主動關注公共議題並積極參與社會活動，關懷自然生態與人類永續發展，而展現知善、樂善與行善的品德。</p> <p>Possess competency in putting morality in practice from the personal sphere to the social sphere and gradually developing a sense of social responsibility and civic consciousness to take the initiative in concern for public topics and actively participate in community events paying attention to the sustainable development of humanity and the natural environment, and exhibit the qualities of moral character to recognize, appreciate, and practice good deeds.</p>			<p>英S-U-C1</p> <p>具備運用英語文的積極態度，關心國際議題與自然生態；具人文關懷，主動參與社會活動。</p> <p>Possess an appreciative attitude in using English. Be aware and concerned about international, environmental, and humanitarian issues. Take the initiative to participate in social activities.</p>
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C2 人際關係與團隊合作
Interpersonal Relationships and Teamwork

具備友善的人際情懷及與他人建立良好的互動關係，並發展與人溝通協調、包容異己、社會參與及服務等團隊合作的素養。

Possess the competency in exhibiting friendly interpersonal feelings and the ability to establish interactive solid relationships, establish communication channels with others, tolerate outsiders, and participate and serve in social activities and other activities requiring teamwork.

英-E-C2
積極參與課內英語文小組學習活動，培養團隊合作精神。

Actively participate in group learning activities and cultivate team spirit in class.

英-J-C2
積極參與課內及課外英語文團體學習活動，培養團隊合作精神。

Actively participate in school-based and extra-curricular English language group learning activities and foster teamwork spirit.

英S-U-C2
積極參與課內及課外英語文團體學習活動，透過團隊合作，發展個人溝通協調能力及解決問題的能力。

Actively participate in school-based and extra-curricular English-language group learning activities. Develop personal communication, coordination, and problem-solving skills through teamwork.

C3 多元文化與國際理解
Cultural and Global Understanding

具備自我文化認同的信念，並尊重與欣賞多元文化，積極關心全球議題及國際情勢，且能順應時代脈動與社會需要，發展國際理解、多元文化價值觀與世界和平的胸懷。

Stick to personal cultural identity, respect, and appreciate multiculturalism.

Show active concern for global issues and international situations.

Demonstrate the ability to adapt to the contemporary world and social needs.

Develop an international understanding and a multicultural value system and strive for world peace.

英-E-C3
認識國內外主要節慶習俗及風土民情。

Recognize major festivals, holidays, and customs, both domestic and foreign.

英-J-C3
具備基本的世界觀，能以簡易英語介紹國內外主要節慶習俗及風土民情，並加以比較、尊重、接納。

Express fundamental worldview thoughts about major festivals, holidays, and customs worldwide, and use English to compare, appreciate, and embrace them.

英S-U-C3
具備國際視野及地球村觀念，能從多元文化觀點了解、欣賞不同的文化習俗，並尊重生命與全球的永續發展。

Understand and appreciate multiculturalism with an international vision and global awareness.

Respect the world and the sustainability of life.

伍、學習重點

V. Learning Focuses

學習重點包含「學習表現」與「學習內容」二部分，提供課程設計、教材發展、教科用書審查及學習評量的架構，並配合教學加以實踐。「語文領域-英語文科目學習重點與核心素養呼應表參考示例」（參見附錄一）乃為使學習重點與核心素養能夠相互呼應，且透過學習重點落實本科目核心素養，並引導跨領域/科目的課程設計，增進課程發展的嚴謹度。

Learning focuses include “Learning Performance” and “Learning Content.” It provides a practical framework for curriculum design, teaching material development, textbook review, and learning assessment. Also, learning focuses will be accomplished with the implementation of teaching. The “Example of English Learning Focuses Corresponding to Core Competencies” (see Appendix 1) is to reference the corresponding relation between learning focuses and core competencies. Furthermore, it reinforces core competencies by implementing learning focuses and guides cross-curriculum/subject design to enhance the rigor of curriculum development.

「議題適切融入領域課程綱要」（參見附錄二）乃為豐富本科目的學習，促進核心素養的涵育，使各項議題可與英語文的學習重點適當結合。

The “Guideline for Issue-Integrated English Curriculum” (see Appendix 2) is to enrich the learning content and promote the cultivation of core competencies so that various topics can be properly combined with the English curriculum.

一、學習表現

1. Students' Learning Performance

學習表現為本綱要之核心，學生之學習與評量以此為本，分為（一）語言能力（聽）、（二）語言能力（說）、（三）語言能力（讀）、（四）語言能力（寫）、及（五）語言能力（聽說讀寫綜合應用能力，涵蓋兩種以上語文技能）、（六）學習興趣與態度、（七）學習方法與策略、（八）文化理解、（九）邏輯思考、判斷與創造力（區辨、整合訊息，做出合邏輯的判斷力，並發揮創造力），共九個類別，編碼說明如下：

Learning performance is of great significance in this guideline. The learning and assessment are based on student learning performances. Learning performance is divided into nine categories "(1) Linguistic Ability (Listening)", "(2) Linguistic Ability (Speaking)", "(3) Linguistic Ability (Reading)", "(4) Linguistic Ability (Writing)", "(5) Linguistic Ability (Comprehensive Application)", "(6) Learning Interest and Attitude", "(7) Learning Methods and Strategies", "(8) Cultural Understanding", and "(9) Logical Thinking, Judgment and Creativity"(to distinguish, synthesize information, make logical judgement, and use creativity). The code description is as follows:

1. 第 1 碼為「類別」，以阿拉伯數字編號。
1. The first part of the indicator code represents the **category**. It is designed using Arabic numerals.
2. 第 2 碼為「學習階段」，以羅馬數字編號，I 代表第一學習階段（國民小學 1-2 年級），II 代表第二學習階段（國民小學 3-4 年級），III 代表第三學習階段（國民小學 5-6 年級）。
2. The second part of the indicator code represents the **learning stage**. It is designed using Roman numerals. I is for learning stage 1 (Grade 1&2 in elementary school). II is for learning stage 2 (Grade 3&4 in elementary school). III is for learning stage 3 (Grade 5&6 in elementary school).
3. 第 3 碼則為「流水號」。
3. The third part of the indicator code represents the **serial number**.
4. 星號（*）係指較高階的學習表現，表示各校在針對學生的能力特質或各校的不同時數規劃課程時，可就該項學習表現選取或自行研發深淺、分量不同的教材，進行適性教學。
4. Asterisk（*）labeled indicators represent a higher level of learning content. It suggests that individual schools select or develop differentiated materials based on each student's characteristics and allocate learning hours for adaptive instruction.
5. 雙圈（◎）係指相同學習表現重複出現在不同學習階段。英語文的學習常涉及加深加廣、螺旋向上的知識與技能精進，故以雙圈（◎）之方式標示。
5. Double circle symbols（◎）represent the same learning performance reappearing in different stages of learning. English language learning involves deepening, broadening, and spiraling of knowledge and skills, so a double circle symbol is to mark indicators.
6. 同時出現（*）及（◎），表示該學習表現反覆出現在不同學習階段且屬較高階的學習表現。
6. Performance indicators labeled with both（*）and（◎）show that the learning performance repeatedly appears in different learning stages and is an advanced learning performance.
7. 箭號（➤）係指本市統一評量的學習表現。
7. The arrow symbol（➤）refers to the learning performance of the city's unified assessment.

（一）語言能力（聽）

Linguistic ability 1 – (Listening)

階段 Stage	學習表現 Learning Performance
第一 學習 階段 Learning Stage I	◎1-I-1 能聽辨 26 個字母。
	1-I-2 能聽辨英語 26 個字母對應的發音。
	◎1-I-3 能聽懂課堂中所學的字詞。
	◎1-I-4 能聽懂簡易的教室用語。
	◎1-I-5 能聽懂簡易的日常生活用語。
	*◎1-I-6 能聽懂簡易歌謠和韻文的主要內容。
	◎1-I-1 Be able to recognize the 26 letter names of the alphabet through listening.

	<p>1-I-2 Be able to recognize the 26 letter sounds of the alphabet through listening.</p> <p>◎1-I-3 Be able to understand words learned in class through listening.</p> <p>◎1-I-4 Be able to understand elemental classroom English through listening.</p> <p>◎1-I-5 Be able to understand basic daily conversation through listening.</p> <p>*◎1-I-6 Be able to understand the main contents of basic songs and chants through listening.</p>
<p>第二 學習 階段 Learning Stage II</p>	<p>◎➤1-II-1 能聽辨 26 個字母。</p> <p>➤1-II-2 能聽辨英語的子音、母音及其基本的組合。</p> <p>◎1-II-3 能聽辨字詞是單音節或多音節，並辨識重音的音節。</p> <p>◎1-II-4 能聽辨句子的語調。</p> <p>◎1-II-5 能聽辨課堂中所學的片語、句子及其重音。</p> <p>◎1-II-6 能聽辨句子的節奏。</p> <p>◎➤1-II-7 能聽懂課堂中所學的字詞。</p> <p>◎➤1-II-8 能聽懂簡易的教室用語。</p> <p>◎➤1-II-9 能聽懂簡易的日常生活用語。</p> <p>◎➤1-II-10 能聽懂簡易句型的句子。</p> <p>*◎1-II-11 能聽懂簡易歌謠和韻文的主要內容。</p> <p>*◎1-II-12 能聽懂簡易故事及短劇的主要內容。</p> <p>◎➤1-II-1 Be able to recognize the 26 letters of the alphabet through listening.</p> <p>➤1-II-2 Be able to recognize the English vowels, consonants, and their combinations through listening.</p> <p>◎1-II-3 Be able to recognize words with one or multiple syllables and their stressed syllables through listening.</p> <p>◎1-II-4 Be able to recognize intonation in sentences through listening.</p> <p>◎1-II-5 Be able to recognize phrases, sentences, and stressed syllables through listening.</p> <p>◎1-II-6 Be able to recognize the rhythm in sentences through listening.</p> <p>◎➤1-II-7 Be able to understand familiar words and phrases used in classroom language through listening.</p> <p>◎➤1-II-8 Be able to understand basic classroom English through listening.</p> <p>◎➤1-II-9 Be able to understand basic daily life language through listening.</p> <p>◎➤1-II-10 Be able to understand basic sentence patterns through listening.</p> <p>*◎1-II-11 Be able to understand simple songs and poems through listening.</p> <p>*◎1-II-12 Be able to understand simple stories and short plays through listening.</p>
<p>第三 學習 階段 Learning Stage III</p>	<p>➤1-III-1 能聽辨英語的子音、母音及其不同的組合。</p> <p>◎1-III-2 能聽辨字詞是單音節或多音節，並辨識重音的音節。</p> <p>◎1-III-3 能聽辨句子的語調。</p> <p>◎1-III-4 能聽辨課堂中所學的片語、句子及其重音。</p> <p>◎1-III-5 能聽辨句子的節奏。</p> <p>◎➤1-III-6 能聽懂課堂中所學的字詞。</p> <p>◎➤1-III-7 能聽懂簡易的教室用語。</p> <p>◎➤1-III-8 能聽懂簡易的日常生活用語。</p> <p>◎➤1-III-9 能聽懂簡易句型的句子。</p> <p>➤1-III-10 能聽懂簡易的日常生活對話。</p> <p>*◎1-III-11 能聽懂簡易歌謠和韻文的主要內容。</p> <p>*◎1-III-12 能聽懂簡易故事及短劇的主要內容。</p>

	<p>*1- III-13 能辨識簡易句子語調所表達的情緒和態度。</p> <p>*1-III-14 能了解簡易歌謠、韻文的節奏與音韻。</p> <p>➤1- III-1 Be able to recognize the English vowels, consonants, and their combinations through listening.</p> <p>◎1- III-2 Be able to recognize the words consisting of one syllable or multiple syllables and their stressed syllable through listening.</p> <p>◎1- III-3 Be able to recognize the intonation of sentences through listening.</p> <p>◎1- III-4 Be able to recognize phrases, sentences, and stressed syllables used in the classroom through listening.</p> <p>◎1- III-5 Be able to recognize the rhythm of sentences through listening.</p> <p>◎➤1- III-6 Be able to understand words learned in class through listening.</p> <p>◎➤1- III-7 Be able to understand simple classroom English through listening.</p> <p>◎➤1- III-8 Be able to understand simple daily sentences through listening.</p> <p>◎➤1- III-9 Be able to understand simple sentence patterns through listening.</p> <p>➤1- III-10 Be able to understand simple daily conversation through listening.</p> <p>*◎1- III-11 Be able to understand simple songs and chants through listening.</p> <p>*◎1- III-12 Be able to understand simple stories and short plays through listening.</p> <p>*1- III-13 Be able to identify the emotion and attitude in the intonation of simple sentences.</p> <p>*1-III-14 Be able to understand the rhythm and sounds in simple songs and chants.</p>
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(二) 語言能力 (說)

Linguistic ability 2 – (Speaking)

階段	學習表現
第一 學習 階段 Learning Stage I	<p>◎2- I-1 能說出 26 個字母。</p> <p>2- I-2 能唸出英語26個字母對應的發音。</p> <p>◎2- I-3 能說出課堂中所學的字詞。</p> <p>◎2- I-4 能使用簡易的教室用語。</p> <p>◎2- I-5 能使用簡易的日常生活用語。</p> <p>◎2-I-6 能複誦和吟唱簡易的歌謠韻文。</p> <p>◎2-I-1 Be able to say the 26 letters of the alphabet.</p> <p>2-I-2 Be able to say the 26 letter sounds.</p> <p>◎2-I-3 Be able to say words learned in class.</p> <p>◎2-I-4 Be able to use simple classroom English.</p> <p>◎2-I-5 Be able to use simple daily expressions.</p> <p>◎2-I-6 Be able to repeat and sing simple songs and chants.</p>
第二 學習 階段 Learning Stage II	<p>◎➤2- II-1 能說出 26 個字母。</p> <p>◎➤2- II-2 能唸出英語的語音。</p> <p>◎➤2- II-3 能說出課堂中所學的字詞。</p> <p>◎➤2- II-4 能使用簡易的教室用語。</p> <p>◎➤2- II-5 能使用簡易的日常生活用語。</p> <p>◎➤2- II-6 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>◎2-II-7 能複誦和吟唱簡易的歌謠韻文。</p> <p>*◎2-II-8 能進行簡易的角色扮演。</p> <p>◎➤2- II-1 Be able to say the 26 letters of the alphabet.</p> <p>◎➤2- II-2 Be able to say the letter sounds.</p> <p>◎➤2- II-3 Be able to say words learned in class.</p> <p>◎➤2- II-4 Be able to use simple classroom English.</p>

	<p>◎➤2-II-5 Be able to use simple daily expressions.</p> <p>◎➤2-II-6 Be able to say simple sentence patterns with correct pronunciation and proper intonation.</p> <p>◎2-II-7 Be able to repeat and sing simple songs and chants.</p> <p>*◎2-II-8 Be able to do simple role-play.</p>
<p>第三 學習 階段 Learning Stage III</p>	<p>◎➤2-III-1 能唸出英語的語音。</p> <p>◎➤2-III-2 能說出課堂中所學的字詞。</p> <p>➤2-III-3 能以簡易的英語介紹自己。</p> <p>➤2-III-4 能以簡易的英語介紹家人和朋友。</p> <p>◎➤2-III-5 能使用簡易的教室用語。</p> <p>◎➤2-III-6 能使用簡易的日常生活用語。</p> <p>➤2-III-7 能作簡易的回答和描述。</p> <p>➤2-III-8 能作簡易的提問。</p> <p>◎➤2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>◎2-III-10 能複誦和吟唱簡易的歌謠韻文。</p> <p>*◎2-III-11 能進行簡易的角色扮演。</p> <p>◎➤2-III-1 Be able to say the letter sounds.</p> <p>◎➤2-III-2 Be able to say words learned in class.</p> <p>➤2-III-3 Be able to briefly introduce themselves in English.</p> <p>➤2-III-4 Be able to briefly introduce their family members and friends.</p> <p>◎➤2-III-5 Be able to use simple classroom English.</p> <p>◎➤2-III-6 Be able to use simple daily expressions.</p> <p>➤2-III-7 Be able to briefly answer questions and express themselves.</p> <p>➤2-III-8 Be able to ask simple questions.</p> <p>◎➤2-III-9 Be able to say simple sentence patterns with correct pronunciation and proper intonation.</p> <p>◎2-III-10 Be able to repeat and sing simple songs and chants.</p> <p>*◎2-III-11 Be able to do simple role-play.</p>

(三) 語言能力 (讀)

Linguistic ability 3 – (Reading)

階段	學習表現
<p>第一 學習 階段 Learning Stage I</p>	<p>◎3-I-1 能辨識 26 個印刷體大小寫字母。</p> <p>◎3-I-2 能辨識課堂中所學的字詞。</p> <p>◎3-I-1 Be able to recognize the 26 printed letters of the alphabet in uppercase and lowercase.</p> <p>◎3-I-2 Be able to recognize words learned in class.</p>
<p>第二 學習 階段 Learning Stage II</p>	<p>◎➤3-II-1 能辨識 26 個印刷體大小寫字母。</p> <p>◎➤3-II-2 能辨識課堂中所學的字詞。</p> <p>◎➤3-II-3 能看懂課堂中所學的句子。</p> <p>◎➤3-II-4 能看懂課堂中所學的簡易對話。</p> <p>◎➤3-II-5 能看懂課堂中所學的簡易短文之主要內容。</p>

	<p>*◎3-II-6 能看懂繪本故事的主要內容。 *◎3-II-7 能看懂兒童短劇中的主要內容。 *◎3-II-8 能藉圖畫、標題、書名等作簡易的猜測。</p> <p>◎➤3-II-1 Be able to recognize the 26 printed letters of the alphabet in uppercase and lowercase. ◎➤3-II-2 Be able to recognize words learned in class. ◎➤3-II-3 Be able to understand sentences learned in class through reading. ◎➤3-II-4 Be able to understand simple conversations learned in class through reading. ◎➤3-II-5 Be able to recognize the main contents of simple short articles learned in class through reading.</p> <p>*◎3-II-6 Be able to recognize the main contents of picture books through reading. *◎3-II-7 Be able to recognize the main contents of children’s plays through reading. *◎3-II-8 Be able to make predictions according to the pictures, titles, and book names.</p>
<p>第三 學習 階段 Learning Stage III</p>	<p>◎➤3-III-1 能辨識課堂中所學的字詞。 3-III-2 能看懂校園內簡易的英文標示。 ➤3-III-3 能看懂教室用語。</p> <p>◎➤3-III-4 能看懂課堂中所學的句子。 ◎➤3-III-5 能看懂課堂中所學的簡易對話。 ◎➤3-III-6 能看懂課堂中所學的簡易短文之主要內容。 *◎3-III-7 能看懂繪本故事的主要內容。 *◎3-III-8 能看懂兒童短劇中的主要內容。 *◎3-III-9 能藉圖畫、標題、書名等作簡易的猜測。</p> <p>◎➤3-III-1 Be able to recognize words learned in class. 3-III-2 Be able to recognize simple English signs on the school campus through reading. ➤3-III-3 Be able to recognize simple classroom English through reading. ◎➤3-III-4 Be able to recognize sentences learned in class through reading. ◎➤3-III-5 Be able to recognize simple conversations learned in class through reading. ◎➤3-III-6 Be able to recognize the main contents of simple short articles learned in class through reading.</p> <p>*◎3-III-7 Be able to recognize the main contents of picture books through reading. *◎3-III-8 Be able to recognize the main contents of children’s plays through reading. *◎3-III-9 Be able to make predictions according to the pictures, titles, and book names.</p>

(四) 語言能力 (寫)

Linguistic ability 4 – (Writing)

階段	學習表現
<p>第一 學習 階段 Learning Stage I</p>	<p>◎4-I-1 能書寫 26 個印刷體大小寫字母。 4-I-2 能臨摹抄寫自己的姓名。</p> <p>◎4-I-1 Be able to write the 26 printed letters of the alphabet in both uppercase and lowercase. 4-I-2 Be able to write his/her own name.</p>

<p>第二學習階段 Learning Stage II</p>	<p>◎➤4-II-1 能書寫 26 個印刷體大小寫字母。 4-II-2 能書寫自己的姓名。 ➤4-II-3 能臨摹抄寫課堂中所學的字詞。 ➤4-II-4 能臨摹抄寫課堂中所學的句子。 ◎➤4-II-5 能拼寫國小階段基本常用字詞。 ◎4-II-6 能依圖畫、圖示填寫簡單字詞。 ◎➤4-II-7 能正確使用大小寫及簡易的標點符號。</p> <p>◎➤4-II-1 Be able to write the 26 printed letters of the alphabet in both uppercase and lowercase. 4-II-2 Be able to write their own name. ➤4-II-3 Be able to copy and trace words learned in class. ➤4-II-4 Be able to copy sentences learned in class. ◎➤4-II-5 Be able to spell and write basic common words in the elementary stage. ◎4-II-6 Be able to write simple words with picture clues and signs. ◎➤4-II-7 Be able to correctly use uppercase, lowercase and simple punctuations.</p>
<p>第三學習階段 Learning Stage III</p>	<p>➤4-III-1 能抄寫課堂中所學的字詞。 ➤4-III-2 能抄寫課堂中所學的句子。 ◎➤4-III-3 能拼寫國小階段基本常用字詞。 ◎➤4-III-4 能依圖畫、圖示填寫簡單字詞。 ◎➤4-III-5 能正確使用大小寫及簡易的標點符號。 *➤4-III-6 能書寫課堂中所學的句子。</p> <p>➤4-III-1 Be able to copy words learned in class. ➤4-III-2 Be able to copy sentences learned in class. ◎➤4-III-3 Be able to spell basic words of the elementary stage. ◎➤4-III-4 Be able to write simple words with picture clues and signs. ◎➤4-III-5 Be able to use uppercase, lowercase, and simple punctuations correctly. *➤4-III-6 Be able to write sentences learned in class.</p>

(五) 語言能力 (聽說讀寫綜合應用能力, 涵蓋兩種以上語文技能)

Linguistic Ability 5 - (Comprehensive Application of Listening, Speaking, Reading and Writing Abilities, including at least two skills of above)

階段	學習表現
<p>第一學習階段 Learning Stage I</p>	<p>◎5-I-1 能正確地認讀與聽寫 26 個字母。 ◎5-I-2 在聽讀時, 能辨識書本中相對應的書寫文字。</p> <p>◎5-I-1 Be able to recognize, say, listen, and write the 26 letters of the alphabet. ◎5-I-2 Be able to identify correspondences between the words heard and the words in the book when listening and reading.</p>
<p>第二學習階段 Learning Stage II</p>	<p>◎➤5-II-1 能正確地認讀與聽寫 26 個字母。 ◎5-II-2 在聽讀時, 能辨識書本中相對應的書寫文字。 ◎➤5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。 ◎5-II-4 能以正確的發音及適切的速度朗讀或吟唱簡易歌謠韻文。 ◎5-II-5 能以正確的發音及適切的速度朗讀簡易對話。 ◎5-II-6 能以正確的發音及適切的速度朗讀簡易故事及短劇。</p>

	<p>◎➤5-II-7 能運用所學的字母拼讀規則讀出英文字詞。 *◎➤5-II-8 能運用所學的字母拼讀規則拼寫英文字詞。</p> <p>◎➤5-II-1 Be able to recognize, say, listen, and write the 26 letters of the alphabet. ◎5-II-2 Be able to identify the words in the book correspondingly when listening and reading. ◎➤5-II-3 Be able to read aloud simple sentences with correct pronunciation and proper speed. ◎5-II-4 Be able to read aloud and sing simple songs and chants with correct pronunciation and proper speed. ◎5-II-5 Be able to read aloud simple conversation with correct pronunciation and proper speed. ◎5-II-6 Be able to read aloud simple stories and short plays with correct pronunciation and proper speed. ◎➤5-II-7 Be able to use phonics to read and say words. *◎➤5-II-8 Be able to use phonics to spell and write words.</p>
<p>第三 學習 階段 Learning Stage III</p>	<p>➤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。 ◎➤5-III-5 能以正確的發音及適切的速度朗讀簡易句型的句子。 ◎5-III-6 能以正確的發音及適切的速度朗讀或吟唱簡易歌謠韻文。 ◎➤5-III-7 能以正確的發音及適切的速度朗讀簡易對話。 ◎5-III-8 能以正確的發音及適切的速度朗讀簡易故事及短劇。 ◎➤5-III-9 能運用所學的字母拼讀規則讀出英文字詞。 *◎➤5-III-10 能運用所學的字母拼讀規則拼寫英文字詞。</p> <p>➤5-III-1 Be able to understand the words learned in the elementary stage through listening, reading, speaking, and writing. ◎5-III-2 Be able to identify the words in the book correspondingly when listening and reading. ➤5-III-3 Be able to understand basic words and sentence patterns of the elementary stage through listening and reading and use them in daily conversation. ◎➤5-III-4 Be able to understand daily conversation through listening and will be able to make a proper reply. ◎➤5-III-5 Be able to read simple sentences aloud with correct pronunciation and proper speed. ◎5-III-6 Be able to read aloud and sing simple songs and chants with correct pronunciation and proper speed. ◎➤5-III-7 Be able to read simple conversations aloud with correct pronunciation and proper speed. ◎5-III-8 Be able to read simple stories and short plays aloud with correct pronunciation and proper speed. ◎➤5-III-9 Be able to use phonics to read and say English words. *◎➤5-III-10 Be able to use phonics to spell and write English words.</p>

(六) 學習興趣與態度

6. Interest in Learning English, Learning Attitudes

階段	學習表現
第一學習階段 Learning Stage I	◎6-I-1 能專注於老師的說明與演示。 ◎6-I-2 積極參與各種課堂練習活動。 ◎6-I-3 樂於回答老師或同學所提的問題。 ◎6-I-4 認真完成教師交待的作業。 ◎6-I-1 Be able to focus on the teacher's instruction and demonstration. ◎6-I-2 Be interested in participating in classroom activities. ◎6-I-3 Be willing to respond to questions the teacher or classmates ask. ◎6-I-4 Be able to complete assignments.
第二學習階段 Learning Stage II	◎6-II-1 能專注於老師的說明與演示。 ◎6-II-2 積極參與各種課堂練習活動。 ◎6-II-3 樂於回答老師或同學所提的問題。 ◎6-II-4 認真完成教師交待的作業。 ◎6-II-1 Be able to focus on the teacher's instruction and demonstration. ◎6-II-2 Be interested in participating in classroom activities. ◎6-II-3 Be willing to respond to questions the teacher or classmates ask. ◎6-II-4 Be able to complete assignments.
第三學習階段 Learning Stage III	6-III-1 具有好奇心，主動向老師或同學提出問題。 ◎6- III-2 樂於參與課堂中各類練習活動，不畏犯錯。 6-III-3 主動預習、溫習功課。 6-III-4 會在生活中或媒體上注意到學過的英語。 6-III-5 樂於接觸課外英語學習素材。 6-III-6 在生活中接觸英語時，樂於探究其意涵並嘗試使用。 6-III-7 樂於參與有助提升英語能力的活動（如英語營、歌唱、朗讀、說故事、讀者劇場等活動）。 6-III-1 Be curious enough to ask questions to the teacher or classmates. ◎6- III-2 Be willing to participate in class activities and not be afraid of making mistakes. 6-III-3 Be able to preview and review the lesson. 6-III-4 Be able to notice learned English in daily life or from the media. 6-III-5 Be willing to approach extracurricular English learning materials. 6-III-6 Be happy to explore the meaning and try to use the language when exposed to English in daily life. 6-III-7 Be interested in participating in extracurricular activities that enhance English proficiency (e.g., English camp, singing, reading competitions, storytelling competitions, reader's theater performances, and competitions).

(七) 學習方法與策略

7. Learning Methods and Strategies

階段	學習表現
第一學習階段 Learning Stage I	<p>◎7-I-1 能妥善運用情境中的非語言訊息以幫助學習。</p> <p>◎7-I-1 Be able to use nonlinguistic cues in scenarios to help learn English properly.</p>
第二學習階段 Learning Stage II	<p>7-II-1 善用預習、複習強化學習效果。</p> <p>◎7-II-2 能妥善運用情境中的非語言訊息以幫助學習。</p> <p>7-II-1 Be able to preview and review the lesson to enhance learning performance.</p> <p>◎7-II-2 Be able to properly use nonlinguistic cues in scenarios to help learn English.</p>
第三學習階段 Learning Stage III	<p>7-III-1 運用已學過字詞之聯想以學習新的字詞。</p> <p>7-III-2 能用字典查閱字詞的發音及意義。</p> <p>7-III-3 在生活中能把握機會，勇於嘗試使用英語。</p> <p>*7-III-4 對教師或同學討論的內容能舉出示例或反例。</p> <p>7-III-1 Be able to learn new vocabulary by making connections with previously learned words.</p> <p>7-III-2 Be able to use a dictionary to look up words' pronunciation and meaning.</p> <p>7-III-3 Be able to use English at any time in daily life.</p> <p>*7-III-4 Be able to give examples and counterexamples about the content when discussing it with teachers and classmates.</p>

(八) 文化理解

8. Culture Understanding

階段	學習表現
第一學習階段 Learning Stage I	<p>◎8-I-1 能了解國內外基本的招呼方式。</p> <p>8-I-2 能了解課堂中所介紹的國內主要節慶的英語名稱。</p> <p>8-I-3 能了解課堂中所介紹的國外主要節慶的英語名稱。</p> <p>◎8-I-1 Be able to understand basic ways of greeting others, both domestically and abroad.</p> <p>8-I-2 Be able to recognize the names of main local/domestic festivals and customs introduced in class.</p> <p>8-I-3 Be able to recognize the names of the major foreign festivals and customs that are introduced in class.</p>
第二學習階段 Learning stage II	<p>◎8-II-1 能了解國內外基本的招呼方式。</p> <p>◎➤8-II-2 能了解課堂中所介紹的國內主要節慶習俗。</p> <p>◎➤8-II-3 能了解課堂中所介紹的國外主要節慶習俗。</p> <p>◎8-II-1 Be able to understand basic ways of greeting others, both domestically and abroad.</p> <p>◎➤8-II-2 Be able to grasp the concepts for major local/domestic festivals and customs that are introduced in class.</p> <p>◎➤8-II-3 Be able to grasp the concepts for major foreign festivals and customs that are introduced in class.</p>

第三學習 階段 Learning Stage III	◎8-III-1 能了解國內外基本的招呼方式。 ◎➤8-III-2 能了解課堂中所介紹的國內主要節慶習俗。 ◎➤8-III-3 能了解課堂中所介紹的國外主要節慶習俗。 8-III-4 能了解外國風土民情。 ◎8-III-1 Be able to understand basic ways of greeting others, both domestically and abroad. ◎➤8-III-2 Be able to grasp the concepts for major local/domestic festivals and customs that are introduced in class. ◎➤8-III-3 Be able to grasp the concepts for major foreign festivals and customs that are introduced in class. 8-III-4 Be able to understand foreign customs and practices.
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(九) 邏輯思考、判斷與創造力

9. Logical thinking, judgment and creativity

階段	學習表現
第一 學習 階段 Learning Stage I	
第二學習 階段 Learning stage II	◎9-II-1 能夠將所學字詞做簡易歸類。 ◎9-II-2 能綜合相關資訊作簡易的猜測。 ◎9-II-1 Be able to simply classify words learned in class. ◎9-II-2 Be able to synthesize relevant information for simple predictions.
第三學習 階段 Learning Stage III	◎9-III-1 能夠將所學字詞做簡易歸類。 9-III-2 能將事件依故事的發展加以排序。 ◎9-III-3 能綜合相關資訊作簡易的猜測。 ◎9-III-1 Be able to classify words learned in class. 9-III-2 Be able to sequence events according to a storyline. ◎9-III-3 Be able to synthesize relevant information for simple predictions.

二、學習內容

2. Students' Learning Content

學習內容擷取自學習表現之重要學科知識內涵，作為示例，如下表所示。學習內容涵蓋四大主題：A. 語言知識；B. 溝通功能；C. 文化與習俗；D. 思考能力。語言知識包含五個項目：Aa. 為字母；Ab. 為語音；Ac. 為字詞；Ad. 為句構；Ae. 為篇章。學習內容編碼說明如下：

The learning content abstracts the essential subject knowledge of the learning performance, as shown in the following table. It includes four major themes: A. Language Knowledge; B. Functions of Communication; C. Culture and Custom; and D. Thinking Ability. Language Knowledge consists of five parts: "Aa" stands for the alphabet, "Ab" stands for letter sounds, "Ac" stands for words, "Ad"

stands for sentence structure, and “Ae” stands for articles.

1. 第 1 碼為「主題及項目」，以英文大寫及小寫字母編號。
1. The first part of the indicator code represents the **theme** (uppercase letters) **and item** (lowercase letters).
2. 第 2 碼為「學習階段」，以 I 代表第一學習階段（國民小學 1-2 年級），II 代表第二學習階段（國民小學 3-4 年級），III 代表第三學習階段（國民小學 5-6 年級）。
2. The second part of the indicator code represents **learning stage**. I is for learning stage 1 (Grade 1 & 2 in elementary school). II is for learning stage 2 (Grade 3 & 4 grade in elementary school). III is for learning stage 3 (Grade 5 & 6 in elementary school).
3. 第 3 碼則為「流水號」。
3. The part of the indicator code represents the **serial number**.
4. 星號（*）係指較高階的學習內容，表示各校在針對學生的能力特質或各校的不同時數規劃課程時，可就該項學習內容選取或自行研發深淺、分量不同的教材，進行適性教學。
4. Asterisk（*）labeled indicators represent a higher level of learning content. It suggests that individual schools select or develop differentiated materials based on each school’s and student’s characteristics and allocate learning hours for adaptive instruction.
5. 雙圈（◎）係指相同學習內容重複出現在不同學習階段。英語文的學習常涉及加深加廣、螺旋向上的知識精進，故以雙圈（◎）之方式標示。
5. Double circle symbols（◎）represent the same learning content reappearing in different stages of learning. The English language learning process involves deepening, broadening, and spiraling of knowledge and skills, so a double circle symbol is used to mark such indicators.
6. 同時出現（*）及（◎），表示該學習內容反覆出現在不同學習階段且屬較高階的學習內容。
6. Content indicators labeled with both（*）and（◎）show that the learning performance repeatedly appears in different learning stages and is an advanced learning performance.

學習內容 Learning Content				
主題 Theme	項目 Item	第一學習階段 1 st Stage	第二學習階段 2 nd Stage	第三學習階段 3 rd Stage
A. 語言 知識 Language Knowledge	Aa 字母 Aa Alphabet	◎Aa-I-1 字母名稱 ◎Aa-I-1 Letter names. ◎Aa-I-2 印刷體大小寫字 母的辨識與書 寫 ◎Aa-I-2 Classification and writing of printed letters in uppercase and	◎Aa-II-1 字母名稱 ◎Aa-II-1 Letter names. ◎Aa-II-2 印刷體大小寫字 母的辨識及書 寫 ◎Aa-II-2 Classification and writing of printed letters in uppercase	

		lowercase.	and lowercase.	
Ab 語音 Ab Letter Sound		Ab-I-1 子音及母音 Ab-I-1 English vowels and consonants.	◎Ab-II-1 子音、母音及其 組合 ◎Ab-II-1 English vowels and consonants and their combinations. ◎Ab-II-2 單音節、多音 節，及重音音 節 ◎Ab-II-2 One-syllable words, multisyllabic words, and stressed syllables. ◎Ab-II-3 片語及句子的 重音 ◎Ab-II-3 Sentence patterns and sentence stress. ◎Ab-II-4 所學的字母拼 讀規則（含看 字讀音、聽音 拼字） ◎Ab-II-4 The role of phonics learned in class (pronouncing through reading, spelling, and listening).	◎Ab-III-1 子音、母音及其組合 ◎Ab-III-1 English vowels and consonants. ◎Ab-III-2 單音節、多音節，及重 音音節 ◎Ab-III-2 One-syllable words, multisyllabic words, and stressed syllables. ◎Ab-III-3 片語及句子的重音 ◎Ab-III-3 Sentence patterns and sentence stress. *Ab-III-4 句子的語調及節奏 *Ab-III-4 Sentence intonation and tempo. ◎Ab-III-5 所學的字母拼讀規則 （含看字讀音、聽音拼 字） ◎Ab-III-5 Phonetic rules learned in class (pronouncing through reading, spelling through listening).
	Ac 字詞 Ac Words	◎Ac-I-1 簡易的教室用 語 ◎Ac-I-1 Simple classroom English. Ac-I-2 第一學習階段 所學字詞 Ac-I-2 Words learned in the 1 st stage.	◎Ac-II-1 簡易的教室用 語 ◎Ac-II-1 Simple classroom English. ◎Ac-II-2 簡易的生活用 語 ◎Ac-II-2 Simple daily language. Ac-II-3 第二學習階段	Ac-III-1 校園內簡易的英文標 示 Ac-III-1 Simple English signs on campus. ◎Ac-III-2 簡易的教室用語 ◎Ac-III-2 Simple classroom English. ◎Ac-III-3 簡易的生活用語 ◎Ac-III-3 Simple daily language. Ac-III-4 國小階段所學字詞

			所學字詞 Ac-II-3 Words learned in the 2 nd stage.	(能聽、讀、說300 字詞，其中必須拼寫 180字詞) Ac-III-4 Words learned in the primary stage (be able to listen, read, and say 300 words and spell 180 among them).
主題 Theme	項目 Item	第一學習階段	第二學習階段	第三學習階段
	Ad 句構 Ad Sentence structure		◎Ad-II-1 簡易標點符號 ◎Ad-II-1 Simple punctuation. ◎Ad-II-2 簡易、常用的句 型結構 ◎Ad- II -2 Simple, commonly used sentence patterns.	◎Ad-III-1 簡易標點符號 ◎Ad-III-1 Simple punctuation. ◎Ad-III-2 簡易、常用的句 型結構 ◎Ad-III-2 Simple, commonly used sentence patterns.
	Ae 篇章 Ae Article	*Ae-I-1 簡易歌謠及 韻文 *Ae-I-1 Simple songs and poems. *Ae-I-2 簡易繪本故 事 *Ae-I-2 Simple picture books.	*◎ Ae- II -1 簡易歌謠、韻 文、短文、故事 及短劇 *◎ Ae- II -1 Simple songs, poems, short articles, stories, and short plays. *◎ Ae- II -2 繪本故事、兒童 短劇 *◎ Ae- II -2 Picture books and short children's plays.	*◎ Ae-III-1 簡易歌謠、韻 文、短文、故事 及短劇 *◎ Ae-III-1 Simple songs, poems, short articles, stories, and short plays. *◎ Ae-III-2 繪本故事、兒童 短劇 *◎ Ae-III-2 Picture books and short children's plays.
B. 溝通功能 Functions of Communication		B-I-1 第一學習階 段所學字詞 及句型的生活 溝通 B-I-1 Words and sentence patterns learned in the 1 st stage.	B- II -1 第二學習階段所 學字詞及句型 的生活溝通 B- II -1 Words and sentence patterns learned in the 2 nd stage.	B-III-1 自己、家人及朋 友的簡易介紹 B-III-1 Simple introduction of classmates, themselves, family members, and friends. B-III-2 國小階段所學字 詞及句型的生活 溝通 B- III -2 Words and sentence patterns learned in the elementary stage for daily communication.

<p style="text-align: center;">C. 文化與習俗 Culture and Custom</p>		<p>◎C-II-1 國內（外）招呼方式 ◎C-II-1 Domestic and foreign ways of greeting. ◎C-II-2 國內外主要節慶習俗名稱 ◎C-II-2 Names of major domestic and foreign customs.</p>	<p>◎C- II -1 國內（外）招呼方式 ◎C- II -1 Domestic and foreign ways of greeting. ◎C- II -2 國內外主要節慶習俗 ◎C- II -2 Major domestic and foreign customs.</p>	<p>◎C-III-1 國內（外）招呼方式 ◎C-III-1 Domestic and foreign ways of greeting. ◎C-III-2 國內外主要節慶習俗 ◎C-III-2 Major domestic and foreign customs.</p>
<p style="text-align: center;">D. 思考能力 Thinking Ability</p>			<p>◎D- II -1 所學字詞的簡易歸類 ◎D- II -1 Simple classification of words learned in class. *◎D- II -2 故事發展的排序 *◎D- II -2 Sequence events according to storylines. *◎D-III-3 依綜合資訊作簡易猜測 *◎D-III-3 Synthesize information for simple guessing.</p>	<p>◎D-III-1 所學字詞的簡易歸類 ◎D-III-1 Simple classification of words learned in class. ◎D-III-2 故事發展的排序 ◎D-III-2 Sequence events according to storylines. ◎D-III-3 依綜合資訊作簡易猜測 ◎D-III-3 Synthesize information for simple guessing.</p>

VI. Implementation Directions

1. Curriculum Development

The curriculum for the English language covers both linguistic knowledge and communication skills to develop them as early as possible while making appropriate links to core competencies and learning focuses for each learning stage.

This School-Based Transitional English Curriculum (the Transitional English Curriculum) has been designed as a response to the spirit of the *Twelve-Year National Basic Curriculum Guidelines* and to the New Taipei City’s policies of “extending the English curriculum to first-grade students” and introducing a city-wide “dynamic English curriculum” and “one additional English session.” It is also called the English-Picture-Book-Reading-Based Curriculum since it was built based on the reading literacy education specified in the *Twelve-Year National Basic Curriculum Guidelines*, using English picture books as a significant medium for cross-disciplinary teaching that incorporates English with various issues. Outside the one session of English per week in Learning Stage Two and two sessions per week in Stage Three, as stipulated by the Ministry of Education, the New Taipei City has recommended in its *Recommended Measures for Elementary-*

School-Based Curriculum under the Twelve-Year National Basic Curriculum an additional two weekly sessions of Transitional English in Learning Stage One, two sessions in Stage Two, and one session in Stage Three. In other words, New Taipei City students receive two English and Transitional English sessions in Stage One, three in Stage Two, and three in Stage Three. Please find below a list of major principles in developing the curriculum for the English language:

(一) 實施英轉課程：為便利以「閱讀素養教育」議題為主軸之「英閱繪」課程規劃與實施，本市擇定閱讀歷程、閱讀媒材、閱讀情境脈絡與閱讀態度四項學習主題中之相應實質內涵，進一步轉化成契合英語文繪本閱讀的具體內涵，並以羅馬數字 I、II、III 區分為三個學習階段，且據此各學習階段的實質內涵、搭配之教學主題、領域或議題，提供建議書目（參見附錄七）。另提供各學習階段「英閱繪」教學活動示例供參（參見附錄八）。至於各校教師若欲另選用其他閱讀素材宜把握下列原則：

(1). Implement the transitional English Curriculum. To facilitate lesson planning and teaching in the English-Picture-Book-Reading-Based Curriculum, which centers around the reading literacy education, the city has specifically defined the substantive content of the reading consisting of four themes in the reading literacy education, i.e., reading process, reading materials, reading contexts, and reading attitude, using Roman numerals I, II, and III to mark the three learning stages. For each learning stage, a bibliography is provided corresponding to the substantive content and supported themes, fields, or issues to be taught. (Appendix 7.) Sample teaching activities for each stage of the English-Picture-Book-Reading-Based Curriculum are also provided. (See Appendix 8.) Teachers wishing to use other reading materials are suggested to adhere to the following principles:

1. 第一學習階段：

- 1) 適合低年段之學習內容（含生活用語及教室用語）。
- 2) 句型重複性高。
- 3) 可吟唱之歌謠及韻文繪本。
- 4) 能連結其他領域、科目或議題。

① Learning Stage One:

- A. Use content that is appropriate for lower-grade students (including language for daily and classroom communication;
- B. Utilize highly repetitive sentence patterns;
- C. Include picture books of nursery rhymes or verses for children to sing or chant along with;
- D. Present possibilities to link to other fields, subjects, or issues.

2. 第二學習階段：

- (1) 可搭配或延伸低年段學習過的單字、句型及主題。
- (2) 適合中年段之學習內容（含生活用語及教室用語）。
- (3) 故事性文本，其內容為可預測性者尤佳。
- (4) 能連結其他領域、科目或議題。

② Learning State Two:

- A. Introduce possibilities to combine or build on words, sentence patterns, and themes learned in lower grades;
- B. Employ content appropriate for intermediate-grade students (including language for daily and classroom communication);
- C. Use story-based text, preferably with predictable content;
- D. Display possibilities to link to other fields, subjects, or issues.

3. 第三學習階段：

- (1) 可搭配或延伸低、中年段學習過的單字、句型及主題。
- (2) 適合高年段之學習內容（含生活用語及教室用語）。
- (3) 故事性文本，具豐富內容且包含完整的故事架構及元素者尤佳。
- (4) 知識性文本。
- (5) 能連結其他領域、科目或議題。

③ Learning Stage Three:

- A. Give possibilities to combine or build on words, sentence patterns, and themes learned in lower and intermediate grades;
- B. Offer content appropriate for higher-grade students (including language for daily and classroom communication);
- C. Present story-based text, preferably with rich content and a well-established story structure and elements;
- D. Display non-fictional text;
- E. Give possibilities to link to other fields, subjects, or issues.

(二) 兼顧課程縱向銜接及橫向整合：課程內容的安排，應該循序漸進。不但注重內部學習單元組織的合理性，更要關注年級與教育階段間的銜接，以期無縫接軌。同時，應儘量與其他領域/科目連結，共同規劃課程，以擴展學習範圍與強化學習深度。例如，與藝術的整合或連結，有助於文化的深入探究，豐富其內涵；與社會領域的整合或連結，有助於社會議題的探討，培養邏輯思考能力。事實上，透過課程的統整或學習主題的連結，提供語言使用的豐富情

境，不但活化語言學習，更有助於學習動機與效能的提升。

(2). Balance horizontal and vertical curriculum integration. Regarding curriculum design, course content arrangement should be gradual, paying attention to the rationality of the organization of internal learning units and the connection between grades and education stages to achieve seamless integration. At the same time, it should also strive to link with other fields/subjects through lesson co-planning with other teachers for expansion and deeper learning. For example, integration with or connection to the Arts enables students to explore a culture more deeply and enriches the teaching content. Furthermore, integration with or links to Social Studies builds students' logical thinking and ability to discuss social issues. Curriculum integration, or connections between learning themes, provides enriched contexts for language use, making language learning more relevant to life and improving learning motivation and effectiveness.

(三) 融入各項議題：課程規劃時，可適時在平面或資訊媒材融入各項議題：性別平等、人權、環境、海洋教育、品德、生命、法治、科技、資訊、能源、安全、防災、家庭教育、生涯規劃、多元文化、閱讀素養、戶外教育、國際教育、原住民族教育等，藉此豐富語言學習、語言使用的情境，展現英語文的即時性與生活化特色，同時也利於導入各種思辨能力的訓練，培養學生多元觀點。

(3). Incorporate a variety of issues. Where appropriate, various issues may be incorporated into print or IT-based teaching materials, such as gender equality, human rights, the environment, marine education, character education, life education, laws, technologies, IT, energy, health and safety, disaster prevention, family education, career-planning, cultural diversity, reading literacy, outdoor education, international education, and aboriginal education. This approach enriches the contexts for language learning and use and shows the English language's prominence in our daily lives and society. It is also an excellent way to introduce critical thinking skills training and encourage students' ability to think from multiple perspectives.

(四) 課程彈性多元、適性揚才：因應學生起點能力的不同以及需求的差異性，可以進一步簡化、減量，讓程度較低者適性學習，同時也可提供加深、加廣的學習素材或活動，供進階程度者深化學習。

(4). Deliver a flexible, diversified, and adaptive curriculum. Since students may enter the curriculum at varying skill levels and with diverse needs, what is taught may be simplified or reduced for lower skilled students, or it could be deepened to provide more intensive learning materials or activities for higher-level students.

(五) 透過專業社群發展課程與反饋：課程發展應是教師長期專業的累積與同儕間的激盪與創新。經過不斷淬煉、發展，清楚、合理的規劃，有助於學生釐清學習方向、重點與步調，提升學習效能；而教師專業社群的不斷合作與對話，也有助於提升課程的精緻完善，並提升教師個

人專業知能。課程實施後，應該經常性地實施正式或非正式的課程自我評鑑或檢視，旨在回饋學生學習與教師的教學，循環改善課程，提升效能。

(5). Work in professional communities for curriculum development and feedback. The curriculum development should result from the teachers' accumulating professional knowledge and skills and exchanging and brainstorming for new ideas among colleagues. These concise plans that are constantly reviewed and developed should prepare students to find learning directions, focuses, and paces that boost their learning effectiveness. As teachers work together and exchange opinions in professional communities, they refine the curriculum and hone their professional knowledge and skills. After implementing the curriculum, teachers should regularly self-assess, formally or informally, to become self-aware of students' needs and teaching patterns to improve its design and effectiveness constantly.

二、教材編選

2. Selection of Teaching Materials

(一) 教材編纂應符合趣味化、實用化及生活化的原則，並以學生為中心：國小階段的教材內容及活動設計著重聽、說能力，並培養溝通能力及簡易的讀、寫能力。教材應提供生活化的情境並融合主題、句型結構及溝通功能，如問候、感謝、道歉、同意、請求、問路……等（參見附錄三），設計多元的溝通式活動，包括日常交談、社交應對等一般人際溝通，以增進學習語言的興趣。

(1). Incorporate student-oriented materials that are fun, practical, and relevant to day-to-day life. At the elementary school level, one must choose and design learning materials and activities that build communication skills with attention to listening and speaking while addressing basic reading and writing components. The materials should cover subject matters, sentence structures, and communication functions in daily-life contexts, such as greeting, manners, apologizing, Q&As, and asking for directions. (Appendix 3.) Designing diverse communicative activities that simulate daily conversations, social interactions, and other interpersonal communication scenarios is necessary to increase students' interest in language learning.

(二) 教材所涵蓋的主題層面宜多元：

1. 以學生日常生活相關的主題及與世界接軌的文章，如家庭、學校、食物、動植物、節慶習俗、職業、旅遊、運動、休閒等為主要內容。
2. 教師設計教材時可任選參考主題，並依教學需要調整教材參考主題之順序。
3. 對話教材應力求內容及語句的真實性，強調「語用」，並符合口說英語的特質。
4. 編製教材宜呼應核心素養的精神，以落實十二年國民基本教育英語文之課程目標。

5. 除了傳統平面教材外，宜善用現代科技，發展搭配學習內容之多媒體素材。

(2). Diversify subject matters.

- ① Choose texts that address students' daily life and provides cultural exploration through texts about family, school, food, festivals and customs, jobs, animals and plants, traveling, sports, and recreational activities.
- ② Teachers may select subject matter when designing materials and rearrange their order according to pedagogical needs.
- ③ Strive for authentic content and expressions in materials for dialogues, focusing on pragmatics and oral English.
- ④ The materials should address the Twelve-Year National Basic Curriculum's core competencies to meet the objectives of the English language curriculum.
- ⑤ Use modern technologies to develop multimedia materials to support what is being learned in addition to traditional printed materials.

(三) 內容兼顧差異化教學與適性學習：教材需配合學生能力，由易漸難、循序漸進，彈性調整教學內容，螺旋向上，並適時加深加廣。若選用教科用書，宜提供難度不同的素材及教學活動，進行差異化教學，符合學生不同的需求。

(3). Implement content for differentiated instruction and adaptive teaching. The materials should be adaptive to students' abilities with a gradual increase in difficulty. Teachers should take a spiral approach where they allow room for flexibility in what is taught and, when appropriate, introduce a higher level of challenge and comprehensiveness. Given that students have different needs, it is advisable to provide differentiated instruction by giving materials and learning activities of varying difficulty when using textbooks.

(四) 印刷體為主：字母為英語文學習的基礎，國小階段須學會印刷體，且務必在畢業前完全精熟。故字母書寫以大小寫之印刷體為主，教師書寫黑板或批改習作，亦儘量採用印刷體，降低學習負荷。

(4). Focus on block letters. As letters of the alphabet are the foundation for learning the English language, students are required to learn to write in block letters and master it before they graduate. Therefore, alphabet writing should focus on writing block letters in both uppercase and lowercase. Teachers should also write in block letters when writing on the board or marking assignments to relieve students' learning stress.

(五) 字母拼讀法：國小階段以字母拼讀法來協助學生認識字母與發音之間的對應關係為原則，應善用字母拼讀規則練習看字讀音與聽音拼字，儘量從學過的單字歸納字母與發音的對應關

係。學生面臨不熟悉的字詞而又無法靠字母拼讀規則協助發音時，可運用資訊載具讀出字音。音標也是一種可以運用的學習工具之一，若有學習需求，宜在國民中學教育階段才開始引導學生運用。

(5) Phonics. At the elementary-school level, phonics is taught to assist students in recognizing the correspondence between the letters and the sounds. Students are expected to practice reading and spelling with phonics and try to deduce letter-sound correspondence from words they have learned. When students encounter unfamiliar words they fail to pronounce using phonic rules, they may use IT devices to read them out. Phonetic alphabets are another possible tool for learning; if deemed necessary, it can be introduced but is only suggested when students are in junior high school.

(六) 詞彙選擇：低年段課程內容以圖導入，以教導聽說為原則，避免呈現過多文字。各階段課程教材宜優先從教育部公告之常用 2,000 字中之最基本 1,200 字選取編纂（參見附錄五）。本市國小學童畢業前口語部分應至少會應用 360 個字詞，書寫部分則至少會拼寫其中 220 個字詞（參見附錄六）。

(6) Vocabulary selection. In principle, teaching listening and speaking skills is the focus for lower-grade classes, which introduce vocabulary mainly through pictures and moderate amounts of written words—choosing from the most basic 1,200 words that are listed in the most common 2,000 words published by the Ministry of Education when designing course materials for each stage. (Appendix 5.) Before graduation, elementary school students of New Taipei City are expected to utilize 360 words when engaging in conversation and should be able to spell 220 of them when writing. (Appendix 6.)

(七) 若學校選用教科用書，須以學生學習需要、提升教學效果及達成教學目標為目的，選用之教科用書不限教育部審定之版本，同一屆學生應該儘量使用同一系列教科書，確保前後教材銜接順利，意即若於第一學習階段已選用某版本教科用書，應於第二、三學習階段繼續採用此同一版本為原則；若中途必須更換版本時，應考量學生學習之延續性及銜接性，並編撰銜接教材、安排銜接教學時間與銜接補救措施等，銜接計畫應明載於課程計畫中，且報本市教育局備查。

(7) Textbooks. When choosing textbooks, meeting students' learning needs is essential while improving teaching effectiveness and achieving teaching objectives. The selected textbooks do not necessarily have to be those reviewed and approved by the Ministry of Education. However, choosing a series that can be used throughout the elementary years is recommended to ensure that content delivery stays the same. That is to say, if one chooses a particular publisher's textbook for Learning Stage One, it is suggested to use books from the same series for Stages Two and Three. If it is deemed necessary to switch to another publisher, continuity and transition of students' learning and design of transitional materials must be considered, making time for transitional teaching and introducing transitional or

remedial measures. Furthermore, transitional plans should be specified in lesson plans and should be reported to the city's Department of Education for future inspection.

三、教學實施

3. Teaching Methods

(一) 教師應營造豐富與正向之英語學習環境，藉此引導正向學習氣氛及文化，並讓學生置身其中，在自然的情境中學習英語。

(1). Teachers should create an enriched and positive environment for English learning, guiding students toward a positive learning atmosphere and classroom culture where they can immerse themselves in authentic scenarios to learn English.

(二) 教學實施應配合目標進行，其活動設計應多樣化，透過多元化教材，引導學生接觸各種不同體裁，如歌曲、韻文、笑話、對話、賀卡、便條、書信、簡易故事、幽默短文、短劇、謎語、卡通、漫畫……等（參見附錄四），以引發學生學習興趣，並訓練學生聽與說的能力。

(2). Teaching should be objective-oriented and implemented in diverse activities. Various materials will be used to introduce students to multiple types of communication, such as songs, verses, jokes, dialogues, greeting cards, memos, notes, letters, simple stories, creative writing, short plays, riddles, cartoons, and comic strips (Appendix 4.) The purpose is to awaken students' interest in learning and to train their listening and speaking skills.

教學時應儘量以英語進行教學，過程中應注重語言的互動與溝通，增加學生接觸及使用英語的機會。

(3). Teach in English as much as possible and focus on using the language for interaction and communication to create more opportunities for students to be exposed to English and to use it.

(四) 教學方式應儘量透過情境化的活動，並設計口語溝通式之聽說活動，進行同儕、師生雙向互動的練習，例如看圖說話、問答練習、角色扮演……等。

(4). Teach through scenario-based activities. Design oral communication activities for listening and speaking, during which two-way, interactive peer or teacher-student exercises are made possible, such as discussing the picture, questions and answers, and role plays.

(五) 教學應儘量由意義的建構出發，先處理整體的理解與表達，交代情境、目的與對象後，再進行局部的語言成分練習，語言的整體與局部應並重。

(5). Teaching should start with building vocabulary and dealing with general understanding and expression by introducing the scenarios, purposes, and audiences before learning exercises for individual linguistic components, being aware of both the language and its components.

(六) 為了有效進行英語文教學，教師應兼顧語言的正確性及流暢度，於初學階段的練習過程中，

應鼓勵學生放鬆心情大膽嘗試及不畏犯錯。

(6). Teachers should address accuracy and fluency for more effective English language teaching. In the beginning stages, teachers should encourage students to be more relaxed and not to be afraid to try and make mistakes.

(七) 英語文教學之教學要領如下：

1. 聽、說教學：聽力教學宜注重語意理解，口說教學以語意表達為主，並利用圖示、肢體動作等視覺輔助，增進學生對語意的掌握。
2. 閱讀教學：對於常出現在主教材中的字詞，學生應儘量使用字母拼讀規則嘗試拼讀或認字，並儘量經由故事及短文，讓學生在有意義的語境中學習。
3. 書寫教學：應提供學生臨摹、抄寫活動，再透過重要字詞填寫和造句培養基本寫作能力。

(7). Here are some key points for English teaching:

- ① **Teaching Listening and Speaking:** When teaching listening and speaking, focus on understanding and delivering the message. Use visual aids such as posters or body language to facilitate students' understanding of the meaning.
- ② **Teaching Reading:** Students are expected to try to make use of phonics rules to spell or recognize words that appear frequently in the teaching material. Make it possible for students to learn in meaningful contexts through stories and short writing pieces.
- ③ **Teaching Writing:** Provide activities where students can copy and trace examples and train basic writing skills by asking students to complete gap-fill worksheets and make sentences.

四、教學資源

4. Teaching Resources

英語文教學應結合平面教材、教具、以及各種教學視聽媒體、網路資源暨圖儀設備，以建置豐富的語言學習環境，讓學生在聽、說、讀、寫方面，皆能達到預期目標。

In English teaching, there should be a combination of printed materials, teaching aids, audio-visual materials, online resources, as well as books and equipment to create an enriched environment for language learning, where students are enabled to meet the expected goals in listening, speaking, reading, and writing.

除教科用書外，應儘量爭取並善用以下資源以豐富學生的學習內容：

In addition to textbooks, it is desirable to make use of the following resources to provide students with enriched learning:

- (一) 配套的教材，如教師手冊（教學指引）、學生習作、光碟等。
- (二) 教具及輔助教材，如生字 PPT、圖卡、情境圖、實物等。
- (三) 與課文相關的影片、互動光碟等。
- (四) 本市自行研發之英語教學素材：
 - 1. 英語繪本補充教材第 1、2 輯（共 36 冊）。
 - 2. 英語補救教學教材—電子書（1-4 冊）。
 - 3. 英語補救教學教材—互動式光碟（1-4 冊）。
 - 4. New Taipei 英語字型（共 6 種）。
- (五) 分級的英語文課外閱讀教材。
- (六) 各類電腦輔助教學資源，如互動光碟、相關的英語文網路學習（交流）平臺等。
- (七) 各種教學真實的語言素材，如：菜單、時間表、行程表、地圖、指標、報章雜誌等。
- (八) 教師依據學校特色所編纂的教材。
- (九) 研究機構、社區及民間資源。

- (1). Supporting materials by the publishers, i.e., teacher's manuals, workbooks, and CD-ROMs.
- (2). Teaching aids and supplementary materials, including vocabulary slides, flash cards, scenario images, and actual objects.
- (3). Video clips and interactive CD-ROMs relevant to the text.
- (4). English teaching materials developed by the city.
 - ① Vol. 1 and Vol. 2 of the *Supplementary Teaching Materials for English Picture Books* (36 books).
 - ② *Remedial English Teaching Materials—E-books* (Books 1 to 4).
 - ③ *Remedial English Teaching Materials—interactive CD-ROMs* (Books 1 to 4).
 - ④ New Taipei English fonts (6 in total).
- (5). Graded English readers for extracurricular reading.
- (6). Computer-based supportive teaching materials, such as interactive CD-ROMs and websites for online English learning (exchanges).
- (7). Authentic language materials for teaching, such as menus, timetables, schedules, maps, signs, newspapers, and magazines.
- (8). Teaching materials created by teachers based on the features of their school.
- (9). Resources from research institutes, communities, and the private sector.

五、學習評量

5. Assessment

(一) 評量目標：

1. 學習評量應視為課程發展的一部分，旨在評量學生之學習成效，以供教學診斷及回饋。
2. 教師根據學生的學習評量結果，適當調整教材教法與教學活動設計。

(1). Assessment Objectives

- ① Learning assessment should be regarded as a part of the curriculum development to evaluate students' learning effectiveness as a way of giving diagnoses and feedback on teaching methods.
- ② Based on student learning assessment results, teachers should make appropriate adjustments to the design of teaching materials, methods, and activities.

(二) 評量原則：

1. 以多元方式評量，不單以紙筆測驗為唯一評量方式。
2. 評量內容可分為知識、思考、技能和情意等類別，各類別包含正式測驗、課堂參與、作業表現、學習態度及進步情形等項目。
3. 兼顧語言成分（語音、字彙、文法）及語言應用能力（聽、說、讀、寫）之評量，且後者重於前者。
4. 教師依據學習表現設計學習評量，並事先告知學生學習評量的相關內容與方法。
5. 評量時應兼顧語言的流暢度及正確性，難度應符合適性原則，並考量學生身心發展、個別差異及文化差異等因素，進行差異化評量。
6. 為求提升學生學習興趣及學習自信，取材避免冷僻艱深之素材。
7. 教師可建立個人試題檔案，於每次評量後進行簡易分析，以評估試題品質及學生學習成效，並診斷學生學習困難，以提供學生加深、加廣或補救教學的適性學習輔導。

(2). Assessment Principles

- ① Employ a diverse assessment method rather than written tests as the sole assessment approach.
- ② Divide assessments into items such as knowledge, thinking, skills, and affection, where each is assessed using various indicators, including formal tests, class participation, homework performance, learning attitude, and progress made.
- ③ Pay attention to both linguistic elements (i.e., pronunciation, vocabulary, and grammar) and applied linguistic skills (i.e., listening, speaking, reading, and writing) when assessing, focusing more on the latter.

- ④ Teachers should design assessment tasks based on learning performance and inform students beforehand what will be assessed and accomplished.
- ⑤ Both fluency and accuracy should be assessed. When determining the difficulty of an assessment task, students' physical and mental development, individual differences, and cultural differences must be considered using the principle of adaptive teaching to deliver differentiated assessment.
- ⑥ Avoid using materials that may become overwhelming to students to boost their confidence and interest in learning.
- ⑦ Teachers may create assessment portfolios based on students in class and perform simple analyses after each entry to evaluate the quality of the assessment design and learning development. It is also a way to diagnose where students have difficulty learning so that adaptive guidance of deeper, broader, or remedial learning could be provided to students.

(三) 評量方式：

1. 應採多元評量方式，兼顧形成性評量與總結性評量。除了善用形成性評量，了解學生學習起點及個別進步情形，進行符合差異化教學內涵的分組評量外，也應安排總結性評量，依各校定期評量週之規畫，英語應納入學校定期評量，進行施測。
2. 除紙筆測驗外，兼採口說、聽力測驗及檔案評量等不同方式。聽與說的評量儘量以平日上課時間做口語練習、角色扮演、配對、小組互動表現為依據。檔案評量可採多元方式呈現，如作品紙本資料夾、文字檔、影音檔及網路平臺等，以記錄學生的各項學習活動表現。
3. 學習成果不一定全採用分數，亦可以質性敘述的方式呈現。質性描述包括學生學習目標的達成情形、學習的優勢、課內外英語文活動的參與情形、學習動機與態度等。

(3) Assessment Methods

- ① Using diverse assessment methods that cover formative and summative evaluation is fundamental. It is wise to use formative evaluation to gain knowledge of each student's progression or regression points in the learning progress, which will become the foundation for group-based assessment in line with differentiated teaching. At the same time, summative evaluation should be organized, where English is tested as a part of the school's periodic assessments according to the school plan for periodic assessment weeks.
- ② In addition to written tests, it is best to use a variety of approaches, such as speaking and listening tests and portfolio assessments, while basing the evaluation of listening and speaking on in-class performance and interaction with partners during oral exercises, role plays, and other paired or group activities. Portfolio assessment could be presented in diverse ways, for example, using folders (for paper-based works), text files, audio-visual files, and online platforms that keep track of student

performance in learning activities.

- ③ Instead of denoting learning results only using figures, they could be described qualitatively. The qualitative description includes a student's achievement of learning objectives, strengths in learning, participation in English activities in and out of class, and learning motivation and attitude.

(四) 英語檢測：

1. 為了解本市學生學習英語之概況，規劃五年級學生英語能力檢測。
2. 檢測範圍為本市課程綱要第一及第二學習階段學習重點暨常見字彙及句型（參見附錄六）。
3. 於施測後進行分析，目的在於長期追蹤及了解全市學生英語學習之概況。

(4) English Tests

- ① To have a general picture of students' English learning, the city plans to give fifth-grade students an English proficiency test.
- ② The test scope covers learning focuses, common words, and sentence patterns learned during Learning Stages One and Two (See Appendix 6.).
- ③ Analysis will be conducted after the test for long-term tracking of and insight into how our students are doing in English learning.

六、專業成長：

6. Professional Growth

教師的教學專業能力是影響學生學習的重要因素，因此，提升教師的教學知能為本市英語教育重點發展項目之一。本市規劃之國小英語教師進修研習共分為基礎研習、初階研習、進階研習、高階研習及國際短期教育訓練五個階段（參見附錄九）。內容涵括課程綱要、英語教育政策與各種教學策略之探討與應用，旨在提供教師專業對話機會，促進彼此交流成長，以落實課程教學之實踐與轉化。

A teacher's professional teaching expertise is pivotal to students' learning. Therefore, improving our teachers' teaching knowledge and skills is one of the city's focuses when developing English education. The city has designed five levels of training for elementary school English teachers: basic training, primary training, intermediate training, advanced training, and short-term overseas programs (Appendix 9). The training aims to provide teachers with opportunities to have professional conversations that promote their growth and facilitate curriculum implementation and teaching transformation by covering curriculum guidelines, English education policies, and teaching strategies and their applications.

七、頒布及修訂：

7. Publication and Revision of the Curriculum

本課程課綱暨補充規定經核准後實施，修正時亦同。

The curriculum guidelines, as well as its revisions, shall be implemented when approved.

VII. Appendices

Appendix 1: Example of English Learning Focuses Corresponding to Core Competencies

語文領域-英語文學習重點 Language Area- English Learning Focuses		語文領域-英語文 核心素養 Language Area- English Core Competence
學習表現 Learning Performance	學習內容 Learning Content	
<p>6-II-1 能專注於老師的說明與演示。 Be able to focus on the teacher's instruction and demonstration.</p> <p>◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。 Be willing to participate in class activities and accept making mistakes.</p> <p>7-III-2 能用字典查閱字詞的發音及意義。 Be able to use a dictionary to look up words' pronunciation and meaning.</p>		<p>英-E-A1</p> <p>具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。 Possess self-focusing traits and good learning habits, to use basic learning strategies to strengthen language skills.</p>
<p>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。 Be able to understand basic words and sentence patterns of the elementary stage through listening and reading and use them in daily conversation.</p> <p>7-III-1 運用已學過字詞之聯想以學習新的字詞。 Be able to learn new vocabulary by making connections with previously learned words.</p> <p>9-II-1 能夠將所學字詞做簡易歸類。 Be able to simply classify words learned in class.</p>	<p>B 溝通功能</p> <p>◎B-III-2 國小階段所學字詞及句型的生活溝通 Use words and sentence patterns learned in the elementary stage for daily communication.</p> <p>D 思考能力</p> <p>◎D-II-1 所學字詞的簡易歸類 Classify simple words learned in class.</p>	<p>英-E-A2</p> <p>具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。 Possess the ability to understand simple English passages and use basic thinking strategies to improve learning effectiveness.</p>
<p>5-II-1 能正確地認讀與聽寫 26 個字母。 Students will be able to recognize, say, listen, and write the 26 letters of the alphabet.</p> <p>◎5-III-2 在聽讀時，能辨識書本中相對應的書寫文字。 Be able to identify the words in the book correspondingly when listening</p>	<p>A 語言知識</p> <p>Aa-II-2 印刷體大小寫字母的辨識及書寫。 Classify and write printed letters in uppercase and lowercase.</p>	<p>英-E-B1</p> <p>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。 Possess the basic ability to listen, speak, read, and write in English to use words and</p>

<p>and reading.</p> <p>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。</p> <p>Be able to understand basic words and sentence patterns from the elementary stage through listening and reading and use them in daily conversation.</p>	<p>B 溝通功能</p> <p>◎B-III-2 國小階段所學字詞及句型的生活溝通</p> <p>Use words and sentence patterns learned in the elementary stage for daily communication.</p>	<p>sentence patterns learned in class for simple daily communication from providing instructions.</p>
<p>* 1-III-14 能了解簡易歌謠、韻文的節奏與音韻。</p> <p>Be able to understand the rhythm and sounds in simple songs and chants.</p> <p>◎2-III-10 能複誦和吟唱簡易的歌謠韻文。</p> <p>Be able to repeat and sing simple songs and chants.</p> <p>* 3-III-8 能看懂兒童短劇中的主要內容。</p> <p>Be able to recognize the main contents of children's plays through reading.</p> <p>6-III-4 會在生活中或媒體上注意到學過的英語。</p> <p>Be able to notice learned English in daily life or by media.</p>	<p>A 語言知識</p> <p>*◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇</p> <p>Use simple songs, poems, short articles, stories, and short plays.</p> <p>*Ae-III-2 繪本故事、兒童短劇</p> <p>Use picture books and children's short plays.</p> <p>C 文化與習俗</p> <p>◎C-III-1 國內(外)招呼方式</p> <p>Use domestic and foreign ways of greeting.</p> <p>◎C-II-2 國內外主要節慶習俗</p> <p>Understand major domestic and foreign customs.</p>	<p>英-E-B2</p> <p>具備使用各種資訊科技媒材進行自我學習的能力，以增進英語文聽說讀寫綜合應用能力及文化習俗之理解。</p> <p>Possess the ability to use various information technology tools for self-learning and enhance the comprehensive application for listening, speaking, reading, writing, and cultural customs in English.</p>
<p>6-III-7 樂於參與有助提升英語能力的活動(如英語營、歌唱、朗讀、說故事、讀者劇場等活動)。</p> <p>Participate and show interest in extracurricular activities that enhance English proficiency (e.g., English camp, singing, reading competition, storytelling competition, reader's theater, and performance/competitions).</p>		<p>英-E-C2</p> <p>積極參與課內英語文小組學習活動，培養團隊合作精神。</p> <p>Actively participate in group learning activities and cultivate team spirit in class.</p>

<p>◎8-III-1 能認識國內外基本的招呼方式。 Be able to understand basic ways of greeting others, both domestically and abroad.</p> <p>◎8-II-2 能了解課堂中所介紹的國內主要節慶習俗。 Be able to grasp concepts of major local/domestic festivals and customs that are introduced in class.</p> <p>◎ 8-II-3 能了解課堂中所介紹的國外主要節慶習俗。 Understand the major foreign festivals and customs that are in class.</p>	<p>C 文化與習俗</p> <p>◎C-III-1 國內（外）招呼方式 Domestic and foreign ways of greeting.</p> <p>◎ C-II-2 國內外主要節慶習俗 Major domestic and foreign customs.</p>	<p>英-E-C3</p> <p>認識國內外主要節慶習俗及風土民情。 Recognize major festivals, holidays, and customs, both domestically and foreign.</p>
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Appendix 2: Guideline for Issue-Integrated English Curriculum

I. Introduction

「議題」係基於社會發展需要、普遍受到關注，且期待學生應有所理解與行動的一些課題，其攸關現代生活、人類發展與社會價值，具時代性與前瞻性，且常具高度討論性與跨學門性質。十二年國民基本教育本乎總綱「自發」、「互動」及「共好」之基本理念，為與社會脈動、生活情境緊密連結，以議題教育培養學生批判思考及解決問題的能力，提升學生面對議題的責任感與行動力，並能追求尊重多元、同理關懷、公平正義與永續發展等核心價值。

Issues are topics that students are expected to understand and take action on—due to their relevance to societal development and the wide attention they attract. Highly connected to modern life, human development, and social values, *issues* reflect our present and foresee our future. More often than not, they are cross-disciplinary and provoke a lot of discussions. The *General Guidelines of the 12-Year Basic Education* were developed according to the basic principles of *taking initiative, engaging in interaction, and seeking the common good*. Hoping to connect with social trends and real-life scenarios, it takes an issue-based approach to education, training students to be critical thinkers and problem solvers who feel responsible and motivated to deal with the issues and to pursue core values such as respect and diversity, empathy and care, equality and justice, and sustainable development.

依《總綱》「實施要點」規定，各領域課程設計應適切融入性別平等、人權、環境、海洋、品德、生命、法治、科技、資訊、能源、安全、防災、家庭教育、生涯規劃、多元文化、閱讀素養、戶外教育、國際教育、原住民族教育等議題。各領域/科目可發揮課程與教學之創意與特色，依需求適切融入，不受限於上述議題。同時隨著社會的變遷與時代的推移，議題內涵亦會發生改變或產生新議題，故學校宜對議題具備高度敏覺性，因應環境之變化，活化與深化議題內涵，並依學生的身心發展，適齡、適性地設計具創新、前瞻與統整之課程計畫。

According to the Implementation Directions prescribed in the *General Guidelines*, the design of each domain-specific curriculum should incorporate issues including gender equality, human rights, the environment, marine education, character education, life education, the rule of law, technology, information, energy, safety, disaster prevention, family education, career planning, cultural diversity, reading literacy, outdoor education, international education, and indigenous education. For each domain/subject, course designers and teachers may want to exercise their creativity and consider their unique educational focuses when incorporating issues

they find necessary and appropriate from (but not limited to) the above list. What the issues embody may differ, and new ones may emerge as times change and society evolves. Therefore, schools are advised to be highly aware of them and to design innovative, forward-looking, and integrative course plans that offer dynamic and in-depth issue-based content reflective of contextual changes appropriate for their students' physical and mental development, age, and aptitude.

為促進議題教育功能之發揮，各領域 / 科目「課程綱要」已進行《總綱》所列議題之適切轉化與統整融入。學校、教師及教材研發、出版與審查等相關教育人員應依循各領域/科目「課程綱要」內容，並參考本說明，落實議題融入課程與教學之責任。學校亦可於彈性學習課程/時間及校訂課程中據以規劃相關議題，將議題的精神與價值適切融入學校組織規章、獎懲制度及相關活動，以形塑校園文化，提升學生學習成果。

For issue-based education to play its role, all issues listed in the *General Guideline* have been included as an integral part of the curriculum guidelines for each domain/subject. Schools, teachers, or educators involved in learning material development, publication, and review must incorporate issues into courses and teaching. Thus, they should follow the curriculum guidelines for each domain/subject and refer to this document. A school may also make plans to incorporate issues into its alternative learning periods and school-developed curriculum; as the ideas and values of the issues become part of its charter, reward, and discipline system, and other activities, it shapes a culture unique to the school and improves its students' learning performance.

議題教育的實施包含正式與非正式課程，學校課程的發展與教材編選應以學生經驗為中心，選取生活化教材。在掌握議題之基本理念與不同教育階段之實質內涵下，連結領域/科目內容，以問題覺知、知識理解、技能習得及實踐行動等不同層次循序引導學生學習，發展教材並編輯教學手冊。教師教學時，除涵蓋於領域/科目之教材內容外，可透過領域/科目內容之連結、延伸、統整與轉化，進行議題之融入，亦可將人物、典範、習俗或節慶等加入教材，或採隨機教學，並於作業、作品、展演、參觀、社團與團體活動中，以多元方式融入議題。經由討論、對話、批判與反思，使教室成為知識建構與發展的學習社群，增進議題學習之品質。

The issue-based education should cover formal and non-formal classes, for which schools should choose learning materials relevant to students' experiences and lives when developing courses and designing/selecting materials. When creating learning materials and compiling teacher's manuals, one should link domain/subject content and issues and consider the principles behind the issues and the intentions of each educational stage to guide students through learning levels from problem awareness, knowledge comprehension, skill acquisition, and action-taking.

Going beyond the content of domain/subject materials, teachers may incorporate issues in multiple ways: by linking, extending, integrating, or reinterpreting the content; by including topics about specific people, good examples, customs, or festivals in learning materials; by taking an incidental teaching approach; by assigning them as a theme for an assignment, a project, a show, a visit, or a club or group activity. Concerning discussions, dialogues, critiques, and reflections, a class becomes a learning community for knowledge building and development where the quality of issue-based learning improves.

各該教育主管機關應提供資源以落實議題融入教育，有關《總綱》所列各項議題之完整內涵說明與融入方式等等，可參閱「議題融入說明手冊」與十二年國民基本教育課程綱要各領域/科目之課程手冊。

Education authorities should provide resources to ensure the implementation of issue-based education. Please refer to the *Handbook for Issue Incorporation* and the course manuals for each domain/subject for detailed explanations about issues listed in the *General Guidelines* and how to incorporate them into teaching.

貳、議題學習目標

II. Issue-specific Learning Objectives

為使各領域/科目課程能適切進行議題融入，並落實教育相關法律及國家政策綱領，以下臚列十九項議題之學習目標，提供學校及教師於相關課程或時進行適切融入，以與領域/科目課程作結合。

A list of learning objectives for 19 issues is provided to ensure the appropriate incorporation of issues into domain/subject curricula and that educational regulations and national policy guidelines can be implemented. Schools and teachers can combine domain/subject lessons with issues deemed relevant.

議題Issue	學習目標Learning Objectives
性別平等教育 ¹ Gender Equality ¹	<p>理解性別的多樣性，覺察性別不平等的存在事實與社會文化中的性別權力關係；建立性別平等的價值信念，落實尊重與包容多元性別差異；付諸行動消除性別偏見與歧視，維護性別人格尊嚴與性別地位實質平等。</p> <p>To understand gender diversity; to be aware of gender inequality and the gender power structure in societies and cultures; to develop value beliefs about gender equality and to show respect and inclusiveness for gender diversity; to take actions to eliminate gender bias and discrimination and to defend gender dignity and substantive gender equality.</p>
人權教育 ² Human Rights ²	<p>了解人權存在的事實、基本概念與價值；發展對人權的價值信念；增強對人權的感受與評價；養成尊重人權的行為及參與實踐人權的行動。</p> <p>To be aware of human rights and its basic ideas and values; to develop value beliefs about human rights; to develop stronger feelings and appreciation for human rights; to learn to show respect for human rights in one's behavior and to take actions to commit to human rights.</p>

<p>環境教育³ Environment³</p>	<p>認識與理解人類生存與發展所面對的環境危機與挑戰；探究氣候變遷、資源耗竭與生物多樣性消失，以及社會不正義和環境不正義；思考個人發展、國家發展與人類發展的意義；執行綠色、簡樸與永續的生活行動。 To know and recognize environmental crises and challenges regarding human survival and development; to explore climate change, resource depletion, disappearing biodiversity, and social and environmental injustice; to reflect on the meaning of personal, national, and human development; to lead a life that is green, simple, and sustainable.</p>
<p>海洋教育⁴ Marine Education⁴</p>	<p>體驗海洋休閒與重視戲水安全的親海行為；了解海洋社會與感受海洋文化的愛海情懷；探究海洋科學與永續海洋資源的知海素養。 To experience recreational ocean activities without neglecting safety; to know what a marine-based society is and to feel a marine culture's love for oceans; to explore marine science and to develop marine literacy, including an awareness of marine resource sustainability.</p>
<p>科技教育⁵ Technology⁵</p>	<p>具備科技哲學觀與科技文化的素養；激發持續學習科技及科技設計的興趣；培養科技知識與產品使用的技能。 To be equipped with an understanding of technology philosophy and culture, to be inspired to learn more about technology and technological designs continuously, to build technology knowledge, and to have skills to use technological products.</p>
<p>能源教育⁶ Energy⁶</p>	<p>增進能源基本概念；發展正確能源價值觀；養成節約能源的思維、習慣和態度。 To be more energy-savvy, develop the right attitude toward energy, and have a mindset, habits, and a pro-energy conservation perspective.</p>
<p>家庭教育⁷ Family⁷</p>	<p>具備探究家庭發展、家庭與社會互動關係及家庭資源管理的知能；提升積極參與家庭活動的責任感與態度；激發創造家人互動共好的意識與責任，提升家庭生活品質。 To be equipped with knowledge and skills to explore family development, family-social interrelations, and family resource management; to feel more responsible for and to develop a more positive attitude toward active participation in family activities; to be aware of and feel responsible for interaction and shared wellbeing in the family to improve the quality of family life.</p>
<p>原住民族教育⁸ Indigenous Education⁸</p>	<p>認識原住民族歷史文化與價值觀；增進跨族群的相互了解與尊重；涵養族群共榮與平等信念。 To know about aboriginal peoples' history and values, to increase mutual understanding and respect across ethnic groups, and to hold beliefs about co-prosperity and equality of all ethnic groups.</p>
<p>品德教育 Character Education</p>	<p>增進道德發展知能；了解品德核心價值與道德議題；養成知善、樂善與行善的品德素養。 To improve knowledge and skills for development in ethics, to know about core ethical values and moral issues, to form a character that knows well, does well, and is happy to see goodness.</p>
<p>生命教育 Life Education</p>	<p>培養探索生命根本課題的知能；提升價值思辨的能力與情意；增進知行合一的修養。 To build knowledge and skills to explore fundamental life lessons, to improve skills and affection for speculation about values, and to be better able to put what one knows into practice.</p>
<p>法治教育 Rule of Law</p>	<p>理解法律與法治的意義；習得法律實體與程序的基本知能；追求人權保障與公平正義的價值。 To make sense of law and the rule of law; to acquire basic knowledge and skills about legal entities and procedures; to pursue human rights protection and the values of fairness and justice.</p>

資訊教育 Information	增進善用資訊解決問題與運算思維能力；預備生活與職涯知能；養成資訊社會應有的態度與責任。 To improve information-based problem-solving and computational-thinking skills; to be prepared with knowledge and skills for life and career; to develop an attitude and a sense of obligation that a citizen of an information society should have.
安全教育 Safety	建立安全意識；提升對環境的敏感度、警覺性與判斷力；防範事故傷害發生以確保生命安全。 To know what safety is, to have increased situational awareness, and to use better judgment to prevent accidents and injuries from happening to protect life and safety.
防災教育 Disaster Prevention	認識天然災害成因；養成災害風險管理與災害防救能力；強化防救行動之責任、態度與實踐力。 To understand the cause of natural disasters, to build skills for disaster management and disaster prevention and relief, to reinforce one's sense of obligation for and commitment to disaster prevention and relief, with better readiness to take action.
生涯規劃教育 Career Planning	了解個人特質、興趣與工作環境；養成生涯規劃知能；發展洞察趨勢的敏感度與應變的行動力。 To know about one's traits, interests, and work environments, to build knowledge and skills for career planning, to become aware of and insightful about trends, and to respond to changes.
多元文化教育 Cultural Diversity	認識文化的豐富與多樣性；養成尊重差異與追求實質平等的跨文化素養；維護多元文化價值。 To learn about cultural richness and diversity, develop cross-cultural literacy that respects differences and pursues substantive equality, and defend cultural diversity's values.
閱讀素養教育 Reading Literacy	養成運用文本思考、解決問題與建構知識的能力；涵育樂於閱讀態度；開展多元閱讀素養。 To use text as a tool for thinking, problem-solving, and knowledge-building; to develop a love for reading; to develop various reading literacy skills.

議題 Issue	學習目標 Learning Objectives
戶外教育 Outdoor Education	強化與環境的連接感，養成友善環境的態度；發展社會覺知與互動的技能，培養尊重與關懷他人的情操；開啟學生的視野，涵養健康的身心。 To strengthen the feelings of connection with the environment and to learn to be environmentally friendly; to develop social awareness and skills for social interaction; to learn to respect and care about others; to broaden one's horizons and to have a healthy body and mind.
國際教育 International Education	養成參與國際活動的知能；激發跨文化的觀察力與反思力；發展國家主體的國際意識與責任感。 To build the knowledge and skills required to participate in international activities, to be inspired to take note of and reflect on cross-cultural issues, and to build global awareness and a sense of obligation based on national identity.

Below are eight issues connected to educational laws and national policy guidelines:

Note 1: Gender equality education is connected to the *Gender Equity Education Act*, the *Gender Equality Policy Guidelines*, and the *Enforcement Act of Convention on the Elimination of All Forms of Discrimination against Women*.

Note 2: Human rights education is connected to the *Act to Implement the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights*, the *Implementation Act of the Convention on the Rights of the Child*, and the *Act to Implement the Convention on the Rights of Persons with Disabilities*.

Note 3: Environmental education is connected to the *Environmental Education Act*, and the *National Environmental Education Guidelines*.

Note 4: Marine education is connected to the *National Marine Policy Guidelines*.

Note 5: Technology education is connected to the *Fundamental Science and Technology Act*.

Note 6: Energy education is connected to the *Energy Development Guidelines*.

Note 7: Family education is connected to the *Family Education Act*.

Note 8: Indigenous education is connected to the *Indigenous Peoples Basic Law*, the *Education Act for Indigenous Peoples*, and the *Indigenous Languages Development Act*.

參、議題適切融入之學習主題與實質內涵及學習重點舉例說明

III. Issue-Specific Learning Topics and Content & Examples of Learning Focuses

一、議題之學習主題與實質內涵

有鑒於性別平等、人權、環境、海洋教育議題為延續九年一貫課程綱要，已具完整之內涵架構，有利延伸規劃各領域/科目課程之適切融入，並能豐富與落實核心素養之內涵，故以性別平等、人權、環境、海洋教育議題為例，呈現其學習主題與實質內涵，以作為課程設計、教材編審與教學實施之參考。

有關本領域融入議題之選擇、作法與示例參考說明，可參閱「語文領域-英語文課程手冊」。

1. Issue-Specific Learning Topics and Content

For the reference of course design, learning material production and review, and teaching, exemplary learning topics and content for gender equality, human rights, the environment, and marine education have been provided. The topics were chosen because they were included in *Grade 1-9 Curriculum Guidelines*. Thus, this well-established content framework can be a starting point for making domain/subject lesson plans that incorporate issues.

Please refer to the *Manual for English Curriculum (Language Domain)* for domain-specific explanations about choosing and incorporating issues into teaching and for illustrative examples.

教育階段 Educational Stage		議題實質內涵 Issue-specific Content
議題/學習主題 Issue/Learning Topic		國民小學 Elementary School
性別平等教育 Gender Equality (GE)	生理性別、性傾向、 性別特質與性別認同 多樣性的尊重 Respect for the Diversity of Sexes, Sexual Orientations, Gender Traits, and Gender Identities	性 E1 認識生理性別、性傾向、性別特質與性別認同的多元面貌。 GE-E1—To know about the diversity of sexes, sexual orientations, gender traits, and gender identities.
		性 E2 覺知身體意象對身心的影響。 GE-E2—To be aware of how body image affects a person physically and mentally.
	性別角色的突破 與性別歧視的消除 Departure from Stereotypical Gender Roles and Elimination of Gender Bias	性 E3 覺察性別角色的刻板印象，了解家庭、學校與職業的分工，不應受性別的限制。 GE-E3—To be aware of gender stereotypes and to understand that gender should not determine the division of labor in family, school, and career life.
	身體自主權的 尊重與維護 Respect for and Defense of Bodily Autonomy	性 E4 認識身體界限與尊重他人的身體自主權。 SE-E4—To know about bodily boundaries and to respect other people's bodily autonomy.
	性騷擾、性侵害與 性霸凌的防治 Prevention of Sexual Harassment, Abuse, and Bullying	性 E5 認識性騷擾、性侵害、性霸凌的概念及其求助管道。 SE-E5—To know what sexual harassment, abuse, and bullying are and where to seek help.
性別平等教育 Gender Equality (GE)	語言、文字與符號 的性別意涵分析 Analysis of Gender Implications in Oral and Written language and in Symbols	性 E6 了解圖像、語言與文字的性別意涵，使用性別平等的語言與文字進行溝通。 SE-E6—To know about gender implications in images and oral and written language and to communicate in a language of gender equality.
	科技、資訊與媒體 的性別識讀 Technology, Information, Media, and Gender Literacy	性 E7 解讀各種媒體所傳遞的性別刻板印象。 SE-E7—To be able to interpret gender stereotypes conveyed in the media.
	性別權益與公共參與 Gender Rights and Public Participation	性 E8 了解不同性別者的成就與貢獻。 性 E9 檢視校園中空間與資源分配的性別落差，並提出改善建議。 SE-E8—To know about the achievements and contributions of people of different genders. SE-E9—To review gender gaps in space and resource allocation in one's school and propose ways to make improvements.
	性別權力關係與互動 Gender Power Relations and Interactions	性 E10 辨識性別刻板的情感表達與人際互動。 性 E11 培養性別間合宜表達情感的能力。 SE-E10—To identify gender-stereotypical emotional expressions and

教育階段 Educational Stage		議題實質內涵 Issue-specific Content
議題/學習主題 Issue/Learning Topic		國民小學 Elementary School
		interpersonal interactions. SE E11—To appropriately learn to express feelings to the opposite gender.
	性別與多元文化 Gender and Cultural Diversity	性 E12 了解與尊重家庭型態的多樣性。 性 E13 了解不同社會中的性別文化差異。 SE-E12—To understand and respect diverse forms of family. SE-E13—To understand cultural differences between genders in different societies.
人權教育 Human Rights (HR)	人權的基本概念 Basic Human Rights Ideas	人 E1 認識人權是與生俱有的、普遍的、不容剝奪的。 HR-E1—To know that human rights are inherent, universal, and cannot be deprived.
	人權與責任 Human Rights and Obligations	人 E2 關心周遭不公平的事件，並提出改善的想法。 HR-E2—To pay attention to injustice happening around us and to propose ideas to make things better.
	人權與民主法治 Human Rights, Democracy, and the Rule of Law	人 E3 了解每個人需求的不同，並討論與遵守團體的規則。 HR-E3—To know that everyone has different needs and to discuss and follow group rules.
	人權與生活實踐 Human Rights and Daily Life Practices	人 E4 表達自己對一個美好世界的想法，並聆聽他人的想法。 人 E5 欣賞、包容個別差異並尊重自己與他人的權利。 人 E6 覺察個人的偏見，並避免歧視行為的產生。 HR-E4—To express one's ideas about a wonderful world and to listen to other people's ideas. HR-E5—To show appreciation and inclusiveness toward individual differences and to respect the rights of oneself and others. HR-E5—To notice one's own bias and to avoid discrimination.
	人權違反與救濟 Human Rights Violations and Relief	人 E7 認識生活中不公平、不合理、違反規則和健康受到傷害等經驗，並知道如何尋求救助的管道。 HR-E7—To identify experiences in life that are unfair, unreasonable, against the rules, or harmful to health, and to know where to seek help.
	人權重要主題 Important Human Rights Topics	人 E8 了解兒童對遊戲權利的需求。 人 E9 認識生存權、身分權的剝奪與個人尊嚴的關係。 人 E10 認識隱私權與日常生活的關係。 人 E11 了解兒童權利宣言的內涵及兒童權利公約對兒童基本需求的維護與支持。 HR E8—To know that children have the right to play games. HR E9—To understand how the deprivation of the right to survival and the right to identity is related to personal dignity. HR E10—To know how the right to privacy is relevant to daily life. HR E11—To know what the <i>Declaration of the Rights of the Child</i> is about and how the <i>Children's Rights Convention</i> defends and supports children's basic needs.

教育階段 Educational Stage		議題實質內涵 Issue-specific Content
議題/學習主題 Issue/Learning Topic		國民小學 Elementary School
環境教育 Environment Education (EE)	環境倫理 Environmental Ethics	<p>環 E1 參與戶外學習與自然體驗，覺知自然環境的美、平衡、與完整性。</p> <p>環 E2 覺知生物生命的美與價值，關懷動、植物的生命。</p> <p>環 E3 了解人與自然和諧共生，進而保護重要棲地。</p> <p>EE-E1—To be engaged in outdoor learning and natural experiences and to be aware of nature’s beauty, balance, and integrity.</p> <p>EE-E2—To be aware of the beauty and value of living things and to care about animal and plant life.</p> <p>EE-E3—To realize that humans and nature co-live harmoniously and, in turn, take actions to protect important habitats.</p>
	永續發展 Sustainable Development	<p>環 E4 覺知經濟發展與工業發展對環境的衝擊。</p> <p>環 E5 覺知人類的生活型態對其他生物與生態系的衝擊。</p> <p>環 E6 覺知人類過度的物質需求會對未來世代造成衝擊。</p> <p>環 E7 覺知人類社會有糧食分配不均與貧富差異太大的問題。</p> <p>EE-E4—To be aware of the impact of economic and industrial development on the environment</p> <p>EE-E5—To be mindful of lifestyle effects on other creatures and ecosystems.</p> <p>EE-E6—To be aware of the impact of humans’ excessive resource demand on future generations.</p> <p>EE-E7—To be aware of the unequal distribution of food and the stark wealth gap in human societies.</p>
	氣候變遷 Climate Change	<p>環 E8 認識天氣的溫度、雨量要素與覺察氣候的趨勢及極端氣候的現象。</p> <p>環 E9 覺知氣候變遷會對生活、社會及環境造成衝擊。</p> <p>環 E10 覺知人類的行為是導致氣候變遷的原因。</p> <p>EE-E8—To know about weather elements such as temperature and rainfall and to be aware of climate trends and extreme weather.</p> <p>EE-E9—To be aware of the impact of climate change on lives, society, and the environment.</p> <p>EE-E10—To be aware of the fact that it is human behavior that has caused climate change.</p>
環境教育 Environmental Education (EE)	災害防救 Disaster Prevention and Relief	<p>環 E11 認識臺灣曾經發生的重大災害。</p> <p>環 E12 養成對災害的警覺心及敏感度，對災害有基本的了解，並能避免災害的發生。</p> <p>環 E13 覺知天然災害的頻率增加且衝擊擴大。</p> <p>EE-E11—To know about major disasters that happened in Taiwan.</p> <p>EE-E12—To learn to be alert and responsive to disasters, to have basic ideas about them, and to prevent them from happening.</p> <p>EE-E13—to be aware of the fact that natural disasters are growing in terms of frequency and impact.</p>
	能源資源 永續利用 Sustainable Use of Energies and Resources	<p>環 E14 覺知人類生存與發展需要利用能源及資源，學習在生活中直接利用自然能源或自然形式的物質。</p> <p>環 E15 覺知能資源過度利用會導致環境汙染與資源耗竭的問題。</p> <p>環 E16 了解物質循環與資源回收利用的原理。</p>

教育階段 Educational Stage		議題實質內涵 Issue-specific Content
議題/學習主題 Issue/Learning Topic		國民小學 Elementary School
		<p>環 E17 養成日常生活節約用水、用電、物質的行為，減少資源的消耗。</p> <p>EE-E14—To be aware that resources and energies are necessary for human survival and development, and to learn to use energies or materials in their natural forms in daily life.</p> <p>EE-E15— To be aware that overuse of resources causes problems such as environmental pollution and resource depletion.</p> <p>EE-E16— To understand the principles of material cycles and resource recycling and reuse.</p> <p>EE-E17 —To learn to save water, energy, and other resources in daily life to reduce resource consumption.</p>
海洋教育 Marine Education (ME)	海洋休閒 Marine Recreation	<p>海 E1 喜歡親水活動，重視水域安全。</p> <p>海 E2 學會游泳技巧，熟悉自救知能。</p> <p>海 E3 具備從事多元水域休閒活動的知識與技能。</p> <p>ME-E1—To like water activities and take safety in water areas seriously.</p> <p>ME-E2—To learn to swim and to have knowledge and skills to save oneself.</p> <p>ME-E3—To be equipped with knowledge and skills to participate in multiple recreational water activities.</p>
	海洋社會 Marine-based Society	<p>海 E4 認識家鄉或鄰近的水域環境與產業。</p> <p>海 E5 探討臺灣開拓史與海洋的關係。</p> <p>海 E6 了解我國是海洋國家，強化臺灣海洋主權意識。</p> <p>ME-E4—To know about the water environment and related industries in one's hometown or areas nearby.</p> <p>ME-E5—To explore how the history of settlers in Taiwan is related to oceans.</p> <p>ME-E6—To understand that Taiwan is a marine nation and to have better ideas about Taiwan's maritime sovereignty.</p>
	海洋文化 Marine Cultures	<p>海 E7 閱讀、分享及創作與海洋有關的故事。</p> <p>海 E8 了解海洋民俗活動、宗教信仰與生活的關係。</p> <p>海 E9 透過肢體、聲音、圖像及道具等，進行以海洋為主題之藝術表現。</p> <p>ME-E7—To read, share, and create stories about oceans.</p> <p>ME-E8—To understand how marine-related folk activities, religions, and beliefs are relevant to life.</p> <p>ME-E9—To produce marine-themed art representations using physical moves, sounds, images, and props.</p>
	海洋科學 與技術 Marine Science and Technology	<p>海 E10 認識水與海洋的特性及其與生活的應用。</p> <p>海 E11 認識海洋生物與生態。</p> <p>海 E12 認識海上交通工具和科技發展的關係。</p> <p>ME-E10—To know about the features of water and oceans and how they are used in life.</p> <p>ME-E11—To know about marine creatures and ecology.</p> <p>ME-E12—To know about marine vehicles and how they are related to technological development.</p>

教育階段 Educational Stage		議題實質內涵 Issue-specific Content
議題/學習主題 Issue/Learning Topic		國民小學 Elementary School
	海洋資源 與永續 Marine Resources and Sustainability	<p>海 E13 認識生活中常見的水產品。</p> <p>海 E14 了解海水中含有鹽等成份，體認海洋資源與生活的關聯性。</p> <p>海 E15 認識家鄉常見的河流與海洋資源，並珍惜自然資源。</p> <p>海 E16 認識家鄉的水域或海洋的汙染、過漁等環境問題。</p> <p>ME-E13—To know about aquatic products that are commonly seen in our life.</p> <p>ME-E14—To know that seawater contains salt, among other components, and to recognize the relevance of marine resources in life.</p> <p>ME-E15—To know about the river and marine resources commonly found in one's hometown and to treasure natural resources.</p> <p>ME-E16—To know about environmental issues such as water or marine pollution or overfishing in one's hometown.</p>

二、議題適切融入「語文領域-英語文課程綱要」學習重點舉例說明

議題融入英語文之內容涵蓋議題之知識、情意與行動，重視對議題認知與敏感度之提升、價值觀與責任感之培養，以及生活實踐之履行。進行議題教育時，透過本領域之學習重點與議題實質內涵之連結、延伸、統整與轉化，培養學生對議題探究、思辨與實踐的能力。下表僅先列舉性別平等教育與海洋教育二項議題之學習主題與實質內涵，其融入本課程綱要「學習重點」之示例，作為教材編選與教學實施之參考。

2. Examples of Learning Focuses that Can Be Integrated with Issues

The cognitive, affective, and action domains should be covered when issues are incorporated into English teaching. Emphasis should be put on increasing understanding and awareness of the issues, building values and a sense of obligation, and putting what is learned into practice. In issue-based education, students build abilities to explore an issue, make intellectual inquiries, and put things into practice by linking domain-specific learning focuses with issue-specific content through making connections, extensions, integrations, and reinterpretations. Gender equality and marine education were chosen as exemplary issues for learning materials, showing teachers how issue-specific learning topics and content can be combined with the learning focuses listed in the *Guidelines for English Curriculum (Language Domain)*.

議題 Issue	學習主題 Learning Topic	實質內涵 Content	融入課程綱要學習重點之示例 Examples of Learning Focuses that Can be Integrated
性別平等教育 Gender Equality	語言、文字與符號之性別意涵分析 Analysis of Gender Implications in Oral and Written Language and Symbols	性 E6 了解圖像、語言與文字的性別意涵，使用性別平等的語言與文字進行溝通 SE E6 To know about gender implications in images and oral and written language and to communicate in a language of gender equality.	6-III-6 在生活中接觸英語時，樂於探究其意涵並嘗試使用。 ◎6-III-6 To be happy to explore the meaning and try to use the language when being exposed to English daily.
	科技、資訊與媒體之性別識讀 Technology, Information, Media, and Gender Literacy	性 E7 解讀各種媒體所傳遞的性別刻板印象。 SE E7 To be able to interpret gender stereotypes conveyed in the media.	6-III-5 樂於接觸課外英語學習素材。 ◎6-III-5 To be happy to expose oneself to extracurricular English learning materials.
	性別與多元文化 Gender and Cultural Diversity	性 E13 了解不同社會中的性別文化差異。 SEE13 To understand cultural differences between genders in different societies.	◎➤8-III-2 能了解課堂中所介紹的國內主要節慶習俗。 ◎➤8-III-3 能了解課堂中所介紹的國外主要節慶習俗。 ◎8-III-2 Be able to grasp the concepts for major local/domestic festivals and customs that are

議題 Issue	學習主題 Learning Topic	實質內涵 Content	融入課程綱要學習重點之示例 Examples of Learning Focuses that Can be Integrated
			<p>introduced in class.</p> <p>◎8-III-3 Be able to grasp the concepts for major foreign festivals and customs that are introduced in class.</p>
<p>海洋教育 Marine Education</p>	<p>海洋文化 Marine Cultures</p>	<p>海 E7 閱讀、分享及創作與海洋有關的故事。</p> <p>ME E7 To read, share, and create stories about oceans.</p>	<p>◎8-III-1能認識國內外基本的招呼方式。</p> <p>◎>8-III-2能認識課堂中所介紹的國內主要節慶習俗。</p> <p>◎>8-III-3能認識課堂中所介紹的國外主要節慶習俗。</p> <p>◎8-III-1 Be able to understand basic ways of greeting others, both domestically and abroad.</p> <p>◎>8-III-2 Be able to grasp the concepts for major local/domestic festivals and customs that are introduced in class.</p> <p>◎>8-III-3 Be able to grasp the concepts for major foreign festivals and customs that are introduced in class.</p>

Appendix 3: Reference Table for Communication Functions

Asking about abilities
Asking about ownership
Asking about prices
Asking about the time, the day, & the date
Asking about transportation
Asking for and giving advice
Asking for and giving directions
Asking for and giving information
Asking for and giving instructions
Asking for and giving permission
Asking how things are said in English
Asking how words are spelled
Asking people to repeat or clarify something
Checking & indicating understanding
Comparing things, people, etc.
Describing actions
Describing people's appearances
Describing emotions and experiences
Describing a sequence
Expressing agreement & disagreement
Expressing congratulations
Expressing gratitude
Expressing concern
Expressing likes & dislikes
Expressing prohibition
Expressing wants and needs
Extending, accepting, and declining invitations
Getting attention
Giving reasons
Greeting people
Introducing friends, family and oneself
Making appointments
Making apologies
Making compliments
Making plans
Making requests
Making suggestions
Making telephone calls
Naming common toys and household objects
Offering and requesting help
Ordering food & drinks
Talking about location
Talking about daily schedules and activities
Talking about frequency
Talking about past, present, and future events

附錄四：主題與體裁參考表

Appendix 4: Reference Table for Theme and Teaching Devices

Theme:	
Animals	Interests and hobbies
Appearance	Manners
Home appliances	Money & prices
Clothing/Accessories	Nation & languages
Colors	Nature
Computers	Neighborhood
Customs & lifestyles	Numbers
Daily routines	Occupations
Eating out	Parts of the body
Environment & pollution	School life
Families, family relationships & kinship terms	Shapes, sizes & measurements
Famous or interesting people	Shopping
Famous or interesting places	Special events
Food & drinks	Sports & exercise
Friends & personal relationship	Study habits or plans
Gender equality	Time, dates, months, seasons & years
Health	Transportation
Holidays & festivals	Traveling
Houses & apartments	Weather & climate
Human rights	Science & technology
Teaching Devices:	
Advertisements	Poems
Chants	Recipes
Cartoons	Rhymes
Conversation	Riddles
Forms	Songs
Jokes	Stories
Letters	Tables
Maps	TV schedules
Menus	
Notices	
Plays	

附錄五：參考字彙表 (2,000字)

Appendix 5: Vocabulary for Reference (2000 words)

表一、基本 1,200 字 (依字母排列)

Chart 1. Basic 1200 words (in alphabetical order)

A-	a/an, a few, a little, a lot, a.m., able, about, above, abroad, across, act, action, actor, actress, actually, afraid, after, afternoon, again, age, ago, agree, ahead, air, airplane (plane), airport, all, allow, almost, along, already, also, always, America, American, and, angle, angry, animal, another, answer, ant, any, anyone (anybody), anything, apartment, appear, apple, April, area, arm, around, arrive, art, as, ask, at, attack, August, aunt, autumn (fall), away
B-	baby, back, bad, badminton, bag, bake, bakery, balcony, banana, band, bank, baseball, basket, basketball, bat, bath, bathroom, be (am, is, are, was, were, been), beach, bean, bear, beautiful, because, become, bed, bedroom, bee, beef, before, begin, behind, believe, bell, belong, below, belt, bench, beside, between, bicycle (bike), big, bird, birthday, bite, black, blackboard, blank, blanket, blind, block, blow, blue, boat, body, boil, book, bookstore, bored, boring, born, borrow, boss, both, bottle, bottom, bow, bowl, box, boy, brave, bread, break, breakfast, bridge, bright, bring, brother, brown, brush, bug, build, bun, burn, bus, business, businessman, busy, but, butter, butterfly, button, buy, by
C-	cake, call, camera, camp, can, could, candle, candy, cap, car, card, care, careful, carry, case, castle, cat, catch, celebrate, cellphone, cent, center, centimeter, chair, chalk, chance, change, cheap, cheat, check, cheer, cheese, chicken, child, China, Chinese, chocolate, choice, choose, chopsticks, Christmas, church, circle, city, clap, class, classmate, classroom, clean, clear, clerk, climb, clock, close, clothes, cloud, cloudy, club, coat, coffee, cold, collect, color, comb, come, comfortable, comic, common, computer, convenient, cook, cookie, cool, copy, corner, correct, cost, couch, count, country, course, cousin, cover, cow, crazy, cross, cry, cup, cut, cute
D-	dance, dangerous, dark, date, daughter, day, dead, deal, dear, death, December, decide, deep, define, delicious, dentist, department store, desk, dictionary, die, different, difficult, dig, dining room, dinner, dirty, dish, do (does, did, done), doctor (Dr.), dog, doll, dollar, door, dot, down, download, dozen, draw, drawer, dream, dress, drink, drive, driver, drop, drum, dry, duck, during
E-	each, ear, early, earth, earthquake, east, Easter, easy, eat, egg, eight, eighteen, eighty, either, elementary school, elephant, eleven, else, e-mail, end, engineer, English, enjoy, enough, enter, envelope, eraser, error, eve, even, evening, ever, every, everyone (everybody), everything, example, excellent, except, excited, exciting, excuse, exercise, expect, expensive, experience, explain, eye
F-	face, fact, factory, fail, fall, family, famous, fan, far, farm, farmer, fast, fat, father (dad, daddy), favorite, February, feed, feel, festival, fever, few, fifteen, fifty, fight, file, fill, finally, find, fine, finger, finish, fire, first, fish, fisherman, five, fix, floor, flower, fly, follow, food, fool, foot, for, foreign, foreigner, forget, fork, forty, four, fourteen, fox, free, fresh, Friday, friend, friendly, fries (French fries), frog, from, front, fruit, fry, full, fun, funny, future
G-	game, garden, garbage, gas, gate, get, ghost, giant, gift, girl, give, glad, glass, glasses, glove, glue, go, goat, God, good, good-bye (goodbye, bye), goose, grade, gram, grandfather

	(grandpa), grandmother (grandma), grape, grass, gray, great, green, ground, group, grow, guava, guess, guitar, guy, gym
H-	habit, hair, half, Halloween, ham, hamburger (burger), hand, handsome, hang, happen, happy, hard, hard-working, hat, hate, have (has, had), he (him, his, himself), head, headache, health, healthy, hear, heart, heat, heavy, height, hello, help, helpful, hen, here, hey, hi, hide, high, hike, hill, history, hit, hobby, hold, holiday, home, homework, honest, honey, hope, horse, hospital, hot, hot dog, hotel, hour, house, housewife, how, however, hundred, hungry, hunt, hurry, hurt, husband
I-	I (me, my, mine, myself), ice, ice cream, idea, if, important, in, inch, insect, inside, interest, interested, interesting, Internet (Net), interview, into, invite, island, it (its, itself), item
J-	jacket, January, jeans, job, jog, join, joke, joy, juice, July, jump, June, junior high school, just
K-	keep, key, kick, kid, kill, kilogram, kind, king, kiss, kitchen, kite, knee, knife, knock, know, knowledge
L-	lake, lamp, land, language, large, last, late, later, laugh, lawyer, lazy, lead, leader, learn, least, leave, left, leg, lemon, lend, less, lesson, let, letter, level, library, lie, life, light, like, line, lion, lip, list, listen, little, live, living room, lonely, long, look, lose, loud, love, lovely, low, lucky, lunch
M-	machine, mad, magic, mail, mailman (mail carrier), main, make, man, many, map, March, mark, marker, market, married, mask, math (mathematics), matter, may (might), May, maybe, meal, mean, meat, medicine, medium, meet, meeting, member, menu, metro, middle, mile, milk, million, mind, minute, Miss, miss, mistake, modern, moment, Monday, money, monkey, month, moon, more, morning, mop, most, mother (mom, mommy), motorcycle, mountain, mouse, mouth, move, movie, Mr., Mrs., Ms., much, mud, museum, music, must
N-	nail, name, national, nature, near, neck, need, neighbor, never, new, news, newspaper, next, nice, night, nine, nineteen, ninety, no, nobody, noise, noisy, noodle, noon, north, nose, not, note, notebook, nothing, notice, November, now, number, nurse
O-	o'clock, October, of, off, office, officer, often, oil, OK, old, on, once, one, only, open, or, orange, order, other, out, outside, over, own
P-	p.m., pack, package, page, paint, pair, pants, papaya, paper, parent, park, part, party, pass, past, paste, pay, PE (physical education), peach, pear, pen, pencil, people, perhaps, person, pet, photo, piano, pick, picnic, picture, pie, piece, pig, pin, pink, pipe, pizza, place, plan, planet, plant, plate, play, player, playground, please, pleasure, pocket, point, police, polite, pond, pool, poor, pop, popcorn, popular, pork, possible, post office, postcard, pot, pound, power, probably, practice, pray, prepare, present, pretty, price, prize, problem, program, proud, public, pull, pumpkin, puppy, purple, push, put
Q-	quarter, queen, question, quick, quiet, quite, quiz
R-	rabbit, race, radio, rain, rainbow, rainy, raise, rat, reach, read, ready, real, really, reason, red, refrigerator (fridge), relative, remember, repeat, report, reporter, rest, restaurant, restroom, rice, rich, ride, right, ring, rise, river, road, robot, R.O.C./ROC, rock, roll, room, root, rope, rose, round, row, rule, ruler, run
S-	sad, safe, sail, salad, sale, salesman, salt, same, sandwich, Saturday, save, say, scared, school, science, scooter, screen, sea, season, seat, second, secretary, see, seed, seesaw, seldom, sell,

	send, senior high school, sentence, September, serious, service, set, seven, seventeen, seventy, several, shake, shape, share, sharp, she (her, hers, herself), sheep, shine, ship, shirt, shoe (s), shop, shopkeeper, short, shorts, should, shoulder, shout, show, shower, shy, sick, side, sidewalk, sight, sign, simple, since, sing, singer, sir, sister, sit, six, sixteen, sixty, size, skirt, sky, sleep, slide, slim, slow, small, smart, smell, smile, smoke, snack, snake, snow, snowy, so, soccer, socks, sofa, soldier, some, someone (somebody), something, sometimes, somewhere, son, song, soon, sore, sorry, sound, soup, south, space, speak, special, spell, spend, spider, spoon, sports, spring, square, stairs, stamp, stand, star, start, station, stay, steak, still, stomach, stop, store, story, straight, strange, stranger, strawberry, street, string, strong, student, study, stupid, subject, successful, sugar, summer, sun, Sunday, sunny, supermarket, sure, surf, surprise, surprised, sweater, sweet, swim, swing
T-	table, tail, Taiwan, take, talk, tall, tape, taste, taxi, tea, teach, teacher, team, teenager, telephone (phone), television (TV), tell, temple, ten, tennis, terrible, test, than, thank, that, the, theater, then, there, these, they (them, their, theirs, themselves), thick, thin, thing, think, third, thirsty, thirteen, thirty, this, those, though (although), thousand, three, throat, through, throw, Thursday, ticket, tidy, tie, tiger, time, tip, tired, to, toast, today, toe, together, tomato, tomorrow, tonight, too, tool, tooth, top, topic, total, touch, towel, town, toy, traffic, train, trash, treat, tree, trick, trip, trouble, truck, true, try, T-shirt, Tuesday, turn, turtle, twelve, twenty, twice, two, type, typhoon
U-	ugly, umbrella, uncle, under, understand, unhappy, uniform, until, up, upload, U.S.A./USA, use, useful, usually
V-	vacation, vegetable, very, video, violin, visit, visitor, voice
W-	wait, waiter, waitress, wake, walk, wall, wallet, want, warm, wash, watch, water, watermelon, wave, way, we (us, our, ours, ourselves), weak, wear, weather, Wednesday, week, weekend, welcome, well, west, wet, what, when, where, whether, which, while, white, who, whose, why, wide, wife, will (would), win, wind, window, windy, winter, wise, wish, with, without, woman, wonderful, word, work, workbook, worker, world, worry, write, writer, wrong
X-	
Y-	yard, year, yellow, yes (yeah), yesterday, yet, you (your, yours, yourself, yourselves), young, yummy
Z-	zebra, zero, zoo

表二、其他常用 800 字 (依字母排列)

Chart 2. Other common 800 words (in alphabetical order)

A-	absent, accept, accident, active, activity, add, address, admire, adult, advertisement, advice, advise, affect, against, aim, air conditioner, airlines, alarm, album, alike, alive, alone, aloud, alphabet, altogether, ambulance, among, amount, ancient, angel, anger, ankle, anywhere, apologize, appreciate, argue, armchair, army, arrange, artist, asleep, assistant, assume, attention, available, avoid
B-	baby sitter, backpack, backward, ball, balloon, barbecue, barber, bark, base, basement, basic,

	bathe, beard, beat, beauty, beer, beginner, beginning, behave, besides, beyond, bill, biology, bitter, blame, bless, blood, blouse, board, bomb, bone, bookcase, bother, bowling, branch, brick, broad, broadcast, brunch, bucket, buffet, building, bundle, burger, burst
C-	cabbage, cable, cafeteria, cage, calendar, calm, campus, cancel, cancer, captain, careless, carpet, carrot, cartoon, cash, cause, ceiling, central, century, cereal, certain, channel, character, charge, chart, chase, chemistry, chess, childhood, childish, childlike, chin, chubby, classical, clever, climate, closet, coach, coast, cockroach, coin, cola, college, colorful, command, comment, company, compare, complain, complete, concern, confident, confuse, congratulation, consider, considerate, contact lens, continue, contract, control, convenience store, conversation, corn, cotton, cough, couple, courage, court, cowboy, crab, crayon, cream, create, credit card, crime, crowd, crowded, cruel, culture, cure, curious, current, curtain, curve, custom, customer
D-	daily, damage, danger, dawn, deaf, debate, decision, decorate, decrease, deer, degree, deliver, department, depend, describe, desert, design, desire, dessert, detect, develop, dial, diamond, diary, diet, difference, difficulty, diligent, diplomat, dinosaur, direct, direction, disappear, discover, discuss, discussion, dishonest, distance, distant, divide, dizzy, dodge ball, dolphin, donkey, double, doubt, doughnut, downstairs, downtown, dragon, drama, dresser, drugstore, dryer, dumb, dumpling, duty
E-	eagle, earn, earrings, ease, edge, education, effort, elder, elect, electric, embarrass, emotion, emphasize, employ, empty, enemy, energetic, energy, engine, entrance, environment, envy, equal, especially, event, everywhere, evil, exam, excite, exist, exit, express, extra
F-	fair, false, fancy, fantastic, fashionable, faucet, fault, fear, fee, feeling, female, fence, film, final, fit, flag, flashlight, flat tire, flight, flour, flu, flute, focus, fog, foggy, foolish, football, forest, forgive, form, formal, former, forward, frank, freedom, freezer, freezing, friendship, frighten, frisbee, furniture
G-	gain, garage, gather, general, generous, genius, gentle, gentleman, geography, gesture, goal, gold, golden, golf, goodness, government, granddaughter, grandson, greedy, greet, guard, guest, guide, gun
H-	hair dresser, haircut, hall, hammer, handkerchief, handle, hanger, hardly, heater, helicopter, hero, highway, hip, hippo, hire, hole, homesick, honesty, hop, horrible, host, housework, hug, human, humble, humid, humor, humorous, hunger, hunter
I-	ignore, ill, imagine, impolite, importance, impossible, improve, include, income, increase, independent, indicate, influence, information, ink, insist, inspire, instant, instrument, intelligent, international, interrupt, introduce, invent, invitation, iron
J-	jam, jazz, jealous, jeep, journalist, judge
K-	kangaroo, ketchup, kilometer, kindergarten, kingdom, kitten, koala
L-	lack, lady, lamb, lantern, latest, latter, law, lay, leaf, lettuce, lick, lid, lift, lightning, likely, limit, link, liquid, liter, loaf, local, lock, locker, loser
M-	ma'am, magazine, magician, major, male, mall, manager, mango, manner, marry, marvelous, mass, master, mat, match, maximum, meaning, measure, mechanic, memory, men's room, message, metal, meter, method, microwave, midnight, minor, minus, mirror, mix, model, monster, mosquito, motion, movement, MRT, musician

N-	napkin, narrow, nation, natural, naughty, nearly, necessary, necklace, needle, negative, neither, nephew, nervous, nest, net, nice-looking, niece, nod, none, nor, novel, nut
O-	obey, object, ocean, offer, omit, oneself, onion, operation, opinion, ordinary, oven, overpass, overseas, over-weight, owner, ox
P-	pain, painful, painter, pajamas, pale, pan, panda, pardon, parking lot, parrot, partner, passenger, path, patient, pattern, pause, peace, peaceful, pepper, perfect, period, personal, physics, pigeon, pile, pillow, pineapple, plain, platform, pleasant, pleased, plus, poem, poison, pollute, pollution, pop music, population, position, positive, potato, powder, praise, precious, president, pressure, priest, primary, prince, princess, principal, principle, print, printer, private, produce, production, professor, progress, project, promise, pronounce, protect, provide, pump, punish, purpose, purse, puzzle
Q-	quit
R-	railroad, railway, raincoat, rare, rather, realize, receive, record, recover, rectangle, recycle, refuse, regret, regular, reject, remind, rent, repair, respect, responsible, result, return, review, revise, rob, role, roller skate (roller blade), roof, rub, rubber, rude, ruin, rush
S-	safety, sailor, sample, sand, satisfy, saucer, scarf, scene, scenery, scientist, score, seafood, search, secondary, secret, section, seek, seem, select, selfish, semester, sense, servant, serve, shall, shark, sheet, shelf, shoot, shore, shrimp, shut, silence, silent, silly, silver, similar, sincere, single, sink, skate, ski, skill, skillful, skin, skinny, sleepy, slender, slice, slippers, snail, sneakers, sneaky, snowman, soap, social, society, soda, soft drink, softball, solve, soul, sour, soy-sauce, spaghetti, speaker, speech, speed, spirit, spot, spread, state, stationery, steal, steam, step, stingy, stomachache, stone, storm, stormy, stove, straw, stream, strike, style, subway, succeed, success, such, sudden, suggest, suit, super, supper, support, survive, swallow, swan, sweep, swimsuit, symbol, system
T-	table tennis, talent, talkative, tangerine, tank, teapot, tear, temperature, tent, term, terrific, textbook, therefore, thief, thought, thumb, thunder, till, tiny, title, tofu, toilet, tongue, toothache, toothbrush, toward, tower, trace, trade, tradition, traditional, trap, travel, treasure, triangle, trousers, trumpet, trust, truth, tub, tube, tunnel, turkey
U-	underline, underpass, underwear, unique, universe, university, upon, upper, upstairs, usual
V-	valley, valuable, value, vendor, vest, victory, village, vinegar, vocabulary, volleyball, vote
W-	waist, war, waste, waterfalls, wedding, weekday, weight, whale, wheel, whole, wild, wing, winner, wok, wolf, women's room, wood, woods, worm, wound, wrist
X-	
Y-	yell, youth

表三、參考字彙表（2,000 字），依主題、詞性分類，劃底線者為基本 1,200 字。

Chart 3. Vocabulary for Reference (2000 words) categorized by theme and parts of speech.

Underlined words are the basic 1200 words.

1. People

---adult, angel, baby, boy, child, couple, customer, fool, genius, gentleman, giant, girl, guest, guy, hero, host, kid, king, lady, male, man, master, neighbor, partner, people, person, prince, princess, queen, stranger, teenager, visitor, woman, youth

2. Personal characteristics

---beautiful, blind, chubby, cute, deaf, dumb, fat, handsome, heavy, nice-looking, old, over-weight, pretty, short, skinny, slender, slim, tall, thin, under-weight, ugly, young
---active, angry, bad, bored, boring, brave, busy, careful, careless, childish, childlike, clever, confident, considerate, cool, crazy, cruel, curious, diligent, dishonest, evil, energetic, excited, exciting, famous, foolish, frank, friendly, funny, gentle, generous, good, greedy, happy, hard-working, honest, humble, humorous, impolite, intelligent, interested, jealous, kind, lazy, lonely, lovely, mad, naughty, nervous, nice, patient, polite, poor, proud, rich, rude, sad, scared, selfish, shy, silly, sincere, smart, sneaky, stingy, stupid, successful, talkative, unhappy, wise

3. Parts of body

---beard, chin, ear, eye, face, hair, lip, mouth, nose, tongue, tooth
---ankle, arm, back, body, bone, finger, foot, hand, head, hip, knee, leg, nail, neck, shoulder, skin, throat, thumb, toe, waist, wrist.
---heart, stomach

4. Health

---comfortable, dizzy, healthy, ill, painful, pale, sick, strong, tired, weak, well, wound
---cancer, cold, flu, headache, stomachache, toothache
---cough, fever, pain, sore throat
---cure, recover
---death, health, life, medicine

5. Forms of address

---Dr., Mr., Mrs., Miss, Ms., sir, ma'am, name

6. Family

---aunt, brother, cousin, daughter, elder, family, father (dad, daddy), granddaughter, grandfather (grandpa), grandmother (grandma), grandson, husband, mother (mom, mommy), nephew, niece, parent, relative, sister, son, uncle, wife

---born, grow, live, marry, married

7. Numbers

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

---first, second, third, last

---all, a few, a little, a lot, any, both, few, less, little, many, more, much, number, several, some, total

8. Time

---dawn, morning, noon, afternoon, evening, night, midnight

---Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, week, weekday, weekend

---month, January, February, March, April, May, June, July, August, September, October, November, December

---season, spring, summer, autumn (fall), winter

---alarm clock, calendar, clock, watch, stop watch

---a.m., p.m., half, hour, minute, moment, o'clock, past, quarter, second, time

---ago, already, current, early, last, late, later, next, now, once, future, soon, today, tonight, tomorrow, week, weekend, year, yesterday, day, daily

9. Money

---bill, cash, cent, change, coin, credit card, dollar, money, price

---borrow, buy, charge, cost, earn, lend, pay, spend

---cheap, expensive

10. Food & drinks

---fruit, apple, banana, grape, guava, lemon, mango, orange, papaya, peach, pear, pineapple, strawberry, tangerine, tomato, watermelon

---vegetable, bean, cabbage, carrot, corn, lettuce, nut, onion, potato, pumpkin, meat

---beef, bread, bun, cereal, chicken, dumpling, egg, fast food, fish, flour, food, fries (French fries), ham, hamburger (burger), hot dog, instant noodle, noodle, pizza, pork, rice, salad, sandwich, seafood, shrimp, soup, spaghetti, steak, tofu

---breakfast, brunch, dinner, lunch, meal, snack, supper

---beer, coffee, cola, drink, ice, juice, liquid, milk, milk shake, soda, soft drink, tea, water

---cake, candy, cheese, chocolate, cookie, dessert, doughnut, ice cream, moon cake, pie, popcorn, toast

---butter, ketchup, cream, jam, oil, pepper, soy-sauce, salt, sugar, vinegar

---hungry, full, thirsty

---bitter, delicious, hot, sour, sweet, yummy
---bake, boil, burn, cook, eat, order, spread
---menu, diet
---slice

11. Tableware

---bowl, chopsticks, cup, dish, fork, glass, knife, napkin, plate, saucer, spoon, straw

12. Clothing & accessories

---blouse, coat, dress, jacket, jeans, pajamas, pants, raincoat, shirt, T-shirt, shorts, skirt, suit, sweater, swimsuit, trousers, uniform, underwear, vest
---bag, belt, button, cap, comb, contact lens, earrings, glove, handkerchief, hat, mask, necklace, pocket, purse, ring, scarf, shoes, slippers, sneakers, socks, tie, umbrella, wallet, hole, spot
---clothes, cotton, diamond, gold, silver
---iron, wear

13. Colors

---black, blue, brown, color, golden, gray, green, orange, pink, purple, red, white, yellow

14. Sports, interests & hobbies

---badminton, ball, baseball, basketball, dodge ball, football, frisbee, golf, race, soccer, softball, sports, table tennis, tennis, volleyball
---barbecue, bowling, camp (camping), climb (mountain climbing), cook (cooking), dance (dancing), draw (drawing), exercise, fish (fishing), hike (hiking), jog (jogging), picnic, roller blade, roller skate (roller-skating), run (running), sail (sailing), sing (singing), skate, ski (skiing), stamp, surf, swim (swimming), travel, trip
---hobby, band, card, cartoon, chess, comic, computer game, doll, drama, drum, film, flute, game, guitar, instrument, jazz, kite, movie, music, novel, paint, piano, pop music, puzzle, song, team, tent, toy, trumpet, violin
---others: lose, play, loser, win, winner, fan

15. Houses & apartments

---apartment, building, house, home
---basement, bathroom, bedroom, dining room, fence, garage, garden, hall, kitchen, living room, room, yard
---balcony, ceiling, door, downstairs, floor, gate, roof, stairs, upstairs, wall, window
---furniture, armchair, bath, bed, bench, bookcase, chair, closet, couch, curtain, desk, drawer, faucet, lamp, light, mirror, shelf, sink, sofa, table, tub
---blanket, carpet, hanger, pillow, sheet, toothbrush, soap, towel

---air conditioner, camera, computer, dresser, dryer, fan, flashlight, freezer, heater, machine, microwave, oven, radio, refrigerator (fridge), speaker, stove, tape, telephone (phone), television (TV), video, printer
---basket, brick, bucket, candle, hammer, housework, key, mat, needle, pan, pot, teapot, umbrella, toilet, trash can, wok, tube
---build, clean, decorate, design, fix, repair, sweep, wash
---address, road, street

16. School

---college, elementary school, junior high school, kindergarten, school, senior high school, university
---campus, classroom, guard, gym, playground, library, class
---seesaw, slide
---board, blackboard, book, chalk, crayon, diary, dictionary, envelope, eraser, glasses, glue, ink, letter, magazine, map, marker, notebook, page, paper, pen, pencil, pencil box (pencil case), picture, postcard, present, ruler, sheet, textbook, workbook, backpack
---course, art, Chinese, English, geography, history, biology, chemistry, physics, language, law, math (mathematics), music, PE (physical education), science, social science
---cheerleader, class leader, classmate, friend, principal, student, teacher
---answer, ask, behave, explain, fail, learn, listen, mark, pass, practice, prepare, pronounce, punish, read, repeat, review, say, speak, spell, study, talk, teach, underline, understand, write
---alphabet, conversation, draw, exam, example, exercise, final, grade, homework, knowledge, lesson, poem, problem, question, quiz, record, score, story, test, vocabulary, semester

17. Places & locations

---here, there, position
---back, backward, central, forward, front, left, middle, right, east, west, south, north, top
---bakery, bank, beach, bookstore, buffet, cafeteria, church, convenience store, culture center, department store, drugstore, factory, fast food restaurant, fire station, flower shop, hospital, hotel, mall, market, men's room, women's room, movie theater, museum, office, park, pool, post office, police station, restroom, restaurant, shop, stationery store, store, supermarket, temple, theater, waterfalls, zoo
---city, country, downtown, farm, place, town, village
---local, international

18. Transportation

---airplane (plane), ambulance, bicycle (bike), boat, bus, car, helicopter, jeep, motorcycle, scooter, ship, tank, taxi, train, truck
---airlines, airport, bus stop, parking lot, station, train station
---block, bridge, flat tire, highway, MRT, overpass, passenger, path, platform, railroad,

railway, sidewalk, subway, traffic, underpass, wheel
---arrive, cross, drive, fly, land, ride, sail, turn
---fast, quick, slow

19. Sizes & measurements

---centimeter, foot, gram, inch, kilogram, kilometer, liter, meter, mile, pound, yard
---circle, dot, line, point, rectangle, row, shape, square, triangle
---angle, big, deep, distant, extra, far, high, large, light, little, long, low, maximum,
medium, minus, narrow, plus, short, small, straight, tiny, wide, round
---bottle, cup, dozen, glass, loaf, pack, package, pair, piece
---size, height, distance, weight, amount, measure

20. Countries and areas

---Asia, country, nation, world.
---America, China, Japan, Korea, Taiwan, R.O.C./ ROC, U.S.A./USA

21. Languages

--- Chinese, English,

22. Holidays & festivals

---Chinese New Year, New Year's Eve, Double Tenth Day, Dragon-boat Festival,
Lantern Festival, Moon Festival, Teacher's Day
---Christmas, Easter, Halloween, New Year's Day, Mother's Day, Father's Day,
Thanksgiving, Valentine's Day
---culture, custom, festival, holiday, lantern, vacation, memory
---celebrate

23. Occupations

---actor, actress, artist, assistant, baby sitter, barber, boss, businessman, clerk, cook,
cowboy, dentist, diplomat, doctor (Dr.), driver, engineer, farmer, fisherman, guide, hair
dresser, housewife, hunter, journalist, judge, lawyer, magician, mailman (mail carrier),
manager, mechanic, model, musician, nurse, owner, painter, police, officer, president,
priest, reporter, sailor, salesman, scientist, secretary, servant, shopkeeper, singer, soldier,
waiter, waitress, worker, writer, vendor.
---business, company, employ, hire, job, work

24. Weather & nature

---weather, clear, cloudy, cold, cool, dry, foggy, freezing, hot, humid, rainy, snowy, stormy,

sunny, warm, wet, windy

---fog, lightning, rainbow, shower, snow, snowman, storm, thunder, typhoon, wind

---blow, rain, shine

---nature, natural, air, climate, cloud, degree, earth, earthquake, moon, sky, sun, star,
temperature

25. Geographical terms

---area, bank, beach, coast, desert, environment, forest, hill, island, lake, mountain, ocean,
plain, pond, pool, river, sea, spring, stream, valley, woods

26. Animals & insects

---animal, bear, cat, chicken, cow, deer, dinosaur, dog, donkey, duck, eagle, elephant, fox,
frog, goat, goose, hen, hippo, horse, kangaroo, kitten, koala, lamb, lion, monkey, monster,
mouse, ox, panda, parrot, pet, pig, pigeon, puppy, rabbit, rat, sheep, swan, tiger, turkey,
wolf, zebra

---insect, ant, bat, bee, bird, bug, butterfly, cockroach, dragon, mosquito, snail, snake, spider,
worm

---crab, dolphin, fish, shark, shrimp, turtle, whale

---bark, bite, swallow

---tail, wing

27. Articles & determiners

---a/an, every, the, this, that, these, those, my, our, your, his, her, its, their

28. Pronouns & reflexives

---I (me, my, mine, myself), you (you, your, yours, yourself, yourselves), he (him, his, himself),
she (her, hers, herself), it (its, itself), we (us, our, ours, ourselves), they (them, their, theirs,
themselves)

---all, another, any, anyone (anybody), anything, both, each, everyone (everybody), everything,
many, most, nobody, none, nothing, other, part, some, someone (somebody), something

29. Wh-words

---how, what, which, who, whose, when, where, whether, while, why

30. Be & auxiliaries

---be (am, are, is, was, were, been)

---do (does, did, done), have (has, had), can, could, will (would), may (might)

---must, shall, should

31. Prepositions

---about, above, across, after, against, along, among, around, at, before, behind, below, beside, between, beyond, by, down, during, except, for, from, in, in back of, in front of, inside, into, like, near, of, off, on, out, out of, outside, over, next to, since, than, through, till, to, toward, under, until, up, upon, upper, with, without

32. Conjunctions

---and, as, because, besides, but, however, if, or, since, than, that, therefore, though (although)

33. Interjections

---hello, hey, hi, interest, good-bye (goodbye, bye)

34. Other nouns

---accident, action, activity, advertisement, advice, age, aim, alarm, album, American, anger, army, attention, balloon, band, base, beauty, beginner, beginning, bell, birthday, blank, blood, bomb, bottom, branch, bundle, cable, cage, can, captain, case, castle, cause, cellphone, center, century, chance, channel, character, chart, childhood, choice, club, coach, command, congratulation, contract, corner, courage, court, crime, crowd, curve, damage, danger, debate, decision, department, desire, difference, difficulty, direction, discussion, dream, duty, edge, education, effort, e-mail, emotion, enemy, energy, engine, entrance, error, event, excuse, exit, experience, fact, fault, fear, fee, feeling, fire, flag, flight, foreigner, flower, freedom, friendship, fun, garbage, gas, gesture, ghost, gift, goal, God, goodness, government, grass, ground, group, gun, habit, haircut, heat, honesty, honey, human, humor, hunger, idea, importance, income, influence, information, interest, Internet, interview, invitation, joke, joy, kind, kingdom, lack, leader, leaf, level, lid, link, locker, mail, manner, mass, matter, meaning, meeting, member, message, metal, method, mind, mistake, motion, movement, mud, nest, news, newspaper, noise, note, object, operation, opinion, order, party, pattern, peace, period, photo, pile, pin, pipe, planet, player, pleasure, poison, pollution, population, powder, power, pressure, prize, production, program, progress, project, purpose, reason, report, result, robot, rock, role, root, rope, rose, rule, safety, sale, sample, sand, scene, scenery, screen, secret, seat, section, seed, sense, sentence, service, set, shore, side, sight, silence, skill, smile, society, soul, space, speech, speed, spirit, state, steam, step, stone, story, style, subject, success, swing, symbol, system, talent, tear, term, thief, thing, thought, ticket, title, tool, topic, tower, trade, tradition, trash, treasure, treat, tree, trick, trouble, truth, tunnel, universe, value, victory, voice, war, way, wedding, wood, word, memory, net, principle

35. Other verbs

---feel, hear, listen, look, see, smell, sound, taste, watch

---check, complete, end, finish, succeed, survive

---affect, believe, blame, bother, confuse, consider, develop, divide, doubt, ease, embarrass, forgive, forget, frighten, gather, guess, hate, hope, imagine, inspire, know, like, love, mind,

need, notice, realize, regret, remember, remind, surprise, think, want, wish, worry, bless
 ---act, bathe, beat, blow, bow, break, bring, brush, carry, catch, chase, cheat, choose, clap,
close, come, control, collect, comment, correct, copy, count, cover, cry, cut, dial, dig, deliver,
drop, elect, enter, exist, feed, fight, follow, fry, go, greet, grow, guide, hand, hang, help, hit,
hold, hop, hunt, hurry, jump, kick, knock, kill, kiss, laugh, lay, leave, lick, lift, list, lock,
make, meet, miss, mix, move, nod, offer, open, pack, park, paste, pause, pick, plant, print,
pull, pump, produce, protect, push, put, recycle, revise, rise, roll, rub, run, rush, rob, rest,
 shake, shoot, shout, shut, smoke, sign, stand, steal, strike, take, tell, throw, touch, trace, trap,
type, use, vote, walk, wave, hug, yell, mop
 ---accept, add, admire, advise, agree, allow, apologize, appear, appreciate, argue,
 arrange, assume, attack, avoid, become, begin, belong, broadcast, burst, call, calm, cancel,
care, certain, check, compare, complain, concern, continue, create, date, deal, decide,
 decrease, depend, describe, detect, die, direct, disappear, discover, discuss, emphasize,
enjoy, envy, excite, expect, express, fall, fill, find, fit, focus, form, gain, get, give, handle,
happen, hide, hurt, improve, include, ignore, increase, indicate, insist, interrupt, introduce,
 invent, invite, join, judge, keep, lead, let, lie, limit, list, match, mean, notice, obey, omit,
own, pardon, plan, please, pollute, praise, pray, prepare, promise, provide, quit, raise,
 reach, receive, refuse, reject, rent, respect, return, ruin, solve, satisfy, save, search, seem,
 select, sell, send, serve, share, show, sit, sleep, start, stay, stop, suggest, support, thank,
treat, trust, try, visit, wait, wake, waste, welcome

36. Other adjectives

---able, absent, afraid, alike, alive, alone, American, ancient, asleep, available, basic, bright,
 broad, classical, colorful, common, complete, convenient, correct, crowded, dangerous,
dark, dead, dear, different, difficult, dirty, double, easy, electric, else, enough, equal,
excellent, false, fancy, fantastic, fair, fashionable, favorite, fine, foreign, formal, former,
free, fresh, general, glad, great, hard, helpful, homesick, horrible, important, impossible,
 independent, instant, interesting, latest, latter, likely, loud, lucky, magic, main, major,
 marvelous, minor, modern, national, necessary, new, negative, noisy, only, ordinary, other,
 overseas, own, OK, peaceful, perfect, personal, pleasant, popular, positive, possible,
 precious, present, primary, private, public, quiet, rare, ready, real, regular, responsible,
right, safe, same, scared, secondary, serious, sharp, silent, similar, simple, single, skillful,
 sleepy, sorry, special, strange, such, sudden, super, sure, surprised, terrible, terrific, thick,
tidy, traditional, true, unique, useful, usual, valuable, social, whole, wild, wonderful, wrong

37. Other adverbs

---always, ever, never, often, seldom, sometimes, usually
 ---actually, again, also, away, too, almost, altogether, especially, even, finally, hardly, just,
least, maybe, nearly, only, perhaps, probably, rather, really, so, still, then, together, twice,
very, quite, yet
 ---aloud
 ---abroad, ahead, everywhere, anywhere, somewhere

--either, neither, no, nor, not, OK, yes (yeah)

第一學習階段（低年段）

Learning Stage I (Lower Grade)

一、字母發音與對應字詞 Letter sounds and corresponding words			
a	ant	n	nose
b	bird	o	ox
c	cup	p	pig
d	dog	q	queen
e	egg	r	rabbit
f	fish	s	sun
g	goat	t	toy
h	hat	u	up
i	ink	v	vest
j	jet	w	watch
k	kite	x	fox
l	lion	y	yoyo (yo-yo)
m	monkey	z	zebra

二、教室用語 Classroom English	
1	Be quiet, please.
2	Come here, please.
3	Good job!
4	Good morning.
5	Hello! / Hi!
6	Listen!
7	Look!
8	OK.
9	Sit down.
10	Stand up.

第二學習階段（中年段）

Learning Stage II (Middle Grade)

一、字母發音與對應字詞 Letter sounds and corresponding words			
母音 Vowels			
short vowel 'a'	ant, cat, map		
short vowel 'e'	bed, egg, hen		
short vowel 'i'	ink, pig, sit		
short vowel 'o'	hot, mop, ox		
short vowel 'u'	cut, tub, up		
子音 Consonants			
b	bag, bird, boy	p	pen, pig, pot
c	cake, can, cup	q	queen, quilt, quiz
d	desk, dog, duck	r	rabbit, red, ruler
f	fan, fish, fox	s	sea, sister, sun
g	game, girl, goat	t	ten, top, toy
h	ham, hand, hat	v	van, vest, violin
j	jam, jet, jump	w	watch, water, window
k	key, king, kite	x	box, fox, six
l	lamp, leg, lion	y	yellow, yes, yoyo (yo-yo)
m	milk, mom, monkey	z	zebra, zero, zoo
n	neck, nine, nose		

二、應用字彙與認識字彙 Words for production and recognition				
主題 Theme		應用字彙 (字數) Words for Production (word count)	認識字彙 (字數) Words for Recognition (word count)	總字數 Total Words
1	Family	(0)	-- brother, father (dad), mother (mom), sister (4)	4
2	People & Occupation	-- <u>boy</u> , <u>girl</u> -- <u>doctor</u> (3)	-- friend -- nurse, student, teacher (4)	7
3	School	-- <u>eraser</u> , <u>marker</u> , <u>pen</u> , <u>pencil</u> , <u>ruler</u> -- <u>book</u> , <u>chair</u> , <u>desk</u> , <u>table</u> (9)	-- notebook, school (2)	11
4	Colors	-- <u>blue</u> , <u>green</u> , <u>red</u> (3)	-- color, yellow (2)	5
5	Numbers	-- <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> (10)	-- eleven, twelve (2)	12
6	Fruits	-- <u>apple</u> , <u>banana</u> (2)	-- orange (1)	3
7	Food & Drinks	-- <u>cola</u> , <u>juice</u> , <u>milk</u> , <u>tea</u> , <u>water</u> -- <u>cake</u> , <u>egg</u> , <u>hot dog</u> , <u>pizza</u> (9)	-- hamburger, ice cream (2)	11

8	Animals	-- <u>bird</u> , <u>cat</u> , <u>dog</u> , <u>fish</u> , <u>lion</u> , <u>monkey</u> , <u>pig</u> , <u>rabbit</u> , <u>tiger</u> (9)	(0)	9
9	Feelings	-- <u>angry</u> , <u>good</u> , <u>happy</u> , <u>sad</u> (4)	-- tired (1)	5
主題 Theme		應用字彙 (字數) Words for Production (word count)	認識字彙 (字數) Words for Recognition(word count)	總字數 Total Words
10	Appearance s	-- <u>big</u> , <u>short</u> , <u>small</u> , <u>tall</u> (4)	-- long, old (舊的; 年長的), thin (3)	7
11	Sports	-- <u>jump</u> , <u>run</u> , <u>swim</u> (<u>go swimming</u>) (3)	(0)	3
12	Ability & Talent	-- <u>dance</u> , <u>draw</u> , <u>read</u> , <u>sing</u> , <u>write</u> (5)	(0)	5
13	Other Verbs	-- <u>cook</u> (v.煮; n.廚師), <u>drink</u> , <u>eat</u> , <u>go</u> , <u>like</u> , <u>see</u> , <u>sleep</u> (7)	-- want, watch (v.看; n.手錶) (2)	9
14	Houses & Apartments & Places	-- <u>bed</u> , <u>home</u> <u>park</u> , <u>zoo</u> (4)	-- bathroom, bedroom, dining room, kitchen, living room (5)	9
15	Transportati on	-- <u>bike</u> , <u>bus</u> , <u>car</u> , <u>train</u> (4)	(0)	4
16	Other Nouns	-- <u>bag</u> , <u>box</u> , <u>key</u> , <u>name</u> (4)	-- dollar (1)	5
17	Pronouns & Reflexives	-- <u>he</u> (<u>his</u>), <u>I</u> (<u>my</u> , <u>me</u>), <u>it</u> , <u>she</u> (<u>her</u>), <u>they</u> , <u>we</u> , <u>you</u> (<u>your</u>) (7)	-- some (1)	8
18	Be verbs & Auxiliaries	-- <u>be</u> (<u>am</u> / <u>are</u> / <u>is</u>), <u>do</u> (<u>does</u>), <u>can</u> (3)	-- have (has) (1)	4
19	Articles	-- <u>a</u> (<u>an</u>), <u>the</u> (<u>this</u> / <u>that</u>) (2)	-- these / those (1)	3
20	Wh- words	(0)	-- how, how many, how much, what, where, who (6)	6
21	Preposition	-- <u>at</u> , <u>by</u> , <u>in</u> , <u>on</u> (4)	-- under (1)	5
22	Holidays & Festivals	(0)	-- Halloween, ghost, witch -- Easter, basket, Easter Bunny -- Moon Festival, moon cake, pomelo -- Mother's Day, card, flower (12)	12
23	Other Adverbs	-- <u>no</u> , <u>not</u> , <u>yes</u> (3)	(0)	3
24	Parts of Body	-- <u>leg</u> (1)	-- ear, eye, face, hair, head, mouth, nose (7)	8
25	Time	(0)	-- o'clock, time (2)	2
總計 In total		100	60	160

備註：

1. 本字彙表依據教育部 107 年〈十二年國民基本教育課程綱要—語文領域(英語文)〉之字彙編列原則制定。
2. 「應用字彙」表示學生必須了解其字義、聽懂讀音，同時須能在書面或口頭溝通中正確拼讀書寫，並在適切的語境中使用該字詞；「認識字彙」表示學生只要了解字義、聽懂

讀音，以幫助了解文句語意，不必拼讀、書寫或於口語溝通中運用該字詞。

3. 本字彙表所列之字詞共 160 個，為中年段學生須學會口語應用之字詞，其中加註底線者為學生須會能拼寫之 100 個基本常用字詞。
4. 字彙表字數的計算不包含括弧內的字詞。
5. Be 動詞和助動詞 do, have, can 只列原形，其相關衍生詞均列在其後括弧內，如 be (am, are, is)。
6. 代名詞(I, you, he, she, it, we, they) 只列主格，其受格、所有格均列在其後括弧內，如 I (me)。
7. 一般動詞均以原形出現，動詞變化不個別列出。
8. 名詞除了少數常以複數形式出現者(如 pants) 之外，均以單數形式出現。
9. 若字彙已列入節慶字彙、日常用語或教室用語字彙時，為免重複出現，不在此表出現。

Memo:

1. The organization of the table is based on the vocabulary designation principle of *Twelve-Year National Basic Curriculum Guideline- Language Domain (English) published by the MoE in 2018*.
2. **Words for Production** are words students will be able to use in appropriate contexts and understand their meanings, pronunciation, spelling, writing, and reading when used for communicating. **Words for Recognition** are words students will recognize through listening skills to grasp the concept and will not need to spell, write, or use it in conversations.
3. Middle-grade students should be able to use 160 words listed in the table orally. Moreover, students will have to spell and write the underlined 100 basic common words.
4. Words in parentheses are excluded from the word count.
5. *Be* verbs and auxiliaries, *do*, *have*, and *can* are in their root form. All the other related forms are listed in parentheses. For example, be (am, are, is).
6. Pronouns (I, you, he, she, it, we, they) are listed as a subject. Personal pronouns and antecedents are supplied in parentheses as I(me).
7. Regular verbs are in their root form. Different forms of verbs will not be listed.
8. Nouns are in singular forms except those usually in plural forms (i.e., pants).
9. Listed festival vocabulary, daily, and classroom English words will not be listed above to avoid duplication.

三、日常生活與教室用語 Daily and classroom English

1	Be quiet, please.	【備註】： 延續第一學習階段之教室用語(1~10)，另增列 20 句(11~30)。 Memo: The added 20 phrases (11~30) are followed by first learning stage classroom English (1~10).
2	Come here, please.	
3	Good job!	
4	Good morning.	
5	Hello! / Hi!	
6	Listen!	
7	Look!	
8	OK.	
9	Sit down.	
10	Stand up.	
11	Are you OK?	
12	Are you ready?	
13	Open your book.	
14	Close your book.	

15	Go back to your seat.
16	Good afternoon.
17	Goodbye! / Good-bye! / See you!
18	How are you?
19	I'm fine. Thank you.
20	I don't know.
21	I'm sorry. / Sorry.
22	Line up.
23	Take out your (<u>book</u>).
24	Put away your (<u>book</u>).
25	Raise your hand.
26	Put down your hand.
27	Stop!
28	Thank you, (<u>Danny</u>). / Thanks.
29	You're welcome.
30	Try again.

四、基本句型 Basic sentence pattern

1	He / She is (<u>thin</u>).
2	Is it / this / that a (<u>pencil</u>)? Yes, it is. No, it isn't.
3	Is this / that your (<u>dog</u>)? Yes, it is. It's my (<u>dog</u>). No, it isn't. It's not my (<u>dog</u>).
4	Is he / she a (<u>student</u>)? Yes, he / she is. No, he / she isn't.
5	Is he / she your (<u>father</u> / <u>mother</u>)? Yes, he / she is. No, he / she isn't.
6	Are you (<u>tired</u>)? Yes, I am. I'm (<u>tired</u>). No, I'm not. I'm (<u>sad</u>).
7	Are you a (<u>student</u>)? Yes, I am. No, I'm not.
8	Can you (<u>swim</u>)? Yes, I can. No, I can't.
9	Do you have a / an (<u>apple</u>)? Yes, I do.

	No, I don't.
10	Do you like (<u>cake</u>)? Yes, I do. I like (<u>cake</u>). No, I don't. I don't like (<u>cake</u>).
11	How old are you? I'm (<u>ten</u>) years old.
12	What's this / that? It's a (<u>pencil</u>). It's an (<u>eraser</u>).
13	What are these / those? They're (<u>monkeys</u>).
14	What can you do? I / We can (<u>sing</u>).
15	What color is it? It's (<u>blue</u>).
16	What time is it? It's (<u>5</u>) o'clock.
17	What do you want? I want some (<u>cake</u>), please. We want some (<u>juice</u>), please.
18	Where is the (<u>cat</u>)? It's by / in / on / under the (<u>box</u>).
19	Where are you? I'm in the (<u>living room</u>). I'm at (<u>home</u>).
20	Who's he / she? He is my (<u>father</u>). She is my (<u>mother</u>).

第三學習階段（高年段）

Learning Stage III (Upper Grade)

一、字母發音與對應字詞 Letter sounds and corresponding words	
母音 Vowels	
long vowel 'a_e'	cake, gate, name
long vowel 'ee'	bee, green, tree
long vowel 'i_e'	bike, kite, nine
long vowel 'o_e'	bone, home, rose
long vowel 'u_e'	cube, cute, tune
ou	cloud, house, mouse
ir	bird, girl, skirt
ar	card, farm, park
or	fork, horse, short
er	father, mother, teacher
子音 Consonants	
voiced th	these, they, those
voiceless th	thank, thin, thirty
wh	what, where, white
ng	long, ring, sing
ch	chair, child, church
sh	ship, shop, show
ph	phone, phonics, photo
bl	black, blue, blow
pl	plane, play, please
dr	dress, drink, driver
tr	train, trash, truck
fr	fresh, frog, fruit
gr	grape, grass, great
sk	skate, skirt, sky
sp	speak, spell, spider
st	stand, star, stop

二、應用字彙與認識字彙 Words for production and recognition

主題 Theme		應用字彙 (字數) Words for Production (word count)	認識字彙 (字數) Words for Recognition (word count)	總字數 Total Words
1	Family	-- <u>brother</u> , <u>father</u> (dad), <u>mother</u> (mom), <u>sister</u> (4)	-- grandfather (grandpa), grandmother (grandma) (2)	6
2	People & Occupation	-- <u>boy</u> , <u>friend</u> , <u>girl</u> -- <u>doctor</u> , <u>nurse</u> , <u>singer</u> , <u>student</u> , <u>teacher</u> (8)	-- farmer, police officer (2)	10
3	School	-- <u>eraser</u> , <u>marker</u> , <u>pen</u> , <u>pencil</u> , <u>ruler</u> -- <u>book</u> , <u>chair</u> , <u>class</u> , <u>computer</u> , <u>desk</u> , <u>notebook</u> , <u>table</u> , <u>school</u> (13)	-- pencil case, scissors -- book bag, comic book, homework (5)	18
4	Colors	-- <u>blue</u> , <u>color</u> , <u>green</u> , <u>red</u> , <u>yellow</u> (5)	(0)	5
5	Numbers	-- <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> (12)	-- thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, thirty, forty, fifty, hundred (12)	24
6	Fruits	-- <u>apple</u> , <u>banana</u> , <u>orange</u> (3)	-- grape, lemon (2)	5
7	Food & Drinks	-- <u>cake</u> , <u>cola</u> , <u>hamburger</u> , <u>hot dog</u> , <u>juice</u> , <u>milk</u> , <u>pizza</u> , <u>rice</u> , <u>sandwich</u> , <u>tea</u> , <u>water</u> -- <u>breakfast</u> , <u>lunch</u> , <u>dinner</u> -- <u>egg</u> , <u>ice cream</u> (16)	-- coffee, cookie -- bread, chicken, noodles, salad (6)	22
8	Animals	-- <u>bird</u> , <u>cat</u> , <u>dog</u> , <u>fish</u> , <u>lion</u> , <u>monkey</u> , <u>pig</u> , <u>rabbit</u> , <u>tiger</u> (9)	-- bear, elephant, frog, horse, turtle, zebra (6)	15
9	Feelings	-- <u>angry</u> , <u>cool</u> , <u>good</u> , <u>happy</u> , <u>sad</u> , <u>tired</u> , <u>warm</u> (7)	-- feel, great, hungry, thirsty (4)	11
10	Appearances	-- <u>big</u> , <u>long</u> , <u>short</u> , <u>small</u> , <u>tall</u> , <u>thin</u> (6)	-- fat, old (舊的; 年長的), pretty (3)	9
11	Sports	-- <u>jump</u> , <u>run</u> , <u>swim</u> (go swimming) (3)	-- jog (go jogging) (1)	4
12	Ability & Talent	-- <u>dance</u> , <u>draw</u> , <u>read</u> , <u>sing</u> , <u>write</u> (5)	(0)	5
13	Other Verbs	-- <u>clean</u> , <u>cook</u> (v.煮; n.廚師), <u>drink</u> , <u>eat</u> , <u>go</u> , <u>like</u> , <u>see</u> , <u>sleep</u> , <u>study</u> , <u>walk</u> , <u>want</u> , <u>watch</u> (12)	-- fly, look, make (3)	15
14	Houses, Apartments & Places	-- <u>bathroom</u> , <u>bed</u> , <u>bedroom</u> , <u>dining room</u> , <u>home</u> , <u>kitchen</u> , <u>living room</u> -- <u>bank</u> , <u>hospital</u> , <u>library</u> , <u>market</u> , <u>park</u> , <u>post office</u> , <u>shop</u> , <u>store</u> , <u>supermarket</u> , <u>zoo</u> (17)	-- bakery, beach, bookstore, department store, museum, restaurant, station (7)	24
15	Transportation	-- <u>bike</u> , <u>bus</u> , <u>car</u> , <u>MRT</u> , <u>on foot</u> , <u>taxi</u> , <u>train</u> (7)	-- plane, scooter (2)	9
16	Other Nouns	-- <u>bag</u> , <u>box</u> , <u>dollar</u> , <u>key</u> , <u>name</u> ,	-- dish, glasses (n.眼鏡), love,	10

二、應用字彙與認識字彙 Words for production and recognition

	player (n. 選手; 播放機) (6)	phone (4)	
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主題 Theme		應用字彙 (字數) Words for Production (word count)	認識字彙 (字數) Words for Recognition (word count)	總字數 Total Words
17	Pronouns & Reflexives	-- <u>he</u> (<u>his</u> , <u>him</u>), <u>I</u> (<u>my</u> , <u>me</u>), <u>it</u> , <u>she</u> (<u>her</u> , <u>her</u>), <u>some</u> , <u>they</u> (<u>their</u> , <u>them</u>), <u>we</u> (<u>our</u> , <u>us</u>), <u>you</u> (<u>your</u> , <u>you</u>) (8)	-- every (1)	9
18	Be Verbs & Auxiliaries	-- <u>be</u> (<u>am</u> / <u>are</u> / <u>is</u> / <u>was</u> / <u>were</u>), <u>can</u> , <u>do</u> (<u>does</u> / <u>did</u>), <u>have</u> (<u>has</u> / <u>had</u>) (4)	(0)	4
19	Articles	-- <u>a</u> (<u>an</u>), <u>the</u> (<u>this</u> / <u>that</u>), <u>these</u> (<u>those</u>) (3)	(0)	3
20	Wh- words	-- <u>how</u> , <u>how many</u> , <u>how much</u> , <u>what</u> , <u>where</u> , <u>who</u> , <u>whose</u> (7)	(0)	7
21	Prepositions	-- <u>at</u> , <u>by</u> , <u>in</u> , <u>on</u> , <u>to</u> , <u>under</u> (6)	-- but, from (2)	8
22	Holidays & Festivals	(0)	-- Moon Festival, barbecue, moon cake, pomelo -- Halloween, ghost, jack-o'-lantern, trick-or-treat, witch -- Christmas, Christmas tree, Merry Christmas, Santa Claus, stocking -- Easter, basket, Easter Bunny -- Mother's Day, card, flower, gift -- Dragon Boat Festival, rice dumpling, sachet (24)	24
23	Other Adverbs	-- <u>no</u> , <u>not</u> , <u>yes</u> (3)	(0)	3
24	Parts of Body	-- <u>ear</u> , <u>eye</u> , <u>face</u> , <u>hair</u> , <u>head</u> , <u>leg</u> , <u>mouth</u> , <u>nose</u> (8)	-- foot, hand (2)	10
25	Toys	(0)	-- ball, doll, kite, robot, toy (5)	5
26	Weather	-- <u>cloudy</u> , <u>cold</u> , <u>hot</u> , <u>rainy</u> , <u>sunny</u> , <u>weather</u> , <u>windy</u> (7)	(0)	7
27	Time & Days	-- <u>time</u> , <u>day</u> , <u>night</u> , <u>today</u> , <u>week</u> , <u>yesterday</u> , <u>last night</u> , <u>o'clock</u> -- <u>Sunday</u> , <u>Monday</u> , <u>Tuesday</u> , <u>Wednesday</u> , <u>Thursday</u> , <u>Friday</u> , <u>Saturday</u> (15)	(0)	15
28	Months	(0)	-- month, January, February, March, April, May, June, July, August, September,	13

			October, November, December (13)	
29	Health	-- <u>sick</u> (1)	-- fever, headache, runny nose, stomachache, toothache (5)	6
30	Countries & Nations	-- <u>Taiwan</u> (1)	-- Japan, the UK, the USA (3)	4
31	Subjects	-- <u>art, Chinese, English, math, music, PE (P.E.), science</u> (7)	-- subject (1)	8
32	Nature & Geography	(0)	-- lake, moon, mountain, sea, star, sun (6)	6
33	Personal Traits	(0)	-- brave, honest, nice, smart (4)	4
34	Clothing	-- <u>dress, jacket, jeans, pants, shoes, shorts, skirt, T-shirt</u> (8)	-- coat, shirt, socks (3)	11
35	Interests & Hobbies	-- <u>camp (go camping), go fishing, go hiking, go shopping, play basketball, ride a bike, watch TV</u> (7)	-- listen to music, play baseball, play computer games, play the piano, see a movie (5)	12
36	Daily Routines	-- <u>do one's homework, get up</u> (2)	-- brush one's teeth, go home, go to bed, go to school, take a bath (take a nap / take a shower), walk the dog (6)	8
37	Other Adjectives	(0)	-- favorite (1)	1
總計		220	140	360

備註：

1. 本字彙表依據教育部 107 年〈十二年國民基本教育課程綱要—語文領域-英語文〉之字彙編列原則制定。
2. 「應用字彙」表示學生必須了解其字義、聽懂讀音，同時須能在書面或口頭溝通中正確拼讀書寫，並在適切的語境中使用該字詞；「認識字彙」表示學生只要了解字義、聽懂讀音，以幫助了解文句語意，不必拼讀、書寫或於口語溝通中運用該字詞。
3. 本字彙表所列之字詞共 360 個，為高年級學生須學會口語應用之字詞，其中加註底線者為學生須會能拼寫之 220 個基本常用字詞。
4. 字彙表字數的計算不包含括弧內的字詞。
5. Be動詞和助動詞 do, have, can只列原形，其相關衍生詞均列在其後括弧內，如 be (am, are, is, was, were)。
6. 代名詞 (I, you, he, she, it, we, they) 只列主格，其受格、所有格均列在其後括弧內，如 I (me, my)。
7. 一般動詞均以原形出現，動詞變化不個別列出。
8. 名詞除了少數常以複數形式出現者(如 pants) 之外，均以單數形式出現。
9. 若字彙已列入節慶字彙、日常用語或教室用語字彙時，為免重複出現，不在此表出現。

Memo:

1. The organization of the table is based on the vocabulary designation principle of *Twelve-Year National Basic Curriculum Guideline- Language Domain(English) published by the MoE in 2018*.
2. **Words for Production** are words students will be able to use in appropriate contexts and understand their meanings, pronunciation, spelling, writing, and reading when used for

communicating. **Words for Recognition** are words students will recognize through listening skills to grasp the concept and will not need to spell, write, or use in conversations.

3. Middle-grade students should be able to use 360 words listed in the table orally, where the students will have to spell and write the underlined 220 basic common words.
4. Words in parentheses are excluded from the word count.
5. Be verbs and auxiliaries, do, have, and can are in their root form. All the other related forms are listed in parentheses. For example, be (am, are, is).
6. Pronouns (I, you, he, she, it, we, they) are listed as a subject. Personal pronouns and antecedents are supplied in parentheses as I(me).
7. Regular verbs are in their root form. Different forms of verbs will not be listed.
8. Nouns are in singular forms except those usually in plural forms (i.e., pants).
9. Listed festival vocabulary, daily, and classroom English words will not be listed above to avoid duplication.

三、日常生活與教室用語 Daily and classroom English

1	Be quiet, please.	<p>【備註】： 延續第一學習階段（1~10）、第二學習階段（11~30）日常生活與教室用語，另增列 20 句（31~50）。</p> <p>Memo: The added 20 phrases and sentences (31~50) are followed by the first learning stages (1~10) of classroom English and the second learning stages (11~30) of daily and classroom English.</p>
2	Come here, please.	
3	Good job!	
4	Good morning.	
5	Hello! / Hi!	
6	Listen!	
7	Look!	
8	OK.	
9	Sit down.	
10	Stand up.	
11	Are you OK?	
12	Are you ready?	
13	Open your book.	
14	Close your book.	
15	Go back to your seat.	
16	Good afternoon.	
17	Goodbye! / Good-bye! / See you!	
18	How are you?	
19	I'm fine. Thank you.	
20	I don't know.	
21	I'm sorry. / Sorry.	
22	Line up.	
23	Take out your (book).	
24	Put away your (book).	

25	Raise your hand.		
26	Put down your hand.		
27	Stop!		
28	Thank you, (<u>Danny</u>). / Thanks.		
29	You're welcome.		
30	Try again.		
31	Cool!		
32	Excuse me.		
33	Good idea.		
34	Good night.		
35	Great!		
36	Help!		
37	Here you are.		
38	How about you?		
39	Hurry up!		
40	Let's go!		【備註】： 延續第一學習階段（1~10）、第二學習階段（11~30）日常生活與教室用語，另增列20句（31~50）。 Memo: The added 20 phrases and sentences (31~50) are followed by the first learning stages (1~10) and the second learning stages (11~30) of daily and classroom English.
41	Me, too.		
42	Nice to meet you, (<u>Mr. Lee</u>). Nice to meet you, too.		
43	Repeat after me.		
44	Sorry, I'm late.		
45	That's OK.		
46	Sure.		
47	Turn to page (<u>sixteen</u>).		
48	Wait a minute.		
49	Watch out!		
50	What's wrong, (<u>Sam</u>)?		

四、基本句型 Basic sentence pattern		
1	He / She is (<u>thin</u>).	【備註】： 延續第二學習階段之基本句型（1~20），另增列30句（21~50）。 Memo: The added 30 sentence patterns (21~50) are followed by the second
2	Is it / this / that a (<u>pencil</u>)? Yes, it is. No, it isn't.	
3	Is this / that your (<u>dog</u>)? Yes, it is. It's my (<u>dog</u>). No, it isn't. It's not my (<u>dog</u>).	
4	Is he / she a (<u>student</u>)? Yes, he / she is. No, he / she isn't.	

5	Is he / she your (<u>father</u>)? Yes, he / she is. No, he / she isn't.	learning stages (1~20).	
6	Are you (<u>tired</u>)? Yes, I am. I'm (<u>tired</u>). No, I'm not. I'm (<u>sad</u>).		
7	Are you a (<u>student</u>)? Yes, I am. No, I'm not.		
8	Can you (<u>swim</u>)? Yes, I can. No, I can't.		
9	Do you have a / an (<u>apple</u>)? Yes, I do. No, I don't.		
10	Do you like (<u>cake</u>)? Yes, I do. I like (<u>cake</u>). No, I don't. I don't like (<u>cake</u>).		
11	How old are you? I'm (<u>ten</u>) years old.		
12	What's this / that? It's a (<u>pencil</u>). It's an (<u>eraser</u>).		【備註】： 延續第二學習階段之基本句型（1~20），另增列30句（21~50）。 Memo: The added 30 sentence patterns (21~50) are followed by the second learning stages (1~20).
13	What are these / those? They're (<u>monkeys</u>).		
14	What can you do? I / We can (<u>sing</u>).		
15	What color is it? It's (<u>blue</u>).		
16	What time is it? It's (<u>5</u>) o'clock.		
17	What do you want? I want some (<u>cake</u>), please. We want some (<u>juice</u>), please.		
18	Where is the (<u>cat</u>)? It's by / in / on / under the (<u>box</u>).		
19	Where are you? I'm in the (<u>living room</u>). I'm at (<u>home</u>).		
20	Who's he / she? He is my (<u>father</u>). She is my (<u>mother</u>).		
21	Is it (<u>cloudy</u> / <u>hot</u>)? Yes, it is.		

	No, it isn't.	
22	Is there a (<u>supermarket</u>) next to the (<u>bank</u>)? Yes, there is. No, there isn't.	
23	Is today (<u>Sunday</u>)? Yes, it is. It's (<u>Sunday</u>). No, it isn't. It's (<u>Monday</u>).	
24	Are you (<u>doing your homework</u>)? Yes, I am. I'm (<u>doing my homework</u>). No, I'm not. I'm (<u>watching TV</u>).	
25	Are you going to the (<u>library</u>)? Yes, I am. I'm going to the (<u>library</u>). No, I'm not. I'm going to the (<u>bookstore</u>).	
26	Do you have (<u>PE</u>) class on (<u>Monday</u>)? Yes, I do. No, I don't.	
27	Do you like / want to (<u>go shopping</u>)? Yes, I do. I like / want to (<u>go shopping</u>). No, I don't. I like / want to (<u>go hiking</u>).	
28	Do you want a (<u>hamburger</u>)? Yes, I do. No, I don't. Does he / she want a (<u>hamburger</u>)? Yes, he / she does. No, he / she doesn't.	<p>【備註】： 延續第二學習階段之基本句型（1~20），另增列30句（21~50）。</p> <p>Memo: The added 30 sentence patterns (21~50) are followed by the second learning stages (1~20).</p>
29	How do you go to school? I go to school (<u>by bus</u>).	
30	How many (<u>zebras</u>) are there? There is (<u>one zebra</u>). There are (<u>six</u>) (<u>zebras</u>).	
31	How much is the (<u>robot</u>)? It's (<u>fifty</u>) dollars. How much are the (<u>balls</u>)? They're (<u>twenty</u>) dollars.	
32	How's the weather? It's (<u>sunny</u>).	
33	What's wrong? My (<u>eye</u>) hurts. I have a (<u>runny nose</u>). Her (<u>nose</u>) hurts.	
34	What are you doing? I'm (<u>reading</u>). What's he / she doing? He / She is (<u>writing</u>).	
35	What day is today? It's (<u>Monday</u>).	

36	What do you do in the morning? I (<u>go jogging</u>) in the morning.	<p>【備註】： 延續第二學習階段之基本句型（1~20），另增列30句（21~50）。</p> <p>Memo: The added 30 sentence patterns (21~50) are followed by the second learning stages (1~20).</p>
37	What do you like / want to do? I like / want to (<u>go camping</u>).	
38	What do you see? I see (<u>an elephant</u>). I see (<u>two elephants</u>).	
39	What do you want to be? I want to be a (<u>singer</u>).	
40	What subject do you like? I like (<u>art</u>).	
41	What time do you (<u>get up</u>)? I (<u>get up</u>) at (<u>7:00</u>). What time does he / she (<u>get up</u>)? He / She (<u>gets up</u>) at (<u>7:00</u>).	
42	Where's the (<u>bookstore</u>)? It's on (<u>Park Road</u>). It's next to (<u>the library</u>).	
43	Where are you from? I'm from (<u>Taiwan</u>).	
44	Where are you going? I'm going to (<u>the zoo</u>).	
45	Whose (<u>dress</u>) is it / this? It's <u>Tina's</u> (<u>dress</u>).	
46	Did you (<u>listen to music</u>) yesterday? Yes, I did. I (<u>listened to music</u>) yesterday. No, I didn't. I (<u>played baseball</u>) yesterday.	
47	Did you see a movie (<u>yesterday</u>)? Yes, I did. No, I didn't. I saw a movie (<u>last week</u>).	
48	Were you (<u>at the museum</u>) (<u>yesterday</u>)? Yes, I was. I was (<u>at the museum</u>) (<u>yesterday</u>). No, I wasn't. I was (<u>at the mall</u>) (<u>yesterday</u>).	
49	What did you do (<u>last week</u>)? I (<u>washed the dishes</u>) (<u>last week</u>).	
50	Where were you (<u>yesterday</u>)? I was (<u>at the mall</u>) (<u>yesterday</u>).	

Appendix 7: New Taipei City Reading Literacy Stages and Suggested English Picture Books

學習階段 Learning Stages	閱讀素養 Reading Literacy		建議書目 Suggested Books		
	學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title/ Author &Illustrator/ Publisher/ Year of publish	搭配教學主題 Related Teaching Theme	搭配領域/議題 Related Domain/ Issue
一 (低年段) First Stage (Lower Grade)	閱讀歷程 Reading Process	<p>閱 I-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。</p> <ol style="list-style-type: none"> 1. 能辨識第一學習階段英語文本（繪本）中的英文字母。 2. 能辨識第一學習階段英語文本（繪本）中的關鍵字詞。 3. 能知道第一學習階段英語文本（繪本）之書名。 <p>R I-E1 To learn general vocabulary in a daily context and for basic subject knowledge studies.</p>	<p>第一學習階段建議書目 Recommended Books for First Stage Learning Stage</p>	<p>動物、顏色、生活用語 Animals, Colors, Daily Phrases</p>	<p>生活-E-C2 LC-E-C2</p>
				<p>1. <i>Good Night Gorilla</i>, by Peggy Rathmann, Scholastic (1995)</p>	<p>字母 The Alphabet</p>
			<p>2. <i>Alphabet City</i>, by Stephen T. Johnson, Viking (1995)</p>		

		<ol style="list-style-type: none"> 1. Be able to identify English letters learned from English texts (picture books) in the first stage. 2. Be able to identify target words learned from English texts (picture books) in the first stage. 3. Be able to know book titles learned from English texts (picture books) in the first stage. 		<p>3. <i>Food for Thought</i>, by Saxton Freymann, Scholastic (2005)</p>	<p>數字、顏色、字母 Numbers, Colors, The Alphabet</p>	<p>生活-E-B3 LC-E-B3</p>
		<p>閱 I-E3 熟悉與學科學習相關的文本閱讀策略。</p> <ol style="list-style-type: none"> 1. 能知道英語閱讀是從左到右、從上到下，從前到後。 2. 在跟讀時，能正確指出所讀的字詞（finger pointing）。 <p>R I-E3 Be familiar with reading strategies for subject related learning.</p> <ol style="list-style-type: none"> 1. Understand how to read in English, starting from left to right, top to bottom, and front to back. 2. Use finger pointing while reading and repeating after the teacher reads out loud. 		<p>4. <i>Yo! Yes!</i> by Chris Raschka, Scholastic (1993)</p>	<p>生活用語 Daily Phrases</p>	<p>生活-E-A1 LC-E-A1</p>
				<p>5. <i>Alphabet Ice Cream</i>, by Sue Heap & Nick Sharratt, Puffin (2007)</p>	<p>字母 The Alphabet</p>	<p>生活-E-B3 LC-E-B3</p>
		<p>閱 I-E8 低、中年級以紙本閱讀為主。</p> <ol style="list-style-type: none"> 1. 能閱讀第一學習階段英語文本（繪本）。 		<p>6. <i>The Wheels on the Bus</i>, by Annie Kubler (illustrator), Child's Play (2001)</p>	<p>擬聲詞 Onomatopoeias</p>	<p>生活-E-B3 LC-E-B3</p>

	閱讀媒材 Reading	R I-E8 Mainly paper reading for lower and middle graders. 1. Be able to read first stage English texts (picture books).		7. <i>Old MacDonald Had a Farm</i> , by Pam Adams (illustrator), Child's Play (2002)	動物 Animals	生活-E-B3 LC-E-B3
一 (低年段) First Stage (Lower Grade)	閱讀態度 Reading Attitude	閱 I-E12 培養喜愛閱讀的態度。 1. 能專心聆聽英語故事。 2. 能樂於翻閱英語文本 (繪本)。 R I-E12 To cultivate love for reading. 1. Be able to listen to an English story attentively. 2. Have a positive attitude toward reading through English texts (picture books).	Learning Stage 第一學習階段建議書目 Recommended Books for First Stage	8. <i>Five Little Monkeys Jumping on the Bed</i> , by Eileen Christelow, Scholastic (1989)	數字 Numbers	生活-E-A1 LC-E-A1
		閱 I-E13 願意廣泛接觸不同類型及不同學科主題的文本。 1. 樂於接觸第一學習階段各種不同類型及學科主題的英語文本 (繪本)。 R I-E13 Be willing to read various texts and subject themes. 1. Have a positive attitude toward reading English texts (picture books) from the first stage of various genres and subject themes.		9. <i>Five Little Ducks</i> , by Pamela Paparone,	數字 Numbers	生活-E-A1 LC-E-A1
		閱 I-E14 喜歡與他人討論、分享自己閱讀的文本。 1. 樂於參與小組的英文閱讀活動。 2. 樂於分享英語文本 (繪本)。		10. <i>No David</i> , by David Shannon, Scholastic (2000)	生活用語 Daily Phrases	生活-E-C2 LC-E-C2
		11. <i>Carlo Likes Counting</i> , by Jessica Spanyol, Walker Books (2003)		數字 Numbers	數-E-B1 生活-E-B3 M-E-B1 LC-E-B3	
		12. <i>Monkey and Me</i> , by Emily Gravett, Macmillan Children's Books (2007)		動物 Animals	生活-E-B3 LC-E-B3	
		13. <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr. / Eric Carle, Henry Holt and Company (2007)		動物、顏色 Animals, Colors	生活-E-B3 LC-E-B3	

		<p>R I-E14 Love to discuss and share readings with other people.</p> <ol style="list-style-type: none"> 1. Have a positive attitude toward group reading activities. 2. Have a positive attitude toward sharing English texts (picture books). 		<p>14. <i>Lemons Are Not Red</i>, by Laura Vaccaro Seeger, Roaring Brook Press (2004)</p>	<p>顏色 Colors</p>	<p>生活-E-B3 LC-E-B3</p>
				<p>15. <i>Who Took the Cookies from the Cookie Jar?</i>, by Rozanne Lanczak, Scholastic (1995)</p>	<p>韻文 Rhymes</p>	<p>生活-E-B3 LC-E-B3</p>

學習階段 Learning Stages	閱讀素養 Reading Literacy		建議書目 Suggested Books		
	學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title/ Author &Illustrator/ Publisher/ Year of publish	搭配教學主題 Related Teaching Theme	搭配領域/議題 Related Domain/ Issue
二 (中年段) Second Stage (Middle Grade)	閱讀歷程 Reading Process	<p>閱 II-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。</p> <ol style="list-style-type: none"> 1. 能辨識第二學習階段英語文本（繪本）中的關鍵字詞。 2. 能辨識第二學習階段英語文本（繪本）中的主要句型。 3. 能知道第二學習階段英語文本（繪本）之書名、作者及繪者。 <p>R II-E1 To learn vocabularies and phrases in general daily context and for basic subject knowledge studies.</p> <ol style="list-style-type: none"> 1. Be able to identify target words learned from English texts (picture books) in the second stage. 2. Be able to identify target sentence patterns learned from English texts (picture books) in the second stage. 3. Be able to know book titles, authors, and illustrators learned from English texts (picture books) in the second stage. 	第二學習階段建議書目 Recommended Books for Second Learning Stage	動物 Animals	自-E-A1 NS-E-A1
				數字 Numbers	藝-E-B3 A-E-B3

學習階段 Learning Stages	閱讀素養 Reading Literacy		建議書目 Suggested Books		
	學習主題 Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title/ Author &Illustrator/ Publisher/ Year of publish	搭配 教學 主題 Related Teaching Theme	搭配領域/ 議題 Related Domain/ Issue
		<p>閱 II-E3 熟悉與學科學習相關的文本閱讀策略。</p> <ol style="list-style-type: none"> 1. 能根據封面預測故事內容。 2. 能根據圖片線索 (picture clue) 理解故事內容。 3. 能知道構成故事的元素，如：人物、場景及時間。 <p>R II-E3 Be familiar with reading strategies for subject related learning.</p> <ol style="list-style-type: none"> 1. Be able to predict the story's content by using the cover. 2. Be able to understand the content's meaning based on picture clues. 3. Be able to know the story elements like characters, settings, and timelines. 	<p>3. <i>From Head to Toe</i>, by Eric Carle, HarperTrophy (1997)</p>	<p>動物、 動作、 身體 部位 Animals, Motions, Body Parts</p>	<p>健體-E-A1 HP-E-A1</p>
			<p>4. <i>Red Rockets and Rainbow Jelly</i>, by Sue Heap & Nick Sharratt, Puffin Books (2004)</p>	<p>顏色 Colors</p>	<p>綜-E-A1 IA-E-A1</p>

學習階段 Learning Stages	閱讀素養 Reading Literacy		建議書目 Suggested Books		
	學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title/ Author &Illustrator/ Publisher/ Year of publish	搭配教學主題 Related Teaching Theme	搭配領域/議題 Related Domain/ Issue
		<p>閱 II-E6 發展向文本提問的能力。</p> <ol style="list-style-type: none"> 1. 能運用 Who、What、Where、When 問句來自我提問，以提取文義。 2. 能比較或對照文本(繪本)中兩個訊息(如：人物、事件、時間或地點……等)。 <p>R II-E6 Develop the ability to ask questions according to the text.</p> <ol style="list-style-type: none"> 1. Be able to use Who, What, Where and When questions to ask oneself and extract meaning. 2. Be able to compare and contrast information in the text (picture book). For example, characters, events, time, and location 	5. <i>The Carrot Seed</i> , by Ruth Krauss, Scholastic (1945)	家人The Family	自 -E-A1 綜-E-A1 NS-E-A1 IA-E-A1
		<p>閱 II-E8 低、中年級以紙本閱讀為主。</p> <ol style="list-style-type: none"> 1. 能閱讀第二學習階段英語文本(繪本)。 <p>R II-E8 Mainly paper reading for lower and middle graders.</p>	6. <i>The Very Hungry Caterpillar</i> , by Eric Carle, Scholastic (1987)	食物、星期 Food, Days of the Week	自 -E-B3 NS-E-B3

學習階段 Learning Stages	閱讀素養 Reading Literacy		建議書目 Suggested Books			
	學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title/ Author &Illustrator/ Publisher/ Year of publish	搭配教學主題 Related Teaching Theme	搭配領域/議題 Related Domain/ Issue	
二 (中年段) Second Stage (Middle Grade)	閱讀媒材 Reading Materials	1. Be able to read second-stage English texts (picture books).	第二學習階段建議書目 Second Learning Stage Recommended Books for		健體-E-A1 綜-E-B1 HP-E-A1 IA-E-A1	
		閱 II-E10 中、高年級：能從報章雜誌及其他閱讀媒材中汲取與學科相關的知識。 1. 能運用已學過的單字、句型閱讀英語文本（繪本），並汲取與學科相關的知識。 R II-E10 Middle/ Higher grades: be able to learn subject-related knowledge from magazines, newspapers, and other reading materials.		7. <i>The Crocodile and the Dentist</i> , by Taro Gomi, Scholastic (1996)	情緒 Emotions	
		1. Be able to use previously learned vocabulary words and sentence patterns in reading English texts (picture books) and extract subject-related knowledge.		8. <i>I Love You: A Rebus Poem</i> , by Jean Marzollo / Suse MacDonald, Scholastic (2000)	長母音 Long Vowels	綜-E-B3 IA-E-B3
			9. <i>Rosie's Walk</i> , by Pat Hutchins, Scholastic (1987)	介系詞 Prepositions	安-E2 綜-E-A3 S-E2 IA-E-A3	

學習階段 Learning Stages	閱讀素養 Reading Literacy		建議書目 Suggested Books			
	學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title/ Author &Illustrator/ Publisher/ Year of publish	搭配教學主題 Related Teaching Theme	搭配領域/議題 Related Domain/ Issue	
	閱讀情境脈絡 Reading Context	<p>閱 II-E11 能在一般生活情境中，懂得運用文本習得的知識解決問題。</p> <p>1. 能連結英語文本（繪本）與個人經驗或生活情境，並進行比較。</p> <p>R II-E11 Be able to apply knowledge learned from texts to solve problems in daily scenarios.</p> <p>1. Be able to relate English texts (picture books) to personal experiences or daily scenarios and make a comparison.</p>	10. <i>Bark, George</i> , by Jules Feiffer, HarperCollins (1999)	動物 Animals	自-E-A1 NS-E-A1	
			11. <i>Dear Zoo</i> , by Rod Campbell, Puffin Books (1982)	動物、 形容詞 Animals, Adjectives	自-E-A1 NS-E-A1	
二（中年段） Second Stage (Middle Grade)	閱讀態度 Reading Attitude	<p>閱 II-E12 培養喜愛閱讀的態度。</p> <p>1. 能主動接觸或借閱相關英語文本（繪本）。</p> <p>2. 能積極參與閱讀的相關活動。</p> <p>3. 能養成主動閱讀的習慣。</p>	第二學習階段建議書目 for Second Stage Recommended Books	12. <i>Whose Mouse Are You?</i> by Robert Kraus & Jose Aruego, Scholastic (1970)	家人 The Family	家-E6 F-E6
				13. <i>David Goes to School</i> , by David Shannon, Scholastic (2001)	生活用語 Daily Phrases	品-E1 品-E2 CE-E1 CE-E2

學習階段 Learning Stages	閱讀素養 Reading Literacy		建議書目 Suggested Books		
	學習主題 Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title/ Author &Illustrator/ Publisher/ Year of publish	搭配教學主題 Related Teaching Theme	搭配領域/議題 Related Domain/ Issue
		R II-E12 To cultivate a love for reading. 1. Be self-motivated in reading or borrowing relevant English texts (picture books). 2. Be an active participant in reading-related events. 3. Cultivate active reading habits.	14. <i>Go Away, Big Green Monster!</i> by Ed Emberley, Little Brown and Company (2005)	顏色、身體部位、形容詞 Colors, Body Parts, Adjectives	藝-E-B3 A-E-B3
			15. <i>Bear Hunt</i> , by Anthony Browne, Puffin Books (2010)	生活用語 Daily Phrases	綜-E-A3 安-E2 IA-E-A3 S-E2
		閱 II-E13 願意廣泛接觸不同類型及不同學科主題的文本。 1. 樂於接觸第二學習階段各種不同類型及學科主題的英語文本（繪本）。 R II-E13 Be willing to read texts of various sorts and subject themes. 1. Have a positive attitude toward reading English texts (picture books)	16. <i>Cat's Colors</i> , by Jane Cabrera, Puffin Books (1997)	顏色 Colors	藝-E-B3 A-E-B3
			17. <i>A Bit Lost</i> , by Chris Haughton, Walker Books (2011)	動物、形容詞、身體部位 Animals, Adjectives, Body Parts	自-E-A1 NS-E-A1

學習階段 Learning Stages	閱讀素養 Reading Literacy		建議書目 Suggested Books			
	學習主題 Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title/ Author &Illustrator/ Publisher/ Year of publish		搭配教學主題 Related Teaching Theme	搭配領域/議題 Related Domain/ Issue
		of various sorts and subject themes from the second stage.		18. <i>My Green Day</i> , by Melanie Walsh, Walker Books (2010)	食物、飲料 Food, Drinks	自-E-C1 環-A2 環-E14 環-E15 環-E16 環-E17 能-E1 能-E2 NS-E-C1 EE-A2 EE-E14 EE-E15 EE-E16 EE-E17 EN-E1 EN-E2
二 (中年段) Second Stage (Middle Grade)	閱讀態度 Reading Attitude	<p>閱 II-E14 喜歡與他人討論、分享自己閱讀的文本。</p> <p>1. 能分享英語文本 (繪本) 中自己喜歡的內容或情節。</p> <p>2. 能專注聆聽同儕或教師分享的英語文本 (繪本)。</p> <p>R II-E14 Love to discuss and share readings with others.</p> <p>1. Be able to share one's favorite parts or plots in English texts (picture books).</p> <p>2. Be attentive in listening to English texts (picture books) when shared by</p>	第二學習階段建議書目 Recommended Books for	19. <i>Not a Box</i> , by Antoinette Portis, Scholastic (2006)	介系詞 Prepositions	藝-E-B3 A-E-B3
				20. <i>Little Blue and Little Yellow</i> , by Leo Lionni, Scholastic (1993)	顏色 Colors	藝-E-B3 A-E-B3
				21. <i>The Doorbell Rang</i> , by Pat Hutchins, Scholastic (1987)	數字 Numbers	數-E-B1 品-E6 M-E-B1 CE-E6

學習階段 Learning Stages	閱讀素養 Reading Literacy		建議書目 Suggested Books			
	學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title/ Author &Illustrator/ Publisher/ Year of publish	搭配教學主題 Related Teaching Theme	搭配領域/議題 Related Domain/ Issue	
		classmates or the teacher.		22. <i>Today Is Monday</i> , by Eric Carle, Scholastic (1993)	星期、食物 Days of the Week, Food	健-E-A1 HP-E-A1
				23. <i>I Wish I Were a Dog</i> , by Lydia Monks, Egmont (1998)	動作、能力 Motions, Capacities	綜-E-A1 IA-E-A1

學習階段 Learning Stages	閱讀素養 Reading Literacy		建議書目 Suggested Books			
	學習主題 Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title/ Author &Illustrator/ Publisher/ Year of publish	搭配教學主題 Related Teaching Theme	搭配領域/議題 Related Domain/ Issue	
三 (高年段) Third Stage (Upper Grade)	閱讀歷程 Reading Process	<p>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。</p> <ol style="list-style-type: none"> 1. 能辨識第三學習階段英語文本（繪本）中的關鍵字詞。 2. 能辨識第三學習階段英語文本（繪本）中的主要句型。 3. 能知道第三學習階段英語文本（繪本）之書名、作者及繪者。 <p>R III-E1 To learn vocabulary and phrases in a regular daily context and for basic subject knowledge studies.</p> <ol style="list-style-type: none"> 1. Be able to identify target words learned from English texts (picture books) in the third stage. 2. Be able to identify main sentence patterns learned from English texts (picture books) in the third stage. 3. Be able to know book titles, authors, and illustrators learned from English texts (picture books) in the third stage. 	<p>第三學習階段建議書目 Recommended Books for Third Learning Stage</p>	<p>海洋、動物 The Ocean, Animals</p>	<p>海-E-7 海-E-11 自-E-A2 ME-E-7 ME-E-11 NS-E-A2</p>	
				<p>1. <i>I am the Biggest Thing in the Ocean</i>, by Kevin Sherry, Scholastic (2008)</p>	<p>家人 The Family</p>	<p>綜-E-C2 IA-E-C2</p>
				<p>3. <i>Willy the Dreamer</i>, by Anthony Browne, Walker Books (1997)</p>	<p>職業 Occupations</p>	<p>綜-E-A1 涯-E9 IA-E-A1 CP-E-A1</p>

學習階段 Learning Stages	閱讀素養 Reading Literacy		建議書目 Suggested Books		
	學習主題 Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title/ Author &Illustrator/ Publisher/ Year of publish	搭配教學主題 Related Teaching Theme	搭配領域/議題 Related Domain/ Issue
		<p>閱 III-E3 熟悉與學科學習相關的文本閱讀策略。</p> <ol style="list-style-type: none"> 1. 能藉由不同方式（如：圖片、上下文或查字典等方式），理解不懂的字詞。 2. 能在適當的地方（meaningful chunk）斷句。 3. 能知道構成故事的元素，如：人物、場景、時間及故事情節。 4. 能將事件依故事的發展加以排序。 5. 能運用策略找出文本（繪本）的大意。 <p>R III-E3 Be familiar with reading strategies for subject-related learning.</p> <ol style="list-style-type: none"> 1. Be able to use different ways (e.g., pictures, related paragraphs, looking up words in the dictionary) to understand new words. 2. Be able to identify meaningful chunks when arriving at a break. 3. Be able to know the story elements, e.g., characters, settings, timeline, and plots. 4. Be able to sequence the events based on 		<p>食物、飲料 Food, Drinks</p>	<p>健-E-A1 HP-E-A1</p>
			<p>4. <i>Eat Your Peas</i>, by Kes Gray / Nick Sharratt (illustrator), Red Fox (2000)</p>		
			<p>5. <i>The Pigeon Finds a Hot Dog!</i> by Mo Willems, Walker Books (2005)</p>	<p>生活用語 Daily Phrases,</p>	<p>品-E6 CE-E6</p>

學習階段 Learning Stages	閱讀素養 Reading Literacy		建議書目 Suggested Books			
	學習主題 Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title/ Author &Illustrator/ Publisher/ Year of publish	搭配教學主題 Related Teaching Theme	搭配領域/議題 Related Domain/ Issue	
		the story's development. 5. Be able to use strategies to find the main idea from the texts (picture books).		6. <i>My Five Senses</i> , by Aliko, HarperTrophy (1989)	身體部位 Body Parts	自-E-A1 NS-E-A1
	閱讀歷程 Reading Process	<p>閱 III-E6 發展向文本提問的能力。</p> <p>1. 能運用 Who、What、Where、When、Why 和 How 問句來自我提問，以提取文義。</p> <p>2. 能比較對照文本（繪本）中多個訊息（如：人物、事件、時間、地點……等）。</p> <p>R III-E6 Develop the ability to ask questions according to the text.</p> <p>1. Be able to use Who, What, Where, and When questions to ask oneself and extract meaning.</p> <p>2. Be able to compare and contrast information in the texts (picture books).</p>		7. <i>Dog Breath</i> , by Dav Pilkey, Scholastic (2004)	衛生習慣 Hygiene	綜-E-A1 IA-E-A1
				8. <i>Handa's Surprise</i> , by Eileen Browne, Scholastic (1999)	水果、動物 Fruit, Animals	綜-E-C3 多-E6 IA-E-C3 CD-E-C3

學習階段 Learning Stages	閱讀素養 Reading Literacy		建議書目 Suggested Books			
	學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title/ Author &Illustrator/ Publisher/ Year of publish	搭配教學主題 Related Teaching Theme	搭配領域/議題 Related Domain/ Issue	
三 (高年段) Third Stage (Upper Grade)	閱讀歷程 Reading Process	<p>閱 III-E7 發展詮釋、反思、評鑑文本的能力。</p> <ol style="list-style-type: none"> 1. 能用自己的話概略重述英語文本 (繪本) 的內容。 2. 能說出作者所欲傳達的訊息。 3. 能透過不同形式 (如：角色扮演、讀者劇場等) 詮釋英語文本 (繪本) 中的角色或情節。 <p>R III-E7 To develop the ability to interpret, reflect, and evaluate texts.</p> <ol style="list-style-type: none"> 1. Be able to use one's own words to generally retell the content of the texts (picture books). 2. Be able to express the author's messages. 3. Be able to apply different forms (e.g., role play and reader's theatre) to interpret the characters or plots in English texts (picture books). 	第三學習階段建議書目 Recommended Books for Third Learning Stage	<p>9. <i>What Mommies / Daddies Do Best</i>, by Laura Numeroff / Lynn Munsinger (illustrator), Scholastic (2000)</p>	<p>動作、家人 Motions, The Family</p>	<p>綜-E-C2 家-E3 家-E6 IA-E-C2 F-E3 F-E6</p>
		<p>10. <i>Joseph Had a Little Overcoat</i>, by Simms Taback, Scholastic (2003)</p>		<p>衣物 Clothing</p>	<p>自-E-C1 環-A2 環-E16 NS-E-C1 EE-A2 EE-E16</p>	

學習階段 Learning Stages	閱讀素養 Reading Literacy		建議書目 Suggested Books		
	學習主題 Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title/ Author &Illustrator/ Publisher/ Year of publish	搭配教學主題 Related Teaching Theme	搭配領域/議題 Related Domain/ Issue
				顏色、時間、日期 Colors, Times, Dates	綜-E-A2 IA-E-A2
	閱讀媒材 Reading Materials	<p>閱 III-E10 中、高年級：能從報章雜誌及其他閱讀媒材中汲取與學科相關的知識。</p> <p>1. 能運用已學過的單字、句型閱讀英語文本（繪本），並汲取與學科相關的知識。</p> <p>R III-E10 Middle/ Higher grades: be able to learn subject-related knowledge from magazines, newspapers, and other reading materials.</p> <p>1. Be able to use previous vocabularies and sentence patterns learned in</p>	11. <i>Seven Blind Mice</i> , by Ed Young, Puffin Books (1992)	動物 Animals	綜-E-A3 IA-E-A3
			13. <i>Click, Clack, Moo, Cows That Type</i> , by Doreen Cronin / Betsy Lewin (illustrator), Scholastic (2001)	動物 Animals	社-E-B1 人-A2 人-E2 SS-E-B1 HR-A2 HR-E2

學習階段 Learning Stages	閱讀素養 Reading Literacy		建議書目 Suggested Books		
	學習主題 Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title/ Author &Illustrator/ Publisher/ Year of publish	搭配教學主題 Related Teaching Theme	搭配領域/議題 Related Domain/ Issue
		reading English texts (picture books) and extract subject-related knowledge.		動物、身體部位 Animals, Body Parts	綜-E-A3 安-E2 IA-E-A3 S-E2
三 (高年段) Third Stage (Upper Grade)	閱讀情境脈絡 Reading Context	<p>閱 III-E11 能在一般生活情境中，懂得運用文本習得的知識解決問題。</p> <p>1. 能連結文本（繪本）與個人經驗及生活情境，並找出解決問題的策略。</p> <p>R III-E11 Be able to apply knowledge learned from text to solve problems in daily scenarios.</p> <p>1. Be able to relate English texts (picture books) to personal experiences or daily scenarios and find strategies to solve problems.</p>	第三學習階段建議書目 Books for Third Learning Stage	家事 House Chores	性-A2 性-E3 家-E3 家-E14 GE-A2 GE-E3 F-E3 F-E14
				交通 工具 Transportation	社-E-C3 多-E6 SS-E-C3 CD-E6

學習階段 Learning Stages	閱讀素養 Reading Literacy		建議書目 Suggested Books		
	學習主題 Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title/ Author &Illustrator/ Publisher/ Year of publish	搭配教學主題 Related Teaching Theme	搭配領域/議題 Related Domain/ Issue
	閱讀態度 Reading Attitude	<p>閱 III-E12 培養喜愛閱讀的態度。</p> <ol style="list-style-type: none"> 能透過閱讀多元的英語文本（繪本），體會閱讀的樂趣。 能運用圖書館、科技或網路，結合自己的特長和興趣，主動找尋閱讀材料。 <p>R III-E12 To cultivate a love for reading.</p> <ol style="list-style-type: none"> To experience the pleasure of reading by reading a variety of English texts (picture books). Be able to use resources like the library, technology, or the Internet while combining one's strengths and interests to actively seek reading materials. 	17. <i>The Giving Tree</i> , by Shel Silverstein, HarperCollins (1992)	感恩 Appreciation	生-E6 生-E15 LE-E6 LE-E15
			18. <i>Love You Forever</i> , by Robert Munsch / Sheila McGraw (illustrator), Firefly Books (1986)	節慶 Festivals	綜-E-C2 家-E6 IA-E-C2 F-E6
			19. <i>Inch by Inch</i> , by Leo Lionni, Scholastic (1994)	鳥類 動物 Birds, Animals	綜-E-A3 自-E-A1 IA-E-A3 NS-E-A1
		<p>閱 III-E13 願意廣泛接觸不同類型及不同學科主題的文本。</p> <ol style="list-style-type: none"> 樂於接觸第三學習階段各種不同類型及學科主題的英語文本（繪本）。 <p>R III-E13 Be willing to read texts of various sorts and subject themes.</p>	20. <i>The Cow That Went OINK</i> , by Bernard Most, Scholastic (1990)	動物 Animals	人-A1 人-E5 綜-E-C2 HR-A1 HR-E5 IA-E-C2

學習階段 Learning Stages	閱讀素養 Reading Literacy		建議書目 Suggested Books			
	學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title/ Author &Illustrator/ Publisher/ Year of publish	搭配教學主題 Related Teaching Theme	搭配領域/議題 Related Domain/ Issue	
三 (高年段) Third Stage (Upper Grade)	閱讀態度 Reading Attitude	1. Have a positive attitude toward reading English texts (picture books) of various sorts and subject themes from the third stage.	第三學習階段建議書目 for Third Learning Stage Recommended Books	21. <i>When Sophie Gets Angry – Really, Really Angry...</i> , by Molly Bang, Scholastic (1999)	情緒 Emotions	綜-E-A1 IA-E-A1
		閱 III-E14 喜歡與他人討論、分享自己閱讀的文本。 1. 樂於對同儕或教師分享的英語文本 (繪本) 提問或回應，並進行討論。		22. <i>Monkey Puzzle</i> , by Julia Donaldson /Axel Scheffler (illustrator), MacMillan Children's Books (2000)	動物 Animals	自-E-B3 NS-E-B3
		R III-E14 Loving to discuss and share readings with other people. 1. Be willing to ask questions or respond to English texts (picture books) shared by classmates or teachers and discuss them.		23. <i>A Color of His Own</i> , by Leo Lionni, Scholastic (1994)	動物、顏色 Animals, Colors	綜-E-A1 IA-E-A1
				24. <i>Me and my Family Tree</i> , by Joan Sweeney / Annette Cable (illustrator), Dragonfly Books (1999)	家人 The Family	社-E1-C2 SS-E1-C2

Appendix 8: New Taipei City Alternative Learning Lesson Examples for English-Picture-Book-Reading-Based Curriculum

新北市國小彈性學習課程「英閱繪」教學活動設計（低年段）

Stage 1

設計者 Lesson Designers		鍾佳慧(德音國小)、甯麗娟(永和國小)、鍾昌益(樂利國小)
教學年級 Student Grade		一年級 First Grade
單元名稱 Topic		Good Night, Gorilla.
教學資源/設備需求 Resources		繪本大書、繪本PPT、閃示圖卡/字卡、大小寫字母卡、學習單、電腦/網路 Large sized story book, PowerPoint slides, Flash cards, Uppercase and lowercase letter cards, Worksheet, Computer/Internet,
總節數 Time		共4節(160分鐘) 4 Lessons (160 minutes in total)
核心素養 Core Competency	總綱 Gernal Guidelines	A2 系統思考與問題解決 B1 符號運用與溝通表達 C2 人際關係與團隊合作 A2 Logical Thinking and Problem Solving B1 Semiotics and Expression C2 Interpersonal Relationships and Teamwork
	領綱 English Curriculum Guidelines	英語文： 英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。 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。 英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。 E-E-A2 Possess the ability to understand simple English passages to use basic thinking strategies to improve learning effectiveness. E-E-B1 Possess the basic ability to listen, speak, read, and write English to be able to use words and sentence patterns learned in class for simple daily communication from instructions. E-E-C2 Actively participate in group learning activities and cultivate team spirit in class. 生活： 生活-E-C2 覺察自己的情緒與行為表現可能對他人與環境有所影響，用合宜的方式與人友善互動，願意共同完成工作任務，展現尊重、溝通以及合作的技巧。 LC-E-C2 Be aware of self-emotions, behavior, and its impact on others and surroundings. Willing to work together and achieve goals. Possess skills to respect, cooperate, and communicate.
學習重點 Focus Learning	學習表現 Learning Performance	英語文： ◎1-I-1 Be able to recognize the 26 letter names of the alphabet through listening. ◎1-I-3 Be able to understand words learned in class through listening. ◎1-I-4 Be able to understand basic classroom English through listening. ◎1-I-5 Be able to understand basic daily conversation through listening. ◎2-I-1 Be able to say the 26 letters of the alphabet. ◎2-I-3 Be able to say words learned in class. ◎3-I-1 Be able to recognize the 26 printed letters of the alphabet in uppercase.

		<p>and lowercase.</p> <p>◎>3-II-2 Be able to recognize words learned in class.</p> <p>◎4-I-1 Be able to write the 26 printed letters of the alphabet in both uppercase and lowercase.</p> <p>◎5-I-1 Be able to recognize, say, listen, and write the 26 letters of the alphabet.</p> <p>◎5-I-2 Be able to identify correspondence between the words heard and the words in the book when listening and reading.</p> <p>◎6-I-1 Be able to focus on the teacher's instruction and demonstration.</p> <p>◎6-I-2 Be interested in participating in classroom activities.</p> <p>◎6-I-3 Be willing to respond to questions the teacher or classmates ask.</p> <p>生活：</p> <p>6-I-3 覺察生活中的規範與禮儀，探究其意義，並願意遵守。</p> <p>6-I-3 Notice norms and courtesy in daily life. Understand their meanings and willingness to learn.</p>
	<p>學習內容 Learning Content</p>	<p>英語文：</p> <p>◎Aa-I-1 Letter names.</p> <p>◎Aa-I-2 Classification and writing of printed letters in uppercase.</p> <p>生活：</p> <p>LC-I-1 生活習慣的養成。</p> <p>LC-I-2 生活規範的實踐。</p> <p>LC-I-1 Cultivate living habits.</p> <p>LC-I-2 Follow social norms.</p>

閱讀素養 Reading Literacy	學習主題及實質內涵 Theme and Composition	<p>閱讀歷程Reading Process</p> <p>閱 I-E1 認識一般生活情境中所需使用的，以及學習學科基礎知識所應具備的字詞彙。</p> <p>閱 I-E3 熟悉與學科學習相關的文本閱讀策略。</p> <p>R I-E1 To learn general vocabulary in a daily context and for basic subject knowledge studies.</p> <p>R I-E3 Be familiar with reading strategies for subject-related learning.</p> <p>閱讀態度Attitude toward Reading</p> <p>閱 I-E12 培養喜愛閱讀的態度。</p> <p>閱 I-E14 喜歡與他人討論、分享自己閱讀的文本。</p> <p>R I-E12 Cultivate a love for reading.</p> <p>R I-E14 Develop a love for discussing and sharing readings with others.</p>		
	具體學習目標 Learning Objective	<ol style="list-style-type: none"> 1. 學生能專注聆聽故事，並樂於參與課堂學習活動。 2. 學生能觀察文本中的插圖，發現線索，預測(predict)文本走向。 3. 學生能藉由文本故事的引導，聽懂並說出動物相關代表單字 4. 學生能認讀並摹寫動物相關代表單字字首大小寫字母(Aa, Ee, Gg, Hh, Kk, Ll, Mm, Zz)。 5. 學生能聽懂目標生活用語(Good night)，並做出適當回應。 <ol style="list-style-type: none"> 1. Students can listen to the story attentively and are willing to participate in class activities. 2. Students can observe the pictures in the story, find clues, and predict its outcome. 3. Through guidance in the story, students can listen and say the animal-related vocabularies, i.e., Armadillo, Elephant, Gorilla, Hyena, Zoo Keeper, Lion, Mouse. 4. Students can recognize and trace upper and lowercase letters from the target vocabulary in the story. 5. Students can understand and respond to the target phrase ‘Good night!’ 		
各節教學活動設計 Plans for each lesson				
節次 Lesson	教學活動流程Procedure	Time 時間	教學資源 Resources	評量策略（包含評量方法、過程、規準） Evaluation Strategies
第一節	Ss=students T=teacher PPT= PowerPoint Q&A = Question and Answer L =Large 繪本故事教學(一) Story Book Teaching I ● Warm up: 1. The Greetings Song 播放歌曲，帶領學生一同暖身，準備	3	電腦/網路 投影單槍/ 布幕 Computer/ Internet/ Projector/ Screen	聆聽&口說 (能專注聆聽教師說故事，並回答問題。中英文表達均可，但鼓勵以英語作答。)

T encourages Ss to answer questions with 'I see a ____.' Ss can carry on discussions using both 1st and 2nd language.

2. 接續說故事，並停在故事的高潮點 (climax)後，揭示相關目標單字閃示卡，引導學生注意開頭大/小寫字母，如：Zookeeper, keys, Gorilla, Elephant, ... 等，並同時介紹對應的小/大寫字母 z, K, g, e,...

3. As the story goes on, T pauses at the climax. T shows target flash cards and points to the capital letter (upper/ lower case), i.e., Zookeeper, keys, Gorilla, and Elephant. At the same time, T introduces the relevant upper/ lower case letters.

4. 以動物閃示圖卡引導學生回顧故事，並複述已知的相關目標單字。如：Gorilla, Gg is for gorilla.

3. Review the story with animal flash cards and ask Ss to repeat learned words, i.e., Gorilla, Gg is for gorilla.

● **Practice:**

1. Listen and Match

將學生分為兩人一組，發下大小寫字母卡，帶領學生認讀一次。

1.Ss work in pairs with upper/ lowercase letter cards. T guides Ss to identify and read the cards.

2. 揭示動物單字閃示卡，學生必須合作找出相對應的大寫或小寫開頭字母，並再次說出字母名與代表單字。

2.T shows animal words flash cards, and Ss work together and locate the matching capital upper/lower case letter. Ss have to say the letter name and animal words related to it.

3. 隨後可以請學生出題，其他組作答。

3.Ss get to make questions, and other groups have to answer.

After reading

● **Reinforcement:**

1. Look and Find

發下學習單(附件一)，請學生依據提示找出單字內隱藏的字母。

1.T gives a worksheet (Attachment I), and Ss

	<p>look for letters hidden in the word.</p> <p>2. 巡視行間，視需要給予指導與協助。</p> <p>2.T walks between groups and provides Ss instruction and help when needed.</p> <p>HW:完成字母學習單摹寫。</p> <p>Homework: Complete the letter worksheet.</p>			
第二節	<p>繪本故事教學(二)</p> <p>Story Book Teaching II</p> <p>● Warm up:</p> <p>1. The Greetings Song</p> <p>1.播放歌曲，帶領學生一同暖身，準備上課。</p> <p>1. Play the song. Get ready together with the Ss.</p> <p>https://www.youtube.com/watch?v=gVIFEVLzP4o</p> <p>2. 以PPT複習前一堂課所學動物代表單字，並引導學生於單字中找到並說出目標字母：Gg, Kk, Ee, Zz。</p> <p>2.T uses a PPT to review the animal words learned from the last period. T guides Ss to look for the target letter in each word, i.e., Gg, Kk, Ee, Zz.</p> <p>3. 檢核學習單(附件一)，引導學生讀出該單字並核對隱藏字母。</p> <p>3.T checks the Ss' worksheets (Attachment I) and, guides Ss to say the words, and checks answers for hidden letters.</p> <p>Before reading</p> <p>● Presentation:</p> <p>1. 運用繪本Goodnight, Gorilla 的PPT複習第一節的故事，運用提問策略(Q&A)引導學生回想內容。</p> <p>T uses a PPT to retell the story <i>Goodnight, Gorilla</i> from the last period. T applies Q & A strategies to recall the memory of the story.</p> <p>2. 以簡易句型進行提問，必要時可以中文提問，複習已學目標單字以及大小寫字母，如：</p> <p>2. Use questions like,</p> <p style="text-align: center;"><i>What's this?</i> <i>What do you see?</i> <i>How many...?</i> <i>Is it a ...?</i></p>	3	<p>電腦/網路 投影單槍/ 布幕 Computer/ Internet/ Projector/ Screen</p> <p>故事PPT 故事大書 Story PPT/L sized storybook</p> <p>單字圖卡 字母卡 Animal flash cards/ Letter cards</p>	<p>聆聽&口說 (能專注聆聽教師說故事，並回答問題。中英文表達均可，但鼓勵以英語作答。)</p> <p>Listening & Speaking (Ss can listen to the teacher telling the story attentively and answer questions. Ss can use both 1st and 2nd language, but encouraged to use the 2nd language.)</p> <p>小組合作 (能與同儕合作，一起完成學習任務)</p> <p>Group Work (Achieve learning goals together with group members.)</p> <p>口說&書寫 (能說出、描寫並抄寫字)</p>
		20	14	

<p>What does "Goodnight" mean? 甚麼時候你會說 "Goodnight"? 為什麼Zookeeper沒發現動物跟在他後面? 你怎麼知道...? When do you say Goodnight? Why didn't the zookeeper find the animals following him?</p> <p>to review the learned target words and upper/lower case letters. T can use Ss 1st language if necessary. 鼓勵學生回答，進行討論，可以"I see a _____."表達想法，中英文不拘。 T encourages Ss to answer questions with ' I see a _____.' Ss can carry on discussions using both 1st and 2nd language.</p> <p>3. 揭示這一節目標單字閃示卡，引導學生注意開頭大/小寫字母，如： Lion, Giraffe, Hyena, Armadillo, Mouse 等，並同時介紹對應的小/大寫字母l, g, h, a, m。</p> <p>3.T shows the target words flash cards and draws Ss attention to the capital (upper/lower) case letter.</p> <p>While reading</p> <p>1. 接續說故事，逐頁說故事時，不斷以簡易句型進行提問，連結學生的生活經驗和背景知識，必要時，也可以中文提問，如：</p> <p>1. As the story goes on page by page, T uses the following questions to connect Ss' and background knowledge. The use of the 1st language is permissible when necessary.</p> <p>What's this? What do you see? How many...? Is it a ...? 為什麼動物們都窩在臥室? 為什麼Gorilla又跑回Zookeeper床上? 你有類似的經驗嗎? 為什麼? 你睡覺之前會跟家人說Goodnight嗎? 還有別的方式表達Goodnight嗎? Why are all the animals in the bedroom? Why does Gorilla end up in the zookeeper's bed? Do you have similar experiences? Why? Is there another way to say goodnight?</p>	<p style="text-align: center;">3</p>	<p>母。)</p> <p>Speaking & Writing (Ss are able to say, copy and trace the letters.)</p> <p>字母卡 單字圖卡 Letter cards/ Animal flash cards</p> <p>學習單 (附件二). Worksheet (Attachment II)</p>
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並鼓勵學生回答，中英文不拘，以表達想法。

T encourages Ss to speak up in 1st or 2nd language, and express Ss' ideas.

2. 以動物閃示圖卡引導學生回顧故事，並複述已知的相關目標單字。如：
Hyena, **Hh** is for **h**yena.
2. T shows Ss animal flash cards to review the story, and focuses on the previously learned target words, i.e., **H**yena, **Hh** is for **h**yena.

● **Practice:**

1. Listen and Match

將學生分為兩人一組，發下大小寫字母卡，帶領學生認讀一次。

1. Ss work in pairs with upper/ lowercase letter cards. T guides Ss to identify and read the cards.

2. 揭示動物單字閃示卡，學生必須合作找出相對應的大寫或小寫開頭字母，並再次說出字母名與代表單字。

2. T shows animal flash cards and Ss have to work together and locate the matching capital upper/lowercase letter. Ss have to say the letter name and animal words related to it.

3. 隨後可以請各組出題，其他組作答。

3. Ss get to make questions and other groups have

to answer.

After reading

● **Reinforcement:**

1. Look and Find

發下學習單(附件二)，請學生依據提示找出單字內隱藏的字母。

1. T administers a worksheet (Attachment II), and Ss look for letters hidden in the word.

2. 巡視行間，視需要給予指導與協助。

2. T walks between groups and provides instruction and help when needed.

HW: 完成字母學習單摹寫。並提醒學生回家記得跟家人說Goodnight。

Homework: Complete the letter worksheet. T reminds Ss to say Goodnight to their family members.

第三節	<p>● Warm up:</p> <p>1. The Greetings Song 播放歌曲，帶領學生一同暖身，準備上課。 Play the song. Get ready together with the Ss. https://www.youtube.com/watch?v=gVIFEVLzP4o</p> <p>2. 播放繪本 PPT 或翻開大書，帶領學生回顧故事內容，讀出目標生活用語 "Good night, Gorilla."。 並詢問學生睡覺前是否有跟家人說 Goodnight ?</p> <p>2. T uses the PPT or L-sized story book to review the story. Ss say the target daily conversation sentence 'good night, Gorilla'. T asks if the Ss say 'goodnight' to their family before going to bed.</p> <p>3. 以 PPT 複習前一堂課所學動物代表單字，並引導學生於單字中找到並說出目標字母：Aa, Hh, Mm, Ll。</p> <p>3. T uses PPT to review the animal words learned from the last period. T guides Ss to look for the target letter in each word, i.e., Gg, Kk, Ee, Zz.</p> <p>4. 檢核學習單(附件二)，引導學生讀出該單字並核對隱藏字母。</p> <p>4. T checks the Ss' worksheets (Attachment II), guides Ss to say the words, and checks answers for hidden letters.</p> <p>5. 再次回扣已學的所有目標字母(Aa, Ee, Gg, Hh, Kk, Ll, Mm, Zz)。</p> <p>5. Review all the target letters learned (Aa, Ee, Gg, Hh, Kk, Ll, Mm, Zz)</p> <p>● Presentation & Practice:</p> <p>大小寫字母配對I, II, III</p> <p>Upper/ lower Case Letter Matching Game</p> <p>1. 學生兩人一組，教師發給每組學生一包字母卡。學生聽教師的指令，找出<u>相符合</u>的大寫或小寫字母，並說出正確的字母名。</p> <p>1. Ss work in pairs with a pack of letter cards. T calls on letter names, and Ss find out the exact card (upper or lower case) in the pack. Ss say the correct letter name according to the card.</p> <p>2. 學生依照教師的指令，找出<u>相對應</u>的大寫或小寫字母，並說出正確的字母名。</p> <p>2. Ss locate the upper or lowercase letter card</p>	<p>7</p> <p>電腦/網路 投影單槍/ 布幕</p> <p>Computer/ Internet/ Projector/ Screen</p> <p>故事PPT 故事大書</p> <p>10</p> <p>Story PPT/L sized storybook</p> <p>單字圖卡</p> <p>20</p> <p>Animal flash cards</p> <p>字母卡</p> <p>3</p> <p>Letter cards</p> <p>學習單 (附件三)</p> <p>Worksheet (Attachment III)</p>	<p>聆聽、認讀&口說 (能依照教師的指示及圖卡的提示，說出句子。)</p> <p>Listening, Reading & Speaking (Ss can say the sentences with T's instruction and flash cards)</p> <p>認讀&口說 (能認讀並說出字母，並將大小寫字母配對完成。)</p> <p>Reading & Speaking (Ss are able to recognize and say the letters and match upper/lowercase letter.)</p> <p>小組合作 (能與同儕合作，一起完成學習任務)</p> <p>Group Work (Achieve the learning goal together with the group members.)</p> <p>口說&書寫 (能說出、描寫並抄寫字母。)</p> <p>Speaking & Writing (Ss are able to say, copy and trace the letters.)</p>
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	<p>in the pack regarding the one they had found, and say the name.</p> <p>3. 學生兩人互相合作，自行將大小寫的字母卡配對完成，並練習指讀，唸出目標字母(Aa, Ee, Gg, Hh, Kk, Ll, Mm, Zz)三次。</p> <p>3. Ss work in pairs and match all the upper/lowercase cards. Ss point and say the target letter (Aa, Ee, Gg, Hh, Kk, Ll, Mm, Zz) three times.</p> <p>4. 巡視行間，視需要給予指導與協助。</p> <p>4.T walks between groups and provides help when needed.</p> <p>HW:完成字母學習單(附件三)摹寫。 Homework: Complete the letter worksheet (Attachment III). Copy and trace.</p>			
<p>第四節</p>	<p>● Warm up:</p> <p>1. ABC song 播放歌曲ABC song，帶領學生一同暖身，準備上課。</p> <p>1. T plays the ABC song and gets ready with the Ss.</p> <p>2. 利用PTT複習已學動物名稱和字首字母。</p> <p>2. T uses a PPT to review all the animal words and capital letter names.</p> <p>3. 檢核學習單(附件三)，引導學生讀出該大/小寫字母，並核對相配對的字母。</p> <p>3.T checks the worksheet answers (Attachment III). T guides Ss to say the letter names and check matching letters.</p> <p>● Presentation & Practice:</p> <p>1. 利用PTT帶領學生覆誦故事內容，熟悉生活用語“Good night”。</p> <p>1. T uses a PPT to review the story and gets Ss to familiarize themselves with ‘Good night.’</p> <p>2. 大小寫字母配對 Matching Upper and Lowercase Letter Game</p> <p>(1) 利用手中的字母卡(大寫)，快速地請學生唸出各字母。</p> <p>(2) 發下大寫字母卡，請學生兩人一組依照教師口語提示找到相對應的大寫字母。</p> <p>(3) 發下小寫字母卡，請學生兩人一組依照教師口語提示找到相對應的小寫字母。</p>	<p>8</p> <p>5</p> <p>12</p> <p>15</p>	<p>電腦/網路 投影單槍/ 布幕 Computer/ Internet/Pr ojector/ Screen</p> <p>故事PPT 單字圖卡 Story PPT/L size storybook</p> <p>字母卡 單字圖卡 Animal flash cards/ Letter cards</p>	<p>聆聽、認讀&口說 (能依照教師的指示及圖卡的提示，說出句子。)</p> <p>Listening, Reading & Speaking (Ss can say the sentences with T’s instruction and flash cards)</p> <p>認讀&口說 (能認讀並說出字母，並將大小寫字母配對完成。)</p> <p>Reading & Speaking (Ss are able to recognize and say the letters and match upper/lowercase letters)</p> <p>小組合作</p>

<p>(4) 請學生自己將大小寫字母配對，並邊指邊說出字母名。</p> <p>(1) T shows uppercase letter cards, and Ss say the letter name quickly.</p> <p>(2) T gives out uppercase letter cards, and Ss work in pairs to find the exact one T says.</p> <p>(3) T gives out lowercase letter cards, and Ss work in pairs to find the one the T calls.</p> <p>(4) Ss match the cards (upper/lowercase) by themselves. Ss point and say the letter names while matching.</p> <p>● Reinforcement:</p> <p>1. 搶救動物大作戰 Mission Rescue</p> <p>(1) 各組拿到一隻被困在籠子(信封袋)裡的動物及一組大寫字母密碼。</p> <p>(2) 學生須依照密碼提示找到相對應的小寫字母卡，排出密碼的正確順序，並唸出字母，即可取得鑰匙，解救出受困的動物。</p> <p>(3) 整組必須說出該動物名稱，以及解碼字母，完成搶救任務。</p> <p>(4) 巡視行間，視需要給予指導與協助。</p> <p>(1) A set of uppercase letter cards (pertaining to the trapped animal) and an animal picture card in a sealed envelope is given to each group.</p> <p>(2) Another deck of lowercase letter cards (containing letters that correlate with the hidden animal and other random letters). The objective is for groups to spell out the hidden animal using the uppercase letter clues and pairing them with the lowercase letters, helping them discriminate between upper and lowercase letters.</p> <p>(3) Ss say the target word and letter names and get the key to free the trapped animal.</p> <p>(4) T walks between groups to provide instructions when needed.</p> <p>HW:完成字母學習單(附件四)摹寫。 Homework: Complete the letter worksheet (Attachment IV), copy and trace.</p>	<p>鑰匙及鎖籠子/信封動物單字圖卡字母卡 Keys and locked cage cards /Envelope/ Animal flash cards/ Letter cards</p>	<p>(能與同儕合作，一起完成學習任務)</p> <p>Group Work (Achieve the learning goal together with the group members.)</p>
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Appendices

附件一：Look, Circle, Count, and Write.

附件二：Look, Circle, Count, and Write.

附件三：Circle, Count, and Match.

附件四：Look and Match.

網站資源：Kidzclub (<http://www.kizclub.com/stories.htm>)

Attachment I : Look, Circle, Count, and Write.

Attachment II : Look, Circle, Count, and Write.

Attachment III : Circle, Count, and Match.

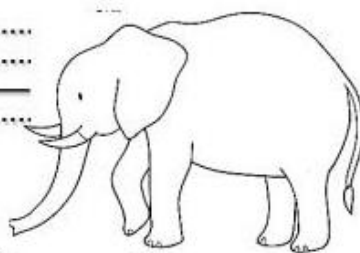
Attachment IV : Look and Match.

Website Resources : Kidzclub (<http://www.kizclub.com/stories.htm>)

附件一

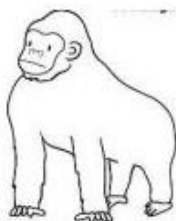
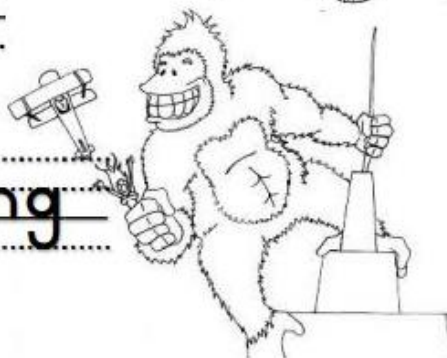
Look, circle, count and write.

Good night, Elephant.



Zookeeper

King Kong



gorilla

giraffe



Good night, zoo.

Zz

2

Zz

Zz

Zz

Ee

Ee

Ee

Ee

Gg

Gg

Gg

Gg

Kk

Kk

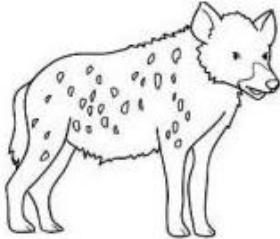
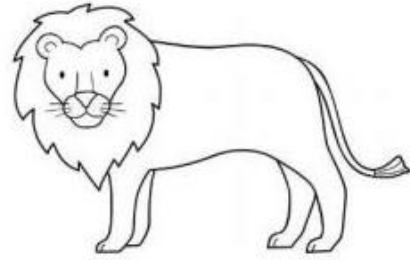
Kk

Kk

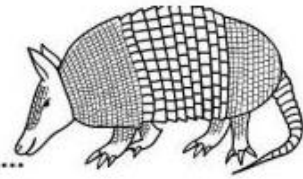
附件二

Look, circle, count and write.

Good night, Lion.



Good night, Hyena.



Good night, Armadillo.



Good night, Mouse.

Mm

Mm Mm Mm

Ll

Ll Ll Ll

Aa

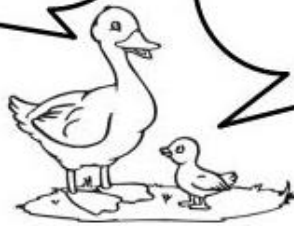
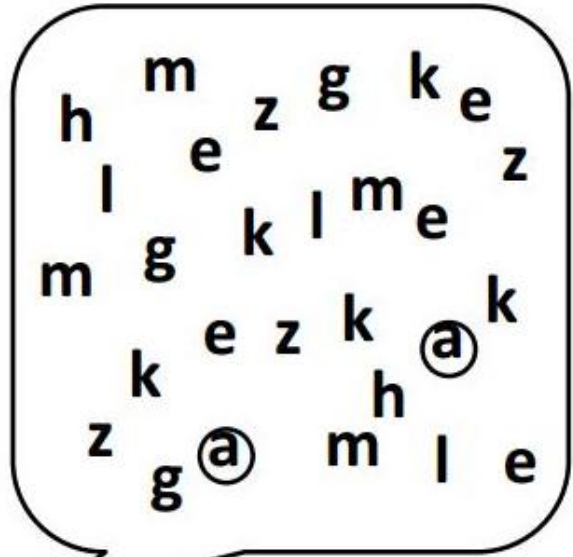
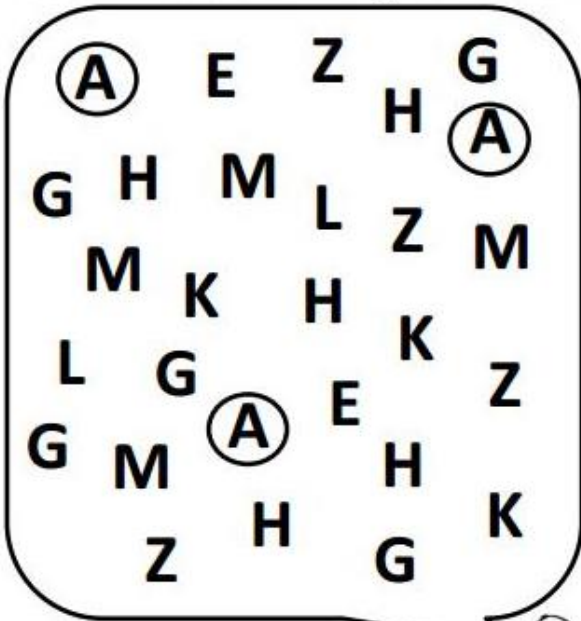
Aa Aa Aa

Hh

Hh Hh Hh

附件三

Circle, count and match!



- 3 A •
- M •
- G •
- E •
- L •
- Z •
- K •
- H •

- m
- g
- a 2
- e
- z
- l
- h
- k

新北市國小彈性學習課程「英閱繪」教學活動設計（中年段）


Stage 2

設計者 Lesson Designers		林妙英(頂溪國小)、王妘煒(新市國小)、吳昭瑩(板橋國小)
教學年級 Student Grade		四年級 Forth Grade
單元名稱 Topic		Not a Box
教學資源/ 設備需求 Resources		電腦、單槍、喇叭、閃示卡、句型條、繪本、學習單(字卡)、紙箱、彩色筆 Computer, Projector, Speaker, Flash cards, Sentence strip, Story book, Worksheet (word cards), Paper box, Coloring pen.
總節數 Time		共3節 (120分鐘) 3 Lessons (120 minutes in total)
核心素養 Core Competency	總綱 Gernal Guidelines	A1 身心素質與自我精進 A2 系統思考與解決問題 B1 符號運用與溝通表達 C2 人際關係與團隊合作 A1 Physical and Mental Wellness, Self-Advancement A2 Logical Thinking and Problem Solving B1 Semiotics and Expression C2 Interpersonal Relationships and Teamwork
	領綱 English Curriculum Guidelines	英語文： 英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。 英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習能力。 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。 英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。 E-E-A1 Possess self-focusing traits and good learning habits. Students will be able to use basic learning strategies to strengthen their English language skills. E-E-A2 Possess the ability to understand simple English passages. Students will be able to use basic thinking strategies to improve learning effectiveness. E-E-B1 Possess the basic ability to listen, speak, read, and write English. Students should be able to use words and sentence patterns learned in class for simple daily communication from instructions. E-E-C2 Actively participate in group learning activities and cultivate team spirit in class. 藝術與人文： 藝-E-B1 理解藝術符號，以表達情意觀點。

		A-E-B1 Understand artistic symbols to express one's emotions.
學習重點 Learning Focus	學習表現 Learning Performance	<p>英語文：</p> <p>◎>1-II-10 能聽懂簡易句型的句子。</p> <p>◎>2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>*◎3-II-6 能看懂繪本故事的主要內容。</p> <p>*◎3-II-8 能藉圖畫、標題、書名等作簡易的猜測。</p> <p>English:</p> <p>◎>1-II-10 Students will be able to understand basic sentence patterns through listening.</p> <p>◎>2-II-6 Students will be able to say simple sentence patterns with correct pronunciation and proper intonation.</p> <p>*◎3-II-6 Students will be able to recognize the main contents of picture books through reading.</p> <p>*◎3-II-8 Students will be able to make predictions according to the pictures, titles, and book names.</p> <p>藝術與人文：</p> <p>視 1-II-3 能使用視覺元素與想像力，豐富創作主題。</p> <p>Arts and Humanity:</p> <p>VA-1-II-3 Use visual elements and imagination to enrich creation themes.</p>
	學習內容 Learning Content	<p>英語文：</p> <p>Ac-II-3 第二學習階段所學字詞。</p> <p>◎Ad-II-2 簡易、常用的句型結構。</p> <p>*◎Ae-II-2 繪本故事、兒童短劇。</p> <p>English:</p> <p>Ac-II-3 Words learned in the 2nd stage.</p> <p>◎Ad-II-2 Simple, commonly used sentence patterns.</p> <p>*◎Ae-II-2 Picture books and children's short plays.</p> <p>藝術與人文：</p> <p>視 E-II-3 點線面創作體驗、平面與立體創作、聯想創作。</p> <p>Arts and Humanity:</p> <p>VA E-II-3 Experience creating basic forms of art and developing them into complex 2D/3D creations through self-interpretation.</p>

閱讀素養 Reading Literacy	學習主題 及 實質內涵 Theme and Composition	<p>閱讀歷程</p> <p>閱 II-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。</p> <p>閱 II-E6 發展向文本提問的能力。</p> <p>Reading Process</p> <p>R II-E1 Learn vocabularies and phrases in general daily context and for basic subject knowledge studies.</p> <p>R II-E6 Develop the ability to ask questions according to the text.</p> <p>閱讀態度</p> <p>閱 II-E14 喜歡與他人討論、分享自己閱讀的文本。</p> <p>Attitude toward Reading</p> <p>R II-E14 Use love to discuss and share readings with others-</p>		
	具體學習目標 Learning Objective	<p>1.能運用先備知識預測文本主題。</p> <p>2.能看懂短文並與自身生活經驗結合。</p> <p>3.能寫出與文本內容相關的單字與句子。</p> <p>應用字彙：sit, stand, wear, squirt, in, on, under</p> <p>認識字彙：burning house, race car, mountain, tugboat, pirate ship, rocket, robot</p> <p>應用句型：What are you doing? I'm sitting on the box.</p> <p style="padding-left: 40px;">It's not a box. It's (a/an) <u>rocket</u>.</p> <p>4.能積極和小組成員合作，並參與課內英語文學習活動。</p> <p>5.能發揮想像力及運用創造力。</p> <p>1.Use prior knowledge to predict the theme of the text.</p> <p>2.Understand short passages and relate it to self-experiences.</p> <p>3. Be able to write the words and sentences related to the text.</p> <p>Words for Production: sit, stand, wear, squirt, in, on, under</p> <p>Words for Recognition: burning house, race car, mountain, tugboat, pirate ship, rocket, robot</p> <p>Sentence Pattern: What are you doing? I'm sitting on the box.</p> <p style="padding-left: 40px;">It's not a box. It's (a/an) <u>rocket</u>.</p> <p>4. Work with group members actively and engage in class learning activities.</p> <p>5. Use imagination and creativity.</p>		
各節教學活動設計 Plans for each lesson				
節次 Lesson	教學活動流程 Procedure	Time 時間	教學資源 Resources	評量策略 (包含評量方法、過程、標準) Evaluation Strategies
第一節	<p>【引起動機 Warm-Up】</p> <p>教師拿出一個蛋型的圖片，問學生 Is it an egg? 若學生回答：Yes, it's an egg. 此時，教師將蛋形圖片貼在黑板上，增加幾筆畫成小</p>	3	黑板、粉筆 蛋型圖片 Blackboard,	口語評量 ★學生能以適當英文回應。

	<p>兔子，接著說：No, it's not an egg. It's a rabbit. 接著教師鼓勵學生腦力激盪出不同的發想並發表。教師給予發表的同學鼓勵並且說：No, it's not an egg. It's a/an _____. 帶領學生準備進入今日的故事。</p> <p>Firstly, T shows a picture of an egg and asks Ss, 'Is it an egg?' If the Ss say, 'Yes, it's an egg,' T puts the picture on the board and draws more lines to make it become a bunny. Then, T says, 'No, it's not an egg. It's a rabbit.'</p> <p>Secondly, T encourages Ss to come up with other ideas related to the picture of an egg and share them with the class.</p> <p>Lastly, T gives credit to those who share ideas as T brings out the target sentences, 'No, it's not an egg. It's a/an _____. T prepares Ss to begin the story.</p> <p>Before reading</p> <ol style="list-style-type: none"> 1. Guess what: 教師將圖卡裝入紙袋中慢慢抽出(或使用PPT)請學生猜出box 以及 rabbit。 2. 教師引導學生複習所學過介系詞單字 in, on, under，運用兔子與箱子的閃示卡帶領學生唸出The rabbit is in the box. The rabbit is on the box. 與The rabbit is under the box. <ol style="list-style-type: none"> 1. Guess what: T pulls out flash cards slowly from a paper bag and asks Ss to take a guess. 'Is it a box or a rabbit?' 2. T guides Ss to review sight words, i.e., in, on, under. 	<p>5</p> <p>10</p> <p>10</p>	<p>chalk, the picture of an egg</p> <p>圖卡、紙袋、閃示卡或(PPT) Picture card, Paper bag, Flash cards, PPT</p> <p>繪本 Story book</p>	<p>Oral Assessment</p> <p>★Ss are able to reply in English.</p> <p>口語評量</p> <p>★學生能根據繪本封面預測故事內容</p> <p>Oral Assessment</p> <p>★Ss can predict the content of the story by the cover.</p> <p>口語評量</p> <p>★學生能回應教師所提問的問題。</p> <p>Oral Assessment</p> <p>★Ss are able to answer the questions from the teacher.</p>
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<p>3. T uses a flash card of a rabbit and a box to say, ‘The rabbit is in the box’, ‘The rabbit is on the box’ and, ‘The rabbit is under the box.’</p> <p>【發展活動Presentation & Practice】</p> <p>Picture walk: 展示繪本，提問並請學生指出書名與作者位置。</p> <p>What’s the title? Who is the author? 利用繪本封面提問並請學生發表所看到的東西並預測故事內容。</p> <p>(Picture talk) & (Prediction)</p> <p>What do you see on the book cover? What animal is it? What is the rabbit doing?</p> <p>Picture walk: T shows Ss the book and asks Ss to point out the title and the author on the book.</p> <p>What’s the title? Who is the author? T shows the cover of the book and asks Ss to make predictions based on their observations.</p> <p>(Picture talk) & (Prediction)</p> <p>What do you see on the book cover? What animal is it? What is the rabbit doing?</p> <p>While reading</p> <p>1. Storytelling:</p>	<p>10</p> <p>2</p>	<p>圖卡 Picture Card</p> <p>圖片、句型 條、閃 Pictures, Sentence strips, Flash Cards.</p> <p>Exit Ticket</p> 	<p>閱讀評量</p> <p>★學生能理解故事內容。</p> <p>★學生能說出故事內容的單字及主要句型。</p> <p>教師觀察</p> <p>★學生能專注聆聽故事內容。</p> <p>Reading Assessment</p> <p>★Ss can understand the content of the story.</p> <p>★Ss can say the target words and sentences in the story.</p> <p>Teacher Observation</p> <p>★Ss can listen to the story attentively.</p> <p>口語評量</p> <p>★學生能說出主要單字及句型</p> <p>Oral Assessment</p> <p>★ Ss can say the target words and sentences.</p> <p>口語評量</p> <p>★學生能根據教師提問回應問題。</p> <p>Oral Assessment</p>
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<p>利用故事中的圖案製作圖卡進行故事教學，並引導學生複習所學過的介系詞片語：in the box, on the box並說出故事中主要單字：do, sit, stand, wear, squirt 並引導學生逐漸參與說出繪本內容。</p> <p>1. Storytelling:</p> <p>T uses the picture cards from the storybook to tell the story and guides the Ss to review the preposition phrases, i.e., in the box, on the box, and the target words, i.e., do, sit, stand, wear, squirt. Step by step, T invites Ss to tell the story together.</p> <p>2. TPR Learning:</p> <p>故事進行時，利用肢體動作及字卡，複習故事中學過之動作單字do, sit, stand並揭示新動作單字squirt, wear並請學生根據單字做出動作之配對活動。</p> <p>2. TPR Learning:</p> <p>As the story goes on, T uses body language and flash cards to review the action words in the story, i.e., do, sit, stand and shows new words, i.e., squirt, wear. T asks Ss to do the actions matching related words.</p> <p><u>After reading</u></p> <p>Comprehension checking:</p> <p>故事結束後，教師利用圖片、句型條、問題和動作確認學生理解主要句型，並利用閃示卡進行分層提問Who, What, Where 引導學生思考，並請學生兩兩討論或是四人一組討論。(Questioning)</p>		<p>★Ss are able to answer the questions by the teacher.</p> <p>口語評量</p> <p>★學生能並分享今日所學。</p> <p>Oral Assessment</p> <p>★Ss are able to share what they have learned.</p>
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問題如下：

1. What is the title of the book?
2. Who is the author?
3. Who is in the story?
4. Where is the rabbit sitting?

Comprehension checking:

After reading the story, T uses pictures, sentence strips, questions, and actions to ensure the Ss understand the target words and phrases. T uses flash cards to raise leveled wh- questions. Ss pair up or discuss in groups of four and answer the target questions Who, What, and Where. The questions are as followed:

1. What's the title of the book?
2. Who is the author?
3. Who is in the story?
4. Where is the rabbit sitting?

【統整與總結Reinforcement and Wrap-Up】


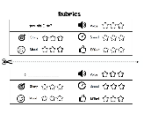

運用Exit Ticket學習單(附件一)，請學生發表：

1. 今日所學到的單字、句型。
2. 故事中最喜歡的句子或段落。

T gives Exit Ticket (Attachment I), and asks Ss to say what they have learned.

1. The words and sentence patterns.
2. Their favorite part of the story. It can be a sentence or a picture.

<p>第二節</p>	<p>【引起動機Warm-Up】</p> <p>1. 教師帶著兔子的頭飾問學生“Who am I?”</p> <p>引導學生回答“You are a rabbit.”</p> <p>2. 教師準備一個大紙箱，站在紙箱中，問學生“What am I doing?” 引導學生回答“You are (<u>standing</u>) in a box.”</p> <p>1. T wears a rabbit hat and asks Ss, ‘Who am I?’ T guides Ss to answer, ‘You are a rabbit’.</p> <p>2. T prepares a big paper box and stands in it. T asks Ss, ‘What am I doing?’ and guides Ss to answer, ‘You are (<u>standing</u>) in a box.’</p> <p>【發展活動Presentation & Practice】</p> <p>Re-read the story:</p> <p>1. Choral reading: 教師以自製的PPT引導學生共讀此書，邀請程度較佳的學生和老師共讀。</p> <p>1.T uses PPT slides to invite Ss to read the book and asks high achievers to join in reading aloud.</p> <p>2. Shared reading: 帶領全班學生朗讀故事。視學生的朗讀情形，可分為問答兩大組，一部分學生讀故事中的問句，剩下的學生共讀答句，增加朗讀的互動感並有助學生熟悉繪本中單字和文句，</p> <p>並引導學生認識繪本中兔子想像圖片的認識字彙包含burning house, race car, mountain, tugboat, pirate ship, rocket, robot</p>	<p>5</p> <p>10</p> <p>10</p>	<p>頭飾 Rabbit hat</p> <p>紙箱 Paper box</p> <p>PPT 繪本 Story book</p> <p>小白板 麥克筆 Little whiteboard, Marker</p>	<p>口語評量</p> <p>★學生能根據教師和同儕提問回應問題。</p> <p>Oral Assessment</p> <p>★Ss are able to answer the teacher’s questions.</p> <p>閱讀評量</p> <p>★學生能朗讀繪本單字及句子。</p> <p>Reading Assessment</p> <p>★Ss can read the vocabulary and sentences out loud.</p> <p>閱讀評量</p> <p>★學生能嘗試說出繪本內容</p> <p>Reading Assessment</p>
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<p>2. Shared reading:</p> <p>Read the story altogether as a class.</p> <p>Depending on Ss' ability, Ss can be divided into two groups. One is for asking questions, and the other is for answering. Increase Ss' opportunities to tell the story to become more familiar with target words and phrases. T guides Ss to recognize the rabbit's imagination through the box, i.e., burning house, race car, mountain, tugboat, pirate ship, rocket, and robot.</p> <p>3. Book Discussion:</p> <p>教師邀請學生進一步思考與書本主角想像經驗的與自己生活經驗的連結(<i>connection</i>)，以培養同理心。並可進行更深入的討論(此部分學生可用中文討論)，例如：</p> <p>A. How does the rabbit feel when people ask him what he is doing with the box?</p> <p>B. What is the rabbit doing when he is playing with his not-a-box?</p> <p>C. What does the rabbit think the box is?</p> <p>D. Does the rabbit know that his not-a-box is a box in real life?</p> <p>E. Do you like to use your imagination? How do you use your imagination? Do you still know what they are in real life?</p> <p>3. Book Discussion:</p> <p>T guides Ss to further think about personal experiences related to using their imagination, just like the rabbit did in the book.</p> <p>The following questions can be raised to cultivate empathy. T can use Ss 1st language if necessary to proceed in the discussion.</p>	<p>10</p> <p>5</p>	<p>Story Matching字卡</p> <p>Story Matching Cards</p>  <p>同儕互評學習單 (Rubrics)</p> <p>Peer reviewing (Rubrics)</p>  <p>Exit Ticket</p> 	<p>★Ss can try to say the content of the story.</p> <p>同儕評量</p> <p>★學生互相聆聽對方重述故事</p> <p>Peer Review</p> <p>★Ss work in pairs and listen to each other tell the story.</p> <p>口語評量</p> <p>★學生能並分享今日所學。</p>
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<p>A. How does the rabbit feel when people ask him what he is doing with the box?</p> <p>B. What is the rabbit doing when he is playing with his not-a-box?</p> <p>C. What does the rabbit think the box is?</p> <p>D. Does the rabbit know that his not-a-box is a box in real life?</p> <p>E. Do you like to use your imagination? How do you use your imagination? Can you distinguish your imagination from our reality?</p>		<p>Oral Assessment</p> <p>★Ss can share what they have learned today.</p>
<p>Story Matching Activity</p> <ol style="list-style-type: none"> 1. 教師發下Story Matching字卡(附件二)。 2. 學生四人一組，進行圖卡與文字的配對，並且運用故事句型說故事。 3. 教師示範如何運用學習單進行story retell與同儕互評學習 (Rubrics) (附件三)。 4. 以小組為單位，運用圖卡分享故事，並以同儕互評學習單(Rubrics)進行小組同儕互評。 <ol style="list-style-type: none"> 1. T shows story matching cards (Attachment II) 2. Ss works in groups of four, matching the picture cards with the word cards. At the same time, Ss use sentences to tell the story in their groups. 3. T shows the Rubrics (Attachment III) and demonstrates Ss how to peer review in their groups when retelling the story. 4. Ss work in groups and use the cards to tell the story. Each group evaluates other groups' performances using the Rubrics. 		


	<p>【統整與總結Reinforcement and Wrap-Up】</p> <p>運用Exit Ticket學習單(附件一)，請學生發表：</p> <ol style="list-style-type: none"> 1. 今日所學到的策略。 2. 同學retell story值得學習的部分。 <p>T presents the Exit Ticket (Attachment I) and asks Ss to say what they have learned in the following ways:</p> <ol style="list-style-type: none"> 1. Inspiring thoughts from the discussion. 2. Strengths they have found in the peer’s story telling performances. 			
<p>第三節</p>	<p>【引起動機Warm-Up】</p> <ol style="list-style-type: none"> 1. 教師引導學生運用分組大繪本進行分組共讀，幫助學生再次朗讀繪本並熟悉繪本內容。 1. T uses a large sized story book and ask Ss to take part in reading the story as a group. <p>【發展活動Presentation & Practice】</p> <p>Not a Box Creation Show</p> <ol style="list-style-type: none"> 1. 學生四人一組，給予各組一個大紙箱，讓學生發想可以把紙箱變成什麼物品。 2. 教師發給各組創作小卡，請學生在創作小卡上首先寫下“動作”與“物品”如：We are (sitting) under the box. It is not a box, it’s a/an (umbrella). 3. 教師於組間巡視，並搜集各組的答案，寫成閃示卡。 4. 學生完成討論後，教師首先運用閃示卡揭示可能答案，並帶領學生運用“it’s not a 	<p>5</p> <p>15</p>	<p>大故事繪本 Large Size Storybook</p> <p>紙箱 創作卡 Paper box/ Creation Card</p> <p>閃示卡 Flash Cards</p>	<p>口語評量</p> <p>★學生能根據教師和同儕提問回應問題。</p> <p>Oral Assessment</p> <p>★Ss can answer questions raised by the teacher and peers.</p> <p>實作評量</p> <p>Performance Assessment</p> <p>★學生能發揮創意發想並以肢體動作演示其創意。</p> <p>Performance Assessment</p> <p>★Ss can use body</p>

<p>box, it's a/an ____.”句型練習。</p> <p>5. 學生分組上臺，請學生運用紙箱演示其創作，其他學生運用“What are you doing?” & “We're ____.” 與“it's not a box, it's a/an ____.”猜測答案。</p> <p>1. Ss works in groups of four. A paper box is given to each group, and Ss have to use their imagination and think of what their paper box can be turned into.</p> <p>2. Ss develop an action phrase, preposition, and object. Ss write the idea on a card. For example, ‘We are (sitting) under the box... It is not a box, it's a/an (umbrella).’</p> <p>3. T walks between groups and provides assistance.</p> <p>4. After Ss have their answer ready, T shows some possibilities using flash cards and guides Ss in reviewing the target sentences, ‘It's not a box, it's a/an ____.’</p> <p>5. Each group comes up to the stage, shows their paper box, and demonstrates the action. Other groups should ask, ‘What are you doing?’. Ss on the stage should reply, ‘We're ____.’</p> <p>6. Other Ss take a guess by saying, ‘It's not a box, it's a/an ____.’</p> <p>7. Each group takes a turn and performs on the stage.</p> <p>My Not a Box</p> <p>1. 教師發下My Not-A-Box學習單(附件四)，請學生發揮想像力，完成屬於自己的Not a Box 創作。</p>	<p>15</p> <p>5</p>	<p>創作學習單 Creation Worksheet</p> <p>兩色貼紙 Two Color Stickers</p>	<p>language to show creativity.</p> <p>實作評量</p> <p>★學生能發揮創意發想並繪製其創意。</p> <p>寫作評量</p> <p>★學生能完成學習單的內容。</p> <p>Performance Assessment</p> <p>★Ss can draw the object with imagination. ★Ss can complete the worksheet.</p> <p>同儕評量</p> <p>★學生能小組討論並給</p>
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	<p>2. 請先完成學習單的學生找三位同學分享後貼在教室四周。</p> <p>1. My Not-A-Box (Attachment IV) triggers Ss imagination and Ss have to complete their own creation.</p> <p>2.Ss who finish first get to put their work on the classroom wall.</p> <p>【統整與總結Reinforcement and Wrap-Up】</p> <p>Gallery Walk</p> <p>1. 以小組為單位，各組持有兩色貼紙，巡視一圈後，分別討論選出『最有創意』、『最用心』的作品，每人可持有一張貼紙，貼在『最有默契』的作品上。</p> <p>1. Each group gets two different colored stickers. One is for best creativity, and the other is for best effort. Ss have to peer review other groups' work and issue them a sticker as a group.</p> <p>2. Ss get a sticker to put on the poster that they mutually understand.</p>		<p>予同儕正向回饋。</p> <p>Performance Assessment</p> <p>★Ss can discuss in groups can give positive feedbacks to peers.</p>
附錄			
<p>附件一：Exit Ticket</p> <p>附件二：Story Matching</p> <p>附件三：Rubrics</p> <p>附件四：My Not-A-Box</p>			

Exit Ticket

Class: _____ Number: _____ Name: _____

 Book title:

1 thing I learned:


1 question I still have:

How well do I learn in the lesson?



Exit Ticket

Class: _____ Number: _____ Name: _____

 Book title:


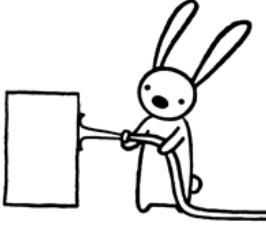



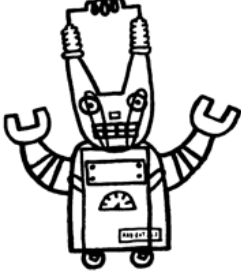
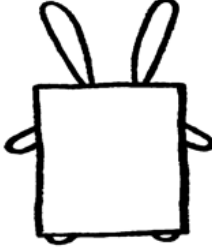

1 thing I learned:

1 question I still have:

How well do I learn in the lesson?























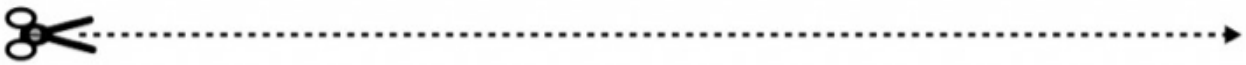
附件二：Story Matching





















			
			
sit	stand	wear	squirt
burning house	race car	mountain	robot



Rubrics

How did I do?	 Voice   
 Story   	 Speed   
 Mood   	 Effort   



To: _____	 Voice   
 Story   	 Speed   
 Mood   	 Effort   

Class: _____ Number: _____ Name: _____

My Not-A-Box

It's not a box....



It's a _____.



I like _____'s Not-A-Box.

It's a _____.

新北市國小彈性學習課程「英閱繪」教學活動設計（高年段）

Stage 3

<p>設計者 Lesson Designers</p>	<p>楊明鑫(龍埔國小)、曾如君(丹鳳國小)、張順宜(麗園國小)、林鈺文(竹圍國小)</p>	
<p>教學年級 Student Grade</p>	<p>五年級 5th Grade</p>	
<p>單元名稱 Topic</p>	<p>Inch by Inch</p>	
<p>教學資源/ 設備需求 Resources</p>	<p>電腦、投影機、繪本、字卡、圖卡、曬衣夾inchworm、學習單、小白板、白板筆、板擦、皮尺、海報 Computer, Projector, Story book, Word cards, Picture cards, Inchworm clip, Worksheet, Whiteboard, Marker, Eraser, Tape ruler, Poster.</p>	
<p>總節數 Time</p>	<p>共3節 (120分鐘) 3 Lessons (120 minutes in total)</p>	
<p>核心素養 Core Competency</p>	<p>總綱 Gernal Guidlines</p>	<p>A2 系統思考與解決問題 B1 符號運用與溝通表達 C2 人際關係與團隊合作 A2 Logical Thinking and Problem Solving B1 Semiotics and Expression C2 Interpersonal Relationships and Teamwork</p>
	<p>領綱 English Curriculum Guidlines</p>	<p>英語文： 英-E-A2具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。 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。 英-E-C2積極參與課內英語文小組學習活動，培養團隊合作精神。 English: E-E-A2 Possess the ability to understand simple English passages. Students are able to use basic thinking strategies to improve learning effectiveness. E-E-B1 Possess the basic ability to listen, speak, read, and write in English. Students should be able to use words and sentence patterns learned in class for simple daily communication by providing instructions. E-E-C2 Actively participate in group learning activities and cultivate team spirit in class. 數學： 數-E-B1 具備日常語言與數字及算術符號之間的轉換能力，並能熟練操作常使用之度量衡及時間，認識日常經驗中的幾何形體，並能以符號表示公式。 Math: M-E-B1 Possess the ability to convert between daily language, numbers, and arithmetic symbols. Be proficient in the usage of commonly used measurements and time. To identify the geometric shapes in everyday experiences, and to construct formulas with mathematical symbols.</p>

學習表現
Learning
Performance**英語文：**

- *◎1-III-12 能聽懂簡易故事及短劇的主要內容。
 - 2-III-7 能做簡易的回答和描述。
 - 2-III-8 能做簡易的提問。
- *◎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。
- ◎➢4-III-4 能依圖畫、圖示填寫簡單字詞。
 - ◎5-III-2 在聽讀時，能辨識書本中相對應的書寫文字。
 - ◎5-III-8 能以正確的發音及適切的速度朗讀簡易故事及短劇。
 - ◎➢5-III-9 能運用所學的字母拼讀規則讀出英文字詞。
- *◎➢5-III-10 能運用所學的字母拼讀規則拼寫英文字詞。
 - ◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。
 - *7-III-4 對教師或同學討論的內容能舉出示例或反例。
 - 9-III-3 能綜合相關資訊做簡易猜測。

English:

- *◎1-III-12 Be able to understand simple stories and short plays through listening.
 - 2-III-7 Be able to briefly answer questions and express themselves.
 - 2-III-8 Be able to ask simple questions.
- *◎3-III-7 Be able to recognize the main contents of picture books through reading.
- *◎3-III-9 Be able to make predictions according to the pictures, Titles, and book names.
- ◎➢4-III-4 Be able to write simple words with picture clues and signs.
 - ◎5-III-2 When listening and reading, students will be able to identify the words in the book correspondingly.
 - ◎5-III-8 Be able to read simple stories and short plays aloud with correct pronunciation and proper speed.
 - ◎➢5-III-9 Be able to use phonics to read and say English words.
- *◎➢5-III-10 Be able to use phonics to spell and write English words.
 - ◎6-III-2 Be willing to participate in class activities and not be afraid of making mistakes.
 - *7-III-4 Be able to give examples and counterexamples about the content when discussing it with teachers and classmates.
 - 9-III-3 Be able to synthesize relevant information for simple predictions.

數學：

n-II-9 理解長度、角度、面積、容量、重量的常用單位與換算，培養量感與估測能力，並能做計算和應用解題。認識體積。

Math:

n-II-9 Understand the common units and conversions of length, angles, area, capacity, and weight. Cultivate a sense of volume and estimation. Possess the ability to do calculations and application problem-solving. Be able to obtain the volume of an object.

	<p>學習內容 Learning Content</p>	<p>英語文： ◎Ab-III-5 所學的字母拼讀規則(含看字讀音、聽音拼字)。 ◎Ac-III-3 簡易的生活用語。 *◎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 依綜合資訊做簡易猜測。</p> <p>English: ◎Ab-III-5 Phonics' rules learned in class (pronouncing through reading, spelling through listening) ◎Ac-III-3 Simple daily language. *◎Ae-III-2 Picture books and children's short plays. B-III-2 Words and sentence patterns learned in the elementary stage for daily Communication. ◎D-III-3 Synthesize information for simple guessing.</p> <p>數學： N-3-12 長度:「毫米」。實測、量感、估測與計算。單位換算。</p> <p>Math: N-3-12 Unit length: millimeters will be the focus when achieving accurate measurement, a sense of volume, estimation, and calculations. Be able to do unit conversion convert units.</p>
<p>閱讀素養 Reading Literacy</p>	<p>學習主題 及 實質內涵 Theme and Composition</p>	<p>閱讀歷程 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。 閱 III-E6 發展向文本提問的能力。 閱 III-E7 發展詮釋、評鑑、反思文本的能力。</p> <p>Reading Process: R III-E1 To learn vocabulary and phrases in a regular daily context and for basic subject knowledge studies. R III-E3 Be familiar with reading strategies for subject-related learning. R III-E6 Develop the ability to ask questions according to the text. R III-E7 To develop the ability to interpret, reflect, and evaluate texts.</p> <p>閱讀情境脈絡 閱 III-E11 能在一般生活情境中，懂得應用文本習得的知識解決問題。</p> <p>Reading Context: R III-E11 Be able to apply knowledge learned from text to solve problems in daily scenarios.</p>
<p>具體學習目標 Learning Objective</p>		<p>1. 學生能對照圖片唸出繪本中的鳥類名稱: nightingale, robin, heron, flamingo, pheasant, hummingbird, toucan。 2. 學生能說出鳥類的身體部位: leg, tail, neck, beak 3. 學生能將課堂中所學到的句子應用於日常生活溝通。 句型: I measured the <u>pencil</u>. It is <u>8</u> inches. What's your T-shirt size? The width is <u>18</u> inches. The length is <u>27</u> inches. It's an <u>S</u>. 生活用語: Is that so? / How can I do that? / I'll try.</p> <p>4. 學生能透過教師的引導，了解基本的閱讀策略，並將閱讀策略應用於文本閱</p>

	<p>Accordingly, a consistent metric system is invented to assist communication, i.e., centimeters and meters.</p> <p>5. T introduces a type of worm in nature that is the size of a measuring unit, an inch that can be used for measuring. T shows the inchworm clip.</p> <p>Presentation and Practice Before Reading</p> <ol style="list-style-type: none"> 營造故事情境：Inchworm 雖然很會測量東西，但是他最大的煩惱就是被鳥吃掉。 教師拿出繪本，藉由封面圖畫提問提取學生的先備經驗 (Guessing) <ol style="list-style-type: none"> What do you see on the book cover? What do you know about birds? What do you think this book will be about? <p>1. Create a story environment: Inchworm is an expert in measuring, but his biggest fear is to be eaten by birds.</p> <p>2. T shows the storybook and asks Ss the following questions based on the cover: <ol style="list-style-type: none"> What do you see on the book cover? What do you know about birds? What do you think this book will be about? </p> <p>While Reading</p> <ol style="list-style-type: none"> 教師運用教具及閃示卡來說故事，停在主角 inchworm 碰到的第一個危機：即將被 robin 吃掉的地方，讓學生猜測主角如何化解。 從第二隻鳥開始，請學生預測下一個出現的鳥將被測量哪個部位？ (Predicting)同時進行問答：為什麼要測量該隻鳥的那些部位？ (Questioning) 教師一邊講出故事，一邊請學生重述鳥的名稱及身體部分，鼓勵學生一起參與說故事。 停在最後一隻鳥出現的地方，詢問學生為何 nightingale 希望 	<p>15'</p> <p>10'</p> <p>5'</p>	<p>圖卡 字卡 曬衣夾 Inchworm</p> <p>Picture Card/ Word Card/ Cloth clip</p> <p>附件一 附件二 電腦 投影片 單槍 Attachment I/ II Computer/ PPT/ Projector/</p>	<p>Oral assessment ★Ss can answer the question raised by the teacher.</p> <p>Reading assessment ★學生能理解故事內容。 ★學生能參與故事內容的猜測及問題回答。</p> <p>★學生能推理測量該隻鳥的部位意義。</p> <p>Reading assessment ★Ss can understand the story content. ★Ss can participate with the story content by guessing, asking questions, and answering. ★Ss can make an inference on why a particular part of the bird has been measured.</p> <p>Reading and Writing assessment ★學生能辨認故事角色名稱及部位單字，並配對抄寫至適當的圖片。</p> <p>Reading and Writing assessment ★Ss can identify the names of the characters and their body parts. Copy and write the matching words to the pictures.</p>
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	<p>inchworm 測量他的歌曲?請學生想一想如果你是那隻 inchworm，你會怎麼解決困境? (Connecting) 並請學生預測故事的結果 (Predicting)</p> <p>7. 教師說完故事。</p> <p>3. T uses props and flash cards to tell the story. T pauses at the page where the inchworm meets his first crisis. The robin wants to eat the inchworm. T lets Ss think about how to solve the problem.</p> <p>4. When the second bird arrives, T asks Ss to predict which part of the bird will be measured and why.</p> <p>5. As the story goes on, T invites Ss to repeat the names of the birds and the parts of the bird. T encourages Ss to participate in the process of telling the story.</p> <p>6. T stops at the appearance of the last bird, the nightingale. T asks Ss why the nightingale wishes the inchworm to measure his singing. T asks Ss if they were the inchworm and how they would resolve the situation if they were the inchworm. T asks Ss to predict the outcome of the story.</p> <p>7. T finishes telling the story.</p> <p>After Reading</p> <p>8. 發下附件一：字彙學習單，請學生自己挑戰故事角色名稱單字配對及部位配對。</p> <p>9. 較快完成者可進行附件二：錨式活動 Anchor activity-我的鳥類圖鑑。請學生畫出自己認識的其他鳥類，並寫出名稱。</p> <p>10. 教師利用投影片帶學生再複習一次故事。一邊複習一邊請學生確認附件一：字彙學習單的答案。</p> <p>8. T gives out Attachment I: Vocabulary worksheet worksheet. Ss take the challenge of matching pictures with words.</p> <p>9. Ss who completed Attachment I continue to Attachment II, anchor activity, My Bird Collection. Ss draw out the birds they know and write down their names.</p>		<p>Oral assessment ★學生分享所學。</p> <p>Oral assessment ★Ss share what they have learned.</p>
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	<p>10. T uses PPT slides and reviews the story. T checks Ss' answers while reviewing.</p> <p>Wrap up</p> <p>1. 邀請學生分享他們今日所學內容。</p> <p>1. Invite Ss to share what they have learned today.</p>			
第二節	<p>Warm up</p> <p>1. 問候學生。</p> <p>2. 拿出第一節課的鳥類圖片，教師應用字母拼讀法請學生拼出單字。</p> <p>3. 請各組選一隻鳥作為該組的小組名稱。</p> <p>4. 教師指向鳥類圖片，該組唸出自己的小組名稱。</p> <p>1. Greetings.</p> <p>2. Show picture cards with birds from the last lesson, and T asks Ss to spell out the words using phonics, where Ss say the names of the birds.</p> <p>3. Ss come up to the stage and pick one bird to be their group mascot.</p> <p>4. T points to the picture, and each group should say the names of their bird out loud.</p> <p>Practice</p> <p>1. 教師利用投影片進行互動式閱讀。投影片的故事文字以不同顏色呈現，教師唸黑色文字、學生唸紅色文字。帶學生再複習一次故事。</p> <p>2. 發下繪本，請學生靜默閱讀。</p> <p>3. 詢問學生看完繪本後，有沒有關於繪本或故事內容的問題。若無，發下附件三：故事地圖學習單，請學生兩兩討論或自行完成。</p> <p>1. T uses PPT and conducts an interactive reading session. The storylines are in two colors. T reads the black ones, and the students read the red ones.</p> <p>2. T gives Ss the book, and Ss read quietly.</p> <p>3. After reading the story, T asks Ss if they have any questions about the story. If there are no questions, T gives out attachment III, Story Map worksheet, and asks Ss to finish it individually or in pairs.</p> <p>Production</p>	<p>5'</p> <p>10'</p> <p>15'</p> <p>10'</p>	<p>圖卡 字卡 Picture Card/ Word Card</p> <p>電腦 投影片 單槍 Computer/ PPT/ Projector</p> <p>繪本 附件三 Storybook /Attachment III</p> <p>電腦 投影片 單槍 Computer/ PPT/ Projector</p>	<p>Phonics assessment</p> <p>★學生能試著用已學過的自然發音法來拼出該種鳥的英文名。</p> <p>Phonics assessment</p> <p>★Ss use learned phonics to spell the English name of the Target bird.</p> <p>Oral assessment</p> <p>★學生能依據圖片說出英文名稱。</p> <p>Reading assessment</p> <p>★學生能與教師接力讀出故事。</p> <p>Reading and Writing assessment</p> <p>★學生能靜默閱讀繪本。</p> <p>★學生能小組合作，完成故事地圖。</p> <p>★差異化：鼓勵學生用完整的句子將答案記錄在學習單上。較需要幫忙的組別則記錄關鍵字即可。教師組間巡視，提供需要的協助。</p> <p>Oral assessment</p> <p>★With a visual aid, Ss will be able to say a type of bird.</p> <p>Reading assessment</p> <p>★Ss can read the story out loud in relays with the teacher.</p> <p>Reading and Writing assessment:</p> <p>★Ss can read in silence.</p> <p>★Ss can work in groups and complete the story map.</p> <p>★Differentiation Instruction: Encourage Ss to write down the answer on the worksheet.</p>

	<p>1. 教師利用投影片提問附件三：故事地圖學習單的內容，請學生分享：</p> <ol style="list-style-type: none"> (1) What's the book title? (2) Who is the author? (3) Who is in the story? (4) Where does the story happen? (5) When does the story happen? Is it in the day time or at night? (6) The robin wants to eat the inchworm. What can the inchworm do? (7) What does the nightingale ask the inchworm to do? (8) How does the inchworm solve the problems? <p>1. T uses PPT and asks questions with attachment III: Story Map worksheet, and invite students to share.</p> <ol style="list-style-type: none"> (1) What's the book title? (2) Who is the author? (3) Who is in the story? (4) Where does the story happen? (5) When does the story happen? Is it in the daytime or at night? (6) The robin wants to eat the inchworm. What can the inchworm do? (7) What does the nightingale ask the inchworm to do? (8) How does the inchworm solve the problems? <p>Wrap up</p> <ol style="list-style-type: none"> 1. 詢問學生是否喜歡這本繪本？喜歡與不喜歡都請說明原因。先請學生自己思考，再跟組員兩兩分享，最後可隨機邀請學生跟全班分享。 2. 延伸討論： <ol style="list-style-type: none"> (1)若你是 inchworm，你會如何解決困難？ (2)為什麼 robin 知道 inchworm 會測量東西時就打消了吃它的念 		<p>Ss can also write down the keywords if they have difficulties. T walks between groups to provide help when needed.</p> <p>Oral assessment</p> <p>★評量學生的閱讀理解能力。學生能透過教師的提問，再次釐清對故事的理解。</p> <p>★學生能根據繪本內容回應教師的提問。學生能專注聆聽其他同學的分享。</p> <p>Oral assessment</p> <p>★To evaluate the Ss 'reading comprehension abilities, Ss can again clarify the understanding of the story with T's questions.</p> <p>★Ss can answer questions based on the T's question. Ss can pay attention and listen to others sharing.</p> <p>Oral assessment</p> <p>★學生能分享自己對繪本的喜好，也能專注聆聽其他同學的分享。</p> <p>★學生能大聲又清晰的發表自己的答案，也能專注聆聽其他同學的發表。</p>
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	<p>頭，還帶他去找其他的鳥類朋友？</p> <p>(3)Robin 知道自己的 tail 長度後的心情反應是什麼？</p> <p>(4)你有什麼長處是希望別人知道的？</p> <p>Wrap up</p> <p>1. T asks Ss if they liked or disliked the storybook and the reasoning behind their answers.</p> <p>Ss compose ideas by themselves and share their thoughts in groups. T chooses some Ss randomly to share in front of the class.</p> <p>2. Extensions:</p> <p>(1) If you were the inchworm, how would you solve the problems?</p> <p>(2) Why doesn't Robin eat Inchworm once it realizes it can measure stuff?</p> <p>(3) How does Robin feel after it learns the length of its tail?</p> <p>(4) What's your strength? Can you share it with the class?</p>			<p>★延伸討論的問題可以了解學生自己解決問題的能力及創造力。</p> <p>Oral assessment</p> <p>★Ss can express their feelings towards the story and listen to others attentively.</p> <p>★Ss can speak loud and clear when presenting their ideas and pay attention to others' presentations attentively.</p> <p>★To extend the discussion of the questions, T can assess Ss' problem-solving skills and creativity.</p>
<p>第三節</p>	<p>Warm up</p> <ol style="list-style-type: none"> 1. 問候學生。 2. 拿出第一節課的鳥類圖片，請學生說出英文名稱。 3. 請各組上臺選一隻跟上次拿到不一樣的鳥類圖卡當作該組的小組名稱。 4. 教師指向鳥類圖片，該組唸出自己的小組名稱。 <p>1. Greetings</p> <p>2. T shows picture cards with birds and asks Ss to say their names.</p> <p>3. Ss come up and pick a different bird as their mascot.</p> <p>4. T points to the picture, and each group should say their bird out loud.</p> <p>Presentation</p> <ol style="list-style-type: none"> 1. 拿出曬衣夾 inchworm，請學生說他的測量單位是什麼（英吋）。 2. 請學生到講臺上用直尺測量 inchworm 的長度有幾公分，帶入 measure 測量及公分、英吋轉換的概念。 <p>1. Present the cloth clip(inchworm)</p>	<p>5'</p> <p>10'</p> <p>10'</p>	<p>圖卡 字卡 Picture Card/Word Card</p> <p>曬衣夾 inchworm</p> <p>Cloth clip</p> <p>毛根 inchworm</p> <p>Pipe Cleaner</p>	<p>Oral assessment</p> <p>★學生能依據圖片說出英文名稱。</p> <p>Oral assessment</p> <p>★Ss can say the English words with a picture clue.</p> <p>Oral assessment</p> <p>★學生能運用舊經驗(cm)了解並學習新經驗(inch)。</p> <p>Oral assessment</p> <p>★Ss can apply prior knowledge(cm) to learn the new objective(inch).</p>

	<p>and T asks students what unit it measures.</p> <p>2 Ss approach the stage and measure the cloth clip inchworm with ruler. Ss find the length using centimeters, and T introduces the conversion between an inch and a centimeter.</p> <p>Practice</p> <ol style="list-style-type: none"> 1. 發給各組一隻毛根 inchworm，請學生利用毛根 inchworm，測量教師指定的物品，例如 pencil、desk、chair、book、hand 等。量完後記錄在小白板上。 2. 請學生發表測量後的結果：I measured the <u>pencil</u>. It is <u>5</u> inches. 3. 問學生利用曬衣夾 inchworm 測量東西時是否方便精準，帶入「尺」及「皮尺」的概念，可精確測量較長或彎彎曲曲的東西。展示皮尺並指導學生如何使用。 <ol style="list-style-type: none"> 1. T gives each group a pipe cleaner. Ss use the pipe cleaner to measure things like pencils, desks, chairs, books, and hands. Ss write down their measurement on the whiteboard after measuring. 2. Ss say their results: I measured the <u>pencil</u>. It is <u>5</u> inches. 3. T asks Ss how precise it is to use a cloth clip to measure things. 4. T introduces the idea of a ruler that can measure more precisely and a measuring tape that is precise and flexible. 5. T shows Ss how to use measuring tape. <p>Production</p> <ol style="list-style-type: none"> 1. 發下附件四：測量衣服學習單，並營造生活中會需要測量衣服尺寸的情境。例如可說明校慶時需要買班服。請學生先閱讀圖表。 2. 可事先請學生帶自己的 T-shirt 到學校。如果學生不想當場量自己的身體尺寸，可請學生量自己 T-shirt 	<p>10'</p> <p>5'</p>	<p>附件四 Attachment IV</p> <p>皮尺 Tape Ruler</p> <p>附件五 Attachment V</p>	<p>Oral assessment</p> <p>★學生能小組合作以指定的句型報告測量結果。</p> <p>Oral assessment</p> <p>★Ss can work in groups and use selected sentence patterns to report their measuring result.</p> <p>Oral assessment</p> <p>★學生能小組合作，利用皮尺測量自己的尺寸。教師組間巡視，提供需要的協助。</p> <p>★學生能用指定句型分享測量的結果。</p> <p>Oral assessment</p> <p>★Ss can work in groups and use measuring tape to measure items. T walks between groups to provide assistance when needed.</p> <p>★ Ss can use selected sentence patterns to report their measuring results.</p> <p>Oral assessment</p> <p>★學生能用指定句型分享測量的結果。</p> <p>★ Ss can use selected sentence patterns to report their measuring results.</p>
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的尺寸。

3. 發給各組一個皮尺，請學生自行測量，並記錄在學習單上。
 4. 請學生兩兩互相報告自己的尺寸，並應用對話“*What’s your T-shirt size?*” “*The width is 18 inches. The length is 27 inches. It’s an S.*” 唸完之後互相在學習單簽名。
 5. 完成者可進行附件五：錨式活動 Anchor activity-測量褲子學習單。
1. T gives attachment IV: Measuring Clothes worksheet and asks Ss to read the charts first. T provides scenarios where measuring clothes is part of our daily lives. For example, when schools celebrate their anniversary, each class has to purchase their class T-shirts.
 2. Ss bring a T-shirt from home and measure their T-shirt size. Or, Ss can measure the size of their body parts in class.
 3. Each group has a measuring tape, and Ss write their results on the worksheet.
 4. Ask Ss to work in pairs and tell each other their results from the measuring activity. The following sentences will be used: “*What’s your T-shirt size?*” “*The width is 18 inches. The length is 27 inches. It’s an S.*”
 5. Ss sign off each other’s sheets after sharing the measuring results.
 6. Ss who finish get to do the anchor activity on attachment V, measure your pants worksheet.

Wrap up









1. 教師問“*What’s your T-shirt size?*” 請學生自由發表回答“*It’s an S.*”
 2. 教師詢問學生 *Whose T-shirt size is S?* 教師依據學生的回答整理成大表格，寫在黑板上，以此做為購買個別尺寸班服的數量。
1. T asks Ss, ‘*What’s your T-shirt size?*’ Ss answer the questions

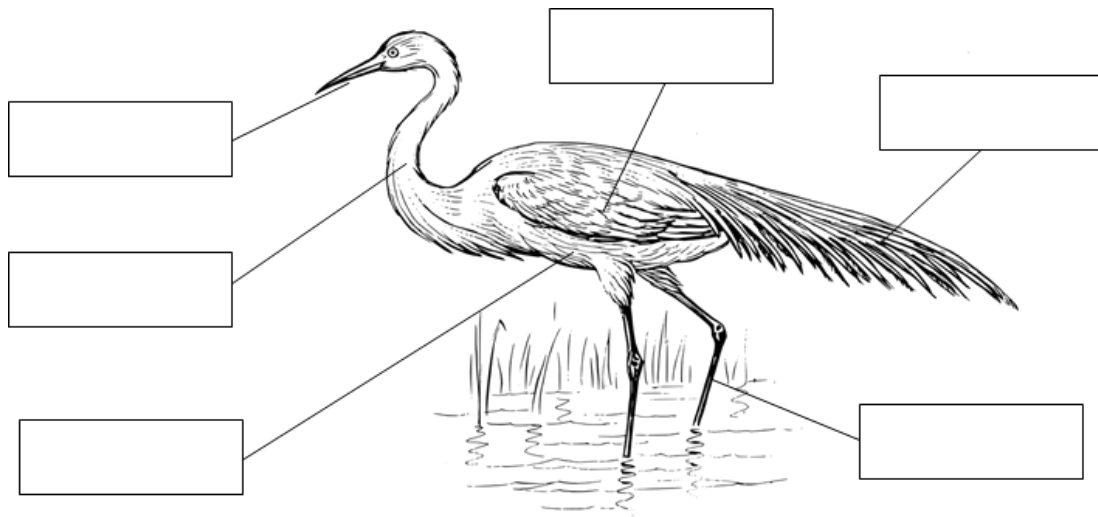
	<p>based on their measurements, 'It's an <u>S</u>.'</p> <p>2. T asks Ss, 'Whose T-shirt size is <u>S</u>?' T produces a form collecting all the Ss' answers and writes it on the blackboard. Using the form, T can purchase the class T-shirts based on the number of individual sizes.</p>		
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附錄

- 附件一：字彙學習單
- 附件二：錨式活動 (Anchor activity) -我的鳥類圖鑑
- 附件三：故事地圖學習單
- 附件四：測量衣服學習單
- 附件五：錨式活動 (Anchor activity) -測量褲子學習單
- Attachment I: Vocabulary worksheet
- Attachment II: Anchor Activity-My Bird Collection.
- Attachment III: Story Map worksheet
- Attachment IV: Measuring Clothe worksheet
- Attachment V: Measuring Pants worksheet

Inch by Inch

			
			
<p>inchworm nightingale robin heron flamingo pheasant hummingbird toucan</p>			



Attachment II: Anchor Activity-My Bird Collection.

附件二：錨式活動Anchor activity-我的鳥類圖鑑

tail beak body neck leg wing

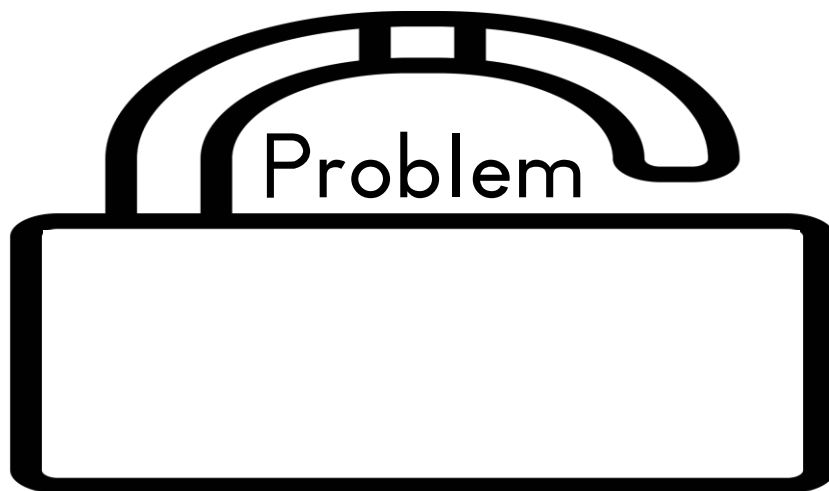
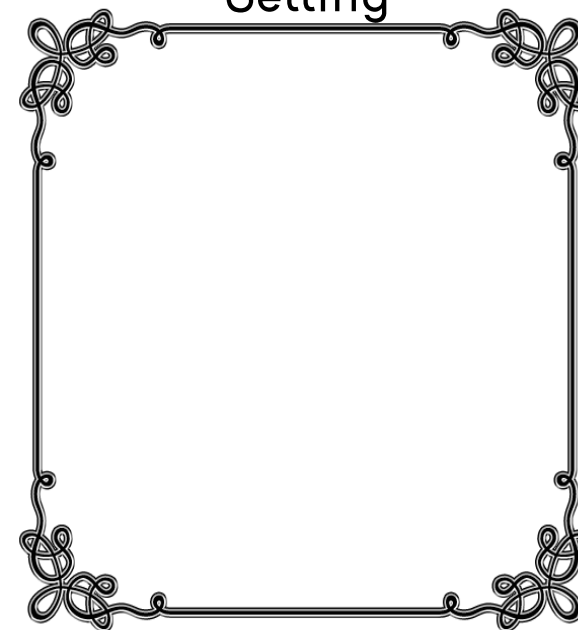
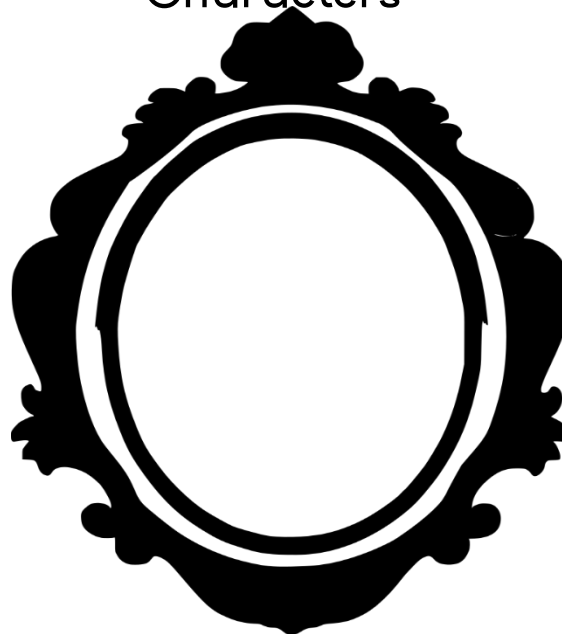
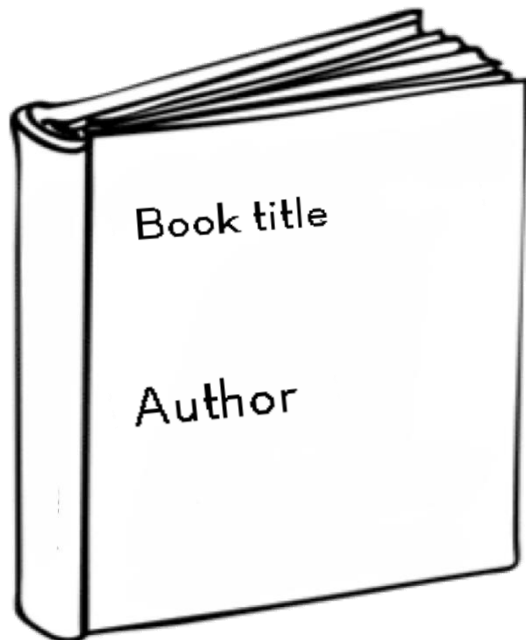
Class: _____ Number: ____ Name: _____

Inch by Inch

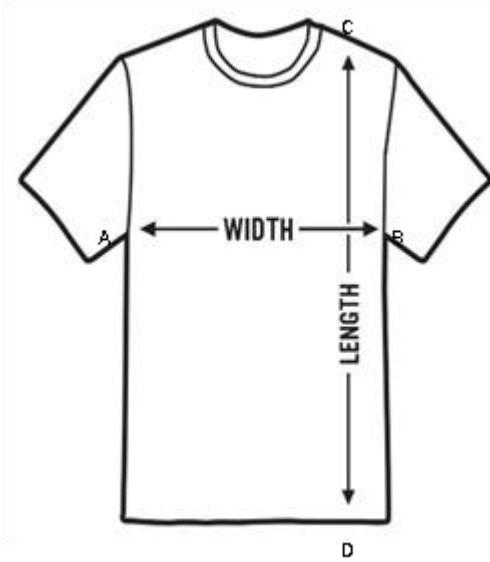
Class: _____ Number: _____ Name: _____

Characters

Setting



What's your T-shirt size?



1. Lay the T-shirt flat.
2. Measure width. (A to B)
3. Measure length. (C to D)
4. Check the "T-shirt Size Chart" to find your size!

PRODUCT MEASUREMENTS	S	M	L	XL	2XL	3XL	4XL	5XL
BODY WIDTH (1" Below Armhole)	18	20	22	24	26	28	30	32
BODY LENGTH (High Point of Shoulder to Edge)	27	28	29	30	31	34	34	35



All Measurements in **Inches**

Tolerance +/- 1"

* Sizing may vary for international garments

SWITCH TO CENTIMETERS



What's your T-shirt size?

I measure the T-shirt.

The width is _____ inches.

The length is _____ inches

It's an _____.



Sign here

What's your pants size?

I measure the pants.

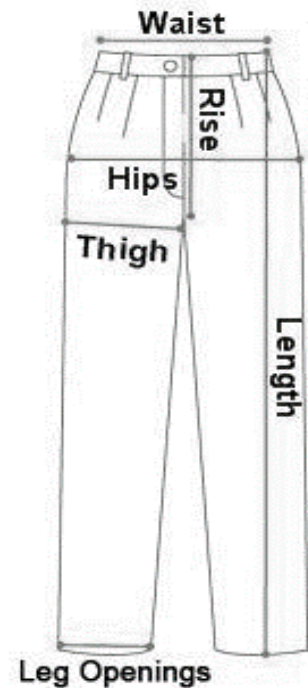
The waist is _____ inches.

The hips are _____ inches.

The leg length is _____ inches.

The thigh is _____ inches.

It's an _____.



Pants Size Chart

Women

Size	XS	S	M	L	XL
Waist	27.75	29.0	30.75	32.5	34.0
Hip	34.75	36.0	38.0	39.5	41.0
Length	37.0	37.5	38.0	38.0	38.75
Thigh	21.5	22.0	23.0	23.75	24.5

Men

Size	S	M	L	XL	XXL
Waist	34.0	35.5	37.0	38.75	40.0
Hip	41.75	43.5	45.0	46.5	48.0
Length	43.0	43.5	44.0	44.75	45.5
Thigh	26.75	27.5	28.5	29.0	30.0

新北市國小英語教師進修研習規劃

108 年 8 月 1 日起適用
Effective from August 1st 2019.

階段Stages	參加對象Participants	課程名稱Course Theme	研習時數Time	
基礎研習 Foundation Course (30 hrs in total) (共 30 小時)	1. 新進教師（含正式及代理代課）。 2. 導師轉任英語教師。 1. New English teachers (formal, substitute, and part-time) 2. Homeroom teachers transferring to English subject teachers	新北市英語教學政策 New Taipei City English Teaching Policy	1 hr	
		班級經營與管理 Classroom Management	2 hrs	
		素養導向之課程設計與教案撰寫 Competency-based Lesson Design and Lesson Plan Invention	3 hrs	
		新北市英語課程綱要 New Taipei City English Curriculum Guidelines	1 hr	
		低年級教材教法及教學策略 Teaching Materials, Methods, and Strategies for Lower Grades	2 hrs	
		中、高年級教材教法及教學策略 Teaching Materials, Methods, and Strategies for Middle and Upper Grades	3 hrs	
		英語口語訓練 English Speaking Training	發音及語調 Pronunciation and Intonation	6 hrs
			口語表達 Communication	6 hrs
語用及文化 Pragmatics and Culture	6 hrs			
初階研習 Basic Course (18 hrs in total) (共 18 小時)	1. 正式英語教師。 2. 代理、代課英語教師。 1. Formal English teachers 2. Substitute and part-time English teachers	字母（Alphabet）與字母拼讀法（Phonics）教學 Teaching Alphabet and Phonics	3 hrs	
		聽說教學與評量 Teaching and Assessment in Listening and Speaking	3 hrs	
		「英閱繪」教學 Teaching English-Picture-Book-Reading-Based Curriculum	3 hrs	

		歌謠韻文教學 Teaching Songs and Chants	3 hrs
		讀者劇場 (RT) 教學 Teaching Reader's Theater	3 hrs
		字彙與拼字教學 Teaching Vocabulary and Spelling	3 hrs
進階研習 Intermediate Course (12 hrs in total) (共 12 小時)	1. 取得初階研習證書之正式英語教師。 2. 取得初階研習證書之代理代課英語教師。	多媒體與教具之應用 Implementing Multimedia and Props	3 hrs
	1. Formal English teachers with a Basic Course certificate 2. Substitute and part-time English teachers with a Basic Course certificate	句型的意義與運用 Meaning and Function of Sentence Patterns	3 hrs
		閱讀教學與評量 Reading Education and Assessment	3 hrs
		寫作教學與評量 Teaching Writing and Assessment	3 hrs
高階研習 Advanced Course (60 hrs in total) (共 60 小時)	取得進階研習證書之正式英語教師優先錄取。 Priority of admission to formal English teachers with an Intermediate Course certificate	1. 學科內涵與語言融合學習 (CLIL) 2. 任務型導向教學 3. 差異化教學 4. 聽、說、讀、寫教學方法與策略 1. Content Language Integrated Learning 2. Task Based Teaching 3. Differentiation 4. Methods and Strategies on Listening, Speaking, Reading, and Writing Instructions	60 hrs
國際短期 教育訓練 Short-term International Education Training (about 2 weeks) (約 2 週)	1. 取得初階、進階及高階三項研習證書之正式英語教師。 2. 其餘加分條件依教育局當年度公告之實施計畫為準，並以積分高低順序錄取之。 1. Formal English teachers with Basic Course, Intermediate Course, and Advanced Course certificate 2. Other bonus conditions is subject to the	美國 / 英國等英語為母語之國家學習參訪 Educational visit to the USA/ the UK, native English-speaking countries	2 weeks

	implementation plan announced by the Department of Education in current year. Admission order depends on the points.		
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