

## C. 各領域課程計畫及彈性學習節數課程計畫

檢核向度「C-5 依本市公立國民小學加強學生英語文能力方案—統整規劃英語文領域課程及學習節數實施計畫，全校各年級規劃英語文學習節數情形與相關提升能力措施。」

### 【自評說明】

C-5-1 本校英語課實施，中年級每週 3 節課，實施十二年國教 1 節課於語文領域實施，2 節課以彈性學習節數-校訂課程「信義看世界」實施。五年級實施十二年國教 2 節課於語文領域實施，1 節課以彈性學習節數-校訂課程「信義看世界」實施。六年級實施九年一貫，每週 3 節課，2 節課於語文領域實施，1 節課以加課方式實施。

加課部分：

1. 進行閱讀教學，依年級分程度篩選讀本與教學內容，例如繪本、圖書館教育、ELTA 英語說故事、線上英語讀本共讀等。
2. 進行補救教學：依照學力檢測結果，針對本校學生的相對弱勢能力，進行教學。
3. 進行跨領域教學：培養學生用英語學習的能力，進行 CLIL 教學，並邀請其他領域的專家，例如生活與健體領域教師，共同討論課程的素養，以做為課程設計的核心。
4. 進行文化素養教學：以講述、影片欣賞、闖關活動等方式進行文化的體驗活動。
5. 進行大型活動成果準備教學：於活動中展現多元、不同層次的英語成果，需進行多元的活動設計、多次的練習，最後呈現完美的成果。

C-5-2 課程發展委員會依據「本市公立國民小學加強學生英語文能力方案」成立英語備課社群會議，搭配研習增能、備課觀課與議課，提升教師教學與學生學習成效。

參考學習扶助測驗結果以及學期成績(後 25%)，調查與成立英語激勵班，請校內正式合格老師擔任補救教學教師，於課後實施補救教學。

C-5-3 英語教師團隊搭配結合教育部國際教育，實施英語節慶主題教學，設計有趣生活英語的英語日，為吸引學生學習興趣與提升學生英語文能力而努力。

例如：

1. 在萬聖節時舉辦闖關活動，老師會在課堂教導文化的元素，鼓勵學生裝扮沉浸在異國氛圍，並以此為主題舉辦多元評量闖關活動。
2. 在聖誕節時，老師在課堂比較中西文化，讓學生認識西方文化最重要的節日，鼓勵學生吟唱歌曲，藉由歌曲進行英語學習，讓英語更有趣。
3. 其他諸如教師節、地球日、復活節、母親節等也會有相關活動。



### 感恩節

How can we say thank you?

Thank you, sir.

Thank you, ma'am.

Thank you very much.

Thank you for helping me.

I appreciate that.



### 世界地球日

Let's go green!

Save water 節約用水

Save energy 節約能源

Plant trees 種植樹木

Plant trees 種植樹木

Bring your own bag 使用自己的購物袋

Bring your own chopsticks 自己帶餐具

Eat up all your meals 零廚餘

Use recycled paper 重複使用回收紙



### 母親節

Carnation 康乃馨

I love you, Mom!

I can sweep the floor.

I can mop the floor.

I can take out the trash.

I can wash the dishes.

Love our mothers every single day.



C-5-4 為了改善英語教學情境，設置 4 間英語專科教室，進行情境設計布置及語言 E 化教學設備，提供更優質的英語學習環境。

說明：教師授課經常性使用自製教材、網路資源等，豐富小朋友的學習經驗，並經常性布置情境設施，讓小朋友喜歡英語課堂。

C-5-5 為鼓勵學生能聽能說能寫，平時實施聽力測驗及會話測驗練習，並於期中期末評量設計紙筆測驗及聽力會話測驗，由專任英語教師進行個別跑班施測，或是先進行聽力測驗錄製與廣播同一時間聽力測驗。

口說部分，亦嘗試利用闖關的方式，高年級與低年級兩班共同排課，高年級學生擔任關主，利用英語與低年級學生對話，通過正確回答者，即可過關，學生在過程中都能充分練習口說。

成果：經由評量審題會議討論並修正，以期能掌握學生學習狀況，另外，將考試結果與學生學習狀況在英語領域會議時，進行交接與學生學習成效討論，廣泛性的、大部分學生會有的問題與個別學生的進步情形，英語老師們一起努力來增進學生學習興趣與成果。

C-5-6 依據 111 年度學力檢測結果，本校召開檢討會議，針對檢測結果進行分析，了解為提升本校學生能力，未來需要加強：加強提升本校課程的規劃與實施，安排多元教學形式，期能提升全體學生學習動力，再針對學習弱勢學生安排個別化教學，加強英語文部分；學生高級部份比例較少，加強學習激勵措施，引導學生學習躍進。

做法：上述各種做法與措施皆是為了提升整體能力，另外，本校英語老師認為除了成績，英語學習的興趣才是永續學習的關鍵，因此教師在每一堂課都設計了多元有趣的學習活

動，對學生有耐心，等待學生能力水到渠成。

	三年級	英語領域(1 節)		信義 101(2 節)		
		單字	對話句型	字母拼讀	延伸課程	閱讀與文化教學
上學期	Unit 1 Are You Happy?	angry, happy, sad, hungry, thirsty, sick, tired	Are you happy? Yes, I am. No, I'm not. Is he / she sad? Yes, he / she is. No, he / she isn't.	-en -ell -am -an	能以 Is your brother a cook? 的句型詢問他人 <b>職業</b> ，並以 Yes, he / she is. 或 No, he / she isn't. 的句型回答	<b>Can I Play Outside?</b> by Mathew Price illustrated by Atsuko Morozumi
	Unit 2 Can You Swim?	dance, draw, fly, jump, read, sing, swim	Can you <u>swim</u> ? Yes, I can. No, I can't. 和 Can he / she <u>sing</u> ? Yes, he / she can. No, he / she can't.	-at -ip -it -ed	Help! 及 Of course.	<b>Count!</b> by Denise Fleming
	Unit 3 What Are These?	an apple / apples, a banana / bananas, an orange / oranges, a papaya / papayas, a watermelon / watermelons , a grape / grapes	What are these / those? They're <u>papayas</u> . 和 Do you like <u>papayas</u> ? Yes, I do. / No, I don't.  What are these / those? They're <u>papayas</u> .	-it -ill -og -ock	Do you like <u>papayas</u> ? 詢問他人喜好，並以 Yes, I do. / No, I don't. 回應。  能聽懂並說出日常用語 Yummy! 及 Yuck!	Food Around the World: 能聽懂並跟讀不同國家具代表性的食物的說法。
	Unit 4 What Do You Want?	能聽辨並說出本課可數或不可數的食物單字	What do you want? I want _____.	-od -ug -un -ot	I want a <u>hot dog</u> . / I want <u>two eggs</u> . / I want <u>some bread</u> .  能聽懂並說出日常用語 Here you are. 及 Hurry up!	<b>A House for Zebra</b> by Georgie Adams illustrated by Atsuko Morozumi
下學期	Unit 1 What Time Is It?	能聽辨並說出本課單字	What time is it? It's _____.	-aid -ail -ay -ade	能聽懂並說出日常用語 Time for lunch. 及 Hooray!	<b>Rain</b> By Robert Kalan
	Unit 2 What Are You Doing?	能聽辨並說出本課單字	What are you doing? I'm <u>swimming</u> 及	-ake -ame -ake	RT 劇本角色扮演 <i>What Are You Doing?</i>	Festivals: Easter  <b>The Happy Day</b>

	三年級	英語領域(1 節)		信義 101(2 節)		
		單字	對話句型	字母拼讀	延伸課程	閱讀與文化教學
			What's he / she doing? He's / She's <u>swimming</u> .	-ame		by Ruth Krauss
	Unit 3 Where Are You?	能辨識、說出本課單字	Where are you? I'm in the _____. 及 Where's Danny / Niki? He's / She's in the _____.	-ese, -ete	能注意疑問詞 Who, What, Where 所詢問的內容不同。 能聽懂並說出日常用語 Wake up! 及 Wait!	<b>I Want My Dinner</b> By Tony Ross
	Unit 4 Where's My Kite?	能聽辨並說出本課物品單字	Where's my / the <u>kite</u> ? It's in / on / under / next to the <u>box</u> .	-ile, -ine -oe -oke	能聽懂並說出日常用語 It's here. 及 It's over there. 能注意介系詞 in / on / under / next to 所表示的位置不同	Houses Around the World 教師介紹不同國家的特色房屋型態，因各國居住文化而有不同

	四年級	英語領域(1 節)		信義 101(2 節)		
		單字	對話句型	字母拼讀	延伸課程	閱讀與文化教學
上學期	Unit 1 How's the Weather?	cloudy, rainy, snowy, sunny, windy, go camping, go fishing, go shopping, go swimming	How's the weather? It's <u>sunny</u> . We can / can't <u>go fishing</u> .	th	能聽懂並說出日常用語 Good idea! 及 Have a good time. 能認識本課國家文化特色：倫敦交通	關於英國或倫敦的故事或經驗，鼓勵全班分享
	Unit 2 Where Are You Going?	bank, bookstore, hospital, library, park, post office, supermarket, zoo	Where are you going? / Where's the <u>supermarket</u> ? I'm going to the <u>park</u> . / It's on <u>Blue Street</u> .	ph wh	能瞭解英文複合詞 (compound word) 的組成方式	<b>We all go traveling by</b> By Sheena Roberts
	Unit 3 How Many Lions Are There?	bear, elephant, horse, lion, monkey, tiger, turtle, zebra	What do you see? How many <u>horses / tigers</u> are there?	ch sh	能聽懂並說出日常用語 Be careful. 及 Can you give me a hand? 能認識本課國家文化特色：非洲五霸	Festivals Christmas <b>If you take a mouse to school</b> By Laura Numeroff

			I see a <u>monkey</u> . / I see <u>some</u> <u>turtles</u> . There is one <u>horse</u> . / There are <u>two</u> <u>tigers</u> .			
	Unit 4 What's Wrong?	arms, ears, eyes, foot, hands, legs, headache, runny nose, toothache	What's wrong? My / His / Her leg hurts. 、 My / His / Her <u>legs</u> hurt. 、 I have a <u>headache</u> . 及 He / She has a <u>toothache</u> .	ng nk	能聽懂並說出日常用語 Calm down. 及 Take care!  能認識本課國家文化特 色：獅身人面像	Culture Wonders of the World 能認識埃及金字塔、中 國萬里長城、義大利羅 馬競技場及祕魯馬丘比 丘等世界奇景
	Unit 1 What Day Is Today?	Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday	What day is today? It's <u>Wednesday</u> . Is it <u>Monday</u> today? Yes, it is. / No, it isn't. It's <u>Tuesday</u> .	e_e, ee, ea -eal, - ean, - eat	能聽懂並說出日常用語 Excuse me. 及 Say cheese!	能認識國家文化特色： 維京人  <b>The earth and I</b> By Frank Asch
下 學 期	Unit 2 What Do You Want for Dinner?	breakfast, lunch, dinner, a hamburger, noodles, rice, salad, soup	What do you want for <u>dinner</u> ? What does he / she want for <u>dinner</u> ? He / She wants a <u>hamburger</u> . I want <u>some</u> <u>noodles</u> .	i_e, ie, y	能聽懂並說出日常用語 May I help you? 及 You're welcome.	認識國家文化特色：相 撲鍋。  <b>Please Mr Panda</b> by Steve Antony
	Unit 3 Do You Have PE Class on Monday?	art, Chinese, English, math, music, PE, science, social studies	Do you have <u>PE</u> class on <u>Monday</u> ? 、 Does he / she have <u>PE</u> class on <u>Monday</u> ? Yes, I do. 、 Yes, he / she does.	o_e, oa, ow	能認識本課國家文化特 色：印度紗麗。  能聽懂並說出日常用語 Good for you! 及 I see.	Festivals The Dragon Boat Festival

			No, I don't. I have <u>English</u> class. 、 No, he / she doesn't. He / She has <u>art</u> class.			
	Unit 4 Whose Workbook Is This?	cap, umbrella, wallet, workbook, backpack, glasses, gloves, socks	Whose <u>cap</u> is this / that? 或 Whose <u>glasses</u> are these / those? It's <u>my cap</u> . They're <u>Tom's glasses</u> .	u_e, ew, ue	能聽懂並說出日常用語 What's the matter? 及 Amazing!	Culture Words Around the World 能認識本課國家文化特色：雪梨歌劇院。

	五年級	英語領域(2 節)		信義 101(1 節)		
		單字	對話句型	字母拼讀	延伸句型	閱讀與文化教學
上學期	Unit 1 Where Are You From?	Australia, India, Japan, Singapore, Spain, Taiwan, the UK, the USA	Where are you from? I'm from <u>Taiwan</u> .  Is he / she from <u>the UK</u> ? Yes, he / she is. No, he / she isn't. He's / She's from <u>India</u> .	a_e, ai, ay, e_e, ee, ea, i_e, ie, y, o_e, oa, ow, u_e, ew, ue	能以本課學過的單字及句型與他人進行溝通。  能瞭解代名詞和 be 動詞之間的對應關係，以及兩者在問句、答句的位置。  聽懂並使用本課經典名句 All roads lead to Rome.	<b>Click Clack Moo, Cows that type</b>  By Doreen Cronin
	Unit 2 How Do You Go to School?	by bike, by boat, by bus, by car, by MRT/metro, by plane , by scooter, by taxi, by train, on foot	How do you go to school? I go to school <u>on foot</u> .  Does he / she go to school <u>by bus</u> ?  Yes, he / she does. No, he / she doesn't. He / She goes to school <u>by train</u> .	ir  ur	瞭解助動詞 do、does 與主詞的搭配，以及問句、答句間主詞與助動詞的位置。  能聽懂並使用本課經典名句 You are the apple of my eye.	Culture New Years Around the World 能認識各國特殊的春節或過年慶典，如日本敲鐘、澳洲雪梨港灣大橋煙火、西班牙吃葡萄及美國時代廣場倒數等各國迎接新年的方式。  能以學過的句型與他人進行溝通活動。
	Unit 3 What Do You Do After School?	listen to music, play baseball, play basketball,	What do you do after school? I <u>go jogging</u> after	oi  oy	能瞭解助句子中動詞和主詞的對應關係。  能聽懂並使用本課經典	Culture New Years Around the World 能辨識在課堂中所認識

	五年級	英語領域(2 節)		信義 101(1 節)		
		單字	對話句型	字母拼讀	延伸句型	閱讀與文化教學
		play football, ride a bike, surf the Internet, go jogging, watch TV	school. What does he / she do in his / her free time? He / She <u>watches TV</u> .		名句 No pain, no gain	的 4 個國家迎接新年的特色活動。  能樂於了解，並接觸與 4 個國家新年活動相關的訊息。
	Unit 4 What Time Do You Get Up?	get up, go to school, have lunch, go home, do my homework, take a bath, go to bed	What time do you <u>get up</u> ? I <u>get up</u> at 6:45. What time does he <u>do his / her homework</u> ? He / She <u>does his / her homework</u> at <u>5:30</u> .	ou ow	能瞭解助句子中主詞和動詞之間的關係，以及主詞為第三人稱單數時動詞的變化型態。  能聽懂並使用本課經典名句 Honesty is the best policy.	Festivals Chinese New Year 能認識農曆新年 (Chinese New Year) 的由來及節慶習俗。 能聽懂、辨識並說出單字 firecrackers, hot pot, lion dance, lucky money, rice cake, spring couplet。  能聽懂並說出農曆新年 (Chinese New Year) 的節慶相關用語。
下學期	Unit 1 Where Were You Yesterday?	at home, at school, at the mall, at the museum, at the movie theater, at the restaurant, at the train station	Where were you yesterday? I was <u>at the museum</u> yesterday. Were you <u>at home</u> yesterday? Yes, I was. / No, I wasn't. I was <u>at the mall</u> .	cr, gr, tr, dr	能瞭解問句與答句中主詞與過去式 be 動詞的位置及其之間的搭配關係。  能聽懂並理解經典名句 Seeing is believing. 的意思及使用情境。	<b><u>Dino 讀者劇場 Show</u></b>
	Unit 2 What Did You Do Yesterday?	listened to music, played basketball, played the piano, surfed the Internet, visited a friend, watched TV	What did you do yesterday? I <u>played the piano</u> yesterday. Did you <u>play basketball</u> yesterday? Yes, I did. / No, I didn't. I <u>surfed the Internet</u>	sw, sp, st, sk	能瞭解英文過去式句子的呈現方式，及問句中助動詞 did 與與答句中動詞的搭配關係。  能聽懂並理解經典名句 East or west, home is best. 的意思及使用情境。	<b><u>Dino 讀者劇場 Show</u></b>  <b>Walking Through the Jungle</b> By Debbie Harter

	五年級	英語領域(2 節)		信義 101(1 節)		
		單字	對話句型	字母拼讀	延伸句型	閱讀與文化教學
			yesterday.			
	Unit 3 What's Your Favorite Season?	spring, summer, fall, winter, warm, hot, cool, cold	What's your favorite season? My favorite season is <u>spring</u> . It's <u>warm</u> in <u>spring</u> .	a, e, i, o, u	能瞭解問句與答句之間代名詞所有格的對應關係。  能聽懂並理解經典名句 An apple a day keeps the doctor away. 的意思及使用情境	Culture Sports Around the World 能認識日本相撲、美國美式足球(美式橄欖球)、英國馬球及加拿大冰上曲棍球等各國特色運動。 能藉由圖畫推測字詞的意義。
	Unit 4 How Much Is the Coat?	a coat, a dress, a hat, a jacket, a T-shirt, a skirt, pants, shoes, shorts, jeans	How much is <u>the T-shirt</u> ? It's <u>ninety-nine</u> dollars. How much are <u>the pants</u> ? They're <u>three hundred and fifty</u> dollars.	a, e, i, o, u	能瞭解問句與答句中主詞與 be 動詞的位置, 及答句中一般名詞與代名詞的替換關係。  能聽懂並理解經典名句 Time is money. 的意思及使用情境。	Culture Sports Around the World 能辨識在課堂中所認識的四個國家的特色運動。 能樂於了解, 並接觸與四個國家的特色運動的相關訊息

	六年級	英語領域(2 節)		彈性學習-英語(1 節)		
		單字	對話句型	字母拼讀	延伸課程	閱讀與文化教學
上學期	Unit 1 Different Looks	curly hair, long hair, short hair, straight hair, a braid, a ponytail, a crew cut	What does <u>he</u> look like? He has <u>short hair</u> . Does <u>she</u> have <u>short hair</u> ? Yes, <u>she</u> does. No, <u>she</u> doesn't. <u>She</u> has <u>long hair</u> .	y-(yard) 、-y (baby) 、-y (cry)	<b>I Love My Hair</b> By Natasha Anastasia Tarpley	<b>Joseph Had a Little Overcoat</b> By Simms Taback
	Unit 2 Places	convenience store, department store, museum, police station, sports center, across from, between, next	Where is the <u>police station</u> ? It's <u>next to</u> the <u>museum</u> . Is the <u>sports center next to</u> the <u>museum</u> ? Yes, it is. No, it's not. It's <u>across from</u> the <u>museum</u> .	i_e, ie, -y, igh	閱讀短文 A Girl From India	<b>Dinosaurs' Day Out</b> By Nick Sharratt

	六年級	英語領域(2 節)		彈性學習-英語(1 節)		
		單字	對話句型	字母拼讀	延伸課程	閱讀與文化教學
		to				
	Unit 3 Before and Now	messy, neat, weak, strong, young, old, shy, outgoing	I <u>was young</u> before, but I <u>am old</u> now. They <u>were messy</u> before, but <u>they are neat</u> now.	kn, wr, mb	閱讀短文 Do Your Best 能聽懂並跟唱本課歌謠韻文 Before and Now	<b>The Giving Tree</b> By Shel Silverstein
	Unit 4 Daily Activities	cleaned the room, listened to music, surfed the Internet, walk the dog, washed the dishes, watched a movie, visited a friend	What did you do <u>yesterday</u> ? I <u>visited a friend yesterday</u> . Did you <u>clean the room last Friday</u> ? Yes, I did. No, I didn't. I <u>watched a movie last Friday</u> .	-ed (called) 、 -ed (cooked) 、 -ed (landed)	能聽懂並跟唱本課歌謠韻文 What Did You Do Yesterday?	Culture 1.月份的名稱，說明有些月份取自古希臘或羅馬神話中的神名 2.介紹各月份有名的慶典。
下學期	Unit 1 Food	curry, stinky tofu, sushi, sausages, tacos, Germany, India, Japan, Mexico, Taiwan	What is the most famous food in <u>Japan</u> ? <u>Sushi</u> is the most famous food in <u>Japan</u> . Would you like to try some <u>sushi</u> ? Yes, I'd like some <u>sushi</u> . No, thank you.			<b>Chicks and Salsa</b> By Aaron Reynolds
	Unit 2 Sports	badminton, baseball, basketball, dodge ball, soccer, table tennis, volleyball	What sports do you like to play? I like to play <u>basketball</u> . Do you like to play <u>basketball</u> ? Yes, I do. No, I don't. I like to play <u>volleyball</u> .	聽辨、認讀 ing, ong 的字母發音	閱讀短文 The Quest for the Cup	<b>Clothesline Clues to Sports People Play</b> By Kathryhn Heling
	Unit 3 Plans	have a haircut, have a party, stay at home, study in the library, take a trip, visit my	What are you going to do this weekend? I'm going to <u>have a haircut</u> . Are you going to <u>have a</u>	聽辨、認讀 are, air 的字母發音	閱讀短文 Saved by a Plan	<b>We're Going on a Bear Hunt</b> By Michael Rosen

	六年級	英語領域(2 節)		彈性學習-英語(1 節)		
		單字	對話句型	字母拼讀	延伸課程	閱讀與文化教學
		grandparents	<p><u>haircut</u> this weekend?</p> <p>Yes, I am.</p> <p>No, I am not. I am going to <u>take a trip</u> this weekend.</p>			
	Unit 4 Occupations	actor, actress, chef, dentist, engineer, mail carrier, scientist, singer	<p>What do you want to be when you grow up?</p> <p>I want to be a <u>chef</u>.</p> <p>Do you want to be a <u>chef</u> when you grow up?</p> <p>Yes, I do.</p> <p>No, I don't. I want to be a <u>singer</u>.</p>	聽辨、認讀 al, au, aw 的字母發音	<p>閱讀短文 Hard Act to Follow</p> <p>英語千字王比賽</p>	<p><b>When I grow up</b></p> <p>By Tomi Ungerer</p>

三至六年級英語文能力指標

	Listening	Speaking	Reading	Writing	Integration	Affection	Culture	
三年級	1-II-2	2-II-3	3-II-2	4-II-3	5-II-2	7-II-1	8-II-1	
	1-II-4	2-II-6	3-II-3	4-II-4	5-II-3		8-II-2	
	1-II-7				5-II-4		8-II-3	
	1-II-10				6-II-2			
	6-II-4							
四年級	1-II-2	2-II-3	3-II-2	4-II-3	5-II-2	7-II-1	8-II-1	
	1-II-4	2-II-6	3-II-3	4-II-4	5-II-3		8-II-2	
	1-II-7				5-II-4		8-II-3	
	1-II-10				6-II-2			
	6-II-4							
五年級	1-III-1	2-III-1	3-III-1	4-III-1	5-III-1	6-III-1	8-III-1	
	1-III-2	2-III-2	3-III-4	4-III-2	5-III-2		6-III-2	8-III-2
	1-III-3	2-III-5	3-III-5	4-III-3	5-III-3		6-III-5	8-III-3
	1-III-4	2-III-6	3-III-6	4-III-4	5-III-4		6-III-6	
	1-III-5	2-III-7	3-III-7					
六年級	1-III-1	2-III-1	3-III-1	4-III-1	5-III-1	6-III-1	8-III-1	
	1-III-2	2-III-2	3-III-4	4-III-2	5-III-2		6-III-2	8-III-2
	1-III-3	2-III-5	3-III-5	4-III-3	5-III-3		6-III-5	8-III-3
	1-III-5	2-III-6	3-III-6	4-III-4	5-III-4		6-III-6	8-III-4
	1-III-6	2-III-7	3-III-7	4-III-5	5-III-5		6-III-7	

	Listening	Speaking	Reading	Writing	Integration	Affection	Culture
	1-III-7 1-III-8	2-III-8 2-III-9 2-III-10		4-III-6	5-III-9		

生活用語(課堂用語)

低年段	
Commands/Requests	Exchanges
Be quiet./Quiet (, please). Circle the word “ <b>fish</b> .” Come here (, please). Go back to your seat, (please). Listen!/Listen to me!/Listen carefully! Look!/Look here! Open/Close <b>your book</b> . Point to <b>the word “fish.”</b> Raise your hand (, please)./ Put your hand down (, please). Repeat. /Repeat after me (, please). Sit down (, please). Stand up (, please). Take out/Put away <b>your book</b> ./	Good morning, Ms. Wang./ Good afternoon, Mr. Lee. Goodbye./Bye. See you (later). Hi! Hello! How are you? I’m fine./I’m (not) OK. Thank you. You’re welcome. Who’s next? It’s my turn. Are you ready? Yes(, I am)./No(, not yet). Good job./Very good. Thanks./Thank you.

中年段	
Commands/Requests	Exchanges
Come in (, please). Don't talk/run/shout. Let's go. Let's read/count (together). Line up (, please). Please turn to page 12. Put down/Pick up your pencil. /Put it down./Pick it up. Show me your homework (, please). Spell the word “book.” Time's up. Put away your pencils.	(I'm O.K.) How about you? Great! Thanks. Any questions? No, I/we don't./Yes, how much time do we have? May I go to the bathroom/restroom? Sure. (Go ahead.) Which one (do you like)? This/That one. Excuse me. (Where is...?) Sure. It's...

Turn on/off the light (, please).	
Write down the word/sentence (, please).	

高年段	
Commands/Requests	Exchanges
Give me a hand (, please).	Are you done/finished?
Go on./Continue.	Yes, Ms. Lin./No, I/we need more time.
Hurry up (, please).	Are you sure?
(It's) time for lunch/a break.	Yes, (I'm) very sure./No, not quite.
Make a sentence (, please).	What happened (to Mary)?
One more time (, please).	She forgot her homework.
Share the book (with your friends).	What's the matter?
(Speak) Louder (, please).	She's not feeling well.
Stop it./Don't do it again.	May I help you?
Try again (, please).	Yes, thank you. (The books are heavy.)
That's all (for today). (See you tomorrow.)	May I borrow your book?
Turn left/right.	Sure. Here you are.
Watch out!	Have fun./Have a good time.
Work in pairs/groups.	Thanks./Thank you.
	Why do you think so?
	(It's) because...

簡易句型

低年級	中年級	高年級
This is my book.	Are you a teacher?	Do you have a pen/an eraser?
Is this/that a banana/an apple?	Yes, I am./No, I'm not.	Yes, I do./No, I don't.
Yes, it is./No, it's not.	Is he/she a doctor?	Does he/she have a ruler/an orange?
What's your name?	Yes, he/she is./No, he/she isn't.	Yes, he/she does./No, he/she doesn't.
My name is Andy.	Are these/those bears?	What are you drawing?
What's this/that?	Yes, they are./No, they aren't.	I'm drawing a plane.
It's a book/a hat/an apple.	What are these/those?	What is he/she drawing?
What is it?	They are cars/tigers/erasers.	He's/She's drawing a train.
It's a book/an apple.	I am tall.	What sports do you play?
Who is he/she?	He/She is tall.	(I play) dodge ball and basketball.
He/She is my dad (father)/mom (mother)/ brother/	Is he/she tall?	I'm from Taiwan.

低年級	中年級	高年級
<p>sister/ teacher/ friend.</p>	<p>Yes, he/she is./No, he/she isn't.</p> <p>Are you happy? Yes, I am./No, I'm not.</p> <p>Do you like English/ Taipei? Yes, I do./No, I don't.</p> <p>Does he/she like bananas? Yes, he/she does./No, he/she doesn't.</p> <p>Can you/he/she dance? Yes, I/he/she can./No, I/he/she can't.</p> <p>What can you/he/she do? I/He/She can swim.</p> <p>What are you doing (now)? I'm reading.</p> <p>What is he/she doing (now)? He's/She's writing.</p> <p>What do you like? I like dogs.</p> <p>What does he/she like? He/She likes cats.</p> <p>Where is the pen? It's in/on/under the box.</p> <p>Where are the books? They're in/on/under the desk.</p> <p>Where are you? I'm in the park/at school.</p> <p>Where is he/she? He/She is in the park/ at school.</p> <p>Where are you going? I'm going to the park.</p> <p>How old are you? I'm eight year(s) old.</p> <p>How old is he/she?</p>	<p>Where is he/she from? He's/She's from Japan.</p> <p>When/What time do you get up? I get up at six.</p> <p>How do you feel? I feel tired.</p> <p>How do you go to the park? I go to the park by bike/on foot.</p> <p>Whose key is it? It's his (key).</p> <p>Whose shoes are they? They're my shoes/mine.</p> <p>What's your favorite subject/sport? It's English/basketball.</p> <p>Which (one) do you like? (I like) the red one.</p> <p>What do you do? I'm a nurse.</p> <p>What does he/she do? He's/She's a teacher.</p> <p>What would you like for breakfast? Juice and bread, please</p>

低年級	中年級	高年級
	<p>He/She is ten year(s) old.</p> <p>What time is it?</p> <p>It's one (o'clock).</p> <p>Is it four (o'clock)?</p> <p>Yes, it is./No, it isn't.</p> <p>What color is it?</p> <p>It's blue/ green.</p> <p>What day is today?</p> <p>It's Sunday.</p> <p>.Is it Monday today?</p> <p>Yes, it is./No, it isn't.</p> <p>How's the weather?</p> <p>It's sunny.</p> <p>How many pencils (are there)?</p> <p>(There are) three.</p> <p>How many balls do you want?</p> <p>I want two.</p> <p>How much is it?</p> <p>It's five dollars.</p>	