

7-5 學生在同一學習階段使用不同版本之銜接計畫

臺北市大同區大同國民小學 111 學年度 二年級 英文 課程
教科書版本改選報告及課程銜接計畫

111 學年度將康軒版 Super Starter 更換為康軒版 Wonder World

一、緣由（更換版本原因）

該學年原於 110 學年度選用康軒版 Super Starter 國小英文教科書，經教科書評選後，發現 111 學年度的康軒版 Wonder World 國小英文教科書教材設計更加符合本校之需求，為更加適切學生之學習需求，故進行版本更換。

二、111 學年度使用版本比較

項目內容	111 學年度_康軒版 Super Starter (原 110 使用版本)	111 學年度康軒版 Wonder World	較優異版本之評選 說明
取材正確、客觀性	<input type="checkbox"/> 勝	<input checked="" type="checkbox"/> 勝	單元編排內容學習較為多元，題目設計較為生活化，更具啟發性與實用性，教材上三年級亦可以延續使用，故本學年進行更換版本。
難易度分配	<input type="checkbox"/> 勝	<input checked="" type="checkbox"/> 勝	
取材適切、實用性	<input type="checkbox"/> 勝	<input checked="" type="checkbox"/> 勝	
內容份量的多寡	<input type="checkbox"/> 勝	<input checked="" type="checkbox"/> 勝	
取材時宜、多元性	<input type="checkbox"/> 勝	<input checked="" type="checkbox"/> 勝	

三、課程內容分析

1. 初學者以字母和字音的學習為主，輔以簡單的生活用語和課室用語，故一年級選用 Super Starter 1-2，課程內容重點為字母教學(字母、字母發音、筆順、格線位置、字母代表單字)以及生活用語教學。
2. 二年級除了複習字母與發音外，應適量帶入主題句型與單字，讓學生進行替換練習。並介紹短母音，作為拼讀的基礎。

四、銜接建議

1. Wonder World 系列教材符合十二年國教新課綱素養學習精神，藉由英語獲取各個領域的新知，並提供學習方法與策略，以發展學生的自學能力。
2. Wonder World 系列教材以繪本為設計概念，透過四個生動活潑的鮮明角色，詮釋幽默風趣的故事內容，激發學生的學習興趣。
3. Wonder World 專屬英語彈性課程教學配套，以十二年國教英語素養精神設計，一方面從英語教學角度帶入單字、句型，另一方面從跨領域教學，整合其他學科知識，並融入各大議題。

4. 故事教學：以生活化的方式將目標單字與句型自然呈現，故事後編排閱讀理解，有助學生提升閱讀理解能力，並方便教師檢核學生是否掌握閱讀重點。
5. 單字、句型教學：根據每單元的主題，延伸補充跨領域與議題／國際文化相關的內容，透過多元的題材、生活化的情境，讓學生了解正確的使用時機，陶養學生的核心素養。
6. 發音教學：搭配字母轉盤附件，幫助學生專注於字母與對應代表單字的連結。螺旋複習字母語發音，同時提供更多字母組合，開始帶學生做拼讀練習，達到活用見字讀音的能力。
7. 句型教學：Super Starter 1-2 與 Wonder World 1 僅部分句型相同，教師可讓學生螺旋複習，加入單字句型替換的練習，同時學習新的單字和句型，其他無銜接問題。
8. Wonder World 1 課程單元包括繪本故事、日常會話短句、活動式練習、字母拼讀、歌謠與韻文、書寫文法規則提醒、跨領域、議題融入。Wonder World 系列螺旋式複習，版面清晰，學習重點明確，份量彈性適中。
9. 建議於二年級銜接 Wonder World 1，課程內容與 Super Starter 除字母學習外，整體學習重點完全不同，無重覆問題。
10. Super Starter 1-2 課程大綱如下：

Book 1			Book 2		
課次 / 名	應用字彙	生活用語	課次 / 名	應用字彙	生活用語
Unit 1 Aa Bb Cc	apple, boy, cat	What's your name? I'm Billy.	Unit 1 Nn Oo Pp	net, ox, pig	What is it? It's a net. / It's an ox.
Unit 2 Dd Ee Ff	dog, egg, fox	How are you? I'm fine. Thank you.	Unit 2 Qq Rr Ss	queen, robot, sun	It's my robot.
Unit 3 Gg Hh Ii	girl, hat, ink	How old are you? I'm seven.	Unit 3 Tt Uu Vv	tiger, umbrella, vest	It's hot. It's cold.
Unit 4 Jj Kk	jam, kid	I'm happy. I'm sad.	Unit 4 Ww Xx	water, box	I'm thirsty. I want some water.
Unit 5 Ll Mm	lion, mouse	You're nice.	Unit 5 Yy Zz	yam, zebra	I see a zebra.

11. Wonder World 1-2 詳細的課程大綱如下：

冊次	課次	主題	句型	單字	字母 / 字母拼讀
1	Get Ready		What's your name? I'm <u>Amy</u> . / My name is <u>Amy</u> .	one, two, three, four, five	Aa: ant, apple Bb: bed, bag Cc: cat, cab Dd: duck, dad Ee: egg, elephant
	L1	年齡	How old are you? I'm <u>nine</u> . I'm <u>nine</u> years old.	six, seven, eight, nine, ten	Ff: fish, fan Gg: goat, gap Hh: hat, ham Ii ink, igloo

					Jj: jam, jet Kk: key, kid Ll: lion, leg Mm: monkey, mop Nn: Nod, net Oo: ox, octopus
	L2	情緒與身體狀況	Are you <u>sad</u> ? Yes, I am. No, I'm not.	sad, angry, happy, hungry, thirsty	
	Review 1	能綜合應用第一、二課內容			
	L3	玩具	What's this / that? It's <u>a ball</u> .	a ball, a car, a doll, a kite, a robot, a yo-yo	Pp: pig, pan Qq: queen, quiz Rr: rabbit, red Ss: seven, sun Tt: top, ten
	L4	顏色	What color is it? It's <u>red</u> .	red, blue, pink, green, yellow, purple	Uu: up, umbrella Vv: vest, van Ww: watch, wig Xx: six, fox Yy: yo-yo, yellow Zz: zoo, zip
	Review 2	能綜合應用第三、四課內容			
	Task	任務導向活動			
	節慶	耶誕節		a Christmas tree, Santa Claus, a snowman, a star, a stocking	
冊次	課次	主題	句型	單字	字母 / 字母拼讀
2	Get Ready			eleven, twelve, thirteen, fourteen, fifteen	ad: dad, mad at: bat, cat
	L1	動物	Is it <u>a cat</u> ? Yes, it is. No, it's not. It's <u>a dog</u> .	a bird, a cat, a dog, a frog, a rabbit, an ox	en: pen, hen et: vet, net
	L2	才能	Can you <u>dance</u> ? Yes, I can. No, I can't.	dance, draw, sing, swim, fly a kite, ride a bike	ig: pig, wig it: sit, kit
	Review 1	能綜合應用第一、二課內容			
	L3	家人	Who's he? He's my <u>father</u> . Who's she? She's my <u>mother</u> .	father (dad), mother (mom), brother, sister, grandfather (grandpa), grandmother (grandma)	ox: box, fox ot: hot, pot
	L4	職業	Is he <u>a cook</u> ? Yes, he is. No, he's not. He's <u>a doctor</u> . Is she <u>a nurse</u> ? Yes, she is. No, she's not. She's <u>a teacher</u> .	a cook, a doctor, a nurse, a teacher, a student	ug: bug, mug un: bun, run
	Review 2	能綜合應用第三、四課內容			
	Task	任務導向活動			
	節慶	母親節		a card, a carnation, a gift, a hug, a kiss	

臺北市大同區大同國民小學 111 學年度 六 年級 英文 課程 教科書版本改選報告及課程銜接計畫

111 學年度將何嘉仁版 E Star 更換為康軒版 Follow Me

一、緣由（更換版本原因）

該學年原於 110 學年度選用何嘉仁版 E Star 國小英文教科書，經教科書評選後，發現 111 學年度的康軒版 Follow Me 國小英文教科書教材設計更加符合本校之需求，為更加適切學生之學習需求，故進行版本更換。

二、111 學年度使用版本比較

項目內容	111 學年度 何嘉仁版 E Star (原 110 使用版本)	111 學年度 康軒版 Follow Me	較優異版本之評選 說明
取材正確、客觀性	<input type="checkbox"/> 勝	<input checked="" type="checkbox"/> 勝	單元編排內容學習較為多元，題目設計較為生活化，更具啟發性與實用性，故本學年進行更換版本。
難易度分配	<input type="checkbox"/> 勝	<input checked="" type="checkbox"/> 勝	
取材適切、實用性	<input type="checkbox"/> 勝	<input checked="" type="checkbox"/> 勝	
內容份量的多寡	<input type="checkbox"/> 勝	<input checked="" type="checkbox"/> 勝	
取材時宜、多元性	<input type="checkbox"/> 勝	<input checked="" type="checkbox"/> 勝	

三、課程內容分析與比對：

1. eSTAR 7-8 的排版紛亂，模糊學生學習焦點，易影響學習效果。
2. eSTAR 7-8 的 Starter Unit 的字彙及字母教學內容，相當一堂正課的份量，易造成老師教學負擔，及影響學生未來學習的成效。
3. eSTAR 7-8 的 Story Time 沒有專注複習當課句型，還夾雜不少未學過的單字句型，容易造成教學困擾，影響學生學習成效，增加教與學的負擔。
4. eSTAR 7-8 的 Phonics 發音故事內容不夠流暢，缺乏音韻感。短文內有太多不相干的字，學生無足夠例字練習當課發音，導致學生只讀但是不會唸，模糊學生學習焦點。
5. eSTAR 7-8 的文法教學沒有問答情境，學生不易與現實生活做連結，影響

6. eSTAR 7-8 的沒有跨領域單元，不便老師做彈性教學運用。
7. eSTAR 8 的教 be 動詞過去式，學生要複習所學過的單字句型，再學習新的時態，容易造成教學困擾，影響學生學習成效，增加教與學的負擔。
8. eSTAR 7-8 的習寫量大，整體份量過重，易造成老師趕課困擾，影響學生學習成效。
9. Follow Me 9 課程內容包括生活漫畫、單字、句型、對話、寫作、閱讀到發音，每課有故事情境學習單字、對話句型、引導式寫作練習、文化閱讀、字母拼讀整合等單元。以多元方式學習並培養英語仿寫、閱讀與思考的能力。詳細課程比對如下：

eSTAR Book 7	課程內容	Folow Me 教材比對
Starter Unit	<ul style="list-style-type: none"> ● What are these? They're <u>pineapples</u>. ● What are those? They're <u>guavas</u>. 	無對應冊次
U1 Were Are You From?	<ul style="list-style-type: none"> ● Where are you from? I'm from <u>Taiwan</u>. ● Is he / she from <u>the USA</u>? No, he / she isn't. He / She is from <u>the UK</u>. 	Book 7, U3
U2 How Can We Get to Taipei 101?	<ul style="list-style-type: none"> ● How can I get to <u>Taipei 101</u>? You can get there <u>by bike</u>. ● Can we get to <u>the zoo by metro</u>? Yes, we can. no, we can't. We can get there <u>by bus</u>. 	Book 6, U2
U3 What Time Do You Get Up?	<ul style="list-style-type: none"> ● What time do you <u>get up</u>? I <u>get up</u> at <u>7:00</u>. ● What time does he / she <u>do his / her homework</u>? He / She <u>does his / her homework</u> at <u>7:30</u>. 	Book 7, U1
U4 Do You Have a Stomachache?	<ul style="list-style-type: none"> ● Do you have a <u>stomachache</u>? Yes, I do. / No, I don't. ● Does he / she have a <u>fever</u>? Yes, he / she does. / No, he / she doesn't. 	Book 8, U3

eSTAR Book 8	課程內容	Follow Me 教材比對
Starter Unit	<ul style="list-style-type: none"> ● My <u>arms</u> hurt. ● My <u>foot</u> hurts. 	無對應冊次
U1 What Do You Do After School?	<ul style="list-style-type: none"> ● What do you do after school? I <u>play basketball</u> after school. ● What does he / she do <u>on Saturdays</u>? He / She <u>reads comic books on Saturdays</u>. 	Book 6, U4
U2 What Do You Want to Be?	<ul style="list-style-type: none"> ● What do you want to be? I want to be <u>a scientist</u>. ● Does he / she want to be <u>a singer</u>? Yes, he / she does. No, he / she doesn't. He / She wants to be <u>a police officer</u>. 	Book 10, U4 句型部分相同，單字不同
U3 Where Were You Yesterday?	<ul style="list-style-type: none"> ● Where were you <u>yesterday</u>? I was <u>at the zoo yesterday</u>. ● Were you <u>at the park an hour ago</u>? Yes, I was. No, I wasn't. I was <u>at the library an hour ago</u>. 	無對應冊次
U4 Where Was He Yesterday?	<ul style="list-style-type: none"> ● Were was he / she <u>yesterday</u>? He / She was <u>at the museum yesterday</u>. ● Was he / she <u>at the train station an hour ago</u>? Yes, he / she was. No, he / she wasn't. He / She was <u>at the airport an hour ago</u>. 	無對應冊次

四、銜接建議：

1. 建議銜接 Follow Me 9-10，課程內容與 eSTAR 7-8 僅一課類似，eSTAR 8 U2 和 Follow Me 10 U4 只有一組句型相同，另一組句型不同，此外，單字重複性不高，教師可讓學生學習新句型時螺旋複習已學過句型，同時學新單字，故無銜接問題。
2. 建議銜接 Follow Me 9，課程內容與 Hello! Kids 7-8 僅部分課次有類似句型(相同時態)，其餘課次完全無重覆，無銜接問題。
3. Follow Me 9、10 的字母拼讀單元，在練習中亦增加段落填空之練習，讓學生不只能看讀拼音，也可運用 phonics 規則拼寫出單字。
4. 為了順利銜接國中，奠定基礎讀寫能力，Follow Me 9 引導式寫作練習，透過單字、句子到短文的練習，培養學生仿寫的寫作能力。

5. Follow Me 9、10 增加跨領域閱讀短文，多元主題的閱讀素材，搭配閱讀策略的運用及練習，符合新課綱素養學習，幫學生掌握閱讀的重點理解，建構閱讀能力。
6. 課本與習作內容涵蓋聽、說、讀、寫，全方位的英語教材，教材編寫貼近六年級學生的故事情境與背景，符合台灣六年級學生的生活背景與心智年齡，並體驗、學習真實的美語對話。
7. Follow Me 9-10 課程大綱如下：

Book 9	Target Sentences	Vocabulary	Phonics
Unit 1 Different Looks	<p>A What does he look like? He has <u>short hair</u>.</p> <p>B Does she have <u>short hair</u>? Yes, she does. No, she doesn't. She has <u>long hair</u>.</p>	curly hair, long hair, short hair, straight hair, a braid, a ponytail, a crew cut	y (yard, baby, cry)
Unit 2 Places	<p>A Where is the <u>police station</u>? It's <u>next to</u> the <u>museum</u>.</p> <p>B Is the <u>sports center</u> <u>next to</u> the <u>museum</u>? Yes, it is. No, it's not. It's <u>across from</u> the <u>museum</u>.</p>	convenience store, department store, museum, police station, sports center across from, between, next to	i_e, ie, -y, igh
Review 1			
Unit 3 Before and Now	<p>A I was <u>young</u> before, but I am <u>old</u> now.</p> <p>B We were <u>messy</u> before, but we are <u>neat</u> now.</p>	messy/neat, weak/strong, young/old, shy/outgoing	kn, wr, mb
Unit 4 Daily Activities	<p>A What did you do yesterday? I <u>visited a friend</u> yesterday.</p> <p>B Did you <u>clean the room</u> last Friday? Yes, I did. No, I didn't. I <u>watched a movie</u> last Friday.</p>	cleaned the room, listened to music, surfed the Internet, walked the dog, washed the dishes, watched a movie, visited a friend	-ed (called, cooked, landed)
Review 2			
Culture & Festivals		January, February, March, April, May, June, July, August, September, October, November, December	

Book 10	Target Sentences	Vocabulary	Phonics
Unit 1 Food	<p>A What is the most famous food in <u>Japan</u>?</p> <p><u>Sushi</u> is the most famous food in <u>Japan</u>.</p> <p>B Would you like to try some <u>sushi</u>?</p> <p>Yes, I'd like some <u>sushi</u>.</p> <p>No, thank you.</p>	<p>curry, stinky tofu, sushi, sausages, tacos</p> <p>Germany, India, Japan, Mexico, Taiwan</p>	<p>ph, gh</p>
Unit 2 Sports	<p>A What sports do you like to play?</p> <p>I like to play <u>basketball</u>.</p> <p>B Do you like to play <u>basketball</u>?</p> <p>Yes, I do.</p> <p>No, I don't. I like to play <u>volleyball</u>.</p>	<p>badminton, baseball, basketball, dodge ball, soccer, table tennis, volleyball</p>	<p>ing, ong</p>
Review 1			
Unit 3 Plans	<p>A What are you going to do this weekend?</p> <p>I'm going to <u>have a haircut</u>.</p> <p>B Are you going to <u>have a 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>	<p>have a haircut, have a party, stay at home, study in the library, take a trip, visit my grandparents</p>	<p>are, air</p>
Unit 4 Occupations	<p>A What do you want to be when you grow up?</p> <p>I want to be a <u>chef</u>.</p> <p>B 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>	<p>actor, actress, chef, dentist, engineer, mail carrier, scientist, singer</p>	<p>al, au, aw</p>
Review 2			
Culture & Festivals		<p>first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth</p>	

臺北市大同區大同國民小學 111 學年度選用英語科非審定版本

教科用書暨 108 課綱英語融入非審訂版本教材用書自我檢核表

出版社	康軒	版本別	Super Starter 1
選用年級	一年級		
評估本年級學生學習程度及需求	一年級新生需要學習英語 26 個大小寫字母、筆順、發音，輔以簡單的英語對話，並搭配歌曲和故事，以引起兒童學習英語的動機。		
選用此版本教科書理由	此版本教科書編排以各國經典故事為場景，由主角人物帶學生到故事中學英語並培養正向積極的品格。配合活潑生動的故事與歌曲，螺旋複習，符合教學需求。		
分析教材內容與本市國小英語課程綱要對應性	應用字詞增加約 <u> 7 </u> 字；簡易句型增加約 <u> 5 </u> 句		
補教教學規劃	利用下課時間進行補救教學，以加強對課本內容的瞭解。		
評量方式說明	針對一年級的初學者，將實施口語、歌唱、紙筆測驗及 TPR 等多元評量方式。		

附件一：臺北市國小低年段(一上)應用字詞 25 字對照表

以下 7 個黃底字詞為增加字詞

字母	臺北市國小低年段應用字詞	字數	Super Starter 第一冊應用字詞	字數
A	a(an), apple	2	apple	1
B	bag, be(am, are, is), ball, bird, blue, book, box, boy	8	boy	1
C	cake, cat, color, cow, cup	5	cat	1
D	dad, dog	2	dog	1
E	egg	1	egg	1
F	fish	1	fox	1
G	girl, green	2	girl	1
H		0	hat	1
I	I, it	2	ink	1
J		0	jam	1
K		0	kid	1
L		0	lion	1
M	mom, my	2	mouse	1
Total		25		13

附件二：臺北市國小低年段簡易句型對照表

以下 5 個黃底句子為增加句型

臺北市國小低年段簡易句型(3 句)	Super Starter 第一冊句型
1. This is my <i>book</i> . 2. What color is it? It's <i>green</i> . 3. What's this?/What's that?/What is it? It's <i>a book/an apple/my pencil</i> .	1. What's your name? I'm Billy. 2. How are you? I'm fine. Thank you. 3. How old are you? I'm seven. 4. I'm happy. I'm sad. 5. You're nice.

臺北市大同區大同國民小學 111 學年度選用英語科非審定版本

教科用書暨 108 課綱英語融入非審訂版本教材用書自我檢核表

出版社	康軒	版本別	Super Starter 2
選用年級	一年級		
評估本年級學生學習程度及需求	一年級新生需要學習英語 26 個大小寫字母、筆順、發音，輔以簡單的英語對話，並搭配歌曲和故事，以引起兒童學習英語的動機。		
選用此版本教科書理由	此版本教科書編排以各國經典故事為場景，由主角人物帶學生到故事中學英語並培養正向積極的品格。配合活潑生動的故事與歌曲，螺旋複習，符合教學需求。		
分析教材內容與本市國小英語課程綱要對應性	應用字詞增加約 <u>11</u> 字；簡易句型增加約 <u>3</u> 句		
補教教學規劃	利用下課時間進行補救教學，以加強對課本內容的瞭解。		
評量方式說明	針對一年級的初學者，將實施口語、歌唱、紙筆測驗及 TPR 等多元評量方式。		

附件一：臺北市國小低年段(一下)應用字詞 10 字對照表

以下 11 個黃底字詞為增加字詞

字母	臺北市國小低年段應用字詞	字數	Super Starter 第二冊應用字詞	字數
N		0	net	1
O		0	ox	1
P	pencil, pig	2	pig	1
Q		0	queen	1
R	red	1	robot	1
S		0	sun	1
T	that, this	2	tiger	1
U		0	umbrella	1
V		0	vest	1
W	what	1	water	1
X		0	box *可對應至臺北市字母 b 的 box	1
Y	yellow, you, yo-yo	3	yam	1
Z	zoo	1	zebra	1
Total		10		13

附件二：臺北市國小低年段(一下)簡易句型對照表

以下 3 個黃底句子為增加句型

臺北市國小低年段簡易句型(3 句)	Super Starter 第二冊句型
1. This is my <i>book</i> . 2. What color is it? It's <i>green</i> . 3. What's this?/What's that?/What is it? It's <i>a book/an apple/my pencil</i> .	1. What is it? It's a net. It's an ox. 2. It's my robot. 3. It's hot. It's cold. 4. I'm thirsty. I want some water. 5. I see a zebra.

臺北市大同區大同國民小學 111 學年度選用英語科非審定版本
教科用書暨 108 課綱英語融入非審訂版本教材用書自我檢核表

出版社	康軒	版本別	Follow Me 9/10
選用年級	六年級		
評估本年級學生學習程度及需求	由於本校學生程度兩極化情形嚴重。希望能以生活化的單元主題，增加學生學習英文的熱忱。對於所學習的生活用語及日常對話等，學生能辨識、理解並正確使用；另對於所習得的高年級字詞與常用句子也能精熟及拼寫。也希望學生能藉由多元化的書本內容，了解國外節慶習俗及能讀懂相關故事或短文。		
選用此版本教科(材)用書理由	<p>六年級選用 Follow Me 9/10。選用的主要理由如下：</p> <ul style="list-style-type: none"> ➤ 五年級學生使用的教材為 Follow Me 7/8，選用 Follow 9/10 能讓學生在學習上得以銜接，不致產生學習斷層，且不會因為過於陌生，而失去學習的興趣。 ➤ Follow Me 9/10 提供足夠的閱讀素材，並且融入跨文化議題及品格教育，符合本年級學生心智年齡。 ➤ Follow me 9/10 中，每單元有文法匯整。協助學生釐清文法概念。另有跨文化的單元（食物/節慶風俗），提高學生學習興致和增廣見聞。 ➤ Follow Me 9/10 提供適量的書寫練習。藉由多樣化的引導活動，幫助學生循序漸進習得新的文法句型寫作；進而精進學生英文句型仿寫及英語小短文書寫能力。 ➤ Follow me 9/10 中單字和句型非常生活化，且多為小學必學的語詞和基本句型。學生們在日常生活中能有機會接觸到並可自信與自在地做練習。例如： <ol style="list-style-type: none"> 1. What does he look like? 2. Where is the police station? 3. Would you like to try some sushi? ➤ Follow Me 9/10 能用來鍛練學生聽說讀寫四大英語能力 		

分析教材內容與本市國小英語課程綱要對應性	應用字詞增加約 <u>57</u> 字；簡易句型增加約 <u>16</u> 句
補教教學規劃	利用下課時間進行補救教學，以加強對課本內容的瞭解。
評量方式說明	<ol style="list-style-type: none"> 1.學生習作：供學生做聽與閱讀的練習；也讓教師在批改的過程中，發現學生的學習盲點。 2.單元測驗卷，學習單：能幫助教師了解每位學生的學習進度。 3.課本內的韻文、歌曲、字母拼讀及短文：提估多元化的活動，幫助教師檢測學生聽與說的能力。 4.以多元評量方式，包含口語、角色扮演、分組表演及紙筆等評量方式。

附件一：臺北市國小高年段應用字詞 155 字對照表

字母	臺北市國小高年段應用字詞	字數	Follow Me 第九、十冊應用字詞	字數
A	<u>and</u> , angry, art, aunt	4	a braid, a ponytail, a crew cut, across from, actor, actress	6
B	bad, bathroom, bedroom, <u>bee</u> , <u>bike</u> , bread, breakfast, brown, <u>bus</u> , <u>but</u>	10	between, badminton, baseball, basketball	4
C	<u>candy</u> , <u>car</u> , <u>card</u> , chicken, Chinese, classroom, <u>clean</u> , <u>close</u> , <u>coat</u> , coffee, <u>come</u> , <u>computer</u> , cookies	13	curly hair, convenience store, cleaned the room, <u>curry</u> , <u>chef</u> , cooked dinner	5
D	dinner, dirty, <u>drink</u> , <u>drive</u> , <u>duck</u>	5	department store, dodge ball, dentist	3
E	<u>eat</u> , <u>eighteen</u> , eighty, elephant, <u>e-mail</u> , English, excited	7	<u>engineer</u>	1
F	fall, <u>feel</u> , <u>fifteen</u> , fifty, <u>flower</u> , <u>fly</u> , food, <u>for</u> , forty, <u>fourteen</u> , <u>from</u> , fruit	12		0
G	<u>get</u> , <u>give</u> , <u>glasses</u> , <u>go</u> , <u>good</u> , gray(grey)	6	<u>Germany</u>	1
H	<u>happy</u> , <u>hat</u> , <u>have/has</u> , <u>her</u> , <u>here</u> , <u>his</u> , hospital, hundred, hungry	9	<u>have a haircut</u> , <u>have a party</u>	2

I		0	India	1
J	jacket, Japan	2	Japan	0
K	kitchen	1		0
L	library, <u>listen</u> , <u>live</u> , living room, lunch	5	long hair	1
M	mailman, math, mine, <u>moon</u> , <u>MRT</u> , music	6	museum, mess, Mexico, mail carrier	4
N	<u>nineteen</u> , ninety, noodles, <u>nurse</u>	4	next to, neat,	2
O	<u>open</u> , <u>our</u>	2	old, outgoing	2
P	<u>pants</u> , PE, <u>pie</u> , <u>pink</u> , <u>plane</u> , <u>play</u> , police officer, police station, post office, purple	10	police station, played on-line games	2
Q		0		0
R	restaurant, <u>ride</u> , <u>run</u>	3		0
S	<u>sad</u> , sandwich, <u>say</u> , science, <u>see</u> , <u>seventeen</u> , seventy, <u>ship</u> , <u>shoes</u> , <u>shop</u> , <u>shorts</u> , <u>sick</u> , singer, <u>sit</u> , <u>sixteen</u> , sixty, <u>socks</u> , <u>sofa</u> , <u>some</u> , soup, <u>speak</u> , spring, <u>star</u> , <u>study</u> , summer, <u>sun</u> , supermarket, sweater, <u>sky</u>	29	short hair, straight hair, sports center, strong, shy, stinky tofu, sushi, sausages, soccer, stay at home, study in the library, scientist, singer	13
T	Taiwan, <u>take</u> , <u>talk</u> , telephone, <u>taxi</u> , <u>their</u> , <u>there</u> , <u>thirteen</u> , thirty, tired, <u>train</u> , <u>tree</u> , <u>T-shirt</u> , <u>TV</u> , twenty	15	tacos, Taiwan, table tennis, take a trip	3
U	uncle, USA, UK	3		0
V		0	visited a friend, volleyball, visit my grandparents	3
W	<u>walk</u> , <u>wash</u> , <u>watch</u> , <u>wear</u> , <u>when</u> , <u>whose</u> , winter, <u>work</u>	8	weak, wash the dishes, watched a movie, watered the flowers	3
X		0		0
Y	<u>your</u>	1	young	1
Z		0		0
Total	高年段書寫應用字詞	155		57

附件二：臺北市國小高年段簡易句型對照表

臺北市國小高年段簡易句型(12句)	Follow Me 第九、十冊句型
1. a. Are you happy ? Yes, I am./No, I'm not. b. Is he/she tall ? Yes, he/she is./No, he/she isn't.	1. What does he look like? He has short hair .
2. a. Do you like apples ?	2. Does she have short hair ? Yes, she does.

<p>Yes, I do./No, I don't.</p> <p>b. Does he/she like bananas? Yes, he/she does./No, he/she doesn't.</p> <p>3. a. What do you like? I like dogs. b. What does he/she like? He/She likes cats.</p> <p>4. What would you like for breakfast? Juice and bread, please.</p> <p>5. a. Do you have a pen/an eraser? Yes, I do./No, I don't. b. Does he/she have a ruler/an orange? Yes, he/she does./No, he/she doesn't.</p> <p>6. How do you go to the park? I go to the park by bike/on foot.</p> <p>7. How do you feel? I feel tired.</p> <p>8. When/What time do you get up? I get up at six.</p> <p>9. a. Whose key is it? It's his (key). b. Whose shoes are they? They're my shoes/mine.</p> <p>10. a. What are you drawing? I'm drawing a plane. b. What is he/she drawing? He's/She's drawing a train.</p> <p>11. a. Where are you from? I'm from Taiwan. b. Where is he/she from? He's/She's from Japan.</p> <p>12. a. What do you do? I'm a nurse. b. What does he/she do? He's/She's a teacher.</p>	<p>No, she doesn't. She has long hair.</p> <p>3. Where is the police station? It's next to the museum.</p> <p>4. Is the sports center next to the museum? Yes, it is. No, it's not. It's across from the museum.</p> <p>5. I was young before, but I am old now.</p> <p>6. They were messy before, but they are neat now.</p> <p>7. What did you do yesterday? I visited a friend yesterday.</p> <p>8. Did you clean the room last Friday? Yes, I did. No, I didn't. I watched a movie.</p> <p>9. What is the most famous food in Japan? Sushi is the most famous food in Japan.</p> <p>10. Would you like to try some sushi? Yes, I' like to try some sushi. No, thank you.</p> <p>11. What sports do you like to play? I like to play basketball.</p> <p>12. Do you like to play basketball? Yes, I do. No, I don't. I like to play volleyball.</p> <p>13. What are you going to do this weekend? I'm going to have a haircut.</p> <p>14. Are you going to have a haircut this weekend?</p> <p>15. What do you want to be when you grow up? I want to be a chef.</p> <p>16. Do you want to be a chef when you grow up? Yes, I do. No, I don't. I want to be a singer.</p>
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