

① Lesson 1: Unit opener

認識農場上的動物

Where is the cow?

學習能力指標

句型	單字
Where's the goat? Under the tree.	pig, cow, dog rabbit, barn, goat

Listening game: animal sounds

Sound 1

Adult: Listen: What is it?

Child: It's a pig!

Sound 2: cow

Sound 3: dog

Sound 4: hen

Sound 5: goat

透過動物的叫聲，小朋友很容易聯想出動物的名稱。

Chant: Where's the goat?

Verse 1

Where, oh where's the goat?

Where, oh where's the goat?

Where, oh where's the goat?

Under the tree!

Verse 2: pig, On the barn

Verse 3: cow, In the barn

Verse 4: dog, In the truck

Verse 5: rabbit, Under the truck



Where's the goat?

On the barn.

In the barn.

Under the tree.

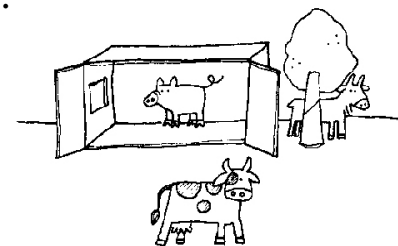
透過歌曲學習句型，認識 in, on, under 的不同。

Where's the pig?

Put the pig in the barn.

Put the goat under the tree.

運用立體農場的教學，小朋友更容易理解位置的空間概念。



② Lesson 2: Say and do

認識單、複數

The ducks are in the pond.

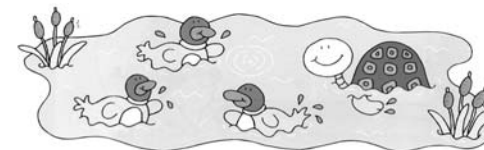
學習能力指標

句型

單字

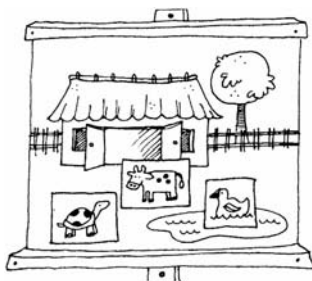
The turtle is in the pond.
The ducks are in the pond.
Where is the turtle?
Where are the ducks?

pond, cat,
fence, quack,
moo, meow



Interactive bulletin board

互動式佈告欄



利用動物的圖卡黏貼，教導小朋友辨認單、複數的不同及位置的概念。

Chant: Hello, Ducks!

Hello, ducks.

Quack! Quack! Quack!

How are you today?

Quack!

Verse 2: cats, meow

Verse 3: cows, moo

透過聽力的練習，小朋友更熟悉動物的聲音。

③ Lesson 3: Conversation

會話

I have eight carrots.

學習能力指標

句型	單字
How many carrots do you have?	egg, chick, apple, carrot, six, seven, eight, nine, ten

♪ Song: How many carrots do you have?

Verse 1

Children: How many carrots do you have, little boy?

How many carrots do you have?

Boy: Count with me. And we'll see.

Children: How many carrots do you have?:

1,2,3,4,5,6,7,8

Boy: I have eight carrots!

Verse 2: eggs, girl, nine

Verse 3: chicks, boy, seven

Verse 4: apples, girl, ten

Puppet play 布偶對話

Linda: Hi, Sam!

Sam (with the carrots): Hi, Linda!

Linda: How many carrots do you have?

Sam: I don't know. Help me count.

(place carrots on table one by one as the class counts with you: 1, 2, 3 ... 9)

Sam: I have nine carrots

透過布偶對話的情境演出來帶出：

How many ___ do you have? 及 1~10(數字) 的句型及單字。

The Conversation 會話

Girl: How many carrots do you have?

Boy: I have eight carrots.

How many eggs do you have?

Girl: I have nine eggs.

利用不同的數字及單字代換練習句型。

④ Lesson 4: Early literacy and pronunciation
學齡前的發音練習：C
Cats and candles

學習能力指標

句型	單字
Do you have a car?	cut

What do you see? 看圖說話

I see five candles on the cake.

The baby is cutting the cake.

利用看圖說故事的方式，強調c的自然發音。

Picture stickers 貼紙活動

Do you have a car? Yes.

Put the car in your book.

教導小朋友透過貼紙黏貼的過程中，不但
能強化記憶力，並增進學習的樂趣。

Chant: Carrie, Carrie

Look at Carrie. Carrie has a cake.

Happy birthday, Carrie. Cut the cake!

Carrie, Carrie, Carrie.

⑤ Lesson 5: Song

歌曲欣賞

Old MacDonald has a farm

學習能力指標

句型

單字

Old MacDonald has a duck.

farm, woof,
oink, neigh

♫ Song: Old MacDonald

Verse 1

Old MacDonald has a farm. A, E, I, O, U
And on the farm, he has a cat. A, E, I, O, U
With a meow, meow here. Meow, meow there.
Here a meow, there a meow.
Everywhere, meow, meow.

Old MacDonald has a farm. A, E, I, O, U

Verse 2: cow, moo

Verse 3: pig, oink

Verse 4: dog, woof

Verse 5: horse, neigh

Verse 6: duck, quack

Picture talk 看圖說話

What do you see?

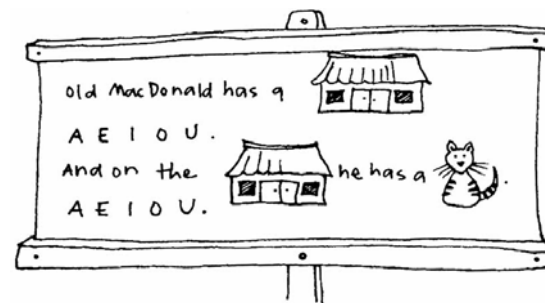
I see a cat.

Who has a cat?

Old Macdonald has a cat.

Interactive bulletin board

互動式佈告欄



運用 Rebus(畫謎)圖片的代換，變化更多的句型練習。

⑥ Lesson 6: Try this!

跨學科學習

動物勞作剪貼

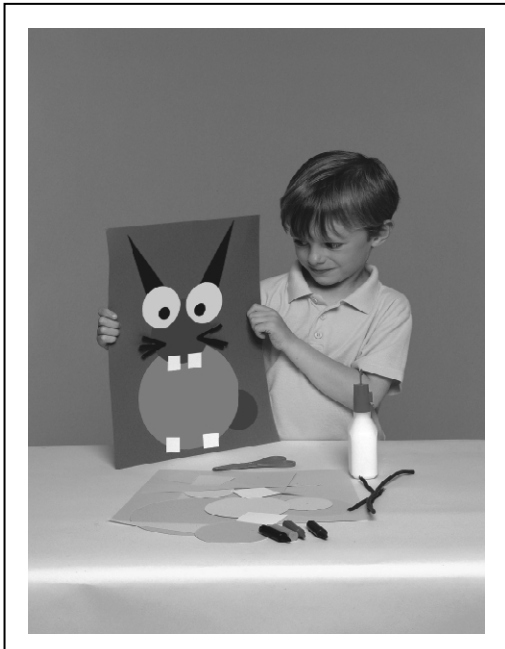
學習能力指標

句型

單字

The rabbit has two triangles.

tail



Make your own rabbit

The rabbit has three brown circles.

The rabbit has two black triangles.

The rabbit has four white squares.

練習並強化形狀及顏色的口語訓練。

Shape dictation 形狀指令做畫

Draw a red circle.

Draw a blue square.

Draw a blue circle.

透過聽力的練習，畫出正確的圖形及顏色。

⑦ Lesson 7: Unit Review

聽力測驗

Listening comprehension

單元複習為本課學習的整合，透過聽力，
口語練習，更強化學習。

Picture talk 看圖說話

What do you see?

Where's the turtle?

Where are the cows?

The rabbit is on the bed.



Listening comprehension 聽力練習

1. Where is the rabbit? In the truck.
2. The turtle is in the pond.
3. How many eggs do you have?
I have four eggs.
4. The begins with "C": horse, rabbit, cat.

Oral language review 口語複習

Where is the rabbit?

How many eggs do you have?

How many triangles do you have?

What is this?

Level 2 Student Book

Unit 6 : On the Farm

Lesson 1 Unit Opener 單元介紹

教學目標：

Vocabulary

pig, cow, dog, rabbit, barn
goat

Grammar

Where's the goat?
(Under) the tree.

① Farm animals

利用閃卡，逐一介紹新的單字，之後將閃卡面朝下，放在地上，請小朋友選出一張，並說出其單字。

② Find the animals

將剛所教過的閃卡，放在桌上、椅子上、桌下、椅子下，老師問：“Where is the cow?” 小朋友找出拿在手上並說“The cow is on the table.” 之後老師再下指令：Put the cow under the table. 如此練習小朋友的問答指令的能力。

③ Cow, cow, cow, goat

先請小朋友們圍一個圓圈，找出一位小朋友當作“it”，“it”小朋友沿著圓圈外圍走，一邊輕點小朋友的頭，一邊說 Cow, cow, cow... 最後被點到 Goat 的小朋友站起來，開始追“it”小朋友，如“it”小朋友沒有被追碰到，坐到被點到小朋友的位置上，就換成這位站著小朋友當“it”繼續進行下去。

④ Listening game: animal sounds

【請見 fingerprints 歌詞本】

⑤ Chant: Where's the Goat?

【請見 fingerprints 歌詞本】

Lesson 2 Say and do

教學目標：

Vocabulary

pond, cat, fence, quack
moo, meow

Grammar

The turtle is in the pond.
The ducks are in the pond.
Where is the turtle?
Where are the ducks?

① 請老師製作一張農場的情境海報(如圖下)，再利用動物閃卡，分別放置於此海報上，複習：The duck is on the pond.



② Grammar: is / are

準備 2 份動物閃卡，讓小朋友拿著，當老師說：“One cow is on the barn.” 小朋友將一張 cow 的閃卡，放在情境海報上。當老師又說：“Two cows are on the barn.” 小朋友再將另一張 cow 的閃卡放上去。以此類推，重覆練習。

③ Listen and answer

翻開課本，老師發問問題：Where's the turtle? “Where are the ducks?” 鼓勵小朋友回答，並注意單複數的運用。

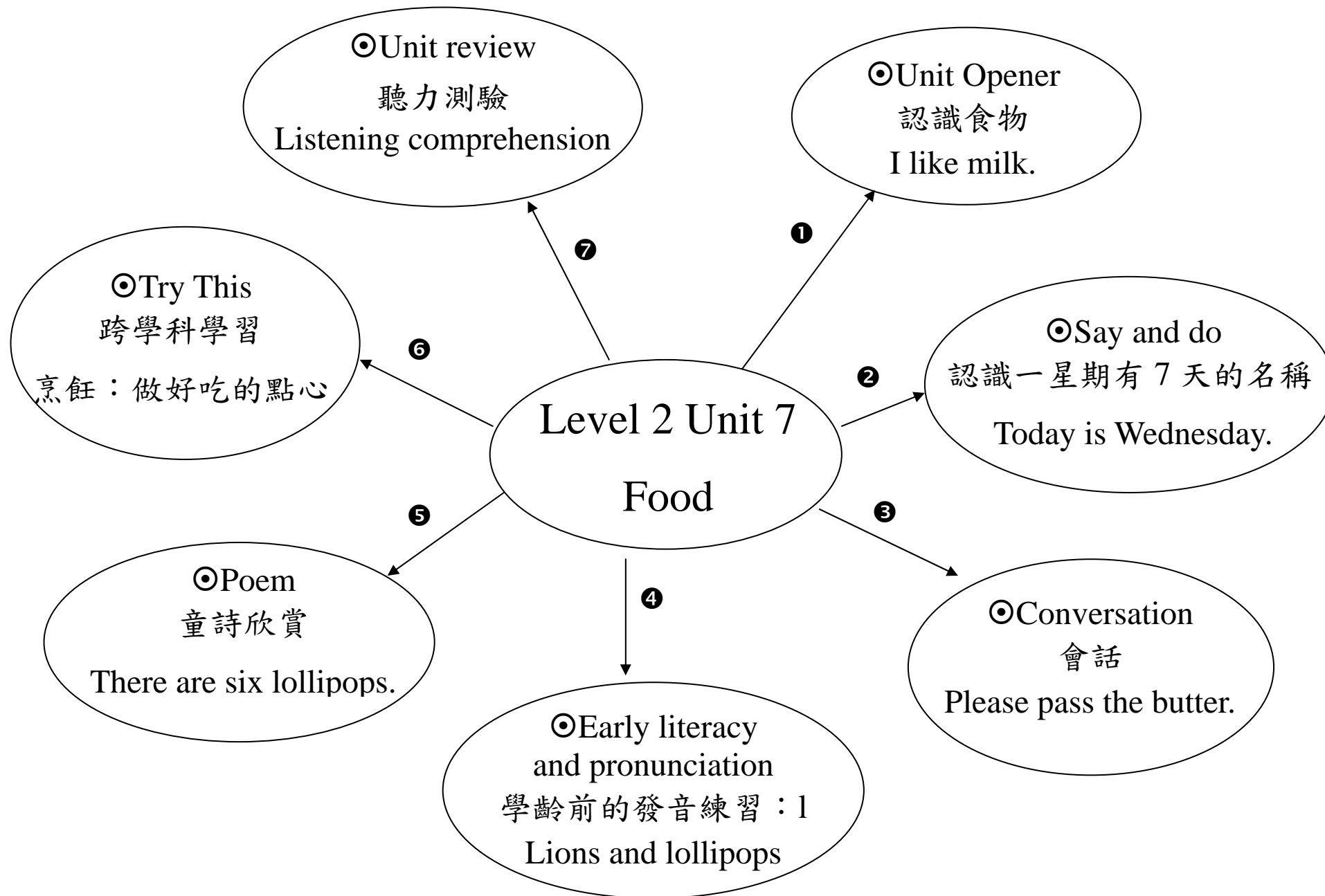
④ 配合活動本第 43 頁

⑤ Chant: Hello, Ducks!

【請見 fingerprints 歌詞本】

<p>Lesson 3 Conversation 實用生活會話</p> <p>教學目標：</p> <p>Vocabulary egg, chick, apple, carrot, six, seven, eight, nine, ten</p> <p>Grammar How many carrots do you have?</p>	<p>① How many carrots? 請老師準備 2 個布偶及 9 張放在籃子裡的蘿蔔，老師先介紹布偶的名字為 Linda 及 Sam，演一段話劇。 Linda: Hi, Sam! Sam (With the Carrots): Hi, Linda. Linda: How many carrots do you have? Sam: I don't know. Help me count. (Sam 將蘿蔔一個一個放在桌上，並數 1, 2, 3 ...) Sam: I have 9 carrots!!</p> <p>② The Conversation 懸掛本課會話海報，播放 CD 練習課會話。並請小朋友看課本數一數有幾顆蛋，幾個蘿蔔、蘋果及幾隻小雞。</p> <p>③ Partner Role-Play 請小朋友依照老師所示範的話劇，分組練習，而籃中的蘿蔔，可利用其它如鉛筆、書本、蠟筆來代替。</p> <p>④ Song: How many Carrots do you have? 【請見 fingerprints 歌詞本】</p>
<p>Lesson 4 Early literacy and pronunciation 學前閱讀及自然發音</p> <p>教學目標：</p> <p>Vocabulary candle, car, carrot, cake</p> <p>Grammar Do you have a cat?</p>	<p>① 老師將小朋友所學過的閃卡放在白板上，請小朋友挑出 "C" 字首的單字，並教導 C 的自然發音。</p> <p>② Chant: Carrie, Carrie 請小朋友翻開課本底下的故事圖，故事中生生日的女孩叫 Carrie，並以 TPR 及押韻的方式教導小朋友這篇韻文。 Look at Carrie. Carrie has a cake. Happy birthday, Carrie. Cut the cake. Carrie, Carrie, Carrie. Carrie cut the cake.</p> <p>③ Activity card games 配合活動本第 45 頁，請小朋友先塗上顏色，再剪下來做為字卡，老師可複習 in, on 及 under 的介系詞。 如：Put the candle on your book. Put the car under your book. Put the carrot in your book.</p>
<p>Lesson 5 Song and Rhymes</p> <p>教學目標：</p> <p>Vocabulary farm, woof, oink, neigh</p> <p>Grammar Old MacDonald has a duck</p>	<p>① Who has the pig? 將動物閃卡分給班上的小朋友，老師問：Who has the (pig)? 引導小朋友回答：(Tracy) has a pig. 幫助小朋友 have, has 的不同。</p> <p>② Animal sounds 請老師先複習 Lesson 2 所教過的動物聲，再教導狗、豬及馬的叫聲。</p> <p>③ Chant the words 製作一張句型圖卡海報(如圖下)，讓全班小朋友一起認讀，請老師有節奏地引導小朋友唸出這首韻文(可敲打桌子或拍手)其中 cat 圖卡，可替換成其它動物。</p> <div data-bbox="791 1771 1150 1966" data-label="Image"> </div> <p>④ Song: Old Macdonald 【請見 fingerprints 歌詞本】</p> <p>⑤ 配合活動本第 47 頁。</p>

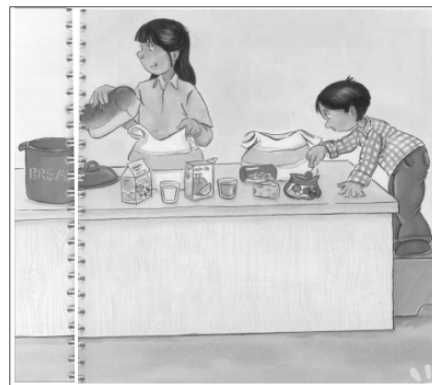
<p>Lesson 6 Try This</p> <p>教學目標： Vocabulary tail</p> <p>Grammar The rabbit has two triangles.</p>	<p>❶Rabbit talk</p> <p>請老師先自行製作兔子成品，並引導小朋友形狀及數字的複習。</p> <p>❷Make your own rabbit</p> <p>請老師幫小朋友準備 5 張圓形(一大、二中、三小)，2 張細長三角形，4 張小正方形的西卡紙，然後引導小朋友製作屬於自己的兔子。</p> <p>❸配合活動本第 49 頁。</p>
<p>Lesson 7 Unit Review</p> <p>教學目標： Vocabulary Review</p> <p>Grammar Review</p>	<p>❶複習 Lesson 1: Chant: Where's the Goat?</p> <p>❷複習 Lesson 2: 農場情境海報：文法：is / are</p> <p>❸複習 Lesson 3: Song: How many carrots do you have?</p> <p>❹複習 Lesson 4: Letter of C</p> <p>❺複習 Lesson 5: Song: Old Macdonald</p> <p>❻複習 Lesson 6: 形狀(老師說出形狀名稱，請小朋友畫出來)</p>
<p>Interactive Bulletin Board</p> <p>互動式美語情境佈置</p>	<p>利用 Lesson 2 所製作的“農場情境海報”做為教室的佈置，小朋友可從雜誌書上剪下自己喜歡的動物，貼在情境海報上做為延伸的教學。</p>
<p>Strategy</p> <p>教學錦囊</p>	<p>小朋友發音學習比大人來得更容易接近母語國家的發音，小朋友可利用鏡子作為練習，看看自己唇舌的位置是否正確。並放歌曲或韻文，鼓勵小朋友盡可能模仿所有的聲音及發音。</p>



① Lesson 1: Unit Opener
認識食物
I like milk.

學習能力指標

句型	單字
1. I like <u>juice</u> .	
2. Do you like _____?	juice
3. Yes, I like _____.	milk
4. No, I like _____.	bread
5. What do you see Annie?	cheese
6. I see _____.	lollipop
7. Who has a _____?	
Who has the _____?	cookie
8. Can I have a _____?	
9. The _____	



用歌曲及有意義的句子
融入生活中 Useful English

I like juice. Yum, yum, yum.
Amy, do you like milk?
Danie, do you like bread?
Peter, do you like cheese?

A. 生活化美語(口語練習 A)

Joanne, do you like bananas?
Yes, I like bananas.
No, I like cookies.

B. 生活化美語(口語練習 B)

What's this? milk.
Jenny, do you like milk?
Yes, I like milk.
No, I like juice.

延伸 C

What do you see, Annie?
I see cookies, lollipops,
cheese, bread.
Do you like bread?
Yes, I like bread.

延伸 D

What do you see?
Who has lollipops?
Who has the milk?

♫ Song: I Like Juice

Verse 1

I like juice. I like juice. Yum, yum, yum.
I like juice. I like juice. Yum, yum, yum.

Verse 2: bread

Verse 3: cheese

Verse 4: cookies

Verse 5: milk

Verse 6: lollipops

活動(角色扮演)

Playing restaurant(餐廳裡)

Can I have the milk, please?
Can I have a lollipop, please?

Playing a grocery store(雜貨店裡)

Set up a grocery store.

② Lesson 2: Say and do
 認識一星期有 7 天
 Today is Wednesday.

學習能力指標

句型	單字
Today is Monday. On Monday, I eat apples. Cindy, do you like apples? Yes, I do 😊 . No, I don't ☹️ .	Sunday → pears Monday → apples Tuesday → bananas Wednesday → cookies Thursday → oranges Friday → lollipops Saturday → cupcakes



♪ Song: Today is Sunday

Verse 1

Today is Sunday. Today is Sunday.
 On Sunday, we eat pears.
 Today is Sunday. Today is Sunday.
 On Sunday, we eat pears.
 John, do you like pears?
 Yes, I do.

Verse 2:

Monday apples
 Maggie, do you like apples?
 No, I don't.

Verse 3: Tuesday, bananas

Verse 4: Wednesday, cookies

Verse 5: Thursday, oranges

Verse 6: Friday, lollipops

Verse 7: Saturday, cupcakes

用有意義的句子帶入生活美語 Useful English

Today is Sunday. On Sunday, we eat pears.

John, do you like pears? Yes, I do.

Today is Monday. On Monday, we eat apples.

Maggie, do you like apples? No, I don't.

③ Lesson 3: Conversation

會話

Today is Wednesday.

學習能力指標

句型	單字
1. Please pass the ____.	butter beans peas potatoes
2. I like ____.	
3. This is <u>人</u> (Sue) Hello! <u>人</u> (Sue)	
4. Please pass the ____. Here you are. Thank you. You're welcome	

♪ Song: Please Pass the Peas

Verse 1

Hello, Lou!
Please pass the peas.
Thank you, thank you.



Hello, Sue!
Please pass the butter.
Thank you, thank you.



Verse 2: beans, potatoes

Verse 3: milk, bread

運用歌曲的學習有意義的句子
融入生活中(生活會話)

Useful English

Food vocabulary 單字

butter beans
peas potatoes

I like butter.

Role – Play 角色扮演

Please pass the milk.
Thank you.
You're welcome.

Picture Talk (介紹朋友)

This is Lou. Hello, Lou.
This is Sue. Hello, Sue

The conversation

建構更長的句子，讓孩子說更長更完整的句子。

Sue: Please pass the potatoes.

Lou: Here you are.

Sue: Thank you.

Lou: You're welcome.

1. 讓孩子懂得餐桌禮儀。
2. 會在生活中運用美語表達。
3. 讓孩子角色扮演，互動學習，口語練習，自然用於生活中。
4. 建構孩子由短句子慢慢螺旋向上說出長而且完整的美語。
5. 複習介紹朋友。

④ Lesson 4: Early literacy and pronunciation
學齡前的發音練習：l
Lions and lollipops



Words beginning with

練習字母與其發音
建立拼字基礎

運用有意義的句子融入生活中
Useful English

I like lions. Do you like lions?
I like lollipops. Do you like lollipops?

♪ **Song: I Like Lollipops**

Verse 1

Lollipops, lollipops, I like lollipops

Lollipops, lollipops, I like lollipops

Lollipops, lollipops, I like lollipops

Lick. Lick. Mmmm!

Red, red lollipops, I like lollipops.

Purple, purple lollipops. Mmm, mmm.

Verse 2: yellow, green

Verse 3: orange, blue

能力指標

1. 直覺發音認識 L 的發音。
2. 練習描 L and l (寫的練習，建構讀寫能力)。
3. 用 L 的發音來唱歌及口語練習，並訓練聽的能力把貼紙貼在書裡是一個給幼兒非常有系統的學習，兼顧到聽／說／讀／寫，而且符合幼兒的能力，所能達到的學習。

Writing L and l

Big L L L 寫的練習 L 由上而下
由左而右
Small l l l l 由上而下

看圖說話，與聽力練習

What do you see?

The lion has a lollipop.

The lion licks lollipop.

Do you have a lollipop?

Put the lollipop in your book.

⑤ Lesson 5: Poem

童詩欣賞

There are six lollipops

學習能力指標

句型	單字
How many _____? There are _____. What can you see? I see _____. Can you see _____? Yes, I can. No, I can't.	lollipops lizards apples frog

Poem: There are six lollipops

There are six lollipops.

Two lizards on a log.

Three apples in a bowl.

And a little green frog.



生活化口語練習

Useful English

How many cookies are there?

There are six cookies.

How many cupcakes are there?

There are five cupcakes.

What do you see?

I see a bowl.

I see four apples in a bowl.

Can you see six lollipops?

Yes, I can.

Can you see a carrot?

No, I can't.

學習成效

1. 讓孩子學會數數：one-ten
2. 會用 How many 問句來表達。
3. 會用 What can you see? 來回答。
4. 會用 Can you see _____? 來回答。
5. 會用 Yes, No. 來回答。
6. 了解 on, in 等位置。

⑥ Lesson 6: Try this!

跨學科學習

烹飪：做好吃的點心

Learn by doing 動手做做看

培養出觀察，探索及創造力的小孩

Introduce vocabulary

Do you like honey?

Do you like peanut butter?

Do you like dry milk?



Act it out

Have the child repeat your words and actions

- ① Put 1 cup of peanut butter in the bowl.
- ② Put 1 cup of honey in the bowl.
- ③ Put 8 spoons of dry milk in the bowl.
- ④ 1, 2, 3, ... 8
- ⑤ Mix, Mix, mix, mix, mix 9 times
- ⑥ 1, 2, 3, ... 9
- ⑦ Roll, roll, roll, roll.
- ⑧ 1, 2, 3, ... 10
- ⑨ Eat! Yum, yum, yum

Make peanut butter play dough 做花生醬麵糰

(making letters) peanut butter lollipops

(cookie cutters)

讓孩子把花生麵糰做成長條(long)(短、細)(Thin)及

make Letter (字母) number (數字) shapes (□ △ ○) 或做
Name (名字)

正方形, 三角形, 圓形

能力指標

1. 學會做花生麵糰的材料。
2. 學會做麵糰及創作造型及過程用英文說及練習，就像在美國學校一樣，很自然快樂的 Thinking with English.
3. 孩子會做餅干、形狀、字母、名字、動物等，使孩子喜歡上學且教出英文口碑。

⑦ Lesson 7: Unit Review

聽力測驗

Listening comprehension

單元複習為本課學習的整合，透過聽力，
口語練習，更強化學習。

Listening comprehension

聽力理解

1. I like cookies.
2. Do you like juice? Yes.
3. Please pass the peas.
4. I have eight apples.



Oral language review

口語練習

What's this?

How many apples are there?

Do you like peas?

可讓孩子兩個一組做練習，增強口語能力。

延伸教學

Poster: Grocery store

便利商店

練習句型：

Who has the bananas?

Who has the carrots?

Do you like (bread)?

可透過角色扮演，練習對話。

Level 2 Student Book

Unit 7 : Food

Lesson 1 Unit Opener 單元介紹

教學目標：

Vocabulary

milk, juice, bread, lollipops,
cookies, cheese

Grammar

I like milk.

Do you like milk?

① Food Vocabulary

請老師將食物的卡片放入購物袋內，老師手摸摸肚子，並說：“I like cookies.” 並請小朋友一邊唸出句子，一邊將 cookies 的閃卡找出來，依此類推，將所有 food(食物)的名稱，一一呈現出來。

② Picture Scene

請小朋友翻開課本第 52、53 頁，請老師指出課本上的圖片：Do you like (lollipops)? Yes, No.之後，老師可再問：What do you see? Who has the milk? Who has a lollipop?

③ Poster: Grocery store (show and tell 海報)

懸掛 show and tell 海報，利用 What can you see? 引導鼓勵小朋友發揮想像力，提出各樣問題之後，老師可再利用 Do you like ____? I like _____. 複習句型。

④ Song: I like juice.

【請見 fingerprints 歌詞本】

Lesson 2 Say and do

教學目標：

Vocabulary

eat, pear, orange, banana,
Monday, Tuesday,
Wednesday, Thursday,
Friday, Saturday, Sunday

① Do you like ____?

請老師發給每位小朋友☺(happy)及☹(sad)的臉卡，之後分別問每位小朋友：Do you like ____?回答 Yes, I do.時舉起☺的臉卡，回答 No, I don't.時舉起☹臉卡。

② Listen, point, and say

利用日曆，教導小朋友星期的說法。“Today is Monday.” 之後，請翻開課本，再練習一次。請老師指出課本中框格內的水果，引導小朋友說出：On (Monday). We eat (apples).

③ “How many apples do you see?”

訓練小朋友數數看的能力。

④ Pronunciation tip

請老師多教導小朋友練習 Wednesday 及 Thursday “th”的發音對學齡前的小朋友可能困難度較高，專家建意如班上有小朋友碰到此類問題，可直接跳過，不必刻意加強。

⑤ Song: Today is Sunday

【請見 fingerprints 歌詞本】

Lesson 3 Conversation 實用生活會話

教學目標：

Vocabulary

butter, peas, beans,
potatoes

Grammar

Please pass the butter.

① Food Vocabulary

請老師利用實際物品，再配合閃卡教學，之後，請小朋友將閃卡在正確的實際物品上，讓小朋友更加了解這些物品美語說法。

② The Conversation

懸掛會話掛圖，先介紹掛圖上的人物，分別為 Lou 和 Sue，之後再播放 CD 練習本課會話，利用暫停鍵讓小朋友逐句練習。

③ Song: Please pass the peas

【請見 fingerprints 歌詞本】

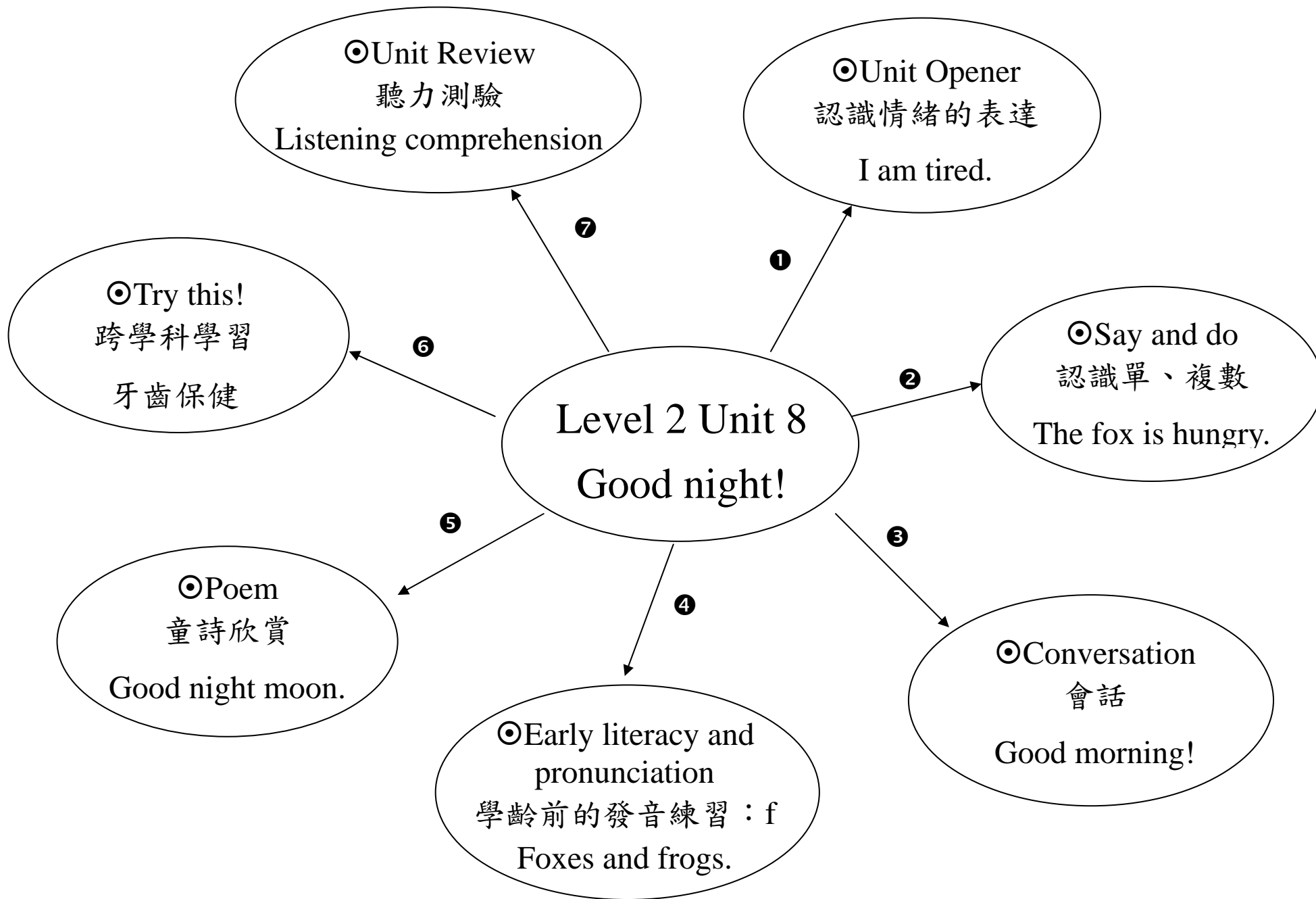
當小朋友聽到歌曲時，別忘了要邊指出課本上的圖卡喔!!

④ What's missing?

請班上兩位小朋友，將一組閃卡圖卡放在桌上(大約 5-6 張)，第一位小朋友閉上眼睛，第二位小朋友抽出一張閃卡，讓第一位小朋友猜一猜，什麼東西不見了？

<p>Lesson 4 Early literacy and pronunciation 學前閱讀及自然發音 教學目標： Vocabulary lizard, ladder, leaf, lion, purple, lick Grammar Do you like lizards?</p>	<p>① Writing L and I 將 L 及 I 的海報或閃卡掛在白板上，請小朋友舉起小指頭，跟著老師練習“L”及“l”的寫法。之後，請每位小朋友上台，用手指跟著閃卡或海報描出“L”及“l”。</p> <p>② Tongue twister “Lions lick lollipops” 利用繞口令的方式，練習小朋友“L”的發音，並可逐漸加快速度。</p> <p>③ Song: I like lollipops. 【請見 fingerprints 歌詞本】</p>
<p>Lesson 5 Poem朗詩 教學目標： Vocabulary log, bowl Grammar There are six lollipops.</p>	<p>① Picture talk 請小朋友翻開課本第 57 頁，老師問“How many cookies are there?” 並幫助小朋友回答 “There are six cookies.” 完整的句子，以此類推。</p> <p>② The poem: There are six lollipops 播放 CD，請小朋友一邊聽說，一邊對照課本內的圖片練習加強印象。</p> <p>③ Picture search 當小朋友已完全了解朗詩的內容時，老師可問： Can you see six lollipops? Yes, I can. Can you see a carrot? No, I can't. 老師可鼓勵小朋友尋找書中的答案，老師也可問一些課本上沒有出現的東西。</p>
<p>Lesson 6 Try This 教學目標： Vocabulary honey, oven, bake, spoon, cup, mix, roll, eat</p>	<p>① Introduce Vocabulary 介紹小朋友食物材料的單字名稱：(peanut butter) 花生醬、奶粉(dry milk)、蜂蜜(honey)，並請小朋友嚐嚐看，老師可問： “Do you like _____?”</p> <p>② 將一匙花生醬，一匙蜂蜜，及八匙奶粉倒入大碗中攪拌(老師可事先準備，或現場示範，小朋友在旁觀看)之後再將拌勻好的麵糰搓成長條狀，再請小朋友做出自己喜歡的形狀及字母。</p> <p>③ 配合活動本第 56~57 頁 可讓小朋友利用角色扮演(Role Play)的方式表現出來。</p>
<p>Lesson 7 Review 單元總複習 教學目標： Vocabulary Review Grammar Review</p>	<p>① 複習 Lesson 1: Song: I like juice. ② 複習 Lesson 2: Song: Today is Sunday. ③ 複習 Lesson 3: Song: Please Pass the peas. ④ 複習 Lesson 4: Song: I like lollipops. ⑤ 複習 Lesson 5: Poem: There are six lollipops.</p>

<p>Interactive Bulletin Board</p> <p>互動式美語情境佈置</p>	<p>❶ 利用 Lesson 5 (第 57 頁) 的朗詩圖，做成一張教室掛圖，老師可多製作不同的數字及圖片替換，如圖下：</p> <div data-bbox="667 315 1077 568" data-label="Image"> </div> <p>❷ 鼓勵小朋友貼上自己喜歡的數字、圖片，創造出自己的朗詩圖，並大聲練習說出來。</p>
<p>Strategy</p> <p>教學錦囊</p>	<p>生動有趣的活動設計，不但適合幼小的學習者，也幫助小朋友更容易吸收一個語言。因此，我們不時以快樂娛悅的態度來呈現出我們的教學，鼓勵小朋友接受犯錯並將它視為一個自然的學習過程，鼓勵小朋友的參與意願。</p>



❶ Lesson 1: Unit Opener

認識情緒的表達

I am tired.

學習能力指標

句型

單字

I am sad.
Are you sad?
How are you?

happy, sad, angry,
tired, scared, hungry

Listen and look

Dad: I am happy.
Boy: I am sad.
Girl: I am angry.
Baby: I am tired.
Mom: Ooo! I am scared.
Grandpa: I am hungry.

♪ Song: How are you today?

Verse 1

Hello, hello. How are you?
How are you today?
I am scared, very scared.
I am scared today.



Verse 2: hungry

Verse 3: angry

Verse 4: sad

Verse 5: tired

Verse 6: happy

透過歌曲學習句型

A: How are you?
B: I am tired.
A: Are you happy?
B: Yes, I am happy.

Extension: Class survey

延伸教學：班級大調查

How are you today, Carla?
I am sad.

How many children are sad?

透過句型的練習，調查全班小朋友目前的情緒狀況，並給予分類。

② Lesson 2: Say and do

認識單、複數

The fox is hungry.

學習能力指標

句型

單字

The fox is hungry.
The owls are hungry.

fox, owl

is and are

Jamie is sad.

Ted is sad.

Jamie and Ted are sad.

Point to the boy.

The baby is tired.

Point to the girls.

The girls are angry.

透過實際的練習，建立小朋友單、複數 is, are 的觀念，並逐漸在生活上成為習慣的用法。

Listen, point and say

Look at the fox.

How is the fox?

The fox is hungry.

How are the owls?

The owls are happy.

小朋友透過圖像的指認，聽說更強化單、複數的結構。

Interactive bulletin board

互動式佈告欄

How are you today, Ian?

I am tired.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
☺ Ian	☺ John	☺ Annie	☹ Nick			

Today is (Monday). Today is (Monday).

(Ian) is (tired). (Ian) is (tired).

(Ian) is (tired). I am (tired), too.

結合星期的複習，讓小朋友不斷在螺旋向上的架構中穩定學習成長。

③ Lesson 3: Conversation

會話

Good morning!

學習能力指標

句型	單字
Good night. Good morning. I love you.	afternoon, moon

Conversation 會話

Girl: Good morning, dad.

Dad: Good morning, Laura.

Girl: I love you, dad.

Dad: I love you, too.

Girl: Good night, grandma.

Grandma: Good night, Laura.

Girl: I love you, grandma.

Grandma: I love you, too.



It's morning! Good morning, children.

Good morning, (Ms. Lily). It's night.

Good night. Children.

利用日常的情境，帶入平日的生活會話，並讓小朋友從中學習生活禮儀。

Picture talk 看圖說話

What do you see?

Point to (grandma).

Point to Good morning.

Point to Good night.

小朋友在此又複習到家庭成員，延續學習整合的能力。

♪ Song: Skinamarink

Skinamarink, a-dink, a-dink 【left hand on right elbow, wiggle right fingers】

(動作:把左手放在右手肘上，並搖一搖右手手指)

Skinamarink, a-doo. 【right hand on left elbow, wiggle left fingers】

(動作:把右手放在左手肘上，並搖一搖左手手指)

I love you. 【sign language gestures】

(動作:用手語做出“我愛你”)

I love you in the morning. 【arms circle above head, like the sun】

(動作:把雙手握住成一圓圈，放在頭的上方當作太陽，表示太陽升起)

And in the afternoon. 【lean to the right; the sun is going down】

(動作:將雙手圓圈往右下移，表示太陽要西下)

I love you at night.

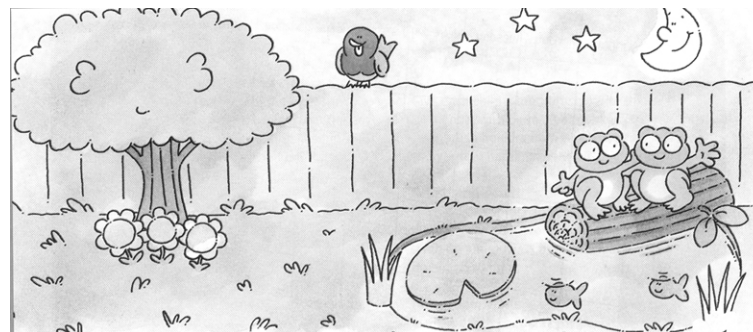
Underneath the moon! 【hold hand in a “C” shape over head; a crescent moon】

(動作:用手做出“C”的形狀，像月亮一樣，放在頭上)

Skinamarink, a-dink, a-dink.

Skinamarink, a-doo. I love you.

④ Lesson 4: Early literacy and pronunciation
學齡前的發音練習：f
Foxes and frogs



學習能力指標

句型	單字
Put your finger on the frog.	finger, fish, log

Words beginning with f

練習字母與其發音，建立拼字的基礎。

♪ Song: Ten frogs

1,2,3,4,5,6,7,8,9,10

1,2,3,4,5,6,7,8,9,10 frogs

In the pond.

On the logs.

I can see ten frogs.

小朋友一邊聽歌，一邊用手指數一數課本上的青蛙來對照課本的內容。

Picture talk 看圖練習句型

A fox and a fence.

I can see ten frogs on the logs.

I can see ten frogs in the pond.

How many frogs can you see?

利用看圖說話的方式，啟發小朋友更多的想像空間及句型延伸的思考。

Picture Stickers 貼紙活動

Put your finger on the frog.

Put the frog in your book.

教導小朋友透過貼紙黏貼的過程中，不但能強化記憶力，並增進學習的樂趣。

⑤ Lesson 5: Poem

童詩欣賞

Good night moon.

學習能力指標

句型

單字

Good night moon.

moon, stars

Poem: Good night Moon

Verse 1

Good night moon.

Good night tree.

Good night stars

Good night me.

Verse 2

Good night flowers.

Good night tree.

Good night fish.

Good night me.

Picture talk 看圖說話

What do you see?

Where's the bird?

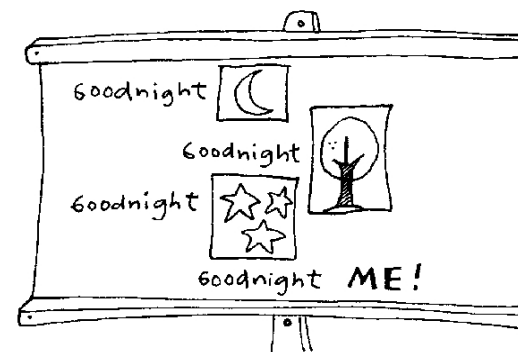
Where are the flowers?

The flowers are under the tree.

利用圖像，小朋友很容易了解單字及句型的意義。

Interactive bulletin board

互動式佈告欄



運用本課童詩的基本架構，再放入不同的單字，創造屬於自己的童詩。

⑥ Lesson 6: Try this!

跨學科學習

牙齒保健



學習能力指標

句型

單字

Brush your teeth in the morning.

Brush your teeth at night.

brush, teeth, toothbrush

♪ Song: Brush your teeth

Brush your teeth in the morning.

Brush your teeth at night.

Brush up and down.

Brush left and right.

Brush, brush. Brush your teeth.

Brush, brush. Brush your teeth.

Brush your teeth in the morning.

Brush your teeth at night.

Brush your teeth. That's right!

Discuss tooth care 牙齒保健

How do you keep your teeth clean and strong?

教導小朋友除刷牙外，並認識牙齒保健的重要性，學習日常生活的衛生常規。

Make "Brush your teeth" chart 表格製作

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
★★	★★	★★	★★	★★	★★	★★

透過表格，觀察小朋友平日的刷牙保健狀況。

⑦ Lesson 7: Unit Review
單元複習
Listening comprehension

單元複習為本課學習的整合，透過聽力，
口語練習，更強化學習。

♪ Song: Put your finger on your face

Verse 1

Put your finger on your face, on your face.

Put your finger on your face, on your face.

Put your finger on your face.

Put your finger on your face.

Put your finger on your face, on your face.

Verse 2: foot

Verse 3: finger

透過歌曲，再次複習身體部位，並配合 TPR 動作指令的活動，更加鞏固學習成效。

Listen and circle 聽一聽、圈一圈

I am happy.

The boys are sad.

The bird is on the chair.

Good morning.

This begins with “f”: rabbit, fox, horse

Listening comprehension 聽力練習

1. I am sad.

2. Mary is hungry.

3. Good night, mom.

4. This begins with “f”: fish,
cat, leaf



Oral language review 口語複習

What's this? Who's this?

Are the boys happy?

Where is the boy?

Level 2 Student Book

Unit 8 : Good Night!

Lesson 1 Unit Opener 單元介紹

教學目標：

Vocabulary

happy, sad, angry, tired, scared, hungry

Grammar

I am sad.

Are you sad?

Review: How are you?

① Emotions

請老師利用臉部的表情與動作，教導新的單字，小朋友須跟著老師唸出新的單字，並模仿老師將動作做出來。

② Guess the feeling

請一位小朋友選出一張閃卡(但不要讓班上其它小朋友看到)其它小朋友須猜測這一位小朋友的表情 Are you tired? Yes. No.

③ Listen and Look

【請見 fingerprints 歌詞本】

④ Song: How are you today? 【請見 fingerprints 歌詞本】

老師可先將閃卡發給小朋友，當小朋友聽到與自己閃卡相同的答案時，須站起來一起跟著歌唱。

⑤ Class Survey

老師將 6 張不同表情的閃卡依序放在白板上，之後，問每一位小朋友：How are you today?小朋友選擇其中一張閃卡，回答 "I am (sad)."並站在 sad 這張閃卡前，當全部小朋友回答完畢後即可請小朋友一起數一數：How many children are (sad)?

Lesson 2 Say and do

教學目標：

Vocabulary

fox, owl

Grammar

The fox is hungry.

The owls are hungry.

① Guess the emotion: is / are

引導小朋友分辨單、複數的不同。

(Jamie) is sad. (Ted) is sad.

(Jamie) and (Ted) are sad.

② Listen, point and Say

翻開課本第 62 頁，請小朋友看圖，練習說出不同的表情，老師並可引導出：The fox is hungry. 的單數概念及The owls are happy. 的複數的概念。

Lesson 3 Conversation 實用生活會話

教學目標：

Vocabulary

afternoon, moon

Grammar

Good night.

Good morning.

I love you.

① Puppet play

利用 2 個布偶(一為 Dad, 一為 girl)，老師示範一段會話：

Girl: Good morning, Dad.

Dad: Good morning, Laura.

Girl: I love you.

Dad: I love you, too.

之後，請小朋友拿著布偶，並跟著老師演出這段會話。

② Picture talk

懸掛會話海報讓小朋友觀察海報內容，老師可問：What do you see?

並再引導小朋友 "Point to (grandpa). Point to Good morning.

Point to Good evening.

③ Conversation

繼續懸掛會話海報，播放 CD 讓小朋友逐句練習。

④ Role-play

將班上小朋友分成 2 組，一組小朋友當 Girl，另一組當 Dad，演出課本的對話。

⑤ Song: Skinamarink 【請見 fingerprints 歌詞本】

⑥ 配合活動本第 60 頁。

Lesson 4
Early literacy and pronunciation
 學前閱讀及自然發音

教學目標：

Vocabulary
 finger, fish, log

Grammar

Put your finger on the frog.

① Words beginning with F and f

利用閃卡，複習單字 frog, fish, flower, finger 之後請小朋友跟著老師一起唸有 f 音字首的單字，但如果字首字母不是 f，小朋友就不能跟著唸出來。

② Fish for "f" words

準備一隻鉛筆，一條絨線，一支 紋針，做成一條魚竿，之後再製作 "f" 為字首的小圖卡，後面貼上磁布，當小朋友釣起每張圖卡時，必須說出正確的字。

③ Count to ten

利用走跑，跳躍的方式，大家一起數到十下。複習數一數的概念。

④ Song: Ten frogs

【請見 fingerprints 歌詞本】

Lesson 5 Poem 朗詩

教學目標：

Vocabulary
 moon, stars

Grammar

Good night moon

① 請先用閃卡介紹 moon (月亮)及 stars(星星) 之後將 moon stars 的閃卡拿開，小朋友一起說：Good night, moon, Good night, stars.

② Picture talk

老師先複習 in, on, under 的位置，再請小朋友翻開課本，看圖說出 "The flowers are under the tree." 等看圖句型練。

③ Poem: Good night moon

【請見 fingerprints 歌詞本】

④ 配合活動本第 63, 64 頁

Lesson 6 Try This

教學目標：

Vocabulary
 brush, teeth, toothbrush

Grammar

Brush your teeth in the morning.

Brush your teeth at night.

① Discuss tooth care

請老師教導並宣導小朋友牙齒保健的重要性，並可問：
 "How do you keep your teeth clean and strong?"
 例如：飯後要記得刷牙，不要吃太多糖果等...。

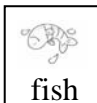


② Make Brush your teeth" Charts

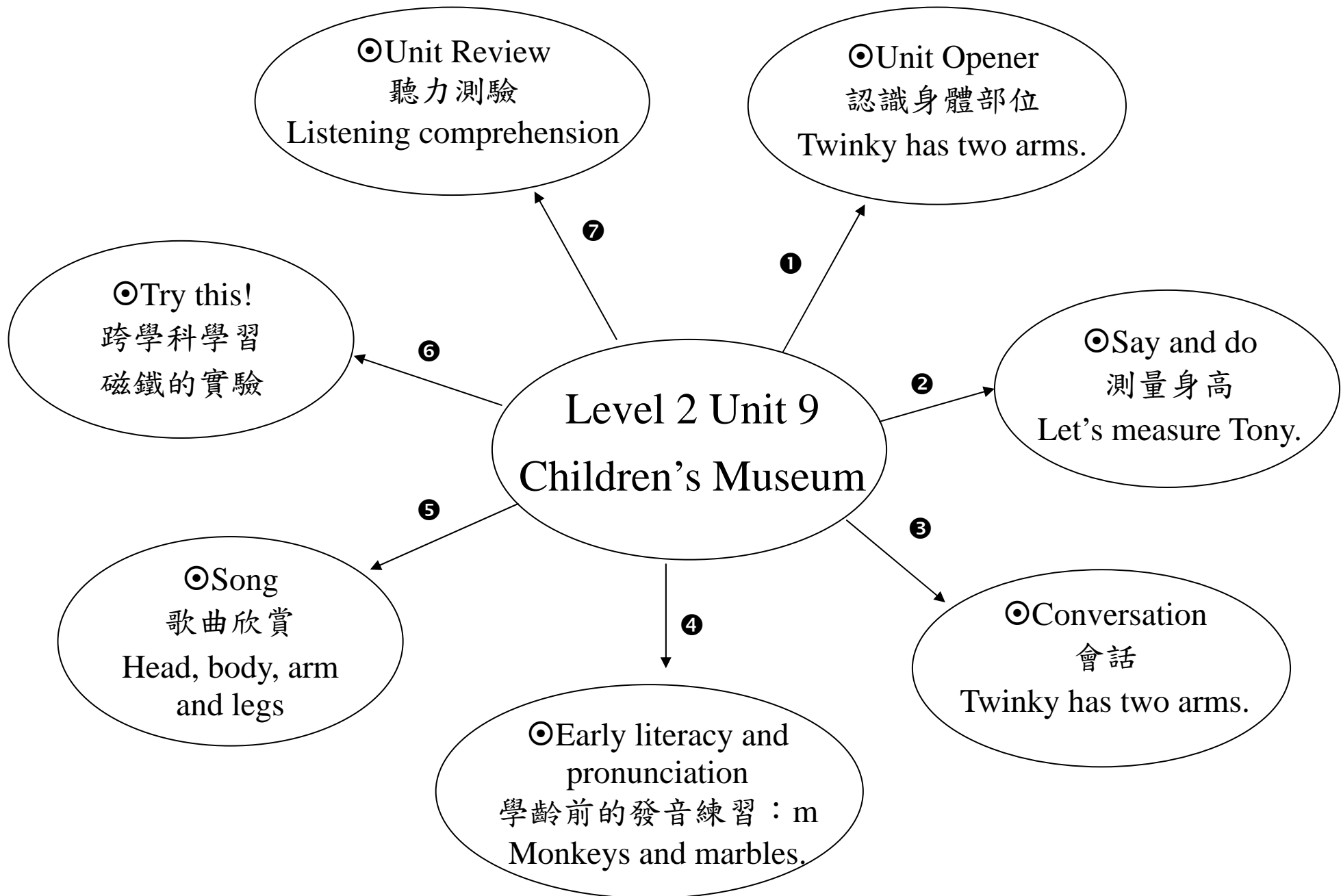
請位小朋友製作一張如課本第 10 頁所示星期圖表

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
★★	★★	★★	★★	★★		

老師發給小朋友星形貼紙，每刷一次牙，就依每日星期的地方貼上，紀錄小朋友的刷牙次數。

③ Song: Brush your teeth 【請見 fingerprints 歌詞本】

<p>Lesson 7 Unit Review 單元總複習</p> <p>教學目標： Vocabulary Review</p> <p>Grammar Review</p>	<p>❶ 複習 Lesson 1: Song: How are you today?</p> <p>❷ 複習 Lesson 2: Guess the emotion 表情猜猜看</p> <p>❸ 複習 Lesson 3 : Song: "skinamarink"</p> <p>❹ 複習 Lesson 4: Song: Ten frogs</p> <p>❺ 複習 Lesson 5: Where is the frog?</p> <p>❻ 複習 Lesson 6: Song: Brush your teeth.</p>
<p>Interactive Bulletin Board</p> <p>互動式美語情境佈置</p>	<p>可利用上課所教過的自然發音，如：f, l, c, h, t, b...</p> <p>每個字母做成一張大海報，如圖：</p> <div data-bbox="619 712 1249 913" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Ff</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  fish </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  finger </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> frog  </div> </div> </div> <p>再請小朋友將所學過的單字畫圖出來，並依字母貼在各個不同的海報上。</p>
<p>Strategy 教學錦囊</p>	<p>課前的暖身活動，可幫助小朋友更容易專注英文的學習，並增加小朋友的活動配合度，例如：本單元的星期圖表，就是一個很棒的暖身活動，每天很快地利用一小段的時間，即可養成小朋友良好的溝通能力，並達到複習效果。</p>



① Lesson 1: Unit Opener

認識身體部位

Twinky has two arms.

學習能力指標

句型

單字

Twinky has two arms.
I have two arms.

arm, leg, finger,
hand, body,
head

♪ Song: Twinky

Verse 1

Twinky has a head. (point to head in picture)

Oh me, oh my.

Twinky has a head.

So do I.

Verse 2: a body

Verse 3: two legs

Verse 4: two arms

Verse 5: two hands

Verse 6: ten fingers



♪ Song: Head, arms and legs

Head, arms, and legs. (clap, clap)

Head, arms, and legs. (clap, clap)

Nose and eyes, ears and mouth.

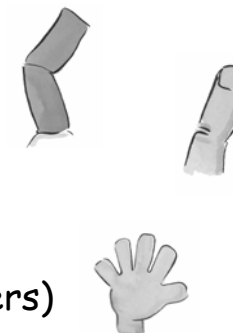
Head, arms, and legs. (clap, clap)

Head, arms, and legs. (clap, clap)

Head, arms, and legs. (clap, clap)

Ten fingers, ten fingers (wiggle fingers)

Head, arms, and legs. (clap, clap)



Do you have a head?

Point to your head.

I have a head.

Twinky has a head.

透過情境的教學，小朋友更容易了解 have, has 的區分，並加強記憶。

Extension 延伸教學

Poster: All about me

Point to the teeth. I can brush my teeth.

Point to the hair. I can brush my hair.

I can wash my hair.

整合教學內容，做為海報教學的融合。

② Lesson 2: Say and do
 測量身高
 Let's measure Tony

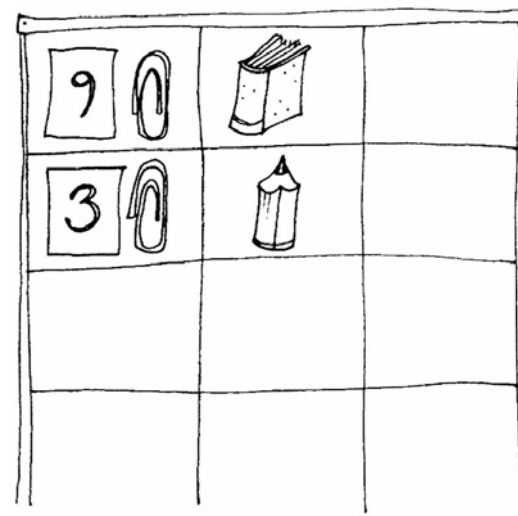
學習能力指標	
句型	單字
Let's measure Tony. How many pencils are there?	paperclip

Measuring in non-standard unit
非基準測量

Let's measure (Suzy).
 Let's measure (Suzy) with hands.
 1 hand, 2 hands, 3 hands...
 Let's measure (Jack) with pencils.
 利用不同的物品，做為測量的基準，做為
 “量”的學習工作。

Let's measure Tony.
 How many hands are there?
 Ten hands. There are ten hands.
 透過測量的活動過程，學習英文的口語能力。

Let's measure!



記錄小朋友測量的每樣東西，將結果記錄於表格上，
 做為一個成果的海報佈置。

③ Lesson 3: Conversation

會話

What can you make?

學習能力指標

句 型

單 字

What can you make?

I can make a big spider.

spider

shadow

♪ Song: I can make a spider.

I can make a spider.

A big, big spider.

I can make a spider.

What can you make?

I can make a bird.

A little, little bird.

I can make a bird.

What can you make?



The Conversation 會話

Boy: What can you make?

Girl: I can make a big spider.

Girl: Can you make a little duck.

Boy: Yes, I can.

I can make a big spider.

I can make a little bird.

透過手電筒光線的遠近的實驗，感受影子大、小的不同。

④ Lesson 4: Early literacy and pronunciation

學齡前的發音練習：M

Monkey and marbles

學習能力指標

句型	單字
Make a mitten. Do you have a mouse?	magnet, mouse, marble

Words beginning with m

練習字母與其發音，建立拼字的基礎

♪ Song: The M song

Verse 1

M, m, mouse.

M, m, mouse.

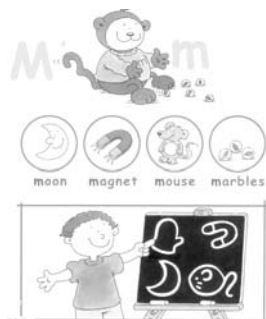
M, m, mouse.

Make a mouse.

Verse 2: moon

Verse 3: magnet

Verse 4: mitten



What do you see? 看圖說話

The monkey has marble.

The monkey can play.

The monkey is happy.

利用看圖說故事的方式，強調 m 的自然發音並透過重音的加強，刺激小朋友聽力練習。

Picture Stickers 貼紙活動

Do you have a moon? Yes.

Put the moon in your book.

教導小朋友透過貼紙黏貼的過程中，不但能強化記憶力，並增進學習的樂趣。

⑤ Lesson 5: Song

歌曲欣賞

Head, body, arm and legs

學習能力指標

句型

單字

I can cut my hair.

knees

♪ Song: Head, body, Arms and legs

Head, body, arms, and legs.

Arms and legs.

Head, body, arms, and legs.

Arms and legs.

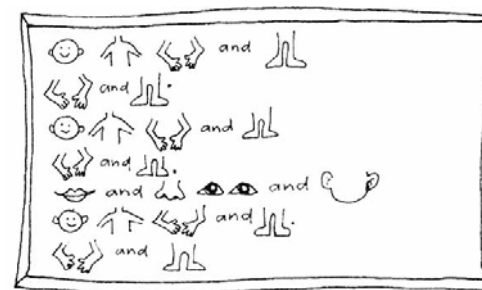
Mouth and nose, eyes and ears.

Head, body, arms, and legs.

Arms and I.



Create new Verses 歌詞編創



Arms, head, legs and body.

Hands, ears, fingers and knee.

利用小朋友所學過身體的不同部位，做為歌詞的創新，並再運用動作的結合，激發小朋友的想像空間。

Poster: All about me

海報教學

I can brush my teeth.

I can wash my hands.

I can eat.

I can sleep.

I can walk.

透過海報的教學，教導小朋友日常生活保健的重要性。

⑥ Lesson 6: Try this!

跨學科學習

磁鐵的實驗

學習能力指標

句型	單字
Can the magnet pick up the pen? Yes, it can. No, it can't.	pick up, pen, scissors, cup

Introduce vocabulary

Can you find a paperclip?
feather
marble
pencil
scissors
cup



Yes, I can.

No, I can't.

Can (Simon) pick up the pen?

Yes, he can.

Can (Simon) pick up the door?

No, he can't.

利用生活中的例子，讓小朋友容易了解句意，做為實驗前的句型練習。

Talk about the experiment 實驗前大預測

Can the magnet pick up the (pen)?





Yes, it can.

No, it can't.

做磁鐵實驗前，小朋友先透過預測的想像空間，猜一猜實驗結果會為何，增進小朋友的腦力思考空間。

Do the experiment; record the results

紀錄實驗結果

	Yes	No
		✓
		✓
	✓	
	✓	

透過表格的記錄，讓實驗的結果更加清楚明瞭。

⑦ Lesson 7: Unit Review

聽力測驗

Listening comprehension

單元複習為本課學習的整合，透過聽力，
口語練習，更強化學習。

Listening comprehension 聽力練習

1. Twinky has two arms.
2. Put your hands on your knees.
3. I can make a little spider.
4. This begins with “m”:
moon, lizard.



Oral language review 口語複習

- How many arms are there?
Is this a big spider or a little spider?
What color is the spider?
Can the magnet pick up the paperclip?
What's this?
Do you like lizard?

Level 2 Student Book

Unit 9 : Children's museum

Lesson 1 Unit Opener 單元介紹

教學目標：

Vocabulary

arm, leg, finger, hand,
body, head

Grammar

Twinky has two arms.
I have two arms.

①TPR activity

老師發號指令 "Touch your arm." "Touch your finger." 請小朋友指出正確的位置。另外，老師也可多鼓勵小朋友擔任老師的角色，讓小朋友上台發號指令。

②Practice the grammar: has/have

請老師準備一個玩偶，它的名字叫 Twinky。當小朋友指著 Twinky 的頭時，引導他們說 "Twinky has a head." 然後再請小朋友們指著自己的頭說 "I have a head." 如此反覆練習至熟悉 have 及 has 的區別。

③Dice game: Put your hand on your head

請老師利用英文教師手冊拷貝後面身體部位的圖片，並將它們黏在骰子上。之後請小朋友輪流丟骰子，並利用句型帶出丟出骰子上方的名稱："Put your finger on your (hand)."



④Song: Twinky 【請見 fingerprints 歌詞本】

⑤Song: Head, Arms and legs 【請見 fingerprints 歌詞本】

⑥配合活動本第 66 頁。

Lesson 2 Say and do

教學目標：

Vocabulary

Paperclips

Grammar

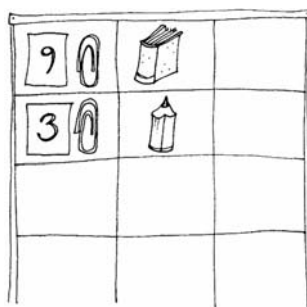
Let's measure Tony.
How many pencils are there?

①Measuring in non-standard units

請老師找一位高的及一位較矮的小朋友出來，老師用自己的手來測量小朋友的身高，並引導說 "Let's measure (Jackson) with hands. 當老師測量時，小朋友們可一起數 "1 hand, 2 hands ... 6 hands!" 以此類推，也可請小朋友躺在地上，用鉛筆、棒棒糖來測量。

②Let's measure

請老師製作一個表格(如圖示)，利用 紋針來測量書本、鉛筆等物的長度，並詳細紀錄。



③配合活動本第 67 頁。

<p>Lesson 3 Conversation 實用生活會話</p> <p>教學目標： Vocabulary spider, shadow</p> <p>Grammar What can you make? I can make a big spider.</p>	<p>①Shadow pictures 先將教室的燈關掉，再用一隻手電筒的燈投射在牆壁上，老師先示範用手做出小鳥的影子。首先，先將手放在靠燈源處，並說：I can make a big bird. 之後，再將手遠離燈源，並說：I can make a small bird. 以此類推，鼓勵小朋友做出其它動物的影子(蜘蛛、鴨子)，並將 I can _____ 的句型帶出來。</p> <p>②The conversation 播放 CD,懸掛會話海報，練習本課會話。</p> <p>③Song: I can make a spider. 【請見 fingerprints 歌詞本】</p> <p>④配合活動本第 68 頁。</p>
<p>Lesson 4 Early literacy and pronunciation 學前閱讀及自然發音</p> <p>教學目標： Vocabulary magnet, mouse, marbles</p> <p>Grammar Make a mitten. Review: Do you have a mouse?</p>	<p>①Words beginning with “m” 請老師準備小朋友所學過的閃卡，並逐一唸出每一個字，當小朋友聽到“m”為字首的字時，小朋友須唸出“m”的自然發音。</p> <p>②Song: The M Song 【請見 fingerprints 歌詞本】</p> <p>③配合活動本第 69 頁。</p>
<p>Lesson 5 Song 歌曲</p> <p>教學目標： Vocabulary knees</p> <p>Grammar I can cut my hair.</p>	<p>①Introduce the song 請老師依圖示，做一張與課本相同之情境海報掛在牆上，再用朗詩、韻文的方式，逐句帶出。可請小朋友上來指圖片，或書上的圖片，加深印象。</p> <div data-bbox="751 1357 1246 1644" data-label="Image"> </div> <p>②Song: Head, Body, Arms and legs 【請見 fingerprints 歌詞本】</p> <p>③ Create new verses 利用課本內容為範本，鼓勵小朋友自創自己的韻文、並用圖象畫出來。例如：hands, ears, fingers and knees.之後，也可將小朋友的作品掛在牆上，做為佈置教學。</p> <p>④配合活動本第 73 頁，複習 m 的自然發音。</p>

Lesson 6 Try This

教學目標：

Vocabulary

pick up, pen, scissors, cup

Grammar

Can the magnet pick up the pen?

Yes, it can.

No, it can't.

① Introduce Vocabulary

請老師將實物(如書本、筆、尺等)放在地上，用句型：





"Please pick up the (pen). Thank you." 帶出 pick up (撿起來)的字意。

② Magnets experiment

請老師準備磁鐵、羽毛、鉛筆、紋針、玻璃珠、鐵杯、剪刀等物放在桌上，小朋友用磁鐵實驗分類出磁性及非磁性的東西。

③ Do the experiment, record the result

做一張圖表，如圖下，將實驗的結果紀錄下來。

	Yes	No
		✓
		✓
	✓	
	✓	

Lesson 7 Review Board

教學目標：

Vocabulary

Review

Grammar

Review

① 複習 Lesson 1: Song: Twinky

② 複習 Lesson 2: Measuring activities

③ 複習 Lesson 3: Song: I can make a spider

④ 複習 Lesson 4: The M song

⑤ 複習 Lesson 5: Song: Head, Body, arm and body

⑥ 複習 Lesson 6: Magnet Activities

Interactive Bulletin Board

互動式美語情境佈置

利用雜誌圖片的剪貼，請小朋友找出動物、人的圖片剪下來，貼在一張大的海報紙上，鼓勵小朋友說出自己的圖片，如：The dog has two ears. 或引導小朋友比較人與動物的不同

如：The girl has two legs.

The lion has four legs.

Strategy

教學錦囊

當小朋友透過聽覺、視覺、味覺、嗅覺及觸覺的方式學習，可達到最好的學習效果。並依照小朋友的個性區隔出體覺形、視覺形、聽覺形不同類形的學習方式。給予不同的學習者不同的方式，進而達到最佳的學習效果。

Level 2 Student Book

Unit 10 : The Gingerbread Man

Lesson 1

The Gingerbread man

P 76-81

教學目標：

Vocabulary

help, children, stop, bake
oven

Grammar

We can help.
We are tired.

① We can run

介紹小朋友 I 與 We 的不同。老師做跑步的動作並說：I can run.
之後，再一位小朋友跟著一起跑，並說：We can run.

② We can help!

請老師演一段情境對話，老師兩手抱書，走到前問：

T: Help, (John and Joe), can you help me?

Ss: Yes, we can help.

T: Please open the door. Thank you.

Ss: You're welcome.

老師可變換其它的情境，讓小朋友來練習。

③ We can make cookies

準備碗、湯匙，滾麵桿，玩具烤箱於課堂上，老師用 TPR 的方式，
一邊做餅乾，一邊請小朋友跟著一起：

Mix the dough.

Roll the dough.

Put the cookies in the oven.

Bake the dough.

Open the oven.

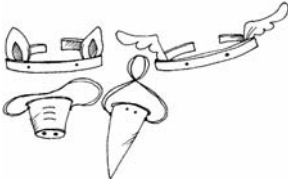
Mmm, Eat the cookies. Yum, yum, yum!!

④ Gingerbread Man puzzle

請老師製作一個 Gingerbread man 的拼圖(內容：頭 x1、身體 x
1、手臂 x2、腳 x2、嘴巴 x1、鼻子 x1、眼睛 x2)，請小
朋友逐一將它拼出來，背用磁布貼在白板上。之後，老師可再放
一次(Unit 9 Lesson 5)的 CD，複習 Song: Head, body,
Arm and leg 這首歌。

⑤ 配合活動本第 74 頁

請小朋友找出 Gingerbread man 在跑當中，遇到哪些動物？

<p>Lesson 2 The Gingerbread man P 76-81</p> <p>教學目標：</p> <p>Vocabulary children, goodbye, house</p> <p>Grammar We love the Gingerbread man.</p>	<p>①Chant: Run, run, run</p> <p>老師請小朋友當小狗、鴨子、小豬，並站在教室的角落，另外，老師當 Gingerbread man，當老師跑到小狗邊時，大家必須要一起練習：Run, run, run as fast as you can.</p> <p>You can't catch me, I'm the Gingerbread man.</p> <p>②Picture talk</p> <p>請老師根據每張圖片，問不同的問題，如：</p> <p>Who do you see? Point to the bowl. Who has the bowl? What do you see? Who says hello? Who says yummy?</p> <p>③Look and listen</p> <p>當老師播放 CD 時，請小朋友一邊聽，一邊選出故事內容的人物角色，讓小朋友能夠分辨每一位不同的角色聲音。</p> <p>④Hello and Goodbye</p> <p>請小朋友選出他們喜歡的角色，兩人一組，練習這段對話：</p> <p>Hello, pigs. Hello, Gingerbread man. Goodbye, pigs. Goodbye, Gingerbread Man.</p>
<p>Lesson 3 The Gingerbread man P 76-81</p> <p>教學目標：</p> <p>Vocabulary Review</p> <p>Grammar Review</p>	<p>①Costumes and props</p> <p>請小朋友開始製作動物道具，如：頭套、耳朵、嘴巴、翅膀。(如圖示)</p>  <p>②Casting 角色選擇</p> <p>本齣戲角色共有：小男孩、小女孩、小狗、小豬、鴨子(人數可依班級上人數作為斟酌 考量)爺爺、奶奶、薑餅人(各選班上一位，聲量大，並具豐富肢體動作的小朋友)</p>
<p>Lesson 4 The Gingerbread man</p> <p>教學目標：</p> <p>Vocabulary Review</p> <p>Grammar Review</p>	<p>①Where is the Gingerbread man?</p> <p>利用英文教師手冊的附圖，剪下薑餅人的圖，請小朋友將此圖所在教室的各角落，並問“Where is the Gingerbread man?”，大家輪流發問。</p> <p>②I am tired. We are tired.</p> <p>複習 hungry, tired, happy, angry, sad 請一位小朋友到前面選一張 tired 的閃卡，然後做出 tired 的表情及動作，其它的小朋友猜猜看。</p>

Lesson 5

Language Review

Language Review

- What do you see?
I see ____.
- What's this? It's a ____.
- What color is the ____?
- I like ____.
Do you like ____?
- Where is the ____?
- What is in/on/under the ____?
- Can you ____?
Yes, I can.
No, I can't.
- I can ____.
We can ____.
- Do you have a ____?
Yes, I have a ____.
- Who has a ____?
The boy has a ____.

❶ Mystery picture 圖片猜謎

老師將閃卡放在一個大信封袋裡，然後逐一把閃卡，慢慢拿出來，並問“What is this?”一旦小朋友認出圖片，即把答案說出來。

❷ I see!

準備 6-8 張閃卡，分別放在教室的角落，老師在台上說“I see a lion.”小朋友們即用手指出 lion 閃卡的位置，並重覆念出句子。

❸ Classification 分類

請老師製作分類標籤(food, toys, clothes, animals...)，將這些閃卡放在地上，請小朋友輪流逐一分類。

❹ Guessing game

選出 6 張閃卡，先請小朋友過目，然後放入大信封袋內，老師請一位小朋友上來抽一張閃卡，但班上其它小朋友則不能偷看，並問 “Do you have (a boat)?” 這位抽閃卡的小朋友回答 “Yes” 或 “No”

❺ Favorite graph

請老師選出 3 種食物，做成一張表格(如圖下)，發給每位小朋友一張貼紙，每位小朋友說出自己最喜歡的食物，並說 I like (bread). 之後再將😊貼在表格上，結束後，老師跟小朋友可一起來數數看。

	😊😊😊
	😊😊
	😊

❻ “like” 的複習

Song: I Like My Glasses (Unit 5, Lesson 3)

Song: I Like Juice (Unit 7, Lesson 1)

Rebus song: I Like Lollipops (Unit 7, Lesson 5)

❼ “in, on, under” 的複習

Prepositions: in, on, under

Song: Toys, toys (Unit 3, Lesson 1)

Song: Where's the Bear? (Unit 3, Lesson 1)

Chant: Where's the Goat? (Unit 6, Lesson 1)

Chant: On, in, and under (unit 6, Lesson 1)

❽ “can” 的複習

Song: Walk, walk, walk (Unit 4, Lesson 1)

Bulletin Board Song: I can see a Triangle

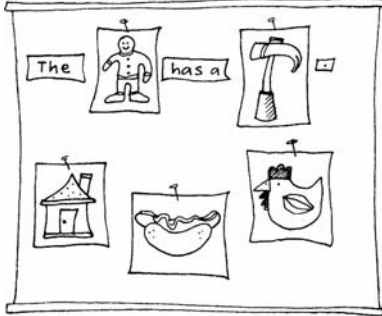
Song: I can make a Spider (Unit 9, Lesson 3)

❾ “have/has” 的複習

Song: Dan has a jacket (Unit 5, Lesson 1)

Song: Harry has one hammer (Unit 5, Lesson 4)

Song: Twinky (Unit 9, Lesson 1)

<p>Interactive Bulletin Board</p> <p>互動式美語情境佈置</p>	<p>製作一張掛圖如下，句型為“The Gingerbread man has a _____.”</p> <p>老師可用其它閃卡替換，小朋友也可隨意改變句型練習。</p> 
<p>Strategy</p> <p>教學錦囊</p>	<p>小朋友透過戲劇的表演動作來幫助語言的學習，讓語言的使用更有意義，且更有信心。本單元“薑餅人”非常適合家庭劇場的演出，尤其最後一首歌“Goodbye Song”更是適合親子同唱，一同享受語言學習的樂趣。</p>