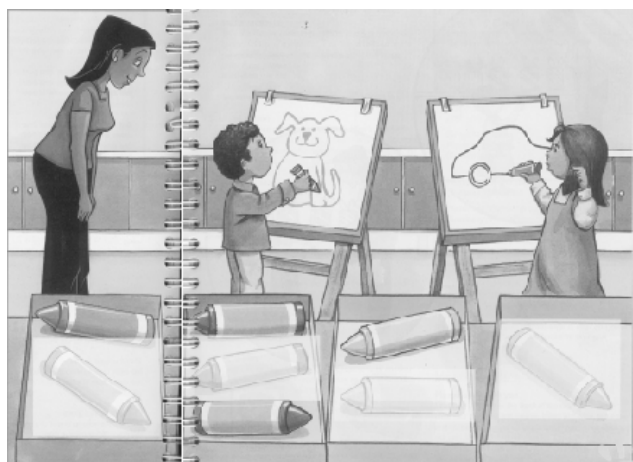


① Lesson 1: Unit opener
教室物品用法
Words in the classroom.

學習能力指標

句型	單字
My name is Annie. What's your name? What's this? It's a desk.	chair, desk, wall, window, door, clock



♪ Song: Walk Around the classroom

Walk, walk, walk, walk. Hop, hop, hop, hop, hop, hop. (two times)
Dance, dance, dance, dance. Walk, walk, walk, walk, hop, hop, hop. (two times)

Verse 1

Walk around the classroom,
Walk around the classroom.
Walk around the room with me.
Find a chair. Ready? 1,2,3.
Touch the chair.

Verse 2: Hop ; door

Verse 3: Dance ; wall

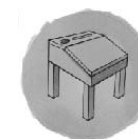
Verse 4

Walk around the classroom...
Find a window, Ready? 1,2,3.
Point to the window.

Verse 5: Hop ; desk

Verse 6: Dance ; clock

(Children, spoken) Hello, clock!



透過活動練習
做名牌及練習會話

Child A: Hello, What's your name?
Child B: My name is Tom.
 What's your name?
Child A: My name is Ricky!
Child B: Hi, Ricky!
Child A: Hi, Tom!

Class routines

Hello, boys and girls.
How are you today?
Fine, thank you.

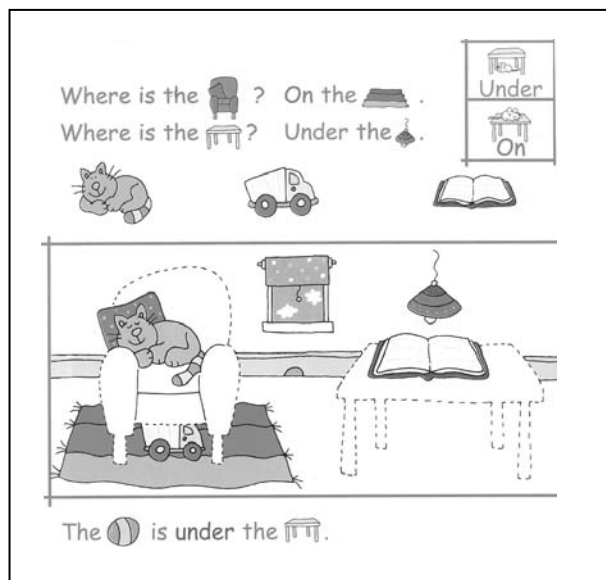
② Lesson 2: Say and do

學習介系詞

Where is the chair?

學習能力指標

句型	單字
Where's the cat? On/Under the chair. The book is on the table.	lamp, rug, table, cat, truck, book, ball



♪ Song: Where's the Chair?

Verse 1:

Where's the chair? Where's the chair?

Where? Where? Where? Where?

Where's the chair?

(spoken) It's on the rug!

Verse 2: table ; It's under the lamp!

Verse 3: cat ; It's on the chair!

Verse 4: truck ; It's under the chair!

Verse 5: book ; It's on the table!

透過歌曲，練習句型，並作問答練習

Where's the chair?

It's on the rug.

Where's the book?

It's under the chair.

TPR 活動

Put the pencil on the book.

Put the pencil under the table.

③ Lesson 3: Conversation

會話練習

Do you want blue paper?

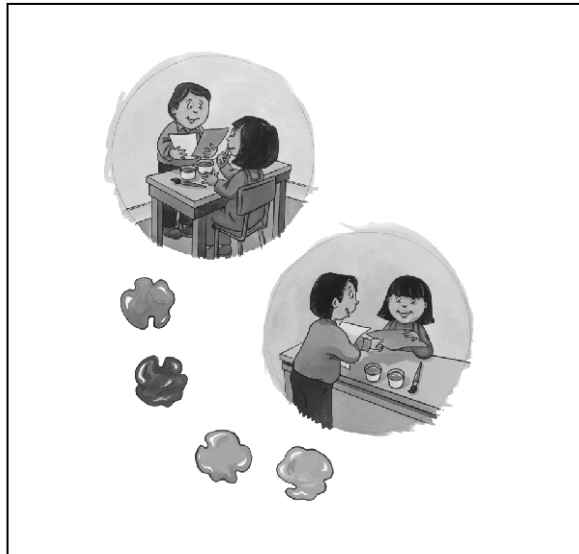
學習能力指標

句型

單字

Do you want blue paper
or yellow paper?

paper, please,
thank you,
colors



Conversation

Boy: Do you want blue paper or yellow paper?

Girl: Blue paper, please.

Boy: Here you are.

Girl: Thank you!

互動式佈告欄

Your name begins with a big (T).

Who else has a name that begins with T?

Who has a little “t” somewhere in their name?

詢問學生的名字，那些人的名字是“T”開頭的。

延伸會話

Do you want a green crayon or a pink crayon?

A pink crayon, please.

④ Lesson 4: Early literacy and pronunciation

學齡前的發音練習：r, p, t

學習能力指標

句型	單字
I see a ruler. What do you see?	pig, rabbit, paint, ruler, rock, pen



Chain Conversation

連續問答練習，並練習說出 r, p, t 為字首的單字

I see a (pig). Jill, what do you see?

I see a (rock). Ben, what do you see?

I see a (table).

Listen and draw

配合學生本，聽指令並做下列練習，指一指並畫上指令圖案。

Point to the table. Draw a turtle under the table.

Point to the rock. Draw a rabbit on the rock.

Point to the pen. Draw a pig on the pen.

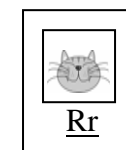
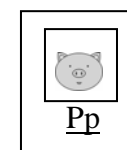
Children's Wood Books

做字母小書

p-pig, pen

r-rabbit, ruler, rock

t-table, teacher



㉕ Lesson 5: Chant

韻文欣賞

Alphabet Chant

學習能力指標

句型

單字

I like you.

Do you like me?

alphabet,

head, knee

延伸教學

教導 I like ... 的句型：

I like cats.

I like books.

He likes ...

She likes ...

A B C D E F G

Say the  with me.

H I J K L M N

Pick up your . Pick up your .

O P Q R S T

Touch your . Touch your .

U V W X Y Z

I like you. Do you like me?

⑥ Lesson 6: Try this!

跨學科學習

數學：比較大小

學習能力指標

句型

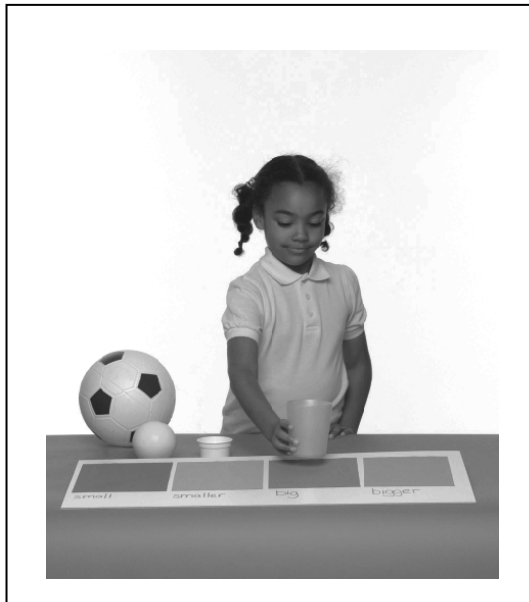
單字

The cup is big.

The ball is bigger.

cup, bigger

smaller



Arrange objects in order of size

比較大小

big → bigger

small → smaller

A (big) ball.

A (small) cup.

Which is bigger?

The ball is bigger.

Which is smaller?

The cup is smaller.

Classroom search

讓孩子觀察教室，尋找物品並形容其大小

例：

The (window) is big.

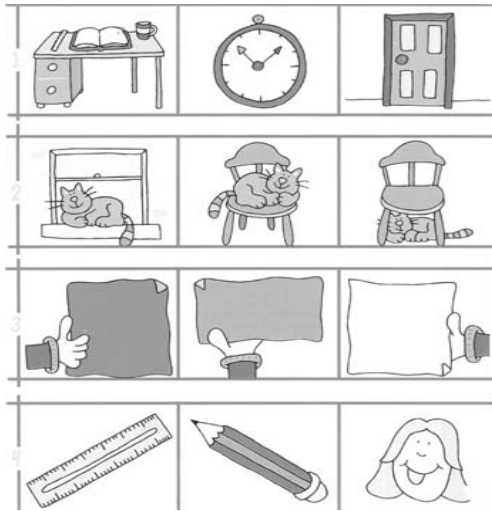
The (door) is bigger.

⑦ Lesson 7: Unit Review

聽力練習

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。



1. What's this? It's a desk.
2. Where's the cat? Under the chair.
3. Pink paper, please. Here you are. Thank you!
4. This begins with "r": ruler, pencil, teacher.

Oral language review 口語練習

What's this?

Where's the (cat)?

What do you see?

延伸字彙教學

Do you want a (red) crayon or a (green) crayon?

A green crayon, please.

What's this?

It's a yellow sun.

Color mixing 顏色混合

blue + red = purple

blue + yellow = green

red + yellow = orange

red + white = pink

Poster: School 海報教學

What do you see? What's this?

Find something (blue).

A blue truck. A blue book.

Level 3 Student Book

Unit 1 : English Class

Lesson 1 Unit Opener

單元介紹

教學目標：

Vocabulary

chair, desk, wall, window,
door, clock
(Extra: book, pencil, table,
teacher, turtle, hello, yes,
no, walk, hop, dance,
1, 2, 3)

Grammar

My name is Annie.
What's your name?
What' this? It's a desk.

① Show and Say:

讓每位小朋友站在自己的小椅子後面，在每人桌上放置書、鉛筆等物品。老師拿起書並說 book，小朋友也要跟著唸並作動作。依此類推複習每個單字，然後老師只說 book 不作動作，讓小朋友自己作動作並說 book，可漸漸加長句子如 pencil→a pencil→It's a pencil

② Picture Scene Search:

老師拿起課本指著書上的圖片並問 What's this? 小朋友回答 It's a chair. 依此類推配合實物教學老師說 Show me a clock. 讓小朋友去摸正確的物品。

③ Word Match:

請老師製作二套單字卡、一套貼在在教室的物品上，如課本第 5 頁，另一套發給小朋友使其配對已貼在物品上的單字卡，並唸出來。

④ Song: Walk Around the Classroom. (見 Fingerprint 歌詞本)

⑤ Name tags and conversation 名牌製作：

引導孩子摹寫自己的英文名字並製作名牌。然後互相練習本課會話：

小朋友 A: Hello, What's your name?

小朋友 B: My name is Tom. What's your name?

小朋友 A: My name is Ricky.

小朋友 B: Hi, Ricky!

小朋友 A: Hi, Tom!

⑥ 配合活動本第 4 頁：尋找烏龜

Lesson 2 Say and do

教學目標：

Vocabulary

lamp, rug, table, cat,
truck, book, ball

Grammar

Where's the cat?
On/Under the chair.
The book is on the table.

① Touch and Tell:

準備實物讓小朋友觸摸，老師問 What' this? 小朋友摸摸物品並回答 It's a _____. 讓大家熟悉單字說法及觸覺後矇住他的眼睛以觸覺辨認物品，並練習 What's this? (全班小朋友問)，It's a book. (矇眼的小朋友回答)

② Where's the cat ?

以實物學習 On/Under 的概念。將球放在桌下問小朋友 Where's the ball? 小朋友回答(Under the table.)

③ Song: Where's the Chair? (見 Fingerprint 歌詞本)

Lesson 3 Conversation

實用生活會話

教學目標：

Vocabulary

paper, please, thank you,
colors (pink, purple)

Grammar

Do you want blue paper or
yellow paper?

① Color dance:

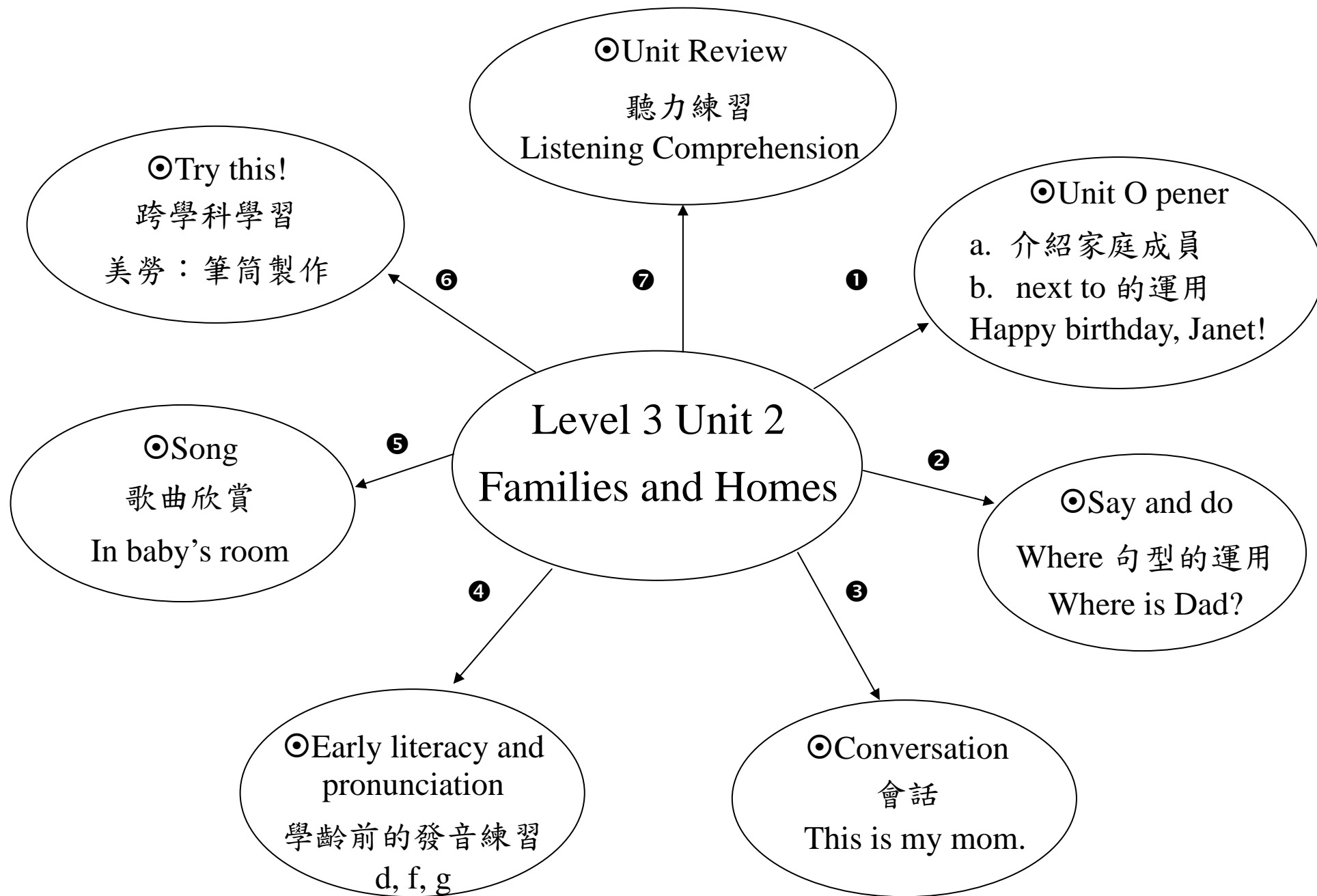
將多張不同顏色的紙貼於地板上，放音樂讓小朋友跳舞，老師突然停止音樂並說 (Blue) paper，小朋友就要去踩在 (藍色) 色紙上，看誰踩錯了哦！

② 懸掛會話掛圖，播放 CD 一起練習本課對話。

③ 建議配合活動本第 5 頁—我的自畫像。

<p>Lesson 4 Early literacy and pronunciation 學前閱讀及自然發音 教學目標： Vocabulary pig, rabbit, paint, ruler, rock, pen Grammar I see a ruler. What do you see?</p>	<p>❶ I see a tree: 將閃卡貼在白板上，引導小朋友將雙手置於眼睛前，如望遠鏡般，看著閃卡並說 I see a (rug).小朋友也跟著說。代換其他的單字練習 I see a _____.的句型。</p> <p>❷ Chain Conversation: 在桌上放 5-6 個小朋友熟悉的物品如：尺、筆及一個盒子，請一位小朋友說 I see a ruler 並將尺放入盒中然後並問下一位小朋友 Jill, What do you see? Jill 說：I see a rock.並將石頭放入盒中，問下一位小朋友 “Ben, What do you see?” 讓每位小朋友輪流練習 What do you see?</p> <p>❸ 建議配合活動本第 7 頁：發音配對練習 第 8 頁：數與量的配對</p>								
<p>Lesson 5 Chant 朗詩 教學目標： Vocabulary alphabet, head, knee Grammar I like you.</p>	<p>❶ TPR Instructions: 老師說：Touch your (knee). Touch your (pencil). Pick up your (pen). 小朋友做動作。</p> <p>❷ 播放 CD 中的 Alphabet Chant，讓小朋友一邊做動作，一邊唸朗詩。可分二隊，一隊唸朗詩、一隊做動作，然後互換。</p> <p>❸ 配合活動本第 9 頁。</p>								
<p>Lesson 6 Try This 教學目標： Vocabulary cup, bigger, smaller Grammar The cup is big. The ball is bigger.</p>	<p>❶ 製作一張如課本第 10 頁所示的圖表。</p> <div data-bbox="523 1384 1444 1574" style="border: 1px solid black; padding: 10px; text-align: center;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; width: 25%;">藍色紙</td> <td style="border: 1px solid black; padding: 5px; width: 25%;">橘色紙</td> <td style="border: 1px solid black; padding: 5px; width: 25%;">綠色紙</td> <td style="border: 1px solid black; padding: 5px; width: 25%;">粉紅色紙</td> </tr> <tr> <td style="padding: 5px;">small</td> <td style="padding: 5px;">smaller</td> <td style="padding: 5px;">big</td> <td style="padding: 5px;">bigger</td> </tr> </table> </div> <p>實物教學：將一個杯子放在寫 big 的方格上（綠色紙），並引導小朋友說 The cup is big.再將一顆比杯子大的球放在 bigger 的方格上（粉紅色紙），引導小朋友說 The ball is bigger. 依此類推以不同的物品作練習，亦可由老師說 The cup is big.讓小朋友將杯子放在 Big 的方格上。</p> <p>❷ 配合活動本第 10 頁。</p>	藍色紙	橘色紙	綠色紙	粉紅色紙	small	smaller	big	bigger
藍色紙	橘色紙	綠色紙	粉紅色紙						
small	smaller	big	bigger						

<p>Lesson 7 Unit Review 單元總複習</p> <p>教學目標：</p> <p>Vocabulary</p> <p>Review</p> <p>Grammar</p> <p>Review</p>	<ul style="list-style-type: none"> ❶ 複習 Lesson 1: Song: Walk Around the Classroom. 玩 Word Match 的遊戲 (Lesson 1 已玩過的遊戲) ❷ 複習 Lesson 2: Song: Where's the Chair?及活動：Where's the cat? ❸ 複習 Lesson 3: 所教的顏色 ❹ 複習 Lesson 4: Chair Conversation ❺ 複習 Lesson 5: Alphabet Chant ❻ 複習 Lesson 6: 比大小的活動 ❼ 配合活動本第 11 頁。
<p>Interactive Bulletin Board</p> <p>互動式美語情境佈置</p>	<p>Alphabet Tree 做棵字母樹</p> <ul style="list-style-type: none"> ❶ 做 A-G, H-N, O-T 及 U-Z 的句型條，在樹上黏上掛鉤，將句型條發給四位小朋友排字母順序。 ❷ 延伸教學： 讓小朋友拿自己的名牌或名字貼紙，辨認自己英文名字開頭字母並貼在字母樹上。例如：Cindy 開頭字母是 “C” 則貼在字母樹上 “C” 的下方。
<p>Strategy</p> <p>教學錦囊</p>	<p>教室內的視覺物品可以讓孩子有更多的機會練習說英文，可以增強孩子在語言方面的自信與能力。圖卡、名字卡可以用來作成出席率的圖表；歌曲與韻文可以用來複習單字及文法句型；手操偶可讓害羞的孩子激發會話的潛能；單字卡將幫助孩子練習初期的閱讀技能。</p>



① Lesson 1: Unit opener
介紹家庭成員
Happy birthday, Janet!

學習能力指標

句型	單字
Who's this? This is Mom. Where's Mom? She's next to Dad.	mom, dad, sister, brother, grandma, grandpa, happy, birthday



♪ Song: Birthday time

Chorus:

It's a happy time.
It's birthday time.
It's happy, happy birthday time. (Repeat chorus)
Mom is next to Dad.
Dad is next to Grandpa.
Grandpa is next to Grandma.
Grandma is next to the brother.

Chorus (sing twice)

The brother is next to the sister.
The sister's name is Janet.
Today is Janet's birthday.
Say, "Happy birthday, Janet!"

Chorus (sing twice)

介紹家庭成員

Who's this? This is Mom.

Who's this? This is Dad.

Where is ...及 next to 的用法

Where's Mom?

She's next to Grandma.

Where's Dad?

He's next to Grandpa.

② Lesson 2: Say and do
Where 句型的運用
Where is Dad?

學習能力指標

句型	單字
She's in the bathroom. He's in the kitchen. Where are you? I'm in the bedroom.	living room, kitchen, bedroom, bathroom

Where 的句型

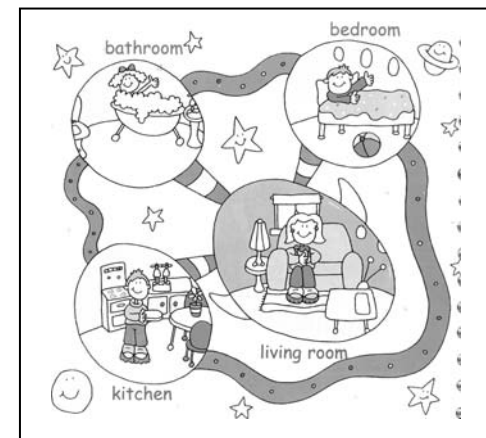
Where's Grandma?
Grandma's in the living room.

He, She 代名詞

He's next to the table.
She's next to the chair.

延伸字彙與句型

What do you see in the
(living room)?
(sofa, rug, table, lamp)



♫ Song: When is Dad?

Verse 1:

Where is Dad?
Where is Dad?
Where is Dad, now?
He is in the kitchen.
He is in the kitchen.
He is in the kitchen now.

Verse 2: Where is Mom? She is in the living room

Verse 3: Where is Dan? He is in the bedroom.

Verse 4: Where is Ellen? She is in the bathroom.

Verse 5: Where are you? I am in the ...

很快學會 Where 的句型及學會家裏的各房間之名稱
(kitchen, living room, bedroom, bathroom)

③ Lesson 3: Conversation

會話練習

This is my mom.

學習能力指標

句型	單字
What's her name? Her name is (Laura). What's his name? His name is (Stephen). Who's this? This is my mom.	his, her, friend



Child: who's this? You: This is my mom.
Child: What's her name? You: Her name is Linda.

所有格的用法：His and her

This is Gary's book.

This is his book.

This is Sara's pencil.

This is her pencil.

介紹朋友

This is my friend.

His name is (Peter).

This is my friend.

Her name is (Sarah).

④ Lesson 4: Early literacy and pronunciation

學齡前的發音練習：d, f, g

學習能力指標

單字

goat, dog, fish, frog, flower, fox, glasses



Chant: Here are grandma's Glasses

Here are Grandma's glasses.
Here is Grandma's hat.
This is how she folds her hands.
And puts them in her lap.

練習辨識那些單字的字首、字中、字尾是 d, f, g

Listen and draw

Point to the dad.

Draw glasses on the dad.

Point to the dog.

Draw a door next to the dog.

Point to the frog.

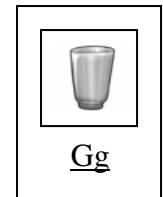
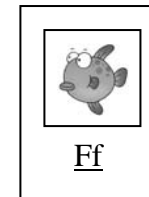
Draw a flower next to the frog. 根據指令做練習

做字母小書 Children's Word Books

d – dog, dad

f – fish, frog, flower, fox

g – goat, glasses, grandma.



5 Lesson 5: Song

歌曲欣賞

In baby's room.

學習能力指標

句型

單字

How many apples
do you see?

apple, baby,
bowl, monkey,
knee

♪ Song: Baby's Room

Chorus:

This is the baby's room.
Join our family!
Look around, look around.
Tell me what you see.

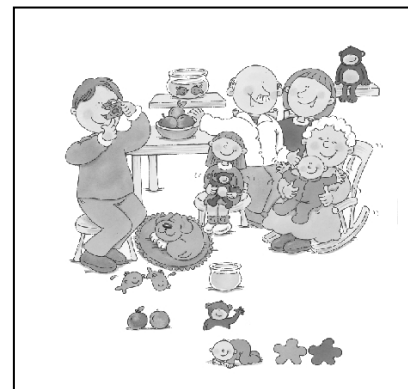
Verse 1:

I see fish in a bowl.
I see a red monkey.
I see a very happy baby.
On Grandma's knee.

(Repeat chorus)

Verse 2:

I see apples in a bowl.
I see a green monkey.
I see a very happy baby On Grandma's knee.



看圖說話：看課本 P17 圖片練習下列句型

Who do you see in the baby's room?

Where's the baby? On Grandma's knee.

Is the baby happy or sad?

Where are the fish / apples? In a bowl.

How many apples / fish / monkeys do you see?

Point to the red/green monkey.

Picture stickers 貼紙活動

聽指令並把正確貼紙貼上(P17)

I see a _____ in a bowl.

I see a _____ monkey.

⑥ Lesson 6: Try this!

美勞：筆筒製作

Make a pencil holder.

學習能力指標

句型	單字
How many people are in your family?	glue, can picture



練習 How many? 句型

How many people are in this family?

How many people are in my family?



Rebus directions

利用畫謎來讀出句子

Put  around the .

Put  on the .

Put  on the .

Paint  on the .

⑦ Lesson 7: Unit Review

聽力練習

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。



1. How many people are in your family? Four.
2. The brother is next to the dad.
3. Where's Grandma? In the kitchen.
4. This begins with "f": fish, glasses, hat.

Oral Language review 口語練習

Who's this?

Where's Mom?

What do you see?

可讓孩子帶家人的照片，並做介紹

This is my (sister).

What's her name?

Her name is (Jodi).

This is my dad.

His name is (James).

Interactive bulletin board

互動式佈告欄

讓孩子用彩色厚紙板、剪刀、桌子、椅子的
型狀，並做下面句型的練習。

This is a red table.

The table is in the living room.

Level 3 Student Book

Unit 2 : Families and Homes

Lesson 1 Unit Opener

單元介紹

教學目標：

Vocabulary

mom, dad, sister, brother.
grandma, grandpa
(Extra: happy, birthday)

Grammar

Who's this? This is Mom.
Where's Mom?
She's next to Dad.
Where's Dad? He's next
to Mom.

- 在白板上畫一個大蛋糕並將閃卡貼上，使家人們圍在蛋糕前如課本第 13 頁，利用閃卡複習家中成員的美語說法 mom, dad, sister, brother....

② Song: Birthday Time

播放 CD，並引導小朋友聽到誰的稱謂，就指出書上的圖。

- 建議配合活動本第 12 頁：家人的畫像

Lesson 2 Say and do

教學目標：

Vocabulary

Living room, kitchen,
bedroom, bathroom
(Extra: sofa, lamp)

Grammar

She's in the bathroom.
He's in the kitchen.
Where are you?
I'm in the bedroom.

① Listen point and say

老師說 point to (kitchen) 或 point to (Mom) 小朋友要指出自己書上正確的圖。

② Song: Where is Dad? (見 Fingerprint 歌詞本)

- 建議配合活動本第 13 頁

Lesson 3 Conversation

實用生活會話

教學目標：

Vocabulary

his, her, friend

Grammar

What's her name?
Her name is (Laura).
What's his name?
His name is (Stephen).

① This is my friend.

引導小朋友向全班介紹自己的好友，老師引導小朋友 A 向全班介紹他的好友 B，使用句型為：This is my friend. His name is (Peter). 輪流讓每小朋友都有機會介紹自己的好友。

② Parent name tags: 製作家長的名牌

在名牌上寫上家長的英文名字（若沒有英文名字，請小朋友幫爸爸、媽媽取一個）。可由老師寫上名字或以電腦輸出貼於名牌上，然後由小朋友裝飾名牌。輪流上台介紹 This is my (mom).

- 懸掛會話圖 This is my mom. 播放 CD 練習對話。

- 建議配合活動本第 15 頁。

Lesson 4

Early literacy and pronunciation

學前閱讀及自然發音

教學目標：

Vocabulary

goat, dog, fish, frog,
flower, fox, glasses

Grammar

Review

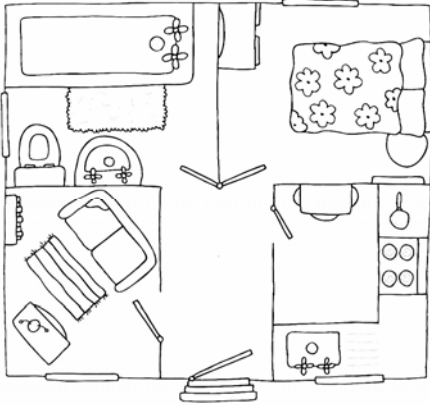
① Letter Writing

在空中練習字母大小寫的 D/d, G/g, F/f，亦可將大壁報紙貼在牆上，讓小朋友在牆上寫字母。

- 運用黏土做成字母形狀，或用麵粉做字母餅乾。提昇小朋友學習樂趣。

- 建議配合活動本第 16 頁。

<p>Lesson 5 Chant 朗詩</p> <p>教學目標：</p> <p>Vocabulary apple, baby, bowl, monkey</p> <p>Grammar How many apples do you see?</p>	<p>❶ I see 老師環顧教室四周然後說 I see a table. I see a red book. 等句子。讓小朋友指出正確的物品並重覆老師所說的句子，亦可鼓勵小朋友自己造句 I see...。</p> <p>❷ How many? 老師問：How many chairs do you see? How many table do you see? 讓小朋友數一數並回答。</p> <p>❸ Picture talk 引導小朋友看課本第 17 頁的圖並練習看圖說話。老師問： Who do you see in the baby's room? How many apples / fish / monkeys do you see? 讓小朋友回答。</p> <p>❹ Song: Baby's Room. (參考 Fingerprint 歌詞本)</p> <p>❺ 配合活動本第 17 頁。</p>
<p>Lesson 6 Try This</p> <p>教學目標：</p> <p>Vocabulary glue, can, picture (Extra: brush)</p> <p>Grammar How many people are there in your family?</p>	<p>❶ Show and tell 讓小朋友畫出自己的家中成員，並上台介紹 This is my mommy. This is my daddy. 然後問全班 How many people are there in my family? 讓這位小朋友指著自己的畫中的人物，引導全班一起數。</p> <p>❷ Pencil Holder 製作筆筒 準備罐子、紙張、照片、膠水 製作步驟： 用紙將罐子包起來，將照片貼在罐子再將衛生紙放在罐子上，塗上膠水將衛生紙以環繞方式包住罐子，即可完成筆筒的製作。</p> <p>❸ 配合活動本第 18 頁—我的家庭。</p>
<p>Lesson 7 Unit Review 單元總複習</p> <p>教學目標：</p> <p>Vocabulary</p> <p>Review</p> <p>Grammar</p> <p>Review</p>	<p>❶ 複習第一課 Song: Birthday Time.</p> <p>❷ 複習第二課 Song: Where is Dad?</p> <p>❸ 複習第五課 Song: Baby's Room.</p> <p>❹ 配合活動本第 19 頁。</p>

<p>Interactive Bulletin Board</p> <p>互動式美語情境佈置</p>	<p>將活動本第 13 頁的房間配置圖放大影印（加入圖檔），利用家人圖卡或小朋友們的家人的照片來複習本單元文法句型。老師問：Who is this? 讓小朋友回答。接著利用 Say and do 的教學技巧：老師說 Put grandpa in the living room.小朋友就要將爺爺的圖片貼在客廳裡。然後反問全班 Where's grandpa? 亦可使用小朋友的名牌或照片來練習，老師下指令說 Put Linda in the kitchen.小朋友要將 Linda 的名牌或照片貼在廚房上。依此類推做練習。</p> 
<p>Strategy</p> <p>教學錦囊</p>	<p>當孩子初到學校時，他們開始面臨離開家庭而進入到大團體的情況，儘可能讓這過渡期更順，你可能接觸孩子的家庭成員，特別是家長及祖父母。可以讓孩子帶家人的照片，或可以請家長，並邀請祖父母參加且介紹給同學認識。</p>



① Lesson 1: Unit Opener
認識身體部位
Here is my neck.

學習能力指標

句型	單字
Here is my head. Where's your back? I have two arms.	head, neck, shoulder, knee back, bone, arm leg, hand

透過多種活動來練習句型

- ① TPR
- ② Chant: I have one head.

海報教學

Poster: All about Me.



Where is his leg? Here is his leg.

♪ Song: The bones

The head bone's connected to the neck bone.
The neck bone's connected to the back bone.
The back bone's connected to the leg bones.

So let's move our bones.

Chorus: Hop! Hop! Hop!

Shake! Shake! Shake!

Turn! Turn! Turn!

Let's move our bones.

透過歌曲，孩子很容易將較長的句子脫口說出來。

What do you see?

Can you feel your shoulder bone?

How many bones in the leg?

There are many bones in the hand.

Can you feel the bones in your hand?

② Lesson 2: Say and do
比較級的用法
My rabbit has big ears.

學習能力指標

句型	單字
I have little ears. My dog has big ears. How many ears do you have?	ears, eyes, spider brown, hair

除了認識身體部位還可以結合數字
練習句型：
How many (eyes) do you have?

結合顏色

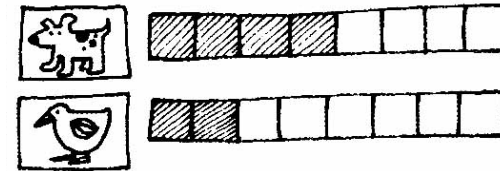
Who has (blue) eyes?
Who has (brown) hair?
Who has a (big) (red) crayon?
Rob has a big red crayon.

會話練習

Boy: I have little ears.
Girl: I have 2 legs.

延伸教學

數學概念：圖表及數一數



A dog has four legs. A chicken has two legs.

♪ Song: Hokey Pokey

Put your arm in. Put your arm out.
Put your arm in and shake it all about.
Do the Hokey Pokey and turn around.
That's what it's all about!

leg, shoulder, knee, head, back, body

透過歌曲，練習身體部位。

③ Lesson 3: Conversation

會話練習

I feel sick.

學習能力指標

句型

單字

I have a headache.

I have a pain in my leg.

What's wrong?

sick, tummy.

運用 Puppet (手偶)來練習會話



透過 Puppet play 來練習語言，可以讓孩子在較自然的情況下練習語言，甚至害羞的孩子皆易開口練習。

Role Play

透過角色扮演的方式來練習會話，讓孩子做實地的演練，加深記憶。

Chant: Mother, Mother.

Mother, mother, I feel sick.

Run for the doctor, quick, quick, quick.

Oo, ah, I have a pain in my back. (Oo, ah. Oo, ah.)

Oo, ah, I have a pain in my knee. (Oo, ah. Oo, ah.)

Oo, ah, I have a pain in my (finger, toes, nose)

Mother, mother, I feel sick.

Run for the doctor, quick, quick, quick.

Oo, ah, I have a pain in my leg. (Oo, ah. Oo, ah.)

Oo, ah, I have a pain in my (ear, shoulder, eye, foot)
(Oo, ah, Oo, ah.)

Clap your hands. (Clap, clap, clap)

Shake your head.

Turn around. I feel fine again!

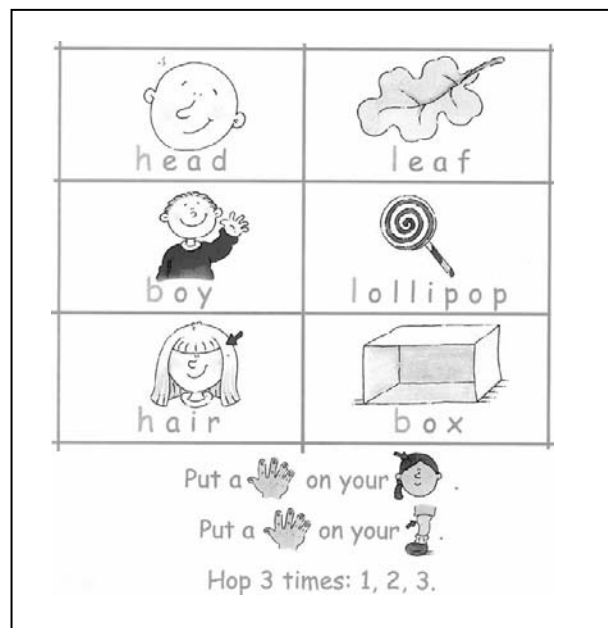
用有節奏的韻律來練習句型，更鞏固學習效果。

④ Lesson 4: Early literacy and pronunciation

學齡前的發音練習：b, h, l

學習能力指標

句型	單字
What do you see? I see a leaf.	horse, lion, leaf, lollipop, banana, boy, bike, hair



學習 b, h, l 母及其發音，並練習由這些字母為首的字彙，加強字母與自然發音的關係。

Poster: All about Me

利用海報問孩子：

What do you see that begins with “b”?

with “h”? with “l”?

TPR 的活動

再次練習(介系詞)in, on, under and next to 的用法

練習指令：Put the bear on the box.

Put the lion (next to) the box.

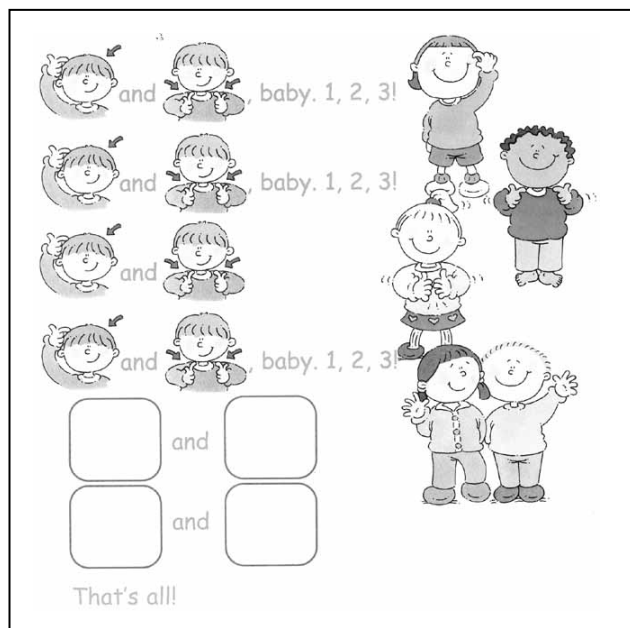
⑤ Lesson 5: Song

歌曲欣賞

Head and Shoulders

學習能力指標

句型	單字
I have ... Jane has ...	mouth. That's all.



可結合顏色做句型練習

Who has brown eyes?

I have brown eyes.

Who has a red mouth?

I have a red mouth.

♪ Song: Head and Shoulders

Head and shoulders, baby. 1, 2, 3!

Head and shoulders, baby. 1, 2, 3!

Head and shoulders, head and shoulders,

Head and shoulders, baby. 1, 2, 3!

延伸教學：Shape People

利用形狀做出人的圖案

Find the pink head.

Glue the head on the paper.

可複習到身體部位及形狀。

⑥ Lesson 6: Try this!

跨學科學習

姿態模仿

學習能力指標

句型

單字

Put your head up.

Put your head down.

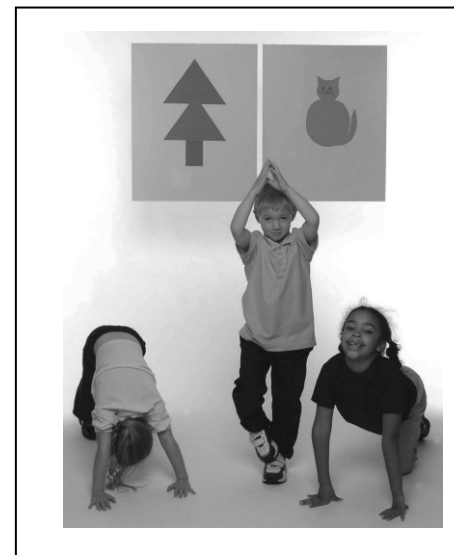
Put your foot on your knee.

up, down,
angry, tree

結合 **up, down** 而做出指令

Put your finger up.

Put your head down.



激發想像空間

模擬動作：如一棵樹，一隻小貓

Mime cats and trees

延伸教學

利用骰子遊戲，做下列指令：

Put your foot on your toes.

Put your hand on your shoulder.

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。



1. This is my knee.
2. Put your hand on your head.
3. I have a tummy ache.
4. This begins with "l": leg, hand, back.

Oral language review 口語複習

What's this?

What color are her eyes?

What's wrong?

What do you see?

延伸教學

透過 Guessing Game 練習語言：

She is a girl.

She has brown eyes.

She has long brown hair.

Kate is her sister.

Sonya is her friend.

Level 3 Student Book

Unit 3 : Healthy and Strong

Lesson 1 Unit Opener

單元介紹

教學目標：

Vocabulary

head, neck, shoulder,
knee, back, bone, arm, leg,
hand
(Extra: foot/feet, finger,
toe; hop, shake turn)

Grammar

Here is my head.
Here is his knee.
Where's your back?
I have two arms.

① TPR: Point and Say.

老師摸頭部說 head, 摸手臂說 arms, 小朋友跟著開口說並作動作。依順序複習完本課單字後, 老師只說單字不做動作, 讓小朋友自己做動作, 看誰動作最快。

② Say the sentence.

以上述方式練習較長的文法句型: Here is my head.
Here is my shoulder.

③ Chant: I have One Head.

引導小朋友邊唸邊做動作, 聽到 Head 就摸頭部、neck 摸頸部、back 背部, 依此類推。最後解釋 I think I'm pretty neat. 就是我認為自己很整潔, 整齊的意思。

④ Song: The Bones.

播放 CD, 一邊唱一邊帶領小朋友做動作。

Lesson 2 Say and do

教學目標：

Vocabulary

ears, eyes, spider, brown,
hair
(Extra: crayon, boy, girl,
bird, lizard, hen, body)

Grammar

I have little ears.
My dog has big ears.
How many ears do you
have?

① Picture talk

引導小朋友看課本第 22 頁的圖, 說說看他們看到了什麼? 老師問 What do you see? (A boy, girl, rabbit, spider)

教小朋友用手做成蜘蛛。(將 2 隻手的大姆指疊在一起, 其餘手指即為蜘蛛的 8 隻腳, 一起數數看幾隻腳, 教小朋友讓蜘蛛在桌上爬來爬去)。

② Listen, say and do

播放 CD, 利用暫停鍵請小朋友逐句跟著唸。

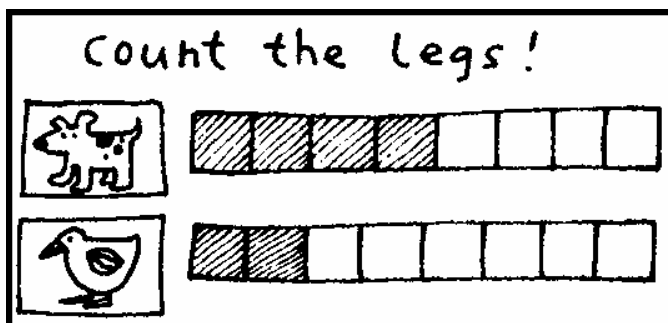
③ Song: Hokey Pokey

圍個圓圈一起做動作。

④ 配合活動本第 21 頁一拼圖。

⑤ Count the legs graph

製作如下圖示的圖表, 讓小朋友數一數共有幾隻腳, 小狗狗有 4 隻腳就畫四格, 並且要說 A dog has four legs. 看看哪隻動物的腳最多/最少。



Lesson 3 Conversation

實用生活會話

教學目標：

Vocabulary

What's wrong?

sick, tummy

Grammar

I have a headache.

I have a pain in my leg.

① The Conversation

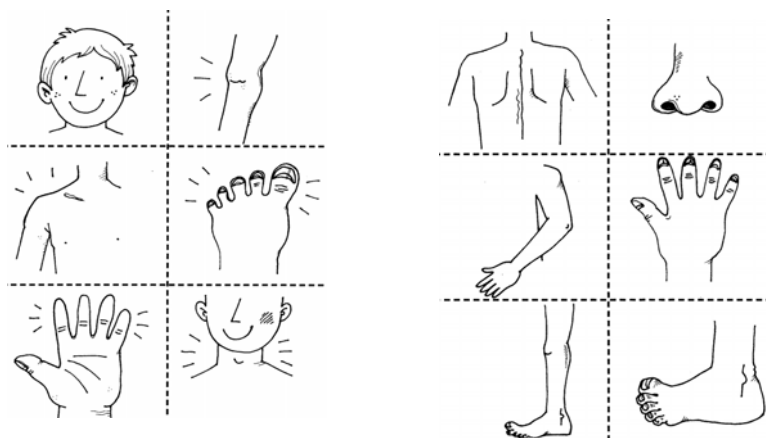
播放 CD，懸掛會話海報，利用暫停鍵，讓小朋友逐句練習。

② Puppet play

請小朋友準備白襪子，畫上眼睛、鼻子、嘴巴做成自己的手偶然後套在手上練習本課會話。

③配合活動本第 23-24 頁，準備 3 隻小猴子，一隻猴媽媽及一隻猴子醫生的圖片，在黑板上畫一個大床，播放 CD，配合內容運用圖片演給小朋友看並請小朋友開口大聲唸這首 Chant。熟悉內容後讓小朋友自己演，最後引導小朋友翻開活動本 23-24 頁，塗上顏色製作成小書，再多唸幾次這首朗詩。

④運用英文版教師手冊後面的“身體部位圖”，複習身體部位的美語說法。播放 CD: Mother, Mother 聽聽看這位小女生哪兒不舒服呢？（可準備一個大型 OK 繃，CD 中的小女孩說哪兒痛，就貼在哪兒。）



Lesson 4

Early literacy and pronunciation

學前閱讀及自然發音

教學目標：

Vocabulary

horse, lion, leaf, lollipop

Grammar

Review: What do you see?
I see a leaf.

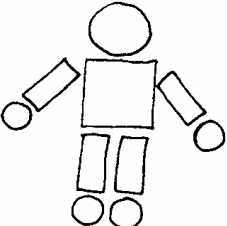
① Chain Conversation

在桌上放六張圖卡或實際物品（必須是小朋友學過的單字），如：書本，棒棒糖．．．及一個盒子。老師說: I see a (bird). 並將小鳥的圖卡放入箱中。問某位小朋友 (Linda) What can you see? 小朋友到台前來回答: I see a (baby). 並將 baby 的圖卡放入盒中，依序練習。

②配合活動本第 25 頁一配對

③ Writing letters

用手在空中練習字母 B/b, H/h, L/l，亦可用黏土做字母形狀提高小朋友學習樂趣；若在牆上貼上大張書面紙，讓小朋友寫上自己的名字，蓋上手掌印，寫下本週所學的字母，即成為“字母牆”了。

<p>Lesson 5 Song 歌曲</p> <p>教學目標： Vocabulary mouth; That's all.</p> <p>Grammar Review: I have ... Jane has..</p>	<p>1 Song: Head and Shoulders 播放 CD，一起唱這首歌並比動作。</p> <p>2配合活動本第 26 頁—我的臉</p> <p>3Shape people 準備給每位小朋友每人一套形狀色紙，正方形：2 隻手臂、2 隻腳； 圓形：1 個頭、2 個手掌、2 個腳掌，讓小朋友拼成一個 Shape people 如下圖示。跟著老師的指令一邊做一邊要說：I have a (red head). I have (blue arms).最後別忘了請小朋友替他畫上五官喔！</p> 
<p>Lesson 6 Try This</p> <p>教學目標： Vocabulary up, down, angry, tree</p> <p>Grammar Put your head up. Put your head down. Put your foot on your knee.</p>	<p>1準備一張笑臉圖和一張生氣臉的圖。老師若舉起笑臉圖，小朋友就要拍手並說 Happy, happy。若舉起生氣圖，小朋友就要雙手插腰生氣狀，看哪位小朋友反應最快。</p> <p>2Do the pose 老師先解釋“快樂貓”、“生氣貓”及“樹”這三種姿勢，如課本第 26 頁。 快樂貓的姿勢：頭朝上、背向下壓。 生氣貓的姿勢：背向上拱起，頭朝下 樹的姿勢：將一隻腳掌放在另一隻腳上，雙手舉高手指相連。 老師下指令說 Happy cat，小朋友就要做出快樂貓的動作，並且要停格數到 5 才能放下，漸漸增加數字，最後看誰能持續動作最久。</p> <p>3配合活動本第 27 頁：複習數字 1-10。</p>
<p>Lesson 7 Unit Review 單元總複習</p> <p>教學目標： Vocabulary Review</p> <p>Grammar Review</p>	<p>1複習 Lesson 1: Chant: I have One Head. Song: The Bones.</p> <p>2複習 Lesson 2: Song: Hokey Pokey</p> <p>3複習 Lesson 3: Poem: Three Little Monkeys. Chant: Mother, Mother.</p> <p>4複習 Lesson 5: Song: Head and Shoulders.</p>
<p>Interactive Bulletin Board 互動式美語情境佈置</p>	<p>1利用 Lesson 3 所製作的 Count the legs graph 計算動物腳的圖表做佈置。</p> <p>2落實字母牆的佈置。</p>
<p>Strategy 教學錦囊</p>	<p>孩子喜愛談論他們自己。給多孩子很多的機會用熟悉的句型分享資訊及表達他們的想法；如 this is my ..., I have ..., I like ..., I see ..., I can...孩子可以用畫圖來表達一些事實或他們的想法並分享給全班，你也可以把孩子說的句子寫在圖畫底下。</p>



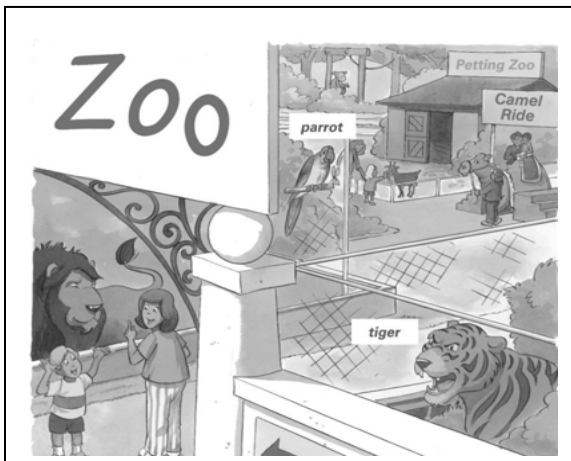
① Lesson 1: Unit Opener

認識動物

Welcome to the zoo.

學習能力指標

句型	單字
I am a big kids now. I can go to the zoo. I can't pet the lion. Oh, no! I can't pet the lion. Oh, yes! I can pet the camel.	lion, tiger, camel, monkey, parrot, goat



♪ Song: I Can Go to the Zoo.

Chorus: I'm a big kid now.

I can go to the zoo. (sing 3 times)

Verse 1: I can't pet the lion.

(sung) Oh, no! I can't pet the lion.

Verse 2: I can't pet the tiger.

(sung) Oh, no! I can't pet the tiger.

Verse 3: I can pet the camel!

(sung) Oh, yes! I can pet the camel.

Chorus

Verse 4: I can't pet the monkey.

Verse 5: I can't pet the parrot.

Verse 6: I can pet the goat!

Chorus

用歌曲代入生活美語

唱 : I'm a big kids now.

I can go to the zoo. 重覆練習

說 : I can't pet the lion. (問句)

唱 : Oh, no! I can't pet the lion. (回答)

Oh, yes! I can pet the camel.

② Lesson 2: Say and do
認識動物的特徵
Where is my tail?

觀察動物的特徵
Where is my tail?

tail、wings、ears

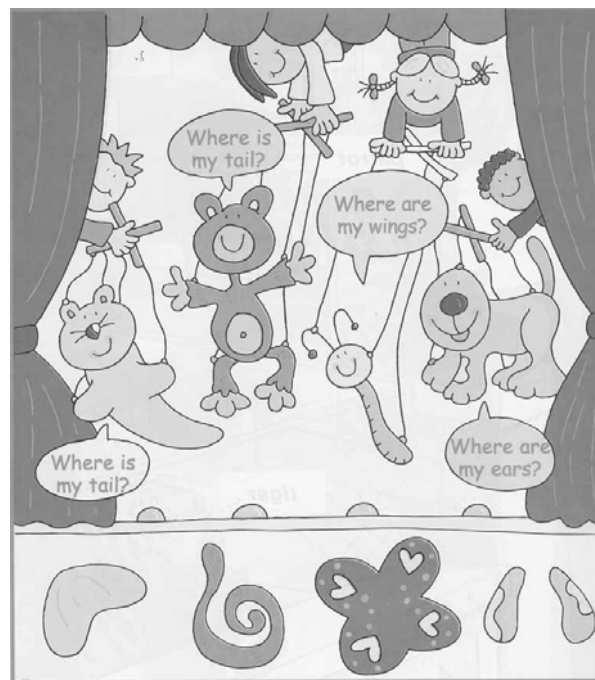
♪ Song: Where is My tail?

Where is my tail? I can't find my tail.
Here is your tail.
Oh, thank you.
Where is my tail? I can't find my tail.
Here is your tail.
Oh, thank you.
Where are my wings? I can't find my wings.
Here are your wings.
Oh, thank you.
Where are my ears? I can't find my ears.
Here are your ears.
Oh, thank you.

用歌曲句型/
代入生活中

Where is my tail?
I can't find my tail.
Here is your tail.
Oh, thank you.

Where are my wings?
I can't find my wing.



能力指標：

學會 Where is _____?

I can't find my _____.

Here is your _____.

Oh, thank you.

Where are _____?

I can't find my _____.

Here are your _____.

Oh, thank you.

Where is ___?

Where are ___?

單複數

單數回答

Here is _____.

Here are _____.

Oh, thank you.

③ Lesson 3: Conversation

會話

What's that?

climb
fly

Conversation

What's that?
It's a bear.
Can it climb?
Yes, it can.
Can it fly?
No, it can't.

生活會話

可代入日常生活中
What's that?
It's a dog.
Can it fly?

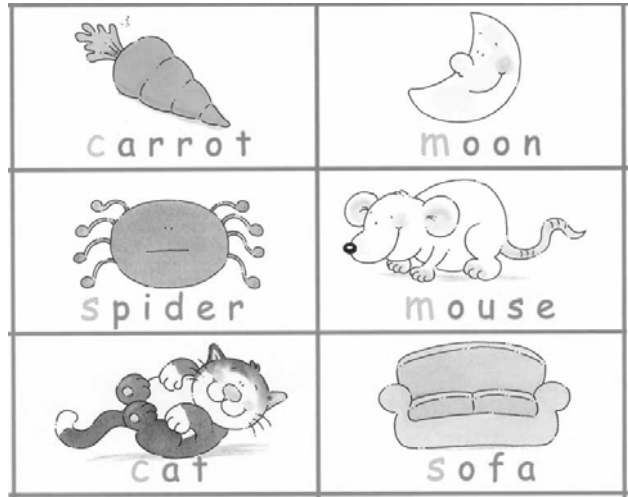
能力指標

學會問句
What's that?
It's a _____.
Can it 能力?



④ Lesson 4: Early literacy and pronunciation

學齡前的發音練習：c, m, s



Tongue-twisters

Six spiders on a sofa.

The cats cut carrots.



Words beginning with c, m and s.

練習字母與其發音

建立拼字基礎

c-cat

m-monkey

s-seal

Tongue-twisters

繞口令，加強流暢性

What do you see?

Where are the spiders?

How many spiders do you see?

Six spiders sit on the sofa.

Cats cut carrots.

5 Lesson 5: Song

歌曲欣賞

What can you see?

I can see a 東西.

♪ Song: On a Safari

Chorus: On a safari, on a safari

What can you see?

On a safari, on a safari.

Look carefully.

Child: I can see a lion under a tree.

All: We can see a lion under a tree.

Child: I can see an elephant under a tree.

All: We can see an elephant under a tree.

Child: I can see a monkey in a tree.

All: We can see a monkey in a tree.

Child: I can see a snake in a tree.

All: We can see a snake in a tree.

早上讓小朋友晨操歌唱，把 monkey, elephant 放在樹下或樹中讓孩子一邊唱，一邊跳，並練習看到動物 in a tree or under a tree.

能力指標：

Look carefully.

What can you see?

I can see an elephant under a tree.

We can see an elephant under a tree.

I can see a monkey in a tree.

We can see a monkey in a tree.



⑥ Lesson 6: Try this!

跨學科學習

美勞：手指印畫動物

A. 用手指印做出動物造型

I can make a cat.
Amy, what can you make?
I can make a cat.



Make fingerprints animals.



What can you make?
I can make a penguin.



B. 環境佈置，情境學習成果展現

Interactive bulletin board.

lion	Nancy、Peter
tiger	Sally
monkey	Lily Beta
camel	Betty
elephant	
snack	

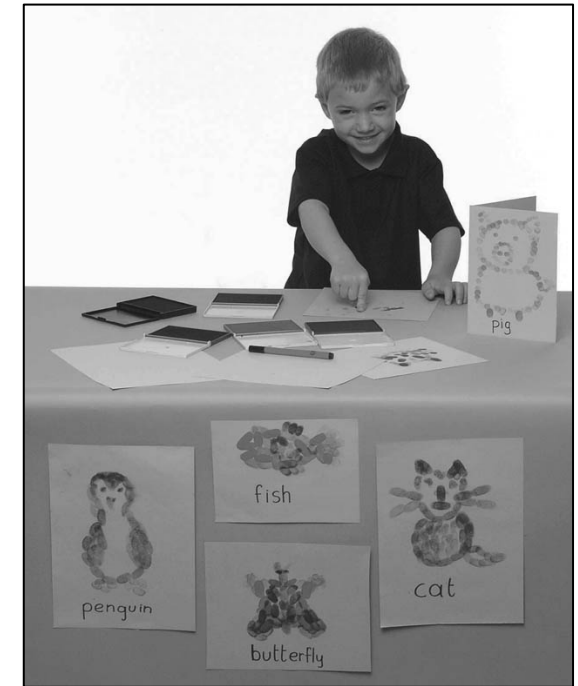
Interactive bulletin board
Count the number of signatures for each animal on the animal autograph board. Talk about the animal that the most children have seen, the last number have seen, and so on.

日常生活中

認識動物及其特徵，來一趟動物園之旅，把日常生活經驗與學習結合一起。

能力指標

可做綜合練習，本課所教的單字及句型，學習用 graph (圖表) 的方式，建構數理概念。



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。



聽力練習

1. Can I pet the lion? No, you can't.
2. Can a monkey climb? Yes, it can.
3. What is it? It's a camel.
4. This begins with "s": tiger, seal, bear.

Oral language review

口語練習

What's this? Can you pet a parrot?

Can a spider climb?

Bear begins with ...

Level 3 Student Book

Unit 4 : At the Zoo

Lesson 1 Unit Opener

單元介紹

教學目標：

Vocabulary

lion, tiger, camel, goat,
monkey, parrot

(Extra: zoo, child, pet
(verb))

Grammar

Can I pet the lion?

Yes, you can.

No, you can't.

I can pet the goat.

I can't pet the lion.

① Animals

將本課的動物閃卡正面朝下貼於白板上，讓一位小朋友上台選一張（不能讓其他小朋友看到），然後問 What's this? 其他的小朋友猜是哪種動物？A lion? (No); A tiger (No); A goat (Yes)

若猜對了就將閃卡正面朝上貼於白板上，並給猜對的隊伍獎勵（如：在白板上畫一顆大星星）

② Pet the dog

拿隻玩具駱駝並說：(Mary), pet the camel. Mary 就要輕拍駱駝，其他小朋友要跟著說 pet the camel. 可替換別隻動物玩具，多練習本課單字，文法句型：pet the _____.

③ Group role-play

分成二隊，一隊當小孩子，一隊當爸爸、媽媽。老師拿一隻動物，小孩隊要問 Can I pet the...? 爸爸媽媽隊要回答 Yes, you can. 或 No, you can't. 若是 Yes, you can. 小孩隊就要作輕拍動物的動作。若是 No, you can't. 小孩隊就做出失望的表情。

④ Song: I can Go to the Zoo.

(參見 Fingerprints 歌詞本)

Lesson 2 Say and do

教學目標：

Vocabulary

butterfly. Seal, wings, tail.

Grammar

Where is my tail?

Where are my wings?

Here is your tail.

Here are your wings.

① 配合活動本第 29 頁，請小朋友剪下這隻動物及他的身體部位，將動物身體貼於白紙上，畫上眼睛、鼻子、嘴巴，並選擇一對耳朵及尾巴貼上，最後幫這隻小動物取個名字。

② Song: Where is My Tail?

讓小朋友一邊唱、一邊指著課本第 30 頁的動物，並用色筆畫線幫他們找到自己的尾巴，翅膀及耳朵。

Lesson 3 Conversation

實用生活會話

教學目標：

Vocabulary

bear, climb, fly

Grammar

What's that? It's a bear.

Can it climb?

Yes, it can. No, it can't.

① What's that?

運用閃卡複習動物的美語說法，將閃卡貼於教室四週，指著一張閃卡並問 What's that? 小朋友回答 It's a (bear). 小朋友也可以輪流上台當老師問其他的小朋友 What's that?

② 懸掛會話海報播放 CD，練習本課會話。

③ 配合活動第 31 頁：動物身體部位的配對。

Lesson 4

Early literacy and pronunciation

學前閱讀及自然發音

教學目標：

Vocabulary

carrot, moon, mouse,
spider, snake.

Grammar

Review

① Letter Writing

在空中練習寫字母 C/c、M/m、S/s；亦可以 Letter of the Month 為標題，製作字母牆。

② Snacks

字母點心：準備吐司或小圓餅乾及果醬，讓小朋友在吐司或餅乾上寫字母。

③ 建議配合活動本第 32 頁。

Lesson 5 Song 歌曲

教學目標：

Vocabulary

elephant, zebra, snake,
safari

Grammar

I can see a zebra under
a tree.

We can see a monkey in
a tree.

① Vocabulary

介紹何謂野生動物園 (safari)，有哪些動物會出現在野生動物園呢？

② Grammar

將教室佈置成野生動物園的樣子（在牆上貼上幾棵樹並貼上野生動物的圖片）；練習本課句型。播放 Song: On a Safari 為背景音樂；請一位小朋友將手握成拳狀如望遠鏡般置於雙眼前。

老師問：Look carefully. What can you see? 小朋友回答 I can see an elephant. 其他的小朋友快速透過自己的“望遠鏡”找一找大象在哪兒？並說：We can see an elephant.

③ Song: On a Safari

（參見 Fingerprints 歌詞本）

④ 配合活動本第 33 頁—野生動物園

Lesson 6 Try This

教學目標：

Vocabulary

Penguin

(Extra: stamp pad)

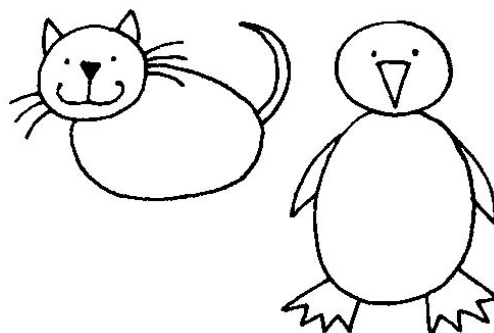
Grammar

What can you make?

I can make a fish.

① Grammar

利用色紙剪成大大小小不同的型狀（圓型、三角型．．．），老師先示範在白板上用形狀做成動物黏在紙上再用色筆畫上尾巴、眼睛、鼻子．．．等其他部位。做完後請小朋友一一上台介紹自己會做的動物：I can make a (fish).



② Introduce the art project

老師用手指印做成動物如課本第 34 頁所示，並讓小朋友辨認這是什麼動物，說對了就在動物下方寫上他的名字。



③ Make Fingerprints animals

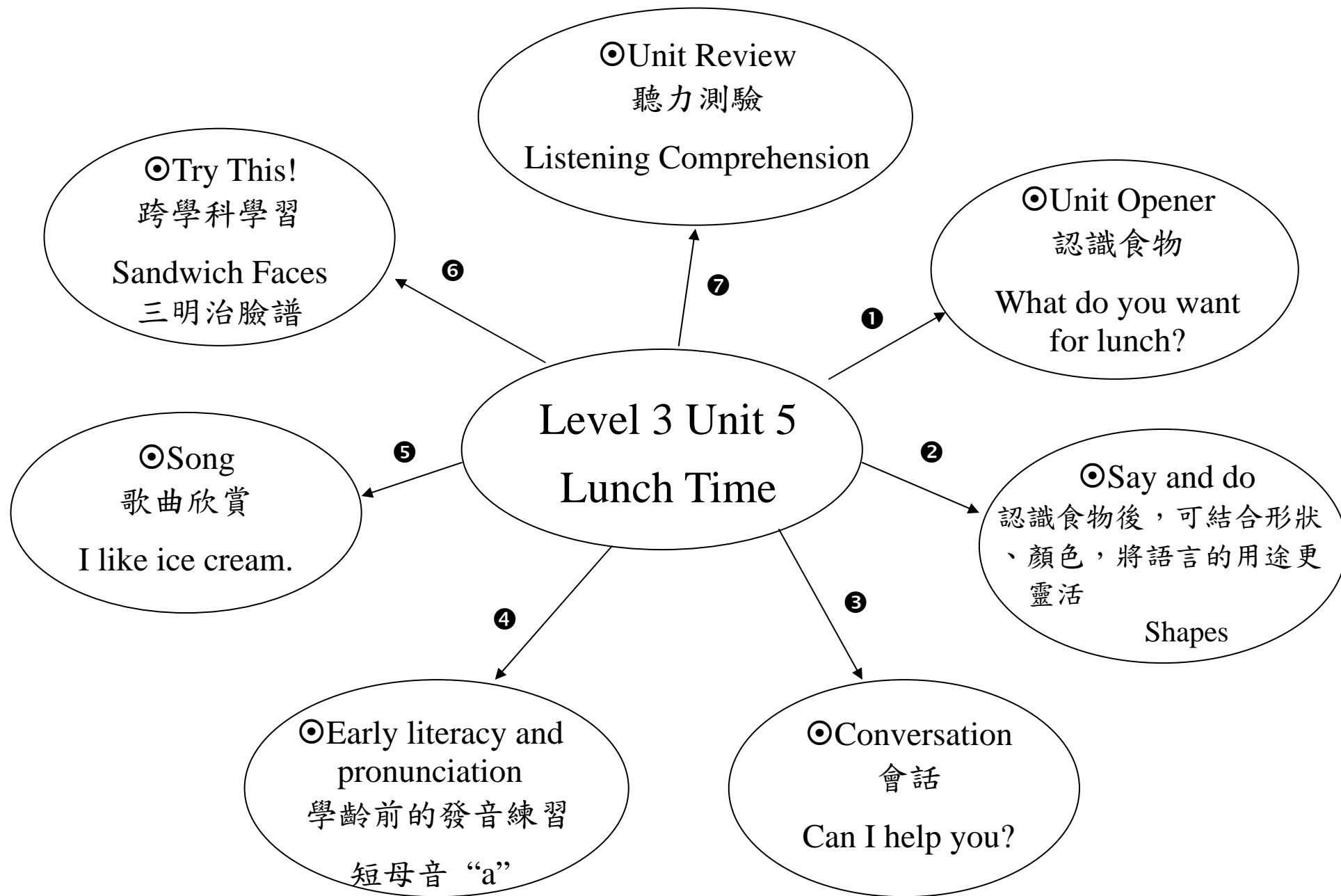
由老師引導小朋友做出自己的手指印動物。

④ Art gallery

將每位小朋友的手指印動物剪下貼在鮮豔的紙上，做成教室佈置或請小朋友做成卡片送給家人，並告訴家人 I can make a ...?

⑤ 配合活動本第 34 頁—我的小手

<p>Lesson 7 Unit Review</p> <p>單元總複習</p> <p>教學目標：</p> <p>Vocabulary</p> <p>Review</p> <p>Grammar</p> <p>Review</p>	<p>① 複習 Lesson 1: Song: I can go to the zoo.</p> <p>② 複習 Lesson 2: Song: Where is My tail?</p> <p>③ 複習 Lesson 5: Song: On a Safari.</p> <p>④ 配合活動本第 35 頁</p> <p>⑤ Early Word recognition</p> <p>製作本單元所教動物的單字卡，讓小朋友配對圖片及單字卡，練習辨認字彙。</p>
<p>Interactive Bulletin Board</p> <p>互動式美語情境佈置</p>	<p>將動物照片貼於左邊、右邊留空。若小朋友真的看過這種動物，就可以在旁邊寫上自己的英文名字。</p> <div style="text-align: center;">  Alex Martha  tom Jenny neil </div>
<p>Strategy</p> <p>教學錦囊</p>	<p>TPR 是建構在孩子學習本國語言的方法，孩子經由聽、看然後跟著口語指令做動作。本單元的 TPR 活動的：在月亮下畫星星。</p>



① Lesson 1: Unit Opener

認識食物

What do you want for lunch?

學習能力指標

句型	單字
Do you want soup? Yes, please. No, thank you. Do you want pizza or chicken? Pizza, please. What do you want for lunch? I want pizza.	pizza, chicken, rice, soup, cookie, milk, banana.

詢問別人要不要吃/喝什麼食物(飲料)及其回答

Do you want (milk)? No, thank you.

Do you want pizza? Yes, please.

看圖練習會話

Woman: Hello, Do you want soup?

Boy: Yes, please.

Woman: Here you are.

Boy: Thank you.

Dad: Do you want a cookie or a banana?

Girl: A cookie, please.

♪ Song: What Do You Want for Lunch?

Chorus:

What do you want for lunch today?

What do you want today?

Verse 1 (dad):

I want chicken.

I want rice.

I want a glass of milk today.

Verse 2 (girl):

pizza, a cookie

soup, a banana

透過歌曲練習句型：

What do you want for lunch today?

I want chicken.



延伸教學活動

互動式佈告欄

Interactive Bulletin Board

將教室佈告欄貼上一些食物圖片，可練習以下會話：

Parent: What do you want for lunch?

Child: Chicken and milk, please.

Cook: Here you are.

Parents and child: Thank you.

② Lesson 2: Say and do
 形狀、顏色
 Shapes

學習能力指標

句型	單字
The hamburger is a circle. Is the sandwich a square?	circle, square, triangle, hamburger, cheese, sandwich, watermelon, blue, yellow, red, green, brown

將形狀、顏色、食物等結合起來運用，讓語言的使用更靈活。

The cookie is a circle.
 Is sandwich a square?
 Yes, the sandwich is a square.

♪ Song: Lollipops

Chorus: Lollipops, lollipops, I like lollipops

Lollipops, lollipops, I like lollipops

Lollipops, lollipops, I like lollipops

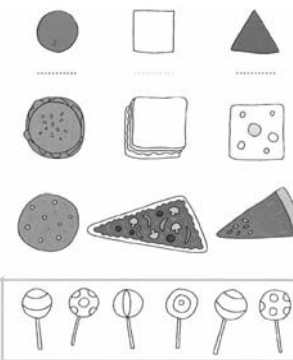
Lick. Lick. Mmmm!

**Verse 1: Red, red lollipops,
 I like lollipops.**

Purple, purple lollipops. Mmm, mmm.

Verse 2: yellow, green

Verse 3: orange, blue



延伸教學活動

Fruit taste test

準備一些水果切成小丁，將小朋友眼睛矇住，讓他們嚐一嚐，並試著說出水果名稱。

What is it?

It's a/an _____.

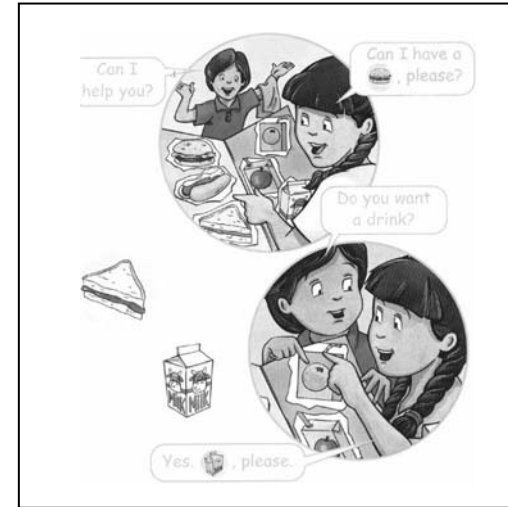
③ Lesson 3: Conversation
會話
Can I help you?

學習能力指標

句型	單字
Can I have a hamburger, Please?	apple juice, orange juice, drink

角色扮演：點餐

Waiter: Can I help you?
 You (point at menu): Can I have a sandwich, please?
 Waiter: Do you want a drink?
 You (point at menu): Yes, orange juice, please.
 (Waiter fetches the paper plates with the correct foods.)
 You: Thank you!
 Waiter: You're welcome.



延伸會話

Waiter: Can I help you?
 Customer: Can I have a hamburger, please?
 Waiter: Do you want a drink?
 Customer: Yes, apple juice, please.

海報教學：Grocery Store

鼓勵孩子說出他們認識的食物，並利用
 “What’s this, please?”的句型來問不認識
 的食物。

④ Lesson 4: Early literacy and pronunciation

學齡前的發音練習

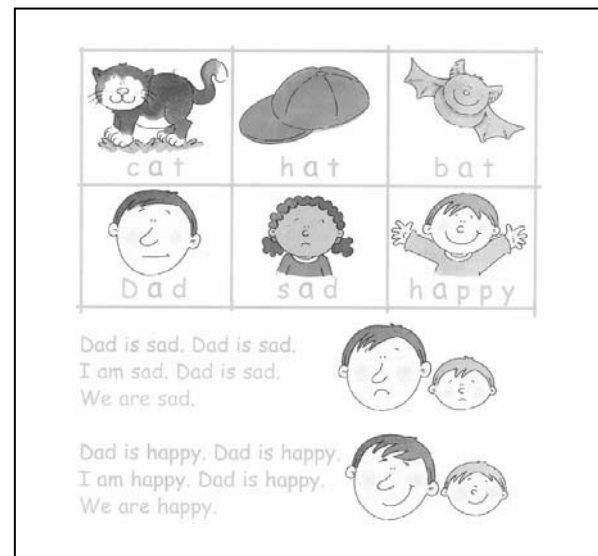
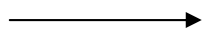
短母音“a”

學習能力指標

句型	單字
I am sad. Dad is sad. We are sad.	alligator, bat, sad, happy

學習短母音 “a”

cat hat bat
Dad sad happy



Chant: Dad is sad.

Dad is Sad. Dad is Sad.
I am sad. Dad is sad.
We are sad.
Dad is happy. Dad is happy.
I am happy. Dad is happy.
We are happy.

透過這首 Chant，再次練習短母音 “a” 的單字。並讓孩子練習辨認字首、字中有短母音 “a” 的單字。

㊦ Lesson 5: Songs

歌曲欣賞

I like ice cream.

學習能力指標

句型	單字
I like ice cream. Do you like ice cream? Yes, I do. No, I don't.	ice cream, candy popcorn

♪ Song: I like Ice Cream

I like ice cream. Yes, I do.

I like ice cream for lunch.

And for dinner, too.

I like ice cream in my kitchen.

I like ice cream at the zoo.

I like ice cream. How about you?

練習 "I like …." 的句型



詢問的句型：Do you like (popcorn)?

回答：Yes, I do.

No, I don't.

延伸教學

利用圖表的方式來做統計

How many children like soup?

How many children do not like soup?

⑥ Lesson 6: Try this!

跨學科學習

Sandwich Faces



學習能力指標

句型	單字
It has a red nose. It has white hair.	bread, peanut raisin, coconut white

問答練習

Is it a square or a circle?
Is the nose a raisin or a candy?
What color is the hair?
Is the hair coconut or carrots?
Is the face happy or sad?

讀食譜

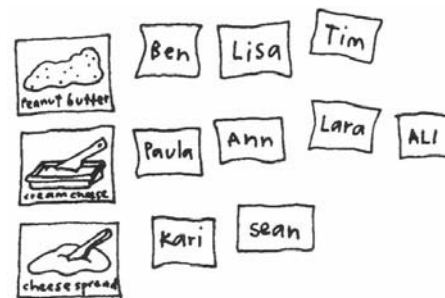
Do we have (bread)?
Show me the bread.

認識材料：

What color is (peanut butter)?
What color are (carrots)?
What color is (coconut)?

利用圖表做統計

What is on your sandwich?



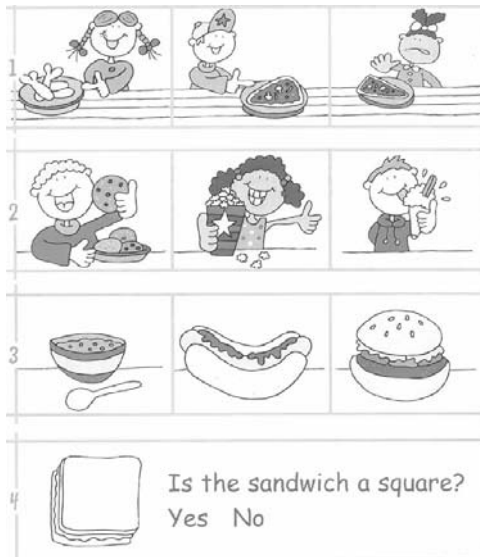
⑦ Lesson 7: Unit Review

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



1. Do you want chicken or pizza? I want pizza, please.
2. I like ice cream.
3. What do you want for lunch? I want a hamburger.
4. Is the sandwich a square? Yes. No.

Poster: Grocery store

What's this?

Do you like (eggs)?

Who has the bananas?

Who has the carrots?

拼字練習

例如：

hat cat

h a t c a t

Level 3 Student Book

Unit 5 : Lunch Time

Lesson 1 Unit Opener

單元介紹

教學目標：

Vocabulary

pizza, chicken, rice, soup, cookie, milk, banana
(Extra: lunch)

Grammar

Do you want soup?

Yes, please.

No, thank you.

Do you want pizza or chicken?

Pizza, please.

What do you want for lunch?

① Class Chat

準備一些紙盤，並於紙盤上貼上本課單字圖片，老師拿著 chicken 與 pizza 的圖並問一位小朋友：Do you want chicken or pizza? 小朋友回答 chicken, please. 亦可讓小朋友當小老師問班上的小朋友 Do you want (chicken) or (pizza)?

② 播放 CD 並懸掛海報練習對話。

③ Grocery Store

請老師準備空的食物容器，如：牛奶盒、披薩盒、炸雞盒……並練習對話：

店員：Hello, Can I help you? 顧客：I want soup, please.

店員：Here you are. 顧客：Thank you.

④ Song: What Do You Want for Lunch?

(參見 Fingerprints 歌詞本)

⑤ 配合活動第 36 頁—午餐時間

Lesson 2 Say and do

教學目標：

Vocabulary

circle, square, triangle

Grammar

The hamburger is a circle.

Is the sandwich a square?

① Body shapes

用手做成圓形、三角形及正方形。

接著可分組 (3-4 位小朋友一組)，利用手臂或身體做成大圓型、大三角形及大正方形。

② Food

用圖片練習本課單字 hamburger、sandwich、cheese、watermelon、bread、lollipop、cookie、pizza，拿起 cookies 的圖片並說 The (cookie) is a (circle). 引導小朋友用手指做一個圓形並重覆老師所說的句子。依此類推練習。

③ Song: Lollipops

(請見 Fingerprints 歌詞本)

④ 配合活動本第 37 頁—形狀拼圖

Lesson 3 Conversation

實用生活會話

教學目標：

Vocabulary

apple juice, orange juice

Grammar

Can I have a hamburger, please?

① The Conversation

懸掛會話掛圖，播放 CD 練習本課會話。可利用暫停鍵讓小朋友逐句練習。

② Act it out

角色扮演，老師當顧客，一位小朋友是服務生。

服務生：Can I help you?

顧客：Can I have a sandwich, please?

服務生：Do you want a drink?

顧客：Yes, orange juice, please.

(服務生要去拿正確的圖片給顧客)

顧客：Thank you!

服務生：You're welcome.

引導其他的小朋友一起說服務生所說的話，並輪流扮演服務生及顧客。

③ Partner role-play

引導小朋友在白紙上貼上或畫上三種食物及三種飲料的圖片，做成像 menu 菜單的樣子，並互相練習本課對話。

Lesson 4
Early literacy and pronunciation

學前閱讀及自然發音

教學目標：

Vocabulary

alligator, bat, sad, happy

Grammar

Review: I am sad.

Dad is sad.

We are sad.

① Chant: Dad is Sad

播放 CD 讓小朋友一邊聽、一邊跟著說，並指出課本上的圖與字。

② 配合活動本第 39-40 頁—小書製作 “The Cat” .

Lesson 5 Song 歌曲

教學目標：

Vocabulary

ice cream, candy, popcorn

(Extra: dinner, How about you?)

Grammar

I like ice cream.

Do you like ice cream?

Yes, I do.

(Extra: No, I don't.)

① I like cheese.

將食物閃卡正面朝下貼於白板。一次讓一位小朋友選一張並翻成正面，並說 I like (candy). 依此類推。

② 引導小朋友畫一張笑臉圖、一張哭臉圖，老師問：Do you like (popcorn)? 小朋友就舉起笑臉圖或哭臉圖。老師請拿著笑臉圖的小朋友站起來並說 Yes, I do. 然後換拿哭臉圖的小朋友站起來並說 No, I don't.

③ Song: I Like Ice Cream.

(請見 Fingerprints 歌詞本)

④ 配合活動本第 41 頁。

Lesson 6 Try This

教學目標：

Vocabulary

bread, peanut butter,

raisins, coconut

(Extra: White)

Grammar

① 準備吐司或圓形餅干；各種果醬及奶油（花生醬、巧克力醬、草莓果醬），椰子碎片、葡萄干、小糖果、胡蘿蔔，一些容器及一些紙盤。

② Introduce vocabulary

單字教學：老師拿起實際物品並問 What color is (peanut butter)? What color are (carrots)?

③ Make Sandwich faces

先讓小朋友選擇臉型 Do you want bread or crackers? 然後選擇奶油或花生醬塗上 Do you want peanut butter or butter? 最後以椰子碎片為頭髮，以糖果、葡萄乾、胡蘿蔔為五官。


④ Graph: What is on your sandwich?

在左邊貼上小朋友喜歡塗在吐司上的奶油或果醬的圖片。若在剛才製作 Sandwich faces 時，Lisa 小朋友在自己的吐司上塗上了花生醬，就將自己的名牌 Lisa 貼在花生醬旁邊，依此類推，每位小朋友都將名牌貼在果醬的右邊，看看哪種果醬最受歡迎。

⑤ 配合活動本第 42 頁。



Parent (to child): *What do you want for lunch?*
Child (to parent): *Chicken and milk, please.*
Cook (gives the correct plates of food): *Here you are.*
Parent and child: *Thank you.*

<p>Lesson 7 Unit Review</p> <p>單元總複習</p> <p>教學目標：</p> <p>Vocabulary</p> <p>Review</p> <p>Grammar</p> <p>Review</p>	<p>① 複習 Lesson 1: Song: What Do You Want for Lunch?</p> <p>② 複習 Lesson 2: Song: Lollipops.</p> <p>③ 複習 Lesson 3: Song: Dad is Sad.</p> <p>④ 複習 Lesson 5: Song: I Like Ice Cream.</p> <p>⑤ 配合活動本第 43 頁</p>
<p>Interactive Bulletin Board</p> <p>互動式美語情境佈置</p>	<p>製作大菜單並以角色扮演練習對話：</p> <p>利用圖卡製作菜單（如圖），請三位小朋友做角色扮演，一位當爸爸或媽媽，一位當孩子、一位當廚師，爸爸／媽媽：What do you want for lunch? 孩子：Chicken and milk, please. 廚師：Here you are. 爸爸／媽媽與孩子：Thank you.</p> <p>what is on your sandwich?</p> 
<p>Strategy</p> <p>教學錦囊</p>	<p>圖表的活動鼓勵孩子表達他們的想法。在本單元孩子寫下他們的名字，並把它貼在喜歡的水果的旁邊，他們紀錄喜歡和不喜歡在 yes/no 在圖表上。當孩子在討論圖表時可以刺激更多的語言表達：How many children like soup? What food do Tom and Leah like? 如果孩子喜歡此類活動，你可以設計相似的圖表活動。</p>