

〈子計畫 5-1〉

## 彰化縣 107 學年度補救教學教師增能研習實施計畫-國中場次

### 壹、依據

- 一、教育部國民及學前教育署補助直轄市、縣（市）政府辦理補救教學作業要點。
- 二、彰化縣 107 學年度補救教學整體行政推動計畫。

### 貳、目的

- 一、提供補救教學教師回流進修之機會，持續提升教師補救教學之專業知能。
- 二、強化補救教學線上測驗結果報告之運用及研討，落實補救教學之機制。
- 三、結合補救教學各項系統及資源提供各種教學策略，並解決教學現場遭遇之困境及問題。
- 四、建立補救教學之教師支持系統，透過教師同儕之合作，凝聚補救教學專業社群。

### 參、辦理單位：

- 一、指導單位：教育部國民及學前教育署
- 二、主辦單位：彰化縣政府
- 三、承辦單位：彰德國中
- 四、協辦單位：彰德國中

**肆、實施期程：**國中國語文場次(彰德國中)：107 年 8 月 7 日、107 年 8 月 8 日辦理

國中數學場次(彰德國中)：107 年 8 月 13 日、107 年 8 月 14 日辦理

國中英語場次(彰德國中)：107 年 8 月 9 日、107 年 8 月 10 日辦理

**伍、實施方式：**聘請外縣市對基本學科具有專業之種子教師，並由資源中心彙整本縣各校 201805 篩選測驗結果報告，各科目錯誤率較高之題目及能力指標提供給講師，由講師帶領補救教學教師，導入補救教學科技化評量系統之應用，分析探討各科目之基本學習內容與教材教法，並能產出可運用之教學設計與素材。

**陸、參加對象：**國中各場次請各校務必派員參加，每場次各 40 名。

### 柒、研討會課程表：

一、國中場次：(分為國語文科、數學科、英語科，共三場次)

課程表(第一天)						
時間	國語文	講師	數學	講師	英語	講師
09:00~12:00	國語基本學習 內容與診斷報 告統分析運用	雲林縣 崇德國中 劉佳玲主任	數學基本學習 內容與診斷報 告分析運用	台中市 溪南國中 張廷吉組長	英語基本學習 內容與診斷報 告分析運用	嘉義縣 東石國中 許順中主任
13:30~16:30	國語教材教法 與教學策略		數學教材教法 與教學策略		英語教材教法 與教學策略	
課程表(第二天)						

時間	國語文	講師	數學	講師	英語	講師
09:00~12:00	國語教材教法 與教學策略	雲林縣 崇德國中 劉佳玲主任	數學教材教法 與教學策略	台中市 溪南國中 張廷吉組長	英語教材教法 與教學策略	嘉義縣 東石國中 許順中主任
13:30~16:30	國語教材教法 實作與分享		數學教材教法 實作與分享		英語教材教法 實作與分享	

**捌、研習報名：**請至全國教師在職進修網報名，研習人員以公差(假)登記，並覈實核發研習時數 12 小時。

**玖、預期成效：**

- 一、充分善用補救教學測驗結果報告，提升教師執行補救教學之動力與成效並減輕教師負擔。
- 二、分享補救教學現場示例實踐經驗，啟動教師補救教學專業成長與實踐能力。
- 三、透過研習將針對科技化評量測驗結果，釐清各校教師備課之困難點，並協助補救教學教師解決實際教學所面臨的問題。
- 四、落實補救教學的實踐反思，提升教師在補救教學方面的專業能力。
- 五、透過工作坊實務研討，將有效的補救教學策略，推廣到各個學校，以提升落後學生的學習成效。

**拾、經費需求及明細：**詳如經費概算表，由 107 學年度補救教學整體行政推動計畫經費支付。

**拾壹、獎勵：**承辦本活動之工作人員以公(差)假登記，及相關業務有功人員依規定辦理敘獎。

**拾貳、其他注意事項：**一、研習會場配合環保政策，交通請儘量共乘，並鼓勵使用杯子及環保筷。二、

聯絡人：國中場次：彰德國中 04-7381791#113 謝小姐

**拾參、本計畫經報教育部國民及學前教育署核可後實施。**

# 補救教學實施方案與 診斷報告應用

嘉義縣東石國中 教務主任

許順中

107/08/09

地點：彰化縣立彰德國中

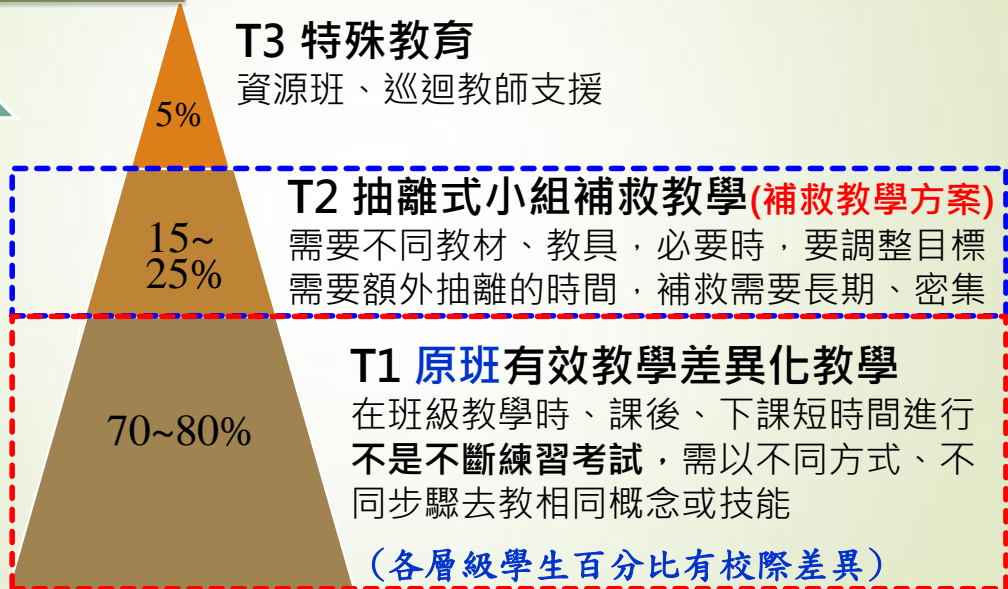
## 大綱

- 本縣補救教學現況
- 評量系統的操作運用
- 診斷報告與資源台教材的連結
- 實作及應用

# 開始之前—概念釐清

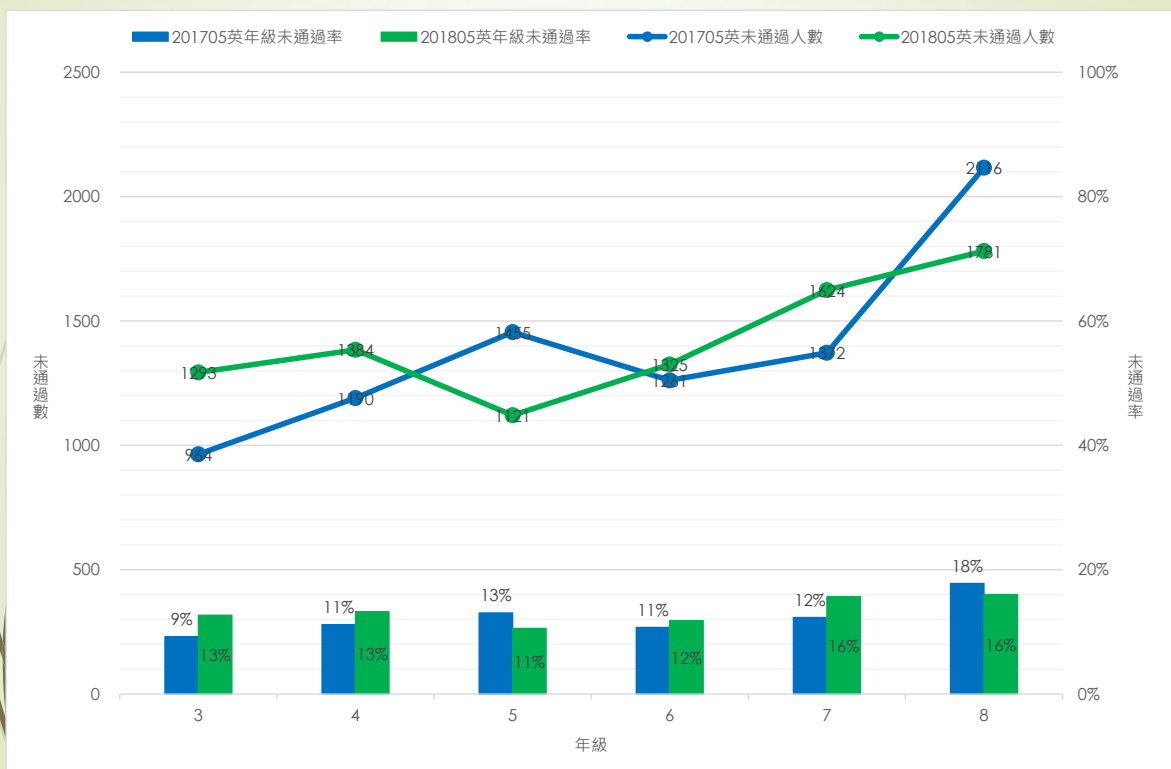
把每個孩子帶上來

減  
少  
一  
層  
一  
層  
的  
層  
的  
力  
人  
都  
數  
在



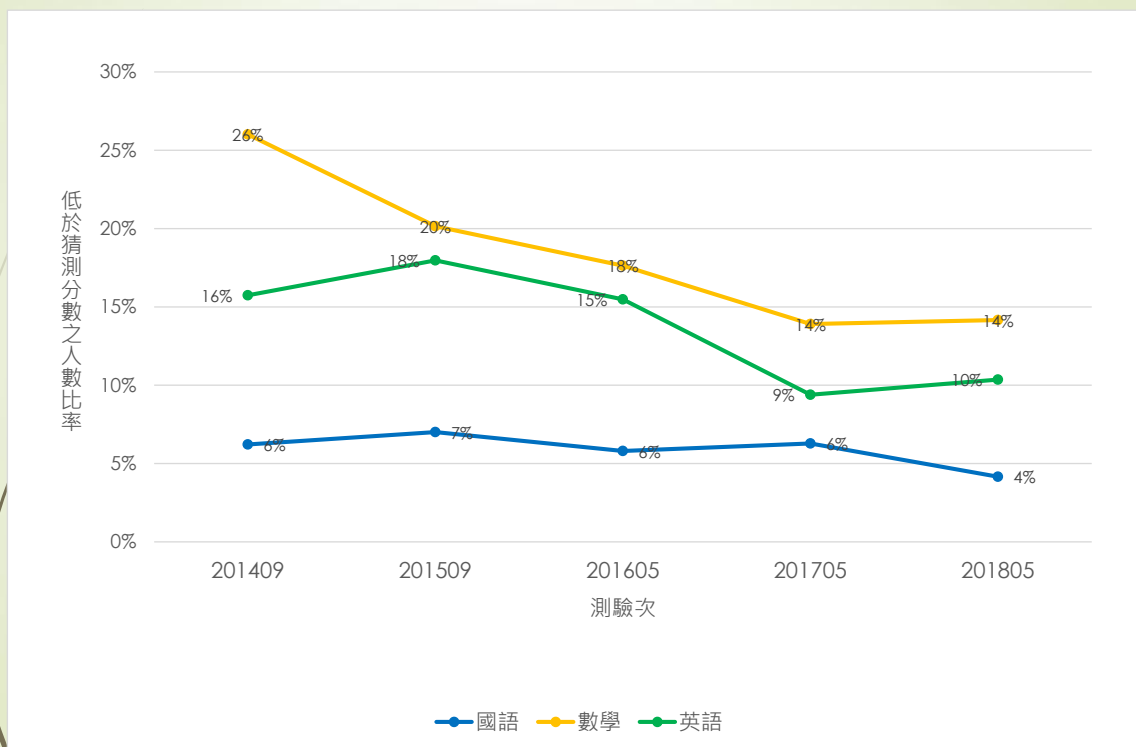
引自教育部104年度補救教學實施方案-核心精神與政策規劃簡報

## 英語 未通過數 (率)

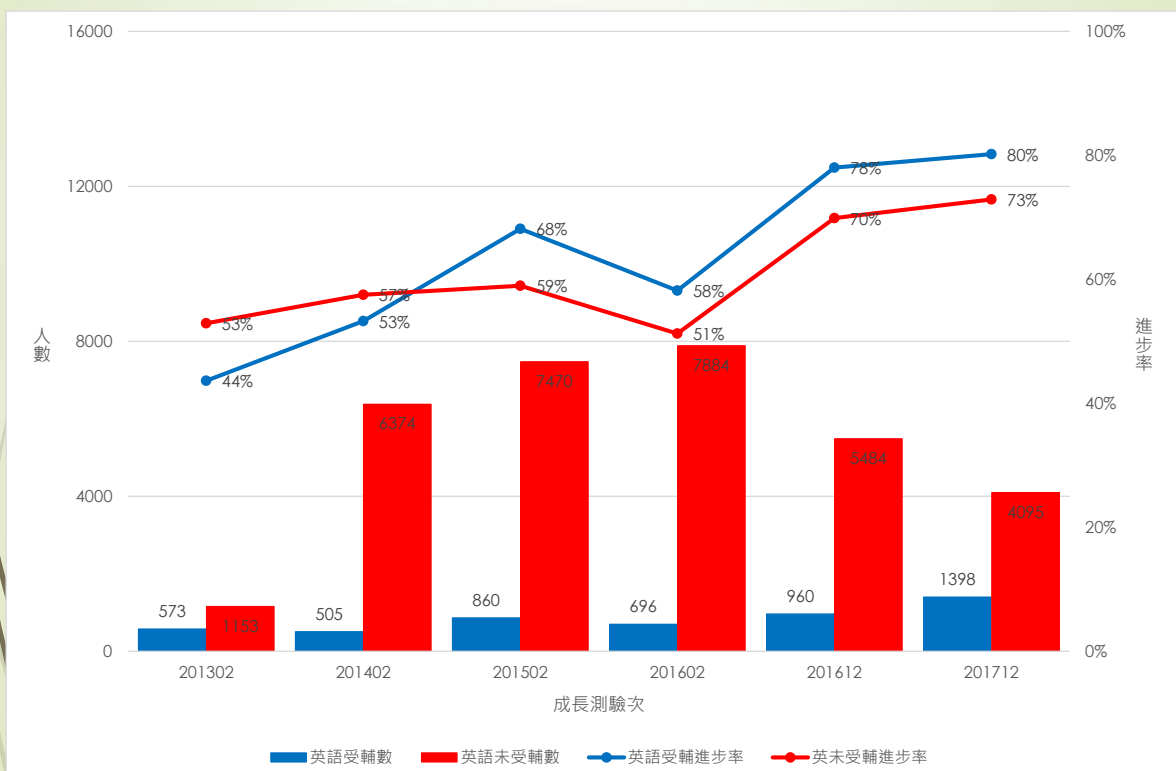




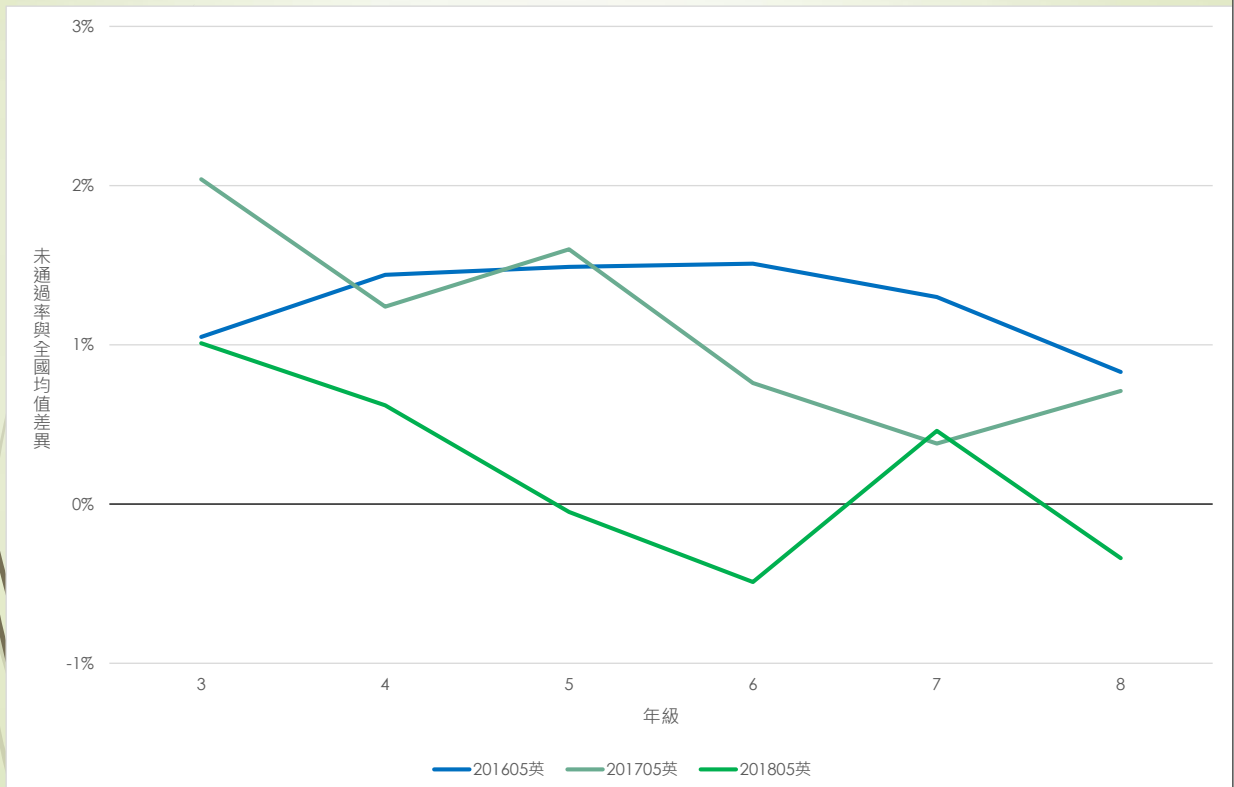
## 國中 低於猜測分數之人數比率



## 國中 英語 受輔率 & 進步率



## 與全國均值比較 (英)



## 補救教學機制

誰需要被補救？  
為什麼需要被補救？

### 篩選機制

- 提報(目標學生)
- 提報篩選率
- 施測率
- 未通過(個案學生)
- 開班規劃

誰來補救？  
補救什麼？  
如何補救？

### 補救機制

- 開班受輔率(受輔學生)
- 補救教學師資
- 補救範圍
- 補救教材
- 補救方式與策略

補救的成效？  
如何檢核？

### 檢核機制

- 形成性評量
- 多元性評量
- 成長測驗
- 進步率
- 進步結案率

學習輔導小組

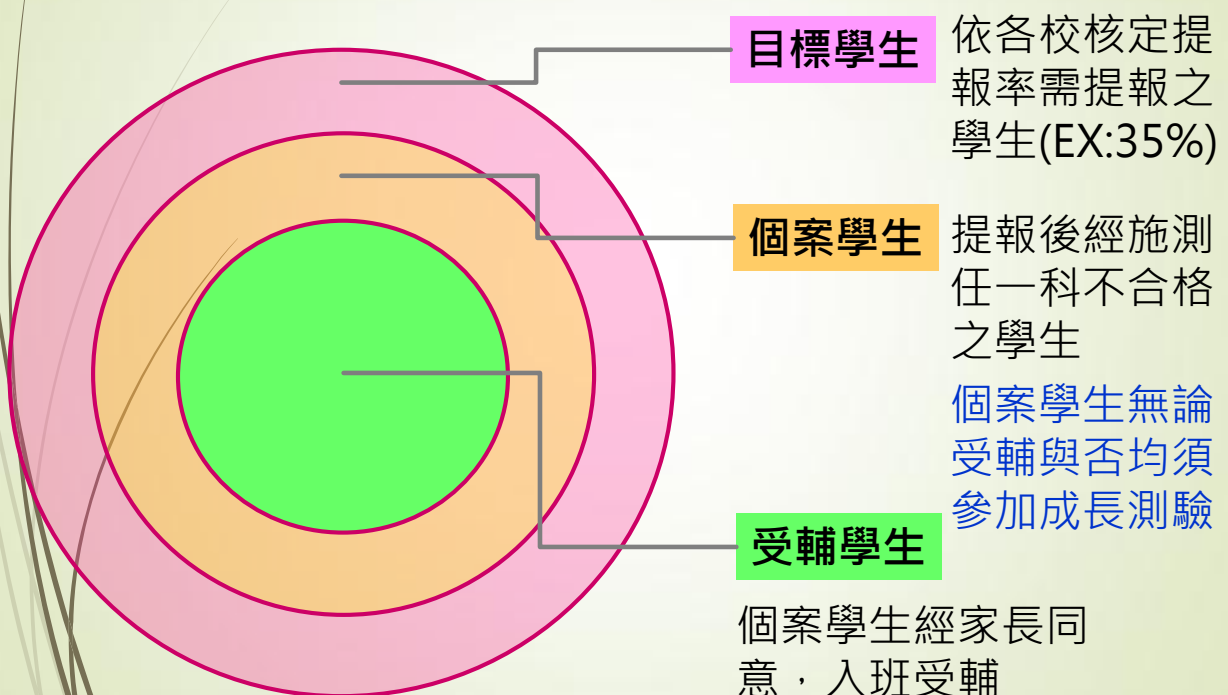
## 補救教學機制--實施期別

各期別調整



重要

## 補救教學機制--補救誰？



# 評量系統的操作運用

## 科技化評量系統介面-登入前

The screenshot shows the homepage of the 'Project for implementation Of Remedial Instruction-technology-based testing (PRIORI-tbt)'. The page features a navigation bar with '網站導覽', '回首頁', 'Google 自訂搜尋', and '搜尋' buttons. The main content area includes a 'LOGIN | 教師登入' section with a dropdown menu for '身份別', a '注意事項' section, and a '聯絡資訊' section. A '最新消息' section lists recent updates. A '輔助功能按鈕' callout points to the top navigation area. A '教師登入系統入口' callout points to the login section. A '學生登入測驗入口' callout points to a '補救教學學生評量系統' button. The footer contains contact information for the Ministry of Education and the Technology Center for Remedial Instruction.

教育部國民及學前教育署  
K-12 Education Administration, Ministry of Education  
國民小學及國民中學補救教學科技化評量  
Project for implementation Of Remedial Instruction-technology-based testing (PRIORI-tbt)

網站導覽 | 回首頁 | Google 自訂搜尋 | 搜尋

輔助功能按鈕

最新消息 | 影音宣導 | 檔案下載 | 問答集 | 聯絡我們 | 相關連結

LOGIN | 教師登入  
身份別: ==請選擇==

注意事項:  
本系統帳號僅提供予使用者於補救教學使用, 請配合個資法相關規定, 勿將帳號權限及權限所得檢索之資料任意揭露於補救教學無相關之他人。

聯絡資訊  
● 評量系統操作問題  
財團法人技專校院入學測驗中心  
補救教學專案小組  
專線電話: (05)-5379000  
#721 / 722 / 725-729  
傳真電話: 99167001-5008  
● 網路系統及網路管理  
財團法人技專校院入學測驗中心  
專線電話: (05)2149992

最新消息 | 下載區  
2018-03-23 【急件】暫請於3月30日前確認檔案名單與各年級學生總數  
2018-03-08 【研習資訊(東區-國、數、英教師)】107年度國民小學及國民  
2018-03-08 【研習資訊(東區-學校承辦人)】107年度國民小學及國民中學  
2018-03-06 106年12月補救教學成長測驗(小二、三年級)筆測資料處理  
2018-02-12 【研習資訊(承辦人-分區研習)】107年度國民小學及國民中學補

補救教學  
學生評量系統

教師登入系統入口

學生登入測驗入口

最新消息 | 影音宣導 | 檔案下載 | 問答集 | 聯絡我們 | 相關連結  
> 系統公告  
> 研習資訊  
> 影音說明下載  
> 測驗結果報告運用  
> 系統操作說明  
> 補救教學微電影  
> 補救教學作業要點  
> 補救教學注意事項  
> 系統操作說明簡報  
> 系統連線異常處理指引  
> 五項指標  
> 學生資料管理  
> 檢測前  
> 檢測中  
> 檢測後  
> 教師帳號管理  
> 各權限使用者  
> 科技化評量系統  
> 網路填報系統  
> 網路連線問題  
> 教育部補救  
> 國民中小學教學資源平台  
> 財團法人技專校院入學測驗中心基金會

版權所有 © 教育部國民及學前教育署  
執行單位: 財團法人技專校院入學測驗中心基金會  
電子信箱: tbt@mail.tctc.edu.tw  
諮詢專線: 05-5379000 #721 / 722 / 725-729 網路電話: 99167001-008  
服務時間: 每週一至週五 AM8:30-PM5:00  
地址: 640-02 雲林縣斗六市大學路三段123-5號

教育部國民及學前教育署  
技專校院入學測驗中心  
財團法人技專校院入學測驗中心  
TWCA 品質保證

# 科技化評量系統登入步驟

**1、教師登入**  
身分別：國中小學校  
學校代碼：數字6碼

**2、選擇帳號使用人**  
米花市-990002柯南國小

**3、輸入密碼：**  
必須為英文及數字8碼以上，否則無法正常使用系統。不符合者登入後請先修改密碼

**4、點選送出**

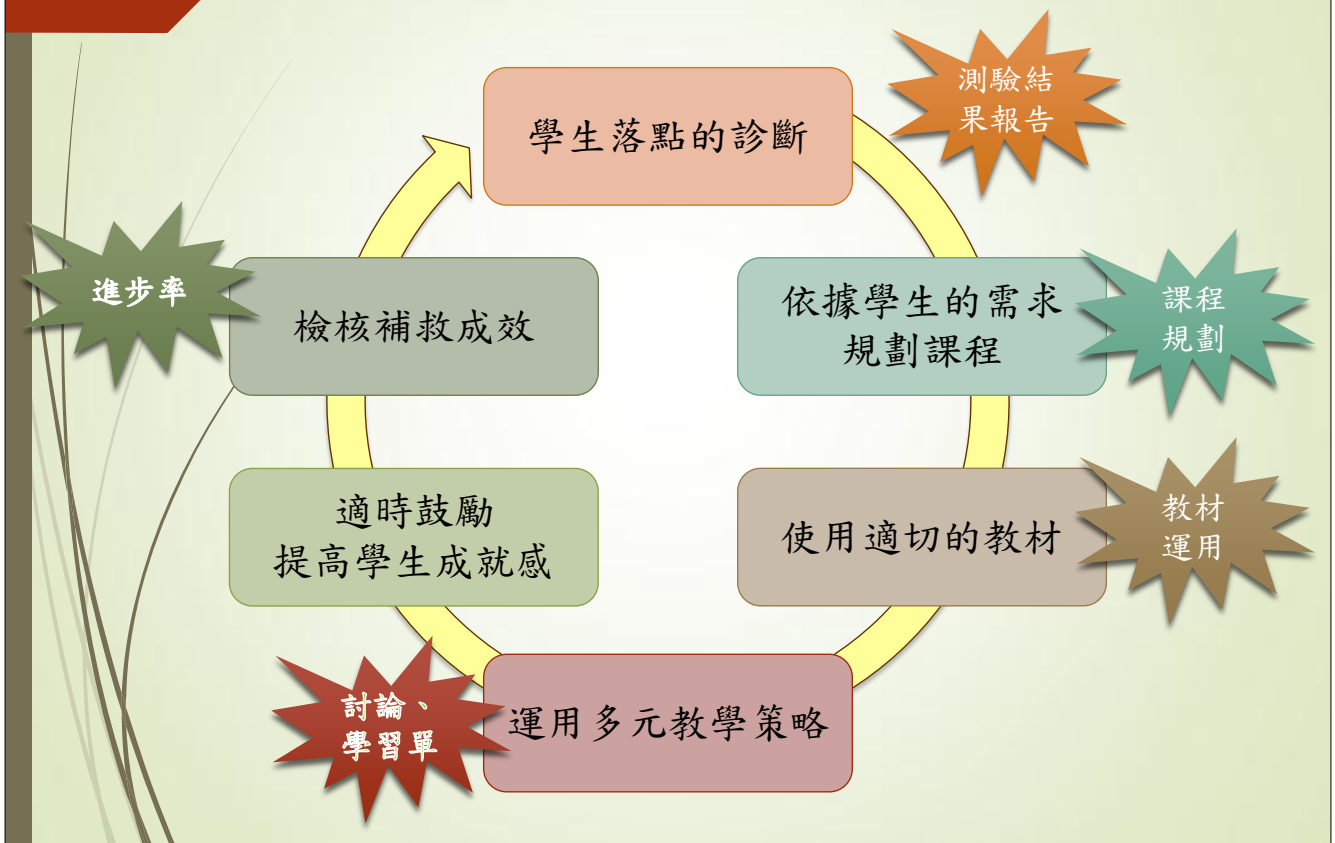
LOG IN | 教師登入  
身分別：國中小學校  
學校代碼：990002  
登入

注意事項：  
本系統帳號僅提供予使用者於補救教學使用，請配合個資法相關規定，勿將帳號權限及權限所得檢索之資料任意揭露於補救教學無相關之他人。

最新消息  
2018-03-23 【急件】  
2018-03-08 【研習】  
2018-03-08 【研習資訊(東區-學校承辦人)】 107年度國民小學及國民中學.....  
2018-03-06 106年12月補救教學成長測驗國小二、三年級紙筆測驗資料處理.....  
2018-02-12 【研習資訊(承辦人分區研習)】 107年度國民小學及國民中學補.....

補救教學  
學生評量系統

# 補救教學教師端運作機制



# 測驗結果報告查詢

System Menu  
系統選單

指標查詢

1. 進步率
2. 測驗結果報告
3. 學生測驗歷程
4. 篩選測驗考古題下載

帳號管理

5. 登入密碼變更
6. 補救教學資源平台

教師可依據學生的測驗結果報告，規劃適切的教材對學生進行補救教學

進階搜尋：

對象： 個案學生  學生名單

年級：全選 / 全部取消

一年級(105)  二年級(104)  三年級(103)  四年級(102)  五年級(101)  六年級(100)

測驗時間：201705

班級：全部班級

查詢

目前的檢索條件

年級別：1,2,3,4,5,6,  
班級別：全部班級  
測驗時間：201705

# 測驗結果報告-三科介面

三科	國語文	數學	英語	施測後回饋訊息	學習教材[學生版]	學習教材[教師版]	意見回饋
	列印國語文各年級測驗報告統計			列印數學各年級測驗報告統計			列印英語各年級測驗報告統計
							列印測驗報告 下載
<input type="checkbox"/> 全選 <input type="checkbox"/> 選未通過	No. ^^	入學年度 ^^	班級 ^^	座號 ^^	106學年度 新班級 ^^	姓名 ^^	身分證號 ^^
							國語文
							分數 (答對題數) ^^
							是否通過 ^^
							數學
							分數 (答對題數) ^^
							是否通過 ^^
							英語
							分數 (答對題數) ^^
							是否通過 ^^
<input type="checkbox"/>	1						48(12) 未通過
<input type="checkbox"/>	2						60(15) 未通過
<input type="checkbox"/>	3						28(7) 未通過*
<input type="checkbox"/>	4						>=72(21) 通過
<input type="checkbox"/>	5						>=72(22) 通過
<input type="checkbox"/>	6						>=72(19) 通過
<input type="checkbox"/>							36(9) 未通過
<input type="checkbox"/>							>=72(24) 通過
<input type="checkbox"/>							64(16) 未通過
<input type="checkbox"/>							>=72(22) 通過
<input type="checkbox"/>							56(14) 未通過
<input type="checkbox"/>							>=72(20) 通過
<input type="checkbox"/>							>=72(22) 通過
<input type="checkbox"/>							68(17) 未通過
<input type="checkbox"/>							>=72(23) 通過
<input type="checkbox"/>							60(15) 未通過
<input type="checkbox"/>							>=72(23) 通過
	項目	國語文	數學	英語			
	低於猜測分數人數	0	0	1			
	已考人數	6	6	6			
	可能猜測的人數比例	0%	0%	16.67%			

## 猜測分數

- 是否通過上有標示「\*」表示分數低於猜測分數，猜測分數為選項隨機猜測的機率乘以滿分100分計算。
- 國語文科及數學科每題有4個選項，隨機猜測的機率為0.25，乘以滿分100分後，算出猜測分數為**25分**。
- 英語科每題有3個選項，隨機猜測的機率為0.33，乘以滿分100分後，計算出猜測分數為**33分**。
- 106年5月篩選測驗，英語科三年級因部分題目只有2個選項，猜測分數依比例計算後，調整為36分。
- **猜測分數會視各次測驗的題數及選項數而調整。**

## 猜測分數

- 請老師確認該生成績低於猜測分數可能反應以下幾個情形：
  1. 作答意願低，未認真答題。
  2. 學生識字或讀題有困難，無法作答。
  3. 學生實際的學習狀況，嚴重落後。



# 觀看測驗結果報告

▶ 點選觀看鈕以觀看學生的測驗結果報告。

三科		國語文	數學	英語	施測後回饋訊息	學習教材[學生版]	學習教材[教師版]	意見回饋			
								列印測驗報告	下載		
<input type="checkbox"/> 全選 <input type="checkbox"/> 選未通過	No. ^^	入學年度 ^^	班級 ^^	座號 ^^	106學年度 新班級 ^^	姓名 ^^	身分證號 ^^	分數 (答對題數) ^^	是否通過 ^^	測驗結果	下修測驗結果 ^^
<input type="checkbox"/>	1							60(15)	未通過	觀看	
<input type="checkbox"/>	2							>=72(21)	通過	觀看	
<input type="checkbox"/>	3							36(9)	未通過	觀看	
<input type="checkbox"/>	4							36(9)	未通過	觀看	
<input type="checkbox"/>	5							68(17)	未通過	觀看	
<input type="checkbox"/>	6							60(15)	未通過	觀看	

## 測驗結果報告內容

- ▶ 檢測狀況說明：
- 於綜整同一評量指標的試題作答結果後，
  - 表示該評量指標所有試題均通過；
  - △表示該評量指標部分試題未通過；
  - X表示該評量指標所有試題均未通過。

補救教學評量系統 - 測驗結果報告				
【基本資料】			評量成績 (答對題數)	40 (10)
學校名稱： 身分證號： 學生姓名： 就讀年級： 班級名稱： 測驗日期： 測驗科目： 測驗年級：			是否通過	未通過
<a href="#">下載學生系統測試題之學習教材</a>				
序號	基本學習內容	檢測	能力指標	檢測後回饋訊息
1	1-nc-01-1 能進行100以內整數的命名及說、讀、聽、寫、數。	X	1-n-01 能認識100以內的數及「個位」、「十位」的位名，並進行位值單位的換算。	16、17 <a href="#">下載</a>
2	1-nc-01-2 能認識「個位」及「十位」的位名，並進行100以內位值單位的換算。	△	1-n-01 能認識100以內的數及「個位」、「十位」的位名，並進行位值單位的換算。	8、10 <a href="#">下載</a>
3	1-nc-02-1 能認識1元、5元、10元、50元等錢幣，並能用這些錢幣來付款。	○	1-n-02 能認識1元、5元、10元等錢幣等量，並做1元與10元錢幣的換算。	4
4	1-nc-03-1 能比較100以內兩量的多少及兩數的大小。	○	1-n-03 能運用數來表達多少、大小、順序。	3、18
16	1-sc-02-2 能辨識、描述與分類簡單立體形體(紙盒、正方體、長方體、圓柱體等)。	X	1-s-02 能辨識、描述與分類簡單平面圖形與立體形體。	20 <a href="#">下載</a>
說明： 1. ○表示該評量指標所有試題均通過； △表示該評量指標部分試題未通過； X表示該評量指標所有試題均未通過。 2. 檢測後回饋訊息欄位標示數字係表示學生該題答錯。 3. 下載一級基本學習內容測試題之學習教材				
2017年05月數學檢測後回饋訊息				<a href="#">連結</a>
補救教學-國語文教材				<a href="#">連結</a>
補救教學-數學教材				<a href="#">連結</a>
補救教學-英語教材				<a href="#">連結</a>

## 觀看施測後回饋訊息

- 施測後回饋訊息欄位中，**答錯**的題號會顯示**紅色字體**，可點選題號觀看施測後回饋訊息。

序號	基本學習內容	檢測狀況	能力指標	施測後回饋訊息
1	1-nc-01-1 能進行100以內整數的命名及說、讀、聽、寫、做。	X	1-n-01 能認識100以內的數及「個位」、「十位」的位名，並進行位值單位的換算。	16、17 下載

201705 數學 第 17 題

科別	201705 數學	試題年級	1	題號	第 17 題
能力指標	1-n-01 能認識100以內的數及「個位」、「十位」的位名，並進行位值單位的換算。				
基本學習內容	1-nc-01-1 能進行100以內整數的命名及說、讀、聽、寫、做。	內容領域	N N數與量		
施測後回饋訊息	<p><b>評量重點：</b> 本題給定零散排列的鉛筆圖像，要求學生寫出有多少枝鉛筆，評量學生點數及讀高的能力。</p> <p><b>補救教學建議：</b> 下面以「找出 35 根吸管的圖像」為例，說明如何幫助學生解題。</p>				

## 下載學習教材(數學科)

- 數學科可逐題下載該生錯誤試題之學習教材或下載該生全卷錯誤試題之學習教材。

### 補救教學評量系統 - 測驗結果報告

#### 【基本資料】

學校名稱：  
身分證號：  
學生姓名：  
就讀年級：  
班級名稱：  
測驗日期：  
測驗科目：  
測驗年級：

評量成績 (答對題數)	40 (10)
是否通過	未通過

[下載該生全卷錯誤試題之學習教材](#)

序號	基本學習內容	檢測狀況	能力指標	施測後回饋訊息
1	1-nc-01-1 能進行100以內整數的命名及說、讀、聽、寫、做。	X	1-n-01 能認識100以內的數及「個位」、「十位」的位名，並進行位值單位的換算。	16、17 下載

關於方案 研發管考 申報管理 測驗評量 師資培育 教學資源 人力資源 聯絡我們 回首頁

教育部國民及學前教育署  
K-12 Education Administration, Ministry of Education

# 國民小學及國民中學補救教學資源平臺

Project for the Implementation Of Remedial Instruction

基本學習內容  
教學教材連結  
學習資源連結  
參考資訊

編製教學實施方案微电影附件中(107)

Google 自訂搜尋

熱門: 網路填報系統, 教學教材連結

教育部  
教育部國民及學前教育署  
106學年度網路填報系統  
105年網路填報系統  
人才招募專區  
科技化評量網站

最新消息 News

- 2018-06-11 補救教學現況問卷調查, 敬請補救教學老師協助填寫, 謝謝
- 2018-05-17 107年5月26日-2018全國戶外教育博覽會暨飛揚100頒獎典禮, 歡迎踴躍參與
- 2018-04-18 【簡訊】【盛裝】補救教學5月評量測驗作業說明
- 2018-04-10 【補救教學教材】跨領域閱讀教材已上線, 敬請各位師長多加利用
- 2018-03-12 【研習資訊(東區-國、數、英教師)】107年度國民小學及國民中學補救教學科技化評量系統測驗結果資料匯集
- 2018-03-12 【研習資訊(東區-學校承辦人)】107年度國民小學及國民中學補救教學科技化評量系統測驗說明及系統操作-承辦人分區研習
- 2018-02-12 【簡訊】「107年度國民小學及國民中學補救教學科技化評量系統測驗說明及系統操作-承辦人分區研習」

專業增能 advanced studies

- 2017-12-11 【簡訊】國中小數學科補救教學教材研發計畫-國小數學的運算關係及多少關係補救教學教材研習課程-東區
- 2017-12-06 【研習資訊】補救教學教師英語科國小-北區第二場次, 12月23日(六)於臺北市立松山高中辦理
- 2017-12-06 【研習資訊】補救教學教師基本學習內容研習-英語科-中區第二場次, 12月19日(二)於國立臺中科技大學...
- 2017-12-06 【取消辦理】12月9日於臺灣大學辦理106年度教育部國民中小學基本學習內容研習-東區場次
- 2017-11-24 【取消】【研習資訊】補救教學教師基本學習內容-東區場次, 12月9日(六)於國立臺灣大學進修學院辦理...
- 2017-11-17 【簡訊】國民中小學補救教學教材研發計畫-國中補救教學教材研習課程
- 2017-10-12 【簡訊】國民小學數學領域如何及代數補救教學教材研習課程資訊

徵件 Call For

2018-04-23 歡迎報名參加「國民中小學補救教學實施之課程發展與研習計畫」

關於方案 研發管考 申報管理 測驗評量 師資培育 教學資源 人力資源 聯絡我們 回首頁

教育部國民及學前教育署  
K-12 Education Administration, Ministry of Education

# 國民小學及國民中學補救教學資源平臺

Project for the Implementation Of Remedial Instruction

教學資源

- 基本學習內容
- 教學教材連結
- 學習資源連結
- 參考資訊

聯絡我們

- 補救教學相關業務
  - 國教署
    - 林淑敏 科長  
02-7736-7439
    - 陳萬璋 科員  
02-7736-7440
    - 林哲慈 小姐  
02-7736-7449
  - 研發管考組
    - 臺南大學
      - 陳惠萍 教務長  
06-213-3111 #200
      - 劉綸馨 小姐

教學教材連結 | 首頁>>>教學資源>>>教學教材連結

國語文教材連結

適用補救教學基本學習內容	105年公告(最新版)(持續上傳)
	100年公告(試行版)
	<a href="#">跨領域閱讀</a>

數學科教材

適用補救教學基本學習內容	105年公告(最新版)(持續上傳)
	100年公告(試行版)
國民中小學數學科教材原型	【國中】A冊、B冊、C冊
	【國小】A冊、B冊、C冊

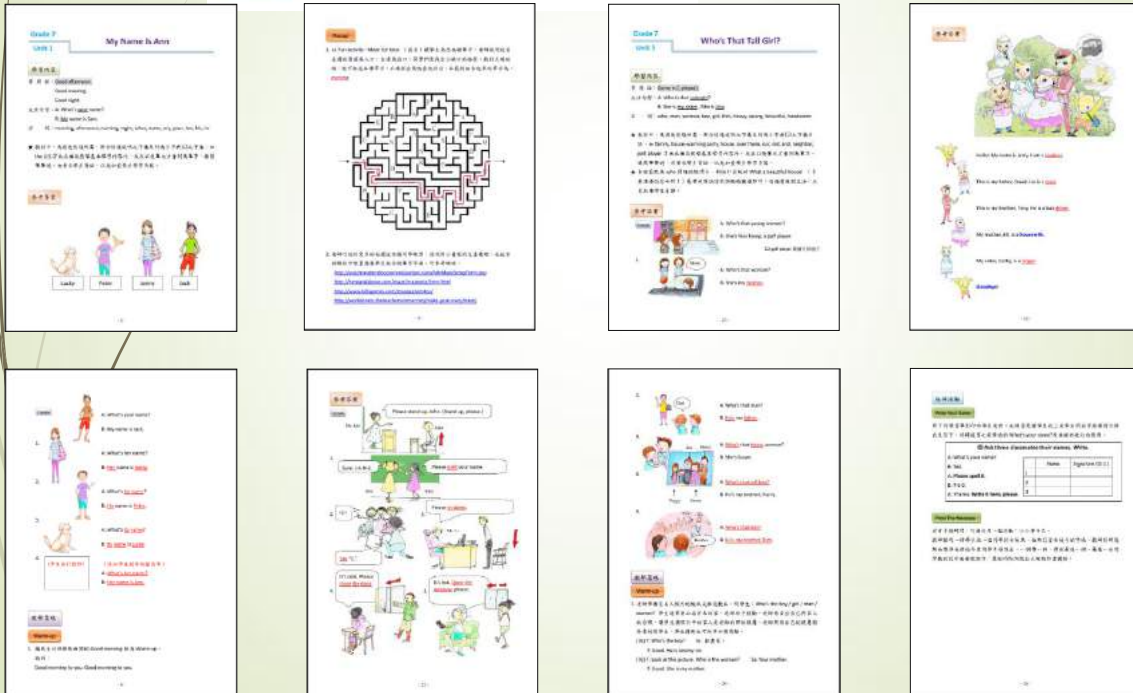
英語科教材

適用補救教學基本學習內容	105年公告(最新版)(持續上傳)
	100年公告(試行版)



# 英語補救教學教材

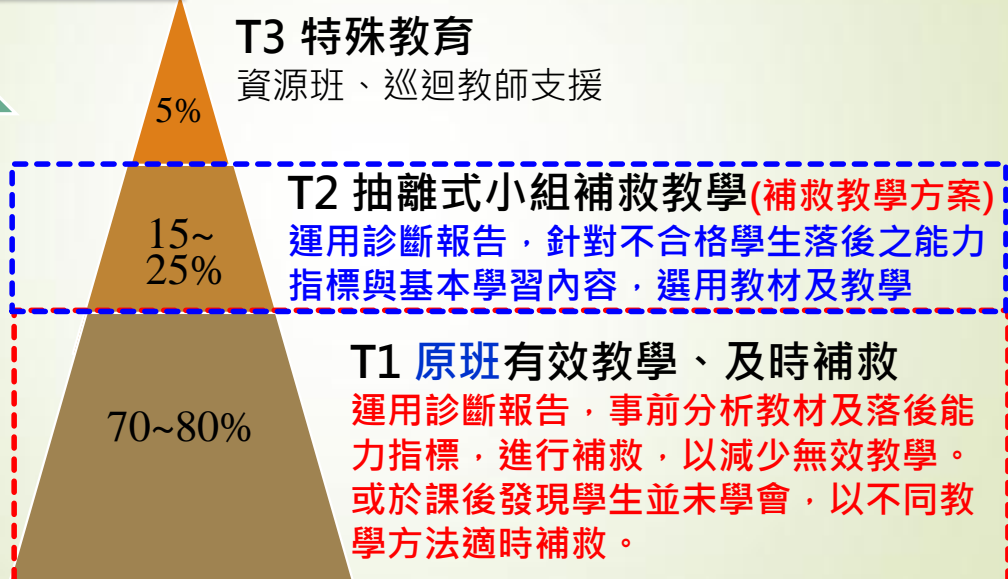
英語補救教學教材 > ... > 7 七年級



## 與現行教材連結

把每個孩子帶上來

減  
少  
一  
上  
層  
的  
層  
的  
力  
人  
都  
數  
在



引自教育部104年度補救教學實施方案-核心精神與政策規劃簡報

# 與現行教材連結—以英文為例

201705測驗結果報告

三科		國語文	數學	英語	施測後回饋訊息	學習教材[學生版]	學習教材[教師版]	意見回饋		
<input checked="" type="checkbox"/> 全選 <input type="checkbox"/> 選未通過					列印勾選學生測驗報告統計表 列印勾選學生個別測驗報告 列印勾選學生個別測驗報告【雙面】					
本科目勾選對象共168人										
<input type="button" value="列印測驗報告"/> <input type="button" value="下載"/>										
No. ▲▼	入學年度 ▲▼	班級 ▲▼	座號 ▲▼	106學年度 新班級 ▲▼	姓名 ▲▼	身分證號 ▲▼	分數 (答對題數) ▲▼	是否通過 ▲▼	測驗結果	下修測驗結果 ▲▼
<input checked="" type="checkbox"/>	1	104	忠	0	忠	*****34676	>=60(25)	通過	<input type="button" value="觀看"/>	
<input checked="" type="checkbox"/>	2	104	忠	0	忠	*****98507	>=60(22)	通過	<input type="button" value="觀看"/>	
<input checked="" type="checkbox"/>	3	104	忠	0	忠	*****57170	20(5)	未通過*	<input type="button" value="觀看"/>	
<input checked="" type="checkbox"/>	4	104	忠	0	忠	*****94021	32(8)	未通過*	<input type="button" value="觀看"/>	
<input checked="" type="checkbox"/>	5	104	忠	0	忠	*****94272	40(10)	未通過*	<input type="button" value="觀看"/>	
<input checked="" type="checkbox"/>	6	104	忠	0	忠	*****94370	>=60(15)	通過	<input type="button" value="觀看"/>	
<input checked="" type="checkbox"/>	7	104	忠	0	忠	*****94567	>=60(17)	通過	<input type="button" value="觀看"/>	
<input checked="" type="checkbox"/>	8	104	忠	0	善	*****95019	32(8)	未通過*	<input type="button" value="觀看"/>	
<input checked="" type="checkbox"/>	9	104	忠	0	忠	*****95126	>=60(17)	通過	<input type="button" value="觀看"/>	
<input checked="" type="checkbox"/>	10	104	忠	0	善	*****95206	>=60(21)	通過	<input type="button" value="觀看"/>	
<input checked="" type="checkbox"/>	11	104	忠	0	忠	*****95439	52(13)	未通過*	<input type="button" value="觀看"/>	
<input checked="" type="checkbox"/>	12	104	忠	0	忠	*****95662	36(9)	未通過*	<input type="button" value="觀看"/>	
<input checked="" type="checkbox"/>	13	104	忠	0	忠	*****85942	48(12)	未通過*	<input type="button" value="觀看"/>	
<input checked="" type="checkbox"/>	14	104	忠	0	善	*****35613	>=60(25)	通過	<input type="button" value="觀看"/>	
<input checked="" type="checkbox"/>	15	104	忠	0	善	*****35819	48(12)	未通過*	<input type="button" value="觀看"/>	
<input checked="" type="checkbox"/>	16	104	忠	0	忠	*****36030	>=60(22)	通過	<input type="button" value="觀看"/>	
<input checked="" type="checkbox"/>	17	104	忠	0	忠	*****36101	56(14)	未通過*	<input type="button" value="觀看"/>	

# 與現行教材連結—以英文為例

序號	基本學習內容	能力指標	施測後回饋訊息	檢測狀況統計			
				O	△	X	合計
1	文法句型字詞	1-1-8 能聽懂簡易句型的句子。	6 07				
		3-1-5 能看懂簡易的句子。	6 08				
		5-1-5 能聽懂日常生活中常用語句，並能作適當回應。	6 09				
		5-2-3 能聽懂日常生活用語，或能理解文、書、信、雜誌、劇內、電視等內容與情節。	6 10				
		3-2-6 能理解文、書、信、雜誌、劇內、電視等內容與情節。	6 18				
		3-2-7 能看懂圖畫上字義，或能推論文意。	6 19				
		3-2-8 能看懂圖表。	6 20				
		3-2-9 能看懂圖表。	6 21				
		3-2-10 能看懂圖表。	6 22				
		3-2-11 能看懂圖表。	6 23				
		3-2-12 能看懂圖表。	6 24				
		3-2-13 能看懂圖表。	6 25				
		3-2-14 能看懂圖表。	7 04				
		3-2-15 能看懂圖表。	7 05				
		3-2-16 能看懂圖表。	7 06				
		3-2-17 能看懂圖表。	7 07				
		3-2-18 能看懂圖表。	7 08				
		3-2-19 能看懂圖表。	7 09				
		3-2-20 能看懂圖表。	7 10				
		3-2-21 能看懂圖表。	7 16				
		3-2-22 能看懂圖表。	7 17				
		3-2-23 能看懂圖表。	7 18				
		3-2-24 能看懂圖表。	7 19				
		3-2-25 能看懂圖表。	7 20	0	68	0	68
		3-2-26 能看懂圖表。	7 21				
3-2-27 能看懂圖表。	7 22						
3-2-28 能看懂圖表。	7 23						
3-2-29 能看懂圖表。	7 24						
3-2-30 能看懂圖表。	7 25						
3-2-31 能看懂圖表。	8 04						
3-2-32 能看懂圖表。	8 05						
3-2-33 能看懂圖表。	8 06						
3-2-34 能看懂圖表。	8 07						
3-2-35 能看懂圖表。	8 08						
3-2-36 能看懂圖表。	8 09						
3-2-37 能看懂圖表。	8 10						
3-2-38 能看懂圖表。	8 16						
3-2-39 能看懂圖表。	8 17						
3-2-40 能看懂圖表。	8 18						
3-2-41 能看懂圖表。	8 19						
3-2-42 能看懂圖表。	8 20						
3-2-43 能看懂圖表。	8 21						
3-2-44 能看懂圖表。	8 22						
3-2-45 能看懂圖表。	8 23						
3-2-46 能看懂圖表。	8 24						
3-2-47 能看懂圖表。	8 25						

須先補救，才能銜接現行進度

如果不考慮學生的先備經驗和起點行為，直接進行該單元的教學，後果會是...

## 實際操作

- ▶ 觀看個別學生測驗統計報告
- ▶ 連結教材資源
- ▶ 觀看不合格學生測驗統計報告
- ▶ 觀看受測學生測驗統計報告

## 實作及應用

- ▶ 請先閱讀未來要進行**教學單元的能力指標**
- ▶ 閱讀學生診斷報告，**未通過的能力指標是否為該單元的先備能力？**
- ▶ 針對這些重點項目，思考您在班上的**教學策略或調整** (教學活動、上課方式、教學情境、作業或練習單)

## 將測驗結果運用於課堂教學

- ▶ 如果即將上課的這個單元，學生的先備經驗與能力不足，我可以...

## 將測驗結果運用於課堂教學 (第一層級補救)

- ▶ 進新單元之前先實施前測
- ▶ 指派與該學習內容有關的作業讓學生練習
- ▶ 實施異質性分組教學，由高能力學生指導低能力學生。
- ▶ 減量並簡化目標學生作業，先要求學生具備基本能力。
- ▶ 提供實際的情境或經驗(提供教具、布置學習角，讓學生可以自行操作)



## 提升整體補救成效建議(行政)

- 檢視測驗結果，掌握學習弱勢學生概況(提高提報率)
- 原班教師應了解班上那些學生不合格、不合格的能力指標，以及成長測驗情形
- 強化第一層級的補救教學(追蹤，原班即時補救)
- 多運用暑假，早自修
- 落實學習輔導小組運作(開班方式及策略·其他類學生受輔·成效追蹤·策略調整)

## 提升補救教學成效建議(教學)

- 了解診斷報告  
分析教材進度之單元能力指標  
審視所有學生診斷報告，找出與現行課程有關，且不通過之學生
- 針對學生落後能力使用補救教材(含第1,2層級)  
提供落後學生練習或作為家課、預習作業  
一次將學生落後的能力指標列出，列印教材，配合單元進度讓學生練習
- 改變教學方式(含第1,2層級)  
寫功課、測驗卷、自修→個別指導、操作、發表

# 簡報結束

嘉義縣補救教學資源中心  
提供相關參考數據

補救教學系統操作及運用問題，可先向各校承辦人洽詢

## 編者序

在全球化的浪潮下，英語儼然成為當今最強勢的國際溝通共同語(lingua franca)，良好的英語能力便成為國家乃至個人國際競爭力之重要指標。有鑑於此，我國政府推動了許多提升國人英語文能力之政策及措施。例如，教育部自九十學年度起將英語教育納入國民小學正規課程，從五年級起開始實施英語教學；而後又於九十四學年度起將英語課程向下延伸至國民小學三年級開始實施，此皆為提升國人英語能力之重要政策及具體作為。

國人的英語學習熱潮甚至延伸至課堂外：民間英語課外補習風氣盛行，也有許多人熱中參與各項英語檢定。然而在這一片英語學習狂熱中，卻也浮現學生英語程度落差日益嚴重、英語成就表現趨向雙峰的問題。在一般英語課堂裡，學生能力差異懸殊，不但對教師教學造成極大的挑戰與困擾；對於學習落後的學生而言，更可能因無法跟上學習進度而產生挫敗感及無助感，若長此以往而未能獲得適當扶助，這些學生將喪失學習興趣及動機。

消弭學生英語能力程度的差異，有賴補救教學之落實。然而補救教學的實施，應依差異的情況，作不同層次的處理，方能見效。例如，對於學習稍微落後的學生，其所需之補救教學應可透過任課教師在課中或課後，參照正規班級學習內容，針對個別需要，提供即時解惑與學習輔導，以協助其趕上班級學習進度。但是對於大幅落後的學生，因一般課堂學習內容已遠遠超過其可以理解的範圍，遑論吸收和運用；此時，則應採取抽離方式，在一般課堂之外先進行基礎知能之補強。

「英語科補救教學基本學習內容」之訂定，便是以提供大幅落後正規班級學習進度者所需之基礎英語知能為前提。為提供適切、具結構性的學習素材，提升學習成就感，在設想這些大幅落後者的學習進度以及其可承載的學習量時，編輯團隊延續「攜手計畫—課後扶助方案」的精神，對學習低成就者之界定是以全國百分等級未達35%者為參照點；而這些學生應該習得的基礎英語知能，便是「英語科補救教學基本學習內容」的主體。在此基礎上，編輯團隊同時還考量英語在我國之定位為外語，學生接觸英語的情境相當侷限，更顧及社經弱勢學生課後學習英語奧援缺乏，故在設定基本學習內容時力求精實，以期能提供學習落後之弱勢學生適量之學習內容，以及較實際可達成的學習目標。此外，在選取補救教學基本學習內容時，編輯團隊除參考我國英語課程綱要與各審訂版教科書內容外，更著重學習內容在日常溝通的實用性，希望藉此引導學生領會英語文的功能意義，進而提升其學習興趣與動機。

「英語科補救教學基本學習內容」著重基礎英語溝通知能，屬於門檻性質。除了 26 個字母以及字母拼讀法中最基本之規則外，編輯團隊採「減量、淺化」之原則列出最基本的英語字詞、常用語、以及文法句型作為學習素材，這些都應視為各階段學習的最基本要求。學生若能完全掌握基本學習內容，教師則須因應學生學習進步狀況，適時、適量增加其他學習內容；自行編撰補救教學相關教材時，亦必須因應學習所需，適量納入非基本學習內容所列之字詞、常用語、以及文法句型，積極協助有心精進者提升英語知能，以期能逐步與正規課程內容接軌，最後能重回並融入主流學習環境。

訂定「英語科補救教學基本學習內容」涉及龐大的教材分析及繁複的篩選歷程，若非編輯團隊及助理對英語教育具有無比的熱誠與責任感，願意犧牲個人與家庭的時間，全力配合參與各項諮詢與討論會議，實難以完成如此艱鉅任務。相信在臺灣各個角落及第一線教學現場，也有無數的英語教育先進，正孜孜矻矻地為我國英語教育奠定基石，沒有這些以教育為終身志業的良師，再良善的補救教學政策和課程規劃，也屬枉然；我們謹向臺灣無數為成就每一位學習不利學生默默耕耘、無私奉獻的教師致上最高敬意！最後，我們誠懇地邀請教育先進和專家斧正，以期英語科補救教學基本學習內容更臻完善。

國民中學語文領域（英語）

「補救教學基本學習內容」召集人

程玉秀

## 使用說明

「英語科補救教學基本學習內容」係指無論課程標準或課程綱要如何改變，或教材如何重編，學生在各年級必須習得之基本英語知能。「國民中學英語科補救教學基本學習內容」適用對象為七到九年級參與英語科補救教學之學生。訂定此基本學習內容之主要目的有三個：（一）界定低學習成就弱勢學生在國民中學各階段應習得的基本英語知識及技能，以落實國民中學基礎英語教育，奠定國人基本英語能力；（二）提供國民中學英語科補救教學補充教材編輯之參考；（三）作為建構國民中學英語科補救教學相關標準化測驗之依據，凡無法通過依據基本學習內容所建置之檢測標準者，應參與補救教學。

「國民中學英語科補救教學基本學習內容」乃依據十二年國民基本教育之配套方案—「國民小學及國民中學補救教學實施方案」，委託國立臺灣師範大學組成編輯委員會，結合英語教育專家學者及具豐富教學經驗之國民中小學英語教師之智慧與經驗，以 101 年 7 月公告之「國民中學英語科補救教學基本學習內容(試行版)」為基礎，經編輯委員多次研議、進行修訂與調整，並透過四場全國分區說明會與第一線教師討論而成。修訂時，編輯委員所參考的資料涵蓋試行期間從評量端和教學端所收集的相關統計資料和文獻、教育部所頒布的國民中小學英語課程綱要、英語向下延伸四直轄市（臺北市、新北市、桃園市與臺中市）所訂的課程綱要、以及以審定版教科書所建置的字詞、常用語和文法句型語料庫。

此基本學習內容從七年級到九年級依年級分列各年級學生應習得之最基本英語知識範疇與技能，包括字詞和文法句型之了解與應用。字詞和文法句型之選用係以各版本國中、小英語教科書與英語向下延伸四直轄市之國小英語課程綱要內容所建立之語料庫，經分析各字詞和文法句型出現頻率後，選擇出現頻率高者納入。字詞和文法句型兩者間之搭配運用，亦為選用之重要考量。

「國民中學英語科補救教學基本學習內容」所列字詞以及文法句型皆屬國民中學各階段最低門檻之學習內容，因應學生學習進步狀況，教師應適時、適量增加學習內容；編撰英語補救教學相關教材時，因應所需，亦可適量納入非基本學習內容所列之字詞、常用語以及文法句型。

年級	七年級		八年級		九年級																																																					
項目	內容	說明	內容	說明	內容	說明																																																				
字詞	<p><b>113 個字詞</b></p> <p>afternoon, and, aunt, bad, ball, bear, beautiful, but, call, catch, cellphone, chair, class, clean, clock, close, cute, daughter, day, desk, dish, door, driver, eraser, evening, every, face, flower, foot, Fri.(Friday), friend, glasses, good, goodbye, grandfather(grandpa), grandmother(grandma), hair, hand, handsome, hat, her, him, his, homework, house, housewife, how, its, jeans, jump, key, know, leg, listen (to), look, make, man, me, Mon.(Monday), monkey, morning, my, new, number, old, open, our, phone, picture, pink, please, put, run, Sat.(Saturday), say, shirt, singer, sit (down), socks, sofa, son, song, sorry, spell, stand (up), study, Sun.(Sunday), table, talk, teach, thank, their, there (is/are), these, they, thirteen, those, Thu.(Thursday), today, tree, Tue.(Tuesday), uncle, very, wash, Wed.(Wednesday), weekend, what, where, who, window, woman, young, your, (cook), (dad), (mom)</p>	<p>一、能聽懂 二、能口說 三、能認讀 四、能書寫</p>	<p><b>116 個字詞</b></p> <p>a lot (of), about, across, after, ago, all, along, ask, baseball, basketball, beach, beef, before, between, birthday, boat, both, bread, breakfast, buy, by, card, chicken, cloudy, coffee, come, dinner, dollar, drive, dry, early, easy, fall, family, floor, food, for, front, fruit, fun, game, get, gift, great, gym, hamburger, hard, help, here, hike, hospital, hot dog, hungry, invite, last, late, learn, left, library, love, many, money, month, much, need, next, night, noodle, now, or, orange, party, people, place, plane, pork, post office, practice, rain, right, road, salad, sandwich, scooter, sea, shop, snowy, soup, spring, start, station, street, summer, take, taxi, tell, them, tomorrow, train, turn, umbrella, us, wait, was, we, wear, weather, week, were, wet, which, will, windy, winter, year, yesterday, (next to)</p>	<p>一、能聽懂 二、能口說 三、能認讀 四、能書寫</p>	<p><b>52 個字詞</b></p> <p>again, already, also, animal, be, best, better, bring, busy, cheese, coat, computer, expensive, fast, feel, fine, finish, give, hear, heavy, hit, ice cream, just, large, lucky, more, most, never, pants, popular, really, shorts, sick, since, smell, sometimes, speak, sport, strong, subject, sure, sweeter, taste, than, tomato, toy, try, use, usually, wall, well, work, (right)</p>	<p>一、能聽懂 二、能口說 三、能認讀 四、能書寫</p>																																																				
			<p><b>九年級動詞三態表</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>年級</th> <th>原型</th> <th>過去式</th> <th>過去分詞</th> </tr> </thead> <tbody> <tr> <td>五</td> <td>am</td> <td>was</td> <td>been</td> </tr> <tr> <td>五</td> <td>are</td> <td>were</td> <td>been</td> </tr> <tr> <td>九</td> <td>bring</td> <td>brought</td> <td>brought</td> </tr> <tr> <td>八</td> <td>buy</td> <td>bought</td> <td>bought</td> </tr> <tr> <td>七</td> <td>catch</td> <td>caught</td> <td>caught</td> </tr> <tr> <td>八</td> <td>come</td> <td>came</td> <td>come</td> </tr> <tr> <td>五</td> <td>do</td> <td>did</td> <td>done</td> </tr> <tr> <td>六</td> <td>draw</td> <td>drew</td> <td>drawn</td> </tr> <tr> <td>八</td> <td>drive</td> <td>drove</td> <td>driven</td> </tr> <tr> <td>六</td> <td>eat</td> <td>ate</td> <td>eaten</td> </tr> <tr> <td>九</td> <td>feel</td> <td>felt</td> <td>felt</td> </tr> <tr> <td>六</td> <td>fly</td> <td>flew</td> <td>flown</td> </tr> </tbody> </table>				年級	原型	過去式	過去分詞	五	am	was	been	五	are	were	been	九	bring	brought	brought	八	buy	bought	bought	七	catch	caught	caught	八	come	came	come	五	do	did	done	六	draw	drew	drawn	八	drive	drove	driven	六	eat	ate	eaten	九	feel	felt	felt	六	fly	flew	flown
年級	原型	過去式	過去分詞																																																							
五	am	was	been																																																							
五	are	were	been																																																							
九	bring	brought	brought																																																							
八	buy	bought	bought																																																							
七	catch	caught	caught																																																							
八	come	came	come																																																							
五	do	did	done																																																							
六	draw	drew	drawn																																																							
八	drive	drove	driven																																																							
六	eat	ate	eaten																																																							
九	feel	felt	felt																																																							
六	fly	flew	flown																																																							
			<p><b>八年級動詞兩態表</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>年級</th> <th>原型</th> <th>過去式</th> </tr> </thead> <tbody> <tr> <td>五</td> <td>am</td> <td>was</td> </tr> <tr> <td>五</td> <td>are</td> <td>were</td> </tr> <tr> <td>八</td> <td>buy</td> <td>bought</td> </tr> </tbody> </table>				年級	原型	過去式	五	am	was	五	are	were	八	buy	bought																																								
年級	原型	過去式																																																								
五	am	was																																																								
五	are	were																																																								
八	buy	bought																																																								

七	catch	caught
八	come	came
五	do	did
六	draw	drew
八	drive	drove
六	eat	ate
六	fly	flew
八	get	got
六	go	went
六	have	had
四	is	was
七	know	knew
七	make	made
七	put	put
五	read	read
六	ride	rode
七	run	ran
七	say	said
五	see	saw
五	sing	sang
七	sit	sat
六	sleep	slept
七	stand	stood
五	swim	swam
八	take	took
七	teach	taught
八	tell	told
八	wear	wore
五	write	wrote

一、能聽懂  
二、能口說  
三、能認讀  
四、能書寫

八	get	got	got
九	give	gave	given
六	go	went	gone
六	have	had	had
九	hear	heard	heard
九	hit	hit	hit
四	is	was	been
七	know	knew	known
七	make	made	made
七	put	put	put
五	read	read	read
六	ride	rode	ridden
七	run	ran	run
七	say	said	said
五	see	saw	seen
五	sing	sang	sung
七	sit	sat	sat
六	sleep	slept	slept
九	speak	spoke	spoken
七	stand	stood	stood
五	swim	swam	swum
八	take	took	taken
七	teach	taught	taught
八	tell	told	told
八	wear	wore	worn
五	write	wrote	written

一、能聽懂  
二、能口說  
三、能認讀  
四、能書寫

\*為強化字詞教學，建議於教學時加強學習者看字讀音、聽音辨字的能力。若學習者該能力不足，則應於補救教學前先加強字母拼讀能力。補充教材可參考國民小學英語科補救教學基本學習內容之字母拼讀教材、民國八十七年國立編譯館出版之「英語字母拼讀法練習本」、或國家教育研究院教育資源及出版中心之「字母拼讀 HIGH 翻天」系列 MOD 影片。



年級	七年級		八年級		九年級			
項目	內容	說明	內容	說明	內容	說明		
文法句型	<p>1. A: What is <u>her</u>/Jane's phone number? B: It is <u>8765-4321</u>.</p> <p>2. (Please) open the window.</p> <p>3. A: Is she <u>your sister</u>/a cook? B: Yes, she <u>is</u>. No, <u>she</u> is not/isn't. <u>She</u> is <u>my daughter</u>/a nurse.</p> <p>4. A: Where is/are <u>my new</u> cellphone/glasses? B: It is/They are on the <u>table</u>.</p> <p>5. A: <u>What is John</u>/What are <u>John and Mary</u> doing? B: <u>He is/They are doing</u> the <u>dishes</u> (in the <u>kitchen</u>).</p> <p>6. There is/are a <u>monkey/five monkeys</u> <u>in the picture</u>.</p> <p>7. A: Do you <u>have a pink</u> marker? B: Yes, I do./ No, I do not/don't. (But I <u>have a blue one</u>.)</p> <p>8. A: Does <u>he</u> have <u>big eyes</u>? B: Yes, <u>he</u> does./ No, <u>he</u> does not/doesn't.</p>	<p>一、能聽懂 二、能口說 三、能認讀 四、能書寫</p>	<p>1. A: Which do you like, <u>beef</u> or <u>pork</u>? B: I like (them) <u>both</u>.</p> <p>2. A: How many <u>sandwiches</u> do you want/need? B: We want/need <u>ten</u>.</p> <p>3. <u>Tom was/Tom and Mary were here</u> <u>last summer</u>.</p> <p>4. A: What did you <u>do last</u> weekend? B: I went to <u>Green Island</u>.</p> <p>5. A: Did you <u>invite Jean</u>? B: Yes, I did./ No, I did not/didn't. (But I <u>invited Mary</u>.)</p> <p>6. A: Will you <u>play baseball</u> tomorrow <u>morning</u>? B: Yes, I will./ No, I will not/won't. (But I will <u>play basketball</u>.)</p> <p>7. A: How do I get to the <u>train station</u>? B: Turn <u>right</u>. Go along <u>Green Street</u>. It is <u>in front of the post office</u>.</p>	<p>一、能聽懂 二、能口說 三、能認讀 四、能書寫</p>	<p>1. A: How does he <u>feel</u>? B: He <u>feels sick</u>.</p> <p>2. A: <u>Who is taller</u>, Sam or Jack?</p> <p>3. A: <u>Who is the tallest in</u> your <u>class</u>? B: Peter (is the tallest in <u>my class</u>).</p> <p>4. A: How long <u>has</u> Mary studied <u>Chinese</u>? B: (She <u>has studied Chinese</u>) <u>for one year/since last year</u>.</p> <p>5. The park <u>was cleaned</u> (by the students) <u>yesterday</u>.</p>	<p>一、能聽懂 二、能口說 三、能認讀 四、能書寫</p>	<p>註： 1. 句中畫底線的部分可以其它字詞代換。 2. 括號內字、句可省略。 3. 自八年級起因人稱不同所造成的(助)動詞變化(如依句型1所產生的變換：Which does he like, beef or pork? 等)不再逐一詳列。</p>	<p>註： 1. 句中畫底線的部分可以其它字詞代換。 2. 括號內字、句可省略。</p>

## 國民中學英語科補救教學基本學習內容選用說明

### 一、字詞選用說明

- (一) 依據教育部所頒布之英語課程綱要，國中畢業時應學會 1,200 字詞，並應用於聽、說、讀、寫溝通中。考量低學習成就者的學習速度較為緩慢以及補救教學時數之限制，國中、小「英語補救教學基本學習內容」編輯委員會決議以國小字詞 144 字，另加 281 字，共計 425 字（約為課綱所訂 1,200 字之三分之一），做為低學習成就者國中畢業時應具備的最基本英語應用字彙量。亦即國中低學習成就者，除了需掌握國小階段的 144 個基本字詞外，還需再習得至少 281 個英語應用字彙。
- (二) 「國民中學英語科補救教學基本學習內容」所涵蓋的 281 基本字詞是以國中、小「英語科補救教學基本學習內容（試行版）」所列 448 字詞為基礎，進行調整。「試行版」國中英語科基本字詞之選用，是以教育部英語課程綱要所列 1,200 基本字詞為本，並參考當時全國常用的五個國中英語教科書版本（佳音翰林、康軒、南一、何嘉仁及合聲）所提供字詞表（含國小基本 180 字詞），依據字詞出現頻率，歷經多次學者專家及英語教師開會討論、增刪補正所得。其選用原則為：在三個以上版本中列為國小基本 180 字詞但尚未列入國小英語補救教學基本學習內容者、或出現在國中三個以上版本的第一至三冊字詞者，並能與溝通功能、基本文法句型及主題搭配者，優先選用。
- (三) 以「試行版」所選之字詞為基礎，「國民中學英語科補救教學基本學習內容」所列 281 基本字詞，其選用乃透過進一步比對由三個新版本國中英語教科書、八個新版本國小英語教科書、及四個英語向下延伸直轄市（臺北市、新北市、桃園市與臺中市）課程綱要所列單字統整而成之語料庫，依據出現頻率及冊別，經專家學者及國中英語教師多方考量而訂定。所納入參考之新版國中英語教科書包括：佳音翰林、康軒及南一。
- (四) 「國民中學英語科補救教學基本學習內容」281 字詞除 cellphone 外，均符合以下兩點選用原則：(1) 在上述三個新版本國中教科書中皆出現，或者出現於八個新版本國小教科書；(2) 列於全民英檢初級參考字表或屬於 Collins Cobuild 辭典三顆星以上詞彙。此外，選用字詞皆能與基本學習內容所選用的文法句型相互搭配使用。cellphone 雖不符合上述第二個原則，但該字詞出現在三個版本的國中教科書且能搭配七年級基本句型一起學習，故亦優先納入基本學習內容。

(五) 因應補救教學時數有限，而九年級所需學習的英語句型 and 文法概念較為困難，需要分配較多時間學習，國中英語補救教學字詞量之分配七、八年級高於九年級：「國民中學英語科補救教學基本學習內容」281個「應用字彙」依年級分列為七年級113字，八年級116字，九年級52字。國中1,200字詞中未被選用為國小或國中「英語科補救教學基本學習內容」之「應用字彙」者，則視為「認識字彙」。學生必須能聽懂、口說、認讀及書寫「應用字彙」；「認識字彙」則只須聽懂和認讀即可。

(六) 「國民中學英語科補救教學基本學習內容」字詞呈現及計算方式依下列原則處理：

(1) 字彙表字數的計算不包含括弧內的字詞。以括弧表示的字詞有下列四種情形：(A)同一字詞不同拼法者，以括弧呈現在該字詞之後，如 phone (telephone)；(B)星期名稱因日常生活常見形式為縮寫，故只列縮寫形式，括弧內為完整拼字；(C)同一字詞有不同意義或詞性者，第二次出現時，以括弧表示。如 right 可解釋為右邊的或正確的，仍只算一字。(D)若為片語，將後面的副詞或介係詞括弧，代表可單獨使用該字詞。

(2) Be 動詞及代名詞的衍生詞在課程綱要中雖歸為一字，但有鑑於其變化形較複雜，國中、小「英語科補救教學基本學習內容」將其分列為單字並計入字數：(A) Be 動詞的 am、is 和 are 列為國小字詞，was 和 were 列為國中字詞；(B)代名詞的所有格及受格皆列為國中字詞。

(3) 形容詞之比較級及最高級，除不規則變化之 better 及 best，其餘均以原形出現。

(4) 名詞除了少數常以複數形式出現者（如 pants）之外，均以單數形式出現。

(5) 數字雖為重要字詞，但因可以阿拉伯數字替代，為減輕學生負擔，只將數字 1-13 列為字詞（其中 1-12 為國小必學字詞）。

## 二、文法句型選用說明

(一) 「國民中學英語科補救教學基本學習內容」文法句型之選用，係參考「國民中學英語科補救教學基本學習內容(試行版)」所列文法句型在試用期所得教學端和評量端資訊，加以調整之。試行版所列句型乃依據研擬試行版基本學習內容時全國國中審定版教科書（佳音翰林、康軒、南一、何嘉仁 Power English 版及合聲計五個版本）和教育部國民中學學習資源網之「文法診斷網」所列之文法句型，以及臺師大心測中心英語科研究小組所提供的文法分析表，並配合「國民中學英語科補救教學基本學習內容（試行版）」之字詞、溝通功能與主題所訂定。

(二)「國民中學英語科補救教學基本學習內容」所列文法句型，除以試行版為依據，還進一步比對三個新版本的國中英語教科書（佳音翰林、康軒及南一）所涵蓋的文法句型出現冊別，並經多次學者專家及國中英語教師開會研議，配合「國民中學英語科補救教學基本學習內」所列281基本字詞調整所得。

(三)各年級句型之選用，主要斟酌低學習成就學生可負擔之學習量、各版本共有之句型，並配合字詞之學習，依年級分列為七年級8個句型、八年級7個句型、九年級5個句型。學生需能聽懂、口說、認讀和書寫這些句型。

## 附錄：國民中小學英語科補救教學425 字詞

編號	字詞	年級	編號	字詞	年級	編號	字詞	年級
1	a (an)	四	19	ask	八	37	best	九
2	about	八	20	at	六	38	better	九
3	across	八	21	aunt	七	39	between	八
4	after	八	22	bad	七	40	big	五
5	afternoon	七	23	bag	六	41	bike	六
6	again	九	24	ball	七	42	bird	四
7	ago	八	25	banana	四	43	birthday	八
8	a lot (of)	八	26	baseball	八	44	black	四
9	all	八	27	basketball	八	45	blue	四
10	along	八	28	bathroom	六	46	boat	八
11	already	九	29	be	九	47	book	四
12	also	九	30	beach	八	48	bookstore	六
13	am	五	31	bear	七	49	both	八
14	and	七	32	beautiful	七	50	box	六
15	animal	九	33	bed	六	51	boy	五
16	apple	四	34	bedroom	六	52	bread	八
17	are	五	35	beef	八	53	breakfast	八
18	art	六	36	before	八	54	bring	九

編號	字詞	年級	編號	字詞	年級	編號	字詞	年級
55	brother	五	73	class	七	91	dinner	八
56	bus	六	74	clean	七	92	dish	七
57	busy	九	75	clock	七	93	do	五
58	but	七	76	close	七	94	doctor	六
59	buy	八	77	cloudy	八	95	dog	四
60	by	八	78	coat	九	96	dollar	八
61	cake	四	79	coffee	八	97	door	七
62	call	七	80	cold	五	98	draw	六
63	can	五	81	color	四	99	dress	六
64	car	六	82	come	八	100	drive	八
65	card	八	83	computer	九	101	driver	七
66	cat	四	84	cook	六	102	dry	八
67	catch	七	85	cool	五	103	ear	六
68	cellphone	七	86	cute	七	104	early	八
69	chair	七	87	dance	五	105	easy	八
70	cheese	九	88	daughter	七	106	eat	六
71	chicken	八	89	day	七	107	egg	四
72	Chinese	六	90	desk	七	108	eight	五

編號	字詞	年級	編號	字詞	年級	編號	字詞	年級
109	eleven	五	127	flower	七	145	good	七
110	English	六	128	fly	六	146	goodbye	七
111	eraser	七	129	food	八	147	grandfather (grandpa)	七
112	evening	七	130	foot	七	148	grandmother (grandma)	七
113	every	七	131	for	八	149	great	八
114	expensive	九	132	four	五	150	green	四
115	eye	六	133	Fri. (Friday)	七	151	gym	八
116	face	七	134	friend	七	152	hair	七
117	fall	八	135	front	八	153	hamburger	八
118	family	八	136	fruit	八	154	hand	七
119	fast	九	137	fun	八	155	handsome	七
120	father	五	138	game	八	156	happy	五
121	feel	九	139	get	八	157	hard	八
122	fine	九	140	gift	八	158	hat	七
123	finish	九	141	girl	五	159	have	六
124	fish	四	142	give	九	160	he	五
125	five	五	143	glasses	七	161	head	六
126	floor	八	144	go	六	162	hear	九



編號	字詞	年級	編號	字詞	年級	編號	字詞	年級
163	heavy	九	181	ice cream	九	199	left	八
164	help	八	182	in	六	200	leg	七
165	her	七	183	invite	八	201	library	八
166	here	八	184	is	四	202	like	五
167	hike	八	185	it	四	203	lion	四
168	him	七	186	its	七	204	listen (to)	七
169	his	七	187	jacket	六	205	living room	六
170	hit	九	188	jeans	七	206	long	六
171	home	六	189	juice	五	207	look	七
172	homework	七	190	jump	七	208	love	八
173	hospital	八	191	just	九	209	lucky	九
174	hot	五	192	key	七	210	lunch	六
175	hot dog	八	193	kitchen	六	211	make	七
176	house	七	194	know	七	212	man	七
177	housewife	七	195	large	九	213	many	八
178	how	七	196	last	八	214	marker	四
179	hungry	八	197	late	八	215	math	六
180	I	五	198	learn	八	216	me	七

編號	字詞	年級	編號	字詞	年級	編號	字詞	年級
217	milk	四	235	night	八	253	party	八
218	Mon. (Monday)	七	236	nine	五	254	pen	四
219	money	八	237	no	四	255	pencil	四
220	monkey	七	238	noodle	八	256	people	八
221	month	八	239	nose	六	257	phone	七
222	more	九	240	not	四	258	picture	七
223	morning	七	241	now	八	259	pie	五
224	most	九	242	number	七	260	pig	四
225	mother	五	243	nurse	六	261	pink	七
226	mouth	六	244	old	七	262	pizza	五
227	much	八	245	on	六	263	place	八
228	music	六	246	one	五	264	plane	八
229	my	七	247	open	七	265	play	六
230	name	四	248	or	八	266	please	七
231	need	八	249	orange	八	267	popular	九
232	never	九	250	our	七	268	pork	八
233	new	七	251	pants	九	269	post office	八
234	next	八	252	park	六	270	practice	八

編號	字詞	年級	編號	字詞	年級	編號	字詞	年級
271	put	七	289	school	六	307	skirt	六
272	rabbit	四	290	scooter	八	308	sleep	六
273	rain	八	291	sea	八	309	small	六
274	rainy	五	292	see	五	310	smell	九
275	read	五	293	seven	五	311	snowy	八
276	really	九	294	she	五	312	socks	七
277	red	四	295	shirt	七	313	sofa	七
278	rice	五	296	shoe(s)	六	314	sometimes	九
279	ride	六	297	shop	八	315	son	七
280	right	八	298	short	五	316	song	七
281	road	八	299	shorts	九	317	sorry	七
282	ruler	四	300	sick	九	318	soup	八
283	run	七	301	since	九	319	speak	九
284	sad	五	302	sing	五	320	spell	七
285	salad	八	303	singer	七	321	sport	九
286	sandwich	八	304	sister	五	322	spring	八
287	Sat. (Saturday)	七	305	sit (down)	七	323	stand (up)	七
288	say	七	306	six	五	324	start	八

編號	字詞	年級	編號	字詞	年級	編號	字詞	年級
325	station	八	343	taste	九	361	this	四
326	street	八	344	taxi	八	362	those	七
327	strong	九	345	tea	五	363	three	五
328	student	六	346	teach	七	364	Thu. (Thursday)	七
329	study	七	347	teacher	六	365	tiger	四
330	subject	九	348	tell	八	366	time	五
331	summer	八	349	ten	五	367	tired	五
332	Sun. (Sunday)	七	350	than	九	368	today	七
333	sunny	五	351	thank	七	369	tomato	九
334	supermarket	六	352	that	四	370	tomorrow	八
335	sure	九	353	the	五	371	toy	九
336	sweater	九	354	their	七	372	train	八
337	swim	五	355	them	八	373	tree	七
338	table	七	356	there (is/are)	七	374	try	九
339	Taiwan	六	357	these	七	375	T-shirt	六
340	take	八	358	they	七	376	Tue. (Tuesday)	七
341	talk	七	359	thin	五	377	turn	八
342	tall	五	360	thirteen	七	378	TV	六

編號	字詞	年級	編號	字詞	年級	編號	字詞	年級
379	twelve	五	397	we	八	415	woman	七
380	two	五	398	wear	八	416	work	九
381	umbrella	八	399	weather	八	417	write	五
382	uncle	七	400	Wed. (Wednesday)	七	418	year	八
383	under	六	401	week	八	419	yellow	四
384	us	八	402	weekend	七	420	yes	四
385	use	九	403	well	九	421	yesterday	八
386	usually	九	404	were	八	422	you	五
387	very	七	405	wet	八	423	young	七
388	wait	八	406	what	七	424	your	七
389	walk	六	407	where	七	425	zoo	六
390	wall	九	408	which	八			
391	want	五	409	white	四			
392	warm	五	410	who	七		(cook)	七
393	was	八	411	will	八		(dad)	七
394	wash	七	412	window	七		(mom)	七
395	watch	六	413	windy	八		(next to)	八
396	water	五	414	winter	八		(right)	九

		單的句子。 1-1-8 能聽懂簡易句型的句子。				
4	文法句型/字詞	3-1-5 能看懂簡單的句子。 1-1-8 能聽懂簡易句型的句子。	6_09、6_21、6_22	2000	1984	138 4122

### 07彰化縣 - 201805施測測驗報告 - 7 年級 英語

序號	基本學習內容	能力指標	施測後回饋訊息	檢測狀況統計		
				O	△	X
1	字詞/文法句型	3-1-2 能辨識課堂中習得的詞彙。 1-1-3 能聽辨課堂中所習得的詞彙。1-1-8 能聽懂簡易句型的句子。	7_01、7_11、7_12、7_13	1648	2257	264 4169
2	字詞/文法句型	3-1-2 能辨識課堂中習得的詞彙。 1-1-3 能聽辨課堂中所習得的詞彙。1-1-8 能聽懂簡易句型的句子。	7_02、7_03、7_14、7_15	1571	2453	145 4169
3	文法句型/字詞	3-1-5 能看懂簡單的句子。 5-2-3 能聽懂日常生活對話、簡易故事或廣	7_06、7_07、7_09、7_17、7_19、7_20、7_23、7_24	713	3420	36 4169

		播，並能以簡單的字詞、句子記下要點。 3-2-6 能瞭解對話、短文、書信、故事及短劇等的重要內容與情節。 3-2-3 能看懂常用的英文標示和圖表。 5-1-5 能聽懂日常生活應對中常用語句，並能作適當的回應。					
4	文法句型／字詞	3-1-5 能看懂簡單的句子。 5-1-5 能聽懂日常生活應對中常用語句，並能作適當的回應。 3-2-3 能看懂常用的英文標示和圖表。 5-2-3 能聽懂日常生活對話、簡易故事或廣播，並能以簡單的字詞、句子記下要點。 3-2-6 能瞭解對話、短文、書信、故事及短劇等的重要內容與情節。	7_04、7_05、7_08、7_10、7_16、7_18、7_21、7_22、7_25	1051	3098	20	4169

## 07彰化縣 - 201805施測測驗報告 - 8 年級 英語

序號	基本學習內容	能力指標	施測後回饋訊息	檢測狀況統計			
				O	△	X	
1	字詞／文法句型	3-1-2 能辨識課堂中習	8_01、8_13、8_14、8_15	1846	2574	114	4534

		得的詞彙。 1-1-3 能聽辨課堂中所習得的詞彙。1-1-8 能聽懂簡易句型的句子。					
2	字詞/文法句型	3-1-2 能辨識課堂中習得的詞彙。 1-1-3 能聽辨課堂中所習得的詞彙。1-1-8 能聽懂簡易句型的句子。	<a href="#">8.02</a> 、 <a href="#">8.03</a> 、 <a href="#">8.11</a> 、 <a href="#">8.12</a>	1681	2697	156	4534
3	文法句型/字詞	3-1-5 能看懂簡單的句子。 5-1-5 能聽懂日常生活應對中常用語句，並能作適當的回應。 5-2-3 能聽懂日常生活對話、簡易故事或廣播，並能以簡單的字詞、句子記下要點。 3-2-6 能瞭解對話、短文、書信、故事及短劇等的重要內容與情節。	<a href="#">8.04</a> 、 <a href="#">8.07</a> 、 <a href="#">8.09</a> 、 <a href="#">8.10</a> 、 <a href="#">8.16</a> 、 <a href="#">8.18</a> 、 <a href="#">8.19</a> 、 <a href="#">8.24</a> 、 <a href="#">8.25</a>	919	3595	20	4534
4	文法句型/字詞	3-1-5 能看懂簡單的句子。 5-1-5 能聽懂日常生活應對中常用語句，並能作適當的回應。 3-2-6 能瞭解對話、短文、書信、故事及短劇等的重要內容與情節。 5-2-3 能聽懂日常生活對話、簡易故事或廣	<a href="#">8.05</a> 、 <a href="#">8.06</a> 、 <a href="#">8.08</a> 、 <a href="#">8.17</a> 、 <a href="#">8.20</a> 、 <a href="#">8.21</a> 、 <a href="#">8.22</a> 、 <a href="#">8.23</a>	595	3881	58	4534



播，並能以簡單的字  
詞、句子記下要點。

### 07彰化縣 - 201805施測測驗報告 - 9 年級 英語

序號	基本學習內容	能力指標	施測後回饋訊息	檢測狀況統計			
				O	△	X	合計



### 附錄三：溝通功能參考表

Asking about abilities  
Asking about ownership  
Asking about prices  
Asking about the time, the day, & the date  
Asking about transportation  
Asking for and giving advice  
Asking for and giving directions  
Asking for and giving information  
Asking for and giving instructions  
Asking for and giving permission  
Asking how things are said in English  
Asking how words are spelled  
Asking people to repeat or clarify something  
Checking & indicating understanding  
Comparing things, people, etc.  
Describing actions  
Describing people's appearances  
Describing emotions and experiences  
Describing a sequence  
Expressing agreement & disagreement  
Expressing congratulations  
Expressing gratitude  
Expressing concern  
Expressing likes & dislikes  
Expressing prohibition  
Expressing wants and needs  
Extending, accepting, and declining invitations  
Getting attention  
Giving reasons  
Greeting people  
Introducing friends, family and oneself  
Making appointments  
Making apologies  
Making compliments  
Making plans  
Making requests

Making suggestions  
Making telephone calls  
Naming common toys and household objects  
Offering and requesting help  
Ordering food & drinks  
Talking about location  
Talking about daily schedules and activities  
Talking about frequency  
Talking about past, present, and future events

#### 附錄四：參考字彙表

本表為常用 2000 字詞，其中畫底線者為國民中小學最基本之 1200 個字詞。

##### A · 依字母排序

A— a(an), a few, a little, a lot, a.m., able, about, above, abroad, absent, accept, accident, across, act, action, active, activity, actor, actress, actually, add, address, admire, adult, advertisement, advice, advise, affect, afraid, after, afternoon, again, against, age, ago, agree, ahead, aim, air, air conditioner, airlines, airplane (plane), airport, alarm, album, alike, alive, all, allow, almost, alone, along, aloud, alphabet, already, also, altogether, always, ambulance, America, American, among, amount, ancient, and, angel, anger, angry, ankle, animal, another, answer, ant, any, anyone (anybody), anything, anywhere, apartment, apologize, appear, apple, appreciate, April, area, argue, arm, armchair, army, around, arrange, arrive, art, artist, as, ask, asleep, assistant, assume, at, attack, attention, August, aunt, autumn (fall), available, avoid, away

B— baby, baby sitter, back, backpack, backward, bad, badminton, bag, bake, bakery, balcony, ball, balloon, banana, band, bank, barbecue, barber, bark, base, baseball, basement, basic, basket, basketball, bat, bath, bathe, bathroom, be (am, is, are, was, were, been), beach, bean, bear, beard, beat, beautiful, beauty, because, become, bed, bedroom, bee, beef, beer, before, begin, beginner, beginning, behave, behind, believe, bell, belong, below, belt, bench, beside, besides, between, beyond, bicycle (bike), big, bill, biology, bird, birthday, bite, bitter, black, blackboard, blame, blank, blanket, bless, blind, block, blood, blouse, blow, blue, board, boat, body, boil, bomb, bone, book, bookcase, bookstore, bored, boring, born, borrow, boss, both, bother, bottle, bottom, bow, bowl, bowling, box, boy, branch, brave, bread, break, breakfast, brick, bridge, bright, bring, broad, broadcast, brother, brown, brunch, brush, bucket, buffet, bug, build, building, bun, bundle, burger, burn, burst, bus, business, businessman, busy, but, butter, butterfly, button, buy, by

C— cabbage, cable, cafeteria, cage, cake, calendar, call, calm, camera, camp, campus, can (could), cancel, cancer, candle, candy, cap, captain, car, card, care, careful, careless, carpet, carrot, carry, cartoon, case, cash, cassette, castle, cat, catch, cause, ceiling, celebrate, cellphone, cent, center, centimeter, central, century, cereal, certain, chair, chalk, chance, change, channel, character, charge, chart, chase, cheap, cheat, check, cheer, cheese,

chemistry, chess, chicken, child, childhood, childish, childlike, chin, China, Chinese, chocolate, choice, choose, chopsticks, Christmas, chubby, church, circle, city, clap, class, classical, classmate, classroom, clean, clear, clerk, clever, climate, climb, clock, close, closet, clothes, cloud, cloudy, club, coach, coast, coat, cockroach, coffee, coin, cola, cold, collect, college, color, colorful, comb, come, comfortable, comic, command, comment, common, company, compare, complain, complete, computer, concern, confident, confuse, congratulation, consider, considerate, contact lens, continue, contract, control, convenience store, convenient, conversation, cook, cookie, cool, copy, corn, corner, correct, cost, cotton, couch, cough, count, country, couple, courage, course, court, cousin, cover, cow, cowboy, crab, crayon, crazy, cream, create, credit card, crime, cross, crowd, crowded, cruel, cry, culture, cup, cure, curious, current, curtain, curve, custom, customer, cut, cute

**D—** daily, damage, dance, danger, dangerous, dark, date, daughter, dawn, day, dead, deaf, deal, dear, death, debate, December, decide, decision, decorate, decrease, deep, deer, degree, delicious, deliver, dentist, department, department store, depend, describe, desert, design, desire, desk, dessert, detect, develop, dial, diamond, diary, dictionary, die, diet, difference, different, difficult, difficulty, dig, diligent, diplomat, dining room, dinner, dinosaur, direct, direction, dirty, disappear, discover, discuss, discussion, dish, dishonest, distance, distant, divide, dizzy, do (does, did, done), doctor (Dr.), dodge ball, dog, doll, dollar, dolphin, donkey, door, dot, double, doubt, doughnut, down, downstairs, downtown, dozen, dragon, drama, draw, drawer, dream, dress, dresser, drink, drive, driver, drop, drugstore, drum, dry, dryer, duck, dumb, dumpling, during, duty

**E—** each, eagle, ear, early, earn, earrings, earth, ease, east, Easter, easy, eat, edge, education, effort, egg, eight, eighteen, eighty, either, elder, elect, elementary school, elephant, eleven, electric, else, e-mail, embarrass, emotion, emphasize, employ, empty, end, enemy, energetic, energy, engine, engineer, English, enjoy, enough, enter, entrance, envelope, environment, envy, equal, eraser, error, especially, eve, even, evening, event, ever, every, everyone (everybody), everything, everywhere, evil, exam, example, excellent, except, excite, excited, exciting, excuse, exercise, exist, exit, expect, expensive, experience, explain, express, extra, eye

**F—** face, fact, factory, fail, fair, fall, false, family, famous, fan, fancy, fantastic, far, farm, farmer, fashionable, fast, fat, father (dad, daddy), faucet, fault,

favorite, fear, February, fee, feed, feel, feeling, female, fence, festival, fever, few, fifteen, fifty, fight, fill, film, final, finally, find, fine, finger, finish, fire, first, fish, fisherman, fit, five, fix, flag, flashlight, flat tire, flight, floor, flour, flower, flu, flute, fly, focus, fog, foggy, follow, food, fool, foolish, foot, football, for, foreign, foreigner, forest, forget, forgive, fork, form, formal, former, forty, forward, four, fourteen, fox, frank, free, freedom, freezer, freezing, French fries, fresh, Friday, friend, friendly, friendship, frighten, frisbee, frog, from, front, fruit, fry, full, fun, funny, furniture, future

**G—** gain, game, garage, garden, garbage, gas, gate, gather, general, generous, genius, gentle, gentleman, geography, gesture, get, ghost, giant, gift, girl, give, glad, glass, glasses, glove, glue, go, goal, goat, God, gold, golden, golf, good, good-bye (goodbye, bye), goodness, goose, government, grade, gram, granddaughter, grandfather (grandpa), grandmother (grandma), grandson, grape, grass, gray, great, greedy, green, greet, ground, group, grow, guard, guava, guess, guest, guide, guitar, gun, guy, gym

**H—** habit, hair, hair dresser, haircut, half, hall, Halloween, ham, hamburger, hammer, hand, handkerchief, handle, handsome, hang, hanger, happen, happy, hard, hardly, hard-working, hat, hate, have (has, had), he (him, his, himself), head, headache, health, healthy, hear, heart, heat, heater, heavy, height, helicopter, hello, help, helpful, hen, here, hero, hey, hi, hide, high, highway, hike, hill, hip, hippo, hire, history, hit, hobby, hold, hole, holiday, home, homesick, homework, honest, honesty, honey, hop, hope, horrible, horse, hospital, host, hot, hot dog, hotel, hour, house, housewife, housework, how, however, hug, human, humble, humid, humor, humorous, hundred, hunger, hungry, hunt, hunter, hurry, hurt, husband

**I—** I (me, my, mine, myself), ice, ice cream, idea, if, ignore, ill, imagine, impolite, importance, important, impossible, improve, in, inch, include, income, increase, independent, indicate, influence, information, ink, insect, inside, insist, inspire, instant, instrument, intelligent, interest, interested, interesting, international, Internet, interrupt, interview, into, introduce, invent, invitation, invite, iron, island, it (its, itself)

**J—** jacket, jam, January, jazz, jealous, jeans, jeep, job, jog, join, joke, journalist, joy, judge, juice, July, jump, June, junior high school, just



- K—** kangaroo, keep, ketchup, key, kick, kid, kill, kilogram, kilometer, kind, kindergarten, king, kingdom, kiss, kitchen, kite, kitten, knee, knife, knock, know, knowledge, koala
- L—** lack, lady, lake, lamb, lamp, land, language, lantern, large, last, late, later, latest, latter, laugh, law, lawyer, lay, lazy, lead, leader, leaf, learn, least, leave, left, leg, lemon, lend, less, lesson, let, letter, lettuce, level, library, lick, lid, lie, life, lift, light, lightning, like, likely, limit, line, link, lion, lip, liquid, list, listen, liter, little, live, living room, loaf, local, lock, locker, lonely, long, look, lose, loser, loud, love, lovely, low, lucky, lunch
- M—** ma'am, machine, mad, magazine, magic, magician, mail, mailman (mail carrier), main, major, make, male, mall, man, manager, mango, manner, many, map, March, mark, marker, market, marry, married, marvelous, mask, mass, master, mat, match, math (mathematics), matter, maximum, may (might), May, maybe, meal, mean, meaning, measure, meat, mechanic, medicine, medium, meet, meeting, member, memory, men's room, menu, message, metal, meter, method, microwave, middle, midnight, mile, milk, million, mind, minor, minus, minute, mirror, Miss, miss, mistake, mix, model, modern, moment, Monday, money, monkey, monster, month, moon, more, morning, mop, mosquito, most, mother (mom, mommy), motion, motorcycle, mountain, mouse, mouth, move, movement, movie, Mr., Mrs., MRT, Ms., much, mud, museum, music, musician, must
- N—** nail, name, napkin, narrow, nation, national, natural, nature, naughty, near, nearly, necessary, neck, necklace, need, needle, negative, neighbor, neither, nephew, nervous, nest, net, never, new, news, newspaper, next, nice, nice-looking, niece, night, nine, nineteen, ninety, no, nobody, nod, noise, noisy, none, noodle, noon, nor, north, nose, not, note, notebook, nothing, notice, novel, November, now, number, nurse, nut
- O—** obey, object, ocean, o'clock, October, of, off, offer, office, officer, often, oil, OK, old, omit, on, once, one, oneself, onion, only, open, operation, opinion, or, orange, order, ordinary, other, out, outside, oven, over, overpass, overseas, over-weight, own, owner, ox

**P—** p.m., pack, package, page, pain, painful, paint, painter, pair, pajamas, pale, pan, panda, pants, papaya, paper, pardon, parent, park, parking lot, parrot, part, partner, party, pass, passenger, past, paste, path, patient, pattern, pause, pay, PE (physical education), peace, peaceful, peach, pear, pen, pencil, people, pepper, perfect, perhaps, period, person, personal, pet, photo, physics, piano, pick, picnic, picture, pie, piece, pig, pigeon, pile, pillow, pin, pineapple, pink, pipe, pizza, place, plain, plan, planet, plant, plate, platform, play, player, playground, pleasant, please, pleased, pleasure, plus, pocket, poem, point, poison, police, polite, pollute, pollution, pond, pool, poor, pop music, popcorn, popular, population, pork, position, positive, possible, post office, postcard, pot, potato, pound, powder, power, practice, praise, pray, precious, prepare, present, president, pressure, pretty, price, priest, primary, prince, princess, principal, principle, print, printer, private, prize, probably, problem, produce, production, professor, program, progress, project, promise, pronounce, protect, proud, provide, public, pull, pump, pumpkin, punish, puppy, purple, purpose, purse, push, put, puzzle

**Q—** quarter, queen, question, quick, quiet, quit, quite, quiz

**R—** rabbit, race, radio, railroad, railway, rain, rainbow, raincoat, rainy, raise, rare, rat, rather, reach, read, ready, real, realize, really, reason, receive, record, recorder, recover, rectangle, recycle, red, refrigerator, refuse, regret, regular, reject, relative, remember, remind, rent, repair, repeat, report, reporter, respect, responsible, rest, restaurant, restroom, result, return, review, revise, rice, rich, ride, right, ring, rise, river, road, rob, ROC, robot, rock, role, roll, roller skate (roller blade), roof, room, root, rope, rose, round, row, rub, rubber, rude, ruin, rule, ruler, run, rush

**S—** sad, safe, safety, sail, sailor, salad, sale, salesman, salt, same, sample, sand, sandwich, satisfy, Saturday, saucer, save, say, scared, scarf, scene, scenery, school, science, scientist, scooter, score, screen, sea, seafood, search, season, seat, second, secondary, secret, secretary, section, see, seed, seek, seem, seesaw, seldom, select, selfish, sell, semester, send, senior high school, sense, sentence, September, serious, servant, serve, service, set, seven, seventeen, seventy, several, shake, shall, shape, share, shark, sharp, she (her, hers, herself), sheep, sheet, shelf, shine, ship, shirt, shoe(s), shop.

shopkeeper, shoot, shore, short, shorts, should, shoulder, shout, show, shower, shrimp, shut, shy, sick, side, sidewalk, sight, sign, silence, silent, silly, silver, similar, simple, since, sincere, sing, singer, single, sink, sir, sister, sit, six, sixteen, sixty, size, skate, ski, skill, skillful, skin, skinny, skirt, sky, sleep, sleepy, slender, slice, slide, slim, slippers, slow, small, smart, smell, smile, smoke, snack, snail, snake, sneakers, sneaky, snow, snowman, snowy, so, soap, soccer, social, society, socks, soda, sofa, soft drink, softball, soldier, solve, some, someone (somebody), something, sometimes, somewhere, son, song, soon, sore, sorry, soul, sound, soup, sour, south, soy-sauce, space, spaghetti, speak, speaker, special, speech, speed, spell, spend, spider, spirit, spoon, sports, spot, spread, spring, square, stairs, stamp, stand, star, start, state, station, stationery, stay, steak, steal, steam, step, still, stingy, stomach, stomachache, stone, stop, store, storm, stormy, story, stove, straight, strange, stranger, straw, strawberry, stream, street, strike, strong, student, study, stupid, style, subject, subway, succeed, success, successful, such, sudden, sugar, suggest, suit, summer, sun, Sunday, sunny, super, supermarket, supper, support, sure, surf, surprise, surprised, survive, swallow, swan, sweater, sweep, sweet, swim, swimsuit, swing, symbol, system

**T—** table, table tennis, tail, Taiwan, take, talent, talk, talkative, tall, tangerine, tank, tape, taste, taxi, tea, teach, teacher, team, teapot, tear, teenager, telephone (phone), television (TV), tell, temperature, temple, ten, tennis, tent, term, terrible, terrific, test, textbook, than, thank, Thanksgiving, that, the, theater, then, there, therefore, these, they (them, their, theirs, themselves), thick, thief, thin, thing, think, third, thirsty, thirteen, thirty, this, those, though (although), thought, thousand, three, throat, through, throw, thumb, thunder, Thursday, ticket, tidy, tie, tiger, till, time, tiny, tip, tired, title, to, toast, today, toe, tofu, together, toilet, tomato, tomorrow, tongue, tonight, too, tool, tooth, toothache, toothbrush, top, topic, total, touch, toward, towel, tower, town, toy, trace, trade, tradition, traditional, traffic, train, trap, trash, travel, treasure, treat, tree, triangle, trick, trip, trouble, trousers, truck, true, trumpet, trust, truth, try, T-shirt, tub, tube, Tuesday, tunnel, turkey, turn, turtle, twelve, twenty, twice, two, type, typhoon

U— ugly, umbrella, uncle, under, underline, underpass, understand, underwear, unhappy, uniform, unique, universe, university, until, up, upon, upper, upstairs, USA, use, useful, usual, usually

V— vacation, Valentine, valley, valuable, value, vegetable, vendor, very, vest, victory, video, village, vinegar, violin, visit, visitor, vocabulary, voice, volleyball, vote

W— waist, wait, waiter, waitress, wake, walk, walkman, wall, wallet, want, war, warm, wash, waste, watch, water, waterfalls, watermelon, wave, way, we (us, our, ours, ourselves), weak, wear, weather, wedding, Wednesday, week, weekday, weekend, weight, welcome, well, west, wet, whale, what, wheel, when, where, whether, which, while, white, who, whole, whose, why, wide, wife, wild, will (would), win, wind, window, windy, wing, winner, winter, wise, wish, with, without, wok, wolf, woman, women's room, wonderful, wood, woods, word, work, workbook, worker, world, worm, worry, wound, wrist, write, writer, wrong

Y— yard, year, yell, yellow, yes (yeah), yesterday, yet, you (your, yours, yourself, yourselves), young, youth, yummy

Z— zebra, zero, zoo

## B · 依主題、詞性分類

### 1. People

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

### 2. Personal characteristics

---beautiful, blind, chubby, cute, deaf, dumb, fat, handsome, heavy, nice-looking, old, over-weight, pretty, short, skinny, slender, slim, tall, thin, under-weight, ugly, young  
--active, angry, bad, bored, boring, brave, busy, careful, careless, childish, childlike, clever, confident, considerate, cool, crazy, cruel, curious, diligent, dishonest, evil, energetic, excited, exciting, famous, foolish, frank, friendly, funny, gentle, generous, good, greedy, happy, hard-working, honest, humble, humorous, impolite, intelligent, interested,

jealous, kind, lazy, lonely, lovely, mad, naughty, nervous, nice, patient, polite, poor, proud, rich, rude, sad, selfish, shy, silly, sincere, smart, sneaky, stingy, stupid, successful, talkative, unhappy, wise

### 3. Parts of body

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

### 4. Health

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

### 5. Forms of address

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

### 6. Family

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

### 7. Numbers

---zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven,  
twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen,  
twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred,  
thousand, million  
---first, second, third, last  
---all, a few, a little, a lot, any, both, few, less, little, many, more, much,  
number, several, some, total

### 8. Time

---dawn, morning, noon, afternoon, evening, night, midnight  
---Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday,

week, weekday, weekend

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

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

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

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

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

## 9. Money

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

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

---cheap, expensive

## 10. Food & drink

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

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

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

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

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

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

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

---hungry, full, thirsty

---bitter, delicious, hot, sour, sweet, yummy

---bake, boil, burn, cook, eat, order, spread

---menu, diet

---slice

## 11. Tableware

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

## 12. Clothing & accessories

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

## 13. Colors

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

## 14. Sports, interests & hobbies

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

## 15. Houses & apartments

---apartment, building, house, home  
---basement, bathroom, bedroom, dining room, fence, garage, garden, hall,  
kitchen, living room, room, study, yard  
---balcony, ceiling, door, downstairs, floor, gate, roof, stairs, upstairs, wall,  
window  
---furniture, armchair, bath, bed, bench, bookcase, chair, closet, couch,  
curtain, desk, drawer, faucet, lamp, light, mirror, shelf, sink, sofa, table,  
tub  
---blanket, carpet, hanger, pillow, sheet, toothbrush, soap, towel  
---air conditioner, camera, cassette, computer, dresser, dryer, fan, flashlight,  
freezer, heater, machine, microwave, oven, radio, refrigerator, speaker,  
stove, tape, tape recorder, telephone (phone), television (TV), video,



walkman, printer

---basket, brick, bucket, candle, hammer, housework, key, mat, needle, pan,  
pot, teapot, umbrella, toilet, trash can, wok, tube

---build, clean, decorate, design, fix, repair, sweep, wash

---address, road, street

## 16. School

---college, elementary school, junior high school, kindergarten, senior high school, university

---campus, classroom, guard, gym, playground, library, class

---seesaw, slide

---board, blackboard, book, chalk, crayon, diary, dictionary, envelope,  
eraser, glasses, glue, ink, letter, magazine, map, marker, notebook, page,  
paper, pen, pencil, pencil box (pencil case), picture, postcard, present,  
ruler, sheet, textbook, workbook, backpack

---course, art, Chinese, English, geography, history, biology, chemistry,  
physics, language, law, math (mathematics), music, PE (physical  
education), science, social science

---cheer leader, class leader, classmate, friend, principal, student, teacher

---answer, ask, behave, explain, fail, learn, listen, mark, pass, practice,  
prepare, pronounce, punish, read, repeat, review, say, speak, spell, study,  
talk, teach, underline, understand, write

---alphabet, conversation, draw, exam, example, exercise, final, grade,  
homework, knowledge, lesson, poem, problem, question, quiz, record,  
score, story, test, vocabulary, semester

## 17. Places & locations

---here, there, position

---back, backward, central, forward, front, left, middle, right, east, west,  
south, north, top

---bakery, bank, beach, bookstore, buffet, cafeteria, church, convenience  
store, culture center, department store, drugstore, factory, fast food  
restaurant, fire station, flower shop, hospital, hotel, mall, market, men's  
room, women's room, movie theater, museum, office, park, pool, post  
office, police station, restroom, restaurant, shop, stationery store, store,  
supermarket, temple, theater, waterfalls, zoo

---city, country, downtown, farm, place, town, village

---local, international

## 18. Transportation

---airplane (plane), ambulance, bicycle (bike), boat, bus, car, helicopter, jeep, motorcycle, scooter, ship, tank, taxi, train, truck  
---airlines, airport, bus stop, parking lot, station, train station  
---block, bridge, flat tire, highway, MRT, overpass, passenger, path, platform, railroad, railway, sidewalk, subway, traffic, underpass, wheel  
---arrive, cross, drive, fly, land, ride, sail, turn  
---fast, quick, slow

## 19. Sizes & measurements

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

## 20. Countries and areas

---country, nation, world.  
---America, China, Taiwan, ROC, USA

## 21. Languages

--- Chinese, English,

## 22. Holidays & festivals

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

## 23. Occupations

---actor, actress, artist, assistant, baby sitter, barber, boss, businessman, clerk, cook, cowboy, dentist, diplomat, doctor, driver, engineer, farmer, fisherman, guide, hair dresser, housewife, hunter, journalist, judge, lawyer, magician, mailman (mail carrier), manager, mechanic, model, musician, nurse, owner, painter, police officer, president, priest, reporter,

sailor, salesman, scientist, secretary, servant, shopkeeper, singer, soldier,  
waiter, waitress, worker, writer, vendor.

---business, company, employ, hire, job, work

#### 24. Weather & nature

---weather, clear, cloudy, cold, cool, dry, foggy, freezing, hot, humid,  
natural, rainy, snowy, stormy, sunny, warm, wet, windy

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

---blow, rain, shine

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

#### 25. Geographical terms

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

#### 26. Animals & insects

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

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

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

---bark, bite, swallow

---tail, wing

#### 27. Articles & determiners

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

#### 28. Pronouns & reflexives

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

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

29. Wh-words

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

30. Be & auxiliaries

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

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

---must, shall, should

31. Prepositions

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

32. Conjunctions

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

33. Interjections

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

34. Other nouns

---accident, action, activity, advertisement, advice, age, aim, alarm, album, American, anger, army, attention, balloon, band, base, beauty, beginner, beginning, bell, birthday, blank, blood, bomb, bottom, branch, bundle, cable, cage, can, captain, case, castle, cause, cellphone, center, century, chance, channel, character, chart, childhood, choice, club, coach, command, congratulation, contract, corner, courage, court, crime, crowd, curve, damage, danger, debate, decision, department, desire, difference, difficulty, direction, discussion, dream, duty, edge, education, effort, e-mail, emotion, enemy, energy, engine, entrance, error, event, excuse, exit, experience, fact, fault, fear, fee, feeling, fire, flag, flight, foreigner, flower, freedom, friendship, fun, garbage, gas, gesture, ghost, gift, goal, God, goodness, government, grass, ground, group, gun, habit, haircut, heat, honesty, honey, human, humor, hunger, idea, importance, income, influence, information, interest, Internet, interview, invitation, joke, joy, kind, kingdom, lack, leader, leaf, level, lid, link, locker, mail, manner, mass, matter, meaning, meeting, member, message, metal, method, mind, mistake, motion, movement, mud, nest, news, newspaper, noise, note,

object, operation, opinion, order, party, pattern, peace, period, photo, pile, pin, pipe, planet, player, pleasure, poison, pollution, population, powder, power, pressure, prize, production, program, progress, project, purpose, reason, report, result, robot, rock, role, root, rope, rose, rule, safety, sale, sample, sand, scene, scenery, screen, secret, seat, section, seed, sense, sentence, service, set, shore, side, sight, silence, skill, smile, society, soul, space, speech, speed, spirit, state, steam, step, stone, story, style, subject, success, swing, symbol, system, talent, tear, term, thief, thing, thought, ticket, title, tool, topic, tower, trade, tradition, trash, treasure, treat, tree, trick, trouble, truth, tunnel, universe, value, victory, voice, war, way, wedding, wood, word, memory, net, principle

### 35. Other verbs

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

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

---affect, believe, blame, bother, confuse, consider, develop, divide, doubt, ease, embarrass, forgive, forget, frighten, gather, guess, hate, hope, imagine, inspire, know, like, love, mind, need, notice, realize, regret, remember, remind, surprise, think, want, wish, worry, bless

---act, bathe, beat, blow, bow, break, bring, brush, carry, catch, chase, cheat, choose, clap, close, come, control, collect, comment, correct, copy, count, cover, cry, cut, dial, dig, deliver, drop, elect, enter, exist, feed, fight, follow, fry, go, greet, grow, guide, hand, hang, help, hit, hold, hop, hunt, hurry, jump, kick, knock, kill, kiss, laugh, lay, leave, lick, lift, list, lock, make, meet, miss, mix, move, nod, offer, open, pack, park, paste, pause, pick, plant, print, pull, pump, produce, protect, push, put, recycle, revise, rise, roll, rub, run, rush, rob, rest, shake, shoot, shout, shut, smoke, sign, stand, steal, strike, take, tell, throw, touch, trace, trap, type, use, vote, walk, wave, hug, yell, mop

---accept, add, admire, advise, agree, allow, apologize, appear, appreciate, argue, arrange, assume, attack, avoid, become, begin, belong, broadcast, burst, call, calm, cancel, care, certain, check, compare, complain, concern, continue, create, date, deal, decide, decrease, depend, describe, detect, die, direct, disappear, discover, discuss, emphasize, enjoy, envy, excite, expect, express, fall, fill, find, fit, focus, form, gain, get, give, handle, happen, hide, hurt, improve, include, ignore, increase, indicate, insist, interrupt, introduce, invent, invite, join, judge, keep, lead, let, lie, limit, list, match, mean, notice, obey, omit, own, pardon, plan, please, pollute, praise, pray, prepare, promise, provide, quit, raise, reach, receive, refuse, reject, rent, respect, return, ruin, solve, satisfy, save,

search, seem, select, sell, send, serve, share, show, sit, sleep, start, stay, stop, suggest, support, thank, treat, trust, try, visit, wait, wake, waste, welcome.

### 36. Other adjectives

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

### 37. Other adverbs

---always, ever, never, often, seldom, sometimes, usually  
---actually, again, also, away, too, almost, altogether, especially, even, finally, hardly, just, least, maybe, nearly, only, perhaps, probably, rather, really, so, still, then, together, twice, very, quite, yet  
---aloud  
---abroad, ahead, everywhere, anywhere, somewhere  
---either, neither, no, nor, not, OK, yes (yeah)

## 字彙編列原則

1. 字彙表字數的計算不包含括弧內的字詞。
2. Be 動詞和助動詞 do, have, can, will, may 只列原形，其相關衍生詞均列在其後括弧內，如 be (am, are, is, was, were, been)。
3. 代名詞：I, you, he, she, it, we, they 只列主格，其受格、所有格、所有格代名詞和反身代名詞均列在其後括弧內，如 I (me, my, mine, myself)。
4. 括弧的使用，除以上 1、2 項的情形外，其餘括弧內的字詞為其前字詞的同義字，如 yes (yeah), anyone (anybody)。
5. 一般動詞均以原形出現，動詞變化不個別列出。



# 國中英語補救教學 教材教法與教學策略



國中英語補救教學種子講師  
東石國中 教務主任  
許順中

國立臺灣師範大學  
教育研究與評鑑中心

## Ice Breaker

<b>can</b> T/F	<b>was</b>	<b>can't</b>
<b>will</b>		<b>favorite</b>
<b>have</b>	<b>am</b>	<b>have been to</b>

## Ice Breaker

<b>can</b>	<b>was</b>	<b>can't</b>
<b>will</b>		<b>favorite</b>
<b>have</b>	<b>am</b>	<b>have been to</b>











## True or False (Lie)?

- I **can** play the piano.
- I **can't** swim.
- I **was** 85 kg two months ago.
- I **will** go to Japan next year.
- My **favorite** food is oyster omelette.
- I **have** a nine-month-old baby girl.
- I **am** a vegetarian.
- I **have been to** two countries.





## True or False (Lie)?

I <b>can</b> play the piano.	
I <b>can't</b> swim.	
I <b>was</b> 85 kg two months ago.	
I <b>will</b> go to Japan next year.	
My <b>favorite</b> food is oyster omelette.	
I <b>have</b> a nine-month-old baby girl.	
I <b>am</b> a vegetarian.	
I <b>have been to</b> two countries.	



您覺得影響~補救教學成效的  
原因為何?

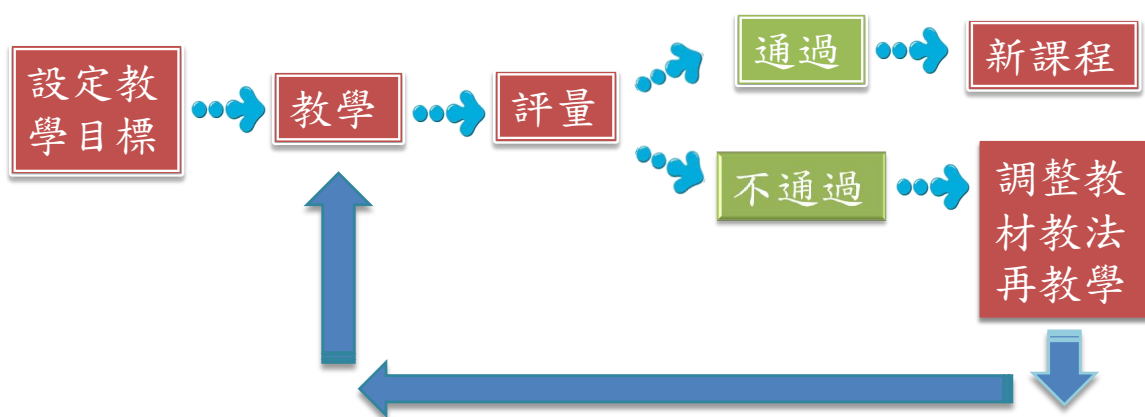


# 補救教學與一般教學之差異

- 小班教學
- 強化學習動機
- 更充分的引導
- 更豐富的演練操作
- 符合學生程度（可達成）之明確的學習目標



## 補救教學教材教法設計歷程



# 編排學生學習英語的單元

範例：

## 1. 近程目標

字母                      單字

## 2. 中程目標

課室英語                      基本句型

## 3. 長程目標

課文閱讀                      繪本閱讀

(修改自苗栗縣後龍國中王琴雲ppt)



## 核心語言結構及概念

### 1. 簡易結構及概念

招呼語、代名詞、Be V、What問句及答句、祈使句、Who問句及答句、問答年紀(數字1-13)、Can的用法、名詞單複數、Where問句及答句等。

### 2. 基礎結構及概念

現在進行式、現在簡單式、第三人稱單數現在簡單式、問答時間(數字1-60)、星期、月份、交通工具、天氣、地方介系詞、時間介系詞等。

### 3. 進階結構及概念

Be動詞過去式、不規則動詞過去式、規則動詞過去式、頻率副詞、地方副詞、時間副詞、過去簡單式、未來式、形容詞比較級、最高級、動名詞、不定詞等。





Where to ?

W=幫助學生明白課本單元所期待學生獲得什麼 (What) ? 幫助老師知道學生先備知識及興趣與家庭背景為何 (Where) ?

H=如何吸引 (Hook) 所有學生並掌握 (Hold) 他們的興趣?

E=如何賦予 (Equip) 學生及幫助他們體驗 (Experience) 關鍵概念與探索 (Explore) 重要議題。

R=提供學生機會能再思考 (Rethink) 與修正 (Revise) 他們的理解與作品。

E=允許學生彼此能評鑑 (Evaluate) 他們的作品。

T=量身訂作 (Tailor) 滿足每個學習者不同需求、興趣、能力。

O=有系統組織地 (Organize) 活動運作引發並維持學生投入並有效學習。



## 教材教具設計的原則

### □ 教材設計原則：

- (1) 引發動機
- (2) 深淺合宜
- (3) 反覆循環(recycle)
- (4) 多重感官
- (5) 生活經驗
- (6) 圖文並茂

### □ 教具設計原則：

- (1) 製作簡易
- (2) 成本低廉
- (3) 易於操作
- (4) 重複使用
- (5) 便於收藏
- (6) 多元功能



# 英語補救教學策略

- 2-1 獎勵增強：如積分制。
- 2-2 實例類化：引導讓學生充分練習
- 2-3 個別設計：如依學生不同能力
- 2-4 多重感官：如TPR、歌謠韻文及角色扮演等
- 2-5 演練操作：如字卡圖卡、遊戲
- 2-6 網路資源：如使用網路上之有聲繪本、遊戲、測驗、影片等素材強化練習。



## Learning with Online Tools

- Spelling City  
(<https://www.spellingcity.com>)
  - Click on each word to get a quick lesson:  
Reading aloud Word → Letter by letter →  
Word → Sentence
  - Spelling Test: Say it → Sentence, Report
  - Play a Game:  
Games to practice spelling and word meaning.
  - Handwriting worksheets (Print, Cursive)
  - List management



# 英文補救教學資源分享

口訣影片 part1 A~Z自然發音

<https://www.youtube.com/watch?v=Fd5FmpfFJvU>

[洋蔥英文俱樂部Teresa](#)

教育部國中小學英文千字表

[https://www.youtube.com/watch?v=PYvY09\\_3C5A](https://www.youtube.com/watch?v=PYvY09_3C5A)

國小英語單字 小學英語單字 國小英文單字 小學  
英文單字

<https://www.youtube.com/watch?v=RVXch2I8c6w>



# 英文補救教學資源分享

- C's English Corner 英文角落
- <https://www.youtube.com/feed/history>
- JR Lee Radio
- <https://www.youtube.com/channel/UCH1jieeP7Ecpo4s-pPT9FWQ>
- Raddit
- <https://www.reddit.com>
- buzzfeed
- <https://www.buzzfeed.com>



## 推薦網站

國民教育社群網 <http://teach.eje.edu.tw/>

- 資源分享→課程與教學輔導組教學資源--英語
- 教學（97年度國中補救教學示例）

Starfall <http://www.starfall.com/>

可加強學生字母及Phonics能力，也有簡單故事可供聽讀及閱讀。

Kizclub

<http://www.kizclub.com/reading1.htm>

每個故事都有一主題或句型，讀者自行翻頁，系統讀出時能逐字讓學生辨認對應。



## 推薦網站

Manynthings <http://www.manynthings.org/ac/>

訓練單音及單字的聽辨能力。

LearnEnglishKids

<http://learnenglishkids.britishcouncil.org/>

針對不同程度有不同的遊戲及故事設計。無論低成就及高成就學生都有適合的單元可供學習。

SpellingCity <http://www.spellingcity.com/>

教師可自行設計字彙表，自動產生線上遊戲。其中 Teach Me功能能拼唸出單字，教師可修改系統例句以適合學生程度，對補救教學學生相當實用。



## 推薦網站

教育部數位教學資源入口網

<http://isp.moe.edu.tw/>

→教學資源 →英語 > Magic Colors /

You say big, I say small (資訊融入教學)

學習資源網

<http://siro.moe.edu.tw/fip/index.php>

分冊線上補充教材、英語電力公司（在第六冊之下）、學生自行組題線上練習，對題目有問題可於討論區發問。（請學生申請帳號才能自行組題）



## 推薦網站

國中英語自助餐 <http://210.240.55.2/~t311/>

一～六冊附解答自修版、文法診斷、1200字彙網

[阿滴英文- YouTube](#)

<https://www.facebook.com/RayDuEnglish/>





# 安安免費教學網 英語學習資源



- 安安免費教學網是為弱勢孩童學習建立的資源網站，針對國中小課程等九大多元領域內容，蒐集數十萬筆免費的資源，讓所有學生都能輕輕鬆鬆線上學習

□



## Reading

(1) PBS KIDS:

<http://pbskids.org/lions/stories/>

(2) 自製繪本閱讀:

<http://www.billybear4kids.com/story/boooks.htm>



## 1) 鵝媽媽童謠網站

<http://www.ga.k12.pa.us/academics/LS/PreK/MotherGoose/>

## (2) 魔力學習 Enchanted Learning

<http://www.enchantedlearning.com/Home.html>



# 成功案例分享簡報

- ▣ **下載點1**：<http://140.122.83.236/>  
國中小英語教學資源網→歷年優良作品甄選→  
96學年度優良補救教學教案甄選→字母拼讀法  
(Phonics)融入英語基本字彙補救教學之行動研究
- ▣ **下載點2**：<http://teach.eje.edu.tw/>  
資源分享→英語→教學 page 2 →字母拼讀法  
(Phonics)融入英語基本字彙補救教學之行動研究



# 成功案例分享 – 線上教案

## □ **Magical Colors**

- 教育部數位教學資源入口網
- [http://isp.moe.edu.tw/resources/search\\_content.jsp?rno=1601757](http://isp.moe.edu.tw/resources/search_content.jsp?rno=1601757)

## □ **You say big, I say small**

- [http://isp.moe.edu.tw/resources/search\\_content.jsp?rno=1601758](http://isp.moe.edu.tw/resources/search_content.jsp?rno=1601758)



# Classroom Management

Classroom  
Management:

*What's the big  
deal?*

**If Chaos dominates,  
the Kingdom will  
*collapse.***

**Establish:**

- ✓ Classroom \_\_\_\_\_.
- ✓ Class \_\_\_\_\_.
- ✓ \_\_\_\_\_ & \_\_\_\_\_.

# Establish:

- ✓ **Rules**
- ✓ **Procedures**
- ✓ **Rewards      Penalties**

# Then:

- ✓ \_\_\_\_\_ your students.
- ✓ \_\_\_\_\_ your students.

# Then:

- ✓ Engage
- ✓ Encourage

## Wise Words: The 3 F's

- 1. Fair*
- 2. Firm*
- 3. Fun*

# **Table Talk Time**

*What might be your  
class rules?*

# **Table Talk Time**

*What might be your  
class rules?*





### Rules

1. Follow all school rules.  
遵守學校的所有規則。
2. Don't speak Chinese – Speak English!  
不要說中文 - 講英語！
3. Show respect to everyone.  
尊重每一個人。
4. Listen to your teachers.  
聽老師的話。
5. Work hard and try your best!  
努力學習，盡你所能！

# Table Talk Time

*How can you demo your class rules? Try.*

嘉義縣東石國中 307 班 英語科 意見回饋表

(以下回答可用中文或英文，也可以結合圖畫)

座號：5 姓名：Felix

一、在一年級時，剛開始聽『大家說英語』，遇到的困難為何？最容易的地方與最困難的地方為何？

完全聽不懂，死命去聽  
容易：中文講解  
困難：主持人用英文講解單字

二、剛開始聽『空中英語教室』時，遇到的困難為何？最容易的地方與最困難的地方為何？

困難：單字變難  
容易：chat room  
困難：grammar gym

三、從『大家說英語』進階到『空中英語教室』的心得？

就像玩線上遊戲一樣，練到一定程度會卡關，要努力不懈才能通過這些關卡

四、目前聽『空中英語教室』已近二年，我的收穫為何？

單字量不斷增加，英文聽力是我進步最多的部分

五、國中三年英語補習歷程？(未參加、中斷……)

小五到國三下中斷

六、是否通過全民英檢初級初試及複試？通過時間約在何時？

全民英檢初試：國三上  
複試：國一下

七、英語老師 Mr. Hsu 上課的教室規則有哪些？

不能喝水 - 叫 Mr. Hsu 時不能用老師、teacher  
不能說別女朋友的名字、不能碰不同組別的同學

八、英語老師 Mr. Hsu 教室英語用語有哪些？

May I drink some water? May I go to the restroom?  
May I come in?

九、英語老師 Mr. Hsu 上課的優點？缺點？

優點：內容豐富，不拘限在英文課文，上課活潑，會分享人生經驗，把同學當朋友

十、其它我想要補充的話？

缺點：機車，色到不行，但聽得很爽  
謝謝你三年來的陪伴，早生貴子

嘉義縣東石國中 307 班 英語科 意見回饋表

(以下回答可用中文或英文，也可以結合圖畫)

座號：7 姓名：李殷安

一、在一年級時，剛開始聽『大家說英語』，遇到的困難為何？最容易的地方與最困難的地方為何？

在實施後約一個月內，因不習慣雜誌中主持人講話的頻率，以致抄寫速度緩慢，每天動輒1~1.5小時，但過了這段時間後，便習慣了，每天花的時間也減少了。

二、剛開始聽『空中英語教室』時，遇到的困難為何？最容易的地方與最困難的地方為何？

對於我而言，Studio Classroom 和 Let's Talk in English 最大的差別別是詞彙量，但也因為 Studio Classroom，讓我得以提前接觸高中單字。

三、從『大家說英語』進階到『空中英語教室』的心得？

有鑒於本人尚已於國一上時先修完國中文法，並接觸大部分的 2000 字範圍，因此同等級的 Let's Talk 較為容易，相對於 Studio Classroom，Studio 至今仍是個使我持續成長的教材。

四、目前聽『空中英語教室』已近二年，我的收穫為何？

無論是 Let's Talk 或 Studio Classroom，皆使我的聽力與口語表達能力進步許多，而 Studio Classroom，便是俾利我提前接觸高中單字與文章。

五、國中三年英語補習歷程？(未參加、中斷……)

自國小一年級開始補習英語，國一時曾更換補習班，國二升國三暑假停止，預計高一將繼續補習。

六、是否通過全民英檢初級初試及複試？通過時間約在何時？

二次考試皆於 2012 年上半年通過。

七、英語老師 Mr. Hsu 上課的教室規則有哪些？

Mr. Hsu 在課業上頗有要求，而在規矩方面，例如：上課不能喝水。

八、英語老師 Mr. Hsu 教室英語用語有哪些？

OK. "May I come in?" (於上課遲到，要進教室時)  
"Please pass ... to the front."  
"Am I understood?"

九、英語老師 Mr. Hsu 上課的優點？缺點？

Mr. Hsu 上課時，常以日常英語表達，雖礙於班上部分同學為第一次接觸英文，無法使用過難的詞彙，但仍俾於我們的口語能力。至於缺點，太龜毛。(

十、其它我想要補充的話？

以上幾點當即見回饋。

李殷安 2014 06 13  
於畢業前夕



嘉義縣東石國中 307 班 英語科 意見回饋表

(以下回答可用中文或英文，也可以結合圖畫)

座號: 33 姓名: 簡以翔

一、在一年級時，剛開始聽『大家說英語』，遇到的困難為何？最容易的地方與最困難的地方為何？

① 一開始抓不到要聽的重點 ② 沒有容易的地方，因為都聽不懂

二、剛開始聽『空中英語教室』時，遇到的困難為何？最容易的地方與最困難的地方為何？

① 所有的字彙都變困難，也更不好聽了 ② 重點比較明顯，要很認真聽

三、從『大家說英語』進階到『空中英語教室』的心得？

覺得配的能力又更進步了

四、目前聽『空中英語教室』已近二年，我的收穫為何？

收穫良多，聽力變得很好，也學到了很多高中的單字  
再也不會覺得那是個負擔，而是一種享受

五、國中三年英語補習歷程？(未參加、中斷……)

二年級下學期開始補

六、是否通過全民英檢初級初試及複試？通過時間約在何時？

只通過初試，時間約在104年年初

七、英語老師 Mr. Hsu 上課的教室規則有哪些？

① 不能喝水 ④ 不能吃東西  
② 不能亂走動 ⑤ 不能摸別人  
③ 不能蹺腳 ⑥ 不能講姓的名字

八、英語老師 Mr. Hsu 教室英語用語有哪些？

past it to the front.  
May I come in?

九、英語老師 Mr. Hsu 上課的優點？缺點？

① 講解明白，讓同學能更好理解 ② 沒有缺點

十、其它我想要補充的話？

感謝您教了我這三年

嘉義縣東石國中 307 班 英語科 意見回饋表

(以下回答可用中文或英文，也可以結合圖畫)

座號: 12 姓名: 段奕彤

一、在一年級時，剛開始聽『大家說英語』，遇到的困難為何？最容易的地方與最困難的地方為何？

要花時間去聽 比較難得懂 / 比較沒什麼具體的地方

二、剛開始聽『空中英語教室』時，遇到的困難為何？最容易的地方與最困難的地方為何？

聽不懂 沒有容易的地方 / 單字很多都聽不懂

三、從『大家說英語』進階到『空中英語教室』的心得？

一下子學單字是太多了，一下子都聽不懂

四、目前聽『空中英語教室』已近二年，我的收穫為何？

學習很多新的單字 跟加強了我的英文聽力

五、國中三年英語補習歷程？(未參加、中斷……)

未參加

六、是否通過全民英檢初級初試及複試？通過時間約在何時？

是 三年級上學期

七、英語老師 Mr. Hsu 上課的教室規則有哪些？

不會語言老師 不能來要  
不能喝水  
不能講到別人喜歡的人

八、英語老師 Mr. Hsu 教室英語用語有哪些？

May I drink some water?  
May I go to the bathroom?  
May I come in?

九、英語老師 Mr. Hsu 上課的優點？缺點？

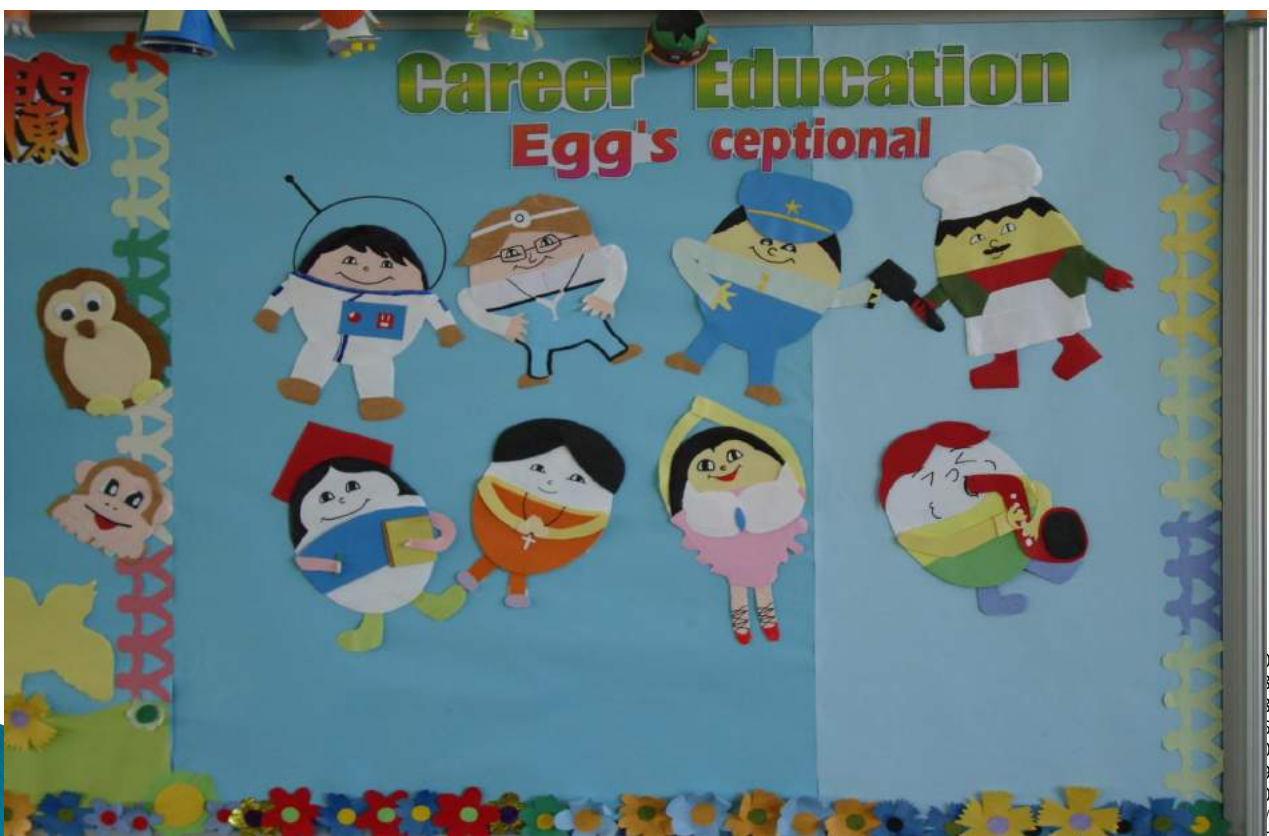
① 上課很生動，常常講笑話跟故事給我們聽  
② 心靈太脆弱，不小心講錯話就讓他受傷很久

十、其它我想要補充的話？

很感謝 Mr. Hsu 這我聽大英跟空英，才能讓英文實力進步很多，上  
Mr. Hsu 我去補習班上課還有 [ 拜祝 早日發子，口上努力一點哈 ]

**Even the best are  
no good,  
if you don't  
follow  
through!**

English surroundings





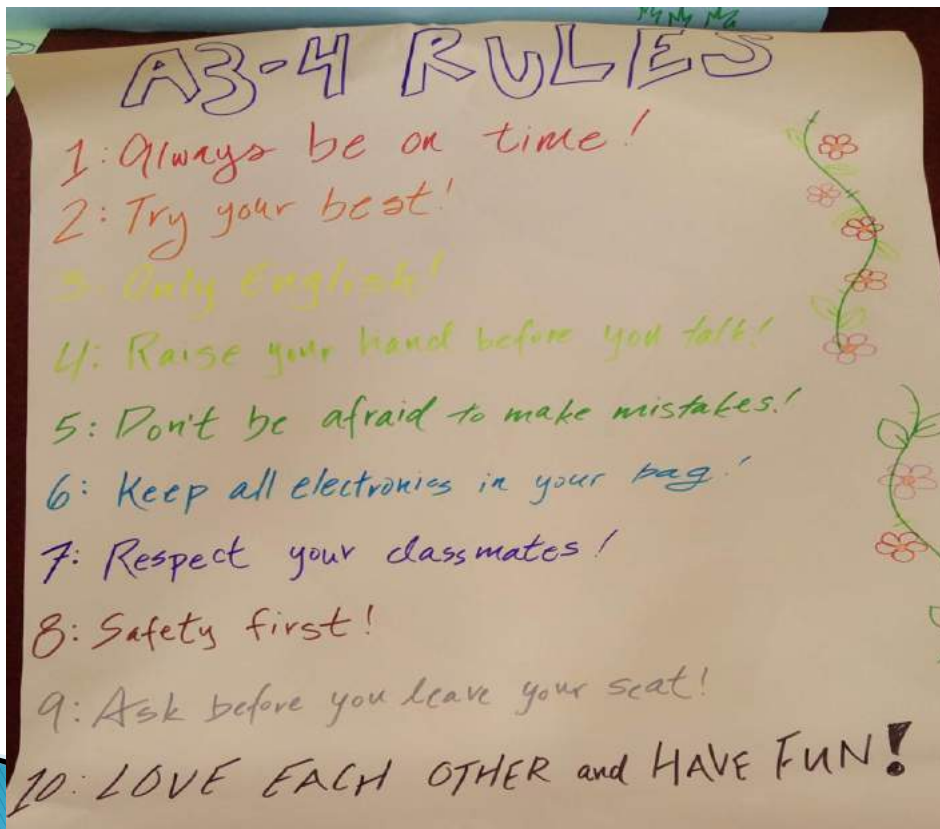








**2018 AID**



20  
18  
/8  
/6  
20  
09  
/0  
2/  
25

2018 AID

**RULES**

- 1 Listen to the teacher  
 B Have a positive attitude
- 2 Hands up to speak
- 3 Keep your limbs to yourself
- 4 Respect each other's property
- 5 take care of equipment  
 6 Be a good friend to everyone
- 7 share with others  
 8 Be nice
- 9 Have fun!

A2-2

20  
18  
/8  
/6  
20  
09  
/0  
2/  
25

2018 AID

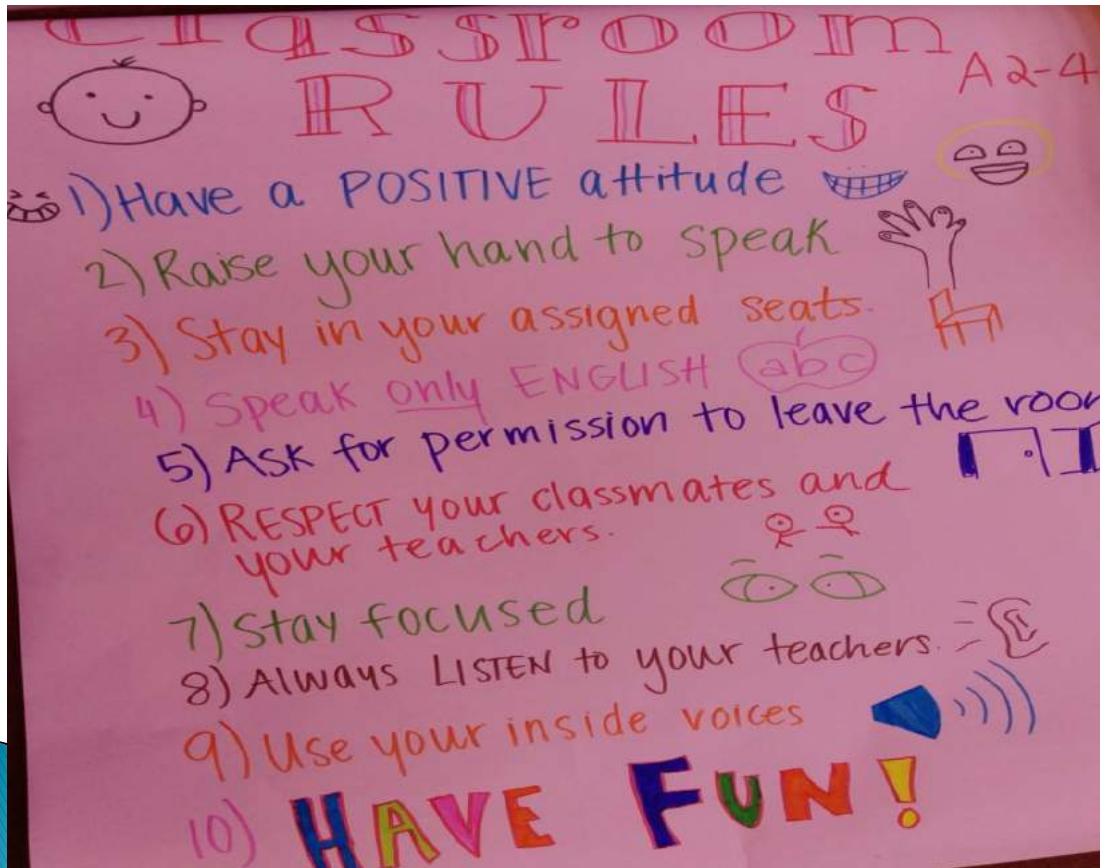
**A1-6 Ten Commandments**

- 1: Try your best
- 2: Respect everyone
- 3: Try new things
- 4: Treat others the way you want to be treated
- 5: Don't be afraid to make mistakes
- 6: If you have a question, ASK
- 7: Seek to understand
- 8: Be enthusiastic
- 9: Help each other!
- 10: Have fun

Andrew J.  
 Po K. Andrew L.  
 Allen L. Dustin S.  
 Julia L. Justin W.  
 Josephine L.

20  
18  
/8  
/6  
20  
09  
/0  
2/  
25





20  
18  
/8  
/6  
20  
09  
/0  
2/  
25

# Class Procedures:

What  
&  
Why

# What (some):

- ▶ Entering & exiting
- ▶ Bathroom breaks
- ▶ Collecting materials, paper, etc.
- ▶ Attention getters

# Why:

- ▶ Students know what to \_\_\_\_\_.
- ▶ Saves everyone \_\_\_\_\_.
- ▶ Saves you \_\_\_\_\_.

# Why:

- ▶ Students know what to expect.
- ▶ Saves everybody time.
- ▶ Saves you energy.

## What if...

**You want to start class,  
you say 'good morning, sit  
down'  
& students ignore you.**

# Teaching 101

---

Teacher Voice

Teacher Look

Teacher Presence

# Teaching 101

---

Don't smile until

Christmas!

# Table Talk Time

*Agree or disagree?*

*Why?*

## First Class – Ideas

- ▶ Rules
- ▶ Introduction(s)

You to the students;  
students to you & each  
other.

# First Class – Ideas

- ▶ Procedures
- ▶ Ice-breaker(s)
- ▶ English level assessment(s)

## Common Problems?

### Students are:

- ▶ Bored
- ▶ Confused
- ▶ Hot
- ▶ Hungry
- ▶ Late
- ▶ Playing
- ▶ Talking to a friend
- ▶ Talking out of turn
- ▶ Tired
- ▶ Using bad language



# Notes -

OR something going on at home  
& we don't know.

Remember: don't take things personally,  
even if students are angry, upset...

It's rarely about YOU.

Comprehensible  
Input

SVENSKA

# Comprehensible Input

**If students don't respond,  
check:**

Do they really understand?

Is it too hard?

Are they hot / hungry / tired?

Are they bored?

# Comprehensible Input

**Do they need:**

Water?

More review?

Instructions, once more – more  
slowly?

A 'brain break'?



# TEACHER ~~OUR CLASSROOM~~

## RULES

1. KEEP IT SIMPLE
2. USE VERBS
3. DEMO  
EVERYTHING

## What if...

**A student always finishes early,  
& keeps turning to talk to her  
friend.**

**You tell her to stop – but when  
you walk away, she starts talking**

# What if...

**A student keeps talking to her friend,  
you tell her to stop.  
She says something in Chinese  
&  
everyone laughs**

**You could try...**



Chai, Angie & Tsuei, Adam (Producers) & Ko, Giddens (Director). (2011) . *You Are the Apple of My Eye* [Motion Picture]. Taiwan: 20th Century Fox

# Table Talk Time

---

***What about consequences?***  
***Will you use a reward system?***

# R's, P's & E's

## Check:

- ▶ **Rules & Procedures?**
- ▶ **Rewards & Penalties?**
- ▶ **Engaging & Encouraging?**

- ▶ Rules & Procedures
- ▶ Rewards & Penalties  
*Consistent? If yes,*
- ▶ Engaging &  
Encouraging?  
*Look at your lesson plan.*



**Do they think  
they can do  
this?**

**If yes, *begin!***

**If not ...**

**Don't give up!**

***Just tweak your plan,  
and try again.***

# Ideas Exchange :

- 1. How will you get students' attention?**
- 2. What's your plan for your first class?**

# Teaching English in Taiwan

# Introductions

Some are from reflections of Tara Kuttainen, a native teacher of English at English Village & Teaching Resource Center, Miaoli County.

# Schools & Schooling

## Notes

- \* Typical of a school, U shape
- \* Classroom
- \* Equipment includes a computer & a projector
- \* No air-conditioner.



# School in Taiwan - Notes

\* Junior High

\* Elementary

---

---

---

---

---

---

---

# Classes in Taiwan

- \* Rote memorization
- \* Textbook-based
- \* Workbook & paper-based
- \* Very little 'hands on'
- \* One correct answer & one correct way
- \* Drills and recitations

# Problem?

- Fear of making mistakes, of failing
- Borrrrrring

But...

*we learn language through  
communication,  
not memorization.*

# Our Job:

\*Communicate

...using English.

\*Get our *students* to  
communicate

...using English.

# How:

- \* Do not use Chinese! (we)
- \* Encourage all attempts at English (our students)
- \* Aim for *creative communication*

## Prepare Ourselves

- \* Have \_\_\_\_\_ expectations of English levels.
- \* Assume students speak \_\_\_\_\_ to \_\_\_\_\_ English.

\* Speak \_\_\_\_\_ . Practice!

\* \_\_\_\_\_ you don't speak Chinese.

\* Use \_\_\_\_\_ .

\* Repeat, repeat, \_\_\_\_\_ .

\* Be \_\_\_\_\_ .

\* Have \_\_\_\_\_ !

# Encourage Speaking by

- \* \_\_\_\_\_ the vocabulary they'll need.
- \* \_\_\_\_\_ activities that force speaking.
- \* \_\_\_\_\_ on their meaning, not grammar.
- \* \_\_\_\_\_ their willingness to *try*.

**No expectations,  
No disappointments.**

# Questions & Comments

What grades do you get in school?

Do you have a boyfriend?

When are you getting married?

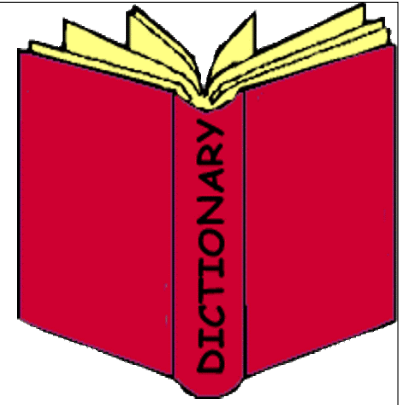
How old are you?  
Why *don't* you have a girlfriend?

Your family must be really rich.

# WHAT'S

# YOUR

# MOTTO?



## Lesson Design: Vocabulary and Sentences



## Content

- ❑ A step by step guide on Vocabulary (V) and Sentence (S) construction activities.
- ❑ Learning styles and activities.
- ❑ Wrap-up



# True or False or Maybe?

1. When learning another language (L2), vocabulary is not as important as grammar.
2. Using word lists to learn L2 vocabulary is unproductive.
3. The use of translations to learn new vocabulary should be discouraged.
4. Guessing words from context is an excellent strategy for learning L2 vocabulary.
5. The best dictionary for L2 learners is a monolingual dictionary.
6. Teachers, textbooks, and curricula cover L2 vocabulary learning adequately.

# Vocabulary and Sentences?

- Vocabulary (V) refers to words - the building blocks of sentences - we use to communicate in oral and print language.
- A sentence (S) refers to putting words in the correct order to make a grammatically correct sentence.



# An easy step-by-step guide



## Basic principles

- ❑ Your focus is on communication.
- ❑ Take students from the “known” to the “unknown”.
- ❑ Develop the 4 language skills
- ❑ Vary your teaching resources/ aids.
- ❑ Always be prepared and enthusiastic.

# Lesson Planning and Design

Duration

Language skills (4)

Content  
and  
Outcomes

Icebreaker/  
Introduction

# Processes

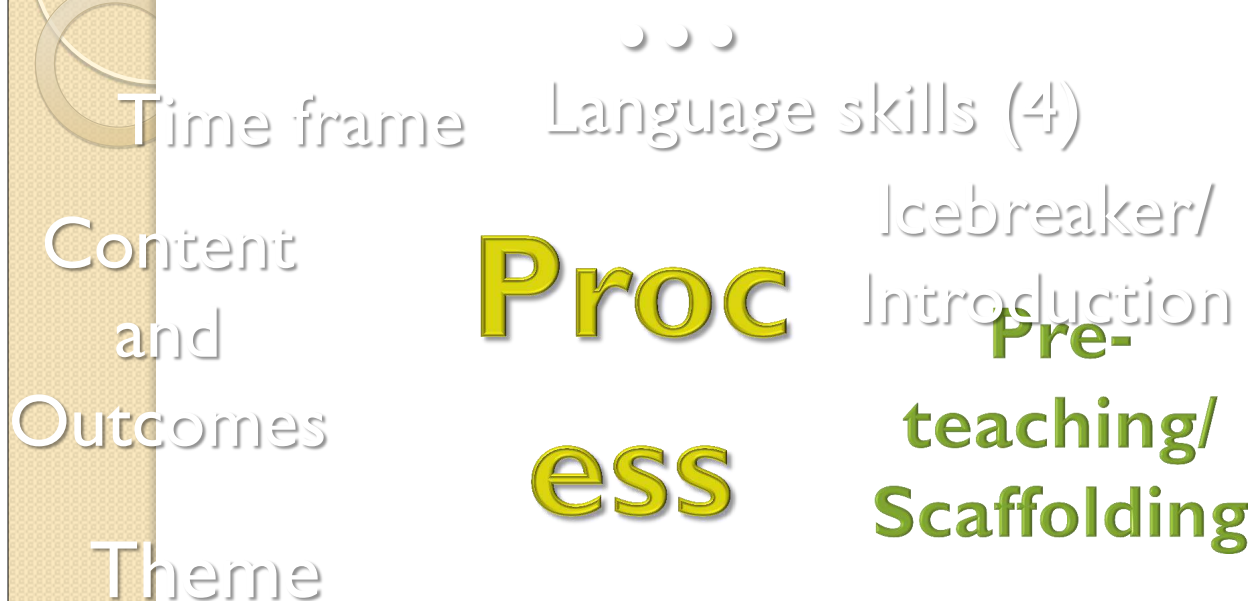
Theme

# S

## The 4 Language Skills



# Lesson Planning and Design



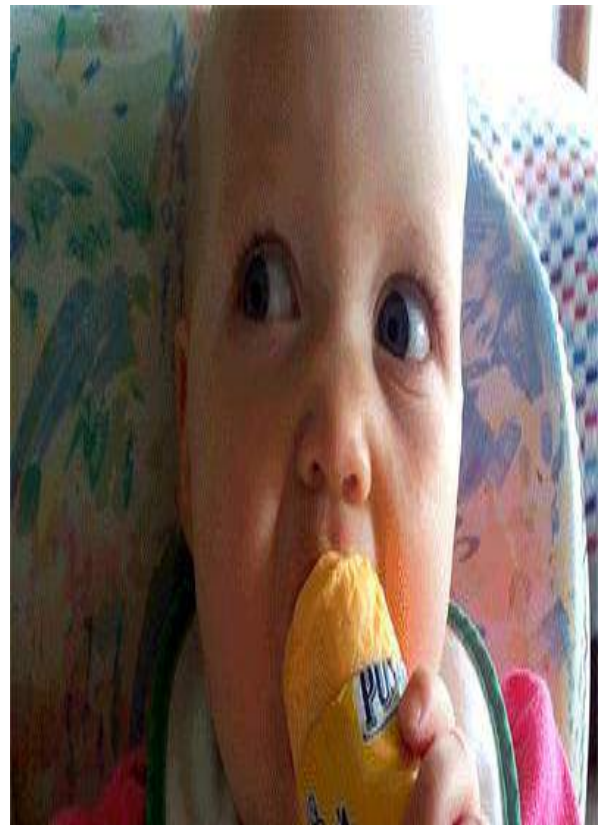
## Pre-teaching/ Scaffolding

- Vocabulary has got to be relevant
- Use images
- Label each image
- Gesture
- Repetition
- Reinforce ...

# Delicious



# It's sour



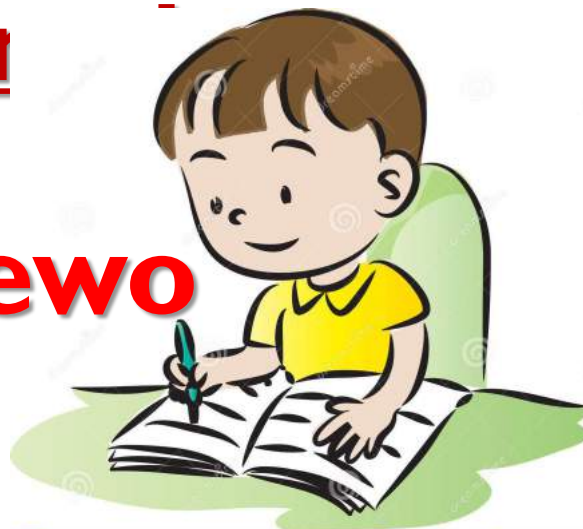


# Basketball \_\_\_\_\_



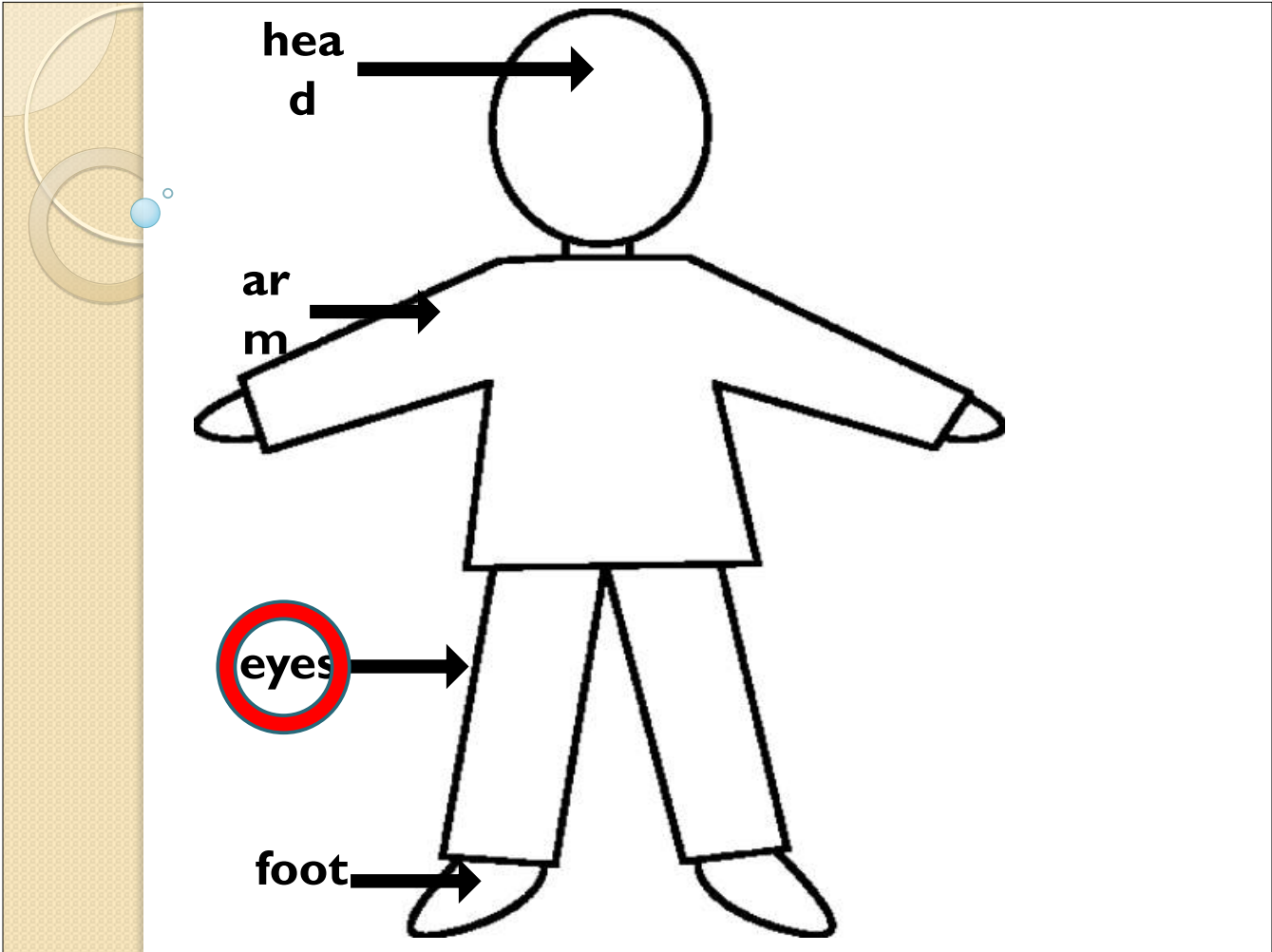
I can do my  
wkroi

homewo  
rk



Download from  
Dreamstime.com

4446312  
Wepol/Dreamstime.com



**TPR**

1. Stand up

2. Pick up your pen

7. Close your book

8. Point to the blackboard

9. Raise your hand

4. Come inside

6. Knock on the door

I agree / I don't agree

D  
o  
y



food - mouth -  
don't - your - in - with  
- talk

Don't talk with food in  
your mouth



Change these words into the past tense and make sentences ...

1. **Go (make a sentence with 5 words)**
2. **Cook (6 words)**
3. **Wake up (7 words)**
4. **Write (8 words)**
5. **Drink (9 words)**
6. **Watch (10 words)**
7. **Sleep (longer than 10 words)**



# Lesson Planning and Design

Time  
frame

Language skills (4)

Content  
and  
Outcomes

## Proces

Icebreaker/  
Introduction  
Pre-teaching/  
Scaffolding

## S

Theme

Variety of differentiated  
and interactive activities

## Reflectio

## n

Assessment

# Brainstorming



# Theme

1. Colors and Accessories
2. Family
3. Personal Characteristics
4. Health / Parts of the Body
5. Occupations
6. Weather
7. Sports
8. Interests & Hobbies
9. Transportation
10. Numbers + Time
11. People + language + Countries and areas
12. Animals & insects
13. Food & drink
14. Houses & apartments
15. Weather & nature





# Packing & Weather

**Weather**  
 Sunny ☀️  
 Rainy ☔️  
 Windy 🌪️  
 Hazy 🌫️  
 Substrate/luggage  
 Shirt/pants  
 Hat  
 I want to pack \_\_\_\_\_  
 The temperature is \_\_\_\_\_

**Activities**  
 Draw themselves dressed up and label their clothing  
 List what in their suitcase and draw it  
 Ask out weather forecast

**Directions & Transportation**  
 - Airport, train, bus  
 - How to get around the airport and how to use transportation  
 - Ticket information and instructions  
 - Boarding procedures for each mode of transportation  
 - How to use a map, website, and printed itinerary

**Assignments:**  
 - Make a list of things to pack  
 - Label items in your suitcase  
 - Ask about how to check in  
 - Research a city (London)  
 - Make a travel itinerary for your class  
 - Make a weather forecast for your class

**TRAVEL** *Mad Libs*  
 A2-6

**Amazing Race**  
 - a country chosen by teacher  
 - where / history  
 - passport visa system (reward system)  
 - a residential cost of reward for first 3 pairs to complete challenge

**Agree/disagree (4 corners)**  
 I agree I disagree

**Locations & Attractions**  
**Places**  
 shopping trip  
 bank \$  
 beaches

**FOOD**  
 - designed menu  
 (practice class!!)  
 - need lot of allergies from parents &  
 - strawberries  
 - whipped cream  
 - bananas  
 - ice cream  
 - syrup  
 etc  
 ingredients for them to order

**SKITS**

**PRESENTATIONS**  
 - group work (3 per group)  
 - research country they want to visit  
 - 1-2 presentations per day  
 - brief geographical / climatic context  
 - tourist attractions  
 - local ethnic food

**SALAD BOWL**

*Hangman*  
*Jeopardy*

# School Mascots

VC Berkeley - Bears  
 Auburn University - Tigers  
 UNC Wilmington - Seahawks  
 NYU - Bobcat  
 CPP - Bronco  
 USC - Thunderbird

# National/State Animals

California - Bear  
 Texas - Armadillo  
 New York - Beaver  
 America - Bald Eagle  
 Canada - Moose  
 Beaver

# Animals

2-4

**Show & Tell**  
 Students share & describe their favorite animals in English after drawing them

**Spelling Bee**  
 - Animal themed

**Charades**  
 Act like the animal for students to guess

**Pictionary**  
 Split into teams competition draw animals & guess whiteboards

**Zootopia**  
 Clips & Characters

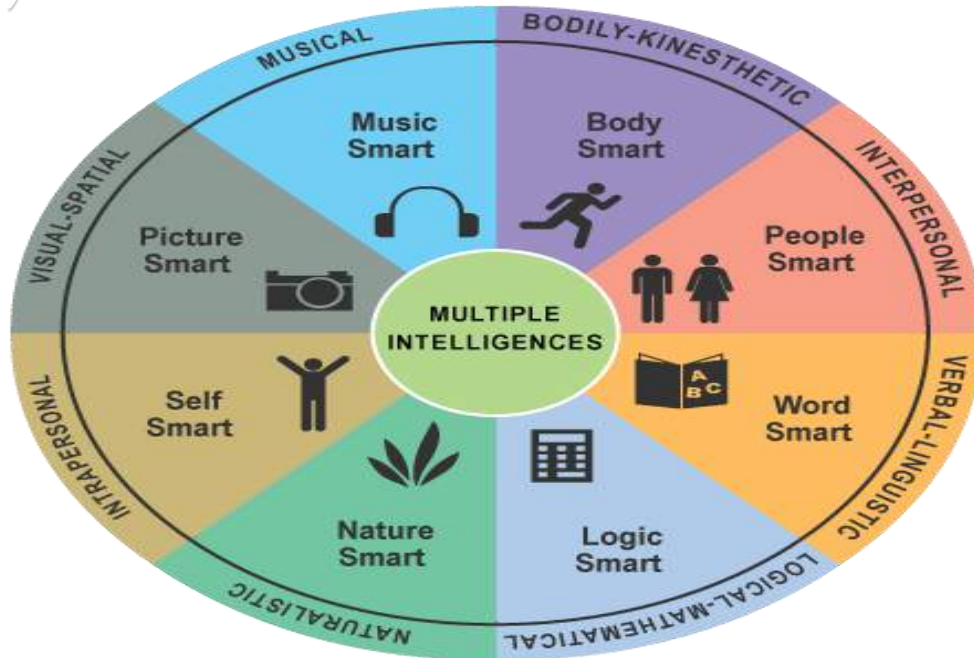
**Emoji**  
 animal guess the animal

**Hangman**  
 Animal themed

**Scrabble**  
 crossword puzzle / word search

**Zodiac**  
 teach all 12

# Different learning styles - different activities (Howard Gardner - 1983)



## Interpersonal

1. The “socializer”.
2. Extrovert and confident. Ss enjoy working with each other in groups, cooperative games and projects.
3. Activities?

# Intrapersonal

1. The “loner”.
2. Prefer working alone, and quietly, very reflective.
3. Activities?

# Physical - Kinesthetics

1. The “mover”.
2. Ss enjoy any physical tasks, moving around and sporting activities.
3. Activities?



# Verbal/ Linguistic

1. The “word player”.
2. Common in most classrooms. These Ss enjoy reading and writing tasks, sensitive to the meaning of language and words.
3. Activities?

# Visual - spatial

1. The “visualiser”.
2. These Ss have a strong visual memory and are often artistic.
3. Activities?

## Logical - mathematical

1. The “questioner”.
2. These Ss notice numerical or logical patterns.
3. Activities?

## Musical - rhythmic

1. The “music lover”.
2. Music and songs. Good listeners, who often tap and move to rhythm.
3. Activities?



# Naturalist - environmental

1. The “nature lover”.
2. Ss who enjoy an understanding of the world around us, prefers working outside the classroom.
3. Activities?

## Multiple assessments

- 嘉義縣97學年度英語話劇比賽~特優(東石國中)
- 嘉義縣104學年度英語讀者劇場比賽~特優(六嘉國中)
- 嘉義縣105學年度英語讀者劇場比賽~優等(六嘉國中)
- 嘉義縣106學年度英語讀者劇場比賽~特優(六嘉國中)



# 國中英語補救教學 教材教法實作與分享

國中英語補救教學種子講師  
東石國中 教務主任  
許順中

107.08.10  
地點:彰化縣彰德國中



- I. 請先欣賞~[補救教學教學影片](#)並且紀錄於觀察表 (15 mins)
- II. 討論(5mins)
- III. 請再欣賞~另一[補救教學教學影片](#)並且紀錄於觀察表 (15 mins)
- IV. 討論及比較(10mins)
- V. Teaching demo (40mins)

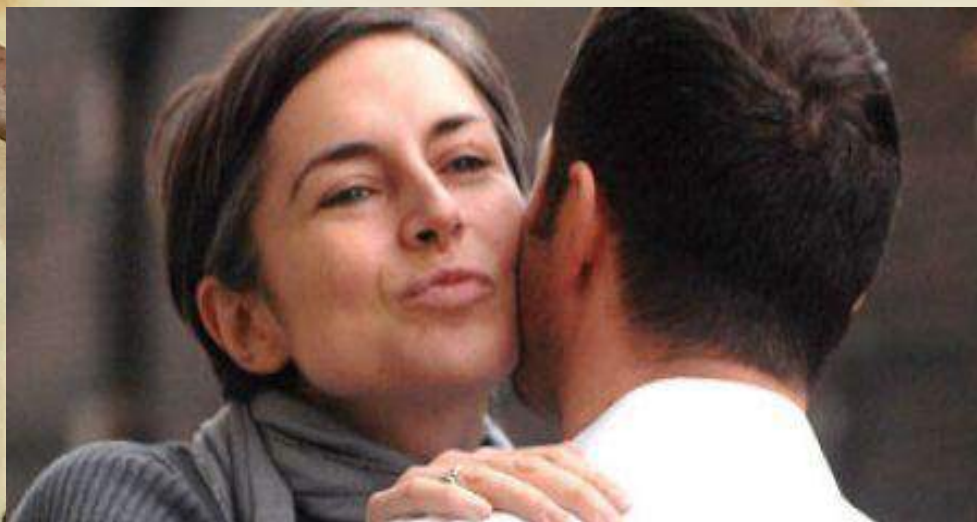
## World Greetings

WAYS PEOPLE GREET  
EACH OTHER AROUND THE WORLD









**kiss on the cheek**



**hug**



**bow**







**exchange name cards**

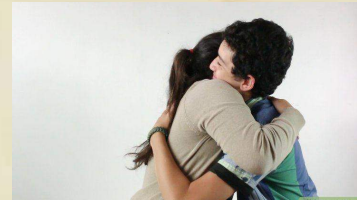


**say hello**

## Look at the pictures.



## What's missing?



## What's missing?

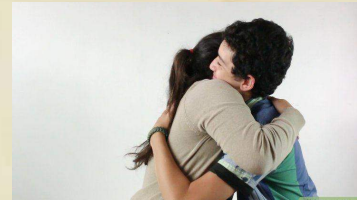




Look at the pictures.



Look at the pictures.



What's missing?



## What's missing?



## What's missing?



## What's missing?

## Fly-swat Game.



## Main Task

# World Greetings



3 points





2 points



1 point



Japan



3 points



2 points



1 point





# New Zealand



# 3 points



# 2 points





1 point



Brazil



Read & Check

<b>Ways of Greeting</b>	<b>Brazil</b>	<b>New Zealand</b>	<b>Japan</b>
<b>Shake Hands</b>			
<b>Bow</b>			
<b>Kiss on the cheek</b>			
<b>Press noses together</b>			
<b>Exchange business cards</b>			
<b>Smile</b>			



## True or False

- 1. Men always kiss female friends to say hello in Brazil.
- 2. You can look the person in the eyes when you shake hands to show interest and friendliness.
- 3. The Maori are the native people of Japan.
- 4. It' s very polite for you to give a business card with one hand to people.
- 5. In Japan, when people meet for the first time, they usually bow.



## Choose the Correct Answer

- 1. According to the context, which of the following sentences about Maori is true?  
(A) When the Maori smile, it usually means that the person is sad.  
(B) The Maori are the native people of New Zealand.  
(C) When you meet Maori for the first time, they might kiss your nose as a polite greeting.  
(D)When the Maori exchange business cards, they use one hand.



## Choose the Correct Answer

- 2. According to the context, which of the following sentences is true?  
(A) When in different countries, people use only one way to greet others.  
(B) You don' t have to look the person in the eyes when you shake hands.  
(C) Maori people probably press their noses each other because it' s their traditional greeting.  
(D) A smile can have different meanings in Brazil.



## Group Discussion

- 1. In Japan, when people meet for the first time, what do they usually do as a greeting?
- 2. In Brazil, when women meet, what do they do as a greeting?



## Group Discussion

- 3. According to the context “World Greetings,” choose your favorite way of greetings in a group and share the reasons with your group members.



## Group Discussion

- 4. Have you ever been to the three countries, Brazil, New Zealand or Japan? Share your personal experience with others. If you have never been to any of them, which country will be your first choice in the future? Share the reasons with others.



### Post task 1~True or False

- Q1: People in the Philippines greet their elders by kissing their cheeks.**
- Q2: Waving is a common greeting in the Philippines.**
- Q3: When Brazilians greet friends, they give them a big hug.**
- Q4: People in Brazil sometimes greet friends with two kisses on their cheeks.**
- Q5: Bowing is a polite gesture in Japan.**
- Q6: Shaking hands is very common in Japan.**
- Q7: People in Senegal greet people by shaking hands or hugging.**
- Q8: Kissing is a common greeting in Senegal.**



### Task:

- (20 minutes) In groups, choose one topic/lesson from your textbook and design the activities; that is, finish your group's lesson plan.
- (40 minutes) Presentation. (5 minutes for each group)

## World Greetings

### Brazil

Men often shake hands when they meet for the first time. When women meet, they kiss each other on the cheek. Women also kiss male friends to say hello.

When you shake hands, look the person in the eyes. This shows interest and friendliness.

### New Zealand

Usually, both men and women shake hands when they meet someone for the first time.

Fun fact: If you see two people pressing their noses together, they are probably Maori. The Maori are the native people of New Zealand. This is their traditional greeting.

### Japan

When people meet for the first time, they usually bow. In business, people also shake hands.

In formal situations, people often exchange business cards. When you give a business card, give it with two hands. This is polite.

Special note: In Japan, a smile can have different meanings. It usually means that the person is happy, or that the person thinks something is funny. But it can also mean that the person is embarrassed.

*Note.* Descriptive note. Adapted from "WorldView," by S. Stempleski, J. R. Morgan, and N. DouglasF. 2011, *World Link Lesson Planner 1: Developing English Fluency, 2<sup>nd</sup> edition*, p. 19.

## Creating Your Own JHS Lesson

Designers: 許順中(Eric Xu)、林香誼(Doris Lin)

### Aims:

- 1) To develop students' understanding of the context "World Greetings" through picture predictions and differentiated reading comprehension questions.
- 2) To develop students' understanding of how to greet others in appropriate ways.
- 3) To improve students' abilities of collaboration when working in a group or pair.

---

<b>Materials</b>	1. World Greetings, excerpted from "WorldView," by S. Stempleski, J. R. Morgan, and N. Douglas. 2011, <i>World Link Lesson Planner 1: Developing English Fluency</i> , 2nd edition, p. 19. 2. pictures & clips 3. mini whiteboards 4. markers & erasers 5. a computer & a projector		
<b>Grade</b>	eighth graders		
<b>Time</b>	45 minutes	<b>Date</b>	November 4 <sup>th</sup> , 2017

### Procedure

<b>Task</b>	<b>Procedure</b>	<b>Time (min)</b>
<b>Pre task 1</b>	Memory Game: <b>【Whole Class &amp; Group Work】【Word Level】</b> a. On the screen, T(teacher) displays the texts and pictures of the target language, i.e. shake hands, kiss on the cheek, hug, bow, exchange name cards, and say hello. b. T shows the pictures one by one, Ss(students) read the words aloud.	6 mins



	<p>c. Missing Word/Phrase Game:</p> <p>(a) T demonstrates an example for Ss to understand how to play the game with their mini-whiteboards and with their group members.</p> <p>(b) 1 missing word (one by one--shake hands, kiss on the cheek, exchange name cards, say hello, bow, and hug) → 2 missing words (kiss on the cheek and exchange name cards) → 3 missing words (say hello, bow, and hug) → all missing words</p>	
<p><b>Pre task 2</b></p>	<p>Fly-swat Game: <b>【Group work】【Word Level &amp; Sentence Level】</b></p> <p>a. On the screen, T displays the pictures of the target language, i.e. shake hands, kiss on the cheek, hug, bow, exchange name cards, and say hello.</p> <p><b>【Procedural language: Daisy, what's your favorite fruit? Jenny, what's your favorite fruit?】</b></p> <p>b. T divides the class into two groups. Then T announces the rules for Ss and demonstrates an example for Ss to understand how to play the game. Every time, a pair hits the target picture. The faster S in a pair to hit the target picture with the fly swat gets at least one point.</p> <p>c. T reads the prepared questions to Ss; Ss choose the most appropriate one. If a dispute occurs, Ss are encouraged to tell the reasons.</p> <p><b>【Functional language: Whose turn is it? Top-right. Down-left. The middle one. Do you think so? I agree with you. Are you sure?】</b></p> <p>Q1: When I see my best friends, I can _____. (say hello)</p> <p>Q2: When Taiwan's students greet their teachers in the classroom, they usually _____. (bow)</p> <p>Q3: When women meet, they can _____. (kiss on the cheek)</p> <p>Q4: When I want to introduce myself to a new friend, I can _____. (exchange name cards)</p> <p>Q5: When I receive a prize on the stage, I can _____ with the VIPs. (shake hands)</p> <p>Q6: When little kids see their parents, they can _____. (hug)</p> <p>d. T invites volunteers to come up with questions for their peers to hit the target picture. Volunteers can get extra points for their groups.</p>	<p>6 mins</p>

<b>Main task</b>	<p>Differentiated approaches toward understanding of the context “World Greetings”</p> <p><b>【Whole Class, Group Work &amp; Individual】 【Sentence Level】</b></p> <p>a. Using pictures to predict the country A Picture 1/Picture 2/Picture 3 Using pictures to predict the country B Picture 1/Picture 2/Picture 3 Using pictures to predict the country C Picture 1/Picture 2/Picture 3 The first group to write down the correct answer can get points. (When the group gets the correct answer with the first picture, they can get three points. When the group gets the correct answer with two pictures, they can get two points. When the group gets the correct answer with three pictures, they can get one point.)</p> <p>b. Students work in pairs. Give students the context “World Greetings” and finish the checklist.</p>	23 mins																											
	<table border="1" data-bbox="331 1003 1315 1447" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Ways of Greeting</th> <th style="padding: 5px;">Brazil</th> <th style="padding: 5px;">New Zealand</th> <th style="padding: 5px;">Japan</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Shake Hands</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Bow</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Kiss on the cheek</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Press noses together</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Exchange business cards</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Smile</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>When one pair of students finishes the checklist, they can check the answer with other pairs of students.</p> <p>c. Check comprehension of the context – Different question types Ss are divided into 6 groups.</p> <p><b>【Procedural language: Who’s got the pen? (T) ; I’ve got the pen. (S)】</b> T asks Ss to read the True/False questions and discuss the answers with their partners.</p> <p><b>【Functional language: What is your answer? Is it true or false? Why?】</b></p> <p>1. Men always kiss female friends to say hello in Brazil. (F)</p>	Ways of Greeting	Brazil	New Zealand	Japan	Shake Hands				Bow				Kiss on the cheek				Press noses together				Exchange business cards				Smile			
Ways of Greeting	Brazil	New Zealand	Japan																										
Shake Hands																													
Bow																													
Kiss on the cheek																													
Press noses together																													
Exchange business cards																													
Smile																													

	<p>2. You can look the person in the eyes when you shake hands to show interest and friendliness. (T)</p> <p>3. The Maori are the native people of Japan. (F)</p> <p>4. It's very polite for you to give a business card with one hand to people. (F)</p> <p>5. In Japan, when people meet for the first time, they usually bow. (T)</p> <p>→T asks each group to show their answers on their mini whiteboards.</p> <p>→T asks Ss to read the multiple choices and discuss the answers with their partners.</p> <p><b>【Functional language: Which one is the correct answer? Are you sure? I don't think so. You can find the answer in Paragraph..., Line...】</b></p> <p>1. According to the context, which of the following sentences about Maori is true?</p> <p>(A) When the Maori smile, it usually means that the person is sad.</p> <p>(B) <u>The Maori are the native people of New Zealand.</u></p> <p>(C) When you meet Maori for the first time, they might kiss your nose as a polite greeting.</p> <p>(D) When the Maori exchange business cards, they use one hand.</p> <p>2. According to the context, which of the following sentences is true?</p> <p>(A) When in different countries, people use only one way to greet others.</p> <p>(B) You don't have to look the person in the eyes when you shake hands.</p> <p>(C) <u>Maori people probably press their noses each other because it's their traditional greeting.</u></p> <p>(D) A smile can have different meanings in Brazil.</p> <p>→T asks each group to show their answers on their mini whiteboards.</p> <p>→T asks Ss to read the basic comprehension questions (BCQ's) and discuss the answers with their partners.</p> <p><b>【Functional language: Did you find the answer? Where is it?】</b></p> <p>1. In Japan, when people meet for the first time, what do they usually do as a greeting?</p> <p>2. In Brazil, when women meet, what do they do as a greeting?</p> <p>→T asks each group to show their answers on their mini</p>	
--	---	--

	<p>whiteboards.</p> <p>→ T asks Ss to read the beyond the text questions (BTQ's) and discuss the answers with their partners.</p> <p>【Functional language: What do you think? I think...because.../ Well, it might be...; What does...mean? ; How do you say... in English? ; Teacher, can you check my answer, please?】</p> <ol style="list-style-type: none"> <li>1. According to the context “World Greetings,” choose your favorite way of greetings in a group and share the reasons with your group members.</li> <li>2. Have you ever been to the three countries, Brazil, New Zealand or Japan? Share your personal experience with others? If you have never been to any of them, which country will be your first choice in the future? Share the reasons with others.</li> </ol> <p>→T asks each group to show their answers on their mini whiteboards and explain the reasons.</p> <p>e. For the faster groups, T asks them to share their answers and reasons with the other groups.</p> <p>【Functional language: We think... because...】</p>	
<p><b>Post task 1</b></p>	<p>Greetings around the World 【Pair work】</p> <ol style="list-style-type: none"> <li>a. Let's watch a clip, <i>Greetings around the World</i>, which is provided by the publisher.</li> <li>b. Ss write down T(True) or F(False) to answer the BCQ's. Then compare the answers with the partner. When a different answer occurs, discuss it thoroughly and write down the reasons.</li> </ol> <p>Q1: People in the Philippines greet their elders by kissing their cheeks.</p> <p>Q2: Waving is a common greeting in the Philippines.</p> <p>Q3: When Brazilians greet friends, they give them a big hug.</p> <p>Q4: People in Brazil sometimes greet friends with two kisses on their cheeks.</p> <p>Q5: Bowing is a polite gesture in Japan.</p> <p>Q6: Shaking hands is very common in Japan.</p> <p>Q7: People in Senegal greet people by shaking hands or hugging.</p> <p>Q8: Kissing is a common greeting in Senegal.</p>	<p>5 mins</p>
<p><b>Post task 2</b></p>	<p>Invent our own greetings. 【Group work】</p>	<p>5 mins</p>

	<p>a. T divides the class into four groups. Each group makes up a way to greet people in their imagined culture and scenario. Then everyone interacts, greeting people in their way and trying to figure out the other ways of greeting. After a few minutes, see if they can say what the greeting rules are for each group.</p>	
--	---	--

## **Differentiation**

### **- Tasks for fast finishers**

1. Pre task 2~Fly-swat Game: to share their answers and reasons with other groups.
2. Main task ~ BTQ's: to share their answers and reasons with other groups.

### **- Support for weaker learners**

1. Pre task 2~Missing Word Game:

【Functional language: I think...is the correct one. Top-right one. Down-left one. Listen to me. We think...because...】

2. Main task ~ Checking comprehension of the story – Different question types

(1) True/False questions:

【Functional language: What is your answer? Is it true or false? Why?】

(2) Multiple choices:

【Functional language: Which one is the correct answer? Are you sure? I don't think so.

You can find the answer in Paragraph..., Line...】

(3) BCQ's: 【Functional language: Did you find the answer? Where is it?】

(4) BTQ's: 【Functional language: What do you think? I think...because.../ Well, it might be...; What does...mean? ; How do you say... in English? ; Teacher, can you check my answer, please? 】

3. Post task 1~Greetings around the World

BCQ's

【Functional language: Why do you think so? Can you tell me why? Are you sure? I don't think so. I think it's ...because...】

### **- Challenge for stronger learners**

1. Main task : BTQ questions → Have you ever been to the three countries, Brazil, New Zealand or Japan? Share your personal experience with others? If you have never been to any

of them, which country will be your first choice in the future? Share the reasons with others.

2. Post task 2~Invent Our Own Greetings

By creating a group’s ways of greeting in a specific scenario, Ss can discuss the ways, compare them with different cultures, and understand the connotations.

- **Relationship to learning styles**

-

	<b>Tasks</b>	<b>Learning Styles</b>
<b>Pre Tasks</b>	Memory Game	Visual Verbal Auditory Kinesthetic
	Fly-swat Game	Social (interpersonal) Visual Auditory Verbal
<b>Main Task</b>	Differentiated approaches toward understanding the context “World Greetings”	Visual Verbal Auditory Solitary Social (interpersonal) Logical
<b>Post Tasks</b>	Greetings around the World	Visual Auditory Social (interpersonal) Logical Solitary (intrapersonal)
	Invent Our Own Greetings	Social (interpersonal) Verbal Logical Solitary (intrapersonal)

- **Sample differentiated materials**

PPT on Pre Task

- **Extra notes**



- **Appendix 1: Reading texts**

- **World Greetings** -

- **Brazil**

- Men often shake hands when they meet for the first time. When women meet, they kiss each other on the cheek. Women also kiss male friends to say hello.
- When you shake hands, look the person in the eyes. This shows interest and friendliness.

-

- **New Zealand**

- Usually, both men and women shake hands when they meet someone for the first time.
- Fun fact: If you see two people pressing their noses together, they are probably Maori. The Maori are the native people of New Zealand. This is their traditional greeting.

-

- **Japan**

- When people meet for the first time, they usually bow. In business, people also shake hands.
- In formal situations, people often exchange business cards. When you give a business card, give it with two hands. This is polite.
- Special note: In Japan, a smile can have different meanings. It usually means that the person is happy, or that the person thinks something is funny. But it can also mean that the person is embarrassed.

-

- *Note.* Descriptive note. Excerpted from “WorldView,” by S. Stempleski, J. R. Morgan, and N. Douglas. 2011, *World Link Lesson Planner 1: Developing English Fluency, 2<sup>nd</sup> edition*, p. 19.

- **Appendix 2: Post Task 1~Video scripts**

Greetings Around the World

- Dennis: We have a special way of greeting our elders in the Philippines by taking their hand and kind of kissing it like this. And it's called *mano*.
- Dayanne: In Brazil when you greet a friend you give them a big hug and sometimes you give them a kiss on the cheek and in some places you give two kisses and in some places three kisses.
- Miyuki: Bowing is a very polite gesture in Japan, but I often shock people when I stick my hands out to shake their hands because it's not very common.
- Agnes: When you greet somebody in Senegal you shake hands for a long time or you can hug, too, and ask about him, and his family, and his friends, and it takes a while.

## Creating Your Own JHS Lesson

### Aims:

1)

2)

3)

<b>Materials</b>			
<b>Grade</b>			
<b>Time</b>		<b>Date</b>	

---

### Procedure

<b>Task</b>	<b>Procedure</b>	<b>Time (min)</b>
<b>Pre task 1</b>		
<b>Pre task 2</b>		
<b>Pre task 3</b>		
<b>Main task</b>		
<b>Post task</b>		

--	--	--

**Differentiation**

- **Tasks for fast finishers**
  
- **Support for weaker learners**
  
- **Challenge for stronger learners**
  
- **Relationship to learning styles**
- 

	<b>Tasks</b>	<b>Learning Styles</b>
<b>Pre Tasks</b>		
<b>Main Task</b>		
<b>Post Task</b>		

- **Sample differentiated materials**
  
- **Extra notes**

彰化縣 107 學年度補救教學增能研習

教案試教狀況紀錄表

教師姓名：許順中	服務學校：嘉義縣東石國中
教案於貴班試教日期:107.08.10	
教案試教情形及 學生反應	
教學流程建議處	<p>(原教學流程→修改後教學)</p> <p>1. →</p> <p>2. →</p> <p>3. →</p>
疑問	<p>1.</p> <p>2.</p> <p>3.</p>





# Extreme Weather, Extreme People 105/3/29

## Characters:

Narrator1 (N1):

Narrator2 (N2):

Father(F):

Mother(M):

Daughter-Stacy(S1):

Daughter-Sandy(S2):

Polar Bear(P):

## Prologue (序幕)

### (On TV)

**N1:** Welcome to our viewers worldwide. I'm your weather reporter, Kiki , for Apple News.

**N2:** Good morning everyone, I'm the meteorologist, Annie.

**N1:** Today we are going to listen to a weather forecast.

**N2:** This weekend, temperatures will range from 4 to 6 degrees Celsius.

**N1:** Arctic Oscillation, high-pressure confines cold air to Taiwan influences us.

**N2:** As you can see, people on the road are wearing the sweaters and overcoats.

**F, M, S1, S2:** (feel cold)

**M:** Oh, how strong the wind! My hair is in a mess.

**S1:** I want to turn on the heater. Oh, it's so cold, woo...I'm freezing.

**S2:** What a weird weather!

**F:** How can we go picnicking on such the frigid conditions this weekend? (Confused and shake head)

**P:** I'm a polar bear. Because human destroyed the environment, I had rarely seen snow. (have a sigh)

## Scene1

**N1, N2:** Although the extreme weather happened, this family had planned the outdoor activity.

**N1:** They had rent a field in the north camping site

**N2:** So they can't cancel it. Now they arrive.

**F:** (driving) It's convenient to drive to everywhere. Oh, we need to top up the petrol.

**S2:** Dad, do you know that we can take the bus to reduce the amount of gasoline burned?

**S1:** It occurs to me that I forgot to turn off the light of my room.

**S2:** Stacy, do you know that wasteing the electricity or oil, we produces carbon dioxide which makes the temperature higher. And it's the reason caused global warming....then it....(mother interrupted them)

**M:** Ok, ok. Take it easy. Let me show you what food I prepared for our picnic. There are some rice balls, and we have some fruit...and...(Sandy interrupted mother)

**S2:** Mom, why you use so many plastic bags?

**M:** Because we can throw away after we finished. And they are lighter than glass or pots.

**S2:** Oh, no. The plastic isn't "bio-degradable". It is harmful to the environment. And we should reuse it.

**S1:** Sandy, you are so annoying!

**F, M, S1, N1, N2, P:** (chant)

*Sh! Sh! Stop that noise. (clap\*2) Sh! Sh! Stop that noise. (clap\*2) Come on, come on. Make it stop.  
Come on, come on. You ruin our mood.*

## Scene2

**N1:** The polar bear appeared and thumped.

**P:** (Stamp the floor)

**All:** (Feel the ground shake and look shock)

**N2:** The family squat down, then raise the head, they see the polar bear standing in front of them.

**All:** Wow!!!!

**N1, N2:** When they are stopping Sandy's suggestions for protecting the earth, the polar bear appears and says...

**P:** I beg you... Please... Help my family and my home...

**All:** Wow, the bear can talk.

**P:** Because the temperature is so high, the icebergs or glaciers melt. The sea levels get higher. And my home is flooded. All of my family died and that's why I'm here.

**All:** Oh...Poor bear.

**P:** I heard all you said. Father, from now on, you should tell your friends to save the energy and join car-pool or the public transit.

**F:** Okay, I'll take the bus to work.

**P:** Mother, please always reuse paper and plastic bags, and we have to protect more trees. And don't throw the trash everywhere.

**M:** Oh, I'm so sorry. I know we should do something for the earth.

**P:** Stacy, eat more vegetables and less meat. Remember to turn off the lights and computers when leaving.

**S1:** Okay, I'll do it. I know we need to go green.

**P:** As to Sandy, you are so brilliant and clever. You stayed with me and go back to Arctic, okay?

**All:** Oh...no!!!

## Epilogue (收場)

**N1:** As you can see, rising seas, severe droughts, and strong storms are happening around the world.

**N2:** Climate change is real. It's happening right now. It is the most urgent problem that we are facing now.

**All:** The little earth is all we've got. So, let's work together to protect our environments.

**(song for ending)** Reduce, Reuse, Recycle

I'm going green, I'm keeping the Earth clean. I'm going green, I'm keepin' it, keepin' it clean.

## Love Begins at Home

### Characters:

Narrator 1 (N1)~侯函郁

Narrator 2 (N2)~黃柏元

Father-Abdalla Ramadhan Munye (A)~侯韋丞

Mother-Habibo (H)~洪欣榆

Daughter 1: Batulo (B)~ 侯芃妃

Daughter 2: Famo (F)~黃嫻慧

Son: Ramadhan (R)~陳誌偉

(Back-up: 田巧函、黃智炫、王怡鈞)

N1&N2: Bow.

N1: It is a sunny morning. In a refugee camp of Somalia, dozens of refugees, who just want to emigrate to the US, are learning English, including Abdalla's family (waving hands) – his wife Habibo, his daughter Famo, and his son, Ramadhan. But he finds it hard to focus on the lesson. He's thinking of his daughter, Batulo.

All: (Ring! Ring!)

N2: Abdalla received a phone call from Batulo in Kenya.

B: Daddy, we passed. We passed. It's legal for us to live in the USA.

N2: But for Batulo, the joy is short-lived.

N1: Because of her age, she's not considered a dependent minor. Officials separated her case and told her she'd travel on her own later.

A: Batulo, don't worry. We'll just be apart for a matter of days.

B: We'll begin a new life together thereafter.

F: That's for sure.

N1: Several days when Abdalla's family landed in the US, the new president took the oath of office and signed an executive order titled

All: "Protecting the Nation from Foreign Terrorist Entry into the United States."

R: Our oldest sister couldn't follow us here.

F: I miss her so much. Daddy and Mommy, please do something.

H: We'll fight to reunite with our daughter.

【Chorus】

All: What's the order about?

Who's blocked?

A & H: Refugee arrivals.

B & F & R: Travelers from seven countries.

All: No Muslims! No Muslims! No human rights!

All: (*The end of the world*)

Why does the sun go on shining?

Why does the sea rush to shore?

Don't they know it's the end of the world

'Cause you don't love me anymore?

Why do the birds go on singing?

Why do the stars glow above?

Don't they know it's the end of the world?

It ended when I lost your love

H: I'm afraid she feels we abandoned her.

R: I want her to help me with my homework.

F: I want my sister to play with me.

A: I'm terrified of losing another daughter.

【Chorus】

All: Keep fighting! Keep fighting!

R & F: Five minus one is nothing!

B: Without me, life is

All: Frightening! Frightening!

N1: Some latest developments just come in, that is, federal courts have temporarily blocked the travel ban.

All: Oh, yes.

N1: Batulo is more than 8,000 miles away now. But this is the closest she's been in weeks. She closes her eyes and pictures her life in the US.

All: In 24 hours.

N2: The Batulo family excitedly dart to the Atlanta airport.

A: Batulo. (shouting loudly)

N2: The rest of the family follows. At the lobby, they sit in a circle, devouring baked chicken, fried fish, French fries,.....

F: How many countries did you fly through to get here?

R: When we left, you don't look like this. Why are you so thin now?

F: The new toys are for you.

H: Let's sing the first English song we learned in Somalia.

All: A~B~C~D~E~F~G.....

N1: Batulo flew more than 10,000 miles to get here, from Kakuma, to Nairobi, to Dubai, to New York, to Atlanta. American Airlines 167 brought her to a strange city.

N2: Yet she's home, overjoyed with her family reunion.

H: War, famine, violence and crimes force people to flee their homeland.

B: Everyone is born equal. We should respect, love and cherish each other from at home.

N1: Regardless of their races, religion, gender, and social status, shouldn't we?

F: Multi-cultures motivate our society to advance further and create more diversity.

B: Which enriches our knowledge and broaden our horizons.

A & R: We are global citizens. (holding hands)

A&H&R: Let's endeavor to make this world

All: A PEACEFUL PLACE TO LIVE IN!

N2: Bow.

All: Thank you for listening!

## A Dream Come True – Net Celeb

### Characters:

Narrator (N)~吳旻嵐

Manager: Rosemary (R)~田巧函(Amy)

Contestant 1: A-Ka (AK)~侯韋丞

Contestant 2: Hanna (H)~黃玟瑄(May)

Contestant 3: A-Di (AD)~黃柏元

Assistant: Lucia (L)~黃庭妤(Ivy)

### 【Prologue】

N: Bow.

N: An Internet company, Celeb, is promoting the spring sale. The manager, Rosemary, is going to recruit one more employee to achieve the annual target. She assigns her assistant, Lucia, to arrange an authentic scenario. There are three contestants, A-Ka, Hanna, and A-Di competing for this position.

All: In an interview.

L: Welcome to our company, Celeb, the most famous Internet company in Taiwan.

R: Since there are so many companies popping up on the Internet, our sales have dropped largely.

N: The three contestants are required to give a short self-introduction.

AK: I'm A-Ka. I admire Tsai A-Ka the most. He is the pioneer of Youtuber in Taiwan.

H: I'm Hanna. I'm an expert in beauty products. I used to work for a cosmetics company for 7 years.

AD: I'm A-Di. I'm now an English Teaching Channel Youtuber. I just want to challenge a different job opportunity.

N: Before the contest kicks off, the company announces the rules.

R: We'll have a live-stream competition. Each of you should select one of our products and sell it online.

L: The sales numbers and viewers' comments will be your final score. Before we start, do you still have any questions?

All: No.

### 【Scene 1】

N: The contest sequence has been determined with A-Ka being the first, Hanna the second, and A-Di the third.

AK: Good afternoon. This is A-Ka from Celeb. Are you worried about your hair? Do you mind becoming bald one day? Do you want to grow as much hair as possible?

**【Chorus】**

AK & AD: Hair loss! Hair loss!

N, R, H, & AD: Bald men become gross!

All: For hair to be lush! You need to spend more cash!

AK: I'll show you my photos of before and after I used the Celeb Natural Shampoo.

All: A-Ka takes out his photos. Wow!

AK: Apply it onto your hair every day. Rub your hair and clean it with water. The elements are extracted from Chinese herbs and essential oil. The price tag is NT\$300 for each bottle. Now, until this Saturday, only NT\$200. Contact us and place your order as soon as possible.

N: Now, it's time for Hanna's live stream.

H: Hello, my dear fans. Is anyone here? Please say hi to me~

All: Hi~~~

H: Are you happy today? Today I will display the most popular Korean make-up style. Now, I want to introduce to you a very useful eye shadow. This year, red is the fashion. So try to use this vivid color bravely. You can do this way. Today, I want to try something interesting. I want to challenge make-up in a song's time.

**【Song】**

(Beautiful Sunday)

All: Sunday morning, up with the lark.

I think I'll take a walk in the park.

Hey, hey, hey. It's a beautiful day.

H: Just in five minutes, I should finish foundation make-up, eye shadow, mascara, and lips.

N: Now, it's A-Di's turn.

AD: Hi, everyone. I'm A-Di. Is English bothering you? Today, I want to introduce an interactive magazine, Youtube Classroom, to you.

**【Song】**

N, R, & L: Be sure to listen. Never miss a lesson.

AK & AD: Get me to the class.

All: Get me to the class. Oh! Get me get me to the class on time.

AD: You can read the latest articles, with detailed vocabulary and phrases. You can watch the daily real-time program at 10:00 p.m. or recorded programs anytime.



All: Here comes the most exciting moment.

N: The results are going to be announced.

R: The winner goes to ~Hanna.

All: Hanna smiles happily.

AD & AK: Why not me?

L: There are steps to being an Internet celebrity.

**【Chorus】**

All: We know how to be a star.

Hey~Ho~

We can teach you to be a star.

Hey~Ho~

The Internet is like a bazaar.

Follow your heart.

Being famous isn't so far.

N, R, H, & L: Practice more.

All: A dream isn't anymore.

N: Bow.

All: Thanks for your watching.

筆記欄

