

# 英語課堂

國中小教材教法  
差異初探與銜接建議

分析與分享：英語資源中心主任 王佩蘭





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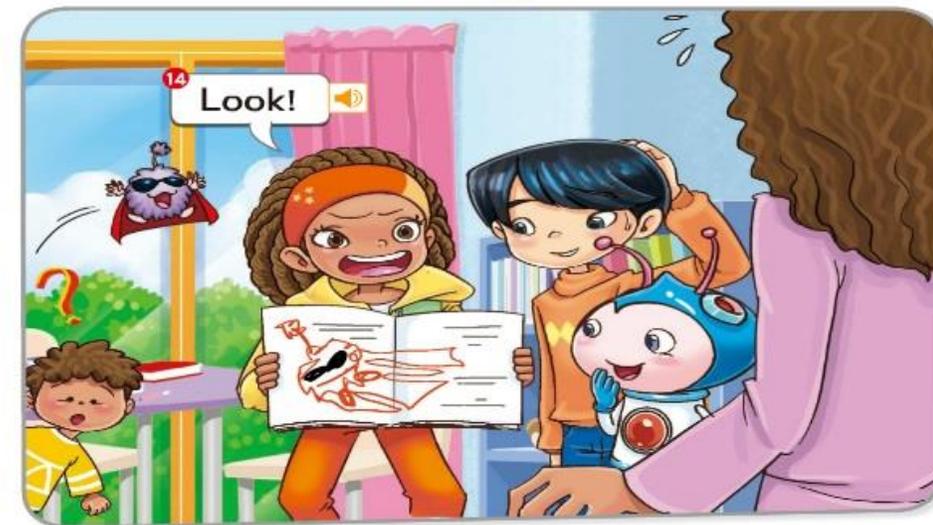
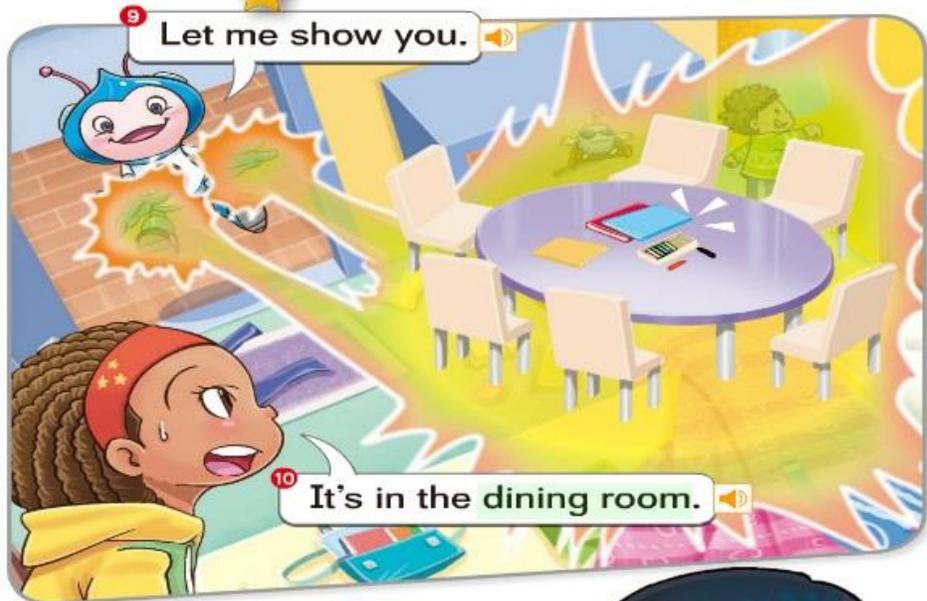
D 互動討論



# 01

彼此理解：  
教材現況分析看基本差異





Preference 工具箱 課堂管理 語言設置 圖片庫 局部放大 四角放大 左翻 頁碼跳轉 59-60 右翻 全部清除 橡皮擦 畫筆 選取 百萬大書堂 數位黑板 遙控高手 目次 最小化 關閉

Windows taskbar with icons for Start, Search, Task View, Edge, File Explorer, Chrome, Word, PowerPoint, and system tray showing time 01:54 and date 2020/9/29.

Lesson 4

# Where Is Joe?

課前導讀

網頁連結

Word Box



課本

習作

數位資源

周邊資源

影音頻道

雙頁

### A Listen and Say 2 21

單字閃卡

延伸單字閃卡

單字練習

單字遊戲



bathroom



bedroom



kitchen



dining room



living room

### B Listen and Number 2 22

聽力腳本

### C Listen and Repeat 2 23

He's in the bathroom.



### D Listen and Chant 2 24

Bathroom, bathroom.  
He's in the bathroom.

韻文練讀

Preference 工具箱 課堂管理 語言設置 圖片庫 局部放大 四角放大 左翻 頁碼跳轉 55-56 右翻 全部清除 橡皮擦 畫筆 選取 百萬大學堂 數位黑板 遙控高手 自次 最小化 關閉

Windows taskbar with icons for Start, Search, Task View, Edge, File Explorer, Word, PowerPoint, and system tray showing time 01:54 and date 2020/9/29.

# Story Time

2 25-26

1 Tina, where are you?



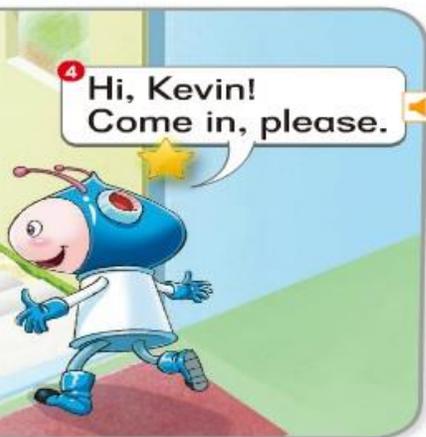
2 I'm at home.



3 Hello, Toby!



4 Hi, Kevin!  
Come in, please.

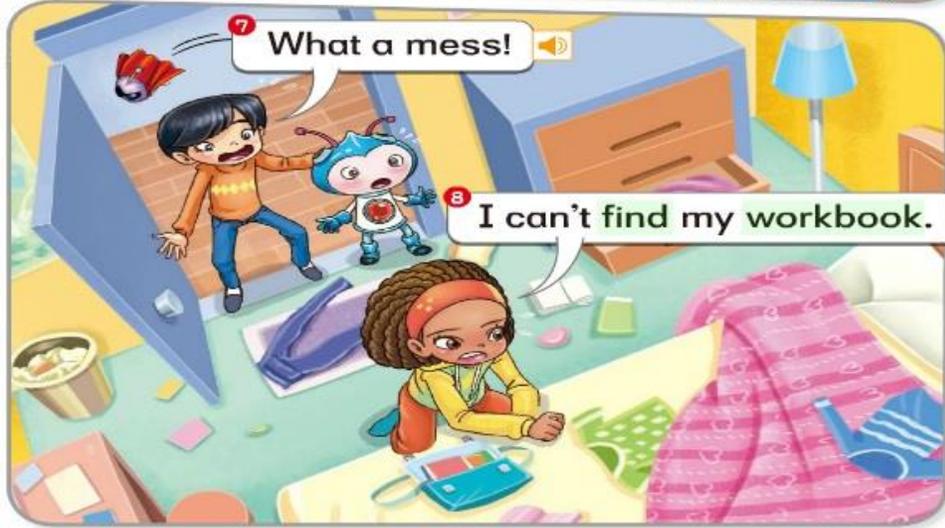


\*at home 在家

5 Mrs. Lee, where's Tina?



6 She's in the bedroom.



7 What a mess!

8 I can't find my workbook.

\*Mrs. 太太; 夫人 (稱呼已婚女性) Lee 李 (中文姓氏)  
find 找到; 發現 workbook 作業本

# 國中的教材現況(對話文本: 文字形式)

## Dialogue

A Listen and repeat.

CD1: 30-31

(Jamie is at Zac's house.)

Jamie: Zac, your house is beautiful.

Zac: Thanks. Come meet my parents.

Jamie: OK.

Zac: Mom and Dad, this is Jamie.

Jamie: Nice to meet you, Mr. and Mrs. Hugo.

Zac's dad: Nice to meet you, too.

Jamie: Wow, the walls of your living room are purple. That's very special.

Zac: Well, purple is my mom's favorite color.

Jamie: Are the kitchen and their bedroom purple, too?

Zac: The bedroom is, but the kitchen isn't. It's gray — my dad's favorite color.

Jamie: I see.



應用字彙 CD1: 34

house 房子	parents 父母親	wall 牆壁
purple 紫色(的)	special 特別的	favorite 最喜愛(的)
kitchen 廚房	bedroom 臥室	but 但是

CD1: 32-33

(In Zac's bedroom)

Jamie: What are those in the brown box?

Zac: They're worms for my hedgehogs, Pokey, Polly, and Poppy.

Jamie: Where are they?

Zac: They're in their house. Oh, no! Where's Pokey?

Jamie: Maybe he's under your bed.

Zac: No, he's not.

Jamie: Maybe he's behind your book bag.

Zac: Hey, look. He's next to the bed.

Jamie: He's hungry, haha.

Zac: I think so, too.

B Write T or F. 根據對話內容，將正確的答案寫在括號內。

1. ( ) Jamie is at her parents' house.
2. ( ) The color of the Hugos' kitchen is purple.
3. ( ) Zac's hedgehogs are in the brown box.

應用字彙 CD1: 34

brown 棕色(的)	maybe 可能	be
認識字彙 worm 蠕蟲	hedgehog 刺蝟	I think

差異分析:

1、文本呈現方式不同

(1)國中文本呈現方式為純文字，且內文描述較長，有不同的句型在文章中呈現，相對之下應用字彙為文章的少數，大部分為已學過的字彙及認讀字彙。

(2)國小圖文方式呈現，有助理解。且句數少多集中在同類型的句型。無純文字讀本的呈現。

讀本呈現方式有很大的落差。

國小:圖文

國中:純文字

Unit 2

閃示卡 遊戲 韻文 網址

# How Can We Get to Taipei 101?

## New Words

1 33



1 by metro



2 by car



3 by train



4 on foot



5 by bike



6 by scooter



7 by bus

We can get to the zoo by bus.



### Listen and Chant

1 34-35

韻文

By bus, by bus. We can get to the zoo by bus.  
On foot, on foot. We can get to the park on foot.

Try More by metro; by bike

# Lesson 3 Where's My Hamster?

**A Listen, Check, and Copy** 聽 CD, 勾選對應的圖片, 再寫出單字。

- by
- in
- on
- under
- desk
- table

1 It's on the kite.

2 It's \_\_\_\_\_ the green box.

3 It's \_\_\_\_\_ the \_\_\_\_\_.

4 It's \_\_\_\_\_ the \_\_\_\_\_.

**B Listen and Circle** 聽 CD, 圈出與字首發音對應的字母。

1

2

3

4

**C Listen, Circle, and Copy** 聽 CD, 圈出正確的字母發音, 並完成填空。

1 \_\_\_\_\_ at \_\_\_\_\_ an

2

3 \_\_\_\_\_ ine \_\_\_\_\_ ast

課本

習作

數位資源

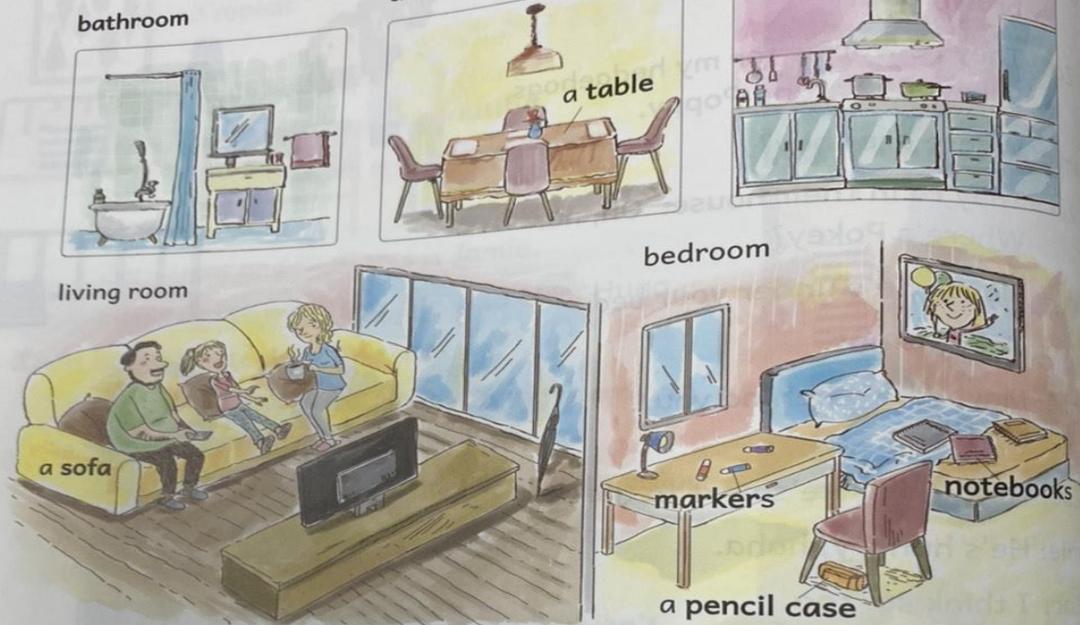
周邊資源

影音頻道

雙頁

# Theme Words 1

CD1:35



Fill in the blanks. 依例, 看圖造句。

Example a. b.

1. 2. 3. 4.

a. It is a blue pen.  
b. They are red pens.

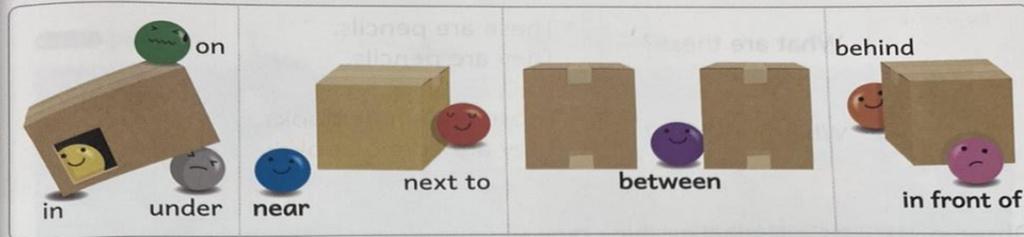
1. It is \_\_\_\_\_  
2. They are \_\_\_\_\_  
3. It is \_\_\_\_\_  
4. They are \_\_\_\_\_

應用字彙 CD1:36

- bathroom 浴室; 廁所
- dining room 飯廳
- marker 記號筆; 彩色筆
- notebook 筆記本
- table 桌子
- sofa 沙發
- pencil case 鉛筆盒

# Theme Words 2

CD1:37



A Fill in the blanks. 根據上頁living room和bedroom的圖片, 填入適當的介系詞。

- The notebooks are \_\_\_\_\_ the bed.
- The markers are \_\_\_\_\_ the desk.
- The desk is \_\_\_\_\_ the bed.
- The pencil case is \_\_\_\_\_ the chair.
- The girl is \_\_\_\_\_ her mom and dad.
- The television is \_\_\_\_\_ the sofa.

應用字彙 CD1:38

- near 在...附近
- between 在...之間
- in front of 在...前面

B Listen and check the correct picture. 聽聽看, 將符合敘述的圖片打勾。

1.

2.

3.

4.

**D Read and Match**

讀一讀，選出與圖意相符的回應句。



- ①  C Where's my ruler?
- ②  Where's my bag?
- ③  Where's my pencil?
- ④  Where's my yo-yo?
- ⑤  Where's my ball?

- A. It's by the chair.
- B. It's on the desk.
- C. It's under the kite.
- D. It's in the bag.
- E. It's on the chair.

**E Look, Read, and Copy**

依圖意抄寫正確的答案。

in      under      by      desk  
box      kite      Where

1



Where is my ruler?  
It's \_\_\_\_\_ the table.

2



\_\_\_\_\_ is my robot?  
It's on the \_\_\_\_\_.

3



Where's my doll?  
It's \_\_\_\_\_ the \_\_\_\_\_.

4



Where's my yo-yo?  
It's \_\_\_\_\_ the \_\_\_\_\_.

### D Read and Check

讀一讀，勾選與句意相符的圖片。



1

Where's Lily?  
She's in the living room.



2

Where's Tom?  
He's in the dining room.



3

Where is Mom?  
She's in the kitchen.



4

Where is Dad?  
He's in the bedroom.



5

Where are you?  
I'm in the bathroom.



### E Look, Read, and Copy

依圖意抄寫正確的答案。

Where	She	He	are	bedroom
bathroom	kitchen	living room	dining room	



1



Where's Ben?

He's in the \_\_\_\_\_.



2



Where's Lisa?

She's in the \_\_\_\_\_.



3



Where's Dad?

\_\_\_\_\_ is in the \_\_\_\_\_.



4



\_\_\_\_\_ is your sister?

\_\_\_\_\_ is in her \_\_\_\_\_.



5



Where \_\_\_\_\_ you?

I'm in the \_\_\_\_\_.

\*her 她的

# 國中的教材現況: 句型: 直接整理、例句, 並做替換練習

## Grammar Focus 1

What are these?

These are pencils.  
They are pencils.

What are those?

Those are comic books.  
They are comic books.

Observe. 觀察可數名詞單數變複數的變化。 CD1: 40

字尾加-s

boy → boys  
eraser → erasers  
pencil → pencils  
sofa → sofas

字尾加-es

box → boxes  
bus → buses  
watch → watches

字尾去-y加-ies

baby → babies  
family → families

字尾去-f或-fe加-ves

wife → wives

不規則變化

person → people  
woman → women

複合名詞, 在第二個字的字尾做變化

comic book → comic books  
jump rope → jump ropes  
police officer → police officers  
living room → living rooms

Write. 寫出名詞的複數形。

- |               |       |               |       |
|---------------|-------|---------------|-------|
| 1. bed        | _____ | 2. wall       | _____ |
| 3. house      | _____ | 4. watch      | _____ |
| 5. housewife  | _____ | 6. school bus | _____ |
| 7. pencil box | _____ | 8. comic book | _____ |

Read. 複數名詞字尾的發音規則。 CD1: 41

[s]

notebooks [ks]  
parents [ts]  
ropes [ps]

[z]

rooms [mz]  
wives [vz]  
umbrellas [əz]

[ɪz]

nurses [sɪz]  
watches [tʃɪz]

Speak and write. 看圖說說看, 寫寫看。

Example pictures



What are these?

These are pictures.  
They are pictures.

1 jump ropes



What \_\_\_\_\_?

\_\_\_\_\_ jump ropes.  
\_\_\_\_\_ jump ropes.

2 pencil cases



What are these?

\_\_\_\_\_ / \_\_\_\_\_

3 baseballs



\_\_\_\_\_

These are baseballs.

Observe. 觀察單數句改為複數句的變化。

What is this?

→

What are these?

What is that?

→

What are those?

This is an umbrella.

→

These are umbrellas.

That is a pencil box.

→

Those are pencil boxes.

# Grammar Focus 2

Where is your father?  
Where is the book bag?  
Where are your brothers?  
Where are the basketballs?

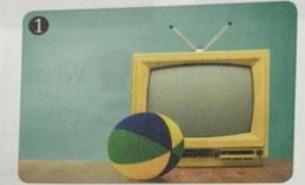
He's **in** the dining room.  
It's **on** the bed.  
They're **at** the park.  
They're **behind** the door.

Where is = Where's

Speak and write. 觀察圖片中的人和物，並說說看、寫寫看他 / 它們所在的地方。



A: Where's the pink bag?  
B: It's under the table.



A: \_\_\_\_\_ the ball?  
B: It's \_\_\_\_\_ the TV.



A: \_\_\_\_\_ the pencils?  
B: \_\_\_\_\_ the pencil case.



A: Where's the man?  
B: \_\_\_\_\_



A: \_\_\_\_\_  
B: They're on the wall.



A: \_\_\_\_\_  
B: It's between the green markers.

**Activity** Ask about locations. 詢問物品在哪裡。



Look around our classroom.  
Where's the computer?

It's on the teacher's desk.

around 四處 computer 電腦

## 差異分析:

1、技能呈現重點不同。

- (1)國中多以讀寫為主。在教材中就有句型練習。
- (2)國小多以聽說為主，讀寫量較少，且多填空非寫完整的句子，練習多在習作且量不多。

2、教科書用語不同

- (1)大量出現文法名詞，例如可數名詞、單複數形的變化、祈使句、主詞、助動詞...等。
- (2)小學基本上字彙會介紹詞性，但教科書及教師授課時不會出現大量的文法用語。

3、句型重點變化不同

- (1)國中一個單元會出現許多不同的句型。
- (2)國小一個單元最多出現兩種句型。

國中的教材現況: 閱讀教材: 小學並無另外的閱讀文本。(非每個版本都有, 有些版本有)

## Reading

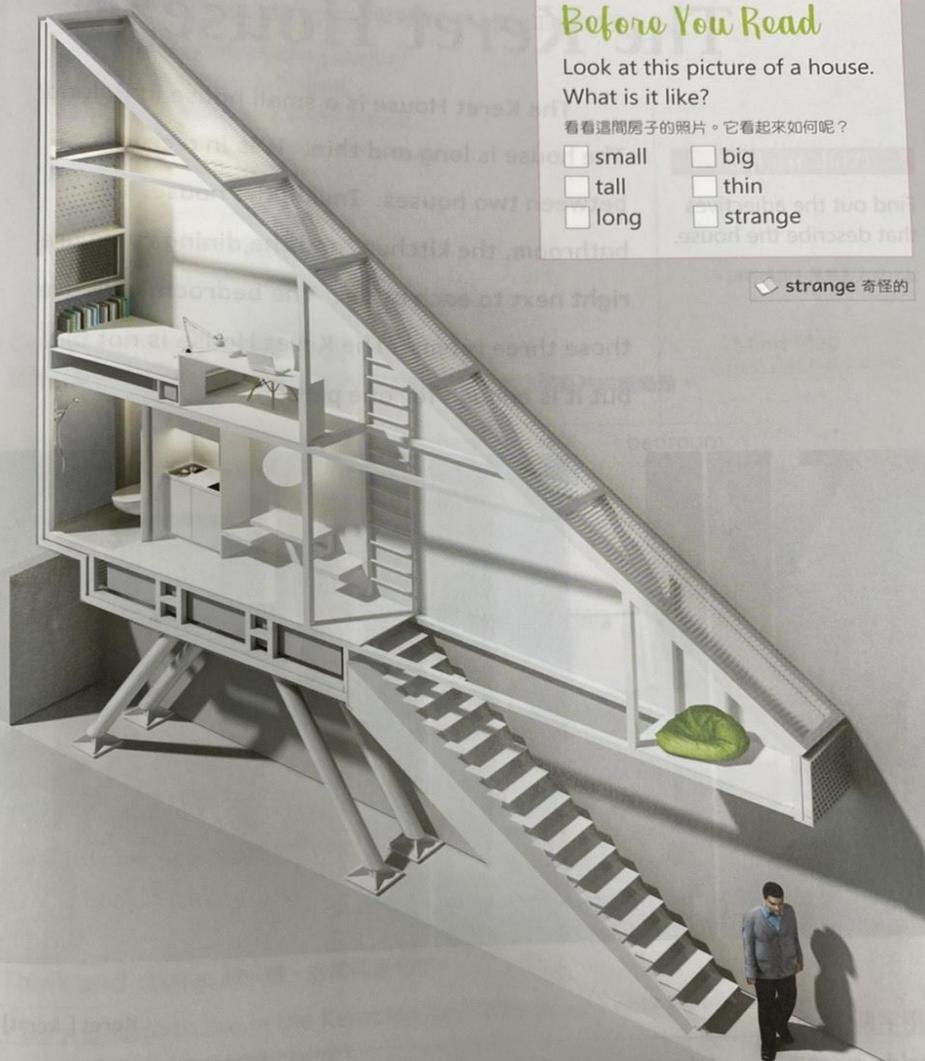
### Before You Read

Look at this picture of a house.  
What is it like?

看看這間房子的照片。它看起來如何呢?

- |                                |                                  |
|--------------------------------|----------------------------------|
| <input type="checkbox"/> small | <input type="checkbox"/> big     |
| <input type="checkbox"/> tall  | <input type="checkbox"/> thin    |
| <input type="checkbox"/> long  | <input type="checkbox"/> strange |

strange 奇怪的



CD1: 42-43

## The Keret House

The Keret House is a small house in Poland.

The house is long and thin. It is in a crack between two houses. **Inside** the house, the bathroom, the kitchen, and the dining room are **right next to each other**. The bedroom is **above** those three rooms. The Keret House is not big, but it is enough for one **person**.

### While You Read

Find out the adjectives that describe the house.

找出描述這棟房子的形容詞。



### 應用字彙 CD1: 44

inside 在...裡面  
person 人 (複數為 persons 或 people)

right 就

each other 彼此; 互相

認識字彙 Poland 波蘭

above 在...上方; 在上方

crack 縫隙; 裂縫

Keret [ˈkerət]

enough 足夠的

## After You Read

A Choose the correct answer. 根據閱讀內容，選出正確的答案。

- ( ) What is the reading about?  
(a) A house in Poland.  
(b) A room in a small house.  
(c) A crack between two houses.
- ( ) The Keret House is \_\_\_\_\_.  
(a) short and thin  
(b) big and beautiful  
(c) enough for one person

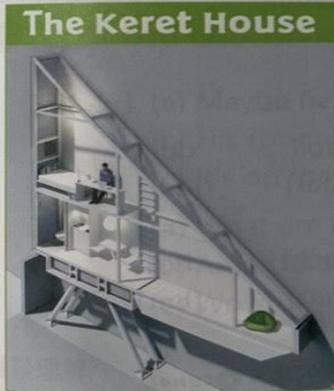
B Complete the graphic organizers.

依照文章中對Keret House外部和內部的敘述，填入提示字彙完成組織圖。

Mind Map

搭配 p. VI 策略步驟教學

big long kitchen crack bedroom



outside

The house is \_\_\_\_\_ and thin.

The house is in a \_\_\_\_\_ between two houses.

The bathroom, the \_\_\_\_\_, and the dining room are right next to each other.

inside

The \_\_\_\_\_ is above the other three rooms.

other 其他的

C Think and share. 想一想，並和同學分享。

- Do you want to live in the Keret House? Why or why not?  
你想要住在Keret House裡嗎？為什麼？
- What's your dream house like?  
你夢想中的房子是什麼樣子呢？

## 差異分析:

1、小學教科書無另外的閱讀文本，如有閱讀文本，多為課程對話的改寫。

Phonics 閃示卡 遊戲 讀文動畫 網址

A Listen, Say, and Chant 1 43-46

ou



house mouse couch



A mouse is under the couch in the house.

ow



clown owl town



A clown and an owl are in town.

B Listen and Circle 1 47



foil foul boy bow shot shout out oat

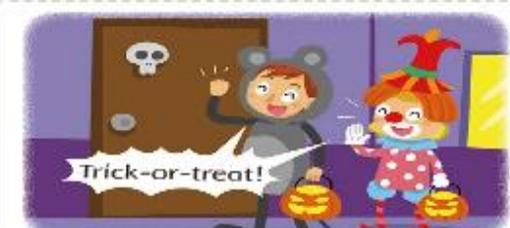
C Listen and Read 1 48



Joy is a clown.  
Andy is a mouse.



They go trick-or-treating around town.



Trick-or-treat!  
They knock on doors and shout out loud.

# Sounds and Letters

A Read. 讀讀看。 CD1:45

母音



[a]	[ʌ]
on	us
not	fun
box	lucky

子音



[s]	[z]	[h]	[w]	[j]
six	zero	hat	watch	year
desk	zoo	hello	we	yellow
kiss	buzz	how	work	yummy
[m]	[n]	[l]	[r]	
meet	name	lion	red	
mom	nine	dollar	sorry	
game	pen	doll	chair	

B Listen and repeat. 跟著CD唸唸看。 CD1:46

1. nap [næp] map [mæp]	2. lock [lɒk] rock [rɒk]	3. doll [dɒl] dull [dʌl]
4. wit [wɪt] hit [hɪt]	5. zip [zɪp] sip [sɪp]	6. yacht [jɒt] hot [hɒt]

C Listen and choose the correct answer. 選出畫線處發音不同的字。 CD1:47

- 1. ( ) (a) ugly (b) rush (c) put
- 2. ( ) (a) top (b) son (c) mop
- 3. ( ) (a) write (b) wok (c) well
- 4. ( ) (a) help (b) hello (c) hour

## 差異分析:

- 1、小學教科書無KK音標, 亦無教學。
- 2、國中教科書有出現KK音標。

# 從會考經驗看國中小銜接

中正國中黃明智校長

## ↕ 國中小單字量分析

	單元/每冊 (不含複習)	單字量/每單元	總單字量數
國小	4	約 10	約 300
國中	9	約 30	約 1200



# 從會考經驗看國中小銜接

中正國中黃明智校長

- 單字部份：

- 國中小單字量分析

由上表可知，小六學生升上國中學習英文遇到最大的困難之一，就是單字量的增加。如果粗估國中一個單元的教學進度約1.5個禮拜， $30 \div 1.5 = 20$ ，國中生最基本的單字進度要能一個禮拜熟背20個單字量。因此，建議國小生最低標準要能一個禮拜熟背10個單字的基本能力，否則國中的英文學習將產生困難。

# 從會考經驗看國中小銜接

中正國中黃明智校長

目前國中教育會考英文的重點為閱讀理解，單字與文法已經被視為基本能力。所以就算單字與文法都精熟也不見得能拿高分，更不用說基本能力不夠的學生，根本無法應付會考。

因此，國小端英文教學重點之一要培養孩子「背單字的基本能力」，經由自然發音法，能聽音分辨字母，特別在於子音部份的規則性，只要會唸就會拼。

# 從會考經驗看國中小銜接

中正國中黃明智校長

- 文法部份：

從105年開始，教育會考英文的單題部份固定在15題，每年單字題的比例約佔2/3（9-10題），文法題比例約佔1/3（5-6題）。文法雖為國中英文教學之重點，但真正考出來的只有5-6題。因此，國小英語課本的基本文法教學應已足夠。然而，若能教導小孩寫出完整的基本英文句子架構（有主詞、有動詞），則有助於升上國中的英文學習。

# 從會考經驗看國中小銜接

中正國中黃明智校長

## 1. 閱讀部份：

教育會考英文閱讀為重中之重，41題的會考佔了26題，約63%。因此，目前英文的教學，應著重閱讀理解能力，而非刁鑽的文法概念。對於國小而言，閱讀能力的培養，可先透過繪本熟悉英語閱讀，更進一步進入純文本的閱讀，再能統整大意。而在國中階段需再加入比對文本與議題反思能力之培養。

# 從會考經驗看國中小銜接

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總結：

若以國中會考來看國中小英語銜接的議題，個人認為國小端最重要的就是訓練孩子背單字的基本能力。會考若不算聽力測驗，孩子要達到B等級至少要答對13題（最保險是14題）。41題中，單字算佔9題，若能答對7題，代表剩下32題中，只要能猜中6題（猜中率19%）以上，就有機會達B。因此，若要減C，就從背單字開始。

國中小銜接建議之可能性作法：

國小部分：

1. 國小二年級結束，要確認學生字母、字母音的學習成效(letter name, letter sound)，如有困難要及早補救。
2. 國小三年級結束、四年級結束，要確認學生字母拼讀法的聽音寫字(CVC)的能力，如有困難要及時補救。並加強學生運用拼讀法背生字的能力。
3. 紙筆測驗要把時間變成一種評量的因素，以提升學生的能力。例如考聽寫或測驗時間。

● 國中小銜接建議之可能性作法：

● 國小部分：

1. 要增加學生練習整句書寫的機會。
  2. 國小英語教學要重視spiral的設計，讓已學過的字彙和句型不斷地在後面的學習中出現(例如：作業形式的設計)
- 6、高年級要有讀純文字文本的經驗。

● 國中小銜接建議之可能性作法：

● 國中部分：

1. 因國小並無教導抽象的文法名詞，要完整教學。
2. 不要專注在艱難的文法教學，多讓學生有練習的機會。