


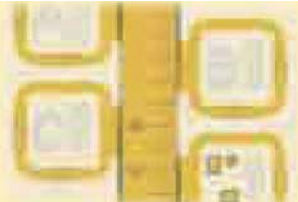






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LISTENING	GRAMMAR	SPEAKING	PRONUNCIATION
<ul style="list-style-type: none"> <li>◆ 判斷歷史人物的身分</li> <li>◆ 聆聽人物描述週末活動</li> <li>◆ 聆聽人物的兒時回憶和經驗</li> </ul>	<ul style="list-style-type: none"> <li>◆ 簡單過去式：規則和不規則動詞</li> </ul>	<ul style="list-style-type: none"> <li>◆ 描述假期</li> <li>◆ 進行關於歷史人物的問答</li> <li>◆ 說明不在家的原因</li> </ul>	<ul style="list-style-type: none"> <li>◆ ed 結尾的動詞：[t] [d] [ɪd]</li> </ul>
<ul style="list-style-type: none"> <li>◆ 聆聽人物的好惡</li> <li>◆ 辨識人物的喜好</li> <li>◆ 辨識人物最愛和最恨的事物</li> </ul>	<ul style="list-style-type: none"> <li>◆ like 和 enjoy 的差別</li> </ul>	<ul style="list-style-type: none"> <li>◆ 談論食物和服裝</li> <li>◆ 詢問他人最喜愛什麼事物</li> <li>◆ 將自己的好惡和全班同學作比較</li> </ul>	<ul style="list-style-type: none"> <li>◆ 擦音：[f] [v]；[s] [z]</li> </ul>
<ul style="list-style-type: none"> <li>◆ 聆聽人物未來的計畫</li> <li>◆ 填寫月計畫表</li> <li>◆ 聆聽朋友討論要買的禮物</li> </ul>	<ul style="list-style-type: none"> <li>◆ 簡單未來式 (will 和 be going to)</li> </ul>	<ul style="list-style-type: none"> <li>◆ 談論節日計畫</li> <li>◆ 邀請某人參加一場活動</li> <li>◆ 進行關於未來的問答</li> </ul>	<ul style="list-style-type: none"> <li>◆ 擦音：[θ] [ð]；[j] [ʒ]；[h]</li> </ul>
<ul style="list-style-type: none"> <li>◆ 在一般對話中進行比較</li> <li>◆ 比較人物</li> <li>◆ 比較兩樣事物之後作決定</li> </ul>	<ul style="list-style-type: none"> <li>◆ 構形成容詞比較級和最高級的句子</li> </ul>	<ul style="list-style-type: none"> <li>◆ 比較不同國家</li> <li>◆ 用比較的方式來售貨</li> <li>◆ 誇耀自己的能力或外貌</li> </ul>	<ul style="list-style-type: none"> <li>◆ 阻音：[p] [b]；[t] [d]</li> </ul>
<ul style="list-style-type: none"> <li>◆ 辨識人際關係</li> <li>◆ 辨識人物談論彼此的方式</li> <li>◆ 描述一位朋友</li> </ul>	<ul style="list-style-type: none"> <li>◆ 副詞和形容詞</li> </ul>	<ul style="list-style-type: none"> <li>◆ 推薦朋友</li> <li>◆ 談論共同的朋友</li> <li>◆ 描述共同的朋友</li> <li>◆ 閒聊共同朋友的八卦</li> </ul>	<ul style="list-style-type: none"> <li>◆ 阻音：[k] [g]；[tʃ] [dʒ]</li> </ul>
<ul style="list-style-type: none"> <li>◆ 在超級市場遇到的問題</li> <li>◆ 尋找喜愛的物品並付款</li> <li>◆ 討論價錢</li> </ul>	<ul style="list-style-type: none"> <li>◆ 連接詞 (and、but、or、so、for、yet、nor)</li> </ul>	<ul style="list-style-type: none"> <li>◆ 找到自己想要的物品</li> <li>◆ 尋找替代品</li> <li>◆ 討價還價</li> </ul>	<ul style="list-style-type: none"> <li>◆ 鼻音：[m] [n] [ŋ]</li> </ul>
<ul style="list-style-type: none"> <li>◆ 聆聽緊急通話</li> <li>◆ 辨識各種緊急事件</li> <li>◆ 應對各種緊急事件</li> </ul>	<ul style="list-style-type: none"> <li>◆ 感官動詞與連綴動詞</li> </ul>	<ul style="list-style-type: none"> <li>◆ 通報緊急事故</li> <li>◆ 提供相關資訊給急救單位</li> <li>◆ 用不同的方式應對各種緊急事件</li> </ul>	<ul style="list-style-type: none"> <li>◆ 邊音與滑音：[l] [j] [w] [r]</li> </ul>
<ul style="list-style-type: none"> <li>◆ 辨識來電者</li> <li>◆ 辨識來電原因</li> <li>◆ 辨識電話中提到的重要訊息</li> </ul>	<ul style="list-style-type: none"> <li>◆ 不定詞與動名詞</li> </ul>	<ul style="list-style-type: none"> <li>◆ 在電話中針對一般主題進行對談</li> <li>◆ 和各種人講電話</li> </ul>	<ul style="list-style-type: none"> <li>◆ 母音（長母音與短母音）：[i] [ɪ]</li> </ul>

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LISTENING	GRAMMAR	SPEAKING	PRONUNCIATION
<ul style="list-style-type: none"> <li>◆ 請求協助</li> <li>◆ 判斷某人是否有提供協助的意願</li> </ul>	<ul style="list-style-type: none"> <li>◆ 助動詞</li> </ul>	<ul style="list-style-type: none"> <li>◆ 提出和回應要求</li> <li>◆ 索取更多某物</li> </ul>	<ul style="list-style-type: none"> <li>◆ 母音（長母音與短母音）： [e] [ɛ]</li> </ul>
<ul style="list-style-type: none"> <li>◆ 從症狀辨識疾病</li> <li>◆ 向醫生或老闆描述你的疾病</li> <li>◆ 找出適當的疾病治療方式</li> </ul>	<ul style="list-style-type: none"> <li>◆ 助動詞 (do、does、did)</li> </ul>	<ul style="list-style-type: none"> <li>◆ 告訴醫生你的疾病</li> <li>◆ 打電話請病假</li> <li>◆ 詢問和建議如何改善病況</li> </ul>	<ul style="list-style-type: none"> <li>◆ 母音： [æ] [ɑ]</li> </ul>
<ul style="list-style-type: none"> <li>◆ 談論運動習慣</li> <li>◆ 談論不為人知的專長</li> <li>◆ 辨識人物從事壞習慣的頻率</li> </ul>	<ul style="list-style-type: none"> <li>◆ 不定代名詞 (one、both、some、most、all...of)</li> </ul>	<ul style="list-style-type: none"> <li>◆ 將你的運動能力和例行運動時間告訴某人</li> <li>◆ 談論不為人知的專長</li> <li>◆ 說出某人的壞習慣</li> </ul>	<ul style="list-style-type: none"> <li>◆ 母音（長母音與短母音）： [o] [ɔ]</li> </ul>
<ul style="list-style-type: none"> <li>◆ 記錄公寓特徵</li> <li>◆ 判斷哪一間公寓最合適</li> <li>◆ 辨識室友行為問題並且制訂居家規則</li> </ul>	<ul style="list-style-type: none"> <li>◆ 不定代名詞 (many、much、a few、a little...of)</li> </ul>	<ul style="list-style-type: none"> <li>◆ 進行關於公寓的問答</li> <li>◆ 制訂適合雙方的居家規則</li> </ul>	<ul style="list-style-type: none"> <li>◆ 母音（長母音與短母音）： [u] [ʊ]</li> </ul>
<ul style="list-style-type: none"> <li>◆ 叫計程車與付費</li> <li>◆ 購買火車票</li> <li>◆ 運用旅遊資訊來解決問題</li> </ul>	<ul style="list-style-type: none"> <li>◆ 主動和被動語態 (使用情態助動詞)</li> </ul>	<ul style="list-style-type: none"> <li>◆ 叫計程車與付費</li> <li>◆ 在車站購買各種票券</li> </ul>	<ul style="list-style-type: none"> <li>◆ 母音（重母音與輕母音）： [ʌ] [ə]</li> </ul>
<ul style="list-style-type: none"> <li>◆ 描述工時、薪資和福利</li> <li>◆ 依據工作描述來辨識人物</li> <li>◆ 填寫人力仲介的表格</li> </ul>	<ul style="list-style-type: none"> <li>◆ 附加問句</li> </ul>	<ul style="list-style-type: none"> <li>◆ 進行關於工作的問答</li> <li>◆ 表達喜歡和不喜歡工作的哪些方面</li> <li>◆ 依據期望的工作內容建議適當的工作</li> </ul>	<ul style="list-style-type: none"> <li>◆ 母音（重母音與輕母音）： [ɜ] [ə]</li> </ul>
<ul style="list-style-type: none"> <li>◆ 參觀景點和品嚐新食物</li> <li>◆ 描述各種旅遊經驗</li> <li>◆ 聆聽旅行全程的描述</li> </ul>	<ul style="list-style-type: none"> <li>◆ 特殊動詞 (stop、try、remember、forget)</li> </ul>	<ul style="list-style-type: none"> <li>◆ 描述假日去處各種特色</li> <li>◆ 談論你所做或經歷的事</li> <li>◆ 談論旅行中的住宿</li> </ul>	<ul style="list-style-type: none"> <li>◆ 雙母音： [aɪ] [aʊ] [ɔɪ]</li> </ul>
<ul style="list-style-type: none"> <li>◆ 辦理報到手續和劃位</li> <li>◆ 辨識登機證上面的資訊</li> <li>◆ 聆聽登機廣播</li> </ul>	<ul style="list-style-type: none"> <li>◆ too...to 和 so...that</li> </ul>	<ul style="list-style-type: none"> <li>◆ 機場報到</li> <li>◆ 進海關的問答</li> </ul>	<ul style="list-style-type: none"> <li>◆ 音調簡介</li> </ul>

# 學習及教學導覽

## 《英語力》是一本什麼樣的書？

《英語力》是一本訓練英語聽力與口說能力的用書，旨在引領學生認識基礎英語會話。本書練習的編寫，皆是針對與母語人士對談時必備的英語會話，以期協助學生建立信心與理解力。

### 《英語力》如何協助您增進英文能力？

- 《英語力》提供了與真實生活相符的情境和對話，讓您與母語人士日常互動時能泰然自若。
- 本書運用生動而清楚的圖片，輔助您輕鬆學會大量的實用生字。
- 本書用清楚而簡潔的方式呈現文法要項，並提供豐富的範例。
- 大量的口語文法練習，讓您在真實生活會話中能正確傳達訊息、避免誤解。
- 針對文意主旨、相關細節和其他具體資訊所設計的聽力練習，能訓練您不僅聽懂對話的梗概，也能理解更多前後文所蘊含的意義。
- 針對關鍵片語和內文細節所設計的聽力練習，能增進您對英文的了解，更進一步學習進階英語。
- 藉著與主題相關的各種口語練習，您將能熟練運用在本書單字、聽力、文法單元所學到的英文。
- 易懂易學的會話範例和輔助學習的會話句型，讓您能不費吹灰之力地自由運用在對話中。
- 透過本書大量的兩人活動和小組練習，您能獲得充分的口語實戰經驗。
- 豐富的圖片和建議主題，讓您不再為了找話題而傷腦筋。
- 完善的發音教學單元能協助您熟悉英語的基礎發音，提供大量練習各種發音的機會，讓您的發音更像母語人士。

### 《英語力》是如何編排的？

- 《英語力》有 16 個單元。
- 每個單元分為六個部分。

#### 單元結構：

##### I. Topic Preview 主題預覽

透過幾則簡短的會話範例，帶您進入主題。

##### II. Vocabulary and Phrases 字彙和片語

提供相關的字彙和片語，是您有效聽、說的重要工具。

##### III. Now, Time to Listen! 聽力時間！

透過各種對話、獨白和聽力練習，訓練您的聽力技巧。

##### IV. Now, Grammar Time! 文法時間！

正式介紹前三部分所應用的文法，並提供練習的機會。

##### V. Now, Time to Speak! 口語時間！

針對各單元主題，運用小組或兩人練習的方式，提供口說的練習活動。

##### VI. Now, Time to Pronounce! 發音時間！

每次介紹幾種發音，並提供練習讓您能認識並正確發音。



## 如何使用《英語力》進行教學？

- 請於每個單元的一開始，先進行 **Topic Preview** 的部分，依照會話範例進行練習，讓學生熟悉相關情境。同時利用這一小節來引導與主題相關的一些概念，並評估哪些概念可能較有難度。
- 介紹該單元的生字，接著進行 **Sentence Patterns** 的教學。讓學生將學到的生字套用在句型裡，以期同時熟悉生字和句型。
- 在進行每一則聽力練習之前，先請學生預測可能會聽到哪些生字和片語，讓學生在練習聽力之前先有概念。
- 完成聽力練習之後，鼓勵學生挑選其中一段或數段，再仔細聽一次，並盡量記住內容，然後和同學一起練習會話。這是練習口語能力的好機會，也有助於他們記住常用的句型和會話模式。
- 在聽力的小節已經接觸到一些文法之後，學生對於如何使用該單元的文法結構應該已經有了粗略的概念，此時請他們朗讀例句，並且試著造出自己的句子。記得不時提問相關的問題，以確認學生是否完全理解。
- 本書的許多文法練習是必須兩兩分組進行的口語練習，為了鼓勵學生開口，在他們對話時先不要急著糾正，可以先將您所聽到的錯誤寫下來，在練習進行了幾分鐘之後才暫停，然後全班一起檢討剛才所犯的錯誤，逐一釐清學生不懂的地方。之後再練習一次，確認學生這次用對了文法。

- 本系列套書的口語練習部分，是希望藉由提供學生大量的句型和輔助資訊，讓他們盡量在無壓力的情況下開口說英文。如果您認為學生們已經可以自由練習了，就鼓勵他們以 **Topic Preview** 或者書裡任何一張圖片的情境為基礎，自由發揮對話。
- 在發音練習這一小節裡，讓學生先聽一次課本MP3朗讀發音，接著再聽一次，並且跟著播音員覆誦。當您認為學生們練習的差不多了，可以個別點幾個學生測試發音。
- 鼓勵學生盡量自然地唸出單字的發音，無須過度強調或加重某個特定的音。



# Talking About the Past 談論過去



## 1. Topic Preview



### 1 Talking about yourself when you were little 談論你小時候的事

This is me when I was a baby.



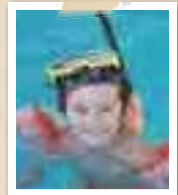
You were so cute.

Look! I had blond hair back then.

### 2 Talking about childhood experiences 談論兒時經驗



I went to Disneyland when I was seven.



When I was seven, I learned how to swim.



### 3 Talking about history 談論歷史



This is Henry VIII.



He was King of England.



When was he king?



He was king from 1509 to 1547.



Who was he?

### 4 Talking about your vacation 談論度假

Where did you go on your vacation? Did you do anything fun?

I went to Malaysia. I rode an elephant!



### 5 Talking about your weekend 談論週末活動

What did you do on Saturday night?



I just stayed home and watched a movie.



On Sunday I played soccer with my friends.



I made dinner for my boyfriend.

# II. Vocabulary & Phrases



writer  
作家



actor  
演員



leader / politician  
領袖 / 政治家



musician  
音樂家



philosopher  
哲學家



queen king  
皇后 國王



athlete  
運動員



soldier / warrior  
士兵 / 戰士



artist  
藝術家



scientist  
科學家



go bungee jumping  
去玩高空彈跳



go sightseeing  
去觀光



sunbathe  
做日光浴



go diving  
去潛水



buy souvenirs  
買紀念品

## Sentence Patterns



Some expressions that you can use when talking about the past:  
談論過去的用語：

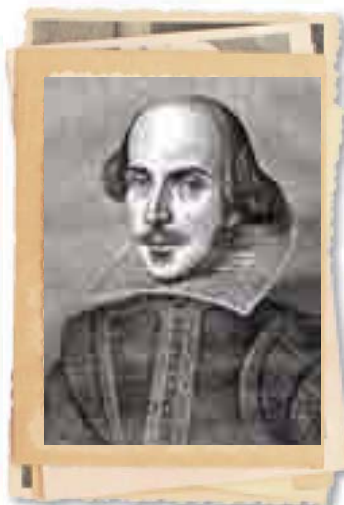
- I stayed at home and watched TV yesterday/last night/last week.
- I went to Malaysia last summer/two weeks ago/five years ago/ten years ago.
- He lived over 100 years ago/2,000 years ago.
- I learned how to swim when I was four/seven/ten.
- I graduated in 2007/1975.





# III. Now, Time to Listen!

Look at the four famous people below. Do you know who they are? If not, ask your teacher. When you know who they are, complete Exercise 1.



William Shakespeare  
莎士比亞



Abraham Lincoln  
林肯



Confucius  
孔子



Michael Jackson  
麥可·傑克森

1 Peter and Janet are playing a guessing game. Listen to their conversation and guess the person they're describing. Write the person's name in the space given.



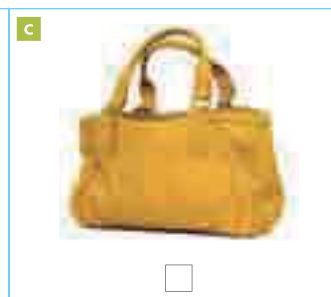
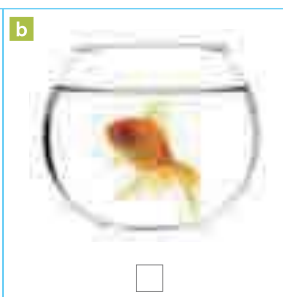
1 Person A	2 Person B	3 Person C

2 Listen to Angela and Paul talk about their weekend. Then check  the correct box.

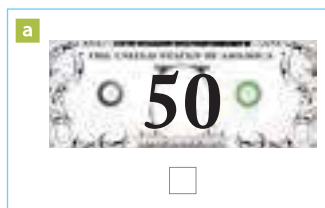


A

1 Paul bought ...

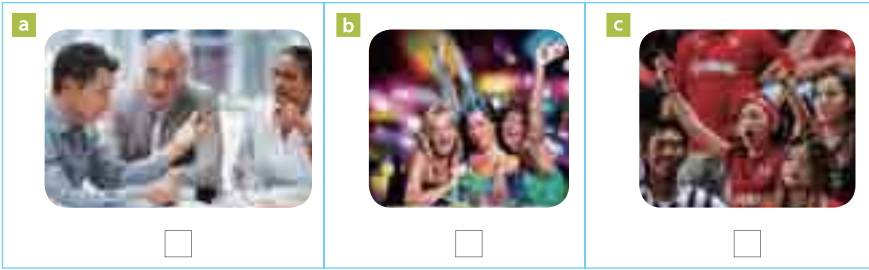


2 Paul spent ...

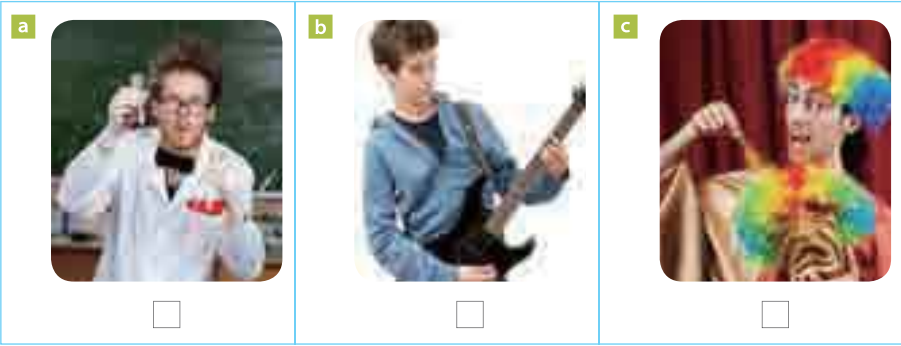


006 Now, listen to the second part of the dialogue.

**B**  
3 On Saturday, Angela went to a ...



4 Angela met Dan, who is a/an ...



5 Angela and Dan did NOT talk about ...



3 Listen to the following people talk about their childhoods. Then match the names to the correct pictures and time expressions. The first one has been done for you.

007

- 1 James
- 2 Laura
- 3 Maurice
- 4 Sarah
- 5 Robert



- 1 when he/she was five
- 2 in 1987
- 3 in 1996
- 4 when he/she was 10
- 5 when he/she was 15

# IV. Now, Grammar Time!

## The Simple Past Tense Regular and Irregular Verbs

簡單過去式：規則和不規則動詞

	"Be" Verb be 動詞	Regular Verbs 規則動詞	Irregular Verbs 不規則動詞
Affirmative Statements 肯定句	I <b>was</b> thin when I was a child. You <b>were</b> a very happy baby.	I <b>watched</b> TV last night.	I <b>went</b> sightseeing in Paris last year. ( <i>go</i> )
Negative Statements 否定句	She <b>wasn't</b> a musician. (She was a writer.)	He <b>didn't study</b> English at school.	He <b>didn't read</b> any books last month.
Yes/No Questions 是非問句	<b>Was</b> it sunny in England last week? <i>Yes, it was. / No, it wasn't.</i>	<b>Did</b> it <b>rain</b> last Monday? <i>Yes, it did. / No, it didn't.</i>	<b>Did</b> we <b>beat</b> the Korean basketball team? <i>Yes, we did. / No, we didn't.</i>
WH-Questions WH 問句	Why <b>were</b> they late to the party? <i>They missed the bus.</i>	When <b>did</b> they <b>arrive</b> at the restaurant? <i>They arrived at 7 o'clock.</i>	Who <b>did</b> you <b>speak</b> to on the phone last night? <i>I spoke to Jim.</i>

4 Write the simple past forms of the following regular and irregular verbs. You may need to check a dictionary for the correct spellings.

Regular Verbs 規則動詞：  
Rules for Verb Endings 字尾變化規則

walk	+ed	walk <u>ed</u>
study	y+ied	stud <u>ied</u>
play	+ed	play <u>ed</u>
lie	+d	li <u>ed</u>
stop	+_ed	stop <u>ped</u>

**Regular Verbs**

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

- jump \_\_\_\_\_
- clean \_\_\_\_\_
- hike \_\_\_\_\_
- sunbathe \_\_\_\_\_
- visit \_\_\_\_\_
- rest \_\_\_\_\_

**Irregular Verbs**


★ ★ ★ ★ ★ ★ ★ ★ ★ ★

- buy \_\_\_\_\_
- go \_\_\_\_\_
- drink \_\_\_\_\_
- see \_\_\_\_\_
- meet \_\_\_\_\_
- swim \_\_\_\_\_




5 Look at Drew and Lena's holiday photos. Write what they did on each day. You can use some of the verbs from Exercise 4 to help you. The first sentence has been completed for you.

**Day 1**




drink cocktails

**Day 2**



go hiking

**Day 3**




go diving in the ocean

**Day 4**



go shopping

**Day 5**



rest on the beach

- 1 On day one, Lena and Drew drank cocktails.
- 2 On day two, \_\_\_\_\_.
- 3 On day three, \_\_\_\_\_.
- 4 On day four, \_\_\_\_\_.
- 5 On day five, \_\_\_\_\_.



# V. Now, Time to Speak!

6 Pair Work! Imagine you went on an amazing vacation last summer. Write what you did each day in the chart. Then tell your classmate about what you did.

Day 1	Day 2	Day 3	Day 4	Day 5
I went ...	I had / ate ...			

7 Choose a famous person from history who you know something about. Your classmate must try to guess who he/she is in fewer than 10 questions. Use WH-QUESTIONS and YES/NO QUESTIONS.

First, listen and practice the dialogue as an example.

- A OK. I'm ready.
- B First question: Was this person a man?
- A Yes, he was.
- B Did he play sports?
- A No, he didn't.
- B OK. What did he do?
- A He was an artist, but he also invented many things.
- B Hmm. Did he come from Italy?
- A Yes, he did.
- B Did he paint the *Mona Lisa*?
- A Yes, he did.
- B Is it Leonardo da Vinci?
- A Yes, it is!

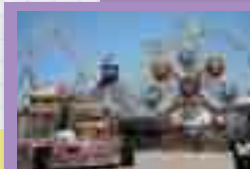


8 Listen to the dialogue and practice it with your partner.

- 009 Mike Where did you go last night?
- Tina I went to a friend's birthday party. Why?
- Mike I called your house, but you weren't home. Was it fun?
- Tina Yes, it was great. Did you do anything exciting last night?
- Mike Not really. I just made dinner and read a book.



a concert 演唱會



an amusement park 遊樂園



a movie 電影

Now, role-play with your classmate.

- A Where did you go \_\_\_\_\_?
- B I went to \_\_\_\_\_. Why?
- A I called your house, but you weren't home. Was it fun?
- B Yes/No, it was \_\_\_\_\_. Did you do anything exciting \_\_\_\_\_?
- A Not really. / Yeah. I \_\_\_\_\_.

# VI. Now, Time to Pronounce!

## Verbs Ending With "ed" 字尾加 ed 的動詞



9 Listen and repeat these past tense verbs.

010

[d]    tried    glued    called    lied    cried    played

---

[t]    liked    hoped    laughed    asked    coached    dressed

011

Listen and **circle** the words with the [d] sound.

- 1 allowed    2 washed    3 begged    4 buried    5 jumped    6 cooked

012

Now, listen and **circle** the words with the [t] sound.

- 1 braked    2 beamed    3 chewed    4 confused    5 watched    6 forced

10 Some past tense verbs have an extra syllable. This is pronounced [ɪd]. Listen and repeat.

013

[ɪd]    wanted    faded    dusted    alerted    avoided    melted

11 Listen to the words. Then write the correct phonetic symbol—[t], [d], or [ɪd]—

014

underneath each word.

1 attached [ t ]	2 managed _____	3 amended _____	4 licked _____	5 killed _____
6 ended _____	7 amused _____	8 argued _____	9 added _____	10 missed _____