

音樂科教材英譯參考

相關說明及應注意事項：

來源：翰林版國小藝術與人文五下課本第三章音樂的禮讚

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2. 課室常用英語指導用語」供考生參用。
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中華民國 107 年 5 月 18 日

| 課本 頁數 | 中文 | 英文 |
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| 68 | 一·搖籃曲 | 1. Lullaby |
| | 「嬰仔嬰嬰睡，一暝大一寸，……」還記得兒時，媽媽在耳邊輕唱的「搖籃曲」嗎？「搖籃曲」是一種安撫心靈的樂曲，藉由熟悉的聲音和甜美柔和的旋律來幫助小孩入睡，也是作曲家喜歡表現的音樂題材之一。現在，我們就來一起聆聽作曲家，是如何以音樂的形式帶領小寶寶進入溫柔夢鄉。 | “The baby sleeps tight and well. It grows little by little each night.” Do you still remember the lullabies your mom used to sing to you? A lullaby is a song that makes you feel calm. The familiar voice of the singer and its sweet, soft melody help children sleep. Lullabies are also one of composers’ favorite music genres. Now let us listen to this lullaby and learn how the composer helps babies sleep by using music. |
| | 欣 賞 | Listening |
| | 柔和抒情 | Soft and lyrical |
| | 布拉姆斯 曲 | Composer: J. Brahms |
| | 李抱忱 詞 | Lyrics: Lee Paochen |
| 69 | 欣 賞 | Listening |
| | 柔和抒情 | Soft and lyrical |
| | 莫札特 曲 | Composer: W. A. Mozart |
| | 周學普 填詞 | Chinese Lyrics: Zhou Xuepu |
| 70 | 認識 6/8 拍子 | Understanding 6/8 Time |
| | 讀做六八拍子，通常表示每小節有二拍，以（附點四分音符 — ）為一拍。 | 6/8 is read as “six-eight time.” Usually there are two beats per measure and the (dotted quarter note) is equal to one beat. |
| | 拍唸語言節奏 | Clap with the Rhythm of Language |
| 71 | 欣賞了西方的〈搖籃曲〉，現在我們再來唱唱下面這首富有中國風味的〈搖啊搖〉，感受它們之間不同的風味。 | Now that we have listened to a western lullaby, let’s sing a Chinese lullaby. Try to feel the differences between these two songs. |
| | 發聲練習 | Vocal Exercise |
| | 我們可以用「ㄌㄨ」音，讓嗓子先暖身一下。 | We can use the <i>li</i> sound to warm up our voice. |
| | 手放頭上，輕輕唱「ㄌㄨ」。 | Put two hands on top of your head and gently sing <i>li</i> . |
| | 彎腰、臉朝下，輕輕唱「ㄌㄨ」。 | Bend over, face down. Sing <i>li</i> softly. |
| | 搖啊搖 | Rock Me |
| | （二部合唱） | Two-part chorus |
| | 演 唱 | Sing |
| | 行 板 | Andante |
| | 中國童謠 | Chinese Children’s Song |

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| | 呂泉生 編曲 | Arranged by Lu Chuan-sheng |
| | 你是否發現此曲的拍號和以前的歌曲不同？ 曲中 6/8 拍節奏就像搖籃，搖過來搖過去， 充分表現出長輩細心的呵護之情。 | Did you find that the beats in this song were different from those in previous songs? The 6/8 time in this song makes you think of a mother lovingly rocking her baby to sleep. |
| 72 | 視唱 | Sight Singing |
| | 一起視唱 2/4 拍與 6/8 拍子感受不同節拍變 化。 | Let's sight sing 2/4 time and 6/8 time. Feel the difference between their rhythms. |
| | 視唱練習 | Practice Sight Singing |
| 73 | 搖籃曲與進行曲 | Lullabies and Marches |
| | 在下方圖片中，左邊的圖片代表搖籃曲風， 右邊圖片代表的是進行曲風。現在，聽聽老 師播放音樂是搖籃曲或進行曲，將正確答案 圈出來。 | In the pictures below, the left one represents lullabies and the right one marches. Now listen to the music and circle the correct picture (a lullaby or a march). |
| | 音樂 1, 2, 3, 4 | Track1, 2, 3, 4 |
| | 說說看，「搖籃曲」與「進行曲」兩種截然 不同的曲風，音樂給人的感受為何？ | Describe the different styles of lullabies and marches. How did the music make you feel? |
| 74 | 一起演唱歌曲〈讓愛看得見〉感謝任何陪伴 ，關懷我們長大的人。 | Let's sing "To the Ones I Love" and say thank you to those who take good care of us as we grow up. |
| | 讓愛看得見 | "To the Ones I Love" |
| | 演 唱 | Sing |
| | 抒情中板 | Moderato |
| | 洪順齊 詞 | Lyrics by Hung Shun-chi |
| | 王溪泉 賴家慶 曲 | Composed by Wang Hsi-chuan and Lai Jia-ching |
| 75 | 你還聽過哪些「搖籃曲」呢？一起跟同學分 享你收集到的音樂或歌曲？ | What other lullabies have you listened to? Share with your classmates the music/songs you have heard. |
| 76 | 溫故知新——複習 C、G、F 大調 | Review C Major, G Major, and F Major |
| | 複習 C 大調、G 大調、F 大調，並寫下調名 及主音。 | Review C Major, G Major, and F Major. Listen carefully. Write down the major and its tonic. |
| | C 大調：主音 Do | C major: The tonic is Do. |
| | 首調唱名 Do | Movable Do |
| | 固定唱名 Do | Fixed Do |
| | 聽唱曲調 | Listen and Sing |
| | 聽一聽，再用「首調唱名」唱唱看，並說明 相似及相異的地方。 | Listen carefully. Sing moveable do. Explain the similarities and differences. |
| 哼唱完 1~3 的曲調，你發現了什麼？把你的 | After singing tracks 1 to 3, what did you find? | |

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| | <p>發現勾選出來。</p> <p><input type="checkbox"/>用「首調唱名」視唱時，調名、音高、唱名都不同。</p> <p><input type="checkbox"/>用「首調唱名」視唱時，調名和音高不同，但唱名都一樣。</p> | <p>Circle the things you found.</p> <p><input type="checkbox"/>When using moveable do for sight singing, the keys, pitches, and syllables are all different.</p> <p><input type="checkbox"/>When using moveable do for sight singing, the keys and pitches are different, but the syllables are the same.</p> |
| | 樂閱手札 | Write the Notes by Yourself. |
| 77 | 聽力激盪—— 好的音樂需要靈敏的感受來捕捉 | Listening Challenges--great music is discovered by an open heart. |
| | 一、熟唱下面的曲調 | Practice and learn the melodies below. |
| | 二、聽老師彈奏，選擇上列（ 1 ~ 7 ）正確的曲調，記在空白曲譜中，並用直笛吹奏。 | Listen to the music played by the teacher, choose the correct tune above (1 to 7), write it in the empty measures and play the tunes on the recorder. |
| 78 | 〈魔法師的弟子〉又名〈小巫師〉，是法國作曲家狄卡（P. Dukas）著名的作品。這首交響詩的靈感，來自歌德（J. W. von Goethe）的一首童話詩篇。詼諧的曲風，多樣的樂器，為這首曲子帶來生動的戲劇效果，現在我們一起聆聽〈魔法師的弟子〉的音樂，跟著音樂感受童年的逗趣、嬉鬧、淘氣、幻想等經驗。 | <i>The Sorcerer's Apprentice</i> , also known as <i>Fantasia</i> , is a symphonic poem by the French composer Paul Dukas. The piece was inspired by Johann Wolfgang von Goethe's poem. Its merry style and use of multiple instruments create this song's lively, dramatic feelings. Now let's listen to <i>The Sorcerer's Apprentice</i> . Follow the music to experience the fun, humor, playfulness, and imagination. |
| | 欣 賞 | Listening |
| | 魔法師的弟子 | <i>The Sorcerer's Apprentice</i> |
| | （主題譜例） | Main Theme |
| | 狄卡 曲 | Composed by Paul Dukas |
| | 全曲一開始由神祕、安靜的短小序奏開始，暗示這是神祕的魔法世界。 | The music starts with a mysterious, quiet and short introduction, showing a secret world of magic. |
| | 單簧管吹出此曲的主要主題，快速音型處代表小巫師好奇的念著咒語。 | The piece's main theme features the clarinet. The fast parts represent a little wizard casting spells with curiosity. |
| | 八分音符為一拍，每小節有 3 拍。拍是一小節一大拍的結構，常用於快速或炫技的樂段！反觀因為是以一大拍為單位，因此少有慢板樂曲用這種拍子喔。 | 3/8 time means the eighth note equals one beat. There are three beats in one measure. It is usually used for parts that are fast or need difficult techniques to play. Because the eighth note equals one beat, very few slow pieces adopt this time signature. |

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| 79 | 聽音樂說故事 | Listen to the music that tells a story |
| | 魔法師有一把神奇的掃帚。有一天，小弟子一時好奇，趁著魔法師不在時，對著掃帚念起咒語，不料，竟因此引起一場鬧劇……。 | The sorcerer has a magical broomstick. One day the sorcerer's curious apprentice chanted spells to the broomstick when the sorcerer was away. What happened next will amaze you... |
| | 魔法師的弟子闖了大禍，故事會如何發展呢？你看過類似的影片或聽過類似的故事？還是你會自己編故事？讓我們跟著音樂把故事內容說出來與大家分享。 | The sorcerer's apprentice caused a disaster. What will happen next? Have you watched movies or heard of stories similar to this one? Maybe you can make a story. Let's listen to the music. Tell and share your story with everyone. |
| | 低音管吹出掃帚主題（主題譜例），很像是在描寫掃帚一拐一拐提水的滑稽動作。 | The broomstick (the main theme) is portrayed by the bassoon. The music seems to picture the funny movements of the broomstick, which limps and carries a water bucket. |
| | 你覺得故事結局是： 1 沉重的銅管樂曲代表解除魔法的咒語。接著，樂曲就平靜下來。 | What do you think about the story's ending?: The deep tone of the brass indicates the spell is broken. Then the music quiets down. |
| 80 | 二·傳唱藝術瑰寶 | 2. Passing on The Treasure of Traditional Art Songs |
| | 「玫瑰玫瑰，紅玫瑰，荒野上的玫瑰」，請你跟著文字感受句子的韻律並且體會歌曲的詩意。當優雅的詩詞結合感性的民謠音樂，人們的幸福、快樂、不安、挫折、哀傷等情緒都會在這樣的曲調中，獲得心靈上的安慰，也因此，這樣的曲子容易傳唱，受到人們喜愛。 | "Rose, rose, a red rose, a rose in the wilderness." Please listen to the lyrics, feel the rhythm of the verses, and think about the poetic meanings of the words. Folk songs bring together elegant lyrics and simple music. When people feel happiness, joy, unease, frustration or sadness, such music brings them comfort. That's why people learn to sing these songs easily. Everyone loves these songs. |
| | 認識藝術歌曲 | Understanding Art Songs |
| | 藝術歌曲是作曲家根據文學家創作的詩詞，結合作曲的技巧所創作的歌曲。藝術歌曲的曲調優美，且須有適當的鋼琴伴奏，以表現歌詞的細緻情感。 藝術歌曲興起於十九世紀的德國，其中較著名的作曲家有： 舒伯特、舒曼、布拉姆斯、孟德爾頌等，而舒伯特的歌曲作品數量最多，流傳也最廣， | Composers create art songs by combining poetry with rhythms and melodies. Art songs feature classical tunes. They are usually accompanied by the piano to express the emotions of the songs. Art songs originated in Germany in the 19th century. Famous composers of art songs include Schubert, Schumann, Brahms, and |

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| | 因此被譽為「歌曲之王」。 | Mendelssohn. Among them, Schubert created the most songs, and also the most famous songs. He was named the King of Art Songs. | |
| 81 | 德國詩人歌德為野玫瑰做了首詩，而舒伯特則替它譜曲。現在，讓我們把身體放鬆，輕輕的念出這些詩句，體會它的感覺，再開始進行合唱。 | The German poet Goethe wrote a poem for a wild rose. Schubert set it to music. Relax our bodies now and quietly read this song's lyrics. Feel the song. Then we will sing together. | |
| | 野玫瑰 | Wild Rose | |
| | (二部合唱) | Two-part chorus | |
| | 演唱 | Sing | |
| | 中版 | Moderato | |
| | 舒伯特 曲 | Composed by Schubert | |
| | 歌 德 詩 | Lyrics by Goethe | |
| | 周學普譯詩 | Translated by Zhou Xuepu | |
| 82 | 名曲介紹—— 欣賞鋼琴五重奏〈鱒魚〉 | Introduction to a Classical Song—"The Trout Quintet" | |
| | 「明亮的小河裡面，有鱒魚快活的游來游去，就像飛箭一模樣……」，舒伯特寫下這首輕快的〈鱒魚〉之後，他將這段旋律，改編成鋼琴五重奏。他用樂器將悠閒的夏日、悠游的魚兒、清澈的溪流、漁夫的心情，一一表現出來。現在一起來欣賞〈鱒魚〉的第四樂章。 | "In a limpid brook the capricious trout in joyous haste darted by like an arrow." After composing this light-hearted song, Schubert rearranged it into a piano quintet. Schubert used musical instruments to evoke a leisurely summer day, swimming fish, a clear brook, and the mood of a fisherman. Now let's listen to the fourth movement of "The Trout Quintet". | |
| | 欣 賞 | Listening | |
| | 鱒魚 | The Trout Quintet | |
| | (第四樂章) | (Fourth Movement) | |
| | 舒伯特 曲 | Composed by Schubert | |
| | 83 | 認識提琴家族 | Get to Know Strings |
| | | 你知道〈鱒魚〉這首鋼琴五重奏除了鋼琴之外，還包含哪些樂器嗎？ | Do you know what other instruments are used in "The Trout Quintet" besides the piano? |
| 小 提 琴 | | Violin | |
| 中 提 琴 | | Viola | |
| 大 提 琴 | | Cello | |
| 低 音 提 琴 | | Double bass | |
| 舒伯特〈鱒魚〉五重奏編制中由鋼琴、小提琴、中提琴、大提琴與低音大提琴所組成。 | | Schubert created the "The Trout Quintet" with piano, violin, viola, cello, and double bass. | |

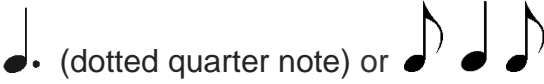

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| | 與「弦樂四重奏」的編制（二把小提琴、一把中提琴、一把大提琴）相比，減少了一把小提琴，增加了一把低音提琴，使得低音聲部渾厚、深沉而顯出作品獨特之處。 | Different from a string quartet (two violins, a viola and a cello), the quintet only has one violin player and adds one double bass player. With a double bass, the bass part takes on energy and depth that is unique to this song. |
| 84 | 西風的話 | The Whisper of the West Wind |
| | 一首打動人心的曲子，詞曲總是互相襯托。而中國藝術歌曲中結合了聲韻、音韻、詞意、曲意，其獨特的民族音樂、文學背景及情感更奠定了東方藝術歌曲之楷模。現在，我們就來演唱另一首藝術歌曲〈西風的話〉。 | The lyrics and melody of heart-warming music always complement each other. Chinese art songs combine the sounds of both language and music. Their unique folk tunes, literary backgrounds, and emotions have made them models for eastern art songs. Now let's listen to another art song, "The Whisper of the West Wind." |
| | 認識中國藝術歌曲 | Know More about Chinese Art Songs |
| | 中國近代也產生了許多藝術歌曲，如：黃自的〈踏雪尋梅〉、〈西風的話〉，趙元任的〈教我如何不想他〉、劉雪庵的〈紅豆詞〉等，都是我們耳熟能詳的歌曲。其中，黃自是中國第一位有系統、有計畫傳授理論作曲的音樂教育家，其知名作品有〈花非花〉、〈踏雪尋梅〉、〈玫瑰三願〉、〈長恨歌〉等。 | There are many great modern Chinese art songs, such as "Tread the Path of Snow to Search for Plum Blossoms" and "The Whisper of the West Wind" by Huang Tzu, "How Can I Help but Think of Him" by Chao Yuenren, and "The Red Bean Poem" by Liu Xuean. We are familiar with these songs. Among these songwriters, Huang Tzu was the first Chinese music educator who systematically and methodically taught theoretical composition. His famous works include "Flowers in Fog," "Tread the Path of Snow to Search for Plum Blossoms," "Three Wishes of a Rose," and "A Song of Endless Sorrow." |
| 85 | 西風的話 | The Whisper of the West Wind |
| | 演唱 | Sing |
| | 慢板 | Adagio |
| | 廖輔叔 詞 | Lyrics by Liao Fushu |
| | 黃自 曲 | Composed by Huang Tzu |
| | 這首〈西風的話〉，藉著淺顯順口的詞句，巧妙的傳達季節中人、事、物的變化。你知道歌詞中的「我」指的是誰呢？ | "The Whisper of the West Wind" subtly depicts the changes of people, things, and objects through simple, easy-to-sing lyrics. Do you know who the "I" in the song is? |
| | 魔笛時間 | Recorder Practice |
| | 複習升 Fa 的指法 | Review fingering for Fa |

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| | 指法 | Fingering |
| | 德式 | German Style |
| | 英式 | Baroque Style |
| | 複習完升 Fa 的指法，我們一起來吹奏這首〈西風的話〉。 | Now we have reviewed Fa fingering. Let's play "The Whisper of the West Wind". |
| 86 | 作曲家在創作樂曲時，常會以力度記號傳達給演奏者或演唱者，以表達所希望營造的心境或情緒。現在，讓我們來認識常見的力度記號。 | Composers often use dynamic marks to inform players or singers of the moods or emotions they intend to be expressed. Now let's learn the dynamic marks that are often used. |
| | 認識力度記號 | Learn dynamic marks |
| | 「強」，樂曲中，出現時，要唱（奏）「強」。「弱」，樂曲中，出現時，要唱（奏）「弱」。「中強」，樂曲中，出現時，要唱（奏）得比的音量稍弱些。：「中弱」，樂曲中，出現時，要唱（奏）得比的音量稍強些，但比的音量要稍弱些。請將上述四個力度記號，按照順序排列出來。：「漸強記號」代表音樂由弱到強。：「漸弱記號」代表音樂由強到弱。 | <ul style="list-style-type: none"> • f: When f appears, sing or play "loudly." • p: When p appears, sing or play "softly." • mf: When mf appears, sing or play more softly than f. • mp: When mp appears, sing or play more loudly than p but more softly than mf. |
| | 唱唱看 | Write the above four dynamic marks in order from loudest to softest. Crescendo: a gradual increase in loudness of a piece of music Decrescendo: a gradual decrease in volume of a piece of music |
| | 讓我們將所學過力度記號，運用在下面的曲詞中。 | Let's Sing |
| 87 | 讓我們將所學過力度記號，運用在下面的曲詞中。 | Let's apply the dynamic marks we just learned to the music below. |
| | 魔笛時間 | Recorder Practice |
| | 讓我們以直笛吹奏下面這兩段曲調，練習三度音程吧！ | Let's play the two songs below on the recorder and practice third intervals. |
| | 音程：兩個音高之間的距離，稱為「音程」，以「度」來計算。 | Interval: the difference between two pitches is called an interval. It is measured in steps. |
| | 二度 | Second |
| | 三度 | Third |
| | 練習完上面的音程，請你試試看，在下列各音的上方或下方，畫出三度音，再和同學們一起吹奏，感受一下三度和聲。 | We have practiced the intervals above. Now try to make third intervals with the notes below and play them with your classmates. |
| 請翻到課本後面的補充歌曲〈綠色的風兒〉 | Please flip to the back of the textbook. Find the | |

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| | ，在它的主旋律下方加上三度音程吧！ | additional song “The Green Wind.” Add the third intervals below the main melody! |
| 88 | 三·自然的吟唱 | 3. Sing with Nature |
| | 森林的陽光，擺動活潑愉悅生命，大地閃閃發亮；森林的小溪，搖曳輕快律動音符，交織翩翩樂章！跟著自然的吟唱，心情也會跟著愉快。走吧，我們一起「跟著溪水唱」！ | The sunshine in the forest shifts with lively and delightful creatures. The land shines. The brook in the forest swings with the light rhythms of musical notes and interweaves elegant movements. Sing with nature. Have a joyful heart. Come, let’s sing with the brook! |
| | 發聲練習 | Vocal Exercise |
| | 我們可以模仿溪水的聲音，做二聲部發聲練習。 | We can imitate the sound of the brook and do a two-part vocal exercise. |
| 89 | 跟著溪水唱 | Sing with the River |
| | （二部合唱） | Two-part chorus |
| | 演唱 | Sing |
| | 輕快的 | Allegro |
| | 英國民謠 | British folk song |
| | 作詞者不詳 | Author unknown |
| 90 | 在大自然裡有著許多珍奇的自然生物，讓我們透過音樂去尋寶，吹著直笛、拍奏樂器，一起演奏〈到森林去〉。 | There are many amazing creatures in nature. Let’s find them through music. Let’s play “Into the Forest” together with recorders and percussion instruments. |
| | 演奏 | Play |
| | 輕快的 | Allegro |
| | 到森林去 | Into the Forest |
| | （合奏曲） | Ensemble |
| | 波蘭民謠 | Polish folk song |
| 92 | 音樂快門——用音樂捕捉形象 | Musical Snapshots—Capture Images with Music |
| | 福佬民謠〈草螟弄雞公〉是描述大公雞被小蚱蜢逗弄，而氣得牙癢癢的逗趣情節。現在讓我們來欣賞南胡演奏的〈草螟弄雞公〉。 | The Hoklo folk song “Grasshoppers Tease a Rooster” describes how grasshoppers make fun of and irritate a rooster. Now let’s enjoy “Grasshoppers Tease a Rooster” performed on a nanhu. |
| | 草螟弄雞公 | Grasshoppers Tease a Rooster |
| | （福佬語） | Hoklo |
| | 欣賞 | Listening |
| | 輕快的 | Allegro |
| | 嘉南民謠 | Chianan folk song |
| | 莊永明 詞 | Lyrics by Chuang Yung-ming |

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| 93 | 認識中國弦樂器——南胡 | Learn about the Nanhu, a Chinese Stringed Bowed Instrument |
| | 如果音樂像戲劇，那樂器就是演員，音色就是演員的肢體和語言的表達。南胡在傳統樂曲的演出中，扮演著很重要的角色，我們現在就來認識這位音樂「演員」吧！ | If music is like a drama, then musical instruments are like the actors, whose physical and verbal expressions make musical tones. The nanhu plays a key role in the performance of traditional music. Let's get to know this musical "actor" now! |
| | <p>國樂的胡琴和第二課學過的西洋弦樂器提琴家族有什麼地方相似？什麼地方不同呢？請你說說看。</p> <p>南胡，又稱二胡，在中國樂器中屬擦弦樂器。音色柔美、婉轉，在樂團中常擔任主題曲調的演奏。南胡有兩條琴絃，以左手按絃，右手推拉弓，來回摩擦琴絃發出聲音。</p> | <p>What are the similarities between huqin, Chinese musical instruments, and western stringed instruments? How are they different? Please explain.</p> <p>Nanhu, also called erhu, is a Chinese bowed string instrument. Its tone is gentle and soft. It is often used to play the main themes in musical compositions in ensembles. Nanhus have two strings. The player presses the strings with his left hand and pushes the bow back and forth with his right hand to produce sounds.</p> |
| 94 | 四·動物狂歡節 | 4. The Carnival of the Animals |
| 95 96 97 | 想想看，在森林裡會有些什麼動物呢？它們會有什麼樣的娛樂或聚會？現在讓我們一起聆聽由法國作曲家聖桑所創作的《動物狂歡節》。音樂作品中，巧妙地運用各種樂器音色，描繪出動物的聲音與神情。 | What kinds of animals live in the forest? Think about it. What fun or parties do they have? Now let's listen to The Carnival of the Animals by the French composer Camille Saint-Saëns. This piece uses the tones of different musical instruments to portray the sounds and expressions of animals. |
| | 從音樂發現自然之美——聲音的模擬與創造 | Find the beauty of nature through music—the imitation and creation of sounds |
| | 《動物狂歡節》是法國作曲家聖桑（C. Saint-Saëns），於 1886 年作成的管弦樂曲。由十四首帶有標題的小曲及終曲組成，包括鋼琴家與十三種動物，每一首小曲充分模擬出動物的神韻與表情。現在，我們就來欣賞〈公雞與母雞〉及〈水族館〉這兩首小曲。 | The Carnival of the Animals is orchestral music created in 1886 by the French composer Camille Saint-Saëns. It is a musical suite of fourteen themed movements that ends with a finale. The movements are played on the piano and represent thirteen different animals. Each movement tries to show the physical expressions and feelings of animals. Now let us enjoy two movements—"Hens and Roosters" and "Aquarium." |

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| 公雞和母雞 | Hens and Roosters |
| 水族館 | Aquarium |
| 單簧管 | Clarinet |
| 鋼琴 | Piano |
| 中提琴 | Viola |
| 小提琴 | Violin |
| 長笛 | Flute |
| 大提琴 | Cello |
| 動物與音樂交織成一幅和諧有趣的樂章。說說看，〈水族館〉音樂是用什麼樂器來表現其特質？而在《動物狂歡節》音樂中，你最喜歡哪一樂器所扮演的動物呢？ | Animals and music come together into harmonious and fun movements. What instruments are used to show the characteristics of the “Aquarium”? Animals are portrayed by instruments in The Carnival of the Animals. Which animal do you like best? |
| 從音樂發現自然之美—— 聲音與圖像 | Find the Beauty of Nature Through Music—Sounds and Images |
| 來，放鬆我們的身體，伸出我們的食指，隨著音樂的起伏做比畫，你發現了什麼？你有沒有發覺下面的圖像與〈水族館〉的音樂起伏很貼近，原來圖像也可以表達出音樂的感覺呢！讓我們隨著音樂動手畫畫看吧！ | Now relax our bodies. Hold up your index fingers. Follow the beat of music to draw a picture with our index fingers. What did you find? Did you find that the picture below is very similar to the beat of the music of “Aquarium”? Now we know music can also be expressed through drawings. Let’s listen to the music and draw. |
| 聲音節奏創作 | Create Rhythms and Sounds |
| 欣賞完法國作曲家聖桑的《動物狂歡節》，聽到鋼琴模仿尖銳……的公雞啼叫聲，是不是覺得很有趣呢？現在我們也來創作不同的聲音節奏！ | We’ve listened to The Carnival of the Animals by the French composer Camille Saint-Saëns. The piano was used to imitate a rooster crowing. Isn’t it fun? Let’s create our own sounds and rhythms! |
| 節奏範例 | Rhythm Sample |
| 聲音創作 | Sound Creation |
| 我也可以這樣創作 | My Creation |
| 魔笛時間 | Recorder Practice |
| 除了利用人聲來進行聲音節奏創作，我們也可以利用直笛來創作曲調。 | In addition to using human sounds to create sounds and rhythms; we can also use the recorder to create songs. |
| 可以用   或   來創作曲調。 | We can use  (quarter note)  (eighth note) |

| | | |
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| | |  (dotted quarter note) or  to create songs. |
| | 聲音創作 | Sound Sample |
| | 我也可以這樣創作 | My Creation |
| | 曲調範例 | Song Sample |
| | 我也可以這樣創作 | My Creation |
| 98 | 扮演動物狂歡節 | Play Roles in The Carnival of the Animals |
| | 《動物狂歡節》這首組曲總共分為十四首曲子，其中有描寫獅子、公雞和母雞、野驢、大象、袋鼠、水族館、布穀鳥、天鵝等以自然界動物為主角的部分，讓我們跟著演奏的樂聲，透過想像扮演音樂中的情境。 | The Carnival of the Animals is a suite of fourteen movements. It portrays lions, hens, roosters, donkeys, elephants, kangaroos, aquariums, cuckoos, and swans. Let's follow the music to imagine the scenario in this piece. |
| | 探索樂曲中的動物 | Discover the Animals in this Movement |
| | 讓我們聆聽音樂演奏的片段，探索樂曲中動物的動作、表情與聲音。 | Let's listen to parts of the songs and figure out the animals' movements, expressions, and sounds. |
| | 獅子 | Lion |
| | 有聽到雄偉莊嚴的進行曲嗎？那表示獅子登場了，再聽一聽，哪一段最像獅子的咆哮聲。 | Do you hear the magnificent, solemn march? It means the lion is coming. Listen again. Which part sounds most like the lion's roar? |
| | 公雞和母雞 | Hens and Roosters |
| | 這段音樂是描寫公雞和母雞在穀倉旁咯咯的叫個不停，公雞在發現穀物時，熱情的招呼母雞，然後一起愉快的啄食。 | This part portrays hens and roosters making noise near a barn. Roosters find grains and invite hens to enjoy the meal together happily. |
| | 野驢 | Donkeys |
| | 有聽到兩架鋼琴飛馳般的快速演奏嗎？那是描寫在遼闊草原上，敏捷奔跑追逐的野驢哦！ | Do you hear the rapid music played on two pianos? It portrays wild donkeys racing and chasing around on grasslands. |
| | 大象 | Elephant |
| | 這段輕柔的音樂是描寫大象沉重笨拙的步伐，與滑稽可笑的舞姿；你可以想像大象跳舞的樣子嗎？ | This gentle music portrays an elephant's heavy, clumsy pace and funny dance. Can you imagine a dancing elephant? |
| | 布穀鳥 | Cuckoo |
| | 這段音樂利用鋼琴的和絃表現幽靜的深山，不久模仿布穀鳥反復叫的兩個單音——咕！咕！打破了周圍的寧靜氣氛。 | This music portrays quiet mountains with piano chords. Then two single notes imitating the sound of a cuckoo bird break the quiet mood of the music. |

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| | 水族館 | Aquarium |
| | 由雙鋼琴奏出輕緩琶音，表示玻璃水箱中清水的波動，接著長笛和絃樂器，奏出的旋律，描繪靜靜悠游的魚。 | The gentle arpeggios played on two pianos represent waves in a glass aquarium. Then flutes and string instruments play a melody that portrays fish swimming leisurely. |
| | 天鵝 | Swan |
| | 這段音樂中兩架鋼琴的琶音伴奏，表示清澈的湖水，接著大提琴奏出美麗迷人的旋律，描寫天鵝以高貴優雅的神情浮游在水面上。 | The accompaniment of arpeggios played on two pianos in this passage represents a clear lake. The beautiful, charming cello melody that follows portrays a swan gliding elegantly across the water. |
| | 袋鼠 | Kangaroo |
| | 袋鼠以長而健壯的後腿，踢著地面向前跳躍行進，這段音樂用兩架鋼琴交替著奏出袋鼠輕快的前進動作。 | Kangaroos jump forward as their long, strong hind legs hit the ground. This passage alternately played on two pianos portrays the swift advance of kangaroos. |
| | 聽一聽音樂的旋律，再想像動物的長相、特徵、叫聲與習性，說一說音樂與動物之間有什麼關係？ | Listen to the music. Imagine the animals' shapes, features, sounds, and habits. Describe the connection between the music and the animals. |
| 100 | 扮演樂曲中的動物 | Act out the animals in the song |
| | 聽完音樂之後，讓我們利用肢體將樂曲中描寫的動物，以個人與分組的方式表達出來。 | Now that we have listened to the music, let's use our bodies to act out the animals portrayed by the music individually or cooperatively. |
| | 要如何表現動作、表情與聲音的特色呢？ | How do we show the characteristics of each animal's movements, facial expressions, and sounds? |
| | 要選擇表演哪一種動物？ | Which animal should I choose? |
| | 哪一個人要扮演哪一種動物呢？ | How do we assign different animals to the students? |
| | 要如何以個人的方式扮演樂曲中的動物呢？ | How do I demonstrate how to perform the animals in the song? |
| | 組員表演不同的動物。 | Each group member role-plays an animal. |
| | 要如何才能讓組員的接龍動作具有意義？ | How do we turn students' performances into a sequence of movements? |
| | 要不要向大家說明組員動作的意義？ | Should we explain to the audience the meaning behind each action? |
| | 組員以肢體接龍的方式表演相同的動物。 | Using a sequence of movements, group members take turns role-playing the same |

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| | | animal. |
| | 要如何以分組的方式扮演樂曲中的動物呢？ | How do we assign different groups to role-play different animals? |
| 101 | 聽音樂演動物 | Listen to the music and act out the animals from the music. |
| | 現在請各組選擇一段或數段樂曲，一起討論如何將扮演的動作與音樂巧妙結合。 | Now each group picks one or several parts of the music and discusses how to subtly integrate the music and movements. |
| | 選擇一段樂曲。 | Choose a piece of the music. |
| | 由組員投票產生。 | Group members vote to decide which part of the music they will use. |
| | 組員試著扮演樂曲的動作。 | Group members practice motions from the song. |
| | 配合音樂扮演看看。 | Group members perform the motions to the music |
| | 要選擇哪一段樂曲呢？ | Which part of the music should you choose? |
| | 依據上一個單元扮演的動物選擇樂曲。 | Choose the music according to the animals from the last chapter that you performed. |
| | 配合音樂一面扮演一面修正動作。 | Act along with the music and refine your movements. |
| | 選擇數段樂曲。 | Choose several parts of the music. |
| | 要選擇哪幾段樂曲呢？ | Which parts of the music should you choose? |
| | 要不要編成一段故事呢？ | Can we create a story from these movements? |
| | 哪幾位同學表演得最生動？哪些組別的整體表現最好？為什麼？ | Which students and groups performed the best? Why? |
| 102 | 「大象長長的鼻子正昂揚，全世界都舉起了希望~」歡迎來到動物王國，跟著動物唱歌跳舞，一起遨遊在音樂的快樂國度裏。 | “The elephant points its long trunk towards the sky, just as hopes have risen among people in the world.” Welcome to the animal kingdom. Let us sing and dance with the animals, and enjoy the merry world of music. |
| | 快樂天堂 | Happy Paradise |
| | 演 唱 | Sing |
| | 中 板 | Moderato |
| | 陳復明 曲 | Composed by Chen Fou-ming |
| | 呂學海 詞 | Lyrics by Lu Hsueh-hai |
| 103 | 還記得切分音的節奏嗎？它改變了節奏的強弱規律性，讓音樂更有變化喔！ | Do you still remember syncopation? It changes the regular flow of beats and dynamics, making the music more variable. |

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| 104 | 音樂大富翁 | Music Monopoly |
| | 想一想這學期的音樂課，哪首樂曲讓你印象深刻？又最喜歡演唱（奏）什麼曲子？現在就和同學一起進行「音樂大富翁」，挑戰你的音樂戰鬥力指數喔！ | Think about what we have learned this semester. Which song impressed you most? Let's play "Music Monopoly" and see how well you know the songs we have learned. |
| | 演唱（奏）一首你最喜歡的「搖籃曲」曲子。 | Sing or play your favorite lullaby. |
| | 說明 6/8 拍的拍號，並拍出下面節奏。 | Explain six eight time and clap the rhythm below. |
| | 機會 | Chance |
| | 演唱（奏）曲子，未隨老師琴聲節拍演唱或吹奏，造成「搶拍或落拍」。 | If you don't follow the teacher's tempo while singing or playing music, you may be ahead of the beat or behind the beat. |
| | 聽聽音樂 CD 播放的是哪一首欣賞曲？ | Which song is the CD playing? |
| | 說說看何謂「藝術歌曲」？ | Explain what an art song is. |
| | 聽聽音樂 CD 播放的是《動物狂歡節》中哪一段音樂情景？ | Listen to a passage from The Carnival of the Animals. Which movement is being played by the CD? |
| | 用直笛或其它樂器吹奏一首曲子。 | Play a song with a recorder or other instrument. |
| | 挑戰成功 | Challenges completed |
| | 在遊戲開始前，每組同學設計與這學期相關的音樂問題或遊戲來當作「機會」的題目。 | Before the game starts, every group designs musical questions or games for "Chance" cards. The questions and games should be related to what we have learned this semester. |
| | 在「音樂大富翁」的挑戰中，答對的同學可再連進三格，失敗的話則須退後兩格。 | In Music Monopoly, players who answer the questions correctly can move three steps forward. Players who answer incorrectly must take two steps back. |

臺南市課室常用英語指導用語

| 編號 | 英 文 | 中 文 |
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| 1 | Let's have roll call. | 現在來點名. |
| 2 | It's time for class. | 上課了. |
| 3 | Take out your textbook. | 拿出你的課本. |
| 4 | Take out your pen. | 拿出你的筆. |
| 5 | Let's stop here today. | 這堂課就上到這裡. |
| 6 | Lower your voice! | 小聲一點! |
| 7 | Everyone, take one copy. | 每個人拿 1 份影本. |
| 8 | Everyone, take one worksheet. | 每個人拿 1 份學習單. |
| 9 | Eyes to the front. | 眼睛看前面. |
| 10 | Do you get it? | 懂嗎? |
| 11 | Louder, please. | 請大聲一點. |
| 12 | Are there any volunteers(to read the sentence)? | 有誰要自願(念這個句子)? |
| 13 | Brilliant! (Excellent!) (Terrific!) | 很棒! |
| 14 | All done? | 好了嗎? |
| 15 | Are you done? | 好了嗎? |
| 16 | Let's give her a big hand. | 請給她掌聲鼓勵. |
| 17 | Let's give him a big hand. | 請給他掌聲鼓勵. |
| 18 | Kate, give out the workbooks, please. | 凱特，把作業簿發下去. |
| 19 | Correct each other's answers. | 對一下別人的答案.相互批改。 |
| 20 | Let's take a test. | 現在來考試. |
| 21 | Time's up. Pens down. | 時間到. 把筆放下. |
| 22 | Pass your sheets to the front. | 把考卷傳到前面來. |
| 23 | Raise your hand. | 舉手. |
| 24 | Open your book to page__. | 翻開課本第__頁. |
| 25 | Good job. | 做的真棒. |
| 26 | You got it. | 答對了. |
| 27 | Put your book away. | 請把你的書收起來. |
| 28 | Listen up! | 注意聽! |
| 29 | Put down the screen. | 把螢幕拉下來. |

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| 30 | Draw the curtains. | 把窗簾拉起來. |
| 31 | Plug in the microphone. | 把麥克風的電源插上. |
| 32 | Plug in the projector. | 把投影機的電源插上. |
| 33 | Switch on the microphone. | 把麥克風打開. |
| 34 | Switch on the projector. | 把投影機打開. |
| 35 | Switch off the microphone. | 把麥克風關掉. |
| 36 | Switch off the projector. | 把投影機關掉. |
| 37 | Please turn on the light and fans. | 請開燈和電扇. |
| 38 | Please turn off the light and fans. | 請關燈和電扇. |
| 39 | Don't stare out the window. | 不要看窗戶外面. |
| 40 | Try to concentrate now. | 現在專心一點. |
| 41 | Copy down these words on your paper. | 把這些字抄在你的紙上. |
| 42 | Write down these words on your paper. | 把這些字寫在你的紙上. |
| 43 | Let's read the sentence on page 1. | 我們一起來念第 1 頁的句子. |
| 44 | Let's read the article on page 1. | 我們一起來念第 1 頁的文章. |
| 45 | Come up and write your answer on the blackboard. | 上來把答案寫在黑板上. |
| 46 | Everyone, what do you think? | 大家覺得咧? |
| 47 | Can anyone point out the mistake? | 誰可以指出哪裡錯了? |
| 48 | Clap your hands. | 拍手. |
| 49 | Remember to write your name at the top of the sheet. | 記得在考卷上方寫名字. |
| 50 | I'm sorry./That's O.K. | 對不起/沒關係. |
| 51 | Good Kid. (boy girl) | 好孩子. |
| 52 | Please take out your workbook. | 請拿出你的習作簿. |
| 53 | Pay attention! | 注意! |
| 54 | Sit still! | 請坐好! |
| 55 | Follow me, please. | 請跟著我. |
| 56 | Repeat after me, please. | 請跟著我唸. |
| 57 | Come to the front, please. | 請到前面來. |
| 58 | Go back to your seat, please. | 請回到你的座位. |
| 59 | Put them in order. | 照順序排好. |

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| 60 | You may have a 10-minute break. | 你們可以休息 10 分鐘. |
| 61 | Don't zone out. | 不要發呆. |
| 62 | Don't just sit there daydreaming. | 不要坐在那裡發呆. |
| 63 | You can take a break when you finish. | 等你寫好了你就可以休息. |
| 64 | Look at this picture. | 看這張圖. |
| 65 | Can those in the back see it clearly? | 坐在後面的看得清楚嗎? |
| 66 | Tell me what you see in this picture. | 告訴我你在這張圖裡看到什麼? |
| 67 | Who would like to read the sentence? | 有誰想要念這個句子? |
| 68 | Don't be afraid to make mistakes. | 別怕出錯. |
| 69 | Just guess if you are not sure. | 不確定的話就猜猜看. |
| 70 | There's some room for improvement. | 還有進步的空間. |
| 71 | You can do better than this. | 你可以做得更好. |
| 72 | Show your work to the class. | 把你的作品拿給全班看. |
| 73 | Let me check your answer. | 讓我看看你的答案. |
| 74 | Let me check your work. | 讓我看看你的作品. |
| 75 | Now let's start from the beginning again. | 現在我們從頭開始再來 1 遍. |
| 76 | Try to do it by yourself. | 自己試試看. |
| 77 | Don't look at others' paper. | 不要看別人的考卷. |
| 78 | One more minute. Everyone, check your answers. | 還有 1 分鐘. 每個人檢查一下答案. |
| 79 | Show me _____. (pencil box) | 拿(鉛筆盒)出來. |
| 80 | Make a sentence with _____. | 用____造一個句子. |
| 81 | Put _____ back. | 把____放回去. |
| 82 | Your turn./My turn. | 輪到你了/輪到我了. |
| 83 | Let's do it again. | 我們再重新來一次. |
| 84 | Line up! | 排隊! |