

新北市 100 年國小英語學習領域創新教案徵選成果報告

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| 設計者 | 蕭宇翔/陳盈均/簡鳳庭 | 服務學校 | 麗園國小 |
| 教案名稱 | Transportation—How can we get to school? (Hello, Darbie!7 Lesson 3) | | |
| 適合人數 | 30 人 | 教學時間(節數) | 240 分鐘(6 節) |
| 適用年級 | 國小 6 年級 | | |
| 摘要 (以 300 字簡單介紹教學內容) | 本課主題-“交通工具”是和學生生活習習相關的主題，教學主軸主要融入與主題相關的英文歌曲，韻文與繪本，並透過小組異質合作學習方式，讓學生熟悉主教材的句型與單字，並正確使用於生活中 | | |
| 教學研究 | 教學理念 | <ol style="list-style-type: none"> 1.藉由英語繪本導讀，歌曲韻文教唱與情境式對話之教學設計，讓學生熟練課本裡的句型與單字，並正確的用於生活當中。 2.運用多媒體資訊科技輔助學生英語學習，培養並提昇思考的技巧。 3.配合小組異質分組的課程設計，讓學生共同合作學習，在完成任務同時，亦有相對的成就感。 4. 運用多元評量方式(書/寫/聽/唱/閱讀等)，讓學生適性學習，快樂學習。 | |
| | 教材重點 | <ol style="list-style-type: none"> 1.利用主題式的教學設計與引導，讓不同學生提高學習之興趣。 2.運用學生之多元智能(畫畫/文字/音樂等)之教材設計，讓學生發揮所長與語言互相配合。 3.運用閱讀的素材強化學生單字與句型的概念 | |
| | 具體教學目標 | <ol style="list-style-type: none"> 1. 能辨認並說出本課學習的字彙以及活動歌曲中所補充之單字。 2. 能聽寫並唱出活動歌曲 <u>Transportation Song</u> 及活動八歌曲 <u>We all go traveling by</u>。 3. 了解及正確使用英語詢問或與人確認搭乘何種交通工具可以到達目的地。 4. 能以課本句型為基礎創作不同的對話情境。 5. 能辨識 “Can We Get There by Bike?”、“How Can We Get There?”、“This is the way I go to school” 這三首韻文中的關鍵字詞，並上台吟唱韻文。 6. 能讀出並熟悉長母音[a:]在單字中的規則。 7. 能由交通工具主題的故事，培養欣賞簡易兒童英文故事之能力。 | |
| | 九年一貫對應能力指標 | <p>C1-1-3 能聽懂高年段所習得的字詞。</p> <p>C1-1-5 能聽辨基本的字詞及片語的重音。</p> <p>C1-1-7 能聽懂日常生活用語。</p> | |

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| | | <p>C1-1-8 能聽懂高年段所習得的句子。</p> <p>C1-1-11 能聽懂簡易的兒童短劇。</p> <p>C2-1-3 能說出高年段所習得的字詞。</p> <p>C2-1-4 能有節奏的說出簡單的句子。</p> <p>C2-1-8 能使用高年段的生活用語。</p> <p>C2-1-9 能以高年段簡易句型作適當的提問、回答。</p> <p>C2-1-11 能以所習得的英語看圖說話。</p> <p>C3-1-2 能辨識高年段所習得的字詞。</p> <p>C3-1-7 能朗讀(read aloud)課本中的對話和故事。</p> <p>C3-1-8 能讀懂簡易兒童故事。</p> <p>C3-1-9 能藉圖畫、書名猜測或推論主題。</p> <p>C4-1-2 能拼寫高年段所習得之應用字彙。</p> <p>C4-1-6 能寫高年段所習得的句子。</p> <p>C5-1-4 口語部份至少會應用 300 個字詞，書寫部份至少會拼寫其中 180 個字詞，以用於簡易的日常溝通中。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-2 樂於回答老師或同學所提的問題。</p> <p>D6-1-5 能妥善運用情境中的非語言訊息以幫助學習。</p> <p>D6-1-6 樂於接觸課外英語教材。</p> <p>環境教育：</p> <p>3-3-1 瞭解人與環境互動互依關係，建立積極的環境態度與環境倫理。</p> <p>家政教育：</p> <p>3-3-1 欣賞多元文化中食衣住行育樂等不同的傳統與文化。</p> <p>3-4-8 瞭解並尊重不同國家族群的食衣住行育樂等生活禮儀。</p> |
| | 教學資源 | <p>Textbook-Hello, Darbie! 7 Lesson 3</p> <p>Song “Transportation Song by Peter Weatherall” from youtube film http://www.youtube.com/watch?v=2c68qD_NExQ</p> <p>製作 Visualization Art From website http://www.wordle.net/create</p> <p>繪本 We all go traveling by 之影音檔 mp3</p> <p>繪本 We all to traveling by 與 This is the way we go to school</p> <p>學習單</p> |
| | 評量方法 | <p>多元化評量(包含紙筆評量/口頭評量/同儕評量/小組合作參與評量/學習單完成度等)</p> |

| 教案名稱 | | | | |
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| 對應能力指標 | 教學流程及活動設計 | 時間 | 教學資源 | 評量方式 |
| C1-1-3 能聽懂高年段所習得的字詞。 C1-1-5 能聽辨基本的字詞及片語的重音。 C1-1-7 能聽懂日常生活用語。 C1-1-8 能聽懂高年段所習得的句子。 C1-1-11 能聽懂簡易的兒童短劇。 C2-1-3 能說出高年段所習得的字詞。 C2-1-4 能有節奏的說出簡單的句子。 C2-1-8 能使用高年段的生活用語。 C2-1-9 能以高年段簡易句型作適當的提問、回答。 | <p>活動一：誰是大耳朵與大眼睛？</p> <ol style="list-style-type: none"> 教師將學生分組(四人異質)。 教師播放歌曲影片 <i>Transportation Song by Peter Weatherall</i> http://www.youtube.com/watch?v=2c68qD_NExQ 請各組將聽到和看到所會的交通工具以英文寫在白紙上。(播放兩次) 教師利用教師運用 http://www.wordle.net/create 網站，將歌曲中所出現的交通工具做成 Visualization Art, 請各組計算答對題數，並選出優勝。  | 20 | 活動一 1. A4 白紙 2. Song “Transportation Song by Peter Weatherall” from youtube: http://www.youtube.com/watch?v=2c68qD_NExQ 3. 製作 Visualization Art From website http://www.wordle.net/create | 活動一 1. 小組合作參與度 2. 紙筆完成題數 3. 各組口頭評量 |
| | <p>活動二：Power Words & Challenge</p> <p>Words Pictionary</p> <p>教師以 PowerPoint (Transportation.ppt 附錄一) 呈現單字，並請學生以圖、文 Pictionary 方式抄寫於附錄二。</p> <p>-----第一節課結束-----</p> | 20 | 活動二 Transportation.ppt 附錄一 Pictionary 附錄二 | 活動二 Pictionary 完成度紙筆評量 |

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| <p>C2-1-11 能以所習得的英語看圖說話。</p> <p>C3-1-2 能辨識高年段所習得的字詞。</p> <p>C3-1-7 能朗讀 (read aloud)課本中的對話和故事。</p> <p>C3-1-8 能讀懂簡易兒童故事。</p> <p>C3-1-9 能藉圖畫、書名猜測或推論主題。</p> <p>C4-1-2 能拼寫高年段所習得之應用字彙。</p> <p>C4-1-6 能寫高年段所習得的句子。</p> <p>C5-1-4 口語部份至少會應用 300 個字詞，書寫部份至少會拼寫其中 180 個字詞，以用於簡易的日常溝通中。</p> <p>D6-1-1 樂於參與各種課</p> | <p>活動三：看誰唸得快</p> <p>教師發下附錄三單字秒數單字(ABC)先帶領學生讀熟，再使用 online stop watch，讓學生熟悉單字發音，並進一步唸到快又準。</p> <p>活動四：Song—“Transportation”</p> <p>教師再次播放活動一歌曲，並將附錄四 <u>Transportation Song</u> 放給學生，請學生 Fill in the blanks 並討論答案，再一起教唱。</p> <p>活動五：Situational Presentation</p> <p>教師藉由 Situational Presentation 帶出主教材句型並進行 Pair Work。然後以其句型為基礎引導學生 create 不同的情境(學生可依其能力做不同程度的發揮)，並上台作對話練習。</p> <p>學生熟悉本課句型後，書寫主教材第頁。</p> <p>-----第二節課結束-----</p> <p>活動六：“Let’s Chant”</p> <p>播放課本 P88 的兩首 Chants “Can We Get there by Bike?” & “How can we get there” 並補充從臺北教育電台 English Follow Me 中介紹有關本課句型的 Chants “This is the way I go to school”，以上三首 Chants，每組學生(6~7人為單位，異質性分組)，需挑選一首演練，並上台表演，並做同儕互評。格式詳見附錄五。</p> | <p>10</p> <p>15</p> <p>15</p> <p>20</p> | <p>活動三 附錄三單字秒數單字 http://www.online-stopwatch.com/</p> <p>活動四 附錄四 <u>Transportation Song</u></p> <p>活動五 主教材 Hello Darbie7</p> <p>活動六 附錄五 <u>Let’s chant</u> Chant 的聲音檔</p> | <p>活動三 口頭評量</p> <p>活動三 1. 學生學習單完成度 2. 口頭評量(歌曲)</p> <p>活動五 1. 口頭評量 2. 紙筆評量</p> <p>活動六 同儕互評</p> |
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| <p>堂練習活動。</p> <p>D6-1-2 樂於回答老師或同學所提的問題。</p> <p>D6-1-5 能妥善運用情境中的非語言訊息以幫助學習。</p> <p>D6-1-6 樂於接觸課外英語教材。</p> <p>環境教育： 3-3-1 瞭解人與環境互動互依關係，建立積極的環境態度與環境倫理。</p> <p>家政教育： 3-3-1 欣賞多元文化中食衣住行育樂等不同的傳統與文化。</p> <p>3-4-8 瞭解並尊重不同國家族群的食衣住行育樂等生活禮儀。</p> | <p>活動七：Story time</p> <p>放下附錄六 Story time 學習單，播放課文 CD，請學生 fill in the blanks (針對程度較落後之學生亦可使用電子書中的動畫，讓學生更能了解故事內容)，再請學生分組做對話與演示。</p> <p style="text-align: center;">----- 第三節課結束-----</p> <p>活動八：Phonics Fun</p> <p>教師發下附錄七 Phonics 學習單，教師唸文章同時，請學生畫出有關長母音 I 的所有字並作討論。再請學生分組寫出其它相關的字與表格中。</p> <p>活動九：Song- We all go traveling by</p> <p>教師發下附錄八 I spy&Review，請學生仔細聽,Fill in the blanks 並討論答案後再教唱，最後再將本課句型做統整複習。</p> <p style="text-align: center;">----- 第四節結束----</p> <p>活動十：繪本教學-“this is the way we go to school”</p> <p>老師帶領學生閱讀本課相關主題繪本-“This is the way we go to school”，並小組(四人異質分組)完成附錄九 reading report 學習單，並分享論討。</p> <p style="text-align: center;">----- 第五節.第六節結束-----</p> | <p>20</p> <p>20</p> <p>15</p> | <p>活動七： 1.附錄六 Storytime 學習單 2.主教材之電子書</p> <p>活動八： 附錄七 Phonics 學習單</p> <p>活動九： 1.繪本 We all go traveling by 之影音檔 mp3 2.附錄八 I spy&Review 學習單</p> <p>活動十： 1.繪本 “This is the way we go to school” 2. 附錄九 reading report 學習單</p> | <p>活動七 1. 學習單完成度 2. 口頭評量</p> <p>活動八 1. 紙筆評量 2. 小組合作</p> <p>活動九 1. 口頭評量 2. 紙筆評量</p> <p>活動十： 1. 小組合作參與程度 2.學習單完成度</p> |
| <p>指導要點及注意事項</p> | <p>本教案採資訊融入教學</p> | | | |

活動照片

Class: 602 Number: 22 Chinese Name: English Name:

Transportation

You can drive a car

You can drive a truck

You can ride an auto- train

or in a bus

How do you get from A to B?

Over land, through the air or on the sea

You can ride a scoter

You can ride a bike

You can ride on a unicycle if you like

How do you get from A to B?

Over land, through the air or on the sea

You can sail a yacht if the wind is right

Or inside the submarine if it is water tight

You can fly a plane way up in the sky

Or a helicopter if you want to try

How do you get from A to B?

Over land, through the air or on the sea

You can catch a taxi if you have a fair

Or you can walk from here to there

How do you get from A to B?

Over land, through the air or on the sea

You can fly a racket ship if you have been taught

But first you have to change to be an astronaut.

How do you get from A to B?

Over land, through the air or on the sea

How do you get from A to B?

Over land, through the air or on the sea

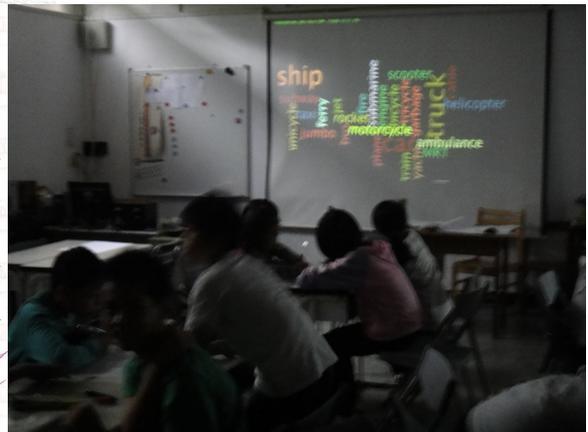
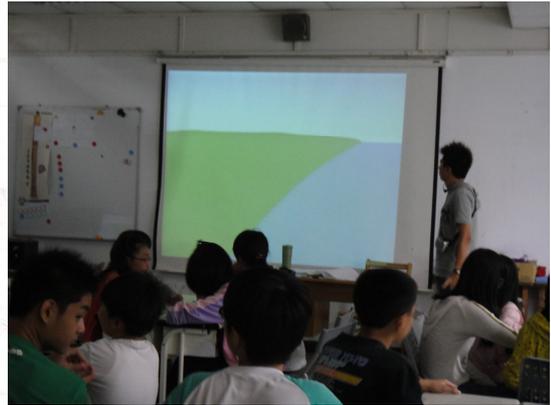
http://www.youtube.com/watch?v=2c68qD_NEXQ

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GOO!



活動說明: 歌曲教唱/Wordle

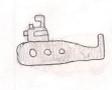
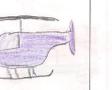
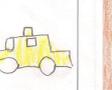


活動成果: 歌曲表演/韻文表演

活動說明: 單字教學

Class: _____ Number: _____ Chinese Name: _____ English Name: _____

Transportation 2

| | | | |
|--|--|--|--|
| 1.  | 2.  | 3.  | 4.  |
| 5.  | 6.  | 7.  | 8.  |

1. submarine submarine submarine submarine submarine
 2. plane plane plane plane plane
 3. helicopter helicopter helicopter helicopter helicopter
 4. taxi taxi taxi taxi taxi
 5. rocket ship rocket ship rocket ship rocket ship rocket ship
 6. scooter scooter scooter scooter scooter
 7. cable car cable car cable car cable car cable car
 8. ferry ferry ferry ferry ferry



Class: _____ Number: _____ Chinese Name: _____ English Name: _____

Transportation 1

| | | | |
|--|--|---|--|
| 1.  | 2.  | 3.  | 4.  |
| 5.  | 6.  | 7.  | 8.  |

1. truck truck truck truck truck
 2. bus bus bus bus bus
 3. train train train train train
 4. bicycle bicycle bicycle bicycle bicycle
 5. unicycle unicycle unicycle unicycle unicycle
 6. tricycle tricycle tricycle tricycle tricycle
 7. yacht yacht yacht yacht yacht
 8. yacht yacht yacht yacht yacht



活動成果：Pictionary-孩子利用圖片和文字結合，讓認識單字有不一樣的方式

Class: 611 Number: 17 Chinese Name: 曾煥馨 English Name: Cindy

Book's Title: This is the way we go to school.

Characters:

- Ellen lives in U.S.A. She walks to school ✓
- Liz and Larry live in U.S.A. They jog to school ✓
- Jenny, Jerry, Pete, and Perry live in U.S.A.
They ride the Staten Island Ferry to school ✓
- Jack and Jill live in U.S.A. They take Cable cars to school ✓
- Michael and Miguel live in U.S.A.
They go to school by EL ✓
- Jake and Jane live in U.S.A. They ride horse-and-buggy to school ✓
- Mitch and Molly live in U.S.A. They go to school by trackless trolly ✓
- Bianca, Beppo, and Benedetto live in Italy
They go to school by vaporetto ✓
- Niels and Solveig live in Norway. They skis to school ✓
- Ahmed lives in Egypt. He walks to school ✓
- Mira lives in Israel. She hops to school ✓
- Sepp and Heidi live in Switzerland they sail through the air to school ✓

Class: _____ Number: _____ Chinese Name: _____ English Name: _____

- Akinyi lives in Kenya. She takes the train to school ✓
- Kay, Fay, Flo, and Joe live in Australia
They go to school by radio ✓
- Mei and Ling live in China. They go to school by bike ✓
- Ram lives in India. She rides high and dry ✓
- William lives in U.S.A. They go to school by boat ✓
- Carol lives in Mexico She takes the town in stride ✓
- Carlos and Luz live in Mexico. They take the town in stride ✓
- Igor and Ilyana live in U.S.S.R. They go to school by Metro ✓
- The Copter passengers live in U.S.S.R. ✓
- The Skidoo passengers live in Canada ✓

1. Where do you live? I live in Taiwan ✓

2. How do you go to school? I go to school by car ✓

Main Idea: The book talks ^{about} every one how to go to school, and where are they live, use different ways




Excellent job! 10/9

活動成果：Reading Report—This is the way we go to school



活動說明:看誰唸得快?孩子們都專注地要把每個單字唸得清楚又快

教學心得與省思(含成效分析、教學省思、修正建議等)

成效分析與修正建議

1. 在“誰是大耳朵”活動中，小朋友提問是否可用畫的，其實也是一種不錯的方式。另外可以再問小朋友，歌曲裏面究竟出現了幾種交通工具？
2. 針對 Power Words & Challenge Words 是否學生需都要背起來，我們的做法是：針對課本的單字要求孩子背，其它單字則是認讀單字，學生可以針對自己能力選擇背誦或認讀，在測驗時，選擇認讀的學生會有提示單可當參考。
3. 活動“看誰唸得快”主要目的是加強學生熟練單字發音，因此，教師可強調活動練習主要是將每個單字唸得很熟，先求精準，才求快，否則，常常孩子為了求快，就忽略的發音這一塊，亦就失去本活動練習的目的。
4. 在做同儕互評時，應該先將“尊重”的觀念帶給學生，請學生尊重台上每位表演者，另外，在做完同儕互評後，可請學生分享他們心中最棒的表演是哪一組。
5. 在做聽力歌曲練習“**Song- We all go traveling by**”時，其實對學生是有相當的難度，因此。在教唱前，可以舉例一些形容詞加名詞的概念給孩子，再做聽力練習，學生會比較容易聽到關鍵字。
6. 在做繪本“*This is the way we go to school*”教學時，可適時將國家文化帶入教學中，例如有些國家會有遠距教學，有些國家則是搭乘直昇機上學，可和學生一起探討原因。另外，學習單的重點是讓孩子去更清楚每個主角是怎麼去上學的，因此，可以先將主要句型寫在黑板“_____ goes to school by _____”“_____ (VERB) to school.”，學生在答題時會比較容易。

教學省思：

這份創新教案的成果，主要是在參加過很多不同研習後，把一些實際在教學上可行的活動再加上一些巧思彙整而成。我們其實一直在思考，在程度不一的班級中，怎麼讓程度好的學生學起來有趣，對於程度較落後的學生學起來又不會挫折連連。所以在設計本課課程時，花了不少時間，將平常所學到的教學技巧與一些教學資源統合出許多不一樣的活動。用主題式的方式出發，讓孩子覺得英語課不再學習課本的東西（其實，孩子在無意間，早就將課本的句型精熟了！）因此，教學的目的在於讓學生在上課同時，能享受學習，快樂學習，在他們臉上看到久未出現的笑容，我們也深信，用主題式教學方式再帶入主教材學習，可以提高孩子學習英文的興趣。

參考資料

1. 參考書目

- 臺北縣英語教學小偏方-英語補救教學英文字母篇(方淑鳳、林姿妤)
- 繪本 This is the way we go to school
- 繪本 We all to traveling by

2. 引用媒材

- 主教材- Textbook Hello, Darbie 7 (CD 與電子書)
- Song “Transportation Song by Peter Weatherall” from youtube:
http://www.youtube.com/watch?v=2c68qD_NExQ
- 製作 Visualization Art From website <http://www.wordle.net/create>
- 繪本 We all go traveling by 之影音檔 mp3

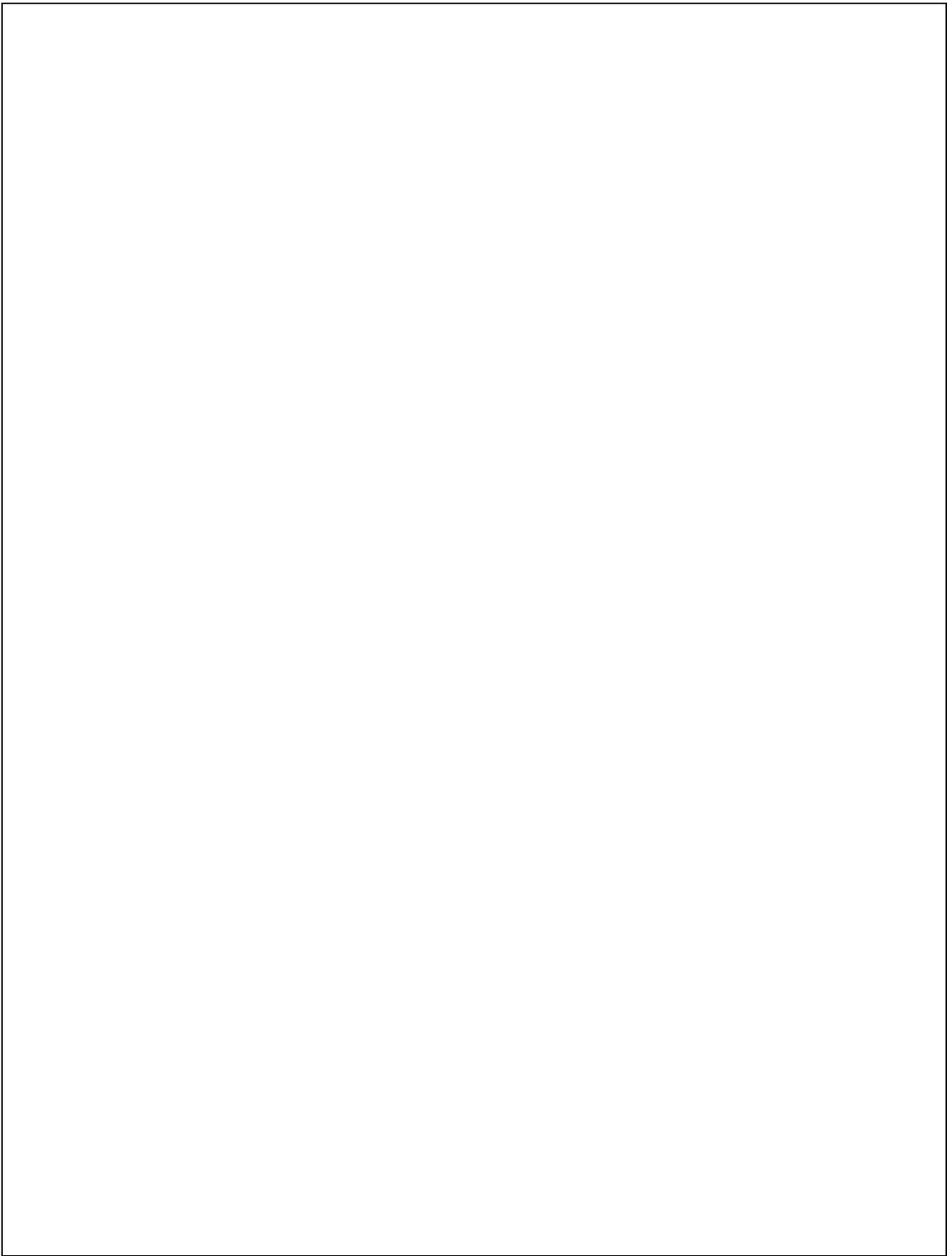
- 發音學習單改編自 <http://www.phonics.net.au/images/phonic-sounds-i-ie-y-ie12.jpg>

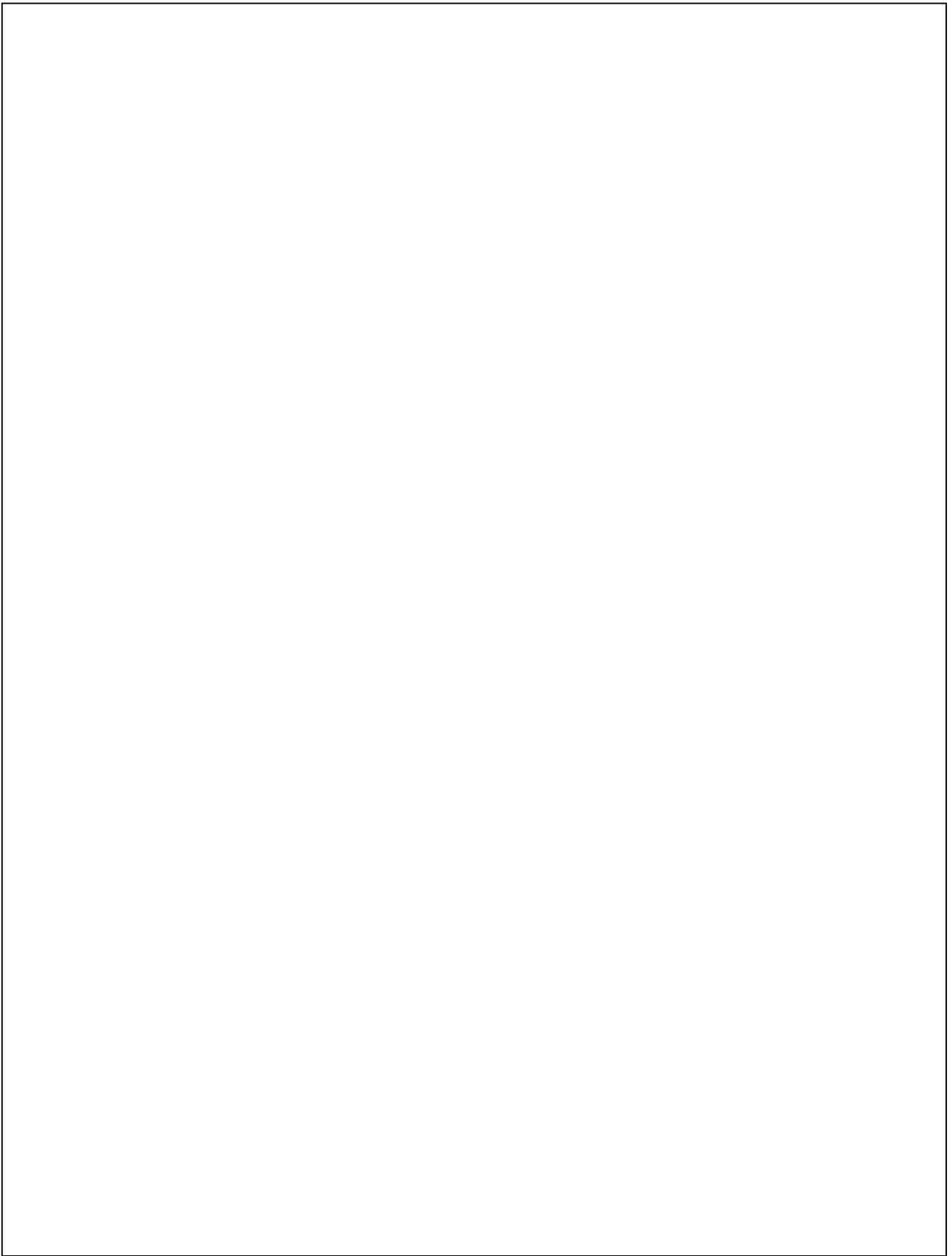
附錄一：Power words & Challenge Words PPT example

| | | | | | | |
|--|---|---|--|---|--|---|
|  <i>car</i> |  <i>truck</i> |  <i>train</i> |  <i>bus</i> |  <i>unicycle</i> |  <i>bicycle / bike</i> |  <i>tricycle</i> |
| ☆ 1 ☆ | ☆ 2 ☆ | ☆ 3 ☆ | ☆ 4 ☆ | ☆ 5 ☆ | ☆ 6 ☆ | ☆ 7 ☆ |
|  <i>yacht</i> |  <i>submarine</i> |  <i>plane</i> |  <i>helicopter</i> |  <i>taxi</i> |  <i>rocket ship</i> |  <i>scooter</i> |
| ☆ 8 ☆ | ☆ 9 ☆ | ☆ 10 ☆ | ☆ 11 ☆ | ☆ 12 ☆ | ☆ 13 ☆ | ☆ 14 ☆ |
|  <i>cable car</i> |  <i>ferry</i> |  <i>garbage truck</i> |  <i>subway</i> |  <i>MRT</i> |  <i>fire engine</i> |  <i>ambulance</i> |
| ☆ 15 ☆ | ☆ 16 ☆ | ☆ 17 ☆ | ☆ 18 ☆ | ☆ 19 ☆ | ☆ 20 ☆ | ☆ 21 ☆ |
|  <i>jumbo jet</i> |  <i>motorcycle</i> |  <i>ship</i> | | | | |
| ☆ 22 ☆ | ☆ 23 ☆ | ☆ 24 ☆ | | | | |

附錄二: Pictionary example

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |





Unit 3/A How can we get to school?

Class: _____ Number: _____ Name: _____

| | | | | |
|---------|----------|----------|----------|----------|
| car | truck | train | bus | unicycle |
| bicycle | tricycle | yacht | bus | unicycle |
| car | bicycle | tricycle | yacht | train |
| yacht | car | train | unicycle | bicycle |
| bus | yacht | truck | bus | tricycle |

| | 10 秒內 | 11-15 秒 | 16-20 秒 | 20 秒以上 |
|-----|-------|---------|---------|--------|
| 第一次 | | | | |
| 第二次 | | | | |

Unit 4/B How can we get to school?

Class: _____ Number: _____ Name: _____

| | | | | |
|-------------|-------------|------------|------------|-------------|
| submarine | plane | helicopter | taxi | rocket ship |
| scooter | cable car | ferry | ferry | submarine |
| submarine | scooter | cable car | helicopter | rocket ship |
| cable car | rocket ship | ferry | plane | taxi |
| rocket ship | taxi | helicopter | scooter | submarine |

| | | | | |
|-----|-------|---------|---------|--------|
| | 10 秒内 | 11-15 秒 | 16-20 秒 | 20 秒以上 |
| 第一次 | | | | |

| | | | | |
|-----|--|--|--|--|
| 第二次 | | | | |
|-----|--|--|--|--|

Unit 4/C How can we get to school?

Class: _____ Number: _____ Name: _____

| | | | | |
|----------------------|------------|----------------------|-------------|-----------|
| garbage truck | subway | MRT | fire engine | ambulance |
| jumbo jet | motorcycle | ship | ambulance | jumbo jet |
| ambulance | motorcycle | garbage truck | ship | MRT |
| ship | subway | garbage truck | fire engine | jumbo jet |

| | | | | |
|-------------|-----------|--------|------------|-----------|
| fire engine | jumbo jet | subway | motorcycle | ambulance |
|-------------|-----------|--------|------------|-----------|

| | | | | |
|-----|-------|---------|---------|--------|
| | 10 秒內 | 11-15 秒 | 16-20 秒 | 20 秒以上 |
| 第一次 | | | | |
| 第二次 | | | | |

Idea 改編自：臺北縣英語教學小偏方-英語補救教學英文字母篇(方淑鳳、林姿好)
 附錄四

| |
|-----------------------|
| Transportation |
|-----------------------|

You can drive a _____

You can drive a _____

You can ride an auto- _____ or in a _____

How do you get from A to B?

Over land, through the air or on the sea

You can ride a _____

You can ride a _____

You can ride an a _____ if you like

How do you get from A to B?

Over land, through the _____ or on the sea

You can sail a _____ if the wind is right

Or inside the _____ if it is water tight

You can fly a _____ way up in the sky

Or a _____ if you want to try

How do you get from A to B?

Over land, through the _____ or on the _____

You can catch a _____ if you have a fair

Or you can _____ from here to there

How do you get from A to B?

Over _____ through the _____ or on the _____

You can fly a _____ if you have been taught

But first you have to change to be an astronaut.

How do you get from A to B?

Over _____ through the _____ or on the _____

How do you get from A to B?

Over _____ through the _____ or on the _____

Listen More:

http://www.youtube.com/watch?v=2c68qD_NExQ

附錄五

Let's Chant

Can We Get There by Bike?
Mommy, Mommy, we're going to the bank.
Can we get there by (bike, scooter)? (×2)
Yes, yes, you can. If you have one!
Mommy, Mommy, how about the park?
Can we get there by (taxi, car)? (×2)
Yes, yes, you can. If you have money!
Daddy, Daddy, we're going to the zoo.
Can we get there by (bike, car)? (×2)
Yes, yes, you can. But not my car!
Daddy, Daddy, how about the USA?
Can we get there by (taxi, ship)? (×2)
Yes, yes, you can. Take your time.

How Can We Get There?
We're going to the library,
To meet our sister, Mary.
Where is the library? And,
How can we get there?
You can get there by (taxi, train).
But we don't have money.
You can get there by (car, bus).
But it's too crowded.
You can't take a (car, taxi).*
You can't take a (bus, train).*
Oh,* I got it.
You can walk there.*

This is the Way I Go to School (Chant)

| | |
|--|---|
| <p>One, two, three, four, This is, this is the way This is the way I go, This is the way I go to school, I go to school by car. Hey, you, what about you? How do you go to school?</p> | <p>One, two, three, four, This is, this is the way This is the way I go, This is the way I go to school, I go to school by bus.</p> |
|--|---|

Peer Assessment

請仔細聽每組表演，並在表演完以後在每個項度填入分數（1~5）

| | Voice | Intonation | Eye contact | Creativity | Total |
|--------|-------|------------|-------------|------------|-------|
| Group1 | | | | | |
| Group2 | | | | | |
| Group3 | | | | | |
| Group4 | | | | | |
| Group5 | | | | | |

The winner goes to _____ because_____.

Story Time

Listen and Fill in the blanks

King: Gulliver, _____ you very much.

Gulliver: You're _____.

Gulliver: I'm going _____.

Boy & Girl: Oh, that's too bad.

Girl: Here are some _____ for you.

Gulliver: Thank you. Come to _____ some day!

Boy: Can we get there by _____?

Gulliver: No, you _____.

Boy: _____ can we get there?

Gulliver: You can get there by _____.

People: Gulliver, don't _____. We _____ you.

King: Be our _____, please.

A Gulliver_____ / Girl&Boy_____ /

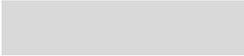
King&People_____

B Gulliver_____ / Girl&Boy_____ /

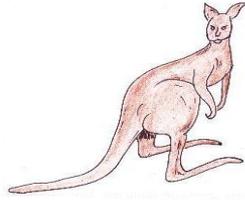
King&People_____

C Gulliver_____ / Girl&Boy_____ /

King&People_____



Read an

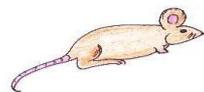
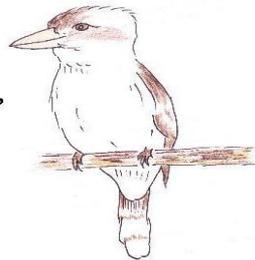


**“Who will bring some food for the party?”
she asked.**



**“I will bring a leaf pie,”
said Koala.**

**“I will fry egg and seed pancakes,”
said Kookaburra.**



**“I will bring a pile of bush biscuits,”
shouted mouse.**

(He had to shout or no-one heard his tiny voice.)

**“I will dry some ripe black berries
and make a dried black berry cake,”
said Parrot, with the fine, colourful feathers.**



Adapted From: <http://www.phonics.net.au/images/phonic-sounds-i-ie-y-ie12.jpg>

| i_e | | ie | | y | |
|-----|--|----|--|---|--|
| | | | | | |
| | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

附錄八 I spy & Review

Part I. Song— We all go traveling by...

I Spy with my little eye, you can hear with your little ear,

A _____ (adj.) _____ (noun) _____ (noun) goes...

A _____ (adj.) _____ (adj.) _____ (noun) goes...

Two _____ (adj.) _____ (noun) go...

And we all go traveling. Bye! Bye! Bye!

And we all go traveling. Bye!

Part II. Dialogue

A: How do you go to school every day?

B: I go to school by _____. What about you?

(I go to school on foot.) / (I walk to school)

A: I take the _____ to school.

(I walk to school)

1. 我每天搭火車上學

2. 我每天坐公車到學校

3. 我每天走路上學

附錄九 Reading Report (2pages)

Book's Title:

Characters:

1. Ellen lives in _____. She _____.

2. Liz and Larry live in _____. They _____.

3. Jenny, Jerry, Pete, and Perry live in _____.

They _____.

4. Jack and Jill live in _____. They _____.

5. Michael and Miguel live in _____. They

_____.

6. Jake and Jane live in _____. They _____.

7. Mitch and Molly live in _____. They _____.

8. Bianca, Beppo, and Benedetto live in _____.

They _____.

9. Niels and Solveig live in _____. They _____.

10. Ahmed lives in _____. He

_____.

11. Mira lives in _____. She _____.

12. Sepp and Heidi live in _____. They _____.

13. Akinyi lives in _____. She _____.

14. Kay, Fay, Flo, and Joe live in _____. They

_____.

15. Mei and Ling live in _____. They _____.

16. Ram lives in _____. She _____.

17. William lives in _____. They _____.

18. Carol lives in _____. She _____.

19. Carlos and Luz live in _____. They _____.

20. Igor and Ilyana live in _____. They _____.

21. The Copter passengers live in _____.

22. The Skidoo passengers live in _____.

1. Where do you live? _____.

2. How do you go to school? _____.

Main Idea: