

附件四：

新北市 105 年度教師以全英語授課教案設計
(參考範例-課程實施後)

設計者 / 服務學校	王瑩琪，湯雅欣，蕭琬霖 頂埔國小	
教案名稱	Countries - We are the world	
教學年級：國小 6 年級	課程上使用之英語比例：95% (使用英語比例係指教師以英語授 課之時間佔總授課時間之比率)	
學生人數：26 人	教學總節數：3 節	公開授課內容為第 1 節
公開授課之時間： 105 年 10 月 18 日 <u>10 時 30 分至 11 時 10 分</u> (第 3 節課)	公開授課之地點： 新北市土城區頂埔國小 <u>迎曦樓 506 教室</u>	

<p>教學目標</p> <p>(請具體寫出學生所須學習的單字或句型)</p>	<p>Goals:</p> <ol style="list-style-type: none"> 1. To recognize countries and their flags 2. To ask where people are from 3. To recognize countries and their foods 4. To say and ask what people eat 5. To introduce friends from other countries 6. To say where someone is from and what he/she eats <p>Target Language:</p> <ol style="list-style-type: none"> 1. Where are you/they from? 2. Where is he/she from? 3. Are you from _____? 4. They eat _____ in _____. 5. This is my friend. He/ She is from _____. 6. He/ She likes to eat _____. <p>Vocabulary:</p> <p>Countries: the UK., the USA, Japan, Taiwan, India, Korea, Italy</p> <p>Foods: fish and chips, hamburger, sushi, tofu, naan, kimchi, pasta</p>
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<p>九年一貫對應 能力指標 (請以本市頒布之 英語課綱敘寫)</p>	<ul style="list-style-type: none"> ◎C1-1-3 能聽懂高年段所習得的詞彙。 ◎C1-1-7 能聽懂教室用語與日常生活用語。 ◎C1-1-8 能聽懂高年段所習得的句子。 ◎C2-1-3 能說出高年段所習得的詞彙。 ◎C2-1-8 能使用高年段的教室用語與日常生活用語。 ◎C2-1-9 能以高年段簡易句型作適當的提問、回答。 ◎C2-1-12 能進行簡易的角色扮演。 ◎C5-1-2 能聽懂及辨識高年段所習得的詞彙。 ◎C5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。 ◎C5-1-5 能聽懂高年段的生活用語，並能作適當的回應。 ◎C5-1-8 能聽懂、讀懂、說出並寫出高年段所習得的句子。 ◎D6-1-1 樂於參與各種課堂練習活動。 ◎D6-1-2 樂於回答教師或同學所提的問題。 ◎D6-1-3 對於教師的說明或演示，能集中注意力。 ◎D6-1-5 能妥善運用情境中的非語言訊息以幫助學習。 ◎D6-1-6 樂於接觸課外英語學習素材 ◎D6-1-7 不畏犯錯，樂於溝通、表達意見。 ◎D6-1-10 在生活中接觸英語時，樂於探究其含意並嘗試模仿。 ◎D7-1-4 能認識外國風土民情。
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	<p>the target language.</p> <p>5. Introducing the target language “Where are you from?” and “I’m from <u>Taiwan</u>.”</p> <p>【Practice】</p> <p>1. Board work. Students come to the board to choose the correct word to fill in the blanks. The teacher gives cues. Ex: Where <u>are</u> <u>they</u> from?</p> <p>2. The teacher tells students how to fill out the passport.</p> <p>【Production】</p> <p>1. Students use the passport to interview their classmates. Ex: “What’s your name?” and “Where are you from?”</p> <p>2. Students write down their classmates’ names and their countries on the passport after interviewing.</p> <p>【Wrap-up】</p> <p>The teacher will draw numbers to find pairs. Both students interview each other on the stage.</p>	<p>10 min</p> <p>8 min</p> <p>2 min</p>	<p>A white board</p> <p>White board activities</p> <p>Passports</p> <p>Passports</p>	<p>1. Please choose the correct word to fill in the blank.</p> <p>2. Let’s make a passport with our own information.</p> <p>3. You will each set a new identity.</p>
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第二節	1. To recognize countries and their foods	<p>【Warm up and Review】</p> <p>1. Students get into groups and write as many activities/abilities as they can in 3 minutes. The teacher writes some ideas on the board and asks students what they can do. Ex: I can read.</p> <p>2. Chain drill. Student one says “I can <u>x</u>.” Student two says what student one said and then says “I can <u>y</u>.” Student three must then repeat after the first two students, etc.</p>	5 min	<p>A white board</p> <p>Paper and pencil</p>	<p>1. Get into groups.</p> <p>2. Write as many activities as you can.</p> <p>3. What can you do?</p>
	2. To review abilities				
	3. To say and ask what people eat				
		<p>【Pre-teaching】</p> <p>1. Viewing a video that introduces different countries’ food.</p> <p>2. Getting students to name the food they saw and other types.</p>	5 min	<p>https://www.youtube.com/watch?v=KWWZ-T_JUSQ</p> <p>A white board</p> <p>chart</p>	<p>1. Let’s watch a video that introduces different countries’ food.</p> <p>2. What food did you see?</p>
		<p>【Presentation】</p> <p>1. Viewing, listening and repeating the country and food names.</p> <p>2. Matching country flags to food.</p> <p>3. Introducing the target language.</p> <p>They eat <u>sushi</u> in <u>Japan</u>.</p>	5 min	<p>Board activities</p>	<p>Let’s match country flags to food.</p>

		<p>【Practice】</p> <ol style="list-style-type: none"> Board work. Students come to the board to choose the correct word to fill in the blanks. The teacher gives cues. Drills. The teacher gives cues, and students have to make appropriate changes to the sentence. <p>【Production】</p> <ol style="list-style-type: none"> Students get into pairs. Each student has a set of country cards and food cards. Students take turns drawing cards to find a food/country match. They must say “They eat ___ in ___.” <p>【Wrap-up】</p> <ol style="list-style-type: none"> The teacher asks students which country’s food they would like to try. Taking a class survey. 	<p>10 min</p> <p>10 min</p> <p>5 min</p>	<p>A white board</p> <p>White board activities</p> <p>Cards</p> <p>A white board</p>	<p>Come to the board and choose the correct answer.</p> <p>1. We will play a game.</p> <p>2. Get into groups.</p> <p>Which country’s food would you like to try?</p>
<p>第 三 節</p>	<p>1. To introduce friends from other countries</p>	<p>【Warm up and Review】</p> <p>The teacher shows different pictures from the vocabulary. The students have to say the names.</p>	<p>5 min</p>	<p>Flashcards</p>	<p>I will show you the pictures and you say the answer.</p>

<p>2. To say where someone is from</p>	<p>【Pre-teaching】 Guessing games. A student comes to the front of the class and gives clues about a country. Ex: People like to</p>	<p>5 min</p>	<p>Flashcards</p>	<p>Come to the front, I'll give you the clues about the country and you guess which country it is.</p>
<p>3. To say what their favorite subject is</p>	<p>eat sushi in this country. The colors of the national flag are white and red. The shape of the country is like a dragon.</p>			
<p>4. To say what they can do</p>	<p>【Presentation】 1. Students watch a video about pen pals from other countries.</p>	<p>5 min</p>	<p>A white board https://www.youtube.com/watch?v=qzLqGcV9a_U</p>	<p>What questions do you want to ask your pen pals?</p>
<p>5. To say what they eat</p>	<p>2. Talking about questions to ask a pen pal. 3. Talking about introducing friends from other countries to your current friends. Model the sentences previously practiced.</p>			
	<p>【Production 1】 1. Students are given a survey sheet with cues on that to ask. 2. The teacher will draw names to find pairs and the students will interview each other and record the answers.</p>	<p>10 min</p>	<p>A white board Survey sheets Passports</p>	<p>1. I'm going to give you a sheet with some cues and questions that you can ask your pen pals. 2. You have to find another partner from another country.</p>

				3. Ask your partner with these questions and fill out the sheet.
	<p>【Production 2】</p> <p>1. Introductions. Students come up in pairs and introduce each other to the class. Ex: This is my friend Bob. He is from Japan. He likes English. He can read. He likes to eat sushi.</p>	10 min		Come to the front of the class with your pen pal and introduce each other to the class.
	<p>【Wrap-up】</p> <p>Asking students which countries they would like to learn about and why.</p>	5 min	A white board	Which country would you like to learn more about and why?

指導要點及注意事項

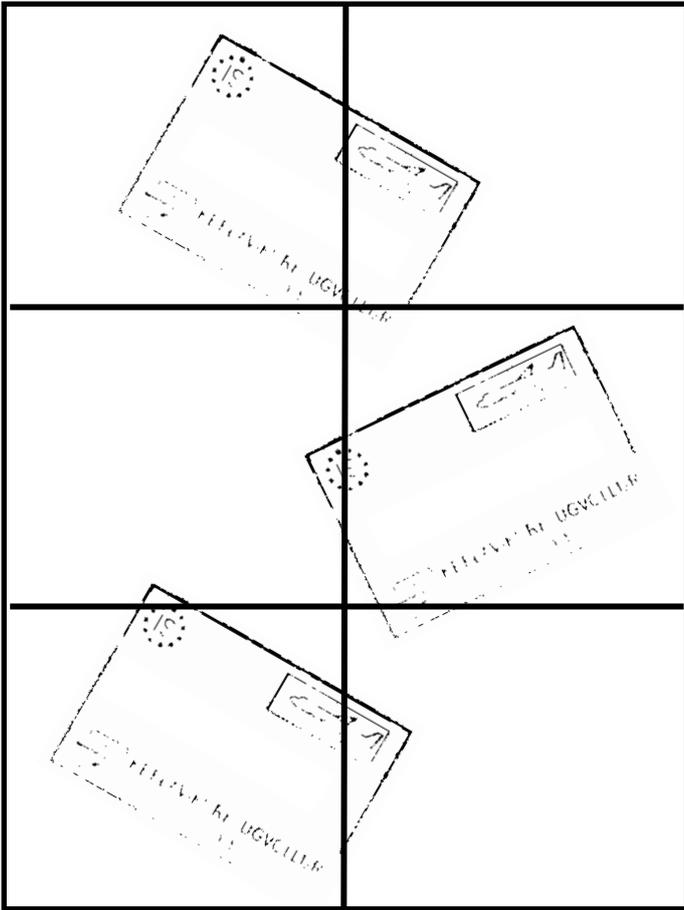
The students need to be familiar with the school subjects and activities before the class.

參考資料

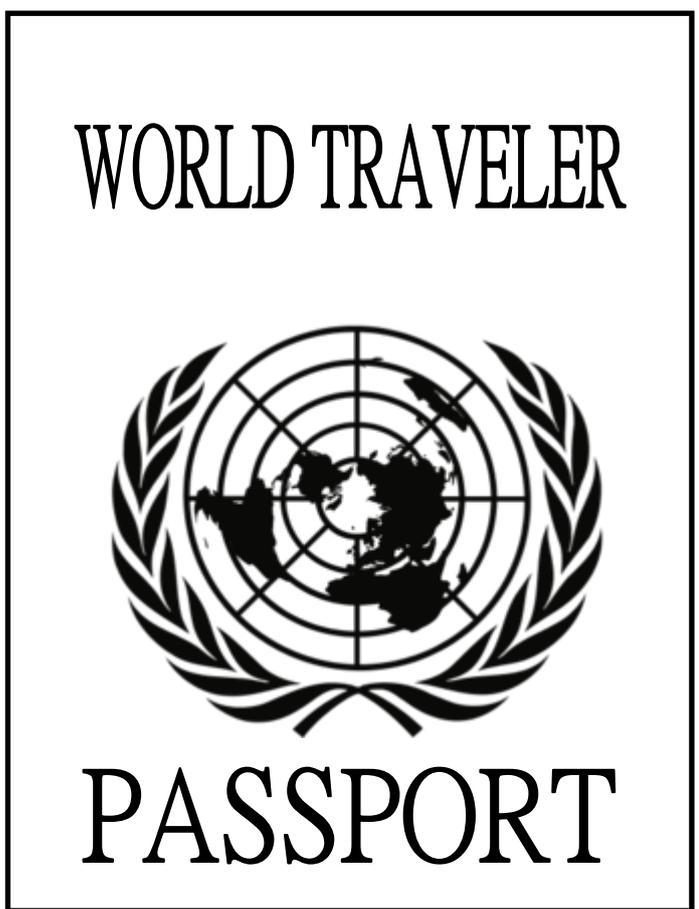
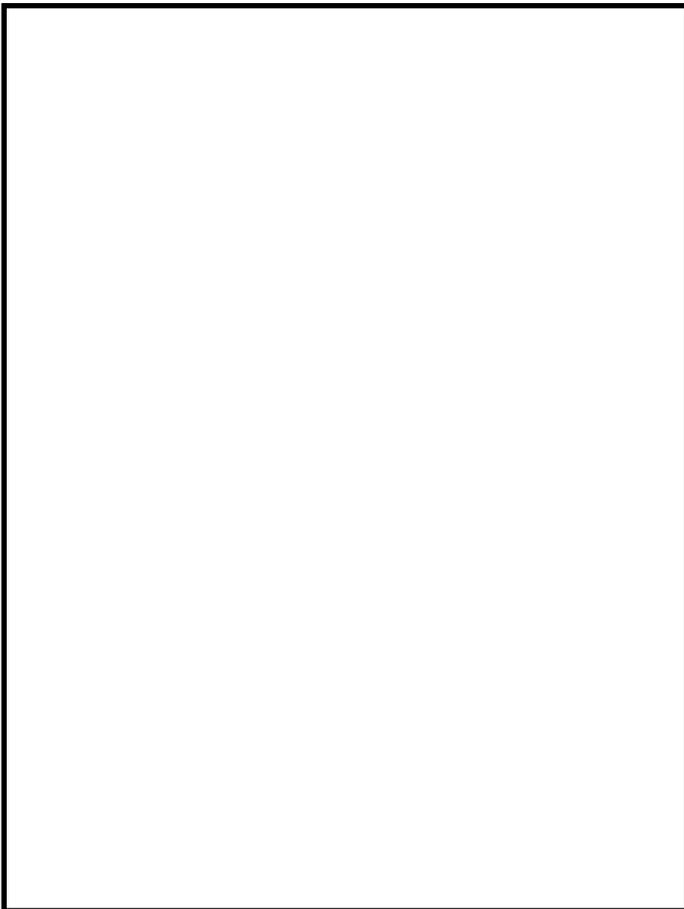
1. Follow Me 7 Student Book (台北市，康軒出版社，民國 105 年)
2. https://www.youtube.com/watch?v=0Khriqu_DI
3. <https://www.youtube.com/watch?v=-9PsgBhtsnE>
4. https://www.youtube.com/watch?v=KWWZ-T_JUSQ
5. https://www.youtube.com/watch?v=qz1qGcV9a_U

附錄

1. Passport work sheet
2. Survey sheet



_____	_____	_____	_____	_____
Name	Country	Favorite food		
_____			_____	_____
			Birthday	Signature



Survey Sheet



1. What's your name?

2. Where are you from?

3. What do you like to eat?

4. What's your favorite subject?

Now you can introduce your friend!

This is my friend _____.

He/ She is from _____.

He/ She likes to eat _____.

His/ Her favorite subject is _____.