

附件四：

新北市 107 年度教師以全英語授課教案設計
(課程實施後)

設計者 / 服務學校	吳麗玲、Sarah Cheung / 英速魔法學院興福校區	
教案名稱	Taiwan Postcards	
教學年級：國小五年級	課程上使用之英語比例：100% (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：24 人	教學總節數：2 節	公開授課內容為第 1 節
公開授課之時間： 107 年 10 月 19 日 14 時 05 分至 14 時 45 分(第六節課)	公開授課之地點： 新北市林口區興福國小 英速魔法學院 203 教室	
教學目標 (請具體寫出學生所須學習的單字或句型)	本教案為結合國小社會領域「文化學習與國際了解－台灣」的 CLIL 教案，教學目標有： 1. To confidently locate and say all the Taiwan cities and counties in English. 2. To identify and say a famous attraction in each location in English. 3. To learn the sentence structure for asking and answering questions related to the vocabulary. 4. To practice answering the questions using the correct sentence structure and the vocabulary. 5. To confidently use this sentence in everyday conversation.	

<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>	<p>C5-1-5 能聽懂高年段的生活用語，並能做適當的回應。</p> <p>C5-1-8 能聽懂、讀懂、說出並寫出高年段所習得的句子。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-2 樂於回答教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 樂於接觸課外英語學習素材。</p> <p>D6-1-10 在生活中接觸英語時，樂於探究其含義並嘗試模仿。</p> <p>D6-1-13 能認真完成教師交待的作業。</p>
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教案名稱：Taiwan Postcards

	教學目標	教學流程及活動設計	時間	教學資源	教師語言
第一節	To confidently locate and say all the Taiwan cities and counties in English.	<p><u>Fitness/Warm Up:</u></p> <p>Introduce myself. Recap camp rules and explain point system.</p> <p>Introduce Taiwan and its attractions by using a video.</p> <p>Explain overall project – making a postcard.</p> <p>Cut and glue the Taiwan map in their notebooks.</p>	5mins	<p>Slideshow</p> <p>Taiwan Map</p> <p>Notebooks</p> <p>Scissors</p> <p>Glue sticks</p> <p>Recycling Bin</p>	<p>Are you ready?</p> <p>Are you finished?</p>
	To identify and say a famous attraction in each location in English.	<p><u>Lesson Focus:</u></p> <p>Using these three steps:</p> <p>1. Arrow (find the shape of the location and the attraction and draw an arrow.)</p> <p>2. Write the city/county name on the line above the attraction.</p> <p>3. Draw a small picture of the attraction next to the words.</p> <p>Identify, speak and write each city/county (17 in total) in English on their map.</p> <p>Introduce, read, speak and draw each attraction from each city on their map.</p>	30mins	<p>Slideshow</p> <p>Pencils</p> <p>Taiwan Map</p>	<p>Where is this?</p> <p>What is this?</p>
	To learn the sentence structure for asking and answering	<p>Introduce ‘conversation’ and the sentence structure: “Where are you going? I am going to _____.” “What are you going to do there? I am going to go to (the) _____.”</p>	10mins	<p>Slideshow</p> <p>Notebooks</p> <p>Pens/Pencils</p>	<p>1) “Where are you going? I am going to _____.”</p> <p>2) “What are you going to do there? I</p>

	<p>questions related to the vocabulary.</p> <p>Students write the question and sentence in their books. Double check that the students have copied it correctly.</p> <p>Closure:</p> <p>Recap the locations and attractions. Ask students if they have followed each of the rules. Give points. Pack up and send kids outside.</p>	5mins	<p>Rubbish Bin</p> <p>Recycling Bin</p>	<p>am going to go to (the) _____.”</p>
第二節	<p>To practice answering the questions using the correct sentence structure and the vocabulary.</p> <p>To confidently use this sentence in everyday conversation .</p> <p>Fitness/Warm Up:</p> <p>Recap introduction with questions.</p> <p>Recap locations and attractions.</p> <p>Revisit the sentence structure.</p> <p>Lesson Focus (Part 1):</p> <p>Introduce a team competition.</p> <p>Students need to raise their hand to answer the question according to the location that is marked or the video that will be played in relation to the attraction, using the correct sentence structure.</p> <p>Lesson Focus (Part 2):</p> <p>Re-introduce ‘Postcards’ and the layout/essential details you need in a postcard. Give students postcards.</p> <p>Go through each detail (e.g. stamp, message, address, picture) and allow students to write their name and fill out the address of their school. Let them color their stamp if they finish early.</p>	<p>10mins</p> <p>20mins</p> <p>15mins</p>	<p>Slideshow</p> <p>Notebooks</p> <p>Slideshow</p> <p>Notebooks</p> <p>Slideshow</p> <p>Postcards</p> <p>Addresses</p> <p>Colored Markers</p> <p>English music</p>	<p>Where is this?</p> <p>What is this?</p> <p>1) “Where are you going? I am going to _____.”</p> <p>2) “What are you going to do there? I am going to go to (the) _____.”</p> <p>What is your first name?</p> <p>What is your full name?</p> <p>What school do you go to?</p> <p>What else can you draw?</p>

		<p>Introduce the picture and show examples of different ways you can draw a picture to describe Taiwan (e.g. inside, outside, one picture, lots of pictures and just the shape).</p> <p>Allow students time to create their own postcard, making sure it has to be in English.</p> <p>Closure:</p> <p>If you have time, host a gallery walk.</p> <p>If not, recap the all the vocabulary, sentence structure and postcard layout. Give points. Pack up and send kids outside.</p>	5mins	Slideshow	
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Differentiation/Modification

Lesson 1 – Taiwan Map: High-level students (Need to write the city, attraction, draw a picture and outline), Mid-level (Need to write the city, draw a picture and outline), Low-level (Need to write the city and outline).

Extra activity – Find the attraction (Have pictures of the attraction and broken pieces of Taiwan and have students match or find the write attraction with the city/county.)

Lesson 2 – Team Competition: High-level students help low-level students to answer the question. High-level students (respond to both questions in one sentence, e.g. “I am going to Taipei to go to Taipei 101.”)

Modification – Shorten the attractions (e.g. Bagua Mountain Buddha Scenic Area = Bagua Mountain OR National Museum of Marine Biology and Aquarium = Aquarium).

Postcards: Address: Low-level students (write their school name only). Mid-level students (write their full school address). High-level students (learn how to write their home address in English).

Stamp: High-level students (create their own postal stamp with a cost etc.)

Message: High-level students (write their own message to themselves).

Picture: Low-level students (need to write ‘Taiwan’ on their postcard), High-level students (write different English phrases or cities/attractions we have learnt on their postcards).

Worksheet 1:

Think in
English



Speak in
English

I don't understand.

我不懂。

I don't know the English.
Can I say it in Chinese?

我不知道這個字的英文。
我可以用中文說嗎？

Can you help me?

你可以幫我嗎？

What is this in
Chinese?

這個字的中文是什麼？

What is this?

這是什麼？

Worksheet 2:

