

附件四：

新北市 108 年度教師跨領域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	吳昭瑩 (板橋國小)、林鈺文 (竹圍國小)、李家怡 (裕民國小)	
教案名稱	繪本教學 - <i>Chicken Clicking</i>	
教學年級：國小五年級	預計課程上使用之英語比例：80% (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	預計公開授課內容為第 1 節
預計公開授課之時間： 108 年 11 月 19 日 14 時 20 分至 15 時 00 分 (第 6 節課)	預計公開授課之地點： 新北市板橋區板橋國小 503 教室	預計公開授課之教師： 姓名：吳昭瑩、林鈺文 服務學校：板橋國小、竹圍國小 專長領域：英語

核心素養	總 綱	A2 系統思考與解決問題 B1 符號運用與溝通表達 B2 科技資訊與媒體素養
	領 綱	英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。 英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。 綜-E-B2 蒐集與應用資源，理解各類媒體內容的意義與影響，用以處理日常生活問題。
學習重點	學習表現	英語領域 *◎1-III-12 能聽懂簡易故事及短劇的主要內容。 ➤2-III-7 能作簡易的回答和描述。 *◎3-III-7 能看懂繪本故事的主要內容。 *◎3-III-9 能藉圖畫、標題、書名等作簡易的猜測。 ◎➤4-III-4 能依圖畫、圖示填寫簡單字詞。 *➤4-III-6 能書寫課堂中所學的句子。

		<p>◎5-III-2 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>➤5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。</p> <p>◎5-III-8 能以正確的發音及適切的速度朗讀簡易故事及短劇。</p> <p>◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。</p> <p>7-III-3 在生活中能把握機會，勇於嘗試使用英語。</p> <p>◎9-III-1 能夠將所學字詞做簡易歸類。</p> <p>綜合領域</p> <p>3a-III-1 辨識周遭環境的潛藏危機，運用各項資源或策略化解危機。</p>
	學習內容	<p>英語領域</p> <p>*◎Ae-III-2 繪本故事、兒童短劇。</p> <p>Ac-III-4 國小階段所學字詞(能聽、讀、說 360 字詞，其中必須拼寫 220 字詞)。</p> <p>◎Ad-III-2 簡易、常用的句型結構。</p> <p>B-III-1 自己、家人及朋友的簡易介紹。</p> <p>D-III-1 所學字詞的簡易歸類。</p> <p>綜合領域</p> <p>Ca-III-1 環境潛藏的危機。</p> <p>Ca-III-2 辨識環境潛藏危機的方法。</p> <p>Ca-III-3 化解危機的資源或策略。</p>
閱讀素養	學習主題及實質內涵	<p>閱讀素養議題</p> <p>閱 III-E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。</p> <p>閱 III-E3 熟悉與學科學習相關的文本閱讀策略。</p> <p>閱 III-E6 發展向文本提問的能力。</p> <p>閱 III-E11 能在一般生活情境中，懂得運用文本習得的知識解決問題。</p> <p>閱 III-E12 培養喜愛閱讀的態度。</p>
具體學習目標		<p>1.能運用先備知識預測文本主題。</p> <p>2.能看懂短文並與自身生活經驗結合。</p> <p>3.能寫出與文本內容相關的單字與句子。</p> <p>已學之字彙: browsing, click, online, log out, log in, username, password, Internet, chat, post, computer, website (電腦類單字)</p> <p>chick, cat, bees, cows, farmer, watch, shoes, boat, camera</p> <p>應用字彙: teapot, motorbike, hive, bull, diamond, handbag, scooter, cart</p> <p>認識字彙: bought (buy), mouse, browse, swine, frilly blouse</p> <p>應用句型: Chirpy chirpy cheep.</p> <p>She hopped into the <u>farmer's house</u>.</p> <p>She bought <u>herself a diamond watch</u>.</p> <p>4.能積極和小組成員合作，並參與課內英語文學習活動。</p> <p>5.能發揮想像力及運用創造力。</p>

<p>4. What's the book title? 5. Who is the author? 6. Does the story have a happy ending?</p> <p><u>While reading</u></p> <p>1. Storytelling : 利用道具進行故事教學並引導學複習所學過的單字包含 chick, cat, bees, cows, farmer, watch, shoes, boat, camera 以及電腦類單字包含 browsing, click, online, log out, log in, username, password, Internet, post, computer, website (教師將於課程施實前一個月內陸續教授相關電腦類單字。)另外隨著故事發引導學生說出故事中主要單字/片語：bought (buy), teapot, motorbike, hive, bull, diamond, handbag, scooter, cart, chat, online 以及句型 Chirpy chirpy, cheep. She hopped into the <u>farmer's house</u>. She bought <u>herself</u></p>	<p>17'</p> <p>故事道具圖卡</p> <p>應用字彙圖卡及字卡</p> <p>句型條</p>	<p>activities? Listening to music? Watching videos? Shopping? Searching information? Chatting with others? Making friends? Playing games? Please talk to your partner.</p> <p>T: You know what? I'm going to tell you a story about going online. Let's take a look.</p> <p>T: Here is the cover of the storybook. Wow! This cover is really big. What do you see here? A chicken. Right. What's she doing? Can you believe it? She's using the computer. Why? Maybe she is playing games. Maybe she is shopping. Good guesses.</p> <p>T: What is the book title? Yes, <i>Chicken Clicking</i>. Do you know the story Chicken Licken/ Henny Penny? Who is the author? Tony Ross and Jeanne Willis. Does the story have a happy ending?</p> <p>T: Let's get started. Once upon a time, there was a little chicken. What color is it? "Yellow." What do chickens say? Everybody says "Chirpy, chirpy, cheep". What do you see now? Yes, it's a house. Whose house is this? Everybody please take a guess. Is it my house? Karen's house? No is not Karen's house. It's the farmer's house.</p> <p>T: What did the chicken do? Yes, the chicken hopped into the farmer's house. Everybody says "She hopped into the <u>farmer's house</u>." What was the farmer doing? He was sleeping. And she went inside the house. Now, she's in the house. What do you see here? A cat. What is the cat doing? Sleeping?</p>
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a diamond watch. 而當教師做出小雞叫的動作時，則請學生唸出故事中小雞的叫聲“Chirpy, chirpy, cheep”.

2. Matching Game :

故事進行時，一邊利用黑板上的圖卡，一邊揭示故事中單字 teapot, boat, motorbike, hive, bull, diamond, handbag, scooter, cart 並進行配對活動。

3. Comprehension checking:

利用圖片、問題和動作確認學生理解主要句型，如：She hopped into the farmer's house.

She bought herself a diamond watch.

4. Discussion:

隨著故事的情節發展教師進行提問，並且根據提問內容適時請學生用小白板討論，並告訴學生討論時儘量用英文但也可以用中文討論。

(討論 1) 當小雞打開電腦時，請學生討論小雞將會上網做什麼？教師提供幾個例子如 playing games, searching information, shopping, reading, listening to music 並請學生將討論後的答案與全班分享。

小白板

That's right. So she passed the cat.

What do you see here now? A computer. What was she going to do with the Computer? Wow! She clicked on the computer with a mouse.

Everybody, do you remember what does chicken say? Yes. Cheepy, chirpy, cheepy. Click! She had a little browse.

What would happen next? What did she do? Now take out your white board and markers. Talk to your partner.

What online activity did she do?

Playing games? Searching

information? Shopping? Reading?

Listening to music? Write down your group answer and tell me two minutes later. Let's see who is right. Ready.

Go.

Time's up. Team one/ two/ three/ four/ five/ six/ seven, please tell us your answer. Well done!

Team seven, you're right. What do you see here? A teapot and a frilly blouse.

See. Online shopping! Everybody says "She bought herself a teapot."

Everybody say "She bought herself a frilly blouse." (Teacher takes out

sentence strips.) And what else? A motorbike. Say "She bought herself a motorbike." And a hive of bees. Can you believe it?

T: Who is he? (Teacher takes out the picture of the farmer) Right! He is the farmer. Who's she? (Teacher takes out the picture of the farmer's wife.) She's the farmer's wife. Was the farmer happy with the motorbike? No, he didn't buy anything at all. There must be something wrong with the computer. The farmer scratched his

(討論 2)當小雞開始不斷的買東西時，教師故事停在買完 a hive of bees 然後接著拿出 cars, cart, scooter, diamond watch, boat, skates 等圖卡/字卡請學生猜測接下來小雞會分別買給自己或是其他動物什麼？小組討論後並將答案寫在白板上

head and said, “Did I really order this?” “Did I really buy this?”

T: What did the chicken buy next?
A hundred handbags! Everybody say “She bought herself a hundred handbags.” (Teacher takes out sentence strips.) She bought shoes from MOMO website. She bought shoes from yahoo and PCHOME websites. Oh my goodness! She bought shoes from every site.

T: Do you like to shop online? This little chick loved to shop online. Here are some items including diamond watch, cart, scooter, skates, and cars. What did she buy next? Please work in a group of four. Turn and talk to your partner. Write down your answer on the whiteboard and tell us your answer after two minutes. OK. Time’s up.
Team one/ two/ three/ four/ five/ six/ seven. Please share your answer with us. Super, team five! You’re right. The chicken bought a diamond watch for herself. Everybody say “Click!” (Teacher says tick tock.) She even booked a holiday for the bull in Spain. Everybody say “Click!” (Teacher pretends typing and clicking on the mouse.)

T: There are some cows here. How many cows do you see? Four. Good job. Think about it. What did the chicken buy for the cow? We have four items left here including cars, scooter, skates and cart. Talk to your partner and write down your answer. Two minutes for you. Ready. Go. OK. Time’s up. Team one/ two/ three/ four/ five/ six/ seven. Please share your

answer with us. Way to go, team two!
You're right. The chicken bought a car
for the cows. Everybody say "Click!"
(Teacher pretends typing and clicking
on the mouse.)

T: What about the sheep? (Teacher
takes out the picture card of sheep.)
How many items/ answers are left
here? That's right. Three. Talk to your
partner and write down your answer.
Two minutes for you. Go! OK. Time's
up. Team one/ two/ three/ four/ five/
six/ seven. Please share your answer
with us. Fantastic team one! You're
right. Say "The chicken bought
scooters for the sheep." Everybody say
"Click!" (Teacher pretends typing and
clicking on the mouse.)

T: What about the swine? (Teacher
takes out the picture card of swine.)
How many items/ answers are left
here? That's right. Only two. Talk to
your partner and write down your
answer. Two minutes for you. Go! OK.
Time's up. Team one/ two/ three/ four/
five/ six/ seven. Please share your
answer with us. Cool! Team seven!
You're right. Now, all together say
"The chicken bought skates for the
swine." Everybody say "Click!"
(Teacher pretends typing and clicking
on the mouse.)

T: What do you see here? (Teacher
takes out a picture card of a horse.) A
horse. Since we have only one answer
left here. So...do you know what the
chicken bought for the horse? Bingo!
A cart! Everybody say "Click!"
(Teacher pretends typing and clicking
on the mouse.)

(討論 3)

當故事進行到高潮點時，也正是劇中小雞未告知父母而準備與聊天已久的網友見面時暫停說故事，請學生四人一組討論小雞接下來應該怎麼做。小組討論後將答案寫在白板上並與全班分享。

T: Now do you remember what she bought? Skates, cart, scooters...

T: Well, she had done enough online shopping, hadn't she? What else could she do except for shopping?

Turn and talk to your partner. Any one who wants to share with us? Wow.

Playing games. Good. Making friends. Excellent. She feels lonely. She wants to make friends online.

T: Do you have friends online?

Now she bought a camera. Everybody say "Click!" "She bought herself a camera." (Teacher pretends typing and clicking on the mouse.) Why a camera? Because a she had to upload her picture to make friends. Was it working? Yes. She had a friend online. And this her picture. (Teacher takes out another picture of a chicken.) Are you sure the little chick's friend was a chicken, too? Oh... some say "yes." Some say "no." Good thinking.

T: They chatted a lot online. They had a lot to talk and they liked each other. And they wanted to see each other.

So the little chicken dressed beautifully with everything she bought online. What did she do next? Think about it. Good guess! You know what?

The little chicken went to see her online friend. Did she tell her mom?

No. Did she tell her dad? No. Now what do you want to tell the chicken?

Turn and talk to your partner and write down your answer on the whiteboard.

Three minutes for you. Ready. Go!

T: OK. Time's up. Team one/ two/ three/ four/ five/ six/ seven. Please

	<p>After reading</p> <p>Comprehension Questions: 故事結束後，教師進行分層提問並利用閃示卡 Who, What, When, Where, How, Why, If 引導學生思考</p> <ol style="list-style-type: none"> 1. Who is in the story? 2. Whose house is it in the story? 3. When did the chicken go into the farmer's house? 4. What did the chicken buy online? 5. What did the chicken do online? 5. What did she buy for the sheep? 6. Who's the chicken's friend online? 7. Why did the little chicken want to make friend online? 8. How did the little chicken buy boats and skates? 9. What happened to the chicken in the end? 10. If you were the little chicken, would you make friends online? <p>【統整與總結 Reinforcement and Wrap-Up】</p> <ol style="list-style-type: none"> 1. 請同學發表今日所學到的單字、句型。 2. 請同學分享故事中最喜歡的句 	<p>10'</p> <p>閃示卡 Who, What, When, Where, How, Why, If</p> <p>5'</p>	<p>share your answer with us. Thank you very much. I really love your ideas! Did she go back? Did she find someone to go with her? Maybe her mom or dad. Did the chick change her mind? Let's see.</p> <p>T: Oh! My! She waited under a tree. And her online friend was a ...fox. The end.</p> <p>T: Now I have some question for you. Let's do Think-Pair-Share activity. The questions are as follows:</p> <ol style="list-style-type: none"> 1. Who is in the story? 2. Whose house is it in the story? 3. When did the chicken go into the farmer's house? 4. What did the chicken buy online? 5. What did the chicken do online? 5. What did she buy for the sheep? 6. Who's the chicken's friend online? 7. Why did the little chicken want to make friend online? 8. How did the little chicken buy boats and skates? 9. What happened to the chicken in the end? 10. If you were the little chicken, would you make friends online? <p>T: Please talk about what you've</p>
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	子或段落。			learned today. Any words or any sentences.
第二節	<p>【Warm-up 引起動機】</p> <p>1. 問候學生。</p> <p>2. 故事接力 Re-read the story:</p> <p>(1) Whole class reading：教師以投影片分前後二段(如附件一 <i>Chicken Clicking</i> 故事朗讀投影片)，前段帶全班學生唸讀故事。請學生唸投影片中的紅色部份(紅色部份依學生的熟悉度增加字數)，教師唸投影片中的黑色部份。</p> <p>(2) Shared- reading：隨學生對故事的熟悉度，教師邀請各組學生輪流朗讀不同紅色的部分</p>	5'	故事投影片	<p>T: Hello. Good morning. How are you? How's the weather today? T: Do you remember the story? Let's read it together. You read the red words or sentences. I will read the black ones. Are you ready?</p>
	<p>【Presentation & Practice 發展活動】</p> <p>網路交友談</p> <p>1. 教師詢問學生是否有像繪本主角一樣的上網交友經驗，請學生分享自己的經驗。</p> <p>2. 若學生沒有上網交友的經驗，教師可展示交友網站的內容，說明交友網站會詢問個人資料，以利其他網友認識自己。</p>	3'		<p>T: The chicken went online to find a friend. Have you ever gone online to find a friend to chat? Can you share with us? T: Let's take a look at this website. (show website) If you want to meet new friends on the website, you have to fill in some personal information, such as your name, nickname, birthday, age, address and hobbies so other people can know you better.</p>
	<p>交友配對趣</p> <p>1. 教師說明今天要來模擬網路交友。發下學習單請學生填入個人基本資料。提醒學生不可以讓別人知道自己填寫的內容。</p> <p>2. 差異化教學：教師設計一份模擬網路交友學習單，但是提供不同程度的學生不同的鷹架支持，詳見附件二之學習單。</p>	10'	模擬網路交友學習單(差異化設計)	<p>T: Before you really go on the Internet to make new friends, let's try it here. (Show worksheet) Please fill in your personal information. Don't show it to the others. T: Please use the pencil to write down your English name in the back of the worksheet. T: If you're done, please hand in to</p>

3. 請學生在學習單背面角落用鉛筆輕輕的寫上英文姓名。
4. 教師收回學習單，並將學習單張貼在教室各個角落。教師可事先邀請導師、科任老師、專輔老師也寫下模擬網友資料，一起張貼在教室內。目的是增加更多虛擬角色，後續讓學生覺察網路交友資料與真實身份的落差。
5. 教師發給每位學生三張貼紙，請學生在教室走動，觀看學習單的基本資料。從中選出三位最想結交的模擬網友資料，並貼上貼紙。
6. 針對受歡迎的模擬網友資料，請學生分享為什麼想結交這些網友。
7. 公開這些受歡迎的網友的真實身份。讓學生感受在網路交友的過程中，會因為網路的匿名特性而跟現實世界有很大的落差。

個資細談

1. 播放新聞片段，讓學生了解網友在網路上的個資可能是假的，跟現實世界的身份完全不同。若一廂情願相信網友，可能會有不良後果。
2. 教師帶學生討論模擬交友學習單中的哪些資訊屬於個人隱私，這些個人隱私的事可以告訴誰、不可以告訴誰，為什麼？
3. 教師揭示 STOP 四件網路交友要謹慎思考的事。摘自全民資安素養網：
 - (1) Secret-秘密。不要在網路上

每生三張貼紙

7'

me.

T: Now the new friend's information is all around the classroom. I'll give each of you three stickers. Please walk around the classroom to read those information. If you want to make friend with that person, put your sticker on the sheet. OK?

T: Let's take a look. This person Mike is very popular. Who wants to make friend with Mike? Please share with us: why do you want to make friend with him?

T: Moment of truth! Let's find out who this person is.

Mike, please raise your hand.

T: Is the real Mike exactly the person you have in mind?

T: When we surf the Internet, we can always hide behind the screen. We don't have to tell the truth on the Internet.

So maybe the friend you make online is a totally different person in the real world. Let's take a look at this video.

T: Let's look at your worksheet. This is your personal information. Who can you share this information with?

T: When you go online to make friends, always remember STOP: S stands for secret. Don't leave your true personal information to strangers online.

	<p>留下會洩漏自己身份的個人資料，包括真實姓名、電話、地址等。</p> <p>(2) Tell-告知。讓家長知道自己交網友的事實與狀況，若與網友相約見面，也需告知家長網友姓名、約定的時間及地點。</p> <p>(3) Open-公開。與網友相約見面的地點要公開場合，時間也要合乎常理。</p> <p>(4) Person-對象。與網友交往的過程中，若對方出現不尋常的行為，例如要求提出私密的資料，則需提高警覺。</p> <p>【統整與總結 Reinforcement and Wrap-Up】</p> <p>手腦並有趣</p> <p>1. 教師事先用膠帶在地板上貼一長條線，請全班男、女生分別站在線的兩側。教師說出一個網路交友情境及做法，若學生認為教師說的作法是正確的，則往前跨一步。若認為不正確，則留在原地。</p> <p>2. 請學生移動到差異化的組別，教師將差異化設計的網路交友情境及做法分別發給各組，請學生閱讀情境內容後，討論情境內容及做法哪些能做/哪些不能做，並寫在學習單上。</p> <p>3. 請各組學生上台分享。</p>	15'	<p>膠帶</p> <p>網路交友情境與作法圖卡、學習單</p>	<p>T stands for tell. When you planning on meeting your online friends, always tell mom and dad.</p> <p>O stands for open. When meeting online friends, always meet them at public open place. Always meet at normal time. For example, if your online friends ask you to meet at the wooden pathway by the river at 10pm, would you like to go?</p> <p>P stands for person. Not just your online friends, if any of your friends ask you to share secret personal information, please be careful about that person and tell your parents or teacher as soon as possible.</p> <p>T: Do you have any questions about STOP? Let's practice.</p> <p>T: There's a line. Girls please stand at this side. Boys please stand at that side. Look at the picture on the board and listen to what I say. If you think it's correct, please step forward. If you think it's wrong, don't move. Stay where you are.</p> <p>T: Good job. Now please go to your color group. I'll give each group some more pictures and a small reading paragraph. Please work with your group and think which are dos and which are don'ts. Then write them down.</p> <p>T: Can someone share your idea with us?</p>
第三節	<p>【Warm-up 引起動機】</p> <p>複習 STOP 四件網路交友要謹慎思考的事。</p>	5'	Teacher gives 1 point to the group which	T: Take a look at the STOP rules. Talk to your partner about STOP and discuss how to protect yourself when

1. 老師問學生是否記得 STOP，請學生兩兩互相討論使用網路聊天室時如何保護自己，先完成的舉手。
2. 老師巡視教室看學生是否需要協助。

【Presentation & Practice 發展活動】

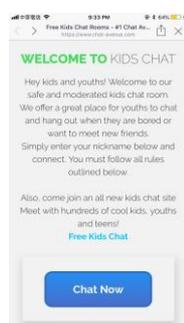
1. 老師發下 iPad，請學生不可以動 iPad，先聽老師指示，請學生登入網站：
<https://www.chat-avenue.com/kidchat.html>。
2. 帶學生體驗加入聊天室聊天，老師說明 FREE KIDS CHAT ROOMS 是一個專門設計給學童跟陌生人聊天的網站。若是有不符合年齡的人士進入會被要求離開且聊天內容也會有專人監督。
3. 老師發下學生上網聊天參考用句 (附件五)(摘錄自新北市國小英語領域課程綱要暨補充規定)，提供給學生線上聊天使用。
4. 學生以客人的身份進入聊天室並和陌生人聊天，請學生依照老師說明的步驟進行，步驟如下：
 - (1). 進入網站後按 Chat Now 會出現(2)的畫面。
 - (2). 選擇 Guest login 後出現(3)的畫面。

15'

學生上網聊天參考用句

has finished discussion.

(1).



(2).



(3).



(4).

using the chat rooms on the Internet. Good job, I am glad everyone can participate and talk about your thought. When you finish, please raise your hand. I will give every group one point.
T: Just ask if you have any questions. Ok, it's a good question. I will go explain to you later.
Teacher walks around the classroom to see if students need help.

T: Everyone has one iPad and put your hands down. Do not touch iPad when I talk, listen to me carefully. Excellent, I can see everyone is doing a good job. Now, I will introduce a chat room to you, you can be a guest and talk to strangers on the Internet. Go on the website as I show on the board,

<https://www.chat-avenue.com/kidchat.html>

Everyone types it carefully; make sure you type it right.

T: FREE KIDS CHAT ROOMS is the app designed for kids to chat online. The system will check and ask people who are over-aged or have unsuitable conversation to leave. So you need to be careful and behave. I'll give the sentences and common English phrases you have learned to you and you can use them when you chat online. Everyone has a piece of worksheet. You can decide which sentences are more suitable for you to use.

Please follow the steps below.
(1). You can see the button "chat now",

(3).請學生想一個使用者名稱，輸入 username 的空格中，按 Login 就可以進入聊天畫面。

(4).可以在下方的格子 Type something 開始聊天。請學生在按下送出鍵時要注意禮貌並且不可以說髒話。

(5). 如果要離開按右上方的綠色雲，出現 Logout，按下即可離開。老師巡視教室並且提供協助。

5. 老師讓學生實際體驗聊天 10 分鐘，教師需限定學生只能聊英文。

6. 教師巡視教室，看學生是否有正確使用英文聊天並善用 iPad。

7. 請學生討論問題如下：

(1)在線上跟陌生人聊天的感受如何？

(2)喜歡線上聊天的感覺嗎？

(3)喜歡線上聊天的方式嗎？

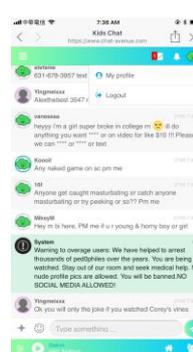
請學生和同伴分享後寫在白板上。老師選出兩組代表跟全班分享。

【統整與總結 Reinforcement and Wrap-Up】

1. 聊天之後讓學生分組用小白板討論以下問題。
問題如下：



(5).



press the button.

(2). Choose ‘Guest login’.

(3). Key in “username” and press “Login” and then you can enter the chat room.

(4). Start to type something in the below square. Remember to be polite and don’t say bad words. T: Think before you click. Remember to say good words.

(5). When you feel bored and want to leave, just press the green button on the top right hand corner. Press “Logout”, that means you leave the chat room.

Teacher walks around the classroom to provide help and reminds students to use English to talk for 10 minutes. T: You should use iPad properly and not to use Chinese.

After 10 minutes, ask students to discuss 3 questions with partner.

- (1) How do you feel when you chat with others on the Internet?
- (2) Do you have fun?
- (3) Do you like the way to talk to people?

Ask students to write down on the whiteboard when they finish discussion. Pick 2 groups to share with the class. Well done, please clap your hands, class. I am happy all of you can focus on the speakers.

T: Let’s discuss the pros and cons of using online chat rooms. Take out your small whiteboard and write down the result after discussion. Here are the questions.

20’

	<p>(1) 生活中有很多交友的方式，你喜歡那一種？</p> <p>(2) 寫下網路交友的好處與壞處。</p> <p>(3) 寫下真實生活中交友的好處與壞處。</p> <p>2. 請學生拿出小白板的討論的結果，利用文氏圖（Venn's diagram）記錄真實的朋友和網路上的朋友的差別和共同點。</p> <p>3. 選出兩組發表並與班上分享。</p>		<p>Q1: There are so many ways to make friends, which ways do you prefer?</p> <p>Q2: Write down the pros and cons of making friends on the Internet.</p> <p>Q3: Write down the pros and cons of making friends in real life.</p> <p>T: Now talk to your partners. Talk about the differences and similarities; write down the points on the Venn's diagram.</p> <p>Teacher picks 2 groups to share their opinions with the class. Well done, I think you really make your points clear and we do enjoy your presentation. Give them a big hand, class.</p>
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附錄（學習單或其他教學相關資料）

附件一：Chicken Clicking 故事朗讀投影片

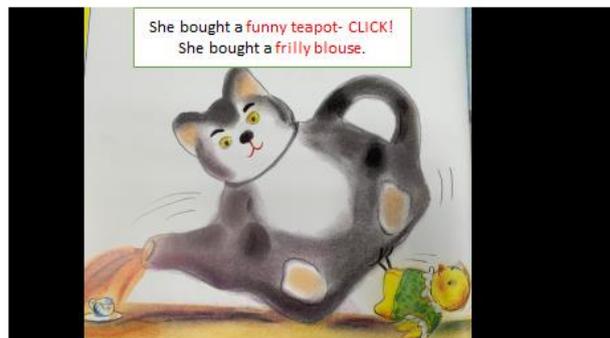
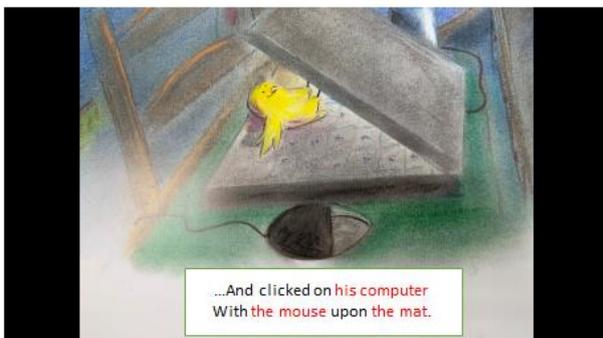
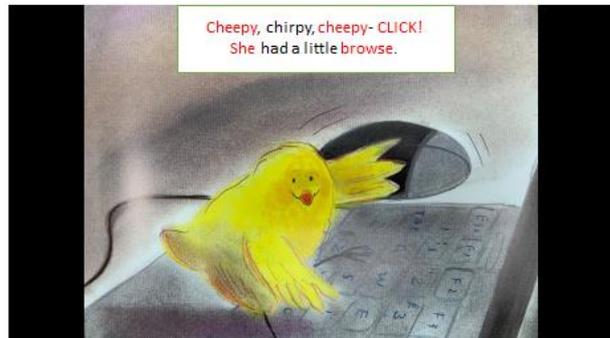
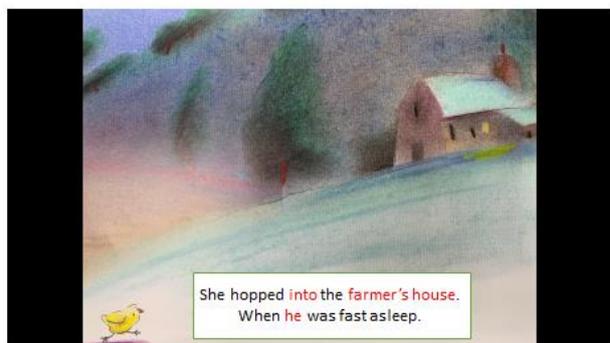
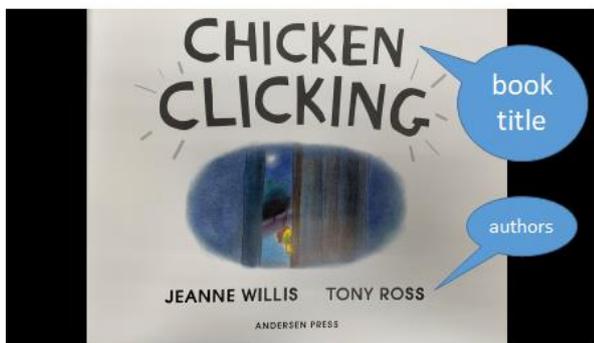
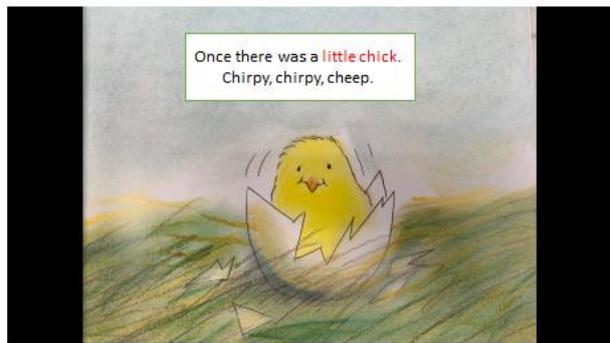
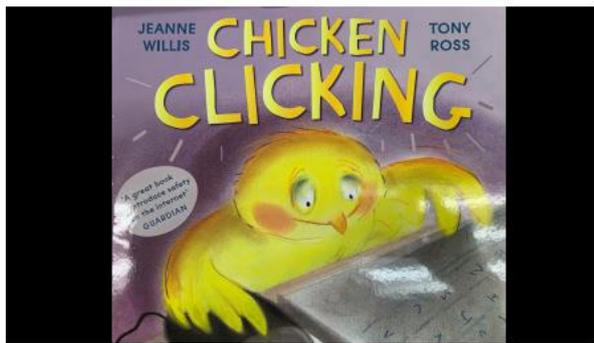
附件二：模擬網路交友學習單(差異化設計)

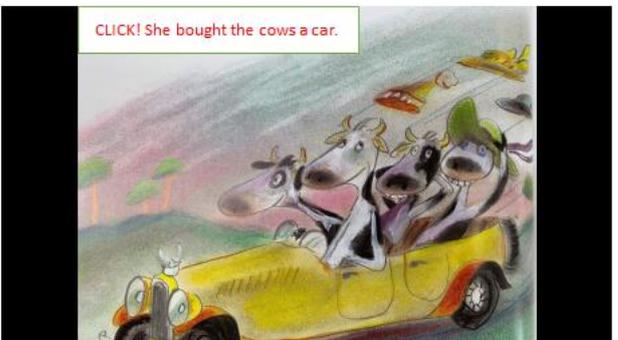
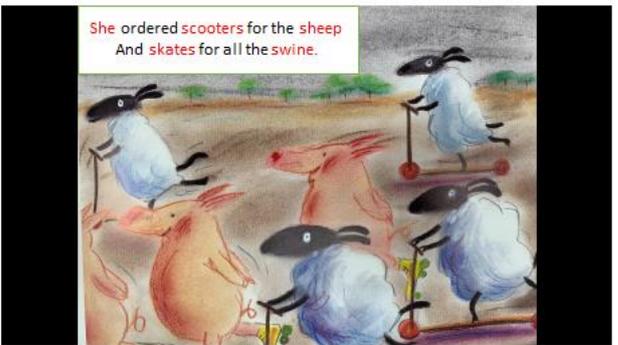
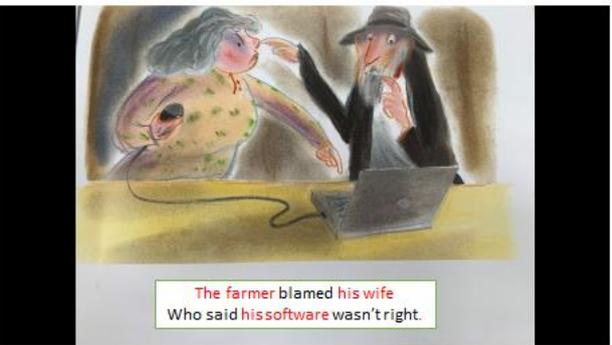
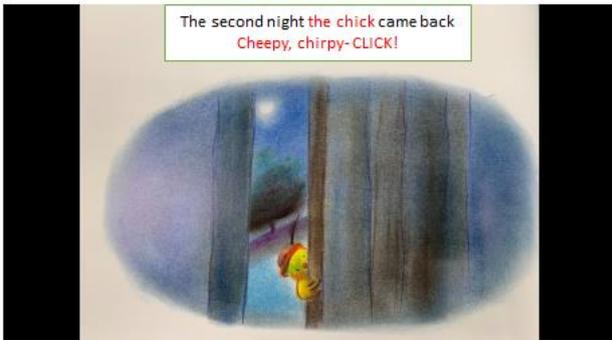
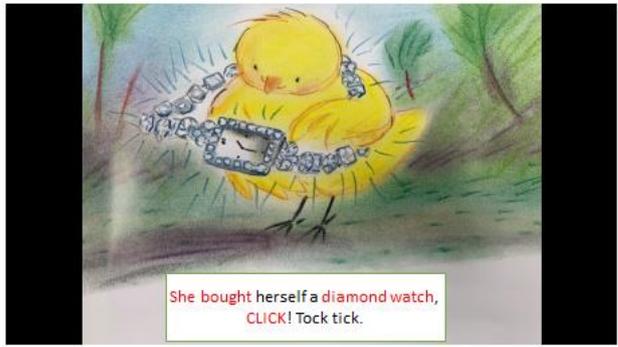
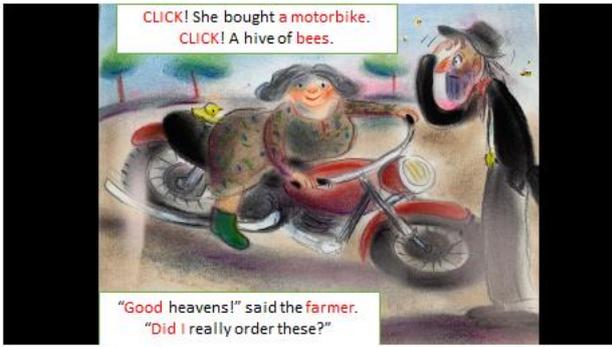
附件三：網路交友情境與作法學習單(差異化設計)

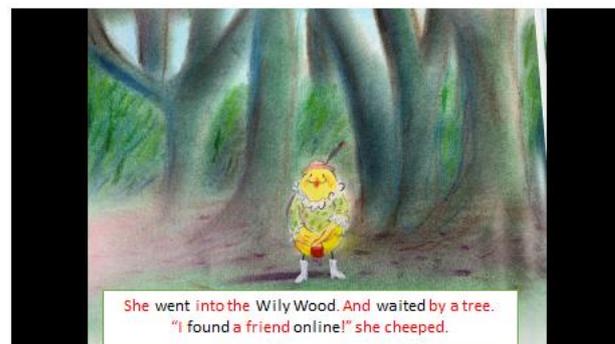
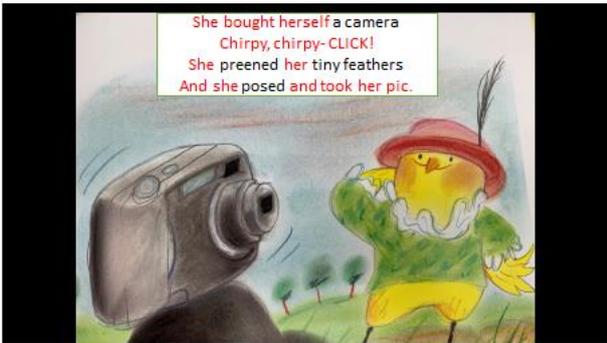
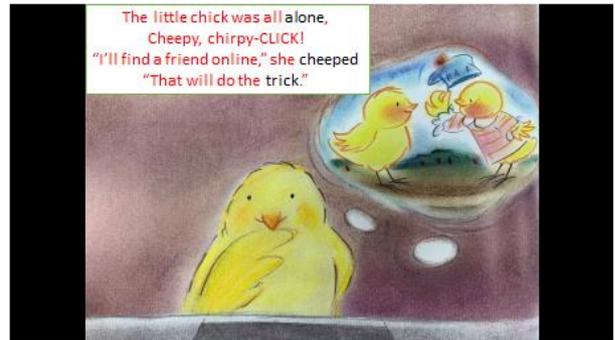
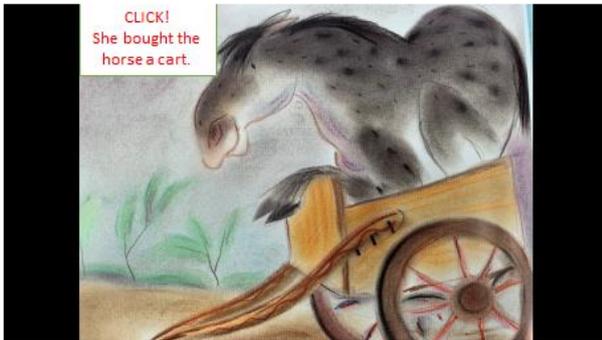
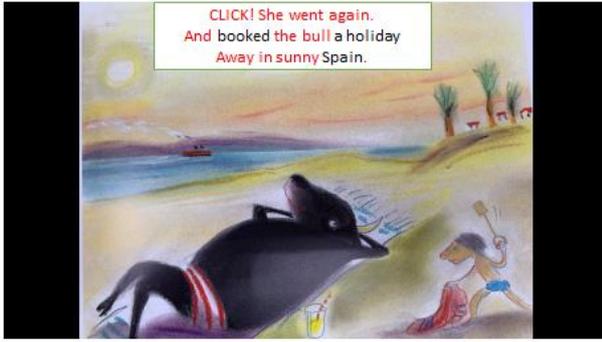
附件四：文氏圖

附件五：學生上網聊天參考用句

附件一：Chicken Clicking 故事朗讀投影片









The End

Let's Meet New Friends Online!

My username is...



My photo

My phone number is...



male / female



I live in...

My email address is...



My birthday is...



_____ / _____
month date

I am _____ years old.



I am _____ cm.

I'm _____ kg.



My job is a...

I like to...



Say something to new friends!

(For basic level)



English	Chinese
birthday	生日
email address	電子郵件地址
female	女性
job	工作
live	住
male	男性
phone	電話
photo	照片
username	使用者名稱

(For intermediate level)



English	Chinese	You can write...	
birthday	生日	Month 月份:	
		January 一月	July 七月
		February 二月	August 八月
		March 三月	September 九月
		April 四月	October 十月
		May 五月	November 十一月
		June 六月	December 十二月
email address	電子郵件地址	abc123@apps.ntpc.edu.tw	
job	工作	student 學生	worker 工人
		teacher 老師	doctor 醫生
		nurse 護士	police officer 警察
		farmer 農夫	taxi driver 計程車司機
		singer 歌手	fire fighter 消防隊員
live	住	Taiwan 臺灣	America/ USA 美國
		Japan 日本	England/ UK 英國
phone	電話	0912-345-678 02-2888-6666	
username	使用者名稱	HandsomeNick123	

附件三：網路交友情境與作法學習單(差異化設計)
(For basic level)

- **1. Read and Talk**

Niki logs into an online chat room.

Online friend: Hey. What's your name?
Niki: My name is Niki. And you?
Online friend: You can call me Mike. What do you like to do?
Niki: Me? I like singing.
Online friend: I like dancing. We should go to a KTV to sing and dance together.
Niki: Sure!

Niki doesn't want to tell Mom and Dad. It's not cool.

- **2. Sort and Write**

- (1) Niki goes to an online chat room.
- (2) Niki tells the online friend her real name.
- (3) Niki wants to go out with the online friend.
- (4) Niki meets the online friend at a KTV.
- (5) Nike doesn't want to tell Mom and Dad about her date with the online friend .

 DOs	 DON'Ts

(For intermediate level)

- **1. Read and Talk**

Danny likes to play online games. He likes to play League of Legends (LoL). He meets a girl there.

Danny: You are a great player! What's your name?
Online friend: You're not so bad too. I'm Irene. And you?
Danny: In LoL, I am DDboy.
Online friend: DDboy? Is that your real name?
Danny: Of course...not. My real name is Danny. Can I see your picture?
Online friend: OK.
Danny: Wow. You look so cute.
Online friend: Thanks. Talk to you later.

The next day, Danny logs into LoL. He hopes to meet Irene again.

Danny: Hey, Irene. What's up?
Online friend: No so good. I feel very sick.
Danny: Do you go to the hospital?
Online friend: No. I don't have money to go to the hospital. Can I borrow some money?
Danny: Sure. I can also take you to the hospital.
Online friend: Just transfer the money to me. We can meet next time.
Danny: OK. Take care.

- **2. Sort and Write**

(1) Danny likes to play online games.

(2) Danny tells the online friend his username.

(3) Danny tells the online friend his real name.

(4) Danny lends some money to the online friend.

(5) Danny wants to meet the online friend.



DOs



DON'Ts

 DOs	 DON'Ts

(For advanced level)

- **Read, Talk and Write**

Kevin likes to read books. He likes to share his ideas about the book online. He goes online by the username “kb2020”.

Kevin: Good evening, guys. What’s up?
Online friend A: Good evening, kb2020.
Online friend B: I read an interesting book yesterday.
Kevin: What’s that about?
Online friend B: It’s about a robot becomes a real boy.
Online friend A: Cool! I want to read about it too.
Kevin: I think I read that book last week. It is so funny.
Online friend A: You make me really want to read it.

Every night Kevin goes to bed late. Sometimes he doesn’t want to go to school in the morning. He wants to stay at home and chat with his online friends.

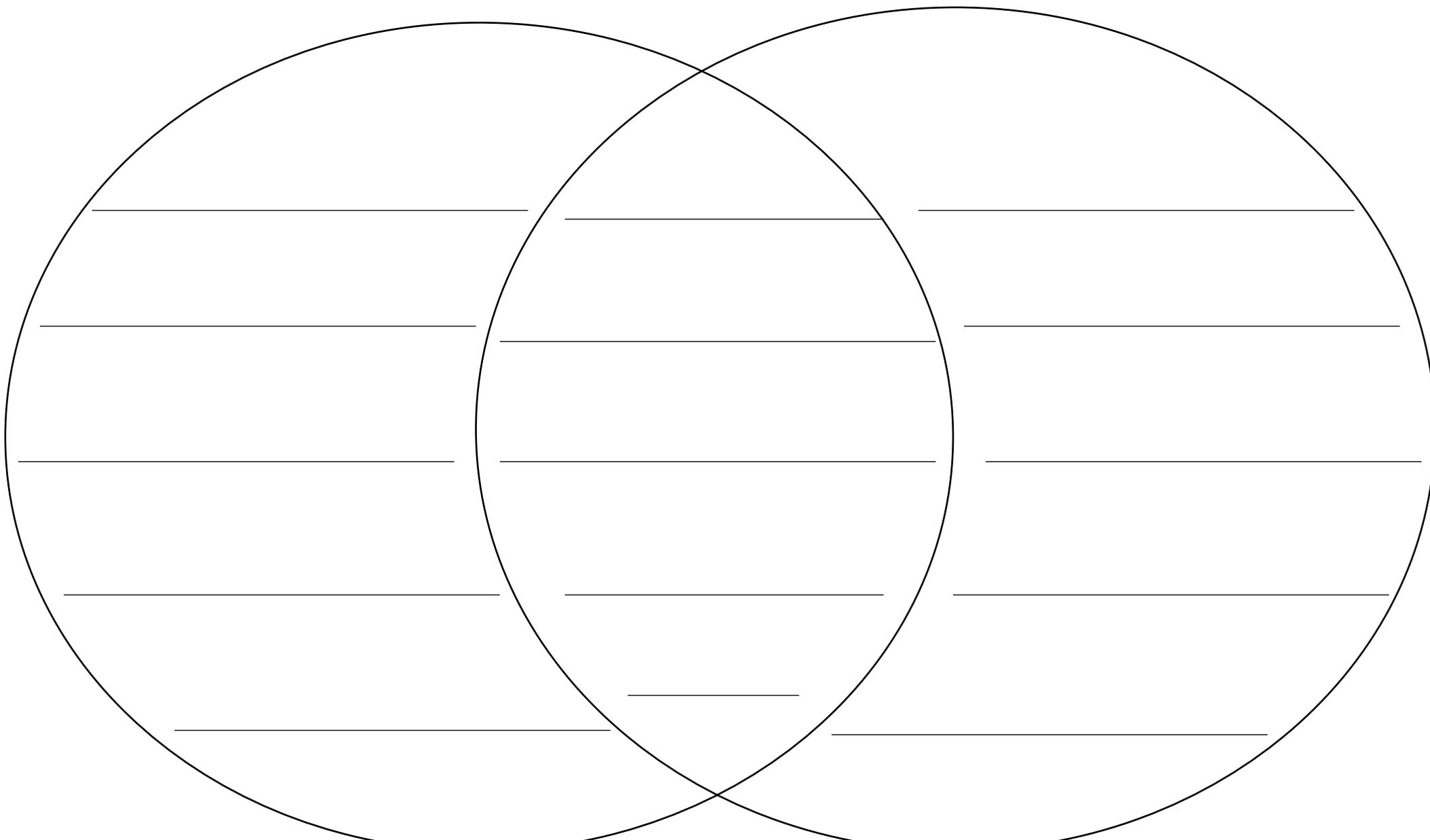
 DOs	 DON'Ts

Class: _____ Number: _____ / _____ Name: _____ / _____

附件四：文氏圖

Online friends _____

Real friends: _____



附件五：學生上網聊天參考用句

小朋友，下面是一些你們已經學過的句子，讓我們比較一下，使用哪些句子，你覺得更容易掌握聊天的技巧，讓你跟朋友的聊天更加成功。問問題時運用 4W1H (where, when, who, what, how)是不是讓你跟朋友的對話可以有比較多發揮的空間呢？大家也可以好好思考這個問題哦。

Where are you from? I'm from (<u>Taiwan</u>).	你來自哪裡？我來自台灣。
How old are you? I'm (<u>ten</u>) years old.	你幾歲？我 10 歲。
What can you do? I / We can (<u>sing</u>).	你可以做什麼？我會唱歌。
What do you want? I want some (<u>cake</u>), please. We want some (<u>juice</u>), please.	你想要什麼？請給我一些蛋糕。請給我一些果汁。
Where is the (<u>cat</u>)? It's by / in / on / under the (<u>box</u>).	貓去哪裡了？牠在盒子旁邊/在盒子裡面/在盒子上面。
Where are you? I'm in the (<u>living room</u>). /I'm at (<u>home</u>).	你在哪裡呢？我在客廳。/我在家裡。
Who's he / she? He is my (<u>father</u>). She is my (<u>mother</u>).	他是誰？他是我的哥哥。她是誰？他是我的媽媽。
Hello! / Hi! How are you? I'm fine. Thank you.	嗨，你好！你好不好，我很好，謝謝你。
Are you OK? I don't know. /I'm good.	你還好嗎？我不知道。/我很好。
Good afternoon. Goodbye! / Good-bye! / See you!	午安！再見。
Are you (<u>tired</u>)? Yes, I am. I'm (<u>tired</u>). No, I'm not. I'm (<u>sad</u>).	你累了嗎？對啊，我累了。/不，我一點都不累。我是難過。
Are you a (<u>student</u>)? Yes, I am. /No, I'm not.	你是一個學生嗎？是的，我是一個學生。/不，我不是。
Can you (<u>swim</u>)? Yes, I can. /No, I can't.	你會游泳嗎？對啊，我會。/不，我不行。
Do you like (<u>cake</u>)? Yes, I do. I like (<u>cake</u>). No, I don't. I don't like (<u>cake</u>).	你喜歡蛋糕嗎？是啊，我喜歡。我喜歡蛋糕。不，我不喜歡，我不喜歡蛋糕。
Thank you, (<u>Danny</u>). / Thanks. You're welcome.	謝謝你。丹尼/不用客氣。
Do you have a / an (<u>apple</u>)? Yes, I do./ No, I don't.	你有蘋果嗎？我有。/不，我沒有。