

附件三：

新北市112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)

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| 設計者 / 服務學校   | 新北市樹林區武林國民小學/ <u>張愛佳</u> 、 <u>王薪媿</u> 、Tertia Mokwena |   |           |
| 教案名稱   | Time Management 時間管理                                  | 領域  | 英語跨(綜合)領域 |
| 教學年級：國小 <u>五年</u> 級  | 預計課程上使用之英語比例： 95 %<br>(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： <u>26</u> 人  | 教學總節數： <u>4</u> 節                                     | 預計公開授課內容為第 <u>1</u> 節   |           |
| 公開授課之時間：<br><u>112年 11 月 9 日</u><br><u>14時 20 分至 15時 00 分</u><br>(第 <u>5</u> 節課) | 公開授課之地點：<br><u>新北市樹林區武林國小</u><br><br><u>雙語教室</u>      | 公開授課之教師：<br>姓名： <u>Tertia Mokwena</u><br>服務學校： <u>武林國小</u><br>專長領域： <u>自然</u> |           |

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| 核<br>心<br>素<br>養 | 總 綱 | <ul style="list-style-type: none"> <li>■ A1身心素質與自我精進<br/>A1 Physical and Mental Wellness and Self-Advancement</li> <li>■ A2系統思考與解決問題<br/>A2 Logical Thinking and Problem Solving</li> <li>■ A3 規劃執行與創新應變<br/>A3 Planning, Execution, Innovation and Adaptation</li> <li>■ C2人際關係與團隊合作<br/>C2 Interpersonal Relationships and Teamwork</li> </ul> |
|                  | 領 綱 | <p>英語領域</p> <p>英-E-A1具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。<br/>E-A1 Possess favorable living habits, promote sound physical and mental development, identify one's aptitudes, and develop potential talents.</p> <p>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</p>  |

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|                            |             | <p>習效能。</p> <p>E-A2 Possess the contemplative ability to explore problems, and through experience and practice, solve problems in daily life.</p> <p>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。</p> <p>E-B1 Possess the basic language competencies (i.e., listening, speaking, reading, writing, and composition) and knowledge of using basic mathematical, scientific, body, and art symbols necessary in everyday life. Be empathetic for others during interpersonal communication.</p> <p>英-E-C2積極參與課內英語文小組學習活動，培養團隊合作精神。</p> <p>E-C2 Possess the ability to understand the feelings of others and show willingness to interact with others and cooperate with group members.</p> <p><b>綜合活動領域</b></p> <p>綜-E-A2</p> <p>探索學習方法，培養思考能力與自律負責的態度，並透過體驗與實踐解決日常生活問題。</p> <p>E-A2 Explore learning methods, develop thinking skills and self-disciplined attitudes, and solve daily life problems through experience and practice.</p> <p>綜-E-B1 覺察自己的人際溝通方式，學習合宜的互動與溝通技巧，培養同理心，並應用於日常生活。</p> <p>E-B1 Aware of their own ways of interpersonal communication, learn the appropriate interaction and communication skills, cultivate empathy, and apply it to daily life.</p> <p>綜-E-C2 理解他人感受，樂於與人互動，學習尊重他人，增進人際關係，與團隊成員合作達成團體目標。</p> <p>E-C2 Understand the feelings of others, engage in interaction with others, learn to respect others, enhance interpersonal relationships, and work with team members to achieve group goals.</p> |
| <p>學<br/>習<br/>重<br/>點</p> | <p>學習表現</p> | <p>英語領域</p> <p>◎ 1-III-6 能聽懂課堂中所學的字詞。</p> <p>◎ 1-III-6 Can comprehend words learned in class.</p> <p>◎ 1-III-7 能聽懂簡易的教室用語。</p> <p>◎ 1-III-7 Can comprehend simple classroom instructions.</p> <p>◎ 1-III-8 能聽懂簡易的日常生活用語。</p> <p>◎ 1-III-8 Can comprehend simple everyday expressions.</p> <p>◎ 1-III-9 能聽懂簡易句型的句子。</p> <p>◎ 1-III-9 Can comprehend sentences of simple structures.</p> <p>1-III-10 能聽懂簡易的日常生活對話。</p>   |

1-III-10 Can comprehend simple everyday conversations.

\* ◎ 1-III-11 能聽懂簡易歌謠和韻文的主要內容。

\* ◎ 1-III-11 Can comprehend the gist of simple songs and rhymes.

2-III-1 能唸出英語的語音。

◎ 2-III-1 Can pronounce English sounds.

◎ 2-III-2 能說出課堂中所學的字詞。

◎ 2-III-2 Can say the words learned in class.

2-III-3 能以簡易的英語介紹自己。

2-III-3 Can introduce oneself in simple English.

2-III-6 能使用簡易的日常生活用語。

◎ 2-III-6 Can use simple everyday expressions.

2-III-7 能作簡易的回答和描述。

2-III-7 Can respond and describe in simple English.

2-III-8 能作簡易的提問。

2-III-8 Can raise questions in simple English.

◎ 2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。

◎ 2-III-9 Can recite simple structures with intelligible pronunciation and appropriate intonation.

3-III-1 能辨識課堂中所學的字詞。

◎ 3-III-1 Can recognize the words learned in class.

3-III-4 能看懂課堂中所學的句子。

◎ 3-III-4 Can understand the sentences learned in class.

3-III-5 能看懂課堂中所學的簡易對話。

3-III-5 Can understand the simple dialogues learned in class.

3-III-6 能看懂課堂中所學的簡易短文之主要內容。

3-III-6 Can understand the gist of simple reading passages learned in class.

4-III-1 能抄寫課堂中所學的字詞。

4-III-1 Can copy write the words learned in class.

4-III-2 能抄寫課堂中所學的句子。

4-III-2 Can copy write the sentences learned in class.

4-III-3 能拼寫國小階段基本常用字詞。

4-III-3 Can spell elementary-level words.

4-III-4 能依圖畫、圖示填寫簡單字詞。

4-III-4 Can fill in simple words according to the clue in a picture or illustration.

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|  | <p>4-III-5 能正確使用大小寫及簡易的標點符號。</p> <p>4-III-5 Can use capital / lowercase letters and simple punctuation marks correctly.</p> <p>5-III-1 認讀與聽寫國小階段字詞。</p> <p>5-III-1 Can recognize, read and take dictation of elementary level words.</p> <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-2 Can recognize the words being read in the textbook.</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-3 Can comprehend verbal and written words and sentence patterns of elementary school level, and use them in everyday communication.</p> <p>◎ 5-III-4 能聽懂日常生活應對中常用語句，並能作適當的回應。</p> <p>◎ 5-III-4 Can understand common expressions in everyday communication and respond appropriately.</p> <p>◎ 5-III-5 能以正確的發音及適切的速度朗讀簡易句型的句子。</p> <p>◎ 5-III-5 Can read aloud sentences of simple structures with correct pronunciation at an appropriate speed.</p> <p>5-III-7 能以正確的發音及適切的速度朗讀簡易對話。</p> <p>5-III-7 Can read aloud simple dialogues with intelligible pronunciation at an appropriate speed.</p> <p>6-III-1 具有好奇心，主動向教師或同學提出問題。</p> <p>6-III-1 Demonstrates curiosity and raises questions to the teacher or classmates.</p> <p>◎ 6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。</p> <p>◎ 6-III-2 Enjoys participating in various class activities and demonstrates openness to trial and error.</p> <p>6-III-3 主動預習、溫習功課。</p> <p>6-III-3 Takes the initiative to preview and review</p> <p>7-III-1 運用已學過字詞之聯想以學習新的字詞。</p> <p>7-III-1 Learns new vocabulary words by associating them with the ones that have been learned.</p> <p>7-III-3 在生活中能把握機會，勇於嘗試使用英語。</p> <p>7-III-3 Makes good use of opportunities to use English in everyday life.</p> <p>◎ 8-III-1 能了解國內外基本的招呼方式。</p> <p>◎ 8-III-1 Can understand how people greet each other at home and abroad.</p> <p>◎ 9-III-1 能夠將所學字詞做簡易歸類。</p> <p>◎ 9-III-1 Can classify into simple categories the vocabulary one has learned.</p> |
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|      | <p><b>綜合活動領域</b></p> <p>1a-II-1 展現自己能力、興趣與長處，並表達自己的想法與感受。<br/>1a-II-1 Students show their abilities, interests and strengths, and express their thoughts and feelings.</p> <p>1b-III-1 規劃與執行學習計畫，培養自律與負責的態度。<br/>1b-III-1 Students plan and implement learning plans to develop self-discipline and a sense of responsibility.</p> <p>2a-II-1 覺察自己的人際溝通方式，展現合宜的互動與溝通態度和技巧。<br/>2a-II-1 Students are aware of their own ways of interpersonal communication and demonstrate appropriate interaction and communication attitudes and skills.</p> <p>2b-II-2 參加團體活動，遵守紀律、重視榮譽感，並展現負責的態度。<br/>2b-II-2 Students participate in group activities, maintain discipline, value honor, and demonstrate a responsible attitude.</p> <p>2b-III-1 參與各項活動，適切表現自己在團體中的角色，協同合作達成共同目標。<br/>2b-III-1 Students participate in various activities, appropriately represent their roles in the group, and work together to achieve common goals.</p> |
| 學習內容 | <p><b>英語領域</b></p> <p>◎ Ab-III-5 所學的字母拼讀規則(含看字讀音、聽音拼字)。<br/>◎ Ab-III-5 Phonics of introduced letters, including reading the letters aloud and spelling out words upon hearing.</p> <p>◎ Ac-III-2 簡易的教室用語。<br/>◎ Ac-III-2 Simple classroom instructions.</p> <p>◎ Ac-III-3 簡易的生活用語。<br/>◎ Ac-III-3 Simple everyday expressions.</p> <p>Ac-III-4 國小階段所學字詞。<br/>Ac-III-4 Vocabulary of elementary level.</p> <p>* ◎ Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。<br/>* ◎ Ae-III-1 Simple songs, rhymes, short passages, stories, and plays.</p> <p>B-III-1 自己、家人及朋友的簡易介紹。 B-III-2 國小階段所學字詞及句型的生活溝通。<br/>B-III-1 Simple introduction of oneself, family and friends. B-III-2 Everyday communication achievable with the vocabulary and sentence structures of elementary school level.</p> <p>◎ C-III-1 國內(外)招呼方式。<br/>◎ C-III-1 Ways of greeting in Taiwan and abroad.</p> <p>◎ D-III-1 所學字詞的簡易歸類。</p>  |

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|                        |                            | <p>◎D-III-1 Simple classification of acquired vocabulary.</p> <p>綜合領域</p> <p>Aa-II-2 自己感興趣的人、事、物。<br/>Aa-II-2 People, things and items that students feel interested in.</p> <p>Ab-III-1 學習計畫的規劃與執行。<br/>Ab-III-1 Planning and execution of a study plan.</p> <p>Ab-III-2 自我管理策略。<br/>Ab-III-2 Strategize self-management.</p> <p>Ba-II-3 人際溝通的態度與技巧。<br/>Ba-II-3 Attitudes and skills in interpersonal communication.</p> <p>Bb-II-1 團隊合作的意義與重要性。<br/>Bb-II-1 The meaning and importance of teamwork.</p> <p>Bb-II-3 團體活動的參與態度。<br/>Bb-II-3 Attitudes of Participating in group activities.</p> <p>Bb-III-1 團體中的角色探索。<br/>Bb-III-1 Role exploration in the group.</p> <p>Bb-III-3 團隊合作的技巧。<br/>Bb-III-3 Teamwork skills.</p> |
|                        | <p>具體學習目標</p>              | <p>The rationale of this unit is to help students recognize their daily routines and schedules in order to make the best use of their time.</p> <p>By the end of the unit, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• tell time in English using analog and digital clocks,</li> <li>• organize and sort weekly activities based on priorities and timelines,</li> <li>• complete a weekly planner showing their activities.</li> </ul>  |
|                        | <p>與其他領域/科目/<br/>議題的連結</p> | <p>綜合課 Integrated Activities Course</p> <p>議題：自我與生涯發展 Self and Career Development</p> <p>主題項目：</p> <p>a. 生涯規劃與發展 Career Planning and Development</p> <p>b. 自主學習與管理 Independent Learning and Self-Management</p>   |
|                        | <p>教學資源/<br/>設備需求</p>      | <p>請參看各節次教學資源之說明。</p>   |
| <p><b>各節教學活動設計</b></p> |                            |   |

| 節次  | 教學活動流程   | 時間   | 教學資源  | 教師語言   |
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| 第一節 | <p style="text-align: center;"><b>【引起動機】</b></p> <p>播放與時間跟活動相關的歌曲開啟上課序幕。利用與學生平時生活習慣雷同的劇情，以及學過的英文字詞引起學生聽與說英語的興趣。</p> <p style="text-align: center;"><b>【發展活動】</b></p> <p><b>Warm up</b><br/>Teacher shows the images of daily routines and leads students to put the routine activities in order.<br/>Teacher puts the flashcards on the blackboard based on the order.</p> <p><b>Presentation</b><br/>1. Teacher points and reads the flashcards one by one on the blackboard and students repeat after her.<br/>2. Teacher reviews how to tell the time.<br/>3. Teacher teaches the sentence pattern.<br/>4. Teacher plays a video from YouTube to introduce the sentences. <u>Activity and Time Video</u><br/>5. Teacher demonstrates the sentence writing.</p> <p><b>Activities</b><br/>1. Students follow the teacher's demonstration and complete the first column in the L2 Daily Routines and Time Worksheet.<br/>2. Students work individually to complete the worksheet.<br/>3. Students discuss their answers with group members.<br/><u>Extension:</u> Students read their daily routine to friends and teachers.</p> | <p style="text-align: center;">5 min</p> <p style="text-align: center;">15 min</p> <p style="text-align: center;">10 min</p> | <p>-Flashcards<br/>- PPT<br/>- YouTube<br/>- L1 Daily Routines and Time Worksheet</p> | <ul style="list-style-type: none"> <li>- Good morning/afternoon, everyone! Today, we're going to learn about the different events that happen in a day and how to describe them in English.</li> <li>- Let's start by talking about the timelines in a day. We have morning, afternoon, evening, and night. Can you repeat after me? Morning, afternoon, evening, and night.</li> <li>- Excellent! Now, let's look at a picture of a typical day. We can see different activities happening from morning to night. Can you identify some of the activities?</li> <li>- Very good! Now, let's practice describing the sequence of events. For example, we can say, "I wake up in the morning, then I have breakfast, and after that, I</li> </ul> |





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|  |  |  |  | <p>I'll give you some prompts, and I want you to complete the sentences with your own daily activities.</p> <ul style="list-style-type: none"> <li>- Wonderful! You're doing a fantastic job expressing your daily routine in English. Now, let's add some time expressions to our sentences. For example, "I brush my teeth at 7 o'clock in the morning." Repeat after me: "At 7 o'clock in the morning, I brush my teeth."</li> <li>- It's time for a fun activity! I'll give you some flashcards with different activities, and I want you to place them on a timeline according to when you usually do them during the day.</li> <li>- Well done, everyone! You have successfully learned to recognize timelines, describe the sequence of events, and use target sentence patterns to express your</li> </ul> |
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| <p>1. Teacher shows 5 activities that she does after-school on a Wednesday. Students raise their hands to give an answer for each activity shown.</p> <p>2. Teacher explains the concept “priority” by categorizing the activities that <b>have to</b> be done; to activities that she just <b>wants to</b> do for leisure.</p> <p>3. Teacher draws a table of <b>have to</b> vs <b>want to</b>, on the chalkboard.</p> <p>4. Students put the activities that they have ticked in activity 1; into the column of “want to” and “have to” on activity 2.</p> <p>5. Teacher writes the answers in activity 2 in a paragraph form.</p> <p>6. Teacher explains the sequencing words in the following paragraph:<br/>First, _____. Next, _____.<br/>Then, _____. After that, _____.<br/>finally, _____.</p> <p><b>Activities</b></p> <p>1. Students follow the teacher’s demonstration and complete the first column in the L2 Daily Routines and Time Worksheet.</p> <p>2. Students work individually to complete the worksheet.</p> <p>3. Students discuss their answers with group members.</p> <p><u>Extension:</u> Students read their daily routine to friends and teachers.</p> <p><b>Production</b></p> <p>1. Students check answers with the teacher.</p> <p>2. Students correct their answers if there’s any error.</p> <p style="text-align: center;"><b>【統整與總結】</b></p> <p>Teacher uses the flashcards to review the sentence and students read the sentences after the teacher.</p> | <p>10 min</p> <p>5 min</p> |  | <p>refers to activities we do for enjoyment and relaxation. Can you give me an example of a responsibility and a leisure activity?</p> <ul style="list-style-type: none"> <li>- Great! Now, let’s talk about our after-school activities. What do you usually do after school? Take a moment to think about it, and then share your ideas with a partner.</li> <li>- Excellent! Now, let’s learn some target words and sentence patterns to describe our after-school activities. Repeat after me: "I do my homework," "I play sports," "I watch TV," "I read a book," "I hang out with friends," and "I take a nap."</li> <li>- Now, let’s practice using these sentence patterns. Work with your partner and take turns describing your after-school activities using the target words we just learned. Begin</li> </ul> |
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|  |  |  |  | <p>with "I" and the activity you do.</p> <ul style="list-style-type: none"> <li>- Well done, everyone! Now, let's add sequencing words to our sentences. These words help us organize our ideas in a specific order. Repeat after me: "First, I _____. Then, I _____. After that, I _____. Finally, I _____."</li> <li>- Let's practice using sequencing words together. I'll give you a prompt, and I want you to complete the sentence using the target words, sentence patterns, and sequencing words. For example, "First, I do my homework. Then, I play sports. After that, I hang out with friends. Finally, I take a nap."</li> <li>- Great job, everyone! Now, let's work on a fun activity. I'll give you a set of picture cards representing different after-school activities. Your task is to arrange the cards in a</li> </ul> |
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|  |  |  |  | <p>logical sequence using the sequencing words we just learned.</p> <ul style="list-style-type: none"> <li>- Fantastic! You're doing an amazing job demonstrating the balance between responsibility and leisure, describing your after-school activities, and using sequencing words. Keep up the good work!</li> <li>- It's time for a speaking and writing activity. In pairs, I want you to create a short dialogue using the target words, sentence patterns, and sequencing words we've practiced. One of you will talk about your responsibilities, and the other will talk about your leisure activities. Use the sequencing words to organize your dialogue.</li> <li>- Wonderful! Now, let's share some of the dialogues with the whole class. Raise your hand if you'd like to</li> </ul> |
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|                      |  |               |  | <p>share your dialogue with us.</p> <ul style="list-style-type: none"> <li>- Before we wrap up, let's reflect on what we've learned today. What are some of the ways you can find a balance between responsibility and leisure in your daily life?</li> <li>- Amazing job, everyone! You have successfully demonstrated the balance between responsibility and leisure, described your after-school activities, and used sequencing words in speaking and writing activities. Keep practicing, and you'll become even more proficient. See you next time!</li> </ul> |
| <p>第<br/>三<br/>節</p> | <p style="text-align: center;"><b>【引起動機】</b></p> <p>讓學生利用課表思考並規劃可進行休閒活動的時間。藉由已學過的活動英語語詞搭配句型提高學生學習動機與興趣。</p> <p style="text-align: center;"><b>【發展活動】</b></p> <p><b>Warm up</b></p> | <p>10 min</p> | <ul style="list-style-type: none"> <li>-PPT</li> <li>-Video</li> <li>-letters flashcards</li> <li>-papers for spelling test</li> <li>- activity terms flashcards</li> <li>- examples of weekly planners</li> <li>- blank B4 paper</li> </ul> | <ul style="list-style-type: none"> <li>- Good morning/afternoon, everyone! Today, we're going to learn how to create a weekly planner to organize our weekly activities and write them in the appropriate days and times in English.</li> <li>- Let's start by discussing why</li> </ul>   |

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| <p>1. Teacher plays the days of the week song: YouTube: <a href="#">Days of the week and weekly activities</a></p> <p>2. Students review the days of the week through rearranging letters to spell the days of the week on their papers.</p> <p>3. Teacher rearranges the words in the correct order for students including sequencing words.</p>  | 10 min |  | <p>it's important to have a weekly planner. Having a planner helps us stay organized and manage our time effectively. Can you think of some benefits of using a weekly planner?</p>  |
| <p><b>Presentation</b></p> <p>1. Teacher shares 3 activities that she likes to do every week. Students raise their hands to give an answer for each activity shown.<br/>Teacher also demonstrates saying "I like to ____ on ____ at ____."</p> <p>2. Teacher shares 3 activities that she likes to do every week. Students raise their hands to give an answer for each activity shown.<br/>Teacher also demonstrates saying "I like to ____ on ____ at ____."</p> <p>3. Teacher models how two people can combine their activities to create a 1 weekly planner. Teachers take turns to put their activities on the right column / day of the week.</p> | 15 min |  | <ul style="list-style-type: none"> <li>- Great! Now, let's learn how to create our own weekly planners. Take out a piece of paper or use the planner template provided. Draw a table with seven columns representing the days of the week and enough rows for your activities.</li> </ul>                                |
| <p><b>Activities</b></p> <p>1. Students cut out 3 activities that they like to do every week.</p> <p>2. Students work in pairs to create their combined weekly planner on a B4 paper.</p> <p>3. Each student says to their partner using "I like to ____ on ____ at ____." sentence pattern.</p>   | 5 min  |  | <ul style="list-style-type: none"> <li>- Once you have your weekly planner set up, let's move on to writing our activities in the appropriate days and times. We'll use time expressions such as "in the morning," "in the afternoon," "in the evening," and "at night" to specify the time of each activity.</li> </ul> |
| <p><b>Production</b></p> <p>Students will work in groups to create a weekly planner and say one sentence.</p> <p><b>【統整與總結】</b></p>  | 5 min  |  |  |

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|  | <p>1. Each group shows their weekly planner and reads one sentence to the teachers.</p> <p>2. Once done, each group will get a completion mark.</p> |  |  | <ul style="list-style-type: none"> <li>- Repeat after me: "On Monday, I _____ in the morning." Let's practice this pattern with different days of the week and different times. I'll give you some prompts, and I want you to complete the sentences with your own activities.</li> <li>- Excellent! Now, let's add more detail to our weekly planner. In addition to the time expressions, we can use verbs like "have," "go," "study," "play," "eat," "sleep," and "do" to describe our activities. Repeat after me: "On Tuesday, I have English class in the afternoon."</li> <li>- Let's practice writing our weekly activities in the appropriate days and times. I'll give you a list of activities, and I want you to write them in your weekly planner accordingly. Remember to use the</li> </ul> |
|--|---|--|--|--|



|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  |  | <p>time expressions and verbs we've learned.</p> <ul style="list-style-type: none"> <li>- Well done, everyone! Now, let's share our weekly planners with a partner. Take turns describing your activities and discussing similarities and differences in your schedules.</li> <li>- It's time for a speaking activity! Work with a partner and take turns asking and answering questions about each other's weekly schedules. Use the sentence patterns we've practiced, such as "What do you do on Mondays in the afternoon?"</li> <li>- Fantastic job, everyone! You've successfully created a weekly planner and written your weekly activities in the appropriate days and times. Keep using your planner to stay organized and manage</li> </ul> |
|--|--|--|--|---|

|  |   |       |  |   |
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|  |   |       |  | <p>your time effectively.</p> <ul style="list-style-type: none"> <li>- Before we wrap up, let's reflect on what we've learned today. How will having a weekly planner help you in organizing your activities and managing your time?</li> <li>- Amazing work, everyone! I'm impressed with how well you've created your weekly planners and written your activities in English. Keep using your planners and practicing expressing your weekly schedules. See you next time!</li> </ul> |
|  | <p style="text-align: center;"><b>【引起動機】</b></p> <p>利用基本學過的字詞與句型搭配歌曲唱誦，提高學生學習與開口說英語的興趣。</p> <p style="text-align: center;"><b>【發展活動】</b></p> <p><b>Warm-up</b></p> <ol style="list-style-type: none"> <li>1. Teacher plays a song: "I Like" from YouTube.</li> <li>2. Review the sentence pattern: "I like to _____ (activity)."</li> <li>3. Review the sentence patterns:<br/>"I have to _____."<br/>"I want to _____."</li> </ol> | 5 min | <ul style="list-style-type: none"> <li>- YouTube</li> <li>- PPT</li> <li>- B4 paper</li> <li>- L4 Writing Worksheet</li> </ul> | <ul style="list-style-type: none"> <li>- Good morning/afternoon, everyone! Today, we'll collaborate on a presentation, prioritize weekly activities, and talk about our favorite activities.</li> <li>- Let's discuss why collaboration is important.</li> <li>- Choose a topic and work together to prepare a presentation.</li> </ul>   |



|  |   |       |  |   |
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|  | <p style="text-align: center;"><b>【統整與總結】</b></p> <ol style="list-style-type: none"> <li>1. Teacher overviews the entire unit.</li> <li>2. Teacher briefly summarizes the importance of managing schedules and making good use of time.</li> <li>3. Teacher invites students to share their thoughts on what they learned and how it helped them in planning their time and expressing their preferences in English.</li> </ol> | 2 min |  | <p>and how it helped you.</p> <ul style="list-style-type: none"> <li>- Present your weekly planner to the class.</li> <li>- Share your favorite activities and why you like them.</li> <li>- Listen to your classmates and ask questions.</li> <li>- Let's create a positive atmosphere.</li> <li>- Discuss common themes and patterns.</li> <li>- Talk to each other about your favorite activities.</li> <li>- Share highlights from your discussions.</li> <li>- Congratulations for your hard work and participation.</li> <li>- Keep using what you learned in real life.</li> <li>- Reflect on what you learned.</li> <li>- Great job, everyone!</li> <li>- Have a wonderful day!</li> <li>- Goodbye for now!</li> <li>-</li> </ul> |
|--|---|-------|--|---|

附錄（學習單或其他教學相關資料）

學習單-L1 Worksheet Daily Routines and Time (附錄1)

學習單-L2 Worksheet My Daily Schedule (附錄2)

學習單-L3 Worksheet Weekly Planner Example (附錄3)

學習單-L4 Worksheet Writing Paragraph (附錄4)

(附錄1)

### L1 Daily Routines and Time

#### Word Bank

go to school

have dinner








get up

go home

have lunch

go to bed

have breakfast

|   |   |
|---|---|
|    | <p>I _____<br/>at _____ in the _____.</p> |
|    | <p>I _____<br/>at _____ in the _____.</p> |
|   | <p>I _____<br/>at _____ in the _____.</p> |
|  | <p>I _____<br/>at _____ in the _____.</p> |
|  | <p>I _____<br/>at _____ in the _____.</p> |
|  | <p>I _____<br/>at _____ in the _____.</p> |
|  | <p>I _____<br/>at _____ in the _____.</p> |

(附錄2)

**Activity 1:** Tick (x) 5 activities that you do after school.

| Learning                            | Sports   | Games & Fun                                       | Others      |
|-------------------------------------|--|---|-------------|
| read a book<br>do homework<br>study | play sports<br>play basketball<br>running<br>take a walk | play video games<br>surf the Internet<br>watch TV | go shopping |

**Activity 2:** Put the activities in the correct column below:

| Priorities: |          |
|-------------|----------|
| Need to:    | Want to: |
|             |          |
|             |          |
|             |          |

**Activity 3:** Write your after-school activities, in a paragraph.

First, \_\_\_\_\_ . Next, \_\_\_\_\_ .

Then, \_\_\_\_\_ . After that, \_\_\_\_\_ .

Finally, \_\_\_\_\_ .

(附錄3)

### Lesson 3: Weekly Planner Example

|                 |                |                  |
|-----------------|----------------|------------------|
| <b>Monday</b>   | <b>Tuesday</b> | <b>Wednesday</b> |
| <b>Thursday</b> | <b>Friday</b>  | <b>Saturday</b>  |
|                 |                | <b>Sunday</b>    |



(附錄4)

## Lesson 4 Writing a Paragraph

Name:

### Teacher's Example

Hello, everyone. We are Group \_\_\_\_\_. This is our weekly planner.

Name has to \_\_\_\_\_ on \_\_\_\_\_ and on \_\_\_\_\_ she/he likes to \_\_\_\_\_. He/She also wants to \_\_\_\_\_ on \_\_\_\_\_.

Name has to \_\_\_\_\_ on \_\_\_\_\_ and on \_\_\_\_\_ she/he likes to \_\_\_\_\_. He/She also wants to \_\_\_\_\_ on \_\_\_\_\_.

Name has to \_\_\_\_\_ on \_\_\_\_\_ and on \_\_\_\_\_ she/he likes to \_\_\_\_\_. He/She also wants to \_\_\_\_\_ on \_\_\_\_\_.

Name has to \_\_\_\_\_ on \_\_\_\_\_ and on \_\_\_\_\_ she/he likes to \_\_\_\_\_. He/She also wants to \_\_\_\_\_ on \_\_\_\_\_.

### Students' Writing

Hello, everyone. We are Group \_\_\_\_\_. This is our weekly planner.

Name has to \_\_\_\_\_ on \_\_\_\_\_ and on \_\_\_\_\_ she/he likes to \_\_\_\_\_. He/She also wants to \_\_\_\_\_ on \_\_\_\_\_.

Name has to \_\_\_\_\_ on \_\_\_\_\_ and on \_\_\_\_\_ she/he likes to \_\_\_\_\_. He/She also wants to \_\_\_\_\_ on \_\_\_\_\_.

Name has to \_\_\_\_\_ on \_\_\_\_\_ and on \_\_\_\_\_ she/he likes to \_\_\_\_\_. He/She also wants to \_\_\_\_\_ on \_\_\_\_\_.

Name has to \_\_\_\_\_ on \_\_\_\_\_ and on \_\_\_\_\_ she/he likes to \_\_\_\_\_. He/She also wants to \_\_\_\_\_ on \_\_\_\_\_.