

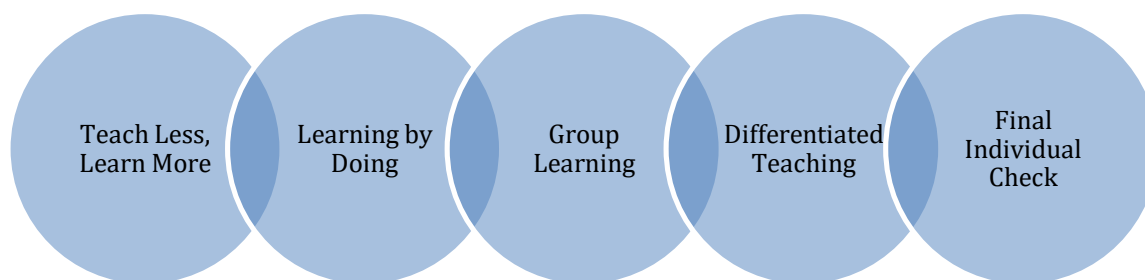
課程活動設計

壹、課程設計理念

A different language is a different vision of life.—Federico Felini

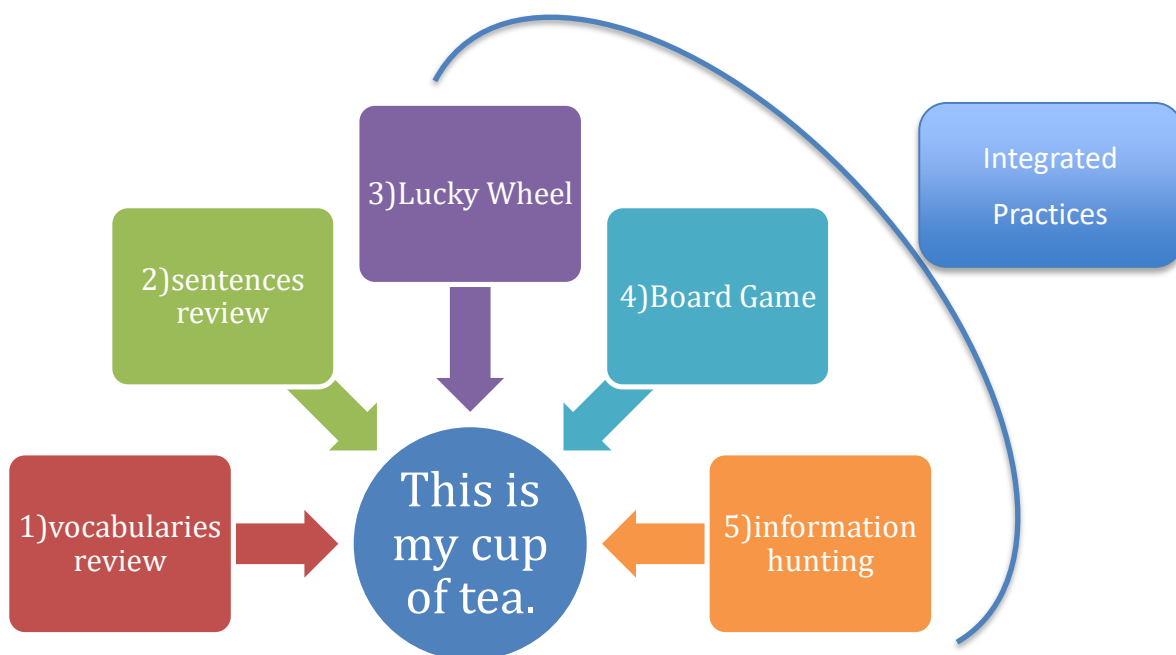
With languages, you are at home anywhere. —Edmund De Waal

「語言」是通往新世界大門的鑰匙，多一把鑰匙便能多一個機會探索不同的世界、深入多元的文化、領略豐富的學習！而**英語**不僅是全世界最多國家使用的官方語言，同時也是最廣為通用的第二語言！前牛津英文字典主編 Robert Burchfield 曾說：「世界上任何一個受過教育的人，如果不懂英文，就等於被剝奪了某種權利。」對於**偏鄉學子**而言，**學校教育是接觸英語學習「最初」卻也是「唯一」的管道**！作為學生初探英語世界的「引路人」，必須小心翼翼的經營這趟「語言學習旅程」：**激發學習動機、維持學習興趣、提升學習成效、燃起學習信心**.....，讓學生踏出第一步就愛上英語學習之旅，展開學習的「**良性循環**」！因此，課程設計「**以學生學習為中心**」，將學習權還給孩子，透過豐富多元的教學活動設計，增加孩子**開口說、動手做**的練習機會，並透過**全英語教學**，讓孩子輕鬆沉浸在英語中，自然而然達成每節課的學習任務！



參考：復興區提升學生英語學習成效專案計畫課程設計五大原則(陳超明教授)

貳、課程架構



參、課程內容

領域/科目	語文領域-英語文		設計者	陳筱婷
實施年級	五年級		總節數	共_4_節，此為第4節
單元名稱	Unit 2 This Is My Cup of Tea			
設計依據				
學習重點	學習表現	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。 6-II-1 能專注於教師的說明與演示。 ◎ 6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。 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。	核心素養	英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本學習策略，強化個人英語文能力。 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。 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。
	學習內容	B 溝通功能 ◎ B-III-2 國小階段所學字詞及句型的生活溝通。		
教材來源	康軒 Follow Me 5			
教學設備/資源	OneNote、touch screen、flash cards、lucky wheel、board game、worksheets			
課程目標				
<ul style="list-style-type: none"> ➤ Students can be familiar with the key sentences. ➤ Students can use the key sentences under certain situations. 				
學生學習概況				
Ss' Prior Knowledge <ul style="list-style-type: none"> ➤ This is the fourth class hour for Unit 2. ➤ Students have learned the key vocabularies and the key sentences of Unit 2. ➤ What do you want to drink? I want some _____ (<i>coffee, tea, lemonade, soda, milk, hot chocolate, water</i>). ➤ What does he/she want to drink? He/She wants some _____. 				
Ss' Learning Profile				

stage

door

Jessie
Zendra

William Brian

Stone
Charlie

- All students are willing to participate in class.
- Brian is always energetic and confident in learning.
- Jessie is a little bit shy but she's the high achiever in class.
- Stone has a strong willing in learning English.
- Charlie is not that confident in himself but he's still working hard.
- Zendra is somehow a little bit distracted but she's very clever.
- William is the slow learners in class but he never gives up.

教學活動設計

教學活動內容及實施方式	時間分配	評量
<p><u>Review & Warm-up</u></p> <p>1. Introducing Greeting Chain</p> <p>A: My name is <u>Lina</u>. What's your name?</p> <p>B: My name is <u>Jessie</u>. (Hi, Jessie!)</p> <p>B: My name is <u>Jessie</u>. What's your name?</p> <p>C: My name is <u>Charlie</u>. (Hi, Charlie!)</p> <p>.....</p> <p>.....</p>	1 min	學生能流暢的完成自我介紹接龍。
<p>2. Greeting Chain #1</p> <p>A: Hi, Charlie, how are you today?</p> <p>B: I'm great/ fine/OK/sad. Thank you!</p> <p>B: are you today?</p> <p>C: I'm great/ fine/OK/sad...</p> <p>.....</p> <p>.....</p>	1 min	學生能流暢的完成問候接龍。
<p>3. Greeting Chain #2</p> <p>T: How's the weather today?</p> <p>Ss: It's <u>windy and rainy</u>.</p> <p>Tt: Do you like the weather?</p> <p>Ss: Yes, I do./No, I don't. (請學生依據回答，手比圈或叉)</p> <p>T: Does <u>Brian</u> like the weather?</p>	3mins	學生能在老師的引導下，試著回答與本單元相同結構的Yes/No 問句。









<p>S: Yes, he does/No, he doesn't.</p> <p>(引導學生試著回答與本單元相同結構的 Yes/No 問句)</p>		
<p><u>Presentation & Practice</u></p> <p>1. Vocabularies reviewing 閃示圖卡(whole class→pairs→individual) 穿插「特殊圖卡」(bomb, dog, cat)增加趣味性！</p>	2mins	學生能專注並流暢的完成閃示卡單字複習活動。
<p>2. Review the key sentences. (pair work)</p> <p>-What do you want to drink? -I want some _____ (coffee, tea, lemonade, soda, milk, hot chocolate, water). (學生依據手中的圖卡依序問答，順時針方向完成再換逆時針方向。)</p> <p>-What <i>does</i> he/she want to drink? -He/She <i>wants</i> some _____.</p> <p>1)老師個別發問，由學生依據同學所持圖卡回答，並確認學生是否正確使用 want/wants。 2)老師發下姓名卡片，由學生依據姓名卡片與身旁夥伴練習問答。 3)收回卡片的同時，再次練習單字。</p>	3mins	學生能專注並流暢的完成句型練習活動。
<p>3. Lucky Wheel 附件</p> <p>-Students work in pairs. -spin the lucky wheel and practice the key sentences.</p> <p>1)兩人一組輪流轉盤。 2)負責轉盤的學生依據轉盤內容提問，由夥伴依據提問回答。 3)完成問答則可以一同前進一格。 4)持續練習直到計時結束。</p>	5mins	學生能與夥伴合作、認真投入句型練習遊戲，並能正確使用問答句。
<p><u>Activites & Worksheets</u></p> <p>1. Board Game 附件</p> <p>-Students work in pairs. -A: rolls the dice and draw out a mission card. -B: ask the question based on the mission card. -A: answers the question and get the card.</p> <p>1)將白卡面朝下洗牌，並任意放置在桌遊底板格子中。 2)將黃卡面朝下洗牌，疊放在一旁備用。</p>	10mins	學生能與夥伴合作、認真投入句型練習遊戲，並能正確使用問答句。

<p>3)兩人一組輪流擲骰子，先行者 A 抽一張黃卡，並依照點數規範前進。</p> <p>4)A 依據點數抵達地點後翻開一張白卡，再由夥伴 B 依據黃卡(主詞)提問：What does <u>she</u> want to drink? A 則依據白卡的內容回答：：She wants some <u>coffee</u>. 回答正確即可獲得白卡累積分數。</p> <p>5) 持續練習直到計時結束。</p>		
<p>2. Information Hunt 附件</p> <p>-Students use the key sentences to “hunt” for informations based on their mission cards.</p> <p>-Students share the information in group and cooperate to complete the worksheet.</p> <p>1)每生一張點餐表學習單，先在點餐表上勾選三樣飲品，並寫上名字</p> <p>2)兩人一組，由老師先派遣各組一位學生運用本課問答句型到別組蒐集資訊，完成後則換另一位組員到各組蒐集資訊。</p> <p>3)組內兩人運用句型問答，彼此交換訊息後，一同討論並完成學習單</p>	10mins	學生能與夥伴合作、認真投入句型練習遊戲，並能正確使用問答句蒐集資訊。
<p><u>Wrap-up(Checking for Understanding)</u></p> <ul style="list-style-type: none"> ➤ Check the worksheets one by one. ➤ Missions for high achievers. 	5mins	學生能通過本節課的任務認證。

Name _____

Unit 2

This Is My Cup of Tea

Drinks								
Name								
Brian								
Jessie								
Stone								
William								
Charlie								
Zendra								

① What _____ you want to drink?
.....
.....

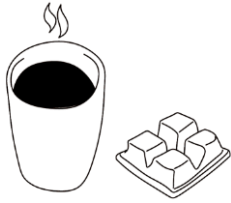
I want some _____.
.....
.....

② What _____ want to drink?
.....
.....

He/She _____ some _____.
.....
.....

③ What _____ want to drink?
.....
.....

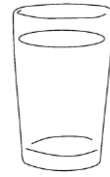
.....
.....
.....



hot chocolate



soda



water



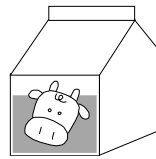
lemonade



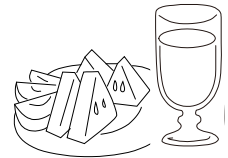
tea



coffee



milk



juice

what

do

does

want
wants

to

drink

he

she

**What do you want to drink?
I / We want some juice.
What does he / she want to drink?
He / She wants some milk.**

**What do you want to drink?
I / We want some juice.
What does he / she want to drink?
He / She wants some milk.**

Jack and Tom Grandpa

he

she

they

you (你)

you (你)

Amy

you (你)

1

2

3

4

5

1

2

3

4

5

