

彰化縣112年度教師英語教案設計

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| 設計者 / 服務學校 | 施皓鈞 / 彰化縣和美鎮培英國小 | | |
| 教案名稱 | | 領域 | 英語領域 |
| 教學年級：國小四年級 | 課程上使用之英語比例： 60 % (本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:23人 | 教學總節數: 1節 | 預計公開授課內容為第1節 | |
| 預計公開授課之時間： 113年6月24日 11時20分至12時00分 (第4節課) | 預計公開授課之地點： 彰化縣和美鎮培英國小英 語教室(敬26) | 預計公開授課之教師： 姓名：施皓鈞 服務學校：培英國小 專長領域：英語 | |

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| 核 心 素 養 | 總 綱 | <u>英語領域</u> A2 系統思考與解決問題 B2符號運用與溝通表達 C2 人際關係與團隊合作 |
| | 領 綱 | <u>英-E-A2</u> 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。 <u>英-E-B1</u> 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。 |

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| | | 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。 |
| 學習重點 | 學習表現 | <u>英語領域</u> 1- II-7 能聽懂課堂中所學的字詞。 1- II-10 能聽懂簡易句型的句子。 2- II-3 能說出課堂中所學的字詞。 2- II-6 能以正確的發音及適切的語調說出簡易句型的句子。 6- II-1 能專注於老師的說明與演示。 6- II-2 積極參與各種課堂練習活動。 6- II-3 樂於回答老師或同學所提的問題。 |
| | 學習內容 | <u>英語領域</u> Ac-II-2 簡易的生活用語。 Ad-II-2 簡易、常用的句型結構。 B-III-2 國小階段所學字詞及句型的生活溝通。 |
| | 具體學習目標 | 1. Students can understand the mostly used vocabularies showed on the menu. 2. Students can distinguish the differences between countable and uncountable food in this unit. 3. Students can understand the target sentences: e.g. For here or to go. What would you like to order? I'd like to have _____ and _____. 4. Students can use the target sentences to have a short communication. |

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| 與其他領域/科目/ 議題的連結 | | 無 | |
| 教學資源/ 設備需求 | | slides, blackboard, chalks, paper, pencils, erasers, markers, whiteboards, whiteboard markers | |
| 各節教學活動設計 | | | |
| 節 次 | 教學活動流程 | 時間 | 教學資源 |
| 第一節 | <p>【引起動機】</p> <p><u>【What did you have for breakfast yesterday?】</u></p> <p>1. Teacher first tells students what does he have for breakfast.</p> <p>2. Techer uses TPR to help students review the vocabularies that they have learned in the previous lessons.</p> <p>3. Teacher randomly picks the students to share what did he/she have for (breakfast / lunch / dinner) yesterday.</p> | 5 mins | Black board 、 chalks |

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| | <p style="text-align: center;">【發展活動】</p> <p><u>【Introduction to the conversation of ordering food in Mc.Donald's】</u></p> <p>1. Teacher divides students into pairs, and gives each student a whiteboard.</p> <p>2. Teacher asks students to write down the target sentences on the whiteboard. (task 1)</p> <p>3. Teacher asks students practice question sentences in pairs (customers and clerks).</p> <p>● <i>Teacher walks down to check or help those who have problem practicing the conversation.</i></p> <p>4. Teacher divides students into two groups to demonstrate the conversation.</p> <p>5. Teacher gives another script, and make students practice in pairs and randomly pick several pairs to demonstrate in front of the class.</p> <p style="text-align: center;">【統整與總結】</p> <p><u>【Revision】</u></p> <p>1. Teacher asks students what they've learned today and make a conclusion that there are several frequently used sentences can be used in daily life.</p> | <p>5mins</p> <p>5mins</p> <p>5mins</p> <p>18mins</p> <p>2mins</p> | <p>Whiteboards</p> <p>Whiteboard markers</p> |
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