**教育部國民及學前教育署委辦計畫**

**國中小常用課室英語**

**參考手冊**

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26. **課程暖身Warm-Up**

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| 1. **打招呼 Greetings** |

(1)

Teacher (T): Good morning, everyone.

Students (Ss): Good morning, Mr. Chen.

(2)

T: Good morning, everyone.

Ss: Good morning, Mrs. Chen.

T: How are you today?

Ss: Fine.

(3)

T: Good afternoon, everyone.

Ss: Good afternoon, Mr. Wang.

T: What day is today? *(slowing down to* *say “day” with emphasis)*

Ss: It’s Monday.

T: Yes, it’s Monday again. I’m very happy to see you.

(4)

T: Good morning, class.

Ss: Good morning.

T: My name is Nick. Please repeat after me. Nick. *(slowing down to say “Nick” with emphasis)*

Ss: Nick.

T: Good job!

(5)

T: Boys and girls, good morning. My name is Mark. Can you say, “Good morning, Mark”? *(opening his arms to invite the class to greet him together)*

Ss: Good morning, Mark.

T: Very good.

(6)

Ss: Good morning, Miss Lin.

T: Good morning, everyone. How are you today?

Ss: Fine, thank you. How about you?

T: Well, I’m fine too.

(7)

T: Everyone, please stand up. *(using* *hand gesture to demonstrate “stand up”)* Good morning, class.

Ss: Good morning, Mr. Hung.

T: Please sit down. *(using hand gesture to demonstrate “sit down”)*

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| 1. **課室安排及準備 Setting Up the Classroom & Getting Ready** |

(1)

T: Everyone, please take out your book and turn to Unit 1. *(holding the book in front of herself and turning the pages)*

Student (S): Miss Lin, what page, please?

T: Page 4.

(2)

T: Group leaders, please come here to take the worksheets for your group members. *(using hand gesture to demonstrate “come here” and later holding the worksheets in front of herself)*

(Group leaders go to the front and get the worksheets.)

T: Does everyone have the worksheet now? *(holding the worksheet in front of herself again)*

Ss: Yes.

(3)

T: Group leaders, please check if all your group members have the worksheet. If not, please raise your hand. *(using hand gesture to demonstrate “raise your hand”)*

(4)

T: Everyone, let’s play a warm-up game! *(saying “warm-up game” with emphasis)*

Ss: Yeah!

(5)

T: Please put your worksheet on the desk. *(holding a worksheet and demonstrating the action of “putting a worksheet on the desk”)* If you don’t have one, please raise your hand, and I will give you one. *(using hand gesture to demonstrate “raise your hand”)*

Ss: (Raising hand)

T: (Giving the copy to students)

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| 1. **了解進度 Understanding Progress** |

(1)

T: Everyone, let’s review the sentence pattern we learned last time. Please repeat after me,

“There are three apples on the desk.” *(pointing at the words on the blackboard)*

Ss: There are three apples on the desk.

T: Good job!

(2)

T: Class, do you remember what we did yesterday?

S: Yes. We sang a song yesterday.

T: That’s right. We *sang* a song. Very good! *(saying “sang” with emphasis to highlight the past tense form of “sing”)*

(3)

T: Last time we read an interesting story. What’s the title of the story? *(pointing at the title on the book cover)*

Ss: “The Three Little Pigs.”

T: Yes, very good. Today we’re going to learn more about the story.

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| 1. **說明課程目標 Introducing the Agenda** |

(1)

T: Today I’m going to tell you a new story called “Little Red Riding Hood.” *(pointing at the title on the book cover)*

(2)

T: Let’s review the words we learned last time. (Using flashcards to review the words) What is this?

Ss: A lion.

T: Very good. How about this one? (Practice continues)

(3)

T: Today we will complete three tasks. *(using* *hand gesture to emphasize “three” tasks)*

(4)

T: Today we’re going to play a game called Tic-tac-toe. *(slowing down to say “Tic-tac-toe” with emphasis, and then drawing a 3*×*3 grid on the blackboard)* Have you played the game before?

Ss: No…

T: That’s okay. I’ll show you how.

(5)

T: Today we’re going to listen to a dialogue. I’ll ask you some questions later, so please listen to it carefully. *(using* *hand gesture to demonstrate “listen”)* Any questions?

Ss: No.

T: All right. Let’s start.

(6)

T: Today we’re going to learn some new words. Please repeat after me. *(saying “repeat” with emphasis)* Pumpkin.

Ss: Pumpkin.

(Practice continues)

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| 1. **講解課堂規則Explaining Classroom Rules** |

(1)

T: When you answer a question correctly, you can get one point for your team. *(drawing +1 on the blackboard)* Okay?

Ss: Okay.

T: The team that gets the most points will be the winner. *(drawing many slashes (/////) to indicate that students need to earn many points to win)* Any questions?

Ss: No.

(2)

T: When I say “encouragement”, you clap your hands. *(clapping hands)* Understand?

Ss: Yes.

T: Good! Let’s practice. Encouragement.

Ss: (Clapping hands)

T: Very good.

(3)

T: These are the rules for today. Any questions?

Ss: No.

T: Good.

(4)

T: Please be careful. If you speak Chinese in class, you will lose one point. *(drawing -1 on the blackboard)* Okay?

Ss: Okay.

1. **呈現教學重點Presentation**

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| 1. **課程介紹Introducing the Lesson** |

(1)

T: Let’s learn some new sentence patterns. Everyone, please repeat after me, “This is a book.” *(showing a flashcard of a girl holding a book)*

Ss: This is a book.

T: That is a pencil. *(showing a picture of a girl pointing at a pencil far away)*

Ss: That is a pencil.

(2)

T: I’m going to play the CD, and you have to listen carefully for the details. For example, “Who is talking?” “What is he/she talking about?” *(slowing down when saying “who” and “what” to highlight the wh-words)* Understand?

Ss: Yes.

T: Good. Now let’s get started. Listen carefully!

(3)

T: Now, I’ll play the CD for the second time. This time, please check your answers. *(slowing down to say “check your answers” with emphasis)* Later, I’ll ask some of you to tell me the answers. Are you ready?

Ss: Yes.

T: All right. Let’s start.

(4)

T: Today we’re going to learn the names of some animals. *(showing some animal pictures on a PowerPoint slide)* I’ll play a video clip, and you will complete the worksheet after watching the clip. *(holding a worksheet in front of herself)* Okay?

Ss: Okay.

(5)

T: I’ll play the CD. All you have to do is to count how many times you hear the word “flower.” *(saying “flower” with emphasis)* Later, I’ll ask some of you to tell me how many times “flower” was said. Any questions?

Ss: No.

(6)

T: I’ll play the CD, and you have to focus on the characters when you listen to the story. Do you know what the word “character” means? *(writing “character” on the board)*

S: No.

T: No problem. I’ll give you an example. In the story, *The Three Little Pigs*, the characters are the three little pigs and a big bad wolf. (*giving a familiar example to define a keyword; saying “the three little pigs” and “the big bad wolf” with emphasis*). So now, what does “character” mean?

Ss:角色.

T: Right.

(7)

T: I’m going to play the CD, and please repeat the sentence after you hear it.

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| 1. **引起興趣**[**Raising Students’ Interest**](#Raisingstudentsinterest) |

(1)

T: Look at this picture. *(pointing at a picture on a PowerPoint slide)* What is the topic for today?

Ss: School.

T: Right! Very good. Today we’re going to talk about school. *(saying “school” with emphasis)*

(2)

T: Before starting our reading, let’s watch a video first. And you’re going to write down the main idea of the story shown in the video. For example, “what is the story about?” “What happened to the people?” *(giving some examples to explain what “main idea” means)* Any questions?

Ss: No.

T: All right. Let’s watch the video.

(3)

T: Today, we're going to talk about trees. *(saying “trees” with emphasis)* Look at this slide. *(showing a picture with trees on a PowerPoint slide)* What does it tell you about trees?

S: They’re green and brown.

T: Yes, *they are* green and brown. *(restating the student’s answer with emphasis on “they are”)* Very good!

(4)

T: Please take out the worksheet. *(using hand gesture to signal students to take out the worksheet)* These are the questions for the reading. *(pointing at the questions on the worksheet)* Let’s read the questions together out loud.

Ss: (Reading the questions)

T: Good. Now, please discuss these questions with your partner. *(using hand gesture to ask students to discuss together)*

(5)

T: Here are some new words you’ll see in the passage. *(pointing at the keywords on the worksheet)* Please read the passage and discuss these words with your team members *(pointing at the passage)*. Later, I’ll ask you for the meaning of these new words.

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| 1. **教學指示 Instructing** |

(1)

T: Class, I want you to discuss this with your partners and complete the worksheet. *(holding the worksheet in front of herself)* Later, we’ll check the answers together.

(2)

T: Now, please read the article and circle the words you don’t understand. *(using* *hand gesture to mean “circle”)* I’ll give you 5 minutes to discuss them with your partners. *(using hand gesture to mean “five minutes”)*

(3)

T: Please pass the worksheets. *(distributing the worksheets)* Did everyone get one? /Does everyone have one?

Ss: Yes.

T: Good.

(4)

T: Now, everyone, please turn to Unit 5. *(saying “Unit 5” with emphasis)* What page does Unit 5 begin?

Ss: Page 52.

T: Good.

(5)

T: How do you *spell* “orange”? *(slowing down to say “spell” with emphasis, and pausing shortly before saying “orange”)*

Ss: O-R-A-N-G-E

T: Yes, very good.

(6)

T: All right, guys. Please get into groups. Four people in each group. *(using* *hand gesture to emphasize “four” people in a group)*

Ss: (Forming into groups)

T: Is everyone in a group? *(looking at all students)*

Ss: Yes.

(7)

T: Let’s read the article together out loud. Start from the first line. Okay? *(pointing at the first line)*

Ss: Okay.

T: Good. Ready? Go!

(8)

T: Please work with your group members. You have 10 minutes to finish your work. *(using hand gesture to emphasize “ten” minutes)* I’ll start my timer right now.

(10 minutes later)

T: Five, four, three, two, one. Okay, time’s up. Please stop even if you’re not finished.

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| 1. **確認理解 Checking Understanding** |

(1)

T: Did you find the answer?

Ss: Yes.

T: Right. And how about Question 2? What did you see on Page 6?

Ss: A monkey.

T: Great. And do you remember the story?

Ss: Yes.

T: So the answer should be (C), okay? (C) gives you the main idea.

1. **進行練習活動Practice**

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| 1. **解釋練習活動Explaining Practice Activities** |

(1)

T: Now, I’m going to teach you a new song called “Mary Had a Little Lamb”. *(slowing down when saying the name of the song and then humming the melody).* I will sing it for you first. Please listen carefully.

Ss: (Listening)

(2)

T: Now, we’re going to play a game. Try to find the treasure as fast as you can.

(3)

T: Each group will take turns performing this song. When it’s not your turn, please be polite and listen carefully.

Ss: Okay.

(4)

T: Class, you now have 5 minutes to discuss these questions with your partner. *(using* *hand gesture to emphasize “five” minutes and pointing at the questions on the worksheet)* Let’s start!

(5)

T: Now, please find a partner. I want you to practice the dialogue with your partner. *(pointing at the dialogue in the book)*

(6)

T: Now, I want everybody to line up in front of me. *(using hand gesture to demonstrate the action “lining up in front of me”)*

Ss: (Lining up)

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| 1. **練習Working on Exercises** |

(1)

T: Class, let’s read the sentences out loud together. *(pointing at the sentences on the worksheet)*

Ss: (Reading the sentences)

(2)

T: Team A, please read the first paragraph. Team B, please read the second paragraph. *(point at the first paragraph for Team A and the second paragraph for Team B)* Ready? Go.

Ss: (Reading the paragraphs)

(3)

T: Now, I want you to read your passage out loud to your neighbor. *(pointing at the passage in the book)*

Ss: (Reading the passage)

(4)

T: What’s this? *(showing a picture of “starfruit”)*

Ss: (Silence)

T: That’s okay. What does it look like?

Ss: A star.

T: Right! A star. Very good. It’s a fruit and it looks like a star. So what do you think it is called?

Ss: A starfruit.

T: A starfruit! Exactly! *(saying “exactly” out loud as a positive feedback)*

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| 1. **回應學生的錯誤Responding to Students’ Mistakes** |

(1)

T: What animal is this? *(showing a picture of “a hippo”)*

S: Pig.

T: Nice try! It looks like a pig, but I’m thinking of another animal. Try again!

S: Hippo.

T: Right. It’s *a* hippo. Everybody, please say “a hippo.”

Ss: A hippo.

(2)

T: What fruit is this? *(showing a picture of “an apple”)*

S: Red.

T: It is red, alright. But what *fruit* is it? What *fruit*? *(slowing down to say “fruit” with emphasis)*

Ss: Apple.

T: Good job! It’s *an* apple. *(slowing down to say “an” with emphasis)*

1. **進行產出活動Production**

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| * 1. **進行應用活動Implementing Production Activities** |

1. [Explaining how to get points]

T: When you answer correctly, you can get one point for your team. At the end of the class, the team that gets the most points will be the winner. *(drawing an apple as an example of a point to earn so that students know they need to earn as many apples as possible to win)* Any questions?

Ss: No.

T: Good.

1. [Dividing students into groups]

T: Now, I’ll divide you into three groups. Here, you are Group 1. And you are Group 2. The rest of you are Group 3. Okay? *(pointing at each group)*

Ss: Okay.

(3) [Dividing students into groups]

T: Listen. Each (and every one) of you will get a number, and that will be your team number. Okay?

Ss: Okay.

T: You are Number 1; you are Number 2…. *(pointing at students and numbering them)* Now, please get into your groups.

(4) [Dividing students into groups and assigning tasks]

T: Let’s read the dialogue. Team A, you are Amy. Team B, you are Bella. Understand? *(pointing at each team)*

Ss: Yes.

T: Good. Let’s start with Team A. Go!

Ss: (Reading the dialogue)

(5) [Dividing students into groups]

T: I’ll break you into two groups. The students on my right-hand side, you are Group 1. The ones on the left, you are Group 2. *(using* *hand gesture to divide the class into two groups)* Okay?

Ss: Okay.

(6) [Lining students up]

T: Everyone, please stand up. I need you to line up in the middle. *(using hand gesture to demonstrate “line up in the middle”)*

Ss: (Lining up)

(7) [Dividing students into groups and assigning tasks]

T: Now, Team A, please raise your hands. *(using hand gesture to signal Team A to raise their hands)*

Ss: (Raising hands)

T: Good. Team A, you are the reporter. And now Team B, please raise your hands. *(using hand gesture to signal Team B to raise their hands)*

Ss: (Raising hands)

T: Good. Team B, you are the interviewee.

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| * 1. **提升參與度Encouraging Participation** |

(1)

T: Now, you’re going to share your answers with the class. Let’s start from Group 1. *(using hand gesture to invite Group 1 to share their answers)*

Ss: (Sharing the answers)

(2)

T: I need some volunteers. Anyone?

S: (Raising his/her hand)

T: Yes. *(pointing at the student)* Thank you very much.

(3)

T: I’ll give you some sentences. *(showing the sentences on a PowerPoint slide)* Please put them in the correct order to form a paragraph. You can discuss with your partners. Let’s start.

Ss: (Discussing and ordering sentences)

(4)

T: Now, Tina is going to read Part 1 for us. *(using hand gesture to invite Tina to read Part 1)*

S: (Reading Part 1)

T: That’s perfect! Thank you, Tina.

(5)

T: What is the reading about? Please discuss this question with your group members for 5 minutes. *(using hand gesture to emphasize “five” minutes)*

Ss: (Discussing the question)

T: Are you done? Please share your answers with the class. We’ll start from Group 1. *(pointing at Group 1)*

Ss: (Presenting their answers)

(6)

T: Now, Mary’s going to share her story with us. Let’s give her a big welcome. /Let’s welcome her with a big hand! *(clapping hands)*

Ss: (Giving a welcoming applause)

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| * 1. **評論學生表現Commenting on Students’ Performance** |

(1)

T: You all did a great job.

(2)

T: Good job. Everybody, give yourself a big hand. *(clapping hands)*

Ss: (Clapping hands)

(3)

T: Very good. Everybody, give yourself a round of applause. *(clapping hands)*

Ss: (Giving a big applause)

T: Good job!

(4)

T: Excellent! All of you did a great job.

(5)

T: Very good. You are so smart.

(6)

T: Wow, you guys are great/awesome!

(7)

(Asking for teacher’s comments on homework)

S: Excuse me, Miss Chang. Is this okay?

T: Yes, I like how you designed it. Very creative thinking. *(smiling at the student)*

1. **結束課程 Wrap-Up**

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| * 1. **提醒課程時間Reminding about Time** |

(1)

T: Hello, everyone. We’ve run out of time. *(tapping her watch)*

(2)

T: Okay, time’s up.

(3)

T: Class, we have no more time for discussion.

(4)

T: Class, the bell is ringing/the bell just rang. So, time’s up. Our winner for today is Team 1. Everyone, please give Team 1 a big hand. *(pointing at Team 1 and clapping hands)*

Ss: (giving Team 1 applause)

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| 1. **總評學生整體表現Commenting on Students’ Overall Performance** |

(1)

T: Everyone, you did a very good job.

(2)

T: You were awesome today, everyone!

(3)

T: All right! Thank you very much for your good work**.**

(4)

T: It was a great class today. I want you guys to give yourselves a big hand. *(clapping hands)* You all did a wonderful job.

(5)

T: Thank you, guys. Good job.

(6)

T: Guys, you were perfect.

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| 1. **總結課程內容Summarizing the Lesson** |

(1)

T: Let’s review the sentences again. *(pointing at the sentences on the blackboard)* Please repeat after me.

Ss: (Repeating after the teacher)  
T: Very good.

(2)

T: What did we learn today?

S: (Giving an answer)

T: Yes. Now I’ll give you a piece of paper, and please write down what you learned today. *(holding a piece of paper in front of herself)*

Ss:(Writing down answers)

(3)

T: What did you learn from all of this?

Ss: (Giving answers)

T: Good.

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| 1. **宣布回家作業Announcing Homework** |

(1)

T: Today’s homework is Page 10 to Page 12. *(writing “p.10-p.12” on the blackboard)* Any questions?

Ss: No.

(2)

T: For homework. You have to finish Page 15. *(pointing at p.15 in the workbook)* Understand?

S: Yes.

(3)

T: All you have to do is write a story. *(saying “write a story” with emphasis)* Okay?

Ss: Okay.

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| 1. **結束課程Concluding the Class** |

(1)

T: Okay, I’ll see you next week! Bye!

Ss: Bye.

(2)

T: You were great today. Thank you, students.

Ss: Thank you, Mr. Wu.

(3)

T: That's all for today.  
Ss: Thank you, Mr. Wu.

(4)

T: Good job! See you next time.  
Ss: Thank you.

(5)

T: Could you please stand up? *(using hand gesture to mean “stand up”)*

Ss: (Standing up)

T: Thank you, students.

Ss: Thank you, Ms. Wu.

(6)

T: Good job! Goodbye!

Ss: Goodbye.