

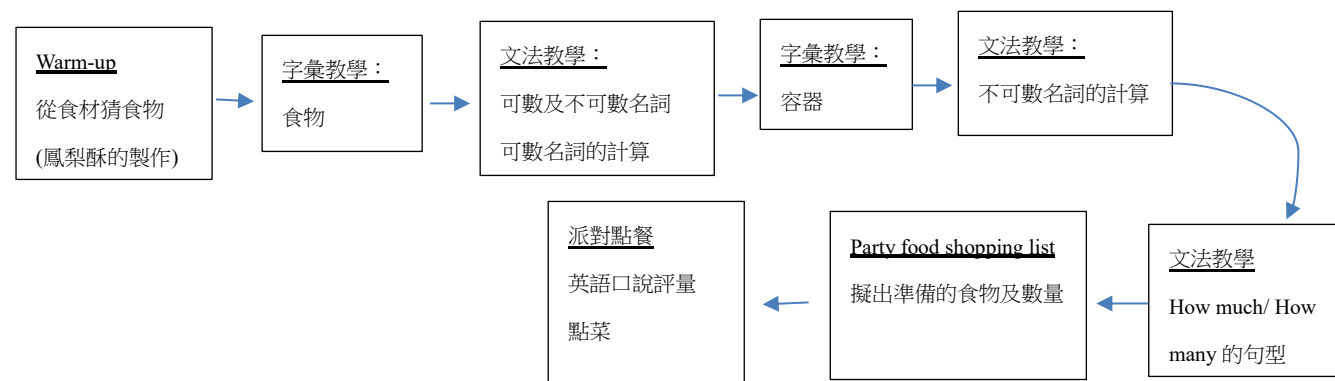
基隆市安樂高中國民部七年級英語文課程全英語授課教案設計

主題/單元名稱	Let's have a party! (配合翰林版 B2U4: How much flour do you need?)	設計者	林巧婷
實施年級	七年級	總節數	4 節

**教學設計理念說明：**

1. 創造生活情境，吸引學習動機：本教案以舉辦派對為主軸，串聯字彙、文法、對話及課文的教學，並且實際舉辦派對，讓學生運用所學語言享受點餐樂趣。
2. 任務導向教學：每一學習單，都是一個任務，可以立即檢核學生的學習成效。
3. 簡報教學：藉著圖片及動畫，協助學生聽懂教師的教室英語或串場的英語，減低低成就學生的焦慮
4. 結合數位工具：使用 wordwall 分享的遊戲複習文法概念以及利用 Classdojo 平台即時記錄學生得分情形。
5. 分組教學：可讓每位學生各自發揮長，分工合作完成任務，享受共學的樂趣。
6. 加分賺點數，提升參與意願：課程中答對問題可以賺點數，學習單的分數就是點數，點數就是 money, 可以在派對中兌換食物。

架構圖：



**核心素養、學習重點（含學習表現與學習內容）、學習目標對應情形**

核心素養	總綱	A1 身心素質與自我精進 B1 符號運用與溝通表達
	領綱	英-J-A1 具備積極主動的學習態度，將學習延伸至課堂外，豐富個人知識。運用各種學習與溝通策略，精進英語文學習與溝通成效。 英-J-B1 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。
學習重點	學習表現	1-IV-1 能聽懂課堂中所學的字詞。 1-IV-2 能聽懂常用的教室用語及日常生活用語。 1-IV-3 能聽懂基本或重要句型的句子。 1-IV-4 能聽懂日常生活對話的主要內容。 2-IV-1 能說出課堂中所學的字詞。 2-IV-2 能依情境使用日常生活用語。 2-IV-3 能依情境使用教室用語。 2-IV-4 能以簡易的英語描述自己、家人及朋友。

		2-IV-5 能以簡易的英語表達個人的需求、意願和感受。 2-IV-6 能依人、事、時、地、物作簡易的描述或回答。 2-IV-7 能依人、事、時、地、物作簡易的提問。 3-IV-2 能辨識課堂中所學的字詞。 3-IV-5 能看懂簡易的生活用語。 3-IV-6 能看懂基本的句型。 4-IV-1 能拼寫國中階段基本常用字詞。 4-IV-5 能依提示寫出正確達意的簡單句子。 5-IV-1 能聽懂、讀懂國中階段基本字詞，並使用於簡易日常溝通。 5-IV-2 能掌握國中階段所學字詞及句型，適當地使用於日常生活之溝通。 5-IV-3 能聽懂日常生活應對中常用語句，並能作適當的回應。 6-IV-1 樂於參與課堂中各類練習活動，不畏犯錯。 7-IV-4 能對教師或同學討論的內容觸類旁通、舉一反三。		
	學習內容	Ac-IV-3 常見的生活用語。 Ac-IV-4 國中階段所學字詞（能聽、讀、說、寫最基本的1,200字詞）。 Ad-IV-1 國中階段所學的文法句型。 B-IV-2 國中階段所學字詞及句型的生活溝通。		
學習目標	1. 能詢問並回答與數量相關問題。 2. 能認識各種食材的英文字彙，並使用正確的數量詞做搭配。			
教材來源	翰林版 iEnglish B2U4: How much flour do you need?			
教學資源/設備需求	電子白板、電腦 Powerpoint、Classdojo、Google classroom			
參考資料				
教學流程與活動設計		時間	教學資源與評量	Teacher's Language
Perparation: 1. Prepare powerpoint slides and worksheets beforehand. 2. Prepare scissors and glues for each group. 3. Divide students into six groups. Each group has four to five students.			Assessment: 1. Oral: Q&A 2. Worksheet 3. Shopping list 4. Order food	
First Period		50 mins		
Warm-up : Guess: What do I make? 1. The teacher explains the game rule.		5 mins	Powerpoint Classdojo( To record points)	Good morning, everyone. You are such a wonderful class. Miss Lin will throw you a party after we finish the lesson. But you

<p>2. Present the following words with power-point pineapple, flour, egg, salt, sugar, milk, butter</p> <p>3. Show three pictures, and let students guess which snack the teacher makes with the above ingredients.</p> <p><b>Vocabulary—part1</b></p> <p>1. Present vocabulary related to food in the unit. popcorn, fruit salad, candy, chocolate, cracker, marshmallow, pizza</p> <p>2. Present vocabulary related to drinks in the unit. juice, water, coffee, milkshake</p> <p>3. Review the words again, and ask students to repeat after the teacher.</p>	<p>10mins</p>	<p>have to make your own money for food at the party. Anyone who answers correctly will get one point. You can use the points to buy food at the party.</p> <p>Miss Lin plans to make a snack for the party. Guess! What is it? I use pineapples, flour, egg, sugar, salt, butter and milk.</p> <p>What is it? Is it a pineapple cake? Pineapple ice cream or pineapple pudding?</p> <p>I also prepare some snacks and drinks. Let's take a look. Popcorn, fruit salad, candy, chocolate, cracker, marshmallow, pizza, juice, water, coffee, milkshake Let's review the words and please repeat after me.</p>
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<p><b>Grammar: countable vs. uncountable</b></p> <p>1. Present the rules to count countable rules with power-point slides. And ask them whether everything is countable. Then, use the Task one to let them think what is countable and what is uncountable.</p>	5 mins	Worksheet1 Scissors and glues.	<p>How do you count pineapples? one pineapple; two pineapples. But how do you count water? one water? And two waters? We know some things are countable but some are not countable. Let's do Task one to think about the question: What is countable and what is uncountable?</p>
<p>2. Task: Cut and Paste—Countable v.s uncountable Cut the food and drinks on worksheet1, decide whether each of them is countable or uncountable, and then paste them in the right category.</p>	10 mins		<p>Everyone will have two pieces of paper. One is the list of food and drinks. The other is the answer sheet. Please cut each item of food and drinks first. And Paste them in the right category. You have ten minutes to do it. Let's start.</p>
<p>3. Check answers: Ask students to exchange his/her answer sheet with the one sitting to his/her right. The teacher presents the correct answers with power-point slides.</p>	10 mins		<p>Let's check the answers. Please exchange your answer sheet with the guy sitting to your right. Each correct answer gets</p>

		<p>five points.</p> <p>Here are the countable nouns: cracker; marshmallow; pineapples.</p> <p>Here are the uncountable nouns: flour, salt, sugar, water, popcorn, fruit salad, milkshake, chocolate, juice, coffee, butter, milk.</p> <p>Some nouns can both be countable and uncountable.</p> <p>First, the word “candy”. If you say, I like candy. It is uncountable, meaning a general food item.</p> <p>But if you say, “ I eat a candy.” It is countable, meaning an individual piece of candy.</p> <p>Second, the word “ pizza”. If you say,” I like pizza.” It is uncountable, meaning a general food item. But if you say, “I buy a pizza.” It is countable, meaning a whole pizza.</p> <p>“Pie” and “ cake”</p>
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<p><b>Vocabulary-part 2 (container)</b></p> <ol style="list-style-type: none"> <li>1. Present every container mentioned in the unit.</li> <li>2. Ask students to repeat after me.</li> </ol>	10mins		<p>In the last class, we said that we can count a countable noun. But how do we count an uncountable noun? We have to use container to count the uncountable noun.</p> <p>For example, we put water in a glass. Then we have a glass of water. If we put water in two glasses. Then we have two glasses of water.</p> <p>So, let's learn containers in English.</p>
<p><b>Grammar: How to count uncountable nouns</b></p> <ol style="list-style-type: none"> <li>1. Explain the rule to count uncountable nouns with powerpoint slides.</li> </ol>	5 mins	powerpoint	<p>This is a bottle of water. These are two bottles of water.</p> <p>This is a can of juice. These are two cans of juice.</p> <p>This is a bag of flour. These are two bags of flour.</p> <p>If you want to say two or more bags of flour, "bag" has to be plural.</p>

2. Complete worksheet 3	10mins	Worksheet 3	Here is worksheet 3. Please count and write down the number in the blank.
3. Check answers: Use powerpoint slides to show the correct answers.	10 mins	Power points	Please exchange your worksheet with the one to your right. Mark the worksheet. Each correct answer get ten points.
<b>Recap:</b> <ol style="list-style-type: none"> <li>1. Please turn to iEnglish page 69-70</li> <li>2. Ask students to read theme words</li> <li>3. Fill the blanks on page 70.</li> <li>4. Check the answer.</li> </ol>	8mins	textbook	<p>Let's look at the textbook. Please turn to page 69. Read the theme words along the CD.</p> <p>Please turn to page 70. Answer these questions in five minutes. Later, we'll check the answer.</p> <p>Let's check the answer. Who can give us the answer of part A? Great, you get one point. Let's look at Part B. Who can answer question from one to six? Each can get one point.</p>



<b>Assignment</b> 1. Review word bank and memorize the words. 2. Arrange quiz time for the learned words.	2 mins		
<b>Third Period</b>	50mins		
<b>Warm up:</b> 1. Play Wordwall game to review countable and uncountable nouns.	10mins	Wordwall	Each group chooses a student to come to the front and play the game on the eboard. The one who answers the most correct answers will earn five points for each member.
<b>Grammar: How many/how much</b> <b>(Turn to iEnglish page 71-73)</b> 1. Present <u>sentence pattern 1: How many ... are there...</u> with powerpoint slides.	30 mins		<p>If we want to know the quantity of something, we use “how many” for countable nouns and “how much” for uncountable nouns.</p> <p>Here is the first sentence pattern we might meet.</p> <p>“How many apples are there on the table?</p> <p>There are four apples on the table.</p> <p>Look at another picture. How many apples are there on the table? There is one apple on the table. Please pay attention. For singular form, we</p>

<p><b>2. Practice: Ask volunteers to answer the question.</b> (Giving right answer can get one point.)</p> <p><b>3. Present Sentence Pattern 2: How many ...do/does</b> <b>S. + V. ... with powerpoint slides.</b></p> <p><b>4. Practice: Ask volunteers to look at the picture and</b> <b>answer questions.</b></p>		<p>use “is”.</p> <p>Let’s practice. Any volunteers to answer the question? Great. You get one point.</p> <p>Miss Lin wants some apples for the party. You want to know the amount. You have to say: How many apples do you want? Then, I’ll say, I want an apple. Remember: How many should be followed by a plural noun. If Miss Lin wants four apples, she will say I want four apples. Let’s practice. Please turn to page 72 of your textbook. Look at the picture and answer the following questions. First, how many cakes does Mr. Kato have? How about sandwiches? How do you ask?</p>
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<p>5. <b>Present the sentence pattern: How much....do/does S+ V...?</b></p> <p>6. <b>Practice: Ask volunteers to look at the picture and answer questions.</b></p> <p><b>Activity:</b>  <b>Ask your group members about their habits.</b>  <b>Finish worksheet 4.</b></p> <p><b>Wrap-up</b></p> <ol style="list-style-type: none"> <li>1. <b>Ask some students about the answers they get.</b></li> <li>2. <b>Hand in the worksheets.</b></li> <li>3. <b>Talk about the party in the next period.</b></li> </ol>	<p>5 mins</p> <p>5 mins</p>	<p>Worksheet 4</p>	<p>What' the answer?  Next, cookies...  How do you ask?  What is the answer?  Last, hot dogs.  How do you ask the question?  What's the answer?</p> <p>Here is the sentence pattern for uncountable nouns.  Remember to use containers to count uncountable nouns.</p> <p>Look at the picture and answer the questions.</p> <p>Here is worksheet 4. Please ask your group members the two questions. And if you are asked, you have to answer in English.  First, how much water does he/she drink?  Second, how much rice does he/she eat?</p> <p>Andy, how much water does Willy drink a day?</p>
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<p>Students will have to write a food plan for a party.</p> <p>The teacher will prepare the food for the party.</p> <p>Everyone will have the chance to use your earned points to get the food to eat.</p> <p>4. Review sentence patterns and finish the worksheet 5.</p>			<p>How much rice does Willy eat?</p> <p>Next period will be our party. I will prepare the food. I'll sum up the points you get. You can use the points to get food.</p>
<b>Fourth Period</b>			
<p><b>Warm up</b></p> <ol style="list-style-type: none"> <li>Everyone has one piece of worksheet.</li> <li>Members discuss which food to write down, and the amount of the food.</li> <li>Each group member has to write down the agreed content on the worksheet. Everyone has an individual score.</li> </ol> <p><b>Oral Assessment:</b></p> <ol style="list-style-type: none"> <li>Context: an afternoon-tea party</li> <li>Each student has to order main dish, dessert, fruit and drink.</li> <li>The teacher is the waiter/waitress. She will ask: May I help you? How much/ How many ... do you want?</li> <li>The teacher provides examples of dialogues on Worksheet six. And students can write down their content while waiting for their turns.</li> <li>Ask the students with high proficiency to come to the front first.</li> </ol>	<p>15 mins</p> <p>30mins</p>	<p>Worksheet 5</p> <p>Worksheet 6 Oral Assessment Sheet</p>	<p>Good morning, everyone. Today is our party time. But before the party, I'd like you to draft a party food shopping list. Here is worksheet five. Please discuss in your group about the items of food and the amount of them for the party. You have 15 minutes. Go.</p> <p>Ok, it's party-time. You have to order the food in English. I am the waiter. At your hands are two pieces of worksheet. One is an example of the dialogue. The other is the assessment sheet. Please write</p>

<p><b>Wrap-up</b></p> <ol style="list-style-type: none"> <li>1. Show students' points on Classdojo.</li> <li>2. All the food on the front desk has price tags. You can get food with your points.</li> <li>3. And enjoy the food during the break.</li> </ol>	<p>5mins</p>	<p>Classdojo</p>	<p>down your name on the assessment sheet and bring it to me while you come to the front for the assessment. I'll give you five minutes to write down what you're going to say later.</p> <p>Ok, the one that is called please comes to the front for the assessment. While you're waiting for your turn, please prepare for your assessment quietly.</p> <p>Now, it's time to enjoy the food. Look at the eboard. You can see your total points. Here are some food. Each item has a price tag. You can get food with your points. And then enjoy the food during the break.</p>
<p><b>指導注意事項</b></p>	<ol style="list-style-type: none"> <li>1. It's better to divide the class into groups at the first period of the lesson.</li> <li>2. Set class rules beforehand.</li> <li>3. Remember to collect worksheets every class.</li> <li>4. Quiz time is not scheduled in these four periods.</li> <li>5. The teacher has to walk around the groups to make sure that students talk in English.</li> <li>6. During the fourth period, the teacher has to prepare the food beforehand and attach to it with</li> </ol>		

	<b>a price tag. The teacher has to calculate the amount of food to make sure students can get enough food with their points.</b>
附錄	