

附件一

基隆市111學年度國中小英語領域採全英語教學教案設計

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| 領域/科目 | Subject of English in the Domain of Language | | 設計者 | 陳瑋玲 |
| 實施年級 | Seventh Grade | | 教學節次 | 共 4 節 |
| 單元或主題名稱 | U1 Who's That Handsome Boy? | | | |
| 設計依據 | | | | |
| 學 習 重 點 | 學 習 表 現 | <p>1-IV-1 Can comprehend words learned in class.</p> <p>1-IV-2 Can comprehend common classroom instructions everyday expressions.</p> <p>1-IV-3 Can comprehend sentences of basic or important sentence structures.</p> <p>2-IV-1 Can say the words learned in class.</p> <p>2-IV-4 Can describe oneself, one's family and friends in simple English.</p> <p>2-IV-10 Can describe pictures in simple English.</p> <p>2-IV-13 Can communicate in everyday life about various topics or situations in simple English.</p> <p>3-IV-2 Can recognize the words learned in class</p> <p>3-IV-6 Can understand basic sentence patterns.</p> <p>3-IV-8 Can understand the gist of reading passages, text messages and letters.</p> <p>3-IV-14 Can skim a reading passage to learn about its mains points, and apply this skill to more extensive reading</p> <p>4-IV-1 Can spell words of junior high school level.</p> <p>4-IV-2 Can write sentences that match a given picture or illustration.</p> <p>4-IV-5 Can write accurate and meaningful sentences in simple English according to instructions</p> <p>5-IV-1 Can comprehend verbal and written words of junior high school level, and use them in everyday communication.</p> <p>5-IV-2 Can demonstrate a firm grasp of</p> | 核 心 素 養 | <p>A1 Physical and Mental Wellness and Self-Advancement</p> <p>B1 Semiotics and Expression</p> <p>C2 Interpersonal Relationships and Teamwork</p> <p>J-A1 Possess favorable attitude and knowledge of physical and mental development, unleash potential talents, examine human nature, explore self-worth and meaning in life, and actively realize one's goals.</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> |

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| | <p>vocabulary and sentence patterns of junior school level, and use them properly in everyday communication.</p> <p>5-IV-3 Can understand common expressions in everyday communication and respond appropriately.</p> <p>6-IV-1 Enjoys participating in various class activities and demonstrates openness to trial and error.</p> <p>6-IV-2 Takes the initiative to preview and review, and organizes what has been learned.</p> <p>7-IV-2 Makes good use of background knowledge relevant to the topic of a given reading/listening passage to aid comprehension.</p> | |
| <p style="text-align: center;">學 習 內 容</p> | <p>Ac-IV-3 Common everyday expressions.</p> <p>Ac-IV-4 Vocabulary of junior high level. (Can recognize and use 1,200 words of basic vocabulary in speech and writing.</p> <p>Ad-IV-1 Grammar and sentence patterns of junior high level.</p> <p>Ae-IV-8 Main ideas of simple stories and short passages.</p> <p>B-IV-1 Simple introduction of oneself, family and friends.</p> <p>B-IV-2 Everyday communication achievable with the vocabulary and sentence structures of junior high level.</p> <p>B-IV-6 Describing pictures.</p> | |
| <p>與其他領域/科目的連結</p> | <p>● <u>與其他領域/科目的連結不是必要的項目，可視需要再列出。</u></p> | |
| <p>教材來源</p> | <p>翰林 Book1 U1</p> | |
| <p>教學設備/資源</p> | <p>projector, e-book, textbook, blackboard, chalks, worksheet A, worksheet B, worksheet C</p> | |
| <p>學習目標</p> | | |
| <ol style="list-style-type: none"> 1. Can comprehend the dialogue and restate the main point. 2. Can recognize the words of relative title. 3. Can describe one's job. 4. Can use "who" to ask one's name and relationship. | | |

教學活動設計

| 節次 | 教學流程及活動設計 | 教師用語 | 教學資源與評量 |
|----|--|---|---|
| 1 | <p>First Period</p> <ul style="list-style-type: none"> ● Introduce oneself. ● Warm up (5 mins) <ol style="list-style-type: none"> 1. Greetings. 2. Tell Ss what we are going to do. <ul style="list-style-type: none"> ● Presentation & Practice (30 mins) <ol style="list-style-type: none"> 1. Introduce the eight characters on page 17. <ol style="list-style-type: none"> (1) He is Paul. He is a singer. 2. Introduce and create family tree. <ol style="list-style-type: none"> (1) Paul is my grandpa. 3. Use three sentences to introduce myself. 4. Ask Ss to introduce themselves. 5. T introduces two Ss to the class. 6. Ask Ss to get the introduction of five classmates <ul style="list-style-type: none"> ● Wrap up (10 mins) <ol style="list-style-type: none"> 1. Ask Ss to introduce themselves and introduce one of their classmates. | <p>Good morning, everyone.</p> <p>We are going to talk about “a person”. First, we are going to know the eight characters in the textbook, including their names, job, and relationship. Then, we are going to learn what family tree is. Finally, we are going to learn how introduce yourself or someone.</p> <p>Work in pairs. Open your textbook at page 17 and 21. Let’s look at these pictures on page17. Listen to me and repeat.</p> <p>We are Jamie now. This is our family tree on page 21.</p> <p>Next, we are going to create our real family tree.</p> <p>I’d like to introduce myself. I am Tina. I am a teacher. I am your teacher.</p> <p>It’s your turn. Work by yourselves. Please introduce yourself and write it down. Any questions?</p> <p>She is Anna. She is a student. She is my student.</p> <p>It’s your turn. Please get the introduction from five classmates. You have five minutes to do this.</p> <p>Introduce yourself and your classmate, everyone.</p> | <p>projector e-book</p> <p>textbook</p> <p>textbook blackboard chalks worksheet A blackboard chalks (oral test)</p> <p>blackboard chalks</p> <p>blackboard chalks</p> |

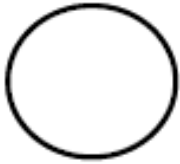
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|-----------------|--|---|--|
| | <p>2. Homework: worksheet A and exercises on page 17 and 21.</p> <p>End of First Period</p> | <p>That’s all for today. Remember your homework.</p> | <p>worksheet A textbook</p> |
| <p><u>2</u></p> | <p>Second Period</p> <ul style="list-style-type: none"> ● Introduce interrogative “who”. ● Warm up (7 mins) <ul style="list-style-type: none"> 1. Greetings. 2. Review. ● Presentation & Practice (35 mins) <ul style="list-style-type: none"> 1. What is “who”? 2. Sentence pattern 1 Who + be + S.? S. + be + job. (1) Who is Paul? He is a singer. 3. Sentence pattern 2 Who + be + S.? S. + be + name/relationship. (1) Who is he? He is Homer. (2) Who is he? He is Bart’s dad. ● Wrap up (3 mins) <ul style="list-style-type: none"> 1. Homework: worksheet B <p>End of Second Period</p> | <p>Good morning, everyone.</p> <p>Let’s review our last lesson. Turn to page 17.</p> <p>We are going to talk about a word “who”. First, we are going to know what “who” is. Next, we can use “who” to ask some questions. Finally, we are going to do more exercises to know the word “who”.</p> <p>You want to know “a person”, and you can ask a question “Who is he/she?”</p> <p>Open your textbook at page 17.</p> <p>Turn to page 22 and look at the picture.</p> <p>We are going to do the exercise 1 on page 22. Any questions?</p> <p>Work by yourselves. Please do exercise 2 and 3.</p> <p>I’ll hand out these copies. This is your homework. That’s all for today.</p> | <p>projector e-book</p> <p>blackboard chalks textbook</p> <p>worksheet B</p> |
| <p><u>3</u></p> | <p>Third Period</p> <ul style="list-style-type: none"> ● Reading comprehension. ● Warm up (5 mins) <ul style="list-style-type: none"> 1. Greetings. 2. Review. ● Presentation & Practice (30 mins) <ul style="list-style-type: none"> 1. Reading | <p>Good morning, everyone. Let’s review our last lesson.</p> <p>We are going to read “My Dear Family”.</p> <p>Turn to page 23 and look at the picture.</p> <p>Please answer the three questions</p> | <p>blackboard chalks</p> <p>projector e-book</p> |

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| <p>(1) Before You Read</p> <ul style="list-style-type: none"> ■ Q & A <p>(2) While You Read</p> <ul style="list-style-type: none"> ■ Who is the writer? ■ What is the reading about? ■ Find out the members in the writer's family. <p>(3) After You Read</p> <ul style="list-style-type: none"> ■ Q & A ● Wrap up (10 mins) <ol style="list-style-type: none"> 1. Let's review the reading. 2. Homework: Exercise at page 28. Bring a family photo. <p>End of Third Period</p> | <p>before the reading. Turn to the next page.</p> <p>Let's get started with the reading "My Dear Family".</p> <p>Next page, please.</p> <p>Please answer these questions after reading.</p> <p>Page 28 is your homework. That's all for today.</p> | <p>textbook (oral test)</p> <p>(oral test)</p> <p>projector e-book textbook</p> |
| <p>Fourth Period</p> <ul style="list-style-type: none"> ● Introduce my family. ● Warm up (5 mins) <ol style="list-style-type: none"> 1. Greetings. <ul style="list-style-type: none"> ● Presentation & Practice (20 mins) <ol style="list-style-type: none"> 1. Take part 3 as an example. 2. Introduce at least three members of your family in your writing. <ul style="list-style-type: none"> ● Wrap up (20 mins) <ol style="list-style-type: none"> 1. Report to the class. <p>End of Fourth Period</p> | <p>Good morning, everyone.</p> <p>We are going to write a paragraph to introduce your family.</p> <p>Open your textbook at page 29.</p> <p>Take out your family photo. Please use the five questions in the part 2 to introduce your family. You have ten minutes to do this. Any questions?</p> <p>Time's up! Have you finished?</p> <p>We need everyone to introduce at least one member of your family. Any volunteers?</p> <p>That's all for today.</p> | <p>projector e-book textbook worksheet C</p> <p>worksheet C (oral test)</p> |
| 指導注意事項 | | |
| 如有指導注意事項請在此說明，無則免填 | | |
| 參考資料 | | |
| 如有參考資料請在此說明，無則免填 | | |

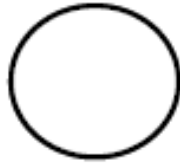
1. Attachment 1(worksheet A)

My Family Tree

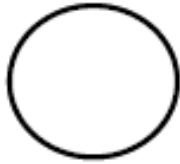
Class: _____ No.: _____ Name: _____



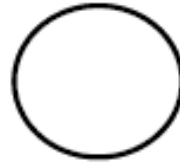
He is _____.



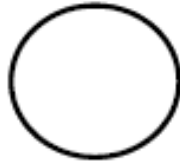
She is _____.



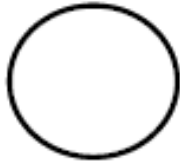
He is _____.



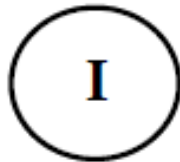
She is _____.



She is _____.



He is _____.



I am _____.

A. Introduce yourself.

Example I am Tina. I am a teacher.

1. I am _____. I am _____.

B. Introduce your family. (relationship/job)

Example Paul is my grandpa. He is a singer.

1. _____, _____ 2. _____, _____

3. _____, _____ 4. _____, _____

5. _____, _____ 6. _____, _____

2. Attachment 2(worksheet B)

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|-------------------------------------|--------------------------|------------------|------------------|
| <h2 style="margin: 0;">WHO?</h2> | | | |
| Class: _____ No.: _____ Name: _____ | | | |
| A. Introduce the Simpsons. | | | |
| Example I am Homer. | 1. I am Marge. | 2. I am Bart. | 3. I am Lisa. |
| (1) Marge is my wife. | (1) Homer is my _____. | (1) Homer _____. | (1) Homer _____. |
| (2) Bart is my son. | (2) Bart _____ my _____. | (2) Marge _____. | (2) Marge _____. |
| (3) Lisa is my daughter. | (3) Lisa _____. | (3) Lisa _____. | (3) Bart _____. |
| | | | |
| B. Draw the Simpsons family tree. | | | |
| | | | |

3. Attachment 3(worksheet C)

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| <h2 style="margin: 0;">My Dear Family</h2> | |
| Class: _____ No.: _____ Name: _____ | |
| A. Paste/Draw a family picture. | |
| | |
| B. Introduce your family. | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |