


基隆市 112 學年度國中小英語領域採全英語教學教案設計

領域/科目	英語文領域		設計者	吳沅宣
實施年級	四年級		教學節次	共 五 節
單元或主題 名稱	The food I eat			
設計依據： 學生能藉由此單元的學習應用在生活日常中，能詢問他人對食物的喜好，透過各種活動、小組合作及線上資源平台提升學生的學習興趣與延伸的學習。了解食物的來源及食物運送過程對時間、成本及環境的影響，懂得選擇在地當季食材的概念，並複習二年級雙語健康課所學的食物分類，設計出均衡飲食的餐盤。				
學習 重點	學習表現	<ul style="list-style-type: none">•1-II-3 能聽辨字詞是單音節或多音節，並辨識重音的音節。• 1-II-8 能聽懂簡易的教室用語。• 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。• 3-II-2 能辨識課堂中所學的字詞。•4-II-3 能臨摹抄寫課堂中所學的字詞。•4-II-4 能臨摹抄寫課堂中所學的句子。•5-II-2 在聽讀時，能辨識書本中相對應的書寫文字•6-II-1 能專注於教師的說明與演示。•6-II-2 積極參與各種課堂練習活動。•6-II-3 樂於回答教師或同學所提的問題。•6-II-4 認真完成教師交待的作業。•7-II-2 能妥善運用情境中的非語言訊息以幫助學習。	核心 素養	<u>總綱</u> <ul style="list-style-type: none">•A1 身心素質 與 自我精進•A2 系統思考 與 解決問題•B1 符號運用 與 溝通表達•B2 科技資訊 與 媒體素養•C2 人際關係 與 團隊合作 <u>領綱</u> <ul style="list-style-type: none">•英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，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-B2 具備使用各種資訊科技媒材進行自我學習的能力，以增進英語文聽說讀寫綜合應用能力及文化習俗之理解。•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	<ul style="list-style-type: none">•Ab-II-2 單音節、多音節，及重音音節。•Ac-II-1 簡易的教室用語。•Ac-II-3 第二學習階段所學字詞。•D-II-1 所學字詞的簡易歸類。		
	與其他領域/科目			

的連結	社會:社區互動、老店重生。 自然領域：計算並思考食物運送過程對時間、成本及環境的影響。 健體領域：選擇當季食材及均衡飲食。 閱讀素養教育 閱 II-E6 發展向文本提問的能力。 1. 能運用 Who、What、Where、When 問句來自我提問，以提取文義。 議題融入 環境教育 環 E5 覺知人類的生活型態對其他生物與生態系的衝擊。 品德教育 品 E3 溝通合作與和諧人際關係。 科技教育 科 E2 了解動手實作的重要性。		
教材來源	何嘉仁 SuperFun 4 Topic 2 Lesson4 及 Cool English 主要單字：cake ice cream milk juice water pizza food like 延伸單字：rice, bread, soup , coffee, tea, milk tea, soy milk 主要句型：Do you like milk? /Yes, I do. / No, I don't. I like juice. 延伸句型：Does he/she like ____? Yes, he/she does./ No, he/she doesn't.		
教學設備/資源	每節課共同：投影機、電腦、影音播放設備、計分海報 第一節課：ppt、單字閃示卡、單字撲克牌、疊杯、電子書、白板、白板筆、習作 第二節課：七塊板、蒼蠅拍、炸彈磁鐵、花椰菜、巧克力、附件一、學習單、桌遊板、轉針、透明花片、附件二、附件三 第三節課：特製字卡圍裙、附件四、附件五 第四節課：ppt、中型白板 第五節課：ppt、海報、附件六		
學習目標			
1. <u>學會本課單字及句型應用於日常生活中。</u> 2. <u>能詢問他人或描述自己喜好的食物。</u> 3. 學生能思考本單元故事中出現的問題、解決方法及結局。 4. <u>認識食物里程、碳足跡、當季及在地食材做出最好的消費選擇。</u> 5. <u>了解食物的來源及培養均衡飲食的習慣。</u>			
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
第一節 Section 1	一、引起動機 warm up (8 mins) 1. 教師詢問學生早餐通常是喝什麼飲品？ 2. 教師用 ppt 展示出一般早餐常見的飲品圖片，並詢問大家都喝哪種飲品居多。 3. 教師在黑板畫出統計表格，列出各飲品英語名稱，寫出統計的數量。	T: Hello, everyone, what do you drink for breakfast? T: Who drinks milk? Raise your hand. Who drinks juice? Who drinks tea? Who drinks water? Who drinks soy milk? Who drinks milk tea? T : Look at the blackboard,	 *ppt 圖片 參與度評

Name	milk	juice	tea	water	soy milk	milk	tea
quantity							

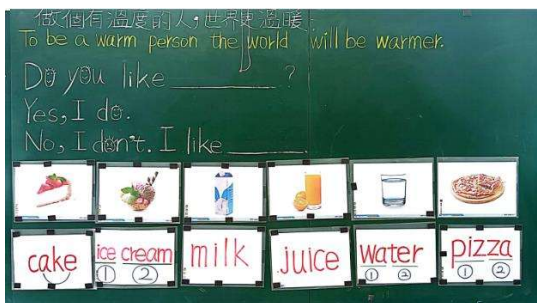
4. 請學生觀察課本 P.60 Theme Words 的圖片，引導學生說出圖片中的情境。



二、發展活動 Presentation & Practice (20 mins)

Activity 1: 請你跟我這樣說

- 教師將 L4 單字及圖卡貼至黑板上，以發音規則引導學生拼讀所有單字。 cake, ice cream, milk, juice, water, pizza
- 請學生聽辨字詞的音節數量跟著拍手方式計算，並詢問學生有兩個音節的單字重音節在第一還是第二。



- 全班分六組，教師播放電子書 L4 單字，請同學再跟著念讀一次，念得好的組別會在計分海報加一分。

teacher will write how many students drink milk for breakfast.

T : Please look at p.60, what do you see in the picture?

S : ice cream, milk, pizza.....

T: Can you see different food trucks?

S:Yes.

T: Can you see food trucks in Taiwan?

S:Yes.

T: What kind of food trucks do you see?

S: Drink food truck, pizza food truck and stinky tofu food truck.

T: Great. That's right!

T:Show me your hands and repeat after me, a_e pronounce [e], say **cake**, and clap hands 1 time. **Ice cream**, clap two times, because there are two syllables. Is the stress on the first syllable or the second syllable?

T: **water**, clap two times, Is the stress on the first syllable or the second syllable?

T: **pizza**, clap two times, Is the stress on the first syllable or the second syllable?

S:S follow teacher's instruction.

T: please repeat E-book vocabulary again. Teacher will see which group is good, you can get one point.

量

口說評量

*閃示卡
參與度評
量

*計分海報
口說評量



Activity 2: 請你跟我這樣做

遊戲 game

4. 每組發下一套 L4 單字撲克牌, 組長先念出一個單字, 再輪下一位組員念單字, 組員聽到該單字用疊杯蓋上單字撲克牌, 最快蓋上單字撲克牌即可拿走字卡。



5. 教師播放電子書延伸單字學習
rice, bread, soup, coffee, tea

三、統整與總結 Reinforcement and Wrap-up (12 mins)

1. 教師說出單字, 全體學生把圖畫在白板上, 一分鐘內完成該組加一分。

T: Each group leader says one word (ex. Milk), others use cup to cover the word.

T: The fastest to cover the word is the winner and can keep the card.

T: Group members take turns to say one word.

S: Students play the game.

T: Who gets the most cards, raise your hand, teacher will give you a stamp on your book.

*單字撲克牌

*疊杯

參與度評量

T : Let's learn more words, please speak loudly.

*電子書
口說評量

T: Take out your white board and listen carefully.

T: 1. draw pizza. (after 1 minute)

T: Time's up. Show me your white board.

S: Students raise their white board.

T: 2. draw milk.....

T: Great. You can get one point.

*白板、白板筆
聽力評量

T: look at the black board

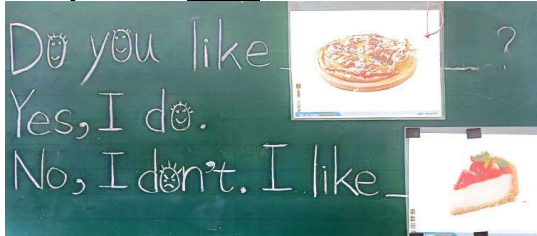
	<p>2. 指導學生寫出黑板上空格的字母於白板上。</p>  <p>3. 指導學生看 Cool English 網站 https://www.coolenglish.edu.tw/mod/scorm/player.php?a=25515&currentorg=food_1_2022_organization&scoid=71480 做字彙 - 食物 (Food)-練習 1</p> <p>4. 指導習作單字書寫 P.36。</p> <p>一、 引起動機 warm up (5 mins)</p> <p>1. 教師使用七塊板引導學生用 chant 方式複習 L4 單字。</p> <p>2. 你拍我說 (遊戲)</p> <p>2-1 教師將全班分兩組，一組是男生 另一組是女生。</p> <p>2-2 教師拿粉紅色棒子拍到單字 cake, 女生須起立拍手說 I like cake, 拿藍色棒子拍到單字 pizza, 男生須起立拍手說 I like pizza, 拍到炸彈須跳起來說 BOOM</p>	<p>and write down the correct answer in your white board.</p> <p>T: Please look at Cool English website, and let's practice vocabulary.</p> <p>T : Take out your workbook and open to page 36. Write down the vocabulary.</p> <p>Teacher uses 7 pieces of bamboo sticks to instruct students to read each word for three times. T: Everyone, read it by yourself for three times. S: Students follow T's instruction. T: The pink swat is for girls, when teacher touches the word "cake", boys you have to stand up and clap your hands to say "I like cake". T: The blue swat is for boys, when teacher touches the word "pizza", girls you have to stand up and clap your hands to say "I like pizza". T: When teacher touches the picture of bomb, you should jump and clap and say "BOOM"</p>	<p>*白板、白板筆 參與度評量</p> <p>Cool English</p> <p>*習作 參與度評量</p> <p>*七塊板 *蒼蠅拍 *炸彈磁鐵</p>  <p>口說評量</p>
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二、發展活動 Presentation & Practice (25 mins)

句型教學

*Do you like ____? Yes, I do.

*Do you like ____? No, I don't.



1. 教師帶念本課句型
2. 教師播放 L4 句型相關影片
<https://www.youtube.com/watch?v=frN3nvhIHUk>
3. 教師手拿花椰菜唱 Do you like broccoli?
Yes, I do. Yummy! 學生跟著唱
4. 教師手拿巧克力唱 Do you like chocolate?
Yes, I do. Yummy! 學生跟著唱
5. 教師手拿花椰菜巧克力唱 Do you like broccoli chocolate? No, I don't. Yucky. 學生跟著唱
3. 教師使用 Canva 教學本課句型 (附件一)

轉轉樂 (桌遊)

4. 教師設計桌遊, 4-6 人一組, 練習本課句型



Sentence Pattern Teaching

T: Everyone, repeat after me to read the sentence.

T: Let's watch the video.

T: Everybody, sing along with me, Do you like broccoli?

S: Do you like broccoli?

T: Yes, I do.

S: Yes, I do.

T: Do you like chocolate?

S: Do you like chocolate?

T: Yes, I do.

S: Yes, I do.

T: Do you like broccoli chocolate?

S: Do you like broccoli chocolate?

T: No, I don't. Yucky.

S: No, I don't. Yucky.

T: Let's watch the video, teacher will show you how to play the board game.

T: Do you have any questions?

T: Everyone should choose one chips and spin the pointer take turns.

T: Group leader come here and get the board game materials.

T: Who is the winner, raise your hand, and teacher will

*閃示卡、
投影機、
影片、花
椰菜、巧
克力、
Canva







口說評量

*桌遊板、
轉針、透
明花片、
桌遊影片

實作評量

小小調查員

5.教師發下學習單指導學生去訪問兩位同學對食物的喜好，對於喜愛的食物畫☺，不喜歡的畫☹。（附件二）

						
Name:	cake	pizza	ice cream	juice	milk	water
1.	☺	☺	☺	☺	☺	☺
2.	☺	☺	☺	☺	☺	☺

三、統整與總結 Reinforcement and Wrap-up (10 mins)

- 1.教師用籤桶抽出學生座號詢問學生
Do you like ice cream?
2. Does he/she like ____? 句型延伸教學
- 3.教師依前位學生的回答，詢問全班學生 Does he like ice cream?
4. 統整 Do 和 Does 用法



5. 重組句子

教師在黑板上任意寫出錯誤句子排序，每位學生須在白板上寫出正確的排序句子

6. 情境考驗題（附件三）

7. 回家功課

give you a stamp.

T: Please stand up and find two partners to finish the worksheet.

T: Use the sentence pattern

“Do you like ____?” to ask your partner, and draw the face.

T: Number 11, do you like ice cream?

S1: Yes, I do.

T: Everybody, does he like ice cream?

Ss: Yes, he does.

T: Number 20, do you like cake?

S2: No, I don't. I like pizza.

T: Everybody, does she like cake?

Ss: No, she doesn't.

T: Look at the black board
When should we use “do”?

S: you, they, we,

T: When should we use “does”?

S: He, she, it.

Unscramble sentence

T: Look at the black board and write the correct sentence on your white board.

T: Time's up. Raise your board.

T: Look at the screen and read the sentence, please raise your hand if you can tell me the correct answer. If you got the right answer, your group can get one point.


T: Your homework is

*學習單
實作評量


*籤桶
字卡
口說評量


*黑板、白
板、白板
筆
實作評量

*電子書
實作評量

<p>第三節 Section 3</p>	<p>習作 p. 36~p. 37, 上一節課未完成 36 頁者請回家完成。</p> <p>一、 引起動機 warm up (5 mins)</p> <p>麥當勞特派員</p> <ol style="list-style-type: none"> 教師扮演麥當勞小姐詢問學生 Do you like _____? 學生若回答 Yes, 則從教師所穿的圍裙拿走老師說的單字圖卡。若回答 No 需說出 No, I don't. I like pizza. 再從教師的圍裙取走自己喜愛食物圖卡。  <p>二、 發展活動 Presentation & Practice (25 mins)</p> <p>Story time (Topic 2 故事)(附件四) 學生曾在學 Lesson 3 看過此故事電子書一遍, 因 L3 和 L4 共用同一個故事。</p> <p>故事內容提問</p> <ol style="list-style-type: none"> 帶領學生閱讀本課 p. 48-53 故事, 不會的字圈起來, 運用 5W 請學生試著說出故事內容。 簡單說明故事內容, 並依故事內容提問。 	<p>workbook p.36~p.37</p> <p>T: Hello! everyone, I am Miss McDonald. T: Do you like juice? S: Yes, I do. (take out the juice picture from teacher's apron) T: Do you like cake? S: No, I don't. I like pizza. (take out the pizza picture from teacher's apron)</p> <p>T : Look at the story of textbook. What do you think the content of the story? T: Please use 5W to say the story. S: students try to say something. T: Answer my questions, if you get the right answer, your group can get one point.</p> <ol style="list-style-type: none"> 1. What time is it? 2. What do they see at the corner? 3. Does the shop look nice? 4. What does the lady have in her hands? 5. Does the man like the ice cream? 6. Do you want to go to the 	<p>*圍裙、單字圖卡 口說評量</p> <p>*電子書、電腦、投影機、計分海報 口說評量</p>
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	<p>素養導向提問</p> <p>3. 並利用素養提問將課程內容與學生生活經驗做連結。</p> <p>3-1 你觀察過社區中有哪些商店?這些商店滿足了我們什麼樣的生活需求?</p> <p>3-2 你能怎麼幫助蛋糕店恢復生意呢?</p> <p>3-3 你會想擁有屬於自己的店嗎?你夢想中的店是什麼樣子?</p> <p>課文對話練習</p> <p>4. 教師播放電子書, 請學生仔細觀看聆聽故事。</p> <p>5. 再次播放電子書, 請學生跟著覆誦對話。</p> <p>6. 兩人一組會話練習。</p> <p>6. 角色扮演</p> <p>三、統整與總結 Reinforcement and Wrap-up (10 mins)</p> <p>1. 配合課本 P.55 請學生思考故事中出現的問題、解決方法及結局, 並將對應的情節連線配對。</p> <p>Read and Match </p>  <p>2. 回家功課</p>	<p>cake shop? Why or Why not?</p> <p>Teacher will ask you questions according to your life experience.</p> <ol style="list-style-type: none"> 1. Do you know what kinds of shops are open in your community? How do these shops help us with our lives? 2. How would you help the dessert shop to improve business? 3. Would you like to have a shop of your own? What is your dream shop like. <p>T : Let's watch the E-book. T: Show me your finger on the sentence of book and repeat after the E-book. T: Stand up to find a partner and practice the story conversation. T: Let's have a role play, anyone volunteer?</p> <p>T: Turn to page 55 and think about the problems, solutions, and endings in the story. Read and Match.</p> <p>T: Which is plan 1 T: Which is plan 2 T: what's the ending?</p> <p>Homework</p>	<p>口說評量</p> <p>*課本、電子書 課室觀察 評量</p> <p>*課本 課室觀察 評量</p>
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<p>第四節 Section 4</p>	<p>2-1 掃描課本第 48 頁 QR code 複習 課文對話</p> <p>2-2 依據課文內容完成學習單（附件 五）</p> <p>一、 引起動機 warm up (7 mins)</p> <p>Food Journey</p> <p>1. 跟著食物去旅行, 教師播放影片 Farms and Food for Kids 讓學生了解 食物如何從農場到餐桌 https://www.youtube.com/watch?v=WazK8e88axE</p> <p>二、 發展活動 Presentation & Practice (25 mins)</p> <ol style="list-style-type: none"> 1. 教師透過影片及課本 p. 63 的學習 內容，說明食物生產與運送的過 程。 2. 教師運用 Fun Facts PPT 延伸教 學「食物里程」。 3. 教師運用 Fun Facts PPT 延伸教 學「碳足跡」。(1) 碳足跡的意義 (2) 各國碳足跡標籤。 4. 教師運用 Fun Facts PPT 延伸教 學「在地當季食材」。 <p>4-1 吃在地當季食材的意義</p>  <p>三、統整與總結 Reinforcement and Wrap-up (8mins)</p> <ol style="list-style-type: none"> 1. 教師運用 ppt 帶領全班進行「消費 	<p>T: Scan textbook p.48 QR code and review the context. T: Write down the Worksheet.</p> <p>Food Journey T: Let's watch the video and learn how food comes from a farm to your table</p> <p>T : What do you learn from the book or video?</p> <p>T : Let's see the ppt and understand what is food miles, what is carbon footprint and what is local and seasonal food.</p> <p>T: Do you have any questions?</p>	<p>*學習單</p> <p>*影片、電 腦、投影 機 課室觀察 評量</p> <p>*ppt、電 腦、投影 機 課室觀察 評量</p>
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	<p>大挑戰」</p> <p>1-1 牛奶的選擇</p> <p>1-2 肉類的選擇</p> <p>1-3 當季食材的選擇</p> <p>1-4 衛生紙的選擇</p> <p>2. 回家功課</p> <p>小組討論並回家上網查詢當季蔬果的資訊,下次上課上台分享並帶全班念蔬果的英文。</p>  <p>一、引起動機 warm up (10mins)</p> <p>1. 小組上台分享上一節的回家作業</p> <p>2. 除了吃當季的食物,教師詢問學生什麼是健康的飲食?</p> <p>二、發展活動 Presentation & Practice (20 mins)</p> <p>1. 教師指導學生了解食物的兩大來源: 植物與動物</p> <p>https://www.youtube.com/watch?v=</p>	<p>T: Will you choose New Zealand milk or local milk? Why?</p> <p>T: Will you buy Taiwan pork or American ham? Why?</p> <p>T: Will you eat tangerine or mango in June in Taiwan? Why?</p> <p>T: Will you use tissue paper or toilet paper? Why?</p> <p>Homework</p> <p>T: Each group discuss with your partner for your homework now. Please surf internet to search about seasonal food at home. How to say the name of vegetable or fruit in English.</p> <p>T: If you don't know how to write, please look at the white board.</p> <p>T: You have to share your information next time.</p> <p>T: Each group come to the front take turns and share your seasonal food.</p> <p>T: Teach everyone how to say the name of fruit or vegetable in English.</p> <p>T: Apart from eating seasonal foods, can you tell me, what is a healthy diet?</p> <p>T: Let's see the video?</p> <p>T: Do you know where does our food come from?</p> <p>S: plants and animals.</p>	<p>*ppt 口說評量</p> <p>*中型白板</p> <p>口說評量</p> <p>*影片、海報 課室觀察 口說評量</p>
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	<p><u>PnSCciL_K3g</u> (Where does our food come from)</p> <p>2. 教師指導學生上 Cool English 平台閱讀 The food I eat https://www.coolenglish.edu.tw/mod/resource/view.php?id=50948&forceview=1</p> <p>3. 學生學會表達 I eat _____ for breakfast/lunch/dinner.</p> <p>4. 運用閱讀 The food I eat 介紹食物五大分類，並強調均衡的飲食才健康</p>  <p>三、統整與總結 Reinforcement and Wrap-up (10mins)</p> <p>1. 指導學生上 Cool English 平台閱讀 Quiz - The Food I Eat 我吃的食物 https://www.coolenglish.edu.tw/mod/scorm/player.php?a=25516&currentorg=the_food_i_eat_2022_organization</p>	<p>T: Let's read "The food I eat" in Cool English website.</p> <p>T: What do you eat for breakfast? S: I eat ____ for breakfast. T: What do you eat for lunch? S: I eat ____ for lunch.. T: What do you eat for dinner? S: I eat ____ for dinner.</p> <p>T: Look at this poster, can you tell me food groups. S : Dairy, Fruits, Grains, Vegetables, Protein. T: Do you like cheese? S: Yes, I do. T: Cheese is for dairy or protein? S: Dairy. T: Do you like fish? T: Fish is for what? T: Do you like noodles? T: Noodles is for what? T: Do you like cabbage? T: Cabbage is for what? T: We should keep balanced diet in our daily life, this is just a healthy diet.</p> <p>T: Please log in Cool English and finish the quiz "The food I Eat". T: Please choose the correct answer.</p>	<p>口說評量</p> <p>*海報 口說評量</p> <p>*Chrome Book 參與度評量</p>
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	<p>tion&scoid=71482&newattempt=on</p> <p>2. 配置我的餐盤遊戲</p> <p>遊戲規則:至台東縣社區營養推廣中心網站, 拖曳食物放置餐盤上. 放好食物再按下完成鍵</p> <p>https://ttcnpc.ttshb.gov.tw/nutrition-info/my-plate/game/</p> <p>回家功課</p> <p>我是營養師</p> <p>1. 每位同學輪流當營養師, 用 Do you like _____? 句型去詢問一位夥伴並幫他/她設計一份早餐需含食物的五大類, 下次上課上台分享你設計的餐盤。(附件六)</p> 	<p>T : Let's play my plate game.</p> <p>T: Please click in Taitung County Community Nutrition promotion center website.</p> <p>T: Can you see it?</p> <p>T: Use the mouse to click on the food and drag it to the plate.</p> <p>T: When you finish, please press "Done" button. The answer will be showed to you. Please read in detail.</p> <p>Homework</p> <p>I am a nutritionist</p> <p>T : Use "Do you like _____?" sentence pattern to ask a partner. What does he/she like? Write down.</p> <p>T: Design a plate for your partner for breakfast that has five food groups in worksheet. If you don't know how to do it, look at the picture.</p> <p>T: You can stand up and ask your partner now.</p> <p>T: Please show us your plate next time.</p>	<p>*學習單 課室觀察</p>
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指導注意事項

1. 班級程度大多呈現雙峰現象, 進行全英教學對低成就的學生來說相當不容易, 教師需採異質性分組來協助低成就學習者, 每組都有程度最好者來帶領組員以利完成每項活動。
2. 教師需運用各種活動、遊戲、影音、圖片等具體方式引導學生, 讓學生更了解學習的內容減輕其困難度。
3. 進行小組活動時教師需於各組巡視, 了解各組學習狀況並給予適當的提示或協助。
4. 食物分類在二年級雙語健康課曾學習過應用於本單元主題再次提醒學生均衡飲食的重要性。
5. 透過每節課的統整與總結活動, 學生的成果與回饋給予教師了解其學習狀況做後續的修正, 讓教師的教學更完善。

參考資料

1. Cool English

https://www.coolenglish.edu.tw/mod/scorm/player.php?a=25515¤torg=food_1_2022_organization&scoid=71480 做字彙 - 食物 (Food)-練習 1

2. Do you like broccoli ice cream song

<https://www.youtube.com/watch?v=frN3nvhlHUK>

3. Farms and Food for Kids

<https://www.youtube.com/watch?v=WazK8e88axE>

4. Super Fun B4 Topic 2 彈性課程教學包

<https://neweteaching.hess.com.tw/TeachingResources>

6. SF4 T2 Fun Facts 補充資源影片-跟著食物去旅行 - YouTube

7. Where does our food come from)

https://www.youtube.com/watch?v=PnSCciL_K3g

8. Cool English 閱讀 The food I eat

<https://www.coolenglish.edu.tw/mod/resource/view.php?id=50948&forceview=1>

9. 閱讀 Quiz - The Food I Eat 我吃的食物

https://www.coolenglish.edu.tw/mod/scorm/player.php?a=25516¤torg=the_food_i_eat_2022_organization&scoid=71482&newattempt=on

10. 台東縣社區營養推廣中心網站

<https://ttcnpc.ttshb.gov.tw/nutrition-info/my-plate/game/>

11. 食物餐盤

<https://www.xn--kprylv09opmbp64h.com/2020/12/my-plate.html>

附錄

附件一 (Canva 句型教學)

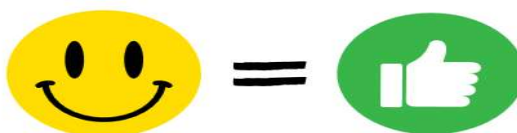
Let's take a step more.



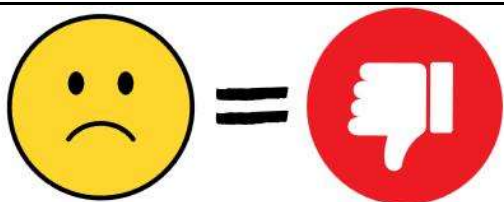
Yes, I do.



No, I don't.



Yes, I do.



No, I don't.

5

Are you ready?

6

Do you like donuts?



7

Do you like donuts?



8

Do you like durian?



9

Do you like durian?



10

Do you like durian?



11

Do you like popcorn?



12

Do you like popcorn?



Do you like egg?





15



16



19



20



21



22



23



24

Step 2. Your partner answers your question.

您的夥伴回答您的問題

B. Ask and Draw

Do you like cake?

Yes, I do.



25

Step 3. Draw the face.

😊 = Yes, I do

☹ = No, I don't.

B. Ask and Draw

Do you like cake?

Yes, I do.



26

Step 4. Your partner asks you.

換你的夥伴問你問題

B. Ask and Draw

Do you like cake?



















Yes, I do.




27




附件二


小小調查員




						
Name:	cake	pizza	ice cream	juice	milk	water
1.						
2.						


附件三（情境考驗）




 I like pizza.


(A) 	(B) 	(C) 
--	--	--


 I don't like juice.




(A) 	(B) 	(C) 
--	---	--

 Do you like cake?

(A) 	(B) 	(C) 
--	--	--

 Do you like ice cream?

 Yes, I do.

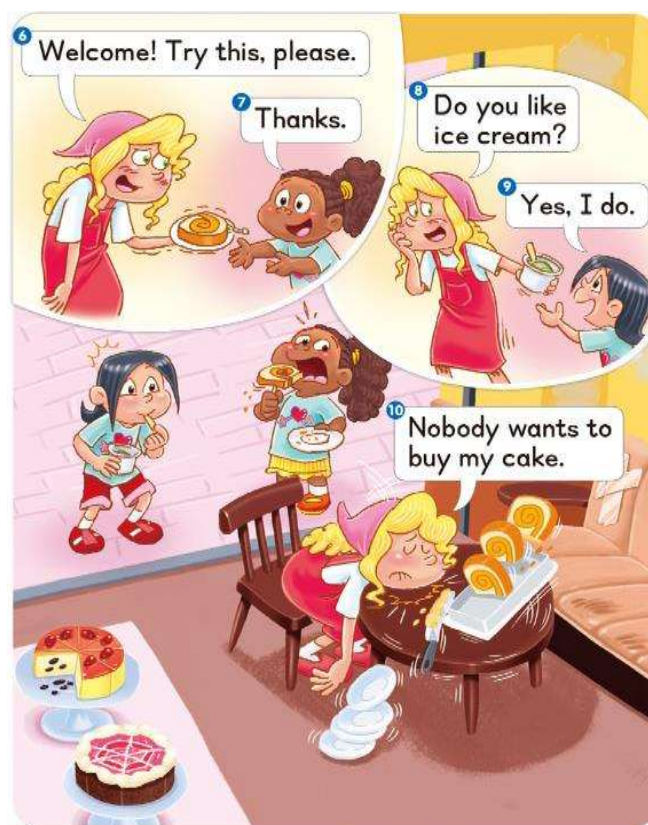
(A) 	(B) 	(C) 
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 Do you like milk?

 No, I don't.

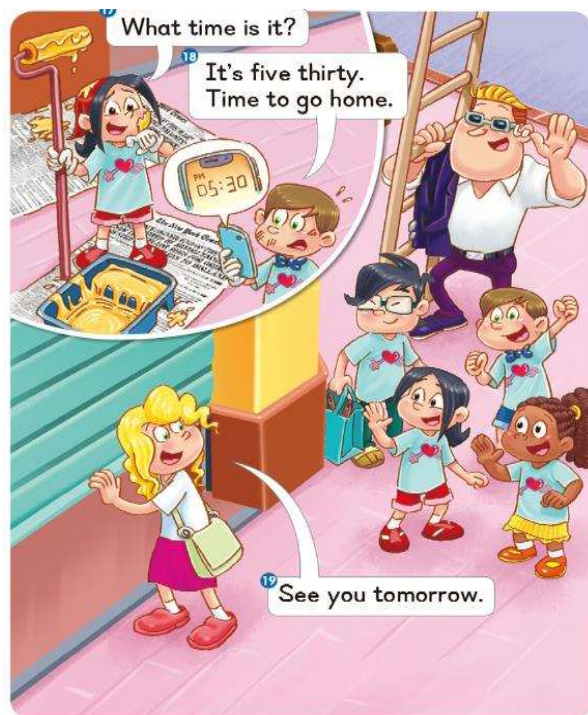
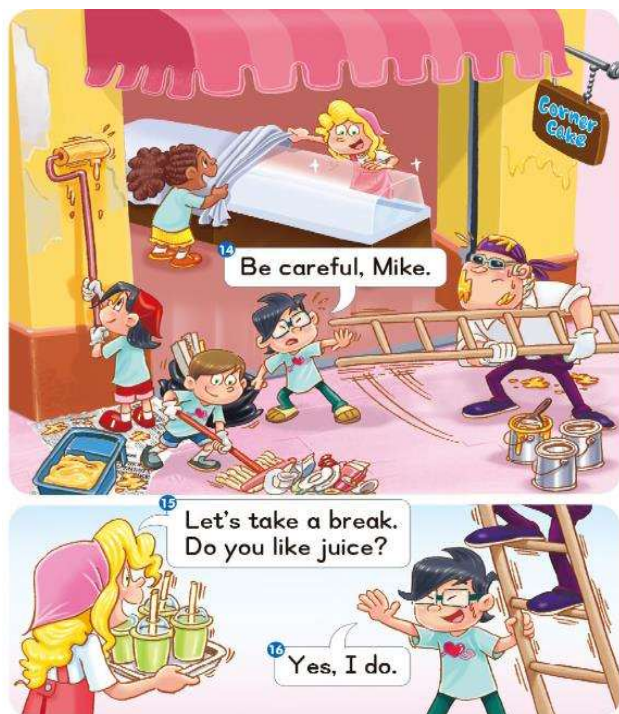
(A) 	(B) 	(C) 
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附件四 Story Time

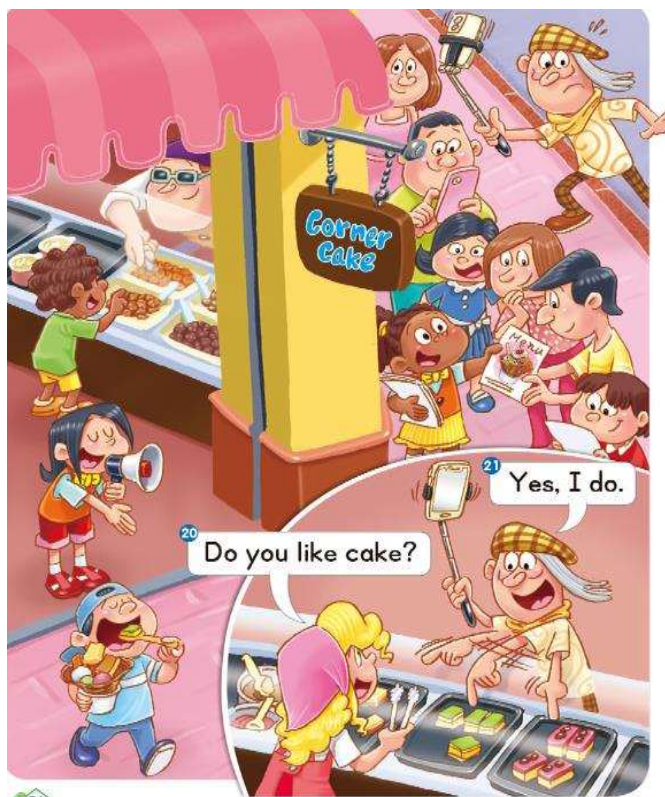


• maybe 也许; make 使; place 地方; nice 好的; clean 干净的

51



• tomorrow 明天



54
ty-four

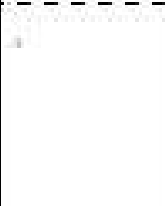


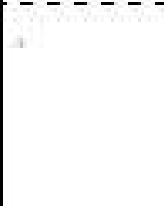
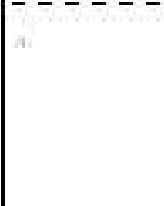
• menu 菜单

附件 五 閱讀學習單

Worksheet

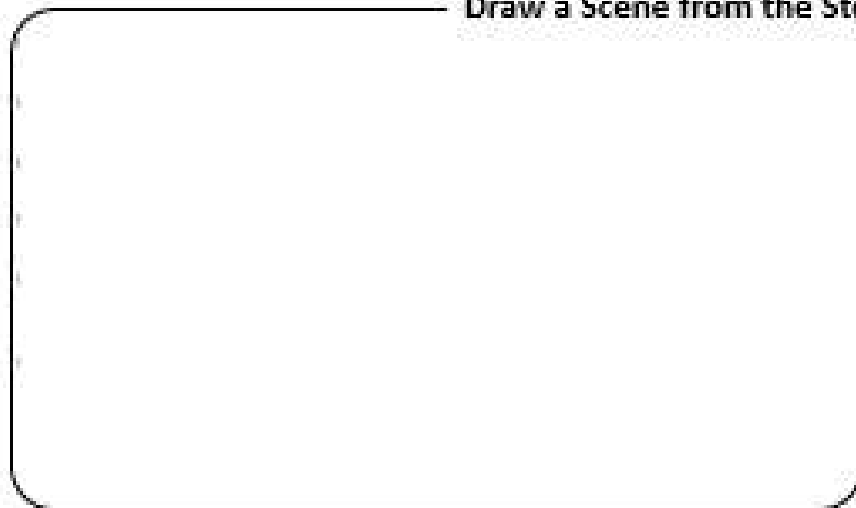
Class: _____ Name: _____ Number: _____

A. Write down and draw a picture for the new words you have learned from the story. 請將你學到的新單字寫下來，並畫圖。

1. n.	2. n.	3. n.	4. n.	5. n.
				

B. Draw a Scene from the Book.
請將你最喜歡的場景畫下來，並記錄頁碼。

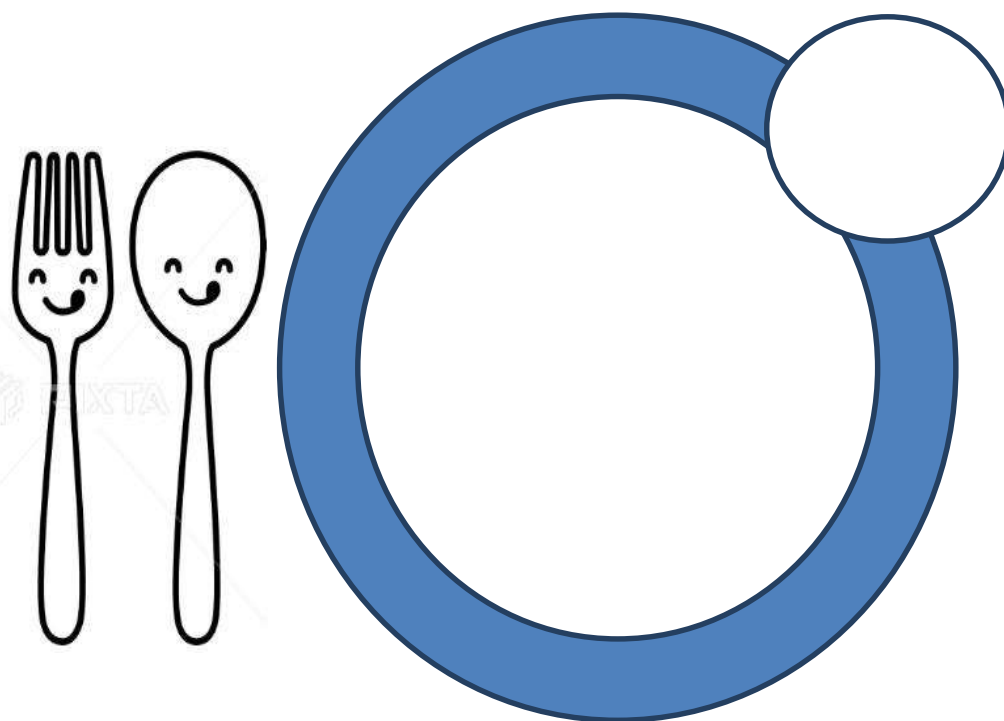
Draw a Scene from the Story.



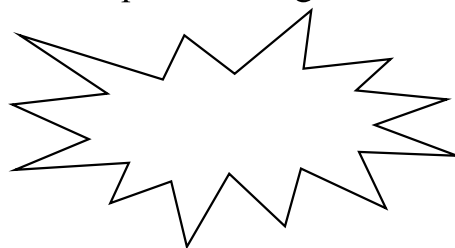
worksheet

Class : _____ Name: _____ Number: _____

A. Use “Do you like _____?” sentence to ask your partner and design a breakfast plate .(用“Do you like _____?”句型詢問你的夥伴並設計一份早餐餐盤, 用寫或用畫都可)



Your partner's Signature



教學實況



教師用七塊板引導學生用 chant 複習單字



我拍你說活動



請你跟我這樣做 (疊杯蓋字遊戲)



與外師協同教學句型活動



轉轉樂 (桌遊活動)



小小調查員