

附件一


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	賈蕙齊
實施年級	四年級		教學節次	共 3 節
單元或主題名稱	What are these?			
設計依據				
學習重點	學習表現	<ul style="list-style-type: none">● <u>1-II-7 能聽懂課堂中所學的字詞。</u>● <u>1-II-8 能聽懂簡易的教室用語。</u>● <u>2-II-3 能說出課堂中所學的字詞。</u>● <u>2-II-4 能使用簡易的教室用語。</u>● <u>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。</u>● <u>3-II-2 能辨識課堂中所學的字詞。</u>● <u>3-II-3 能看懂課堂中所學的句子。</u>● <u>5-II-2 在聽讀時，能辨識書本中相對應的書寫文字。</u>● <u>6-II-1 能專注於教師的說明與演示。</u>● <u>6-II-2 積極參與各種課堂練習活動。</u>● <u>6-II-4 認真完成教師交待的作業。</u>● <u>7-II-2 能妥善運用情境中的非語言訊息以幫助學習。</u>	核心素養	<ul style="list-style-type: none">● <u>A2 系統思考與解決問題</u> (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。)● <u>B1 符號運用與溝通表達</u> (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。)● <u>C2 人際關係與團隊合作</u> (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">● <u>Ac-II-1 簡易的教室用語。</u>● <u>Ac-II-2 簡易的生活用語。</u>● <u>Ac-II-3 第二學習階段所學字詞。</u>● <u>B-II-1 第二學習階段所學字詞及句型的生活溝通。</u>		
與其他領域/科目的連結				
教材來源		翰林 Here We Go 3		
教學設備/資源		閃卡, 句型條, 投影機		
學習目標				

- 能聽、說、讀、寫本課單字及句子，並能用這些句子及生字詢問他人，並做適當的回答。
- 能適當應用及回答日常用語（Here you are. / How about you?）。
- 能聽辨及運用字母拼讀法讀出以 v-、f-開頭的 CVC 單字，如：van, vat, vet, fan, fat, fun。
- 能正確使用 this / that / these / those，並了解其適用情境。

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	<p>一、引起動機 (10 分鐘)</p> <p>教師事先準備好 PPT 播放學過的單字（如 pen, pencil, eraser, ruler, book, marker 等）。</p> <p>近距離問答</p> <ol style="list-style-type: none"> 1. 學生 A、B 均至台前, 面對面一問一答: 2. A 指螢幕上圖片：What's this? B: It's a _____. <p>遠距離問答</p> <ol style="list-style-type: none"> 1. 學生 A、B 在座位上 2. A 指螢幕上圖片：What's that? 3. 4. 5. 6. B: It's a _____. 	<p>教師： "Let's start with a fun activity! Can I have two students, A and B, come to the front, please?"</p> <p>教師： "Student A, point to the picture and ask, 'What's this?'"</p> <p>學生 A： (指向螢幕上的圖片) "What's this?"</p> <p>教師： "Good! Now, Student B, you answer, 'It's a pen.'"</p> <p>學生 B： "It's a pen."</p> <p>1.教師： "Now, we will do it from your seats. Student A and Student B, look at the screen. Student A, point to the picture and ask, 'What's that?'"</p> <p>學生 A： (指向螢幕上的圖片) "What's that?"</p> <p>教師： "Student B, you answer, 'It's an eraser.'"</p> <p>學生 B： "It's an eraser."</p>	<p>PPT 播放學過的單字（如 pen, pencil, eraser, ruler, book, marker 等）。</p>

<p>兩人一組, 自創對話</p> <p>PPT 播放包括以下句子和示意兩人指物問答的簡圖</p> <p>A: What's this? (配合一手指近物圖)</p> <p>B: It's a <u>pen</u>.</p> <p>A: What's that? (配合一手指遠物圖)</p> <p>B: It's a <u>ruler</u>.</p> <ol style="list-style-type: none"> 兩人一組利用自己的文具, 兩兩互相問答以上句型。 自願的學生上台發表練習成果 <h2>二、發展活動 (25 分鐘)</h2> <p>教師準備單字圖 PPT</p> <ol style="list-style-type: none"> pen, pencil, eraser, ruler, book, marker apples, bananas, oranges, watermelons, hamburgers, hot dogs, sandwiches <p>利用學生學過的單字引入新句型 "What are these?" (5 分鐘):</p> <p>教師 PPT 播放有一支筆的圖片，</p> <p>教師接著展示同樣單字的複數圖片（如：數枝筆、尺）。教師近距離指圖問："What are these?" 並強調複數形式。</p>  <p>(copilot designer AI 產生)</p>	<p>"Now, you will work in pairs. Use your own stationery and practice the sentences we learned. Look at the screen for examples."</p> <p>"Find a partner. One of you will be Student A and the other Student B. Take turns asking and answering."</p> <p>"Would any pair like to come to the front and show us what you practiced?"</p> <p>問全班："What's this?" 學生回答："It's a pen."</p> <p>"Now, look at these. What are these?"</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 20px;"></div>	<p>學生的文具</p> <p>教師準備單字圖 PPT</p> <ol style="list-style-type: none"> pen, pencil, eraser, ruler, book, marker apples, bananas, oranges, watermelons, hamburger s, hot dogs, sandwiches

學生可能不知如何回答，

學生跟讀 "They're pens. / They're rulers."

教師重複這個過程幾次，使用不同的單字
圖片卡或實物（如：pencil, eraser...等）。

學生： "They're erasers."



(copilot designer AI 產生)

教師 PPT 播放有單字的複數圖片（如：數
枝尺）。



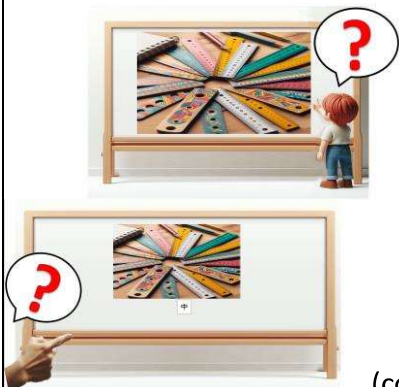
(copilot designer AI 產生)

教師靠近指圖說： "What are these?" 引導學
生回答: They're rulers.

教師誇大動作站在遠處指圖問: What are
those? 再誇大動作靠近圖片指圖說: What
are these?

問孩子有什麼不同? 引導孩子說出 “這些” /
“那些”

教師 PPT 播放 “複數單字且示意遠近的
圖”，學生跟讀並練習這些句子 (5 分鐘):



AI 產生)

教師逐句帶讀問句，學生跟讀。

教師引導說： "They're pens. /
They're rulers."

"Let's try another one." (指向
多個橡皮擦的圖片) "What
are these?"

"Good! 'These' means close,
and 'those' means far."

	<p>教師再逐句帶讀答句，學生跟讀。</p> <p>教師事先準備好 PPT 播放學過的單字複數圖片（如 3 pens, 5 pencils, 2 erasers... 等）。</p> <p>近距離問答 學生 A、B 均至台前, 面對面一問一答:</p> <p>A 指螢幕上圖片：What are these?</p> <p>B: They're pencils.</p> <p>遠距離問答 學生 A、B 在座位上 A 指螢幕上圖片：What are those?</p> <p>B: They're ____.</p> <p>兩人一組, 自創對話 (10 分鐘)</p> <p>PPT 播放包括以下句子和示意兩人指物問答的簡圖</p> <p>A: What are these? (配合一手指近物圖) B: They're <u>pens</u>. A: What are those? (配合一手指遠物圖) B: They're <u>rulers</u>.</p> <p>1. 兩人一組利用自己的文具, 兩兩互相問答以上句型。</p>	<p>"Student A, point to the picture and ask, 'What are these?'"</p> <p>"Student B, you answer, 'They're pencils.'"</p> <p>"Now, from your seats. Student A, point to the picture and ask, 'What are those?'"</p> <p>"Student B, you answer, 'They're rulers.'"</p> <p>"Now, work in pairs. Use your own stationery and practice the sentences we learned. Look at the screen for examples."</p> <p>"Find a partner. One of you will be Student A and the other Student B. Take turns asking and answering." "Excellent! Practice with different items. I will walk around and listen to your conversations."</p>	<p>教師事先準備好 PPT 播放學過的單字複數圖片（如 3 pens, 5 pencils, 2 erasers ... 等）。</p> <p>口頭測驗: 學生兩兩一組，根據圖片進行對話，教師評分。</p> <p>互動表現: 學生在情境模擬中使用日常用語，教師觀察學生互動情況並進行評價。</p>
--	---	--	---

	<p>2. 自願的學生上台發表練習成果</p> <p>三、總結(5 分鐘)</p> <p>1.回顧今天的學習內容</p> <p>學生:"What are these?"</p> <p>學生: "They're pens."</p> <p>"What are those?"</p> <p>"They're rulers."</p> <p>回家作業: 寫出課堂上自創對話(兩組問答)</p> <p>教師展示示例 :</p> <p>A: "What are these?"</p> <p>B: "They're apples."</p> <p>A: "What are those?"</p> <p>B: "They're sandwiches."</p> <p>學生: You too!</p>	<p>"Would any pair like to come to the front and show us what you practiced?"</p> <p>"Great job, everyone! You all did very well. Let's give them a big hand."</p> <p>"Let's review what we learned today."</p> <p>"Today we learned how to ask and answer questions about things close and far."</p> <p>"Can anyone tell me, what do we say for things close to us?"</p> <p>"Good! And how do we answer?"</p> <p>"Yes! What do we say for things far from us?"</p> <p>"Perfect! And how do we answer?"</p> <p>"Very good!"</p> <p>"For homework, please write a short dialogue."</p> <p>"Write two questions and two answers, like this:"</p> <p>"You can use any of the words we learned today. Try to be creative!"</p> <p>"Do you have any questions about the homework?"</p> <p>"Remember to bring your homework to class tomorrow. Have a nice day!"</p>	
--	--	--	--

一、引起動機 (5 分鐘)

What do you see?

教師準備單字圖片卡 (apples, bananas, oranges, watermelons, hamburgers, hot dogs, sandwiches)、小白板、PPT

教師展示一張由各種水果、飲料和食物組成的的圖畫，讓學生說說看到什麼。



A creative cake designed to look like a car, made from various fruits and vegetables. The cake is shaped like a vintage car with a large, round body and a flat roof. The roof is made of a thick layer of green frosting, possibly representing grass or a roof. The sides of the car are decorated with layers of fruit, including slices of orange, banana, and other fruits. The wheels are also made of fruit, with orange slices forming the main part of the wheels and smaller fruits like grapes and berries forming the tires. The car is surrounded by more fruit, including bananas, grapes, and berries, scattered on the surface. The overall theme is healthy eating and creative cake design.



鼓勵學生用英語回答，激發學生對新單字的好奇心和興趣。

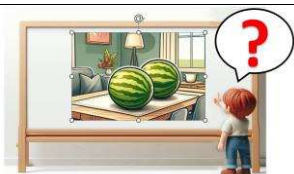
總結並引導至下一部分

1. 展示圖片與發音練習

"Let's look at some new words today! Here are some pictures."

教師準備單字圖片卡（apples, bananas, oranges, watermelons, hamburgers, hot dogs, sandwiches）、小白板、PPT 教師展示一張由各種水果、飲料和食物組成的的圖畫

	<p>教師展示每個單字的圖片卡（apples, bananas, oranges, watermelons, hamburgers, hot dogs, sandwiches）。 教師逐一發音，學生跟讀。 每個單字都進行三次跟讀練習。</p> <p>2.拼寫練習(Phonics : Letter sound) 教師在黑板上寫出每個單字，並分解拼寫。</p> <p>教師帶領學生拼讀單字，並講解每個單字的拼寫規則。 學生用白板筆在小白板上拼寫單字，強化記憶。</p> <p>3.配對遊戲 教師將單字圖片卡和拼寫卡混合放置在桌上。 學生兩人一組，將圖片卡與相應的拼寫卡配對。</p> <p>每組完成後，教師檢查並給予反饋。</p> <p>(二)運用新單字 (15 分鐘)</p> <p>1.運用新生字, 複習上次學的句型 "What are these?" (5 分鐘): 教師播放 PPT:含情境的單字圖(apples, bananas, oranges, watermelons, hamburgers, hot dogs, sandwiches 各圖中呈現出物品與說話者有遠近不同的距離) 教師依圖示逐句帶讀問句、答句，學生跟讀。</p>	<p>"This is an apple. Repeat after me, 'apple'." "Great! One more time, 'apple'." "One last time, 'apple'."</p> <p>"Let's spell 'apple'. A-PP-LE. Say it with me." "Try to say the letter sound and write down the word at the same time."</p> <p>"Write 'apple' on your boards." "Great! Now write 'banana'."</p> <p>"Now, let's play a matching game! Find the picture and the word." 學生 A: "This is 'apple'. Where is the word?" 學生 B: "Here it is!"</p> <p>"Great job, everyone! You matched 'apple' (the picture) and 'A-P-P-L-E' correctly!"</p> <p>"Look at the screen. What are these?"</p>	<p>教師給出單字，學生拼讀，教師根據拼讀正確性評分</p> <p>教師給出單字，學生拼讀，教師根據拼讀正確性評分。</p>
--	---	---	--



(copilot designer AI 產生)

(PPT 呈現圖片: 小孩指近處兩個西瓜)

What are these?

They're watermelons.

教師逐句帶讀問句、答句，學生跟讀。



(copilot designer AI 產生)

(PPT 呈現圖片: 小孩指遠處兩個西瓜)

What are these?

They're watermelons.

2. 運用新生字引導學生練習`第二句型:

教師播放 PPT: 展示含情境的單字圖，教師依圖意加入問答練習：

Do you like _____?

Yes, I do.



(copilot designer AI 產生)

(圖 1 情境: 一男孩和女孩在對話, 男孩上方有問號, 女孩上方有愛心, 兩人在白板前對話, 白板上是 oranges, 圖意為男孩在問女孩對 oranges 的好惡, 女孩示意喜愛 oranges)

教師引導學生依圖問答：

A: Do you like oranges? (提醒用複數型 oranges, 而非 orange)

B: Yes, I do.

"Good job! 'These' for near, 'those' for far."

"Now, let's ask 'Do you like...?' Look at the picture."

學生跟讀：

教師: "A: Do you like oranges?"

學生: "A: Do you like oranges?"

教師: "B: Yes, I do."

學生: "B: Yes, I do."

教師展示 PPT 另一張含兩張情境的單字圖，教師依圖意加入問答練習：

Do you like _____?

No, I don't. I like _____.



(copilot designer AI 產生)

(圖 2 情境:一男孩和女孩在對話, 男孩上方有問號, 女孩搖頭, 兩人在白板前對話, 白板上 hot dogs, 圖意為男孩在問女孩對 hot dogs 的好惡, 女孩示意不喜歡 hot dogs)

(圖 3 情境:一男孩和女孩在對話, 女孩上方有愛心, 兩人在白板前對話, 白板上有 sandwiches 圖意為女孩表達喜歡 sandwiches.)

教師引導學生依圖問答：

A: Do you like hot dogs?

B: No, I don't. I like sandwiches."

3.兩人一組, 自創對話

PPT 播放以下句型:

A: Do you like _____?

B: Yes, I do.

A: Do you like _____?

B: No, I don't. I like _____.

1. 兩人一組兩兩互相問答以上句型。

2. 自願的學生上台發表練習成果

學生 A 和學生 B 上台：

學生 A: "Do you like hot dogs?"

學生 B: "No, I don't. I like hamburgers."

"A: Do you like hot dogs? B: No, I don't. I like sandwiches."

學生跟讀：

教師: "A: Do you like hot dogs?"

學生: "A: Do you like hot dogs?"

教師: "B: No, I don't. I like sandwiches."

學生: "B: No, I don't. I like sandwiches."


"Now, work in pairs. Practice with different items. I will walk around and listen to your conversations."

"Who wants to share their dialogue? Come to the front and show us!"

"Great job! Well done!"

"Now, let's talk about your homework for today."

口頭表現:
學生在小組活動和情境應用中，使用所學句型進行交流，教師觀察並給予反饋。

	<p>三、交待回家作業 (5 分鐘)</p> <p>1.學生將今天學到的新單字抄寫五遍，並畫出每個單字對應的圖片。</p> <div data-bbox="241 422 615 569"></div> <p>(O) (X) (copilot designer AI 產生)</p> <p>2. 寫出課堂上自創對話(兩組問答, 共 4 句)</p> <p>3. 回家收集自己喜歡的食物圖片(複數)一張, 且查一查英文怎麼說。</p>	<p>"First, write each new word we learned today five times. Then, draw a picture for each word. For example, 'apples'—draw some apples. Like this." (教師在黑板上畫了 4 個蘋果的簡單圖)</p> <p>"Next, write the dialogue you created in class. Remember, it should be two questions and two answers. Like this: 'Do you like apples?' 'Yes, I do.' 'Do you like bananas?' 'No, I don't. I like oranges.'"</p> <p>"Finally, find a picture of your favorite food. Make sure there is more than one, so it's plural. For example, if you like apples, find a picture with many apples. Then, look up the English word for it. Bring the picture to class."</p> <p>"Great! Have fun with your homework. See you next time!"</p>	
第三節	<p>第三節課</p> <p>一、熱身活動 (5 分鐘):</p> <p>教師準備單字圖片卡 (apples, bananas, oranges, watermelons, hamburgers, hot dogs, sandwiches)、小白板、PPT</p> <p>學生準備喜愛的食物圖片</p> <p>老師展示圖片卡，學生複習說出上次學習的新單字，並分享自己最喜歡的水果或食物。</p>	<p>教師： "Look at these pictures. What do you see?"</p> <p>學生： "Apples, bananas, oranges..."</p> <p>教師： "Great! Now, tell me your favorite fruit or food."</p>	<p>教師準備單字圖片卡 (apples, bananas, oranges, watermelons, hamburgers, hot dogs, sandwiches)、小白</p>

	<p>二、強化句型 (15 分鐘): 利用學生學過的新句型 "What are these?" 訪問同學帶來分享的食物為何 (5 分鐘):</p> <p>兩人一組, 自創對話 (10 分鐘) PPT 播放以下句型: A: What are these? B: They're _____. B: Do you like _____? A: Yes, I do. / No, I don't. I like _____.</p> <p>請兩位自願者上台示範</p> <p>兩人一組兩兩互相問答以上句型。</p> <p>自願的學生上台發表練習成果</p> <p>發下登記表請台下觀眾記錄台上同學對各種食物的喜好。</p> <p>三、字母拼讀學習 (15 分鐘) 內容: v (van, vat, vet) / f (fan, fat, fun) 教師準備字母拼讀學習內容: v (van, vat, vet) / f (fan, fat, fun) 生字及生字圖卡</p>	<p>學生 1 : "I like bananas." 學生 2 : "I like hot dogs."</p> <p>教師訪問學生: 教師 : "What are these?" (展示一張學生帶來的食物圖片) 學生 : "They' re oranges." 教師 : "Do you like oranges?" 學生 : "Yes, I do."</p> <p>"Now, let's practice with a partner."</p> <p>教師 : "Who wants to come up and show us?" 自願學生 1 : "What are these?" 自願學生 2 : "They' re hamburgers. Do you like hamburgers?" 自願學生 1 : "Yes, I do."</p> <p>"Now, work with your partner and practice these sentences."</p> <p>"Who wants to come up here to share with the class?"</p> <p>"Use this form to record what your classmates like and don't like."</p>	<p>板、PPT 學生準備喜愛的食物圖片</p> <p>口頭表現: 學生在小組活動和情境應用中, 使用所學句型進行交流, 教師觀察並給予反饋。</p> <p>字母拼讀</p>
--	--	--	---

<p>1. 能聽說讀寫出上述六個字 教師展示每個單字的圖片卡（van, vat, vet, fan, fat, fun）。</p> <p>教師逐一發音，學生跟讀。 每個單字進行三次跟讀練習。</p> <p>學生用白板筆在小白板上拼寫單字。</p> <p>2. 能聽辨、正確發音 v-和 f-為字首的字 教師播放 v-和 f-開頭的單字錄音，學生辨別並重複發音。</p> <p>教師進行聽辨練習，播放單字錄音，學生舉手回答是 v-還是 f-開頭。</p> <p>3. 能閱讀及唸出課本上的 chant 教師在黑板上展示 chant 文字： There is a van. The vet is in the van. The vet has fun with a fan in the van.</p> <p>教師逐句示範讀出 chant，學生跟讀。 教師和學生一起多次練習 chant，直到學生能流利朗讀。</p> <p>4. 完成習作 P25 C 大題和 D 大題 教師說明習作 P25 C 大題和 D 大題的要求。 學生獨立完成習作，教師巡視並協助。</p> <p>四、回家作業 (5 分鐘) 練習上述六個生字發音。</p> <p>練習課堂所學的 chant：</p>	<p>教師："Look at this card. What is this?"（展示 van） 學生："Van." 教師："Let's say it together, van, van, van."</p> <p>"Now, let's write these words."（教師在黑板上寫出單字） Please take out your white board and marker and practice with me. "V - A - N, van. Let's spell it together."</p> <p>"Listen and tell me, is it v- or f-?"</p> <p>"Let's read this chant together."</p> <p>"Now, let's do the exercises in your workbook on page 25, part C and D." Let's listen and circle.</p> <p>"Practice the pronunciation of these six words at home: van, vat, vet, fan, fat, fun."</p>	<p>學習內容： v (van, vat, vet) / f (fan, fat, fun) 生字及生字圖卡</p> <p>教師給出單字，學生拼讀，教師根據拼讀正確性評分</p>
--	--	---

		"Practice the chant we learned today:	
第四節	<p>第四節課</p> <p>一、引起動機 (5 分鐘)</p> <p>利用簡短的问候語和對話練習，幫助學生熟悉新的日常用語。</p> <p>教師問候學生並介紹當天要學習的新句型</p> <p>教師通過情境示範如何使用這些句型。可以使用圖片或道具來幫助學生理解。</p> <p>教師請幾名學生上前，進行示範對話。</p> <p>學生兩人一組練習新的句型。教師巡視並提供幫助和反饋。</p> <p>二、發展活動 (30 分鐘)</p> <p>日常用語教學(10 分鐘)</p> <p>1.教師展示新的句型：</p> <p>"Here you are." "Thank you."</p> <p>"How about you."</p>	<p>教師："Good morning, class!"</p> <p>學生："Good morning, teacher!"</p> <p>教師："Today, we will learn some new phrases: 'Here you are.' 'Thank you.' and 'How about you.' Let's practice together!"</p> <p>教師："If I give you something, I say, 'Here you are.' And you say, 'Thank you.'"（教師遞給學生一張圖片）</p> <p>學生："Thank you."</p> <p>教師："If I tell you what I like, I can ask you, 'How about you?' For example, 'I like apples. How about you?'"</p> <p>學生（隨機一名）："I like bananas."</p> <p>教師："Let's have a few pairs show us their practice. Who wants to go first?"</p>	

	<p>2.教師與學生進行簡單示範： 教師："Here you are."（遞給學生一張圖片） 學生："Thank you." 教師："I like apples. How about you?" 學生："I like bananas."</p> <p>3.學生兩人一組練習新的句型： 學生 A："Here you are."（遞給學生 B 一張圖片） 學生 B："Thank you." 學生 A："I like oranges. How about you?" 學生 B："I like watermelons."</p> <p>角色扮演遊戲(20 分鐘)</p> <p>1.教師事先準備好角色扮演道具（如餐廳情境海報、食物圖片等），設置一個餐廳點餐的情境及 PPT 播放對話架構。</p> <p>2.說明角色扮演的情境：A 和 B 在餐廳點餐，先詢問店員食物為何，再討論決定各自的餐點並完成點餐、取餐。各學生說明可以參考 PPT 所展示的對話。</p> <p>3.請三位自願的學生三人一組，兩人 A、B 扮演顧客，一人 C 扮演店員，到台前示範。</p> <p>A："What are these?"（指黑板上餐廳情境海報中近處食物圖片） C："They're hamburgers." B："What are those?"（指黑板上餐廳情境海報中遠處食物圖片） C："They're hot dogs." A："I like hamburgers. How about you?" B："I like hot dogs." A："Two hamburgers, please."（和 C 店員點餐） B："Two hot dogs, please."（和 C 店員點餐）</p>	<p>"Today, we will practice ordering food in a restaurant. students A and B are customers, and C is the waiter. A and B will ask about the food, decide what you want, and order it. Student C will tell A and B the food they pointed at is _____. (the name of the food)"</p> <p>"Who wants to come up here and try?" "We need 3 persons."</p> <p>"Great job! Does anyone else want to try? Remember to speak clearly and use the phrases we practiced."</p>	<p>學生在情境模擬中使用日常用語，教師觀察學生互動情況並進行評價。</p> <p>角色扮演道具（如餐廳情境海報、食物圖片等）</p>
--	---	---	---

	<p>C: "OK! Here you are." (遞給 A 和 B 食物圖片)</p> <p>A, B: "Thank you."</p> <p>4. 確認理解, 確認學生有沒有問題。</p> <p>5. 教師發下如 PPT 中所示的句型架構學習單。</p> <p>三人一組, 自創對話, 並練習熟練。</p> <p>自願的學生上台發表練習成果。</p> <p>三、回家作業 (5 分鐘)</p> <p>抄寫同組的自創對話</p>	<p>"Do you have any questions about the dialogue? Is everyone clear about what to do?"</p> <p>"Now, let's work in group of three persons, in your groups, create your own dialogue and practice."</p> <p>"Who wants to come up and show us your conversation?"</p> <p>"Now, let's talk about your homework for today."</p> <p>write the dialogue you created in class.</p>	<p>學生在小組活動和情境應用中, 使用所學句型進行交流, 教師觀察並給予反饋。</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			
附錄			
如有附件請在此說明, 並將附件 放置在教案後方			