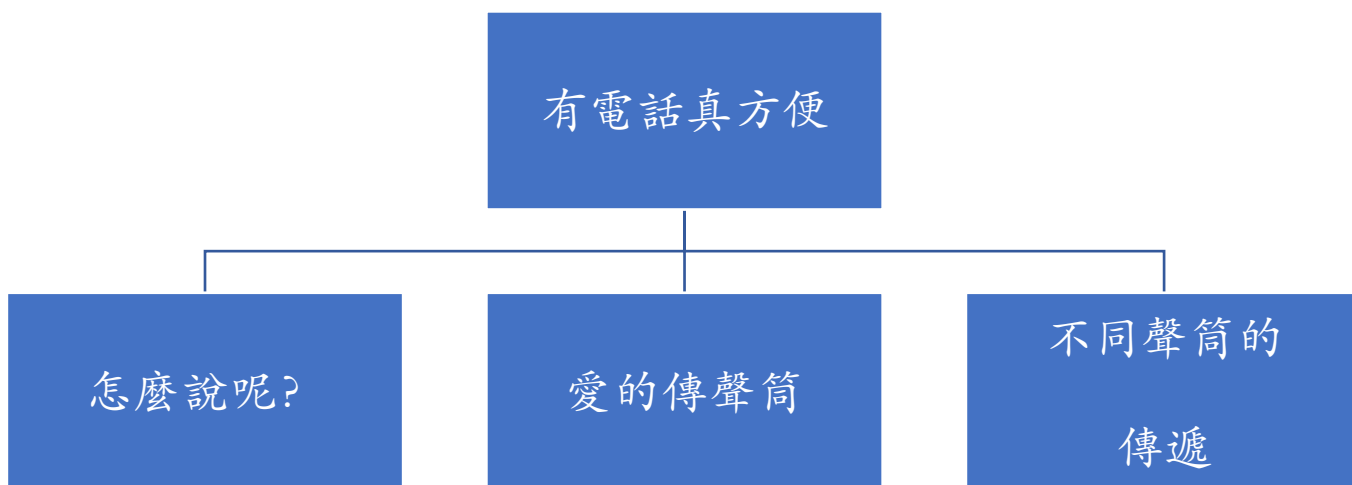


110 學年度下部分領域雙語生活課程教案設計(單元三)

1、課程架構



2、單元設計

單元名稱	單元主題	單元活動
有電話真方便	一、怎麼說呢?	我會使用電話正確的回應
	二、愛的傳聲筒	能製作自己的傳聲筒
	三、不同傳聲筒的效果	能辨識不同傳聲筒中哪一種材質及大小傳聲效果最好

(二)(每個單元)教學設計/教案

單元名稱	有電話真方便	教學設計者	文湘娥、鐘筱嵐、謝依倩
學習對象	二年級下學期	學習節次	三節課(120 分鐘)
學習內容	<p>A-I-2 事物變化現象的觀察。</p> <p>C-I-3 探究生活事物的方法與技能。</p> <p>D-I-1 自我與他人關係的認識。</p>		
學習表現	<p>1-I-4 珍視自己並學習照顧自己的方法，且能適切、安全的行動。</p> <p>2-I-5 運用各種探究事物的方法及技能，對訊息做適切的處理，並養成動手做的習慣。</p> <p>6-I-4 關懷生活中的人、事、物願意提供協助與服務。</p>		
學習目標	<ol style="list-style-type: none"> 1.能知道接聽電話後正確的回應。 2.能開口練習適切的電話用語 3.能有禮貌地傳遞電話訊息。 4.能在不同的情境下利用電話傳遞訊息 5.能辨識不同傳聲筒中哪一種材質及大小傳聲效果最好 		
教學方法	口頭提問、討論教學法、分組合作學習		
教學資源	<ul style="list-style-type: none"> •教學 ppt。 •學習單。 		
學科英語詞彙	<p>Vocabulary: hello, maybe, listen, pick up, phone, big/small, tighter/looser, cotton/plastic string</p>		
學科英語句型 (視教材內容)	<p>Sentence patterns:</p> <ol style="list-style-type: none"> 1. Listen! What do you do? 2. Trash to go! 3. Drop! (跌) Cover! (掩) Hold on!(穩) 4. Stop and wait! 5. Go to the door and see who it is! 6. Pick up the phone! 7. My dad is not home. 我爸爸不在家 8. My mom is not available. 我媽媽不方便接電話 9. I am home alone. 我一個人在家 10. My mom goes shopping. 我媽媽去買東西 11. Excuse me? One more time, please! 聽不清楚，請再說一遍 12. Who is calling, please? 請問哪裡找 13. What do you want? 你想要幹嘛 14. Who are you? 你是誰 15. Which cups give louder sound? 16. Which strings give louder sound? 		

教學主題一: 有電話真方便	教學資源	評量
<p>活動一 怎麼說比較好</p> <p>一、引起動機：(5") 教師播放不同的聲音，測試學生對不同聲音的反應</p> <p>T: Listen! (播放垃圾車的聲音) What do you do? Ss: Trash to go! Trash to go! T: Listen! (播放防災演習的聲音) What do you do? Ss:...</p> <p>T: Yes! Drop! (趴) Cover! (掩) Hold on!(穩) Say it together! Ss: Drop! (趴) Cover! (掩) Hold on!(穩) T: Listen! (播放平交道柵欄放下的聲音) What do you do? Ss:...</p> <p>T: Yes! Stop and wait! Say it together! Ss: Stop and wait! T: Listen! (播放門鈴的聲音) What do you do? Ss:...</p> <p>T: Yes! Go to the door and see who it is! Say it together! Ss: Go to the door and see who it is! T: Listen! (播放電話的聲音) What do you do? Ss:...</p> <p>T: Yes! Pick up the phone! Say it together! Ss: Pick up the phone!</p> <p>2、發展活動：(30') (一)由情境引導小朋友練習接電話後回應的方式。</p> <p>T: After you pick up the phone, what do you do? Ss: ...</p> <p>T: Maybe! Let's take a look! (播放不同情境下接電話後回應的方式) T: Okay or not okay? Ss: Not okay! (T 重複三種不同情境詢問學生)</p> <p>T: After you pick up the phone, you say "Hello?" (T 播放電話的聲音) Ss: Hello? T: What do you say after "Hello?" Ss:...</p> <p>T: After "Hello?" we say our name! Hello? This is.... Let's say it together!</p>	<p>歌曲 PPT</p> <p>影片 PPT 玩具 電話</p>	<p>態度 檢核 參與 討論</p> <p>態度 檢核 參與 討論</p>

<p>Ss: Hello? This is ... T: Who wants to try? Ss: Me! (T 請學生上台做情境演練) T: What do we do then? Ss: ... T: Maybe! Let's take a look! (播放不同情境下接電話後回應的方式) T: Okay or not okay? Ss: Not okay! (T 重複三種不同情境詢問學生)</p> <p>(二) 教師請學生依據不同情境判斷適合的回應。 T: What do you say after your name? Discussion time! Come to the teacher and get the paper. (T 給每組學習單討論) T: Let's see what we can do and what we can't do. Can you say ...? 1. My dad is not home. 我爸爸不在家 2. My mom is not available. 我媽媽不方便接電話 3. I am home alone. 我一個人在家 4. My mom goes shopping. 我媽媽去買東西 5. Excuse me? One more time, please! 聽不清楚, 請再說一遍 6. Who is calling, please? 請問哪裡找 7. What do you want? 你想要幹嘛 8. Who are you? 你是誰 (T 請學生上台演練每個選項, 帶領全部學生檢視正確答案) T: Can you say, "My dad is not home?" Ss: No, we can't. (T 重複相同步驟檢視每個選項的正確答案)</p> <p>3、綜合活動:(5') T: Let's practice what to say after we pick up the phone! Ring! "Hello? This is... Who's calling?" Ss:.. 老師教唱 chant。 Pick up the phone. Pick it up, pick it up. Pick up the phone. Say, "Hello?" Pick up the phone. Pick it up, pick it up. Pick up the phone. Don't say, "My dad's not home!" [總結性-口語評量] : 檢視學生是否能聽懂 what do you do 和使用 We can..及 We can't ...的句型回應正確的電話用語。且能跟著旋律吟唱與主題相關的英語歌曲。 [對應學習目標] : 1.能知道接聽電話後正確的回應。 2.能開口練習電話用語 1.能思考哪個是接聽電話後正確的回應。2. 能開口練習正確的電話回應用語。</p>	<p>學習單</p> <p>歌曲</p>	<p>參與討論</p> <p>口語評量 參與態度</p>
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活動二愛的傳聲筒

1、 引起動機：(10")

1.老師播放電話鈴聲，學生使用英文回應。

T: Ring! "Hello? This is... Who's calling?"

Ss:...

2.老師複習 chant

Pick up the phone. Pick it up, pick it up. Pick up the phone. Say, "Hello?"

Pick up the phone. Pick it up, pick it up. Pick up the phone. Don't say, "My

dad's not home!"

2、 發展活動：(25')

(一) 由情境引導如何有禮貌地傳遞電話訊息。

(T 請一位志願者上台和老師做情境演練)

T: Ring!

S: Hello? This is... Who's calling?

T: This is ... Is your dad home?

(T 詢問全班同學以下情境該如何回應)

T: What do you say when your mom is not home?

Ss:...

T: What do you say when your mom is home?

Ss:...

T: Let's take a look! (T 播放影片)

T: (暫停影片後) Okay or not okay? (重複不同的情境)

(二)小組討論如何在不同的情境下如何正確回應。

T: What do you say when your mom is not home? (秀 ppt 圖片)

Discussion Time!

Ss:..

T: Which group wants to show us?

Ss: Me!

T: Good job! Let's say it again in English? (T 播放影片)

She is not home. Can I take a message, please?

T: What do you say when your dad is home? (秀 ppt 圖片) Discussion Time!

Ss:..

T: Which group wants to show us?

Ss: Me!

T: Good job! Let's say it again in English? (T 播放影片)

Just a minute, please!

T: What do you say when you can't hear it clearly? (秀 ppt 圖片)

Discussion Time!

Ss:..

歌曲

態度
檢核
參與
討論

Ppt

態度
檢核
參與
討論
分組
實作

vide
o

<p>T: Which group wants to show us? Ss: Me! T: Good job! Let's say it again in English? Excuse me? One more time, please! T: What do you say when you end a phone? (秀 ppt 圖片) Discussion Time! Ss:.. T: Which group wants to show us? Ss: Me! T: Good job! Let's say it again in English? Okay! Thank you! Goodbye!</p>	<p>小白板 白板筆 ppt</p>	<p>態度 檢核 參與 討論</p>
<p>(三) 小組討論如何利用電話傳遞愛的訊息並用小白板寫下。 T: Why do we make a phone call? Discussion Time! Write down your answer on the board. T: Are you done? Take your board to the teacher! (T 收回小白板並一一檢視小組的答案) T: Why do we make a phone call? Let's take a look! We make a phone call to ask questions. Ring! "Hello! This is ... Who's calling?"(讓學生利用投影片上的對話來回應) Ss: "Hello! This is ...Do you know the homework today?" T: Why do we make a phone call? Let's take a look! We make a phone call to greet family and friends. Ring! "Hello! This is ... Who's calling?"(讓學生利用投影片上的對話來回應) Ss: "Hello! This is ...Happy New Year! T: Why do we make a phone call? Let's take a look! We make a phone call to order food delivery. Ring! "Hello! This is Pizza Hut. May I help you?" (讓學生利用投影片上的對話來回應) Ss: "Hello! Can I have one pizza, please? T: Why do we make a phone call? Let's take a look! We make a phone call to ask for help. Ring! "Hello! This is 113. May I help you?" (讓學生利用投影片上的對話來回應) Ss: "Hello! This is ... I need help!</p>	<p>圖片 紙張</p>	<p>態度 檢核 參與 討論</p>
<p>三 綜合活動 : (5') 老師教唱 chant。 Pick up the phone. Pick it up, pick it up. Pick up the phone. Say, "Hello?" Pick up the phone. Pick it up, pick it up. Pick up the phone. Ask, "Wanna come and play at my home?"</p>	<p>學習單</p>	<p>態度 檢核 實作 評量</p>

<p>[總結性-口語評量]：檢視學生是否能不同的情境下使用英語 <i>Can I take your message?/Just a minute, please!/ Excuse me? One more time, please!</i> 回應並能根據不同需要利用電話傳遞訊息。</p> <p>[對應學習目標]： 由情境引導如何有禮貌地傳遞電話訊息。能在不同的情境下利用電話傳遞訊息 ~~ 第 2 節結束 ~~</p> <p>活動三 不同傳聲筒的效果</p> <p>一 引起動機：(5")</p> <p>T: How do we answer the phone? Do you remember? Ss: Yes! T: Really? Let's take a look! (播放影片) Let's read it together!</p> <p>二 發展活動：(25')</p> <p>(1) 引導學生探討不同傳聲筒中哪一種傳聲效果最好。</p> <p>T: Look here! Here are so many different phones. (介紹不同的傳聲筒) These cups are bigger. These cups are smaller. Which cups give louder sound? Ss:...</p> <p>T: Maybe! This string is looser. This string is tighter. Which string gives louder sound? Ss:...</p> <p>T: Maybe! This is cotton string. This is plastic string. Which string gives louder sound? Ss:...</p> <p>T: Maybe! Group discussion! (小組討論哪一種傳聲筒的傳聲效果最好。)</p> <p>T: Are you done? Give me your paper. Let's take a look! Which cups give louder sound? Who wants to try? (請兩位學生上台試用不同大小的紙杯傳聲筒)</p> <p>T: Which cup gives louder sound? The bigger one or the smaller one? Ss: The bigger one! T: That's right! Who wants to try too? (請兩位學生上台試用不同大小的養樂多傳聲筒)</p> <p>T: Which bottle gives louder voice? The bigger one or the smaller one? Ss: The bigger one! T: That's right! Next, who wants to try? (請兩位學生上台試用不同鬆緊的傳聲線)</p>	<p>vide o</p> <p>學習 單 ppt</p> <p>紙杯 養樂 多杯 棉線 塑膠 繩</p>	<p>態度 檢核 參與 討論</p> <p>態度 檢核 參與 討論</p>
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T: Which string gives louder sound? The looser one or the tighter one?

Ss: The tighter one!

T: That's right! Next, who wants to try?

(請兩位學生上台試用不同材質的傳聲線)

T: Which string gives louder sound? The cotton one or the plastic one?

Ss: The cotton one!

T: That's right!

(二) 引導學生探討多了第三方的傳聲筒所造成的傳聲效果。

T: Look here! If we put one more string on the string, can we hear the sound?

Ss:...

T: I don't know! Let's try it!

Every group has one set of phone, one more string and one more cup.

Tie the shorter string on the longer string. Three students take the paper cups and talk to one another. Can you hear the sound?

(發給每組試驗的材料進行三方通話測試)

T: Are you done? Can everyone hear the sound?

Ss: Yes/No!

T: That's right! Yes, because the string is tight. No, because the string is loose. Let's try it again. (學生嘗試鬆緊不同的三方通話)

三 綜合活動：(10')

老師教唱 chant。

Pick up the phone. Pick it up, pick it up. Bigger cup louder than smaller cup.

Pick up the phone. Pick it up, pick it up. Tighter string louder than looser string.

Pick up the phone. Pick it up, pick it up. Cotton string louder than plastic string.

Pick up the phone. Pick it up, pick it up. One, two, three, together, pick~it up!

[總結性-口語評量]：檢視學生能聽懂 big/small, tighter/looser/cotton/plastic string 及唱與主題相關的 chant。

[對應學習目標]：能辨識不同傳聲筒中哪一種材質及大小傳聲效果最好，及實驗多了第三方的傳聲筒所造成的傳聲效果。

~~ 第 3 節結束 ~~

歌曲