

新北市 107 年度教師以全英語授課教案設計

設計者 / 服務學校	向郁芬、楊明鑫、李昭慧 / 龍埔國民小學	
教案名稱	Let's Go to the Night Market	
教學年級：國小 五 年級	預計課程上使用之英語比例： 90%	
學生人數：28-34 人	教學總節數：3 節	公開授課內容為第 1 節
預計公開授課之時間： 107.11.22 (第 3 節課)	預計公開授課之地點： 新北市三峽區 龍埔國民小學	
教學目標 (請具體寫出學生所須學習的單字或句型)	Students will be able to use the vocabulary and sentence patterns to respond to the questions and/or express their ideas. ✓ What do you want to eat/drink? I want to eat/drink (some) _____. What does he/she want to eat/drink? He/she wants to eat/drink (some) _____. ✓ Vocabulary: steam bun, stinky tofu, oyster omelet, fried chicken steak, steak, bubble tea, barbecue, papaya milk, mango shaved ice, tofu pudding, grilled squid, pig blood cake ✓ Prior Knowledge: Sentences: What do you want? I want a/some _____. How much? It's _____ dollars. Vocabulary: tea, cola, food, shopping, dinner, hamburger(s), pizza, sandwiches, salad, hot dog(s), one hundred, fifty, forty	
九年一貫對應能力指標 (請以本市頒布之英語課綱敘寫)	◎C2-1-9 能以高年段簡易句型作適當的提問、回答。 C3-1-4 能讀懂簡易的歌謠、韻文。 ◎C3-1-5 能讀懂高年段所習得的句子。 ◎C4-1-4 寫出高年段所習得的句子。 ◎C4-1-5 能拼寫高年段所習得之應用字詞。 ◎C5-1-2 能聽懂及辨識高年段所習得的詞彙。 ◎C5-1-5 能聽懂高年段的生活用語，並能作適當的回應。 ◎C5-1-8 能聽懂、讀懂、說出並寫出高年段所習得的句子。 D6-1-1 樂於參與各種課堂練習活動。 D6-1-6 樂於接觸課外英語學習素材。 D6-1-13 能認真完成教師交待的作業	

教案名稱：Let's Go to the Night Market

	教學目標	教學流程及活動設計	時間	教學資源	教師語言
<p>第一節</p>	<p>◎C5-1-5 能聽懂高年段的生活用語，並能作適當的回應。</p> <p>◎C5-1-2 能聽懂及辨識高年段所習得的詞彙。</p> <p>C3-1-5 能讀懂高年段所習得的句子。</p> <p>◎C5-1-2 能聽懂及辨識高年段所習得的詞彙。</p> <p>◎C2-1-9 能以高年段簡易句型作適當的提問、回答。</p>	<p>Warm up</p> <p>活動一：夜市吃多少</p> <p>(1) 教師將學生分組，5~6 人一組，共 6 組。</p> <p>(2) 教師利用 PPT 呈現四張線索圖片，學生利用線索猜測今日的學習主題，教師揭示今日之主題“Food at the Night Market”，請學生說說看和夜市食物有關的單字，並鼓勵程度好的學生用句子來回答，並將學生答案記錄在黑板上。</p> <p>Presentation</p> <p>活動二：合作無間</p> <p>(1) 預先將“Night Market”（附件一）影印數份，每份依段落裁切成 5 小份（依照句子多寡或難易度標上編號 1~5）。</p> <p>(2) 發下事先準備內裝有打散並編號的文章給各組，小組成員共同討論排序並將文句依序擺放在桌上，並全組一起嘗試讀出文章。</p> <p>(3) 小組快速發表各自的排序，教師適時利用提問引導學生說出為什麼。</p> <p>(4) 教師播放預先錄製好之文章音檔，全班共同檢視自己的答案。</p> <p>(5) 教師帶唸短文。分組朗讀，每組朗誦一段，接力唸完短文。</p> <p>Practice</p> <p>活動三：字裡行間</p> <p>(1) 教師利用 PPT 呈現單字(食物)之圖片，建立學生圖字/字義的聯結，並利用 Phonics 及音節概念帶領學生練習唸出正確的單字發音。</p> <p>(2) 利用 PPT 快速呈現單字圖片，全班或小組輪流唸出。</p> <p>(3) 提示學生主句型“What do you want? I want a(some) _____.”是他們四年級學習過的，並藉由簡單的代換問答練習喚醒學生對於使用 a 或 some 時機的記憶，利</p>	<p>8</p> <p>8</p> <p>8</p> <p>10</p>	<p>PPT slides,</p> <p>Flash cards,</p> <p>reading sections,</p> <p>PPT slides</p> <p>audio recording</p> <p>PPT slides</p>	<p>Please go to your groups.</p> <p>Today we are going to learn something about the “night market.” What do you know about it?</p> <p>Record your thoughts on the mini whiteboard.</p> <p>Please read carefully and put the sentences in the correct order.</p> <p>Look at your guessing list. Did you get anything right?</p> <p>Let’s read the paragraph together.</p> <p>You have to shout out your answer.</p>

	<p>C3-1-4 能讀懂簡易的歌謠、韻文。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p>	<p>用單字圖卡帶領學生練習說出句型。</p> <p>活動四：選擇困難 This or That</p> <p>(1) 教師利用 PPT，一次呈現 2 個食物(圖片與單字)，使用問句:What do you want?詢問，學生進行二選一，並用答句回答出自己的選擇。</p> <p>(2) 回答必需在教師倒數三秒之後馬上說出，考驗教師與學生之默契，同組多數選擇與教師同樣的食物者可得分。</p> <p>【Anchor Activity】</p> <p>問答練習 board game(附件二)</p> <p>Wrap up</p> <p>教師提問，幫助學生總結並回顧今日所學。 “What did you learn today?” “What else do you still want to know?” 鼓勵學生發表，並適時給予讚美。</p> <p>【回家作業】</p> <p>請學生複習朗讀學習單上的文章內容，並完成 Quizizz 的作業，Game code: 997648。</p>	<p>12</p> <p>2</p>	<p>PPT with picture clues</p> <p>Quizizz homework</p>	<p>Let's play a broad game by asking questions.</p> <p>Please review the article we learned today and do the quizizz game at home.</p>
<p>第二節</p>	<p>◎C5-1-2 能聽懂及辨識高年段所習得的詞彙</p> <p>◎C2-1-9 能以高年段簡易句型作適當的提問、回答。</p> <p>◎C5-1-2 能聽懂及辨識高年段所習得的詞彙</p> <p>◎C2-1-9 能以</p>	<p>Warm up</p> <p>活動一：Four Picture One Word</p> <p>1. 教師利用 PPT 呈現四張線索圖片，學生利用線索猜測答案。內容為上節課所學習的字詞及句子。</p> <p>2. 小組將答案呈現在小白板上。</p> <p>Presentation</p> <p>活動二：聽力大挑戰</p> <p>依照學生特性，發下不同程度的學習單(附件三)。</p> <p>1. 讓學生先試著唸唸學習單上面的對話，並做簡單的猜測空格中應該填什麼字。</p> <p>2. 教師播放對話音檔，學生聽音檔並試著完成 Part 1 部份的對話。 *視學生需求，音檔可以重覆幾次播放。</p> <p>3. 小組成員互相檢試、討論答案，教師在組間巡</p>	<p>5</p> <p>8</p>	<p>PPT slides, Mini whiteboard</p> <p>Differentiated worksheets (L1, L2), audio recordings</p>	<p>Please pay attention to the picture clues.</p> <p>Please read the dialogue first and guess the missing words.</p> <p>Please discuss and check your answers with your teammates.</p>

<p>高年段簡易句型作適當的提問、回答</p> <p>◎C4-1-5 能拼寫高年段所習得之應用字詞</p> <p>◎C5-1-8 能聽懂、讀懂、說出並寫出高年段所習得的句子</p> <p>◎C4-1-4 寫出高年段所習得的句子</p> <p>D6-1-1 樂於參與各種課堂練習活動</p> <p>D6-1-13 能認真完成教師交待的作業</p>	<p>視並視需求給予學生適當的協助。</p> <p>4. 各組輪流依照句子順序,接力將自己組別討論出的答案唸出來。教師將全班答案統整於黑板上。</p> <p>5. 教師播放慢速的逐句音檔,帶領全班共同檢視答案。</p> <p>Practice</p> <p>活動三：你聽我說</p> <p>1. 學生將上節課記錄單字之筆記本拿出,學生利用學過的問句”How much is the _____?”詢問各種食物的價錢並記錄在筆記本中。</p> <p>2. 小組成員互相檢視答案後教師問問句學生回答價錢。</p> <p>Production</p> <p>活動四：完成對話</p> <p>1. 教師帶領學生一同閱讀 Part 2 部份的對話填空,並適當講解學生有問題的部份。</p> <p>2. (小組內)學生兩兩一組,共同發展對話內容。 *程度好的學生,可以依照對話架構,自行發想出自己有創意對話內容,不必只是填空。</p> <p>3. 完成之配對,自行分配角色並練習對話。</p> <p>【Anchor Activity】</p> <p>學生設計瘋狂小吃攤之食物名稱及價錢。</p> <p>Wrap up</p> <p>活動五：好東西和好朋友分享</p> <p>1. 學生在小組內和組員互相分享設計的對話/瘋狂小吃攤的學習單內容。</p> <p>2. 小組成員互評。</p>	<p>8</p> <p>12</p> <p>7</p>	<p>PPT Slides</p> <p>Notebook</p> <p>worksheet</p>	<p>Let's check the answers together.</p> <p>If you want to know the prices, you have to ask.</p> <p>Write down the price next to the food on your notebook.</p> <p>When you finished your dialogue, please practice the conversation you designed.</p>
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<p>節 三 節</p>	<p>◎B3-1-5 能讀懂中年段所習得的句子。 ◎B5-1-2 能聽懂及辨識中年段所習得的詞彙。</p>	<p>Warm up</p> <p>活動一：我唸你找</p> <ol style="list-style-type: none"> 將學生第二節課完成的學習單張貼於教室四周，讓學生先觀摩同學的作品。 教師將事先挑選的作品唸出，學生依照聽見的內容尋找並猜出作者。 	5	學習單	Listen carefully and find out who's letter is being read.
	<p>D6-1-1 樂於參與各種課堂練習活動。</p>	<p>Presentation</p> <p>活動二：介紹網站</p> <ol style="list-style-type: none"> 教師透過廣播系統(電腦教室環境中)或單槍投影(使用平板電腦),介紹利用 word 繕打的格式及方法。如： <ul style="list-style-type: none"> (1)提醒學生要依正確的英文書寫格式輸入(如：句首大寫、標點符號的打法…等) (2)提醒學生繕打時需要注意的空行/空格及段行/句。 教師從旁協助有困難學生。 	10	Futureme.org 網站	We are going to type the letter on a website called "Futureme.org". Before that, let's learn something about it first.
	<p>◎B4-1-4 寫出中年段所習得的句子。 ◎B4-1-5 能拼寫中年段所習得之應用字詞。</p>	<p>Production</p> <p>活動三：Meal Plan</p> <p>學生於 Word 中將自己設計的菜單依格式打出，教師行間巡視並幫助學生解決問題。</p>	20	Windsows 錄音機	Please type the letter and email to your future self. After submitting the email, use the audio recorder to record your voice and upload it to the
	<p>◎b5-1-8 能聽懂、讀懂、說出並寫出中年段所習得的句子。 D6-1-13 能認真完成教師交</p>	<p>【Anchor Activity】</p> <p>完成繕打的學生，使用附屬應用程式裡的錄音機，將自己設計的菜單唸出並錄下。完成錄制後傳至教師指定資料夾。</p> <p>Wrap up</p> <p>活動四：聽音辨“位”</p> <ol style="list-style-type: none"> 教師隨機播放學生錄音檔，全班共聆聽並猜測作者為誰。 	5	學生錄音檔	designated folder. I'm going to play some recordings and please guess who's reading it.

待的作業	4. 教師總結錄音檔中的失誤處並提醒學生正確唸法/發音。			
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指導要點及注意事項

The teacher will:

1. Help students practice within the heterogeneous groups and provide chances for them to learn from each other, as well as gaining more successful learning experiences.
2. Create an authentic language learning environment and guide the students to learn toward the learning objectives.
3. Provide sufficient support for students according to their learning needs and style.

參考資料

1. 參考書目：Managing a Differentiated Classroom: Scholastic

【附件一】

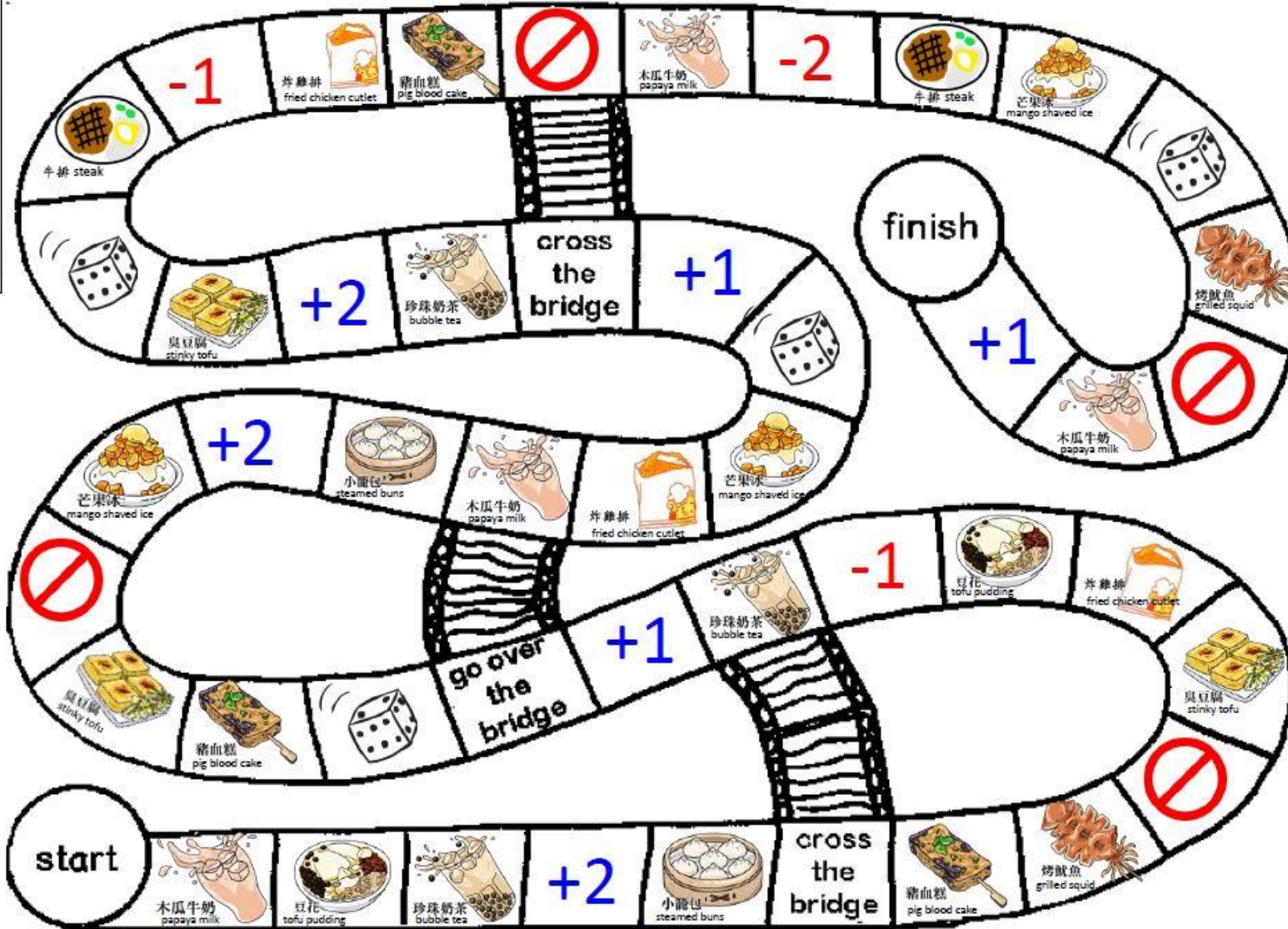
“Night Market” 文本

- 2 If you come to Taiwan, going to the night markets should be your number one thing to do.
- 4 In Sanxia, Long Pu night market is the biggest one.
- 5 There are so many yummy food and drinks there.
- 1 The top ten foods at Long Pu night market are: fried chicken cutlet, bubble tea, stinky tofu, steamed buns, steak, mango shaved ice, pig blood cake, grilled squid, papaya milk, and tofu pudding.
- 3 They are all very good to eat. You can come and have a try! So, what do you want to eat today?



【附件二】

Let's go to the Night Market 1 - Board Game



Q: What do you want? A: I want a/some _____.

Let's go to the Night Market 2 – Listening/Oral Practice – Level 1

【附件三】

Word Bank:

night market, bored, think, good idea, at, seven, eight, time



Part 1

4:00 PM at school

A: I'm so _____. Is there anything we can do?

B: Let's go to the _____ this evening.

A: _____! Shall we go now?

B: **I don't** _____ **so**. The night market usually opens _____ about 6 p.m.

And it gets more interesting after _____ p.m.

A: OK. Let's meet there at _____ p.m.

B: Sure. We'll **have a good** _____ there.

Part 2

7:00 PM at the night market

A _____: What do you want to eat?

B _____: I want (some) _____. How

A _____: I want (some) _____.

B _____: Let's go and eat!

A _____: How much?

C _____: It's / They're _____ dollars.

A&B _____ & _____: **That's a good deal!** / That's too expensive!!



C _____: Thank you. Good-bye.

Let's go to the Night Market 2 – Listening/Oral Practice – Level 2

Part 1

4:00 PM at school

A: I'm _____ . Is there anything we can _____ ?

B: Let's go to the _____ this _____ .

A: _____ ! Shall we go now?

B: I _____ so. The night market usually opens _____ about 6 p.m.

And it gets more interesting _____ p.m.

A: OK. Let's meet there at _____ p.m.

B: Sure. We'll _____ a good _____ there.



Part 2

7:00 PM at the night market

A _____: What do you want to eat?

B _____: I want (some) _____ . How

A _____: I want (some) _____ .

B _____: Let's go and eat!

A _____: How much?

C _____: It's / They're _____ dollars.



about you?

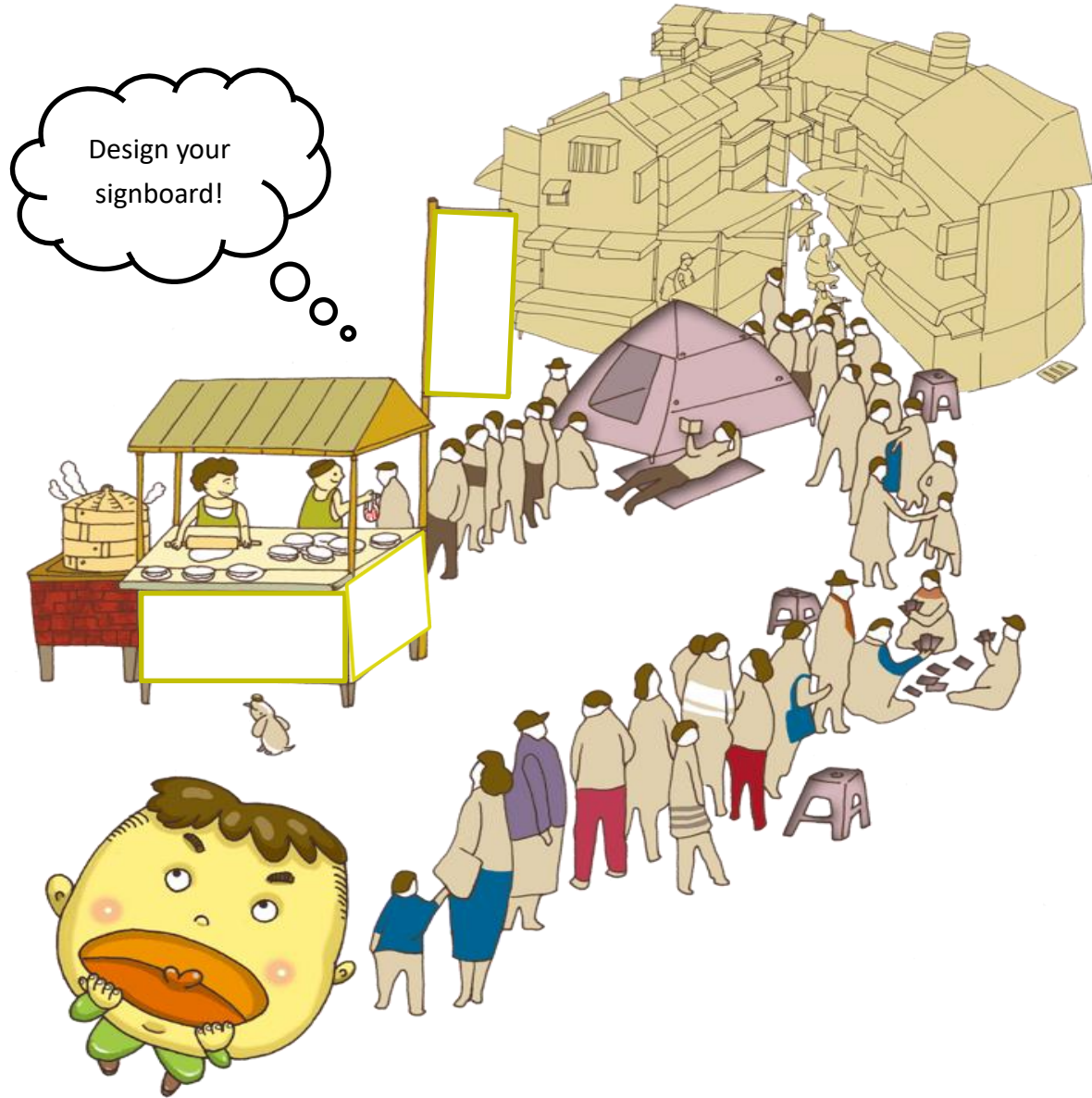
A&B _____ & _____ : **That's a good deal!** / That's too expensive!!

C _____ : Thank you. Good-bye. A&B _____ & _____ ::

Bye!

Let's go to the Night Market – Design your Night Market Snack

【附件四】



Crazy Food Stand

Menu:

Banana steak\$ 100



_____ ... \$ _____

_____ ... \$ _____

_____ ... \$ _____