

新北市 108 年度教師跨領域全英語授課教案設計

設計者 / 服務學校	周亞麗、吳思潔、孟淑慧	
教案名稱	繪本 David Goes to School	
教學年級：國小三年級	預計課程上使用之英語比例： 90 % (使用英語比例係指教師以英語授課之時間佔總授課時間之比率)	
學生人數：__26__人	教學總節數：__4__節	預計公開授課內容為第_3_節
預計公開授課之時間： __108__年__10__月__15__日 15時20分至16時00分 (第7節課)	預計公開授課之地點： 新北市_中和區光復國小 __302__教室	預計公開授課之教師： 姓名：周亞麗 服務學校：光復國小 專長領域：英語

核 心 素 養	總 綱	B1 符號運用與溝通表達 C1 道德實踐與公民意識
	領 綱	<p>綜合領域</p> <p>綜-E-C1 關懷生態環境與周遭人事物，體驗服務歷程與樂趣，理解並遵守道德規範，培養公民意識。</p> <p>綜-E-C2 理解他人感受，樂於與人互動，學習尊重他人，增進人際關係，與團隊成員合作達成團體目標。</p> <p>英語領域</p> <p>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。</p>
學 習 重 點	學習表現	<p>綜合領域</p> <p>2. 生活經營與創新 b. 團體合作與領導</p> <p>2b-II-2 參加團體活動，遵守紀律、重視榮譽感，並展現負責的態度。</p> <p>英語領域</p> <p>◎ 5-II-2 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>◎ 5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。</p>

	學習內容	<p>綜合領域</p> <p>B.溝通互動 b.團體合作與領導</p> <p>Bb-II-3 團體活動的參與態度。</p> <p>英語領域</p> <p>◎ Ac-II-1 簡易的教室用語。</p> <p>◎ Ac-II-2 簡易的生活用語。</p>		
	具體學習目標	<p>綜合領域</p> <p>✚ 1.能了解班級規則的意義</p> <p>2.能察覺學校團體生活中的適當行為表現</p> <p>3.能遵守學校團體生活規範</p> <p>✚ 4.能欣賞他人的適當表現並學習讚美對方</p> <p>英語領域</p> <p>(1) 認識學校規範的相關單字和句型</p> <p>No yelling. / No pushing. / No running in the halls.</p> <p>I walk. / Raise my hands./Pay attention. / Wait my turn.</p> <p>(2) 樂於應用簡單的單字和句型表達自己的想法</p> <p>(3) 能用英語說出教室中合宜的行為</p>		
	與其他領域/科目/議題的連結	綜合領域—閱讀素養		
	教學資源/設備需求	繪本(David Goes to School) Youtube 繪本故事動畫 https://www.youtube.com/watch?v=JTUR5L8pOV8		
	各節次課程重點	<ol style="list-style-type: none"> 繪本閱讀與感想討論 故事回顧與合宜班級行為討論 討論如何幫助 David 和自己成為公德守護天使 公德守護天使在身邊 		
各節教學活動設計				
節次	教學活動流程	時間	教學資源	教師語言
第一節	<p>一、引起動機</p> <p>1. Teacher says 遊戲複習教室英語初級版</p> <p>2.加入目標句子作為進階版挑戰題</p> <p>No yelling. / No pushing. / No running in the halls.</p>	10分鐘	行為情境圖卡	<p>一.</p> <p>1. Let's play teacher says.</p> <p>When you hear "teacher says "you can move. Ready? Go! Teacher say : "Look " "Come here " Good, you did good job. Let's say "I am survivor. " And let's try up-grade version Teacher Says.</p> <p>We do :</p> <p>No yelling. / No pushing. / No running in the halls.</p> <p>I walk. / Raise my hands. / /Pay attention. / Wait my turn.</p>

<p>I walk ./ Raise my hands./ /Pay attention ./ Wait my turn.</p> <p>二、發展活動 《活動一》故事閱讀與討論</p> <p>1.用繪本封面引起對故事 主角 David 的興趣並 預測他的第一天學校生 活會如何？</p> <p>2.教師用繪本簡報朗讀並 同時討論故事內容 提醒學生發表時，應遵守 的行為表現 (1) Raise your hands. (2) Wait your turn. (3) No yelling. (4) Listen to others.</p>	<p>12 分 鐘</p>	<p>故事教 學 ppt</p>	<p>Look and say. Follow me. Repeat after me. Now I say you do. Great job! Let's say: "We are survivors. "</p> <p>You can do the things, very well. But someone cannot. Let's read a story about it.</p> <p>I. Q1: Look at the picture .What do you see? Q2: What's the boy's name? Q3: Look at the title, what does it say? Q4: So what's the boy's name? T: Yes, you are right, The boy is David. Q5: What's he doing? Sleeping? Eating? Playing? Q6: Yes. What's he playing with? A paper dog? A paper cat? A paper plane? Q 7: Where is David? In the zoo? In the classroom? How do you know? T: We can see the blackboard. Q 8: Is David happy? How about t the teacher? Why or why not? Can he be a good student? T: Let's find out.</p> <p>II. T: Look! Why does the teacher cross her arms? Is the teacher a Mr. or a Miss?</p> <p>III. Q1: Can you see David? Where is he? Yes, he's behind the door. Q2: What is tardy? Yes, he is slow and late. Q3: Are you tardy?</p> <p>IV. Q1: What is David doing? Eating? Making face? Is it good in math class? Q2: What does the teacher say?</p> <p>V. Q1: Look at the picture. The girl raised her hand and</p>
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	<p>《活動二》繪本動畫短片欣賞 教師播放繪本動畫短片提醒學生欣賞影片時，應遵守的行為表現 (1) Be quiet. (2) Pay attention.</p>	<p>1 0 分 鐘</p> <p>繪本動 畫短片</p>	<p>waits her turn. Does she look happy? Q2: Do you think David waited for his turn to speak? VI. Q1: What is David looking at? Q2: What's special in the clouds? What do you see in the clouds? Yes, they're a dinosaur, a car or a chicken. Q3: Is it good in class? Why? Q4: Is it good or bad? Why? VII. Q1: What do you think is happening? Q2: Look at the kids in the line, do they look happy? VIII. Q1: What does David like to play? Q 2: Do you like to play ball? Q3: Why there is no one there? Yes, it's time to go into the classroom. IX. Q1: Is David keeping quiet in the library? Q2 Do you make noises in the library? X: Q1: What does David do on the school desk? Q2: Is it Ok? Q: What does the teacher want David to do after school? Can you take a guess? XI Q1: Look, what do you think David did? How do you know? Q2: All the desks are sparkling, is it a good idea? Why? Let's watch the story again. Be quiet and pay attention. Now you can have a book, Turn the pages gently. Repeat after me.</p>
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	<p>《活動三》繪本跟讀</p> <ol style="list-style-type: none"> 1. 教師發下繪本,再次朗讀故事,全班覆誦 2. 跟著繪本動畫再自行閱讀欣賞 <p>三、總結活動</p> <p>《活動四》閱讀心得分享</p> <p>自由分享自己最喜歡的一個畫面,並且唸出來 徵求有同感的學生,一起練習讀出來</p> <p>2.分享喜歡的理由</p>	8 分 鐘	繪本每 人一冊	<p>Follow the video and read the story once again.</p> <p>Can you share which page do you like? You like this page: Don't chew gum in class.</p> <p>Why? Is it funny? Do you three like it too? Good, let's read it together.</p>
第二節	<p>[主題] 故事回顧與合宜班級行為討論</p> <p>一、引起動機</p> <p>1 利用情境圖片,玩升級版 Teacher says 遊戲,複習目標句子.</p> <p>2.複習繪本故事 聽老師朗讀故事 各組合作將故事圖片依序排出</p>	1 0 分 鐘	繪本圖片 每組 12 張	<p>.</p> <p>Students ,let's play Upgrade Teacher Says</p> <p>No running.</p> <p>No yelling.</p> <p>No pushing.</p> <p>Raise your hands.</p> <p>I walk . /I listen./ I pay attention..</p> <p>Do you remember the story : "David Goes to School "? Yes? Good.</p> <p>Now each team has 12 story picture cards , You do team work, help one another, Ok? Listen to the story again and set the cards in order on the desk. Ready? Let's start!</p> <p>Have you finished? Ok, let's look at the pictures on the black board and say the story again.</p> <ol style="list-style-type: none"> 1.David goes to school. 2.David's teacher always says no yelling, 3.no pushing, 4.running in the hall. 5.David,you are tardy. 6.Don't chew gum in class. 7.Raise your hand, David. 8.Pay attention. 9.Sit down. 10.Wait your turn.

	<p>二、發展活動</p> <p>[活動一] 情境狀況劇</p> <p>1.教師利用布偶演出情境狀況劇，讓學生思考若沒有遵守規範，可能會發生甚麼事?</p> <p>2 邀請學生演出情境劇中角色</p> <p>3.全班討論看到甚麼狀況 Yelling ,running, Pushing, crying</p> <p>[活動二] 討論合宜的校園行為規則</p> <p>1.學生分組討論,如何安全地在校園活動,畫在白板上(每組一個4開白板)</p> <p>2.師生共同歸納各組的討論結果,並用英語紀錄於海報</p>	<p>12 分 鐘</p> <p>手套 布偶 6 個</p> <p>每 組 一 個 4 開 白 板 白 板 筆 板 擦 海 報 紙</p> <p>8 分 鐘</p>	<p>11. Again. 12. Good job, David.</p> <p>Why does the teacher say no yelling, no pushing, and no running in the hall? I say: one, two, three, you say: Action! Look! This is a story about the two boys. This is Harry. Hi, I am Harry. What's your name ? I am Peter.Nice to meet you. Nice to meet you, too. (School bell is ringing .) Harry: Yeah !Time to play . Peter :Yes,time to play.Let's go . Harry :Ok,let's go !Run ! Peter :Let's run .(Peter hit the wall corner the hall way . (owo,owo...cry ...)Wait for me. Harry : Hello , Sandy , get out of my way. I push ,push ,push you away. other girls : It's hurt. owo...(cry) So what do you see in the playlet ? Why does the kid cry? What happened ? Oh, that's right . If we run and push in the halls, we may fall and get hurt very badly.</p> <p>So what can we do ? We can be happy and safe in school . Please discuss with your team members . Draw it on the white board. Each one take one part of the board, ok ? 5 minutes</p> <p>Ok ,time's up . Show me your team white board right here. Team one ,please stand up ,read aloud together. “ No pushing, no running in the halls . “ Team three ,it's your turn .: “Wait your turn . “</p> <p>Good job , my students . Let's make a class rules poster. I can write the rules for you .</p>
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	<p>三、總結活動</p> <p>[活動三] 小組發表 各組上台或利用木偶演出其中一項合宜的班級行為。</p> <p>[活動四] Let's say. 教師帶領全班一起念出黑板上共同討論出來的班級行為規則。</p>	<p>1 2 分 鐘</p>	<p>Look at the class rules poster. Can you read them out? Let's read it together!</p> <p>Can you do role play to show how to follow the classroom rules ? Welcome team 1 ! Good job ! High five ! Let's give them big hands ! Let's read it together again!What should you do in school ? You tell me !</p> <ol style="list-style-type: none"> 1. No pushing. 2. No yelling. 3. I walk . 4. I listen. 5. I pay attention. 6. I raise my hand before speaking. 7. I wait my turn.
<p>第三節</p>	<p>[主題] 我是公德守護天使</p> <p>一、引起動機</p> <p>1.複習上週討論過的教室規則</p> <p>2.請小小說書人為大家再朗讀一次故事</p> <p>二、發展活動</p> <p><活動一> 如果 David 到班上會發生甚麼事情 ?</p> <p>1-1 請 6 位小小說書人扮演不同情境中的 David 1-2 其他學生每一組找出相應的圖片,扮演老師說出</p>	<p>3 分 鐘</p> <p>PPT (投影機)</p> <p>David 頭圈 6 個</p> <p>故事圖</p>	<p>Good afternoon, students. Look, you have the class rules on the board. What they are? Do you follow the rules ? Yes,good. Can you show me? No running, no pushing. I walk. No yelling. I listen. I pay attention. I raise my hand. Good job.Wow! You draw me a new rule . "I wait my turn". Let me put it on .Thank you</p> <p>Now do you remember the story of David ? Let's welcome the little tellers to tell the story again . Clap! Thank you very much .They did a great job.</p> <p>Now I give you story pictures. One team one picture card . You know the pictures, right ? Let's check : Ex : Wait your turn ,David. David, raise your hand.</p>

	<p>故事中的句子,並貼到黑板上</p> <p>如 :David 慢慢吞吞進教室 ,同學們說: David ,you're tardy.(1) David 插隊 ,同學們說:Wait your turn,David(2). 其他為 Sit down ,David.(3) David ,raise your hand.(4) Pay attention.(5) No yelling .(6) No pushing.(7) No running in the halls.(8) Have you fished ?(9)</p> <p><活動二> 情緒察覺</p> <p>1. 老師的感受如何 ?</p>	<p>片 8 張 (A4) 黑板</p> <p>5 分 鐘</p> <p>情緒圖卡 Happy Angry Sad annoyed confused (困惑)</p> <p>5 分 鐘</p>	<p>If David comes to our class what will happen ? Look, we have six Davids . and you are all teachers . Watch closely. Say what the teacher said. Find the matching picture and put it on the board.</p> <p>Teachers ,are you ready ? I say :Three, two ,one. You say : Action ! Ok ?</p> <p>David ,are you ready ? 1.(David is entering the door tardily) Come ,put your picture on number 1. Good job. What does teacher say ,students? David ,you are tardy. 2.(David is making faces.) Yes ,you're right .Put your picture on number 2. What does teacher say ,students? Sit down ,David. You are right. Good job 3.(David is saying :”Me ! Me !”) What does teacher say ? David ,raise your hand . and so on Thank you ,six Davids. Please give them big hands.</p> <p>So ,look at the pictures . They're all what David did on the first day in school. Is the teacher happy with David? How does she feel ? Look at the faces :1 is happy ,2 is angry ,3 is sad , 4 is annoyed , 5 is confused</p> <p>You can use your fingers to show how you think. Like this : one finger is <u>happy</u> ,two fingers are angry ,four fingers are annoyed, five fingers is confused. You can give me two answers.</p> <p>Ready , close your eyes and think about it Ok ,one ,two ,three ,go ! Show me your fingers .</p>
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2.被老師一直說 NO,猜猜 David 的心情如何 ? 他快樂嗎 ?

(全班)

3.同學們感覺怎麼樣? 想和他做朋友嗎 ?

4. David 真是壞孩子嗎?

<活動三>

David 優點大出擊

四人一組討論將結果畫出來

2.歸納小結

用圖片引導英語描述句
他是藝術家,會畫畫,很有想像力;他是鼓手;他是製造歡笑的人;他喜歡打球;他是清潔高手-把全班的桌子都清潔乾淨,他學會做為大家好的事情

13
分
鐘

小白板
白板筆
板擦

單槍
PPT

Wow ,you tell me how the teacher feels .

Angry ,annoyed ,confused.

Is David happy ? Yes, he is happy when he runs, plays. yells in the halls.

He is not happy ,when David's teacher always says "No David !".

How about the students ?

Do you want to be friends with David ?

But is David really a bad boy ?

If you don't think he is bad, please stand up .

Oh , I see. Most of you don't think so .

Can you find somethings good in David ?

Take out your white boards ,makers and eraser

Discuss with team members and

draw what you think.

Each one takes one quarter of the board.

You have 4 minutes to discuss and draw.

Lower your volume ,no yelling ,whisper ,ok ?

Ready ? Start timing .

Students , time is up !

Put your team board on the black board.

Let's have a look .What can David do ?

David can draw; David can clean the desks very well;

David can play ball . David can make us happy.....

Thank you for the sharing.

So can you check my PPT ,see if I got your ideas?

1. David is a good drummer.
2. David is a good artist .
3. David has good imagination.
4. David is a fun maker.
5. David is good cleaner .He cleaned for all the kids.

He thinks about others.

I am so happy that you found good things from

<p><活動四> 和 David 一起當公德守護天使</p> <p>1. David 的壞毛病 思考 David 的問題癥結是甚麼？奔跑,推擠,插嘴,插隊,製造噪音,在學校的桌面畫圖</p> <p>1-1 將圖卡歸為兩類—沒有考慮其他人,只想到自己和考慮到其他人</p> <p>1-2 哪一類行為讓大家開心一起學習一起遊戲呢？</p> <p>2. 你是 David ,你希望看起來像甚麼樣子? 你會怎麼做？</p> <p>2-1 引導學生思考假如自己是 David,怎麼做才能幫助自己成為一個更好的 David?成為全班的天使，</p> <p>2-2 全班一起幫 David 天使將行為歸類為對全班有益的(Yes,David)和對全班不 ok 的(No, David) 兩類 請學生協助貼至天使 David 像的兩側</p> <p>3.想想看還有別的嗎?請告訴 David</p>	<p>10 分 鐘</p> <p>繪本 PPT</p> <p>繪本圖 畫卡 (A4)</p> <p>David 天使像 (有翅膀 但沒有 羽毛)</p>	<p>David. Good job !</p> <p>But what's David's problem ? Can we find it?</p> <p>He doesn't raise his hand before speaking. He makes noises in the library. He doesn't wait his turn . He draws on the school desks. He is often really a trouble maker. Does he think about other kids ? No.</p> <p>Does he only care about himself ? Yes Is it good or not good (for all kids)?</p> <p>We found he does two kinds of things: (1) Think about self (2) Think about others</p> <p>Which one makes everyone happy in class ? Yes , thinking about others . Do something good for others , like an angel . A super angel!</p> <p>If you are good David ,how will you do ? How do you look like ? I hope David can be an angel! An angel David I</p> <p>This is his big head with some short hair. His arm and hand ,his left leg, his right hand . He has two wings ,but he can't fly. Why ? He has no feathers .</p> <p>If he thinks about others and does one thing good ,he can get one color feather . When he gets enough feathers ,he can fly . Can you help him ? You show David what are good things for others : What are things you don't think about others ? Put them on by his side . Anything else ? Like "Be quiet in class "" I clean up ."? Thank you for your help . Good job.</p>
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	<p style="text-align: center;">三 總結活動</p> <p>1 發下”我是公德天使的檢核表”</p> <p>1-1 說明 每天都檢核自己是否都做到,做到的事情填入 Y(yes),沒做到,還要加強的項目,填入 N(no),下週上課大家再一起討論分享結果</p> <p>1-2 請學生畫出對該行為理解的圖畫 3 個</p> <p>1-3 自己畫出第 7 項公德的守護方法,填進檢核表中.</p> <p>1-4 鼓勵學生天天確實做到就成為公德守護天使完成的人可以幫天使裝上一片羽毛</p> <p>(延伸活動) 秘密守護天使</p> <p>1.抽出一位同學的號碼,擔任他的小天使,提供觀察,提醒和幫助</p> <p>2.預告下周活動:揭曉公德守護天使的身分,鼓勵學生去觀察班上同學好的團體行為表現</p>	4 分 鐘	學習單 檢核表 PPT	<p>Now you are David , what will you do to be an angel , a super angel ? You can try to do them every day ,and check yourself every day .</p> <p>This is your check list .Do you have it ? Write your class ,number and name first. Let’s have a look together . The title is “I Am an Super Angel” Can you read the words in Chinese ? Good ,please the read the sentences with pictures ,like number 2; I walk .; number 3 :I listen: number 5 : I wait . Ok ,now draw pictures for number 1,4 and 6.</p> <p>You think and draw a picture for number 7. (We can talk what it shows in words later.) Remember to follow the rules and check yourself every day . From tomorrow ,the date is October 16 . Please fill in 16 on the first date. If you walk ,no running, put an Y in 10/ 16. If you don’t ,put on a N. We check the list next week . If you can make it ,you get a feather for David Angel’s wing . Let’s help David Angel fly.</p> <p>You pick one number to be his or her angel . You care about the students the whole week . But don’t let him (her)know. It’s a secret. Next time we will know who your secret angel. Let’s do it .</p>
第 四 節	<p>[主題] 公德守護天使在身邊</p> <p>一引起動機</p> <p>1.複習繪本故事</p>		故事 PPT	<p>Let’s read the story again. But this time, I need your help.</p>

<p>由熟練的同學帶全朗讀</p> <p>2. David 在不同的校園情境中 (請學生試著看圖說出句子)</p> <p>一、發展活動</p> <p>《活動一》</p> <p>David 天使 的公德守護行動</p> <p>1. 在 David 天使圖的身體各部分,請同學畫出他能做的公德守護行動</p> <p>2. 檢查自己的檢核表 分享第 7 項的內容</p> <p>3 請學生討論,身體各部位能為別人做的好事 一起念出句子 並幫圖卡著色,或畫出來</p>	<p>5 分 鐘</p> <p>15 分 鐘</p>	<p>便利貼</p> <p>天使造型圖 行為圖 卡(線條圖)</p>	<p>Can you read the missing words? Let's try!</p> <p>What can David angel do ? Can you do them too? Can you read and color it on the card ?</p> <p>Can you tell us what your number 7 is ? Ex: I clean up . / I keep quiet Thank you for sharing .</p> <p>1.Eyes –watch(1) ,read(2), cry(3) 2.Mouth—no yelling(4) say thank you(5), say sorry(6) smile(7)Be quiet(8) ,read(9) , sing(10) 3.Ears –listen(11) 4.Hand—shake (12) raise(13),clean(14),help(15),draw(16) write(17) ,play (18)Drum,(19) play ball (20) 5. Leg- run , walk ,stand up(21) ,sit down(22) , Jump(23) 6.Heart – love(24) / care (25)/sorry (26)</p>
<p>《活動二》</p> <p>我是公德守護天使</p> <p>1-1 說說這週紀錄的過程和心得,用英語或畫出來</p> <p>1-2 數數看自己的檢核表有幾個 Y,30 個以上的請起立拿一片大羽毛</p> <p>30 個以下的請拿小羽毛 各組輪流出來 貼在 David 天使的翅膀上</p> <p>《活動三》</p> <p>送出星星讚美卡</p> <p>1 引導學生根據上週的觀察,完成讚美星星便利貼</p>	<p>10 分 鐘</p>	<p>羽毛形狀的色紙</p> <p>眼-紫 嘴-黃 耳-藍 手-綠 腳-紫 心-紅</p>	<p>Take out your Super Angel check list . How did you do ? Great ? Good ? or Fine ? Are they hard or easy for you ? Can someone tell us ? You can say it in English or draw it on board .</p> <p>Count how many “Y” you have in the check list. Let's count them together : one ,two” Anyone who has more than 30 “Y” ,please stand up. You have a big feather. Anyone who has less than 30 “Y” , please stand up. You have a small feather . Put them on the wings. Thank you for help.</p> <p>Send star card Now everyone get 2 stars post-it notes .</p>

<p>(2 張) 正面: Yes!<u>David</u>(改成對方名字)!背面: 根據天使守護行動畫對方的公德守護行動至少 2 項(可以加英文) p.s.其中一張一定要寫給旁邊的夥伴</p> <p>2 分組送出讚美便利貼並讚美同學，對同學說“<u>Yes!David</u>” good job.(改成對方字)!” you make it.</p> <p>二、總結活動</p> <p>1-1 拿出公德天使寶典(檢核表)，再次朗讀寶典裡的行為表現教師引導學生加入 2 個句子 “Yes! I make it” “We are good angels”</p> <p>1-2 還有甚麼可以繼續努力的事情 可以幫助全班更好</p>	<p>10 分鐘</p> <p>檢核表 (學習單)</p>	<p>The first star On the front side ,you write “ Yes , _____,good job.” put the name of the student you are watching . On the back side you draw the good things he or she did for all kids .</p> <p>The second star , write to the classmate next to you. When you give him or her the card, please say “ Yes! _____,good job! You make it.”</p> <p>Now you can be a super angel like David. Why ? Because we can do these : No running in the halls. We walk . We listen. Raise hands before speaking. Wait our turns.</p> <p>Anything else can we do for the class ? We can try together.</p>
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附錄 (學習單或其他教學相關資料)

1. 故事動畫 <https://www.youtube.com/watch?v=kYN684gQJvM>

2. 情境圖



3. 學習單(1) 完成故事順序&行為表現分類

Task 1 Let's tell the story!

Task 2 Sorting

1	2	3	4
5	6	7	8

Yes, David! No, David!

1

Let's tell the story!



2

4. Feelings faces



1.happy 2.angry 3.sad 4.annoyed 5.confused

5. 學習單(2)公德天使寶典 (如附件)

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☺確實記錄才能幫助你真的成為一位公德守護天使☺