

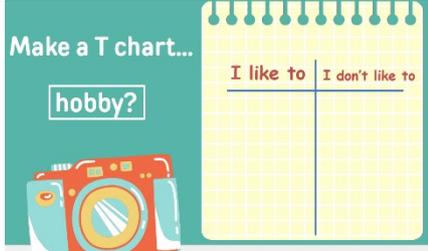
## 新北市 114 年度教師跨領域全英語授課教案設計

設計者 / 服務學校	彭怡憶/頭湖國小	
教案名稱	My Hobbies	
教學年級：國小 <u>3</u> 年級	預計課程上使用之英語比例：80 % (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： <u>34</u> 人	教學總節數： <u>3</u> 節	預計公開授課內容為第 <u>3</u> 節
預計公開授課之時間： 110 年 10 月 3 日 11 時 20 分至 12 時 00 分 (第 <u>4</u> 節課)	預計公開授課之地點： 新北市林口區頭湖國小 文化教室	預計公開授課之教師： 姓名：彭怡憶 服務學校：頭湖國小 專長領域：英語

<b>核 心 素 養</b>	<b>總 綱</b>	A1 身心素質與自我精進 B1 符號運用與溝通表達 C2 人際關係與團隊合作
	<b>領 綱</b>	<p>英語領域</p> <p>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</p> <p>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。</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> <p>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。</p> <p>綜合領域</p> <p>綜-E-A1 認識個人特質，初探生涯發展，覺察生命變化歷程，激發潛能，促進身心健全發展。</p> <p>綜-E-B1 覺察自己的人際溝通方式，學習合宜的互動與溝通技巧，培養同理心，並應用於日常生活。</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>

<b>學習重點</b>	<b>學習表現</b>	<p>英語領域</p> <p>1-II-7 能聽懂課堂中所學的字詞。</p> <p>◎1-II-8 能聽懂簡易的教室用語。</p> <p>◎1-II-9 能聽懂簡易的日常生活用語。</p> <p>◎1-II-10 能聽懂簡易句型的句子。</p> <p>◎2-II-3 能說出課堂中所學的字詞。</p> <p>◎2-II-5 能使用簡易的日常生活用語。</p> <p>◎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。</p> <p>◎3-II-2 能辨識課堂中所學的字詞。</p> <p>◎3-II-3 能看懂課堂中所學的句子。</p> <p>4-II-3 能臨摹抄寫課堂中所學的字詞。</p> <p>4-II-4 能臨摹抄寫課堂中所學的句子。</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> <p>6-II-1 能專注於教師的說明與演示。</p> <p>6-II-2 積極參與各種課堂練習活動。</p> <p>6-II-3 樂於回答教師或同學所提的問題。</p> <p>6-II-4 認真完成教師交待的作業。</p> <p>◎9-II-1 能夠將所學字詞做簡易歸類。</p> <p>綜合領域</p> <p>1a-II-1 展現自己能力、興趣與長處，並表達自己的想法和感受。</p> <p>2a-II-1 覺察自己的人際溝通方式，展現合宜的互動與溝通態度和技巧。</p> <p>2b-II-1 體會團隊合作的意義，並能關懷團隊的成員。</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>
	<b>學習內容</b>	<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> <p>B-II-1 第二學習 階段所學字 詞及句型的生活溝通。</p> <p>◎D-II-1 所學字 詞的簡易歸類。</p> <p>綜合領域</p> <p>Aa-II-2 自己感興趣的人、事、物。</p> <p>Ba-II-1 自我表達的適切性。</p> <p>Ba-II-2 與家人、同儕及師長的互動。</p> <p>Ba-II-3 人際溝通的態度與技巧。</p> <p>Bb-II-2 關懷團隊成員的行動。</p> <p>Bb-II-3 團體活動的參與態度。</p>
<b>具體學習目標</b>	<ol style="list-style-type: none"> <li>1. Students know the definition of hobbies.</li> <li>2. Students can tell different hobbies and what hobbies they like.</li> <li>3. Students can define different kinds of hobbies.</li> </ol>	



	 <ul style="list-style-type: none"> <li>• Group sharing: Ss share their ideas with group members in 1 minute.</li> <li>• Ask some Ss to share their T-chart with their classmates by using the target s/p “I like to ---. I don’t like to....”.</li> </ul> <p>[Practice&amp; Production]</p> <ul style="list-style-type: none"> <li>• Hobbies Bingo</li> <li>• Ss draw a 3*3 bingo chart on their notebooks.</li> <li>• Ss look at the ppt and choose eight different hobbies (the middle one is free) on the Bingo chart.</li> <li>• T randomly choose Ss to share. Q:What do you like to do? A: I like to _____.</li> <li>• Ss who has the same hobbies on their charts circle it.</li> <li>• Ss who gets one line first wins.</li> </ul> <p>【統整與總結】</p> <p>T redefine the meaning of hobby</p> <ul style="list-style-type: none"> <li>• Hobby is something you like to do in your free time.</li> <li>• Everyone has his or her own hobby.</li> </ul>	<p>15 mins</p> <p>5mins</p>		
<p>第二節</p>	<p>【引起動機】</p> <p>【Warm up】</p> <ol style="list-style-type: none"> <li>1. Greetings: Good morning, everyone.</li> <li>2. Review Ask Ss “What is hobby?” <ul style="list-style-type: none"> <li>○ Possible answers: Something I like to do.</li> </ul> </li> <li>3. Ask Ss to answer “What’s your hobby?”</li> </ol> <p>Possible answers: I like to play baseball,</p>	<p>6 mins</p>	<p>PPT, worksheet,</p>	<ol style="list-style-type: none"> <li>1. Classroom Language: · Good morning, everyone! Raise your hand. Time’s up. · Go back to your seat, please.</li> <li>2. Leading</li> </ol>

draw, sing, dance, play basketball, etc.

【發展活動】

[Presentation]

T shares their hobbies and tells Ss why they like to do those hobbies.

2. T ask Ss to share their hobbies and why they like to do those hobbies?

[Practice]

Activity: Find someone who...

1. Go through all the items on the worksheet about "find someone who..."

Class: \_\_\_\_\_ Number: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Lesson 1.2: Sharing My Hobbies**

A **hobby** is something you **like** to do in your **free time**.  
嗜好 喜歡 空閒時間



Question: Do you like to \_\_\_\_\_?



Answer: Yes, I do. / No, I don't.

 play basketball	draw	watch TV	play lego	
play the piano	play video games	swim	play the violin	
 read	play soccer	go hiking	do handcrafts	
 sing	ride a bike	surf the Internet	in-line skate	

2. Give students the sentence pattern they may use when they do the activity

SP: Q: Do you like to \_\_\_\_\_?

A: Yes, I do. / No, I don't.

3.Ss need to find different students and ask their classmates "Do you like to \_\_\_\_\_?" When someone answers

"Yes, I do." Ask the one to sign their English names on his/her worksheet.

4. Student who can get two lines first will get the ClassDojo points.

[Production]

T ask students to share their findings from "Find some who" worksheet.

Possible sharing: Vicki likes to play badminton.

【統整與總結】

T asks students "Does everyone have the same hobby?" Students possibl answer "No."

T ramdomy asks students " What do

8 mins

15 mins

6 mins

5mins

Questions:

Do you lik to \_\_\_\_\_?

Yes, I do./ No, I don't.

	<p>you like to do?” “ Who has the same hobby on your bingo sheet?”</p> <p>Teacher concludes:</p> <p>“ Everyone may have different hobbies, you can do your hobby with those who has the same hobby.”</p> <p>“ If you want to try some new hobbies, you can find those one who has different hobby from you.”</p>			
第三節	<p><b>【引起動機】</b></p> <ul style="list-style-type: none"> <li>Greetings and review the definition of hobby. T asks Ss: “ What is hobby?”</li> </ul> <p>- Ss’ possible answers: something you like to do</p> <p>Hobbies Reviewing Activity: <b>The Guessing Game:</b> “What hobby is it?”</p> <p>Using hidden picture with ppt to let students to tell the hobby they learned last time.</p> <ul style="list-style-type: none"> <li>T asks Ss “Are hobbies good for us?” Ss’ possible answers: Yes.</li> <li>T keeps asking Ss “Why?”</li> <li>Ss’ possible answers: <ul style="list-style-type: none"> <li>a. It’s something I like to do.</li> <li>b. I can be happy when I do it.</li> <li>c. I feel relx when I do it.</li> </ul> </li> </ul> <p>T make a conclusion about the question and show it on the ppt: <b>Hobbies are good for us because it keeps our mind active and healthy.</b></p> <p><b>【發展活動】</b></p> <p>[Presentation]</p> <p>T uses pictures in ppt to ask Ss “What are these? &amp; “What are they about?” to bring out the <b>3 types of hobbies: art / music/ sport and the place where we do the hobbies : indoor/ outdoor.</b></p> <p>[Practice]</p> <p><b>Let’s Group the Hobbies</b></p> <ul style="list-style-type: none"> <li>T ask Ss to group hobbies by marking shapes on Find someone who</li> </ul>	8mins	PPT, worksheet, and videos on youtube	<p>Classroom Language:</p> <ul style="list-style-type: none"> <li>Good morning, everyone!</li> <li>Raise your hand.</li> </ul> <p>Leading Questions:</p> <ul style="list-style-type: none"> <li>What are these?/</li> <li>What are they about?</li> <li>Do you want to try...?</li> <li>Why/ Why not?</li> </ul>
		8 mins		
		10 mins		

worksheet.

T: Please mark the hobbies that are about “music” with a triangle. (Teacher demonstrate one to let students know how to do it.)

Ss: Find the hobbies and mark them.

T ask Ss to share their answers to check if Ss can define the different types of hobbies.

[Production]

### Get to know Special Hobbies

T: We learned a lot of hobbies these weeks, and we know everyone may have different hobbies, do you have any special hobby? Or do you know any special hobby?”

Ss’ possible answers:

No, I don’t./ Yes, I do. (If some Ss answers “Yes” T invites Ss to share with the class.)

- T introduce two people who has a special hobby and play the clips about the two special hobbies.

☆扯鈴



☆昆蟲擾西.



【統整與總結】

Wrap-up

- T ask Ss “Do you want to try the two special hobbies? Why?/Why not?”
- Ss’ possible answers:

8 mins

6mins

	<p>Yes, I do. Because playing diabolo looks fun.</p> <p>Yes, because I like insects.</p> <p>No, it's too hard.</p> <p>No, I'm afraid of insects.</p> <p>Teacher concludes today's lesson:</p> <ul style="list-style-type: none"> <li>• There are many hobbies, and we should respect everyone's hobby.</li> <li>• If you are interested in some new hobbies, just go and try it.</li> </ul> <p>Ask Ss "Why?"</p> <p>Ss' possible answers:</p> <p>We can learn some new things.</p> <p>It's fun to do the hobby.</p> <p>Teacher agrees with students' statements and retells students:</p> <p><b>Because hobbies are good for us, it keeps our mind active and healthy.</b></p>			
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