

跨領域師培生教案

名稱：台灣文化心嚮導

領域：英語、社會
綜合、資訊



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108 年教育部高教深耕計畫—
扎根英語文領域教學研究計畫方案

師資培育之大學外語領域教學研究中心(小學組)設置計畫

Center for Research on Foreign Language Teaching for Elementary Schools
Department of English, National Taichung University of Education

【附件 4】

108 年教育部高教深耕計畫—扎根英語文領域教學研究計畫方案

國民小學教育階段素養導向英語教學教案

壹、設計理念

將英語融入社會文化主題課程，藉由課程設計讓學生學會如何向外國觀光客介紹自己本國文化，學生將介紹台灣特色景點食物，運用數位載具 **Keynote** 製作簡報，透過實際設計觀光行程來介紹當地景點，學生將能夠應用英文帶入生活，彼此溝通合作並推銷宣傳台灣本土特色，此課程不僅能建立學生對國家的認同感，更能訓練學生規劃執行、口語表達以及問題解決的能力，同時，在找尋資料的過程中，學生也能藉此了解到人人都是國民外交的意義，不但能夠增進學生對本土文化的理解，更能夠培養尊重多元文化的世界公民。

貳、教學分析

- 1、教材分析：
自編教材、結合 **Dino on the go** 課本內容和相關網路資源。
- 2、學生分析：
適用於六年級學生，學生已經學習英文將近三年的時間。
- 3、教學方法分析：
課堂上運用溝通教學法(**CLT**)和小組遊戲比賽法(**TGT**) 讓學生培養與他人合作學習的能力，並結合社會領域來進行跨領域內容整合語言教學(**CLIL**)，以任務型語言教學(**TBLT**)為骨幹，讓學生將過去所學的英文應用在實際生活。
- 4、課程概念架構圖 (指標/單元名稱/活動/策略/評量方式)



參、教學活動設計

單元主題	台灣文化心嚮導	課程時間	共 4 節 160 分鐘
學生年級	六年級下學期	學生人數	30 人
核心素養			
<p>□A1 身心素質與自我精進 ■B1 符號運用與溝通表達 □C1 道德實踐與公民意識 ■A2 系統思考與解決問題 ■B2 科技資訊與媒體素養 ■C2 人際關係與團隊合作 ■A3 規劃執行與創新應變 □B3 藝術涵養與美感素養 ■C3 多元文化與國際理解</p>			
學科核心素養對應內容			
總綱		領綱	
<p>A2 系統思考與解決問題 (具備問題理解、思辨分析、推理批判的系統思考與後設思考素養，並能行動與反思，以有效處理及解決生活問題)</p> <p>A3 規劃執行與創新應變 (具備規劃及執行計畫的能力，並試探與發展多元專業知能、充實生活經驗，發揮創新精神，以因應社會變遷、增進個人的彈性適應力。)</p> <p>B1 符號運用與溝通表達 (具備理解及使用語言、文字、數理、肢體及藝術等各種符號進行表達、溝通及互動，並能了解與同理他人，應用在日常生活及工作上。)</p> <p>B2 科技資訊與媒體素養 (具備科技、資訊應用的基本素養)</p> <p>C2 人際關係與團隊合作 (具備友善的人際情懷及與他人建立良好的互動關係，並發展與人溝通協調、包容異己、社會參與及服務等團隊合作的素養。)</p> <p>C3 多元文化與國際理解 (具備自我文化認同的信念，並尊重與欣賞多元文化，且能順應時代脈動與社會需要，發展多元文化價值觀與世界和平的胸懷。)</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-B2 具備使用各種資訊科技媒材進行自我學習的能力，以增進英語文聽說讀寫綜合應用能力及文化習俗之理解。</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>社 E-B3 反應人們對地方與環境的認識與感受、瞭解生活環境並表達對家鄉的關懷，及對多元文化所擁有不同特色的尊重與欣賞</p> <p>綜 E-B2 蒐集與應用資源，用以處理日常生活問題。</p> <p>綜-E-C2 理解他人感受，樂於與人互動，學習尊重他人，與團隊成員合作達成團體目標。</p>	

本單元學習重點	
學習表現	學習內容
<p>1-III-6 能聽懂課堂中所學的字詞。</p> <p>1-III-9 能聽懂簡易句型的句子。</p> <p>2-III-2 能說出課堂中所學的字詞。</p> <p>2-III-7 能作簡易的回答和描述。</p> <p>3-III-1 能辨識課堂中所學的字詞。</p> <p>3-III-4 能看懂課堂中所學的句子。</p> <p>4-III-1 能抄寫課堂中所學的字詞。</p> <p>4-III-2 能抄寫課堂中所學的句子。</p> <p>4-III-3 能拼寫國小階段基本常用字詞。</p> <p>4-III-6 能書寫課堂中所學的句子。</p> <p>5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。</p> <p>5-III-5 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-III-1 具有好奇心，主動向教師同學提出問題。</p> <p>6-III-2 樂於參與課堂中各類活動，不畏犯錯。</p> <p>6-III-6 在生活中接觸英語時，樂於探究其意涵並嘗試使用。</p> <p>9-III-1 能夠將所學字詞做簡易歸類。</p>	<p>Ac-III-3 簡易的生活用語。</p> <p>Ac-III-4 國小階段所學字詞（能聽、讀、說300字詞，其中必須拼寫180字詞）</p> <p>Ad-III-2 簡易、常用的句型結構。</p> <p>B-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>C-III-2 國內外主要節慶習俗。</p> <p>D-III-1 所學字詞的簡易歸類。</p>
融入之議題 / 整合之領域	
多元文化教育、資訊教育、社會領域、英語領域	
學習目標	
<p>(請將每一節次之目標以編號標示，例如第一節目標為1-1、1-2、1-3，第二節目標為2-1、2-2，依此類推，並於每一教學活動項目之對應目標 (objective#) 處填寫「目標編號」即可)</p>	
<p><i>1-1 Students can recognize and say out the local food in Taiwan in English.</i></p> <p><i>1-2 Students will be able to find out the information through the Internet.</i></p> <p><i>1-3 Students are willing to cooperate with their classmates and create the ppt slides.</i></p> <p><i>2-1 Students can recognize and say out the words of famous spots in Taiwan in English.</i></p> <p><i>2-2 Students can understand the aboriginal culture of in Taiwan.</i></p> <p><i>2-3 Students can say out the sentence to introduce Taiwan's scenic spots.</i></p>	

- 3-1 Students can recognize and say out the words to introduce things to do in Taiwan.
- 3-2 Students can say out the sentence to introduce to foreigners what activities can do in Taiwan.
- 3-3 Students can plan an one-day travel plan within the group.
- 3-4 Students can share the travel plan they designed to the class.
- 4-1 Students are willing to recognize and say out the words they have learned before..
- 4-2 Students will be able to create the introduction slides by using Keynote App.
- 4-3 Students can speak naturally while introducing Taiwan.

使用教具 / 教學資源 / 網路連結

<https://eng.taiwan.net.tw/m1.aspx?sNo=0002026> (Taiwan tourism website)

<https://wordwall.net/play/539/902/550> (Food map online worksheet)

<https://www.youtube.com/watch?v=MtHwzjZSJxk&t=5s>

(Let's meet in Taiwan song Youtube video)

<https://drive.google.com/file/d/1irsgfuU-aX2uyppATOk6o0UzmbNOPSc/view?usp=sharing>

(Famous Spots in Taiwan PPT)

<https://drive.google.com/file/d/1y-BQNUDw23GESmbEDNAq5v- RGVc5mzS/view?usp=sharing>

(Worksheet 2 Famous Spots in Taiwan)

https://drive.google.com/file/d/1pDKw_h9LzJAiIy9rI8XQZldsAd0iH8R3/view?usp=sharing

(Things to do in Taiwan PPT)

<https://drive.google.com/file/d/1Yhnq3F52IX5Gym0KnZ7s91B5fmoQYrCj/view?usp=sharing>

(Worksheet 3 One-day Travel Plan)

<https://www.youtube.com/watch?v=-OO55GHPTQ>

(Anytime of Taiwan: short video clip)

<https://wordwall.net/play/540/018/281>

(Famous food in Taiwan- review worksheet 01)

<https://wordwall.net/play/544/440/839>

(Things to do in the famous spots of Taiwan- review worksheet 02)

本單元所需之學生先備知識	本單元之目標語言內容
<ol style="list-style-type: none"> 1. 能使用平板電腦進行簡易文字編輯 2. 了解平板電腦的操作方式和使用介面 3. 能運用網路上網搜查相關英文資訊文本 4. 能夠以 Keynote App 製作簡報 	<p>Language of learning</p> <p>[Period 1]</p> <p>Target words: pearl milk tea, stinky tofu, beef noodles, steamed soup dumplings, braised pork rice, pig blood cake, shaved ice, oyster omelet</p>

<p>5. 已透過社會科認識台灣地圖上各縣市的地理位置，並對各地區歷史文化有概念</p> <p>6. 學生已學完 <i>Dino on the Go</i> 八冊課本，應用於課堂的相關句型(單字)包括：</p> <ul style="list-style-type: none"> •What's this/that? It's <u>a yellow cat</u>. •Is it <u>big</u>? Yes, it is. (Describing Words) •What color is this? It's <u>green</u>. (Color Words) •Do you like <u>papayas</u>? Yes, I do. / No, I don't. (Fruits Words) •What do you want? I want some <u>tea and milk</u>. (Food Words) •What can you do? I can <u>swim</u>. (Action Words) •Where's <u>supermarket</u>? (Community Place) •How's the weather? It's <u>rainy</u>. (Weather) •What do you see? (Animal Words) •How many <u>horses</u> are there? There are <u>two horses</u>. (Number Words) •Do you have <u>social studies on Monday</u>? Yes, I do. / No, I don't. (Subjects) •What do you want for <u>dinner</u>? I want <u>some noodles</u>. (Words for Food) •Where are you from? I'm from <u>Taiwan</u>. (Words for Countries) •What do you do after school? I <u>go jogging</u>. (Words for Activities.) •Where were you yesterday? I was <u>at the museum</u> yesterday. (Places) •What's your favorite season? My favorite season is <u>summer</u>. 	<p>Sentence Pattern: How does <u>(Food name)</u> taste? It tastes <u>salty, sweet, sour, bitter, spicy, weird</u>.</p> <p>[Period 2] Target words: national park, gorge, old street, lake, ranch, museum, temple, mountain</p> <p>Sentence Pattern: <u>(Place)</u> is famous for its <u>(famous spots)</u>. Example: Taipei is famous for its National Palace Museum.</p> <p>[Period 3] Target words: go to night markets, enjoy the hot spring, go cycling, go hiking, visit temples, go shopping, visit museums, go sightseeing and go snorkeling</p> <p>Sentence Pattern: I strongly recommend you _____. Example: I strongly recommend you visit museums.</p> <p>Language for learning 1. Get familiar with the names of the cities in Taiwan. 2. Students can understand the classmates' presentation. 3. Students can know what the travel plan is and can know how to write in English.</p> <p>Language through learning 1. Students can understand the classroom language through the learning. 2. Students can know the famous places in Taiwan, such as Sun Moon Lake, National Palace Museum...etc.</p> <p>Daily Talk from the textbook: Yummy! Yuck! Look at the moon. Let's eat moon cake. It's over there. Hooray! Take a rest. Come and join us. Let's go egg hunting. Follow me. Be careful. Have a good time. Amazing! We can eat zongzi.</p>
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單元第一節 (請自行增刪節次及活動項目)			
教學流程	所需資源及 對應目標	時間	評量方式
<p>Pre-task:</p> <ul style="list-style-type: none"> Introduce “Taste of Taiwan” tourism website, show the famous food picture from the night market and ask some questions related to students’ life experience. https://eng.taiwan.net.tw/m1.aspx?sNo=0002026  <p>T: Here are some local foods in Taiwan, have you tried those food before? (Showing the food pictures) S: Yes. / No. T: The word “local” means you can only find it in that place. Let’s find out more local food in Taiwan. (Slowly revealing the food pictures)</p> <p>Words include: pearl milk tea, stinky tofu , beef noodles, steamed soup dumplings, braised pork rice, pig blood cake, shaved ice, oyster omelet</p>	<p><i>Materials:</i> iPad worksheet</p> <p><i>Objective #</i> 1-1</p> <p>1-2 1-3</p>	10’	Volunteer to answer the questions.
<p>During task:</p> <p>How does <u>(Food name)</u> taste? It tastes <u>salty, sweet, sour, bitter, spicy, weird.</u></p> <p>T: Different foods have different tastes. Let’s see the taste of those foods we have learned. (Introduces the taste of food and sentence pattern) T: How does pearl milk tea taste? S: It tastes sweet. T: Why does it taste sweet? S: Because of sugar. T: Correct! It’s a sweet dessert from Taichung.</p> <ul style="list-style-type: none"> Each team talk about each local food with following questions, and later teacher will pick some students to answer the questions. Sentence pattern for oral practice includes: Q1: What’s this? It’s _____. Q2: How does it taste? It tastes _____ Q3: What’s your favorite food? Q4: Do you like it? Why? Q5: How does it smell like? Noted: Q4-Q5 are for higher achievers, slow students can just deal with Q1-Q3 questions. 		15’	Concentrate on listening. Practice the target sentence in English. Respond to teachers.

Post task: Must-try Food list (Group work)

- Imagine you have a friend from other countries, and you are going to recommend your favorite food. Each group make a list of top 5 must-try food of Taiwan and write down the the **reason** why you recommend the food in this order.
- Each group shares about why they order in this way and listens to other groups' ideas.
*Find a picture for the top 1 must-try food.
*Make the PPT slides by Keynote App.
(Example)

Group one's top 5 list

1. Braised pork rice
We recommend Braised pork rice because this is our favorite food. It tastes a little sweet, a little salty. It smells good. We almost eat it everyday. You can see it everywhere in Taiwan.
2. pearl milk tea: it tastes sweet
3. shaved ice: It's hot in summer
4. steamed soup dumplings: it's juicy but expensive.
5. stinky tofu: it's stinky. Yuck!



- **Online homework: Taiwan Food Map matching**
Find out more local foods in Taiwan. Students have to match the local food with the right places in Taiwan and write their must try food list on the worksheet 01.
*online worksheet

<https://wordwall.net/play/539/902/550>



*worksheet 01

Food gallery: My must-try food in Taiwan

Name: _____

- _____
It's from _____
It tastes _____
- sun cake
It's from Taichung
It tastes sweet
- _____
It's from _____
It tastes _____
- _____
It's from _____
It tastes _____
- _____
It's from _____
It tastes _____

Pick one local specialty from each area of Taiwan, write down some basic facts and draw a picture besides it.

Where to eat?
It's from (places) .

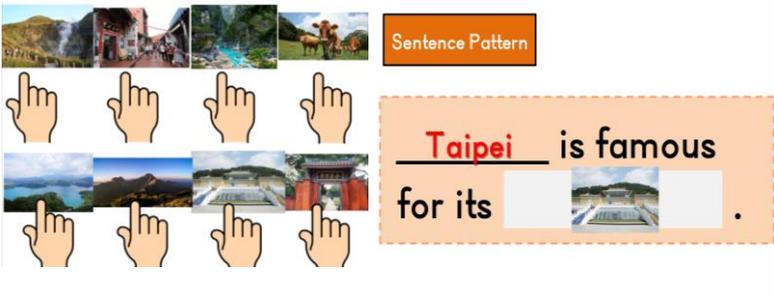
How does it taste?
sweet, sour, salty, bitter, spicy

15'

Complete the ppt slide on Keynote App..

Complete the online worksheet and worksheet 01.

單元第二節

教學流程	所需資料及對應目標	時間	評量方式
<p>Pre-task: Watch YouTube Video: Let's meet in Taiwan!</p> <ol style="list-style-type: none"> 1. Show the YouTube video “Let’s meet in Taiwan” which is a song created to introduce Taiwan to students. [Video link] https://www.youtube.com/watch?v=MtHwzjZSJxk&t=5s 2. Before playing the video, the teacher asks students to pay attention to the places are introduced in the video. 3. After watching the video, the teacher asks the question “What places do you see in the video?” Students raise their hands to answer some places. 4. The teacher asks the question “Do you know other famous spots in Taiwan? Where are they?” The teacher picks some students to say out a place and where the place is. The students may say the place in Chinese. 5. Then the teacher discloses that what to learn for today is the famous spots in Taiwan. The teacher introduces the tourist spots in Taiwan with PowerPoint(Slide1-17). They are national park, gorge, old street, lake, ranch, museum, temple, mountain. <p>[PPT Slides] https://drive.google.com/file/d/1irsgfuU-aX2uyvspATOk6o0UzmbNOPSc/view?usp=sharing</p>  <p>Vocabulary Practice</p> <p>The teacher makes use of PPT (Slide 18-24) to review all of the words by pointing the words each at a time and randomly point to the words. Then the teacher will flip a picture card quickly with PPT, the students need to see carefully to recognize the words and say it out loud.</p> <p>During task:</p> <p>The teacher introduces the sentence pattern with PPT(Slide 25):</p> <p>__(Spot)__ is famous for its __(feature)__. For example, Taipei is famous for its National Palace Museum.</p>	<p>Materials: Computer</p> <p><i>Objective #</i> 2-1</p> <p>Materials: PPT</p>	<p>3 mins</p> <p>5 mins</p> <p>12 mins</p>	<p>Answer teacher’s questions.</p> <p>Say out the words.</p> <p>Say the sentences with teacher.</p> <p>Copy the target words on the worksheet.</p>

<p>things are required to be shown on the Keynote slides.</p> <ol style="list-style-type: none"> 1. The pictures of the spots. 2. The sentence pattern is taught for this class to describe the features of spots: __ (Place) __ is famous for its __ (Famous spot) __. <p>And if students want to put more details on Keynote slides to enrich the introduction, it is allowed to do so.</p>	<p><i>Materials:</i> Ipad Keynote APP</p> <p><i>Objective #</i> 2-3</p>		
<p>單元第三節</p>			
<p>教學流程</p>	<p>所需資料及 對應目標</p>	<p>時間</p>	<p>評量方式</p>
<p>Pre-task: Welcome a foreign friend! [PPT Slides] https://drive.google.com/file/d/1B4j-0ISHRd3231_xKINIOt6kxJH13KIB/view?usp=sharing</p> <div data-bbox="129 770 376 1066" style="border: 1px solid gray; padding: 5px;"> <p>Lucy</p> <p>Hi, long time no see.</p> <p>Since you came to the U.S. last summer, we haven't met for a long time----</p> <p>But we are going to meet soon! Because I'm going to visit Taiwan this summer!!!</p> </div> <div data-bbox="411 837 496 1066" style="text-align: center;">  <p>Lucy</p> </div> <div data-bbox="555 815 919 1066" style="text-align: center;">  </div> <ol style="list-style-type: none"> 1. There is a situation shown on PPT(Slide1-2) that a friend(Lucy) from the U.S. is going to visit Taiwan and she needs some advice. 2. So students need to search some information from the travel brochure. The teacher provides some pictures and students work in groups and discuss with their group members to categorize the pictures into eight categories. And these eight categories will be the activities that students can recommend to Lucy. For example, enjoy the hot spring. After the group discussion, the teacher asks each group to put all of the pictures they got on the board and write down the name of the category they have discussed in Chinese. 3. The teacher discloses that what to learn for this class is things to do in Taiwan and introduces all of the words with PPT(Slide3-20). The words are “go to night markets, enjoy the hot spring, go cycling, go hiking, visit temples, go shopping, visit museums, go sightseeing and go snorkeling.” <p>Vocabulary Practice Activity: Clever Parrot: The teacher puts the picture cards on the board. The</p>	<p><i>Materials:</i> PPT Picture cards Board Markers /Chalks</p> <p><i>Objective #</i> 3-1</p>	<p>6 mins</p>	<p>Students can categorize the picture cards.</p>

teacher will point to one of the picture cards and the students need to say the words with the teacher together. If the teacher says the word wrong, the students need to clap their hands once and say the word right.

T: (Point to the picture of “enjoy the hot spring”) Say with me! Enjoy the hot spring.

S: Enjoy the hot spring.

T: (Point to the picture of “go shopping”) Visit museums.

S: (Clap their hands once) Go shopping!

T: You did a good job!

Sentence Pattern

The teacher introduces the sentence with PPT(Slide 21):

I strongly recommend you _____.

For example, I strongly recommend you visit museums.

The teacher leads the students to say out the sentences.

Activity: Whisper Game

(PPT Slide 22-23)

Divide students into several groups. Each group comes to the front and stands in a line. The first student comes to the teacher and picks a picture card. Then he/she needs to say the sentence (I strongly recommend you _____.) to the teacher softly. The picture card will be returned to the teacher. Next, the student goes back in line and taps the next person’s shoulder to tell him/her the sentence in whisper. And the person tells the next one until the last person. At the end, the last person needs to say out the sentence to the teacher. The fastest group is the winner.

During task: Worksheet 3-One-day Travel Plan

Travel Plan

Plan an one-day travel plan in Taiwan for Lucy.

Group _____		
Group members: _____		
Day _____	Time	Things To Do

I strongly recommend you _____

Travel Plan Example

Plan an one-day travel plan in Taiwan for Lucy.

Group _____		
Group members: Sonya, Julie, _____		
Day _____	Time	Things To Do
	9:00-12:00	Visit Longshan temple
	14:00-16:00	Visit National Palace Museum
	16:00-18:00	Go shopping in Taipei 101
18:00-20:00	Go to Shilin night market	

I strongly recommend you _____

visit Longshan temple in the morning. In the afternoon, I strongly recommend you visit national palace museum and go shopping in Taipei 101. In the evening, I strongly recommend you go to Shilin night market to have your dinner there.

[Worksheet 3 Link]

Materials:
Picture cards
PPT

Objective #
3-1

4 mins

Students can recognize the words.

Student can say out the words.

Materials:
PPT

Objective #
3-2

2 mins

Students can say out the sentence.

Materials:
Picture cards

Objective #
3-2

5 mins

Students can say out the sentence.

Materials:
Worksheet

Objective #

8 mins

Students can plan one-day travel plan.

<p>https://drive.google.com/file/d/1pDKw_h9LzJAiIy9rI8XQZldsAd0iH8R3/view?usp=sharing [Worksheet 3 Example Link] https://drive.google.com/file/d/1Yhnq3F52IX5Gym0KnZ7s91B5fmoQYrCj/view?usp=sharing</p> <p>Students need to work in groups to have group discussion. Students have to plan an one-day travel plan for Lucy to recommend things to do in Taiwan. There will be four activities at most to have in one day. When students are discussing, the teacher walks around to check if students have any questions and their working progress.</p> <p><Note>Each group plans for one day trip, so if there are five groups, which will be five days trip. The teacher can collect the worksheets from each group to make it a travel brochure and it will turn into the classroom decoration.</p> <p>Post task: Activity: Share the travel plan Each group sends one person to share the travel plan. The teacher can ask some questions after a group finish introducing to make sure that students keep focusing on the report.</p> <p>Make Keynote Slides Students need to work in groups to make the Keynote slides to introduce things to do in Taiwan for this class.</p> <p>Students can turn the travel plan they just designed into the Keynote slides to introduce. There are two things required to be shown on the Keynote slides.</p> <ol style="list-style-type: none"> 1. The chart of one-day travel plan. 2. The sentence pattern is taught for this class to describe things to do in Taiwan: I strongly recommend you _____. <p>And if students want to put more details on Keynote slides to enrich the introduction, it is allowed to do so.</p>	<p>3-3</p> <p>Materials: Worksheet</p> <p>Objective # 3-4</p> <p>Materials: Keynote APP</p> <p>Objective # 3-2</p>	<p>7 mins</p> <p>8 mins</p>	<p>Students can share the travel plan they have designed.</p> <p>Students can make the Keynote slides to introduce Taiwan within a group</p>
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單元第四節

教學流程	所需資料及對應目標	時間	評量方式
<p>Pre Task:</p> <ol style="list-style-type: none"> 1. Play the short video clip about Taiwan, and ask what themes have they seen in the videos. <i>*Anytime of Taiwan: short video clip</i> https://www.youtube.com/watch?v=-QO55GHPTQ 2. Students are asked to list out at least 5 things for categories, including food, places, things to do. 	<p>Materials: <i>iPad</i> <i>video clip</i> <i>online worksheet</i></p>	<p>10'</p>	<p>Volunteer to answer the questions.</p>

3. Students briefly review what they have learned before by finish online worksheets, including:
***Food in Taiwan:**

<https://wordwall.net/play/540/018/281>



***Things to do in the famous spots of Taiwan**

<https://wordwall.net/play/544/440/839>



Ali mountain



During Task: Student Tour Guide Project

1. Each team (3-4 people) chooses different things to introduce, including local food, places to go and things to do. Noted: Students can check the PPT slides they have made in previous classes through Keynote App.
2. Create the slides by using Keynote App..
3. Students are encouraged to speak naturally rather than just read the words on the slide. High-achievers can adapt the following script if they want to.

T: Today we are going to make a video about Taiwan!

Can anyone tell me what we've learned before?

S: Food, famous spots, things to do...

T: Any examples of famous food in Taiwan?

S: Beef noodles, pearl milk tea, stinky tofu...

T: Where can you try those food?

S: In the night market.

T: That's right. You can enjoy good food in the night market, like pearl milk tea and stinky tofu. Can anyone tell me what other things I can do in Taiwan?

S: You can go sightseeing in Taiwan.

T: Where?

Objective #
4-1
4-2

15'

Work with others to figure out the travel project

S: In the Toroko Gorge.
 T: Use the sentence pattern we learned before.
 S: Hualien is famous for Toroko Gorge. I strongly recommend you go sightseeing.
 T: Excellent! Later each of you can choose one food and famous spots you want to introduce. Make sure everyone in your groups share different things. Finish the script first before you do the recording.

[The example of script]

Hi, my name is _____. I want to share something special about Taiwan. The local food I want to share is (Food 01) . It tastes (flavor) and you can find it at night markets. You must give it a try!

Next, I want to share the famous spots in Taiwan. (Spot 01)_____ is famous for its (feature 01) . I strongly recommend you _____ . Don't miss it when you come to Taiwan.

[The example of ppt slide]

Taroko Gorge

Things to do:

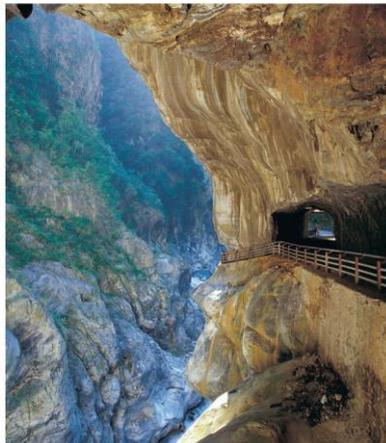
- Go hiking
- Go sightseeing

Location:

Hualien, East Taiwan

Description:

It's famous for beautiful sights, I strongly recommend you go sightseeing.



Post task:

1. Each team introduces the place with the ppt slides they made, record it while giving the presentations. Each group member should share 1-2 things about Taiwan in English.
2. Everyone can look at other works online and give at least one suggestion and compliment.

Videos sample:

<https://www.youtube.com/watch?v=VhN-alNuxNk>

<https://www.youtube.com/watch?v=2GM92H8fB8>

4-3

15' Complete the task.

肆、教學評量

具體目標	評量方式	備註
第一堂： 學生能夠找出台灣特色小吃，並用 Keynote 完成英文簡報，須包含食物名稱、基本句型和相關單字	單字句型正確度	
第二堂： 學生能夠認識台灣景點的英文說法和如何向外國人介紹該景點特色為何並完成學習單，最後學生自行製作簡報。	單字句型正確度與流暢度	
第三堂： 學生能夠認識台灣值得做的事情和如何向外國人以英文完整句子來介紹，課堂最後的時間，讓學生自行製作簡報。	單字句型正確度與熟練度	
第四堂： 學生須能夠應用前幾堂所學完成要介紹的英語講稿，錄影並用英文完成介紹	口說流暢度和內容完整度	學生的互評會列入考量

伍、其他相關補充資料

- *Worksheet 01: My food gallery*

Food gallery: My must-try food in Taiwan Name: _____

- _____
It's from _____
It tastes _____
- **sun cake**
It's from Taichung
It tastes sweet
- _____
It's from _____
It tastes _____
- _____
It's from _____
It tastes _____
- _____
It's from _____
It tastes _____

Pick one local specialty from each area of Taiwan, write down some basic facts and draw a picture besides it.

Where to eat?
It's from (places) .

How does it taste?
sweet, sour, salty, bitter, spicy

● *Worksheet 02 Famous Spots in Taiwan*

Famous Spots in Taiwan

Word Bank: Famous Spots



- ◇ national park 國家公園
- ◇ gorge 峽谷
- ◇ old street 老街
- ◇ lake 湖泊
- ◇ ranch 牧場
- ◇ museum 博物館
- ◇ temple 寺廟
- ◇ mountain 山



1. Hualien is famous for its Taroko _____.



2. Pingtung is famous for its Kenting _____.



3. Chiayi is famous for its Ali _____.



4. Nantou is famous for its Sun Moon _____.



5. Tainan is famous for its Confucius(孔子) _____.



6. Miaoli is famous for its Flying Cow _____.



7. Taipei is famous for its National Palace _____.



8. Changhua is famous for its Lukang _____.

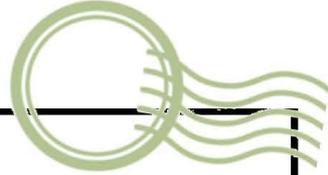


- *Worksheet 03 One-day Travel Plan*

Travel Plan



Plan an one-day travel plan in Taiwan for Lucy.



Group _____		
Group members: _____		
Day _____	Time	Things To Do



I strongly recommend you
