

嘉義縣 110 學年度全英語教案甄選

教案設計比賽甄選（封面）

主題名稱： Creating Your Restaurant Menu

參賽組別： Junior High School

適合年級: Grade 7

設計理念: (實施計畫柒之(二)全英語教學教案設計原則—請依素養導向的教學四大原則進行設計，並依此陳述設計理念 (200 字以內之簡要說明))

The Task-Based Language Teaching (TBLT) is a great way to get students engaged and using English. In the task-based activities, students are given functional tasks that invite them to focus primarily on meaning exchange and to use language for real-world, non-linguistic purposes.

Such tasks can include creating a restaurant menu and deciding which of the restaurant to buy food from without going over the budget.

To complete the assigned task, learners have to communicate through interaction in target language. By doing so, they focus not only on language but the learning process itself.

In the TBL environment, students tend to be more active and participate with greater motivation. Because learners are more willing to take risks in groups, it is more likely for them to develop language fluency and student confidence as a result.

作品編號：請勿填

# 附件四

## 全英語教學~教案設計

單元名稱 Unit/Title	Unit 3 Which Painting Do You Like?	適用年級 Grade	Grade 7
配合融入之學 科領域(如 無，可略) Integrated Subjects	<input type="checkbox"/> 數學 <input type="checkbox"/> 自然科學 <input type="checkbox"/> 綜合活動 <input type="checkbox"/> 健康與體育 <input type="checkbox"/> 生活課程 <input type="checkbox"/> 藝術 <input type="checkbox"/> 社會 <input type="checkbox"/> 科技 (第四學習階段) 備註：不包含語文領域		
配合融入之議 題 Integrated Issues	<input type="checkbox"/> 性別平等教育 <input type="checkbox"/> 人權教育 <input type="checkbox"/> 環境教育 <input type="checkbox"/> 海洋教育 <input type="checkbox"/> 品德教育 <input type="checkbox"/> 生命教育 <input type="checkbox"/> 法治教育 <input type="checkbox"/> 科技教育 <input type="checkbox"/> 資訊教育 <input type="checkbox"/> 能源教育 <input type="checkbox"/> 安全教育 <input type="checkbox"/> 防災教育 <input type="checkbox"/> 閱讀素養 <input type="checkbox"/> 多元文化教育 <input type="checkbox"/> 國際教育 <input type="checkbox"/> 生涯規劃教育 <input type="checkbox"/> 家庭教育 <input type="checkbox"/> 原住民教育 <input type="checkbox"/> 戶外教育		
總綱核心素養 (跨領域)或領 綱核心素養 (單領域) MOE Core Competencies	<b>學科領域素養 Core competencies of content learning</b> 1. Interactive Communication 2. Autonomous Action 3. Social Participation  <b>英語文領域素養 Core competencies of language (English) learning</b> 1. Speaking 2. Listening 3. Reading 4. Writing		
單元目標 Unit Objectives	<ul style="list-style-type: none"> <li>● <b>Recognize food and art related vocabularies.</b></li> <li>● <b>Use the following sentence patterns correctly (written and spoken):</b> <ol style="list-style-type: none"> <li>1. "Which do you like, A or B? I like ____."</li> <li>2. "Which ____ does she like, A or B? She likes ____."</li> <li>3. "How much are the ____? They are ____ dollars."</li> <li>4. "How much is the ____? It is ____ dollars."</li> </ol> </li> <li>● <b>Use the phrase 'one / ones' correctly in sentences.</b></li> <li>● <b>Read and understand short dialogues or reading about artwork.</b></li> </ul>		
表現任務 Performance Tasks	<b>Be able to ...</b> <ul style="list-style-type: none"> <li>● Use the U3 grammar sentence patterns correctly in short conversations, with prompting.</li> <li>● Write sentences using the U3 grammar patterns correctly.</li> <li>● Read a simple menu and answer questions about price.</li> </ul>		

Culture/ Community/ Citizen 情境脈絡 節次配置 Title of Each Period	<p><b><u>Period one</u></b></p> <ul style="list-style-type: none"> <li>● Restaurants: “How much is the...?”</li> </ul>
第一節 First Period	
相關領域之學習表現或相關議題之實質內涵 MOE Curriculum Guidelines	<ul style="list-style-type: none"> <li>● <b>學科領域學習表現 Performance of content learning</b> <ol style="list-style-type: none"> <li>1. <b>Autonomous Action:</b> Create and execute an idea for a restaurant menu.</li> <li>2. <b>Interactive Communication:</b> Work in groups to complete the menu and solve the problem of how to spend an allotted amount of money.</li> <li>3. <b>Social Participation:</b> Ask questions and examine the completed work of other groups in the class.</li> </ol> </li> <li>● <b>英語文領域學習表現 Performance of language (English) learning</b> <ol style="list-style-type: none"> <li>1. <b>Speaking:</b> Use the target sentence structures in short conversations to determine the cost of items and express one's own food and drink preferences.</li> <li>2. <b>Listening:</b> Listen to class instruction and understand class instructions in English; listen and comprehend the ideas of peers in English.</li> <li>3. <b>Reading:</b> Read and observe the work of others in English in order to complete the activity.</li> <li>4. <b>Writing:</b> Brainstorm and write down ideas in English.</li> </ol> </li> </ul>
學習目標 Learning Objectives	學科學習內容 Content
	<p>Students will review the target sentence structures and practice simple conversation patterns as a class. Then, students will work in groups to create a simple restaurant menu in English, including food items and the price of those items. The groups will place their work at the front of the class or in a prominent location and students will walk around and read each menu. Students will be given a set amount of money and asked to decide which of their classmates' restaurants to buy food from, without going over the amount of money. Then, they will share their answers with the class, using the target sentence patterns.</p>

	語言學習內容 (Language of Learning) Communication		
	<p><b>目標字詞 Target vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Focus on <b>food</b> related vocabularies and phrases that are useful in expressing preferences for food and drink (a sandwich; a hotdog; cookies; hot coffee; tea; ice cream; juice; etc.)</li> <li>● <b>Restaurant</b> related vocabularies (menu; restaurant; meal; etc.)</li> </ul> <p><b>目標句型 Target sentences:</b></p> <ul style="list-style-type: none"> <li>● Q: <b>Which</b> do you like, A or B? A: I like A.</li> <li>● Q: <b>Which</b> ____ does she like, A or B? A: She likes B.</li> <li>◆ Q: <b>How much</b> is the ____? A: It is ____ dollars.</li> <li>◆ Q: <b>How much</b> are the ____? A: They are (They're) _____ dollars.</li> </ul>		
學習活動 Learning Tasks	步驟 Procedures (45min)	教學資源 Teaching Resources	認知能力 Cognition
	<p><b>(5min)</b></p> <p>1. <b>Review</b> the target sentence structures on page 55. <b>Ask</b> the class how much they think different food items will cost. (How much are beef noodles? How much is turkey rice?).</p> <p><b>(5min)</b></p> <p>2. <b>Put</b> students in groups of 4-5 and tell them that they are going to create a restaurant menu. <b>Provide</b> them with a menu template to fill out with the items their restaurant will serve.</p>	<p>Hanlin ebook</p> <p>Multi touch screen</p> <p>Fill in the blank menu template</p>	<p>* This activity will test students' ability to apply their knowledge of grammar patterns and vocabularies taught in the previous class.</p>

	<p><b>(10min)</b></p> <p>3. <b>Ask</b> them to brainstorm the foods they will have at their restaurant and to give each food a price (write foods on the board that students when students are unsure of the English word).</p> <p><b>When</b> they are finished, ask them to give their restaurant a name and use magnets to put each menu on the blackboard.</p> <p><b>(10min)</b></p> <p>4. <b>Tell</b> each group that they have \$300 to spend on food and 10 minutes to decide what to eat. They can choose food from any of the class restaurants, but cannot go over \$300.</p> <p><b>Give</b> each group a worksheet to record their answers.</p> <p><b>(10min)</b></p> <p>5. <b>At 10 minute</b>, stop the activity and have students quiet down and return to their seats.</p> <p><b>Now, ask</b> each group to share their answers with prompts.</p> <p>(Which restaurant do you like? Which food do you want? How much is it?)</p> <p><b>(5min)</b></p> <p>6. <b>If time allows</b>, ask which group purchased the most food items with their \$300; which group has the best “bang for your buck” (or best meal for the price).</p>	<p>Blackboard</p> <p>Magnets</p> <p>“How Much” Worksheet to record students’ spending choices</p> <p>“How Much” Worksheet</p> <p>Each group ‘s menu</p>	<p>* It will also assess their abilities to follow along and process conversation in English without using any Chinese.</p>
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	自編自選教材或學習單 Learning Materials		
	1. Hanlin textbook 2. Menu template worksheet 3. “How Much” worksheet template 4. Writing utensils and notes		
	語言使用 Use of Language		
	課室語言 Classroom Language	授課語言 Instructional Language	互動語言 Interactional Language
	English (unless asked to translate the meaning to Chinese)	English only (with occasional pauses to ask and confirm that students understand)	English only (with guided sentence structures and prompts)
評量 Assessment	<p><u>學科內容學習評量</u></p> <p>Students will do peer reviewed assessments by reviewing the work of other groups and then deciding which ideas they like and which restaurants are worth purchasing from.</p> <p><u>語言學習評量</u></p> <p>Students’ language practice and efforts will be assessed by the ETF and the coteacher by grading how well students stick to the “No Chinese” activity rules. Students can lose two points for speaking Chinese during the activities. Students will also be asked to share and defend their answers in front of the class, using English.</p>		

附件五

全英語教學~學習活動設計

領域／科目／跨領域	English	與其他領域／科目的連結	
實施年級	Grade 7	總節數	共__1__節，__45__分鐘
(聚焦之)單元名稱	Which painting do you like?		
學習重點			
核心素養			
<p>英-J-A3 具備簡易規劃英語文學習時程的能力，並能檢討調整。</p> <p>英-J-B1 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。</p> <p>英-J-C2 積極參與課內及課外英語文團體學習活動，培養團隊合作精神。</p>			
學習表現			
<p>1-IV-1 能聽懂課堂中所學的字詞。</p> <p>1-IV-2 能聽懂常用的教室用語及日常生活用語。</p> <p>1-IV-3 能聽懂基本或重要句型的句子。</p> <p>1-IV-4 能聽懂日常生活對話的主要內容。</p> <p>2-IV-1 能說出課堂中所學的字詞。</p> <p>2-IV-2 能依情境使用日常生活用語。</p> <p>2-IV-3 能依情境使用教室用語。</p> <p>2-IV-5 能以簡易的英語表達個人的需求、意願和感受。</p> <p>2-IV-7 能依人、事、時、地、物作簡易的提問。</p> <p>3-IV-2 能辨識課堂中所學的字詞。</p> <p>3-IV-6 能看懂基本的句型。</p> <p>4-IV-1 能拼寫國中階段基本常用字詞。</p> <p>4-IV-4 能依提示填寫簡單的表格。</p> <p>5-IV-1 能聽懂、讀懂國中階段基本字詞，並使用於簡易日常溝通。</p> <p>5-IV-3 能聽懂日常生活應對中常用語句，並能作適當的回應。</p> <p>5-IV-11 能看懂並能填寫簡單的表格及資料等。</p> <p>6-IV-1 樂於參與課堂中各類練習活動，不畏犯錯。</p> <p>7-IV-3 利用語言及非語言溝通策略（如請求重述、手勢、表情等）提升 溝通效能。</p>			

學習內容	
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Ab-IV-1 句子的發音、重音及語調。

Ac-IV-1 簡易的英文標示。

Ac-IV-3 常見的生活用語。

Ac-IV-4 國中階段所學字詞（能聽、讀、說、寫最基本的 1,200 字詞）。

Ad-IV-1 國中階段所學的文法句型。

B-IV-2 國中階段所學字詞及句型的生活溝通。

B-IV-3 語言與非語言的溝通策略（如請求重述、手勢、表情等）。

B-IV-4 個人的需求、意願和感受的表達。

D-IV-2 二至三項訊息的比較、歸類、排序的方法。

Ab-IV-1 句子的發音、重音及語調。

Ac-IV-1 簡易的英文標示。

Ac-IV-3 常見的生活用語。

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D-IV-2 二至三項訊息的比較、歸類、排序的方法。

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Ac-IV-1 簡易的英文標示。

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B-IV-3 語言與非語言的溝通策略（如請求重述、手勢、表情等）。

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D-IV-2 二至三項訊息的比較、歸類、排序的方法。

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Ac-IV-1 簡易的英文標示。

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D-IV-2 二至三項訊息的比較、歸類、排序的方法。

學習目標	
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Students will review the target sentence structures and practice simple conversation patterns as a class. Then, students will work in groups to create a simple restaurant menu in English, including food items and the price of those items. The groups will place their work at the front of the class or in a prominent location and students will walk around and read each menu. Students will be given a set amount of money and asked to decide which of their classmates' restaurants to buy food from, without going over the amount of money. Then, they will share their answers with the class, using the target sentence patterns.

教材來源	<ol style="list-style-type: none"> <li>1. Hanlin ebook</li> <li>2. Fill in the blank menu template</li> <li>3. “How Much” Worksheet to record students’ spending choices</li> </ol>
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學習活動設計	學習引導內容及實施方式
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學習活動設計	學習引導內容及實施方式
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教學活動	時間	學習評量
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教學活動	時間	學習評量
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教學活動	時間	學習評量
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<p>● <b><u>Steps:</u></b></p> <p>7. <b>Review</b> the target sentence structures on page 55.</p> <p><b>Ask</b> the class how much they think different food items will cost. (How much are beef noodles? How much is turkey rice?).</p> <p>8. <b>Put</b> students in groups of 4-5 and tell them that they are going to create a restaurant.</p> <p><b>Provide</b> them with a menu template to fill out with the items their restaurant will serve.</p>	<p><b>5min</b></p>        <p><b>5min</b></p>	<p>* Students' language practice and efforts will be assessed by the ETF and the coteacher by grading how well students stick to the "No Chinese" activity rules.</p>
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<p>7. <b>Review</b> the target sentence structures on page 55.</p> <p><b>Ask</b> the class how much they think different food items will cost. (How much are beef noodles? How much is turkey rice?).</p>	<p><b>5min</b></p>	
<p>8. <b>Put</b> students in groups of 4-5 and tell them that they are going to create a restaurant.</p> <p><b>Provide</b> them with a menu template to fill out with the items their restaurant will serve.</p>	<p><b>5min</b></p>	

<p>● <b><u>Steps:</u></b></p> <p>7. <b>Review</b> the target sentence structures on page 55.</p> <p><b>Ask</b> the class how much they think different food items will cost. (How much are beef noodles? How much is turkey rice?).</p> <p>8. <b>Put</b> students in groups of 4-5 and tell them that they are going to create a restaurant.</p> <p><b>Provide</b> them with a menu template to fill out with the items their restaurant will serve.</p>	<p><b>5min</b></p>          <p><b>5min</b></p>	<p>* Students' language practice and efforts will be assessed by the ETF and the coteacher by grading how well students stick to the "No Chinese" activity rules.</p>
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<p>9. <b>Ask</b> them to brainstorm the foods they will have at their restaurant and to give each food a price (write foods on the board that students when students are unsure of the English word). <b>When</b> they are finished, ask them to give their restaurant a name and use magnets to put each menu on the blackboard.</p> <p>10. <b>Tell</b> each group that they have \$300 to spend on food and 10 minutes to decide what to eat. They can choose food from any of the class restaurants, but cannot go over \$300. <b>Give</b> each group a worksheet to record their answers.</p> <p>11. <b>At 10 minute, stop</b> the activity and have students quiet down and return to their seats. <b>Now, ask</b> each group to share their answers with prompts. (Which restaurant do you like? Which food do you want? How much is it?)</p> <p>12. <b>If time allows</b>, ask which group purchased the most food items with their \$300; which group has the best “bang for your buck” (or best meal for the price).</p>	<p><b>10min</b></p> <p><b>10min</b></p> <p><b>10min</b></p> <p><b>5min</b></p>	<p>* Students can lose two points for speaking Chinese during the activities.</p> <p>* Students will do peer reviewed assessments by reviewing the work of other groups and then deciding which ideas they like and which restaurants are worth purchasing from.</p>
<p>教學設備／資源</p>	<ol style="list-style-type: none"> <li>1. Hanlin ebook</li> <li>2. Fill in the blank menu template</li> <li>3. “How Much” Worksheet to record students’ spending choices</li> <li>4. Blackboard and magnets</li> </ol>	

## 附件六

### 【實施成效】

<ul style="list-style-type: none"> <li>● 領域/科目/跨領域：English</li> <li>● 實施年級：Grade 7</li> <li>● 授課教師(作者1/2/3之一)：Amanda / 蕭允琇</li> </ul>			
項目	項次	檢核指標	課程實施情形描述
課程實施	1	能依據課程計畫所訂定之各週進度實施課程	A. 能依據課程計畫的進度實施課程，並納入課綱所示的學習重點 B. 能結合教室中的大型觸控螢幕與翰林電子書進行教學，還能善用教室前後的空間，豐富學習經驗 C. 能設計不同的學習情境，並運用多種教學方法，落實差異化教學，以符應不同學生的學習風格 D. 能善用異質小組的特性，透過合作學習與實際操作的方式，減少組內的學習落差
	2	能善用相關之教學資源、教具、器材等，充實課程內容，並豐富學習經驗	
	3	課程實施之歷程，能落實差異化、適性化之原則，以符應不同學生之學習風格	
	4	針對學習落後之學生，能於課中或課後進行補救教學，以減少學習落差	
課程效果	5	能依課程內容及特性，採用最合宜之多元評量方式，評估學生學習成效	A. 能透過形成性評量與同儕互評等多元的評量方式，進行學習成效的評估 B. 課程經實施及評量後，能使多數學生達成此階段的核心素養，並熟練學習重點。 C. 能根據評量結果進行分析，在課程設計與教學策略上做滾動式的修正和調整。
	6	課程經實施及評量後，多數學生確實能達成該學習領域/科目核心素養，並精熟學習重點	
	7	能依據評量結果，滾動式修正課程設計及規劃，調整教學策略，以促進有效教學目標之達成	

	8	面對教學目標與教學成效兩者之落差，能積極規劃自主性專業成長方案，以提升教學效能	D. 能積極參加教學研究會、專業學習社群，或是觀課議課活動，以提升教學效能。
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課程實踐歷程紀錄(課堂學習活動照片、學生成果照片等)



說明1：Ask students to create their own restaurant menus.



說明2：Students fill out the items and the prices on the menu.





說明 3：Teacher put each group's menu on the blackboard.



說明4：Let each group decide what to eat on the budget of \$300.



說明 5：Students walk around to choose which food they'd like to spend on.



說明6：Ask each group to share their answers and then give some feedback.

#### 課程實踐省思與回饋

In Step 3, teacher should remind each group not to “overprice” each food because later in Step 4, they will be given \$300 to choose food from any of the class restaurants.

(All food on **Sweets Restaurant Menu** has this “overpricing problem.” The price of every item is way above the \$300 budget. For example, the bubble tea is \$1000. )