

國中小常用課室英語參考手冊

Classroom English for Taiwan's Elementary & Junior High Schools



教育部國民及學前教育署

編著：張武昌 王宏均 曾俊傑

協同整理和排版：楊慧欣 李盈萱

封面封底設計：江佩容 魏心如

配音：賴國維 高偲維

致謝：

感謝教育部計畫「十二年國教-國中小教育階段生活化具體評量、彈性課程模組與全英語授課檢核機制及推廣實施辦法研訂之研究案」全體諮詢委員指導

*請至 <https://reurl.cc/rR8qYb> 下載《國中小常用課室英語參考手冊》有聲書

目錄 Table of Contents

| | |
|--|----|
| 一、課程暖身 Warm-Up | 1 |
| 1. 打招呼 Greetings | 1 |
| 2. 課程安排及準備 Setting Up the Classroom & Getting Ready | 2 |
| 3. 了解進度 Understanding Progress | 3 |
| 4. 說明課程目標 Introducing the Agenda..... | 3 |
| 5. 講解課堂規則 Explaining Classroom Rules..... | 4 |
| 二、呈現教學重點 Presentation..... | 6 |
| 1. 課程介紹 Introducing the Lesson..... | 6 |
| 2. 引起興趣 Raising Students' Interest | 7 |
| 3. 教學指示 Instructing | 8 |
| 4. 確認理解 Checking Understanding..... | 9 |
| 三、進行練習活動 Practice..... | 10 |
| 1. 解釋練習活動 Explaining Practice Activities..... | 10 |
| 2. 練習 Working on Exercises..... | 11 |
| 3. 回應學生的錯誤 Responding to Students' Mistakes..... | 11 |
| 四、進行產出活動 Production..... | 13 |
| 1. 進行應用活動 Implementing Production Activities..... | 13 |
| 2. 提升參與度 Encouraging Participation | 14 |
| 3. 評論學生表現 Commenting on Students' Performance..... | 15 |
| 五、結束課程 Wrap-Up | 17 |
| 1. 提醒課程時間 Reminding about Time | 17 |
| 2. 總評學生整體表現 Commenting on Students' Overall Performance..... | 17 |
| 3. 總結課程內容 Summarizing the Lesson..... | 18 |
| 4. 宣布回家作業 Announcing Homework..... | 18 |
| 5. 結束課程 Concluding the Class..... | 19 |

一、課程暖身 Warm-Up

1. 打招呼 Greetings

(1) 

Teacher (T): Good morning, everyone.

Students (Ss): Good morning, Mr. Chen.

(2) 

T: Good morning, everyone.

Ss: Good morning, Mrs. Chen.

T: How are you today?

Ss: Fine.

(3) 

T: Good afternoon, everyone.

Ss: Good afternoon, Mr. Wang.

T: What day is today? (*slowing down to say “day” with emphasis*)

Ss: It's Monday.

T: Yes, it's Monday again. I'm very happy to see you.

(4) 

T: Good morning, class.

Ss: Good morning.

T: My name is Nick. Please repeat after me. Nick. (*slowing down to say “Nick” with emphasis*)

Ss: Nick.

T: Good job!

(5) 

T: Boys and girls, good morning. My name is Mark. Can you say, “Good morning, Mark”? (*opening his arms to invite the class to greet him together*)

Ss: Good morning, Mark.

T: Very good.

(6) 

Ss: Good morning, Miss Lin.

T: Good morning, everyone. How are you today?

Ss: Fine, thank you. How about you?

T: Well, I'm fine too.

(7) 

T: Everyone, please stand up. (*using hand gesture to demonstrate "stand up"*) Good morning, class.

Ss: Good morning, Mr. Hung.

T: Please sit down. (*using hand gesture to demonstrate "sit down"*)

2. 課室安排及準備 Setting Up the Classroom & Getting Ready

(1) 

T: Everyone, please take out your book and turn to Unit 1. (*holding the book in front of herself and turning the pages*)

Student (S): Miss Lin, what page, please?

T: Page 4.

(2) 

T: Group leaders, please come here to take the worksheets for your group members. (*using hand gesture to demonstrate "come here" and later holding the worksheets in front of himself*)

(Group leaders go to the front and get the worksheets.)

T: Does everyone have the worksheet now? (*holding the worksheet in front of himself again*)

Ss: Yes.

(3) 

T: Group leaders, please check if all your group members have the worksheet. If not, please raise your hand. (*using hand gesture to demonstrate "raise your hand"*)

(4) 

T: Everyone, let's play a warm-up game! (*saying "warm-up game" with emphasis*)

Ss: Yeah!

(5) 

T: Please put your worksheet on the desk. (*holding a worksheet and demonstrating the action of “putting a worksheet on the desk”*) If you don’t have one, please raise your hand, and I will give you one. (*using hand gesture to demonstrate “raise your hand”*)

Ss: (Raising hand)

T: (Giving the copy to students)

3. 了解進度 Understanding Progress

(1) 

T: Everyone, let’s review the sentence pattern we learned last time. Please repeat after me, “There are three apples on the desk.” (*pointing at the words on the blackboard*)

Ss: There are three apples on the desk.

T: Good job!

(2) 

T: Class, do you remember what we did yesterday?

S: Yes. We sang a song yesterday.

T: That’s right. We sang a song. Very good! (*saying “sang” with emphasis to highlight the past tense form of “sing”*)

(3) 

T: Last time we read an interesting story. What’s the title of the story? (*pointing at the title on the book cover*)

Ss: “The Three Little Pigs.”

T: Yes, very good. Today we’re going to learn more about the story.

4. 說明課程目標 Introducing the Agenda

(1) 

T: Today I’m going to tell you a new story called “Little Red Riding Hood.” (*pointing at the title on the book cover*)

(2) 

T: Let’s review the words we learned last time. (Using flashcards to review the words)
What is this?

Ss: A lion.

T: Very good. How about this one? (Practice continues)

(3) 

T: Today we will complete three tasks. (*using hand gesture to emphasize “three” tasks*)

(4) 

T: Today we’re going to play a game called Tic-tac-toe. (*slowing down to say “Tic-tac-toe” with emphasis, and then drawing a 3×3 grid on the blackboard*) Have you played the game before?

Ss: No...

T: That’s okay. I’ll show you how.

(5) 

T: Today we’re going to listen to a dialogue. I’ll ask you some questions later, so please listen to it carefully. (*using hand gesture to demonstrate “listen”*) Any questions?

Ss: No.

T: All right. Let’s start.

(6) 

T: Today we’re going to learn some new words. Please repeat after me. (*saying “repeat” with emphasis*) Pumpkin.

Ss: Pumpkin.

(Practice continues)

5. 講解課堂規則 Explaining Classroom Rules

(1) 

T: When you answer a question correctly, you can get one point for your team. (*drawing +1 on the blackboard*) Okay?

Ss: Okay.

T: The team that gets the most points will be the winner. (*drawing many slashes (////) to indicate that students need to earn many points to win*) Any questions?

Ss: No.

(2) 

T: When I say “encouragement”, you clap your hands. (*clapping hands*) Understand?

Ss: Yes.

T: Good! Let’s practice. Encouragement.

Ss: (Clapping hands)

T: Very good.

(3) 

T: These are the rules for today. Any questions?

Ss: No.

T: Good.

(4) 

T: Please be careful. If you speaK Chinese in class, you will lose one point. (*drawing -1 on the blackboard*) Okay?

Ss: Okay.

二、 呈現教學重點 Presentation

1. 課程介紹 Introducing the Lesson

(1) 

T: Let's learn some new sentence patterns. Everyone, please repeat after me, "This is a book." (*showing a flashcard of a girl holding a book*)

Ss: This is a book.

T: That is a pencil. (*showing a picture of a girl pointing at a pencil far away*)

Ss: That is a pencil.

(2) 

T: I'm going to play the CD, and you have to listen carefully for the details. For example, "Who is talking?" "What is he/she talking about?" (*slowing down when saying "who" and "what" to highlight the wh-words*) Understand?

Ss: Yes.

T: Good. Now let's get started. Listen carefully!

(3) 

T: Now, I'll play the CD for the second time. This time, please check your answers. (*slowing down to say "check your answers" with emphasis*) Later, I'll ask some of you to tell me the answers. Are you ready?

Ss: Yes.

T: All right. Let's start.

(4) 

T: Today we're going to learn the names of some animals. (*showing some animal pictures on a PowerPoint slide*) I'll play a video clip, and you will complete the worksheet after watching the clip. (*holding a worksheet in front of himself*) Okay?

Ss: Okay.

(5) 

T: I'll play the CD. All you have to do is to count how many times you hear the word "flower." (*saying "flower" with emphasis*) Later, I'll ask some of you to tell me how many times "flower" was said. Any questions?

Ss: No.

(6) 

T: I'll play the CD, and you have to focus on the characters when you listen to the story.

Do you know what the word "character" means? (*writing "character" on the board*)

S: No.

T: No problem. I'll give you an example. In the story, *The Three Little Pigs*, the characters are the three little pigs and a big bad wolf. (*giving a familiar example to define a keyword; saying "the three little pigs" and "the big bad wolf" with emphasis*). So now, what does "character" mean?

Ss: 角色.

T: Right.

(7) 

T: I'm going to play the CD, and please repeat the sentence after you hear it.

2. 引起興趣 Raising Students' Interest

(1) 

T: Look at this picture. (*pointing at a picture on a PowerPoint slide*) What is the topic for today?

Ss: School.

T: Right! Very good. Today we're going to talk about school. (*saying "school" with emphasis*)

(2) 

T: Before starting our reading, let's watch a video first. And you're going to write down the main idea of the story shown in the video. For example, "what is the story about?" "What happened to the people?" (*giving some examples to explain what "main idea" means*) Any questions?

Ss: No.

T: All right. Let's watch the video.

(3) 

T: Today, we're going to talk about trees. (*saying "trees" with emphasis*) Look at this slide. (*showing a picture with trees on a PowerPoint slide*) What does it tell you about trees?

S: They're green and brown.

T: Yes, they are green and brown. (*restating the student's answer with emphasis on "they are"*) Very good!

(4) 

T: Please take out the worksheet. (*using hand gesture to signal students to take out the worksheet*) These are the questions for the reading. (*pointing at the questions on the worksheet*) Let's read the questions together out loud.

Ss: (Reading the questions)

T: Good. Now, please discuss these questions with your partner. (*using hand gesture to ask students to discuss together*)

(5) 

T: Here are some new words you'll see in the passage. (*pointing at the keywords on the worksheet*) Please read the passage and discuss these words with your team members (*pointing at the passage*). Later, I'll ask you for the meaning of these new words.

3. 教學指示 Instructing

(1) 

T: Class, I want you to discuss this with your partners and complete the worksheet. (*holding the worksheet in front of himself*) Later, we'll check the answers together.

(2) 

T: Now, please read the article and circle the words you don't understand. (*using hand gesture to mean "circle"*) I'll give you 5 minutes to discuss them with your partners. (*using hand gesture to mean "five minutes"*)

(3) 

T: Please pass the worksheets. (*distributing the worksheets*) Did everyone get one? /Does everyone have one?

Ss: Yes.

T: Good.

(4) 

T: Now, everyone, please turn to Unit 5. (*saying "Unit 5" with emphasis*) What page does Unit 5 begin?

Ss: Page 52.

T: Good.

(5) 

T: How do you *spell* “orange”? (*slowing down to say “spell” with emphasis, and pausing shortly before saying “orange”*)

Ss: O-R-A-N-G-E

T: Yes, very good.

(6) 

T: All right, guys. Please get into groups. Four people in each group. (*using hand gesture to emphasize “four” people in a group*)

Ss: (Forming into groups)

T: Is everyone in a group? (*looking at all students*)

Ss: Yes.

(7) 

T: Let’s read the article together out loud. Start from the first line. Okay? (*pointing at the first line*)

Ss: Okay.

T: Good. Ready? Go!

(8) 

T: Please work with your group members. You have 10 minutes to finish your work. (*using hand gesture to emphasize “ten” minutes*) I’ll start my timer right now.

(10 minutes later)

T: Five, four, three, two, one. Okay, time’s up. Please stop even if you’re not finished.

4. 確認理解 Checking Understanding

(1) 

T: Did you find the answer?

Ss: Yes.

T: Right. And how about Question 2? What did you see on Page 6?

Ss: A monkey.

T: Great. And do you remember the story?

Ss: Yes.

T: So the answer should be (C), okay? (C) gives you the main idea.

三、 進行練習活動 Practice

1. 解釋練習活動 Explaining Practice Activities

(1) 

T: Now, I'm going to teach you a new song called "Mary Had a Little Lamb". (*slowing down when saying the name of the song and then humming the melody*). I will sing it for you first. Please listen carefully.

Ss: (Listening)

(2) 

T: Now, we're going to play a game. Try to find the treasure as fast as you can.

(3) 

T: Each group will take turns performing this song. When it's not your turn, please be polite and listen carefully.

Ss: Okay.

(4) 

T: Class, you now have 5 minutes to discuss these questions with your partner. (*using hand gesture to emphasize "five" minutes and pointing at the questions on the worksheet*)

Let's start!

(5) 

T: Now, please find a partner. I want you to practice the dialogue with your partner. (*pointing at the dialogue in the book*)

(6) 

T: Now, I want everybody to line up in front of me. (*using hand gesture to demonstrate the action "lining up in front of me"*)

Ss: (Lining up)

2. 練習 Working on Exercises



(1)

T: Class, let's read the sentences out loud together. (*pointing at the sentences on the worksheet*)

Ss: (Reading the sentences)

(2)

T: Team A, please read the first paragraph. Team B, please read the second paragraph. (*point at the first paragraph for Team A and the second paragraph for Team B*) Ready? Go.

Ss: (Reading the paragraphs)

(3)

T: Now, I want you to read your passage out loud to your neighbor. (*pointing at the passage in the book*)

Ss: (Reading the passage)

(4)

T: What's this? (*showing a picture of "starfruit"*)

Ss: (Silence)

T: That's okay. What does it look like?

Ss: A star.

T: Right! A star. Very good. It's a fruit and it looks like a star. So what do you think it is called?

Ss: A starfruit.

T: A starfruit! Exactly! (*saying "exactly" out loud as positive feedback*)

3. 回應學生的錯誤 Responding to Students' Mistakes



(1)

T: What animal is this? (*showing a picture of "a hippo"*)

S: Pig.

T: Nice try! It looks like a pig, but I'm thinking of another animal. Try again!

S: Hippo.

T: Right. It's a hippo. Everybody, please say "a hippo."

Ss: A hippo.

(2) 

T: What fruit is this? (*showing a picture of “an apple”*)

S: Red.

T: It is red, alright. But what fruit is it? What fruit? (*slowing down to say “fruit” with emphasis*)

Ss: Apple.

T: Good job! It's an apple. (*slowing down to say “an” with emphasis*)

四、 進行產出活動 Production

1. 進行應用活動 Implementing Production Activities

(1) [Explaining how to get points]

T: When you answer correctly, you can get one point for your team. At the end of the class, the team that gets the most points will be the winner. (*drawing an apple as an example of a point to earn so that students know they need to earn as many apples as possible to win*) Any questions?

Ss: No.

T: Good.

(2) [Dividing students into groups]

T: Now, I'll divide you into three groups. Here, you are Group 1. And you are Group 2. The rest of you are Group 3. Okay? (*pointing at each group*)

Ss: Okay.

(3) [Dividing students into groups]

T: Listen. Each (and every one) of you will get a number, and that will be your team number. Okay?

Ss: Okay.

T: You are Number 1; you are Number 2.... (*pointing at students and numbering them*)
Now, please get into your groups.

(4) [Dividing students into groups and assigning tasks]

T: Let's read the dialogue. Team A, you are Amy. Team B, you are Bella. Understand? (*pointing at each team*)

Ss: Yes.


T: Good. Let's start with Team A. Go!

Ss: (Reading the dialogue)

(5) [Dividing students into groups]

T: I'll break you into two groups. The students on my right-hand side, you are Group 1. The ones on the left, you are Group 2. (*using hand gesture to divide the class into two groups*) Okay?

Ss: Okay.

(6) [Lining students up] 

T: Everyone, please stand up. I need you to line up in the middle. (*using hand gesture to demonstrate “line up in the middle”*)

Ss: (Lining up)

(7) [Dividing students into groups and assigning tasks] 

T: Now, Team A, please raise your hands. (*using hand gesture to signal Team A to raise their hands*)

Ss: (Raising hands)

T: Good. Team A, you are the reporter. And now Team B, please raise your hands. (*using hand gesture to signal Team B to raise their hands*)

Ss: (Raising hands)

T: Good. Team B, you are the interviewee.

2. 提升參與度 Encouraging Participation

(1) 

T: Now, you're going to share your answers with the class. Let's start from Group 1. (*using hand gesture to invite Group 1 to share their answers*)

Ss: (Sharing the answers)

(2) 

T: I need some volunteers. Anyone?

S: (Raising his/her hand)

T: Yes. (*pointing at the student*) Thank you very much.

(3) 

T: I'll give you some sentences. (*showing the sentences on a PowerPoint slide*) Please put them in the correct order to form a paragraph. You can discuss with your partners. Let's start.

Ss: (Discussing and ordering sentences)

(4) 

T: Now, Tina is going to read Part 1 for us. (*using hand gesture to invite Tina to read Part 1*)

S: (Reading Part 1)

T: That's perfect! Thank you, Tina.

(5) 

T: What is the reading about? Please discuss this question with your group members for 5 minutes. (*using hand gesture to emphasize "five" minutes*)

Ss: (Discussing the question)

T: Are you done? Please share your answers with the class. We'll start from Group 1. (*pointing at Group 1*)

Ss: (Presenting their answers)

(6) 

T: Now, Mary's going to share her story with us. Let's give her a big welcome. /Let's welcome her with a big hand! (*clapping hands*)

Ss: (Giving a welcoming applause)

3. 評論學生表現 Commenting on Students' Performance

(1) 

T: You all did a great job.

(2) 

T: Good job. Everybody, give yourself a big hand. (*clapping hands*)

Ss: (Clapping hands)

(3) 

T: Very good. Everybody, give yourself a round of applause. (*clapping hands*)

Ss: (Giving a big applause)

T: Good job!

(4) 

T: Excellent! All of you did a great job.

(5) 

T: Very good. You are so smart.

(6) 

T: Wow, you guys are great/awesome!

(7) 

(Asking for teacher's comments on homework)

S: Excuse me, Miss Chang. Is this okay?

T: Yes, I like how you designed it. Very creative thinking. (*smiling at the student*)

五、 結束課程 Wrap-Up

1. 提醒課程時間 Reminding about Time

(1) 

T: Hello, everyone. We've run out of time. (*tapping his watch*)

(2) 

T: Okay, time's up.

(3) 

T: Class, we have no more time for discussion.

(4) 

T: Class, the bell is ringing/the bell just rang. So, time's up. Our winner for today is Team 1. Everyone, please give Team 1 a big hand. (*pointing at Team 1 and clapping hands*)
Ss: (giving Team 1 applause)

2. 總評學生整體表現 Commenting on Students' Overall Performance

(1) 

T: Everyone, you did a very good job.

(2) 

T: You were awesome today, everyone!

(3) 

T: All right! Thank you very much for your good work.

(4) 

T: It was a great class today. I want you guys to give yourselves a big hand. (*clapping hands*) You all did a wonderful job.

(5) 

T: Thank you, guys. Good job.

(6) 

T: Guys, you were perfect.

3. 總結課程內容 Summarizing the Lesson



(1)

T: Let's review the sentences again. (*pointing at the sentences on the blackboard*) Please repeat after me.

Ss: (Repeating after the teacher)

T: Very good.

(2)

T: What did we learn today?

S: (Giving an answer)

T: Yes. Now I'll give you a piece of paper, and please write down what you learned today. (*holding a piece of paper in front of himself*)

Ss: (Writing down answers)

(3)

T: What did you learn from all of this?

Ss: (Giving answers)

T: Good.

4. 宣布回家作業 Announcing Homework



(1)

T: Today's homework is Page 10 to Page 12. (*writing "p.10-p.12" on the blackboard*) Any questions?

Ss: No.

(2)

T: For homework. You have to finish Page 15. (*pointing at p.15 in the workbook*) Understand?

S: Yes.

(3)

T: All you have to do is write a story. (*saying "write a story" with emphasis*) Okay?

Ss: Okay.

5. 結束課程 Concluding the Class



(1) 

T: Okay, I'll see you next week! Bye!

Ss: Bye.

(2) 

T: You were great today. Thank you, students.

Ss: Thank you, Mr. Wu.

(3) 

T: That's all for today.

Ss: Thank you, Mr. Wu.

(4) 

T: Good job! See you next time.

Ss: Thank you.

(5) 

T: Could you please stand up? (*using hand gesture to mean "stand up"*)

Ss: (Standing up)

T: Thank you, students.

Ss: Thank you, Ms. Wu.

(6) 

T: Good job! Goodbye!

Ss: Goodbye.

國中小英語課採全英語授課參考手冊

Teaching English through English in Elementary and Junior High Schools:
A Reference Guide

委託單位：教育部國民及學前教育署

委辦單位：國立臺灣師範大學英語學系

委辦計畫：十二年國教-國中小教育階段英語課採全英語授課之推動與檢核機制推廣之
計畫案

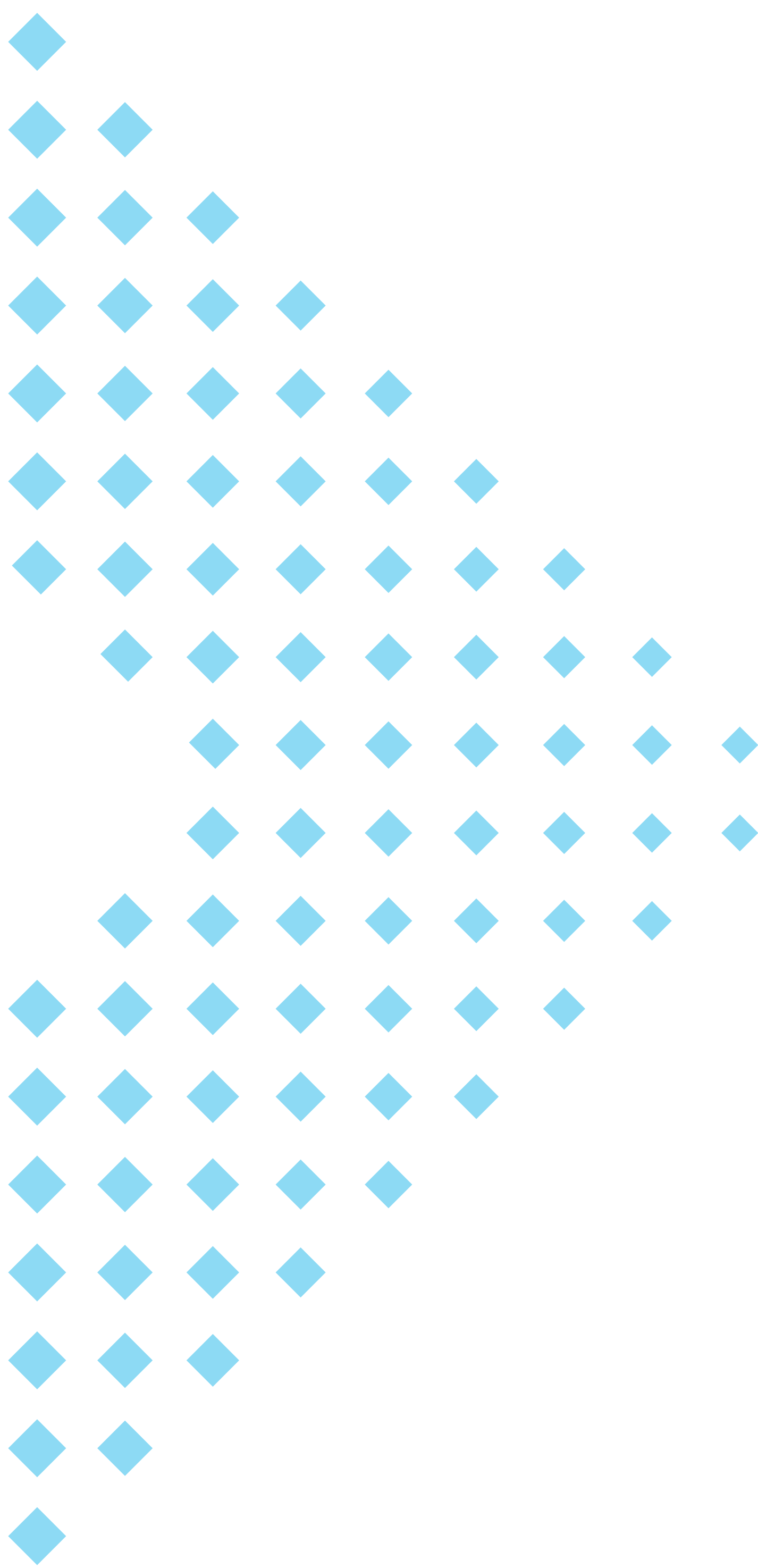
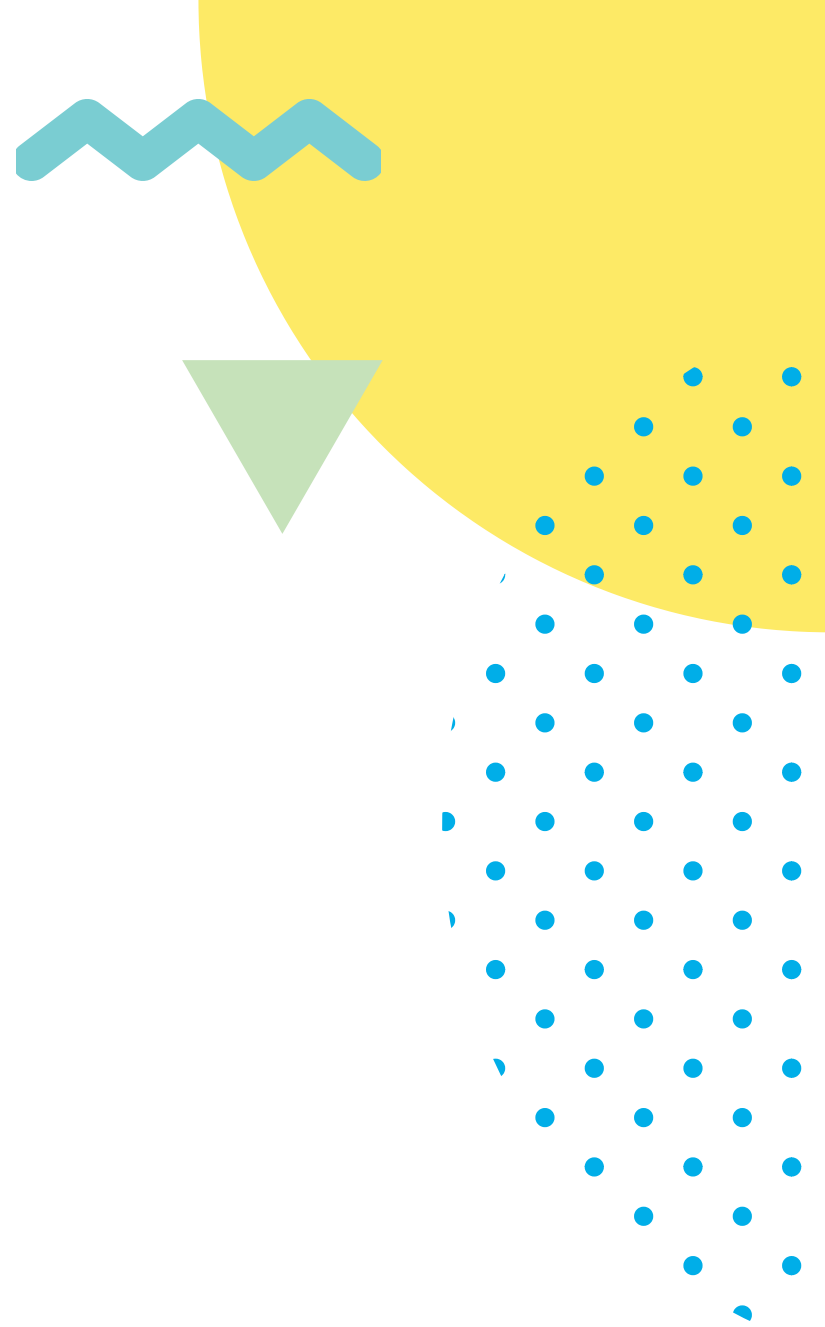
計畫諮詢專家：國立臺灣師範大學英語學系 張武昌教授

計畫主持人：國立臺灣師範大學英語學系 王宏均副教授

協同主持人：國立臺灣師範大學英語學系 曾俊傑副教授

計畫助理：國立臺灣師範大學英語學系 楊慧欣助理、梁倚夢助理

編輯日期：中華民國 111 年 8 月



國中小英語課採全英語授課參考手冊

**Teaching English through English in Elementary and Junior High Schools:
A Reference Guide**