



國中小常用課室英語

參考手冊 2.0

*Classroom English for Elementary &
Junior High School English Classes* ^{2.0}



教育部國民及學前教育署



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壹：課室教學 Classroom Instructions

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"*)

(8)

T: What a rainy day! Do you like rainy days?

Ss: Yes, I do./No, I don't. (*Students may come up with different answers.*)

T: Cool! I like rainy days as well. / Well, I don't like rainy days either.

(9)

T: Good afternoon, everybody. It is pretty hot today, isn't it?

Ss: Good afternoon, Miss Lin. Yes, it is.

(10)

T: Hello, everyone. How was your weekend?

Ss: Good.

T: I had a good time, too.

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 herself)

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

T: Does everyone have the worksheet now? *(Holding the worksheet in front of herself 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)*

(6)

T: Let’s begin our lesson today! First, I’ll need everyone to take out the homework.

Ss: *(Taking out the homework)*

T: Is everybody ready to start?

Ss: Yes, Mr. Huang.

(7)

Ss: *(Talking and chatting loudly)*

T: It’s time to begin. Please stop talking.

(8)

T: Alright, I'd like to start the lesson with a pop quiz.

Ss: Oh no...

T: Don't worry. It is going to be easy. (*Giving the pop quiz about what they learned from the last lesson.*)

(9)

T: Now, we are going to work on the activity in groups. I'll need 8 groups. So, how many people will be in one group?

Ss: 5 people!

T: Good. Now, let's move our desks into 8 groups!

(10)

T: Let's get started! Please take out your scissors and color pencils.

Ss: (*Taking out their stationary*)

T: If you don't have what we need for the class, please come to the front.

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)

T: Class, do you remember the word “hobby”? What does the word “hobby” mean?

Please name some of the hobbies that we talked about last time.

S: *(Raising his hand)*

T: Yes, Jack.

S: Ride a bike, play basketball, and... Oh! Go swimming.

T: Good! Which one of these is your favorite hobby?

S: My favorite hobby is play basketball.

T: Oh, your favorite hobby is *playing* basketball. *(Saying “playing” with emphasis)*
Well done!

(5)

T: Students, what did we learn yesterday? Give me some keywords.

S1: Color.

S2: Rainbow.

T: *(Writing down what students have mentioned on the blackboard)* Perfect! We *learned* the colors of the rainbow yesterday. *(Saying “learned” with emphasis to highlight the past tense form of “learned”)*

(6)

T: Everyone, yesterday we learned about the future tense. For example, I am going to the supermarket tomorrow. Lily, could you give us another example?

S1: They are going to the movies on Sunday.

T: Excellent!

(7)

T: Alright, now let’s review last week’s lesson by completing this mind map on the board together! Numbers 5, 10, 15, 20, 25, and 30, please come to the board and write down the keywords you remember from the last lesson.

Ss: *(Writing on the board)*

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*)

(7)

T: Today, we'll learn how to make a chocolate cake in 5 steps. First of all, we'll need to prepare the ingredients for making the chocolate cake. Please tell me what we'll need for it.

Ss: Flour, sugar, and chocolate.

(8)

T: Our goal is to review today! Now, I'm going to show you the important phrases that we've learned this month. Everyone, please pick one phrase and make one sentence in the textbook. I'll give you two minutes to finish this task. Ready... Go!

(9)

T: We've been learning about food for a while. Hopefully, we can finish Unit 5 and move on to a new topic today.

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 this activity, you will lose one point. (*Drawing -1 on the blackboard*) Okay?

Ss: Okay.

(5)

T: When you want to share your idea or answer my question, please raise your hand. (*Raising his hand*) Okay?

Ss: Okay.

(6)

T: When I say, “Hocus pocus,” you say, “Everybody focus.” Got it?

Ss: Yes!

T: Hocus pocus.

Ss: Everybody focus.

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?" and "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 herself*) 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.

(8)

T: Turn to Page 50. Now Group 1, read the part of the teacher together. Group 2, read the part of the student together. Got it? Start!

Ss: (*Group 1 and Group 2 start reading the paragraph.*)

T: Excellent! Now, it's Group 3's and Group 4's turn.

(9)

T: Before I introduce the grammar of today's lesson, I'm going to give you five examples. Later, please tell me their similarities and differences.

(10)

T: Our topic today is sports. We'll go through some activities in today's lesson. First, let's look at the pictures of different sports. (*Showing the pictures*)

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?" and "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: 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.

(6)

T: I'll show you a short video. After that, please tell me what you see in the video. (*Playing the video*)

S1: I see fish.

S2: I see crabs.

T: That's right! Today, we're going to learn more about animals in the ocean.

(7)

T: Now, I'll need you to work in pairs and do the role play while reading the conversation together. Remember, you have to sound like the mother and the son in the textbook. Any questions?

Ss: No.

T: Good. Let's practice. Remember to take turns doing the role play.

Ss: *(Reading the conversation)*

T: Time's up. Can anyone tell me what the tones of the mother and the son sound like?

S1: Nervous.

S2: Serious.

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 herself) 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.

(2)

T: Is this a small plant? (*Using hand gesture to show “small”*)

Ss: No.

T: Is this a big plant? (*Using hand gesture to show “big”*)

Ss: Yes.

(3)

T: What is “recycle”? Do you remember this word?

Ss: 回收

T: Yes!

(4)

T: After reading the paragraph, I will ask you some questions. If you know the answer, just raise your hand (*Demonstrating “raising your hand”*), and win points for your group. Okay?

Ss: Yes.

T: Good. Question 1: What is the story about?

Ss: (*Raising his hand*)

T: Kevin, go ahead. (*Indicating the student to speak*)

S1: It’s about a mouse.

T: Good. It’s about a little mouse (*Using hand gesture to show “little”*). Any other ideas? Is the mouse smart or not? (*Looking around the class and finding another student to speak*) How about... Ariel?

S2: It is smart.

T: Yes, it is a smart mouse. Why is it a smart mouse? Now, please discuss with your group members and write down as many answers as you can on your whiteboard. Let’s start!

Ss: (*Discussing and writing answers on their whiteboards*)

(5)

T: Now, you know the story very well. Please look at your worksheet. (*Pointing at the worksheet*) Let’s read the sentences and match each sentence with the right character. By the way, do you know what a character is?

S1: 角色

T: Good. For example, the first sentence says, “*Where are you going, Jerry?*” Who is talking?

S2: Owl!

T: Yes, *the owl!* So, you have to match the sentence to the picture of ...? (*Pointing to the picture below*)

Ss: The owl.

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*)

(7)

T: I'm going to write down the sentence structure on the board and explain how it works. Please take a good look and try to make your own sentence on the worksheet.

(8)

T: Look at the starter sentences on the worksheet. Later, when you answer the question, try one of them in a full sentence. Got it?

Ss: Yes!

(9)

T: Please close your book before we listen to this clip. *(Playing the audio clip)*

T: What are they talking about?

S1: They are talking about summer vacation.

T: That's right.

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. *(Pointing 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 "a 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 a positive feedback)*

(5)

T: Now, work in pairs and practice the dialogue with your partner. One can be the waiter. The other one can be the customer. Later, I will invite three groups to present the dialogue in front of the class. Any questions?

Ss: No.

T: Good. Now, you have five minutes. Start.

Ss: (*Practicing the dialogue*)

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*)

(3)

T: What animal do you like?

S: I am like zebras.

T: I *am* like zebras? (*Using a finger to signal each word that the student just said. Then, putting down the second finger, which signals "am", to help the student omit the word*)

S: (*Looking at the teacher's fingers and saying the sentence again*) Oh. I like zebras.

T: Very nice.

(4)

T: What did you do yesterday?

S: Yesterday, I go to the park with my friends.

T: You go to the park with your friends? (*Using one hand to wave back to remind the student to use the past tense*)

S: Oh. Yesterday, I went to the park with my friends.

T: Excellent. Yesterday, you *went* to the park with your friends. (*Slowing down to say "went" with emphasis*)

(5)

T: Look at the picture. What is the man doing?

S1: The man is cooking coffee.

T: The man is *cooking* coffee? (*Making a gesture for the word "cooking"*)
Anybody? The man is?

S2: Making.

S1: Ah. The man is *making* coffee.

T: Excellent! Everybody, repeat after me. The man is *making* coffee. (*Slowing down to say "making" with emphasis*)

Ss: The man is making coffee.

(6)

T: Well done, everybody! While you were giving a presentation, I was listening and taking some notes. On the board, I wrote three sentences that were said. I would like to know...which one of these sentences is correct? Which two are wrong? Why are they wrong? Please discuss them with your partners.

四、進行產出活動 Production

1. 進行應用活動 Implementing Production Activities

(1)

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)

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)

T: Listen. Each (and every one) of you will get a 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)

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)

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)

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)

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)

Group 1: *(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*)

(7)

T: (*Assigning every student a number*) Three minutes later, I want Number 3 and Number 4 in each group to come to the board and write down their answers.

(8)

T: (大十字遊戲) I will draw a student number, and the students sitting within the cross range of this student have to stand up as fast as possible. The slowest student needs to answer a question. Are you ready?

Ss: Ready!

T: Great! Let's start! The first question is...What does the story talk about? (*Drawing a number*) Number 20.

Ss: (*Standing up one by one*)

T: Who's the last one?

Ss: Emily.

T: So, Emily, what does the story talk about?

Emily: (*Answering the question*)

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*)

(8)

T: That's a very good example. Thank you for sharing.

(9)

T: Well done, everybody! That was fantastic.

(10)

T: Good try, but not quite right.

(11)

T: You were almost right. But, you forgot an "s" after "speak."

(12)

T: Interesting answer, but let's try again.

(13)

T: Nice teamwork! You've improved a lot!

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 her 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)*

(5)

T: Class, we're running out of time. I'll just invite one person to share his/her idea with us.

(Drawing a number from the sticks).

(6)

T: That's the bell. Let's finish this up in one minute.

(7)

T: Let's wrap it up in two minutes!

(8)

T: Five minutes till the noon break. Hurry up and focus!

(9)

T: It's time. Are you done?

Ss: Done./Not yet.

(10)

T: We still have five minutes. Stop writing. Let's check the answers together.

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 herself*)

Ss: (*Writing down answers*)

(3)

T: What did you learn from all of this?

Ss: *(Giving answers)*

T: Good.

(4)

T: Let's read aloud the dialogue again. Ready, go!

Ss: *(Reading the dialogue)*

T: Good.

(5)

T: So far we've learned many things from the story. For example, we learned some ways to help the Earth. What do you remember?

S1: Recycle.

S2: Turn off the light when we leave the room.

S3: Clean up trash.

T: Excellent!

(6)

T: Before we call it a day, let's draw a simple mind map of today's lesson. You can write down what you've learned in today's lesson.

(7)

T: What is the summary of today's story?

(8)

T: What are the keywords we learned today?

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.

(4)

T: Class, we’re running out of time. Please finish your worksheet (*Pointing at the worksheet*) at home and hand it in tomorrow. I will invite some of you to share your ideas with us then. So....., everybody, what’s your homework for today?

Ss: Finish the worksheet.

T: Well done!

(5)

T: Students, please upload your PowerPoint about your favorite hobby to Google Drive by this Saturday night (*Showing students where to upload their PPT*). If you have any other questions, please come to me after class. Okay?

Ss: Okay.

5. 課程總結 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.

貳、線上教學 Online Instructions¹

1. 前置作業 Setting Up & Getting Ready

(1)

T: Is everyone ready to start?

Ss: Yes!

T: Let's get started! Oops! There's background noise. I'm going to mute all of you, so you can hear me clearly. When you want to say something, you can unmute yourselves.

2. 點名 Taking Attendance

(1)

T: I'm taking roll. Write your name in the chat box now to show your attendance. (*Moving the cursor to the chat box*)

(2)

T: I'm going to take attendance/take roll/call roll now. When I call your name, please unmute yourself (*Moving the cursor to *), and say hello to everyone (*Waiving hands and saying "hello"*). Mary.

Mary: I'm here. Hello, everyone!

3. 分享畫面 Sharing Screen

(1)

T: Let me share my screen first. Can everybody see it?

Ss: Yes.

T: Do you want me to make this page bigger?

Ss: Yes, thank you!

(2)

T: Group 1, could you share your screen with us before your presentation? (*Moving the cursor to the screen share button *) I'll stop sharing mine now.

¹ 感謝高雄市立杉林國民中學林明芳老師協助編撰第二部分線上教學常用語。本單元所使用之線上平台符號主要為 UXWing (<https://uxwing.com/>) 免費圖片。

4. 檢查鏡頭 Checking Cameras

(1)

T: Some of your cameras are off. Everyone, turn on your camera, so I can see your beautiful and handsome faces.

Katy: Ms./Mr. Lin, can you see me now?

T: Yes, you look fabulous/great today!

5. 檢查音訊 Checking Audio

(1)

T: Selina, I'm afraid your microphone is on mute. I can't hear you.

Selina: (*Unmuting her audio*) Oh, sorry. I didn't notice that. Can you hear me now?

T: Sure! Can you share your answer with us again?

(2)

T: Bill, I can't hear you. Your microphone is off. Please turn on your microphone/unmute your audio. (*Moving the cursor to *)

Bill: (*Turning on the microphone*) Sorry about that. My idea for this is...

(3)

T: Can you hear me?

Sam: Yes, but I can't hear you clearly.

T: Could you turn the volume up?

Sam: (*Turning the volume up*)

T: Can you hear me well?

Sam: Yes, much better. Thanks!

6. 網路訊號不穩/設備問題 Internet Connection/Technical Problems

(1)

T: I think Peter has frozen. He's still, like an image. He might have a terrible/poor Internet connection. (*or His Internet connection is not stable.*)

(2)

T: Oh, I think Lisa's breaking up. We can't see or hear her quite well.

(3)

T: I can't hear you well, Peter. Is your network lagging?

Peter: Ye..ah.....Sor..ry....

T: Peter, are you there?

Peter: *(No response)*

T: Oops! I think we've lost Peter now. Maybe Peter is facing some technical glitches.
Hopefully, he can join us later.

(4)

T: I think I'm facing some technical problems. Let me try to restart my computer. I'll be right back soon. Sorry!

7. 分組教室 Breakout Rooms

(1)

T: We're going to do a group activity now. We'll have three groups of five. Each group will have five people *(Using hand gesture to show "five")*.

Brian: Do we have the same group partners as before?

T: Yes. Any questions? *(Waiting for a few seconds)*. If not, I'll send you to your breakout rooms. During your discussion, I'll drop by your rooms. After 5 minutes, we'll come back to the main room again. Pay attention to the time. Three-Two-One! There you go!

(2)

T: Oops! Michael, you're back to the main room. What happened? Do you miss me or want to say something secret to me?

Michael: I don't know. I was just kicked out of my breakout room. Ms./Mr. Lin, help me!

T: Michael, don't worry. I'll send you back to your breakout room. By the way, tell your group partners that you still have three minutes left. There you go. Bye!

Michael: Much appreciated!

8. 指引學生到其他介面 Directing Students to Other Places

(1)

T: Now, I'm putting the link of our Jamboard in the chat box. *(Moving the cursor to the link in the chat box)* Please click on it./Just check the chat box.

(2)

T: Now I would like you to visit my Kahoot! for today's final activity. Please take out your cellphone/iPad and scan this QR code to visit it. If you don't have other devices at hand, I'll share the link in the chat box.

9. 確認學生理解 Checking Understanding

(1)

T: If you have no problems with this part, please type 1 in the chat box. (*Moving the cursor to the chat box*) If you don't understand this, please type 2.

Ss: (*Typing 1 or 2 in the chat box*)

T: Some people typed 2. Could you write down your problems in the chat box? I'll reply to your questions together later.

(2)

T: If you are clear with this activity, please give me a thumbs-up . (*T showing a thumbs-up in front of the camera*)

(3)

T: So far so good? If you have any question, please click "Raise Hand." (*Moving the cursor to Raise Hand  and raising his hand*)

Jack: (*Clicking Raise Hand *)

T: Jack, please unmute yourself and ask your question.

10. 常用教學介面、網站互動 Interaction on Frequently Used Platforms/Websites

10.1 Jamboard

(1)

T: On Page 1 of our Jamboard, take a look at the question "What's your favorite sports?". Think about this question for a while, and then write your answer by using a sticky note (*Moving the cursor to the sticky note *).

(2)

T: On this Jamboard, you can see four pictures for different seasons. Please use your laser to show me your favorite season (*Moving the cursor to the laser *).

(3)

T: As you can see from the question “What’s your favorite dish?” on the Jamboard, you have to find a picture of your favorite dish and post it here. To do this, you can insert and upload your picture (*Moving the cursor to* ). Then use a text box (*Moving the cursor to* ) to type the keywords for your picture.

10.2 Padlet

(1)

T: I want you to post your work on our virtual gallery--Padlet. It’s easy to do this. First, double click anywhere on Padlet, or click the red "+" icon (*Moving the cursor to* ) to post your work. Second, write down the subject/title. For example, you can write “Tim’s graphic organizer.” Third, click the green file upload icon (*Moving the cursor to* ) to upload your file, or click the green camera icon  to take a photo. Finally, click the publish button (*Moving the cursor to* ) to finish your post.

(2)

T: First, take a close look at everyone’s post on Padlet. Then use the “thumb” icon (*Moving the cursor to* ) to vote up the post you like or vote down the post you dislike.

(3)

T: Wow, it’s amazing to see all your posts on the padlet. Now, take a quick look at every group’s post. If you like the post, you can click the “like” icon (*Moving the cursor to* )

(4)

T: I saw everyone’s masterpiece on the padlet. Now everyone, use the star icon to rate your classmates’ posts (*Moving the cursor to* ). For example, you can give five stars to the post you like the most. Then write down your comments for their work.

(5)

T: Before we end today’s class, we’ll have a 3-2-1 activity. Everyone has to create a post on our Padlet. In the post, you have to write down three facts you learned today, two new words from the reading, and one question for today’s topic.

10.3 Quizlet

(1)

T: You can use your device/phone/iPad/tablet to scan this QR code to join our Quizlet Live activity, or go to Quizlet website and enter this game code.

Owen: Can you share the link in the chat box?

T: Yes, one second please. *(Pasting the game code in the chat box)* There you go.

(2)

T: In this matching game, you have to match the English words with their corresponding flashcards. For example, the word “restaurant” should go with the picture of a fancy Italian restaurant.

10.4 Kahoot!

(1)

T: To join this Kahoot!, you can scan the QR code here *(Moving the cursor to the QR code)*, or join at www.kahoot.it and enter the game pin.

(2)

T: Is everyone ready to start?

Ss: Ms./Mr. Lin, one minute, please.

T: No problem. Let’s wait for everyone to join. *(Waiting for a few seconds)* Shall we get started?

Ss: Yes!

(3)

T: *(Reading the question on Kahoot!)* Is it true or false?

Ss: *(Entering answers)*.

T: 15 seconds left. Some players haven’t answered the question. Hurry up!

(4)

T: Alright! You guys have done a great job. Now, let’s see who are the top three players on the podium. Number three, Bill! Good job! Number 2, William! Well done! The top player goes to Vivian! Excellent!

國中小常用課室英語參考手冊 2.0

Classroom English for Elementary & Junior High School English Classes 2.0

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