

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 -l 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