

教案格式說明

- 一、全文以A4規格由左自右橫打，邊界(上下2.54cm, 左右3.17cm)。
- 二、字體：全文以英文撰寫，字型「Times New Roman」，內文12號字、行距為單行間距。
- 三、若有學生正面照片需取得授權或自行馬賽克，學生作品請勿呈現學生名字。
- 四、文稿中圖片格式以JPEG為主，單張圖片大小不超過1MB。
- 五、示例參考：發現圖坦卡門一 以課程地圖及探究問題為本的單元教學設(施勇廷老師)
<http://english.tyhs.edu.tw/attachs/4895615076.pdf>

英語文學科中心新進種子教師單元教學設計

授課教師	馮冠傑	選用教材	高職龍騰版第二冊第四課		
單元名稱	You Are “Where” You Eat	教學年段	高一	教學時數	4-5小時

學生起點行為概述：

本課主要設計給英文初級程度學習使用，具備基本的聽力及閱讀能力，需加強整體的英文能力及英文學習策略。

核心素養(對應課程地圖)

學生程度/學習表現	基礎	中等	進階
聽力	<input type="checkbox"/> 聽出主旨 <input type="checkbox"/> 日常用語	<input type="checkbox"/> 聽懂內容 <input type="checkbox"/> 辨識語調	<input type="checkbox"/> 理解報導 <input type="checkbox"/> 國際議題
口說	<input checked="" type="checkbox"/> 簡易溝通 <input type="checkbox"/> 字詞應用	<input type="checkbox"/> 介紹描述 <input type="checkbox"/> 語調提問	<input type="checkbox"/> 敘事討論 <input type="checkbox"/> 簡短演說
閱讀	<input checked="" type="checkbox"/> 字詞句型 <input type="checkbox"/> 故事情節	<input type="checkbox"/> 文本結構 <input type="checkbox"/> 上下文意	<input type="checkbox"/> 題材主題 <input type="checkbox"/> 觀點態度
寫作	<input type="checkbox"/> 拼寫字詞 <input type="checkbox"/> 基本句構	<input type="checkbox"/> 體例格式 <input type="checkbox"/> 正確達意	<input type="checkbox"/> 情節發展 <input type="checkbox"/> 組織完整
思考	<input type="checkbox"/> 上下語境 <input type="checkbox"/> 訊息釐清	<input type="checkbox"/> 分析歸納 <input type="checkbox"/> 整合預測	<input type="checkbox"/> 類推原則 <input type="checkbox"/> 規劃任務

其他：(請參考課程地圖詳版)

英語文領綱素養項目	英語文領綱學習內容
<input type="checkbox"/> 語言知識	<input type="checkbox"/> 字母 <input type="checkbox"/> 語音 <input type="checkbox"/> 字詞 <input type="checkbox"/> 句構 <input type="checkbox"/> 篇章結構
<input checked="" type="checkbox"/> 溝通功能	<input type="checkbox"/> 情境 <input type="checkbox"/> 主題 <input checked="" type="checkbox"/> 語用 <input type="checkbox"/> 賞析心得 <input type="checkbox"/> 主旨大意 <input type="checkbox"/> 敘述觀點 <input type="checkbox"/> 作者態度 <input type="checkbox"/> 寫作目的
<input type="checkbox"/> 思考能力	<input type="checkbox"/> 訊息關係 <input type="checkbox"/> 觀點分辨 <input type="checkbox"/> 資訊評估 <input type="checkbox"/> 任務規劃
<input type="checkbox"/> 學習策略	<input type="checkbox"/> 學習計畫 <input type="checkbox"/> 工具運用

■文化習俗	■多元文化 □文化涵養
□公民意識	□國際議題 □永續發展

類型	次序	問題	學習表現	學習內容
概念型	1	What are the factors that influence a certain country's dining customs?	3-v-7能了解短文、書信的內容及文本結構。	Ae-V-1歌曲、短詩、短文、短劇、故事。
事實型	1	How does a Japanese usually eat his/her noodles?	3-v-7能了解短文、書信的內容及文本結構。	Ae-V-1歌曲、短詩、短文、短劇、故事。
	2	What is the dining custom in Korea?	3-v-7能了解短文、書信的內容及文本結構。	Ae-V-1歌曲、短詩、短文、短劇、故事。
	3	How do Indian people eat their food?	3-v-7能了解短文、書信的內容及文本結構。	Ae-V-1歌曲、短詩、短文、短劇、故事。
延伸型				

表現任務(GRASPS)
Goal: The goal is to introduce a famous Taiwanese local food to foreigners.

Role: Students will be a friend of foreigners.

Audience: Foreigners.

Situation: Students' foreign friend asks you to recommend Taiwanese local food.

Product: Students will create a presentation using Google Slides in order to introduce the food they recommend.

Standards: Students' work will be judged by how detailed the information they provide, whether they use the format the teacher provides, the fluency of your presentation, and the slide itself.

教學流程(學習內容/學習經驗/教學策略)

I. Warm-up

First, show the following questions to the students, and ask students to pay close attention to the answers to the questions. Then, play the video clip, and students try to answer the questions.

Video clip: Dining Customs Around the World <https://www.youtube.com/watch?v=OIdYxMyZZm4>

Q&A:

Q1: What is the dining customs in Korea? A1: Wait until the oldest person to sit down before starting to eat.

Q2: (Korean/Chinese) people can hold their bowl while eating. A2: Korean

Q3: What is the customs for Chinese people in terms of chopsticks? A3: Don't stick it in the rice ball.

Q4: In England, what shouldn't you do with your knife and fork? A4: You shouldn't point your knife and fork.

Q5: In Japan, how to show that you enjoy the ramen/noodles you are eating? A5: You slurped or made noise while eating it.

Q6: In India, how do you eat your meal? A6: Eat it with your fingers.

Q7: In which country, you should use utensil all the time, even eating French Fries? A7: Chile.

II. Vocabulary

1. Teacher asks students to use their smartphones to scan the QR code on the screen, which will bring them to the Quizlet of this lesson's vocabulary. Students work in pairs, and try to listen to and pronounce the words. Then, teacher will go through each word, and ask each group how to pronounce these words. The group which answers it correctly will get a Poker card. The group which gets the most cards will add two points in the semester score of participation. (Quizlet link: <https://reurl.cc/Ob2W7y>)



2. Teacher gives the vocabulary worksheet (see **Appendix 2**) to students. Students work in pairs, and look for the answers in the textbook. The usages all appear in the example sentences in the textbook.

III. Reading

1. Teacher gives the Reading worksheet (See **Appendix 3**) to students. Students work in pairs and try to answer the questions.

IV Writing Activity & Grammar Focal Point

1. Teacher gives the activity worksheet (see **Appendix 4**) to students. Students will go around and ask about their classmates about their food preferences. Students have to ask three people, and write down their names in the box. For questions 1-4, please use the following sentence pattern: **Do you like ___(Food)___?** For questions 5-9, please use the following sentence pattern: **When you eat ___(Food)___, do you like ___(Option 1)___ or ___(Option 2)___?**

2. Teacher asks students to use the sentence structure (*S+V while S+V*) in the lesson and create the sentences using the answers gathered in the activity.

V Follow-up Activity

Teacher takes the class to Language Lab/Computer Classroom. Then, students work in pairs, and create a presentation using Google Slides introducing one Taiwanese local food (example student's work see **Appendix 5**). The slides should include the following elements:

Page 1: Cover (*Food picture, class, the names of group members*)

Page 2: I would like to introduce (food). It's very famous in Taiwan. (*with one picture on the slide*)

Page 3: You can find (food) in (which city/county/night market/). The most famous shop for (food) is (store's name). You got to try it out if you come to (which city/county/night market/).

Page 4: *Other features or more detailed introduction. For example,*

(food) tastes soft/smooth.

(food) is worth eating because

檢核面相	項目內容	檢核
運用學習地圖檢核教學重點	教學目標	敘述學生學習起點行為，包含學生程度、學習狀況，以及所需要加強的部分
		針對學生需要加強部分，運用課程地圖定位學生聽、說、讀、寫、思考能力的學習目標
	教學重點	核心概念(1~2項)與相關概念(3~4項)相互呼應並且聚焦
設計探究問題聚焦教學重點	語言知識	分析學習單所聚焦的語言知識教學(重點字詞或句構)
		判斷學習單文法句構對課文理解有直接幫助
		讓學生學到的文法教學大量運用在學習活動及各項任務完成
檢視學習任務呼應核心素養	篇章結構	學習單協助學生認識不同體裁或主題
		學習單幫助學生找出字句或段落間的關聯性或連貫性
		學習單有助學生分析段落或文章鋪陳，理解文章結構與發展脈絡
	思考能力	找出扣合文章核心及相關概念的事實性問題
		找出扣合文章核心及相關概念的概念性問題 備註：可以探討作者想傳達的概念，問題呈現學生學習理解此文的過程，例如A和B的關係、A如何影響B、A和B對C有何影響、A和B如何產生交互影響
		找出呼應核心及相關概念的辯論性問題，導引學生進行思辨、歸納、類推或反思
	學習任務 (形成式評量)	學習表現任務導向，反映日常生活情境
		學習任務能讓學生呈現已學的語言知識(字詞、句構)
		學習任務能反映學生已學會的思考能力(事實、概念、辯論性問題)
		學習任務反映學生在篇章架構裡的重要技能(文本結構、分析文章、文章鋪陳、關聯性或連貫性)
		表現任務評量敘述明確扣合學習地圖上的學習目標與探究問題

Appendix 1

Reading text

If you have chances to travel **abroad**¹, you may find that other countries have different **customs**² **when it comes to** eating. While most Taiwanese people, **for instance**, eat with chopsticks, **diners** in Europe usually use a knife and fork. Let's look at a few more interesting examples!

如果你有機會在國外旅行，你可能會發現當談到「吃」這件事，其他國家會有不同的習俗。例如，大部分的臺灣人用**筷子**進食，而在歐洲，用餐者通常使用刀叉。我們來看看一些更有趣的例子！

Our first stop is Japan. Here, **popular**³ noodle dishes like **ramen** are enjoyed in quite a **unique**⁴ and noisy way in **local**⁵ restaurants. The Japanese like to **slurp** their noodles loudly when they eat. Doing so is a way of **praising**⁶ the **chef**. It shows that they like their food very much and can't wait to get it into their mouths!

我們第一站來到日本。在這裡的本地餐館裡，食用像拉麵這道受歡迎的麵食的方式是相當獨特且**吵雜**的。日本人喜歡大聲地吃麵。這麼做是讚美廚師的方式，這顯示出他們非常喜歡他們的食物，並且迫不及待地要將食物送進口中！

On the other hand, Koreans are often expected to be **patient**⁷ at mealtime. In Korea, one of the most **traditional**⁸ Asian **societies**⁹, people at the table shouldn't start eating before their **elders**¹⁰ take the first bite. Since older Koreans are **respected**¹¹ for being wiser and more experienced, they are **honored**¹² in this simple but **meaningful**¹³ way. While this isn't usually a rule when Koreans are dining out with friends, young people **are likely to** follow it at home.

另一方面，韓國人在用餐時經常被預期要有耐心。在韓國這個最傳統的亞洲社會之一，在餐桌上大家要等年長者開始進食後才能開動。因為年長的韓國人，以較有智慧及**豐富**的經驗受到尊敬，所以他們以這種簡單而有意義的方式受到尊崇。韓國人與朋友在外用餐時不總是遵循這個規定，然而年輕人在家則可能會遵守。

Speaking of the “other hand,” **Indians** are far more **particular**¹⁴ than most people about how they put their food into their mouths. The custom in India is usually to use the **fingertips** of one's right hand to eat. The locals believe that this is the most satisfying way to enjoy a meal. However, they also believe that it is **shameful**¹⁵ to use one's left hand to touch the food. For Indians, the left hand is **regarded**¹⁶ as the “dirty” hand because it is **reserved**¹⁷ for cleaning themselves after they use the restroom. Therefore, remember to get *it right* at mealtime in India!

說到「另一隻手」，印度人對於如何將食物送入口中，較諸於其他大部分的人更**為**講究得多。印度的習俗通常是用右手指尖吃東西。當地人相信這麼做是享用餐點最令人滿意的方式。然而，他們也深信使用左手**碰觸**食物是丟**臉**的。對印度人來說，左手被視為「骯髒的」手，因為左手是保留給上完廁所後**清潔**用的。因此，記得在印度用餐時要用對的手。

Now that you've had a taste of some of the world's most interesting eating habits, always be sure to **keep an eye out for** the local customs in the places you visit. This way, you can **avoid**¹⁸ awkward **situations**¹⁹ and keep your **appetite**²⁰ for trying new things!

既然你已經品嚐了一些世界上最有趣的飲食習慣，務必隨時留意你到訪之處的當地習俗。這樣，你就能避開**尷尬**的情況，並且保有胃口嘗試新東西！

Appendix 2

Vocabulary worksheet <Student's version> Class: _____ Number: _____ Name: _____

	單字&片語	解釋	用法
1		在 / 到國外	_____ abroad : 出國旅遊
2	custom	習俗	have a _____ of Ving : 有個...的習俗
3		受歡迎的	Sth is popular _____ sb : 某物對某人而言很受歡迎
4	unique	獨特的；與眾不同的	Every person is _____. 每個人都是獨特的
5		當地的	local _____ : 當地的朋友
	local	當地人	Sth is popular with the _____ : 某物對當地人很受歡迎
6		讚美；表揚	<1> Sb was praised _____ sth : 某人因某事而被讚美 <2> _____ praise : 贏得讚美
7	patient	有耐心的	A is very patient _____. B : A對B很有耐心
	patient	病人	_____ problems : 病人的問題
	patience	耐心	It _____ a lot of _____ to VR: ...要花很多的耐心來...
8		傳統的	traditional b_____ : 傳統的信仰
	tradition	傳統	Eating moon cakes is a tradition. 吃月餅是一項傳統
9	society	社會	in Muslim _____ : 在伊斯蘭教的社會
		社會的；社交的	<1> social _____ : 社會問題 <2> social _____ : 社交生活
10		長輩；長者	the elders of the village : 村莊中的長者們
11		尊敬；尊重	<1> respect the local customs : 尊重當地的習俗 <2> _____ respect for sth : 對...展現尊重
12	honor	向...致敬	Sb is honored for Ving: 某人因...被致敬
	honor	敬意；光榮	<1> in honor of : 向...致敬 <2> It was an honor to ... : ...是一件光榮的事

13	_____	有意義的	...makes my _____ more meaningful: ...讓我的人生更有意義
	meaning	意思；意義	<1> have a _____ meaning: 有不同的意思 <2> find the meaning of _____: 找出人生的意義
14	_____	講究的；特定的	<1> Sb is particular _____ sth: 某人對某事很講究 <2> the particular _____: 特定的一首歌
15	shameful	丟臉的；可恥的	It is _____ that S+V: ...是很丟臉的事情
	shame	羞恥；可惜的事	<1> Sb is _____ with shame. 某人充滿羞恥 <2> _____ that S+V! ...好可惜！
16	regard	看待；將……視為	_____ A _____ B: 認為A是B
17	reserve	保留	A is reserved for B: A是為B保留的
	_____	預約；預訂	_____ a reservation: 預訂
18	_____	避開；避免	avoid the _____ hour traffic: 避免尖峰時間的交通
19	_____	情況；形勢	get into an _____ situation: 陷入尷尬的情況
20	_____	胃口；食慾	<1> _____ one's appetite: 失去某人的胃口 <2> have a _____ appetite: 有很大的食慾
21	when it comes to	談到	When it comes to sth, S+V: 一提到...
22	for instance	例如	Mandy likes ball games. For instance, basketball is her favorite sport.
23	on the other hand	另一方面	One (the) one hand, On the other hand, ... 一方面..., 另一方面...
24	be likely to	可能	We are likely to visit some friends next month. 我們下個月可能會拜訪一些朋友
25	speaking of	說到	Speaking of sth...
26	now that	既然；由於	Now that S+V, S+V
27	keep an eye out for	留意	Please keep an eye out for the bus. 請留意公車。

Vocabulary worksheet <Teacher's version>

	單字&片語	解釋	用法
1	abroad	在／到國外	travel abroad : 出國旅遊
2	custom	習俗	have a custom of Ving : 有個...的習俗
3	popular	受歡迎的	Sth is popular with sb : 某物對某人而言很受歡迎
4	unique	獨特的；與眾不同的	Every person is unique. 每個人都是獨特的
5	local	當地的	local friends : 當地的朋友
	local	當地人	Sth is popular with the locals : 某物對當地人很受歡迎
6	praise	讚美；表揚	<1> Sb was praised for sth : 某人因某事而被讚美 <2> win praise : 贏得讚美
7	patient	有耐心的	A is very patient with B : A對B很有耐心
	patient	病人	patients' problems : 病人的問題
	patience	耐心	It takes a lot of patience to VR: ...要花很多的耐心來...
8	traditional	傳統的	traditional beliefs : 傳統的信仰
	tradition	傳統	Eating moon cakes is a tradition. 吃月餅是一項傳統
9	society	社會	in Muslim societies : 在伊斯蘭教的社會
	social	社會的；社交的	<1> social problems : 社會問題 <2> social life : 社交生活
10	elder	長輩；長者	the elders of the village : 村莊中的長者們
11	respect	尊敬；尊重	<1> respect the local customs : 尊重當地的習俗 <2> show respect for sth : 對...展現尊重
12	honor	向……致敬	Sb is honored for Ving: 某人因...被致敬
	honor	敬意；光榮	<1> in honor of : 向...致敬 <2> It was an honor to ... : ...是一件光榮的事
13	meaningful	有意義的	...makes my life more meaningful: ...讓我的人生更有意義

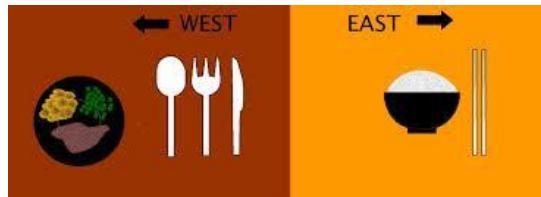
	meaning	意思;意義	<1> have a different meaning : 有不同的意思 <2> find the meaning of life : 找出人生的意義
14	particular	講究的;特定的	<1> Sb is particular about sth : 某人對某事很講究 <2> the particular song : 特定的一首歌
15	shameful	丟臉的;可恥的	It is shameful that S+V : ...是很丟臉的事情
	shame	羞恥;可惜的事	<1> Sb is filled with shame. 某人充滿羞恥 <2> What a shame that S+V! ...好可惜!
16	regard	看待;將……視為	regard A as B : 認為A是B
17	reserve	保留	A is reserved for B : A是為了B保留的
	reservation	預約;預訂	make a reservation : 預訂
18	avoid	避開;避免	avoid the rush hour traffic : 避免尖峰時間的交通
19	situation	情況;形勢	get into an awkward situation : 陷入尷尬的情況
20	appetite	胃口;食慾	<1> lose one's appetite : 失去某人的胃口 <2> have a huge appetite : 有很大的食慾
21	when it comes to	談到	When it comes to sth, S+V : 一提到...
22	for instance	例如	Mandy likes ball games. For instance, basketball is her favorite sport.
23	on the other hand	另一方面	One (the) one hand, On the other hand, ... 一方面..., 另一方面...
24	be likely to	可能	We are likely to visit some friends next month. 我們下個月可能會拜訪一些朋友
25	speaking of	說到	Speaking of sth...
26	now that	既然;由於	Now that S+V, S+V
27	keep an eye out for	留意	Please keep an eye out for the bus. 請留意公車。

Appendix 3

Reading worksheet I <Student's version> Class: _____ Number: _____ Name: _____

Introduction (first paragraph):

There are different kinds of eating customs around the world. For example, people in Taiwan eat with _____ while people in Europe use a _____ and a _____.



Body I (second paragraph):

Country: _____

Eating custom(s):

(1) Food: _____

(2) How to eat the food?

(3) Why do they do that?



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Body II (third paragraph):

Country: _____

Eating custom(s):

(1) They should be _____ at meal time.

(2) Why? It is because

(3) _____ are honored for being wiser and more experienced.



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Body III (fourth paragraph):

Country: _____

Eating custom(s):

(1) How do they eat food?

(2) In this country, you should **NOT** use _____ to eat because they use _____ to



Conclusion (fifth paragraph):

Be sure to keep an eye out for the local customs next time you visit a place, so you can avoid awkward situations.

Reading worksheet I <Teacher's version> Class: _____ Number: _____ Name: _____

Introduction (first paragraph):

There are different kinds of eating customs around the world. For example, people in Taiwan eat with **chopsticks** while people in Europe use a **knife** and a **fork**.

Body I (second paragraph): Country: <u>Japan</u> Eating custom(s): (1) Food: <u>Noodle dishes (ramen)</u> (2) How to eat the food? <u>They slurp their noodles loudly.</u> (3) Why do they do that? <u>To show that they love the food so much that they can't wait to get it into their mouths./ It serves as a way to praise the chef.</u>	Body II (third paragraph): Country: <u>Korea</u> Eating custom(s): (1) They should be <u>patient</u> at meal time. (2) Why? It is because <u>people shouldn't start eating before their elders take the first bite.</u> (3) <u>Older Koreans</u> are honored for being wiser and more experienced.	Body III (fourth paragraph): Country: <u>India</u> Eating custom(s): (1) How do they eat food? <u>They use their right hand./They use the fingertips of their right hand. /Right hand.</u> (2) In this country, you should <u>NOT use left hand</u> to eat because they use <u>left hand</u> to <u>clean themselves after they use the restroom.</u>
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Conclusion (fifth paragraph):

Be sure to keep an eye out for the local customs next time you visit a place, so you can avoid awkward situations.

Appendix 4

Activity & Grammar Focal Point Worksheet Class: _____ Number: _____ Name: _____

1. You have to go around and ask your classmates about their food preferences. You have to ask **three** people, and write down their names in the box. *For questions 1-4, please use the following sentence pattern: Do you like ___ (Food) ___? For questions 5-9, please use the following sentence pattern: When you eat ___ (Food) ___, do you like ___ (Option 1) ___ or ___ (Option 2) ___?*

	Food	Option 1	Option 2
1	Parsley (香菜)	I like it/ I don't hate it. Name: _____	I hate it. Name: _____
2	Pinapple pizza (鳳梨披薩)	I like it/ I don't hate it. Name: _____	I hate it. Name: _____
3	Half-cooked eggs (半熟蛋)	I like it/ I don't hate it. Name: _____	I hate it. Name: _____
4	Porridge (粥) for breakfast (早餐)	I like it/ I don't hate it. Name: _____	I hate it. Name: _____
5	Wheel cake (車輪餅)	butter Name: _____	red bean Name: _____
6	Tangyuan (湯圓)	salty Name: _____	sweet Name: _____
7	Soy bean milk (豆漿)	salty Name: _____	sweet Name: _____
8	Steak sauce (牛排醬)	black pepper sauce Name: _____	mushroom sauce Name: _____
9	Staple food (主食)	rice Name: _____	noodle Name: _____

2. Please use the sentence structure in the lesson and creates the sentences using the above answers you gathered in the activity.

Example: Jason likes Parsley **while** Mary hates it.

	Sentences
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1	
2	
3	
4	
5	

3. Please write down three sentences to compare two countries of their food, using the sentence structure “S+V, **while** S+V.” Note that the food must be similar in terms of ingredient or origin. For example, Americans eat steak while Taiwanese eat beef noodles. Japanese eat ramen while Taiwanese eat Wonton noodles. German eat pork knuckle while Japanese eat pork chop.

Appendix 5

Introducing Taiwanese local food – Student's work

