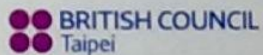


British Council

**Trainer Development Programme  
for Teachers of English in  
Elementary Schools -- (60 hours)**

**2002-8  
2003-1**



## Certificate

This is to certify that

王雅慧


has completed the

**Trainer Development Programme for  
Teachers of English in Elementary Schools**

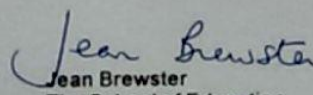
held from August 2002 to January 2003 in Taipei City

This programme consisted of 60 hours of direct tuition  
and focused on a communicative, learning-centred approach to  
integrated language skills development

A video assignment with notes and evaluation was completed to  
show these principles in action



Geoff Evans  
British Council Director Taipei



Jean Brewster  
The School of Education  
University of Nottingham

中華民國九十二年一月



臺北市九十一年度與英國文化協會合作辦理

國小英語教師專業培訓成果彙編



主辦：台北市政府教育局

承辦：台北市內湖區大湖國民小學

協辦：英國文化協會

與英國文化協會合作辦理國小英語教師專業培訓成果彙編目錄

壹、序	.....	3
貳、研習計畫	.....	5
參、學員教學計劃與檢討省思：		
一	沈佩玲 Pei-Lin Shen 大湖國小.....	10
二	周怡君 Annie Chou 士東國小.....	20
三	陳瑛芬 Jessie Chen 康寧國小.....	30
四	盧貞穎 Jenny Lu 萬芳國小.....	38
五	楊勝惠 Sophia Yang 南湖國小.....	44
六	柯昌蕙 Colleen Ko 大湖國小.....	54
七	高婉妃 Susan Kao 大橋國小.....	60
八	張齡心 Isabel Chang 仁愛國小.....	64
九	葉美萍 Yip Mei-ping 新生國小.....	72
十	陳妙萍 Crystal Chen 三五國小.....	79
十一	黃心怡 Stella Huang 新民國小.....	89
十二	王雅慧 Yvonne Wang 文化國小.....	93
十三	殷泰宜 Lily Yin 光復國小.....	98
十四	鄭雅琪 Vicky Cheng 景興國小.....	102
十五	林淑惠 Julia Lin 龍山國小.....	109
十六	李恩暉 Nora Li 新民國小.....	115
十七	陳建豪 John Chen 仁愛國小.....	117
十八	張孝慈 Amanda Chang 國語實小.....	121

## English Lesson Plan

Unit	<b>Clothes</b>	30 students	Upper Grade
Date	Nov. 2002 ( 3 sessions)	Presenter	Yvonne Wang 王雅慧
Preparation	<p>◎ Ss have learned :</p> <ol style="list-style-type: none"> <li>1. 3 years of English ( 4 lessons/w, 40min/ lesson )</li> <li>2. Colors: What color is it? It's (green).</li> <li>2. What's this? It's a ~. What are they? They're ~s.</li> </ol> <p>◎ Teaching Focus :</p> <ol style="list-style-type: none"> <li>1. Vocabulary : a skirt, a T-shirt, a shirt, a sweater, a dress, a jacket, a hat, shorts, shoes, jeans, socks, pants</li> <li>2. Sentence Pattern : He's / She's wearing a ~/~s.</li> </ol> <p>◎ Teaching Resource ;</p> <ol style="list-style-type: none"> <li>1. Text Book: Smile 3, Unit 2</li> <li>2. Picture cards, word cards, a doll, real clothes</li> <li>3. Worksheet</li> </ol> <p>◎ Seat Arrangement:</p> <ol style="list-style-type: none"> <li>1. Ss sit in groups → 5 groups/ class , 6 Ss/ group 2 groups in the front; 3 in the second row.</li> </ol>		

## Meet the Language for the First Time

### ☆ Vocabulary I

#### - **Picture cards of**

“ a skirt, a T-shirt, a sweater, a dress, a jacket, a hat “

(T: What's this? Ss: It's a ~.)

(T: What color is it? Ss: It's ~. )

( T: Am I wearing a skirt today?

Ss: Recognizing by saying Yes or No.)

#### - Introduce the **words** one by one by sound:

Girl → ir => shirt, T-shirt

She → sh => shirt, T-shirt

#### - **Mechanical practice:**

Ss Read the words with P cards → point to words without P cards →  
read the words without P cards

(T must make sure Ss recognize the words.)

#### - **Words copying practice:**

( W cards on the board, T say the word → Ss look for the word, and  
copy down with a picture). Correct in class.

#### - **HW:** Words\*5.Spelling quiz. (Ss do HW in class if there's extra time.)

Session  
1

Session  
1

☆ Vocabulary II

- Spelling quiz: a skirt, a T-shirt, a sweater, a dress, a jacket, a hat
- **Picture cards** of
  - “ shorts, shoes, jeans, socks, pants “
  - (T: What are they? Ss: They're ~s.)
  - (T: What color are they? Ss: They're ~.)
  - ( T: Are you wearing jeans today?  
Ss: Recognizing by saying Yes or No.)
- Introduce the **words** one by one by sound:  
Girl → ir => (shirt, T-shirt), skirt  
She → sh => (shirt, T-shirt), shoes, shorts
- **Mechanical practice:**  
Ss Read the words with P cards → Point without P cards → read words
- **W cards & P cards matching** ( all the 12words)  
Give P cards to weak Ss when they answer correctly w/without help.  
→ T: “ shorts!” S with the P card hold it up.  
→ Ss come to the board, match with W cards.
- **Words copying practice:**  
( W cards on the board, T say the word → Ss look for the word, and copy down with a picture). Correct in class.
- **HW:** Words \* 5, spelling quiz next time.

Session 3	<p>☆ Sentence Pattern</p> <ul style="list-style-type: none"> <li>- Spelling quiz: shorts, shoes, jeans, socks, pants</li> </ul> <p style="text-align: center;"><b>Manipulate the Language</b> (Smile 3, page 20)</p> <ul style="list-style-type: none"> <li>- Introduce by “ How many girls and boys are there?” “ Picture 1, who’s she?” →T: She’s wearing (a green hat, a yellow dress, and yellow shoes). Who’s he? <u>Ss: She’s (Kate).</u></li> </ul>
Session 3	<ul style="list-style-type: none"> <li>- →T: What’s (Toby) wearing? <u>Ss: He/She’s wearing (a green hat, a T- shirt, and pants).</u> → Very difficult for Ss</li> <li>- <b>“Guessing Game”</b>: with a doll and real clothes Dress the doll w/o Ss’ seeing. (T: What’s she wearing? <u>Ss: She’s wearing (pants).</u> T: Yes, she’s wearing ~. Or No, she isn’t.) Put on the P cards or words Ss mentioned. → The purpose is to get Ss say the sentences as many as possible.</li> <li>- <b>Worksheet: <u>Make the language your own</u></b></li> <li>- Ss Listen to T and <input checked="" type="checkbox"/> → check the answers → draw the clothes → sentence writing ( Ss hand in next time.)</li> </ul>

## Reflection I

- About the clothes teaching:

Because of our native tongue, students are easy to make mistakes like “a jeans, a socks...” when speaking. Teachers need to pay attention to that.

## Reflection II ,about the semester of what I have tried:

- **Dictionary:**

I love this idea. Ss have chances to write sentences, which is important for EFL learners. But there are 35 Ss in one class, sentence correction is a heavy burden. But anyhow, I think I will keep doing it next semester in grade 6.
- **Pair work:**

It is a failure. I couldn't do it. Maybe it's because of the number of the Ss. The only thing I can get Ss doing is correcting spelling quizzes and check each other if they are on the right page doing the right thing.
- **Make the language their own:**

After the workshop in summer, I found out that the last activity of the text book is for this purpose. So I just make the best use of it. I didn't do anything extra, but I recognized the importance. I like that.





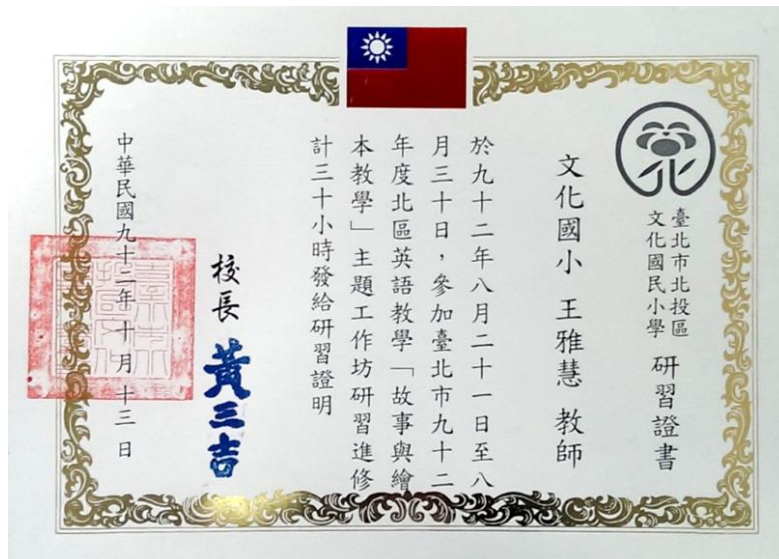
北市研習字第  
0920625009 號

一般  
課程與  
教學

北區英語教學主題工作坊

2003-08-21

2003-08-30



Grade <u>Three</u>	Number of Students: 35	40 Minutes	08/30/2003
--------------------	------------------------	------------	------------

Book used : **Brown Bear, Brown Bear, What do you see?**

Procedures	Steps	Time	Teaching Aids
Warm-up	<p><b>Self-introduction:</b></p> <p>Good morning, every one. My name is _____. I'm your English teacher today. Do you like English?... We are going to read the book today? Are you ready? Let's go.</p>	4'	
Presentation	<p><b>Words:</b></p> <p>a brown bear, a red bird, a yellow duck, a blue horse, a green frog</p> <p><b>T:</b> What is it?</p> <p><b>Ss:</b> It's a <u>bear</u> / <u>bird</u> / <u>duck</u> / <u>horse</u> / <u>frog</u>.</p> <p><b>T:</b> What color is it? (Point to the bear)</p> <p><b>Ss:</b> It's brown.</p> <p><b>T:</b> Good. It's a brown bear. And this one is ( a red bird...etc.)</p>	8'	Animal picture cards
	<p><b>Sentence Pattern:</b></p> <p><b>A: What do you see?</b></p> <p><b>B: I see a <u>red bird</u> looking at me.</b></p> <p><b>T:</b> What do you see?</p> <p><b>Ss:</b> I see a <u>brown bear</u> / <u>red bird</u> / .....</p> <p><b>T:</b> Good. Now ask me. ( mouth the word: Mr. Ma, what do you see? )</p> <p><b>Ss:</b> Mr. Ma, what do you see?</p> <p><b>T:</b> (Take out the bear card) I see a brown bear <b>looking at me</b>. (With strong gesture indicating "looking at") And now, what do you see? (Take out the red bird card)</p> <p><b>Ss:</b> (With the help from T) I see a red bird looking at me.</p> <p>(Go through the five animals)</p>	6'	Animal picture cards, Sentence pattern stripes

	<p><b>Picture book:</b></p> <p><b>Brown bear, brown bear, what do you see? I see a red bird looking at me</b></p> <p>Then go through the book from <i>bear</i> to <i>frog</i>.</p>	6'	Picture book
Reinforcement	<p><b>Guessing Game:</b></p> <p>T take out a bear card and put it on the board, and pretend to ask him)</p> <p><b>T:</b> Brown bear, brown bear, what do you see? (Then change to a bear voice) I see a...(showing a corner of the <i>bird</i> picture from the apron pocket)</p> <p><b>Ss:</b> RED BIRD looking at me!!!</p> <p><b>T:</b> Very good. Now, go on. (Take out the bird card and put it on the board, and indicate the Ss to say the sentences themselves)</p> <p>Ss: Red bird, red bird, what do you see, I see a (T shows a corner of the next animal...) BLUE HORSE looking at me.</p>	6'	<p>Story-telling apron,</p> <p>Animal picture cards,</p> <p>Sentence pattern stripes on the board</p>
	<p><b>Activity:</b></p> <p>蘿蔔蹲。</p> <p>Divide the Ss in five groups: Bear, Bird, Duck, Horse, Frog. And give each group a flash card to mark it.</p> <p>Start from the first group. For example,</p> <p>Bear: <b>Brown bear, brown bear, what do you see? I see a blue horse (their own chosen animal) looking at me.</b></p> <p>Horse: <b>Blue horse, blue horse, what do you see? I see a yellow duck looking at me.</b></p> <p>(So on and so forth.)</p>	6'	Animal picture cards
Wrap-up	<p>Read the book all again (five animals).</p> <p>And encourage them to memorize the whole text by reciting out loud.</p>	4'	Picture book

北市研習字第  
0951107051 號

語文

臺北市 95 年度推動英語圖書閱讀成  
果發表會

2006-11-22  
2006-11-22



臺北市九十五年度推動兒童英語圖書閱讀教學簡案設計格式

書名	The KNIGHT and the DRAGON	作者	TOMIE DEPAOLA
出版社	Paperstar 出版社	出版日期	1980 年
ISBN、ISSN	0698116232	分類號	805
適用年級	<input type="checkbox"/> 高年級 <input type="checkbox"/> 中年級 <input checked="" type="checkbox"/> 低年級	設計者	王雅慧
教學時間	二節課 ( 80 分鐘 )	教學主題	knight and dragon
七大學習領域	<input checked="" type="checkbox"/> 語文 <input type="checkbox"/> 數學 <input type="checkbox"/> 社會 <input type="checkbox"/> 自然 <input type="checkbox"/> 藝文 <input type="checkbox"/> 健體 <input type="checkbox"/> 綜合		
Key Words 關鍵詞	<b>1. knight</b>	<b>2. dragon</b>	<b>3. fight</b>
	<b>5. cave</b>	<b>6. library</b>	<b>4. castle</b>
Sentences 句型	No main sentence patterns, but there are some book titles: 1. HOW TO FIGHT DRAGONS 2. HOW TO FIGHT KNIGHTS 3. ARMOR BUILDING 4. THE ART OF TAIL SWISHING 5. THE OUTDOOR COOK BOOK 6. HOW TO BUILD A BAR-B-Q		
摘要大意	<p>The knight and the dragon had never met before, but they dreamed about fighting with each other.</p> <p>The knight read a lot of books about dragon fighting in the library, and so did the dragon. Each of them practiced their fighting skills and then set a day to fight.</p> <p>On that day, they put in their best effort but only hurt themselves. The library lady lent them two books, wishing that they could work together.</p> <p>They opened a K &amp; D restaurant, using their skill for peaceful purpose, serving customers now.</p>		

<p>設計理念</p>	<p>本書的對象是具有 基本英語能力 的二年級小朋友。</p> <p>書中的文字為過去式，且偏難，因此困難度在於如何 <i>將文字改編為簡易版</i>，並針對 <i>無文字的圖片</i> <i>另編台詞</i>。</p> <p>本書增加了許多的 <i>口語音效</i> 帶動氣氛，為的是讓小朋友喜歡上這簡單可愛的劇情，並進一步到圖書館借閱英文書。</p> <p>為加強教學效果，本書由兩位教師自製成可於電視及電腦上播放的有聲書(請見附件的 VCD，劇本附在教案之後)，可讓學生從不同的角度來欣賞它。</p> <p>本書亦屬為上學年本校「晨光英語」故事集的其中一本，因此有統一格式的學習單，分別讓一、二、三年級，及四、五、六年級學生自由參加投稿，在之後的週二學生朝會中，選出優秀作品授獎。</p> <p>這是本簡單，但本人極喜愛的故事書教學設計之一。</p>			
<p>具體目標</p>	<ol style="list-style-type: none"> <li>1. 學生能讀出六個關鍵字。</li> <li>2. 學生能聽懂書中六本書名的意思。</li> <li>3. 學生能由英語、音效、或動作欣賞並聽懂整個故事。</li> </ol>			
<p>教 學 活 動 流 程</p>				
<p>達成目標</p>	<p>教 學 內 容</p>	<p>教學媒體</p>	<p>評 量</p>	<p>時 間</p>
<p>學生能讀出六個關鍵字</p>	<p><b>A.</b> 將圖片掃描成圖卡，依序介紹 knight, dragon, fight, castle, cave, library (帶領句型：Who is the <u>knight/ dragon</u>? Who lives in the <u>cave/ castle</u>? Where is our <u>school library</u>? Who is the <u>library lady</u> in our school? Do we have a <u>castle</u> in our school?.....)</p> <p><b>B.</b> 歌 曲：Oh, no! Don't do that 加動作 Oh, no! Don't do that. *3 It's not okay. Now don't do that. Don't yell *3 in the classroom. Don't <b>FIGHT</b> *3 in the classroom. )</p>	<p>黑板、字卡、圖卡</p>	<p>口頭詢問</p>	<p>15'          5'</p>

<p>學生能聽懂書中六本書名的意思</p>	<p>C. 將圖片掃描成圖卡，加上 TPR 依序介紹</p> <ol style="list-style-type: none"> <li>1. HOW TO FIGHT DRAGONS</li> <li>2. HOW TO FIGHT KNIGHTS</li> <li>3. ARMOR BUILDING</li> <li>4. THE ART OF TAIL SWISHING</li> <li>5. THE OUTDOOR COOK BOOK</li> <li>6. HOW TO BUILD A BAR-B-Q</li> </ol> <p>(帶領句型：Who wants to <u>fight dragons/ knights</u>? Who <u>builds the armors</u>? Who practices the <u>tail swishing</u>? Do you like <u>Bar-B-Q</u>? Show me <u>indoor</u> and <u>outdoor</u>...)</p> <p style="text-align: center;"><b>第一堂結束</b></p>	<p>黑板、字卡、食譜書、圖卡</p>	<p>口頭詢問</p>	<p>20'</p>
<p>學生能由英語、音效、或動作欣賞並聽懂整個故事</p>	<p>A. 播放自製 DVD(如附件)，讓小朋友由電視上觀賞。</p> <p>B. 之後以 <b>全英的方式</b> 將故事書打開，再帶讀一次。並接受小朋友的發問。</p> <p>C. 帶做 學習單。</p> <p style="text-align: center;"><b>第二堂結束</b></p>	<p>電視</p> <p>故事書</p> <p>學習單</p>	<p>口頭詢問</p> <p>書寫練習</p>	<p>15'</p> <p>15'</p> <p>10'</p>

這是一本我非常喜歡的繪本。當時很幸運能夠和當年的英語實習老師 Grace，把這本書融入到當時的「晨光英語」節目錄製中。錄製的劇本就從下一頁開始。

我倆當時關在一間空教室中，鬼吼鬼叫的把節目錄製完，非常有趣。之後，和葉嶽雲老師將學習單 (分成兩類：1-3 年級，和 4-6 年級) 製作出來，放在圖書館供學生取拿，完成者可放在摸彩箱內，有機會抽中獎品。

後來，這份作品投稿至「臺北市九十五年度推動兒童英語圖書閱讀教案設計」，得到了佳作，是意外的收穫。

## 參訪臺北市 98 學年度英語教學及閱讀推動訪視

參訪學校：台北市\*\*\*\*國民小學

參訪日期：2009. 10. \*\* (五)

參訪人員：\*\*\*\*\*大學\*\*教授\*\*\*\*  
\*\*\*\*\*大學\*\*所長\*\*\*\*、  
\*\*\*\*國小\*\*校長\*\*\*\*

心得撰寫人：王雅慧

### 學校基本資料：

\*\*\*\*國小位於\*\*\*\*重劃區內，歷經五年的籌劃，於 2000 年落成啟用；\*\*\*\*國小在設計時與鄰近的\*\*\*\*公園作整體規劃，因此學校特色之一為「\*\*\*\*時間」課程。

\*\*\*\*國小共有 48 班 (不含資源班 3 班)，每班人數為 25-30 人，共 1323 人。全校共四位英語專任教師 (均為合格教師)，每位教師每週授課時數為 21 節。英語專科教室共 5 間，已有一套電子白板 (超炫 !!)，做為閱讀教學活動之用。

### 參訪流程：

簡報 → 觀課 → 分組座談 (學生/ 家長) → 綜合座談 (行政人員/ 英語教師)

\*\*\*\*國小原訂先做簡報，再帶領視察人員參觀教學活動。但視察教授們臨時決定先看教學，以了解真實的教學現場情況，因此連看了兩堂課，共三位英文老師 (因週五下午之故，只看到高年級課程)。

因時間限制，在教授們分頭進行學生晤談及家長晤談之後，簡報時間縮短為 10 分鐘；之後的一小時為教授們的視察回饋報告及建議。

### 學生晤談 (旁聽)：

共 30 人，五、六年級各 8 班，每班隨機抽出 1-2 人。共 10 個問題 (括弧內為人數)。詳細內容，因涉及隱私，僅提供數字做參考：



- A. 喜歡英文嗎？→喜歡 (7)；不喜歡 (10)
  - B. 覺得學校英文怎麼樣？→ 不錯 (2)；普通 (15)；不喜歡 (11)人
  - C. 有課後補習嗎？→ 有 (27)。27 人中，自己想去的 (8)，父母要我去的 (14)
  - D. 喜歡學校的英語教材嗎？→ 齊聲說不喜歡，因為太簡單
  - E. 會去學校圖書館借英文書嗎？→ 會 (10)
  - F. 學生想給英文老師的建議是…→
    - 1. 多教一點 … 3. 多一點活動
  - G. 有任何補救教學嗎？ 1.考不好，老師會課後留班  
2.主動去問的話，老師會解答
  - H. 最喜歡哪一位老師？(例：最喜歡某某某老師的請舉手？→ ……)
- (有的 0 票；  
教授們覺得教得最好的票數也不高；  
反而全程幾乎都用中文教英文及聊天的某位老師得票最高。  
某教授私下表示，若學生對於學校英語教學沒有太多的期待，英文課來閒聊，  
至少不無聊…唉…)

### 雅慧參訪心得：

1. 學生的回應令旁聽者，我，十分詫異。晤談前，學校無法對學生有任何的規範，因此教授們在綜合座談時就說「學生的話，聽聽就好…」，但呈現的事實令人心驚。
2. 關於教學參訪的部份，建議本校來年面對此評鑑時，當日有課的英文老師都要有完整的應戰準備，因為有的教授們會自己按課表，到處看課去，不見得會乖乖地按照學校的安排看課。
3. 教授提起當初第二次的英語圖書補助為「班書類」，分為五萬、十萬、十五萬、二十萬等不同金額作補助。\*\*\*\*當初的補助是最高的二十萬，因此教授們是帶著期待來參觀的，但是，參觀後的感覺…有些失望。

當初審核時，\*\*\*\*的閱讀教案寫得很好，但現場英語教學除了使用電子白板的那位是幾乎可以用全英教學外，另外兩位在課堂上，幾乎沒有講過一句完整的英文。教授們認為一週只有兩堂英文的情況下，老師們的英語語料輸入很重要；雖然適時的「中文補充」是必要的，但老師要有能力以「全英」教學。

因為大受感動，所以回來後，自製了一份 PPT，自告奮勇在部門會議上做了場閱讀分享。

## STRATEGIES for Teaching Reading

Yvonne Wang  
March 19th, 2010

Reflections from 2009 Conference on  
Elementary School English Language Teaching in Taipei

## Basic Concepts about Reading

- extensive reading vs. intensive reading
- oral reading vs. silent reading
- guided reading vs. independent reading
- self-learning → pleasure reading

## About Readers

- Early Emergent Readers
- *Emergent Readers*
- Early Fluent Readers
- *Fluent Readers*

## The Reading Process

- Do you focus on the **process** of reading rather than on its **product**?
- Do you **develop** your students' awareness of the **reading strategies** by asking them questions?
- Do you **encourage** your students to **read to learn** by giving them some choice of reading material?
- Do you **show** your students the **strategies** that will work best for the reading purpose?
- Do you build **comprehension checks** into in-class and out-of-class reading assignments?

## Reading Strategies

- *Guessing*
- *Scanning* 細看, 審視
- *Skimming* 瀏覽, 略讀
- *Inferring* 推斷, 推論, 猜想
- *Prediction*

## Three Stages of Teaching Reading (I)

### Pre-reading Stage

- What to read? What's the purpose?
- More linguistic or more background knowledge?
- Enter the text top-down or bottom-up?
- Any visual aids or body languages to motivate the students?
- Provide guided questions and elicit simple answers beforehand.

## Three Stages of Teaching Reading (II)

### While-reading Stage

- Ask open-ended questions
- Verify predictions and check for inaccurate guesses
- Guide students with different strategies
- Decide what is and is not important to understand
- Explain key words and patterns
- Re-read to check comprehension
- Reinforce main ideas with activities

## Three Stages of Teaching Reading (III)

### Post-reading Stage

- Provide personal experiences for discussion
- Challenge different tasks

#### Possible projects for reading

- Reading circle
- reading train
- Story Map
- Reader's Theater
- Reading log

### Story Map

- **Cause and Effect**
- **Characters, Setting , Plot**
- **Beginning, Middle, End**
- **Characters, Setting, Problem, Solution**
- Characters, Setting, Problem, Solution (with new er

### How to teach EFL reading

- Pre-reading
- Make predictions
- Introduce Vocabulary
- First Reading
- Re-reading
- Final Thoughts

## Early Emergent Readers (Our grade 1)

- Aspiring readers are just beginning to grasp the basic concepts of *book* and *print*.
- They are acquiring a command of the alphabet with the ability to recognize and name *upper* and *lowercase letters*.
- They are beginning to learn *sound/ symbol relationships* (starting with consonants and short vowels) and are able to read *CVC words*, as well as a number of high-frequency words.

## Emergent Readers (Our grade 2 and 3)

- Readers at this stage have developed an understanding of the *alphabet*, *phonological awareness*, and *early phonics*.

- They have command of a significant number of *high-frequency words*.
- Emergent readers are developing a much better grasp of *comprehension strategies* and *word-attack skills*. They can recognize different types of text, particularly *fiction* and *nonfiction* and recognize that reading has a variety of purposes.

### **Early fluent Readers** (Our grade 4~6)

- At this stage, reading is more *automatic*, with more energy devoted to comprehension than word attack. Readers are approaching independence in comprehending text.
- These readers are experiencing a greater variety of text and are able to recognize different *styles and genres*. Independence often varies with the type of text being read.

### **Fluent Readers** (Very few grade 5~6)

- Readers have successfully moved from “*learning to read*” to “*reading to learn*”. Their reading is automatic and is done with expression and proper pauses. Their energy is devoted to understanding, and they have good command and use of the various *comprehension strategies*.
- These readers read a wide range of text types and do so *independently*. They will continue to refine and develop their reading skills as they encounter more difficult reading materials. But for the most part, they are capable of improving their reading skills and selection of materials *independently* through increased practice.

## 參訪臺北市 99 學年度英語教學及閱讀推動訪視

參訪學校：台北市\*\*\*\*國民小學

參訪日期：2010. 10. \*\* (五)

參訪人員：\*\*\*\*\*大學\*\*教授\*\*\*\*  
\*\*\*\*\*大學\*\*所長\*\*\*\*、  
\*\*\*\*國小\*\*校長\*\*\*\*

心得撰寫人：王雅慧

### 學校十年回顧：

- 89 年 8 月 新生入學
- 93 年 8 月 \*\*\*\*校長連任本校校長
- 96 年 6 月 臺北市優質學校評選「校園營造」優質獎
- 96 年 9 月 附設幼稚園團隊榮獲教育部「教學卓越金質獎」
- 97 年 6 月 臺北市優質學校評選「校長領導」「行政管理」  
「教師教學」「學生學習」優質獎
- 97 年 8 月 \*\*\*\*校長榮退·\*\*\*\*校長接任第三任校長
- 97 年 9 月 藝術團隊榮獲教育部「教學卓越金質獎」
- 98 年 6 月 臺北市優質學校評選「課程發展」優質獎

### 參訪流程：

簡報 → 觀課 → 分組座談 (學生/ 家長) → 綜合座談 (行政人員/ 英語教師)

\*\*\*\*國小先進行簡報，並將英語教師的教學檔案置於桌上，以供教授們參閱。此外，學生的大型閱讀書面作品，及英語活動照片海報，也放在會場供教授們翻閱。

英語動分為下列幾各項度：

- 活潑多元的增能活動
- 多國文化的融入教學

- 系統規劃課程實施時間
- 專業對話謹慎編選教材
- 致力教學實施活動設計
- 活化教學設置專科教室
- 圖書館閱讀推廣活動
- 英語閱讀教學實施現況

### 教學觀摩

六年級教學觀摩 - 語言教室 Hello To All The Children Of The World

三年級教學觀摩 - 原班級 Halloween Teaching- In A Dark Dark House

### 學生晤談 (旁聽)：

學校在晨光時有無英語活動?

學校有無外師上課?

有補習英語的小朋友，請舉手?

老師上課有沒有故事教學?.....

### 雅慧參訪心得：

1. 教師們之英語發音清晰、流利，音量、速度適中。
2. 教師們之英語用語字、文法正確。
3. 教師們過程儘量使用英語。
4. 能掌握教學主題。
5. 對教材熟悉。
6. 教學活動安排設計流暢。
7. 適當給予學生練習機會。

北市研習字第  
1000412090 號

語文

臺北市 100 年度國民小學英語教師與臺  
北歐洲學校交流研習活動

2011-05-02  
2011-05-06



## 臺北市100年度國民小學英語教師與臺北歐洲學校 交流研習活動成果彙編

出版者／臺北市政府教育局

發行人／丁亞雯

承辦單位／臺北市中正區東門國民小學

協辦單位／臺北歐洲學校

指導委員／曾燦金、馮清皇、何雅娟、謝麗華、楊玉珊、譙亦聰、  
朱盈歡

主 編／陳順和

執行編輯／鄭自修、林宛榆

編輯小組／王雅慧、蔡宜貞、陳芑旂、洪瑩珍、鐘湘庭、莊玉玫、  
葉秋杏、屈淑芬、吳采峰、郝至德、黃錫芳、余芊、  
陳鳳姬、黃映源、黃麗芬、陳欣怡、蘇文玉、蘇照雅、  
楊楚貞、李宛錚

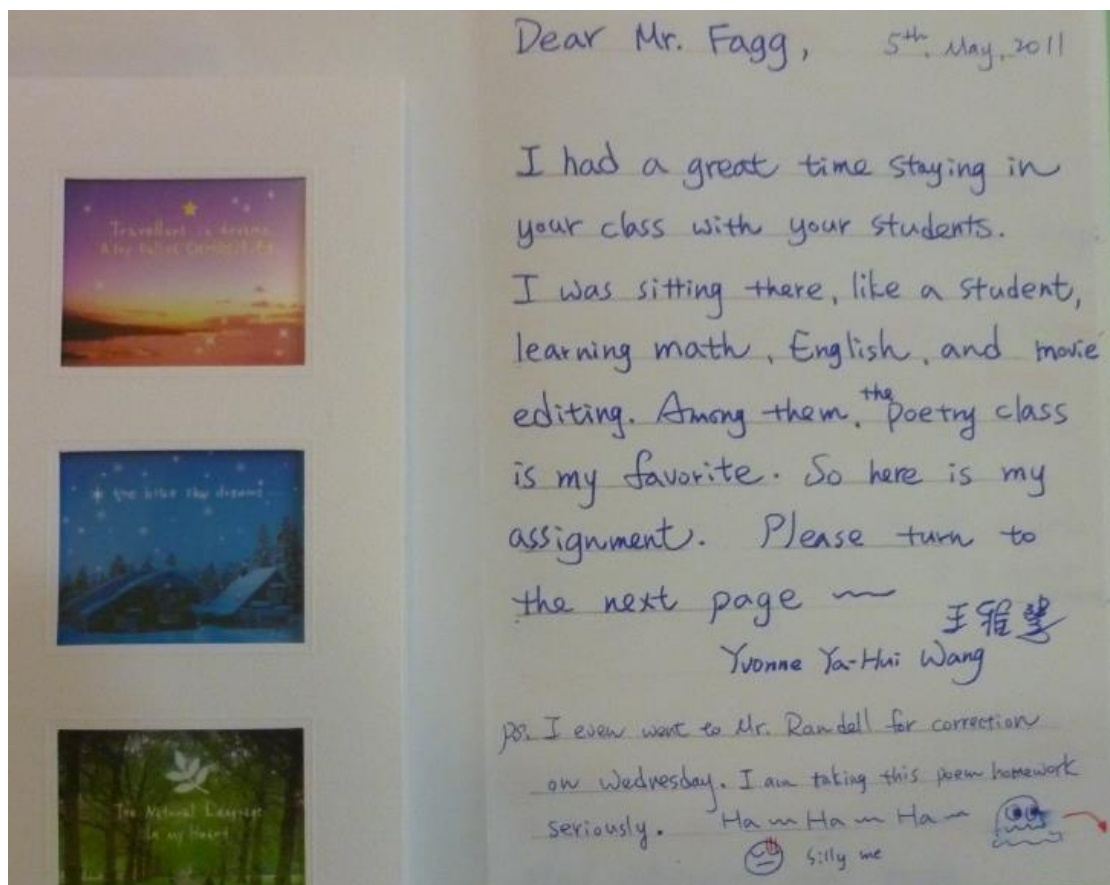
封面設計／禾茂印刷實業有限公司

出版日期／中華民國100年12月

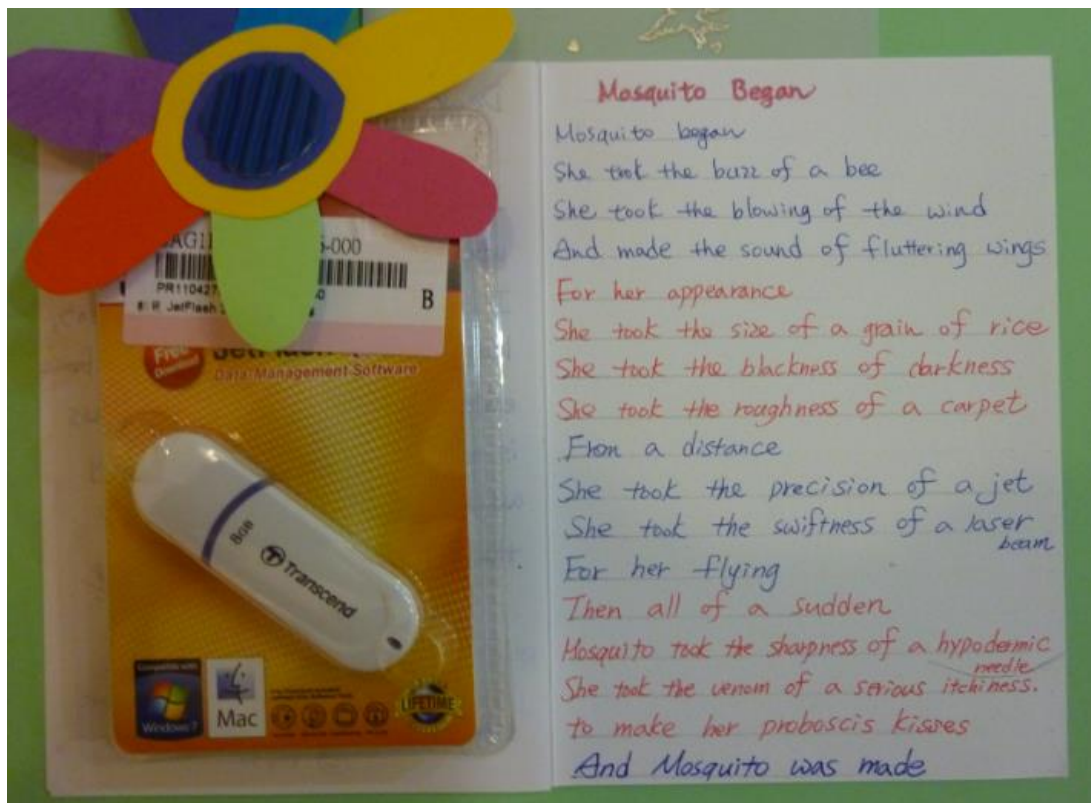


因為大受感動，所以寫了四張卡片，表示我心中的感謝…

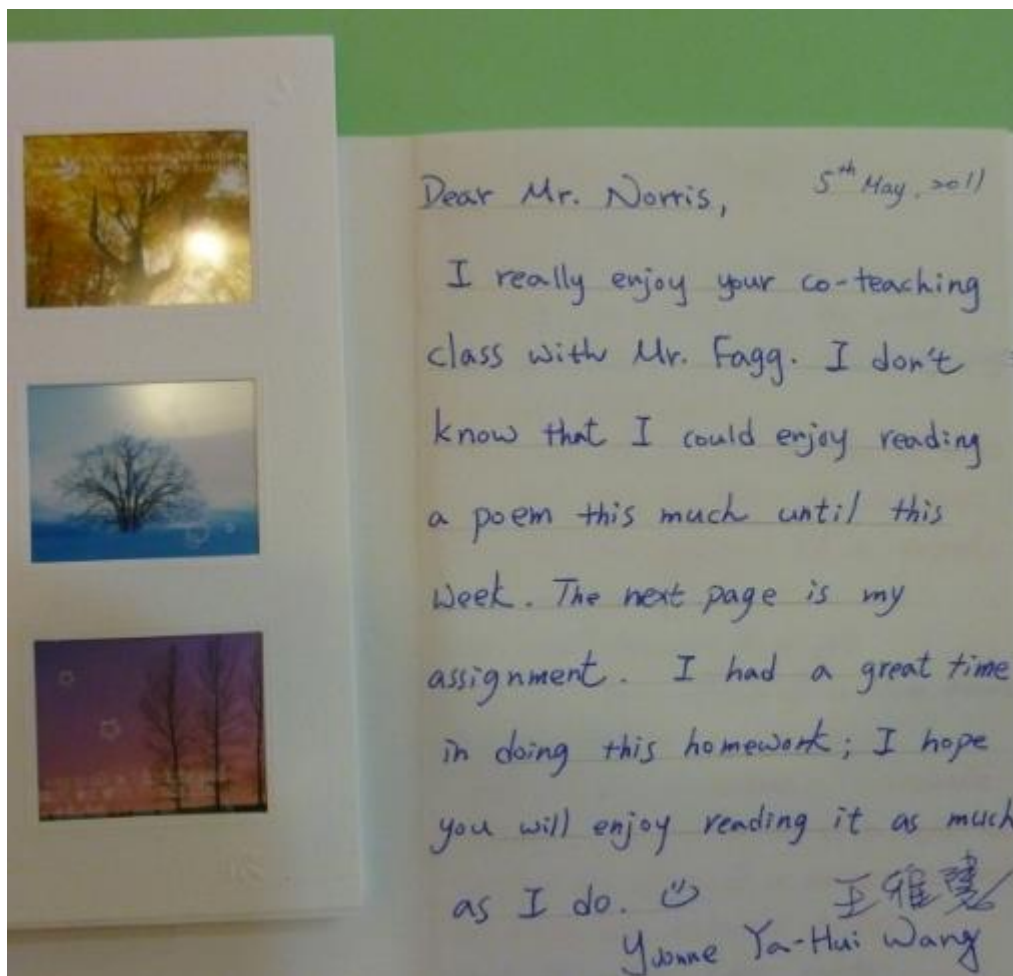
**Mr. Fagg**

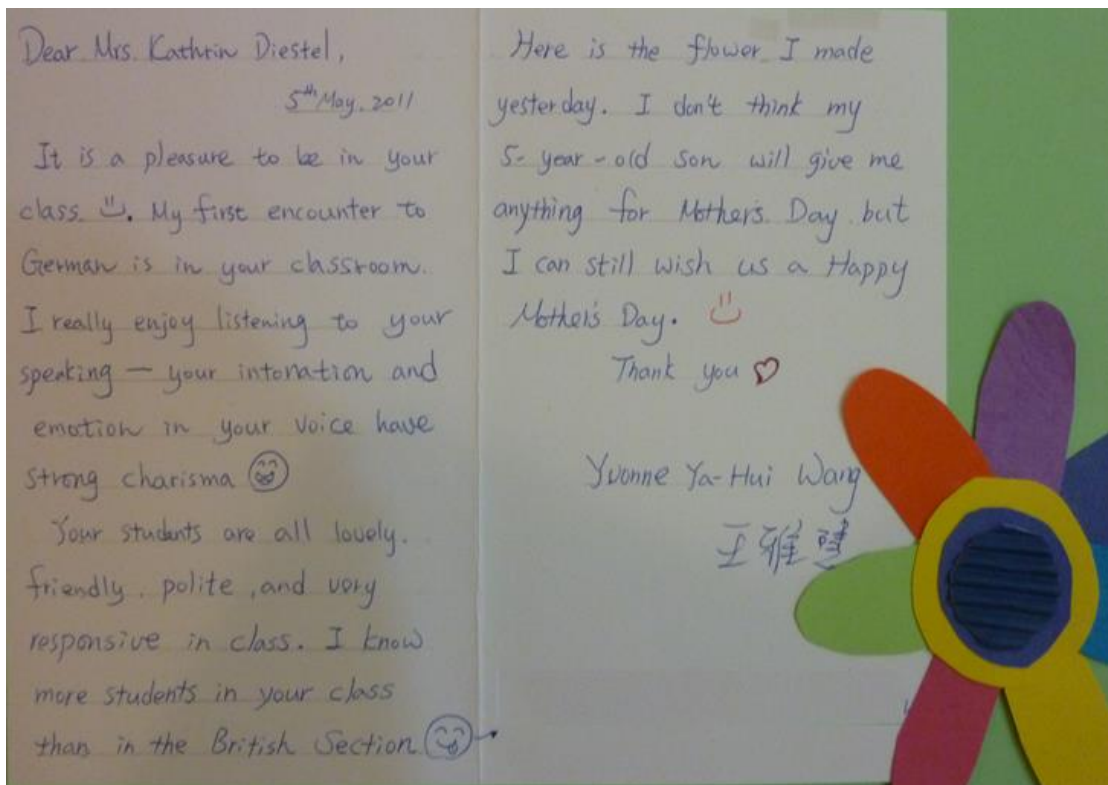




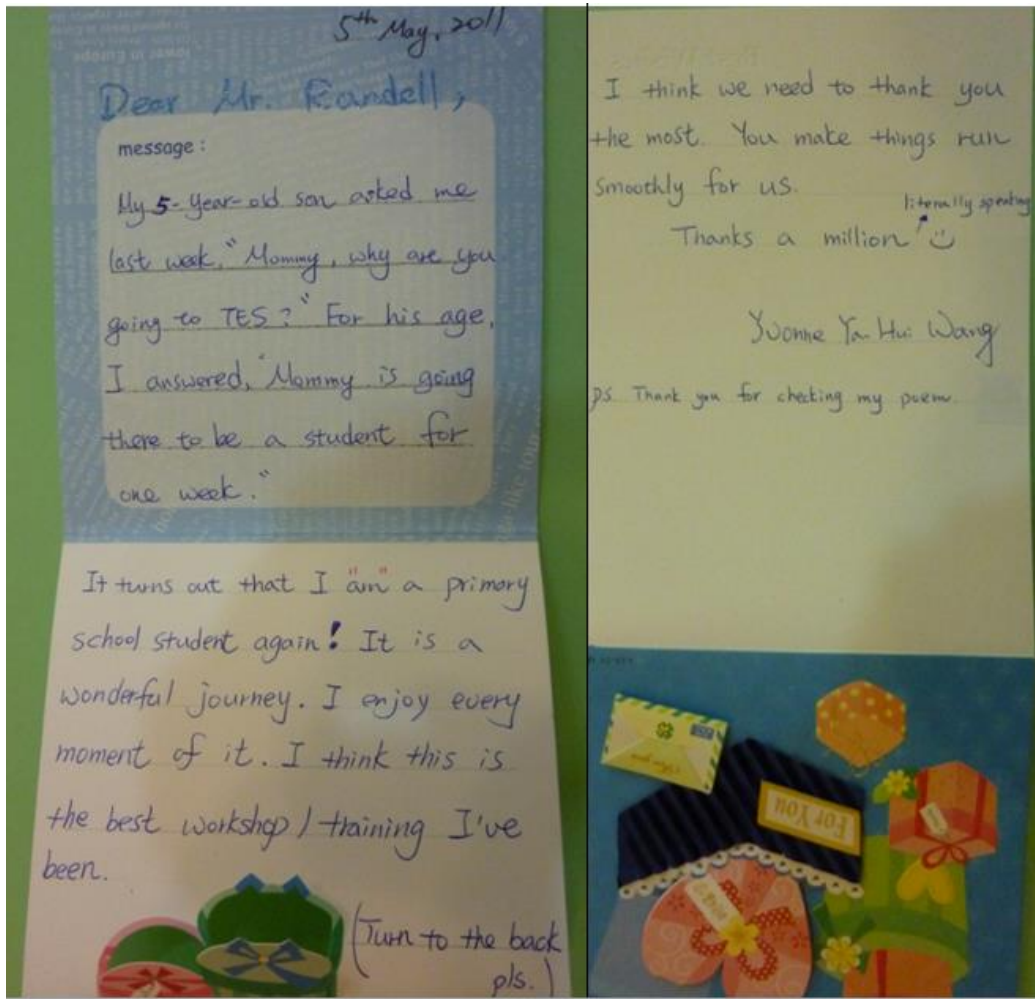


Mr. Norris





Mr. Randell



以下為臺北歐洲學校  
一週研習的心得報告

共 6 頁

# A Reflection of Our Visit to Taipei European School

Ya-Hui Wang

## The Heartwarming Welcome

At the opening ceremony of the first day, their CEO, Dr. Weston, and all the heads of the British, German and French Sections were expecting us at 7:30 in the Conference Room. I think the staff came to school this early to welcome us because by doing so, we can spend a little more time in the classroom for our morning observations. We are truly thankful for their generosity. During the opening ceremony, we were showered by their welcomes again and again, and that did relieve much of our tensions. This was a great beginning of a one-week visit.

### 1. German Section – Mrs. Kathrin Diestel

I think the German teachers there have a tremendous of workload. Mrs. Diestel teaches the class of 17 students. The age is from **five** to **seven years old**. They are not grouped by age, but by their German literacy ability. The four tables we saw is the seat arrangement (See Picture 1). In all, this is a **mixed-age** and **mixed-ability** class.

Students usually work on different workbooks. Even if they use the same ones, the time each student needs might be different as well. Mrs. Diestel needs to cope with different situations! The math class and the German class are taught based on students' different levels; however, the PE class, the music class, the art class, and the story reading (See Picture 2) are still taught as a whole class without differentiations.

Unlike the British Section where ALL sessions last for 80 minutes, **twice a week** (on Tuesday and Thursday), **the German Section has 40-minute elective courses** (from 12:00 to 12:40), such as art, typing (I guess), kungfu, hiphop, and others. It is great to have elective courses for children because I believe it is important that the youngsters learn to make decisions at an early stage of life.



Picture 1 (Seat Arrangement)



Picture 2 (Story Telling)

## 2. British Section -- Mr. Matthew Fagg, Year Six

### ● Math Class

Our first class there was too overwhelming because it was a math class of Year Six, the most advanced level among the three!! I managed to take control of my fear of math and let go of my several wrong answers on my first 12-question sheet and move on to the next worksheet, the timetable of 10 different museums. I was a student again!! I listened to Mr. Fagg and answered all his questions in silence, and I succeeded. This class was mainly a revision of what they had learned before, so everything was covered quickly

The last math class I had on Friday was about the “cuboids”. Mr. Fagg reviewed the concept of the “surface area” and the “volume”. Then the interesting part was that Mr. Fagg wanted each pair group to imagine themselves as a company making the biggest open-top cupboard box possible (See Picture 3), based on an A4 size paper. Each pair had 4 pieces of paper to try out this and that. The top three winners revealed that the biggest volume happens with the flat-bottom type of boxes.

### Reflection

There are three classes of Year Six, and the math class is in the ability groups so students need to go into different classrooms based on different levels. Mr. Fagg teaches the advanced level, and the other two teachers teach basic and intermediate levels. The Year Six teachers all agree that students in basic level need more individual care, so **the basic level has the smallest number of students and the advanced level has the biggest number** (24 students). It is very interesting to find out that only two parents “wish” their children can be placed in better levels. It seems **the parents and the children all believe that being able to learn in the right ability group is the most important issue**. What a healthy state of mind!

Since this is a class of 24 students, Mr. Fagg would have a short introduction of the math problem and then let the students answer the questions. He often makes time for low-volume discussion among the pairs. Then he will answer the questions by inviting the students to participate ("*Give me examples*", he said). **He always welcomes any different method of solutions**, and reminds the students of some crucial details if there are any. Mr. Fagg said that **some teachers in TES might focus more on worksheet practices**, but he himself likes to design **hands-on activities** for the students: the **open-top boxes** mentioned above, the **motor-car making** (See Picture 4) in the science class, and the **movie editing** in the “Topic” class are the examples I saw during the one-week visit. All in all I agree with what Mr.

Fagg said that the students have to do it to remember it. This reminds me of an old saying, “**I hear and I forget. I see and I remember. I do and I understand.**” (荀子《儒效篇》：「不聞不若聞之，聞之不若見之，見之不若知之，知之不若行之；學至于行之而止矣。」) It is wonderful to see how it is done with my own eyes!



Picture 3 (Making open-top boxes)



Picture 4 (Making motor-cars)

### ● English Class -- Poetry

Our English class was about a genre, poetry, which is my favorite. Mr. Fagg was introducing poetic devices such as alliteration, assonance, cliché, hyperbole, idiom, metaphor, onomatopoeia, personification and simile. **Mr. Fagg would not show the definitions first**; he would invite the **students to guess what the terms mean by reading the examples**. It is fun to learn it backwards this way, however, when it got to the point when the students had to make their own sentences, they had a hard time. As a matter of fact, I was struggling, too. Fortunately, they had an EAL (English as an Additional Language) teacher, Mr. Norris, in the classroom, thus, with their help, more and more students were able to finish the work. Some of the sentences the students made were quite exquisite.

The focus of the class was the poem “*Cat Began*”. Mr. Norris started with 2 simple questions (e.g. *Which part of the poem is your favorite?*), and he went deeper into 11 other questions which were more detailed and difficult. For example, *what does each verse concentrate on?* For the closure of the class, Mr. Fagg showed us 2 other free-versed poems. He also read some more poems for the opening of the next class. The students all enjoyed them very much.

The next day, Mr. Norris clearly pointed out **the focus of each stanza** of “*Cat Began*”. They are *voice, skin, the way a cat walks, eyes* and *claws*. Then he lead **the whole class to construct “Snake Began”**, based on the structure of “*Cat Began*”. All the students contributed their ideas and imaginations. The collaborative work was stunning.

Then the assignment for each student was to **write their own poems** choosing their

own animals. Mr. Fagg and Mr. Norris wanted strong "*imageries*" (and "*personification*" is a good way) to describe the parts of the animal. This is the only "homework" I saw that week because writing a poem takes time to think, and sometimes, I believe, to wait for inspiration.

### **Reflection**

**It was a fantastic journey of poetry learning.** I discovered my passion for English poems. I even wrote one, too!! I put the poem in the Thank You Card I sent to Mr. Fagg. During our last discussion on Friday afternoon, he said that my poem was well-made, and he would put it on the bulletin board if it was ok with me. Ah~~, after so much effort I put into this poem, it was truly a great compliment. It feels wonderful!!

However, according to the professor (that we visiting teachers met on May 11<sup>th</sup>), she said that we need to "***apply what we learned in TES, and use them in the local schools we teach***". If it is so, then, I must say that **visiting Year One to Year Four might be more "practical" for us.** Observing English class of Year Six was an eye-opening experience and I am thrilled to have this opportunity, but Year Six, for example, does not have literacy class, which, I think, might be a great class for us local teachers to observe and learn.

As for **the collaborative poem** the whole class constructed, I think some day, we might be able to do it in our local schools, in the upper grade, of course. Using the **mind map** is truly a useful tool to start the draft.

### ● **Subject Teachers – Art and ICT**

We went with the Year Six students to the art class and the ICT class. The art teacher was very friendly. We took many photos of her students' art works, and I also made prints from the blocks she brought back from southern Asia. Making prints is dirty but FUN!

The ICT teacher, Mr. Malcolm, was teaching the students how to construct their group websites. They use WIX to make children traveling websites, meaning children introduce children where to visit in Taipei. Mr. Malcolm said he has not seen similar websites here in Taiwan. The learning objective was to finish five pages including *Home, Map, Quizzes, Fun Places, and About Us*. The students were in groups of 5 with different duties such as *Site Manager, Chief Editor, Chief Researcher, Image Person, and Typist*. I do not teach computer class in our school, but its learning objective looks very difficult to me.

## Reflection

I could tell that some students were not very good at what the teacher assigned them to do, but they all seemed very interested in what they were doing. **They had no fears at all!!** Unlike me, when I learned that this was a computer class teaching website design, my response was “*Oh, no~~!*” I think **their goal of the computer class is not on the skills or the knowledge, but on the self-learning ability.** With enough motivation, the self-learning ability can go much further. I think the students are all on the right paths.

## 3. Classroom Management

### The Carpet at the Front of the Classroom

Unavoidably, sometimes lecturing is necessary. Whenever the teacher needs to have a lecture or give explanations, they say, “*Now, on the carpet, please.*” In this way, the distance between the teacher and the students is shortened, the eye contact is clear, and the discussion between students can be easily done as well. Besides, the intimacy of people gathering together on a small piece of carpet brings a good atmosphere of story telling. If my school can have a spare room used for English teaching, I would definitely design a carpet area like that. I like the feeling of snuggling together with friends!



In the Homeroom



In the Computer Room

### Some Classroom Languages

When teachers need the students to listen, they mean it. It is amusing to hear British teachers saying exactly the same things we local teachers often say in our classes.

*“I’m talking and you’re talking!”*

*“I think that group has done too much talking.”*

*“You raise your hand when you want to talk.”*

*“Christine (a pseudonym)! It’s the third time! Please don’t play with the paper. We are not doing that anymore. It is important to listen now.”*



(On the carpet) *“If you think you can hide at the back, then you have to sit at the very front.”*

The following is my favorite reminder from Mr. Fagg (before his class discussion, the students will do a quick in-class worksheet to get ready):

*“Do not spend too much time on writing a perfect sentence or spelling; focus on the answers! If you get stuck on one question, don't stop there for too long; move on to the next question. I want you to quickly finish the questions.”*

#### **4. No Textbooks**

It is not easy to teach without textbooks. Mr. Fagg enjoys the freedom of selecting his favorite teaching materials, but he also admits that the preparation is time-consuming. For example, the poem mentioned above, *“Cat Began”*, took Mr. Fagg a long time to find. It is not just being lucky!

We had a short discussion on the textbook issue. He gradually realized that I, a local school teacher, can still add my own supplementary materials to go with my textbooks. In fact, our teaching schedule is not very tight so one-third of my class is flexible. However, Mr. Fagg asked an interesting question. He said, *“If you are going to teach an article, but your students have the textbooks at the beginning of the semester, and they all finish reading it...then what do you do?”* Well, we go on teaching because we need to do some analysis, but it is true that the article might not look as fresh as it first appears. Just like this, we exchanged different information and opinions. I really enjoyed the conversation of finding out the differences between the two school systems, which are derived from two very different cultural backgrounds.

#### **My Wholehearted Thankfulness**

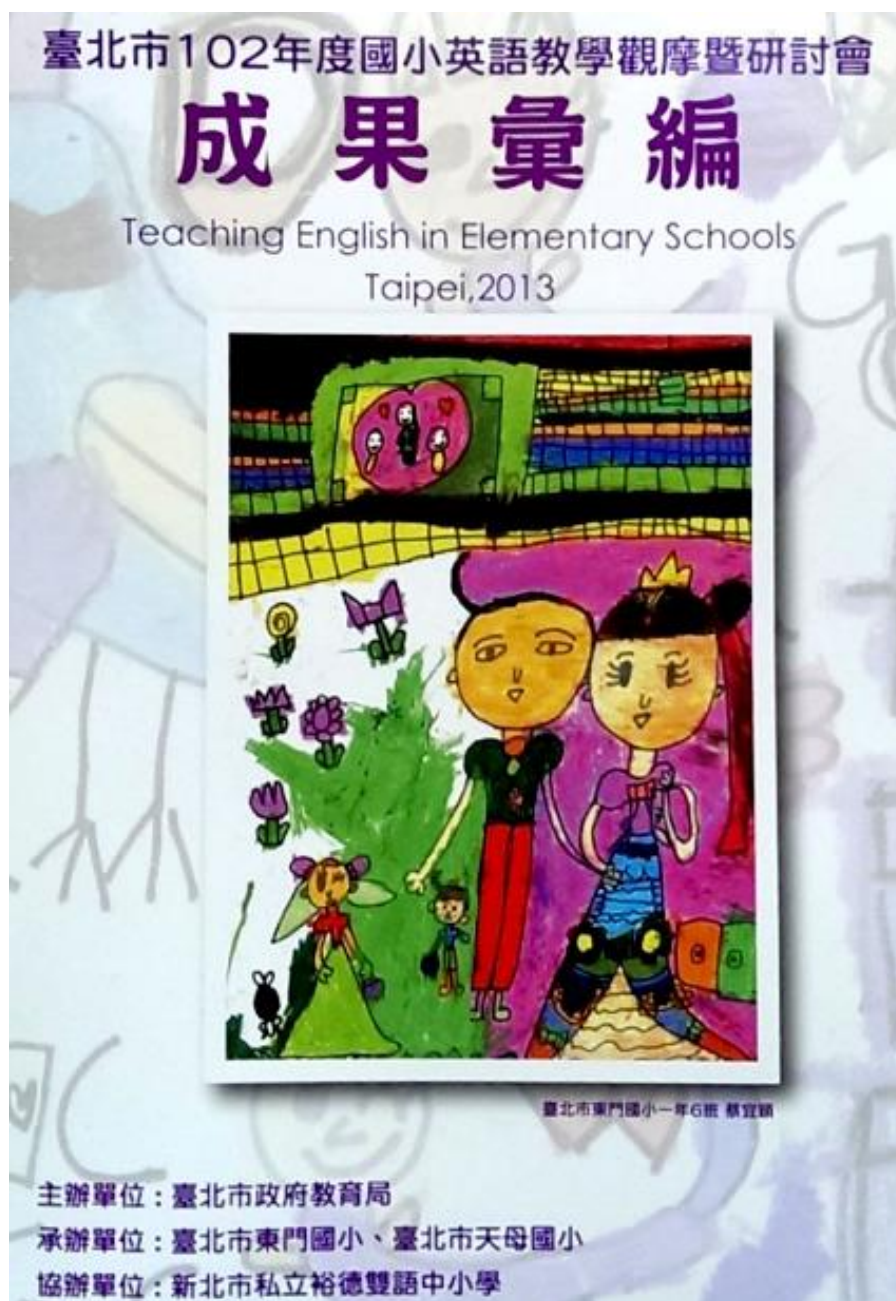
All in all, I cherish every moment I had at TES. I cannot express how much I am thankful for whoever is helping to get this project done. Erin Lin, for example, was always with us and was always there to render assistance. More thanks go to Mr. Randell, Assistant Head of British Section, for his two seminars: **British Curriculum** and the **EAL** (English as an Additional Language) **Support in the British Section**. The seminars offered us great amount of background information for our class observations! Moreover, he answered ALL our questions without reservations! We thus realize that, apart from the curriculum guidelines, the solid administrative support is the key behind all these excellent teachings. Thank you all very much!

北市研習字第  
1020917032 號

語文

臺北市國民小學 102 年度國民小學英語  
教學觀摩暨研討會

2013-11-08  
2013-11-08



## 102 年度國民小學英語教學觀摩暨研討會心得

本人將以分項敘述的方式呈現本次的心得報告。

### 英語教學專題講座 1 – 國小英語發音教學〈劉慶剛院長〉

劉院長提綱挈領的將多年的研究及實驗結果，以深入簡出的方式與學員們分享，是一場精彩的演講。劉院長針對英語中的母音提出了一些重要的概念，像是 mouth 及 lips 這種以唇形來教授母音的方式，是否為真？教授也特別將文獻中提到的 jaw positions 及 tongue positions 做更細部的分享。最後我們了解，以英語為母語人士的不同的 vowels 的發音，在唇齒上的位置並無顯著的不同，因為影響到發音準確度的關鍵是在口腔內部的 mechanism。

當然影響到我們一般認為的 long vowels 及 short vowels，其關鍵也並非在於「長」或「短」，而是 tense 及 lax。而藉由儀器量化的圖表顯示，學員們能更清楚的了解，除了聽辨之外，母音的正確度的確能在紙張上被標示出來。

院長最後也提到，針對國小英語教學，老師本身的正確發音的 input，對學生而言就是最好的發音教學。



### 英語教學專題講座 2—差異化英語教學〈盧貞穎老師〉

盧老師對英語教學的熱情完全可以在他的分享中感受到。對於 advanced students 的閱讀作業，盧老師的生詞造句的確別出心裁。而另一方面，單字小考時，某些孩子無法一次到位，盧老師也能讓孩子多一些準備的時間，補考到孩子滿意為止。我想，差異化教學就是針對孩子的能力，而在教學、作業指導、及評量上所做的調整吧。

### 教學演〈Ms. Elizabeth Diane Edwards〉

這場教學演示除了能看到外師的教學流程外，我們更看到了裕德的學生的好氣質。

### 英語教學專題講座 3—英語教學的建構與實踐〈黃三吉博士〉

身為黃校長的前任員工，我很替黃校長開心。因為他終於能一展長才，無拘無束地盡情發揮，做他一直想完成的夢想。我也因為能夠與黃校長一起共事一段時間，而感覺到相當榮幸，也的確學到了許多。

以上為本人此次研習的心得，敬請指教。

## 目次

### 一、臺北市102年度國民小學英語教學觀摩暨研討會實施計畫及流程表

研討會流程表 .....	01
--------------	----

### 二、教學觀摩整體感想

#### 中文

1、三玉國小	吳鳳凰 .....	03
2、三興國小	陳玉娟 .....	04
3、大屯國小	尤曉雯 .....	06
4、大安國小	唐美玲 .....	08
5、大直國小	徐文琴 .....	10
6、大理國小	陳香安 .....	12
7、大龍國小	范宜菁 .....	14
8、中山國小	李維倫 .....	15
9、中山國小	沈文悅 .....	17
10、中正國小	鍾蕙璘 .....	18
11、五常國小	吳懿靜 .....	20
12、天母國小	黃淑娟 .....	21
13、太平國小	胡靜翠 .....	23
14、文化國小	王雅慧 .....	24
15、文林國小	林書瑋 .....	26
16、市大附小	張若梅 .....	27
17、平等國小	黃湘婷 .....	29
18、民生國小	黃佩萱 .....	31

我代表文化國小做 Global Scholars 的成果報告

北市研習字第  
1040428109 號

環境  
教育

臺北市 104 年度國民中小學試辦彭博基金會 Global Scholars 全球網路教育計畫  
成果暨新計劃發表會

2015-05-15  
2015-05-15

台北市北投區文化國民小學



STUDENTS' POSTINGS



PUBLIC SERVICE ANNOUNCEMENT  
(photo clips from the video)



Water Pollution Affects Us All

CITY WATER COMPARISON

STORYTELLING  
The Adventure



of Charlie



STUDENTS' FEEDBACK

學生說喜歡 Unit 3 TRIP TO NEW YORK 的水的比較(如左圖)，因為可以想想自己城市的居民與水的互動外，也可以看看另一個城市的人民有些什麼不同的水的活動，特別是上了課後和同學的說明，學生們一目了然，印象深刻，學生們也喜歡自備 Unit 4 的 project，希望能在畢業前，能夠最後一份專案報告完成，因為這次課本的編排，與台灣目前課本的狀況十分相似，跟他們很有感覺，最後，學生們覺得，能參與這次的活動，親自與英文真真實實的與外國學生互動，實在很幸運，因為他們了解，一般教室內的英語學習沒有這種機會，以後也不一定會有，所以十分珍惜。

北市研習字第 1041224043 號	多元 文化	劍潭國小國際教育公開授課	2015-12-30 2015-12-30
------------------------	----------	--------------	--------------------------

除了觀課的收穫外，  
我對於劍潭國小校長大方分享校內英語村建置的點點滴滴，  
十分感動，她的熱情非常有感染力。

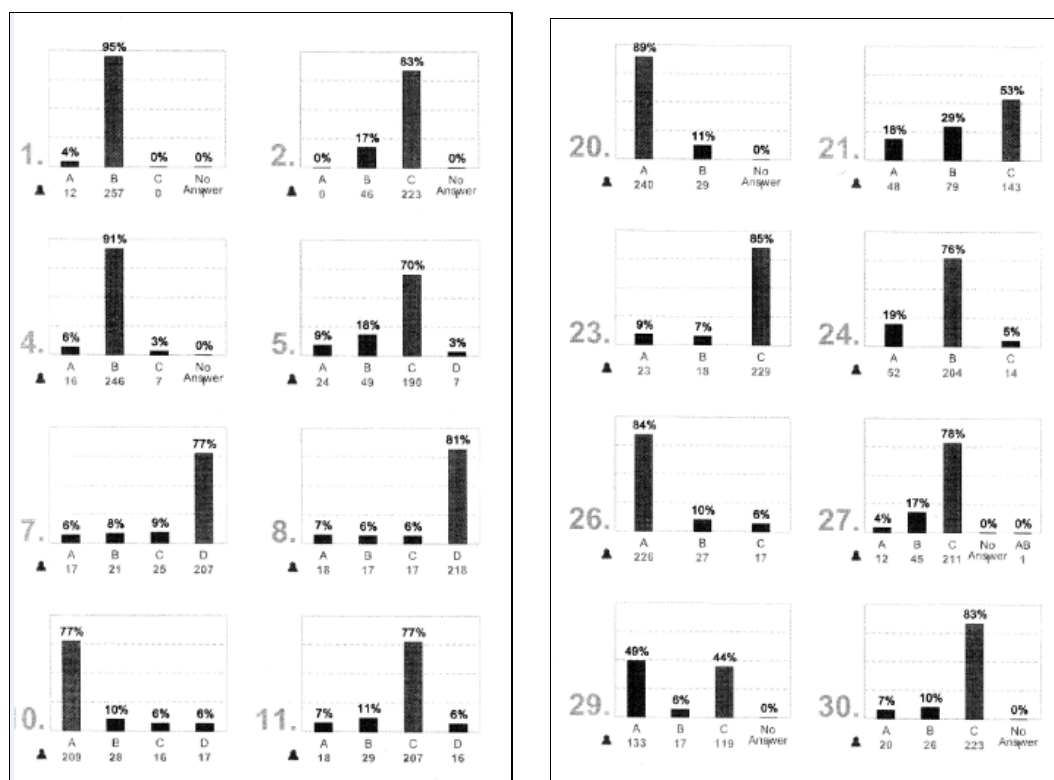
劍潭的英語團隊與外師的合作，與我們文化國小非常不同。  
聽完之後，我又想找時間與部門同仁分享了。

## Gradecam 電腦閱卷研習 -- 2015 年春

這是文化國小陳昌義老師主動與校內老師分享的。

電腦閱卷也可以出句子習寫，但最好的部分是他軟體的 Item Analysis

如下



左邊這頁的答對百分比(含人數)很高，答錯是少數。

但右頁的右上角，**第 21 題**正確率 53%，有 29%答 is

分析如下:

21. (     ) **A:** When \_\_\_ Sports Day?   **B:** It \_\_\_ on Nov. 14th. It was fun.  
           a) will   b) is   c) was

第 21 題文法題 (正確率 53%) 有 29%答 is，此題其實很簡單。因為學生沒有從 it was fun 的 **was** 判斷出此句為「過去式」，因此答錯，太大意了。

此時，在班上檢討考卷，我們就可以根據 item analysis 對學生需要加強的觀念再進一步解釋及說明。

臺北市北投區文化國民小學  
103 學年度教師專業發展評鑑成果

教師專業發展評鑑手冊



教師姓名：王雅慧



## 目 錄

☆文化國民小學 教師專業發展評鑑參考規準.....	2
壹、教師簡介	
◎教師個人資料 (表 1-1) .....	4
◎教師自評表 (表 1-2) .....	5
貳、觀察前會談紀錄	
◎觀察前會談紀錄表 (表 2-1) .....	8
參、教學觀察	
◎教學觀察表 (表 3-1) .....	9
肆、專業省思與成長	
◎專業成長心得記錄表 (表 4-1) .....	12
伍、評鑑報告及成果	
◎綜合報告表(表 5-1) .....	13

**只有參與才會成功！**

## 壹、教師簡介

### 教師個人資料 (表 1-1) 【受評教師】

【可使用自行設計格式或用敘述的方式呈現】

教師姓名：王雅慧 性別：女

出生日期：民國 62 年 5 月 18 日

最高學歷：國立台灣科技大學應用外語系

服務學校：台北市立文化國民小學

服務年資：滿 13 年

擔任職務：英語教師

任教年級：五年級

任教科目：英 語

專 長：英語教學、讀者劇場、戲劇、帶動唱、舞蹈

經 歷：從民國 90 年 8 月開始，在文化國小兢兢業業的服務至今

### 教育理念：

身為一位教師，除了在專業領域上不斷自我要求外，我覺得能夠「真正喜歡學生」更是重要。因為喜歡學生，欣賞他們的優點，包容他們的弱點，我們努力地使學生有所進步，無論過程是緩是快。而提升學生的學習動力，讓學生從英語學習中找出成就感，主動學習，將能事半功倍，而這也是我一向的教學理念。

同儕教師姓名：林文晶

預備選擇學科：英語

預備選擇班級：五年二班

## 教師自評表 (表 1-2) 【受評教師】

### (一) 基本資料

教師姓名：王雅慧 任教年級：五 任教科目：英語 日期：2015.03.24

### (二) 填寫說明

本自評表的目的係為了協助您**自我覺察教學上的優缺點**，進而產生自我改善的作用。為了達到自我診斷的目的，請您在閱讀完評鑑指標後，以慎重的態度，勾選最能真實代表您表現情形的欄位，然後在後面的意見陳述中，具體補充說明**您整體表現的優劣得失以及自我改善的構想**。

層面	評鑑指標 / 參考檢核重點	評量		
		優良	滿意	有成長空間
A. 課程設計與教學	A-1 展現課程設計能力。			
	A-1-1 選編適合任教班級學生的教材。		✓	
	A-1-2 研擬並檢視任教科目教學進度。		✓	
	A-2 研擬適切的教學計畫 (教案)。			
	A-2-1 依據教學目標與學生程度，編寫符合學習需求的單元教學計畫。		✓	
	A-2-2 考量學生個別差異擬定教學計畫。		✓	
	A-2-3 針對教學計畫作省思與改進。		✓	
	A-3 精熟任教學科領域知識。			
	A-3-1 正確掌握任教單元的教材內容。	✓		
	A-3-2 有效連結學生的新舊知識或技能。	✓		
	A-3-3 教學內容結合學生的生活經驗。	✓		
	A-4 清楚呈現教材內容。			
	A-4-1 說明學習目標及學習重點。	✓		
	A-4-2 有組織條理呈現教材內容。	✓		
	A-4-3 請楚講解重要概念、原則或技能。	✓		
	A-4-4 提供學生適當的實作或練習。	✓		
	A-4-5 澄清迷思概念、易錯誤類型，或引導價值觀。	✓		
	A-4-6 設計引發學生思考與討論的教學情境。	✓		
	A-4-7 適時歸納學習重點。	✓		

層面	評鑑指標 / 參考檢核重點	評量		
		優良	滿意	有成長空間
A 課程設計與教學	A-5 運用有效教學技巧。			
	A-5-1 引發並維持學生學習動機。	✓		
	A-5-2 善於變化教學活動或教學方法。	✓		
	A-5-3 教學活動中，融入學習策略的指導。	✓		
	A-5-4 教學活動轉換與銜接能順暢進行。	✓		
	A-5-5 有效掌握時間分配和教學節奏。	✓		
	A-5-6 透過發問技巧，引導學生思考。	✓		
	A-5-7 使用有助於學生學習的教學媒材。	✓		
	A-5-8 根據學生個別差異實施教學活動。		✓	
	A-6 應用良好溝通技巧。			
	A-6-1 板書正確、工整有條理。		✓	
	A-6-2 口語清晰、音量適中。	✓		
	A-6-3 運用肢體語言，增進師生互動。	✓		
	A-6-4 教室走動或眼神能關照多數學生。	✓		
	A-7 運用學習評量評估學習成效。			
	A-7-1 教學過程中，適時檢視學生學習情形。		✓	
	A-7-2 教學結束後，選擇學習評量方式檢視學生學習成效。		✓	
	A-7-3 根據學生評量結果適時進行補救教學。		✓	
A-7-4 學生學習成果達成預期學習目標。		✓		
B 班級經營與輔導	B-1 建立有助於學生學習的班級常規。			
	B-1-1 訂定合理的班級規範與獎懲規定。	✓		
	B-1-2 善於運用班級學生自治組織。		✓	
	B-1-3 維持良好的班級秩序。	✓		
	B-1-4 適時增強學生的良好表現。	✓		
	B-1-5 妥善處理學生的不當行為或偶發狀況。	✓		
	B-2 營造積極的班級學習氣氛。			
	B-2-1 引導學生專注於學習。	✓		
	B-2-2 布置或安排有助於學生學習的環境。		✓	
	B-2-3 展現熱忱的教學態度。	✓		
B-2-4 教師公平對待學生。	✓			

層面	評鑑指標 / 參考檢核重點	評量		
		優良	滿意	有成長空間
B 班級經營與輔導	B-3 促進親師溝通與合作。			
	B-3-1 向家長清楚說明教學、評量和班級經營的理念和作法。	✓		
	B-3-2 告知家長學生學習情形和各項表現。		✓	
	B-3-3 主動尋求家長合作，共同促進學生學習。		✓	
	B-4 落實學生輔導工作。			
	B-4-1 建立任教班級學生的基本資料。		✓	
	B-4-2 輔導學生並建立資料。		✓	
	B-4-3 敏察標籤化所產生的負向行為，採取預防措施與輔導。		✓	

意見陳述（請就上述勾選狀況提供文字上之說明，如果空白不夠填寫，請自行加頁）：

<p>1. 我的優點或特色是：</p> <p><u>口語清晰、條理分明、笑容可掬、幽默風趣</u></p> <p>2. 我尚可成長和改進的空間的是：</p> <p><u>Make use of the language and hunt down students' corrections</u></p> <p>3. 我成長的構想是：</p> <p><u>與有志一同的同事繼續於課餘時切磋討論</u></p> <p>4. 其他</p>
--

## 參、教學觀察

### 教學觀察表 (表 3-1) 【受評教師、夥伴教師】

教師姓名：王雅慧 任教年級：五年級 任教科目：英語

單元名稱：U6 Being Creative (L2 Making Things) p.51 及 (L3 Reading) p.52 – story map

教學內容：What did he (V) for him? 教學節次：共2節 本次教學為第2節

觀察者：林文晶 觀察日期：2015.03.24 觀察時間：13:30 至 14:10

教學目標		學生經驗				
<ul style="list-style-type: none"> <li>● 學生能熟悉 Lesson 2 的主句型。</li> <li>● 學生須能了解 Story Map 的概念。</li> </ul>		<ul style="list-style-type: none"> <li>◎背景說明：學生一週上三次中師英文課，師生相處已有一學期的時間</li> <li>◎先備知識：學生曾習得<u>過去式</u>「規則」及「不規則」變化</li> <li>◎教室情境：在班導師教室上課，無法提供學生特殊情境布置</li> <li>◎座位安排：導師將全班分為五大組，混能力混男女編組</li> </ul>				
教學活動		觀察前會談				
<ul style="list-style-type: none"> <li>● Word list</li> <li>● Review U6 (L1.L2): p.49-50</li> <li>● Present U6 (L2): p.51</li> <li>● Prepare Ss for WB Test (L1. L2)</li> </ul>		<ul style="list-style-type: none"> <li>◎會談時間：2015.03.23 (12:40-13:00)</li> <li>◎評量工具：教學觀察表</li> <li>◎觀察工具：錄影機、相機</li> <li>◎觀察焦點：句型教學 及 學生接觸 story map 的初體驗</li> </ul>				
層面	評鑑指標與參考檢核重點	文字敘述	評量			
			值得推薦	通過	待改進	不適用
	A-3 精熟任教學科領域知識。	A-3-1 老師使用 ebook 清楚呈現練習「受詞」的主要句型：Part B 及 Part C，且清楚留下例圖上的提示小筆記：him, her, them 及原型動詞 bake, make... 等。		✓		
	A-3-1 正確掌握任教單元的教材內容。					

A 課 程 設 計 與 教 學	A-3-2 有效連結學生的新舊知識或技能。	A-3-2 學生使用已習得 Part B 的「直述句」:He cooked dinner for her... 帶入 Part C 新的「問答句型」: What did he cook for her? He cooked dinner for her.	✓			
	A-3-3 教學內容結合學生的生活經驗。	A-3-3 剛好教學內容與學生生活相關:He made a card for him. / She baked cookies for him... 等等		✓		
	A-4 清楚呈現教材內容。	A-4-1 老師一開始就複習受詞。老師說 he 學生說 him, 老師說 she 學生說 her... 等等				
	A-4-1 說明學習目標及學習重點。	A-4-2 老師先複習受格單字, 再發展出句子並引導學生讀出課本上句子	✓			
	A-4-2 有組織條理呈現教材內容。	A-4-3 老師遇有受詞與主詞相同時, 如 it,you, 會特別強調. Ex. I love it. (It 在此是受詞)	✓			
	A-4-3 清楚講解重要概念、原則或技能。	A-4-4 老師請學生先寫 Part C (p.51)每一題的受詞在圖片上方	✓			
	A-4-4 提供學生適當的實作或練習。	A-4-5 老師解釋「助動詞 did」後面的動詞要還原	✓			
	A-4-5 澄清迷思概念、易錯誤類型, 或引導價值觀。	A-4-6 老師以課本故事教學生作故事地圖 (story map), 引導學生思考 beginning, middle, end		✓		
	A-4-6 設計引發學生思考與討論的教學情境。	A-4-7 老師歸納 jewelry 為不可數名詞, 並舉例金 gold, 銀 silver, 財 money(dollars), 寶 jewelry 均不可數, 如 make money, make jewelry... )	✓			
A-4-7 適時歸納學習重點。						

層面	評鑑指標與參考檢核重點	文字敘述	評量			
			值得推薦	通過	待改進	不適用
A 課程設計與教學	A-5 運用有效教學技巧。	A-5-1 老師播放約兩分鐘的舞蹈短片，引發討論				
	A-5-1 引發並維持學生學習動機。	A-5-2 老師利用彈舌頭，發出聲音引導學生先用		✓		
	A-5-2 善於變化教學活動或教學方法。	<u>主詞</u> 、 <u>動詞</u> 、再用 <u>受詞</u> ：She made <u>jewelry</u> for her.	✓			
	A-5-3 教學活動中融入學習策略的指導。	A-5-3 老師說 I go to dance class on Tuesday and Thursday evening. How many times do I go to dance class?利用書寫在黑板上 Tue, Thurs 提示學生共兩次上舞蹈課		✓		
	-5-4 教學活動轉換與銜接能暢進行。	A-5-4 老師練習受詞時，利用問答技巧成功的複習前一頁的句型後，直接繼續新句型	✓			
	-5-5 掌握時間分配和教學節奏。	A-5-5 每次的老師講述與學生練習均不超過10分鐘		✓		
	-5-6 透過發問技巧，引導學生思考。	A-5-6 老師說 Do you know what I like to do in my free time? 學生搖頭，老師接著說 Ask me a question. 學生齊聲問 What do you like to do in your free time? 老師答 I like to watch dance videos in my free time.	✓			
	A-5-7 使用有助於學生學習的教學媒材。	A-5-7 老師使用 ppt， 舞蹈影片...等豐富教學		✓		
	A-5-8 根據學生個別差異實施教學活動。	A-5-8 老師對於有情緒障礙的小朋友特別一對一指導習作				
	A-6 應用良好溝通技巧。					



A-6-1 板書正確、工整有條理。	A-6-1 老師書寫在黑板上 Tue, Thurs 提示學生共兩次上舞蹈課	✓			
A-6-2 口語清晰、音量適中。	A-6-2 老師音量大小適中，口齒清晰，對於長音母音咬字清楚	✓			
A-6-3 運用肢體語言，增進師生互動。	A-6-3 老師對於 She made jewelry <u>for</u> her 會作出給她的手勢以加深學生印象	✓			
A-6-4 教室走動或眼神能關照多數學生。	A-6-4 老師在口語問答練習時，會走到中間，關照坐在中後面的學生	✓			
<b>A-7 運用學習評量評估學習成效。</b>					
A-7-1 教學過程中，適時檢視學生學習情形。	A-7-1 老師寫在黑板上，What did I play for you? 圈 play 問學生中文意思，確定學生了解意涵（此處 play 是「播放」影片，而非課本上的「演奏」音樂）	✓			
A-7-3 根據學生評量結果，適時進行補救教學。	A-7-3 老師對於高錯誤問題，利用 ppt 方式，揭示正確的答案		✓		
A-7-4 學生學習成果達成預期學習目標。	A-7-4 老師講述完課本再接著看習作內容，習作有填充，問答句子練習，確保學生達成本單元的學習目標	✓			

層面	評鑑指標與參考檢核重點	文字敘述	評量			
			值得推薦	通過	待改進	不適用
B 班級經營與輔導	<b>B-1 建立有助於學生學習的班級常規。</b>					
	B-1-3 維持良好的班級秩序。	B-1-3 整班都看著老師，專心聆聽				
	B-1-4 適時增強學生的良好表現。	B-1-4 老師常在學生回答問題後給予肯定如 Good job	✓			
	B-1-5 妥善處理學生的不當行為或偶發狀況。	B-1-5 學生這節課堂表現超優，並無不妥行為	✓			
	<b>B-2 營造積極的班級學習氣氛。</b>					

B-2-1 引導學生專注於學習。	B-2-1 老師在課文故事中，一問一答的對話引領學生專注	✓			
B-2-2 布置或安排有助於學生學習的環境。	B-2-2 老師將電子書放大並跟隨學生朗讀的速度移動畫面，讓學生學習更優	✓			
B-2-3 展現熱忱的教學態度。	B-2-3 老師樂於將自己舞蹈所長分享給學生，面帶笑容，精神飽滿，維持最佳狀態面對學生	✓			
B-2-4 教師公平對待學生。	B-2-4 老師常眼神掃視全班，確定學生有注視老師	✓			
<b>B-4 落實學生輔導工作。</b>					
B-4-3 敏察標籤化所產生的負向行為，採取預防措施與輔導。	B-4-3 老師要說“look”，並不單獨點名 xxx 沒看老師等等	✓			

受評教師簽名：

評鑑人員簽名：

## 肆、專業省思與成長

### 專業成長心得記錄表 (表 4-1)【受評教師】

103 學年度期間進修完成後，每人盡量填寫

教師姓名：王雅慧

教師成長方向			
專業成長活動描述 (含內涵、方式、型態、作法)	合作夥伴	開始日期	完成日期
文化國小英語領域社群： 教學、評量分享與檢討	英語部 十位中師 加上 五位外師	2013.9 開 始	退休當天 為止
重點摘要	教學分享：phonics, 文法、教學活動、遊戲、年級銜接...等 評量分享：出題方向，聽力、閱讀、句子習寫... 等比例		
我的想法及行動	製造出互信的氣氛，讓十五位老師們自在分享 鼓勵相互看課，但只說優點		
照片			
說明	2015.3.27 (五) 英語學力測驗考題走向分享		

註：依需求自行調整格式、內容、高度、寬度或頁數等。

無附件    附件:研習資料\_\_\_\_\_

## 伍、評鑑報告及成果 【受評教師、夥伴教師】

### 綜合報告表 (表 5-1) (教學觀察&教學檔案版)

#### (一) 基本資料

教師姓名：\_\_\_\_\_ (請用代號，以符合保密原則)

任教年級：五年級 任教科目：英語 日期：2015.3.24

#### (二) 填寫說明

請評鑑者將「教師自評表」、「教室觀察表」、「教學檔案評量表」所得到的結果轉錄於表中相對應欄位，然後在各項評鑑項目上，逐一判斷受評鑑教師是否需要改善。最後再經由與受評鑑教師的討論後，在總評意見中，補充說明受評鑑教師整體表現的優劣得失以及具體改善建議。

層面	指 標	教師自評			教學觀察			教學檔案			需改善請打 ✓
		值得推薦	通過	待改進	值得推薦	通過	待改進	值得推薦	通過	待改進	
A 課程設計與教學	A-1 展現課程設計能力。				✓						
	A-2 研擬適切的教學計畫。				✓						
	A-3 精熟任教學科領域知識。				✓						
	A-4 清楚呈現教材內容。				✓						
	A-5 運用有效教學技巧。				✓						
	A-6 應用良好溝通技巧。				✓						
	A-7 運用學習評量評估學習成效。				✓						
B 班級經營與輔導	B-1 建立有助於學生學習的班級常規。				✓						
	B-2 營造積極的班級學習氣。				✓						
	B-3 促進親師溝通與合作。				✓						
	B-4 落實學生輔導工作。				✓						

## 綜合報告表（表 5-1） （教學觀察版）

### （一）基本資料

教師姓名：\_\_\_\_\_（請用代號，以符合保密原則）

任教年級：\_\_\_\_\_ 任教科目：\_\_\_\_\_ 日期：\_\_\_\_\_

### （二）填寫說明

請評鑑者將「教師自評表」、「教室觀察表」、「教學檔案評量表」所得到的結果轉錄於表中相對應欄位，然後在各項評鑑項目上，逐一判斷受評鑑教師是否需要改善。最後再經由與受評鑑教師的討論後，在總評意見中，補充說明受評鑑教師整體表現的優劣得失以及具體改善建議。

層面	指 標	教師自評			教學觀察			教學檔案			需改善請打 ✓
		值得推薦	通過	待改進	值得推薦	通過	待改進	值得推薦	通過	待改進	
A 課程設計與教學	A-1 展現課程設計能力。										
	A-2 研擬適切的教學計畫。										
	A-3 精熟任教學科領域知識。				✓						
	A-4 清楚呈現教材內容。				✓						
	A-5 運用有效教學技巧。				✓						
	A-6 應用良好溝通技巧。				✓						
	A-7 運用學習評量評估學習成效。				✓						
B 班級經營與輔導	B-1 建立有助於學生學習的班級常規。				✓						
	B-2 營造積極的班級學習氣。				✓						
	B-3 促進親師溝通與合作。										
	B-4 落實學生輔導工作。										

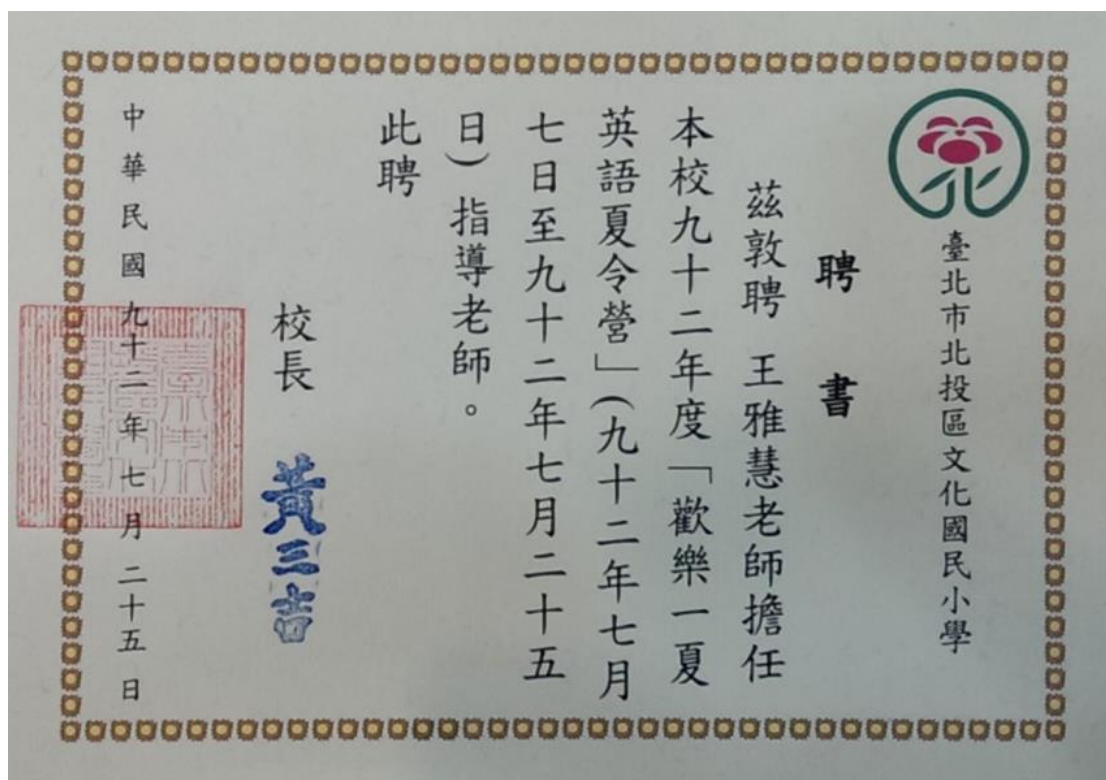


A02 工作績優 辦理臺北市 91 學年度觀光外語終身學 嘉獎一次  
習，工作得力。 4001



20021024

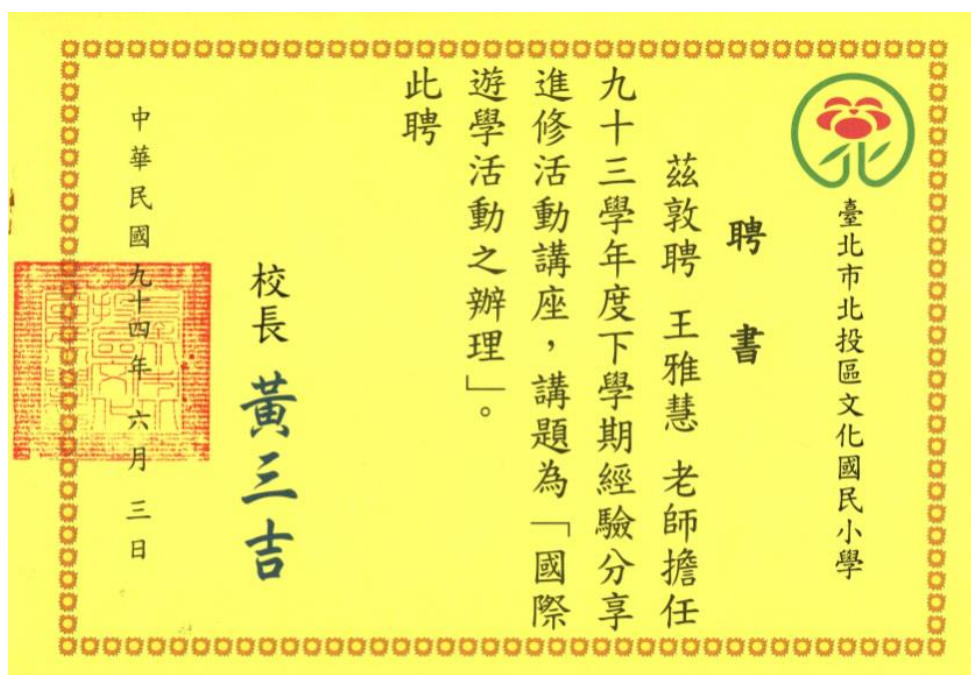




<p>A02 工作績優 協助辦理 96 年度邁向卓越學生英語夏令營業務，辛勞得力</p>	<p>嘉獎一次 4001</p>
<p>A02 工作績優 辦理本市國民小學 91 學年度關懷弱勢學生英語冬令營,工作得力。</p>	<p>嘉獎二次 4002</p>
	<p>訓練畢業生「英語致答詞」 共約 3 屆</p>

## 文化國小第一屆帶學生去英國遊學三週 2002年7月

回國後，向校長簡報，之後就沒有再去英國，而改為與澳洲遊學團合作了。





文化國小第一屆澳洲學生到文化交流 2008年4月



下一頁為該次我所負責的課程，工作含活動當天口譯及課程協助。

## Day 11 The Dragon Dance and the Lion Dance

### 舞龍舞獅

#### 1. Origins (起源)

#### 2. Basic Steps (基本動作)

(1) Watch the DVD

#### 3. Experience Activities (實際演練):

(1) Differences between **Shing Lion** and **Taiwan Lion**

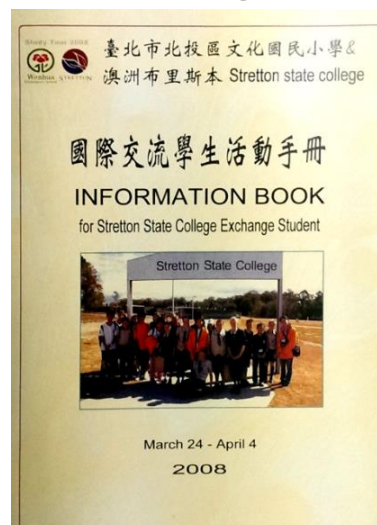
(醒獅與台灣獅的不同)

- Differences in make-up designs
- Differences in steps

(2) The basic steps of the dragon dance (龍行天下)

- 穿 Go through
- 跳 Jump over

(3) Create your own styles (freestyle) (創意發想)



文化國小第二屆澳洲學生到文化交流 2009 年 4 月



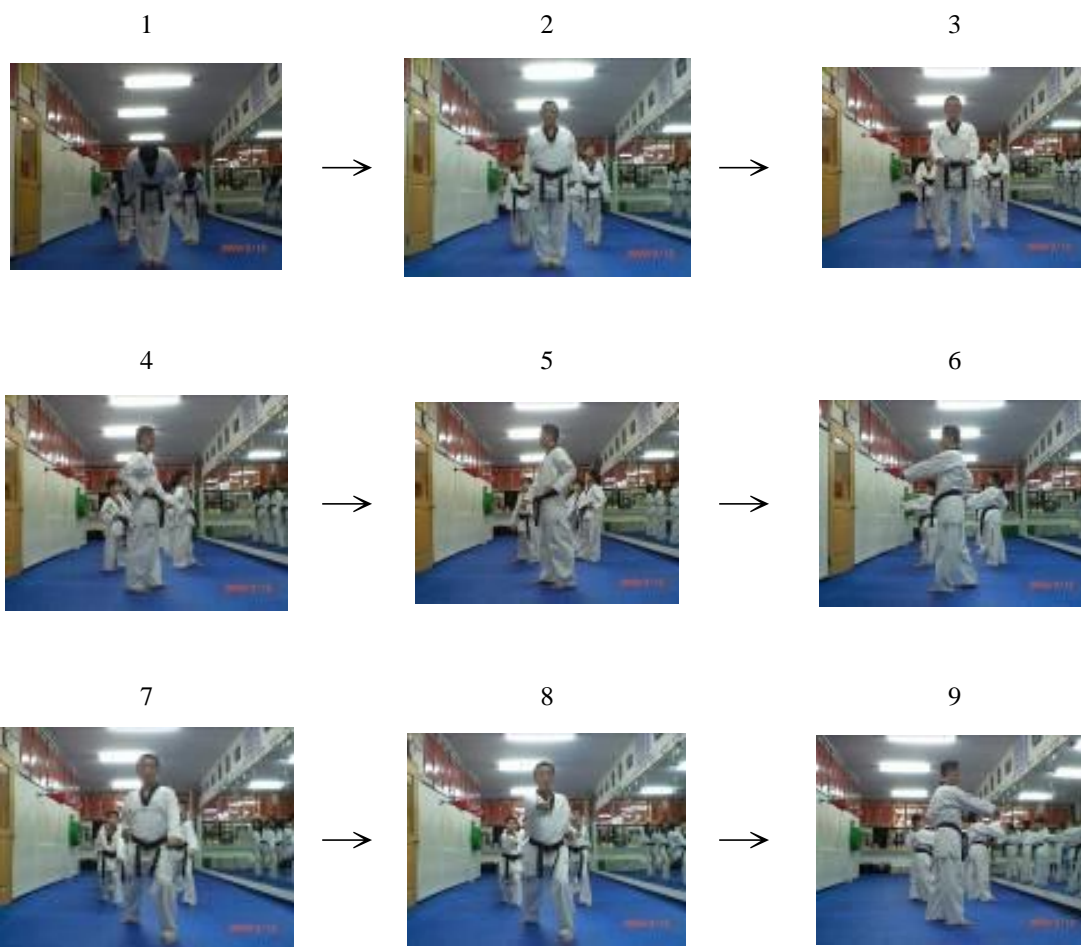
除了前一年的舞龍舞獅外，我又多了一份課程，跆拳道  
下一頁為該次我所負責的課程，工作含活動當天口譯及課程協助。



## 2. Poomsae (品勢教學)

- ① 太極一章 (TAEGEUK 1)  
BASIC TAEGEUKS FOR PRACTICE

### Taegeuk 1 (太極一章) : Basic Taegeuks for Practice



我與外師 Matthew 一同接手這個計畫。評心而論，第一年案子做起來，跌跌撞撞，但今年再來一次，似乎就平順多了。

## Wenhua's Global Scholars' Parents' Day Meeting Minute

### 文化國小六年級雙語班 103 學年班親會會議記錄

日期	103年 10月 1日 星期三	主席	Matthew
時間	16:00-17:00	記錄	Yvonne Wang 王雅慧

#### 會議內容:

The English Immersion Program is designed to help students further develop their skills in the following four areas: Speaking, Listening, Reading and Writing  
六年級雙語班課程的設計是為了讓學生在聽、說、讀、寫各方面都能有所增進。

#### “GLOBAL SCHOLARS”

#### 「全球小學者」計畫

This year the 6th grade Immersion class is very fortunate to be able to participate in a special program.

今年我們很幸運能參與一項非常特別的課程：「全球小學者」

The topic of our discussions throughout this year will be Water-Wise Cities.

The Global Scholars program is a year-long project divided into 4 separate units.

本學年度的主題為「水」，分為以下四個單元

Introduction	(September 24th – October 15th)	介紹(9/24 ~ 10/15)
Unit 1 – Why Water?	(October – November)	為什麼是水？(10月 ~ 11月)
Unit 2 – A Safe Sip	(November – January)	安全的一口 (11月 ~ 1月)
Unit 3 – Water Alert!	(January – March)	水的警惕 (1月 ~ 3月)
Unit 4 – Water and the World	(March – May)	水與世界 (3月 ~ 5月)

The students will be active in both the classroom and the computer room throughout the year. 學生本學年將在教室及電腦室進行課程。

There is a project at the end of each unit where we will summarize what we have learned throughout the unit. We will share our results with other students from around the world.

每單元的最後都有統整活動，歸納整單元的課程，並將結果與其他國家的學生做分享。

Being participants in this program will benefit the students in many ways 身為活動參與者，學生將在以下方向有所受益：

1. The students will be immersed in an English-only program that covers all four areas of English learning (which is the purpose of the Immersion Program): Speaking, Listening, Reading and Writing  
參加「全球小學者」專案的學生，將會以全英的方式進行課程。學生在聽、說、讀、寫上將得到大量的練習機會 (而這也是雙語班的教學設計方向)。
2. The students will be communicating with other students from around the world who are the same age.  
學生將與來自不同國家的「同年齡」的學生互動。
3. I believe the confidence of each student will increase as they communicate with other students who are also learning English as a second language.  
當學生發現，這個專案中，在西班牙及印度那邊的學生，也是使用英語與我們互動時 (英語是他們的第二語言或外語)，學生的英語自信心將會藉由彼此的互動，而逐漸增加。

I appreciate the support that you have given for this project. I truly believe that the students will enjoy being Global Scholars.

在此我們感謝家長們對這項活動的支持，我們也真誠地認為學生將因為成為 Global Scholars (國際小學者)而感到榮幸。

## How can you help your child?

### 如何協助您的孩子

Encourage your child to practice his/her English outside the classroom.

鼓勵他們在課室外使用英文

Encourage English reading, as reading assists in all skill areas by building vocabulary and demonstrating proper writing techniques (grammar use and sentence structures).

鼓勵您的孩子借閱英語讀物 (註記：文化國小圖書館 櫃號：19-25 有適合的英語書籍可以借閱)。藉由字彙及句子的大量閱讀輸入，將能全面的增進孩子的英語能力

Ask your child questions about the project. Assist with any research that they would like to do to further their knowledge.

詢問孩子這項專案的近況，若可能的話，也歡迎家長協助相關資料的搜尋，以增廣孩子的見聞。

### 若有任何問題或是意見，歡迎與老師聯繫

Teacher Matthew: [matthewtaiwan@yahoo.com](mailto:matthewtaiwan@yahoo.com); 0933-737-701

Teacher Yvonne: (02) 2893-3828 ext.607 0926-047-016



Hi, we are the Global Scholars at Wenhua



## Wenhua's Global Scholars' Parents' Day Meeting Minute

### 文化國小六年級雙語班 103 學年班親會會議記錄

日期	104年3月18日 星期三	主席	Matthew
時間	16:00-17:30	記錄	Yvonne Wang 王雅慧

#### “GLOBAL SCHOLARS”

#### 「全球小學者」計畫

#### ■ How is the Global Scholars program so far?

我們的「全球小學者」計畫到目前為止，進行得如何？

It is rewarding. We are getting to interact with other students from around the world.

我們覺得收穫豐富，因為我們得以與世界各地的孩子們互動。

It is challenging. We are exploring new areas together for the very first time.

我們也覺得十分具有挑戰性，因為我們師生一起探索「全球小學者」計畫所涵蓋的新的學習領域。

### ■ Our Unit 1 Project

We did a water comparison: Taipei, Taiwan and New York City, USA

Note: Each student was e-mailed a copy of our Prezi presentation.

針對第一單元的團體作業，我們一起做了水的比較：台灣台北的水 v.s. 美國紐約的水。此份以 Prezi 完成的比較報告，Teacher Mathew 全部都已經以 email 傳給全班學生了。

### ■ Our Unit 2 Project – Safe Water

We made a Public Service Announcement to make others aware that many countries do not have safe, clean water.

我們第二單元的團體作業 (安全的水) 以動態錄影的方式，完成了一份迷

你的宣導短片。我們也將這份短片放在文化國小網站上，加上英文字幕，於上學期末讓中外師都能播放給學生觀看，希望能讓學生知道，世界上某些國家的人民，其實並不像我們能夠享用到乾淨的飲用水。

上學期這兩個單元的作業，均在班親會當天播放給與會的家長們觀看了，家長們十分讚賞，也相當感謝 Teacher Matthew 的用心。

### ■ Field Trip to the Taipei Water Museum.

我們也在上學期安排了一場「自來水博物館」的校外教學。

### ■ We are starting to work on our Unit 3 project which is about water pollution.

我們已著手開始第三單元的團體作業，水污染。

It will tell the story of how one can leave a 7-11 in Taipei and ends up in

New York City.

本單元的作業是關於一個罐子離開了台北的 7-11，一路流浪到紐約市的故事。

Students are given the opportunity to express their creativity through storytelling

學生將有機會藉由故事接龍的方式，發揮自己的創意。

- We were very fortunate to have a guest speaker visit us from New York City to share some storytelling ideas.

我們也非常幸運地得到彭博的邀請，讓來自紐約的客座老師，為班上的學生們進行一場「自己編故事」的故事教學。

- Our year-end project will be a Community Action Project.

我們年度的團體作業是社區行動專案。這份作業將花費兩個月的時間，師生都將全力以赴。

**若有任何問題或是意見，歡迎與老師聯繫**

Teacher Matthew: [matthewtaiwan@yahoo.com](mailto:matthewtaiwan@yahoo.com); 0933-737-701

Teacher Yvonne: (02) 2893-3828 ext.607 0926-047-016

---

## 執行 **Global Scholars** 一年後心得分享：

### 困難

1. 本校教師謹遵彭博所制定的課程進度，完成教學及 **project**；我們也認同彭博強調的 “**comment on your peers**”。然而，其他國家的學校也許因為某些原因，無法按時繳交 **projects**，導致我們的老師在之後的那週，無法按進度去 **comment on our peers** ( 因為沒有他校的作業可 **comment**)，此點對我們而言頗為困擾。

2. 彭博計畫較針對「以英語為母語」的學生所設計，對於本校以「英語為外語」的學生而言，著實困難。即使讀懂文意，也不易以英文完整回應自己的想法，無法暢所欲言。

## 建議

建議北市教育局向彭博建議：

- 每個 unit 請給予一週彈性課程 (open class)，不要安排任何進度 (目前每週都塞了滿滿的進度)。
- 彈性課程可以做些真正在地化的課程設計、安排校外教學、趕之前漏掉的進度，或是回頭評論遲交作業的學校的 projects...等等。
- 可以的話，是否請彭博一次公布兩個 units 的教學內容，因為每個國家都有不同的假期及自己學校的行事曆，若老師能提早知道更後面 unit 要教的內容，老師就能在課程上做更完整的調整。

## 學生回饋

- 學生說喜歡 Unit 1: Taipei and New York 的水的比較，因為可以想想自己城市的居民與另一個城市的居民與水的互動的相似處及相異處。特別是附上了照片和簡要的說明，學生們一目瞭然，印象深刻。
- 學生們也喜歡目前 Unit 4 的 project，希望能在畢業前，能將最後一份專案好好完成。因為這次節水的議題，與台灣目前缺水的現況十分相關，做起來很有感覺。
- 最後，學生們覺得，能參與這次的活動，親自用英文真真實實的與外國學生互動，實在很幸運；因為他們了解，一般教室內的英語學習沒有這種機會，以後也不一定會有，他們十分珍惜。

(下一頁為我在成果發表會上提供的書面大型海報)

## 台北市北投區文化國民小學



### STUDENTS' POSTINGS

Two columns of student posts with text and images. The posts discuss water conservation and environmental issues.

### PUBLIC SERVICE ANNOUNCEMENT [photo clips from the video]



### Water Pollution Affects Us All

### CITY WATER COMPARISON

#### STORYTELLING The Adventure



of Charlie



City Water Comparison:  
Taipei, Taiwan and New York City, USA  
Presented by the Global Scholars at Wenhsia Elementary School

### STUDENTS' FEEDBACK

學生很喜歡 Unit 3: Taipei and New York 的水的比較(如左圖)，因為可以想想自己城市的居民與水的活動外，也可以想想另一個城市的人民有做什麼不同的水的活動，特別是增加了照片與圖畫的說明，學生們一看瞭然，印象深刻。學生們也喜歡自製 Unit 4 的 project，希望能在畢業前，能將最後一份畢業研習完成，因為這次研習的議題，與台灣目前缺水的現況十分相關，與他們很有感覺。最後，學生們覺得，能參與這次的活動，親自撰寫其真實的與不同學生活動，實在很幸運；因為他們了解，一般教室內的英語學習沒有這種機會，以後也不一定會有，他們十分珍惜。

在 2015 年 6 月 2 日的一場會議中，當時的加拿大駐台北  
貿易辦事處的政經暨公共事務處副處長 Shawn Tinkler  
主動提出義務到文化國小介紹加拿大

## Shawn Tinkler 蒞臨文化國小演講之當日流程及注意事項

加拿大駐台北貿易辦事處

CANADIAN TRADE OFFICE IN TAIPEI

政經暨公共事務處副處長

DEPUTY DIRECTOR – GENERAL RELATIONS

演講者：Shawn Tinkler (丁家俊) 加拿大駐台北貿易辦事處 政經暨公共事務處副處長

演講內容：加拿大介紹

時 間：**2015 年 6 月 25 號 (四) 9:50-10:50**

地 點：文化國小視聽教室

班 級：501 Yvonne. 502 Yvonne. 506 Lyanne. 507 Yvonne

演講內容將為中英各半，讓學生不會有距離感，Shawn Tinkler 先生的中文相當流利，親合度很高，相信這場由「加拿大人」介紹 **加拿大** 的演講，將會令學生大開眼界。

Shawn Tinkler 將於 9:25 至視聽教室確認 PPT、投影機、電腦、麥克風…  
等設備，並於 9:35 至校長室略做休息至 9:48，再入場準備演講。

班級學生將由各班任課教師於

1. 第二節上課鐘響後 9:36 於走廊整隊，帶至一樓視聽教室，
2. 於 9:45 就定位，
3. 等待至 9:50 演講開始。

演講時間為一小時，中間不休息，請學生務必於下課時間，喝水、上廁所。演講時間的最後十分鐘將留給現場學生發問及照相，若學生反應熱烈，預估最多到 11 點左右，不會影響第四節上課。

請第二及第三節任課老師於視聽教室陪伴：帶領學生至演講廳就座，  
或帶領學生回班上，謝謝各位。

(邀請過程之往來書信)

Mr. Tinkler and Ms. Chen,

This is Yvonne Wang from Wenhua Elementary School. Through the banquet lunch (on June 2nd), I learned from both of you that your office kindly offers speeches about Canada for schools in Taiwan. I talked with our dean of academic affairs, and he is thankful for this great opportunity.

The time we scheduled for our grade 5 students is next Thursday morning, June 25th. However, we don't know if the time is also appropriate with you. If not, please feel free to let us know and we can postpone to September or October when students come back after summer vacation.

The original idea is as follows:

- 4 classes of Grade 5 students in one group (aged 12, about 125 students in total)
- in the Audio-visual Room (150 seats, with air conditioning)
- equipped with an over-head projector, a computer, a screen and microphones
  
- It is up to you to prepare
  - a 60 minute ppt presentation for one group of students (4 classes) 9:50-10:50 or
  - a 40 minute ppt presentation, and do it for two times in a row, for two different groups of students  
(4 classes + 4 classes ; with a 15 min break between the two periods)  
9:35-10:15 / 10:30-11:10

Sorry for the late notice, and please do not worry if you have a tight schedule and can not make it to our school.

Best Regards,

Yvonne Wang  
Head of English Department  
Wenhua Elementary School

(邀請過程之往來書信)

Hi Yvonne,

It's very nice to hear from you. Thank you for the invitation to visit your school and give a presentation about Canada. I will be very happy to visit next Thursday morning!

I will leave it up to you to decide, but I would maybe suggest doing only one presentation, so that we have lots of time for questions from the children. I'll prepare a presentation and bring it along with me to plug into your computer, okay? Please let me know if there are any specific topics about Canada you'd like me to discuss.

Oh yes, and since your students are practicing their English, I'll do my presentation bilingually about 50/50 or maybe a bit more English.

My colleagues will help me find the school, but would you be so kind as to tell me the time to arrive and where to go, once the speech time is decided?

All the best,  
Shawn

Shawn Tinkler | 丁家俊

Deputy Director, General Relations | Directeur adjoint, Relations générales | 政經暨  
公共事務處副處長

Telephone | tél: (02) 8723-3032

Facsimile | Télécopieur: (02) 8723-3597

6F, No.1 Songzhi Rd., Xinyi District, Taipei, 11047, Taiwan | 台北市信義區松智路 1  
號 6 樓

Canadian Trade Office in Taipei | Bureau commercial du Canada à Taipei | 加拿大  
駐台北貿易辦事處

shawn.tinkler@international.gc.ca

<http://www.canada.org.tw>



(邀請過程之往來書信)

Hi, Shawn,

Thank you very much for your quick reply. It will be our great pleasure to have you in our school. We would love to go with your suggestion: one presentation from 9:50 to 10:50 and you can leave the final 10-15 minutes for questions and photo taking. The students usually need 10 minutes to come down from their classrooms to the AV Room (please see the attached photos of our AV Room). I will make sure the students are ready at 9:45. I don't know if you would like to arrive at 9:25 to try out our computer, projector, and microphones; then have a short break in our principal's office while the students are getting ready.

As to the topic, please feel free to use any of your present PPTs that you have. If I may suggest, probably the size difference between Taiwan and Canada (I remember you mentioned this in the lunch banquet) might be a great start; I also think that the students might like to know the elementary school students life in Canada: Do they have long school hours? Do they also have a lot of homework and go to bushiban after school? What do the children do in their free time? And... the food there; what children eat for lunch, for example... :)

Our school, Wenhua Elementary School , is only a ten-minute walk from Beitou MRT station. Our address is **No.1, Wenhua 3<sup>rd</sup> Rd. , Beitou Dist., Taipei City 112, Taiwan**  
(**台北市北投區文化國民小學**→ **Address: 台北市北投區文化三路一號**)

Last but not the least, it is awesome that you can do the presentation bilingually so our children will feel much closer to you (since our foreign teachers are not allowed to speak Mandarin in the campus, Ha!) After all, this is a public elementary school, some kids' English IS amazing, but we DO have kids whose English is just ok.

We are looking forward to your coming. If there is anything I can help in advance, please feel free to let me know.

Have a wonderful long weekend and enjoy the Rice Dumplings!

Yvonne Wang 王雅慧  
0926-047-016  
Head of English Department  
Wenhua Elementary School



效果還不錯，Mr. Shawn Tinkler (丁家俊先生)真的很 nice，

還帶了禮物來呢。

**贊助幼稚園畢業典禮表演 -- 英語日舞曲一支**  
**從 2011-2013 連續 3 年**

親愛的家長您好：

文化國小附設幼稚園 將於 6/27(三)13:50 於文化國小風雨操場舉辦畢業典禮。\_\_\_\_\_ 被邀請於典禮中 表演 Best of Both Worlds 舞蹈節目。

因為受邀表演的同學為五、六年級學生，而且六年級將於 6/15 畢業，因此需要事先調查可參加的人數之後，做隊形安排、及排練時間聯繫。

為配合期末考時間 6/19(二) 及 6/20(三)，排練時間為 6/22(五) 中午 12:30-1:20。

當天 Best of Both Worlds 預定在 14:20 表演，表演結束後，預計約 14:40 可以從學校離開。

請將下列回條於 6/11 (一)12:00 前交至英語部辦公室 王雅慧 老師 (Yvonne) 桌上，謝謝您。

-----撕-----下-----回-----條-----

\_\_\_\_年\_\_\_\_班 \_\_\_\_\_

- 可以參加，6/27(三)中午將回家用餐，再於 13:00 至英語部集合。
- 可以參加，6/27(三)中午將自備午餐，於英語部用餐休息。

我的聯絡方式 (請留下方便聯絡的電話號碼) \_\_\_\_\_

- 無法參加，當天有其他安排。



贊助「綠園琴韻」英語讀者劇場表演  
2016年1月



