

二、社團活動／技藝課程

每週學習節數（ 1 ）節，上學期（ 21 ）週共（ 21 ）節、下學期（ 21 ）週（ 21 ）節，合計（ 42 ）節。

（一）社團活動課程規劃（表九）（備注可加註說明各社團以年段或班群實施現況、議題融入、教材設計說明）

編號	社團名稱	核心素養	課程目標	表現任務	備註
1	Lucy Says	英-E-B1具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。 英-E-C2積極參與課內英語文小組學習活動，培養團隊合作精神。 英-E-C3認識國內外主要節慶習俗及風土民情。	1. 養成參與國際活動的知能，激發跨文化的觀察力與反思力。 2. 培養英語文聽、說、讀、寫的能力，應用於日常生活溝通。 3. 提升學習英語文的興趣並涵育積極的學習態度。	1. 學生在生活中可以培養口語化用語，可以在日常中，使用生活用語。 2. 出國時，能用英語詢問相關事務。	學生選社完畢後，須整學年參與同一社團的課程。
2	Fun-tastic Talkers	英-E-B1具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。 英-E-C3認識國內外主要節慶習俗及風土民情。	1. 培養學生對英語口說活動的興趣，建立正向學習態度。 2. 認識常用單字與句型，練習在簡單情境中進行英語對話。	1. 能和同學進行簡單自我介紹或問候句型的角色扮演。 2. 能在日常主題（如動物、顏色、家庭）中運用學過的單字與句子作口語練習。	學生選社完畢後，須整學年參與同一社團的課程。

（二）社團活動課程實施內涵（表十）（請依進度填列社團式教學進度與學習活動，可跨多週填列）

	Lucy Says 社	Fun-tastic Talkers社
第一學期	學習活動	學習活動
第 1-2 週，共 2 節	Lesson 1 Teaching Tips 教學重點	Lesson 1: Have a good trip 1. 字卡快手遊戲比一比誰記得單字 trip、pet、

	<p>◆ Review: Nice to meet you / My name is / This is (all from Lucy Says 1)</p> <p>複習: Nice to meet you / My name is / This is (請參考 Lucy Says 1)</p> <p>◆ Use of exclamation point (!) when excited or giving a command. Come in! vs. Sit down. 興奮或下指令時, 使用驚嘆號(!) 請進 ! vs. 坐下!</p> <p>◆ Two word actions - sit down, come in, be quiet. 二個字的動作 — 坐下, 請進, 安靜。</p> <p>◆ Example sentences: Other places you can write your name: on the paper, on your test 例句 : 可以在其他地方寫上名字: 在紙上或考卷上。</p> <p>◆ It' s time for _____. It' s time for lunch. It' s time for bed. 造句範例: It' s time for _____. It' s time for lunch. It' s time for bed.</p>	<p>suitcase !</p> <p>2. 小劇場開張: 學生練習 "Where are you going?" 角色互問互答, 看誰腦筋動得快。</p> <p>3. 小旅行拼圖任務: 邊問邊拼地圖找出旅行目的地。</p>
第 3-4 週, 共 2 節	<p>Lesson 1</p> <p>Activity 1 活動1</p> <p>Have students make posters of their English names, turning letters into animals or objects. 請學生製作有自己英文名字的海報, 再將自己英文名字中的每一個字母畫成一個圖樣, 如動物或其他物品。</p>	<p>Lesson 2: What kind of flight do you want?</p> <p>1. 「訂機票任務卡」讓學生扮演旅客與地勤人員對話: 窗口位? 靠走道?</p> <p>2. 字卡配對賓果遊戲練習 ticket、window seat 等單字。</p>

	<p>Activity 2 活動2</p> <p>Spelling on the board—start to write a word (or name)</p> <p>students already know, one letter at a time, see if they can guess it before you finish writing the word. E.g., A-P</p> <p>—P (student—Apple!).</p> <p>在白板上拼寫單字—先從學生已熟悉的單字(或名字)</p> <p>開始,一次寫一個字母,看看在老師完成整個單字之前,同學是否就可以先猜出單字。如A-P-P(同學們就可猜—Apple!)。</p>	
第 5-6 週, 共 2 節	<p>Lesson 2</p> <p>Teaching Tips 教學重點</p> <p>◆ More commands and two word actions—Let's go.</p> <p>更多指令和二個字的動作—我們走吧!</p> <p>◆ Open/close vs. turn on/turn off (electronic or not)</p> <p>打開/關上 vs. 開/關(電子或非電子)</p> <p>◆ The vs. your</p> <p>什麼時候用 the vs. 什麼時候用 your</p> <p>◆ Culture point: Recess is a time when students take a break between classes to go outside and play.</p> <p>文化觀點:課程之間的休息時間英文稱 recess, 學生在 recess 時可以到戶外玩。</p>	<p>Lesson 3: Where are you going?</p> <p>1. 「旅行圈圈轉轉樂」:轉盤抽地點,用"I'm going to..."造句。</p> <p>2. 與前一課合併的小任務:抽家庭角色卡與地點,組成對話:"I'm going with my ___ to ___."</p>
第 7 週, 共 1 節	<p>Review Lesson 1.2</p> <p>(Game Time)</p>	

	心電感應單字猜猜樂	
第 8-9 週，共 2 節	<p>Lesson 3</p> <p>Teaching Tips 教學重點</p> <p>◆ Prepositions: on top (of), in 介系詞: on top (of), in</p> <p>◆ Commands/following directions (simple present verbs) 命令/跟隨指示(用現在式動詞)</p> <p>◆ Pronouns ("it" replaces the circle) 代名詞(在英文句子裡, 可用 it 來代替 the circle)</p> <p>◆ Review adjectives and colors from Book 1 (before a noun) 複習 Lucy Says 1(名詞前)的形容詞和色彩</p> <p>◆ Use of "now" to show what to do next 使用 "now" 指示下一步動作</p>	<p>Lesson 4: Don' t be nervous.</p> <p>1. 表情大挑戰！用臉演出 nervous、happy、lost 等情緒，搭配句子說出來。</p> <p>2. 小偵探遊戲：有學生「弄丟護照」，其他人幫忙找線索並練習對話："Don' t be nervous!"</p>
第 10-11 週- 共 2 節	<p>Lesson 3</p> <p>Activity 1 活動1</p> <p>Pictionary game: Have students direct their partners to draw something while they guess what it is. Or have a student draw something they' re thinking of line by line until classmates guess it.</p> <p>猜畫遊戲: 同學指引組員畫一些東西, 再由其他人猜答 案, 或是請一位同學先畫出簡單線條, 其他同學猜他要畫什麼?</p> <p>Activity 2 活動2</p> <p>Call out a shape (or color) and students</p>	<p>Lesson 5: I' m packing my suitcase.</p> <p>1. 我的小行李箱：紙袋＋剪貼，畫出自己要帶的 clothes/shoes，並介紹：I' m packing my ____.</p> <p>2. 顏色接龍："What color is your suitcase?" 接續說出新顏色與物品。</p>

	<p>must find something of that shape and race to show it to you (either hold it up or bring it to the front of the classroom).</p> <p>說出一個形狀(或顏色), 其他同學必須比賽誰最快找出此形狀或顏色, 可以高舉或拿給老師看。</p>	
第 12-13 週, 共 2 節	<p>Lesson 4</p> <p>Teaching Tips 教學重點</p> <ul style="list-style-type: none"> ◆ Take out vs. cut out 拿出來 vs. 剪下來 ◆ “Glue” as a noun and verb glue 當名詞時是膠水, 而當動詞時是“貼或黏”。 ◆ Preposition: on the card vs. in the card 介系詞: on the card(指 card 外面)vs. in the card(指card 裡面) ◆ This lesson reviews previous sentence patterns (following instructions) but makes the sentences longer and more complicated. Help students see how to add to a sentence. i.e., Fold it. > <p>Fold the paper. > Fold the pink paper.</p> <p>此課複習之前教過的句型, 但句子更長和更複雜些, 幫助同學了解如何增長句子。例如: 折>折紙>折粉紅色的紙。</p> <ul style="list-style-type: none"> ◆ Extra directions: Draw a heart. Where? Draw a heart > 	<p>Lesson 6: I’ m on vacation in Hawaii.</p> <ol style="list-style-type: none"> 1. 「我是旅遊達人」活動: 拿相機道具邊拍邊說: "I’ m on vacation in ____." "I’ m taking a photo." 2. 沙灘主題學習角: 展示 beach、camera跟夏威夷相關的單字小物, 角色扮演在夏威夷海邊。

	<p>on the card/in the card.</p> <p>更詳細的指示：畫一顆心，在那裡？畫一顆心，在卡片上/在卡片裡。</p>	
第 14 週，共 1 節	<p>Review Lesson 3.4</p> <p>(Game Time)</p> <p>藏字卡雙方大戰</p>	
第 15-16 週，共 2 節	<p>Lesson 5</p> <p>Teaching Tips 教學重點</p> <p>◆ I' m (feeling) review from Book 1</p> <p>I' m (feeling) 複習 Lucy Says 1, 例如: I am hungry.</p> <p>◆ Singular and plural: 單數和複數</p> <p>Let' s buy a cookie vs. Let' s buy some cookies.</p> <p>讓我們買一塊餅乾 vs. 讓我們買一些餅乾(複數 cookie 要加 s)</p> <p>◆ How much is it (buying one thing) vs. How much are they (buying multiple things)</p> <p>這個要多少錢(用 is it)? vs. 這些要多少錢?(用 are they)</p> <p>◆ Two choices using “or” vs “and”</p> <p>使用 or 是二選一 vs. 使用 and 是二者都要</p> <p>◆ Negative: use “don' t have any ” = none</p> <p>否定表述 “沒有任何的” = none</p>	<p>Lesson 7: Check your information.</p> <p>1. 模擬搭校車早晨檢查表：ID、名字、時間卡一應俱全。</p> <p>2. 「時鐘轉轉」遊戲練習句型："What time do you go to school?"</p>
第 17-18 週，共 2 節	<p>Lesson 6</p> <p>Teaching Tips 教學重點</p> <p>◆ Teaching points: Favorite can be used with other things: color, animal, etc.</p> <p>教學重點: Favorite 可以和其他事物一起使用, 如顏色、動物等。</p> <p>◆ Use of adjectives (sweet, spicy, etc.)</p>	<p>Lesson 8: How often does the MRT come?</p> <p>1. 問路大挑戰：模擬捷運站場景，學生扮演乘客詢問與回應。</p> <p>2. 習慣卡牌：學生用習慣頻率副詞創句："I take it every ____."</p>

	before a noun 在名詞前使用形容詞(甜的、辣的等) ♦ I like... vs. My favorite (food) is... 我喜歡... vs. 我最喜歡的(食物)是...	
第 19 週，共 1 節	Review Lesson 5.6 (Game Time) 字母小卡拼單字競賽	Lesson 9: You can' t check in without your passport. 1. 「我可以登機嗎？」角色扮演：學生要準備好 ID 才能進關，搭配句型練習。 2. 抽錯誤物品包包卡，模擬不能登機的情境，練習說 "No, you can' t without your ____."
第 20-21 週，共 2 節	總複習 Final Review Lesson 1-6 測驗+上台口說	Lesson 10: Airport Song 1. 跟著 Airport Song 唱跳動一動，搭配教室地上畫好的機場場景實地表演。 2. 小小免稅店：角色扮演 shopping 任務，搭配 duty-free、boarding time 單字。
評量方式	活動發表(小組情境模擬)、實作評量	
第二學期	學習活動	
第 1-3 週，共 3 節	Lesson 7 Teaching Tips 教學重點 ♦ Review choices with “or” 如何使用 or ♦ Meaning of “some” “some” 就是 “一些” 的意思 ♦ I' d = I would ♦ Polite English “What would you like” What do you want vs. What would you like “ What would you like” 是比 “What do you want ” 禮貌的英文說法 Activity 1 活動1 Crazy lunches: have students draw a lunch tray piece	Lesson 7：點餐對話 1. What would you like? / I' d like... 2. some 的意思：一些 3. 活動：瘋狂午餐畫畫接力，最後展示創意餐盤

	<p>by piece (rice or noodles, meat, vegetables, drink etc.), but they must switch papers every time.</p> <p>瘋狂午餐:請每一位同學先在自己紙上畫出一樣食物 (如:飯或麵),之後同學間交換紙張,老師再指示 畫出肉類食物,他們就在所交換的紙張上畫出肉類 食物,以此類推。</p> <p>Activity 2 活動2</p> <p>Put students in groups and have one person be the “waiter”. Have them take the order of other group members and run to write it on the board first.</p> <p>將同學分組,且每一組選一位同學當服務生,服務 生要幫自己的組員點餐,點完餐後,隨即到白板上 寫出自己組員所點的餐點是什麼?(競賽)</p>	
第 4-6 週,共 3 節	<p>Lesson 8</p> <p>Teaching Tips 教學重點</p> <ul style="list-style-type: none"> ◆ Review “some” (Lesson 5) 複習 “some” (第五課) ◆ Review verbs (want, have) 複習動詞(want, have) ◆ Review prepositions from Lesson 4 (answer the question where) I put the butter on the bread. 複習第四課的介系詞(where)在那裡? I put the butter on the bread. ◆ Use of questions to make suggestions: “What else” and “How about” ? 	<p>Lesson 8: 做三明治</p> <ol style="list-style-type: none"> 1. 複習 want / have / some / where? 2. 問句建議: How about...? / What else? 3. 活動: 帶材料做三明治或用紙做「三明治卡 片」交換

使用問題來做建議,如:what else(還有呢)和 how about?

(如何?)

Activity 1 活動1

Have students bring in their favorite ingredients and make sandwiches in class. Teach any new vocabulary words that arise.

請同學們各自帶他們最喜歡的三明治材料到學校,並在教室裡做三明治,若有新的英語材料字彙,就教導他們如何用英語說此材料。

Activity 2 活動2

Have students make ingredients out of paper and use them to make sandwich trading cards. They can collect different things to make a sandwich, or line up in groups to make different kinds of sandwiches. Make sure there is one piece of “bread” on each end of the group. You can teach extra words like peanut butter, jam, chocolate, and you may get some very interesting sandwiches!

請同學們用紙做各種不同的三明治素材卡,並使用他們成為可交換的三明治材料卡,同學們可收集不同三

	<p>明治材料卡來製作三明治,或是將小組所收集的材料</p> <p>卡組成不同口味的三明治(確認所有不同口味的三明治中,都有二片“麵包”素材),老師可教導新的英文</p> <p>單字如:花生醬、果醬、巧克力,你可以拿到非常有趣的三明治。</p>	
第 7-9 週,共 3 節	<p>Lesson 9</p> <p>Teaching Tips 教學重點</p> <p>◆ Review “be” verb (Book 1) 複習 be 動詞 (Lucy Says 1)</p> <p>◆ Verb + -ing means it is happening now (contrast with Book 1, and Lesson 8—I can dance vs. I am dancing).</p> <p>動詞 + ing 表示“現在正在發生”(與 Lucy Says 1 第8課不同,</p> <p>I can dance(我會跳舞)vs. I am dancing(我正在跳舞)。</p> <p>◆ Verb with an object—answer the question “what” (She is reading. Reading what? Reading a book.)</p> <p>動詞與受詞—回答問題“what”(She is reading. (她正在閱讀)</p> <p>Reading what?(閱讀什麼?)Reading a book. (閱讀一本書))。</p> <p>◆ “Please” as polite language</p> <p>Please 是禮貌的語言。</p> <p>Activity 1 活動1</p> <p>Charades: Write different actions on cards and have students take turns to pick one. They must act it</p>	<p>Lesson 9: 地點與方向</p> <p>1. Where is the... ? / It's next to... / in front of...</p> <p>2. 學習學校與社區常見場所 (library, park, store)</p> <p>3. 活動: 地圖尋寶比賽</p>

	<p>out for their team to guess.</p> <p>字謎(比手畫腳), 寫下不同的動作在不同的卡片上, 且要</p> <p>同學們依次抽一張卡片, 抽到卡片的同學要將卡片上的動作</p> <p>做出來, 讓他們的組員猜出卡片上的答案是什麼 ?</p> <p>Activity 2 活動2</p> <p>Action circle: First person says, "You are ____." Next</p> <p>person must do this action. They then make a sentence with</p> <p>an action for the next person to do until everyone is doing</p> <p>an action.</p> <p>行動圈—先讓所有學生站成一個圓圈, 第一位同學說, 你</p> <p>正在 (如 dancing), 第二同學就必須做出此動作, 第二位</p> <p>同學對第三位同學說 You are jumping(和第一位不一樣的</p> <p>動作), 第三位同學照第二位同學指示做此動作, 第三位</p> <p>同學對第四位同學下不同指令的動作, 直到一圈結束。</p>	
第 10 週, 共 1 節	<p>Review Lesson 7-9</p> <p>白板筆句子接龍競賽</p>	<p>Review 7-9</p> <p>遊戲: 點餐競賽 (角色扮演: 顧客與服務生)</p>
第 11-12 週, 共 2 節	<p>Lesson 10</p> <p>Teaching Tips 教學重點</p> <p>◆ Using verb + -ing with a question</p> <p>使用動詞 + ing with 一個問題</p> <p>◆ "Why" questions</p>	<p>Lesson 10: 交通工具</p> <p>1. How do you go to school?</p> <p>2. By bus / by bike / on foot...</p> <p>3. 活動: 交通工具配對、畫出上學路線圖</p>

為什麼問題

◆ Running vs. running after

Running(跑步)vs. running after(追)

◆ Review names and pronouns (Jessie/she)

複習名字和代名詞(Jessie/she)

◆ New word: everybody (could also teach somebody, nobody)

uses the third person singular form of the verb (is).

新字:everybody(大家)(也可以教somebody(某人),

nobody(沒人)) 使用第三人稱單數動詞(is)。

◆ “Because” is not taught in this lesson, but you can point out that this is another way to answer the question “why.”

在此課裡沒有教 because, 但你可以指出 because 也是另一種

回答 why 問題的方式。

Activity 1 活動1

Balloon sentences: Blow up balloons and write (or have

students write) different words on them with markers. Put

them all in the center of the classroom and have students

race to collect balloons to make a sentence.

吹很多氣球, 在每一個氣球上寫上英文單字, 全部放在

教室中間, 要同學從中挑出氣球組成英文句子。

Activity 2 活動2

Statue game: Tell students after you count

	<p>to three they can' t smile or laugh or they' re out. Then go around the room trying to make them laugh by making silly faces, etc.</p> <p>雕像遊戲:告訴學生,老師數到3,學生就不能笑,笑的 同學就出局,然後試著用好笑的各種鬼臉表情逗學生笑。</p>	
第 13-14週, 共 2 節	<p>Lesson 11</p> <p>Teaching Tips 教學重點</p> <p>◆ More two-word verbs, and possessive adjectives: verb my noun 更多二個字的動詞, 及所有格形容詞:動詞 my 名 詞 (例:I brush my teeth.)</p> <p>◆ Matching subject to correct possessive adjectives (I=my, you=your, he=his, she=her, they=their, we=our) 搭配主詞的所有格形容詞(I=my, you=your, he=his, she=her, they=their, we=our)</p> <p>◆ Simple present verbs - repeated/habit (every day) can contrast with - ing verbs in previous two lessons 現在式動詞—(每天)重覆/行為, 可以和前二課所 教的 -ing動詞來比較差別</p> <p>Activity 1 活動1</p> <p>Have students stand in two lines and call out different actions. The first person to act it out gets</p>	<p>Lesson 11: 日常生活</p> <p>1. I wake up at... / I brush my teeth...</p> <p>2. 活動: 畫出自己的 Daily Routine 小海報並簡 單介紹</p>

	<p>a point.</p> <p>將學生排成二排, 老師用英語說出不同的動作, 第一列</p> <p>二位學生, 誰先做出此動作就得一分, 依此類推。</p> <p>Activity 2 活動2</p> <p>Have students act out their morning routine, or have someone else narrate while they do the actions.</p> <p>請同學演出早上的例行工作, 再請另一位同學用英語敘述演出的例行工作為何。</p>	
第 15-16 週, 共 2 節	<p>Lesson 12</p> <p>Teaching Tips 教學重點</p> <p>◆ Telling time (numbers), at with time, review simple present tense with verbs (irregular go - goes), come vs. go</p> <p>練習如何用英語說“時間”? At + 時間, 複習一般現在式動詞</p> <p>(go - goes), come(來)vs. go(去)</p> <p>◆ Numbers: twenty, thirty, forty, fifty (1-12 were taught in Book 1)</p> <p>數字: 20, 30, 40, 50 (1-12 Lucy Says 1 已教過)</p> <p>◆ Can introduce AM/PM or add “in the morning/afternoon/evening” to be clear about when something is happening</p> <p>介紹 AM/PM 的不同, 或加 “in the morning/afternoon/evening” 當某事發生時會更清楚</p> <p>Activity 1 活動1</p> <p>Create clocks with moving hands, or have</p>	<p>Lesson 12: 天氣與穿著</p> <p>1. It's sunny/rainy/cloudy</p> <p>2. I wear a jacket. / I bring an umbrella.</p> <p>3. 活動: 設計天氣小書 Weather & Clothes Book</p>

	<p>students draw several different times on a piece of paper. Then they should interview a partner to find out what they do at that time.</p> <p>要學生做一個時鐘,但時針和分針是可以移動的,或二人為一組,在一張紙上畫好幾個不同的時間,然後訪問一位同學,請他用英文介紹在不同的時間做什麼事。</p> <p>Activity 2 活動2</p> <p>Have students imagine they are animals or very famous people and discuss what kind of things they might do in their day.</p> <p>請學生想像他們是某種動物,或是非常有名的人物,並討論他們一天中可能做什麼事。</p>	
第 17-18 週,共 2 節	<p>Lesson 13</p> <p>Teaching Tips 教學重點</p> <ul style="list-style-type: none"> ◆ Use of “it” to talk about the weather “It is sunny” 使用 “it” 來說明天氣,例如: “it is sunny” ◆ It's sunny vs. It's a sunny day. (的不同) ◆ I like/don't like adj. days (add -s). 我喜歡/不喜歡…天 例如: I like windy days. ◆ Polite language: Sorry/I'm sorry 	<p>Review 9-10</p> <p>1. 遊戲: 交通工具與地點配對接龍</p>

	<p>禮貌性用語：Sorry(對不起) / I'm sorry (我很抱歉)</p> <p>Activity 1 活動1</p> <p>Create a weather chart for the classroom and keep track of the weather every day of the week.</p> <p>在教室繪製一幅天氣圖, 且紀錄這一週每天的天氣情形。</p> <p>Activity 2 活動2</p> <p>Write down different types of weather on the board, and have students write or draw different activities on sticky notes. Then have them stick the note under the type of weather that best suits their activity.</p> <p>在白板上寫下不同型態的天氣, 而後要學生在便利貼上寫或畫不同活動, 然後將這些寫或畫不同活動的便利貼貼在適合此活動的天氣型態下。</p>	
第 19 週, 共 1 節	<p>Review Lesson 10-13</p> <p>句子情境表演(創造)</p>	<p>Review 11-12</p> <p>遊戲: 天氣與穿著配對 BINGO 或問答小競賽</p>
第 20-21 週, 共 3 節	<p>總複習Lesson7-13</p> <p>測驗+上台口說</p>	<p>總複習</p> <p>總複習 + 成果展示: 分組簡單介紹「我的一天」或「我喜歡的東西」</p>
評量方式	<p>活動發表(小組情境模擬)</p> <p>、實作評量</p>	<p>活動發表(小組情境模擬)</p> <p>、實作評量</p>