

OPI與聽說教學

- 以語言文化溝通為目標
- 培養說話技能的培養。

- 一、主題式教材
- 二、任務型教學法

AP中文與文化教學

- 不同的年齡、職業有不同的主題需求。
- 以 AP 中文教學主題與內容為例，曾妙芬教授認為 AP 中文教學主題與內容，應語言教學與文化教學應並重。

舉例

- 語言與文化相結合的主題，可從這三方面進行教學與討論：

(1) 在不同公開場合

(2) 以自我為中心的主題

(3) 社會文化相關主題

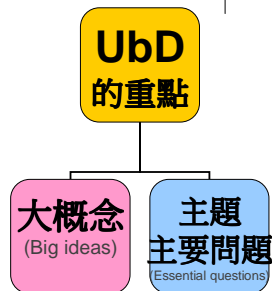
UbD=Understanding by Design

- UbD=Understanding by Design，「重視理解的課程設計」。
- UbD是由美國的教育專家Grant Wiggins與Jay Mc Tighe於1998年所提出，是「較新」且「建構導向」的一套教學設計框架。

UbD的理念

- 將「大概念」轉化為課程核心的持續理解與主要問題，參考表1說明：

主題教材
+
任務學習法

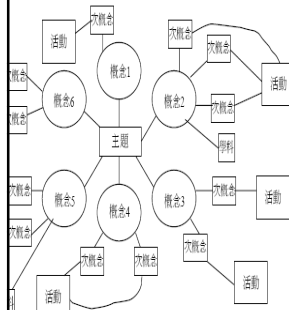


- 主題模式的特點：教學大綱的主幹圍繞主題而不是語言的形式、功用或情景。
- 加州外語規準：各階段能力指標、主題。

● (Fang.lina)CA_World_Language Content_Standards.ppt



請注意：教材內容的深度與廣度之間



●活動一《我是大廚師》

✓ 能使用把字句說製作一到美食的過程

●活動二《飲食健康123》

第二階段主題：「1.菜餚和食譜」活動練習「飲料健康一二三」

1. 學會看飲料選購單。
2. 學會自己點飲料。
2. 學會看食品標記。



ABC茶飲店的飲料單和甜度、冰量對照表

現泡台灣茶		系列	大杯
黃金綠茶	20		
醉香烏龍綠茶	25		
文山包種烏龍	30		
凍頂烏龍	35		
金萱茶烏龍	35		
玫瑰普洱茶	35		

現泡世界茶		系列	大杯
大吉嶺 典藏紅茶	20		
斯里蘭卡 烏瓦紅茶	30		
安 汶 新門紅茶	35		
古典英格蘭紅茶	35		

現泡調味茶		系列	大杯
海神檸檬	30		
櫻花烏龍	35		

奶茶

系列	大杯
招牌奶茶	30
迷你珍珠奶茶	30
珍珠奶茶	30
絕代雙口奶茶	30
黃金奶綠	30
咖啡凍/椰果奶茶	35
波麗士奶茶	35
烏龍奶茶	35
巧克力奶茶	35
仙草凍奶茶	35
焦糖奶茶	40
香草奶茶	40
榛果奶茶	40
北海道奶茶/奶綠	40
統一布丁奶茶	45
白蘭地奶茶	55



老闆：請問今天要喝什麼呢？
 客人：不好意思，我要一杯_____。
 老闆：甜度冰塊呢？
 客人：我要_____。
 老闆：好的，一共是_____元，請稍等。

甜度對照表：

全糖	Normal
少糖(七分糖)	70% sugar
半糖	Half
微糖	Less
無糖	No sugar

冰量對照表：

正常	Normal
少冰	70% ice
微冰	Less
去冰	No ice

「飲食包裝停看聽」
請根據下圖回答問題

==飲料包裝停看聽-1==

營養標示

營養標示	
每100毫升	
熱量	54.7 大卡
蛋白質	0.4公克
脂肪	1.2公克
飽和脂肪酸	0.1公克
反式脂肪酸	0公克
碳水化合物	10.5公克
鈉	20.0毫克

1. 每喝100毫升，所獲得的營養素含量等於標示值。
2. 喝入一罐400毫升，所獲得的營養量等於標示值的4倍。400 ÷ 100 = 4
3. 喝一罐飲料所攝取的熱量為 54.7 X 4 = 219大卡

==飲料包裝停看聽-2==

食品標示

品名：xxx草莓奶茶
 主原料：錫蘭紅茶、草莓果汁粉、奶精
 副原料：砂糖、香料、食用色素（紅色40號）
 內容量：400ml ± 2%
 保存：需冷藏於5℃以下
 離開冷藏請勿超過半小時以上
 保存日期：標示於封口處
 保存期限：13天

- 標示瓶內含哪些原料及添加物。
- 標示瓶內容量
- 標示保存方法、期限。

連結問題

- 1. 一罐飲料所攝取的脂肪含量總共為多少?
- 2. 這瓶飲料的製造日期為2011年5月25日，請問最好要在哪一天之前將這瓶飲料飲用完畢?
- 3. 這瓶飲料在常溫下可以放置多久?

- 以美國·幼童·一年級為例
- **Foreign Language Resource Center**(美國國家外語教育資源中心)

<http://wayback.archive-it.org/855/20101103144925/http://nlrc.iastate.edu/>

1. [Chinese_K-5_Expectations.pdf](#)
2. [Grade_1_Scope_and_Sequence.pdf](#)
3. [Draft_Theme_1_A_1_who_school.pdf](#)
4. [Draft_Theme_1_A_2_who_home.pdf](#)

Foreign Language Resource Center

Welcome

Project Description
Curriculum
Research
Professional Development

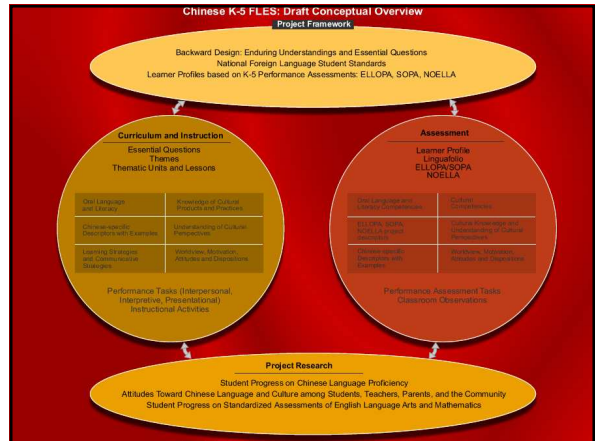
The Center for Applied Linguistics (CAL) in Washington DC and the National K-12 Foreign Language Resource Center at Iowa State University are collaborating on a project to improve and expand the teaching of Chinese at kindergarten through grade five by establishing an articulated, long-sequence model of instruction and conducting research on the implementation of that model.

Activities include:

- Developing a Chinese K-5 language framework;
- Designing a proficiency-focused and standards-based curriculum based on Backward Design;

Draft Conceptual Overview

Click on the Diagram for the Full Size



Who Are WE ?

Thematic- and Concept-based Units Focused on Essential Questions

August/Sept	October	November	December	January	February	March	April	May/June
Unit K.A: Who are we in school?				Unit K.B: Who are we at home?			Unit K.C: Who are we in the community?	Unit K.D: Culmination of Kindergarten Units
Theme K.A.1	Theme K.A.2	Theme K.A.3	Theme K.A.4	Theme K.B.1	Theme K.B.2	Theme K.B.3	Theme K.C.1	Theme K.D
Who are we in our Chinese classroom?	Who are our friends?	Who are our classmates?	What do we know about schools? (culminating)	Who are our families?	How do families celebrate?	What do we know about our families? (culminating)	What people and places are in our community?	Who are we?
Moon Festival: moon cake, family get together Thanksgiving: turkey, family get together				New Year, Chinese New Year: family, food, expressions, traditions, gifts Birthday Celebrations: family, food, expressions, traditions, gifts			Dragon Boat Festival: boat race (sport), food, arts and crafts	

August/Sept	October	November	December
Unit K.A: Who are we in school?			
Theme K.A.1	Theme K.A.2	Theme K.A.3	Theme K.A.4
Who are we in our Chinese classroom?	Who are our friends?	Who are our classmates?	What do we know about schools? (culminating)
<u>Moon Festival: moon cake, family get together</u>			
<u>Thanksgiving: turkey, family get together</u>			

January	February	March
Unit K.B: Who are we at home?		
Theme K.B.1 Who are our families?	Theme K.B.2 How do families celebrate?	Theme K.B.3 What do we know about our families? (culminating)
<u>New Year: Chinese New Year: family, food, expressions, traditions, gifts</u> <u>Birthday Celebrations: family, food, expressions, traditions, gifts</u>		

April	May/June
Unit K.C: Who are we in the community?	Unit K.D: Culmination of Kindergarten Units
Theme K.C.1 What people and places are in our community?	Theme K.D Who are we?
<u>Dragon Boat Festival: boat race (sport), food, arts and crafts</u>	

CHINESE FLES KINDERGARTEN EXPECTATIONS				
Listening	Speaking	Reading	Writing	Culture
<ul style="list-style-type: none"> Carry out a limited number of commands with prompt Understand basic questions on learned topics Demonstrate basic understanding of high frequency expressions on learned topics Understand high frequency words and expressions at a slower than normal rate of speech, combined with strong contextual support, gestures, visuals, and repetitions 	<ul style="list-style-type: none"> Produce isolated words and high frequency expressions within predictable topic areas Produce basic utterances with hesitation, but comprehensible to teachers of Chinese 	Based on a limited number of learned Chinese characters as appeared in printed or online materials: <ul style="list-style-type: none"> Identify isolated Chinese characters 	<ul style="list-style-type: none"> Trace and copy Chinese characters by hand Trace, copy, and write the numbers 1-10 in Chinese characters 	<ul style="list-style-type: none"> Identify where China is on a globe Understand Chinese is spoken in many parts of the world Compare Chinese and American holidays Know the date, food, and celebration associated with Moon Festival, Chinese New Year and Dragon Boat Festivals; Familiar with a few famous Chinese legends Recognize a few key Chinese pictographs Sing or perform some popular children's songs, rhymes, poems, games, and/or dance