

附件三

嘉義縣 111 學年度全英語教學暨口說評量活動設計教案甄選

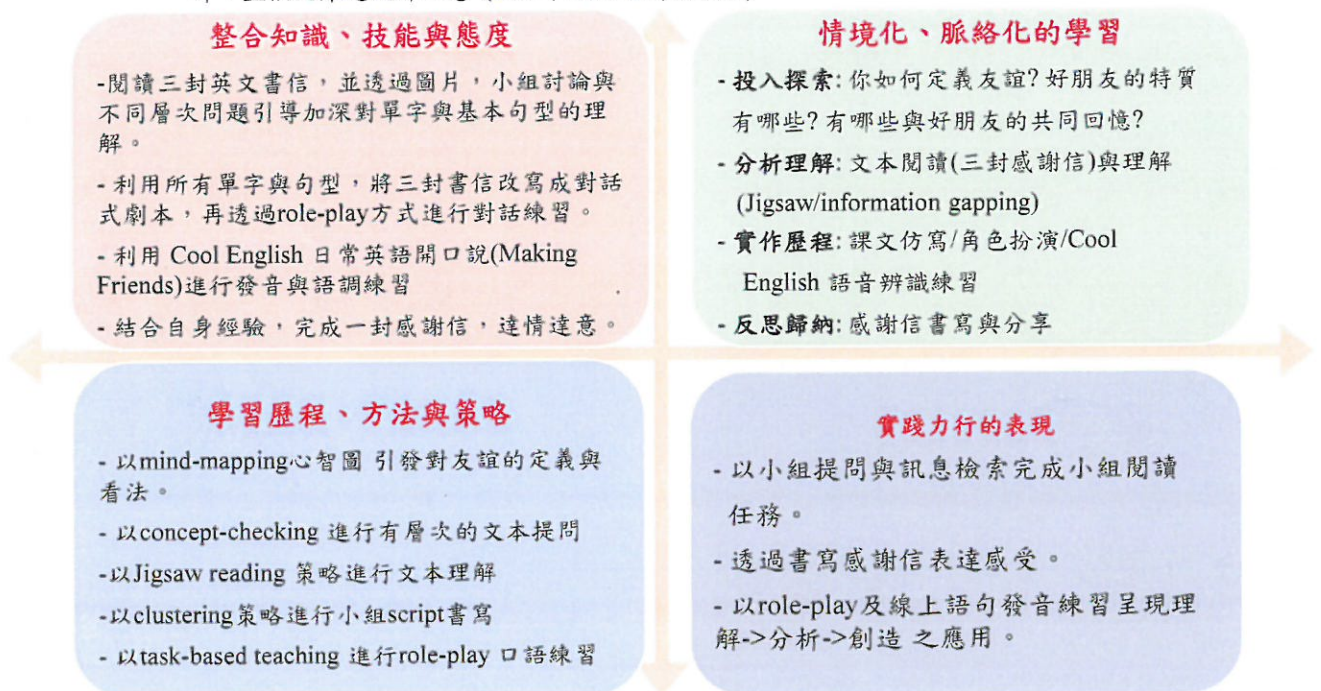
教案設計比賽甄選（封面）

主題名稱：Good Friendship Matters: Saying It Out Loud

參賽組別：國中

適合年級：九年級

設計理念：(實施計畫柒之(二)全英語教學教案設計原則—請依素養導向的教學四大原則進行設計，並依此陳述設計理念(200字以內之簡要說明)



作品編號：請勿填寫

附件四

全英語教學~教案設計(範本)

<p>單元名稱 Unit/Title</p>	<p>Good Friendship Matters: Saying It Out Loud</p>	<p>適用年級 Grade</p>	<p>九年級</p>
<p>配合融入之學科 領域(如無,可 略) Integrated Subjects</p>	<p><input type="checkbox"/>數學            <input type="checkbox"/>自然科學    <input checked="" type="checkbox"/>綜合活動    <input type="checkbox"/>健康與體育  <input type="checkbox"/>生活課程      <input type="checkbox"/>藝術            <input type="checkbox"/>社會            <input type="checkbox"/>科技 (第四學習階段)</p> <p>備註：不包含語文領域</p>		
<p>配合融入之議題 Integrated Issues</p>	<p><input type="checkbox"/>性別平等教育 <input type="checkbox"/>人權教育 <input type="checkbox"/>環境教育    <input type="checkbox"/>海洋教育    <input checked="" type="checkbox"/>品德教育  <input type="checkbox"/>生命教育      <input type="checkbox"/>法治教育 <input type="checkbox"/>科技教育    <input checked="" type="checkbox"/>資訊教育    <input type="checkbox"/>能源教育  <input type="checkbox"/>安全教育      <input type="checkbox"/>防災教育 <input checked="" type="checkbox"/>閱讀素養    <input type="checkbox"/>多元文化教育 <input type="checkbox"/>國際教育  <input type="checkbox"/>生涯規劃教育 <input type="checkbox"/>家庭教育 <input type="checkbox"/>原住民教育 <input type="checkbox"/>戶外教育</p>		
<p>總綱核心素養(跨 領域)或領綱核心 素養(單領域) MOE Core Competencies</p>	<p><b>學科領域素養 Core competencies of content learning</b>  社-J-C2 具備同理與理性溝通的知能與態度，發展與人合作的互動關係。  綜-J-B1 尊重、包容與欣賞他人，適切表達自己的意見與感受，運用同理心及合宜的溝通技巧，促進良好的人際互動。  綜-J-C2 運用合宜的人際互動技巧，經營良好的人際關係，發揮正向影響力，培養利他與合群的態度，提升團隊效能，達成共同目標。</p> <p><b>英語文領域素養 Core competencies of language (English) learning</b>  英-J-A1 具備積極主動的學習態度，將學習延伸至課堂外，豐富個人知識。運用各種學習與溝通策略，精進英語文學習與溝通成效。  英-J-A2 具備系統性理解與推演的能力，能釐清文本訊息間的關係進行推論，並能經由訊息的比較，對國內外文化的異同有初步的了解。  英-J-B1 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。  英-J-C2 積極參與課內及課外英語文團體學習活動，培養團隊合作精神。</p>		
<p>單元目標 Unit Objectives</p>	<ul style="list-style-type: none"> <li>● To develop listening, speaking, reading, and writing skills through the main topic of friendship.</li> <li>● To understand three English letters and the grammatical patterns in the letters.</li> <li>● To convey the concept of friendship and deepen the understanding of related issues.</li> <li>● To enable learners to use English creatively based on diverse group activities.</li> </ul>		

<p>表現任務 Performance Tasks</p>	<ul style="list-style-type: none"> <li>● Be able to read aloud the given text.</li> <li>● Be able to answer the comprehension questions and discussion questions based on the text.</li> <li>● Be able to share elements or qualities of friendship in English, based on students' experiences.</li> <li>● Be able to read quotes about friendship.</li> <li>● Be able to act out role-play script in English.</li> <li>● Be able to write an English thank-you letter to a friend.</li> <li>● Be able to use simple English to express opinions.</li> <li>● Be able to answer T's concept-checking questions.</li> </ul>
<p>Culture/ Community/ Citizen 情境脈絡 節次配置 Title of Each Period</p>	<p>Period one: <b>Looking Back on the Good Old Days</b>  Period two: <b>Text-based Roleplaying Activity</b>  Period three: <b>Thank-you Note Writing and Sharing</b></p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p><b>Good Friendship Matters: Saying It Out Loud</b></p> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid orange; border-radius: 15px; padding: 10px; width: 30%;"> <p style="text-align: center; background-color: #f4a460; color: white; padding: 5px;"><b>Period one</b></p> <p style="text-align: center; background-color: #f4a460; color: white; padding: 5px;"><b>Looking Back on the Good Old Days</b></p> <ul style="list-style-type: none"> <li>• Warm up with Slido (<b>Worksheet A</b>)</li> <li>• Vocabulary learning through visual aids</li> <li>• Jigsaw reading (Three letters) (<b>Worksheet B</b>)</li> </ul> </div> <div style="border: 1px solid green; border-radius: 15px; padding: 10px; width: 30%;"> <p style="text-align: center; background-color: #4CAF50; color: white; padding: 5px;"><b>Period two</b></p> <p style="text-align: center; background-color: #4CAF50; color: white; padding: 5px;"><b>Text-based roleplaying</b></p> <ul style="list-style-type: none"> <li>• Text-based script writing</li> <li>• Reading out loud the script (<b>Worksheet C</b>)</li> <li>• Group role-play</li> <li>• Website <i>Cool English</i> sentence practice and analysis</li> </ul> </div> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; width: 30%;"> <p style="text-align: center; background-color: #2196F3; color: white; padding: 5px;"><b>Period three</b></p> <p style="text-align: center; background-color: #2196F3; color: white; padding: 5px;"><b>Thank-you Notes Sharing</b></p> <ul style="list-style-type: none"> <li>• Quotes reading (<b>Worksheet D</b>)</li> <li>• Thank-you note writing (<b>Worksheet E</b>)</li> <li>• Class sharing</li> <li>• Assignment: <i>Cool English</i> Reading Section</li> </ul> </div> </div>

第一節 First Period			
相關領域之學習表現或相關議題之實質內涵 MOE Curriculum Guidelines	學科領域學習表現 Performance of content learning 綜 2a-IV-1 體認人際關係的重要性，學習人際溝通技巧，以正向的態度經營人際關係。 綜 2b-IV-2 體會參與團體活動的歷程，發揮個人正向影響，並提升團體效能。 英語文領域學習表現 Performance of language (English) learning 1-IV-1 能聽懂課堂中所學的字詞。 1-IV-7 能辨識簡短說明或敘述的情境及主旨。 2-IV-1 能說出課堂中所學的字詞。 2-IV-12 能以簡易的英語參與引導式討論。 3-IV-8 能了解短文、簡訊、書信的主要內容。 3-IV-12 能熟悉重要的閱讀技巧，如擷取大意、猜測字義、推敲文意、預測後續文意及情節發展等。 4-IV-5 能依提示寫出正確達意的簡單句子。 5-□-10 能讀懂簡易故事及短文，並能以簡短的句子說出或寫出其內容大意。		
	學科學習內容 Content		
學習目標 Learning Objectives	<ol style="list-style-type: none"> <li>1. 能正確拼讀所學字彙。</li> <li>2. 能運用閱讀與提問技巧理解文本。</li> <li>3. 能以簡易的書信、簡訊、留言等方式交流與回應。</li> <li>4. 能表達感受與觀點。</li> </ol>		
	語言學習內容 (Language of Learning) Communication		
	目標字詞 Target vocabulary : -yearbook - clap -noisy -cheer -neck -prize -quiz -workbook -note 目標句型 Target sentences: I still feel sorry that I didn't go out and stand by you at that time.		
學習活動 Learning Tasks	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
	<b>1. Warm-Up</b> <b><u>1.1 Greetings and introduction (2')</u></b> T (the teacher) writes the word 'friend' on the blackboard and guides Ss (students) to think of all the qualities of a good friend and share their answers on the platform <i>slido</i>	-Textbook (康軒第六冊第四課) -Pictures (visual aids) -Audio -Platform <i>Slido</i> -Worksheet A -Worksheet B	藉由心智圖誘發學生思考好朋友的特質，藉此檢索以前所學單字。



## 2. Presentation

### 2.1 Preview Vocabulary with visuals(10')

T uses visual aids to introduce new vocabulary and Ss take turn reading the vocabulary aloud.



clap      cheer      noisy

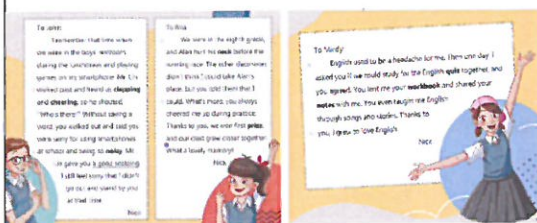
T asks Ss to make sentences and share them with the whole class. For example, S: *The girl behind me made a lot of noisy sounds.*

### 2.2 Jigsaw Reading (30')

(Ss have tried Jigsaw reading strategies several times before)

#### 2.2.1 Expert group collaboration (15')

Ss work in groups, with each group assigned a different section (one letter) to read and comprehend. Ss discuss each comprehension question (5W) and complete the worksheet together.



#### 2.2.2 Home group collaboration (15')

Ss then go back to home groups where they share their knowledge and understanding of the text with their peers, and further help each other complete the missing parts in the worksheet.



用多模態圖卡加強新單字連結；能聽懂課堂中所學的字詞並做簡單的造句。

能根據 5W 提問技巧了解文本(書信)的主要內容，並能運用閱讀技巧，如擷取大意、猜測字義、推敲文意、預測後續文意及情節發展等。

Letter A Comprehension Check

- Who did Nick write to?  
He wrote to John.
- What happened to them?  
They played games on Nick's smartphone in the restroom, and the teacher found out that.
- Why does Nick feel sorry for John?  
Because he didn't go out and stand by John.
- What is the teacher's reaction to their behavior?  
The teacher got angry and gave John a good scolding.
- What qualities of a good friend are mentioned?  
Never had things for friends.

Letter B Comprehension Check

- Who did Nick write to?  
He wrote to Rita.
- What happened to them?  
Alan hurt his neck, and the other classmates didn't think Nick could take Alan's place.
- Why does Nick feel sad at the first beginning?  
Because the other classmates didn't believe him, and take Alan's place.
- How does his friend help him in this event?  
Rita told the other classmates that Nick can be able, and cheered him up during practice.
- What qualities of a good friend are mentioned?  
cheer friends up when they feel sad.

Letter C Comprehension Check

- Who did Nick write to?  
He wrote to Mindy.
- What subject is Nick bad at?  
He is bad at English.
- How does Nick's friend help him?  
She lent him her workbook and shared her notes with him.
- How does Nick feel about English now?  
He grows to love English.
- What qualities of a good friend are mentioned?  
Help friends get through hard things.

### 3. Wrap-up (3')

Ss read all the texts together with the audio playing. T asks some concept-checking questions to ensure that Ss understand the whole text (three letters) and Ss complete reading comprehension questions on p. 51.

能分析及判斷文章內容，了解敘述者的觀點、態度及寫作目的，並能成功回答課本的 reading comprehension questions。

Using Context Clues 根據閱讀內容的上下文語境線索，猜測字義。

Who might get 'a good scolding'?

Reading Comprehension 根據閱讀內容，選出最適當的答案。

1. According to the reading, what might Rita say to Nick during practice?  
 according to 根據

### 自編自選教材或學習單 Learning Materials

Worksheet A

Worksheet B

Website Slido (Word Cloud)

語言使用 Use of Language			
	課室語言 Classroom Language	授課語言 Instructional Language	互動語言 Interactional Language
	<ul style="list-style-type: none"> <li>- Good morning, class.</li> <li>- How are you doing today?</li> <li>- Please take out your book and turn to p. 35.</li> <li>- You did a good job.</li> <li>- Please raise your hand before speaking.</li> <li>- How about giving another try?</li> </ul>	<ul style="list-style-type: none"> <li>- Let's talk about the qualities of a true friend.</li> <li>- Please repeat after me and read the new vocabulary aloud.</li> <li>- Please highlight the words you don't know.</li> <li>- Please read the given text with the audio playing.</li> <li>- Please discuss the comprehension questions with your group members and write down your answers.</li> <li>- Please share your answers with the class.</li> </ul>	<ul style="list-style-type: none"> <li>- How do you define "friendship"?</li> <li>- Can you think of some qualities that a good friend should have?</li> <li>- Who is your good friend?</li> <li>- What makes friendships valuable or meaningful to you?</li> <li>- Does anyone want to make a sentence with this word?</li> <li>- According to the text, how did Nick show his thankfulness to his friends?</li> </ul>
評量 Assessment	<p>學科內容學習評量</p> <ul style="list-style-type: none"> <li>- (Reading) Ss can understand the text</li> <li>- (Speaking) Ss can read aloud the text clearly</li> <li>- (Listening) Ss can understand T's questions</li> <li>- (spelling) Ss can spell the new words correctly</li> <li>- (Writing) Ss can complete the worksheets with simple English.</li> </ul> <p>英語口說學習評量</p> <ul style="list-style-type: none"> <li>- Ss can <u>respond to</u> T's greetings.</li> <li>- Ss can <u>read and repeat</u> the new vocabulary aloud.</li> <li>- Ss can use simple English to <u>answer</u> T's questions.</li> <li>- Ss can <u>orally share</u> their opinions after writing down English keywords.</li> <li>- Ss can simply <u>summarize</u> the given text with the words they learned.</li> </ul>		



第二節 Second Period			
相關領域之學習表現或相關議題之實質內涵 MOE Curriculum Guidelines	學科領域學習表現 Performance of content learning		
	<p>綜 2a-IV-1 體認人際關係的重要性，學習人際溝通技巧，以正向的態度經營人際關係。</p> <p>綜 2b-IV-2 體會參與團體活動的歷程，發揮個人正向影響，並提升團體效能。</p> <p>英語文領域學習表現 Performance of language (English) learning</p> <p>1-□-3 能聽懂基本或重要句型的句子。</p> <p>1-□-7 能辨識簡短說明或敘述的情境及主旨。</p> <p>2-□-4 能以簡易的英語描述自己、家人及朋友。</p> <p>2-□-9 能進行簡易的角色扮演。</p> <p>2-□-11 能參與簡易的英語短劇表演。</p> <p>3-□-9 能了解故事的主要內容與情節。</p> <p>4-□-8 能依提示書寫簡短的段落。</p> <p>6-□-3 樂於參與有助提升英語能力的活動（如英語營、歌唱、朗讀、演講、段落寫作、讀者劇場等活動）。</p>		
學習目標 Learning Objectives	學科學習內容 Content		
	<p>1. 能正確運用 I am sorry for + Ving / Thank you for + Ving 句構於寫作與口說。</p> <p>2. 能聽說讀寫畢業感言以簡易的書信、簡訊、留言等方式交流與回應。</p> <p>3. 能運用閱讀與聽力技巧。</p> <p>4. 能表達感受與觀點。</p>		
	語言學習內容 (Language of Learning) Communication		
學習活動 Learning Tasks	目標字詞 Target vocabulary :		
	<p>-yearbook -clap -noisy -cheer -neck -prize -quiz -workbook -note</p> <p>目標句型 Target sentences:</p> <p>- I am sorry for + Ving</p> <p>- Thank you for +Ving</p>		
學習活動 Learning Tasks	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
	<p><b>1. Warm-Up (5')</b></p> <p><b><u>1.1 See-Think-Wonder</u></b></p> <p>Ss read the texts together, and T uses the "See-Think-Wonder" strategy to provoke more discussion and deepen the understanding of the text. Example:</p> <p>T: <i>What qualities from worksheet A do John, Rita, and Mindy possess, in terms of</i></p>	<p>-Textbook (康軒第六冊第四課)</p> <p>-PPT Slides</p> <p>-Website</p> <p><b><u>Cool English</u></b></p> <p>-Worksheet A</p> <p>-Worksheet C</p>	<p>透過提問技巧誘發學生將文本與自身經驗作結合，並發表個人想法。</p>

being a good friend? Why do you think so?

S: I think Mindy is **helpful** because she teaches Nick English.

## 2. Presentation (35')

### 2.1 Script-Writing

Ss work in groups to write a guided script based on the scenarios in the text (three letters). T walks around to check the accuracy of the sentences.

以文本的理解當鷹架，進行課文的訊息檢索與仿寫，形成簡易的對話式劇本。

<p>Worksheet B Letter A Role-Play Script (Nick and John are in the boy's restroom during the lunchbreak) Nick: Hi, John. Here is my new cellphone. Let's go to the restroom and play the games. (In the restroom) John: <u>Wow The game is so fun. Yes, I won the game</u> Teacher: Who is there? What are you guys doing there? John: <u>Sorry, teacher I broke the rule and took the phone with me It was all my fault</u> Teacher: How can you do that? I will call your parents, and you won't be able to use the phone for a week. Nick: <u>John, I am very sorry. I didn't go out and scoldly you.</u></p>	<p>Worksheet B Letter B Role-Play Script (In the classroom) Nick's classmate: The running race is coming soon. Alan hurt his neck and what can we do now? Nick: <u>I can take Alan's place and join the running race.</u> Nick's classmate: No, you run so slowly that we will lose the running race. Rita: Don't say so, <sup>guys</sup> <u>Nick can help us and I believe we will win the race</u> Nick: Thank you, Rita, for always supporting me. Rita: <u>Don't mention it. We are good friends and we can practice together.</u></p>
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### 2.2 Read Aloud

Ss work in groups to practice reading the script, line by line, until all members are familiar with the script.



利用對話式劇本進行口語練習，學生將重點擺在發音、語句的情感表達 (intonation、tone、rhythm)、與語句的流暢。


### 2.3 Acting out on stage

Each group takes turns acting out the scenario on stage, either with the script or without the script.



根據小組對話練習，上台實作發表。

[https://youtu.be/uwCzROE\\_bKg](https://youtu.be/uwCzROE_bKg)

	<p><b>3. Wrap-up (10')</b>  <b>Sentence Shadowing</b>          Ss use the website <u>Cool English</u> (Junior high-&gt; speaking section-&gt;日常英語開口說-&gt;Making Friends) as a resource to practice and record the sentences.</p> 			<p>聽懂 <u>Cool English</u> (Junior high-&gt; speaking section-&gt;日常英語開口說-&gt;Making Friends)裡的句子，並能跟唸與與錄音，進行發音練習。</p>
自編自選教材或學習單 Learning Materials				
Textbook Worksheet C Website <u>Cool English</u> 發音分析(國中口說/日常英語開口說/Making Friends)				
語言使用 Use of Language				
課室語言 Classroom Language		授課語言 Instructional Language	互動語言 Interactional Language	
<ul style="list-style-type: none"> <li>- Good morning, class.</li> <li>- How are you doing today?</li> <li>- Please take out your book and turn to p. 35.</li> <li>- You did a good job.</li> <li>- Please raise your hand before speaking.</li> <li>- How about giving another try?</li> </ul>		<ul style="list-style-type: none"> <li>- Please read the given text with the audio playing.</li> <li>- Work in pairs and discuss the role-play script.</li> <li>- Please rewrite the text into dialogue.</li> <li>- Please practice the dialouge line-by-line.</li> <li>- Please practice reading the script till you are familiar with it.</li> </ul>	<ul style="list-style-type: none"> <li>- Do you remember what we learned last period?</li> <li>- Are any scenarios in these three letters happened to you?</li> <li>- Do you think John, Rita and Mindy can be defined as a good friend? Why?</li> </ul>	
評量 Assessment	學科內容學習評量 <ul style="list-style-type: none"> <li>- (Reading) Ss can understand the role-play script</li> <li>- (Speaking) Ss can read aloud the role-play script clearly</li> <li>- (Listening) Ss can understand other groups' role-play content</li> </ul>			

	<ul style="list-style-type: none"> <li>- (spelling) Ss can spell the new words correctly</li> <li>- (Writing) Ss can rewrite the text-based letters to role-play script</li> </ul> <p>英語口說學習評量</p> <ul style="list-style-type: none"> <li>- Ss can <u>read</u> the script line-by-line.</li> <li>- Ss can <u>respond to</u> T's concept-checking questions in English.</li> <li>- Ss can have a <u>role-play presentation</u> with the script or without the script fluently.</li> </ul>
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**第三節 Third Period**

<p>相關領域之學習表現或相關議題之實質內涵</p> <p>MOE Curriculum Guidelines</p>	<p><b>學科領域學習表現 Performance of content learning</b></p> <p>綜 2a-IV-1 體認人際關係的重要 性，學習人際溝通技 巧，以正向的態度經營人際關係。</p> <p>綜 2b-IV-2 體會參與團體活動的歷 程，發揮個人正向影 響，並提升團體效能。</p> <p><b>英語文領域學習表現 Performance of language (English) learning</b></p> <p>1-□-7 能辨識簡短說明或敘述的情境及主旨。</p> <p>2-□-12 能以簡易的英語參與引導式討論。</p> <p>4-□-5 能依提示寫出正確達意的簡單句子。</p> <p>5-□-12 能看懂日常溝通中簡易的書信、簡訊、留言、賀卡、邀請卡等，並能以口語或書面作簡短的回應。</p> <p>6-□-2 主動預習、複習並將學習內容作基本的整理歸納。</p>
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<p>學習目標</p> <p>Learning Objectives</p>	<b>學科學習內容 Content</b>		
	<ol style="list-style-type: none"> <li>1. 能正確運用 I remember the time when... / I hope that... 句構於寫作與口說。</li> <li>2. 能聽說讀寫畢業感言以簡易的書信、簡訊、留言等方式交流與回應。</li> <li>3. 能運用閱讀與聽力技巧。</li> <li>4. 能表達感受與觀點。</li> </ol>		
	<b>語言學習內容 (Language of Learning) Communication</b>		
<p>目標字詞 Target vocabulary :</p> <p>- mirror    - anyway    - diamond    - rare    - pour    - bring out</p> <p>- quote    -member</p> <p>目標句型 Target sentences:</p> <p>- I remember the time when.....</p> <p>- I hope that.....</p>			

學習活動	步驟	教學資源	認知能力
Learning Tasks	Procedures	Teaching Resources	Cognition
	<b>1. Warm-Up (8')</b>		
	<b><u>1.1 Yearbook sharing with combination</u></b>	--Textbook (康軒第六冊第四課)	學生根據老師提供的舊照片發表感受。學生可以正確用英文唸

	<p><b><u>of quotes reading</u></b></p> <p>T shares yearbook with the photos about her childhood friendship. Ss read aloud five quotes related to friendship. T asks Ss the meaning of each quote and complete the matching worksheet.</p> <p>T: <i>What does the quote “the best mirror is an old friend” mean? Can you relate the quote to your personal experiences?</i></p>  <p><b>2. Presentation (20')</b></p> <p><b><u>2.1 Thank-you notes writing</u></b></p> <p>T demonstrates how to write a thank-you note (letter) and shows the components of thank-you notes: <u>Introduction-Memory-Conclusion</u>. Ss work in groups to jot down the keywords needed in the thank-you notes and complete the letter. (影片)</p>  <p><b>3. Wrap-up (14')</b></p>	<p>-PPT slides -Worksheet D -Worksheet E</p>	<p>出跟友誼有關的 quotes 並且發表個人感受。</p> <p>學生連結前兩節的學習(好朋友的特質、書信閱讀、角色扮演...)完成一封給好友的感謝信。信件分四個層次:</p> <p><b>Part 1:</b> 寫出好朋友的三個特質(You are always.....)</p> <p><b>Part 2:</b> 寫出一個共同回憶(I remember that time when.....)</p> <p><b>Part 3:</b> 寫出給好友的祝福語(In the future, I hope that...)</p> <p><b>Part 4:</b> 書寫一個要送給好友的 quote.</p> <p>口頭發表與回饋</p>
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Ss read out loud the thank-you letter and T gives feedback based on the following criteria: speaking (pronunciation and intonation), emotions, and acting and Ss peer-evaluate each group's performance.



<https://youtu.be/KdyEuHpxIkM>

(Video)

**Assignment:**

Ss have to listen and read the story “*The power of friendship*’ from the website *Cool English*(國中->閱讀->神奇的閱讀之旅 Level 4) and upload the practice result into the classroom 305 file.

自編自選教材或學習單 Learning Materials

Textbook

Worksheet D

Worksheet E

*Cool English*(國中->閱讀->神奇的閱讀之旅 Level 4)

語言使用 Use of Language

課室語言

Classroom Language

- Good morning, class.
- How are you doing today?
- Please take out your book and turn to p. 51.
- You did a good job.
- Please raise your hand before speaking.
- How about giving another try?

授課語言

Instructional Language

- Please read the quotes related to friendships and finish the matching game.
- Please think of three qualities that your best friend has and write them in the thank-you note.
- Please discuss with your classmate about

互動語言

Interactional Language

- Do you remember what we learned last period?
- Are there any interesting memory you remember for the past three years?
- Are there any
- Which quote do you like the most? Why?



		<p>the memory you both liked.</p> <p>- Please write the event down.</p>	
<p>評量 Assessment</p>	<p>學科內容學習評量</p> <ul style="list-style-type: none"> <li>- (Reading) Ss can understanding the given text and thank-you-letter templates.</li> <li>- (Speaking) Ss can clearly answer the T's questions clearly.</li> <li>- (Listening) Ss can understand T's question and give appropriate response.</li> <li>- (spelling) Ss can spell the new words correctly</li> <li>- (Writing) Ss can write a thank-you letter based on the text.</li> </ul> <p>英語口說學習評量</p> <ul style="list-style-type: none"> <li>- Ss can <u>read out loud</u> the quotes on friendship.</li> <li>- Ss can <u>respond to</u> T's concept-checking questions.</li> <li>- Ss can <u>share</u> their thank-you letters written in English.</li> </ul>		

全英語教學~學習活動設計 (範本)

領域/科目/跨領域		語文領域/英語/綜合活動	
實施年級	九年級	總節數	共 <u>3</u> 節, 共 <u>150</u> 分鐘
(聚焦之)單元名稱		Good Friendship Matters- Saying It Out Loud	
設計依據			
學習重點	學習表現	學科領域學習表現 Performance of content learning 2a-IV-1 體認人際關係的重要性, 學習人際溝通技巧, 以正向的態度經營人際關係。 2b-IV-2 體會參與團體活動的歷程, 發揮個人正向影響, 並提升團體效能。 英語文領域學習表現 Performance of language (English) learning 1-IV-1 能聽懂課堂中所學的字詞。 1-IV-7 能辨識簡短說明或敘述的情境及主旨。 2-IV-1 能說出課堂中所學的字詞。 3-IV-8 能了解短文、簡訊、書信的主要內容。 3-IV-12 能熟悉重要的閱讀技巧, 如擷取大意、猜測字義、推敲文意、預測後續文意及情節發展等。 4-IV-5 能依提示寫出正確達意的簡單句子。 5-IV-12 能看懂日常溝通中簡易的書信、簡訊、留言、賀卡、邀請卡等, 並能以口語或書面	核心素養 英-J-A1 具備積極主動的學習態度, 將學習延伸至課堂外, 豐富個人知識。運用各種學習與溝通策略, 精進英語文學習與溝通成效。 英-J-B1 具備聽、說、讀、寫英語文的基礎素養, 在日常生活常見情境中, 能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。 綜-J-B1 尊重、包容與欣賞他人, 適切表達自己的意見與感受, 運用同理心及合宜的溝通技巧, 促進良好的人際互動。 綜-J-C2 運用合宜的人際互動技巧, 經營良好的人際關係, 發揮正向影響力, 培養利他與合群的態度, 提升團隊效能, 達成共同目標。

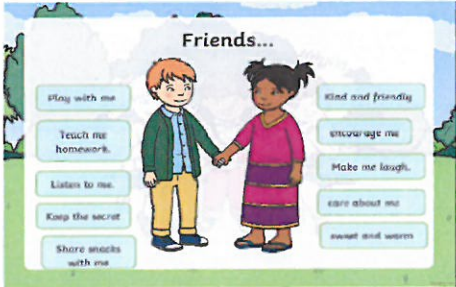


		作簡短的回應。	
	學習內容	教師藉由課本主題”Looking Back on the Good Old Days”，從三封給朋友的感謝信為始，延伸關於”友情”議題的探討。例如：友情的重要性；好朋友具備的特質；好朋友的具體表現...等。進而透過實作產出(課文仿寫與角色扮演)內化學習內容，在進一步與自己生活經驗連結，叩合文本，書寫一封給朋友的感謝信表達感受。	
議題融入	議題／學習主題	Good Friendship matters-Saying It Out Loud	
	議題實質內涵	【品德教育】 品J1 溝通合作與和諧人際關係。 品J2 重視群體規範與榮譽。 品J9 知行合一與自我反省。	
與其他領域／科目的連結		綜合活動	
教材來源		康軒第六冊第四課	
學習目標			
<ol style="list-style-type: none"> <li>1. 能預測閱讀文本(三封感謝信)的大意。</li> <li>2. 能應用新學到的單字以及辨識文章中 5W1H (who/ what/ where/ when/ why/ how~) 的策略，了解閱讀文本的內容。</li> <li>3. 能透過上下文的訊息線索 (context clues)，推論並且深化文本的理解。</li> <li>4. 能以 role-play 方式進行高層次理解-&gt;分析-&gt;創造之應用。</li> <li>5. 能完成 Cool English 口說專區相關主題(Making Friend) 句子仿唸與錄音分析。</li> <li>6. 能完成感謝信 (Thank You Note) 將所學實踐於日常生活中。</li> <li>7. 能聽讀Cool English 閱讀專區相關主題 (The power of friend)並完成遊戲測驗與上傳至”我的班級”。</li> </ol>			

節數	學習活動設計 學習引導內容及實施方式 (含時間分配)	學習評量	備註
第一節	<p><b>1. Warm-Up (7')</b></p> <p><b><u>1.1 Greetings and introduction</u></b> 透過 Slido 平台請學生用所學單字發表對好朋友的特質。 T: <i>What are some qualities of being a good friend?</i> S: <i>listen to me/ make me laugh/ cheer me up/ kind and friendly</i></p> <p><b><u>1.2 Friendship flower</u></b> 學生分享她/他的一位好朋友，並具備的特質，書寫於學習單。 T: <i>What good qualities that your best friend has? Please draw his/her picture and write those qualities down.</i></p> <p><b>2. Presentation (40')</b></p> <p><b><u>2.1 Preview Vocabulary with visuals</u></b> 教師利用圖片與 audiobook 多模態進行單字教學，並做不同層次的提問。 T: <i>Please make a sentence with the word clap and read it aloud.</i> T: <i>Please read aloud this word and spell it.</i></p> <p><b><u>2.2 Jigsaw Reading</u></b></p> <p><b><u>2.2.1 Expert group collaboration</u></b> 三組專家小組進行閱讀任務，並根據學習單裡的 5W 提問單進行閱讀理解。 T: <i>Now join the expert group. Discuss and answer the questions in the worksheet with your group members and complete your worksheet.</i></p>	<p>用所學單字回答教師提問。</p> <p>學習單書寫</p> <p>正確拼寫單字，並簡單造句與分享。</p> <p>問題提問單書寫與口頭回應；需協助 Home group 小組完成所有文本的理解</p>	<p>線上平台 Slido 可以看出”play with me”是最多學生的回應，老師根據此點延伸提問： T: <i>Who often plays with you? What do you and your best friends usually play?</i></p>  <p>Jigsaw reading strategy 在班上已執行多次，學生對於操作的流程已相關熟悉。提問單的設計主要誘發 top-down 的閱讀理解與討論。</p> 

<p><u>2.2.2 Home group collaboration</u> 專家小組成員回到自己的 home group 跟組員分享在專家小組所學，小組討論共同完成文本的提問單。</p> <p>T: <i>Please go back your homegroup, share what you learned in the expert group and help each other complete the missing part of the worksheet.</i></p> <p><b>3. Wrap-up (3')</b></p> <p>教師核對提問單的理解。</p> <p>T: <i>Why does Nick feel sorry for John?</i></p>		
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教學設備／資源：教學 PPT、學習單、康軒第六冊課本、Audiobook、教學平台 Slido

<p style="writing-mode: vertical-rl; text-orientation: upright;">第二節</p> <p><b>1. Warm-Up (5')</b></p> <p><u>1.1 See-Think-Wonder</u></p> <p>延伸上一節三封書信的閱讀，引導學習思考主角們具備哪些好朋友的特質。</p> <p>T: <i>What qualities from worksheet A do John, Rita, and Mindy possess, in terms of being a good friend?</i></p> <p><b>2. Presentation (35')</b></p> <p><u>2.1 Script-Writing</u></p> <p>教師引導學生將文本的三封書信改寫成對話式劇本。</p> <p>Ss work in groups to write a guided script based on the scenarios in the text (three letters). T walks around to check the accuracy of the sentences。</p> <p><u>2.2 Read Aloud</u></p> <p>學生小組合作做對話練習。</p> <p>Ss work in groups to practice reading</p>	<p>根據對文本的理解做適當的回應。</p> <p>根據教師提供的 template 小組完成對話式劇本填寫。</p> <p>劇本對話演練。</p> <p>教師根據學生</p>	
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the script, line by line, until all members are familiar with the script.

### 2.3 Acting out on stage

學生上台進行 role-play 小組實作。 Each group takes turns acting out the scenario on stage, either with the script or without the script.

### 3. Wrap-up (10')

#### Sentence Shadowing

利用網站 [Cool English](#) (國中專區->口說>日常英語開口說->Making Friends 裡的四句話進行口語練習，先模仿外師唸法，並做錄音與分析。句子包含：

- We help each other.
- Mike and I were like brothers.
- I am an open person.
- You are my best friend.

的發音、語調、感情呈現進行修正。



學生在正式上台 role-play 前，已經利用四次早自修進行小組對話劇本的練習。



**Making Friends**

開口說看看	發音練習
<p>▶ 聽正確發音</p> <p>Mark and I were like brothers.</p> <p>馬克和我像兄弟一樣。</p>	<p>✓</p> <p>錄音完成</p>
發音分析	成績
<p>▶ 聽自己的錄音</p> <p>Mark and I were like</p>	<p>89</p>

教學設備／資源：教學 PPT、學習單、康軒第六冊課本、Audiobook、Cool English 國中專區語音辨識系統

第三節

### 1. Warm-Up (10')

#### 1.1 Quotes Reading and sharing

教師分享自己的畢業紀念冊，並引導學生閱讀跟友誼相關的 Quotes，並做與自身經驗連結的提問。

T: *What does the quote "the best mirror is an old friend" mean? Can you relate the quote to your personal experiences?*

### 2. Presentation (35')

能朗讀跟友誼相關的 Quotes 並且發表期待給自己的感受。

Quotes reading(如下圖)除了帶領學生理解其內涵外，也透過小組朗讀的方式建立對語言本身的涵養。



## 2.1 Thank-you notes writing

學生連結前兩節的學習(好朋友的特質、書信閱讀、角色扮演...)完成一封給好友的感謝信並做口頭發表。信件分四個層次:

**Part 1:** 寫出好朋友的三個特質  
(You are always.....)

**Part 2:** 寫出一個共同回憶(I remember that time when.....)

**Part 3:** 寫出給好友的祝福語(In the future, I hope that...)

**Part 4:** 書寫一個要送給好友的 quote.

## 3. Wrap-up (5')

學生口頭發表，教師根據學生書寫與朗誦的內容給予回應。

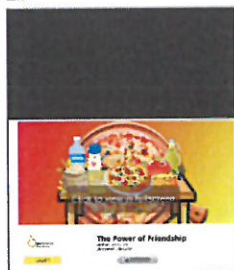
### 家課

Ss have to listen and read the story "The power of friendship" from the website Cool English(國中->閱讀->神奇的閱讀之旅 Level 4) and upload the practice result into the classroom 305 file.

COOL ENGLISH 英文

神奇悅讀之旅 Level 4

05. The Power of Friendship 友誼的力量



完成學習單的書寫

完成學習單的書寫並用英文唸出感謝信的內容。

學生在書寫Part2 共同的回憶這部分比較有困難，因此教師有事先提供一些生活事例當作鷹架(如下圖)，在書寫的同時，同學也可以利用教室電腦查閱英文相關用法。



Worksheet E  
A Letter to My Friend

To \_\_\_\_\_  
Thank you for being my friend. You are always \_\_\_\_\_ and \_\_\_\_\_  
I remember that time when \_\_\_\_\_  
I still feel sad \_\_\_\_\_ that \_\_\_\_\_  
In the future, I hope \_\_\_\_\_  
Here is a quote I want to share with you: \_\_\_\_\_  
Sincerely, \_\_\_\_\_



教學設備/資源: Yearbooks 教學 PPT、學習單、康軒第六冊課本、Cool English(國中->閱讀->神奇的閱讀之旅 Level 4)

### ● 參考資料:

- 一、康軒第六冊第四課
- 二、Cool English 線上口說
- 三、

附錄：

● Textbook (康軒第六冊第四課)

### Time to Say Goodbye

When I was asked to write something in the **yearbook**, many memories came to mind. I want to say thanks to some of my classmates. We grew and learned together. We even got in trouble and got through that together, too.

**To John:**

I remember that time when we were in the boys' restroom during the lunchbreak and playing games on my smartphone. Mr. Lin walked past and heard us **clapping** and **cheering**, so he shouted, "Who's there?" Without saying a word, you walked out and said you were sorry for using smartphones at school and being so **noisy**. Mr. Lin gave you a good scolding. I still feel sorry that I didn't go out and stand by you at that time.

**To Rita:**

We were in the eighth grade, and Alan hurt his **neck** before the running race. The other classmates didn't think I could take Alan's place, but you told them that I could. What's more, you always cheered me up during practice. Thanks to you, we won **first prize**, and our class grew closer together. What a lovely memory!

Nick

**To Mindy:**

English used to be a headache for me. Then one day, I asked you if we could study for the English **quiz** together, and you agreed. You lent me your **workbook** and shared your **notes** with me. You even taught me English through songs and stories. Thanks to you, I grew to love English.

Nick

Saying goodbye is an important **lesson** in life. I hate to say goodbye to you guys. At the same time, I can't wait to say "hello" to **senior high school** life. Let's make a deal to stay good friends **forever**.

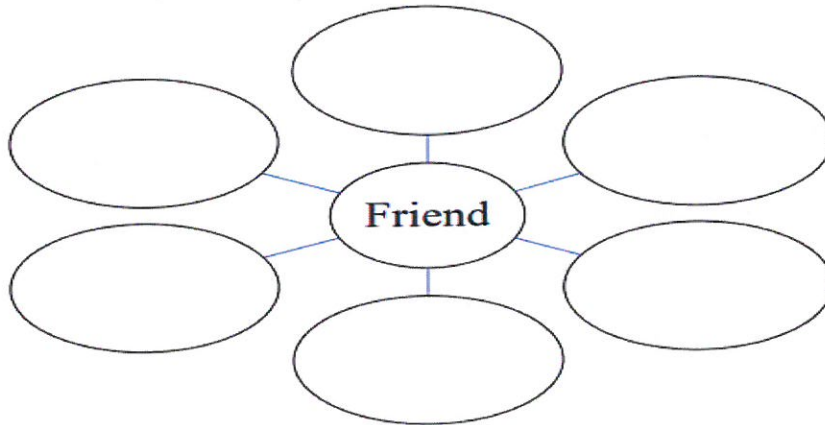
**Vocabulary** CD2 14

yearbook 畢業紀念冊	clap 拍手；鼓掌	cheer 歡呼；鼓舞
noisy 吵鬧的	neck 脖子	prize 獎；獎金
quiz 小考	workbook 習作	notes 筆記
lesson 課程；教訓；(一節)課	senior high school 高級中學	forever 永遠

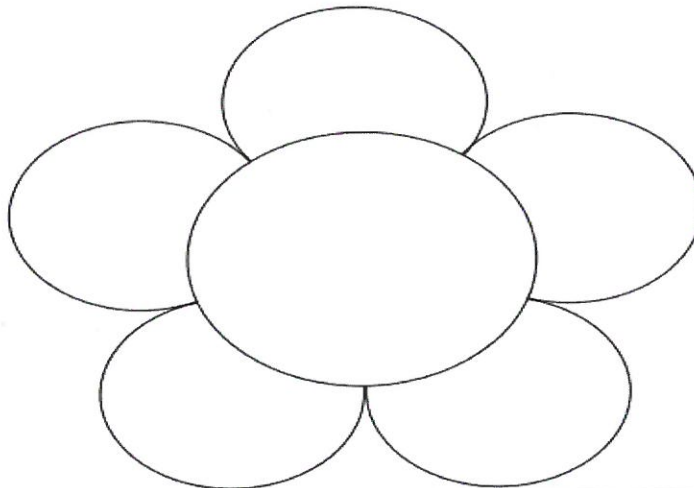
● Worksheet A

**Friendship Flower (Worksheet A)**

**A. Mind Mapping**



**B. Draw a picture of your good friend in the middle of the flower, write the qualities he or she has that make he/she a good friend to you.**



● **Worksheet B**

**Worksheet B Jigsaw Reading**

**Letter A Comprehension Check**

1. Who did Nick write to?  
\_\_\_\_\_
2. What happened to them?  
\_\_\_\_\_
3. Why does Nick feel sorry for John?  
\_\_\_\_\_
4. What is the teacher's reaction to their behavior?  
\_\_\_\_\_
5. What qualities of a good friend are mentioned?  
\_\_\_\_\_

**Letter B Comprehension Check**

1. Who did Nick write to?  
\_\_\_\_\_
2. What happened to them?  
\_\_\_\_\_
3. Why does Nick feel sad at the first beginning?  
\_\_\_\_\_
4. How does his friend help him in this event?  
\_\_\_\_\_
5. What qualities of a good friend are mentioned?  
\_\_\_\_\_

**Letter C Comprehension Check**

1. Who did Nick write to?  
\_\_\_\_\_
2. What subject is Nick bad at?  
\_\_\_\_\_
3. How does Nick's friend help him?  
\_\_\_\_\_
4. How does Nick feel about English now?  
\_\_\_\_\_
5. What qualities of a good friend are mentioned?  
\_\_\_\_\_

● **Worksheet C**

**Worksheet B**

**Letter A Role-Play Script**

(Nick and John are in the boy's restroom during the lunchbreak)

Nick: Hi, John. Here is my new cellphone. Let's go to the restroom and play the games.

(In the restroom)

John: \_\_\_\_\_

Teacher: Who is there? What are you guys doing there?

John: \_\_\_\_\_

Teacher: How can you do that? I will call your parents, and you won't be able to use the phone for a week.

Nick: \_\_\_\_\_

**Worksheet B**

**Letter B Role-Play Script**

(In the classroom)

Nick's classmate: The running race is coming soon. Alan hurt his neck and what can we do now?

Nick: \_\_\_\_\_

Nick's classmate: No, you run so slowly that we will lose the running race.

Rita: Don't say so. \_\_\_\_\_

Nick: Thank you, Rita, for always supporting me.

Rita: \_\_\_\_\_

**Worksheet B**

**Letter C Role-Play Script**

(In the classroom)

Nick: Mindy, English is so hard and I always fail my exam.

Mindy: \_\_\_\_\_

Nick: Really? It is so nice of you.

Mindy: \_\_\_\_\_

Nick: You really help me a lot.

Mindy: \_\_\_\_\_

Nick: Thanks to you, I grew to love English more.



● **Worksheet D**

**Worksheet D**  
**Quotes on Friend**

Read these sentences about friendship and match each quotes with the correct translation.

The best mirror is an old friend.  
( George Herbert)

Best friends are like diamonds,  
beautiful and rare.  
( Unknown)

A friend is someone who knows  
all about you and loves you  
anyway.  
( Fr. Jerome Cummings)

My best friend is the one that  
brings out the best of me.  
( Henry Ford)

I'll be there for you when the  
rain starts to pour.  
( Friends signature song)

To have a friend, be a friend.

● 好朋友是了解你所有模樣，卻  
● 仍舊愛你的人。

● 要想擁有一位朋友，自己先成  
● 為一位朋友。

● 當下起傾盆大雨時，我將陪伴  
● 在你左右。

● 老朋友是一面最好的鏡子。

● 好友如同鑽石，美麗而稀有。

● 我最好的朋友是能發掘出我最  
● 好的那一面的人。

## Worksheet E A Letter to My Friend

To \_\_\_\_\_,

Thank you for being my friend. You are always

\_\_\_\_\_, \_\_\_\_\_, and  
\_\_\_\_\_.

I remember that time when \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

I still feel so \_\_\_\_\_ that \_\_\_\_\_

\_\_\_\_\_.

In the future, I hope \_\_\_\_\_

\_\_\_\_\_.

Here is a quote I want to share with you:



Sincerely,

\_\_\_\_\_

附件六

【實施成效】

<ul style="list-style-type: none"> <li>● 領域/科目/跨領域：語文領域/ 英語/ 綜合活動</li> <li>● 實施年級：九年級</li> <li>● 授課教師(作者1/2/3之一)：鄭惠文</li> </ul>			
項目	項次	檢核指標	課程實施情形描述
課程實施	1	能依據課程計畫所訂定之各週進度實施課程	<p>1. 課程實施的大主軸主要分為：</p> <p>a. 用 visual aids 進行單字教學。</p> <p>b. 小組用 jigsaw reading strategy 進行 top-down 文本理解(三封感謝信)。</p> <p>c. 對話式劇本產出與練習。</p> <p>d. Role-play(角色扮演)口語練習。</p> <p>e. Cool English 語音分析練習。</p> <p>f. 感謝信書寫與分享。</p> <p>2. 學生為九年級生，對於上述 Jigsaw 閱讀策略有相當的操作經驗。活動異質性分組給予不同層次的提問，在感謝信的書寫也考量學生個別差異，利用討論與自身經驗結合，再用簡報給予具體英文舉例，提供足夠的鷹架。</p>
	2	能善用相關之教學資源、教具、器材等，充實課程內容，並豐富學習經驗	
	3	課程實施之歷程，能落實差異化、適性化之原則，以符應不同學生之學習風格	
	4	針對學習落後之學生，能於課中或課後進行補救教學，以減少學習落差	
課程效果	5	能依課程內容及特性，採用最合宜之多元評量方式，評估學生學習成效	<p>課程的評量方式主要蒐集學生的學習資料(學習單書寫回饋)與及實際操作、口頭報告、分組活動、搶答等等進行多元評量。主要以學生參與度及專注度進行評量。對於程度較低落的孩子，給予可以執行的評量任務，例如提問的設計從低層次的 factual questions 到 comprehension questions，再到高層次的 intergration questions。在 task-based 的任務評量之前，透過 PPT、小組討論、教師舉例、電腦查詢等方法協助達成任務。</p>
	6	課程經實施及評量後，多數學生確實能達成該學習領域/科目核心素養，並精熟學習重點	
	7	能依據評量結果，滾動式修正課程設計及規劃，調整教學策略，以促進有效教學目標之達成	
	8	面對教學目標與教學成效兩者之落差，能積極規劃自主性專業成長方案，以提升教學效能	

課程實踐歷程紀錄(課堂學習活動照片、學生成果照片等)



說明1：4/7、4/14實施教案前的小組會議(討論課程架構、課程目標與學習單製作)



說明2：學生進行分組Jigsaw Reading，根據教師設計的多層次提問單進行文本檢索與理解。



說明3：分組進行對話式劇本練習。教師至各組協助發音與語調的調整。

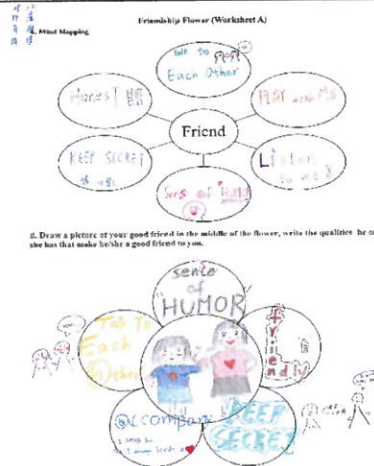


說明4：上台進行Role play。

[https://youtu.be/uwCzR0E\\_bKg](https://youtu.be/uwCzR0E_bKg)



說明5：兩位教師協助程度較低落的孩子進行感謝信的書寫。口頭髮表Video：  
<https://youtu.be/KdyEuHpxIkM>



說明6：學生作品(上：用mind-mapping心智圖寫出好朋友具備的特質；下：畫出自己的好友。)

課程實踐省思與回饋

## 課程實踐省思與回饋

1. 學生為九年級生，主題是友誼。在畢業前夕，讓學生回想國中三年與朋友的共同回憶，容易引起學習的興趣與討論，三節課的運作整體流暢且投入。然學生程度差異大，教師在英語的提問與教學上，需要給學生更多的待答時間來處理訊息。教師觀察到，程度較好的同學，在教師提問時，會協助程度落後的孩子，再將老師的問題覆述一次。程度較好的孩子可以用英文回應，無法用英文回應的孩子，在回應出中文後，教師會將英文keywords寫在黑板，請孩子再覆述一次，大部分孩子皆可完成。
2. 課文仿寫引導是第一次嘗試，因此教師在知識鷹架的建立花不少時間著墨，例如找出文本的characters、the main event、key words...等等，並將可用於書寫對話的英文字詞寫在黑板。
3. 對話式劇本練習時學生很投入，後段學生教師指導其正確的發音與語句的通順，程度較好的學生，則將重點放上語調與情感表達。
4. Role-play角色扮演前，已利用幾次早自修做小組練習，大部分孩子皆能不帶稿演出，五個孩子背稿有困難，但仍看稿正確地唸出英文台詞。
5. Cool English的發音練習句子較短，且有錄音檔可供反覆練習，整體發音分析最終結果平均落在73-85分之間。