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：STAYING IN A HOTEL

參賽組別：國中

適合年級：9th grade

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)

一、素養導向，自動聽說:學生成為課堂自發者，而老師為引導者、輔助者。

二、脈絡化簡入深學習，透過口說稿教學與練習後，在英語課堂上進行實際演練。

三、疊加式學習歷程、幫助學生成為策略的主人。以學習單為本，從簡單句，再加上應用句，最後能整合應用於使用目標語完成任務。

四、透過網路尋找資源，強化學生使用目標語的實踐力。學生在過程中以目標語完成資訊的尋找與整合。

作品編號：請勿填寫

全英語教學~教案設計(範本)

單元名稱 Unit/Title	STAYING IN A HOTEL	適用年級 Grade	9ᵗʰ grade
配合融入之學科領域(如無，可略) Integrated Subjects	□數學　　　　　□自然科學　　□綜合活動　□健康與體育 □生活課程　　　□藝術　　　　□社會　　　□科技 (第四學習階段) 備註：不包含語文領域		
配合融入之議題 Integrated Issues	□性別平等教育 □人權教育 □環境教育　□海洋教育　　□品德教育 □生命教育　　　□法治教育 □科技教育　☑資訊教育　　□能源教育 □安全教育　　　□防災教育 ☑閱讀素養　□多元文化教育 □國際教育 □生涯規劃教育 □家庭教育 □原住民教育 □戶外教育		
總綱核心素養(跨領域)或領綱核心素養(單領域) MOE Core Competencies	學科領域素養 Core competencies of content learning NONE 英語文領域素養 Core competencies of language (English) learning 1.英-E-B2　具備使用各種資訊科技 媒材進行自我學習的能力，以增進英語文聽說讀 寫綜合應用能力及文化 習俗之理解。 2.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。 3.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。 4.英 S-U-B1　具備聽、說、讀、寫的英 語文素養，能連結自身經驗、思想與 價值，運用多樣的字詞及句型，在多元情境中適切溝通表達及 解決問題。		
單元目標 Unit Objectives	Ss build up the ability of finding useful accommodation information on the net and have discussion with their peer groupmates by the target language.		
表現任務 Performance Tasks	Be able to— 1. find accommodation sites on the net 2. look up for useful information via the sites 3. conduct meaningful communication with their peer groupmates		

Culture/ Community/ Citizen 情境脈絡 節次配置 Title of Each Period	Period one: STAYING IN A HOTEL:		
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 NONE 英語文領域學習表現 Performance of language (English) learning 1.英-E-B2　具備使用各種資訊科技 媒材進行自我學習的能力，以增進英語文聽說讀 寫綜合應用能力及文化 習俗之理解。 2.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。 3.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。 4.英 S-U-B1 具備聽、說、讀、寫的英 語文素養，能連結自身經驗、思想與價值，運用多樣的字詞及句型，在多元情境中適切溝通表達及 解決問題。		
學習目標 Learning Objectives	學科學習內容 Content		
	NONE		
	語言學習內容 (Language of Learning) Communication		
	目標字詞 Target vocabulary： hotel / star rating / Double / guest rating / Non-smoking / Public transportation / Twin / very good / excellent / exceptional / Single 目標句型 Target sentences: Comparative structures		
學習活動 Learning Tasks	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
	1. Ask Ss to talk about their experience of staying in another city. 2. Give Ss 2 questions on the blackboard. Ask Ss to listen to the	Pads/ desktops with internet	聽力能力 *1-Ⅲ-13 能辨識簡易句子語調所表達的情緒和態度。

		dialog and try to find out the answers to the 2 questions.	access / paper for making posters / markers	◎1-Ⅲ-8 能聽懂簡易的日常生活用語
		3. Ask Ss to contribute their answers orally.		◎1-Ⅳ-6 能聽懂簡易故事及短劇的主要內容。
		4. Teaching parts		1-Ⅳ-7 能辨識簡短說明或敘述的情境及主旨。
		4-1 Introduce some online travel booking platforms.　Show Ss how to use these platforms to find accommodation.		口說能力
		4-2 Teach the target vocabulary that help Ss to find their information.		◎2-Ⅲ-6 能使用簡易的日常生活用語。
		5. Group Ss, Each group surfs and finds two hotels in a city, using one of the platforms.		2-Ⅲ-7 能作簡易的回答和描述。
		6. Each group finishes the worksheet on star ratings, guest ratings, public transportation, prices, room types and room sizes of the two hotels they choose.		*◎2-Ⅲ-11 能進行簡易的角色扮演。 2-Ⅳ-5 能以簡易的英語表達個人的需求、意願和感受。
		7. Group discussion language: (shown on the blackboard)		2-Ⅳ-6 能依人、事、時、地、物作簡易的描述或回答。
		7-1 What's the star rating of Hotel A/B?		2-Ⅳ-7 能依人、事、時、地、物作簡易的提問。
		7-2 What do guests think about Hotel A/B?		*◎2-Ⅳ-11 能參與簡易的英語短劇表演。
		7-3 Is there a bus station / train station / metro station near Hotel A/B?		*2-Ⅳ-12 能以簡易的英語參與引導式討論
		7-4 How much is Hotel A/B?		
		7-5 What type of rooms does Hotel A/B offer?		
		7-6 What's the size of the room in Hotel A/B?		
		8. Groups make posters based on their worksheets.		
		9. Group oral presentation with posters.		

10. Group presentation language:

We choose Hotel A/B because

10-1 it has higher star rating

10-2 it receive better comments from their guests

10-3 there is/are (a) ....station nearby

10-4 it's cheaper than Hotel...

10-5 its room is bigger than Hotel...

自編自選教材或學習單 Learning Materials

How do you choose a hotel?   You may pick a hotel by its star rating.   Hotels with two or three stars have small and simple room.   They also don't offer many services.   Five-star hotels are the best and the most expensive.   The rooms are large and have nice bathrooms. They offer many services too   Book the hotel that's right for you.

A	Julie, take a look at this hotel room.
B	It looks very nice. Are you going on a vacation soon?
A	No. I'm going on a business trip tomorrow. I'm trying to choose a hotel.
B	What is that hotel's star rating?
A	It's a four-star hotel, so it's a little expensive.
B	Well, both the room and the bathroom look really nice.
A	I think so too.

【大家說英語】 Staying in a Hotel 去旅館住宿 - 202302

https://www.youtube.com/watch?v=1AufOCtLhzk

	STAR RATING	GUEST RATING	PUBLIC TRANSPORTATION	PRICE	ROOM TYPE	ROOM SIZE

	HOTEL A		exceptional			single	
			excellent			twin	
			very good			double	
	HOTEL B		exceptional			single	
			excellent			twin	
			very good			double	

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
ENGLISH	ENGLISH	ENGLISH

評量 Assessment	學科內容學習評量 NONE 英語口說學習評量 Group oral presentation

附件五

全英語教學~學習活動設計 (範本)

領域／科目／跨領域	LANGUAGE / ENGLISH / NONE		
實施年級	9TH GRADE	總節數	共 1 節，45 分鐘
（聚焦之)單元名稱	STAYING IN A HOTEL		
設計依據			
學習 重點、、	學習表現	一、語言能力（聽） *1-Ⅲ-13 能辨識簡易句子語調所表達的情緒和態度。 ◎1-Ⅲ-8 能聽懂簡易的日常生活用語 ◎1-Ⅳ-6 能聽懂簡易故事及短劇的主要內容。 1-Ⅳ-7 能辨識簡短說明或敘述的情境及主旨。 二、語言能力（說） ◎2-Ⅲ-6 能使用簡易的日常生活用語。2-Ⅲ-7能作簡易的回答和描述。 *◎2-Ⅲ-11 能進行簡易的角色扮演。 2-Ⅳ-5 能以簡易的英語表達個人的需求、意願和感受。 2-Ⅳ-6 能依人、事、時、地、物作簡易的描述或回答。 2-Ⅳ-7 能依人、事、時、地、物作簡易的提問。 *◎2-Ⅳ-11 能參與簡易的英語短劇表演。 *2-Ⅳ-12 能以簡易的英	核心 素養	英語文領域素養 Core competencies of language (English) learning 1.英-E-B2 具備使用各種資訊科技 媒材進行自我學習的能力，以增進英語文聽說讀寫綜合應用能力及文化習俗之理解。 2.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。 3.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。 4.英 S-U-B1 具備聽、說、讀、寫的語文素養，能連結自身經驗、思想與價值，運用多樣的字詞及句型，在多元情境中適切溝通表達及解決問題。

		語參與引導式討論。		
	學習內容	1.溝通互動: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。 2.社會參與: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。 3.英-E-B2 具備使用各種資訊科技媒材進行自我學習的能力,以增進英語文聽說讀寫綜合應用能力及文化習俗之理解。 4.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。		

議題 融入	議題／ 學習主題	資訊教育/閱讀素養
	議題 實質內涵	Using online platforms and reading comprehension to achieve information searching via target language

與其他領域／ 科目的連結	NONE

教材來源	【大家說英語】 Staying in a Hotel 去旅館住宿 - 202302 https://www.youtube.com/watch?v=1AufOCtLhzk

學習目標

Ss build up the ability of finding useful accommodation information on the net and have discussion with their peer groupmates by the target language.

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

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	1. Ask Ss to talk about their experience of staying in another city. (2 min) 2. Give Ss 2 questions on the blackboard. Ask Ss to listen to the dialog and try to find out the answers to the 2 questions. 3. Ask Ss to contribute their answers orally. (5 min) 4. Introduce some online travel booking platforms. Show Ss how to use these platforms to find accommodation. (10 min) 5. Group Ss, Each group surfs and finds two hotels in a city, using one of the platforms. 6. Each group finishes the worksheet on star ratings, guest ratings, public transportation, prices, room types and room sizes of the two hotels they choose. 7. Group discussion language: (shown on the blackboard) 7-1 What's the star rating of Hotel A/B? 7-2 What do guests think about Hotel A/B? 7-3 Is there a bus station / train station / metro station near Hotel A/B? 7-4 How much is Hotel A/B? 7-5 What type of rooms does Hotel A/B offer? 7-6 What's the size of the room in Hotel A/B? (15 min) 8. Groups make posters based on their worksheets. (5 min) 9. Group oral presentation with posters. 10. Group presentation language: We choose Hotel A/B because 10-1 it has higher star rating 10-2 it receive better comments from their guests 10-3 there is/are (a) ….station nearby 10-4 it's cheaper than Hotel… 10-5 its room is bigger than Hotel…	Group oral presentation	

(8 min)			

教學設備／資源：Pads/ desktops with internet access / paper for making posters / markers

附件六

【實施成效】

- 領域/科目/跨領域：LANGUAGE/ENGLISH/NONE
- 實施年級：9TH GRADE
- 授課教師(作者1/2/3之一)：

| 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	1. This course was after the second monthly exam.
	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	2. Ss used the pads offered by school.
	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	3. The worksheet was designed according to different learner levels.
	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	4. Lower-levelled students received immediate assist from the teacher and their peers.
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	Ss worked as the main role in this course. Teacher played the role of instructor.　Teacher demonstrated the basic skills that Ss needed in this class, and Ss did the most part in the whole session through group cooperation.
	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	

	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)
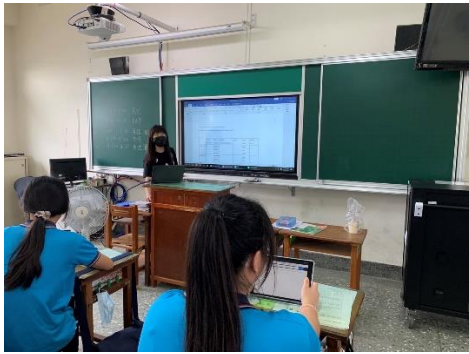
說明1：listening task lecture	說明2： teacher demos using the platforms
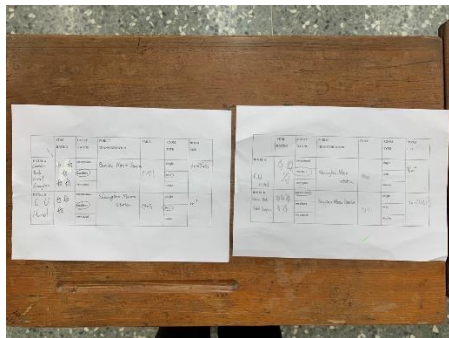
說明 3： group worsheets	說明4：group working on poster

說明 5：group presentation	說明6：group presentation

This 45-minute lesson was designed with the goal of using the target language in real-life context. The platforms that were introduced in class are all real platforms. Ss will encounter the difficulties of lack of vocabulary proficiency shown on the web pages without doubt. Therefore one of the foci on teaching design is to limit the information search to reduce learners' anxiety in unfamiliar massive information.

Find accommodation in another place is a new experience to learners for this is what they usually would not do in their real lives. This hotel-searching class was these learners' first tentative steps towards to new experience.