

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：Dreads of Tomorrow

參賽組別：國中

適合年級：8

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）

整合學生心中的夢想，運用學生學過的英語詞彙，讓孩子多開

口說出自己的想法，並在未來能夠以英語對別人敘說自己的夢

想，並且能夠努力去達成。

作品編號：請勿填寫

附件四

全英語教學~教案設計

<p>單元名稱 Unit/Title</p>	<p>Dreams of Tomorrow</p>	<p>適用年級 Grade</p>	<p>Eight</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 type="checkbox"/>綜合活動                      <input type="checkbox"/>健康與體育  <input type="checkbox"/>生活課程                      <input checked="" type="checkbox"/>藝術                      <input type="checkbox"/>社會                      <input checked="" 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 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 type="checkbox"/>資訊教育                      <input type="checkbox"/>能源教育  <input checked="" type="checkbox"/>安全教育                      <input type="checkbox"/>防災教育   <input type="checkbox"/>閱讀素養                      <input type="checkbox"/>多元文化教育   <input type="checkbox"/>國際教育  <input checked="" 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>學科領域素養 Core competencies of content learning</p> <ul style="list-style-type: none"> <li>● (J-A1) Possess favorable attitude and knowledge of physical and mental development, unleash potential talents, examine human nature, explore self-worth and meaning in life and actively realize one’s goals.</li> <li>● (J-A2) Possess the ability to understand the entirety of a situation as well as the knowledge and ability to conduct independent thinking an analysis and employ appropriate strategies in tackling and solving problems in daily life.</li> </ul> <p>英語文領域素養 Core competencies of language (English) learning</p> <ul style="list-style-type: none"> <li>● To enhance students’ communicative competence in English by practicing language skills to employ appropriate strategies in tackling and solving problems in daily life.</li> </ul>		
<p>單元目標 Unit Objectives</p>	<ul style="list-style-type: none"> <li>● To develop students’ awareness and appreciation about their likes, dislikes, interest and skills and values and use this as their potential career path that aligns with their goal and aspiration.</li> <li>● To expand student’s vocabulary and knowledge of different job, occupation or career - related terms and concepts in English.</li> </ul>		

	<ul style="list-style-type: none"> <li>● To enhance students' communicative competence in English by practicing language skills related to job and occupation.</li> <li>● To prepare students for real-world situations such as attending job interview and helping people through their chosen career.</li> </ul>
表現任務 Performance Tasks	<p>Be able to--</p> <ol style="list-style-type: none"> <li>1. understand and identify their likes, dislikes, skills and values through making of SELF- PORTRAIT HAIRDRESS which can be reflected to their potential career path.</li> <li>2. differentiate job meaning and description through different communicative English-speaking activities like Peer Sharing, Message Relay, Sentence Completion with an alert game "Catch the Ball". between similar job- related words and phrases and use them appropriately.</li> <li>3. speak and be able to present oneself on a job interview showcasing the English communicative competency.</li> </ol>
Culture/ Community/ Citizen 情境脈絡 節次配置 Title of Each Period	<p>Period one: Journey On Self- Awareness</p> <p>Period two: What am I?</p>
<p>第一節 First Period      Journey On Self- Awareness</p>	
相關領域之學習 表現或相關議題 之實質內涵 MOE Curriculum Guidelines	<p>學科領域學習表現 Performance of content learning</p> <ul style="list-style-type: none"> <li>● To understand and identify students' personhood that improves potential talents, examine human nature, explore self-worth and meaning in life and actively realize one's goals.</li> </ul> <p>英語文領域學習表現 Performance of language (English) learning</p> <ul style="list-style-type: none"> <li>● To enhance students' communicative competence in English by practicing language skills to employ appropriate strategies in tackling and solving problems in daily life.</li> </ul>

學習目標 Learning Objectives	學科學習內容 Content		
	<ul style="list-style-type: none"> <li>● Students will be able to understand and identify their likes, dislikes, skills and values through making of SELF- PORTRAIT HAIRDRESS which can be reflected to their potential career path.</li> <li>● Students will be able to communicate with others by practicing English language skills related to their likes, interest, values and skills.</li> </ul>		
	語言學習內容 (Language of Learning) Communication)		
	目標字詞 Target vocabulary : Likes, dislike, interest, dream, job, work, personality, values, skills  目標句型 Target sentences: Declarative sentences that express ideas about self-awareness such as:  I like to cook food. I dislike to talk in a front of large people I'm interested in business. I value people. I dream to be a doctor. I want to work in a restaurant.		
學習活動 Learning Tasks	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
	<b>Warm-up Activity:</b>  <b>“Catch the Ball Game”</b> This will allow the students to answer question whenever they catch the ball thrown by the teacher or by their classmates.  <ol style="list-style-type: none"> <li>1 The students will be asked about this saying “EVERYTHING YOU DO IS LINKED TO WHO YOU ARE.”</li> <li>2 The students will try to say any word or sentence that links with that</li> </ol>	The teacher made use of his/her imaginative skills to process on how the students can express themselves creatively with art and	The students can pay attention through this “Catch the Ball Game” to process and discover ideas most especially about self-awareness.

	<p>saying like self, dream, ambition, goal, personality, etc. The teacher will let the students to speak whatever idea comes from student's mind.</p> <p>3. Then, the teacher will show the words LIKES, DISLIKES, INTEREST, JOB, WORK, PERSONALITY, VALUES, SKILLS and ask questions as follows:</p> <p>What do you like to do?</p> <p>What do you dislike to do?</p> <p>What are you interested in?</p> <p><b>Presentation:</b></p> <p><b>SELF-PORTRAIT HEADDRESS</b></p>  <p>1. The teacher already reminded the students yesterday about the materials needed in making their Self- Portrait Headdress.</p> <ul style="list-style-type: none"> <li>* hard paper or small piece of cloth or any available decorative materials they like for the headdress.</li> <li>* Scissors, paste or glue, used magazines or newspaper, watercolor, crayons, or colored pencils, paint brush, pencils, ballpoint pens, or markers, art paper, colored paper.</li> </ul>	<p>language integration.</p> <p>This is a teacher-made activity which adapted from different trainings and seminars about Student-Centered Teaching-Learning Process..</p>	<p>The students can apply their critical thinking and dexterity skills about knowing themselves.</p>
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	<p>2. Learners are expected to do the following important instruction</p> <ul style="list-style-type: none"> <li>● <b>DECORATE-</b> Get your headdress and decorate its exterior to resemble 'who you are'. You may color it, cut out a dress for it, or even punch holes into it. Show how your output reflects who you are!</li> <li>● <b>FIND OBJECTS-</b> find objects around you that can symbolize and/or capture pieces of 'who you are'. If you cannot find any object that captures who you are, you may draw an object or write on you hair dress</li> <li>● The students have 20 minutes to do the task.</li> </ul> <p><b>Practice:</b></p> <p><b>Peer Sharing</b>  The last step of constructing one's self-portrait headdress is sharing it with others. Make time to share one's self- portrait headdress with his or her partner or group mates.  To guide students in their sharing, here are the important points to be followed when you show your work.</p> <p><b>Production:</b></p> <ul style="list-style-type: none"> <li>● How does the outside part of my headdress show who I am?</li> <li>● How does my finished Self- Portrait Headdress show who I am?</li> </ul>		<p>The students are free to think and explore ideas in explaining their craft which reflected to their personality.</p> <p>This is the time where students can practice their English communication skills by expressing about themselves.</p>
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	<p>The students need to share the meaning of their work. Remind the learners of the following:</p> <ul style="list-style-type: none"> <li>● This sharing is not a place for discussion or debate, for speeches, for convincing others to believe in our point of view, to impose our favorite ideas upon others, to solve others' problems, or to rescue her/him from them.</li> <li>● Always remember the value of courtesy and respect.</li> </ul>		
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自編自選教材或學習單 Learning Materials

<p>Students' materials:</p> <ul style="list-style-type: none"> <li>* hard paper or small piece of cloth or any available decorative materials they like for the hair dress.</li> <li>* Scissors, paste or glue, used magazines or newspaper, crayons, or colored pencils, paint brush, pencils, ballpoint pens, or markers, art paper, colored paper.</li> </ul> <p>Teachers' materials:</p> <ul style="list-style-type: none"> <li>* any soft ball</li> <li>* laptop and TV</li> <li>* slide presentation</li> <li>* pictures</li> </ul>
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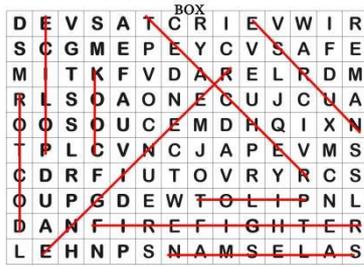
語言使用 Use of Language

課室語言 Classroom Language	授課語言 Instructional Language	互動語言 Interactional Language
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	<p>This is the beginning of the lesson.</p> <p>English Verbal, Nonverbal and Written language are basically the kind of language use inside the classroom</p>	<p>The language of instruction is English. Translation may apply if necessary.</p>	<p>Using polite expressions that acknowledges courtesy and respect. This will create positive environment inside the class.</p> <p>The examples are saying Thank you, May I..., Can I..., Excuse me, I'm sorry and Please.</p>
評量 Assessment	<p>學科內容學習評量</p> <p>The students will fill-in the information to complete the sentence.</p> <ol style="list-style-type: none"> <li>1. I like _____.</li> <li>2. I dislike _____.</li> <li>3. I'm interested in _____.</li> <li>4. My skill is _____.</li> <li>5. I value _____.</li> </ol> <p>英語口說學習評量</p> <p>Answer this question.</p> <ol style="list-style-type: none"> <li>1. What do you discover about yourself?</li> </ol> <p>_____</p>		
第二節 Second Period      What am I?			
<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>學科領域學習表現 Performance of content learning</p> <ul style="list-style-type: none"> <li>● To understand and identify student's personhood that improves potential talents, examine human nature, explore self-worth and meaning in life and actively realize one's goals.</li> </ul> <p>英語文領域學習表現 Performance of language (English) learning</p> <ul style="list-style-type: none"> <li>● To enhance students communicative competence in English by practicing language skills to employ appropriate strategies in tackling and solving problems in daily life.</li> </ul>		
學習目標 Learning Objectives	學科學習內容 Content		
	<ul style="list-style-type: none"> <li>● The students will be able to differentiate job meaning and description through different communicative English-speaking activities about job-related words and phrases and use them appropriately.</li> <li>● The students will be able to inspire and encourage to pursue dreams and ambition.</li> <li>● The students will be able to speak and present oneself on a job interviews showcasing the English communicative competency.</li> </ul>		

	語言學習內容 (Language of Learning) Communication		
	<p>目標字詞 Target vocabulary : Job or occupation names such as doctor, teacher, police, nurse, engineer, chef and other job-related names.</p> <p>目標句型 Target sentences: 1. I want to be a doctor because I want to help sick people. 2. I like to teach children so I will be a teacher someday. 3. I dream to be a police officer because I want to help the country. 4. I will become a chef someday to cook for my family.</p>		
學習活動 Learning Tasks	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
	<p><b>Warm-up Activity:</b></p> <p><b>What Am I?</b></p> <p><b>Message Relay and Word Hunt</b></p> <p>1. The teacher will divide the class into groups and do the “MESSAGE RELAY “ wherein they need to pass the message, What am I? This message indicates job meaning or description like</p> <ul style="list-style-type: none"> <li>● I work in the hospital</li> <li>● I catch criminals</li> <li>● I drive a car</li> <li>● I control an airplane</li> <li>● I work in a restaurant</li> <li>● I teach student to learn</li> </ul> <p>2. Then, the last students in the line will do the “WORD HUNT “that corresponds to the answer What am I?</p>	<p>This is a teacher-made teacher activity which adapted from different trainings and seminars about career development.</p>	<p>This part allows the learner to listen and think critically. It allows them to speak, to listen and to get meaning from the transferred messages</p>

WORD HUNT: FIND THE WORDS FROM THE GIVEN



- TEACHER
- DOCTOR
- ENGINEER
- NURSE
- POLICE
- SALESMAN
- COOK
- PILOT
- FIRE FIGHTER

### Presentation:

#### I WANT TO BE A ....

The teacher will let the students to wear their self-portrait headdress and will ask the students, "What do you want to be in the future? And why?" The teacher will do the "CATCH THE BALL GAME"- the students know this already that whenever they catch the ball is they will answer the question. The teacher will give a sample sentence so the students know the pattern of the answer :

1. I want to be a doctor because I want to help sick people.

The students' answer may vary in accordance to their preferences.

The teacher will facilitate the discussion trying to help the students to identify the job they want to be in the future.

### Practice:

#### Mock Job Interview

The last part of the lesson is to conduct a mock job interview by

	<p>inviting random students in the front of the class with provided seats</p> <p>Students are expected to express and answer these important questions:</p> <ol style="list-style-type: none"> <li>1. What do you want to be and why should I hire you?</li> <li>2. What do you think are your good values and traits that will help the company to become successful?</li> </ol> <p><b><i>The students are expected to answer on this sentence pattern:</i></b></p> <p>I want to be a doctor because I want to help sick people.</p> <p>I'm patient, dedicated and committed to my work.</p> <p>Students' answer may vary depending on their knowledge and ideas.</p>		
自編自選教材或學習單 Learning Materials			
<p>Students materials:</p> <ul style="list-style-type: none"> <li>* Self- Portrait Headdress</li> </ul> <p>Teachers materials:</p> <ul style="list-style-type: none"> <li>* any soft ball</li> <li>* laptop and TV</li> <li>* slide presentation</li> <li>* pictures</li> </ul>			
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 Verbal , Nonverbal and Written language are basically the kind of language use inside		The language of instruction is English. Translation may apply	Using polite expressions that acknowledges courtesy and

	the classroom	if necessary.	respect. This will create positive environment inside the class. The examples are saying Thank you, May I..., Can I..., Excuse me, I'm sorry and Please.
評量 Assessment	<p>學科內容學習評量</p> <p><b>Directions:</b> Differentiate job meaning and description through the given clues.</p> <p><i>What am I?</i></p> <ol style="list-style-type: none"> <li>1. I am in charge of the kitchen in a restaurant. I am a _____.</li> <li>2. I wear special suit and sometimes do a space works. I am an _____.</li> <li>3. I work inside a classroom. I am _____.</li> <li>4. I put out fires. I am a _____.</li> <li>5. I assist the doctor and help sick people. I am _____.</li> </ol> <p>英語口說學習評量</p> <p><i>Speaking Task:</i> Complete the sentence by telling the information which is true to you.</p> <p style="text-align: center;">I am (say your English name).</p> <p style="text-align: center;">My father's job is _____.</p> <p style="text-align: center;">My mother's job is _____.</p> <p style="text-align: center;">Someday, I want to be _____.</p>		

附件六

【實施成效】

<ul style="list-style-type: none"> <li>● 領域/科目/跨領域：英語/英語</li> <li>● 實施年級：八年級</li> <li>● 授課教師(作者1/2/3之一)：Jun</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	在課堂上執行該教案，可以確實對應到教材，並且，英語較弱的孩子可以獲得同儕之間的幫助。
	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	對於程度較落後的學生可以給予適時的支持，並給學生較多的支持(鷹架)讓孩子可以順利用英語表達。
	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：學生上台寫出各組成果



說明2：不會的趕快尋求協助。



說明3：學生們進行討論中。

說明4：

說明5：

說明6：

課程實踐省思與回饋

學生們十分投入於課堂討論中，並也能確實達成老師交付的任務。