

嘉義縣 110 學年度全英語教案甄選

教案設計比賽甄選（封面）

主題名稱：What's the weather like in Fanlu?

參賽組別：國中

適合年級：七年級

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))

新課綱的素養導向教學強調與生活情境的結合，培養學生面對

生活問題時的解決能力。核心素養強調學習不局限於

學科知識及技能，而應關注學習與生活的結合。學生

的學習需要脈絡化情境化，學習教材本身最好是生活

情境的學習。新課綱選文本課課文提到各國氣候天氣

資訊，並以創新科技，智慧型機器人融入課文 robot

hotel。選文(TEXT)符合新課綱主旨，對於各國城市的

天氣簡短英語用語介紹，除了字彙的學習，本課同時

也是帶入國際議題的好選文。該議題與在地議題可以呼應本校願景:深耕番路探索未來，藉由學生比較各城市番路鄉的氣溫雨量與產物，請學生參考課本圖表繪製屬於番路鄉在地的四季氣溫變化。並對於地區產業主題，探討番路鄉合適的農作物。學生學完本課 6 單元後，能認識基本天氣英語字彙用語，並能識讀天氣圖表，手繪出屬於番路地區的雨量氣溫圖或自行設計 2 題英語提問的問題。對於句型部分，本課句型在於能夠詢問平時的生活習慣與了解機器人的功能性。機器人是否可以取代人力，若機器人取代人力後，國中學生可以做甚麼才能不被機器人取代?除了了解事實，新課綱強化學生的行動力，透過句型簡單的練習與問答，讓學生可以思考並融入生涯發展議題。本區屬於偏鄉，英語基本能力普遍不足且落差大，故教師做素養與教學活動進行微調以符合學生表現。

作品編號：請勿填寫

附件四

全英語教學~教案設計

單元名稱 Unit/Title	The Hotel Opens Only in Winter	適用年級 Grade	The seventh grade (七年級)
配合融入之學科 領域(如無,可略) Integrated Subjects	<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 type="checkbox"/> 藝術 <input checked="" type="checkbox"/> 社會 <input type="checkbox"/> 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	<input type="checkbox"/> 性別平等教育 <input type="checkbox"/> 人權教育 <input checked="" 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 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 checked="" 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		
總綱核心素養(跨 領域)或領綱核心 素養(單領域) MOE Core Competencies	<u>學科領域素養</u> Core competencies of content learning <u>社會領域</u> b. 資料蒐整與應用(地1b-IV-1)解析自然環境與人文景觀的相互關係 b. 資料蒐整與應用(社3b-IV-3)使用文字、照片、圖表、數據、地圖、年表、言語等多種方式，呈現並解釋探究結果。 <u>議題融入</u> 環境教育：認識天氣的溫度、雨量要素與覺察氣候的趨勢及極端氣候的現象。 生涯發展教育：發展洞察趨勢的敏感度與應變的行動力。 <u>英語文領域素養</u> Core competencies of language (English) learning A:自主行動-A2 系統思考與解決問題(英-J-A2) 具備理解與推演的能力，能釐清文本訊息間的關係進行推論與比較 B:溝通互動-B2 科技資訊與媒體素養(英-J-B2) 具備運用各類資整理並識讀英語文資料的能力 C:行動參與-C3 多元文化與國際理解(英-J-C3) 具備基本的世界觀，能以簡易英語介紹國內外風土並加以比較		
單元目標 Unit Objectives	學生能以簡單英語說出各地天氣、聽懂簡單英語天氣報告與識讀基本生活圖表		

表現任務 Performance Tasks	Be able to make a simple weather report by using charts.
Culture/ Community/ Citizen 情境脈絡 節次配置 Title of Each Period	<p><u>Period one:</u> 第一節課 <u>學習表現:</u> 6-V-1 樂於參與課堂中各類練習活動，不畏犯錯。 5-V-3能以適當的發音、斷句、節奏、語調、語氣及速度，朗讀簡易文章或故事。 <u>學習內容:</u> Dialogues in Unit 2: the hotel opens only in winter: the main idea is the dialogue between Josie and Sandy about the Robot hotel. <u>單元或活動名稱:</u>Unit 2 對話 About the robot hotel <u>學習目標：</u> 學生能說出該對話單字並能聆聽他人。學生能合作學習並一起念出該課文對話</p> <p><u>Period two:</u> <u>學習表現</u> 6-IV-4 :能聽懂簡易影片的主要內容。 C-IV-4 樂於接觸課外的英語廣播、網路等。 <u>學習內容:</u> 8-IV-5 能具有基本的世界觀。 <u>單元或活動名稱:</u> U2-word power <u>學習目標:</u>學生能以簡易英語說出世界城市國家的名稱與認識天氣基本字彙，能識讀簡易的城市天氣圖並依照圖表猜測可能是哪個國家</p> <p><u>Period three:</u> <u>學習表現</u> 6-IV-4 :能聽懂簡易影片的主要內容。 C-IV-4 樂於接觸課外的英語廣播、網路等。 <u>學習內容:</u> 8-IV-5 能具有基本的世界觀。 <u>單元或活動名稱:</u> U2-word power <u>學習目標:</u>能夠選擇合適自己的 hotel，能夠了解不同功能的旅館有不同用字並連結自己的生活經驗</p> <p><u>Period four:</u> <u>學習表現</u> b. 資料蒐整與應用(社3b-IV-3)使用文字、照片、圖表、數據、地圖、年表、言語等多種方式，呈現並解釋探究結果。。 <u>學習內容:</u> 8-IV-5 能具有基本的世界觀。 <u>單元或活動名稱:</u> U2-reading</p>

	<p>學習目標:1.學生能了解特色旅館的建造氣候背景並且與家鄉的 F-hotel 比較 2.根據閱讀圖表能推測出正確的資訊</p> <p><u>Period five</u></p> <p><u>學習表現</u></p> <p>C:行動參與-C3 多元文化與國際理解(英-J-C3)</p> <p>具備基本的世界觀，能以簡易英語介紹國內外風土並加以比較</p> <p><u>學習內容:</u></p> <p>Ad-IV-1 國中階段所學的文法句型</p> <p><u>單元或活動名稱: U2-post reading activity and grammar</u></p> <p><u>學習目標:</u></p> <p>能推論出文本所引申的意涵</p> <p><u>Period six</u></p> <p>More to learn and extensive reading</p> <p>After students learn the reading, students learn more about the local F hotel.</p> <p>Make a simple chart of the local weather report.</p>
第一節 First 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>學科領域學習表現 Performance of content learning</p> <p>1．能認識智慧機器人旅館</p> <p>2．了解機器人能協助的事項</p> <p>英語文領域學習表現 Performance of language (English) learning</p> <p>6 -V -1 樂於參與課堂中各類練習活動，不畏犯錯。</p> <p>5-V-3能以適當的發音、斷句、節奏、語調、語氣及速度，朗讀簡易文章或故事。</p>
<p>學習目標</p> <p>Learning Objectives</p>	學科學習內容 Content
	<p>1.了解何謂 Robot hotel</p> <p>2.知道機器人能夠協助的事項</p>
	語言學習內容 (Language of Learning) Communication
	<p>目標字詞 Target vocabulary :</p> <p>Rain, weather,visit,robot,hotel,face,check in, then different,carry,else</p> <p>目標句型 Target sentences:</p> <p>1. How is the weather over there?</p> <p>2. A robot welcomes you, scans your face, and checks you in.</p>

	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
學習活動 Learning Tasks	<p><u>Warm-up:10min</u></p> <p>The teacher asks students if they have stayed in a hotel before. And have students repeat after the teacher. During the repetition, the teacher walks around to listen to the students.</p> <p>The teacher intentionally skips one word while reading. And students who knows what is missing can say the missing word loud and sit down. This key-word activity goes for several runs until all the students can know the pronunciation of new words in the dialogue.</p> <p><u>Teaching:15min.</u></p> <p>The teacher plays the anime and the students watch it. After that, the teacher have students answer the questions from the reading.</p> <ol style="list-style-type: none"> 1. Do you see a robot in the robot hotel? 2. Does a robot talk to you? 3. Does a robot chat with you? 4. Does a robot welcome you? 5. What else does a robot do based on the dialogue? 6. Do you want a robot in the hotel or a person in the hotel? 7. Do you want to be replaced by(被取代) the robot? 8. Do you want to work in a hotel? 9. What does a waiter or a waitress do in a hotel? 10. Ask one question about the robot or the job in a hotel. <p><u>Practice: 10 min.</u></p> <p>Peer-work: students ask each other questions 6-10 and record their classmates' answer. Write down the answer on the</p>	教科書電子書資源	能夠看字讀音出本課新單字並了解單字意思

	paper.			
	<u>Evaluation and Homework:</u> The teacher asks the students in groups to read out the dialogues in English. Hints can be given from their classmates. Homework: Listen to P25.			
	自編自選教材或學習單 Learning Materials			
	無			
	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	
	起立 stand up 坐下 sit down 跟念 repeat after me	畫底線 Underline 畫圈 circle out 開書 open your book	What else? Do you know ? Do you like?	
評量 Assessment	學科內容學習評量 詢問學生是否了解機器人的侷限與能力 語言學習評量 讓學生分組並學會如何念出對話讓老師驗收通過			
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 1.識讀地圖 2.看懂氣象圖重點 英語文領域學習表現 Performance of language (English) learning 1.能說出天氣用語 2.能聽懂氣溫與城市用字			
學習目標 Learning Objectives	學科學習內容 Content			
	1.了解各城市與台灣的相對位置 2.了解四季與氣溫的用法			

	語言學習內容 (Language of Learning) Communication		
	<p>目標字詞 Target vocabulary :</p> <p>1.sunny. warm.hot.cold.cool.rain</p> <p>2.The name of some cities</p> <p>目標句型 Target sentences:</p> <p>1.It is hot/cold/warm/cool in (City name).</p> <p>2. How is the weather there?</p>		
學習活動 Learning Tasks	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
	<p>Warm-up (5min)</p> <p>Listen to the weather song. (check out the weather and how's the weather)</p> <p>teaching (15 min)</p> <p>Write down the words based on the word bank. Have students review all the words and fill in the blank.</p> <p>Group the students into three. Every group is given one word. Group one has the name of the city, group two has the weather condition, and group three has the temperature. When the teacher says it is windy and hot in Rio, the students stand up and show others the given word. When the teacher says it is 19 degree celcius, the student with cool should stand up. When the teacher says there is a lot of rain, the students with the "rainy"card stands up. After the five or six sentences, the teacher change the cards to another group of students.</p> <p>Practice:</p> <p>Complete the listening activty and written practice in the workbook.</p> <p>Homework: Complete the reading exercise</p>	電子書 自製字卡	<p>1.能夠依據不同氣溫做合適的判斷與了解各地可能的天氣</p> <p>2.看懂氣象圖</p>

	about weather report.			
	自編自選教材或學習單 Learning Materials			
	自製天氣學習字卡上課使用			
	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	
	Stand up. Close your book.	Pass it to your classmate. Where is the city? Where is Taiwan?	Read out your word Stop. You have the card, and you read out the word. Teacher, you are wrong.	
評量 Assessment	學科內容學習評量 1.看懂氣溫與雨量圖 2.能對天氣與氣溫作合宜的判斷 語言學習評量 能夠識讀與及時念出手上的字卡，並傳遞給下一位同學			
第 3 節 First Period				
T 相關領域之學習表現或相關議題之實質內涵 MOE Curriculum Guidelines	5-V-3能以適當的發音、斷句、節奏、語調、語氣及速度，朗讀簡易文章或故事。			
學習目標 Learning Objectives	學科學習內容 Content			
	1.能夠認識世界地理 2.能知道歐洲的相對位置			

	3.能知道未來服務業人力可能被機器人取代		
	語言學習內容 (Language of Learning) Communication		
	目標字詞 Target vocabulary : Hotel, robot, chat, build, salt, rain, rainy, dry, weather, taste, winter 目標句型 Target sentences: What is the weather like? How is the weather?		
學習活動 Learning Tasks	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
	Warm-up(5 min): 1.Read the picture book What do they do all day? Where do they go?(繪本閱讀) Where do my thoughts (思緒)go? Does anyone else have a idea? 2.Watch the anime of U2 Reading And do peer-reading Teaching(20miutes) the English key words in the reading. And then have students circle out the Chinese translation after they watch the anime of reading the second time. 2.Lead students to compare the two hotels. Through comparison, students will know the details of the two hotels. 3. Students do post reading activity by themselves after some introduction from the teacher. The teacher walks around and students are allowed to ask each other questions. Practice:(10 min.) Listen to the workbook and have comprehension check. Quiz (5min) word power at the end of the class.Students who fail the quiz have to receive remedial teaching for minutes. They read each word after the teacher.	南一 one book 電子書資源	Students are able to know the difference between hotels and their houses. Besides, they can know different countries from the reading about hotels.
	自編自選教材或學習單 Learning Materials		
	無		
	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
	Stand up. Close your book. Open your book. Sit down.	Pass it to your classmate. Where is the city? Where is Taiwan?	Read out your word Stop. You have the card, and you read out the word.
評量 Assessment	學科內容學習評量 能夠比較分析異同 語言學習評量 能夠自行完成學習單		
第 4 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	5-V-3能以適當的發音、斷句、節奏、語調、語氣及速度，朗讀簡易文章或故事。		
學習目標 Learning Objectives	學科學習內容 Content		
	1.世界地理 2.歐洲與台灣的相對位置		
	語言學習內容 (Language of Learning) Communication		
	目標字詞 Target vocabulary : Robot, winter, cold, spring, summer, fall, enjoy, salty, sunny, cool, hot 目標句型 Target sentences: Does the hotel open in winter? 助動詞 Do/Does 開始的問句		
學習活動 Learning Tasks	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
	Warm-up: 詢問學生個人生活經驗 Review of the sentence pattern:Yes/No questions start with axuliary verb: This part deals with reviewing the sentence pattern in Unit one and buiding a link between Unit One and Unit Two. It goes like the following:	主題式練習卷	學生能從句型中習得難民無法居住於旅館，通常會先住到帳篷或是寄人籬下

	The teacher chat with students by asking students YES/No questions to review Unit Teaching: 以遊戲複習句型 將黑板寫上不同的助動詞，聽指令將正確的句子依序指出 Homework:完成句型複習單		
	自編自選教材或學習單 Learning Materials		
	無		
	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
	Stand up. Close your book. Open your book. Sit down.	Pass it to your classmate. Where is the city? Where is Taiwan? Does a refugee live in a hotel? Does a refugee have a house?	Read out your word Stop. Look at the blackboard. Come to the front
評量 Assessment	學科內容學習評量 口語評量 語言學習評量 實作評量:聽到老師念的英語將合適的助動詞選出，分組競賽		
第 5 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	5-V-3能以適當的發音、斷句、節奏、語調、語氣及速度，朗讀簡易文章或故事。		
學習目標 Learning Objectives	學科學習內容 Content		
	1.能討論番路平均氣溫 2.能繪製天氣氣溫題圖		
	語言學習內容 (Language of Learning) Communication		

	<p>目標字詞 Target vocabulary :</p> <p>warm , winter, cold, spring, summer, fall, enjoy, salty, sunny, cool, hot</p> <p>weather report, chart, the names of months</p> <p>目標句型 Target sentences:</p> <p>It is warm and rainy in spring in Fanlu.</p> <p>Draw a chart of your hometown.</p>		
學習活動 Learning Tasks	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
	<p>Warm-up(5min)</p> <p>Review the yes-no question by chatting with our assistant teacher. Do you like to stay in a hotel?</p> <p>Do you like Chinese food? Open questions are especially encouraged. Students are asked to ask our assistant teacher open questions.</p> <p>Teaching(15min): Grammar focus on Auxiliary verb. Students learn by speaking out the sentence pattern and pointing out the correct answer.</p> <p>Step one: Tell the difference between Yes/No questions and wh-questions in Chinese.</p> <p>Step two: Tell the difference between Yes/No questions and wh-questions in English.</p> <p>Step three: Be alert to Be verb and action verb.</p> <p>Both in Chinese and in English.</p> <p>Step four: Determine whether the start is a am/are/is or Do</p> <p>Practice:</p> <ol style="list-style-type: none"> 1. Have one student circle out the words read out by the teacher. All the words are listed on the blackboard. All questions are yes/no question. 2. Students choose Be /Do by pointing it out. 3. Students are required to translate simple sentences by pointing the words in the correct order. <p>Evaluation:</p> <p>Give the students print and have them</p>	氣溫圖範例	能夠看懂氣溫圖並且製作家鄉的氣溫圖

	make their own chart.			
	Students can discuss how to finish the four steps and distribute appropriate errand to each other.			
	Evaluation: Draw a weather chart of Fanlu.			
	自編自選教材或學習單 Learning Materials			
	氣溫圖空白圖形			
	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	
	Stand up. Close your book. Open your book. Sit down.	Pass it to your classmate. Where is the city? Where is Taiwan? Does a refugee live in a hotel? Does a refugee have a house?	Read out your word Stop. Look at the blackboard. Come to the front	
評量 Assessment	學科內容學習評量 能夠劃出地理上的番路每月氣溫圖 語言學習評量： 以英語表達當地氣溫			

附件五

全英語教學~學習活動設計

領域／科目／跨領域		英語領域		
實施年級		七年級	總節數	共 5 節， 225 分鐘
(聚焦之)單元名稱		南一版第二冊第二課 The hotel only opens in winter?(教案名稱:What is the weather like in Fanlu?)		
設計依據				
學習重點	學習表現	6-V-1 樂於參與課堂中各類練習活動，不畏犯錯。 5-V-3 能以適當的發音、斷句、節奏、語調、語氣及速度，朗讀簡易文章或故事 <u>學習表現</u> 6-IV-4 :能聽懂簡易影片的主要內容。 C-IV-4 樂於接觸課外的英語廣播、網路等。	核心素養	<div>英語文領域素養</div> Core competencies of language (English) learning A:自主行動-A2 系統思考與解決問題(英-J-A2) 具備理解與推演的能力，能釐清文本訊息間的關係進行推論與比較 B:溝通互動-B2 科技資訊與媒體素養(英-J-B2) 具備運用各類資整理並識讀英語文資料的能力 C:行動參與-C3 多元文化與國際理解(英-J-C3) 具備基本的世界觀，能以簡易英語介紹國內外風土並加以比較
	學習內容	<u>學習內容</u> : 8-IV-5 能具有基本的世界觀。 *Ae-IV-3公共場所廣播(如捷運、車站、機場廣播) Ac-IV-4國中階段所學字詞(能聽、讀、說、寫最基本的1,200字詞)		
議題融入	議題／學習主題	<u>議題融入</u> 環境教育：認識天氣的溫度、雨量要素與覺察氣候的趨勢及極端氣候的現象。 生涯發展教育:發展洞察趨勢的敏感度與應變的行動力。		
	議題實質內涵	環 J9:了解氣候變遷與調適的意涵 涯 J9:社會變遷與工作教育的關係		
與其他領域／		社會領域社會領域		

科目的連結	b. 資料蒐整與應用(地1b-IV-1)解析自然環境與人文景觀的相互關係 b. 資料蒐整與應用(社3b-IV-3)使用文字、照片、圖表、數據、地圖、年表、言語等多種方式，呈現並解釋探究結果。
教材來源	南一版本教科書 第二冊 Unit 2 The hotel only opens in winter
學習目標	
1. 學生能列舉機器人功能，並思考與討論自己能夠做而機器人無法做的事情。 2. 學生能以簡單英語說出各地天氣、聽懂簡單英語天氣報告與識讀基本生活圖表 3. 學生能了解特色旅館的建造氣候背景並且與家鄉的 F-hotel 比較 4. 根據閱讀圖表能推測出正確的資訊 5. 能描繪或以電腦做出出家鄉番路的天氣雨量圖	

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><u>Warm-up:10min</u></p> <p>The teacher asks students if they have stayed in a hotel before. And have students repeat after the teacher. During the repetition, the teacher walks around to listen to the students.</p> <p>The teacher intentionally skips one word while reading. And students who knows what is missing can say the missing word loud and sit down. This key-word activity goes for several runs until all the students can know the pronunciation of new words in the dialogue.</p> <p><u>Teaching:15min.</u></p> <p>The teacher plays the anime and the students watch it. After that, the teacher have students answer the questions from the reading.</p> <ol style="list-style-type: none"> 1. Do you see a robot in the robot hotel? 2. Does a robot talk to you? 3. Does a robot chat with you? 4. Does a robot welcome you? 5. What else does a robot do based on the dialogue? 6. Do you want a robot in the hotel or a person in the hotel? 7. Do you want to be replaced by(被取代) the robot? 8. Do you want to work in a hotel? 9. What does a waiter or a waitress do in a hotel? 10. Ask one question about the robot or the job in a hotel. <p><u>Practice: 10 min.</u></p> <p>Peer-work: students ask each other questions 6-10 and record their classmates' answer. Write down the answer on the paper.</p> <p><u>Evaluation and Homework:</u></p> <p>The teacher asks the students in groups to read out the dialogues in English. Hints can be given from their classmates. Homework: Listen to</p>	<p>實作評量</p> <p>分組評量練習</p>	<p>口說評量</p> <p>學習單</p>

	P25.		
教學設備／資源：The textbook, a computer and a big screen and blackboard.			
第二節	<p>Warm-up (5min) Listen to the weather song. (check out the weather and how's the weather) teaching (15 min) Write down the words based on the word bank. Have students review all the words and fill in the blank. Group the students into three. Every group is given one word. Group one has the name of the city, group two has the weather condition, and group three has the temperature. When the teacher says it is windy and hot in Rio, the students stand up and show others the given word. When the teacher says it is 19 degree celcius, the student with cool should stand up. When the teacher says there is a lot of rain, the students with the "rainy" card stands up. After the five or six sentences, the teacher change the cards to another group of students. Practice: Complete the listening activity and written practice in the workbook. Homework: Complete the reading exercise about weather report.</p>	Listening comprehension	
教學設備／資源：The textbook, a computer and a big screen and blackboard.			
第三節	<p>Warm-up(5 min): 1.Read the picture book What do they do all day? Where do they go? Where do my thoughts (思緒)go? Does anyone else have a idea? 2.Watch the anime of U2 Reading And do peer-reading Teaching(20minutes) the English key words in the reading. And then have students circle out the Chinese translation after they watch the anime of reading the second time. 2.Lead students to compare the two hotels. Through comparison, students will know the details of the two hotels. 3. Students do post reading activity by</p>	Cool English 自學平台: doing the quiz	

	<p>themselves after some introduction from the teacher. The teacher walks around and students are allowed to ask each other questions.</p> <p>Practice:(10 min.)</p> <p>Listen to the workbook and have comprehension check.</p> <p>Quiz (5min) word power at the end of the class.</p> <p>Students who fail the quiz have to receive remedial teaching for minutes. They read each word after the teacher.</p> <p>Homework: Complete the quiz in Cool English.</p>		
教學設備／資源：The textbook, a computer and a big screen and blackboard.			
第四節	<p>Warm-up and Review of the sentence pattern:Yes/No questions start with axuliary verb(20min):</p> <p>This part deals with reviewing the sentence pattern in Unit one and buiding a link between Unit One and Unit Two. It goes like the following:</p> <p>The teacher chast with students by asking students YES/No questions to review Unit 1 as well as a step Unit 2</p> <p>Do you like to stay in a hotel?</p> <p>Do you like to stay in a youth hostel?</p> <p>Do you like to stay in a capsule hotel?</p> <p>Do you like to stay in a camping tent?</p> <p>Where do you like to stay when you don't want to stay home?</p> <p>Are we chatting now?</p> <p>Does a refugee stay in a hotel?</p> <p>Does a refugee stay in a youth hostel?</p> <p>Does a refugee stay in a camping tent?</p> <p>Where does a refugee stay when there is a war?</p> <p>A lot of Ukrain refugees goes to Poland to live.</p> <p>Do you want to be refugee?</p> <p>Are we chatting or are we talking?</p> <p>Students are given two different color to show Yes or No.</p> <p>Some students will answer the teacher's question orally if their answer is unique.</p> <p>Teaching(15min)</p> <p>The teacher has students underline key words in the text and then has students discuss with eather other about the two hotels. The hints are the words or phrases underlined.</p> <p>If the students finish filling the blanks, they can walk around and see their classmates answer.</p>	Note-taking on the textbook	
教學設備／資源：The textbook, a computer and a big screen and blackboard.			

<p>第五節</p>	<p>Warm-up(5min) Review the yes-no question by chatting with our assistant teacher. Do you like to stay in a hotel? Do you like Chinese food? Open questions are especially encouraged. Students are asked to ask our assistant teacher open questions. Teaching(15min): Grammar focus on Auxiliary verb. Students learn by speaking out the sentence pattern and pointing out the correct answer. Step one: Tell the difference between Yes/No questions and wh-questions in Chinese. Step two: Tell the difference between Yes/No questions and whe-questions in English. Step three: Be alert to Be verb and action verb. Both in Chinese and in English. Step four: Determine whether the start is a am/are/is or Do Practice: 1. Have one student circle out the words read out by the teacher. All the words are listed on the blackboard. All questions are yes/no question. 2. Students choose Be /Do by pointing it out. 3. Students are required to translate simple sentences by pointing the words in the correct order. Evaluation: Give the students print and have them make their own chart. Students can discuss how to finish the four steps and distribute appropriate errand to each other. The last step is to borrow the recorder from the teacher and finish their own recording together.</p>	<p>番路天氣報告單</p>	
<p>教學設備／資源：A marker and some pieces of paper</p>			
<p>● 參考資料：</p> <p>一、十二年國教課程綱要</p> <p>二、議題融入說明手冊</p> <p>三、國民中學地理課本第一冊</p>			
<p>附錄：</p> <p>1. 南一英語第二冊第2課 PDF 檔案 (於光碟電子檔案)</p> <p>2. 自製學習單(附於光碟)</p>			

附件六

【實施成效】

<ul style="list-style-type: none"> ● 領域/科目/跨領域：英語領域/社會領域 ● 實施年級：七年級 ● 授課教師(作者1/2/3之一)：徐堉晴 			
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. 領域課程依照進度每課實施 5-6 次 (1~6 節課)
	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. 能利用電子書資源，Cool English 英語教學平台及傳統字卡與自製教具搭配使用
	3	課程實施之歷程，能落實差異化、適性化之原則，以符合不同學生之學習風格	3. 對於本班能自學之學生安排較多聽力機會，無法完成者已念單字帶聽整聽力練習，利用下課 3 分鐘帶落後者念出單字並放慢教學速度。盡量使用課室英語並搭配中文講解
	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. 對於學習落差，利用課後進行教學。簡化與分段減少其學習負擔
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	5. 實施口說評量與聽力評量 cool english 平台讓學生自學，並申請 sbasa 推廣方案與積極參加英語研習。申請外師協同教學
	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	6. 口與評量與學習過程聽力評量，多數學生能達成學習天氣說法的目標
	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	7. 每次教學後，依據學生表現調整下次學習進度。原先規劃讓學生畫出番路天氣圖，改為讓學生以課文教導天氣用語表達番路在地四季變化，依據格式做出簡單的番路天氣氣溫圖
	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	8. 對於素養教學與傳統教學不同的重點與方式，教師能互相討論並申請 sbasa 計畫做專業成長
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：對話口說練習



說明2：聽力-口說。聽同學念溫度舉出合適的氣溫描述

	姓名	閱讀 南一版 (聽力 - S
0	黃泓錡 1	未閱讀
0	徐堉晴	未閱讀
0	柯宏達	閱讀完畢
0	賴正昇	閱讀完畢
0	何佳霈	閱讀完畢
0	余子萱	閱讀完畢
0	許雅涵	閱讀完畢
0	林宥賢	閱讀完畢
0	張竣凱 2	未閱讀
0	楊鴻恩 3	未閱讀
0	楊騏 4	未閱讀
0	劉明耀	閱讀完畢
0	盧顥喆	未閱讀
0	李佳螢 5	未閱讀
0	邱怡璇	未閱讀
0	楊苡婕 6	未閱讀

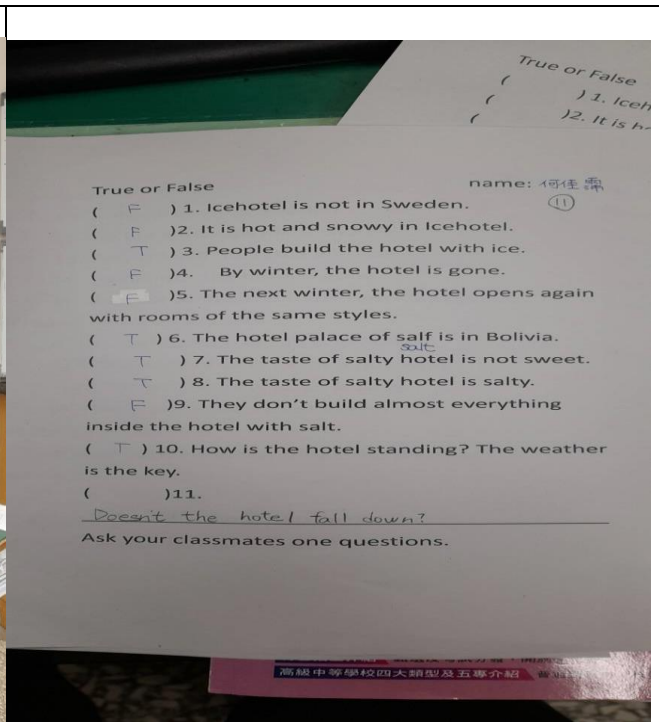
說明 3：Cool English作為課後作業



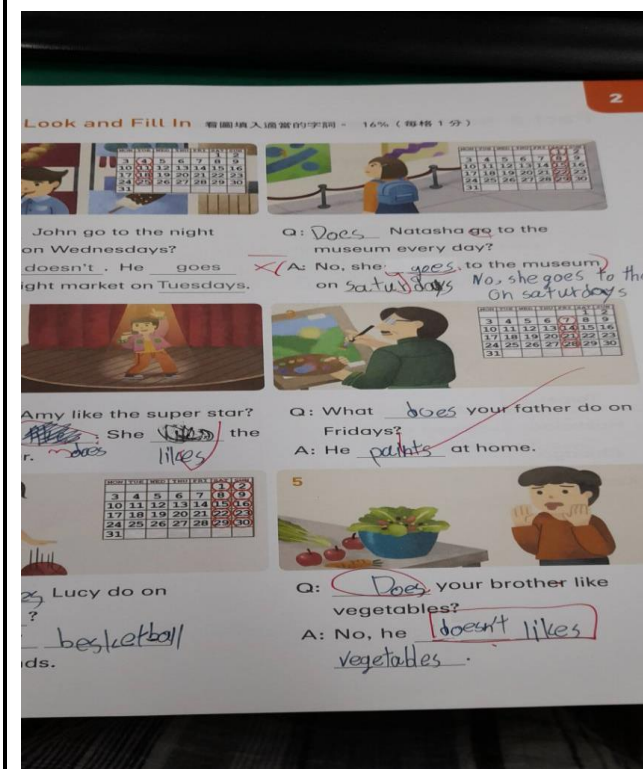
說明4：句型教學聽力練習



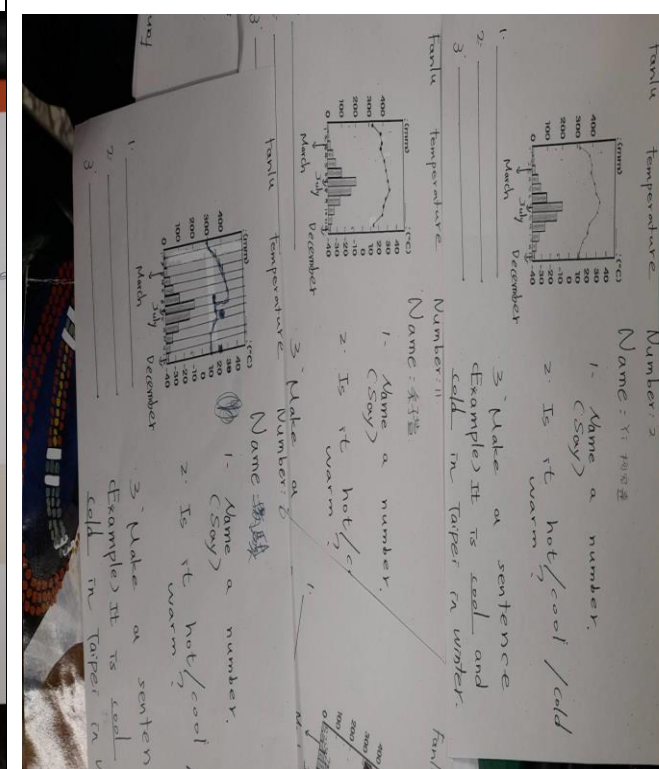
說明 5：學生分組練習朗讀閱讀



說明6：閱讀策略學習單與學生自己提問



說明7:看學生習作調整教學



說明8:自製番路天氣氣溫圖

課程實踐省思與回饋

在與兩位教師討論課程的方式後，大家覺得新課綱的教法需要以真實情境及Top-down的教學策略，大家認為傳統以單字優先的教學方式可以做改變。選定了南一版本，因為南一版的教科書能夠有螺旋性比較有系統。由目前使用南一版的學生作為教學對象。

第一堂課，教師首次搭配外施以全英語口說練習分組念出單字。先做男女個別分組練習，再做隨機以名牌顏色作為分組練習與驗收的對象。驗收時只要多數同學能一起念出，或個別負責念出一個角色的對話即可通過驗收，程度較差的同學可以經過其他同學的提示念書，異質性分組讓同學可以有reciprocal teaching. 時間約10分鐘唸完後可以下課，全班13人皆能完成任務。

第二節課 進到聽溫度舉出和識該溫度的天氣用語，例如一個同學說出溫度，另一位舉出手上搭配的單字。藉此訓練同學口說與聽力，作為閱讀的暖身。此活動因為參與的同學很多，發現字卡的訓練可以唸後再傳遞，增加趣味度。同學們多不敢開口，這個活動增加同學勇於口說的機會。再搭配p27，有聲音與影像增進學生溝通互動的素養((社3b-IV-3)(英-J-C3)), 熟悉後再進行課本練習。完成天氣資訊填入，原本預計完成聽力習作的天氣練習延到下次。

第三節課利用前5分鐘聽對話動畫與教導學生自行以COOL ENGLISH來聽課文對話。再次利用5分鐘讓學生試著唸出對話。抽籤指定個別生發現有部分同學(1/2)仍然對念出對話有個別差異，對落後的學生請他們下課後跟著老師先念單字再念對話，維持一個月。班上有6位同學需要每天念一次單字與對話。

另，原先今天預估教學第二課閱讀。但是經過習作批改，發現多位學生對於第一課句型不熟悉，尤其助動詞及BE動詞的使用。仍有2位學生完全無法作答YES/NO問句問答題，今天臨時改變進度，與原先規畫不同，利用20分鐘再次檢討習作與重新再將單字例句講解一次放慢速度。

第四節課能依照原先設計，比較兩個文本的異同。對於閱讀理解，教師仍舊希望可以多一點文本給學生練習。今天活動改為聽教師念出YES-NO的問句，將課本Where do you like to stay when you have a trip?先改為不同的問句

Do you like to stay in a hotel?

Do you like to stay in a youth hostel?

Do you like to stay in a capsule hotel?

Do you like to stay in a camping tent?

讓學生聽英語表達意見，克服大班級學生音量小，教師必須停下聽清楚與相對的時間上會影響教學。對於意見不同於其他學生者，教師用He doesn't like to stay in a camping tent。學生反映感覺能夠參與與聽懂，但是無法完全以英語表達。對於初學者，大量的聽力練習加上小量的口說可以有助於克服學習困難。

另外，閱讀理解活動的設計是下次上課需要克服的困談，如何設計簡單重複又能以英語教學的活動是下次上課的挑戰。

第五節課時，教師嘗試用簡單的是非題讓學生找出細節。學生能普遍回答並且自己分組提出英語問題。當念出閱讀文章時學生在少數單字有發音困難隨即更正外，大多數學生在朗讀能夠分組與全部參與，工作分配不均時候，也能夠自己將衝突協調化解，經過簡單得天氣圖格式，學生與社會課所學的年均溫做結合，製作出屬於自己的天氣圖。