

附件三

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：Earthquake and the Safety Tips

參賽組別：國中/

適合年級：八年級

設計理念： The lesson aims to empower students by enhancing their communicative skills in English and developing their critical thinking. The objective of the lesson is to make students make good use of what they learned from English classes and express their ideas clearly. Besides, the topic of the lesson is “earthquake”, which most of the Taiwanese students are familiar with, so the lesson strongly associates with students’ personal experiences. This can motivate students well.

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	Earthquake and the Safety Tips	適用年級 Grade	8 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 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 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 checked="" 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 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	英語文領域素養 Core competencies of language (English) learning 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-B2 具備運用各類資訊檢索工具蒐集、整理英語文資料的能力，以擴展學習素材與範疇、提升學習效果，同時養成資訊倫理素養。		
單元目標 Unit Objectives	To describe earthquake experiences and to explain safety measures		
表現任務 Performance Tasks	Students are able to clearly express their ideas about earthquake and safety measures relating to it.		
Culture/ Community/ Citizen 情境脈絡 節次配置	Period one: <ol style="list-style-type: none"> 1. Introduction of the topic: connecting Ss' life experiences about earthquakes 2. Scaffolding: prompting questions that can help Ss to build up their ideas about earthquakes and the safety measures 3. Exploration: Ss do research to find evidences that can support their ideas. 4. Preparation: Ss sort out and organize their ideas. 		

Title of Each Period	5. Practice: Ss rehearse what they are going to present by saying it to their peer. Period two: 6. Practice: Ss rehearse what they are going to present by saying it to their peer. 7. Presentation: Ss verbally present their work.		
第一節 First Period			
學習表現或相關議題之實質內涵 MOE Curriculum Guidelines	英語文領域學習表現 Performance of language (English) learning 2-IV-1 能說出課堂中所學的字詞。 2-IV-2 能依情境使用日常生活用語。 2-IV-3 能依情境使用教室用語。 2-IV-5 能以簡易的英語表達個人的需求、意願和感受。 2-IV-7 能依人、事、時、地、物作簡易的提問。 2-IV-8 能以正確的發音、適切的重音及語調說出基本或重要句型的句子。 *2-IV-12 能以簡易的英語參與引導式討論。 *2-IV-13 能依主題或情境以簡易英語進行日常生活溝通。		
學習目標 Learning Objectives	語言學習內容 (Language of Learning) Communication 目標字詞 Target vocabulary : earthquake, hit, hide, fall, go out, hear, strike, magnitude, epicenter 目標句型 Target sentences: I would like to talk about... I have three ways to keep myself safe when an earthquake hits. The first one is ... the second one is... the last one is... I think these are useful ways to deal with earthquake. Thank you.		
學習活動 Learning Tasks	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
	I. Lead in to engage students in the topic, to generate interest and to set the scene for the speaking activities. II. Pre-teach lexis: this allows to review the essential lexis for the following presentation task Comprehension checking question (CCQ): 1. Earthquake: “When an earthquake hits,	21 computers (20 for Ss and 1 for T), a big cabled screen connected with T’s computer, PA system, google classroom, PPT slides,	The session integrates Ss’ vocabulary, speaking skills, and their knowledge about earthquakes and safety tips

	<p>do you feel the floor shake or the wind blow hard?"</p> <p>2. "go out": "When the lights go out, will the room be bright or dark?"</p> <p>3. "fall": "When something falls, does it go up or down?"</p> <p>4. magnitude: "What does this mean? You can tell me in Chinese."</p> <p>5. epicenter: "What does this mean? You can tell me in Chinese."</p> <p>III. Guiding questions: to provide Ss scaffolding by posting the questions that can help them organize their ideas:</p> <ul style="list-style-type: none"> • Which earthquake in the past do you know in Taiwan? What do you know about it? • What can you do to keep yourself safe? <p>IV. Doing research: Ss surf online to look for the information that can help them develop ideas</p> <p>V. Teaching presentation skills: T introduces the words or phrases that can help a presentation flow smoothly. T also provides a template for this topic</p> <p>VI. Wrap-up: T checks Ss' understanding about the presentation, and tells them it will be the task to be done for the next session</p>	<p>worksheet, microphone</p>	
<p>自編自選教材或學習單 Learning Materials</p>			

	A worksheet includes guiding questions for the presentation		
	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
	1. Ss: "May I come in?" T: "Yes, come in." 2. There are three things we are going to do today. The first one is..., the second one is..., and the last one is... 3. I would like you to turn to page _____. 4. Now, let's move on to... 1. I'll see you next week.	1. Here is the template you may want to follow. 2. Remember to actually say it out when you are practicing.	1. What does this mean? 2. What do you think about this?
評量 Assessment	語言學習評量 1. Formative assessment: Ss write down and organize the ideas on the worksheet. 2. Observation: T observes how much Ss dedicate themselves to the research and the pair work.		

第二節 Second Period	
學習表現或相關議題之實質內涵 MOE Curriculum Guidelines	英語文領域學習表現 Performance of language (English) learning 2-IV-1 能說出課堂中所學的字詞。 2-IV-2 能依情境使用日常生活用語。 2-IV-3 能依情境使用教室用語。 2-IV-5 能以簡易的英語表達個人的需求、意願和感受。 2-IV-7 能依人、事、時、地、物作簡易的提問。 2-IV-8 能以正確的發音、適切的重音及語調說出基本或重要句型的句子。 *2-IV-12 能以簡易的英語參與引導式討論。 *2-IV-13 能依主題或情境以簡易英語進行日常生活溝通。
學習目標	語言學習內容 (Language of Learning) Communication

Learning Objectives	<p>目標字詞 Target vocabulary : earthquake, hit, hide, fall, go out, hear, strike, magnitude, epicenter</p> <p>目標句型 Target sentences: I would like to talk about... I have three ways to keep myself safe when an earthquake hits. The first one is ... the second one is... the last one is... I think these are useful ways to deal with earthquake. Thank you.</p>		
學習活動 Learning Tasks	步驟 Procedures	教學資源 Teaching Resources	認知能力 Cognition
	I. Lead in: to warm up by asking Ss how their preparation for presentation goes II. Set up the presentation order: III. Presentation: Ss present in order IV. Ss gives their peers feedback V. T gives feedback	21 computers (20 for Ss and 1 for T), a big cabled screen connected with T's computer, PA system, google classroom, PPT slides, worksheet, microphone	The session integrates Ss' vocabulary, speaking skills, and their knowledge about earthquakes and safety tips
	自編自選教材或學習單 Learning Materials		
	A worksheet includes guiding questions for the presentation		
	語言使用 Use of Language		
	課室語言 Classroom Language	授課語言 Instructional Language	互動語言 Interactive Language
	1. Ss: "May I come in?" T: "Yes, come in." 2. There are three things we are going to do today. The first one is..., the second one is..., and the last one	1. Face the front when you are presenting. 2. Make eye contacts with your audience. 3. Organize your ideas nicely and keep them in mind so	1. What do you think about the presentation? 2. I think the presentation is _____.

	<p>is... .</p> <p>3. (No.), you are up.</p> <p>4. I'll see you next week.</p>	<p>that you can present confidently.</p> <p>4. Practice as much as you can.</p>	
<p>評量 Assessment</p>	<p>語言學習評量</p> <p>Summative assessment: Ss present their research and their opinions about earthquakes</p>		

附件五

全英語教學~學習活動設計

領域／科目		語文領域/ 英語文		
實施年級		八年級	總節數	共 <u>2</u> 節，90 分鐘
(聚焦之) 單元名稱		Earthquake and the Safety Tips		
設計依據				
學習重點	學習表現	2-IV-13 能依主題或情境以簡易英語進行日常生活溝通。 6-IV-5 主動利用各種查詢工具，以了解所接觸的英語文資訊。 9-IV-1 能綜合相關資訊作合理的猜測。	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-B2 具備運用各類資訊檢索工具蒐集、整理英語文資料的能力，以擴展學習素材與範疇、提升學習效果，同時養成資訊倫理素養。
	學習內容	B-IV-3 語言與非語言的溝通策略（如請求重述、手勢、表情等）。 D-IV-4 藉文字線索，對客觀事實及主觀意見的分辨。		
議題融入	議題／學習主題	防災教育、安全教育		
	議題實質內涵	防災教育：強化防救行動之 責任、態度與實踐力。 安全教育：提升對環境的敏感度、警覺性與判斷力。		
與其他領域／科目的連結		N/A		
教材來源		康軒版英語文國民中學 2 下第四冊、自製學習單		
學習目標				

目標字詞 Target vocabulary :

earthquake, hit, hide, fall, go out, hear, strike, magnitude, epicenter

目標句型 Target sentences:

I would like to talk about...

I have three ways to keep myself safe when an earthquake hits.

The first one is ... the second one is... the last one is...

I think these are useful ways to deal with earthquake. Thank you.

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

- I. **Lead in** (3 mins) to engage students in the topic, to generate interest and to set the scene for the speaking activities.
- II. **Pre-teach lexis (5 mins):** this allows to review the essential lexis for the following presentation task
Comprehension checking question (CCQ):
 1. Earthquake: "When an earthquake hits, do you feel the floor shake or the wind blow hard?"
 2. "go out": "When the lights go out, will the room be bright or dark?"
 3. "fall": "When something falls, does it go up or down?"
 4. magnitude: "What does this mean? You can tell me in Chinese."
 5. epicenter: "What does this mean? You can tell me in Chinese."
- III. Guiding questions (2 mins): to provide Ss scaffolding by posting the questions that can help them organize their ideas:
 - Which earthquake in the past do you know in Taiwan? What do you know about it?
 - What can you do to keep yourself safe?
- IV. Doing research (20 mins): Ss surf online to look for the information that can help them develop ideas
- V. Teaching presentation skills (8 mins): T introduces the words or phrases that can help a presentation flow smoothly. T also provides a template for this topic

1. Formative assessment: Ss write down and organize the ideas on the worksheet.
2. Observation: T observes how much Ss dedicate themselves to the research and the pair work.

	VI. Students rehearse in pairs (5 mins) VII. Wrap-up (2 mins): T checks Ss' understanding about the presentation, and tells them it will be the task to be done for the next session		
教學設備／資源： 21 desktops (20 for Ss and 1 for T), a big cabled screen connected with T's computer, PA system, google classroom, PPT slides, worksheet, microphone			
第二節	I. Lead in (2 mins): to warm up by asking Ss how their preparation for presentation goes II. Explain the presentation rules (2 mins) III. Presentation: Ss present in order (34 mins) IV. Ss gives their peers feedback (5 mins) V. T gives feedback (2 mins)	Summative assessment: Ss present their research and their opinions about earthquakes	
教學設備／資源： 21 desktops (20 for Ss and 1 for T), a big cabled screen connected with T's computer, PA system, google classroom, PPT slides, worksheet, microphone			
● 參考資料： 一、 二、 三、			
附錄：			

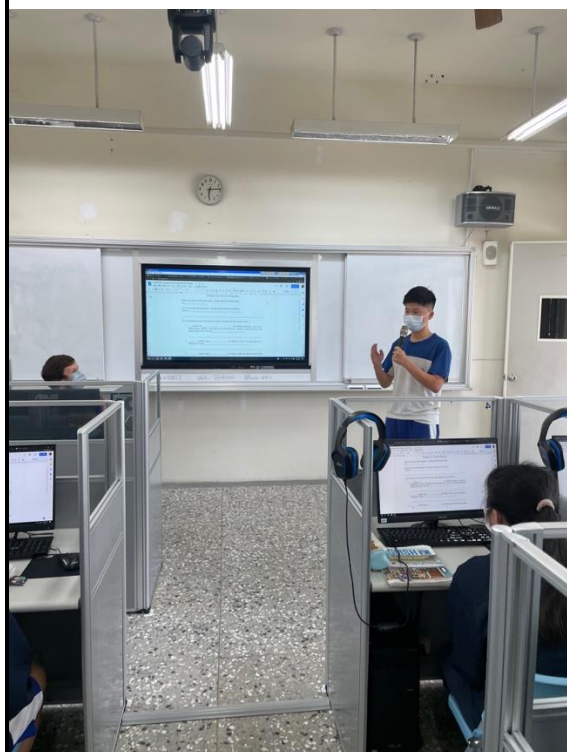
附件六

【實施成效】

<ul style="list-style-type: none"> ● 領域/科目：語文領域/英語文 ● 實施年級：八年級 ● 授課教師(作者1/2/3之一)：蔣瓊宜 			
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	<ol style="list-style-type: none"> 1. 掌握目標詞彙：授課教師在進行此單元前已確認學生對於課內單字掌握良好，因為評量時學生會需要字彙能力。對於尚未掌握目標字彙的學生，額外給予機會和時間補強。 2. 善用科技資源：使用本校的語言教室設備，讓學生能自行尋找、分析、整合資料。教師也利用電腦廣播系統使教學或報告內容能清楚呈現。 3. 本課程緊扣課本內容，螺旋式的讓課本內容以不同樣貌出現在學生的學習生活中。學生可因本單元活動而將課本內容學得更紮實。 4. 教師提供並示範簡報技巧。並且，對於平常不習慣且不擅於當眾報告的學生給予多次機會，讓其能從課堂中進步改善。
	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	<ol style="list-style-type: none"> 1. 學生因英文分組，整班對於課內的掌握相當良好，因此適度延伸，給予挑戰。 2. 尚未教學生簡報技巧前，學生的報告總是不完整，且常看著稿子唸。經過教師引導，學生報告時大幅進步，不僅可以看著觀眾說話，且表達地有條有理。甚至有學生能自己融入聲音表情。 3. 遇到有學生依舊無法掌握報告技巧時，立即提供建議與明確的改善步
	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	驟，並給予機會再表現一次。
--	---	---	---------------

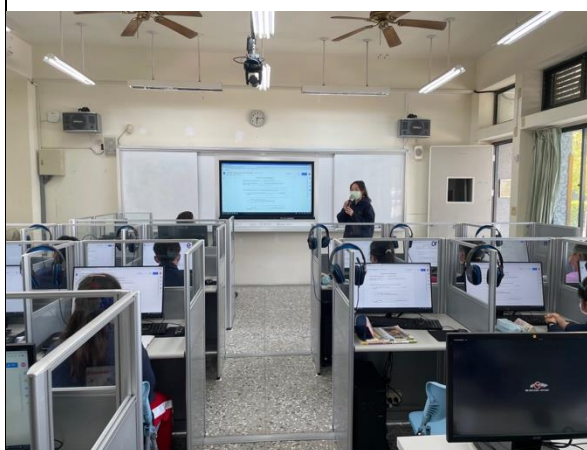
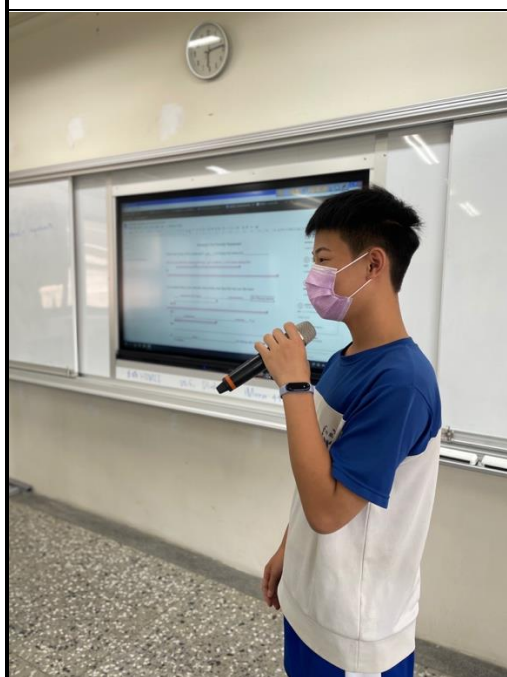
課程實踐歷程紀錄(課堂學習活動照片、學生成果照片等)



說明1：學生加入手勢輔助報告



說明2：學生的報告技巧大幅改善



說明 3：學生能有自信地看著觀眾發表	說明4：學生掌握基本簡報技巧
<p>課程實踐省思與回饋：學生能在短時間內進步這麼多，表示學生是有潛力的，而這樣的課程能激發學生的溝通表達能力。未來還會持續在不同的主題上進行類似的口語課程。不過，語言教室的設備仍需多多熟悉，操作起來才能流暢。</p>	