

「學習者中心」學習活動設計備課單

學習領導與學習共同體計畫辦公室 104.7.20 修訂

學校名稱：東大附中	授課班級：二年甲班
任教學科：英文科	授課日期：107年10月22-26日
單元名稱：I was sleeping when you called	教學者：顏芬伊 Jenny
實施節數：共4節，每節50分鐘	備課成員：顏芬伊 Jenny

本單元各節次學習活動設計重點	
節次	學習重點
1	Dialogue
2	Grammar
3	Reading
4	Halloween Activity
教學理念	
<p>本課程期望學生在四堂課結束能將所學的單字及句型於生活中運用。在小組和班上的討論能激發學生互相溝通的能力和創造性。</p>	
單元學習目標	
<p>一、認知</p> <ol style="list-style-type: none"> 1. 能聽懂教師英文上課的教學內容 2. 能聽懂上課中使用的英文聽力教材 3. 能了解單字、句型的使用 <p>二、技能</p> <ol style="list-style-type: none"> 1. 能夠正確的使用單字及句型 2. 能夠上台用英文分享作品 3. 能夠創造出創新的歌詞 <p>三、情意</p> <ol style="list-style-type: none"> 1. 樂於在上課中提問 2. 樂於在小組及班上表達想法 3. 樂於參與課堂活動 	

核心素養

- A3 規劃執行 與 創新應變
 B1 符號運用 與 溝通表達
 C2 人際關係 與 團隊合作

英-J-A3 具備簡易規劃英語文學習時程的能力，並能檢討調整。

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。

領綱素養

學習內容	學習表現
1-IV-1 能聽懂課堂中所學的字詞。 1-IV-2 能聽懂常用的教室用語及日常生活用語。 1-IV-3 能聽懂基本或重要句型的句子。 1-IV-4 能聽懂日常生活對話的主要內容。 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。 1-IV-11 能聽懂公共場所廣播的內容，如捷運、車站、機場廣播。	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-4 能以簡易的英語描述自己、家人及朋友。 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-9 能進行簡易的角色扮演。 2-IV-10 能以簡易的英語描述圖片。 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。

本單元第 1 節學習活動設計

流程	內容	時間	教學資源	教學評量、學習指導注意事項
導入 引起動機或複習舊經驗	1. Give brief introduction Self-introduction 2. Separate groups Separate students into	10		- Talk to different students.

	groups (6 people per group)			
開展 開始新概念的學習	<p>1. Explain dialogue</p> <p>Invite students to look at the pictures of the dialogue and guess the content. Provide questions for students before listen to the dialogue. Ask students to answer questions after listening. Ask different groups to repeat the reading. Explain some vocabularies and sentences by asking students to draw on the board.</p>	15	Textbook, Computer, PowerPoint, Projector,	- Know if students understand the meaning by asking them to demonstrate.
挑戰 實現伸展跳躍的課題	<p>1. Introduce the meaning of dreams</p> <p>Give explanation of the meaning of dreams and discuss with students. Explain the character's dream in the textbook. (Peter fought the ghost in the dream because he feels anxious of breaking Linda's comic book.)</p> <p>2. Examples from students</p> <p>Ask students to write down some of their dreams on the worksheet and swap with other groups. Have students guess the meaning of their classmates' dreams by writing on the given worksheet.</p>	20	Worksheets, Computer, PowerPoint, Projector	<ul style="list-style-type: none"> - Walk around in class while students are working on the worksheet. - Give direction to students if they have no ideas.
總結 統整本節學習重點	<p>1. What does your dream mean?</p> <p>Invite students to share their dreams on stage. Ask students to guess what does</p>	5	Worksheets	- Make sure students understand what to do.

	the dreams mean.			
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學生作品：

What is the meaning behind dreams?

Name: ████████

- Falling Dreams
A lose of control.
- Floating Dreams
Powerless, fear of challenges.
- Chase Dreams
Worrying about sth in your life.
- Test Dreams
Anxiety, the need to commit.
- Teeth Dreams
Worrying about how people view you, A reminder of somebody you lost.

My dreams:

- I travel to my friends.
- I eat with my friends.
- I killed my friends.

Meanings: (by: ████████)

- celebrate something
- You hate your friend or you are hungry
- Finally they will dead.

What is the meaning behind dreams?

Name: ████████

- Falling Dreams
A lose of control. (壓力大)
- Floating Dreams
Powerless, fear of challenges. (怕自己無法達成)
- Chase Dreams
Worrying about sth in your life.
- Test Dreams
Anxiety (焦慮), the need to commit (承諾) (心知肚明)
- Teeth Dreams
Worrying about how people view you (在意外表), A reminder of somebody you lost.

My dreams:

- One time, I fall down when I am dreaming, then I wake up.
- I dreamed that I am an invincible man, and someone wanted to help me.
- I dreamed that I'm a cow boy that in a desert.

Meanings: (by: Kiki)

- That mean you can't sleep that night.
- That mean you will be lonely one day.
- You will be beautiful

解夢活動

本單元第 2 節學習活動設計				
流程	內容	時間	教學資源	教學評量、學習指導注意事項
導入 引起動機或複習舊經驗	1. Explain Past Continuous from Textbook Ask if students remember the content of the dialogue. Ask questions by using past continuous. Have students look at the sentences in the dialogue and explain the grammar rule.	10	Computer, Projector, Speaker, PowerPoint, Textbook	- Make sure every student understands the grammar rules.
開展 開始新概念的學習	1. What's your favorite song? Invite students to share about their favorite songs.	15	Worksheets, Video, Computer, Projector,	- Make sure every student listens to the music.

	<p>Ask if students ever listen to the song “Love Story” by Taylor Swift. Introduce the song.</p> <p>2. Grammar in “Love Story” Hand out the worksheets of the lyrics of “Love story” with blanks on it. Ask students to discuss what to fill in based on the hints. Have students listen to the music and check their answers. Provide the answers on the screen. Explain past continuous from the lyrics.</p>		Speaker, PowerPoint	<ul style="list-style-type: none"> - Make sure every student does the exercise.
<p>挑戰 實現伸展跳躍的課題</p>	<p>1. Creative lyrics Ask students to adapt the lyrics using past continuous like the original one in groups. Provide example before students start working. Invite groups to come up stage to perform.</p>	20	Worksheet	<ul style="list-style-type: none"> - Give students advice if they do not know how to adapt the lyrics. - Make sure every student does the work in groups.
<p>總結 統整本節學習重點</p>	<p>1. Feedback time Collect students’ worksheets. Give compliments to students’ hard work. Provide suggestion to their adaptation. Ask if students have any reflection of the activity.</p>	5		<ul style="list-style-type: none"> - Make sure every student reflects what they learn in the class.

學生作品：

Love Story
By Taylor Swift Name: [redacted]

Fill in the blanks:
We were both young when I first saw you.
I close my eyes and the flashback starts:
I'm standing there on a balcony in summer air.
See the lights, see the party, the ball gowns.
See you make your way through the crowd.
And say, "Hello."
Little did I know...
That you were Romeo, you were with (be) throwing (throw) pebbles,
And my daddy said, "Stay away from Juliet."
And I cried (be) through (cry) on the staircase
Begging you, "Please don't go."
And I said...
Romeo, take me somewhere we can be alone.
I'll be (be) waiting (wait); all that's left to do is run.
You'll be the prince and I'll be the princess,
It's a love story, baby, just say "Yes".

So I sneak out to the garden to see you.
We keep quiet 'cause we're dead if they know
So close your eyes,
Escape this town for a little while.
Oh, oh.
'Cause you were Romeo, I was a scarlet letter,
And my daddy said, "Stay away from Juliet."
But you were everything to me,
I begged (be) you (beg) you, "Please don't go."
And I said...
Romeo, take me somewhere we can be alone.
I'll be (be) waiting (wait); all that's left to do is run.
You'll be the prince and I'll be the princess,
It's a love story, baby, just say "Yes".

創意歌詞

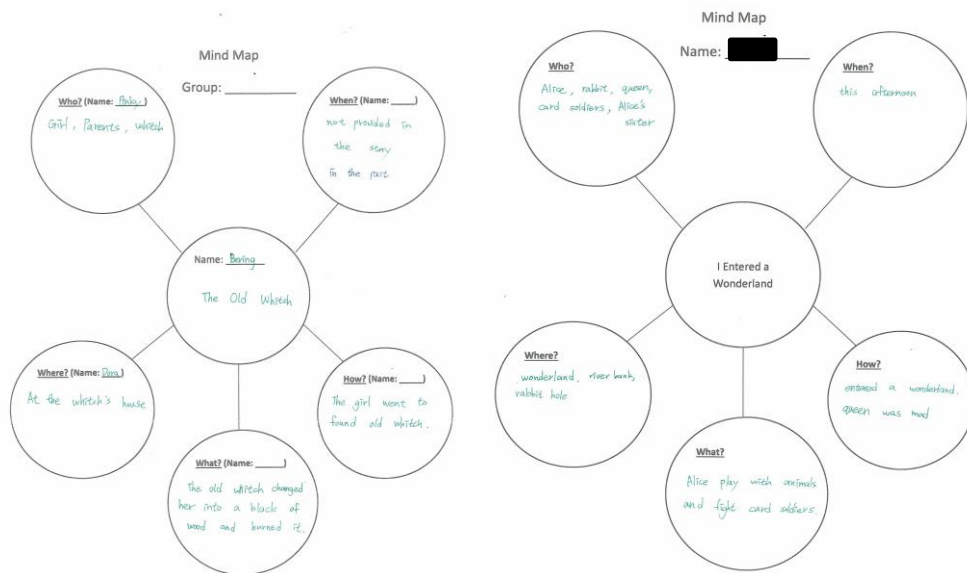
Love Story
By Taylor Swift Group: 2

Creative Lyrics
We were both young when I first saw you.
I close my eyes and the flashback starts:
I'm standing there on a balcony in summer air.
See the lights, see the party, the ball gowns.
See you make your way through the crowd
And say, " I love you so much "
Little did I know...
That you were Romeo, you were chatting with girls _____
And my daddy said, " Raven sucks _____."
And I cried through the days _____
Begging you, " save me alone _____"
And I said...
Romeo, take me somewhere we can be alone.
I'll be packing backpack _____; all that's left to do is run.
You'll be the prince and I'll be the princess,
It's a fantasy _____ story, baby, just say "Yes".

本單元第 3 節學習活動設計				
流程	內容	時間	教學資源	教學評量、學習指導注意事項
導入 引起動機或 複習舊經驗	1. What's your favorite fairy tale? Invite students to share their favorite fairy tales.	5		- Encourage students to share their opinions.
開展	1. Introduction of "Alice in	20	Worksheets,	- Make sure

開始新概念的學習	<p>Wonderland”</p> <p>Read the passages with the students together. Explain the vocabulary and sentences.</p> <p>2. Explain the Mind Map</p> <p>Draw the mind map on the blackboard. (include 4W 1H) Ask students to discuss in groups and invite some groups to draw on the blackboard.</p>		Blackboard, Chalk, Eraser	<p>students understand the form of the Mind Map.</p> <ul style="list-style-type: none"> - Make sure students work in groups.
挑戰 實現伸展跳躍的課題	<p>1. Mind Map Creation</p> <p>Hand out different fairy tales for each group. Ask students to draw the mind map of the given story. Assign each student to do a certain work in group. Invite groups to share their given stories by using the mind map they drew.</p>	20	Blackboard Worksheets	<ul style="list-style-type: none"> - Make sure students know what to do. - Check if students work in groups.
總結 統整本節學習重點	<p>1. Feedback Time</p> <p>Give feedback to students’ work. Ask if students have any reflection of the activity.</p>	5		<ul style="list-style-type: none"> - Encourage students to share their opinions.

學生作品：



心智圖繪製

本單元第 4 節學習活動設計				
流程	內容	時間	教學資源	教學評量、學習指導注意事項
導入 引起動機或 複習舊經驗	<ol style="list-style-type: none"> 1. Introduce the history of Halloween Ask if students know the history of Halloween and introduce it to the class. Introduce the history, culture and related activities of Halloween. 2. My favorite Halloween movie or character Invite students to share about some of their favorite Halloween related movies and characters. (Ex. Hotel Transylvania) 	10	Computer PowerPoint Internet Projector Speaker	- Make sure students participate in the discussion.
開展 開始新概念	<ol style="list-style-type: none"> 1. "My Halloween story" Have students create their 	20	Worksheets, Lots,	- Make sure every student

<p>的學習</p>	<p>own Halloween story in groups. One student in the group will come up to the stage to draw the lots of worksheet which include the given vocabularies, characters and places. Hand out the evaluation sheet for each group and explain that they need to evaluate other groups' works. Provide mind map if students need it.</p>		<p>Evaluation sheets</p>	<p>work in groups. - Give advice if needed.</p>
<p>挑戰 實現伸展跳躍的課題</p>	<p>1. Share “My Halloween story” Ask students to take out the evaluation sheets. Invite groups to read their creative writings on the stage. Ask student to evaluate different groups' performances by writing on the evaluation sheets.</p>	<p>15</p>	<p>Evaluation sheets</p>	<p>- Make sure students listen to other groups writing work.</p>
<p>總結 統整本節學習重點</p>	<p>1. Feedback time Ask students to write down their feedback onto the feedback sheets.</p>	<p>5</p>	<p>Feedback sheets</p>	<p>- Offer students enough time to write.</p>

學生作品:

Topic: Giant's body
 Group: 2 Names: [redacted]

Characters: Giant & Dragon
 Place: River bank
 Vocabulary: attack, save, hole, about

Enjoy your Halloween story!!! (Write at least 100 words)
 Once upon a time, there was a
 wide river runs through the dips. No one
 knows what is under the water. The last giant
 of came along the river the work to drink
 some water. Suddenly, a dragon attacks the
 giant because he entered its land. The
 giant shouted painfully but no one can save
 him. The dragon bit the giant's head and dragged
 it into the hole under the water. Therefore, there
 no more giants exists in the world. There are
 no books about them, too.

Topic: Wonderland with Mummy and Frankenstein
 Group: 6 Names: [redacted]

Characters: Frankenstein & Mummy
 Place: Castle
 Vocabulary: e-mail, interesting, wonderland, hear/heard

Enjoy your Halloween story!!! (Write at least 100 words)
 I was talking to my friend with e-mail this
 afternoon. And I sleep after that. In my dream
 I saw a interesting animal. Oh is a dog.
 The dog said: Welcome to the wonderland, please follow
 me. During I follow the dog, I heard some sound
 after me. "Oh No" I shout and run quick. A Frankenstein
 and Mummy are running after me. They run fast and
 catch me. They break my legs and hands. They open
 my head and put something inside and they got my
 heart to dedicate to that dog..... and then I wake
 up. It a scare wonderland....
 Happy Halloween

萬聖節創意寫作

Topic: Halloween
 Group: 1 Names: [redacted]

Characters: Werewolf & Witch
 Place: Tower
 Vocabulary: invite, soldier, mad, follow

Enjoy your Halloween story!!! (Write at least 100 words)
 Once upon time there was a witch. She invited a werewolf
 to castle. There was a lot of soldier outside the castle. In
 the castle, there was a party. That party was very fun. There
 had vampires, punkin man, witches and skeletons, spiders but
 was not followed witch to get some drink, but werewolf
 poured the drink on the witch and the witch was mad
 the werewolf said sorry to the witch and the witch said
 it's okay. They go outside along the river. And they
 live happy together forever.

Grading Sheet

Group: 1 Name: [redacted] Evaluating Group: 8

	1. Unsatisfactory	2. Satisfactory	3. Good	4. Very Good	5. Excellent
Content			✓		
Creativity			✓		
Usage of Vocabularies			✓		
Grammar		✓			
Volume			✓		

Comments:
 Advantages:
 They are good. Their vocabularies is good.
 Disadvantages:
 Their voice is too low. They can be better.

小組互評表