

「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12月5-12日

單元名稱：How Can We Get to Chih-Kan Tower?
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

教學理念

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。除此之外，學生也能理解如何表達地圖的指示方向。

單元學習目標

一、認知

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、句型和英文地圖的使用

二、技能

1. 能夠正確的使用單字及句型
2. 能夠上台用英文分享如何在地圖上表達方向
3. 能夠創造出創新的地圖並指示地圖上的方向

三、情意

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。

本單元各節次學習活動設計重點

節次	學習重點
1	Dialogue
2	Grammar
3	Reading
4	My imaginary country

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
<p>導入</p> <p>引起動機或複習舊經驗</p>	<p>1. Warm up</p> <p>Set the rules (Students will get stickers when they answer the questions correctly in class. When one collects 10 stickers, the teacher should fulfill his/her dream. However, the teacher needs to state that the dreams should not be too hard to achieve.)</p> <p>2. Separate groups</p> <p>Separate students into groups</p>	10		<ul style="list-style-type: none"> - Talk to different students.
<p>開展</p> <p>開始新概念的學習</p>	<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. Have students write the meanings of the vocabularies in their own words on the worksheet.</p>	15	Textbook, Computer, PowerPoint, Projector, Worksheet	<ul style="list-style-type: none"> - Know if students understand the meaning by asking them to demonstrate.
<p>挑戰</p> <p>實現伸展跳躍的課題</p>	<p>1. Function of apps</p> <p>Provide examples of apps and lead the students to write down the functions.</p>	20	Worksheets, Computer, PowerPoint, Projector	<ul style="list-style-type: none"> - Walk around in class while students are working on

	<p>2. New apps</p> <p>Have students create new apps in groups. Ask students to draw the logo of the apps and write down the functions.</p>			<p>the worksheet.</p> <ul style="list-style-type: none"> - Give direction to students if they have no ideas.
<p>總結</p> <p>統整本節學習重點</p>	<p>1. Share your apps</p> <p>Invite students to share their apps on stage.</p>	5	Worksheets	<ul style="list-style-type: none"> - Make sure students understand what to do.

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
<p>導入</p> <p>引起動機或複習舊經驗</p>	<p>1. Explain the ways to ask and reply direction from textbook</p> <p>Explain the rules from the picture in the textbook.</p>	10	Textbook	<ul style="list-style-type: none"> - Make sure every student understands the grammar rules.
<p>開展</p> <p>開始新概念的學習</p>	<p>1. Map teaching</p> <p>Show a map and have students come up with questions to ask when they are lost.</p> <p>2. Imperative sentences</p> <p>Have students answer the questions they just asked and answer the direction based on the map using imperative sentences. Lead students to learn other imperative sentences usage. (let, make, have)</p> <p>3. Practice from the Entrance Exam</p> <p>Have the students answer the questions from the Entrance Exam using the</p>	15	Worksheets, Computer, Projector, Speaker, PowerPoint	<ul style="list-style-type: none"> - Make sure every student knows how to make request of direction. - Make sure every student does the exercise.

	same map they just used.			
挑戰 實現伸展跳躍的課題	<p>1. Scenarios Provide different scenarios and ask students to write a simple dialogue. (include the question and reply of direction)</p> <p>2. Share your dialogue Invite students to read their dialogues on stage.</p>	20	Worksheet	<ul style="list-style-type: none"> - Give students advice if they do not know how to write the dialogue. - Make sure every student does the work in groups.
總結 統整本節學習重點	<p>1. Feedback Ask if students understand how to use these sentences in real life.</p>	5		<ul style="list-style-type: none"> - Make sure every student reflects what they learn in the class.

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	<p>1. Have you ever been to London? Ask if students travel to London before and have them share their experiences.</p>	5	Pictures of famous spots in London	<ul style="list-style-type: none"> - Encourage students to share their opinions.
開展 開始新概念的學習	<p>1. Introduction of “Our online trip to London” Introduce the famous spots in London and share experiences with students. Read the passages with the students together. Explain the vocabulary and sentences. Ask students to close their textbooks and listen to the teacher’s reading. Lead students to point out the spots on the</p>	20	Blackboard, Chalk, Eraser	<ul style="list-style-type: none"> - Make sure students understand the way to find the spots on the map. - Make sure students listen to the description.

	map according to the description in the text.			
挑戰 實現伸展跳躍的課題	1. Let's travel to different cities Hand out maps of different cities and ask students to complete the description of the ways to visit one place to another on the map. (The first part is the map of Paris. Students have to ask for direction. The second part is the map of London. Students have to answer the questions. Finally, students have to complete the whole description of the map of New York.)	20	Blackboard, Worksheets, Computer, Projector, PowerPoint	<ul style="list-style-type: none"> - Make sure students know what to do. - Check if students work in groups. - Have students answer the questions after they finish one part
總結 統整本節學習重點	1. Feedback Time Give feedback to students' work. Ask if students have any reflection of the activity.	5		<ul style="list-style-type: none"> - Encourage students to share their opinions.

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	1. Introduce an imaginary country Ask if students watch the movie "The Princess Diaries" and introduce the imaginary country "Genovia".	10	Computer PowerPoint Internet Projector Speaker	<ul style="list-style-type: none"> - Make sure students participate in the discussion.
開展 開始新概念的學習	1. "My Imaginary Country" Have students create their own imaginary country in groups. Students have to first come up with the name	20	Worksheets	<ul style="list-style-type: none"> - Make sure every student work in groups. - Give advice if

	<p>and place of the country. Next, students need to state the spots they are going to create. Later on, students have to draw the picture of the country. Last, students have to write at least two description of the ways to visit one place to another.</p>			needed.
<p>挑戰 實現伸展跳躍的課題</p>	<p>1. Share “My Imaginary Country” Ask students to share their imaginary countries on the stage.</p>	15		- Make sure students listen to other groups writing work.
<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>	5	Feedback sheets	- Offer students enough time to write.

