

東海大學中等教育學程師資生實地學習紀錄表

學生姓名：黃于真	學號：1021812	科目：英文科教學實習
日期時間：106年 3月 14日(二) 09:00-10:00/ 15日(三) 15:00-16:00/ 16日(四) 15:00-16:00 觀課 106年 4月 19日(三) 10:00-11:00 與老師討論教案 106年 4月 24日(一) 13:00-14:00/ 25日(二) 09:00-10:00/ 26日(三) 15:00-16:00/ 27日(四) 15:00-16:00 試教 106年 5月 2日(二) 13:00-15:00 試教檢討會		
實地學習學校及單位(班級)：東大附中 國二		
實地學習項目： <input type="checkbox"/> 訪談中學教師 <input type="checkbox"/> 訪談中學學生 <input checked="" type="checkbox"/> 課室觀察 <input type="checkbox"/> 補救教學(課業輔導) <input checked="" type="checkbox"/> 其他：試教		
準備活動： <input checked="" type="checkbox"/> 拜會機構相關人員 <input type="checkbox"/> 場地探查 <input type="checkbox"/> 訪談大綱準備 <input checked="" type="checkbox"/> 教案/教材準備 <input type="checkbox"/> 其他：		
實地學習內容與心得、反思 (至少1500字，並附上活動照片) 以下依序為： 觀課紀錄 第一版教案及學習單 第二版教案與學習單(黃色底為修改過的地方) 試教後之心得與反思 與老師討論之紀錄 照片		

實地學習項目	時數	審核結果	總時數
訪談中學教師	時	<input type="checkbox"/> 符合 <input type="checkbox"/> 不符合(說明：)	
訪談中學生	時	<input type="checkbox"/> 符合 <input type="checkbox"/> 不符合(說明：)	
課室觀察	時	<input type="checkbox"/> 符合 <input type="checkbox"/> 不符合(說明：)	
補救教學/課業輔導	時	<input type="checkbox"/> 符合 <input type="checkbox"/> 不符合(說明：)	
其他	10時	<input type="checkbox"/> 符合 <input type="checkbox"/> 不符合(說明：)	

學習共同體公開觀課紀錄表（甲）

觀課科目: **English** 授課教師: 張老師 觀課班級: Class J2
 觀課日期: **2017/3/14-16** 觀課者: **Angelina 黃于真**

面向	1.全班學習氣氛	2.學生學習動機與歷程	3.學生學習結果
參考項目	1-1 是否有安心學習的環境? 1-2 是否有熱衷學習的環境? 1-3 是否有聆聽學習的環境?	2-1 老師是否關照每個學生的學習? 2-2 是否引發學生學習動機? 2-3 學生學習動機是否持續? 2-4 學生是否相互關注與傾聽? 2-5 學生是否互相協助與討論? 2-6 學生是否投入參與學習? 2-7 是否發現有特殊表現的學生?(如(學習停滯、學習超前和學習具潛力的學生))	3-1 學生學習是否成立?如何發生?何時發生? 3-2 學生學習的困難之處是什麼? 3-3 挑戰伸展跳躍的學習是否產生? 3-4 學生學習思考程度是否深化?

課堂軼事紀錄

時間	教師學習引導	學生學習行為	備註
First class			
10:10	【Warm Up】 1. Tell students class schedule of the day that the teacher will give students some time to review for their coming English weekly test. 2. Warn students to focus on English only when it is their self-study time. 3. Review the sense verbs and the grammar of them.	1. No one be late to the class. (In only 2 mins the whole class is already for the learning.) 2. Most of the students in the class have highly learning ability and answer questions.	
10:20	【Teaching Activities】 1. Teach the grammar of linking verbs from affirmative sentence and negative sentence to interrogative sentence by writing the examples in handouts. 2. Teacher picks up	1. 80% students answer and take notes on their handouts.	1. Flat affect (emotion)

	some students to answer her questions.		
10:35	<p>【Integrated Activities】</p> <p>1. Teacher leads students to write their answers by answering the first question and asking students to finish others.</p>	90% students write on their handouts and wait for teacher to give them the answers.	
Second class (3/15)			
15:10	<p>【Warm Up】</p> <p>1. Tell students class schedule of the day that the teacher will give students a quiz after some times of reviewing.</p>		
15:15	<p>【Teaching Activities】</p> <p>1. Teacher leads students to read the magazine.</p> <p>2. Teacher adds some notes from the text such as vocabulary, grammar, or phrase.</p> <p>3. Teacher plays the tapes to train the listening skill.</p>	80% students follow the instructions of teacher.	

<p>15:35</p> <p>15:45</p>	<p>【Integrated Activities】</p> <p>Teacher gives students about ten minutes to review the vocabulary words.</p> <p>Teacher gives the exam paper.</p> <p>After finishes the exam, students exchange their papers to check.</p>	<p>Some students are not concentrating on reviewing the points.</p>	
<p>觀課的學習</p>	<p>The teacher is outgoing and energetic so students get along with her very well. When there is a student trying to do some tricks, the teacher asks him to slap his mouth slightly as a punishment. I think it is a useful method to warn students their words. In addition, when the teacher gives students to do some practice, she goes around the classroom to make sure students are focusing. She notices that a few of students didn't take notes so she warns them to take notes afterwards. She is not a kind of serious or authority teacher, but she can still control the whole class of their manners. She uses her handout so that she can make sure students have enough practices and learn the grammars. I am impressed of her class management and teaching methods.</p>		

學習共同體公開觀課紀錄表（甲）

觀課科目: English

授課教師: 張老師

觀課班級: Class J2

觀課日期: 2017/3/16

觀課者: Daisy 張宇萱

時間	教師學習引導	學生學習行為	備註
<p>15:10-15:12</p>	<p>1. 老師進教室</p> <p>2. 等全班都安靜之後,再由班長帶領學生們向老師敬禮</p>		<p>3/16(四)</p> <p>第七節</p>

15:12-15:17	由於歷史老師在歷史課的時候發現有學生在寫英文功課，老師先請這位同學站起來。但老師在訓話過程並沒有用到很負面的字，反而是告訴這位同學”老師知道你很認真，不過可以利用課餘時間來做作業”這類的較為正向的話語。	該名學生已知道自己錯在哪裡，並向老師承諾不會再犯同樣的錯誤。	
15:17-15:20	<ol style="list-style-type: none"> 1. 老師先講此節課的流程告訴學生。 2. 老師請學生們將課本翻到第 36 頁。 	部分學生有點浮動	
15:20-15:30	<ol style="list-style-type: none"> 1. 老師先帶領同學們念過課文一次。 2. 接著讓同學們再一起朗誦一次。 	<ol style="list-style-type: none"> 1. 少部分學生沒有跟著唸。 2. 在學生朗誦過程中，老師會在班上走動。 	
15:40-15:45	<ol style="list-style-type: none"> 1. 老師接著請學生翻到課本第 37 頁的對話。 2. 老師開始講解對話內容。 3. 講解完之後，老師點一位同學起來念幾句對話，再讓該位同學指定下一位同學。 4. 讓同學寫對話下面的練習題，並於五分鐘之後對答案。 	再讓學生指定哪位同學要接著念對話的時候，部分同學會開始騷動。	

15:45-15:55	<ol style="list-style-type: none"> 1. 老師請同學們拿出周考考卷，並先進行對答案。 2. 對完答案之後，老師開始讓學生們問問題。 	1. 老師將答案打在 ppt 上。	
15:55-16:00	<ol style="list-style-type: none"> 1. 若沒問題之後，老師告知學生們需將錯的題目抄寫三遍，並於星期五放學前交給老師。若沒繳交，學生須留校把抄寫完。 		
觀課的學習	<p>Daisy:</p> <p>老師一進到教室開始講話的時候，我對老師的第一印象是”這個老師好有威嚴”。在觀課的過程中，也證實了我的第一印象。在聽老師上課的時候，覺得老師非常的有霸氣，她的氣勢可以壓制住所有學生，連我也差點被她壓制住了。但在下課之後去找老師問一些關於班上的問題時，發現老師其實人非常的好。這樣的反差，讓我更尊敬老師了。</p> <p>老師在課堂一開始時候，都會先告知學生這堂課的流程，這樣可以讓學生先知道這堂課要幹嘛，我覺得這種方式滿好的。老師的上課節奏很流暢，時間掌控的也很好。再來，在上課的途中，老師會穿插英文來跟學生對話，像是用英文來問學生一些問題，也會要求學生以英文回答，可以讓學生有機會可以練習英文口說。另外，在聽力的部分，老師會先撥放 CD 給學生聽，接著會帶領學生跟著一起念，再來會讓學生自行朗誦一次，然後再進行講解。</p> <p>老師的上課方式及利用的教學技巧，都蠻能夠讓學生有很穩的基礎底子。</p>		

Original Lesson Plan

「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 103.9.20 修訂

學校名稱： 東大附中

授課年級：國二

任教學科： 英文

授課日期： 106年4月24/25/26/27日

單元名稱：Unit 6 We Can Watch the Sun Go Down

實施節數：共 4 節，每節 50 分鐘

教學者：Angelina Huang 黃于真, Daisy Chang 張宇萱

備課成員：Angelina Huang 黃于真, Daisy Chang 張宇萱

課程綱要能力指標

- ◎1-IV-1 能聽懂課堂中所學的字詞。
- 1-IV-3 能聽懂基本或重要句型的句子。
- 1-IV-8 能聽懂簡易影片的主要內容。
- ◎2-IV-1 能說出課堂中所學的字詞。
- ◎3-IV-2 能辨識課堂中所學的字詞。
- 3-IV-6 能看懂基本的句型。
- 4-IV-2 能依圖畫、圖示書寫英文句子。
- 4-IV-3 能掌握正確書寫格式寫出英文句子。

一、單元學習目標

大概念 (Big Ideas) 1. Sense verbs 2. Linking verbs 3. Reflexive pronouns	關鍵問題 (Essential Questions) 1. Sentence pattern of sense verbs. 2. How to use sense verbs.
學生能知道的知識 (Knowledge) 英-J-A2：具備系統性理解與推演的能力，能釐清文本訊息間的關係進行推論，並能經由訊息的比較，對國內外文化的異同有初步的了解。 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。	學生能做到的技能 (Skills) 1- IV-1 能聽懂課堂中所學的字詞。 1- IV-3 能聽懂基本或重要句型的句子。 2-IV-1 能說出課堂中所學的字詞。 6-IV-1 樂於參與課堂中各類練習活動，不畏犯錯。

二、教材組織分析

This unit focuses on sense verbs and reflexive pronouns. Students will learn how to use sense verbs to express their feelings or what they have observed. They will have the ability to understand the context of the dialogue and the reading. They will also be able to give a short presentation about introducing a touring site.

三、學習表現的評量

Handout, quiz, group discussion/presentation, attendance and participants

四、本單元各節次學習活動設計的重點

節次	學習重點
1	Dialogue and vocabulary (listening)
2	Grammar
3	Writing
4	Reading (reading)+Extension (speaking)

五、本單元第 1 節學習活動設計

流程	內容	時間	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. Ask students if they know what the attractions are on the textbook and fill the number in the blank. 2. Let students think about one reason why foreigners want to visit Taiwan. 3. Watch a YouTube video about 5 reasons why people should visit Taiwan. 	10'	
開展(開始新概念的學習)	<ol style="list-style-type: none"> 1. Play CD to let students listen to the dialogue. (only audio version) 2. Listen to the CD again. (audio with animation version) 3. Ask students some questions based on the dialogue. <ul style="list-style-type: none"> -how did Ethan and his mom go to the beach? -what did Ethan and his mom plan to do in the afternoon? -if Ethan and his mom want to see the sunset, when should they leave home? -where did Mrs. Hong suggest they can go in May? 4. Pick up some sentences and vocabulary to explain. And add some extensions. <ul style="list-style-type: none"> A. problem <ul style="list-style-type: none"> -have a problem with +N. 	2' 2' 6' 15	

	<p>-have a problem (in) +Ving</p> <p>B. Abbreviations of other kinds of public transportations, e.g. BRT, HSR...</p> <p>C. Convenient: -convenient to/for -convenience store -convenience food -conveniently -inconvenient(補充 other prefixes: expensive/inexpensive, easy/uneasy, friendly/unfriendly, safe/unsafe, necessary/unnecessary, legal/illegal, perfect/ imperfect, regular/irregular,</p> <p>D. Ask students a question -do Ethan and his mom need to ride for a long distance?</p> <p>E. how far (distance) vs. how long (time and length)</p> <p>F. miles: -milestone -mileage</p> <p>G. be able to -be able to +V. -ability(n.)能力</p> <p>H. leave -leave +地方 離開... -leave for +地方 前往... -leave 留下,使...保持某種狀態</p> <p>I. 補充 other compound words, e.g. underground, sunflower, bookshelf...</p> <p>J. That'd be great = that would be great</p>		
挑戰 (實現 伸展跳躍)	<ol style="list-style-type: none"> 1. Do the listening exercise on p.82. 2. Go to the theme words part and add some 	10'	

的課題)	<p>adjectives or adverbs that can describe scenery.</p> <p>A. starry(adj.)布滿星星的</p> <p>B. shooting stars 流星雨</p> <p>C. cloudy/windy/sunny/rainy/foggy</p> <p>3. Do the listening exercise on p.76.</p>		
總結(統整本節學習重點)	Play the CD again and ask students to read after it.	5'	

五、本單元第 2 節學習活動設計

流程	內容	時間	學習指導 注意事項
導入(引起動機或複習舊經驗)	Tell students schedule of the day. (Two sentence pattern + practice)	5'	
開展(開始新概念的學習)	Grammar (Sentence pattern I 16')		
	1. Ask students to pick up the sentences talking about feeling, such as five senses. Ex. Description of hearing or seeing something.	1'	
	2. Ask student what kind of verbs and rules are in these sentences.	1'	
	3. Tell students that these verbs are describing our feelings and ask them if they can translate or explain in Mandarin.		
	4. Teacher explains the examples and other differences between two kinds of sentence pattern 1.	10	Teacher has to pick up the sentences with feeling first. Sentence pattern I 16' (13+3) Sentence pattern II 9' (7+2)
	5. Ask students to do the exercise in textbooks.		
	6. Pick up some students to answer	3'	
	7. Sentence pattern II 9'	1'	
Teach sentence pattern 2 by the same way. (Pick up the sentences with feeling description...)			
8. Explain other examples and the differences of "by oneself" and "...oneself"	1'		

	9. Ask students to do exercise 2 and pick up some of them to answer	5' 2'	
挑戰 (實現 伸展跳躍 的課題)	1. Give students exercise sheets. 2. Teacher leads students to fill in the first four questions. 3. Students do the practice to review and finish by themselves.	3' 12'	Teacher designs 9 questions including two sentences patterns in a sheet.
總結 (統整 本節學習 重點)	1. Tell students that there will be a quiz including vocabulary words and grammar tomorrow. 2. Tell students there will be activity on Thursday if they behave well.	5'	

五、本單元第3節學習活動設計

流程	內容	時間	學習指導 注意事項
導入 (引起 動機或複 習舊經驗)	1. Tell students the schedule 2. Return students their sheets and explain some mistakes. 2. Pick up some questions to explain 3. Quiz	5' 10'	
開展 (開始 新概念的 學習)	1. Explain the instructions of the worksheet 2. Lead students to write first three questions. 3. Ask students to fill in the blanks 4. Ask students to give their answers and show the answers by slides	2' 10' 3'	
挑戰 (實現 伸展跳躍 的課題)	Writing: 1. Assign a touring site to each group at random. 2. Tell students the format and the rules of the presentation tomorrow.	15'	Teacher designs the list including the blanks of the text and other sentences related to the activity in the next class.

	<p>a. brief introduction of the touring site(name, history...)</p> <p>b. how to get there by public transportations(from THU to the site)</p> <p>c. what can we do in there?</p> <p>d. what can we eat near there?(restaurant, dessert...)</p> <p>e. do you recommend this touring site? Why?(give 2 reasons at least)</p> <p>3. Grouping</p> <p>4. Ask students to fill in the blanks of the sentences</p> <p>Group discussion of making sentences</p> <p>Give back to the teacher</p>		
總結(統整本節學習重點)	Tell students about the presentation of next class	5'	

五、本單元第4節學習活動設計

流程	內容	時間	學習指導 注意事項
導入(引起動機或複習舊經驗)	<p>1. What do you know about Green Island?</p> <p>2. Ask students if they have ever been to Green Island before.</p>	5' 3'	
開展(開始新概念的學習)	<p>Reading comprehension</p> <p>1. Students read the article and answer the questions.</p> <p>2. Teacher tells them the answers by picking up some students.</p> <p>3. Ask students turn to the textbook and add some notes to explain the point of the text.</p> <p>A. go +Ving, such as go skiing, go skydiving...</p> <p>B. world-famous 舉世聞名的</p> <p>C. famous 有名的</p> <p>-famous for</p>	8' 2' 2'	

	D. well-known 眾所皆知的 E. soak + in		
挑戰 (實現 伸展跳躍 的課題)	1. Let students start to present their travel guides group by group. The presentation will contain a. Brief introduction of the touring site b. How to get to the site by public transportation from THU c. What we can do there d. What we can eat near there Why does your group recommend this touring site? (2 reasons at least) (If there is time left, show students some video clips related to touring sites assigned to students.)	25'	The teacher can give some feedback after a group finishes their presentation. Each group will have 3-4 mins.
總結 (統整 本節學習 重點)	Let students do the questionnaire.	5'	
說明：學習指導注意事項可包含：1. 評量方式；2. 教師要準備的媒材、資料等；3. 預測學生可能的答案或反應；4. 就學生可能的迷思或困惑所做的引導；5. 提問層次；6. 其他注意事項			

Unit 6

We Can Watch the

Sun Go Down

Worksheet

Name: _____ Number: _____

請依提示改變動詞時態 (過去式、現在式、+ing、原形) 及填入

oneself/selves

Jeremy saw a poster of Twice saying they were going to held a concert at his school.

(1) He _____ **(hear)** them _____ **(call)** his name and _____ **(invite)** him.

(2) Jeremy wanted to go to the concert by _____ **(he)**. But his mother said, "you can't go there by _____ **(you)**".

(3) Then, he _____ **(see)** Kobe _____ **(watch)** Twice's music video. So, he invited Kobe to go with him.

(4) They made a card for Twice by _____ **(they)**.

(5) Jeremy was happy when he _____ **(see)** them _____ **(dance)** on the stage.

(6) They enjoyed _____ **(they)** a lot.

(7) Before the concert, he could only _____ **(listen to)** them _____ **(sing)** through the Internet.

(8) Now, his dream comes true. And he _____ **(feel)** Twice's voice _____ **(hit)** his heart.

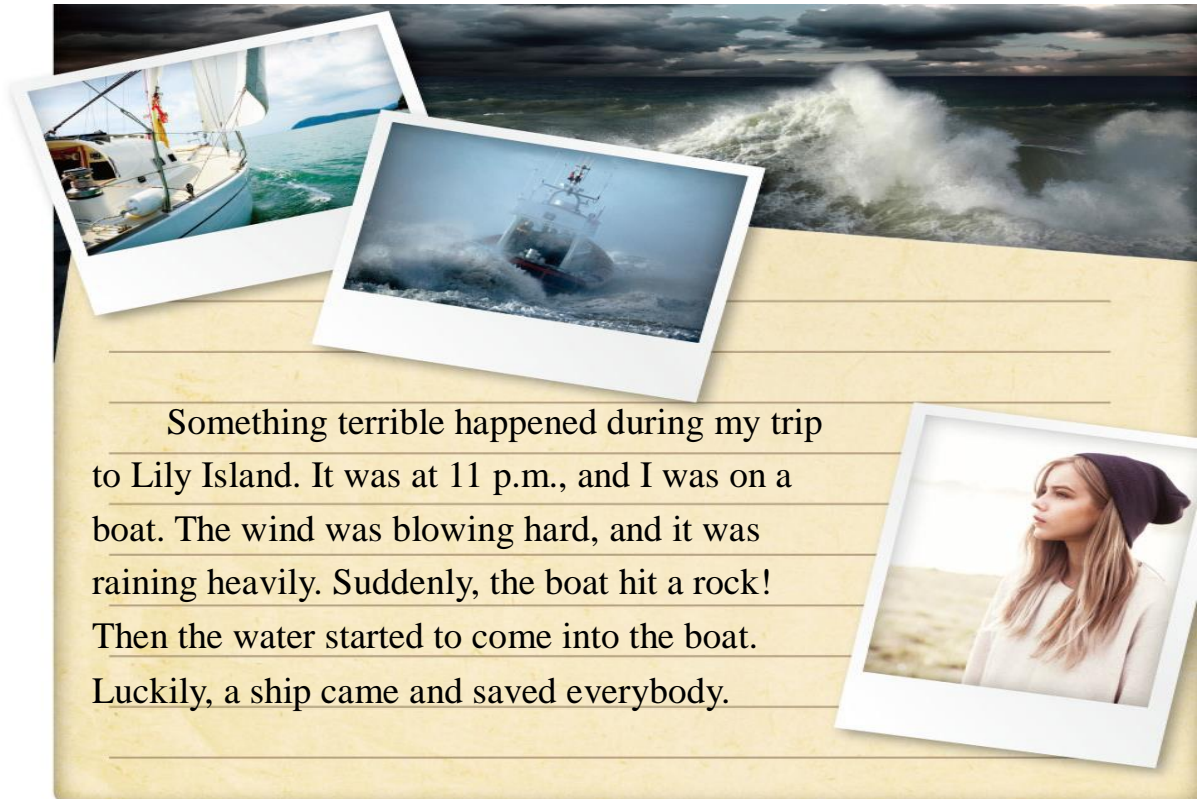
(9) He _____ **(watch)** Twice _____ **(perform)**

at the stage and has a great time.



Exercise writing Read, rewrite, and create.

請依內容完成 1-6 題並依提示完成 7-9 題



Something terrible happened during my trip to Lily Island. It was at 11 p.m., and I was on a boat. The wind was blowing hard, and it was raining heavily. Suddenly, the boat hit a rock! Then the water started to come into the boat. Luckily, a ship came and saved everybody.

1. Amy was on a boat to Lily Island one night because she wanted to watch the sun go down.

2. She heard the wind blowing hard and saw the rain falling heavily.

3. Then suddenly, she felt _____ hit something. It was a rock. How terrible!

4. She saw the water _____ into the boat.

5. Luckily, a ship came and saved everybody.

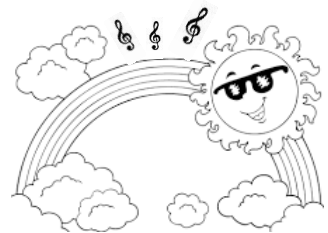
6. Then they left for Lily Island _____ ship safely.

7. There are many special things on Lily Island.

They saw rainbows _____ (sing) and clouds _____ (dance) beautifully in front of them.

8 She _____ (hear) the wind _____ (blow) smoothly.

9. After they _____ (watch) the sun _____ (go down), they decided to left by rolling the boat _____ (they).



請依各組負責的景點完成表格內容，並參考範例，

在下方寫出完整的一段話準備上台分享，加油！

	Example	Attraction or view
Place	Taipei 101	
Location	Taipei.	
Traffic	Take a bus/ by bus	
Scenery	see many people going shopping there	
Food (name 2 food)	1. soup dumplings 2. ice cream	1. 2.
Reasons to recommend(give 2 reasons)	1. the most famous building in Taiwan 2. convenient for people to get there	1. 2.

Example: We are going to introduce Taipei 101. It is in Taipei. We can get there by bus. We can see many people shopping in Taipei 101. There are many delicious foods near Taipei 101. We can eat soup dumplings and ice cream there. We recommend Taipei 101 because it is the most famous building in Taiwan. Also, it is convenient for people to get there. If you have a chance to visit Taiwan, you got to see it yourself!

Where do you recommend?

A Trip to Green Island

Last weekend, Ethan and his family stayed on Green Island for two days. On the first day, they **went snorkeling** and saw many pretty fish swimming in the sea. Ethan found lots of sea animals along the way. He saw two sea **turtles** and even one sea **snake** hiding in the rocks. Being in the water made him very happy.

On the second day, Ethan and his family went to Zhaori Hot Spring. It's a world-famous **saltwater** hot spring. They **soaked** in the hot spring and watched the sun **rise** at the same time. They enjoyed themselves very much.

Zhaori Hot Spring 朝日温泉

Check the right answer(s)

①. What did Ethan do during his trip to Green Island?

(A)

Day 1	go to a hot spring
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(B)

Day 1	go snorkeling
-------	---------------

(C)

Day 1	go to a hot spring go snorkeling
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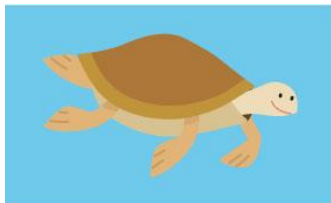
Day 2	go snorkeling watch the sunset
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Day 2	go to a hot spring watch the sunrise
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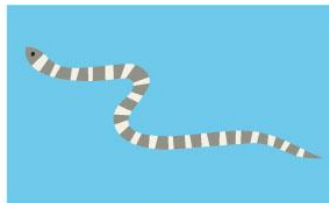
Day 2	watch the sunrise feed sea turtles
-------	---------------------------------------

②. What did Ethan see under the sea on Green Island?

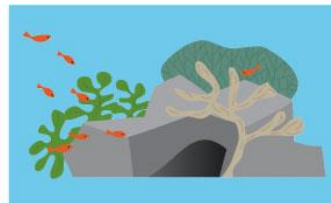
(A)



(B)



(C)



③. How did they feel about the trip?

(A) scared (B) annoyed (C) enjoyed (D) tired

④. When did Ethan and his family leave for Green Island?

(A) Friday (B) Saturday (C) Monday (D) Wednesday

⑤. How long did Ethan and his family stay on Green Island?

(A) Three days (B) Two days (C) One week (D) Two weekends

⑥. What may be the possible time they soaked in the hot spring?

(A) Noon (B) evening (C) early morning (D) Late night

Quiz

Name: _____ Number: _____

- | |
|--|
| a. be able to b. ourselves c. miles d. herself |
| e. leave f. see g. underwater h. watch |

*請勿填寫代號

1. The train is two _____ away from here.
2. We will _____ arrive the hotel before noon.
3. There are many beautiful fishes and other creatures in the _____ world.
4. If Kelly does not want to be late for school, she should better to _____ her home at 6:30 a.m.
5. We can fix the computer by _____.
6. Karen prepares the dinner by _____.
7. I _____ the teacher singing.
8. We can _____ the sun go down.
9. Ken 感覺到風正在吹拂。

10. 我看到 Jenny 哭。

Revised Lesson Plan

「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 103.9.20 修訂

學校名稱：東大附中

任教學科：英文

單元名稱：Unit 6 We Can Watch the Sun Go Down

實施節數：共4節，每節50分鐘

授課年級：國二

授課日期：106年4月24/25/26/27日

教學者：Angelina Huang 黃于真, Daisy Chang 張宇萱

備課成員：Angelina Huang 黃于真, Daisy Chang 張宇萱

課程綱要能力指標

- ◎1-IV-1 能聽懂課堂中所學的字詞。
- 1-IV-3 能聽懂基本或重要句型的句子。
- 1-IV-8 能聽懂簡易影片的主要內容。
- ◎2-IV-1 能說出課堂中所學的字詞。
- ◎3-IV-2 能辨識課堂中所學的字詞。
- 3-IV-6 能看懂基本的句型。
- 4-IV-2 能依圖畫、圖示書寫英文句子。
- 4-IV-3 能掌握正確書寫格式寫出英文句子。

一、單元學習目標

大概念 (Big Ideas)	關鍵問題 (Essential Questions)
1. Sense verbs 2. Linking verbs 3. Reflexive pronouns	3. Sentence pattern of sense verbs. 4. How to use sense verbs.
學生能知道的知識 (Knowledge) 英-J-A2：具備系統性理解與推演的能力，能釐清文本訊息間的關係進行推論，並能經由訊息的比較，對國內外文化的異同有初步的了解。 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。	學生能做到的技能 (Skills) 1- IV-1 能聽懂課堂中所學的字詞。 2- IV-3 能聽懂基本或重要句型的句子。 2-IV-1 能說出課堂中所學的字詞。 6-IV-1 樂於參與課堂中各類練習活動，不畏犯錯。

二、教材組織分析

This unit focuses on sense verbs and reflexive pronouns. Students will learn how to use sense verbs to express their feelings or what they have observed. They will have the ability to understand the context of the dialogue and the reading. They will also be able to give a short presentation about introducing a touring site.

三、學習表現的評量

Handout, quiz, group discussion/presentation, attendance and participants

四、本單元各節次學習活動設計的重點

節次	學習重點
1	Dialogue and vocabulary (listening)
2	Grammar
3	Writing
4	Reading (reading)+Extension (speaking)

五、本單元第 1 節學習活動設計

流程	內容	時間	學習指導 注意事項
導入 (引起動機或複習舊經驗)	4. Ask students if they know what the attractions are on the textbook and fill the number in the blank. 5. Let students think about one reason why foreigners want to visit Taiwan. 6. Watch a YouTube video about 5 reasons why people should visit Taiwan.	10'	
開展 (開始新概念的學習)	5. Play CD to let students listen to the dialogue. (only audio version) 6. Listen to the CD again. (audio with animation version) 7. Ask students some questions based on the dialogue. -how did Ethan and his mom go to the beach? -what did Ethan and his mom plan to do in the afternoon? -if Ethan and his mom want to see the sunset, when should they leave home?	2' 2' 6'	Give students worksheet for dialogue with

	<p>-where did Mrs. Hong suggest they can go in May?</p> <p>8. Pick up some sentences and vocabulary to explain. And add some extensions.</p> <p>A. problem</p> <ul style="list-style-type: none"> -have a problem with +N. -have a problem (in) +Ving -let students do some practice on the worksheet 他們的電腦出了一些問題。 John 和 Steven 在溝通上有問題。 <p>B. Abbreviations of other kinds of public transportations, e.g. BRT, HSR...</p> <p>C. Convenient:</p> <ul style="list-style-type: none"> -convenient to/for -convenience store -convenience food -conveniently -inconvenient (補充 other prefixes: expensive/inexpensive, easy/uneasy, friendly/unfriendly, safe/unsafe, necessary/unnecessary, legal/illegal, perfect/imperfect, regular/irregular, <p>D. Ask students a question</p> <ul style="list-style-type: none"> -do Ethan and his mom need to ride for a long distance? <p>E. how far (distance) vs. how long (time and length)</p> <ul style="list-style-type: none"> -let students use how far and how long to create sentences 你會待在日本多久? 從你家到學校有多遠? <p>F. miles:</p>	15	some practice on it.
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	<p>-milestone -mileage</p> <p>G. be able to -be able to +V. -tell students that “be” represents be verb. -ability(n.)能力 -let students do some exercises on the worksheet. Alan 能夠自己開車去機場。 Simon 能夠在十秒內跑一百公尺。</p> <p>H. leave -leave +地方 離開... -leave for +地方 前往... -leave 留下,使...保持某種狀態 -let student do some practice on the worksheet. Karen 昨天離開了台中。 我阿姨兩天後會前往韓國。</p> <p>I. 補充 other compound words, e.g. underground, sunflower, bookshelf...</p> <p>J. That’d be great = that would be great</p>		
挑戰 (實現伸展跳躍的課題)	<p>4. Do the listening exercise on p.82.</p> <p>5. Go to the theme words part and add some adjectives or adverbs that can describe scenery. D. starry(adj.)布滿星星的 E. shooting stars 流星雨 F. cloudy/windy/sunny/rainy/foggy</p> <p>6. Do the listening exercise on p.76.</p>	10’	
總結 (統整本節學習重點)	If there still has time, play the CD again and ask students to read after it.	5’	

五、本單元第 2 節學習活動設計

流程	內容	時間	學習指導 注意事項
導入 (引起動機或複習舊經驗)	Tell students schedule of the day. (Two sentence pattern + practice)	5'	
開展 (開始新概念的學習)	<p>Grammar (Sentence pattern I 16')</p> <p>1. Ask students to pick up the sentences talking about feeling, such as five senses from the text. Ex. Description of hearing or seeing something.</p> <p>2. Ask student what kind of verbs and rules are in these sentences.</p> <p>3. Tell students that these verbs are describing our feelings and ask them if they can translate or explain in Mandarin.</p> <p>4. Teacher explains the differences of I watch the sun “going” down and I watch the sun “go” down.</p> <p>5. Teacher tells students the use of “V-ing” with sense verbs by asking the differences of two sentences. (O) I watch the sun going down. (X) I watch the sun is going down. Teacher explains the rules of verbs that “watch” and “is” can not be in the same sentence because two verbs can not be in one sentence.</p> <p>6. Teacher shows and explains other kinds of sense verbs from examples of sentence pattern 1.</p> <p>7. Ask students to make sentence through the pictures the teacher shows.</p> <p>8. Ask students again the difference between V-ing and original verb and ask them to write</p>	<p>1'</p> <p>1'</p> <p>10</p> <p>3'</p> <p>1'</p> <p>1'</p> <p>5'</p> <p>2'</p>	<p>Teacher has to pick up the sentences with feeling first.</p> <p>Sentence pattern I 16' (13+3)</p> <p>Sentence pattern II 9'(7+2)</p> <p>Teacher should make sure if students have finish making their notes and change to the next slide.</p> <p>Teacher can pick up some students to answer the questions to remind them to be focused on the class.</p>

	<p>down on their textbooks.</p> <p>9. Ask students to do the exercise in textbooks and pick up some students to answer.</p> <p>10. Sentence pattern II 9'</p> <p>Teach sentence pattern 2 by the same way. (Pick up the sentences with feeling description...)</p> <p>11. Teacher asks students to explain the meaning of other examples.</p> <p>12. Teacher asks students to finish exercise 2 and pick up some of them to answer</p> <p>13. Teacher ask students if they know the differences of “by oneself” and “...oneself” and explain them.</p>		
挑戰 (實現伸展跳躍的課題)	<p>1. Give students exercise sheets.</p> <p>2. Teacher leads students to fill in the first four questions.</p> <p>3. Students do the practice to review and finish by themselves.</p>	3' 12'	Teacher designs 9 questions including two sentences patterns in a sheet.
總結 (統整本節學習重點)	<p>1. Tell students that there will be a quiz including vocabulary words and grammar tomorrow.</p> <p>2. Tell students there will be activity on Thursday if they behave well.</p> <p>3. Teacher asks students to return their worksheets.</p>	5'	

五、本單元第3節學習活動設計

流程	內容	時間	學習指導 注意事項
導入 (引起動機或複習舊經驗)	<p>1. Tell students the schedule of the day</p> <p>2. Return students their sheets and explain some mistakes.</p> <p>3. Quiz</p>	5'	<p>Teacher tells students the importance of group grading.</p> <p>Teacher asks students to return their test paper.</p>

	<p>4. Grouping students based on their seats</p> <p>5. Tell students that the group who gets the highest grade will have the priority to do something special.</p>	10'	
開展 (開始新概念的學習)	<p>1. Teacher explains the contents of the worksheet by asking students to translate the sentences.</p> <p>2. Teacher leads students to write first three questions.</p> <p>3. Teacher asks students to fill in the blanks.</p> <p>4. Teacher picks up some students to give their answers and show the answers by slides.</p>	2' 10' 3'	Teacher explains the blanks of the writing worksheet.
挑戰 (實現伸展跳躍的課題)	<p>Writing:</p> <p>1. Explain to students of the format and the rules of the presentation tomorrow by the example of Taipei 101.</p> <p>a. brief introduction of the touring site(name, history...)</p> <p>b. how to get there by public transportations(from THU to the site)</p> <p>c. what can we do in there?</p> <p>d. what can we eat near there?(restaurant, dessert...)</p> <p>e. do you recommend this touring site? Why?(give 2 reasons at least)</p> <p>2. Grouping: The group who perform the best can have the chance to pick up a number first. The number will lead to a tourist site in the ppt. Each groups will need to finish the blanks of the worksheet.</p> <p>4. Ask students to fill in the blanks of the sentences</p> <p>5. Teacher let each group to start the discussion</p>	15'	Teacher designs the list including the blanks of the text and other sentences related to the activity in the next class. Teacher walks around the class to make sure if students have any questions.

	of making sentences.		
總結(統整本節學習重點)	Tell students about the presentation of next class	5'	

五、本單元第4節學習活動設計

流程	內容	時間	學習指導 注意事項
導入(引起動機或複習舊經驗)	1.What do you know about Green Island? 2.Ask students if they have ever been to Green Island before.	5' 3'	
開展(開始新概念的學習)	Reading comprehension 1. Students read the article and answer the questions. 2. Teacher tells them the answers by picking up some students. 3. Ask students turn to the textbook and add some notes to explain the point of the text. A. go +Ving, such as go skiing, go skydiving... B. world-famous 舉世聞名的 C. famous 有名的 -famous for D. well-known 眾所皆知的 E. soak + in	8' 2' 2'	
挑戰(實現伸展跳躍的課題)	2. Let students start to present their travel guides group by group. The presentation will contain e. Brief introduction of the touring site f. How to get to the site by public transportation from THU g. What we can do there h. What we can eat near there Why does your group recommend this touring site? (2 reasons at least) (If there is time left, show students some video	25'	The teacher can give some feedback after a group finishes their presentation. Each group will have 3-4 mins.

	clips related to touring sites assigned to students.)		
總結 (統整本節學習重點)	Let students do the questionnaire.	5'	
說明：學習指導注意事項可包含：1. 評量方式；2. 教師要準備的媒材、資料等；3. 預測學生可能的答案或反應；4. 就學生可能的迷思或困惑所做的引導；5. 提問層次；6. 其他注意事項			

Unit 6

We Can Watch the

Sun Go Down

Worksheet

Name: _____ Number: _____

Dialogue

Name: _____ Number: _____

1. have a problem with + N.

他們的電腦出了一些問題。

have a problem (in) + Ving

John 和 Steven 在溝通上有問題。

2. how far vs. how long

從你家到學校有多遠?

你會待在日本多久?

3. be able to + V.

Alan 能夠自己開車去機場。

Simon 能夠在十秒內跑一百公尺。

4. leave + 地方 vs. leave for + 地方

Karen 昨天離開了台中。

我阿姨兩天後會前往韓國。

請依提示改變動詞時態 (過去式、現在式、+ing、原形) 及填入

oneself/selves

Jeremy saw a poster of Twice saying they were going to held a concert at his school.

(1) He _____ (**hear**) them _____ (**call**) his name and _____ (**invite**) him.

(2) Jeremy wanted to go to the concert by _____ (**he**). But his mother said, "you can't go there by _____ (**you**)".

(3) Then, he _____ (**see**) Kobe _____ (**watch**) Twice's music video. So, he invited Kobe to go with him.

(4) They made a card for Twice by _____ (**they**).

(5) Jeremy was happy when he _____ (**see**) them _____ (**dance**) on the stage.

(6) They enjoyed _____ (**they**) a lot.

(7) Before the concert, he could only _____ (**listen to**) them _____ (**sing**) through the Internet.

(8) Now, his dream comes true. And he _____ (**feel**) Twice's voice _____ (**hit**) his heart.

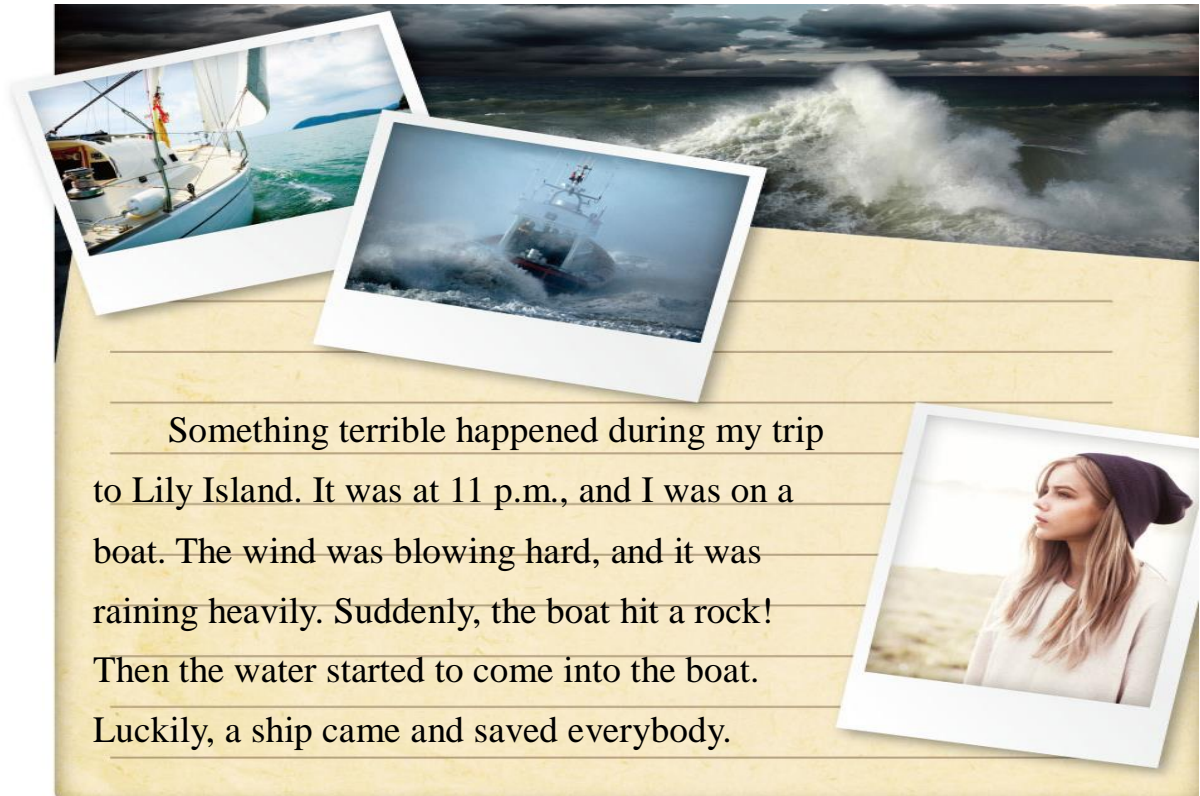
(9) He _____ (**watch**) Twice _____ (**perform**)

at the stage and has a great time.



Exercise writing Read, rewrite, and create.

請依內容完成 1-6 題並依提示完成 7-9 題



Something terrible happened during my trip to Lily Island. It was at 11 p.m., and I was on a boat. The wind was blowing hard, and it was raining heavily. Suddenly, the boat hit a rock! Then the water started to come into the boat. Luckily, a ship came and saved everybody.

1. Amy was on a boat to Lily Island one night because she wanted to watch the sun go down.

2. She heard the wind blowing hard and saw the rain falling heavily.

3. Then suddenly, she felt _____ hit something. It was a rock. How terrible!

4. She saw the water _____ into the boat.

5. Luckily, a ship came and saved everybody.

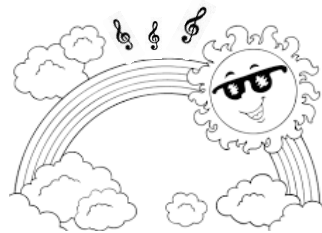
6. Then they left for Lily Island _____ ship safely.

7. There are many special things on Lily Island.

They saw rainbows _____ (sing) and clouds _____ (dance) beautifully in front of them.

8 She _____ (hear) the wind _____ (blow) smoothly.

9. After they _____ (watch) the sun _____ (go down), they decided to left by rolling the boat _____ (they).



請依各組負責的景點完成表格內容，並參考範例，

在下方寫出完整的一段話準備上台分享，加油！

	Example	Attraction or view
Place	Taipei 101	
Location	Taipei.	
Traffic	Take a bus/ by bus	
Scenery	see many people going shopping there	
Food (name 2 food)	3. soup dumplings 4. ice cream	1. 2.
Reasons to recommend(give 2 reasons)	1. the most famous building in Taiwan 2. convenient for people to get there	1. 2.

Example: We are going to introduce Taipei 101. It is in Taipei. We can get there by bus. We can see many people shopping in Taipei 101. There are many delicious foods near Taipei 101. We can eat soup dumplings and ice cream there. We recommend Taipei 101 because it is the most famous building in Taiwan. Also, it is convenient for people to get there. If you have a chance to visit Taiwan, you got to see it yourself!

Where do you recommend?

Reading Worksheet Name: _____ Number: _____

A Trip to Green Island

Last weekend, Ethan and his family stayed on Green Island for two days. On the first day, they **went snorkeling** and saw many pretty fish swimming in the sea. Ethan found lots of sea animals along the way. He saw two sea **turtles** and even one sea **snake** hiding in the rocks. Being in the water made him very happy.

On the second day, Ethan and his family went to Zhaori Hot Spring. It's a world-famous **saltwater** hot spring. They **soaked** in the hot spring and watched the sun **rise** at the same time. They enjoyed themselves very much.

Zhaori Hot Spring 朝日溫泉

Check the right answer(s)

⑦. What did Ethan do during his trip to Green Island?

(A)

Day 1	go to a hot spring
Day 2	go snorkeling
Day 2	watch the sunset

(B)

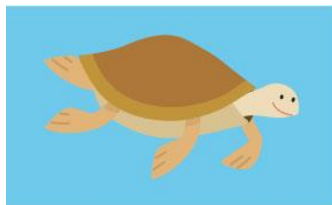
Day 1	go snorkeling
Day 2	go to a hot spring
Day 2	watch the sunrise

(C)

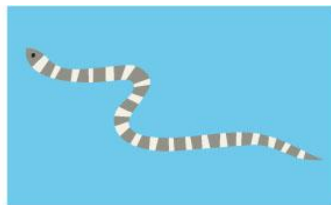
Day 1	go to a hot spring
Day 1	go snorkeling
Day 2	watch the sunrise
Day 2	feed sea turtles

⑧. What did Ethan see under the sea on Green Island?

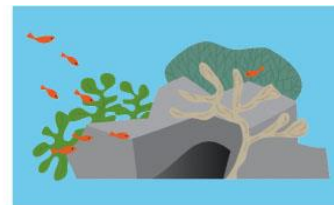
(A)



(B)



(C)



⑨. How did they feel about the trip?

(A) scared (B) annoyed (C) enjoyed (D) tired

⑩. When did Ethan and his family leave for Green Island?

(A) Friday (B) Saturday (C) Monday (D) Wednesday

⑪. How long did Ethan and his family stay on Green Island?

(A) Three days (B) Two days (C) One week (D) Two weekends

⑫. What may be the possible time they soaked in the hot spring?

(A) Noon (B) evening (C) early morning (D) Late night

Quiz

Name: _____ Number: _____

b. be able to b. ourselves c. miles d. herself

e. leave f. see g. underwater h. watch

*請勿填寫代號

11. The train is two _____ away from here.

12. We will _____ arrive the hotel before noon.

13. There are many beautiful fishes and other creatures in the _____ world.

14. If Kelly does not want to be late for school, she should better to _____ her
home at 6:30 a.m.

15. We can fix the computer by _____.

16. Karen prepares the dinner by _____.

17. I _____ the teacher singing.

18. We can _____ the sun go down.

19. Ken 感覺到風正在吹拂。

20. 我看到 Jenny 哭。

Reflections:

Daisy Chang 張宇萱

I taught the first and the fourth class while my partner, Angelina, was in charge of the second and the third class. Before we started to teach the class, we had designed a teaching plan and a handout for the students. Also, we had met up with the English teacher several times to make sure our teaching materials were suitable for the students.

In the first class, I taught the dialogue and vocabulary of Unit 6. At the beginning of the class, I used the pictures of tourist attractions on the textbook to ask students where these attractions were. Then I played a video about five reasons why foreigners should visit Taiwan. While playing the video, I walked around the classroom and found out students were attracted to the video. It made them pay more attentions to the class afterwards. Besides the dialogue and vocabulary, listening ability was another emphasis of this class. So, I played the CD twice to let students listen to the dialogue. After listening to it for two times, I asked students some questions based on the dialogue to ensure they had basic comprehension of the dialogue. I started to explain some sentences and vocabulary and gave the students some extensions. I began to rush because I found out there was not much time left. I was afraid that I could not finish the lecture on time. I did not notice that some students were trying to take notes. They could not write the notes down completely because I taught too fast.

The emphases of the fourth class were reading comprehension and speaking ability. The reading context was about a family trip to Green Island. So I asked students if they had ever been to Green Island. I showed them some famous tourist attractions of Green Island on the Powerpoint slides and gave them a brief introduction of Green Island. Then, I gave students about five minutes to read the reading context by themselves and answer questions on the textbook. I asked some extra questions, such as how did the family feel about the trip, how long did the

family stay on the Green Island, and so on. These questions helped me to evaluate whether the students understood the reading context or not. Next, I began to explain the reading context, like the meaning of “world-famous” and its synonyms, the common phrase “go+ Ving”, and so on. After explaining the reading context, it was the time for group presentations of tourist attractions. Each group had to present what they had written in the previous class. Every group member had to speak at least one sentence. To be honest, I was quite surprised about their performances. I thought that they would be too shy to stand on the stage and speak out. Or they would be unwilling to be on the stage. However, most students were willing to stand on the stage and present their introduction of the tourist attraction. Though some of the students were still shy to speak loudly, I could see they were trying their best to deliver a presentation.

After these two classes, there are several things that I can improve. The first one is to leave more time for students to take notes. And I can let students do some practice after I explain a phrase or a vocabulary. It will help students to understand more about how to use the phrase or the vocabulary. Or I can give them a handout as homework. There will be some practices about what I have taught. The second one is to explain more specifically. For instance, when I am explaining the phrase “be able to + V.”, I should mention that the “be” in this phrase represents be verbs. And also, I should tell students that “can” and “be able to” cannot use in the same sentence. Otherwise, they will write something like “She can be able to drive a car.” Another thing is when students are having a presentation, I could give them the microphone to use. It will help other students to listen more clearly about what they have said.

After all, I enjoyed these two classes a lot. The students were passionate about learning and always willing to participate in our teaching activities. Also, most of their feedback toward our teaching said that the way we taught helped them to learn English more easily. And they thought that learning English was not that hard and

boring. Seeing these kinds of feedbacks made me become more confident with my teaching.

Angelina Huang 黃于真

In these two classes, I talked about the sentence patterns and the writing skills. To be honest, I was not very good at writing skills. So, I worried if they would ask me something I was unfamiliar with. When I prepared for the teaching material, I put in some pictures of in order to attract their attention. Me and Daisy also wrote a handout for them to practice so that they can review the lessons they learned from us.

In the second class, I tried to explain the sentence patterns through the examples from the text. I realized that learning from the texts to expand to the grammar was much easier for students to understand because they had already known these sentences. After I told them the rules of sentence pattern I, I didn't have much time to introduce other sense verbs. So I just translated them all. However, during in this part, some students could be hard to follow because they didn't have those sense verbs examples. Maybe next time I can put the verbs in the handout and make sentences on the power point. When it came to the second sentence pattern, it was much easier than the first one so students finished the practice faster and answered correctly.

In the third class, I reviewed about the grammar skills from the previous class. I asked them try to fill in the blanks to complete the whole sentences. I didn't give enough instructions so they couldn't understand what to do at first. Thus, I led them to finish the practice together. I should explain much more detailed in order to give them more chances to do the practice by themselves. After filling the blanks, I started to talk about the presentation of tourist attraction the next day. I used Taipei 101 as an example to introduce the food and the scenery there. When students saw the slides, some of them were overwhelmed. For their excitement, I was not quite sure whether I should control this kind of condition or just regarded it as they were focusing on class.

In addition, I think I should give each groups some grades when they answer the questions to enhance their learning motivation. What's more, when there is the group with highest score, I don't need to decide which group can choose the random tourist sites first.

However, there is still something I did not explain clearly to students. After having the tests for students, I learned that I should explain some common mistakes for students so that they could truly understand the sentence patterns. For instance, they tended to write "I feel the wind is blowing" instead of "I feel the wind blowing". I didn't spend much time on talking the use of be verb in the sentence. In spite of this, I was not sure if they really learned the correct use of grammar skills. So, I asked the teacher if she could show me their grades of this chapter.

I enjoyed a lot in these two classes and felt very happy that I had this chance to know more about these students. Instead of feeling released from the pressures, I really hope I will have another opportunity to keep teaching them. Besides, if I meet these students again in the future, I will be really appreciated and happy that we can still remember these classes and happiness. Their passion for learning with me not only enhances my expectation but also gives me a lot of confidence of being a teacher.

Angelina(黃于真), Daisy(張宇萱)與張老師議課和檢討

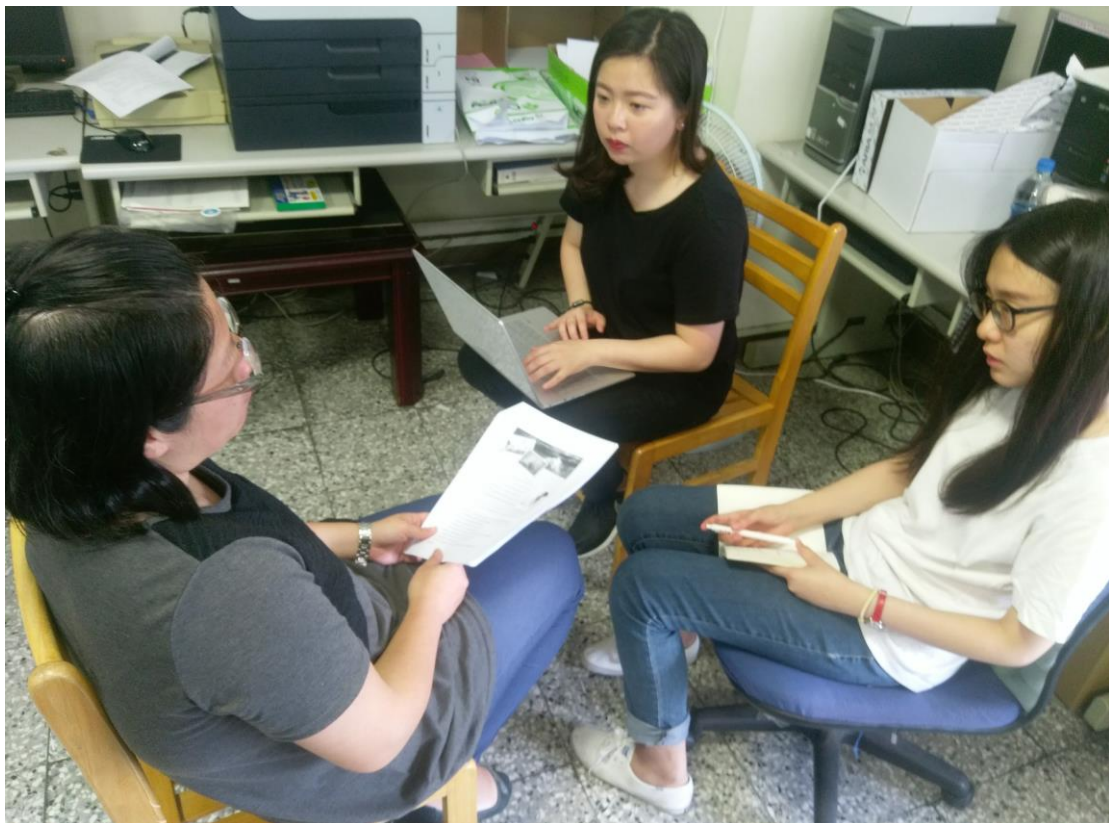
2017.04.19 教學前議課

- 請老師先看過四節課的教案與學習單
- 詢問老師是否有需要修改的地方，以下為老師的建議：
 - ✓ 單字考試可從第四節移至第三節
 - ✓ 第三節可只著重在寫作部分
 - ✓ 閱讀可以留到第四節課再教
 - ✓ 報告的例子可以再簡單一點
 - ✓ 這班的學生程度大概是中等，而且配合度算高，分組活動是可以帶得起

來的，只須注意幾位同學

2017.05.02 教學後檢討

- 以下為老師對於四節課試教的看法：
 - ✓ ppt 字體大小適中
 - ✓ 教學流程順暢
 - ✓ 講解 ppt 的速度可以放慢一些
 - ✓ 多留點時間讓學生抄筆記
- 以下為老師對於未來教學的建議：
 - ✓ 若遇到學習動機較低的學生，可以與學生討論上課情形，達成和諧的共識，不強迫學生一定的成績，但是要求不能影響上課秩序
 - ✓ 如果要長期帶同一個班，在一開始的時候就必須先跟學生們講清楚上課規則，例如上課秩序、成績要求等等
 - ✓ 學生會記住的不是老師教學的內容，而是老師對學生的態度





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