

# Before Class

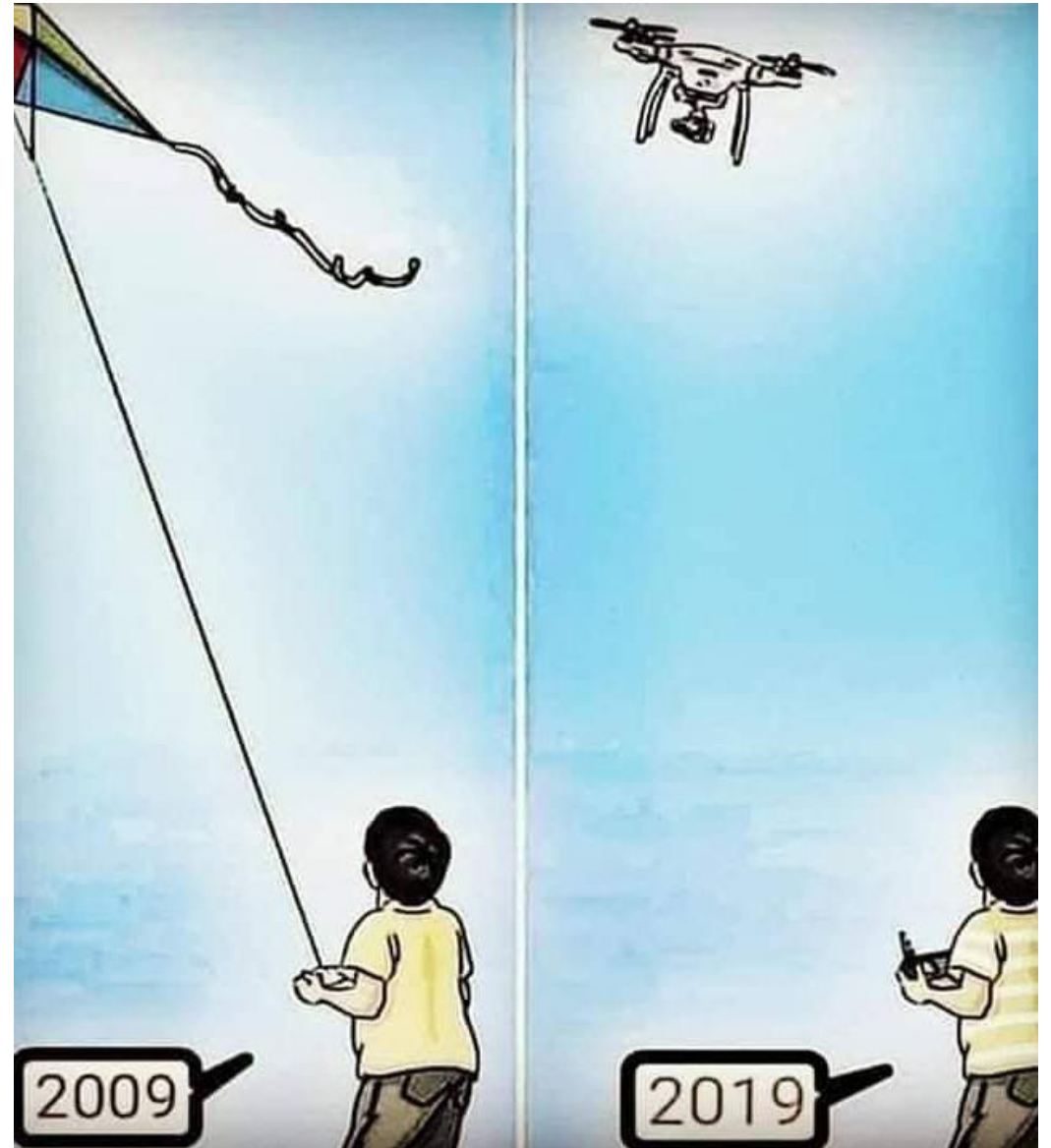
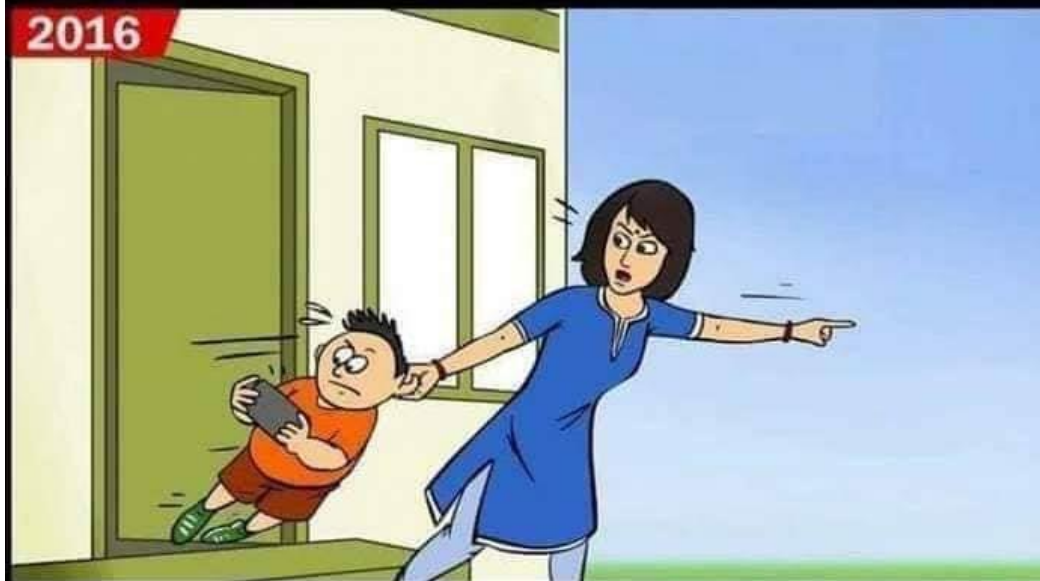
<https://www.youtube.com/watch?v=77xZGofYO60&t=25s>



# 新課本 新挑戰

**Competence-oriented Learning Activity Design**





Karen Finley was born in the U.S. in 1956. When she was only fourteen, she became interested in performing. She graduated from a performing arts school in 1981 and then began to perform in theaters. In her performances, she showed people some of the problems in the world.

Karen's *The Constant State of Desire* was first performed at The Kitchen in New York City in 1986. In this performance she wanted people to notice some of the difficult experiences women have because of men. It soon became controversial. Many people did not feel comfortable with the performance. They thought that Karen hated men too much and was out of control. She was strongly criticized by the newspapers. But some other people thought differently and spoke for her. They said that they felt the experiences Karen showed in this performance were true to life.

Karen hoped that people would think about the sad stories that happen every day. She believed people would understand her and learn some lessons if they could "read" her performances more carefully.



perform, performance

表演

controversial

備受爭議的

43. According to the reading, what might "The Kitchen" be?
- (A) A theater.
  - (B) A restaurant.
  - (C) A newspaper.
  - (D) A performance.

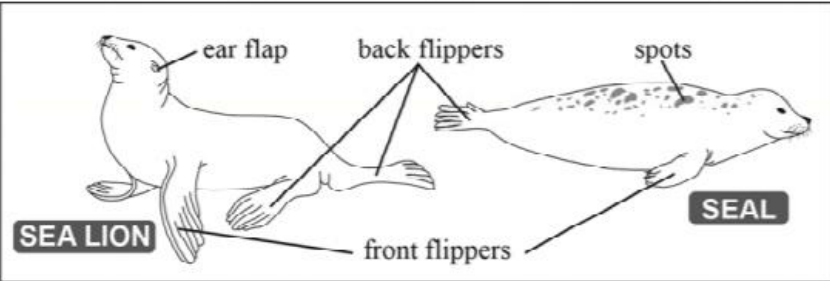


according to 根據



(27-28)

Below is the information about sea lions and seals that Vincent found on a website.




**SEA LIONS**

Sea lions have ear flaps. They are usually brown. Sea lions spend most of their time on land. Their back flippers can move in a circle, so it's easy for them to move on land. When they swim, they move their front flippers. They can be underwater for 8 to 20 minutes. Sea lions live in groups. They are noisy and "talk" loudly. But a baby sea lion is still able to hear its mother even when many mother sea lions are calling out for their babies at the same time.

**SEALS**

Seals don't have ear flaps. Baby seals are all white, and adult seals are usually gray with dark spots. Seals spend most of their time in water. They can stay underwater for 2 hours! They are good swimmers because they can swim with their back flippers, which are like fish tails. However, their back flippers cannot move in a circle, so it's not easy for them to move on land. They seldom come to land except when they want to have babies. Seals usually live alone. They are quiet and only make short soft sounds.



27. On which website did Vincent most likely find the information above?

likely 可能

sea lions seals - Goggle

https://www.goggle.com.tw

Goggle sea lions seals

(A) Facts about sea lions and seals | Animal Science  
[www.animalscience.com/facts/sealionsvsseals](http://www.animalscience.com/facts/sealionsvsseals)  
Who is who? A sea lion or a seal? Let's find out by first looking at...

(B) Sam and Lily are coming to town | The Toy Family  
[www.thetoyfamily.com/dolls/samandlily](http://www.thetoyfamily.com/dolls/samandlily)  
Sam, the sea lion, and Lily, the seal, are now on sale. Buy two dolls for only...

(C) Sea lions, Seals and Me | Music Box  
[www.musicbox/sealionssealsandme.com](http://www.musicbox/sealionssealsandme.com)  
Simon Fisherman's new song Sea lions, Seals and Me is coming out today. Check it out here...

(D) Is it OK to hunt sea lions and seals | The Reporter  
[www.thereporter/isitoktohuntsealionsandseals](http://www.thereporter/isitoktohuntsealionsandseals)  
"We've been hunting sea lions and seals since my grandparents' days. It is an important part of our life," said Nina Okpik. ...

28. Vincent took notes on the information about sea lions and seals he learned. What could he write at the bottom of the first column?

column 欄

	Sea lions	Seals
What do they look like?		
How long can they be underwater?		
How do they live?		
Do they make loud sounds?		
_____?		

- (A) How do they swim  
(B) How long can they live  
(C) Where do they find food  
(D) Who takes care of their babies

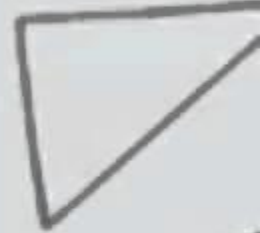
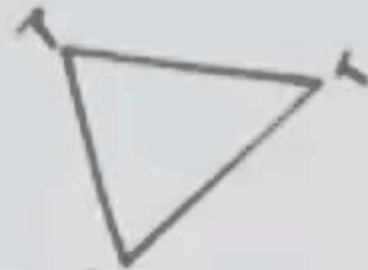


From: <http://psychlearningcurve.org/student-learning-accountability/>

等辺三角形の作り方  
長方形の折り方  
紙を2つに折る



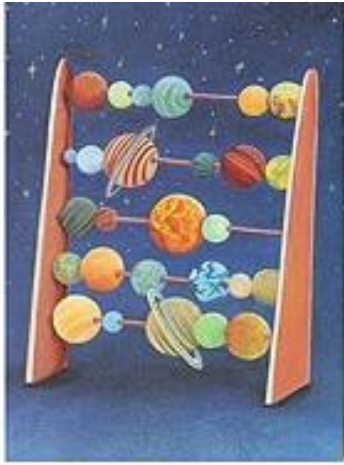
アイスクリーム







What competence do they need?



Find your partners

- **School**

I am from N.

- **Students**

My students are...

- **Core Competence**



Let's Begin!





你是忘記了，還是害怕想起來

# 還校

DELETION

朱自清〈背影〉：「我與父親不相見已二年餘了，我最不能忘記的是他的背影。」這句話暗示什麼？

請下列「」中的字哪一組讀音完全不同？

- (A)「汀」蘭／酪「耐」／「町」梢 (B)「遽」發／「劇」本／發「噉」  
(C)「醃」肉／「闐」然／尼「庵」 (D)「咱」鼻／踉「蹌」／寒「儉」問

默寫：臣亮言：先帝創業未半，而中道崩殂。

「我達達的馬蹄是美麗的錯誤」  
運用了哪幾種修辭技巧？

請問〈木蘭詩〉中，  
木蘭分別到北市和南市買些什麼？

請問在〈雅量〉一文中，作者的朋友們  
認為衣料像哪些物品？

「一三五不論；二四六分明。」  
指的是哪種形式的唐詩規則？

9/28 向老師道歉



你是忘記了，還是只背公式



# 還校

DELETION

電影院每張票售價120元，會有250名觀眾。若票價每便宜10元時，增加10名觀眾。若設票價便宜25元時，會增加多少觀眾？

「庭院深深深幾許」  
使其中3個「深」字  
不完全連在一起，有  
幾種排列可能？

請問  $\sin 73^\circ$ 、 $\sin 146^\circ$ 、 $\sin 219^\circ$ 、 $\sin 292^\circ$ 、 $\sin 365^\circ$   
這五個數值的中位數是哪一個？

小文、阿忠兩人合作一工程  
3天可完成，已知阿忠一個人  
做比小文一個人做需多費  
2天，則小文、阿忠兩人獨  
做各需多少天才能完工？

9/28 向老師道歉



你是忘記了，還是只會 I'm fine and you?



I am a \_\_\_\_ in college and everything is new to me.

(A) freshman (B) freshmale (C) frenchman (D) fireman

# 還校

DELETION

This TV program is designed for children, \_\_\_\_ for those under five. It contains no violence or strong language.

(A) particularly (B) sensibly (C) moderately (D) considerably

Few people will trust you if you continue making \_\_\_\_ promises and never make efforts to keep them.

(A) chilly (B) liberal (C) hollow (D) definite

If we work hard to \_\_\_\_ our dreams when we are young, we will not feel that we missed out on something when we get old.

(A) distribute (B) fulfill (C) convince (D) monitor

The new manager is a real gentleman. He is kind and humble, totally different from the former manager, who was \_\_\_\_ and bossy.

(A) eager (B) liberal (C) mean (D) inferior

9/28 向老師道歉



以學生為主體，以生活經驗為重心，培養現代國民所需的基本能力。

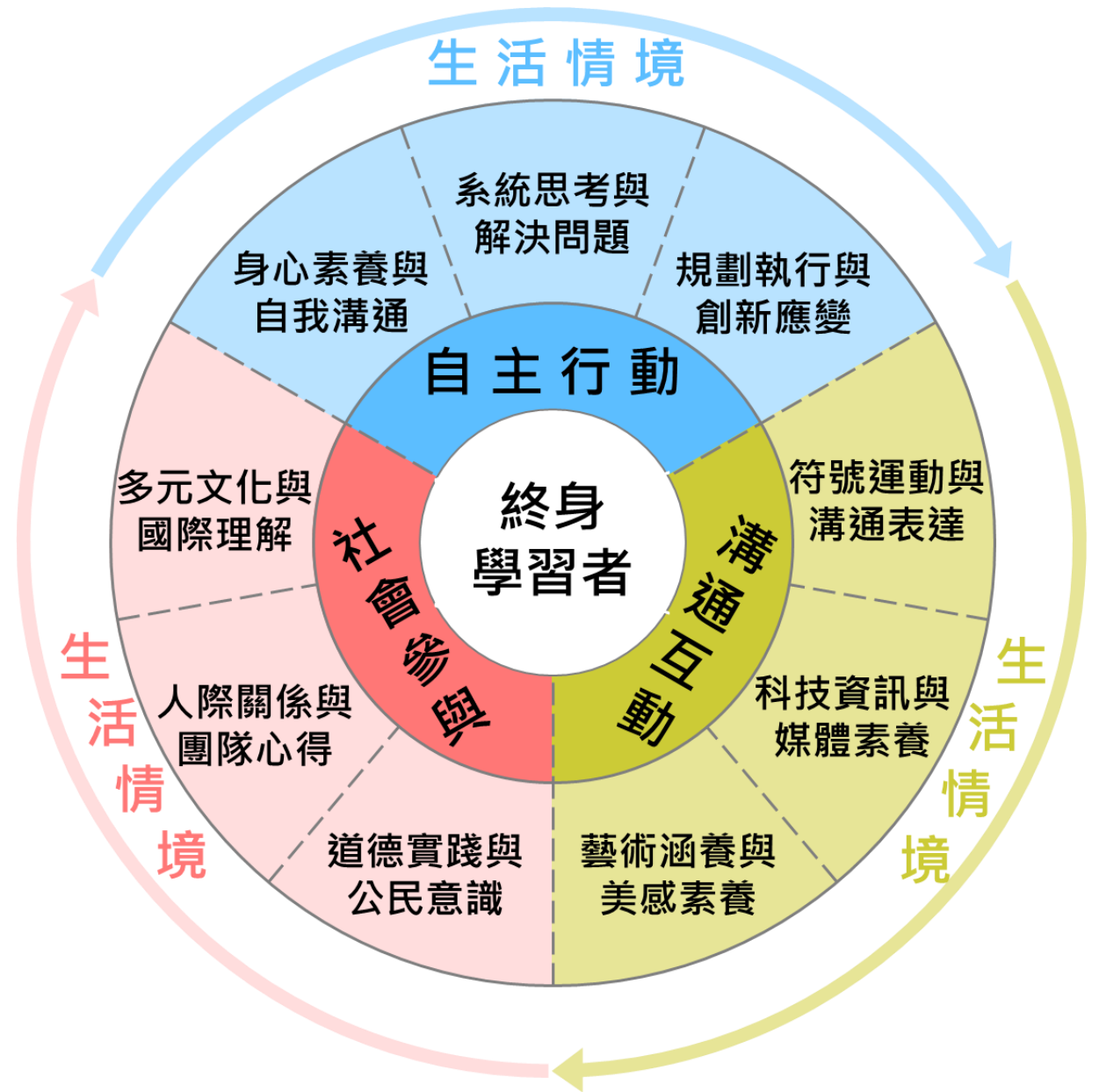
適應現在生活及面對未來挑戰，所應具備的知識、能力與態度，核心素養強調學習不宜以學科知識及技能為限，而應關注學習與生活的結合，透過實踐力行而彰顯學習者的全人發展。

# What is Competence?



How to teach?

# What to teach?





## 整合知識、 能力與態度

避免偏重學科知識的灌輸式教學型態，可透過提問、討論、欣賞、展演、操作、情境體驗等學習策略與方法，引導學生創造與省思，提供學生更多參與互動及力行實踐的機會

## 整合知識、 能力與態度

- 能理解所學字詞的常見語意、常見的句型結構，及簡易文本的篇章結構。
- 能理解生活或社會議題、時事或新知、個人經歷或想法等主題，且敘述稍長、脈絡清楚分明的文本；
- 能指出文本的主旨、結論、清楚陳述的敘述者態度或立場等重要訊息；
- 能過濾及綜合文本訊息做推論。

## 整合知識、 能力與態度

- 能聽懂主題與日常生活和個人興趣相關且敘述較委婉、訊息較多的言談
- 能指出言談的主旨或細節等重要內容，並利用言談的語句、語調或語氣等做出推論



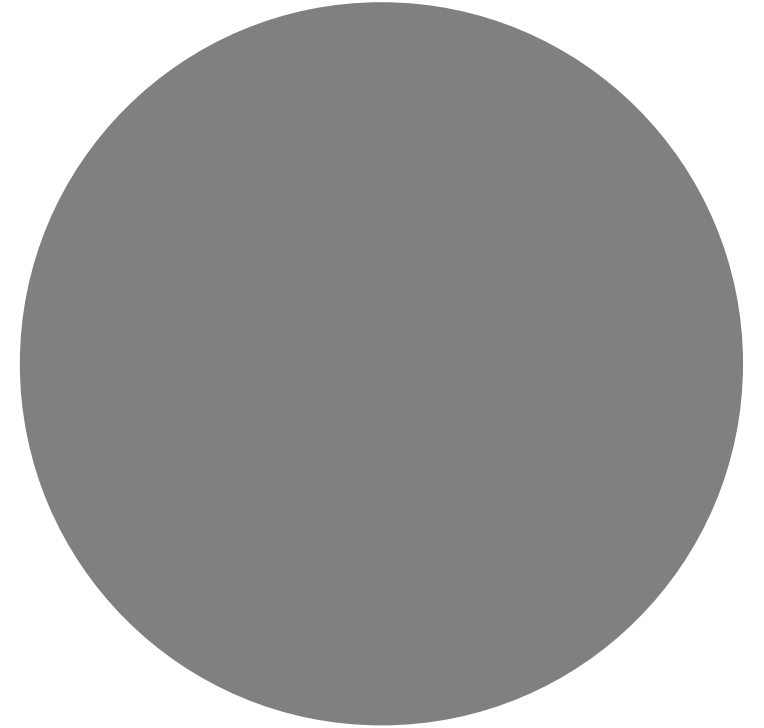
# Example

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Rules on the Bus

How Much Sugar Do We Need?

A Great New Year's Eve



# Rules on the Bus

## Dialogue

CD3: 1~2

(In the museum)

Meg: Are you OK, sir?

The Thinker: I'm fine. Please don't touch me!

Meg: Sorry!

Amy: Look over there, John!

John: Wow! It's a mummy!

Mummy: Hi there. Please be quiet.

Amy: Oops! Sorry, sir.

Vocabulary CD3: 5

museum 博物館  
please 請  
me 我 (I的受格)  
quiet 安靜的

sir 先生 (對男性的尊稱)  
don't 別: 不 (do not的縮寫)  
mummy 木乃伊  
oops 噢 (表抱歉、驚訝等)

The Thinker 沉思者  
touch 摸: 碰觸  
be 是: 當 (be動詞原形)



CD3: 3~4

John: I'm hungry.

Meg: I'm hungry, too. Let's eat these apples.

John: Let's not eat here. Let's go to the snack bar over there.

Amy: Wait! There's a dinosaur BEHIND you!

John: What?!

Meg: Let's run... NOW!

Dinosaur: Don't run in the museum.

John: Ahh...



Match. 根據對話內容, 看圖填入相符的新使句代號。



(D) Don't run in the museum.

Vocabulary CD3: 5

let's... 我們一起...吧

snack bar 點心吧

wait 等一下: 等待

dinosaur 恐龍

# Rules on the Bus

## Reading CD3: 9~10

### Rules on the Bus

Look here, my friends!

This is Mr. Bus, and I'm his **driver**.

Mr. Bus is **dirty** and sad.

Listen now, boys and girls!

**Don't litter.**

**Don't eat or drink.**

**Don't shout on the bus.**

**Follow the rules.**

**Be nice to Mr. Bus.**

**Check.** 根據文章內容，勾選正確的答案。

① Mr. Bus is dirty and sad.

☐ Yes. ☐ No.

② Don't litter on the bus.

☐ Yes. ☐ No.

③ Shout on the bus, please.

☐ Yes. ☐ No.

④ Don't eat on the bus.

☐ Yes. ☐ No.

## Vocabulary CD3: 11

rule 規則  
or 或

driver 司機：駕駛員  
shout 喊叫

dirty 髒的  
follow 遵守：跟隨

litter 亂丟垃圾



## Exercise Writing

### Look and write.

根據圖意與提示字，用祈使句（please..., don't...或 let's...）造句。



be quiet    eat here    touch the picture    run in the museum

① \_\_\_\_\_

② \_\_\_\_\_

③ \_\_\_\_\_

④ \_\_\_\_\_



# Rules on the Bus

**Dialogue:**

Do you think that making the rules is important in the museum? Why?

**Reading:**

What should the boys and the girls do?

**Writing:**

What are rules for?

Why we need rules?

Where can you see “rules”?



## Rules on the Bus

Don't shout when you press bell.  
Don't lie in the middle of the street.  
Don't push when you get on the bus.

不要做的事

I dance on the bus.

I jump on the bus.

I sing a song on the bus.

我會做的事

1. I see people jump on the bus.

解決案

2. Stoping him.

3. tell him not jump on the bus

## Rules on the Bus

### Rules in the Classroom

Look here, my friends!

This is Mrs. Classroom and I'm her teacher.

Mr. Classroom is angry.

Listen now, students.

Don't play cellphone's game.

Don't cheat.

Don't say dirty words.

Let's follow the rules.

Be nice to Mrs. Classroom.





## Rules on the Bus

### Rules in the Classroom

Look here, my friends!

This is Mrs. Classroom and I'm her teacher.

Mr. Classroom is angry.

Listen now, students.

Don't play cellphone's game.

Don't cheat.

Don't say dirty words.

Let's follow the rules.

Be nice to Mrs. Classroom.



## 重視情境與 脈絡的學習

教材與教學設計，無論提問或布置任務，能夠重視情境與脈絡化的學習，引導學生能主動地與週遭人、事、物及環境的互動中觀察現象，尋求關係，解決問題，並關注在如何將所學內容轉化為實踐性的知識，並落實於生活中。

From: <https://www.facebook.com/photo.php?fbid=10153207029324284&set=a.10151860854969284&type=3&theater>

人不是積木，工作效率是不能用加減乘除來計算的

問 1：

20個人搬一個東西需3分鐘，改由一個人搬，需要多少時間？

答：

可能永遠搬不完～因為搬不動



問 2：

一個人搬一個東西需100分鐘，改由100個人一起搬，需要多少時間？

答：

可能永遠搬不完  
～因為會打架



問 3：

一個奴隸搬一個東西需10分鐘，改由10個祭司一起搬，需要多少時間？

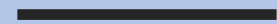
答：

可能永遠搬不完～因為都出一張嘴





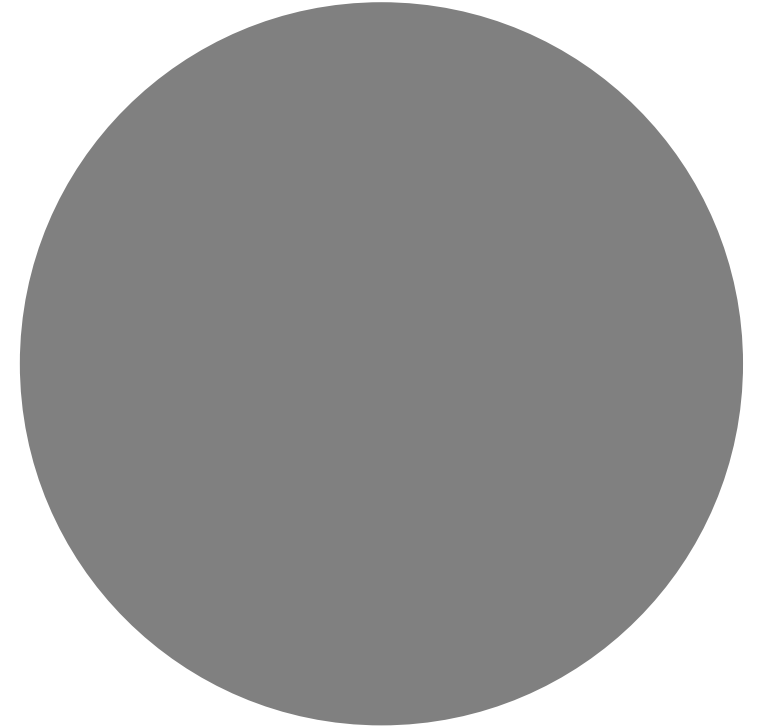
# Example



Rules on the Bus

How Much Sugar Do We Need?

A Great New Year's Eve



# How much sugar do we need?

## Dialogue

CD2: 38~39

(At Kevin's door)

Patty: Hi, Kevin.

Kevin: Hey, Patty. What's up?

Patty: I'm making a **pumpkin** pie for a party, but I don't have any eggs. Do you have some eggs?

Kevin: Yes. How many eggs do you **need**?

Patty: Let me see... I need about twenty.

Kevin: Come on in.



Vocabulary CD2: 42

pumpkin 南瓜

need 需要：需求

how many 多少

CD2: 40~41

(In the kitchen)

Patty: Kevin, I **also** need some **sugar** and **flour**.

Kevin: How much sugar do you need?

Patty: I need a bag of sugar.

Kevin: How about flour? How much do you **want**?

Patty: Three bags, please. **By the way**, do you have a pumpkin?

Kevin: What!



**Write.** 根據對話內容，寫出Patty需要的物品及數量。

What does Patty need?

- ① \_\_\_\_\_ ② \_\_\_\_\_  
③ \_\_\_\_\_ ④ \_\_\_\_\_

Vocabulary CD2: 42

also 也

sugar 糖

flour 麵粉

want 想要

by the way 順帶一提

How much  
sugar do  
we need?

## Reading CD2: 45~46

How Do You Make

### CHOCOLATE MILK SHAKE?



What do you need?

- a glass of milk
- a small cup of chocolate **ice cream**

What do you do?

First, put the milk in a **blender**.

Second, put the chocolate ice cream in it.

Third, **blend** for one minute.

What do you get?

You get a glass of chocolate milk shake.



**Number.** 根據文章內容，填入正確的步驟。



**Vocabulary** CD2: 47

chocolate 巧克力

blender 果汁機

milk shake 奶昔

blend 攪拌

ice cream 冰淇淋



**How much  
sugar do  
we need?**



# Contextualized: Local Gourmet Cooking Class School Fair





SEQUENCE PATTERN:

材料估計

READING:

食譜學習

WRITING:

食譜仿寫

DIALOGUE:

材料 & 器具規劃

英語力  
好「食」力

綜合課:

美食 ♥ 實作

商品企劃書.SQ3R

知識:量詞使用.食譜閱讀

態度:樂於學習.團隊合作

技能:食譜編寫.美食製作

## Warm-Up: 食尚玩家瘋三重

- Zhu's Squid Thick Soup
- A-Wen's Meat Glutinous Rice Balls

湯頭嚐起來是滿滿的花枝鮮甜味，上頭的蒜酥點綴氣味，吃起來完全不膩口！大塊的花枝塊，外頭包裹著是一層薄薄柔軟的魚漿，咬下去彈牙的鮮脆口感相當迷人，那一口接著一口的爽脆感動，吃完還是會有尾韻留在嘴裡的鮮味。

squid, corn flour, Shaoxing wine, broth, sugar, salt, garlic  
ground pork, glutinous rice flour, tapioca flour, broth,  
crisp garlic oil, celery

湯頭是大骨清湯，灑入油蔥、芹菜的古早味湯頭。湯圓包著鮮肉餡，先咬開一口看，肉餡小巧圓滾。一口吃下，湯圓皮軟糯，而裡頭的肉餡泛出濃郁甜香。





## Warm-Up: 食尚玩家瘋三重

### • Zhu's Squid Thick Soup

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### • A-Wen's Meat Glutinous Rice Balls

ground pork, glutinous rice flour, tapioca flour, broth, crisp garlic oil, celery



湯頭是大骨清湯，灑入油蔥、芹菜的古早味湯頭。湯圓包著鮮肉餡，先咬開一口看，肉餡小巧圓滾。一口吃下，湯圓皮軟糯，而裡頭的肉餡泛出濃郁甜香。

How much  
sugar do we  
need?



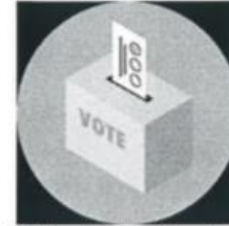
How much  
sugar do we  
need?

附件一

## School Fair Plan-A

For the coming school fair, we are going to sell dessert on our class stand. Try to think out three bestsellers and vote for your favorite one.

- ☐ 1. Hot dog
- ☒ 2. Fried chicken
- ☐ 3. drinks



To make the dessert, what may we need? Make checks after them if we can borrow them.

Food	Tool
chicken x 10 plates oil x 1 a bottle flour x 3 bags paper x 1 can soy sauce x 1 a bottle	pot ✓ bag (paper) x 100 bags forks x 100





How much  
sugar do  
we need?

Carrefour

家樂福

School Fair Plan-B

How many things are there on the DM? There are ten things.  
(Cut them and put them below.)



We need 100 products for School Fair. How many things do we need to buy? How much money do we need to prepare? Please write them down.

How many...

How many pineapples do we need? We need a pineapple. (NTS 69)

How many cauliflowers do we need? We need two cauliflowers. 56.

How many mushrooms do we need? We need one hundred mushrooms. 100.

How many tomatoes do we need? We need one hundred tomatoes. 98.

How much...

How much corn do we need? We need six cans of corn. (NTS 254)

How much tomato sauce do we need? We need two bottles of tomato sauce. 126.

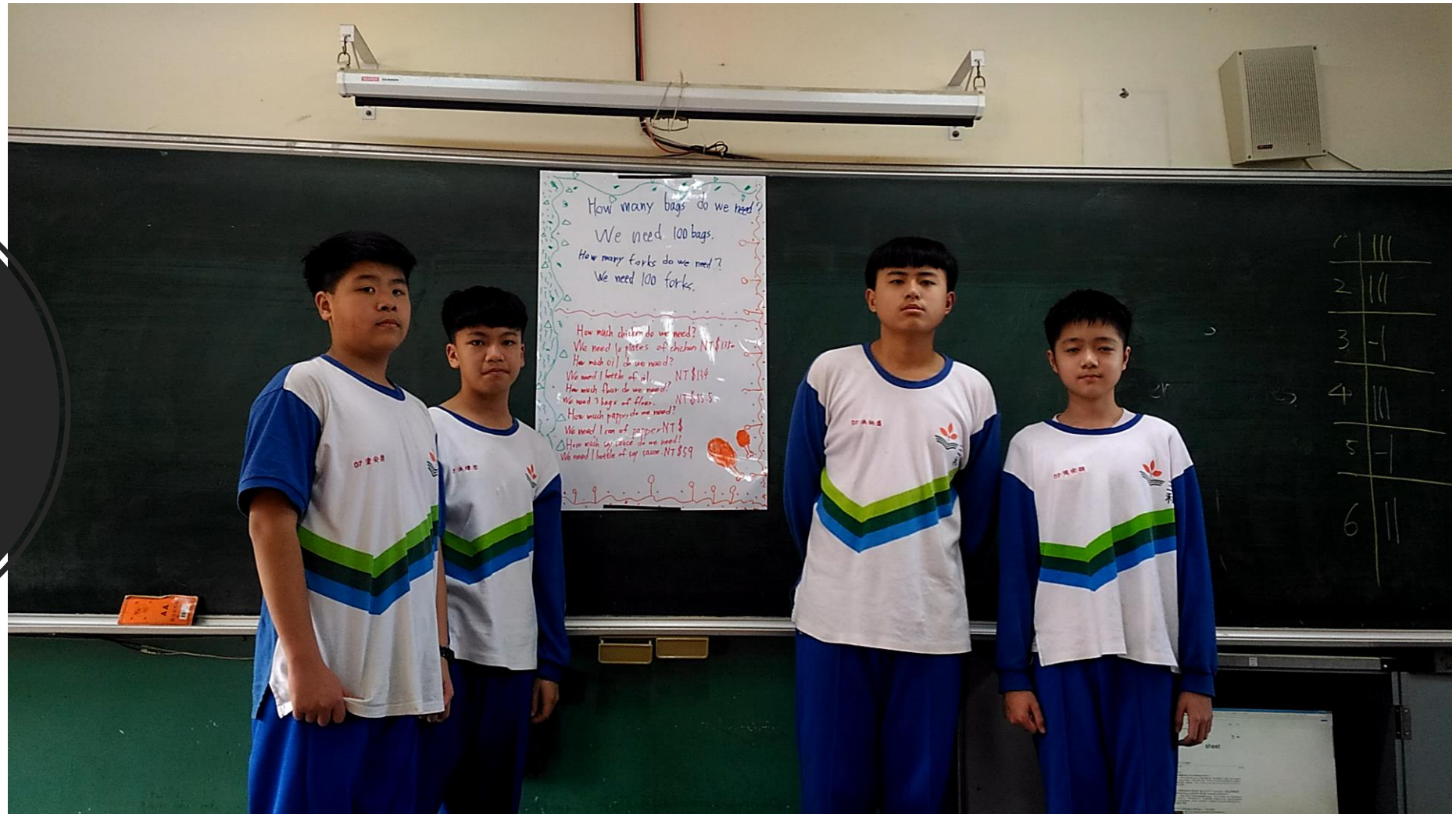
How much oil do we need? We need one bottle of oil. 134.

How much bread do we need? We need seventeen bags of bread. 595.

How much cheese do we need? We need one bag of cheese. 199.

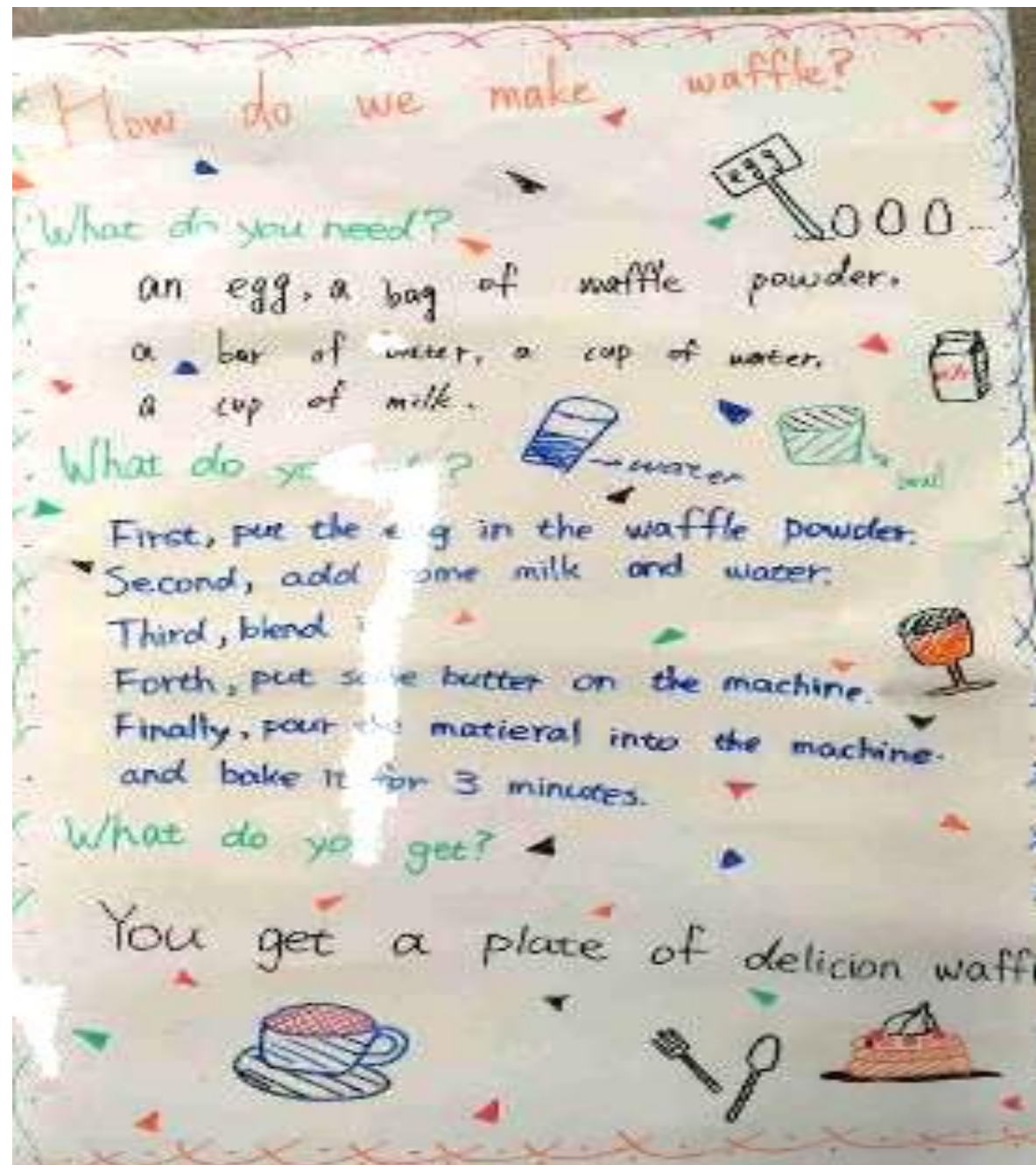
How much sausages do we need? We need one box of sausages. 102.

How much  
sugar do  
we need?





**How much  
sugar do  
we need?**





**How much  
sugar do  
we need?**



## 重視學習的 歷程、方法 及策略

教材與教學設計，除了知識內容的學習之外，更應強調學習歷程及學習方法的重要，以使學生喜歡學習及學會如何學習。

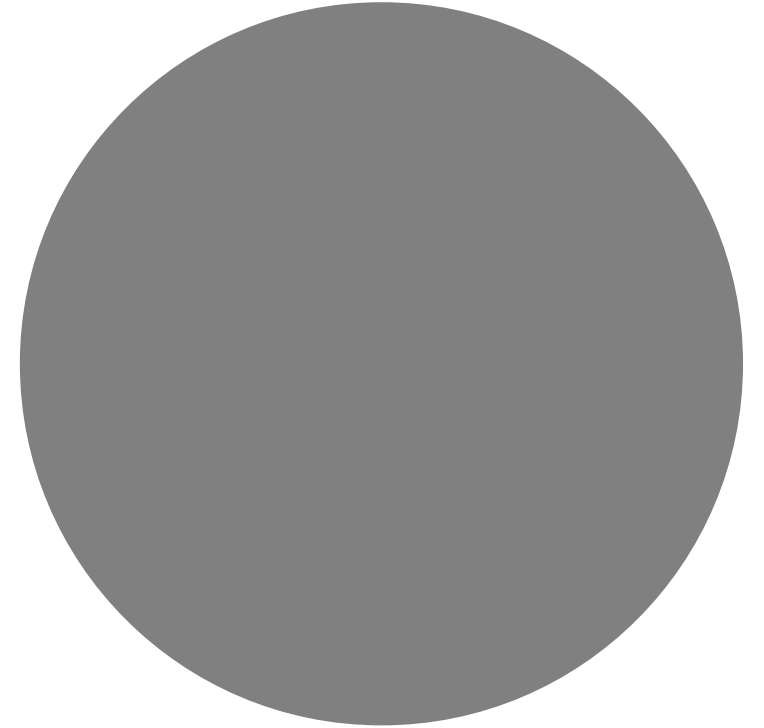
# Example

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Rules on the Bus

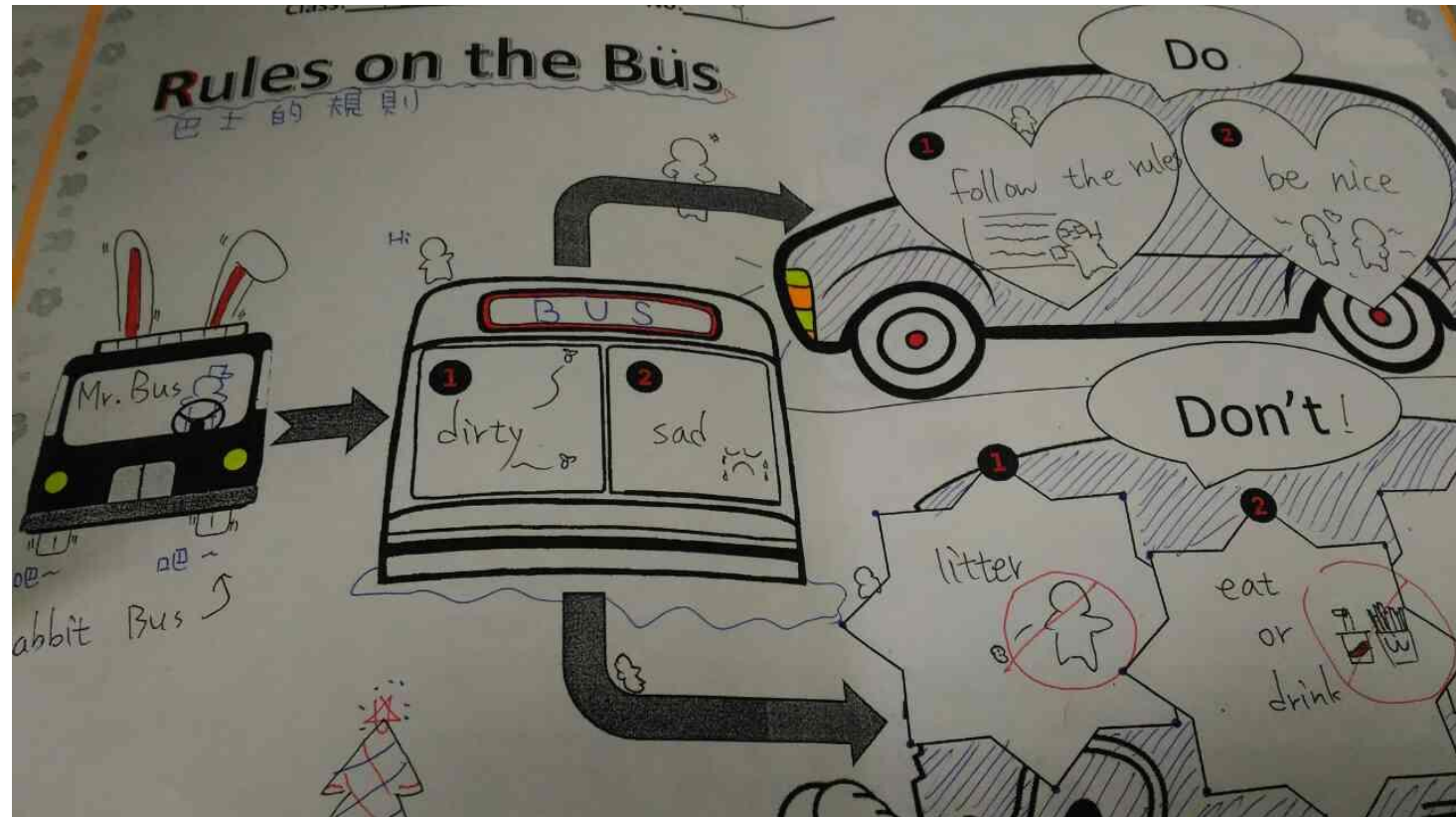
How Much Sugar Do We Need?

A Great New Year's Eve



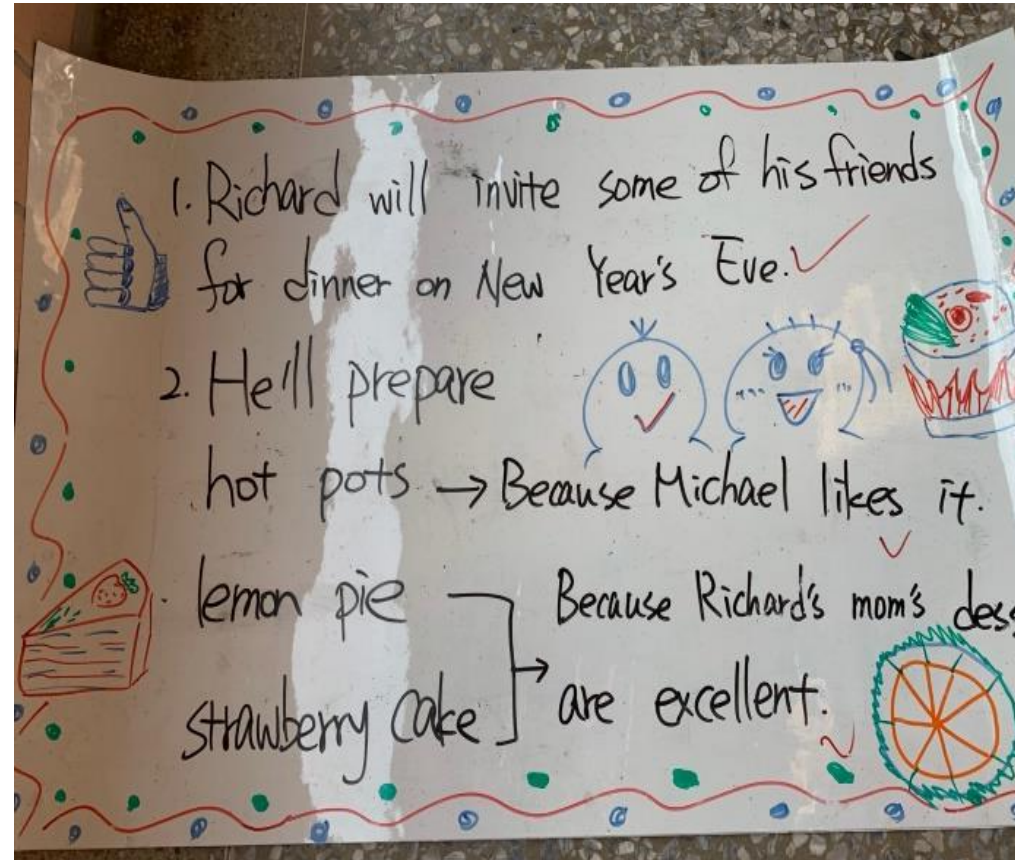


**How much  
sugar do  
we need?**



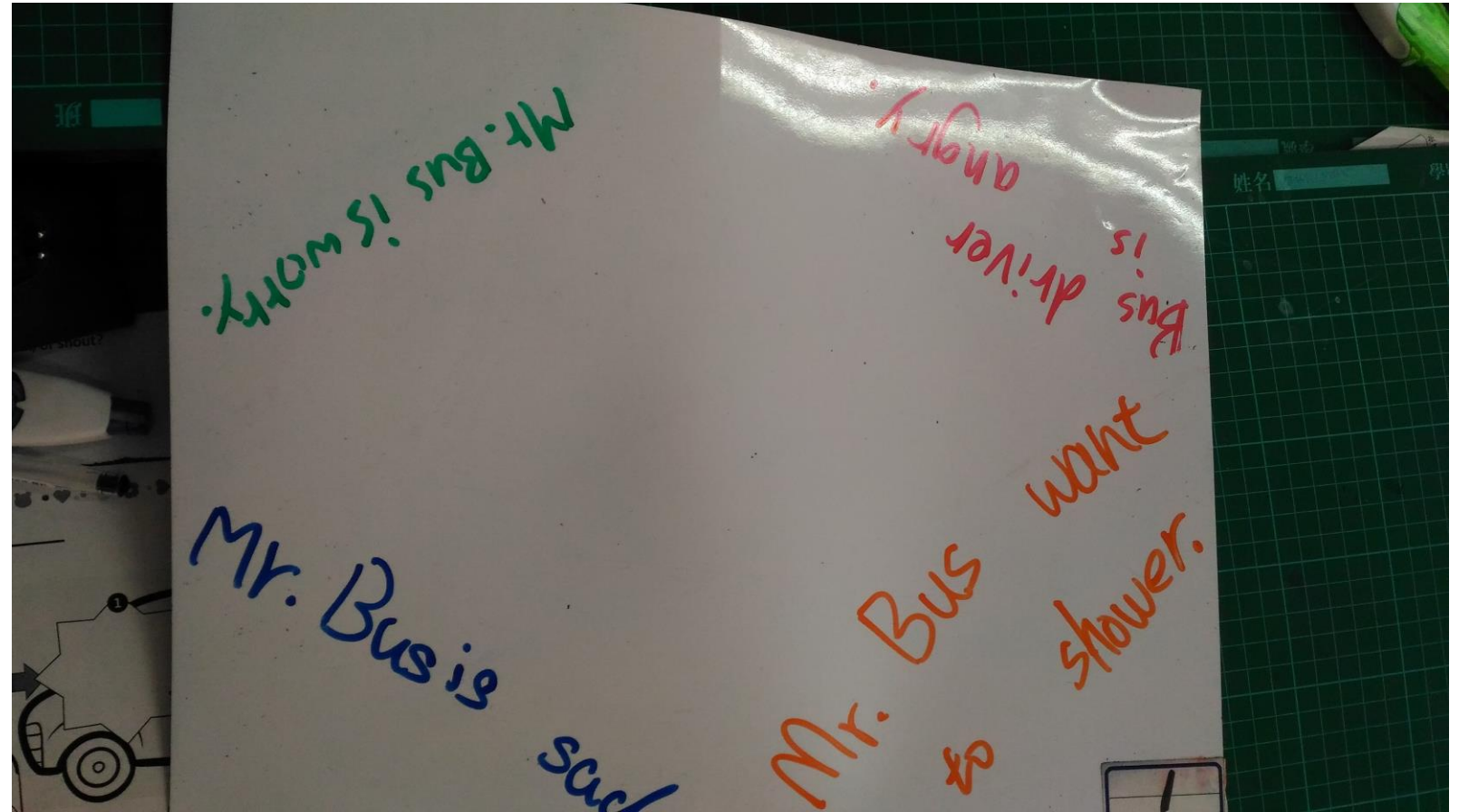
Visualizing – Graphic Organizer

## A Great New Year's Eve



Visualizing – Coloring

## Rules on the bus




Predicting



## Strategies

# READING SKILLS

USE BACKGROUND KNOWLEDGE 	ASK QUESTIONS 	IDENTIFY THE AUTHOR'S PURPOSE 	IDENTIFY THE MAIN IDEA 
RECOGNIZE SEQUENCE 	RECOGNIZE CAUSE AND EFFECT 	MAKE INFERENCES 	MAKE PREDICTIONS 
SUMMARIZE 	DISTINGUISH BETWEEN FACT AND OPINION 	FIND FACTS AND DETAILS 	RECOGNIZE COMPARE AND CONTRAST 
MAKE CONNECTIONS 	VISUALIZE 	REREAD FOR CLARITY 	ADJUST YOUR PACING 

THE CLASSROOM KEY

# Strategies

表 2-1-1 閱讀策略要點↵

閱讀↵ 策略↵	策略↵ 項目↵	使用技巧↵	<u>策略間的相關性</u> ↵
SQ3R↵	1.瀏覽↵ 2.提問↵ 3.細讀↵ 4.背誦↵ 5.複習↵	1.瀏覽時，須格外注意 文章標題和上下文；↵ 2.藉由提問尋求解答 的過程促進文意理解； 3.仔細閱讀時，重在經 常試圖回答所提問題； 4.善用標題或關鍵字 幫助熟記閱讀內容；↵ 5.複習亦重發問，若無 法回答須重新閱讀↵	1.「瀏覽」與 PQ4R 的「預覽」、 交互教學法的「預測」概念相似； 2.「提問」與 PQ4R 的「質疑」、 交互教學法的「提問」概念相似； 3.「細讀」與 PQ4R 的「閱讀」、 REAP 的「閱讀」概念相似；↵ 4.「背誦」與 PQ4R 的「記誦」 概念相似；↵ 5.「複習」與 PQ4R 的「複習」 相似；概念不 <u>清須重讀</u> ，與交互 教學法的「澄清」相似。↵

## Strategies

<b>PQ4R</b>	<ul style="list-style-type: none"> <li>1.預覽 ↵</li> <li>2.質疑 ↵</li> <li>3.閱讀 ↵</li> <li>4.反思 ↵</li> <li>5.記誦 ↵</li> <li>6.複習 ↵</li> </ul>	<ul style="list-style-type: none"> <li>1.與前述 SQ3R 相似，然多了「反思」策略；</li> <li>2.反思策略重在將新材料與已知事物連結並設法解決閱讀內容存在的矛盾。↵</li> </ul>	<ul style="list-style-type: none"> <li>1.PQ4R 實以 SQ3R 為基礎發展而來，差異在於 PQ4R 多了「反思」(reflect)程序。↵</li> <li>2.「反思」與 REAP 的「審思」概念相似。↵</li> </ul>
<b>REAP</b>	<ul style="list-style-type: none"> <li>1.閱讀 ↵</li> <li>2.編碼 ↵</li> <li>3.註解 ↵</li> <li>4.審思 ↵</li> </ul>	<ul style="list-style-type: none"> <li>1.閱讀是指嘗試去閱讀作者的文字；↵</li> <li>2.編碼是嘗試用自己的話去重述作者文字；</li> <li>3.註解是用自己的話寫出摘要；↵</li> <li>4.審思涉及複習和對摘要加以思考。↵</li> </ul>	<ul style="list-style-type: none"> <li>1.「閱讀」與 SQ3R 的「閱讀」、PQ4R 的「閱讀」概念相似；↵</li> <li>2.「註解」與交互教學法的「摘要」相似。↵</li> <li>3.「審思」與 PQ4R 的「反思」相似。↵</li> </ul>



# Strategies

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交互教學法	1.預測 ↵ 2.提問 ↵ 3.摘要 ↵ 4.澄清 ↵	1.就已有知識來確認 線索，進而推測下文； 2.就重要概念提問，並 檢視能否掌握重點； 3.設法去蕪存菁，進而 摘錄文章內容要點； 4.透過各種方法，解決 困難以澄清文意。↵	1.「預測」與 SQ3R 的「瀏覽」、 PQ4R 的「預覽」概念相似；↵ 2.「提問」與 SQ3R 的「提問」、 PQ4R 的「質疑」概念相似；↵ 3.「摘要」與 REAP 的「註解」 概念相似；↵ 4.「澄清」與 SQ3R 的「複習」 相似。↵
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資料來源：林葦玲(2013)。頁 16-17。↵

## 強調實踐力 行的表現

教學設計要能提供學習者  
活用與實踐所學的機會，  
並關注學習者的內化以及  
學習遷移與長效影響。

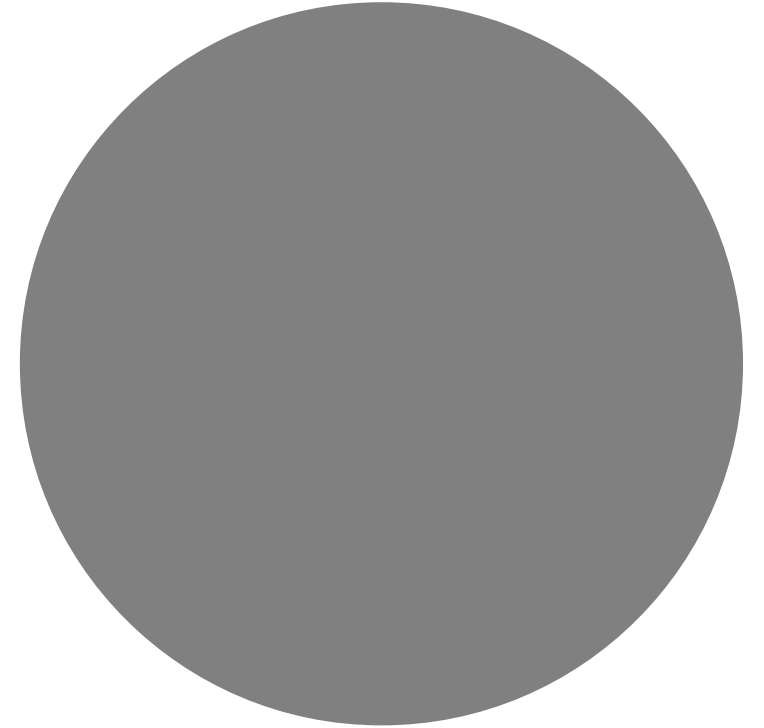
# Example

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Rules on the Bus

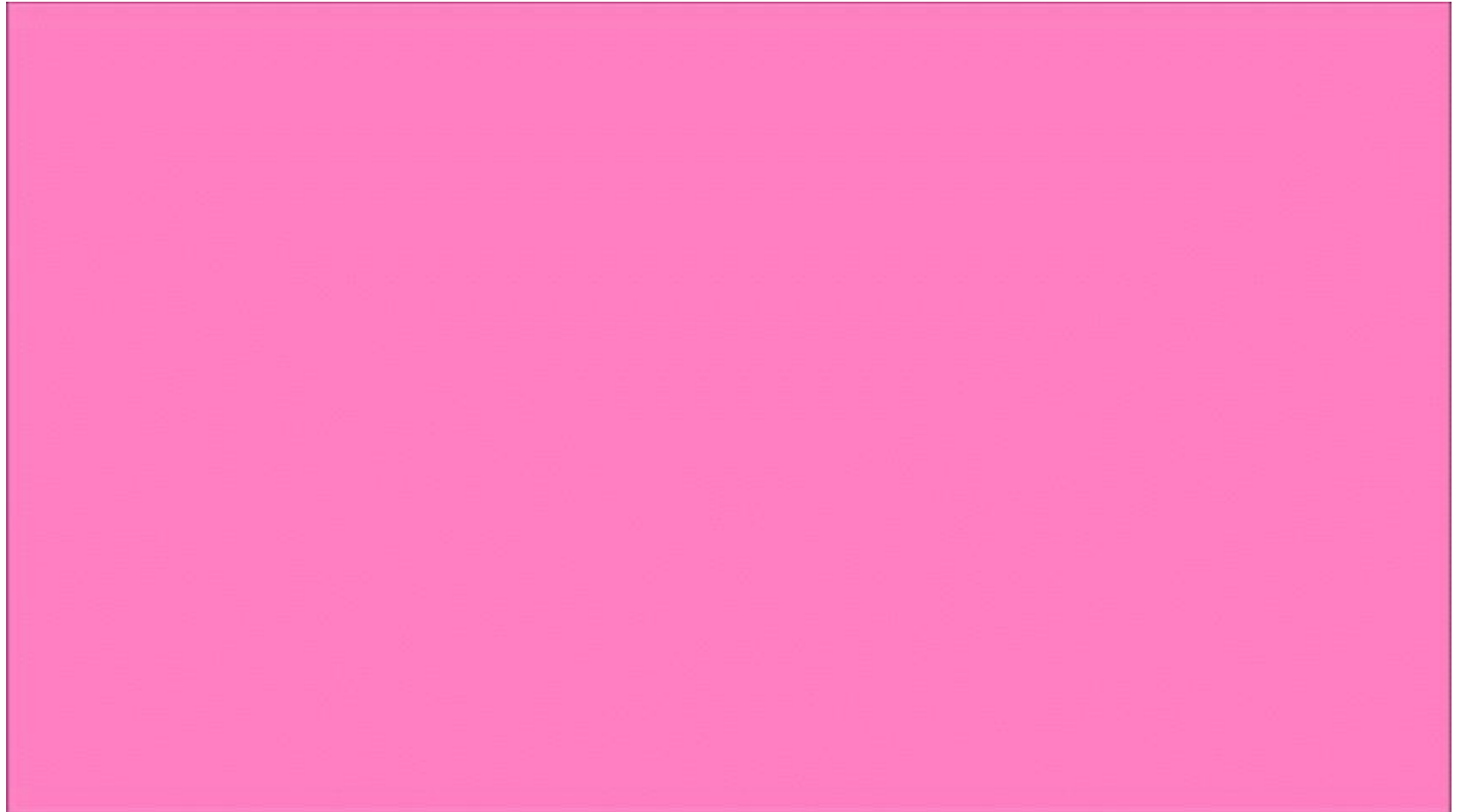
How Much Sugar Do We Need?

A Great New Year's Eve





How much  
sugar do we  
need?



How much  
sugar do we  
need?



## Rules on the Bus







發展並修正  
想法和成果

# 素養挑戰 Give it a try!

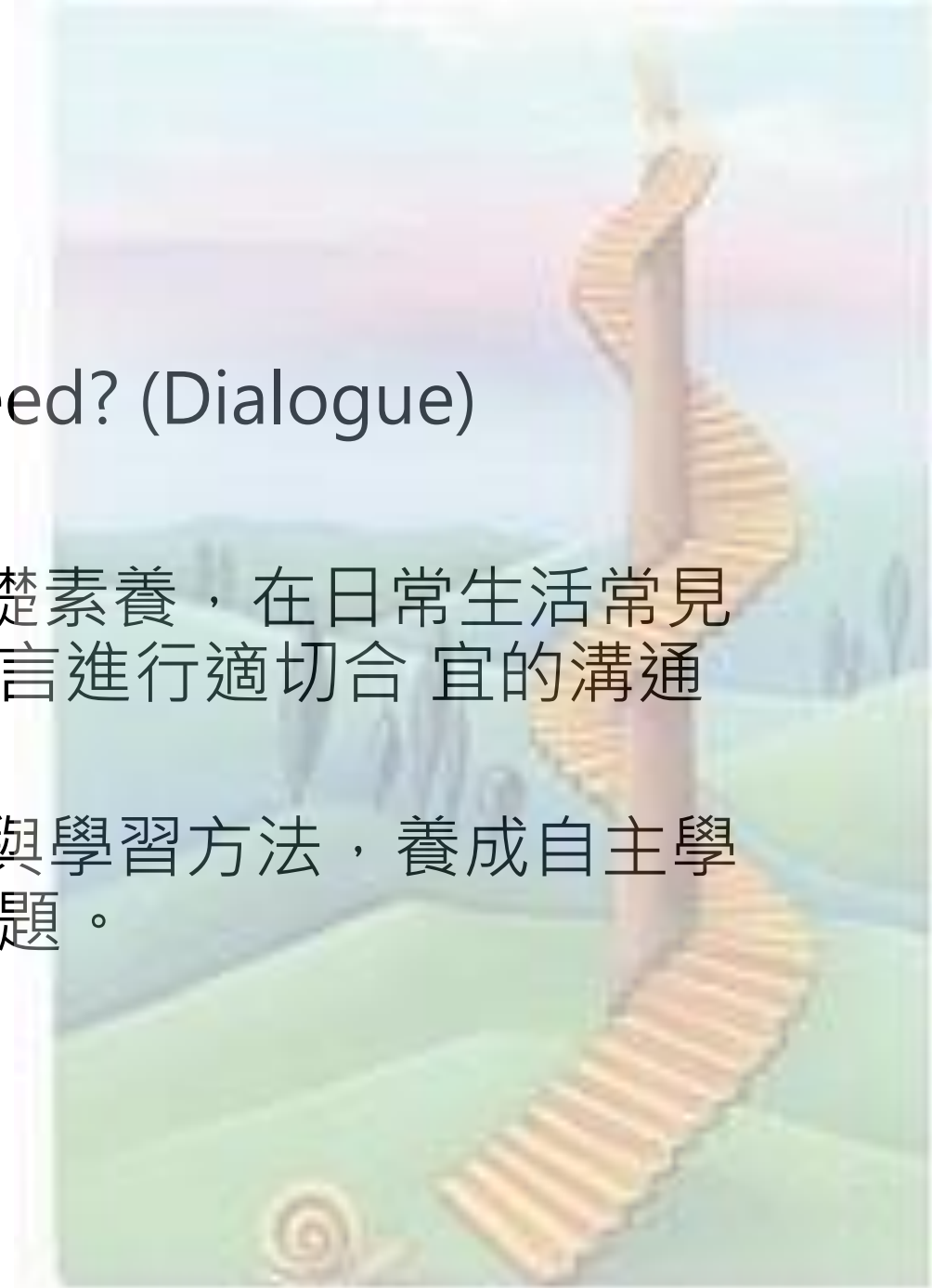
- 4 people in a group
- 單元選定 Dialogue / Reading
- 素養決定 A1~C3
- 4個方向
  - 整合知識、能力與態度
  - 重視情境與脈絡的學習
  - 重視學習的歷程、方法及策略
  - 強調實踐力行的表現

# Example

- H版 Unit 6 How much sugar do we need? (Dialogue)
- Competence:

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。

綜-J-A2 釐清學習目標，探究多元的思考與學習方法，養成自主學習的能力，運用適當的策略，解決生活議題。





# Example

## Pre-task

啟動專案 School Fair material buying Plan B

建構知識、情意與技能 How many / much Sentence Pattern

## During Task

發展並修正想法和成果 1. Read DM 2. Listing items & price

## After Task

成果報告並回答引導問題 1. Report 2. Language Focus  
3. Revise the plan





# 成果報告並 回答引導問題

CCSS  
ALIGNED

Project-Based Learning Toolkit Series:  
PBL工具箱系列叢書

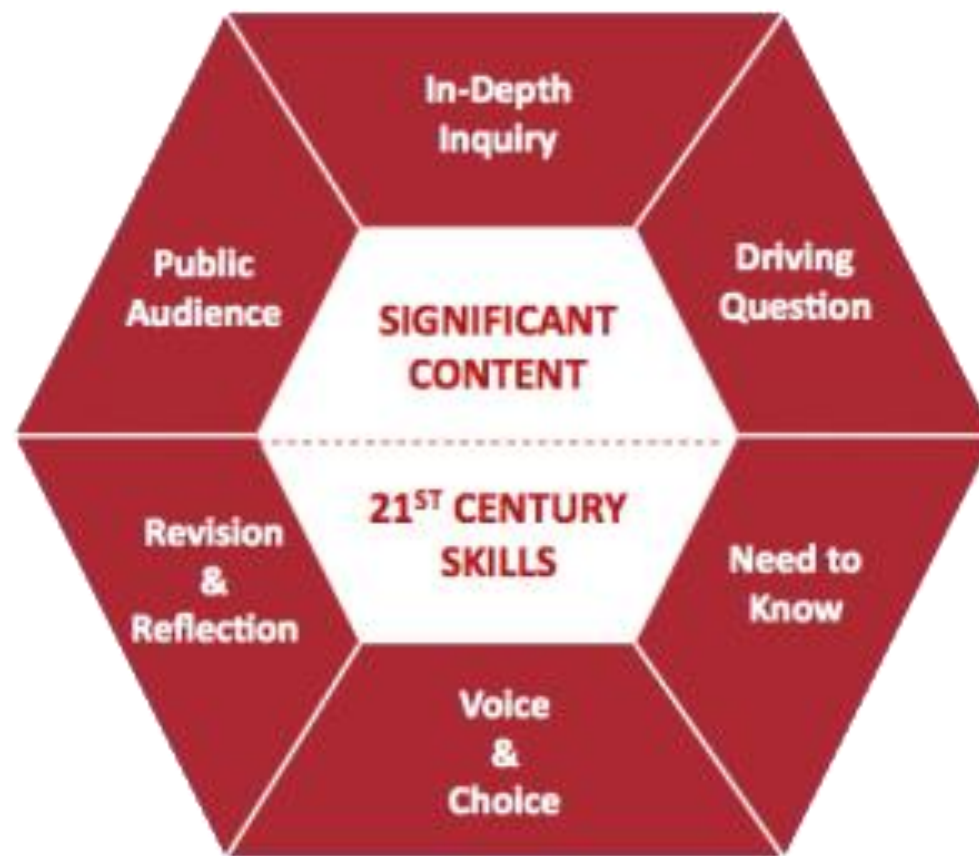


# 21世紀的 *PBL* 教學

有效培養4C能力：批判性思考、協同合作、  
溝通和創造力



## Project-Based Learning



# 英語文核心素養導向教案設計-徵稿實施計畫

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**WE WANT YOU!**

- 英語教學團隊  
( 3~6人，可跨校組成 )
- 方案文本——以8,000字為限
- 4-6節，含延伸活動
- 3月中~4月初