

Han-Lin Book 3 Unit 4

主題名稱		What Do You Want to Be in the Future?		
節數		共1節 / 45分鐘	演示者	李彥儂 Arariel Li
設計理念		1、 知識、技能、態度的整合：以小組合作模式進行英語聽、說、讀、寫的學習。 2、 營造情境化、脈絡化的教學：解構英語對話本文，並以生涯發展為主題，進行自我探索。 3、 重視學習歷程、方法與策略：使用Venn diagram理解文本，擷取並整理資訊。 4、 強化實踐力行的表現：融入生涯規畫教育，引導學生探索並規畫未來的自己。		
核心素養		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。		
學習重點	學習表現	◎2-IV-1 能說出課堂中所學的字詞。 3-IV-10 能辨識簡易故事的要素，如背景、人物、事件和結局。 *3-IV-12 能熟悉重要的閱讀技巧，如擷取大意、猜測字義、推敲文意、預測後續文意及情節發展等。 5-IV-10 能讀懂簡易故事及短文，並能以簡短的句子說出或寫出其內容大意。 ◎6-IV-1 樂於參與課堂中各類練習活動，不畏犯錯。 9-IV-2 能把二至三項訊息加以比較、歸類、排序。		
	學習內容	Ac-IV-4國中階段所學字詞（能聽、讀、說、寫最基本的1,200字詞）。 Ae-IV-6 簡易故事的背景、人物、事件和結局。 *Ae-IV-8 簡易故事及短文的大意。 B-IV-5人、事、時、地、物的描述及問答。 D-IV-2 二至三項訊息的比較、歸類、排序的方法。		
議題融入		生涯規畫教育 (涯 J6 建立對於未來生涯的願景。)		
學習目標		能使用組織圖統整文本資訊，掌握推薦穿越主題書目之故事大意。 能使用5W1H建構出生涯規畫關於未來之故事元素。 樂於小組合作參與課堂英語文學習活動。		
教學策略		閱讀技巧(Predicting / Questioning / Connection)、 差異化教學、分組合作		
教學設備		Slides, touch panel worksheet, 5W1H stickers		
教學活動設計				
學習活動			時間	對應學習重點代號

<p style="text-align: center;">WARM UP</p> <p>#Greeting</p> <p># Job Voting (Connection):</p> <ol style="list-style-type: none"> 1. What job interests you most? Talk about the job you want to be. 2. Count the number and find out the most popular job in the class. 	5'	<p>6-IV-1</p> <p>Ae-IV-1</p>
<p style="text-align: center;">BEFORE READING</p> <p>#New word learning.</p> <p>#Picture Reading (Predict)</p> <ol style="list-style-type: none"> 1. How many people here in the dialogue? 2. What may they talk about? 	2'	<p>©2-IV-1</p> <p>3-IV-12</p> <p>Ae-IV-1</p>
<p style="text-align: center;">READING</p> <p># Jigsaw Reading:</p> <ol style="list-style-type: none"> 1. Scan: Group get 4 pieces of the dialogue, read the piece, and get the key information according to the worksheet (appendix 1). 2. Sequence: Put the pieces in correct order. Watch the Text-video to check the answer. <p># Questioning:</p> <ol style="list-style-type: none"> 1. Underline the detail questions (as appendix 2) 2. Answer the questions with 2 hints. 	23'	<p>3-IV-10</p> <p>3-IV-12</p> <p>5-IV-10</p> <p>Ae-IV-1</p> <p>Ae-IV-6</p> <p>9-IV-2</p> <p>B-IV-5</p> <p>D-IV-2</p>
<p style="text-align: center;">AFTER READING</p> <p># Match interests and skills different jobs. (Appendix 3)</p> <p>#Dream Job books writing (Appendix 4).</p>	10'	<p>9-IV-2</p> <p>6-IV-1</p> <p>B-IV-5</p>
<p style="text-align: center;">WRAP-UP</p> <p># Dream Job book demonstration.</p>	5'	<p>6-IV-1</p> <p>B-IV-5</p>

What do they want to be in the future?



Appendix 2

Underline the Answers

1. What does Zac enjoy doing?
2. What does Zac hope to be?
3. What does Cody plan to do?
4. What does Cody want to do?
5. What is Yuki's dream job?
6. What is Yuki good at?
7. What does Yuki hate?
8. How does Yuki feel when people watch her?
9. What is the good way to stop getting butterflies in her stomach?



Appendix 3



A. listening to music	B. thinking logically
C. make popular computer games	D. leading people to work
E. break an Olympic record	F. writing songs
G. help sick people	H. cooking
I. eating yummy food	J. learning medical knowledge
K. make money	L. training very hard
M. taking good care of people	N. learning computer language
O. doing exercise	P. reading business books
Q. practicing playing many instruments	R. trying different cooking way



Yuki is good at _____
Her dream job is _____



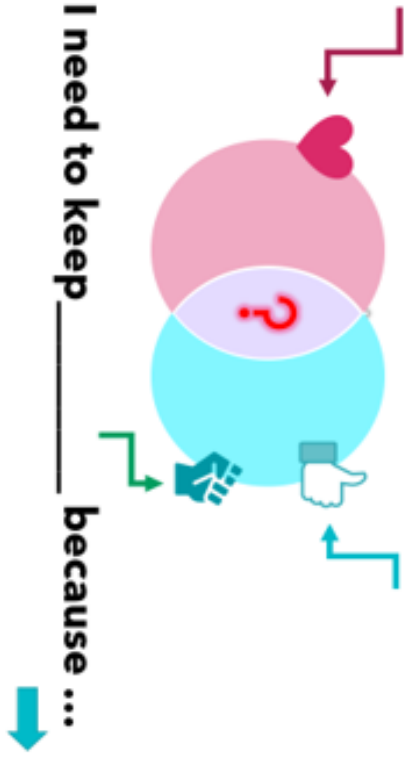
She needs to keep _____



Zac enjoys _____
He hopes _____



Cody wants _____
He plans _____



I enjoy _____ I am good at _____
And I need to keep _____ because ...

