




# 英語文素養導向教案設計示例

主 題 名 稱		What Should We Do about Typhoons? (翰林版第四冊第四課前言)		
節 數		1 節(45 分鐘)	共 備 者	陸韻萍, 蔡佩琦
設 計 理 念		<b>整合知識、能力與態度:</b> 本節連結翰林版國中英語第四冊第四課，讓八年級學生由圖像連結字彙，情境連結文意，透過提問和協同合作達成文本理解與歸納，進而創造相關標語。 <b>重視情境與脈絡的學習:</b> 借用 UbD 的 A-M-T 目標檢核學習，學生先知道習得字詞和基本大意(Acquisition)，接著由理解字詞和歸納語意中產生意義(Meaning)，最後期待學生將所學轉化為學習策略與創造(Transfer)，由點到線到面循序漸進產生學習遷移。 <b>重視學習的歷程、方法及策略:</b> 以視聽操作(VAKT)等多元形式展現學習內容，學生藉由互助和閱讀策略，自主理解文本並作延伸。		
核 心 素 養		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。		
學 習 重 點	學 習 表 現	2-IV-10 能以簡易的英語描述圖片。 4-IV-5 能依提示寫出正確達意的簡單句子。 7-IV-4 能對教師或同學討論的內容觸類旁通、舉一反三。 9-IV-1 能綜合相關資訊作合理的猜測。		
	學 習 內 容	Ac-IV-3 常見的生活用語。 Ac-IV-4 國中階段所學字詞 ( 能聽、讀、說、寫最基本的 1,200 字詞 )。 Ad-IV-1 國中階段所學的文法句型。 *◎B-IV-8 引導式討論。 D-IV-1 依綜合資訊作合理猜測。		
議 題 融 入		環境教育 災害防救 環 J12 認識不同類型災害可能伴隨的危險，學習適當預防與避難行為。		
學 習 目 標		學生能從認識颱風的過程，初步掌握描述用字。藉由理解文本的字詞與意義，明白文本主旨(防颱的重要)，進而分析與掌握文本中颱風特點的描述(before/during/after)，並運用此法寫出合宜做法(防颱)。		
教 學 策 略		任務導向學習(Task-based Learning, TBL) 預測與歸納策略學習, 協同學習		
教 學 資 源		投影機、學習單、小白板、Post-It、平板(iPad) App: 相機, Padlet, Canva, Seesaw		
教 學 活 動 設 計				
學 習 活 動			時 間	觀課重點 1 學習表現 2 評量方式

<p style="text-align: center;"><b>WARM UP</b></p> <p>#Activating Ss' prior knowing</p> <ol style="list-style-type: none"> <li>Ss work in groups to write down the words in the right spelling on their whiteboards.</li> </ol>	5'	<p>凝聚團體動力</p> <ol style="list-style-type: none"> <li>小組合作</li> <li>課堂觀察</li> </ol>						
<p style="text-align: center;"><b>PRE-TASK</b></p> <p>#Guessing the meaning</p> <ol style="list-style-type: none"> <li>Ss work together to check the spelling of the words by means of <b>WordWall</b>  <a href="https://wordwall.net/resource/14447089/typhoon">https://wordwall.net/resource/14447089/typhoon</a></li> <li>Ss take turns to answer the questions according to their whiteboards. (eg: T: Who's A? S: Here!)</li> </ol>	8'	<p>字句辨識</p> <ol style="list-style-type: none"> <li>協同合作</li> <li>課堂觀察</li> </ol>						
<p style="text-align: center;"><b>MAIN TASK</b></p> <p>#Knowing the Definition and Judging Soundly.</p> <ol style="list-style-type: none"> <li>Ss answer in turns about typhoons on Tr's slides including: (eg: T: Who's B? S: Here!)  (A)What are typhoons/ hurricanes?  <b>Youtube:</b> <a href="https://youtu.be/xXs0FNwIXXo">https://youtu.be/xXs0FNwIXXo</a>  (B)When typhoons come, you can see/hear...  (C)Before / During / After typhoons, we/ you will...  (D)What should we do about typhoons?</li> <li>Ss sum up the ideas about typhoons:  (A)Typhoons are _____.  (B)We cannot prevent it but we can predict it and prepare for it to protect ourselves.  <b>Youtube:</b> <a href="https://youtu.be/lx8w9eMahH8">https://youtu.be/lx8w9eMahH8</a>  (C)Say something about what we should do.</li> <li>Ss use iPads to express themselves by writing down what they think on <b>Padlet</b></li> </ol> <div data-bbox="177 1440 1015 1579" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>I think typhoons are _____.</p> <p>We need _____.</p> <p>(to prepare for it , to protect ourselves, ....etc)</p> </div> <ol style="list-style-type: none"> <li>Groups use the <b>before-during-after table</b> to make sentences about typhoon safety tips.</li> </ol> <p><b>What should we do about typhoons?</b></p> <table border="1" data-bbox="177 1727 1015 1812"> <thead> <tr> <th>before a typhoon</th> <th>during a typhoon</th> <th>after a typhoon</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>Ss get examples by scanning <b>Poster QR Code</b>.</li> <li>Ss write what to do on the Post-Its and put them in the right place.  (Each group should finish filling up <b>all the boxes</b>)</li> </ol>	before a typhoon	during a typhoon	after a typhoon				15'	<p>理解與創造</p> <ol style="list-style-type: none"> <li>課堂參與, 小組合作</li> <li>課堂觀察(學生有否理解並參與組內任務)</li> </ol> <p>Padlet</p>  <p>Poster QR Code</p> 
before a typhoon	during a typhoon	after a typhoon						

<p style="text-align: center;"><b>POST TASK (JUMP)</b></p> <p># Using iPads to make typhoon safety posters</p> <ol style="list-style-type: none"> <li>1. Ss work in groups to assign work to team members according to <b>before-during-after table</b> (A) which one write the sentences about “before / during /after a typhoon...” (Each member should finish one sentence at least.) (B)check group members’ sentences like <i>I/ We should _____ before / during / after a typhoon.</i> (C)help members if necessary</li> <li>2. Open the app “<b>Canva</b>” to make a e-poster containing sentences and pictures.</li> <li>3. Upload the posters to <b>Seesaw</b> after finishing posters and read the sentences on <b>Seesaw</b>.</li> </ol>	15’	<p>小組合作與歸納</p> <ol style="list-style-type: none"> <li>1. 課堂參與, 小組合作</li> <li>2. 課堂觀察(學生是否參與組內任務)</li> </ol> <p>作品呈現(Canva)</p> <p>Canva</p> 
<p style="text-align: center;"><b>WRAP-UP</b></p> <p># Gallery Walk by surfing Seesaw on iPads</p> <p># Summing Up and Giving Homework</p>	2’	<p>鑑賞與歸納</p> <ol style="list-style-type: none"> <li>1. 課堂參與</li> <li>2. 小組互評, 作品回饋 (Seesaw)</li> </ol>

※Reference

翰林版國中英語教科書: 第四冊第四課

Emergency advice: typhoons

<https://www.who.int/westernpacific/emergencies/emergency-advice/typhoons>

Typhoon Safety Tips

<http://samarahazard.blogspot.com/2013/11/typhoon-haiyan-hits-philippines.html>

Brightwoods School

<https://m.facebook.com/BrightwoodsSchoolOfficial/photos/pcb.3089061914537416/3089061564537451/>

Typhoon Haiyan Hits the Philippines

<http://samarahazard.blogspot.com/2013/11/typhoon-haiyan-hits-philippines.html>

※Videos in Class

1. What is a hurricane and where does it form? <https://youtu.be/xXs0FNwIXXo>

2. How do typhoons form? <https://youtu.be/lx8w9eMahH8>

## 1. Front

1. n o y p t h o □ □ □ □ □ □ □ □	7. o y a b n c l □ □ □ □ □ □ □ □
2. n c e o l y c □ □ □ □ □ □ □ □	8. e d c a n l □ □ □ □ □ □ □ □
3. n e u i r h c r a □ □ □ □ □ □ □ □ □ □	9. y s w a □ □ □ □ □ □ □ □
4. r p a e r e p □ □ □ □ □ □ □ □	10. o w l b □ □ □ □ □ □ □ □
5. e t p r t o c □ □ □ □ □ □ □ □	11. o i r d a □ □ □ □ □ □ □ □
6. h g l l s i t h a f □ □ □ □ □ □ □ □ □ □	12. u e s r d g n o a □ □ □ □ □ □ □ □ □ □

## 2.Back

# What should I do...?

before a typhoon	during a typhoon	after a typhoon