

彰化縣私立精誠高中 110 學年度**英文科領域**公開觀議課實施計畫

一、依據：教育部 110 年 7 月 20 日臺教國署高字第 1100090061 號函示，為落實十二年國民基本教育課程綱要總綱中「為持續提升教學品質及學生學習成效，形塑同儕共學之教學文化，校長及每位教師每學年應在學校或社群整體規劃下，至少公開授課一次，並進行專業回饋。

二、目的：

- (一) 藉由教案研討，發揮校際間資源及經驗分享之實效。
- (二) 藉由公開授課，實踐並推廣學習共同體之教學模式。
- (三) 藉由公開觀課後的反思討論，建立有效之教學智慧資本。

三、主辦單位：彰化縣私立精誠高級中學教務處

四、承辦單位：精誠高級中學**英文科領域**

五、辦理時間：**110 年 10 月 19 日(星期二)**○午 **13:10-14:00**

六、研習地點：彰化縣私立精誠高級中學 **樹旺樓 405 教室**
(彰化縣彰化市林森路 200 號)

七、研習對象：校內教師。

八、研習流程

時 間	內 容	主持或講座	備註
13:05-13:10	報到	王莉莉 老師	樹旺樓 405 教室
13:10-14:00	公開觀課	王莉莉 老師授課	樹旺樓 405 教室
14:00-14:10	休息		
14:10-15:00	議課與座談	議課主持人 李依真 老師	精誠樓專業教室 1. 凡參加公開觀課之教師，均需填寫公開觀課紀錄表。 2. 公開觀課後需參與研討與意見交流。

九、採網路報名，110 年 **10 月 19 日(星期二)**報名截止日前，請逕入全國教師在職進修資訊網(<https://www1.inservice.edu.tw/>) 報名。

十、注意事項：

- (一) 全程參與者核實核發 2 小時研習時數。
- (二) 所有參加教師皆須填寫公開觀議課紀錄表，授課教案及觀議課紀錄表如附件一、二所示，請參照。

十一、本計畫經校長核定後實施，修正時亦同。

彰化縣私立精誠高中 **英文科領域** 公開觀議課教案

教學單元		三民課本第一冊第六課	授課教師	王莉莉 師
教學時間		50 分鐘	教學對象	H405
教學研究	教學理念	<p>隨著全球暖化的議題得到重視，各種危害生態的汙染逐漸受到重視，因此本課採用論說文，先介紹美國人每週製造驚人的塑膠垃圾量，再描述被丟棄的垃圾最終會隨著雨水進入海洋。除此之外，家庭用品所含的微粒塑膠也會進入海洋，二者均是水汙染的原因。</p> <p>接著緊扣主旨，說明塑膠與微塑膠對海洋生物的影響，以及所造成的生態浩劫。藉此呼籲學生環保行動應該從現在就開始。</p> <p>此閱讀活動配合學生的實際生活，希望學生利用閱讀策略，理解、分析海洋汙染的成因，並設計英文簡短口號，來喚醒大眾對減塑運動和海洋保育的重視。</p>		
	教學目標	<p>◎ 學習內容：</p> <p>Ac-V-2 生活用語。</p> <p>B-V-6 引導式討論。</p> <p>C-V-5 地球村觀點、生命及全球永續發展的關注。</p> <p>D-V-4 多項訊息共通點或結論的分析及歸納。</p> <p>D-V-7 不同資訊的評估，及合理判斷或建議的提供。</p> <p>◎ 學習表現：</p> <p>2-V-8 能以簡易的英語參與引導式討論。</p> <p>6-V-7 能積極以英語文為工具，探索新知並關注國際議題。</p> <p>8-V-7 能養成地球村的觀念，尊重生命與全球的永續發展。</p> <p>7-V-5 能利用文本的結構特色(如轉折語、陳述次序等)，增進文意理解。</p> <p>9-V-1 能把多項訊息加以比較、歸類、排序。</p> <p>9-V-4 能分析、歸納多項訊息的共通點或結論。</p> <p>◎ 核心素養對應：『力』</p> <p>英S-U-C1 具備運用英語文的積極態度，關心國際議題與自然生態；具人文關懷，主動參與社會活動。</p>		
	教學方法	小組討論、發表		
	評量方式			
活學	教學流程及內容設計		時間	教學資源

	<p>本課探討塑膠污染對海洋生態造成的浩劫。以新聞中提到擱淺的抹香鯨胃裡有大量的魚網及塑膠袋為發想，將課文頁面以海洋呈現，提醒讀者重視海洋污染議題，並反思塑膠垃圾污染對海洋及人類生活的影響，以下為本活動建議步驟：</p> <ul style="list-style-type: none"> ● Pre-reading （已在觀課前一節課施行） 1. p.129的圖表呈現出海洋中塑膠垃圾的種類比例，請學生針對圖表中垃圾的比例種類，聯想這些垃圾可能對孩童所處的環境有何負面影響。 2. 隨機抽出三個學生回答。 ● During reading （以下為觀課實施內容） 1. 請學生使用略讀 (skimming) 的技巧，將段落分成三大類 Causes, Effects, and Problems。 2. 請三組同學發表，並詢問別的同学是否還有要補充的。 ● Post-reading <p>針對課文提到塑膠製品所帶來的兩個問題，引導學生繼續討論 problem 和 solution 的關係</p> <p><u>Wrap-up activity and Homework-Make Our Ocean Clean Again</u></p> <p>本活動因應素養理念，希望學生關心國際議題與自然生態；具人文關懷，主動參與社會活動。將學生分為 8 組，在課堂上，想出一個簡短標語，喚起大眾對於環境保護的意識，如 Make our Ocean Clean Again。請每組在海報紙上，寫出標語，並配上簡單插圖</p>	50 分鐘	黑板、電腦、投影機、電子教學投影片
	參考資料		

彰化縣私立精誠高級中學公開觀議課紀錄表

110 年 10 月 19 日

觀課科目：高中英文 授課教師：王莉莉

觀課班級：H405

授課內容：B1U6 觀課日期：110/10/

觀課教師：英文科老師們

觀課參考項目		紀錄內容（請以文字簡要描述）
全班學習氣氛	1. 是否有安心的學習環境？	1. 是 2. 學生們分組討論，並且以積分制，鼓勵回答提問 3. 分組討論使學生投入團隊合作
	2. 是否有熱烈的學習氣氛？	
	3. 學生是否專注於學習的內容？	
學生學習歷程	1. 學生是否互相協助、討論和對話？	是
	2. 學生是否主動回應老師的提問？	是，受到積分激勵
	3. 學生是否主動提問？	可以鼓勵更多提問
	4. 學生是否能專注個人或團體的練習(如:學習單、分組活動等)？	是，因為分組活動
	5. 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 的學生)	
學生學習結果	1. 學生學習是否有成效？	1. 老師四處走動，照顧所有學生
	2. 學生是否有學習困難？	2. 透過分組互動，鼓勵思考與尋找答案
	3. 學生的思考程度是否深化？	3. 要求筆記製作，深化學習
	4. 學生是否樂於學習？	4. 提升更多討論，激盪思考

議課	
優點	建議
<p>分組討論加上幾分競賽，鼓勵大家勇於發言</p> <p>講義製作段落分明，有助於學生了解段落結構，發展英文寫作技巧，以此提升閱讀能力</p>	<p>結合更多學生生活經驗，提升討論熱絡度</p>

觀課的心得與學習

將來可利用更多電子媒材，吸引學生注意力，並給學生更多自主表現機會，讓他們呈現能力，引發更高的課程參與。

英文 科教學活動教案設計

Topic	The Real 'Price' of Plastic	Class	10 th grade	Students	47
Teaching Material	三民 B1U6: The Real 'Price' of Plastic	Teacher	Lily Wang	Time	1 Period
Teaching Aids	1. Projector 2. Computer 3. Video clip 5. Homework sheet				
Teaching Objectives	I. Cognitive Objectives: 1. To learn English vocabulary about. 2. To learn how opening sentence dominates the paragraph II. Psychomotor Objectives: 1. To read and comprehend the content of the textbook. 2. To be able to read the new vocabulary aloud and know their meanings. 3. To be able to grasp how the opening sentence, the controlling idea, makes a paragraph III. Affective Objectives: 1. To participate in class activities and group discussion actively. 2. To enjoy the Q&A activity and learn to shoulder the civic responsibilities				
Time	Students' Activities		Students' Activities	Teaching Aids	
5	I. Warm-up 1. Video clip for the lesson		Studying the handout	Computer and the projector	
35	II. Presentation 1. Studying the handout: <ul style="list-style-type: none"> ➤ What are the notes to learn about the vocabulary and phrases ➤ What is the opening sentence, i.e. topic sentence ➤ How are the 2nd, 3rd, and 4th etc. sentences developed to make the paragraph? 2. Q&A from teacher to direct students to figure out how the opening sentences leads supportive sentences to make a paragraph?		Group discussion	Worksheet	
10	III. Wrap up To review, repeat, and conclude the teaching today		Share answers with their classmates. Read the textbook and finish worksheet	Worksheet	

50		Listen to the teacher and take notes	Chalk and blackboard
5		Listen to the teacher and underline important points	Chalk and blackboard
5		Write the exercise part in the textbook	Textbook
5		Listen to the teacher and take notes	Chalk and blackboard
5		Write the exercise part in the textbook	textbook
5		Do the translation practice	
5		Check if their answers are correct.	

3	III. Practice <ol style="list-style-type: none"> 1. Put students into groups of four and distribute 1) a set of paper slips and 2) Worksheet 2 (please see Appendix B) for each group. 	Get into groups as the teacher assigned.	Worksheet 2 A set of paper slips
10	<ol style="list-style-type: none"> 2. Ask the students to read through each slip of the piece of paper, in which each paragraph of the reading part of the text book was printed on a single slip of the piece of the paper. Ask the students to discuss the correct order of the paragraphs. 	Read each slip of paper with their group members carefully and discuss the possible answers.	
2	<ol style="list-style-type: none"> 3. Give students about 2 minutes to open the textbook and check if they have got the paragraphs in correct order. If they do, they should glue the piece of paper on Worksheet 2. 	Open the textbook and read the article to check their answers.	textbook
35	<ol style="list-style-type: none"> 4. Ask the students to discuss the summary of the article. They have to achieve this by writing the second part of the Worksheet 2 in which they need to write one sentence to summarize each paragraph. 	Discuss and write down the summary for each paragraph.	
45	IV. Wrap up <ol style="list-style-type: none"> 1. Go through the reading part of the textbook and explain some phrases or usages that might hinder students understanding of the textbook. 		
5	<ol style="list-style-type: none"> 2. Distribute the Homework sheet (please see Appendix C), which requires the students to come up with some ideas of how they repair the relationship with their parent after a fight. 	<p>Listen to the teacher and take notes if necessary.</p> <p>Listen to the teacher carefully and make sure they get the homework.</p>	Homework sheet

B1U6 The Real 'Price' of Plastic

Reading Strategy: Making an inference(推演/推論)

Notes on the 1st Paragraph:

Opening sentence: Plastic is cheap and convenient. 塑膠既便宜又便利。	plastic surgery 整形手術 cheap / inexpensive convenient / inconvenient
2.In fact, people today use lots of plastic items every day. 事實上,現代人每天使用 很多的塑膠物品。	in fact / as a matter of fact / actually an item of furniture 一件傢具 / household items 家用物品
3.Many of them are used just once and then become trash. 其中大多數只被使用一次,然後 就變成垃圾。	Q: ←“and” → what does 'and' link with?
4.For example, every week Americans throw away 350 million plastic bottles. 舉例來說,美國人每星期會丟棄三億 五千萬個塑膠瓶。	for example / for instance 350million: how many 'zero' after 35 ?
5.Those are enough to circle the earth five times. 它們足以環繞地球五圈。	circle v. 環繞 five times 五倍 (這裡當然意指“五圈”)

Paragraph organization relating to the controlling idea: (Q: What is the controlling idea of the paragraph?)

Opening sentence: Plastic is cheap and convenient. (主角:plastic)	key word ⇒	cheap and convenient
2.In fact, people today use lots of plastic items every day.	Task 1: To indicate HOW the 2nd, 3rd, 4th sentences relate to the key words in the opening sentence.	lots of / every day
3.Many of them are used just once and then become trash.		⇒
4.For example, every week Americans throw away 350 million plastic bottles.		⇒
5.Those are enough to circle the earth five times.		enough / to circle the earth five times

Notes on the 2nd Paragraph:

Opening sentence: What's worse, more and more plastic trash is ending up in the ocean, and this has caused an environmental disaster .	What's worse, 更糟的是... end up + N./Ving 最終 environment n. / environmental a.	trash / garbage / litter / rubbish 垃圾 cause v. 引發 cause sth. +to V. disaster n. 災難
2. Here's how this happens: Rainwater carries plastic litter from streets into rivers.	rainwater n. 雨水	carry v. 攜帶 No litter . 禁止丟棄垃圾
3. The rivers then run into the sea.		
4. Tides also take plastic trash from the shores into the ocean.	tide 潮汐 (多用複數形: tides) shore 海灘	Time and tide wait for no man. 時不待我/歲月無情

Please find out HOW the 2nd paragraph is consistent in referring to the 1st paragraph:

Opening sentence: WHAT'S WORSE, more and more plastic trash is ending up in the ocean, and this has caused an environmental disaster .	key word ⇒	<u>ending up</u> in the ocean / an environmental <u>disaster</u>
2. Here's <u>how</u> this happens: Rainwater carries plastic litter from streets into rivers.	Task 1: To indicate how the 2nd, 3rd, 4th sentences relate to the key words in the opening sentence	<u>how</u> does plastic trash end up into the ocean?) ⇒ rainwater / carries / lots of / every day
3. The rivers <u>then run into</u> the sea.		⇒
4. Tides also take plastic trash from the shores into the ocean.		also ⇒

Group discussion part:

Q: What is the repetitive(不斷重複的) common thing, or word, in each sentence of the whole 2nd paragraph?
Q: How does this paragraph narrow down the plastic trash running into the ocean following the opening sentence? Please write it down with the mindmap maybe.
A:

Notes on the 3rd Paragraph:

Opening sentence: Moreover, plastic is also fed into the ocean by drains .	feed fed fed 餵養 I'm fed up enough. 受夠了 drain n. 排水管 v. 排放
2. Plastic is contained in common household products , such as toothpaste and face scrubs .	contain v. 容納 / container n. 容器 household n. 家庭 product n. 產品 a household name 家喻戶曉的人物 toothpaste n. 牙膏 scrub v. 擦洗
3. Microplastics , tiny plastic beads , can be found in these products. Q: <i>What is the function of "tiny plastic beads," here?</i>	microoven 微波爐 Microsoft 微軟公司 microplastic 微塑膠, 塑膠微粒 bead n. 珠子
4. There are many plastic fibers in clothes too.	fiber n. 纖維 a high fiber diet 高纖維飲食 an artificial fiber 人造纖維
5. When people wash their clothes, these substances go into the water.	substance n. 物質 a chemical substance 化學物質
6. The polluted water then goes down the drains .	pollute v. 污染 to pollute the environment/river/ocean 污染環境/河流/海洋
7. From there, it finally enters the ocean.	

Try to figure out HOW the 3rd paragraph relates to the idea “ending up in the ocean” by narrowing down describing the ‘plastic.’

Opening sentence: Moreover, plastic is also fed into the ocean by drains .	key word ⇒	“is fed” / “drains”
2. Plastic is contained in common household products , such as toothpaste and face scrubs .		Where can we find plastic in our daily life?⇒
3. Microplastics , tiny plastic beads , can be found in these products.		to narrow down ⇒ A:
4. There are many plastic fibers in clothes too.		another daily item⇒ A:
5. When people wash their clothes, these substances go into the water.		to narrow down the item⇒ A:
6. The polluted water then <u>goes down</u> the drains .		what does it follow with the 5th sentence?⇒ A:
7. From there, it finally <u>enters</u> the ocean.		result⇒ A:

Group discussion part:

- Q1: WHAT is this paragraph mainly about? (How is the ocean fed with plastic?) A:
- Q2: To relate to the very first paragraph, what is used in this paragraph to mention again about being ‘convenient?’ A:
- Q3: Please sort out(整理) all the words and phrases expressing “going into” the ocean, the river, the drains. A:
- Q4: In this paragraph, how can you refer to the part belonging to “introduction,” “body,” and “conclusion?” A:

Notes on the 4th Paragraph:

Opening sentence: According to the UN , about 80 percent of ocean garbage is plastic.	UN=United Nations 聯合國 垃圾 garbage / trash / rubbish / litter
2.Thus, biologists now even call the ocean "plastic soup" due to the plastic everywhere.	因此 thus/ therefore/ hence/ as a result biology n. 生物學 biologist n. 生物學家 due to/owing to/because of 因為
3.This pollution is having a terrible effect on marine life.	have an effect on/ have an influence on/ have an impact on 造成效果/影響/衝擊 marine life 海洋生物 marine mammal 哺乳類動物 marine biology 海洋生物學
4.Millions of plastic items are floating in the ocean, and this may lead birds to mistake them for food.	float v.n, 漂浮 coke float 漂浮冰淇淋 mistake A for B 誤把 A 當成 B
5.The birds pick up these pieces of trash and feed them to their young.	feed A to B
6.As a result, many chicks aren't getting enough real food, and some may even starve to death.	as a result/therefore/thus/hence 因此 starve v. 感到飢餓 starve to death 餓得要命 I'm starving! 好餓！
7.Experts have found many dead animals' stomachs full of plastic trash.	expert n. 專家 dead adj. / die v.
8.They died because their digestive systems were blocked.	digest v. 消化 digestive system 消化系統 block v. 堵塞
9.Besides, many fish consume microplastics that contain harmful chemicals which kill the fish.	consume v. 食用/消耗 time-consuming 耗時的 fuel-consuming bus 耗油的巴士 contain v.包含 harmful a. 有害的

Try to figure out the “cause and effect” (因果) discussed in the 4th paragraph

Opening sentence: <u>According to</u> the UN , about 80 percent of <u>ocean garbage</u> is plastic.	fact / evidence	fact/evidence: 80% ocean garbage
2.Thus, biologists now even call the ocean “plastic soup” due to the plastic everywhere.	key word	
3.This pollution is having a terrible effect on marine life.	cause & effect	_____ ⇒ _____
4.Millions of plastic items are floating in the ocean, and this may lead birds to mistake them for food.		_____ ⇒ _____
5.The birds pick up these pieces of trash and feed them to their young.		_____ ⇒ _____
6.As a result, many chicks aren't getting enough real food, and some may even starve to death.		_____ ⇒ _____
7.Experts have found many dead animals' stomachs full of plastic trash.		_____ ⇒ _____
8.They died because their digestive systems were blocked.		_____ ⇒ _____
9.Besides, many fish consume microplastics that contain harmful chemicals which kill the fish.		_____ ⇒ _____

Group discussion part:

- Q1: Please collect all the words relating to “plastic” from the four paragraphs above. A:
- Q2: Please indicate all the examples of cause and effect mentioned above.(review the part above)
- Q3: What happened to the birds? A:
- Q4: What is found in the dead animals' stomachs?” why? A:
- Q5: How does the writer enhance his authority (權威) to address all the issues(提出議題)above?

Notes on the 5th paragraph:

<p>Both the ocean and marine life around the world are now paying a terrible price for our overuse of plastic.</p> <p>今日,大海以及世界各地的海洋生物正因我們 過度使用塑膠而付出可怕的代價。</p>	<p>pay a price for 為...付出代價 overuse 過度使用 pay a visit/pay attention to</p>
<p>However, it is not too late to take action. 然而, 要採取行動還不算太晚。</p>	<p>take action 採取行動</p>
<p>For instance, we can reuse bags or bring our own bags when we shop. 舉例來說, 在購物時, 我們可以重複使用袋子或帶著我們自己的袋子。</p>	<p>reuse v. 再次使用 reusable a. 可再使用</p>
<p>We can also stop buying bottled water and start using reusable containers instead.</p> <p>我們也可以停止購買瓶裝水並開始用可重複使用的容器來作替代。</p>	<p>bottled water 瓶裝水 mineral water 礦泉水 container n. 容器 instead adv. 成為替代</p>
<p>Of course, we should recycle all plastic items. 當然, 我們應該回收所有的塑膠物品。</p>	<p>recycle v. 回收</p>
<p>It is also important not to use products that contain microplastics.</p> <p>不使用含微塑膠的產品也很重要。</p>	<p>contain v. 包含、含有 / 抑制 microplastic n. 塑膠微粒</p>
<p>In addition, we can support environmental organizations and volunteer to help them.</p> <p>此外, 我們還可以支持環保組織並自願幫忙這些團體。</p>	<p>in addition/moreover/ furthermore/what's more/additionally/ support v. 支持 organization n. 組織 volunteer v. 志願服務</p>
<p>These groups are not only asking manufacturers to use less plastic in their products and packaging but also calling on governments to start programs to clean the ocean. 這些團體不只正在要求製造商減少使用塑膠在他們的商品及包裝上, 他們也鄭重要求政府發起清潔海洋的方案。</p>	<p>manufacturer n. 製造者 call on 呼籲 government 政府</p>
<p>Therefore, it is possible for everyone to make a difference, and the time to start is now. 因此, 每個人都有可能做出改變, 而開始改變的時刻就是現在。</p>	<p>therefore/thus/hence/consequently/as a result 因此 make a difference 產生影響/做出改變</p>

Let’s explore how the writer wraps up the lesson with the 5th paragraph.

Opening sentence: Both the ocean <u>and</u> marine life around the world are now paying a terrible price for our overuse of plastic.今日,大海以及世界各地的海洋生物正因我們 過度使用塑膠而付出可怕的代價。	key words	
However, it is not too late to take action. 然而,要採取行 動還不算太晚。		
For instance, we can reuse bags or bring our own bags when we shop. 舉例來說,在購物時,我們可以重 複使用袋子或帶著我們自己的袋子。	examples: ⇒	1.
We can also stop buying bottled water and start using reusable containers instead. 我們也可以停止購買瓶裝水並開始用可重複使用的容器來作替代。	⇒ key verbs:	2.
Of course, we should recycle all plastic items. 當然, 我們應該回收所有的塑膠物品。	⇒	3.
It is also important not to use products that contain microplastics. 不使用含微塑膠的產品也很重要。	⇒	4.
In addition , we can support environmental organizations and volunteer to help them. 此外, 我們還可以支持環保組織並自願幫忙這些團體。	⇒	5.
These groups are <u>not only</u> asking manufacturers to use less plastic in their products and packaging <u>but also</u> calling on governments to start programs to clean the ocean. 這些團體不只正在要求製造商減少使用塑膠在他們的商品及包裝上,他們也鄭重要求政府發起清潔海洋的方案。	⇒	6.
conclusive sentence結論句: Therefore, it is possible for everyone to make a difference, and the time to start is now. 因此,每個人都有可能做出改變, 而開始改變的時刻就是現在。	⇒	7.

What would you write with those topic sentences for each paragraph?

Let's generalize and review how those opening sentences are written. And please try to imitate the reading to develop your own paragraphs.

Opening sentence1: Plastic is cheap and convenient.	
Opening sentence2: What's worse, more and more plastic trash is ending up in the ocean, and this has caused an environmental disaster .	
Opening sentence3: Moreover , plastic is also fed into the ocean by drains .	
Opening sentence4: According to the UN , about 80 percent of ocean garbage is plastic.	
Opening sentence5: Both the ocean and marine life around the world are now paying a terrible price for our overuse of plastic. However , it is not too late to take action.	



3:46 / 7:15



