

(表 1)

彰化縣立成功高中 110 學年度第 2 學期英文領域公開授課教學活動設計表

教學領域	英文	教學日期	111 年 4 月 12 日
單元名稱	3-Day Tour in Taiwan	教學地點	605 教室
授課教師	Stacy Wu(吳玉聆)	觀課時間	第 4 節( 50 分)
教學設備/資源	電腦 投影機		
學習目標	<ol style="list-style-type: none"> <li>1. 能聽懂課室英語並以簡單語句進行回應</li> <li>2. 具備時間管理與空間規劃能力</li> <li>3. 具配旅遊景點英語名稱查詢知能</li> </ol>		
核心素養	<p>英 S-U-A1 具備積極探究的態度，主動探索課外 相關資訊，擴展學習場域，提升個人 英語文知能，運用 各種資源，強化自主學習，為終身學習奠定基礎。</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>		
對應學習表現	<ol style="list-style-type: none"> <li>1- V-1 能聽懂課堂中所學的字詞。</li> <li>1- V-2 能聽懂日常生活用語。</li> <li>2- V-1 能說出課堂中所學的字詞。</li> <li>3- V-1 能辨識課堂中所學的字詞。</li> <li>4- V-1 能拼寫高中階段基本常用字詞。</li> <li>5- V-1 能聽懂、讀懂高中階段基本字詞，並使用於日常溝通。</li> <li>5- V-2 能掌握高中階段所學字詞及句型，適當地使用於日常生活之溝通。</li> <li>6- V-1 樂於參與課堂中各類練習活動，不畏犯錯。</li> <li>6- V-6 能主動從網路或其它管道搜尋英語文學習相關資源，並與老師及同學分享。</li> <li>7- V-2 能利用工具書（如字典、百科全書）或其他線上資源，主動了解所接觸英文的內容。</li> <li>8- V-8 能融合文化知識與語言能力，解決生活中的實際問題。</li> <li>9- V-8 能整合資訊，合理規劃並發揮創意完成任務</li> </ol>		
學生背景分析與預期成效	<p>背景分析:班級為高中體育班，每周 35 堂上課時數中有 13 小時為體育專項術科，學科學習時數相較於普通班少，但學生對於學習態度良好，雖英語基礎不算優秀，但仍可進行基本應答。</p> <p>預期成效:</p> <ol style="list-style-type: none"> <li>1. 學生能聽懂並且習慣課室英語</li> <li>2. 學生具備資訊搜尋與整合能力</li> <li>3. 學生對於本國特色景點能融入學習</li> <li>4. 學生重視生活休閒品質並能有意義進行生涯規劃</li> </ol>		

(表 1)

教學活動流程	教學時間	注意事項
<p><b>Warm-up</b></p> <ol style="list-style-type: none"> <li>1. Greet with Ss by asking them what they want to do most after the JCEE.</li> <li>2. Ask Ss about what they did during winter vacation.</li> <li>3. Ask Ss their opinions about traveling and their experience of arranging a tour</li> </ol>	5'	<ol style="list-style-type: none"> <li>1. ask for permission of using cellphone in class to search for information</li> <li>2. Arrange table sets</li> <li>3. All the teaching equipment should be prepare in advance before class</li> </ol>
<p><b>Presentation</b></p> <ol style="list-style-type: none"> <li>1. Tell Ss the teaching goal of the class: arrange a 3-day tour by themselves.</li> <li>2. Divide Ss into 4 groups</li> <li>3. Finish Worksheet 1: Guide Ss (in groups) to finish worksheet 1 step by step by answering the questions on the worksheet.               <ol style="list-style-type: none"> <li>(1) decide the partner(s) of traveling together</li> <li>(2) decide which part of Taiwan they would like to go</li> <li>(3) think of the means of transportation</li> <li>(4) list the famous sightseeing spots they want to go (using cellphone to search for information is allowed in class)</li> </ol> </li> <li>4. Finish Worksheet 2: Guide Ss (in groups) to finish worksheet 2               <ol style="list-style-type: none"> <li>(1) Guide Ss to arrange the sightseeing spots into 3 days according to the geographic location and arrange the time for stay at each spot</li> <li>(2) Guide Ss to search for the information on the places they would like to stay for two nights</li> <li>(3) Guide Ss to search for any souvenirs that they want to buy</li> </ol> </li> </ol>	5' 15' 15'	<ol style="list-style-type: none"> <li>4. For effective learning, Chinese is used as means of learning supportive tools if necessary. (Take Ss proficiency level into consideration)</li> </ol>
<p><b>Wrap-up</b></p> <ol style="list-style-type: none"> <li>1. Group Presentation: Ask each group to share their 3-Day tour with classmates</li> <li>2. Ss vote for their favorite tour</li> <li>3. Give positive feedback</li> </ol>	10'	

(表 1)

A safe and interesting 3-Day trip in Taiwan 1

1. Who do I want to go with?

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2. Which part of Taiwan do you want to go?



3. How do you go there? (Means of Transportation)

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4. List all the famous spots that you want to go?

(表 1)

## ARRANGE THE TOUR 2

Day	Sightseeing Spots	Time to stay	Souvenirs
1	◇ ◇ ◇ ◇		
	Stay(Night)		
2	◇ ◇ ◇ ◇ ◇		
	Stay(Night)		
3	◇ ◇ ◇ ◇		

Feedback from Stacy