

## 雙語課程教案設計

### The Design of Bilingual Lesson Plan

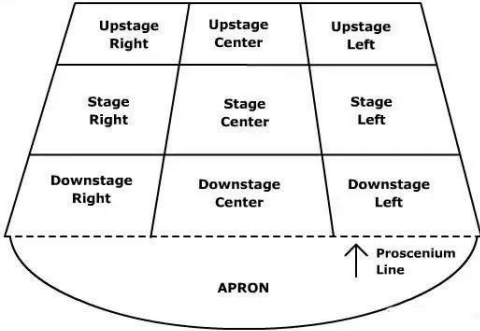
※以下表格採中文或英文填寫皆可，但鼓勵以英文填寫。The following blanks can be filled in Chinese or English, but English is encouraged.

<b>學校名稱</b> School	溪湖國中(Shi Hu Junior High School) 秀水國中 (Hsiu Shui Junior High School) 魚池國中 (Yu Chi Junior High School) 南投國中(Nantou Junior High School) 旭光高中(Shiuhkuang Senior High School)		<b>課程名稱</b> Course	表演藝術
<b>單元名稱</b> Unit	無聲勝有聲 Mime-Silence is louder than words		<b>學科領域</b> Domain/ Subject	Performance Art
<b>教材來源</b> Teaching Material	● Textbook ● Supplementary materials		<b>教案設計者</b> Designer	蕭亞男 呂苑菁 楊雨庭 林宜玟 林忠立
<b>實施年級</b> Grade	Grade 7		本單元共 5 節 The Total Number of Sessions in this Unit	
<b>教學設計理念</b> Rationale for Instructional Design	Building upon the OECD key Competencies, the OECD Education 2030 project has highlighted the significance of young people being innovative, responsible and aware in the future. One key competence that future citizens need to possess is adaptability. Adaptability helps individuals to navigate in new environments, tackle uncertainty and find approaches to deal with constant changes and new conditions in their lives. This unit is designed to help the students to learn more about the general knowledge in Performing Arts and Theater Etiquette, explore their own body movement in order to be more aware of themselves, and apply the knowledge into real life.			
<b>學科核心素養</b> 對應內容 Contents Corresponding to the Domain/Subject Core Competences	<b>總綱</b> General Guidelines	● A2 系統思考與解決問題 ● A3 規劃執行與創新應變 ● B1 符號運用與溝通表達 ● B3 藝術涵養與美感素養 ● C2 人際關係與團隊合作 ● C3 多元文化與國際理解		
	<b>領綱</b> Domain/Subject Guidelines	● 藝- J -A2 嘗試設計思考，探索藝術實踐解決問題的途徑。 ● 藝- J -A3 嘗試規劃與執行藝術活動，因應情境需求發揮創意。 ● 藝- J -B1 應用藝術符號，以表達觀點與風格。 ● 藝- J -B3 善用多元感官，探索理解藝術與生活的關聯，以展現美感意識。		

		<ul style="list-style-type: none"> <li>● 藝-J-C2 透過藝術實踐，建立利他與合群的知能，培養團隊合作與溝通協調的能力。</li> <li>● 藝-J-C3 理解在地及全球藝術與文化的多元與差異。</li> <li>● 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。</li> <li>● 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。</li> <li>● 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。</li> </ul>
	校本素養指標 School-based Competences	No Applicable
學科學習重點 Learning Focus	學習表現 Learning Performance	<ul style="list-style-type: none"> <li>● 表 1-IV-1 能運用特定元素、形式、技巧與肢體語彙表現想法，發展多元能力，並在劇場中呈現。</li> <li>● 表 1-IV-2 能理解表演的形式、文本與表現技巧並創作發表。</li> <li>● 表 2-IV-1 能覺察並感受創作與美感經驗的關聯。</li> <li>● 表 3-IV-4 能養成鑑賞表演藝術的習慣，並能適性發展。</li> <li>● 英 1-IV-3 能聽懂基本或重要句型的句子。</li> <li>● 英 2-IV-6 能依人、事、時、地、物作簡易的描述或回答。</li> <li>● 英 3-IV-4 能看懂簡易的圖表。</li> </ul>
	學習內容 Learning Contents	<ul style="list-style-type: none"> <li>● 表 E-IV-1 聲音、身體、情感、時間、空間、動力、即興、動作等戲劇或舞蹈元素。</li> <li>● 表 E-IV-2 肢體動作與語彙、角色建立與表演、各類型文本分析與創作。</li> <li>● 表 A-IV-1 表演藝術與生活美學、在地文化及特定場域的演出連結。</li> <li>● 表 P-IV-4 表演藝術活動與展演、表演藝術相關工作的特性及種類。</li> <li>● 英 Ac-IV-2 常見的教室用語。</li> <li>● 英 Ad-IV-1 國中階段所學的文法句型。</li> <li>● 英 B-IV-2 國中階段所學字詞及句型的生活溝通。</li> <li>● 英 C-IV-5 國際生活禮儀。</li> </ul>
學生準備度 Students' Readiness	學科準備度 Readiness of Subject	
	<ul style="list-style-type: none"> <li>● Ss know the basic knowledge about Performing Arts.</li> <li>● Ss have experience of watching the performance or entering the theatre.</li> <li>● Ss have experience of discussing with others in groups.</li> <li>● Ss have the basic ability to show the ideas through the body movement.</li> </ul>	
	英語準備度	
	<ul style="list-style-type: none"> <li>● Ss know how to use simple phrases for greetings.</li> <li>● Ss understand simple instructions for movement.</li> <li>● Ss understand simple vocabulary and phrases to describe and express the ideas.</li> </ul>	

<b>單元學習目標</b> <b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Understand the knowledge of different types of the stages in the theatre.</li> <li>● Understand the basic information of the three important theatres in Taiwan.</li> <li>● Know Theatre Etiquette and apply it to real life.</li> <li>● Know the development of Mime and explore the basic rules through body movement.</li> </ul>	
<b>雙語教學設計</b> <b>四個重點</b>  <b>4Cs in CLIL Lesson Design</b>	<b>學科內容 Content</b> Lesson1 介紹常見的舞台類型及方位。 Lesson2 認識台灣三大劇場的基本資訊，包含外部建築及內部空間 Lesson3 認識劇場禮儀，在觀賞演出時能尊重演出人員及其他觀眾。 Lesson4 認識默劇表演的特色與技巧 Lesson5 The skills of non-object performing 無實物表演的技巧	<b>溝通 Communication</b> Lesson1 能使用英文回答所見的物體形象 能說出自己所處的舞台位置 Lesson2 能使用英文表達對劇場的喜愛及其描述 Lesson3 能讀懂劇場禮儀相關規定。 Lesson4 學生能用簡單的句子描述動作。 Lesson5 Discuss the way to play 小組內討論题目的詮釋方式
	<b>認知 Cognition</b> Lesson1 能分辨四種常見的舞台類型及運用舞台九宮格創造小組隊形。 Lesson2 能辨別台灣三大劇場的特色及其不同 Lesson3 了解劇場禮儀並能遵守規定 Lesson4 學生能在認識默劇後進而利用身體創造出相關動作。 Lesson5 Recognize what is the topic of the performing motion?	<b>情境脈絡/文化 Culture</b> Lesson1 瞭解國內外表演者所演出的舞台空間 Lesson2 願意走入生活周遭的藝文空間並參與相關活動 Lesson3 由看劇生活情境引導學生思考劇場禮儀的重要性 Lesson4 引導學生對日常生活情境的動作有所感知，並增進對生活的觀察力、注意力。 Lesson5 Charlie Chaplin, Silent film.
<b>中／英文使用時機</b> <b>Timing for Using Chinese/English</b> ※請填寫清楚何時、何處使用中／英文。 Please describe in detail when and where you use Chinese/English.	<b>教師 Teacher</b>	
	When : <ul style="list-style-type: none"> <li>● T greeting Ss</li> <li>● T giving instruction for movement</li> <li>● T giving the knowledge of the unit</li> <li>● T explaining rules of activities</li> <li>● T giving feedback.</li> </ul> Where : <ul style="list-style-type: none"> <li>● PPTs</li> <li>● Worksheets</li> </ul>	<b>學生 Students</b> When : <ul style="list-style-type: none"> <li>● Ss answering T's questions</li> <li>● Ss expressing the ideas.</li> <li>● Ss working on worksheets</li> </ul> Where : <ul style="list-style-type: none"> <li>● Worksheets</li> </ul>
<b>教學方法</b> <b>Teaching Methods</b>	講述教學法、討論教學法、合作學習教學法、發表教學法	

教學策略 Teaching Strategies	互動式提問、連結生活經驗、運用多媒體影音、活動實作				
教學資源及輔助器材 Teaching Resources and Aids	<ul style="list-style-type: none"><li>● Textbook (publisher)</li><li>● PPT and Worksheet (self-developed)</li><li>● Website and YouTube</li><li>● Writeboard</li></ul>				
評量方法 Assessment Methods	Formative assessment <ul style="list-style-type: none"><li>● Worksheet</li><li>● Presentation</li><li>● Oral assessment</li><li>● Observational assessment</li><li>● Peer assessment</li></ul>				
評量標準 Rubrics	1.評量項目與評量規準對照表：				
	<div>評量規準 評量項目</div>	A(優異)	B(良好)	C(尚可)	D(待加強)
	學習單 錯誤比率	10%	20%	30%	50%
	表演呈現 表現程度	動作完成度達 90%，能用肢體動作傳達意境並能表現抽象的情感	動作完成度達 80%，能用肢體動作表現出情境意義	動作完成度僅 60%，能表現出具體表演藝術意思	動作完成度未達 50%，僅能做出一些動作但意思不明確或為無意義動作
	<ul style="list-style-type: none"><li>● 2.小組加減分：依據小組的任務完成性、回答問題結果、小組合作度給予加減分。</li><li>● 3.個人加分：回答問題答對則加 1 分，使用雙語回答者加 2 分，使用全英回答者加 3 分。</li></ul>				
議題融入 Issues Integrated	Human rights education				
教學流程 Teaching Procedures					
※以下欄位若活動內容是需要使用英文進行，請以英文撰寫，並須依據前面的中/英文使用時機撰寫。Please use English to specify your teaching activities that are executed in English in the classroom based on the timing for using Chinese/English section.					

示範教學節數：第 1 節 主題名稱：舞台類「形」 Shapes of Stage Types	
教學準備：PPT, poster, worksheet P.S.: ”●”= Classroom language <b>準備階段 Preparation stage</b> 1. Greeting Ss: <ul style="list-style-type: none"> <li>● Attention please ,it’s class time.</li> <li>● Who is missing today? Is anyone absent?</li> <li>● I hope you are all ready for your Performance Art lesson.</li> <li>● Raise your hand if you have some questions or you want say something.</li> <li>● Let’s begin our lesson now.</li> </ul> 2. Motivating: Charades T does some action, and S answers what shapes does he/she sees. T prepares graphics poster and guides students answer in English.	<b>時間 Time</b>  5mins
<div style="border: 1px solid black; padding: 5px;">           句型：            T: What N. can you see?            S: I see + N.            e.g.1 T: What shape can you see? S: I see circle.           <ul style="list-style-type: none"> <li>● You are very good at guessing.</li> <li>● You’ve got it.</li> <li>● Think hard.</li> <li>● Do you need a clue?</li> </ul> </div> <b>發展階段 Development stage</b> <b>3. Activity 1: Recognize Stage types</b> (1)T introduces four common types of stage in the world. -Proscenium Stage -Thrust Stage -Arena Stage -Black Box Theater (2)Ask Ss connect these stages with shapes.	10mins
<b>4. Activity 2: Stage Area</b> (1)T introduces nine-square division of stage area and explains the necessity. <div style="text-align: center; margin: 10px 0;">  </div> (2)Group practice : -Teacher put Ss into several groups depend on students’ attendance. (4-5 peoples in a group) -Each group create a formation on the stage, and Ss guess what the group line up shape at the	20mins

<p>stage.</p> <p>-S can explain which area he/she is standing in.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>句型：</p> <p>T: Where is/are S?</p> <p>S: S is/are/am + in/on/at + place.</p> <p>e.g. T: Where are you?</p> <p>S: I am in down center.</p> </div> <ul style="list-style-type: none"> <li>● Now I'm going to put everyone into groups.</li> <li>● (number),(number),(number),and(number) you four are a group.</li> <li>● If you know the answer please raise your hand.</li> </ul> <p><b>總結階段 Summary stage :</b></p> <p><b>5.Ss play games of the lesson to review.</b></p> <p>-Game link:</p> <p>(1)Recognize Stage types : <a href="https://wordwall.net/resource/34358808">https://wordwall.net/resource/34358808</a></p> <p>(2) Stage Area : <a href="https://wordwall.net/resource/34400969">https://wordwall.net/resource/34400969</a></p> <p>- Check their understanding and feeling.</p> <p>-Announce the second class's content.</p> <ul style="list-style-type: none"> <li>● Okay, now please play the game/ write the worksheet .</li> <li>● And if you finished, write down your scores in message field of the lesson.</li> <li>● We'll learn the next part of theater in the next lesson.</li> <li>● That's all for today.</li> </ul> <p style="text-align: center;"><b>第一節結束 End of the first session.</b></p>	10mins
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示範教學節數：第 2 節

主題名稱：台灣表演藝術殿堂 Amazing theaters in Taiwan

時間

Time

5 mins

### 準備階段 Preparation stage

#### 1. Greeting Ss

T asking Ss “Good morning, class. How are you today?”

“Are you ready for the class today?”

T providing Ss the worksheet and the Sentence pattern on PPT.

T Encouraging Ss to respond to T in English or in Chinese.

#### 2. Asking Ss the experience of watching a performance in a theater.

T asking Ss “Have you ever been to a theater or watched a performance?”

T encouraging Ss to respond to T in English or in Chinese.

T explaining the difference between “theater” and “movie theater”

T asking Ss again “Have you ever been to a theater to watch a performance?”

T providing Ss the worksheet and the Sentence pattern on PPT.

T asking Ss to show the ideas with the specific movement. (X) (O)

### 發展階段 Development stage (發展活動一)

#### 3. T asking Ss who has watched the performance before more information.

Where did you watch the performance? (你在哪裡看表演?)

How do you feel about the theater? (你對劇院的感覺如何?)

25

mins

#### Lesson Vocabulary

big, small, new, old, modern, traditional, clean, dirty, beautiful, dirty

#### Sentence Pattern

I watched the performance in \_\_\_\_\_ before.

The theatre is \_\_\_\_\_.

e.g. I watched the performance in Changhua (彰化).

The theater is big and clean./ The theater is small but clean.

T Encouraging Ss to respond to T in English.

#### 4. T introducing the three important theaters in Taiwan.

(1) Building design

(2) Spaces inside

National Theater and Concert Hall

<https://npac-ntch.org/visits/discover>

National Taichung Theater

<https://www.npac-ntt.org/360virtualtour/>

National Kaohsiung Center for the Arts (Weiwuying)

<https://www.npac-weiwuying.org/architecture>

#### 5. T asking Ss' ideas after introducing the theaters in Taiwan.

#### Lesson Vocabulary

National Theater and Concert Hall 國家兩廳院

National Taichung Theater 台中歌劇院

National Kaohsiung Center for the Arts 衛武營國家藝術文化中心

amazing, magical, perfect, professional, wonderful

#### Sentence Pattern

I like \_\_\_\_\_ the most because it is \_\_\_\_\_.

e.g. I like National Taichung Theater the most because it is amazing and magical.

<p>T Encouraging Ss to respond to T in English.</p> <p><b>6. T providing a worksheet to summarize the knowledge in Activity 1.</b></p> <p><b>發展階段 Development stage (發展活動二)</b></p> <p><b>7. T asking Ss who has watched the performance before more information.</b> <u>What</u> is the performance about? Is it drama or dance? ( 這個表演是關於什麼的？它是戲劇/舞蹈.) <u>How</u> do you feel about the performance? ( 你覺得這個表演如何？ )</p> <div><p><b><u>Lesson Vocabulary</u></b> drama, dance excited, delighted, happy, sad, angry magical, professional, amazing, wonderful, perfect</p><p><b><u>Sentence Pattern</u></b> I feel _____ because the <u>drama/ dance</u> is _____. e.g. I feel <u>excited</u> because <u>the drama is magical and perfect.</u></p></div> <p>T Encouraging Ss to respond to T in English.</p> <p><b>8. Group activity</b> (1) <b>T dividing Ss into four groups.</b> (2) <b>T asking Ss to brainstorm the different forms of performing arts as many as possible and write or draw them down on the whiteboard.</b> (e.g. Ballet, Modern Dance, Mime, Opera, Musical, Beijing Opera...) (3) <b>Each group presents the whiteboard with the other groups.</b></p> <p><b>總結階段 Summary stage</b></p> <p><b>9. T concluding that one of the main ideas in Performing Arts is “body movement”. And when watching a performance, the audiences need to follow the Theater Etiquette. In the following session, Ss will learn and practice that.</b></p>	<p>10 mins</p>
<p>第二節結束 End of the second session</p>	<p>5 mins</p>



示範教學節數: 第 \_\_3\_\_ 節

主題名稱: What makes a good audience?

**準備階段 Preparation stage**

**1. Greeting Ss.**

Q1: Good morning, everyone. How are you today?

Q2: Are you ready for the class today?

T provides the worksheet and sentence pattern on PPT.

T encourages Ss to respond in English or in Chinese.

**2. Asking Ss about their experiences of going to the theater or watching performances.**

**3. Playing a video clip to get Ss' attention of today's topic, theater etiquette.**

<https://www.youtube.com/watch?v=bkz7d3IJYM&list=PL5Bkvh3D6lU2-8wk9CyvNuMjJpBfNAXuV&index=1> (0:40)

Q1: What do you see in the video?

Q2: What does this video tell you?

Q3: Have you had the same experience?

Q4: Do you run late?

**發展階段 Development stage (發展活動一)**

**4. Matching the pictures and sentence patterns on Jamboard.**

<https://jamboard.google.com/d/1WP73mgx-xbiQ2HsXXZG7tM2rozyFJo5cHq0wWCoZyEA/edit?usp=sharing> (5:00)

**Asking Ss to share their answers.**

T encourages Ss to respond in English or in Chinese.

**5. Introducing and Showing the dos and don't of theater etiquette on PPT.**

**Lesson Vocabulary**

1. **Silence/Turn off** your phone

2. **Arrive** early (be in your seat 5 minutes before the show)

3. No food or drink

4. No pictures or videos

**5. Business casual**

6. Put your bag under your seat

7. One person per **seat**

8. **Deliver** flowers **backstage**

**Sentence Pattern**

Please remember to \_\_ (verb) \_\_. / Please remember no \_\_ (noun) \_\_.

e.g.

1. Please remember to turn off your phone.

2. Please remember no food and drink.

**6. Pretending you are a director and choosing 3 theater etiquette to practice.**

T asks Ss to practice on the stage.

**發展階段 Development stage (發展活動二)**

**7. Asking Ss to write down the information they know from the ticket.**

Q1: What do you know about the ticket?

Q2: What's the name of the performance?

Q3: Where is it?

Q4: When is the start time of the performance?

Q5: Have you watched *The Lion King* before? (movie, cartoon or theater)

時間

Times

5mins

20mins

15mins

<p>T asks Ss to share their answers. T encourages Ss to respond in English.</p> <p><b>8. Introducing the key information of the ticket.</b></p>	
<div style="border: 1px solid black; padding: 5px;"> <p><b><u>Lesson Vocabulary</u></b></p> <ol style="list-style-type: none"> <li>1. circle</li> <li>2. row</li> <li>3. price</li> </ol> <p><b><u>Sentence Pattern</u></b></p> <ol style="list-style-type: none"> <li>1. The performance is in/on/at _____.</li> <li>2. It costs _____ dollars.</li> </ol> <p>e.g. The performance is in <u>London</u>. / The performance is at <u>Lyceum Theater</u>. It costs <u>53.5</u> dollars.</p> </div>	
<p><b>9. Group activity- Information Gap</b></p> <ol style="list-style-type: none"> <li>a. T divides Ss into four groups.</li> <li>b. T asks Ss to find out the missing information from other groups. Each group has different missing information.</li> <li>c. Ss share their answers and complete correct information of the ticket.</li> </ol> <p><b>總結階段 Summary stage</b></p> <p><b>10. Reviewing the dos and don't of theater etiquette on PPT.</b> T asks Ss to finish the worksheet at home and take a guess about the following session from the clue of the worksheet.</p> <p style="text-align: center;"><b>第三節結束 End of the third session</b></p>	5mins

示範教學節數:第 4 節 主題名稱:	
<b>第4節</b> <b>準備：學習單、教學簡報</b> <b>Preparation stage</b> 1.Greeting Ss. Ask Ss to reflect on last class they remember as the recalling. 2.Warm up activity: When Ss answered what they learn last class then T interacting with Ss. <ul style="list-style-type: none"> <li>● T do some embodied interaction and Ss guess what did T do. (教師示範動作: 喝、睡)</li> <li>● T play the ppt and show some ballet mime pictures let Ss guess what does it mean. (教師呈現圖片 : 愛、跳舞、謝謝)</li> </ul> <p>→It's time to start now.          →Do you remember what we did in the last class?          →Can you guess what I'm doing?          →That's almost it.          →That's exactly the point.</p> <b>Development stage</b> <b>3.The history of mime.</b> T show the ppt to introduce the topic. <ul style="list-style-type: none"> <li>● <b>Greeks and Romans</b>            Mime from Greek “mimos” means imitator.            Mime is an ancient art that dates back to the early Greeks and Romans.            Mime was a part of ancient Greek and Roman entertainment.</li> <li>● <b>Noh</b>            Noh is a major form of classical Japanese dance-drama that has been performed since the 14th century.</li> <li>● <b>Ballet Mime.</b>            T shows some video to explain the meaning of gesture.</li> <li>● <b>Commedia dell'arte</b>            The Italian renaissance, a new performance form came into existence.</li> <li>● 古希臘羅馬的戲劇、日本能劇、芭蕾舞劇、義大利即興喜劇都可視為現代默劇的前身。</li> <li>● It was in France where mime flourished. It became so popular that mime schools were established.</li> <li>● 完成部分學習單。</li> </ul> <p>→We will deal with topics about mime.</p> <b>4.What is mime?</b> <ul style="list-style-type: none"> <li>● 教師以Netflix 最新喜劇影集《人來蜂》(Man Vs. Bee) 為導入，播放豆豆先生shorts短片，提問學生看到什麼?</li> <li>● <b>Imitate.</b></li> <li>● <b>Silent art.</b>            Mime is an art form where a person performs on stage while using theatrical medium without use of speech.</li> </ul>	<div>時間</div> <div>Time</div> <div>2mins</div> <div>3mins</div> <div>5mins</div> <div>10mins</div>

<ul style="list-style-type: none"> <li>● <b>Acting through body motions.</b> Using only movements, gestures, and facial expressions.</li> <li>● 教師播放馬歇馬叟默劇影片片段，加深學生對默劇的認識。</li> <li>● 完成部分學習單。</li> </ul> <p>→Let's watch the video. →What do you see in the video?</p> <p><b>5.How to mime?</b></p> <ul style="list-style-type: none"> <li>● 教師介紹默劇三大原則：固定點、無實物、動作分解。</li> <li>● <b>固定點fixed point</b> The mime locates a point with his body Keeps it motionless in space. This technique is the basis of all illusions a mime can create.</li> <li>● <b>For example:</b> Create a fixed point by holding one hand directly in front of you. Keep your hand in that position Move your body.</li> <li>● <b>旁述默劇Narrated Mime:</b> 有人當旁白，有人演出其動作。</li> <li>● Work in pairs and practice the movements with “fixed point”.</li> </ul> <div style="border: 1px solid black; padding: 5px;"> <p><b><u>Lesson Vocabulary :</u></b> pull, push, lift, carry long, short, big, small, heavy, light</p> <p><b><u>Sentence Pattern :</u></b> present progressive ( Be + Ving ) He / She is + _____ (Ving) the + _____ (adj.) rope/box. e.g. He is <u>pushing the big box.</u></p> </div> <ul style="list-style-type: none"> <li>● 學生上台呈現，教師依評分規準予以評分。</li> <li>● 完成部分學習單。</li> </ul> <p>→Work in pairs. →Work on the task together.</p> <p><b>Summary stage</b></p> <p><b>6.Reviewing the lesson.</b></p> <p><b>7.Rewarding the final winning group.</b></p>	<p>23mins</p> <p>2mins</p>
<p>參考資料 References</p>	<p>網路資料：</p> <ol style="list-style-type: none"> <li>1. 臺灣師範大學一課室英語手冊</li> <li>2. 明潭國小劉靜蓉老師教案：偶很調皮</li> <li>3. The Lion King 門票資訊介紹 <a href="https://www.art-mate.net/doc/61087">https://www.art-mate.net/doc/61087</a></li> <li>4. 劇場禮儀 <a href="https://www.youtube.com/watch?v=bkz7d3IJYM&amp;list=PL5Bkvh3D6IU2-8wk9CyvNuMjJpBfNAXuV&amp;index=1">https://www.youtube.com/watch?v=bkz7d3IJYM&amp;list=PL5Bkvh3D6IU2-8wk9CyvNuMjJpBfNAXuV&amp;index=1</a></li> <li>5. 翰林版、康軒版七年級藝術領域課程</li> <li>6. <a href="https://national.ballet.ca/Explore/Education-and-Community-Engagement/Ballet-Fun-for-Kids/Mime">https://national.ballet.ca/Explore/Education-and-Community-Engagement/Ballet-Fun-for-Kids/Mime</a></li> <li>7. <a href="https://www.wonderopolis.org/wonder/what-is-a-mime">https://www.wonderopolis.org/wonder/what-is-a-mime</a></li> </ol>

8. <a href="https://www.wikihow.com/Mime#Learning-Basic-Movements">https://www.wikihow.com/Mime#Learning-Basic-Movements</a>
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※期待雙語教師能逐年使用更多英文撰寫本教案。We are looking forward that you can use more and more English to write this lesson plan year by year.