

# 教育部國民及學前教育署補助 112學年度高級中等學校英語文課程全英語授課計畫

## 高中英語文課程全英語授課教案設計

### Teaching English Through English (TETE) Lesson Plan

教案設計者/ 服務學校 Teacher's Name / Affiliation	范捷熙/彰化縣立和美高中		
教學單元 Topic of the Lesson	三民版英文第一冊第七課 Sunlight in Our Wallet		
教材來源 Source of Teaching Materials	三民		
教學節數 Class Periods	本單元共 6 節授課時間，本份教案針對第 5-6 節詳述 This unit will need 6 class periods. This lesson plan will focus on the (5 <sup>th</sup> , 6 <sup>th</sup> , ...) period.		
教學年級 Students' Grade Level	10 <sup>th</sup> grade	學生人數 Number of Students	34
學校地區 School Area	<input type="checkbox"/> 都會地區 Downtown <span style="float: right;"><input type="checkbox"/> 其他地區 Other: _____</span> <input checked="" type="checkbox"/> 偏遠地區 Rural Area		
學生特質 補充說明 Additional Student Characteristics	Most students in 404 demonstrate a basic understanding of the language, using common phrases and vocabulary to communicate in familiar contexts. Despite their limited language proficiency, these learners enthusiastically embrace opportunities to share their thoughts and ideas in the classroom.		
教案設計亮點 Highlights of the Lesson Plan	1. Peer Assessment 2. Oral Presentation		

<p><b>教學策略</b> (可複選) Teaching Strategy (multiple choices)</p> <p>*鷹架策略介紹請見附錄 *Please refer to the appendix for an introduction to the scaffolding strategies.</p>	<p><b>口語鷹架</b> Verbal Scaffolding</p>	<input checked="" type="checkbox"/> 第一語言 First language <input checked="" type="checkbox"/> 簡易英語 Simplified English <input type="checkbox"/> 其他 Other: _____
	<p><b>程序鷹架</b> Procedural Scaffolding</p>	<input type="checkbox"/> 合作學習 Cooperative Learning <input checked="" type="checkbox"/> 示範 Modeling (e.g., teacher/student modeling) <input type="checkbox"/> 任務型教學 Task-based Learning <input type="checkbox"/> 探究式教學 Inquiry-based Teaching (5E—Engage, Explore, Explain, Extend/ Elaborate, Evaluate) <input type="checkbox"/> 其他 Other: _____
	<p><b>教學鷹架</b> Instructional Scaffolding</p>	<input type="checkbox"/> 差異化教學 Differentiated Instruction <input type="checkbox"/> 多模態教學 Multimodality <input type="checkbox"/> 示範 Modeling (e.g., sample student work) <input checked="" type="checkbox"/> 理解型圖像式組織圖 Graphic Organizers for Comprehension (e.g., a Venn diagram) <input type="checkbox"/> 產出型圖像式組織圖 Graphic Organizers for Production (e.g., a mind map) <input checked="" type="checkbox"/> 科技化融入英語教學 Technology-Assisted Instruction <input checked="" type="checkbox"/> 學習輔助(如模板) Learning Support (e.g., templates) <input type="checkbox"/> 其他 Other: _____
<p><b>核心素養</b> Core Competency</p>	<p><b>總綱 General Guidelines :</b></p> <p>U-B1 具備掌握各類符號表達的能力，以進行經驗、思想、價值與情意之表達，能以同理心與他人溝通並解決問題</p>	
	<p><b>領綱 Domain Guidelines :</b></p> <p>英 S-U-B1 具備聽、說、讀、寫的英語文素養，能連結自身經驗、思想與價值，運用多樣的字詞及句型，在多元情境中適切溝通表達及解決問題。</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>	
<p><b>學習重點</b> Learning Focus</p>	<p><b>學習表現 Learner Performance :</b></p> <p>2-V-3 能依主題或情境描述事件或回答問題。</p> <p>3-V-15 能分析及判斷文章內容，了解敘述者的觀點、態度及寫作目的</p> <p>9-V-7 能評估不同資訊，提出合理的判斷或建議。</p>	
	<p><b>學習內容 Learning Content :</b></p> <p>Ae-V-12 敘述者的觀點、態度、及寫作目的。</p> <p>B-V-8 短文、書信的內容及文本結構。</p> <p>C-V-5 地球村觀點、生命及全球永續發展的關注。</p>	

教學重點說明 Course Summary	第五節：The structure of persuasive writing style: OREO 第六節：Group oral presentation of their opinions on installing solar panels
本節學習目標 Learning Objectives of this Class Period	Students are able to  1. understand the benefits of installing solar power panels by giving specific examples 2. organize the information from the text by using OREO chart 3. present their opinions on installing solar panels on their roofs by using given sentence patterns
議題融入 (若有) Critical Issues (if any)	<div> <input type="checkbox"/> 性別平等教育 Gender Equality         </div> <div> <input type="checkbox"/> 海洋教育 Ocean Education         </div> <div> <input type="checkbox"/> 法治教育 Rule of Law         </div> <div> <input type="checkbox"/> 能源教育 Energy         </div> <div> <input type="checkbox"/> 家庭教育教育 Family and Parenting         </div> <div> <input type="checkbox"/> 閱讀素養教育 Reading Competency         </div> <div> <input type="checkbox"/> 原住民族教育 Indigenous Peoples and Cultures         </div> <div> <input type="checkbox"/> 人權教育 Human Rights         </div> <div> <input type="checkbox"/> 品德教育 Character Integrity         </div> <div> <input type="checkbox"/> 科技教育 Technology         </div> <div> <input type="checkbox"/> 安全教育 Safety and Security         </div> <div> <input type="checkbox"/> 生涯規劃教育 Career Planning         </div> <div> <input type="checkbox"/> 戶外教育教育 Outdoor Education         </div> <div> <input type="checkbox"/> 環境教育 Environmentalism         </div> <div> <input type="checkbox"/> 生命教育 Life Education         </div> <div> <input type="checkbox"/> 資訊教育 Information         </div> <div> <input type="checkbox"/> 防災教育 Disaster Prevention         </div> <div> <input type="checkbox"/> 多元文化教育 Cultural Diversity         </div> <div> <input type="checkbox"/> 國際教育 Global Awareness         </div>
教學設備/學習資源 Teaching Facility/Learning Resources	

教學活動設計 Lesson Design			
教學流程 Teaching Procedure <u>請對應課室英語</u> <u>參考手冊書目</u>	所需時間 Time (mins)	教學步驟 Teaching Steps	教學策略與注意事項 Teaching Strategies/Special Notes
1. 課程暖身 Warm-up	8 mins	<p>1. T uses the text of Unit 5 as an example to review the purpose and the structure of persuasive writing style.</p> <ul style="list-style-type: none"> <li>● What is the author's opinion?</li> <li>● Which sentences from paragraph 2 show the reason the author provides to explain his opinion?</li> <li>● Name one example that the author gives to support his view</li> </ul> <p>A. <b>Opinion:</b> Increasing clinical trial diversity should be a necessary scientific practice.</p> <p>B. <b>Reason:</b> Participants of different genders, ages, or races may not respond to the same treatment in the same way</p> <p>C. <b>Example:</b> A group of U.S. scientists have found that when women are given the same dose of a medicine as men, it usually takes more time for the medicine to leave the women's bodies. Also, women often have more serious side effects, such as depression and headaches.</p> <p>2. T asks Ss to make a prediction about the content of Unit 7 from its title "Sunlight in Our Wallets"</p> <ul style="list-style-type: none"> <li>● What is this article about?</li> <li>● How is sunlight related to wallets?</li> </ul>	示範 Modeling

<p>2. 呈現教學重點 Presentation</p>	<p><b>15 mins</b></p>	<ol style="list-style-type: none"> <li>1. T goes through OREO chart and tells Ss that we'll use this chart to organize information from the text.</li> <li>2. T introduces the definition and function of the thesis statement. (By identifying the thesis statement, you can find out the author's opinion about the topic. It often appears at the end of the first paragraph)</li> <li>3. T leads Ss to read through 1<sup>st</sup> paragraph to find the thesis statement, and reasons for the author's opinion. <ul style="list-style-type: none"> <li>● Which sentence is the thesis statement of this passage?</li> <li>● What is the building committee's opinion? <ul style="list-style-type: none"> <li>➢ Residents should consider <u>installing rooftop solar panels</u>.</li> </ul> </li> <li>● What are the reasons the building committee gives to persuade the residents? <ul style="list-style-type: none"> <li>➢ Energy independence</li> <li>➢ Savings in energy bills</li> <li>➢ Ease of maintenance</li> </ul> </li> <li>● Which keywords help you locate the information? A: <i>in light of</i></li> </ul> </li> <li>4. T leads Ss to go through the first sentences of paragraph 2 to paragraph 4 and guide Ss to think about the function of these three paragraphs. <ul style="list-style-type: none"> <li>● How do these paragraphs work to help us understand the whole passage better? What is the main point of paragraph 2 to paragraph 4? (Keywords: First, Second, Third) <ul style="list-style-type: none"> <li>➢ Give more explanation of the three reasons mentioned in the 1<sup>st</sup> paragraph.</li> </ul> </li> </ul> </li> <li>5. T leads Ss to read through 2<sup>nd</sup> paragraph and find the major supporting sentences for the first reason, energy independence. <ul style="list-style-type: none"> <li>● How can residents have independent energy resource?</li> </ul> </li> </ol>	<p>理解型圖像式組織圖 Graphic Organizers for Comprehension</p>
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		<ul style="list-style-type: none"> <li>➤ The rooftop solar panels collect <u>sunlight</u> and produce <u>electricity</u> residents needs.</li> <li>➤ The extra energy can be <u>stored</u> as <u>backup energy</u> in case of power outages in the future.</li> <li>● In paragraph 2, which phrase is used to introduce an additional point. A: <u>what's more</u></li> </ul>	
3. 進行練習活動 Practice	<b>15 mins</b>	<ol style="list-style-type: none"> <li>1. Ss work in groups to read paragraph 3 and paragraph 4 to find out the major supporting sentences for the second and third reason. <ul style="list-style-type: none"> <li>● How do solar panels help residents save money in the long-term. <ul style="list-style-type: none"> <li>➤ The residents depend <u>less on the grid</u> and <u>more on solar energy</u>.</li> <li>➤ Solar panels stop sunlight from directly <u>heating</u> the roof, which can cut <u>the costs of air conditioning</u>.</li> </ul> </li> <li>● How should residents take care of solar panels? <ul style="list-style-type: none"> <li>➤ They can monitor them <u>through an app</u>.</li> <li>➤ <u>A shower of rain</u> can clean them.</li> </ul> </li> </ul> </li> <li>2. Ss post their results on Padlet</li> <li>3. T uses slide show to show each group's answers and gives them points</li> </ol>	科技化融入英語教學 Technology-Assisted Instruction
4. 進行產出活動 Production	<b>10 mins</b>	<ol style="list-style-type: none"> <li>1. T leads Ss to read through the 5<sup>th</sup> paragraph and asks Ss about the function of this paragraph. A: Provide an example of making use of solar panels</li> <li>2. T leads Ss to go through the oral report framework and asks them fill in the information they've learned from paragraph 1 to paragraph 5.</li> <li>3. Each group member has to be responsible for one part of the oral presentation with pictures. (one should be responsible for drawing pictures on the whiteboard) and</li> </ol>	科技化融入英語教學 Technology-Assisted Instruction 學習輔助(如模板) Learning Support (e.g., templates)

		<p>no scripts is allowed to bring on stage.</p> <p>4. Each group takes turns doing presentation and other groups gives comments and rates their performance through Slido. (Rubrics: volume, confidence, content, creativity)</p> <p>5. T concludes each group's performance.</p>	
5. 結束課程 Wrap-up	2 mins	T leads Ss to go over the 6 <sup>th</sup> paragraph and asks Ss to find out the sentences that the author uses to restate the opinion of installing solar panels.	
<p style="text-align: center;"><b>參考資料</b> Reference</p>			
無			
<p style="text-align: center;"><b>附錄</b> Appendix</p>			
<p>附件一 OREO 架構表</p> <p>附件二 小組報告語言鷹架</p> <p>附件三 教學簡報</p>			

## Unit 7 Sunlight in Our Wallet OREO Chart

<b>Opinion</b> Guiding Question: 1. Which sentence is the thesis statement of this passage? 2. What is the building committee's opinion?	Residents should consider <u>installing rooftop solar panels</u> .
<b>Reason</b> Guiding Question: What are the reasons the building committee gives to persuade the residents? <i>(Key word: in light of)</i>	1. <u>Energy independence</u> 2. <u>Savings in energy bills</u> 3. <u>Ease of maintenance</u>
Guiding questions: 1. How can residents have independent energy resource? <i>(Discourse markers: First, what's more)</i>  2. How do solar panels help residents save money in the long-term. <i>(Discourse markers: Second, also)</i>  3. How should residents take care of solar panels?	1-1 The rooftop solar panels <u>collect sunlight</u> and <u>produce electricity</u> residents needs. 1-2 The extra energy can be <u>stored</u> as <u>backup energy</u> in case of power outages in the future.  2-1 The residents depend <u>less on the grid</u> and <u>more on solar energy</u> . 2-2 Solar panels stop sunlight from directly <u>heating</u> the roof, which can cut <u>the costs of air conditioning</u> .  3-1 They can monitor them <u>through an app</u> . 3-2 <u>A shower of rain</u> can clean them.
<b>Example</b> What happened to the neighboring community, which has made use of solar panels for 10 years? <i>(Key words: Numbers</i> <i>Discourse markers: In addition)</i>	1. <u>The money they saved on energy bills over the past ten years has balanced out their upfront cost.</u> 2. <u>The temperature inside their building can drop five degrees in summertime.</u>
<b>Opinion Restated</b> Read the 6th paragraph of this passage. Find the sentence that is written to restate the author's points.	The community solar project will allow us to make the most of our sunlight, reduce our energy costs, and get us closer to energy independence without worrying much about maintenance.



## Oral report framework:

### Opinion:

- The building committee's opinion is that....
- The building committee firmly believes that...
- In the building committee's view/opinion,

### Reasons:

- To support their opinion, they have several reasons including...
- The building committee supports its idea with the following reasons: Firstly, \_\_\_\_\_. Secondly, \_\_\_\_\_.  
Thirdly, \_\_\_\_\_

### Examples:

From the neighboring community's experience, they...

### In our opinion:



We fully support the idea of installing solar panels because...

In our opinion, installing solar panels is a great idea because...

We're on board with the decision to install solar panels because..



We disagree with the idea of installing solar panels because..

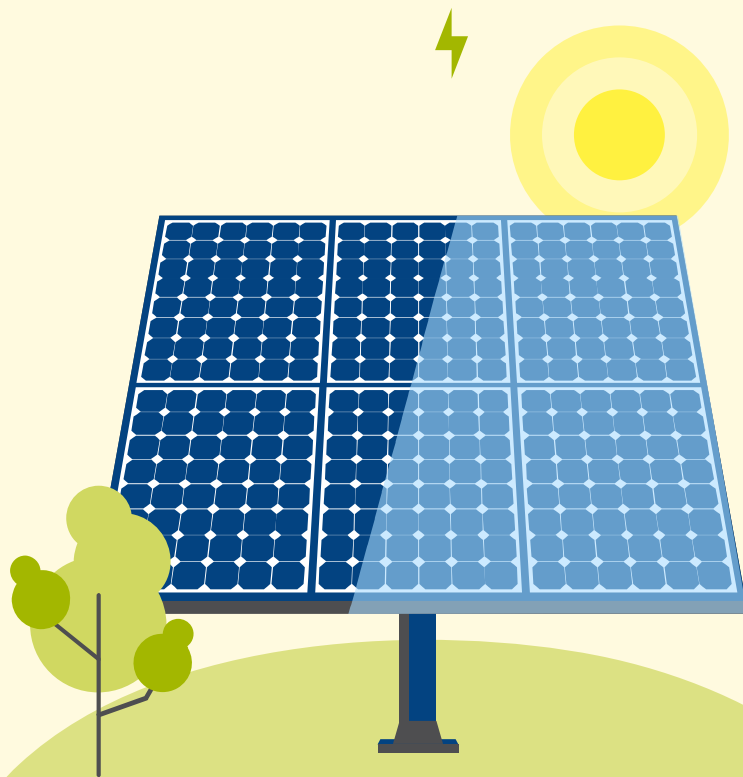
In our view, installing solar panels may not be the best option because...

I have concerns about installing solar panels because..



# Sunlight in our Wallet

2023.12.11 全英授課簡報  
授課者: 范捷熙





# Let's begin

Read the title “Sunlight in Our Wallet” What is the passage about?

How is sunlight related to wallet?



## Let's dive into paragraph 1

- Which sentence is the thesis statement of this passage?
- What is the building committee's opinion?



## Let's dive into paragraph 1

- Which sentence is the thesis statement of this passage?
- What is the building committee's opinion?
  - Residents should consider **installing rooftop solar panels.**



# Let's dive into paragraph 1

- What are the reasons the building committee gives to persuade the residents?



## Let's dive into paragraph 1

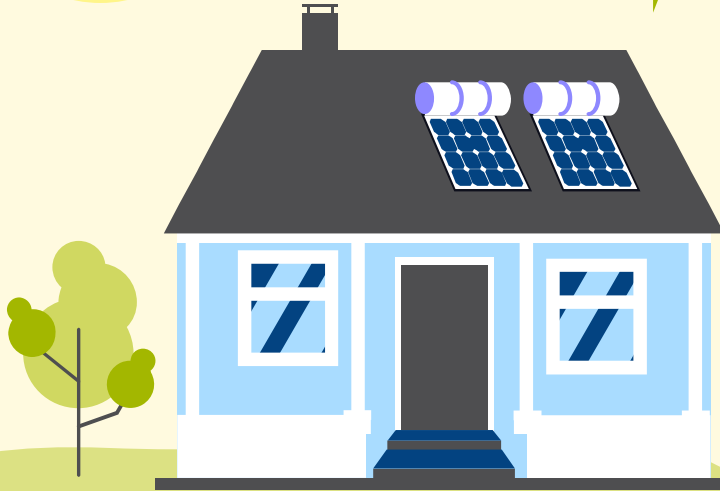
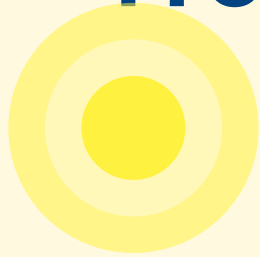
- What are the reasons the building committee gives to persuade the residents?

- **Energy independence**
- **Savings in energy bills**
- **Ease of maintenance**

Keyword?



# From Paragraph 2 to Paragraph 4



What is the author's purpose of writing paragraph 2-4 since he or she has mentioned the reasons for why the community should install solar panels?



## Let's dive into paragraph 2

- How can residents have independent energy resource?



## Let's dive into paragraph 2

- How can residents have independent energy resource?
  - The rooftop solar panels **collect sunlight** and **produce electricity** residents needs.
  - The extra energy can be **stored as backup energy** in case of power outages in the future.





## Let's dive into paragraph 2



Which phrase is  
used to  
introduce an  
additional point.

- How can residents have independent energy resource?
  - The rooftop solar panels **collect sunlight** and **produce electricity** residents needs.
  - The extra energy can be **stored as backup energy** in case of power outages in the future.



## Let's dive into paragraph 3 & 4

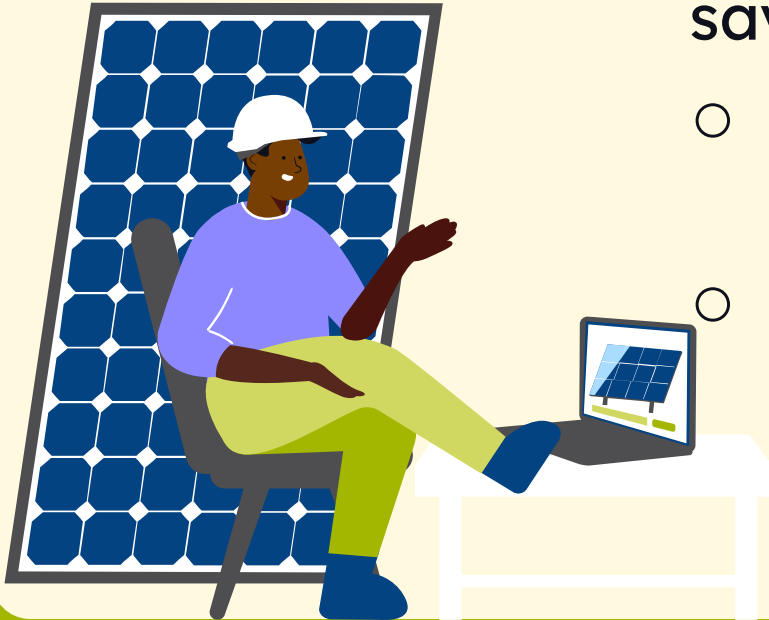
Scan and post  
your answers



- How do solar panels help residents save money in the long-term.
- How should residents take care of solar panels?



## Let's dive into paragraph 3 & 4



- How do solar panels help residents save money in the long-term.
  - The residents **depend less on the grid** and **more on solar energy**.
  - Solar panels stop sunlight from directly heating the roof, which can **cut the costs of air conditioning**.



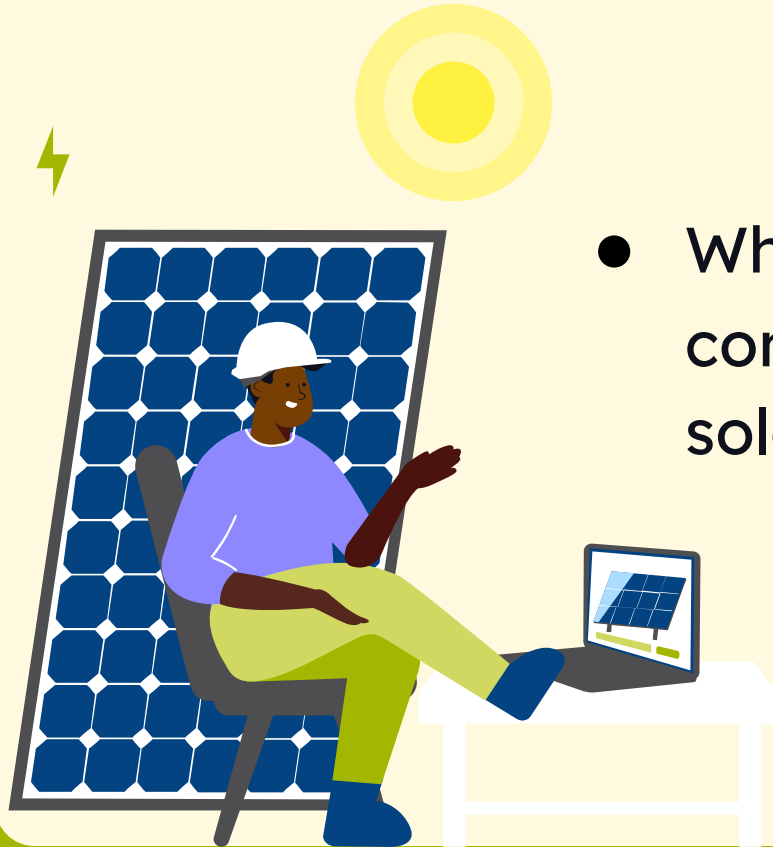
## Let's dive into paragraph 3 & 4



- How should residents take care of solar panels?
  - They can monitor them **through an app.**
  - **A shower of rain** can clean them.



## Let's dive into paragraph 5



- What happened to the neighboring community, which has made use of solar panels for 10 years?

## Let's dive into paragraph 5



- What happened to the neighboring community, which has made use of solar panels for 10 years?
  - The money they saved on energy bills over the past ten years has balanced out their upfront cost.
  - The temperature inside their building can drop five degrees in summertime.





# Disadvantages of installing solar panels



## HIGH INITIAL COST

It costs very high...

## NEEDS LARGE SPACE

Solar Panels need...

Lots Of Space...

If the number of Solar Panels are small, it will generate smaller energy.



# Disadvantages of installing solar panels



## SEASONAL POWER GENERATION



**Solar Power Depends On Season...**  
Lower Power in Winter Months...

## DEPENDING ON GEOGRAPHY

**Can't Install Solar Panels Everywhere**  
Proper Location, Proper Weather

You can't install Solar Panels  
in an area which gets lesser  
sunny days..

# Disadvantages of installing solar panels

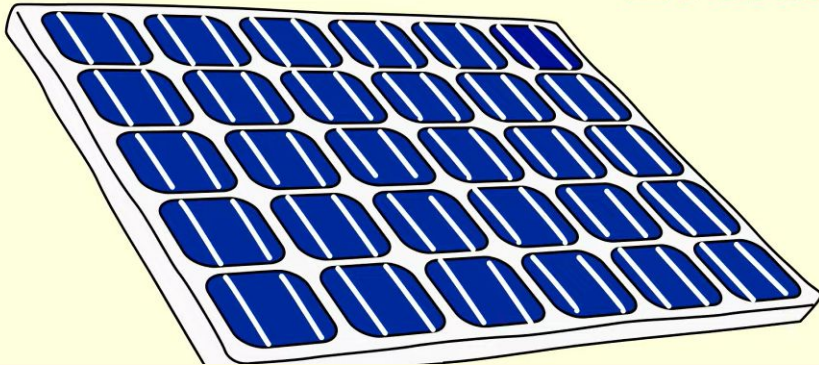


Solar Powered Cars don't have the same Speed and Power.



**Solar Energy can't replace OIL...**

**Efficiency is Only 20%...**



# Group Presentation

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**ORAL REPORT**  
UNIT 7 Sunlight in Our Wallet

**Opinion**

- The building committee's opinion is that....
- The building committee firmly believes that...
- In the building committee's view/opinion,


**Reason**

- To support their opinion, they have several reasons including...
- The building committee supports its idea with the following reasons: Firstly, \_\_\_\_\_. Secondly, \_\_\_\_\_. Thirdly, \_\_\_\_\_


**Example**

- From the neighboring community's experience, they...

**In Our Opinion**



- We fully support the idea of installing solar panels because...
- In our opinion, installing solar panels is a great idea because...
- We're on board with the decision to install solar panels because..



- We disagree with the idea of installing solar panels because..
- In our view, installing solar panels may not be the best option because...
- I have concerns about installing solar panels because..



- Everyone should be responsible for one part of the oral presentation
- Write your opinions on the white board

# Peer Assessment



eye-contact



fluency



gesture



volume



content

