**基隆市112學年度公開觀課教案**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **領域/科目** | | | 英語文領域 | | **設計者** | | | 藍友君 | | |
| **實施年級** | | | 八年級 | | **教學節次** | | | 共4節 | | |
| **單元或主題名稱** | | | L6 If We Don’t Act Now, There Will Be More Plastic in the Ocean | | | | | | | |
| **設計依據** | | | | | | | | | | |
| **學習**  **重點** | | **學習表現** | | 1-Ⅳ-1 能聽懂課堂中所學的字詞。  1-Ⅳ-2 能聽懂常用的教室用語及日常生活用語。  1-Ⅳ-3 能聽懂基本或重要句型的句子。  1-Ⅳ-4 能聽懂日常生活對話的主要內容。  1-Ⅳ-7 能辨識簡短說明或敘述的情境及主旨。  1-Ⅳ-8 能聽懂簡易影片的主要內容。  1-Ⅳ-9 能辨識句子語調所表達的情緒和態度。  2-Ⅳ-1 能說出課堂中所學的字詞。  2-Ⅳ-2 能依情境使用日常生活用語。  2-Ⅳ-5 能以簡易的英語表達個人的需求、意願和感受。  2-Ⅳ-6 能依人、事、時、地、物作簡易的描述或回答。  2-Ⅳ-7 能依人、事、時、地、物作簡易的提問。  2-Ⅳ-8 能以正確的發音、適切的重音及語調說出基本或重要句型的句子。  2-Ⅳ-9 能進行簡易的角色扮演。  2-Ⅳ-10 能以簡易的英語描述圖片。  2-Ⅳ-12 能以簡易的英語參與引導式討論。  2-Ⅳ-13 能依主題或情境以簡易英語進行日常生活溝通。  3-Ⅳ-5 能看懂簡易的生活用語。  3-Ⅳ-6 能看懂基本的句型。  3-Ⅳ-7 能了解對話的主要內容。  3-Ⅳ-11 能藉圖畫、標題、書名等作合理的猜測。  3-Ⅳ-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。  3-Ⅳ-16 能閱讀不同體裁、不同主題的簡易文章。  4-Ⅳ-1 能拼寫國中階段基本常用字詞。  4-Ⅳ-2 能依圖畫、圖示書寫英文句子。  4-Ⅳ-3 能掌握正確書寫格式寫出英文句子。  4-Ⅳ-5 能依提示寫出正確達意的簡單句子。  4-Ⅳ-6 能將簡易的中文句子譯成英文。  4-Ⅳ-8 能依提示書寫簡短的段落。  5-Ⅳ-1 能聽懂、讀懂國中階段基本字詞，並使用於簡易日常溝通。  5-Ⅳ-2 能掌握國中階段所學字詞及句型，適當地使用於日常生活之溝通。  5-Ⅳ-3 能聽懂日常生活應對中常用語句，並能作適當的回應。  5-Ⅳ-6 能轉述所聽到的簡短談話。  5-Ⅳ-7 能聽懂日常生活對話，並能以簡單的字詞、句子記下要點。  5-Ⅳ-8 能聽懂簡易故事，並能以簡單的字詞、句子記下要點。  5-Ⅳ-11 能看懂並能填寫簡單的表格及資料等。  6-Ⅳ-1 樂於參與課堂中各類練習活動，不畏犯錯。  6-Ⅳ-4 樂於接觸課外的英語文多元素材，如歌曲、英語學習雜誌、漫畫、短片、廣播、網路等。  6-Ⅳ-5 主動利用各種查詢工具，以了解所接觸的英語文資訊。  6-Ⅳ-6 主動從網路或其他課外材料，搜尋相關英語文資源，並與教師及同學分享。  7-Ⅳ-2 善用相關主題之背景知識，以利閱讀或聽力理解。  7-Ⅳ-3 利用語言及非語言溝通策略（如請求重述、手勢、表情等）提升溝通效能。  7-Ⅳ-4 能對教師或同學討論的內容觸類旁通、舉一反三。  8-Ⅳ-5 能具有基本的世界觀。  9-Ⅳ-1 能綜合相關資訊作合理的猜測。  9-Ⅳ-2 能把二至三項訊息加以比較、歸類、排序。  9-Ⅳ-3 能根據上下文語境釐清不同訊息間的因果關係。  9-Ⅳ-4 能依上下文所提供的文字線索（如in my opinion、maybe）分辨客觀事實與主觀意見。 | | | **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。  英-J-A3 具備簡易規劃英語文學習時程的能力，並能檢討調整。  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。 | |
| **學習內容** | | A 語言知識  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。  Ae-Ⅳ-6 簡易故事的背景、人物、事件和結局。  Ae-Ⅳ-7 敘述者的觀點、態度、及寫作目的。  Ae-Ⅳ-8 簡易故事及短文的大意。  B 溝通功能  B-Ⅳ-2 國中階段所學字詞及句型的生活溝通。  B-Ⅳ-3 語言與非語言的溝通策略（如請求重述、手勢、表情等）。  B-Ⅳ-4 個人的需求、意願和感受的表達。  B-Ⅳ-5 人、事、時、地、物的描述及問答。  B-Ⅳ-7 角色扮演。  B-Ⅳ-8 引導式討論。 | | |
| **與其他領域/科目的連結** | | | |  | | | | | | |
| **教材來源** | | | | **康軒112學年度第四冊第六課** | | | | | | |
| **教學設備/資源** | | | | **Textbook, Workbook, Electronic Whiteboard, IPAD, Blackboard, Chalk, Worksheets** | | | | | | |
| **學習目標** | | | | | | | | | | |
| 1. 能正確使用不定代名詞。  2. 能正確使用 if 為連接詞的句型。  3. 能正確使用 although / though 為連接詞的句型。  4. 能認識人為垃圾對海洋環境的破壞。  5. 能認識身為地球公民對於自然環境修復所扮演的角色。  6. 能落實減少碳足跡與塑料足跡的具體作法。  7. 能激發英語學習興趣及培養英語學習信心。  8. 能透積極參與課堂活動並友善與他人合作。 | | | | | | | | | | |
| **教學活動設計** | | | | | | | | | | |
| 節次 | 教學流程及活動設計 | | | | | 教師用語 | | | | 教學資源與評量 |
|  | Aim:  1. To introduce the title of L6 (Textbook P97~98)  2. To finsih teaching the vocabulary : Work Bank (Textbook P140) & Grammar 1 (Textbook P101~102)  Procedure  Warm up (10 min)  By introducing the title and the pictures on page 97&98, let students know what they should learn in this lesson:   1. Grammar: Adverbial clauses: If S2+V2 …, S1+V1… 2. The concept of protecting our oceans from plastic pollution     Second step(12min)  Vocabulary teaching of Work Bank  The teacher uses e-book to make students familiar with the spellings, sounds and usages of words by showing the pictures on the screen of the electronic whiteboard. Moreover, the teachers combine page97 with page140 to let students know how to uses these words to describe how plastic we use in our dailylife pollute the oceans in sentences.  Thrid step(20min)  Grammar teaching: Textbook 101&102: Specific references to quantity  The teacher uses e-book to make students familiar with the usages of specific references to quantity by showing the patterns on the screen of the electronic whiteboard. Then, the teacher uses the exercises of page101 and 102 to let students practice how to make these two sentence patterns.  Homework(3min): Memorize the vocabulary and finsih the exercises of textbook101&102. | | | | | \*Look at this picture. What do you see?  \* What are the things that do not belong to the sea?  \* What is this person doing?  \* Why is plastic bad for sea animals?  \*What are other ways to protect our Earth?  \*How do you read this word?  \*How do you pronounce it?  \*Listen and repeat.  \*Say it with me.  \*How do you spell “spoon”?  \*What’s this picture?  \*What does it mean?  \*You may ask any question.  \*Use the pattern to make a sentence.  \*Translate this line.  \*Give me a translation of this sentence.  \*Is it right/wrong?  \*Check this sentence.  \*Can I use this word here?  \*Which tense should I use?  \*Write down your homework.  \*This is your homework today.  \*Memorize the whole new words we learned today.  \*Finish these pages off at home. | | | | **Textbook,**  **E-book**  **Electronic**  **Whiteboard,**  **IPAD,**  **Blackboard,**  **Chalk** |
| **指導注意事項** | | | | | | | | | | |
|  | | | | | | | | | | |
| **參考資料** | | | | | | | | | | |
| <https://www.globalgoals.org/goals/14-life-below-water/>, | | | | | | | | | | |
| **附錄** | | | | | | | | | | |
| **Lesson 6 Worksheet I — Dialogue from KNSH Textbook B4** | | | | | | | | | | |

**Lesson 6 Worksheet I — Dialogue**

Class: 　　　　　　　　 Number: 　　　　　　　　 Name:

Pre-listening

Ask three of your classmates the following questions.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Classmate 1 | Classmate 2 | Classmate 3 |
| 1. Do you use plastic straws? | □ Yes, I do.  □ No, I don’t. | □ Yes, I do.  □ No, I don’t. | □ Yes, I do.  □ No, I don’t. |
| 2. Do you use plastic bags? | □ Yes, I do.  □ No, I don’t. | □ Yes, I do.  □ No, I don’t. | □ Yes, I do.  □ No, I don’t. |

Post-listening

After listening to the dialogue on pp. 99-100, read it out loud with your partner(s). Find out the answers and underline them in the dialogue.

1. What looks strange to Ann?

2. What does Ann think about plastic straws?

3. According to Paul, what will happen if we don’t take action now?

4. What’s wrong with using plastic bags?

5. Why do turtles eat plastic bags as food?

6. Why does Ann say “the last straw” at the end of the dialogue?

Activity

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |

**Lesson 6 Worksheet I — Dialogue**

Class: 　　　　　　　　 Number: 　　　　　　　　 Name:

Pre-listening

Ask three of your classmates the following questions.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Classmate 1 | Classmate 2 | Classmate 3 |
| 1. Do you use plastic straws? | □ Yes, I do.  □ No, I don’t. | □ Yes, I do.  □ No, I don’t. | □ Yes, I do.  □ No, I don’t. |
| 2. Do you use plastic bags? | □ Yes, I do.  □ No, I don’t. | □ Yes, I do.  □ No, I don’t. | □ Yes, I do.  □ No, I don’t. |

Post-listening

After listening to the dialogue on pp. 99-100, read it out loud with your partner(s). Find out the answers and underline them in the dialogue.

1. What looks strange to Ann? Paul’s metal straw (looks strange to her).

2. What does Ann think about plastic straws? She thinks they are (more) convenient.

3. According to Paul, what will happen if we don’t take action now?

By the year 2050, there will be more plastic in the ocean than fish.

4. What’s wrong with using plastic bags?

Most of the plastic in the world takes a long time to break down.

5. Why do turtles eat plastic bags as food?

Because they can’t tell plastic bags from jellyfish.

6. Why does Ann say “the last straw” at the end of the dialogue?

Because plastic brings serious problems to the ocean world.

Activity

|  |  |
| --- | --- |
| 1 | I can use a metal or a glass straw instead.  I can go to the restaurants that don’t offer plastic straws.（參考答案） |
| 2 | I can bring my own shopping bag.  I can bring my own container to restaurants for takeout.  （參考答案） |