

基隆市 中山高中國中部 八年級英語文課程全英語授課教案設計

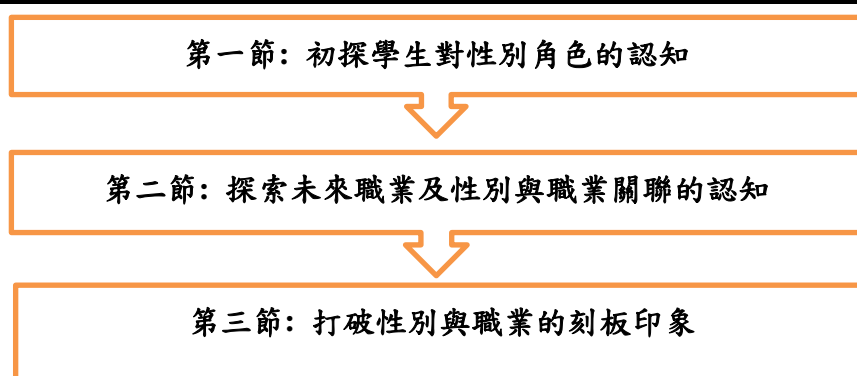
主題/單元名稱	What Do You Want to Be in The Future?	設計者	鄭彩雲
實施年級	八年級	總節數	3 節

教學設計理念說明：

雖然 2004 年 6 月 23 日已公布實施「性別平等教育法」，但學生對於性別認知仍有著揮之不去的傳統刻板印象。另外，本班學收對於自己未來的職業或理想也尚未可知，處於對未來未思考與開階段。將性別平等議題融入英語職業教學，藉由性別平等主題引領學生對社會責任以及生涯規劃重新檢視。

本班學生共 8 位，皆為學習較慢及低成就的學生，因為教材進度與延升範圍有限，僅依翰林第三冊第四課課本內容為主，自編學習單及線上影片為輔，使用英語比率為 70% 進行英語教學。

架構圖：



核心素養、學習重點（含學習表現與學習內容）、學習目標對應情形

核心素養	總綱	A1 身心素質與自我精進 A2 系統思考與解決問題 B1 符號運用與溝通表達 C2 人際關係與團隊合作
	領綱	英-J-A1 具備積極主動的學習態度，將學習延伸至課堂外，豐富個人知識。運用各種學習與溝通策略，精進英語文學習與溝通成效。 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-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。 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。
學習重點	學習表現	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。 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-13 能依主題或情境以簡易英語進行日常生活溝通。 3-V-10 能辨識故事的要素，如背景、人物、事件和結局。 4-IV-5 能依提示寫出正確達意的簡單句子。 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。 7-IV-2 善用相關主題之背景知識，以利閱讀或聽力理解。 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。		
	學習內容	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。 B-IV-2 國中階段所學字詞及句型的生活溝通。 B-IV-6 圖片描述。 C-IV-3 文化習俗的了解及尊重。		
	學習目標	1. 能正確運用不定詞於主詞和受詞的位置。 2. 能正確運用動名詞於主詞和受詞的位置。 3. 能聽、說、讀、寫本單元所運用的句型，並能代換不同字彙至句型中。 4. 能聽、說、讀、寫、拼本單元的字彙。 5. 能善用聽力策略進行聽力能力訓練。		
	教材來源	翰林第三冊 Unit 4		
	教學資源/ 設備需求	電腦(ppt, Youtube) , ipad (Quizizz) Worksheet *3		
	參考資料			
教學流程與活動設計		時間	教學資源 與評量	Teacher's Language
Lesson 1				
I. Pre task Target Vocabulary <i>beautiful, weak, strong, noisy, kind, brave, dirty, thin, active, lazy</i> - Show the ppt slide and let the students guess the meaning of the target vocabulary1.		10	ppt1 (adj.)	- Good morning, boys and girls! - Are you ready for today's lesson? - Look at the picture. - If you know the word, please raise your hand.
II. Main task 1. Categorizing game – adjectives for boys or girls. - Instruction: How do you think about the adjectives on the worksheet? If you think the word is for boys, please write it under the boys' column. If you think it's for girls, and write it under the girls' side. - Check the worksheets. 2. The Story of Rose Boy (Show the short video) https://www.youtube.com/watch?v=E_Tzr95Vb74 - How do you feel after watching the story? - What happened to Yeh? - Do you have any problems that genders cause? What are they?		30 (10) (20)	Worksheet L1 Computer (Youtube)	- How do you think about _____? - Look at your worksheet. - What do you think about...?

<p>III. Post task</p> <p>Discuss: Gender stereotypes</p> <ul style="list-style-type: none"> - Before the discussion, Teacher assigns the students into 2 groups, Group A & Group B. - Please discuss the question “What are gender stereotypes?” And your worksheet can be the reference. 	10	Worksheet L1	<ul style="list-style-type: none"> - Group A/B raise your hand. - Boys/ Girls should/ shouldn't be _____. - Please talk with your group members, don't be shy.
Lesson 2			
<p>I. Warm up: Target Vocabulary (p.69-70)</p> <p><i>reporter, mail carrier, dentist, salesman, farmer, factory worker, fisherman, secretary, soldier, truck driver</i></p> <ul style="list-style-type: none"> - Show the ppt slides and let the students guess the meaning of the target vocabulary2. 	15	ppt2 (jobs)	<ul style="list-style-type: none"> - Good afternoon, boys and girls! - Raise your hand, if you get the answer.
<p>II. Development</p> <p>- Grammar Focus (p71-72)</p> <ol style="list-style-type: none"> 1. s/p: I want to be a _____ because I like/love to _____. 2. I want to be a _____ because I enjoy _____. <p>- Mechanical practice: Use target vocabulary to make sentences.</p> <p>- Grammar conclusion:</p> <ol style="list-style-type: none"> 1. The teacher shows the verb cards (want/plan/need) on the left side of the whiteboard, and the verb cards (enjoy/practice / keep / finish) on the right side. 2. Let the students observe the rules of the objects of the verbs. 3. Left side: V 1 + toV (infinitive) 4. Right side: V1 + Ving (gerund) 5. Do the exercise on p.71-72 <p>- Activity: Future career survey</p> <ol style="list-style-type: none"> 1. Instructions: We had two groups yesterday. Now Group A and B, please stand in two lines, and face to face with the other group members. 2. Group A asks the questions first: <ul style="list-style-type: none"> ● What's your name? ● How do you spell it? ● What do you like to do in the future? Why? 3. Group B answers the questions: 	30	<p>Textbook (p.71-72)</p> <p>Worksheet L2</p>	<ul style="list-style-type: none"> - Turn to page 71-72. - Look at the whiteboard, and take the notes. - Do you have any questions?

<ul style="list-style-type: none"> ● My name is _____ (and spell the name) ● I want to be a _____ because I like/love to _____. ● I want to be a _____ because I enjoy _____. 			
Conclusion: Survey report (show and tell) <ul style="list-style-type: none"> - Show the worksheet on the whiteboard, and tell the results of your survey. - Find out the same results from each report, and make some your own opinions about the results. 	5	Worksheet L2 (survey)	<ul style="list-style-type: none"> - Every group has two minute to presnet. - Please talk more about your report.
Lesson 3			
I. Pre-task Review Target Vocabulary Match Game: Match the vocabulary with the picture on Quizizz.	10	Flashcard ipad quizizz	<ul style="list-style-type: none"> - Please log in your Quizizz, and join the match game.
II. Main task: How to stop stereotypes? Hint 1. <i>No one is perfect.</i> 2. <i>Try to see things from different angles.</i> 3. <i>Make sure that you have all the facts before judgement.</i> 4. <i>Respect others and be kind.</i> <ul style="list-style-type: none"> - Instructions: Please discuss with your group members to think one way to stop stereotypes and make it as a poster. - Show the poster and oral present your poster. 	30	Worksheet L3	<ul style="list-style-type: none"> - Great job for the poster. - Thanks for the oral presentation.
Post task - Watch Jolin's MV: 《玫瑰少年 Womxnly》 - https://youtu.be/feOq6MWeUXA - In the song, which sentence is your favorite or which one touched your heart? - Translate one of you favorite Chinese lyric sentence into English. - What can we / the government do to stop the gender stereotypes?	10	WorksheetL3	<ul style="list-style-type: none"> - Boys and girls, I hope you enjoy the song. - Just tell us what you think. - Goodbye. Enjoy your weekend.
指導注意事項			
附錄	附錄一 ~ 五		

PPT slide for job

<p>Guess My Job</p> 	<p>I interview famous people and report news. I am a <u>reporter</u>.</p> 	<p>I deliver mail to people. I am a <u>mail carrier</u>.</p> 
<p>I fix people's teeth. I am a <u>dentist</u>.</p> 	<p>I sell goods. I am a <u>salsman</u>.</p> 	<p>I grow fruit on a farm. I am a <u>farmer</u>.</p> 
<p>I work in a factory.</p> <p>I am a <u>factory worker</u>.</p> 	<p>I catch fish at sea. I am a <u>fisherman</u>.</p> 	<p>I plan the day for the boss. I am a <u>secretary</u>.</p> 
<p>I fight for my country. I am a <u>soldier</u>.</p>  <p><small>shutterstock.com - 1150346009</small></p>	<p>I deliver goods. I am a <u>truck driver</u>.</p>  <p><small>shutterstock.com - 12264543</small></p>	<p>The End</p> 

Class: _____

Name: _____

Date: _____

Lesson1-Target vocabulary

- Adjective for boys and girls



I. The following words describe people's personality. What do you know about the words? Write it down in the different columns.

beautiful	weak	strong	noisy	kind
brave	dirty	thin	active	lazy

For boys	For girls	For boys and girls	For you

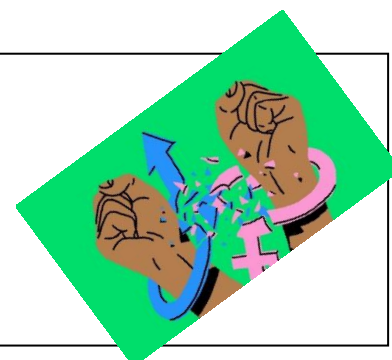
II. About the Rose boy.

A. How do you feel after watching the story?

B. What happened to Yeh in the video?

C. Do you have any problems that genders cause?? What are they?

III. What are gender stereotypes?



PPT slide for adjective

Target Vocabulary 1

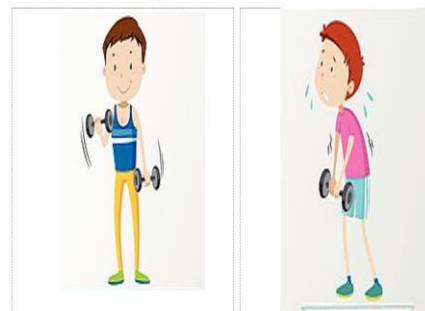
L1-pre-task
Adjective

beautiful



strong

weak



active

lazy



noisy



kind



brave



dirty



thin



Class: _____ Name: _____ Date: _____

Lesson2- Target Vocabulary2 & Survey

I. Fill in.

*reporter, mail carrier, dentist, salesman, farmer, factory worker,
fisherman, secretary, soldier, truck driver*

Jobs for boys	Jobs for girls	Jobs for both	Job for you

II. Survey of jobs

Name	Boy or girl	Job

III. Report of the survey

1. What do you find from the survey?
2. Do you agree with the result? Why or why not?

Class: _____ Name: _____ Date: _____

Lesson3- 玫瑰少年 Womxnly



I. Q&A

1. In the song, which sentence is your favorite or which one touched your heart?

2. Translate one of you favorite Chinese lyric sentence into English.

3. What can we / the government do to stop the gender stereotypes?

II. How to stop stereotypes? Think at least one way you can do to stop the gender stereotypes and make it as a poster .