

基隆市 113 學年度國中小英語領域採全英語教學教案設計

領域/科目	英語文領域		設計者	時新英
實施年級	8 年級		教學節次	共_3_節
單元或主題 名稱	Who is the “fairiest” of us all?			
設計依據				
學習 重點	學習 表現	2-IV-2 能依情境使用日常生活用語。 2-IV-6 能依人、事、時、地、物作簡易的描述或回答。 2-IV-10 能以簡易的英語描述圖片。 *3-IV-14 能快速閱讀了解文章重點，並有效應用於廣泛閱讀中。 4-IV-1 能拼寫國中階段基本常用字詞。 4-IV-5 能依提示寫出正確達意的簡單句子。 ◎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。 ◎6-IV-1 樂於參與課堂中各類練習活動，不畏犯錯。 ◎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。	核心 素養	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。 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-B2 具備運用各類資訊檢索工具蒐集、整理英語文資料的能力，以擴展學習素材與範疇、提升學習效果，同時養成資訊倫理素養。 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。 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，對文化的異同有初步的了解。
	學習 內容	Ac-IV-2 常見的教室用語。 Ac-IV-3 常見的生活用語。 Ad-IV-1 國中階段所學的文法句型：形容詞的最高級用法與句型結構。 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-6 圖片描述。 D-IV-2 二至三項訊息的比較、歸類、排序的方法		
教材來源		康軒版第四冊第二課		
教學設備/資源		<ul style="list-style-type: none">● PowerPoint 簡報● 康軒電子書● Harry Potter Pop-up Book● 學生載具_筆電(電腦教室二)● 學生課本、習作		

學習目標	
<ol style="list-style-type: none"> 1. 學生能理解並正確拼寫、使用本課單字。 2. 學生能理解並正確使用形容詞的最高級。 3. 學生能於日常情境中使用最高級句型造句與對話。 4. 學生能以小組方式合作進行討論、完成句子創作與創意分享。 5. 學生能運用載具搜尋圖片與文字並應用於英文表達。 6. 學生能藉由童話情境開展創意並表達英文、上台分享。 	

教學理念與說明	<p>1. 班級情況說明:學生人數為 9 人，3 人中等偏高程度，6 人為中等與偏低、有的單字一半無法讀出，需要很多鼓勵。</p> <p>2. 教師 8 年級開學接下此班，前 3 個月幾乎都不開口，中英文皆同，其他課亦如此。以漸進式全英語授課，目前約有 70%英語。</p> <p>3. 小組內互動與教師指引合作學習:每節上課均以異質、三人一組方式進行，有組內任務時，需要很多指引，才能進行互動;組員月考後更換重組、組長不一定是英語學習成就較高者。</p> <p>4. 教師 8 上起輔以載具使用 Canva，使學生能自我記錄學習成效，並且於 12-14 周上台呈現 1 分鐘簡報(主題相關 All about Me);教師須於課後檢視、給予「編輯畫面、英語呈現、文句修正」建議，大多學生會於課後進行修正。</p> <p>5. 教學環境設計:</p> <p>大量生活用語、經常性確認、常用聽說互動為每一步驟起始，鼓勵學生回應;經常中文鼓勵句子如:「讀的好好聽」、「發音很漂亮」、「很有語感」、「語速很有進步」，並中英語切換使用鼓勵句;課室內書寫較少，以課本習作為主;但單字列為長期、持續精進基礎:每課前三節必分散教學，以學生能說、能辨識、能讀、能拼寫為目標，且固定於隔日早自習協助學生自我評量。</p> <p>6. 教學教材設計: 比較級常常能引起學生共鳴，「最高級句法」表達則常常不一定是生活化的，例如康軒版教材中以「家中電器設備」、「oldest 最古老、most valuable 最有價值、most useful 最有用」很有意義、但學生需要時間思考，回應不容易。故內容部分，在此以三節課呈現「基礎單字、本課主要句型教學、與差異化」部分學生延伸學習;以此基礎上，再以「童話故事主題經典句」切入，由「感受、探索到創作」，引導學生能找尋自己最有興趣的語句，以「最高級句型」來表達與分享。每節課仍需進行部分課程單字教學與動態評量、進行形容詞字句的使用及複習;第三節上課能有小組討論、個人載具搜尋與編輯 Canva 實做、有初步的分享、並能彼此賞析作品。詳細修正後完整本學期分享安排於接近學期末。此處以截圖 Canva 呈現。</p>		
節次	教學流程及活動設計	教師用語	教學資源與評量
第 1 節	<p>【引起動機-warm up】6 minutes</p> <p>1. Do the Greetings.</p> <p>T: How is the weather today?</p> <p>S: Very cold.</p>	How is the weather today?	學生口語回應問候日常生活

T: Is it colder than yesterday?(詢問學生與感受是否認同、先全體生、再請一位生是否有不同感受。)

S: (先全體生、再個別。略)

I think It's the coldest day this week. Do you think so?(寫在左側黑板上:

cold(19° C)--colder(16° C)---coldest(14° C)

2. Introduce the topic for today.

T: Look at the powerpoint.



What do you see? (T 指向鏡子部分，並且戲劇性地說)

Mirror, Mirror, on the wall,

Who is the fairest of us all?

(引導學說出魔鏡、Snow White,...等等與圖片及故事有關字詞；簡短敘述童話故事充滿想像力與創意)

Let's try. Now you are the Queen! Go ! (鼓勵學生戲劇性的語調讀句)

S: "Mirror, Mirror, on the wall,

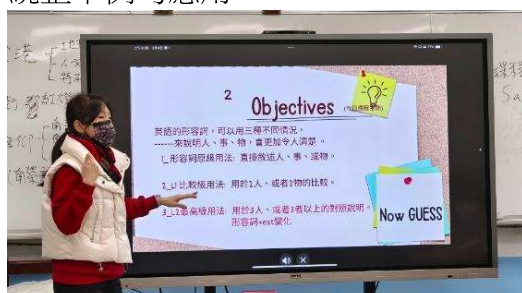
Who is the fairest of us all?"

***"fairy>>>去 y +iest " 在此處是個美麗的錯誤!!! 先埋個伏筆，請大家幫忙一起思考告訴我哪裡失誤、或者告訴皇后他可以怎麼做。

我們將要創意、探索、分享與表達自己的發現。)

Before that, we need something to know.

1. Objectives 學習目標:形容詞有三級用法
統整舉例句應用



2. new vocabulary:本課單字

3. Grammar:本課形容詞最高級的用法

Is it colder than yesterday?

Do you think so?

Look at the powerpoint.

What do you see?

Anything else?

Who is the lady(woman)?

Where is she?

What is she doing?

Is she happy?

Let's try!

Louder, please.

Good job!!

Before that, we need something to...

First,...

Second,....

And one more,.....

Turn your book to page 17.

學生聽懂
並且口語
回應

學生聽懂
作簡易的
描述或回
答。

學生樂於
參與課堂
中練習活
動
學生聽懂
並且口語
正確回應

能聽懂常
用語句，

【發展活動-development】 32 minutes

- 課本第 17 頁 new vocabulary
1-1 教師教學第 17 頁，12+1=13 字詞，j 完成後請全班學生讀一次，較長字如 refrigerator, tape recorder, washing machine，適時協助。
1-2 Game _Tic-Tac-Toe，解說規則。(略)

When you got three lines, say"....."

No! When you got three lines, say-----
BINGO!!

1-2-1 Round 1 教師說單字，全班個別競賽。最快喊出 BINGO 者勝。

1-2-2 Round 2 三組同學輪流說單字，組間競賽。最多 BINGO 者勝。

- 第 17 頁 The title:

*This must be **the oldest** machine in your store.*

2-1-1 教師請學生小組內討論並說出 -oldest 的意義，-並詢問

2-2-1 What is the oldest machine in your house? 教師寫句子在黑板上。

What is the oldest item in this classroom?
(引導學生說出 the classroom, or the building...)

- Grammar

3-1 複習級形容詞比較，課本第 5 頁。

Review_L1_比較級1-課本p5

1. 形容詞比較級規則變化表

加 -er	加 -er	重複字或再加 -er	多 -er 再加 -er
fast → faster	cute → cuter	big → bigger	dirty → dirtier
kind → kinder	nice → nicer	hot → hotter	easy → easier
long → longer	safe → safer	sad → sadder	healthy → healthier
new → newer	large → larger	thin → thinner	hungry → hungrier

2. 形容詞比較級不規則變化表

原級	比較級	最高級
good	better	best
bad	worse	worst
many / much	more	most
little	less	least

3. 形容詞最高級規則變化表

原級	比較級	最高級
The jacket is more fashionable than the coat.		
Her dresses are more expensive than Helen's.		

Read It 讀讀看

原級	比較級	最高級
delicious	more delicious	most delicious
expensive	more expensive	most expensive
important	more important	most important
interesting	more interesting	most interesting
popular	more popular	most popular

引導全班學生讀出本頁<1>規則原級>比較級 4 組字

3-2 說明形容詞原級、比較級、最高級，共三種形容詞用法，舉一例最高級用句。

Zoe: Which city is the coldest of the three?
Joey: _____

T: Cold-colder-----coldest

Again. 引導學生自己說

S: Cold-colder-coldest

We are going to look at the vocabulary part one. It's on page 17.

Which page are we on?

When you got one line, say"LINE."

When you got two lines, say"LINE -LINE."

Listen very carefully.

Leader 先設定組員 A,B, and C 個別發言順序。現在起，回應者均有加分，句子加倍計分。

Let's go back to your book.
Read the title loudly.
Read it again, and loudly.

Guess what "the oldest" means?

Talk to each other and share with us later.

Good try!

Let's review for the adjectives, part one and part two. It's on your book, on page 5.

Which page are we on?

Listen to me.

Read out "fast-faster, kind-kinder, long-longer, and new-newer."

Now read p5 and p 21.

For example,....

Cold-colder-cold-----est

Good try.

What about "cheap?"

並能作適當的回應。

學生樂於參與課堂中練習活動

學生以個人感受個別口語回應、

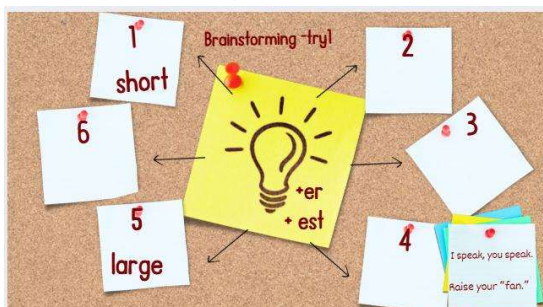
學生樂於參與課堂中練習活動

能聽懂常用語句，並能作適當形容詞變化形態。

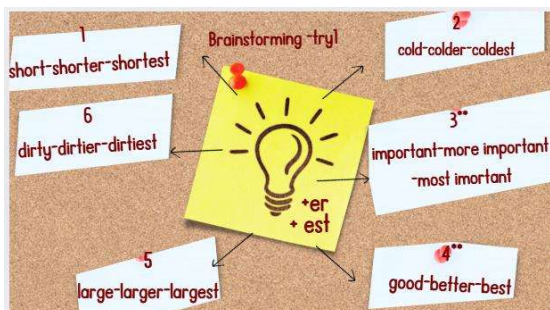
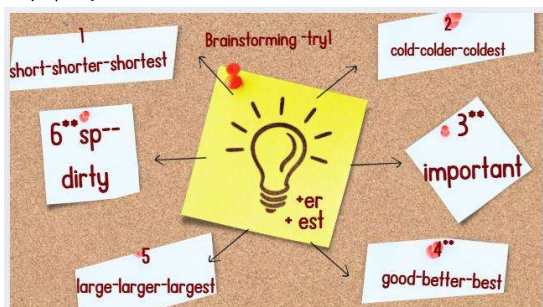
S: cheap - cheaper - cheapest
課本第 5、21 頁，對照比一比形成規則



(口訣)1 分鐘學會我可以!!
規則熟記“4+1”
不規則 多少好壞 常常有!!
S 複誦以上，T 將
many/much/few/little/good/bad 分別寫
出，引導 S 說出現場記憶完成。
3-3-1 Try Brainstorming
分組競賽:
先說明，示範一例;
學生共同回應一例，



3-3-2(Sp)為拼字加分題，可以一人代表說出即可。



What about

Very good try.

Game time!

Part one,.....

For example,
If you choose NO 1, it
shows "short." All the
teammates need to say,
short, shorter,(the)
shortest

Let's try another NO.5.

"Sp~~" means spelling the
words.

It also means double the
points for your
group/team.

能聽懂常
用語句，
並能作適
當的字詞
回應。

聽懂常用
語句，並
能作適當
的回應。
小組間競
賽，組內
一起說出
形容詞*3

小組間競
賽，一人
代表拚出
形容詞*3

以字尾 y 形容詞 dirty 為例，
 Dirty- → dirtiest Correct!
 Friendly -→ friendliest Correct!

- Fairy → fairest 美麗的錯誤。 Why?
 4. 教師說明與澄清:
 Children like fairy tales like this.



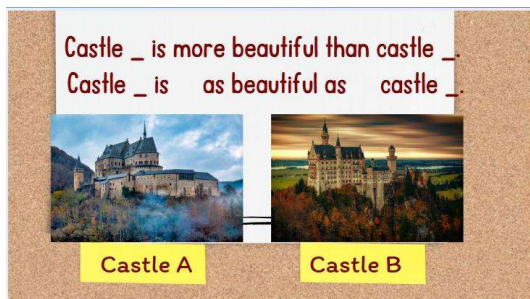
“Mirror, Mirror, on the wall,

Who is the fairest of us all?”

這句子來自於多年前小朋友童書，朗朗上口，請同學討論猜想美麗的錯誤原因。

T 說明「Fairy 為名詞，意為小仙女、精靈」；本課的最高級變化是 **for** 形容詞，這裡可以解釋成文創版的「像小仙女般的」

5. 以 castle 個人感受或美感，複習比較級句子



Is it correct?

Why or why not?

Why is it not correct?

In the fairy tale, there are some people like a little girl, a princess, a king or a witch, a hero,

Think and guess about it!

In the fairy tale(童話故事), you will often see a castle in it.

Which is more beautiful?

Which one is more beautiful to you, Castle A or Castle B?

Castle B is more beautiful to me.

Castle A is as beautiful as B to me.

學生樂於參與課堂中討論嘗試英語思考、並回應

能聽懂句，學生個別能作回應。

學生以個人感受個別口語回應、

學生個別能作完整句回應。



6. 以 Harry Potter novels are the most interesting (books) to me.加深句型用法，請學生以個人感受，創意造生活用句。

T shows two Harry Potter Pop-Up books.
The pop-up books are very interesting! Right?
Harry Potter novels are the most interesting books to me.

The movies are the best.

The characters are the most interesting.

Do you like them?

What is the most interesting to you?

S1:Games.

(T 引導學生說出)

S1:Games ~~is~~ are the most interesting to me.

S2:Instagram is the most interesting to me.

(T shows the two books again.)

T:You did a good job!

Do you want to read the most interesting book? You can read themlater.

【總結活動-wrap up】6 minutes

Let's take a short re-cap.

1. Review the 4+1 rules....
2. Homework: Vocabulary Review 1~12;
Vocabulary Preview 13~24.
3. Quiz: part II, page 5 on the workbook.
4. *** Read the two books.



I think.....

In Harry Potter novels,
there are castles, too.
Look!

The pop-up books are very interesting!

Harry Potter novels are the most interesting...

Use a sentence to talk about it, please.

Do you want to read the most interesting books here?

You can read them later.
Let's take a short re-cap for today.

Now a little quiz.
You can read the two books if you finish it.
Go!GO!

This is all for today.
See you next time.

學生以個人感受個別回應

學生以個人感受個別口語回應

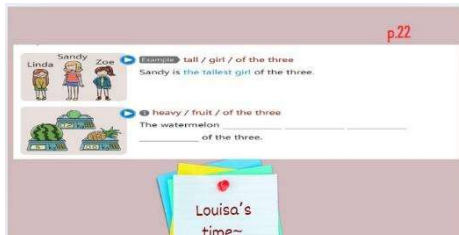
在日常生活情境，能運用所學字詞、句型樂於參與課堂中練習活動

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
第2節	<p>【引起動機-warm up】6 minutes</p> <p>1.Do the greetings.</p> <p>2.Review tall→taller→ tallest 和兩句型</p> <p>3.超級比一比 Who is the tallest in our class?</p> <p>T: How many students are there in our class today?</p> <p>S: There are nine.</p> <p>T: Good. (T 請 2 位同學起立、並說明) Look! Judy is taller than Nina.</p> <p>(句子寫在左側黑板; 教師手勢由高 tall 、到更高 taller)</p> <p>So , listen and answer my first question together!</p> <p>Nina is.... (手勢由低、到更降低, 等學生一起回應)</p> <p>S: Nina is <u>shorter</u> than Judy.</p> <p>T: Correct! But they are the same cute and friendly to me!</p> <p>(T 再請另 1 同學 Charles 起立、並說明)</p> <p>T: Charles is the tallest of the three.</p> <p>(句子寫在左側黑板中間; 教師手勢由高 tall 、更高 taller 、到最高 tallest)</p> <p>Look at the three models now!</p> <p>Who is the tallest of the three?</p> <p>S: Charles.</p> <p>(T asks S to say again in a complete sentence)</p> <p>Charles is the tallest of the three.</p> <p>T: Good. Is there anyone taller than Charles?</p> <p>S: Edison.</p> <p>T: OK!</p> <p>Now who is the tallest in our class?</p> <p>S: Edison is the tallest in our class.</p> <p>T: And who is the tallest girl in our class?</p> <p>S: Judy.</p> <p>(T asked S to say again in a complete sentence)</p> <p>S: Judy is the tallest girl in our class!</p> <p>(T 以上述比較級、最高級、girl、boy、student 分別問 4-5 生)</p> <p>【發展活動-development】</p> <p>Let's see what we are going to have for today.</p> <p>1.句型學習</p>	<p>How many students are there in our class today?</p> <p>Judy, stand up, please.</p> <p>And Nina, please stand up.</p> <p>Look!</p> <p>Listen and answer my first question together!</p> <p>Correct!</p> <p>Please stand up, Charles.</p> <p>Look at the board.</p> <p>Look at the three models now.</p> <p>Say again in a complete sentence.</p> <p>Here are two questions for you.</p> <p>Good job!</p> <p>Give big hands to the three models, please.</p> <p>Let's see what we are going to have for today.</p>	<p>學生口語回應問候日常生活情境溝通</p> <p>學生聽懂並且口語回應</p> <p>學生聽懂並且以完整句子回應</p> <p>學生聽懂並且比較差異, 用正確句子回應情境溝通</p>

1-1 T 說明句型重點示範:

主詞 + Be 動詞 + 最高級形容詞 + 範圍(of the three/ in our class)



T: Turn your book to page 22.

Look and mark.....

Now It's your turn to do the exercises from No 1 to No 5.

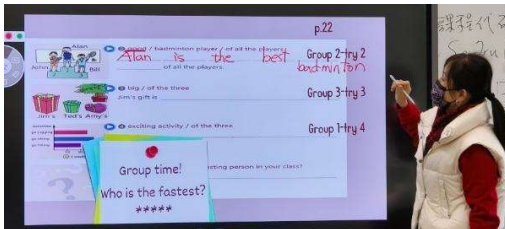
2 S 句型演練(先個別書寫、再小組互助、限 2 題)



**以上先完成者可做課本延伸教材 P31~32, 共 7 格填空



3 句型檢討(T 統一檢核 1~4 句書寫)



4 第 5 句屬生活感受，老師先舉例。

請小組輪續，同學一一發表，句型創作及原因、形容詞不可重複。

T: Who is the most interesting people in your class?

Turn your book to page 22.

Which page are we on?

Check and help your group now.

Look and mark "tall."

Tall- taller-tallest.

Mark and repeat "tallest."

"The tallest girl"

"Sandy is the tallest girl of the three."

How many exercises do you need to do?

Try, try, and try.

Leader 先設定 member A, B, and C 個別發言順序。現在起，回應者均有加分，句子加倍計分。

You can ask teacher questions and only two questions in your group.

1~4 句詳解

2-Alan is the best badminton player of all the players.

3-Jim's gift is the biggest of the three.

4-Going Jogging is the most exciting activity of the three.

5- I think....George is the most interesting student in our class because he draws to learn English. He even drew a castle after he saw it last week!

Any volunteer first?

學生聽懂
並且口語
回應

能依提示
寫出正確
句子。

差異化延
伸高學習
成就學生
樂於閱讀

參與課堂
中各類練
習活動並
分享所感
受與造
句。



5.單字複習與教學

5-1 Review vocabulary 範圍: 課本第 17 頁/ 例句 128 頁。

5-1-1Read-out Game 說明: 每組輪流，一次一人，讀 2-4 句(字詞例句表第 128 頁)，完畢說"OVER"，讀到最末一句者輸，最大贏家為前一組。

Read the sentences on page 128. From the first sentence to the last(point.). And go back to read from the first sentence to the last.

So, how many sentences do we need to read?

S: 12.

T: NO. We will read them TWO times.(再示範，確認生理解後進行)

S: 24.

5-1-2 Read-out Game 進行

5-2. 進行單字教學 13~24

5-2-1 vocabulary 範圍: 課本第 19 頁，單字 13~24 教學

5-2-2 完成後請全班學生讀一次，較難字如 drawer, strange, actually, valuable，適時協助、再提醒發音部位。

5-2-3 Game _Tic-Tac-Toe 解說規則:12 字選 9 字填入，快速確認。

T: When you got three lines, say ---

S: BINGO!

T: Very smart!

5-2-4 第一輪教師說單字，全班競賽

1-2-2 第二輪三組同學說單字，全班競賽

【總結活動-wrap up】8 minutes

Let's take a short re-cap.

1. Review the sentence pattern.

Everyone did a good job.
I will give you a very big hand!

Now Vocabulary Time again.

First, we are going to review part one on page 128. Which page are we on?

Read-out Game.

From the first sentence to the last.

How many sentences do we need to read?

We need to read.....

Correct. You got it!

Now we are going to look at the vocabulary part two. It's on page 19.

Which page are we on?

Please read the vocabulary again from No 13 to 24.

One,two, three, go!

How many new words are there?

How many do we choose to write on the Tic-Tac-Toe Ticket?"

Teacher reads/says in the first round. Ready?

Your turn now!

Start from member A, group1.

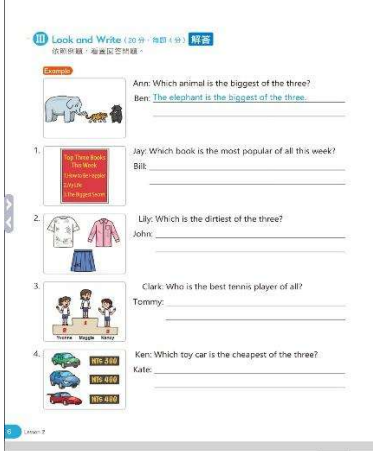
Let's take a short re-cap.
Judy is the tallest girl in class 802,and Edison is the


學生聽懂
並且口語
回應、
能讀出單
字應用句
子

小組互助
讀句子與
句數;樂於
參與課堂
中各類練
習活動。

學生聽懂
並且口語
回應、

能聽辨、
讀出 12 個
單字

	<p>2. Homework: Vocabulary Review 13~24; Vocabulary Preview 25~35.</p> <p>3. Quiz : <Read and Write> page 6 on the workbook.</p>  <p>4. 習作下方空白處，請回應 Q1: Which part is the most interesting to you today?(今天最有趣的部份是...) Q2: Which part is the hardest part for you today?(今天最困難的部份是...) 中英文皆可以</p>	<p><u>tallest</u> in the class. Do you remember which book is <u>the most interesting</u> to me?</p> <p>Ready for a 5 minute quiz?</p> <p>Which part is the most interesting to you today? Which part is the hardest part for you today?</p>	<p>學生能完整回答出最高級句型</p> <p>學生能讀寫出最高級回答句子</p> <p>學生以個人感受個別回應</p> <p>ppt</p>
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第3節	<p>【引起動機-warm up】6 minutes</p> <p>1.Do the greetings.</p> <p>2.Recall the magic books.</p> 	<p>More and more students like Harry Potter's "magic." Let's look at your photos. Who are they? What are they doing? Yes, they are reading the books.</p> <p>They are trying to "build up" the pop-up castle or the train in the books.</p> <p>Are the books interesting? Amazing?</p>	<p>學生口語回應問候日常生活情境溝通</p> <p>Ppt</p>
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【發展活動-development】 32 minutes

1. 課本第 26 頁 new vocabulary
 - 1-1 教師教學第 17 頁，11 字詞。
 - 1-2 完成後請全班學生讀一次，適時協助。
 - 1-3 單字 Sentence Making 分組競賽，解說規則。
The longer sentence you make, the higher points you will get.
2. Sentence Checking-習作句子檢討
4 sentences on page 6 in your workbook.
3. Sentence Building-up 創意想像句
 - 2-1 規則說明:使用最高級句型、每人先分享三個“世界之最”、需要圖文對照、人事物均可。
 - 2-2 小組討論建議每位去除不可行的一項
 - 2-3 使用筆電網路探索、實作、驗證
 - 2-4 作品編輯於 Canva 第 10-11 頁
 - 2-5 教師確認學生用字、創造句子正確。
 - 2-0 小組為單位，上台分享(第 15 周)
請學生在上台分享時，僅留下“關鍵字最高級形容詞”

【總結活動-wrap up】 6 minutes

- Let's take a short re-cap.
1. Homework: Vocabulary Review 13~24
 2. Review : the most....
 3. Check the ppt on Canva

I love the “Hogwarts” one.
Do you like it?

I think this is the most interesting book in our library.
But we have two books, so....
These/They are the most interesting books in our library.

Leader 先設定組員 A,B, and C 個別發言順序。現在起，回應者均有加分，句子加倍計分。
Vocabulary part three.
It's on page 26.
Which page are we on?
The longer , the higher points you will get.

Did you get your workbook? Please correct the mistake with a red pen.

Write your sentence with a picture on page 10 and 11
Try to build up your own sentences and share with us.

Any problems with English, sentences, Wifi, or your laptop, ask teammate first. And then teacher.

Let's take a short re-cap for today.
Harry Potter pup-up books are the most interesting books in our library.

Who has “the tallest

能將句子作適當負數詞變化。

學生樂於參與課堂中練習活動

學生回應生活情境溝通，能說出最高級句子

building?”
Who talks about...?
Who loves the most handsome man?
“Mirror, Mirror, on the wall,
Who made the best of us all?”
Great job!
This is all for today!

<<References>>
The tallest building-Wayne
The tallest man- Wayne
The best TV series-Judy
The best novel -Judy
The fastest animal in the sea- Willy
The fattest cat
The smallest country
The smallest animal- Charles
The largest insect-Willy
The oldest tree/place-Rex
The most handsome man- Nina & Judy
The most popular country- Nina
The most beautiful place- Charles
Which one you you like the best?

===== (三節課) 本單元完畢 =====

以下為第 15 周分享成果與取自 Canva 簡報截圖



