

編號：(由承辦單位填寫)

類別：英語文領域

國中組

國小組

《臺北市 111 學年度國中小學英語課採全英語教學教案徵選計畫》

作品名稱： I Saw You Practicing Hard


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《臺北市 111 學年度國中小學英語課採全英語教學教案徵選計畫》
教學活動設計


領域／科目	英語文	設計者	中正國中林沛琳、敦化國中黃開展 中正國中朱慧英、中正國中王孟勤
實施年級	八年級	總節數	四節
單元名稱	I Can Hear the Wind Blow		
設計依據			
核心 素養 (或 基本 能力)	總綱 (核心素養 具體內涵)	A2	系統思考與解決問題
		J-A2	具備理解情境全貌，並做獨立思考與分析的知能，運用適當的策略處理解決生活及生命議題。
	領域 (主題、 項目、條目)	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。
議題 融入	主題	防災教育	
	內涵	防 J6	應用氣象局提供的災害資訊，做出適當的判斷及行動。
與其他領域／ 科目的連結			
教材來源	佳音翰林版第四冊第四單元		
教學設備／資源	硬體平板 ipad 軟體 app: canva, kahoot, nearpod, 學習吧		


設計理念 (請簡述教案設計的整體想法及規劃)

Design Concepts

 **Teaching English in English**
We often lead students to experience our daily routines using Chinese, but why not in English?

 **Immediate Positive Feedback**
Just as foreign English teachers, and we kept reminding ourselves that we needed to use pleasant facial expressions and give positive feedback to students immediately after students' responses.

 **Using Fun Apps**
Students were thus able to choose their learning paths and styles to practice using English either by themselves or work collaboratively with their partners.



In the English class, we usually use Chinese in our teaching. This time, we tried to teach English through English (TETE) and connect the textbook to students' daily life in real situations step by step. We often lead students to experience our daily routines using Chinese, but why can't we do the same thing in English? So, we used English to discuss what happens in the dialogue, what are the main idea of the reading, and even used English to explain verbs of perception. We also used authentic materials to get students interested in the process of learning.

We conducted the English class just as foreign English teachers, and we kept reminding ourselves that we needed to use pleasant facial expressions and give positive feedback to students, like "Wow!", "Awesome!", "Great Job!" immediately after students' responses. This way, they will be more confident and speak more in class.

Teenagers are sometimes shy, so we also used popular apps to design practice activities. Students were thus able to choose their learning paths and styles to practice using English either by themselves or work collaboratively with their partners. Hopefully, students will open up more and have more opportunities to become successful learners of English.

學習目標

一、第一節 **Dialogue: I Can Hear the Wind Blow**

- (一) Students will be able to define the new words in the dialogue.
- (二) Students will be able to understand the topic of the dialogue.
- (三) Students will be able to describe the talk in detail.

二、第二節 **Reading: Rescue Dogs**

- (一) Students will be able to label the new words in the reading.
- (二) Students will be able to organize ideas into a coherent paragraph.
- (三) Students will be able to practice reading out loud the text correctly.

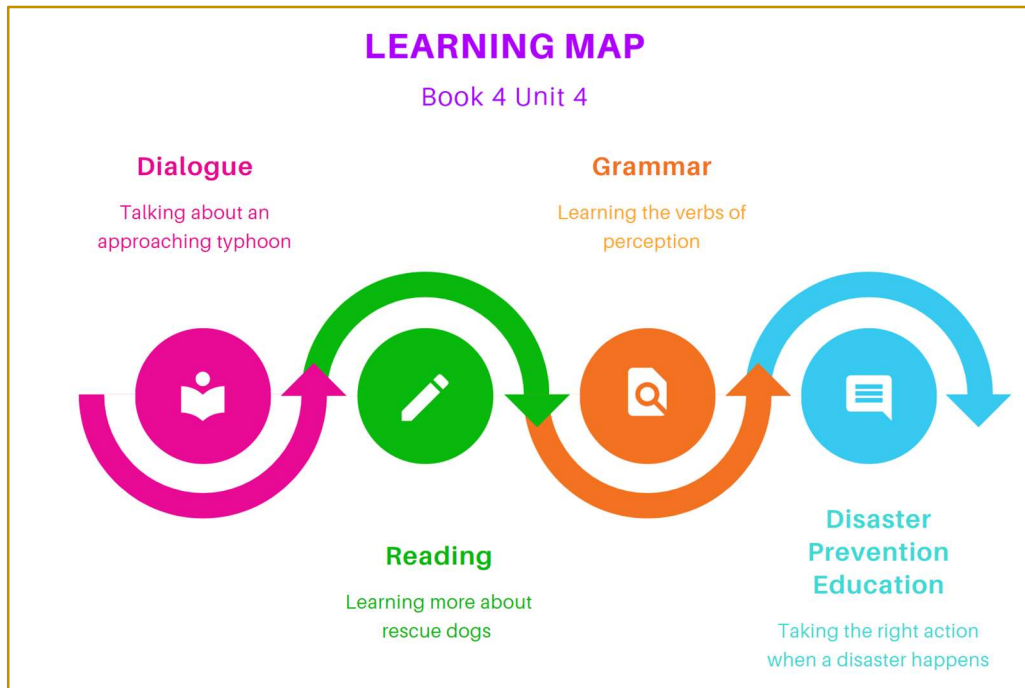
三、第三節 **Grammar: Perception Verbs**

- (一) Students will be able to recall the verbs of perception.
- (二) Students will be able to differentiate perception verbs with two different verb forms following.
- (三) Students will be able to design their own Perception Verb Monsters.

四、第四節 **Disaster Prevention Education**

- (一) Students will be able to know how to make themselves safe when a disaster happens.

學習架構



學習活動設計

學習活動內容及實施方式	時間	學習評量
第一節 Dialogue: I Can Hear the Wind Blow		
<p>(1) Warm-up</p> <p>Lead students to look closely at the pictures on pages 71 and 72 are things that may happen when a typhoon hits. Invite students to share their previous experiences with the class.</p>	3 mins	Whole-class Questioning
<p>(2) Presentation</p> <p>Play the video of the dialogue. Ask students some questions about the video.</p> <p>Q1 Why does Ms. Kaya move the roses on the balcony inside?</p> <p>Q2 Why should the Kaya family get any candles?</p> <p>Q3 When Omer needs to use the bathroom, how does he feel?</p> <p>Q4 What is Mr. Kaya's advice?</p> <p>Q5 If the typhoon gets stronger, Ela and Omer won't go to school tomorrow. What kind of holiday is it?</p> <p>Ask students to discuss first and then play the video again. Check the students' answers and describe the Kayas' talk in detail.</p>	12 mins	Whole-class Questioning

<p>(3) Practice & Application</p> <p>Role play</p> <p>The class are paired off to practice their conversational skills for two rounds. Also, they need to define and practice reading and spelling new words in the text.</p>	<p>12 mins</p>	<p>Round the Room Questioning</p> <p>Peer and Self-Assessment</p>
<p>(4) Assessment</p> <p>Students should recognize at least 5 new words and read out loud with Nearpod app. Besides, they need to use the new words to make sentences on their own, or read out loud the sentences in the text. At last, show the pictures about the talk on the whiteboard, and ask students to put them in the correct order and summarize the talk.</p> <p>For example</p> <p>Teacher: Here are the pictures about the talk on page 73. Please put them in the correct order, and tell us what happens, who does this, and why, or how to fix the problem.</p> <p>Brenda: There is a typhoon coming. So, Mrs. Kaya moves her roses on the balcony inside. Then, Mr. Kaya drives to buy some food. Ela asks if they need any candles. Mr. Kaya explains they have flashlights at home already.</p>  <p>Teacher: Here are the pictures about the talk on page 74. Please put them in the correct order, and tell us what happens to Omer, why he has so many emotions, and what advice Ela gives to him.</p> <p>Joy: The power goes out, and Omer wants to use the bathroom. But he is afraid of the darkness. He is scared. Then, his sister Ela would like to know if they should go to school when the typhoon gets stronger. She thinks that they can turn on the radio and listen to the latest news. "Maybe we can have a typhoon holiday," Omer thinks happily.</p> 	<p>15 mins</p>	<p>Oral Assessment</p>

(5) Self-Evaluation

B Check the correct answers. 根據對話內容，勾選Kaya一家人所做的防颱準備。 **解答**

- (a) shop for food (b) prepare candles
 (c) buy flashlights and water (d) move their plants inside the house

Students check and finish the list at the bottom of page 72.

3
mins

**Reading
Comprehension**

第二節 Reading: Rescue Dogs

(1) Pre-reading

Ask the students if they have any pet dogs at home. Invite some to share something special about their pets. Then discuss the question on page 81 and encourage them to talk about some past experiences or things of great interest to them.

Check out dogs' five senses. Which are better than ours?

- hearing
- sight
- smell
- taste
- touch

3
mins

**Whole-class
Questioning**

(2) While-reading

Play the video of the reading. Ask students some questions about it.

Q1 What do many people see dogs as?

Q2 What can rescue dogs help out in an earthquake rescue?

Q3 Which sense of dogs' is better than ours?

Q4 When a big terrible earthquake happened in Jiji in 1999, what did people do?

Q5 What is the main idea of the reading?

Lead students to discuss the main idea of each paragraph and point out the supporting sentences to them. Play the video again. Check the students' answers, and ask the class to identify the main idea of the reading.

12
mins

**Whole-class
Questioning**

(3) Post-reading

Students answer the questions and complete the graphic organizer on page 84.

B Complete the graphic organizer. 根據文章涵蓋範圍由大至小，填入正確的代號。 **解答**

(a) Rescue dogs make rescue work go faster.

(b) Taiwan has a great team of rescue dogs.

(c) Dogs aren't just a part of our lives; some even save lives.

1. ()

2. ()

3. ()

10
mins

**Round the
Room
Questioning**

(4) Review & Assessment

With LearnMode (學習吧) App, ask students to read and record the text. The class will pass if their score is above 80 %. If not, they can try again and re-submit their recording. They can have three tries at most.

15
mins

**Round the
Room
Questioning**

**Self-
Assessment**

(5) Self-Evaluation

Students pick at most 3 new words, read them out loud, and practice spelling the words with Nearpod app. Moreover, they need to point out where the words are in the text.

5
mins

**Self-
Assessment**

第三節 Grammar: Perception Verbs

(1) Warm-up

Show the paintings by using Canva in class, and ask students what people in the paintings are doing.

5
mins

**Whole-class
Questioning**



Play the game “I say, you say.”

For example:

Show the picture on the whiteboard. Then point the picture and ask, as follows:

Teacher: What are the girls doing?

Students: They are playing the piano.

Teacher: Yes. We can see them playing the piano.

Students: I can see them playing the piano.



Then, show all the pictures one by one to practice the sentence patterns.

(2) Presentation

Tell the students that the verbs of perception like see, hear, smell, taste, or feel, can be followed by two different verb forms: the simple verb form and the verb form ending with -ing. Then, show and explain the sentences on pages 77 and 78.

10 mins

Whole-class Questioning

(3) Practice & Application

By playing the slapjack game, have students practice using the verbs of perception in small groups.

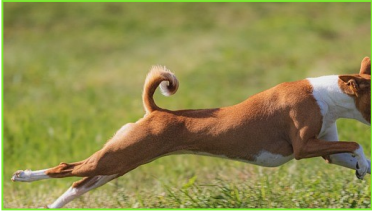
Step 1 Put students in groups of three or four.

Step 2 Each group has 20 cards on the desk.

15 mins

Round the Room Questioning

Peer and

<p>Step 3 Explain the rules of slapjack game and invite students to play in groups.</p> <p>Round 1 All Read Together</p> <p>Students in the same group look at the cards on the desk. When they see the picture, they all need to say a sentence about the picture out loud.</p> <p>For example:</p> <p>Here is a picture on the desk.</p> <p>All group members say out loud a sentence like “I saw a dog run/running.”</p> <p>Then, they need to flip the card over to see what’s on the next card. They keep practicing saying out loud the sentences one by one.</p>  <p>Round 2 Point And Say Individually</p> <p>Students in each group take turns to point and say out loud sentences about the pictures one by one. When someone cannot say out loud the correct sentence, the others need to help him/her out. They all read it together and keep practicing all the cards.</p> <p>Round 3 Let’s Play Slapjack Game</p> <p>Put all the cards on the desk center. All students take turns to flip one card at a time. When the card on the center shows a running dog, the one flipping the card needs to speak out the words like “a dog running”, and all the other players try to slap their hands down on the card. The one whose hand slaps directly and most quickly on top of the card wins it.</p> <p>Step 4 Game Ends and Winner Is Decided</p> <p>When there are no more cards left on the desk center, the game is over. The one getting the most cards is the winner.</p>		<p>Self- Assessment</p>
<p>(4) Review & Assessment</p> <p>With Kahoot App, invite students to join and practice perception verb quizzes.</p>	<p>10 mins</p>	<p>Round the Room Questioning</p>
<p>(5) Self-Evaluation</p> <p>Check the answers to the quizzes, and give each student a piece of paper to draw a monster which has 3 eyes, 2 ears, 1 heart, 1 nose, and 1 antenna. Invite the students to create their own Perception Verb Monsters.</p>	<p>5 mins</p>	<p>Round the Room Questioning</p> <p>Self- Assessment</p>

第四節 Disaster Prevention Education

(6) Extension

Warm-up

Encourage the class to share their experiences on typhoon days. Ask students why we should know the closest and safest route to the shelter in school and practice using it at the beginning of the first semester.

10
mins

**Round the
Room
Questioning**

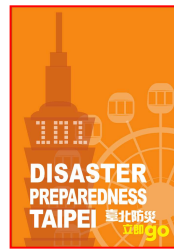
Go the World Café

Divide students in two groups: One is Earthquake Team and the other is Typhoon Team.

Give a piece of paper to each group. With an iPad, guide the students to visit the website below.

https://www.eoc.gov.taipei/En_DisasterManual/mobile/index.html#p=1

Ask students to either read in silence by themselves or read together in groups. Allow students to ask for and write down some key words on the paper.



15
mins

**Round the
Room
Questioning**

Sharing Correct Information

Invite students to share their experience about how to prepare themselves when a disaster comes with another group. Ask students to read the guidelines on the website by themselves.

For example:

Questions for the Earthquake Team

- Q1 What is the triangle of life myth? Is it dangerous?
- Q2 What are some self-protecting actions when an earthquake happens?
- Q3 After an earthquake, what things should we do at home?
- Q4 What is evacuation?
- Q5 During evacuations, what should we not do?

Questions for the Typhoon Team

- Q1 What number can we call at to check the instant live weather report system?
- Q2 What are the emergency telephone numbers for us to ask for help in an emergency situation?

15
mins

**Whole-class
Questioning**

<p>Q3 When a typhoon comes, what is the best way to keep safe?</p> <p>Q4 Why is it dangerous to go outside on typhoon days?</p> <p>Q5 What should we do after a typhoon?</p>		
<p>Sharing Correct Information</p> <p>Show students the guidelines on the website to make sure they understand correctly.</p>	5 mins	Whole-class Questioning

教學心得 (300 字內)

Although students have performed better than we thought, it seems that we should put in more efforts to overcome challenges we met. The biggest one is that some students could not follow the teacher closely. Some kept using Chinese to ask for help even though the teacher had already provided quite a lot of extra scaffolding and were using the simplest words and sentences to help them understand.

In class, the students usually felt more confident when using Chinese, but it took them much longer to respond in English. They needed much time to think about if their sentences were right or not. As teenagers, they really cared about that, and they didn't want to be laughed at after class. But actually, at the beginning of TETE class, we told them it's okay and natural for them to make mistakes when they talk in English.

Now my class and I have finished this unit together. No matter what kind of difficult situations we encountered in class, it was really a great experience to practice the whole unit with TETE. We teachers designed the activities through online apps to make the class fun. In fact, most of our students enjoyed the class. It was a new try not only for the students but also for us teachers; we all made our teaching and learning different and inspiring. We are here proud and happy to say: That's one small step for the government TETE policy, one giant leap for our class.

教學設備／資源：

● 參考資料：

一、	<p>How to Use Assessment for Learning in School</p> <p>https://www.highspeedtraining.co.uk/hub/how-to-use-assessment-for-learning-in-schools/</p>
二、	<p>臺北市防災教育 go 電子書</p> <p>https://www.eoc.gov.taipei/En_DisasterManual/mobile/index.html#p=1</p>
三、	<p>插圖來源 創用 CC 授權</p>

1.	Painting source:	Wikimedia Commons			
2.	Picture housework source	https://reurl.cc/94D34Y			
3.	Picture singing source	https://reurl.cc/0vYrGy			
4.	Picture video game source	https://reurl.cc/0vYrMX			
5.	Picture running dog source	https://reurl.cc/r5EvVZ			

● 附錄：教學剪影



圖片說明：Dialogue activity 1(0415)



圖片說明：Dialogue activity 1(0432)



圖片說明：Dialogue activity 2(1602)



圖片說明：Dialogue activity 2(0416)



圖片說明：Reading kahoot puzzle (03RK12)



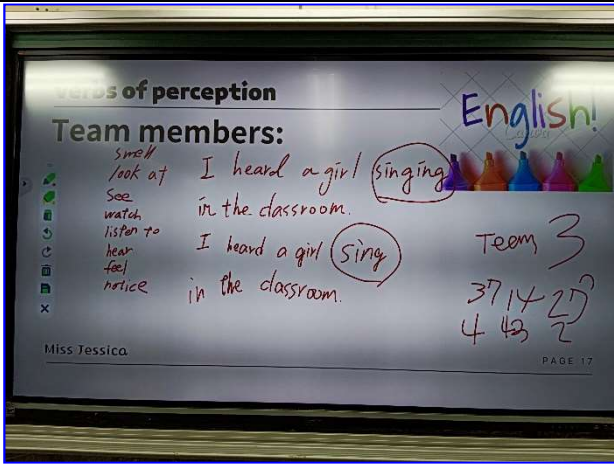
圖片說明：Reading nearpod (16RN02)



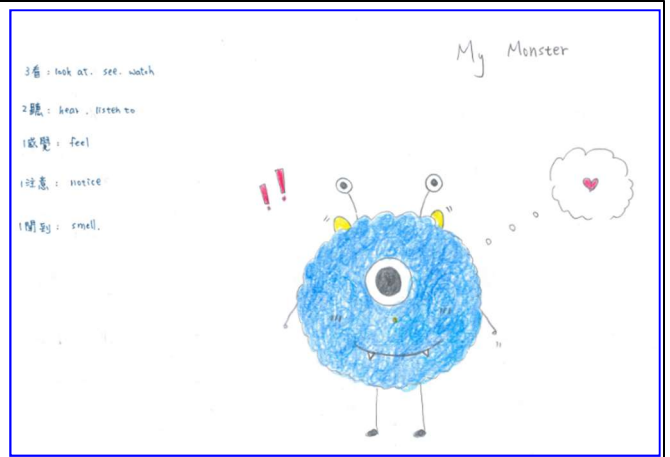
圖片說明：Grammar pair work (03GP07)



圖片說明：Grammar team work (04GT11)



圖片說明：Grammar team work (03GT06)



圖片說明：Grammar my monster (0312)



圖片說明：Grammar my monster (0334)



圖片說明：Grammar my monster (0315)