

# 高雄市鳳山區鳳山國民小學校訂課程\_鳳遊寰宇\_\_教學計畫(教案)

## 一、教學設計理念說明

本課程設計以旅遊為主題，引領學生從認識世界七大洲，擴展視野至探索國外旅行，引導學生分析設計旅遊規劃，讓學生了解自助旅行當中應該要如何以英文溝通、對話以及如何採取行動來促成一場旅遊體驗。

## 二、教學活動設計

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| 統整領域                                                                                                                                                          |  | 綜合、英文                                                                                                                                                                       |  | 設計者                                                                                                                                                                |  | 六年級教師群                                               |  |
| 實施年級                                                                                                                                                          |  | 六年級下學期                                                                                                                                                                      |  | 總節數                                                                                                                                                                |  | 共 19 節                                               |  |
| 單元名稱                                                                                                                                                          |  | 鳳遊寰宇-探索新視野-一起去旅行                                                                                                                                                            |  |                                                                                                                                                                    |  |                                                      |  |
| 設計依據                                                                                                                                                          |  |                                                                                                                                                                             |  |                                                                                                                                                                    |  |                                                      |  |
| 核心素養                                                                                                                                                          |  |                                                                                                                                                                             |  |                                                                                                                                                                    |  |                                                      |  |
| 總綱核心素養                                                                                                                                                        |  |                                                                                                                                                                             |  | 領綱核心素養                                                                                                                                                             |  |                                                      |  |
| E-A2<br>具備探索問題的思考能力，並透過體驗與實踐處理日常生活問題。<br>E-A3<br>具備擬定計畫與實作的能力，並以創新思考方式，因應日常生活情境。<br><br>E-B1<br>具備「聽、說、讀、寫、作」的基本語文素養，並具有生活所需的基礎數理、肢體及藝術等符號知能，能以同理心應用在生活與人際溝通。 |  |                                                                                                                                                                             |  | 英-E-A2<br>具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。<br>綜-E-A3<br>規劃、執行學習及生活計畫，運用資源或策略，預防危機、保護自己，並以創新思考方式，因應日常生活情境。<br>英-E-B1<br>具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學詞彙及句型進行簡易日常溝通。 |  |                                                      |  |
| 學習重點                                                                                                                                                          |  | 學習表現                                                                                                                                                                        |  | 學習內容                                                                                                                                                               |  | 語文領域-英語文                                             |  |
|                                                                                                                                                               |  | 語文領域-英語文<br>2-III-7 能作簡易的回答和描述。<br>A2/B1<br>5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。<br>B1/A2<br>5-III-4 能聽懂日常生活應對中常用語句，並能作適當的回應。A2/B1<br>5-III-8 能以正確的發音及適切的速度朗讀簡易故事及短劇。A2/B1 |  |                                                                                                                                                                    |  | Ac-III-3<br>簡易的生活用語。<br>B-III-2<br>國小階段所學字詞及句型的生活溝通。 |  |

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| <b>學習目標</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |             | 1.能認識世界七大洲的英文與地理位置<br>2.能設計合宜的旅行規劃<br>3.能認識 google map 的使用介面與操作方式<br>4.能以英文表達及分享旅行中的對話設計，並反思與回饋對該設計的看法。                                                                                       |       |                                                                                                                                    |
| <b>表現任務</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |             | 旅行小日記--以英文設計旅行中的創意對話。                                                                                                                                                                         |       |                                                                                                                                    |
| <b>議題融入</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>議題名稱</b> | 資訊教育                                                                                                                                                                                          |       |                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>實質內涵</b> | 資 E2 使用資訊科技解決生活中簡單的問題。<br>資 E6 認識與使用資訊科技以表達想法。<br>資 E9 利用資訊科技分享學習資源與心得。                                                                                                                       |       |                                                                                                                                    |
| <b>教材來源</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |             | 自編                                                                                                                                                                                            |       |                                                                                                                                    |
| <b>教學資源</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |             | 電腦、單槍投影機、英語字卡、小白板、白板筆、世界地圖                                                                                                                                                                    |       |                                                                                                                                    |
| 教學活動設計                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |             |                                                                                                                                                                                               |       |                                                                                                                                    |
| 教學活動內容及實施方式                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |             | 評量                                                                                                                                                                                            | 時間    | 備註                                                                                                                                 |
| <p align="center"><b>單元一：世界行-認識世界</b></p> <p align="center"><b>The continents 認識世界七大洲 (共 5 節)</b></p> <p>壹、準備活動</p> <p>這一單元我們要認識世界七大洲，老師展示世界地圖，請學生指出課本中所學到的國家位置。</p> <ol style="list-style-type: none"> <li>老師演唱歌曲 Do You Know the Continents，並同時在地圖上指出各大洲位置。</li> <li>老師提問：<br/>             (1) Do you know the continents?<br/>             (2) How many continents are there in the world?</li> </ol> <p>學生試著回答：</p> <p>“Yes.”<br/>             “Seven.”</p> <p>歌曲 Do You Know the Continents</p> <p><b>【活動一】</b></p> <ol style="list-style-type: none"> <li>老師呈現世界地圖，帶領學生認識各大洲英文名稱及地理位置。</li> <li>引導學生聽辨出各大洲名稱的音節數。</li> </ol> |             | 實作評量                                                                                                                                                                                          | 10 分鐘 | 教學簡報                                                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |             | 實作評量                                                                                                                                                                                          |       | 多媒體網頁                                                                                                                              |

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| <p><b>【活動二】</b></p> <ol style="list-style-type: none"> <li>1. 老師呈現世界地圖，一句句教唱歌曲 Do You Know the Continents，並邊唱邊指出該洲位置。</li> <li>2. 老師發下附有七大洲地圖的歌詞學習單，引導學生練習演唱數次，並請學生按照歌詞順序，邊唱邊指出各大洲位置。</li> <li>3. 邀請各小組輪流上台演唱。小組齊唱過程中，一名學生邊唱邊指出各洲位置，其他同組學生則手持字卡，唱至該洲名時，手持該單字卡者則舉起該洲字卡。</li> </ol> <p><b>【統整與總結】</b></p> <ol style="list-style-type: none"> <li>1. 複習各大洲英語名稱。</li> </ol> <p>唱出歌曲 Do You Know the Continents</p>                                                                                                                                                                                                                                                                                                                                                                     | <p>實作評量</p> <p>實作評量</p> |               |              |
| <p>貳、發展活動</p> <p>請學生拿出附有七大洲地圖的 Do you know the continents 歌詞學習單，並按照歌詞順序，邊唱邊指出各大洲位置。</p> <p><b>【活動一】</b></p> <ol style="list-style-type: none"> <li>1. 老師陸續拿出局部的動物圖卡，引導學生猜出動物名稱。</li> <li>2. 老師陸續呈現動物字卡，請全班學生齊讀，並邀請個別學生上台進行圖卡、字卡配對’。</li> <li>3. 引導學生聽辨出各動物名稱的音節數。</li> </ol> <p><b>【活動二】</b></p> <ol style="list-style-type: none"> <li>1. 老師手指向 panda 圖卡，連結學生於教科書中所學的句型，提問：Where is the panda from?<br/>學生試著回答：“It’s from China.” 教師<br/>答：<br/>“Right. And Where is China?”<br/>學生試著回答：“China is in Asia.” 教師<br/>答：<br/>“So the panda is from Asia.”</li> <li>2. 老師手指向 bear 圖卡，連結學生於教科書中所學的句型，<br/>提問：<br/>Where is the bear from?<br/>學生試著回答：<br/>“It’s from North America.”</li> </ol> <p><b>【活動三】</b></p> <p>教師引導學生自製七大洲原生動植物便利貼。因考量學生英語能力與資料搜尋能力之個別差異，故在此活動中，採行「差異化教學」。</p> |                         | <p>150 分鐘</p> | <p>簡報、圖卡</p> |

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| <p><b>1. Basic</b></p> <p>教師提供各洲 3-4 種原生動植物，以簡報檔展示圖片與讀音教學之後，學生從中挑選各洲 1 項，以文字及繪圖方式，將之記錄在老師發下的便利貼上。</p> <p><b>2. Advanced</b></p> <p>學生運用語言教室中的電腦，自行搜尋七大洲原生動植物英文名稱，各洲 1-2 項，並以文字及繪圖方式，將之記錄在老師發下的便利貼上。</p> <p><b>【統整與總結】</b></p> <p>學生練習說出自選或自行搜尋的七大洲原生動植物英文名稱。</p> <p>參、綜合活動</p> <p>1. 複習歌曲 Do You Know the Continents</p> <p>2. 教師拿出地球儀，透過提問，引導學生認識地球乃由 land 及 water 所組成，並邀請學生上台試著在地球儀上指出 land 及 water。</p> <p><b>【活動一 繪本《The Continents》】</b></p> <p>1. 老師播放繪本簡報, 邊提問邊說出繪本內容。</p> <p>(1) 提問內容：How many continents are there?</p> <p>(2) Which continent is the largest one?</p> <p>(3) Which continent is the second largest one?</p> <p>(4) What continents are connected together?</p> <p>(5) Which continent is without a desert?</p> <p>(6) Which continent is the smallest one?</p> <p>(7) Which continent is the coldest one?</p> <p>(8) Have you ever been to <u>Europe</u>? Which country did you go?</p> <p><b>【活動二】</b></p> <p>老師提取繪本中的句型，引導學生學習繪本中反覆出現的主句型 “<u>Africa</u> is special. It is home to the <u>lion</u>.”</p> <p>1. 老師手持學生曾學過的動物字卡，提問。</p> <p>2. 提問示例：</p> <p>老師問：“What’s this?”</p> <p>學生答：It’s a lion.</p> <p>老師問：Where is the lion’s home? 並邀請學生上台，將字卡貼在白板地圖上。</p> <p>學生貼字卡後答：Africa.</p> <p>老師說：Good job! <u>Africa</u> is special. It is home to the <u>lion</u>.</p> | <p>實作評量</p> <p>實作評量</p> <p>實作評量</p> | <p>40 分鐘</p> | <p>地球儀、繪本</p> <p>繪本、學習單</p> |
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| <p>3. 老師依序提問下列動植物：cheetah, rain forest, kangaroo, Emperor penguin</p> <p>【活動三】</p> <ol style="list-style-type: none"> <li>1. 老師發給小組一份 The World Map 學習單。</li> <li>2. 小組合作完成 The World Map 學習單：             <ol style="list-style-type: none"> <li>(1) 小組合作完成各大洲位置拼圖。</li> <li>(2) 在該地圖對應洲別上，放置繪本中出現的動物小卡。</li> </ol> </li> <li>3. 教師示範帶讀自編的繪本小短文。</li> <li>4. 請各組試讀該小短文，大聲朗讀之。</li> <li>5. 請小組內個別學生輪流唸出學習單中自己改編完成的小短文。</li> </ol> <p>【統整與總結】</p> <p>請各小組指定一洲，輪流朗讀改編後的短文。</p>                                                                                                          |      |        | 簡報   |
| <p><b>單元二：世界學-世界學-計畫性出遊(共 5 節)</b></p> <p><b>Where the world shall we go?</b></p> <p>壹、準備活動</p> <p>延續上一單元我們認識世界七大洲及各洲的原生動植物，這一單元我們要分組討論各組決定想要去哪一洲的哪一個國家，並且計畫出旅遊行程。</p> <p>教師展示“Where the world shall we go? ”，詢問學生世界七大洲中哪一個洲?哪一個國家最吸引你？透過分組討論，將腦力激盪出來的單字組成幾句完整句子來呈現的即將決定去的國家。1. Teacher uses target sentence and asks students:</p> <p>You can have a group discussion and decide what country do you want to travel?</p> <p>Where the world shall you go?</p> <p>Students may say:</p> <p>We shall go to _____ (continents' name).</p> <p>We want to go to _____ (country name).</p> | 實作評量 | 10 分鐘  | 教學簡報 |
| <p>貳、發展活動—Where the world shall we go?</p> <p>教師和同學討論自助旅遊前應做的行前準備有哪些？教師展示旅遊計畫的範例，藉此說明自助旅遊的旅遊計畫應包含哪些項目。請學生回答關於以上旅遊(travel)、地點(location) 及行程(itinerary)之相關單字及句子，並請各組派代表上台以雙語呈現。</p> <ol style="list-style-type: none"> <li>1. Teacher may say:</li> </ol> <p>I am going to show you a form called “travel plan”. The travel plan shows the travel data.</p> <ol style="list-style-type: none"> <li>2. Teacher may say:</li> </ol>                                                                                                                                                       | 實作評量 | 150 分鐘 | 學習單  |

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| <p>After reading the sample of travel plan, please do the following things in the worksheet:</p> <p>(1) What country do you want to travel?</p> <p>(2) What is the best season to go there?</p> <p>(3) What kind of transportation are you going to use?</p> <p>(4) How long are you staying there?</p> <p>(5) Plan the activities you are going to do every day.</p> <p>參、綜合活動- My travel plan</p> <p>現在請同學完成一份 My travel plan 學習單，請同學上網蒐集相關旅遊資訊、旅遊地圖，並請各組派代表上台以雙語呈現。</p> <p>1. Teacher may say and demonstrates:<br/>Now let's search for the traveling information online and finish the worksheets. Please paste the map of your country, and answer the questions on the "my travel plan" worksheet.</p> <p>2. Students finish worksheets<br/>Teacher hands out worksheets for each group. Ask student to search for information online and finish the worksheet.</p> <p>3. Worksheets Presentations:<br/>Invite students to share their works.<br/>Students show his/her worksheet and may say:<br/>My name is _____, and I am here to talk to you about "my travel plan".</p> | 實作評量 | 40 分鐘 |     |
| <p style="text-align: center;"><b>單元三：世界遊-機場- (共 5 節)</b><br/><b>At the airport</b></p> <p>壹、準備活動-</p> <p>上一單元我們安排了想去的國家及旅遊行程。這個單元來到了機場準備要出發坐飛機了，在這個單元學生會學習到十二個在機場常用的單字及基礎表達的句子。</p> <p>Teacher may say:<br/>When you start a new journey, airport is probably the first place you go to. This lesson will help you to learn 12 vocabulary commonly used at the airport and understand basic expressions and sentences.</p> <p>1. Imagination time 想像時間</p> <p>想像你身在機場，準備要開始你的旅行，請你先將你可能會使用到的英文單字、句子寫在筆記本裡。</p> <p>Imagine you are going to an international airport (e.g., London Heathrow, Copenhagen Airport, Dubai Airport etc.) and start your journey abroad (I know you are excited, right? ), can you come up with words or expressions that might be used in this situation? Please write down the words that you think will be used at airports in your notebook.</p> <p>Part 1: Vocabulary (1)</p> <p>老師呈現十二個單字的教學簡報，請同學一起學習</p> <p>This table shows 12 words that you might use at airports. Please first check whether you know them or not.</p>                        | 實作評量 | 20 分鐘 | ppt |

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| Passport                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Visa           | Check-in counter   | Luggage         |      |        |       |       |
| Trolley                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Scale          | Boarding card/pass | Departure board |      |        |       |       |
| Departure lounge/waiting room                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Duty-free shop | Stopover/layover   | Terminal        |      |        |       |       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |                    |                 | 實作評量 |        |       | 多媒體素材 |
| <p>貳、發展活動—authentic listening</p> <p>教師播放 美國影集“六人行”中的短片，<br/> <a href="https://youtu.be/OBhirBbK81E">https://youtu.be/OBhirBbK81E</a><br/>         透過影片讓學生練習聽力，並分組討論回答下列問題</p> <p>Part 2: Authentic listening (1)</p> <p>Now that's move on to the second part of our lesson--authentic listening.</p> <p>There is one scene from the American TV series Friends: Rachel is in a hurry to go to the airport, but when she arrives at the check-in counter, she finds that things do not go very well.</p> <p>For the first time watching the video, try to understand its main idea. You can think about the following questions:</p> <ol style="list-style-type: none"> <li>1. Where does Rachel want to go?</li> <li>2. Does she succeed in getting on the plane? Why or why not?</li> </ol> <p>分組討論完問題後，請學生上台分享他們的答案。</p> <p>Part 2: Authentic listening (2)</p> <p>After the first time watching, you can try to retell the story. Retelling is an important ability that helps you to comprehend the story and make connections. It also develops your speaking skills. It doesn't matter if you cannot retell every detail of the video. Just try your best.</p> <p>The following questions can help you to organize the retelling:</p> <ol style="list-style-type: none"> <li>1. What story does this video talk about?</li> <li>2. How many characters are there in the video?</li> <li>3. Why does Rachel want to get into the plane?</li> <li>4. Do you think is possible for Rachel to get on the plane? Why or why not?</li> </ol> <p>After the retelling, you can watch the video for the second time to check.</p> <p>參、綜合活動-</p> |                |                    |                 |      | 170 分鐘 |       | 多媒體素材 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |                    |                 | 實作評量 |        |       | 多媒體素材 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |                    |                 | 實作評量 |        |       |       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |                    |                 |      |        | 10 分鐘 | 學習單   |

學完機場英語後，老師請學生兩兩分組討論，上網尋找機場用語的素材，改編成自己的英語對話腳本，並上台表演。

1. Teacher gives a question: what are other situations may happen in the airport? Ask student to search for information online.

Students can have group discussion and search the plans from the Internet.

2. Worksheets Presentations:

Invite students to share their works.

#### 單元四：世界慶-問路技巧(共4節)

##### Finding the way

##### 1、準備活動—

上一單元我們學習了機場常用的英語對話。這個單元我們飛到了國外，如果遇到了要問路的情況該怎麼說呢？在這個單元學生會學習到如何看懂地圖及用英文問路的方法。

Finding your way in a strange country seems very difficult. Although you have various kinds of maps and modern technology at hand, sometimes you still feel nervous and uncomfortable. Before we start today's lesson, how about firstly complete an activity?

Imagine today it is your last day in New York. You are having a dinner near the Times Square. After the dinner, you want to visit Empire State Building and explore the amazing night view of the New York city. Do you know how to find your way? For instance, what kind of transportation should you take and how long does it take?

You can try Google Earth or Google map to help you.

#### Part 1: How to read a map (What are basic elements of a map?)

Before you learn to how to read a map, please recall the experiences when you read a map. You can try considering the following aspects:

1. types of maps
2. important elements of a map
3. English expressions of these elements

#### Part 2: How to read a map (Video: Five elements of a map)

老師播放如何看懂地圖的影片，介紹五個讀懂地圖的重點。

Here is a video giving a detailed introduction of five basic elements of a map. For the first time watching, please try to understand the main idea of the video.

老師呈現九個單字的教學簡報，請同學一起學習

This table shows 9 words that you might use

30 分鐘

多媒體網頁

實作評量

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |              |                      |        |  |       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------------|--------|--|-------|
| Title                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Location     | Scale indicator      | 實作評量   |  |       |
| Bar scale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Verbal Scale | Representative scale |        |  |       |
| Orientation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Border       | Legend               |        |  |       |
| 貳、發展活動—find your way by using Google map.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |              |                      | 100 分鐘 |  | 多媒體影片 |
| 教師在這節課要教大家如何使用 Google map 找路，現代人離不開科技跟網路，在旅行中，手機是一個很好用的找路工具，教師會播放一段影片教大家如何使用 google map<br>Now we are moving to the second stage of the lesson: find your way by using Google map.<br><br>In today's world, modern technology and network bring us so much convenience in daily life. Smart phones and smart applications become our good friends. Knowing how to use digital map and GPS to get to the destination you want is an essential skill. Here, we are going to learn this skill as an example of Google map.<br><br>While watching the video for the first time, try to understand the main idea.                                                                                                                                                                                      |              |                      |        |  |       |
| 參、綜合活動- Expressions about asking ways                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |              |                      | 30 分鐘  |  | 學習單   |
| 教師說明，除了看地圖、使用手機之外，有時直接向路人問路是一個更簡單的方法，在這節課中，我們要練習如何有禮貌的向路人問路。<br><br>Apart from finding your way by using technological tools, knowing how to ask for directions can also make our life so much easier. In doing so, you need to learn some polite approaches to ask ways, since the way we ask for directions may affect the answer we get. Here are some tips you can use when you need to get from place A to place B.<br><br>1. Expressions about asking ways (Use Greetings and Polite Expressions)<br>教師用教學簡報示範幾則問路的對話，並讓學生兩兩練習。<br>練習完後，老師請學生兩兩分組討論，上網尋找問路的素材，改編成自己的英語對話腳本，並上台表演。<br>1.Ask student to search for information online.<br>Students can have group discussion and search the plans from the Internet.<br>2. Worksheets Presentations:<br>Invite students to share their works. |              |                      |        |  |       |

### **評量-參照 國民小學及國民中學學生成績評量準則第五條**

國民中小學學生成績評量，應依第三條規定，並視學生身心發展、個別差異、文化差異及核心素養內涵，採取下列適當之多元評量方式：

一、紙筆測驗及表單：依重要知識與概念性目標，及學習興趣、動機與態度等情意目標，採用學習單、習作作業、紙筆測驗、問卷、檢核表、評定量表或其他方式。

二、實作評量：依問題解決、技能、參與實踐及言行表現目標，採書面報告、口頭報告、聽力與口語溝通、實際操作、作品製作、展演、鑑賞、行為觀察或其他方式。

三、檔案評量：依學習目標，指導學生本於目的導向系統性彙整之表單、測驗、表現評量與其他資料及相關紀錄，製成檔案，展現其學習歷程及成果。

特殊教育學生之成績評量方式，由學校依特殊教育法及其相關規定，衡酌學生學習需求及優勢管道，彈性調整之。