



國中英語差異化教學 教學經驗分享

臺北市蘭州國中 2023.03/13.04/17

HELLO!

你好,我是**蔡翰濬**!

Hi, I am **Jimmy**.

夢N國中英語講師

臺北市國民教育輔導團 國中英語輔導小組

臺北市民族實驗國中 英語科教師暨發展組長

國立彰化師範大學英語學系102級



Today's Agenda



1. 我們與孩子們的挑戰
2. 課室原則及分組合作
3. 教學活動設計

All students can learn and succeed, but not at the same time in the same way.

1. 我們與孩子們的挑戰



“

What problems have you encountered so far?



slido



What problems have you encountered in your English classroom so far?

① Start presenting to display the poll results on this slide.

我們的挑戰

- 國中英語科的雙峰現象
- 扶弱? 拔尖?
- 課後補救? 課間補救?
- 進度壓力 考試不鬆綁
- 放不下的我們
- 什麼都是我們?!



學生們的挑戰

- 孩子們學習第二語言弱勢的原因 (Davies et al., 1997)

1. 語言因素 The Language Factors

Language distance

2. 環境因素 The Learning Context

Culture, Educational system, Language policy,
Teachers' pedagogy

3. 個人因素 Profile of Learners

Age factor, L1 proficiency, Language aptitude,
Learning motivation, strategy and autonomy

新世代衝擊

爆量資訊: 大量資訊來臨 vs. APP世代

全球化: 國家認同/國際素養/全球競合力/全球責任感

讀書不只有「讀」: 速度深度廣度; 理解到批判思考

大考趨勢: 多文字、長篇章，段考 vs. 會考



跨議題

跨領域

真實語境

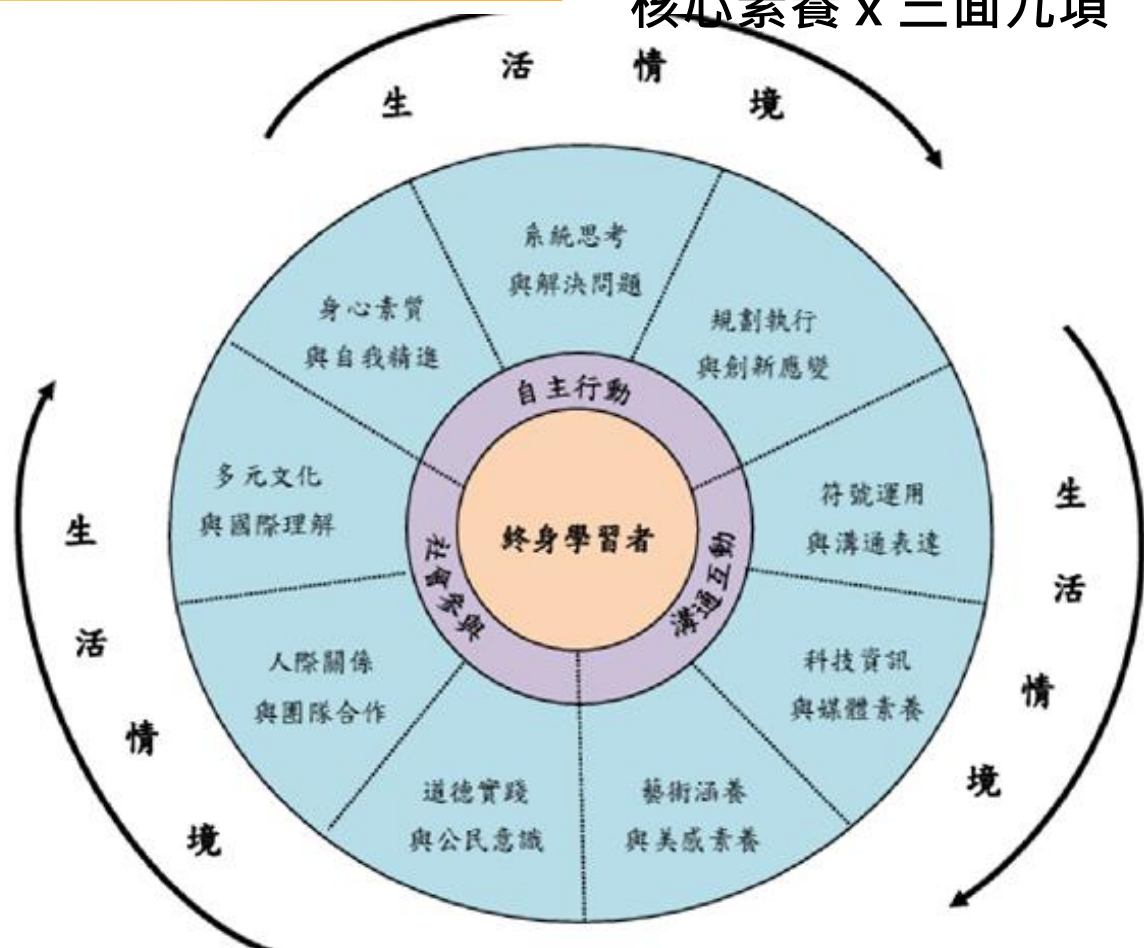
獲取新知

讀懂→應用

我們再仔細想想

- 對孩子而言，為什麼要學英語？
- 還在用同一套教材/方法/進度/標準/檢核？
- 還在反覆機械式練習？
- 是在培養英語學術人才還是教會使用工具？
- 是否過度教學？方向是否正確？

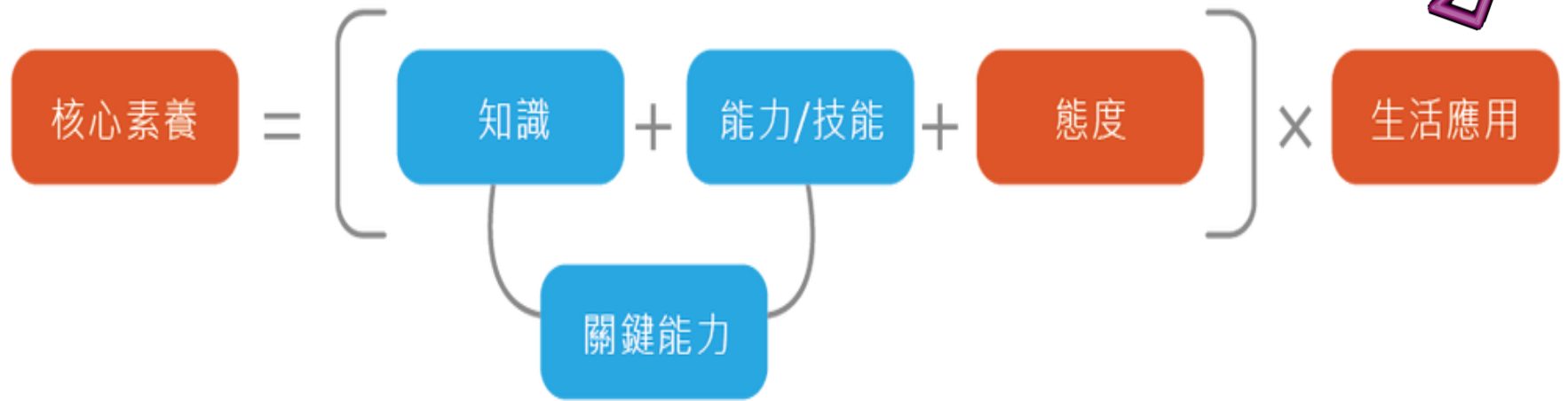
核心素養 x 三面九項



12年國教英語課綱

階段性任務

ASK x CARS



□ **CARS** = Contextualization + Attitude
+ Reintegration + Strategy





你想要形塑怎樣的孩子？

要培養孩子們什麼能力？



減C? 減C? 減「44」

2. 課室原則及分組合作



課室原則

- 學生現況分析
- 醒腦開場 + 過關離場 (Exit Slip)
- 一次一焦點、少量多餐
- 每日習慣養成
- 步驟化, 搭足鷹架
- 分組合作學習
- 差異化教學 (1)溝通標籤 (2)弭平時間差 (3)評量



分組合作學習



配對學習

- 時間短、任務小
 - 配對練習、重述重點
 - 配對分享經驗、討論
- 擴大範圍蒐集簽名
- 觀察期後的師徒分組



師徒分組

方式: 大/小師傅/徒弟 (3~4人)

座位: 四人、ABC座位、機動

任務:

- (1) 大手拉小手，合作督促
- (2) 任務完成依程度不同，加分不同
- (3) 上課秩序、作業繳交、考試表現列入計分



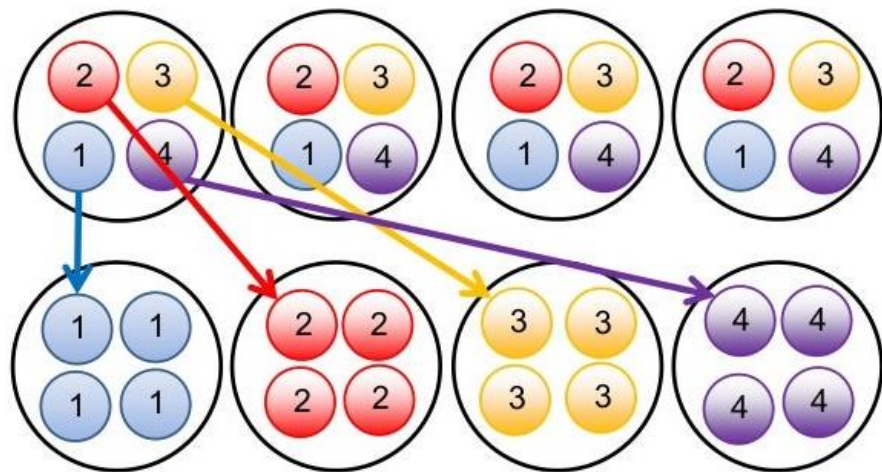


A 大師傅

B 小師傅

C 小徒弟

拼圖法



STAD

- 小組人數4人為原則
- 學生精熟教師教導的學習內容
- 實施於課堂小考，每個人跟自己比，不跟他人比，給予學生進步的肯定
- 再搭配組內的師徒制，彼此督促合作，大手拉小手背單字，建立積極學習的氛圍

組別	座號	基本分數	小考成績	小考-基準	進步積分	小組平均

▶ 進步積分: 完全正確 +30 | 進步 > 10 +30 | 0 < 進步 < 10 +20 | 退步 < 10 +10 | 退步 > 10 +0

使用步驟：

1. 計算個別學生的基本分數
2. 小考成績-基本分數
3. 對照進步積分對照表
4. 計算小組成績 (=小組進步積分 / 小組人數)

3. 教學活動設計



閱讀是從文本中建構意義，增強理解

理解文本的兩個層面：

(1) 對外為理解閱讀的文本

(2) 對內為增強自身的認知理解能力。

能活動四肢、使用肌肉，未必算懂得運動。

能認字、辯讀字音字形還算不上懂得閱讀。

運動需運用肢體肌肉，不同運動講究不同技巧能力。

《如何閱讀一本書》



Word Level

Word attack skills

Vocabulary learning



Sentence Level

Oral reading fluency

Visualizing a text

Sentence comprehension



Discourse Level

Reading strategy

Graphic organizers

Background Building

Thinking and beyond

READING



PHONEMIC AWARENESS

Phonemes are the smallest sound units that make up spoken language. Being able to hear and manipulate phonemes is vital to speaking, reading, and spelling. Ways to build phonemic awareness include rhyming, repetition, and substituting sounds (what word do you make if you change the /m/ in man to /p/).



PHONICS

Phonics is understanding the relationship between phonemes (sounds) to graphemes (letters). Understanding that 'ow' can represent the sound 'ow' in words like "growl" and can make a long o sound in words like "glow" allows a reader to decode and make sense of written language.



VOCABULARY DEVELOPMENT

Vocabulary is the knowledge of the meanings of words. Generally, there are two kinds of vocabulary: reading and verbal. Often, a person's verbal vocabulary is larger than their reading vocabulary, especially when first beginning to read.



FLUENCY

Fluency refers to a person's ability to read words accurately, quickly, and with correct pacing. Proper fluency correlates to higher rates of comprehension.



COMPREHENSION

Comprehension is the goal of reading. It is understanding the meaning of what was read. When a person has the four other components of reading in place—phonemic awareness, phonics, vocabulary, and fluency—comprehension can be achieved.

台灣在實務上進行閱讀教學的議題，閱讀力可分成：

- (1) 字辨識正確性的能力 (讀字量)
- (2) 字辨識流暢性的能力 (口語閱讀流暢度)
- (3) 書面詞彙的能力 (字義辨識)
- (4) 閱讀理解策略的能力 (預測提問回答摘要)

《大腦、認知與閱讀》

Reading Genres



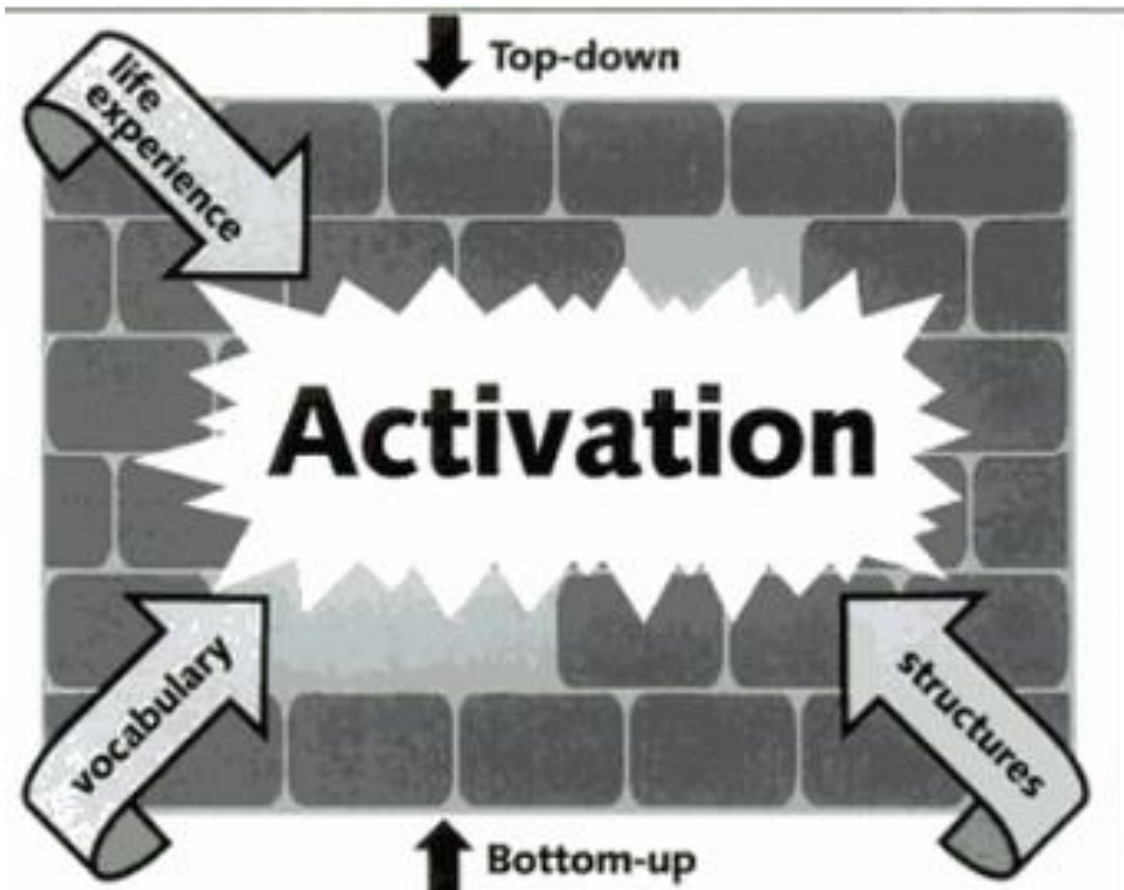
Reading Strategy

閱讀策略

閱讀前	閱讀中	閱讀後
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概念引自: 林淑媛老師: 「國中英語科會考準備方向—閱讀策略」

Integrative Reading



LESSON

1

We Visited Our Relatives Yesterday

Get Ready

Look and Say 仔細觀察家人，練習用動詞描述他們。

Example I often play games with my grandpa.



play games



go to a movie



travel



cook



watch TV



clean the house

LESSON
5My Friend Is
Showing Me Around

Get Ready

Look and Answer 看圖回答問題。

Here are some tourist spots in Tainan.
Where are these people?
What are they doing there?Anping Old Street
安平老街Blueprint Cultural and Creative Park
藍晒圖文創園區Chihkan Tower
赤崁樓Confucius Temple
孔廟National Cheng Kung University
國立成功大學
 tourist spot 觀光景

LESSON

6

We Will Have Our First Maker Class Tomorrow

Get Ready

Look and Answer 看看再回答。

What do you want to make with a 3D printer?



LESSON 1

What Do We Have for Lunch Today?

聽力 生詞表 Flash Card 單字遊戲 Wordwall

YouTube Quizlet QQ快答 Kahoot! Quizizz

Get Ready

讀寫習作 聽力習作

Look and Circle 你午餐想吃什麼？請圈起來。



Do you eat all your lunch every day?

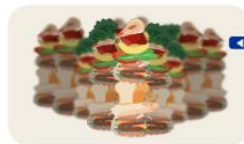
- Yes, I do.
 No, I don't.



聽力 解答 補充資料

Take a Guess and Circle

你知道下面這些事實嗎？猜猜看，將答案圈出來。



1. Food waste in Taiwan every day is as tall as (3 , 74 , 100) Taipei 101 buildings.



2. Over (8 , 40 , 650) thousand families in Taiwan don't have enough food.



3. People around the world waste over 1/3 of food, but there are over (6 , 70 , 800) million hungry people.

as ... as ... 如同……一樣 building 建築物

議題鋪路「有感」

Look and Check 閱讀下方圖片，勾選你心目中的理想對象須具備的人格特質或條件。



have a lot of money



be hard-working



have a good body shape



be good-looking



always think of me



have the same hobbies



know a lot of things



be kind to my family and friends



be honest



be funny

有趣才行???

有趣(多媒體、科技、遊戲等等)就能提升學習動機?

1. 有趣是為了**銜接**後端的學習

創造有趣的方法：與學生貼近、認知落差

2. 對於低成就的孩子，有成就才會有機會學習成功。

有成就感才是有趣的開始。

STEPS TO TEACHING DESIGN

1. Be able to **READ**
2. Be able to **THINK**
3. Be able to **EXPLORE**
4. Be able to **Apply**



STEPS TO TEACHING DESIGN

1. **Be able to READ**
2. Be able to THINK
3. Be able to EXPLORE
4. Be able to Apply



Analysis of Students' background

會讀，但不知道自己在讀什麼



只有聲音記憶，遇到字不認得。

背單字背形狀，量多必爆
“expensive” 的學生

Shake It Off - Taylor Swift (2014)

Phonics 字母拼讀

1. 前測: 問卷+字

2. 字母拼讀

目的：見字

內容：字母

概念引自: 台北市興雅

date	late	brain	say	stay
I stay out too _____	Got nothing in my _____	That's what people _____ (x 2)	↓	But I keep cruising ↓
↓	I go on too many _____s	But I can't make them _____ ↓	Can't stop, won't stop moving ↓	It's like I got this music ↓
That's what people _____ (x 2) ↓	↓	↓	In my mind ↓	Saying, "It's gonna be alright." ↓

hate	shake	fake	hate	play
------	-------	------	------	------

'Cause the players gonna _____ ...

And the haters gonna _____ ...

Baby, I'm just gonna _____ ...

I shake it off, I shake it off ↓

Heart-breakers gonna **break**... ...

And the fakers gonna _____ ...

Baby, I'm just gonna _____ ...

I shake it off I shake it off ↓



Progression of Regular Word Reading

Sounding Out
(saying each individual
sound out loud)



/m/ /a/ /t/



Saying the Whole Word
(saying each individual sound
and pronouncing the whole
word)



/m/ /a/ /t/ mat



Sight Word Reading
(sounding out the word in your
head, if necessary, and saying
the whole word)



/m/ /a/ /t/

mat



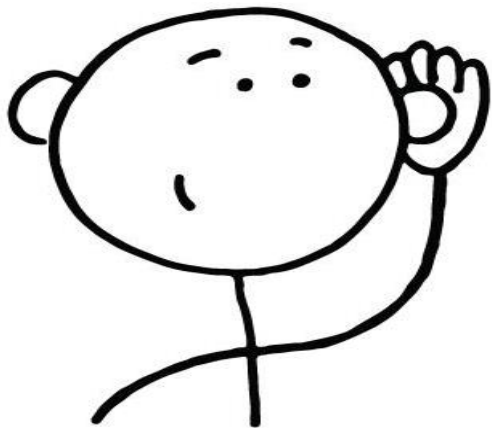
Automatic Word Reading
(reading the word without
sounding it out)



mat

Phonics + PA

Phonological Awareness (PA) 音韻覺識



1. Blending
2. Counting
3. Segmenting
4. Deleting
5. Substituting

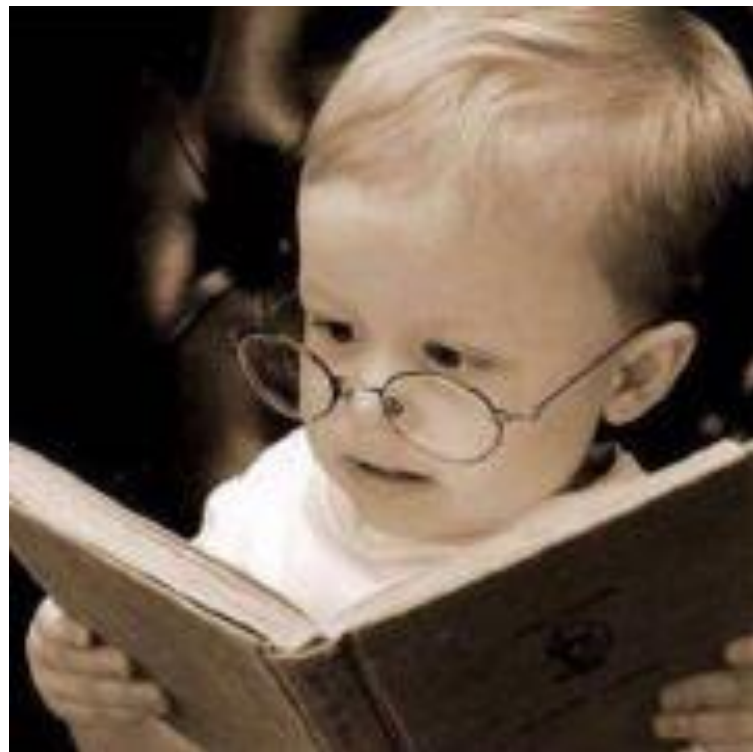


見字拼音

拆單字 (音/音節)

標重音

閱讀 = 嘴巴唸 + 眼睛看



Sentence Level

Oral Reading Fluency

(全-錯)/秒 x 60

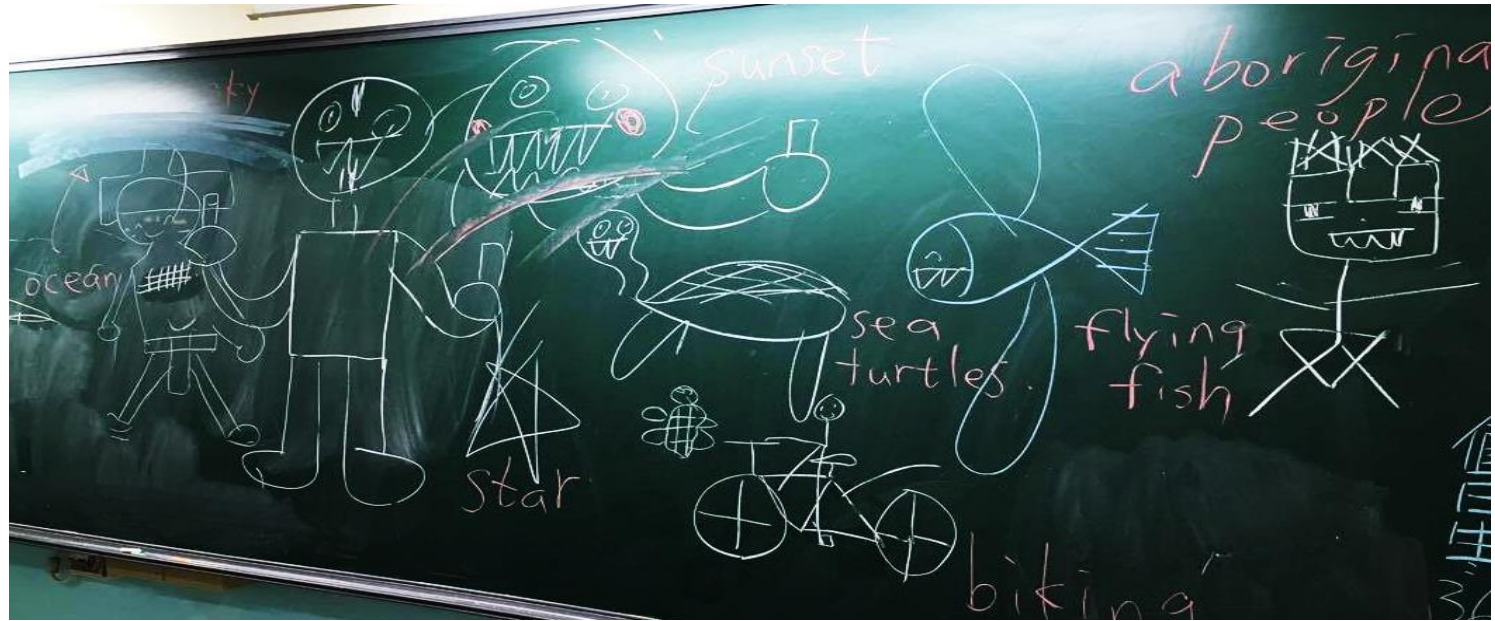
從字母拼讀到文本閱讀，口語流暢帶動後段閱讀流暢。

Oral Reading Fluency Record 閱讀流暢度訓練 【Class: _____ No: _____ Name: _____】

課次		1	2	3	4	5	6
①	課文字數	73	63	39	100	127	85
	唸讀秒數						
	流暢度(字/分)						
②	課文字數	73	63	39	100	127	85
	唸讀秒數						
	流暢度(字/分)						

Sentence Level

Visualization + Key Words



Sentence Comprehension

1. Jack fell down the hill and a dinosaur ate him.

a.



b.



c.



2. Gerald lay in bed, and watched the monster climb through his window.

a.



b.



c.



Dialogue

CD 3.15-16

隨文朗讀

隨文跟讀

延伸思考

克漏字

朗讀

跟讀

動畫

翻譯

影片Q&A

YouTube

Warm-up Questions

聽力

提問

1. Which superhero is your favorite? Why?
2. In your everyday life, what do you do to help others?

🔊 📖 everyday life 日常生活 other 他人

(Dr. Devil is **attacking** the Earth.

▼ Captain Brave is looking for new **members**.)

Captain Brave: The Earth is in **danger**. Please help us.

Clunk: I am Clunk. I am strong.

▼ I can **move** anything!

Captain Brave: How about a **mountain**?

Clunk: **No sweat!**

Captain Brave: So, what can you do, young man?

Speedman: I am Speedman. I can run very **fast**!

Captain Brave: How fast?

Speedman: Just like a **flash**! No one can catch me.

Captain Brave: Great. And you are?

Ice Queen: I am Ice Queen.

▼ I can **freeze** anything!

Captain Brave: **Even** the ocean?

Ice Queen: **No problem!**

Captain Brave: You are all in.

▼ Let's **save** the world now!



Discourse Level

閱讀策略

反覆練習

獨立運作

步驟化鷹架

由簡到繁

閱讀前	閱讀中	閱讀後
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概念引自: 台北市興雅國中林淑媛老師: 「國中英語科會考準備方向—閱讀策略」



Guess before you read

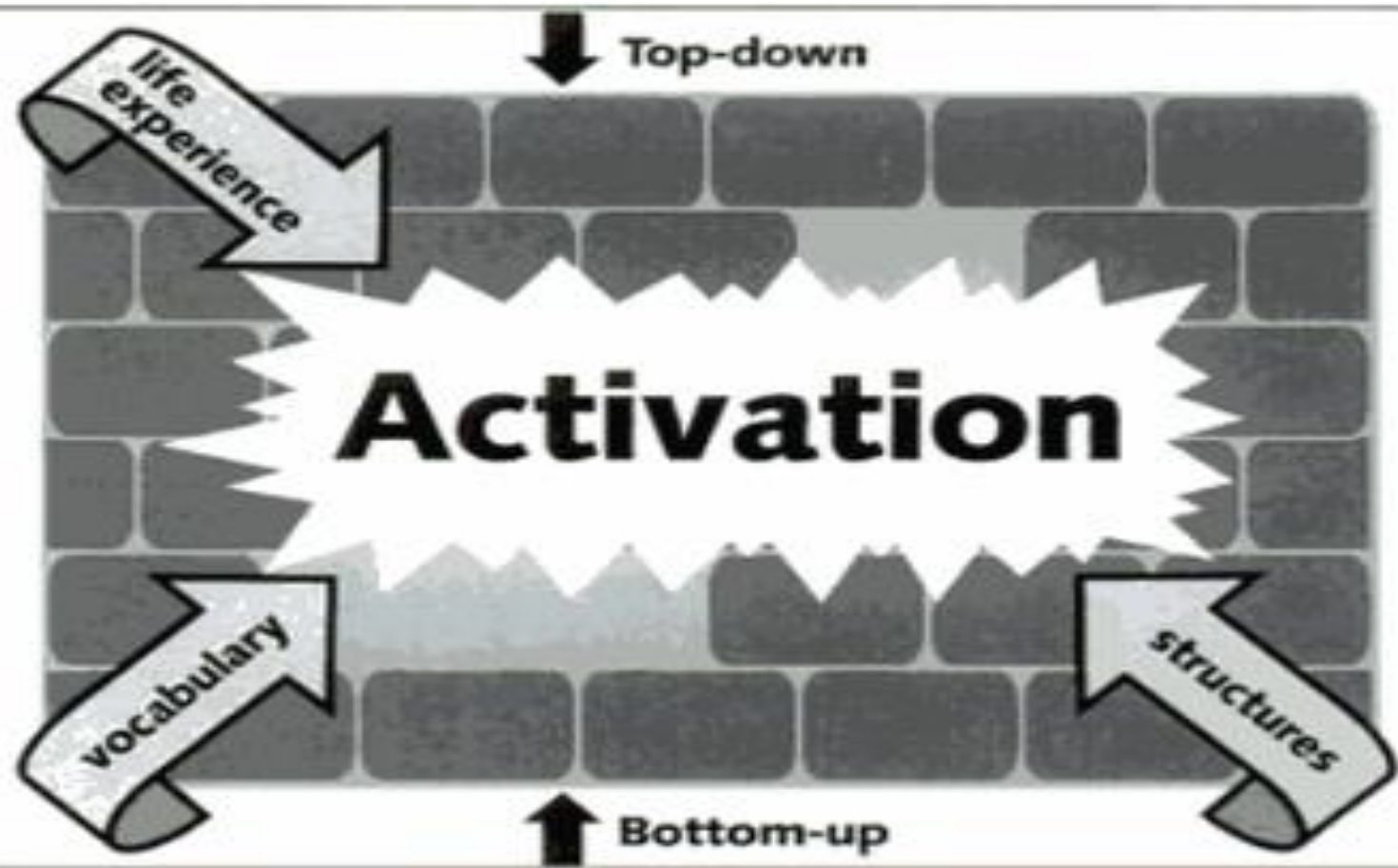
→ look at the title and pictures

Guess when you read

→ pause and guess

Guess after you read

→ check your prediction





Please ask questions about the sentence.

Jimmy is sad.

Most people in Taiwan can choose their husband or wife, but in some countries they can't.



Skimming 略讀

大標小標加圖片

看頭看尾找大意

Scanning 掃讀

特定資訊，先找再讀



Reading

CD 13-8-9

Inferring

SKIMMING



Pre-reading Question

What is your dream house like? Put a check in the box.



Print Your Dream House

What's your **dream** house like? Do you want to build it **FAST** and at a **LOW price**? **Would** you like to **design** your **own** house? With our special 3D printer, your dreams can **come true**.



It's safe, cheap, and fast!

We use a hard, strong **material**. You will be safe in our houses during **typhoons** and **earthquakes**. Do not worry about the price. A **simple** house costs just NT\$300,000. Also, printing one takes only a day.

You design it! We print it!

Printing new and special houses is easy. From **apartments** to **castles**, from **modern** designs to country styles, anything is possible! **Order** a house by the end of February and get a **couch** for free!



The Dream 3D Printing Co., Ltd

Words CD 13-10

dream (n.); (v.) 夢想; 夢
 low (adj.) 低的
 price (n.) 價錢
 would like (phr.) 想要
 own (adj.) 自己的
 come true (phr.) 成真
 cheap (adj.) 便宜的
 typhoon (n.) 颱風
 earthquake (n.) 地震
 simple (adj.) 簡單的
 apartment (n.) 公寓
 castle (n.) 城堡
 modern (adj.) 現代的
 order (v.) 訂購
 couch (n.) 沙發
 design (v.); (n.) 設計
 material (n.) 材料
 information (n.) 資訊
 hard (adj.) 硬的; 堅固的

Co., Ltd 有限公司

請參見字彙學習單 p. 139

SKIMMING

Why Do They Love Taiwan?

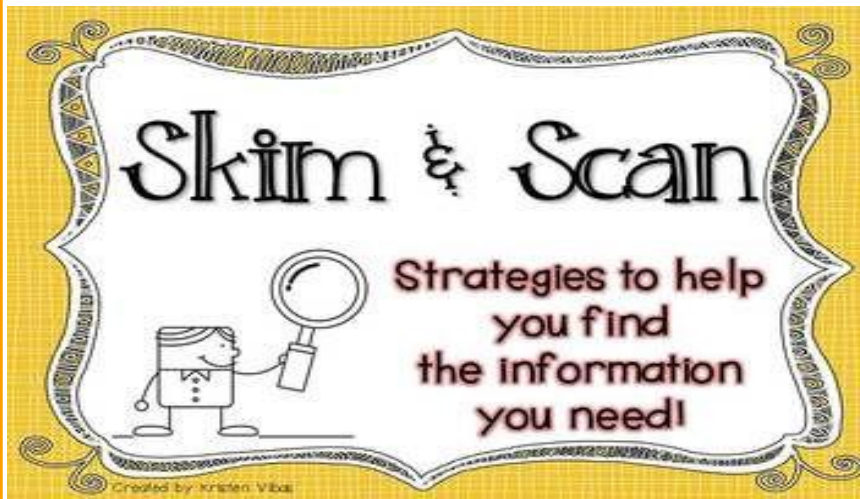


When it comes to Australia, many people think of koalas. What about Taiwan? Food and **scenery, of course!** But is that all? What else draws **visitors** to Taiwan?

Many **foreign** visitors love Taiwan because it is really convenient to travel around this island. They can go to almost any place by train or bus. In big **cities** like Taipei and Kaohsiung, they can go almost **anywhere** with the fast and **comfortable** metro.

What's more, traveling in Taiwan is very safe. Visitors have **little** to **worry** about when they walk on the streets, even late at night. Besides, **most** people here are kind and **friendly**. When a **foreigner** needs help, there is always **someone** there to **lend a hand**.

A lot of foreigners love Taiwan. As Taiwanese, we should also look at the good things of our country and **be proud of** them.



Skimming 略讀

大標小標加圖片

看頭看尾找大意

Scanning 掃讀

特定資訊，先找再讀



Child Marriage

Jimmy Anderson

Most people in Taiwan can **choose** their husband or wife, but people in some countries cannot. Millions of **children** under the **age** of eighteen get married **without** a choice. Here are two stories.



A ten-year-old girl from Niger, Geeta, got married to a thirty-year-old man. Geeta had her first **baby** and **became** a mother at eleven. She could not go to school because her baby needed her.

Tanya, from Yemen, got married to a man at eleven because he gave her father money. She **cried** and said "NO!", but **nobody** helped her. Her husband hit her very often. She was **scared**, and could not sleep at night. The marriage was like a nightmare.

Child marriage is happening in many countries. Children like Geeta and Tanya need our help. Let's take **action** now!

Reading

CD 128-9

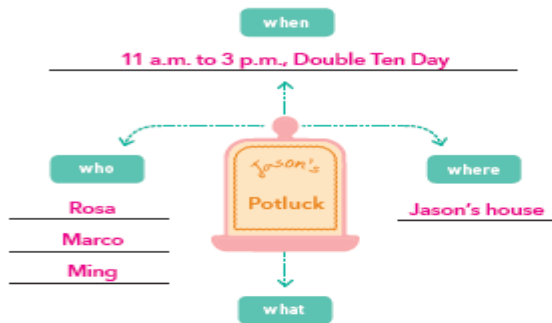


Scanning

Pre-reading Questions

1. How do people invite friends to a party?
2. What would you bring to a potluck?

1. Look at the diagram below. 觀察下方圖表中的「疑問詞」。
2. Scan the email and find the clues. 快速閱讀右頁信件找到與「疑問詞」的對應資訊。
3. Complete the diagram. 將正確資訊填入圖表。



- Please bring your favorite dish. _____
- Please wear something from your country. _____
- ✗ Don't bring any drinks. _____

📅 when 何時

Send	Address	Ming; Rosa; Marco
	Carbon Copy	
	Subject	Please come to my potluck!

Hey everyone,

How are you doing? I'm doing great!

You are welcome to my house for a potluck. It's on Double Ten Day, from 11 a.m. to 3 p.m. Please bring your favorite dish and wear something from your country.

By the way, don't bring any drinks. Drinks are on me.

Let's have fun!

Your friend,
Jason

Words

CD 128-10

- everyone (n.) 每人
- house (n.) 房子
- wear (v.) 穿
- something (n.) 某樣東西
- country (n.) 國家
- by the way (phr.) 對了、順帶一提
- any (adj.) 任何的
- fun (n.) 樂趣

📅 Double Ten Day
(= Double Tenth Day)
雙十節

Comprehension Check

Write T or F. 根據譯文，符合敘述者寫 T，不符合者寫 F。

- F 1. Drinks are on Marco.
- F 2. The potluck is at night.
- T 3. The potluck is at Jason's house.

Context Clues



32 months

I wash it once in a blue moon.

Child Marriage

Jimmy Anderson

Most people in Taiwan can **choose** their husband or wife, but people in some countries cannot. Millions of **children** under the **age** of eighteen get married **without** a choice. Here are two stories.



A ten-year-old girl from Niger, Geeta, got married to a thirty-year-old man. Geeta had her first **baby** and **became** a mother at eleven. She could not go to school because her baby needed her.

Tanya, from Yemen, got married to a man at eleven because he gave her father money. She **cried** and said "NO!", but **nobody** helped her. Her husband hit her very often. She was **scared**, and could not sleep at night. The marriage was like a nightmare.

Child marriage is happening in many countries. Children like Geeta and Tanya need our help. Let's take **action** now!



可能的意思。

- 一個美好的夜晚
- 一個糟糕的經驗

2. Underline

將幫助你推論 "nightmare" 字義的句子畫底線。

3. Discuss

和同學討論你的答案。

4. Look Up and Write

查閱字典並確認 "nightmare" 的字義。



<https://dictionary.cambridge.org/zht/>

Niger [ˈnɑɪdʒə] 尼日 Geeta [ˈdʒi,tɑ] 吉塔 (人名) Yemen [ˈjɛmən] 葉門 Tanya [ˈtɑnjɑ] 譚雅 (人名)

(Ted and Matt are trying some famous snacks.)

Ted: This is bubble milk tea.

Matt: It's yummy! Oh, what's that in your hand?

Ted: Just **take a bite**. It's famous.

Matt: OK.

Mom: How is it?

Matt: Not bad. So, what is it?

Ted: It's pig blood cake!

Mom: What?! PIG BLOOD in a cake?

Matt: But ... it's good.

Mom: Well, enjoy the umm ... food, and thanks for the tour, Ted.



(Dr. Devil is **attacking** the **Earth**.

Captain Brave is looking for new **members**.)

Captain Brave: The Earth is in **danger**. Please help us.

Clunk: I am Clunk. I am strong.

I can **move anything**!

Captain Brave: How about a **mountain**?

Clunk: **No sweat!**



Infer

I can use what I read in the text and background knowledge to figure out what the author is saying

I know that...



× Inferring 推論

推敲字裡行間

基礎:上下文字句推論

進階:主旨結論立場目的

Reading

CD 1: 14-15



Inferring

Pre-reading Question

What's your favorite animal? Why?



1. Look at the pictures below.

觀察下方三張圖片差異處

2. Read and circle the clue words.

閱讀下方謎語，並圈出解謎關鍵字

3. Put a check on the correct picture.

將謎底（正確圖片）打勾



Who Am I?

I am big and tall, but I am not an elephant.

I am strong and hairy, but I am not a bear.

The forest is my home.

Fruit is my favorite food.

Yeti is my good friend.

Look! Those are my footprints.

They are very big.

Who am I?

Words CD 1: 16

but (conj.) 但是

strong (adj.) 強壯的

bear (n.) 熊

fruit (n.) 水果

favorite (adj.) 最喜愛的

hairy (adj.) 毛茸茸的

forest (n.) 森林

footprint (n.) 腳印

Yeti 雪怪



Reading CD 118



Identifying Author's Purpose

Pre-reading Question

What do you think the principal's letter is about?

think 認為

Look at the pictures and take a guess.

take a guess 猜測



Dear Students,

Do you eat all your school lunch every day? In **Taiwan**, people waste six **thousand tons** of food every day. At the **same** time, over eight **hundred million** people around the world are **hungry**.

You can show your love to those hungry people now. Please join "Fight Hunger!" this Friday. What can you do?

1. Don't eat for 12 **hours**. You can have only **water**.
2. Be a **volunteer**. Put on a show **or** take pictures.
3. Give **money** or food to a **charity**.

Talk about this **event** with your family.

Fight hunger with us!

Your principal,
Irene Lee



Words CD 118

Taiwan (n.) 臺灣

thousand (n.) 千

same (adj.) 相同的

hundred (n.) 百

million (n.) 百萬

hungry (adj.) 餓的

fight (v.) 對抗；打擊

hour (n.) 小時

water (n.) 水

or (conj.) 或者

money (n.) 錢

ton (n.) 噸

hunger (n.) 飢餓

volunteer (n.)

志工；自願者

charity (n.) 慈善機構

event (n.) 活動；事件

over (prep.) 超過

put on (phr.) 演出

What's the Author's Purpose?

It's as easy as **PIE**

Persuade

to convince the reader of a certain point of view

Inform

to teach or give information to the reader

Entertain

to hold the attention of the reader through enjoyment



Identify

1. Read

2. Check

The p

inv

sha

tell

3. Under

將課文

分享

ng 感受

Graphic Organizers

統整重組訊息 Reorganizing



ESPAÑOL

[Help with Opening PDF Files](#)

Help your students children classify ideas and communicate more effectively. Use graphic organizers to structure writing projects, to help in problem solving, decision making, studying, planning research and brainstorming. Select a Graphic Organizer from the following list of links.

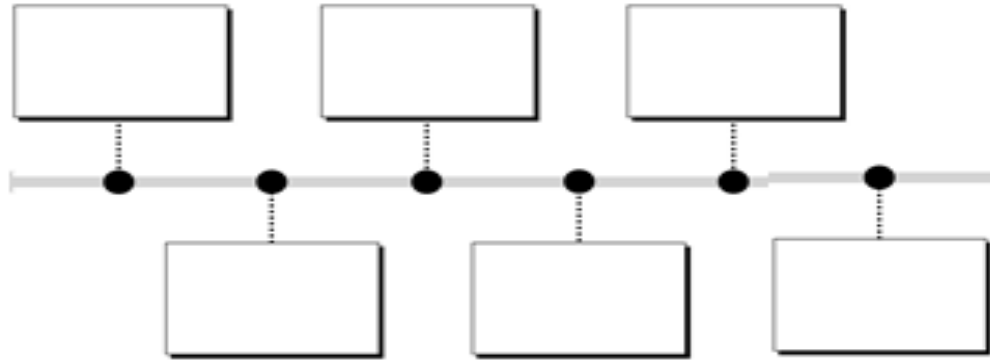
[Clock](#)
[Describing Wheel](#)
[Flow Chart](#)
[Ice-Cream Cone](#)
[ISP Chart
\(Information, Sources, Page\)](#)
[Problem-Solution Chart](#)
[Spider Map](#)
[Story Map 3](#)
[Time-Order Chart](#)

[Cluster/Word Web 1](#)
[E-Chart](#)
[Four-Column Chart](#)
[Idea Rake](#)
[KWL Chart](#)
[Observation Chart](#)
[Sandwich](#)
[Step-by-Step Chart](#)
[T-Chart](#)
[Tree Chart](#)



[Cluster/Word Web 2](#)
[Fact and Opinion](#)
[Garden Gate](#)
[Idea Wheel](#)
[KWS Chart](#)
[Persuasion Map](#)
[Sense Chart](#)
[Story Map 1](#)
[Ticktacktoe](#)
[Venn Diagram](#)

[Cluster/Word Web 3](#)
[Five W's Chart](#)
[Goal-Reasons Web](#)
[Inverted Triangle](#)
[Ladder](#)
[Planning Chart](#)
[Sequence Chart](#)
[Story Map 2](#)
[Time Line](#)

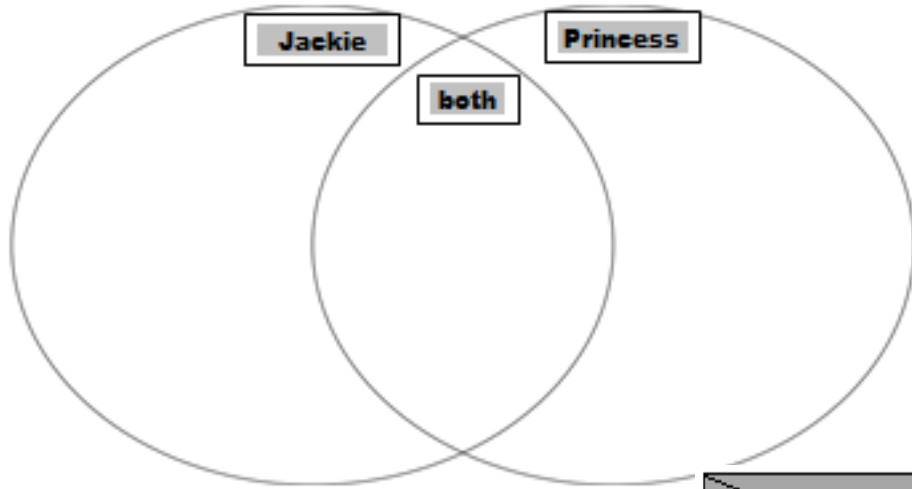
Timeline / Sequencing



Signal words

<input type="text"/>	
 <i>first</i> _____ _____	<i>next</i> _____ _____
<i>then</i> _____ _____	<i>last</i> _____ _____
	

Compare and Contrast



先學會分類，才會分析

文本訊息歸納與整理

	Shopping Online	Shopping at real stores
(1)		
(2)		
(3)		
(4)		



Story Map

★ While-reading: Please read and complete the story map.

Characters

Setting

Main Idea

Events

The End

Who

is a person



What

is a thing or an
action



When

is a time



Where

is a place



Why

is the reason
something happened



How

is a number or a the
way something is done

2 or



+



=



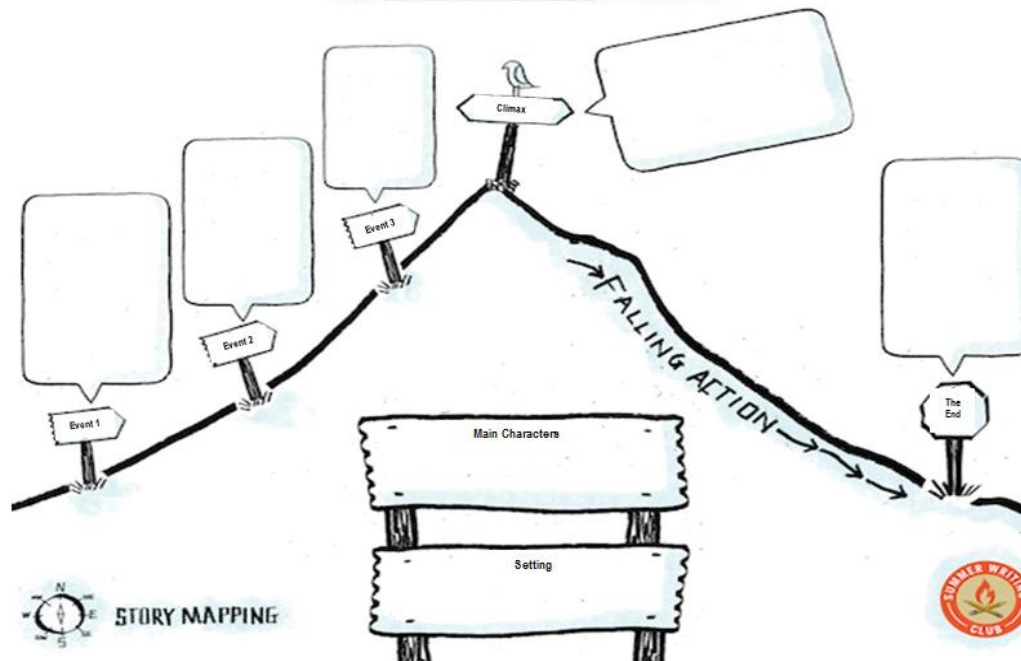
SUMMARIZING SEQUENCER

【Someone/wanted/so/but/then/finally】

Class: _____ No.: _____ Name: _____

Title: _____

Title: A Princess and a Giant (Nan-I B4L4 Reading)



SOMEONE



WANTED



SO



BUT



THEN



FINALLY

學會篇章結構 才能解構文章

5

A Museum for All

It's a sunny afternoon in Tainan. Ted and Matt are at the Chimei Museum. It's very big and beautiful. They're having a good time.

The Chimei Museum is a great place. Inside the museum, there are shops, restaurants, and showrooms. Some people are lining up for tickets. Some people are looking at the artworks. Outside the museum, there is a plaza, a meadow, and many statues. Around the plaza, many people are taking pictures. In front of the plaza, there is a bridge. Twelve statues are standing on it. Ted and Matt are taking a selfie. In the meadow, some families are picnicking. Everyone is having fun.

The Chimei Museum is not just about art. It is also a place of joy. It is a museum for all.

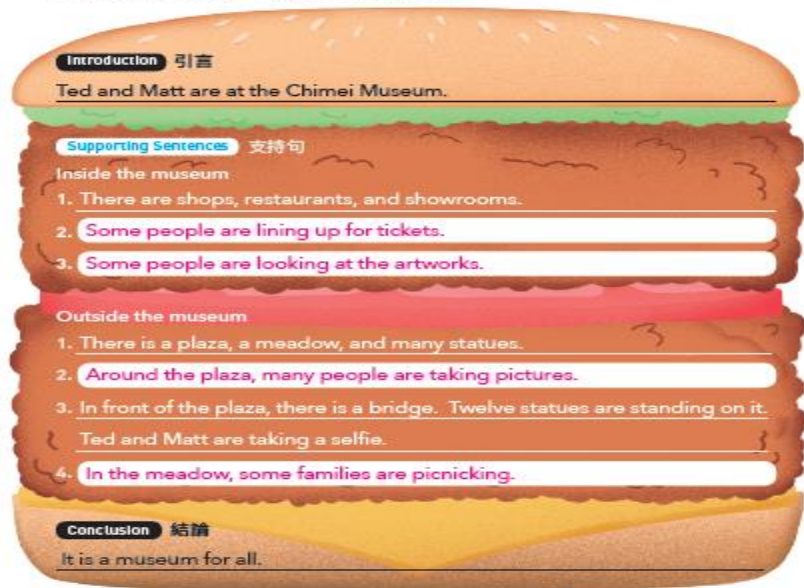
Words CO1310

- museum (n.) 博物館
sunny (adj.) 晴天的
place (n.) 地方
shop (n.) 商店
restaurant (n.) 餐廳
ticket (n.) 票
outside (prep.) 在……外面
bridge (n.) 橋
art (n.) 藝術
also (adv.) 也
joy (n.) 喜悅
showroom (n.) 展示廳
artwork (n.) 藝術品
plaza (n.) 廣場
meadow (n.) 草坪
statue (n.) 雕像
selfie (n.) 自拍照

 the Chimei Museum
奇美博物館

Read and complete the diagram below.

閱讀前頁課文，分析結構，並將句子正確填入下方圖表。



Introduction 引言
Ted and Matt are at the Chimei Museum.

Supporting Sentences 支持句

Inside the museum

- There are shops, restaurants, and showrooms.
- Some people are lining up for tickets.
- Some people are looking at the artworks.

Outside the museum

- There is a plaza, a meadow, and many statues.
- Around the plaza, many people are taking pictures.
- In front of the plaza, there is a bridge. Twelve statues are standing on it. Ted and Matt are taking a selfie.
- In the meadow, some families are picnicking.

Conclusion 結論
It is a museum for all.

Comprehension Check

Read and choose the correct answer. 根據課文選出正確的答案。

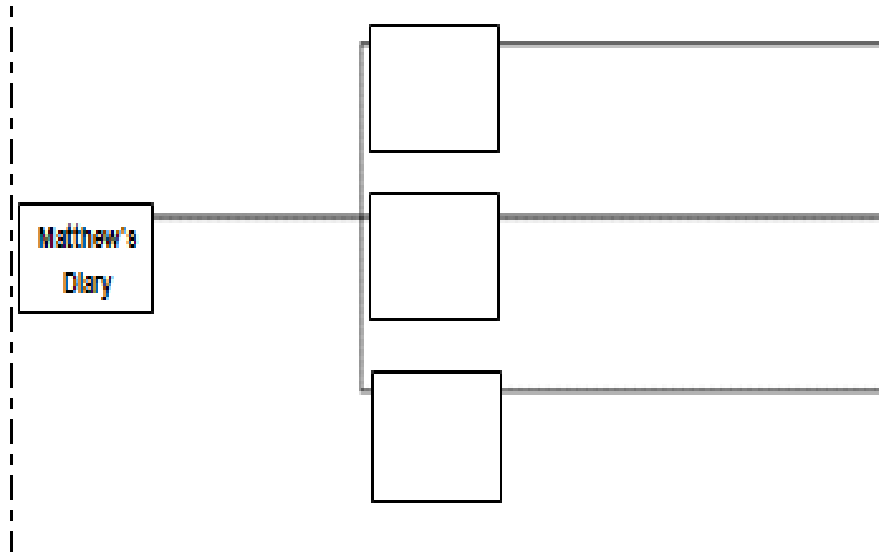
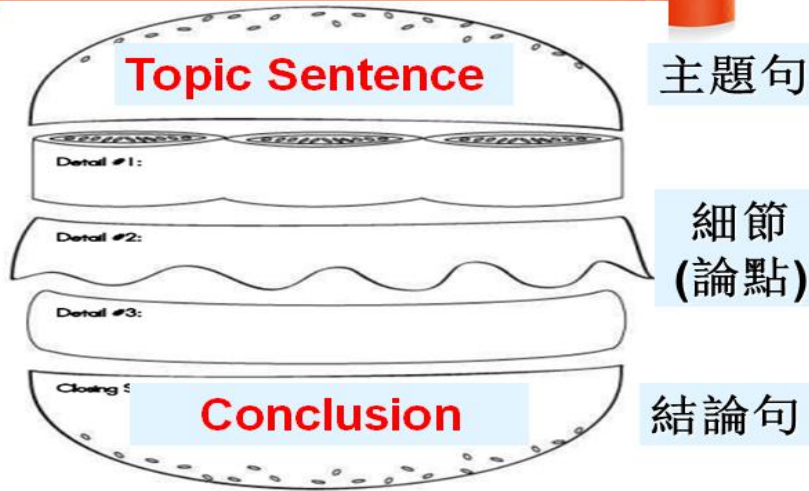
1. (C) What is NOT inside the museum?
(A) Shops. (B) Showrooms. (C) The twelve statues.

Text Structure

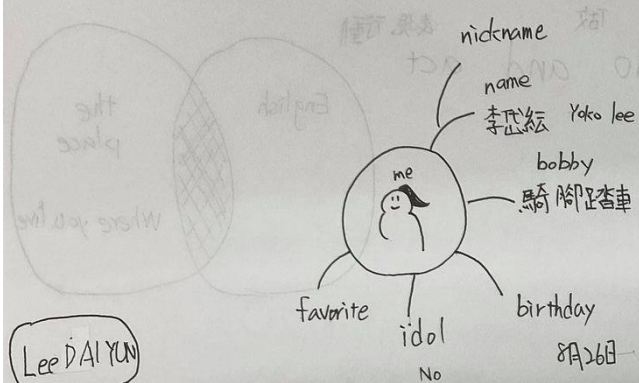
加速閱讀流暢度

1. Oral Fluency
2. Discourse Structure

Organization of a Short Paragraph



Self-introduction 自我介紹



N 名詞

stinky tofu
pearlmilk tea

A dj 形

I am tall
silly hyper

V 動詞

Ride a bicycle
Go to caram school

x2



My family and I



主題句 topic

細節 details

總結句 closing

主題句:

Hi, I'm Coke

Look at the picture. This is my grandpa.

細節:

① job 工作 ② age 年紀 ③ 形容詞
He doesn't have job.

④ He/she is a _____, ⑤ He/she is mature and considerate

⑥ He/she is 70. ⑦ His/Her favorite food is _____.

總結句: Fried chicken, Fried Squid

He/she is very dear to me. Chicken Fillet, Bubble tea

Hi, I'm Coke. Look at the picture. This is my grandpa. He doesn't have job. He is 70 years old. He is mature and kind.
His favorite food is Fried chicken. He is very dear to me.

Jimmy's 702

Mon, October 5, 2020

陳柏佑

In response to: This is my dear family.

I am very good. 😊

view more comments

榮恩 梁柏佑 is cute
禾芸 洪 Beautiful
韓和恩Great
陳柏佑 我超可愛der
家郡 張 HahahahahahaXD

Journal Activities Inbox Skills

Jimmy's 702

Mon, October 5, 2020

林婕瑜

In response to: This is my dear family.

周品璇 This is talk about her brother.
林聿瑤 My brother is 8 years old
禾芸 洪 You brother very cute!

[See Translation](#)

陳柏佑

Journal Activities Inbox Skills

WHAT AM I

READING FOR?

STEPS TO TEACHING DESIGN

1. Be able to READ
2. **Be able to THINK**
3. Be able to EXPLORE
4. Be able to Apply



國中英語 x 學習表現

Critical Thinking

第三學習階段	<p>◎9-III-1 能夠將所學字詞做簡易歸類。</p> <p>9-III-2 能將事件依故事的發展加以排序。</p> <p>9-III-3 能綜合相關資訊作簡易的猜測。</p>
第四學習階段	<p>9-IV-1 能綜合相關資訊作合理的猜測。</p> <p>9-IV-2 能把二至三項訊息加以比較、歸類、排序。</p> <p>9-IV-3 能根據上下文語境釐清不同訊息間的因果關係。</p> <p>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。</p>
第五學習階段	<p>9-V-1 能把多項訊息加以比較、歸類、排序。</p> <p>9-V-2 能根據上下文語境釐清兩個訊息間的關係。</p> <p>9-V-3 能依上下文分辨客觀事實與主觀意見。</p> <p>9-V-4 能分析、歸納多項訊息的共通點或結論。</p> <p>9-V-5 能將習得的原則類推到新情境中，解決問題。</p> <p>9-V-6 能綜合現有訊息，預測可能的發展。</p> <p>9-V-7 能評估不同資訊，提出合理的判斷或建議。</p> <p>9-V-8 能整合資訊，合理規劃並發揮創意完成任務。</p>

3層次提問

From Comprehension to Critical Thinking

1. Questions within the text :

表層問題，如6WH問題，對應文本即可解答。

2. Questions beyond the text :

上下文推敲文字背後意思，文句的語用情境。

3. Questions about the text :

開放式回答，個人意見表達，讓讀者發想相關情境探討。

Dialogue CD 19-2

Warm-up Question

What is your favorite Taiwanese snack?

(Matt is on a **video call** with his mom. Matt's friend, Ted, is **giving** him a tour.)

Matt: Hi, Mom!

Mom: Hi, Matt! How are you doing today?

Matt: Great! I'm at a big **night market** in Tainan now.

Ted is **showing** me around.

Mom: Hello, Ted. Wow, there are so many people around you!

Ted: Hi, Mrs. Bailey.

Matt: Look! There are so many fun games here!

Mom: That's great. What are they playing?

Matt: Some kids are playing pinball, and some kids are playing ring toss.



(Ted and Matt are trying some famous snacks.)

Ted: This is bubble milk tea.

Matt: It's **yummy!** Oh, what's that in your hand?

Ted: Just **take a bite.** It's famous.

Matt: OK.

Mom: How is it?

Matt: Not bad. So, what is it?

Ted: It's pig blood cake!

Mom: What?! PIG BLOOD in a cake?

Matt: But ... it's good.

Mom: **Well,** enjoy the umm ... food, and thanks for the tour, Ted.



Words CD 19-3

video call (n.) 視訊電話

give (v.) 提供; 給

night market (n.) 夜市

show ... around (phr.)

帶……參觀

many (adj.) 許多的

kid (n.) 小孩

snack (n.) 小吃

milk tea (n.) 奶茶

yummy (adj.) 美味的

well (int.) 好吧 (發語詞)

enjoy (v.) 享受

Level 1 WITHIN

1. **Who** is in the dialogue?
2. **Where** are Matt and Ted?
3. **Who** is Mrs. Bailey?
4. **What game stands** do they see at the night market?
5. **What** is Matt eating and drinking at the night market?

LEVEL 2 BEYOND

1. What is **it** in “*Just take a bite. **It’s** famous.*”?
2. **How** does Mrs. Bailey **feel** about the pig blood cake? How do you know?
3. When do people say “Take a bite”?

Idioms and Expressions



Ted: This is bubble milk tea.

Hatt: It's yummy! Oh, what's that in your hand?

Ted: Just **take a bite**. It's famous.

Hatt: OK.

Mom: How is it?

Hatt: Not bad. So, what is it?


Ted: It's pig blood cake!

Level 3 ABOUT

1. What do you/people do at a night market?
2. Do you like pig blood cake? Why or why not?
3. Is there any food that you are picky about?
4. Do you know any other special food in Taiwan or around the world?
5. What food do you want to recommend if a foreigner asks you about Taiwanese snacks?

Dialogue CD 13-1-2

Warm-up Question

How do you show your love to your grandparents?  grandparents 祖父母

(At school)

Tom: What did you do **yesterday**, Rita?

Rita: I **studied** English in the morning and **jogged after** lunch. How about you? Did you do anything special?

Tom: Yes. I **watched** the movie *Coco* last night. It's a movie about **death**, and it **reminded me of** my grandfather.



Rita: Your grandfather?

Tom: Yes. **A few years ago**, my parents were very **busy**. My grandfather looked after me all the time.

Rita: **That was** nice. You must really love him.

Tom: Yes. But he **passed away** last year. I was very sad then.

Rita: I'm sorry.

Tom: It's OK. I'm not so sad about his death now. After all, I have so many happy **memories** with him.

Rita: What did you usually do with your grandfather?

Tom: We cooked **breakfast** together, and then he walked me to school. After school, I played ball with him in the park.

Rita: That was so **sweet**!



Words CD 13-3

yesterday (*adv.*) 昨天
 study (*v.*) 研讀
 jog (*v.*) 慢跑
 after (*prep.*) 在……之後
 watch (*v.*) 觀看
 last (*adj.*) 前一個的
 death (*n.*) 死亡
 a few (*adj.*) 一些
 ago (*adv.*) 以前
 parents (*n.*) 父母親
 were (*v.*) 是 (are 的過去式)
 busy (*adj.*) 忙碌的
 was (*v.*) 是 (am 和 is 的過去式)
 pass away (*phr.*) 過世
 breakfast (*n.*) 早餐
 sweet (*adj.*) 貼心的; 甜的
 remind ... of (*phr.*) 想起
 memory (*n.*) 回憶; 記憶

look after (*phr.*) 照顧
 after all (*phr.*) 畢竟

 Coco 可可夜總會 (電影名)

請參見字彙學習策略 P.124

Level 1 WITHIN

1. **Where** were Rita and Tom?
2. **What** did Rita do yesterday?
3. **What** did Tom do last night?
4. **What** happened to Tom's grandfather?
5. **What** did Tom learn from the movie, Coco?
6. **What** were Tom's sweet memories with his grandfather?

LEVEL 2 BEYOND

1. How did Tom feel about his grandfather's death?
2. Why did Rita say to Tom, "This must be hard for you"?
3. When do people say "I'm sorry about that"?
4. What might the movie, Coco be about?

Level 3 ABOUT

1. Does Tom's grandfather play an important part in his life? Tell the class the reason.
2. Speaking of "death", what comes to your mind?
3. When you lose someone or something, how do you feel and how can we do to face it?
4. If your close family had only one month to live and then you would never meet , what would you do to make no regrets?

4 Levels of Questions

Robot

- Who, what, where, when
- What happened first, second, third?
- Who are the characters, setting, Problem...?

Detective

- why...?
- what caused?
- what do you predict?
- What does the author mean?
- Why do you think...?

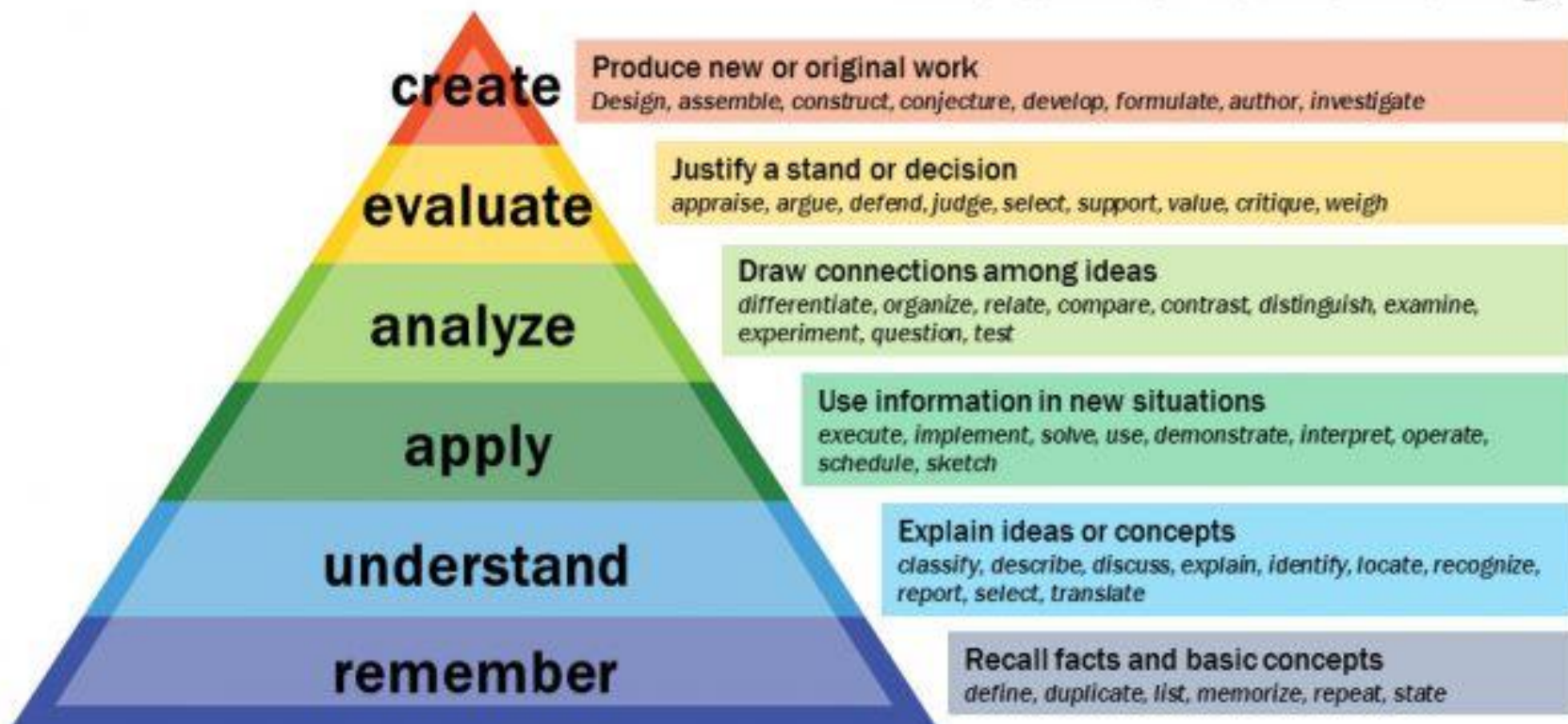
Judge

- What things did [character do] that were ...?
- Do you think...?
- Would you agree that...?
- In your opinion...?
- Do you agree with the Author? Why or why not?
- How did you feel about the part where...?
- Would it be better if...?
- How do you know...?

Inventor

- How would you...?
- Were you ever...?
- What would you do if...?
- If you were ... had...?

Bloom's Taxonomy



STEPS TO TEACHING DESIGN

1. Be able to READ
2. Be able to THINK
3. **Be able to EXPLORE**
4. Be able to Apply



Cultural Understanding

第四學習階段	<p>8-IV-1 能以簡易英語介紹國內主要節慶習俗。</p> <p>8-IV-2 能以簡易英語介紹國外主要節慶習俗。</p> <p>8-IV-3 能了解國內外風土民情及主要節慶習俗，並加以比較。</p> <p>8-IV-4 能了解、尊重不同之文化習俗。</p> <p>8-IV-5 能具有基本的世界觀。</p> <p>*8-IV-6 能了解並遵循基本的國際生活禮儀。</p>
第五學習階段	<p>8-V-1 能以英語文介紹國內外主要的節慶習俗及風土民情。</p> <p>8-V-2 能比較國內外文化的異同，並進一步了解其緣由。</p> <p>8-V-3 能從多元文化觀點，了解並尊重不同的文化及習俗。</p> <p>8-V-4 能了解、尊重並欣賞外國的風土民情。</p> <p>8-V-5 能了解並應用國際社會之基本生活禮儀。</p> <p>8-V-6 能關心時事，了解國際情勢，具有國際視野。</p> <p>8-V-7 能養成地球村的觀念，尊重生命與全球的永續發展。</p> <p>*8-V-8 能融合文化知識與語言能力，解決生活中的實際問題。</p>

Oral Practice CD 13-5

Record the night market video and share.

參考範例錄製夜市美食介紹並分享影片

Local to Global



stinky
tofu
臭豆腐



oyster
omelet
蚵仔煎



BBQ
corn
烤玉米



fried
chicken
炸雞



tofu
pudding
豆花

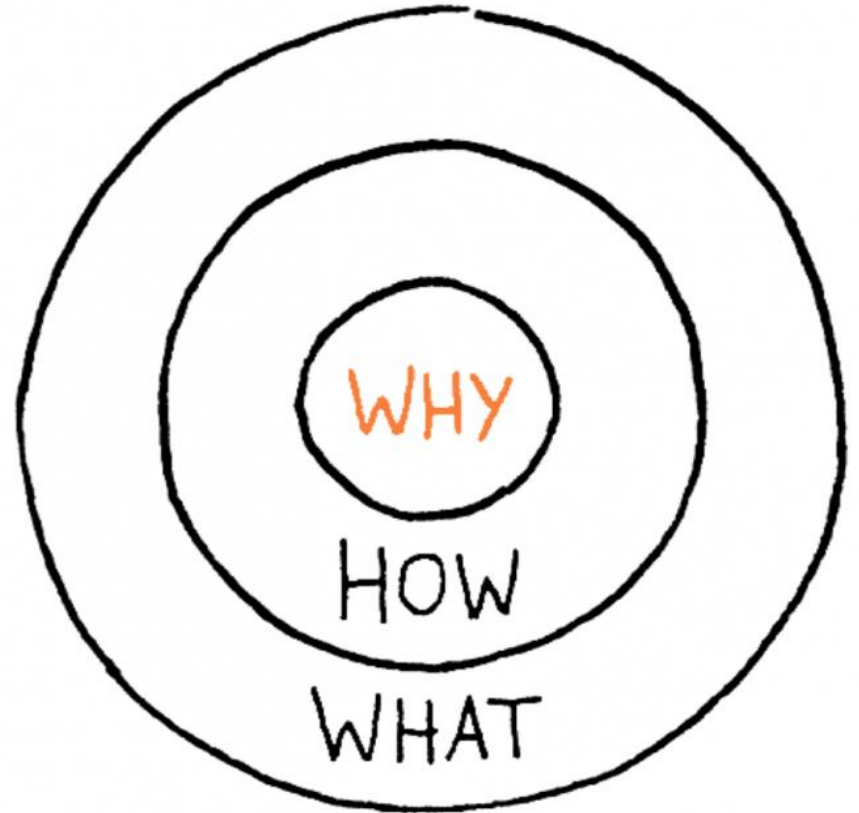


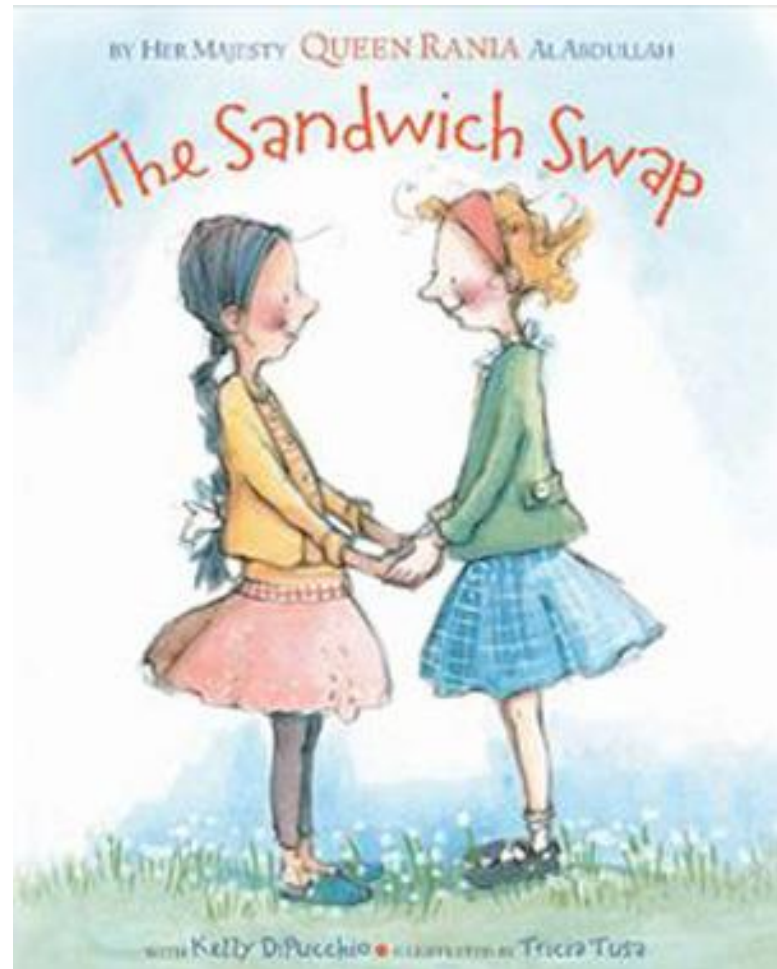
papaya
milk
木瓜牛奶

The Iceberg Theory



The Golden Circle





Pre-reading Question

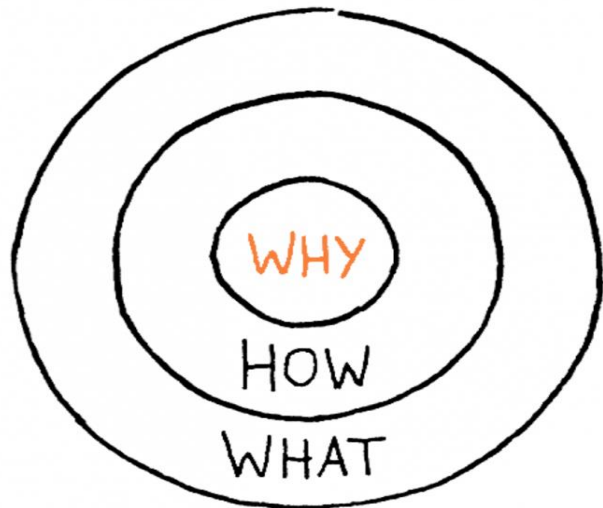
What do people around the world do to remember their dead relatives?

The Day of the Dead

People from different countries see death in different ways. In Taiwan, we seldom talk about it even on Tomb Sweeping Day. In Mexico, people celebrate the Day of the Dead with joy. During the festival, they also **sweep** tombs, but they **remember** their **dead relatives** in a lively way.




Two months ago, I visited my friend, Rosa, in Mexico. I was there for the Day of the Dead on November first and second. We invited the **ghosts** back to our world. We painted our faces and dressed up in costumes. **Later**, we danced at a street party. It was so fun.

Back at Rosa's house, there were flowers, **candy**, and lots of food on the table. Her family cooked a big **meal** for everyone, and then **shared** touching stories of their dead relatives with me. For Mexicans, the Day of the Dead is all about love, not **fear**.



Comprehension Check

Read and Choose 根據課文選出正確答案。

1. (D) What is the reading mainly about?  mainly 主要地
- (A) The writer's trip in Mexico.
(B) The writer's dead relatives in Mexico.
(C) The writer's costume for the street party.
(D) The writer celebrated the Day of the Dead in Mexico.
2. (B) Which is NOT true?  which 哪一個 true 真實的
- (A) Mexicans celebrate the Day of the Dead with joy.
(B) Mexicans celebrate the Day of the Dead in spring.
(C) Mexicans celebrate the Day of the Dead at a street party.
(D) Mexicans celebrate the Day of the Dead with family and friends.
3. (A) What does it in the first paragraph mean?  paragraph 段落
- (A) Death. (B) Taiwan. (C) Country. (D) Way.

Post-reading Activity

根據以下三步驟完成與墨西哥姊妹校的口頭報告，主題為「清明節與亡靈節文化差異的比較」。

1. Read and Choose 看圖片，勾選出清明節時臺灣人會從事的活動。



A sweep tombs



B dance at a street party



C paint faces




D prepare food offerings



E dress up in costumes



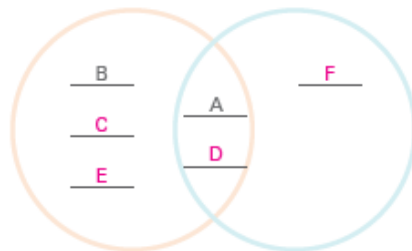
F burn paper money

 prepare 準備 offering 供品 burn 燒

2. Fill In 根據步驟一，將兩節慶典同處的圖片代號填入下方圖表。

The Day of the Dead

Tomb Sweeping Day



3. Write and Share 根據以上步驟完成下方內容，並進行口頭報告。

On the Day of the Dead, Mexican people dance at a street party, paint faces, dress up in costumes, sweep tombs, and prepare food offerings.

In Taiwan, people burn paper money on Tomb Sweeping Day. Like Mexicans, we also sweep tombs and prepare food offerings.

People from these two countries may do different things, but the meaning is the same: to remember their dead relatives.

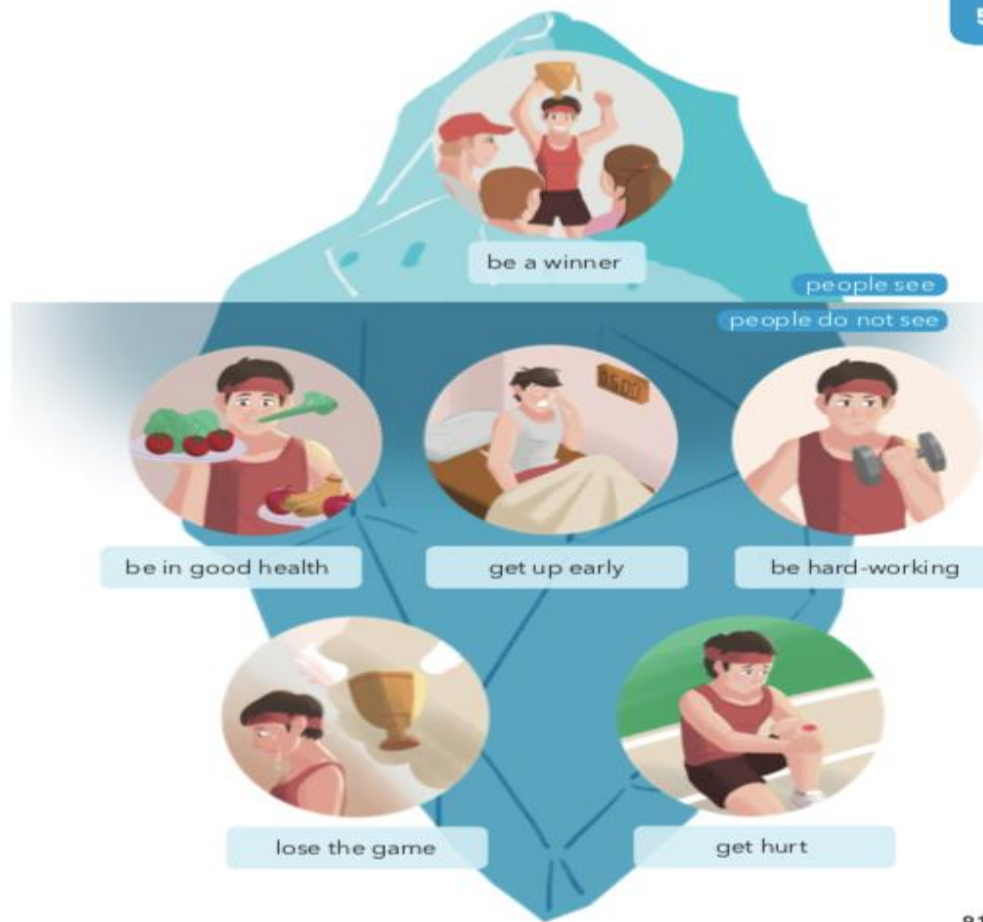


LESSON
5

Athletes Never Give Up

Get Ready

Look and Say 看圖回答問題 -
Is it easy to be an athlete?
Why or why not?



Pre-reading Questions

Do you want to take a working holiday? Why or why not?



January 9, 2020 - 11:29 p.m.

At the **end** of June of 2019, I arrived at a small island near the Great Barrier Reef. In the **beginning**, I was **unhappy** because I could not **understand** Australian English. I spent about a month looking for work and finally got a job as a waiter. I made friends with people from many different countries. Thanks to them, I **began** to like the place.

A few weeks later, I started taking some trips on weekends. I enjoyed **going surfing** and **sailing**. The island was a great place for water sports. I also loved to **camp** on the beaches and watch the beautiful **sunsets**. What a wonderful **experience**!

The world is big, and I want to see it all. I cannot wait to go on another working holiday!

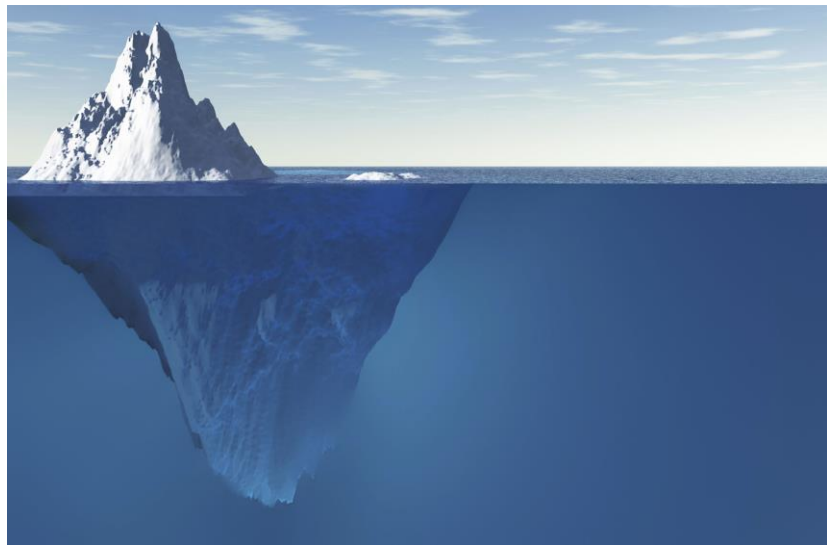
Words

CD 13-10

- end (*n.*) 盡頭; 最後部分
- unhappy (*adj.*) 不快樂的
- understand (*v.*) 了解
- begin (*v.*)
- 開始 (過去式為 began)
- go surfing (*phr.*) 去衝浪
- go sailing
- (*phr.*) 玩帆船; 航行
- camp (*v.*) 露營
- experience (*n.*) 經驗
- beginning (*n.*) 開始
- sunset (*n.*) 日落

thanks to (*phr.*)
幸虧; 由於

請參見字彙學習策略 p.133



Read More ...

Posted in [Travel](#) 37 Comments



LESSON

6 If the Ravens Leave the Tower, the Kingdom Will Fall

the UK



take care of ravens

the Netherlands



fish bikes

Get Ready

Look and Say 說說看·他(們)以什麼為生?

Q: What does he/she do for living?

A: He takes care of ravens .

Japan



push people into the train

India

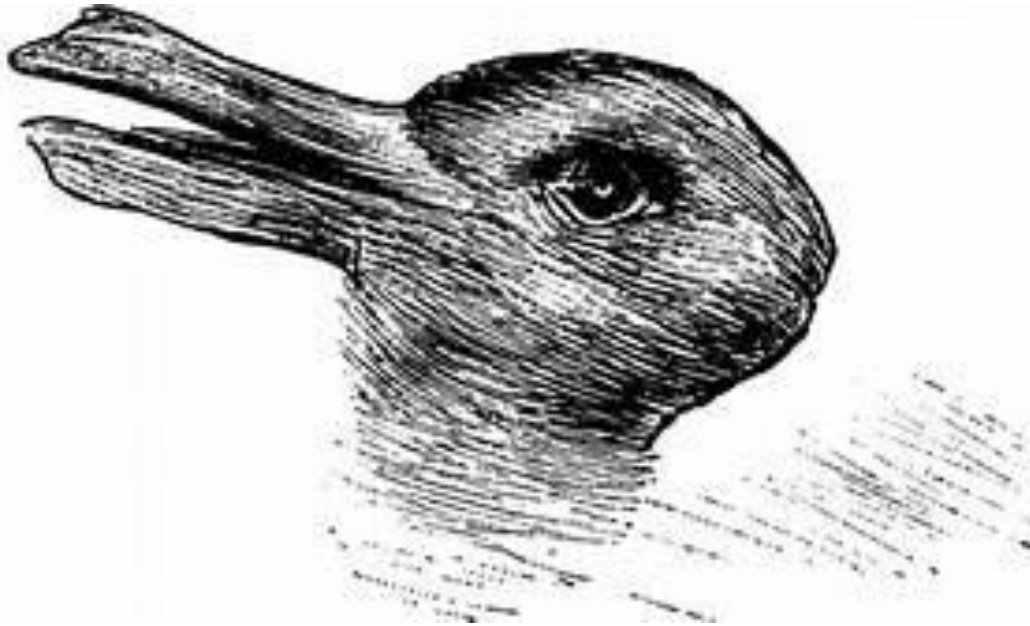


deliver lunch boxes

the UK 英國 raven 渡鴉

deliver 投遞·運送

Knowing a perspective





Recognize Perspectives

Each of us understands the world differently based on how and where we grew up, what we experience each day, and the ideas we have heard. The way we understand the world is called a perspective.

Look at the picture to the right. What do you see? Share your answer with a classmate, then discuss the questions below:

“Did you both see the same thing or different things?”

“Is there only one correct perspective?”

“Why do you think some people see the picture differently?”

A perspective is not just what you see with your eyes. It’s your experiences, opinions, and beliefs, too. In the e-classroom, your international peers may have different perspectives than you. **Why do you think that is? How do you think your peers’ perspectives might be similar to yours?**



Graphic by Wenceslaus Hollar

Key Issues



[議題融入課程研修說明](#)
[四項重大議題實質內涵](#)

UN SDGs



1 消除貧窮



2 消除飢餓



3 健康與福祉



4 教育品質



5 性別平等



6 淨水與衛生



7 可負擔能源



8 就業與經濟成長



9 工業、創新
基礎建設



10 減少不平等



11 永續城市



12 責任消費
與生產



13 氣候行動



14 海洋生態



15 陸地生態



16 和平與正義
制度



17 全球夥伴



※ 此表由CSRone永續報告平台翻譯與製作

1. 課程的真實性

體驗：真實的經驗與脈絡

解決：真實世界問題

影響：對世界的影響是真實的

2. 運用國際議題/事件談議題

客觀看待+感同身受+參與國際

What happened on earth?

How does it influence the world?

Learn with the world, not just about the world.

3. Tongue (語言) + Brain (跨領域)



STEPS TO TEACHING DESIGN

1. Be able to READ
2. Be able to THINK
3. Be able to EXPLORE
4. **Be able to APPLY**



Strategy use

Imitative writing

Further digging

Action Plan



Oral Practice CD 13-5

Record the night market video and share.

參考範例錄製夜市美食介紹並分享影片

Example

Hello. I'm Matt. Here is the Garden Night Market. There are many delicious Taiwanese snacks. Look! I am eating stinky tofu and drinking bubble milk tea. This is a fun place. Come with me!

It's your turn

Hello. I'm _____. Here is the _____ Night Market. There are many delicious Taiwanese snacks. Look! I am eating _____ and drinking _____. This is a fun place. Come with me!



stinky
tofu
臭豆腐



oyster
omelet
蚵仔煎



BBQ
corn
烤玉米



fried
chicken
炸雞



tofu
pudding
豆花



papaya
milk
木瓜牛奶

Post-reading Activity

1. Check the box with what you can do for the Earth and share.

勾選並分享你能為地球做的事



turn off the lights
關燈



take the metro
搭捷運



recycle
做回收



save water
省水



cut down food waste
減少廚餘



use reusable bags
使用環保袋

Example

A: What can you do to save the earth?

B: I can turn off the lights to save the Earth.

2. Think about two more things you can do for the Earth and share. 再想兩個愛護地球的行動，畫出並與同學分享



1



2

Reading



Identifying Author's Purpose

Pre-reading Question

What do you think the principal's letter is about?

think 認為

Look at the pictures and take a guess.

take a guess 猜測



Dear Students,

Do you eat all your school lunch every day? In **Taiwan**, people waste six **thousand tons** of food every day. At the **same** time, over eight **hundred million** people around the world are **hungry**.

You can show your love to those hungry people now. Please join "Fight Hunger!" this Friday. What can you do?

1. Don't eat for 12 **hours**. You can have only **water**.
2. Be a **volunteer**. Put on a show **or** take pictures.
3. Give **money** or food to a **charity**.

Talk about this **event** with your family.

Fight hunger with us!

Your principal,
Irene Lee



Words

Taiwan (n.) 臺灣

thousand (n.) 千

same (adj.) 相同的

hundred (n.) 百

million (n.) 百萬

hungry (adj.) 餓的

fight (v.) 對抗；打擊

hour (n.) 小時

water (n.) 水

or (conj.) 或者

money (n.) 錢

ton (n.) 噸

hunger (n.) 飢餓

volunteer (n.)

志工；自願者

charity (n.) 慈善機構

event (n.) 活動；事件

over (prep.) 超過

put on (phr.) 演出



第28屆
飢餓三十
人道救援行動

Together
We Will

【齊飢再造奇蹟！】





We are not government, but...

We can think about it.

We can talk about it.

We can share about it.

We can draw about it.

We can even take any actions.

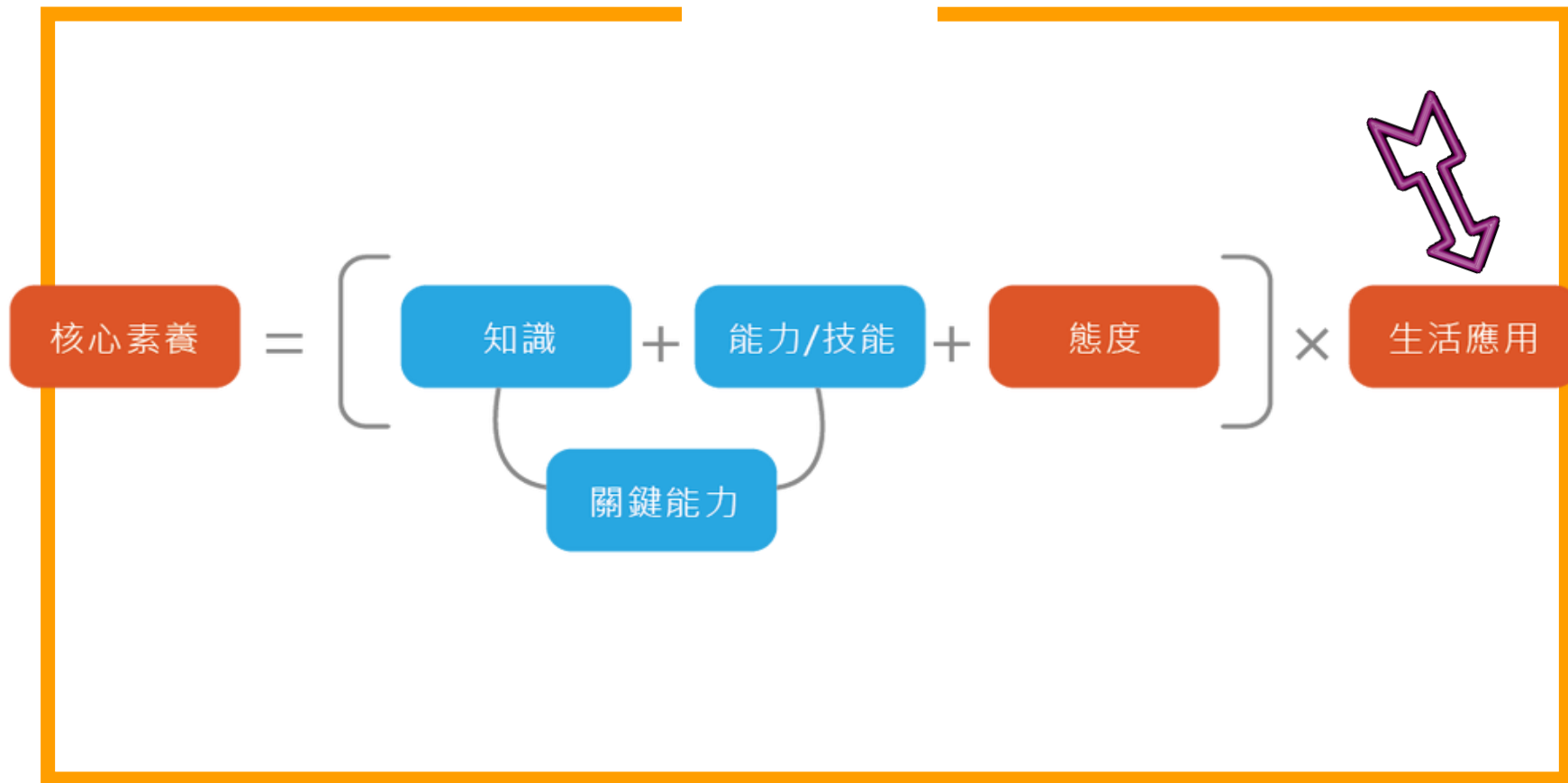


Movie clip:
What do it mean
to be brave?

**Cherish everything you have.
Don't take everything for granted.**

**Let's learn
with the world,
not just about
the world.**





資料來源: Sandra Wu @ Caves Connect [教學診療室~108課綱來臨，英語老師們跟如何應對?]

<https://goo.gl/S2qu8J>

SHOW TIME



Reading

CD 13-23



Inferring

Key Issue + 3 Levels of Questions

Pre-reading Questions

Look at the pictures. Which is the most dangerous way to go to school? Put a check in the box.

which 哪一個 most dangerous 最危險的



How Do Kids Go to School?

How do you usually go to school?

By bike, by bus, or on **foot**?

There are many ways to school.

By **metro**, by train, or by **boat**.

Some kids **ride** a **horse**.

Some kids walk on ropes.

Some kids run long ways.

Some kids ride on **sleighs**.

Some **hike** over mountains with their **mates**.

For us, these **may** be **dangerous** ways.

For them, it is their lives on the **weekdays**.

Where there's a **will**, there's a way.

Nothing can stand in their way.

Words

CD 13-24

foot (n.) 腳 (複數為 feet)

metro (n.) 地鐵; 捷運

boat (n.) 船

ride (v.) 騎; 乘坐

horse (n.) 馬

hike (v.) 長途步行

may (aux.) 也許

dangerous (adj.) 危險的

will (n.) 決心

nothing (pron.) 沒有事情

sleigh (n.) 雪橇

mate (n.) 夥伴

weekday (n.) 平日

train (n.) 火車

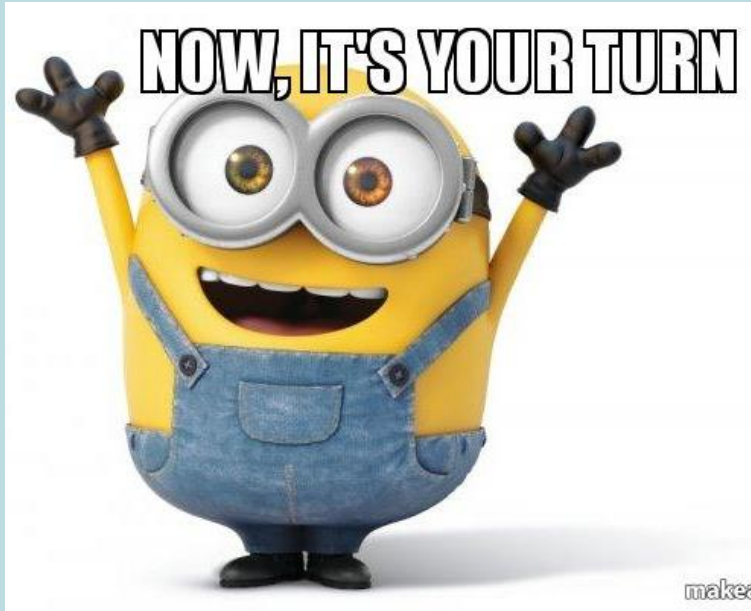
stand in ... way (phr.)

阻礙……

Task-based + 3 Levels of Questions



EXERCISE



https://padlet.com/jimmy276620001/di-workshop_2023-0313-njn74jsjvkuphi1s



**“Beside English, what
else can we teach to
your students?”**



**“The world doesn’t
follow textbooks.”**



**“If teaching doesn’t
challenge you, it won’t
change you.”**



THANK YOU