

桃園市國中語文領域
英語文課程實施建議

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壹、 基本理念

桃園市國小英語課程已向下延伸至第一學習階段，本市教育局亦於 109 學年度開始為提升所屬市立國民中學學生雙語能力與國際競爭力，鼓勵國中教師採雙語授課，強化學校英語學習環境，並推動雙語課程亮點學校，因此國中端擬提出「桃園市國中語文領域英語文課程實施建議」以符合現階段需求。

本市國中英語輔導團將以國教署頒布十二年國民教育英語文領域課程綱要為基礎，修訂研擬適用本市之國中語文領域英語文課程實施建議，以達到提供學生全英語教學環境，使學生獲得適性有效之學習，進而提升本市學生英語學習成效之目標。

貳、 課程目標

- 一、培養英語文聽、說、讀、寫的能力，應用於日常生活溝通。
- 二、提升學習英語文的興趣並涵育積極的學習態度，主動涉獵各領域知識。
- 三、建構有效的英語文學習方法，強化自學能力，奠定終身學習之基礎。
- 四、尊重與悅納多元文化，培養國際視野與全球永續發展的世界觀。
- 五、培養以英語文進行邏輯思考、分析、整合與創新的能力。

參、 教學時間分配

教育階段	國民中學		
學習階段	第四學習階段		
年級	七	八	九
英語文必修	3節/週		
英語文必修及彈性課程	4節/週		
備註	1.本市各國中以結合統整性主題/專題/議題探究或跨領域學習的方式，將英語課程於彈性學習課程中實施，並因各校規劃節數不一，英語文課程第四學習階段每周之授課節數規劃方式，合計後有3-3-3及4-4-4不同節數規劃之型態，而本課程實施建議是以上述兩種節數分配為基礎規劃，倘若各校增加教學時數至4-4-4，可適度調整學習表現與學習內容。 2.建議各校依據學生的需求與學校的課程發展，以本教學時間分配建議為規劃基礎來進行與英語文相關之校訂課程之節數規劃。		

肆、 核心素養

下表係依循《總綱》各教育階段核心素養具體內涵，結合英語文科目之基本理念與課程目標後，在英語文科目內的具體展現。「語文領域-英語文科目學習重點與核心素養呼應表參考示例」參見附錄一。

總綱 核心 素養 面向	總綱 核心素養 項目	總綱核心素養 項目說明	語文領域-英語文核心素養具體內涵
			國民中學教育 ①
A 自主 行動	A1 身心素質 與 自我精進	具備身心健全發展的素質，擁有合宜的人性觀與自我觀，同時透過選擇、分析與運用新知，有效規劃生涯發展，探尋生命意義，並不斷自我精進，追求至善。	英-J-A1 具備積極主動的學習態度，將學習延伸至課堂外，豐富個人知識。運用各種學習與溝通策略，精進英語文學習與溝通成效。
	A2 系統思考 與 解決問題	具備問題理解、思辨分析、推理批判的系統思考與後設思考素養，並能行動與反思，以有效處理及解決生活、生命問題。	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。
	A3 規劃執行 與 創新應變	具備規劃及執行計畫的能力，並試探與發展多元專業知能、充實生活經驗，發揮創新精神，以因應社會變遷、增進個人的彈性適應力。	英-J-A3 具備簡易規劃英語文學習時程的能力，並能檢討調整。
B 溝通 互動	B1 符號運用 與 溝通表達	具備理解及使用語言、文字、數理、肢體及藝術等各種符號進行表達、溝通及互動，並能了解與同理他人，應用在日常生活及工作上。	英-J-B1 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。
	B2 科技資訊 與 媒體素養	具備善用科技、資訊與各類媒體之能力，培養相關倫理及媒體識讀的素養，俾能分析、思辨、批判人與科技、資訊及媒體之關係。	英-J-B2 具備運用各類資訊檢索工具蒐集、整理英語文資料的能力，以擴展學習素材與範疇、提升學習效果，同時養成資訊倫理素養。
	B3 藝術涵養 與 美感素養	具備藝術感知、創作與鑑賞能力，體會藝術文化之美，透過生活美學的省思，豐富美感體驗，培養對美善的人事物，進行賞析、建構與分享的態度與能力。	
C 社會 參與	C1 道德實踐 與 公民意識	具備道德實踐的素養，從個人小我到社會公民，循序漸進，養成社會責任感及公民意識，主動關注公共議題並積極參與社會活動，關懷自然生態與人類永續發展，而展現知善、樂善與行善的品德。	

總綱 核心 素養 面向	總綱 核心素養 項目	總綱核心素養 項目說明	語文領域-英語文核心素養具體內涵
			國民中學教育 ①
	C2 人際關係 與 團隊合作	具備友善的人際情懷及與他人建立良好的互動關係，並發展與人溝通協調、包容異己、社會參與及服務等團隊合作的素養。	英-J-C2 積極參與課內及課外英語文團體學習活動，培養團隊合作精神。
	C3 多元文化 與 國際理解	具備自我文化認同的信念，並尊重與欣賞多元文化，積極關心全球議題及國際情勢，且能順應時代脈動與社會需要，發展國際理解、多元文化價值觀與世界和平的胸懷。	英-J-C3 具備基本的世界觀，能以簡易英語介紹國內外主要節慶習俗及風土民情，並加以比較、尊重、接納。

伍、 學習重點

學習重點包含「學習表現」與「學習內容」二部分，提供課程設計、教材發展、教科用書審查及學習評量的架構，並配合教學加以實踐。「語文領域-英語文科目學習重點與核心素養呼應表參考示例」（參見附錄一）乃為使學習重點與核心素養能夠相互呼應，且透過學習重點落實本科目核心素養，並引導跨領域/科目的課程設計，增進課程發展的嚴謹度。

一、學習表現

學習表現為本綱要之核心，學生之學習與評量以此為本，分為（一）語言能力（聽）、（二）語言能力（說）、（三）語言能力（讀）、（四）語言能力（寫）、及（五）語言能力（聽說讀寫綜合應用能力，涵蓋兩種以上語文技能）、（六）學習興趣與態度、（七）學習方法與策略、（八）文化理解、（九）邏輯思考、判斷與創造力（區辨、整合訊息，做出合邏輯的判斷力，並發揮創造力），共九個類別，編碼說明如下：

- 1.第1碼為「類別」，以阿拉伯數字編號。
- 2.第2碼為「學習階段」，以羅馬數字編號，IV代表第四學習階段（國民中學7-9年級）。
- 3.第3碼則為「流水號」。
- 4.星號（*）係指較高階的學習表現，表示各校在針對學生的能力特質或各校的不同時數規劃課程時，可就該項學習表現選取或自行研發深淺、分量不同的教材，進行適性教學。
- 5.雙圈（◎）係指相同學習表現重複出現在不同學習階段。英語文的學習常涉及加深加廣、螺旋向上的知識與技能精進，故以雙圈（◎）之方式標示。

6.同時出現(*)及(◎),表示該學習表現反覆出現在不同學習階段且屬較高階的學習表現。

(一) 語言能力 (聽)

學習階段	學習表現
第四學習階段	◎1-IV-1 能聽懂課堂中所學的字詞。 1-IV-2 能聽懂常用的教室用語及日常生活用語。 1-IV-3 能聽懂基本或重要句型的句子。 1-IV-4 能聽懂日常生活對話的主要內容。 ◎1-IV-5 能聽懂簡易歌謠和韻文的主要內容。 ◎1-IV-6 能聽懂簡易故事及短劇的主要內容。 1-IV-7 能辨識簡短說明或敘述的情境及主旨。 1-IV-8 能聽懂簡易影片的主要內容。 *◎1-IV-9 能辨識句子語調所表達的情緒和態度。 *◎1-IV-10能了解歌謠、韻文的節奏與音韻。 *◎1-IV-11能聽懂公共場所廣播的內容,如捷運、車站、機場廣播。 1-IV-12 能聽懂英語短篇故事、歌曲和短詩的主要內容。

(二) 語言能力 (說)

學習階段	學習表現
第四學習階段	◎2-IV-1 能說出課堂中所學的字詞。 2-IV-2 能依情境使用日常生活用語。 2-IV-3 能依情境使用教室用語。 2-IV-4 能以簡易的英語描述自己、家人及朋友。 2-IV-5 能以簡易的英語表達個人的需求、意願和感受。 2-IV-6 能依人、事、時、地、物作簡易的描述或回答。 2-IV-7 能依人、事、時、地、物作簡易的提問。 2-IV-8 能以正確的發音、適切的重音及語調說出基本或重要句型的句子。 ◎2-IV-9 能進行簡易的角色扮演。 2-IV-10能以簡易的英語描述圖片。 *◎2-IV-11能參與簡易的英語短劇表演。 *2-IV-12能以簡易的英語參與引導式討論。 *2-IV-13能依主題或情境以簡易英語進行日常生活溝通。 *2-IV-14能以簡易的英語介紹國內外風土民情。 2-IV-15 能依主題或情境以英語介紹或描述自己、家人及朋友。 2-IV-16 能依主題或情境作適當的提問。 2-IV-17能以正確的發音及適切的語調說出常用句型的句子。

(三) 語言能力 (讀)

學習階段	學習表現
第四學習階段	<p>3-IV-1 能辨識連續書寫體大小寫字母。</p> <p>◎3-IV-2 能辨識課堂中所學的字詞。</p> <p>3-IV-3 能看懂簡易的英文標示。</p> <p>3-IV-4 能看懂簡易的圖表。</p> <p>3-IV-5 能看懂簡易的生活用語。</p> <p>3-IV-6 能看懂基本的句型。</p> <p>3-IV-7 能了解對話的主要內容。</p> <p>3-IV-8 能了解短文、簡訊、書信的主要內容。</p> <p>3-IV-9 能了解故事的主要內容與情節。</p> <p>3-IV-10能辨識簡易故事的要素，如背景、人物、事件和結局。</p> <p>3-IV-11能藉圖畫、標題、書名等作合理的猜測。</p> <p>3-IV-12能熟悉重要的閱讀技巧，如擷取大意、猜測字義、推敲文意、預測後續文意及情節發展等。(刪除*)</p> <p>*3-IV-13能了解短劇的主要內容與情節。</p> <p>*3-IV-14能快速閱讀了解文章重點，並有效應用於廣泛閱讀中。</p> <p>*◎3-IV-15能分析及判斷文章內容，了解敘述者的觀點、態度及寫作目的。</p> <p>3-IV-16能閱讀不同體裁、不同主題的簡易文章。(刪除*)</p> <p>3-IV-17能從圖畫、圖示或上下文，猜測字義或推論文意。</p>

(四) 語言能力 (寫)

學習階段	學習表現
第四學習階段	<p>4-IV-1 能拼寫國中階段基本常用字詞。</p> <p>4-IV-2 能依圖畫、圖示書寫英文句子。</p> <p>4-IV-3 能掌握正確書寫格式寫出英文句子。</p> <p>4-IV-4 能依提示填寫簡單的表格。</p> <p>4-IV-5 能依提示寫出正確達意的簡單句子。</p> <p>4-IV-6 能將簡易的中文句子譯成英文。</p> <p>*4-IV-7 能寫簡單的賀卡、簡訊、書信、電子郵件等。(刪除*)</p> <p>*4-IV-8 能依提示書寫簡短的段落。(刪除*)</p>

(五) 語言能力 (聽說讀寫綜合應用能力，涵蓋兩種以上語文技能)

學習階段	學習表現
第四學習階段	<p>5-IV-1 能聽懂、讀懂國中階段基本字詞，並使用於簡易日常溝通。</p> <p>5-IV-2 能掌握國中階段所學字詞及句型，適當地使用於日常生活之溝通。</p> <p>◎5-IV-3 能聽懂日常生活應對中常用語句，並能作適當的回應。</p> <p>5-IV-4 能以正確的發音及適切的語調及速度朗讀短文及短劇。</p> <p>5-IV-5 能運用字母拼讀規則讀出及拼寫英文字詞。(刪除*)</p> <p>5-IV-6 能轉述所聽到的簡短談話。</p> <p>5-IV-7 能聽懂日常生活對話，並能以簡單的字詞、句子記下要點。</p> <p>5-IV-8 能聽懂簡易故事，並能以簡單的字詞、句子記下要點。</p> <p>5-IV-9 能聽懂簡易廣播，並能以簡單的字詞、句子記下要點。</p> <p>5-IV-10能讀懂簡易故事及短文，並能以簡短的句子說出或寫出其內容大意。</p> <p>5-IV-11 能看懂並能填寫簡單的表格及資料等。</p>

學習階段	學習表現
	*5-IV-12能看懂日常溝通中簡易的書信、簡訊、留言、賀卡、邀請卡等，並能以口語或書面作簡短的回應。 5-IV-13能以正確的發音及適切的斷句、節奏、語調、語氣及速度，流暢地朗讀短文、短劇及故事。 5-IV-14能看懂並填寫常用的表格。

(六) 學習興趣與態度

學習階段	學習表現
第四學習階段	◎6-IV-1 樂於參與課堂中各類練習活動，不畏犯錯。 6-IV-2 主動預習、複習並將學習內容作基本的整理歸納。 6-IV-3 樂於參與有助提升英語能力的活動(如英語營、歌唱、朗讀、演講、段落寫作、讀者劇場等活動)。 6-IV-4 樂於接觸課外的英語文多元素材，如歌曲、英語學習雜誌、漫畫、短片、廣播、網路資訊、電影電視、短篇小說、繪本等。 6-IV-5 主動利用各種查詢工具，以了解所接觸的英語文資訊。(刪除*) *6-IV-6 主動從網路或其他課外材料，搜尋相關英語文資源，並與教師及同學分享。

(七) 學習方法與策略

學習階段	學習表現
第四學習階段	7-IV-1 能使用英文字典，配合上下文找出適當的字義。 7-IV-2 善用相關主題之背景知識，以利閱讀或聽力理解。 7-IV-3 利用語言及非語言溝通策略(如請求重述、手勢、表情等)提升溝通效能。 7-IV-4 能對教師或同學討論的內容觸類旁通、舉一反三。 7-IV-5 能訂定英文學習計畫，檢視自我學習過程，並隨時改進。 7-IV-6 能利用工具書(如字典、百科全書)或其他線上資源，願意了解所接觸英文的內容。

(八) 文化理解

學習階段	學習表現
第四學習階段	8-IV-1 能以簡易英語介紹國內主要節慶習俗。 8-IV-2 能以簡易英語介紹國外主要節慶習俗。 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。 8-IV-4 能了解、尊重不同之文化習俗。 8-IV-5 能具有基本的世界觀。 *8-IV-6 能了解並遵循基本的國際生活禮儀。 8-IV-7 能關心時事，了解國際情勢，具有國際視野。

(九) 邏輯思考、判斷與創造力

學習階段	學習表現
第四學習階段	9-IV-1 能綜合相關資訊作合理的猜測。 9-IV-2 能把二至三項訊息加以比較、歸類、排序。 9-IV-3 能根據上下文語境釐清不同訊息間的因果關係。

學習階段	學習表現
	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。 9-IV-5 能綜合現有訊息，預測可能的發展。

二、學習內容

學習內容擷取自學習表現之重要學科知識內涵，作為示例，如下表所示。學習內容涵蓋四大主題：A.語言知識；B.溝通功能；C.文化與習俗；D.思考能力。語言知識包含五個項目：Aa.為字母；Ab.為語音；Ac.為字詞；Ad.為句構；Ae.為篇章。學習內容編碼說明如下：

- 1.第1碼為「主題及項目」，以英文大寫及小寫字母編號。
- 2.第2碼為「學習階段」，IV代表第四學習階段（國民中學7-9年級）。
- 3.第3碼則為「流水號」。
- 4.星號（*）係指較高階的學習內容，表示各校在針對學生的能力特質或各校的不同時數規劃課程時，可就該項學習內容選取或自行研發深淺、分量不同的教材，進行適性教學。
- 5.雙圈（◎）係指相同學習內容重複出現在不同學習階段。英語文的學習常涉及加深加廣、螺旋向上的知識精進，故以雙圈（◎）之方式標示。
- 6.同時出現（*）及（◎），表示該學習內容反覆出現在不同學習階段且屬較高階的學習內容。

學習內容		
主題	項目	第四學習階段
A. 語言 知識	a. 字母	Aa-IV-1連續體大小寫字母的辨識及書寫。
	b. 語音	Ab-IV-1 句子的發音、重音及語調所表達的情緒和態度。 *◎Ab-IV-2歌謠、韻文的節奏與音韻。 *Ab-IV-3字母拼讀規則（含字母拼讀的精熟能力、字彙拼寫的輔助）。
	c. 字詞	Ac-IV-1簡易的英文標示。 Ac-IV-2常見的教室用語。 Ac-IV-3常見的生活用語。 Ac-IV-4 國中階段所學字詞（能聽、讀、說、寫最基本的 1,600 字詞）。
	d. 句構	Ad-IV-1國中階段所學的文法句型。
	e. 篇章	◎Ae-IV-1簡易歌謠、韻文、短文、故事、短劇、歌曲及漫畫。 ◎Ae-IV-2常見的圖表。 *◎Ae-IV-3公共場所廣播（如捷運、車站、機場廣播）。 Ae-IV-4簡易賀卡、書信、電子郵件、便條、邀請卡。 Ae-IV-5不同體裁、不同主題之簡易文章。（刪除*） Ae-IV-6簡易故事的背景、人物、事件和結局。 *◎Ae-IV-7敘述者的觀點、態度、及寫作目的。 Ae-IV-8簡易故事及短文的大意。（刪除*） Ae-IV-9工具書（如百科全書）或其他線上資源。
B. 溝通		B-IV-1自己、家人及朋友的簡易描述。 B-IV-2國中階段所學字詞及句型的生活溝通。

學習內容		
主題	項目	第四學習階段
功能		B-IV-3語言與非語言的溝通策略（如請求重述、手勢、表情等）。 B-IV-4個人的需求、意願和感受的表達。 B-IV-5人、事、時、地、物的描述及問答。 ◎B-IV-6圖片描述。 B-IV-7角色扮演。 *◎B-IV-8引導式討論。 B-IV-9短篇故事及短文的主旨或大意。
C. 文化與習俗		C-IV-1國內外節慶習俗。 C-IV-2國內外風土民情。 C-IV-3文化習俗的了解及尊重。 C-IV-4基本的世界觀及常見的國際議題。 *C-IV-5國際生活禮儀。
D. 思考能力		D-IV-1依綜合資訊作合理猜測。 D-IV-2 二至三項訊息的比較、歸類、排序的方法。 D-IV-3訊息因果關係的釐清。 *◎D-IV-4藉文字線索，對客觀事實及主觀意見的分辨。

陸、 實施要點

一、課程發展

英語文課程規劃，應兼顧語言的本質與功能，涵蓋語言知識與語言溝通技能兩大面向。語言知識是語言學習的基礎，為學習過程重要的一環，並非目的，在課程呈現時，宜化繁為簡，儘早導入語言知識的運用及語言技能的培養。課程發展環繞前述所揭示的課程目標：人際溝通、學習方法策略、主動積極並獲取新知、文化涵養與國際觀、邏輯思考與創意，以呼應英語文學習的基本理念，並適切配合各學習階段的核心素養與學習重點。

在我國，英語文為外國語，投入學習的時間與資源的多寡，深深影響學習成效，也容易造成學習表現上的雙峰。因此，課程規劃上，務必保留相當的彈性，**以學生為中心**，考慮其身心發展、動機及實際的語文知能，發展養成相同的核心素養，但深淺有別的彈性課程，以因應學生差異化的需求，因材施教，提升學習動機與學習自信，引導學生適性發展，達到適性揚才的理想。此外，為了健全課程發展，除合理規劃明確的課程目標及實施方法，更應進行課程評鑑，以回饋、修訂原來的規劃，如此，反覆巡迴，不斷精進課程。以下臚列英語文課程發展中重要的幾項原則：

- (一) 整合性的課程信念：我國英語文課程發展，涵蓋數種主要的課程理念。以學生需求為出發點與核心考量，參酌英語語言學科知識特性，以此語文作為工具增加學生在社會、經濟上的效能，除了提升個人的文化素養及社會上的多元文化觀點，如果時空環境適合，學生甚至可以英語為工具，進一步創新思維、改造社會。換

句話說，是一種整合性的課程規劃模式，課程發展過程中，應該儘量保持此種多元、彈性的特性，切勿固守單一、僵化的信念規劃課程。

- (二) 透過專業社群發展課程：課程發展應是教師長期專業的累積與同儕間的激盪、創新。經過不斷淬練、發展，清楚、合理的規劃，有助於學生釐清學習方向、重點與步調，提升學習效能；而教師專業社群的不斷對話、合作，也有助於提升課程的精緻、完善，並提升教師個人專業知能。
- (三) 注重課程漸進及縱向銜接：課程內容的安排，應該循序漸進。不但注重內部學習單元組織的合理性，更要關注年級，以及教育階段間的銜接，以期無縫接軌。為了強化學習效果，務必儘量適時複習、統整課程內容。以學習內容「了解故事內容」為例，反覆在國民小學、國民中學、高級中等學校教育階段出現，僅是以不同難度的故事內容（繪本或簡易文本）或了解程度的高低差異，在不同階段漸進、加深加廣的發展。同樣地，字母拼讀規則為國民小學的重要學習內容之一，在國民中學的課程內容中依然持續出現，在高級中等學校雖未出現在教學內容中，但在教學過程中仍宜不斷地反覆練習，以深化學習效果。
- (四) 注重與其他課程的橫向整合、連結：英語文課程固然有語言本身蘊含的文化、文學作為其重要學習內容，但仍應該儘量與其他領域/科目連結，共同規劃課程，融入知識性文本，以擴展學習範圍與強化學習深度。例如，與藝術領域的整合或連結，有助於文化的深入探究，豐富其內涵；與社會領域的整合或連結，有助於社會議題的探討，培養邏輯思考能力。事實上，透過課程的統整或學習主題的連結，提供語言使用的豐富情境，不但活化語言學習，更有助於學習動機與效能的提升。
另外，可透過發展各校之雙語課程（藝能領域課程），強化學生使用英語文之能力。
英語課程橫向整合可配合部分雙語課程進行調整。
- (五) 融入各項議題：課程規劃時，可以利用選文主題或學習活動內容，適時在平面或資訊媒材融入各項議題：性別平等、人權、環境、海洋教育、品德、生命、法治、科技、資訊、能源、安全、防災、家庭教育、生涯規劃、多元文化、閱讀素養、戶外教育、國際教育、原住民族教育、**全球化公民教育**、**雙語課程**等，藉此豐富語言學習、語言使用的情境，凸顯英語文的即時性與生活化，同時也利於導入各種思辨能力的訓練，培養學生多元觀點，甚至引導其改變現狀不足、營造美好社會的動機。
- (六) 課程彈性多元、適性揚才：因應學生起點能力的不同以及需求的差異性，以英語文的核心能力為主要學習內容，需要時，可以進一步簡化、減量，讓程度較低者適性學習；相反地，也提供加深、加廣的學習素材或活動，供進階程度者深化學習。除了必修英語文課程，也可以因應學生程度或興趣的差異，或整合其他領域/

科目，規劃多元的英語文選修課程，提供學生選讀，例如：旅遊英文、英文繪本創作、青少年故事書閱讀等。

- (七) 課程評鑑與反饋：課程實施後，應該經常性地實施正式或非正式的課程自我評鑑或檢視。評鑑時可以引進外來資源協助，但評鑑本身仍應該是學校本位、班級本位，因時、因地制宜，旨在回饋學生學習與教師的教學，除了量化考核外，針對學生質化之表現，也應納入整體評量之中，循環改善課程，提升效能。切忌勞師動眾，同時避免無謂的跨班、跨校比較。評鑑時，除了檢視成果，更應重視歷程，以形式評量，納入學生個別差異，務求學生在基本能力上建立穩固基礎，但也針對不同學習方式之學生給予發展空間，採取差異化評量。

二、教材編選

- (一) 教材內容取材：整體性及個別性，適當提供課外閱讀材料（如故事書、新聞或科普資訊等）

國民小學、國民中學、高級中等學校三個教育階段的英語文教材，雖各有特色，但在學習架構上有相當的共通性，因此，各階段之間應前後連貫，以反映十二年國民基本教育語文領域-英語文教材規劃的整體性。英語學習由國民小學開始，經國民中學而高級中等學校，隨著時間增加，學習成就的差異日益擴大，針對學生程度參差，應提供不同難度的教材，有較為核心基礎者，亦有加深加廣的進階學習內容，協助學生適性學習，充分發揮潛能。此外，教材呈現宜善用現代科技與多媒體素材，以活潑、多元方式呈現，提高學習動機。各校、各年級及個別班級，教師可依學生之學習差異及學習方式，提供進階之故事書閱讀書單或題材，進以培養學生帶得走的閱讀能力。

就學習內容而言，各階段教材選取的考慮面向及取材重點，簡要說明如下：

1. 主題與體裁

國民中學英語文課程應符合趣味化、實用化及生活化的原則，並適度納入本土教材。教材所涵蓋的主題層面宜多元，以學生日常生活相關的主題以及可以與世界接軌的文章，如家庭、學校、食物、動植物、節慶習俗、職業、旅遊、運動、休閒等為主要內容，並儘量呼應前揭核心素養的精神，培養學生良好的溝通互動能力；引導學生了解時代潮流，涵詠現代公民的素養，為未來參與社會及成為世界公民奠定良好的基礎。教材編寫及活動設計亦應多樣化，並融入各種不同的體裁，如歌謠、韻文、賀卡、便條、書信、簡易故事、幽默短文、短劇、謎語、笑話、卡通、漫畫等（參見附錄三）。

高級中等學校之英語文課程除延續國民中小學的各種主題，適時重複相同主題，但進行更宏觀的介紹或更深入的探究，協助學生開發潛能，並奠定學術研究

或專業技能之基礎。因此，應搭配各項主題做知識上的探討，以英語文為媒介擴展新知。同時，融入各議題，引導學生了解多元觀點，培養邏輯思考能力，為將來高等教育預作準備。

各學習階段有關各族群或各國文化與習俗相關之主題及教材內容，其表述應務求正確、妥適。

2. 溝通功能

國民中小學所應培養的溝通能力，包括日常交談、社交應對等一般人際溝通的語言能力。依其功能可分為問候、感謝、道歉、同意、請求、問路等類別同時具備電子媒體的能力。除了日常社交取向的溝通功能外，宜加強訊息導向、任務導向的相關溝通能力，例如提出要求或問題、詢問資訊、徵詢或提出建議、描述事物或動作等，視實際需要進行書面或口語的溝通。

3. 語言成分

(1) 字母

教材中，英文字母教學包括印刷體大小寫及連續體大小寫。國民中學教育階段須會辨識連續體書寫的文字，但平日的書寫仍以印刷體為主，教師書寫黑板或批改習作，亦儘量採用印刷體，降低學習負荷。字母為英語文學習的基礎，印刷體大小寫字母的辨識與書寫，應列為國民小學教育階段最基本的學習內容，務必在畢業前完全精熟。

(2) 語音

英語語音的學習，除了子音、母音的單音聽辨與仿說之外，也應重視不同單音的組合及其在不同語音環境中的變化，此外還須兼顧音節與重音的練習，適時融入字詞的學習中。學習活動的設計應注重培養學生能辨識字詞是單音節或多音節，並能辨認重音所在的音節位置。

字母拼讀規則呈現語音和字母的對應關係，也是語音與文字的重要聯結，能幫助學生在語音、認字與拼字等方面的學習。國民中學教育階段，應該持續複習、精進字母拼讀能力，以期學生不但能看字讀音，並能聽音拼字，協助字彙拼寫。高級中等學校教育階段，仍應適時複習，確保學生嫻熟字母拼讀，提升其字彙學習效率。

學生面臨不熟悉的字詞而又無法靠字母拼讀規則協助發音時，可運用資訊載具讀出字音，並強化英語閱讀之流暢度。

(3) 詞彙

國民中小學英語文課程屬於英語文學習的起始階段，教材編寫使用的字彙宜適度界定，以免各版本教材所選用的字彙差異過大。本課程綱要國民中小

學的學習總時數與九年一貫課程相仿，因此沿用九年一貫的最基本1,200字詞及常用2,000字參考字彙表（參見附錄五）。國民中小學教育階段的教材，宜優先從最基本1,200字詞中選取編纂，若需要加深或加廣時，可從參考字彙表的其餘字詞中選用。為了使教材具有彈性空間，編纂時，亦可視其必要性斟酌選用本表以外的字彙。國民中學畢業時，**學生應至少學會1,600個字詞**，並能應用於聽、說、讀、寫的日常溝通中。

為深化學習效果，教材編纂宜採反覆出現、螺旋向上的教材編纂原則。任一學習階段所學的字彙，力求在後續學習過程中，於不同的文本、語境反覆出現，並適時引入該字詞延伸的語意或相關用法。

教材選文、對話的行文為了自然、適切，有時必須使用到特定的一些字詞，但同時又要避免造成學生的學習負擔。因此，各教育階段中各教學單元的新字詞，可依其在該單元的重要性，區分為「應用字彙」和「認識字彙」。二者的界定如下：凡是出現在每課主教材及相關的主要練習活動中的字詞，皆應列為「應用字彙」或「認識字彙」，二者的區隔主要是以該字詞在理解課文及練習活動的重要性而定。若該字詞與該課主題關係密切、攸關教材內容的了解且為常用字詞者，則歸為「應用字彙」；反之，則歸為「認識字彙」。惟「認識字彙」若於之後不同課別出現，且與該課主題關係密切，攸關教材內容的了解，此時，則列為「應用字彙」。教授這兩類字彙時，對學生的字詞掌握、精熟程度在要求上應略有不同。「應用字彙」部分，學生必須了解其字義、聽懂讀音，同時須能在書面或口頭溝通中正確拼讀書寫，並在適切的語境中使用該字詞；而「認識字彙」部分，學生只要了解字義、聽懂讀音，以幫助了解文句語意，不必拼讀、書寫或於口語溝通中運用該字詞（至多僅作為口語練習之用），教師實施學習評量時，應謹守此分際。

成語及片語是數個單字組合在一起的慣用語，可視為一個廣義的字詞，教學、評量時，皆應將其當成一個語意的單位，切勿將其拆解成個別的單字而做過度的解釋或測驗，引導學生將成語及片語視為一個字詞單位，方能有效學習與運用。

（4）文法句構

十二年國民基本教育英語文課程所介紹的句型及文法觀念，應以基本常用者為主，國民中學教育階段尤其應該注重其中最基礎、核心的文法句構（參見附錄六），避免冷僻、抽象文法知識的灌輸。讓學生透過有意義的情境了解語意，進而建構語言規則並熟悉句型的使用方式與時機；如此，結合句構與溝通功能，教材不僅介紹句型的結構，更應強調「語用」，以讓學生了解何時用

此句型以及此句型傳達之溝通功能為何；句型教學應說明語用情境、設計實用的練習活動，讓學生在解決問題、完成任務中，自然而然使用該句型或文法觀念，才能落實文法句型在語言中的角色。

編纂時，句型結構的呈現應循序漸進、由簡而繁，並應考量教材情境的趣味性與實用性。整體而言，國民小學教育階段僅止於簡易、常用的句型結構，避免過度解釋或分析文法，國民中學教育階段文法教學應特別注意循序漸進、螺旋向上的原則。許多複雜概念的文法或句構，應該小量、多層、分次地漸進介紹，待介紹完畢時，再做綜合整理，切勿第一次出現，便在教材或教學中窮盡所有相關的文法、句構，大量補充。

字彙有應用字彙與認識字彙之別；同樣地，文法句構亦有類似的區隔。句型結構或文法較為複雜或於書寫、口語溝通中較不常用者，學生僅需理解即可，教師不須提列為各課文法素材詳加講解並練習，可視為「認識結構」；較為常用的重要句型結構，學生則需熟習，以期能應用於溝通中，故宜提列為文法素材，並在各課提供適度說明與練習，可視為「應用結構」。文法教材的呈現宜視實際需要，在各課中提列介紹，若選文內容中並無重要的新句型或文法觀念，不必勉強為之。

(5) 篇章

語言的學習，除了屬於基礎語言成分的字母、語音、字彙、片語及文法句構外，也需要學習對話、段落、短文、書信、甚至故事等的文本結構，這是一般所謂的 discourse，中文翻譯為「言談」（特別是指口語）或是「篇章」（特別是指文本或書面語），以下以「篇章」通稱之。

從國民中學教育階段開始，篇章結構的理解與學習更形重要，例如一個段落中，句子間的連結可以透過代名詞、定冠詞、指示詞甚至同義字或反義字等的使用，使得句與句間有更緊密的語法關聯性（cohesion）與語意連貫性（coherence）。閱讀段落時，除了應該理解其體裁及主題外，也應該能判斷主題句及總結句，分析段落發展模式，進而學習如何有條理地鋪陳文章，以確保整個段落的關聯性與連貫性。學生若具有這些能力，不僅在閱讀時能迅速理解文本意旨，在寫作時也能根據對文章結構與發展脈絡之理解，寫出一篇主題明確且具連貫性的短文。

(二) 教材編纂原則

十二年國民基本教育英語文教科用書是一種綜合性的教材，宜兼顧聽、說、讀、寫四種語言能力的培養，雖在不同階段可能有不同的比重或重心，但皆須重視四種能力的綜合運用，並以漸進、累積、反覆的教材編纂原則，貫穿、銜接各教育階段的英語文學習。

1. 呼應課程綱要：編製教材宜參考綱要所列學習重點及附錄之主題、體裁及溝通功能，以落實十二年國民基本教育英語文之課程目標。
2. 以學生為中心：教材的編製以學生的興趣及需要為依歸，內容應實用、淺顯、生動活潑且有趣。
3. 語言技能重於語言知識：語言知識固然是必備的基礎，但在簡易的說明之後，教材應提供生活化的情境，並融合主題、句型結構及溝通功能，宜設計多元的溝通式活動，以增進學習語言的興趣並培養基本的溝通能力。
4. 融合聽說讀寫：國民中學教育階段開始應力求聽、說、讀、寫四種能力均衡發展，尤其應強化閱讀與聽力素材的提供與練習活動，為未來學習階段可能面對驟增的英語聽力及英文閱讀需求，預作準備。
5. 循序漸進，螺旋向上：學習內容之編纂時應謹守「循序漸進、由簡而繁、適時重複出現複習或加深加廣」的原則，不必一次便窮盡該素材的所有面向，例如，某單字可先以認識字彙出現，日後才提升到應用字彙的位階；單字的介紹，也可先呈現其基本語意，繼而再出現其進階的定義；同樣地，同一句型結構亦可先呈現核心句型，爾後才介紹衍生、較複雜的結構或用法。教過的字彙與句型結構，宜在後續課次大量反覆出現，並於不同情境的文章或對話中充分練習，以增加學生的熟稔度，並藉此強化學生的語感。
6. 文本應具範本特質：閱讀選文應力求主題明確、結構完整、脈絡鮮明，以配合各種閱讀技巧（如斷句、主題閱讀、上下文拆解、scanning 及 skimming）及寫作技巧（如主題句、篇章結構一致性及連貫性）的介紹。對話教材，應力求內容及語句的真實性，並符合口說英語的特質，長度不宜過長，以利學生容易熟稔、靈活組合應用。
7. 內容兼顧差異化教學與適性學習：面對各階段學生日益兩極化的英語文能力，教科用書宜提供難度不同的素材、教學活動，以利教師彈性運用，進行差異化教學，符合學生不同的需求。
8. 以多元方式呈現素材：除了傳統平面教材外，宜善用現代科技，發展搭配學習內容之多媒體素材，提高學習動機，強化學習成效。
9. 教師可依照學生個別差異，提供適當之課外閱讀材料，以故事書、新聞及科普資

料為主，並可結合其他學科或本市雙語課程，進行橫向整合。

三、教學實施

為提升英語文教學成效，教師應在學校及班級營造豐富的英語學習環境，導引正向的學習氣氛與學習文化，讓學生置身其中，以自然的方式學習英語。教學的實施應配合目標進行，透過多元化的平面及視聽教材，包括影音光碟、電腦多媒體、書本、圖片等，引領學生接觸童謠、歌曲、節奏韻文、簡易故事、卡通等，以訓練學生聽與說的能力。教師應儘量以全英語進行教學，過程應注重語言的互動與溝通，鼓勵學生開口說及問問題，以營造沉浸式教學之環境，增加學生接觸英語及使用英語的機會，教師應力求轉變傳統偏重教師講述、學生被動聽講的單向教學模式，儘量透過情境化的活動（如任務導向的學習活動或學習單）、同儕與師生雙向互動的練習，讓學生從活動中學習。

英語文教學應儘量由意義的建構出發，先處理整體的理解與表達，交代情境、目的、對象後，再進行較局部的語言成分的練習，語言的整體和局部應並重。教師應彈性運用各種媒材及數位工具，以提高學生的學習興趣與效果。為了有效進行英語文教學，教師應兼顧語言的正確性及流暢度，但不做過度要求。在初學階段，教師應給予學生正確範例與真實語言素材讓學生模仿，練習過程則鼓勵學生放鬆心情大膽嘗試及不畏犯錯，將教學過程階段性重點彈性放在流暢度及溝通能力上，讓學生隨著學習成長進步，不須處處要求精確無誤，之後，可透過重複練習，達到其正確性。教師可靈活運用聆聽、複誦、跟讀、個別朗讀等教學策略技巧促成流暢度的達成。

教學活動之實施，應強調適時複習及實際應用，並靈活運用差異化教學之原則，為能使學生適性揚才，教師應在時間資源允許的範圍內針對學生的程度實施適性教學，規劃適性分組（同質性或異質性或兩者並行等）、採用多元教學模式及提供符合不同需求的學習材料與評量方式。除了彈性能力分組、成立英語社團、其他學校行政措施因應外，教師在課堂中更應以靈活的教學技巧，如增刪教材、變化活動方式或調整問題難度等方式，儘量照顧不同程度學生的需求。針對程度不同的學生，一方面進行補救教學或以同儕互助的方式（如小組合作學習或英語小教師制度），協助程度較弱的學生迎頭趕上；一方面提供程度較高者適當的課外補充教材，視需要施以個別指導，以協助其加深加廣、持續精進。

國民中學教育階段應延伸聽、說、讀、寫及整合能力的訓練，利用菜單、時間表、行程表、地圖、指標、報章雜誌等各種實際生活資料進行口語及聽力活動。閱讀方面，應增加不同主題和體裁的教材，以提高閱讀興趣、增強閱讀能力，並幫助學生發展處理訊息的閱讀策略和能力；閱讀教學應該突破字彙量的框架與箝制，適度選取稍微超出學生現有字彙量的文本，鼓勵學生在有微量「生字」的情況下，仍有信心、能力處理文本的訊息。寫作能力的培養，應循序漸進從合併、改寫、完成句子、回答問題、造句到書

寫簡單的段落。

四、教學資源

英語文教學應結合平面教材、教具、以及各種教學視聽媒體、網路資源暨圖儀設備，以建置豐富的語言學習環境，讓學生在聽、說、讀、寫方面，皆能達到預期目標。除教科用書外，應儘量爭取並善用以下資源以豐富學生的學習內容：

- (一) 配套的教材，如教師手冊（教學指引）、學生習作、光碟等。
- (二) 教具及輔助教材，如生字 PPT、圖卡、情境圖、實物等。
- (三) 本局針對國中階段所編撰之讀者劇場劇本（可以配合外師教學課程）
- (四) 與課文相關的影片、互動光碟等。
- (五) 分級的英語文課外閱讀教材（如故事書、新聞、科普資料等）。
- (六) 各類電腦輔助教學資源，如互動光碟、相關的英語文網路學習（交流）平臺等。
- (七) 各種教學真實的語言素材，如：菜單、時間表、行程表、地圖、指標、報章雜誌等。
- (八) 教師依據學校特色所編纂的教材。
- (九) 各校或他校發展之雙語課程
- (十) 研究機構、社區及民間資源。

五、學習評量

評量的目的在於檢驗學生學習的成效，以利教師調整教學。英語文的學習評量，除依據各該主管機關訂定之學習評量準則、高級中等學校學生學習評量辦法及相關補充規定辦理外，亦須視評量為課程發展的一部分，教師應視學習評量結果，適當調整教材教法與教學活動設計。原則條列如下：

- (一) 評量依據：教師應依學習表現，設計學習評量，並事先告知學生學習評量的相關內容與方法。
- (二) 評量範圍：可分為知識、思考、技能和情意等層面。類別包含正式測驗、課堂參與、作業表現、學習態度及進步情形等項目。
- (三) 評量方式：應採多元評量方式，兼顧形成性評量與總結性評量。善用形成性評量，了解學生學習起點及個別進步情形，進行符合差異化教學內涵的分組評量。除紙筆測驗外，兼採口說、聽力測驗、書寫報告及檔案評量等不同方式。聽與說的評量儘量以上課的口語練習、角色扮演、配對、小組互動表現為依據。檔案評量可採多元方式呈現，如作品紙本資料夾、文字檔、影音檔及網路平臺等，以記錄學生的各項學習活動表現。各項評量方式，除配合未來學歷檢測等方式外，也應顧及差異化評量之準則。
- (四) 評量內容：兼顧語言成分（語音、字彙、文法）及語言應用能力（聽、說、讀、寫）之評量，且後者重於前者。評量時應兼顧語言的流暢度及正確性，難度應符合適性

原則，並考量學生身心發展、個別差異及文化差異等因素，進行差異化評量，為求提升學生學習興趣及學習自信，取材避免冷僻艱深之素材，且對特殊學生之個別需求提供適當的評量調整措施。

- (五) 結果呈現：學習成果不一定全採用分數，亦可以質的敘述方式呈現。質性描述包括學生學習目標的達成情形、學習的優勢、課內外英語文活動的參與情形、學習動機與態度等。
- (六) 回饋應用：教師可建立個人試題檔案，於每次評量後進行簡易分析，以評估試題品質及學生學習成效，並診斷學生學習困難，以提供學生加深、加廣或補救教學的適性學習輔導。

柒、 桃園市國中學生英語文能力指標

一、 第四學習階段每周授課時數分別為 3、3、3 節者，適用以下各學習階段英語文能力檢核指標

第四學習階段英語文能力檢核指標	
項次	能力描述
1	能運用字母拼讀規則讀出及拼寫英文字詞。
2	能熟悉短篇文章（100-250 字）的閱讀技巧，如擷取大意、猜測字義、推敲文意、預測後續文意及情節發展等。
3	能閱讀不同體裁、不同主題的簡易短文(100-250 字)。
4	能以正確的發音及適切的斷句、節奏、語調、語氣及速度，流暢地朗讀（100-250 字）短文、短劇及故事。
5	能依主題或情境以（1-2 分鐘）英語介紹或描述自己、家人、朋友、學校及生活情形。
6	能依主題或情境作適當的提問（如問 what, where, who, when 等問題），並回答類似問題。
7	能以正確的發音及適切的語調說出生活用語及回答生活所需的問題。
8	能看懂並填寫生活常用表格。
9	能寫簡單的（如 20-30 字）賀卡、簡訊、書信、電子郵件等。
10	能依提示書寫簡短的段落（30-50 字）。
11	能利用工具書（如字典）或其他線上資源，了解所接觸英文內容或網頁。
12	能關心國際情勢，具國際視野及並願意多了解多元文化與議題。

二、 第四學習階段每周授課時數分別為 4、4、4 節者，適用以下各學習階段英語文能力檢核指標

第四學習階段英語文能力檢核指標	
項次	能力描述
1	能運用字母拼讀規則讀出及拼寫英文字詞。
2	能熟悉短篇文章（300-450 字）的閱讀技巧，如擷取大意、猜測字義、推敲文意、預測後續文意及情節發展等。
3	能聽懂及閱讀不同體裁、不同主題的簡易短文(300-450 字)。
4	能以正確的發音及適切的斷句、節奏、語調、語氣及速度，流暢地朗讀（300-450 字）短文、短劇及故事。
5	能依主題或情境以（2-3 分鐘）英語介紹或描述自己、家人、朋友、學校及生活情形。
6	能依主題或情境作適當的提問（如問 why 或 how 的問題），並回答類似問題。
7	能以正確的發音及適切的語調說出生活用語及回答生活所需的問題。
8	能看懂並填寫生活常用表格。
9	能寫簡單的（如 30—50 字）賀卡、簡訊、書信、電子郵件等。
10	能依提示書寫簡短的段落（50—70 字）。
11	能利用工具書（如字典、百科全書）或其他線上資源，了解所接觸英文內容或網頁。
12	能關心國際情勢，具國際視野及並深入了解多元文化與議題。

備註說明：

1. 以上各學習階段英語文能力檢核指標適用於每周授課時數分別為 3、3、3 節與 4、4、4 節，各校每周授課時數若有高於此基準者，應將此能力檢核指標加以調增。

2. 教育部為推動英語學習，決採用 CEFR*（Common European Framework of Reference for Languages: Learning, Teaching, Assessment，歐洲語言學習、教學、評量共同參考架構），衡酌語言能力及測驗需求之參考運用，每周授課時數分別為 4、4、4 節之學生，應達到 CEFR A2 等級¹。

（註 1:CEFR A2 等級為全民英檢初級初試通過，依據全民英語能力分級檢定測驗 2019 年成績統計報告指出，國中以下考生平均成績

聽力為 88 分；閱讀為 78 分；口說為 4 級分；寫作為 3.79 級分，故以此為依據。)

捌、 附錄

附錄一 語文領域-英語文科目學習重點與核心素養呼應表參考示例

語文領域-英語文科目學習重點		語文領域-英語文科目 核心素養
學習表現	學習內容	
6-IV-2 主動預習、複習並將學習內容作基本的整理歸納。 7-IV-1 能使用英文字典，配合上下文找出適當的字義。 7-IV-3 利用語言及非語言溝通策略（如請求重述、手勢、表情等）提升溝通效能。	B 溝通功能 B-IV-3 語言與非語言的溝通策略（如請求重述、手勢、表情等）。	英-J-A1 具備積極主動的學習態度，將學習延伸至課堂外，豐富個人知識。運用各種學習與溝通策略，精進英語文學習與溝通成效。
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。 9-IV-1 能綜合相關資訊作合理的猜測。 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。	C 文化與習俗 C-IV-1 國內外節慶習俗。 C-IV-2 國內外風土民情。 D 思考能力 D-IV-1 依綜合資訊作合理猜測。 *D-IV-4 藉文字線索，對客觀事實及主觀意見的分辨。	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，對國內外交化的異同有初步的了解。
7-IV-5 能訂定英文學習計畫，檢視自我學習過程，並隨時改進。		英-J-A3 具備簡易規劃英語文學習時程的能力，並能檢討調整。
2-IV-3 能依情境使用教室用語。 2-IV-6 能依人、事、時、地、物作簡易的描述或回答。 5-IV-2 能掌握國中階段所學字詞及句型，適當地使用於日常生活之溝通。	A 語言知識 Ac-IV-3 常見的生活用語。 B 溝通功能 B-IV-2 國中階段所學字詞及句型的生活溝通。 B-IV-5 人、事、時、地、物的描述及問答。	英-J-B1 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。
1-IV-8 能聽懂簡易影片的主要內容。 6-IV-4 樂於接觸課外的英語文多元素材，如歌曲、英語學習雜誌、漫畫、短片、廣播、網路等。 *6-IV-5 主動利用各種查詢工具，以了解所接觸的英語文資訊。 *6-IV-6 主動從網路或其他課外材料，搜尋相關英語文資	A 語言知識 Ae-IV-4 簡易賀卡、書信、電子郵件。 *Ae-IV-5 不同體裁、不同主題之簡易文章。 C 文化與習俗 C-IV-3 文化習俗的了解及尊重。	英-J-B2 具備運用各類資訊檢索工具蒐集、整理英語文資料的能力，以擴展學習素材與範疇、提升學習效果，同時養成資訊倫理素養。

語文領域-英語文科目學習重點		語文領域-英語文科目 核心素養
學習表現	學習內容	
源，並與教師及同學分享。		
6-IV-3 樂於參與有助提升英語能力的活動（如英語營、歌唱、朗讀、演講、段落寫作、讀者劇場等活動）。 *6-IV-6 主動從網路或其他課外材料，搜尋相關英語文資源，並與教師及同學分享。		英-J-C2 積極參與課內及課外英語文團體學習活動，培養團隊合作精神。
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。 8-IV-4 能了解、尊重不同之文化習俗。 8-IV-5 能具有基本的世界觀。	C 文化與習俗 C-IV-1 國內外節慶習俗。 C-IV-3 文化習俗的了解及尊重。 C-IV-4 基本的世界觀。	英-J-C3 具備基本的世界觀，能以簡易英語介紹國內外主要節慶習俗、風土民情及日常生活習慣，並加以比較、尊重、接納。

附錄二 第四學習階段英語文彈性學習課程教學設計示例參考

壹、課程設計理念

(一)設計原則

十二年國民基本教育重視適性學習與學習者的情意因素，在英語語文領域中，更強調語言溝通互動的功能性、自主與終身學習的能力與習慣，除此之外，也強調引導學生思考、訊息處理的能力，進而培養學生社會參與國際觀。

(二)教學理念

1.以學生熟悉主題引起學生動機--本課程為配合學校節慶教學主題-耶誕節系列活動而設計，希望能與學校活動結合，並以受學生喜愛的主題以期提高學生學習興趣。

2.透過課程活動設計深化學習--不希望流於以往只有唱英語歌及寫卡片或分發糖果等只有活動堆積的節慶教學，期望能有更深入的學習，因此，在英語學習方面，先以耶誕節傳統相關字彙為主，藉由主題字彙不斷螺旋出現在不同活動中，逐步在有架構的任務中，進一步將字彙延伸至句型層次、篇章層次，及閱讀理解。此外，對於各國生活習慣與文化差異、跨文化溝通也能進行初步理解。

3.課程兼具多種能力培養及多元評量--活動設計則兼具聽、說、讀、寫四種能力，透過遊戲及各種不同層次提問，增進學習效率，並適時做評量，以評鑑教師教學及學生學習效益。

4.資訊科技融入教學--配合智慧教學系統及行動載具，引發學生的學習興趣、提昇學生學習成效。

5.以分組合作增進團隊作--以分組合作學習、任務導向學習方式，藉由小組合作及分組競賽的方式，加入學生同儕互動，透過團隊合作、成員間彼此互動互助及責任分擔，達成共同的學習目標，發展合作及溝通技巧，也讓學生們能更積極地參與學習。

5.扣合”多元文化與國際理解”核心素養，培養全球化公民--以世界不同文化及生活內涵及活動報告或文化差異為起點，讓學生們能藉由分組上網蒐集資料、製作簡報及上台報告為下一階段課程的表現任務，得以了解部分不同文化的生活內涵及跨文化認知，進一步增加學生對不同文化的理念和尊重，加深學生的國際理解，建立以態度、知識與技能三方面之全球化公民素養。

貳、課程架構 (含主題、活動、目標、學習對象年級、學習活動名稱、評量等，以及這些要素的關係)

本教案為學校英語彈性課程七上第二次階段（第一次段考後至第二次段考前）的最後一節課，做為本階段課程的總結，並為下一階段課程做暖身。

課程架構



楊明國中校本課程之架構



英語領域彈性課程-English is fun

適性揚才	溝通合作	人文關懷	美感鑑賞	創新進步	人文關懷
七上	第一次段考	第二次段考	第三次段考		
主題	All about Me	Celebrate Xmas	Holidays around the World		
課程內容	英文自我介紹	聖誕歌曲教唱 聖誕卡片製作	了解世界各地 不同節慶內涵		
表現任務	英文自我介紹 簡報及影片	紙本及電子聖誕 卡成果發表	不同節慶介紹 簡報及影片		
合作領域	資訊、輔導	資訊、藝文	資訊、社會		
		聖誕歌謠比賽	聖誕節活動		

英語領域彈性課程-English is fun

美感鑑賞	溝通合作	人文關懷	創新進步	創新進步	溝通合作
七下	第一次段考	第二次段考	第三次段考		
主題	My School	Love Our Mother Earth	Let's Go Camping		
課程內容	英語介紹學校 特色	環保繪本閱讀 資源回收與減塑 世界地球日	露營繪本閱讀 露營行程規劃		
表現任務	英文學校介紹 簡報及影片	英語減塑日誌 英語環保宣言	露營行程 分享簡報		
合作領域	資訊、輔導	社會、綜合	資訊、綜合		
		跳蚤市場 母親節	世界地球日 隔宿露營(八上)		

參、課程內容

領域/科目	語文/英語		設計者	曾琦芳
實施年級	七年級		總節數	共 2 節， 45 分鐘
單元名稱	Happy Holidays –Let's Learn about Some Holidays around the world			
設計依據				
學習重點	學習表現	5-IV-2 能掌握國中階段所學字詞及句型，適當地使用於日常生活之溝通。 6-IV-3 樂於參與有助提升英語能力的活動。 8-IV-2 能以簡易英語介紹國外主要節慶習俗。	核心素養	英-J-B1 符號運用與溝通表達 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。 英-J-C2 人際關係與團隊合作 積極參與課內及課外英語文團體學習活動，培養團隊合作精神。 英-J-C3 多元文化與國際理解 具備基本的世界觀，能以簡易英語介紹國內外主要節慶習俗及風土民情，並加以比較、尊重、接納。
	學習內容	Ad-IV-1 國中階段所學的文法句型。 Ae-IV-1 簡易歌謠、韻文、短文、故事及短劇。 B-IV-5 人、事、時、地、物的描述與問答。 C-IV-1 國內外節慶習俗。		
議題融入	多元文化教育 認識文化的豐富與多樣性；養成尊重差異與追求實質平等的跨文化素養；維護多元文化價值。 國際教育 養成參與國際活動的知能；激發跨文化的觀察力與反思力；發展國家主體的國際意識與責任感。			
教材來源	1. 教師自編 2. 網路資源			
教學設備/資源	1. 教室電腦與投影設備 2. 互動電子白板、IRS 即時反饋系統、平板 3. 學習單、簡報			
課程目標				
1. 熟悉聖誕節傳統相關字彙，並能運用於相關句型，及閱讀相關主題篇章 2. 能模仿聖誕節傳統介紹簡報，與小組合作，對所分配節慶主題，上網蒐集資料，做成介紹簡報，並做報告				
運用之學習策略				
(包含動機策略、後設認知策略、思考策略、一般性學習策略、領域/群科/學程/科目特定的學習策略)				
教學設計以 TBL(Task-Based Learning)為主軸，教學策略包含：				
1. TBLT：以與節慶相關情境問題引導學生完成學習任務 2. 分組合作學習：透過小組合作，培養學生團隊合作、互動互助能力。 3. 動機策略：運用小組競賽方式，鼓勵學生積極參與課堂活動 4. 注意力策略：以互動電子白板的小工具，如計時器等，讓學生能維持適當的專注時間。 5. 記憶策略：運用遊戲、活動、問答讓學生反復對主題字彙做”聽、說、讀、寫”練習，增加單字熟練度。 6. 組織策略：以高度結構的方式，將主單字融入句型、再帶入篇章中，並運用心智圖增進學生				

對篇章的整體理解。

教學活動設計

教學活動內容及實施方式

時間分配

評量

Period 1

Pre-task 1 單字遊戲(複習單字-單字層次)

◆ **Vocabulary Game (Whole Class & Group Work) (Word Level)**

- a. Each slide gives 1 picture about Christmas
- b. T(Teacher) shows the slides one by one, and Ss(students) say the word out loud together.
T can also ask Ss to stand up to say the word out loud in turns. The one who raises his / her hand the fastest and say the word correctly can sit down. Repeat the same procedure until every student sits down.
- c. "What is it" Game:
 - (a) Ss work in small groups (3-5 students in each group).
 - (b) Each slide gives a picture about Christmas and three vocabulary options.
 - (c) S who can have the correct answer most quickly gets a point for his/ her group.
- d. "Teacher, what do you want:
 - (a) T sets a model for Ss to understand how to play the game with their mini whiteboards.
 - (b) T asks Ss to write down three words about food people eat, decorations they have, etc. at Christmas time.
 - (c) The group with the correct answer gets one point.

[Functional language: Teacher, what do you want? (S) Name three things people often eat / use to decorate their houses at Christmas time. / Name three kinds of plants people often put at home. / Name three things people often do at Christmas time. (T)]

Pre-task 2 主要句型(運用所學單字於句型)

◆ **Key expressions**

- a. Use the sentence pattern to make sentences about Christmas.
 - (a) Ss are divided into small groups.
 - (b) T shows the slide with the sentence pattern
 - (c) T asks Ss to use the sentence pattern to make three sentences in their worksheets
 - (d) T asks Ss to compare their answers with their partners
 - (e) Ss write three sentences on the mini white boards / iPad.
 - (f) T asks each group to share their answers with the other groups.

[Functional language:

- (1) We / They eat _____ at Christmas time.
- (2) We / They decorate the _____ with _____ at Christmas time.
- (3) We / They _____(v.) at / in ... _____(place) at Christmas time.

12 分鐘

以舉手搶答方式檢視學生是否已學習到 29 個主題字彙，並視情況予以協助

以搶答方式，答對者可為該組拿到 1 分

各組以平板將各題答案回傳給老師，答對一個項目該組可以得一分
(若沒有互動電子白板，也可以用小白板取代)

12 分鐘

各組以平板將各題答案回傳給老師，答對一個項目該組可以得一分
(若沒有互動電子白板，也可以用小

Main-task Christmas Traditions 文章介紹與閱讀理解活動(篇章層次)

◆ Differentiated approaches toward understand the reading “Christmas Tradition” (Whole Class, Group Work & Individual) (Sentence Level)

- a. Listen and Fill in
- (a) Listen to the article and fill in the words in the word bank which match the pictures.
 - (b) Check the answers and listen again.
 - (c) Ss repeat the words in the word bank after T.
 - (d) Ss repeat the article after T.
 - (e) “Papaya” Game.
T asks Ss to stand up and listen to T read the article. T replaces some words with “Papaya”. The S who can raise the hand most quickly and give the correct answer can sit down. (The S can also choose one classmate to sit down.) T repeats the procedure till everyone sits down.
- b. Checking comprehension of the story – Different question types
- (a) Ss are divided into small groups
[Procedural language: Who’s got the pen? (T); I’ve got the pen. (S)]
 - (b) T asks Ss to read the True / False questions and discuss the answers with their partners.
[Functional language: What is your answer? Is it true or false? Why?]
 - 1. At Christmas time, the writer eats many different kinds of food. **(T)**
 - 2. Children wait for Santa Claus to sing carols at the church. **(F)**
 - 3. The writer puts a gift on the top of the Christmas tree. **(F)**
 - (c) T asks each group to show their answers on their mini whiteboards / iPad.
 - (d) T asks Ss to read the multiple choice and discuss the answers with their partners.
[Functional language: Which one is the correct answer? Are you sure? I don’t think so. You can find the answer in Paragraph..., Line...]
 - 1. Which of the following do the writer’s family often put outside the house?
 - (a) A sleigh.
 - (b) A snowman.**
 - (c) A stocking.
 - (d) A card.
 - 2. Which of the following is used to decorate the house?
 - (a) A church.
 - (b) A cake.
 - (c) A wreath.**
 - (d) A caroler.

白板取代)

16 分鐘

觀察學生填寫學習單狀況，隨時予以協助

視時間決定施行方時，如時間充裕，則以平動電子白板回答，如時間不足，則可以口頭問答方式

<p>3. According to the article, what does the writer do at Christmas time?</p> <p>(a) To put a star on the Christmas tree.</p> <p>(b) To put an angel in the windows.</p> <p>(c) To decorate the house with candy cans.</p> <p>(d) To send ornaments to carolers.</p> <p>(e) T asks each group to show their answers on their mini whiteboards / iPad.</p> <p>(f) T asks Ss to read the basic comprehension questions (BCQs) and Ss answers the questions together.</p> <ol style="list-style-type: none"> 1. When is Christmas Day? 2. What do the writer's family use to decorate the Christmas tree? 3. What activities do they usually do at Christmas time? 4. What do children wait for Santa Claus to do? 5. What kinds of food do they eat at Christmas time? <p>Post-task 心智圖與分組報告作業說明</p> <p>◆ Homework – Mind map and Presentation (Whole Class & Group Work) (Sentence Level & Paragraph Level)</p> <p>a. T asks Ss to finish the mind map of the reading at home. - Ss finish the mind map on their worksheets and then check the answers the next class.</p> <p>b. Performance Task [Challenging Group Work] T plays the video "Holidays All Around The World" and explains that there are many other holidays around the world. Each group will choose one of the four festivals (Diwali, Ramadan, Kwanzaa, and Hanukkah), look up some information about the festivals. After that, Ss will have to create PowerPoint Slides and have a presentation about the festivals for the whole class.</p> <p>Period 2</p> <p>Pre-task 1 Watch and Find out</p> <p>◆ Watch the video and find out different holidays around the world</p> <p>a. T asks Ss to watch the video "Holidays All Around The World"</p> <p>b. Ss write down the names of the holidays from the video on mini white board.</p> <ul style="list-style-type: none"> - Christmas - Hanukkah - Ramadan - Kwanzaa - Diwali - The Solstice - New Year - The Harvest 	<p>5 分鐘</p> <p>6 分鐘</p>	<p>(若沒有互動電子白板，也可以用小白板取代)</p> <p>學生依分組成績高低依序選擇該組想報告的節慶主題</p> <p>各組以平板將各題答案回傳給老師，答對一個項目該組可以得一分 (若沒有互動電子白板，也可以用小白板取代)</p>
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<p>Pre-task 2 How to introduce a holiday</p> <p>◆ Find out what we can tell others about a holiday</p> <ol style="list-style-type: none"> T asks Ss to watch the slides about Christmas Ss work in group to fill out the forms in the worksheet (according the reading “Christmas Traditions) T asks one to two groups to share their answers with others. <p>Main task Introduce a holiday</p> <p>◆ Read and Introduce</p> <ol style="list-style-type: none"> T divide Ss into small groups (about 4 in each group) Each group choose a holiday from the three (Hanukkah, Kwanzaa, and Diwali) Ss read the book about the holiday and find out the information about it.(Ss can read the eBooks with the app “epic”) Ss finish the worksheet about how to introduce the holiday. Ss in each group use the iPads to make a PowerPoint presentation (7 slides) <ul style="list-style-type: none"> - (Title slide) - (Members of the group) - When is the holiday? - What do people do on that holiday? - What do people eat on that holiday? - How do people feel? - (Thank-you slide) <p>Post-task Jigsaw</p> <p>◆ Introduce and Learn</p> <ol style="list-style-type: none"> T asks each group send two Ss to other groups with different holidays (two remain in the same group). Ss staying in the original group have to introduce with their PowerPoint presentation to the Ss from other groups. T asks Ss to go back to their group and share what they learn from another group. Ss work together to finish the worksheet. 	<p>6 分鐘</p> <p>25 分鐘</p> <p>8 分鐘</p>	<p>各組以平板將各題答案回傳給老師 (若沒有互動電子白板，也可以用小白板取代)</p> <p>各組以平板看電子書內容，並製作某一節慶之簡報，完成後以 Jigsaw 的方式介紹給其他組成員，並由該成員回自己小組介紹給自己的組員 (若沒有互動電子白板，也可以用小白板取代)</p>
<p>參考資料： 網路資源 YouTube 影片 林健豐老師/黃毓芬老師所設計教案</p>		

附錄二-1 第四學習階段英語文彈性學習課程教學設計示例參考學習單

Holidays All around the World

Class Number Name

Holidays All around the World Find out some holidays from the video. Write down the names of them.

How to Introduce a holiday

	When & Who	What to do	What to eat
Christmas			
Hanukkah			
Kwanzaa			
Diwali			

Introduce a holiday

Work with your group and introduce a holiday from the three (Hanukkah, Kwanzaa, and Diwali). Make a PowerPoint presentation.

Example:

Hello, everyone. My name is.... (My name is.... My name is.... My name is....)

We are from group 1.

1. Today we are going to share with you something about Christmas, a holiday celebrated by many people around the world.
2. What do people do at Christmas time? They usually decorate their houses with lights and candles. They also put a Christmas tree in their houses. Some of them even build a snowman outside the house.
3. What do people eat at Christmas time? They usually eat Christmas cakes and turkey. They also eat candy canes and gingerbread.
4. Everyone feel happy during Christmas.

Thank you for your time.

Your Mission

Make a PowerPoint present which includes at least 7 pages.

Page 1 – Cover page – The name of the holiday and our group name

Page 2 – Introduce the group members

Page 3 – When and who to celebrate the holiday

Page 4 – What to do on the holiday

Page 5 – What to eat on the holiday

Page 6 – How do people feel about the holiday

Page 7 – Thank- you page

Your turn

Hello everyone.

My name is _____. My name is _____. My name is _____. My name is _____.

We are from group _____.

① Today we are going to share with you something about _____, a _____.

② What to do on the holiday _____

③ What to eat on the holiday _____

④ How do people feel about the holiday _____

Thank you for your time.

附錄三 桃園市國民中學學生英語讀者劇場比賽劇本(一)

作者：平鎮國中張芳雲、張惠君教師

I Like Myself.

(Song:)

I am my sunshine My only sunshine I make me happy When skies are gray
You never know dear How much I love me Please don't take my sunshine away

The first thing you should know about me is that my name is Bruno.

I like myself.

I'm glad I'm me.

Bruno 1: I like my eyes.

Bruno 2: I like my ears.

Bruno 3: I like my nose.

Bruno 4: I like my fingers.

Bruno 5: I like my shoulders.

Bruno 6: I like my knees.

Bruno 7: I like my toes.

Song: Head Shoulders Knees and Toes.

I like myself.

There's no one else I'd rather be.

Narrator: You sound confident. That's quite good. Tell me more about yourself.

Bruno 1: I like me happy.

Bruno 2: I like me sad.

Bruno 3: I like me different.

Bruno 4: I like me the same.

Bruno 5: I like me fast.

Bruno 6: I like me slow.

Bruno 7: I like me cool.

I like myself.

There's no one else I'd rather be.

Narrator: Okay, you have many interesting parts. You seem to be satisfied with yourself. Is there anything else you would like to add?

Bruno 1: I like me whoever I am.

Bruno 2: I like me whatever I think.

Bruno 3: I like me whatever I say.

Bruno 4: I like me whatever I do.

Bruno 5: I like me wherever I go.

Bruno 6: I like me on the inside.

Bruno 7: I like me on the outside.

Inside, outside, upside down.

From head to toe and all around.

I like it all.

It is all me.

Narrator: Well, that's really impressive. According to what you say, it sounds like that you have never felt anything bad about yourself, have you?

To be honest, you won't believe I am afraid of many things.....many things.

Bruno 1: I am afraid of barking dogs. Oh! No! Barking dogs!

Bruno 2: I am afraid of crying babies. No babies!

Bruno 3: I am afraid of talking to girls.

Bruno 4: I am afraid of seeing ghosts. Don't catch me.

Bruno 5: I am afraid of having pimples on my face. What a big pimple! I am doomed.

Bruno 6: I am afraid of having too much homework. Chinese! English! Math! Oh! Gosh!

Bruno 7: It's embarrassing to say that I am even afraid of cockroaches. A cockroach!

Oh! My goodness!

Afraid! Afraid! Afraid! Don't be afraid.

Narrator: Very interesting. You look brave on the outside. It's hard to imagine you have some fears inside. Is there anything else you want to tell me?

Frankly speaking, I also have worries in my heart.

Bruno 1: I am worried about getting too fat.

Bruno 2: I am worried about being too short.

Bruno 3: I am worried about having no money.

Bruno 4: I am worried about having poor grades.

Bruno 5: I am worried about arguing with Mom and Dad.

Bruno 6: I am worried about having no smartphone.

Bruno 7: Tell you a secret. I also worry about not having enough hair on my head.

Worried! Worried! Worried! Don't be worried.

Narrator: That's kind of confusing. You have a lot of fears and worries. You have your problems. In other words, you are not perfect at all. Do you still like yourself as you just said?

Bruno 1: I know I am not perfect

Bruno 2: However, I don't care in any way

Bruno 2: what someone else may think or say.

Bruno 3: I may be called a silly nut

Bruno 4: or a crazy cuckoo bird.

Bruno 5: So what?

Bruno 6: I'm too much fun, you see,

Bruno 7: For anything to bother me!

Nothing can bother me!

Bruno 1: Even when I look a mess,

Bruno 2: I still don't like me any less,

Bruno 3: because nothing in the world, you know,

Bruno 4: can change what's deep inside me. So.....

Bruno 5: No matter if they stop and stare,

Bruno 6: I still like

Bruno 7: the way I am.

I like myself.

There's no one else I'd rather be.

Me is all I want to be.

(Song:)

When I see your face

There's not a thing that I would change

'Cause, boy, you're amazing

Just the way you are

And when you smile

The whole world stops and stares for a while

Boy, you are amazing

Just the way you are

Narrator: Okay, you really make your point quite clear. That's very nice. You know that you are not perfect.

At the same time, you also understand you have your good and bad points. As long as you keep believing that you are unique, you can make a difference in your life. Good luck to you.

Understand yourself. Accept yourself. Most important of all, trust yourself. You are unique. You are special. Find out your talent and explore your potential. You can make a difference and change the world.

附錄四 桃園市國民中學學生英語讀者劇場比賽劇本(二)

作者：平興國中鍾沅蓁老師、陳思彤教師

Narrator	Once upon a time, there was an old couple living in a house with a beautiful garden.
Chorus	WOW, a beautiful garden.
Narrator	In the garden, the couple grew many pretty flowers and three old trees.
Apple	I am an apple tree.
banana	I am a banana tree.
Papaya	I am a papaya tree.
Narrator	The old couple had owned the garden since they were young. They loved it very much and took good care of it every day.
Rooster	(Crowing in the early morning)
Old man	Good morning, honey. Look at the sky! It's clear and blue!
Chorus	It's clear and blue!
Old woman	Wow! I remember it had been gray for almost three months.
Old man	The weather today is so nice that we could even see the sun rise.
Chorus	Wow, the sun rise.
Old woman	I love the weather today!
Old man	Let's go water them before they get too dry!
Chorus	Let's go water them.
Narrator	The old couple went to the river to get some water. At the same time, there's something interesting going on in the garden!
Trees	Lalala, we are the tree fairies!

Apple	Ha! Look at the sky! It's a sunny day today, isn't it?
Banana	Yes! I love the sunshine.
Papaya	I love it, too. Look at my beautiful skin! I think after being watered by the old couple, I will become prettier.
Trees	Become prettier.
Apple	Let's stretch together!
Trees	Let's stretch together! Stretch together! What a happy day today! Lalala!
Narrator	Suddenly, there comes the old couple with the water, and the garden became quiet again!
Old man	Mmmm...Our garden looks gray. Let's wash the plants.
Old woman	Ok, I like helping them take a bath!
Chorus	Lulala! Lulala!LulaLulala!
Narrator	Few hours later, the old couple watered all the plants and then returned to their house.
Trees	Lalala ,we are the tree fairies.
Apple	Look, I have Red apples!
Chorus	Red apples!
Apple	I am beautiful, right?
Papaya	You can say that again, Apple. You are really beautiful in shining red, but my orange skin is more beautiful!
Banana	Ha! I think the colors of our skin
Trees	are all very beautiful!
Chorus	Yes, we are beautiful!
Banana	But be honest, if I become taller, I will be much happier!
Apple	You are right! We all want to grow taller!

Papaya	
Chorus	Grow taller
Narrator	The next morning, the sun came out as usual but the tree fairies noticed something different...
Rooster	(Crowing and coughing)
Trees	Lalala, we are the tree fairies.
Papaya	Why is the sky so gray today? This makes me sad!
Chorus	Sad! Sad! So Sad!
Apple Banana	Oh, we can't grow taller without sunlight.
Papaya	Yes! And we also need water! Why doesn't the couple water us today?
Chorus	Water! Water! We need water!
Trees	It is so sad! We have neither sunshine nor water!
Narrator	Inside the house!
Old man	My voice is so strange today .
Old woman	Oh, I don't feel well, either.
Apple	What's the matter with the old couple?
Papaya	I don't know. Maybe they're sick.
Trees	Why are they sick? We need to know why!
Chorus	Why
Apple	Emm.....I think something makes them get a cold.
Old man	Honey, put on the mask. The air isn't clean outside.
Old woman	You're right!
Apple	Did you hear that? The old man said the air isn't clean.

Banana	Papaya! You are smart. Why isn't the air clean?
Chorus	Why isn't the air clean?
Papaya	Maybe someone is smoking or burning something around here.
Apple	Oh! I saw a man smoking yesterday, and it didn't smell good!
Trees	That makes the air polluted. People should protect the earth!
Chorus	People should protect the earth! Protect the earth!
Narrator	Finally, the tree fairies found the key to the problem!
Trees	Who can answer the last question? Why don't we grow taller?
Flower	Fake! Fake! Fake! You three are all fakes! All of the plants in the garden are fakes!
Chorus	Fakes!
Apple	All right. Let me tell you the truth. In fact, we are here to take place of the real trees because there haven't been any real trees and plants in the world for many years.
Chorus	No real trees! No real plants!
Apple Banana PaPaya	Oh, no! There comes the smog again.
Chorus	Goodbye! The blue sky! Goodbye! The sunshine. Goodbye! Friends! Goodbye! Everyone!

附錄五 109 學年度桃園文昌國中讀者劇場

Program of Self-compiled Teaching Materials for Reader's Theater (RT) for Taoyuan Foreign English Teachers Content of self-compiled teaching materials

Goals of the program:

The self-compiled teaching materials of RT are extended materials based on textbook content and are closely related to the textbook content. Through these materials, the students can not only improve their English little by little, but also apply what they have learned in class to daily life, and thus implement the goal of living English. In addition, the self-compiled materials of RT can also make the most of learning time flexibly by enriching the content of teaching, which can make up for the learning effect by enriching the content of teaching. Because of 108 English Curriculum Guidelines, students only have three English classes per week. With the self-compiled teaching material added to the regular teaching of the textbook, one class time can have 1.5 class effect gained. The following are the description of the content of the self-compiled teaching materials:

1. Content arrangement of teaching materials

- 1-1 The content is for one academic year, 3 units respectively for the first and second semester of the 7th grade, with the vocabulary and sentence patterns taught based upon the textbook.
- 1-2 The vocabulary and sentence patterns are derived not limited to one textbook version.

2. Theme selection

- 2-1 Select topics that are more interesting in the current textbooks or topics that are likely to cause discussion in students' life, for example, animals and family.
- 2-2 The selection of themes is not limited to one textbook version.

3. Text Reader's Theater

- 3-1 The text contains the following sections
 - a. Title
 - b. Pre-reading activities: Four-panel comics related to the theme, providing students with predictions about the content of the story before reading, and also questions to motivate the students.
 - c. Core words and core sentence patterns: Use 10 to 15 key words and 1 to 2 important sentence patterns from the textbook.
 - d. Role list: List several roles for students to choose to play after reading.
 - e. Text content: Based mainly on the basic vocabulary in elementary school and 2000 vocabulary in junior high school to correspond to the level of the present stage.

4. Lesson plan

4-1 The design of the materials is for for 5 classes (5 sections) and is arranged in the following way:

Section 1: Review of the vocabulary and sentence pattern

Section 2: Reading Comprehension

Section 3: Role-playing exercises

Section 4: Production of performance props and group rehearsals

Section 5: Group performance delivery and peer evaluation

4-2 At least one worksheet for each section to help students review important words, understand text content, choose roles, practice the lines in the play, and evaluate peers. The worksheet design can be found in the attachment.

5. Teaching achievements

It is suggested that the whole process of students' performance of the reader' s theater be recorded, which can be used not only as a basis for mutual evaluation of students, but also as a part of teachers' achievements.



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UNIT

1

Say No to Plastics



01

Lesson Plan

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Script

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Worksheet 1

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RT Rubric Teacher Suggestions

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Lesson Plan

Subject	English		
Grade Level	7 th Grade	Time Frame	5 Weeks (225 Minutes)
Unit Name	Reader's Theater — Say No to Plastics		
Lesson Format			
Learning Objectives	Learning Standards	<p>2-IV-9 Students are able to perform a simple role play.</p> <p>2-IV-11 Students participate in simple English short drama performances.</p> <p>3-IV-13 Students understand the story plot and content.</p> <p>5-IV-1 Students use the basic middle school words for communication.</p> <p>5-IV-4 Students read essays and plays while using the correct intonations.</p>	<p>Literacy Standards</p> <p>General Outline B1 Using symbols to communicate.</p> <p>Goals English-J-B1 Have the ability to listen, speak, read and write English. In daily life, students can use the words, sentence patterns, and body language learned to conduct appropriate communication and interaction.</p>
	Content Objectives	<p>Ac-IV-4 To be able to use middle school vocabulary. (Listen, Read, Write and Speak with 2000 words)</p> <p>Ad-IV-1 To be able to use grammatical patterns.</p> <p>Ae-IV-1 To know simple songs, essays and plays.</p> <p>B-IV-7 To be able to perform a role play.</p>	
Connection with other Content Areas	Arts (Performance and Making Props)		
Resources for the RT Unit	English Textbook		

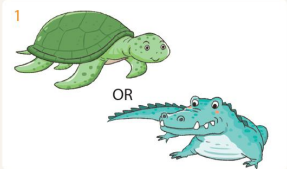

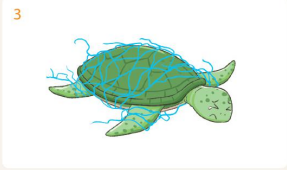

Learning Targets

1. Students are able to recognize 2000 junior high school-level basic words, and pronounce them correctly.
2. Students are able to use certain sentence patterns to read script lines.
3. Students are able to comprehend scripts by filling out worksheets.
4. Students are able to interact with peers and rehearse script lines cooperatively.
5. Students are able to perform a role play and present a reader's theater show.
6. Students are able to evaluate their peers' performances fairly according to a rubric.
7. Students are able to appreciate their peers' performances and give positive feedback.

NOTES



Period	Lesson Plan with Activities								
	Content and Implementation	Assessment	Teaching Tools						
First Period	<p style="text-align: center;">Warm up (15 mins)</p> <p>1. The teacher shows students a video about plastic pollution. Link for video. https://www.youtube.com/watch?v=DHg291KeFls NOTE: The teacher may add Chinese subtitles on the YouTube video to ensure that all students understand what is said in the video.</p> <p>2. Students have a short discussion about what they saw in the video.</p> <p>3. The teacher picks some students and asks them what kind of animals they like and why. Possible questions to ask students after they have watched the video: -What do people use plastic for? Name 5 things. -How much plastic is recycled every year? -What can plastic do to marine animals (sea animals)?</p> <p style="text-align: center;">Presentation (20 mins)</p> <p>I. Vocabulary</p> <p>1. The teacher uses PPT to show the pictures of six keywords, and guides students to read the words correctly. (5mins)</p> <p>2. The teacher divides the class into 6 groups and distributes worksheet 1 to the students. The teacher will go through the worksheet with students. (5mins)</p> <p>3. Students complete the first page of the worksheet in groups. (5 mins)</p> <p>II. Sentence Pattern("Can you___?"):</p> <p>4. The teacher uses the students' textbook to revise the sentence patterns that they will use later in the story.</p> <p>Example:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Can</td> <td>you he / she they / we</td> <td>dance? share? cook?</td> <td>Yes, No,</td> <td>I / we he / she they / you</td> <td>can. can't.</td> </tr> </table> <p style="text-align: center;">No / Can you [X2] / dance / I can't / I can</p> <p>Pamela: Hey Raymond. (1) <u>Can</u> (2) <u>you</u> dance?</p> <p>Raymond: Yes, (3) <u>I</u> (4) <u>Can</u> . Can you (5) <u>Can</u> ?</p> <p>Pamela: No, (6) <u>I</u> (7) <u>can't</u> . I can sing. (8) <u>Can</u> (9) <u>you</u> sing?</p> <p>Raymond: (10) <u>No</u> , I can't.</p>	Can	you he / she they / we	dance? share? cook?	Yes, No,	I / we he / she they / you	can. can't.	<p>Oral interaction</p> <p>Group work</p> <p>Oral interaction</p>	<p>Computer, YouTube video</p> <p>PowerPoint (PPT)</p> <p>Worksheet 1 (Page 1)</p> <p>Students' English textbook</p>
	Can	you he / she they / we	dance? share? cook?	Yes, No,	I / we he / she they / you	can. can't.			

	<p>5. The teacher displays the sentences on the smart board/chalkboard and asks the students to read the sentences aloud. (5 mins incl. step 4)</p> <p style="text-align: center;">Practice (10 mins)</p> <p>6. The teacher asks students to complete the sentences on their worksheet (page 2.) This can be done in groups or individually. (5 mins)</p> <p>7. Finally, the teacher asks students to practice reading the sentences together in groups. This allows students to become familiar with the sentence patterns. (5 mins)</p>	<p>Oral interaction</p> <p>Oral interaction & Group work</p>	<p>PPT/ Chalkboard with sentence patterns</p> <p>Worksheet 1 (Page 2)</p>
Second Period	<p style="text-align: center;">Warm up (10 mins)</p> <p>1. The teacher divides the students into 6 groups and distributes the scripts and related worksheets to each student.</p> <p>2. The teacher guides students through the pre-reading activities. Example:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; text-align: center;"> <p>1</p>  </div> <div style="width: 50%; text-align: center;"> <p>2</p>  </div> <div style="width: 50%; text-align: center;"> <p>3</p>  </div> <div style="width: 50%; text-align: center;"> <p>4</p>  </div> </div> <p style="color: red;">QUESTIONS:</p> <ol style="list-style-type: none"> 1. Which animal lives in the ocean, the turtle or the crocodile? 2. What is on the beach? 3. What happened to the turtle? 4. How can we help sea animals? <p style="text-align: center;">Presentation & Practice (35 mins)</p> <p>1. The teacher guides the students to read through the script. (10 mins)</p> <p>2. The students read the story, "Plastics in Our Oceans" on the worksheet. They then answer the 5 questions about the story. This is completed together in groups. (5-10 mins)</p> <p>3. The teacher asks the students some questions about the script. (5 mins)</p>	<p>Oral interaction + Individual reading</p> <p>Group work</p>	<p>'Say no to Plastics' Script & Worksheet 2</p> <p>Worksheet 2</p>

1-4

	<p>POSSIBLE QUESTIONS:</p> <ol style="list-style-type: none"> 1. Who are the main characters? 2. What happens in the story? 3. What is the main problem in the story? 4. How do Joey and Tom turn into sea turtles? 5. What can Joey and Tom do to help stop ocean pollution? <p>The teacher asks the students some questions about the script. (5 mins)</p>	Oral interaction	
Third Period	<p>Warm up (10 mins)</p> <ol style="list-style-type: none"> 1. Students are encouraged to discuss which character they want to play. The teacher helps groups where necessary. If students struggle to choose roles, the teacher will assign different roles to each student in each group. 2. The teacher asks the students to complete the "Choosing Character" worksheet, providing given details of their characters as well as adding their own ideas. <p>Presentation (30 mins)</p> <ol style="list-style-type: none"> 1. The teacher asks the students who play the same characters in the story to form groups. (I.e. If students A, B, C, and D all play Tom, they will form one group of "Toms.") 2. The teacher asks the students to write their lines on worksheet 4. The teacher goes around, group by group, demonstrating the correct way to pronounce certain words. The teacher helps students to read with proper intonation. While the teacher is with one group, the other groups read their lines together. 3. After all the students have read their lines and practiced with proper intonation, the students find 3 classmates to read their lines to. After reading to a classmate, the student can ask him/her to sign his/her name on a checklist. The checklist is provided at the end of worksheet 4. <p>Wrap up (5 mins)</p> <ol style="list-style-type: none"> 1. The teacher asks students to go back to their original groups. 2. The class practices their lines in their original groups. This will act as part of a "rehearsal." 	<p>Group work + Individual practice</p> <p>Group work + Reading</p> <p>Group work + Oral interaction</p>	<p>Worksheet 3</p> <p>RT Script</p> <p>Worksheet 4</p> <p>Worksheet 4 (checklist part)</p> <p>RT Script</p>

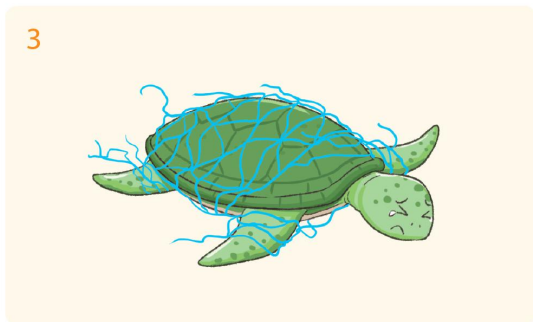
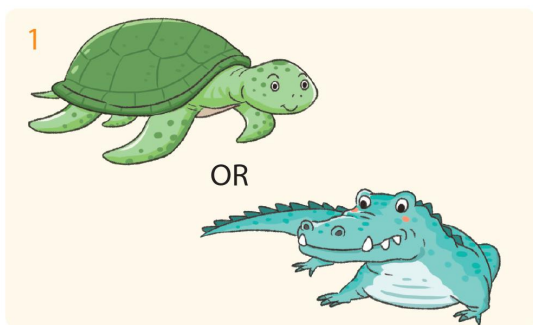
Fourth Period	<p style="text-align: center;">Warm up (5 mins)</p> <p>1. The teacher shows students how to make simple head ornaments with labels. Each student will have a clearly marked character name on their head.</p>	Group work	
	<p style="text-align: center;">Presentation (20 mins)</p> <p>1. Students make their own head ornaments of the characters they have chosen. The teacher provides students with paper and relevant stationery to make the head ornaments. The teacher should offer assistance where necessary.</p>	Oral interaction	
	<p style="text-align: center;">Practice (20 mins)</p> <p>1. The teacher distributes a rubric to each student and explains every item on the rubric. (5 mins) 2. The teacher asks students to rehearse their RT script lines in their groups. The teacher should remind students to pay close attention to what the rubric assesses. (15 mins)</p>		Rubric
Fifth Period	<p style="text-align: center;">Warm up (5 mins)</p> <p>1. The teacher explains the procedure of the RT show to the students. PROCEDURE: 1. Drawing lots to decide the performance sequence 2. Group performance 3. Students' feedback to each other; peer evaluation 4. Teacher's conclusion</p> <p>2. The teacher explains the rubric to the students to make sure they understand how to use it.</p>		
	<p style="text-align: center;">Presentation (30 mins)</p> <p>1. The teacher asks each group to go to the front of the class or stage to perform their RT show, group by group. 2. The teacher records the students' performances. 3. The teacher encourages students to be observant of all performances.</p>	RT Performance	Rubric
	<p style="text-align: center;">Practice (10 mins)</p> <p>1. The teacher invites students to give feedback to other groups, and to vote for the best group. 2. The teacher draws the lesson to a close and compliments the efforts of all students.</p>		

Teachers may refer to *Teacher Suggestions* for extra resources.

UNIT 1

Say No to Plastics

Pre-reading



Questions:

1. Which animal lives in the ocean, the turtle or the crocodile?
2. What is on the beach?
3. What happened to the turtle?
4. How can we help sea animals?

Keywords

Nouns	Verbs	Adjectives	Adverbs
bottle	can	difficult	really
food	know		together
paper	need		
garbage	put		
	must		
love (n.) / (v.)			

● Sentence Patterns 1

Can	you he / she they / we	dance? share? cook?
-----	------------------------------	---------------------------

Yes, No,	I / we he / she they / you	can. can't.
-------------	----------------------------------	----------------

● Sentence Patterns 2

How many	books	are there	on the table?
There is	one (book).		
There are	five (books).		

● Characters



Joey

A boy who turns into a sea turtle after eating a special fruit. He learns about what is happening in the ocean, and he tries to do something to save it.



Tom

Joey's friend who also turns into a sea turtle. He wants to help save the sea animals as well.



Turtle Amy

A green sea turtle who is entangled in a net.



Turtle Jim

A hawksbill sea turtle with a plastic fork up his nostril.



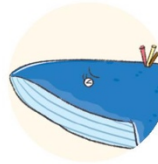
Seagull Ray

A seagull with a plastic bag stuck on its face.



Seagull Joyce

A seagull married to Seagull Ray, and is very worried about him.



Mrs. Whale

A blue whale with plastic straws stuck in her spout.



Mr. Whale

A pilot whale with lots of plastic waste in his stomach.

(Standing order: Mrs. Whale, Turtle Amy, Joey, Tom, Turtle Jim, Mr. Whale, Seagull Ray, Seagull Joyce)

***NOTE:** Use a transparent plastic bag and put lots of plastic garbage in it, and tie it around Mr. Whale's tummy.

Say No to Plastics



Audio File
劇本音檔



Outline

The story is about two boys who eat devil fruit and turn into sea turtles. They learn a lot about what plastics are doing to sea animals and the ocean. Can the boys come up with a plan to save the ocean?

NOTE: All words in italics are suggestions of movement or facial expression.

Act 1 CD 1

(All marine animals come up holding a picture of a wave.)

Mr. Whale: Hey everyone, there are two boys on the beach.

Mrs. Whale: What are they doing? Are they fighting?

Turtle Amy: Are they fighting for something?

Turtle Jim: Oh. I think they are fighting over an apple.

Mr. Whale: Well, they should learn how to share.

(All marine animals sing the "Sharing song.")

Sharing, sharing, we all share. Some for you and some for me.

(NOTE: Please refer to *Teacher Suggestions* for the melody.)

Act 2 CD 2

(All marine animals come up holding a picture of a wave.)

Tom: Wow! What is that? Is it an apple?

Joey: It looks like a guava. I want one. **How many** are there?

Tom: **There is** only one. I am going to eat it.

Joey: **Can you** give me half? **Can you** share?

Tom: No way. I found it.

Joey: Come on. Sharing is caring.

(All marine animals sing the "Sharing song.")

Sharing, sharing, we all share. Some for you and some for me.

Tom: Okay...Fine.

(They both eat the special fruit, and they don't feel well.)

Tom: I feel weird.

Joey: **Me**, too.

(Suddenly, they disappear.)

Act 3 CD | 3

(In the ocean.)

Tom: Ah... Who are you?

Joey: Who are you?

Tom: I'm Tom.

Joey & Tom: Aaaaahhh!! *(Looking shocked)*

Tom: It must be the special **fruit**.

Joey: It's all your fault.

Tom: I **know**. I'm sorry. We are turtles now.

(While they are fighting, all the marine animals get close to them.)

Turtle Amy & Turtle Jim: Hey, hey. What's wrong? *(Turtle Amy is entangled in a net. She stands next to Joey. Turtle Jim stands next to Tom.)*

Tom & Joey: Aaaaahhh!! *(They look at each other. They are all shocked and start yelling at the same time.)*

Turtle Jim: Hi, I am Jim. I am a hawksbill sea turtle. Are you guys okay? Are you new here?

Tom: Hi, I am Tom. I am from...uhm...somewhere...*(Timidly)*

Mr. Whale: Hi, I am Mr. Whale, a pilot whale. What about you? *(He points to Joey.)*

Joey: I am Joey. *(Timidly)*

Turtle Amy: Hi. I am Amy, a green sea turtle.

Act 4 CD | 4

Mrs. Whale: Hi, I am Mrs. Whale. I'm a blue whale. By the way, where are you from? Where is "somewhere?"

(Joey and Tom look at each other.)

Tom: Well... It's a long story. Anyway, what's that thing on your neck?

Turtle Amy: I don't know. It has been stuck around my neck for a long time. Now it's more **difficult** for me to swallow **food**. I am so hungry.

(Joey gets closer to see what it is.)

Joey: OMG! It's a fishing net. Let me help you get it off your neck.

Mrs. Whale: We have been trying to help her, but we failed.

(Joey tries to get the net off Turtle Amy's neck, but he also fails.)

Joey: Oh, my arms are too short. Sorry!

Turtle Amy: It's okay. I've gotten used to it. I just eat less **food** these days.

(Two seagulls fly closer to them. They make a seagull noise, "squawk.")

(A plastic bag is stuck on Seagull Ray's face.)

Turtle Jim: What's that on your head?

Mrs. Whale: Is that your new style?

Seagull Ray: I have no idea. This thing has been stuck on my head for 2 days.

Mr. Whale: Are you okay?

Seagull Ray: It's really hard to breathe. I don't like this new style. It's killing me.

Tom and Joey: OMG! That's a plastic bag.

Seagull Joyce: **Can you** guys help him take it off his head?

Joey: We are sorry. We really want to help but our arms are not long enough to reach it.

Tom: We can't even take that net off Turtle Amy's neck.

Seagull Joyce: Oh, that's okay. Thanks for trying.

Act 5 CD 5

Seagull Ray: Turtle Jim, what's wrong with your nose?

(Turtle Jim has a plastic fork stuck in his nostril.)

Turtle Jim: I don't know what this is.

(Tom and Joey get closer and scream.)

Tom and Joey: Aaaaahhh!!! That's a plastic fork.

Tom: OMG. What's wrong with you guys? There is a lot of **garbage** stuck all over your bodies!

Turtle Jim: I don't know. Things have changed around here.

Turtle Amy: There are a lot of weird objects floating in the ocean.

Turtle Jim: We did not have these in the past.

Seagull Joyce: Hey, Mrs. Whale, when I flew by, I saw some weird things on your back. What are those things stuck in your spout? Can you breathe?

(Mrs. Whale has plastic straws stuck in her spout.)

Seagull Ray: That's funny. Hahaha!

Mrs. Whale: Well, it's not funny at all. I have no idea what these are.

Mr. Whale: They have been stuck there for a week.

Mrs. Whale: Or maybe longer. It is **difficult** to breathe.

Seagull Joyce: Do they taste good?

Mrs. Whale: I can't **really** tell you how they taste. I just swallow everything. There should be a lot more food in my stomach.

Mr. Whale: Mine, too.

(Tom and Joey get closer and scream.)

Tom and Joey: Aaaaaahhh! Those are plastic straws.

Tom: Mrs. Whale, you can't eat those. You'll die.

Mrs. Whale: **How many** straws are there?

Joey: **There are** twenty straws.

Act 6 CD 16

Seagull Ray: People have done this to marine animals.

Seagull Joyce: What have people done?

Seagull Ray: People **put** the plastics and garbage in the ocean.

Turtle Amy: Normally, we marine animals eat lots of things in the ocean.

Turtle Jim: We are just wondering where all the chewy and hard **food** comes from.

All characters: It's everywhere!

Mr. Whale: Yeah... I think I also swallow lots of chewy stuff. I feel bloated!

Turtle Amy: Oh. That's why you have gained a lot of weight.

Turtle Jim: Your tummy is huge!

Joey: You mean you eat a lot of chewy stuff?

Mr. Whale: You know, normally I just open my mouth and swallow everything in front of me.

Mrs. Whale: I can't tell you exactly what I have eaten recently, but it's really hard to digest. That's why I don't feel good these days. I think I am dying.

Mr. Whale: I think I am dying, too.

Seagull Joyce: Oh! That's terrible. What have people done to them?

Tom: **What can we do? What can we do?** They are all dying because of us.

Joey: I can stop using straws for my milk tea.

Tom: And I can bring my own recycable shopping bag.

Joey: **What can we do? What can we do?**

Act 7 CD 17

(Joey and Tom start to cry. Suddenly, they start to cough. They cough out the special fruit. They fall asleep and turn back into humans. When they wake up, they are on the beach.)

Joey and Tom: Whoa! We are back!

Joey: What a terrible nightmare!

Tom: What have we done to these marine animals?

Joey: We **must** do something to save them. **We can** do it together.

Tom: Yes. We can't have them keep eating those plastics.

Joey: We can't watch them die because of our mistakes. We human beings are too selfish. Those marine animals die so we can enjoy the convenience of plastics.

All characters: We **need** to stop it.

(All the marine animals join them.)

Tom: Hey guys, you are all here. We want to do something for you. I'll stop using plastic straws, plastic bags, and disposable chopsticks.

Joey: I'll use **bottles** that **can** be recycled, and I'll bring my own cups and recyclable shopping bags, like **paper** shopping bags.

All characters: Awesome! Let's do it.

Mrs. Whale & Turtle Amy: Please say no to plastic bags.

Seagull Joyce & Seagull Ray: Bring your own recyclable shopping bags.

Turtle Jim & Mr. Whale: Please say no to plastic straws.

Seagull Joyce & Seagull Ray: Bring your own cups.

Tom: Are you still using straws?

Joey: If there's a straw in your hand, let it be the last one.

All characters: Say "no" to plastics, and save the ocean. **Love** our world.

Worksheet 1

Vocabulary & Matching

Write the Chinese translation for the keywords below. Then, match the words to the pictures.

1. bottle- 瓶子

4. paper- 紙張

2. love- 愛

5. garbage- 垃圾

3. together- 一起

6. know- 知道



A 5



B 3



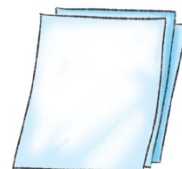
C 2



D 1



E 6



F 4

● Sentence Patterns – Activity 1

Complete the dialogue below.


Can	you he / she they / we	dance? share? cook?	Yes, No,	I / we he / she they / you	can. can't.
No / Can you [X2] / dance / I can't / I can					

Pamela: Hey Raymond. (1) Can (2) you dance?

Raymond: Yes, (3) I (4) can. Can you (5) dance?

Pamela: No, (6) I (7) can't. I can sing. (8) Can
(9) you sing?

Raymond: (10) No, I can't.

Susan 

I can ...

make soup

make cake

make pizza


Betty 

I can ...

make soup

make cake

make pizza

Louis 

I can ...

make soup

make cake

make pizza

● Sentence Patterns – Activity 1

Mr. Chang is looking for a new chef to work in his restaurant. The chef must be good at making soup and pizza. Can you help him? Please answer in full sentences.

1. Can Betty make cake?

Yes, she can. She can make cake.

2. What can Louis do?

He can make soup and pizza.

3. Who can make soup but can't make pizza?

Susan can make soup but can't make pizza.

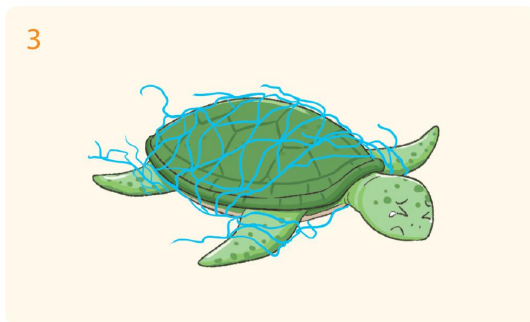
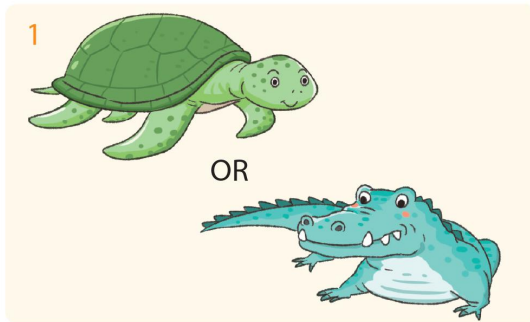
4. Who should be Mr. Chang's choice?

Louis should be Mr.Chang's choice.

Worksheet 2

● Pre-reading Activity 1

Answer the questions below before reading the story.



QUESTIONS:

1. Which animal lives in the ocean, the turtle or the crocodile?
2. What is on the beach?
3. What happened to the turtle?
4. How can we help sea animals?

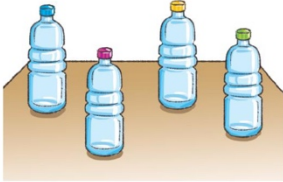
ANSWERS:

1. The turtle lives in the ocean.
2. Garbage is on the beach.
3. The turtle is trapped in plastics/garbage.
4. We can help sea animals through recycling.

● Pre-reading Activity 2

Look at the pictures and answer the questions that follow.

Example:



A: How many bottles are there?

B: There are four bottles.



1. A: How many children are there in the classroom?

B: There are five children in the classroom.



2. A: How many people are in the kitchen?

B: There are two people in the kitchen.



3. A: How many slices of pizza are there?

B: There are six slices of pizza.

Worksheet 3

● Choose Your Character

After choosing your character, complete the details below.








Character : _____	
Your Personality	Character's Personality
e.g. shy, cute, lovely	e.g. loud, serious, charming
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
I'd like to play _____ because _____	
Draw a picture of what you think your character looks like.	

Worksheet 4 Voice Practice

Group : _____

Name : _____

● Mark Your Lines 標記圖示

Fragment (斷句)	Intonation (聲調)	Voice (聲音張力)
Slow down / Pause (放慢 / 暫停) 	Rise (上揚) Fall / Decline (下降)  	Loud (大聲)  Soft (小聲)  Slow (放慢)  Expression (表情)  (Note 可自行延伸)

Example 範例

Lines from the script:

Joey: Who are you?

Tom: I'm Tom.

Joey : Aaaaahhh!! (Looking shocked)
 & Tom

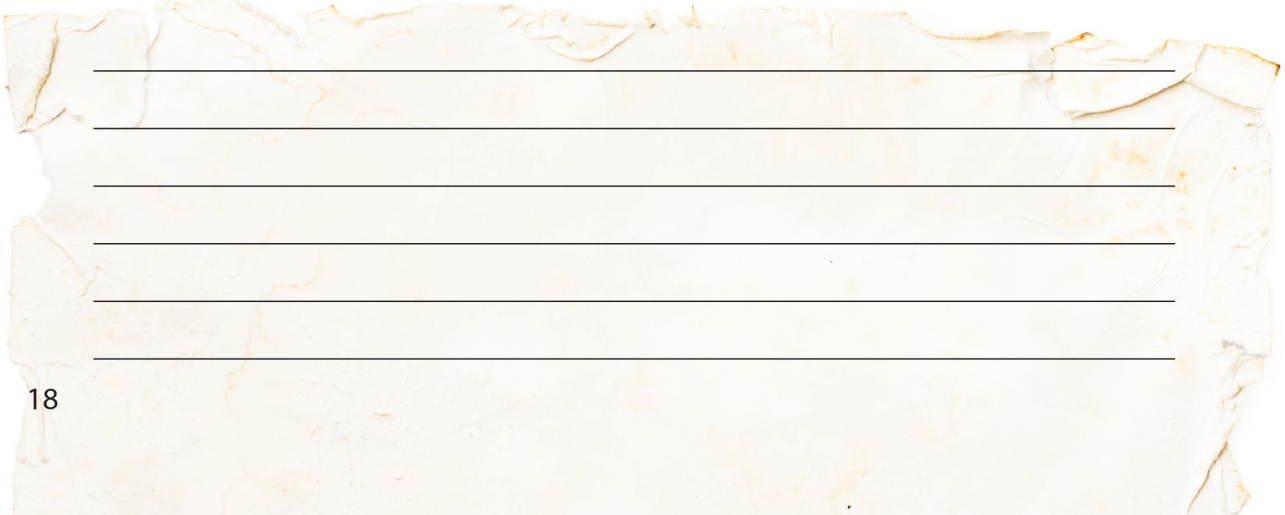
Tom: It must be the / special fruit.

Joey: It's all your fault.

Tom: I know. / I'm sorry. / We are turtles now.

● Write and Mark

Write down your lines and mark them. 寫下你的台詞並做適當標記



A large sheet of aged, yellowed paper with a deckled edge, featuring ten horizontal lines for writing.

● Practice in Groups

Find three classmates to read your lines to. After reading to a classmate, ask him/her to sign his/her name on the checklist below.

找三位同學練習台詞

Signature and Evaluation 念過後請同學簽名

Name	Good	Ok	Needs more practice



Practice makes perfect!!

Reader's Theater Presentation Rubric

Kindly print the Presentation
Rubric as needed.

Group : _____

Name : _____

	Outstanding (8-10 Points)	Adequate (4-7 Points)	Needs Work (0-3 Points)
Clarity 發音清晰度	All words are pronounced correctly and are easily understood.	Most words are pronounced correctly and are easily understood.	Many words are mispronounced, are read too fast or too slow, or are mumbled.
Volume 音量	The student consistently speaks loudly enough for the audience to hear.	The student usually speaks loudly enough for the audience to hear.	The student speaks too softly for the audience to hear.
Vocal Expression 表達力	The student consistently changes their voice, reading with appropriate expression and intonation.	The student usually reads with appropriate expression and intonation.	The student doesn't change their voice at all.
Reads in turn 轉換流暢度	The student takes turns accurately and consistently.	The student takes turns accurately and somewhat consistently.	The student rarely takes turns.
Cooperation with group members 團隊合作	The student consistently works well with others.	The student sometimes works well with others.	The student has difficulty in working with others.
Comments: 評語 :			



Total Score : _____ /50

Percentage : _____ %

Teacher Suggestions

● Song

The Sharing Song

Sharing, sharing, we all share,
Some for you and some for me.

sha - ring sha - ring we all share some for you and some for me.

The image shows a single line of musical notation on a five-line staff. It begins with a treble clef and a common time signature (C). The melody consists of eighth and quarter notes. The lyrics are written below the notes: 'sha - ring sha - ring we all share some for you and some for me.' The music ends with a double bar line.

● Reading Comprehension

The teacher may use the story as part of an extra activity (optional.)

Read the story about ocean pollution. Then, answer the questions.

Plastics in Our Oceans

One billion tons (十億噸) of plastics have been thrown away since 1950. That's a lot of plastic! Plastics are all around us. Straws, computers, and cell phones are made from them.

A lot of food and many drinks come in plastic containers, like bags or bottles. Plastics can be very useful for humans but, they are bad for animals. Most plastics are not easy to recycle. They last forever, and a lot of them end up in the ocean. Many sea animals will eat the plastics, or become stuck in them. We should all try our best to use fewer plastics to help save the world.

QUESTIONS:

1. How many tons of plastics have been thrown away since 1950?

2. What things are made from plastics?

_____, _____ and _____ are made from plastics.

3. Are plastics easy to recycle?

4. Who/what will eat plastics?

5. How can people save the world?

UNIT

2

My Dear Baby



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RT Rubric

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Lesson Plan

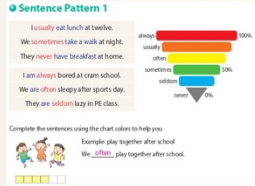
Subject	English		
Grade Level	7 th Grade	Time Frame	5 Weeks (225 Minutes)
Unit Name	Reader's Theater — My Dear Baby		
Lesson Format			
Learning Objectives	Learning Standards	<p>2-IV-9 Students are able to perform a simple role play.</p> <p>2-IV-11 Students participate in simple English short drama performances.</p> <p>3-IV-13 Students understand the story plot and content.</p> <p>5-IV-1 Students use the basic middle school words for communication.</p> <p>5-IV-4 Students read essays and plays while using the correct intonation.</p>	<p>Literacy Standards</p> <p>General Outline B1 Using symbols to communicate.</p> <p>Goals English-J-B1 Have the ability to listen, speak, read and write English. In daily life students can use the words, sentence patterns, and body language learned to conduct appropriate communication and interaction.</p>
	Content Objectives	<p>Ac-IV-4 To be able to use the middle school vocabulary. (Listen, Read, Write and Speak with 2000 words)</p> <p>Ad-IV-1 To be able to use grammatical patterns.</p> <p>Ae-IV-1 To know simple songs, essays and plays.</p> <p>B-IV-7 To be able to do a role play.</p>	
Connection with other Content Areas	Arts (Performance and prop construction)		
Resources for the RT Unit	English Textbook		

Learning Targets

1. Students are able to recognize 2000 junior high school level basic words and pronounce them correctly.
2. Students are able to use certain sentence patterns to read script lines.
3. Students are able to comprehend scripts by filling out worksheets.
4. Students are able to interact with peers and rehearse script lines cooperatively.
5. Students are able to perform a role play and present a reader's theater show.
6. Students are able to evaluate their peers' performance fairly according to a rubric.
7. Students are able to appreciate their peers' and give positive feedback.

NOTES



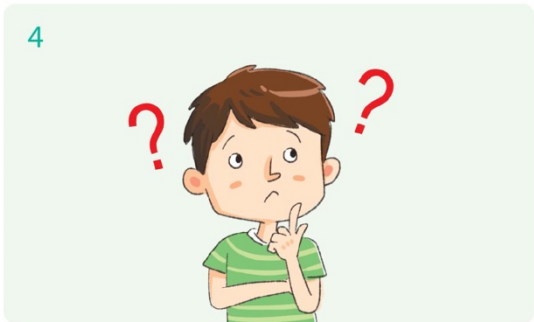
Period	Lesson Plan with Activities		
	Content and Implementation	Assessment	Teaching Tools/Notes
First Period	<p style="text-align: center;">Warm up (5 mins)</p> <p>1. The teacher starts a discussion about moms/ guardians. The teacher asks the students some questions about this topic.</p> <p>Possible questions to ask students :</p> <p>-What do you think a mom's responsibility is? (For lower level students change to, "What do moms do?")</p> <p>-How much plastic is recycled every year?</p> <p>-What can plastic do to marine animals (sea animals)?</p> <p style="text-align: center;">Presentation (20 mins)</p> <p>I. Vocabulary</p> <p>1. The teacher uses PPT to show pictures of the keywords and guides students to read the words correctly. (5 mins)</p> <p>2. The teacher divides the class into six groups, and distributes worksheet 1 to the students. The teacher goes through the worksheet with the students. (5 mins)</p> <p>3. Students complete the first page of the worksheet in groups. (5 mins)</p> <p>II. Sentence Patterns</p> <p>4. The teacher uses the students' textbook to revise the sentence patterns:</p> <p>Example:</p>  <p>5. The teacher displays the sentences on the smart board/chalkboard and asks the students to read the sentences aloud. (5 mins incl. step 4)</p> <p style="text-align: center;">Practice (10 mins)</p> <p>6. The teacher asks the students to complete the sentences on their worksheet (page 2.) This can be done in groups or individually. (5 mins)</p>	<p>Oral interaction</p> <p>Group work</p> <p>Oral interaction</p> <p>Oral interaction</p>	<p>PowerPoint (PPT)</p> <p>Worksheet 1 (Page 1)</p> <p>Students' English textbook</p> <p>PPT OR Chalkboard with sentence patterns</p>

Third Period	<p style="text-align: center;">Warm up (10 mins)</p> <p>1. Students are encouraged to discuss which character they want to play. The teacher helps groups if necessary. If students struggle to decide on roles, the teacher assigns different roles to each student in each group.</p> <p>2. The teacher asks the students to complete the "Choosing Character" worksheet, providing details of their characters as well as adding their own ideas.</p>	Group work + Individual practice	Worksheet 3
	<p style="text-align: center;">Presentation (30 mins)</p> <p>1. The teacher asks the students who play the same characters in the story to form groups. (i.e. If students A, B, C, and D all play Child 1 - Tim, they will form 1 group of "Tims.")</p> <p>2. The teacher asks the students to write down their lines on worksheet 4. The teacher goes around, group by group, demonstrating the correct way to pronounce certain words. The teacher helps students to read with proper intonation. While the teacher is with one group, the other groups should read their lines together.</p> <p>3. After all the students have read their lines and practiced with proper intonation, the students need to find 3 classmates to read their lines to. After reading to a classmate, the student asks him/her to sign his/her name on a checklist. The checklist is provided at the end of worksheet 4.</p>	Group work + Reading	RT Script Worksheet 4
	<p style="text-align: center;">Wrap up (5 mins)</p> <p>1. The teacher asks students to return to their original groups.</p> <p>2. The class should practice their lines in their original groups. This will act as part of a rehearsal.</p> <p>3. All groups fill in the checklist by evaluating their peers.</p> <p>4. The teacher collects all the checklists and provides feedback to the students before dismissing the class.</p>	Group work + Oral interaction	Worksheet 4 (checklist part) RT Script

Fourth Period	<p>Warm up (5 mins)</p> <p>1. The teacher shows students how to make simple head ornaments with labels. Each student will have a clearly marked character name on their head.</p>	Group work	Rubric
	<p>Presentation (20 mins)</p> <p>1. Students make their own head ornaments of the characters they chose. The teacher provides students with paper and relevant stationery to make the head ornaments. The teacher offers assistance if necessary.</p>	Oral interaction	Stationery for head ornaments
	<p>Practice (20 mins)</p> <p>1. The teacher distributes the rubric to each student and explains every item on the rubric. (5 mins) 2. The teacher asks students to rehearse their RT script lines in their groups. The teacher reminds students to pay close attention to what the rubric assesses. (15 mins)</p>		Rubric
Fifth Period	<p>Warm up (5 mins)</p> <p>1. The teacher explains the procedure of the RT show to the students. PROCEDURE: 1. Draw lots to decide the performance sequence 2. Group performance 3. Students' feedback to each other; peer evaluation 4. Teacher's conclusion</p> <p>2. The teacher explains the rubric to the students to make sure they understand how to use it.</p>	RT Performance	Rubric
	<p>Presentation (30 mins)</p> <p>1. The teacher asks each group to go to the front of the class or the stage to perform their RT show, group by group. 2. The teacher records the students' performance. 3. The teacher encourages students to be observant of all performances.</p>		
	<p>Practice (10 mins)</p> <p>1. The teacher invites students to give feedback to other groups, and to vote for the best group. 2. The teacher draws the lesson to a close and compliments the efforts of all the students.</p>		

UNIT 2 My Dear Baby

● Pre-reading



Questions:

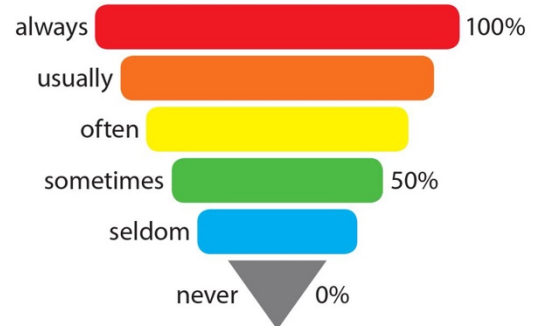
1. What do you think a "Tiger Mom" is?
2. Why is the girl sad?
3. Why do you think the Mom is yelling at her child?
4. If you could ask your mom/dad/ guardian for one thing, what would it be?

● Keywords

Nouns	Verbs	Adjectives	Adverbs	Conjunctions
life	want	then	because	because
piano		never		
thing		always		
	plan		hard	
			much	

● Sentence Pattern 1

I usually eat lunch at twelve.
We sometimes take a walk at night.
They never have breakfast at home.
I am always bored at cram school.
We are often sleepy after sports day.
They are seldom lazy in the PE class.

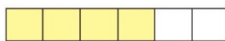


Complete the sentences. Use the chart colors as a guide.



Example: play together after school

We often play together after school.



● Sentence Pattern 2

He / She	has	long hair.	He / She	doesn't have	blue eyes.
They / We	have	short hair.	They / We	don't have	big ears.

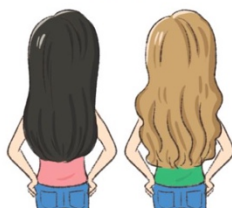
Example:



Strong arms / not weak arms

The girl **has** strong arms.

She **doesn't have** weak arms.



long hair / not short hair

The girls **have** long hair.

They **don't have** short hair.

● Characters



Mom 1 (M1) - Amy

A mom who loves her son, but asks him to do many things.



Child 1 (C1) - Tim

A son who grows up feeling tired of non-stop requests from his mom.



Mom 2 (M2) - Grace

A mom who loves her son, but asks him to do many things.



Child 2 (C2) - Sam

A son who grows up feeling tired of non-stop requests from his mom.



Mom 3 (M3) - Lynn

A mom who loves her daughter, but is very strict towards her.



Child 3 (C3) - Jamie

A daughter who grows up feeling down because of all her mom's requests.



Mom 4 (M4) - Jade

A mom who loves her daughter, but is very strict towards her.



Child 4 (C4) - Lucy

A daughter who grows up feeling down because of all her mom's requests.

(Standing order: M1, M2, M3, M4, C1, C2, C3, C4)

***NOTE TO TEACHERS:** Children and moms may be played by any gender provided that the students are recognized as their characters.

My Dear Baby



Audio File
劇本音檔



Outline

The story is about a group of mothers who have a deep love for their children, but don't always show it. They push their kids to be the best, and leave no room for fun activities or breaks. How far will the moms push their kids?

***NOTE:** All words in green are prayers. It's suggested to ask students to close their eyes and close their hands together in a prayer-like gesture.

Act 1 CD | 8

All: I'm not yet born.

Child 1 – Tim: Console me

Child 2 – Sam: Love me.

Child 3 – Jamie: Protect me.

Child 4 – Lucy: Guide me

Mom 1 – Amy: When two becomes three, a baby makes a family complete.

All moms: The love we give our newborns is the love we can never deny or reject,

All children: but only accept unconditionally.

Amy & Grace:
(M1 + M2) My dear baby, you're a miracle sent from heaven above.

Lynn & Jade:
(M3 + M4) A precious little angel to cherish and to love.

All children: Mommy, I wiggle with the sound of your heartbeat.

Mom 1 – Amy: **God, please grant my baby ten little fingers and ten little toes.**

All children: **I have** ten little fingers and ten little toes.

All moms: That will be good enough!

All children: I am good enough.

Act 2 CD | 9

Mom 1 – Amy: My dear baby, happy 1st birthday! I love you.

Child 1 – Tim: I love you too, Mommy. I am starting to walk.

Mom 2 – Grace: My dear baby, happy 2nd birthday! You run so fast.

Mom 3 – Lynn: You make me proud.

All children: We are the best in Mommy's eyes.

Mom 4 – Jade: My dear baby, happy 4th birthday. I hope you grow taller and stronger than the others.

All children: Yes, Mommy. I'll be taller and stronger than anyone else.

Mom 2 – Grace: **God, please keep my baby safe and sound. Make the child healthy. Make the child strong.**

All moms: That will be good enough!

All children: I am good enough.

Act 3 CD | 10

Mom 1 – Amy: My dear baby, happy 5th birthday! Look! A new bike! Your cousins have already learned how to ride! It's time for you to catch up with them.

Child 1 – Tim: Wow, I love it! You're the best Mom in the world. I can do it better than my cousins.

Mom 3 – Lynn: My dear baby, happy 7th birthday! A new school bag for our first grader! Learn more and behave well. Don't lose face.

Child 3 – Jamie: Thank you, Mom. I won't lose face.

All children: I'll do my best.

Mom 3 – Lynn: **God, please grant me a very smart child who learns everything quickly.**

All moms: That will be good enough!

All children: I am good enough...am I not?

Act 4 CD | 11

Mom 1 – Amy: My dear baby, happy 9th birthday! We'll celebrate your birthday after your **piano lesson.**

All children: Why do I **have** a **piano** lesson today? It's my birthday.

Mom 2 – Grace: Do you **know** how **much** money I pay for these lessons?

Child 2 – Sam: You're right. I'll go.

Mom 3 – Lynn: My dear baby, happy 10th birthday. Remember to study hard.

Child 3 – Jamie: Yes, Mommy.

Mom 4 – Jade: You **know** how upset I was when I was reading your report card. Second place is for losers.

Child 4 – Lucy: I promise this semester I'll do better.

Mom 4 – Jade: **God, please grant me a grateful child.**

All moms: That will be good enough!

All children: I am good enough...am I not?

Act 5 CD 12

Mom 4 – Jade: My baby, happy 12th birthday. You're a junior high student. If you follow my plan, you'll attend the best senior high in the future.

Child 4 – Lucy: You **always** have plans for me.

All children: I'm not surprised.

Mom 1 – Amy: Don't give me attitude.

Mom 2 – Grace: I'm your mom.

Mom 3 – Lynn: I **know** what is good for you.

Mom 4 – Jade: You're just being lazy.

All moms: Now go back to your room and study for the midterm!

Mom 1 – Amy: Hang up the phone.

Child 1 – Tim: I need friends.

Mom 2 – Grace: No free time.

Child 2 – Sam: I'm tired

Mom 3 – Lynn: No Wi-Fi.

Jamie & Lucy:
(C3 + C4) Like how you stopped me from playing basketball?

Mom 4 – Jade: Who do you think you're talking to?

All moms: You'll thank me for what I've done for you!

Act 6 CD | 13

Mom 1 – Amy: It's your 13th birthday. I can't believe you failed 3 subjects!

Mom 2 – Grace: After I did so **much** for you?

Mom 3 – Lynn: This is how you reward my **hard** work?

Mom 4 – Jade: How terrible!

All moms: You embarrass me.

All children: I tried my best!

All moms: Nonsense!

Mom 1 – Amy: You're my child.

Mom 2 – Grace: I've **known** you since you were born.

Lynn & Jade : You did NOT try your best!
(M3 + M4)

All children: Maybe my best is **never** good enough for you.

Child 1 – Tim: You said you only hope I **have** ten little fingers and ten little toes.

All children: You said that would be good enough!

Mom 1 – Amy: You're my baby. You'll be grateful in the future.

Child 2 – Sam: **Then** you said you only hope I can grow smarter, taller, and stronger.

All children: You said that would be good enough!

Mom 2 – Grace: You have to be better than I was.

Child 3 – Jamie: **Then** you said you only hope I can be more grateful.

All children: You said that would be good enough!

Mom 3 – Lynn: You hate me **because ...** you don't understand.

All moms: I just **want** you to be perfect.

Child 4 – Lucy: You **never** stop writing your wish list.

Child 1 – Tim: I can never get to the finish line you set up for me **because ...**

All children: ... you just keep dragging it further.

Act 7 CD | 14

Mom 4 – Jade: What are you doing? Why are you standing by the door?

Child 1 – Tim: This is the very first time in my **life**.

All children: I attempt to live for myself.

Mom 1 – Amy: Come back. I need you. I **never wanted** to hurt you.

Child 2 – Sam: Goodbye, Mom. I know you love me,

All children: but you love yourself the most.

Mom 2 – Grace: No, no, you can't do this to me. I love you.

Child 3 – Jamie: How many crimes have been committed...

All children: ...in the name of love?

**All moms: Don't go! Oh, no. Please don't go.

****NOTE:** Change standing order when moms yell for help. Change to M1, C1, M2, C2, M3, C3, M4, C4.

Child 4 – Lucy: Mom, are you okay? You fell asleep on the sofa and kept shouting.

Mom 4 – Jade: It was a dream. Oh, yes, it was only a dream.

All moms: It was only a dream.

Child 4 – Lucy: Today is my 14th birthday. Can I skip the piano lesson and celebrate it at home?

Act 8 CD | 15

All children: Some people wake up from a nightmare,

Child 4 – Lucy: but some people **never** have the chance.

All children: We are not only your children, Mom.

Child 3 – Jamie: We have our own ideas.

Child 1 – Tim: We have our own dreams.

All moms: We should give you all our love.

Mom 2 – Grace: But not our thoughts.

Child 4 – Lucy: We have our own thoughts, Mom.

Tim & Sam : So show your love.
(C1 + C2)

Child 3 – Jamie: For it is what we need most.

All: Children will not remember you for the material **things** you provide, but for the feeling that you cherish them.

Worksheet 1

Vocabulary

Write the **keywords** in the correct places below. Then, write the Chinese translation. The first one has been done for you.

piano

plan

want

hard

things

life



Example: want / 想



1. piano / 鋼琴



2. things / 物品



3. life / 生命



4. hard / 辛勤的 . 勤勉的 . 努力地



5. plan / 規劃

Choose ONE **keyword** and write it in a sentence below.

We need to make a plan before we start the trip.

● Sentence Pattern 1

I **usually** eat lunch at twelve.

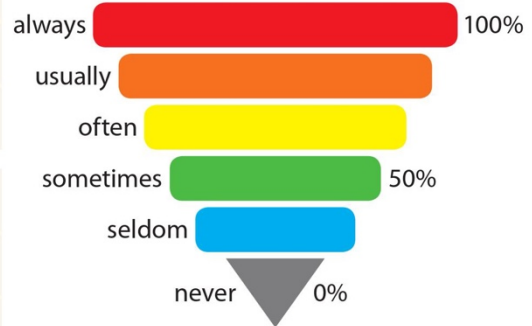
We **sometimes** take a walk at night.

They **never** have breakfast at home.

I am **always** bored at cram school.

We are **often** sleepy after sports day.

They are **seldom** lazy in the PE class.

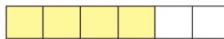


Complete the sentences using the chart colors to help you.



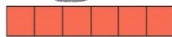
Example: play together after school

We often play together after school.



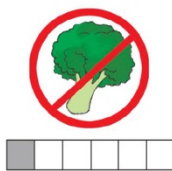
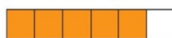
1. cooks dinner

My mom always cooks dinner.



2. gets up early

My dad usually gets up early.



3. eat broccoli

I never eat broccoli.



4. play tennis on the weekend

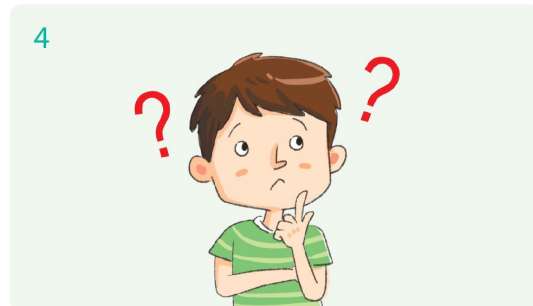
They sometimes play tennis on the weekend.



Worksheet 2

Pre-reading Activity 1

After choosing your character, complete the details below.



Questions:

1. What do you think a "Tiger Mom" is?

2. Why is the girl sad?

3. Why do you think the Mom is yelling at her child?

4. If you could ask your mom/dad/guardian for one thing, what would it be?

Answers:

A Tiger Mom is a strict mother who controls her children and pushes them to be

1. academically successful.

2. Her mom is yelling at her.

3. The child got bad grades.

4. I hope they do not get mad when I have bad grades.

● Pre-reading Activity 2

He / She	has	long hair.	He / She	doesn't have	blue eyes.
They / We	have	short hair.	They / We	don't have	big ears.

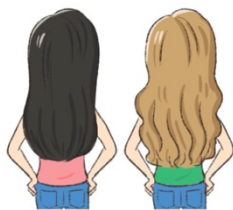
Example:



Strong arms / not weak arms

The girl has strong arms.

She doesn't have weak arms.



1. long hair / not short hair

The girls have long hair.

They don't have short hair.



2. a big nose / not a small nose

The boy has a big nose.

The boy doesn't have a small nose.



3. small eyes / not big eyes

The dog has small eyes.

It doesn't have big eyes.

Worksheet 3









Choose Your Character

After choosing your character, complete the details below.

Character : _____	
Your Personality	Character's Personality
e.g. shy, cute, lovely	e.g. loud, serious, charming
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
I'd like to play _____ because _____	
Draw a picture of what you think your character looks like.	



Worksheet 4

● Mark Your Lines 標記圖示


Fragment (斷句)	Intonation (聲調)	Voice (聲音張力)
Slow down / Pause (放慢 / 暫停) 	Rise (上揚)  Fall / Decline (下降) 	Loud (大聲)  Soft (小聲)  Slow (放慢)  Expression (表情)  
		(Note 可自行延伸)

Example 範例

Lines from the script:


Mom 1-Amy: It's your 13th birthday. I can't believe you failed 3 subjects!  

Mom 2-Grace: After I did so much for you?  



Mom 3-Lynn: This is how you reward my hard work? 



Mom 4-Jade: How terrible!


All moms: You embarrass me.

All children: I tried my best! 

All moms: Nonsense!  

Mom1-Amy: You're my child.  

Mom2-Grace: I've known you since you were born.  

Lynn and Jade(M3+M4): You did NOT try your best! 

All children: Maybe my best is never good enough for you.  

● Write and Mark

Write down your lines and mark them. 寫下你的台詞並做適當標記

A piece of aged, yellowed paper with a torn edge, featuring ten horizontal lines for writing.

● Practice in Groups

Find three classmates to read your lines to. After reading to a classmate, ask him/her to sign his/her name on the checklist below.

找三位同學練習台詞

Signature and Evaluation 念過後請同學簽名

Name	Good	Ok	Needs more practice



Practice makes perfect!!

Reader's Theater Presentation Rubric

Kindly print the Presentation
Rubric as needed.

Group : _____

Name : _____

	Outstanding (8-10 Points)	Adequate (4-7 Points)	Needs Work (0-3 Points)
Clarity 發音清晰度	All words are pronounced correctly and are easily understood.	Most words are pronounced correctly and are easily understood.	Many words are mispronounced, are read too fast or too slow, or are mumbled.
Volume 音量	The student consistently speaks loudly enough for the audience to hear.	The student usually speaks loudly enough for the audience to hear.	The student speaks too softly for the audience to hear.
Vocal Expression 表達力	The student consistently changes their voice, reading with appropriate expression and intonation.	The student usually reads with appropriate expression and intonation.	The student doesn't change their voice at all.
Reads in turn 轉換流暢度	The student takes turns accurately and consistently.	The student takes turns accurately and somewhat consistently.	The student rarely takes turns.
Cooperation with group members 團隊合作	The student consistently works well with others.	The student sometimes works well with others.	The student has difficulty in working with others.
Comments: 評語 :			



Total Score : _____ /50

Percentage : _____ %

UNIT

3

The Two Kingdoms



01

Lesson Plan

page 3-1~3-6

02

Script

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03

Worksheet 1

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04

Worksheet 2

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05

Worksheet 3

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06

Worksheet 4

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07

RT Rubric

page 54~59

Lesson Plan

Subject	English		
Grade Level	7 th Grade	Time Frame	5 Weeks (225 Minutes)
Unit Name	Reader's Theater — The Two Kingdoms		
Lesson Format			
Learning Objectives	Learning Standards	<p>2-IV-9 Students are able to perform simple role play.</p> <p>2-IV-11 Students participate in simple English short drama performances.</p> <p>3-IV-13 Students understand the story plot and content.</p> <p>5-IV-1 Students use the basic middle school words for communication.</p> <p>5-IV-4 Students read essays and plays while using the correct intonations.</p>	<p>Literacy Standards</p> <p>General Outline B1 Using symbols to communicate.</p> <p>Goals English-J-B1 Have the ability to listen, speak, read and write English. In daily life, students can use the words, sentence patterns, and body language learned to conduct appropriate communication and interaction.</p>
	Content Objectives	<p>Ac-IV-4 To be able to use the middle school vocabulary. (Listen, Read, Write and Speak with 2000 words)</p> <p>Ad-IV-1 To be able to use grammar patterns.</p> <p>Ae-IV-1 To know simple songs, essays and plays.</p> <p>B-IV-7 To be able to role play.</p>	
Connection with other Content Areas	Arts (Performance and Making Props)		
Resources for the RT Unit	English Textbook		

Learning Targets

1. Students are able to recognize 2000 junior high school level basic words and pronounce them correctly.
2. Students are able to use certain sentence pattern to read script lines.
3. Students are able to comprehend scripts by filling out worksheets.
4. Students are able to interact with peers and rehearse script lines cooperatively.
5. Students are able to perform a role play and present a readers theater show.
6. Students are able to evaluate their peers' performance fairly according to a rubric.
7. Students are able to appreciate their peers' performance and give positive feedback.

NOTES



Period	Lesson Plan with Activities		
	Content and Implementation	Assessment	Teaching Tools/Notes
First Period	<p style="text-align: center;">Warm up (5 mins)</p> <p>The teacher starts a discussion about superheroes and superpowers. The teacher asks students some questions about this topic.</p> <p>Possible questions to ask students :</p> <p>-What is a superhero? -Who is your favorite superhero? -If you could have any superpower, which power would you choose?</p>	Oral interaction	
	<p style="text-align: center;">Presentation</p> <p>I. Vocabulary</p> <p>1. The teacher uses PPT to show the pictures of the keywords, and guides students to read the words correctly. (5 mins)</p>		PowerPoint (PPT)
	<p>2. The teacher divides the class into 6 groups and distributes worksheet 1 to the students. The teacher goes through the worksheet with students. (5 mins)</p>	Group work	Worksheet 1 (Page 1)
	<p>3. Students complete the first page of the worksheet in groups. (5 mins)</p>		Students' English textbook
	<p>II. Sentence Patterns</p> <p>4. The teacher uses students' textbook to revise the sentence patterns.</p>	Oral interaction	
	<p>5. The teacher displays the sentences on the smart board / chalkboard and asks the students to read the sentences aloud. (5 mins incl. step 4)</p>	Oral interaction	
	<p style="text-align: center;">Practice (10 mins)</p> <p>6. The teacher asks students to complete the sentences on their worksheet (page 2.) This can be done in groups or individually. (5 mins)</p>	Oral interaction & group work	PPT OR Chalkboard with sentence patterns
<p>7. Finally, the teacher asks students to practice reading the sentences in groups. This allows students to become familiar with the sentence patterns. (5 mins)</p>		Worksheet 1 (Page 2)	

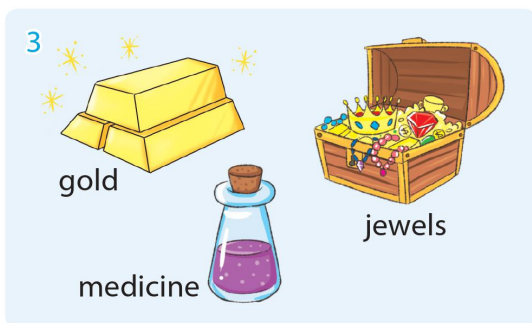
<p>Third Period</p>	<p style="text-align: center;">Warm up (10 mins)</p> <p>1. Students are encouraged to discuss which character they want to play. The teacher helps groups where necessary. If students struggle to decide on roles, the teacher assigns different roles to each student in each group.</p> <p>2. The teacher asks the students to complete the "Choosing Character" worksheet, providing given details of their characters as well as adding their own ideas.</p> <p style="text-align: center;">Presentation(30 mins)</p> <p>1. The teacher asks the students who play the same characters in the story to form groups. (I.e. If students A, B, C, and D all play King Kevin, they will form 1 group of "King Kevins.")</p> <p>2. The teacher asks the students to write their lines on worksheet 4. The teacher then goes around, group by group, demonstrating the correct way to pronounce certain words. The teacher helps students to read with proper intonation. While the teacher is with one group, the other groups read their lines together.</p> <p>3. After all the students have read their lines and practiced with proper intonation, the students find 3 classmates to read their lines to. After reading to a classmate, the student can ask him/her to sign his/her name on a checklist. The checklist is provided at the end of worksheet 4.</p> <p style="text-align: center;">Wrap up (5 mins)</p> <p>1. The teacher asks students to go back to their original groups.</p> <p>2. The class practices their lines in their original groups. This will act as part of a rehearsal.</p>	<p>Group work + Individual practice</p> <p>Group work + Reading</p> <p>Group work + Oral interaction</p>	<p>Worksheet 3</p> <p>RT Script Worksheet 4 Worksheet 4 (checklist part)</p> <p>RT Script</p>
<p>Fourth Period</p>	<p style="text-align: center;">Warm up (5 mins)</p> <p>1. The teacher shows students how to make simple head ornaments with labels. Each student will have a clearly marked character name on their head.</p>	<p>Group work</p>	<p>Youtube videos</p>

Fourth Period	<p style="text-align: center;">Presentation (20 mins)</p> <p>1. Students make their own head ornaments of the characters they chose. The teacher provides students with paper and relevant stationery to make the head ornaments. The teacher offers assistance if necessary.</p> <p style="text-align: center;">Practice (20 mins)</p> <p>1. The teacher distributes a rubric to each student and explains every item on the rubric. (5 mins) 2. The teacher asks students to rehearse their RT script lines in their groups. The teacher reminds students to pay close attention to what the rubric assesses. (15 mins)</p>	Oral interaction	Stationery for head ornaments Rubric
Fifth Period	<p style="text-align: center;">Warm up (5 mins)</p> <p>1. The teacher explains the procedure of the RT show to the students. PROCEDURE: 1. Drawing lots to decide the performance sequence 2. Group performance 3. Students' feedback to each other; peer evaluation 4. Teacher's conclusion</p> <p>2. The teacher explains the rubric to the students to make sure they understand how to use the rubric.</p> <p style="text-align: center;">Presentation (30 mins)</p> <p>1. The teacher invites students to give feedback to other groups and vote for the best group. (8 mins) 2. The teacher records the students' performance. 3. The teacher encourages students to be observant of all performances.</p> <p style="text-align: center;">Practice (10 mins)</p> <p>1. The teacher invites students to give feedback to other groups and to vote for the best group 2. The teacher draws the lesson to a close, and compliments the efforts of all students.</p>	RT Performance	Rubric

UNIT 3

The Two Kingdoms

Pre-reading



Questions:

1. Do you know any superheroes?
2. If you could have any superpower, what would it be? Why?
3. What do you think the king wants to steal?
4. Why would a king steal something?

Keywords

Nouns	Verbs	Adjectives	Adverbs	Conjunctions
	win	dangerous	forever	of course
	stop	rich	before	come on
wait		terrible		
race				

● Sentence Patterns 1

Does	he / she / Tim	dance? play piano? cook?	Yes,	he / she / Tim	does.
			No,		doesn't.

● Sentence Patterns 2

He / She / Tim	likes	cats. baseball. the movie. the book.
	doesn't like	

● Characters



Narrator 1



Narrator 2

(Good characters)



Princess Layla

She is the princess of the Kingdom of Light. Her kingdom is rich.



Invisible Paul

He has a superpower and can make himself disappear any time.



Tiger Rose

She is a loyal soldier in the Kingdom of Light.

(Evil characters)



King Kevin

He is the king of the Kingdom of Dust. His kingdom is poor.



Wolf Violet

She is a fighter in the Kingdom of Dust.



Dr. D

He is a scientist and makes an evil medicine for King Kevin.

The Two Kingdoms



Audio File
劇本音檔



Outline

The story is about two kingdoms; The Kingdom of Light, and The Kingdom of Dust. King Kevin of the Dust Kingdom plans something terrible to try to steal the gold from the Kingdom of Light.

Act 1 CD 16

N1+N2: There is a meeting inside the castle of the Kingdom of Dust.

Narrator 1: King Kevin is from the Kingdom of Dust. People in his kingdom are poor.

Narrator 2: For a long time, King Kevin has wanted to be the king of the Kingdom of Light.

All: The Kingdom of Light is **rich!**

King Kevin: The Kingdom of Light has MUCH gold.

N1+N2: King Kevin will do anything to get the gold.

King Kevin: Our kingdom isn't doing well. We **MUST** get the gold.

All: We **MUST** get the gold.

King Kevin: Wolf Violet and Dr. D, I need your help.

Wolf Violet & Dr. D: Yes, King Kevin. How can we help?

King Kevin: Let's make princess Layla of the Kingdom of Light sleep forever and take over her kingdom.

Wolf Violet: Yes! The gold will belong to us! But how, my king?

King Kevin: Dr. D, I want you to make a deadly virus and a vaccine!

*virus 病毒

Dr. D: **Of course**, my King. Right away!

*vaccine 疫苗

N1: Inside Dr. D's lab.

Dr. D: I will make the most **terrible** virus ever!

King Kevin: Make it deadly!

Dr. D: Oh, Princess Layla will sleep forever! I will infect a ring with the virus and hide the vaccine. Mwa-haa-haa. (*evil laugh*)

*infect 使感染

Act 2 CD | 17

N1+N2: Inside the castle of the Kingdom of Light.

N1: Princess Layla wants to protect the people and the gold in her kingdom.

Princess Layla: Invisible Paul and Tiger Rose, I want more security.

Tiger Rose: No problem, Princess Layla. We're on it!

Invisible Paul: I will check all the weapons.

Princess Layla: Thank you. I am worried that the Kingdom of Dust will try to do something evil to our kingdom again.

Invisible Paul: Don't worry, my princess. I will go to the Kingdom of Dust and spy for you.

Princess Layla: Thank you, soldiers.

Tiger Rose & Invisible Paul: We WILL do our best!

All: We WILL do our best!

Act 3 CD | 18

N1: Inside Dr. D's Lab.

N2: Two days ago, Invisible Paul entered Dr. D's lab secretly.

N1: He used his invisible power and no one could see him.

Wolf Violet: Hey Dr. D! Did you make the virus yet?

Dr. D: Yes, Wolf Violet. Here is the ring. I put the virus all over it! So be careful with it! And this is the vaccine. I will hide it in a secret place.

Wolf Violet: Great! I will trick Princess Layla into wearing it. And she will sleep **forever**.

Dr. D + Wolf Violet: Mwa-haa-haa. (*evil laugh*)

Dr. D: But remember, don't touch the ring! Good luck!

N1+N2: They both leave the lab...

Invisible Paul: [*Talks to himself silently*] Oh, no! I need to go back and tell the princess **before** Wolf Violet gets to her.

Act 4 CD 19

N1: At the Castle of the Kingdom of Light.

Invisible Paul: Tiger Rose! Wolf Violet is on her way now with a **dangerous** ring.

Tiger Rose: Why? What's it for?

Invisible Paul: She wants to make the princess sleep forever.

Tiger Rose: Oh, no! Let's go now. We can get Wolf Violet in the forest. **Come on!**

Invisible Paul: Good idea. Let's go!

N2: In the Forest.

Invisible Paul: I see her!

Tiger Rose: [*Talks to Wolf Violet.*] Hey you! **Stop!** What are you doing here?

Invisible Paul: Attack her! Now!

Wolf Violet: If you attack me, I will harm you both!

(All: Make some fighting sounds.)

Tiger Rose: Oh, no! I touched the ring.

Wolf Violet: Good! Now, sleep!

(Tiger Rose makes snoring sounds.)

Invisible Paul: NO! Tiger Rose! Wake up!

N1: While Invisible Paul is trying to wake up Tiger Rose, Wolf Violet **races** to the Kingdom of Light.

Act 5 CD 20

N1: At the castle of the Kingdom of Light.

N2: Wolf Violet pretends that she is a princess from a far away country.

Wolf Violet: Dear Princess Layla, it's my honor to meet you.

*pretend 假裝

Princess Layla: My pleasure, your dress is lovely!

Wolf Violet: Thanks, princess. I have a gift for you from my king and queen.

Princess Layla: Thank you. Wow! What a lovely ring!

Wolf Violet: You are most welcome!

N1: Princess Layla puts on the ring.

All: **WAIT!**

Princess Layla: Something doesn't feel right. I feel sleepy. Help! Help! ...

N2: Invisible Paul runs back to the castle, but it's too late.

Invisible Paul: My princess! Oh, no! Wake up, wake up! Princess!

Act 6 CD | 21

N1: At the Castle of the Kingdom of Light.

N2: Invisible Paul is so sad and angry.

N1: He finds Dr. D and asks him to hand over the vaccine.

Invisible Paul: Dr. D! Dr. D! Give me the vaccine!

Dr. D: Let's fight! If I win, I keep the vaccine, but if I lose, you can have it!

(All: Make some fight sounds.)

Dr. D: You beat me! The vaccine is behind that wall. Get it and go!

Invisible Paul: (Talking to himself.) I hope I have enough time to save my dear princess.

N2: King Kevin comes out from behind the door.

King Kevin: You let him get away!

Dr. D: Oh, my king! I lied to him. He took the wrong bottle. The real vaccine is here in this box.

King Kevin: Well done, Dr. D! We **win!** Now, we can get all the gold!

King Kevin,
+Dr. D: Mwa-haa-haa. (*evil laugh*)

N1: But what they don't know is that Invisible Paul didn't leave.

N2: He was standing right there.

N1 & N2: He knew they would lie to him.

Invisible Paul: (Talking to himself.) I knew it! I'll take the real vaccine when they leave.

King Kevin: Let's go and get the gold.

Dr. D: Yes, my king.

N1: King Kevin and Dr. D leave the lab.

N2: Invisible Paul takes the real vaccine from the box.

Invisible Paul: I've got it! Time to save the princess!

N1: At the castle of the Kingdom of Light.

N2: Invisible Paul puts the vaccine on Princess Layla's lips.

Invisible Paul: Drink this, princess.

Princess Layla: What...what happened?

Invisible Paul: Don't worry, princess. Everything is okay now.

Princess Layla: Oh, thank you for saving me.

Invisible Paul: It's my pleasure.

N1: The Kingdom of Dust will never bother the Kingdom of Light again.

N2: Because Invisible Paul spread the virus all around their kingdom.

All: They **MUST** all be sleeping now. Mwa-haa-haa.

*spread 散播

(All: Make evil laughing sounds.)

(spread, spread, spread)

Worksheet 1

Vocabulary

Write the **keywords** in the correct places below. Then, write the Chinese translation.
The first one has been done for you.

stop

race

wait

dangerous

rich

win



Example: stop / 停



1. rich / 富有的



2. race / 比賽



3. wait / 等待



4. win / 贏



5. dangerous / 危險的

● Sentence Patterns

Does	he / she / Tim	dance? play piano? cook?
------	----------------	--------------------------------

Yes,	he / she / Tim	does.
No,		doesn't.

Add -s	Add -es	Consonant + y = add-ies	Vowel + y = add -s
jog → jogs	do → does	fly → flies	play → plays
like → likes	go → goes	cry → cries	say → says
read → reads	touch → touches	try → tries	enjoy → enjoys
cook → cooks	wash → washes	study → studies	stay → stays

Complete the sentences below.

Example:



A: Does Amy like volleyball?

B: Yes, she does. (She likes volleyball.)



1. have a pet

A: Does John have a pet ?

B: Yes, he does . (He has a pet.)



2. drink juice

A: Does Mr. Wu drink juice ?

B: No, he doesn't . (He doesn't drink juice.)



3. Emma / play / piano

A: Does Emma play the piano _____ ?

B: Yes, she does. (She plays the piano.) _____ .



3. Ricky / study / on weekends

A: Does Ricky study on weekends _____ ?

B: Yes, he does. (He studies on weekends.) _____ .

Worksheet 2

Name : _____

Date : _____

Pre-reading Activity 1

Answer the questions below before reading the story.

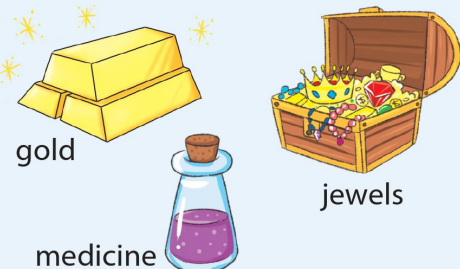
1



2



3



4



Questions:

1. Do you know any superheroes?

2. If you could have any superpower, what would it be? Why?

3. What do you think the king wants to steal?

4. Why would a king steal something?

Answers:

1. Yes, I do. I know Spiderman.

2. I would like to fly because I can go everywhere.

3. I think the king wants to steal "the" gold.

4. Maybe because his kingdom is poor.

● Pre-reading Activity 2

He / She / Tim	likes	cats. baseball.
	doesn't like	the movie. the book.

Example:



like the cake

The girl likes the cake.



1. not like tomatoes

Eric doesn't like tomatoes.



2. like the movie

My friend likes the movie.



3. go to the park

Max goes to the park

every weekend.

Worksheet 3








● Choose Your Character

After choosing your character, complete the details below.

Character : _____	
Your Personality	Character's Personality
e.g. shy, cute, lovely	e.g. loud, serious, charming
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
I like to play _____ because _____	
Draw a picture of what you think your character looks like.	

Worksheet 4

● Mark Your Lines 標記圖示

Fragment (斷句)	Intonation (聲調)	Voice (聲音張力)
Slow down / Pause (放慢 / 暫停) 	Rise (上揚)  Fall / Decline (下降) 	Loud (大聲)  Soft (小聲)  Slow (放慢)  Expression (表情)  (Note 可自行延伸)

Example 範例

Wolf Violet: Thanks, princess. I have a gift for you from my king and queen.

Princess Layla: Thank you. Wow! What a lovely ring!

Wolf Violet: You are most welcome!

N1: Princess Layla puts on the ring.

All: WAIT!

Princess Layla: Something doesn't feel right. I feel sleepy. Help! Help! Help!...

N2: Invisible Paul runs black to the castle, but it's too late.

● Write and Mark

Write down your lines and mark them. 寫下你的台詞並做適當標記

● Practice in Groups

Find three classmates to read your lines to. After reading to a classmate, ask him/her to sign his/her name on the checklist below.

找三位同學練習台詞

Signature and Evaluation 念過後請同學簽名

Name	Good	Ok	Needs more practice



Practice makes perfect!!

Reader's Theater Presentation Rubric

Kindly print the Presentation
Rubric as needed.

Group : _____

Name : _____

	Outstanding (8-10 Points)	Adequate (4-7 Points)	Needs Work (0-3 Points)
Clarity 發音清晰度	All words are pronounced correctly and are easily understood.	Most words are pronounced correctly and are easily understood.	Many words are mispronounced, are read too fast or too slow, or are mumbled.
Volume 音量	The student consistently speaks loudly enough for the audience to hear.	The student usually speaks loudly enough for the audience to hear.	The student speaks too softly for the audience to hear.
Vocal Expression 表達力	The student consistently changes their voice, reading with appropriate expression and intonation.	The student usually reads with appropriate expression and intonation.	The student doesn't change their voice at all.
Reads in turn 轉換流暢度	The student takes turns accurately and consistently.	The student takes turns accurately and somewhat consistently.	The student rarely takes turns.
Cooperation with group members 團隊合作	The student consistently works well with others.	The student sometimes works well with others.	The student has difficulty in working with others.
Comments: 評語 :			



Total Score : _____ /50

Percentage : _____ %

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Percentage : _____ %

Reader's Theater

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Volume 1

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附錄六 桃園市特色英語桌遊

桃園市特色英語桌遊

- 研發目的
- 一、學生學習如何用英語介紹桃園特色景點與旅遊活動。
- 二、運用桌遊之趣味性與互動性，提升學生英語對話能力，增進學習英語之興趣。



牌卡介紹 & 玩法

- Map
- Landmarks
- Food
- Facts
- Others
- Surprise
- Chief of District




Map



Landmarks

Guanyin Dist.

Landmarks




Lotus Pond
蓮花池

____ (There is/ There are)
____ (many/ much) lotuses in
the pond.

11

Fuxing Dist.

Landmarks



Lala Mountain
拉拉山













Q : Which kind of fruit is Lala
Mountain famous for?
A: _____.

12

<p>Taoyuan Dist.</p> <p>Landmarks</p>  <p>Hutoushan Park 虎頭山環線公園</p> <p>Q: If you are going to Hutoushan Park, who do you want to go with? A: _____</p> <p>01</p>	<p>Zhongli Dist.</p> <p>Landmarks</p>  <p>Green Pond Park 青塘園</p> <p>_____. (Go/ Going/ To go) take a walk in Green Pond Park and enjoy _____. (ride/ riding/ to ride) a bike there!</p> <p>Baozhong Temple looks _____. (好/ 好看)</p> <p>02</p>	<p>Pingzhen Dist.</p> <p>Landmarks</p>  <p>Baozhong Temple 褒忠祠</p> <p>Baozhong Temple looks _____. (好/ 好看)</p> <p>03</p>	<p>Bade Dist.</p> <p>Landmarks</p>  <p>Bade Pond Ecology Park 八德埤埤自然生態公園</p> <p>Watching ducks swimming in Bade Pond Ecology Park _____. (is/ are) relaxing.</p> <p>04</p>	<p>Yangmei Dist.</p> <p>Landmarks</p>  <p>Pushin Ranch 埔心牧場</p> <p>A: How many times have you been to Pushin Ranch? B: _____</p> <p>05</p>
<p>Luzhu Dist.</p> <p>Landmarks</p>  <p>Wujiutongshan Footpath 五酒桶山步道</p> <p>Q: Have you ever been to Wujiutongshan Footpath? A: _____</p> <p>06</p>	<p>Daxi Dist.</p> <p>Landmarks</p>  <p>Cihu Lake 慈湖</p> <p>Former president Chiang Kai-shek named his favorite residence Cihu. _____ (誰/ 他/ 他/ 他) became his mausoleum (陵墓) upon his death in 1975.</p> <p>07</p>	<p>Dayuan Dist.</p> <p>Landmarks</p>  <p>Taoyuan International Airport 桃園國際機場</p> <p>Taoyuan International Airport (build) in Dayuan Dist. (鄉/ 鎮)</p> <p>08</p>	<p>Guishan Dist.</p> <p>Landmarks</p>  <p>Shoushanyan Guanyin Temple 壽山觀音寺</p> <p>Q: Shoushanyan Guanyin Temple is beautiful, isn't it? A: _____</p> <p>09</p>	<p>Xinwu Dist.</p> <p>Landmarks</p>  <p>Xinwu Green Tunnel 綠色走廊</p> <p>Q: What activities can you do at Xinwu Green Tunnel? A: _____</p> <p>10</p>
<p>Guanyin Dist.</p> <p>Landmarks</p>  <p>Lotus Pond 蓮花池</p> <p>_____. (There is/ There are) (many/ much) lotuses in the pond.</p> <p>11</p>	<p>Fuxing Dist.</p> <p>Landmarks</p>  <p>Lala Mountain 拉拉山</p> <p>Q: Which kind of fruit is Lala Mountain famous for? A: _____</p> <p>12</p>	<p>Longtan Dist.</p> <p>Landmarks</p>  <p>Longtan Lake 龍潭大池</p> <p>Longtan lake is known _____. the Buddhist temple _____. the center of the lake. (讓/ 人/ 們/ 認/ 識)</p> <p>13</p>		

Food

<p>Luzhu Dist.</p> <p>Food</p>  <p>Lu Feng Tea 盧峰茶</p> <p>What kind of drinks do you love the most? I love _____ the most.</p> <p>06</p>	<p>Daxi Dist.</p> <p>Food</p>  <p>Dried Tofu 豆干</p> <p>If the weather is good, we will go to Daxi Dist. tomorrow. If you go to _____, you have to try _____ there.</p> <p>07</p>
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<p>Taoyuan Dist.</p> <p>Food</p>  <p>Navel Cake 肚臍餅</p> <p>Have you ever heard of "Navel Cake" in Taoyuan Dist.? Yes, _____ No, _____</p> <p>01</p>	<p>Zhongli Dist.</p> <p>Food</p>  <p>Beef Noodles 牛肉麵</p> <p>Zhongli Dist. is famous _____</p> <p>02</p>	<p>Pingzhen Dist.</p> <p>Food</p>  <p>Yunnan Rice Noodles 雲南米干</p> <p>You love Yunnan rice noodles. _____?</p> <p>03</p>	<p>Bade Dist.</p> <p>Food</p>  <p>Bade Rice 八德米</p> <p>Which is healthier? Rice or bread? _____ is healthier _____</p> <p>04</p>	<p>Yangmei Dist.</p> <p>Food</p>  <p>Hakka Cuisine 客家菜</p> <p>Not only John _____ Tom loves Hakka cuisine.</p> <p>05</p>
<p>Luzhu Dist.</p> <p>Food</p>  <p>Lu Feng Tea 盧峰茶</p> <p>What kind of drinks do you love the most? I love _____ the most.</p> <p>06</p>	<p>Daxi Dist.</p> <p>Food</p>  <p>Dried Tofu 豆干</p> <p>If the weather is good, we will go to Daxi Dist. tomorrow. If you go to _____ you have to try there.</p> <p>07</p>	<p>Dayuan Dist.</p> <p>Food</p>  <p>Watermelon 西瓜</p> <p>What is your favorite fruit? My favorite fruit is _____</p> <p>08</p>	<p>Guishan Dist.</p> <p>Food</p>  <p>Shoushan Tea 壽山茶</p> <p>Do you enjoy _____ (drink) Shoushan Tea?</p> <p>09</p>	<p>Xinwu Dist.</p> <p>Food</p>  <p>Goose Meat 鵝肉</p> <p>My mom had me _____ (boy) goose meat for dinner.</p> <p>10</p>
<p>Guanyin Dist.</p> <p>Food</p>  <p>Lotus Cuisine 蓮花餐</p> <p>What is the most famous gourmet meal in Guanyin Dist.? The _____ gourmet meal in Guanyin Dist. is Lotus cuisine.</p> <p>11</p>	<p>Fuxing Dist.</p> <p>Food</p>  <p>Peach 水蜜桃</p> <p>You are a peach. - You are wonderful. You brought me coffee? Ah, you're a _____</p> <p>12</p>	<p>Longtan Dist.</p> <p>Food</p>  <p>Longtan Peanut Candy 花生糖</p> <p>My friend, Ted, bought a package of Longtan peanut candy _____ me.</p> <p>13</p>		

Facts

<p>Zhongli Dist.</p> <p>Facts</p>  <p>Zhongli District has the most colleges in Taoyuan City. 擁有最多大專院校</p> <p>A: _____ colleges are there in Zhongli Dist.(中壢區)? B: There are seven. I often fly kites there. (A) How many (B) How much (C) How often</p> <p>02</p>	<p>Pingzhen Dist.</p> <p>Facts</p>  <p>Peaceful Town was Pingzhen District's old name. 古代為保護此區行旅者平安而得名</p> <p>Long ago, Peaceful Town was the old name of Pingzhen(平鎮), and it _____ to make sure of the travelers' safety(安全) back then. (A) is named (B) was named (C) has named</p> <p>03</p>
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<p>Taoyuan Dist.</p> <p>Facts</p>  <p>Taoyuan District is the most populous district in Taoyuan City. 桃園人口最密集之行政區 I know _____ Taoyuan District (桃園區) is the most populous district in Taoyuan. (A) that (B) which (C) where</p> <p>01</p>	<p>Zhongli Dist.</p> <p>Facts</p>  <p>Zhongli District has the most colleges in Taoyuan City. 擁有最多大專院校 A: _____ colleges are there in Zhongli Dist.(中壢區)? B: There are seven. I often fly kites there. (A) How many (B) How much (C) How often</p> <p>02</p>	<p>Pingzhen Dist.</p> <p>Facts</p>  <p>Peaceful Town was Pingzhen District's old name. 古稱為寧靜鎮之鎮名平安而得 Long ago, Peaceful Town was the old name of Pingzhen(平鎮), and it _____ to make sure of the travelers' safety(安全) back then. (A) is named (B) was named (C) has named</p> <p>03</p>	<p>Bade Dist.</p> <p>Facts</p>  <p>Bade District has the highest population growth in Taiwan. 全台灣人口成長最快速的地區 _____ Bade(八德) is the smallest district(地區) in Taoyuan, it has the highest population(人口) growth in Taiwan. (A) Because (B) Although (C) When</p> <p>04</p>	<p>Yangmei Dist.</p> <p>Facts</p>  <p>The name of Yangmei is from Yangmei trees. 因此區充滿楊梅樹而得此名 In Spring(春天) Yangmei(楊梅) trees all over this area(地區), so it _____ been called Yangmei since then. (A) it is (B) they were (C) there were</p> <p>05</p>
<p>Luzhu Dist.</p> <p>Facts</p>  <p>Luzhu District was a wetland filled with lily pads. 過去為蘆竹茂生的濕地 Long ago, shorgonaha(蘆葦) _____ some kind of plants, lily pad(荷葉), to build their houses and that _____ the reason Luzhu District(蘆竹區) got its name. (A) use (B) used (C) would use</p> <p>06</p>	<p>Daxi Dist.</p> <p>Facts</p>  <p>Daxi is one of the top 10 small tourist towns. 桃園生態休閒遊憩鄉鎮心景點發展區 We can visit many famous spots in Daxi District(大溪區). _____ it is one of the top 10 small tourist towns(觀光小鎮) in Taoyuan. (A) If (B) until (C) because</p> <p>07</p>	<p>Dayuan Dist.</p> <p>Facts</p>  <p>Dayuan is famous for Taoyuan Aerotropolis. ???? Taoyuan Aerotropolis(桃園空軍基地) _____ built in 2023 and it can make our city a great development(大發展). (A) has (B) was (C) will be</p> <p>08</p>	<p>Guishan Dist.</p> <p>Facts</p>  <p>Guishan District got the name from its shape. 龜山區因形似烏龜而得名 Guishan District(龜山區) _____ a turtle and because of a famous hospital, it is also called "the Long Life Turtle". (A) looks (B) sounds (C) sounds like</p> <p>09</p>	<p>Xinwu Dist.</p> <p>Facts</p>  <p>Xinwu District is the largest agriculture area in Taoyuan City. 桃園市最大農業區 Xinwu District(新屋區) is the largest agriculture area(農業區) in Taoyuan. _____ main plants(主要植物) is rice. (A) it (B) its (C) it's</p> <p>10</p>
<p>Guanyin Dist.</p> <p>Facts</p>  <p>Guansi algal reef is the ecological protected area. 觀新湖礁為重要生態保護區 Guansi algal reef(觀新湖藻礁) needs _____, so we should not go swimming or surfing there. (A) protect (B) to protect (C) to be protected</p> <p>11</p>	<p>Fuxing Dist.</p> <p>Facts</p>  <p>Fuxing District is the largest district in Taoyuan City. 桃園面積最大行政區 Fuxing(復興) is the largest district in Taoyuan City and has the best population(人口) in Taoyuan City. _____ of them are Atayal(阿美族). You can have lots of Atayal food there. (A) One (B) few (C) Most</p> <p>12</p>	<p>Longtan Dist.</p> <p>Facts</p>  <p>Longtan District is one of the top 10 ideal resting spots. 十大理想退休地之一 Longtan District(龍潭區) is one of the ideal(理想的) resting spots. _____ here after resting(休息) can be very comfortable. (A) Live (B) Lives (C) Living</p> <p>13</p>	 <p>快樂玩桃園 Taoyuan Happy GO!</p>	

Others

<p>Daxi Dist.</p> <p>Others</p>  <p>Shimen Reservoir 石門水庫</p> <p>Shimen Reservoir is a dam _____ intercepts(攔取) the river water from Dahan River(大漢溪).</p> <p>07</p>	<p>Dayuan Dist.</p> <p>Others</p>  <p>Zhuwei Fish Harbor 竹圍漁港</p> <p>A: Let's go to Zhuwei Fish Harbor for some fresh fish, _____? B: Sure. You bet.</p> <p>08</p>
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<p>Taoyuan Dist.</p> <p>Others</p>  <p>Taoyuan Arts Center 桃園藝文特區</p> <p>Many of the art activities _____ (hold) in Taoyuan Arts Center. I _____ there several times.</p> <p>01</p>	<p>Zhongli Dist.</p> <p>Others</p>  <p>National Central University 中央大學</p> <p>I usually spend my leisurely (leisure) afternoon _____ (take a walk) in National Central University on weekends.</p> <p>02</p>	<p>Pingzhen Dist.</p> <p>Others</p>  <p>Guang Long Temple 廣隆宮</p> <p>Guang Long Temple is _____ (large) Earth God Temple (土地公廟) in Pingzhen District.</p> <p>03</p>	<p>Bade Dist.</p> <p>Others</p>  <p>Taoyuan Sanyuan Temple 三元宮</p> <p>A: _____ you ever _____ to Taoyuan Sanyuan Temple? B: Yes, I have. It's the oldest temple in Bade.</p> <p>04</p>	<p>Yangmei Dist.</p> <p>Others</p>  <p>Fugang Old Street 富岡老街</p> <p>A: _____ do you like Fugang Old Street or Daxi Old Street (大溪老街)? B: I like _____.</p> <p>05</p>
<p>Luzhu Dist.</p> <p>Others</p>  <p>Yangchou Pathway 羊稠坑</p> <p>A: How often do you take a walk in Yangchou pathway? B: I _____.</p> <p>06</p>	<p>Daxi Dist.</p> <p>Others</p>  <p>Shimen Reservoir 石門水庫</p> <p>Shimen Reservoir is a dam _____ (intercept) the river water from Dahan River (大漢溪).</p> <p>07</p>	<p>Dayuan Dist.</p> <p>Others</p>  <p>Zhuwei Fish Harbor 竹圍漁港</p> <p>A: Let's go to Zhuwei Fish Harbor for some fresh fish. B: Sure. You bet.</p> <p>08</p>	<p>Guishan Dist.</p> <p>Others</p>  <p>Linkou Chang Gung Memorial Hospital 林口長庚紀念醫院</p> <p>When we are at Taoyuan International Airport (桃園國際機場), we can go to Linkou Chang Gung Memorial Hospital _____.</p> <p>09</p>	<p>Xinwu Dist.</p> <p>Others</p>  <p>Yongan Fish Harbor 永安漁港</p> <p>Q: What's the weather _____ at Yongan Fish Harbor in the picture? A: It's like _____ the weather at Yongan Fish Harbor in the picture? A: It's _____.</p> <p>10</p>
<p>Guanyin Dist.</p> <p>Others</p>  <p>Lotus Festival 蓮花季</p> <p>Guanyin District _____ famous _____ its lotus theme, like the lotus festival, lotus gardens, lotus meals, and so on.</p> <p>11</p>	<p>Fuxing Dist.</p> <p>Others</p>  <p>Jiaobanshan Park 角板山公園</p> <p>The weather is _____ nice _____ we can go for a walk to see plum flowers (梅花) in Jiaobanshan Park.</p> <p>12</p>	<p>Longtan Dist.</p> <p>Others</p>  <p>Dragon Boat Race 龍舟競賽</p> <p>Tony practices _____ (row) the boat in Longtan Great Pool (碧潭大池) before Dragon Boat Festival.</p> <p>13</p>	 <p>快樂玩桃園 Taoyuan Happy GO!</p>	

Chief of District



Xinwu Dist.

Guaxin Algal Reef (鵝新藻礁) has the largest and perfect growth Ecology (生態). It has survived for more than 4,000 years. Its animal density (動物密度) is 5 times of Gaomei Wetland (高美濕地) and 8 times of Slangshan Wetland (鳶山濕地). To protect Guaxin Algal Reef, Taoyuan City government will set up Guaxin Algal Reef Terrain (鵝新藻礁生態系野生動物保護區).

桃園鵝新藻礁生態系是全台灣最大、生態最完整的藻礁地形，且存在的時間超過四千年。鵝新藻礁的動物密度為高美濕地的5倍、鳶山濕地的8倍。為了保護鵝新藻礁，桃園市政府

★ Pay NT\$500 when you visit Xinwu to help preserve the valuable plants and animals in this area.
來訪此區需交500元，為保護藻礁盡一份力



Guanyin Dist.

There are about 70 hectares (公頃) of lotus fields in Guanyin District. They surround Lotus Story House (蓮花故事館). Visitors here can experience the charm of different lotuses. Taoyuan City Government has developed special products, such as perfume lotus coffee (香水蓮咖啡), lotus seed _____.

觀音區種植約70公頃的蓮花田。蓮花故事館周邊有碩大的蓮花田，可以讓遊客體驗不同蓮花的魅力。桃園市政府開發了香水蓮咖啡、蓮子布丁豆花、蓮子糯米花及蓮藕貢丸等特色產品。

★ As you pass here, please pay NT\$500 for lotus farming experience.
經過此區請繳交500元農莊體驗費用



Surprise

Even Wealth

Distribute the total money evenly between all players.

Skip

Miss a turn and stay where you are.

<p>Order</p> <p>Ask one player to skip a turn.</p>	<p>Surprise</p> <p>You win the lottery and can get NT\$500 from the bank!</p>	<p>Order</p> <p>Ask each player to give you one of their "Landmark" cards along with the flag.</p>	<p>Order</p> <p>Ask each player to give you one of their "Others" cards along with the flag.</p>
<p>Order</p> <p>Ask each player to give you one of their "Food" cards along with the flag.</p>	<p>Credit</p> <p>You can throw a die, and multiply (乗) the number for the money you get this time.</p>	<p>Good Luck</p> <p>(in 10 steps)</p> <ul style="list-style-type: none"> You can double the money you get. You can prevent bad luck. 	<p>Bad Luck</p> <p>(in 10 steps)</p> <ul style="list-style-type: none"> You cannot get any money. If you don't answer correctly, you will lose the same amount of money.
<p>Facts</p> <p>Take one "Facts Card." Answer it correctly and you will get \$300.</p>	<p>Even Wealth</p> <p>Distribute the total money evenly between all players.</p>	<p>Skip</p> <p>Miss a turn and stay where you are.</p>	<p>Block</p> <p>You can take a roadblock and put it anywhere you like for one round.</p>
<p>Defense</p> <p>You can keep this defense card. When bad luck happens to you, you can defend yourself.</p>	