

新北市 正德 國民中學 **115** 學年度 七 年級第 **1** 學期 校訂 課程計畫 設計者： 邱秀容

一、課程類別：(請勾選並於所勾選類別後填寫課程名稱)

1. ☐ 統整性主題/專題/議題探究課程：_____ 2. ☐ 社團活動與技藝課程：_____

3. ☐ 特殊需求領域課程：_____ 4. ☒ 其他類課程： 彈性課程—生活美語

二、課程精進：(本學期新創課程免填)

各學年課程計畫審閱意見(可填列校內課發會、外部專家及本局審閱意見)		本學年課程精進內容
112 學年		
113 學年		
114 學年		
115 學年		

✍ 上述表格自 113 學年度起正式列入課程計畫備查必要欄位。

☆本局審閱意見請至新北市國中小課程計畫備查資源網下載。

◎當年課程初、複審後，請將上述欄位自行新增並填入審查意見及精進內容。

三、學習節數：每週(1)節，實施(20)週，共(20)節。

四、課程內涵：

總綱核心素養	學習目標
依總綱核心素養項目及具體內涵勾選(至多以3個指標為原則)。 ☒ A1身心素質與自我精進 ☐ A2系統思考與解決問題 ☐ A3規劃執行與創新應變 ☒ B1符號運用與溝通表達 ☒ B2科技資訊與媒體素養 ☐ B3藝術涵養與美感素養 ☐ C1道德實踐與公民意識 ☒ C2人際關係與團隊合作 ☒ C3多元文化與國際理解	● 運用各種學習與溝通策略，精進英語文學習與溝通成效。 ● 具備聽、說、讀、寫英語文的基礎素養，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。 ● 融入生活經驗，極參與學習活動，培養團隊合作精神。 ● 能善用各種學習工具與影音平台，增進英語文學習能力。

五、課程架構：(本部分務必填寫，不可刪除。若有跨年段延續課程，請務必一起呈現，並標註當年級部份。)

基礎核心素養	課程單元	語法焦點
All About Me & My Family 個人與家庭	Intro yourself	單數人稱代名詞主格 (I, you, he, she, it) 、所有格 (my, your, his, her, its) 、以 What 詢問人名、How old 詢問年紀
	Family	Who 引導的問句 (問關係) 、be 動詞的 Yes/No 問答、基礎形容詞

	Personality traits	常用形容詞 (描述人格特質 , 如 smart, kind, friendly, shy) 修飾名詞或作表語
Dreams, Work & Daily Life 夢想、職業與生活	Physical traits	動詞 have / has 的用法 (表示「擁有」外貌特徵 , 如 : He has big eyes.) 。詢問外貌與特徵的問句 (如 : What does he/she look like? / Is he tall?) 。
	What does your -- do?	助動詞 do / does 在現在簡單式問句與否定句中的用法。
	Someday I hope I can (future dream)	想望表達法 : want to be / hope to be + 職業 , 以及情態助動詞 can 的基礎用法。
Festivals & Culture 文化與節慶	In my free time	休閒活動常用動詞片語 (如 : play basketball, read books) 地方介系詞與時間介系詞 (in, on, at) 的基礎用法 (如 : in my free time, on weekends) 。
	Holidays– Christmas, New Year	節慶祈願句型 (如 : Merry Christmas! / Happy New Year! / I wish you...)

六、課程融入議題情形：

勾選注意事項，請仔細閱讀。

- (一) 安全教育(交通安全)、戶外教育及性別平等教育為教育部每年檢視重點，各學年請至少規劃融入 2 項為原則。
- (二) 融入議題於當週素養導向教學規劃的學習重點中，一定要摘錄議題的實質內涵。
- (三) 每一融入議題須規劃全學年至少 4 節課(亦即，上下學期各至少 2 節課)的深化課程內容，撰寫於當週單元/主題名稱與活動內容欄位要有融入課程引導說明。
- (四) 總體課程架構中，應載明前開任一議題融入彈性學習課程之實施年級及每學期實施節數(上下學期各至少 2 節課)，並敘明議題融入之單元/主題名稱、實施節數及教學重點，且非以班級會自治活動、班級輔導、全校性活動、社團等宣導活動，或提供部分學生選習之課程形式辦理。

1. 是否融入安全教育(交通安全)：☐是(第____週) ☒否

2. 是否融入戶外教育：☐是(第__8__週) ☒否

3. 是否融入性別平等教育：☒是(第____週) ☐否

4. 其他議題融入情形(有的請打勾)：

☐人權教育、☐環境教育、☐海洋教育、☐科技教育、☐能源教育、☒家庭教育、☐原住民族教育、☐品德教育、☐生命教育、
☐法治教育、☐資訊教育、☐防災教育、☒生涯規劃教育、☐多元文化教育、☐閱讀素養教育、☐國際教育教育

七、素養導向教學規劃：

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源	學習策略	評量方式	融入議題	備註
	學習表現	學習內容							
第一週	1. 能善用各種學習工具與影音平台，增進英語文學習能力。 2. 學習利用資訊檢索工具蒐集、統整英語文資料，提升自主學習能力，並培養資訊倫理素養。 3. 將英語融入生活（經驗），進行合宜人際溝通與互動。	A1 身心素質與自我精進：能運用簡單的英語表達個人的基本資訊與性格特質，提升自我覺察。 B1 符號運用與溝通表達：能聽懂並穩定使用基礎英語句型進行自我介紹與班上同學的簡單對話。	Starter [Warm up] phrases for calss -T explain the rules of the class with pictures and expressions on the borad. -T has students repeat classroom rules and double check their understanding. [Topic] Introduce yourself (I) -Students follow teacher's examples: ●My name _____. ●I like /don't like _____. ●What about you? [Oral practice] -students practice to introduce himself/herself in a group. [Activity] Make your name card -Students write their name on a piece of paper and fold it then make it stand on a table.	1	1. PPT 2. Worksheet 3. Related articles 4. 正德國中自編 2000 英文單字手冊 Part 1 關於自我	● Oral practice ● Pair work ● Q&A ● Group discussion ● Games ● Keep notes	1. 參與態度 2. 學習單 3. 口語練習		☐ 實施跨領域或跨科目協同教學(需另申請授課鐘點費) 1. 協同科目： _____ 2. 協同節數： _____

第二週	1. 能善用各種學習工具與影音平台，增進英語文學習能力。 2. 學習利用資訊檢索工具蒐集、統整英語文資料，提升自主學習能力，並培養資訊倫理素養。 3. 將英語融入生活(經驗)，進行合宜人際溝通與互動。	A1 身心素質與自我精進：能運用簡單的英語表達個人的基本資訊與性格特質，提升自我覺察。 B1 符號運用與溝通表達：能聽懂並穩定使用基礎英語句型進行自我介紹與小組成員的簡單對話。	[Warm up] phrases for class -T ask student to recall the the class rules with pictures /gestures. -T has students repeat classroom rules and reminds them to respond properly in class. [Topic] Introduce yourself (II) -Students follow teacher's examples and answer questions below: ●What school subject do you like? _____. ●Do you want to join a club? ●What media do you like (TV, movies, YouTube, etc.)? [Group disscussion] -students talk about things they like (to do) at school or in their free time. [Write and say it] -students write down their answer and practice saying it with a partner / in group.	1	1. PPT 2. Worksheet 3. Related articles 4. 正德國中自編 2000 英文單字手冊 Part 1 關於自我	● Oral practice ● Pair work ● Q&A ● Group discussion ● Games ● Keep notes	1. 參與態度 2. 學習單 3. 口語練習	家庭教育	☐實施跨領域或跨科目協同教學(需另申請授課鐘點費) 1. 協同科目： _____ 2. 協同節數： _____
-----	---	--	---	---	--	--	---------------------------------------	------	---

第三週	1. 能善用各種學習工具與影音平台，增進英語文學習能力。 2. 學習利用資訊檢索工具蒐集、統整英語文資料，提升自主學習能力，並培養資訊倫理素養。 3. 將英語融入生活(經驗)，進行合宜人際溝通與互動。	C2 人際關係與團隊合作：透過介紹家族成員 (Family Tree) 與同儕互動，學習尊重個體的外貌與特質差異。 A2 系統思考與解決問題：能利用圖表 (家族樹) 有條理地歸納並呈現家庭成員的關係與特徵。	[Topic] Family (I) Learn family words -teacher introduces family members (on 2000 English wordbook) on PPT -students listen and repeat after teacher and identify the relationship of family member on a family tree. Possessive adjectives ●How are you related? Q: She is my brother's daughter. A: She's my niece. -Teacher presents a question about a family relationship. -Students need to answer the question with correct family words. -Students learn possessive adj.(my/your/his/her) from Q&A. Family size ●I have a big/average/small family. ●I have 4 brothers and sisters. [Talk and Share]	1	1. PPT 2. Worksheet 3. Related articles 4. 正德國中自編 2000 英文單字手冊 Part 1 關於自我 -U6 稱謂 -U7 家庭成員	● Oral practice ● Pair work ● Q&A ● Group discussion ● Games ● Keep notes	1. 參與態度 2. 學習單 3. 口語練習	家庭教育	☐實施跨領域或跨科目協同教學(需另申請授課鐘點費) 3. 協同科目： _____ 4. 協同節數： _____
-----	---	---	---	---	--	---	---	------	---

			-students take turns to talk about their family. Introduce family members to others. [Write and say it] -students write down the sentences in their blue notebook. They read it out loud to the teacher and they'll get teacher's check on their spelling/sentences.						
第四週	1. 能善用各種學習工具與影音平台，增進英語文學習能力。 2. 學習利用資訊檢索工具蒐集、統整英語文資料，提升自主學習能力，並培養資訊倫理素養。 3. 將英語融入生活(經驗)，進行合宜人際溝通與互動。	C2 人際關係與團隊合作：透過介紹家族成員(Family Tree)與同儕互動，學習尊重個體的外貌與特質差異。 A2 系統思考與解決問題：能利用圖表(家族樹)有條理地歸納並呈現家庭成員的關係與特徵。	[Topic] Family (II) Review family words -students review family members with 2000 English wordbook -students listen and repeat after teacher and identify the relationship of family member on a family tree. [Talk and Share] Introduce your family -Students bring their family picture and work in pair. One of them asks the questions below and the other answer questions with their family picture.	1	1. PPT 2. Worksheet 3. Related articles 4. 正德國中自編 2000 英文單字手冊 Part 1 關於自我-U7 家庭成員	• Oral practice • Pair work • Q&A • Group discussion • Games • Keep notes	1. 參與態度 2. 學習單 3. 口語練習	家庭教育	☐實施跨領域或跨科目協同教學(需另申請授課鐘點費) 1. 協同科目： _____ 2. 協同節數： _____

			●Do you have brothers or sisters? ●What language do you speak at home? ●Where is your family from? -Students take turns to introduce their family (size/numbers of family/their hometown) Make a Family Tree -students learn to draw a family tree about their family. -they need to write down the title (family member) on the family tree. [Think and say it] ● I have a <u>big</u> family. I have <u>three</u> brothers and two sisters. • She is my <u>mother</u>. • Her name is <u>Valerie</u>. • She likes <u>tea</u>. • She likes <u>traveling</u>.						
第五週	1. 能善用各種學習工具與影	A3 規劃執行與創新應變：透過探索	[Topic] Appearance & Personality	1	1. PPT 2. Worksheet	● Oral practice	1. 參與態度 2. 學習單		☐ 實施跨領域或跨科目協同

	音平台，增進英語文學習能力。 2. 學習利用資訊檢索工具蒐集、統整英語文資料，提升自主學習能力，並培養資訊倫理素養。 3. 將英語融入生活(經驗)，進行合宜人際溝通與互動。	不同職業，引導學生初步思考個人的未來興趣與生涯夢想。 C1 道德實踐與公民意識：認識社會上多元的職業角色，培養對不同專業的尊重與感謝。	[Adj. for apperance] -teacher presents Adj. in contrasting pairs and shows pictures on PPT. -students learn new words (adj.) to describe a person For example: ● wide 寬的/narrow 窄的 eyes →He/She has _____ eyes. ● thin 薄的/ full 豐厚的 lips →He/She has _____ lips. [Talk about people] ● How does he/she look? → He/she has adj. (body part) →He/she doesn't have adj. (body part). [Clothing for appearance] What's he/she wearing? →He/She is wearing _____. [Talk and Share] Introduce your family -Students bring their family picture and describe their family member. 1. My brother is young. (pg 3-4)		3. Related articles 4. 正德國中自編 2000 英文單字手冊 Part 1 關於自我-U2 特徵形容 Part2 日常生活 U1 服飾配件	● Pair work ● Q&A ● Group discussion ● Games ● Keep notes	3. 口語練習		教學(需另申請授課鐘點費) 1. 協同科目： 2. 協同節數：
--	---	--	---	--	---	---	---------	--	--

			2. My dad has <u>short black hair</u>. (pg 8-10) 3. My mom is wearing <u>a green shirt</u>. (pg 14-18) [Write and say it] Write three sentences about a family person. <Example> 1. My father is <u>tall</u>. 2. He has a <u>white beard</u> and <u>mustache</u>. 3. He is wearing <u>glasses</u>.					
第六週	1. 能善用各種學習工具與影音平台，增進英語文學習能力。 2. 學習利用資訊檢索工具蒐集、統整英文資料，提升自主學習能力，並培養資訊倫理素養。 3. 將英語融入生活(經驗)，進行合宜人際溝通與互動。	A3 規劃執行與創新應變：透過探索不同職業，引導學生初步思考個人的未來興趣與生涯夢想。 C1 道德實踐與公民意識：認識社會上多元的職業角色，培養對不同專業的尊重與感謝。	[Topic] Jobs & Occupation (I) [Learn New words] -teacher introduces job words on PPT * (2000 English wordbook page 12-14/ p.52-55) <Example> <u>journalist</u> (p.54 no.35) <u>He is a journalist.</u> <u>He learns and writes about news.</u> -students listen and repeat after teacher and identify different jobs. [Memory Game] rules: • Put the cards on the table face down	1	1. PPT 2. Worksheet 3. Related articles 4. 正德國中自編 2000 英文單字手冊 Part 3 社會環境-U3 職業	• Oral practice • Pair work • Q&A • Group discussion • Games • Keep notes	1. 參與態度 2. 學習單 3. 口語練習	☐實施跨領域或跨科目協同教學(需另申請授課鐘點費) 1. 協同科目： _____ 2. 協同節數： _____

			• Take turns turning up two • If they match you keep the cards • If they do not match turn them back down Job verbs [Read it out loud] -teacher shows picture with a question below. Q1: What's his/ her job? → He/She is a <u>dentist</u>. *students look up 2000 wordbook and answer the question. Q2 What do they do at work? → <u>Dentists help keep people's teeth healthy.</u> - students read the lines after teacher and practice the job verbs in context. <example> <u>My uncle is a truck driver.</u> <u>He drives</u> from one side of the country to the other. <u>He helps to carry chemicals</u> 化學品 and oil around the country.						
第七週	1. 能善用各種學習工具與影音平台，增進	A3 規劃執行與創新應變：透過探索不同職業，引導學	[Topic] Jobs & Occupation (II) [Oral practice]		1. PPT 2. Worksheet	• Oral practice • Pair work	1. 參與態度 2. 學習單		☐ 實施跨領域或跨科目協同

	英語文學習能力。 2. 學習利用資訊檢索工具蒐集、統整英語文資料，提升自主學習能力，並培養資訊倫理素養。 3. 將英語融入生活(經驗)，進行合宜人際溝通與互動。	生初步思考個人的未來興趣與生涯夢想。 C1 道德實踐與公民意識：認識社會上多元的職業角色，培養對不同專業的尊重與感謝。	What do your parents do? 1. My father is a <u>mail carrier</u>. 2. He works at the <u>post office</u>. 3. He <u>delivers mails</u> for people. -teacher shows examples with job pictures. -students use the pattern to introduce his/her family. [Activity-oral practice] Choose two family people. Talk about their jobs. ●What is their job? ●What does he/she do at work? [Write]- What does...do? My _____ is a_____. He/She works at_____. He/She works for_____. He/She helps_____. -students introduce his/her family's job and write sentences down like the pattern above.		3. Related articles 4. 正德國中自編 2000 英文單字手冊 Part 3 社會環境-U3 職業	● Q&A ● Group discussion ● Games ● Keep notes	3. 口語練習		教學(需另申請授課鐘點費) 1. 協同科目： _____ 2. 協同節數： _____
--	---	--	--	--	--	--	---------	--	--

第八週	1. 能善用各種學習工具與影音平台，增進英語文學習能力。 2. 學習利用資訊檢索工具蒐集、統整英文資料，提升自主學習能力，並培養資訊倫理素養。 3. 將英語融入生活(經驗)，進行合宜人際溝通與互動。	性別友善語言的認識與應用 了解性別友善語言的原則，辨識日常英語中帶有性別刻板印象或不當的用詞，學習使用中、包容的語言表達。 學習如何閱讀並分析英語例句中的性別偏見，討論這些用詞對溝通的影響，並培養批判性思考 多元文化與國際理解 (Multiculturalism & Global Awareness)：透過文化的對比，培養尊重並欣賞文化差異的素養。	[Topic] A popular singer- Taylor Swift [Warm up] Do you know her? -teacher plays the music video of Taylor Swift and students need to fill in the blanks (information about her job/appearance/ personality) ● She is a famous <u>singer</u>. ● She is <u>beautiful</u> and <u>charming</u>. ● She <u>sings</u> many popular songs. ● She has World Tour Concerts in many <u>countries</u>. [Song]- 《The man》 -teacher plays music “The Man” with lyrics in both English and Chinese subtitles. https://www.youtube.com/watch?v=5rY6yw7cePM&list=RD5rY6yw7cePM&start_radio=1 -teacher explains parts of the lyrics and let students know the meanings. *"I'd be a <u>fearless leader</u>. I'd be an <u>alpha type</u>."	1	1. PPT 2. Worksheet 3. Related articles 4. 正德國中自編 2000 英文單字手冊 Part 1 關於自我-U3 個性特質 Part 3 社會環境-U3 職業	● Oral practice ● Pair work ● Q&A ● Group discussion ● Games ● Keep notes	1. 參與態度 2. 學習單 3. 口語練習	性別平等	☐實施跨領域或跨科目協同教學(需另申請授課鐘點費) 1. 協同科目： _____ 2. 協同節數： _____
------------	--	--	--	----------	---	--	---------------------------------------	-------------	---

			“Every conquest I had made would make me more of a boss to you” -students share their opinions about the song. [Fill in the blank] Word Bank: Pronoun: He/ She [tall / beautiful / famous / brave] 1. Taylor Swift is a _____ singer. _____ is very _____ and has blonde hair. 2. In the song <i>The Man</i>, Taylor acts (表演) as a man. _____ is a boss. _____ is _____ and rich. [Think and Talk] (問題反思 — 引導性平討論) T: Can a woman can be a boss? Can a woman make decisions and lead a team? - teacher make students think about gender equality. - guide students to respect everyone. Don't treat people differently by the gender.						
第九週	1. 能善用各種學習工具與影音平台，增進英語文學習能力。	A3 規劃執行與創新應變：透過探索不同職業，引導學生初步思考個人的	Someday I hope I can (future dream) [Words review] Jobs words:	1	1. PPT 2. Worksheet 3. Related articles	• Oral practice • Pair work • Q&A	1. 參與態度 2. 學習單 3. 口語練習	生涯規劃	☐ 實施跨領域或跨科目協同教學(需另申

	2. 學習利用資訊檢索工具蒐集、統整英語文資料，提升自主學習能力，並培養資訊倫理素養。 3. 將英語融入生活(經驗)，進行合宜人際溝通與互動。	未來興趣與生涯夢想。	chef, baker, doctor, artist, writer, player..etc. <u>Adj.</u>: famous (有名的), successful (成功的), helpful (樂於助人的), great (極好的), rich (富有的) [Think and say it] What do you want to be in the future? ●Someday I hope I can be a/an [職業]. ● I want to be [形容詞] -student talk and share their dream job in the group. [Write on notebook] -students look up 2000 wordbook to find his/her ideal job -use the sentences above to describe his/her dream job and what person he/she will be.		4. 正德國中自編 2000 英文單字手冊 Part 2 日常生活-U9 休閒與嗜好	●Group discussion ● Games ● Keep notes			請授課鐘點費) 1. 協同科目： _____ 2. 協同節數： _____
第十週	1. 能善用各種學習工具與影音平台，增進英語文學習能力。 2. 學習利用資訊檢索工具蒐集、統整英語文資料，提升	A3 規劃執行與創新應變：透過探索不同職業，引導學生初步思考個人的未來興趣與生涯夢想。	Someday I hope I can (future dream)-II [Topic] Who do you admire? [Warm up] -teacher demos her favorite person with a short	1	1. PPT 2. Worksheet 3. Related articles 4. 正德國中自編 2000	● Oral practice ● Pair work ● Q&A ● Group discussion ● Games ● Keep	1. 參與態度 2. 學習單 3. 口語練習	生涯規劃	☐實施跨領域或跨科目協同教學(需另申請授課鐘點費) 1. 協同科目： _____

	自主學習能力，並培養資訊倫理素養。 3. 將英語融入生活(經驗)，進行合宜人際溝通與互動。		paragraph (including name, job, personality, achievement) [Think and Share] -students follow the example and make their own paragraphs about the person they admire. [Talk in public] -students have a small talk with group members for 2 minutes -teacher encourage students to talk about their favorite person in front (stage)		英文單字手冊 Part 2 日常生活-U9 休閒與嗜好	notes			2. 協同節數： _____
第十一週	1. 能善用各種學習工具與影音平台，增進英語文學習能力。 2. 學習利用資訊檢索工具蒐集、統整英語文資料，提升自主學習能力，並培養資訊倫理素養。 3. 將英語融入生活(經驗)，	A3 規劃執行與創新應變：透過探索不同職業，引導學生初步思考個人的未來興趣與生涯夢想。 B3 藝術涵養與美感素養：能分享個人工作之餘的休閒興趣，並藉此豐富生活經驗與美感體會。	Hobbies [Warm up]- New words ● Do you like...? camping/swimming/ reading/ dancing/ cooking/ playing sports/ hiking... ● Yes, I like... ● No, I don't like... -teacher uses pictures and asks questions to teach new words. -students answer questions with their opinions	1	1. PPT 2. Worksheet 3. Related articles 4. 正德國中自編 2000 英文單字手冊 Part 2 日常生活-U9 休閒與嗜好	● Oral practice ● Pair work ● Q&A ● Group discussion ● Games ● Keep notes	1. 參與態度 2. 學習單 3. 口語練習		☐ 實施跨領域或跨科目協同教學(需另申請授課鐘點費) 1. 協同科目： _____ 2. 協同節數： _____

	進行合宜人際溝通與互動。		[Expand questions] ● Do you want to try...? Geocaching/Extreme ironing/Toy Voyaging - teacher explain these fun and special activities. -give students more examples about different outdoor activities ● I would like to try...+Ving -student write two things they'd like to try in their blue notebook -share their ideas with their group members -teacher goes check their spelling and sentences.						
第十二週	1. 能善用各種學習工具與影音平台，增進英語文學習能力。 2. 學習利用資訊檢索工具蒐集、統整英文資料，提升自主學習能力，並培養資訊倫理素養。	A3 規劃執行與創新應變：透過探索不同職業，引導學生初步思考個人的未來興趣與生涯夢想。 B3 藝術涵養與美感素養：能分享個人工作之餘的休閒興趣，並藉此豐富生活經驗與美感體會。	Hobbies-II [Words Review]-activities -teacher shows pictures with different activities by asking questions. -students reply “Ving” to match the pictures. [Q and A] ● What is your hobby? ● My hobby is <u>V-ing</u>. -teacher asks question above	1	1. PPT 2. Worksheet 3. Related articles 4. 正德國中自編 2000 英文單字手冊	● Oral practice ● Pair work ● Q&A ● Group discussion ● Games ● Keep notes	1. 參與態度 2. 學習單 3. 口語練習		☐實施跨領域或跨科目協同教學(需另申請授課鐘點費) 1. 協同科目： _____ 2. 協同節數： _____

	3. 將英語融入生活(經驗)，進行合宜人際溝通與互動。		-students volunteer to answer the question. [Listen and reply] • What is his/her hobby? • His/her hobby is V-ing. -After one student answers teacher's question, teacher will ask "the class" what they heard from the student. -the others have to reply teacher the second question and use the third person to answer the same question. - it is a confirmation of their understanding and is also a repetition practice. [Share it] -students work in a group and share their hobbies by asking and answering questions to each other.		Part 2 日常生活-U9 休閒與嗜好				
第十三週	1. 能善用各種學習工具與影音平台，增進英語文學習能力。 2. 學習利用資訊檢索工具蒐集、統整英語文資料，提升	A3 規劃執行與創新應變：透過探索不同職業，引導學生初步思考個人的未來興趣與生涯夢想。 B3 藝術涵養與美感素養：能分享個人工作之餘的休閒	Self Introduction [Warm up] -teacher guides student to review the previous topics / lessons which relate to their self introduction. [Theme Words] • appearance	1	1. PPT 2. Worksheet 3. Related articles 4. 正德國中自編 2000	• Oral practice • Pair work • Q&A • Group discussion • Games • Keep	1. 參與態度 2. 學習單 3. 口語練習	生涯規劃	☐實施跨領域或跨科目協同教學(需另申請授課鐘點費) 1. 協同科目： _____

	自主學習能力，並培養資訊倫理素養。 3. 將英語融入生活(經驗)，進行合宜人際溝通與互動。	興趣，並藉此豐富生活經驗與美感體會。	● personality ● interests /hobbies ● leisure activities (eg. sports/music/outdoor activities) [self introduction]-sample -I'm (name). -I am (age) years old. -I am a (job name) -I live in (city). -I'm (adj) and (adj). <appearance> -I'm a (adj.) boy/girl. <personality> -I'm good at (Ving) -I often...(interest/hobbies) -I hope one day I can... That's all about me. [Oral Practice] -students practice introducing themselves with the patterns above. [Share in Group] -they take turns to talk about himself/ herself in a group		英文單字手冊 Part 1 關於自我 U2 特徵形容 U3 個性特質 Part 2 日常生活 U9 休閒與嗜好	notes			2. 協同節數：
第十四週	1. 能善用各種學習工具與影音平台，增進英語文學習能力。	A3 規劃執行與創新應變：透過探索不同職業，引導學生初步思考個人的未來興趣與生涯夢想。	Self Introduction [Warm up] -teacher reminds students to remember when and how they start their self-introduction.	1	1. PPT 2. Worksheet 3. Related articles	● Oral practice ● Pair work ● Q&A	1. 參與態度 2. 學習單 3. 口語練習 4. 上台發表	生涯規劃	☐實施跨領域或跨科目協同教學(需另申請授課鐘點費)

	2. 學習利用資訊檢索工具蒐集、統整英語文資料，提升自主學習能力，並培養資訊倫理素養。 3. 將英語融入生活(經驗)，進行合宜人際溝通與互動。	B3 藝術涵養與美感素養：能分享個人工作之餘的休閒興趣，並藉此豐富生活經驗與美感體會。	[Guide and support] Introduce the Formula -teacher asks students to look up 2000 wordbook (last page) to see the template of self-introduction. Then remind students that they can choose suitable words from wordbank on the top. -teacher helps teach them new words if they don't know how to spell it or what to use. [Fill-in-the-Blanks] Give students a worksheet or write a template. Tell them to fill in their information. [Oral Presentation] -students go to teacher and have their self-introduction one by one		4. 正德國中自編 2000 英文單字手冊 Part 1 關於自我 U2 特徵形容 U3 個性特質 Part 2 日常生活 U9 休閒與嗜好	• Group discussion • Games • Keep notes			1. 協同科目： 2. 協同節數：
第十五週	1. 能善用各種學習工具與影音平台，增進英語文學習能力。 2. 學習利用資訊檢索工具蒐集、統整英語文資料，提升自主學習能力。	B3 藝術涵養與美感素養：能分享個人工作之餘的休閒興趣，並藉此豐富生活經驗與美感體會。	In my free time [Warm up] Q&A Teacher asks: "What do you do in your free time?" -students answer the question share their experiences. [outdoor activities]	1	1. PPT 2. Worksheet 3. Related articles 4. 正德國中自編 2000 英文單字手冊	• Oral practice • Pair work • Q&A • Group discussion • Games • Keep notes	1. 參與態度 2. 學習單 3. 口語練習		☐實施跨領域或跨科目協同教學(需另申請授課鐘點費) 1. 協同科目： 2. 協同節數：

	力，並培養資訊倫理素養。 3. 將英語融入生活(經驗)，進行合宜人際溝通與互動。		-T presents new words with pictures. go shopping, go hiking, go mountain climbing, go bird watching, go biking -(listen and repeat) students repeat after teacher -(sentence pattern) I often go +Ving in my free time. -T teaches students to use the pattern (above) to tell what he/she does in free time. [Listen and reply] ●Q1 What do you like to do in your free time? ●Q2 What does he/she like to do in his/her free time? -T choose one student to answer the question. -After the student answers teacher's question, teacher will ask "the class" what they heard from the student. -Q2 is for the whole class. Other students use the third person to answer the same question.		Part 2 日常生活 (休閒與嗜好)				
--	--	--	--	--	------------------------	--	--	--	--

			- it is a confirmation of their understanding and is also a repetition practice. [Write and say it] -students write down the sentences in their blue notebook. They read it out loud to the teacher and they'll get teacher's check on their spelling/sentences.						
第十六週	1. 能善用各種學習工具與影音平台，增進英語文學習能力。 2. 學習利用資訊檢索工具蒐集、統整英語文資料，提升自主學習能力，並培養資訊倫理素養。 3. 將英語融入生活(經驗)，進行合宜人際溝通與互動。	A3 規劃執行與創新應變：透過探索不同職業，引導學生初步思考個人的未來興趣與生涯夢想。	Thing to talk about [Warm up] T: What will you do for the coming holiday? -students answer the question share their plans. [Topic] Things to do on holiday ●What are you doing for the New year? -I'm going to V.+(place) I'm going to watch TV at home. I'm going to see a movie with my friends. I'm going to visit my grandpa in Hualien. [Talk and Share]	1	1. PPT 2. Worksheet 3. Related articles 4. 正德國中自編 2000 英文單字手冊 Part 2 日常生活 (休閒與嗜好)	● Oral practice ● Pair work ● Q&A ● Group discussion ● Games ● Keep notes	1. 參與態度 2. 學習單 3. 口語練習		☐實施跨領域或跨科目協同教學(需另申請授課鐘點費) 1. 協同科目： _____ 2. 協同節數： _____

			-students talk together by asking and answering question in a group. [Group discussion] -Culture in Taiwan T- What do people do on Chinese New Year? -students share their experiences about Taiwan's New Year and talk about things they do during holidays						
第十七週	1. 能善用各種學習工具與影音平台，增進英語文學習能力。 2. 學習利用資訊檢索工具蒐集、統整英語文資料，提升自主學習能力，並培養資訊倫理素養。 3. 將英語融入生活(經驗)，進行合宜人際溝通與互動。	C3 多元文化與國際理解：認識西洋重要節慶（聖誕節與新年）的文化習俗，並能與台灣在地文化（如冬至或農曆新年）進行簡單的跨文化對比。	[Topic] Holidays – Christmas, New Year [Game] Would you rather...? • In this game, you need to choose one thing. • After your group picks one, you need to say why. -Teacher shows two statements(A/B) start with the question: "Would you rather...?" -Each group needs to have agreement on their choice	1	1. PPT 2. Worksheet 3. Related articles 4. 正德國中自編 2000 英文單字手冊 Part 3 社會環境(節慶假日)	• Oral practice • Pair work • Q&A • Group discussion • Games • Keep notes	1. 參與態度 2. 學習單 3. 口語練習		☐ 實施跨領域或跨科目協同教學(需另申請授課鐘點費) 1. 協同科目： _____ 2. 協同節數： _____

			-Then tell teacher the reason why they prefer to do it. [Make your perfect holiday] ●What holiday would you like to have? Talk with your group and make a holiday. [Think and Say it] -students share their perfect holiday in a group. Tell them the things he/she will do on the holiday. -Tell the others the reason why he/she like the holiday.						
第十八週	1. 能善用各種學習工具與影音平台，增進英語文學習能力。 2. 學習利用資訊檢索工具蒐集、統整英語文資料，提升自主學習能力，並培養資訊倫理素養。	C3 多元文化與國際理解：認識西洋重要節慶（聖誕節與新年）的文化習俗，並能與台灣在地文化（如冬至或農曆新年）進行簡單的跨文化對比。	[Topic] Holidays – Christmas, New Year [Warm up] What <u>did</u> you do for your holiday? ● Run in the park. ● Watch a lot of T.V. ● Go to cram school. - T chooses a student randomly and encourages	1	1. PPT 2. Worksheet 3. Related articles 4. 正德國中自編 2000 英文單字手冊 Part 3 社會環境(節慶假日)	● Oral practice ● Pair work ● Q&A ● Group discussion ● Games ● Keep notes	1. 參與態度 2. 學習單 3. 口語練習		☐實施跨領域或跨科目協同教學(需另申請授課鐘點費) 1. 協同科目： _____ 2. 協同節數： _____

	3. 將英語融入生活(經驗)，進行合宜人際溝通與互動。		them to answer the question [Name your holiday] • When is it? • Why is it a holiday? • What do people do? - What holiday would you like to have? Talk with your group and make a holiday [Think and Say it] -students share their perfect holiday in a group. Tell them the things he/she will do on the holiday. -Tell the others the reason why he/she like the holiday.						
第十九週	1. 能善用各種學習工具與影音平台，增進英語文學習能力。 2. 學習利用資訊檢索工具蒐集、統整英語文資料，提升自主學習能力，並培養資訊倫理素養。	C3 多元文化與國際理解：認識西洋重要節慶（聖誕節與新年）的文化習俗，並能與台灣在地文化（如冬至或農曆新年）進行簡單的跨文化對比。	[Topic] New Years Wishes -A Goal, A Wish, and An Adventure- - Teacher uses examples to explain different meanings of a goal, a wish, an adventure. • What can you do to reach your goal? -A goal is something you can work to do. • I want to run a 10k next winter.	1	1. PPT 2. Worksheet 3. Related articles 4. 正德國中自編 2000 英文單字手冊 Part 3 社會環境(節慶假日)	• Oral practice • Pair work • Q&A • Group discussion • Games • Keep notes	1. 參與態度 2. 學習單 3. 口語練習		☐實施跨領域或跨科目協同教學(需另申請授課鐘點費) 1. 協同科目： _____ 2. 協同節數： _____

	3. 將英語融入生活(經驗)，進行合宜人際溝通與互動。		- I will practice running four times a week. - What adventure do you want to have? -Adventures are things you can work to do, but they are not “achievements” 成就. - I want to try every new fruit I see. - I want to take a picture of all the sunsets I see. - What is your wish for the New Year? -A wish is something that happens without you working for it. -Wishes are special because you just have to wait for them. - I want to it to not rain during Chinese New Year.						
第二十週	1. 能善用各種學習工具與影音平台，增進英語文學習能力。 2. 學習利用資訊檢索工具蒐集、統整英語文資料，提升自主學習能	A3 藝術涵養與生活美感： 能運用色彩、空間佈置與手作藝術，將英文節慶元素融入教室與校園環境。 B1 符號運用與溝通表達： 能理解並正確書寫聖誕節	[Topic] New Years Wishes II Make your Bingo Card -At your table fill in 9 things for your bingo. -fill in 3 goals, 3 wishes, and 3 adventures on the bingo card [Write and share]	1	1. PPT 2. Worksheet 3. Related articles 4. 正德國中自編 2000 英文單字手冊	- Oral practice - Pair work - Q&A - Group discussion - Games - Keep notes	1. 參與態度 2. 學習單 3. 口語練習		☐ 實施跨領域或跨科目協同教學(需另申請授課鐘點費) 1. 協同科目： 2. 協同節數：

	力，並培養資訊倫理素養。 3. 將英語融入生活(經驗)，進行合宜人際溝通與互動。	與新年的英文核心字彙與祝福語。 C3 多元文化與國際理解： 認識中西方新年與聖誕節的習俗差異，學習在節慶中表達感恩與跨文化的包容。	-students write their goals, wishes, adventures for the coming New Year on their own -they can share their idea or ask others for help if they don't know what to write.		Part 3 社會環境(節慶假日)				
第二十一週	1. 能善用各種學習工具與影音平台，增進英語文學習能力。 2. 學習利用資訊檢索工具蒐集、統整英語文資料，提升自主學習能力，並培養資訊倫理素養。 3. 將英語融入生活(經驗)，進行合宜人際溝通與互動。	A3 藝術涵養與生活美感： 能運用色彩、空間佈置與手作藝術，將英文節慶元素融入教室與校園環境。 B1 符號運用與溝通表達： 能理解並正確書寫聖誕節與新年的英文核心字彙與祝福語。 C3 多元文化與國際理解： 認識中西方新年與聖誕節的習俗差異，學習在節慶中表達感恩與跨文化的包容。	[Topic] Festival Campus Design -teacher give every student a sticky note and explains what will they do with the note. -they will write their wish on the note. -They notes will be posted on the hallway of school [write your wishes] -students choose one of their wishes from what they done on bingo card last week. -they write their wish on their notebook [Spelling check] -After teacher checks their spelling, students can copy their wish on the sticky note and draw picture on it	1	1. PPT 2. Worksheet 3. Related articles 4. 正德國中自編 2000 英文單字手冊 Part 3 社會環境(節慶假日)	• Oral practice • Pair work • Q&A • Group discussion • Games • Keep notes	1. 參與態度 2. 學習單 3. 口語練習		☐ 實施跨領域或跨科目協同教學(需另申請授課鐘點費) 1. 協同科目： _____ 2. 協同節數： _____

			-Teacher collects their wishes on a board for decoration later.						
--	--	--	---	--	--	--	--	--	--

八、本課程是否有校外人士協助教學：(本表格請勿刪除。)

■否，全學年都沒有(以下免填)。

☐有，部分班級，實施的班級為：_____。

☐有，全學年實施。

教學期程	校外人士協助之課程大綱	教材形式	教材內容簡介	預期成效	原授課教師角色
		☐ 簡報 ☐ 印刷品 ☐ 影音光碟 ☐ 其他於課程或活動中使用之教學資料，請說明： _____			

☆上述欄位皆與校外人士協助教學及活動之申請表一致。