

高中綜合活動領域

雙語教學資源手冊

家政科 英語授課用語

A Reference Handbook for **Senior High School Bilingual Teachers** in the Domain of **Integrative Activities(Home Economics)**: Instructional Language in English





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第一章 資源分配與消費者權益

Resource Allocation and Consumer Rights

高師大英語系 唐煒勛、方琬琳、龐敏秀

■ 學習目標 Learning Focuses

學習表現	家 3a-V-1 善用科技、資訊，管理個人與家庭重要事務。 家 3a-V-2 涵養財金素養，整合消費知能，妥善規劃個人財務生活。
學習內容	家 Ca-V-1 時間、精力管理與生活品質。 家 Ca-V-3 消費者行為與文化。

■ 前言 Introduction

本單元旨在引導學生思考如何有效分配資源。舉凡辨別資源類型、時間與精力的分配管理，甚至是家庭的財務管理，都需要我們深思後，才能做出妥善的決策。每個人都有各樣的資源，但是，如何妥善分配，是需要長時間摸索的。現代人常因為時間管理不佳，或報復性消費，而對生活產生不好的影響。除了學習運用資源外，我們都需要了解基本的消費者權利及義務。除了保護我們自身權益外，我們也能和他人共同創建良好的消費環境。

This unit aims to guide students to think about how to allocate resources effectively through identifying resource types, allocating time and energy and managing family finances. These all require careful consideration and we want to be able to make good decisions. Everyone has various resources at hand, but how to allocate resources properly requires a lot of time and exploration. Modern-day people often suffer from the effects of poor time management and counter consumption. In addition to learning to use resources, we have to understand basic consumer rights and obligations. Aside from protecting our own rights and interests, we can also create a good consumer environment for others.

■ 詞彙 Vocabulary

單字	中文	單字	中文
consumer	消費者	allocate	分配
distribution	配送/分發	opportunity cost	機會成本
study plan	讀書計畫	work and rest	作息時間
supply	供給	demand	需求
refund	退款	compensation	賠償
outcome	支出	income	收入
finance	財務	financial management	理財
cash flow	現金流	keep accounts	記帳
stock	股票	fund	基金

■ 教學句型與實用句子 Sentence Frames and Useful Sentences

☞ 機會成本 ☞

① Based on opportunity cost, I allocate the most money to N/Ving.

例句(1) : **Based on opportunity cost, I allocate the most money to** watching movies because I want to promote critical thinking in a cost-effective and enjoyable way.

基於機會成本考量，我將最多的錢分配到看電影上，因為我想以最省錢且有趣的方式促進批判性思考

例句(2) : **Based on opportunity cost, I allocate the most money to** traveling because I believe it provides valuable life experiences and broadens my perspective.

基於機會成本考量，我將最多的錢分配到旅行上，因為我相信它能提供寶貴的人生經歷並拓寬我的視野。

■ 問題講解與對話 Question and Answer/Dialogues

對話一 Dialogue 1

Teacher: Do you still remember the Pomodoro technique you learned before?

Student: Of course! That's a time management method.

Teacher: That's right. In the past we all learned about the importance of time allocation.

But, in fact, there are many things in life that need to be properly allocated and planned.

Student: I understand. Just like my parents often say, we need to calculate the costs of our life and set short-term, medium-term, and long-term goals. Then, we need to implement them step by step to eventually achieve our goals.

Teacher: Setting goals is indeed very important. There are actually some techniques and principles for setting short-term, medium-term, and long-term goals.

First, short-term goals usually refer to things to be accomplished within a few months to a year. These goals should be specific, measurable, and achievable.

For example, improving the grade in a certain subject.

Student: So, can I set academic goals each semester, like improving my grade in a certain subject or learning more English vocabulary?

Teacher: Absolutely! Next, medium-term goals typically take 2 to 5 years to accomplish. These goals tend to be larger and may require multiple adjustments. For example, completing a university degree or landing an ideal job.

Student: So, can I set a goal to complete a certain professional course during university or gain an internship opportunity?

Teacher: Yes, exactly. Finally, long-term goals usually refer to plans that span over 5 years or more. These goals are more challenging and may include career development, entrepreneurship, or major life achievements.

Student: For example, can I set a goal to become an expert in a specific field or start my own business?

Teacher: Precisely! Long-term goals require us to be patient, keep pushing forward, and continuously adjust our methods. One important principle when setting these goals is to ensure they are challenging, but at the same time achievable, and avoid setting goals that are too vague or unrealistic.

老師：你們還記得之前有學過番茄鐘嗎？

學生：記得！那是一種時間管理的方法。

老師：沒有錯。過去我們都知道時間分配的重要性。事實上，人生有很多事情都需要妥善分配和規劃。

學生：我知道。就像我爸媽常說的，我們需要算好一生的花費，並且設立人生短期、中期和長期的目標，然後一步一步地實踐，最終達成我們的目標。

老師：設立目標確實非常重要。其實，設立短期、中期和長期目標的方法有些技巧和原則。首先，短期目標通常是指在幾個月到一年的時間內完成的事情，這些目標應該具體、可衡量、且容易達成。例如，提升某一科目的成績。

學生：那我可以設定每學期的學業目標，像是提高某一科的分數，或學會更多的英文單字嗎？

老師：完全可以！接下來是中期目標，這些目標可能需要 2 到 5 年的時間來實現。中期目標往往比較大，需要多次調整計劃，像是完成大學學業、找到一份理想工作。

學生：那我可以設立在大學期間完成某個專業課程，或者獲得一個實習機會的目標吧？

老師：是的，最後，長期目標通常是 5 年以上的計劃，這些目標更具挑戰性，可能包括事業發展、創業或人生中的重大成就。

學生：比如說，我可以設立成為某個領域專家的目標，或是開創自己的事業嗎？

老師：正是！長期目標要求我們保持耐心，持續努力，不斷調整方法。設定這些目標時，一個很重要的原則是確保目標具挑戰性，但同時也要可達成，避免設定過於模糊或不切實際的目標。

對話二 Dialogue 2

Student: Teacher, with online shopping being so convenient now, what impact does it have on our family life?

Teacher: Online shopping has indeed changed our shopping habits, allowing us to easily compare prices and choose the products that suit us.

Student: So, how does this kind of shopping behavior affect family financial management?

Teacher: Online shopping can make it easier to indulge in impulse buying, so it's important to set a budget to avoid unnecessary spending.

Student: Could you provide some effective methods for managing family finances?

Teacher: Of course! First, you need to create a monthly income and expenditure plan, and regularly review it to ensure the financial situation is healthy.

Student: Then how can we avoid overspending when shopping online?

Teacher: Before shopping, make a list of the items you need and set a shopping budget to avoid impulse purchases.

Student: Alright, I will put the methods you mentioned into practice in my daily life.
Thank you

學生：老師，現在網路購物這麼方便，對我們的家庭生活有什麼影響呢？

老師：網路購物確實改變了我們的消費方式，讓我們能夠輕鬆比較價格，選擇適合的商品。

學生：那麼，這樣的消費方式對家庭財務管理有什麼影響呢？

老師：網路購物可能讓我們更容易衝動消費，因此需要制定預算，避免不必要的支出。

學生：老師，您能提供一些有效的家庭財務管理方法嗎？

老師：當然，首先要制定每月的收入與支出計劃，並定期檢視，確保財務狀況良好。

學生：那麼，如何避免在網路購物時過度消費呢？

老師：在購物前，先列出需要的商品清單，並設定購物預算，避免衝動購買。

學生：好的老師，您提到的這些方法，我會在日常生活中加以實踐，謝謝您。

第二章 家居美化與綠色建築概念

Home Beautification and Green Building Concepts

高師大英語系 唐煒勛、方琬琳、龐敏秀

■ 學習目標 Learning Focuses

學習表現	家 3c-V-1 運用巧思，體現生活美學於居家生活。
學習內容	家 Cc-V-1 綠色居家與空間美化。

■ 前言 Introduction

本單元旨在介紹如何美化居家生活環境，包含了家人需求、空間動線、光線照明、色彩配置以及家具擺設。除了培養同學的美感之外，也介紹何謂綠建築及其四大指標，環境保護由我們日常生活做起。本單元的課堂活動是讓學生用綠色建築的概念，設計自己的居家空間。

This unit aims to introduce how to beautify one's home living environment, including: family necessities, space circulation, lighting, color configuration and furniture decoration. In addition to cultivating students' sense of beauty, this unit also introduces green buildings and their four major indicators. Environmental protection needs us to start with our daily lives. The classroom activities in this unit will allow students to design their own home space with green building concepts.

■ 詞彙 Vocabulary

單字	中文	單字	中文
interior design	室內設計	beautify	美化
artificial light	人造光源	chroma	彩度
decoration	裝潢	wallpaper	壁紙
paint	油漆	island kitchen	中島廚房
patio	庭院	balcony	陽台
green building	綠建築	carbon dioxide	二氧化碳
industrial style	工業風	vintage	復古
minimalism	極簡主義	urban jungle	都市叢林
solar panels	太陽能板	green roof	綠化屋頂

■ 教學句型與實用句子 Sentence Frames and Useful Sentences

☞ 空間規劃 ☜

① I want to make my interior design more _____ because_____.

例句(1) : I want to make my home's interior design more suitable for my parents because when they get old they will not able to go upstairs easily.

我想讓我的室內設計符合爸媽生活所需，因為他們變老時無法輕鬆上下樓梯。

例句(2) : I want to make my home interior design more simplified because this could help me focus on my work.

我想讓我的室內設計更簡約，因為可以幫助我專注於工作。

■ 問題講解與對話 Question and Answer/Dialogues

對話一 Dialogue 1

Teacher: Modern people are paying more and more attention to aesthetics. Aesthetic is needed everywhere in life. Have you thought about what style you want to turn your home into?

Student: I really like the minimalist style because it allows me to clearly see the situation in my home, instead of cluttering it with unnecessary items.

Teacher: That's a great idea! When the interior design and decoration of a home are something you like, it can make you feel much more comfortable mentally.

Student: I agree. Although I may not be able to afford a house yet, at least I can work on improving the aesthetic of the space.

Teacher: Besides aesthetics, when planning a space, it's also important to consider the user's needs, such as enough storage space and creating multi-functional areas.

Student: What are some examples of multi-functional areas?

Teacher: An island kitchen is an example. It can greatly increase the counter space. For people who enjoy baking, this is especially important. And when cooking, the counter can also be used for food preparation and chopping vegetables, making cooking more efficient.

Student: I understand.

老師：現代人都越來越注重美感了。生活處處需要美感，你們有想過要把自己的家打理成什麼風格嗎？

學生：我很喜歡極簡風，因為可以一目了然家裡的狀況，而不是胡亂堆積不需要的物品。

老師：非常好的想法！家裡的室內設計以及裝潢若是自己喜歡的，心理上也會舒適很多。

學生：我同意。雖然我可能還買不起房子，但空間美感至少是我可以努力的。

老師：除了美感以外，在規劃空間時，也要考量使用者的需求，例如足夠的收納空間、創造多用途的區域。

學生：多用途的區域有什麼呢？

老師：廚房中島就算是個例子，它能夠大幅增加檯面使用空間，對於喜歡烘焙的人來說，這點尤為重要。而平常煮飯時，檯面也可以用來準備食材和切菜，讓烹飪更加有效率。

學生：我了解了。

對話二 Dialogue 2

Teacher: Aside from a sense of aesthetics, environmental awareness is on the rise. Have you ever thought about how to satisfy these two aspects at the same time when designing your home?

Student: I'm not sure how to do that. How can we contribute to the Earth?

Teacher: You've all heard of green buildings, right? We can incorporate some environmental concepts into our decoration or design to save energy and reduce carbon emissions.

Student: Could you give us an example?

Teacher: You may know that solar panels are an element of green building, but if solar panels aren't feasible for your home, we can create our own urban jungle.

Student: What is an urban jungle?

Teacher: It typically refers to an environment where a lot of plants are used to decorate indoor or public spaces. This kind of design not only adds natural elements but also helps improve air quality and reduces the use of artificial decorations.

Student: That's so simple to achieve! I'll try it at home.

老師：除了美感之外，現今的環保意識高漲，你們可曾想過如何在設計居家時，同時滿足這兩個面向呢？

學生：我不太知道要怎麼做。要怎麼樣才能為地球盡一份心力呢？

老師：你們都有聽過綠建築對吧？我們可以在裝潢或是設計時，加入一些環保的概念，來節能減碳。

學生：可以請您舉個例子嗎？

老師：你們可能都知道太陽能板是綠建築的一個元素，但如果家裡無法使用太陽能板，我們可以打造自家的都市叢林。



學生：都市叢林是什麼？

老師：它通常指的是在室內或公共空間中大量使用植物來布置的環境。這種設計不僅增加了自然元素，還有助於改善空氣品質，並減少人造裝飾的使用。

學生：好簡單就可以達成！我回家試試看。

第三章 服裝美學與場合穿搭技巧

Clothing Aesthetics and Dressing for Occasions

高師大英語系 唐煒勛、方琬琳、龐敏秀

■ 學習目標 Learning Focuses

學習表現	家 2a-V-1 分析織品特性、運用服飾設計元素，形塑自我形象展現美感。
學習內容	家 Ba-V-2 服飾設計與搭配。

■ 前言 Introduction

本單元旨在培養學生對衣著的美感，現代人注重穿搭，根據不同的場合，選擇合宜的服裝是基本的禮儀，而且也能給人好的第一印象。從服裝歷史、配色原理到分析自我身形，都能幫助學生找到適合自己的風格。本單元也將介紹如何在未來工作面試場合上，挑選適當的服裝。學生可以思考他們自己的穿搭計畫。

This unit aims to cultivate students' aesthetic sense of clothing. Modern-day people pay much attention to their selection of dress. Understanding different occasions and choosing appropriate clothing is a basic etiquette. This also helps to give people a good first impression. Understanding the history of clothing, color matching principles and matching clothing to one's body shape students can learn and find their own clothing styles. This unit will also introduce how to choose appropriate clothing for future job interviews. Students can also think about their own outfit plans.

■ 詞彙 Vocabulary

單字	中文	單字	中文
fashion	時尚	jeans	牛仔褲
beautify	美化	style	風格
fashion show	時裝秀	body shape	體型
chest circumference	胸圍	waistline	腰圍
tailored	合身的	oversized	寬大的
hoodie	帽 T	chinos	棉褲
leather shoes	皮鞋	turtleneck sweater	高領毛衣
shirt	襯衫	belt	皮帶
blazer	西裝外套（較休閒）	suit	西裝外套（較正式）

■ 教學句型與實用句子 Sentence Frames and Useful Sentences

✎ 穿搭技巧 ✎

❶ I choose _____ for _____ because _____.

例句(1) : **I choose** a tailored suit **for** formal occasions **because** it is professional and elegant.

我會為正式場合選擇合身西裝外套，因為它看起來專業又優雅。

例句(2) : **I choose** an oversized hoodie and chinos **for** casual dining occasions **because** it allows me to eat comfortably.

我會為輕鬆的用餐聚會選擇寬鬆的帽 T 和棉褲，因為這樣的穿著讓我能舒適地用餐。

■ 問題講解與對話 Question and Answer/Dialogues

對話一 Dialogue 1

Teacher: Do you choose different clothes according to different occasions in daily life?

Student: Not at all. On the one hand, it is because I don't go out often. On the other hand, it is because I don't know how to do this.

Teacher: In fact, knowing how to dress properly is not entirely necessary for life. But, if you learn the basics of dressing sometimes it will bring unexpected advantages.

Student: Why?

Teacher: Take this simple example. When one person is neatly and formally dressed, but another person is casually dressed and they both attend an interview, who will make the best first impression and have a better chance of being employed?

Student: It will be the person who is neatly dressed.

Teacher: Yes. Different clothes can give people different first impressions. If you are going for an interview, would you wear formal clothes to show how professional you are?

Student: Yes. Choosing the right clothes is really important.

老師：你們在日常生活中，會根據不同場合，選擇不同的衣服嗎？

學生：不太會。一方面，因為我不常外出。另一方面，因為我不知道要怎麼做。

老師：事實上，懂得如何適當穿衣，並不全然是生活所需。但是你若學會基本穿搭，有時會帶來意想不到的益處。

學生：為什麼呢？

老師：舉簡單的例子。當一位穿戴整齊且正式的人，跟另一位穿著輕便的人，同時去大公司面試，誰給人第一好的印象，且比較有機會被錄取呢？

學生：應該是穿戴整齊的那個人。

老師：沒錯。服裝能給人不同的第一印象。假如我們要去面試，是不是我們穿著正式服裝，較能展現專業力呢？

學生：是的。挑選合適的衣服真的重要。

對話二 Dialogue 2

Teacher: Some people think that it is troublesome to spend time dressing well, but others enjoy it. Would you like to share your thoughts about dressing?

Student: I think it's hard to find clothes that are fashionable but suitable for me. This costs a lot of money.

Teacher: You mentioned an important point. Does everyone need to dress fashionably or to be at the forefront of fashion?

Student: I think it's impossible because this requires a lot of expertise.

Teacher: That's right. The important thing is not to always keep up with trends, but to find the clothes that suit you.

Student: This can also help you to save money. If I can find clothes that are versatile, I can wear the same style at the least cost.

Teacher: That's right. Let's take a look at what elements we should pay attention to when we learning how to dress.

Student: Sure.

老師：有些人認為花心思在穿搭上很麻煩，但有些人卻很享受。你想分享自己對穿搭的看法嗎？

學生：我覺得要找到流行且適合自己的衣服好難。需要很多錢。

老師：你講到一個重點了。有人需要穿的很時尚，或走在流行的最前端嗎？

學生：這是不可能的，因為這需要很多相關的專業知識。

老師：沒有錯。重要的不是一直跟上流行，而是找出適合我們自己的衣服。

學生：而且這樣可省錢，如果我能找到很百搭的衣服，我就能以最少的花費穿出適合我的風格。

老師：沒錯。讓我們來看看有那些要素是當我們學習如何穿搭時，要注意的。

學生：好的。

第四章 服裝管理與綠色消費

Clothing Management and Green Consumerism

高師大英語系 唐煒勛、方琬琳、龐敏秀

■ 學習目標 Learning Focuses

學習表現	家 2a-V-2 結合友善環境概念，進行綠色消費，考量需求，訂定計畫選購服飾，有效進行服飾管理。
學習內容	家 Ba-V-1 織品特性與服飾應用。 家 Ba-V-3 服飾需求評估與合宜選購。 家 Bb-V-1 服飾與流行。

■ 前言 Introduction

本單元旨在帶領學生探索衣物的知識。無疑地，衣服是生活中的必需品，本單元不但教導學生整理自身衣櫃，也讓他們挑選適合自己的服飾。因為每件衣物的材料都不同，學習適當地洗滌衣物是有益的。此外，本單元提供摺衣物的撇步，也能對衣物有益。最重要的是，我們改造舊衣，以避免世界上衣物的大量浪費。因此，本單元強調綠色消費的重要性。

This unit guides students to explore knowledge of clothing. It can be said clothing is a necessity in life. Not only does this unit teach students to organize their closets, but guides them to choose suitable clothes. Because the material of every article of clothing is different, it is helpful to learn how to wash clothing appropriately. Also, this unit will provide some clothes folding tips which are beneficial for our clothing. Most importantly, we will learn about reusing old clothes in order to prevent clothing from being a huge waste in the world. Accordingly, this unit puts emphasis on the importance of green consumerism.

■ 詞彙 Vocabulary

單字	中文	單字	中文
clothing	衣服	sustainable	永續的
closet	衣櫃	eco-friendly	環保的
purchase	購買	recycled	回收利用的
label	洗標	reuse	重複使用
cotton	棉	metal	金屬
wash	洗	leather	皮革
fold	摺	plastic	塑膠
iron	熨燙／熨斗	collar	衣領
hanger	衣架	pocket	口袋

■ 教學句型與實用句子 Sentence Frames and Useful Sentences

👗 Clothing Materials 衣服材質 🧺

❶ This clothing is made of _____.

例句(1) : **This clothing is made of** cotton.

這件衣服是由棉製成的。

例句(2) : **This clothing is made of** recycled plastic bottles.

這件衣服是由回收的塑膠罐製成的。

✎ Extend the Lifespan of Clothing 延長衣服壽命 ✎

② I can help the environment by _____ my clothes, such as _____.

例句(1) : **I can help the environment by** repairing my clothes, **such as** sewing up holes or replacing buttons.

我可以透過修補衣物來幫助環境，像是自行縫補破洞或更換鈕扣。

例句(2) : **I can help the environment by** donating my clothes, **such as** giving used items to local charities.

我可以透過捐贈衣物來幫助環境，像是將使用過的衣物捐贈給當地慈善機構。

■ 問題講解與對話 Question and Answer/Dialogues

對話一 Dialogue 1

Teacher: Class, do you like to buy new clothes?

Student: Yes, I do. I usually buy new clothes once a month.

Teacher: Do you prefer buying clothes online or going to physical stores?

Student: Online, probably.

Teacher: Have you ever noticed the label on the clothes?

Student: I check the label when looking for the size.

Teacher: Besides the size, you also can find information of the country of origin, material, and washing instructions on the label.

Student: That's true.

Teacher: Washing the clothes by following the instructions on the label can prevent them from wearing out too quickly.

Student: Got it.

老師：同學們，你們喜歡買新衣服嗎？

學生：喜歡，我通常一個月買一次新衣服。

老師：比去實體店面，你喜歡上網買衣服嗎？

學生：可能是上網。

老師：你曾經留意衣服上的標籤嗎？

學生：在找尺寸時，我會確認標籤。

老師：除了尺寸以外，你也可以在標籤上找到生產國別、材料及清洗說明的資訊。

學生：真的。

老師：根據標籤的說明來洗滌衣服，能夠避免衣服太快損壞。

學生：原來如此。

對話二 Dialogue 2

Teacher: How can we keep the balance between producing clothes and protecting the environment?

Student: Not sure. Teacher, could you give us some examples?

Teacher: Sure. In fact, we can help the environment by choosing different materials of clothing.

Student: I've heard about examples of clothes made from recycled plastic bottles.

Teacher: That's right! Nowadays, many clothing brands use green labels to show that a product is made from eco-friendly materials.

Student: So if we practice green consumption more, we can contribute to environmental protection.

Teacher: Very good. However, the most fundamental solution is to “reduce”—buy clothes that you *need*, not those you *want*.

Student: Got it.

老師：我們要如何能在購買衣服與保護環境之間，取得平衡呢？

學生：不確定，老師，您能給我們一些例子嗎？

老師：沒問題。事實上，我們可以透過選擇衣物材質達到環境保護。

學生：我之前聽說過塑膠寶特瓶製成衣服的例子。

老師：沒錯，現在許多成衣品牌都會使用綠色標籤，表示該件商品使用環保材質製成。

學生：所以如果我們多實行綠色消費就能為環境保護盡一份心力。

老師：很好，但是最根本的解決方式還是「減量」，購買「需要」的衣服，而非「想要」的。

學生：學到了。

第五章 食物分類與永續飲食

Food Categories and Sustainable Eating

高師大英語系 唐煒勛、方琬琳、龐敏秀

■ 學習目標 Learning Focuses

學習表現	家 1b-V-1 評估食材特性，掌握各生命階段營養原則，運用適切烹調技巧，進行膳食計畫與設計。 家 1a-V-2 尊重多元飲食文化，關懷全球飲食議題，落實糧食永續的飲食行動。
學習內容	家 Ab-V-1 食材特性、膳食計劃與運用。 家 Aa-V-3 綠色飲食與糧食永續。

■ 前言 Introduction

在本單元中，學生能學習食物的六大類別，他們進而再了解他們所需的營養和熱量，計算出自己的 BMI。接著，學生透過世界異國美食，認識不同的外國文化。最後，本單元傳達永續飲食的觀念，學生學習如何支持本土農業，並在日常食物的選擇上，保護環境。

In this unit, students will learn about six categories of food. They will also learn about the amount of nutrition and calories they require based on calculating their own BMI. Then, students will learn about different foreign cultures from exotic cuisines around the world. Finally, this unit will convey the idea of sustainable food. Students will learn how to support local agriculture and protect the environment within their daily food selections.

■ 詞彙 Vocabulary

單字	中文	單字	中文
Grains and Starchy vegetables	全穀雜糧類	calorie	卡路里、熱量
Vegetables	蔬菜類	staple food	主食
Protein foods	豆魚蛋肉類	culture	文化
Dairy	乳製品	exotic	異國的
Fruits	水果類	cuisine	料理
Nuts and seeds	堅果種子類	Mediterranean diet	地中海飲食
overweight	體重過重的	organic	有機的
underweight	體重過輕的	agriculture	農業
consume	攝取	produce	(n.) 農產品 (v.) 生產
nutrition	營養	seafood	海鮮
local	在地的	seasonal	當季的

■ 教學句型與實用句子 Sentence Frames and Useful Sentences

☞ My Healthy Meal Plate 我的健康餐盤 ☜

① I need to increase my intake of ____, such as ____ and ____.

例句(1) : **I need to increase my intake of dairy, such as** milk and yogurt.

我需要增加對乳製品的攝取，例如牛奶和優格。

例句(2) : **I need to increase my intake of grains and starchy vegetables, such as** brown rice and sweet potatoes.

我需要增加對全穀雜糧類的攝取，例如糙米和地瓜。

☞ Sustainable Eating 永續飲食 ☜

② I can be environmentally friendly by ____, such as buying/choosing ____.

例句(1) : **I can be environmentally friendly by** supporting local products, **such as** buying milk from local farms.

我可以透過支持在地產品達到環境友善，像是購買在地農場出產的牛奶。

例句(2) : **I can be environmentally friendly by** consuming seasonal vegetables, **such as** choosing bamboo shoot in the summer and cabbage in the winter.

我可以透過食用當季蔬菜達到環境友善，像是在夏天選擇竹筍，冬天則是吃高麗菜。

■ 問題講解與對話 Question and Answer/Dialogues

對話一 Dialogue 1

Teacher: How many of you have heard of the term “BMI”?

Student: I think it’s something related to weight and height, but I’m not sure.

Teacher: That’s right. BMI stands for Body Mass Index, and it helps us understand if our weight and height are in a healthy range. A person with a high BMI might have an obesity problem. A person with a low BMI might be underweight.

Student: Teacher, how do we calculate our own BMI?

Teacher: Good question. The formula for calculating BMI is the individual’s weight divided by the square of the height. Now, let’s think, how do our eating habits affect our BMI?

Student: If we eat too much unhealthy food, like sugary snacks and fast food, our BMI might go up.

Teacher: Absolutely! Consuming too many calories from unhealthy foods can contribute to increasing our weight and affecting BMI. Now, let’s consider making healthier choices. In which ways should we develop healthy eating habits?

Student: We should drink more water and less soda. Also, we can eat more vegetables and fruits.

Teacher: That’s great. Also, we can follow the dietary guidance of “My Plate” to consume diverse food on a daily basis.

老師：你們有多少人聽過「BMI」這個詞呢？

學生：我想是跟體重及身高有關，但我不太確定。

老師：沒錯。BMI 是 Body Mass Index 的縮寫。它幫我們了解是否我們的體重及身高在健康的範圍內。BMI 高的人可能有肥胖問題。BMI 偏低的人體重過輕。

學生：老師，我們如何計算自己的 BMI 呢？

老師：問得很好。BMI 的計算公式是將個人的體重除以身高的平方。讓我們想看看，我們的飲食習慣會如何影響我們的 BMI 呢？

學生：如果我們吃太多不健康的食物，例如甜點及速食，我們的 BMI 可能會上升。

老師：正確！不健康食物讓我們攝取太多卡路里，會導致體重增加及影響 BMI。現在，讓我們考慮較健康的選擇。我們應該發展什麼健康的飲食習慣呢？

學生：我們要多喝水少喝汽水。此外，我們可以吃多一點蔬菜和水果。

老師：很棒。而且，我們可以遵循「我的餐盤」的飲食指南，來攝取每天多樣性的食物。

對話二 Dialogue 2

Teacher: Have you ever had the experience of buying products from local farmers?

Student: My mother likes to buy dairy products from local farmers.

Teacher: That's great! What are the benefits of supporting local agriculture?

Student: Supporting local agriculture reduces the carbon footprints of transporting food over long distances. It also helps sustain local economies.

Teacher: Well said. Then, what can we do to protect the environment through our food choices?

Student: We can choose products with environmentally friendly packaging to reduce dependence on plastic bags.

Teacher: Exactly! Choosing products with minimal packaging is a simple but impactful way to reduce waste.

Student: Buying seasonal products is a good way to protect our environment, too.

Teacher: Sure. Besides, seasonal products have higher nutritional values since they are fresher. So, the above-mentioned ways are all helpful. Most importantly, we should cherish our food and should not waste it.

老師：你們有曾經跟小農購買過商品的經驗嗎？

學生：我媽媽喜歡買小農的乳製品。

老師：不錯！支持本土農業有什麼優點呢？

學生：支持本土農業降低遠距離運輸食物產生的碳足跡。它同時也維持在地經濟。

老師：說得很好。那麼，經由選擇食物，我們能做什麼來保護環境呢？

學生：我們可以選擇有環保包裝的商品，來減少對塑膠袋的依賴。

老師：沒有錯！選擇少量包裝的商品是一種簡單卻減少浪費的有效方法。

學生：購買當季產品也是一種保護環境的好方法。

老師：當然！而且，當季產品有較高的營養價值因為他們較新鮮。所以，以上提到的方法是很有幫助的。更重要的是，我們應該珍惜食物且不該浪費它們。

第六章 食材選擇與烹飪美學

Ingredient Selection and Culinary Aesthetics

高師大英語系 唐煒勛、方琬琳、龐敏秀

■ 學習目標 Learning Focuses

學習表現	家 1b-V-1 評估食材特性，掌握各生命階段營養原則，運用適切烹調技巧，進行膳食計畫與設計。 家 1b-V-2 運用飲食美學與烹飪技巧，設計與製作健康、安全、多樣的餐點。
學習內容	家 Ab-V-1 食材特性、膳食計劃與運用。 家 Ab-V-2 飲食美學與烹飪技巧運用。

■ 前言 Introduction

本單元讓學生熟悉各種食物的特性，學生可學習如何挑選食材。接著，學生認識不同烹飪技巧。除了學習如何做出一盤好菜，懂得食物呈現的美食，對學生也是重要的。不論是器皿的大小、形狀與顏色，都與料理的視覺表現密切相關。對烹調者而言，最重要的是，確保食物的安全。因此，本單元總結，在烹調過程中，須教導學生注意衛生。

This unit will allow students to become familiar with the characteristics of various foods. Students will learn how to select ingredients. Subsequently, students will become familiar with different cooking techniques. In addition to learning how to prepare a dish well, it is also important to understand the aesthetics of food presentation. The size, shape, and color of plates is closely related to the visual appearance of a dish. For those who cook, the most important thing is ensuring food safety. Therefore, this unit will conclude with hygiene practices one needs to be aware of throughout the cooking process.

■ 詞彙 Vocabulary

單字	中文	單字	中文
gas stove	瓦斯爐	deep-fry	油炸
oven	烤箱	roast	烤
microwave	微波爐	chop	切、切碎
pan	平底鍋	slice	切片
recipe	食譜	processed food	加工食品
culinary	烹飪的	plastic wrap	保鮮膜
grilling	燒烤	slice	切片
boiling	水煮	steaming	蒸
pan-frying	炒	stewing	燉
roasting	烤	deep-frying	油炸
flavor	口味、風味	texture	口感
tender	軟嫩的	crispy	酥脆的
chewy	有嚼勁的	savory	鹹的

■ 教學句型與實用句子 Sentence Frames and Useful Sentences

☞ Methods of Cooking 烹調方式 ☞

① Mastering the technique of _____ is essential for _____.

例句(1) : **Mastering the technique of** pastry baking **is essential for** creating a delicate dessert.

精通烘焙糕點的技巧，對製作精緻甜點來說，是至關重要。

例句(2) : **Mastering the technique of** grilling **is essential for** preparing a juicy steak.

精通烤肉的技巧，對製作多汁的牛排來說，是至關重要。

☞ Culinary Flavors 烹調百味 ☞

② _____ creates _____ flavors and a _____ texture in _____.

例句(1) : Stewing **creates** savory **flavors and a** soft, tender **texture in** lamb.

「燉」這種烹調方式可以呈現羊肉的鹹香風味及軟嫩的口感。

例句(2) : Grilling **creates** smoky **flavors and a** crispy **texture in** sausages.

「燒烤」這種烹調方式可以呈現香腸煙燻的風味及酥脆的口感。

■ 問題講解與對話 Question and Answer/Dialogues

對話一 Dialogue 1

Teacher: In today's lesson, we're going to learn how to make salsa. Can anyone tell me what country salsa comes from?

Student: I know. Salsa is a classic sauce from Mexico.

Teacher: Excellent! Making salsa requires tomatoes, onion, garlic, and cilantro.

Student: We put all the ingredients into a bowl, chop and stir.

Teacher: You're right. In the end, we season the salsa with salt, pepper, and lemon juice.

Student: Actually, it's not difficult to make salsa.

Teacher: Right. After learning how to make salsa, we can make it at home for our parents. But, before we start, we have to wash our hands. This is the most important step for a chef.

老師：在今天的課程中，我們將學習如何製作莎莎醬。有誰可以告訴我莎莎醬源自於哪個國家？

學生：我知道。莎莎醬是墨西哥的一種經典醬料。

老師：非常好！製作莎莎醬需要番茄、洋蔥、蒜頭和香菜。

學生：我們將所有食材丟進碗中，攪拌並剁碎。

老師：沒錯。最後，我們以鹽巴、胡椒粉及檸檬汁調味。

學生：製作莎莎醬，其實不複雜。

老師：對。學會之後，我們可以在家，做給爸媽吃。但是，在我們練習前，我們要先洗手。這是身為廚師最重要的一步。

對話二 Dialogue 2

Teacher: Students, have you ever tried any innovative dishes?

Student: Last week, I ate chocolate fried chicken, and to my surprise it was quite tasty.

Teacher: The combination of ingredients is indeed crucial. Nowadays, many innovative dishes mix entirely different ingredients to create unexpectedly delightful flavors.

Student: Teacher, matching dishes with suitable utensils is important as well.

Teacher: You are a good observer. Choosing the right tableware can enhance the overall presentation of the dish. For instance, serving a green salad in a wooden bowl can make the color tone stand out. Can anyone give other examples?

Student: In restaurants, steaks are often placed on white plates. It highlights the color of the meat.

Teacher: That's a good example. So, while the flavor of a dish is important, learning how to present food can make it more attractive.

Student: Food presentation is a field of study in itself.

老師：同學們，你們有試過任何創意料理嗎？

學生：上禮拜，我吃到巧克力炸雞。意外地，我覺得蠻好吃的。

老師：食材的搭配的確重要。現在，很多創新料理混合不同的食材，卻蹦出新滋味。

學生：老師，擺放食物的器皿與餐點的搭配，也很重要。

老師：你是很好的觀察者。選擇適當的食器，能提昇料理的整體呈現。例如，綠色沙拉搭配木頭碗可讓色調突出。有沒有人能舉出例子呢？

學生：在餐廳裡，牛排常常會擺在白色瓷盤中，凸顯了肉的色澤。

老師：這是個好例子。所以，一道料理的風味固然重要，學習食物擺盤能吸引更多注意力。

學生：食物的呈現是一門學問。

第七章 性別差異與戀愛關係的理解

Understanding Gender Differences and Romantic Relationships

高師大英語系 唐煒勛、方琬琳、龐敏秀

■ 學習目標 Learning Focuses

學習表現	家 4a-V-1 探究從性別互動、婚姻選擇到家庭建立的歷程。
學習內容	家 Da-V-1 多元性別互動、交往與情感表達。

■ 前言 Introduction

在本單元中，學生被期待學習多元性別間的相似與相異，並理解互相尊重與彼此了解的重要性。接著，不同的愛情風格，及約會的考慮事項，將被介紹。最後，學生得到與伴侶分手的技巧，學習如何調適情況，並避免行為觸犯法律。

In this unit, students are expected to learn about similarities and differences between sexual and gender diversity, and comprehend the importance of mutual respect and understanding. Then, various types of love and considerations in relation to dating will be introduced. Finally, students will learn techniques about how to break up with a partner, learn how to manage various situations, and avoid the behaviors that violate the law.

■ 詞彙 Vocabulary

單字	中文	單字	中文
masculinity	陽剛	dating	約會
femininity	陰柔	Eros	情慾愛
androgynous	雙性的	Ludus	遊戲愛
heterosexuality	異性戀	Storge	友伴愛
homosexuality	同性戀	Pragma	依附愛
Bisexuality	雙性戀	Mania	務實愛
pansexuality	泛性戀	Agape	利他愛

■ 教學句型與實用句子 Sentence Frames and Useful Sentences

☞ Falling in love 戀愛 ☜

❶ My love attitude tends to be _____.

例句：My love attitude tends to be attachment love.

我的愛情風格偏向依附愛。

❷ By dating with my loved one, I can _____.

例句：By dating my loved one, I can know myself better.

藉由和喜歡的對象約會，我能較認識自己。

☞ Breaking up 分手 ☞

③ When I break up with my partner, I would choose to _____.

例句：When I break up with my partner, I would choose to bless her with a better future.

當我和伴侶分手時，我選擇祝福她有一個美好的將來。

④ To get through the pain of breaking up, I _____ and _____.

例句：To go through the pain of breaking up, I would arrange gatherings with my friends and learn new skills.

為了從分手的痛脫離，我安排和朋友聚會，和學習新才藝。

■ 問題講解與對話 Question and Answer/Dialogues

對話一 Dialogue 1

Teacher: Class, today we are going to explore the concept of "gender diversity." What do you know about this term?

Student: Teacher, I know that gender diversity is not just about "male" and "female." It also includes other different gender identities and expressions.

Teacher: Correct! Gender diversity encompasses aspects such as biological sex, gender identity, and sexual orientation. Biological sex refers to the classification assigned at birth based on physical characteristics, while gender identity is how an individual personally perceives their own gender. For example, Tseng Kai-Hsin, a biology teacher at Taichung First Senior High School, courageously chose the path of being transgender. Later, she not only gained the support of most family and friends but also received recognition from the school principal and teachers and students. She can be seen as a living example of gender equality.

Student: Teacher, I've noticed that there are still many gender stereotypes in daily life. For example, people often believe that boys should be strong while girls should be gentle.

Teacher: Exactly! These stereotypes can limit personal growth and prevent individuals from fully expressing their true selves.

Student: So what can we do to break these traditional ideas?

Teacher: First, we need to recognize these biases. Then, we should adopt an open mindset to understand and accept different forms of gender expression.

老師：同學們，今天我們來探討「多元性別」這個概念，你們對這個詞有什麼了解嗎？

學生：老師，我知道多元性別不僅只有「男」和「女」，還包括其他不同的性別認同和表達方式。

老師：正確！多元性別涵蓋了生理性別、性別認同、性取向等層面。生理性別是指出生時依據身體特徵所劃分的，而性別認同則是個人內心認為自己屬於哪一種性別。例如臺中一中生物老師曾愷芯勇敢選擇跨性別之路，後來不僅得到大多數親友的支持，也獲得校長與師生的認同，可以說是性別平等的活教材。

學生：老師，我發現生活中還是有許多性別刻板印象。像是常有人認為男生應該堅強、女生則要溫柔。

老師：正是，這些刻板印象容易限制個人的發展，讓大家無法充分展現真正的自我。

學生：那我們應該怎麼做才能突破這些固有觀念呢？

老師：首先，我們要學習認識這些偏見，然後以開放心態去了解和接納不同的表現。

對話二 Dialogue 2

Teacher: Today, we are going to discuss the process of breaking up in a relationship. Last time, you worked in groups and tried role-playing. Some of you experienced listening and expressing your feelings, while others provided feedback. What did you learn from this activity?

Student: I learned that when a relationship no longer brings positive energy or when both partners have different life goals, it's important to face the situation bravely and plan a respectful and dignified way to end things. This includes honestly expressing oneself, having a face-to-face conversation, and choosing an appropriate time and place.

Teacher: Exactly! Open and honest communication is essential. Using communication techniques like the “sandwich method” can help make the conversation smoother. This way, we can protect not only ourselves but also the other person.

Student: But even if both people handle the breakup calmly, it can still be very painful. How can we reduce the emotional pain?

Teacher: First, allowing yourself to express emotions is important. Crying can help release feelings of sadness and loss. In daily life, making changes to your environment, spending time with friends and family, or learning new skills can help. If necessary, seeking support from a counselor or professional can also be beneficial.

Student: Thank you, teacher! Now I have a better understanding of how to cope with the end of a relationship.

老師：今天我們來探討情侶分手這一個環節。上次已經讓大家分組嘗試角色扮演，你們當中有些人體驗了傾聽和訴說的過程，其他人也給出評論。大家有學到什麼嗎？

學生：我了解到當關係不再帶來正面能量、或雙方人生目標不一致時，要勇敢面對，並規劃如何體面且尊重地結束。像是誠實表達自己、面對面溝通、選擇適當時間地點等。

老師：正是如此，我們應該與對方坦誠溝通。可以善用三明治表達法這類溝通技巧。這樣不但可以保護自己，也保護對方。

學生：老師，但即使雙方已經冷靜處理，分手後還是讓人非常傷心，我們應該怎麼做才能減少痛苦呢？



老師：首先，適當的情緒宣洩是必要的，哭泣可以釋放心中的痛苦和失落。生活上則是改變環境、安排和親友聚會、學習才藝等。最後有必要的話也可以尋求諮商師等專業支援。

學生：謝謝老師，這樣我更明白如何面對逝去的情感關係。

第八章 婚姻的意義與婚前準備

The Significance of Marriage and Pre-Marital Preparation

高師大英語系 唐煒勛、方琬琳、龐敏秀

■ 學習目標 Learning Focuses

學習表現	家 4a-V-1 探究從性別互動、婚姻選擇到家庭建立的歷程。
學習內容	家 Da-V-2 婚姻的選擇。 家 Da-V-3 家庭的建立。

■ 前言 Introduction

在本單元中，學生被期待了解婚姻的意義，並學習從不同層面挑選適合的伴侶。接著，本單元將介紹婚姻雙方必須面對的課題，及如何調適。透過婚前教育，老師將提供學生對婚姻的基礎了解，以增進在婚姻中，伴侶間的互相包容與減少摩擦。

In this unit, students are expected to understand the significance of marriage, and from different perspectives learn how to choose suitable partners. Subsequently, the teacher will introduce issues that both parties in a marriage must face and how to adjust in order to face these issues. Through pre-marital education, the teacher will provide students with a basic understanding of marriage. It is our hope that once students are married, they can learn to get along with their spouses and reduce friction within the marriage.

■ 詞彙 Vocabulary

單字	中文	單字	中文
spouse	伴侶	property	財產
marriage	結婚	household chores	家務
divorce	離婚	nurturing	養育
family background	家世背景	property arrangements	財產制
loyalty	忠誠	household responsibilities	家務分工
kindness	善良	prenuptial agreement	婚前契約
trust	信任	disputes	糾紛

■ 教學句型與實用句子 Sentence Frames and Useful Sentences

☞ Ideal partner 理想伴侶 ☞

① I hope my partner can be _____.

例句：I hope my partner can be gentle and considerate.

我希望我的伴侶可以溫柔且體貼。

② When choosing a partner, I value their _____.

例句：When choosing a partner, I value their personality.

當挑選對象時，我重視對方的個性。

☞ Lives in marriage 婚姻生活 ☞

③ Both people in a marriage should reach a consensus on _____.

例句：Both people in a marriage should reach a consensus on money management habits.
在用錢的習慣上，婚姻雙方應該達成共識。

④ Raising children requires frequent communication, such as _____.

例句：Raising children requires frequent communication, such as attitudes towards children.
養育子女需要時常的溝通，例如，對子女的態度。

■ 問題講解與對話 Question and Answer/Dialogues

對話一 Dialogue 1

Teacher: Class, today we're going to discuss what makes an ideal partner. What qualities do you think are the most important?

Student: I think loyalty and kindness are fundamental because they help build a strong foundation of trust.

Teacher: That's right! In addition to those qualities, feeling comfortable and confident around your partner is also essential. Moreover, if both partners share similar views on financial management and life goals, they'll be able to work together more effectively when facing challenges, leading to a longer-lasting relationship.

Student: I believe the ability to handle conflicts is also crucial. Instead of trying to convince the other person to change, both partners should learn how to manage disagreements constructively.

Teacher: Exactly! An ideal partner is someone who can align with you emotionally, in values, and in practical aspects of life.

Student: I see! When looking for a partner, we should evaluate them from multiple perspectives rather than relying solely on initial attraction.

老師：同學們，今天我們來討論什麼才算是理想的伴侶，大家認為哪些特質是最重要的？

學生：我覺得忠誠與善良是基本，因為這可以建立穩固的信任。

老師：說得對！除了這些，與另一半相處時感到自在、有自信也是關鍵。此外，雙方如果在理財和生涯規劃有相似理念，也能在遇到共同挑戰時合作解決問題，會走得更長久。

學生：我覺得處理爭執的能力也很重要，不是某一方試圖說服對方改變，而是兩人學會如何管理衝突。

老師：正是如此，理想伴侶應該是情感、價值觀以及生活實務多方面都能達成共識的人。

學生：了解了，我們在尋找對象時就要全面評估，而非僅憑一時好感。

對話二 Dialogue 2

Teacher: Class, today we are going to discuss the meaning of a prenuptial agreement. Does anyone know what a prenuptial agreement is?

Student: I've heard that a prenuptial agreement is a contract made between two people before marriage, covering things like property arrangements and household responsibilities.

Teacher: That's correct! A prenuptial agreement is a mature and rational plan designed to ensure that both parties are protected in case of future changes or challenges.

Student: Doesn't signing a prenuptial agreement mean that the couple doesn't fully trust each other?

Teacher: That's a common misconception. In reality, a prenuptial agreement helps both partners clarify financial arrangements, debt responsibilities, and other important matters, reducing potential disputes in the future. By openly discussing these topics and reaching an agreement, couples can actually strengthen transparency and trust, making their relationship more stable.

Student: I see! A prenuptial agreement is a responsible approach to marriage, not a sign of doubt in love.

老師：同學們，今天我們要探討婚前契約的意義，請問大家知道婚前契約是什麼嗎？

學生：我聽說婚前契約是一份在結婚前雙方訂定的協議，包含財產制和家務分工等。

老師：沒錯，婚前契約是一種成熟且理性的規劃，它主要是為了在未來遇到變故時，雙方都能獲得保障。

學生：那這是不是意味著簽訂契約代表雙方不信任彼此？

老師：這是一種常見的誤解，其實婚前契約不僅幫助夫妻雙方明確財產分配、債務承擔等問題，減少未來可能出現的糾紛，也通過公開討論和達成共識，增強彼此之間的透明度和信任感，使關係更加穩固。

學生：原來如此，婚前契約是負責任的婚姻態度，不是對愛情存疑。

第九章 家庭結構與家庭關係協調

Family Structures and Relationship Coordination

高師大英語系 唐煒勛、方琬琳、龐敏秀

■ 學習目標 Learning Focuses

學習表現	家 4b-V-1 分析家庭發展歷程與挑戰，學習因應的知能與策略。 家 4b-V-2 探究家庭系統與個人的關聯，精進互動與溝通策略，增進家人互動關係。
學習內容	家 Db-V-1 家庭發展與韌性。 家 Db-V-2 家庭系統與家人互動。

■ 前言 Introduction

在本章中，學生被期待學習家庭的類型及功能。學生將被提供在現代社會中，常見的家庭結構的基本認識。接著，老師將進一步分析家人的關係，如何與父母、祖父母，及手足相處。當發生問題時，老師將教學生如何協調並解決問題。最後，老師將為學生列舉不同的情境與方式，以及因應之道。

In this unit, students are expected to learn the different types of family structures and their different functions. Students will be provided with a basic understanding of common family structures in modern society. The teacher will further analyze relationships within families, discuss how one gets along with parents, grandparents, and siblings and teach students to learn how to coordinate together with family members and solve the problems. Finally, the teacher will present various scenarios and responses.

■ 詞彙 Vocabulary

單字	中文	單字	中文
stepfamily	重組家庭	reproduction	生育
single-parent family	單親家庭	gathering	聚會
DINK	頂客家庭	family resilience	家庭韌性
grandparent family	隔代家庭	protection	保護
nuclear family	核心家庭	relationship	關係
same-sex Family	同性家庭	interaction	互動
family resilience	家庭韌性	crisis	危機

■ 教學句型與實用句子 Sentence Frames and Useful Sentences

☞ Essence of family 家庭本質 ☜

① _____ is one of the common family types in modern times.

例句：The nuclear family is one of the common family types in modern times.

核心家庭是現代常見的家庭類型。

② Families can provide _____.

例句：Families can provide economic support.

家庭可以提供經濟上的支援。

Family problems 家庭問題

③ When facing problems, family members should _____.

例句：When facing problems, family members should maintain rational communication.

當面對問題，家人應該保持理性溝通。

④ _____ is one of the keys to resolving sibling issues.

例句：Moderate expression of emotions is one of the keys to resolving sibling issues.

適度表達情緒是解決手足問題的關鍵之一。

■ 問題講解與對話 Question and Answer/Dialogues

對話一 Dialogue 1

Teacher: Class, today we're going to discuss different family structures. What are some unique strengths of your own family?

Student: My family is a grandparent family. My grandparents often teach me how to cook, and through this, I've not only learned new dishes but also developed a sense of gratitude.

Teacher: That's a great example! Passing down cooking skills gives grandparents a sense of accomplishment while also helping us appreciate the effort that goes into preparing meals.

Student: I've also noticed that when family members work together to plan a meal or organize a gathering, even an ordinary day can feel filled with love and warmth.

Teacher: Exactly! Making a conscious effort to spend quality time together helps strengthen family bonds and improve understanding among members.

Student: Sometimes, we also record these special moments by taking photos or filming family activities.

Teacher: That's a wonderful idea! Not only does it preserve precious memories, but it also gives us a chance to teach older family members how to use the latest technology, creating an opportunity for mutual learning.

老師：同學們，今天我們來討論家庭中各種不同的模式，你們覺得自己家庭有哪些獨特的優點呢？

學生：我家是隔代家庭，祖父母常帶著我一起學做料理，讓我不只學會了一道菜，更學到了感恩。

老師：正是這樣，透過料理技能的傳承，祖父母們不僅能因此得到成就感，也讓我們更加體會到平時料理的辛苦與不易。

學生：我也發現當家人一起設計一餐或安排聚會時，原本平凡的日子充滿愛和溫暖。

老師：沒錯，刻意安排時間表達關心，可以幫助家人更了解彼此，增加凝聚力。

學生：有時候，我們還能利用拍攝家庭活動影片或照片來記錄這些珍貴時光。

老師：是阿，這種方式不但保存美好回憶，我們也可以藉著個機會教家中的長輩怎麼使用最新科技產品，互相學習。

對話二 Dialogue 2

Teacher: Class, today we're going to discuss how families cope with crises. Last time, we mentioned that crises can disrupt family balance, but they can also lead to improved interaction and coordination after recovery. What are your thoughts on this?

Student: I think many family difficulties are unpredictable, such as financial losses caused by natural disasters, sudden job loss, or serious illness.

Teacher: Great response! Can anyone think of other examples?

Student: Some family challenges are more predictable and relate to the family life cycle. For example, during a child's teenage years, parent-child relationships may become strained. In later life, elderly family members may experience feelings of emptiness after retirement or grief from losing a spouse.

Teacher: It's clear you've been paying attention in class! And in families that include multiple generations, such as grandparents and grandchildren, different family members may face varied life cycle challenges at the same time. How can we handle these crises?

Student: I think having a positive mindset is important, and family members should maintain open communication and show empathy toward one another.

Teacher: Exactly! This is the essence of family resilience—the ability to handle present and future challenges. By utilizing available resources and support, families can strengthen their bonds and become even more united.

學生：同學們，今天我們探討家庭遇到危機時如何處理，上次提到危機有可能導致家庭失衡，但家庭成員也有機會在恢復後產生更佳的互動與協調。你們對此有什麼看法？

老師：我認為當家庭很多困難是不可預期的，好比天災帶來的經濟損害，突然被解雇，或是罹患疾病等。

學生：回答得很好，還有哪些例子呢？

老師：有些家庭的挑戰可預期，這和家庭生命週期有關。例如處在子女青少前期階段可能遇到親子關係變緊張，老年家庭階段則會遭遇退休的空虛，或是喪偶的哀傷。

學生：同學上課有認真聽喔。而且有些家庭成員若包含祖父母及孫子女，則有可能同時面臨不同生命週期的考驗。面對這些危機我們可以怎麼做呢？

老師：我認為正向看待問題很重要，家人之間則是保持正向溝通與同理心。

同學說的正是家庭韌性的意義，在家庭面對困境時具有處理現在與未來的能力。並適當運用其他資源與支持。能夠讓家庭更有凝聚力。

國內外參考資源 More to Explore

高雄市教育局國民教育輔導團-高雄國民教育各學科領域專頁	
<p>匯集高雄國民教育各學科領域的專頁資訊，提供多元學科資源及社群連結，方便教師和學習者快速找到相關支持與交流平台。</p> <p>https://reurl.cc/M6yNan</p>	
新北市英語教學資源中心	
<p>提供多樣化的英語教學資源與示範課程，包含整合性活動影片與課程設計，幫助教師及學生提升英語學習成效。</p> <p>https://reurl.cc/XERpW7</p>	
CIRN 領域教學研究中心	
<p>中小學學科之雙語教材資源及教案分享</p> <p>https://cirn.moe.edu.tw/Module/index.aspx?sid=1219</p>	



高中綜合活動領域雙語教學資源手冊：家政科 英語授課用語

A Reference Handbook for Senior High School Bilingual Teachers in the Domain of Integrative Activities (Home Economics): Instructional Language in English

- 研編單位：國立高雄師範大學全英語與雙語教學推動中心
- 指導單位：教育部師資培育及藝術教育司
- 撰稿：唐煒勛、方琬琳、龐敏秀
- 語言諮詢：朱雯娟、希康安(Kon Alexiou)
- 綜合規劃：李翠玉
- 排版：吳依靜
- 封面封底：JUPE Design



發行單位 高師大全英語與雙語教學推動中心

NKNU EMI AND BILINGUAL EDUCATION CENTER

指導單位 教育部師資培育及藝術教育司

MOE DEPARTMENT OF TEACHER AND ART EDUCATION