

國中綜合活動領域

# 雙語教學資源手冊 英語授課用語

A Reference Handbook for **Junior High School** Bilingual Teachers  
in the Domain of **Integrative Activities**: Instructional Language in English

〔 七年級上學期 〕







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## ★ 輔導 ★

## 單元一 國中新生活

## My New Life in Junior High School

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## ■ 前言 Introduction

**綜-J-A2**釐清學習目標，探究多元的思考與學習方法，養成自主學習的能力，運用適當的策略，解決生活議題。

學習表現 學習內容	2c -IV -2 有效蒐集、分析及開發各項資源，做出合宜的決定與運用。
輔 Bb -IV -2 學習資源探索與資訊整合運用。	學習目標： 1. 學生能覺察國中與國小的各方面差異，並學習調適方式。 2. 學生能熟悉校園各處室之環境與資源，並實際應用。

## ■ 詞彙 Vocabulary

單字	中文	單字	中文
difference	(n.) 差異	the Academic Affairs Office	(n.) 教務處
habit	(n.) 習慣	the Student Affairs Office	(n.) 學務處
pressure	(n.) 壓力	the Counseling Office	(n.) 輔導室
change	(v.) 改變	the Principal's Office	(n.) 校長室
floor	(n.)樓層		

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

### ① What is the difference between \_\_\_\_\_ and \_\_\_\_\_?

例句：What is the difference between elementary school and junior high school?

國中和國小有甚麼差別？

### ② (Place) is on (the+序數) floor.

例句：The Academic Affairs Office is on the second floor.

教務處在二樓。

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

### 對話一 Dialogue 1

Teacher: You're all junior high school students now. How do you feel?

Student: No feelings in particular.

Teacher: Really? **What's the difference between junior high and elementary school?**

Student: There is more homework in junior high school.

Teacher: I see. How does the homework make you feel?

Student: I feel a lot of **pressure**.

Teacher: Why?

Student: I don't have time to play video games because of homework.

Teacher: I understand. We will discuss how to develop good study **habits** in the future.

Can anyone else tell me the differences between junior high and elementary school?

Student: We have classes all day.

Teacher: That's right. Your class schedule has also **changed**.

老師：你們現在都是國中生，有什麼感覺呢？

學生：沒有什麼感覺。

老師：真的嗎？國中和國小有什麼不同？

學生：國中的功課比較多。

老師：了解。這讓你覺得如何呢？

學生：我覺得壓力很大。

老師：為什麼呢？

學生：我因為功課而沒時間玩電動遊戲。

老師：我理解。我們將討論如何發展好的讀書時間習慣。有其他人可以告訴我國中和國小的差別嗎？

學生：我們整天都有課。

老師：對。你們的上課時間也因而改變。

## 對話二 Dialogue 2

Teacher: Today we are going to test everyone's understanding of the campus. Do you know what departments the school has?

Student: Academic Affairs Office.

Student: Counseling Office.

Teacher: It seems that you are pretty sure. Do you know the various rooms in the school, and which floors they are on?

Student: Um...

Teacher: No problem. Let's play a quick question and answer game to help everyone become familiar with the functions and locations of rooms and offices.

Teacher: Please look at this description: "Confirm service learning hours." Which department is this from?

Student: I know. It's the Student Affairs Office.

Teacher: Very good. You get one point. Can anyone tell me which floor is the Student Affairs Office on?

Student: **It's on the third floor.**

Teacher: No, that's incorrect. **The Principal's Office is on the third floor.** Anyone else want to have a try?

Student: I'm sure **it's on the first floor**. Because I'm the vice class leader, I have to hand in the attendance list to the office every day.

Teacher: Correct. By the way, playing the role of class officers can help you become familiar with the school's layout. Everyone should give it a try at some point. Let's look at the next question.

老師：今天我們要來考考大家對校園的認識。你們知道學校有哪些處室嗎？

學生：教務處。

學生：輔導室。

老師：看起來你們很有把握。你們知道學校各處室，分別在哪個樓層嗎？

學生：呃...。

老師：別擔心。我們玩一個快問快答的遊戲，也幫大家熟悉各處室的功能與位置。

老師：請看這則敘述：「確認服務學習的時數。」請問這是哪個處室的工作？

學生：我知道。是學務處。

老師：非常好。你可以加一分。有沒有人可以告訴我學務處在幾樓？

學生：在三樓。

老師：不對。校長室是在三樓。有其他人想要試看看嗎？

學生：我確定在一樓。因為我是副班長，每天我都要交點名單到學務處。

老師：正確。對了，擔任幹部可以讓你較熟悉學校處室。每個人都應該要嘗試看看。讓我們來看下一題。

## 單元二 我是誰 Who Am I?

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### ■ 前言 Introduction

**綜-J-A1** 探索與開發自我潛能，善用資源促進生涯適性發展，省思自我價值，實踐生命意義。

學習表現 學習內容	1c -IV -1 澄清個人價值觀，並統整個人能力、特質、家人期許及相關生涯與升學資訊。
輔 Aa -IV -1 自我探索的方法、經驗與態度。	學習目標： 1. 學生能認識自我的特質類型以及特質運用的方式。 2. 學生能瞭解自我的成長歷程與檢視各階段自己的變化。

### ■ 詞彙 Vocabulary

單字	中文	單字	中文
trait	(n.) 特質	mature	(a.) 成熟的
interest	(n.) 興趣	grow up	(v.) 成長；長大
ability	(n.) 能力	become	(v.) 成為
better	(a.) 更好的	moment	(n.) 時刻

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

### ① S. + be V + a/an (trait) person because \_\_\_\_\_.

例句：I am a talkative person because I enjoy chatting with others a lot.

我是一個很健談的人，因為我非常享受跟別人聊天。

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

### 對話一 Dialogue 1

Teacher: When someone asks you to introduce yourself, what do you say?

Student: I always share what I like to do.

Teacher: Me too. Can anyone tell me what we call those things we like to do?

Student: Interests.

Teacher: Correct. In addition to interests, we will also introduce our abilities and traits. Does anyone know what traits are?

Student: Is it related to personality?

Teacher: Yes. Can you also share with everyone what kind of person you are?

Student: I am a humorous person.

Teacher: What do other students think of him?

Student: Teacher, he is really a humorous person because his speech is very interesting and funny.

Teacher: Now, you can judge your own characteristics.

Student: We can learn from others' feedback.

Teacher: Exactly. Now, I'll choose a student. Other students need to raise your hand and say what traits this student has and why. We must not verbally attack or make fun of others.

Student: Got it.

老師：當別人要你自我介紹時，你怎麼介紹自己呢？

學生：我總會分享我喜歡做的事。

老師：我也是。有沒有人告訴我，我們喜歡做的事叫什麼呢？

學生：興趣。

老師：是的。除了興趣，我們可能還會介紹自己的能力和特質。有人知道特質是什麼嗎？

學生：是個性嗎？

老師：是的。你也跟大家分享你是什麼樣的人嗎？

學生：我是一個幽默的人。

老師：其他同學認為呢？

學生：老師，他真的很幽默，因為他講話很有趣、好笑。

老師：現在，你們知道如何判斷自己的特質了。

學生：我們可以從別人的回饋中得知。

老師：說的沒錯。現在，我來選一位學生，其他人要舉手說看看這位學生的特質及原因。我們不可言語攻擊或取笑別人。

學生：好的。

## 對話二 Dialogue 2

Teacher: Last week, I asked everyone to bring at least three childhood photos to class.

Did you bring them?

Student: Yes.

Teacher: Great. I'd like to invite one or two students to share stories of these photos with everyone. Any volunteers?

Student: Teacher, I can give it a try.

Teacher: Thank you. Are you singing in the first photo?

Student: Yes. This was taken during a talent show in third grade elementary school.

Teacher: You won first prize. I'm curious why is that competition important to you?

Student: Because after this competition, I realized that I'm good at singing and afterwards I got many opportunities to perform.

Teacher: That's wonderful. Are you planning to become a singer in the future?

Student: Yes. I already have my own YouTube channel.

Teacher: It seems that the competition had a significant impact on your career direction.

Student: Yes. I will sing better in the future.

Teacher: Other students can also take a look at your photos, and learn about which moments are the most significant in terms of your career.

老師：上週，我要每人帶至少帶三張從小到現在的相片。你們帶來了嗎？

學生：是的，我帶來了。

老師：很好。我想邀請一至兩位學生，帶著你們的照片，和大家分享這些照片的故事。有沒有人自願？

學生：老師，我可以。

老師：謝謝你。第一張照片中的你，是在唱歌嗎？

學生：對。這是在國小三年級的才藝表演上拍的。

老師：妳拿到了第一名。我很好奇，為什麼這個比賽為什麼對你很重要。

學生：因為自從這個比賽之後，我了解我很會唱歌，也獲得很多表演的機會。

老師：真是太棒了。你將來會想要成為一位歌手嗎？

學生：是的。我已經有我自己的 youtube 頻道了。

老師：聽起來這對你的生涯方向有更大的影響。

學生：是的。我將來想要唱得更好。

老師：其他人也可以看看你們的照片，而且知道哪個時刻對你的生涯有最重要的影響。

### 單元三 學習一點通

## I Got a Code of Successful Learning

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### ■ 前言 Introduction

**綜-J-A2**釐清學習目標，探究多元的思考與學習方法，養成自主學習的能力，運用適當的策略，解決生活議題。

學習表現 學習內容	1b -IV -2 運用問題解決策略，處理生活議題，進而克服生活逆境。
輔 Dd -IV -1 生活議題的問題解決、危機因應與克服困境的方法。	學習目標： 1. 學生能反省自己的讀書模式以及遇到的問題。 2. 學生能理解番茄鐘讀書技巧並嘗試運用之。

### ■ 詞彙 Vocabulary

單字	中文	單字	中文
difficulty	(n.) 困難	technique	(n.) 技巧
take notes	(v.) 做筆記	learning style	(n.) 學習風格
challenging	(a.) 有難度的	concentration	(n.) 專注力
analyze	(v.) 分析	overcome	(v.) 克服

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

### ① I have difficulties in (N/V-ing). / I have little difficulty in (N/V-ing).

例句(1) : I have difficulties in taking notes.

我作筆記有困難。

例句(2) : I have little difficulty in time management.

我對時間管理沒有困難。

### ② I (frequency adverbs) (behavior) during the class.

例句 : I seldom take notes during the class.

我很少在課堂上做筆記。

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

### 對話一 Dialogue 1

Teacher: The mid-term exam is over. How did you do in the exam?

Student: I did really poorly in math.

Student: I failed Chinese.

Teacher: It sounds like many students didn't perform as well as they hoped. Did you face any difficulties while studying?

Student: I had difficulties taking notes during class.

Student: I had difficulties reading long articles.

Teacher: I see. What are some of the reasons why you found these things difficult?

Student: The teacher went through the material too quickly. Before I could even finish taking notes, the teacher turned to the next page.

Teacher: You really need more time to write. What about other students?

Student: When I was reading long articles, I lost concentration and afterwards performed poorly during exams.

Student: **I have little difficulty in reading.**

Teacher: We don't judge others' weaknesses. We just overcome the challenges. Next time, we'll discuss studying techniques, and you can share your reading strategies.

老師：第一次段考結束了。你們考得如何？

學生：我數學考超爛。

學生：我國文不及格。

老師：聽起來很多學生沒有考得如他們得預期。你們在讀書時，有沒有遇到什麼困難？

學生：我邊上課邊做筆記有困難。

學生：我閱讀長文章有困難。

老師：原來如此。你們覺得困難的原因是什麼呢？

學生：老師進度太快，我還沒寫筆記，老師就翻到下一頁了。

老師：你真的需要更多時間寫字。另一位學生呢？

學生：當我看到長篇文章時，我會失去專心，然後，我就考得很差。

學生：我對閱讀沒有什麼困難。

老師：我們不要評論別人的缺點。我們克服困難就好。下一次，我們將討論讀書技巧，到時候，你可以分享你的閱讀策略。

## 對話二 Dialogue 2

Teacher: Do you remember what we did last week?

Student: We analyzed the difficulties we face while studying.

Teacher: Great. Who was the student last time who said it was not difficult to read?

Student: That was me.

Teacher: Can you share with everyone the techniques you use when reading long passages?

Student: **I always read the questions first before reading the article.** This helps me quickly understand the main points.

Teacher: What a clever method! Other students who face the same problem can give it a try. Today, I'm going to teach you another study method, called the "Pomodoro Technique."

Student: Teacher, what does “Pomodoro Technique” mean?

Teacher: Good question. Please read aloud the text on the ppt together.

Student: “One Pomodoro is 25 minutes. After completing one, take a 5-minute break.”

Teacher: Good. So why do you think this method is beneficial?

Student: We don't have to study for too long.

Teacher: Exactly. A person's concentration span is about 25 minutes, so we should work during our peak focus time, and take a break when our focus fades.

老師：大家還記得我們上週做了甚麼嗎？

學生：我們分析自己在讀書時，遇到的困難。

老師：很好。上次說閱讀不困難的學生是誰？

學生：是我。

老師：你可以跟大家分享你閱讀長文時，用什麼技巧嗎？

學生：在閱讀文章之前，我總是先看題目，這樣可以幫助我快速了解重點。

老師：這真是一個聰明的方法。面臨同樣困難的學生，可以試試看。今天，我要教你們另一個讀書方法，叫做「番茄鐘工作法」。

學生：老師，甚麼是番茄鐘？

老師：好問題。請一起大聲唸出簡報上的文字。

學生：「一個番茄鐘是 25 分鐘，每完成一個番茄鐘，休息 5 分鐘。」

老師：為什麼你們認為這個方法有好處呢？

學生：我們不用讀太久。

老師：是的。人的專注力大概就是 25 分鐘，所以，我們要在專注力最好的時候工作，而在專注力消退時休息。

## ★ 家政 ★

## 單元一 飲食達人秀

## Foodie Showcase

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## ■ 前言 Introduction

**綜-J-B2** 善用科技、資訊與媒體等資源，並能分析及判斷其適切性，進而有效執行生活中重要事務。

學習內容	學習表現	2c-IV-1 善用各項資源，妥善計畫與執行個人生活中重要事務。
家 Aa-IV-2 青少年飲食的消費決策與行為。	學習目標：	1. 學生能學習參閱營養標示，並理解如何選擇健康營養的產品。 2. 學生能認識烹飪教室以及烹飪器材的使用規範。
家 Ab-IV-2 飲食的製備與創意運用。		

## ■ 詞彙 Vocabulary

單字	中文	單字	中文
nutrition facts	(n.) 營養標示	kitchenware	(n.) 廚具
calories	(n.) 卡路里(單位)	TAP (Traceable Agricultural Products)	(n.) 產銷履歷農產品
trans-fat	(n.) 反式脂肪	sanitation	(n.) 衛生
ingredients	(n.) 食材	assign	(v.) 分配

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

### ① (Job/task) + be + assigned to + (somebody) .

例句：Preparing ingredients that **were assigned to** me.

我被指派負責準備食材。

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

### 對話一 Dialogue 1

Teacher: Have you been to the supermarket either by yourselves or with your family?

Student: Yes.

Teacher: That's good. When you buy things, what aspect of certain products do you first pay attention to?

Student1: My mother always checks the TAP label.

Student2: I check the nutrition facts on the back.

Teacher: Both are very important, especially the nutritional information. What information can we learn from the nutrition facts?

Student: The calories and ingredients within the food.

Teacher: You're absolutely right. Look at the chocolate in my hand. Do you know that some chocolates contain a certain harmful ingredient?

Student: Is it fat?

Teacher: You're almost right. More precisely, it's trans-fat. Many candies and fried foods contain this ingredient.

Student: Will I die if I have this?

Teacher: Not immediately. But this ingredient can increase the bad cholesterol in our blood, which may raise the risk of hardened arteries over time.

老師：你們有自己或跟家人去過超市嗎？

學生：有。

老師：太好了。當你買東西時，你會先關注這個產品的什麼部分呢？

學生 1：我媽媽會看產銷履歷標章。

學生 2：我看後面的營養成分表。

老師：這兩個都很重要，尤其是營養標示。我們可以從營養標示，學到什麼訊息呢？

學生：食物的熱量跟成分。

老師：說得沒錯。看看我手上的巧克力，你們知道有些巧克力，含有一種有害的成分嗎？

學生：是脂肪嗎？

老師：幾乎要對了。更精確地說，是反式脂肪，許多糖果和油炸物，都含有這個成分。

學生：吃到這個會死嗎？

老師：當然不會立即死亡。但是，這個成分會增加我們血液中的壞膽固醇，容易隨著時間，增加血管硬化的風險。

## 對話二 Dialogue 2

Student: Yeah! We finally get to use the cooking classroom.

Teacher: Everyone, settle down. I know you're all excited, but I need to confirm some things first. First of all, have you assigned tasks within each group?

Student: Yes.

Teacher: Let me randomly ask a group to answer. The first group, please stand up. How did you assign the tasks?

Student: I am the group leader. I am assigned to bring **the ingredients**.

Teacher: Good. What about others?

Student: **We are assigned to washing kitchen utensils.**

Teacher: OK. You can sit down. Washing kitchenware is a very important step. Do you know why?

Student: If the kitchen utensils are not washed properly, we might suffer from diarrhea.

Teacher: Exactly. There were students who didn't clean the kitchenware properly, and, as a result, the whole group suffered from gastrointestinal discomfort.

Student: That sounds terrible.

Teacher: I hope everyone can do a good job and be aware of hygiene, plus leave behind a clean environment for the next class. Is that OK?

Student: Sure.

學生：耶！我們終於要使用烹飪教室了。

老師：大家稍安勿躁。我知道你們很興奮，但我需要先確認一些事。首先，你們各組分配好工作了嗎？

學生：是的，分配好了。

老師：讓我來抽問。第一組，請起立。請問你們如何分配工作呢？

學生：我是組長。我負責帶食材。

老師：很好。其他人呢？

學生：我們被分配到清洗廚具。

老師：好，你們可以坐下。清洗廚具是非常重要的一步，你們知道為什麼嗎？

學生：因為廚具沒洗乾淨，會拉肚子。

老師：是的。之前有學生沒有清洗廚具，結果，整組學生都腸胃不適，還有人送醫院。

學生：聽起來很糟糕。

老師：我希望大家能做好衛生，留給下一個班級乾淨的環境，可以嗎？

學生：當然。

## 單元二 衣的藝術

### The Art of Clothes

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#### ■ 前言 Introduction

**綜-J-B3** 運用創新的能力豐富生活，於個人及家庭生活環境中展現美感，提升生活品質。

學習內容	學習表現	2c-IV-1 善用各項資源，妥善計畫與執行個人生活中重要事務。
家 Bc-IV-1 常見織品的認識與手縫技巧應用。 家 Ba-IV-1 服飾的清潔、收納與管理。		學習目標： 1. 學生能學習收納衣物的技巧並實際運用於生活當中。 2. 學生能透過織品實作練習基本縫紉技巧。

#### ■ 詞彙 Vocabulary

單字	中文	單字	中文
fabric	(n.) 布料	stitch	(n.) 針法
organize	(v.) 整理	needle	(n.) 針
hanger	(n.) 衣架	thread	(v.) 線
fold	(v.) 摺	sew	(v.) 縫紉

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

### ① It is better to hang up/fold (clothes).

例句：It is better to hang up suits.

西裝適合用吊掛的方式。

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

### 對話一 Dialogue 1

Teacher: Do you remember what I introduced last week?

Student: We learned about different types of fabric.

Teacher: Good. Today. We're going to teach you the secrets of organizing a wardrobe.

Student: I leave all my clothes on the bed, and didn't tidy them up.

Teacher: Many people do that. But what happens if we don't properly organize our clothes?

Student: They will be wrinkled.

Teacher: Exactly. Fortunately, organizing clothes isn't difficult. First of all, we need to figure out which type of material each piece of clothing is made from and then decide whether to hang or fold.

Teacher: Look at this suit. Is it better to hang it up or fold it?

Student: **It's better to hang up suits. Suits are large items, and it will take up a lot of space if folded.**

Teacher: That's one of the reasons. Another reason is that the fabric of a suit is usually cotton or silk. What are the disadvantages of these fabrics?

Student: They can wrinkle easily.

Teacher: Right. What other clothes are suitable for hanging?

Student: Gowns, coats, and jackets.

老師：還記得上禮拜我們介紹了什麼嗎？

學生：我們認識了很多不一樣的衣物材質。

老師：很好。今天，我們將學習衣櫃整理的秘訣。

學生：我都把衣服丟在床上，沒整理。

老師：很多人都是如此。但衣服沒有好好整理，會如何呢？

學生：衣服將會皺。

老師：是啊。幸好，衣物整理並不困難，首先，我們要判斷衣服的材質，來決定是否用吊掛，還是用摺的。

老師：看看這件西裝外套。它適合用掛的，還是摺的？

學生：西裝適合用掛的。它很大件，摺起來佔空間。

老師：這是其中一個原因，另外一個原因是，西裝的布料通常是棉布或絲質。這類布料的缺點是什麼？

學生：容易皺。

老師：沒錯。講台上還有哪些衣服，適合用吊掛呢？

學生：禮服、大衣，還有夾克。

## 對話二 Dialogue 2

Teacher: What would you do if there are holes in your clothes?

Student: I just throw them away.

Teacher: This is not an eco-friendly solution. If it is just a little hole, we can sew it up on our own.

Student: That sounds so difficult.

Teacher: Don't worry. Follow my steps, and you can learn how to do it. Does everyone have a tailor kit?

Student: Yes.

Teacher: Great. Firstly, you take out a piece of practice cloth, and get your needle and thread ready.

Student: Teacher, I can't thread my needle.

Teacher: You can put water on the ends of the thread to make it easier to thread.

Student: I finally got it!

Teacher: Good job. The first stitch we will learn is “straight stitch.” This is the easiest stitch.

Student: Teacher, should we sew along the lines of the cloth?

Teacher: That’s right. Please watch my demonstration first.

老師： 如果你們的衣服有破洞，會怎麼處理呢？

學生： 我直接丟掉。

老師： 這樣並不環保。如果只是小小的破損，我們可以自己縫。

學生： 這聽起來好困難。

老師： 別擔心。跟著我的步驟，你能學會的。每個人都有裁縫包嗎？

學生： 是的，我們有。

老師： 很好。首先，你們拿出一塊練習布，並把針線準備好。

學生： 老師，我的線穿不進去。

老師： 你可以在線頭處沾點水，比較好穿。

學生： 我終於成功了。

老師： 很好。我們第一個要學習的針法是「平針縫」，這是最簡單的縫法。

學生： 老師，我們是不是要沿著布上的線條縫呢？

老師： 是的。請先看我的示範。

## 單元三 整潔新面貌

### Being Tidy, Being New Me

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#### ■ 前言 Introduction

**綜-J-B3** 運用創新能力豐富生活，於個人及家庭生活環境中展現美感，提升生活品質。

學習表現	學習內容
2d-IV-1 運用創新能力，規劃合宜的活動，豐富個人及家庭生活。	
學習目標：	家 Cc-IV-1 生活空間的規劃與美化，以及創意的展現。
1. 學生能認識自我形象的重要性並學習塑造良好形象的技巧。	
2. 學生能學習空間整理的概念及技巧。	

#### ■ 詞彙 Vocabulary

單字	中文	單字	中文
image	(n.) 形象	messy	(a.) 雜亂的
smelly	(a.) 不好聞的	drawer	(n.) 抽屜
clean	(a.) 乾淨的	folder	(n.) 資料夾
facial cleanser	(n.) 洗面乳	compare	(v.) 比較

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

### ① I think of \_\_\_\_\_ when this image is described to me.

例句：I think of tidiness when this image is described to me.

一聽到形象，我想到整潔。

### ② Compared to (item 1), (item 2) are (comparative).

例句：Compared to textbooks, test papers are thinner.

和課本相比，考卷比較薄。

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

### 對話一 Dialogue 1

Teacher: Let me ask you a question. When you hear the “image,” what do you think?

Student: I think of tidiness.

Teacher: Can you explain more?

Student: The image reminds me of whether the clothes are clean or have a strange smell.

Teacher: You explained this clearly. We need to be mindful of our appearance as this makes those around us feel comfortable.

Teacher: Do you mean that we should use perfume?

Student: Not everyone likes strong smells. But I believe appearing clean is important. Let's start our class by discussing bodily cleansing.

Teacher: Do you wash your face every day?

Student: I wash it when I take a shower.

Teacher: That sounds good! Do you use facial cleanser?

Student: Do we have to?

Teacher: Good question. Most of you have entered puberty, and started to get acne. If you just wash your face with water, you may not be clean enough. Today, we'll introduce how to choose facial cleansers based on your skin type.

老師：我問你們一個問題。當你們聽到「形象」的時候，你們想到什麼？

學生：我想到整潔。

老師：你可以多說明一些嗎？

學生：形象讓我想到衣服乾不乾淨，或有沒有怪味道。

老師：你解釋得很清楚。我們要打理好自己的儀容，才能讓別人願意靠近我們。

學生：你的意思是我們應該噴香水？

老師：不是每個人都喜歡強烈的香味。但是，我相信讓自己看起來乾乾淨淨，是重要的。我們就從身體清潔開始討論。

老師：你每天洗臉嗎？

學生：我洗澡的時候會洗臉。

老師：聽起來很不錯！你會用洗面乳嗎？

學生：我們一定要用嗎？

老師：好問題。你們大多數進入青春期的時候，開始長青春痘。只靠清水洗臉，恐怕不夠乾淨。今天，我們就來介紹如何依據自己的膚況，選擇洗面乳。

## 對話二 Dialogue 2

Teacher: Last time, we talked about personal tidiness. Today, we're going to discuss the cleanliness of our own space. Now, let's take a look at our own seats.

Student: Teacher, my seat is really messy.

Teacher: Let me take a look. What made your seat become so messy?

Student: I stuffed all my test papers into the drawer.

Teacher: Isn't this difficult for you, particularly when you need to find a test sheet?

Student: Yes, it is.

Teacher: Can anyone share how he/she organizes test sheets?

Student: I use accordion folders. On each layer of, I place a test sheet and this makes it easy to find.

Teacher: What a great method! We talked about organizing our clothes before. Do you remember what you should do before organizing clothes?

Student: We have to check the fabrics of the clothes.

Teacher: Very good. Organizing space follows the same concept. **Compared to textbooks, test papers are thinner and more easily wrinkle.** If you just stuff them in a drawer, they might be easily torn, plus this way they're hard to find.

老師：上次，我們講到個人的整潔。今天，我們將討論空間的整潔。現在看看自己的座位。

學生：老師，我的座位超亂的。

老師：我來看看。你覺得你的座位很亂的原因是什麼？

學生：我把卷都亂塞在抽屜。

老師：所以，當你想要找某一張考卷時，是不是會很難找到呢？

學生：沒錯。

老師：有沒有人要分享自己是如何整理考卷的呢？

學生：我用風琴資料夾，它每一層可以放一份考卷，這樣就很好找了。

老師：真是一個好方法！我們之前講過衣物收納。你記得收納衣服之前，要先做什麼嗎？

學生：我們要看衣服的材質。

老師：非常好。空間整理也是一樣的概念。與課本相比，考卷比較薄且容易皺。如果你隨意塞在抽屜，它們就會容易破掉且難找。

## ★ 童軍 ★

## 單元一 你好，夥伴

### My Best Partnership

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#### ■ 前言 Introduction

**綜-J-B1** 尊重、包容與欣賞他人，適切表達自己的意見與感受，運用同理心及合宜的溝通技巧，促進良好的人際互動。

學習內容	學習表現	2b-IV-1 參與各項團體活動，與他人有效溝通與合作，並負責完成分內工作。
童 Aa-IV-2 小隊制度的分工、團隊合作與團體動力的提升。	學習目標：	1. 學生能更進一步地認識班級同儕以及營造團體凝聚力。 2. 學生能理解不同特質於團隊內的合宜的應用方式。

#### ■ 詞彙 Vocabulary

單字	中文	單字	中文
figure out	(v.) 找出	demanding	(a.) 費時費力的
fake	(a.) 假的	contribute	(v.) 貢獻
division of labor	(n.) 分工	teamwork	(n.) 團隊合作
be good at	(phr.) 擅長	willing	(a.) 樂意；願意

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

### ①            (clause1)           , while            (clause2, opposite from clause1)           .

例句：Two pieces of information are true, **while** the other is fake.

兩則資訊是真的，而另一則是假的。

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

### 對話一 Dialogue 1

Teacher: Today, we are going to play a game, which is called “Two truths and one lie.”

Student: Teacher, what does it mean?

Teacher: Let me explain the rules. Please write down three pieces of information about you on the paper. **Two of them are true, while one is fake.**

Student: Do we need to find out which is the fake one?

Teacher: You are brilliant! Let me take myself as an example. Please look at the three pieces of description on the slides. Which one do you think is fake?

Student: The second one: “Playing basketball is my hobby” is fake. Because you wear high heels all the time, you probably don’t play sports very often.

Teacher: That is a close observation. However, this one is actually true about me.

Student: Will I lose points for the wrong answer?

Teacher: No, you won’t. You will get bonus points if you have the right answer, but you won’t lose points if your answer is wrong. Now, I will give you five minutes to write down your three pieces of information.

Student: OK!

老師：今天，我們來玩一個遊戲，這個遊戲叫做「我的兩真一假」

學生：老師，這是甚麼意思？

老師：我來說明遊戲規則。請在紙上寫上三個有關你自己的資訊。其中兩個是真的，一個是假的。

學生：我們是不是要找出哪個是假的？

老師：你太聰明了！讓我自己來做示範。請看簡報上的三個敘述，哪一個是假的呢？

學生：第二個：「我的興趣是打籃球」是假的。因為您都穿高跟鞋，可能不太常運動。

老師：你的觀察很細膩。不過，關於我的訊息是真的。

學生：答錯會被扣分嗎？

老師：不會。答對的同學有加分，但答錯不扣分。現在，我給你五分鐘，寫下你的三個敘述。

學生：好的！

## 對話二 Dialogue 2

Teacher: The parade is around the corner, and what do you plan to do?

Student: We want to dance, but we haven't decided the style of dance yet.

Teacher: It sounds like you have a certain direction. But you need to assign tasks now.

Student: I'm a member of the Pop Dance Club. I can teach everyone to dance.

Teacher: Terrific! But if only you can take charge of the dance, you will feel tired. Can anyone else join the dance group?

Student: Judy can join us because she follows many K-pop idols who are good at dancing.

Teacher: You understand your classmates quite well. Judy, are you willing to join the dance group?

Student1: I'm not very good at dancing, but I would like to give it a try.

Student2: Teacher, I know nothing about dancing, but I can paint. I can help to make props.

Teacher: Good! Being willing to contribute your own expertise to the group is an important element of teamwork. Currently, we have a dance group and a props group. We still need to discuss what other groups we need.

老師：遊行活動即將來臨。你們打算做什麼呢？

學生：我們想要跳舞，但目前還沒決定要跳什麼舞。

老師：聽起來你們有些方向了，你們現在需要分工。

學生：我是熱舞社的成員，我可以教大家跳舞。

老師：太好了。但是如果只有妳負責舞蹈，妳會很累，有沒有人能加入跳舞組呢？

學生：老師，朱蒂可以加入我們，因為她關注很多會跳舞的韓國偶像。

老師：妳很了解自己的同學。朱蒂，妳願意加入跳舞組嗎？

學生：雖然我沒有很會跳舞，但我願意試試看。

學生：老師，我不會跳舞，但我會畫畫。我可以幫忙做道具。

老師：很好，願意貢獻自己的專長，是團隊合作很重要的元素。現在，我們確定有跳舞組和道具組了，請大家討論一下，我們還需要那些組別。

## 單元二 團結一心

### Working in Harmony

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#### ■ 前言 Introduction

**綜-J-C2** 運用合宜的人際互動技巧，經營良好的人際關係，發揮正向影響力，培養利他與合群的態度，提升團隊效能，達成共同目標。

學習內容	學習表現	2b-IV-2 體會參與團體活動的歷程，發揮個人正向影響，並提升團體效能。
童 Aa-IV-1 童軍諾言、規律、銘言的品德實踐與團隊目標的達成。	學習目標：	1. 學生能認識童軍團精神並學習小隊隊呼設計之技巧。 2. 學生能透過小隊任務，了解團隊角色的分配及問題解決能力。
童 Aa-IV-2 小隊制度的分工、團隊合作與團體動力的提升。		

#### ■ 詞彙 Vocabulary

單字	中文	單字	中文
rhythmic	(a.)有節奏感的	energetic	(a.)有活力的
In charge of	(phr.)負責	integrate	(v.)整合；融合
slogan	(n.)口號；標語	pause	(n.)停頓；斷句

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

### ① It sounds (adj.).

例句：①: How does the leading chant sound?

這個啦啦隊呼聽起來如何？

②: **It sounds rhythmic.**

聽起來很有節奏感。

### ② (Someone) be in charge of (something).

例句：Mathew **is in charge of** leading the whole team.

馬修負責帶領整個團隊。

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

### 對話一 Dialogue 1

Teacher: Last time, I divided everyone into teams. Are you sitting with your team members?

Student: Yes.

Teacher: All right. Today, we're going to design a slogan for each team.

Student: Is it like a cheerleader slogan?

Teacher: That's a good comparison. What characteristics does a cheerleader slogan have?

Student1: **It sounds energetic.**

Student2: **It sounds rhythmic.**

Teacher: Exactly. A rhythmic cheerleader slogan can be catchy. How can we make our teams' slogans rhythmic?

Student: The sentences of our slogans should have pauses, and they shouldn't be too long.

Teacher: You've got it. Pauses are crucial. Now, please listen to this slogan. You have to write down its advantages and disadvantages. Then, I'll ask each team to describe your slogan.

Student: OK!

老師：上次，我幫大家分組。你們有和自己的組員坐在一起嗎？

學生：我們有。

老師：好的。今天，我們將幫每隊設計小隊呼。

學生：是像啦啦隊的口號一樣嗎？

老師：很好的比較。啦啦隊的口號，有甚麼特色呢？

學生：聽起來它很有活力。

學生：聽起來要有節奏感。

老師：沒錯。有節奏感的隊呼，可以讓人琅琅上口。我們如何讓隊呼有節奏感呢？

學生：隊呼要有斷句，而且句子不能太長。

老師：你講到重點了。斷句非常重要。現在，請聽我唸隊呼，你們須寫下它的優缺點。我將要各組描述你們的隊呼。

學生：好的！

## 對話二 Dialogue 2

Teacher: We did two task challenges just now. Which group was the fastest?

Student: We were.

Teacher: I remember you failed the first time, but then you became the fastest the second time. How did you do it?

Student: We decided to divide the work the second time.

Teacher: How did you divide the work?

Student: **We let the person with the best logic be the leader, and the person with the fastest writing skills be the notetaker.**

Teacher: Did each of you record the first time?

Student: Yes. But we found that everyone records in a different way, and it takes too much time to understand everyone's notes.

Teacher: I see. From the experience of this group, what are the important tasks of a team leader?

Student: They unify everyone's ideas.

Teacher: Yes. Only when opinions are integrated can the team operate more efficiently.

老師：我們剛做完兩次任務挑戰，最快的是哪一組？

學生：是我們。

老師：我記得你們第一次失敗了，但第二次居然變成最快完成的組別。你們是怎麼辦到的？

學生：第二次我們決定要分工。

老師：你們如何分工呢？

學生：我們讓邏輯最好的人負責當領導者，寫字最快的人負責記錄。

老師：第一次，你們每個人都有記錄嗎？

學生：對。但是我們發現，每個人記錄的方式都不同，光是理解，就花太多時間。

老師：我了解。從這一組的經驗中，什麼是一個團隊領導者的重要任務呢？

學生：它是統整每個人的想法。

老師：是的。意見能夠統合，才能促使團隊運作，更有效率。

## 單元三 我的校園我守護

### Protect My Campus

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#### ■ 前言 Introduction

**綜 J C1** 探索人與環境的關係，規畫、執行服務學習和戶外學習活動，落實公民關懷並反思環境永續的行動價值。

學習內容	學習表現	3a-IV-2 具備野外生活技能，提升野外生存能力，並與環境做合宜的互動。
<p>童 Ca-IV-2 地圖判讀、旅行裝備使用及安全知能的培養。</p> <p>輔 Db-IV-1 生活議題的問題解決、危機因應與克服困境的方法。</p>		<p>學習目標：</p> <ol style="list-style-type: none"> <li>1. 學生能辨識校園內危機並思考及擬定解決辦法。</li> <li>2. 學生能完成地圖判讀並利用後方交會法表示自己的相對位置。</li> </ol>

#### ■ 詞彙 Vocabulary

單字	中文	單字	中文
dangerous	(a.) 危險的	on the left	(prep.) 在左邊
spot	(n.) 地點	on the right	(prep.) 在右邊
beside	(prep.) 在...旁邊	resection method	(n.) 後方交會法
relative	(a.) 相對的	specific	(a.) 具體的

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

① I'm standing in front of/ beside \_\_\_\_\_. /

I'm standing between \_\_\_\_\_ and \_\_\_\_\_.

例句(1) : I'm standing beside/in front of the activity center.

我站在活動中心旁邊/前面。

例句(2) : I'm standing between the activity center and the sports field.

我站在活動中心和操場之間。

② (A place) is on my left/right .

例句 : The command podium is on my left.

司令台在我的左邊。

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

### 對話一 Dialogue 1

Teacher: Last time, each group went around the campus, and recorded some dangerous areas you found. Now, please take out your worksheets.

Student: Teacher, I forgot to bring them.

Teacher: I already mentioned that for group members who do not bring worksheets, the whole group will be deducted three points. However, you can answer questions to make up the points.

Student: OK!

Teacher: Do you remember the dangerous areas on campus that you found?

Student: We found that the coconut trees next to the playground drop very large leaves.

Student: Yes. I almost got hit when I was playing basketball.

Teacher: This is indeed, very dangerous. What solution did you come up with?

Student: We could report this to the General Affairs Office, and choose other places to play basketball.

Teacher: Very good. The General Affairs Office is responsible for campus maintenance and repairs. This is correct to inform the General Affairs Office.

老師：上次，每組都到校園走訪，並記錄你們發現的校園危險地點。現在，請拿出你們的學習單。

學生：老師，我忘記帶了。

老師：我有說過，沒帶學習單的，整組將扣3分。然而，你們可以回答問題，把分數補回來。

學生：好的！

老師：你們記得發現的校園危險地點在哪裡嗎？

學生：我們發現操場旁邊的椰子樹，會掉落很大片的樹葉。

學生：對！我之前打籃球時，差點被砸到。

老師：確實很危險。你們想出的解決方案是什麼呢？

學生：我們可以通報總務處，並選其他場地打籃球。

老師：非常好。總務處負責校園維護及修繕，通報總務處是正確的。

## 對話二 Dialogue 2

Teacher: Where are we standing now?

Student: **We are standing beside the sports field.**

Teacher: That's not specific enough. Please note the basketball court, the command podium and the activity center are all beside the sports field.

Student: Can we say, "**We are standing between the sports field and the command podium**"?

Teacher: It sounds much more specific. However, I taught everyone a method called "resection" last time. Does anyone remember?

Student: You need to use your current position as the center, and mention three landmarks.

Teacher: Very close. In addition to finding three landmarks, it's more important to indicate your relative position between you and the landmarks.

Student: “I’m facing the command podium. **The sports field is on my left, and the activity center is on my right.**”

Teacher: Excellent! When you get lost, your narratives can allow teammates to find you faster. Does everyone have a clearer understanding of the concept of “resection method” now?

Student: Yes.

Teacher: Great. Now, each group takes out the campus map, and let’s move on to the next task.

老師：我們現在站在哪裡？

學生：我們站在操場旁邊。

老師：這樣不夠具體。籃球場、司令台及活動中心，都算是在操場旁邊。

學生：我們可以說：「我們站在在操場和司令台之間」嗎？

老師：這樣聽起來具體多了。不過，上次我有教大家「後方交會法」，有人還記得嗎？

學生：它是把自己所在的位置當成中心，然後講三個地標。

老師：很接近了。除了找到三個地標外，更重要的是，要說出你和地標之間的相對位置。

學生：「我面對著司令台，操場在我的左邊，活動中心在我的右邊。」

老師：非常好！當你迷路時，你的敘述，才會讓隊員有辦法，更快地找到你。現在大家有更清楚「後方交會法」的概念了嗎？

學生：有的。

老師：很好。現在，每組拿出校園地圖，讓我們進行下一個任務。

## 國內外參考資源 More to Explore

<p><b>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</b></p> <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><a href="https://reurl.cc/M6yNan">https://reurl.cc/M6yNan</a></p>	
<p><b>新北市英語教學資源中心</b></p> <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><a href="https://reurl.cc/XERpW7">https://reurl.cc/XERpW7</a></p>	
<p><b>CIRN 領域教學研究中心</b></p> <p>中小學學科之雙語教材資源及教案分享</p> <p><a href="https://cirn.moe.edu.tw/Module/index.aspx?sid=1219">https://cirn.moe.edu.tw/Module/index.aspx?sid=1219</a></p>	



## 國中綜合活動領域雙語教學資源手冊: 英語授課用語

[ 七年級上學期 ]

A Reference Handbook for Junior High School Bilingual Teachers  
in the Domain of Integrative Activities: Instructional Language in  
English

[ 7<sup>th</sup> grade 1<sup>st</sup> semester ]

- 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：羅苡佑、郭秋萍
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