

## 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

〔 七年級下學期 〕







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## ★ 輔導 ★

## 單元一 溝通小達人

### Effective Communication

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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。

學習表現 學習內容	2a-IV-1 體認人際關係的重要性，學習人際溝通技巧，以正向的態度經營人際關係。
輔 Dc-IV-1 同理心、人際溝通、衝突管理能力的培養與正向經營人際關係。	學習目標： 學生能夠掌握我訊息和三明治溝通的要領，並且運用在日常溝通中。

#### ■ 詞彙 Vocabulary

單字	中文	單字	中文
communication	(n.) 溝通	feel	(v.) 感覺
I-message	(n.) 我訊息	hope	(v.) 希望
sandwich	(n.) 三明治	positive	(a.) 正向的
when	(conj.) 當.....	feedback	(n.) 回饋

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

### ① When \_\_\_\_\_, I felt\_\_\_\_\_.

例句： **When** you took my pens without asking, **I felt** unhappy.

當你沒問我就拿走我的筆時，我感覺不開心。

### ② I hope that\_\_\_\_\_.

例句： **I hope that** you will ask me first next time.

我希望你下次先問過我。

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

### 對話一 Dialogue 1

Teacher: Today, we are going to talk about “communication.” What is communication?

Student: Is it like talking to each other?

Teacher: Yes, it is. But it’s only part of communication. Communication is the way you express and exchange information, ideas, and feelings. Is communication important to you?

Student: Yes, it is. Otherwise we might have a fight.

Teacher: That’s right. Can anyone share an example of good communication?

Student: My friend and I had different plans for our trip. We sat down and talked about our ideas calmly. In the end, we found a place that we both wanted to go to.

Teacher: Excellent! Good communication can help us solve problems. Have you ever heard of an “I-message?”

Student: Is it a message about ourselves?

Teacher: Yes, it is. Let’s look at the slides. The I-message includes three steps. Let’s read together.

Student: Fact, Feeling, and Hope.

Teacher: Good! What are their corresponding sentence patterns?

Student: When....I feel...I hope...

Teacher: Well down. Now, let's see a scenario and its example.

老師：今天，我們要談「溝通」。什麼是溝通呢？

學生：是不是就像和對方說話？

老師：是的，它是。但那只是溝通的一部分。溝通是表達和交換資訊、想法和感受的方式。溝通對你們重要嗎？

學生：是的。否則我們可能會吵架。

老師：沒錯。誰能分享一個良好溝通的例子呢？

學生：我和朋友對旅行有不同的計畫。我們坐下來冷靜地討論我們的想法，最後，我們找到了一個我們都想去的地方。

老師：很棒！良好的溝通可以幫助我們解決問題。你們聽過「我訊息」嗎？

學生：那是自我表達的訊息嗎？

老師：是的。讓我們看一下投影片，I-message 包含三個步驟。全班一起唸。

學生：事實、感受和期望。

老師：很好！它們對應的句型是什麼？

學生：當……我感到……我希望……

老師：很好。現在，讓我們來看一個情境和例子。

## 對話二 Dialogue 2

Teacher: The second communication skill we're going to learn today is called the "feedback sandwich." Does anyone know the feedback sandwich?

Student: Is it edible?

Teacher: No, it is not. It is a model of communication.

Student: That's cool.

Teacher: Imagine you have a sandwich. What does it have?

Student1: Toast

Student2: Meat

Student3: Tomato and cheese

Teacher: Right. A sandwich must have bread and fillings. The top and bottom slices of bread are positive feedback. The fillings in the middle are constructive feedback.

Student: What is positive and constructive feedback?

Teacher: Positive feedback is good comments, such as praise and encouragement. However, constructive feedback may sound more critical, but it is about improvement. You may point out mistakes, and then provide suggestions.

Student: I got it. The steps of the “feedback sandwich” are positive feedback, constructive feedback, and then positive feedback again.

Teacher: Excellent!

老師：我們今天要學的第二個溝通技能叫做「三明治說話術」。有誰知道「三明治說話術」是什麼嗎？

學生：是可以吃的嗎？

老師：不是，它是一種溝通模型。

學生：好酷。

老師：想像一下你有一個三明治。三明治有什麼？

學生 1：吐司。

學生 2：肉。

學生 3：番茄和起司。

老師：對，三明治必須有土司和餡料。土司的上下片是正面的回饋，中間的餡料是建設性的回饋。

學生：什麼是正面和建設性的回饋？

老師：正面的回饋是好的評論，比如讚美和鼓勵。然而，建設性的回饋可能聽起來像批評，但是，它是改進。你可以指出錯誤，然後提供建議。

學生：我懂了。「三明治說話術」的步驟是正面回饋、建設性回饋，然後再正面回饋。

老師：非常棒！

## 單元二 友愛零霸凌

### Anti-bullying

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輔 Dc-IV-1 同理心、人際溝通、衝突管理能力的培養與正向經營人際關係。	學習目標： 學生能夠了解霸凌的起因、類型與預防策略。

#### ■ 詞彙 Vocabulary

單字	中文	單字	中文
bully	(n.)霸凌、霸凌者	relational bullying	關係霸凌
verbal bullying	言語霸凌	cyberbullying	網路霸凌
physical bullying	肢體霸凌	victim	受害者
sexual bullying	性霸凌	bystander	旁觀者



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

### ① We can \_\_\_\_\_ to stop cyberbullying.

例句：We can report cases to parents or teachers to stop cyberbullying.

我們可以呈報網路霸凌事件給家長或老師，來嚇止網路霸凌。

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

### 對話一 Dialogue 1

Teacher: What did you see in the video?

Student: Noby is bullied.

Teacher: Noby is the victim. Who are the bullies?

Student: Gian and Sneeck.

Teacher: What did they do?

Student: They called Noby stupid, and pushed him.

Teacher: We have learnt the five types of bullying. What are two types of bullying here?

Student: Verbal bullying and physical bullying.

Teacher: Correct. How about other types? Where did you see them in the video?

Student: I saw relational bullying.

Teacher: Where did you see it?

Student: Gian told his classmates not to play with Noby.

Teacher: Exactly. Relational bullying involves hurting other people's relationships.

Teacher: In addition to the victim and the bullies, is there anyone else in the video?

Student: Doraemon and Noby's classmates. Doraemon helped Noby, but others just stood there.

Teacher: They are actually the bystanders.

老師：你們在影片中看到什麼？

學生：大雄被霸凌。

老師：大雄是受凌者。霸凌他的人是誰？

學生：胖虎和小夫。

老師：他們做了什麼？

學生：他們罵把大雄很笨，還推他。

老師：我們學過五種霸凌類型。這裡出現哪兩種呢？

學生：言語霸凌和身體霸凌。

老師：沒錯。其他類型呢？你們在影片中還看到哪些其他的類型呢？

學生：我還看到關係霸凌。

老師：在哪裡看到的呢？

學生：胖虎告訴同學們不要和大雄一起玩。

老師：是的。關係霸凌涉及傷害別人的人際關係。

老師：除了受凌者和霸凌者，影片中還有其他人嗎？

學生：有哆啦 A 夢和大雄的同學。哆啦 A 夢幫助了大雄，但其他人只是站在那裡。

老師：他們實際上是旁觀者。

## 對話二 Dialogue 2

Teacher: Have you ever seen bullying on the Internet? We call it cyberbullying.

Student1: Yes, I have. I have seen some mean comments on Instagram.

Student2: My friend used my picture to make a meme and posted it on Tiktok. It really hurt me.

Teacher: His behavior is not good. How can we stop cyberbullying? Now, you discuss and write down as many answers as possible in your group.

Teacher: I'll invite each group to share their ideas.

Student: How many answers do we need?

Teacher: Each group will take turns to share their answers. One answer is at a time until no group has an answer. Let's begin with Group One.

Group 1: We can ask our parents or teachers for help to stop cyberbullying.

Teacher: That is very important. Good idea! Next, let's hear from Group Two.

老師：你們曾經在網路上看過霸凌嗎？我們稱它為網路霸凌。

學生 1：是的，我有。我在 Instagram 上看過一些刻薄的評論。

學生 2：我的朋友用我的照片製作梗圖，然後發在 TikTok 上，這真的傷害到我。

老師：他的行為不好。我們能做什麼來阻止網路霸凌呢？現在，你們在小組內討論並寫下答案，愈多愈好。

老師：我將邀請每組分享想法。

學生：我們需要說多少個答案呢？

老師：各組將輪流分享答案，每次一個答案，直到沒有小組有答案為止。我們從第一組開始。

第 1 組：我們可以尋求父母或老師的協助，來阻止網路霸凌。

老師：這非常重要。好主意！接下來，讓我們聽第二組的想法。

## 單元三 學習攻略

### Effective Learning

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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。

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。

學習內容	學習表現
	1b-IV-1 培養主動積極的學習態度，掌握學習方法，養成自主學習與自我管理的能力。
輔 Ba-IV-1 學習意義的探究與終身學習態度的培養。	學習目標： 1.學生能夠覺察學習的意義，與培養終身學習的態度。 2.學生能夠認識多元智能的種類，並找到自己的長處。
輔 Aa-IV-1 自我探索的方法、經驗與態度。	

#### ■ 詞彙 Vocabulary

單字	中文	單字	中文
learning	(n.)學習	outside	(a.)外部的
motivation	(n.) 動機	multiple	(a.)多元的
inside	(a.)內部的	intelligence	(n.)智能、智慧

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

### ① I learn because \_\_\_\_\_.

例句：I learn because learning is fun.

因為學習有趣，所以我學習。

### ② We use \_\_\_\_\_ smart in the activity.

例句：We use music smart in the activity.

我們在活動中，使用音樂智能。

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

### 對話一 Dialogue 1

Teacher: Today, we're going to talk about learning motivation. Does anyone know what learning motivation means?

Student: No, I don't.

Teacher: Learning motivation is like the reason why you want to learn. Look at the blackboard. What do you see?

Student: Two squares.

Teacher: They are actually the two nine-square grids. In the middle, there are two words. What are they?

Student: Inside and outside.

Teacher: That's right. Learning motivation is on the inside, that is, what you really like and want to learn. Learning motivation is on the outside, that is rewards or grades which make you want to keep learning.

Teacher: Let me ask you a question first. Why do you learn? What's the meaning of learning to you?

Student1: To make money.

Student2: My parents force me to study.

Student3: It's fun. I like science the most.

Teacher: Thanks for sharing. If we put your answers in those two squares, where do they belong? For example, is "to make money" an inside factor or an outside reason?

Student1: Outside.

Teacher: That's right. So, I'll write "to make money" in the outside square. What about the other two?

Student2: Being forced by someone is an outside motivation.

Student3: Doing what I like is an inside motivation.

Teacher: Great! Now, let's finish filling in the nine-square grids. Any other motivation, reason, or goal for your learning?

老師：今天，我們將談論學習動機。有人知道學習動機是什麼意思嗎？

學生：不知道。

老師：學習動機就像是你想學習的原因。看黑板，你們看到了什麼？

學生：兩個方格。

老師：實際上，它們是兩個九宮格。中間的兩個詞，它們是什麼？

學生：內在和外在。

老師：對。內在的學習動機是你真的喜歡，而且想學習，外在的學習動機是獎勵或成績，讓你想要學習。

老師：讓我先問你們一個問題。你們為什麼要學習？學習對你們來說是什麼意義呢？

學生 1：賺錢。

學生 2：父母逼的。

學生 3：有趣。我最喜歡科學。

老師：感謝分享。如果把你們的答案放進方格，應該放在哪裏呢？例如，「賺錢」是內在的因素，還是外在的原因呢？

學生 1：外在的。

老師：對，所以，我將在外在的方格寫上「賺錢」。其他兩個呢？

學生 2：被強迫是外在動機。

學生 3：做自己喜歡的事情是內在動機。

老師：很好！現在，讓我們完成填滿九宮格。還有哪些學習的動機、理由或目的呢？

## 對話二 Dialogue 2

Teacher: Let's quickly review multiple intelligences. Can anyone name the eight types of multiple intelligence? Please feel free to share the simplified version.

Student: Word smart, logic smart, music smart, body smart, people smart, self smart, picture smart, and nature smart.

Teacher: Excellent. Now, we're going to do an activity. You can think about which intelligences you'll use during this activity.

Teacher: Look at the slide. When you see number one, clap your hands; when you see two, knock on the table; and for number three, stomp your feet. Let's practice. One, one, one, one. One, two, three, one. Very good. Next, I hope that each group can design its own beats and actions.

Teacher: Group One, please show us your activity.

Teacher: Fantastic! Next, Group Two, it's your turn.

Teacher: Wonderful job! Have you noticed what types of intelligence are used in the activity?

Student: We used music smart because we want rhythm which belongs to music.

Teacher: Excellent observation! Any other thoughts?

Student: We also used body smart because we had to switch actions quickly.

Teacher: Very good! How about people smart? Is there any group that uses this intelligence in your activity?

Student: Yes, there is. When we discussed the beats and actions, we worked together.

老師：讓我們快速複習多元智能。有誰能說出八種多元智能的類型？請分享簡單的版本。

學生：語言智能、邏輯智能、音樂智能、肢體智能、人際智能、自我智能、圖畫智能和自然智能。

老師：很好。現在，我們將進行一個活動。想一想你在這個活動中會使用哪些智能。

老師：來看投影片。當你看到數字一時，鼓掌；看到數字二時，敲桌子；數字三時，跺腳。讓我們來練習。一、一、一、一。一、二、三、一。很好。接下來，我希望各組設計出自己的節奏和動作。

老師：第一組，請表演你們的活動。

老師：太棒了！接下來，第二組，輪到你們了。

老師：做得好。你們有沒有注意到在這個活動中，使用了哪些類型的智能？

學生：我們使用了音樂智能，因為我們希望節奏聽起來像音樂一樣。

老師：很好的觀察！還有其他的想法嗎？

學生：我們也使用了肢體智能，因為我們要迅速切換動作。

老師：非常好！人際智能呢？有沒有哪一組在你們的活動中，使用到這項智能？

學生：有。當我們討論節奏和動作時，我們一起工作。



## ★ 家政 ★

## 單元一 穿搭玩家

## Style Explorer

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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。

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。

學習內容	<p>學習表現</p> <p>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。</p> <p>2d-IV-2 欣賞多元的生活文化，運用美學於日常生活中，展現美感。</p>
<p>家 Ba-IV-2 服飾消費的影響因素與青少年的服飾消費決策及行為。</p> <p>家 Bb-IV-1 服飾的選搭、美感展現與個人形象管理。</p>	<p>學習目標：</p> <p>1.學生能夠了解衣服採購原則，選擇適宜的服裝。</p> <p>2.學生能夠根據自身的身形與膚色，挑選適合的服裝。</p>

## ■ 詞彙 Vocabulary

單字	中文	單字	中文
clothes	(n.)衣服、服裝	color wheel	(n.)色相環

principle	(n.)原則	complementary	互補的
material	(n.)材質	analogous	相似的

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

### ① (color) and (color) are (complementary/analogous) color.

例句：Black **and** white **are complementary** color.

黑色和白色是互補色。

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

### 對話一 Dialogue 1

Teacher: How often do you usually buy clothes?

Student1: Once a month

Teacher: Does anyone buy clothes less or more than once a month?

Student2: I usually buy clothes when the seasons change because there are discounts then.

Student3: If I see something good online, I will buy it.

Teacher: Thanks for sharing. How do you choose your clothes? When discounting, do you consider price or other factors?

Student4: I will look at whether the clothes match my style.

Student5: I think about how many times I would consider wearing the clothes.

Teacher: Great. I will also consider those principles. How about the material? What kinds of material do you usually choose?

Student6: My mother always buys pure cotton clothes for me because they are more comfortable.

Teacher: Comfort is a good point.

老師：你們通常多久買一次衣服呢？

學生 1：一個月一次。

老師：有人比一個月更少或更多次嗎？

學生 2：我通常在換季時買衣服，因為那時候有折扣。

學生 3：我在網路上看到不錯的，就會買。

老師：感謝分享。你們是怎麼挑選衣服的呢？打折的時候買，是考慮價格，還有其他因素嗎？

學生 4：我會看衣服有沒有符合我的風格。

學生 5：我會考慮穿這件衣服多少次。

老師：很好。我也會考慮這些原則。材質呢？你們通常選擇什麼樣的材質？

學生 6：我媽媽都買純棉的衣服給我，因為較舒適。

老師：舒適度是一個很好的觀點。

## 對話二 Dialogue 2

Teacher: Do you consider color when choosing your clothes?

Student1: I mix dark and light colors.

Student2: I like to wear all black clothes.

Teacher: I am glad to hear your preferences. Have any of you heard about the color wheel?

Student: Yes, we have. We saw it in art class.

Teacher: What did you learn about it?

Student1: There are different colors on the color wheel, arranged in a circle.

Student2: Similar colors are close together, while different colors are opposite each other.

Teacher: Exactly! The color wheel helps us understand the relationships among colors. There are terms, such as complementary colors, analogous colors, etc. Are adjacent colors similar or complementary?

Student: Analogous colors.

Teacher: Correct! Can you name a few analogous colors?

Student: Red with orange, yellow with green.

Teacher: Good examples. Which colors are complementary? Complementary colors are colors that are opposite each other on the color wheel.

Student: Black and white, blue and orange, red and green.

Teacher: Very good. Now, let's relate this to the choices of clothes. What do you think will be the effect of choosing clothes in complementary or analogous colors?

Student: I would choose complementary colors because the clothes will look more vibrant.

Teacher: Good insight! Anyone else?

Student: I like analogous colors because those clothes make my outfit look more harmonious and comfortable.

老師：你們在搭配服裝時，有考慮顏色嗎？

學生 1：我會混搭深淺色系。

學生 2：我喜歡穿全黑。

老師：我很高興聽到你們的喜好。你們有聽過色環嗎？

學生：有，我們有。我們上美術課時看過。

老師：你們學到什麼？

學生 1：色環上有不同的顏色，排列成一個圓。

學生 2：相似的顏色，靠在一起，而不同的顏色，則彼此相對。

老師：沒錯！色環幫助我們理解顏色之間的關係。有一些術語，例如，互補色和相似色等。相鄰的顏色，是相似色，還是互補色呢？

學生：相似色。

老師：正確！你們能說出一些相似色嗎？

學生：紅色搭配橙色，黃色搭配綠色。

老師：很好的例子。哪些顏色是互補的？互補色在色輪上，是彼此相對的顏色。

學生：黑色和白色、藍色和橙色、紅色和綠色。

老師：非常好。現在，我們連結到服裝的選擇。你們認為選擇互補色或相似色的衣服，會有什麼效果呢？

學生：我傾向選互補色，因為整體衣服，看起來會有活力。

老師：很好的看法！其他人呢？

學生：我喜歡相似色，因為它們使我的穿搭，看起來更和諧舒適。

## 單元二 食在健康

### Healthy Diet

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#### ■ 前言 Introduction

綜-J-A3 因應社會變遷與環境風險，檢核、評估學習及生活計畫，發揮創新思維，運用最佳策略，保護自我與他人。

學習內容	學習表現	3a-IV-1 覺察人為或自然環境的危險情境，評估並運用最佳處理策略，以保護自己或他人。
家 Ac-IV-1 食品標示與加工食品之認識、利用，維護飲食安全的實踐策略及行動。	學習目標：	1.了解六大類飲食，並規劃出健康飲食餐盤。 2.分辨食物與食品，以及減少攝取紅燈區食物。

#### ■ 詞彙 Vocabulary

單字	中文	單字	中文
breakfast	(n.) 早餐	healthy	(a.) 健康的
lunch	(n.) 午餐	unhealthy	(a.) 不健康的
dinner	(n.) 晚餐	food	(n.) 食物
category	(n.) 類別	light	(n.) 燈

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

### ① I had \_\_\_\_\_ for breakfast.

例句：I had a sandwich for breakfast.

我早餐吃了一個三明治。

### ② (Food) is (red/yellow/green) light food.

例句：Fried chicken is red light food.

炸雞是紅燈食物。

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

### 對話一 Dialogue 1

Teacher: What did you eat for breakfast today?

Student1: I had a sandwich, a cup of milk, and a banana for breakfast.

Student2: I had hotdog and milk tea for breakfast.

Teacher: Thanks for sharing. Now, you can see the worksheets on your desks. Please look at Part One of the worksheet.

Teacher: Write down what you ate for breakfast, lunch, and dinner. If you had a sandwich, you may write down toast, tomato, cheese, and bacon.

Student3: I ate a hamburger, so I need to write down bread, meat, egg, and vegetables.

Teacher: You are correct. I'll give you one minute to write down all the food you ate for a meal.

Teacher: Next, let's get to know the six categories of food. Please read aloud together.

Student: Whole grains, meats and protein, vegetables, fruits, dairy products and fats.

Teacher: Very good. Let's see the food and definitions of these six categories.

老師：你們今天早餐吃了什麼？

學生 1：我吃了三明治、一杯牛奶和一根香蕉。

學生 2：我吃了熱狗和奶茶。

老師：感謝分享。現在，你們可看到桌上的學習單。請看學習單中的第一部分。

老師：寫下你吃的早餐、午餐和晚餐。如果你吃三明治，可以寫下吐司、番茄、芝士和培根。

學生 3：我吃了漢堡，所以我須寫下麵包、肉、蛋和蔬菜。

老師：沒錯。我將給你們一分鐘的時間，寫下你一餐吃的食物。

老師：接下來，讓我們來認識食物的六大類。請一起大聲唸。

學生：全穀類、肉類和蛋白質、蔬菜類、水果類、乳品和油脂類。

老師：非常好。讓我們看看這六大類的食物和定義。

## 對話二 Dialogue 2

Teacher: Look at the slide. What colors do you see?

Student: Red, yellow, and green.

Teacher: Yes. There is the red light, the yellow light, and the green light. Today, we're going to learn about healthy foods and unhealthy foods. What does health mean?

Student: Good for our bodies.

Teacher: Correct! How is it unhealthy?

Student: It's not good for your health.

Teacher: You're right. Unhealthy food means the food that is bad for our bodies. Is the red light food healthy or unhealthy?

Teacher: Raise your hand if you think the red light food is healthy. Raise your hand if you think the red light food is unhealthy. OK, good. All of you gave the right answer. How did you know that?

Student1: That's because the red light means stop.

Student2: We should stop eating the red light food.

Teacher: Excellent. We are going to put all these foods into three categories. The first one is fried chicken.

Student: Fried chicken is the red light food.

Teacher: Apple.

Student: Apple is the green light food.

Teacher: Steamed bun

Student1: Steamed bun is the red light food.

Student2: I think it is the green light food.

Teacher: It's great to know different opinions. Actually, the steamed bun is the yellow light food. It's all right to eat the yellow light food sometimes.

老師：看投影片，你們看到哪些顏色？

學生：紅色、黃色和綠色。

老師：是的。它們是紅燈、黃燈、綠燈。今天，我們要學健康食物和不健康食物。健康是什麼意思？

學生：對我們身體好。

老師：沒錯！那不健康是如何呢？

學生：對身體不好。

老師：你說對了。不健康食物是指對我們的身體有害的食物。紅燈食物是健康，還是不健康？

老師：如果你認為紅燈食物是健康的，請舉手。如果你認為紅燈食物是不健康的，請舉手。你們都答對了。你們是怎麼知道的呢？

學生 1：那是因為紅燈代表停止。

學生 2：我們應該停止吃紅燈食物。

老師：很棒。我們將把所有這些食物，放進三個類別內。第一類是炸雞。

學生：炸雞是紅燈食物。

老師：蘋果。

學生：蘋果是綠燈食物。

老師：包子。

學生 1：包子是紅燈食物。

學生 2：我覺得它是綠燈食物。

老師：知道不同的意見，很不錯。其實，包子是黃燈食物。偶爾吃黃燈食物是可以的。



## 單元三 愛的表達

## Love Expression

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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。

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	2a-IV-3 覺察自己與家人溝通的方式，增進經營家庭生活能力。
		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。
家 Dc-IV-1 家庭活動策劃與參與，以互相尊重與同理為基礎的家人關係維繫。		學習目標： 1.覺察自己與家人偏好的愛之語表達。 2.規劃一日家庭活動。

### ■ 詞彙 Vocabulary

單字	中文	單字	中文
express	(v.)表達	physical	(a.) 身體的
expression	(n.) 表達	plan	(n.)(v.) 計畫
quality	(n.) 品質	activity	(n.) 活動

affirmation	(n.) 肯定	transportation	(n.) 交通
service	(n.) 服務	entertainment	(n.) 娛樂

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

### ① I usually express my love by \_\_\_\_\_.

例句：I usually express my love by writing a card.

我通常用寫卡片來表達我的愛。

### ② I plan to \_\_\_\_\_.

例句：I plan to hold a two-day family camping trip.

我規劃要舉辦一場兩天的家庭露營。

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

### 對話一 Dialogue 1

Teacher: Today, we're going to talk about the five love languages. Love languages refer to the way you express your love. Imagine your best friend's birthday is coming up. What will you do to celebrate his or her birthday?

Student1: I will write a card to her.

Student2: I will plan a trip.

Student3: I will give her a gift.

Teacher: Glad to hear different expressions. If it is your birthday, how would you like your friends or family to help you celebrate?

Student1: I hope we can eat cake together.

Student2: I hope we can travel together

Student3: I hope they can buy me a gift.

Teacher: Some people give and receive the same way, and some people don't. You can take out your cell phones or tablets, scan the QR code, and then we will do the five-love-language quiz. You have to take a screenshot of the result. Let's discover your own rank of love expressions.

Teacher: Has everyone completed the quiz?

Student: Yes, we have.

Teacher: Very good. Please read out the five types of love expressions.

Student: Words of affirmation, Quality time, Receiving gifts, Acts of service, and Physical touch.

Teacher: Now, please go to your group based on the category with the highest score on your test results. We are going to have group discussions.

老師：今天，我們要談論五種愛的語言。愛的語言指的是，你如何表達愛的方式。想像一下，你最好的朋友的生日快到了。你將怎麼幫他/她慶祝呢？

學生：我會寫一張卡片給她。

學生：我會計畫一趟旅行。

學生：我會送她一份禮物。

老師：很開心聽到不同的表達方式。如果是你的生日，你希望你的朋友或家人如何幫你慶祝？

學生：一起吃蛋糕。

學生：一起旅行。

學生：我希望他們也能買份禮物給我。

老師：有些人給予和接受的方式相同，有些人則不同。你們拿出手機或平板，掃描QR碼，然後，我們做五種愛的語言的測驗。你們要截圖其測驗的結果。讓我們來發現你們自己的愛的表達排名。

老師：每個人都完成測驗了嗎？

學生：是的，我們有。

老師：很好。請唸出測驗結果中的五種愛的表達方式。

學生：肯定的言語、精心時刻、收到禮物、服務的行動，和身體的接觸。

老師：現在，請根據你測驗結果最高分的類別，到你的小組去。我們將進行小組討論。

## 對話二 Dialogue 2

Teacher: After knowing your family's and your own preferred love languages, you're now going to plan a family activity. What titles do you see on your worksheets?

Student: Food, Clothing, Housing, Transportation, Education, and Entertainment.

Teacher: Good job. Are there any words that need explanation?

Student: What are the last three words?

Teacher: Good question. Can anyone explain?

Student: I know "Education." It means studying or learning.

Teacher: You are right. Education refers to an activity to learn and gain knowledge. Transportation is an act of moving people from one place to another. Can you think of any examples?

Student: Train, bus, airplane

Teacher: Exactly. Those are all examples of transportation. Entertainment is an activity that brings joy.

Student: It's like going shopping or watching movies.

Teacher: Yes. It makes you relaxed or happy. Let's get back to the worksheet. What words are under these six titles?

Student: Common hobbies, People, Time, Place, Activity, and Goal.

Teacher: Now, you have to think about the common hobby among you and your family, and then, you plan a family activity, including food, clothing, housing, transportation, education, and entertainment. You can discuss for ten minutes and complete the worksheets.

老師：在知道你的家人，和你自己偏好的愛的表達方式之後，現在你們要計畫一個家庭活動。你們看到學習單上有哪些標題呢？

學生：食、衣、住、行、育、樂。

老師：很好。有沒有那些字需要解釋的呢？

學生：最後三個字是什麼意思？

老師：好問題。有人可以解釋嗎？

學生：我知道「教育」。它指的是研讀或學習。

老師：沒錯。教育是指學習和獲取知識的活動。交通是將人們從一個地方，移動到另一個地方的行動。你們能想到任何例子嗎？

學生：火車、公車、飛機。

老師：是的，這些都是交通的例子。娛樂是帶來歡樂的活動。

學生：像是購物或看電影。

老師：是的，它能讓你感到輕鬆或快樂。讓我們回到學習單。這六個標題下列有哪些字呢？

學生：共同愛好、人、時間、地點、活動、目標。

老師：現在，你們需要思考你和你家人的共同愛好，然後，你們計劃一個家庭活動，包括食、衣、住、行、育、樂。你們有十分鐘的時間討論，並完成學習單。

## ★ 童軍 ★

## 單元一 服務學習

## Service Learning

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## ■ 前言 Introduction

綜-J-C1 探索人與環境的關係，規劃、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
	3b-IV-1 落實社會服務的關懷行動，以深化服務情懷。
童 Ba-IV-1 服務學習的意義、價值與信念的理解及落實。	學習目標： 1.學生能夠說出服務學習的意義，並規劃服務活動。 2.學生能夠反思服務學習的歷程，從中領悟學習以及思考進步策略。
童 Bb-IV-3 服務活動的反思與多元能力的展現。	

## ■ 詞彙 Vocabulary

單字	中文	單字	中文
service-learning	(n.) 服務學習	reflection	(n.) 反思
preparation	(a.) 準備	celebration	(n.) 慶祝
service	(n.) 服務	experience	(n.) 經驗

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

### ① I engage in service because \_\_\_\_\_.

例句：I engage in service because I want to help people and bring them joy.

我參與服務，因為我想要幫助他人，並帶給他人快樂。

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

### 對話一 Dialogue 1

Teacher: Do you have any service experiences?

Student1: Yes. We went beach cleaning last month.

Student2: I sang songs at a nursing home during this summer vacation.

Teacher: Awesome. What does service mean to you, and why do you engage in service?

Student1: I engage in service because I want to build a cleaner planet.

Student2: I engage in service because I want to help people and bring them joy.

Teacher: Very good. There are many reasons for engaging in service, such as helping people and the environment, making friends, discovering new aspects of life, earning volunteer hours, and so on. What's the difference between service-learning and service?

Student: Service-learning is not only service but also learning.

Teacher: That's right. There are four stages of service-learning on the slide. What are they?

Student: Preparation, Service, Reflection, and Celebration.

Teacher: Very good. Today, we are in the first stage—preparation. After that, every group will go for service. Then, we will have some discussion and reflection on your service experiences. Last, celebration means each group will make a presentation to report your thoughts and feelings about the experience.

Student: Yes.

Teacher: Now, I'll give each group a worksheet. Please discuss and think about the 5W1H questions on it.

Teacher: Repeat after me. (1) What service do we want to plan? (2) Who needs the service? (3) Why do they need the service? (4) Where is the location of our service? (5) When is our scheduled time for the service? (6) How can I use my specialty?

老師：你們有任何服務的經驗嗎？

學生 1：是的，我們有。我們上個月去淨灘。

學生 2：我這個暑假到養老院唱歌。

老師：很棒。對你們來說，服務的意義是什麼？為什麼你們要參與服務？

學生 1：我參與服務是因為要建立一個更乾淨的地球。

學生 2：我參與服務是因為要幫助他人，帶給他人快樂。

老師：非常好。參與服務的原因有很多，例如，幫助人們和環境、結交朋友、找到生活的新面向、獲得志願時數等。服務學習和服務之間有什麼區別呢？

學生：服務學習不只是服務，還有學習。

老師：沒錯。投影片上有四個服務學習的階段，分別是什麼？

學生：準備、服務、反思、慶祝。

老師：非常好。今天，我們進入第一階段—準備。之後，每個小組將進行服務。然後，我們將討論並反思服務經驗。最後，慶祝階段是，每個小組將上台，報告你們對此次經驗的想法和感受。

學生：是的。

老師：現在，我發給每組一張學習單。請討論並思考學習單上的 5W1H 問題。

老師：跟著我唸。一、我們想要安排什麼樣的服務呢？二、誰需要這項服務？三、為什麼他們需要這項服務？四、我們的服務地點在哪裡？五、我們服務的時間是什麼時候？六、我如何運用我的專長？

## 對話二 Dialogue 2

Teacher: This is the last class of the semester. Let's see each group's sharing about their service learning. Before you do the presentation, I want you to think about these questions. Look at your worksheet. What do you see?

Student: What? So what? Now what?

Teacher: "What" refers to the facts you see in the service experiences. Now, please read the following questions.



Student: What happened? What did you observe? What were the results of the service-learning plan?

Teacher: Good. “So what” refers to something you got from this experience. Please read the following questions.

Student: What did you learn? What feelings or thoughts are the strongest for you? How did your experiences differ from your expectations?

Teacher: Good. “Now what” refers to how you will think or act in the future. Please read the following questions.

Student: What are the factors that make the plan successful? How will you apply this learning to future services? If you could redesign or re-perform your services, what changes would you make?

Teacher: Good. You have to discuss with your group members first. After your presentations, I will invite each group to share their experiences.

老師：今天是學期的最後一堂課。讓我們來看看每一組服務學習的分享。上台報告之前，我要你們思考這些問題。看看你們的學習單。你們看到什麼？

學生：什麼？為什麼？怎麼做？

老師：「什麼」指的是你們在服務經驗中看到的事實。現在，請讀一下相關問題。

學生：發生了什麼？你觀察到了什麼？服務學習計劃的結果如何？

老師：很好。「為什麼」指的是你們從這次經驗中獲得了什麼。請讀一下相關問題。

學生：你們學到了什麼？對你們來說，哪些感覺或想法最強烈？你們的經驗與期望有什麼不同？

老師：很好。而「怎麼做」指的是你們在未來如何思考或行動。請讀一下相關問題。

學生：促使計劃成功的要素是什麼？你們如何將這次學習，應用於未來的服務呢？如果你們能重新規劃或進行服務，你們會做那些改變呢？

老師：很好。你們必須先和小組成員討論。等你們上台報告完後，我將邀請每個小組分享經驗。

## 單元二 環保小尖兵

### Environmental Protection

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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。
童 Da-IV-2 人類與生活環境互動關係的理解，及永續發展策略的實踐與省思。	學習目標：	學生能夠認識碳足跡與環保 3R 的意涵，並發想從日常生活中能促進永續發展的策略。

#### ■ 詞彙 Vocabulary

單字	中文	單字	中文
carbon footprint	(n.)碳足跡	recycle	(v.)回收
label	(n.)標籤	emit	(v.)排放
reduce	(v.)減少	emission	(n.)排放
reuse	(v.)重複利用	waste	(n.)廢棄物

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

### ① We can \_\_\_\_\_ to reduce CO<sub>2</sub> emissions.

例句：We can bring our own bags and chopsticks to reduce CO<sub>2</sub> emissions.

我們可以自備袋子和筷子，來降低二氧化碳排放量。

### ② We can reduce/reuse/recycle by \_\_\_\_\_.

例句：We can reuse our clothes by sending them to others.

我們可以透過送衣服給他人，來重複使用衣服。

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

### 對話一 Dialogue 1

Teacher: Have you ever heard of a carbon footprint?

Student1: Is it a foot on some products?

Teacher: Exactly. We usually call it a carbon label. Did you notice words around the footprint?

Student: I saw CO<sub>2</sub> and a number.

Teacher: Good observation. The number is the weight of CO<sub>2</sub> that the product emits.

Student2: Why didn't I see the carbon label on the product?

Teacher: It's because not every product gets the label. The company needs to reduce CO<sub>2</sub> emissions of the product, and then it can apply for the label.

Student2: I see.

Teacher: How does a product emit CO<sub>2</sub>?

Student3: It's from the process of planting, producing, transportation, and recycling to emitting CO<sub>2</sub>.

Teacher: That's right. What can we do to reduce CO<sub>2</sub> emissions?

Student4: We can buy local food to reduce the CO<sub>2</sub> emissions from transportation.

Student5: We can bring our own bags and chopsticks to reduce CO<sub>2</sub> emissions.

老師：你們有聽過碳足跡嗎？

學生 1：是不是產品上的腳印？

老師：沒錯，我們通常稱之為碳標籤。你們有注意到腳印周圍的文字嗎？

學生：我看到 CO<sub>2</sub> 和一個數字。

老師：很好的觀察。數字代表該產品的 CO<sub>2</sub> 排放量。

學生 2：為什麼我沒在產品上看過碳標籤呢？

老師：那是因為並不是每個產品都有標籤。公司需要減少產品的 CO<sub>2</sub> 排放，然後，它才能申請標籤。

學生 2：我明白了。

老師：產品是怎麼排放 CO<sub>2</sub> 的呢？

學生 3：產品是從種植、生產、運輸，到回收的過程中，排放 CO<sub>2</sub> 的。

老師：正確。我們可以做什麼來減少 CO<sub>2</sub> 的排放呢？

學生 4：我們可以買當地的食物，減少由運輸排放的 CO<sub>2</sub>。

學生 5：我們可以自備袋子和筷子，減少 CO<sub>2</sub> 的排放。

## 對話二 Dialogue 2

Teacher: After watching this video, can anyone tell me what the 3Rs are?

Student1: Reduce, Reuse, and

Student2: Recycle.

Teacher: Good job. Who can explain the meaning of reduce, reuse, and recycle?

Student3: Reduce means less trash.

Teacher: Right. "Reduce" means to use fewer resources or make less waste.

Student4: Reuse means to use waste again.

Teacher: Yes. "Reuse" means to use it more than once.

Student5: Recycle means to make new products from waste.

Teacher: Good. "Recycle" means to turn waste into new products.

Teacher: How can we protect our environment by the 3Rs?

Student1: We can reduce waste by bringing our own shopping bags.

Student2: We can reuse our clothes by sending them to others.

Student3: We can recycle waste by throwing garbage into the right trash cans.

老師：看完這個影片，有人能告訴我 3R 是什麼？

學生 1：減少、重複利用，還有...

學生 2：回收。

老師：很好。誰能解釋減少、重複利用和回收的意思呢？

學生 3：減少是指減少垃圾。

老師：對。「減少」是指使用更少的資源或減少浪費。

學生 4：重複使用是再利用廢物。

老師：是的。「重複利用」是指使用多次。

學生 5：回收是從廢物中製造新產品。

老師：很好。「回收」是指將廢物轉化為新的產品。

老師：我們如何透過 3R，來保護環境呢？

學生 1：我們可以透過自備購物袋來減少垃圾。

學生 2：我們可以透過送衣服給他人，來重複使用我們的衣服。

學生 3：我們可以透過把垃圾丟進正確的垃圾桶，來回收廢物。

## 單元三 野外求生計

### Survival in the Wilderness

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#### ■ 前言 Introduction

綜-J-A3 因應社會變遷與環境風險，檢核、評估學習及生活計畫，發揮創新思維，運用最佳策略，保護自我與他人。

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。
童 Cb-IV-1 露營知識與技能的學習，以提升野外生存能力。	學習目標：	1. 學生能夠了解搭設帳篷的技巧並實際搭設。 2. 學生能夠打出指定繩結並說出其用途。

#### ■ 詞彙 Vocabulary

單字	中文	單字	中文
scout rope	(n.) 童軍繩	tent	(n.) 帳篷
overhead knot	(n.) 單結	set up	(n.) 搭建
square knot	(n.) 平結	entrance	(n.) 出入口
figure-eight knot	(n.) 八字結	tent pole	(n.) 營柱
sheet bend knot	(n.) 接繩結	tent peg	(n.) 營釘

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

### ① We can use \_\_\_\_\_ knot to \_\_\_\_\_.

例句：We can use the figure-eight knot to secure the rope.

我們可以用八字結，來穩固繩索。

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

### 對話一 Dialogue 1

Teacher: Everyone, please make sure you have a scout rope. Did anyone not receive one?

Student: I got two ropes.

Teacher: Can you give one to me? Thank you.

Student: No problem.

Teacher: Great. When do you usually use rope (or string), and what does it do?

Student1: I use string to tie my shoes, and to tie a bow tie.

Student2: I use string when I help my grandmother tie up rice dumplings.

Teacher: Thanks for sharing. Today, we're going to learn how to tie knots using a scout rope. We'll learn four types, and I'll teach the other four types next week. Let's read their names together.

Student: Overhead knot, Square knot, Figure-eight knot, and Sheet bend knot.

Teacher: Can anyone show us how to tie one of these knots? Betty, please come to the front. Well done. How did you learn to tie the figure-eight knot?

Student: I often go rock climbing with my parents, and we use the figure-eight knot to tie the rope safely.

Teacher: We can use the figure-eight knot to secure the rope, especially if there's a risk of falling.

老師：各位，請確認你有一條童軍繩。有人沒拿到的嗎？

學生：我拿到兩條。

老師：你可以給我一條嗎？謝謝。

學生：沒問題。

老師：太好了。你們通常在什麼時候使用繩子呢，它有什麼作用？

學生 1：我用繩子綁鞋帶，打蝴蝶結。

學生 2：我在幫奶奶綁粽子時使用到。

老師：感謝分享。今天，我們將學習如何用童軍繩打繩結。我們會學四種類型，下週我再教四種類型。讓我們一起唸它們的名稱。

學生：單結、平結、八字結、接繩結

老師：有沒有人能向全班展示如何打其中一個結？貝蒂，請來台前。做得好。你是怎麼學會打八字結的呢？

學生：我常和父母一起攀岩，而且，我們會用八字結安全地綁好繩子。

老師：我們可以用八字結穩固繩索，特別是在有跌落風險的情況。

## 對話二 Dialogue 2

Teacher: Next semester, you're going on an overnight camping trip. Do you feel excited?

Student: Yes, I can't wait.

Teacher: Do you know what we are going to do during the camping?

Student: Make a fire, cooking, and rock climbing

Teacher: Exactly! But I guess you forget the most important one. You have to do this before you sleep.

Student: Do we need to prepare our sleeping bags?

Teacher: Where did you put your sleeping bags?

Student: They are in the tents.

Teacher: That's right. Today, we are going to learn how to set up a tent. First, let's learn about some parts of a tent. What do you see in this picture?

Student: There is an outer tent, an inner tent, a tent door, tent poles, tent pegs, and a guide rope.

Teacher: Do you know the functions of each of these parts?



Student: I know the tent door is for letting people in and out. I don't know about the others.

Teacher: No worries. Later, we are going outdoors. Each group will send one member to take the tent bag and we will practice setting up the tent.

老師：下學期，你們要去隔宿露營。感覺興奮嗎？

學生：是的，迫不及待了。

老師：你們知道露營期間要做什麼嗎？

學生：生火、烹飪和攀岩。

老師：沒錯！但我猜你們可能忘記了最重要的一點。你們必須在睡前做這個。

學生：我們需要準備睡袋嗎？

老師：你們的睡袋要放在哪裡？

學生：它們是在帳篷裡。

老師：對的。今天，我們要學習如何搭帳篷。首先，讓我們了解帳篷的一些零件。你們在這張圖片上看到什麼？

學生：有外帳、內帳、帳篷門、帳篷支架、營釘和營繩。

老師：你們知道它們的功能嗎？

學生：我知道帳篷門是讓人進出的。其他的我不知道。

老師：沒關係。待會，我們要到戶外。每組請派一位成員來拿帳篷包。我們將練習搭帳篷。

## 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

[ 七年級下學期 ]

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

[ 7<sup>th</sup> grade 2<sup>nd</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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