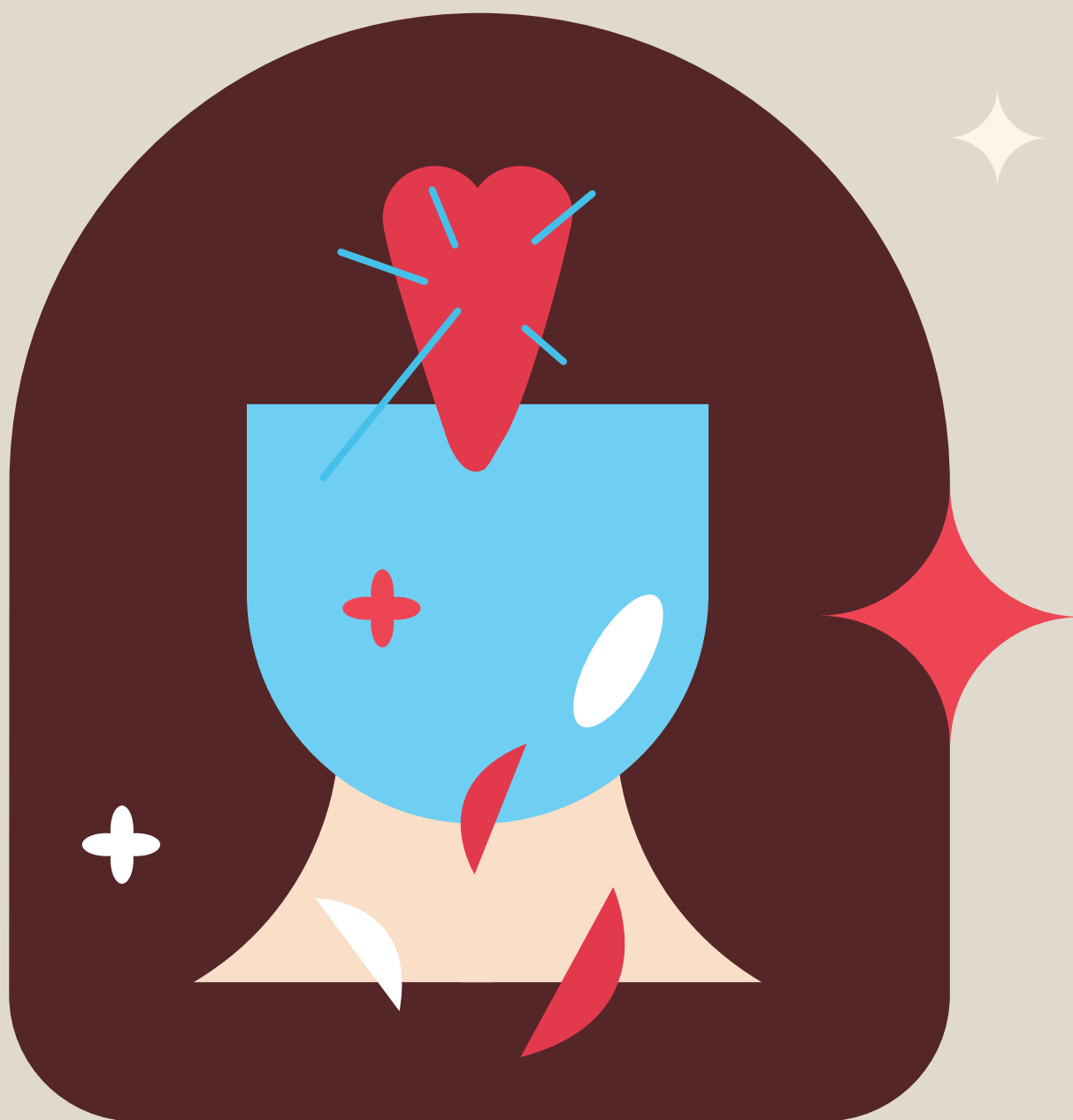


## 國中綜合活動領域

# 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

〔八年級下學期〕





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# ★ 輔導 ★

## 單元一 性別平等

## Gender Equality

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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                | 1d-IV-2 探索生命的意義與價值，尊重及珍惜自己與他人生命，並協助他人。 |
| 學習內容                |  |
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### ■ 詞彙 Vocabulary

| 單字         | 中譯        | 單字              | 中譯      |
|------------|-----------|-----------------|---------|
| gender     | (n.) 性別   | category        | (n.)分類  |
| stereotype | (n.) 刻板印象 | social track    | (n.)社會組 |
| equity     | (n.) 平等   | science track   | (n.)自然組 |
| criteria   | (n.)標準    | sexual bullying | (n.)性霸凌 |

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

### ① We can \_\_\_\_\_ to break gender stereotypes.

例句：We can respect others to break gender stereotypes.

我們可以透過尊重他人來打破性別刻板印象。

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

### 對話一 Dialogue 1

Teacher: There are several pictures on the blackboard, such as a microscope, a microphone, and badminton rackets. Your task is to group these pictures and note down the criteria your group uses.

Student: How much time do we have?

Teacher: You have three minutes. If you are finished, you should raise your hands. Any other questions?

Student: No.

Teacher: Everyone has raised their hands. Now I will have some groups share their results. Any volunteers?

Student: Teacher, we are group six. We want to share first.

Teacher: Great! Thank you. Please share your result.

Student: We divided them into three categories, including social track, science track and others.

Teacher: That's interesting! What kind of people are suitable for the social track?

Student: I think women are suitable for the social track because jobs like tailors require carefulness, and women are more careful than men.

Teacher: Well, it sounds as if you consider that some jobs are only suitable for certain genders, right?

Student: Yes. My mom told me that.

Teacher: Ok, thanks for sharing group six. They mentioned that certain jobs are only suitable for women. Actually, many people have the same concept. But is it correct?  
If a man says that he is a tailor, what do you think? Let's discuss this for about two minutes.

老師：現在黑板上有幾張圖片，像是顯微鏡、麥克風、羽毛球等。請各組將這些圖片分類，並記錄下你們的分類依據。

學生：老師我們有多少時間？

老師：我給大家三分鐘。你們完成之後就舉手。有問題嗎？

學生：沒有。

老師：各組都舉手了，現在我們請一些組別來分享你們分類的結果。有沒有哪組自願呢？

學生：老師我們是第六組，我們想要先分享。

老師：太棒了，謝謝第六組。請你們到黑板上把圖片分類出來，並跟我們分享你們的分類依據。

學生：我們把圖片分成兩類，分別是社會組、自然組跟其他。

老師：很有趣的分類方式呢！那你們認為社會組適合什麼樣的人去唸？

學生：我覺得社會組適合女生去念。因為社會組未來比較會從事裁縫之類的工作，而女生比男生細膩，比較適合做這樣的工作。

老師：嗯！聽起來你們覺得有些職業只適合特定性別，對嗎？

學生：沒錯，我媽是這樣跟我說的。

老師：好的，感謝第六組的分享。剛剛同學提到女生只適合做某些工作，現在確實有許多人也有這樣的觀念。不過真的如此嗎？如果一個男生說他的工作是裁縫師，同學們會有甚麼看法呢？我們用約兩分鐘討論一下。

## 對話二 Dialogue 2

Teacher: Has everyone gathered with their group members?

Teacher: How do you feel after reading the story of Yeh-Yong-Chi?

Student: I feel really sad.

Teacher: Could you share more about why you feel sad?

Student: Alright. I think he was bullied by others just because of being himself. This is not fair.

Teacher: Thank you. I want everyone to understand something important from his story. That is, "believing in gender stereotypes can lead to more serious consequences than we might think." It could even result in sexual bullying, causing harm to the victim's body and mind.

Student: I think we won't do things like that anymore.

Teacher: That's wonderful. You have the concept of gender equity increasingly rooted in your hearts. In that case, let's have a small discussion.

Teacher: Every group should try to rewrite the story of Yeh-Yong-Chi. What might be changed in this story? And how will the change make the story come to a more peaceful ending? Please write down your thoughts in your textbook. Is that clear?

Student: Yes.

Teacher: I would like someone to share the result of their discussion. Anyone?

Student: I want to share our thoughts. We think that we could be Yeh-Yong-Chi's friends, and go to the restroom with him. In that case, if someone wanted to bully him, we could stop them right away.

Teacher: It's really heartwarming. I think Yong-Chi would feel that in the same way if he had met you then. The sharing from this group should also remind us not to be bystanders. Even if you think you are not able to deal with the incident by yourself, you can inform your teachers and seek help.

老師：你們都跟自己的組員在一起了嗎？

老師：讀完葉永鋕的故事，你們有什麼感受？

學生：我覺得很難過。

老師：你可以多說一些你覺得難過的原因嗎？

學生：好。因為我覺得他只是在做自己，卻被別人霸凌。這實在很不公平。

老師：謝謝你。從葉永鋕的故事老師希望大家明白一件事。性別刻板印象遠比我們想像的還要嚴重，甚至有可能轉變成性霸凌，導致受害者身心受傷。

學生：我覺得我們現在不會做這種事了！

老師：很棒啊！這表示性別平等的觀念漸漸地深植在你們心中了。既然如此，我們來做一個小討論。

老師：請各組嘗試改寫葉永鋕的故事。換句話說，請你們想想看，在這個事件中哪個環節是可以改變，並且導向更加和平的結局呢？請大家把想法紀錄在課本上。這樣清楚了嗎？

學生：清楚了。

老師：現在我想請同學分享一下你們的討論結果。有人願意分享看看嗎？

學生：我想說說看。我們認為我們可以與葉永鋕當好朋友，並且陪伴他一起去上廁所。這樣如果有人想要欺負他，我們就可以立刻出面阻止。

老師：你們是非常溫暖的同學呢！我想永鋕如果在當時可以遇到你們，他也會這麼認為的。這組的分享剛好提醒我們看到霸凌事件，我們不要當旁觀者。即便你認為你沒有能力親自處理，你也可以告訴老師或請求協助。

## 單元二 愛情好行

### Love Is Coming

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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                     | 2a-IV-2 培養親密關係的表達與處理知能。  |
|--------------------------|--|
| 學習內容                     |  |
| 輔 Dd-IV-2 合宜的性別互動與態度的培養。 | 學習目標：<br>1. 學生能夠覺察喜歡的感覺為何以及自己喜歡他人的反應。<br>2. 學生能夠學習以適當的方式談分手，並正向面對關係。 |

#### ■ 詞彙 Vocabulary

| 單字         | 中譯        | 單字          | 中譯      |
|------------|-----------|-------------|---------|
| ideal type | (n.) 理想型  | expect      | (v.) 期待 |
| break up   | (phr.) 分手 | expectation | (n.) 期待 |

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

① Someone who is \_\_\_\_\_ is my ideal type.

例句：Someone who is mature is my ideal type.

成熟的人是我的理想型。

## 2 When you \_\_\_\_, I feel \_\_\_\_. I hope \_\_\_\_

例句：When you say you need more personal space, I feel afraid. I hope you won't leave me.

當你說你需要更多自己的時間時，我覺得很害怕。我希望你不會離開我。

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

#### 對話一 Dialogue 1

Teacher: We are going to talk about “love” today. Has anyone had the experience of being in love with someone?

Student: Teacher, our class leader has a boyfriend now!

Teacher: Alright, but we have to get her permission to share. Are you willing to share your experience?

Student: Well, sure.

Teacher: Everyone, pay attention now. Could you share one reason why you chose to be together with your boyfriend?

Student: Um, I think he is mature and he won't do something childish.

Teacher: Great! It sounds as if being mature is important to you, right?

Student: That's right.

Teacher: Thanks for sharing. Please give her a big hand. When we like someone, there must be reasons that attract us. These reasons have something to do with our ideal type. Can anyone tell us what the ideal type is?

Student: I think the ideal type is someone perfect in your heart.

Teacher: In reality, it's rare to find someone who completely matches our ideal type. However, recognizing our ideal type can help us focus on essential elements in love. Class leader, why is maturity important to you?

Student: I think an immature person often does something that make them lose face. I don't want others to say that my boyfriend is childish. If so, I would lose face as well.

Teacher: Nice point. We can find that being mature is important to her because it might affect her as well. Now, everybody, try to think about your ideal type and the traits he or she must have. Please write down your thoughts on your worksheet.

老師：今天我們要來談談愛情這件事。有沒有人有交往的經驗呢？

學生：老師，班長有男朋友！

老師：好，我們尊重班長分享的意願。班長，你願意跟我們分享嗎？

學生：嗯，可以啊。

老師：大家請認真聽喔。班長妳可以分享一個妳決定跟妳男朋友交往的原因嗎？

學生：呃，我覺得他很成熟，不會做一些幼稚的事。

老師：很棒呢！聽起來成熟這個特質對班長來說是很重要的，是嗎？

學生：沒錯。

老師：謝謝班長的分享，大家請給她一個掌聲。當我們喜歡一個人，一定是對方有某些吸引我們的原因。這個原因跟我們的理想型有關係。誰可以說說看理想型是什麼呢？

學生：我覺得理想型就是心中最完美的人。

老師：嗯。現實中，可能不一定有一個人能夠完完全全地符合我們的理想。不過了解自己的理想型可以幫助我們認知到我們在愛情中重視的元素。班長，你覺得成熟對你來說很重要的原因是什麼呢？

學生：我覺得不成熟的人很容易做一些丟臉的事。我不希望別人說我的男朋友是個幼稚的人，這樣我也會覺得很丟臉。

老師：很棒的想法。我們可以發現班長之所以重視成熟的特質，是因為它可能會對班長造成影響。現在全班同學都來試著想想看自己的理想型需要具備甚麼特質吧。請把結果記錄在你的學習單上。

## 對話二 Dialogue 2

Teacher: After reading the story, can you talk about why Bob wants to break up with Jen?

Student: He focused only on his girlfriend since they were together.

Teacher: Good. Any others?

Student: The girl expected him to care about her only.

Teacher: Great! What does Bob actually care about?

Student1: Personal space.

Student2: Freedom.

Teacher: Yes! We found that the reasons for breaking up always come from the gap between each other's expectations. Let's do a small practice. Find yourself a partner, and one of you will play Bob, while the other one plays Jen. Please use the following pattern, "When you..., I feel.... I hope that...", to do the conversation practice.

Teacher: The discussion was very lively. Does anyone want to present their previous conversation?

Student: We can.

Teacher: Nice! Don't be nervous. You can start now.

Student1: I am Bob. "When you get mad and tell me that I don't care about you, I feel hurt. I hope you can stop being so emotional."

Student2: I'm Jen. "When you say you need more personal space, I feel afraid. I hope you won't leave me."

Teacher: Good demonstration. Please be seated. Bob said he wishes his girlfriend could calm down, which shows being too emotional could influence the quality of communication. That is why I asked you to practice. I hope that everyone can clearly express their thoughts to their boyfriend or girlfriend. In that case, he or she can understand your expectations clearly.

老師：看完這個故事，你們可以說出鮑勃跟珍提出分手的理由嗎？

學生：因為他交往之後重心都在女朋友身上了。

老師：非常好，還有嗎？

學生：還有女生希望男生只在乎自己。

老師：很棒。你們認為鮑勃重視的事情是什麼？

學生：個人空間。

學生：自由。

老師：是的。我們可以發現分手的原因往往是來自彼此期待的落差。現在我們來做一個練習。請你們兩兩一組，一個扮演鮑勃，另一個扮演珍。請你們以「當你...，我覺得...。我希望...」的句型做對話練習。

老師：剛剛的氣氛蠻熱烈的。有沒有人願意呈現一下你們剛才的對話？

學生：我們兩個可以。

老師：太好了！不用緊張，請開始吧。

學生 1：我是鮑勃。當妳生氣地說我不重視妳的時候，我覺得很受傷。我希望妳可以不要這麼情緒化。

學生 2：我是珍。當你說你需要更多自己的時間時，我覺得很害怕。我希望你不會離開我。

老師：很棒的示範！請坐。剛剛扮演鮑勃的同學說他希望對方可以冷靜，顯示出情緒太滿會影響兩人之間的談話。這就是老師請大家練習的原因。希望大家在溝通的時候，可以明確地表達自己的期待，如此一來對方也才能夠理解喔。

## 單元三 職業面面觀

### Different Jobs, Different Lives

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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<br>學習內容 | 1c-IV-3 運用生涯規劃方法與資源，培養生涯抉擇能力，以發展個人生涯進路。 |
|--------------|---|

|                         |                                      |
|-------------------------|--------------------------------------|
| 輔 Cc-IV-1 生涯進路的規劃與資源運用。 | 學習目標：學生能夠運用生涯資訊網站以及職業訪談，增進對自己和職業的了解。 |
|-------------------------|--------------------------------------|

#### ■ 詞彙 Vocabulary

| 單字      | 中譯      | 單字           | 中譯        |
|---------|---------|--------------|-----------|
| career  | (n.) 職涯 | job hunting  | (phr.) 求職 |
| website | (n.) 網頁 | Holland code | (n.) 何倫碼  |
| bank    | (n.) 銀行 | engage in    | (phr.) 從事 |

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

### ① We find \_\_\_\_\_ on the website.

例句：We find Holland code test on the website.

我們在網頁上找到何倫碼測驗。

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

### 對話一 Dialogue 1

Teacher: Good morning, everyone.

Student: Good morning, teacher.

Teacher: Today we will talk about a way to gather information about careers. Do you know what is widely used now?

Student: The Internet!

Teacher: Right! Besides learning from teachers, you can also find information on the Internet. In our textbooks, there are some websites for job hunting. Can anyone tell me what they are?

Student: Uh, they are 1111 Job Bank and 104 Job Bank. Teacher, aren't these websites used for finding jobs? We are just junior high school students.

Teacher: Haha, you are right. However, apart from helping people find jobs, they also provide some tests, which can help students like you to explore your future careers.

Student: Got it. Then which one is better?

Teacher: They have their own features. Let's start with 104 Job Bank. Now turn on your tablets, and text "104 Job Bank" in the search bar. Has everyone found it?

Student: Yes.

Teacher: Good. We can see there is an option in the upper right corner titled "Holland code test," which is similar to the test we did in first grade. Nevertheless, a year passed and maybe the results of the test will be different from that before. So now let's try again.

Student: What would the results be after finishing this test, teacher?

Teacher: After completing the test, the three Holland codes that frequently appear will show on the system. The system will recommend relevant careers for you based on the result. We will have someone to share their results later. Let's complete the test first.

老師：各位同學早安。

學生：老師早。

老師：今天我們要來分享如何蒐集職業相關資訊。大家知道現在什麼東西很發達？

學生：網路！

老師：沒錯。除了透過老師講解，同學們也可以利用網路搜尋資料。課本有介紹幾個求職網站非常好用。誰可以說出你看到哪個求職網站？

學生：呃，1111人力銀行還有104人力銀行。老師，這些網站不是用來找工作的嗎？我們現在才國中。

老師：哈哈！說的沒錯。不過這些網站除了幫助人民找工作，他們還提供了一些測驗，可以幫助像你們一樣的國中生探索未來的職涯。

學生：原來如此。那麼，哪一個比較好用呢？

老師：這幾個都各有特色，我們先從104人力銀行開始。現在打開你的平板，並搜尋「104人力銀行」。大家都找到了嗎？

學生：找到了。

老師：很好。我們可以看右上角有個選項叫「興趣何倫碼測驗」。這個就是我們在一年級時有做過的何倫碼測驗，但過了一年，或許同學的結果會有所不同，所以現在我們就來做做看這份測驗。

學生：老師，做完之後會有什麼結果？

老師：完成之後系統會顯示你最常出現的三個何倫碼，並依據這三個何倫碼推薦你相關職業。等等再請同學分享你的結果，我們先完成測驗。

## 對話二 Dialogue 2

Teacher: We had every group choose a job and find a person who is now engaging in this job to do an interview. Has each group brought their result to class?

Student: Sorry, teacher. We forgot to bring the paper version. But we remember all of the content.

Teacher: Alright. You can just do the oral presentation later, but remember to hand in the paper version next week. Ok?

Student: Sure thing. Thank you, teacher.

Teacher: No problem. Now I would like to invite a group to share their interview results with us. Who wants to be first? The first group can get extra points.

Student: We would like to go first.

Teacher: Sure. Who was your interviewee, group five?

Student: We interviewed Judy's mom. She is a fitness guru.

Teacher: Cool. What questions did you ask Judy's mother?

Student: We asked her about the salary, job contents, job criteria, and the most memorable experience.

Teacher: That's a complete structure. Due to the time limitation, which part do you want to share the most?

Student: We think the memorable experience is worth sharing. Judy's mom said she met a student who doubted her profession due to her gender. That student thought a female fitness guru must be less professional than a male one.

Teacher: How did Judy's mother respond?

Student: She said the job has nothing to do with gender. Even though there are more men in this profession than women, it doesn't mean women trainers are less skilled in this area. We also visited the gym where Judy's mom worked and watched her teaching. She is so professional!

Teacher: What an excellent sharing. It seems that you learned a lot. We can recall the discussion of gender stereotypes from a few months ago through the groups' sharing. I want to remind everyone that gender should never limit you. If you have a dream, pursue it, regardless of whether you are a boy or a girl.

老師：上週我們請各組選擇一個職業，並尋找正在從事該職業的人進行訪談。各組今天都有把訪談紀錄帶到課堂上嗎？

學生：老師不好意思，我們忘記帶紙本的紀錄了。但我們都還記得內容。

老師：好，沒關係。等等你們可以先透過口頭報告，但是請在下週補交紙本記錄，可以嗎？

學生：好，謝謝老師。

老師：沒問題。現在我想邀請組別分享你們的訪談結果。有沒有組別願意當第一組呢？第一組分享的同學可以額外加分。

學生：老師那我們想要先分享。

老師：好。第五組你們訪談的對象是誰呢？

學生：我們訪談 **Judy** 的媽媽，她是一名健身教練。

老師：太酷了。你們問了 **Judy** 的媽媽哪些問題呢？

學生：我們有問她健身教練的薪水、工作內容、從事條件，還有印象深刻的事件。

老師：嗯，很完整的架構。因為時間有限，你們最想跟同學們分享哪個部份呢？

學生：我們覺得最值得分享的是印象深刻的事件。**Judy** 媽媽說曾經因為性別被一個學員質疑。那個學員覺得女性健身教練一定比男性還要不專業。

老師：那 **Judy** 媽媽怎麼回應呢？

學生：她說專業與否跟性別無關。就算健身教練現在還是以男性居多，但是這不代表女性就不能從事這個行業。而且我們有親自去看媽媽上課，媽媽超專業的！

老師：非常好的分享，感覺你們很有收穫。藉著他們的分享，我們也可以回想起前幾個月討論的性別刻板印象。老師要告訴大家性別不是限制，只要有夢想，男生女生都可以勇敢追求。

# ★ 家政 ★

## 單元一 記憶的滋味 Love Cuisine in my Memory

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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 | 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。  |
|----------------------|------|-----------------------------------|
| 家 Da-IV-1 家人溝通與情感表達。 |      | 學習目標：學生能夠透過家常料理體會家庭之愛，並訴說各自的家庭故事。 |

### ■ 詞彙 Vocabulary

| 單字      | 中譯         | 單字         | 中譯         |
|---------|------------|------------|------------|
| dish    | (n.) 菜餚、料理 | blessing   | (n.) 祝福    |
| family  | (n.) 家庭    | meaning    | (n.) 意義    |
| express | (v.) 表達    | impressive | (a.) 印象深刻的 |

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

### ① The common dishes we have in (festival) are (dishes).

例句：The common dishes we have in Chinese New Year are dumplings.

過新年常吃的料理是餃子。

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

### 對話一 Dialogue 1

Teacher: Do you know what common dishes we will have during Lunar New Year in Taiwan?

Student: My family always eat dumplings in the New Year.

Student: Me, too!

Teacher: Dumplings are truly the most common dish. Do you know the meaning behind having dumplings?

Student: I think it's because dumplings look like ingots, so eating dumplings then means being wealthy.

Teacher: Right. Every dish has its meaning and blessing, so do the dishes we have in our home. Think about that. Have you ever eaten a dish that impressed you a lot?

Student: I love the Fried Chinese Leek Dumplings made by my grandmother, for I have never had the same taste outside my home.

Teacher: Wow. It sounds like they are very different from other leek dumplings, right?

Student: That's right.

Teacher: Then when you have them, what will you say to your grandmother?

Student: I won't say anything, but I will eat up the dumplings, so my grandmother will know I love them.

Teacher: Great. You are a person who expresses your love and thank by action.

Student: But I would say "thank you" to my dad, the one who cooks for us, directly. I think it is clearer.

Teacher: That is another way. No matter whether it's through words or actions to express love and thank, what matters most is that we are willing to express ourselves. You all did a great job.

老師：大家知道台灣農曆過年常吃的食物有哪些嗎？

學生：我家都會吃水餃。

學生：我家也是！

老師：水餃確實是很常見的年菜呢！那各位同學知道過年吃水餃的涵義嗎？

學生：好像是因為水餃長得像元寶，所以吃水餃就是期待賺大錢的意思。

老師：沒錯。每道年菜都有它背後的祝福和意義，平常大家吃的家常菜也是喔。各位同學想想看，有沒有吃過任何一道家常菜令你印象特別深刻？

學生：我超喜歡我阿媽做的韭菜盒子，因為這是外面吃不到的味道。

老師：哇聽起來它跟其他韭菜盒子是不一樣的是嗎？

學生：沒錯。

老師：那當你吃到阿媽做的韭菜盒子時，你會和阿媽說什麼話呢？

學生：我不會說什麼話欸。但我會把它們全部吃光，阿媽就知道我喜歡了。

老師：嗯～很棒！聽起來你是會用行動來表示感謝與愛的人呢。

學生：相較於他，我反而是會直接跟負責做菜的爸爸說謝謝。我覺得這樣比較清楚。

老師：也是一個做法。不管是透過行動還是言語表達愛和感謝，願意表達才是重點。你們都做得很棒。

## 對話二 Dialogue 2

Teacher: Last week, we shared our families' most impressive dishes in class, and we also invited everyone to ask their family members about the steps of making a family dish. Does anyone want to share?

Student: Me.

Teacher: Sure. Go ahead. What dish did you choose?

Student: It's Bitter Melon with Salted Eggs

Teacher: Why would you choose this dish? Is there a story behind it?

Student: Yes. One day I was sick, and the doctor said that eating bitter melon would help me recover faster. However, I hate the taste of them. Therefore, my mom by all means made different bitter melon dishes, hoping that I would eat them. Finally, one day she made Bitter Melon with Salted Eggs, and I surprisingly loved it!

Teacher: Wow! So when you think of this dish, you recall your mom's effort of making all of those dishes, right?

Student: Yeah. As long as I have this dish, I feel grateful.

Teacher: So meaningful. Thank you. I think that everyone has a different dish to talk about, and each dish has a different story behind it. Let's share our dishes and their stories with our group members now.

Student: Teacher, to what extent do we need to share?

Teacher: Please introduce the name of the dish, and explain the reason why you choose this dish. When a member finishes sharing, other members give him or her a big hand. If you like the story, sign your name on his or her worksheet. Is that clear?

Student: Yes, it's clear.

老師：上週我們在課堂上分享各自印象深刻的料理，也請各位同學回家訪問自己的家人料理的製作過程。有沒有同學想要分享呢？

學生：老師我想要分享。

老師：好。請說。你選擇的菜餚是什麼呢？

學生：是苦瓜鹹蛋。

老師：為何你會選擇這道料理呢？背後有什麼故事嗎？

學生：有的。有一次我生病，醫生說要吃苦瓜可以讓我更快恢復。可是我很討厭苦瓜的味道。於是，我媽媽就想盡辦法製作不一樣的苦瓜料理，希望我可以吃下去。總算有一天他做了苦瓜鹹蛋，我意外地吃下去了！

老師：哇！所以當你想到這道料理，你就會想到媽媽努力試菜的辛勞嗎？

學生：嗯。只要吃到苦瓜鹹蛋我就會覺得很感恩。

老師：非常有意義。謝謝你的分享。我想大家的準備分享的料理都不同，背後的故事也都不相同。現在我們就讓同組的成員互相分享你們佳餚和故事吧。

學生：老師，我們要分享到什麼程度？

老師：就像剛剛那位同學分享的方式，請介紹一下這道菜的名稱，並且說明你選擇這道菜的原因。當有人分享完後，請其他人拍手鼓勵。而如果你喜歡她的故事，請你在他的學習單上寫上你的名字。這樣清楚了嗎？

學生：是的，我們了解了。

## 單元二 家庭溝通

### Family Communication

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| 學習表現                             | 學習內容   |
|----------------------------------|--|
| 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。 |  |
| 家 Da-IV-1 家人溝通與情感表達。             | 學習目標：學生能夠回想與家人常有的互動模式，並學習正向的溝通技巧以達成更有效的溝通模式。 |

#### ■ 詞彙 Vocabulary

| 單字            | 中譯      | 單字       | 中譯      |
|---------------|---------|----------|---------|
| communication | (n.) 溝通 | argue    | (v.) 爭吵 |
| skill         | (n.) 技巧 | message  | (n.) 訊息 |
| conflict      | (n.) 衝突 | interact | (v.) 互動 |

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

### ① I had a conflict with \_\_\_\_\_ because \_\_\_\_\_.

例句：I had a conflict with my brother because he broke my favorite cup.

我和弟弟發生衝突，因為他打碎我最喜歡的杯子。

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

### 對話一 Dialogue 1

Teacher: Have you ever argued with your family members?

Student 1: Of course!

Student 2: My dad always gives me the silent treatment!

Teacher: It sounds like everyone has had an unpleasant experience. Can anyone share the reason for the conflict?

Student: I had a conflict with my mom yesterday because I was watching TV.

Teacher: Can you say a little more?

Student: I wanted to take a break and watched TV for a while after I got home. Afterwards, my mom found that I hadn't finished my homework. She then questioned me as to why I didn't complete my homework before watching TV all the time.

Teacher: How did you feel when you heard her words?

Student: She was ridiculous! I don't always do that, ok? I just felt particularly tired yesterday.

Teacher: Well, it sounds like you felt you were wronged. How did you reply to your mom?

Student: I said nothing. I turned off the TV and went back to my room.

Teacher: It sounds like you didn't want to interact with your mom anymore. Do you often act in that way when you are mad?

Student: Uh, maybe. I feel angry when she keeps nagging.

Teacher: Ok. Thanks for sharing. Sometimes we tend to escape or give others the silent treatment because we don't want to face conflicts and we don't know how to express our true feelings. It's alright. We are going to learn some communication skills next time.

老師：大家有和家人吵架的經驗嗎？

學生 1：當然有！

學生 2：我爸總是跟我冷戰。

老師：看起來大家都有些不愉快的經驗。有人可以分享一下你和家人吵架的原因嗎？

學生：我昨天就因為看電視跟媽媽起衝突。

老師：你可以說的詳細一點嗎？

學生：我回家之後想先休息一下，看個電視。結果我媽看到我還沒有寫作業就質問我「為什麼每次都不先做好份內的事？」

老師：當下聽到媽媽這麼說時，你有什麼感覺呢？

學生：我覺得她很荒謬！我才沒有每次都這樣，好嗎？我只是剛好昨天特別累而已。

老師：嗯，聽起來你覺得很委屈。你後來怎麼回應呢？

學生：我沒說話。我把電視關掉就回房間了。

老師：聽起來你沒有想要跟媽媽有更多互動了。你生氣的時候常常會用這樣的方式應對嗎？

學生：呃，應該是吧。我覺得再繼續聽媽媽嘮叨下去，我一定會被激怒。

老師：了解，謝謝你的分享。很多時候我們會用逃避或是冷戰的方式面對衝突，這其實是因為我們不知道如何表達真實的想法。沒有關係，下一節課我們就來學習正確的溝通技巧。

## 對話二 Dialogue 2

Teacher: Last week, I mentioned that I will teach everyone some communication skills. Do you guys remember that?

Student: Yes.

Teacher: Great. Before we start, I need you to find yourself a partner. Done?

Student: Yes!

Teacher: Good. Later on, I'm going to share a communication skill called "I message". After understanding the skill, we will practice using it with our partners by using some examples shared by our classmates last week. Any problem?

Student: I didn't come to class last week, teacher.

Teacher: Alright. You can ask your partner about the content.

Student: OK.

Teacher: "I message" is a communication skill where we use "I" as a subject. By applying this skill, you can realize the cause of your emotion and the other person can understand your need as well. Listen to this sentence. "Who would like to talk to you since you are so aggressive?" What do you think the speaker felt?

Student: She seemed to be angry.

Teacher: Yes. Why?

Student: Because the other person had a bad attitude.

Teacher: Great job. If using "I message", we can change the sentence like "When you have a bad attitude, I feel hurt", or "when you are mad at me, I don't know how to react." Now let's try and practice. Raise your hand if you have any problem.

老師：上週提到要來教大家一些溝通技巧。大家都還記得嗎？

學生：記得。

老師：太好了。在開始之前，我需要大家兩兩一組。都組好了嗎？

學生：組好了！

老師：好。等等我會教大家一個溝通技巧叫做「我訊息」。了解這個技巧之後，我們就利用上次同學分享的衝突作為例子，跟你的夥伴練習利用「我訊息」來溝通。這樣有沒有問題？

學生：老師我上個禮拜沒來，所以不太清楚同學分享的內容。

老師：沒關係。你可以詢問你的夥伴。

學生：好的。

老師：「我訊息」是一種以「我」為主詞的表達方式。這個技巧可以讓你在溝通時清楚自己的情緒為何而來，也能夠讓對方明白你的需求。聽聽這個句子。

「你那麼兇誰會理你？」各位想想說話的人感覺怎麼樣？

學生：感覺很生氣。

老師：嗯！那生氣的原因是什麼？

學生：因為對方態度很差。

老師：非常好。如果利用「我訊息」，我們可以改成：「當你態度不好的時候，我覺得很受傷」或是「當你對我很兇時，我不知道怎麼面對比較好。」現在請各組開始練習，有問題可以舉手。

## 單元三 愛家行動

### We Are Family

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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 | 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。      |
|-------------------------------|------|---------------------------------------|
| 家 Da-IV-2 家庭中不同角色的需求與合宜的家人互動。 |      | 學習目標：學生能夠回想與家人互動的情形與感受，並善用愛之語，表達家人之愛。 |

#### ■ 詞彙 Vocabulary

| 單字         | 中譯      | 單字         | 中譯      |
|------------|---------|------------|---------|
| frequency  | (n.) 頻率 | expression | (n.) 表達 |
| difference | (n.) 不同 | action     | (n.) 行動 |

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

① I know \_\_\_\_\_ about my family members.

例句：I know little/ much about my family members.

我不了解／了解我的家人。

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

### 對話一 Dialogue 1

Teacher: What do you think the biggest difference between elementary school and junior high school is?

Student: We have more and more homework, and we go to cram schools every day now.

Teacher: I see. I also found that everyone becomes busier. Since you are busy, does the frequency that you interact with family members reduce?

Student: Yes.

Teacher: Then when do you usually interact with them?

Student: After my classes my mom will ask me about what had happened at school, and I would share. We chat for about thirty minutes and then I will go back to my bedroom.

Teacher: I see. How about when you were in elementary school?

Student: I could go home right away after school. I usually had dinner and watched TV with my parents at night.

Teacher: I saw many of you nodding. It seems that some of you have the same experience. Now I would like you to do an activity. Does everyone have a worksheet?

Student: Yes.

Teacher: Good. Take a look at the title and read it aloud.

Student: "Recall your daily routine and record it in the table. After finishing, please mark the activities related to your family."

Teacher: Very good. You can realize the frequency you interact with your family members after completing the worksheet. After everyone has finished, we'll do some group discussion.

老師：你們覺得國中和國小最大的差別是什麼？

學生：功課變多了，而且現在每天都要補習。

老師：沒錯。老師也觀察到大家變得很忙碌。在這麼忙碌的生活中，你們跟家人互動的頻率是否有減少呢？

學生：有。

老師：那現在你和家人通常會在什麼時機互動呢？

學生：補習班下課之後。媽媽會問我在學校發生的事，然後我會分享一下。大概 30 分鐘後我就回房間了。

老師：了解。那在國小的時候？

學生：國小的時候放學就回家了。我晚上都會跟家人一起吃飯、一起看電視。

老師：老師看到許多同學都在點頭，看來許多同學都有同樣的經驗。接下來老師要進行一個活動。大家都有拿到學習單嗎？

學生：拿到了。

老師：很好。請大家看到學習單，並一起念一下標題的敘述。

學生：「請回想每天的作息，並記錄在表格中。紀錄完成之後將「與家人相關」的活動圈起來。」

老師：非常好。從這個紀錄表我們可以觀察自己與家人互動的頻率。等大家都記錄完，我們會進行小組討論。

## 對話二 Dialogue 2

Teacher: Last week, we recorded the frequency of interaction with family members. Today we are going to talk about the expression of love to them. Does anyone want to share first?

Student: Saying “I love you” to my parents sounds strange.

Teacher: Oh? Expressing love by speaking sounds difficult to you. However, instead of speaking, there are various ways to express love. Does anyone know?

Student: We can take action.

Teacher: Good! What kind of action can you take?

Student 1: I will write cards for my parents on their birthdays.

Student 2: I will watch my mom’s favorite soap opera after she gets off from work.

Teacher: These two methods are both fantastic. Actually, they can both refer to different “love languages”. Let’s now do a small test, which can help you to realize the way of expression and acceptance of love you are used to. Please turn to page 100.

Student: OK.

Teacher: Here are ten questions. Please choose the option you prefer most, which means there is no correct answer. So far, so good?

Student: Teacher, what do the letters mean beside the options?

Teacher: Good question. After you finish the test, please add up the number of each letter.  
Each letter represents words of affirmation, quality time, receiving gifts, acts of service, and physical touch individually.

Student: Some of these are a little difficult to understand.

Teacher: Don't worry. After the results come out, I will fully explain their meanings.

老師：上週我們請大家紀錄與家人互動的頻率。今天我們要來對家人表達愛的方式。有沒有同學願意先跟我們分享呢？

學生：跟家人說我愛你感覺好奇怪。

老師：喔？聽起來你覺得言語表達愛對你來說有點困難。不過其實除了言語表達，表達愛的方式還有很多種喔。有沒有同學想到呢？

學生：可以採取實際行動。

老師：很好！你們會用什麼樣的實際行動向家人表達愛呢？

學生 1：我會在爸媽生日的時候寫卡片給他們。

學生 2：我會在媽媽下班之後陪他看連續劇。

老師：這兩種方式都非常棒。事實上，這兩種方式分別對應到不同的愛之語。我們現在來做一個小測驗，幫助同學們認識自己習慣表達愛及接受愛的方式。請大家翻到課本第 100 頁。

學生：好的。

老師：這裡有十題題目。請大家從兩個選項中選出比較喜歡的選項，代表每一題都沒有標準答案。到這裡有任何疑問嗎？

學生：老師，選項旁邊的字母代表甚麼意思？

老師：好問題。等大家做完測驗之後，請你們統計五個字母分別的數量。這些字母分別代表武忠愛之語，分別為肯定的言詞、精心的時刻、真心的禮物、服務的行動及身體的接觸。

學生：有些聽起來很難懂。

老師：大家先別急。統計結果之後我會跟大家詳細說明。

# ★ 童軍 ★

## 單元一 野外探險

## Adventure

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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  | 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： | 1.學生能夠說出野外活動的經驗。<br>2.學生能夠與同儕合作完成風險評估計畫書。 |

### ■ 目標詞彙 Target Vocabulary

| 單字          | 中譯         | 單字            | 中譯      |
|-------------|------------|---------------|---------|
| outdoor     | (a.) 戶外的   | assessment    | (n.) 評估 |
| challenging | (a.) 具挑戰性的 | rock climbing | (n.) 攀岩 |

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

### ① I have experienced (outdoor activity) .

例句：I have experienced mountaineering.

我有登山過。

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

### 對話一 Dialogue 1

Teacher: Please check the attendance of your group. Is anyone absent today?

Student: Teacher, we are group five. Number 13 is absent today.

Teacher: I see. Let's start our class now.

Teacher: Do you know what kind of activities are called outdoor activities?

Student: Yes, rock climbing is an outdoor activity.

Teacher: Excellent! any others?

Student: Teacher, is parkour an outdoor activity?

Teacher: Of course. This is a popular outdoor activity of your generation. Nice answer.

Teacher: Let me ask you another question. Have you ever experienced any challenging outdoor activity?

Student: Me! I have experienced mountaineering.

Teacher: Interesting. Can you tell us why mountaineering is so challenging?

Student: Sure. I think mountaineering is challenging because we may hurt ourselves if we don't mind our steps.

老師：請各組確認一下組員的出席狀況。有人今天沒來嗎？

學生：老師我們是第五組，今天 13 號沒來。

老師：好的了解。現在我們開始上課。

老師：你們知道哪些活動稱作野外活動嗎？

學生：知道，像是攀岩就是一種。

老師：非常好！還有嗎？

學生：老師，跑酷算不算一種戶外活動？

老師：非常好！這是現在你們這一代很流行的戶外活動。很棒的回答喔。

老師：讓我來問問你們另一個問題。同學們有曾經挑戰過刺激的野外活動嗎？

學生：我有！我曾經挑戰過登山。

老師：有意思喔！你可以告訴我們大家為什麼你認為登山非常具有挑戰性嗎？

學生：可以。我認為登山很有挑戰性是因為要是一不小心沒踩穩，我們很容易就受傷了。

## 對話二 Dialogue 2

Teacher: Can anyone tell me what we did last time?

Student: We shared our experiences with our group members and learned the importance of risk assessment.

Teacher: Great. Following that, today we are going to try to set your own risk assessment plan. TA, can you pass down the worksheets for me?

Student: Sure. One for each group?

Teacher: Yes. Let's take a look at the worksheet. What do you see in the first column?

Student: The title of your outdoor activity plan.

Teacher: Right. In this section, I need you to have a group discussion and complete two missions. First, choose one of the outdoor activities we mentioned last week for your plan. Second, give your plan an interesting title and fill in the blank. Is that clear?

Student: Yes. How much time do we have?

Teacher: I will give you 10 minutes. If your group finishes the first section before the time is up, you can discuss the second section, which is about the risk assessment. You can list at least three possible risks. So far so good?

Student: Yes, we understand.

Teacher: Wonderful! Now, let's get ready to begin.

老師：有沒有同學可以我們說說看上週我們做了什麼？

學生：我們上次跟組員分享了自己的經驗，還有學習風險評估的重要性。

老師：很好。今天我們要接著試試看擬定你們自己的風險評估計畫喔。小老師，可以麻煩你幫我發一下學習單嗎？

學生：可以。是每組一張嗎？

老師：是的每組一張。現在我們來看看這張學習單。你在第一欄看到了什麼？

老師：野外活動名稱。

學生：是的，在這個部分，我需要你們小組討論。請完成兩個任務。首先，各組決定一個我們上次討論過的野外活動來擬訂計畫；再來，請你們為這份計畫起一個有趣的標題名稱。這樣清楚嗎？

學生：清楚，我們有多少討論時間？

老師：你們有十分鐘的時間。如果你的組別第一部分提早完成了，可以往下討論第二部分，也就是風險評估的環節。你們可以列出至少三個可能存在於這個活動的風險。到目前為止有問題嗎？

學生：沒有問題，我們都了解了。

老師：太棒了！現在準備倒數計時開始。

## 單元二 野地求生

### Wilderness Survival

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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<br>學習內容                      | 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 Cc-IV-1 戶外休閒活動的安全、風險管理與緊急事件的處理。 | 學習目標：學生能夠認識於野地求生常用的工具，並學習其操作方式。       |

#### ■ 詞彙 Vocabulary

| 單字        | 中譯       | 單字        | 中譯        |
|-----------|----------|-----------|-----------|
| wristband | (n.)手環   | direction | (n.)方向、方位 |
| survival  | (n.) 生存  | north     | (n.) 北方   |
| compass   | (n.) 指北針 | south     | (n.) 南方   |
| arrow     | (n.) 箭頭  | west      | (n.) 西方   |
| needle    | (n.)指針   | east      | (n.) 東方   |

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

### ① The direction is north/south/east/west.

例句：The direction is north.

這個方位是北方。

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

### 對話一 Dialogue 1

Teacher: Does anyone remember what we did last time?

Student: We made our own risk assessment plan.

Teacher: Cool beans! We noticed the importance of preparation when doing outdoor activities in previous lessons. Today, we are going to learn some practical skills to save yourself when you are in danger.

Teacher: Let's take mountaineering as an example. Can anyone tell me what dangers we might face when going mountaineering?

Student: I think I might get lost in the mountains.

Teacher: Oh yes, that's possible. Most of us don't have a good sense of direction, especially in the mountains, right?

Student: Yes, but sometimes I cannot figure out directions even when I read a map.

Teacher: Don't worry. Let's learn how to make a survival wristband that can help us quickly check our direction.

Student: Teacher, should we take out the scissors and a coil of rope you asked us to bring last time?

Teacher: Yes. To make a survival wristband, we also need a vital thing that can show us direction. Does anyone know?

Student: A compass?

Teacher: Wonderful! TA, please pass down a compass to everyone. Once you get it, turn the circle until the needle points to the arrow.

老師：有人還記得我們上次課堂上了什麼嗎？

學生：我們擬定了自己組別的風險評估計畫表。

老師：太棒了。我們前幾次上課已經了解到從事戶外活動前的準備有多重要了，今天我們要學習一些實用的技巧，讓你在面臨危險時可以自救喔。

老師：我們以登山為例好了。有人可以告訴我登山時可能會遇到什麼危險嗎？

學生：我想我會在山林裡迷路。

老師：噢對，這非常有可能。我們大部分的人都沒什麼方向感，尤其又在山區對吧？

學生：沒錯，但我有時候就算看了地圖也搞不清楚方向。

老師：別擔心，我們現在就來學習如何製作求生手環，幫助你快速地確認你的方位。

學生：老師，我們現在是該拿出上次你叫我們帶來的剪刀和繩子了嗎？

老師：是的。要製作求生手環，我們還需要一個很重要可以指引方向的東西喔！有人知道是什麼嗎？

學生：是指北針嗎？

老師：答對了！小老師請幫我發給每個人一個指北針。拿到之後請旋轉指北針，讓磁針對準箭頭。

## 對話二 Dialogue 2

Teacher: Let's take a look at your own compass. What do you see on the compass?

Student1: A needle.

Student2: N, E, S, W

Teacher: Great. There are a needle and four directions: east, west, south and north. Where is the needle pointing?

Student: To the north.

Teacher: Correct. Imagine you're standing in the middle of an open field, and you want to go north. What should you do?

Student: Uh, should I point the arrow to the north?

Teacher: Exactly! You point the arrow to the north on the compass. Now, where would you be heading?

Student: To the north!

Teacher: You're doing well. The compass helps us find our way and go in the right direction.  
If you want to go south, east, or west, how would you position the compass?

Student: Should I turn the compass until the south, east, or west points to where I want to go?

Teacher: Perfect! You're getting it. Now, who wants to show us how to find different directions using the compass?

老師：看看你們自己的指北針。指北針上有什麼？

學生 1：一根針。

學生 2：北、東、南、西。

老師：很好，有一根指針和四個方向：東、西、南、北。針指向哪裡？

學生：指向北。

老師：正確。想像一下，你站在空曠的地，想往北走。你該怎麼做？

學生：嗯，我應該把箭頭指向北嗎？

老師：沒錯！你把箭頭對準指南針上的北。那麼，你會往哪裡走？

學生：往北走！

老師：做得好！指北針可以幫助我們找到方向，走向正確的方向。如果你想往南、東或西走，你會如何定位指南針？

學生：我應該轉動指北針，直到南、東或西指向我想去的地方嗎？

老師：非常好！你掌握得很好。現在，誰想要展示如何使用指北針找到不同的方位呢？

### 單元三 野外食驗

### Eat in the Wild

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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。

| 學習表現<br>學習內容                    | 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：學生能夠認識野外飲食與野炊的正確知識，以及野外求生的策略。    |

#### ■ 詞彙 Vocabulary

| 單字             | 中譯               | 單字       | 中譯      |
|----------------|------------------|----------|---------|
| drinking water | (n.) 飲用水         | menu     | (n.) 菜單 |
| filter         | (n.) 過濾器 (v.) 過濾 | material | (n.) 材料 |
| funnel         | (n.) 漏斗          | plant    | (n.) 植物 |

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

### ① Generally speaking, a poisonous plant has the characteristic of \_\_\_\_\_.

例句：Generally speaking, a poisonous plant has the characteristic of having bright colors.

通常有毒的植物的特徵是顏色很鮮豔。

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

### 對話一 Dialogue 1

Teacher: What can we do if we don't have enough drinking water in the wild?

Student 1: I've heard someone on TV say that we should drink our urine.

Student 2: Oh, that's terrible and disgusting.

Teacher: Relax, everybody. Firstly, drinking our urine is actually needed when we are not able to find a water source. However, of course, it is not the best option. There are some skills to help us to make clean drinking water by ourselves.

Student: Really? How?

Teacher: The first skill is making a simple water filter. To make it, we need a PET bottle. Now everyone, take out the bottle you prepared for today's class.

Teacher: Next, cut the bottle in half and hold it like a funnel. Any problem?

Student: Teacher, how can it become a filter? There is nothing inside the bottle.

Teacher: Good question. We still need to add some other materials, including charcoal, sand, small rocks and big rocks, to complete the filter. Here comes a question: In what order should I put these materials?

Student: I think the big rocks should be on top.

Teacher: That's correct! Can you tell us why?

Student: Sure. I think that there is a bigger spacing between big rocks than that between small rocks. So when we pour down dirty water, the impure water can be successively filtered.

Teacher: Wonderful! Thanks for answering. Knowing the background knowledge, let's now try to complete your own water filter.

老師：如果在野外我們的飲用水不夠了該怎麼辦？

學生 1：我在電視上聽過有人說要喝自己的尿欸！

學生 2：噢，這實在是太糟糕、太噁心了。

老師：冷靜，各位。首先，當我們找不到水源時我們確實必須喝自己的尿。不過這當然不是首選。有一些技巧可以幫助我們自己製作乾淨的飲用水。

學生：真的嗎？該怎麼做？。

老師：第一個技巧就是自製簡易濾水器。要做這個濾水器首先我們需要一個寶特瓶。現在請大家拿出事先為今天的課程準備的寶特瓶。

老師：接著將瓶子切對半並拿成像漏斗的樣子。有沒有問題？

學生：老師這怎麼會成為濾水器啊？這裡面沒有任何東西呀！

老師：好問題，我們還需要一些材料才能完成這個濾水器，包含木炭、沙子、小石頭跟大石頭。試問大家放入這些材料的正確順序是什麼呢？

學生：我覺得大石頭要放在最上面。

老師：答對了！你可以跟我們解釋你的理由嗎？

學生：好的。我個人認為大石頭之間的空隙比小石頭的來得大，所以當我們把髒水倒進去，水裡的雜質就可以一層層地過濾。

老師：真的是太棒了！謝謝你的回答。現在我們了解背景知識了，我們就來把自己的濾水器完成吧！

## 對話二 Dialogue 2

Teacher: Has everyone gathered with their group members?

Student: Yes. What are we going to do today, teacher?

Teacher: Today we are going to design menus by ourselves. Please take a look at the worksheets on your desks. Is there any group that has not received the worksheet?

Student: Here!

Teacher: Alright, please have a member come here and take one. Before filling the worksheet, I want everyone to imagine that you are now camping in the wild. However, unfortunately, the food you prepared is not enough. Accordingly, you need to cook a meal by using local materials.

Student: Teacher, will the materials be limited?

Teacher: Good question. Please take the animals and plants that will appear in the wild as your first choice. You can refer to those which are presented in the textbook.

Student: Received.

Teacher: Before we start, every group needs to come to the front and draw straws. The difficulties that you will encounter in the wild are written on the sticky notes. You should consider them when you are designing the menu.

Teacher: Let's take one group as an example. Group one, can you share the description on your note with us?

Student: It says "the branches around you are all wet because of the rain"

Teacher: Ok. It sounds that group one should consider the difficulty of building a fire when designing their menu. You should come up with at least one solution and write it down on the worksheet. Is that clear enough?

Student: Yes.

老師：每個人都跟自己的組員聚在一起了嗎？

學生：有。老師我們今天要做什麼？

老師：今天我們要來設計自己的野炊菜單。現在請各組看到桌上的學習單，有組別沒有拿到嗎？

學生：老師，我們沒有！

老師：好的，請一個人到前面跟我拿。在填寫學習單之前，我想請大家想像自己現在就在野外露營。然而，不幸地，你們準備的糧食不夠了，因此需要就地取材做出一份料理。

學生：老師那請問食材有限定嗎？

老師：好問題。材料請以野外會出現的動植物為主，可以參考之前我們課本介紹的動植物。

學生：了解。

老師：在我們開始設計菜單之前，請各組來前面抽一支籤。籤紙上會呈現該組在野外遇到的難題，請各組在設計菜單時也要將這個限制考慮進去。

老師：我們以某組作為舉例好了。第一組，可以請你們分享籤紙上的內容嗎？

學生：上面寫「你們周遭可以生火的樹枝都被雨水浸濕了。」

老師：好，聽起來第一組在設計菜單時就必須考慮生火的困難，提出你們的解決方案，並記錄在學習單上。這樣大家清楚了嗎？

學生：了解了！

## 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

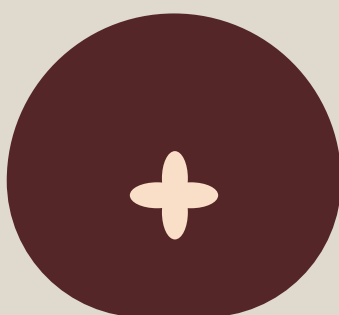
[ 八年級下學期 ]

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in the Domain of Integrative Activities: Instructional Language in  
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