

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

〔 九年級下學期 〕



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★ 輔導 ★

單元一 與世界「童」遊 Scouting around the World

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■ 前言 Introduction

綜-J-C3 探索世界各地的生活方式，理解、尊重及關懷不同文化及族群，展現多元社會中應具備的生活能力。

學習內容	學習表現	3c-IV-1 探索世界各地的生活方式，展現自己對國際文化的理解與尊重。
童 Ab-IV-2 世界童軍活動資訊的蒐集與分享，以培養國際觀與全球關懷。	學習目標：	1. 學生能從自我經驗了解認識世界文化之差異。 2. 學生能認識世界童軍活動資訊並參與童軍活動。

■ 詞彙 Vocabulary

單字	中譯	單字	中譯
international	(a.)國際的	respect	(n.)尊重
global	(a.)全球的	When in Rome, do as the Romans do.	(phr.)入境隨俗
exchange	(v.)(n.)交換、交流	scouting	(n.)童子軍活動
volunteer	(v.)志願(n.)志願者	tie a knot	(phr.)打繩結

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

① Sb. have/has experience in _____.

例句：I **have experience in** scouting.

我有童軍經驗。

② go+ V-ing

例句：I will **go camping** with my friends this Sunday.

我這個周日要和朋友去露營。

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

對話一 Dialogue 1

Teacher: Do you have any international experience? For example, you might have volunteered abroad, been an exchange student or traveled overseas.

Student: Yes. Last semester, there were 15 students from our partner school in Korea who came to our class.

Teacher: I remember. What did you do? How did you feel?

Student: We took them to visit our campus and we enjoyed lunch in the classroom together. We had fun together.

Teacher: It must be an unforgettable memory. According to your observation, what was the biggest cultural difference between Korea and Taiwan?

Student: We spoke different languages.

Teacher: Yes, it's quite an obvious difference. How did you feel?

Student: At first, we felt frustrated. Fortunately, body language as well as paper and pen solved some of the difficulties.

Teacher: Great! There are a variety of ways for communication. Any other findings?

Student: One of the Korean students told us that Taiwanese chopsticks are not handy for them. Korean people are used to metal and flat chopsticks. They are different from our disposable chopsticks, which are round shape and made of wood.

Teacher: It's new knowledge for me. Thank you for sharing it. What was your response?

Student: It was hard for us to find flat chopsticks. The good thing is that they are nice and polite. They said it was a new experience for them, and they were happy to try it.

Teacher: As the saying goes, "When in Rome, do as the Romans do." It was an expression of cultural respect.

老師：你們有任何國際經驗嗎？例如：到國外做志工服務、當交換生，或是到國外旅遊。

學生：有。上學期，韓國姊妹校有 15 位學生來到我們班。

老師：我想起來了。你們做了什麼？感覺如何？

學生：我們帶他們參觀校園，接著一同在教室享用午餐。我們相處得很開心。

老師：肯定是難忘的回憶。根據你們的觀察，韓國與台灣最大的文化差異是什麼？

學生：我們說的語言不同。

老師：對，這是很顯著的差異。感覺怎麼樣？

學生：一開始我們感到挫折。幸好肢體語言還有紙筆解決了障礙。

老師：很棒！溝通有很多不同的形式。還有其他觀察嗎？

學生：有一個韓國學生告訴我們，這裡的筷子對他們來說，不太順手。韓國人習慣用金屬製的扁平筷子。這和我們這邊的原柱狀、木製的免洗筷不太一樣。

老師：這讓我大開眼界了。感謝你們的分享。那你們的回應是什麼？

學生：我們不太可能取得扁平的筷子。好在她們人很親切且有禮貌。他們說，這是一個新的體驗，他們很樂意試看看。

老師：俗話說的「入境隨俗」。這是一個文化尊重的表現。

對話二 Dialogue 2

Teacher: Do we have any scouts in the class? No?

Student: **I had experience in scouting** when I was an elementary student.

Teacher: Anyone else? Who used to be a scout?

Student: Me, too. I was a scout for two years in elementary school.

Teacher: What did you do in Scouting?

Student: **We went camping, mountain climbing,** and we learned how to tie different kinds of knots.

Teacher: Great! The purpose of scouting is to develop important life-skills for young people so that they can explore the world beyond the classroom and make a positive contribution to society.

Student: Do other countries have scouting, too?

Teacher: Yes. We also have international scouting organizations all over the world.

Student: I heard of them. It is called the World Organization of the Scout Movement.

Teacher: You are right. It is one of them. The well-known activity held by the World Organization of the Scout Movement is the World Scout Jamboree. It is a grand camping event, typically attended by 50,000 Scouts from around the world, aged 14 to 17.

Student: When and where will they hold the Scouting jamboree?

Teacher: The 25th World Scout Jamboree will take place in August 2023 in South Korea.

老師：我們班上有童子軍嗎？沒有嗎？

學生：我國小的時候曾經是。

老師：其他人呢？有人當過童子軍嗎？

學生：我也有。我在小學當過兩年。

老師：你們在童軍活動中，做了什麼？

老師：我們去露營、爬山，以及學習多種繩結的打法。

學生：不錯！童軍活動的目的是在培養年輕人重要的生活技巧。如此一來，他們就能夠探索教室外的世界並且為社會帶來良好的貢獻。

老師：其他國家也有童軍活動嗎？

學生：有。世界上還有國際的童軍組織。

老師：我聽過。叫做世界童軍運動組織。

學生：沒錯，這是其中一個。世界童軍運動組織舉辦的頗負盛名的活動是「世界童軍大露營」。這是一個大露營活動，每次吸引約五萬位童子軍前來參加。這些童子軍來自世界各地，年齡大約 14 到 17 歲。

老師：童軍大露營在什麼時候以及在這裡舉辦呢？

學生：第 25 屆童軍大露營將在 2023 年 8 月的韓國舉行。

單元二 心世界

Love for the World

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■ 前言 Introduction

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學習內容	學習表現
	3c-IV-1 探索世界各地的生活方式，展現自己對國際文化的理解與尊重。
<p>童 Ab-IV-2 世界童軍活動資訊的蒐集與分享，以培養國際觀與全球關懷。</p> <p>童 Bb-IV-4 國際服務活動的參與與文化交流。</p>	<p>學習目標：</p> <ol style="list-style-type: none"> 1. 學生能認識聯合國永續發展目標。 2. 學生能參與世界服務行動，落實永續發展目標。

■ 詞彙 Vocabulary

單字	中譯	單字	中譯
Sustainable Development Goals (SDGs)	(n.)永續發展目標	initiate	(v.)發起
poverty	(n.)貧窮	aid	(v.) (n.)援助
gender equality	(n.)性別平等	right	(n.)權力
hunger	(n.)飢餓	partnership	(n.)夥伴關係

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

① Have/Has Sb. seen/heard of _____?

例句：**Have** you **seen** the picture?

你看過這張照片嗎？

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

對話一 Dialogue 1

Teacher: Look at these pictures. **Have you seen them before?**

Student: Yes, I saw the sixth one posted on the drinking fountain machines on campus.

Teacher: Good. You have keen observation. It is about clean water and sanitation.

Student: Are those pictures related to environmental protection?

Teacher: You can say that again. Exactly, but their goal is wider. They are dedicated to helping the world reach peace and prosperity. Now, let's read out the title.

Student: The Sustainable Development Goals, SDGs.

Teacher: Great. It is also known as the Global Goals. They were founded by the United Nations in 2015 as a global call to action. These 17 goals ensure that by 2030 all people enjoy peace and prosperity. Please read out the 17 SDGs together.

Student: No Poverty, Zero Hunger, Good Health and Well-being, Quality Education, ... Partnerships to achieve the Goals.

Teacher: Excellent. Is there any word that you don't understand? Please do your best to ask.

Student: What does poverty mean?

Teacher: Poverty means very poor, not having enough money to meet basic needs including food, clothing, and a place to live.

老師：看一下這些圖。你們之前有看過嗎？

學生：有。我在校園的飲水機上看過第六張圖貼在上面。

老師：很好。你的觀察力很入微。這張是淨水與衛生。

學生：那些圖都跟環保有關嗎？

老師：沒錯！確切來說，他們的目標更廣。他們致力於幫助世界達到和平和蓬勃發展。現在，一起唸出標題。

學生：永續發展目標(SDGs)。

老師：很好。永續發展目標又被稱為世界目標。聯合國在 2015 年建立這些目標，呼籲全球實踐這 17 項目標，確保 2030 年前，所有人能夠享受和平與繁榮。請一起唸出這 17 項指標。

學生：消除貧窮、終止飢餓、良好健康與社會福祉、品質教育.....促進目標實現之全球關係。

老師：很好。你們有哪個單字不瞭解嗎？盡量問。

學生：poverty 是什麼？

老師：貧窮意思是非常窮困，沒有足夠的錢能滿足基本的需求，包含食物、衣服和住所。

對話二 Dialogue 2

Teacher: Next, we will do a group task. Please group together as last week.

Student: Okay. What do we need to take with us?

Teacher: Just take your pencil box or pens with you. Is everyone in their group?

Student: Yes.

Teacher: Today, we're going to participate in an activity called "Write for Rights".

Has anyone heard of it before?

Student: I have. It's like writing letters to aid people in need in other countries.

Teacher: Exactly. Now, open your tablets and search for the keyword "Write for Rights." Please tell me which international organization initiated this activity.

Student: I found it! It's Amnesty International.

Teacher: Correct. Amnesty International has branches in various countries, including Taiwan. So now, please access the website and discuss with your group members a person you want to support.

Student: Wow! There are many different issues.

Teacher: Yes. On the worksheet, there's a column to fill in the SDGs. After you've decided on the person you want to support, write down which SDG(s) he or she should belong to.

Student: If there's more than one, can we write two?

Teacher: Of course. Alright, let's start searching and recording now!

老師：接著，我們來做團體任務。請按照上周的組別分組坐好。

學生：好。我們需要帶什麼嗎？

老師：帶鉛筆盒或筆就好。各組都到齊了嗎？

學生：都到了。

老師：今天我們要進行寫信馬拉松的活動。有人聽過寫信馬拉松嗎？

學生：我聽過。好像是寫信聲援一些國外的受難者。

老師：非常好。現在打開平板，並搜尋關鍵字「寫信馬拉松」。請告訴我這個活動是由哪一個國際組織發起的？

學生：我找到了。是國際特赦組織。

老師：沒錯。國際特赦組織在各國都有分會，台灣也有喔。所以現在請大家進入網站，並和組員討論一位你想要聲援的對象。

學生：有很多不同議題呢。

老師：是的。在學習單上有一欄需要填寫 SDGs。請你們確定要聲援的對象之後，判斷其應該屬於 SDGs 的哪一項。

學生：如果超過一個，可以寫兩個嗎？

老師：當然可以。好的，現在開始搜尋與紀錄吧！

單元三 國際行動使者

International Actor

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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	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。
童 Db-IV-2 人文環境之美的欣賞、維護與保護。 童 Db-IV-1 自然景觀的欣賞、維護與保護。	學習目標：	1. 學生能透過課程活動討論環境保育及維護方式。 2. 學生能規劃與執行合適的休閒活動。

■ 詞彙 Vocabulary

單字	中譯	單字	中譯
agree	(v.)同意	beforehand	(adv.)事前地
disagree	(v.)不同意	preparation	(n.)準備
landmark	(n.)景點	crisis	(n.)危機

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

① Do you agree or disagree that (clause) ?

I agree./ I disagree. I think (reason) .

例句：①: **Do you agree that** the Queen's Head should be artificially intervened to prevent it from breaking?

②: I agree. The Queen's Head is a cool landmark, and it would be a shame if it broke off.

①: 你們同意女王頭應該透過人為介入，保護他不至斷裂嗎？

②: 我同意。女王頭是很酷的景點，斷掉很可惜。

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

對話一 Dialogue 1

Teacher: Have you seen this picture?

Student: It's the Queen's Head in Yehliu.

Teacher: Yes. Has everyone seen it in person?

Student: I saw it when I went on a trip with my family before.

Teacher: The Queen's Head is a natural formation, but it's also facing a significant crisis.

Student: Decapitated!

Teacher: Haha, indeed. So, do you agree that the Queen's Head should be artificially intervened to prevent it from breaking?

Student: Yes, I agree. The Queen's Head is a cool landmark, and it would be a shame if it broke off.

Student: No, I disagree. I think since it's a natural formation, breaking off is also part of natural phenomena.

Teacher: It sounds like everyone has different opinions. Now, everyone stand up. If you agree with artificial intervention, stand in front of the classroom; if you disagree, stand at the back of the classroom.

老師：你們看過這張圖片嗎？

學生：是野柳的女王頭。

老師：是的。大家都親眼去看過嗎？

學生：我之前和家人去旅遊時看過。

老師：女王頭是自然形成的景觀，但同時他也面臨很大的危機。

學生：斷頭！

老師：哈哈，是的。那你們同意女王頭應該透過人為介入，保護他不至斷裂嗎？

學生：我同意。女王頭是很酷的景點，斷掉很可惜。

學生：我不同意。我覺得既然是自然景觀，那麼斷掉也是自然現象的一部份。

老師：聽起來大家都有不同的想法。現在全班起立，你同意人為介入的人站到教室前方；不同意的人請站到教室後方。

對話二 Dialogue 2

Teacher: There are many types of travel. Can you think of some?

Student: Camping.

Student: Foodie tours.

Teacher: Good. What preparations do you need to make before camping?

Student: We need to prepare camping gear.

Student: And also check the weather at the campsite.

Teacher: Good job! Now, what preparations should you make for a foodie tour?

Student: We definitely need to check the restaurant's days off. I once wanted to go to a famous restaurant, but it was closed when I got there.

Teacher: That's too bad! So, do you know what the most important part of traveling is now?

Student: A preparation beforehand.

Teacher: Exactly. Now I'll give each group a different type of travel, and I want you to analyze what preparations they need to make beforehand.

老師：旅行有分成很多種類，你們能想到那些？

學生：露營。

學生：美食之旅。

老師：很好。請問大家露營之前需要做哪些準備？

學生：要準備露營包。

學生：還要勘查露營地的天氣。

老師：不錯喔！那如果是美食之旅，應該要做什麼準備？

學生：一定要查店家的公休日。我之前想去一家很有名的店，到了現場才發現他公休。

老師：太可惜了！所以你們知道旅行最重要的環節是什麼了嗎？

學生：事前準備工作

老師：沒錯。現在我會給各組不同的旅行類型，請你們分析他們各自需要做到哪些事前準備工作。

★ 家政 ★

單元一 夢想中的未來 My Future in My Dream

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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。

學習內容	學習表現	1c-IV-2 探索工作世界與未來發展，提升個人價值與生命意義。
輔 Ca-IV-1 生涯發展、生涯轉折與生命意義的探索。 輔 Bc-IV-1 主動探究問題、高層次思考的培養與創新能力的運用。		學習目標： 1. 學生能透過生涯幻遊活動認識自己的生命故事以及未來圖像。 2. 學生能利用強弱分析技術判斷工作世界中不同職業的優弱勢與風險機會。

■ 詞彙 Vocabulary

單字	中譯	單字	中譯
meditation	(n.)冥想	strength	(n.)優勢
recall	(v.)回憶；回想	weakness	(n.)劣勢
connection	(n.)連結；關聯	opportunity	(n.)機會
career	(n.)生涯	threat	(n.)威脅

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

① _____ stands for _____.

例句：SWOT **stands for** Strengths, Weaknesses, Opportunities and Threats.

SWOT 分析代表優勢、弱勢、機會、威脅。

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

對話一 Dialogue 1

Teacher: OK, you can gradually open your eyes now. You have gone through meditation about your life experiences. Now I want you to take out your pen and draw images on the paper in front of you.

Student: I recollect many images. Can I draw all of them?

Teacher: Of course. You can draw any life stories that you recalled during your meditation. Then, think about its connection with your career.

---(students are drawing) ---

Teacher: Has everyone finished? Let me take a look if you have finished. Good. I want you to share your drawing and your life career with your neighbors. Two to three people in a group.

---(students are sharing) ---

Teacher: I heard you discussing vigorously. Who volunteers to share their story with the class?

Student: I do.

Teacher: Thank you, Jenny. You can bring your drawing forward.

Student: I recalled the day of a singing contest when I was a fourth grader. I love singing and I want to be a singer in the future. I would like to major in music during vocational school and university.

Teacher: Thanks for sharing. You sing well, Jenny. Keep going. One day, you will realize your dream.

老師：現在，你可以慢慢地張開眼睛。剛剛經歷了一場生命經驗的幻遊(冥想)。接著，拿出你的筆，將剛剛幻遊中出現的意象畫在紙上。

學生：我回想起很多畫面。我可以把每一個都畫下嗎？

老師：當然可以。你可以畫出你在冥想過程中，回憶起的任何生命故事。接著，思考看看和自己生涯的關聯性。

(學生繪畫中)

老師：大家都完成了嗎？完成的人請給我一個眼神。很好。我要你們和周圍的同學分享你的作品和生涯故事。兩到三人一組。

(學生與周圍分享)

老師：我聽到你們討論得很熱絡。有誰自願向全班分享你的故事呢？

學生：我自願。

老師：謝謝你，珍妮。你可以帶著你的畫作到前面。

學生：我想起我在小四那年，參加歌場比賽的日子。我很喜歡唱歌，未來想當一名歌手。我在高職和大學想要主修音樂。

老師：謝謝你的分享。珍妮唱歌很好聽。持續努力，有一天，你會實現你的夢想。

對話二 Dialogue 2

Teacher: Have you seen the chart on the blackboard?

Student: SWOT? It's my first time seeing it.

Teacher: Based on the explanation at the right corner, could you tell me what the four letters in SWOT stand for?

Student: **SWOT stands for Strengths, Weaknesses, Opportunities and Threats.**

Teacher: Excellent. Who can explain the meanings of the four words? Or what is the function of SWOT?

Student 1: Strengths are things that you are good at.

Student 2: Weaknesses are things that you lack, or you are not good at.

Teacher: You explain it very clearly. I will give you some points. How about opportunities and threats? Nobody? Opportunities are chances that make it possible for you to do something. The meaning of threat is just the opposite. Who wants to try?

Student 3: Threats are dangers or destructive things that make something unwanted happen.

Teacher: Great job! SWOT analysis is a method for analyzing a person's or a thing's internal strengths, weaknesses, external opportunities, and threats. It guides you to play to what you do well, make up for what you're lacking, hold on to chances, and lessen risks.

Student: Everyone has their own SWOT result.

Teacher: That's right. Each job or decision has, too. Today, we are going to use SWOT to analyze yourselves and your dream careers. Has everyone got a worksheet? Make sure you have your name and student ID written on it.

Student: Yes.

Teacher: Great! Now, look at the blackboard. I'm going to demonstrate how to analyze with SWOT.

老師：你們有看過黑板上的圖表嗎？

學生：SWOT？我第一次看到。

老師：根據右下角的說明，你們可以說看看 SWOT 這四個字母分別代表什麼嗎？

學生：SWOT 代表優勢、劣勢、機會、威脅。

老師：很好。誰能解釋這四個單字的意思？或是 SWOT 的功能。

學生 1：優勢指的是你擅長的事物。

學生 2：劣勢指的是你缺乏或不擅長的事物。

老師：你們解釋得很清楚。我會幫你們加分。那機會和威脅是什麼意思呢？沒有人知道嗎？機會讓你更有可能性去做到某事。而威脅的意思剛好相反。有人要試試看嗎？

學生 3：威脅指危險或破壞性的事物，讓你發生不願發生的事。

老師：很好。SWOT 是一個分析一個人或一件事的內部優勢與劣勢，以及外部機會與威脅的方式。SWOT 分析引領你發揮所長、補足缺失、把握機會和減少危機。

學生：每個人都有自己的 SWOT 結果。

老師：沒錯。每份職業或選擇也有。今天，我們要使用 SWOT 來分析自己以及自己的夢想生涯。大家都有拿到學習單嗎？確認都有寫上名字和學號。

學生：有。

老師：很好。現在，看一下黑板。我要示範如何用 SWOT 來做分析。

單元二 國中晉升記

Entrance to Next Level

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國立高雄師範大學教育系、英語系 郭秋萍

■ 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	1c-IV-3 運用生涯規畫方法與資源，培養生涯抉擇能力，以發展個人生涯進路。
輔 Ab-IV-1 青少年身心發展歷程與調適。		學習目標： 1. 學生能覺察自我備考中的身心狀態，並學習將注意力放在可掌控的事情上。 2. 學生整理現在的自己，並學習利用剩下的時光為人生下一階段做準備。
輔 Cc-IV-2 生涯決策、行動與調適。		

■ 詞彙 Vocabulary

單字	中譯	單字	中譯
in (one's) control	(phr.) 在(某人的)掌控中	relax	(v.) 放鬆
fail	(v.) 失敗	improve	(v.) 精進
criteria	(n.) 條件	In addition to	(prep.) 除了....
try one's best	(n.) 盡某人的全力	graduation	(n.) 畢業

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

① _____ is something that I can control/can't control.

例句：Not staying up late **is something that I can control.**

不要熬夜是我可以控制的事情。

② In addition to (N./V-ing), you can also _____.

例句：**In addition to** relaxing during this period, **you can also** do something to prepare for the future.

這段時間除了好好放鬆，你也可以為你的未來做一些準備。

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

對話一 Dialogue 1

Teacher: Dear all, do you know when the Comprehensive Assessment Program for Junior High School Students will be?

Student: In the middle of May?

Teacher: Great! Everyone knows it. This exam may be the first large examination in many of your lives. How do you feel about that?

Student 1: There are butterflies in my stomach.

Student 2: I'm under a lot of stress!

Teacher: Wow! Your reactions are mostly negative. I can understand your emotions. However, maybe we can consider what makes us nervous and stressed.

Student: The test!

Teacher: Well, what element of the exam makes you nervous?

Student 1: The range is too wide. We can't remember the content at all.

Student 2: Right. Also, if I fail the test, my life will fail, too.

Teacher: Really? It sounds like many of you think this exam is the only criteria for deciding your life's success. In fact, that's wrong. There are things we can and can't control in our lives. What we need to do is to try our best to do the things we can control well. Think about that. What are the things that we can control?

Student: **My studying time is the thing I can control.**

Teacher: Good example. Now, time for a group discussion. Please consider two things for the discussion. Think about the things you can control as well as the things you can't control when facing the exam. After that, write down the results on the small whiteboards. We will share later.

老師：各位親愛的同學，你們知道會考在什麼時候嗎？

學生：五月中？

老師：太好了！大家都知道。會考應該是你們許多人人生中的第一場大型考試。對於會考將至，你們的心情如何呢？

學生 1：我覺得很緊張。

學生 2：我壓力很大！

老師：哇！大家的反應都是比較負面的呢。老師很能理解你們的情緒。不過，或許我們可以來想想看是甚麼原因讓我們感到緊張或是壓力很大呢？

學生：就是考試阿！

老師：了解，那是考試的什麼元素讓你感到緊張呢？

學生 1：範圍太大了！根本就記不起來。

學生 2：對啊，而且如果會考考不好，人生就失敗了。

老師：喔？聽起來很多人認為會考是決定人生成功與否的唯一條件呢。其實不是喔。人生有可控制和不可控制的事，我們只要盡力做好我們能控制的事情就好。想想看，有甚麼事情是我們可以控制的呢？

學生：我讀書的時間是我可以掌控的事。

老師：很好的例子。現在我們進行小組討論。請各組思考自己面對考試可以控制和不能控制的事情各兩項，紀錄在小白板上，等等進行分享。

對話二 Dialogue 2

Teacher: The exam is over. Are you guys happy?

Student: Yes!

Teacher: I found that you have become more energetic than before. What are you doing now that the exam is over? Can anyone share with us?

Student: I play video games all the time.

Teacher: Haha. It's good to relax after the exam. Anyone else?

Student: I am organizing my notes for these three years. I want to leave them for my sister.

Teacher: Nice! Is the process of organizing notes tiring?

Student 1: I found that I quite like organizing data, so I didn't feel tired.

Student 2: Teacher, she really has beautiful handwriting.

Teacher: Wow! Your classmates and teachers all appreciate your notes, and it seems that you found your talent during the process.

Student: Yes.

Teacher: Good job. Dear students, there is still some time before graduation. In addition to relaxing during this period, you can also do something to prepare for the future. Now think about what else we can do to improve ourselves? Write down your thoughts. Any questions?

Student: No.

老師：會考結束了，大家開心嗎？

學生：開心！

老師：看的出來你們都有精神了許多。考完試後的大家都在做什麼呢？有人能分享一下嗎？

學生：我都在打電動。

老師：哈哈。考完放鬆一下也很不錯。還有其他人要說說看嗎？

學生：我在整理三年的筆記。我準備留給我的妹妹。

老師：很棒呢！整理筆記的過程會很累嗎？

學生 1：我發現我蠻喜歡整理資料的，所以不會很累。

學生 2：老師，她的字超級好看。

老師：哇！老師同學們都很欣賞妳的筆記。而且妳好像也在整理的過程中發現自己擅長的事呢！

學生：是的。

老師：做得很好。各位同學，距離畢業還有一段時間。這段時間除了好好放鬆之外，也可以做點為未來準備的事情。現在思考一下你還能做甚麼事精進自己呢？把你的想法寫下來。有沒有問題？

學生：沒有。

單元三 青春不散場

As We Walked through It All Together

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國立高雄師範大學教育系、英語系 郭秋萍

■ 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。

學習內容	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。
輔 Ac-IV-2 珍惜、尊重與善待各種生命。 輔 Aa-IV-2 自我悅納、尊重差異與自我成長。	學習目標： 1. 學生能透過活動回顧及分享國中三年期間所發生的點點滴滴。 2. 學生透過多元的方式表達對師長、同儕及自己的祝福。

■ 詞彙 Vocabulary

單字	中譯	單字	中譯
separate	(v.) 分開；分離	gratitude	(n.) 感恩
memory	(n.) 回憶	bless	(v.) 祝福
accumulate	(v.) 累積	grateful	(a.) 感恩的
meaningful	(a.) 有意義的	express	(v.) 表達

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

① My favorite corner of the school is _____ because _____.

例句：My favorite corner of the school is the basketball playground because my friends and I always practice playing basketball there.

我最喜歡的校園一隅是籃球場，因為我和朋友總是在那裡練球。

② I can express my gratitude to (person) by (action).

例句：I can express my gratitude to my teachers by sending them cards.

我可以透過送卡片表達我對老師的感謝。

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

對話一 Dialogue 1

Teacher: Dear all, do you know what the most important thing is in June?

Student: We are going to graduate from junior high school!

Teacher: Right. How do you feel about that?

Student 1: I feel happy because we won't have to write summer homework anymore.

Student 2: Despite that, I feel sad because my friends and I will be separated from each other.

Teacher: Everyone has different feelings, and these feelings are all precious, for you accumulated plenty of memories in these three years, right?

Student: Exactly!

Teacher: In that case, let's think about the most impressive thing and place of these three years.

Student: **My favorite corner of the school must be the school store!**

Teacher: Hold on. Later, write down your favorite place of the school and the special meaning of this chosen place in the blank in the lower left corner. Who is the student who said that he loves our school store?

Student: Me!

Teacher: Why is it meaningful to you?

Student: The blood cake it sells is cheap and delicious, and I always have it for my breakfast.

Teacher: OK. In that case, you can write the description like “the school store is my favorite place of the school because of the cheap and delicious blood cake, which is my top choice for my breakfast.” Is the example clear?

Student: Yes!

老師：各位親愛的同學，你們知道會六月是有甚麼重要的事嗎？

學生：要畢業了！

老師：沒錯！大家對畢業有什麼感受呢？

學生 1：我覺得很開心，因為終於不用寫暑假作業了。

學生 2：雖然如此，但我覺得很難過。因為要跟好朋友分開了。

老師：每個人的感覺都不同呢，而這些感覺都很珍貴，因為這表示國中三年期間你們累積了不少回憶，對吧？

學生：對阿！

老師：既然如此，今天我們就來回憶一下國中三年最令你印象深刻的場所和事件吧！

學生：我最喜歡的絕對是合作社啦！。

老師：先別急著分享。等等請各位同學在紙條上填上你最喜歡的校園一角，並說明這個地方對你而言特別的意義。剛剛說喜歡合作社的同學在哪裡？

學生：是我！

老師：為甚麼合作社對你而言很有意義呢？

學生：因為它賣的米血很便宜又好吃，而且我早餐都吃那個。

老師：恩～所以你就可以寫「我最喜歡合作社，因為那裡的米血便宜又美味，是我國中三年的早餐首選。」這樣的範例清楚嗎？

學生：清楚了！

對話二 Dialogue 2

Teacher: Last week we talked about our school life in pieces. Can anyone share the most impressive moment with us?

Student: I remembered many classmates said they love our school store because the food is delicious, and the owner is kind.

Teacher: I remember that, too. If you can, will you express your gratitude to the owner?

Student: Sure thing.

Teacher: Then how?

Student 1: **I think we can express our gratitude by giving him a handwritten card.**

Student 2: And we can also shape the card as a piece of blood cake!

Teacher: Nice! I think he will be very touched and glad. I believe that besides the owner, there are lots of people who deserve our thanks. Let's speak our love out loud!

Student: Teacher, do you mean that we need to say "I LOVE YOU" aloud?

Teacher: I don't mean you really say it but write it down. I will pass everyone a piece of paper. Does everyone have one?

Student: Yes.

Teacher: Good job. Please think of a person who you really want to express your gratitude to and write down the words you want to say to him or her. Any questions?

Student: No.

老師：上週我們回憶了學校生活的點點滴滴。有人可以說說看令你印象深刻的片段嗎？

學生：我記得有很多人都喜歡合作社，因為東西很好吃而且老闆人很好。

老師：老師也記得這件事。如果可以，你們會想對合作社的老闆表達感謝嗎？

學生：可以啊。

老師：那你們會想怎麼做呢？

學生 1：我覺得可以送老闆我們手寫的卡片。

學生 2：那我們可以把卡片設計成米血的形狀！

老師：很棒呢！我覺得老闆一定會非常感動和開心。我相信除了合作社的老闆，還有很多人值得我們感謝。今天我們就要把愛大聲說出來！

學生：老師，你的意思是我們要對著那個人喊「我愛你」嗎？

老師：我不是指真的用聲音喊出來，而是寫下來。我現在發下紙條給大家。大家都拿到了嗎？

學生：拿到了。

老師：很好。請各位同學選擇一個你最想感謝的對象，並把想對他說的話寫下來。有沒有問題？

學生：沒有。

★ 童軍 ★

單元一 美妙人生 My Wonderful Life

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■ 詞彙 Vocabulary

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。	
學習表現 學習內容	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。
輔 Ac-IV-2 珍惜、尊重與善待各種生命。 輔 Aa-IV-2 自我悅納、尊重差異與自我成長。	學習目標： 1. 學生能透過活動認識多樣化的食物的製成原料和加工方式，以及其中隱藏的食品安全危機。 2. 學生能發掘生活周遭「美」的存在與形式，並透過活動分享觀察。

■ 詞彙 Vocabulary

單字	中譯	單字	中譯
chemical	(a.) 化學的	standard	(n.) 標準
processed	(a.) 加工的	distinctive	(a.) 有特色的
do harm to	(phr.) 對...造成傷害	colorful	(a.) 色彩豐富的
prolong	(v.) 延長	beauty	(n.) 美

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

① (food) is made of/made from (ingredient).

例句(1) : Tofu **is made from** soybeans.

豆腐是由黃豆製成的。

例句(2) : Tea eggs **are made of** eggs.

茶葉蛋是由雞蛋製成的。

② Which standard of beauty does/do (something) meet?

例句 : **Which standard of beauty does** this photo **meet**?

這張照片符合哪一項美的標準。

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

對話一 Dialogue 1

Teacher: Guys, do you eat healthily?

Student: Not really.

Teacher: Why would you say that?

Student: I always have processed food from convenient stores for dinner because I need to go to cram school immediately after school.

Teacher: I see. Since we mentioned processed food, to what extent do you know about it?

Student: I only know that processed food do harm to our bodies.

Teacher: Well, then what may be the reason?

Student: There is plenty of sugar and salt in it.

Student: **Lots of processed food is made from chemical substances.** I often see complicated ingredients listed behind the products.

Teacher: You bet. In that case, why is processed food mass-produced?

Student: Because it has a longer shelf life.

Teacher: Right. Any others?

Student: Processing can make food more flavorful.

Teacher: Exactly. Chemical substances, like someone just mentioned, are often used to make food more flavorful. For example, candies have different “fruit flavors”, which are made from chemical substances.

老師：大家認為自己吃得健不健康呢？

學生：不太健康。

老師：怎麼說呢？

學生：因為放學後就要去補習，所以我晚餐常常吃便利商店的加工食品。

老師：了解。既然提到加工食品，各位對它的認識有多少呢？

學生：我只知道加工食品就是不健康啊。

老師：嗯。那加工食品不健康的原因是什麼呢？

學生：會加很多糖或是鹽。

學生：很多加工食物都是化學物質製成的。我去加工食品時常常看到一些十分複雜的成分列在產品背面。

老師：你們說得都很對。既然加工食品有時對我們的身體不好，你們知道為什麼它還會被大量製造呢？

學生：可以放比較久阿。

老師：說得對！還有嗎？

學生：加工可以增添食物的風味。

老師：是的。像剛剛同學提到的化學物質，常常就是用來添加食物的風味。例如糖果常見的「水果口味」就是化學物質加工而成的喔。

對話二 Dialogue 2

Teacher: Last time, I asked everyone to bring a photo that meet your standards of beauty. Did everyone bring yours?

Student: Yes.

Teacher: Now, let's start with the group sharing. Please explain to your group members what makes this photo beautiful to you.

(Group discussion ends)

Student1: Teacher, I think Mary's photo is very distinctive.

Teacher: Really? I'd like to see it too. Mary, please stick your photo on the blackboard and introduce it to everyone.

Student2: Sure. This photo was taken when my family and I were shopping at the market.

Teacher: **Which standard of beauty to you does this photo meet?**

Student2: I think richness of color and neatness are standards of beauty to me. The fruits of the stand are neatly arranged, and they are colorful. That makes it pleasing to my eyes.

Teacher: Very good. Does this photo have any special stories behind it?

Student3: Teacher, actually, the owner of that stall is Mary's grandfather.

Teacher: I see! Grandfather looks very energetic.

Student2: Yes. I think his energy also makes me feel the beauty of life.

Teacher: I can't agree you more.

老師：上次請大家帶一張自己覺得符合美的標準的照片。大家都帶來了嗎？

學生：都帶了。

老師：現在我們先進行小組分享。請你跟自己的組員說明這張照片對你而言美麗的地方。

（小組討論結束）

學生：老師，我覺得瑪莉的照片很有特色。

老師：是嗎？老師也想看看。請瑪莉將照片貼在黑板上，並跟大家介紹一下。

學生：好的。這張照片是我跟家人逛菜市場時拍下的。

老師：這張照片符合哪一項你對美的標準？

學生：我認為色彩豐富和整齊是美的標準。這間賣水果的攤位整齊地擺放著水果，而且顏色很鮮豔，令人看了心情愉悅。

老師：非常好。這張照片還有什麼特別的故事嗎？

學生：老師，其實那個攤位的老闆是瑪莉的阿公。

老師：我看到了！阿公看起來很有精神呢。

學生：是的。我覺得阿公的活力也讓我感覺到生活的美好。

老師：我非常認同。

單元二 成長的見證

I Can See My Growth

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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。

學習內容	學習表現
	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。
家 Ab-IV-2 飲食的製備與創意運用。 家 Cc-IV-1 生活空間的規劃與美化，以及創意的展現。	學習目標： 1. 學生能透過活動將國中三年的回憶及經歷融合在一起，打造獨一無二的畢業式。 2. 學生能學習規劃畢業式的餐點設計與教室用餐環境布置。

■ 詞彙 Vocabulary

單字	中譯	單字	中譯
retrospect	(v.) 回顧	pros and cons	(n.) 好處與壞處
clothing	(n.) 服飾	class fees	(n.) 班費
ceremony	(n.) 典禮	expense	(n.) 開銷；花費
participant	(n.) 參與者；來賓	budget	(n.) 預算

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

① We can (do something) in order to _____.

例句：We can wear class uniforms **in order to** show our class cohesion.

我們可以穿班服來呈現班級的凝聚力。

② Which category does (an option) belong to? It belongs to (a category) .

例句：①: Which category does “the participants” **belong to**?

②: It **belongs to** the category of “Who”.

①: 「參與的來賓」應該屬於哪個範疇呢？

②: 它屬於「人」的範疇。

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

對話一 Dialogue 1

Teacher: Today you will try to arrange a graduation party for yourselves. What do you imagine or expect for your own graduation party?

Student 1: I hope that my family can attend the party.

Student 2: I hope that **we can wear class uniforms in order to show our class cohesion**.

Teacher: These are all great ideas. Since you have various thoughts, let's try to use “5w1h” to classify those ideas. What does 5w1h represent?

Student: They are “Why”, “Who”, “Where”, “When”, “What”, and “How”.

Teacher: Nice. Then **which category does “the participation of family members” belong to?**

Student: **It belongs to “Who”.**

Teacher: Exactly. What about “clothing”?

Student 1: I think it belongs to “How” because it relates to the topic of our graduation party.

Student 2: Well, I think it should be classified as “What”. After all, clothing is a kind of item.

Teacher: You're both right. I think we can discuss the way of connecting clothing to the topic of the party in terms of "how". As for the details of the preparation of clothing, we can complete it in the terms of "what". What do you think?

Student: That sounds great!

Teacher: Wonderful. Since we are talking about "clothing", we can first discuss the main idea of our clothing. Do you have any opinions?

Student: Teacher, I think we should consider what elements represent our class first.

Teacher: No problem. You can retrospect anything that has happened in your class in the past three years and see if there is one that can be selected as the concept of our clothing design.

老師：今天你們要來試著規劃屬於你們的畢業典禮。各位同學對自己的畢業式有什麼想像或期待嗎？

學生 1：我希望我的家人可以來參加。

學生 2：我希望大家可以穿有班服來展現班級凝聚力。

老師：這些想法都很棒呢！但是大家的想法很多元，我們嘗試利用 5w1h 將問題分類吧。請問 5w1h 分別代表什麼呢？

學生：分別是「目的」、「人」、「地」、「時」、「物」、「事」。

老師：非常好。那「家長參與」應該屬於哪個範疇呢？

學生：是「人」的範疇。

老師：恩～「穿著班芙」則應該是哪個範疇呢？

學生 1：我覺得是「事」。因為這個我們的活動主題有關。

學生 2：我倒覺得是「物」，畢竟服裝算是一種物品吧？

老師：你們說得都很對。我想在「事」的方面，我們可以討論服裝如何搭配我們畢業式的主题。而在「物」的方面，我們討論服裝準備的細節。你們覺得如何？

學生：好像是個好主意！

老師：太好了。既然現在談到服裝，我們可以先針對服裝的主題做討論。各位同學有何想法？

學生：老師，我認為我們應該先思考什麼元素可以代表我們班。

老師：沒問題。各位同學可以回顧這三年發生在班上的大小事，想想看其中有沒有可以作為服裝設計的概念。

對話二 Dialogue 2

Teacher: We have decided most of the topics of the graduation party, but there is still one thing that remains undecided. That is “food”. What’s your opinion regarding the food at our party?

Student 1: I think everyone can bring a snack to form a buffet, from which participants can freely select.

Student 2: I think we can order meals from restaurants by using our class fees.

Teacher: It sounds like we have two different proposals. Let’s try to analyze the pros and cons of each one. What are the pros of bringing your own meals?

Student: We won’t need to use our class fees, which can accordingly be used for other expenditures.

Teacher: OK. What about the cons?

Student: Some students may bring the same meals.

Teacher: Right. Then what about the pros of ordering meals from restaurants?

Student 1: I think the quality of the food is easier to control.

Student 2: And we can bring less things to school in that case. We already have a lot of stuff to bring by now.

Teacher: That’s an important point. What about the cons?

Student: I think it would be too expensive. If we lack enough class fees, we will need to contribute extra money.

Teacher: Based on the discussion, I found that the balance of class fee is the key to the problem. Maybe we should first know the balance and its future usage. Where is our leader of the general affairs team?

Student: Here.

Teacher: Do the current class fees allow us to afford meals from restaurants?

Student: Well, I don’t think so. After deducting the budget of 1,000 dollars for classroom decoration, we only have 2,000 dollars left to spend on meals.

Teacher: Thank you. Unfortunately, we don’t have enough budget for ordering meals from restaurants. Therefore, bringing your own meals is more appropriate for our class.

老師：上週我們已經討論了不少畢業式的事項，但還有一項很重要的元素尚未決定，那就是「美食」。大家對於畢業式的餐點有什麼想法嗎？

學生：我覺得我們可以每個人帶一種點心組成自助餐，讓參與人員自由挑選。

學生：我覺得可以利用班費請外燴餐廳提供餐點。

老師：聽起來目前有兩種想法。我們嘗試來分析一下各自的優缺點。大家認為自備餐點的好處是什麼？

學生：不用花到班費，這樣班費可以用在其他支出。

老師：很好。那缺點呢？

學生：可能會有重複出現的餐點。

老師：確實。那麼如果向外匯餐廳訂購餐點，有什麼優點？

學生 1：我認為食物的品質比較好管控。

學生 2：而且我們也可以少帶一點東西到學校。目前要帶的東西已經很多了。

老師：這是很重要的觀點呢！那是否有缺點？

學生：我認為主要還是太貴了。如若班費不足，還需要全班同學一起負擔額外的錢。

老師：根據剛剛的討論，我發現班費的多寡是關鍵。或許我們應該先了解班費目前的餘額，以及預計的使用方式。總務組的組長在哪裡？

學生：這裡。

老師：我們班的班費是否還足夠向外匯餐廳訂購餐點呢？

學生：嗯...我認為不太足夠。扣掉環境布置的預算 1000 元，我們只剩 2000 元能花在餐點上。

老師：謝謝你。很遺憾地，我們沒有足夠的預算可以訂購外燴餐點了。聽起來自備餐點對我們班來說是比較適當的。

國內外參考資源 More to Explore

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



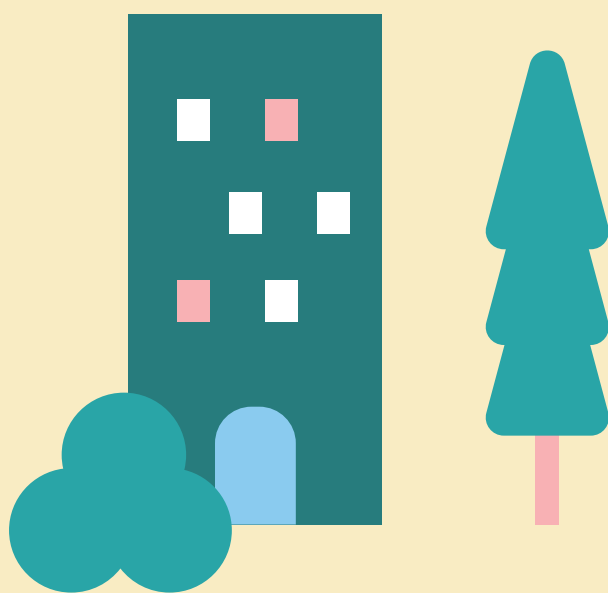
國中綜合活動領域雙語教學資源手冊: 英語授課用語

[九年級下學期]

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

[9th grade 2nd 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
- 語言諮詢：楊惠婷、史懷恩(SCHUTTE WAYNE)
- 綜合規劃：李翠玉
- 編輯排版：吳依靜
- 封面封底：JUPE Design



發行單位 高師大全英語與雙語教學推動中心

NKNU EMI AND BILINGUAL EDUCATION CENTER

指導單位 教育部師資培育及藝術教育司

MOE DEPARTMENT OF TEACHER AND ART EDUCATION