

## 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

〔 九年級上學期 〕





## 目次 Table of Contents

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### ★ 輔導 ★

單元一	夢想之船向前行 .....	1
單元二	生涯大師 .....	5
單元三	壓力釋放我能行 .....	9

### ★ 家政 ★

單元一	四海一家 .....	13
單元二	美麗家園 .....	17
單元三	美好生活我做主 .....	21

### ★ 童軍 ★

單元一	美麗寶島 .....	25
單元二	服務從心出發 .....	29
單元三	永續地球我保護 .....	33

## ★ 輔導 ★

### 單元一 夢想之船向前行 Let the Dream Boat Set Sail

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#### ■ 前言 Introduction

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

學習表現 學習內容	1c-IV-1 澄清個人價值觀，並統整個人能力、特質、家人期許及相關生涯與升學資訊。
輔 Cc-IV-1 生涯進路的規畫與資源運用。	學習目標： 1. 學生能了解個人的重視之價值觀。 2. 學生能覺察個人及家庭對自我生涯抉擇之影響。

#### ■ 詞彙 Vocabulary

單字	中譯	單字	中譯
importance	(n.) 重要性	career	(n.) 職涯
evaluate	(v.) 評估	support	(n.)(v.) 支持
value	(n.) 價值觀	obstruction	(n.) 阻力

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

### ① I want to be a/an (occupation) in the future.

例句：I want to be a lawyer in the future.

我未來想當律師。

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

### 對話一 Dialogue 1

Teacher: Today we're going to play a game. Everyone will randomly receive three values later, and then you'll find someone to play rock-paper-scissors with. The winner can choose one of the opponent's values to exchange.

Student: Teacher, can we keep challenging people?

Teacher: Yes. But if he or she has already decided that the three cards they have are the values they want the most, he or she can choose not to challenge.

Student: Yes. Let's start right away!

(Activity Ends.)

Teacher: During the game just now, I noticed that number 10 kept challenging. Can you share the value you wanted the most?

Student: I wanted "health" the most, but I kept losing.

Teacher: That's too bad. Why do you want health so much?

Student: Because I think that without health, no matter how much money you earn, it's useless.

Teacher: I see. Let me ask the students with "wealth" on your hands. What do you think?

Student: I have "health" and "wealth." I think both are important, because it's difficult to see a doctor without money.

Teacher: Yeah. This game is like your life. There are many values in life, but you must know what the most important values are for you.

老師：今天我們要來進行一場遊戲。每個人都被隨機發到三個價值觀，等等你們到處找人猜拳，獲勝者可以從對方手中選擇一項價值觀互換。

學生：所以可以一直找人挑戰嗎？

老師：可以。但如果對方已經確定手上的三張牌是他最想要的價值觀了，他可以選擇不挑戰。

學生：沒有問題！老師我們趕快開始吧！

（活動進行完畢）

老師：剛剛遊戲的過程，我發現 10 號同學一直在挑戰。你可以分享你最想拿到的價值觀嗎？

學生：我最想要「健康」，但我一直猜輸。

老師：好可惜。為什麼這麼想要健康呢。

學生：因為我覺得沒有健康，賺再多的錢也沒有用。

老師：原來如此。手上有「財富」的同學，你們怎麼看？

學生：我有「健康」也有「財富」。我覺得兩個都很重要。沒有錢的話看醫生也很困難。

老師：是阿。這個遊戲就像是你的的人生。人生中存在很多價值觀，但你必須知道對你而言最重要的價值觀是什麼。

## 對話二 Dialogue 2

Teacher: Have you ever discussed your career with your families? Can someone answer the question?

Student: I have. My parents want me to become a lawyer.

Teacher: Well, do you want to be a lawyer?

Student: Actually, **I want to be a chef in the future.**

Teacher: I see. Sometimes our thoughts will be different from those of our family members. The thoughts of our parents will sometimes either be an obstacle or support.

Teacher: Now please take out the worksheet. Is there anyone who didn't get it?

Student: Me.

Teacher: TA, please pass one to him for me, thank you. Now that everyone has their worksheet, let's move on to the first question and read it out loud together.

Student: "What support and resistance does my family have on my career decision?"

Teacher: Wonderful. Now, every can discuss this question. Please note that every single member should share his or her idea, which will also need to be recorded on your worksheet.

Student: Teacher, what if my parents have no expectations of me?

Teacher: That's OK. Just share and write down the real condition, and we can talk about this scenario later.

Student: Got it. Thank you, teacher.

老師：各位同學從小到大有沒有跟家人討論過自己的生涯呢？有沒有同學可以回答？

學生：有阿。我爸媽希望我可以當律師。

老師：恩～那你自己想要當律師嗎？

學生：我未來其實想當廚師。

老師：我了解了。沒錯，有時候家人的想法會跟我們不一樣。家人的想法有時會成為我們的阻力，也有可能是助力。

老師：現在請同學拿出學習單，有沒有人沒有拿到？

學生：我沒有拿到。

老師：小老師請你幫我拿一張過去。既然大家都拿到學習單了，現在請同學看到學習單的第一題並一起唸出題目。

學生：「家人對我的生涯目標有什麼助力與阻力呢？」。

老師：非常好。現在我們就請各組針對這個問題進行分組討論。每個組員都要分享，並且請大家把組員的分享紀錄在學習單上。

學生：老師，如果家人對我沒有期望怎麼辦？

老師：沒有關係。同學們先據真實的情況分享與紀錄，我們等等可以來討論這個議題。

學生：好的，謝謝老師。

## 單元二 生涯大師

### Be a Career Master

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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。

學習表現 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 生涯進路的規畫與資源運用。 輔 Cc-IV-2 生涯決策、行動與調適。	學習目標： 1. 學生能認識生涯金三角並運用其分析自我生涯發展。 2. 學生透過教師引導能了解自我升學進路與發展方向。

#### ■ 詞彙 Vocabulary

單字	中譯	單字	中譯
decision	(n.) 抉擇	analyze	(v.) 分析
department	(n.) (高職)科別	group	(n.) 類群
be interested in	(phr.) 對...感興趣	environment	(n.) 環境
individual	(a.) 個人的	prospect	(n.) 展望



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

### ① I plan to study in (the department of a vocational school) after I graduate from junior high school.

例句：I plan to study in the Department of Restaurant Management after I graduate from junior high school.

我預計國中畢業後讀餐飲科。

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

### 對話一 Dialogue 1

Teacher: Last week we learned to use “The Golden Triangle of Careers”. Do you guys remember the three elements of The Golden Triangle of Careers?

Student: They are individual, connection between individual and environment, and professional and vocational exploration.

Teacher: Wonderful! Today we are going to use this theory to analyze our own career decisions. Let's practice with the example first. Please look at the slide.

Student: Yes. Teacher, are we going to analyze the example of this person?

Teacher: Correct. Let's try it together. Based on the description, does anyone know what his “Individual” element is?

Student: Sport.

Teacher: Great. Why would you say that?

Student: Because sport is his talent. I remember that “ability and talent” belongs to the element of “Individual.”

Teacher: Wow, you can remember well! It seems like everyone has a good memory, so let's try to finish the rest of the blanks by yourselves in three minutes.

Student: Oh, that's too short!

Teacher: Alright, then I'll give you an extra three minutes. After finishing, please share and exchange your answers with your neighbor.

老師：上週我們學習了「生涯金三角」。各位還記得生涯金三角中有哪三個元素嗎？

學生：有個人、個人與環境、教育與職業資訊。

老師：非常好！今天我們就來實際運用生涯金三角理論，來幫助我們分析自己的生涯目標。我們先以範例來練習，請看簡報。

學生：看到了。老師，是要分析這個人的生涯金三角嗎？

老師：沒錯。我們全班一起來完成。根據敘述，有沒有人知道他的「個人因素」是什麼？

學生：是運動。

老師：確實是運動沒有錯，不過你從何判斷的呢？

學生：因為擅長運動是他的專長，我記得「專長與能力」也是個人因素的其中一個。

老師：你的記性很棒喔！看起來各位同學都記得很清楚，那剩下的欄位就請同學在三分鐘內完成。

學生：時間太短了啦。

老師：好，那就多給大家三分鐘的時間。等等各自完成之後，請大家跟隔壁的同學互相分享答案。

## 對話二 Dialogue 2

Teacher: Has everyone brought your worksheet?

Student: Yes.

Teacher: Great. We finished the front side of it, and today we'll complete the back side. Let's explore the programs and subjects that you are interested in.

Student: Teacher, **I plant to study in the Department of Restaurant Management after I graduate from junior high school.**

Teacher: Cool. Then you can try to finish the blank of "future prospect" on your sheet.

Student: How?

Teacher: If you want to study in the Department of Restaurant Management, what kinds of jobs may you want to do in the future?

Student: A cook or a chef.

Teacher: Right. Becoming a chef is a kind of future prospect, including getting the relevant certification to fit into the position. Is it clear now?

Student: Got it. Thank you, teacher.

老師： 大家都有把學習單帶來嗎？

學生： 有。

老師： 很好。上次我們完成了學習單正面，今天我們的任務是完成背面。我們來探索自己感興趣的學程和科別吧。

學生： 老師，我畢業後想唸餐飲科。

老師： 酷！那你可以嘗試把「未來展望」的欄位完成了。

學生： 要怎麼寫？

老師： 沒關係，我們看課本的範例。假如你想念餐飲科，未來你可能想從事什麼行業？

學生： 廚師之類的。

老師： 沒錯。能成為廚師就是一種未來展望，包含擔任廚師需要考取的證照也可以包含在這個項目中。這樣有清楚一點嗎？

學生： 有。謝謝老師。

### 單元三 壓力釋放我能行

### Let the Stress Out!

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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	1d-IV-1 覺察個人的心理困擾與影響因素，運用適當策略或資源，促進心理健康。
輔 Da-IV-1 正向思考模式、生活習慣與態度的培養。 輔 Da-IV-2 情緒與壓力的成因、影響與調適。		學習目標： 1. 學生能認識壓力的存在並了解壓力與身體反應之間的連結。 2. 學生能了解思考模式對壓力的影響，並學習及應用正向思考於生活中。

#### ■ 詞彙 Vocabulary

單字	中譯	單字	中譯
stress	(n.) 壓力	relax	(v.) 放鬆
emotion	(n.) 情緒	positive thinking	(n.) 正向思考
internalize	(v.) 內化	negative thinking	(n)負向思考
externalize	(v.) 外化	relieve	(v.) 紓解

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

### ① I will (physical or mental symptoms) when I feel stressed out.

例句：I will have a headache when I feel stressed out.

我壓力大的時候會頭痛。

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

### 對話一 Dialogue 1

Teacher: Everyone, it's time for class. Why do you look so tired?

Student: We have exams in every class today.

Teacher: Wow~ Being a ninth grader is extremely stressful, right? We just happen to be talking about pressure today. Does everyone often feel stressed out?

Student: Of course!

Teacher: Then I'm curious that how you guys know you are under a lot of pressure.

Student: **I will break out in pimples when I feel stressed out.**

Student: **I will have diarrhea when I feel stressed out.**

Teacher: Oh! It sounds like some of us may have some physical problems when stress comes. Now I will pass everyone a piece of paper on which you can draw a person.

Student: Teacher, do we need to color it?

Teacher: No, you don't have to. Please take out a color pen and color the parts that will have a physical reaction when you feel stressed out. Also, write down the specific symptom beside that part. Any questions?

Student: Teacher, do you mean that if I have diarrhea I should color the belly and write down "diarrhea" beside it?

Teacher: Totally correct. After you have completed this task, I will ask several students to share their work.

老師：各位同學我們準備上課了。你們怎麼看起來這麼累呀？

學生：我們今天每堂課都有考試。

老師：哇～升上國三之後真的壓力變得很大對吧？剛好今天我們就要來談談壓力這件事。各位會不會經常覺得壓力很大呀？

學生：當然會阿！

老師：那老師很好奇，你們如何知道自己壓力大呢？

學生：我會長很多青春痘。

學生：我會拉肚子。

老師：喔～聽起來我們壓力大的時候，身體會出現一些狀況。現在老師發下一張白紙，請大家在上面畫上一個人。

學生：老師，要上色嗎？

老師：先不用。等等請拿一隻彩色筆，在你壓力來臨時會有反應的部位上塗色，並且在其旁邊寫下出現的具體症狀。有沒有問題？

學生：老師，意思是會拉肚子的話，就在肚子的地方塗上顏色，然後在旁邊寫「拉肚子」嗎？

老師：完全正確！等大家都完成之後，我再請同學分享自己的作品。

## 對話二 Dialogue 2

Teacher: Do you remember what we did last week?

Student: Yes.

Teacher: Great. Feeling stressed out can really trouble us both physically and mentally. Therefore, we are going to learn some skills for relieving stress. The skill for today is “positive thinking”.

Student: Does it mean “To look on the bright side?”

Teacher: Almost, but still incomplete.

Student: Teacher, it's hard for me to think in a positive way when I'm feeling down.

Teacher: I understand, but we need to practice it. Sometimes we over internalize or externalize the problem, which makes the thing worse than usual.

Student: Teacher, what does “internalize” mean?

Teacher: Good question. Let's take a look at the slide. Please read the explanation of “internalize” together.

Student: “All the problems are made by me”.

Teacher: Right. In other words, internalizing is a process of attributing the problems to ourselves. We will become increasingly less confident through this process. Let's rewrite the sentence in a more positive way.

Student: OK.

老師：大家還記得我們上週做了甚麼嗎？

學生：記得～

老師：很好。壓力大的時候確實讓我們很困擾，不只影響身體，心情也會被影響。所以接下來我們要學習一些紓壓技巧。今天要學習的是「正向思考」。

學生：就是往好處想的意思嗎？

老師：有點類似，但還不夠完整。

學生：老師，可是我心情很差的時候很難正向思考欸。

老師：老師能夠理解。這是需要慢慢練習的。有時候我們會過度外化或過度內化問題而讓情況變得更糟了。

學生：老師，甚麼是過度內化？

老師：好問題。我們一起來看看簡報上的解釋。請大家念一下吧。

學生：「一切的問題，都是自己造成的」。

老師：沒錯。換句話說，內化就是把問題都歸因在自己身上的過程。這會讓我們對自己越來越沒有自信。現在我們來練習改寫這個句子，讓它變得正向一些吧。

學生：好的。

## ★ 家政 ★

### 單元一 四海一家

### Cuisine, Culture, Connection!

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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。
家 Cb-IV-1 多元的生活文化與合宜的禮儀展現。	學習目標： 1. 學生能認識本國與異國文化之差異以及了解文化在飲食上的體現。 2. 學生能學習製作異國美食，並加入不同文化元素完成創意料理。

#### ■ 詞彙 Vocabulary

單字	中譯	單字	中譯
cuisine	(n.) 料理	sauce	(n.) 醬料
culture	(n.) 文化	step	(n.) 步驟
recipe	(n.) 食譜	exotic	(a.) 異國的
ingredient	(n.) 食材		



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

### ① We need (ingredients) to make (food name) .

例句：We need flour, water, octopus, vegetables, and mayonnaise to make Takoyaki.

我們需要麵粉、水、章魚、蔬菜和美乃滋來製作章魚燒。

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

### 對話一 Dialogue 1

Teacher: Everyone, please take a look at this picture. You guys know this food, right?

Student: Dumplings!

Teacher: Correct! Now take a look at the next picture. Does anyone know what this food is?

Student 1: It may be something like dumplings, but it also looks like a pillow!

Student 2: Wait a second! Isn't it "Italian dumplings"?

Teacher: Bingo! We call it "Ravioli". Let's think about a question. What causes the same cuisine to have different cooking methods and appearances in different countries?

Student: It may be related to history.

Teacher: Well, then can you tell us how history affects these two types of dumplings.

Student: In terms of Taiwanese dumplings, we have been making them in the shape of ingots since ancient times because we hope to become wealthy after eating them.

Teacher: Sounds very reasonable. What about Ravioli?

Student: Uhh...I have no idea.

Teacher: That's OK! The shape of Ravioli is truly related to historical background.

老師：各位同學請看這張圖片。大家應該都知道這是什麼料理吧？

學生：水餃！

老師：是的。那再看看下一張圖片，有人知道這是什麼料理嗎？

學生 1：感覺也是水餃之類的食物，但長得好像枕頭。

學生 2：等等，這是不是義大利餃？

老師：賓果！義大利餃當地稱作「ravioli」。各位同學想想看，是甚麼原因造成同樣的料理在各國卻有不一樣的做法和樣貌呢？

學生：或許跟歷史有關。

老師：恩～那你不能說說看歷史如何影響這兩種餃子呢？

學生：以台灣水餃而言，就是因為自古以來希望透過吃像元寶一樣的水餃，祈求錢財滾滾來啊！

老師：非常合理！那義大利餃呢？

學生：呃...這個我沒研究過。

老師：沒關係，但義大利餃的外型確實是有由來的喔！現在請各組利用手上的平板查查看資料，查到的組別就舉手。

## 對話二 Dialogue 2

Teacher: Is everyone sitting in groups?

Student: Yes.

Teacher: Great. Today, we're going to make Takoyaki. Which country does Takoyaki come from?

Student: Japan!

Teacher: That's right. Now, looking at the recipe. **What ingredients do we need to make Takoyaki?**

Student: **We need flour, water, octopus, vegetables, and mayonnaise to make Takoyaki.**

Teacher: Now, please check if there is any missing ingredient on your table.

Student: None.

Teacher: Great. According to the worksheet, how many steps are there in making takoyaki?

Student: Six steps.

Teacher: Alright, each group needs to follow the steps. When you finish a step, call me over to check. Once confirmed, proceed to the next step.

Student: Okay.

Teacher: Also! Since we're making exotic cuisine, I've prepared sauces from different countries for you to try, to experience a cultural fusion.

Student: Awesome. That must be interesting.

老師：大家都分組坐好了嗎？

學生：坐好了。

老師：很好。今天我們要來做章魚燒。章魚燒來自哪個國家？

學生：日本！

老師：是的。現在看到學習單，誰可以告訴我製作章魚燒需要那些材料？

學生：我們需要麵粉、水、章魚、蔬菜和美乃滋來製作章魚燒。

老師：現在請檢查一下每組桌上的食材有無缺漏？

學生：沒有。

老師：很好。根據學習單，製作章魚燒總共有幾個步驟？

學生：六個。

老師：等等各組都要按照步驟來製作。當你完成一個步驟後，就請我過去檢查。

確認沒問題之後再進行下一步。

學生：好的

老師：對了！因為是製作異國美食，老師也準備了來自不同國家的醬料，各組可以嘗試看看，體驗文化的碰撞。

學生：好耶！一定很有趣。

## 單元二 美麗家園

### My Lovely Family

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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，養成自主學習能力，運用適當的策略，解決生活議題。

學習內容	學習表現
	1d-IV-1 覺察個人的心理困擾與影響因素，運用適當策略或資源，促進心理健康。
家 Db-IV-2 家庭的發展、變化與逆境調適，以及家人衝突的因應。	學習目標： 1. 學生能探討與分析家庭問題解決之道，並利用 SMART 原則擬定家庭關係改善計畫。 2. 學生能具體化自己的家庭意象，製作家庭代表物。
家 Cc-IV-2 生活用品的創意設計與製作，以及個人興趣與能力的覺察。	

#### ■ 詞彙 Vocabulary

單字	中譯	單字	中譯
conflict	(n.)衝突	make a plan	(v.)擬訂計畫
representative	(n.)代表物	wool felting	(n.)羊毛氈
principle	(n.)原則	represent	(v.)代表
solve	(v.)解決	expectation	(n.)期待

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

### ① I feel (emotion) because (reason) .

例句：I **felt** wronged **because** I didn't hit my younger brother.

我覺得很委屈因為我根本沒有打我弟弟。

### ② \_\_\_\_\_ is the representative of my family.

例句：A sun **is the representative of my family**.

太陽是我們家的代表物。

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

### 對話一 Dialogue 1

Teacher: Do you all remember the last time you had a conflict with your family?

Student: Yes, I got scolded yesterday because I played on my phone for too long.

Teacher: Oh no. How did that make you feel?

Student: **I felt really unfair because I studied for 2 hours before playing on my phone for only 30 minutes.**

Teacher: It sounds like your dad didn't realize how hard you were working. When we have similar conflicts, it's good to understand why the other person is upset.

Student: He thinks I'm not hardworking enough.

Teacher: Right. So you could try showing your dad how serious you are about studying, so he knows you're committed.

Student: But how?

Teacher: Today, I'll teach you all the SMART principle. It's a helpful guideline for making plans to solve problems.

老師：大家還記得最近一次和家人的衝突嗎？

學生：我昨天因為玩手機的時間太長被罵了。

老師：哇。那你感覺怎麼樣？

學生：我覺得很冤枉，因為我讀書 2 個小時，手機才玩 30 分鐘。

老師：聽起來爸爸並不知道你很用功。當我們遇到類似的矛盾的時候，我們可以先了解對方生氣的原因。

學生：他覺得我不認真。

老師：是的。所以你可以嘗試讓爸爸看見你認真讀書的過程，讓他放心。

學生：那要怎麼做？

老師：今天老師就來教大家 SMART 原則。遇到帶解決的問題就可以遵循這個原則來擬訂計畫。

## 對話二 Dialogue 2

Teacher: Last time, we asked everyone to draw what their ideal family looks like. Who would like to share?

Student: I drew a picture of our whole family going hiking.

Teacher: That's really good. Why did you choose hiking?

Student: I used to go hiking a lot when I was little, but not so much anymore.

Teacher: Thank you for sharing. Today, we're going to use wool felt to make representative of your own family.

Student: Is there anything to do with this picture we drew?

Teacher: Yes. Please choose an item or pattern from the picture to make. This object represents your expectations for this family.

Student: Then I think **a mountain is the representative of my family.**

Teacher: Sure. What does this mountain represent?

Student: I hope that my family can have time to go hiking again.

老師：上次我們請大家畫下理想中的家庭模樣。誰願意分享一下？

學生：我畫了我們全家去爬山的畫面。

老師：畫的真好。為什麼想去爬山呢？

學生：小時候常常去爬山，但現在很少了。

老師：謝謝你的分享。今天我們要利用羊毛氈，為你們自己的家庭製作一個代表物。

學生：這個代表物跟這幅圖有關嗎？

老師：是的。請你從這幅畫中選一個物品或圖案來製作。這個代表物代表了你對這個家的期許。

學生：那我認為山是我們家的代表物。

老師：可以。這座山代表了什麼？

學生：我希望家人能有時間再一起去爬山。

### 單元三 美好生活我做主

### My Wonderful Life

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#### ■ 前言 Introduction

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

學習內容	學習表現	2c-IV-1 善用各項資源，妥善計畫與執行個人生活中重要事務。
家 Db-IV-2 家庭的發展、變化與逆境調適，以及家人衝突的因應。 輔 Da-IV-1 正向思考模式、生活習慣與態度的培養。		<b>學習目標：</b> 1. 學生能覺察生活時時刻刻都在做決定，並理解做決定須考量之因素。 2. 學生能分析生活或生涯中遇到的困難，並擬定策略應對之。

#### ■ 詞彙 Vocabulary

單字	中譯	單字	中譯
analyze	(v.) 分析	proposal	(n.) 提議
choice	(n.) 選擇、選項	improve	(v.) 改善
decision	(n.) 決定	action	(n.) 行動
put ... into practice	(phr.) 付諸實踐	strategy	(n.) 策略



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

### ① You have to put your plan/strategy/proposal/thought into practice.

例句：You have to put your proposal into practice.

你必須將你的提案付諸實踐。

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

### 對話一 Dialogue 1

Teacher: What are the most difficult decisions in your life?

Student: What to eat for breakfast every day.

Teacher: Could you explain in more detail, Sam?

Student: There are a few breakfast shops near my house. I'm sick and tired of eating the same food for breakfast every day.

Teacher: Who has the same situation? Oh, several of you have the same difficulty. Thank you. You guys can put down your hands. Now, let's propose ideas. How do you make the decision of what to eat?

Student: Sometimes, I decided to eat nothing.

Teacher: How about the result?

Student: I feel hungry and weak before lunch.

Teacher: I feel so bad for you. Any other proposals?

Student: If I were you, I would prepare breakfast at home. Then, I can eat what I want.

Teacher: Sounds great. Is there any difficulty acting on this proposal?

Student: You may have to get up early to prepare breakfast.

Teacher: That is right. Sam, what do you think?

Student: I will try it. It's worthwhile getting up earlier to make a lovely meal.

老師：在你們的生活中，有遇過什麼樣困難的決定呢？

學生：每天早餐要吃什麼。

老師：山姆，你可以多說明一些嗎？

學生：我家附近沒幾家早餐店。我每天吃一樣的早餐都吃膩了。

老師：誰有一樣的情況呢？哇，好幾個人都有相同的困擾。謝謝，你們可以把手放下了。那麼，我們就來提點子吧！要如何做決定呢？

學生：有時候，我乾脆什麼都不吃。

老師：結果如何呢？

學生：還不到午餐，我就會肚子餓然後虛脫。

老師：聽起來不太理想。有其他提議嗎？

學生：如果我是你，我會在家準備早餐。如此一來，就可以吃自己想吃的。

老師：聽起來很不錯！這個提議在實施上會有什麼困難嗎？

學生：你可能要早起準備早餐。

老師：沒錯。山姆，你覺得呢？

學生：我會試試看。早起換得一份美味早餐還蠻值得的。

## 對話二 Dialogue 2

Teacher: Following our discussion, I'll now pass out a worksheet for each of you. Please write down your name on it as soon as you get it.

Student: No problem.

Teacher: What is the title of the worksheet?

Student: My Life Proposal.

Teacher: Good. How many blocks do you see on the worksheet? What are the subtitles for each block?

Student: There are four, including difficulty, analysis, strategy, and goal.

Teacher: Great. First, think of a difficulty or a problem that you want to improve on in your life. Second, analyze the problem. Third, collect data and think of possible strategies. Finally, record possible results for this proposal.

Student: Do we have to finish the worksheet today?

Teacher: No, you need to finish it before the next class. Thus, you have a week to think about it and to finish the worksheet. Most importantly, **you have to put the life proposal into practice**. I will invite you to share your results in the next class.

老師：接續剛剛的討論，我現在發下每人一張的學習單。拿到學習單後，請寫上你的姓名。

學生：沒問題。

老師：學習單的標題是什麼？

學生：我的生活提案。

老師：很好。學習單上面有幾個區塊呢？各個區塊上的次標題是什麼？

學生：有四個，包含困難、分析、策略和目標。

老師：很棒。首先，請找出一個自己目前生活中，想要改善的困難或問題。第二，分析這個問題。第三，蒐集資料並思考有哪些可行的策略。

學生：我們今天就要完成這張學習單嗎？

老師：不用，你們要再下次上課之前完成。所以，你們有一周的時間思考，並且完成學習單。最重要的是，執行你的生活提案。下周上課我會邀請你們分享成果。

# ★ 童軍 ★

## 單元一 美麗寶島

## Beautiful Taiwan

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### ■ 詞彙 Vocabulary

**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
	3d-IV-1 探索、體驗個人與環境的關係，規劃並執行合宜的戶外活動。
童 Ca-IV-3 各種童軍旅行的規劃、執行並體驗其樂趣。	學習目標：
童 Db-IV-3 友善環境的樂活旅行與遊憩活動。	1. 學生能了解及落實友善台灣環境的旅遊方式。 2. 學生能察覺到環境議題並擬定保護環境之策略。

### ■ 詞彙 Vocabulary

單字	中譯	單字	中譯
low-carbon	(a.) 低碳的	reusable	(a.)再利用的
tourism	(n.)旅遊	protection	(n.)保護
emit	(v.)散發(光、氣體)	category	(n.)類別

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

① Have you ever experienced \_\_\_\_\_?

Yes, I have. I (experience sharing).

例句：①: **Have you ever experienced low-carbon tourism?**

②: **Yes, I have.** My family and **I** always bring reusable food ware when we go traveling.

①: 你有低碳旅遊的經驗嗎？

②: 有。我和家人旅行時，都會自備環保餐具。

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

### 對話一 Dialogue 1

Teacher: Have you ever experienced low-carbon tourism?

Student: What is low-carbon tourism?

Teacher: Good question. Have you learned chemical formulas in your science class?

Student: Yes, we have.

Teacher: Great! Does anyone know which compound contains oxygen and carbon, and if it's in excess, it can be harmful to the environment?

Student: Ah! Carbon dioxide!

Teacher: Correct! The "carbon" in low-carbon travel refers to carbon dioxide. So, guess what "low-carbon" means?

Student: I guess it relates to the earth and environmental protection.

Teacher: Excellent! Tourism means travel, so low-carbon tourism is a way of traveling which emits low carbon.

老師：你們有體驗過低碳旅遊嗎？

學生：低碳旅遊是什麼？

老師：好問題。你們理化課學過化學式了對嗎？

學生：學過了。

老師：很好！有人知道哪個化合物含有氧和碳，且過量的話會對環境有害嗎？

學生：啊！二氧化碳！

老師：沒錯。低碳旅遊的「碳」指的就是二氧化碳。所以猜猜看，低碳是什麼意思？

學生：我猜它和地球以及環境保護有關。

老師：非常好！Tourism 指的是旅遊，所以低碳旅遊就是一個排放低碳的旅遊方式。

## 對話二 Dialogue 2

Teacher: We all know the meaning of low-carbon tourism. Let's get back to the first question.

**Have you ever experienced low-carbon tourism?**

Student: **Yes, I have. My family always brings reusable food ware whenever we take a trip.**

Teacher: Your family is a good model. Now, eyes on the board. There are six categories of low-carbon tourism. What are they?

Student: Food, clothing, housing, transportation, education, and recreation.

Teacher: Right. Now, I need you to divide into the same six groups as in our last class. Each group is responsible for one category. You need to discuss strategies for low-carbon tourism for your category. For example, bringing reusable food ware is a strategy in the Food category.

Student: How many ways do we need to come up with?

Teacher: At least three, alright? Brainstorm as much as you can.

Student: Teacher, what can we do if we can't come up with any idea?

Teacher: I passed down the handouts about "Sustainable Development Goals" for you. You can refer to them.

Student: OK.

老師：我們都認識了低碳旅遊的意義。讓我們回到一開始的問題吧：你們有低碳旅遊的經驗嗎？

學生：有，我們家出遊時，都會自備環保餐具。

老師：你們家是很好的典範呢！現在看黑板。低碳旅遊分成六個類別，分別是什麼呢？

學生：食、衣、住、行、育、樂。

老師：沒錯。現在，我需要你們按照上堂課的分組，分成六組。每一組負責一個類別。你們需要討論該類別的低碳旅遊策略。例如：自備環保餐具列在「食」的類別。

學生：我們要想出幾種策略呢？

老師：至少三個，好嗎？盡可能腦力激盪。

學生：老師，想不出來怎麼辦。

老師：之前有發給大家「聯合國永續發展目標」的講義，你們可以參考。

學生：好的。

## 單元二 服務從心出發

### A Heart for Service

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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。 童 Bb-IV-3 服務活動的反思與多元能力的展現。	學習目標： 1. 學生能探索社區服務之種類並規畫服務行動。 2. 學生能從實際的服務行動中成長並分享成果。

#### ■ 詞彙 Vocabulary

單字	中譯	單字	中譯
service learning	(n.)服務學習	preparation	(n.)準備
community	(n.)社區	reflection	(n.)(v.)反思
be looking forward to	(phr..)期待...	celebration	(n.)慶祝
volunteer	(n.)志工 (v.)志願 (a.)志願的	action	(n.)行動



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

### ① I am looking forward to (V-ing) in the service-learning program.

例句：I am **looking forward to helping others** in the service-learning program.

我很期待能在服務學習活動中幫助他人。

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

### 對話一 Dialogue 1

Teacher: Tell me your service experience. How was it?

Student: This summer vacation, I arranged books on the shelves in a library.

Teacher: Why did you go there? How did you feel?

Student: It was part of a volunteer program held by our community. I felt tired but happy.

Teacher: Sorting a lot of books is not an easy job. What did you learn from the service experience?

Student: I got the hang of sorting books, and now I can find books I want quickly.

Teacher: Great job! This is an example of learning by doing. Today, we will talk about service-learning. When you are doing service learning, you don't just give services, you learn from this experience, too.

Student: Will we have service learning out of school in this course?

Teacher: Yes. In the following weeks, we will plan a service-learning program, and carry out it.

Student: I feel excited. **I am looking forward to helping others and learning new things** in this program.

老師：說說看你的服務經驗。這個經驗如何呢？

學生：今年暑假，我在圖書館整理架上的書籍。

老師：你怎麼會在那裡？感覺如何？

學生：我們社區辦的志工計畫。我覺得很累，但也很開心。

老師：分類這麼多書籍不是件輕鬆事。你從這個服務經驗學到什麼呢？

學生：我掌握分類書籍的訣竅。現在，我可以快速地找到我要的書。

老師：很棒！這是一個做中學的例子。今天，我們要談談服務學習。當你在做服務學習，你不僅僅是服務，還有學習。

學生：我們這門課會有校外服務學習嗎？

老師：有。在接下來幾周，我們會進行規劃，並且實行服務學習。

學生：我好興奮。我很期待去幫助他人和學習新事物。

## 對話二 Dialogue 2

Teacher: Please take a look at the worksheet in your hands. There are a total of five steps in service learning. Can anyone tell me what those five steps are?

Student: Research, preparation, service, reflection, and celebration.

Teacher: Very good. Last time, the whole class mentioned that you guys want help the elderly in a nursing home. So, according to the five steps, what should we do for the first step?

Student: Research

Teacher: Correct. The goal of the research phase is to analyze the community's needs. How can we do that?

Student: Can we look up information online?

Teacher: Looking up information online is a good way. But the key for you is to understand if there's a demand within the community for the service you want to provide.

Student: Does that mean we need to know if there's a nursing home in the community?

Teacher: You could say that. If there's a nursing home, that means the community provides such services. In that case, we might have the opportunity to engage in service learning at the nursing home.

老師：請大家看到手上的學習單。服務學習總共有五個步驟，請問是哪五個步驟？

學生：調查、準備、行動、反思、慶賀。

老師：很好。上次全班討論想要去養老院幫助長者。那麼根據五步驟，第一步我們應該做什麼？

學生：調查。

老師：沒錯。調查階段的目標是分析社區的需求。我們可以如何做到？

學生：可以上網查資料嗎？

老師：上網查資料是一個很好的方式。但重點是你們要了解社區內對於你們想提供的服務有沒有需求。

學生：意思是要知道這個社區是不是有養老院嗎？

老師：可以這麼說。如果有養老機構，表示社區有提供這樣的服務。我們才有可能在養老院進行服務學習。

### 單元三 永續地球我保護

### Protect the Earth

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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
	3d-IV-2 分析環境與個人行為的關係，運用策略與行動，促進環境永續發展。
童 Dc-IV-2 國際環境議題的理解、參與及省思。 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. 學生能透過生活經驗了解地球正遭遇到的危機，並主動關心相關議題。 2. 學生能擬訂具體的環境保育策略並實踐於生活當中。

#### ■ 詞彙 Vocabulary

單字	中譯	單字	中譯
crisis/ crises (pl.)	(n.)危機	objective	(a.)客觀的、(n.)目標
extinction	(n.)滅絕、絕種	reflective	(a.)反思的、反射的
global warming	(n.)全球暖化	interpretive	(a.)解釋的
climate change	(n.)氣候變遷	decisional	(a.)決定性的

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

### ① I will start (V-ing) instead of (V-ing) to protect the Earth.

例句：I will start using a fan instead of using an air conditioner in my room to protect the Earth.

待在房間的時候，我會開始改開電風扇，而不是冷氣。

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

### 對話一 Dialogue 1

Teacher: What are the crises that the earth is facing now?

Student 1: Climate change

Student 2: Animal extinction

Teacher: Good job! Can you feel the impact of climate change in your daily life?

Student 1: Yes. Like, it used to start feeling cold in November, but now it's still hot in December.

Teacher: Exactly. Does anyone know what this phenomenon is called?

Student 3: Global warming.

Teacher: Very good! Someone mentioned the animal extinction earlier. How did you notice that?

Student: I like watching Animal Planet. Many animals in the show were said to face extinction.

Teacher: Great! Both of you were able to identify Earth's crises from your life experiences. Let's hear from other students now. I'll divide you into 5 groups. Please discuss one crisis the Earth is facing and provide a life experience to prove it.

老師：地球正面臨什麼樣的危機呢？

學生 1：氣候變遷。

學生 2：動物絕種。

老師：不錯喔！你能從生活中感受到氣候變遷帶來的影響嗎？

學生 3：可以。像是以前 11 月就開始覺得冷了，但現在到了 12 月還很熱。

老師：是阿。有人知道這是什麼現象嗎？

學生 4：全球暖化。

老師：非常好！剛剛還有人提到動物絕種，你是如何發現的？

學生：我喜歡看動物星球頻道。許多節目中的動物都面臨絕種危機了。

老師：很好！這兩位同學都能從生活經驗中發現地球的危機。其他同學也來試試看。現在，我將你們分成 5 組。請討論一項地球面臨的危機，並提出一項生活經驗佐證。

## 對話二 Dialogue 2

Teacher: The movie shows that the crisis is borderless. No country and no one can stay out of the way.

Student: The power of nature's fightback is tremendous.

Teacher: You are right. Let's discuss using the ORID method. Does anyone remember what these four letters stand for?

Student: O stands for Objective, R stands for Reflective, I stands for Interpretive, and D stands for Decisional.

Teacher: Correct. Based on these four categories, the teacher has designed four questions for you to consider.

Student: Okay.

Teacher: Who would like to volunteer to share your thoughts? You can add a point to your class performance. Okay, Mickey.

Student: I want to answer the first question below Decisional.

Teacher: The question is "What can I start doing to protect the Earth?" Go ahead.

Student: From now on, **I will start using a fan instead of using an air conditioner in my room to protect the Earth.**

Teacher: Good strategy! Thank you for sharing. Anyone else?

老師：這部電影顯示出危機無國界。沒有一個國家或一個人能置身事外。

學生：大自然反撲的力量非常大。

老師：沒有錯！我們來用 ORID 討論法進行討論。有人還記得這四個字母分別代表什麼嗎？

學生：O 指客觀的，R 指反思的，I 指解釋的，D 指決定的。

老師：正確。根據這四個類別，老師設計了四個問題，請你們思考看看。

學生：好的。

老師：有誰自願分享你的想法？可以加平常成績一分。好，米奇。

學生：我想要回答「決定的」底下的問題。

老師：這個題目是「我可以開始做什麼來保護地球呢？」。請回答。

學生：我計畫從現在開始，待在房間的時候，我要改開電風扇，而不是冷氣。

老師：很好的策略！感謝你的分享。還有人要分享嗎？

## 國內外參考資源 More to Explore

<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>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>	
<b>新北市英語教學資源中心</b>	
<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>	
<b>CIRN 領域教學研究中心</b>	
<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

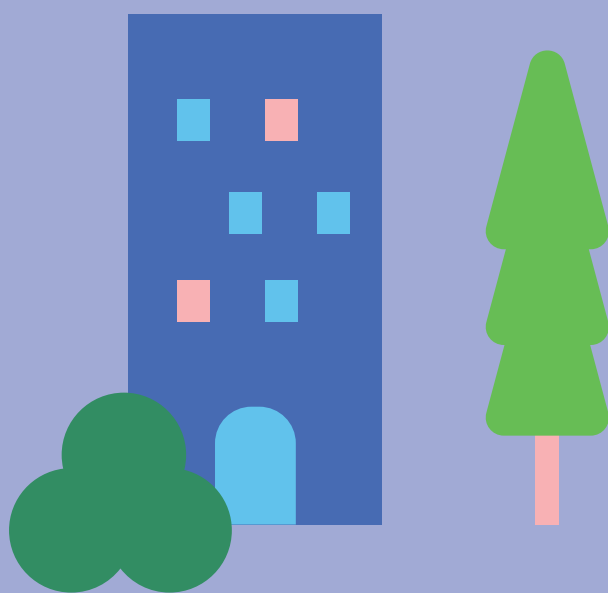
[ 九年級上學期 ]

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

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

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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