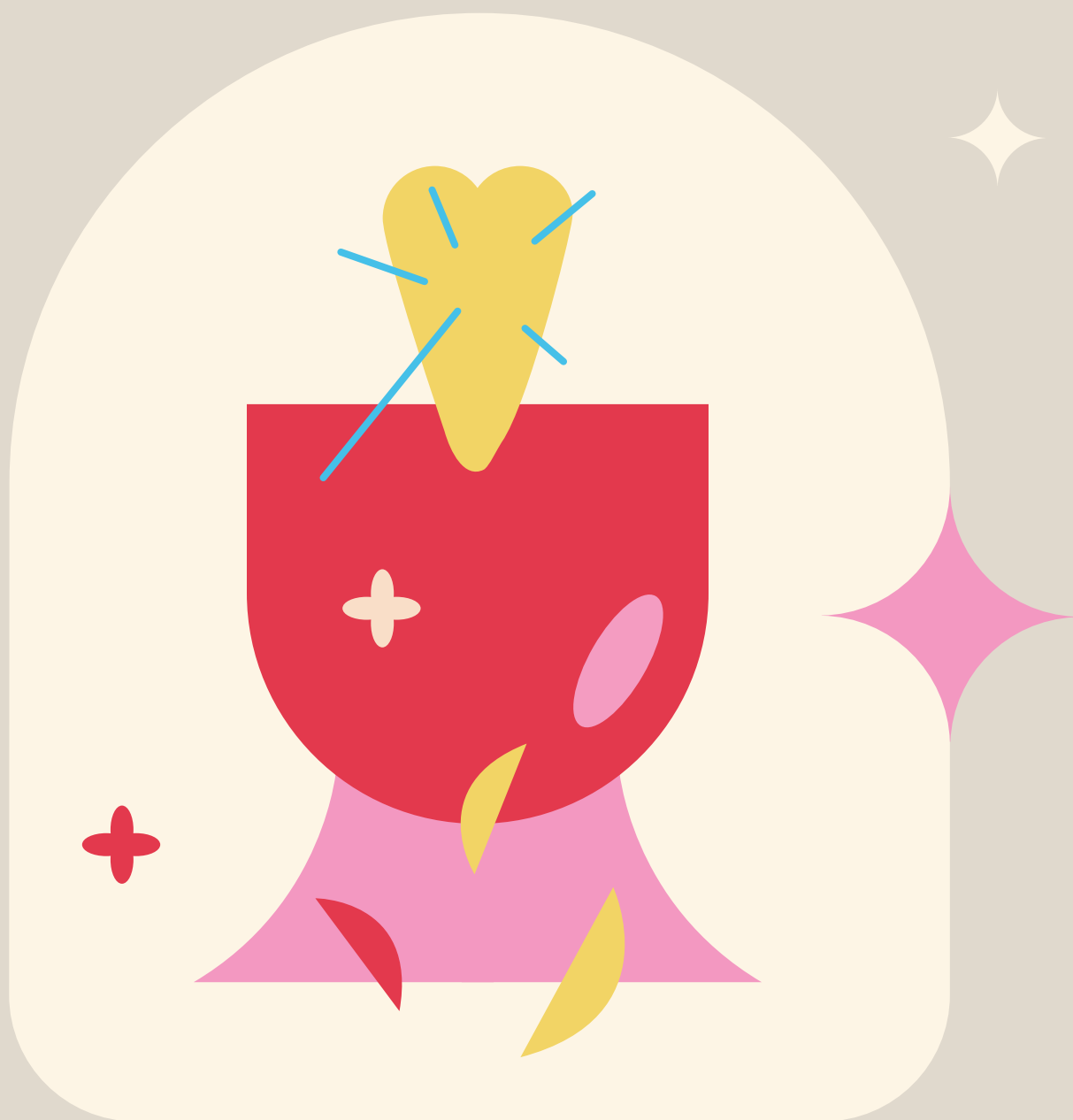


國中綜合活動領域

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

〔八年級上學期〕





目次 Table of Contents

★ 輔導 ★

| | | |
|-----|------------|----|
| 單元一 | 正向人際..... | 1 |
| 單元二 | 情緒小當家..... | 6 |
| 單元三 | 生涯探索..... | 10 |

★ 家政 ★

| | | |
|-----|------------|----|
| 單元一 | 烹飪實驗室..... | 15 |
| 單元二 | 時尚衣生..... | 18 |
| 單元三 | 幸福一家人..... | 22 |

★ 童軍 ★

| | | |
|-----|--------------|----|
| 單元一 | 戶外活動前哨站..... | 26 |
| 單元二 | 戶外飲食吧..... | 30 |
| 單元三 | 安全練功坊..... | 34 |

★ 輔導 ★

單元一 正向人際 Interpersonal Relationships

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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-B1 尊重、包容與欣賞他人，適切表達自己的意見與感受，運用同理心及合宜的溝通技巧，促進良好的人際互動。 | |
| 學習表現 學習內容 | 2a-IV-1 體認人際關係的重要性，學習人際溝通技巧，以正向的態度經營人際關係。 |
| 輔 Dc-IV-1 同理心、人際溝通、衝突管理能力的培養與正向經營人際關係。 | 學習目標： 1.學生能夠分辨網路交友的利弊，並了解網路隱私的重要性。 2.學生能夠運用非暴力溝通的要素，調節溝通衝突。 |

■ 詞彙 Vocabulary

| 單字 | 中譯 | 單字 | 中譯 |
|--------------|---------|---------------|-----------|
| internet | (n.) 網路 | principle | (n.) 原則 |
| advantage | (n.) 優點 | nonviolent | (a.) 非暴力的 |
| disadvantage | (n.) 缺點 | communication | (n.) 溝通 |
| similarity | (n.) 相同 | observation | (n.) 觀察 |
| difference | (n.) 相異 | request | (n.) 請求 |

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

① The similarity is _____. The difference is _____.

例句：The similarity is sharing our lives with each other. The differences are different communicative ways and different levels of privacy.

相同的是我們都可以互相分享生活。不同的是溝通方式和隱私程度。

② I will tell _____ that _____.

例句：I will tell Tina that it is unkind to exclude Sherry or other classmates.

我會告訴媃娜，排擠雪莉或其他同學，是不友善的。

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

對話一 Dialogue 1

Teacher: Have you ever made friends on the internet?

Student: Yes, I have made friends on Tiktok.

Teacher: What are some similarities and differences between online friends and real-life friends? Now, everyone please take out your personal whiteboard. You can draw a line down the middle of your whiteboard first, and write down your thoughts on the left side and right side respectively.

Student: How many differences do we need to list?

Teacher: You have two minutes. Write down as many as you can.

Teacher: Time's up. We will discuss the similarities first. What are some of your ideas?

Student: Sharing our lives.

Teacher: Thank you for sharing. How about the differences? I see many more answers regarding differences on your whiteboards.

Student1: We can set up our nickname and photo on the internet. But, in real life, we can easily know each other's real names and physical appearance.

Student2: The ways of communication are different. We can observe our friends' facial expressions and tones in real life. However, we need to interpret what our online friends want to express by texts and stickers.

Teacher: Good points! You are experts in comparing online friends and physical friends.

Teacher: We know that making friends on the internet can bring both advantages and disadvantages. Later, we will talk about the safety of making friends online. Now, please look at the slide. Please read out four elements of the STOP principle.

Student: Secret, Tell, Open, Person

Teacher: You may be curious about the four words. Let's divide into four groups, and each group will discuss one of the STOP principles. Later, you need to explain the meaning and give an example of the principle.

老師：你們有在網路交過朋友嗎？

學生：有，我抖音上有很多朋友。

老師：網路交友和實體交友有哪些相似和相異處呢？現在，請每個人拿出你的個人小白板。你們可以在中間畫一條分隔線，然後分別將你的想法寫在左邊和右邊的位置。

學生：我們要列幾項差異呢？

老師：你們有兩分鐘的時間。盡量寫。

老師：時間到，我們先討論相似處。你們寫了些什麼？

學生：都會分享彼此的生活。

老師：感謝大家的分享。那相異處呢？我看見大家在白板寫了更多的相異處。

學生1：在網路上，我們可以設定暱稱和頭貼。相對的，現實生活中的朋友很容易就可以知道我們的真實名字還有長相。

學生2：溝通方式不同。在現實生活中，我們可以觀察朋友的表情和語調。然而，我們透過文字和貼圖來解讀網友所要表達的內容。

老師：都是很好的論點。你們在比較網路交友和實體交友方面是專家呢！

老師：我們知道網路交友有優點與缺點。待會，我們要談談網路交友的安全性。現在，請看到這一頁的簡報。請唸出 STOP 守則的四大元素。

學生：祕密(不外洩)、告知(家人)、公開(場所)、(慎選)對象。

老師：你可能對這四個字很好奇。我們分成四組，每組討論 STOP 原則中的一項，待會，各組需要解釋這個原則的意思並舉例說明。

對話二 Dialogue 2

Teacher: What do you think is the hardest part of a friendship?

Student: Often having arguments and even breaking up.

Teacher: What causes the conflicts?

Student: Spreading rumors or having different opinions.

Teacher: Communicative problems are always in our lives. Now, we will see some common situations of communication problems, and then we will discuss the solutions.

Teacher: Let's see the first situation. Let's read out together.....Great! So, if you were Mary, what would you do?

Student: I will tell Tina that it is unkind to exclude Sherry or other classmates.

Teacher: I appreciate your courage and sense of justice. What would you say to Tina?
Everyone, take out your whiteboards, and write down what you would say to Tina.

Teacher: Thanks for sharing. What do you see on the next slide?

Student: Nonviolent communication.

Teacher: Yes, the title is nonviolent communication. Violent means using force to hurt someone. Non- means not, so communication means using some ways that will not hurt people for communication. What are the 4 stages of nonviolent communication?

Student: Observations, feelings, needs, and requests.

Teacher: Great! Let's know their meaning and examples here. Pay attention. Later, you will use these four elements to act out in a scenario.

老師：你們認為友誼最困難的部分是什麼？

學生：常常吵架，甚至絕交。

老師：造成衝突的原因是什麼？

學生：散播謠言或意見不合。

老師：溝通問題圍繞著我們的生活。現在我們要來看一些常見的溝通問題情境。接著，討論解決方式。

老師：我們來看第一個情境。一起唸出來...很好！所以，如果你是瑪莉，你會怎麼做？

學生：我會告訴媿娜，排擠雪莉或其他同學，是不友善的。

老師：我欣賞你的勇氣和正義感。你們會怎麼跟媿娜說呢？大家，拿出你們的白板，寫下你或瑪莉要對媿娜說的話。

老師：謝謝大家的分享。下一頁簡報，你們看見什麼？

學生：非暴力溝通。

老師：是的，標題是非暴力溝通。「暴力」的意思是使用力量來傷害他人。「非」的意思是不，所以「非暴力溝通」指的是使用不會傷害人的方式來溝通。非暴力溝通的四個階段是什麼？

學生：觀察、感受、需求和請求。

老師：非常好！我們來了解這四個元素的意義和例子。注意聽。待會，你們要運用這四個元素來演出一個情境。

單元二 情緒小當家

Emotional Management

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■ 前言 Introduction

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

| 學習表現 學習內容 | 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 Ab-IV-1 青少年身心發展歷程與調適。 | 學習目標： 1.學生能夠覺察情緒的普同性與差異性，並尊重每個人的情緒感受。 2.學生能夠覺察負面感受，並思考紓壓策略。 |

■ 詞彙 Vocabulary

| 單字 | 中譯 | 單字 | 中譯 |
|-----------|---------|----------|---------|
| feeling | (n.) 感覺 | negative | (a.)負面的 |
| emotion | (n.) 情緒 | event | (n.)事件 |
| similar | (a.)相似的 | release | (v.)抒發 |
| different | (a.)不同的 | stress | (n.) 壓力 |

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

① I feel (emotion) because _____.

例句：I feel sad because he didn't care about my feelings.

我感到難過，因為他沒有在乎我的感受。

② I usually _____ to release my stress.

例句：I usually listen to music to release my stress.

我經常聽音樂來釋放壓力。

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

對話一 Dialogue 1

Teacher: Did you remember to complete your emotions diary after class?

Student: Yes, we have finished.

Teacher: Now, please take out your diary. We are going to do an activity. Who didn't finish or bring their diary to the class?

Student: Sorry, I left mine at home.

Teacher: Then, you need to think about one incident in the past few days, and also your emotion regarding the incident right now.

Student: No problem.

Teacher: Everyone else, please open your diary, and choose one incident that you want to share. Later, I will invite 5 students to describe the event, and then, other students will guess the sharer's emotion. Let's practice first.

Student1: I would like to share

Teacher: Thank you, Allen. Please share.

Student: Yesterday, my mom bought me a coat.

Teacher: Ok everyone, you can start guessing Allen's emotion to the event.

Student2: I guess he was happy because got a new coat.

Student3: I guess he was sad because he didn't like the new coat.

Student1: I felt happy because I love the brown coat. It's my favorite color.

Teacher: Who shares similar feelings with Allen? Please raise your hands. Who has different feelings? How?

Teacher: From this activity, we can see that everyone may have similar or different feelings about the same thing. There are no right or wrong feelings. What's important is to respect everyone's thoughts and emotions.

老師：你們課後有記得完成心情日記嗎？

學生：有，我們完成了。

老師：現在，請拿出你的日記。我們要來進行一項活動。誰沒有完成或沒有帶來的呢？

學生：抱歉，我把日記放在家裡了。

老師：那麼你現在需要想一個這幾天發生的事件，以及你對這個事件的情緒。

學生：沒問題。

老師：其他人，請打開你們的日記，並且選擇一個你想要分享的事件。待會，我會邀請五位學生描述所選的事件，然後其他學生則要猜出分享者對此事件的情緒。我們先來練習一次。

學生1：我想要分享。

老師：謝謝你，艾倫。請說吧。

學生：昨天，我媽買給我一件大衣。

老師：大家可以開始猜測艾倫對這個事件的情緒。

學生2：我猜他很開心，因為得到了一件新外套。

學生3：我猜他可能覺得難過，因為他可能不喜歡那件新外套。

學生1：我很開心，因為我喜歡這件棕色的外套。這是最喜歡的顏色。

老師：誰和艾倫有相同的感受？請舉手。有人有不同的感受嗎？怎麼說？

老師：從這個活動中，我們可以知道每個人對於同一件事可能有相似或不同的感受。沒有所謂對或錯的感受。重要的是尊重每個人的想法和情感。

對話二 Dialogue 2

Teacher: What do you usually do when you are in a bad mood?

Student: Eating a lot of food in a short period of time.

Teacher: Pigging out is a common reaction. Anything else?

Student: I usually listen to music and sing songs.

Teacher: This is a good way to release your stress. Now, I will divide you into 6 groups. For each group, you will get a piece of poster paper and several markers. You need to discuss two “negative events,” and then feel “emotions” to each event. Lastly, I want you to think about “ways” for releasing these uncomfortable emotions or stress.

Student: Do we need to write down the content of our discussion?

Teacher: Yes, please. You need to record your discussion on the poster paper. After 10 minutes, each group will take their poster paper to the front and give an oral presentation for three minutes. Any other questions?

Student: No, it's clear.

Teacher: Great! Let's get started. If you have any problems, please feel free to raise your hand.

老師：當你心情不好時，通常會做什麼呢？

學生：在短時間之內吃下很多食物。

老師：暴食是很常見的反應。還有其他的嗎？

學生：我通常會聽歌和唱歌。

老師：這是一個很好的紓壓方式。現在，我要你們分成六組。每一組會拿到一張海報紙和幾支麥克筆。你們需要討論兩個「負面事件」，接著感受一下事件所造成的「情緒」。最後，思考如何調節這些不舒服情緒的「方法」。

學生：我們需要把討論結果寫下來嗎？

老師：沒錯。你們需要把討論內容記錄到海報紙上。十分鐘後，每一組會帶著海報到台前來，並且用三分鐘的時間做口頭報告。有其他疑問嗎？

學生：沒有，清楚了。

老師：很好！那就開始吧。如果遇到任何問題，隨時舉手喔。

單元三 生涯探索

Career Exploration

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| 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 生涯進路的規劃與資源運用。 | 學習目標： 1.學生能夠從性向測驗中探索自己的能力，並了解自身優勢。 2.學生能夠覺察生涯楷模，了解自身的生涯目標。 |

■ 詞彙 Vocabulary

| 單字 | 中譯 | 單字 | 中譯 |
|----------------|---------|--------------|-------------------|
| career | (n.) 生涯 | realistic | (a.) 實際的（實作型） |
| plan | (v.) 計畫 | investigate | (a.) 研究的、調查的（研究型） |
| planning | (n.) 計畫 | artistic | (a.) 藝術的（藝術型） |
| hobby/interest | (n.) 興趣 | social | (a.) 社會的（社會型） |
| ability | (n.) 能力 | enterprising | (a) 有事業心的（企業型） |
| personality | (n.) 特質 | conventional | (a) 常規的、傳統的（常規型） |

| | | | |
|-----------------|-----------|------------------------|---------|
| self-evaluation | (n.) 自我評量 | job | (n.) 職業 |
| feedback | (n.) 回饋 | senior high school | 高級中學 |
| influence | (n.) 影響 | vocational high school | 職業高中 |
| goal | (n.) 目標 | junior college | 專科學校 |
| vision | (n.) 願景 | action | (n.) 行為 |

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

① _____ is my role model because _____.

例句：Tai Tzu-Ying is **my role model because** I want to be a badminton player in the future.

戴姿穎是我的楷模，因為我未來想要成為像她一樣的羽球選手。

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

對話一 Dialogue 1

Teacher: What kinds of aptitude tests have you done before?

Student: What is an 'aptitude test'?

Teacher: Good question. An aptitude test is an exam used to measure your key personalities or abilities. It helps you to know your interests and it provides guidance for your career choice.

Student: Sounds great! I don't think I have done an aptitude test before. Will we have an aptitude test today?

Teacher: Yes. Have you heard of Holland Codes?

Student: No. What is that?

Teacher: Holland Codes is an aptitude test which was developed by a US psychologist named John Holland. Through the Holland Code, we can identify our own main personality, interests, and abilities. Please turn to page 124 and 125. Now, please read each description, and tick the descriptions which are most suitable for you in the self-evaluation column. Go ahead.

Teacher: After you have finished, you can find two classmates to tick descriptions that are suitable for you in the columns of classmate one and classmate two.

老師：你們測過什麼樣的性向測驗呢？

學生：性向測驗是什麼意思呢？

老師：好問題。性向測驗是一種用來測量你的主要性格和能力的測驗。他會幫助你了解自身的興趣，而且能提供你生涯選擇的指引。

學生：聽起來很棒！我不覺得我之前有測過。我們今天會測性向測驗嗎？

老師：會，你們有聽過何倫碼嗎？

學生：沒有。那是什麼？

老師：何倫碼是由美國心理學家 John Holland 發展出來的性向測驗。透過何倫碼測驗，我們可以辨認自身主要的性格、興趣和能力。請翻到課本第 124 和 125 頁。現在，請閱讀每一格的敘述，並且在自評欄勾選出符合自身的敘述。開始吧！

老師：完成之後，你可以找到兩位同學，請他們在同學一和同學二的兩欄中，勾選出他們眼中符合你的描述。

對話二 Dialogue 2

Teacher: Do you have idols?

Student: Of course. BTS, TWICE, BLACKPINK, and so on.

Teacher: I see. They are really popular amongst young people. Why do you like them so much?

Student: They are handsome. Moreover, they can sing and dance well.

Teacher: Do you want to be a singer or dancer? Or do you just enjoy watching their performances?

Student: I just enjoy watching them perform.

Teacher: I got it! Then, think about another person who has directed you in some way to your future career path. For example, a career role model who makes you want to do the same job as him or her. Now, you can discuss this with your neighbors. You can work in groups of two or three.

Student: Must the career model be a celebrity?

Teacher: There are no limits. He or She can be any person around you. The point is that the person has influenced you in your career choice.

Teacher: I will give out worksheets. Each of you will get one. You need to write down one career role model or idol who you want to learn from. Afterwards, write down his or her name, background, personality, ability and related information on your worksheet.

Student: Do we have to finish the worksheet in class today?

Teacher: No, I want you to spend more time thinking about it. Therefore, you can finish it after the class, and I will collect your worksheets next week. In addition, I will invite you to share more about your career role models with the class.

Student: No problem.

老師：你們有偶像嗎？

學生：當然有。BTS, TWICE, BLACKPINK 等等的。

老師：了解。他們真的很受年輕人的歡迎。你們為何會這麼喜歡他們呢？

學生：他們很帥。而且他們唱跳很行。

老師：你們想要當歌手或舞者嗎？或是你們單純享受看他們表演？

學生：純粹享受他們的歌和舞蹈。

老師：我了解了。那麼，再想想另一個人，這個人帶給你的生涯一些指引。例如：某個讓你想要從事跟他相同職業的生涯模範。現在，你們可以和隔壁同學一起討論。兩到三個人一組。

學生：這個生涯模範必須是名人嗎？

老師：沒有限制。可以是你身邊的任何人。重點是這個人能對你的生涯選擇帶來影響。

老師：我要發下學習單。每個人會拿到一張。你們需要找出一位你想要向他學習的生涯典範。之後，在學習單寫下他的姓名、背景、個性、能力等相關資訊。

學生：我們在這堂課就要完成嗎？



老師：不用，我希望你們有更多時間思考這個典範人物。因此，你們可以課後完成，我會在下周上課回收學習單。另外，我會邀請你們向班上分享你們的生涯模範。

學生：沒問題。

★ 家政 ★

單元一 烹飪實驗室

Let's Cook

國立高雄師範大學教育系、英語系 羅苡佑

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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 | 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-1 食物的選購、保存與有效運用。 | 學習目標： | 1.學生能夠了解食材挑選的原則。 2.學生能夠反思烹飪的歷程，並發想改善策略。 |

■ 詞彙 Vocabulary

| 單字 | 中譯 | 單字 | 中譯 |
|------------|----------|---------|------------|
| ingredient | (n.) 食材 | choose | (v.) 挑選 |
| fresh | (a.) 新鮮的 | observe | (v.) 觀察 |
| freshness | (n.) 新鮮 | sign | (n.) 跡象、徵兆 |

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

① When I choose _____, I will _____.

例句：When I choose vegetables, I will observe their color.

我挑蔬菜的時候，我會觀察蔬菜的顏色。

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

對話一 Dialogue 1

Teacher: Do you know how to choose fresh ingredients?

Student: When I choose vegetables, I will observe their color.

Teacher: How does color show that the vegetable is fresh?

Student: If they are green vegetables, I prefer to pick those with bright green leaves rather than yellow leaves.

Teacher: Excellent. How about meat?

Student: When I choose meat, I will smell it. Meat that is not fresh smells bad.

Teacher: Correct. In addition, we can press down on the meat to see if it springs back. Take a guess. Is it a good sign if the meat springs back?

Student: I guess it is a good sign.

Teacher: Bingo! If the meat springs back, it is a sign of freshness.

老師：同學們知道如何挑選新鮮食材嗎？

學生：我挑蔬菜的時候，我會觀察蔬菜的顏色。

老師：什麼樣的顏色看起來比較新鮮呢？

學生：如果是綠色蔬菜，我不會選葉子枯黃的，而是會選擇葉子比較翠綠的。

老師：很棒喔！那肉品要如何挑選呢？

學生：我選肉的時候會先聞過。不新鮮的肉會飄出臭味。

老師：沒錯！我們還可以用手輕壓一下肉質，觀察看看肉質會不會回彈。猜猜看，回彈是好的跡象嗎？

學生：我猜這是好的跡象。

老師：答對了！肉質有彈性是新鮮的徵兆喔。

對話二 Dialogue 2

Teacher: Are you already seated with your group members?

Student: Yes.

Teacher: Great. What do you think about your previous cooking class?

Student: It was fun. The food tasted good.

Teacher: How was this experience different from previous ones? Did you learn or discover anything special or did you meet any challenges? I want you to discuss this as a group.

Student: Do we need to write down our discussion?

Teacher: Yes, I will give each group a worksheet and you need to record your discussion on it.

Student: How much time do we have?

Teacher: I will give you 10 minutes. Please discuss your teamwork and performance based on your cooking experience in the cooking classroom. You need to write down your observations, feelings, and findings. Also, write down any questions, and solutions you may have on the worksheet. Is that clear?

Student: Yes, it is clear.

老師：大家都分組坐好了嗎？

學生：好了。

老師：很好。你們對上週的烹飪課感覺如何？

學生：很好玩！食物也很好吃。

老師：這次的烹飪經驗與以往的有什麼不同？有發現什麼特別的嗎？或是有遇到什麼挑戰嗎？現在，請各組進行討論。

學生：我們需要寫下討論內容嗎？

老師：是的，我等一下會發給各組一張學習單。請各組將討論內容記錄在上方。

學生：我們有多少討論時間？

老師：我會給你們十分鐘的時間。請各組就你們從設計料理計畫書到實際烹飪的合作情形來討論。各組將觀察、感受、發現、疑問和解決方式等內容記錄在學習單上方。這樣有清楚嗎？

學生：清楚了。

單元二 時尚衣生

Wear Your Style

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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。 |
| 學習內容 | |
| 家 Bb-IV-1 服飾的選擇、美感展現與個人形象管理。 | 學習目標： 1.學生能夠探認識自己的身體特徵，並找尋適合自己的服裝。 2.學生能夠依據不同風格，搭配出相對應的服裝。 |

■ 詞彙 Vocabulary

| 單字 | 中譯 | 單字 | 中譯 |
|------------|-----------|-------------|---------|
| style | (n.) 風格 | face shape | (n.) 臉型 |
| V-neck | (n.) V 字領 | clothing | (n.) 衣服 |
| round neck | (n.) 圓領 | accessories | (n.) 配件 |

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

① I prefer to wear _____ because it is suitable for my _____.

例句：I prefer to wear a V-neck shirt because it is suitable for my round face shape.

因為 V 領上衣適合我的圓臉，所以我比較喜歡穿它。

② I have a/an _____ face shape.

例句：I have an oval face shape.

我有鵝蛋臉。

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

對話一 Dialogue 1

Teacher: Do you prefer V-neck or round neck shirts?

Student: I think V-necks are better.

Teacher: Why do you say that?

Student: V-necks make my face look thinner.

Teacher: Indeed. Who has the same thought? Please raise your hand. Okay, then how about round neck shirts? Who prefers round necks? Why?

Student 1: I usually wear a round-neck shirt because I have a wide forehead and a pointed chin.

Student 2: I agree. Round necks tend to balance my upper and lower face.

Teacher: Thanks for sharing. Now, everyone please look at the slide. There you can see the five types of face shapes. Then, I want you to take out your mirror or pictures to observe your face shape.

Student 3: Sorry, I forgot to bring a mirror or picture.

Teacher: Is there anyone else who forgot?

Student 4: I also forgot.

Teacher: You two can sit together and help each other to figure out each other's face shapes.

老師：你們偏好 V 領上衣還是圓領上衣？

學生：我比較喜歡 V 字領。

老師：怎麼說？

學生：V 領會讓我的臉看起來更修長。

老師：的確。有一樣想法的人請舉手。好。那誰比較喜歡圓領呢？說說看原因。

學生 1：因為我的額頭比較寬，加上下巴比較尖，所以我常穿圓領上衣。

學生 2：我同意。圓領會讓臉的上下部分比較平衡。

老師：謝謝你們的分享。現在請大家看到簡報，上面有五種臉型的介紹。接著，請拿出鏡子或照片來觀察自己屬於哪一種臉型。

學生 3：抱歉，我鏡子和照片都忘記帶了。

老師：還有其他人也沒帶嗎？

學生 4：我也忘記了。

老師：你們兩個可以坐在一起，協助對方找出對應的臉型。

對話二 Dialogue 2

Teacher: Good morning. Has everyone brought their clothing?

Student: Yes. I brought three pieces of clothing, two pairs of pants and many accessories.

Teacher: Excellent. Now, I need you to find your group members and sit together.

Student: Do we need to take our clothing with us?

Teacher: Yes. Please combine your tables first, and then put your clothing on the table.

Student: Do we need to classify the clothing?

Teacher: Good question. Each group needs to classify the clothing on the table. However, you decide to do so is up to you.

Student: I see. Thank you.

Teacher: Now, I will assign a task for you. I need each group to match three different styles of outfits in 10 minutes.

Student: That sounds exciting.

Teacher: The three styles are: casual; lively; and vintage. After 10 minutes, I will invite each group to bring your collocations and share your ideas with everyone.

老師：早安。大家都有帶服裝來嗎？

學生：有。我帶了三件衣服、兩件褲子和好多個配件。

老師：非常好。現在我要請大家找到你的組員，然後坐在一起。

學生：我們要帶上這些服飾嗎？

老師：需要。先把桌子合併，再把你們那組攜帶的服飾都擺在上方。

學生：我們需要分類這些服飾嗎？

老師：很好的問題。每一組都需要分類桌上的服飾，但分法就由各組自行決定。

學生：瞭解，謝謝老師。

老師：接下來，我要指派任務給各組。每一組在十分鐘內，需要搭配出三種風格的服飾。

學生：聽起來好刺激。

老師：這三種風格分別是休閒風、活潑風、復古風。十分鐘之後，我會邀請每一組帶著你們搭配的服飾，上台和大家分享你們的搭配理念。

單元三 幸福一家人

Lovely Family

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■ 前言 Introduction

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

| 學習表現 學習內容 | 1a-IV-1 探索自我與家庭發展的過程，覺察並分析影響個人成長因素及調適方法。 |
|---|--|
| 家 Dc-IV-1 家庭活動策劃與參與，以互相尊重與同理為基礎的家人關係維繫。 | 學習目標： 1.學生能夠認識家庭生命週期的八個階段，並思考不同階段所帶來的挑戰以及因應策略。 2.學生能夠訪問長輩的人生經歷，紀錄不同世代的多元面貌增進家庭的互動關係。 |

■ 詞彙 Vocabulary

| 單字 | 中譯 | 單字 | 中譯 |
|------------|------------|-------------|--------------|
| family | (n.) 家庭、家人 | challenge | (n.) 挑戰 |
| life cycle | (n.) 生命週期 | interview | (n.) (v.) 訪談 |
| stage | (n.) 階段 | interviewer | (n.) 訪談者 |
| teenager | (n.) 青少年 | experience | (n.) 經歷 |

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

① People may face (challenge) in this stage of life.

例句：People may face economic pressure in this stage of life.

人們在這個人生階段可能面對經濟壓力。

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

對話一 Dialogue 1

Teacher: We have learned the 8 stages of the family life cycle today. Do you have any questions?

Student: No.

Teacher: Then, I want you to form groups. Please move your desks into groups of eight, and sit with your group members.

Student: Are we going to play games?

Teacher: We are going to do a group activity. Now, I need a team leader from each group to come to the front and draw lots.

Student: I got “family with teenagers.”

Teacher: Each piece of paper has one stage of the family life cycle on it. For example, group one gets the fifth stage “family with teenagers.” Now, let’s see the discussion outline on your worksheet. Please tell me the discussion points of the outline.

Student1: The person who faces challenges.

Student2: What challenges do people face in this stage?

Teacher: Good job! Please think about who may face challenges, and what kinds of challenges they face. Anything else?

Student3: Preparations that can be made in this stage.

Student4: In addition, what can the family do?

Teacher: Great! Last, you have to discuss actions or solutions. Now, you have ten minutes to discuss. Afterwards, each group will come to the front to share their thoughts.

老師：我們今天學到了家庭生命週期的八個階段。同學有任何疑問嗎？

學生：沒有。

老師：那麼，我想要請你們分組。請將你們的桌椅排成八人一組，並且同組成員坐在一起。

學生：我們要玩遊戲嗎？

老師：我們要進行一個團隊活動。現在請各組的組長來到台前抽籤。

學生：我抽到「子女青少年階段」。

老師：每一張紙條都寫著一個家庭生命週期階段。例如：第一組抽到的是第五階段「子女青少年」。現在來看到學習單上的討論提綱。請告訴我提綱上有哪些討論要點。

學生 1：面臨挑戰的人。

學生 2：人們在這個階段會遇到什麼挑戰？

老師：很好。思考看看這個階段可能會面臨挑戰的角色，以及這些角色所面臨的挑戰。還有其他的嗎？

學生 3：這個階段可以做的準備。

學生 4：還有，家人可以提供什麼協助？

老師：很好。最後，你們要討論具體行動和解決方法。現在，你們有十分鐘討論時間。十分鐘後，各組會來到台前向大家分享你們的討論。

對話二 Dialogue 2

Teacher: Have you ever interviewed someone or been interviewed?

Student: Yes, I was interviewed once before.

Teacher: How was the experience?

Student: I was interviewed in a restaurant. The interviewer seemed to be the host of a food show.

Teacher: How did you feel during the interview?

Student: At the beginning, I felt surprised and nervous. However, because the host gave me a warm smile and a cheerful greeting, I gradually felt relaxed.

Teacher: This was a great lesson. From this experience, we can learn that the interviewer's attitude has a great influence on the interviewee's mental state. Do you know why we are talking about interviews today?

Student: Are we going to interview someone?

Teacher: Yes, we have a group task. Each group needs to interview an elder member of their family about his or her life experiences.

Student: When do we need to complete this task?

Teacher: It needs to be done by the end of this semester. You have about a month to prepare. Each group will give an oral presentation about their interviews. Now, get into your groups and discuss your interview plans.

老師：你們有過訪談或被訪談的經驗嗎？

學生：有，我有過一次。

老師：這個經驗如何呢？

學生：我在餐廳接受過訪談。訪談者看起來像是美食節目的主持人。

老師：你在訪談中的感受如何？

學生：一開始，我感到很驚訝也很緊張。但因為主持人溫暖的笑容和開朗的打招呼，我漸漸地放鬆。

老師：這是很好的覺察。從這個經驗我們可以得知，訪談者的態度對受訪者的心理狀態有所影響。你們知道為什麼今天會討論訪談嗎？

學生：我們要去訪談別人嗎？

老師：沒錯，我們要進行一項分組任務。每一組需要尋找一位家中長輩，訪談有關他的人生經歷。

學生：我們什麼時候要完成這項任務？

老師：學期末的時候。你們大約有一個月的時間準備。各組會需要上台報告你們的訪談結果。現在開始分組，討論你們的訪談計畫吧！

★ 童軍 ★

單元一 戶外活動前哨站

Outdoor Activities

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■ 詞彙 Vocabulary

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 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-2 戶外休閒活動知能的整合與運用。 | 學習目標： 1. 學生能夠評估在不同環境下，從事戶外活動所要挑選的衣物種類。 2. 學生能夠掌握背包的裝填原則，做最大效益化的整裝。 |

■ 詞彙 Vocabulary

| 單字 | 中譯 | 單字 | 中譯 |
|------------------|------------|----------|----------|
| layered clothing | (n.) 洋蔥式穿著 | backpack | (n.) 後背包 |
| layer | (n.) 層 | top | (n.) 頂部 |
| fabric | (n.) 織品、布料 | bottom | (n.) 底部 |
| inner | (a.) 內部的 | zone | (n.) 區域 |

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

① I wear (material) clothes as a (basic/middle/outer) layer because _____.

例句：I wear woolen clothes as a basic layer because it helps absorb sweat and keeps my body dry and warm.

我把毛衣穿在第一層，因為它幫助吸汗，讓我的身體保持乾燥和溫暖。

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

對話一 Dialogue 1

Teacher: Have you heard of layered clothing?

Student: No.

Teacher: How about “onion-style dressing”?

Student: Yes, I have heard of that.

Teacher: Actually, they are the same thing. “Layered” means to be arranged in layers, one on top of the other. For example, an onion has many layers on its inside.

Student: I see. That is why we can call layered clothing an onion-style way of wearing clothes.

Teacher: Great. What do you know about layered clothing?

Student: There are three different layers of clothing.

Teacher: Correct! Then, can you tell me the function of the three layers?

Student: I remember that we should wear warm clothes as the inner layer.

Teacher: That is right. It is suitable to wear warm, and moisture-wicking fabric as the inner layer. For example, wool and polyester.

Student: What is moisture-wicking fabric?

Teacher: Moisture-wicking fabric is a material that will quickly move sweat to the fabric's outer surface so that your clothes won't absorb the sweat and keep dry.

老師：你們有聽過疊加式穿著嗎？

學生：沒有。

老師：那洋蔥式穿著呢？

學生：有聽過。

老師：事實上，疊加式和洋蔥式是同樣的意思。“layered”意思是一層層疊加上去的。
例如：洋蔥的內裡有一層層的白色層狀物。

學生：我明白了。這也是為什麼我們可以把「有層次的穿著」稱作「洋蔥式穿著」。

老師：非常好。你們對洋蔥式穿著有多少了解呢？

學生：從裡到外有三層。

老師：沒錯！那麼，你們可以思考看看，這三層分別有什麼功用？

學生：我記得最裡面那一層要穿溫暖材質的衣物。

老師：沒錯！內層適合穿溫暖、吸濕排汗的材質。例如：羊毛、聚酯纖維。

學生：吸濕排汗的材質是什麼？

老師：這是一種能夠快速把汗水排出衣服的材質。如此一來，衣服就不會吸收汗水，而身體就能保持乾燥了。

對話二 Dialogue 2

Teacher: How do you usually pack your backpack?

Student: I just casually stuff things into it.

Teacher: Does it make you comfortable?

Student: Sometimes when I carry heavy things, it causes back pain.

Teacher: There are ways to overcome this problem. All you need to do is pay attention in today's class.

Teacher: As you can see in the picture, there are five zones of the backpack. Can you tell me the positions from Zone A to Zone E?

Student: The top, the middle back, the front, the bottom, and...

Teacher: Zone E is called the hip pocket. Great! Now, you can see these five cards on the blackboard. Please match one card to each zone. Take this card for example: the place where all your heaviest gear should sit. Which zone does the card match?

Student: Zone A, B or D?

Teacher: You look confused. Let's hear everyone's opinion. If you think the heaviest gear should sit in zone A, please raise your hand. Okay, please put down your hand. How about B?

Teacher: The answer is B, the middle back of your pack. Who chose B? Could you share your thoughts?

老師：你們通常如何裝填背包？

學生：隨便塞一塞。

老師：這樣背起來舒服嗎？

學生：有時候我背太重的東西時，會背痛。

老師：只要你在接下來的課堂專心，就會找到克服的方式。

老師：看到圖片，背包分為五個區域。你們可以告訴我 A 區到 E 區分別在哪裡嗎？

學生：背包的頂端、中後方、前方、底部和...

老師：E 區的位置稱作後袋。很好！現在你可以看到黑板上有五張卡片。請將每卡片分別對應到該區。以這張卡片為例，上面寫說這個地方要放置重量最重的裝備。這張卡片對應背包的哪個區域呢？

學生：A 區嗎？還是 B？又或是 D？

老師：你們看起來很困惑。我們來看看大家的判斷吧。如果你認為最重的東西應該放在 A 區，請舉手。好，請放下。你覺得要放在 B 區的請舉手...

老師：答案是 B，背包的中後方。剛剛誰選 B，可以分享你的想法嗎？

單元二 戶外飲食吧

Outdoor cooking

國立高雄師範大學教育系、英語系 羅苡佑

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。

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

| 學習內容 | 學習表現 |
|---|--|
| <p>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。</p> <p>童 Aa-IV-2 小隊制度的分工、團隊合作與團體動力的提升。</p> | <p>3a-IV-1 覺察人為或自然環境的危險情境，評估並運用最佳處理策略，以保護自己或他人。</p> <p>2b-IV-2 體會參與團體活動的歷程，發揮個人正向影響，並提升團體效能。</p> <p>學習目標：</p> <ol style="list-style-type: none"> 1.學生能夠思考戶外飲食的風險與解決策略。 2.學生能夠團隊合作，分組規劃戶外野炊的工作事項。 |

■ 詞彙 Vocabulary

| 單字 | 中譯 | 單字 | 中譯 |
|----------|---------|----------|------------|
| preserve | (v.) 保存 | purchase | (v.) 購買 |
| baggage | (n.) 行李 | squash | (v.) 擠壓、壓扁 |
| pack | (v.) 打包 | solve | (v.) 解決 |

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

① We can solve this problem by _____.

例句：We can solve this problem by preparing food which is easy to preserve. For example, cookies and canned food.

我們可以準備容易保存的食物，來解決這個問題。例如：餅乾和罐頭食物。

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

對話一 Dialogue 1

Teacher: What food challenges may you face when you plan an outdoor activity?

Student: Preparing too much or too little food.

Teacher: What happens if we prepare too much food?

Student: The extra food will take up too much space in our baggage, and its weight will make our backpacks heavier.

Teacher: How about not preparing enough food?

Student: We will be hungry, and we may not have enough energy to enjoy the outdoor activity.

Teacher: Then, how do we pack the right amount of food?

Student: We can plan ahead and calculate the number of people and evaluate the amount of food that is needed.

Teacher: After preparing sufficient food, what other problems may we face regarding food?

Student1: Food goes bad because of the hot weather.

Student2: It could also be squashed in the backpack.

Teacher: How do you solve this problem?

Student3: We can solve this problem by preparing food that is easy to preserve. For example, cookies and canned food.

Student4: We can solve this problem by moving the food to the top of the backpack. In this way, we can prevent it from being squashed.

老師：從事戶外活動時，可能遇到哪些有關飲食的挑戰？

學生：準備過多或過少的食物。

老師：如果準備過多的食物會怎麼樣？

學生：多餘的食物會佔用太多行李的空間，而且會讓包包更重。

老師：那準備過少的食物會怎麼樣？

學生：我們會肚子餓，而且可能沒有能量繼續戶外活動。

老師：那麼，我們該如何準備適當的食物量呢？

學生：我們可以做個計劃，計算人數以及評估所需的食物份量。

老師：準備好充足的食物後，我們還可能在戶外飲食遇到什麼問題呢？

學生 1：天氣太熱導致食物壞掉。

學生 2：或是因為在包包裡被壓扁。

老師：你們要如何解決這個問題呢？

學生 3：我們可以準備容易保存的食物。例如：餅乾和罐頭食品。

學生 4：我們可以把食物移到背包上方。如此一來就能避免食物被壓扁。

對話二 Dialogue 2

Teacher: Next week, we are going to cook outdoors.

Student: Yay! I am so excited.

Teacher: What are your expectations for this activity?

Student: Can we decide what to cook on our own?

Teacher: I think so. Now, I want you to sit with your group members and discuss the dish that your group wants to cook next week.

Teacher: In addition to deciding the menu, you need to discuss who will be the chef, and who is going to prepare the ingredients, who is going to carry the ingredients and the pots, and so on.

Student: Can we choose more than one person to be the chef?

Teacher: Of course. It depends on your group. For example, you can divide your group work into purchasing, cleaning, cutting, and cooking.

Teacher: With one minute left, each group will come to the front to report your discussion about the dish and how you divided your group work.

老師：下周，我們要進行野炊。

學生：耶！我好興奮。

老師：你們對這次野炊有什麼期待？

學生：我們可以自行決定要煮什麼嗎？

老師：我也是這麼想的。現在，我想要你們找到組員，坐在一起。並且決定你們那組下周要野炊的菜餚。

老師：最後五分鐘。除了決定餐單，你們也需要討論當天的主廚，以及攜帶食材、鍋具等等的分工。

學生：我們可以選不只一個人來當主廚嗎？

老師：當然可以。由各組自行決定。例如：你們可以把小組工作分成採購組、清洗食材組、切菜組、烹飪組。

老師：最後一分鐘。待會，每一組要來到台前，報告你們討論出的菜餚以及分工。

單元三 安全練功坊

Outdoor Safety

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| 學習內容 | 學習表現 |
|---------------------------------|---|
| | 3a-IV-1 覺察人為或自然環境的危險情境，評估並運用最佳處理策略，以保護自己或他人。 |
| 童 Ca-IV-1 戶外觀察、追蹤、推理基本能力的培養與運用。 | 學習目標： 1. 學生能夠思考從事戶外活動時，可能遇到的危險，並評估應變方式。 2. 學生能夠觀察天氣狀況，並規劃適合的行程以及備案。 |

■ 詞彙 Vocabulary

| 單字 | 中譯 | 單字 | 中譯 |
|-------------|-----------|-------------|---------|
| risk | (n.) 危機 | weather | (n.) 天氣 |
| prevent | (v.) 預防 | forecast | (n.) 預報 |
| avoid | (v.) 避免 | temperature | (n.) 溫度 |
| heat stroke | (n.) 熱衰竭 | condition | (n.) 狀況 |
| treatment | (n.) 治療方法 | website | (n.) 網站 |

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

① We may encounter (risk) during outdoor activities.

例句：We may encounter heat stroke, bee stings, and snake bites during outdoor activities.

戶外活動期間，我們可能遇到中暑、蜂螫和蛇咬。

② We can (do something) to reduce risks while doing outdoor activities.

例句：We can plan ahead and learn some survival skills first to reduce risks while doing outdoor activities.

我們可以事先安排和學習野外求生技巧，以降低戶外活動的風險。

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

對話一 Dialogue 1

Teacher: What are the risks that you may encounter during outdoor activities?

Student: I have seen people pass out from being under the sun for too long.

Teacher: This is called heat stroke or sun stroke. It is caused by exposure to high temperatures for too long.

Student: Can people die from heat stroke?

Teacher: Without quick and suitable treatment, people are at risk for death. Do you have any ideas for preventing or treating heat stroke?

Student: Drinking a lot of water.

Student: Staying in the house and not going out.

Teacher: Great! Preventive ways include drinking sufficient water. Treatments include moving the person to a shaded area or indoors, and cooling the person with a fan, cool water, or wet towels.

Teacher: In addition to heat stroke, what are other risks when doing outdoor activities?

老師：從事戶外活動時，可能遇到那些危機呢？

學生：我看過有人在太陽底下待太久而昏倒。

老師：這個叫做中暑。長時間曝曬在高溫下造成的。

學生：人們會中暑死掉嗎？

老師：如果沒有快速且合適的治療，就會有死亡的風險。你們知道如何預防或治療中暑嗎？

學生：喝大量的水。

學生：待在屋子裡不要出門。

老師：很好！預防方式包含喝足夠的水。治療方式包含將中暑者移動到陰涼處或室內，並且用風扇、冰涼的水或是濕毛巾協助中暑者降溫。

老師：除了中暑，從事戶外活動時，還可能遇到那些危機？

對話二 Dialogue 2

Teacher: Good morning, everyone! It's sunny today, but it may be rainy this weekend. Do you have any plan for the weekend?

Student: My friend and I plan to play basketball, but if it rains, we will watch a basketball game on TV.

Teacher: That sounds like a great plan! Adapting to the weather is key. Now, let's talk about how we can observe and predict the weather. Can anyone share how we might observe the weather conditions?

Student: We can look at the sky and see if it's clear or cloudy.

Teacher: Excellent! What else?

Student: We can check the weather app on our phones.

Teacher: Good idea! Now, let me show you a weather forecast website. Have you ever seen this?

Student: I know it, the Central Weather Bureau.

Teacher: You're right. What do you know about this website?

Student: I will read the weather forecast for the upcoming week.

Teacher: It's very useful. In addition, you can also find information on air quality, earthquakes, UV rays index on it. Now, I will give you five minutes to go through this website. Later, I will invite you to share.

老師：大家早安！今天天氣很晴朗，但這週末可能會下雨。你們週末有什麼安排嗎？

學生：我和朋友打算打籃球，但如果下雨，我們就會在家看電視轉播的籃球比賽。

老師：很好的計畫！適當天天氣而定。現在，我們來談談如何觀察和預測天氣。誰可以分享我們要如何觀察天氣狀況呢？

學生：我們可以觀察天空，看是晴朗還是多雲。

老師：老師：很好！還有其他方法嗎？

學生：學生：我們可以查看手機上的天氣 App。

老師：老師：好主意！現在，我要展示一個天氣預報網站。有人看過嗎？

學生：學生：我知道，是中央氣象局。

老師：老師：沒錯。你對這個網站了解多少？

學生：學生：我會看未來一週的天氣預報。

老師：老師：很實用。除此之外，你們還可以在上面找到空氣品質、地震和紫外線指數的資訊。我現在給你們五分鐘時間瀏覽這個網站。之後，我會邀請你們分享。

國內外參考資源 More to Explore

| | |
|---|--|
| <p>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> <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> |  |
| <p>新北市英語教學資源中心</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>https://reurl.cc/XERpW7</p> |  |
| <p>CIRN 領域教學研究中心</p> <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

[八年級上學期]

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

[8th grade 1st 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：朱雯娟、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



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指導單位 教育部師資培育及藝術教育司

MOE DEPARTMENT OF TEACHER AND ART EDUCATION