

封面



方案名稱：Let's Go Green!

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附件 2：作品全文

方案名稱：Let's Go Green!	
設計者：王竣民、周柔均	學校：鹽行國中
年級：七年級	學生數：50 人
教材來源：翰林版 B2 第五課	單元名稱：There Was a Lot of Trash in the Sea
教學節次：共五節，教案為第三、五節。	
學習表現	<p>The Third Period</p> <p>1-IV-1 Can comprehend words learned in class.</p> <p>1-IV-2 Can comprehend common classroom instructions everyday expressions.</p> <p>1-IV-3 Can comprehend sentences of basic or important sentence structures.</p> <p>1-IV-4 Can comprehend the gist of everyday conversations.</p> <p>2-IV-1 Can say the words learned in class.</p> <p>2-IV-2 Can use everyday expressions in appropriate circumstances.</p> <p>2-IV-6 Can describe or respond regarding who, what, when, where, and how in simple English.</p> <p>2-IV-7 Can raise questions regarding who, what, when, where; and how in simple English.</p> <p>2-IV-12 Can join guided discussion in simple English.</p> <p>3-IV-6 Can understand basic sentence patterns.</p> <p>4-IV-3 Can make English sentences with accurate writing mechanics.</p> <p>4-IV-5 Can write accurate and meaningful sentences in simple English according to instructions.</p> <p>The Fifth Period</p> <p>1-IV-3 Can comprehend sentences of basic or important sentence structures.</p> <p>1-IV-7 Can identify the context and theme of a brief statement or narrative.</p> <p>2-IV-1 Can say the words learned in class.</p> <p>2-IV-6 Can describe or respond regarding who, what, when, where, and how in simple English.</p>

附件 2：作品全文

	<p>2-IV-7 Can raise questions regarding who, what, when, where, and how in simple English.</p> <p>2-IV-8 Can speak sentences of simple or important structures with intelligible pronunciation, stress and appropriate intonation.</p> <p>2-IV-14 Can introduce domestic or foreign cultures in simple English.</p> <p>4-IV-3 Can make English sentences with accurate writing mechanics.</p> <p>4-IV-4 Can fill out simple forms according to instructions.</p>
學習內容	<p>The Third Period and The Fifth Period</p> <p>Ab-IV-1 Pronunciation, stress and intonation of sentences.</p> <p>Ac-IV-3 Common everyday expressions.</p> <p>Ad-IV-1 Grammar and sentence patterns of junior high level.</p> <p>B-IV-5 Describing, asking and answering who, what, when, where and how.</p> <p>B-IV-6 Describing pictures.</p> <p>B-IV-8 Guided discussion.</p>
學習目標	<p>The Third Period</p> <p><u>Cognitive Objectives</u></p> <p>(1) Students can understand the content of the reading.</p> <p>(2) Students can comprehend what their partners say.</p> <p>(3) Students can identify environmental problems.</p> <p><u>Affective Objectives</u></p> <p>(1) Students actively share their feelings toward the problems.</p> <p>(2) Students are willing to cooperate with their partners.</p> <p>(3) Students earnestly participate in and enjoy the class discussions and activities.</p> <p><u>Psychomotor Objectives</u></p> <p>(1) Students are able to write down the answers to the questions on the worksheet.</p> <p>(2) Students are able to apply the linguistic knowledge they learned to the oral practice.</p> <p>(3) Students are able to figure out the problems and take actions to</p>

附件 2：作品全文

	<p>solve them.</p> <p>The Fifth Period</p> <p>Cognitive Objectives</p> <p>(1) Students can understand the content of the group presentations.</p> <p>(2) Students can comprehend what their classmates say.</p> <p>(3) Students can identify various environmental problems.</p> <p>Affective Objectives</p> <p>(1) Students actively share their feelings toward the problems.</p> <p>(2) Students are willing to cooperate with their partners.</p> <p>(3) Students earnestly participate in and enjoy the class discussions and activities.</p> <p>Psychomotor Objectives</p> <p>(1) Students are able to write down their observations and suggestions on the worksheet.</p> <p>(2) Students are able to apply the linguistic knowledge they learned to the presentation.</p> <p>(3) Students are able to figure out the problems and take actions to solve them.</p>
課程脈絡	<p>The First Period: Unit 5 Vocabulary, Grammar, Introduction of assignment 1 for the third period.</p> <p>The Second Period: Unit 5 Dialogue and Reading</p> <p>The Third Period: Oral Task 1</p> <p>The Fourth Period: Group Presentation Practice, Introduction of Oral Task 2</p> <p>The Fifth period: Oral Task 2</p>
簡要教學流程	<p>The Third Period (Incorporates Classroomscreen, Canva, padlet platforms and tablets)</p> <p>Warm up (5 mins)</p> <ol style="list-style-type: none"> 1. Teacher guides students to review the context of the reading by asking them the following questions. <ul style="list-style-type: none"> ➤ Why is Rima sad?

➤ Can you find other examples like the problems Rima faced in our daily lives?

2. Based on the reading context, the teacher engages students in Oral Task I.

Presentation/Practice/Production (35 mins)

【Oral Task I】

1. Teacher distributes Worksheet 1 (Save the Earth) and asks students to answer the questions by themselves.
2. Students then do pair oral practices with his/her partner.
3. Students record their oral practices via Vocaroo and upload the recording file onto the Padlet.
4. Teacher randomly plays students' recording files.
5. Teacher randomly picks some students to share what they heard from the recordings.

Wrap up (5 mins)

1. Teacher sums up the key points in the class and asks students to upload their worksheet to Padlet after class.
2. Students read the assignment related to environmental issues that their classmates posted on Padlet and press "likes" to their favorite ones.

The Fifth Period (Incorporates padlet platform and tablets)

Warm up (5 mins)

1. Teacher explains how to do Oral Task II to the students.
2. Teacher leads the students to do Oral Task II.

Presentation/Practice/Production (35 mins)

1. Students take turns giving oral presentations according to the group order.
2. Teacher gives feedback to each group after the group presentation.
3. Students record what they learn and their suggestions on their Worksheet II (Observation Notes) individually.

Wrap up (5 mins)

附件 2：作品全文

	<p>1.Students discuss with their group members and give feedback to other groups on Padlet.</p> <p>2.Group leaders will have to press “likes” on Padlet to vote for their favorite group presentation.</p> <p>3.Teacher recapitulates the main points of today’s lesson and reminds students to upload their Observation Notes to padlet at home.</p>
<p>評量說明(須包含至少 2 項評量活動)</p>	
<p>評量設計理念</p>	<p>In this oral task, students get to practice asking others “who-”, “what-”, “when-”, “where-” questions. They can also practice expressing their feelings toward environmental issues in their daily lives in English.</p> <p>This activity incorporates writing practices and extends writing to speaking skills. The writing practices serve as prompts for students’ speaking practices.</p>
<p>評量活動 1 名稱</p>	<p>Environmental Guardian—Let’s Talk!</p>
<p>評量活動 1 說明</p>	<p>Students take pictures that show some of the environmental issues they observe in their daily lives. It could be places they frequent after school, corners of our school which are full of trash, or places they go with their family during vacation, and so forth. The topics of the pictures should be as diverse as possible so that they can learn various environmental issues from their classmates.</p>
<p>評量規準</p>	<p>Students need to submit the following items to Padlet:</p> <ol style="list-style-type: none"> 1. Worksheet 1. 2. The recorded conversations. <p>Scoring Rubrics:</p> <ol style="list-style-type: none"> 1. Worksheet 1: complete sentences, rich content, coherent responses. 2. Recording: pronunciation, fluency, volume.
<p>補充說明</p>	<p>Classroomscreen Website: https://classroomscreen.com/ Vocaroo Online Recording Website: https://vocaroo.com/</p>
<p>評量活動 2 名稱</p>	<p>Environmental Protection—Let’s Go Green!</p>
<p>評量活動 2 說明</p>	<p>Teacher divides the students into groups heterogeneously in line with their abilities. The students then choose the environmental related topic to report according to the photos and videos they have taken</p>

附件 2：作品全文

	<p>during the Oral Task I. Next, the students co-edit the slides with their group members by utilizing Canva in the fourth period. In today's fifth period, each group has to come to the stage in turn to give English presentation. Each student should have a chance to speak in English while delivering English oral presentation. During the process of group presentation, each student has to complete the Observation Notes worksheet on his/her own. After each group's English oral presentation, the students share their observations with their group members and write down their feedback and suggestions for each group on Padlet. Finally, students are invited to press the heart icon to give positive feedback to the groups they think they do perform well in today's class.</p>
<p>評量規準</p>	<p>See the Appendix 1.</p>
<p>補充說明</p>	<p>1.The Presentation slides should include: (1) Group member list (2) Division of workload (3) Topic (4) Related photos, videos (5) Solution to the environmental problems (6) Actions we can take in our lives</p> <p>2.Presentation time limit: 5 minutes for each group</p> <p>3.Level A, B students should present in English and students of level C are encouraged to do so.</p>

附件 2：作品全文

英語口說評量活動成果照片

SAVE THE EARTH

My Name: _____
Partner's Name: _____

Where did you go? In my house.	When did you go there? On Tue. trash day
What did you see? A bottle on the table.	Who were you with? My mom and dad with me.
How did you feel? I feel we had to make this trash to help the garbage.	What can you do? I can help the trash to be not your garbage!

口說評量 1 學生學習單成果

SAVE THE EARTH

My Name: 林相丞
Partner's Name: _____

Where did you go? I went street to	When did you go there? I went to street last weekend
What did you see? I see much trash	Who were you with? I was with my family.
How did you feel? I feel very messy.	What can you do? Don't throw rubbish anywhere.

口說評量 1 學生學習單成果

SAVE THE EARTH

My Name: 吳宇
Partner's Name: _____

Where did you go? I went to the line	When did you go there? I went to there at last weekend.
What did you see? I see the recycling symbol for PET bottles.	Who were you with? I am at home by myself.
How did you feel? Can know the importance of environmental protection.	What can you do? I can promote

口說評量 1 學生學習單成果

SAVE THE EARTH

My Name: 林相丞
Partner's Name: _____

Where did you go? I went to the school	When did you go there? I went to the school yesterday
What did you see? I saw my	Who were you with? I was with friend by
How did you feel? I felt very dirty, this place is	What can you do? I can help him throw it away

口說評量 1 學生學習單成果

附件 2：作品全文

	
<p>口說評量 1 學生學習單成果</p>	<p>口說評量 1 學生學習單成果</p>
<p>https://voca.ro/1hsddxj1SpJi</p> 	<p>https://voca.ro/1njuw88JAecq</p> 
<p>口說評量 1 學生錄音成果</p>	<p>口說評量 1 學生錄音成果</p>
<p>https://voca.ro/1mogDk3RzNoI</p> 	<p>https://voca.ro/1eMgpFvITJcI</p> 
<p>口說評量 1 學生錄音成果</p>	<p>口說評量 1 學生錄音成果</p>

附件 2：作品全文

<p>There are also some animals and plants that are illegally trafficked and killed. And be made into medicine, food or sculpture.</p>  <p>shark fin</p>  <p>ivory</p>  <p>rhino horn</p> 	<p>There are many possible causes of global warming. Such as plastic pollution, water pollution, air pollution, etc.</p>   
<p>口說評量 2 學生分組簡報內容</p>	<p>口說評量 2 學生分組簡報內容</p>
<p>How to protect the earth?</p>	<p>We can.....</p> <p>Pick up trash</p> 
<p>口說評量 2 學生分組簡報內容</p>	<p>口說評量 2 學生分組簡報內容</p>
<p>Objective </p> <p>We see a lot of trash and trash can.</p>	<p>Reflective </p> <p>We feel sad.</p>
<p>口說評量 2 學生分組簡報內容</p>	<p>口說評量 2 學生分組簡報內容</p>
<p>Interpretive </p> <p>we feel so sad because we see a lot of trash</p>	<p>Decisional </p> <ol style="list-style-type: none"> 1 Separate the garbage properly. 2 We can pick up the trash.
<p>口說評量 2 學生分組簡報內容</p>	<p>口說評量 2 學生分組簡報內容</p>

附件 2：作品全文

 <p>We grow flowers to protect the earth. Flowers can also put us in a good mood. In addition, plants are also the home of animals and insects.</p> 	 <p>I think it is very good because it can help our street to keep clean and tidy.</p>
<p>口說評量 2 學生分組簡報內容</p>	<p>口說評量 2 學生分組簡報內容</p>
 <p>Last Sunday I went to volunteer for the environment. I saw a lot of rubbish on the ground. I feel very messy. I hope everyone will show their public morality.</p> 	 <p>We should pay attention to the global environment, and we should also pay attention to environmental protection labels. We must do a good job in garbage classification, so that we have a better environment.</p> 
<p>口說評量 2 學生分組簡報內容</p>	<p>口說評量 2 學生分組簡報內容</p>
 <p>We need to do a good job of environmental protection. In addition to not causing a burden to the staff, it will not damage the environment.</p> 	 <p>This sign means this bottle can be recycled. By recycling it, we can reduce our garbage burned, and the sky won't be dark because of air pollution.</p>
<p>口說評量 2 學生分組簡報內容</p>	<p>口說評量 2 學生分組簡報內容</p>
<p>I went to the beach to pick up trash. Although I didn't take any pictures of it, I collected approximately one bag of garbage.</p> 	<p>To protect the ocean, let fish and corals have a good home, and we can play happily.</p> 
<p>口說評量 2 學生分組簡報內容</p>	<p>口說評量 2 學生分組簡報內容</p>

附件 2：作品全文

<p>We must do a good job in paper recycling and not cut down trees. We should pay attention to the issues of soil and water conservation and the greenhouse effect.</p> 	<p>There is a lot of trash on the sea now, our family has sorted and recycled it so that the garbage can be used sustainably.</p> 
<p>口說評量 2 學生分組簡報內容</p>	<p>口說評量 2 學生分組簡報內容</p>
<p><u>How can we reduce air pollution?</u></p> 	<p><u>You can also take more public transport or ride a bicycle or walk.</u></p>  <p>take more public transport 多搭乘公共運輸工具</p> <p>walk 健步</p> <p>ride a bicycle 騎腳踏車</p>
<p>口說評量 2 學生分組簡報內容</p>	<p>口說評量 2 學生分組簡報內容</p>
<p><u>Or you can burn less incense and paper money.</u></p>  <p>Less incense 少焚香</p> <p>paper money 燒紙錢</p>	<p>There is only one earth, please take good care of it and protect our only dwelling.</p>  <p>地球只有一個，請大家好好愛護它，保護我們唯一的住所</p>
<p>口說評量 2 學生分組簡報內容</p>	<p>口說評量 2 學生分組簡報內容</p>
	
<p>口說評量 2 學生分組簡報照片</p>	<p>口說評量 2 學生分組討論照片</p>

附件 2：作品全文

Observation Notes		
GROUP	OBSERVATION NOTES	LIKES AND SUGGESTIONS
1	不寫字體大小，不用顏色 加字體在網上查對正確，不用請 把字體加在 1/2 的版面 on the hand, for most of the page.	請用可讀字體一點， speech loudly 內容詳詳細，very detailed
2	要用的字體細細 writing, printers	內容顏色搭配很好 nice colors color 內容多少 too little content
3	說一下你個人對環境的感受 tell me about my personal feelings about the environment.	字體大小要清楚 don't forget word time 內容豐富 Rich content
4	介紹環境 introduce the environment.	配色和排版需要再調 整 After watching and revising need to be adjusted again
5		

口說評量 2 學生學習單成果

Observation Notes		
GROUP	OBSERVATION NOTES	LIKES AND SUGGESTIONS
1	簡報排版的好。	內容詳盡。
2	字體和顏色搭配。 簡報的版面量以排版得很大。	圖文俱備。
3	在簡報中會把報告主題放在 我們這這影片。 簡報的人很多都在這簡報的 簡報。	內容詳盡。
4	圖文俱備，簡報主題清楚使用。 內容詳盡。	內容詳盡。

口說評量 2 學生學習單成果

Observation Notes		
GROUP	OBSERVATION NOTES	LIKES AND SUGGESTIONS
1	the pollution	文字多 照片清晰
2	the trash in sea	文字太短而且 排版不清晰
3	impact of environment	字體大小 排版清晰
4	all the pollution of the world	文字多 排版清晰
5		

口說評量 2 學生學習單成果

Observation Notes		
JP	OBSERVATION NOTES	LIKES AND SUGGESTIONS
	Very colorful and rich in content	The picture is very clear. A little too many words
	The content is a bit small, the title is clear	The content is very few. Clear title.
	The whole page is full of words.	Too much text. The picture clearly shows the purpose.
	Explained clearly.	The page is clean. The font color is too messy.

口說評量 2 學生學習單成果

附件 2：作品全文

實施成效與省思：

第三節

實施成效：

1. 學生能將課堂任務延伸到生活，結合對日常生活的觀察，提升對周遭環境的保護意識。
2. 學生能透過差異化分組，與夥伴互相合作溝通。課堂中，程度較佳的同學能教導程度較弱的同學。尤其在分組英語口說對話錄音的過程，可以向同儕學習發音、語調。
3. 透過學習單以及 Padlet 英文段落簡介書寫搭建學生英文口說活動的鷹架，學生對於口說練習更有把握。透過 5W1H 的問題設計，讓學生得以寫下並思考其觀察到之環境相關問題。
4. Vocaroo 線上錄音網站能讓學生快速且便利地完成錄音任務。上傳到 Padlet 後，教師亦可讓全班做聽力理解練習，檢測學生對口說練習的理解程度。

省思：

1. 學生用平板計畫讓七年級學生在下學期對於平板使用更加熟悉。善用 Padlet 連結的編輯功能，學生能有效率地完成作業上傳，也可以同步觀看同學的作業，看到好的表現也能激勵同學們更用心完成作業。
2. 差異化分組的兩兩配對，讓英文程度較強的同學有所發揮。往後相關的課堂任務也可以多採用差異化分組，加深同儕之間的合作互助效益。
3. 本校學生在英語口說方面練習的機會不多，故第三節口說評量的活動可以做為第五節小組簡報的暖身，循序漸進，逐步增加學生對英語口說的熟悉度。
4. 任務式的學習對學生而言讓英文能與生活結合，拓展學習課文內容的意義。

第五節

實施成效：

1. 透過第四節課分組討論相關環境議題與利用 Canva 軟體製作英語簡報，學生這節課分組依序進行上台報告。透過報告的方式，讓每位學生都有開口說英語的機會。
2. 報告前教師有告知學生英文口說評分的規準，讓學生可以學習製作及呈現簡報的技巧，並且能夠在製作及呈現簡報時有所依據。
3. 學生在練習簡報的過程，英語程度較佳的學生會主動協助英語程度較落後的學生，十足發揮差異化教學及新課綱的自發、互動、共好精神。
4. 學生在聆聽各個組別報告時，將自己所見、所聞、所學紀錄在 Observation Notes 學習單，並且給予各個組別建議。在撰寫完學習單之後，與組員們共同分享自己的紀錄內容。
5. 這次的口說評量結合 Padlet 及 Canva 及平板等科技資源，這些科技資源及平台的融入讓學生有更多元化的呈現，也確實對於學生的英語口說能力提升有所助益。

附件 2：作品全文

省思：

1. 這堂課結合 Padlet 平台，讓學生可以隨時到平台去觀看不同組別的簡報內容。
2. 學生透過分組討論，可以在 Padlet 留下給各個組別的回饋及建議。
3. 這次的教學對象為七年級學生，很多學生都是第一次進行英文簡報，因此在報告時比較緊張。透過教師的引導以及同儕的回饋，大部分的學生都表示收穫很多，相信自己在下次進行英文簡報時能夠有更好的表現。
4. 這次的口說簡報結合了環境議題，下一次可以將英語口說融入不同的議題，讓學生可以在提升英文口說能力的同時，也可以思考許多不同的議題內容。
5. 在口說英語活動之後，可以將學生的成果彩色列印出來，貼在校園公佈欄，讓校園內的學生可以互相觀摩交流。之後待將更多的議題融入英語口說活動，可以辦理成果展，展現學生英語口說的相關成果。

附件 2：作品全文

Appendix 1
Scoring Rubrics of Oral Task II

內容組織30%	1. 海報設計合宜，例如字體、版面、字數不要多。 2. 海報內容切題，與講述內容配合，前後有連貫。 3. 重點明確，完整敘述整個報告內容。
表達能力45%	1. 音量適中、口齒清晰。 2. 說話流暢，無口頭禪、停頓、看稿等。 3. 英文發音準確。 4. 句型文法使用正確。 5. 報告時能配合適當之肢體動作。 6. 報告時能展現大方態度不扭捏。
整體表現20%	1. 具團隊合作精神。 2. 事前準備充分、內容吸引人。 3. 組員分工完善有效率。
其他5%	介紹內容或呈現方式有創意、想法新穎。



Appendix 2
Worksheet I

SAVE THE EARTH

My Name: _____
Partner's Name: _____

Where did you go?	When did you go there?
What did you see?	Who were you with?
How did you feel?	What can you do?

Notes



Appendix 3
Worksheet II

Observation Notes

NAME:

GROUP	OBSERVATION NOTES	LIKES AND SUGGESTIONS
1		
2		
3		
4		
5		