

110 學年度第 1 學期英語教學資源中心

推動雙語/全英語教學教師研習講座

研習講座紀錄

學習領域名稱	英語教學		
研習講座 名稱	推動雙語/全英語教學：閱來閱會 Teach Reading Through Text Types		
研習講座 日期	111 年 03 月 15 日 (二)		
研習講座 時間	下午 13 時 30 分~16 時 30 分		
研習講座 地點	線上研習		
研習講座 講師	台中市福科國中 彭昌輝老師		
研習講座參與人數	45 人		
聯絡人	英資中心 李淑靜	聯絡電話	03-8520803#422

研習講座內容

一、講座規劃說明

閱讀教學中，學生除了要會單字、會文法以外，

還需要會什麼呢？

這次研習，將從『文體』的角度切入英語閱讀教學，

讓學生除了見「樹」(文法與單字)以外，

還會用更高的視野看見「林」(文體)，

提升整體語言能力的發展。

希望花蓮縣英語教師透過本次研習的分享，精進教學，協助花蓮縣學生提升英語程度。

二、講座內容紀錄

本講座以「從新課綱看英語閱讀」、「文體教學實力分享」、「考試領導教學」為三大主軸。



(一)、「從新課綱看英語閱讀」

講師帶領教師們觀察新課綱中有提及英語閱讀的部分。在語言能力部分講師彙整為英閱十六能。講座中介紹如何透過“篇章學習”去理解文本主旨，進而帶領學生理解文體(主題)、判斷主題句(或總結句)及分析段落發展模式。

(二)、「文體教學實力分享」

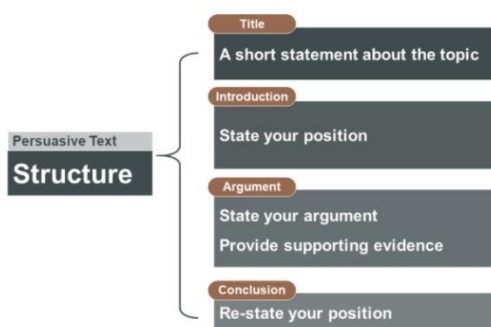
講師使用 NEARPOD 示範在教學現場中如何操作教學活動。講座中介紹英文閱讀八種文體。本講座聚焦在非文學文體中的「說服文 Persuasive」、「主題事實陳述說明 Information Report」及文學文體中的「敘事文 Narrative」。

英閱十六能

3-IV-1	能辨識連續書寫體大小寫字母。
*3-IV-2	能辨識課堂中所學的字詞。
3-IV-3	能看懂簡易的英文標示。
3-IV-4	能看懂簡易的圖表。
3-IV-5	能看懂簡易的生活用語。
3-IV-6	能看懂基本的句型。
3-IV-7	能了解對話的主要內容。
3-IV-8	能了解短文、簡訊、書信的主要內容。
3-IV-9	能了解故事的主要內容與情節。
3-IV-10	能辨識簡易故事的要素，如背景、人物、事件和結局。
3-IV-11	能藉圖畫、標題、書名等作合理的猜測。
*3-IV-12	能熟悉重要的閱讀技巧，如擷取大意、猜測字義、推敲文意、預測後續文意及情節發展等。
*3-IV-13	能了解短劇的主要內容與情節。
*3-IV-14	能快速閱讀了解文章重點，並有效應用於廣泛閱讀中。
*3-IV-15	能分析及判斷文章內容，了解敘述者的觀點、態度及寫作目的。
*3-IV-16	能閱讀不同體裁、不同主題的簡易文章。

Persuasive To persuade by arguing one side of an issue	Discussion To look at both sides of an issue and come to a decision	Procedural To instruct someone on how to do something	Recount To retell a series of events
Information Report To present factual information on a given subject	Explanatory To explain how or why something occurs	Poetry To entertain, to inform, to amuse, to share knowledge etc.	Narrative To entertain, amuse or instruct

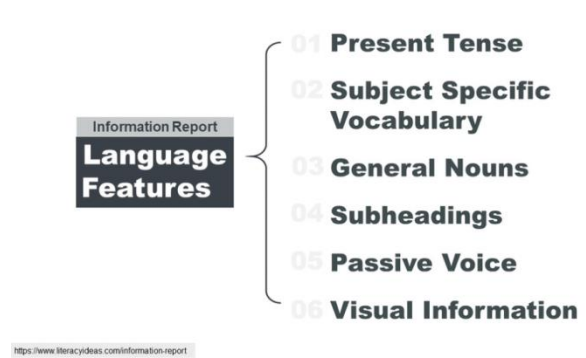
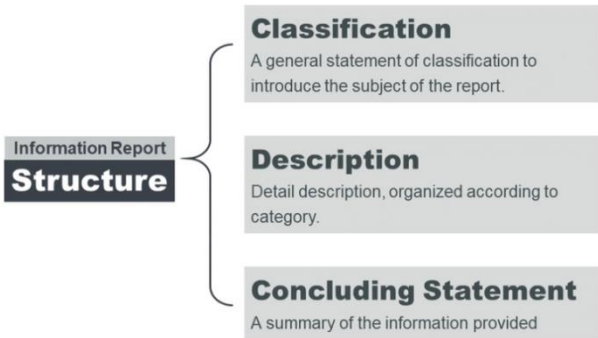
「說服文 Persuasive」



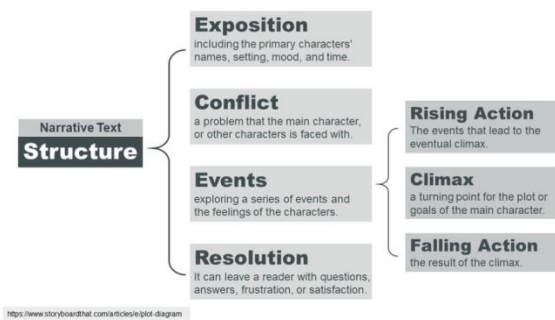
怎樣才有說服力？



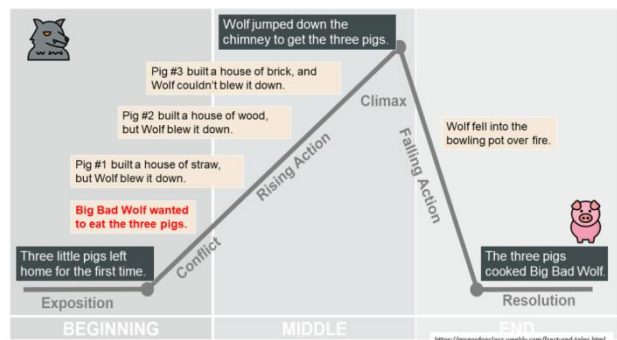
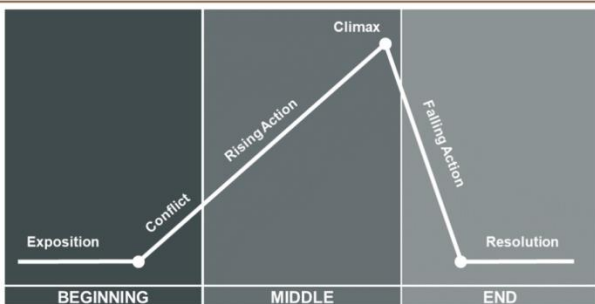
「主題事實陳述說明 Information Report」



「敘事文 Narrative」

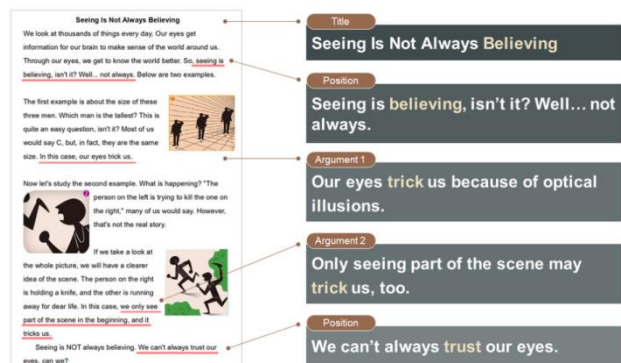
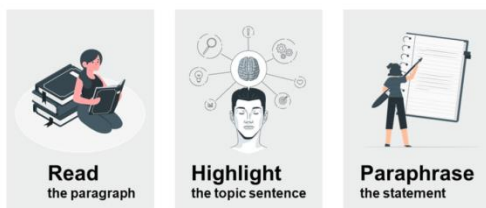


Plot Diagram



講師示範在教學現場中所帶領的教學活動，如何透過這些教學引導學生認識並實作練習(回家作業)。

While Reading

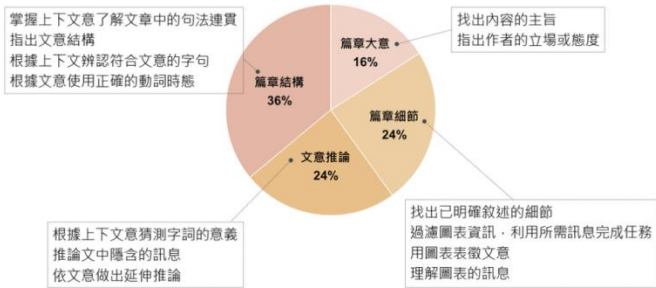


(三)、「考試領導教學」

英語教學與會考的關係是緊密不可分。講師分析會考題目，分享他的分析結果給與會教師。

會考會考的評量指標

國中教育會考全校各科試題通過率分析 (105年-110年)



(28-30)

This is a letter by Selena Bieber to the students in her school.

Title Later Is Better!

Selena Bieber
Northville High School

Position Do you feel it's hard to get up early for school and even harder to listen well in the first class at 8 a.m.? Well, this happens to most of us and is not helpful for our learning!

Argument Studies show that teenagers' brains make melatonin, the hormone that helps sleep, between 11 p.m. and 8 a.m. So it's better for us to sleep during these nine hours. But here comes the problem. We're asked to get to school by 7:30 a.m. That means we have to get up before 7, when our brains should still be sleeping. That's why we're always so tired and can't think clearly in early morning classes. No clear head, no good learning, right?

Conclusion Our bodies can't change how our body works, why can't school start later? In this way, we can not only sleep more but also learn better!

Want to help us make it happen?
Visit www.nvhsstudsup.org/late-better to learn more.

- 篇章大意: 指出內容的主旨
28. What problem is Selena Bieber trying to fix?
- (A) High school lessons are too difficult.
(B) Classes start too early in the morning.
(C) Too many students are late for school.
(D) Lunch break is too short to take a rest.

(32-34) (110 會考)

Darayya's Library
John Edwards, July 21 2016

In Darayya, a city in Syria, there's a library, and it has 15,000 books on almost every subject you can think of. However, it is different from any libraries you know: It is a secret underground library, and only people in Darayya know where it is.

Over the years, war has shaken Darayya badly. Every day, houses are bombed and people are killed. Stores are closed one after another, and so are schools. To help the kids in Darayya with their learning, Anas Ahmad, a 19-year-old student, and his friends decided to build a library. They built the library under the ground to keep it safe from bombing. But it is dangerous to collect books for the library. Often, Ahmad and his friends look for books in houses that were bombed. They need to be careful because they may be killed in another bombing.

You may ask, "In a place like Darayya, would people be interested in books?" "Just like the body needs food, the mind needs books," says one library user. In the library, people enjoy their time of reading and forget about the terrible world above, so their life doesn't seem so hard. Through reading, they are able to dream of a better life after war.

篇章結構: 指出文意結構

war 戰爭 bomb 轟炸 seem 彷彿

32. Below are the ideas that are talked about in the reading.
a. The problems Darayya has.
b. How Darayya's library was started.
c. What makes Darayya's library special.
d. How Darayya's library helps people there.
In what order does the writer put his ideas in the reading?
(A) c→b→a→d. (B) b→a→d→c. (C) a→c→b→d. (D) c→a→b→d.

order 順序

(35-37) (107 會考)

Jim Webb Oct. 16, 1987

Over the years, the number of whales has dropped sharply. From 1946 to 1986, about 340,000 whales were killed. People worry that children in the future can only see whales in pictures. They believe all kinds of whaling (whale hunting) should be stopped before it's too late.

Some people are trying to stop whaling all over the world. But they fail to notice one fact: Whaling was going on for a long time before the number of whales went down and became a problem.

Whaling started as early as 1,500 years ago. This was how tribespeople fed their families. They hunted whales for meat because almost nothing could grow on their land. They also made whale fat into oil and used it to make candles or oil lamps. Over the years, whaling became their way of living, and even part of who they are.

Tribe whaling is not the thing we should worry about. Of all the whales that were killed over the past forty years, only 10% were hunted by tribespeople. The other 90% died at the hands of the money-making whaling business. When we try to stop all kinds of whaling, we should think what we are asking tribespeople to give up and whether this is the best answer to the problem of whaling.

篇章結構: 指出文意結構

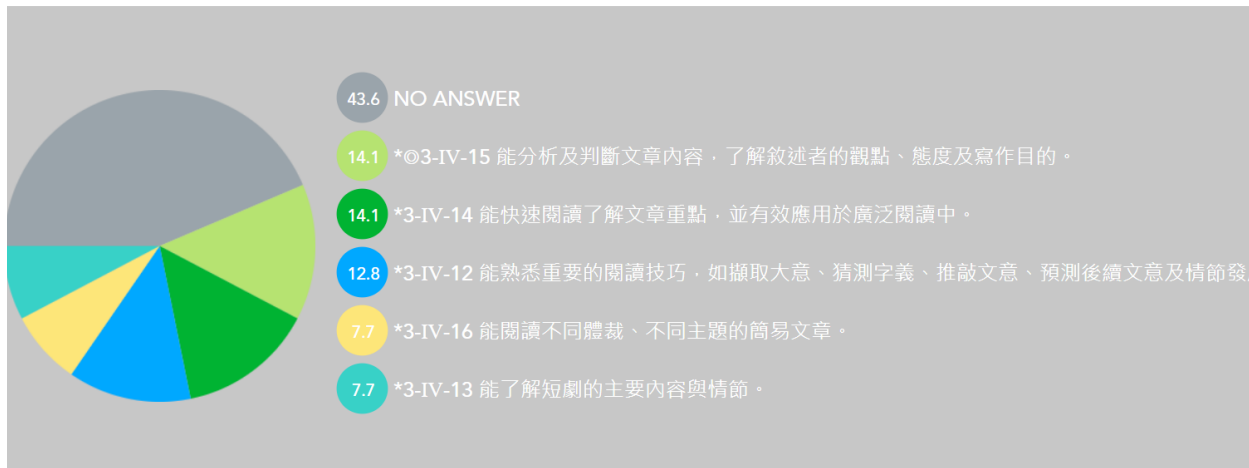
tribe 部落 fat 脂肪

35. Below are the writer's points in the reading:
a. Whether we should stop tribespeople whaling
b. The problem of whaling
c. Whaling as a way of life
In what order does the writer talk about his points?
(A) a→c→b. (B) b→c→a. (C) c→a→b. (D) c→b→a.

order 順序

總結:本次講座分享給教師以下資訊

學生閱來閱會什麼?(星號(*)是指較高階的學習表現)
(可以複選)

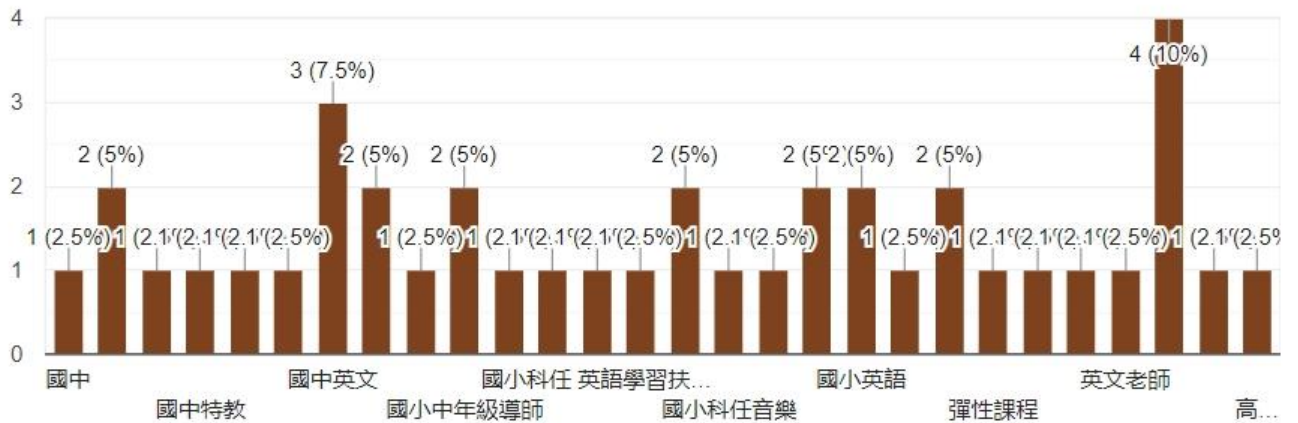


三、滿意度調查表

請問您任教的科目【如:國小低年級導師、國小科任社會、國中數學...等等】

[複製](#)

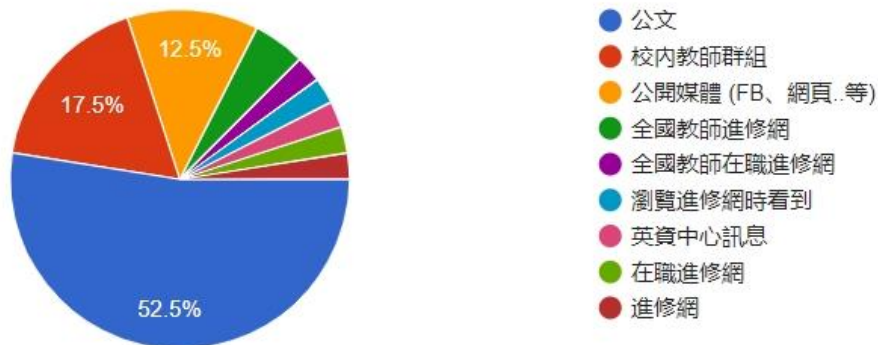
40 則回應



【研習宣導方式】請問您是如何知道本研習訊息?

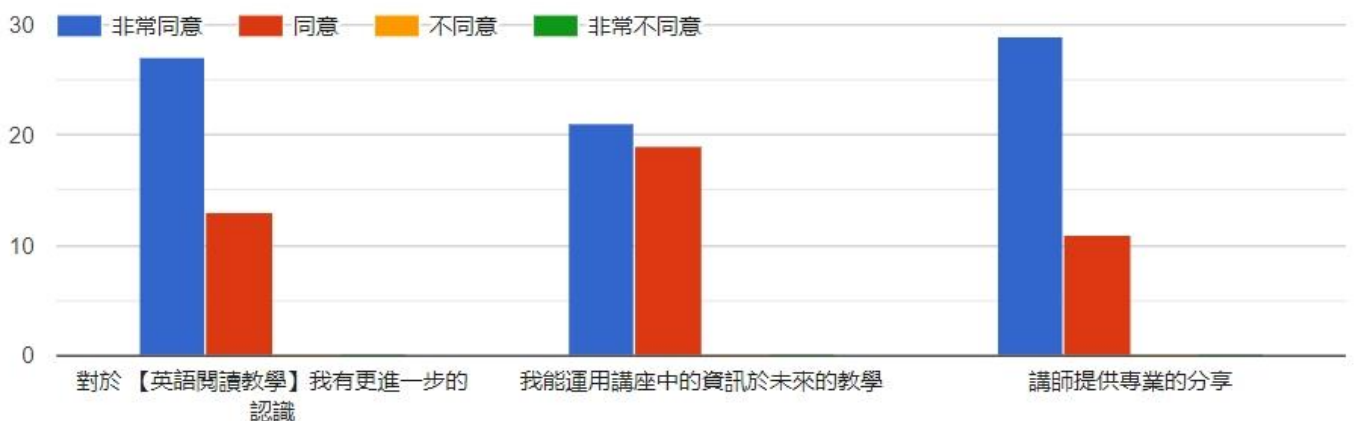
[複製](#)

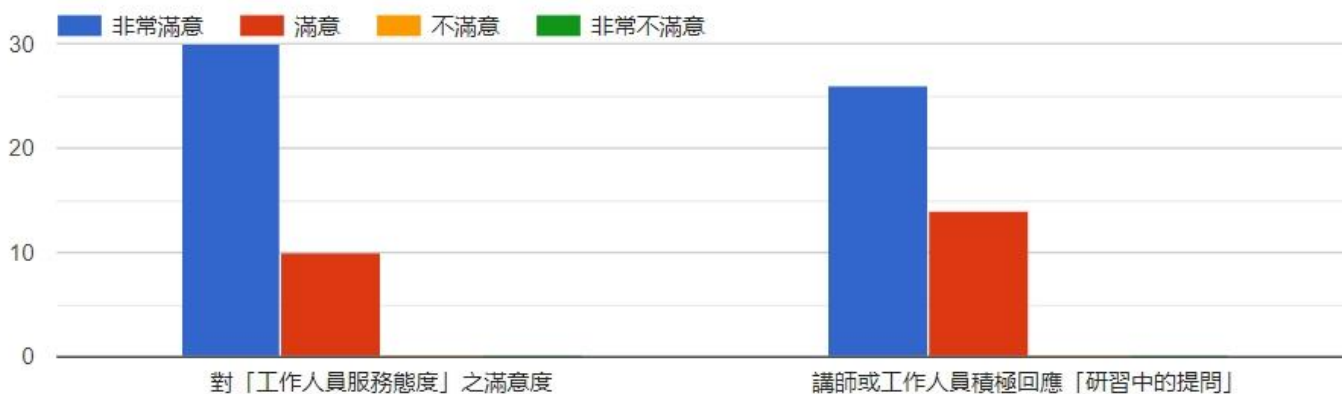
40 則回應



有關本次研習【課程內容】

[複製](#)





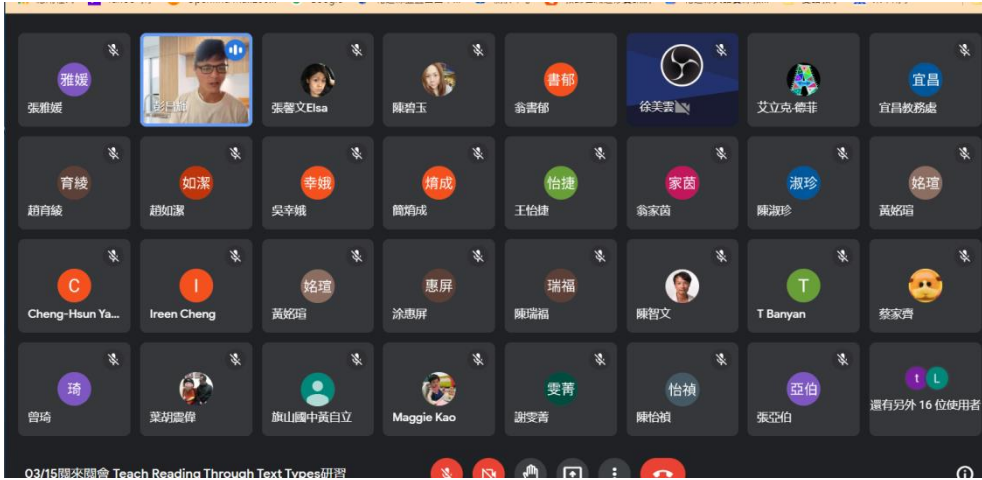
對於今日研習的回饋 (或未來研習規劃建議)，請您提供寶貴建議。謝謝。

(共有 40 位教師回饋留言，以下為彙整說明)

- ✧ 謝謝彭老師示範了 Nearpod 的妙用
- ✧ 希望下次能請老師講其他文體的教法，謝謝!
- ✧ 本次研習較適合國中程度的學生，對於國小程度可能比較不適用，但就國中小的銜接而言，還是可以提供國小英語老師一個方向，對於要如何進行英語教學，以便學生未來銜接國中。
- ✧ 老師很專業，讓我們獲益良多!
- ✧ 希望多些線上英語研習
- ✧ 非英語授課教師，內容有點吃力，是類研習，是否應由英語教師參加較為合適(若英語教師因課務無法參加，毋須指派參加)
- ✧ 謝謝老師的專業分享！獲益良多
- ✧ 老師藉由不同題目提問 把閱讀文本的層次拉高，鷹架也架構的有層次~謝謝老師的分享(推薦林健豐也有講文體教學的內容~很接地氣)
- ✧ 非常感謝主辦單位的用心，以及講師能帶深度思考的部分
- ✧ 如果有雙語教師線上工作坊或是增能研習
- ✧ 彭老師口條清晰，口條清楚，實例的分享獲益良多，即便是國中的課程分享，很多可以應用在國小的課堂中，謝謝老師。
- ✧ 謝謝老師分享英語閱讀教學的方法
- ✧ 很實用，希望日後有實體研習。
- ✧ 學習到以文體的方式，引導學生策略性的理解文章，雖是國小，但仍可以運用其中一些技巧，提升學生的英語閱讀力，謝謝英資中心及彭老師。
- ✧ 希望研習時間可以用週三下午
- ✧ 很棒的研習，希望之後還有機會聽老師分享

- ✧ 如此分析故事讓整體架構更清晰，更容易掌握故事的來龍去脈
- ✧ 希望辦理 "科技融入英語教學" "SDGs 融入教學"
- ✧ 可以多辦理線上研習，讓不方便到現場參與研習也可以有機會聽到很棒的講師分享。

四、講座研習照片



學生開來開會什麼? (星號*)是指較高階的學習表現
(可以複選)

