

有效教學暨多元評量分組實作單

單元名稱：I Want to Be a Chef (翰林版第3冊 Unit 5)

教學對象：8年級

教學時間：3堂課

教材教具運用：單字圖卡、暖身掛圖、句型電腦

語言學習成分：動名詞(V-ing)、不定詞(to V)當受詞的用法

(writing > speaking = listening > reading)

作業檢核與評量方式：小組學習單、小組互評、學生自評

符合向度：

- | | | |
|------------|-------------|-------------|
| ✓ 從瞭解學生開始 | ✓ 教師發揮本身特長 | ✓ 設定明確可及的目標 |
| ✓ 善用經濟簡便資源 | ✓ 活化練習、創新教學 | ✓ 系統化教學流程 |
| ✓ 合作學習取代競爭 | ✓ 多樣化媒體形式 | ✓ 相關領域科際整合 |
| ✓ 培養自主學習態度 | ✓ 真實環境使用英語 | ✓ 體會享受學習成果 |

- 學生背景：
1. 常態編班，程度雙峰。
 2. 學生學習態度較被動。
 3. 學生英語學習方面自信心普遍不足。
 4. 學生對於表達方面較為羞怯。

老師背景：喜歡閱讀各行各業表現出類拔萃的名人事蹟，期望透過分享名人的故事，引導學生思考並分享往後的職業志向。

- 學習目標：
1. 學習動名詞(V-ing)、不定詞(to V)當受詞的用法
 2. 能描述不同的職業，並簡單描述自己的生涯規劃
 3. 聽說讀寫 four skills 運用
 4. 小組合作，學習傾聽
 5. 學生能學習欣賞同儕及自身的表現
 6. 增加國際視野

教學策略：多元評量、小組合作學習

教學流程簡述：

第一堂課： 1. 老師列出學生學過的動詞，請學生圈出自己喜歡做的事，進行

句型練習：I love toV (V-ing)... I I enjoy V-ing...

2. 以主題字彙掛圖帶著學生認識並唸出各種職業的名稱。

3. 學生依自己喜好及志向，參考主題字彙，進行句型練習：

I love to... I want to be a ...

I enjoy ... I hope to be a ...

I want to be a ... I need to ...

第二堂課： 1. 課本暖身掛圖掛黑板，學生看圖認出這些名人並說出其職業。

2. 分組(4-5 人一組)，每組抽籤選一位名人，小組上網找出該名人的資料。

3. 各組用找到的資料，完成一張學習單(附件 1)，學生依自己程度選擇問題填寫答案，並且在句後簽名。

第三堂課： 1. 小組上台報告其所負責的的人物學習單，並朗讀所造之文句。

2. 小組傾聽各組報告並互評(附件 2)

評量： 1. 學生於傾聽各組報告時進行同儕互評(40%) (附件 2)

2. 學生針對整個活動進行自評(20%) (附件 3)

3. 老師評量學生(40%) (附件 4)

附件 1

小組學習單 Team Worksheet

Team: _____

Character: _____

1. Where is he/ she from?		簽名
2. What does he / she do?		簽名
3. What's special about he / she?		簽名
4. Do you like his / her job? Why? / Why not?		簽名
5.		簽名
6.		簽名

附件 2

同儕互評表

組別	評分項目			總分(10)
	發音+音量(4)	內容(4)	台風(2)	
1				
2				
3				
4				
5				
6				

(參考自台南市忠孝國中莊筱芸老師)

附件 3

活動自評表

Part 1: Self Assessment (10% 2pts/Q)

1. Today is _____.(date)
2. I think my overall performance (整體表現) is...
Excellent good so-so
3. I think my performance (表現) is especially good in ...

4. What can I do better in the next activity?

5. I rank my performance _____ (1~10).

Part 2: Team Evaluation (10% 2.5pts/Q)

1. In my group, we have done _____
_____ very well.
2. I think the best member is _____.
3. What can I learn from him/her?

4. I rank my team performance _____ (1~10).

Name: _____

(參考自嘉義民生國中陳明君老師)

附件 4

教師評分表

評分基準(criteria):

1. 能用正確的發音、適切的語調、節奏朗讀所造的句子。
2. 能正確地找到相關的資料、並寫出符合問題內容及文法、語法正確的句子。
3. 能正確地用表情、肢體動作進行語言分享與溝通。

Team/members : _____

Date : _____

Points/ Grade: _____

		Rubrics				Points
		4 (Fantastic)	3 (Terrific)	2 (Fine)	1 (Poor)	
Pronunciation	All pronunciation is correct, and all of the sentences are fluently expressed.	Most pronunciation is correct, and all of the sentences are fluently expressed.	Some pronunciation is correct, and all of the sentences are fluently expressed.	Few pronunciation is correct, and all of the sentences are fluently expressed.	_____	
Writing	All of the sentences are written with correct grammer and contents, and correspond with the questions.	All of the sentences are written with correct grammer and contents, and correspond with the questions.	All of the sentences are written with correct grammer and contents, and correspond with the questions.	All of the sentences are written with correct grammer and contents, and correspond with the questions.	_____	
Presentation	The presentation is done with right facial expression and body language.	The presentation is done with right facial expression and body language.	The presentation is done with right facial expression and body language.	The presentation is done with right facial expression and body language.	_____	
					Total	_____

(參考自台南市忠孝國中莊筱芸老師)