

英語文教學模組

一、課程基本資訊

項目	說明
課程主題	Reading On Stage
課程設計者	基隆市立暖暖高級中學 王珮琪老師
課程節數	每週 2 節，共 20 週，總計 40 節
課程適用對象	以高中一年級新生（10 年級）為主，曾經閱讀英文繪本、讀本或小說。
學習目標	<ol style="list-style-type: none"> 1. 能使用適當的閱讀策略理解英文小說內容 2. 能認識讀者劇場並實際參與其劇場活動 3. 能編寫讀者劇場英語劇本 4. 能以適當的聲情演繹表達故事內容 5. 能藉由讀者劇場成果發表展現其習得能力並增強自信
對應的總綱核心素養簡寫	<p>B1 具備掌握各類符號表達的能力，以進行經驗、思想、價值與情意之表達，能以同理心與他人溝通並解決問題。</p> <p>B3 具備藝術感知、創作與鑑賞能力，體會藝術文化之美，透過生活美學的省思，豐富美感體驗，培養對美善的人事物，進行賞析、建構與分享的態度與能力。</p>
對應的領綱核心素養簡寫	<p>英-U-B1 具備聽、說、讀、寫的英語文素養，能連結自身經驗、思想與價值，運用多樣的字詞及句型，在多元情境中適切溝通表達及解決問題。</p> <p>英-S-U-B3 具備欣賞英語文語言文字及英美文學作品的的能力，並能融合之體與聲音表情，進行英語文短劇表演。</p>
對應的學習表現	<ol style="list-style-type: none"> 1-V-6 能聽懂英語故事主要內容。 1-V-10 能聽懂以英語說明或敘述的主要內容。 2-V-1 能說出課堂中所學的字詞。 2-V-5 能以正確的發音及適切的語調說出常用句型的句子。 2-V-7 能參與簡易的英語短劇表演。 2-V-8 能以簡易的英語參與引導式討論。 3-V-1 能辨識課堂中所學的字詞。 3-V-8 能了解故事的內容與情節。 3-V-10 能辨識故事的要素，如背景、人物、事件和結局。 3-V-13 能熟悉各種閱讀技巧（如擷取大意、推敲文意、預測後續文意），進行快速閱讀並有效應用於廣泛閱讀中。 5-V-3 能以正確的發音及適切的斷句、節奏、語調、語氣及速度，流暢地朗讀短文、短劇及故事。 5-V-4 能針對各類選文，以口語或書面回答相關問題。 6-V-1 樂於參與課堂中各類練習活動，不畏犯錯 7-V-5 能利用文本的結構特色（如轉折語、陳述次序、文章論述方式等），增進文意理解。

	9-V-2 能根據上下文語境釐清兩個訊息間的關係。
對應的學習表現/ 實質內涵	A 語言知識 Ac-V-6 高中階段所學字詞（字頻最高的 4,500 字詞） Ae-V-17 故事及短劇的內容與情節 Ae-V-18 故事的背景、人物、事件和結局 Ab-V-1 句子語調所表達的情緒和態度 B 溝通功能 B-V-6 引導式討論 B-V-9 有情節發展及細節描述的故事或個人經驗 D 思考能力 D-V-2 兩個訊息關係的釐清
學生學習任務	1. 學生能完成閱讀小說 “Another World”，充分理解文意並能與小組團隊合作以聲音現場演繹出豐富有趣的讀者劇場。 2. 學生能完成閱讀小說 ” The Trumpet of The Swan”，能賞析作品並創造劇本包含指定主題，以團隊合作方式現場演繹出豐富有趣的讀者劇場。
Highlights	1. 引導高中新生體驗閱讀英文小說的樂趣，課程安排融入閱讀英文小說的技巧，以小組討論與課堂分享的型態引導學生理解故事內容並能針對主題進行深度思考。 2. 培養學生英文口語朗讀技巧，並能以文意理解為基石豐富語調及聲音表情，最終以現場表演形式呈現所學技巧。 3. 課程主題多元，能進行跨領域教學(生態保護或表演藝術)或主題式融入教學(生命教育或環境教育)。 4. 根據學生準備度進行化差異化教學，以彈性分組的方式搭配各種形式的教學活動，兼顧不同能力的學生，都能在充分協助下達成學習表現。 5. 課程活動能協助學生發展聽說讀寫與思考等各項英語能力，並設計多種閱讀活動，鼓勵同學喜愛閱讀並成為終身學習者。

二、教學單元案例

教材來源: <i>Another World</i> by Elaine O'Reilly (published by Pearson Education Limited)、 <i>The Trumpet of The Swan</i> by E.B.White (Published by Bookman Books, Ltd)、自編學習單、Youtube 影片等。	
教學資源/設備需求: 投影布幕、單槍投影機、網路、電腦、個人筆電或平板、手機、麥克風、海報紙(全開)、麥克筆(各色數支)、便利貼(紅藍綠黃數包)、紅色圓點貼紙(小組計分)、不傷牆面的膠帶或有黏性的黏土(張貼海報於牆面時使用)	
單元一: 閱讀小說 <i>Another World</i> 及讀者劇場實作 1	評量策略 (包含評量方法、過程、標準)
第一週課程說明及閱讀 <i>Another World</i> Ch. 1	說明:

1. Warm Up (10 mins)

- (1) 確認同學皆已到達上課教室(點名)。
- (2) 徵求本課程專屬的小老師。
- (3) 老師協助同學分組，4人一組，全班共9組(不超過10組)作為未來課堂閱讀的小組，可安排同學依小組就座。另外每位同學以組別-序號作為代號，例如3-A即為第三組A同學，以利進行小組活動。

2. 介紹課程內容 (10 mins)

老師發下本課程教學計畫表 (如附件)，並說明課程目標、上課方式、評量方式、選課注意事項及學習成果等，協助學生了解本課程的進行方式及欲達成之學習目標。

3. 請同學分享過去閱讀英文小說的經驗 (20 mins)

- (1) 學生依組別討論過去閱讀小說的經驗
- (2) 討論問題：
 - A. What is your favorite English novel/story?
 - B. Why do you like it?
 - C. What's the common difficulty when reading an English novel or story?
 - D. How do you overcome the difficulties?
- (3) 邀請若干組同學分享討論內容
- (4) **老師注意同學們對於問題C和D的答案，歸納同學在閱讀英文小說時常見的困難與克服方式，並作簡單的總結或提供其他學習策略。

4. Read and Understand *Another World Ch. 1*: (40 mins)

- (1) 帶領學生瀏覽 Contents，並據此猜測本書的內容
- (2) 閱讀 Ch1 "Happy is Good"
Read: 老師示範 read aloud, 請同學注意段句的位置及語調。<亦可搭配小說的朗讀 CD>
Understand:
 - 請同學們再自行閱讀 Ch1(silent reading)。閱讀前老師先說明 worksheet1 part I 的相關內容，強調以 5W1H 為架構，邊讀邊注意重要訊息，加強對於故事的了解。
 - 閱讀後，老師與同學一起完成 worksheet 1 part I 的概念圖。

Think & Share: 各組請討論 worksheet 1 part II，並將

製作一張小組計分表，準備數張紅點貼紙(1點代表1分)，每次上課依據課堂參與及報告發言情形加分，每週每組最多加5分，20週共100分。

👂 聆聽與口說:

1. 能專注參與討論問題 +1
2. 能嘗試使用英文參與討論 +3

(雖有不甚流利或用法錯誤或偶爾以中英交雜表達亦可)

討論結果以概念圖的型式繪於海報上，再張貼的教室的牆面上。(教室中若無適當牆面，可使用活動看板替代)

5. Gallery walk (10 mins)

各組海報張貼完成後，每組派 1 位同學站在自己的海報前負責解說，其他同學則需參觀各組的海報並聆聽解說，並將最有印象的內容紀錄或繪製在 Worksheet 1 part II。
註記：為使解說同學也能有機會參觀其他組別的海報，各組可安排另 1 人協助擔任解說員。

6. Wrap up: (10 mins)

(1) 老師針對今天的課程進行總結。

(2) 說明 Homework:

✧ 請完成 worksheet 1 part III

Bad colours. _____ is one of the worst colours.

It is a _____ colour. The colour of _____.

The colour of _____. It is a/an _____ colour.

Good colours. _____ is one of the best colours.

It is a/an _____ colour. The colour of _____.

The colour of _____. It is a/an _____ colour.

✧ 請事先閱讀 ch. 2-3

第二週閱讀 Another World Ch. 2-3

1. Warm up (10 mins)

(1) 檢查驗收回家作業。

(2) 各組組內同學朗讀自己的作業(Bad colour and good colour)。

(3) 各組票選一份佳作，貼在教室牆上展示，邀請同學觀摩。

2. Reading Strategy: Keep asking questions!! (10 mins)

(1) 老師請同學分享 worksheet 1 part I 的 why

(2) 老師說明閱讀時保持提問可以增加我們對於故事的理解問題的內容:請參考 worksheet1 5W1H

找尋答案的方式 (just name a few):

✧ re-read

✧ adjust reading rate

✧ keep reading

✧ use context clues

✧ locate key words

👂 聆聽與口說:

1. 能專注參與+1

2. 能嘗試使用英文參與討論 +2

(雖有不甚流利或用法錯誤或偶爾以中英交雜表達亦可)

📖 閱讀與寫作:

完成 Worksheet 1

依內容評分

<p>3. Read and Understand <i>Another World Ch. 2-3</i>: (30 mins)</p> <p>(1) 請各組同學以 silent reading 的方式再次閱讀 ch2-3，限時 5 分鐘。</p> <p>(2) 閱讀後，老師發下 worksheet 2，每人 1 張。請各組先完成 part I。</p> <p>(3) 請各組將 5W1H 的圖畫在磁鐵白板上，並派 1 位代表簡單解說，以 1 分鐘為限。</p> <p>(4) 老師解說 Part II (根據答案造出合理的問句)，可先選幾題作示範。</p> <p>(5) 解說後，請各組先共同合作完成 4 題，其餘的部分作為個人的回家作業。</p>	<p>📖 閱讀與口說:</p> <ol style="list-style-type: none"> 1. 能專注參與+1 2. 能嘗試使用英文參與討論 +2 <p>(雖有不甚流利或用法錯誤或偶爾以中英交雜表達亦可)</p>
<p>4. Read to learn the language: (15 mins)</p> <p>(1) 老師解說 worksheet 2 part III</p> <p>A. have to/ has to/had to Vr 的要點</p> <p>B. People in ...live ...lives...</p> <p>此為小說中獨特的寫作手法，以連續短句顯示說話者急切的語氣。</p> <p>(2) 同學練習及實作。</p> <p>(3) 老師請部分同學分享實作結果。</p>	<p>👂 聆聽與口說:</p> <ol style="list-style-type: none"> 1. 能專注參與+1 2. 能正確演練對話+2 <p>(偶有語調不當或停頓但大致正確)</p> <ol style="list-style-type: none"> 3. 能正確演練並以適當語氣表達+3
<p>5. Read to perform: (25 mins)</p> <p>(1) 請每組編號 AB 及 CD 同學分別形成兩兩一組。</p> <p>(2) 參考 worksheet 2 part IV 的兩則對話。</p> <p>共同討論對話 1 及對話 2 發生的情境 (when? where? who? what? how? why?) 再揣摩 Bz 及 Eve 應該以什麼語氣對話?</p> <p>(3) 全班一起練習對話 1，再請志願同學示範!</p> <p>(4) 各組自行練習對話 2，練習後演練給非同組的同學觀賞，並填寫評分表。</p>	<p>📖 閱讀與寫作:</p> <p>完成 Worksheet 2 依內容評分</p>
<p>6. Wrap up (10 mins)</p> <p>(1) 老師總結各組表現，給予肯定或建議!</p> <p>(2) Homework:</p> <p>完成 worksheet 2 part II 及 part V. 閱讀 Ch4-7</p>	<p>第三週閱讀 Another World Ch. 4-7</p>
<p>1. Warm up (10 mins)</p> <p>(1) 檢查回家作業</p>	

<p>(2) 請各組分享 worksheet 2 part II 及 part V 的結果</p> <p>2. Read to Understand Ch4-7 (1) (10 mins)</p> <p>(1) 老師發下 worksheet 3, 請各組根據 ch4-7 的內容完成 part I (5W1H)概念圖。</p> <p>(2) 請若干組分享概念圖成果</p> <p>3. Read to Understand Ch4-7 (2) (30 mins)</p> <p>(1) 各組請討論 worksheet 3 part II, 比較 Eden City 和 London 的差異。</p> <p>(2) 討論後請將結果繪製在海報上並張貼於牆面。</p> <p>(3) Gallery Walk: 每組選派 2 位代表在自己的海報前負責說明 (每人 6 分鐘), 其他人則走動參觀各組海報。</p> <p>4. Reading Strategy: Infer (30 mins)</p> <p>(1) 老師解說 infer 的使用時機與方法 (可參考 worksheet 3 part III)</p> <p>(2) 各組進行演練 (完成 exercise 1&2)後, 全班一起討論答案</p> <p>(3) 各組進行 exercise 3, 推測 Eve 的真實身分及接近 BZ 的意圖為何。</p> <p>(4) 徵求若干組同學分享答案。</p> <p>5. Read to perform (15 mins)</p> <p>各組兩兩分組(pair), 每個 pair 演練 worksheet 3, part IV 的對話。老師提醒同學務必先討論該對話的發生情境及說話者當時的語氣或心情, 再以適合的方式 read aloud.</p> <p>徵求志願組別練習。</p> <p>6. Wrap up: (5 mins)</p> <p>(1) 老師總結本次同學上課表現</p> <p>(2) Homework: 完成 worksheet 3 part V. 並完成閱讀 ch. 8</p>	<p>📖閱讀與口說:</p> <p>1. 能完成概念圖+1</p> <p>2. 能完成概念圖並以英文解說 +2</p> <p>👂聆聽與口說: 能完成海報繪製並以英文解說 +1</p> <p>👂聆聽與口說:</p> <p>1. 能正確演練對話+1</p> <p>2. 能正確演練對話並適當表達語氣或心情 +2</p> <p>📖閱讀與寫作: 完成 Worksheet 3 依內容評分</p>
<p>第四週閱讀 Another World Ch. 8 & Extension</p>	
<p>1. warm up (10 mins)</p> <p>各組分享回家作業, 以小組或全班形式進行皆可。</p> <p>2. Read to understand Ch8 (10 mins)</p> <p>(1)各組一起以 5W1H 的概念圖呈現 Ch8 的大綱, 將其畫在磁鐵白板上。</p>	<p>📖閱讀:</p> <p>能正確以 5W1H 的概念圖呈現 Ch8 的大綱+1</p>

(2) 將所有磁鐵白板貼於黑板上，比較各組優點與差異。

3. Read to Think (30 mins)

(1) 小組討論 worksheet 4 part I，根據 ch8 協助 Eve 完成書面報告。

(2) 全班一起討論結果。

(3) Think Further:

每位同學請先將自己的答案寫在學習單中

Based on the Procedure, what kind of people is The Team looking for? Why?

接著請每位同學起立並帶著自己的學習單，在教室中走動與至少 6 人交換彼此的想法(答案)。

完成後徵求同學分享在交換想法過程中感到印象最深刻的部分。

4. Read and Connect (20 mins)

各組共同完成 worksheet 4 part II. 完成後挑選最特別的三點，上台報告，每組限時 1.5 分鐘。

In Eden City, being the same is very important. However, they are not alone. The people in the real world are often doing the same: get what others get, do what others do...

Please work in groups to find out how people in Eden City and in our real world are the same.

5. Extent ion Activity (25 mins)

(1) 各組先自行回答學習單的問題 (In Eden City, being the same is beautiful, but being different is ugly. Do you agree? Why or why not?)，再跟組內夥伴分享自己的看法。

(2) 全班一起觀賞影片 (YouTube 影片: Being Different Is Beautiful <https://www.youtube.com/watch?v=KJlygFknjYo>) 並完成學習單上的活動

6. Wrap up (5 mins)

(1) 老師總結今天上課情形

(2) Homework: 請同學為 Another World 寫一篇 Book Review

第五週 認識 Reader' s Theater 與演練

1. Warm up (10 mins)

同學們和至少 3 位不同組的同學交換分享閱讀 book report of Another World

2. 認識 Reader' s Theater (20 mins)

(1) 說明 RT (觀賞 YouTube 影片: What is Reader' s Theater

👂 聆聽與口說:

1. 能上台報告完成任務+1
2. 能嘗試以英文上台報告並完成任務 +2

📖 閱讀與口說:

1. 能正確回答問題 +1
2. 能以英文回答問題及分享看法 +2

📖 閱讀與寫作:

完成 Book Review
依內容評分

<https://www.youtube.com/watch?v=fyrNaq1ZFJ0>)

- (2) 討論影片中的重點 (RT 的取材與訣竅)
- (3) 觀賞範例 (YouTube 影片: Theatre Arts I - Reader's Theatre: The True Story of the Three Little Pigs (2011) https://www.youtube.com/watch?v=Bq00hvo_b1U)
- (4) 討論影片中演員的表達方式
- (5) 發下並說明 Reader's Theater Rubric (每人一張)
- (6) 再觀賞一次範例影片, 使用 rubric 觀察演員們的優缺點, 並討論觀察結果。

3. RT 實作 I. (20 mins)

- (1) 發下 Worksheet 5, 問同學們這是出現在哪一章節的對話及其情境。(ch5)
- (2) 全班練習:
每組輪流唸一句台詞 (老師請注意同學發音的正確性), 唸完後其他各組須覆誦一次。
- (3) 小組練習:
各組請分配角色 (每人分飾一角, 若人數不足, 則可一人最多分飾兩角), 使用螢光筆標示出自己的台詞。
組內一起討論每句台詞應有的情緒、音量或語氣並註記在台詞旁。完成後, 試唸數次。老師至各組協助確認發音語調是否恰當。

4. RT 實作 II. (40 mins)

- (1) 小組練習:
討論適合的手勢或動作讓故事更加豐富有趣。
決定表演時隊形及各角色站立之位置。
設計開場與退場。
完整練習(含開場及退場)數次。
- (2) 彩排演出: (建議老師可錄影, 以便與第二次比較)
各組輪流表演, 每組 3 分鐘為限。
同時各組同學需依據 rubric 觀察各組表演, 並記錄優缺點。
老師總結並針對各組提出改進建議, 作為下次正式演出的改善依據。

5. Wrap up (10 mins)

- (1) Homework: Prepare for RT
- (2) 下次上課正式演出 (須增加演員名牌及簡單道具), 並納入定期評量 (20%)

☺口說:

1. 能正確唸出台詞 +1
2. 能正確並以適當語氣念出台詞 +2

☺口說:

1. 能專注參與練習 +1
2. 能完整演練+2
3. 能完整演練並展現團隊合作與特色+3

第六週 Reader' s Theater 演出<期中評量 20%>

1. Warm up (20 mins)
各組練習
2. 演出前說明 (15 mins)
各組抽順序籤，每組 5 分鐘內完成表演 (含進退場)
老師說明評分方法
評分人員:任課老師或客座評審(可邀約其他老師參與)及
全班同學
評分方式: 每人使用 Reader' s Theater Rubric 評分
Individual 分數請分別給分 (每位演員都須給分)
Group 分數整體給分(一組一個分數)
成績計算: 演出結束後回收評分表同學可將 5 張貼紙貼在各組
計分表上(每組最多給 2 張貼紙)
計算評審分數，公布結果
3. 演出 (45 mins)
順序 1-9 組表演 (建議錄影以便與第一次比較)
4. Wrap up (20 mins)
回收評分表與講評
**課後請小老師協助登錄成績，並於下次上課公布成績，同學
複驗後無誤則納入正式成績計算。

第七週 Guest Speaker: 聲音的喜怒哀樂 (Voice Your Emotions)

1. 發下 Worksheet 6 並歡迎講師 (5 mins)
2. 講座開始 (80 mins)
 - (1) 講師自我介紹
 - (2) 配音員的第一步:正音
 - (3) 配音員的下一步:聲音表情
 - (4) 配音工作流程
 - (5) 配音工作甘苦談
 - (6) 如何成為專業配音員
3. Q&A (10 mins)
4. 收回學習單並說明下次上課 (觀摩英語配音大賽)的注意事項
(5 mins)

第八週 觀摩英語配音大賽

1. 觀賽前說明

☺閱讀與口說:

老師發給每位同學 5 張紅點貼紙，依據 Reader' s Theater Rubric 評分，請同學將貼紙給予表現優異的小組。

👂聆聽:

1. 能專心聆聽講座 +2
2. 能專心聆聽並能與講師互動+4
3. 能專心聆聽、與講師互動並分享心得+5

📖閱讀與寫作:

完成 worksheet 6
依內容評分

👂聆聽:

<p>(1) 詳讀報名辦法及評分要點</p> <p>(2) 說明觀賽應有的禮儀<手機調整為靜音、中途不可離席、不可大聲批評說笑、應給予參賽選手鼓勵肯定與尊重></p> <p>2. 進行觀賽</p> <p>發下評分表，每人一張，依據比賽評分要點進行評分，並觀察紀錄各組特殊表現或建議事項。</p> <p>3. 觀賽後討論 <不限於本次上課完成></p> <p>(1) 各小組先分享對於各組選手的表現，並說出對於印象最深刻的組別及原因。</p> <p>(2) 統計各組的評分，再彙整各組評選結果，選出前三名及最佳配音員(1至3位)</p> <p>(3) 於大會正式公布比賽結果時對照本班同學的票選結果，並分析相似或相異的可能原因。</p>	<p>1. 能專心觀賞比賽 +1</p> <p>2. 能專心觀賞比賽並完成評分表+2</p> <p>👂聆聽與口說:</p> <p>1. 能專心聆聽討論+1</p> <p>2. 能專心聆聽並參與討論+2</p> <p>3. 能專心聆聽並以英文參與討論 +3</p>
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<p>單元二:閱讀小說 The Trumpet of The Swan 及讀者劇場實作 2 (含劇本寫作)</p>	<p>評量策略 (包含評量方法、過程、標準)</p>
<p>第九週 Before Reading The Trumpet of The Swan</p> <p>1. Warm up (15 mins)</p> <p>老師說明在開始閱讀賞析 The Trumpet of The Swan 之前，需了解同學們對於與故事相關背景知識，因此需要進行 pretest(附件十一)，以便給予每位同學適合的協助。試題中包含故事裡常用的單字及部分句子，皆為選擇題，作答時間 10 分鐘。</p> <p>發下 Pretest 的試題，同學作答</p> <p>2. Know more About the story (25 mins)</p> <p>(1) 奇數組別請蒐集 3~5 個關於作者 E. B. White 的 facts，例如生平事蹟、寫作風格、代表作品等等。</p> <p>偶數組別請蒐集 3~5 個關於 The Trumpet of The Swan 的 facts，例如完成時間、故事特色、賞析或評論等等。</p> <p>(2) 請寫在便利貼上<每張僅限一個 fact>請註明出處。</p> <p>(3) 請各組貼在教室前方黑板，若與他組有相同的 fact，順序先者保留，其他組必須帶回。</p> <p>(4) 完成後各組簡要報告所蒐集的資料。</p> <p>(5) 計算每組得分。</p> <p>(6) 老師和同學們閱讀本書目錄(contents)猜測故事大意。</p> <p>3. 說明第二次讀者劇場 (10 mins)</p> <p>第二次讀者劇場故事以 The Trumpet of The Swan 為主，每組 6</p>	<p>差異化教學:</p> <p>挑選小說中常出現的單字及部分語句設計前測 (pretest)了解學生對於本次故事的準備度，據此進行分組。</p> <p>📖閱讀與寫作:</p> <p>1. 能積極參與活動+1</p> <p>2. 能正確提供指定的 facts +2</p> <p>3. 能提供正確的 facts 且數量>4 +3</p>

人，需自行撰寫劇本，故事內容必須闡述下列其中一個議題：

- (1) 生命的力量：勇於挑戰
- (2) 生態的美好：環境之美

第 19 週上課時呈現，每組時間以 3-5 分鐘為限，評分項目與第一次的 rubrics 相同。

3. 閱讀 Ch1~3 < Sam, The Pond, A Visitor> (20 mins)
各組分成 AB 和 CD 兩兩一組，閱讀 ch1-3，並以 5W1H 的概念討論故事中的大意。
4. Tic-Tac-Toe Game (25 mins)
使用 Worksheet 7(附錄十一)，進行 pair 之間的 mini 對抗。
遊戲方法與 tic-tac-toe 相同，正確回答格子裡的問題並說出答案的出處(頁次或行號)即可劃記 0 或 X, 最先連成**二線**者獲勝。
遊戲中若對於答案有疑慮，可以請求老師協助。
5. Wrap up (5 mins)
 - (1) 總結 ch1-3 的重點
 - (2) homework:
 - * 再次閱讀 Ch1-3 並完成 worksheet 7 Word Watcher
 - * 閱讀 ch4-6

第十週 The Trumpet of The Swan Ch4-6 (The Cygnets, Louis, Off To Montana)

1. Warm up (20 mins)
 - (1) 重新分組：
1-1 根據學生的準備度(readiness) 亦即 pretest 成績分為三組
Morning (M): slow learners (<50 points)
Afternoon (A): average learners (between 51 and 80 points)
Night (N): high achievers (over 80 points)
分組的分數切點可依據實際測驗成績另作微調。
 - 1-2 告知每位同學專屬的代號及組別
- 上課時依下列組別就座 <異質性分組>:

Group	Day1	Day2	Day3	Day4	Day5	Day6
Students	M1	M3	M5	M7	M9	M11
	M2	M4	M6	M8	M10	M12
	A1	A3	A5	A7	A9	A11
	A2	A4	A6	A8	A10	A12
	N1	N3	N5	N7	N9	N11
	N2	N4	N6	N8	N10	N12

☞閱讀與寫作：

1. 能專心參與討論
+1
2. 能專心且以英文討論
+2

☆☆☆

總結目前為止的小組分數
並納入個人分數
(下次上課重新分組)

☞閱讀與寫作：

完成 worksheet 7
依內容評分

☆☆☆說明：

重新分組後的小組加分一
律以異質性分組計分。

差異化教學：
彈性分組

部分活動需採交叉分組<同質性分組>進行:

Group	Morning 1	Morning 2	Afternoon 1	Afternoon 2	Night 1	Night 2
Students	M1	M7	A1	A7	N1	N7
	M2	M8	A2	A8	N2	N8
	M3	M9	A3	A9	N3	N9
	M4	M10	A4	A10	N4	N10
	M5	M11	A5	A11	N5	N11
	M6	M12	A6	A12	N6	N12

提醒同學牢記自己的組別名稱，例如 M1 同學是 Day1 and Morning 1，以此類推。

(2) 請學生和新組員分享自己畫出的綠色、藍色及紅色句子並說明原因

(3) 老師說明這個故事主題之一: Beauty of Life，綠色筆所畫的句子代表 beauty of nature，藍色筆是 beauty of animals，紅色筆是 beauty of human-animal relations

2. Reading Strategy: Visualize (20 mins)

(1) 發下 Worksheet 8 說明 visualize 的使用方法
可參考下列影片

reading strategy: visualize

<https://www.youtube.com/watch?v=zY7Mz7Qi4x0>

(2) 請同學先完成 Exercise 1，老師再播放 Exercise 2 的影片
1.

<https://www.youtube.com/watch?v=bnWb-JMWWNg>

2. mother swan led her cygnets to swim

<https://www.youtube.com/watch?v=bDZyqAQGslg>

3. swan nest hatching:

<https://www.youtube.com/watch?v=qJa8Tp7xBD4>

請同學討論答案並解釋

3. Read to understand (25 mins)

(1) 討論 Worksheet 8, part II.

採異質性分組，每人先回答自己的問題:

“Mornings” discuss questions with “M”

“Afternoons” discuss questions with “A”

“Nights” discuss questions with “N”

(2) 完成後組內分享自己的答案並說明出處 (頁次及行數)

📖 閱讀與口說:

1. 能完成回答問題+1
2. 能正確回答問題+2

差異化教學:

4. Read to think (25 mins)

各組討論 part III，並派代表上台報告 2 分鐘。

1. Sam love to observe birds, but did he disturb the swans while observing the animals? Why or why not?

2. What else can we do to protect the wild animals when observing them?

5. Wrap up (10 mins)

(1) 老師簡要總結重點

(2) Homework:

再次閱讀 ch4~6 完成 Worksheet 8 word watcher

閱讀 ch7~9

**第十一週 The Trumpet of The Swan Ch7-9
(School Days, Love, The Trumpet)**

1. Warm up (10 mins)

與組內同學分享自己的 word watcher

2. Read to understand (20 mins)

(1) 討論 Worksheet 9, part I.

採異質性分組，每人先回答自己的問題:

“Mornings” discuss questions with “M”

“Afternoons” discuss questions with “A”

“Nights” discuss questions with “N”

(2) 完成後組內分享自己的答案並說明出處 (頁次及行數)

3. Read to think (30 mins)

(1) 請各組討論 worksheet 9, part II.

Louis' father stole a trumpet from a store for him.

Do you think he is guilty or not? State your reasons.

最後作出決定及述明原因

(2) 各組派代表上台報告內容

4. Read to perform (30 mins)

(1) 老師說明 Guidelines to design a script for Reader' s Theater (worksheet 9)

設計不同層次的討論題，讓不同能力同學回答。

☺口說:

1. 能正確完成報告 +1
2. 能嘗試以英文完成報告 +2
3. 能以英文完成報告並具有創意 +3

📖閱讀與寫作:

完成 worksheet 8

依內容評分

差異化教學:

設計不同層次的討論題，讓不同能力同學回答。

📖閱讀與口說:

1. 能參與討論並完整說出內容 +1
2. 能參與討論並以英文完整說出內容 +2

<p>(2) 請各組練習根據 Ch7-9，設計三段簡短對話 between Louis' parents between Louis and Sam between Louis and his brothers and sisters</p> <p>(3) 請各組簡短表演自己設計的對話</p> <p>4. Wrap up (10 mins)</p> <p>(1) 老師總結大家今天的表現</p> <p>(2) 再次閱讀 ch7~9 完成 Worksheet 9 word watcher 閱讀 ch10~12</p>	<p>✍寫作與口說:</p> <p>1. 能完整演練對話 +1</p> <p>2. 能完整演練對話並以適當的情緒或語氣表達 +2</p> <p>3. 能完整演練對話、以適當情緒表達並能展現特色 +3</p>
<p>第十二週 The Trumpet of The Swan Ch10-12 (Money Trouble, Camp Kookooskoos, A Rescue)</p>	
<p>1. Warm up (10 mins)</p> <p>與組內同學分享自己的 word watcher</p> <p>2. Reading Strategy: summarize (10 mins)</p> <p>(1) 老師說明 summarize 的用法</p> <p>(2) 發下 Worksheet 10, 請各組練習 summarize Ch10</p>	<p>📖閱讀與寫作:</p> <p>完成 worksheet 9 依內容評分</p>
<p>3. Read to Understand (30 mins)</p> <p>(1) 各組完成 Ch11 information about the camp 及 Ch12 Two Rescues</p> <p>(2) 全班一起討論結果</p>	<p>📖閱讀與寫作:</p> <p>1. 完成活動+1</p> <p>2. 正確完成活動+2</p>
<p>4. Read to connect with life (40 mins)</p> <p>請各組討論下列議題 (Power of Life):</p> <p>(1) What difficulties did Louis suffer because of having no voice? How did he overcome?</p> <p>(2) In our real world, if someone (human beings) has speech problem, what will happen? How can we help them?</p> <p>(3) Have you had the experience of being unable to speak? Share your experience with the class. 各組上台報告討論結果</p>	<p>👂聆聽與口說:</p> <p>1. 能專心聆聽並參與討論 +1</p> <p>2. 能專心聆聽並以英文參與討論 +2</p> <p>3. 能專心聆聽並以英文參與討論並展現特色 +3</p>
<p>5. Wrap up (5 mins)</p> <p>(1) 老師總結大家今天的表現</p> <p>(2) Homework: 再次閱讀 ch10~12 完成 Worksheet 10 word watcher 閱讀 ch 13~15</p>	<p>📖閱讀與寫作:</p>

第十三週 The Trumpet of The Swan Ch13-15
(End of Summer, Boston, A Night At The Ritz)

完成 worksheet 10
依內容評分

1. Warm up (15 mins)

(1) 請同學依 morning, afternoon and night 分組就座

(2) 播放部分片段:

https://www.youtube.com/watch?v=qi_rm_iP-Tg

以下片段為 Ch13-15 中包含音樂或對話的內容，老師播放片段後，請同學猜測出處，並注意聆聽音樂。

2:40-4:00 Ch13 p. 114

5:00-5:45 Ch13 p. 115

10:00-11:10 Ch14 p. 119

15:00-19:00 Ch15 pp. 125-128

19:37-19:55 Ch15 p. 137

(3) 請同學們比較”閱讀”和”聆聽” Louis’ 音樂的差別

老師說明故事中有許多音樂，同學們可以自行哼唱或使用網路影音資源聆聽，增添閱讀的樂趣。


2. Reading Strategy: Predict (35 mins)


(1) 觀看 youtube video 說明 Predict:

<https://www.youtube.com/watch?v=nsLD33rczFA>

(2) 老師說明 Worksheet 11 Exercise

依組別共同完成指定任務

 For “Morning Group”, write true or false about the following events, and correct the false event(s).

 For “Afternoon Group”, fill in blanks to complete the events.

 For “Night Group”, finish a summary.

再進行預測故事接下來的發展

(3) 回到組別 Day1-6，分享剛剛在前一組的預測內容

3. Read to perform (25 mins)

(1) 請各組 (Day 1-6) 先分析 6 個句子的 context 與 expression Notes

(2) 每位組員實際演練 6 個句子後，再分配每人一個句子，完成後各組上台表演，全班每人可領取 2 張加分貼紙給予表現優異之各組(每組最多加 1 分)。

差異化教學:

同質性分組完成 tiered assignment(題型配合能力組別設計)再回到異質性分組進行分享

☺口說:

全班每人可領取 2 張加分

4. Read to think (20 mins)

請和組員討論下列問題，再推派 1-2 位同學代表報告

***What can Louis do the things that only human beings can but birds can't do?
List at least 3 of them that you and your teammates think the most interesting,
and explain when and why he did them.***

5. Wrap up (5 mins)

(1) 老師總結大家今天的表現

(2) Homework:

再次閱讀 ch13-15 完成 Worksheet 11 word watcher
閱讀 ch 16-18 並檢查 Worksheet 11 的預測是否正確

**第十四週 The Trumpet of The Swan Ch16-18
(Philadelphia, Serena, Freedom)**

1. Warm up (10 mins)

請同學依據 Day1-6 組別就座

播放部分片段:

https://www.youtube.com/watch?v=qi_rm_iP-Tg

以下片段為 Ch16-18 中 Louis 演奏的音樂，請同學注意聆聽
並猜測出處:

31:30~32:35 Ch16 p.139

55:20~56:30 Ch17 pp.156~157

2. Read to Understand (20 mins)

各組討論 Worksheet 12 Part I 的問題並說出出處(章節與頁次)
每組選擇一題回答，其餘兩題可全班一起討論或徵求志願同學
回答。

3. Read and Learn Language (20 mins)

(1) 老師簡要說明複合形容詞的規則

(2) 請同學猜測 natural-born 和 natural-hatched 的差別，並
舉例說明那些動物是 natural-born, 那些是
natural-hatched

(3) 接著說明 fine-looking /finer-looking 並請同學找更多例
子

(4) 老師協助同學理解並欣賞 E. B. White 在本次章節中描寫景
色的優美句子，請同學利用 word bank 仿造出描寫景色的句

貼紙給予表現優異之各組
(每組最多加 1 分)。

☺口說:

1. 能正確完成報告 +1
2. 能嘗試以英文完成報告 +2
3. 能以英文完成報告並
具有創意 +3

📖閱讀與寫作:

完成 worksheet 11
依內容評分

📖閱讀與寫作:

能正確完成回答問題+1

子。

4. Read to Think (30 mins)

(1) Day1-6 組中再細分為兩兩一組 (pair)，每個 pair 負責回答 1 題。完成後與組內及組外同學(至少 2 pairs)分享自己的答案。

(2) 老師請負責第三題的同學分享討論結果並對照故事中 The Head Man 的做法，鼓勵同學分享意見或經驗

When a wild bird flies into a zoo, is it appropriate to keep the bird in the zoo? Why or why not? State your reasons. In the real world, what do the people in the zoo usually do with the wild bird accidentally flying to the zoo?

5. Read to Perform (15 mins)

請與組員(Day 1-6)討論第二次讀者劇場的初步計畫並於下課前將計畫書繳交給老師

6. Wrap up (5 mins)

(1) 老師總結大家今天的表現

(2) Homework:

再次閱讀 ch16-18 完成 Worksheet 12 word watcher
閱讀 ch 19-21

第十五週 The Trumpet of The Swan Ch19-21

(A Talk About Money, Billings, The Greening Spring)

1. Warm up (10 mins)

請同學分享 Worksheet 12 word watcher 的內容

2. Read to Understand (20 mins)

發下 Worksheet 13，請同學與小組 (Day 1-6)一起討論，完成後每組派 2 位同學代表報告討論內容

3. Read to Think (30 mins)

(1) 請小組一起完成 Louis 的收支紀錄表，並核對剩餘金額。

(2) 請小組使用全開海報共同繪製以 Louis 為中心的 Love Map，並派代表解說。

📖 閱讀與寫作:

1. 能完成答題+1
2. 能正確完成答題+2

✍ 寫作:

1. 能完成計畫書+1
2. 能完成計畫書且對於故事能有細節描述+2
3. 能完成前項所述並稱份展現團隊合作+3

📖 閱讀與寫作:

完成 worksheet 12
依內容評分

👂 聆聽與口說:

能完成討論並完整報告+1

4. Read to Perform (30 mins)

老師發下 Second Preparation for the Final Presentation

各組須以 5W1H 的概念圖構思劇本大綱並完成角色分配

5. Wrap Up (10 mins)

(1) 老師總結大家今天的表現

(2) Homework:

完成 Book Review of The Trumpet of The Swan

第十六週 The Trumpet of The Swan

(Preparation for Final Presentation 1)

1. Warm up (10 mins)

同學們分享 book review

2. 撰寫劇本 I (40 mins)

各組 (Day 1-6) 共同討論並撰寫劇本 (格式請參考 Worksheet 5)

**老師代為借用筆記型電腦、請學生自行準備或改在電腦教室上課，讓同學可以直接進行電腦打字。

3. 各組報告劇本大綱 (15mins)

報告內容：主題、故事大綱、角色分配及目前遭遇的困難

老師可依據報告內容掌握各組進度並了解各組困難，繼而決定對各組別提供哪些協助或多少協助。

4. 撰寫劇本 II (30 mins)

各組繼續撰寫劇本 (對於撰寫劇本有困難之組別，可建議選擇原著中對話較為豐富且能表達主題的段落，進行增刪，加快進度。)

5. Wrap up (5 mins)

各組 email 或上傳劇本 (至少完成 1/2) 電子檔至指定雲端硬碟，老師須確認是否收到。如當天無法繳交，須在下次上課前另行安排一次討論時間完成並補交。

第十七週 The Trumpet of The Swan

(Preparation for Final Presentation 2)

1. Warm up (10 mins)

老師說明今天各組須完成劇本 (初稿) 並進行第一次讀稿

2. 撰寫劇本 I (40 mins)

📖 閱讀與口說:

1. 能完成任務 +1
2. 能完成任務並以英文解說+2

✍ 寫作:

1. 能完成劇本大綱+1
2. 能完成劇本大綱並展現團隊合作+2

📖 閱讀與寫作:

完成 Book Review

依內容評分

✍ 寫作:

1. 小組能撰寫劇本大綱 +2
2. 小組能完成劇本大綱 +3
3. 小組能完成劇本大綱並展現團隊合作+5

各組(Day 1-6)共同討論並撰寫劇本(格式請參考Worksheet 5)
**老師代為借用筆記型電腦、請學生自行準備或改在數位教室上課，讓同學可以直接進行電腦打字。

3. 各組第一次讀稿 (30 mins)

- (1)各組進行第一次讀稿(若有組別未完成，仍需進行讀稿，寫到哪，讀到哪)
- (2) 老師給予各組提供建議

4. 小組讀稿練習 I (15 mins)

讀稿練習順序:

正確性→情緒語調→肢體動作→團隊默契與流暢度

5. Wrap up (5 mins)

各組在下次上課前繳交讀稿練習錄音檔(email 或上傳至指定雲端硬碟)

第十八週 The Trumpet of The Swan

(Preparation for Final Presentation 3)

1. Warm up (10 mins)

老師播放各組繳交之讀稿錄音檔，並給予回饋。

2. 各組讀稿練習 (40 mins)

- (1) 各組進行讀稿練習
- (2) 設計進退場、演出隊形及各演員定位

3. 各組彩排 (35 mins)

- (1)各組進行彩排，須包含進退場
- (2)各組演出時間不超過5分鐘
- (3)老師給予各組回饋

4. Wrap up (5 mins)

老師說明下週正式演出事項(抽順序籤、邀約的評審、評分標準)
下次上課前繳交完整的劇本電子檔(納入評分)

第十九週 Reader's Theater 演出<期末評量 40%>

1. Warm up (40 mins)

- (1) 各組派代表抽順序籤
- (2) 各組依演出順序進行完整彩排(進退場、含演員名牌及簡易

✍寫作與口說:

1. 能完成劇本並完整讀稿 +2
2. 能完成劇本並以適當語氣讀稿 +3
3. 能完成劇本、以適當語氣讀稿並展現團隊合作+5

☞口說:

1. 能完整讀稿 +2
2. 能以適當語氣讀稿 +3
3. 能完成前述兩項且幾乎相當於正式演出+4
4. 幾乎相當於正式演出並展現團隊合作+5

道具)

2. 正式演出前說明 (10 mins)

老師說明評分方法介紹評審(建議本次可邀約外籍老師或表演藝術專長教師)

評分人員:任課老師或客座評審及全班同學

評分方式:每人使用 Reader' s Theater Rubric 評分

Individual 分數請分別給分(每位演員都須給分)

Group 分數整體給分(一組一個分數)

本次另由評審選出前三名、最佳劇本、最佳演員及最佳創意獎

3. 演出 (45 mins)

順序 1-6 組表演 (建議錄影), 每組 7 分鐘(含換場) 共 6 組

4. Wrap up (5 mins)

回收評分表與講評

**課後請小老師協助登錄成績, 並於下次上課公布成績, 同學複驗後無誤則納入正式成績計算。

Homework: 上網填寫學習回饋問卷

第二十週 Review

1. Warm up (20 mins)

簡要回顧各組上週表演的影片

2. 公布成績、回饋及頒獎 (20 mins)

公布成績 老師講評 並頒發獎項

3. 回顧與回饋 (40 mins)

各組討論並分享本次課程中

(1)最喜歡的活動

(2)學習到的英文閱讀技巧

(3) 最感動的部分

4. Wrap up (20 mins)

(1) 老師引導同學回想曾討論的議題

Being different is not ugly.

Power of Life: Challenge yourself.

Beauty of Life: Sustain the beauty of nature

(2) 老師肯定同學一學期的參與及努力, 並針對爾後英文學習給予建議與鼓勵

☺口說:

每位同學可領取 5 張加分貼紙, 選取表現優異隊伍給予加分(每組最高得 2 分)

👂聆聽與口說:

1. 能參與討論+2

2. 能參與討論並以英文分享 +3

Read to Understand, Read and Learn Language, Read to Think Read to Connect with Life Read to Share	3. 能完成前兩項且分享內容令人印象深刻+5
<p>參考資料：</p> <ol style="list-style-type: none"> 1. “Another World” by Elaine O’Reilly, Penguin Active Reading Level 2, published by Pearson Education Limited, Second Edition, 2007. 2. “The Trumpet of the Swan by E.B.White, published by Bookman Books, Ltd. 1988. 3. 自編學習單 4. 網路資源： <ol style="list-style-type: none"> (1) 12 Comprehension Strategies by Mrs. Judy Araujo, M.Ed., CAGS. http://www.mrsjudyaraujo.com/reasons-for-using-strategies/ (2) Inferences Worksheets http://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/inferences-worksheets/ (3) YouTube 影片: Being Different Is Beautiful (by Jasmine Kaur and Manpreet Singh, Little Sikhs Presents) https://www.youtube.com/watch?v=KJ1ygFknjYo 	

三、教學省思與建議：

教學者：

英文小說閱讀對於視學習英語為畏途的學生而言是一件難如登天的任務，筆者以往的教學經驗中，若是將英文小說閱讀指派為回家作業或寒假作業，學生的完成情形常常呈現兩極化：對於英文有自信的學生能完整閱讀並完成作業（學習單或心得報告），反之對於英文缺乏信心的同學多半敷衍了事，認真的學生採取閱讀中譯本或是詢問 Google 大師完成作業，不認真的學生則是舉手投降。但是所有的英語教學專家與老師都同意，閱讀小說對於學習英語有許多助益與樂趣。對於中低程度的英語學習者常常對於英文小說閱讀不得其門而入，而無法體會閱讀的樂趣。此時就突顯老師的引導與教學活動設計對於學生學習的效益。

本英語課程模組的設計核心是以英文閱讀為始，以思考能力及口語朗讀為終。本次觀課是此課程的第 3 週課程（因為中間尚有穿插學校活動，如段考、校外教學等導致實際進度與表訂進度稍有不同），學生簡易閱讀文本的第 2-3 章後，在課堂繪製 5W1H 的心智圖展現對於故事的簡要理解，再輔以 GALLERY WALK 的型式發表並交流各組的心智圖內容。老師再以章節中的部分與句及對話示範符合故事情境的語氣，強調文本理解與朗讀語調的關聯性，並提供學生練習的機會。據此，筆者本次的教學省思與建議分述如下：

(1) 小說閱讀是訓練語調及思考的最佳媒材

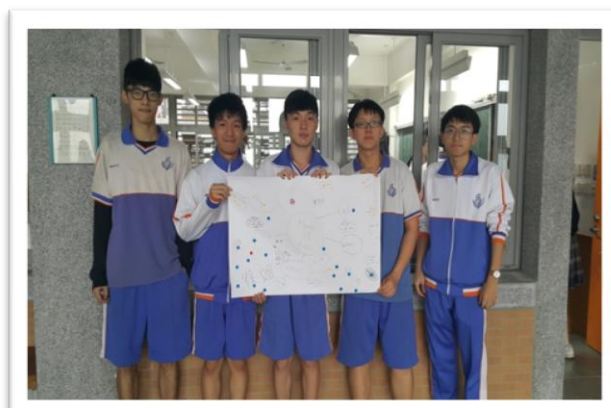
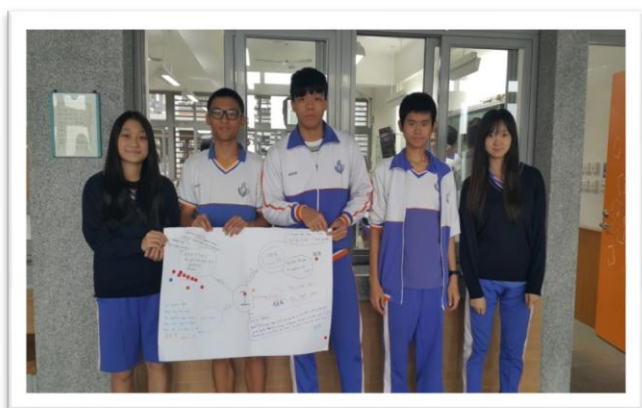
本次教學過程中，學生必須與夥伴練習以適當的語氣朗讀小說中的語句，可以確保每個學生都必須正確辨識及念出句子中的每個單字，再搭配適當的語氣，同學們可以感受語調的變化。這在平時的部訂課程中比較難以經常練習，教科書中的選文多以知識性文本為大宗，極少數才有故事性文章，且其中的對話更是少之又少。但是小說文本中具備豐富的對話，角色的個性與對話的情境等都會影響朗讀對話時的語調或語氣。筆者觀察本次班級的同學英文能力雖屬中低，但是許多同學的發音都很正確且流利，很適合結合小說閱讀，培養優勢能力，建立信心。但是也有平時紙筆測驗表現較佳的學生，卻無法流利念出英文句子的

情形，導致平時英文聽力表現不佳或是忽視英文聽講練習。因此，小說閱讀結合英語朗讀的練習對於不同程度的學生都能有益處。

此外，好的故事除了能引人入勝，更有許多值得深思之處，對於高中生而言培養基本的思辨能力是極度必要的學習重點。故事中每個角色的特性、行為與選擇都能有深入探究之處，老師與同學能藉由相關的討論分享彼此的意見與看法，更有甚之，筆者發現少數同學們還能引用文本中的相關證據佐證自己的推論，更能活用思辨能力，也能引發學生閱讀故事時的批判思辯高層次閱讀能力。

(2) 鼓勵中低程度學生在課堂開口說英文的策略

筆者過去常常苦惱的問題就是如何鼓勵同學在課堂上使用英文表達，此次在 Gallery Walk 的活動中筆者採取紅點貼紙的策略，提升同學說英文、講英文的動機。各組將繪製完成的 5W1H 的心智圖海報張貼於教室內各處牆面(組與組間保持距離，讓參觀的人有足夠空間欣賞海報內容，如同在藝廊欣賞藝術作品)，每組推派一位同學在海報前擔任解說員，說明各組心智圖的內容、特色及討論過程精華，其他非擔任解說員的同學則需要參觀各組海報並聆聽解說內容。筆者則另外準備紅色與藍色圓形貼紙並發放給非解說員的同學，每人紅藍色各 3 張，該組解說員以中英文交雜講解但是不甚流利請給予 1 張藍色貼紙，以英文解說且表達流利可依據情形給予 1-2 張紅色貼紙作為鼓勵。有趣的現象是，剛開始各組解說員都會先採取保守的中英混用的策略，但是隨著解說的次數增加，開始就會改為全英文解說，並且成為各組之間互相較勁的依據，結果如下圖所示。



隨著活動進行，各組以英文講解的情形就會持續增加，同學們會積極以不甚流利的英語盡力表達，爭取紅色貼紙。筆者的觀察這對於鼓勵同學講英文有很好的效果，而且可以大大增加同學講英文的信心，也是這次觀課中很特別的收穫。

(3) 建議老師放慢腳步，選擇簡單的小說是課程成功的關鍵

原本筆者在設計課程時想要強調閱讀課程的豐富性與多元性，所以活動內容多就顯得教學流程較為緊湊，討論之時師大英語系葉錫南教授與陳秋蘭教授即先知灼見地建議筆者調整教學內容，放慢腳步、將時間留給學生思考與練習，這次的觀課經驗與兩位教授的建議完全吻合，英文小說的課堂活動務必放慢腳步，一來減輕學生的心理壓力，二來提供充足時間給學生練習和體驗閱讀的樂趣，基於此筆者強烈建議小說的難度應該低於學生應有的閱讀能力，才能減低學生在文字理解上的負擔，將學習重點著重於故事的分析與討論。

觀課老師

(1) 凌麗茶老師：

- ◇ 於課堂中，學生能與老師有良好的互動，願意分享不同的答案(如：What colors are bad or good?)及勇於在全班面前示範朗讀(如：用不同的 intonations and emotions 朗讀對話內容)。
- ◇ 學生於分組活動中皆能發揮團隊合作精神，努力參與其中，貢獻自己所能。
- ◇ 學生能熟悉且確實執行各項分組活動(如：mind-mapping)及發表活動(如：gallery walk)的進行。
- ◇ 學生在團隊合作及接納包容的學習氣氛中，能於分組活動中以部分英語進行小組討論及溝通，也能享受在小組中的英文分享。
- ◇ 學生在分組繪製 mind-mapping 時，能反覆回到文本當中摘要重點並提出核心問題(如：how?—如何歸納和表達本情節角色的異同處…等)，並且彼此確認答案後加以彙整成為概念再繪出。
- ◇ 學生能在進行發表活動(gallery walk)時，專注聆聽報告，並且給予真誠的回饋和讚美。
- ◇ 本堂課教學節奏流暢，同時兼具教師先備知識的講授(input)和任務導向的學生產出(output)，不僅訓練學生帶著走的能力(如：聽說讀寫、統整歸納、表達、簡報等能力)，也能在這當中培養學生學習的動機和樂趣。

(2) 林曉琪老師：

- ◇ 課堂活動進行流暢，前有清楚說明，後有總結，甚至清楚呈現於黑板上。
- ◇ 問答持續出現 helps keep Students engaging in the classroom activity.
- ◇ 氣氛：enjoyable and relaxed, 有助 Students 學習。

(3) 周培瑛老師：

- ◇ 以生活化的例子讓學生感受到語調與語意的關聯性。
- ◇ 建議舉例中的 I love you 可以改為 You love me，也許更能表達上揚及下降語調的不同。
- ◇ 原來小說除了教閱讀技巧外，也很適合拿來作語調練習。

附錄一

基隆市立暖暖高級中學 105 學年度 Reading On Stage 教學計劃

一、課程簡介	本課程引導同學以適當的英語閱讀技巧理解故事並以聲音表達方式(朗讀、錄音或讀者劇場等)表現故事內容。				
二、學習目標	(一) 能理解英文故事內容 (二) 能賞析英語小說 (三) 能使用基本的英語閱讀技巧 (四) 能使用至少兩種不同的方式呈現所閱讀的故事大意 (五) 能喜愛閱讀英語小說				
三、評量方式 <僅供參考>	本課程為選修每學期 2 學分，必須有至少兩次定期評量，共 60%。 平時成績佔 40%，合計 100%。 評量方式： 1. 平時成績： (1) 課程參與 20%： 小組討論、提問或報告、小組合作、上課情形等 (2) 作業 20%： 閱讀指定章節、學習單等 2. 定期評量： (1) 讀者劇場(不含劇本編寫) 20%：以 Another World 為主 (2) 讀者劇場(含劇本編寫) 40%：以 The Trumpet of the Swan 為主				
四、課程教材	英語小說：Another World / The Trumpet of the Swan				
五、其他相關說明	選修本課程同學注意事項： 1. 喜愛閱讀故事 2. 樂於參與課堂活動 3. 能以簡單英文溝通 4. 選課人數以 36 人為限 5. 需自費購買指定英文小說 2 本，每本約 200~300 元。 6. 本課程結束時，每位同學需以小組(6 人 1 組)型式選擇改寫指定小說中的一段作為劇本，以讀者劇場(Reader's Theater)進行現場表演，時間以 8-10 分鐘為限。				
六、年級、授課時數及授課老師					
適用年級	一年級	每週節數	2 節 <2 學分>	授課教師	王珮琪老師
上課地點：501 教室 上課時間：每週五 5-6 節 (13:05~14:55)					
七、教學進度					
週次	上課日期	課程內容	作業	備註	

	<僅供參考>			
一	9/4	1. 課程內容介紹 2. Use 5W1H to understand a story (Another World Ch1)	1. 閱讀 ch2-3 2. 學習單*1	
二	9/11	Ask Questions While Reading (Another World Ch2-3)	1. 閱讀 ch4-5 2. 學習單*1	
三	9/18	Make an Inference (Another World Ch4-7)	1. 閱讀 ch6-8 2. 學習單*1	
四	9/25	Read for deeper understanding (Another World Ch8 and Extension)		
五	10/2	認識 Reader' s Theater 與演練		
六	10/9	期中評量: RT 演出 <<Another World>>		
七	10/16	講座: 聲音的喜怒哀樂		
八	10/23	校外教學: 觀摩英語配音大賽		
九	10/30	1. Before reading <i>The Trumpet of The Swan</i> 2. 閱讀 ch1-3 (5w1h & tic tac toe game)	Worksheet 7	Pretest (as readiness)
十	11/6	1. 再次分組 2. 閱讀 Ch 4-6 (visualize)	Worksheet 8	Re-group based on readiness: Homogeneous grouping: ● Mornings(1-2) ● Afternoons(1-2) ● Nights (1-2) Heterogeneous grouping: ◆ Day 1-6
十一	11/13	1. 閱讀 Ch 7-9 2. 期末 RT preparation: (1) Guidelines to design a script for Reader's Theater	Worksheet 9	DI: Assign questions of various levels to students of different

		(2) practice designing dialogues		readiness.
十二	11/20	1. 閱讀 Ch 10-12 (summarize) 2. Topic: Power of life Read, Think, and Share	Worksheet 10	
十三	11/27	1. 閱讀 Ch 13-15 (predict) 2. 期末 RT preparation: Read sentences with appropriate expressions	Worksheet 11	DI: Tired assignment: Students organize what they have read. ● Morning students: Identify and correct the events ● Afternoon students : Fill in blanks to complete the events. ● Night students: Complete a summary with sufficient guidance.
十四	12/4	1. 閱讀 Ch 16-18 2. Topic: Beauty of Life Read, Think, Share 3. 期末 RT preparation: First Preparation for the Final Presentation		
十五	12/11	1. 閱讀 Ch 19-21 2. 期末 RT preparation: Second Preparation for the Final Presentation		
十六	12/18	期末 RT preparation: 撰寫劇本		
十七	12/25	期末 RT preparation: 撰寫劇本及讀稿		
十八	1/1	期末 RT preparation: 練習		
十九	1/8	期末評量: RT 演出 <<The Trumpet of The Swan>>		
二十	1/15	回顧		

Worksheet 1 USE 5W1H TO UNDERSTAND A STORY

CLASS: _____ Number: _____ Name: _____ Date: _____

I. Read to understand: Finish reading Ch1 and complete the following concept map.

Who was/were the main character/s?

Names, jobs, look, behaviors, personalities, interests...

When and where did the story take place?

Find out the time when the story happened: year, season, date, time of a day...

Describe the details the place: location, decorations, occasions...

What happened?

What happened to the main characters? What did they do? What did they encounter?

What was the main characters' problem?

How did the main characters face the problem?

How were they changed or affected by the event? How did they feel about the problem?

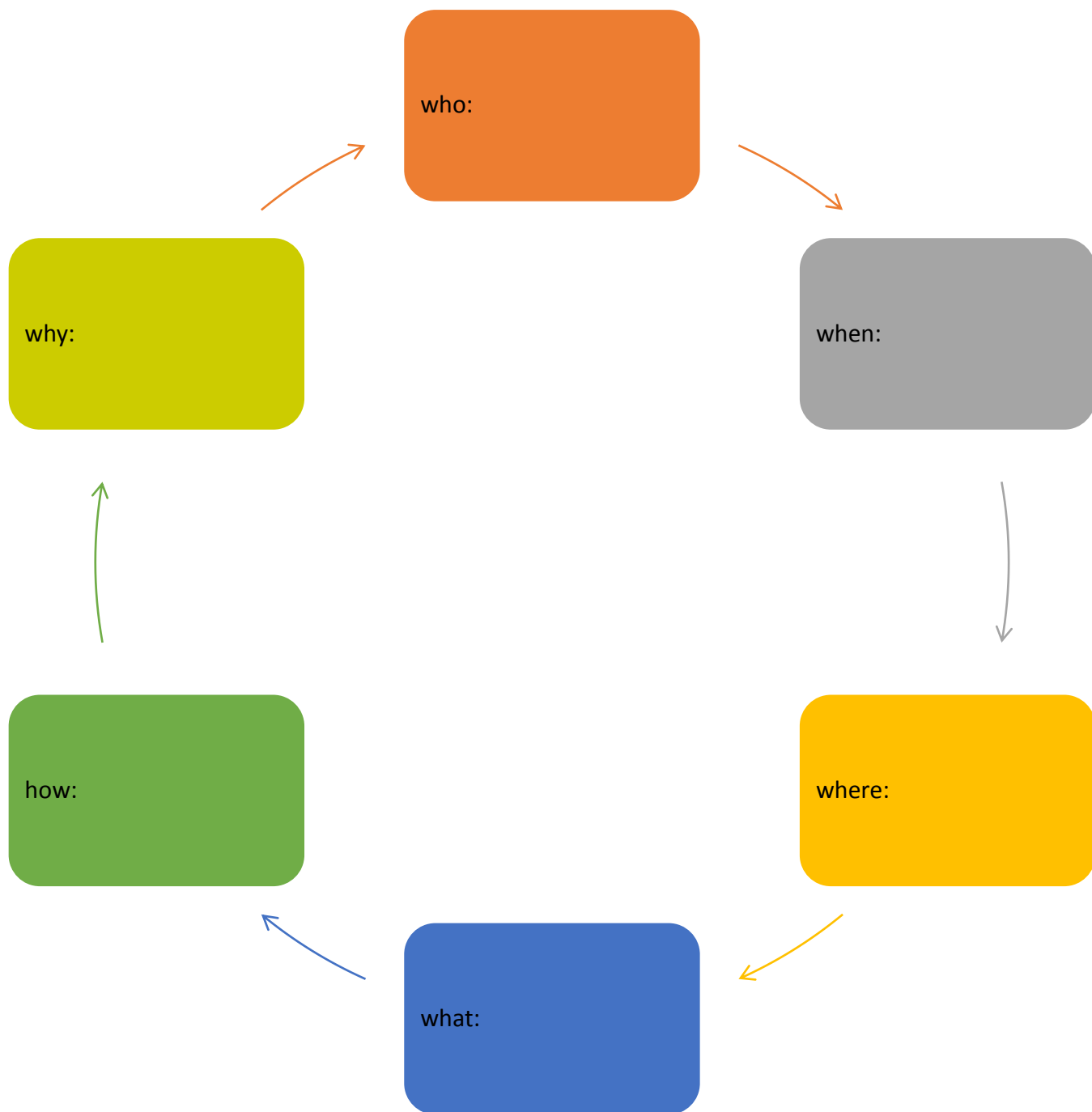
How would they deal with the problem?

Why was it so? Any questions you would like to ask!

Why did the main characters say.../do...? Why did he/she/they feel...?

Is he a good man? What did he want? Is there anything wrong about...?

Book: _____ Chapter: _____



II. Read to think & share:

Please discuss the 2 questions in groups, and present your result in the poster.

Question 1 <For odd number of groups, such as 1, 3, 5, 7...>

Please describe Eden city. What is it like? Then compare it with Keelung. How are they different?

Note: Please do support your discussion with the evidence in the novel.

Question 2 <For even number of groups, such as 2, 4, 6, 8...>

Please describe BZXY741. Is there anything special about him? Then compare him with regular students in our world. How are they different?

Note: Please do support your discussion with the evidence in the novel.

Write down or draw anything you have seen or heard from your group or other groups.

III. Homework:

BZ learned grey is a bad colour from Lesson 836.

Please try to think about your own bad colour and good colour, and complete the passage below.

Excerpted from p.3 line7-9 :

➤ *Bad colours. _____ is one of the worst colours. It is a _____ colour.*

The colour of _____. The colour of _____. It is a/an _____ colour.

➤ *Good colours. _____ is one of the best colours. It is a/an _____*

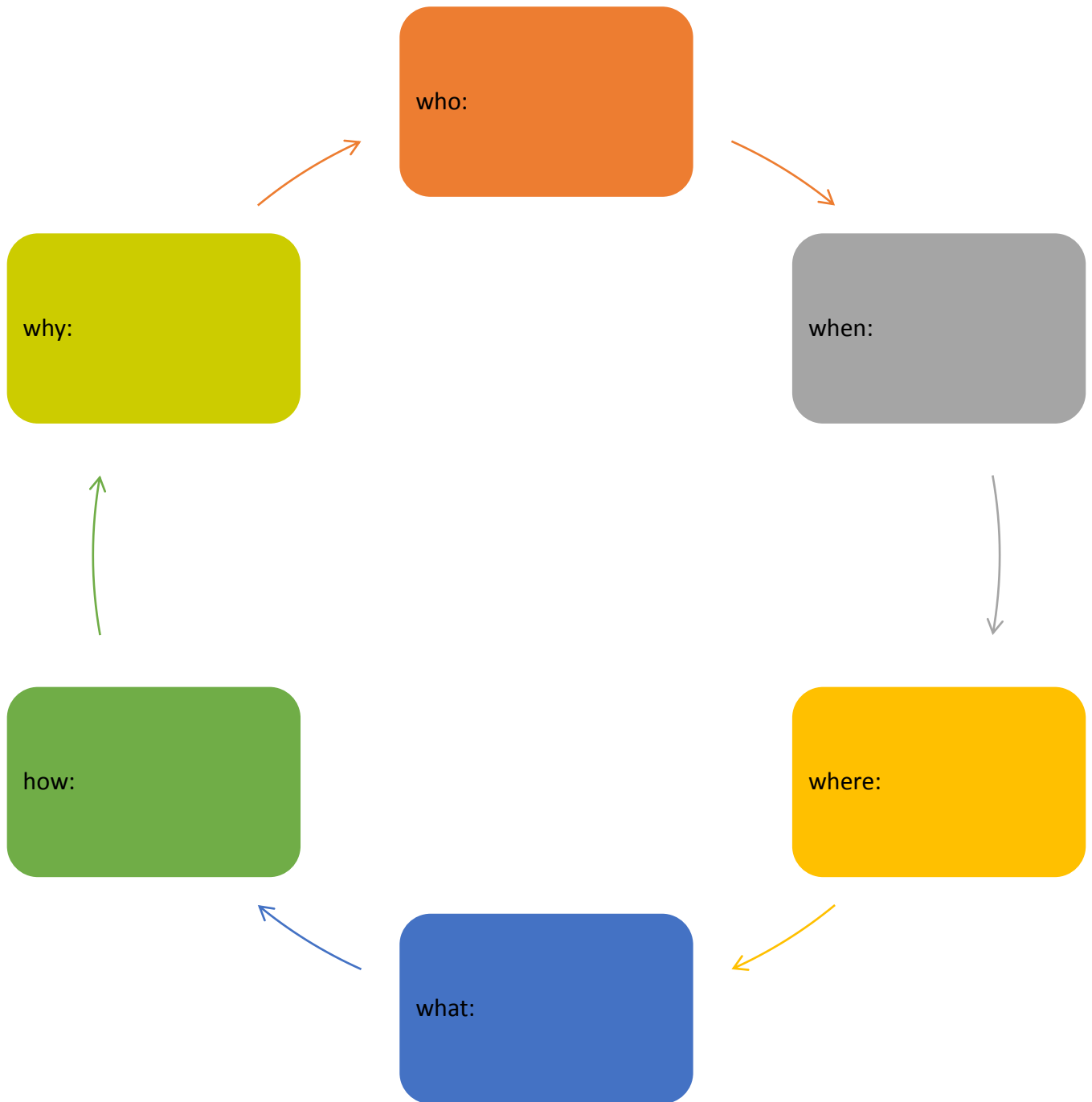
colour. The colour of _____.

Worksheet 2 Asking Questions While Reading

CLASS: _____ Number: _____ Name: _____ Date: _____

1. Read to understand: Finish reading Ch2-3 and complete the following concept map.

Book: _____ Chapter: _____



II. Reading Strategy: Keep asking questions

Please create proper questions based on the answers

	Answers	Questions
1	BZ decided to join The Team. (p.7)	
2	The Team worked for The People's Happiness. (p.7)	
3	BZ felt confused when the girl with grey eyes said no to him. (p.8)	
4	BZ promised to meet the girl at the House of Music because he couldn't say no. (p.9)	
5	The girl didn't have number. (p. 13)	
6	The girl's name was Eve. (p.13)	
7	BZ felt afraid when he knew Eve was very different from him, but he also felt confused because though she was different, she wasn't ugly at all. (p. 13)	
8	Eden city isn't real; nothing in Eden city is real. (p.15)	
9	The real world is nearly 500 kilometers above Eden city. (p. 15)	
10	People in real world live real lives; they live in families, not only with friends. They love; they hate; they fight. They get ill, they get old; they die. They're free! (p.15)	

III. Read and learn the language:

1. have to/ has to/ had to + Vr

e.g. You have to have a number! (p. 13)

I have to talk to you. (p.13)

He had to go. (p.9)

Exercise:

People in Eden City have to be the same and do the same thing. Please finish the following sentences.

1. BZ has to _____.

2. People in Eden city have to _____.

3. People on The Team had to _____.

4. _____.

2. People in the real world live real lives.

They love; they hate.

They get ill; they get old; they die.

They're free.

Please follow the example above and create another one.

(1) _____ live _____ lives.

They _____; they _____.

They get _____; they get _____; they _____.

They're _____.

(2) _____.

_____.

_____.

_____.

IV. Read to perform:

Please work in pairs to practice the following conversations between Bz and Eve.

Be sure to read the conversations with appropriate emotions and intonations!

1.

Eve: Hi, BZ!

Bz: Hello. (smiled)

Please have some of my salad. It's very good. (cheerful)

Eve: No, thanks. (determined)

Bz: "No" wasn't friendly. Didn't you know School Procedure: 'Always say Yes'? (worried and confused)

Eve: Bz, don't look so worried. I like the word. I often say it. No, no, no, no, no! The sky doesn't fall on my head! (tricky)

2.

Bz: Let's dance, Eve!

Eve: No, I'm tired. I don't want to dance.

Bz: Then, let's have a glass of juice.

Eve: No, I have to talk to you!

Bz: What do you want to tell me?

Eve: How much do you really understand about Eden City? What do you really know about our lives?

Bz: Life is for Happiness. Love your friends...

Eve: No, no, no, Bz! Those are only words. They teach you them at school. But, they don't mean anything.

Bz: Don't mean anything? How can you say that?

Eve: This isn't the real world. Eden City isn't real. Nothing in Eden City is real. The air, the sky... look up, Bz! It's not real!

V. Homework:

In the Bible, Eden is a paradise; everything and everyone is perfect!

How about Eden City? Does everything and everyone in the Eden City have to be perfect?

Please list the evidence in the story to support your opinion.

My opinion: I think everyone and everything in Eden city (has to / doesn't have to) be perfect.

Evidence 1

Evidence 2

Evidence 3

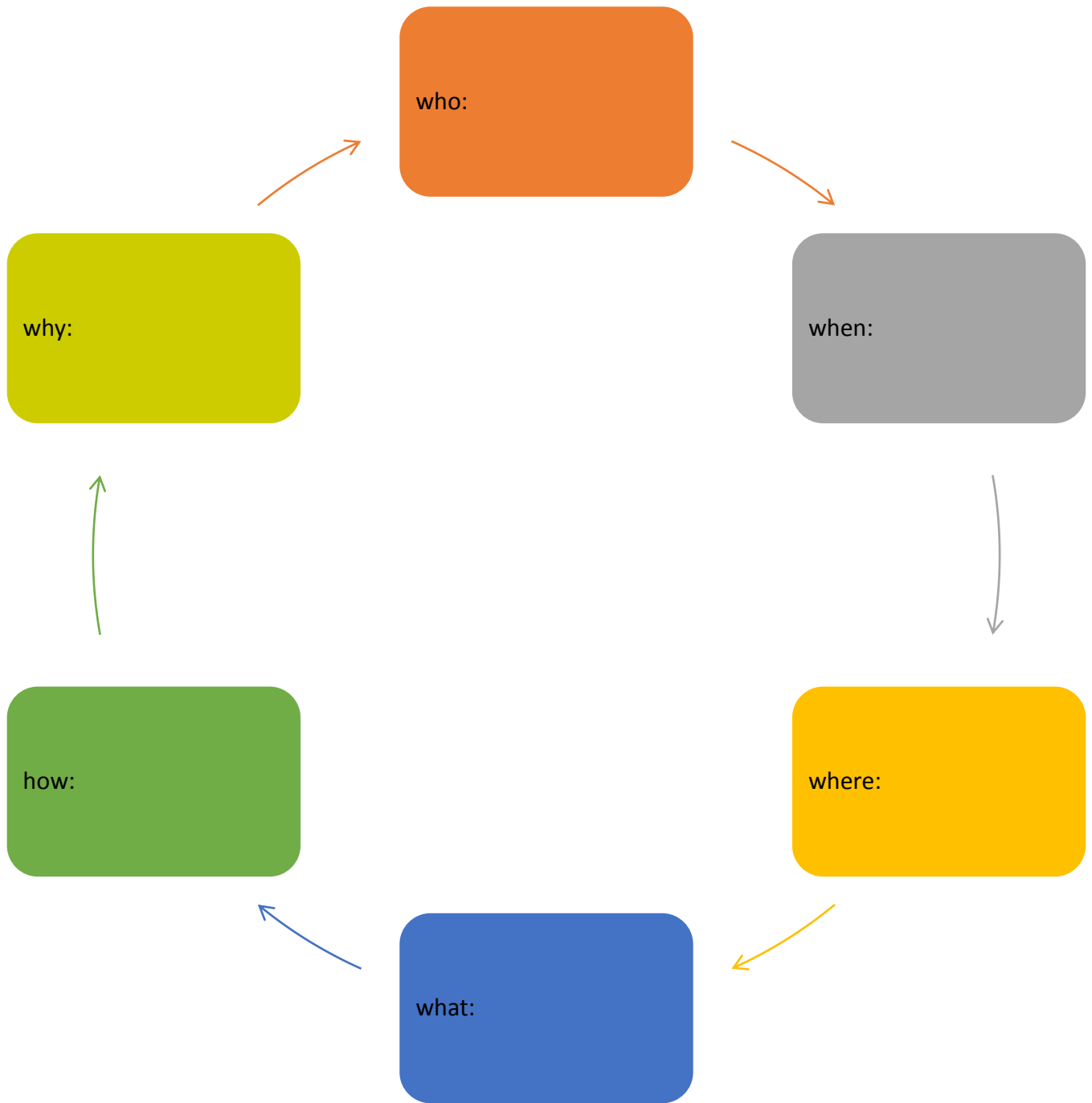
Therefore, I believe Eden City (is / is not) a place of perfection.

Worksheet 3 BZ In The Real World

CLASS: _____ Number: _____ Name: _____ Date: _____

1. Read to understand: Finish reading Ch4-7 and complete the following concept map.

Book: _____ Chapter: _____



II. Read to Understand:

Eden City and London are different in many ways. Please work with your teammates and try to find out as many differences between the two cities as possible.

Aspects	Eden City	London
City View (sky, trees, traffic, buildings...)		
People (look, age, family, personality, dreams for future...)		
Life (jobs, money, houses, foods, entertainment...)		
Others		

III. Reading Strategy: Infer (adapted from 12 Comprehension Strategies by Mrs. Judy Araujo, M.Ed., CAGS.)

Why do we Infer?

- To describe the characters' feelings, events, setting. . . to understand better
- To draw conclusions, make predictions, and reflect on our reading
- To determine the meanings of unknown words

When do we Infer?

- Before, during, and after reading
- In life, we infer with our 5 senses : What is making that noise? What is cooking? How is that person feeling?
- When the author doesn't answer our questions, we must infer by saying: Maybe. . ., we think. . ., It could be. . ., It's because. . ., Perhaps. . .

How do we Infer?

- Look at the picture
- Think about the characters' behavior
- Ask questions while reading. Some of our questions are answered in the text, while others are not and must be inferred.
- We use our prior knowledge and text clues to draw conclusions.

What do we Infer?

- Meaning of unfamiliar words
- Setting
- Explanation for events
- What the character is feeling
- What pronouns refer to
- Author's message
- Answers to our questions when they are not directly stated

Exercise 1:

Read the passage:

Ryan was looking forward to sleeping over at his friend Robert's house. Though they had been classmates for a while, the two had only recently become good friends. Ryan packed up his sleeping bag, a pillow, and a few of his favorite toys and games, and then his mom dropped him off at Robert's. Robert met Ryan on the porch and the two did their secret handshake and started playing right away. First they played pirates in Robert's tree fort. Next they played ninjas in the driveway. Then it started getting dark and they went inside of Robert's house. As soon as they walked in the house, Ryan's eyes starting getting red and itchy. He saw a big orange cat sitting on the couch. Then he started sneezing uncontrollably. "I'm sorry, Robert. It's been a lot of fun, but I have to call my mom."

Answer the questions:

1. Why do Ryan's eyes get red and itchy when he walks into Robert's house?

How do you know?

2. Why does Ryan want to call his mother?

How do you know?

Exercise 2:

Read the passage:

As the teacher brought the class back from the washroom, he noticed that Alvin and Elijah were nowhere to be seen. He asked the class, "Has anyone seen Alvin or Elijah?" Most of the students confirmed that they had not seen them, except for Rodney, who remained silent while tapping his foot on the floor anxiously. The teacher noticed this. "Rodney, do you happen to know where your best buddies Alvin and Elijah went?" Rodney looked away and said, "Nah, I haven't seen them." The teacher notified the office of the missing students. An announcement was made over the PA system and a few minutes later, Alvin and Elijah returned to class. Both of them were very sweaty and Elijah was carrying a basketball. "Sorry we took so long. We had to use the bathroom," said Elijah. "Yeah," chimed in Alvin, "it took longer than we thought."

Answer the questions:

1. What were Alvin and Elijah doing while they were gone?

How do you know?

2. Why was Rodney acting so strangely?

How do you know?

3. Will the teacher believe Alvin and Elijah's story?

How do you know?

Exercise 3:

Answer the following questions based on Ch1-7

1. Who is Eve? What did she want from BZ?

2. How do you know?

IV. Read to Perform

1. ch.6, p.29

Bz: Can people get a lot of money easily? (p. 29)

Taxi driver: Can a bird catch a lot of birds? Can people fly through the air easily?
That's a dream. Only a dream.

2. ch.7, p.33

Eve: Wait, BZ! Wait for me!

Bz: I don't want to see anymore. Please take me back to Eden City. I hate this. I'm sorry.

Eve: All right. I was wrong. You *aren't* different. You *can't* understand because you really are a student of Eden City.

V. Homework: Mystery in Eden City

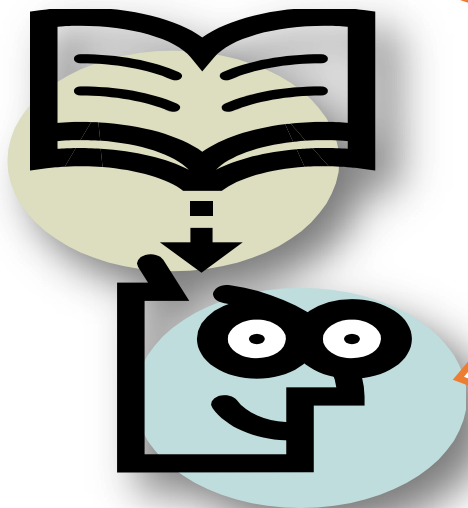
- ◆ *In Eden City, people didn't have brothers and sisters. They were born in the New Life Centre and then they moved to the Little People's Park. Later, they worked or they studied. (ch.7, p.31)*
- ◆ *In Eden City, there are no people older than twenty-five. In Bz's world of young and beautiful people, life ended at twenty-five. On their twenty-fifth birthday, people went happily to the Long Dream. That was the Procedure. (ch.7 p.33)*

Based on the two passages above, can you infer what actually happen in Eden City?

You may write down your inference with in English or in Chinese.

My inference:

How do I know:



附錄五 **Worksheet 4 Eve's Report**

CLASS: _____ Number: _____ Name: _____ Date: _____

I. Read and Think: Please help Eve to complete her report on Bz.

Procedure	Bz's Reactions	Results
1. Informing him the existence of the real world	Bz didn't _____ and he didn't _____ but he couldn't _____.	<input type="checkbox"/> pass <input type="checkbox"/> fail
2. Experiencing the city life in the real world	When Bz heard the noise in the street, he put his _____. He didn't like it.	<input type="checkbox"/> pass <input type="checkbox"/> fail
3. Meeting the waitress and the beggar.	When seeing the waitress, Bz felt _____ because _____. When seeing the beggar, Bz felt _____ because _____.	<input type="checkbox"/> pass <input type="checkbox"/> fail
4. Meeting Eve's family	Bz felt _____ about the idea of family. When Bz saw Eve's parents he felt _____ because _____.	<input type="checkbox"/> pass <input type="checkbox"/> fail
Test Result	<input type="checkbox"/> Qualified <input type="checkbox"/> Unqualified	Signature: Date:

Think Further:

Based on the Procedure, what kind of people is The Team looking for? Why?

II. Read and Connect:

In Eden City, being the same is very important. However, they are not alone. The people in the real world are often doing the same: get what others get, do what others do...

Please work in groups to find out how people in Eden City and in our real world are the same.

	Eden City	Our Real World
1. People's look (age, height, body shape, facial expression)	1. They are equally young, no old people.	
2. People's Mind	1. They have to like the same color.	
3. People's Behavior	1. They sing the same song.	
4. Other else	1. They die at the same age.	

III. Extention Activity

1. In Eden City, being the same is beautiful, but being different is ugly. Do you agree? Why or why not?

(Yes, I agree/ No, I don't agree because S+V....)

2. Please watch the Video: Being Different Is Beautiful. (YouTube 影片: Being Different Is

Beautiful <https://www.youtube.com/watch?v=KJ1ygFknjYo>)

- (1) Before watching the video:

Please try to guess the words for the blanks.

We are all different and that makes us _____.

The Same

Different

1. All of us see different things around.

● Some of us wear _____, but some of us _____.

● We have different _____.

2. We all get around to different places.

● Some of us use _____ to walk.

● Some of us use _____ to walk.

● Others use _____ to help them walk.

3. We all learn to express our feeling and learn to understand each other.

● We may speak _____.

● We may _____.

4. We all like to have fun.

● Some of us like basketball, _____, _____, or _____.

● We may even dance to _____.

🔔 We are all _____ in many ways. It's important to _____ and _____ everyone the same way. After all, being different is _____ and we can _____ every day.

(2) Now watch the video and check your answers.

(3) Watch the video again to create your own sentence.

We all _____.

Some of us _____,

but others _____.

After all, we are the same, yet different!

Title: _____ **Author:** _____
The Book is reviewed by _____

Characters:
What are the main characters in the book?
Who is your favorite one and why?

Summary:
What happened in the book?

Opinions:

1. Do you like the book? Why or why not?

2. What is your favorite part?

3. Things you have learned from the book:

RATE: ★ ★ ★ ★ ★

Recommended **Not Recommended**

附錄七 **Worksheet 5 Reader's Theater** ◀請單面印刷，便於表演時翻頁▶

CLASS: Number: Name: Date:

Another World

Parts (4): Narrator, BZ, Eve, The waitress

Narrator: The lift doors opened and Eve and BZ went out into the real world. It was very early morning. The light, the air, the smells were very different. The BZ heard the noise. He put his hands over his ears.

BZ: What is it, Eve? What's that strange noise?

Eve: It's the traffic.....the cars and buses and taxis. Don't worry.

BZ: But, where are we?

Eve: We're in London. It's a city. It was a beautiful city, but now there are a lot of people here. There's a lot of traffic.

Narrator: Eve took BZ's hand in her hand and they walked down the street. People quickly walked past them. BZ looked at them.

BZ: Are these people happy and free?

Narrator: BZ asked Eve.

Eve: They don't look happy, I know. But they're free. They don't have to be happy. The people in Eden City have to be happy.

Narrator: Eve stopped and said.

Eve: Look, here's a café. Let's have some breakfast.

Narrator: They went into the café and sat down at a table. A waitress in a black dress came to their table and said.

Waitress: Hello. What will you have?

Narrator: The waitress smiled, but she didn't have all her teeth. BZ looked away. Eve asked BZ.

Eve: What would you like?

BZ: I...I...don't know.

Waitress: Would you like a hot breakfast? Some eggs, perhaps?

BZ: Yes, that's fine.

Narrator: Then said Eve.

Eve: I'll have that, too, and two cups of coffee.

Narrator: The waitress went into the kitchen. Eve watched BZ.

Eve: What's wrong, BZ?

BZ: That woman...the waitress. Why is she fat? Why is she ugly?

Narrator: Eve laughed and said.

Eve: I don't think she is ugly. She's got a nice, kind face. She's got problems with her teeth, but perhaps she hasn't got the money for...

BZ: Money? What's that?

Eve: Oh, BZ! BZ! Money is one of the most important things in this world...in the real world. Here people get money for their work.

Narrator: Eve showed BZ and said.

Eve: Look, BZ. This is money.

Narrator: BZ looked at the dirty paper in Eve's hand.

BZ: It didn't look important. When you work, they give you this...money?

Eve: It isn't easy. I'll tell you more about money later.

附錄八 Reader Theater's Rubrics (Taken from: <https://olmc.hwcdsb.ca/classes/beaudoin/94602--Readers-Theatre-Rubric?fileID=96687>)

Group:	Academy Award Winner 4 points	Experienced Actor 3 points	Understudy 2 points	New Actor 1 point
Individual Clarity, Pace, and Volume	All speech is clearly enunciated, spoken slowly and loudly enough to be heard by all members of the audience.	Most speech is clearly enunciated spoken slowly and loudly enough to be heard by most members of the audience.	Speech is sometimes unclear, soft, and/or too fast, so some of the character's lines are not clearly heard by the audience.	Speech is often unclear, too soft, and/or too fast, so most of the character's lines are not clearly heard by the audience.
Individual Expression and Presentation	Quality and variety of expression and tone makes the reading interesting, appealing, and effectively conveys the character and message of the text.	Quality and variety of expression and tone makes the reading interesting and appealing.	Reading has pleasant, but largely unchanging, expression and tone.	Minimal expression and tone makes the reading difficult to focus on.
Individual Gestures, Eye Contact, and Props	Excellent gestures and eye contact with the audience. Props are effective and add to the performance.	Good gestures and eye contact with the audience. Props are effective.	Few gestures and little eye contact. Props are not used appropriately.	No gestures or eye contact. Props are non-existent.
Group Preparation	Presentation runs smoothly without interruptions or prompts suggesting excellent preparation.	Presentation is generally smooth with few interruptions or prompts suggesting adequate preparation.	Occasional pauses and prompts during presentation suggest more preparation is needed.	Frequent stops, corrections, and prompts during presentation suggest a lack of preparation.
Cooperation with Group	Student worked cooperatively with the group in all aspects of the project and shared all responsibilities and ideas exceptionally well.	Student worked cooperatively with the group in most aspects of the project and shared most responsibilities and ideas.	Student worked cooperatively with the group in some aspects of the project, but sometimes could not agree on what to do and wasted time.	Student did not work cooperatively with the group and rarely agreed on what to do. Student did not share responsibilities or ideas and often wasted time.
Comments:			Total Score:	

Reader Theater's Evaluation Form <<For Judges>>

Group:	1	2	3	4	5	6	7	8	9
Clarity, Pace, and Volume 30%									
Expression and Presentation 30%									
Gestures, Eye Contact, and Props 20%									
Group Preparation 10%									
Cooperation with Group 10%									
Total									
Outstanding actors									
Comments									

Name:

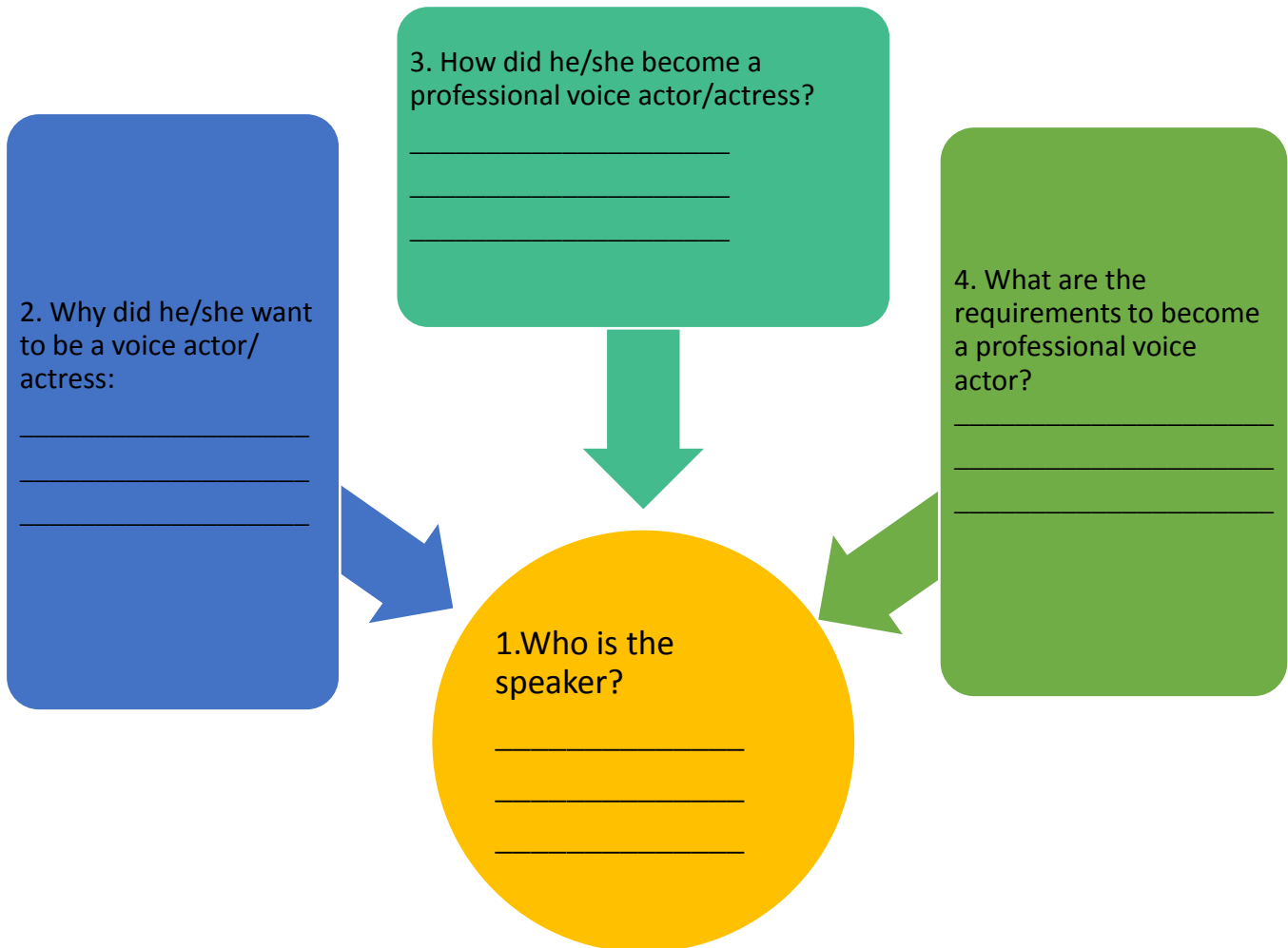
Signature:

Date:

Worksheet 6 Guest Speaker: Voice Your Emotions

CLASS: _____ Number: _____ Name: _____ Date: _____

(In either English or Chinese)



5. What are the tips to express the emotions through voices?

6. How is voice acting done in the studio?

7. Have you got any inspiration or message from the speech? Please write them down.

(以 2017 全國技專校院學生英語配音比賽為例)

Name:

Date:

Team	Pronunciation 30%	Expression 30%	Teamwork and Cooperation 30%	Sound Effect 10%	Time	Comment

Results:

1st place _____

2nd place _____

3rd place _____

Best Voice Actors

1. _____ 2. _____ 3. _____ 4. _____

CLASS: _____ Number: _____ Name: _____ Date: _____

I. Choose the best answer for the following sentences:

<Each choice can be used ONCE only.> 5 points for each 50%

- | | | | | |
|--------------------|------------------|---------------|--------------|----------|
| (A) hatch the eggs | (B) keep a diary | (C) trumpet | (D) feathers | (E) pond |
| (F) glide | (G) different | (H) delicious | (I) voice | (J) fly |

- The mother swan and the father swan made a nest and got ready to _____.
- There used to be a _____ beside my house, and it was home to various fishes, frogs, insects and so on.
- My father can play many musical instruments, and one of them is _____.
- People are _____ in many ways, and we should learn to appreciate and respect the diversity.
- Swans _____ gracefully across the surface of water.
- I took an early walk in the woods, breathing in fresh, sweet, and _____ air around. I felt myself revived immediately.
- The baby swans' _____ are wet and slippery, so they can't fly.
- It was too noisy; I couldn't hear your _____.
- To practice English, I _____ in English every day.
- The swan family _____ to Montana for warm winter.

II. Reading Comprehension:

Reading the short passage and choose the best answer. 10 points for each, 50%

- “Everything about the swans was white except their bills and feet.”
Which is true?
(A) Swans are white, but their bills and feet are not.
(B) Swans are white, including their bills and feet.
- “When a Trumpeter Swan hits an enemy with his wing, it is like being hit by a baseball bat.”
Which is true?
(A) A Trumpeter Swan would attack its enemy with a baseball bat.
(B) A Trumpeter Swan would hit its enemy very hard.
- “Then they glided down and came to rest in the water, folding their wings neatly along their sides and turning their heads this way and that to study their new surroundings.”
Who are they?
(A) Foxes (B) Skunks (C) Swamps (D) Trumpeters
- “Just as the fox was about to spring and sink his teeth in the swan's neck, a stick came hurtling through the air. It struck the fox full on the nose, and he turned and ran away.”
What did the underlined phrases probably mean?
(A) to bite (B) to help (C) to escape (D) to grab
- “I'll never forget what it feels like to have my shoelace pulled by a baby swan.”
What is the tone of the speaker?
(A) Nervous (B) Excited (C) Afraid (D) Sorrowful

Key:

I.

1.A	2.E	3.C	4.G	5.F	6.H	7.D	8.I	9.B	10.J
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II.

1.A	2.B	3.D	4.A	5.B
------------	------------	------------	------------	------------

Worksheet 7 Sam, The Pond, A Visitor

CLASS:

Number:

Name:

Date:



Tic-Tac-Toe Game

Ch1.

1. (1) How old is Sam? (2) Where did Sam and his father go camping?	2. How did Sam know he didn't get lost while exploring the wild place?	3. How did Sam and his father arrive at their camping site?
4. Why did Sam ask his father to come back after thirty-five days?	5. Do you think Sam enjoy camping? Why or why not?	6. What did Sam's father do in camping?
7. How did Sam know the swans were trumpeter swan?	8. What did Sam write in his diary?	9. Have you gone camping/observed a wild life before? Share your experience.

Ch2.

1. Please describe the views around the pond in winter.	2. Why did the two Trumpeter Swans stop at the pond?	3. What does "Ko-hoh, ko-hoh" mean?
4. What did the pair of swans do after the long flight?	5. How many animals are mentioned in Ch 2? Please list them as many as possible.	6. Please describe what Trumpeters Swan look like.
7. (1) What is the most important thing for swans to do in spring? (2) How did the swans choose the best location for their nest?	8. What materials are used to build the swans' nest?	9. What is a cob, a gander, a bull, a ram and a rooster? What do they have in common?

Ch3.

1. (1) Who was the visitor? (2) What is a cygnet?	2. (1) What was the name of the father swan? (2) How did the mother swan's and the father swan's feel about the boy?	3. What did the father swan do while mother swan was hatching the eggs?
4. How did the mother swan know the eggs were going to be hatched?	5. What happened when the mother swan decided to leave the eggs for a while?	6. How did Sam help the swans?
7. How did the swans show their thanks to Sam?	8. In Sam's opinion, how is an egg different from a tennis ball or a cake of soap?	9. How many eggs did the mother swan lay?

Word Watcher:

<p>1. List 5 words about Trumpet Swans: bill (n) the beak of a bird 喙</p>	<p>2. List 5 animals names goose (n) 鵞</p>
<p>3. List 5 special verbs: paddle (v) (of bird or other animal) swim with short fast strokes.划</p>	<p>4. List 5 special adjectives or adverbs idyllic (a) Like an idyll; extremely happy, peaceful, or picturesque.像田園詩的</p>

My Favorite Word:

Worksheet 8 The Cygnets, Louis, Off To Montana

CLASS: Number: Name: Date:



I. Reading Strategy:

Visualize : Picture what you've read in your mind to understand better.

(adapted from: Araujo, Judith E., M.Ed, CAGS. "12 Comprehension Strategies." *Mrs. Judy Araujo, Reading Specialist*. N.p., 4 May 2012.

Web. <<http://www.mrsjudyaraujo.com/reasons-for-using-strategies/>>.)

Why do we visualize? To

- Keep us interested
- Enhance understanding
- Draw conclusions
- Recall details and text after it has been read
- Help us understand new words
- Make texts personal and memorable
- Form unique interpretations
- Clarify
- Help us when we write

How do we visualize?

- Using our senses and emotions
- Pay close attention to the adjectives and adverbs
- Picturing the characters, setting, events
- We infer meaning as we create images
- Quickly sketch what you saw and compare ~ no two sketches are alike!
- As you read, revise your images when new information is added

Exercise 1.

Reading	Visualizing (Drawing what you've read in the left column.)
<p>One small tree grew on the island, and there were rocks and ferns and grasses. (ch2, p.11)</p>	

Exercise 2.

Read the sentences and watch several video clips. Then choose the best video clips that match the sentences.

Reading	1. The mother swan stepped into the water and called her little ones. The cygnets gazed for a second at the water, then tottered forward, gave a jump, and were afloat. (ch3, p.31)	2. A little swan enclosed in an egg has a hard time getting out. It never would get out if Nature had not provided it with two important things: a powerful neck-muscle and a small dagger-tooth on the tip of its bill. This tooth is sharp, and the baby swan uses it to pick a hole in the tough shell of the egg. Once the hole is made, the rest is easy. The cygnet can breathe now; it just keeps wiggling until it wiggles free. (ch4, p.25)
Video Number		

II. Read to understand

Ch4

1. Please describe cygnets. (M)
2. What animals could be dangerous for cygnets? (A)
3. What did Sam see and do with the cygnets? (N)

Ch5

1. How was Louis different from his family? Why is it serious if a swan had no voice?(M)
2. Why did Louis feel like crying when hearing his father say the word “dumb”? How did Louis’ father explain to him?(A)
3. How did Louis feel after knowing he was different from his family? What would he probably do next? (N)

Ch6

1. Why did the swan family fly off to Montana? (M)
2. How did the cob teach his cygnets to fly? (N)
3. What would happen if Louis couldn’t fly?(A)

III. Read to Think:

Discuss with your teammates.

1. Sam loved to observe birds, but did he disturb the swans while observing the animals? Why or why not?

2. What else can we do to protect the wild animals when observing them?

Word Watcher:

1. List 5 words about Trumpet Swans:	2. List 5 animals names
3. List 5 special verbs:	4. List 5 special adjectives or adverbs

My Favorite Word:

CLASS:

Number:

Name:

Date:



I. Read to understand

Ch7

4. What did Louis learn at school? Who was his teacher? (M)
5. What is “catastrophe”? Can you give more examples? (A)
6. In Sam’s class how did they learn to be careful about figures? (N)

Ch8

4. What gifts did Sam and Mr. Beaver give to Louis? (M)
5. Compare Louis’ look before he left and after he came back. (A)
6. How did Louis’ parents decide to help him after knowing he was in love? (N)

Ch9

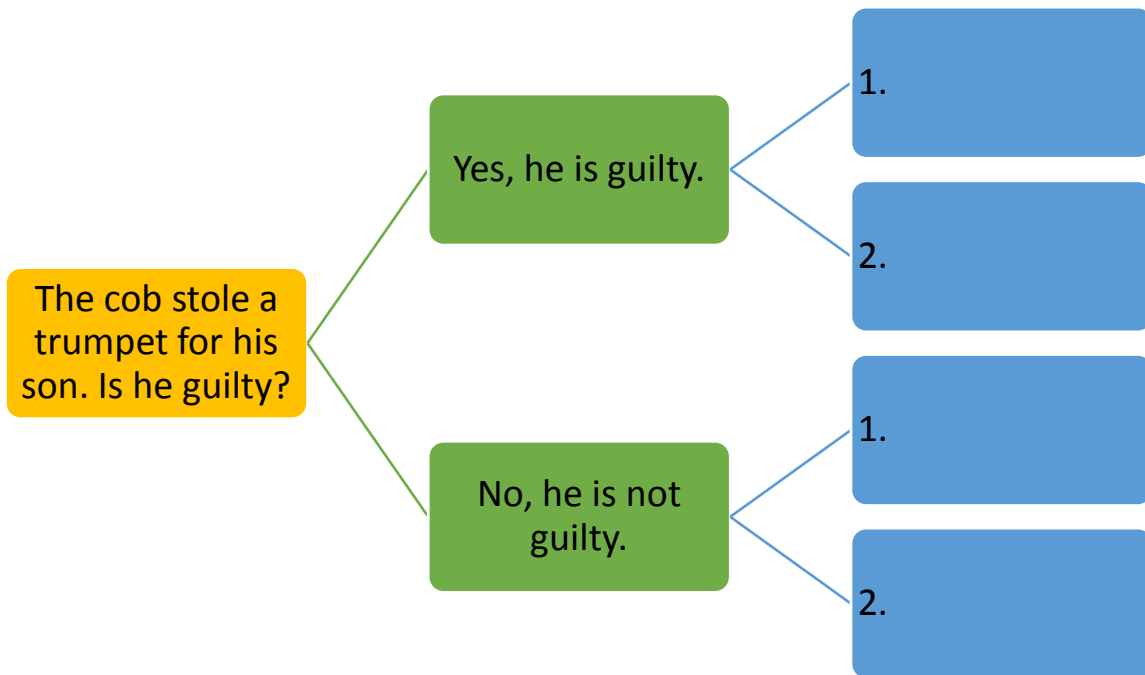
4. Where did the cob fly to get a trumpet? (M)
5. How did the cob get the trumpet? (N)
6. How did the cob feel after getting the trumpet?(A)

II. Read to Think:

Discuss with your teammates.

Louis’ father stole a trumpet from a store for him.

Do you think he is guilty or not? State your reasons.



The final result is: _____

Your reasons: _____

III. Read to Perform

✍ Guidelines to design a script for Reader's Theater

1. Choose a theme: The power of Life/ The beauty of Nature
2. Choose characters:
3. Think about the setting of the script: where and when:
4. Begin to write the story
5. Create interesting conversations
6. Design appropriate gestures and various voice expressions
7. Make use of Chorus and repeated lines
8. Consistent turns taking among different characters

✍ Work with your teammates to design 3 dialogues:

- (1) between Louis' parents
- (2) between Louis and Sam
- (3) between Louis and his brothers and sisters

Word Watcher:

1. List 5 words about sounds:	2. List 5 music instruments
3. List 5 special verbs:	4. List 5 special adjectives or adverbs

My Favorite Word:

CLASS: Number: Name: Date:



I. Reading Strategy: Summarize

(adapted from: Araujo, Judith E., M.Ed, CAGS. "12 Comprehension Strategies." *Mrs. Judy Araujo, Reading Specialist*. N.p., 4 May 2012. Web. <<http://www.mrsjudyaraujo.com/reasons-for-using-strategies/>>.)

Why do we Summarize?

- ▣ To identify and organize important information
- ▣ To check understanding in a brief way
- ▣ To find the main idea, and/or problem/solution
- ▣ To put the story in order

When do we Summarize?

- ▣ When reading, giving game instructions, talking quickly about our week-end, explaining newspaper articles. . .
- ▣ Before, during, and after reading

How do we Summarize?

- ▣ In our own words
- ▣ Before we read we preview to see how the text is organized by looking at cover, table of contents, illustrations
- ▣ During reading we keep a graphic organizer and jot down what has happened

- ▣ After reading we skim text and determine the most important parts in 3-5 sentences. What can we leave out? Use the graphic organizer to help
- ▣ When it is nonfiction we use the text structure to create a summary: descriptive, problem/solution, compare/contrast, sequential, main idea/detail, cause/effect
- ▣ Pick out what's necessary ~ title, captions, headings. Cross out repeated items. Highlight necessary ideas and key words, make a graphic organizer with key words and ideas for each paragraph, invent a topic sentence by using the first sentence of the text
- ▣ Omit unimportant details

Ch10

1. Who had money trouble?
2. Why did he have money trouble?
3. Who helped him with money trouble? How?
4. What would they do to handle money trouble?

Summary of Ch10:

In Ch 10, _____ had money trouble because _____.

_____ helped him deal with his money trouble by _____.

Therefore, they would first _____, then _____

_____, and finally _____.

II. Read to Understand:

Ch 11 Information about Camp Kookooskoos

1. Camp Name: _____

Meaning: _____

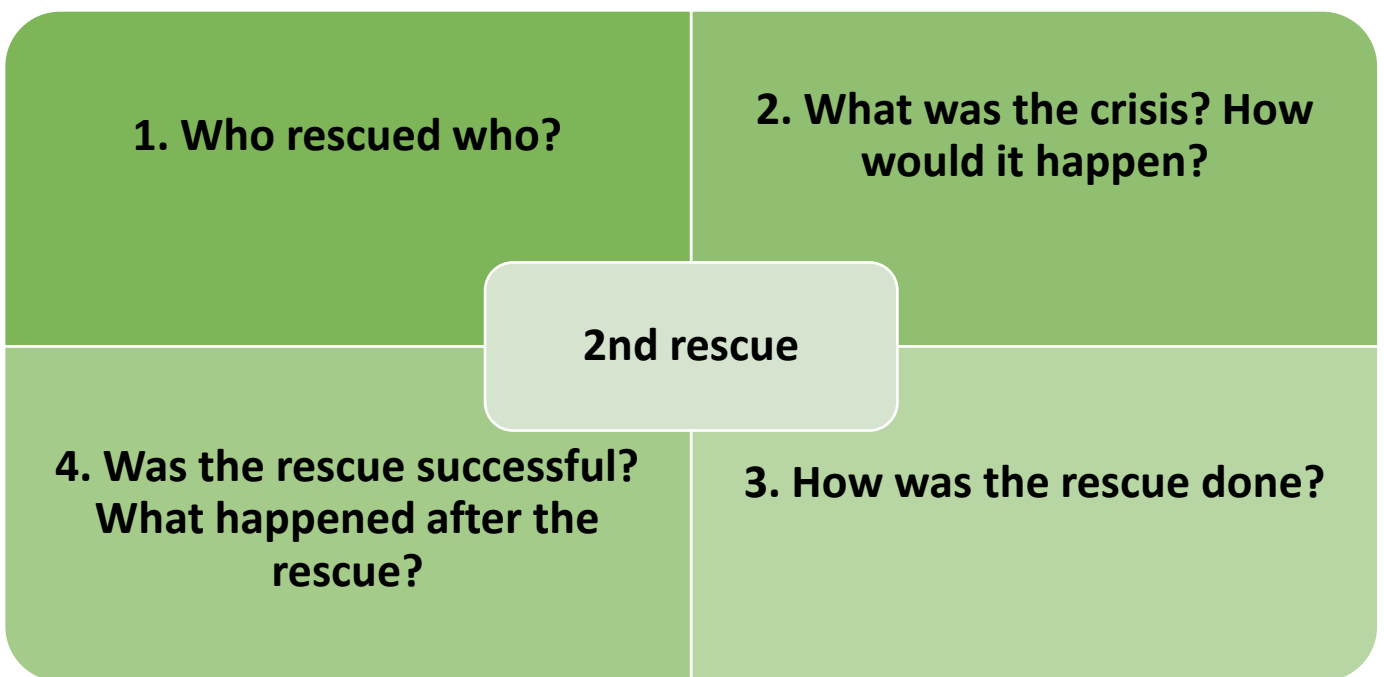
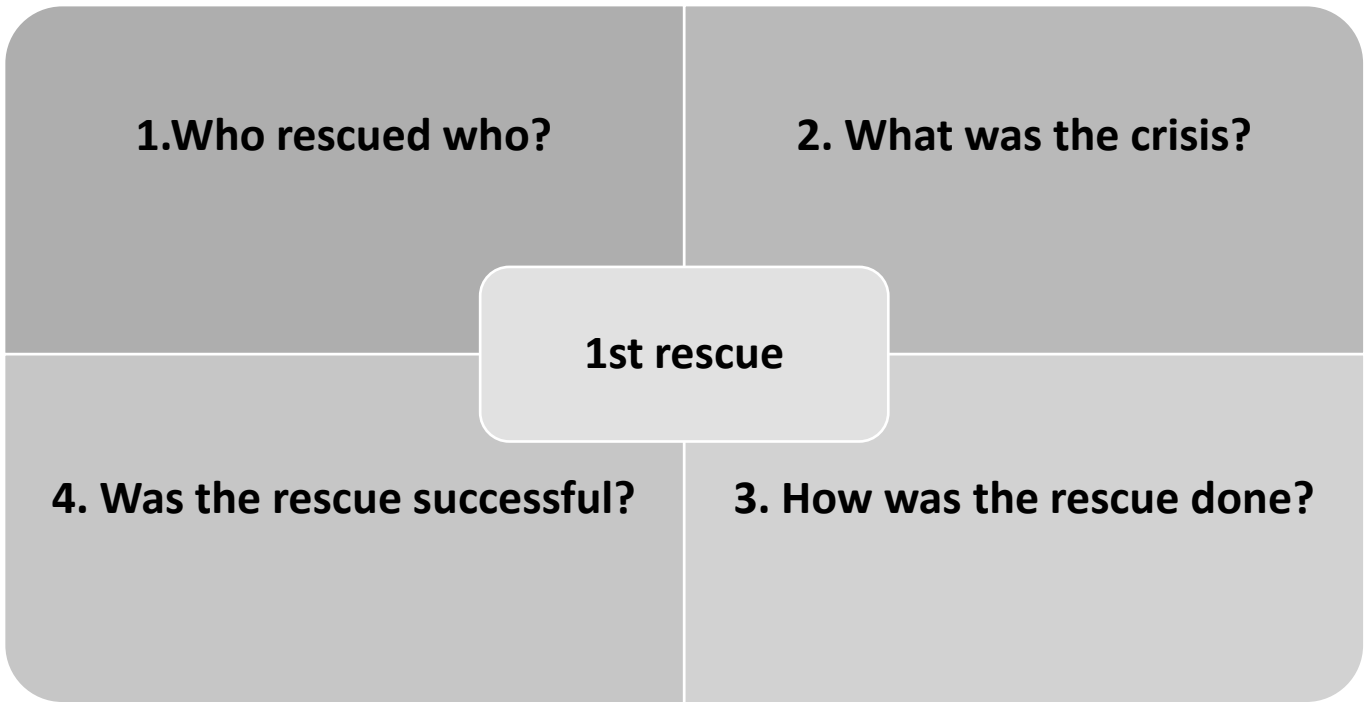
2. Camp Director: _____

3. location: _____

4. participants: _____

5. activities: _____

6. anything special about the camp:



III. Read to connect life

Discuss the following questions with your teammates and then share your answers with the class.

1. What difficulties did Louis suffer because of having no voice? How did he overcome?
2. In our real world, if someone (human beings) has speech problem, what will happen? How can we help them?

3. Have you had the experience of being unable to speak? Share your experience with the class.

Word Watcher:

1. List 4 words about Louis:	2. List 4 words about the camp
3. List 4 special verbs:	4. List 4 special adjectives or adverbs

My Favorite Word:

附錄十五 **Worksheet 11 End of Summer, Boston, A Night At The Ritz**

CLASS: Number: Name: Date:



I. Reading Strategy: Predict

(adapted from: Araujo, Judith E., M.Ed, CAGS. "12 Comprehension Strategies." *Mrs. Judy Araujo, Reading Specialist*. N.p., 4 May 2012. Web. <<http://www.mrsjudyaraujo.com/reasons-for-using-strategies/>>.)

Why do we Predict?

- Gets our mind ready to read
- Gives us a purpose to read
- Think about the text structure
- Use what you know
- Ask questions ~ I wonder. . . , Who is. . . , Why is. . . .

When do we Predict?


- Before and during reading
- Change your predictions as you read

How do we Predict?

- Think about title, look at cover and pictures
- Can be proven or not

Exercise:

Let's practice predicting! First, think about what we have read previously.

 For "Morning Group", write true or false about the following events, and correct the false event(s).

- 1. Louis had Sam slit his web on the right foot to play better music.**
- 2. After the surgery, Louis left the camp before Sam.**
- 3. In order to travel light, Louis left the medal in the camp.**
- 4. As Louis arrived in Boston, he got hired immediately.**
- 5. People in Boston felt amazed at Louis's music and being able to write.**
- 6. Louis took the job without asking about his salary.**
- 7. The clerk at the Ritz Hotel politely welcomed Louis as at first.**
- 8. Louis slept on bed without eating anything.**
- 9. Louis read his news and wrote a letter to Sam.**
- 10. Louis missed Sam, the camp, his family and Serena a lot.**



For “Afternoon Group”, fill in blanks to complete the events.

1. Louis had Sam slit his web on the _____ foot to play better music.
2. After the surgery, Louis didn't leave the camp because _____.
3. Although Louis knew it was important to travel light, he still carried all the stuffs with him because _____.
4. As Louis arrived in Boston, he didn't get hire immediately because _____.
5. People in Boston felt _____ at Louis's music and being able to _____.
6. Louis took the job and the Boatman promised to pay him _____.
7. The clerk at the Ritz Hotel didn't politely welcome Louis as at first because _____.
8. Louis ordered and had _____ (one with _____, the others without) before he slept in _____.
9. Louis knew he was popular in Boston by reading _____, and he would like to share this with Sam, so he _____ to Sam.
10. Louis missed _____ a lot.



For “Night Group”, finish a summary.

From Ch 13 to 15, Louis left _____ and headed for _____.

Louis knew he needed another job, so he asked Sam to help him. Sam did Louis a favor by _____ so that he could _____. Then, Louis waited _____ and he left. Although Louis knew it was important to travel light, decided not to because _____.

As Louis arrived in Boston, he didn’t get hired immediately because _____.

After the tryout, Louis got the job and the Boatman promised to pay him _____.

It turned out that People in Boston felt _____, so Louis became popular. At the end of the day, the Boatman convinced Louis to stay in the hotel instead of in the park because _____.

The Boatman helped Louis check in the hotel room at the Ritz, but the clerk at the Ritz Hotel didn’t politely welcome Louis at first because _____.

After the clerk made sure that Louis _____, the clerk thought of no reasons to refuse Louis. After entering his room, Louis tipped the bellboy, took _____ in the bathroom, ordered _____, read _____, wrote _____ and played _____. He stopped playing the trumpet because _____. He missed _____ a lot. On that night, he slept in _____ and dreamed of _____.

Then, based on what we have read, we can know the main character is _____ and the key event is _____.

Finally, let’s guess (predict) what may happen to Louis in the following chapters.

In Ch 16 *Philadelphia*, Louis will _____.

In Ch 17 *Serena*, Louis will _____.

In Ch 18 *Freedom*, Louis will _____.

II. Read to perform

Practice reading the following sentences out loud with appropriate expression.

Sentence	Context (who spoke in what situations)	Expression Notes (intonations, emotions, gestures...)
1. Does it hurt? (p.113)		
2. A real live swan, playing a trumpet! Life was a dream, all right. What a lark! What fun! What pleasure! (p.121)		
3. May I have your autograph? (p. 127)		
4. Is he a celebrity or isn't he? (p. 127)		
5. Here you are, sir! Would you like a window open? (p. 130)		
6. "Goodness!" thought Louis. "This is an expensive place. I hope the Boatman won't be mad when he sees this supper charge on the bill tomorrow morning." (p.132)		

III. Read to think

What can Louis do the things that only human beings can but birds can't do?

List at least 3 of them that you and your teammates think the most interesting, and explain when and why he did them.

Word Watcher:

1. List 5 things (nouns) in Louis' room at the Riz:

2. List 5 names about celebrities.

My Favorite Word:

3. List 5 special verbs:

4. List 5 special adjectives or adverbs

附錄十六 **Worksheet 12 Philadelphia, Serena, Freedom**

CLASS: Number: Name: Date:



I. Read to Understand

1. Why did the BoatMan decide to let Louis stay in the lake instead of the hotel?
2. Why did Louis leave Boston?
3. What did “ to pinion” mean?
4. Why was Serena very exhausted?
5. Who stole Louis’ trumpet? How did he get his trumpet back?
6. What did the Head Man of Bird House say to convince Louis to stay in the zoo?
7. Louis said sky was his living room, and what was his parlor and bath?
What did he mean by saying that?
8. What plan did Sam come up with to help Louis and Serena leave the zoo?

II. Read and Learn Language

1. Compound-words

	Examples in the Story	More examples
Adj+Vpp.= Adjective	Natural-born Natural-hatched	
Adj+Ving= Adjective	Fine-looking Finer-looking	

2. E.B. White, the author of *The Trumpet of The Swan*, is very good at describing the beauty of nature in vivid and well-chosen phrases. The following are some examples from Ch 16~18. Please read and discuss the meanings with your teammates, and then try to create your own sentences describing beauty of nature.

1. Bird lake was clothed in darkness. (word bank: be dressed, be coated)

✍ _____.

2. At last, a faint light showed in the east.

(Word bank: after a while, little by little, dim, pale, sunlight, moonlight, star light, appeared, revealed)

✍ _____.

3. Clouds drifted across the sky, in endless procession, partially hiding the star.

(Word bank: mist, fog, float, hover, line, slowly, completely, slightly)

✍ _____.

III. Read to Think (1 question for 2 students)

1. *Please compare Mr. Lucas with The Head Man of the Bird House. What did they want from Louis? How were they trustworthy? Explain with evidence in the story.*

	Mr. Lucas	The Head Man of the Bird House
1. How did Louis know them?		
2. What did they want from Louis?		
3. Were they trustworthy? State the evidence		

2. Please compare Louis' workplaces in Boston and in Philadelphia.

	Boston	Philadelphia
Employers		
Working places		
Working time (Days/ Hours)		
Pay		
Music Louis played		
Louis's Concerns		
To what degree did Louis like the job? (the more stars, the better he liked the job)	★ ★ ★ ★ ★	★ ★ ★ ★ ★

- 3. When a wild bird flies into a zoo, is it appropriate to keep the bird in the zoo?
Why or why not? State your reasons.
In the real world, what do the people in the zoo usually do with the wild bird
accidentally flying to the zoo?**

Word Watcher:

1. List 10 animal names you've never learned before:

2. List 5 words to describe Serena after hearing the tune played by Louis.

My Favorite Word:

3. List 5 special verbs:

4. List 5 special adjectives or adverbs

CLASS: Number: Name: Date:



I. Read to Understand

1. How much money did Louis have in total?
2. How did Louis’ father pay his debt? What happened to him?
3. What was the judge’s decision about the money and the swan? Why?
4. Did Louis keep in touch with Sam? How?

II. Read to think

1. Please help Louis to finish his book keeping.

Louis’ Book Keeping

Item	Income	Expense
Playing bugle call at Camp Kookooskoos	\$100	
Postage stamps		\$0.6
Playing in the Swan Boat	\$100	
Tipping at the Ritz Hotel		\$
Playing in the night club in Philadelphia	\$	
Paying for agent’s fee (10%)		\$
Buying new chalks and pencils		\$ 0.75
Sending telegram to Sam		\$ 4
Paying for Sam’s flight tickets		\$
Balance		\$

2. Louis is the key character in the Trumpet of The Swan. He has given and taken so much love. Work with your teammates to draw a Louis’ Love Map, illustrating how love connected Louis with others.