

語文領域英語八年級第三冊第 6 課

The Ugly Truth Behind Beautiful Clothes

一、設計理念

(一)課程設計：

1.理念：本次教學以「英語課用英語授課」及以學生為中心為理念，課程每個活動都以簡易常用生活英語作指導或說明，輔以視覺圖片、手勢或透過示範讓各項指導訊息明確易懂，並以分組或是個人的方式創造學生使用英語互動或溝通的機會同時以「分組合作」及「差異化」的設計，在課堂中建立友善及可信任的氛圍。本次課程為閱讀教學，參考概念為本語文科設計層次，以 Understanding Text→Responding To Text→ Critiquing Text→ Producing Text 循序漸進引導學生探究文本，學生在歷程中透過聽說讀寫四技並用，教師同時以略讀 (Skimming) 掃讀 (Scanning) 策略引導學生理解文本。因為這一節課僅 45 分鐘，所以本節課重點在於理解文本訊息，並能利用組織思考圖解構作者的寫作手法，掌握訊息間的因果關係。

2.課程概要：本次課程為八年級翰林版第六課第五節課進度，此前學生已經學習到以衣物為主題的字彙及未來式句型，第四節課的回家作業是讓學生透過主題單字的分類來與平常的生活常識連結，並複習學過的單字。於 Understanding Text 階段，以複習單字、以衣物的圖片啟動文本相關背景知識(讓學生猜測快時尚從製作到銷售的過程中，零售商、製造商及勞工所能得到的利益，以此讓學生先意識到勞工可能受到剝削)；在 Responding To Text 階段，利用略讀的技巧理解文本的主旨大意、以事實性(Objective)問題讓學生理解文本詢問學生讀完後內心有何感受或反映(Reflective)、追問詮釋性(Interpretive)問題，及作者的立場並須從文本中找到支持論點的證據(例如：What is the ugly truth? Is the writer for or against fast fashion? Tell your evidence.)，並詢問學生理解文本後，未來購買衣服時可能會採取的行動或決定(Decisional)。Critiquing Text 階段追問作者撰寫本文的目的以及分析作者的寫作技法，最後 Producing Text 階段，教師會以組織思考圖收束，引導學生釐清文本訊息如何組織以及訊息間的因果關係。

(二)學生學習特質與需求:本班共計 28 人,13 男,15 女(其中一名資源班學生，但上課狀況良好且樂於學習);男生程度普遍較弱，女生有約 5 位程度較好。班級氛圍大致和諧，有小組之間會彼此合作協助，對程度較弱的同學也會樂於協助，但本次上課為新分組，組內合作狀況有待觀察。學生英語程度落差大，因此在教學過程中會以差異化及提供鷹架的方式協助學生學習。各組均有 ABCD 四級的學生，A 為組內程度最低的學生，B、C 學生

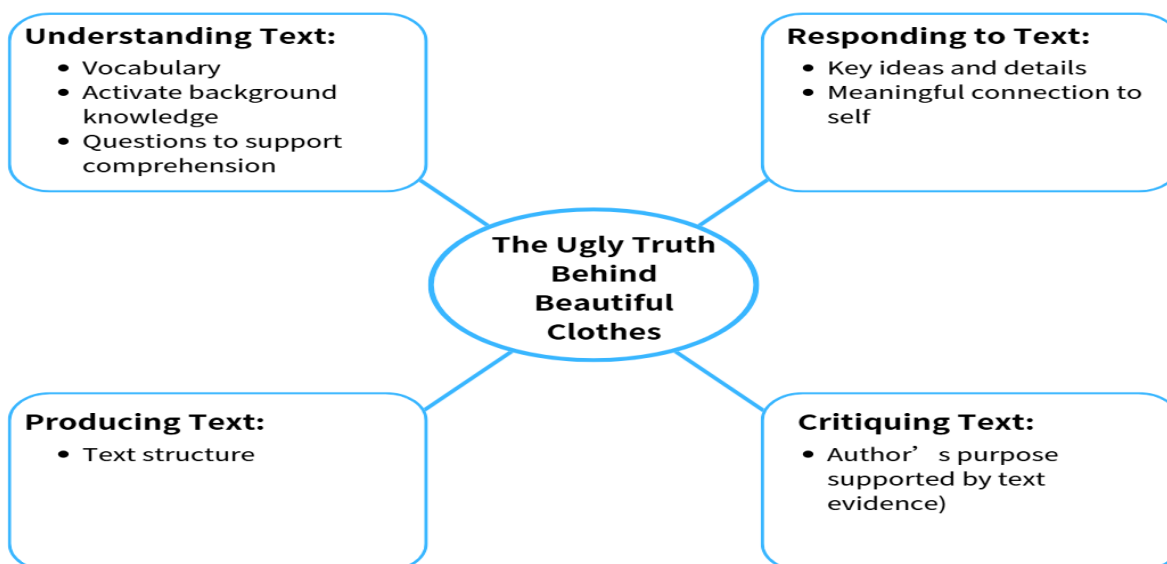
中等，D 為組內程度最佳學生。班上有一位男生成績中等，但因為身體以及家中的補習班安排，會有隨時睡著的情形，一位女學生是特殊生(有癲癇或隨時暈倒狀況)，上課時會有輔導人員在課堂內坐旁邊或是在教室外等待，若學生有狀況會隨時進入教室協助。

(三)核心素養的展現:

1.知識、情意、能力整合：課堂氛圍以簡易課是英語讓學生樂於以英語互動，透過老師的指引、圖片、差異化挑戰做為學習鷹架，增進學生理解文本並以英語在課堂回應的信心，學習互動方式包含全班、小組、個人獨立學習，因此學生可以在團體中學習也需要為自己的學習負責。

2.核心素養：本次課程中每個活動設計都是下一個活動的基礎，層層遞進並在提供支持的氛圍中鼓勵學生利用所學到的字詞及文法與他人溝通互動，以達成「英-J-B1 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。」為培育「英-J-A2 具備系統性理解與推演的能力，能釐清文本訊息間的關係進行推論，並能經由訊息的比較，對國內外文化的異同有初步的了解」，教師運用略讀及掃讀策略及 ORID 的四層次問題以協助學生系統性理解文本、釐清文本訊息關係、推論作者對快時尚的態度。

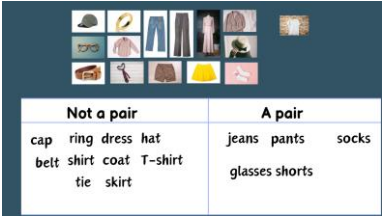
二、課程架構



三、活動設計 (Period 1)

領域/科目 (跨領域/科目)		語文領域英語科	設計者	桃園市青溪國中許綉敏
實施年級		八年級	總節數	共__1__節，__45__分鐘
設計依據				
學習重點	學習表現	*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。 7-IV-2 善用相關主題之背景知識，以利閱讀或聽力理解。 9-IV-3 能根據上下文語境釐清不同訊息間的因果關係。	核心素養	<ul style="list-style-type: none"> ● A自主行動- A2系統思考與解決問題 ● B溝通互動 B1符號運用與溝通表達 ● 英-J-A2 具備系統性理解與推演的能力，能釐清文本訊息間的關係進行推論，並能經由訊息的比較，對國內外文化的異同有初步的了解 ● 英-J-B1 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。
	學習內容	Ac-IV-4 國中階段所學字詞（能聽、讀、說、寫最基本的1,200字詞）。。 *◎Ae-IV-7敘述者的觀點、態度、及寫作目的。 *Ae-IV-8簡易故事及短文的大意。 B-IV-5人、事、時、地、物的描述及問答。 D-IV-3 訊息因果關係的釐清。		
議題融入	議題/學習主題	環境教育		
	實質內涵	環 J4：了解永續發展的意義（環境、社會、與經濟的均衡發展）		
教材來源		翰林版八年級第三冊第六課閱讀文本		
學習目標				
<ul style="list-style-type: none"> ● 學生能辨識文章中的關鍵字，例如"fast fashion," "cheap workers," "polyester," "environment," 等，並理解其在文中的意義。 ● 學生能運用略讀 (Skimming)及掃讀 (Scanning)策略，完成人、事、時、地、物的問答，並理解文本所述快時尚產業的運作模式及快時尚的負面影響。 ● 學生能掌握上下文語境進而釐清不同訊息間的因果關係。 ● 學生能理解作者對於快時尚的負面看法，並能從文章中找出支持此觀點的證據。 ● 學生能在理解快時尚對環境永續發展的衝擊後，以簡易英語說明自己未來消費時可能會做的決定或考量的面向。 				

學習活動設計

學習引導及實施方式 (含時間分配)	學習評量	備註
<p>包含教師的引導、學習活動規劃、學習任務、評量方式等</p> <ul style="list-style-type: none"> ● Classroom management (2 Mins) <p>1. <u>Check attendance</u>: 教師確認各組學生出席</p> <p>2. <u>Attention getter</u>: 複習班級管理的共識口號:</p> <ul style="list-style-type: none"> - Hocus Pocus! Time to focus! - Freeze and smile, just for a while! ● Understanding Text (13 Mins) <p>3. <u>Vocabulary</u>: 老師快速複習學過以衣物為主題的單字，接著在簡報上提供圖片進行回家作業(附件一)檢核，此處請各組程度最低的 Member A 回答，15 個衣物名詞確認後，老師提供簡答讓學生再次校對。互動語言鷹架如下:</p> <p>T: What is this?</p> <p>Member A: A(n)_____ . 或 A pair of _____.</p>  <p>The image shows a grid of 15 clothing items: a cap, a ring, a dress, a hat, a belt, a shirt, a coat, a T-shirt, a tie, a skirt, a pair of jeans, a pair of pants, a pair of socks, a pair of glasses, and a pair of shorts. Below the grid is a table with two columns: 'Not a pair' and 'A pair'. The 'Not a pair' column lists: cap, ring, dress, hat, belt, shirt, coat, T-shirt, tie, skirt. The 'A pair' column lists: jeans, pants, socks, glasses, shorts.</p> <p>4. <u>Active background knowledge</u>: 教師點一位學生詢問作業中所列的衣物，那些是他有的，接著請全班學生以手勢比出所擁有的 T 恤數量有多少，再追問: Did you wear them all? Are there any clothes you don't wear? How do you deal with them?</p> <p>5. <u>Questions to support comprehension</u>: 老師呈現教科書第 123 頁的圖片，請學生臆測一件花費 \$600 的衣服製造商、勞工及零售商所獲得的利益</p> <p>Q: When you spend NT\$600 on a T-shirt, how much of the money goes to the retailer, the manufacturer, and the factory workers?</p> 	<p>簡要說明各項學習活動的評量方式及內容，提出可採行的方法、重要過程、規準或指標等。</p> <ul style="list-style-type: none"> ● 學生能以簡易英語和老師打招呼並樂於學習 Attention getter. 學生能大聲以英語回應即為達標。 ● 為確保每位學生課堂參與以及以學生為中心，較容易回答的“Not a pair”字詞請各組學生 A 回答，作為字詞口語表現的學習評量。“A pair”的字詞則是全組口語回答。 	<p>教學提醒事項</p> <p>此為班級管理的小技巧，會隨著活動進行事需要使用</p> <p>同組其他夥伴可以協助，老師會在黑板/白版或以口語提出 sentence frame 協助學生表現</p> <p>讓回家作業的內容做為學生以英語回答的輔助支持。學生可以理解完成加作業有助課堂口語表現及評量。</p> <p>此活動目的在於讓學生意識到勞工權益及合理薪資的重要性</p>



● **Responding to Text (17 Mins)**

6.Key ideas and details :

a.請學生使用學過的略讀策略快速閱讀，找到文本的主旨，接著請學生在小组以簡單的英文句子寫下文章的主旨大意。此部分為閱讀技巧的訓練，小组寫文本大意時，各組 student A 有 10 秒鐘寫下與大意相關的字詞、片語或句子，接著各組其他學生一起用一分鐘時間完成大意撰寫。

b.接著分段朗讀，每一段 1-2 個問題，學生須回答以下問題，閱讀前會先呈現須回答的題目以促進學生有意義的閱讀:

第一段:

(1)What is fast fashion? (第一段:Student D)

第二段:

(2)How do fast fashion companies get cheap workers? (Student B)

(3) Why do fast fashion companies use polyester? (Student A)

第三段

(4)How do fast fashion companies keep their clothes cheap? (Student C)

c.進行全文本 scanning 掃讀，老師提供需要學生找出的文本細節，學生須以螢光筆畫記答案並標示題號

Q1:According to the text, which country has cheap workers?

Q: 2:What is the example of “low pay” in this article?

Q3: How does the polyester hurt our environment?

Q4: Why do the fast fashion companies use cheap workers and polyester?

● 差異化評量 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。

● 評量 B-IV-5 人、事、時、地、物的描述及問答

依不同難度指派小組內學生回應，進行差異化評量

7. Meaningful connection to self:

問學生讀完這篇文章後的感受，並追問那些字詞引起他如此的感受

Q1: How do you feel after reading this story?

Q2: What words or sentences made you feel this way?

● **Critiquing Text** (6 Mins)

8. Author's purpose supported by text evidence:

請學生以小組方式再次朗讀整篇文章，以引導式問題帶領學生在文本證據下找出作者撰寫本文的目的

Q1: According to the text, what does the writer care about? (Workers and the earth.)

Q2: How do we know the writer cares about workers?

(The text says they get low pay and work long hours.)

Q3: How do we know the writer cares about the environment?

(The text says polyester hurts the sea.)

Q4: Is the writer for or against fast fashion?

Q5: What is the ugly truth?

Q6: What might the writer want readers to do after reading this text?

(Think before buying clothes.)

Q7: What would you do the next time you buy clothes?

● **Producing Text** (4 Mins)

9. Text structure:

老師發下文本學習單(附件二)，跟同學說明利用組織圖可以更清楚文章訊息間的關係，老師會以口語引導複習作為本節課學習的收束，學生回家完成附件二。

● **Wrap Up:** (3 Mins)

請學生以英語回答對快時尚的理解:

What do you know about fast fashion?

- 評量*◎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。

- 評量 9-IV-3 能根據上下文語境釐清不同訊息間的因果關係。

教學設備/資源：

- 簡報, 投影機, 螢幕, 學習單、小白板、白板筆

參考資料：

- Lanning, L.A. (2013). *Designing a Concept-Based Curriculum for English Language Arts: Meeting the Common Core With Intellectual Integrity, K-12*. Thousand Oaks, CA: Corwin Press.

附錄：

- 附件一: 前一節課字彙學習單 (本節課延續使用)
- 附件二: 因果關係概念組織圖學習單

四、活動設計 (Period 2)

桃園市 113 學年度桃園區青溪國民中學校長及教師公開授課活動 【十二年國教素養導向教學】教學活動設計單

領域/科目	英語	教學者	許綉敏
實施年級	八年級	教學時間	1 節課 45 分鐘
單元名稱	The Ugly Truth Behind Beautiful Clothes		
學校願景	成為一所「提供活力能量滋養師生，是一個健康、樂活、關懷、適性、科技的成長環境，讓親師生都能真誠樂毅、合作接納；實踐篤行、卓越創新；適性揚才、夢想啟航，以達到終身勵學與美善人文的學習目標。」我們是一所樂活接納、卓越實踐的優質且精緻的學習園地。		
設計理念	本次教學以「英語課用英語授課」為理念，課程每個活動都以簡易易懂或常用生活英語作指導或說明，輔以視覺圖片、手勢或透過示範讓各項指導訊息明確易懂，增進學生理解或是開口的機會；同時以「分組合作」及「差異化」的設計，在課堂中建立友善及可信任的氛圍。第一節課教學重點為文本內容概念的理解，本次第二節課教學重點為語文概念(說服文的體裁結構)的理解並能遷移應用至不同觀點的新文本，最後能綜整所學結合學生自身思考和創造性以口語表達自己未來購買衣物的考量及選擇。		
學習重點	學習表現	2-IV-5 能以簡易的英語表達個人的需求、意願和感受。 *3-IV-16 能閱讀不同體裁、不同主題的簡易文章。 4-IV-5 能依提示寫出正確達意的簡單句子。 ◎6-IV-1 樂於參與課堂中各類練習活動，不畏犯錯。 7-IV-4 能對教師或同學討論的內容觸類旁通、舉一反三。 9-IV-2 能把二至三項訊息加以比較、歸類、排序。	核心素養
	學習內容	*Ae-IV-5 不同體裁、不同主題之簡易文章。 B-IV-4 個人的需求、意願和感受的表達。 D-IV-2 二至三項訊息的比較、歸類、排	
議題融入	環境教育		
教材來源	翰林 B3U6 Reading The Ugly Truth Behind Beautiful Clothes		
教學設備/資源	投影機、Power Point、Mess About 概念學習單、彩色筆、文本摘要句條、說服文概念小卡、The Bright Side of Fast Fashion 文本(與 AI 共創)、文本閱讀理解學習單(差異化)、我的行動宣言學習單(差異化)、Padlet 口語發表錄音上傳板		
學習目標	*能將文本訊息做歸類並排序，進而理解說服文體裁的概念及結構，並將說服文體裁概念語結構應用於理解不同觀點的簡易文章。 *能依提示寫出正確達意的簡單句子，表達個人對購買流行衣物的需求、意願和感受，並樂於嘗試以正確的發音及語調說出未來的行動宣言。		

教學活動設計		
教學活動內容及實施方式	時間	備註
<p>包含教師的引導、學習活動規劃、學習任務、評量方式等</p> <ul style="list-style-type: none"> ● Classroom management : <ol style="list-style-type: none"> 1. <u>Check attendance</u>: 教師確認各組學生出席 2. <u>Attention getter</u>: 複習班及管理的共識口號: <ul style="list-style-type: none"> - Hocus Pocus! Time to focus! - Freeze and smile, just for a while! ● Understanding Text <ol style="list-style-type: none"> 3. <u>Active background knowledge</u>: 圖片先做暖身，喚起第一堂課學習過文本內容的印象；再應用探究策略 Mess About 設計出學習單(附件三)，將文本重要四個概念語詞: fast fashion, cheap workers, cheap materials, environment 列出，請各組學生合作，儘可能以英語詞語寫出對這四個概念字詞的理解認知，以此啟動背景知識並檢核第一節課所學。 4. <u>Cause & Effect</u>: 教師檢核學生回家作業(附件二)，請學生於組內先校對答案，倘有不同答案可以拿出課本文本提出證據做檢核，接著老師會邀請不同組提供答案供全班參考校對 ● Responding to Text <ol style="list-style-type: none"> 5. <u>Text Structure</u>: 將文本 “The Ugly Truth Behind Beautiful Clothes” 重新撰寫出摘要，印出後裁切成句條(附件四)，請小組先依照句條的字母順序大聲讀出句子後，再依照文本呈現的順序排序。 <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>B. Fast fashion means we can buy nice, new clothes for low prices. But these pretty clothes have bad things hiding behind them.↵</p> <p>E. Fast fashion companies try to keep prices low but still make money. They do this by moving their factories to places like India where they can pay workers very little money.↵</p> <p>D. Workers in these factories have a very hard life. In some places, they only get 2.5 NT dollars for one hour of work.↵</p> <p>C. These companies also use a material called polyester because it's cheap. But when we wash clothes made with polyester, it breaks off and goes into the ocean. This hurts the fish and the sea.↵</p> <p>A. But workers and our earth pay a big price. Next time you want to buy cheap clothes, stop and think: do you really need them?↵</p> </div> ● Critiquing Text <ol style="list-style-type: none"> 6. <u>Analysis of Genre</u>: <ol style="list-style-type: none"> a.. 引導學生辨識說服文”Persuasive”體裁文本的目的，接著各組發下說服文概念小卡(附件五)，請學生於組內先讀出小卡上 “Introduction, ”Point, ” “Example, ” ”Conclusion”的意義，再將概念小卡與句條中段落做配對，找出說服文的結構。 	<p>2’</p> <p>7’</p> <p>3’</p> <p>6</p> <p>5’</p>	<p>7-IV-4 能對教師或同學討論的內容觸類旁通、舉一反三。</p> <p>◎6-IV-1 樂於參與課堂中各類練習活動，不畏犯錯。</p> <p>9-IV-2 能把二至三項訊息加以比較、歸類、排序。</p> <p>*3-IV-16 能閱讀不同體裁、不同主題的簡易文章。</p>

<p>b.為促進學生能理解並應用新學的體裁概念，請學生讀一篇與課本文章論點完全相反的新文本(附件六)，一方面讓學生利用新學的體裁概念快速掌握新內容的大意以及作者的主張，同時提供學生相同主題不同立場的論點，讓學生學習議題會有多樣觀點。此活動將以差異化學習單(附件七)做快速檢核學生對文本內容的掌握，程度一般及較弱的學生可以選擇圈選答案即可的1號學習單(白紙印刷)，程度中上學生須寫2號學習單(粉紅紙印刷)</p> <p>● Producing Text</p> <p>7.Response to fast fashion: 學生在理解快時尚的正反立場論點後應能對此主題提出自己的觀點以及說明未來購買衣服的選擇，教師提供差異化行動宣言學習單(附件八、九)，讓學生可以至少說出五則自己的行動宣言，程度較弱的同學能讀懂並勾選自己的行動宣言即算達標，其餘同學則可以參考學習單中的提示句抄寫或改寫行動宣言，學生可以依據自己的需求或意願選擇想寫的學習單。</p> <p>8.Oral Expression: 請學生在平台上以口語表達自己的快時尚行動宣言；學生以自己完成的行動宣言學習單為講稿，在 padlet 平台上錄音，此為回家作業，老師提供評量規準讓學生知道老師預期的行為或表現，做為學生完成表現任務的學習指引;老師會同時帶讀開頭及結尾,引導學生理解對外說明的基本體例</p>	<p>8'</p> <p>7</p> <p>7'</p>	<p>4-IV-5 能依提示寫出正確達意的簡單句子。</p> <p>2-IV-5 能以簡易的英語表達個人的需求、意願和感受。</p>
<p>參考資料：</p> <ul style="list-style-type: none"> ● Lanning, L.A. (2013). <i>Designing a Concept-Based Curriculum for English Language Arts: Meeting the Common Core With Intellectual Integrity, K–12</i>. Thousand Oaks, CA: Corwin Press. ● 課程設計係與與桃園國教輔導團曾琦芳老師、張太乙老師進行學習社群備課。 		
<p>附錄：</p> <ul style="list-style-type: none"> ● 附件三: Mess About 概念學習單 ● 附件四: 文本摘要句條 ● 附件五: 說服文概念小卡 ● 附件六: The Bright Side of Fast Fashion 文本 ● 附件七: 文本理解差異化學習單 ● 附件八: 支持快時尚行動宣言 ● 附件九: 不支持快時尚行動宣言 ● 附件十: 口語評量規準 ● 附件十一: 課本文本 ● 附件十二: 課堂照片 		

五、實施省思：

在全英語教學的路上，我們一起長出了更多的可能

這次的兩節全英語課程，對我來說不只是教學任務的完成，而更像是一場深刻的探索旅程。一路上，我們不斷嘗試、調整，也一次次被學生的反應提醒著：只要用心設計，語言學習真的可以不困難，甚至是有趣、貼近生活的。

- 教學的核心：理解，不只是聽見而是看見與感受到

在全英語的教學現場，確認學生是否真的理解，是我最在意的事。我們知道不能只靠師生問答這一招，於是我們在課程裡安排了獨立作業、小組討論、配對活動、動手操作，甚至是用手勢來讓學生快速表達自己的理解與選擇。這些多模態的教學設計，讓學生即使在全英語的環境中，也能用他們熟悉的方式參與、回應，學習變得更有溫度、更具活力。

- 看得見的語言鷹架，學習路上不孤單

視覺化的簡報設計在這次教學中發揮了極大功效，讓學生即使不完全理解語言，也能靠圖像與範例理解任務。老師在活動前會做示範，有時還會請學生來一起演練，其他人就能照著做。這種具體可見的支持系統，讓學生安心，也讓全班的學習節奏更加順暢。而那些一句句我們設計出來的句型起手式，不只是語言的開始，更是信心的起點。

- 把概念說得簡單，是因為我們用心貼近生活

這堂課最打動我的地方，是看到學生因為一顆茶葉蛋，突然理解了工人的辛苦與被剝削。我們問：「工人一天賺的錢，夠在小七買茶葉蛋嗎？」學生立刻搖頭。這樣貼近生活的例子，比再多的抽象說明都來得有力。還有百貨公司打折導致買了12雙運動鞋的例子，也幫助他們清楚釐清了因果關係。教學真的不需要艱澀詞彙，有時只是需要一個學生聽得懂的比喻。

- 學習是群體的旅程，分組讓每個人都能被看見

我們刻意做了差異化分組，讓學生在小組中能找到自己的定位，互相討論、協作，不再是單打獨鬥的語言練習。當學生在小組裡被理解、被鼓勵時，他們學得不只是語言，更是自信。

- 概念導向，讓文本學習更有深度與廣度

八年級學生開始接觸篇章結構，我們覺得這是一個很棒的學習起點。透過概念導向的教學設計，學生不只是在讀課文，而是在思考、理解背後的邏輯與結構。這樣的教學方式未來也可以延伸到說服文，甚至會考的各種文本。對我們而言，這樣的策略不受版本限制，只要是好的概念，就能帶學生走得更遠。

- 用語言連結世界，用議題啟動思考

這堂課討論環境議題，最後我們設計的產出任務是讓學生表達自己對世界的看法與想做的行動。從語言的學習出發，最終連結到世界的樣貌，這樣的學習是有力量的。學生透過鷹架練習用英文表達自己的立場，語言不再只是考試工具，而是連結世界的橋樑。

- 一群人的備課，是最溫暖的專業成長

我們的社群共備真的很有火花。常常備課到晚上十一點半還捨不得停下來，因為每次討論都有新靈感。彼此分工合作也大大減輕了工作負擔，例如琦芳和太乙負責學習單美編、綉敏在流程與提問設計上很有一套。這樣的團隊合作，讓教學設計不再是一個人的孤軍奮戰，而是我們一起編織出的作品。

- AI 成為我們的另一位夥伴

這次也運用了 AI 協助備課，不論是在發想問題、規劃活動、鋪陳課程脈絡，甚至是產出文本內容，都提供了很多可能性。AI 讓我們看見更多可能，也讓我們更有意識地聚焦在學生需要的學習內容上，而不被華麗但不實用的點子吸引。

- 善用科技，打破限制

學生熟悉使用 Padlet，我們也利用這個平台讓學生完成口說作業，老師則可快速回收、回饋，還能用變色功能提醒表現狀況。Padlet 的 AI 語音功能也幫助學生練習正確發音。這樣的科技運用不但讓課堂時間更有效率，也鼓勵學生主動學習。

- 有方向的努力，更能安心學習

最後，這次的評量設計我們也用了 rubrics，讓學生知道努力的方向。清楚的評分規準不只是老師用來打分的工具，更是學生自我調整、向上提升的重要依據。

- 未來想再努力的面向

教學時感受到 low achiever 真的想要跟上的心，但是無奈能力還趕不上態度，未來我們想設計更綿密的鷹架並鼓勵低程度學生更有自信地開口，例如，學生朗讀長句時，面對到 chunking 的問題，可以上課前帶著孩子畫 chunking，或是訓練組長在 reading circle 時注意斷句的節奏，老師收束 reading circle 時，在於全班強調 chunk 的位置。另外，這次由說服文切入，下次我們想要挑戰議論文，或是記敘文的文體，讓英語不只停留於文字的理解，更擴大到文體的學習。

這兩節課，不只是學生在學習，我們也在學。從教學設計到教學實踐、從 AI 應用到共備合作，每個環節都提醒我：全英語教學不是一條孤單的路，而是一場我們與學生、與夥伴一起走的、充滿挑戰也充滿可能的旅程。

附件二

因果關係概念組織圖學習單

Class: _____ No.: _____ Name: _____

Cause and Effect

When we talk about what happened and why it happened, we use "Cause and Effect".

We often use "because, because of, or so" to show "cause and effect."

- **Cause** – a reason why something happens.
- **Effect** – what happens because of the reason.
- ➡ **Read** the sentences and **put** the sentences in the correct places.



Some answers are given as examples.

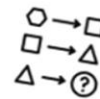
Cause	effect
<input type="checkbox"/> There was a big sale in the department store.	<input type="checkbox"/> I bought 10 pairs of sports shoes.
<input type="checkbox"/> I spent all of my pocket money on the new T-shirt.	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
a. I have too many clothes. b. I want to give them away. c. I don't have money for food.	

More Practice

We can also see many cause and effect sentences in the reading.

Read the words in the reading again and put the key phrases in the correct places.

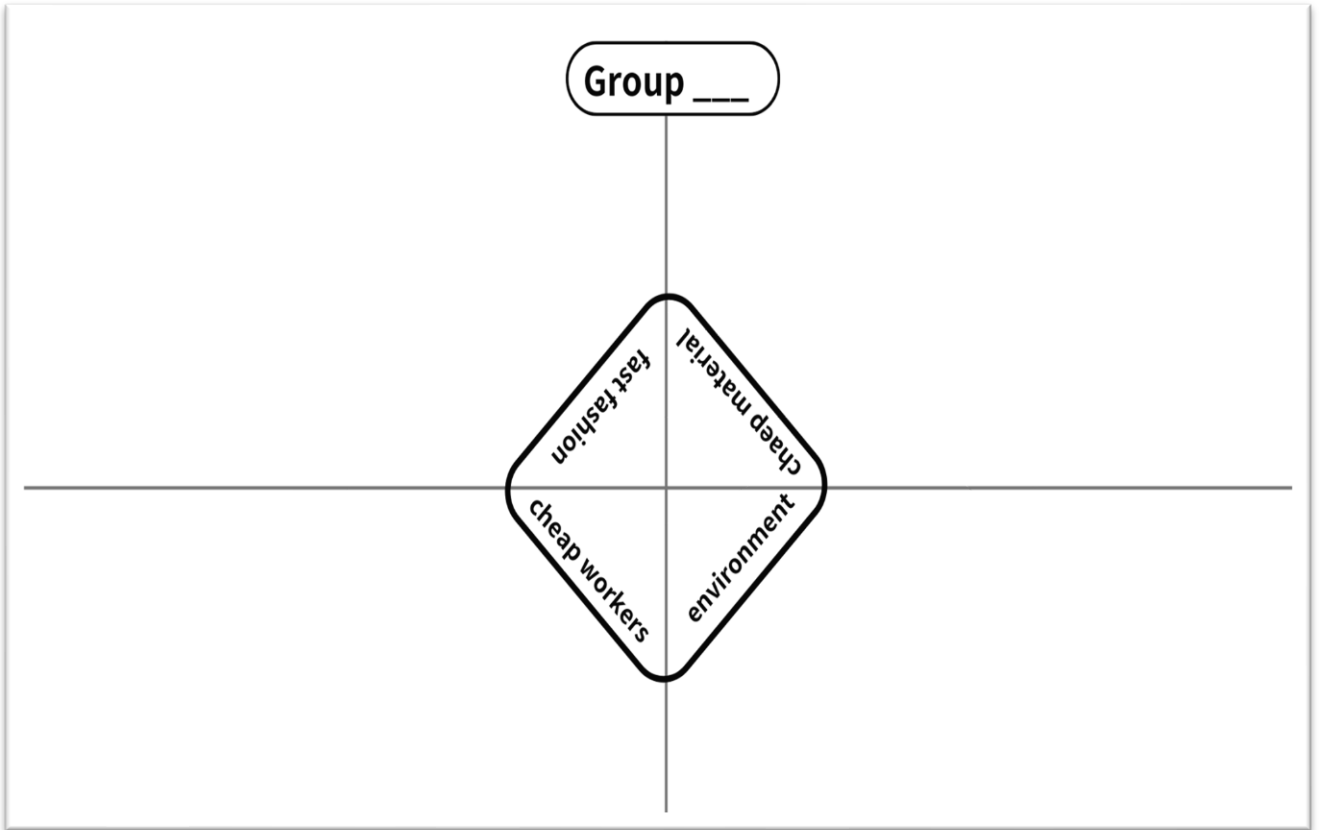
One answer is given as an example.



Cause Tells why it happens Happens before the effect	The Negative Effects of Fast Fashion	Effect Tells what happens Happens after the cause
<input type="checkbox"/> <u>Cheap workers</u> - Low pay (2.5 NT/hour) - Long hours, bad environment	The Negative Effects of Fast Fashion	<input type="checkbox"/> Workers' lives - _____ - Work environment is bad.
<input type="checkbox"/> _____ - Polyester is cheap. - Polyester washes off into the sea.		<input type="checkbox"/> _____ - Polyester pollutes the ocean. - It harms sea animals.
<input type="checkbox"/> Profit(獲利) - _____ - They don't care about the workers and the nature.		<input type="checkbox"/> _____ - People buy cheap clothes often. - The problem becomes worse and worse.
Idea Bank <u>Cheaper workers</u> <u>Consumers'</u> choices Companies want to save money. Materials(材料) Environment Workers are poor and tired.		

附件三

Mess About 概念學習單



附件四

文本摘要句條

B. Fast fashion means we can buy nice, new clothes for low prices. But these pretty clothes have bad things hiding behind them.

E. Fast fashion companies try to keep prices low but still make money. They do this by moving their factories to places like India where they can pay workers very little money.

D. Workers in these factories have a very hard life. In some places, they only get 2.5 NT dollars for one hour of work.

C. These companies also use a material called polyester because it's cheap. But when we wash clothes made with polyester, it breaks off and goes into the ocean. This hurts the fish and the sea.

A. But workers and our earth pay a big price. Next time you want to buy cheap clothes, stop and think: do you really need them?

附件五

說服文概念小卡

Introduction

Start by talking about the topic. Tell the reader what you are explaining. You can also explain key idea or hard words to make them easy to understand.

Point 1

Tell the reader your first reason with more details(細節).

Example

Use real facts or numbers to make the reader believe what you say is correct.

Point 2

Tell the reader your second reason with more details(細節).

Conclusion

Say your idea again; you can also tell them what to do next.

附件六

快時尚優點文本

The Bright Side of Fast Fashion

Fast fashion gives people some good things. It helps more people buy nice clothes but do not cost much money. This is helpful for many families.

First, fast fashion makes clothing prices low. Many people cannot afford expensive clothes, but they can buy stylish ones from fast fashion stores. This allows them to feel good and look nice without spending too much.

Second, fast fashion gives jobs to workers in poorer countries. Fast fashion companies provide work for many people. The pay is low, but it still helps workers earn money for food, school, or other needs. These jobs can make a difference for their families.

Third, fast fashion gives people more choices. Stores always offer new designs, and people can find clothes of many colors and patterns. This makes shopping more fun for everyone.

Fast fashion is not perfect, but it does help people in some ways. While we enjoy the good parts, however, we should also think about its problems. That way, we can make better choices for ourselves and for the world.

附件七

The Bright Side of Fast Fashion 差異化學習單

Fill in the blanks according to the newly given text

This reading is about the 1. side of fast fashion. The writer gives 2. reasons to make people believe him. First, fast fashion makes clothing prices low 3. people can buy fashionable clothes without spending much money. Next, fast fashion gives 4. to workers in poor countries, helping them make money for food and school. It also gives many choices with new designs, colors, and styles, making shopping fun. Fast fashion has good points. 5. we should think about its problems, too.

Word Bank

good	because	two	dark	three
so	Therefore	jobs	clothes	However

Circle correct answers according to the newly given text

This reading is about the (a) good / (b) dark) side of fast fashion. The writer gives (a) two / (b) three) reasons to make people believe him. First, fast fashion makes clothing prices low (a) so / (b) because) people can buy fashionable clothes without spending much money. Next, fast fashion gives (a) jobs / (b) clothes) to workers in poor countries, helping them make money for food and school. It also gives many choices with new designs, colors, and styles, making shopping fun. Fast fashion has good points. (a) Therefore (b) However), we should think about its problems, too.

Style for All

Making Thoughtful Choices: My Fast Fashion Action

Name: _____ Class: _____ No.: _____

Hello, everyone. My name is I'm from Class

I am here to share how I will make better choices about fast fashion.

Here are my actions:

I will...

(Put a tick/ in the box You may tick 3 to 5 actions.)

Ex. enjoy shopping for new, fashionable designs that look great


<input type="checkbox"/> 1. choose fast fashion clothes to save money	<input type="checkbox"/> support (v.) 支持 <input type="checkbox"/> choose (v.) 選擇 keep up with (phr.) 趕上
<input type="checkbox"/> 2. support fast fashion companies that care about workers	
<input type="checkbox"/> 3. wear fashionable clothes to feel better about myself	
<input type="checkbox"/> 4. choose fast fashion companies because they give jobs for workers in poor countries	
<input type="checkbox"/> 5. tell my friends that buying fast fashion clothes does help many families.	
<input type="checkbox"/> 6. choose clothes in different colors and designs to make life more exciting.	
<input type="checkbox"/> 7. buy new clothes for different seasons to keep up with fashion.	
<input type="checkbox"/> 8. enjoy trying out my fashion style without spending much.	

My Style! My Fashion! My Action!

I will try my best to make good choices!

Let's work together for a better world!

Thank you for your time.



Style for All

Making Thoughtful Choices: My Fast Fashion Action

Name: _____ Class: _____ No.: _____

Hello, everyone. My name is I'm from Class

I am here to share how I will make better choices about fast fashion.

Here are my actions:

(Finish the sentences by using the phrases below.)

<ul style="list-style-type: none"> ● support fast fashion companies that care about workers 	<ul style="list-style-type: none"> ● choose fast fashion clothes to save money 	<ul style="list-style-type: none"> ● feel bad about myself when buying fast fashion clothes.
<ul style="list-style-type: none"> ● wear fashionable clothes to feel better about myself 	<ul style="list-style-type: none"> ● enjoy trying out my fashion style without spending much 	<ul style="list-style-type: none"> ● spend too much on expensive designer's clothes.
<ul style="list-style-type: none"> ● choose clothes in different colors and designs to make life more exciting 	<ul style="list-style-type: none"> ● tell my friends that buying fast fashion clothes does help many families 	<ul style="list-style-type: none"> ● throw away clothes too quickly.

1. I will

2. I will

3. I am going to

4. I won't

5. I plan to


My Style! My Fashion! My Action!

I will try my best to make good choices!

Let's work together for a better world!

Thank you for your time.

support (v.) 支持
 choose (v.) 選擇
 keep up with (phr.) 趕上



Style for All

Making Thoughtful Choices: My Fast Fashion Action

Name: _____ Class: _____ No.: _____

Hello, everyone. My name is I'm from Class

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Here are my actions:

(Finish the sentences by using the phrases below.)

<ul style="list-style-type: none"> ● support fast fashion companies that care about workers 	<ul style="list-style-type: none"> ● choose fast fashion clothes to save money 	<ul style="list-style-type: none"> ● feel bad about myself when buying fast fashion clothes.
<ul style="list-style-type: none"> ● wear fashionable clothes to feel better about myself 	<ul style="list-style-type: none"> ● enjoy trying out my fashion style without spending much 	<ul style="list-style-type: none"> ● spend too much on expensive designer's clothes.
<ul style="list-style-type: none"> ● choose clothes in different colors and designs to make life more exciting 	<ul style="list-style-type: none"> ● tell my friends that buying fast fashion clothes does help many families 	<ul style="list-style-type: none"> ● throw away clothes too quickly.

1. I will

2. I

3. I am (go) to

4. I won't

5. I plan to


6. (請自創)

My Style! My Fashion! My Action!

I will try my best to make good choices!

Let's work together for a better world!


Thank you for your time.



附件九

不支持快時尚行動宣言(差異化學習單)

Fashion with Compassion

Our Promise to a Better World 

Name: _____ Class: _____ No.: _____

Hello, everyone. My name is _____, I'm from Class _____.

I promise to help the environment and workers. Here are my promises:

I will...

(Put a tick/ in the box You may tick 3 to 5 actions.)

Ex. bring my own bag when shopping clothes.

- 1. think before I buy clothes.
- 2. wear my clothes for a long time.
- 3. say "no" to clothes I don't need.
- 4. give old clothes to those in need.
- 5. fix my clothes, not throw them away.
- 6. try not to buy clothes made from polyester.
- 7. buy clothes from companies that care for workers.
- 8. buy fewer clothes and choose second-hand clothes.
- 9. write to companies to ask for better pay for workers.
- 10. tell my family and friends about fast fashion problems.


compassion (n) 同情
 promise (v.;n.) 發誓誓言
 choose (v.) 選擇
 care (v.) 關心
 better (adj.) 較好的
 pay (n.) 薪水

My Style! My Fashion! My Action!

I will try my best to make my promises come true.

Wish me luck! Thank you for your time. 

Fashion with Compassion

Our Promise to a Better World 

Name: _____ Class: _____ No.: _____

Hello, everyone. My name is _____, I'm from Class _____.

I promise to help the environment and workers. Here are my promises:


(Finish the sentences by using the phrases below.)

- | | | |
|--|--|---|
| ● say "no" to clothes I don't need | ● give old clothes to those in need | ● throw away clothes that I don't like |
| ● think before I buy clothes | ● choose second-hand clothes | ● buy clothes made from polyester |
| ● write to companies to ask for better pay for workers | ● tell my family and friends about fast fashion problems | ● spend money on the companies that care little about the world |

1. I will _____
2. I _____
3. I am _____ (go) to _____
4. I won't _____
5. I plan to _____
6. _____ (請自創)


My Style! My Fashion! My Action!

I will try my best to make my promises come true.

Wish me luck! Thank you for your time. 

compassion (n) 同情 promise (v.;n.) 發誓誓言
 choose (v.) 選擇 pay (n.) 薪水

Fashion with Compassion

Our Promise to a Better World 

Name: _____ Class: _____ No.: _____

Hello, everyone. My name is _____, I'm from Class _____.

I promise to help the environment and workers. Here are my promises:

(Finish the sentences by using the phrases below.)

- | | | |
|--|--|---|
| ● think before I buy clothes | ● say "no" to clothes I don't need | ● throw away clothes that I don't like |
| ● wear my clothes for a long time | ● choose second-hand clothes | ● buy clothes made from polyester |
| ● fix my clothes before throwing them away | ● buy clothes from companies that care for workers | ● buy clothes from companies that care only about money |
| ● write to companies to ask for better pay for workers | ● tell my family and friends about fast fashion problems | ● spend money on the companies that care little about the world |

1. I will _____
2. I will _____
3. I am going to _____
4. I won't _____
5. I plan to _____

My Style! My Fashion! My Action!

I will try my best to make my promises come true.

Wish me luck! Thank you for your time. 

compassion (n) 同情 promise (v.;n.) 發誓誓言
 choose (v.) 選擇 pay (n.) 薪水

附件十

口語評量規準

評量指標	4 - 優異	3 - 良好	2 - 需改進	1 - 待加強
準時完成講稿	- 按時提交，內容邏輯清晰、語言準確	按時提交，內容基本符合要求，但可能有少量語法錯誤或不夠精煉的表達	- 遲交或內容結構混亂，前後矛盾	- 未完成講稿
上傳錄音	- 準時上傳，命名格式如「座號_姓名」明確。 - 檔案可順利播放，無技術問題。	- 準時上傳，但檔案命名為依照規定格式有小瑕疵，如「小明_final」不夠清楚。	- 遲交錄音，或未按指定格式提交，如檔案命名「test」。	- 未能提交錄音，或檔案損壞無法播放。
錄音品質	- 錄音清晰、音量適中，無背景雜音，語速流暢，發音準確且有情感表達，適合聆聽與理解。	- 錄音整體清晰，但偶爾有背景雜音或音量不穩定，發音基本準確，語速稍快或稍慢，情感表達略顯平淡。	- 錄音質量不穩定，有明顯背景雜音或音量過大/過小，發音含糊，語速過快或過慢，影響聽者理解。	- 錄音品質差，內容無法辨識，伴隨嚴重背景噪音，語速極快或極慢，語音模糊或不連貫，完全無法達成聆聽目的。
錄音品質範例說明	- 語音流暢，如「Hello, everyone. My name is ...」。 - 無背景干擾，如環境安靜，無風聲或碰撞聲。	- 偶有背景音，如「可以聽到風聲或家人說話聲，但不影響主要內容」。	- 語音含糊，如「Today... hmm...I...」，無法聽清完整句子。 - 背景音量過大，如「風扇聲大於語音」。	- 無法分辨內容，如「...（只有斷斷續續的聲音）」。 - 噪音大且語音不連貫，如「... 嗯... 呃...（伴隨高分貝雜音）」

Reading

Before You Read

Take a guess. When you spend NT\$600 on a T-shirt, how much of the money goes to the retailer, the manufacturer, and the factory workers?

- 1 retailer
- 2 manufacturer
- 3 factory workers



▶ guess 猜測 retailer 零售商 manufacturer 製造商

The Ugly Truth Behind Beautiful Clothes

While You Read

Mark the key points related to the topic of this reading, and then sort out the points.

標出文章中與主題相關的要點並整理。

★ Taking Notes

搭配 p. V 課時步驟教學

Thanks to **fast** fashion, people now can buy new clothes with nice designs at a **low price**. However, the truth behind those beautiful clothes can be really ugly.



應用字彙 CD3: 40

fast 快的：快地

low 低的

price 價格

認識字彙 **fashion** 時尚

truth 真相



CD3: 36-37

To keep the prices low but **still** make money, fast fashion companies will do **anything**. They move the factories to countries like India for **cheap** workers. Those workers work long hours for very low pay. In some countries, a worker makes only about 2.5 NT dollars for an hour's work. What's more, **most** companies use polyester to make clothes because it is cheap. However, the polyester comes off the clothes little by little when you wash them. In the end, it goes into the sea and hurts the environment.

polyester [ˌpɒlɪˈɛstə] 聚酯纖維

應用字彙 CD3: 40

still 仍然

anything 任何事物

cheap 便宜的

most 大部分的

move 搬遷

pay 工資

come off 從...脫落

詞彙字彙 what's more 而且

environment 環境



By using cheap workers and polyester, it doesn't cost much for those fast fashion companies to make cheap clothes in a short time. But for those poor workers and our environment, the cost is high. Next time, when you want to buy clothes from fast fashion companies, stop for a second and think—do I really need them?



應用字彙 CD1: 40

cost 代價：成本

high 高的

second 秒



全英教學，確認理解是首要



小組互相合作，減少學語言的焦慮



多方巡視，協助需要的孩子



了解快時尚的優缺，你會支持哪一邊？



我支持快時尚，但我知道 ugly truth



說服文結構，OMG!!!!