

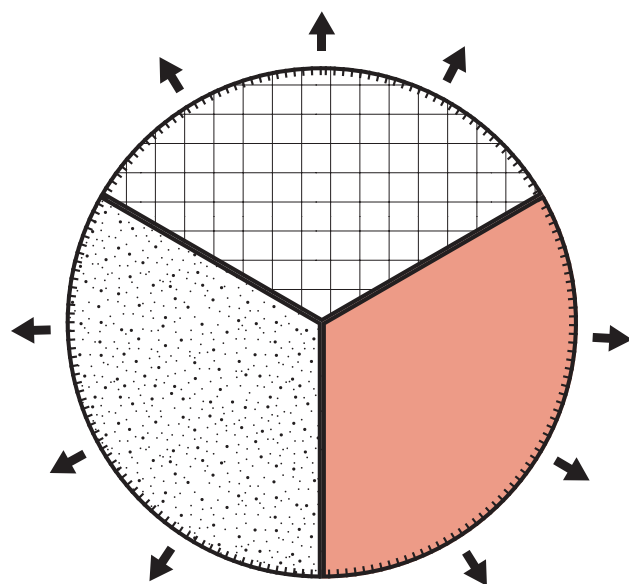
16^堂 培養 核心素養 的英文閱讀課

Developing Core Competencies in English through Reading (Beginner)

學習歷程檔案活動本

P B L W o r k b o o k

初級篇



16堂培養核心素養

Developing Core Competencies in English through Reading (Advanced)

的英文閱讀課 | 初級篇 |

學習歷程檔案活動本

P B L W o r k b o o k

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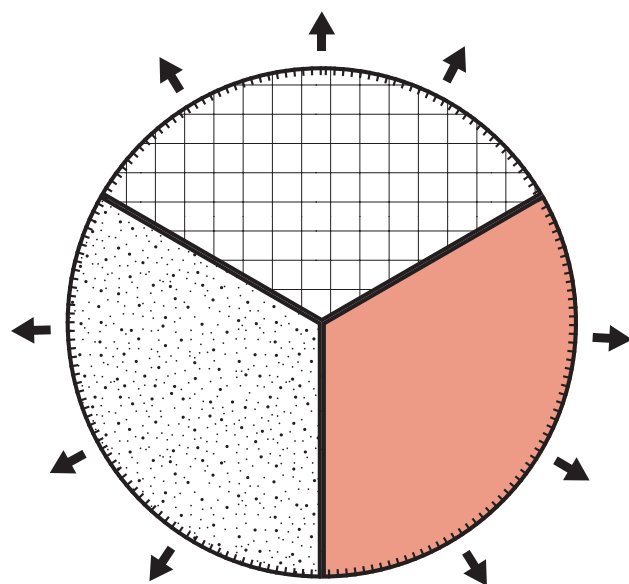
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16^堂 培養 核心素養 的**英文閱讀課**

Developing Core Competencies in English through Reading (Beginner)

學習歷程檔案活動本

P B L W o r k b o o k



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LiveABC

英語數位學習第一品牌

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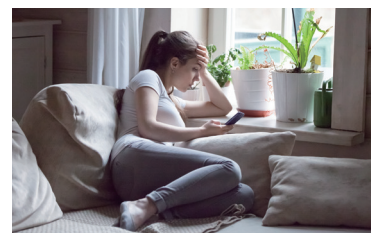


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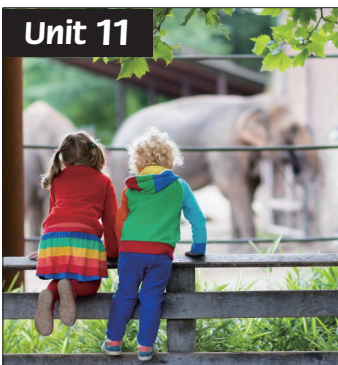
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LEARNING OVERVIEW 如何使用本書

《16 堂培養核心素養的閱讀課》以閱讀策略貫串全書，導入多元素養題組，對於文本理解、分析及應用，提供使用者及教學者更寬廣的思考面向。針對新課綱所強調的素養導向學習與學習歷程檔案的呈現，以及如何落實在英文閱讀課，實屬不易。

本書設計的 16 個主題式學習活動單，以各單元的閱讀策略為中心，設計出漸進式素養學習活動，脫胎自文本，提供學生閱讀到寫作的發揮空間；規劃學習遷移思考活動，產出具個人特色的學習歷程檔案，並結合大學學群，使用者可就學習準備度、興趣與個人學習風格，在英文閱讀課堂輕鬆累積學習軌跡與成就。



Before We Start

鏈結能力

連接課文，運用多元智慧能力，以網絡圖學習法（Graphic Organizers）分析整併思考框架，梳理文本脈絡。



Summarizing is writing a brief statement of text indicating the main ideas or the key points of text. Scan the QR code, and listen to the main points of each paragraph. Keep in mind that you have to use your own words instead of copying the sentences from the text directly.

Part A: Use ONE sentence to summarize the text of each paragraph.

提供活動說明與課文 QR code，為使用者實作演練的輔助，讓讀者依據活動設計梳理並複習課文脈絡。

Unit 1

Name: _____ No.: _____
Class: _____ Date: _____

Designing a Brochure

Before We Start

Scan the QR code, listen to the details of the text, and clarify the information in the following table.

What nutrients and health benefits do potatoes have?

| Health Benefits |
|-----------------|
| • |
| • |
| • |
| • |

Unit 1

LEVEL 1

DEVELOPING CORE COMPETENCES IN ENGLISH THROUGH READING: BEGINNER LEVEL

Unit 2

Name: _____ No.: _____
Class: _____ Date: _____

Hosting a Memo Gallery Walk

Before We Start

Summarizing is writing a brief statement about a passage of text indicating the main ideas or the key points. Scan the QR code, and listen to the main points of each paragraph. Keep in mind that you have to use your own words instead of copying the sentences from the text directly.

Part A: Use ONE sentence to summarize the text of each paragraph.

| Paragraph | Summary |
|-----------|---------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |

Part B: Try to set up the structure of the text with the key points above.

Usage of Eggshells

| Cleaning | Gardening | Eating |
|----------------|----------------|----------------|
| Example: _____ | Example: _____ | Example: _____ |

Unit 3

Name: _____ No.: _____
Class: _____ Date: _____

Analyzing Symbols in Poems

Before We Start

Scan the QR code, and listen to the fun examples of symbols. Pay attention to the key information you hear, and share the functions of using symbols in your life with the class.

| Symbols | Meanings and Functions |
|---------|------------------------|
| | |
| | |
| | |
| | |
| | |

Unit 3

LEVEL 2

DEVELOPING CORE COMPETENCES IN ENGLISH THROUGH READING: BEGINNER LEVEL



Plan in Action

規劃
能力

就每單元所設計的學習表現，透過逐步引導，發展搜尋、比較、排序資料等高層次能力指標，從點、線、面不同角度搭建、發展作品。

STEP 1 Read the article "10 Superfoods to Boost A Healthy Diet" from Harvard Health Publishing.

STEP 2 Choose one of the ten foods to be your introduction topic:

STEP 3 Answer the following questions to help to collect the information you need in creating a trifold of your target superfood.

1. What kind of nutrients makes the food a "superfood"?
2. What health benefits do you get after consuming the food?
3. How can you serve the food?

Think about:

- disease prevention
- recipe
- nutritional facts
- purpose
- target readers

Plan in Action

Drafting a proposal requires effective "hooks" to attract readers' attention and provides readers with the following elements as they read the text:

- Description of condition: It may be the need or desire of the product receivers.
- Raise of Questions: Use a question to intensify the urgency or demand of the product.
- Arrangement of scenarios: Sometimes you can simulate some situations to arouse the reader's interests in the products.
- Power of statistics: Showing evidence by facts or data enhances credibility.

Work in a group. Choose four products / brands from a department store and fill in the following columns. Each hook should be written with different principles above.

| Brand Name | Selling Items | Hook | Principle Used |
|------------|---------------|------|----------------|
| | | | |
| | | | |
| | | | |
| | | | |

Share the results with the class.



Project in Action

執行
能力

透過實際產出的學習成果，以多元評量概念檢視、修改、省思，完整豐富學習歷程。

Project in Action

Here is the layout of a trifold design. Please organize the data you collected for the last activity, and try to finish your brochure on a superfood.

Reminder: You can change the design or get other templates online. However, remember to cite the photo credit and references to meet copyrights regulations.

My Favorite Superfood

A powerful slogan to describe the superfood:

Replace the photos with those of your superfoods

Dining Suggestions:

- Breakfast Choices
- Lunch Choices
- Dinner Choices

Use an online tool (<https://www.canva.com/>) to make a brochure. Share your brochure with your class and get the revised feedback from your teacher. Your link here:

Project in Action

- **Individual Work:** Write down your problems on sticky notes. Reminder: ONE problem or ONE question.
- **Group Discussion:** Raise your questions and ask for help from your team members.
- **Gallery Walk:** Arrange and paste the notes on different sections of the walls in the class and share the results of your solutions.

Reflection:

1. Did a group discussion help you solve your problems? Why or why not?
2. What may be the benefits of the gallery walk activity?

Project in Action

The following lines are from a famous play "As You Like It" by William Shakespeare. Try to analyze the symbols and restate these lines with your own words.

STEP 1 Figure out the symbols and their meanings:

- stage: _____
- players: _____
- exit/entrance: _____
- his time: _____

STEP 2 Rewrite these lines in your own words (paraphrase)

本書涵蓋的十六份學習歷程活動單你都完成了嗎?請在自我評量後打「✓」

| ✓ | 學習內容 Topic | 閱讀策略 Reading Strategy | 學習表現 End Product | 18學群對應 Module |
|---|--|--|---|------------------|
| | Unit 1 Praise for the Humble Potato | Scanning | Designing a Brochure 製作介紹三折頁 | 生物資源 |
| | Unit 2 Egg Shells: Not Just Kitchen Waste | Summarizing | Hosting a Memo Gallery Walk 分享生活小妙招 | 數理化 |
| | Unit 3 Symbols Speaking Louder Than Words | Identifying Examples | Analyzing Symbols in Poems 分析英文詩中的象徵手法 | 文史哲 外語 |
| | Unit 4 Pumpkins: A Healthy and Fun Food | Deducing Meaning of Words from Context | Arranging Nutritional Facts in a Menu 調配營養菜單 | 醫藥衛生 |
| | Unit 5 Sneaky Department Store Tricks | Making Predictions | Writing an Advertising Proposal 撰寫廣告文案 | 大眾傳播 |
| | Unit 6 Better Safe than Sorry: Protecting Your Data | Making Judgment | Making a Crossword Puzzle 設計填字遊戲 | 工程 |
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| | Unit 8 Aye-Aye: The Lemur with the “Deadly” Finger | Recognizing Main Ideas | Keeping a Journal on an Animal 撰寫動物行為札記 | 生命科學 |
| | Unit 9 Budget Airlines | Identifying Author's Purpose | Creating a Digital Questionnaire 設計線上問卷 | 管理 |
| | Unit 10 Dyeing to Know about Easter Eggs | Skimming | Recording a Podcast Clip 錄製播客節目 | 大眾傳播 藝術 |
| | Unit 11 The Pros and Cons of Zoos | Persuasion | Designing a Poster 設計專題海報 | 法政 藝術 |
| | Unit 12 Minding Your Manners Abroad: Tips on Travel Etiquette | Compare and Contrast | Presenting a PPT Slide Show with Diagrams 發表圖表簡報 | 遊憩與運動 |
| | Unit 13 A Smooth Mix | Visualizing | Developing a Mind Map 發展心智圖 | 醫藥衛生 |
| | Unit 14 The Shady History of Sunglasses | Sequencing | Collecting Features of a Product 收集產品特色、製作簡介 | 財經 |
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