

## From India to the world

### 一、設計理念

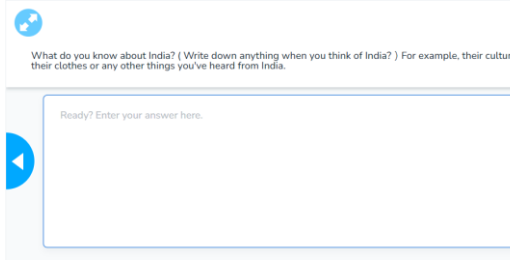


Combining what we learn from the textbook, we want students to have desire to learn something new. Therefore, I spend one-class period to introduce the Taj Mahal and encourage students to learn more about India. With the same structure, students are supposed to follow the template and do some other research on their own. Then, Seven Wonders are presented and while collecting information online, students have chances to know more about the world for they seldom have time to travel around.

### 二、教學設計

實施年級	七年級翰林	設計者	梁汎晴
領域/科目	英語	總節數	3 節
<b>總綱/領綱核心素養：</b>			
A2 系統思考與解決問題		英-J-A2 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。	
B2 科技資訊與媒體素養		英-J-B2 能運用各類資訊檢索工具蒐集、整理英語文資料的能力,以擴展學習素材與範疇、提升學習效果,同時養成資訊倫理素養。	
C3 多元文化與國際理解		英-J-C3 具備基本的世界觀,能以簡易英語介紹國外風土民情,並加以比較、尊重、接納。	
<b>教學架構</b>		<b>導引問題</b>	
<ol style="list-style-type: none"> <li>1. Warm-up</li> <li>2. Body</li> <li>3. Wrap-up</li> </ol>		<ol style="list-style-type: none"> <li>1. What do you know about India?</li> <li>2. Do you like the story behind Taj Mahal? Why or Why not?</li> <li>3. Which is the most impressive among Seven Wonders?</li> </ol>	
<b>學習目標</b>			
<ol style="list-style-type: none"> <li>1. 學生能利用課程搭配之 APP 完成指定功課並熟練 iPad 操作。</li> <li>2. 學生能認識印度泰姬瑪哈陵及其他七大奇景。</li> <li>3. 學生能完成指定功課並錄製影片說明。</li> <li>4. 學生能收集網路資料、篩選內容並完成知識圖卡。</li> <li>5. 學生能善用拼圖法交換意見並共同完成閱讀份量。</li> </ol>			

學習重點	學習表現	1-IV-1 能聽懂課堂中所學的字詞。 2-IV-14 能以簡易的英語介紹國外風土民情。 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。 4-IV-3 能掌握正確書寫格式寫出英文句子。 6-IV-5 主動利用各種查詢工具，以了解所接觸的英語文資訊。 6-IV-6 主動從網路或其他課外材料，搜尋相關資料，並與教師及同學分享。 9-IV-2 能把二至三項訊息加以比較、歸類、排序。
	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）。 B 5 人、事、時、地、物的描述 及問答。 C 2 國內外風土民情。 C 3 文化習俗的了解及尊重。 C 4 基本的世界觀。
融入之議題與實質內涵		多元文化教育(文化差異與理解) 多 J4 瞭解不同群體間如何看待彼此的文化。 多 J5 瞭解及尊重不同文化的習俗與禁忌。 國際教育 國 J4 尊重與欣賞世界不同文化的價值。
學習資源		工具: iPad/projector/timer Technology: Nearpod/ YouTube videos/ Wordwall/ Keynote 翰林版課本第二冊

學習活動設計			
學習活動流程	學習評量	時間	

<ul style="list-style-type: none"> <li>● Part 1. (Warm-up) <i>Warm-up</i> <ol style="list-style-type: none"> <li>1. Students join <b>Nearpod</b>, ET presents the pictures in the textbook(P.111-p.112) and asks students to share anything they know about India.</li> <li>2. Students share their ideas through Nearpod. (<i>What they know?</i>) Review students' answers on the screen.</li> <li>3. To help students get to know more about India, ET plays a short introduction about India and Students use <b>Wordwall</b> to do some <b>listening</b> task.</li> <li>4. Check the answers again with the students and highlight some keywords about India.</li> </ol> <i>Body-Reading</i> <ol style="list-style-type: none"> <li>5. Students click the link and go to <b>YouTube</b> to watch a VR video showing all around the Taj Mahal.</li> <li>6. Another opened-ended question to raise students' interest toward the topic. (<i>What they want to know-Wonder</i>)</li> <li>7. Ask students to read the article on P.123-125 and try to fill in the blank.</li> <li>8. Watch the video and answer the questions.</li> </ol> <i>Wrap-up</i> <ol style="list-style-type: none"> <li>9. Use <b>Nearpod game-Time to Climb</b> to invite students to know more about India.</li> </ol> </li> </ul>	<p>Q/A</p> <p>Open-ended question</p> <p>Listening activity</p> <p>Open-ended question</p> <p>Comprehension check</p> <p>Q/A</p>	<p><b>45 mins</b></p> <p><i>7 mins</i></p> <p><i>10 mins</i></p> <p><i>6mins</i></p> <p><i>5mins</i></p> <p><i>12 mins</i></p> <p><i>5mins</i></p> <p><b>45 mins</b></p>	<p><b>(Nearpod_Warm-up)</b></p>  <p><b>(Wordwall_Listening Task)</b></p> <p>0:03</p>  <p><b>(Youtube_VR trip)</b></p> 
<ul style="list-style-type: none"> <li>● Part 2. (知識圖卡製作) <i>Warm-up-Connect</i> <ol style="list-style-type: none"> <li>1. Review the reading content and spare some time for students to finish their notes.</li> <li>2. Answer the question on P.125(multiple choices)-126(put in order)</li> </ol> <i>Body-Reach out</i> </li> </ul>	<p>Game-based learning</p>	<p><i>10 mins</i></p>	

1. Students play the **matching game on Nearpod**. ET introduces the idea of new Seven Wonders.
2. ET divides students into different groups and each one has to read one topic from **the website**.
3. Share the link and airdrop the **Keynote** template. Explain what students should finish.
4. Students read their own part and finish the template.

*Wrap-up*

5. **Jigsaw Reading** Students who read the same topic sit together to check their notes and summarize the reading materials.
6. Students export their work into PNG file and upload their work onto Seesaw Platform.

● Part 3. (Share and Say)

*Warm-up*

1. ET and intives students to share *what they've learned* from the previous two lessons and plays the short video to regain students memory from last week.

2. ET leads all of the studnets to review their works on Seesaw.

*Body*

Students record their short video with Seesaw, edit their clips with their work paste on and upload their work.

*Wrap-up*

1. Students watch other's videos and give feedback.
2. ET plays a short video and discuss the final question with the students thinking about which leaves the most impression and why.

Matching game



Reading activity



5 mins

5 mins

15 mins

10 mins

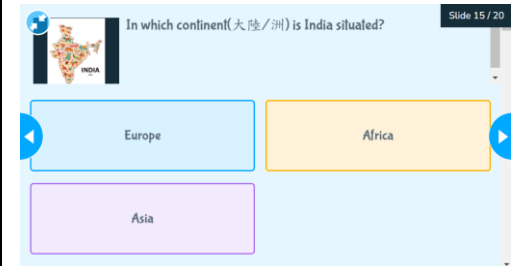
45 mins

8 mins

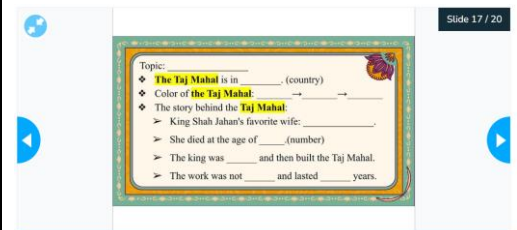
20 mins

15 mins

**(Nearpod Wrap-up)**



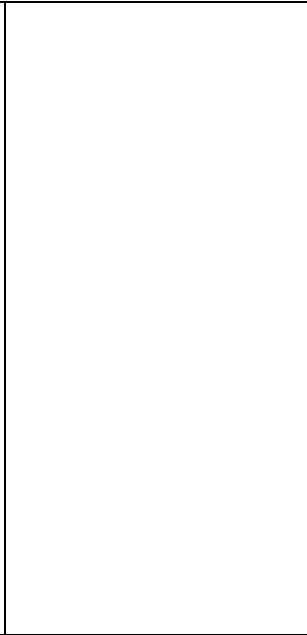
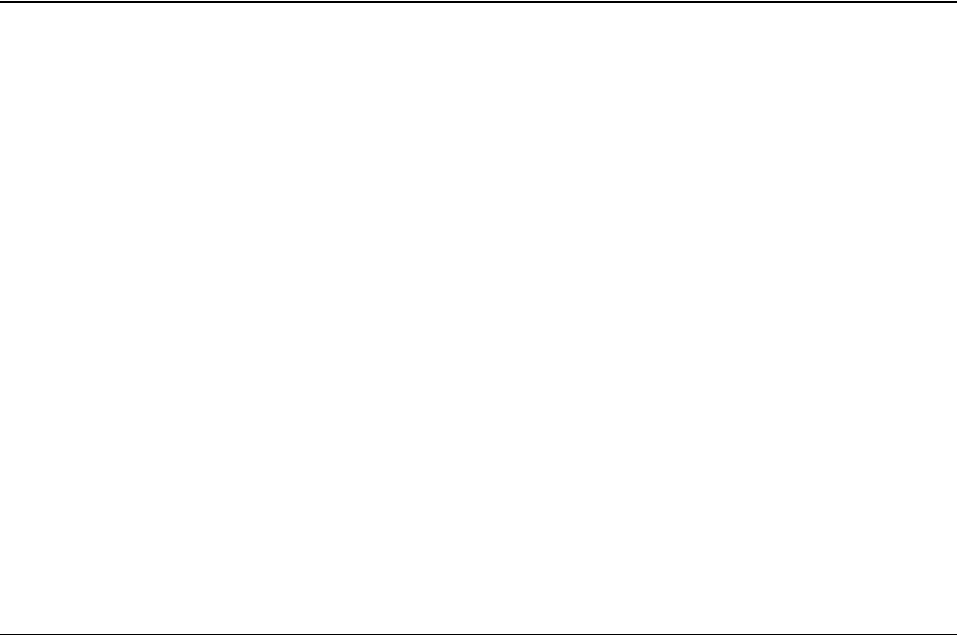
**(Nearpod Summary)**



**(Nearpod Matching Game)**



**(Seesaw template)**



The screenshot shows a mobile application interface. At the top, there is a purple header with the text "Resource Library" and navigation options: "Community Library", "Seesaw Library", and "My Library". Below the header, a resource card for "Taj Mahal" is displayed. The card features a colorful image of the Taj Mahal and includes handwritten notes in blue ink. To the right of the card, there are "Like" and "Assign" buttons. Below the resource card, the text "(Jigsaw Reading)" is centered in a bold, black font. Underneath this, the Britannica website interface is visible. The top of the Britannica page has a dark blue header with the logo and a search bar. The main content area is titled "History & Society" and features an article titled "New Seven Wonders of the World". The article includes a "Listen to article" button with a 7-minute duration and a share icon. The article text begins with "In 2000 a Swiss foundation launched a campaign to determine the New Seven Wonders of the World. Given that the original [Seven Wonders](#) list was compiled in the 2nd century BCE—and that only one entrant is still standing (the [Pyramids of Giza](#))—it seemed time for an update. And people around the world apparently agreed, as more than 100 million votes were cast on the Internet or by text messaging. The final