

104學年下學期  
亞洲餐旅學校

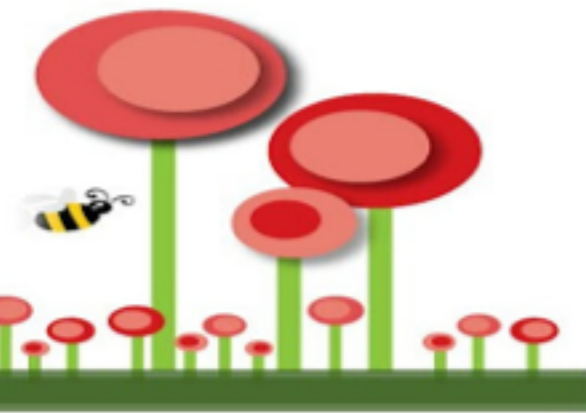


# 運用 Google Classroom 創造更多教學的可能

台南市立永仁高中  
Angela Tsai 蔡孟芬

# The Background of the Speaker

蔡孟芬



- ▶ 2011–2016 Expert Teacher of English Resource Center 英文學科中心進階種子教師

## 近年獲獎

- ▶ 100 年「教育部高中資訊科技融入教學資源創意應用徵選活動」優等獎
- ▶ 101 年「英文學科中心全國高中英文優良教學示例」優選
- ▶ 102 年「英文學科中心102年度優良教學微影片示例徵選」佳作

專長：資訊融入英語教學、英文閱讀活動、心智圖設計



# learning

opportunities therefore @openstudy always tool info @fredsheahan @liberni Teachers give many Interactivity continuous distinctive meets student lines change learned solving defined learners solvers contemporary done Learning rather solve equal relearn center water tweet thinkers Challenge Definite working @Swanny203 enraptured educators crucial filters both

skills 21st student think life knowledge century areas

information sage supplying focus @nothingfuture like creativity connectedness appeared life demand @Parentella Socrates filters both expanding @cybraryman1 going worldwide Communication technology Content @wmcamberlain wonderful must @andycinek @seanbanville include mastery innovators teaching idea way id Teaching outlook become baby

Collaborate @akamit @timrylands great need world discussion others people chosen justice easily good community increased teachers teacher education glitter extremely Speed Students redefined.No etc Problem different access now demand @Parentella Socrates filters both expanding @cybraryman1 going worldwide Communication technology Content @wmcamberlain wonderful must @andycinek @seanbanville include mastery innovators teaching idea way id Teaching outlook become baby

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# How to start small, change small....

 Buddy up with a partner.

Allow your time to experiment.

Use existing technology.

Do not try to do too much at once.

Look for expert advice.



## The Traditional Classroom

Teacher's Role: Sage on the Stage



## The Flipped Classroom

Teacher's Role: Guide on the Side



Start **small**, change **small**.

# Preparation

Appendix 1

## A. Mobile Devices Survey





# B. Parents Meeting

Appendix 2



好物推薦

# QR Code Generator

The screenshot displays a web application for generating QR codes. On the left is a navigation sidebar with a green header containing 'Sign In'. Below this, the sidebar lists 'QR Code' (with sub-items 'Scan' and 'Generate'), 'About' (with sub-items 'What's a QR Code?', 'Privacy', 'Terms', 'Imprint'), and 'More' (with sub-items 'PDF Mergy', 'Screencastify', 'Cam Recorder'). The main content area has a green header 'QR Code Generator' and a sub-header with three tabs: 'FREE TEXT' (selected), 'URL', and 'CONTACT'. To the right of these tabs are icons for 'SAVE', a share icon, and a menu icon. Below the tabs is a text input field with the placeholder 'Enter text to share here'. A horizontal line separates this input from the 'Static QR Code' section, which features a large QR code.



好物推薦

# Kahoot!

## IN



# Kahoot!

A central illustration featuring a green and blue globe. To the left of the globe are several grey skyscrapers. To the right are orange houses and green trees. The entire graphic is set against a light blue circular shadow.

## FOR A BETTER EDUCATION

<https://play.kahoot.it/#/?quizId=ca0e760a-0702-46da-9be7-90d9d50fc715>

# How to Use Kahoot!

[https://www.youtube.com/watch?  
v=mSLgfc93VkA](https://www.youtube.com/watch?v=mSLgfc93VkA)





# Agenda

[1st period]

1. to learn to use Quizlet
2. to get acquainted with Google Classroom

[2ed period]

3. to flip an English classroom

# 1. Quizlet 操作練習

The screenshot shows the Quizlet website interface for a study set. At the top, the Quizlet logo is on the left, a search bar in the center, and a 'Create a Study Set' button on the right. The user's profile 'fishangel' is visible in the top right corner. The main title of the study set is '龍騰-Book 5 Lesson 7 The Angel among Us', with a subtitle '38 terms by fishangel TEACHER added to YRHS 502, 2015 501'. Below the title, there are two main sections: 'STUDY' and 'PLAY'. The 'STUDY' section includes buttons for 'Flashcards', 'Learn', 'Speller' (with a progress indicator of '55% finished'), and 'Test'. The 'PLAY' section includes buttons for 'Scatter' (with a progress indicator of '8.4 secs best') and 'Space Race'. Below these sections is a 'TOOLS' bar with options: 'Edit', 'Add to Class', 'Add to Folder', 'Share', 'Print', and 'More'. At the bottom, there are tabs for 'List', 'Class Progress NEW!', 'Scores', and 'Info'. Below the tabs are filters for 'Students', 'Your Most Missed', 'Original', and 'Alphabetical', along with buttons for 'Study all 38 terms' and 'Study 4 ★ terms only'. The bottom of the page shows a browser address bar with the URL 'o.quizlet.com...' and a dropdown menu for 'past two weeks (10/09/15, 10/23/15)'.



# Quizlet

龍騰-Book 1~6 單片已全部上傳

感謝Andy\_Cheng

(大灣高中 鄭博仁老師)

# Search Quizlet:

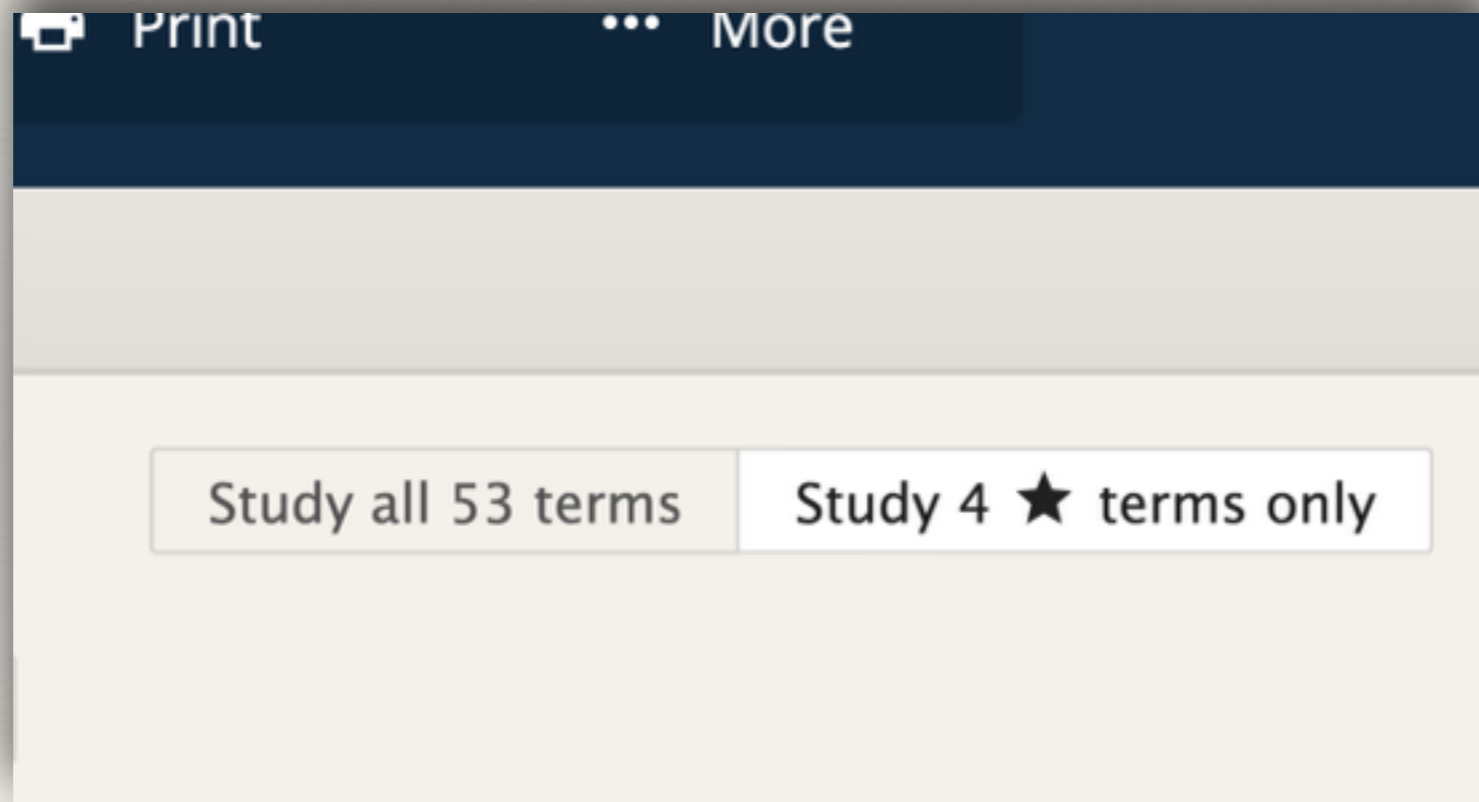
## 龍騰 Book 5 Lesson 4

The image shows a screenshot of the Quizlet website. At the top, there is a blue header with the Quizlet logo on the left, a search bar in the center containing the text "Search Quizlet", and a "Create a Study Set" button on the right. Below the header, the left sidebar contains navigation options: "Latest Activity", "Your Study Sets", and "Settings". Underneath, there is a section titled "YOUR CLASSES" with three entries: "601", "2015 501", and "YRHS 502". The main content area features a purple banner for "Quizlet Live" with the text "Our new in-class activity, now available on all your sets." Below this, there is a section titled "In Progress" which displays a study set named "Refugees" with "6 terms" and a small icon.



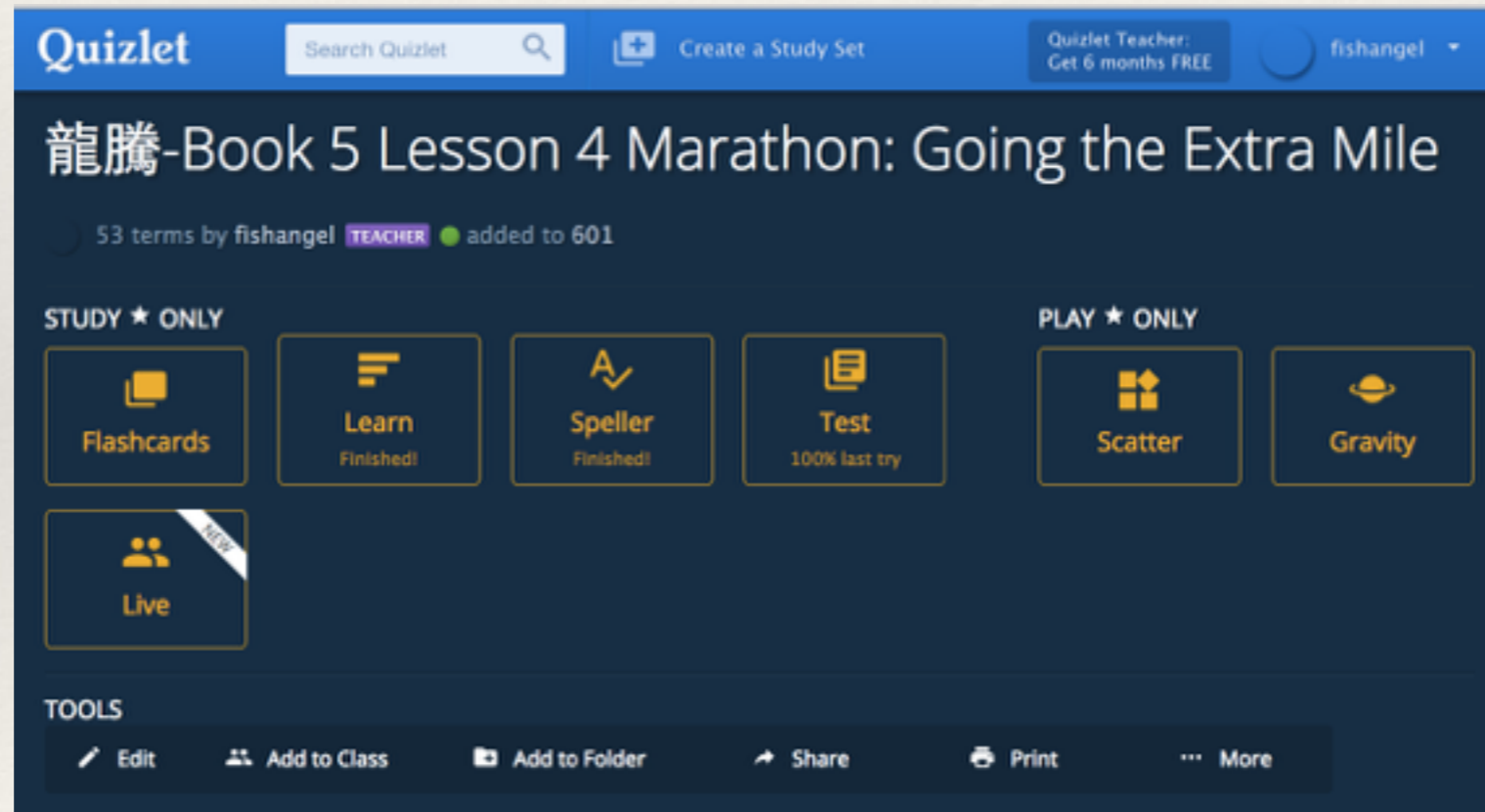
隨選四個單字做星號

練習這四個字



按 Back to progress

可看到Learn, Speller, Test完成的圖



(用手機拍下或按鍵盤右上screen print截圖)



# How to Use Quizlet

[https://www.youtube.com/watch?  
v=2s6xCLBMuVY](https://www.youtube.com/watch?v=2s6xCLBMuVY)



# 2. Google Classroom



How to Use Google Classroom

[https://www.youtube.com/watch?v=K26iyyQMp\\_g](https://www.youtube.com/watch?v=K26iyyQMp_g)





## Register your school

Sign up for Google Apps for Education here at the store (or with a partner when making a purchase).



## Verify domain

Confirm that you own your school's web domain. This must happen within 21 days of sign up.



## Confirm eligibility

Google will confirm that you are a [non-profit educational institution](#). This can take up to two weeks.

# Google Apps for Education account



Google

Apps for Education



Gmail



Cal



Drive



Docs



Chrome



Search





# GEG Tainan 臺南

Google Educator Group

## 成立大會



日期：2016.5.24

時間：14:00 Tue. 星期二

地點：臺南市立大灣高中





**Material: 高中英文字彙中級 晟景出版社**

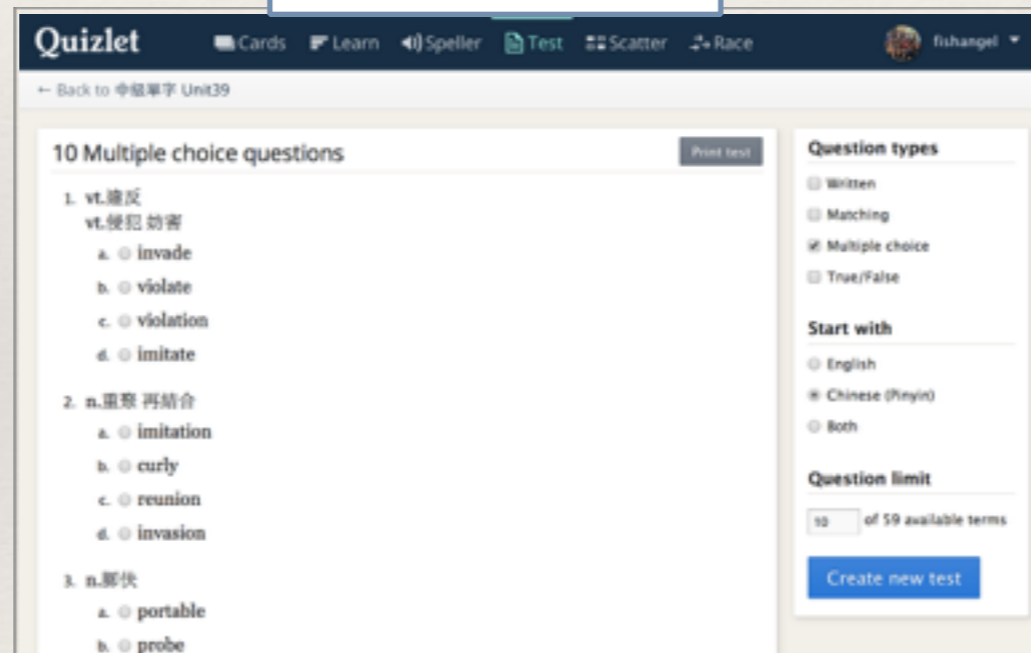
**Syllabus: 1 unit/week (40 words)**

**Period: TWO Semesters (1 year)**

**In class . . . .**

# Grouping: *Heterogeneous* grouping (A/B/C) by students' readiness

pretest



The screenshot shows the Quizlet interface for a pretest. The top navigation bar includes 'Quizlet', 'Cards', 'Learn', 'Speller', 'Test', 'Scatter', and 'Race'. The user's name 'fishangel' is visible in the top right. Below the navigation bar, there is a link to 'Back to 中级单词 Unit39'. The main content area is titled '10 Multiple choice questions' and contains three questions:

- vt. 违反  
vt. 侵犯 妨害  
a.  invade  
b.  violate  
c.  violation  
d.  imitate
- n. 重聚 再结合  
a.  imitation  
b.  curly  
c.  reunion  
d.  invasion
- n. 那伏  
a.  portable  
b.  probe

On the right side, there is a 'Question types' section with radio buttons for 'Written', 'Matching', 'Multiple choice' (which is selected), and 'True/False'. Below that is a 'Start with' section with radio buttons for 'English', 'Chinese (Pinyin)' (which is selected), and 'Both'. At the bottom right, there is a 'Question limit' section with a text input field containing '10' and the text 'of 59 available terms', and a 'Create new test' button.

<https://quizlet.com/74050197/test>

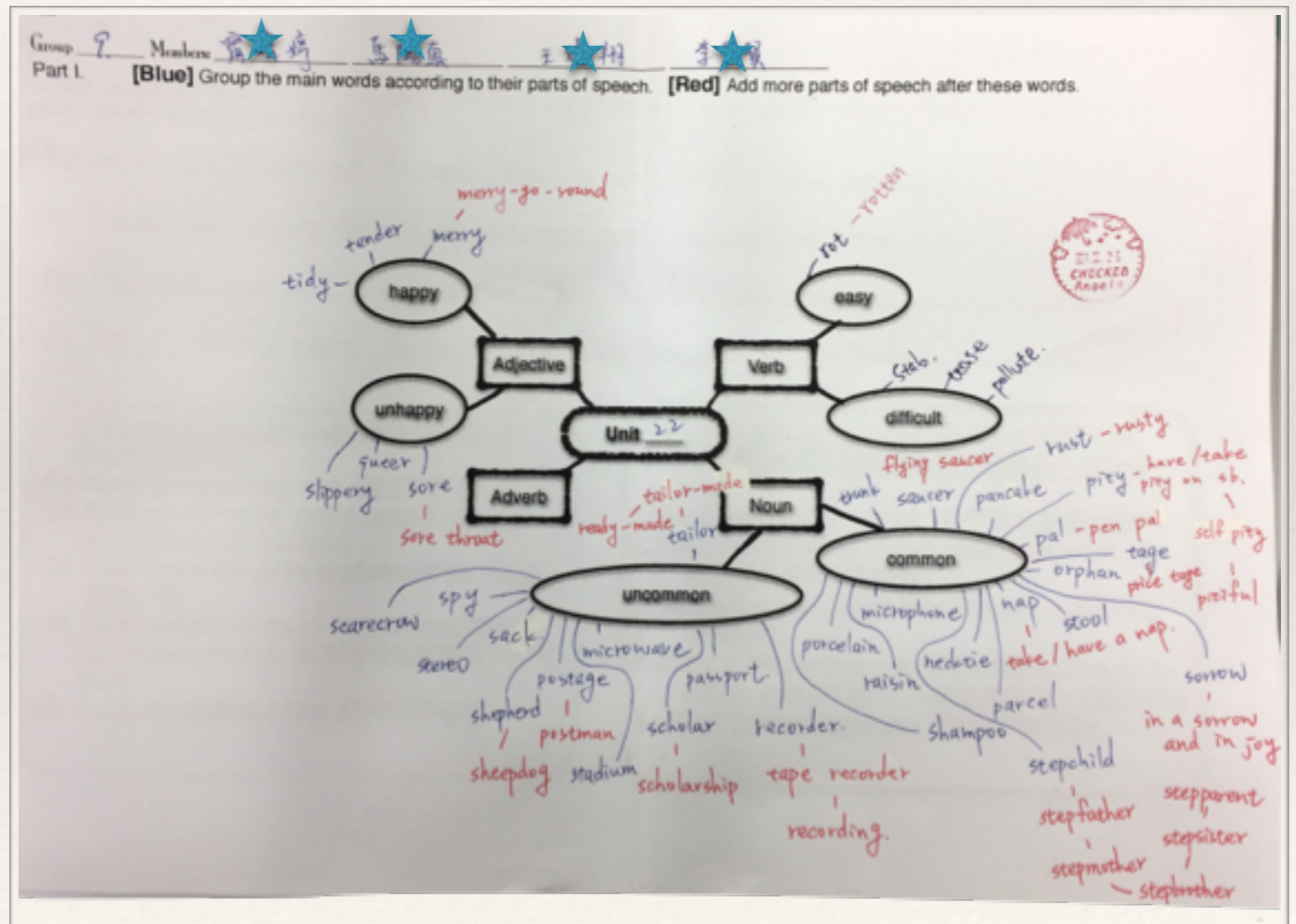
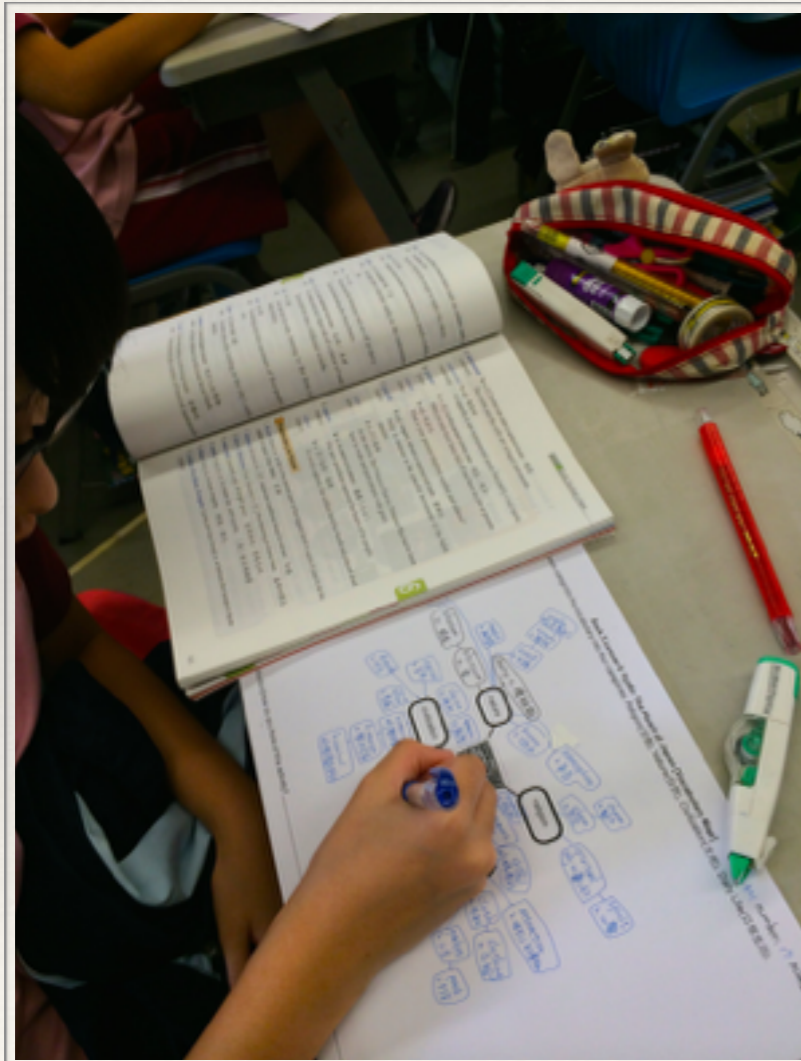


# STEP 1 Learning (or reviewing) words

The image shows a Quizlet flashcard interface. The top navigation bar includes the Quizlet logo, menu options (Cards, Learn, Speller, Test, Scatter, Race), and a user profile for 'fishangel'. Below the navigation bar, there is a breadcrumb trail: '← Back to progress on 龍騰-Book 4 Lesson 7 Painting with Words: Images in Poetry'. The main content area displays the word 'piercing' in a large font. To the right of the word are 'Edit', a speaker icon, and a star icon. Below the word, the definition '(adj.) (only before noun) 刺骨的' is shown. The right sidebar contains settings for 'MOTION' (Flip selected, Flow), 'AUDIO' (On selected, Off), 'Advanced', 'START WITH' (English, Both Sides selected, Chinese (Traditional)), and navigation buttons. At the bottom, a progress indicator shows '16 of 44' with left and right arrow buttons.

# STEP 2 Vocabulary Mind-mapping

Appendix 3







# KWL Chart

## Appendix 6

| Words I Know   | Words I don't know   | Words I Learn   |
|--|--|---|
| experimental adj. 實驗性質的<br>paragraph n. 段落<br>species n. 物種<br>wit n. 機智<br>logic n. 邏輯<br>costume n. 服裝<br>grave n. 墳墓<br>ruin v. 毀壞<br>counter n. 櫃檯<br>invention n. 發明<br>stingy a. 小氣的<br>sportsman n. 運動員<br>reward n. 獎賞<br>gaze v. 凝視<br>hatred n. 仇恨<br>carrier n. 貨運公司<br>convenience n. 便利<br>confine v. 禁錮<br>celebration n. 慶祝<br>functional a. 功能上的 | consume v. 消費<br>innocence n. 天真<br>shuttle n. 穿梭<br>carve v. 雕刻<br>revise v. 修訂<br>representation n. 代表<br>fortunate a. 幸運的<br>triumph n. 勝利<br>mutual a. 彼此的<br>adapt v. 適應<br>correspond v. 通信<br>scarcely adv. 稀少地<br>divorce n. 離婚<br>empire n. 帝國<br>aggressive a. 侵略性的<br>hydrogen n. 氫氣<br>virgin n. 處女<br>cabinet n. 櫃子<br>concrete n. 混凝土<br>splendid a. 壯觀的 | Consume<br>innocence<br>shuttle<br>carve<br>revise<br>fortunate<br>adapt<br>divorce<br>empire<br>cabinet<br>splendid<br>carve |

- I can get triumph on this race I feel very fortunate.
- This wooden carve is to gasp in amazement.
- This style cabinet is very scarcely, so it is very experience.

中單 36      50208 張★



# STEP 3 Story-making (起承轉合)

Appendix 4

1005  
oup. 9 Members 王 王 王 王  
art II. It's a warm story! ☺

Choose one group of words (except the adverb group) to make a short story which contains **FOUR** sentences. **Highlight the words** from this group. Use as many words as possible.

(起) One day, a scholar and his pet went to a queer orphanage.

(承) And he saw orphans take a nap, and eat pancake on table, and rusty door.

(轉) The scholar pity for those orphan, but they look very messy.

(合) The tender scholar decides to ~~be~~ <sup>adopt</sup> them as his stepchild.

DIY TO CHECKED ANGEL

**A proofreading for self-evaluation (自我檢查)**  
(已檢查項目打v)

- 1. Avoid sentence fragment. (句子要有主詞和動詞)
- 2. Subjects and verbs should agree in number. (動詞要配合主詞的單複數)
- 3. Verb tenses should be kept consistent. (動詞時態要一致)
- 4. Avoid using commas as conjunctions. Use semi-colons instead. (逗點不能當連接詞，分號可以)
- 5. Check for spelling errors. (檢查拼字錯誤)

**A proofreading for peer-evaluation (交換檢查)**  
(將有問題的地方用紅筆圈起，並標示代號1~5)

- 1. Avoid sentence fragment. (句子要有主詞和動詞)
- 2. Subjects and verbs should agree in number. (動詞要配合主詞的單複數)
- 3. Verb tenses should be kept consistent. (動詞時態要一致)
- 4. Avoid using commas as conjunctions. Use semi-colons instead. (逗點不能當連接詞，分號可以)
- 5. Check for spelling errors. (檢查拼字錯誤)

**After class...**

# Assessment: Speller, Test, Scatter

501 x 中級單字 Unit 40 flashca x

https://quizlet.com/68575079/unit-40-flash-cards/

Quizlet Search Quizlet Create a Set Upgrade to Quizlet Plus YRH501...

## 中級單字 Unit 40

40 terms by fishangel TEACHER

STUDY PLAY TOOLS

Flashcards Learn **Speller** Finished! **Test** 100% last try **Scatter** 9.9 secs best Space Race

Copy Add to Class Add to Folder Share Print More

List Scores Info

中級單字 Unit 40

Most Missed Original Alphabetical

**Sometimes Missed** Your recent answers have been sometimes wrong (-), sometimes right (+).

|        |          |     |   |   |
|--------|----------|-----|---|---|
| 0 ++   | aluminum | 鋁   | ☆ | 🔊 |
| +1 ++  | scenery  | 風景  | ☆ | 🔊 |
| +1 ++  | clumsy   | 笨拙的 | ☆ | 🔊 |
| +2 +++ | athletic | 運動的 | ☆ | 🔊 |

Select these 4

Select these 36

let.com/68575079/test

ese right (+)!

30

CH 201



# Students attach snapshots to the assignment on Google Classroom.



The screenshot shows a Google Classroom interface. At the top, there is a teal header with a menu icon, the course ID '2015 501', and navigation links for '訊息串', '學生', and '關於'. The user's email 'angela@yrhs.tn.edu.tw' is visible in the top right. The main content area displays an assignment card for '作業 蔡孟芬 - 6月12日'. The assignment title is 'B5 L1 單字Quizlet截圖 [務必自行計算成績]'. To the right of the title, it shows '繳交期限: 6月14日' and a progress bar with '28' completed and '10' remaining. Below the title, there is a link to the Quizlet flashcards and a note that the student has completed the Speller and Test, earning 80 points. A 'Scatter' section provides a scoring key based on time taken. At the bottom of the card, there is a '新增留言...' button with a profile picture icon.

2015 501 訊息串 學生 關於 angela@yrhs.tn.edu.tw

作業 蔡孟芬 - 6月12日 繳交期限: 6月14日

**B5 L1 單字Quizlet截圖 [務必自行計算成績]** 28 10  
已完成 未完成

<https://quizlet.com/84006092/flashcards>  
完成Speller (Finished) + Test (100%) 得80分

Scatter (成績換算: 7~10秒 得20分 / 11~15秒得15分 / 16~20秒 得10分 / 21秒以上得5分)

新增留言...

## **Students' reflection:**

**1. Quizlet got them familiar with the words and help them memorize words.**

**2. 75% students regarded “speller” as the most time-consuming but the most effective part.**

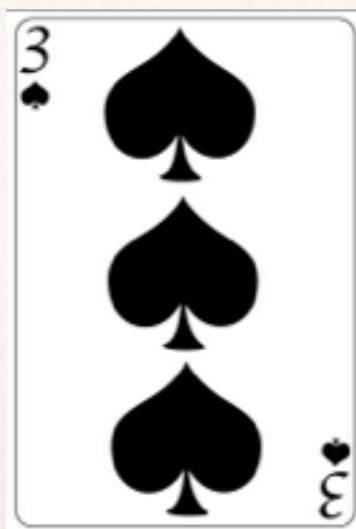
**3. They hoped the teacher could make this assignment more simple. They didn't want their eyesight to be poorer because of using too much computer.**



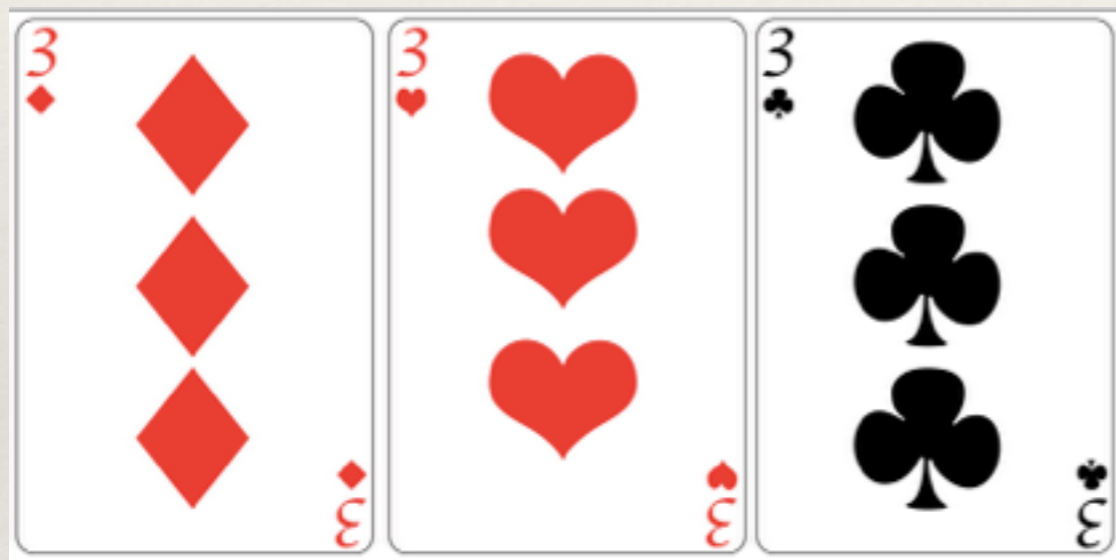
Let's try it!

1. Four people have the **same number** in one group.

2.



: teacher



: students

(可用手機APP

Google Classroom)



# 3. The teacher 建立課程

## 『Google Classroom 測試』

☰ Google Classroom

+ angela@yrhs.tn.edu.tw -

加入課程

建立課程

2016 潮州高中

Google Classroom Workshop

0 位學生

602 Learning the Art of Talks

38 位學生

# 3. The teacher 按+ 建立作業

## 『龍騰 Book 5 Lesson 4』

The screenshot displays a user interface for a teacher. At the top, a profile card for '蔡孟芬' (Ms. Cai Mengfen) is shown with a date of '5月8日' (May 8th). Below this, a message reads '5/9(一)放學前, 請填寫「看TED, 學表達」課程心得問卷' (Before school on 5/9 (Mon), please fill out the course feedback questionnaire 'Watch TED, Learn Expression').

The main content area features a link to a Google Forms survey. On the left is a small thumbnail of the form. To the right of the thumbnail, the text reads: 'Google Forms - create and analyze surveys, for free.' followed by the URL 'http://goo.gl/forms/csd7Kg3eFy'. To the right of the text are three circular icons: a refresh icon labeled '重複使用訊息' (Reuse message), a question mark icon labeled '建立問題' (Create question), and a clipboard icon labeled '建立作業' (Create assignment).

Below the main content area, there is a section for '新增課程留言...' (Add course message...). To the right of this section are two more circular icons: a speech bubble icon labeled '建立公告' (Create announcement) and a plus sign icon labeled '+'. At the bottom of the interface, another profile card for '蔡孟芬' is shown with a date of '4月22日' (April 22nd).

# Students 加入課程 (用課程代碼)

☰ Google Classroom

+ angela@yrhs.tn.edu.tw ▾

加入課程

建立課程

2016 潮州高中

Google Classroom Workshop

0 位學生

602 Learning the Art of Talks

38 位學生



Students 按「開啟」  
繳交作業

# 新增：選擇檔案來源

(可用手機APP *Google Classroom*)

您的作業

您的老師可以檢視及編輯您所新增或建立的檔案




標示為完成，或附加要繳交的作業檔案

新增

建立

標示為完成

 Google 雲端硬碟

 連結

 檔案

# 建立：選擇上傳形式

(可用電腦選「文件」貼上screen print截圖)





# 記得按「繳交」！

您的作業

您的老師可以檢視及編輯您所新增或建立的檔案

 遲交



各組心智圖上傳 (Friday May 20, 2016 2:27 PM, GMT+8)

圖片



新增

建立

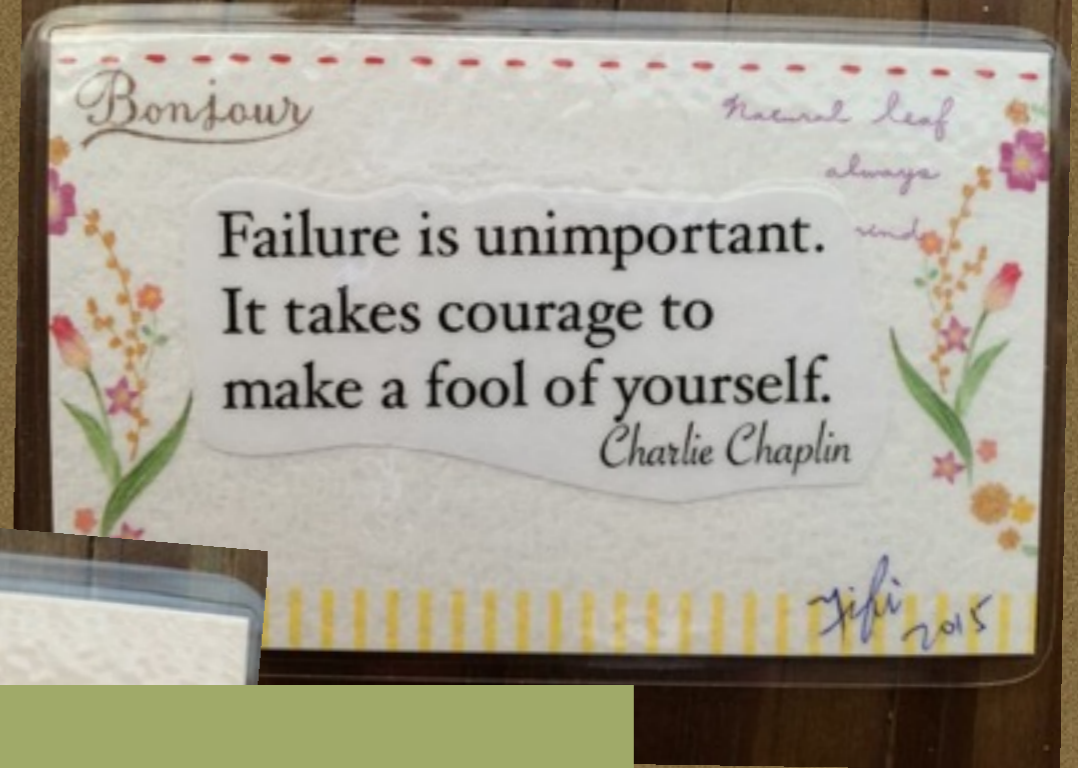
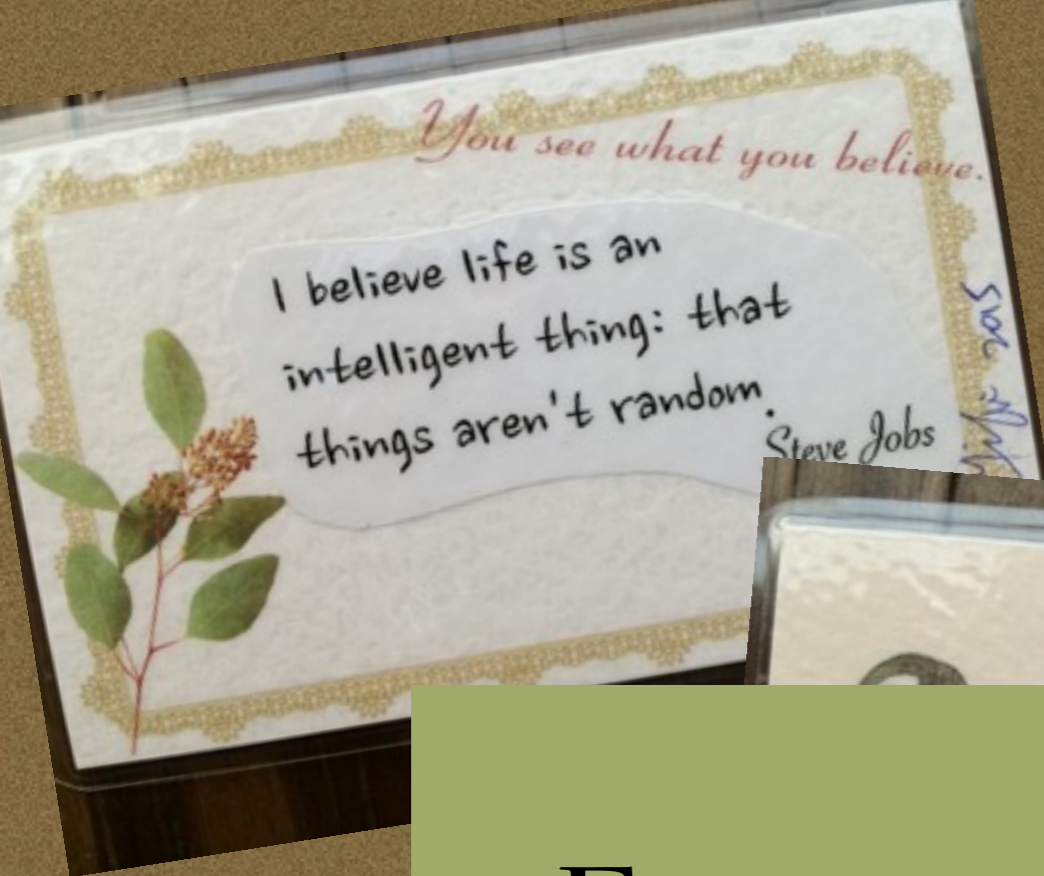
繳交



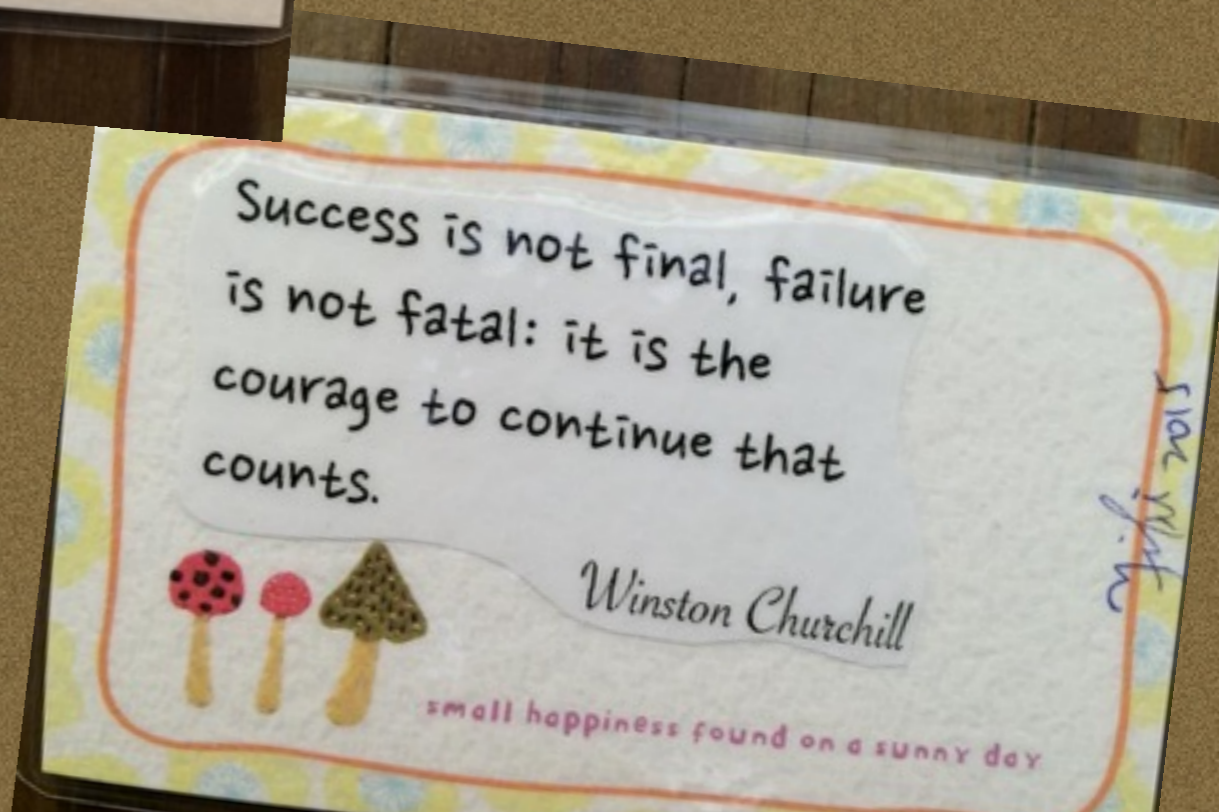
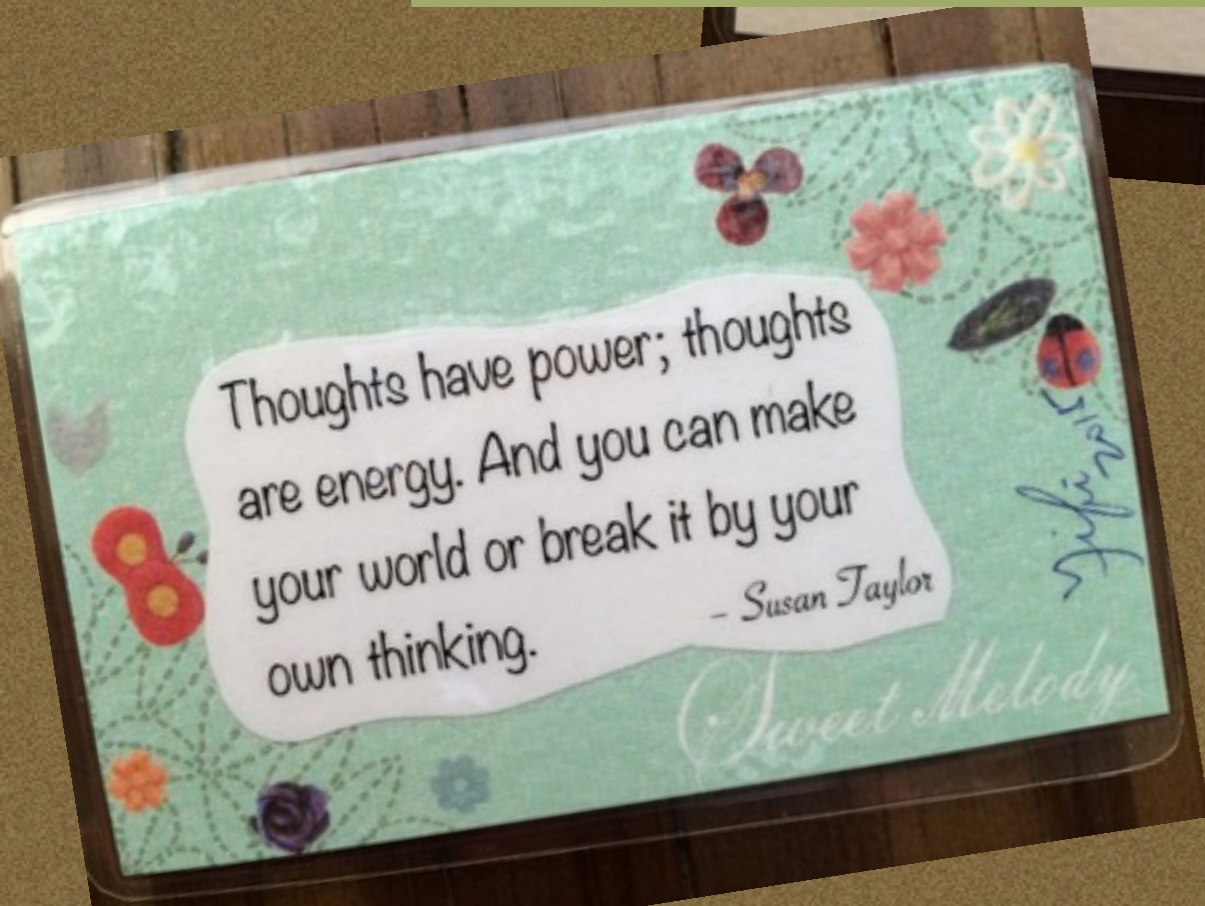
新增私人留言...

完成收發作業的師生，  
可領取Angela親手製作  
勵志小卡一張！



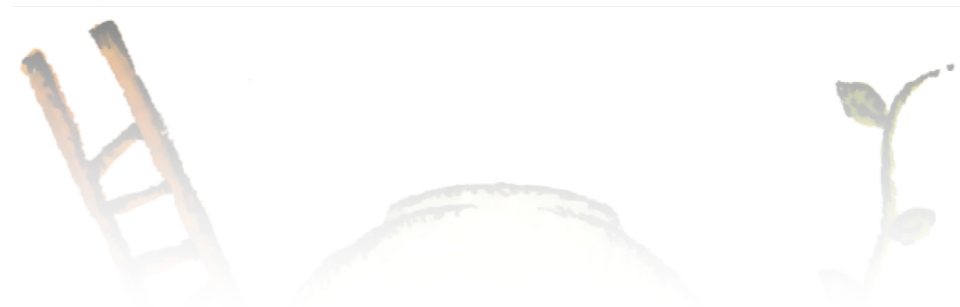


# Encouragement for students





Now, take a break....



# 各種形式的作業「示範」



# Classroom Activity 2

學習，小翻轉。

Learn, Think, Share



# Material: Lungten Book 4 Lesson 12

## *Jason Wu: From Dolls to the First Lady*



[french.china.org.cn](http://french.china.org.cn)



# KUD goals:

K(學)

the words, phrases, structures

U(思)

the content and questions

D(達)

Q & A, presentation



# Grouping: (poker grouping)



Group 3



# Seashell Score Record:



Group scores on the blackboard

# Procedures

Step 1. *Vocabulary* flipped learning

Step 2. *Reading* to Learn, Think, Share

Before class....



# Step 1. Vocabulary flipped learning— Homework At School, Lessons At Home

Appendix 8

教師用書

|  |   |
|--|---|
| 公告 蔡孟芬 - 6月12日   |   |
| B5 L1 單字補充[課本筆記] 6/15(一) 檢查  |   |
|   | Book 4 Lesson 12 單字解釋補充 .pdf<br>PDF           |
|  | 011_L1 Vocabulary to Use 應用字彙 1~15 .mp3<br>音訊 |
|  | 012_L1 Vocabulary to Use 應用字彙 16~29.mp3<br>音訊 |
|  | 013_L1 Vocabulary to Know 認識字彙 .mp3<br>音訊     |
|  | 014_L1 Idioms and Phrases 片語 .mp3<br>音訊       |



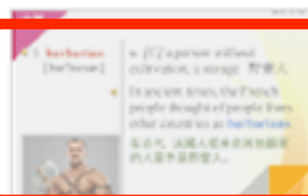
蔡孟芬

2015年12月8日 (上次編輯時間: 2015年12月8日)

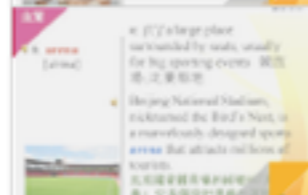


B5 L12單字片語補充講義PPT

教學PPT



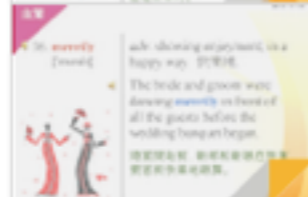
B5L10應用字彙-01~05.ppt  
PowerPoint



B5L10應用字彙-06~10.ppt  
PowerPoint



B5L10應用字彙-11~15.ppt  
PowerPoint



B5L10應用字彙-16~20.ppt  
PowerPoint



B5L10應用字彙-21~25.ppt  
PowerPoint





be worth + N / 金錢 值得...的; 有...價值的.  
 be worth + V-ing 值得(做)....

reservation  
[ˌrɪzəˈveɪʃən]

n. [U] 保留; 限制  
 I recommended her for the job without reservation.  
 毫無保留地 推薦

7. sketch  
[sketʃ]

vt. vi. to draw quickly, without providing many details 速寫; 素描  
 The architect sketched a picture of the mansion.  
 畫了一張...的素描  
 When I have free time, I like to sketch in the park.

把A從B中  
 ↓  
 除去

dismiss A  
 ↓  
 from B

8. dismiss  
[dɪsˈmɪs]

vt. to ignore as unimportant; to put out of one's mind 不理會; 摒除  
 The politician dismissed the criticism [as not worth] thinking about.  
 批評 A 當作 B

dismiss A as B.  
 視A為B而不予以理會

dismissal  
[dɪsˈmɪs]

n. [U] 不理會; 摒除  
 [Jack's dismissal of her idea] made Rose depressed.  
 沮喪的

class dismissed. 下課

9. phase  
[feɪz]

n. [C] a stage of development 階段  
 [The time you spend in high school] is an important phase of your education.

10. eventually  
[ɪˈvɛntʃuəli]

adv. finally 終於 長時間. 失業  
 After a long period of unemployment, Gary eventually found a job in a factory.

eventual  
[ɪˈvɛntʃuəl]

adj. (only before noun) 最終的; 最後的 結果  
 It is impossible to predict the eventual outcome of the greenhouse effect.  
 預測

11. strive  
[straɪv]

vi. (strive; strove; striven; striving) to work hard for something 努力  
 His parents encouraged him [to strive for perfection].  
 鼓勵 努力達到

strive; strove; striven

12. convert  
[kənˈvɜːt]

vt. vi. to change the condition or status of something 改變 (某物 / 信仰)  
 The owner converted the old building into a modern one.

convert ... into ...  
 改...成...

He used to be a Buddhist, but now he has converted to Catholicism.  
 天主教 過去是 佛教徒

convert  
[kənˈvɜːt]

n. [C] 改變信仰者  
 He was a Catholic, but now he is a convert to Buddhism.  
 改信 佛教者

conversion  
[kənˈvɜːʃən]

n. [C,U] 轉變; 轉換 多次  
 Kenny had several conversions [during his life]. Currently he is a Christian.  
 基督徒 一生中

conversion into ...  
 ... 轉變為 ...

13. basement  
[ˈbeɪsmənt]

[The conversion of a caterpillar into a butterfly] is miraculous.  
 神奇

n. [C] the part of a building that is beneath ground level; a cellar 地下室  
 They kept old toys and furniture in the basement.  
 家具

vt. to make something become true; to accomplish, fulfill or achieve 實現  
 This summer I will realize my dream of biking around the island.  
 achieve one's goal dream. 實現夢想

14. realize  
[rɪˈælaɪz]

vt. to deal with many things at the same time 忙於應付  
 Many high school students juggle their school classes and extracurricular activities.

15. juggle  
[ˈdʒʌɡl]

n. [C] 變戲法者 課外活動 馬戲團  
 That juggler performs in a circus, juggling six balls and four plates.  
 盤子 = and juggles

juggler  
[ˈdʒʌɡlə]

16. sew  
[suː]

vi. vt. to connect pieces of cloth together with a needle and thread 縫紉  
 Grandma taught me how to sew.  
 鈕子  
 I lost a button on my shirt, so I sewed a new one on.  
 = button

sewing  
[ˈsuːɪŋ]

n. [U] 縫紉  
 I like knitting better than sewing.  
 編織

17. draft  
[dræft]

vt. to draw the plans for something 起草; 擬稿  
 The architect drafted the blueprints for the building.  
 藍圖

18. patience  
[ˈpeɪʃəns]

n. [U] the ability to accept discomfort while waiting calmly for something 耐心  
 She waited with great patience for her baby to stop crying.  
 = patiently. 有耐心地

Students studied at home and took notes.



**In class . . . .**

## Appendix 9 Vocabulary Application Worksheet

Number: \_\_\_\_\_ Name: \_\_\_\_\_

1. The i \_\_\_\_\_ g \_\_\_\_\_ s \_\_\_\_\_ wed \_\_\_\_\_ Michelle Obama's s \_\_\_\_\_ f \_\_\_\_\_ e and the white color f \_\_\_\_\_ red her dark skin t \_\_\_\_\_ e.

這象牙色晚禮服突顯蜜雪兒·歐巴馬修長的身材，白色讓她深色的皮膚色澤更加好看。

2. Jason was o \_\_\_\_\_ d when he heard the \_\_\_\_\_ .

Jason喜不自勝，當他知道這個好消息。

3. \_\_\_\_\_

這禮服吸引世界的目光。

4. \_\_\_\_\_

他幼時非常害羞拘謹。

5. \_\_\_\_\_

他甚至要求媽媽帶他去婚紗店(bridal stores)以便他可以速描禮服。

6. Michael even \_\_\_\_\_ .

Michael甚至把地下室改成自己的工作室。

7. Monica's mother \_\_\_\_\_ more e \_\_\_\_\_ developing k \_\_\_\_\_ s and h \_\_\_\_\_ y.

Monica的媽媽較重視培養仁慈與謙虛。

8. Sometimes Jeremy Lin would become f \_\_\_\_\_ ed and d \_\_\_\_\_ ed.

林書豪有時也會感到挫折和沮喪

9. Jack still in \_\_\_\_\_ ted \_\_\_\_\_ w \_\_\_\_\_ his \_\_\_\_\_ up to a waiter's position just so that he could \_\_\_\_\_ a \_\_\_\_\_ ed with some fashion designers. Jack仍堅持一路擔任侍者，以便認識一些設計師。

10. His d \_\_\_\_\_ n and p \_\_\_\_\_ e won him many \_\_\_\_\_ .

他的投入和堅持為他贏得了許多獎項。

# Appendix 9



The worksheet was used to explain some **difficult** words or **important** usages of the words.



**After class...**

# Assessment

☰ 2015 501

訊息串

學生

關於

angela@yrhs.tn.edu.tw ▾

作業 蔡孟芬 - 5月29日

繳交期限: 5月31日 ⋮

**B4 L12 單字Quizlet (一定要附上自行計算的成績, 否則扣總分五分)**

**38**

已完成

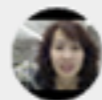
**0**

未完成

<https://quizlet.com/84006013/book-4-lesson-12-jason-wu-from-dolls-to-the-first-lady-flash-cards/>

完成Speller (Finished) + Test (100%) 得80分

Scatter (成績換算: 7~10秒 得20分 / 11~15秒得15分 / 16~20秒得10分 / 21秒以上得5分)



新增留言...

# **Step 2. Reading to learn, think, share**



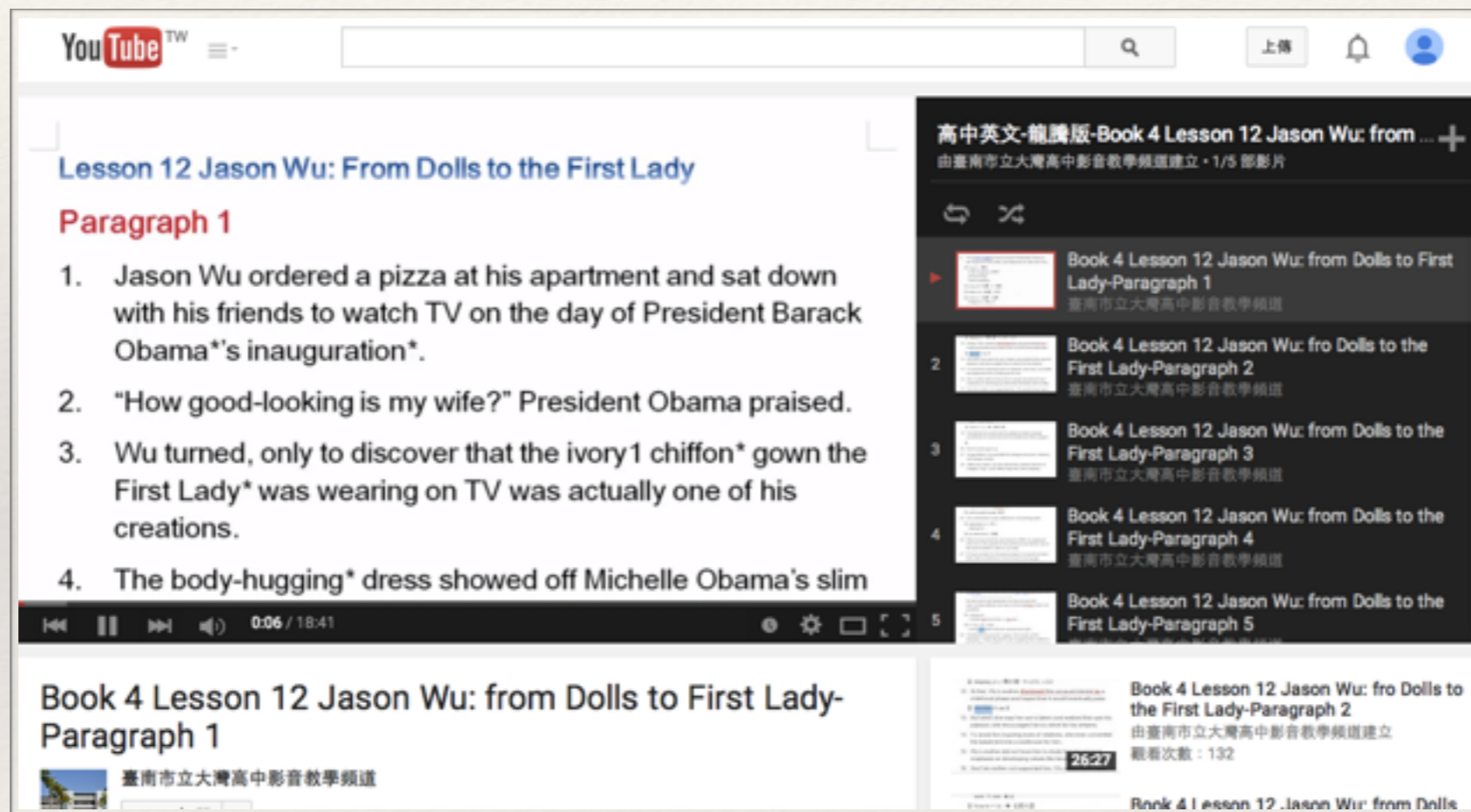
**Before class...**

## Learn (學)

**1. Students went to Google Drive to learn the reading material and took notes.**

## 2. Teacher Andy's teaching videos available on YouTube

臺南市立大灣高中影音教學頻道



The screenshot shows a YouTube video player interface. The video title is "Lesson 12 Jason Wu: From Dolls to the First Lady". The video content displays "Paragraph 1" with four numbered points:

1. Jason Wu ordered a pizza at his apartment and sat down with his friends to watch TV on the day of President Barack Obama's inauguration\*.
2. "How good-looking is my wife?" President Obama praised.
3. Wu turned, only to discover that the ivory1 chiffon\* gown the First Lady\* was wearing on TV was actually one of his creations.
4. The body-hugging\* dress showed off Michelle Obama's slim

The video player includes a progress bar at the bottom showing 0:06 / 18:41. To the right of the video player, there is a playlist titled "高中英文-龍騰版-Book 4 Lesson 12 Jason Wu: from ... +". The playlist contains five items, each with a thumbnail and a title: "Book 4 Lesson 12 Jason Wu: from Dolls to First Lady-Paragraph 1", "Book 4 Lesson 12 Jason Wu: fro Dolls to the First Lady-Paragraph 2", "Book 4 Lesson 12 Jason Wu: from Dolls to the First Lady-Paragraph 3", "Book 4 Lesson 12 Jason Wu: from Dolls to the First Lady-Paragraph 4", and "Book 4 Lesson 12 Jason Wu: from Dolls to the First Lady-Paragraph 5". Below the video player, there is a description for "Book 4 Lesson 12 Jason Wu: from Dolls to First Lady-Paragraph 1" and a view count of 2627.

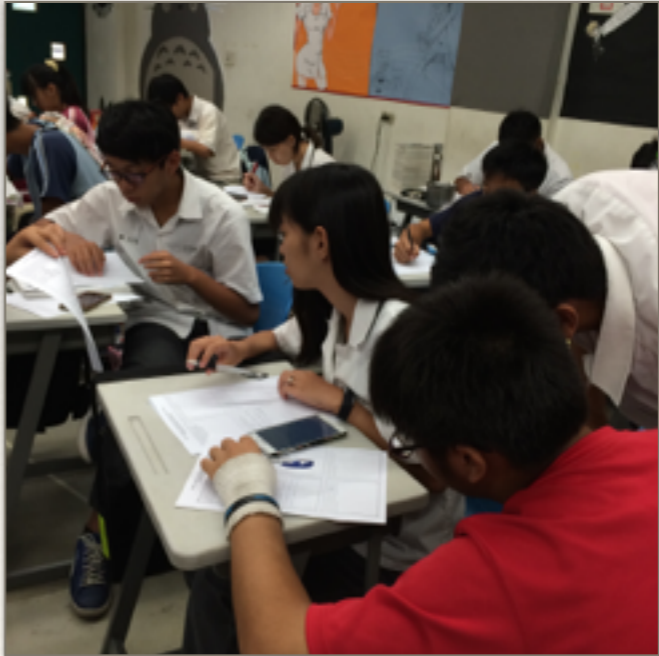
<https://www.youtube.com/watch?v=8y2DEek1lrg&list=PL9EijNLnb2m6LevnaWZZENg5RlteCSVKU>



**In class . . . .**

# Think(思)

**Students worked on paragraphs Q & A worksheets in groups.**



# Cooperation with Google Slides

## 共同編輯

[https://docs.google.com/presentation/d/1S1r8BtufDBqQgAg-m8na8kinz4c4aX99rMp\\_i9SnbNU/edit#slide=id.g11d8271a21\\_2\\_47](https://docs.google.com/presentation/d/1S1r8BtufDBqQgAg-m8na8kinz4c4aX99rMp_i9SnbNU/edit#slide=id.g11d8271a21_2_47)



# Share (達)

One poker card drawn for each question

## [Self-introduction]

Hi / Hello! Good morning/  
afternoon, everyone/ my dear  
classmates.

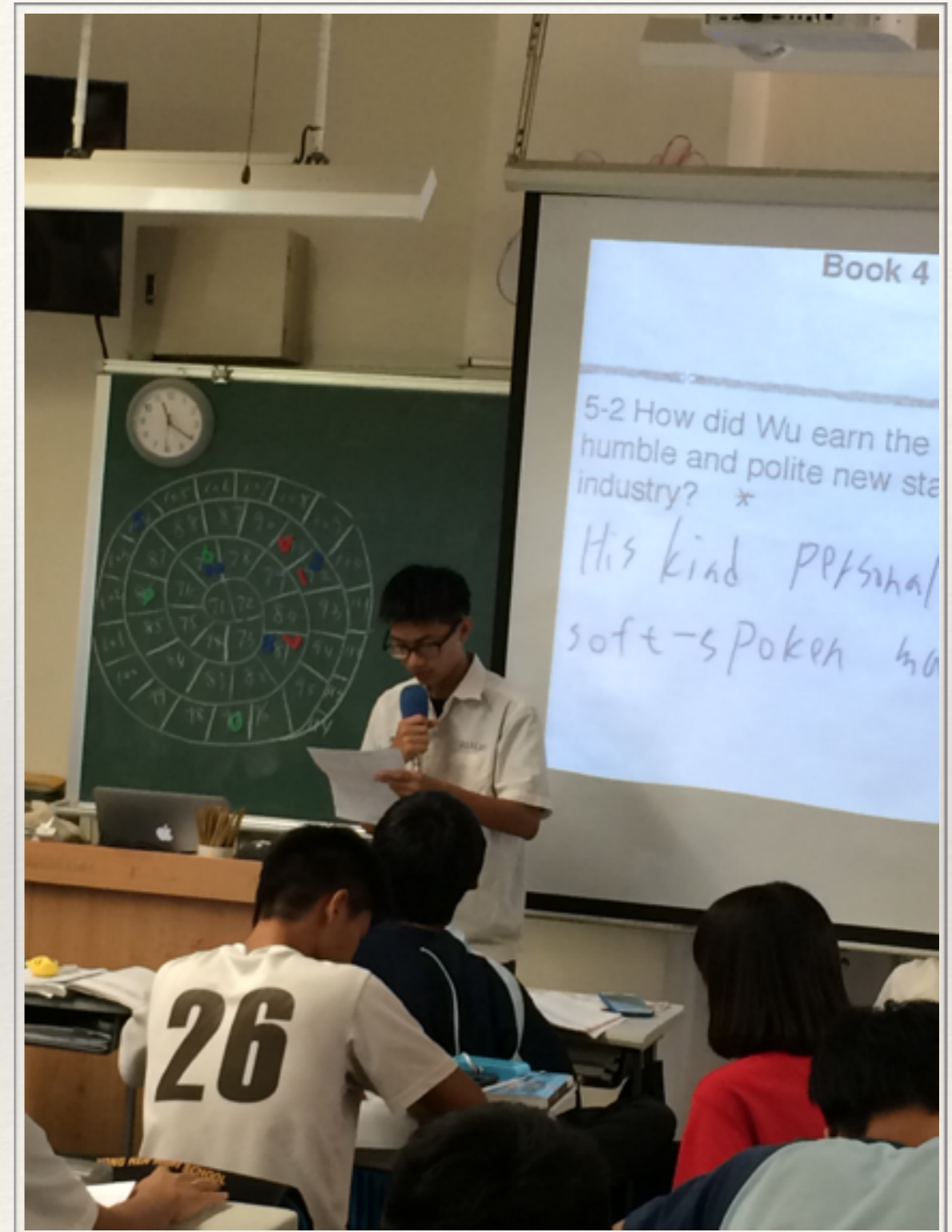
My name is \_\_\_\_\_.

I am from group \_\_\_\_\_.

I am the \_\_\_\_\_.

Now, I'm going to talk about  
question number \_\_\_\_.

The answer was shown on the screen, and everyone could see it clearly.



# Teacher's reflection

**1. I could reach more students.**



**2. It was possible for me to help solve individual questions.**

**3. There were more conversations between classmates and the teacher**

**4. Students had critical-thinking training.**

**5. Students made a significant improvement in the final exam.**









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