

彈性學習課程課程計畫 第一類課程

宜蘭縣 五結國民中學 109 學年度 第二學期 七年級 彈性學習課程 課程計畫

課程名稱	國際教育	實施年級	七	本學期教學總節數	21
課程類別	<input checked="" type="checkbox"/> 第一類 統整性 <input checked="" type="checkbox"/> 主題 <input type="checkbox"/> 專題 <input type="checkbox"/> 議題探究課程 <input type="checkbox"/> 第二類 <input type="checkbox"/> 社團活動 <input type="checkbox"/> 技藝課程 <input type="checkbox"/> 第三類 特殊需求領域課程 <input type="checkbox"/> 第四類 其他類()				
課程說明 (非必要項目)	說明設計理念、排課策略，對應學校課程願景等				
課程架構 (非必要項目)	利用圖示或目錄表示整體課程架構				
課程目標	1. 透過讀者劇場學英語，提高聽說讀寫能力，融合性別平等議題，團隊合作進行創作及上台演出。 2. 透過主題統整式課程安排，以蘋果為主題，延伸至綜合及自然科技等領域進行統整，且進行相關探討。 3. 透過課文改寫，融合本學期的讀者劇場經驗以及蘋果主題經驗，完成屬於自己的劇本。				
對應總綱 核心素養	<input checked="" type="checkbox"/> A1 <input checked="" type="checkbox"/> A2 <input type="checkbox"/> A3 <input checked="" type="checkbox"/> B1 <input type="checkbox"/> B2 <input type="checkbox"/> B3 <input checked="" type="checkbox"/> C1 <input checked="" type="checkbox"/> C2 <input checked="" type="checkbox"/> C3				
融入課程 之領域 (兩種形式二擇一)	(用領域的方式呈現) <input type="checkbox"/> 國語文 <input type="checkbox"/> 英語文 <input type="checkbox"/> 數學 <input type="checkbox"/> 社會 <input type="checkbox"/> 自然 <input type="checkbox"/> 藝術 <input type="checkbox"/> 綜合 <input type="checkbox"/> 健體 <input type="checkbox"/> 科技		(用領綱的核心素養呈現) 英 J-A1 英 J-B1 英 J-C2 校-J-A1 探索體驗 校-J-A2 閱讀理解 校-J-A4 學用合一 校-J-B1 自我悅納 校-J-B2 溝通合作 校-J-B3 規劃執行 校-J-C1 品德修養		
融入課程 之議題	<input type="checkbox"/> 性別平等 <input type="checkbox"/> 人權教育 <input type="checkbox"/> 環境教育 <input type="checkbox"/> 海洋教育 <input checked="" type="checkbox"/> 品德教育 <input checked="" type="checkbox"/> 生命教育 <input type="checkbox"/> 法治教育 <input type="checkbox"/> 科技教育 <input checked="" type="checkbox"/> 資訊教育 <input type="checkbox"/> 能源教育 <input type="checkbox"/> 安全教育 <input type="checkbox"/> 防災教育 <input checked="" type="checkbox"/> 閱讀素養 <input checked="" type="checkbox"/> 多元文化教育 <input checked="" type="checkbox"/> 生涯規劃教育 <input checked="" type="checkbox"/> 家庭教育 <input type="checkbox"/> 原住民教育 <input type="checkbox"/> 戶外教育 <input checked="" type="checkbox"/> 國際教育				

單元名稱	週次	核心素養/ 校本指標 (可節錄對 應的部分)	學習目標	學習表現 (非必要項 目)	學習內 容 (非必要 項目)	學習活動	評量 (學習成果或表 現任務：除寫 出評量方式 外，須制訂評 量標準)	選用教科 書及自編 教材
認識讀者劇 場	1	英 J-A1 英 J-B1 英 J-C2 校-J-A1 探 索體驗 校-J-A4 學 用合一 校-J-B1 自 我悅納 校-J-B2 溝 通合作	1. 能透過 認識讀者劇 場，區分讀 者劇場與其 他表演形式 的不同。 2. 能配合 資訊媒體做 分組討論。			1. 請同學在 看過三個影 片後，進行 比較讀者劇 場、舞台劇 及音樂劇的 差異。 2. 播放影片 3. 小組討 論，完成簡 報上的表 格，寫於小 白板上發 表。	1. 各組發表 2. 課堂回應	(1)讀者劇 場範例 <a href="https://www.youtube.com/watch?v=G3RKZ2-
qo0Y&list=
PLsXfXVNX0
XRq1noPUz5
zrGgcJ5x8R
UCAc">https://ww w.youtube. com/watch? v=G3RKZ2- qo0Y&list= PLsXfXVNX0 XRq1noPUz5 zrGgcJ5x8R UCAc (2)冰雪 奇緣音樂劇 <a href="https://ww
w.youtube.
com/watch?
v=cXY_rrnB
kWw">https://ww w.youtube. com/watch? v=cXY_rrnB kWw (3)舞台劇 This is a test <a href="https://ww
w.youtube.
com/watch?
v=PtfawPj8
0YU&t=344s">https://ww w.youtube. com/watch? v=PtfawPj8 0YU&t=344s
走進故事	2	英 J-A1 英 J-B1 英 J-C2 校-J-A1 探 索體驗 校-J-A2 閱 讀理解 校-J-A4 學 用合一 校-J-B1 自 我悅納 校-J-B2 溝 通合作 校-J-B3 規 劃執行	1. 能欣賞 英語繪本 Stephanie 's ponytail 2. 能分組 繪製繪本 心智圖， 提升理解 與聽力。			1. 播放影 片： Stephanie' s Ponytail (開英文字 幕) 2. 小組討論 時可自行重 複撥放影 片，完成故 事架構的心 智圖寫於海 報紙上。 3. 組員發 表，一組三 分鐘。	1. 課堂表現 2. 各組發表	1. Stephanie' s Ponytail by Robert Munsch <a href="https://ww
w.youtube.
com/watch?
v=6bvYhf0q
W4s&t=178s">https://ww w.youtube. com/watch? v=6bvYhf0q W4s&t=178s (開英文字 幕) 3. 作者簡介 <a href="https://ro
bertmunsch
.com/about">https://ro bertmunsch .com/about
換我來讀	3-4	英 J-A1 英 J-B1 英 J-C2 校-J-A1 探 索體驗 校-J-A2 閱 讀理解	1. 能藉由 全班輪讀， 熟悉故事角 色。 2. 能從聽 故事變成說 故事時，專			1. 老師扮演 Stephanie 's Ponytail ，學生按照 座號當旁白 Narrator 進行輪讀， 遇到	1. 課堂表現 2. 分組討論	1. Stephanie' s Ponytail by Robert Munsch https://ww

		<p>校-J-A4 學用合一</p> <p>校-J-B1 自我悅納</p> <p>校-J-B2 溝通合作</p> <p>校-J-B3 規劃執行</p> <p>校-J-C1 品德修養</p>	<p>心在發音與聲音的表情，更細節了解每一句的意思。</p> <p>3. 自然學習文法:形容詞，過去式動詞與When 句型。</p>			<p>Everyone 則全班一起讀。以此類推，抽一位同學當 Stephanie，由老師代讀該生的部分，再輪讀一次。</p> <p>2. 老師針對文章出現的單字及文法句型進行說明，同學記筆記及回答老師提問。</p> <p>3. 各組討論，推測主角的母親說了哪幾句話，請各組標記於學習單。</p> <p>4. 各組討論，哪幾句話可以由旁白來描述，請各組標記於學習單。</p> <p>5. 各組討論全劇女主角的心境變化如何，會如何影響說話語氣，或可加上什麼動作。</p> <p>6. 由老師抽兩組回答人物心境及台詞安排的理由，並給予建議，加以討論我們對於外表及他人身體自主的尊重，避免刻意模仿嘲弄。</p>	<p>w.youtube.com/watch?v=6bvYhf0qW4s&t=178s</p> <p>2. 自編教材學習單</p>	
我是劇作家	5-6	<p>英 J-A1</p> <p>英 J-B1</p> <p>英 J-C2</p> <p>校-J-A1 探索體驗</p> <p>校-J-A2 閱讀理解</p> <p>校-J-A4 學用合一</p> <p>校-J-B1 自我悅納</p>	<p>1. 能以劇本為基礎，參考時事新聞加入新的角色，帶入性別平等議題，思考如果女主角換成男生，可能面臨什麼樣的同儕壓</p>			<p>1. 各組於了解影片含義後，討論並發表對此影片的感覺及和原著有何不同。</p> <p>2. 分組討論學習單上有哪些句子是已改寫的句</p>	<p>1. 檔案評量</p> <p>2. 課堂表現</p>	<p>1. Why This 9-Year-Old Is Ignoring Bullies to Grow Hair Long</p> <p>https://www.youtube.com/watch?</p>

		校-J-B2 溝通合作 校-J-B3 規劃執行 校-J-C1 品德修養	力。 2. 能進行劇本改寫，學習角色分配以及加台詞造句。			子，人物設定和之前有無不同。 3. 運用資訊工具查單字，理解新出現的台詞，理解霸凌者台詞及結尾男主角的台詞，並發表檢討。 4. 各組運用資訊工具為自己的劇本所有角色命名，台詞進行添加或改寫。並決定扮演角色 5. 各組決定二到三位旁白角色，並進行台詞部分討論。		v=zjLwbIOo8xY
我是演員與評審	7-10	英 J-A1 英 J-B1 英 J-C2 校-J-A1 探索體驗 校-J-A2 閱讀理解 校-J-A4 學用合一 校-J-B1 自我悅納 校-J-B2 溝通合作 校-J-B3 規劃執行 校-J-C1 品德修養	1. 能製作回饋學習單。2. 能進行劇本角色，唸台詞與彩排 3. 能給予反饋，並完成對各組表演評論的學習單。			1. 各組根據學習單回饋範本電子檔及紙本，加入各自組別男主角名字，並改編題目，形成各組特色。 2. 各組彩排練習開始，老師引導各組可增加動作，演出服裝，增添表演趣味。 3. 依序正式演出，各組準備自己的學習單，上台前發給各組。台下同學邊觀賞邊作答，並錄影。各組準備時間為2分鐘，演出不得超過六分鐘。 4. 由各組回饋學習單中票選 mvp。	1. 上台表現 2. 檔案評量	1. 自編劇本

認識水果-- 蘋果	11	英 J-A1 英 J-B1 英 J-C2 校-J-A1 探 索體驗 校-J-A2 閱 讀理解 校-J-A4 學 用合一 校-J-B1 自 我悅納 校-J-B2 溝 通合作 校-J-B3 規 劃執行 校-J-C1 品 德修養	1. 認識蘋果 並且了解其 構造及描述 的形容詞， 2. 能分組 討論並完成 學習單。			1. 各組觀察 蘋果外觀 後，完成學 習單，並複 習形容詞修 飾名詞的概 念。 2. 將形容詞 顯示於簡 報，讓各組 搶答其中文 意思。 3. 各組看簡 報討論蘋果 構造與英文 配對結果。 4. 各組發 表答案，並 試著唸出單 字，最後由 老師解答。	1. 學習單表 現 2. 課堂表現	1. 蘋果的 構造 https://www.shipshapeelementary.com/2014/09/all-about-apples.html
蘋果的聯想	12	英 J-A1 英 J-B1 英 J-C2 校-J-A1 探 索體驗 校-J-A2 閱 讀理解 校-J-A4 學 用合一 校-J-B1 自 我悅納 校-J-B2 溝 通合作 校-J-B3 規 劃執行 校-J-C1 品 德修養	1. 能認識 蘋果並且了 解其相關的 片語及用 法。2. 能分 組討論並完 成學習單。			1. 各組一 張學習單， 就英文當中 許多片語及 用法和蘋果 有關的字面 意思推測片 語的意思。 2. 各組發 表片語的討 論結果於小 白板，並解 釋從何種角 度理解。 3. 由老師 於蘋果的聯 想簡報公布 解答及解釋 用法。	1. 課堂表現 2. 學習單表 現	1. 影片觀 賞： https://www.youtube.com/watch?time_continue=56&v=nS90C8TawY0&feature=emb_logo 2. 蘋果的 相關片語 https://blogs.transparent.com/english/top-5-english-apple-idioms-and-phrases/ 紐約大蘋果 https://zh.wikipedia.org/wiki/%E5%A4%A7%E8%98%8B%E6%9E%9C 喉結 https://blog.cybertranslator.idv.tw/archives/5082
蘋果的一生	13-14	英 J-A1 英 J-B1	1. 能結合			1. 分組討論	1. 課堂發表	1. Apple-

		<p>英 J-C2 校-J-A1 探索體驗 校-J-A2 閱讀理解 校-J-A4 學用合一 校-J-B1 自我悅納 校-J-B2 溝通合作 校-J-B3 規劃執行 校-J-C1 品德修養</p>	<p>生態議題，認識蘋果如何成長 2. 能透過自然農法的影片，探討種植蘋果相關英文單字，並思考農業與大自然的關係。</p>			<p>蘋果從種植到收成的過程，並畫於小白板回答。 2. 透過觀賞日本自然農法的影片，思考蘋果的栽種是否需要農藥。 3. 影片觀賞：木村阿公無毒蘋果。</p>	<p>2. 課堂表現</p>	<p>How does it grow? https://www.youtube.com/watch?v=UWLmEh1HlBw (2)木村阿公無毒蘋果 https://www.youtube.com/watch?v=aPxZJ9Y0fT8 (3)Apple farmer raises 'miracle' fruit https://www.japantimes.co.jp/news/2007/10/04/national/apple-farmer-raises-miracle-fruit/#.XhIrUEczbid</p>
蘋果咬一口	15-16	<p>英 J-A1 英 J-B1 英 J-C2 校-J-A1 探索體驗 校-J-A2 閱讀理解 校-J-A4 學用合一 校-J-B1 自我悅納 校-J-B2 溝通合作 校-J-B3 規劃執行 校-J-C1 品德修養</p>	<p>1. 能融入活動：咬蘋果遊戲，增添學習樂趣。</p>			<p>1. 老師發學習單，介紹 Apple bobbing 的由來。 2. 觀賞遊戲影片 3. 解說影片及遊戲規則，各組先於組內競賽，選出最厲害的選手組和組對決，找出冠軍。 4. 一次一組，學生準備好自己的臉盆裝水，放自己帶的五顆蘋果，到教室前方桌子放好，由老師計時 30 秒，最快全部完成者勝出。各組輪流進</p>	<p>1. 課堂表現 2. 團隊表現</p>	<p>3. Bobbing for Apples feat. Champ Tony https://www.youtube.com/watch?v=Vf0ZdPJGrIU 2. Kids Play Bobbing for Apples Kids Play HiHo Kids https://www.youtube.com/watch?v=DeW97u00aBo 3. Apple bobbing 由來介紹 https://zh.wikipedia</p>

						行。 5. 各組第一名出現後，到前方進行決賽，老師可以訪問每一位組內冠軍的秘訣或心得，接著進行 30 秒決賽。		.org/wiki/%E5%92%AC%E8%98%8B%E6%9E%9C
蘋果與動物	17-18	英 J-A1 英 J-B1 英 J-C2 校-J-A1 探索體驗 校-J-A2 閱讀理解 校-J-A4 學用合一 校-J-B1 自我悅納 校-J-B2 溝通合作 校-J-B3 規劃執行 校-J-C1 品德修養	1. 能認識愛吃蘋果的動物。 2. 能藉由好餓的毛毛蟲繪本及影片，進行討論，學習延伸單字，完成學習單。			1. 各組猜測並討論甚麼樣的動物喜歡吃蘋果，加以學習動物單字。 2. 各組根據好餓的毛毛蟲影片自行播放朗讀影片 https://www.youtube.com/watch?v=E4-diUv_JmY (2)The Very Hungry Caterpillar Animated Film with Chinese subtitle https://www.youtube.com/watch?v=uWfc_6p803E (3)Read Aloud Picture Book Brightly Storytime https://www.youtube.com/watch?v=btFCtMhF3iI	1. 各組發表 2. 學習單表現	(1)Smiling Elephant Loves My Apple https://www.youtube.com/watch?v=E4-diUv_JmY (2)The Very Hungry Caterpillar Animated Film with Chinese subtitle https://www.youtube.com/watch?v=uWfc_6p803E (3)Read Aloud Picture Book Brightly Storytime https://www.youtube.com/watch?v=btFCtMhF3iI
期末展演	19-21	英 J-A1 英 J-B1 英 J-C2 校-J-A1 探索體驗 校-J-A2 閱讀理解 校-J-A4 學用合一 校-J-B1 自我悅納 校-J-B2 溝通合作 校-J-B3 規	1. 能改編這學期的英文課本課文對話。 2. 做成二分鐘的讀者劇場的劇本，拍成影片並上字幕，進行期末影片展。			1. 全班分成四組，拿課本選擇各組想改編的一至兩課課文，每位學生至少有三句以上台詞，整齣劇兩分鐘即可。 2. 各組拿出	1. 劇本表現 2. 展演影片表現	

		劃執行 校-J-C1 品 德修養				<p>紙筆或以電腦紀錄劇本，討論改編模式及融入本學期的哪一個主題。</p> <p>3. 老師針對劇本內容給予建議，回饋學生劇本文法及句構，引導角色和工作分配。</p> <p>4. 各組進行劇本練習，並分組由老師協助開始拍攝，拍攝完畢者可先進行編輯。</p> <p>5. 學生針對自己組別的劇本，在電腦或手機進行影片剪輯和上字幕，最後做確認。</p> <p>6. 老師播放各組影片，進行回饋及創意的鼓勵。</p>	
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【學習單附件】**第一週****【簡報內容】**

	How many actors and actresses?	music/singing	memorize script	props	modeling
Reader's Theater					
Musical					
Dramatic Play					

【教師解答】

	How many actors and actresses?	music/singing	memorize script	props	modeling
Reader's Theater	6-8	X(sound)?	X	X	X
Musical	many	O (a lot)	O	O	O
Dramatic Play	many	X	O	O	O

【學習單附件】

第三~四週

Narrator 1: One day, Stephanie went to her mom and said,

Stephanie: “None of the kids in my class have a ponytail. I want a nice ponytail coming right out the back.”

Narrator 2: So Stephanie’s mom gave her a nice ponytail coming right out the back.

Narrator 3: When Stephanie went to school, the other kids looked at her and said,

Everyone: “Ugly, ugly, very ugly!”

Stephanie: “It’s *my ponytail* and I like it.”

Narrator 4: The next morning, when Stephanie went to school, all the other girls had ponytails coming out the back.

Narrator 5: Stephanie looked at them and said,

Stephanie: “You are all a bunch of copycats. You just do whatever I do. You don’t have a brain in your heads.”

Narrator 6: The next morning the mom said,

Narrator 7: “Stephanie, would you like a ponytail coming out the back?”

Stephanie: “No.”

Narrator 8: “Then that’s that,” said her mom.

Narrator 9: “That’s the only place you can do ponytails.”

Stephanie: “No, it’s not. I want one coming out the side, just above my ear.”

Narrator 10: “Very strange”, said the mom. “Are you sure that is what you want?”

Stephanie: “Yes.”

Narrator 11: So her mom gave Stephanie a nice ponytail coming out right above her ear.

Narrator 12: When she went to school, the other kids saw her and said,

Everyone: “Ugly, ugly, very ugly.”

Stephanie: “It’s my ponytail, and I like it.”

Narrator 13: The next morning, when Stephanie came to school, all the girls, and even some of the boys, had nice ponytails coming out just above their ears.

Narrator 14: The next morning, the mom said, "Stephanie, would you like a ponytail coming out the back?"

Stephanie: "Nnno."

Narrator 15: "Would you like one coming out the side?"

Stephanie: "Nnno!"

Narrator 16: "Then that's that," said her mom. "There is no other place you can do ponytails."

Stephanie: "Yes there is, I want one coming out the top of my head like a tree."

Narrator 17: "That's very, very strange," said her mom. "Are you sure that is what you want?"

Stephanie: "Yes."

Narrator 18: So her mom gave Stephanie a nice ponytail coming out the top of her head like a tree.

Narrator 19: When Stephanie went to school, the other kids saw her and said,

Everyone: "Ugly, ugly, very ugly."

Narrator 20: "It's *my ponytail*, and *I* like it."

Narrator 21: The next day all of the girls and all of the boys had ponytails coming out the top.

Narrator 22: It looked like broccoli was growing out of their heads.

Narrator 23: The next morning the mom said, "Stephanie, would you like a ponytail coming out the back?"

Stephanie: "NNNO."

Narrator 24: "Would you like one coming out the side?"

Stephanie: "NNNO!"

Narrator 25: "Would you like one coming out the top?"

Stephanie: "NNNO!"

Narrator 26: "Then that is definitely that," said the mom. "There is no other place you can do ponytails."

Stephanie: "Yes there is. I want one coming out the front, and hanging down in front of my

nose.”

Narrator 27: “But nobody will know if you are coming or going,” her mom said. “Are you sure that is what you want?”

Stephanie: “Yes.”

Narrator 28: So her mom gave Stephanie a nice ponytail coming out the front.

Narrator 29: On the way to school she bumped into four trees, three cars, two houses, and one Principal.

Narrator 30: When she finally got to her class, the other kids saw her and said,”

Everyone: “Ugly, ugly, very ugly.”

Stephanie: “It’s *my ponytail* and I like it.”

Narrator 1: The next day all of the girls and all of the boys, and even the teacher, had ponytails coming out the front and hanging down in front of their noses.

Narrator 2: None of them could see where they were going.

Narrator 3: They bumped into the desks and they bumped into each other.

Narrator 4: They bumped into the walls, and by mistake, three girls went into the boys’ bathroom.

Stephanie (yells): “ You are a bunch of brainless copycats. You just do whatever I do. When I come to tomorrow, I am going to have....SHAVED MY HEAD!”

Narrator 5: The first person to come the next day was the teacher.

Narrator 6: She had shaved her head and she was bald.

Narrator 7: The next to come were the boys.

Narrator 8: They had shaved their heads and they were bald.

Narrator 9: The next to come were the girls.

Narrator 10: They had shaved their heads and they were bald.

Narrator 11: The last person to come was Stephanie, and she had.....

Narrator 12: a nice little ponytail coming right out the back.

_____’s Ponytail

Narrator __: _____ is a boy with long hair. One day, he went to his mom and said,

_____: “None of the kids in my class have a ponytail. I want a nice ponytail coming right out the back.”

Narrator __: So _____’s mom gave him a nice ponytail coming right out the back.

Narrator __: When _____ went to school, the other kids looked at him and said,

Everyone: “Ugly, ugly, very ugly!”

Bully (惡霸): Hey, sissy boy! What’s that “thing” on your head?

_____: “It’s my ponytail and I like it.”

Narrator __: The next morning, when _____ went to school, all the other girls had ponytails coming out the back.

Narrator __: _____ looked at them and said,

_____: “You are all a bunch of copycats. You just do whatever I do. You don’t have a brain in your heads.”

Narrator __: The next morning the mom said,

Mom: “_____, would you like a ponytail coming out the back?”

_____: “No.”

Narrator __: “Then that’s that,” said his mom.

Narrator __: “That’s the only place you can do ponytails.”

_____: “No, it’s not. I want one coming out the side, just above my ear.”

Narrator __: “Very strange”, said the mom.

Mom: “Are you sure that is what you want?”

_____: “Yes.”

Narrator __: So _____’s mom gave him a nice ponytail coming out right above his ear.

Narrator __: When he went to school, the other kids saw him and said,

Everyone: “Ugly, ugly, very ugly.”

Bully: Wow, you have long ear hair!!

_____: "It's my ponytail, and I like it."

Narrator __: The next morning, when _____ came to school, all the girls, and even some of the boys, had nice ponytails coming out just above their ears.

Narrator __: The next morning, the mom said,

Mom: "_____, would you like a ponytail coming out the back?"

_____: "Nnno."

Mom: "Would you like one coming out the side?"

_____: "Nnno!"

Narrator __: "Then that's that," said his mom.

Mom: "There is no other place you can do ponytails."

_____: "Yes there is, I want one coming out the top of my head like a tree."

Narrator __: "That's very, very strange," said his mom.

Mom: "Are you sure that is what you want?"

_____: "Yes."

Narrator __: So _____'s mom gave him a nice ponytail coming out the top of his head like a tree.

Narrator __: When _____ went to school, the other kids saw him and said,

Everyone: "Ugly, ugly, very ugly."

Bully: OMG, are you a little boy or girl?

_____: "It's my ponytail, and I like it."

Narrator __: The next day all of the girls and all of the boys had ponytails coming out the top.

Narrator __: It looked like broccoli was growing out of their heads.

Narrator __: The next morning the mom said,

Mom: "_____, would you like a ponytail coming out the back?"

_____: "NNNO."

Mom: "Would you like one coming out the side?"

_____: "NNNO!"

Mom: "Would you like one coming out the top?"

_____: "NNNO!"

Narrator __: "Then that is definitely that," said the mom.

Mom: "There is no other place you can do ponytails."

_____: "Yes there is. I want one coming out the front, and hanging down in front of my nose."

Narrator __: "But nobody will know if you are coming or going," his mom said.

Mom: "Are you sure that is what you want?"

_____: "Yes."

Narrator __: So _____'s mom gave him a nice ponytail coming out of the front.

Narrator __: On the way to school he bumped into four trees, three cars, two houses, and one Principal.

Narrator __: When he finally got to his class, the other kids saw him and said,"

Everyone: "Ugly, ugly, very ugly."

Bully: Hey, dummy. Can you even see me? Your bangs are too long.

_____: "It's my ponytail and I like it."

Narrator __: The next day all of the girls and all of the boys, and even the teacher, had ponytails coming out the front and hanging down in front of their noses.

Narrator __: None of them could see where they were going.

Narrator __: They bumped into the desks and they bumped into each other.

Bully: They bumped into the walls, and by mistake, three girls when into the boys' bathroom.

_____ (**yells**): " You are a bunch of brainless copycats. You just do whatever I do. When I come to tomorrow, I am going to have...SHAVED MY HEAD!"

Narrator __: The first person to come the next day was the teacher.

Narrator __: She had shaved her head and she was bald.

Narrator __: The next to come were the boys.

Narrator __: They had shaved their heads and they were bald.

Narrator __: The next to come were the girls.

Narrator __: They had shaved their heads and they were bald.

Narrator __: The last person to come was _____, and he had.....

Everyone: a nice “little” ponytail coming right out the back.

_____: Wow, did you guys donate your hair to cancer patients, too? I did that yesterday.

Mom: I’m so proud of you.

Everyone: Oh, NO!!







在觀賞完同學的演出後，請完成以下問題。

1. Who is _____? (check the box)

Who is _____'s mother? (put a circle in the box)

Who is the bully? (put an X in the box)

Who is your favorite actor or actress today? (put a star in the box) ★

					
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2. What did _____'s ponytail look like? How did it change?

Please draw!



back

side

top

front

3. What did _____'s classmates say after they saw his ponytail?

How did _____ feel?

4. What did _____'s classmates do after _____ changed his hairstyle?

5. Why did _____ say that he's going to have shaved his head?

6. Who was bald in the end of the story? How did he or she feel?






7. Have you ever had a classmate who is a boy but looks or acts like a girl? Were you a bully or a friend to him?

8. Which part of the play do you like? Why?

9. If I could play one of the characters, I want to be _____ (_____/Narrator/Bully/Mother).
Why?



Let's describe an apple!

1. apple of one's eye
2. a rotten apple spoils the (whole) barrel
3. An [apple](#) a day keeps the doctor away.
4. compare apples and oranges
5. How about them apples? or How do you like them apples?
6. Big Apple
7. adam's apple

Apple bobbing, also known as bobbing for apples, is a game often played on [Halloween](#). The game is played by filling a tub or a large basin with water and putting apples in the water. Because apples are less dense than water, they will float at the surface. Players (usually children) then try to catch one with their teeth. Use of arms is not allowed, and often are tied behind the back to prevent cheating.

In Scotland, this may be called "dooking"(i.e., [ducking](#)). In northern England, the game is often called apple ducking or duck-apple.

In [Wales](#), it is known as "Tŵco Fale" (Apple Ducking).

In Ireland, mainly [County Kerry](#), it is known as "Snap Apple", and in [Newfoundland and Labrador](#), "Snap Apple Night" is a synonym for Halloween.

The tradition of bobbing for apples dates back to the Roman invasion of Britain, when the conquering army merged their own celebrations with traditional Celtic festivals. The Romans brought with them the [apple tree](#), a representation of the goddess of plenty, [Pomona](#).[\[dubious - discuss\]](#) During an annual celebration, young unmarried people try to bite into an apple floating in water or hanging from a string on a line, rather than in a bowl of water; the first person to bite into the apple would be the next one to be allowed to marry.

The custom is mentioned (along with apples suspended on a string) in 18th century Ireland by [Charles Vallancey](#) in his book *Collectanea de Rebus Hibernicis*. A maiden who placed the apple she bobbed under her pillow was said to dream of her future sweetheart.

咬蘋果 (Apple bobbing, 或 bobbing for apples) 是一個 [萬聖夜](#) 時的常見遊戲。遊戲進行時將 [蘋果](#) 放入盛滿水的水盆或水缸裡, 而蘋果因為密度的關係會浮在水上, 玩家要用牙齒將浮在水面的蘋果咬出才算勝利, 而且遊戲中不能用手, 有時手還要綁在後面避免作弊。

在蘇格蘭, 咬蘋果被稱為 dooking (即 [ducking](#))。在北英格蘭則常叫做 apple ducking 或 duck-apple。

在愛爾蘭, 主要是 [凱里郡](#), 此遊戲被稱作 Snap Apple, 而在 [紐芬蘭與拉布拉多](#), 「Snap Apple Night」(咬蘋果之夜) 是萬聖夜的代稱。

[羅馬](#) 時代, 羅馬人帶著象徵 [波摩納](#) 女神的 [蘋果樹](#) 來到了不列顛。傳統上是由未婚女性來進行著這場遊戲, 第一個咬到蘋果的人被認為會接下來是她能結婚。咬到蘋果的女孩也會將蘋果放在枕頭下面, 據說這樣做就可以夢到她們未來的情人。

資料來源:<https://zh.wikipedia.org/wiki/%E5%92%AC%E8%98%8B%E6%9E%9C>

The very hungry caterpillar

(Please draw and fill in)

In the light of the _____ a little _____ lay on a _____.

On *Sunday* morning the warm _____ came up and-pop!-out of the egg came a tiny and very hungry _____.

He started to look for some _____.

On *Monday* he ate through one _____. But he was still hungry.

On *Tuesday* he ate through two _____. But he was still hungry.

On *Wednesday* he ate through three _____. But he was still hungry.

On *Thursday* he ate through four _____. But he was still hungry.

On *Friday* he ate through five _____. But he was still hungry.

On *Saturday* he ate through one piece of chocolate _____, one _____ cone, one

pickle, one slice of swiss _____, one slice of _____, one _____,

one piece of _____ pie, one _____, one _____, and one slice of

_____.

That night he had a stomachache!

The next day was *Sunday* again. The _____ ate through one nice green _____, and after that he felt much better.

Now he wasn't hungry anymore — and he wasn't a _____ anymore.

He was a _____. He built a small house, called a _____,

around himself. He stayed inside for more than two weeks. Then he nibbled a hole in the

_____, pushed his way out and...

He was a beautiful _____.