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## 美感智能閱讀概述

### 一、基本資料

辦理學校	臺中市立龍津高級中等學校
授課教師	吳岱芸
教師主授科目	高中英文科
實際授課班級數	實際授課 2 班
實際教授學生總數	實際教授 62 名學生

### 二、課程概要與目標

課程名稱	Understanding Social Cues 比較高語境及低語境文化		
報紙使用 期數及頁 數	聆聽特刊·第 <u>4</u> 頁	文章標題	聆聽文化裡的不同
課程融入 議題	<input type="checkbox"/> 性別平等教育 <input type="checkbox"/> 原住民族教育 <input type="checkbox"/> 生涯規劃教育 <input checked="" type="checkbox"/> 多元文化教育 <input type="checkbox"/> 閱讀素養教育 <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"/> 科技教育 <input type="checkbox"/> 能源教育 <input type="checkbox"/> 家庭教育 <input type="checkbox"/> 品德教育 <input type="checkbox"/> 生命教育 <input type="checkbox"/> 法治教育 <input type="checkbox"/> 資訊教育 <input type="checkbox"/> 安全教育 <input type="checkbox"/> 防災教育 <input type="checkbox"/> 戶外教育 <input checked="" type="checkbox"/> 國際教育 <input type="checkbox"/> 無特定議題 <input type="checkbox"/> 其他_____		

施作課堂	高三 2 班	施作 總節數	1	教學對象	<input type="checkbox"/> 國民小學__年級 <input type="checkbox"/> 國民中學__年級 <input checked="" type="checkbox"/> 高級中學 3 年級 <input type="checkbox"/> 職業學校__年級
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### 1. 課程活動簡介 ( 300 字左右的整體課程介紹 )

本教案搭配高中英文三民版乙版第五冊第四課 - "Understanding Social Cues" 與安妮新聞聆聽特刊。本課課文主題為「察言觀色 (read the room)」。課文先闡述了察言觀色的定義與重要性，並帶出察言觀色所需的三大核心能力：情境洞察力 (Contextual insight)、同理心與文化敏感度。在教授本課課文時，教師也介紹了日本文化中「讀空氣 ( 空氣を讀む )」的概念，進一步帶出「高語境文化 (High-context culture)」與「低語境文化 (Low-context culture)」的人溝通方式的不同。因此，搭配了安妮新聞聆聽特刊中的「聆聽文化裡的不同」，讓高三生能閱讀一些不同文化溝通習慣的例子，結合英文寫作練習，練習以英文發表自己的看法，並練習以第四課句型(S + V + in case + S + V)作結。

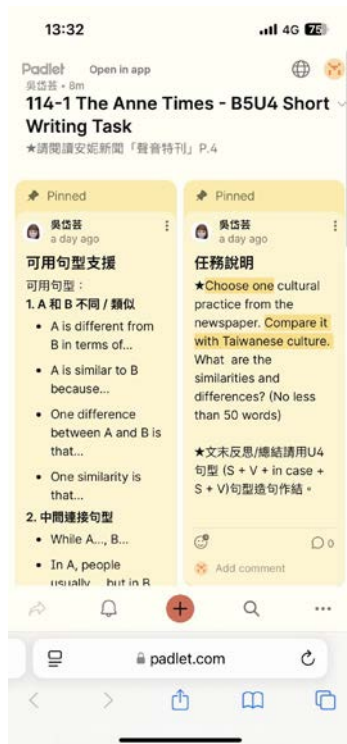
### 2. 課程目標

1. 學生能理解高語境文化與低語境文化國家的人溝通風格的異同。
2. 學生能比較國內外文化的異同，並進一步了解其緣由。
3. 學生能練習以英文闡述自己的看法。
4. 學生能練習使用本課句型 (S + V + in case + S + V)。

### 三、執行內容與反思

#### 1. 課程實施照片與成果 ( 請提供 5-8 張 · 如有學生學習回饋可附上。 )

##### (1) 課程任務說明



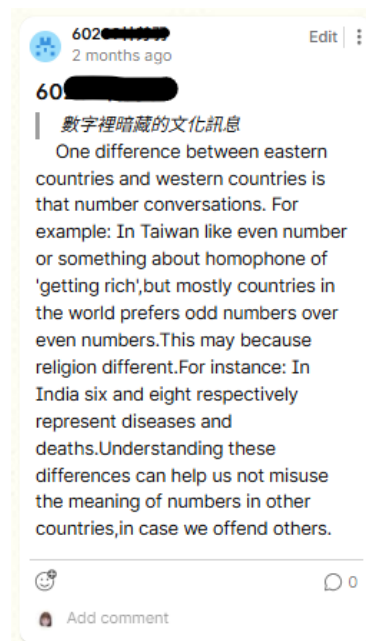
##### (2) 學生閱讀報紙



(3) 學生閱讀報紙，並以手機上傳寫作任務



(4) 學生作品摘錄- (比較台灣與義大利的溝通方式)      (5) 學生作品摘錄- (比較數字文化)



## (6) 學生將答案上傳 Padlet

114-1 The Anne Times - BSU4 Short Writing Task

★請閱讀安妮新聞「雙自特刊」P.4

**可用句型支援**

1. A 和 B 不同 / 類似

- A is different from B in terms of...
- A is similar to B because...
- One difference between A and B is that...
- One similarity is that...

2. 中間連接句型

- While A..., B...
- In A, people usually..., but in B, they...
- Compared to A, B tends to...

3. 比較程度 + 習慣 + 溝通方式

- People in A tend to..., more than those in B.
- A is generally more... than B.
- B is less likely to... compared to A.
- Unlike in A, people in B prefer to...

4. 表達原因與文化差異

- This may be because...
- One possible reason is that...
- Historically, A..., whereas B...
- This difference might come from...

602: In Taiwan cultural, the number 666 usually means you got surprised by something or somebody complete some insane things. But compared with other countries or cultural, 666 often mean devil's numbers or something unlucky. So we need to remember this in case one day we said 666 to people from other countries.

602: Japanese people often speak in a very indirect way. I think it is hard to know if they want to say yes or no. In Taiwan, people usually more direct, and I think this is easy for communication. With close friends and family, can be honest is better. But we should speak politely to strangers in case they feel uncomfortable.

60: People in France tend to speak up for themselves more than people in Taiwan, and one difference is that the French often go on strike to fight for their rights. One the other hand, compared to Taiwan, France is less open to change, so people there prefer speaking French and may not respond to English. This may be because Taiwan values English education, and English is seen as a necessary skill. As a result, people in Taiwan often use English in different situations, but in France this might seem unusual. Understanding these differences can help us avoid problems in case we face different ways of communication.

602: Icelanders, compared to Taiwan, are less inclined to engage in exchanges. If you want to chat with Icelanders, you can try starting with a topic about the weather in care avoid offending them.

I think the culture of Taiwan is similar to Japan, because we are all used to obscure expressions, think of direct expressions is impolite. So in Taiwan or Japan should use a less direct expression in case offend others.

Taiwan is different from Iceland in terms of whether like chat with stranger. In Taiwan, people usually warm-hearted chat with stranger, such as guide the way, but in Iceland they dislike chat with stranger. Weather is a few topic didn't offend. We need understand their culture in case offend them.

In contrast to the art of speaking in Italy, where the entire body, including facial expressions, changes in tone, and gestures is considered essential for effective communication, Taiwanese people only need to move their mouths, and too much physical movement is often seen as strange. It's best to maintain a more reserved physical demeanor in Taiwan, in case one's actions are perceived as strange.

Japan is different from Taiwan is Japanese people place great importance on etiquette, while Taiwanese people do not. To demonstrate consideration for the other person's feelings. I think Taiwanese can be this one better, because Taiwanese have many B+V speak louder and have many bad languages. Taiwanese people should mind their speaking in case they offend the wrong person.

Japan is different from Taiwan is the polite way Japanese people speak. Japanese people are different from Taiwanese people in terms of how they refuse others. One difference is that Japanese people do not say "no" directly. Instead, they use soft and polite words because they care about others' feelings. In contrast, Taiwanese people tend to be more direct and usually say "no" more clearly. This difference might come from different cultural values. Japan emphasizes harmony, while Taiwan focuses more on clear

## 2. 課堂流程說明

- (1) 英文閱讀任務- 學生閱讀關於「讀空氣 (空氣を読む)」相關的短文。
- (2) 教師發下安妮新聞聆聽特刊讓學生翻閱，教師介紹「安妮新聞」及本期刊物內容及可呼應涵蓋本課主題的內容，例如溝通的魔法、同理、自我覺察等。
- (3) 教師說明本節任務 - 在第四頁「聆聽文化裡的不同」中選其中一篇內容，並比較文中提及的文化與台灣文化的異同，並以本課句型作結，完成後上傳至 Padlet。教師亦有提供相關句型可供學生參考運用。

## 3. 教學觀察與反思 ( 遇到的問題與對策、未來的教學規劃等等，可作為課程推廣之參考。 )

- (1) 未來若時間充足，希望在任務之後讓學生上台進行發表，或組間討論分享，以深化課程。
- (2) 學生對於漂亮的刊物，會增加閱讀的意願。