



「全國高級中等學校英語文思辨教學教案徵選比賽」教案設計表（示例）

單元名稱	The Price of Captivity	設計者	陳育萱老師
教材來源	翰林高中英文第三冊第七課	教學時間	15 分鐘
教學年段	技高二年級第一學期	難易度	初階
教學內容	<input checked="" type="checkbox"/> 解構論點 (Issue + ARE) <input type="checkbox"/> 鑑別假設 (Assumption) <input type="checkbox"/> 判讀證據 (Evidence) <input type="checkbox"/> 檢視意涵 (Meaning of Word) <input type="checkbox"/> 偵測謬誤 (Fallacy) <input type="checkbox"/> 偵測疏漏 (Missing Information) <input type="checkbox"/> 其他 (Others): _____		
教學目標	<ul style="list-style-type: none"> ● 學生能理解課文中探討的議題 (Issue)。 ● 學生能理解作者對議題持有的論點 (Argument) 及立場 (Stance)。 ● 學生能閱讀課文摘要後，分析論點的組成元素以及架構。 ● 學生能辨認論點 (Argument)、理由 (Reason)、論證 (Evidence) 句構中常用的字詞 (如 claim、because、according to 等)。 		
對應「邏輯思考、判斷與創造力」學習表現	<input checked="" type="checkbox"/> 9-V-1 能把多項訊息加以比較、歸類、排序。 <input checked="" type="checkbox"/> 9-V-2 能依據上下文語境釐清不同訊息間的關係。 <input type="checkbox"/> 9-V-3 能依據上下文分辨客觀事實與主觀意見。 <input type="checkbox"/> 9-V-4 能分析、歸納多項訊息的共通點或相異之處。 <input type="checkbox"/> 9-V-5 能將習得的原則類推到新情境中，解決問題。 <input type="checkbox"/> 9-V-6 能綜合現有訊息，預測可能的發展。 <input type="checkbox"/> 9-V-7 能整合資訊，合理規劃並發揮創意完成任務。		
對應技高「思考能力」學習內容	<input checked="" type="checkbox"/> D-V-1 多項訊息的比較、歸類、排序。 <input checked="" type="checkbox"/> D-V-2 不同訊息關係的釐清。 <input type="checkbox"/> D-V-3 藉文字線索，對客觀事實及主觀意見的分辨。 <input type="checkbox"/> D-V-4 多項訊息共通點或相異處的分析及歸納。 <input type="checkbox"/> D-V-5 原則的類推、問題解決之道。 <input type="checkbox"/> D-V-6 依訊息的整合，對情勢發展的預測。 <input type="checkbox"/> D-V-7 資訊的評估，及任務的規劃與完成。		
學習任務	<p>學生能藉由辨識 Signal Words 判斷論點的組成元素分別為何；接著，分析上下文意脈絡後，將論點、理由、論證句子重新排序，還原文章摘要；最後，進行歸納統整，解釋描述何謂論點。</p>		

學習活動	教學步驟
<p> Summary [Cloze Activity]</p> <p>Go through the article again. Identify the issue that the author is arguing about. Then, find out how the author built his/her argument by filling in the following blanks with the given list of sentences.</p> <p>Issue: _____</p> <ul style="list-style-type: none"> ● we should identify with them and open the cages ● some even start harming themselves or going crazy ● the space that animals are given in zoos is very limited ● many zoo animals develop serious mental and physical problems <p>Animals should not be kept in zoos because _____ _____ (<i>reason</i>). The unnatural restrictions of zoos can have severe effects on animals. According to an Oxford University study in 2008, _____ (<i>evidence</i>). They tend to walk around their enclosures constantly. What's worse, _____ (<i>evidence</i>). For many large mammals, like elephants, they are overweight. Though well fed, they cannot walk as far as those in the wild do. As a result, animals in captivity live shorter lives. To sum up, _____ (<i>conclusion</i>). Let them be free.</p> <p> What is an argument? What are the 3 basic elements of the argument?</p> <p>An argument is a point of view that a writer or a speaker wants to persuade people.</p> <p>An argument is a claim (a key point) backed by _____ that are supported by _____. The central point of an argument is stressed in _____.</p>	<ol style="list-style-type: none"> 1. 請學生再次快速瀏覽課文內容，並引導學生思考探討的議題為何，將答案寫下。 2. (1) 請學生先閱讀短文摘要，及方框中的四個句子，並描述作者持有的論點為贊成或反對動物不該關在動物園內。(2) 請學生根據短文中空格後的斜體字 (<i>reason, evidence, conclusion</i>) 分別標記出對應的 signal words，如 <i>because、according to、to sum up</i> 等。(3) 接著，引導學生將方框內對應的句子填入空格中。 3. 請學生進行歸納統整，根據短文的論述脈絡，討論並回答「何謂論點？」以及「組成論點架構的三要素為何？」最後，描述出自己統整後的答案。

Appendix

參考答案（答案僅供參考）

Summary [Cloze Activity]

Go through the article again. Identify the **issue** that the author is arguing about. Then, find out how the author built his/her **argument** by filling in the following blanks with the given list of sentences.

Issue: Should animals be kept in zoos?

- we should identify with them and open the cages
- some even start harming themselves or going crazy
- the space that animals are given in zoos is very limited
- many zoo animals develop serious mental and physical problems

Animals should not be kept in zoos because the space that animals are given in zoos is very limited (*reason*). The unnatural restrictions of zoos can have severe effects on animals. According to an Oxford University study in 2008, many zoo animals develop serious mental and physical problems (*evidence*). They tend to walk around their enclosures constantly. What's worse, some even start harming themselves or going crazy (*evidence*). For many large mammals, like elephants, they are overweight. Though well fed, they cannot walk as far as those in the wild do. As a result, animals in captivity live shorter lives. To sum up, we should identify with them and open the cages (*conclusion*). Let them be free.



What is an argument? What are the 3 basic elements of the argument?

An argument is a point of view that a writer or a speaker wants to persuade people.

An argument is a claim (a key point) backed by reasons that are supported by evidence. The central point of an argument is stressed in conclusion.