

## 【教案名稱】Who Is The Ghost Under The Sea?

科目/領域別	英語文/設計群	課程名稱	英語文
學習/教育階段	第五學習階段(高職)	作者	陳雅貞
單元名稱	Who Is The Ghost Under The Sea?	教學年級	3
教材來源	自編教材	節數	3 節
教學資源/設備需求	筆電、投影機、數位繪圖板		

### 一、課綱轉化：

(一) 新課綱之精神是希望學生在學校課程設計當中，能發展出自主學習的態度以為達成終身學習的目標，對於在校所學知識能靈活應用於真實生活情境當中，以培養出解決問題的能力。本單元透過英語與專業科目的結合，將專業英文融入專業課程設計當中，以 TBLT (Task-based Language Teaching)任務型導向的教學模式來運作，引導學生動手做學英文，使英文成為可以結合專業、傳達訊息的溝通工具。

(二) 總綱核心素養 A 面向「自主行動」「A1 身心素養與自我精進」中，技術型高中教育階段學生須具備「積極探究的態度，並能運用各種學習與溝通策略，主動探索與修習領域相關之課外資訊，擴展學習場域，養成自主學習習慣，為終身學習奠定基礎（英 V-U-A1）」。」為此，本單元「The ghost under the sea」在課程設計之始，先讓學生看一個海龜與塑膠袋的畫面，引導學生自我探索與小組討論30年後海洋世界的景象為何。同時也教導學生利用課堂所學之專業英文詞彙和句型進行溝通與表達。課堂中的分組教學設計為培養學生與其同儕間的互助合作及共學共好的學習模式，一同為教室創造更美好的風景。

(三) 總綱核心素養 B 面向「溝通互動」之「B1 符號運用與溝通表達」中指出，英語文教學須培養學生「具備聽、說、讀、寫的英語文素養，能連結自身經驗，運用詞彙、句型與肢體語言，在生活與職場常見情境中適切溝通表達（英 V-U-B1）」。」為培養學生具備上述能力，本單元將設計課堂之間答與種種關卡，引導學生充分運用課堂所學之專業英文詞彙及句型進行闖關、與組員合作溝通並一同完成學習單。「B2 科技資訊與媒體素養」意在培養學生「具備用英語文加入社群、搜尋所修習領域相關網路資訊的能力，以增進有效溝通的能力。」對此，本課堂提供學生使用手機查詢學習單上所需之相關資訊，以培養學生自學能力。另外，學生進行口語表達之前，學習單上的 language template 之設計作為學生口說的鷹架，希望藉此能降低學生口說的焦慮感，同時也能增強孩子們的自信心。

(四) 總綱核心素養 C 面向「社會參與」「C2人際關係與團隊合作」強調培養學生「積極參與課堂內小組及課外英語文團體活動，發展個人在生活與職場上溝通協調之能力，提升團隊合作素養（英 V-U-C2）」。」本單元每一階段活動設計裡，學生須與小組夥伴合作進行，皆提供機會讓學生培養積極參與事務、與他人有效溝通、與同儕協力合作完成

任務的態度，以培養學生「社會參與」之素養。

## 二、課程設計：

此課程設計本著「動手做，學英文」為初衷，以英文學科知識為本，內容融入海洋教育，結合多媒體動畫科〈繪畫基礎實務〉之專業英文與專業技能應用，希望學生能透過自我的專業為海洋生物發聲，同時也能培養出尊重生命與重視全球永續發展的態度。課程當中，學生會以組別方式進行學習，透過活動的安排培養出團隊合作精神，更經由學習成果的產出，肯定自我的能力，為世界的弱勢族群貢獻己力。

本課程設計規劃安排如下：

1. 小組討論海洋生物面臨之挑戰。
2. 自編教材之故事性文本分析。
3. 自編教材詞彙與句型應用。
4. 小組以海洋教育進行討論與構思仿寫。
5. 仿寫草稿與批閱。
6. 劇本之文字圖像化。
7. 六格漫畫草稿繪製、線稿與上色。
8. 專業英文上台發表心得。

## 三、教學策略：

(一) 合作學習 Collaborative Learning：學習活動以分組合作進行，從 Unscramble the reading、Quick Answer Race 和 Vocabulary Hunting ... 等學習活動，皆鼓勵同學們積極承擔自我學習的責任與團體榮譽的精神，在小組中學習與他人合作、溝通以順利完成課堂中的任務。

(二) 任務導向教學設計：本單元透過主題式的情境設計，規劃不同學習任務，學生充分運用聽、說、讀、寫等技能進行溝通與表達，並進行邏輯思考解決問題。

(三) 多元評量：本課程著重在以小組分工合作的方式，透過學習單的完成、6格漫畫的製作與互評的方式，企以符合學生不同需求。

### 學習目標、核心素養、學習重點(含學習表現與學習內容)對應情形

學習目標	1. 學生能欣賞故事性文本 2. 學生能共同合作完成課中任務，並且以專業英文發表 3. 認識與理解人類生存與發展所面對的環境危機與挑戰 4. 探究海洋科學與永續海洋資源的知海素養	
核心素養	總綱	A1 身心素養與自我精進 B1 符號運用與溝通表達 B2 科技資訊與媒體素養 C2 人際關係與團隊合作

	領(課)綱	<p><b>【英語文】</b></p> <p>(V-U-A1) 積極探究的態度，並能運用各種學習與溝通策略，主動探索與修習領域相關之課外資訊，擴展學習場域，養成自主學習習慣，為終身學習奠定基礎。</p> <p>(V-U-B1) 具備聽、說、讀、寫的英語文素養，能連結自身經驗，運用詞彙、句型與肢體語言，在生活與職場常見情境中適切溝通表達。</p> <p>(V-U-C2) 積極參與課堂內小組團體活動，發展個人在生活與職場上溝通協調之能力，提升團隊合作素養。</p> <p><b>【設計群】</b></p> <p>(U-A3) 具備規劃、實踐與檢討反省的素養，並以創新的態度作為因應新的情境或問題。</p> <p>(U-B2) 具備適當運用科技、資訊與媒體之素養，進行各類媒體識讀與批判，並能反思科技、資訊與媒體倫理的議題。</p> <p>(U-C2) 發展適切的人際互動關係，並展現包容異己、溝通協調及團隊合作的精神與行動。</p>
學習重點	學習表現	<p>3-V-8 能辨識故事的要素，如背景、人物、事件和結局。</p> <p>5-V-10 能讀懂簡易短文或故事，並以簡短的句子述說或寫出主旨或大意。</p> <p>7-V-2 能利用工具書與網路資源，主動了解文本內容。</p> <p>5-V-2 能掌握技術型高級中等學校階段所學字詞及句型，適當地應用於實用情境之溝通。</p> <p>6-V-5 樂於接觸課外的英語文多元素材，如報章雜誌、廣播、網路資訊等。</p>
	學習內容	<p>B-V-4 技術型高級中等學校階段所學字詞及句型的職場溝通。</p> <p>Ae-V-1 歌曲、短文、故事。</p> <p>Ae-V-8 工具書與網路資源。</p>
議題融入	<p>環境教育：環境倫理</p> <p>海洋教育：海洋資源與永續</p>	
其他領域/科目的連結	多媒體動畫科 <繪畫基礎實務>	

#### 各單元學習重點詮釋與轉化

學習單元 Who is the ghost under the sea?	學習表現	5-V-10	能讀懂簡易短文或故事，並以簡短的句子述說或寫出主旨或大意。
		7-V-2	能利用工具書與網路資源，主動了解文本內容。

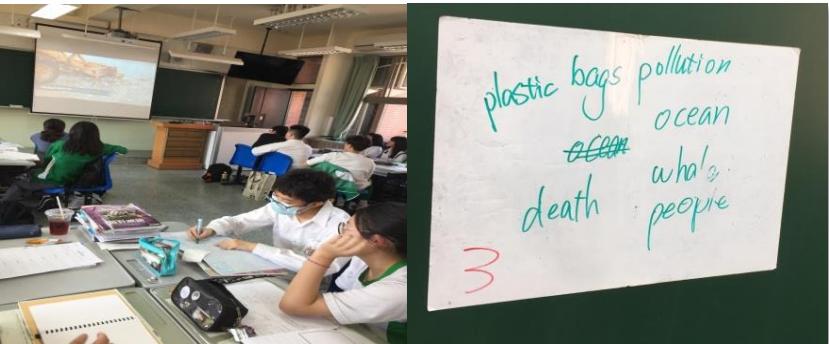
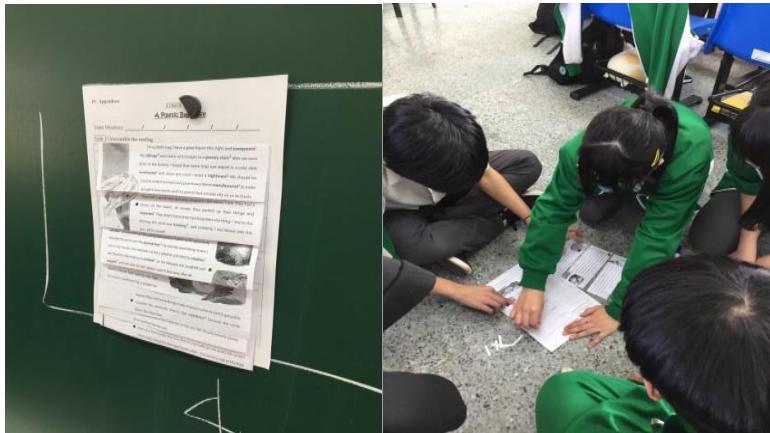
故事性文本之事件 流程圖應用		5-V-2	能掌握技術型高級中等學校階段所學字詞及句型，適當當地應用於實用情境之溝通。
	學習內容	Ac-V-3	技術型高級中等學校階段課程所學之字詞。
		Ae-V-9	短篇故事的內容與情節。
		B-V-11	簡易短文或故事的主旨或大意。
		D-V-1	多項訊息的比較、歸類、排序。
單元： <b>Who is the ghost under the sea ?</b> 故事性文本之賞析 教學活動略案：			評量策略（包含評量方法、過程、標準）

課程說明：

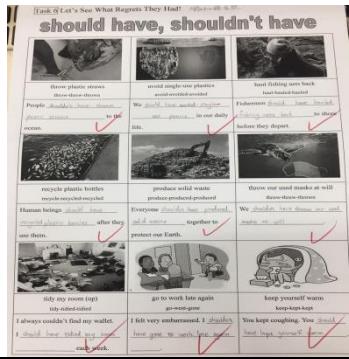
本單元「Who is the ghost under the sea？」為龍騰英文「The plastic bag's life」之延伸閱讀文本，使用自編性教材為上課素材，希望再次引導學生熟悉以第一人稱撰寫之故事性文本。課堂學習內容為引導學生欣賞第一人稱撰寫之故事性文本，並討論其手法之優劣。同時，為培養學生與他人合作以及自學的能力，課堂中多項任務以小組競賽方式進行，各組可以利用智慧型手機完成課堂指派任務，賽制以累計分數為主，獲勝前一二組成員可以獲得加分機會。

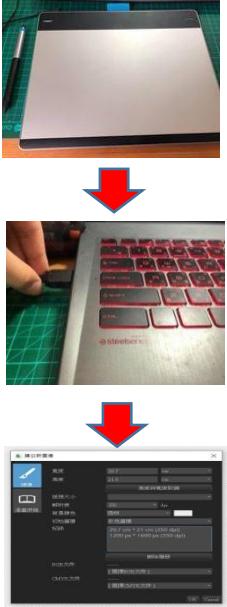
學生學習表現則是要求孩子能夠以第一人稱仿寫故事性文體，融入海洋教育並結合學生本科繪畫基礎專業，使用電繪或手繪方式畫出海底世界受到汙染的相關故事。學生創作之故事以六格漫畫呈現，並應用課堂所學英文產出對話泡泡，希望以此作法替海洋動物發聲，為海洋教育貢獻己力。

節次 Period	教學流程 Teaching Procedure	評量策略 Assessment Strategy
1	<ul style="list-style-type: none"> <li>● Warm up 引起動機 (8 mins)           <ul style="list-style-type: none"> <li>✓ 學生以組方式圍坐，看一張有海龜與塑膠袋並存在海洋的圖片。接著探討30年後，海洋世界會變成怎麼樣的情況？</li> <li>✓ Students in groups look at a picture of a sea turtle and a plastic bag, and discuss what the ocean will look like in 30 years.</li> <li>✓ 小組進行討論，各組皆將他們的答案寫在白板上，並且與大家分享。</li> </ul> </li> </ul>	Ask open-ended questions

	<p>Group discussion takes place, and each group writes down their answers on whiteboard, sharing with the class.</p> 	
● Main idea matching 大意配對 (10 mins)	<ul style="list-style-type: none"> <li>✓ 小組進行段落大意的配對，並且闡述他們答案背後的理由。</li> </ul> <p>After skimming for main ideas of each paragraph, each group matches the main idea given with each paragraph, and justifies their answers.</p> 	Response Cards
● Factual questions discussion 事實性提問(6 mins)	<ul style="list-style-type: none"> <li>✓ 小組針對事實性提問，再回到文本閱讀，尋找細節資訊。</li> </ul> <p>Each group scans for detailed information in the text and answers the factual questions raised in class.</p> <p>Factual questions:</p> <ol style="list-style-type: none"> <li>① What did the fishing net want to do for people?</li> <li>② Who left the fishing net in the ocean?</li> <li>③ How did the fishing net feel after the seal got entangled with it?</li> </ol>	Think-Pair-Share
● Vocabulary teaching 單字教學(14 mins)	<ul style="list-style-type: none"> <li>✓ 小組可以先使用行動裝置查詢文本生字。老師再針對部分單字的使用進行回饋。</li> <li>✓ 小組查完單字，每個人要針對單字造簡單的句子。</li> </ul> <p>Each group is allowed to use smartphone to look up new</p>	

	<p>words in the dictionary. I provide students with feedback on part of word use.</p> <p>Each student needs to make a simple sentence by using each target word.</p> <p>e.g., <b>transparent</b>  <b>Jellyfish is a transparent animal.</b></p> <table border="1"> <thead> <tr> <th>Target Word</th><th>Meaning/Definition</th><th>Simple Sentence</th></tr> </thead> <tbody> <tr> <td>transparent (adj)</td><td>clear and can be seen through</td><td>No material is perfectly transparent.</td></tr> <tr> <td>warehouse (n)</td><td>a large building for storing things before they are sold</td><td>The goods overflowed the warehouse.</td></tr> <tr> <td>have nightmares (n)</td><td>a very upsetting or frightening dream</td><td>My friends are all having the same nightmares last night, so strange!</td></tr> <tr> <td>manufacture (vt)</td><td>make something on a large scale using machinery</td><td>The refrigerator was exploded because it's manufacturer is China.</td></tr> <tr> <td>depart (vi)</td><td>leave</td><td>I'm going to depart this school because I hate everyone.</td></tr> <tr> <td>float (vi)</td><td>to stay on the surface of a liquid and not sink</td><td>I'm floating in the ocean for a while, but I see so sad.</td></tr> <tr> <td>helplessly (adv)</td><td>in the way that is helpless</td><td>When the moment she know her father pass away, she stand there helplessly.</td></tr> <tr> <td>be surrounded by (vt)</td><td>to be everywhere around something</td><td>She was surrounded by dogs yesterday, that is why she cry so hard.</td></tr> <tr> <td>drift (vi)</td><td>moving slowly on the water</td><td>The flight accident let me drift on the ocean right now...</td></tr> <tr> <td>approach (vi) (vt)</td><td>come near or nearer in distance or time</td><td>The stranger is approaching me. I'm so scared.</td></tr> <tr> <td>swallow (vt)</td><td>let something pass down your throat</td><td>The soup is too hot to swallow.</td></tr> </tbody> </table> 	Target Word	Meaning/Definition	Simple Sentence	transparent (adj)	clear and can be seen through	No material is perfectly transparent.	warehouse (n)	a large building for storing things before they are sold	The goods overflowed the warehouse.	have nightmares (n)	a very upsetting or frightening dream	My friends are all having the same nightmares last night, so strange!	manufacture (vt)	make something on a large scale using machinery	The refrigerator was exploded because it's manufacturer is China.	depart (vi)	leave	I'm going to depart this school because I hate everyone.	float (vi)	to stay on the surface of a liquid and not sink	I'm floating in the ocean for a while, but I see so sad.	helplessly (adv)	in the way that is helpless	When the moment she know her father pass away, she stand there helplessly.	be surrounded by (vt)	to be everywhere around something	She was surrounded by dogs yesterday, that is why she cry so hard.	drift (vi)	moving slowly on the water	The flight accident let me drift on the ocean right now...	approach (vi) (vt)	come near or nearer in distance or time	The stranger is approaching me. I'm so scared.	swallow (vt)	let something pass down your throat	The soup is too hot to swallow.	Peer instruction
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● Word choice/ transition 分析用詞與轉折詞 (7 mins)	<ul style="list-style-type: none"> <li>✓ 請小組圈出能夠帶出漁網悲慘遭遇的詞彙。</li> </ul> <p>Have each group circle the words which could best describe the poor life the fishing net suffered.</p> <ul style="list-style-type: none"> <li>✓ 請小組找出能夠連接故事情節的轉折詞。</li> </ul> <p>Have each group find out the transitions which can well connect the story.</p> 																																					
● Wrap up 総合活動 (5 mins)	<ul style="list-style-type: none"> <li>✓ 小組分享他們所找到的詞彙與轉折詞。</li> </ul> <p>Each group presents the word choice and transitions they found in each paragraph.</p>																																					

<p>● Warm-up 課程暖身複習(3 mins)</p> <p>✓ 教師複習學生所學單字。</p> <p>I guide students to review target words in previous class.</p>	
<p>● Conceptual question discussion 概念性提問(5 mins)</p> <p>✓ 小組針對概念性提問進行討論。</p> <p>Each group discusses the conceptual question raised in class.</p> <p>Factual questions:</p> <ol style="list-style-type: none"> <li>① How did the author present this story? And why?</li> <li>② What are the benefits or drawbacks of the way the author presented the story?</li> </ol>	Think-Pair-Share
<p>● Sentence pattern learning 句型學習(12 mins)</p> <p>✓ 小組完成學習單上句型的練習。</p> <p>Each student finishes exercises in the worksheet, after teacher's instruction on sentence pattern “should (not) have + p.p.”</p>	 <p>Peer instruction</p>
<p>2</p> <p>● Parallel writing 仿寫(25 mins)</p> <p>✓ 寫作模板提供給學生作為鷹架，低成就學生可以循模板完成，高成就學生可以自由揮發。學生們均需要採第一人稱以漁具或海洋生物進行仿寫，並且需應用所學句型至英文仿寫作品。</p> <p>A writing template is provided for students. Students follow the template, creating a new story of either ghost gear or a marine animal. Students need to adopt the first-person narrative to do the parallel writing.</p>	<p>❶ I'm _____ (who). I have a great figure: _____ (features). My siblings and I were sent straight to _____ (place) after we were born in _____ (place). We should be used to _____ (function) because we _____ to make people's lives easier.</p> <p>❷ One day, _____ (situation). He/She/They took me to _____ (activity). Later, he/she/they _____ (action) _____ (time). he/she/they _____ (action) and departed. They didn't know they had forgotten one thing-me! In the evening the wind was howling, and suddenly I was _____.</p> <p>❸ Floating _____, I soon realized I wasn't alone. _____ (who) greeted me as if I were its _____ (who). It was like a party. Seals also joined us. _____ (unfortunately/besides/therefore), one of the seals _____ (entangle) with me, and then we became close friends. Where it swam, I went together. Gradually, it became _____ (weaker and weaker/stronger and stronger), and I didn't know how to help it escape from me. We had kept accompanying each other for a few days until one marine security team found us.</p> <p>❹ As soon as we were hauled back to shore, I was torn into pieces and my friend got saved. I heard that _____ would be my next step. Why was my existence such a _____ for my friends? Shouldn't I _____ (manufacture) to bring people convenient life? Who could tell me? .</p> <p>※ Picture source: <a href="https://gurl.cc/KVQ9ib">https://gurl.cc/KVQ9ib</a>.</p>
<p>● Wrap up (5 mins)</p> <p>✓ 老師針對仿寫作品給予適當回饋。</p> <p>I provide students with feedback on their writing.</p>	

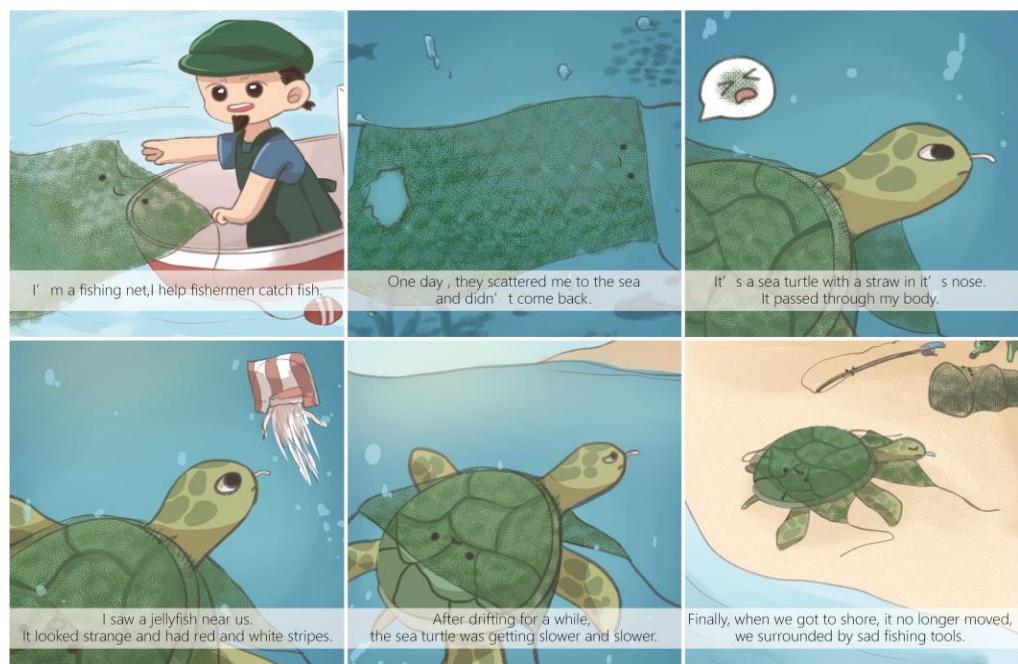
3	<p><b>● Visualization 文字圖像化</b></p> <p>✓ 學生們開始畫製六格漫畫。</p> <p>Students get started to draw 6-cell comic strip</p> <p>→plot design (情節設計)</p> <p>→speech bubble design (泡泡對話框)</p> <p>→draft (草稿/圖)</p> <p>→line draft (線稿)</p> <p>→coloring (上色)</p> <p><b>● Review ESP (English for Specific Purpose) for computer graphics 電腦繪圖專業英文</b></p> <p>✓ 複習電腦繪圖步驟的專業英文。</p> <p>Review vocabulary for the procedure of digital art.</p> <ol style="list-style-type: none"> <li>1. prepare a tablet</li> <li>2. plug into a laptop with a USB cable</li> <li>3. prepare a stylus</li> <li>4. draw a draft</li> <li>5. draw a line draft layer</li> <li>6. start the inking layer</li> <li>7. add a shading layer</li> <li>8. finish the full outline of image</li> <li>9. save file as JPG.</li> </ol>  <p>Use hand signals Response Cards</p> <p><b>● Feedback Time</b></p> <p>✓ 每個學生需使用專業英文錄製完成六格漫畫步驟的影片。錄製完畢後上傳至 google classroom，每個學生必須上去留下至少一句的回饋。下課前，老師就發音與流暢度給予適當的回饋。</p> <p>Each student uses ESP to make a self-recording video when they finish their 6-cell comic strip. Students upload their videos to google classroom, and each student is asked to make a comment on it. I provide students with proper feedback in terms of pronunciation and fluency.</p>
參考資料	<ol style="list-style-type: none"> <li>1. 十二年國民基本教育課程綱要技術型高級中等學校語文領域-英語文。</li> <li>2. 十二年國民基本教育技術型高級中等學校群科課程綱要—設計群。</li> <li>3. 龍騰英文(技術高級中學)B6U1。</li> </ol>

## 教學成果



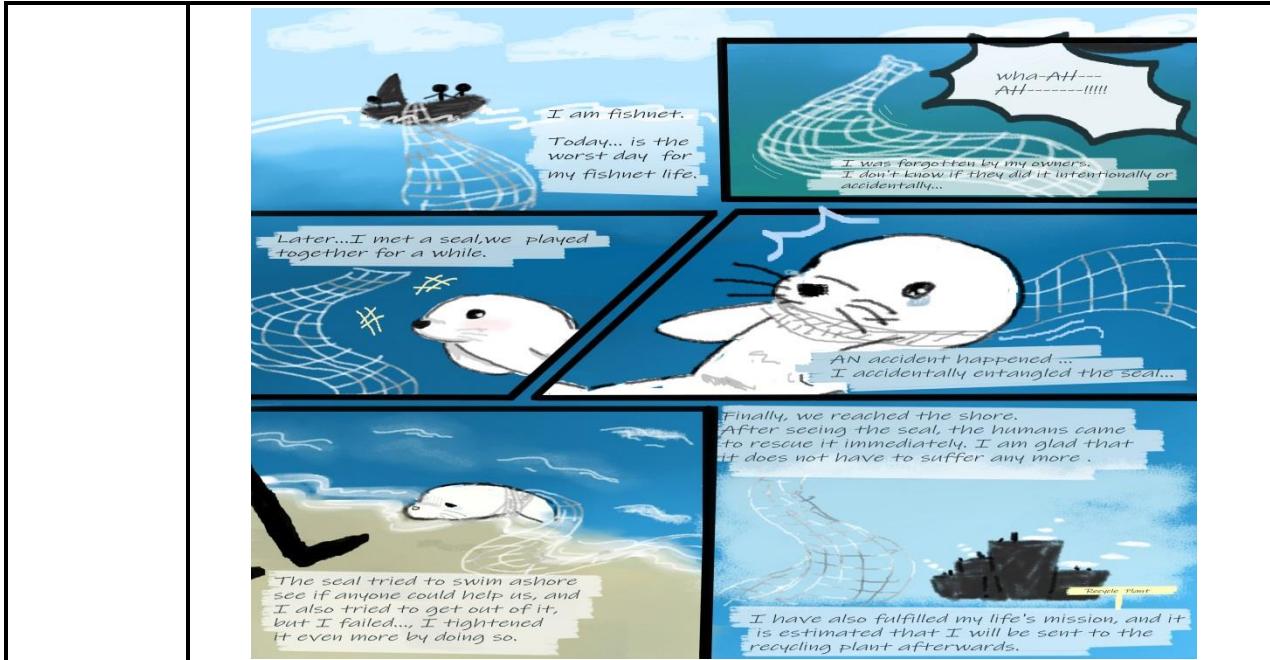
### 照片說明：

紫○同學設定自己為海豹，將人類丟棄至海洋的魚網誤當作是項鍊。之後，不幸被漁網纏住，影響進食，體力逐漸透支。幸好最後被人類搭救，不過回到自己的家，又看到同伴深陷同樣的困境，心想自己與同伴的遭遇是魚網造成的亦或人類？



### 照片說明：

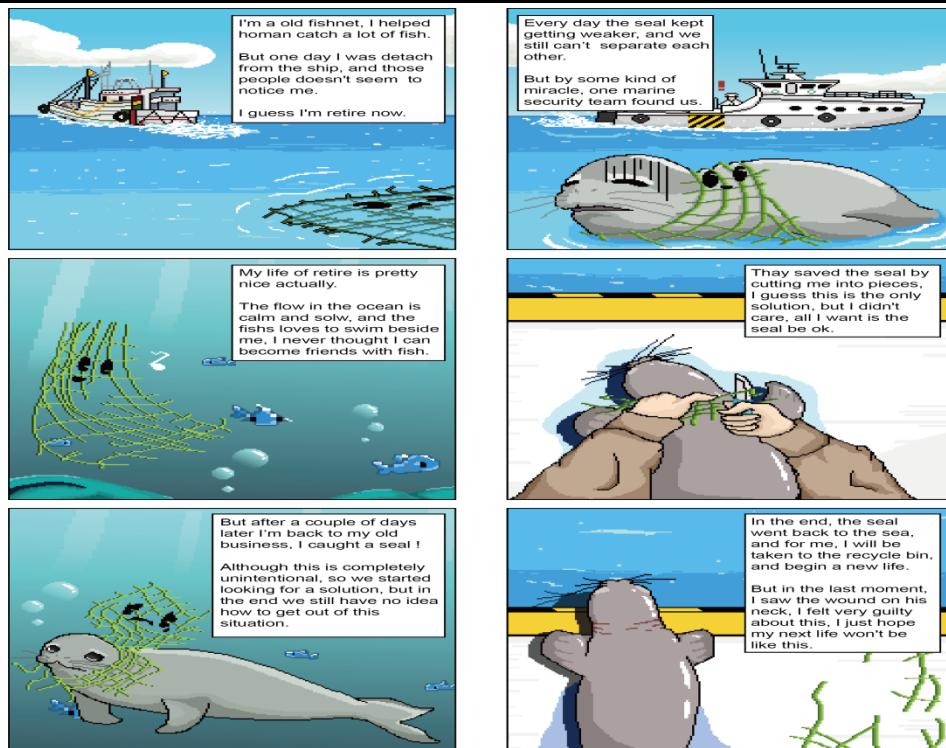
芳○同學將自己比喻成海龜，一連串遇到人類丟棄至海洋的垃圾。先是被吸管插入鼻子，誤闖破洞的漁網，再來是將塑膠袋誤認為水母而誤食，終究體力不支，擱淺至岸上。諷刺的是，周遭依舊佈滿人類隨意丟擲的捕魚工具。



照片說明：

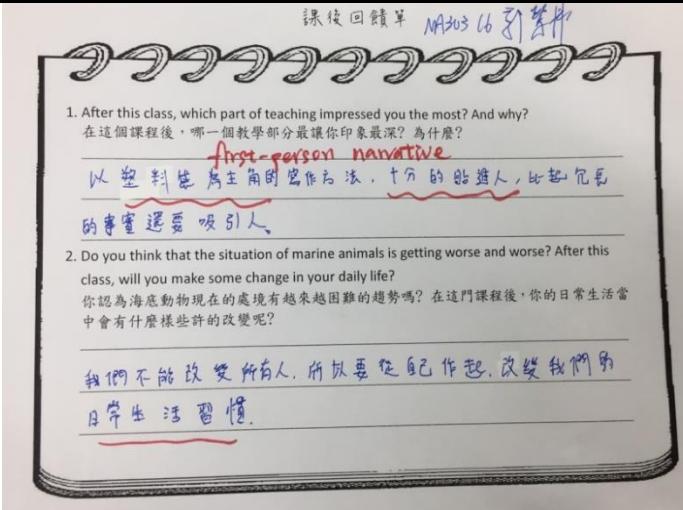
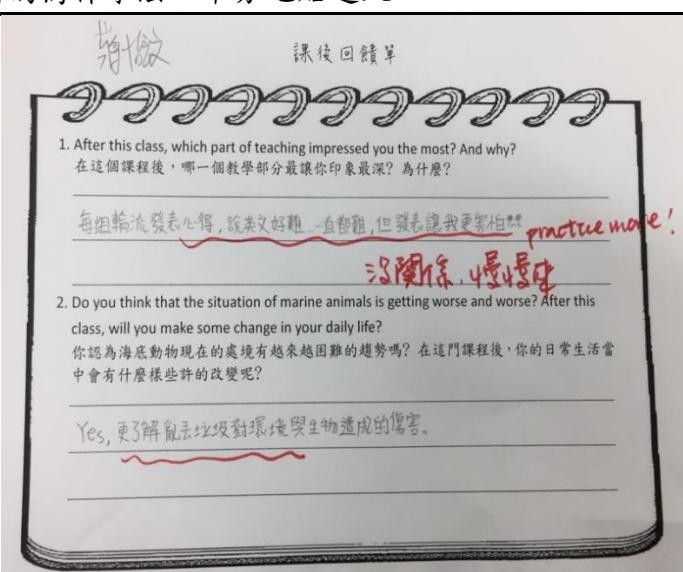
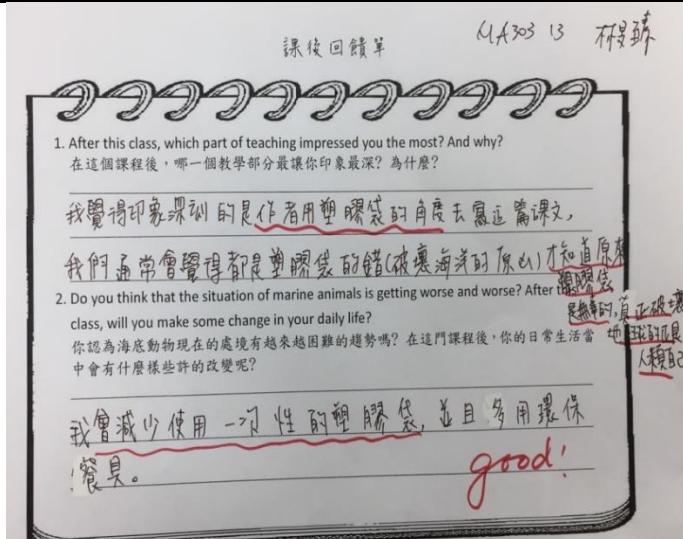
### 教學成果

芷○同學將自己比喻成漁網，被漁船丟棄至海洋中。一隻海豹游了過來玩耍，不料，自己的身體被纏住。後來身上纏繞著魚網的海豹擋淺上岸，被人類搭救，漁網的下場就是到回收場，繼續任人擺布。



照片說明：

零○同學將自己比喻成漁網，被漁船丟棄至海洋中。一隻海豹游阿游，後來自己的身體與漁網纏繞在一起。後來人類搭救海豹，雖然海豹被放回大海，但是看到海豹身上的傷，漁網心裡罪惡感極大。

	
	<p>照片說明：</p> <p>以塑膠為主角的寫作手法，十分地貼近人心。</p>
	
	<p>照片說明：</p> <p>課堂說英文好難，發表更可怕。老師回：沒關係，慢慢來！</p>
	
	<p>照片說明：</p> <p>我認為海洋汙染不是塑膠袋的錯，而是人類的錯！經過這一堂課，我會慢慢減少一次性塑膠用品。</p>

教學省思	<p>1. 本課程採用雙語進行課程，對於少數程度好的同學，有成功引發其學習動機。另外，對於英文程度較為低落者，中文的指令則是可以降低他們的學習焦慮感。</p> <p>2. 此單元課程設計，同學對於 classroom English 的掌握度，尚還有進步的空間。這可以做為下次課程設計時的借鏡，課前訓練可能需要花一點時間幫同學複習一下英文指令。</p> <p>3. 本堂課程有不少活動是需要透過組別來進行的，不免發現有部分組別的團隊合作能力出現一些狀況。幸好，老師即早發現，了解彼此之間的問題，溝通過後，小組成員的和諧度進步許多。</p> <p>4. 此次課程設計有仿寫活動，這是大部分同學最為害怕也不想做的事情。因為老師提供 language template 來提供部分程度低的孩子；至於程度高的孩子，他們是可以允許更多空間自由創作。</p> <p>5. 看完孩子們的仿寫作品之後，發覺學生在拼字方面還需多加強，語法因為有提示詞的關係，問題尚還可以。</p> <p>6. 大部分同學對於海洋教育並不陌生，也因為此次課程的關係，讓部分同學更能學會換位思考，感同身受海洋動物無奈的命運，繼而養成同理他人的態度。同時，此次學生的學習表現是需要結合自己的專業繪畫能力，因此他們更顯得有興趣去完成與創作，這是我在設計課程前始料未及之事。</p>
附錄	<p>附錄1: 學習單--Who is the ghost under the sea?</p> <p>附錄2: 學習單--Be my English teacher</p> <p>附錄3: 學習單--Be a storyteller.</p> <p>附錄4: 課後回饋單</p>

## 附錄一

### Who is the ghost under the sea? (Handout)

#### Analyze the Text

Please check (V) the criteria that are met in this reading, and write down your analysis or show the evidence from this reading.

Hook the Reader	
<input type="checkbox"/> Start from a saying or a proverb <input type="checkbox"/> Adopt first-person narrative to tell the plastic bag's life	
Tell the Story	  <input checked="" type="checkbox"/> Story sequence (beginning-middle-end) <input checked="" type="checkbox"/> Word choice Did the author adopt some words to describe the poor life the plastic bag had? <input checked="" type="checkbox"/> Transitions 
Conclude with Meaning	 <input type="checkbox"/> bring a nice ending to this story <input type="checkbox"/> provide a moral or an insight

附錄二

Be My English Teacher

Group A &B

Target Word	Meaning/Definition	Simple Sentence
transparent	can see through	Jellyfish is a <b>transparent</b> animal.
warehouse		
nightmare		
manufacture		
depart		
float		
helplessly		
surround		
drift		
approach		
swallow		

### 附錄三

## Be a Storyteller!

Please read the following statements about one seal which got hurt by ghost gear people discard in the ocean. Then, create a story for discarded ghost gear in **first-person narrative** and design a six-cell comic strip. (6 格漫畫) Language template is provided as follows.

### Seals entangled with fishing nets

Ghost gear is the name given to lost or discarded fishing gear. Fishing nets and other man-made equipment can entangle and kill whales, dolphins, turtles, seals and other sea animals.

When the volume of ghost gear in our oceans increases, the volume of microplastics will increase. Our marine friends might be poisoned with these microplastics.

Each year,  
**640,000 tons**  
of lost and  
abandoned  
fishing equipment  
threatens sea life.



discarded (adj) 被丟棄的  
gear n[U] 裝備  
equipment n[U] 設備; 器材  
entangle (vt.) 纏住, 套住  
volume n[U/C] 容積; 體積  
microplastic n (plural) 微塑膠  
marine (adj) 海洋的  
poison (vt.) 中毒

① I'm \_\_\_\_\_ (who). I have a great figure: \_\_\_\_\_ (features). My siblings and I were sent straight to \_\_\_\_\_ (place) after we were born in \_\_\_\_\_ (place). We should be used to \_\_\_\_\_ (function) because we \_\_\_\_\_ to make people's lives easier.

② One day, \_\_\_\_\_ (situation). He/She/ They took me to \_\_\_\_\_. He/She/ They had a great time \_\_\_\_\_ (activity). Later, he/she/they \_\_\_\_\_ (action). \_\_\_\_\_ (time), he/she/they \_\_\_\_\_ (action) and departed. They didn't know they had forgotten one thing--me! In the evening the wind was howling, and suddenly I was \_\_\_\_\_.

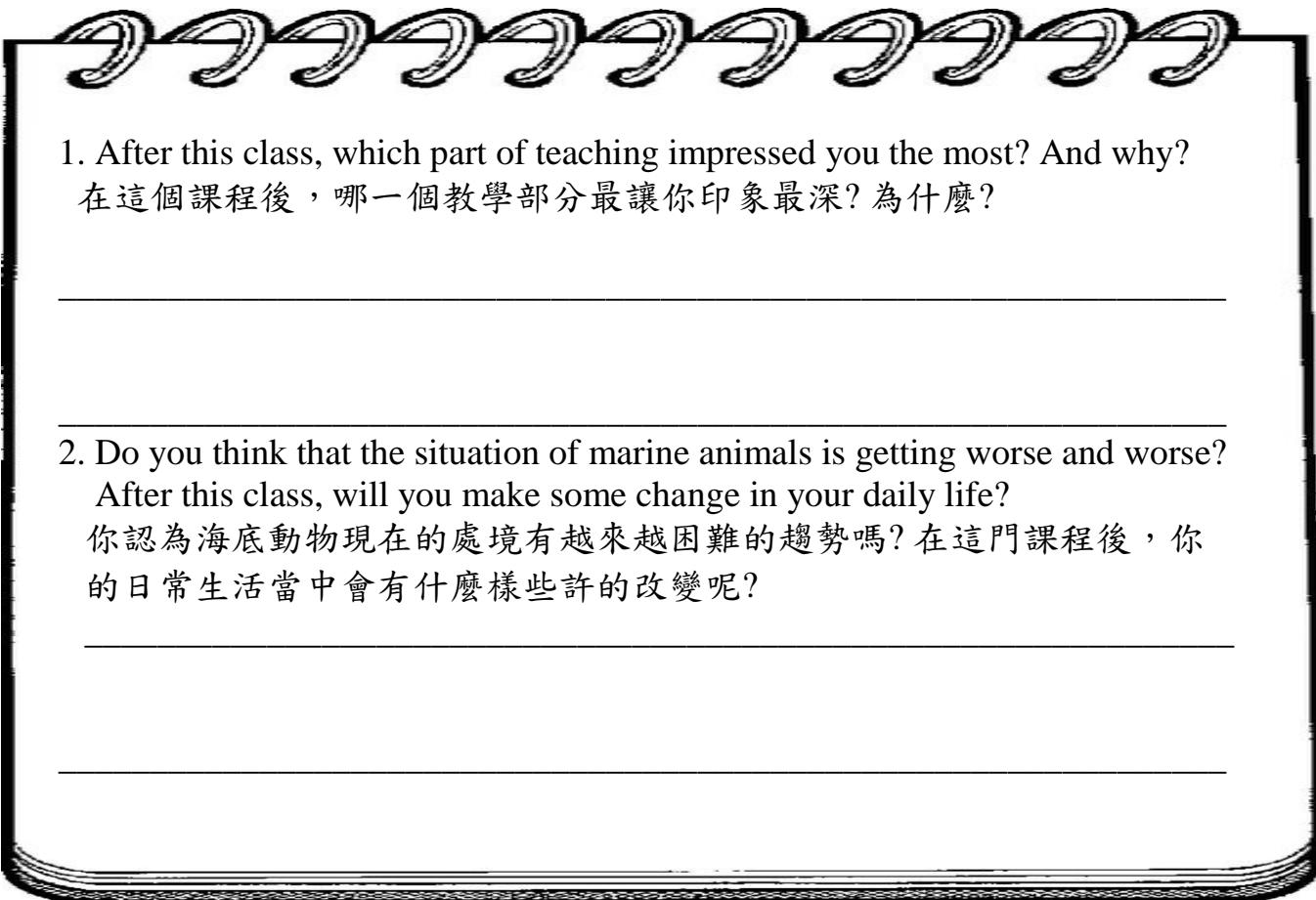
③ Floating \_\_\_\_\_, I soon realized I wasn't alone. \_\_\_\_\_ (who) greeted me as if I were its \_\_\_\_\_ (who). It was like a party. Seals also joined us; \_\_\_\_\_ (unfortunately/ besides/ therefore), one of the seals \_\_\_\_\_ (entangle) with me, and then we became close friends. Where it swam, I went together. Gradually, it became \_\_\_\_\_ (weaker and weaker/ stronger and stronger), and I didn't know how to help it escape from me. We had kept accompanying each other for a few days until one marine security team found us.

④ As soon as we were hauled back to shore, I was torn into piece and my friend got saved. I heard that \_\_\_\_\_ would be my next step. Why was my existence such a \_\_\_\_\_ for my friends? Shouldn't I \_\_\_\_\_ (manufacture) to bring people convenient life? Who could tell me?

\* Picture source: <https://reurl.cc/kVQ5kb>

## 附錄四

### 課後回饋單



1. After this class, which part of teaching impressed you the most? And why?  
在這個課程後，哪一個教學部分最讓你印象最深？為什麼？

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2. Do you think that the situation of marine animals is getting worse and worse?  
After this class, will you make some change in your daily life?  
你認為海底動物現在的處境有越來越困難的趨勢嗎？在這門課程後，你的日常生活當中會有什麼樣些許的改變呢？

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