龍騰2014 *Book4L1 Handout 4篇章分析* (請於上課前完成90%，每題目只有1-2分鐘，為小組討論與練習念的時間，其他為全班開放式討論、各組互評或蝸牛區搶答時間)。最後3分鐘為教師歸納統整時間。

*總得分(互評區另計)*

專注: 討論:

提問: 解惑:

自己的名字: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 組別(1~12)是 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(自己統計) (老師統計)

**自學**分數: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **蝸牛搶分區**分數: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

***自學、共學區(根據課本與提供的資料，思考出最合理的答案~)***

\*\*\* (待會兒報告互評時間)被抽到報告的組別，只要成功上台報告，直接拿10分到30分，老師追問的問題，若是其他組可以補答，在蝸牛區每次得5分。

**課文脈絡分析**

|  |  |  |
| --- | --- | --- |
| 結構 | 大意／主題句 | 寫作技巧／手法 |
| Paragraph 1 | Indicate the author’s job at the McDonald’s and how he enjoyed his work.  點出作者在麥當勞的工作內容，以及他多麼熱愛這份工作。 | 此段刻意強調作者對此工作的熱愛，替後續段落作者天人交戰、內心掙扎的心情留伏筆。 |
| Paragraph 2 | Explain the drawbacks of doing this job.  此段語氣一轉，點出這份工作有時候也讓作者情緒上感到疲憊。 | 此段運用\_\_\_\_\_\_\_\_\_\_\_法，講述這份工作令人疲憊的一面。種種約束包括\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_等等，讓作者身心俱疲。 |
| Paragraph 3 | Introduce another character in the story ― Billy, a boy with a serious disease.  此段出場的是故事中的另一個要角――小男孩Billy，年約六歲，全身(以下用英文寫出)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_。 | 經過第一段和第二段的正反兩面鋪陳之後，好戲到了第三段這邊才算真正上場。小男孩Billy的病況令人同情、惹人憐愛，作者到底能不能拒絕他？ |
| Paragraph 4 | Point out the emotional conflict experienced by the author ― he wanted to hug Billy, but he might \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  此段的主題句是全文的關鍵，它點出了作者內心的掙扎與矛盾，是什麼? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 第四段寫出作者內心的掙扎，可說是全文的關鍵。雖然作者利用畫圖來轉移Billy的注意力，但這招沒有成功，Billy充滿希望的眼神，讓作者左右為難。他熱愛他的工作，但是又不願意拒絕小男孩的請求。 |
| Paragraph 5 | Describe how after s\_\_\_\_\_\_\_\_\_\_\_\_g with this decision, the author decided to(英文) \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_\_ by hugging the little boy.  經過一番掙扎，作者決定打破規定。 | 第五段是故事的高潮，也呼應了本課標題(英文)­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_作者決定拋下束縛、擁抱Billy，他緊緊地抱住Billy、聽他訴說心裡的恐懼。 |
| Paragraph 6 | Illustrate how the author’s decision changed the little boy’s life.  雖然Billy終究敵不過病魔，他的生命卻已圓滿，因為\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (寫英文，從Billy跟媽媽說的英文句子)。 | 故事到此接近尾聲，Billy也過世了，但是作者的犧牲成就了小男孩生命盡頭的心願，一切都值得。全文用小男孩Billy最天真無邪的話來做總結，富有故事張力和感染力。 |

互評題 1 讀出全段 + 圈出本課pg.15,17的句型，加上有3個錯誤或疏漏為**蝸**，請直接在文章挑錯劃記並更正。

【第二段】

I loved {what I was doing}, but the job could also be emotionally

S V O/名詞子句/what表事物 S V/進行式 Adv/修飾the job

draining sometimes. I was advised not to go anywhere (on my own)

S V SC/指主詞“I” 片語/修飾go

{while I was on duty (in the hospital)}, {because (in my costume) I might

副詞子句/“當…時候” 片語/修飾on duty 副詞子句/“因為” 片語/in表“穿著” S

surprise or scare little kids}. Besides, a rule required {that I not touch the

V O S V O/名詞子句/省略???

kids [since I might give them my germs]}. I didn’t like this restriction

形容詞子句/“因為” S V O

{because I often wanted to hold their hands or hug them}, but I could be

副詞子句/“因為” S V/被動

fired (for violating the rule).

片語/說明could be fired的原因

互評題 2 讀出全段 + 圈出本課pg.15,17的句型，加上有 3個錯誤或疏漏為**蝸**，請直接在文章挑錯劃記並更正。

【第四段】

　 I really wanted to hug him, but a voice (in my head) said {I

S V O S 片語/修飾a voice V O/省略that

couldn’t—I’d lose my job}. I told Billy {that I wasn’t able to \_???\_\_} and

dash之後內容為??? S V IO DO/名詞子句

suggested {that we color a picture}. {As soon as we completed a very

V O/名詞子句 副詞子句/“一…就…”

lovely one}, he asked me again to hold him. I looked into his hopeful

S V O OC S V O

eyes, and didn’t know how to say no. I loved my job and didn’t want to

V O S V O V

lose it. But deep down, I knew {that I would regret it [if I turned down his

O/不定詞 Adv S V O/名詞子句 副詞子句/“if 為…是否”

request]}