

彰化縣113學年度草湖國民中學校長及教師公開授課活動
教學活動設計單

領域/科目	英語		教學者	劉明達
實施年級	八年級		教學時間	<u>1</u> 節課 <u>45</u> 分鐘
單元名稱	I Have A Cold.			
設計理念	素養導向，融入日常生活實用英文。			
學習重點	學習表現	1.Vocabulary Learning about getting a cold (Symptoms and Treatment) 2.Sentence patterns to describe one's symptoms. (e.g. I have a fever.) 3.Basic treatment to deal with a cold. (e.g. take medicine, see a doctor) 4.Enforcement the vocabulary through a game.	核心素養	A 自主行動 <input type="checkbox"/> A1 身心素質與自我精進 <input checked="" type="checkbox"/> A2 系統思考與解決問題 <input type="checkbox"/> A3 規劃執行與創新應變 B 溝通互動 <input checked="" type="checkbox"/> B1 符號運用與溝通表達 <input type="checkbox"/> B2 科技資訊與媒體素養 <input type="checkbox"/> B3 藝術涵養與美感素養 C 社會參與 <input type="checkbox"/> C1 道德實踐與公民意識 <input checked="" type="checkbox"/> C2 人際關係與團隊合作 <input type="checkbox"/> C3 多元文化與國際理解
	學習內容	1.Vocabulary about getting a cold. 2.Symptom Description. 3.Basic treatment. 4.Vocabulary review.		
議題融入	No.			
教材來源	Internt, textbook			
教學設備/資源	Notebook, projector.			
學習目標	1.Vocabulary learning about getting a cold. 2.Basic treatment about recovering from a cold.			

	3.Vocabulary review through a game.	
教學活動設計		
教學活動內容及實施方式	時間	備註
1.Introduction about the experience of getting a cold. (e.g. “Have you ever had a cold?”)	5 min	Warm up.
2. Vocabulary teaching: cold/ fever/ cough/ sore throat/ runny nose /headache /medicine /rest /see a doctor /drink water	10 min	Vocabulary
3. Game Time: Vocabulary enforcement through symptom imitating.	10 min	Game : Symptom Charades 1.4 teams ° 2.Every team has one imitator to do the performance about the symptom he/she picked. 3.Get it right and change another teammate to do the imitation by turns. 4.The team to finish all the vocabulary first wins the game.
4.Sentence Patterns : (1) I have a _____. (Patient) (2) You should _____. (Doctor)	5 min	Role Play
5.Play CD about the content of the textbook and ask questions about it.	10 min	Listening and reading practice.
6.Review what we learned today.	5 min	
參考資料：Textbook, Internet		

**彰化縣113學年度草湖國民中學校長及教師公開授課活動
授課教師自評表**

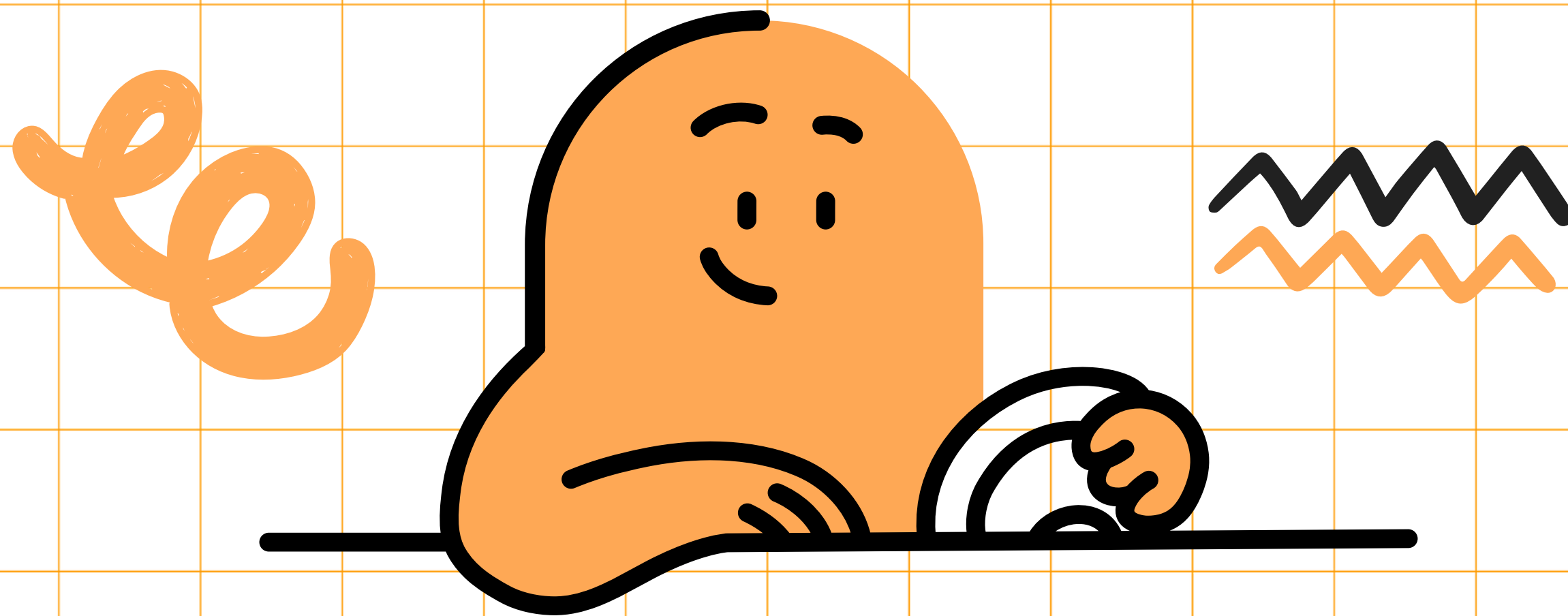
觀課教師	邱惠雯	觀課日期	113 年 9 月 20 日
授課教師	劉明達	教學年/班	801
教學領域 教學單元	英語科 康軒版第三冊第二課 Have A Cold.		
實際教學 內容簡述	教學活動	學生表現	
	1.Vocabulary Learning about getting a cold (Symptoms and Treatment) 2.Sentence patterns to describe one's symptoms. (e.g. I have a fever.) 3.Basic treatment to deal with a cold. (e.g. take medicine, see a doctor) 4.Enforcement the vocabulary through a game.	1.Students can get involved in the teaching and learning activity. 2.Students can help each other to achieve the goals. 3.Students can remember the vocabulary from the game.	
學習目標 達成情形	1. Vocabulary learning achieved. 2. Team work through the symptom charades is effective. 3. Content from the textbook can be understood.		
自我省思	1. Game time can be lengthened for students want to play more. 2. Besides the basic vocabulary about getting a cold, some funny symptoms can be added as an extra activity. 3. More questions can be asked and learned next class as an extension learning.		
同儕回饋 後心得	1. Thank Caroline for lesson plan designing and practicing. 2. More games should be better.		

彰化縣 113 學年度草湖國民中學校長及教師公開授課活動

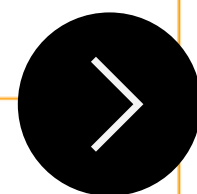
觀課紀錄表

授課教師：劉明達		任教年級：801	任教領域/科目：英語科		
教學單元：L 2 Have A Cold		教學節次：共 1 節，	本次教學為第 1 節		
觀察日期：113 年 9 月 20 日		回饋人員：邱惠雯			
層面	指標與檢核重點	事實摘要敘述 (含教師教學行為、學生學習表現、師生互動與學生同儕互動之情形)	評量 (請勾選)		
			優 良	滿 意	待 成 長
A 課 程 設 計 與 教 學	A-2 掌握教材內容，實施教學活動，促進學生學習。		v		
	A-2-1 有效連結學生的新舊知能或生活經驗，引發與維持學生學習動機。	(請文字敘述，至少條列三項具體事實摘要) 1.Students can get involved in the class. 2.Teacher can get in control the time and the activities. 3.The atmosphere of teaching and learning was good.			
	A-2-2 清晰呈現教材內容，協助學生習得重要概念、原則或技能。				
	A-2-3 提供適當的練習或活動，以理解或熟練學習內容。				
	A-2-4 完成每個學習活動後，適時歸納或總結學習重點。				
	A-3 運用適切教學策略與溝通技巧，幫助學生學習。		v		
	A-3-1 運用適切的教學方法，引導學生思考、討論或實作。	(請文字敘述，至少條列二項具體事實摘要) 1.Teacher's instructions were clear. 2.Students could response to what the teacher taught. 3.Students could follow the teaching.			
	A-3-2 教學活動中融入學習策略的指導。				
	A-3-3 運用口語、非口語、教室走動等溝通技巧，幫助學生學習。				
	A-4 運用多元評量方式評估學生能力，提供學習回饋並調整教學。		v		
	A-4-1 運用多元評量方式，評估學生學習成效。	(請文字敘述，至少條列三項具體事實摘要) 1.Every student could participate the activity. 2.Every student got the chance to do the practice. 3.Funny game enforced the vocabulary learning.			
	A-4-2 分析評量結果，適時提供學生適切的學習回饋。				
	A-4-3 根據評量結果，調整教學。				
	A-4-4 運用評量結果，規劃實施充實或補強性課程。(選用)				

層面	指標與檢核重點	教師表現事實 摘要敘述	評量（請勾選）		
			優良	滿意	待成長
B 班 級 經 營 與 輔 導	B-1 建立課堂規範，並適切回應學生的行為表現。		v		
	B-1-1 建立有助於學生學習的課堂規範。	（請文字敘述，至少條列一項具體事實摘要） 1.Students could follow the teachers’s instructions. 2. Every student got the chance to learn and practice.			
	B-1-2 適切引導或回應學生的行為表現。				
	B-2 安排學習情境，促進師生互動。				
	B-2-1 安排適切的教學環境與設施，促進師生互動與學生學習。	（請文字敘述，至少條列一項具體事實摘要） 1. Teacher could give clear instructions for students to do the practice. 2. The atmosphere between teacher and students were good.			
	B-2-2 營造溫暖的學習氣氛，促進師生之間的合作關係。				



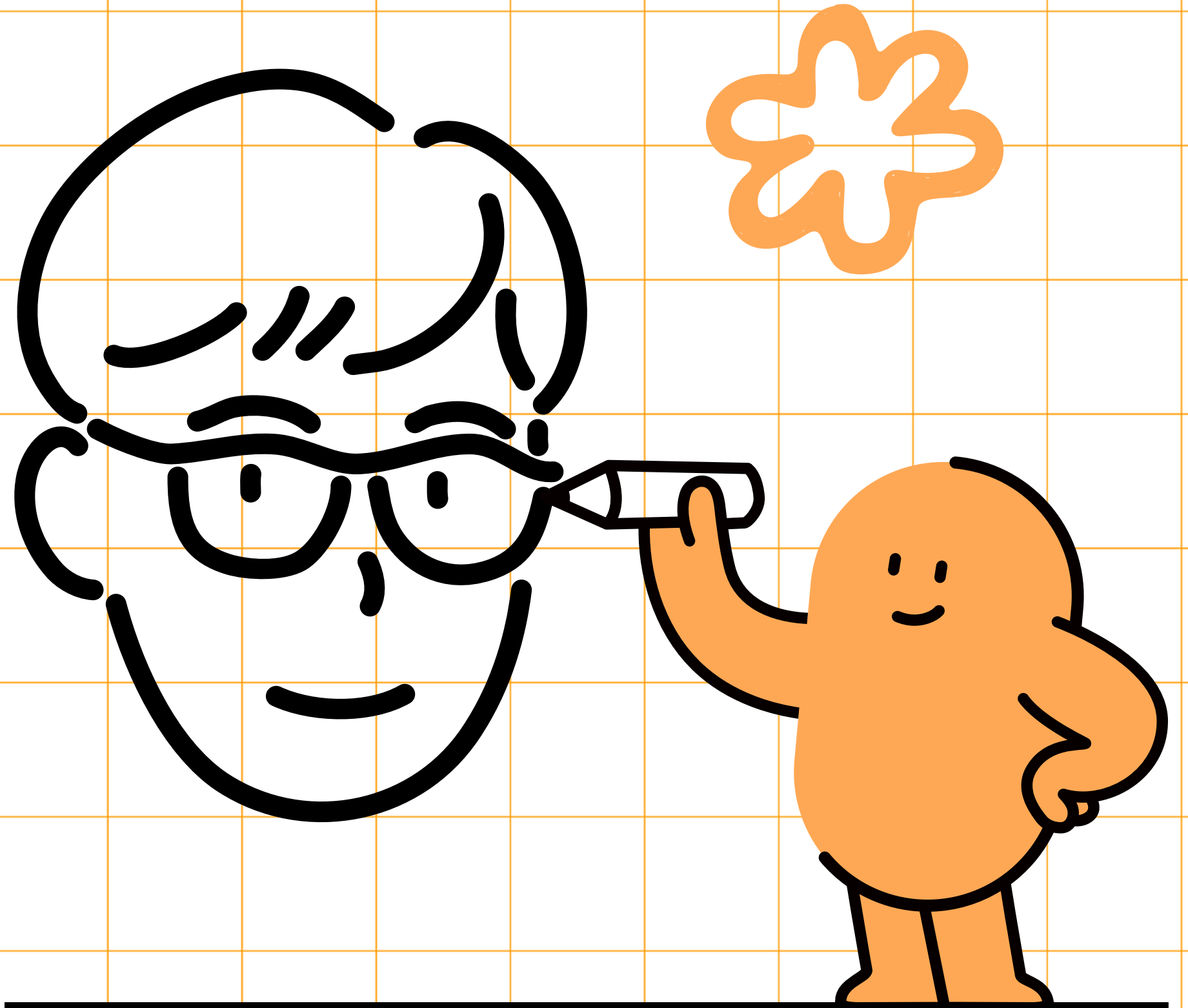
LESSON 2 - HAVE A COLD.

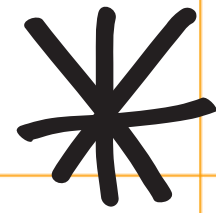




VOCABULARY

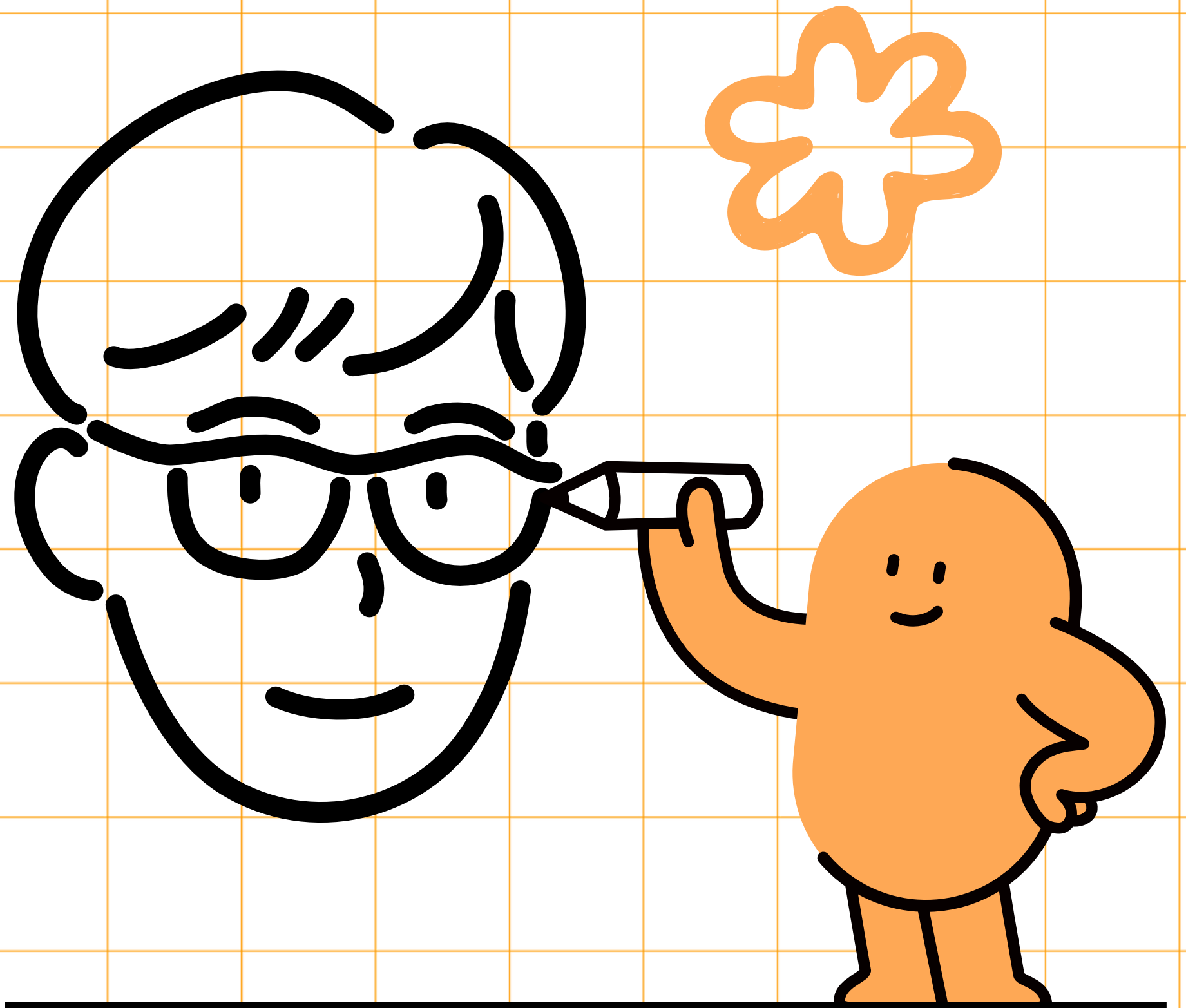
1. **cold** 感冒
2. **fever** 發燒
3. **cough** 咳嗽
4. **sore throat** 喉嚨痛
5. **runny nose**





VOCABULARY

- 6. headache 頭痛
- 7. medicine 藥
- 8. rest 休息
- 9. see a doctor 看醫生
- 10. drink water 喝水



* SENTENCE PATTERNS

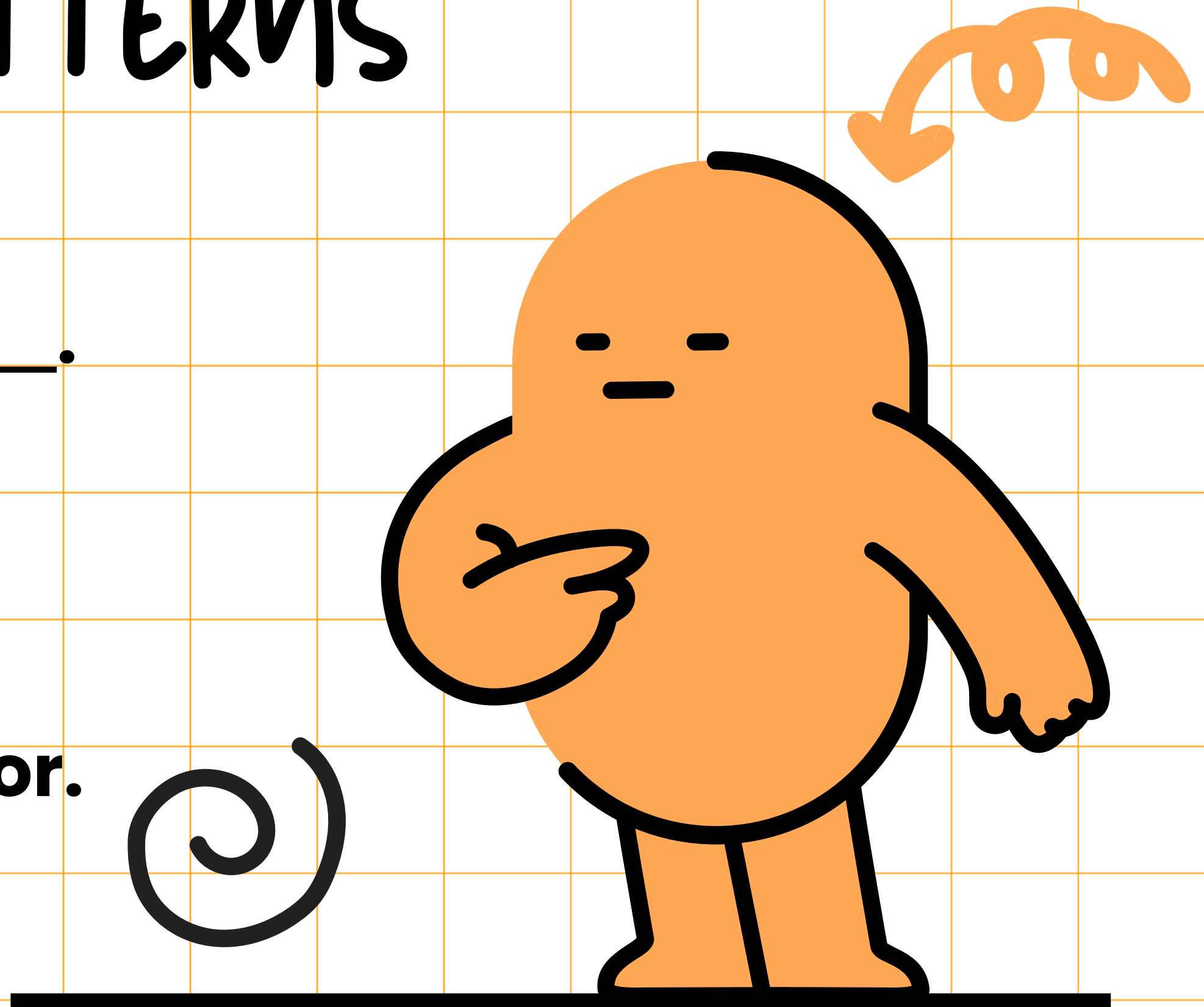
1. I have a _____.
2. You should _____.

Examples Dialogue:

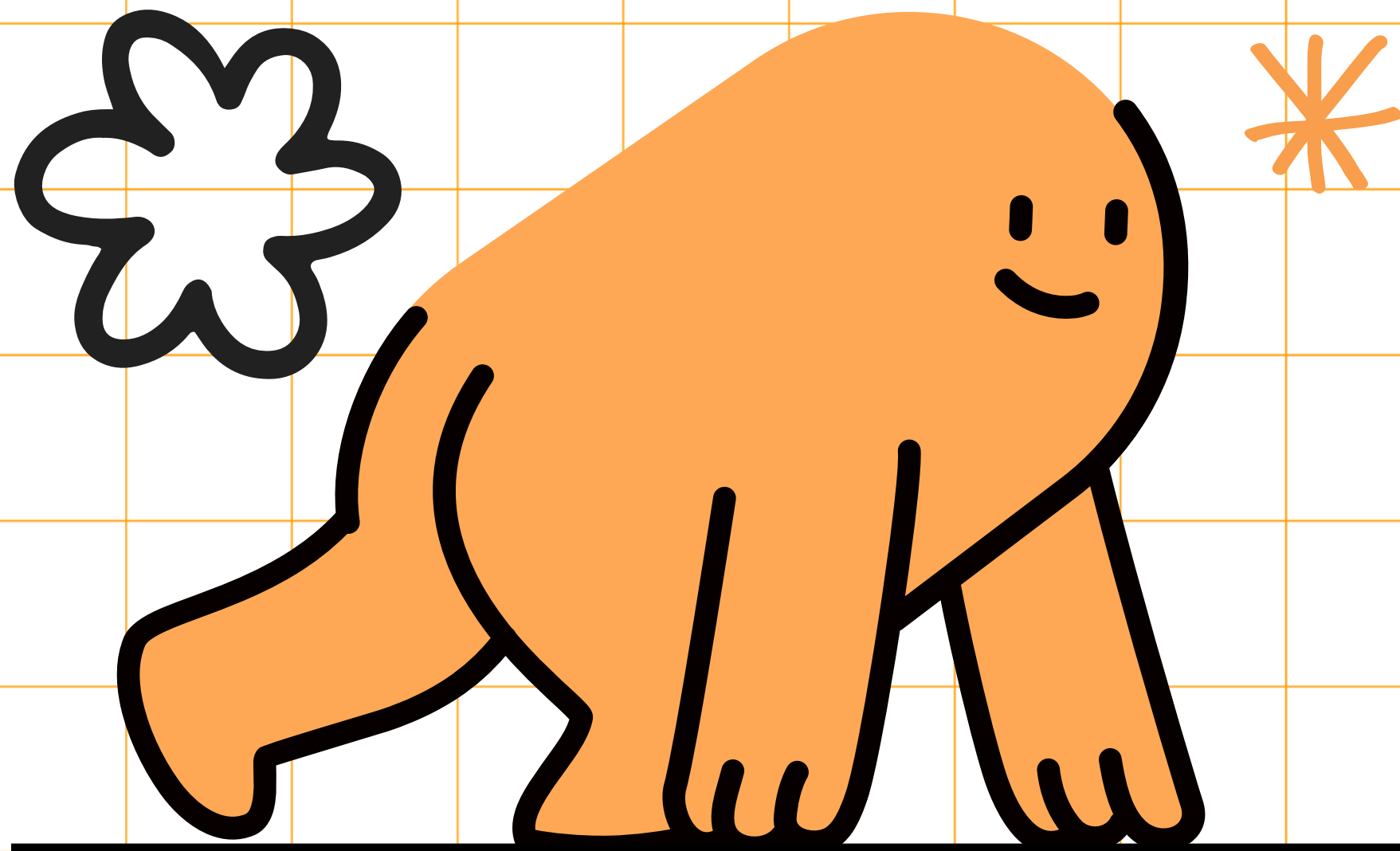
A: What's wrong?

B: I have a sore throat.

A: You should see a doctor.



THINGS I LIKE



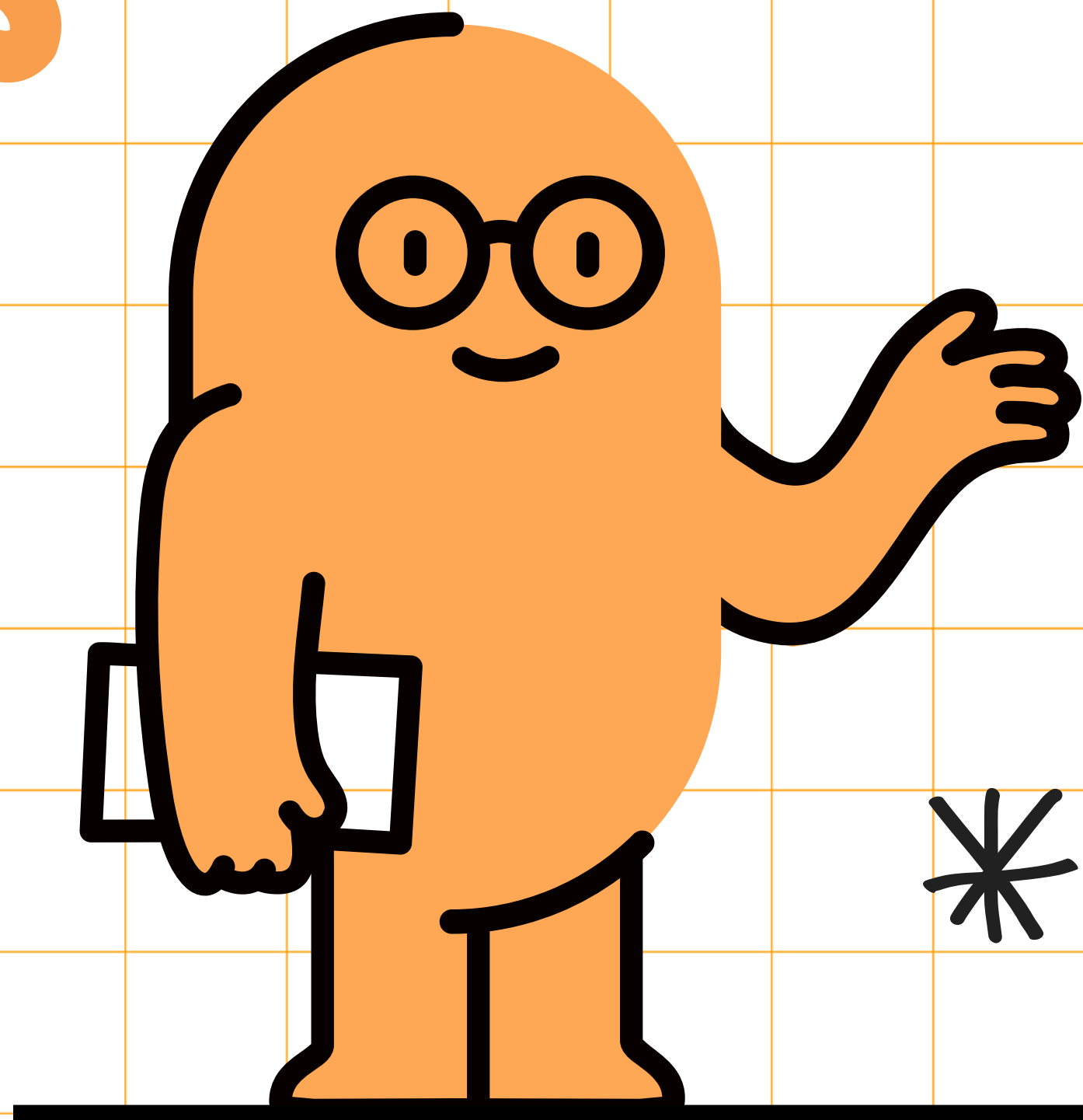
Symptom Charades

1. Form 4 groups.
2. One student picks a symptom card and acts it out.
3. No speaking!
4. Teammates guess the word and act them out by turns.
5. First to finish all the vocabulary wins.



Reading from the Textbook





LET'S REVIEW WHAT WE
LEARNED TODAY!!!

