

「學習者中心」學習活動設計備課單

學習領導與學習共同體計畫辦公室 103.9.20 修訂

學校名稱：東大附中

授課年級：二年 五 班

任教學科：英文

授課日期：106 年 1 月 14 日

單元名稱：Did You See a Doctor?

教學者：Angelina

實施節數：共 4 節，每節 45 分鐘

備課成員：Angelina

課程綱要能力指標

- ◎1-IV-1 能聽懂課堂中所學的字詞。
- 1-IV-2 能聽懂常用的教室用語及日常生活用語。
- 1-IV-3 能聽懂基本或重要句型的句子。
- 1-IV-4 能聽懂日常生活對話的主要內容。
- ◎1-IV-5 能聽懂簡易歌謠和韻文的主要內容。
- 1-IV-7 能辨識簡短說明或敘述的情境及主旨。
- 1-IV-8 能聽懂簡易影片的主要內容。
- ◎2-IV-1 能說出課堂中所學的字詞。
- 2-IV-2 能依情境使用日常生活用語。
- 2-IV-3 能依情境使用教室用語。
- 2-IV-4 能以簡易的英語描述自己、家人及朋友。
- 2-IV-5 能以簡易的英語表達個人的需求、意願和感受。
- 2-IV-6 能依人、事、時、地、物作簡易的描述或回答。
- 2-IV-7 能依人、事、時、地、物作簡易的提問。
- 2-IV-8 能以正確的發音、適切的重音及語調說出基本或重要句型的句子。
- ◎3-IV-2 能辨識課堂中所學的字詞。
- 3-IV-3 能看懂簡易的英文標示。
- 3-IV-4 能看懂簡易的圖表。
- 3-IV-5 能看懂簡易的生活用語。
- 3-IV-6 能看懂基本的句型。
- 3-IV-7 能了解對話的主要內容。
- 3-IV-8 能了解短文、簡訊、書信的主要內容。
- 3-IV-9 能了解故事的主要內容與情節。
- 3-IV-10 能辨識簡易故事的要素，如背景、人物、事件和結局。
- * 3-IV-12 能熟悉重要的閱讀技巧，如擷取大意、猜測字義、推敲文意、預測後續文意等。
- *◎3-IV-15 能分析及判斷文章內容，了解敘述者的觀點、態度及寫作目的。

- 4-IV-1 能拼寫國中階段基本常用字詞。
- 4-IV-2 能依圖畫、圖示書寫英文句子。
- 4-IV-3 能掌握正確書寫格式寫出英文句子。
- 4-IV-4 能依提示填寫簡單的表格。
- 4-IV-5 能依提示寫出正確達意的簡單句子。
- 4-IV-6 能將簡易的中文句子譯成英文。
- * 4-IV-8 能依提示書寫簡短的段落。
- ◎6-IV-1 樂於參與課堂中各類練習活動，不畏犯錯。
- 6-IV-3 樂於參與有助提升英語能力的活動（如英語營、歌唱、朗讀、演講、段落寫作、讀者劇場等活動）。
- 7-IV-2 善用相關主題之背景知識，以利閱讀或聽力理解。
- 7-IV-3 利用語言及非語言溝通策略（如請求重述、手勢、表情等）提升溝通效能。
- 7-IV-4 能對教師或同學討論的內容觸類旁通、舉一反三。
- 9-IV-1 能綜合相關資訊作合理的猜測。

一、單元學習目標

大概念 (Big Ideas) Past tense	關鍵問題 (Essential Questions) Did you.....?
學生能知道的知識 (Knowledge)	學生能做到的技能 (Skills)

二、教材組織分析

Present tense → Past tense

三、學習表現的評量

Handout, group discussion, attendance and participants

四、本單元各節次學習活動設計的重點

節次	學習重點
1	Grammar: Irregular and regular past tense
2	Text and vocabulary words
3	Listening and reading
4	And review

五、本單元第 1 節學習活動設計

流程	內容	時間	學習指導 注意事項
導入（引起動機或複習舊經驗）	<p>Copy some present tense verbs from the text on the blackboard and draw a line to introduce the past tense.</p> <p>Like the following line:</p> <p>----- ----- ----- -----→</p> <p style="text-align: center;">Past Present Future</p>	5'	
開展（開始新概念的學習）	<ol style="list-style-type: none"> 1. Introduce verbs which are past tense in the text and explain the differences between present tense and past tense. 2. Ask students try to divide the verbs in to two groups which are regular and irregular. Ex: caught, took, came, sat.... 3. Explain the rules of regular past tense (No matter which person the subject is, the regular past tense verbs are the same, no need to add “s” after the verb.) V+ed: played Ve+d: liked Y+ed: played Y+ed: tried 4. Give the examples sentences of irregular past tense and ask students to guess the present tense. 5. Give students several irregular past tense verbs from the text. 6. Give sentences to explain different conditions <ol style="list-style-type: none"> a. Affirmative b. Negative c. Interrogative <p>Regular He plays basketball. → He played basketball. He doesn't play basketball.</p> 	20	Teacher asks students to write on their notebooks.

	<p>→ He didn't play basketball. Does he play basketball? → Did he play basketball? Irregular I catch a cold. → I caught a cold I don't catch a cold. → I didn't catch a cold. Do you catch a cold? → Did you catch a cold?</p>		
挑戰（實現伸展跳躍的課題）	<ol style="list-style-type: none"> 1. Ask students to give the teacher any verb and use it to make wrong past tense sentence to let student correct. 2. Ask students to turn to page 17 and 18 and write their answers. 3. Check the answers of grammar A. 	15	Teacher goes around the classroom to make sure students are discussing.
總結（統整本節學習重點）	<ol style="list-style-type: none"> 1. Ask groups to hang in their design. 2. Tell students to study the vocabulary and there will be an exam on next class. 	5	

五、本單元第 2 節學習活動設計

流程	內容	時間	學習指導 注意事項
導入（引起動機或複習舊經驗）	1. Give students an exam of vocabulary words.	10'	
開展（開始新概念的學習）	<ol style="list-style-type: none"> 1. Play the video of text. 2. Ask students to open the textbook and turn to page. 3. Introduce each line of text and explain some grammar skills. 4. Play 大十字 to ask students to translate. 5. Add some notes of vocabulary words after finishing the certain paragraph. 	20'	<ol style="list-style-type: none"> 1. Set up the video before the class begins. 2. When the video is playing, teacher can give back their notebooks and write down some notes on the blackboard.
挑戰（實現伸展跳躍的課題）	1. Play the audio file and let students follow the CD to read aloud.	10'	Set up the CD before the class begins.

躍的課題)	2. Play the CD and ask students to fill in the true and false.		
總結 (統整本節學習重點)	1. Give students worksheets and ask them to finish them before next class.	5'	

五、本單元第3節學習活動設計

流程	內容	時間	學習指導 注意事項
導入 (引起動機或複習舊經驗)	1. Ask students if they have been to Tainan. 2. Grouping students as six in a group.	5	
開展 (開始新概念的學習)	Turn to page 20		
	1. Ask one group to read aloud the text and stop them accidentally to ask another group to read.	5	
	2. Explain the texts to students and add some notes of vocabulary words after finishing the certain paragraph.	10	
	3. Ask students to fill in page 21 and 23 with their group members.	5	
	4. Pick up some students to share their answers.	5	
挑戰 (實現伸展跳躍的課題)	1. Ask groups to pick up one verb from the text and make sentences with "did". 2. Ask one group to share one of their sentences and ask another group to continue the sentence with theirs. 3. Combine each sentence in to a special story.	10	Teacher goes around the classroom to make sure students are discussing.
總結 (統整本節學習重點)	1. Ask students to write down their examples on their notebooks and hand in their design. 2. Ask students if there is any question about the worksheet and ask them to bring theirs next class.	5	

五、本單元第4節學習活動設計

流程	內容	時間	學習指導
----	----	----	------

			注意事項
導入（引起動機或複習舊經驗）	1. Grouping students in to six in a group. 2. Check the answer of worksheet to review the grammar rules again.	10'	
開展（開始新概念的學習）	Grammar Focus 1. Ask students to discuss and finish page 18 and 19 and limit the time to finish grammar B. 4. Use 大十字 or pick up students to share their answers.	21	
挑戰（實現伸展跳躍的課題）	1. Play a song including with past tense verb and ask students to write down the lyrics.	9'	(If the time is running out, cancel this activity)
總結（統整本節學習重點）	2. Give students the answers and explain the meaning.	5'	
說明：學習指導注意事項可包含：1. 評量方式；2. 教師要準備的媒材、資料等；3. 預測學生可能的答案或反應；4. 就學生可能的迷思或困惑所做的引導；5. 提問層次；6. 其他注意事項			

Vocabulary words

sick 生病的 high 高的 fever 發燒 hospital 醫院

What is / was wrong? 怎麼了? catch / caught a cold 感冒 sore throat 喉嚨痛

headache 頭痛 medicine 藥 parent 雙親之一 by one's side 在（某人）身邊

must 一定 out of 自……離開；脫離 so 所以 take / took care of 照顧 parent 雙

親之一 by one' s side 在（某人）身邊 soup 湯 must 一定 out of 自……離開；

脫離 so 所以 because 因為 take / took care of 照顧 soup 湯

Name: _____ Student number: _____

Please fill the suitable numbers in the blanks.

1. take care of 2. because 3. basket 4. smell 5. so

6. fever 7. soup 8. must 9. medicine 10. by my side

1. He can't go outside and play because he needs to take care of his little sister.
2. I didn't go to school because I was sick.
3. Your grandma must love you very much so she prepares a lot of food for you.
4. She didn't come to school because she got a high fever yesterday.
5. I like to have Japanese miso soup with sushi.
6. I was sick yesterday so my grandma took me to the hospital near my house.
7. She sat by my side all night because I had a high fever.
8. The doctor says I must take medicine three times a day.
9. The sweet smell of the mangoes went with us all the way home.
10. Grandma put a basket of mangoes in our car.

Name: _____ Student number: _____

請依提示翻譯

1. 你昨天早上打球了? _____.

肯定句 _____.

否定句 _____.

2. 你昨天看醫生了嗎? _____.

肯定句 _____.

否定句 _____.

3. 你今天晚上吃晚餐了嗎? _____.

肯定句 _____.

否定句 _____.

4. 因為我生病了，所以我的雙親來台中照顧我。

Because _____.

_____ because _____.

_____ so _____.

5. 因為我喉嚨痛，所以必須要吃藥。

Because _____.

_____ because _____.

_____ so _____.