

# 僑仁國小 109 學年度下學期英語融入健康課程架構與教案

## 《LIVE 康樂行》

### 一、英語融入健康九大主題及次項目

本計畫配合「康樂有德·學思博雅」之學校願景，以沉浸式英語模式融入健康課程《LIVE 康樂行》，讓學生從吸收健康知識，透過問答思考、分享討論、角色扮演、參與行動後，轉化成健康的生活習慣和行為。

實施範圍為全校二年級共 6 個班級，規劃每週一次的英語融入健康課程，由英語老師群與健康老師群共同備課，設計符合該年段的健康課程綱要之健康生活的學習活動，讓學生從知識的了解，到技能的培養，以及健康生活態度的養成。同時，透過同儕間的分享與討論，進而從生活中落實行為的實踐。以下是 109 學年度下學期英語融入健康課程的時程與九大主題：

週次	單元	單元小主題	九大主題及次項目
第 1-5 週 (5 節)	單元一 當我們同在一起	第 1 課 將心比心 第 2 課 真心交朋友	Fa 健康心理
第 6-9 週 (4 節)	單元二 飲食行動家	第 1 課 飲食密碼 第 2 課 健康飲食習慣	Ea 人與食物 Fb 健康促進與疾病預防
第 10-13 週(4 節)	單元三 齙齒遠離我	第 1 課 為什麼會齙齒 第 2 課 護齒好習慣	Da 個人衛生與保健 Ea 人與食物 Eb 健康消費
第 14-18 週(5 節)	單元四 保健小學堂	第 1 課 疾病不要來 第 2 課 去去過敏走	Fb 健康促進與疾病預防 Bb 藥物教育
第 19 週	總複習及線上問卷	Kahoot 遊戲闖關及線上問卷	

### 二、二年級英語融入健康課程教學之學習重點及設計理念

週次	單元小主題	學習重點		理念與設計	領域教學目標
		學習表現	學習內容		
第 1-3 週	單元一當我們同在一起 第 1 課 將心比心	2a-I-1 發覺影響健康的生 活態度與行 為。 3b-I-2 能於 引導下，表現 簡易的人際溝 通互動技能。 3b-I-3 能於	Fa-I-2 與家 人及朋友和諧 相處的方式。	1. 爭執是非對錯：透過角 色扮演，分析爭執事件的 原因及討論可行溝通方 式。 2. 同理心表達：演練將心 比心，重來一次發揮同理 心。 3. 看見彼此的心：用繪 本” The Honest to	1. 覺察影響人際相 處的態度和行為。 2. 分析影響人際相 處的態度和行為。 3. 用同理心，推測 對方可能的想法。 4. 運用人際溝通技 能，思考避免衝突 的溝通方式。

週次	單元小主題	學習重點		理念與設計	領域教學目標
		學習表現	學習內容		
		生活中嘗試運用生活技能。		Goodness Truth (誠實到善良的真相)引導，進行情境溝通互動技能演練。	5. 在生活情境中，演練同理心和人際溝通技能。
第 4~5 週	單元一 當我們同在一起 第 2 課 真心交朋友	2a-I-1 發覺影響健康的生活態度與行為。 3b-I-2 能於引導下，表現簡易的人際溝通互動技能。 3b-I-3 能於生活中嘗試運用生活技能。	Fa-I-2 與家人及朋友和諧相處的方式。	1. 拯救友情計畫：以課文的例子討論同理心及人際溝通技巧，並反省自身人際關係(worksheet)。 2. 我很在乎你：適當表達在乎友誼的方式及當朋友做出讓你不開心的事，該如何回應。	1. 運用問題解決的技巧，自省並修正個人不良人際互動的態度和行為。 2. 了解維持良好人際關係的方法。 3. 於生活中嘗試運用同理心和人際溝通技能，維持良好人際關係。 4. 願意和朋友和諧相處。
第 6~8 節	單元二 飲食行動家 第 1 課 飲食密碼	1a-I-1 認識基本的健康常識。 2a-I-1 發覺影響健康的生活態度與行為。 3a-I-2 能於引導下，於生活中操作簡易的健康技能。	Ea-I-2 基本的飲食習慣。 Fb-I-1 個人對健康的自我覺察與行為表現。	1. 食物分類：說明食物六大類名稱及功能，並進行支援前線之分類活動。 2. 一日三餐：均衡食物六大類(worksheet) 2-1 一道料理中的六大類 2-2 三餐中的六大類 2-3 三餐之最佳組合	1. 認識六大類食物並舉例說明。 2. 區分日常生活中的食物，屬於六大類食物中的哪一類。 3. 養成每天均衡攝取六大類食物的習慣。 4. 養成每天吃早餐的觀念。
第 9 節	單元二 飲食行動家 第 2 課 健康飲食習慣	1a-I-2 認識健康的生活習慣。 2a-I-1 發覺影響健康的生活態度與行為。	Ea-I-1 生活中常見的食物與珍惜食物。 Ea-I-2 基本的飲食習慣。 Fb-I-1 個人對健康的自我覺察與行為表現。	1. 吃得太多了：透過影片及課本情境，說明飲食過量造成身體不舒服。 2. 健康飲食習慣：說明三大原則，透過小組討論，請各組補充說明。	1. 覺察飲食過量對身體的影響。 2. 能於引導下，於生活當中落實健康飲食習慣，實踐健康飲食原則。
第 10 節	單元三 齶齒遠離我 第 1 課 為什麼	1a-I-2 認識健康的生活習慣。	Da-I-1 日常生活中的基本衛生習慣。	1. 牙齒大不同：比較健康和齶齒的不同 2. 齶齒四要素：教師說	1. 認識齶齒的症狀與原因。 2. 覺察生活習慣對

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		學習表現	學習內容		
	會齲齒	2a-I-1 發覺影響健康的生活態度與行為。		明後，由學生練習用自己的話向附幼小孩說明齲齒四要素(ipad錄影)。	牙齒的影響。
第 11-13 節	單元三 齲齒遠離我 第 2 課 護齒好習慣	1a-I-2 認識健康的生活習慣。 3a-I-1 嘗試練習簡易的健康相關技能。 3a-I-2 能於引導下，於生活中操作簡易的健康技能。 4a-I-1 能於引導下，使用適切的健康資訊、產品與服務。	Da-I-1 日常生活中的基本衛生習慣。 Eb-I-1 健康安全消費的原則。	1. 選購及善用牙刷、含氟牙膏和含氟漱口水：超市商品拍照，讓學生檢視選購標準。 2. 刷牙前準備並演練說牙：先從牙齒圖卡開始練習，但帶立鏡實際演練刷牙的順序及次數等。 3. 護齒好習慣：了解健保的牙齒保健服務，並進行護齒宣言及行動(worksheet)。 4. 牙齒與口腔保健：分享護齒行動感言並討論其他護齒的方法。	1. 認識正確選購牙刷的方法。 2. 能於引導下，運用作決定的步驟，正確選購牙刷。 3. 認識正確選擇含氟牙膏和含氟漱口水的方法。 4. 認識含氟漱口水的使用方法和時機。 5. 嘗試練習正確的刷牙技巧。 6. 能於引導下，養成潔牙與護齒的習慣，並使用口腔預防保健服務。 7. 能於引導下，運用自我健康管理的步驟，改變自己的護齒習慣。
第 14-16 節	單元四 保健小學堂 第 1 課 疾病不要來	1a-I-1 認識基本的健康常識。 1b-I-1 舉例說明健康生活情境中適用的健康技能和生活技能。	Fb-I-2 兒童常見疾病的預防與照顧方法。	1. 防疫作戰：從了解成因、傳染途徑到預防。 2. 洗手七步驟：練習步驟口訣，拍攝示範影片，並進行票選。	1. 認識登革熱、腸病毒、流行性結膜炎的傳染途徑與症狀。 2. 在生活中，採取適當的行動預防登革熱、腸病毒、流行性結膜炎。
第 17-18 節	單元四 保健小學堂 第 2 課 去去過敏走	1a-I-1 認識基本的健康常識。 3a-I-2 能於	Fb-I-1 個人對健康的自我覺察與行為表現。	1. 過敏看招：認識過敏症狀及過敏原，並分享自己的過敏經驗及防護技巧。	1. 認識過敏性鼻炎、過敏性結膜炎、過敏性皮膚炎的症狀。

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		學習表現	學習內容		
		引導下，於生活中操作簡易的健康技能。		2. 鼻噴劑、眼藥水、皮膚藥膏的使用方法： 透過影片、實際操作等方式讓學生了解使用方法。	2. 認識常見的過敏原。 3. 認識過敏症狀的照護方法。 4. 在生活中實踐過敏症狀的照護方法。 5. 學習鼻噴劑的正確使用方法。 6. 學習眼藥水的正確使用方法。 7. 學習皮膚藥膏的正確使用方法。
第 19 週	Kahoot 總複習及線上問卷			透過闖關活動，檢測對於健康知識的了解，並進行線上問卷。	

### 三、二年級英語融入健康課程之教學設計

主題名稱	Live 康樂行	教學設計者	何佺聰、賴美靜
教學對象	二年級共 6 班	教學節次	四大單元，共 19 節(19 週)
核心素養			
<input checked="" 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	<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	<input type="checkbox"/> C1 道德實踐與公民意識 <input 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	
總綱		領綱	
A1 身心素質與自我精進 A2 系統思考與解決問題 B1 符號運用與溝通表達		健體-E-A1 具備良好身體活動與健康生活的習慣，以促進身心健全發展，並認識個人特質，發展運動與保健的潛能。 健體-E-A2 具備探索身體活動與健康生活問題的思考能力，並透過體驗與實踐，處理日常生活中運動與健康的問題。 健體-E-B1 具備運用體育與健康之相關符號知能，能以同理心應用在生活中的運動、保健與人際溝通上。	
英語學習重點			
<ul style="list-style-type: none"> <li>● Unit 1: Have empathy. I want to be a good friend.</li> <li>● Unit 2: What do you eat? I eat ____ (food group). I eat breakfast/lunch/dinner</li> </ul>			

every day.

- Unit 3: I have a cavity. This is the way I brush my teeth.
- Unit 4: Prevent dengue/entrovirus/pink eyes/allergy. Wash your hands.

學習表現	學習內容
1a- I -1 認識基本的健康常識。 1a-I-2 認識健康的生活習慣。 1b- I -1 舉例說明健康生活情境中適用的健康技能和生活技能。 2a-I-1 發覺影響健康的生活態度與行為。 2b- I -2 願意養成個人健康習慣。 3a-I-1 嘗試練習簡易的健康相關技能。 3a-I-2 能於引導下，於生活中操作簡易的健康技能。 3b- I -2 能於引導下，表現簡易的人際溝通互動技能。 3b- I -3 能於生活中嘗試運用生活技能。 4a-I-1 能於引導下，使用適切的健康資訊、產品與服務。	Bb-I-1 常見的藥物使用方法與影響。 Da-I-1 日常生活中的基本衛生習慣。 Ea-I-1 生活中常見的食物與珍惜食物。 Ea-I-2 基本的飲食習慣。 Eb-I-1 健康安全消費的原則。 Fa- I -2 與家人及朋友和諧相處的方式。 Fb-I-1 個人對健康的自我覺察與行為表現。 Fb-I-2 兒童常見疾病的預防與照顧方法。

教學總目標

1. 學生能夠聽懂教師使用的英語
2. 學生能夠完成教師指派的任務
3. 學生能以正確的方式回應教師指令

節次及單元主題	教學活動	評量方式	教學目標與英語學習重點
第 1~3 週  單元一 當我們同在一起 第 1 課 將心比心	Session 1 爭執的倒帶 (p4-7) <b>《Warm Up》Happy Together (10 mins)</b> 1. Teacher asks Ss questions about friends: <ul style="list-style-type: none"> <li>➢ “Do you have a friend?”</li> <li>➢ “Why he/she is your best friend?”</li> </ul> 2. Teacher uses p4-5 to discuss about friendship between the rabbit, elephant and squirrel. <ol style="list-style-type: none"> <li>1. The elephant <b>helps</b> the rabbit to lift the water bucket. The rabbit returns with a flower and a thank you.</li> <li>2. When an apple falls on the elephant’ s head, the squirrel and rabbit <b>cares</b> for him.</li> <li>3. Teacher teaches the song “The More We Get Together” , the happier we’ ll be.</li> </ol>	分組報告 參與討論 實務操作 態度檢核 課堂問答 觀察記錄 角色扮演	<b>教學目標</b> 1. 覺察影響人際相處的態度和行為。(session 1) 2. 分析影響人際相處的態度和行為。(session 1) 3. 運用同理心，推測對方可能的想法。(session 2) 4. 運用人際溝通技巧，思考避免衝突的溝通方式。(session 2) 5. 在生活情境中，演練同理心和人際

**《Presentation》 Conflicts Happen (10 mins)**

1. Teacher explains “conflicts” first and then asks questions about conflicts:
  - What is a conflict?
  - Have you ever had conflicts with your friends?
  - How long do you become friends again?
2. Teacher sets the scenario of p6-7 with two hand puppets:
  - Cool down.
    - What did I say?
    - What did I do?
    - How did I feel?
  - Stand in one’ s shoes.
  - Think before you speak.

**《Practice》 Role Play (10 mins)**

1. Teacher uses part of the movie “Wonder” to ask Ss to discuss what the boy thought how others treated him.
2. Teacher asks following questions:if I’ m the boy?
  - What did I say?
  - What did I do?
  - How did I feel?

**《Production》 –Stand in One’ s Shoes (p8-9) (10 mins)**

1. Teacher explains 安安與凱凱 would be stuck in the conflicts if they won’ t let go.
2. Teacher asks Ss to reflect if they were 安安 or 凱凱 what he/she wants to say
3. Think in someone else’ s viewpoint is what we called “stand in one’ s shoes.”

溝通技能。  
(session 3)

**英語學習重點**

Language for learning	Language of learning
Friend	<i>The more we get together, the happier we’ll be.</i>
Cool down.	I feel sad/mad/happy.
Think back.	I knew she/he didn’t mean it.
What did I say?	I want to say.
What did I do?	
How did I feel?	
Stand in others’ shoes.	
What can she/he say?	Think before you speak. It’s hard to fix a wrinkled heart.

Session 2 發揮同理心及如果能重來一次 (p8-9+p16)

**《Warm Up》 What is empathy? (10 mins)**

1. Teacher uses the pictures in the video to explain what empathy is.

<https://www.youtube.com/watch?v=ka5pSiyJ5ok>

2. Game: Each team would get a situation card and match the correct empathy card ◦

- 胖虎看到小明跌倒受傷~laugh at 小明/help 小明
- 阿福在小美耳邊大叫~shout at 小美/say gently
- 小俊取笑真真臉的傷疤~laugh at 真真/cheer her up
- 小豪看到小春心情沮喪~make 小春 even sad/cheer her up
- 小亞搶小天的玩具~rob 小天' s toy/share the toy

**《Presentation》 發揮同理心(10 mins)**

1. Teacher introduces four steps of empathy game (using p8 example):

- I' m angry \_\_\_\_\_. (express own feelings)
- But he/she maybe \_\_\_\_\_. (stand in one' s shoes)
- I knew he/she didn' t mean it. (try to understand)
- I want to say to him/her. (respect each other)

**《Practice》 Group discussion (10 mins)**

Teacher uses p10 example to let each group discuss four steps.

**《Production》 –p16 Scenario Pair Practice (10 mins)**

1. Teacher uses the two scenarios of p16 to do pair practice.
2. Teacher asks 2 teams for each scenario to share their role play.

Session 3 See your heart (p10-11)

**《Warm Up》 Heart Letter (10 mins)**

1. Experiment with paper heart: Wrinkle the paper heart, and explain the power of words: *Before you speak, think and be smart. It's hard to fix a wrinkled heart.*
2. Teacher gives every student a heart post-it and ask them to wrinkle it, trace the words, and sign their names.

**《Presentation》 See the goodness in heart (10 mins)**

1. Teacher throws a soft ball and a sticky ball to students to explain the conceptual idea of good and bad words in communication.
2. Teacher shows how to reverse the bad words using the scenario of p10-11 : Before you speak, think and be smart.

**《Practice》 The Honest to Goodness Truth (15 mins)**

1. Teacher explains Libby (the main character in the picture) needs our help.
2. T assigns the situations Libby encountered to different groups for 3 minute discussion.
3. Each team shares their way to reverse Libby's bad words.

**《Production》 –Reflections of above activity (5 mins)**



	Teacher asks Ss to share their experience similar to Libby.								
第 4-5 週 單元一 當我們同 在一起 第 2 課 真心交朋 友	<p>Session 1 真心交朋友 (p12-13)</p> <p><b>《Warm Up》 True Friends (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. Teacher asks Ss to self-evaluate with 5 stars “Am I a good friend to others?”</li> <li>2. Then teacher shows the video of “Are you a good friend to others?” <a href="https://www.youtube.com/watch?v=b3puXx0f2s">https://www.youtube.com/watch?v=b3puXx0f2s</a></li> <li>3. Teacher asks Ss again to self-evaluate “Am I a good friend?” and share their thoughts.</li> </ol> <p><b>《Presentation》 Save Friendship Plan(10 mins)</b></p> <ol style="list-style-type: none"> <li>1. Teacher ask Ss to give the comments about how to help 凱凱 in senerio of p12-13.</li> <li>2. So teacher finds pictures of 胖虎 in cartoon Doraemon, and asks Ss to help 胖虎 fix his wrongdoings.</li> </ol> <p><b>《Practice》 Fix the Wrongdoings (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. Teacher asks Ss to share their opinions of reversing the bad ending of the bad guy. <ol style="list-style-type: none"> <li>3. The evil queen in Snow White</li> <li>4. The Stepmother in Cinderalla</li> <li>5. The evil witch in Little Mermaid</li> <li>6. Sorcerer in Aladdin</li> <li>7. Cruella de Vil in 101 Dalmatians</li> </ol> </li> <li>2. Teacher explains a person is not always bad.</li> </ol> <p><b>《Production》 –Friendship Station (worksheet) (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. Teacher asks Ss to self-reflect what they can do more:</li> </ol>	分組報告 參與討論 實務操作 態度檢核 課堂問答 觀察記錄 紙本評量	<p><b>教學目標</b></p> <ol style="list-style-type: none"> <li>1. 運用問題解決技巧，修正個人不良人際互動的態度和行為(session 1)。</li> <li>2. 了解維持良好人際關係的方法 (session 2)。</li> <li>3. 於生活中嘗試運用同理心和人際溝通技能，維持良好人際關係(session 2)。</li> <li>4. 願意和朋友和諧相處(session 2)。</li> </ol> <p><b>英語學習重點</b></p> <table border="1"> <thead> <tr> <th>Language for learning</th> <th>Language of learning</th> </tr> </thead> <tbody> <tr> <td>Are you a good friend to others?</td> <td>I want to be a good friend.  I can fix the wrongdoings.</td> </tr> <tr> <td>How can you be a good friend?</td> <td>Be polite. Care. Notice. Listen.</td> </tr> </tbody> </table>	Language for learning	Language of learning	Are you a good friend to others?	I want to be a good friend.  I can fix the wrongdoings.	How can you be a good friend?	Be polite. Care. Notice. Listen.
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- How to be a true friend? (人際加油站)  
(Read and Answer)
- How to express your unhappiness? (Read and Circle)

Session 2 良好互動技巧 (p14-15+p17)

**《Warm Up》 Compare and Contrast (10 mins)**

1. Ss look at the pictures and choose best way to react to their friends.
2. Teacher asks Ss try to think of why they choose this way : polite, kind and etc.

**《Presentation》 Good Interaction (10 mins)**

1. Teacher explains 4 ways based on above sharing:
  - Be polite:greeting
  - Care:birthday cards
  - Notice:find something nice to say
  - Listen:empathize others' feelings
2. Ss write down something nice on the heart post-it and send it out their friend based on the four steps of care and notice.

**《Practice》 Friendship Maze (10 mins)**

1. Teacher uses the scenario of p15 to make a maze to let Ss choose the best way to let go the unhappiness.
2. Teacher asks 1-2 students to share their comments about the activity.
3. Ss read and check p17.

**《Production》 –unit quiz (10 mins)**

1. Do an A5-paper quiz.

<p>第 6-8 節 單元二 飲食行動 家 第 1 課 飲食密碼</p>	<p>Session 1 六大類食物 (p18-21)  <b>《Warm Up》Group the food (5 mins)</b>  1. Teacher uses food pictures and ask students to divide into groups.  2. Teacher: “If we divide food into 6 groups, then tell me the food group names you know. “  <b>《Presentation》Magic 6 (15 mins)</b>  1. Teacher introduces Magic 6 Food Groups through pictures in the video “Food Group and My Plate:  <a href="https://www.youtube.com/watch?v=L7QOUiQCb5E">https://www.youtube.com/watch?v=L7QOUiQCb5E</a>  2. Teacher explains the functions of each food group:  <ul style="list-style-type: none"> <li>● Grains: give body energy (picture of energy battery).</li> <li>● Vegetables: fiber and vitamin</li> <li>● Fruits: fiber and vitamin, too.</li> <li>● Protein: grow muscles.</li> <li>● Dairy: good for bones and teeth</li> <li>● Fat: give body energy and good for skin and organs.</li> </ul> 2. Teacher asks why we can’ t see fat in My PLATE: our body doesn’ t need not much fat.  <b>《Practice》Recognize 6 food groups. (10 mins)</b>  1. Look and Say: look at the pictures in the PowerPoint and name the specific food group.  2. Game (find and match): Listen to the functions of the food group, find the right word of food group, and then stick the right food picture under the specific food group. The fastest group will be the winner.</p>	<p>分組報告 參與討論 實務操作 態度檢核 課堂問答 觀察記錄</p>	<p><b>教學目標</b>  1. 認識六大類食物並舉例說明。  (Session 1)  2. 區分日常生活中的食物，屬於六大類食物中的哪一類。  (Session 2)  3. 養成每天均衡攝取六大類食物的習慣。  (Session 2-3)  4. 養成每天吃早餐的觀念。  (Session 3)</p> <p><b>英語學習重點</b></p> <table border="1" data-bbox="1209 898 1481 1877"> <thead> <tr> <th>Language for learning</th> <th>Language of learning</th> </tr> </thead> <tbody> <tr> <td>Name of this food group.</td> <td>Grains/Protein/Vegetables/Fruits/Dairy/Fat (food group).</td> </tr> <tr> <td>What do you eat (for breakfast/lunch/dinner)?</td> <td>I eat _____ (food group).</td> </tr> <tr> <td></td> <td>I eat breakfast/lunch/dinner every day.</td> </tr> </tbody> </table>	Language for learning	Language of learning	Name of this food group.	Grains/Protein/Vegetables/Fruits/Dairy/Fat (food group).	What do you eat (for breakfast/lunch/dinner)?	I eat _____ (food group).		I eat breakfast/lunch/dinner every day.
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**《Production》 –worksheet (10 mins)**

1. Go back to P18-19 and find out the missing food group in the secnerio.
2. Finish the food group worksheet.

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Session 2 一日三餐 (p22-23)

**《Warm Up》 –we are what we eat (5 mins)**

1. Discuss with students the pictures they see: We are what we eat.
2. Eat healthy from the day we get up from bed.

**《Presentation》 –healthy checkup of 3 meals (15 mins)**

1. Teacher asks “how many meals would be good for health?” and then introduces 3 meals a day.
2. Teacher asks following questions:
  - What do you eat for breakfast/ lunch/ dinner?
  - Take p22-23 as an example to name the food groups in each meal.

**《Practice》 –Eat healthy (10 mins)**

1. Teacher explains the concept of eat healthy: 6 food groups in 3 meals a day is a balanced diet.
2. Ss check pictures of dishes one by one to choose the most healthy one.

**《Production》 –Video time: 均衡飲食是什麼?**

1. Teacher shows the video  
<https://www.youtube.com/watch?v=3N1U13EC6A8Co>
2. Teacher asks Ss to share what they learn about “eat healthy” .

	<p>Session 3 飲食點點名(p24-25+p29)</p> <p><b>《Warm Up》 –Which one is healthier?</b></p> <ol style="list-style-type: none"> <li>1. We are what we eat: Which set of breakfast is healthier? (Look at the pictures and answer)</li> <li>2. Healthy food, healthy body. Unhealthy (Junk food), unhealthy body.</li> </ol> <p><b>《Presentation》 –importance of breakfast</b></p> <ol style="list-style-type: none"> <li>1. Teacher asks Ss to guess why breakfast is so important.</li> <li>2. Ss finish p25 Match and Fill in: the food group of each dish in lunch and dinner.</li> </ol> <p><b>《Practice》 –cook/buy a balanced meal (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. Cook or buy healthy meals for family: Each team chooses the best 3 meals (料理圖卡) and explain why.</li> <li>2. Team assessment: Let’ s see which team wins the most reward points</li> </ol> <p><b>《Production》 –video</b></p> <ol style="list-style-type: none"> <li>1. Teacher shows the video and asks Ss what you’ ve learned. <a href="https://www.youtube.com/watch?v=iTvuMXWPpzs&amp;list=PLBFtA8-v4yboXGFfWMkYRtLg2I8Vv_wUs&amp;index=10">https://www.youtube.com/watch?v=iTvuMXWPpzs&amp;list=PLBFtA8-v4yboXGFfWMkYRtLg2I8Vv_wUs&amp;index=10</a> (我的餐盤:均衡飲食兒童篇)</li> <li>2. Teacher assigns Ss to finish P29 (read and check):look at the pictures of each meal and check the food group.</li> <li>3. Teacher asks Ss to share their meals of yesterday and check if they’ re healthy or not.</li> </ol>		
<p>第 9 節 單元二 飲</p>	<p>健康飲食習慣(p26-28)</p> <p><b>《Warm Up》 –ALL YOU CAN EAT BUFFET (5 mins)</b></p> <ol style="list-style-type: none"> <li>1. Watch the video and discuss if it’ s healthy</li> </ol>	<p>分組報告 參與討論 實務操作</p>	<p><b>教學目標</b></p> <ol style="list-style-type: none"> <li>1. 覺察飲食過量對身體的影響。</li> </ol>

<p>食行動家 第2課 健康飲食習慣</p>	<p><a href="https://www.youtube.com/watch?v=RZ7egymmdJA&amp;list=PLBFtA8-v4yboXGFfWMkYRtLg2I8Vv_wUs&amp;index=19">https://www.youtube.com/watch?v=RZ7egymmdJA&amp;list=PLBFtA8-v4yboXGFfWMkYRtLg2I8Vv_wUs&amp;index=19</a> (499 吃到飽)</p> <p>《Presentation》—Keep a healthy habit. Eat healthy. (10 mins)</p> <ol style="list-style-type: none"> <li>1. Teacher explains eating too much is unhealthy and asks Ss to list down the reasons (p26).</li> <li>2. Teacher asks each team to share 3 good eating habits they know and then check with the student book. (It's okay to repeat).</li> </ol> <p>《Practice》—Odd one out (10 mins)</p> <ol style="list-style-type: none"> <li>1. Teacher assigns each team to find out the wrong/ odd food group on P28 and name the correct food group.</li> <li>2. Then each team shares their answer and say: <i>I eat <u>protein</u> every day.</i></li> </ol> <p>《Production》—unit quiz (10 mins)</p> <ol style="list-style-type: none"> <li>2. Cavity experiment preparation: Put boiled eggs in the papercups filled with children's favorite drinks, such as black tea, coke and juice. Next week the class will discuss what will happen to eggs.</li> <li>3. Do an A5-paper quiz.</li> </ol>	<p>態度檢核 課堂問答 觀察記錄</p>	<p>2. 能於引導下，於生活當中落實健康飲食習慣，實踐健康飲食原則。</p> <p><b>英語學習重點</b></p> <table border="1" data-bbox="1209 407 1484 761"> <thead> <tr> <th>Language for learning</th> <th>Language of learning</th> </tr> </thead> <tbody> <tr> <td>Keep a health habit.</td> <td>Eat health. All you can eat buffet.</td> </tr> <tr> <td>Eat just right.</td> <td></td> </tr> <tr> <td>Not too much.</td> <td></td> </tr> </tbody> </table>	Language for learning	Language of learning	Keep a health habit.	Eat health. All you can eat buffet.	Eat just right.		Not too much.	
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<p>第10節 單元三 齲齒遠離我 第1課 為什麼會齲齒</p>	<p>為什麼會齲齒(p32-33)</p> <p>《Warm Up》—預防學童齲齒 營養午餐開放加氟鹽—民視新聞 (10 mins)</p> <p><a href="https://www.youtube.com/watch?v=6hsl4d9WvQM">https://www.youtube.com/watch?v=6hsl4d9WvQM</a></p> <p>Teacher asks questions about the news:</p> <ul style="list-style-type: none"> <li>➢ How many cavities do Taiwanese kids have?</li> <li>➢ In the video, what can we do to make cavity go away?</li> </ul> <p>《Presentation》—Keep a healthy habit. Eat healthy. (10 mins)</p>	<p>分組報告 作品展覽 參與討論 實務操作 態度檢核 課堂問答 觀察記錄</p>	<p><b>教學目標</b></p> <ol style="list-style-type: none"> <li>1. 認識齲齒的症狀與原因。</li> <li>2. 覺察生活習慣對牙齒的影響。</li> </ol> <p><b>英語學習重點</b></p> <table border="1" data-bbox="1209 1863 1484 1926"> <thead> <tr> <th>Language for learning</th> <th>Language of learning</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Language for learning	Language of learning						
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	<p>1. Teacher asks following questions according to the pictures in ppt:</p> <ul style="list-style-type: none"> <li>➤ What do you see? Yes, teeth. One tooth, two teeth.</li> <li>➤ What happens to 小同' s teeth? That' s right. He has a cavity. See the black holes on the teeth. It' s called “a cavity” .</li> <li>➤ Now look at 小潔' s teeth. Which person' s teeth are more healthy? Yes, 小潔。</li> </ul> <p>2. Teacher asks Ss to share what they have known about cavities and how they can do to prevent cavities.</p> <p><b>《Practice》-Cause of Cavity (10 mins)</b></p> <p>1. Teracher continues the cavity experiment using eggs:</p> <ul style="list-style-type: none"> <li>➤ What do you see? What happened to the eggs after a week?</li> <li>➤ If I brush eggs with toothpaste, can I make it clean?</li> <li>➤ Cavity' s four elements: tooth (egg), food (drinks here), time (1 week), bacteria (we can' t see.)</li> </ul> <p>2. Each team discuss for 3 minutes and make a 2-minute report.</p> <p><b>《Production》-Discussion time (10 mins)</b></p> <p>1. Discuss and share: Each group thinks some tips to break 4 elements of cavity.</p> <p>2. Teacher asks Ss to bring home-used toothpaste and mouth wash (better with outer box) to school for next session.</p>		<table border="1"> <tr> <td>What do you see?</td> <td>cavity/cavities; tooth/ teeth</td> </tr> <tr> <td>How do you feel?</td> <td></td> </tr> <tr> <td>What did you learn?</td> <td>Go away, cavities.</td> </tr> <tr> <td>How can you do?</td> <td></td> </tr> </table>	What do you see?	cavity/cavities; tooth/ teeth	How do you feel?		What did you learn?	Go away, cavities.	How can you do?	
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<p>第 11-13 節</p> <p>單元三 齲齒遠離我</p>	<p>Session 1 護齒好習慣~善用牙刷、含氟牙膏及含氟漱口水(p30-31 + p34-36)</p> <p><b>《Warm Up》-Tools to prevent cavities (5 mins) (p30-31)</b></p>	<p>分組報告 作品展覽 參與討論 實務操作</p>	<p><b>教學目標</b></p> <p>1. 認識正確選購牙刷的方法 (session 1)。</p>								

1. Teacher uses pictures in the following video to explain how to keep away cavities.  
<https://www.youtube.com/watch?v=XbxsdbisXzU>
2. Teacher asks Ss who bought a toothbrush, toothpaste and mouth wash for them.

**《Presentation》 –How to buy a good toothbrush (10 mins)**

1. Teacher asks Ss to vote for their favorite teethbrush first. (Give each team 3 round stickers to stick on their favorite toothbursh.)
2. Teacher says out the most pouplar toothbrush and then starts to explain how to choose a good one.

**《Practice》 –How to buy a good toothpaste/ mouth wash (15 mins)**

1. Teacher explains through pictures the effect of fluoride in toothpaste and mouth wash products.
2. Teacher states the standard amount of fluoride and then check in team the fluoride amount in each toothpaste and wash wash students brought.
3. Teacher shares products with correct fluoride amount.

**《Production》 –Mouth Wash Usage (5 mins)**

1. Use **water** to practice how to use mouth wash: Up / Down / Left / Right (count to 10 in mind each time).
2. After 30 minutes, then you can drink and eat.
3. Ask Ss to **bring one table mirror** for next session.

Session 2 護齒好習慣~刷牙前準備及刷牙方式 (p37-39+p41)

**《Warm Up》 –Brushing teeth song (5 mins)**

態度檢核  
課堂問答  
觀察記錄

2. 能於引導下，運用做決定的步驟，正確選購牙刷(session 1)。
3. 認識正確選擇含氟牙膏和含氟漱口水的方法 (session 1)。
4. 認識含氟漱口水的使用方法和時機(session 1)。
5. 嘗試練習正確的刷牙技巧 (session 2)。
6. 能於引導下，養成潔牙與護齒的習慣，並使用口腔預防保健服務 (session 3)。
7. 能於引導下，運用自我健康管理的步驟，改變自己的護齒習慣 (session 3)。

**英語學習重點**

Language for learning	Language of learning
buy use	Toothbrush/ toothpaste/ mouth wash Fluoride
Follow me.	Brush your teeth. Up/Down/Left/Right.



1. Listen to the brushing teeth song played after lunch.

[https://www.youtube.com/watch?v=c7-H\\_Smc8wA](https://www.youtube.com/watch?v=c7-H_Smc8wA)

2. Teacher finds one student to demo how he/she brushes his/her teeth using the big teech model.

**《Presentation》 –Demo how to brush your teeth (10 mins)**

1. Teacher explains the preparation for brushing teeth.
2. Teacher demos each step using the big teech model according to the song.
3. Teacher asks Ss to help to stick round stickers to mark the sequence 1-16.

**《Practice》 –Students’ practice time (15 mins)**

1. Ss take out the table mirror, toothpaste, toothbrush and tissue on the desk.
2. Teacher demos each step using big teeth model and Ss follow each step.
3. Ss column by column go to the sink and rinse the mouth.

**《Production》 –Protect Teeth Worksheet (5 mins)**

1. Teacher asks Ss to some questions:
  - How long does each brushing time take?
  - How many times do you brush your teeth in a day?
  - When do you brush teeth?
2. Ss read P41 healthy teeth declaration and record one week’ s actions as homework. (worksheet)

	Protect your teeth.

	<p>Session 3 護齒好習慣~護齒及口腔保健服務(p40-43)</p> <p><b>《Warm Up》 –Protect your teech every day (10 mins)</b></p> <p>T uses the pictures in the video to make a ppt to let Ss answer and review.</p> <p><a href="https://www.youtube.com/watch?v=YnNOeL5kE9g">https://www.youtube.com/watch?v=YnNOeL5kE9g</a></p> <p><b>《Presentation》 –Dental Care (10 mins)</b></p> <ol style="list-style-type: none"> <li>Dental check and teeth cleaning: every six month.</li> <li>Apply fluoride to teeth: every six month.</li> <li>Pit and fissure sealant:free for 1<sup>st</sup> grader</li> </ol> <p><b>《Practice》 –Board Game time (10 mins)</b></p> <p>T uses pitures on P42-43 to make a board game and 2 person in a group to take turns to play.</p> <p><b>《Production》 –unit quiz (10 mins)</b></p> <p>Do an A5-paper quiz.</p>								
<p>第14-16節</p> <p>單元四 保健小學堂</p> <p>第1課 疾病不要來</p>	<p>Session 1 登革熱不要來(p46-49)</p> <p><b>《Warm Up》 –What is a virus? (5 mins)</b></p> <ol style="list-style-type: none"> <li>Teacher shows the video and explains how virus can spread.</li> </ol> <p><a href="https://www.youtube.com/watch?v=r0K8wSbArHM">https://www.youtube.com/watch?v=r0K8wSbArHM</a></p> <p><b>《Presentation》 –Go away, dengue.</b></p> <ol style="list-style-type: none"> <li>Look at the pictures and answer: <ul style="list-style-type: none"> <li>What' s this? <u>It' s a mosquito.</u></li> <li>How does this mosquito look like? <u>A zebra or tiger? A zebra.</u></li> <li>What is it doing? <u>Laying eggs.</u></li> <li>Where does the mosquito lay eggs? <u>On the water or on the ground? Water</u></li> </ul> </li> <li>Ask each team to share 3 good eating habits. (It' s okay to repeat).</li> </ol> <p><b>《Practice》 –How does it spread? (10 mins)</b></p>	<p>分組報告</p> <p>作品展覽</p> <p>參與討論</p> <p>實務操作</p> <p>態度檢核</p> <p>課堂問答</p> <p>觀察記錄</p>	<p><b>教學目標</b></p> <ol style="list-style-type: none"> <li>認識登革熱、腸病毒、流行性結膜炎的傳染途徑與症狀(session 1-3)。</li> <li>在生活中，採取適當的行動預防登革熱、腸病毒、流行性結膜炎 (session 1-3)。</li> </ol> <p><b>英語學習重點</b></p> <table border="1" data-bbox="1209 1668 1481 2000"> <thead> <tr> <th>Language for learning</th> <th>Language of learning</th> </tr> </thead> <tbody> <tr> <td>What is dengue/enterovirus/pink eyes?</td> <td>Prevent dengue. Mosquito</td> </tr> <tr> <td>How do you feel?</td> <td>See a doctor. Rest at home. Prevent</td> </tr> </tbody> </table>	Language for learning	Language of learning	What is dengue/enterovirus/pink eyes?	Prevent dengue. Mosquito	How do you feel?	See a doctor. Rest at home. Prevent
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What is dengue/enterovirus/pink eyes?	Prevent dengue. Mosquito								
How do you feel?	See a doctor. Rest at home. Prevent								

	<p>1. Watch the video of “dengue” to know the symptoms.  <a href="https://www.youtube.com/watch?v=K0xsfQpn90w">https://www.youtube.com/watch?v=K0xsfQpn90w</a></p> <p>2. Go away, dengue. Go away, mosquitoes.          We need to know the life cycles of mosquitoes to prevent dengue.          Look at the picture and say.          From egg to lava, to pupa, and adult.  <b>《Production》 –Go away, mosquitoes. (10 mins)</b></p> <p>1. Clean away homes of mosquitoes. HOW?          Where can we find motionless water.</p> <p>2. Don’ t let mosquitoes get close. HOW?</p> <ul style="list-style-type: none"> <li>■ window/door net</li> <li>■ mosquito net</li> <li>■ mosquito lamp</li> <li>■ mosquito patch</li> <li>■ electric mosquito swatter</li> </ul> <p>3. Homework: walk around home/ school or community to find homes of mosquitoes and complete p48(生活行動家)</p> <hr/> <p>Session 2 腸病毒不要來(p50-51)  <b>《Warm Up》 –Enterovirus Outbreak (5 mins)</b>          Teacher asks students to share their experience of enterovirus or what they have heard about it.</p> <p><b>《Presentation》 –how it spread and symptoms (10 mins)</b></p> <p>1. Watch the video and discuss how to prevent enterovirus  <a href="https://www.youtube.com/watch?v=-JZVvAUbI8I">https://www.youtube.com/watch?v=-JZVvAUbI8I</a></p> <p>2. Ss read p.50 to think of 3 ways to stop the virus.</p> <p><b>《Practice》 –Wash your hands. (15 mins)</b></p> <p>1. Listen to the song of wash your hand  <a href="https://www.youtube.com/watch?v=dDHJW4r3e1E">https://www.youtube.com/watch?v=dDHJW4r3e1E</a></p>		<p>(symptoms?)</p> <p>What did you learn?</p> <p>What can you do? (tips of prevention)</p>	<p>enterovirus.          Wash your hands.          Prevent pink eyes.</p>
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2. Teacher asks Ss to repeat the 7 steps of washing hands in Chinese.  
 (Wash your hands x2)
- Palm to palm (內)
  - Back to back (大)
  - Between fingers (夾)
  - Knuckles to knuckles (弓)
  - Thumb to thumb (大)
  - Fingertip to fingertip (立)
  - Wrist to wrist (腕)
- (Wash your hands x2  
 Everybody come along and wash your hands.)
3. Use ipad to make a short demo video of how to wash your hands in groups.

**《Production》 –when to wash your hands (5 mins)**

1. Teacher asks students questions about the timing of washing hands:
  - Is it more healthy to use water or alcohol to clean your hands?
  - When should we wash our hands?  
 List situations to wash hands.
2. Teacher asks Ss to sidecheck the answers of p.51.

Session 3 流行性結膜炎不要來(p52-53+p44-45)

**《Warm Up》 –Go away, pink eyes. (5 mins)**

Look at the pictures in the PowerPoint and guess what happened.

**《Presentation》 –How it spread and symptoms (15 mins)**

1. Pink eyes can spread quickly. So where can the virus be? Everywhere you touch.
2. Role play the moment a student with a pink eye enters the classroom and where he/she touches.

	<p><b>《Practice》 –Go away, pink eyes. (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. Read p.52 to think of 3 ways to stop the virus.</li> <li>2. Read 7 steps of washing your hands again and repeat the actions.</li> <li>3. Go back to page 44-45 to summarize the important of washing your hands.</li> </ol> <p><b>《Production》 –Do you have a pink eye? (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. Teacher shows the video (<a href="https://www.youtube.com/watch?v=gs0jpvNaqhs">https://www.youtube.com/watch?v=gs0jpvNaqhs</a>) of “What causes conjunctivitis (pink eye)?”</li> <li>2. Teacher asks Ss to summarize the main points in the video and then adds missing information.</li> </ol>		
<p>第17-18節 單元四 保 健小學堂 第2課 去 去過敏走</p>	<p>Session 1 你過敏嗎? (p54-57)</p> <p><b>《Warm Up》 –What is an allergy? (5 mins)</b></p> <ol style="list-style-type: none"> <li>1. Let’s talk a kind of disease that won’t spread to someone else. Allergy.</li> <li>2. Read p.54 together to understand the symptoms. <ul style="list-style-type: none"> <li>■ My nose itches/ (sneezes).</li> <li>■ My eye itches/ (hurts).</li> <li>■ My skin itches. And even more.</li> </ul> </li> <li>3. Watch the video and discuss personal experience of allergy. <a href="https://www.youtube.com/watch?v=oCkeThPKnHo">https://www.youtube.com/watch?v=oCkeThPKnHo</a></li> </ol> <p><b>《Presentation》 –What causes allergy (allergens)? (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. See a doctor. Get an allergy skin test.</li> <li>2. Teacher explains the common allergens: <ul style="list-style-type: none"> <li>■ Seafood.</li> <li>■ Eggs.</li> <li>■ Milk</li> </ul> </li> </ol>	<p>分組報告 參與討論 實務操作 態度檢核 課堂問答 觀察記錄</p>	

- Nuts. (Above 4 related to foods)
  - Dust mite
  - Pets fur
  - Mold
  - Pollen (Above 4 related to environment)
- 《Practice》 – Away from allergens (10 mins)**  
 Look and react: look the pictures of allergens and non-allergens and then react with itching actions if it' s a allergen.
- 《Production》 –take care of allergic skin/nose/eyes (10 mins)**
1. Predict ways to avoid allergens for skin allergy.
    - Use natural products, such as shower gels, soap, clothes.
  2. Predict ways to avoid allergens for nose and eyes allergies.
    - Clean environments
    - Wear a face mask.
    - Toys sunshine bath.
    - Avoid second hand smoke.

Session 2 過敏預防及自我照護 p58-63

**《Warm Up》 –News of dust mite allergen (5 mins)**

1. Watch the video and discuss allergies.  
<https://www.youtube.com/watch?v=9yFsB6BNLiI>
2. Keep a healthy habit: stay clean, stay healthy.

**《Presentation》 –How to use nasal spray, eye drops and skin ointment (10 mins)**

1. Watch the demo video of using nasal spray:  
<https://www.youtube.com/watch?v=N8xb3ZnfJsE>
2. Watch the demo video of using eye drop:  
<https://www.youtube.com/watch?v=1VRAwsDA7dQ>

	<p>3. Use lotions to demo how to use skin ointment.</p> <p><b>《Practice》 –Personal hygiene (10 mins)</b></p> <p>1. Ask students to think of personal hygiene when using above medicine.</p> <p>2. Teacher then explain correct and wrong way to use skin ointment.</p> <p><b>《Production》 –board game (10 mins)</b></p> <p>1. use the questions of p62-63 in the board game.</p>						
第 19 週	<b>Kahoot 期末測驗&amp;線上問卷</b>	課堂問答	<p>■ <b>英語學習重點</b></p> <table border="1"> <tr> <td>Language for learning</td> <td>Language of learning</td> </tr> <tr> <td>password nickname You're in.</td> <td></td> </tr> </table>	Language for learning	Language of learning	password nickname You're in.	
Language for learning	Language of learning						
password nickname You're in.							

#### 四、二年級英語融入健康課程教學之英語教室用語

##### (一) 班級常規 ABCDE Rule

1. A: All ears.
2. B: Be polite.
3. C: Cooperate.
4. D: Do your homework/best.
5. E: Enjoy.

##### (二) 班級經營與教室用語

使用情境	老師說	學生回應
上課前 Before Class	Class leader.	Class leader: stand up. Students: I stand up. Class leader: attention. Students: 1, 2 Class leader: Bow. Students: Good morning/afternoon, teacher.
複習舊經驗 Review	What have we learned last week? Do you remember ___? Tell me what is ___?	

教師指導語	Eyes on me.	Eyes on you.
	Listen to me.	Listen to you.
	Head down/ up.	Down/Up.
	Put your hands back.	Hands back.
	Let' s give her/him a big hands.	Good job. (Clap 2 times.) Good job. (Clap 2 times.)
小組討論	Move your chairs and make a group of 4-5. No. 1 in each team come out and get your _____.	
	Time for discussion (role play) 54321. Step1: Team cheers. Step2: Our topic (situation) is _____. Step3: Any questions? Step4: 5 mins, ready, go! Step 5: Time' s up. Heads down.	Step1: Team 1, team 1, go, go, go. Step2: Our topic (situation) is _____. Step3: Yes/No. Step4: Go! Step 5: down.
	What do you think? How about you? Do you agree? Any ideas/comments?	
	O: What do you see? R: How do you feel? I: What did you learn? D: What can you do?	
	Guess what?	What?
	Can you do it?	I can do it.
下課	Class dismissed. Break time.	Class leader: stand up. / Attention. / Bow. Students: I stand up. /1, 2. / Thank you, teacher.



(三) 健康主題相關英語用語

健康單元	英語用字	英語用句
單元一 當我們同在一起	friend empathy polite notice care listen	<ul style="list-style-type: none"> <li>● Have empathy.</li> <li>● I want to be a good friend.</li> </ul>
單元二 飲食行動家	1. Food group: protein, grains, dairy, fat, fruits, vegetables. 2. Meals: breakfast, lunch, dinner	<ul style="list-style-type: none"> <li>● Eat healthy.</li> <li>● What do you eat? I eat ____ (food group).</li> <li>● I eat breakfast/lunch/dinner every day.</li> <li>● Eat just right. Not too much.</li> </ul>
單元三 齲齒遠離我	1. cavity 2. toothbrush, tooth paste, mouth wash 3. up, down, left and right 4. dentist 5. fluoride	<ul style="list-style-type: none"> <li>● I have a cavity.</li> <li>● This is the way I brush my teeth.</li> </ul>
單元四 保健小學堂	1. virus 2. dengue 3. enterovirus, 4. pink eye 5. allergy	<ul style="list-style-type: none"> <li>● Prevent dengue/enterovirus/ pink eyes/allergy.</li> <li>● Wash your hands.</li> <li>● I have an eye/a nose/skin allergy.</li> </ul>