

南勢國小 109 學年度上學期課程架構與教案

一、 南勢健康 So Easy 沉浸英語 Follow Me 英語融入健康課程理念

本校以「活力、人文、創新」做為學校願景，期望能培養學生健全體適能、涵養人文情懷進而激發創新潛能。

在二年級健康課程規劃中，以學生為主體及全人健康之教育方針，結合生活情境的整合性學習，確保人人參與身體活動。運用生活技能以探究與解決問題，發展適合其年齡應有的健康認知、情意、技能與行為，讓學生身心潛能得以適性開展，成為終身學習者。建立健康生活型態，培養日常生活中之各種身體活動能力並具國際觀、欣賞能力等運動文化素養，以鍛鍊身心，培養競爭力。

本計畫將以全校二年級共 4 個班級，規劃每週 1 次的英語融入健康課程，由英語教師群共同合作設計，除了協助學生習得健康生活的知識、態度與技能，養成規律運動與健康生活的習慣，培養問題解決及思辨與善用生活中的相關資訊、產品和服務的素養。在課程中習得營造良好人際關係的技巧，並培養出具有團隊合作精神的習慣，也希望增強學生英語聽說能力。109 學年度上學期課程時程如下表：

週次	單元	健康十大議題	主題
第 1-10 週	吃出健康和活力	<ul style="list-style-type: none">• 人與食物• 健康促進與疾病預防	<ul style="list-style-type: none">• 健康飲食• 飲食追追追• 飲食安全小撇步
第 11-17 週	我真的不錯	<ul style="list-style-type: none">• 健康心理• 個人衛生	<ul style="list-style-type: none">• 我喜歡自己• 我是感官的小主人
第 18-20 週	拒絕菸酒	<ul style="list-style-type: none">• 健康促進與疾病預防	<ul style="list-style-type: none">• 喝酒壞處多• 遠離菸害

二、 二年級英語融入健康課程教學之課程架構與設計理念

週次	主題	學習重點		理念與設計
		學習表現	學習內容	
1-10	吃出健康和活力	1a-I-1 認識基本的健康常識。 1a-I-2 認識健康的生活習慣。 2b-I-2 願意養成個人健康習慣。	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。	經由認識六大類食物的類別及了解六大類食物對身體的益處，願意嘗試並攝取多樣化的食物進而能實踐有益健康的飲食原則。
	吃出健康和活力	1a-I-1 認識基本的健康常識。 1a-I-2 認識健康的生活習慣。 2b-I-2 願意養成個人健康習慣。	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。	介紹低碳飲食的原則。共同對居住的環境更友善，從選擇當季在地食材做起，盡可能多樣化攝取原態食物，並達到天天五蔬果及適量採買食用不浪費，透過建立健康低碳飲食型態，愛護地球也守護自己和家人的健康。
11-17	我真的不錯	3a-I-1 能於引導下，表現簡易的自我調適技能。	Fa-I-1 認識與喜歡自己的方法。	一個人對自己的認識和看法就叫「自我概念」，這個自我概念有時候和他人對我們的認識很類似、有時候差很遠。一般來說，相差愈少，和別人相處時困擾也會比較少。培養「自我概念」，可以協助自己和同學或朋友建立良好的關係。
	我真的不錯	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。 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	Ba-I-2 眼耳鼻傷害事件急救處理方法。 Da-I-2 身體的部位與衛生保健的重要性。	生活中有許多危機，可能造成眼睛不舒服或受傷。如果學會處理方法，可以降低傷害的嚴重性。

		操作簡易的健康技能。		
期中評量				
18-20	拒絕菸酒	1a-I-1 認識基本的健康常識。 3b-I-3 能於生活中嘗試運用生活技能。 4b-I-1 發表個人對促進健康的立場。	Bb-I-2 吸菸與飲酒的危害及拒絕二手菸的方法。	飲酒帶來的問題非常嚴重，除了傷害個人身體健康，還會危及家庭和社會安全。影響個人吸菸的因素，如好奇心、朋友的誘惑、廣告的吸引等，上癮之後往往很難戒除。所以為了避免染上吸菸的壞習慣，應該堅定的拒絕任何誘惑。
期末評量				

三、 健康課沉浸式英語教學教案設計

主題教案設計—南勢健康 So Easy 沉浸英語 Follow Me

主題名稱	健康課	教學設計者
教學對象	二年級學生	教學節次 4 個單元
核心素養		
<input checked="" type="checkbox"/> A1 身心素質與自我精進 <input checked="" type="checkbox"/> B1 符號運用與溝通表達 <input type="checkbox"/> C1 道德實踐與公民意識 <input checked="" type="checkbox"/> A2 系統思考與解決問題 <input type="checkbox"/> B2 科技資訊與媒體素養 <input checked="" type="checkbox"/> C2 人際關係與團隊合作 <input type="checkbox"/> A3 規劃執行與創新應變 <input checked="" type="checkbox"/> B3 藝術涵養與美感素養 <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 B3 藝術涵養與美感素養 C2 人際關係與團隊合作		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-B3 具備運動與健康有關的感知和欣賞的基本素養，促進多元感官的發展，在生活環境中培養運動與健康有關的美感體驗。

健體-E-C2 具備同理他人感受，在體育活動和健康生活中樂於與人互動、公平競爭，並與團隊成員合作，促進身心健康。

英語學習重點

Unit 1 : healthy/ unhealthy?good/bad to the earth.

Unit 2 : How are you?/ How do you feel?//Body parts: eyes, ears, nose/Personal hygiene/clean, dirty

Unit 3 :addiction to alcohol/Don' t smoke./Don' t smoke here./Please stop smoking./Please don' t smoke.

Unit 4 : Sports field/Sports center/Activity center/shoes/T-shirt/shorts

學習表現

學習內容

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。

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-3 能於生活中嘗試運用生活技能。

4b-I-1 發表個人對促進健康的立場。

4c-I-1 認識與身體活動相關資源。

4d-I-2 利用學校或社區資源從事身體活動。

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。

Fa-I-1 認識與喜歡自己的方法。

Ba-I-2 眼耳鼻傷害事件急救處理方法。

Da-I-2 身體的部位與衛生保健的重要性。

Bb-I-2 吸菸與飲酒的危害及拒絕二手菸的方法。

Cb-I-1 運動安全常識、運動對身體健康的益處。

Eb-I-1 健康安全消費的原則。

Cb-I-3 學校運動活動空間與場域。

教學目標

1. 學生能夠聽懂教師使用的英語課室用語

2. 學生能夠完成教師指派的任務

3. 學生能以正確方式回應教師指令

節次

教學活動

時間

評量方式

英語學習重點

<p>第 1 週</p>	<p>Unit 1: Eat health and vitality Theme: healthy diet Activity1 : Discuss the motivation to eat and diet preferences 1. Teacher ask students the following questions? 1) What do you want to eat? 2) When do you want to eat? 3) When do you don' t want to eat? 2. Teacher write down the foods children like or hate to eat on the board and ask the children to publish the reasons. 3. Watch the food and me video in this lesson and ask questions 4. The teacher analyzes the types of food that children do not like to eat, and uses the experience sharing of others to encourage children to try different foods 4. Finish the worksheet : Food-I like and don' t like. 5. Ask students to publish on the stage ◦ Activity2 : Food guessing game 1. Teachers use internet resources to let students play food guessing games : https://www.youtube.com/watch?v=mVE9pYdwX-I 2. The teacher tells the story of "Adventures in the Food Kingdom" ◦ 3. The teacher explained that different foods live in the six major villages of Food Kingdom, and guided the children to understand the six food categories. 4. Ask the children to express freely what common foods are included in the six food categories. 5. The teacher summarizes and supplements the sources of</p>	<p>20</p> <p>20</p>	<p>Can show good eating habits</p>	<p>【句型】 Do you like it? Yes, I do. / No, I don't. What is it? It's an apple. What group is it? It's _____ 【單字／片語】 Food group Grains, fruits, dairy, vegetables, protein, oil&nuts</p>
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	<p>1. Ask the children to observe the textbook legends, and announce the benefits of grains,protein, dairy,vegetables, fruits,oil and nuts.</p> <p>2. The teacher explains the main functions of the six categories of food</p> <p>Activity 2: Recognize the importance of six major food categories</p> <p>1. Discuss the study sheet: Ask the children in groups to take turns to say whether the content of their record sheet contains the six types of food? How many different foods did you eat in a day?</p> <p>2. The teacher explained that different foods have different functions and emphasized that a balanced diet should include six types of food.</p> <p>3. The teacher encourages children to eat six types of food every day and develop good eating habits.</p>	20		<p>It's an apple.</p> <p>What group is it?</p> <p>It's ____</p> <p>【單字／片語】</p> <p>Food group</p> <p>Grains, fruits, dairy, vegetables, protein, oil&nuts</p>
第 4 週	<p>Unit 1: Eat health and vitality</p> <p>Theme: healthy diet</p> <p>Activity 1: Find out your eating problems</p> <p>1. Ask students to think about and write down their dietary problems. Including: What are the main dietary issues? What are the causes of eating problems? What is the solution to the problem?</p> <p>2. Teachers encourage students to improve their eating problems.</p>	20	Can name the benefits of six types of food for the body .	<p>【句型】</p> <p>1.What do you have for lunch?</p> <p>2. Does your lunch plate match the 6 tips?</p> <p>Yes, I do. /No, I don't.</p> <p>【單字／片語】</p> <p>grains, vegetables dairy protein fruits</p>

	<p>and wanted to drink sugary drinks. Although I brought boiled water, I saw all kinds of sugary drinks in convenience stores and wanted to buy them... "</p> <ol style="list-style-type: none"> The teacher explains the steps to make a decision: determine that you must make a decision → list possible choices → list the advantages and disadvantages of different choices → make a decision → evaluate the decision: Is this a good decision? Teachers encourage students to make good use of decision-making skills to make good decisions for their own health. <p>Activity 2: Make a good decision</p> <ol style="list-style-type: none"> Teacher asks: There are fresh milk and chocolate milk in the refrigerator, how should I choose? Think together what are the advantages and disadvantages of choosing fresh milk? What are the advantages and disadvantages of choosing chocolate milk? In group discussion activities, students are invited to announce what food to choose and why? Encourage students to choose nutritious food for their own health. 	20		<p>sugar , water one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen</p>
第 7 週	<p>Unit 1: Eat health and vitality Theme: Chase after eating</p> <p>Activity 1: Recognize the harm of sugary drinks</p> <ol style="list-style-type: none"> The teacher asks students what to add when they are thirsty? Discuss students' dietary issues .Knowing sugary drinks, it turns out that we drank this polysaccharide: guess which drink contains the most/less sugar Explore the health hazards of sugary drinks The teacher concluded that the best drink is plain water 	20	<p>Can give examples of the impact of bad eating habits on health.</p>	<p>【句型】 It's good/bad to your body. Which one has more/less sugar? 【單字／片語】 Body , sugar , water one, two, three, four,</p>

	<p>soda</p> <p>7. The teacher plays the video: Why can the refrigerator keep fresh? What foods can't be put in the refrigerator</p> <p>8. Teacher's Note: The refrigerated food, such as fresh milk, soy milk, etc., should be consumed as soon as possible after leaving the refrigerator, and should not be left at room temperature for too long.</p>	<p>10</p> <p>5</p>		
第 9 週	<p>Unit 1: Eat health and vitality Theme: Tips for eating safety Activity 1: Identify the safety of boxed fresh milk</p> <p>1. The teacher shows the fresh milk in the box, and asks the students how to know if the fresh milk in the box is fresh and safe</p> <p>2. Observe the labels on the milk boxes in groups to find out the production date, expiration date and storage method. Remind students not to consume expired food to avoid bad stomachs</p> <p>3. The teacher reminds students to pay attention to whether they have expired when they buy. If they find that they have bought expired or problematic food after returning home, they can also take the invoice and expired food to the store to request a return or exchange.</p> <p>Activity 2: Understanding food labeling</p> <p>1. What is the expiration date? What is the best before date? What is the manufacturing date?</p> <p>2. The teacher plays the video: What is the retention</p>	<p>20</p> <p>20</p>	<p>Be able to pay attention to the expiration date and preservation method on the food label.</p>	<p>【句型】 What is <u>expiration date</u>? Is it okay to eat? Yes, it is./No, it isn't. It's okay/not okay to eat. 【單字／片語】 expiration date best before date manufacturing date</p>

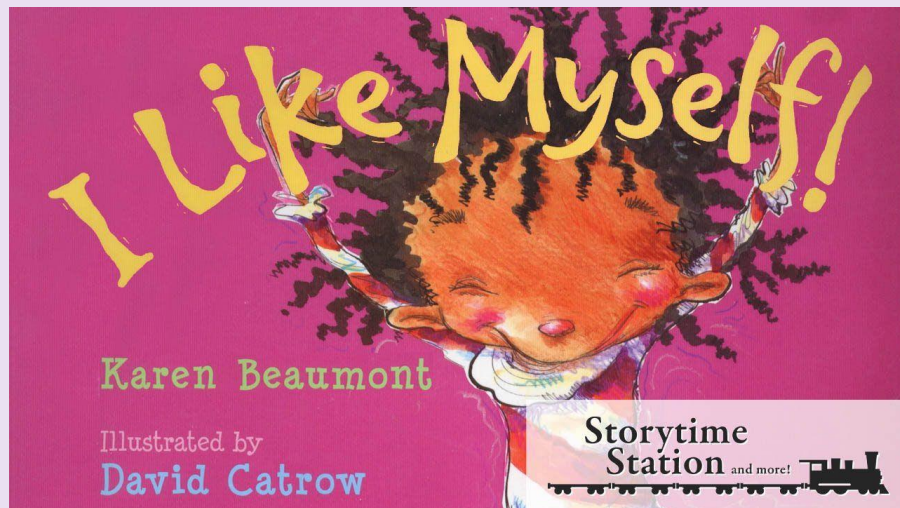
Activity 1: I Like Myself

Warm-up

The teacher asks students to describe their appearances in simple English words or in Mandarin Chinese instead if they do not know the English words.

Presentation

Share the picture book of I Like Myself on the PPT file, which is as follows,



Encourage students to like themselves like the kid in the story and to be confident in their respective appearances no matter what the shapes, colours, features, etc. are.

Production

Ask students to fill in the blanks of Page 33 on the textbook in order to further figure out who they are.

Practice

Ask students to share what they have written in the blanks of the textbook and encourage them to speak out their strengths and skills.

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confidently
describe
their own
appearances
and

15

characterist
ics

Do you like yourself?
Yes, I do. I like myself.
I am XXX.
【單字／片語】
tall
short
strong
strengthes and weaknesses
skill
beautiful
handsome
cute
good-looking

10

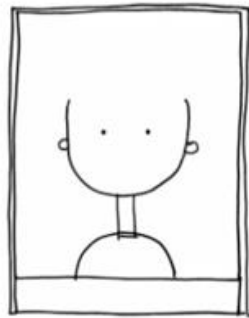
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UNIT 2: I AM REALLY GOOD

Activity 1: I Like Myself

Production

The teacher gives students the worksheets to fill out the blanks to help them describe themselves correctly. The worksheet is as follows,



My name is _____
 I'm in the _____ grade.
 My birthday is on _____
 I have _____ sisters and _____ brothers.
 One thing I like about myself

 One thing I don't like about myself

These are a few of my favorite things:

Subject(s) _____
 Sport(s) _____
 Color(s) _____
 Animal(s) _____
 Food(s) _____



Presentation

Ask students to stand up and share those answers with classmates. The teacher can sometimes help students translate the answers from Chinese to English if they do not know the exact words.

Ask students to fill out the forms on Page 34 and 35 to figure out what they can do and how they can improve.

Play the inspiring video clip of a lego arm boy from Andorra to arouse their interests and confidence. The link

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Be able to
 point out
 their own
 strengths
 and
 weaknesses
 and overcome
 their
 shortcomings
 in the
 meantime.

【句型】

What can you do?

I can play piano, play soccer, draw, etc.

I know I am XXX(short) but I am XXX(friendly).

【單字／片語】

strengths and weaknesses
 shortcoming
 ability
 getting along with
 improve
 draw
 read
 swim
 dance
 friendly
 outgoing

20

	<p>is as follows, https://www.youtube.com/watch?v=d0UB-gQ30sE</p> <p>Practice</p> <p>Tell the students that everyone has shortcomings and we can keep improving ourselves to make us better. Ask students to share what they can do to overcome their shortcomings.</p>	10		
第 13 週	<p>UNIT 2: I AM REALLY GOOD</p> <p>Activity 2: I Am a Good Master of My Sense Organs</p> <p>Warm-up</p> <p>The teacher explains the definition of sense organs and points out where they are on the human body.</p> <p>Presentation</p> <p>Play the familiar video clip https://www.youtube.com/watch?v=B2SPDR6orCg to review what they already know in the lower grades when it comes to the sense organs in Chinese languages. Ask them to sing along if they can.</p> <p>Production</p> <p>Specify those sense organs with the help of the pictures on Page 37 of the textbook and then tell the students the English counterparts.</p> <p>Ask students to point out the specific sense organ as the teacher explains. Second, tell them to exemplify the function of those sense organs.</p> <p>Third, play the video clip on the function of human sense organs, this time in English. The link is as follows, https://www.youtube.com/watch?v=LNajQTnZviQ (Five Senses)</p>	5 10 15	<p>Be able to explain the function and importance of all the sense organs</p>	<p>【句型】</p> <p>You XXX(see) with your XXX(eyes). How do you feel? I can XXX(see) with my XXX(eyes).</p> <p>【單字／片語】</p> <p>eyes ears nose tongue skin see hear taste smell feel</p>

	<p>very easily. Then tell the kids the correct way to blow your nose with the help of the pictures in the prepared PPT file. Demonstrate the right method to blow your nose if they do not understand what the teacher says.</p> <p>Ask the students to tick the boxes of Page 45 to see if they can make those good habits.</p> <p>The students turn to the next sense organ and focus on the protection of the lips this time. The teacher asks them to show if they bring lip balm with them at all times during the, especially, winter time. The teacher tells the students that they would further hurt their chapped lips if they tore the drier part on the lips. Show them the right way to apply the lip balm.</p> <p>Next, play the vedio clip https://www.youtube.com/watch?v=EnhDSkzYI3k on oral health to tell them we should brush our teeth twice a day and do it at least two minutes each time. Then, go to the dentist twice a year is recommended too by our health authorities.</p> <p>Discuss with students on good habits of brushing the teeth Ask them to go to Page 47 to tick the boxes if they really do it.</p> <p>Practice</p> <p>Ask the students how they brush their teeth and show the classmates. This is added by the teacher' s demonstration of correct tooth-brushing practice.</p> <p>Wrap-up</p> <p>The teacher repeats the key points of keeping the health of the nose, lips, and the mouth, accompanied by the publicity materials from the prepared PPT file.</p>	5		chapped habit
		5		

	<p>demonstrating the right method to get the water out of the ears and to remove foreign particles from the eyes.</p> <p>Ask the students to copy the way in which we make a piece of tissue paper into a tapered tip to possibly remove water from the ears after having shower or hot spring bath.</p> <p>Wrap-up</p> <p>The teacher plays the suggested video from the Hanlin E-book, which covers all the protection methods of our sense organs and then concludes the lesson.</p>	10		
第 17 週	<p>UNIT 2: I AM REALLY GOOD</p> <p>Activity 3: The First Aid of My Sense Organs</p> <p>Warm-up</p> <p>The teacher reviews what is taught last week and tells the students what we are going to learn today.</p> <p>Presentation</p> <p>Continuing the first aid of our sensory organs, the teacher plays the video clip from the City government about the care of the eyes, which is as follows:</p> <p>https://www.youtube.com/watch?v=w_N_KHR4-C4</p> <p>The teacher then shows the students another video clip in English language on how to correctly take care of our sensory organs, which is as follows:</p> <p>https://www.youtube.com/watch?v=Dq-9oumiJfA</p> <p>Practice</p> <p>The teacher plays the review games from the E-book of Hanlin on Unit 2. Through the game, the teacher reiterate the importance of taking care of sense organs and emphasises the right methods on the first aid of our sensory organs.</p>	5 15 10	<p>Be able to give first aid if the eyes, ears, nose, and mouth are hurt</p>	<p>【句型】</p> <p>Do you know how to take care of your <u>eyes</u>?</p> <p>Yes, I do. / No, I don' t.</p> <p>What can you do?</p> <p>I can <u>call 911</u>.</p> <p>【單字／片語】</p> <p>glasses</p> <p>bleeding</p> <p>first aid</p> <p>tongue</p> <p>mouth</p> <p>lips</p> <p>bug</p> <p>worm</p> <p>spider</p>

	<p>potentially kill others let alone damaging his or her personal health.</p> <p>Practice</p> <p>On page 61 of the textbook, the teacher asks the students to rehearse for the coming role-play.</p> <p>Production</p> <p>The students are divided into pairs and asked to come up to the front of the classroom to act out the scenario on how to politely and friendly persuade the grown-ups not to drink. The teacher then gives little gifts to those who do better.</p>	<p>5</p> <p>10</p>		
<p>第 19 週</p>	<p>UNIT 3: SAY NO TO TOBACCO AND ALCOHOL</p> <p>Activity 2: Stay Away from Tobacco Hazard</p> <p>Warm-up</p> <p>The teacher helps the students review the hazardous nature of alcohol drinking and drink-driving taught the previous week.</p> <p>Presentation</p> <p>The teacher first asks students to read through pages 62 and 63 to grasp the central ideas of health hazards of smoking. Then, he or she asks students to share the negative results smoking will bring.</p> <p>The teacher further explains the definition of second-hand smoke as well as the third-hand smoke with examples from the prepared PPT files. Students are asked to share their feelings towards second-hand smoke before the teacher plays the video clip “Smoking Kills Others” as follows:</p> <p>https://www.youtube.com/watch?v=uMngymEeHm0&list=PLDnv</p>	<p>5</p> <p>15</p>	<p>Be able to know the risks of smoking and second-hand smoke</p>	<p>【句型】</p> <p>Smoking kills.</p> <p>We are not allowed to smoke at school/hospital.</p> <p>【單字／片語】</p> <p>No smoking</p> <p>tobacco</p> <p>smoke</p> <p>cigarette</p> <p>cough</p> <p>lung</p> <p>second-hand smoke</p> <p>third-hand smoke</p>

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Practice

The teacher shows the most important sign proposed by the central government on “No Smoking” and tells the students the fine if people violate the regulations. The sign is as follows:



Secondly, the students are asked to share the places where they can see “No Smoking” sign.

Thirdly, the teacher tells the students the good thing about giving up smoking with the video clip as follows:

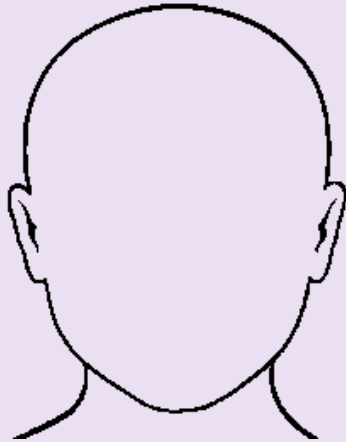
<https://www.youtube.com/watch?v=L6iilCEA8YI&t=1s>

Production

Students are asked to think about how a person will look after long-term smoking. After the sharing session, they draw a human face on a worksheet according to what they just discussed in class. The worksheet looks like this:

10

10



The students are asked to draw the features of this imaginary smoker.

UNIT 3: SAY NO TO TOBACCO AND ALCOHOL

Activity 2: Stay Away from Tobacco Hazard

Warm-up

Review the risks of smoking and inhaling second-hand smoke. The teacher shows the students again the No Smoking sign used in public places and the related fine.

Presentation

The teacher asks student to share the places where they see people smoking and the places where people are not allowed to smoke. Ask again to see if the students really know the adverse effects of second-hand smoke. Then, the teacher asks what they normally react when they see this happening.

Play the video clip on third-hand smoke as follows:

<https://www.youtube.com/watch?v=rBXgsQcL3FI>

With the help of this animated film, students are able

5

15

Be able to say no to second-hand smoke

【句型】

Don' t smoke here, please.

Smoking is not good for your health

【單字／片語】

No smoking

tobacco

smoke

cigarette

cough

lung

second-hand smoke

polite

第 20 週

	<p>to know the harmful effects of third-hand smoke while they say no to the second-hand smoke.</p> <p>Practice</p> <p>On page 65 of textbook, the students are asked to read aloud the two “bubble” context to see how we can correctly persuade people to stop smoking in public places.</p> <p>Production</p> <p>The students are divided into groups and role-play in turn the skills taught on page 65 with the scenarios shown on pages 66 and 67. After that role play, they will be asked to tick the boxes at the end of Page 67 to see if they are confident in stopping people from smoking in public places next time they see this happens.</p>	5		
		15		

四、二年級英語融入健康課程教學使用之英語詞彙

1. 班級常規(classroom rules):

<ol style="list-style-type: none"> 1. Be polite 2. Listen to others 3. Raise your hands to speak 4. Try your best 5. Be safe 6. Enjoy

2. 班級經營與教室用語(Classroom management& classroom language):

	Teacher says	Students say
上課前 Before the class	Class time!(It' s time for class) Class leader	Good morning Teacher____. Stand up. Attention. Bow.
複習舊經驗 Review time	What did we learn last week? Do you remember____? Tell me what is ____?	

<p>教師指導語 Teacher' s order</p>	<p>Attention. Eyes on me. Listen to me. Give me a good listener Are you ready?</p> <p>Heads down/up ; Take out your _____. Put your hands back.</p> <p>Give him/ her 1-5 fingers Give him/ her a big hands Clap your hands.</p>	<p>One, two. Eyes on you. Listen to you. Stop/ Look/ Listen Yes!</p> <p>very good</p>
<p>小組討論用語 Discussion time</p>	<p>Discussion time! 54321. Heads down.</p> <p>Step 1. Face to face/ Make a circle Step 2. Our topic is _____ Step 3. Any questions? Ready, Go! Step 4: Time' s up. Step 5: Show/ share time.</p> <p>Talk to your partners. What do you think? What can you do? How about you? Why? Why not? Do you agree? Any ideas/comments?</p>	<p>We are group ____.</p> <p>I/we think ____because_____.</p> <p>I/we feel_____ because_____.</p> <p>I/we can_____ because_____.</p>
<p>下課 After the class</p>	<p>Break time! Do you want to take a break?</p>	<p>Thank you Teacher_____. Yes, I want to take a break.</p>

3. 健康雙語課程專業辭彙

週次	單元	健康課程使用之英語
第 1-10 週	吃出健康和活力	Which food group is it? It' s healthy/unhealthy. good/bad to the body
第 11-17 週	我真的不錯	How are you? How do you feel? Body parts: eyes, ears, nose Personal hygiene
第 18-20 週	拒絕菸酒	addiction to alcohol Don' t smoke. Don' t smoke here. Please stop smoking. Please don' t smoke.