

國立臺北教育大學附設實驗小學二年級上學期健康雙語教學課程架構

一、教學單元主題教學目標

單元主題	健康與體育(健康)領域 (content)		英語文 (language)	
	學習表現 Students' performance	學習內容 Learning content	學習表現 Students' performance	學習內容 Learning content
愛護牙齒有一套 Taking Care Of Our Teeth	1a-I-1 認識基本的健康常識。 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。 Da-I-2 身體的部位與 衛生保健的重要性。	1-II-7 能聽懂課堂中 所學的字詞。 1-II-8 能聽懂簡易的 教室用語。 1-II-9 能聽懂簡易的 日常生活用語。 1-II-10 能聽懂簡易 句型的句子。	Ac-III-2 簡易的 教室 用語。 Ac-III-3 簡易的 生活 用語。
空氣汙染大 作戰 Air pollution	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。 2a-I-2 感受健康問題 對自己造成的威脅。 4a-I-2 養成健康的生 活習慣。	Ca-I-1 生活中與健 康相關的環境	1-II-7 能聽懂課堂中 所學的字詞。 1-II-8 能聽懂簡易的 教室用語。 1-II-9 能聽懂簡易的 日常生活用語。 1-II-10 能聽懂簡易 句型的句子。	Ac-III-2 簡易的 教室 用語。 Ac-III-3 簡易的 生活 用語。

二、單元英語詞彙與句型

單元主題	語言學習目標 Language Learning Objectives	
愛護牙齒有一套 Taking Care of Our Teeth	Language of learning	1-1teeth, eat food, talk, smile I have teeth. My teeth can _____.
		2-1 Milk Teeth, front teeth, back teeth I have _____(number) teeth. I have ____ milk teeth.
		3-2Tooth brush, in(side), out(side), brush, up, down I know how to brush my teeth.
	Ts: Do you have teeth? (Ss can show their Teeth) S: Yes, I have teeth. Ts: Why do we have teeth? (Ss (discuss and answer): Eat Food, Talk, Smile...) Ts: How many times do you brush your teeth a day?	

	Language for learning	(Ss: twice, three times, or after eating/ before going to sleep) Ts: What if you didn' t brush your teeth? (Ss: Cavities/Tooth Decay)
		Ts: How many teeth / cavities/front teeth/back teeth do you have? Ss can understand question and answer /point it: I have _____(number) teeth / cavities/front teeth/back teeth Ts: When will you change your teeth? (Ss: 5~6 years old.) Ts: How many times will you change your teeth?(Ss: Two times.)
Ts: How to choose a toothbrush or toothpaste? Ss understand and answer. Ts: Let' s read and finish the worksheet. Ss understand and do it correctly.		
Language through learning		Number:1-10,20.32 Colors: red, orange, green, blue, yellow, black... Animals: a snake, a crocodile, a lion, a tiger, a zebra, a monkey
	Language of learning	1-1 air, breath, take a deep breath, Air is everywhere!
		1-2 gray, smelly, strange, not clean, dirty, look, smell, feel, touch, smog, The sky is dirty.
		1-3 healthy, unhealthy
		1-4 wear a mask, wash our hands, wash our faces, wear glasses (face goggles), air cleaner.
	Language for learning	2-1 T: Can you catch it (the air)? Can you feel it (the air)? S: Yes, I can. No, I can' t./ T: Is the air clean? S: No, it isn' t. Yes, it is. T: Air is important.
		2-2 T: What can you see? How does it smell(feel) like? Is it clean? S: I can see.../ It smells/feels like ... /Yes, it' s clean. No, it' s dirty. T: Is it dust or smoke? S: It' s dust/ smoke.
		2-3 T: Is it healthy or unhealthy? S: It' s healthy/ unhealthy.

		<p>S: I will have ... (a runny nose, sore throat, red eyes, asthma, itchy...)</p> <p>T: The air pollution is bad for us.</p> <p>S: The (green) flag is healthy. The (red) flag is unhealthy.</p> <p>T: Do you go out or stay inside? Which county has the bad/worst air pollution?</p> <p>S: I stay inside./ I go out. It' s ____ (city/country).</p>
		<p>2-4</p> <p>T: How can we do to fight for air pollution.</p> <p>S: We can... wear a mask, wash our hands, wash our faces, wear glasses (face goggles), use a air cleaner...</p> <p>S: When the flag is... I should...</p>
	Langage through learning	<p>colors (red, green, yellow, orange, purple...), eyes, nose, face, hands, good, bad, in, out, I can see/smell/feel..., It is.... (colors), Yes, it is. No, it' s not.</p>