基隆市銘傳國中110學年度英語教學設計

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| **領域/科目** | | 英語 | | **設計者** | | | | 王淑芬 | | |
| **實施年級** | | 8 | | **總節數** | | | | 共1節，45分鐘 | | |
| **單元名稱** | | Lesson 3 He Was Having Lunch When I Saw Him | | | | | | | | |
| **設計依據** | | | | | | | | | | |
| **學習**  **重點** | **學習表現** | | * 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。 * 4-Ⅳ-5 能依提示寫出正確達意的簡單句子。 | | **核心**  **素養** | * 英-J-B1 具備聽、說、讀、 寫英語文的基礎 素養，在日常生 活常見情境中，能運用所學字 詞、句型及肢體語言進行適切合宜的溝通與互動。 | | | | |
| **學習內容** | | * Ad-Ⅳ-1 國中階段所學的文 法句型。 | |
| **議題**  **融入** | **實質內涵** | | * 性別平等教育-性 J3 檢視家庭、學校、職場中基於性別刻板印象產生的   偏見與歧視。   * 人權教育-人 J1 認識基本人權的意涵，並了解憲法對人權保障的意義。 | | | | | | | |
| **所融入之學習重點** | | * 2-4-1 分析現今社會問題與刻板的性別角色關係。 * 增強對人權的感受與評價 | | | | | | | |
| **與其他領域/科目的連結** | | | 健教-睡眠癱瘓症補充 | | | | | | | |
| **教材來源** | | | **Textbook(pp.39-40.pp.41-42)** | | | | | | | |
| **教學設備/資源** | | | **https://www.learnmode.net** | | | | | | | |
| **學習目標** | | | | | | | | | | |
| * Understand the sentence pattern(pp.41-42). * Recongize the sentence pattern(the conjunction-- when.before.after) & make sentences of the pattern. | | | | | | | | | | |
| **教學活動設計** | | | | | | | | | | |
| **教學活動內容及實施方式** | | | | | | | | **時間** | | **備註** |
| * Good afternoon,Ms Wang. * Meme (2 pictures)🡪Classroom Rules (on the blackboard or Card)   1.Read Loudly.  2.Raise your hand to talk.  3.Listen carefully.   * Warm up   Read the vocabulary in L3   * Illustrate the sentence pattern on p.41  1. Example   When I walked into the classroom yesterday, I saw Mike.  When I walked into the classroom, I heard Mary singins  When I have free time, I feel so happy.   1. Read the Example on p.41 2. Conclude the sentence pattern 3. Practice (p.41)   Writing & Reading   * Illustrate the sentence pattern on p.42   1.Example  Before I walked into the classroom yesterday, I saw Mike.  Before I walked into the classroom, I heard Mary singins  After I had dinner , I drank some coffee.  2.Read the Example on p.42  3.Conclude the sentence pattern  4.Practice (p.42)  Writing & Reading   * Extra   1.連接詞when、before、after的用法  (1) when、before 與after當連接詞時，除了連接過去的事件，亦可視句意使用不同的時態  (2) before與after 除了引導副詞子句，也可以當介系詞使用，後面接名詞當受詞，例如after school（放學後）、before class（上課前）  (3)當主要子句和副詞子句的主詞相同時，副詞子句的主詞可省略，動詞則改為現在分詞   * Practice (Homework)  1. Two students as a group & try to find the answers. 2. Check the answers | | | | | | | | **5mins**  **5mins**  **15mins**  **15mins**  **5mins** | | * Read * Check students’ answers. * Check students’ answers. * Oral Practice * Read * Worksheet |
| **參考資料：（若有請列出）**教師手冊 | | | | | | | | | | |