

基隆市立中山高級中學國中部 111 學年度（第一學期）校長及教師公開授課教案
英語領域教學活動設計

單元名稱	A Letter from a Teenager	學習主題	家庭教育	適用年級	國中 9 年級
活動設計	廖逸君老師	相關領域	英語領域	教學時間	50 分鐘 1 節數 (第 10 週)
教學目標	1. SS are able to talk about their fights with their family members. 2. SS are able to use the sentence patterns in their textbook B5, "I haven't talked to them since then." 及 "They have hurt my feelings "to describe their family relationships. 3. SS are able to use "have/has+p.p." to describe the past experiences. 4. SS needs to fill in a worksheet about how they deal with their family conflicts.				
學生背景分析	1. Students have learned past tense and time adverbs of present perfect tense. 2. Most students' English level is intermediate. 3. SS have learned how to use words about expressing feelings in English.				
教材教具媒體	blackboard, chalk, worksheet, textbook (B5)				
施政主軸	1. SS are able to describe their interactions with their family. 2. SS are able to describe how they deal with their fights with their family members in present perfect tense in English and review the vocabulary they've learned in the reading. 3. SS can write an English letter to express their worries and ask for others' help.				
	家庭教育議題: 1. 了解與家人溝通及相互支持的方式。 2. 讓青少年學習如何反省自我，化解心理問題。				
教學活動內容設計(教案)					
家庭教育能力指標	教學活動	教學資源	多元評量(學習成果)	備註	
	A. Warm-up: (暖身活動) T asks SS to talk about their past experiences of having fights with their family members. T asks, "Have you ever had fights with your family members?" "Who did you have fights with?" "How did you feel after the fight?" SS expresses their feelings.		Oral practice	5mins	
	B. Development Activity: (發展活動) 1. Reading Comprehension: T asks SS to read a letter in their textbook. It's a letter from a teenager named Ted.		Oral practice Writing practice	10mins	

<p>T asks SS to write down the answers to the following questions.</p> <p>(1) Why did Ted write a letter to Debbie?</p> <p>(2) Why did Ted have a fight with his parents?</p> <p>(3) How can Debbie help Ted?</p> <p>2. Writing Instruction: T explains how to write a letter which includes introduction, main body, conclusion.</p> <p>SS are divided into two groups.</p> <p>(1) Ask each group to discuss the letter and to make their suggestions to Ted. T asks each group to write down their suggestions on the poster.</p> <p>T asks, “If you were Debbie, what would you tell Ted?” “What would you suggest Ted does?”</p> <p>(2) Teamwork Group1: Express the reason for writing. Express the worries. Give Ted some suggestions. Conclude writing-encourage Ted. Group2: Express the reason for writing. Express the worries. Give Ted some suggestions. Conclude writing-encourage Ted.</p> <p>(3) T corrects all the sentences on each group’s paper and asks one of the students in each group to read out loud about their discussion.</p> <p>C. Wrap-up:(總結) Scenario writing: T gives SS three scenarios to choose from. SS needs to choose one scenario and to write a letter to ask others for help. E.g. I failed an exam. My best friends stopped talking to me. I have sleeping problems.</p> <p>Ask SS to finish their worksheet .(Enc.1)</p>	<p>Oral discussion</p> <p>poster</p> <p>worksheet (Enc.1)</p>	<p>Grouping Writing practice Oral practice</p> <p>Poster presentation</p> <p>worksheet</p>	<p>15mins</p> <p>10mins</p> <p>10mins</p>
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A Letter From A Teenager

- How can we write a letter to ask others for help?

在讀完這封信後，想一想，我們可以怎麼寫信向他人求助？

問題情境:

Senario1:
I failed an exam.

Scenario2:
My best friend stopped talking to me.

Senario 3:
I have problems sleeping.

Senario 4:
I have pimpples and acnes on my face.

What should we write in a letter ?

3. Introduction: Express the reason for writing.
4. Main Body: Explain the problems.
5. Conclusion: Conclude the writing.

- 請選擇一個情境提供你的想法，寫下並說明你寫這封信的理由:

Please express your opinions and explain why you want to write this letter.

E.g.

Dear Debbie,
Hi, I am _____, a junior high school student. I'm writing this letter because _____, I need your help.

I feel sad. _____

What should I do? Can you help me?

Best wishes,
Nicole