**台北市北投區文化國小111學年度三年級第一學期教學計劃**

**Taipei Municipal Wenhua Elementary School**

**Grade 4 1st semester Teaching Plan**

**學習領域：英語 English 教師：孫汝君**

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| **學習領域** | 三年級 英語科 |
| **學生****學習背景** | 學生已習得Let’s Go Starter、Everybody Up 1  |
| **學期****學習目標** | 1. 學生能精熟(聽說讀寫) 形容詞及感官動詞的用法。
2. 學生能精熟(聽說讀寫) 詢問他人職業並回答，及不同職業的工作地點。
3. 學生能精熟(聽說讀寫) 使用want, have, like表達想要、擁有和喜歡哪種食物。
4. 學生能精熟(聽說讀寫) 描述並詢問他人的穿著。
5. 學生能精熟(聽說讀寫) 簡易會話。
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| **融入議題** | **【國際教育】**、【多元文化】、【閱讀素養】【性別平等】 |
| **教材來源** | Everybody Up 3, Unit 1 – 4 |
| **週別****(week)** | **單元****(Unit)** | **主 題****(topics)**  | **主要句型/文法****(sentence patterns & grammars)** | **單字****(vocabulary)** |
| 1 | 8/28-9/03 | **Welcome** |  | • Simple present statements with be (be verb)I’m happy./ He’s sick./I’m not sad. / He isn’t bored.•Affirmative and negative statements(be)My leg hurts. Are you OK? I thinks so. Thanks• My Five Senses. What can he/she see? He/She can see a bird. Yes/no questions with be(be動詞 - Yes/No 問句)Are you happy? Yes, I am. /No, I’m not.Is she sick? Yes, she is./ No, she isn’t.Be kind. (關心同學)Ouch! What’s wrong?1. 經由省思自己與他人相處的經驗，認識各種不同情緒。
2. 藉由觀察表情、動作來分辨他人不同的情緒。
3. 學會聆聽別人對心情的表達，並尊重他人的感受。
4. 了解與他人相處時，不同的情緒反應會帶來不同影響。
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| 2 |  9/04-9/10 | **Unit 1** | **Welcome Unit 1****Feelings and the****Senses****感覺與****感官** | • Affirmative and negative  statements with *be verb.* He’s/ She’s a doctor.  He/ She isn’t a nurse.They’re police officers.  They aren’t firefighters.• Yes/No questions with *be* (be動詞 - Yes/No 問句) Is he/she a doctor?  Yes, he/she is. No, he/she isn’t. Are they police officers? Yes, they are. No, they aren’t.• Safety (安全守則)Look at me. I like trees! Be careful!Oh, no! I’m sorry, mom.•Places in a town Where’s the doctor?  He’s/She’s at the hospital.Story book: Willy the Dreamer1. 認識家庭、學校與職業等性別角色的分工情形。
2. 辦識人際互動中的性別刻板印象與性別偏見。

覺察不同性別的互動方式與情感表達，理解他人感受。 | Feelings: happy, sad, hot, cold, hungry, thirstyFeelings: sick, tired, bored, excitedStory: Are You OK?The Senses: see, hear, smell, taste, touch |
| 3 | 9/11-9/17 |
| 4 | 9/189/24 |
| 5 | 9/25-10/01 |
| 6 | 10/02-10/08 | **Unit 2** | **Unit 2****Jobs and Places****職業與** **場所** |  | Jobs: doctor, nurse, teacher, student, pilot, cookJobs: police officer, firefighter, bus driver, soccer playerStory: Oh, DannyPlaces: hospital, school, home, restaurantOccupations: cashier,librarian, postal worker,salesperson, server, vet |
| 7 | 10/9-10/15 |
| 8 | 10/16-10/22 |
| 9 | 10/23-10/29 |
| 10 | 10/30-11/05 | **11/4、11/5期中評量** |  |  |  |
| 11 | 11/06-11/12 | **Unit 3** | **Unit 3****Food and****Fruit****食物與****水果** | • Affirmative and negative  statements in the simple present.What do you want/ I want soup. I don’t want soup.What does he/she have?He/ She has apples.He/ She doesn’t have oranges..• Questions and answers in the simple present.Do you have apples? Yes, I do./No, I don’t. Does he/she have apples?Yes, he/she does. No, he/she doesn’t.•Good manners. (Be polite) Do you want an apple? Yes, please./No, thank you.•Dairy productDo you like milk? Yes, I do. /No, I don’t.Story Book: Handa’s surprise.1. 能以感官分辨食物、食品的安全性。
2. 能選購包裝完整的安全食品。
3. 能分辨自己平時攝取的點心是否健康營養。
4. 能檢討自己的飲食習慣，並提出改善方法。
 | Food: soup, salad, spaghetti, French fries, steak, eggsFruit: apple, banana, orange, peachStory: Yes, PleaseDairy Products: milk, yogurt, cheese, butter |
| 12 | 11/13-11/19 |
| 16 | 12/11-12/17 | **Unit 4** | **Unit 4 Clothes****衣服** | • Present continuous statements(現在進行式肯定句)What are you wearing?I’m wearing a cap and a shirt. What’s he/she wearing?He’s/She’s wearing gray pants and black socks.• Asking for help. (Be safe.) What’s wrong ? I can’t find my mom. What’s her phone number? It’s 555-0182.•Winter clothesIs he/she wearing a coat?Yes, he/she is. No, he/she isn’t.1. 了解衣服的用途
2. 認識衣服最早出現的形式

能了解不同國家的服飾與文化意義 | Clothes: shirt, dress, skirt, pants, socks, shoesClothes: cap, T-shirt, shorts, sneakersStory: Where’s Mom?Clothes: hat, coat, sweater, boots |
| 17 | 12/1812/24 |
| 18 | 12/25-12/31 |
| 19 | 1/01-1/07 |
| 20 | 1/08-1/14 | **1/10、1/11期末評量** |  |
| 21 | 1/15-1/21 | 1/19 休業式 |

**台北市北投區文化國小111學年度三年級第二學期教學計劃**

**Taipei Municipal Wenhua Elementary School Year 111**

**Grade 3 2nd semester Teaching Plan**

 **學習領域：英語 English 教師：孫汝君**

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| **學習領域** | 三年級英語科 |
| **學生****學習背景** | 學生已習得 Let’s Go Starter, Let’s Go 1, Everybody Up 1 |
| **學期****學習目標** | 1. 學生能精熟(聽說讀寫) 現在進行式描述並詢問正在做什麼動作。
2. 學生能精熟(聽說讀寫) next to, in front of, behind描述出位置。
3. 學生能精熟(聽說讀寫) 透過鐘面及數字描述出時間。
4. 學生能精熟(聽說讀寫) 描述並詢問喜愛的學科。
5. 學生能精熟(聽說讀寫) 簡易會話。
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| **融入議題** | **【國際教育】、**【閱讀素養】、【家庭】 |
| **教材來源** | Everybody Up 3, Unit 5 – 8 |
| **週別****(week)** | **單元****(Unit)** | **主 題****(topics)**  | **主要句型/文法****(sentence patterns & grammars)** | **單字****(vocabulary)** |
| 1 | 2/12-2/18 | **Unit 5** | **Unit 5****Actions****動作** | **• Present continuous statements and questions. (現在進行式問句)**What are you doing? I’m drawing. I’m not writing.What’s he/she doing? He’s/She’s reading. He/She isn’t writing.What are you/they doing?We’re/They’re eating.We/They aren’t drinking.**•I like to share. (Be nice)**I have a new game. Let’s play! Good idea!**• After school activities**Is he/she playing the guitar? Yes, he/she is. No, he/she isn’t.Are they playing the guitar?Yes, they are./No, they aren’t.1. 能用英文說出老師正在做的動作。
2. 「假人挑戰」活動。
3. 能將表演與生活情境結合，培養問題解決能力。。
 | **Actions:** read, write, draw, talk, sing, dance**Actions:** eat, drink, sleep, play**Story:** Let’s Play!**Activities:** play the guitar, listen to music, watch TV, do homework |
| 2 | 02/19-2/25 |
| 3 | 2/26-3/4 |
| 4 | 03/05-3/11 |
| 5 | 3/12-3/18 | **Unit 6** | **Unit 6****Rooms and furniture****房間與****家具** | **• Affirmative statements with prepositional phrases.****(介係詞片語肯定句)**There’s a bed next to the bookshelf.**•Interrogative sentences**Is there a bed next to the bookshelf?Yes, there is./No, there isn’t.**• Statements about quantity and location. (數量與位置肯定句)**There’s one bed in the bedroom.There are two beds in the bedroom.**• Questions about quantity and location (數量與位置疑問句)**Are there two beds in the bedroom?Yes, there are./No, there aren’t.**•Clean up (Be helpful)**The living room’s messy! Let’s clean up. OK. **• I can count.** **Numbers 1-100**How many pencils are there? There are 24 pencils.Story book: Goodbye House (by Frank Asch)1. 從自己的家擴大到了解家鄉居民的生活，認識家鄉的各種場所和設施的功能。
2. 了解社區的功能及活動，並認識、尊重不同的文化。
 | **Things at Home:** bed, bookshelf, table, sofa, clock, computer**Rooms:** bedroom, bathroom, living room, kitchen**Prepositional phrases:**Next to, in front of, behind**Story:** Surprise!**Numbers:** 0–100 |
| 6 | 3/19-3/25 |
| 7 | 3/26-4/1 |
| 8 | 4/2-4/8 |
| 9 | 4/9-4/15 |
| 10 | 4/16-4/22 |  |  | **Mid-term Exam 期中考 4/20(Thu.) 及 4/21(Fri.)** |
| 11 | 04/23-04/29 | **Unit 7** | **Unit 7****Time and Meals****時間與****餐點** | **• Telling time**What time is it?It’s one o’clock. It’s one fifteen.**• Questions about time** When do you eat breakfast?I/We eat breakfast at seven o’clock.When does he/she eat breakfast?He/She eats breakfast at seven o’clock.**• Getting plenty of sleep(Be healthy)**What time is it? It’s eleven o’clock. It’s time for bed. Sorry, dad. Good night! **•Daily Routine**When does he/she wake up?He/She wakes up at seven o’clock in the morning.Story book: Clocks and More Clocks (by Pat Hutchins)1. 能認識時間單位「日」、「時」、「分」、「秒」及其間的關係與簡單換算，並做時間與時刻的計算。
2. 認識數字鐘上午用AM表示，下午用PM表示，並報讀。
3. 了解中英文對於時間的不同說法。
 | **Time:** one o’clock, one fifteen, one thirty, one forty-five, two o’clock**Meals:** breakfast, lunch, snack, dinner**Story:** Time for Bed**Daily Routine:** wake up, go to school, come home, go to bed |
| 12 | 04/30-05/06 |
| 13 | 05/07-05/13 |
| 14 | 05/14-05/20 | **Unit 8** | **Unit 8****Subjects and Classes****課程與****科目** | **Statements of preference about subjects. (敘述偏好的科目)** His/Her favorite subject is science.What’s his/her favorite subject?It’s science.**• Stating schedules** **(敘述行程 – 在星期幾要做什麼)**Danny goes to karate class on Mondays. **• Asking about schedules** **(提出詢問行程的疑問句)**When does he/she go to karate class?He/She goes to karate class on Tuesdays.**• Make friends. (Be friendly)**Hi, do you speak English? Yes, I do. I’m Ken. Nice to meet you. Let’s play soccer!**• Countries and national flags**.Where’s he/she from? He’s/She’s from Brazil.1. 認識Brazil, Egypt, Canada, South Korea這四個國家的國旗。
2. 認識Brazil, Egypt, Canada, South Korea這四個國家的在地球上的位置及時間的差異。
3. 製作「認識**北投**」紙上桌遊
4. 能用簡單英文(向筆友)介紹自己的家鄉。(與**【國際教育】**結合)
 | **Subjects:** science, art, math, P.E., music, social studies**Classes:** karate class, dance class, swimming class, English class**Story:** A Friend**Countries:** Brazil, Egypt, Canada, South Korea |
| 15 | 05/21-05/27 |
| 16 | 05/2806/03 |
| 17 | 06/04-06/10 |
| 18 | 06/1106/17 |
| 19 | 06/18-06/24 | **6/22-23期末評量** |
| 20 | 06/24-06/30 | 期末檢討及回顧 |