**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。 | | | | |
| **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。 |  | |
| 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 Dreamer   1. 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, thirsty  Feelings: sick, tired, bored, excited  Story: Are You OK?  The Senses: see, hear, smell, taste, touch | |
| 3 | 9/11-  9/17 |
| 4 | 9/18  9/24 |
| 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, cook  Jobs: police officer, firefighter, bus driver, soccer player  Story: Oh, Danny  Places: hospital, school, home, restaurant  Occupations: 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 product  Do 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, eggs  Fruit: apple, banana, orange, peach  Story: Yes, Please  Dairy 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 clothes Is 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, shoes  Clothes: cap, T-shirt, shorts, sneakers  Story: 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。 | | | |
| **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 | 05/28  06/03 |
| 17 | 06/04-  06/10 |
| 18 | 06/11  06/17 |
| 19 | 06/18-  06/24 | **6/22-23期末評量** | | | |
| 20 | 06/24-  06/30 | 期末檢討及回顧 | | | |