

附件四

教案名稱	“How do you go to school?”	Designer	詹婷婷
課程設計	新北市 昌隆國小 詹婷婷老師	教學班級	609
教學時間	四節課	班級人數	27 人
能力指標	<p>C1-1-7 能聽懂教室用語及日常生活用語</p> <p>C1-1-8 能聽懂高年級所習得的句子。</p> <p>C1-1-11 能聽懂簡易的對話，短文故事。</p> <p>C2-1-3 能說出高年級所習得的字彙。</p> <p>C2-1-8 能使用高年段的教室用語與日常生活用語。</p> <p>C2-1-9 能以高年段簡單句型作適當的提問。</p> <p>C2-1-10 能以高年段簡易句型做適當的提問，回答。</p> <p>C3-1-2 能辨識高年段所習得的字彙</p> <p>C5-1-2 能聽懂高及辨識高年段所習得的英語字彙。</p> <p>C5-1-3 能說出高年級所習得的字彙。</p> <p>C5-1-6 能依文字或口語提示寫出高年段的重要字詞。</p> <p>C5-1-8 能聽懂，讀懂，說出並寫出高年級所習得的句子。</p> <p>D6-1-1 樂於參與各種課堂練習活動</p>		
教學理念	<p>1.以 Dino on the Go!! (Ch2 How do you do to school?)的課程主題為架構，結合溝通式 (communicative activities) 教學，以增強學生聽力和口語能力。</p> <p>2.學生透過圖片與故事來了解生，透過教學活動的引導，達到同儕相互學習的目的。</p> <p>3.透過教師提問設計幫助學生更能理解文本，並將學習經驗，本課文法延伸到日常生活中。(Freer activities)</p> <p>4. 學習單的設計是將本課文法，運用於口語教學中。讓英文不只是個科目，還是一種溝通的語言。</p>		
具體教學目標	<p>1.能聽懂，讀懂本文中相關的字詞和句子。</p> <p>2.理解短文，並回答教師的提問。</p> <p>3.能以分組的方式，溝通式教學，把文法融入聽力與口說中，來提升學生的聽力及口語能力。</p> <p>4.能夠讀和寫出所學的文法句型。</p>		

教學設計說明	<p>本教材改編 Dino on the Go (7) 總教學時數約 12 節。每一節進行重點如下:</p> <p>第一節: 觀看課文動畫, 圖示, 聲音來幫助學生猜單字, 句型意思。老師提問, 幫助學生了解課文意思。學生朗讀課文, 老師糾正學生的發音。</p> <p>第二節: 講解本課文法, 以溝通式活動, 使學生能聽懂本課文法和說出本課文法。鼓勵學生把本課文法用於日常生活中。鼓勵學生有做筆記的習慣。</p> <p>第三節: 複習本課文法, 給予學生閱讀與寫作來熟悉本課文法。給予學生聽力與口說來熟悉本課文法。</p> <p>第四節: 加強學生的文法概念, 並把文法融入日常生活中。並起溝通式活動, 加強學生聽說讀寫的技能。</p>			
評量方法	Formative assessment: checking ss' notes, monitoring ss' speaking and listening skills (worksheets: Find Someone Who, Where were you yesterday?) and checking ss' reading and writing skills(workbook p10)			
教學資源準備	翰林 Dino on the Go (7), CD,, pencils, workbook (p10), the worksheet (M#1)			
閱讀能力指標	Teaching procedure	Objectives Learning outcomes	Time	Material
<p>C1-1-7 能聽懂教室用語及日常生活用語。</p> <p>C1-1-8 能聽懂高年級所習得的句子。</p> <p>C2-1-3 能說出高年級所習得的字彙。</p> <p>C2-1-8 能使用高年級的教室用語與日常生活用語。</p> <p>C2-1-9 能以高年段簡單句型作適當的提問。</p> <p>C1-1-11 能聽懂簡易的對話, 短文故事。</p>	<p>Greet and meet</p> <p>Good morning, students. Good morning, teacher.</p> <p>T greets ss by asking</p> <ol style="list-style-type: none"> 1. How is the weather? 2. How are you, today? <p>T: Great!! I am happy to hear that, so I would like to tell you the story.</p> <p>Review the grammar rulers</p> <p>Reading- story telling</p> <p>Character- Tina, Andy and Lily</p> <p>Place: Canada</p> <p>T: This is Tina, she is Lily, and this is Andy.</p> <p>T: who is she? Who is he?</p> <p>Ss: She is Tina, she is Lily, and he is Andy.</p> <p>T: Great!!</p> <p>Ti: Where are we now?</p> <p>A: Don't you remember we are in Canada, now. We study abroad.</p>	<p>Teaching objectives</p> <ol style="list-style-type: none"> 1. To warm up ss 2. To encourage ss to speak in English 3. To build the English environment <p>Teaching objectives</p> <ol style="list-style-type: none"> 1. To review the grammar rules 2. To use the grammar 	<p>1</p> <p>6</p>	<p>Pictures and grammar sticks</p>

<p>C2-1-10 能以高年段簡易句型做適當的提問，回答。</p> <p>C5-1-2 能聽懂高及辨識高年段所習得的英語字彙。</p> <p>C5-1-8 能聽懂，讀懂，說出並寫出高年級所習得的句子。</p> <p>C3-1-2 能辨識高年段所習得的字彙</p> <p>C1-1-5 能讀懂高年段所習得的句子</p>	<p>Ti: Where are you from? A: I am from Japan.</p> <p>Ti: Do you go to school on foot? A: No, I don't.</p> <p>T: How can you go to school? A: I go to school by bus.</p> <p>CCQ</p> <ol style="list-style-type: none"> Where is Andy from? Does Andy go to school on foot? How does Andy go to school? <p>A: Where are you from? Ti: I am from Singapore.</p> <p>A: Do you go to school on train? Ti: No, I don't.</p> <p>A: How can you go to school? Ti: I go to school by bike.</p> <p>CCQ</p> <ol style="list-style-type: none"> Where is Tina from? Does Tina go to school on train? How does Tina go to school? <p>Tina asks Lily Ti: Where are you from? L: I am from Taiwan.</p> <p>Ti: Do you go to school by bike? L: Yes, I do.</p> <p>CCQ</p> <ol style="list-style-type: none"> Where is Lily from? Does Lily go to school on bike? How does Lily go to school? <p>Grammar rules</p> <p>Now, we have two grammar rules.</p> <ol style="list-style-type: none"> How do you go to school? I go to school by bus. I go to school on foot. I go to school by boat. <p>T: The difference is this part. (by foot, by bus, by boat) T: please repeat after me. (by bus, on foot, by boat) T: Excellent!!!!</p>	<p>rules in listening</p> <ol style="list-style-type: none"> To give ss chances to speak the grammar rules To check ss' understanding To help ss to identify the intonation differences in wh-questions and yes/no questions To help ss to identify the meaning of the grammar rules <p>Learning outcome</p> <ol style="list-style-type: none"> Ss can understand the grammar rules in listening and answer the questions which include the grammar rules. ss can identify the difference in intonation and use it in 	<p>7</p>	
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<p>C5-1-2 能聽懂高及辨識高年段所習得的英語字彙。</p> <p>C2-1-3 能說出高年級所習得的字彙。</p> <p>C2-1-10 能以高年段簡易句型適當的提問與回答。</p> <p>C3-1-2 能識別高年段所習得的字彙。</p> <p>C3-1-5 能讀懂高年段所習得的句子。</p> <p>C5-1-6 能依文字或口語提示寫出高年段的重要字詞。</p> <p>C5-1-8 能聽懂，讀懂，說出並寫出高年級所習得的句。</p>	<p>2. Do you go to school by bus? No, I don't/ Yes, I do.</p> <p>Intonation</p> <p>1. Wh questions 2. Yes/no questions</p> <p>Grammar controlled activity</p> <p>T: Give you 30 seconds to think about the story you have just heard. T: Please repeat after me. Take out your workbook and turn to the page 10. T: I give you five minutes to finish p10. GO!!</p> <p>Evaluation</p> <p>The whole class checking. T: The first group. Tell me the answers. T: The second group. Tell me the answers. T: The third group. Tell me the answers. T: the fourth and the final group. Tell me the answers. T: Great!!!</p> <p>Freer activity-Find Someone Who</p> <p>1.Ss do the freer speaking activity called-Find Someone Who [see M#1]</p> <p>Instruction</p> <p>1. Ss ask three of your classmates the following questions, write down their answers. 2. Try your best to speak only in English. ICQs (Instructional concept questions)</p> <p>1. T: How many classmates do you ask? Ss:3 T: Do you need to write down their names and answers? Ss: Yes. T: Can you ask or answer the questions in Chinese? Ss: No T: Good. T reads each sentence and explains the meaning, and ss repeat it after T. T gives some demonstrations. T:Now, it is the time for us to do it.</p>	<p>their speaking.</p> <p>Teaching objectives</p> <p>1. To help ss to practice their grammar ruler in writing to improve their accuracy.</p>	<p>5</p> <p>2</p> <p>5</p> <p>10</p>	<p>Workbo ok p10</p> <p>M#1</p>
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	<p>Ss do the activity.</p> <p>T: Time's up. If you don't finish this activity, it is ok.</p> <p>Evaluation</p> <p>T points some students and asks the following questions.</p> <ol style="list-style-type: none"> 1. Whom did you talk to? 2. Tell me about _____ (classmates' names). <p>T closed the class.</p> <p>T: Great, you did a good job. T: Staple this one in your English writing book.</p>	<p>Learning outcomes</p> <ol style="list-style-type: none"> 1. Ss can focus on their accuracy. <p>Teaching objectives</p> <ol style="list-style-type: none"> 1. To help ss to use the grammar rules in speaking 2. to help ss to improve their fluency in speaking 	<p>3</p> <p>1</p>	
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