








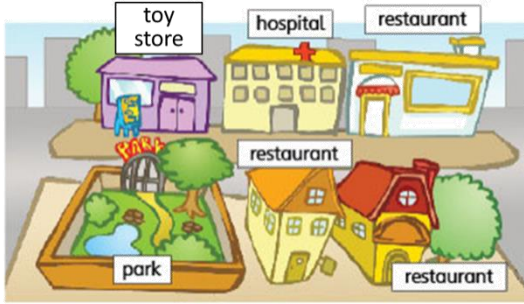















































新北市 107 年度教師以全英語授課教案設計

設計者 / 服務學校	新北市淡水區新市國小	
教案名稱	My town	
教學年級：國小__三__年級	預計課程上使用之英語比例： 90 % (使用英語比例係指教師以英語授課之時間佔總授課時間之比率)	
學生人數：__34__人	教學總節數：__3__節	預計公開授課內容為第__3__節
預計公開授課之時間： _107年_10_月_12_日 _11_時_20_分至_12_時_00_分(第_3_節課)	預計公開授課之地點： 新北市淡水區新市國小 304 室	
教學目標 (請具體寫出學生所須學習的單字或句型)	Voc.: toy store, pet store, restaurant, school, playground, park, hospital, police office, supermarket S/P: There is a _____. There are _____s.	
九年一貫對應能力指標 (請以本市頒布之英語課綱敘寫)	1-1-3 能聽辨課堂中所習得的詞彙。 1-1-7 能聽懂常用的教室用語及日常生活用語。 1-1-8 能聽懂簡易句型的句子。 2-1-9 能作簡單的提問、回答和敘述。 3-1-5 能看懂簡單的句子。 4-1-4 能臨摹抄寫課堂中習得的句子。 4-1-6 能依圖畫、圖示填寫重要字詞。 4-1-7 能掌握英文書寫格式寫出簡單的句子	

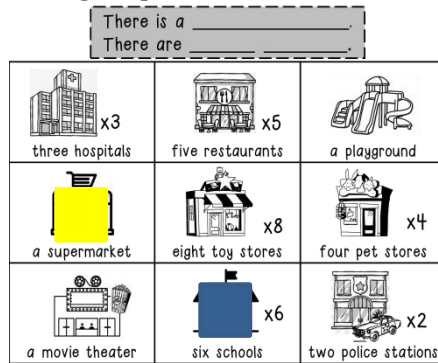
教案名稱：

	教學目標	教學流程及活動設計	時間	教學資源	教師語言																		
第一節	<p>1. Ss will be able to say the target words.</p> <p>2. Ss will be able to say the sentence pattern.</p>	<p style="text-align: center;">【引起動機】</p> <p>Review: places vocabulary</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td> a pet store</td> <td> toy stores</td> <td> a restaurant</td> </tr> <tr> <td> schools</td> <td> a playground</td> <td> a park</td> </tr> <tr> <td> a supermarket</td> <td> a police station</td> <td> hospitals</td> </tr> </table> <p style="text-align: center;">【發展活動】</p> <p>Sentence pattern:</p> <p>1. T shows a picture on the board.</p> <p>2. T leads students to say the sentence pattern.</p> <p>→ There is a _____. → There are _____s.</p> <div style="text-align: center;">  </div> <p>Listen and show yes or no</p> <p>1. T says a sentence. If the sentence matches to the picture, Ss make a circle. If it's wrong, Ss make a cross by their hands.</p> <p>2. T has some students to say a sentence and others listen and show yes or no.</p> <p style="text-align: center;">Tic-tac-toe (Whole Class)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td> a pet store</td> <td> toy stores</td> <td> a restaurant</td> </tr> <tr> <td> schools</td> <td> a playground</td> <td> a park</td> </tr> <tr> <td> a supermarket</td> <td> a police station</td> <td> hospitals</td> </tr> </table>	 a pet store	 toy stores	 a restaurant	 schools	 a playground	 a park	 a supermarket	 a police station	 hospitals	 a pet store	 toy stores	 a restaurant	 schools	 a playground	 a park	 a supermarket	 a police station	 hospitals	<p>3 mins</p> <p>7mins</p> <p>5 mins</p> <p>15 mins</p>	<p>PPT</p> <p>PPT</p> <p>PPT</p> <p>PPT post it</p>	<p>What places did we learn about last time? Give me some words about places. Let's review the words.</p> <p>1. Everyone, what do you see from the picture?</p> <p>2. That's right. There is a toy store. There are two restaurants.</p> <p>3. Please say it with me.</p> <p>1. Listen to the sentence carefully.</p> <p>2. If the sentence is right, show me yes. If it's wrong, show me no, ok?</p>
 a pet store	 toy stores	 a restaurant																					
 schools	 a playground	 a park																					
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1. T shows pictures one by one on the tic-tac-toe chart and Ss say the sentences according to the pictures.
2. T divides Ss into 2 groups, a yellow group and a blue group.
3. T prepares some post-it paper of the two colors.
4. One S from each group names a word from the board.
5. The rest of the Ss from the same group say the sentence out loud.

Ex: Yellow group → There is a supermarket.

Blue group → There are six schools.



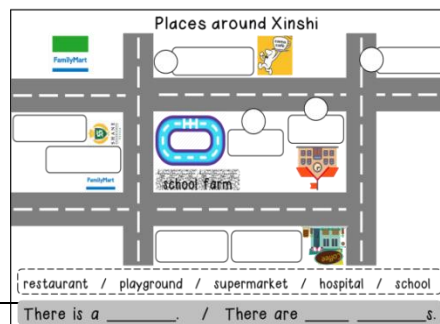
Tic-Tac-Toe (Pair work)

1. Ss work in pairs with the mini tic-tac-toe worksheets to review the same activity.
2. Ss take turns to be a different pair and play the game again.

【統整與總結】

Assignment

1. T shows a SsXinshi map and explains the map.



5 mins

5 mins


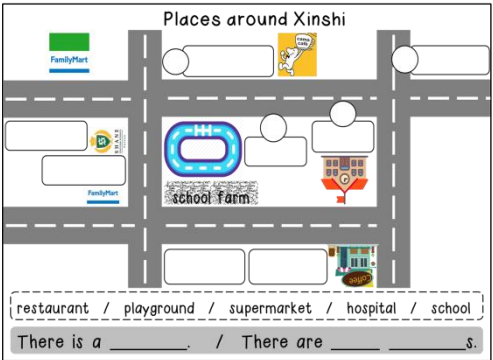
Tic-tac-toe
worksheets
Markers
Erasers

Worksheets
Writing
books

1. Everyone, say the sentence.
2. It's time to play bingo.
3. This side is the yellow group. This side is the blue group.
4. Choose one place you want and say the sentence. Then stick the post-it on the board.

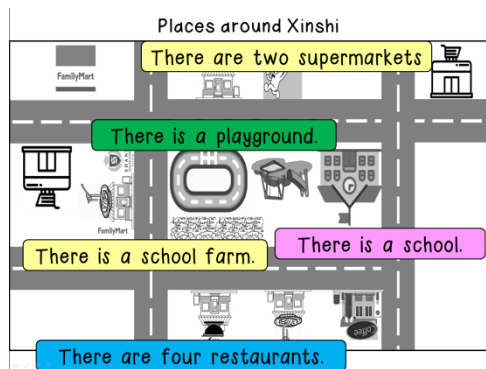
1. Now, let's play in pairs.
2. I will give you a worksheet and some chips.
3. Ready? Go!

1. It's a map of building around Xinshi.
2. After school, you can look and write what places there are, ok?

		2. Ss have the same map in their writing books and they need to finish the map.			1. Take out your workbook and finish it after school. 2. Any questions?
第二節	1. Ss will be able to say the target words. 2. Ss will be able to say the sentence patterns. 3. Ss will be able to read and write the target words and sentence pattern.	<p style="text-align: center;">【引起動機】</p> <p>What's in the town?</p> <ol style="list-style-type: none"> Review places on the PPT. T shows a picture and has Ss take a look for a few seconds.  <ol style="list-style-type: none"> Ss in groups try to say what's in the town. T shows the sentences and Ss read as whole class activity. <p style="text-align: center;">【發展活動】</p> <p>What's in Xinshi town</p>  <ol style="list-style-type: none"> Ss discuss their answers in groups. T has one of the group members come out and write one answer. Ss check the answer with whole class. T points to one place and one of the group need to say the right sentence. 	5 mins	PPT	1. Let's read the words. 2. Ten seconds to remember the places.
			10 mins	PPT Markers Writing books	Take out your writing book and discuss your answers in groups.

Read and match

1. After checking the answers, T explains the mission students are going to do in groups.
2. T gives each group four color paper with sentences. Each student gets one piece of color paper. (different colors mean different levels)
3. Ss read the sentences and try to match the places on the map of Xinshi town.
4. Ss discuss in groups and paste the sentences on the map.

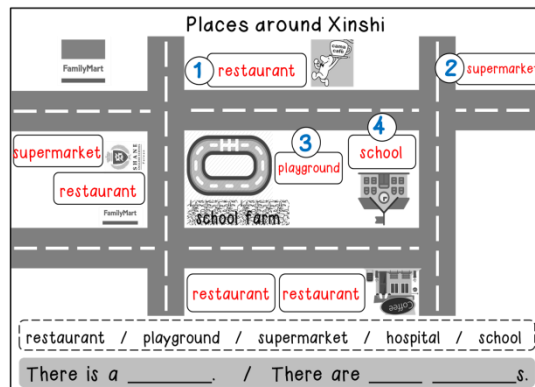


5. T walks around and helps students.
6. T has groups to say and check the answers in whole class.

【統整與總結】

1. Ss listen and number the places on the Xinshi map.

Ex:



2. T writes an example on the board and explains the homework.

Ex: ❶ There are two supermarkets.
 ❷

15 mins

10 mins



big Xinshi map
 color paper with sentences
 glues

PPT
 Pencils
 Writing books

Mission time, everyone.
 Now I am going to give each group some color paper. There are sentences on it. Everyone gets your own color paper and read the sentences. Then match the sentences to the places. Finally, use glue to paste the sentences on the map. Ready?

Listen and number. Ready? Number 1, there are..... Number 2...

Let's check your answers. Finish other sentences after

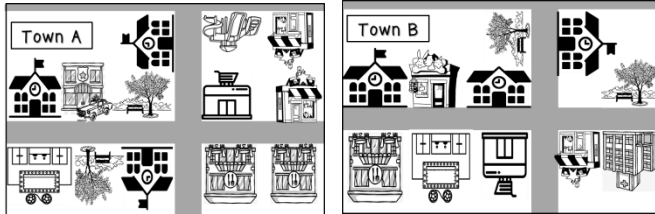
					school.
<p>第三節</p>	<p>1. Ss will be able to read the target words and sentence pattern. 2. Students will be able to complete the guided writing.</p>	<p style="text-align: center;">【引起動機】</p> <p>Look, Read and Say</p> <ol style="list-style-type: none"> Review the places on the PPT. T shows a picture and Ss look and say.  <p>There is a _____.</p> <p>There are _____s.</p> <ol style="list-style-type: none"> Have Ss read and choose the right answer. <p>(5) There is a movie theater.</p>  <p style="text-align: center;">【發展活動】</p> <p>Jigsaw reading</p> <ol style="list-style-type: none"> T divides Ss into groups. Ss has their own numbers and colors in groups. T explains there two missions to find which map is Ms. Irene's hometown. <p>◆Mission 1 (in color group)</p> <ol style="list-style-type: none"> Ss go to their color groups. T gives each group a folder with a picture and some sentences. Ss read the sentences and check the sentences that can match the picture in the folder. T goes to red group first to help the students 	<p>10 mins</p> <p>03 mins</p> <p>10 mins</p>	<p>PPT</p> <p>Folders Reading paper</p>	<p>1. Let's review the places and sentences. 2. Look at the picture and who can give me a sentence?</p> <p>1. Everyone, read and show me the number. 2. Ready?</p> <p>1. Mission, mission, mission! 2. Last time, we found some places around Xinshi. Today, I want to introduce my hometown to you. But before that, you have to find which map is Ms. Irene's hometown.</p>

and check other groups' answers.

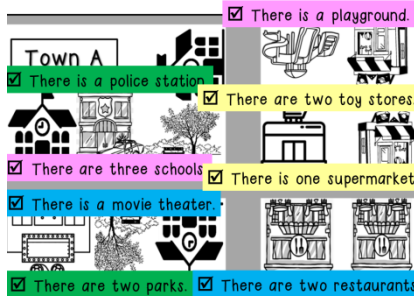
- After Ss finish the mission, they go back to their home groups with their right answers.

◆ Mission 2 (in home group)

- T gives each group a piece of paper with two maps.



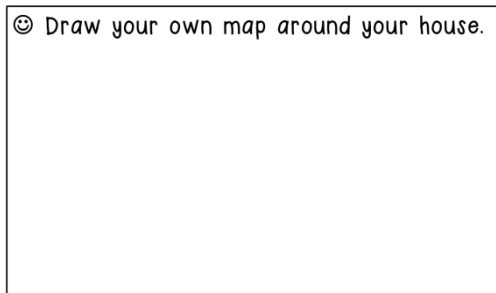
- Ss read their answers and find out the map of Ms. Irene's hometown.
- When Ss find the answer, they glue the sentences to match the places on the picture.
- Check the answers.



【統整與總結】

Assignment

- T shows the worksheet without places.



- T gives differentiated worksheet to Ss and they draw their own map around their home.

Two maps

12 mins

Workshee
t

05 mins

3. First mission is in your color group.

4. You look the picture in the folder and read the sentence on the color paper. Then, check the right sentences and tear them.

5. Everyone, take your answers and go back to your home group.

6. Now, please find out the map of Ms. Irene's hometown.

7. Which one is my hometown, A or B? That's right. A is my hometown.

8. Now, it's time to match and glue the sentences on the map.

9. 5, 4, 3, 2, 1, time's up.

10. Good job, everyone. Let's check the answers together.

11. School, school, how many schools are there? Park....

3. T explains how to finish the writing part.

This is my home. Around my home, there are some places.

There is a _____.

There are _____.

There (is a / are) _____.

There (is a / are) _____.

This is my home. Around my home, there are some places.

There is a _____.

There are _____.

_____.

_____.

4. If there is some time, Ss can start to do the homework.

1. Everyone, today's homework is to draw a map around your house.

2. For example, my home is here. Then there are some stores or other places.

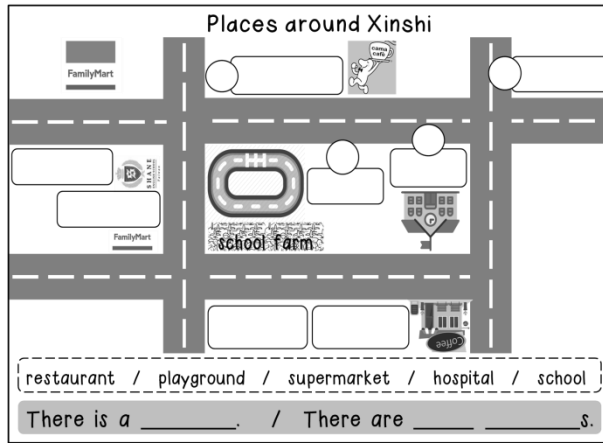
3. When you finish the drawing, you can describe the places and write down the sentences.

參考資料 (若無, 此欄可刪除)

參考書目: Get Smart 2 教材課本

附錄

1. Xinshi map



2. Map worksheet (A)

☺ Draw your own map around your house.

This is my house. Around my house, there are some places.

There is a _____.

There are _____.

_____.

_____.

3. Map worksheet (B)

☺ Draw your own map around your house.

This is my home. Around my house, there are some places.

There is a _____.

There are _____.

There (is a / are) _____.

There (is a / are) _____.