

台北縣九十二學年度第一學期瑞芳區瑞柑國民小學六年級語文(英文)領域教學計畫表 設計者：戴雲卿

教學理念

1. 目標導向的教學(Target-oriented)-所有教學內容、學習 & 評量活動，及使用的學習策略都是聚焦於學習者能持續改善用英語表達以下能力：(1)思考和溝通的能力(人際層面 Interpersonal Dimension) (2)獲得、發展及應用知識的能力(知識層面 Knowledge Dimension) (3)對經驗回應及表達的能力(經驗層面 Experience Dimension)
2. 溝通式教學觀(Communicative Approach)-外語課程的目的為幫助學習者獲得足夠的溝通技能，因此學習活動必須符應學習者的需求、興趣及日常生活經驗，使學習者能在真實的場景中實踐所學；「語法」和「語用」並重，才能發揮溝通式教學觀的功能。
3. 以學習者為中心(Learner-centered)-有效學習發生於教師及學習活動提供學習者的有意義的知識內涵與生活經驗，而非以老師的學習經驗去假設與期望學習者發生相同的經驗。
4. 統整的語言教學(Integrative Language Teaching)-有意義的教學活動必須包含統整的三大面向(人際、知識與經驗)，統整的教學策略(聽說讀寫的技能)，與統整的語言面向(溝通功能、語言形式、文化態度)，單一的教學法或教學活動將難以達到良好的教學效果。



學期領域課程目標

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|--------------------------------|--------------------|--|
| 1. 能詢問及表達時間、日期 | 2. 能詢問及表達個人作息 | 3. 能訂定約會的地點及時間 |
| 4. 及表達東西的價格 | 5. 能詢問及表達交通工具 | 6. 會辨識長母音(Long A, E, I, O, U)，並拼讀、描寫發音單字 |
| 7. 會吟唱英語歌曲或律動 | 8. 能吸收與教材內容相關的文化常識 | |
| 9. 在有機會時，能用簡易英語向外國人介紹中秋節的習俗、活動 | | |

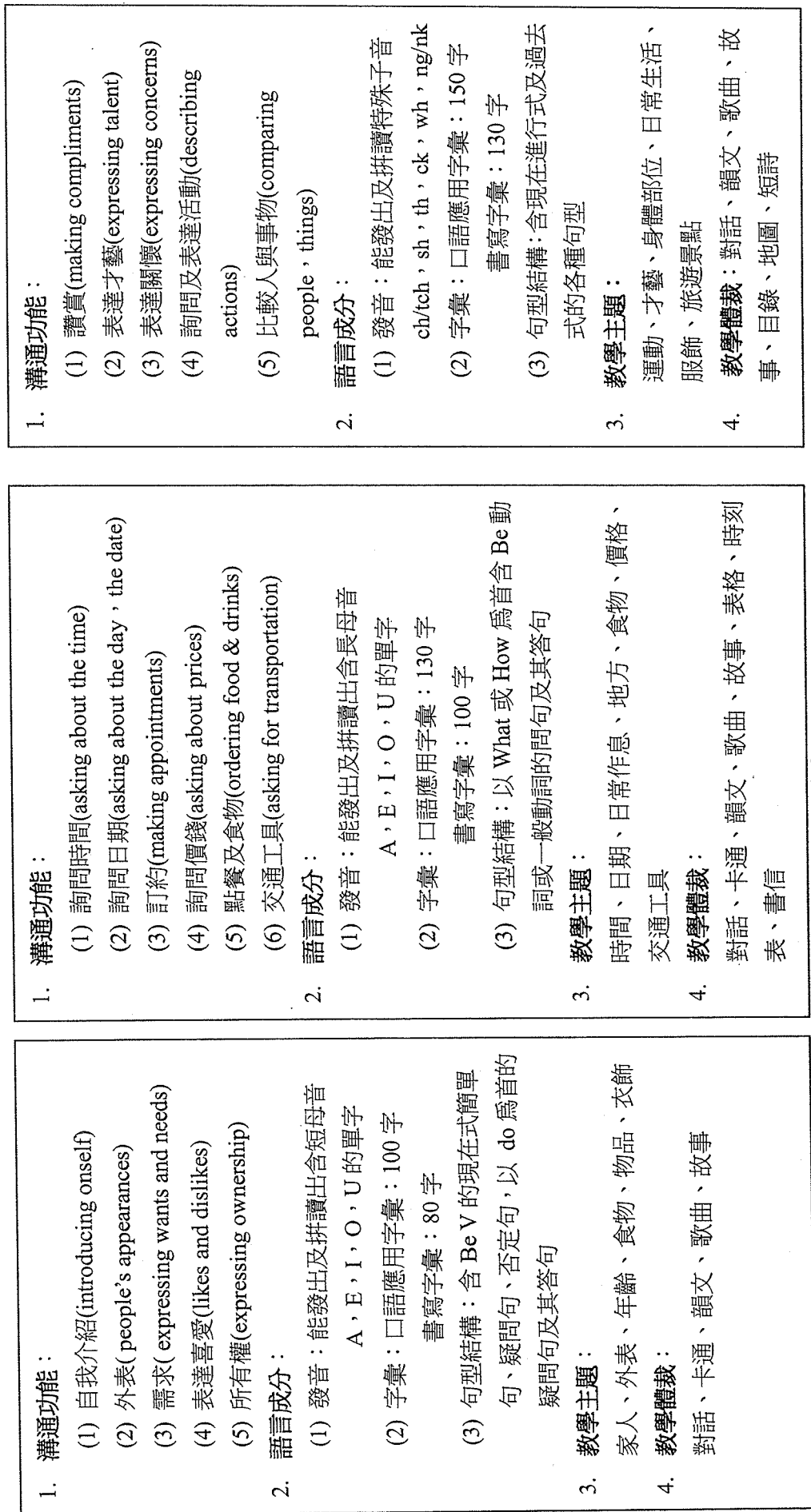
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課程地圖

未來學習內容

目前學習內容

學生前置經驗



評量

類別	執行方式	評量重點	備註
總結性 評量 形成性 評量	測驗式評量	語言能力	1. 於期中與期末考進行 2. 估學期成績 30%~40%
	活動式評量	語言能力	1. 估學期成績 60%~70%
	課堂觀察	學習態度與方法、文化了解	2. 測驗式評量是指小考
	作業評量	語言能力、學習態度與方法、文化了解	3. 採取教師評量為主，酌量參
	檔案評量	語言能力、學習態度與方法、文化了解	考學生自評，惟考量小學生
	進步情形評量	語言能力、學習態度與方法	英語能力薄弱，暫不考慮同
	測驗式評量	語言能力	儕互評

學期教學流程與教學重點

教學期程 (週或月)	主題或 單元名稱	分段能力指標	教學目標	教學重點	教學 節數	*教學 資源	評量	*六大議 題
1-2 週 0825-0905	Time (時間)	1-1-5 能聽懂簡單的句子及簡易日常生活用語 1-1-6 能聽懂簡單歌謠和韻文的主要內容 2-1-8 能做簡單的提問,回答和敘述 2-1-11 能根據圖片或提示作簡單的角色扮演 3-1-8 能正確朗讀課本中的對話或故事 4-1-5 能拼寫一些基本常用的字彙 6-1-10 在生活中有使用英語機會時樂於嘗試	單元目標: 能詢問、表達時間及致歉。 子目標: 1.能認讀、書寫表示時間的生字 2.能使用含 What time is it? 的句型提問時間並用 It's ~(時間)回答。 3.能在適當場合使用 I'm sorry. 並以 That's ok. 回應。 4.能發出 Long A 並連結子音拼讀生字 5.能欣賞及唱出本單元的歌謠/韻文,並辨認其中的常用字彙	* Warm-up 和學生打完招呼後,老師看手錶,以自問自答的方式, "What time is it?", "It's ~(時間)", "It's time for class" 引出本課主題。 * Presentation 1. Phonics: The Long A Sound-(1)a-e: tape, cake, lake (2)ai: mail, tail, nail (3)ay: hay, pay, day (4) Say the Rhyme 2. Listen and Say: What time is it? / It's nine o five./ Thanks. You're welcome. / Sorry, I'm late. That's okay. Let's go. 3. Practice: (Pattern) What time is it? It's ~(時間). (Vocabulary) eight o'clock, nine o five, seven twenty-five, one thirty, two forty, four fifty 4. TPR(classroom language): Put the book on your desk. / Put the book in your desk. * Wrap-up 1. Reinforcement: (1)Chant: What time is it? (2)Game: Bingo (Theme: Who, What, Where, etc) 2. Assignment: (1)Workbook (2)My Reading Notebook 1	4	CD Player Charts Flash Cards Realia Puppies PC	Oral test participation Listening Comprehension Written test Workbook Portfolia Assessment	

<p>3 週 0908-0912</p>	<p>Mid-Autumn Festival (節慶文化)</p>	<p>1-2-5 能聽懂簡單的句子及簡易日常生活用語 2-1-11 能根據圖片或提示作簡單的角色扮演 3-1-8 能正確朗讀課本中的對話或故事 7-1-3 能了解一些國際基本禮儀</p>	<p>單元目標: 能了解中秋節的由來習俗並能用簡易英語介紹此一節日 子目標: (1) 能聽、說與中秋節相關的字彙-moon, full moon, moon cake, pomelo, barbecue (2) 能聽懂"Let's ~" / Do you want ~? 的句子並做適當回應</p>	<p>* All about The Moon Festival Traditional story telling : 1. The Story of the Moon Festival(中秋節的由來)-后羿射日&嫦娥升天 (應用認識字彙- ten suns 10 個太陽, archer 獵人, shot down 射下, magic pills that could make people live forever 長生不老藥, stole 偷, swallow 吞, float up 往上飄, the Cold Palace 廣寒宮, rabbit 兔子) 2. Discussion: What Do Chinese people do to celebrate the holiday? (應用認識字彙- lunar calendar 陰曆, a full moon 滿月, family reunion 家庭團圓, moon cake 月餅, pomelo 柚子, salted yolk 鹹蛋黃) 3. My Moon Festival Book-小書製作</p>	<p>2</p>	<p>CD Player Charts Flash Cards PC</p>	<p>Oral test participating Listening Comprehension Written test Workbook Portfolia Assessment</p>
<p>4-5 週 0915-0926</p>	<p>Days of the Week (星期名稱)</p>	<p>1-3-5 能聽懂簡單的句子及簡易日常生活用語 1-1-6 能聽懂簡易歌謠和韻文的主要內容 2-1-8 能做簡單的提問,回答和敘述 2-1-11 能根據圖片或提示作簡單的角色扮演 3-1-8 能正確朗讀課本中的對話或故事 4-1-5 能拼寫一些基本常用的字彙 6-1-10 在生活中有使用英語機會時 7-1-3 能了解一些國際基本禮儀</p>	<p>單元目標: 能詢問及表達星期名稱 子目標: 1. 能認識、書寫表示星期的生字 2. 能使用含 What day is today? 的句型提問一週的日子並用 It's ~ (星期名稱) 回答。 3. 能在適當場合使用 Goodbye. See you on ~ (星期名稱) 並以 See you. 回應 4. 能發出 Long E 並連結子音拼讀生字 5. 能欣賞及唱出本單元之歌謠/韻文, 並辨認其中的常用字彙</p>	<p>* Warm-up 和學生打完招呼後,老師拿出一張旅行社的DM,指著牆上的月曆,說 I'm going to take a trip on ~(月日). Do you know what day it is?" 向同學發問,引出本課主題。 * Presentation 1. Phonics : The Long E Sound-(1) ea: meat, sea, seat (2) ee: green, jeep, feet (3) e: me, he, we(4) Say the Chant 2. Listen and Say : What time is it? It's nine o five./ Thanks. You're welcome. / Sorry, I'm late. That's okay. Let's go. 3. Practice : (Pattern) What day is today? It's ~(星期名稱). (Vocabulary) Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday 4. TPR(classroom language): Put your bag under your chair. Put your bag by your chair. * Wrap-up 1. Reinforcement: (1) Chant: What day is today? (2) Story telling : Today is Monday (by Eric Carle) (Theme: Food) 2. Assignment: (1) Workbook (2) My Reading Notebook 2</p>	<p>4</p>	<p>CD Player Charts Flash Cards Realia Puppies</p>	<p>Oral test participating Listening Comprehension Written test Workbook Portfolia Assessment</p>

<p>6-10 0929-1031</p>	<p>Daily Routines (日常作息) + Review 1</p>	<p>1-4-5 能聽懂簡單的句子及簡易日常生活用語 1-1-6 能聽懂簡易歌謠和韻文的主要內容 2-1-8 能做簡單的問題、回答和敘述 2-1-11 能根據圖片或提示作簡單的角色扮演 3-1-8 能正確朗讀課本中的對話或故事 4-1-5 能拼寫一些基本常用的字彙 6-1-10 在生活中有使用英語機會時樂於嘗試 7-1-3 能了解一些國際基本禮儀</p>	<p>單元目標: 1. 能詢問及表達個人作意 2. 能綜合應用 1-3 課的學習內容 子目標: 1. 能認讀、書寫表示作息的動詞片語 2. 能使用含 What time do you ~ (動詞片語) 的句型提問他人作息並用 I ~ (動詞片語) ~ (時間) 回答。 3. 能明瞭中西日常作息的不同 4. 能發出 Long I 並連結子音拼讀生字 5. 能欣賞及唱出本單元的歌謠/韻文, 並辨認其中的常用字彙</p>	<p>* Warm-up 和學生打完招呼後, 老師問全班 "What day is today?" 待學生回答 "It's ~ (星期名稱)." 老師接著說 "Yes, we have English classes on ~ (星期名稱) and (星期名稱)." 導引出本課主題 * Presentation 1. Phonics: The Long I Sound-(1) i-e: bite, nine, kite (2) ie: pie, tie, necktie (3) hi: hi, climb, blind (4) Say the Chant 2. Listen and Say: Hello, Pete. This is Tim speaking. / Eight o' clock? So early! / What time do you get up? I usually get up at seven. But today is Sunday. / Oh, sorry. I 'll call you later. 3. Practice: (Pattern) What time do you get up? I get up at ~ (點/分) / What time do you go to bed on ~ (星期名稱)? I go to bed at ~ (點/分) on ~ (星期名稱). (Vocabulary) get up, go to school, go home, go to bed, eat breakfast, eat lunch, eat dinner 4. TPR(classroom language): come here, go over there * Wrap-up 1. Reinforcement: (1) Chant: Sunday, Monday (2) Game: Volleyball Game (Theme: Questions and Answers) 2. Assignment: (1) Workbook (2) My Reading Notebook 3</p>	<p>7</p>	<p>CD Player Charts Flash Cards Realia Puppies PC</p>	<p>Oral test participation Listening Comprehension Written test Workbook Portfolia Assessment</p>
<p>11-13 週 1103-1114</p>	<p>Place (地點) + Mid-Term Exam</p>	<p>1-5-5 能聽懂簡單的句子及簡易日常生活用語 1-1-6 能聽懂簡易歌謠和韻文的主要內容 2-1-7 能使用基本的社交禮儀用語 2-1-8 能做簡單的問題、回答和敘述 2-1-11 能根據圖片或提示作簡單的角色扮演 3-1-8 能正確朗讀</p>	<p>單元目標: 能以簡易英語訂約會的時間與地點 子目標: 1. 能認讀、書寫表示地點的生字 2. 能使用含 What do you want to do today? 的句型提問今日日記計劃並用 Let's go to the ~ (地點) 回答。 3. 能使用含 Where do you want to meet? 的句型提問並用</p>	<p>* Warm-up 和學生打完招呼後, 老師拿出二個布偶, 將編寫過的課文內容以對話演出, 並請學生仔細聽, 接著請同學回答有關 "What do you want to do?" "Where do they meet?" "What time do they meet?" 的問題, 引出本課主題。 * Presentation 1. Phonics: The Long O Sound-(1) o-e: bone, rope, robe (2) oa: soap, boat, coat (3) ow: bowl, snow, row (4) Say the Rhyme 2. Listen and Say: What do you want to do today? Let's go to the park. We can invite Sue. / Good idea. Where do you</p>	<p>4</p>	<p>CD Player Charts Flash Cards Realia Puppies PC</p>	<p>Oral test participation Listening Comprehension Written test Workbook Portfolia Assessment</p>

<p>14-15 週 1124-1205</p>	<p>Food Items (食物)</p>	<p>課本中的對話或故事 4-1-5 能拼寫一些基本的字彙 6-1-10 在生活中有使用英語機會時樂於嘗試 7-1-3 能了解一些國際基本禮儀</p>	<p>1-6-5 能聽懂簡單的句子及簡易的日常生活用語 1-1-6 能聽懂簡易的歌謠和韻文的主要內容 2-1-7 能使用基本的社交禮儀用語 2-1-8 能做簡單的提問, 回答和敘述 2-1-11 能根據圖片或提示作簡單的角色扮演 3-1-8 能正確朗讀課本中的對話或故事 4-1-5 能拼寫一些基本常用的字彙 6-1-10 在生活中有使用英語機會時樂於嘗試 7-1-3 能了解一些國際基本禮儀</p>	<p>Let's meet at the ~(地點) 回答。 4. 能使用含 What time do you want to meet? 的句型提問並用表提議的句子 How about ~(時間) 回答。 5. 能發出 Long O 並連結子音拼讀生字 6. 能欣賞及唱出本單元的歌謠/韻文, 並辨認其中的常用字彙</p>	<p>want to meet? Let's meet at the bookstore. / What time? How about ten thirty? No problem. See you then. 3. Practice: (Pattern) What do you want to do today? I want to ~(V) at the ~(地點). / Where do you want to meet? Let's go to the ~(地點). (Vocabulary) park, beach, zoo, bookstore, restaurant, supermarket 4. TPR(Classroom language): go to the blackboard, go back to your seat, go straight. * Wrap-up 1. Reinforcement: (1) Chant: Let's Go. (2) Story telling: Let's Go Froggy (by/onathan London) 2. Assignment: (1) Workbook (2) My Reading Notebook 5</p>	<p>4</p>	<p>CD Player Charts Flash Cards Realia Puppies PC</p>	<p>Oral Performance Cooperation Participation</p>
	<p>單元目標: 能詢問及表達對食物的需求 子目標: 1. 能認識、書寫表示食物的生字並能分辨其為可數或不可數名詞 2. 能使用含 What would you for lunch? 的句型提問並用 I'd like some ~(食物名稱) 回答。 3. 能使用含 Would you like some ~(食物名稱) 提問並用 Yes, please. / No, thanks 回答。 4. 能發出 Long U 並連結子音拼讀生字 5. 能欣賞及唱出本單元的歌謠/韻文, 並辨認其中的常用字彙</p>	<p>單元目標: 能詢問及表達對食物的需求 子目標: 1. 能認識、書寫表示食物的生字並能分辨其為可數或不可數名詞 2. 能使用含 What would you for lunch? 的句型提問並用 I'd like some ~(食物名稱) 回答。 3. 能使用含 Would you like some ~(食物名稱) 提問並用 Yes, please. / No, thanks 回答。 4. 能發出 Long U 並連結子音拼讀生字 5. 能欣賞及唱出本單元的歌謠/韻文, 並辨認其中的常用字彙</p>	<p>Let's meet at the bookstore. / What time? How about ten thirty? No problem. See you then. 3. Practice: (Pattern) What do you want to do today? I want to ~(V) at the ~(地點). / Where do you want to meet? Let's go to the ~(地點). (Vocabulary) park, beach, zoo, bookstore, restaurant, supermarket 4. TPR(Classroom language): go to the blackboard, go back to your seat, go straight. * Wrap-up 1. Reinforcement: (1) Chant: Let's Go. (2) Story telling: Let's Go Froggy (by/onathan London) 2. Assignment: (1) Workbook (2) My Reading Notebook 5</p>	<p>和學生打完招呼後, 老師拿出一些食品, 以有獎徵答形式請同學說出名稱, 接著以 "What do you want for lunch? Do you like ~?" 轉換至第三人稱的句子 "What does he/she want for lunch?" Does he/she like ~, 引出本課主題。 * Presentation 1. Phonics: The Long U Sound-(1)u-e: flute, luke, prune (2)ue: Sue, blue, glue (3)ui: suit, fruit, juice (4)u-e: cute, mule, cube (4) Say the Chant 2. Listen and Say: I'm hungry. Let's go to the restaurant. / What would you like for lunch? I'd like some noodles (fish and rice), please. / Would you like some soup? Yes, please. / Here you are. Thanks. 3. Practice: (Pattern) What would you like for dinner tonight? I'd like some ~(食品名稱). / Would you like some ~(食品名稱)? Yes, please. No, thanks. (Vocabulary) noodles, soup, meat, rice, chicken, fish</p>	<p>4</p>	<p>CD Player Charts Flash Cards Realia Puppies PC</p>	<p>Oral Performance Cooperation Participation</p>	

<p>16-17 週 1208-1219</p>	<p>Price (價格)</p>	<p>1-7-5 能聽懂簡單的句子及簡易日常生活用語 1-1-6 能聽懂簡易歌謠和韻文的主要內容 2-1-7 能使用基本的社交禮儀用語 2-1-8 能做簡單的提問,回答和敘述或提示作簡單的角色扮演 3-1-8 能正確朗讀課本中的對話或故事 4-1-5 能拼寫一些基本常用的字彙 6-1-10 在生活中有使用英語機會時樂於嘗試 7-1-3 能了解一些國際基本禮儀</p>	<p>單元目標: 能詢問及表達東西的價格與金額大小 子目標: 1. 能認讀、書寫表二位整數的字,及 hundred, dollar(s) 2. 能使用含 How much is it? 的句型提問並用 It's ~(數字) dollars. 回答。 3. 能使用含 Do you have enough money 的句型提問並用 Yes, I do. / No, I don't. 回答 4. 能發出字尾 y 的發音並拼讀出生字 5. 能欣賞及唱出本單元的歌謠/韻文,並辨認其中的常用字彙</p>	<p>* Wrap-up 1. Reinforcement: (1) Chant: Hungry Friends (2) Game: Around the World (Theme: Questions and Answers) 2. Assignment: (1) Workbook (2) My Reading Notebook 6</p> <p>* Warm-up 和學生打完招呼後,老師一邊拿出 1 元, 5 元, 10 元, 50 元硬幣, 及 100 元, 1000 元紙鈔, 一邊唸, "one dollar, five dollars, ten dollars, fifty dollars, one hundred dollars, one thousand dollars." 再出些簡易的加減問題讓學生回答, 引出本課主題。 * Presentation 1. Phonics: The Y Sound- (1) cry, fly, my, by, sky, fry (2) Say the Chant 2. Listen and Say: I' m thirsty. Let' s get some juice. / What do you want to drink? I want some juice(soda), please. / How much is it? It' s sixty dollars. / Do you have enough money? Yes, I do. 3. Practice: (Pattern) How much is it? It' s ~(數字) dollars / Do you have enough money? Yes, I do. No, I don' t. (Vocabulary) dollar, sixty, seventy, eighty, ninety, one hundred, one thousand 4. TPR(classroom language): Put the book on your desk. / Put the book in your desk. * Wrap-up 1. Reinforcement: (1) Chant: One Thousand Dollars (2) Game: Sentence Making (Theme: SV + Preposition) 2. Assignment: (1) Workbook (2) My Reading Notebook 7</p>	<p>4</p>	<p>CD Player Charts Flash Cards Realia Puppies PC</p>	<p>Oral test participation Listening Comprehension Written test Workbook Portfolio Assessment</p>
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<p>18-20 週 1222-0102</p>	<p>Vehicle (交通工具) + Review 2 + Final Exam</p>	<p>1-8-5 能聽懂簡 單的句子及簡 易的對話 1-1-6 能聽懂簡 易的歌謠和韻 文的主要內容 2-1-7 能使用基 本的社交禮儀 用語 2-1-8 能根據簡 單的提問,回答 和敘述 2-1-11 能根據圖 片或提示作簡單 的角色扮演 3-1-8 能正確朗 讀課本中的對話 或故事 4-1-5 能拼寫一 些基本常用的字 彙 6-1-10 在生活 中使用英語機 會時樂於嘗試 7-1-3 能了解一 些國際基本禮 儀</p>	<p>單元目標: 能詢問及表達個人的交通工具,並邀約共行或共乘 子目標: 1. 能認讀、書寫表交通工具的字及搭配的動詞 2. 能使用含 How do you go home? 的句型提問並用 I + 動詞 ~ (a 交通工具) 回答 3. 能使用含 Do you ~ (動詞或動詞片語) with me? 的句型提問並做適當的發音 4. 能發出字尾 y 的發音並拼讀出生字 5. 能欣賞及唱出本單元的歌謠/韻文,並辨認其中的常用字彙</p>	<p>* Warm-up 和學生打完招呼後,老師拿出一張台北市的地圖,做出疑惑狀,問學生說, "This is my first time to Taipei. I want to go to Taipei Zoo. How can I get there? Can you help me?" "讓學生回答", 引出本課主題。 * Presentation 1. Phonics : The Y Sound-(1) happy, sunny, rainy, candy, twenty, thirty (2) Say the Chant 2. Listen and Say : It' s late. Time to go home. / How do you go home? We take the bus. / Do you want to walk with me? Sure. / Goodbye! Take care. You too. See you on Monday. 3. Practice : (Pattern) How do you go home? I + V + (交通工具) (Vocabulary) walk, ride a bike, take the MRT, get a ride, take the bus 4. TPR(classroom language): review all the expressions taught in this semester * Wrap-up 1. Reinforcement: (1) Chant: How do you go? (2) Rhymes: Don't Forget the Bacon (by Pat Hutchins) / Handy Rhymes (by Marc Brown) (Theme : Phonics) 2. Assignment: (1) Workbook (2) My Reading Notebook 1</p>	<p>6</p>	<p>CD Player Charts Flash Cards Realia Puppies PC</p>	<p>Oral test participation Listening Comprehension Written test Workbook Portfolio Assessment</p>
<p>21 週 0112-0116</p>	<p>Joy of Performance (成果展)</p>	<p>2-1-8 能做簡單的提問,回答和敘述 2-1-11 能根據圖片或提示作簡單的角色扮演 3-1-8 能正確朗讀課本中的對話或故事 4-1-5 能拼寫一些基本常用的字彙 6-1-10 在生活 中使用英語機 會時樂於嘗試</p>	<p>單元目標: 能充分應用學到的英語 子目標: 1. 能閱讀簡易英語讀本並與他人分享 2. 能以觀摩的心情提供自己的閱讀檔案並參觀學習他人的檔案</p>	<p>* Reading Club Let' s have a detailed discuss of the picture books selected in advance. Group members have to make a short report of the book(cover page, author, story...etc), then all the students share their opinions with the others. Any comments are welcome. We just want you to talk. * My Reading Notebook Performance We are glad to have the opportunity of learning from others. Each student will be more confident because they get many positive feedbacks from their teacher and classmates.</p>	<p>2</p>	<p>Giant Books Picture Books PC</p>	<p>Oral test participation Reading Notebook Assessment</p>

六、參考資料：

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3. David Lazear 著 / 郭俊賢、陳淑惠譯 (2002), 落實多元智慧教學評量(Multiple Intelligence Approaches to Assessment), 遠流(香港)出版公司。
4. The Curriculum Development Council(1997), Syllabuses For Primary Schools English Language Primary 1-6, The Education Department Hong Kong。