

英語科公開觀課教案設計

教學對象	四年一班	教學者	陳一君		
教學日期	103.05.27	時間	40 minutes		
單元名稱	Unit 3: At the Airport	教材來源	Longman English 4		
單元教學目標 (learning objectives)	◎B1 -1-8 能聽懂中年段所習得的句子。 ◎B2 -1-2 能唸出英語的音。 ◎B2 -1-3 能說出中年段所習得的詞彙。 B2 -1-4 能以正確的語調說出英語的句子。 ◎B2 -1-9 能以中年段簡易句型作簡單的提問、回答。 ◎B3 -1-2 能辨識中年段所習得的詞彙。 ◎B3 -1-5 能讀懂中年段所習得的句子 ◎B4 -1-5 能拼寫中年段所習得之應用字詞。 ◎B5-1-2 能聽懂及辨識中年段所習得的詞彙。 ◎B5 -1-6 能使用字母拼讀法(phonics)。 ◎B5 -1-7 能依文字或口語提示寫出重要字詞。 ◎B5 -1-8 能聽懂、讀懂、說出並抄寫中年段所習得的句子。				
本節教學重點 (language focus)	1. Ss are able to differentiate the usage of “has” and “is.” 2. Ss are able to read, write and speak the target sentence patterns. 3. Ss are able to work with other teammates.				
使用教具 (teaching aids)	1. reading passages    2. pictures    3. paper    4. markers				
對應能力指標	教學流程與活動設計 (本節為單元第一節)	教學資源	時間	評量方式	
B3 -1-2 B3 -1-5  B2 -1-4	<b>Warm-up</b> Class routine  <b>Presentation</b> 1. Get into small groups. 2. Issue each group a photo and a reading passage. 3. Ask Ss to read the photo and reading passage. Mark (X) if the description is wrong about the photo. 4. Each group will have 1~1.5 minutes to finish the reading passage task. 5. Ss need to practice speaking these sentences after finishing the reading task and sign their names on the paper. 6. Change for another photo and repeat STEP 3-5 two more times. 7. Check the answers with whole class. 8. Write down the key sentence patterns on the board while Ss report the answers. 9. Remind Ss how to differentiate the usage of “has” and “is.”	Handout: Photo + Reading passages	2 mins  15 Mins	Observation  Teamwork  Oral report	

對應能力指標	教學流程與活動設計	教學資源	時間	評量方式
B4 -1-5 B5 -1-6	<b>Activity</b> <b>Group work:</b> 1. Provide Ss another photo. Group members need to write down the description in turns. 2. Introduce the sentence pattern : “ <b>What does he look like?</b> ” 3. Each student writes in different colored maker. 4. Check answers with whole class. 5. Turn to p.40. Group writing pic (A) and (B). 6. After finish writing, each group needs to practice reading out loud their sentences. 7. T checks answers and makes sure each group is able to speak the sentence patterns smoothly. 8. ( <b>pair work</b> ) Describe your partner to 3 classmates and sign the name on p. 40. Q: What does your friend look like? A: He is.... He has.....  <b>Wrap-up</b> 1. Turn to p.39. High light the key words and review the sentence again.	Paper Markers Textbook	15 Mins	Teamwork  Writing evaluation
B5 -1-8				Observation
B2 -1-9			5 mins	Oral practice
			3 mins	

課本內容

