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# 高雄市政府教育局國民教育輔導團 99 年度精進教學計畫 語文學習領域國小英語「能力指標與教學活動設計」工作坊 (續)

## 一、依據：

- (一)教育部辦理精進教學補助要點。
- (二)本市 99 年度精進教學計畫：子計畫二工作項目。

## 二、目的：

- (一)延續 98 年度精進教學計畫，續辦理 99 年之「能力指標與教學活動設計」工作坊，透過本輔導團團員及英語領航教師對「97 微調課綱」的深入瞭解及分析，提供更有效的活動設計參考樣本，以激發英語教師設計教學活動的能力。
- (二)分享 98 年度已完成之三、四年級新版能力指標教學活動設計，依據其模式，帶領分組討論產出，俾利教師對國小五、六年級的「能力指標」認識，設計多元化教學活動，以符應「百年課綱」，提升英語教學品質與效能。
- (三)帶動本團領航教師專業自主，深化本團團員及領航教師之專業能力，以期輔助本團推動本市英語教學，精進英語教師教學之效能。

## 三、指導單位：教育部

## 四、主辦單位：高雄市政府教育局

## 五、承辦單位：高雄市政府教育局國民教育輔導團語文學習領域(英語) 高雄市福東國小

## 六、活動日期：99 年 03 月 31~05 月 26 日，星期三 13:30 至 16:30。

03/31、04/14、04/28、05/12、05/26，共五梯次。研習課程表，  
如附件一。

## 七、活動地點：高雄市國教輔導團(七賢國中四樓教學演示室)

## 八、參加人員：本團英語領航教師及本市各公私立國民小學英語科召集人或專任英語教師，預計錄取 25 名(參與本團延續性專業成長工作坊之領航教師優先錄取)。

## 九、報名方式：

- (一)請於 99 年 03 月 28 日(星期日)前，上高雄市政府教育局研習報名中心報名，網址如右：<http://course.kh.edu.tw>，點選左列選單之『我要報名研習』進行報名。
- (二)計畫下載於 <http://www.ceag.kh.edu.tw/htm/index.htm> 高雄市輔導團首頁左列公告區。
- (三)錄取名單於 03 月 29 日(星期一)公告於報名網站或輔導團網站，網址同上。

(四)需要請公假之依據者，請自行列印公布之錄取名單，將不再另行發文。

(五)有疑問者請洽詢「高雄市國民教育輔導團語文學習領域」蘇淑英老師、戚居清老師。TEL: (07) 2010719-20 ext 21、22。

E-mail:tc018@mail.rsps.kh.edu.tw

#### 十、研習方式:

(一) 研習時數:參加教師核予公假並覈實核發 20 小時研習時數。

(二) 課程以聽講、討論、分享方式進行。

(三) 為響應環保，請參加研習的老師自備環保茶杯。

#### 十一、獎勵方式:

(一) 學員產出作品獲彙編成冊者，每位作者得予獲成果冊一冊，另擇優選出若干件佳作，每位作者得予以嘉獎乙次;若延續上一梯次參與產出之學員，每位作者得予以嘉獎乙次。作品之著作財產權仍屬原作者所有，惟本活動之主辦單位擁有非專屬無償使用權，得以任何形式與方式重製、推廣公佈與發行之權利。

(二) 承辦本次活動之有功人員，依相關獎勵規定提報教育局敘獎，如附件三。

十二、經費：由教育部專款支應。如附件二

十三、本計畫陳報教育局核准後實施，修正時亦同。

附件一

高雄市政府教育局國民教育輔導團 99 年度精進教學計畫  
語文學習領域國小英語輔導團員及領航教師  
「能力指標與教學活動設計」(續)工作坊課程表

第一梯次

- 研習日期及地點:99 年 03 月 31 日(星期三下午),高市國教輔導團 4F 教學演示室

時間	課程內容	課程講師及負責團隊
13:20~13:30	報到、領取資料	高市國教輔導團語文學習領域
13:30~13:40	長官致詞	夏課督紹章 鐘校長素梅
13:40~15:10	五六年級逐條能力指標解析(一)	高市樂群國小 戚居清老師
15:10~15:20	休息	高市國教輔導團語文學習領域
15:20~16:50	逐條能力指標教學活動設計(一)	高市莒光國小 王振茂老師

第二梯次

- 研習日期及地點:99 年 04 月 14 日(星期三下午),高市國教輔導團 4F 教學演示室

時間	課程內容	課程講師及負責團隊
13:30~13:40	報到、領取資料	高市國教輔導團語文學習領域
13:40~15:10	五六年級逐條能力指標解析(二)	高市四維國小 何佳真老師
15:10~15:20	休息	高市國教輔導團語文學習領域
15:20~16:50	逐條能力指標教學活動設計(二)	高市樂群國小 戚居清老師

### 第三梯次

- 研習日期及地點:99年04月28日(星期三下午),高市國教輔導團4F教學演示室

時間	課程內容	課程講師及負責團隊
13:30~13:40	報到、領取資料	高市國教輔導團語文學習領域
13:40~15:10	五六年級逐條能力指標解析(三)	高雄市桂林國小 翁素貞老師
15:10~15:20	休息	高市國教輔導團語文學習領域
15:20~16:50	逐條能力指標教學活動設計(三)	高雄市正興國小 許儷齡老師

### 第四梯次

- 研習日期及地點:99年05月12日(星期三下午),高市國教輔導團4F教學演示室

時間	課程內容	課程講師及負責團隊
13:30~13:40	報到、領取資料	高市國教輔導團語文學習領域
13:40~15:10	五六年級逐條能力指標解析(四)	高雄市正興國小 許儷齡老師
15:10~15:20	休息	高市國教輔導團語文學習領域
15:20~16:50	逐條能力指標教學活動設計(四)	高雄市瑞祥國小 蘇淑英老師

### 第五梯次

- 研習日期及地點:99年05月26日(星期三下午),高市國教輔導團4F教學演示室

時間	課程內容	課程講師及負責團隊
13:30~13:40	報到、領取資料	高市國教輔導團語文學習領域
13:40~15:10	五六年級逐條能力指標解析(五)	高雄市瑞豐國小 黃慈惠老師
15:10~15:20	休息	高市國教輔導團語文學習領域
15:20~16:50	逐條能力指標教學活動設計(五)	高雄市正興國小 何佳真老師

附件二

高雄市政府教育局國民教育輔導團 99 年度精進教學計畫  
語文學習領域國小英語輔導團員及領航教師  
「能力指標與教學活動設計」工作坊工作人員表

服務單位	職稱	姓名	工作項目
高市國教輔導團	課程督學	夏紹彰	督導行政業務
福東國小	校長	鐘素梅	督導行政業務
福東國小	教務主任	黃耀進	事務性工作
福東國小	總務主任	蘇耕役	事務性工作
福東國小	輔導主任	陳又銘	協助策劃及辦理研習
國教輔導團	輔導員	蘇淑英、戚居清、許儷齡、 翁素真、何佳真	籌劃研習工作
國教輔導團	代理教師	楊澤誌	資料打印、場地佈置

# 國民中小學九年一貫課程綱要語文學習領域(英語)

Grade 1-9 Curriculum Guidelines – Language Arts: English

97年(新版)

附錄一：分段能力指標與重點意涵

Competence Indicators vs. Focal definition

## Stage 1

### Elementary Level

#### 1)聽 – Listening

分段能力指標	重點意涵
1-1-1 能聽辨26個字母。	1-1-1-1 能聽懂辨別英文26個字母的名稱 (letter name)。
1-1-2 能聽辨英語的子音與母音。	1-1-2-1 能聽辨英語的子音。 1-1-2-2 能聽辨英語的母音。
1-1-3 能聽辨課堂中所習得的詞彙。	1-1-3-1 能聽懂課堂中所習得的字詞、片語。 1-1-3-2 能聽懂辨別課堂中所習得的字詞、片語。
1-1-4 能聽辨句子的語調。	1-1-4-1 能聽辨句子的句尾語調是上揚或是下降。
1-1-5 能聽辨課堂中所習得的字詞、片語及句子的重音。	1-1-5-1 能聽辨單字的音節數和重音。 1-1-5-2 能聽出片語的重音：若是複合詞 (compound)，重音通常在第一個字 (如trash can)；若是形容詞加名詞，重音通常在第二個字(如hot water)。 1-1-5-3 能聽出句子的重音：能聽出在句子中所要強調的字詞，即為重音所在。
1-1-6 能聽辨句子的節奏。	1-1-6-1 能聽辨句子中的字詞有強弱之分。

分段能力指標	重點意涵
1-1-7 能聽懂常用的教室用語及日常生活用語。	1-1-7-1 能聽懂課堂中的常語，如Stand up. Sit down. Open (Close) your book. 等。 1-1-7-2 能聽懂日常生活中的常用語，如Hello (Hi)! Good morning (afternoon)! Thank you. You're welcome. Goodbye. 等。
1-1-8 能聽懂簡易句型的句子。	1-1-8-1 能聽懂課堂中所習得的簡單句 (simple sentence)。 1-1-8-2 能利用學過的字詞瞭解句義。
1-1-9 能聽懂簡易的日常生活對話。	1-1-9-1 能聽辨日常生活對話中的關鍵字詞。 1-1-9-2 能聽懂日常生活對話的主要內容。
*1-1-10 能聽懂簡易歌謠和韻文的主要內容。	1-1-10-1 能聽懂簡易歌謠和韻文中的關鍵字詞、句子。 1-1-10-2 能聽懂簡易歌謠和韻文的大意。
*1-1-11 能聽懂簡易兒童故事及兒童短劇的大致內容。	1-1-11-1 能藉由視聽輔助教材教具，如老師的臉部表情、肢體動作、聲音效果、圖畫、影像、布偶等，聽懂所學的故事或短劇之關鍵字詞、關鍵句子。 1-1-11-2 能藉由視聽輔助教材教具，如老師的臉部表情、肢體動作、聲音效果、圖畫、影像、布偶等，聽懂所學的故事或短劇之內容大意。



## (2)說—Speaking

分段能力指標	重點意涵
2-1-1 能說出26個字母。	2-1-1-1 能正確說出26個字母的名稱。 2-1-1-2 能依序正確說出26個字母的名稱。
2-1-2 能唸出英語的語音。	2-1-2-1 能唸出英語的子音。 2-1-2-2 能唸出英語的母音。 2-1-2-3 能唸出英語子音與母音的基本組合(syllable)。
2-1-3 能說出課堂中所習得的詞彙。	2-1-3-1 能正確覆誦課堂中所習得的字詞、片語。 2-1-3-2 能以正確的(輕)重音說出所習得的字詞、片語。
2-1-4 能以正確的語調說出簡易句型的句子。	2-1-4-1 能正確地覆誦所聽到句子的語調。 2-1-4-2 能以正確的語調說出直述句和問句。
2-1-5 能使用所習得的教室用語。	2-1-5-1 能正確地覆誦所習得的教室用語。 2-1-5-2 能正確地使用所習得的教室用語。
2-1-6 能以簡易的英語介紹自己。	2-1-6-1 能以學過的字詞、片語和句子簡單地介紹自己。
2-1-7 能以簡易的英語介紹家人和朋友。	2-1-7-1 能以學過的字詞、片語和句子簡單地介紹家人和朋友。
2-1-8 能使用所習得的日常生活用語。	2-1-8-1 能正確覆誦所習得的日常生活用語。 2-1-8-2 能正確使用所習得的日常生活用語。
2-1-9 能作簡單的提問、回答和敘述。	2-1-9-1 能運用課堂中習得的字詞、片語和句子作簡單的提問、回答和敘述。
2-1-10 能朗讀和吟唱歌謠韻文。	2-1-10-1 能正確覆誦所習得的歌謠韻文。 2-1-10-2 能正確朗讀和吟唱歌謠韻文。

分段能力指標	重點意涵
2-1-11 能以所習得的英語看圖說話。	2-1-11-1能正確說出與圖意相關的字詞。 2-1-11-2 能運用所習得的字詞、片語和句子表達圖意。
*2-1-12 能進行簡易的角色扮演(role play)。	2-1-12-1能以角色扮演進行簡單的對話。 2-1-12-2能參與簡易的兒童短劇或RT(reader theater)的演出。

### (3)讀－Reading

分段能力指標	重點意涵
3-1-1 能辨識印刷體大小寫字母。	能透過綜合聆聽與朗讀的活動： 3-1-1-1 能正確辨識印刷體的大寫字母； 3-1-1-2 能正確辨識印刷體的小寫字母； 3-1-1-3 能正確辨識印刷體大小寫字母之間對應的關係。
3-1-2 能辨識課堂中習得的詞彙。	3-1-2-1 能正確辨識課堂中所習得的字詞、片語。 3-1-2-2 能讀出課堂中所習得的字詞、片語。 3-1-2-3 能瞭解課堂中所習得字詞、片語的語意。
3-1-3 能看懂簡易的英文標示。	3-1-3-1 能從所看見的英文標示中辨識出已學過的字詞。 3-1-3-2 能辨識並瞭解常見英語標示的意義。 3-1-3-3 能認識校園內簡易的雙語標示。
3-1-4 能辨識歌謠、韻文、故事中的常用字詞。	3-1-4-1 能正確辨識歌謠、韻文、故事中經常出現的字詞。 3-1-4-2 能讀出歌謠、韻文、故事中經常出現的字詞。 3-1-4-3 能瞭解歌謠、韻文、故事中經常出現字詞的意義。
3-1-5 能看懂簡單的句子。	3-1-5-1 能正確跟讀課堂中所習得的簡單句 (simple sentence)。 3-1-5-2 能利用習得的字詞理解簡單句的意義。

分段能力指標	重點意涵
3-1-6 能辨識英文書寫的基本格式。	3-1-6-1 能辨識英文的字與字間需要有空格。 3-1-6-2 能辨識英文句首的字母要大寫。 3-1-6-3 能辨識英文的書寫格式是由左到右、由上到下。 3-1-6-4 能辨識英文句子的句尾要加適當的標點符號(!.?等)。 3-1-6-5 能瞭解英文專有名詞(如人名與地名)字首必須大寫。
3-1-7 能朗讀課本中的對話和故事。	3-1-7-1 能正確跟讀課本中的對話和故事。 3-1-7-2 在跟讀時能正確指出所讀的字詞。 3-1-7-3 能於閱讀時，在適當的地方(meaningful chunk)斷句。 3-1-7-4 能正確朗讀課本中簡短的對話或故事。
*3-1-8 能藉圖畫、圖示等視覺輔助，閱讀並瞭解簡易故事及兒童短劇中的大致內容。	3-1-8-1 能透過人物的表情、肢體動作，或藉由圖畫、布偶等視覺輔助，辨識簡易故事與兒童短劇中的關鍵字詞及句子。 3-1-8-2 能藉圖畫、圖示等視覺輔助，閱讀與理解簡易故事及兒童短劇的內容大意。
*3-1-9 能藉圖畫、標題、書名，猜測或推論主題。	3-1-9-1 能藉圖畫、標題、書名，猜測或推論主題。 3-1-9-2 能藉圖畫、標題、書名或上下文，猜測或推論字詞的意義。 3-1-9-3 能藉圖畫、標題、書名或上下文，猜測或推論可能的情節發展。

## (4)寫－Writing

分段能力指標	重點意涵
4-1-1 能書寫印刷體大小寫字母。	4-1-1-1 能熟悉字母的筆順。 4-1-1-2 能在畫有四(或三)線的行間書寫印刷體大小寫字母。 4-1-1-3 能在僅畫有底線的行間書寫印刷體大小寫字母。
4-1-2 能書寫自己的姓名。	4-1-2-1 能臨摹抄寫自己的英文名字。 4-1-2-2 能書寫自己的英文名字，瞭解字首必須使用大寫字母，例如 Adam、Mary。 4-1-2-3 能使用英文的格式書寫自己的英譯中文姓名，例如護照上之姓(surname / last name/ family name)名(given name/ first name)寫法。
4-1-3 能臨摹抄寫課堂中習得的詞彙。	4-1-3-1 能臨摹課堂中所學的字詞、片語。 4-1-3-2 能抄寫課堂中所學的字詞、片語。
4-1-4 能臨摹抄寫課堂中習得的句子。	4-1-4-1 能臨摹課堂中習得的簡單句(simple sentence)。 4-1-4-2 能抄寫課堂中習得的簡單句(simple sentence)。
4-1-5 能拼寫一些基本常用字詞(至少180個)。	4-1-5-1 能使用字母拼讀法(phonics)中基本常用的規則來輔助拼寫字詞。 4-1-5-2 能拼寫至少180個基本常用字詞(參考教育部公布之國民中小學最基本之1200字詞)。 4-1-5-3 能瞭解上述字詞之意涵。

分段能力指標	重點意涵
4-1-6 能依圖畫、圖示填寫重要字詞。	4-1-6-1 能瞭解並正確書寫課堂中習得的重要字詞。 4-1-6-2 能運用所學，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。	4-1-7-1 能瞭解英文書寫格式，如句首字母大寫、字尾適當標點、字與字之間保持一定空格等。 4-1-7-2 能以正確的書寫格式寫出簡單句 (simple sentence)。

## (5)聽說讀寫綜合應用能力

分段能力指標	重點意涵
5-1-1 能正確地辨識、唸出與寫出26個英文字母。	5-1-1-1 能正確的分辨26個英文字母大小寫之寫法及二者間之對應。 5-1-1-2 能正確的唸出26個英文字母。 5-1-1-3 能正確的寫出26個英文字母之印刷體大小寫。
5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。	5-1-2-1 能聽懂課堂中所學過的字詞、片語。 5-1-2-2 能辨識課堂中所學過的字詞、片語。 5-1-2-3 能聽懂課堂中所學過的字詞、片語，並能找出該字詞、片語。
5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。	5-1-3-1 在聽讀字詞時，能在課文中指出(point to)相對應的字詞。 5-1-3-2 在聽讀字詞時，能說出(read aloud)在課文中相對應的字詞。 5-1-3-3 在聽讀短文時，能在書本中將所聽到的字一一指出。
5-1-4 口語部分至少會應用300個字詞，書寫部分至少會拼寫其中180個字詞，以應用於簡易的日常溝通中。	5-1-4-1 能依口語或圖畫提示，說出300個字詞。 5-1-4-2 能依口語或圖畫提示，寫出180個字詞。 5-1-4-3 能將上述字詞應用於簡易的日常生活溝通之中。
5-1-5 能聽懂日常生活應對中常用語句，並能作適當的回應。	5-1-5-1 能聽懂日常生活應對中表達問候、致謝、道歉、道別等功能的語句。 5-1-5-2 能以口語、肢體動作等適切的回應所聽到的語句。

分段能力指標	重點意涵
5-1-6 能運用字母拼讀法(phonics)。	5-1-6-1 能瞭解字母與發音的對應關係與規則。 5-1-6-2 能運用字母拼讀法，嘗試將看到的字詞讀出。 5-1-6-3 能運用字母拼讀法，嘗試將聽到的字詞拼出。
*5-1-7 能依文字或口語提示寫出重要字詞。	5-1-7-1 能依據上下文提示，適切的寫出相關的重要字詞。 5-1-7-2 能依據口頭提示，適切的寫出相關的重要字詞。



# Language Functions

## 附錄三：溝通功能參考表

Asking about abilities  
Asking about ownership  
Asking about prices  
Asking about the time, the day, & the date  
Asking about transportation  
Asking for and giving advice  
Asking for and giving directions  
Asking for and giving information  
Asking for and giving instructions  
Asking for and giving permission  
Asking how things are said in English  
Asking how words are spelled  
Asking people to repeat or clarify something  
Checking & indicating understanding  
Comparing things, people, etc.  
Describing actions  
Describing people's appearances  
Describing emotions and experiences  
Describing a sequence  
Expressing agreement & disagreement  
Expressing congratulations  
Expressing gratitude  
Expressing concern  
Expressing likes & dislikes  
Expressing prohibition  
Expressing wants and needs  
Extending, accepting, and declining invitations  
Getting attention  
Giving reasons  
Greeting people  
Introducing friends, family and oneself  
Making appointments  
Making apologies  
Making compliments  
Making plans  
Making requests

Making suggestions  
Making telephone calls  
Naming common toys and household objects  
Offering and requesting help  
Ordering food & drinks  
Talking about location  
Talking about daily schedules and activities  
Talking about frequency  
Talking about past, present, and future events

# Language focus – Topic and text type

## 附錄二：主題與體裁參考表

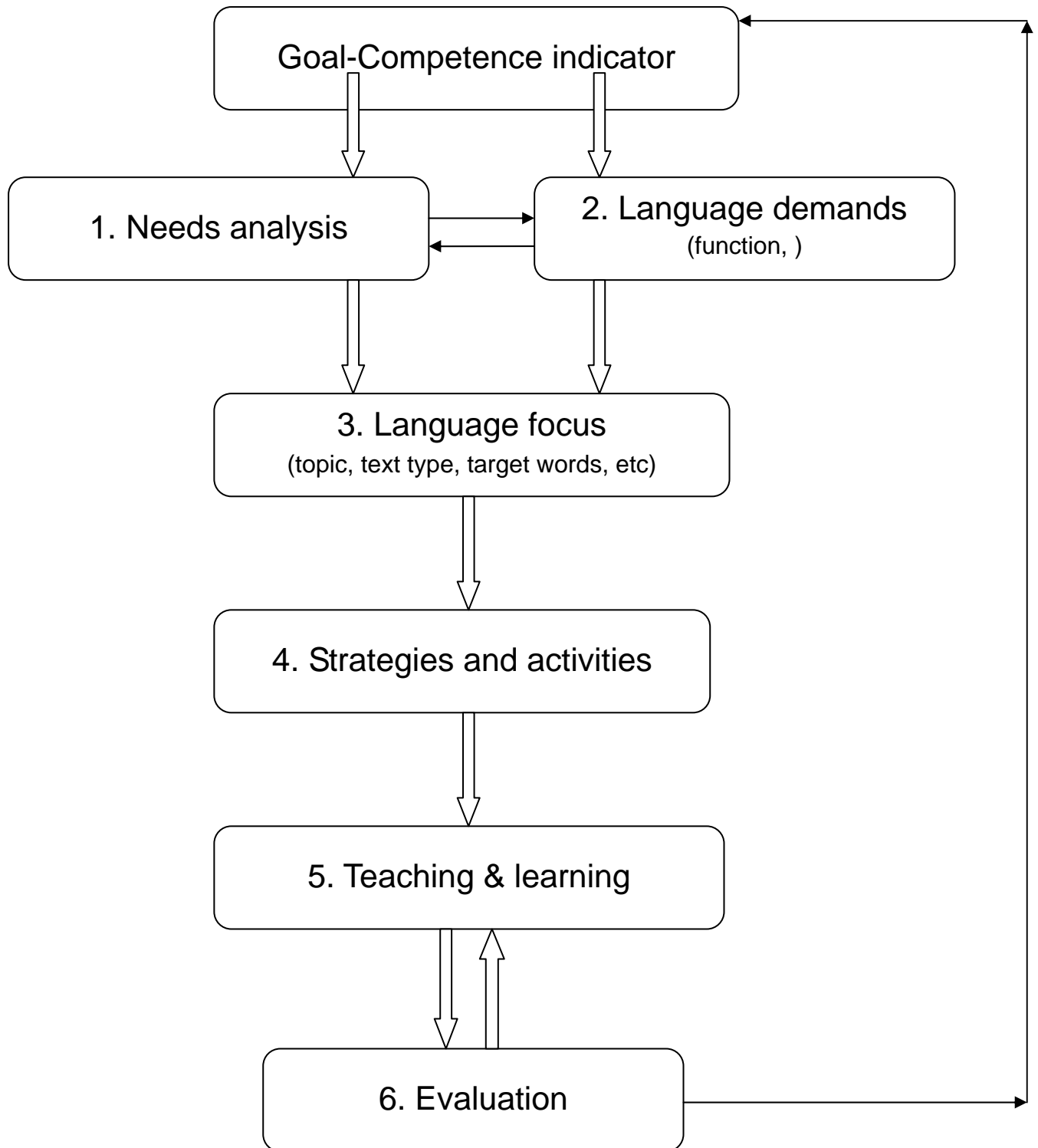
主題：	Interests and hobbies
Animals	Manners
Appearance	Money & prices
Home appliances	Nation & languages
Clothing/Accessories	Nature
Colors	Neighborhood
Computers	Numbers
Customs & lifestyles	Occupations
Daily routines	Parts of the body
Eating out	School life
Environment & pollution	Shapes, sizes & measurements
Families, family relationships & kinship terms	Shopping
Famous or interesting people	Special events
Famous or interesting places	Sports & exercises
Food & drinks	Study habits or plans
Friends & personal relationship	Time, date, month, seasons & years
Gender equality	Transportation
Health	Traveling
Holidays & festivals	Weather & climate
Houses & apartments	Science & technology
Human rights	
體裁：	
Advertisements	Poems
Chants	Recipes
Cartoons	Rhymes
Conversation	Riddles
Forms	Songs
Jokes	Stories
Letters	Tables
Maps	TV schedules
Menus	
Notices	
Plays	

# Using Grade 1-9 EFL Curriculum Guidelines in

## Programming

### 教學活動設計組織圖

屏東縣仁愛國小 鄭俊芬/Julie



# Using Grade 1-9 EFL Curriculum Guidelines in Programming

## 教學活動設計組織圖說明

屏東縣仁愛國小 鄭俊芬/Julie

### Goal – EFL Competence indicators

The goal of EFL teaching and learning programs in Taiwan is that elementary students are able to achieve the outcomes for appropriate stage. We often use the *competence indicators*(能力指標) as benchmarks on students performance in EFL learning.

#### 1. Needs analysis

Teachers should gauge the level of English language proficiency of their EFL learners. After initial judgment was made, it can still be confirmed or adjusted as students' engagement in teaching and learning activities provides clarification of what students can or can't do.

#### 2. Language demands

When planning a teaching unit, teachers need to identify language demands according to the functions of language(溝通功能) and decide on a language focus area. Or Teachers may further indicate the detailed focal definitions(重點意涵) which extended from the competence indicators.

#### 3. Language focus

Teachers select items from suggested list of topic and text type. The items selected become the teaching objectives of the unit against which learning is assessed.

#### 4. Strategies and activities

Teachers select teaching and learning strategies and activities to support the development of English language skills. Alternatively, teachers may design strategies and activities using the framework of *Controlled support*, *Guided support* and *Independent support* to provide graduated support for learning the target language.

*Controlled support* is provided through specifically designed activities that give students models of the target language. Controlled support is usually teacher led and involves students participating in fully scaffolded activities that draw their attention to

specific aspects of the language.

**Guided support** is provided through activities designed to ensure students have multiple exposures to the target language. Guided support provides a partial scaffold for students as they apply and practice the target language.

**Independent support** is provided through activities designed to allow independent use of the target language. Independent support provides minimal scaffolding to students as they demonstrate their developing mastery of the target language in a range of contexts.

## **5. Teaching and Learning**

Teachers implement the planned teaching sequences. They scaffold learning by providing point-of-need assistance adjusting the instructions where appropriate to ensure that individual students' immediate needs are met.

Teachers conduct planned ongoing assessments and record relevant observations as required.

## **6. Evaluation**

Teachers use students' assessment data, cumulative and final, to provide evidence of the impact and suitability of the lesson. They judge the effectiveness of teaching in enabling students to move towards achievement of determined goal.



# Grouping



組別	姓名	服務學校
第一組	戚居清 Mary	樂群國小
	曾信達 David	鳳陽國小
第二組	許儷齡 Linda	正興國小
	廖韋翔	旗津國小
	黃靖涵 Leanne	九如國小
	黃慈惠 Pandora	瑞豐國小
第三組	翁素貞 Rachel	桂林國小
	張淑真 Amy	光華國小
	顏春嫣 Rebecca	光華國小
第四組	何佳真 Grace	四維國小
	張惠惠	民權國小
	蔡沛錦	青山國小

<b>Topic</b>	
Places	
<b>Competence indicator</b>	
<p><b>【Listening】</b> 1-1-8 能聽懂簡易句型的句子。</p> <p><b>【Speaking】</b> 2-1-10 能朗讀和吟唱歌謠韻文。</p> <p><b>【Reading】</b> 3-1-4 能辨識歌謠、韻文、故事中的常用字詞。</p> <p><b>【Writing】</b> 4-1-6 能依圖畫、圖示填寫重要字詞。</p>	
Need analysis	Language demands/ Aims
5 <sup>th</sup> /6 <sup>th</sup> graders who have basic language skills, including listening, speaking, reading and writing and has learned how to say different places in the neighborhood.	<ol style="list-style-type: none"> <li>1. being able to say place names learned in class.</li> <li>2. being able to write place names learned in class.</li> </ol>
<b>Language focus</b>	
<ol style="list-style-type: none"> <li>1. Students can look at flash cards and say the place names.</li> <li>2. Students can write the place names.</li> <li>3. Students can sing the song along with CD.</li> </ol>	
<b>Language functions</b>	
Students can talk about their own neighborhood.	
<b>Strategies and activities</b>	
<p><b>CONTROLLED SUPPORT – Teacher supplies target language:</b></p> <p><b>1. Listen and hold the cards</b></p> <ol style="list-style-type: none"> <li>(1) Show flash cards/ pictures of places, including park, school, movies, pool, and toy store.</li> <li>(2) Model correct pronunciation of the target words, and have students repeat the words loudly. T says the words, showing the flash cards/pictures at the same time.</li> <li>(3) Continue this activity till students are familiar with these target words.</li> </ol> <p><b>2. Read and match</b></p> <ol style="list-style-type: none"> <li>(1) Give each student one piece of worksheet”. (Appendix 1)</li> <li>(2) Demonstrate how to do this activity. First have students copy the words and match the words with the right pictures.</li> <li>(3) Check the answers with the whole class and have students check in pairs.</li> </ol> <p><b>GUIDED SUPPORT – Students practice target language:</b></p>	



### **1. Listen and do**

- (1) Have students listen to the song "In My Town." several times.
- (2) T creates actions for each target words and practice with the whole class.
- (3) Sing and do actions together for several times.

### **2. Listen and sequence**

- (1) Have students listen to the song "In my town" and do actions together
- (2) Put all the sentences on the board. Have students listen carefully and sequence the sentences. This activity can be done with the whole class, in groups or individually.
- (3) Check the answers with partners or with the class.

### **3. Listen and write**

- (1) Have students listen to the song "In My Town" and do actions together
- (2) 1<sup>st</sup> and 2<sup>nd</sup> time: have students listen to the song carefully.  
3<sup>rd</sup> or 4<sup>th</sup> time: have students fill in the missing words (Appendix 3).  
If students cannot listen and understand some specific words at the first time, let them listen more times.

### **INDEPENDENT SUPPORT — Students use target language:**

#### **1. Draw and say**

- (1) Have students talk about what places they have in their town. If they can say the places that are not in this song, it is okay. If they want to say some places, but they don't know how to say them in English, such as library, gas station, T should help them learn the new words.
- (2) Have students draw what places they have in their town. And try to fill in the key words in this song to see if they fit the tune or not. Students can work in groups, pairs or individually.
- (3) If it is a group work, students can present their work in front of class. Then students votes for the best lyric composer.

### **Assessment**

1. Teacher observes students' participation.
2. Students' worksheet performance, including Appendix 1-2 and "Draw and Say".
3. Peer assessment for "Draw and say"

# Matching

Name: \_\_\_\_\_ Grade: 4 Class: \_\_\_\_\_

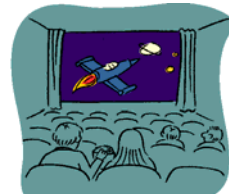
Copy the words and match them to the correct pictures.

1.park	2.school	3.toy store	4.pool	5. movie theater
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1. \_\_\_\_\_



2. \_\_\_\_\_



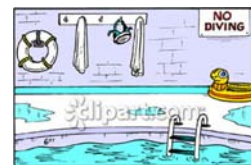
3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



# In My Town

Grade :

Name :

※Please fill in the the missing words.

In my town, there are many places to go.

In my town, there are many places to go.

The \_\_\_\_\_, the \_\_\_\_\_, the big \_\_\_\_\_,  
the \_\_\_\_\_, \_\_\_\_\_ and many more !

In my town, in my town, everybody knows my name.

In my town, in my town, everybody knows my face.



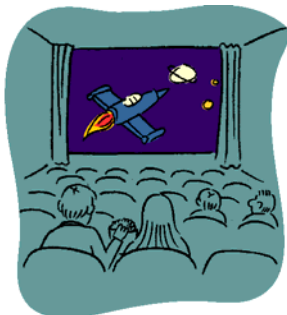
school



park



toy store



movie theater



pool

Topic	
Family	
Competence indicator	
<p><b>【Listening】</b> 1-1-8 能聽懂簡易句型的句子。</p> <p><b>【Speaking】</b> 2-1-7 能以簡易的英語介紹家人和朋友。                      2-1-9 能作簡單的提問、回答和敘述。                      2-1-11 能以所習得的英語看圖說話。</p> <p><b>【Reading】</b> 3-1-5 能看懂簡單的句子。</p> <p><b>【Writing】</b> 4-1-6 能依圖畫、圖示填寫重要字詞。</p>	
Need analysis	Language demands/ Aims
5 <sup>th</sup> /6 <sup>th</sup> graders who have learned some basic words of family members and learned how to introduce himself/herself and his/her family.	1. being able to say words of family members 2. being able to write words of family members
Language focus	
1. Students can look at flash cards and say words of family members. 2. Students can write words of family members. 3. Students can draw a family tree.	
Language functions	
Students can talk about their own family and ask about other's family.	
Strategies and activities	
<p><b>CONTROLLED SUPPORT – Teacher supplies target language by:</b></p> <p><b>1. Listen and say</b></p> <p>(1) Review all the basic family members that students have learned with flash cards, including mother, father, grandma, grandpa, sister, brother, uncle, and aunt.</p> <p>(2) Divide students into six groups. Give each group two flash cards of family members. When T says, “aunt”, for example, the groups with the flash card “aunt” will stand up or raise their hands and say, “aunt”.</p> <p><b>2. Q&amp;A</b></p> <p>(1) T asks Ss questions about family, e.g., “How many people are there in your family?”</p> <p>(2) Ss say, “<i>There are <u>four</u> people in my family. They are mother, ....</i>”</p> <p>(3) If S1/Gp1 can answer the question, he/she scores for his/her group.</p> <p>(4) Continue the practice with other groups.</p>	

**GUIDED SUPPORT — Students practice target language by:**

**1. Look & Say:**

- (1) T vs. Class --Show a family picture on the board. While T asks the target question, “Who is he/she?”, they will answer, “She/He is my ....”. If students are advanced, T can ask more questions to describe the family. For example, “How old is he/she?”, “What is his/her name?” “Is she a student?”, and so on.
- (2) T vs. Group-- Continue the practice with other groups.
- (3) Invites S1 from Gp1 to look at the picture and answer the question. If S1/Gp1 says the correctly, he/she scores for his/her group. Do the same with other groups.

**2. Story telling: <A Frog Family>**

- (1) Prepare pictures of the frog family.
- (2) Ask Ss questions about frogs, e.g., ‘Have you seen frogs?’ ‘Where do they live?’ before telling them the story.
- (3) Tell them the story by using gestures.
- (4) Tell the story again and Ss follow the acting with T.

**INDEPENDENT SUPPORT — Students use target language by:**

**1. Survey** (pair work & individual work)

- (1) Give each S a piece of worksheet (Appendix 1).
- (2) Invite S1 and S2 to present how to do this activity. S1 asks S2, “What’s your name?” “How many people are there in your family?” and “who are they”. S2 answers the questions. S1 writes down S2’s answers on the worksheet.
- (3) Have students write down the answers about their own family.
- (4) Then have every student stand up and interview three students.
- (5) When every student has interviewed three students, he/she will go back to the seat and sit down. Then T asks individual students to talk about their partner’s family.

**2. Draw, write & Say** (pair work & individual work)

- (1) Introduce the idea of a family tree.
- (2) Draw a family tree on the board and practice the target language.
- (3) Demonstrate how to draw a family tree.
- (4) Have Ss draw a family tree in pairs.
- (5) Have Ss work in pairs. While S1 asks S2, S2 shows S1 his/her family tree and talks about his/her family.
- (6) S1 and S2 check each other’s worksheet for correct writing.
- (7) Continue this practice with other partners.

### 3. Tell & Act

- (1) Have Ss act the story out in groups. (Each group changes “hamburgers’ into another food word.)
- (2) For advanced Ss, have them create the ending for the story independently.

### Assessment

1. Teacher observes students’ participation.
2. Students’ worksheet performance.

## Appendix 1 Survey Sheet

Class:                      No.:                      Name:

	<b>How many people are there in your family?</b>	<b>Who are they?</b>
My family (                      )	<b>4</b>	<b>father, mother, brother, sister</b>
Name		
Name		
Name		

## **Appendix 2 Story of the Frog Family**

**This is a story about Daddy Frog, Mommy Frog, Brother Frog, Sister Frog and Baby Frog.**

**It is very very hot today.**

**Daddy Frog jumps, jumps and jumps. And he says, 'I'm hungry. What's for lunch?'**

**Mommy Frog jumps, jumps and jumps. She answers, 'How about hamburgers?'**

**Brother Frog jumps, jumps and jumps. He says, 'Great, I love hamburgers.'**

**Sister Frog jumps, jumps and jumps. She says, 'I like hamburgers, too.'**

**But, Baby Frog is only three years old. He jumps, jumps and jumps. And he says, 'I don't want hamburgers. I want MILK.'**

Topic	
<b>Prepositions of place and direction</b>	
Competence indicator	
<p><b>【Listening】</b> 1-1-3 能聽辨課堂中所習得的詞彙。                      1-1-5 能聽辨課堂中所習得的字詞、片語、及句子的重音。                      1-1-6 能聽辨句子的節奏。                      1-1-8 能聽懂簡易句型的句子。                      *1-1-11 能聽懂簡易兒童故事及兒童短劇的大致內容。</p> <p><b>【Speaking】</b> 2-1-3 能說出課堂中所習得的詞彙。                      2-1-4 能以正確的語調說出簡易句型的句子。                      2-1-9 能作簡單的提問、回答和敘述。                      2-1-10 能朗讀和吟唱歌謠韻文。                      2-1-11 能以所習得的英語看圖說話。</p> <p><b>【Reading】</b> 3-1-4 能辨識歌謠、韻文、故事中的常用字詞。                      3-1-5 能看懂簡單的句子。</p> <p><b>【Writing】</b> 4-1-4 能臨摹抄寫課堂中習得的句子。                      4-1-5 能拼寫一些基本常用字詞（至少一百八十個）。</p> <p><b>【Comprehensive Application of Listening, Speaking, Reading, and Writing Abilities】</b>                      5-1-4 口語部份至少會應用三百個字詞，書寫部份至少會拼寫其中一百八十個字詞，以應用於簡易的日常溝通中。                      5-1-5 能聽懂日常生活應對中常用語句，並能作適當的回應。                      *5-1-6 能運用字母拼讀法(phonics)。</p>	
Need analysis	Language demands/ Aims
<p>5<sup>th</sup>/6<sup>th</sup> graders who have learned words of some basic “prepositions of place and direction,” such as <i>on, in, at, and between</i>.</p>	<ol style="list-style-type: none"> <li>1. Being able to say words of “prepositions of place and direction.”</li> <li>2. Being able to comprehend dialogues containing “prepositions of place and direction.”</li> <li>3. Being able to use “prepositions of place and direction” to write simple sentences.</li> </ol>
Language focus	
<ol style="list-style-type: none"> <li>1. Students practice saying the target “prepositions of place and direction.”</li> <li>2. Students practice using “prepositions of place and direction” to write sentences.</li> <li>3. Students practice reading sentences containing “prepositions of place and direction.”</li> </ol> <p>Vocabulary: <i>on, behind, between, in front of, and next to</i>                      Sentence pattern: <i>Where’s the _____?</i>  <i>It’s _____ the _____.</i></p>	



## Language functions

Students can use “prepositions of place and direction” to ask about and response to other’s need.

## Strategies and activities

### CONTROLLED SUPPORT

#### A. Vocabulary and Sentence Instruction

1. T shows flash cards/pictures to elicit the target words of “prepositions of place and direction” such as *on, between, in front of, behind, next to* and so on. Teacher writes the sentence patterns on the blackboard (eg., *The library is in front of the school. The department store is between the supermarket and post office. The bookstore is next to the café. The school is on the Fifth Avenue. The kindergarten is behind the school.*) and also gives other “prepositions of place and direction” for substitution.
2. Teacher models good pronunciation of the target words and sentences, including correct accents, and has students repeat the words and sentences several times.
3. Encourage students to associate the pictures of “prepositions of place and direction” with the target sentences. Teacher announces the target “prepositions of place and direction” one by one, and students substitute those words to the target sentence. Students are supposed to **say the sentence loudly** when they see the cards that the teacher shows them.
4. Teacher asks some related questions and students write down the answers.

#### B. Listen and Find

1. Teacher posts some cards on the whiteboard and gives students instructions and descriptions. Then T invites Ss to identify the correct card.
2. **Identifying Pictures Details:** Teachers could provide true/false questions to enhance students’ vocabulary of “prepositions of place and direction.” Students should listen carefully to the teacher’s instructions so as to find the right answer.

#### C. Chant

1. Provide a chant (see below) with sentences of “prepositions of place and direction” for Ss to get familiarized with the use of “prepositions of place and direction.” (The chant can be a poem written in a colloquial way.)

Ex. *“Hello, everyone, where’s the supermarket? Do you know? It’s next to the post office. Where’s the library? It is in front of the school. How’s about the bookstore? The bookstore is next to the café. Would you please tell me more? The school is on the Fifth Avenue.” “The kindergarten is behind the school.”*

**GUIDED SUPPORT** – Students **practice** target language:

**A. Just-A-Minute**

1. Each player is given a limited time trying to get the other students to guess as many words as possible from the list on his card. Students should be given time to examine their words before the round begins. If there are questions about the pronunciation, reading, or meaning of a word, students may consult a dictionary or the teacher.

2. Player One announces the title or category on his card. The player may describe to tell clues about each word but may neither say the word itself, nor point to objects in the room to show the answer. (Ex. *Player One: The Category is “The City of Kaohsiung.”* *Player One: It is a place where you can buy shoes, clothes and all sorts of exotic fruits.* *Player Two: Supermarket?* *Player One: Not only clothes but all sorts of fruits and almost everything!* *Player Two: Supermarket.* *Player One: Brilliant!* *Player One: Now it’s a place where you can borrow books from and enjoy the videos.* *Player Two: A library?* *Player One: Terrific.*)

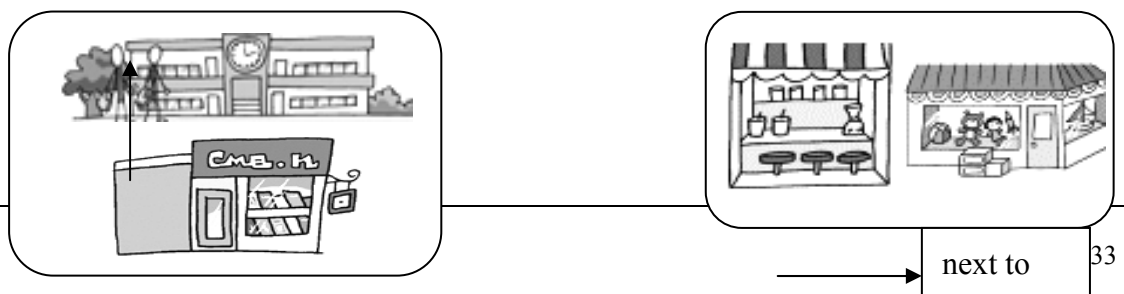
3. At the end of one minute, the timekeeper yells, “Time’s up.” The number of words the player guessed correctly is his/her score.

**B. Look and Say**

1. Divide Ss into six groups. Teacher provides a short paragraph containing the location sentences and asks each student to memorize the content by turns. A reporter in each group is assigned to write down the paragraph content as correctly as possible. (e.g., *It’s somewhere in New York City. The supermarket is behind the mall. The school is between the library and the kindergarten. Walking down the street, you’ll find the post office on the Fifth Avenue. And the department store is in front of the supermarket.*)
2. Teacher asks Ss to complete the content in five minutes and grades each group according to the correctness of the content.

**C. Vocabulary Networks**

1. Teacher writes the topic “prepositions of place and direction” on the board and connects the related vocabulary to make a sample of vocabulary networks. (see the example below)



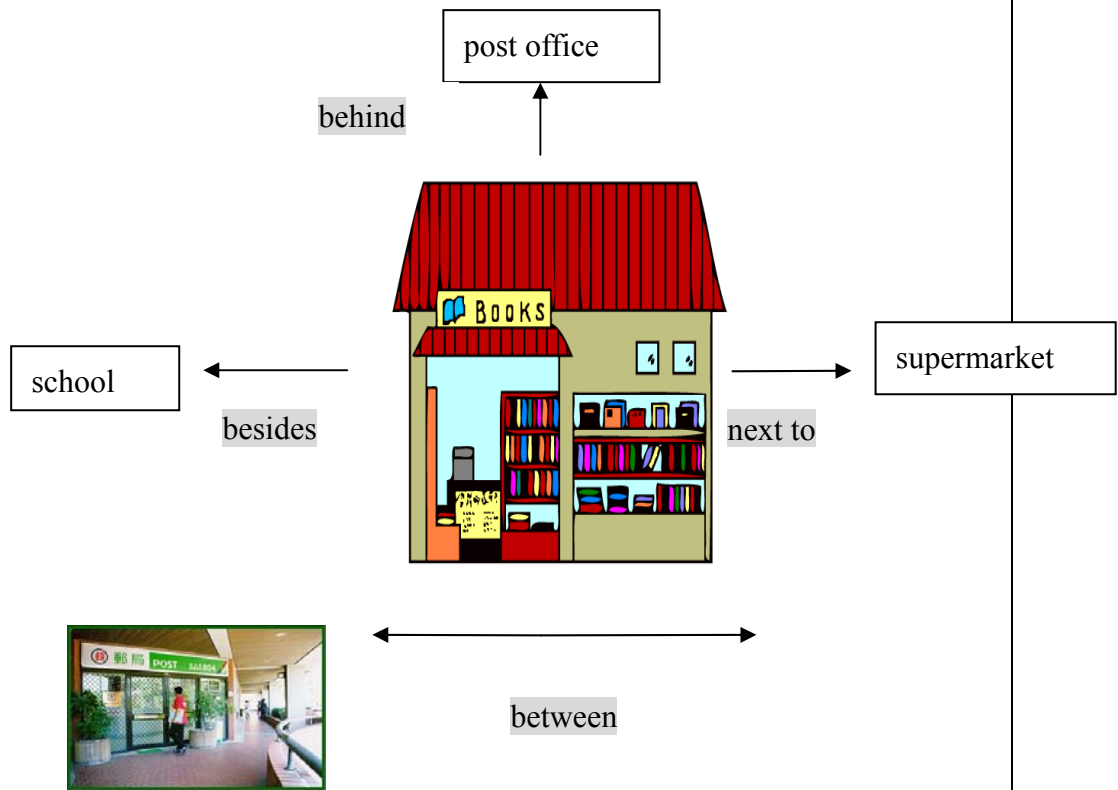
behind

*The school is behind the bookstore.*

*shop.*

*The tea shop is next to the toy*

2. Teacher provides a map of vocabulary networks for students to enhance their vocabulary learned in the lessons. Each group completes their vocabulary networks and shares their work with other peer groups.



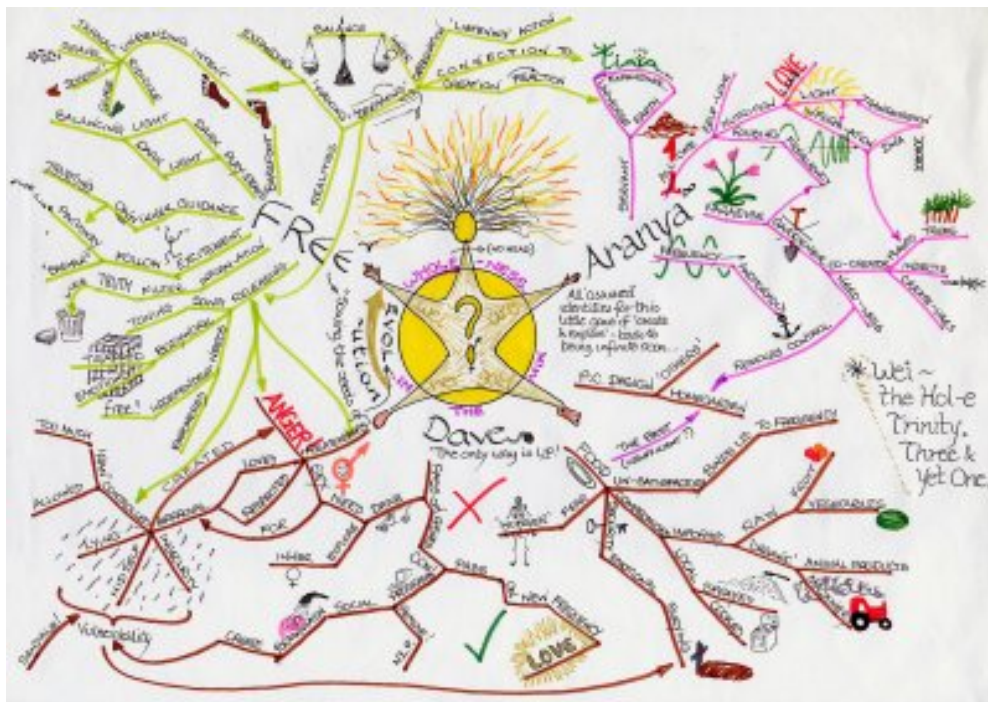
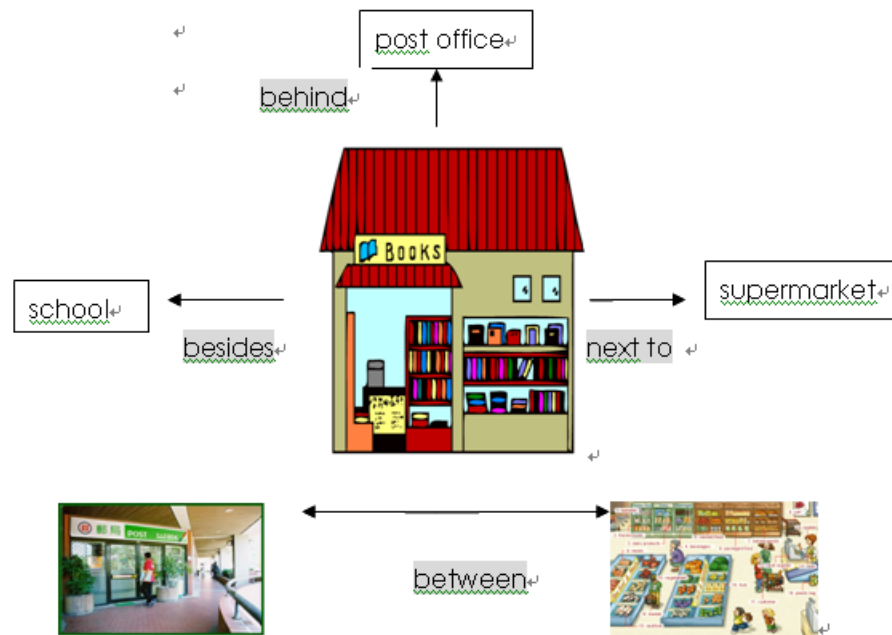
#### D. Read and Respond (see Appendix A)

1. Teacher provides flash cards of “prepositions of place and direction” and has students read them aloud individually.
2. With the reading instructions, students complete a correct location map on the worksheet.

**INDEPENDENT SUPPORT** — Students use target language:

#### A. Which picture?

1. Teachers post several pictures on the blackboard and provide the instructions for students to identify the correct picture map.
2. A mind map of vocabulary networks could be provided for students to identify the correct picture.



~Designed by the author ~Adopted from Wikipedia.com/share resource

## B. Community Reporter

1. Teacher provides a worksheet (Appendix B) and has students to draw the local map of their neighborhood.

### **C. True of False**

Teacher provides questions for students to answer. (see Appendix C)

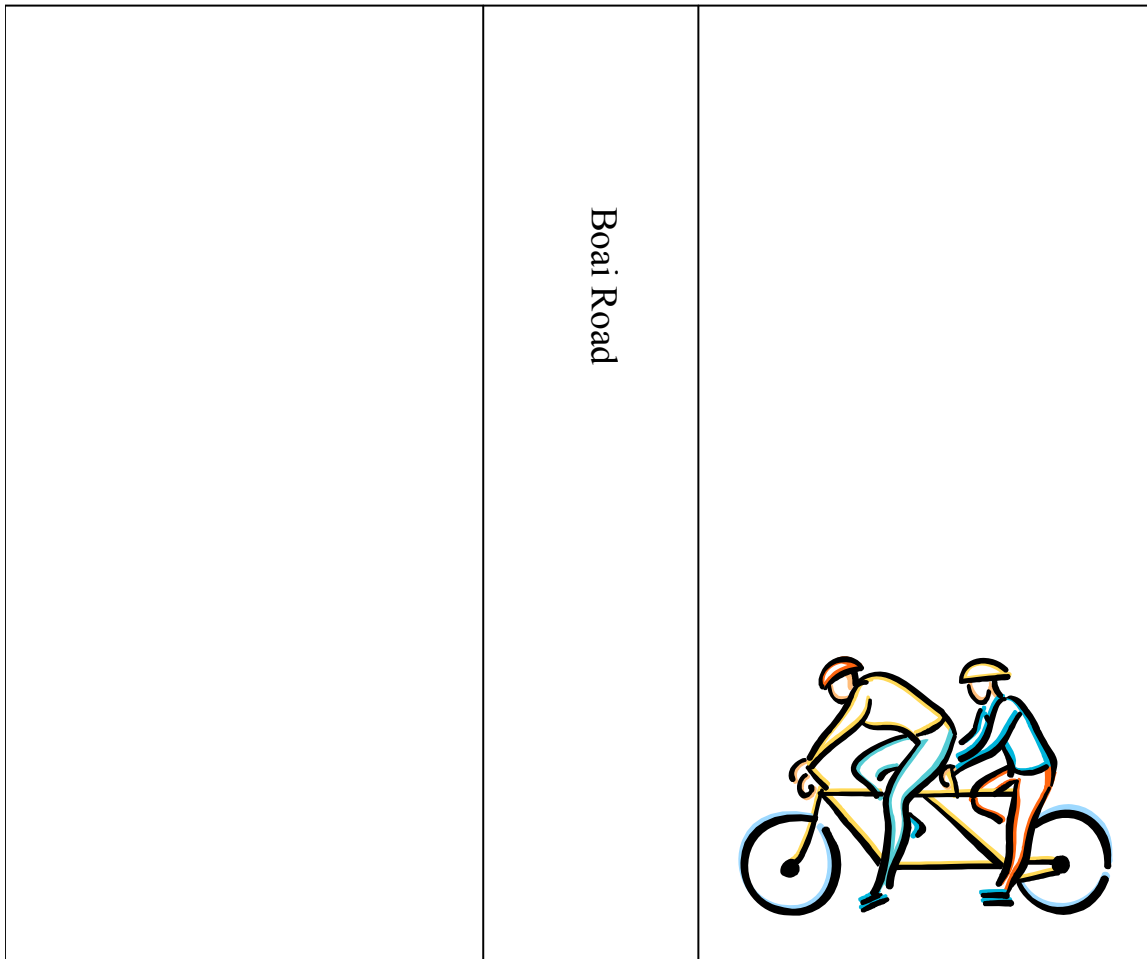
### **Assessment**

1. Teacher evaluates students' worksheets. (*Appendix A~C*)
2. T conducts individual assessment when each group is reporting their mind map and their neighborhood map. (*Appendix D*)

## Appendix A

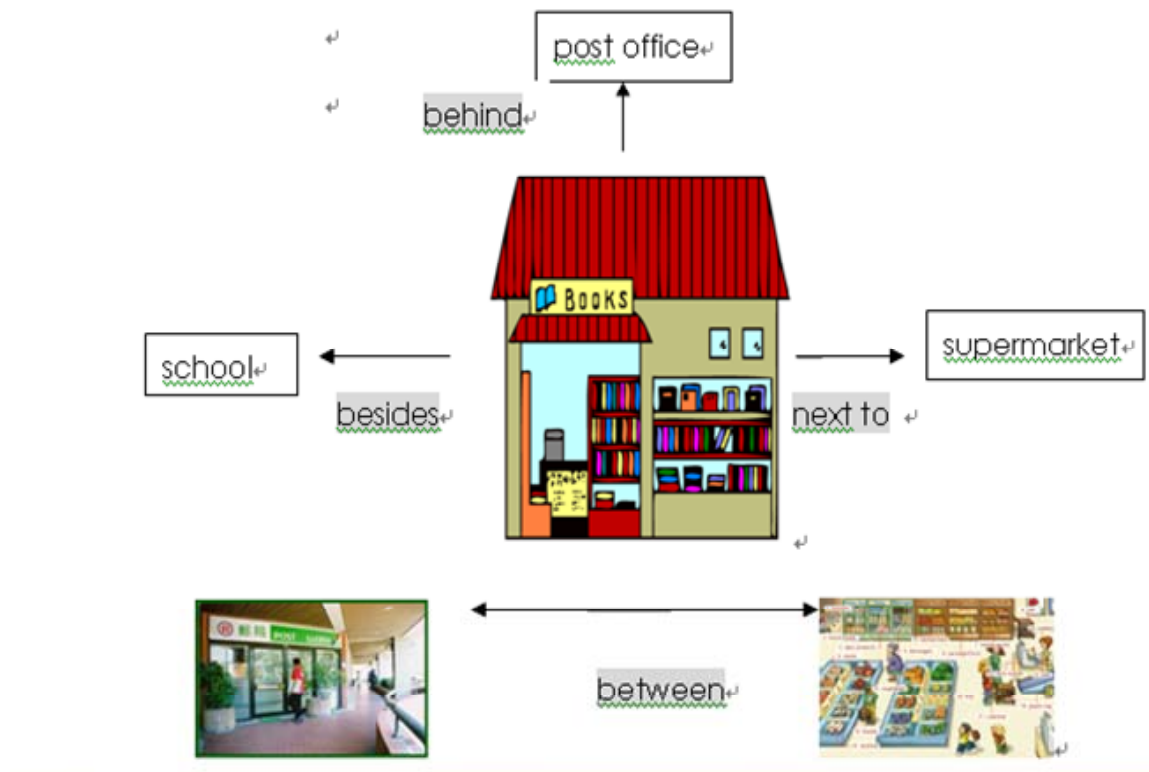
**Read and Respond – Read the following paragraph carefully and draw a map to show the location of the bookstore, the supermarket, and the post office:**

**This is a sunny day. Collin and his father go out for a bike trip to Southern Taiwan. On the way Collin saw a new bookstore on the Boai Road. In front of the bookstore, there is a supermarket. Instead of going to the supermarket to buy some daily supplies, Collin decide to stop by the new bookstore and buy a local map and some souvenirs. After that, Collin’s father mails a post card at the post office which is just behind the bookstore.**



## Appendix B

Here is a sample of the neighborhood in a community.



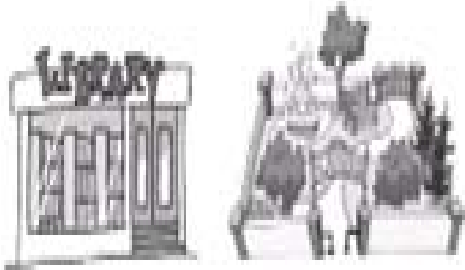
Please draw a picture of your neighborhood. In the picture, please show where your home is and some public place in your neighborhood.

# Appendix C

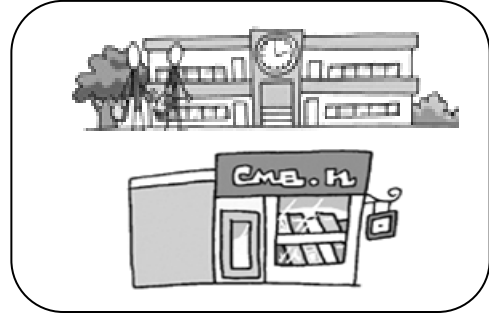
## Where is the library? (teacher's sheet)

### A. Listen and Number:

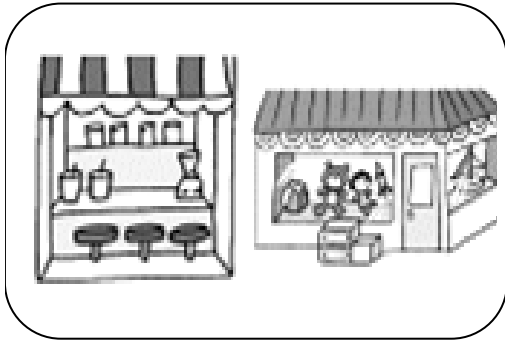
(The library is in back of the toy shop. The tea shop is next to the toy shop. The library is next to the park. The book shop is in front of the school.)



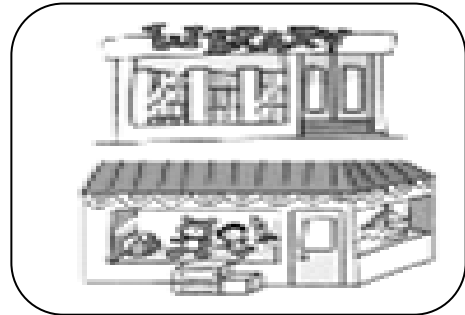
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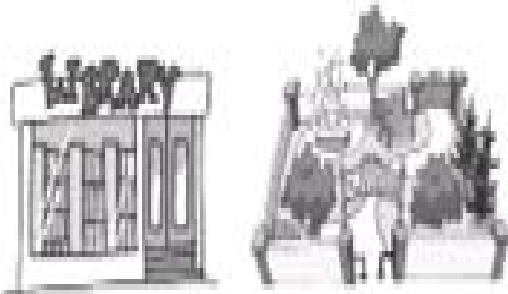
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### B. Listen and Write:

1. The library is n\_\_\_\_\_ the park.





**Appendix D****Observation Checklist**

Class: \_\_\_\_\_ No. \_\_\_\_\_ Name: \_\_\_\_\_

<b>Item</b>	<b>Quality Description</b>	<b>Evaluation</b>
<b>Speaking:</b> a. fluency b. accuracy	a.  b.	<input type="checkbox"/> insufficient <input type="checkbox"/> fair <input type="checkbox"/> recommended <b>comment:</b>
<b>Writing:</b> a. vocabulary use b. content	a.  b.	<input type="checkbox"/> insufficient <input type="checkbox"/> fair <input type="checkbox"/> recommended <b>comment:</b>
<b>Participation:</b> a. paid attention b. involvement in activities	a.  b.	<input type="checkbox"/> insufficient <input type="checkbox"/> fair <input type="checkbox"/> recommended <b>comment:</b>
<b>Work Quality:</b> a. presentability b. content	a.  b.	<input type="checkbox"/> insufficient <input type="checkbox"/> fair <input type="checkbox"/> recommended <b>comment:</b>

Teacher's signature: \_\_\_\_\_

Topic	
Sports (baseball)	
Competence indicator	
<p><b>【Listening】</b> 1-1-3 能聽辨課堂中所習得的詞彙。                      1-1-5 能聽辨課堂中所習得的字詞、片語、及句子的重音。                      1-1-6 能聽辨句子的節奏。                      1-1-8 能聽懂簡易句型的句子。                      1-1-9 能聽懂簡易的日常生活對話。</p> <p><b>【Speaking】</b> 2-1-3 能說出課堂中所習得的詞彙。                      2-1-4 能以正確的語調說出簡易句型的句子。                      2-1-9 能作簡單的提問、回答和敘述。                      2-1-10 能朗讀和吟唱歌謠韻文。</p> <p><b>【Reading】</b> 3-1-3 能看懂簡易的英文標示。                      3-1-4 能辨識歌謠、韻文、故事中的常用字詞。                      3-1-5 能看懂簡單的句子。                      *3-1-8 能藉圖畫、圖示等視覺輔助，閱讀並了解簡易故事及兒童短劇中的大致內容。                      *3-1-9 能藉圖畫、標題、書名，猜測或推論主題。</p> <p><b>【Writing】</b> 4-1-4 能臨摹抄寫課堂中習得的句子。                      4-1-5 能拼寫一些基本常用字詞（至少一百八十個）。                      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。</p> <p><b>【Comprehensive Application of Listening, Speaking, Reading, and Writing Abilities】</b>                      5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。                      5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。                      5-1-4 口語部份至少會應用三百個字詞，書寫部份至少會拼寫其中一百八十個字詞，以應用於簡易的日常溝通中。                      5-1-5 能聽懂日常生活應對中常用語句，並能作適當的回應。                      *5-1-6 能運用字母拼讀法(phonics)。                      *5-1-7 能依文字或口語提示寫出重要字詞。</p>	
Need analysis	Language demands/ Aims
<p>5<sup>th</sup>/6<sup>th</sup> graders who have learned words of sports, such as <i>baseball, basketball, volley ball, dodge ball, tennis, table tennis</i>, etc.</p>	<ol style="list-style-type: none"> <li>1. Being able to understand and say words concerning baseball game.</li> <li>2. Being able to comprehend dialogues about playing baseball.</li> <li>3. Being able to write simple sentences about playing baseball.</li> </ol>

## Language focus

1. Students practice listening and/or saying words related to playing baseball, such as *baseball gloves, baseball masks, helmets, bases, designated hitter, the catcher, the pitcher*, etc.
2. Students practice reading and writing sentences talking about playing baseball game.

## Language functions

1. Giving commands concerning playing baseball.
2. Responding to others' need when a command or an enquire is given.

## Strategies and activities

**CONTROLLED SUPPORT – Teacher supplies target language:**

### A. Vocabulary and Sentence Instruction

1. T shows flash cards and/or pictures of sports previously learned, such as *baseball, basketball, volley ball, dodge ball, tennis, table tennis*, etc. and asks Ss, “*What sport game is this?*” Ss look at the cards and answer.
2. T introduces vocabulary words and terms concerning playing baseball game, such as *baseball, gloves, mask, base, baseball masks, helmets, bases, designated hitter, the catcher, the pitcher* etc. T demonstrates the correct pronunciation of each word and/or term and has Ss repeat twice or three times.
3. T writes the sentence patterns on the board and models how to say the target sentences with good pronunciation and intonation. Ss repeat each sentence twice or three times.
4. T initiates Ss to practice saying the target sentences with the substitute vocabulary words.
5. Students associate the pictures of baseball game with the sentence patterns to the target words. Teacher announces the target words one by one, and students could point to the objects of the target word. Students the sentence loudly when they see the cards.

(Competence Indicator 1-1-3, 1-1-5, 1-1-6, 1-1-8, 2-1-3, 2-1-4, 5-1-2)

### B. Story Telling

1. Adopt the picture book named “I Can Play Baseball” (Scholastic Library Pub) and the animation story called “Goofy How to Play Baseball”(Youtube film) as the listening materials to reinforce Ss' learning of the baseball words and terms (i.e., *baseball gloves, baseball masks, helmets, bases, designated hitter, the catcher, the pitcher* and so on).

2. Ss listen to and/or watch each story several times and repeat the vocabulary words and baseball game terms several times.
3. T+Ss discuss to decide the TPR responses for each of the baseball game words and terms.
4. Ss listen to and/or watch each story several times, and repeat the words and terms while doing the TPR responses.
5. (Class work → Group work) Do the practice group by group to ensure Ss get familiar with the story.

(Competence Indicator 1-1-3, 1-1-8, 2-1-3, 3-1-4, 3-1-8)

### **C. Listen and Find**

1. T posts the flash cards on the board. Then T provide some oral description of a target word/term and invite a S to find the matching card.
2. Identifying Details in Pictures: T provides true/false questions to enhance students' understanding of the words and terms concerning playing baseball game. Ss listen carefully to T's instructions and try to find the correct answers.

(Competence Indicator 1-1-3, 1-1-8)

### **D. Chant**

1. Provide a chant about playing baseball game to reinforce Ss' learning of the baseball game words and terms. (In order to help children get familiar with the knowledge of baseball game, the chant could be in a poem form and/or in a colloquial way.)

(Competence Indicator 1-1-6, 2-1-10, 3-1-4, 3-1-5, 5-1-2)

## **GUIDED SUPPORT — Students practice target language by:**

### **A. Just-A-Minute**

1. Each group assigns a player. T gives the player a card which has a list of target words and/or terms on it. He/She is given a limited time (for example, one minute) to try to help his/her group members guess as many words on the card as possible. (The players should be given time to check and understand the words on their cards before the round begins. If they have any questions about the pronunciation, reading, or meaning of a word, they may consult a dictionary or ask T.)

2. Player One announces the title or category on his/her card. He/She may describe each word and/or term orally, but may neither say the target word/term itself nor point to any objects in the room.
3. Assign a time-keeper before each round begins. When the timekeeper calls out, "Time's up." (that means one minute ends), the number of words guessed correctly is that group's score.

(Competence Indicator 1-1-3, 1-1-8, 2-1-3, 2-1-4, 2-1-9, 3-1-5)

### **B. Twenty Questions and TPR**

Tell Ss that they are going to play a game called "Twenty Questions." But they need to know the vocabulary words and terms used in baseball game. T writes the three categories on the chalkboard and asks Ss to classify the vocabulary under the appropriate category.

(Competence Indicator 3-1-3, 4-1-5, 4-1-6)

### **C. Look and Say**

1. T shows pictures of actions involved in playing baseball and invites Ss to say the term.

2. Then, T asks Ss to put them down under one category.

(Competence Indicator 1-1-3, 2-1-3, 4-1-6)

### **D. Read and Answer**

1. T shows the worksheet on the screen or (on the board) and asks Ss to read the whole article.

2. T asks students to complete the answers on the worksheet.

3. Ss write down their answers on the blackboard and T+Ss work together to do the correction.

(Competence Indicator 3-1-4, 3-1-5, 3-1-8, 4-1-7)

## **INDEPENDENT SUPPORT — Students use target language by:**

### **D. Story Making**

1. Divide the class into six groups. Each group chooses four terms concerning playing baseball to make up a story. (Group members should work together to

introduce their terms with appropriate sentences and words.)

2. Each group has to rework their baseball story into an e-book by scanning their story pictures (with the subtitles) and audio-recording their story telling.

(Competence Indicator 2-1-3, 2-1-4, 3-1-5, 4-1-7, 5-1-2, 5-1-3)

### **E. Eliminations**

1. T provides detailed description about a certain picture and asks Ss to eliminate the incorrect description one by one until only the correct descriptions are left.
2. T provide detailed descriptions about the whole story and has Ss arrange the picture orders in accordance with the description.

(Competence Indicator 3-1-5, 3-1-8)

### **F. Information Swap**

1. Divide the whole class into two groups, Group A and B.
2. T reviews the sentences and vocabulary provided on the worksheets.
3. Worksheet A and B are assigned to Group A and B separately. Ask Ss in Group A to pair up with Ss in Group B and use Q&A skill to help each other complete the worksheets.

(Competence Indicator 1-1-8, 2-1-9, 2-1-10, 3-1-5, 4-1-5, 4-1-7, 5-1-5, 5-1-7)

### **G. Describe and Draw**

1. Have Ss work in pair. S1 is seated facing the the board while S2 sits against his/her partner (i.e., S1). (T can have 3 or 4 pairs of Ss work together every time.)
2. T shows some target pictures on the board. S1 (who faces the board) should give detailed oral descriptions of the picture to S2 and S2 will draw a picture to show what he/she hears.

(Competence Indicator 1-1-8, 2-1-9, 3-1-9, 5-1-5)

### **H. Mind Map**

1. T shows a sample mind map to provide the connection of the target baseball vocabulary words and terms so as to demonstrate how to use a mind map to retrieve the memory of the baseball terms learned in the lesson.
2. Have Ss work in groups and use other target baseball words and terms to make a mind map.

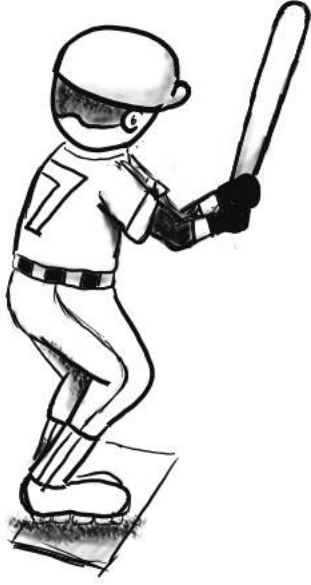
(Competence Indicator 4-1-5, 4-1-6, 5-1-4, 5-1-7)

### **Assessment**

- A. Distribute the worksheets for Ss to complete.
- B. T assesses Ss' performance on story making & telling (group work), focusing on the accuracy and fluency of their oral performance.
- C. T conducts Group Assessment on each group's mind map and e-book.

# We love baseball

A. Listen and Number: (Hitter, Pitcher, Baseball, Base, Cap, Bat)



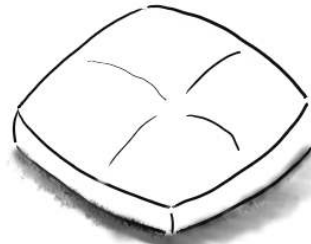
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B. Listen and Number: Listen the story carefully and number the pictures in



sequence.

Prepare the glove, baseball, and bat for a baseball game.

The pitcher is pitching a baseball.

The hitter hit the ball to the left field.

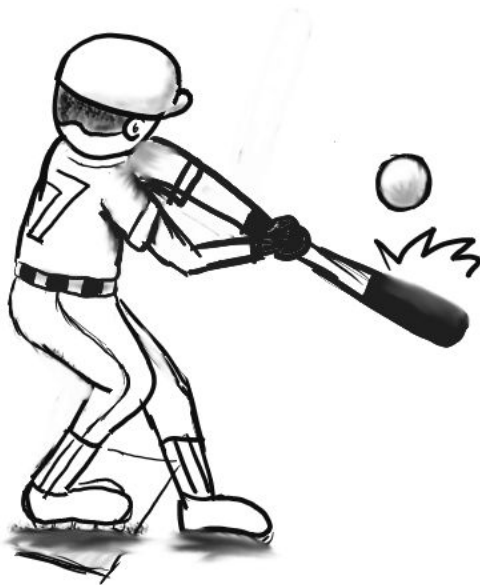
The two players are flying and dancing.



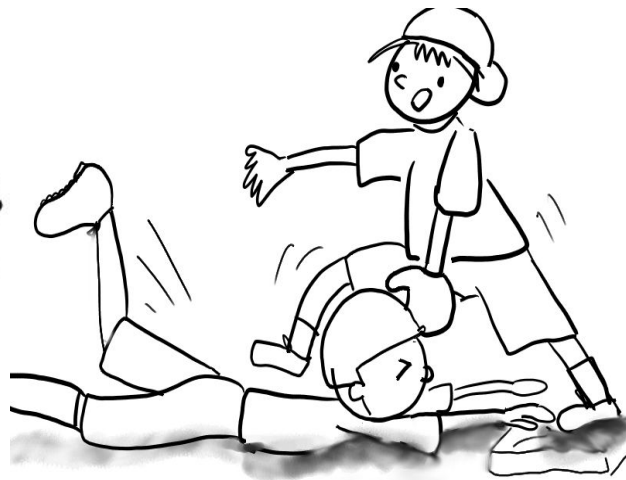
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Topic	
Parts of the Body	
Competence indicator	
<p><b>【Listening】</b> 1-1-3 能聽辨課堂中所習得的詞彙。</p> <p>1-1-7 能聽懂常用的教室用語及日常生活用語。</p> <p>1-1-8 能聽懂簡易句型的句子。</p> <p>1-1-9 能聽懂簡易的日常生活對話。</p> <p><b>【Speaking】</b> 2-1-5 能使用所習得的教室用語。</p> <p>2-1-9 能作簡單的提問、回答和敘述。</p> <p>2-1-10 能朗讀和吟唱歌謠韻文。</p> <p>2-1-11 能以所習得的英語看圖說話。</p> <p><b>【Reading】</b> 3-1-3 能看懂簡易的英文標示。</p> <p>3-1-4 能辨識歌謠、韻文、故事中的常用字詞。</p> <p>3-1-5 能看懂簡單的句子。</p> <p>3-1-6 能辨識英文書寫的基本格式。</p> <p>3-1-7 能朗讀課本中的對話和故事。</p> <p><b>【Writing】</b> 4-1-4 能臨摹抄寫課堂中習得的句子。</p> <p>4-1-5 能拼寫一些基本常用字詞（至少一百八十個）。</p> <p>4-1-6 能依圖畫、圖示填寫重要字詞。</p> <p><b>【Comprehensive Application of Listening, Speaking, Reading, and Writing Abilities】</b></p> <p>5-1-4 口語部份至少會應用三百個字詞，書寫部份至少會拼寫其中一百八十個字詞，以應用於簡易的日常溝通中。</p> <p>5-1-5 能聽懂日常生活應對中常用語句，並能作適當的回應。</p>	
Need analysis	Language demands/ Aims
<p>5<sup>th</sup>/6<sup>th</sup> graders who have learned words of facial parts (e.g., <i>head, face, eyes, nose, mouth, ears, teeth, and hair</i>) numbers from <i>1 to 10</i>, and <i>colors</i> (e.g., red, blue, green, yellow, black, orange, purple, brown).</p>	<ol style="list-style-type: none"> <li>1. Ss can understand, say, read, and write the body part words learned in class, such as <i>body, shoulder, arm, leg, finger, knee, hand, toe, neck, foot, elbow, lip</i> etc.</li> <li>2. Ss can understand and say some verbal phrases such as <i>clap one's hands, shake one's hands, nod one's head, stamp one's foot, put one's right/ right hand in/out, turn one's head, bend one's neck, raise one's shoulders, arch one's back, wriggle one's hip, bend one's knees, kick one's legs, wiggle one's toe</i> etc..</li> </ol>
Language focus	
<ol style="list-style-type: none"> <li>1. Ss can use the following sentence pattern to tell about how many of the body part they have.</li> </ol>	

*“I have/It has (one mouth), (one nose), (two eyes), and (two ears.)”*

2. Ss can use the sentence pattern to give command: *“Touch your (right shoulder).”*
3. Ss can use the target phrases to say commands about body part movements, such as *clap one’s hands, shake one’s hands, nod one’s head, stamp one’s foot, put one’s right/ right hand in/out, turn one’s head, bend one’s neck, raise one’s shoulders, arch one’s back, wriggle one’s hip, bend one’s knees, kick one’s legs, wiggle one’s toe* etc..
4. Ss can understand and say the phrase, *“My (leg) hurts,”* and/or *“It hurts my (leg).”*

### Language functions

1. Ss can follow commands to do body part movements.
2. Ss can look at a monster’s picture and describe its facial parts.
3. Ss can tell which part of his/her body hurts.

### Strategies and activities

**CONTROLLED SUPPORT** — Teacher supplies target language:

#### A. Show & Tell:

1. T shows a puppet/doll and tells Ss, *“This is her/his (head).”*
2. Have Ss touch the body part T shows with the doll/puppet and say, *“This is my (face.)”*

(Competence Indicator 1-1-3)



(Ms. Maruco, made by Linda Hsu)

#### B. Song: Head, Shoulders, Knees, and Toes (class work)

<http://www.youtube.com/watch?v=KTKmhj2edQ0&feature=fvsr>

1. Play the song and have Ss sing aloud while touching the body parts they sing.
2. Ask Ss which body parts they touched while singing.
3. T presents the flash card while each body part is given by Ss.
4. Have Ss sing along, but do silent singing when they encounter the facial parts.
5. T presents 4 other target body parts and has Ss say them aloud.
6. Ss sing along and touch the parts, using the new body part words to replace the facial part words.
7. Sing the song several times to reinforce the new words.

(Competence Indicator 2-1-10)

**C. Listen & Touch: (group competition)**

1. Put body part flash cards on the board randomly.
2. Have 2 Ss from 2 different groups come to the front and touch the card when T says a picture name.
3. The winner scores for his/her team.

(Competence Indicator 1-1-3, 1-1-8)

**D. TPR: Teacher Says “Please” (class work)**

1. Tell Ss that they should touch the body part T says only when they hear the word “*please*” going with the command. (e.g., “***Touch your mouth, please.***” If T doesn’t say “*please*,” they should not do the action.
2. After practicing the TPR for a while, T can invite volunteer Ss to give commands.

(Competence Indicator 1-1-3, 1-1-7, 1-1-8, 2-1-5)

**D. Unscramble the Words**

1. Print out the worksheet (Appendix 1) for Ss to unscramble the words.
2. Optionally, T can get online <http://www.toolsforeducators.com/bodyparts.php> to make Word Search sheet for Ss to review the body part words learned.

(Competence Indicator 4-1-4, 4-1-5)

**E. Song: Hokey Pokey (class work)**

[http://www.youtube.com/watch?v=\\_jW3L1dyEfY&feature=related](http://www.youtube.com/watch?v=_jW3L1dyEfY&feature=related)

1. Play the film and have Ss listen and sing along.
2. Write the lyric on a chart and show it to the class. (Optionally, T can type the lyrics on paper and print it out to distribute to Ss.)
3. Change the body parts (e.g., put your **right hand** in, etc.) to different ones (e.g., **left shoulder, left knee, right leg**, etc.), and have Ss sing the song aloud.

(Competence Indicator 2-1-10, 3-1-4, 3-1-5)

**F. Song: If you are happy and you know it (class work)**

<http://www.youtube.com/watch?v=pDSCgbSBwKA>

1. Play the film and have Ss listen and sing along.
2. Write the lyric on a chart and show it to the class. (Optionally, T can distribute the lyric sheet to C.) (See Appendix 2)
3. TPR: T say the verbal phrases and Ss do the body part movements (i.e., ***clap your hands, stamp your feet***) Then change the verbal phrases to different ones (e.g., ***turn your head, bend your neck, raise your shoulders, arch your back, wriggle your hip, bend your knees, kick your legs, wiggle your toes.***) Have volunteer Ss take turns to say the commands while other Ss to do the actions.

(Competence Indicator 1-1-3, 1-1-7, 1-1-8, 2-1-5)

4. Variation singing: Change the body part movements (i.e., *clap your hands, stamp your feet*) to different ones (e.g., *turn your head, bend your neck, raise your shoulders, arch your back, wriggle your hip, bend your knees, kick your legs, wiggle your toes.*)  
(Competence Indicator 2-1-10, 3-1-4, 3-1-5)

**GUIDED SUPPORT** — Students practice target language:

**A. A Clown's Face** (Read & Match)(Body Parts: face, hair, ear, tooth, eye)

<http://learnenglishkids.britishcouncil.org/en/language-games/label-the-picture/clowns-face>

1. Look at the clown's face. Read the facial part words at the bottom.
2. Find the word matching to each facial part. Drag the word to the right place.  
(Competence Indicator 3-1-3)

**B. Make Your Monster** (Listen and Choose): (B/P: facial parts + arms & legs)

<http://www.britishcouncil.org/kids-games-make-a-monster.htm>

<http://learnenglishkids.britishcouncil.org/make-your-own/make-your-monster>

1. Tell Ss to click on one of the body part words, and then the "listen" button.
2. Ss should listen to the instruction and choose among the bunch of the specific body part to find the right one. (Competence Indicator 1-1-3, 1-1-8, 1-1-9)

**C. Song: The Hungry Hippo** (Listen→Complete the Worksheet) (B/P: leg, arm, head, mouth)

<http://www.britishcouncil.org/kids-songs-hungry-hippo.htm>

1. Play the online song and have Ss listen quietly.
2. Distribute the worksheet to Ss. Have them read the worksheet silently
3. Explain to Ss that they should complete the worksheet by themselves after listening to the song again.
4. Ss listen to the song again and complete the worksheet independently. (See Appendix 3)  
(Competence Indicator 1-1-8, 3-1-4, 3-1-5, 4-1-5)

**D. Game: All about My Body** (Look, Read and Drag the Word) (B/P: head, neck, arm, body, hand, leg, food)

<http://www.starfall.com/n/me/myBody/play.htm?f>

1. Look at the picture, and name the body part.
2. Click the word and drag it into the correct shape.  
(Competence Indicator 1-1-3, 3-1-6)

**E. Game: Drag, Listen, and Drop:** (B/P: head, body, hands, legs, feet, arms)

[http://yusyng.myweb.hinet.net/main\\_7.htm](http://yusyng.myweb.hinet.net/main_7.htm)

(Game 6: B/P: facial parts)

1. Listen and click on the spacemen who have the target body part cards.

(Competence Indicator 1-1-3)

**(Game 1:** B/P: head, body, hands, legs, feet, arms)

1. Click on the “Play” button, and then the “Start” button.
2. Click on one of the body part words. Listen and drag it to the right place.
3. Click on the matching word. Listen and drag it to the right place.

(Competence Indicator 1-1-3, 4-1-6)

**F. Play, Look, Listen, and Count:**

[http://yusyng.myweb.hinet.net/main\\_7.htm](http://yusyng.myweb.hinet.net/main_7.htm)

**(Game 2:** B/P: )

1. Look at the pictures shown at the left for the body part heard. Listen to the target question, “*How many (hands) are there?*”
2. Count for how many, and choose the correct quantity from the numbers shown on the left.

(Competence Indicator 1-1-3, 1-1-8, 5-1-5)

**G. Look, Listen and Repeat:**

1. Download the teaching video from online [http://tv.mes-english.com/bodyparts\\_qa.php](http://tv.mes-english.com/bodyparts_qa.php)
2. Have Ss look at the video clips, listen and repeat the Q&A: “*What happened?*” and “*The ball hit my nose.*”

(Competence Indicator 1-1-8, 5-1-5)

**H. Game: Make a Dangerous Animal** (listening, reading)

<http://www.britishcouncil.org/kids-games-dangerous-animal.htm>

1. Choose a color for your animal. Then choose parts for your animal.
2. Click on the pictures to hear the words. Click on the camera to see how your creature can use each feature to hurt other animals, or defend itself from attack.

(Competence Indicator 1-1-8, 5-1-5)

**I. Game: Animal Maker** (Read & Choose)

<http://learnenglishkids.britishcouncil.org/make-your-own/animal-maker>

1. Read the clues, and click the buttons at the left.
2. Choose the body parts to make the creature. (Click more times to look for desired choice as necessary.)

(Competence Indicator 3-1-5, 3-1-7)

**J. Point & Listen, Read & Spell** (22 body parts, including nail, throat, stomach, back)

<http://www.tjjh.kh.edu.tw/~gladys.wang/E1200words/body/>

1. Click on one of the body part words, click on the “Pronunciation” button to hear the word.

2. Click on the “Quiz” button, read the Chinese cue and spell the word out.  
(Competence Indicator 1-1-3, 4-1-5, 5-1-4)

**INDEPENDENT SUPPORT** — Students use target language:

**A. A Clown’s Face (Color The Clown’s Facial Parts)** (listening/reading)

<http://learnenglishkids.britishcouncil.org/language-games/paint-it/clowns-face>

<http://www.britishcouncil.org/kids-games-paint-clown.htm>

1. Read and/or listen to the instruction, e.g., “*Color his (eyes) (blue).*”.
2. Click on the color and the facial part to complete the command.  
(Competence Indicator 1-1-3, 1-1-8, 1-1-9, 3-1-5)

**B. Listen, Drag & Drop**

[http://www.bgfl.org/bgfl/custom/resources\\_ftp/client\\_ftp/ks1/science/body\\_parts\\_p/english.htm](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/science/body_parts_p/english.htm)

1. Click on one of the body part pictures (or one of the words) to hear the pronunciation.
2. Click on the matching word card (or the matching picture).  
(Competence Indicator 1-1-3, 3-1-3)

**C. Face Match:** (Listen, Read & Choose)

<http://learnenglishkids.britishcouncil.org/en/practise-listening/face-match>

1. Read or listen to the description. Click on the right face (among 6 faces) to choose the person described about.  
(Competence Indicator 3-1-7)

**D. Monkey Squash** (Read the clues and Spell):

<http://learnenglishkids.britishcouncil.org/language-games/monkey-squash/parts-the-body>

1. Read the clues given and count the lines given for how many letters the word contains.
2. Choose the letters to spell out the word.  
(Competence Indicator 3-1-7, 4-1-5)

## Assessment

**A. Bingo** (Competence Indicator 1-1-3, 4-1-4)

1. get online <http://www.toolsforeducators.com/bingo/bodyparts4x4.php> to make bingo sheets
2. Distribute the sheets randomly among Ss.
3. Play the game.

**B. Look & Write**(Competence Indicator 1-1-3, 4-1-5)

1. Distribute a copy of Miss Maruco to each S. (See Appendix 4)
2. Have Ss mark as many parts of the body as they know.

**C. Listening Quiz:** (Competence Indicator 1-1-9, 4-1-5)

1. Get online <http://www.123listening.com/freeaudio/bodyparts1-2.mp3>
2. Have Ss listen to each dialogue and write down which body part is hurt.

**D. Read, Draw & Color** (Competence Indicator 1-1-3, 2-1-9, 2-1-11, 3-1-4, 3-1-5, 3-1-7)

1. Have Ss read the script silently. (See Appendix 5)
2. Tell Ss to draw and color the monster in the circle. (See Appendix 5)
3. T asks Ss, “**How many eyebrows does the monster have?**” Invite Ss to give the answer.
4. T asks Ss, “**What color are the monster’s eyebrows?**” Invite Ss to give the answer.
5. Initiate volunteer Ss to ask about the monster’s other facial parts, and have other Ss answer the questions.
6. Have Ss read the chant aloud together several times. (Class→Group)
7. T assesses 8 high-proficiency Ss while they read the chant individually. (Use Appendix 6)
8. Assign two high-proficiency Ss to each of the 4 groups to assess the other Ss when they say the chant individually. (Use Appendix 6)
9. Have Ss take turns to come to the front and describe the monster to C by saying, “***This is the monster in the mirror. It has three purple eyebrows, five green eyes, four blue noses, two red mouths, ten long white teeth, and six orange ears.***” (T can conduct assessment if desired.)

**E. Interactive Play (“Operation”)** (Competence Indicator 1-1-3, 1-1-8, 2-1-9, 3-1-4, 3-1-5, 3-1-7)

1. Divide Ss into groups of 7. Have them decide their roles in the play. (See Appendix 7)
2. Have each group of Ss practice the play several times.
3. While each group performs the interactive play in the front, the other Ss should be the audience.
4. T performs Teacher-led Assessment and Ss conduct Group Assessment. (See Appendix 8 & Appendix 9))



## Human Body - Body Parts

Class: \_\_\_\_\_ Name: \_\_\_\_\_ No: \_\_\_\_\_

Unscramble the words:

Please put the letters in correct order to show the body part words:

1. edah
2. knec
3. oreludssh
4. amr
5. wboel
6. nresigf
7. elsg
8. ote
9. lohrudes
10. ndha
11. umtoh
12. ybdo
13. httee
14. arhi
15. otof

### **If you're Happy and you Know It**

If you're happy and you know it, Clap your hands.  
If you're happy and you know it, Clap your hands.  
If you're happy and you know it, And you really want to show it.  
If you're happy and you know it, Clap your hands.

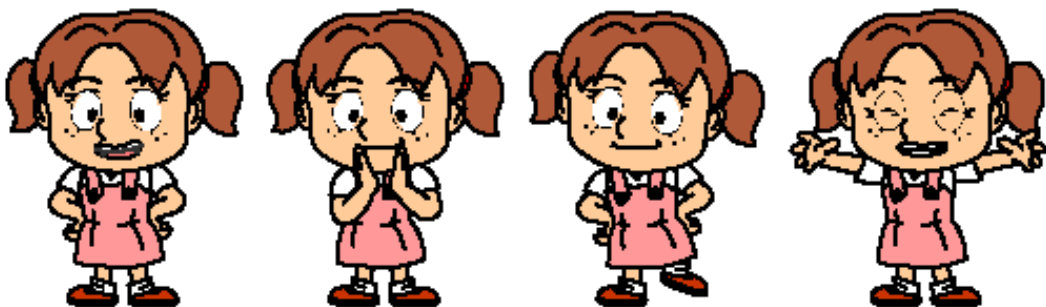
If you're happy and you know it, Stamp your feet.  
If you're happy and you know it, Stamp your feet.  
If you're happy and you know it, And you really want to show it.  
If you're happy and you know it, Stamp your feet.

If you're happy and you know it, Shout "Huray."  
If you're happy and you know it, Shout "Huray."  
If you're happy and you know it, And you really want to show it.  
If you're happy and you know it, Shout "Huray."

If you're happy and you know it, Do all three.  
If you're happy and you know it, Do all three.  
If you're happy and you know it, And you really want to show it.  
If you're happy and you know it, Do all three.

Now we're going to sing the last verse again,  
But this time faster, a lot faster.

If you're happy and you know it, Do all three.  
If you're happy and you know it, Do all three.  
If you're happy and you know it, And you really want to show it.  
If you're happy and you know it, Do all three.



<http://www.britishcouncil.org/learnenglish>

A. Label the parts of the body.



l \_ \_ \_



a \_ \_ \_



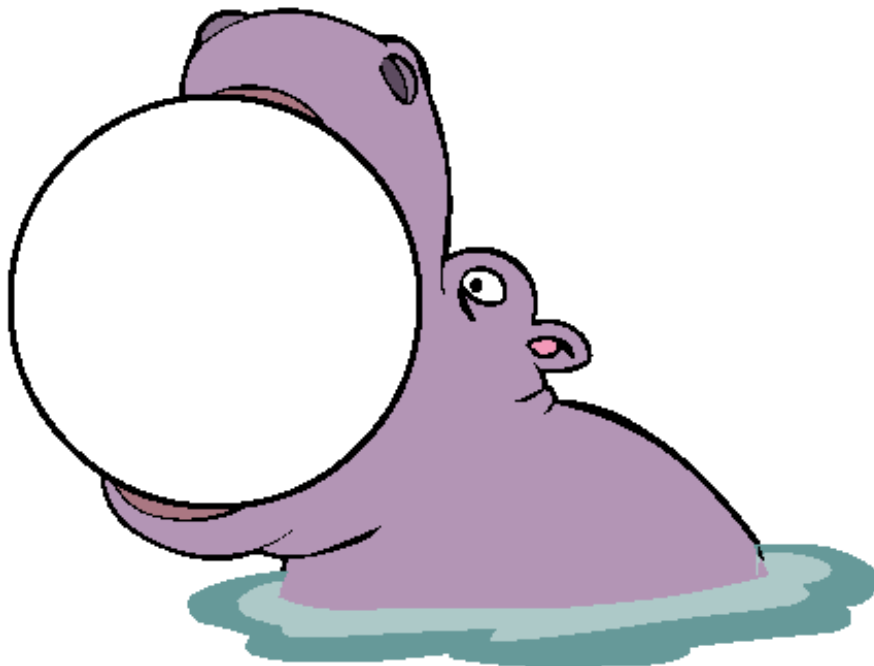
h \_ \_ \_



m \_ \_ \_

B. Listen to the song again.

Draw the parts of the body the hippo eats in his mouth!



C. Now draw another hungry animal eg crocodile, lion.  
What does it eat?



Miss Maruco

## What Do You See in the Mirror?

### A. Read Aloud

Look in the mirror. What do you see?

I see three purple eyebrows frowning at me!

Look in the mirror. What do you see?

I see five green eyes winking at me!

Look in the mirror. What do you see?

I see four blue noses wiggling at me!

Look in the mirror. What do you see?

I see two red mouths giggling at me!

Look in the mirror. What do you see?

I see ten long white teeth grinning at me!

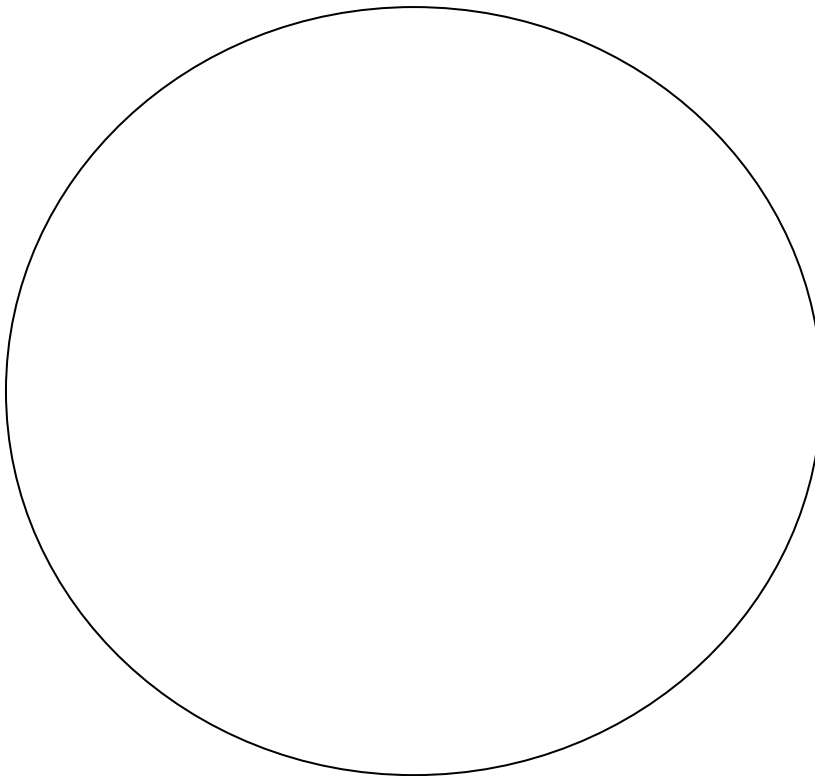
Look in the mirror. What do you see?





I see six orange ears flapping at me!

Look in the mirror. What do you see?

Oh, no! It's a MONSTER!

### B. Now draw the face of the monster in the mirror:



<b>Peer Assessment (What Do You See in the Mirror?)</b>				
Student's name:				
<b>He/She can</b>	1 	2 	3 	4 
<b>Read the sentences clearly:</b> 1. Look in the mirror. 2. What do you see? 3. I see <u>three purple eyebrows</u> <u>frowning at me!</u> 4. Oh, no! It's a MONSTER!				
<b>Pronounce the words correctly</b>				
<b>Read the chant fluently</b>				
<b>Read the chant with proper rhythm</b>				
<b>Comments:</b>				
<b>Assessed by:</b> _____				

Designed by: Linda Hsu

# Operation

(an interactive play written by Linda Hsu)

Characters: Patients 1-6, and 1 Doctor

Teaching Aids: a mirror, and big picture stickers of Nose, Mouth, Eyes, Face, and Ears.

1. Patients 1-5 stand side by side with the stickers of Nose, Mouth, Eyes, Face, and Ears on their faces. (Each kind on one patient's face)
2. Doctor asks the audience, "***What's this?***" (pointing to the sticker. on Patient-1.)  
The audience answers, "***It's a nose.***"
3. Doctor says, "***That's a weird-looking nose.***" (or "***What a weird nose!***")  
(Go on the dialogue until the other 4 facial parts are covered.)
4. Patient-1 says, "***Doctor, doctor, my nose hurts!***"  
Doctor (looking at the nose) says, "***You need an operation.***"  
Doctor (cutting the nose off) says, "***This is your new nose.***"  
Patient-1 (looking into the mirror) says, "***I like my new nose.***"  
(Go on the dialogue until the other 4 patients are done with the "operation.")
5. Patient-6 (running in) says, "***Doctor, doctor, I don't like my nose. I don't like my mouth. I don't like my eyes. I don't like my ears. I don't like my face!***"  
Doctor says, "***OK. I'll give you new ones!***"
6. Doctor shows the Face sticker and asks the audience, "***What's this?***"  
The audience says, "***It's a face.***"  
Doctor pastes the face on Patient-6's face.  
(Go on until all the facial parts are done.)
7. Doctor gives the mirror to Patient-6. Patient-6 looks into the mirror and says, "***I like my face. I like my eyes. I like my nose. I like my mouth. I like my ears. Oh! I look splendid!***"  
All the other patients say, "***Yes! You look splendid!***"

## Interactive Play "Operation"

<b>Teacher Led Assessment</b>						
<b>Group: ___ &amp; Group ___</b>				<b>Class : _____</b>		
Asst Item Student	Correct pronunciation	Fluency	Clarity & Tone	Interaction with other members	Use of props	Facial expression
<b>Group</b>						
<b>Group</b>						
<b>Teacher: _____</b>	<b>☆: good - excellent      △: fair      X: need improvement</b>					

**Designed by: Linda Hsu**



# Interactive Play "Operation"

<b>Teacher Led Assessment</b>						
<b>Group: ___ &amp; Group ___</b>				<b>Class : _____</b>		
Asst Item Student	Correct pronunciation	Fluency	Clarity & Tone	Interaction with other members	Use of props	Facial expression
<b>Group</b>						
<b>Group</b>						
<b>Teacher:</b> _____	<span style="margin-right: 20px;">☆: good - excellent</span> <span style="margin-right: 20px;">△: fair</span> <span>X: need improvement</span>					

Designed by: Linda Hsu

Topic	
Time	
Competence indicator	
<p><b>【Listening】</b> 1-1-3 能聽辨課堂中所習得的詞彙。</p> <p>1-1-5 能聽辨課堂中所習得的字詞、片語、及句子的重音。</p> <p>1-1-7 能聽懂常用的教室用語及日常生活用語。</p> <p>1-1-8 能聽懂簡易句型的句子。</p> <p><b>【Speaking】</b> 2-1-9 能作簡單的提問、回答和敘述。</p> <p>2-1-10 能朗讀和吟唱歌謠韻文。</p> <p>2-1-11 能以所習得的英語看圖說話。</p> <p><b>【Reading】</b> 3-1-2 能辨識課堂中習得的詞彙。</p> <p>3-1-4 能辨識歌謠、韻文、故事中的常用字詞。</p> <p>3-1-5 能看懂簡單的句子。</p> <p>3-1-6 能辨識英文書寫的基本格式。</p> <p><b>【Writing】</b> 4-1-4 能臨摹抄寫課堂中習得的句子。</p> <p>4-1-5 能拼寫一些基本常用字詞（至少一百八十個）。</p> <p>4-1-6 能依圖畫、圖示填寫重要字詞。</p> <p>4-1-7 能掌握英文書寫格式寫出簡單的句子。</p> <p><b>【Comprehensive Application of Listening, Speaking, Reading, and Writing Abilities】</b></p> <p>5-1-4 口語部份至少會應用三百個字詞，書寫部份至少會拼寫其中一百八十個字詞，以應用於簡易的日常溝通中。</p> <p>5-1-5 能聽懂日常生活應對中常用語句，並能作適當的回應。</p>	
Need analysis	Language aims
<p>1. 5<sup>th</sup>/6<sup>th</sup> graders who have learned numbers from 1 to 60.</p> <p>- being able to say numbers from 1 to 60.</p> <p>- being able to write numbers from one to sixty.</p>	<p>1. Students can look at a clock/watch and tell time.</p> <p>2. Students can understand the time told.</p> <p>3. Students can write the time shown on a clock/watch.</p> <p>4. Students can read the time written in English.</p>
Language focus	
<p>Students can use the following sentence patterns to ask for time and/or tell time:</p> <p style="text-align: center;">1. <i>What time is it?</i></p> <p style="text-align: center;">2. <i>It's <u>six twenty-five</u>.</i></p>	
Language functions	
<p>Students can ask for time and tell time.</p>	
Strategies and activities	
<p><b>CONTROLLED SUPPORT — Teacher supplies target language:</b></p>	

### A. Syllable Clapping

1. T tells Ss that a multi-syllable word has a prominent syllable. This is called a stressed syllable. The stressed syllable is longer in duration, louder in volume, and higher in pitch.
2. T tells Ss to clap their hands when they hear a stressed syllable in a word and clap their fists for the unstressed/weak syllable(s). For example, for the three syllables of the word '*um-BREL-la*,' they have to do: clapping fists once → clapping hands once → clapping fists once.
3. In turn, when T says, "*e-LE-ven, TWELVE, THIR-TEEN, FOUR-TEEN ... NINE-TEEN,*" Ss do the syllable clapping
4. T shows the correct syllable clapping by clapping hands and/or clapping fists after Ss do the clapping for each word.
5. T says the words '*THIR-TEEN*' and '*THIR-ty*,' and Ss do the syllable clapping.
6. T shows the correct syllable clapping and has Ss do it with T.

(Competence Indicator 1-1-5)

### B. TPR Chant:

1. Have Ss stand up, raising both arms to be the hands on a clock.
2. T+Ss move the arms and chant:  
*One o'clock, two o'clock, three o'clock, four  
Five o'clock, six o'clock, seven o'clock, more  
Eight o'clock nine o'clock, ten o'clock, go!*

3. Class work → Group work

(Competence Indicator 2-1-10, 3-1-4)

### C. Listen & Find

1. T shows some time slot cards on the board.
2. T says, "*It's four fifteen.*" and invites S1 from Gp1 to find the matching time slot.
3. If S1/Gp1 finds the correct time slot, he/she scores for his/her group.
4. Continue the practice with other groups.

(Competence Indicator 1-1-8, 5-1-5)

### D. Look & Say:

1. T writes some time slots on the board. Ss look at each time slot and answer, "*It's \_\_\_\_\_.*" while T asks the target question, "*What time is it?*"
2. T vs. Class → T vs. Group
3. If the group says the time correctly, they score for their group.

(Competence Indicator 2-1-9, 2-1-11)

## GUIDED SUPPORT — Students practice target language by:

### A. Listen & Count

1. . Get access to the song **What Time Is It?** (available at Youtube

<http://www.youtube.com/watch?v=QnwJsVr0QOw>)

2. .Ask Ss to listen for how many “*What time is it?*” they hear in the song.

(Competence Indicator 1-1-8)

### **B. Listen & Show**

1. T says, “*It’s four fifteen.*” and invites S1/Gp1 to show the time on the clock.
2. If S1/Gp1 shows the time correctly, he/she scores for his/her group.
3. Continue the practice with other groups.

(Competence Indicator 1-1-8, 5-1-5)

4. Optionally, Ss can play the game online at

<http://learnenglishkids.britishcouncil.org/en/practise-listening/whats-the-time>

(Competence Indicator 1-1-7)

### **C. Read & Match**

1. Get online <http://learnenglishkids.britishcouncil.org/language-games/find-the-pairs/time>

Click on the cards. Match the clocks with the right times.

(Competence Indicator 3-1-2)

### **2. Optional Game: Bang on Time**

Get online <http://www.teachingtime.co.uk/clock2/clockwordsres.html>

Read the time in words and then stop the clock when the hands are in matching position.

(Competence Indicator 3-1-2)

### **D. Look & Say:**

1. T shows a time on the clock. While T asks the target question, “*What time is it?*” Ss look at the clock and answer, “*It’s \_\_\_\_\_.*”
2. T vs. Class → T vs. Group
3. T invites S1 from Gp1 to look at the clock and tell time. If S1/Gp1 says the time correctly, he/she scores for his/her group.

(Competence Indicator 1-1-8, 2-1-9, 2-1-11, 5-1-5)

### **E. Game: Wolf’s Supper Time**

1. T writes 4 time slots on the board. Group 1 designates S1 from their group to be the Wolf. T whispers one of the time slots to the Wolf as its Supper Time. (The other Ss must not hear it.)
2. Wolf goes around in the classroom and asks one students (S2), “*What time is it?*” S2 can pick any of the 4 time slots to answer, “*It’s \_\_\_\_\_.*”
3. If the time S2 says matches with the Wolf’s supper time, the Wolf will catch S2 and yell, “*Ha, ha, it’s supper time.*” Then S1 scores 2 points for his/her group and S2 will be the next Wolf.

4. If the time S2 says doesn't match with the Wolf's supper time, the Wolf has to go away and ask another student (S3). If S3 says the target supper time, the Wolf scores 1 point for his/her group and S3 will become the next Wolf.
  5. If the Wolf fails to catch a victim after asking three Ss, It dies from starving, and then it's Group 2's turn to designate a Wolf from their own group.
- (Competence Indicator 1-1-8, 2-1-9)

### **INDEPENDENT SUPPORT — Students use target language by:**

#### **A. Chain work:** (group work)

1. Give each S several paper slips to write different time on the paper slips.
2. S1 shows one time slot card & ask S2, **“What time is it?”** S2 looks at the time slot card and answers, **“It's \_\_\_\_\_.”** And then all the group members look at the time slot card and say the time aloud together.
3. Then it's S2's turn to show and ask S3.
4. Continue with the practice until everyone in the group is done with the practice.

*(If a student can't say the time, all the members say it aloud together and he/she has to repeat the answer. Then he/she has to keep that card. When the practice is completed, all the other members will ask him/her, “What time is it?” and he/she is expected to say the answer correctly.)*

(Competence Indicator 1-1-8, 2-1-9)

#### **B. Pair Work**

1. S1 and S2 use either one hand or two hands to show numbers from 1 to 10. While they show their fingers, they say the target question, **“What time is it?”**
2. The number S1's fingers show is the HOUR, and the total of S1's finger number plus S2's finger number is the MINUTE. (e.g., If S1 shows 9 fingers and S2 shows 5 fingers, S1 has to say, **“It's nine fourteen.”**)
3. If S1 says the time correctly, S1 and S2 redo the finger-showing and it's S2's turn to tell time. (If S1 doesn't say the time correctly, S2 will look at their fingers and say **“It's five fourteen.”**)
4. Have each pair do the practice for (5) minutes and change partners for further practice as necessary.

(Competence Indicator 2-1-9)

#### **C. Game: Race Against Time** (pair work)

1. In turn, each pair of Ss rolls a dice, lands his/her counter, and say the time on the clock aloud. (Click on the “Change” button to choose other analogue clocks.)
2. If the player says the time incorrectly, he/she must return his/her counter to the clock where he/she was on before the dice was rolled.
3. The first player to reach the “Finish” circle wins.

(Competence Indicator 2-1-9, 2-1-11)

#### **D. Draw & Say vs. Listen & Draw** (pair work)

1. Have Ss draw different time on each of the three clocks under **Draw & Say** part.  
(See Appendix 1)
2. Have Ss work in pairs. While S1 asks S2, “*What time is it?*” S2 looks at the first clock and tells the time.
3. S1 listens to S2 and draws the time on the first clock under **Listen & Draw** part.
4. When S1 finishes the 3 clocks, it’s S2’s turn to listen and draw the time S1 tells.
5. S1 and S2 look at the three clocks and write down the time in English.
6. S1 reads the time he/she wrote, and S2 checks if S1 did the dictation correctly.
7. Then S2 reads his/her dictation for S1 to check.
8. S1 and S2 check each other’s worksheet for correct spelling.

(Competence Indicator 1-1-8, 2-1-9, 2-1-11, 3-1-5, 3-1-6, 4-1-4, 4-1-5, 4-1-6, 4-1-7, 5-1-4)

#### **E. Interview**

1. Distribute one copy of “*My Friend’s Favorite TV Show*” worksheet to each S. (See Appendix 4)
  2. Have Ss interview 4 of their friends and fill in the columns.
  3. Have each S come to the front and report one friend’s favorite TV show time.
- (Competence Indicator 1-1-3, 1-1-8, 2-1-9, 2-1-11, 3-1-2, 4-1-5)
5. T conducts **Teacher Led Assessment**. (See Appendix 5)

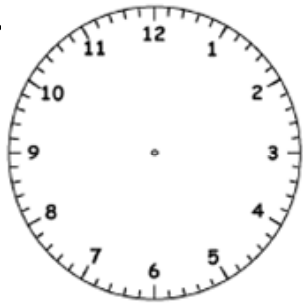
### **Assessment**

1. Have Ss conduct **Peer Assessment** (Appendix 2) after doing **Draw & Say vs. Listen & Draw**. (Appendix 1)
2. Distribute copies of the other What Time Is It worksheet for Ss to complete. (See Appendix 3) (Competence Indicator 3-1-6, 4-1-4, 4-1-5, 4-1-6, 4-1-7, 5-1-4)
3. Get online <http://www.teachingtime.co.uk/what/2y4atod.html> for Telling Time worksheets. (Click on the “Change” button to choose other analogue clocks.)  
(Competence Indicator 3-1-6, 4-1-4, 4-1-5, 4-1-6, 4-1-7, 5-1-4)
4. Distribute one copy of “*My Friend’s Favorite TV Show*” worksheet (Appendix 4) to each S. Have Ss interview 4 of their friends and fill in the columns. Then have each S come to the front and report one friend’s favorite TV show time.  
(Competence Indicator 1-1-3, 1-1-8, 2-1-9, 2-1-11, 3-1-2, 4-1-5)

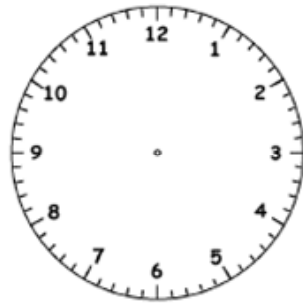
# What time is it?

## A. Draw and Say:

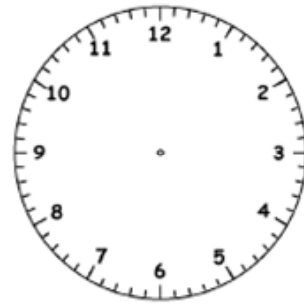
1.



2.



3.



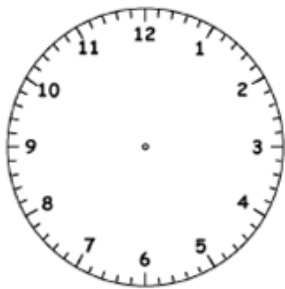
## B. Listen, Draw, and Write:

1.



It's \_\_\_\_\_.

2.







It's \_\_\_\_\_.

3.



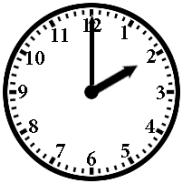
It's \_\_\_\_\_.

<b>Peer Assessment Sheet</b>				
My partner's name: _____				
<b>He/She can (他/她能)</b>	1 	2 	3 	4 
Say the question fluently (流利地問問題)				
Answer in a complete sentence (用完整的句子回答)				
Pronounce words correctly (咬字發音清楚)				
Speak clearly (說話清晰)				
Listen to me carefully (用心傾聽)				
Understand my sentence well (了解我說的句子)				
Draw correct time (正確畫出時間)				
Work well with me (認真地和我練習)				
My suggestions/comments for him/her(我給他/她的建議/評語):   				
My name: _____				

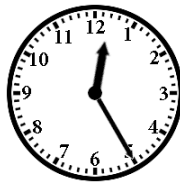
Designed by: Linda Hsu



## What time is it?



It's \_\_\_\_\_.



It's \_\_\_\_\_.



It's \_\_\_\_\_.



It's \_\_\_\_\_.



It's \_\_\_\_\_.



It's \_\_\_\_\_.



It's \_\_\_\_\_.



It's \_\_\_\_\_.



It's \_\_\_\_\_.



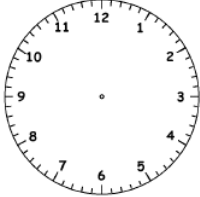
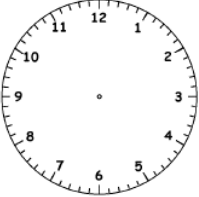
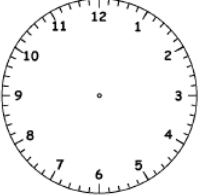
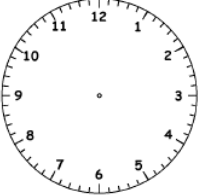
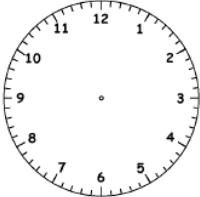
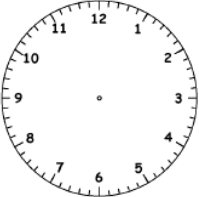
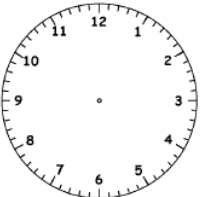
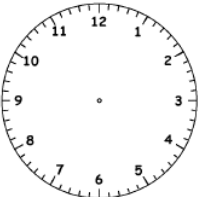
It's \_\_\_\_\_.

### Appendix 4 My Friend's Favorite TV Show

Class: \_\_\_\_\_ Name: \_\_\_\_\_ No: \_\_\_\_\_

#### A. Interview 4 of your friends

Ask your friends about their favorite TV shows. Ask them the following questions: "What's your favorite TV show?" "What day is it on?" "What time does the show start?" "What time does the show end?"

	<b>Favorite TV shows</b>	<b>Start time</b>	<b>Finish time</b>	<b>Duration</b>
	<b>Day:</b>			
	<b>Day:</b>			
	<b>Day:</b>			
	<b>Day:</b>			

**B. Report one of your records to the class:**

E.g., My friend, John, likes to watch SpongeBob. The cartoon is on every evening from 6:00 PM to 7:00 PM. The show time is one hour.

Designed by: Linda Hsu



Topic	
Animal	
Competence indicator	
<b>【Listening】</b>	1-1-3 能聽辨課堂中所習得的詞彙。 1-1-5 能聽辨課堂中所習得的字詞、片語、及句子的重音。 1-1-6 能聽辨句子的節奏。 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。 1-1-9 能聽懂簡易的日常生活對話。
<b>【Speaking】</b>	2-1-3 能說出課堂中所習得的詞彙。 2-1-4 能以正確的語調說出簡易句型的句子。 2-1-5 能使用所習得的教室用語。 2-1-6 能以簡易的英語介紹自己。 2-1-7 能以簡易的英語介紹家人和朋友。 2-1-8 能使用所習得的日常生活用語。 2-1-9 能作簡單的提問、回答和敘述。 2-1-10 能朗讀和吟唱歌謠韻文。 2-1-11 能以所習得的英語看圖說話。 *2-1-12 能進行簡易的角色扮演 (role play)。
<b>【Reading】</b>	3-1-3 能看懂簡易的英文標示。 3-1-4 能辨識歌謠、韻文、故事中的常用字詞。 3-1-5 能看懂簡單的句子。 3-1-6 能辨識英文書寫的基本格式。 3-1-7 能朗讀課本中的對話和故事。 *3-1-8 能藉圖畫、圖示等視覺輔助，閱讀並了解簡易故事及兒童短劇中的大致內容。 *3-1-9 能藉圖畫、標題、書名，猜測或推論主題。
<b>【Writing】</b>	4-1-4 能臨摹抄寫課堂中習得的句子。 4-1-5 能拼寫一些基本常用字詞 (至少一百八十個)。 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。
<b>【Comprehensive Application of Listening, Speaking, Reading, and Writing Ability】</b>	5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。 5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。 5-1-4 口語部份至少會應用三百個字詞，書寫部份至少會拼寫其中一百八十個字詞，以應用於簡易的日常溝通中。 5-1-5 能聽懂日常生活應對中常用語句，並能作適當的回應。 *5-1-6 能運用字母拼讀法(phonics)。 *5-1-7 能依文字或口語提示寫出重要字詞。
Need analysis	Language demands/ Aims

5<sup>th</sup>/ 6<sup>th</sup> graders who have learned some pet names and domestic animal names, such as *dog, cat, fish*, etc.

1. being able to say animal names.
2. being able to write animal names.
3. being able to ask and answer some simple questions about animals.

### Language focus

1. Students can look at the animals and say their names.
2. Students can write the animal names learned in class.
3. Students can understand and identify when the animals are talked about.

### Language functions

Students can ask and answer the following questions:

1. *What animal do you see? I see a/an \_\_\_\_\_.*
2. *What animals do you like? I like \_\_\_\_\_, and \_\_\_\_\_.*
3. *What animal would you like to be and why? I'd like to be a/an \_\_\_\_\_because. \_\_\_\_\_.*
4. *Does a/an \_\_\_\_\_ eat meat or grass? Can a/an \_\_\_\_\_ swim/fly?*

### Strategies and activities

CONTROLLED SUPPORT – **Teacher supplies** target language:

#### 1. **Picture Storybook Read-aloud**

- (1) Brown Bear, Brown Bear, What Do You See? (by Eric Carle)
- (2) Bark! George. (by Jules Feiffer)
- (3) There Was an Old Lady Who Swallowed a Fly. (by Taback, Simms)

T chooses one of the books and reads aloud the story to Ss. When an animal name is encountered, T should repeat the animal name several times and teach Ss how to pronounce the word correctly.

**(Competence Indicator: 1-1-8, 1-1-10, 1-1-11, / Speaking: 2-1-10/ Reading:3-1-8, 3-1-9)**

#### 2. **Classifying Animals: (Go to a Zoo)**

1. T shows the map of the zoo, which covers 4 areas, namely, Meat Eating Animals, Grass Eating Animals, Animals That Swim, and Animals That Fly.
2. T shows some animal pictures to Ss and has Ss classify them under the four categories. Ss write them down on the worksheet (Appendix 1).

#### **For example:**

Grass Eating Animals: sheep/ goat/ giraffe/ elephant/ rabbit/ deer/ hipo/ horse/ cow/  
ox/ monkey/ pig/ koala/ kangaroo

Meat Eating Animals: lion/ tiger/ leopard/ alligator/ crocodile/ snake/ fox/ bear

Animals That Swim: fish/ dolphin/ shark/ whale/ turtle/ clownfish

Animals That Fly: bird/ chicken/ parrot/ flamingo /duck

**Sentence Patterns Used:** *What animal do you see? I see a/an \_\_\_\_\_. What animals do you like? I like \_\_\_\_\_, and \_\_\_\_\_. Does a/an \_\_\_\_ eat meat or grass? Can a/an \_\_\_\_\_ swim/fly?*

(Competence Indicator: 1-1-8, 1-1-9, 2-1-10, 3-1-8, 4-1-4, 4-1-6, 4-1-7)

### 3. Describing Animals: (Animation Storybook “The Mixed-up Chameleon”)

1. Before showing the animation, T distributes the worksheet to each S and tells Ss to write down the animal names and their characteristics on the worksheet in either Chinese or English. (English is preferred.)
2. After Ss finish the worksheet, T+Ss work together to write the animal names and their characteristics in English. (Appendix 2)

#### Words Used:

1. polar bear: big and white
2. framingo: handsome
3. fox: smart
4. fish: swim
5. deer: run fast
6. giraffe: see things far away
7. turtle: shy (hiding under its shell)
8. elephant: strong
9. seal: funny
10. people:

**Sentence Patterns Used:** *What animals do you see? I see a/an \_\_\_\_\_ and a/an \_\_\_\_\_. What animal would you like to be and why? I'd like to be a/an \_\_\_\_\_ because \_\_\_\_\_.*

Reference: <http://www.youtube.com/watch?v=KYnQt-mzWJE>

(Competence Indicator: 1-1-8, 1-1-9, 1-1-10, 1-1-11, 2-1-10, 3-1-6, 3-1-8, 3-1-9, 4-1-4, 4-1-6, 4-1-7)

**1. Q&A: (What Animal Do You See?)**

1. T divides Ss into 6 groups (Group A to Group F). Ss in each group have the same big animal picture and five small pictures on their worksheets. (Appendix 3) But each group has different pictures. (See the example below.)
2. Ss should find a partner from each of the other 5 groups to do the Q&A practice. For example, A: “**What animal do you see?**” B: “**I see a/an\_\_\_\_\_.**”
3. If B gives the correct answer, he/she can get one small picture from A and paste it on the worksheet. (Appendix 3) Ss are supposed to collect 5 different small cards (from 5 different groups) and paste them on the worksheet.
4. Then Ss use the second set of worksheets to do the activity again.

**For example:** Group A: elephant / tiger      Group B: monkey/ bear      Group C: giraffe/ pig  
Group D: kangaroo/ fish      Group E: alligator/ sheep      Group F: lion/ shark

**(Competence Indicator: 1-1-8, 2-1-10, 2-1-12, 3-1-6)**

**2. Bingo:**

1. T shows 15 animal pictures on the board and Ss choose 9 out of the 15 animals to write on the Bingo sheet. (Appendix 4)
2. T says “**Boys and girls, what do you see?**” and shows one of the 15 animal cards to Ss. Ss should look at the card and say, “**I see (a yellow duck), looking at me.**” If Ss have the animal name on the Bingo sheet, they can circle the animal name.
3. The first to circle all the nine animal names in the 9 boxes is the winner.

**(Competence Indicator: 1-1-8, 1-1-9, 2-1-10, 2-1-12, 3-1-5, 3-1-6, 4-1-6)**

**3. Making a Clay Animal:** (group chain work)

1. Divide all the Ss into 4-5 groups. Ss in each group line up one after another. Each S has a dough of clay on the hand.
2. T tells the first S in each group what animal he/she needs to make with the clay. (The other Ss should not hear it.)
3. Each S has only 10 seconds to make the clay animal. Then, without saying a word, S1 shows his/her clay animal to S2, S2 tries to figure out what it is and makes it with his/her own clay and shows it to S3....

4. When the last S in each group looks at the clay animal his/her classmate shows, T asks them, “*What animal is it?*” he/she should say, “*It’s a/an \_\_\_\_\_.*”
5. Finally, T gives the answer. If Ss tell the correct animal name, they score for their groups.
6. Then the last S in each group comes to the front of his/her group. Restart the game again.

**(Competence Indicator: 1-1-8,; 2-1-10)**

**INDEPENDENT SUPPORT** – Students **use** target language:

### **1. Role play**

1. T writes the animal names and the target sentences learned (see Language Focus above) on the board.
2. Ss work in groups of 4 -5 to make a story and then act it out.
3. When each group does the role play, the other groups should listen and watch quietly. Each S assesses the other groups’ performance by filling in the Role Play Assessment Sheet. (Appendix 5)

**(Competence Indicator: 1-1-8, 1-1-9, 2-1-10, 2-1-14, 3-1-6, 3-1-7, 4-1-4, 5-1-2, 5-1-3)**

### **2. Reader Theater**

**Picture Storybooks to Use:** *Brown Bear, Brown Bear, What Do You See?* *Bark! George.* *There Was an Old Lady Who Swallowed a Fly.*

1. Have Ss work in groups of four. Each group chooses one of the picture storybooks to perform Reader Theater in front of the class.
2. When one group is performing the RT, the other groups should watch quietly and conduct the Reader Theater Assessment. (Appendix 6)

**(Competence Indicator: 1-1-8, 1-1-10, 1-1-11, 2-1-11, 2-1-14, 3-1-5, 3-1-6, 3-1-7, 3-1-9, 5-1-2, 5-1-3)**

### **3. Storybook Making and Sharing (“At the Zoo”)** (group work)

#### **(1) Making the storybook:**

1. Ss work in groups of 5-6. They will make a big story book whose title is “At the Zoo.” (Use B4 paper for each page).
2. Each group needs to draw at least 10 different animals in the storybook. They also need to make use of at least 3 target sentence patterns (see Language Focus



above) to make up the story (not just introduce the animals).

**(2) Sharing the Storybook:**

1. Each group comes to the front, present the storybook they made. The other Ss should watch closely and give their feed back on the Storybook Feedback Sheet. (Appendix 7)

**(Competence Indicator: 1-1-8, 1-1-9, 1-1-11, 2-1-10, 2-1-12, 3-1-5, 3-1-6, 3-1-7, 3-1-9, 4-1-4, 4-1-7, 5-1-2, 5-1-3)**

## **Assessment**

Use the worksheets and assessment sheets in the Appendix.

Class:

Number:

Name:

## Go to a Zoo

In the zoo there are four enclosures for different animals. Please put them in the right place by writing the animal names or drawing them in the proper columns.

<p>Meat Eating Animals: Which animals eat meat? <b>What animals do you see?</b> <b>I see....</b></p>	<p>Grass Eating Animals: Which animals eat grass? <b>What animals do you see?</b> <b>I see....</b></p>
<p>Animals That Swim: Which animals can swim? <b>What animals do you see?</b> <b>I see....</b></p>	<p>Animals That Fly: Which animals can fly? <b>What animals do you see?</b> <b>I see....</b></p>

## The Mixed-up Chamelean

**The chamelean wants to be a/an \_\_\_\_\_ because**

\_\_\_\_\_.






What animals do you see in the movie? Please draw or write them down.

p _____          	f _____          	f _____          	f _____          	d _____          
g _____          	t _____          	e _____          	s _____          	p _____          

A: What animal do you see?

B: I see a/an \_\_\_\_\_.



Group A	Group B	Group C	Group D	Group E
				

Class:

Number:

Name:

**Bingo Sheet**


-----  
-----

Class:

Number:

Name:

**Bingo Sheet**


-----  
-----

Class:

Number:

Name:

**Bingo Sheet**


Class:

Number:

Name:

## Role Play Assessment Sheet

Group	Content What target sentences are used?	Score If they achieve the goal, check in the <input type="checkbox"/> box. (Scoring scale: 20 – 25)	Comments My feedback for this group:
Group A		<input type="checkbox"/> speak fluently _____ <input type="checkbox"/> correct pronunciation _____ <input type="checkbox"/> good loudness _____ <input type="checkbox"/> smooth role-play _____ <p style="text-align: center;"><b>Total Score:</b> _____</p>	
Group B		<input type="checkbox"/> speak fluently _____ <input type="checkbox"/> correct pronunciation _____ <input type="checkbox"/> good loudness _____ <input type="checkbox"/> smooth role-play _____ <p style="text-align: center;"><b>Total Score:</b> _____</p>	
Group C		<input type="checkbox"/> speak fluently _____ <input type="checkbox"/> correct pronunciation _____ <input type="checkbox"/> good loudness _____ <input type="checkbox"/> smooth role-play _____ <p style="text-align: center;"><b>Total Score:</b> _____</p>	
Group D		<input type="checkbox"/> speak fluently _____ <input type="checkbox"/> correct pronunciation _____ <input type="checkbox"/> good loudness _____ <input type="checkbox"/> smooth role-play _____ <p style="text-align: center;"><b>Total Score:</b> _____</p>	
Group E		<input type="checkbox"/> speak fluently _____ <input type="checkbox"/> correct pronunciation _____ <input type="checkbox"/> good loudness _____ <input type="checkbox"/> smooth role-play _____ <p style="text-align: center;"><b>Total Score:</b> _____</p>	

## Reader Theater Assessment Sheet

Group	Feedback Which part is good?	Score If they achieve the goal, check in the <input type="checkbox"/> box. (Scoring scale: 20 – 25)	Comments My feedback for this group:
Group A		<input type="checkbox"/> speak fluently _____ <input type="checkbox"/> correct pronunciation _____ <input type="checkbox"/> good loudness _____ <input type="checkbox"/> smooth performance _____  <p style="text-align: center;"><b>Total Score:</b></p> _____	
Group B		<input type="checkbox"/> speak fluently _____ <input type="checkbox"/> correct pronunciation _____ <input type="checkbox"/> good loudness _____ <input type="checkbox"/> smooth performance _____  <p style="text-align: center;"><b>Total Score:</b></p> _____	
Group C		<input type="checkbox"/> speak fluently _____ <input type="checkbox"/> correct pronunciation _____ <input type="checkbox"/> good loudness _____ <input type="checkbox"/> smooth role-play _____  <p style="text-align: center;"><b>Total Score:</b></p> _____	
Group D		<input type="checkbox"/> speak fluently _____ <input type="checkbox"/> correct pronunciation _____ <input type="checkbox"/> good loudness _____ <input type="checkbox"/> smooth performance _____  <p style="text-align: center;"><b>Total Score:</b></p> _____	
Group E		<input type="checkbox"/> speak fluently _____ <input type="checkbox"/> correct pronunciation _____ <input type="checkbox"/> good loudness _____ <input type="checkbox"/> smooth performance _____  <p style="text-align: center;"><b>Total Score:</b></p> _____	

Class:

Number:

Name:

## Storybook Feedback Sheet

Group	Feedback Which part is good?	Score If they achieve the goal, check in the <input type="checkbox"/> box. (Scoring scale: 20 – 25)	Comments My feedback for this group:
Group 1	Total Score: _____	<input type="checkbox"/> good drawing _____ <input type="checkbox"/> good coloring _____ <input type="checkbox"/> good story _____ <input type="checkbox"/> good presentation _____	
Group 2	Total Score: _____	<input type="checkbox"/> good drawing _____ <input type="checkbox"/> good coloring _____ <input type="checkbox"/> good story _____ <input type="checkbox"/> good presentation _____	
Group 3	Total Score: _____	<input type="checkbox"/> good drawing _____ <input type="checkbox"/> good coloring _____ <input type="checkbox"/> good story _____ <input type="checkbox"/> good presentation _____	
Group 4	Total Score: _____	<input type="checkbox"/> good drawing _____ <input type="checkbox"/> good coloring _____ <input type="checkbox"/> good story _____ <input type="checkbox"/> good presentation _____	
Group 5	Total Score: _____	<input type="checkbox"/> good drawing _____ <input type="checkbox"/> good coloring _____ <input type="checkbox"/> good story _____ <input type="checkbox"/> good presentation _____	
Group 6	Total Score: _____	<input type="checkbox"/> good drawing _____ <input type="checkbox"/> good coloring _____ <input type="checkbox"/> good story _____ <input type="checkbox"/> good presentation _____	
Group 7	Total Score: _____	<input type="checkbox"/> good drawing _____ <input type="checkbox"/> good coloring _____ <input type="checkbox"/> good story _____ <input type="checkbox"/> good presentation _____	



Topic	
<b>Health, and Illness (Seeing a Doctor)</b>	
Competence indicator	
<p><b>【Listening】</b> 1-1-3 能聽辨課堂中所習得的詞彙。                      1-1-5 能聽辨課堂中所習得的字詞、片語、及句子的重音。                      1-1-6 能聽辨句子的節奏。                      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。                      1-1-9 能聽懂簡易的日常生活對話。</p> <p><b>【Speaking】</b> 2-1-3 能說出課堂中所習得的詞彙。                      2-1-4 能以正確的語調說出簡易句型的句子。                      2-1-5 能使用所習得的教室用語。                      2-1-6 能以簡易的英語介紹自己。                      2-1-8 能使用所習得的日常生活用語。                      2-1-9 能作簡單的提問、回答和敘述。                      2-1-11 能以所習得的英語看圖說話。</p> <p><b>【Reading】</b> 3-1-3 能看懂簡易的英文標示。                      3-1-4 能辨識歌謠、韻文、故事中的常用字詞。                      3-1-5 能看懂簡單的句子。                      3-1-6 能辨識英文書寫的基本格式。</p> <p><b>【Writing】</b> 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。</p> <p><b>【Comprehensive Application of Listening, Speaking, Reading, and Writing Abilities】</b>                      5-1-4 口語部份至少會應用三百個字詞，書寫部份至少會拼寫其中一百八十個字詞，以應用於簡易的日常溝通中。                      5-1-5 能聽懂日常生活應對中常用語句，並能作適當的回應。</p>	
Need analysis	Language demands/ Aims
<p>5<sup>th</sup>/6<sup>th</sup> graders who have learned names of some body parts, such as <i>ankle, arm, belly, chest, chin, ear, elbow, eye, finger, foot, hand, head, knee, leg, mouth, nose, neck, shoulder, toe</i>, and some simple words related to medical care, such as <i>hospital, doctor, dentist, nurse, a flue, a bad cold, a common cold</i>, etc.</p>	<ol style="list-style-type: none"> <li>1. being able to understand, identify, and say the body part names learned in class.</li> <li>2. being able to describe symptoms of physical illness.</li> <li>3. being able to ask and answer simple questions about physical conditions.</li> <li>4. being able to understand simple prescriptions and requests given by a doctor.</li> </ol>

## Language focus

### A. Vocabulary:

1. Body part words: *belly button, heel, hip, shin, thigh, waist, wrist*, etc.
2. Medical care words: *clinic, ambulance, diagnosis, prescription, symptom, remedy, nutrition, medicine, pills, injection, bandage, aspirin, vaccination, throat lozenge, cough drop/syrup, nose drops*, etc.
3. Illness symptom words: *headache, stomachache, cough, sneeze, fever and chills, a scratchy throat, a sore throat, a stuffy/blocked nose, a bloody nose, an upset stomach, a runny nose, a loose tooth, a high fever, body aches*, etc.

### B. Sentence Patterns:

*“What’s wrong with you?” “I have a fever and chills.” “My head hurts.” “My body aches.” “Are you scared of taking bitter medicine?” “Who has a loose tooth?” “You may probably have a bad cold.” “You need an injection.” “How do you feel?” “I feel terrible?”*

## Language functions

1. Asking for information about one’s physical condition and symptoms of illness.
2. Making suggestions on how to treat one’s symptoms of illness.

## Strategies and activities

### CONTROLLED SUPPORT – Teacher supplies target language:

#### 1. TPR:

- 1-1. T acts and Ss guess: Ss are allowed to give the answers in Chinese (T shows the picture and/or flash card at the same time.)
- 1-2. or T chooses an active S to act it out and makes the others guess
- 1-3. Teach the vocabulary by means of TPR approach and ask Ss to do the same action (or in their own creative ways).
- 1-4. No word cards are shown at this stage.

#### 2. Listen and Spell:

- 2-1. T says a target word and encourages Ss to spell all the possibilities out by applying their knowledge of phonic rules.
- 2-2. T shows the word card, and T+Ss work together to spell out the word.

#### 3. Syllable Clapping

- 3-1. Focus on the stress: Tell Ss to pose their hands high and clap them loud when they hear a stressed syllable, but pose their hands low and do weak clapping

when it is an unstressed syllable.

- 3-2. The action of “clapping hands” can be changed into “stamping feet” or “beating the table”.

#### 4. Read/Look and Say

- 4-1. Start practicing the target sentence patterns (i.e., ***I have a fever and chills.*** ***My head hurts.***) by using illness words that Ss already learned before. Then practice with the new vocabulary words.
- 4-2. Practice the sentence patterns in groups or in pairs.
- 4-3. Role-play: invite Ss to do the role-play in front of the class. (A: “***What’s wrong with you?***” B: “***I have a stomachache./My body aches.*** A: “***How do you feel?***” B: “***I feel terrible.***”)

Signs and symptoms: *fever and chills; scratchy throat; sore throat; body aches; stuffy nose; upset stomach; runny nose.*

#### GUIDED SUPPORT – Students practice target language:

##### 1. Playing Bingo

##### 2. Listen and Match/Hit

##### 3. Role-play

##### 4. Doing Jigsaw (sentence scrambles and vocabulary scrambles):

###### 1-1. Vocabulary Scrambles: (Group work)

- 1-1.1. T cuts vocabulary words and target terms into units. Each letter is a unit.
- 1-1.2. Mix all the units together. Distribute them to Ss in groups. Each S gets one to two units.
- 1-1.3. Paste the word cards on the board, on the windows, and/or on the wall. (Three to four groups do the activity at the same time.)
- 1-1.4. Ss rush and find out the corresponding words to the units on their hand when T rings the bell to start. (Each group is supposed to work out one or two words together.)
- 1-1.5. Ss have to try to put all the letters/units in correct order so as to spell out the target words. When they are done with the spelling, they raise their hands, waiting for T to check. When T comes, they have to read the word(s) aloud.
- 4-1-6. T collects all the letters/units. Then start Round 2.

###### 1-2. Sentence scrambles:

- 4-2-1. T cuts the sentence strips into word units.
- 4-2-2. Ss work in groups. Each group has to rearrange the units in correct order and works out a meaningful sentence.

4-2-3. The groups can have either the same sentence strip or different ones.

**5. RT:**

- 5-1. Have advanced learners work together to develop an RT script. (Optionally, it can be an independent work.)
- 5-2. After correcting the RT script produced by the advanced learners, T modifies it into a worksheet for the other Ss to fill in the bank, adding gestures and emotions.
- 5-3. Have Ss work in groups to present the RT.

**6. Listen and Write:**

**6-1. Vocabulary Practice:**

- 6-1-1. Put a mini whiteboard and a marker on the group table. (Each group has a set.)
- 6-1-2. Ss walk around the group table, clapping hands at rhythms or singing songs.
- 6-1-3. When the music stops, T says a target word and Ss in each group take turns picking up the marker, writing down the target vocabulary word letter by letter. Each member can write down only ONE letter.
- 6-1-4. The first group to give the correct word is the winner.

**6-2. Sentence Pattern Practice:**

- 6-2-1. Copy the same pattern of Vocabulary Practice for Sentence Pattern Practice.
- 6-2-2. Ss take turns writing down A WORD of the target sentence.

**INDEPENDENT SUPPORT — Students use target language:**

1. **Illness Detective** (See Appendix)
2. **Survey**
3. **Information Gap**
4. **The Balloon Doctor** by 唐老師英文故事教學法 *Stories for Language Learning*

1-1. **T tells the story**

**1-2. Discussions:**

- 1-2.1.** Review situations happened in hospital. T+Ss work together to write some medical care words (e.g., *medicine, injections, bandages*, etc.) on the board. Ask Ss how they feel about the medical cares by asking, “**Are you scared of...?**”
- 1-2.2.** Talk about the syndrome and experience of different health problems, (e.g., *headache, fever, stomachache, a loose tooth*, etc.) by asking the question: “**Who has a .....?**” Then T writes the target words and/or terms on the board and Ss read them aloud several times.

### **1-3. Role-Play:**

1-3.1. Ss play in groups. One S acts as a doctor, the others as patients.

1-3.2. The patients consult with the doctor for treatment of their syndromes. The doctor diagnoses the possible illness and gives some instructions/suggestions.

### **5. One Thousand Rabbits/Fish/Rats**

1-1. Tell a self made-up story “*One Thousand Rabbits.*” (T can choose whatever animal as the main character.)

1-2. The one thousand rabbits could be: a table rabbit, a newspaper rabbit, a teacher rabbit, a running nose rabbit, a headache rabbit, and so on.

1-3. Ss invent all kinds of rabbits (or other animals) creatively by drawing a picture or making an art craft. (Make sure “ill” ones are included.)

1-4. Paste or write down descriptions of each character.

## **Assessment**

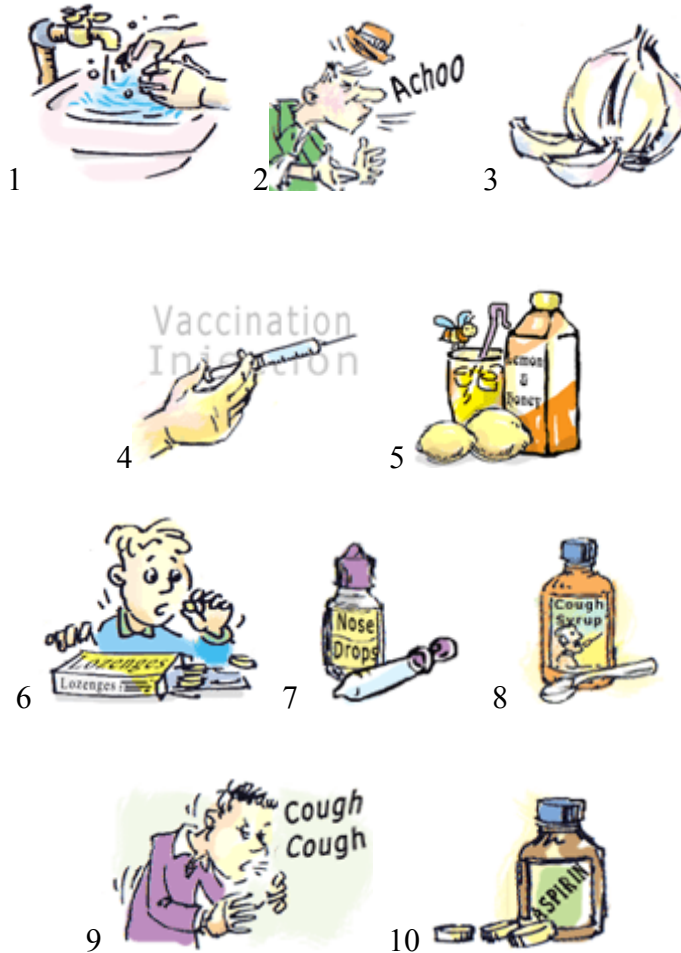
1. T assesses Ss’ performance on the worksheets and/or activity sheets. (See Appendix)

2. Ss conduct Peer Assessment on their role-play and/or pair work activities.

3. T conducts T-led Assessment on Ss’ RT performance and/or role-play work.

# Remedies (1)

Work in pairs, try to match the words to the pictures below:



garlic; lemon and honey drink; aspirin; vaccination; throat lozenge; cough syrup; someone washing their hands; cough; sneeze; nose drops

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Remedies (2)

Match the problem with the remedy by drawing a line. For example: *If I have a **bloody nose**, I lie on my back.*

- |   |                                       |
|---|---------------------------------------|
| 1. If I have a cold,                      | a. I wash my hands a lot.             |
| 2. If I have a cough,                     | b. I eat garlic.                      |
| 3. If I have a headache,                  | c. people usually say "Bless you."    |
| 4. If I don't want to catch the flu,      | d. I drink lemon and honey drinks.    |
| 5. If I have a sore throat,               | e. I take some aspirin.               |
| 6. If I have a blocked nose,              | f. I can get a vaccination.           |
| 7. If I have a high fever,                | g. I suck throat lozenges.            |
| 8. If I don't want to catch a cold,       | h. I have a warm shower to cool down. |
| 9. If I sneeze,                           | i. I take some cough syrup.           |
| 10. If I want to get over a cold quickly, | j. I use drops.                       |

Resources: <http://www.developingteachers.com/etgplans/etg1.htm>

## Survey Sheet

Collect the medical information that you need to know:

<b>Answer</b> <b>Q to ask</b>	<b>Name</b>	<b>Contact</b> <b>Phone</b> <b>Number</b>
1. Do you know how to call the ambulance?		
2. Is there a clinic where you regularly visit?		
3. Is there a dentist whom you regularly visit?		
4. Have you ever been to a hospital?		

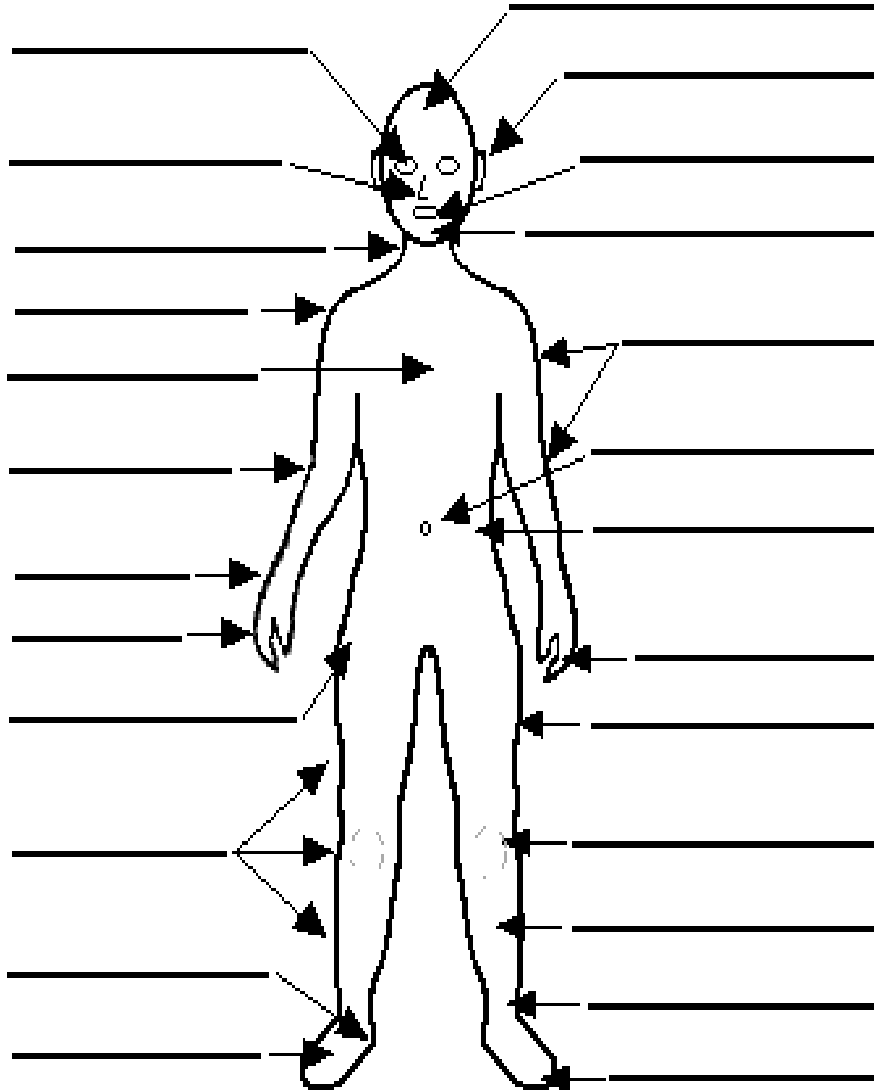


# Description

Label the body parts and then describe the symptoms of illness.

## Part A. Body parts

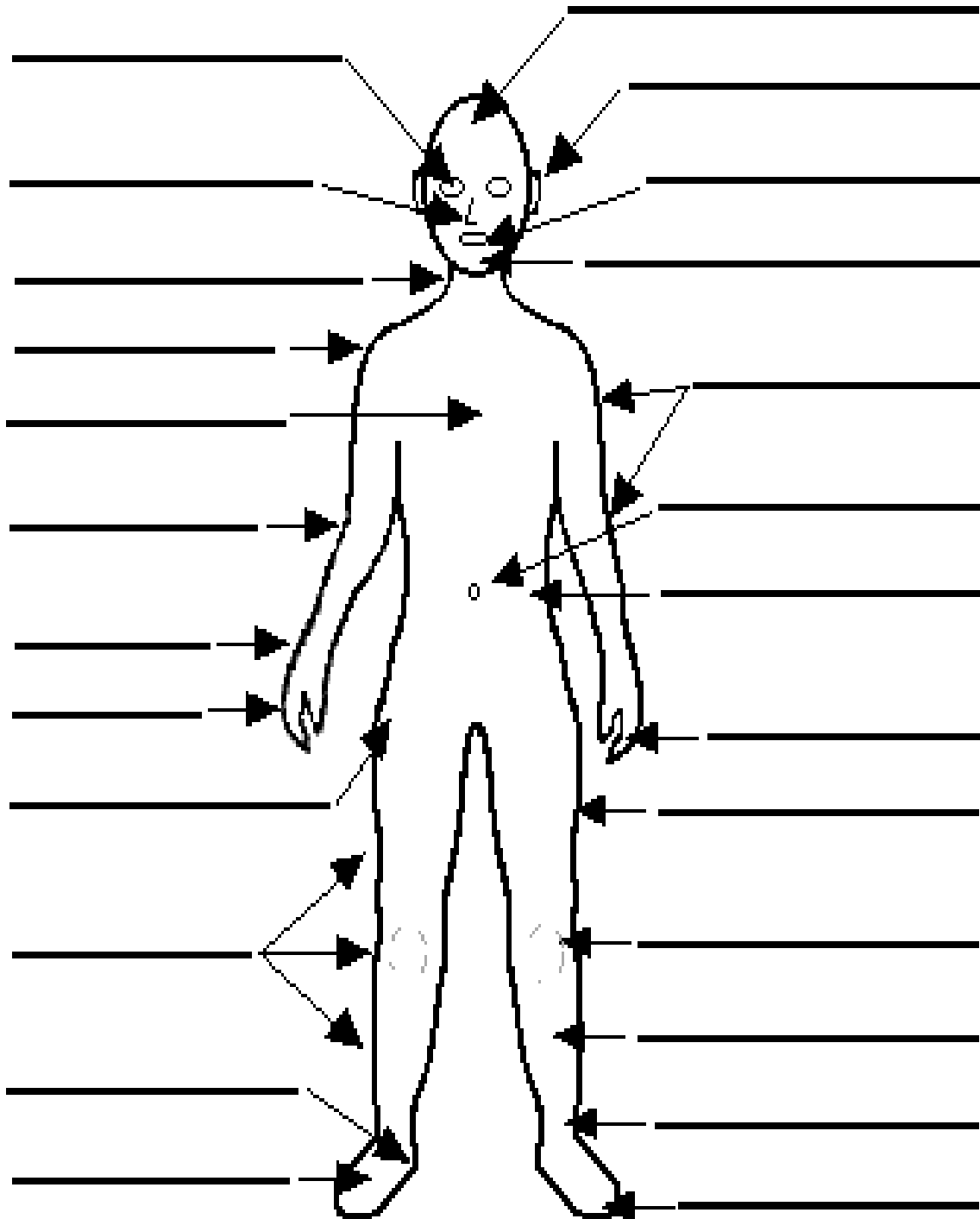
toes waist wrist thigh ankle arm belly button  
chest chin ear elbow eye fingers foot hand  
head heel hip knee leg mouth leg nose neck  
shin shoulder



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## Part B. Symptom Descriptions

Describe possible symptoms of illness at related body parts:



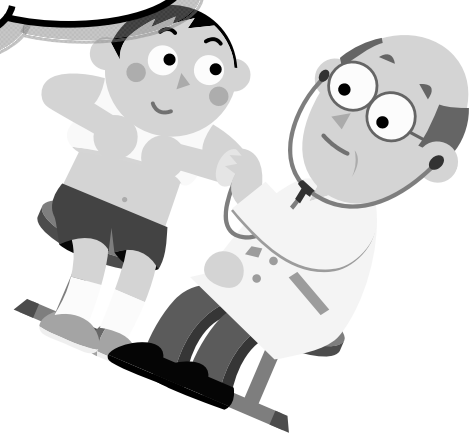
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# Illness Detective (A)



gwil40111 fotosearch.com

I am sick. I feel so bad. Can you help me?



I have a/an \_\_\_\_\_.

My \_\_\_\_\_(body part) is \_\_\_\_\_.

I have been sick since

\_\_\_\_\_ (time).

\_\_\_\_\_  
(further descriptions)

Draw a picture to describe your symptoms.

# Illness Detective (B)



Are you feeling OK? Don't worry! Let me help you!

## Diagnosis

You may probably have a/an \_\_\_\_\_ (name of illness).

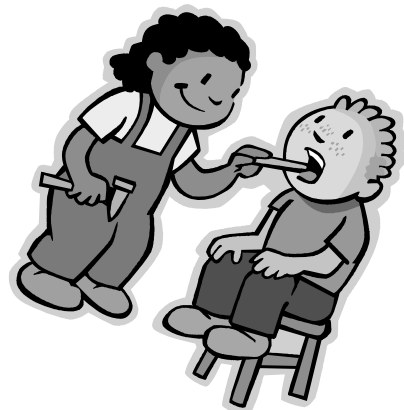
## Prescriptions

- injections
- medicine
- food and nutrition

## Notes

Special requests for your patients:

- 1.
- 2.
- 3.
- 4.



Topic	
Seasons of a Year	
Competence indicator	
<p><b>【Listening】</b> 1-1-3 能聽辨課堂中所習得的詞彙。                      1-1-8 能聽懂簡易句型的句子。                      1-1-9 能聽懂簡易的日常生活對話。</p> <p><b>【Speaking】</b> 2-1-3 能說出課堂中所習得的詞彙。                      2-1-4 能以正確的語調說出簡易句型的句子。                      2-1-8 能使用所習得的日常生活用語。                      2-1-9 能作簡單的提問、回答和敘述。                      2-1-11 能以所習得的英語看圖說話。</p> <p><b>【Reading】</b> 3-1-5 能看懂簡單的句子。                      3-1-7 能朗讀課本中的對話和故事。                      *3-1-8 能藉圖畫、圖示等視覺輔助，閱讀並了解簡易故事及兒童短劇中的大致內容。                      *3-1-9 能藉圖畫、標題、書名，猜測或推論主題。</p> <p><b>【Writing】</b> 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。</p> <p><b>【Comprehensive Application of Listening, Speaking, Reading, and Writing Abilities】</b>                      5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。                      5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。                      *5-1-7 能依文字或口語提示寫出重要字詞。</p>	
Need analysis	Language demands/ Aims
<ol style="list-style-type: none"> <li>Students have learned kinds of clothing.</li> <li>Students have learned about weather.</li> <li>Students know holidays of a year.</li> <li>Students have learned 12 months of a year.</li> </ol>	<ol style="list-style-type: none"> <li>Students can name the four seasons.</li> <li>Students can describe the four seasons.</li> <li>Students can apply and match former knowledge and vocabulary with the four seasons.</li> </ol>
Language focus	
<ol style="list-style-type: none"> <li>Vocabulary words: <i>winter, spring, summer, fall/autumn, season</i></li> <li>Sentence Pattern: <i>What's your favorite season?</i>  <i>I like _____ best of all.</i></li> </ol>	
Language functions	
<ol style="list-style-type: none"> <li>Naming the four seasons.</li> <li>Describing the four seasons.</li> <li>Identifying signs of the four seasons.</li> </ol>	
Strategies and activities	
<b>CONTROLLED SUPPORT</b> — Teacher supplies target language:	

## 1. A Busy Year:

- 1-1. Fill in 12 months of a year in the calendar
- 1-2. List the characteristic holidays in the four seasons
  - 1-2-1. Identify the holidays that occur during each season and mark them on the calendar
  - 1-2-2. Discuss with the class about the holidays,  
i.e. *“What do you do on Christmas eve?” “When do you play ‘trick or treat’?”*
- 1-3. Further discussions:
  - 1-3-1. Correspond the year calendar with school year calendar, and then, for example, vote for students’ favorite season and tell the reasons.
  - 1-3-2. Compare the weather and clothing of each season
  - 1-3-3. Say the activities appropriate for each season
- 1-4. Associate the seasons with calendar months and holidays

## 2. Guessing Game:

- 2-1. Teacher describes a certain season, and then students try to guess the answer.  
ex. *“It is warm. Many trees are not green. You can see white snow. You can play with snow. Which season is it? It’s not cold. The trees are green. You can see many flowers. I can wear my skirt. We always use fans and eat ice-cream. Which season is it?”*
- 2-2. T calls a student randomly, shows him/her a slip with one of the season names; then the student has to DRAW it out, while the other classmates try to guess the answer.

## 3. Vote for the seasons

- 3-1. Vote for Favorite season
  - 3-1-1. Every student comes to the front and then express his or her stand. They have to give the reasons why they like the season best.
- 3-2. This game can also be “vote for the most disliked season” version. (*appendix 5*)

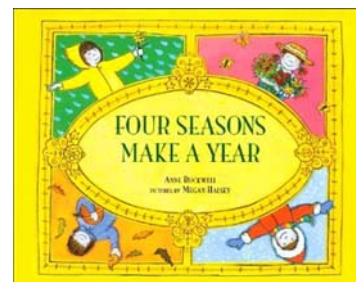
## GUIDED SUPPORT — Students practice target language:

### 1. Apple Tree through the Seasons:

- 1-1. Listen to T’s instructions and then illustrate the apple tree through the seasons.
- 1-2. Write one to two sentences to describe the illustrations. (*appendix3*)

### 2. Four Seasons Make a Year:

- 2-1. Tell the story *Four Seasons Make a Year* by Magen Halsey
- 2-2. Create a large table with butcher paper:
  - 2-2-1. Write the four seasons across the top and the following rows on the left side of the table: months, weather, holidays, activities, and clothes.
  - 2-2-2. Write “Seasons in \_\_\_\_\_ (name of location you are in)” as a title for the table.



2-3. Brainstorm some facts about the four seasons. (*appendix 1*)

### 3. My \_\_\_\_\_ Collection:

3-1. Deliver the worksheet (*appendix 2*)

3-1-1. Choose one season and write its name at the centre.

3-2. Prepare piles of newspaper and magazines for the students. (T can ask Ss to bring them to class in advanced.)

3-2-1. Cut out pictures showing things that happen in a season

3-3. Match each picture to a seasonal label, including games, clothes, and so on.

3-4. Glue the pictures on the label square.

3-5. This can be a CLASS work if T presents this activity via a poster on the blackboard instead of giving worksheet to everyone or each group. (In this case, it turns out to be a guided activity but not independent work.)

### INDEPENDENT SUPPORT — Students use target language:

#### 1. Seasons Scavenger Hunt:

1-1. “*So, you think it’s fall, but can you prove it?*” Ask students to go outside and search for signs of fall. (*appendix 4*)

#### 2. Making Season Books:

2-1. This can be either an individual work or a group work.

2-2. It can be either a general introduction to the four seasons or a series of season books. Furthermore, students can even choose ONE season and then introduce it in details.

2-3. A cover page must be made, including a title, author names, and a picture.

2-4. Display students work in the classroom for everyone to read.

### Assessment

1. T evaluates Ss worksheets (see the appendixes)

2. T observes Ss’ performance in presentation and/or class discussions, and checks on the Observation Checklist. (*appendix 6*)

3. Peer evaluation: Exhibit all the students’ work and have students evaluate each other’s work. (*appendix 5*)

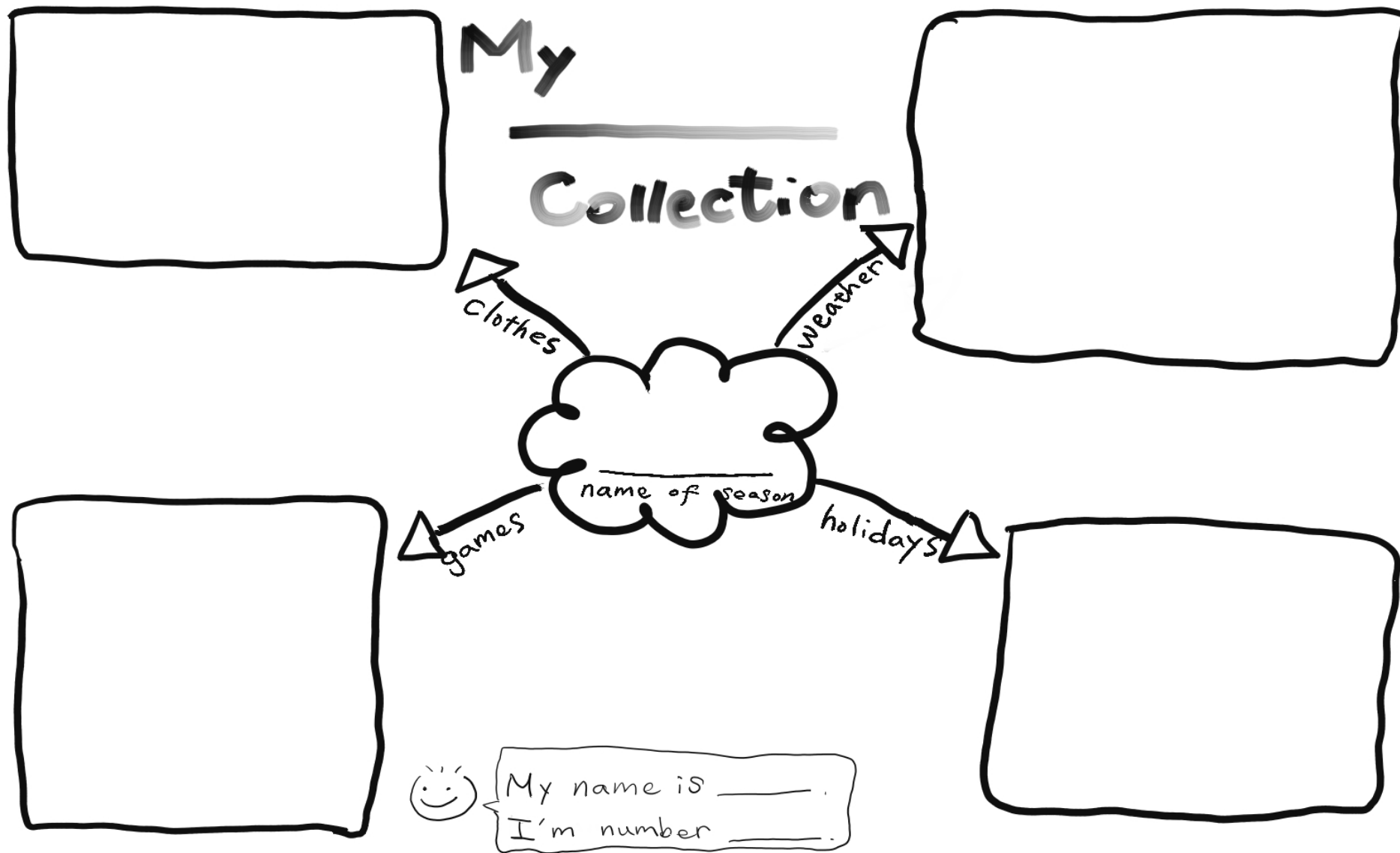
## Seasons in Taiwan

Brainstorm some facts about the four seasons, and then fill in the columns.







	spring	summer	fall	winter
months				
weather				
holidays				
activities				
clothes				





## Apple Tree through the Seasons

Illustrate the apple tree through the seasons, and then write down one or two sentences describing each illustration.

spring	summer	fall	winter
			
<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>

# Seasons Scavenger Hunt

Search for signs of fall and then paste it in the following 16-square-column.  
If the proof is too difficult to get, you can also depict the item by drawing it down.




# Vote for My Favorite Season

List and illustrate at least 3 reasons of why you like the season best!



I like \_\_\_\_\_(season) best of all, because....

1. \_\_\_\_\_  
\_\_\_\_\_

A large empty rectangular box for drawing.

2. \_\_\_\_\_  
\_\_\_\_\_

A large empty rectangular box for drawing.A large empty rectangular box for drawing.

3. \_\_\_\_\_  
\_\_\_\_\_

---

## Peer Evaluation

Paste a ☺ sticker here if you think this author did a good job!



## Learning Behaviour Observation Checklist

Child's Name: \_\_\_\_\_ Date \_\_\_\_\_

	Behaviour 1 - 4	Comment
<b>LISTENING SKILLS</b> <ul style="list-style-type: none"> <li>◦ listens attentively</li> <li>◦ listens courteously</li> <li>◦ ignores distractions</li> <li>◦ responds to directions</li> <li>◦ demonstrates understanding</li> </ul>		
<b>RESPONSE TO QUESTIONING</b> <ul style="list-style-type: none"> <li>◦ responds willingly</li> <li>◦ responds ably</li> <li>◦ responds in monosyllables</li> <li>◦ responds in telegraphic speech</li> </ul> <b>RESPONSE STRUCTURE</b> <ul style="list-style-type: none"> <li>◦ grammatical</li> <li>◦ logical</li> </ul>		
<b>PARTICIPATION IN DISCUSSION</b> <ul style="list-style-type: none"> <li>◦ Avoids discussion</li> <li>◦ needs encouragement</li> <li>◦ willing participant</li> <li>◦ dominates the discussion</li> <li>◦ contribution:                             <ul style="list-style-type: none"> <li>- good quality</li> <li>- poor quality</li> </ul> </li> </ul>		
<b>SPEECH</b> <ul style="list-style-type: none"> <li>◦ clear</li> <li>◦ audible</li> </ul>		
<b>WRITTEN TASKS PARTICIPATION</b> <ul style="list-style-type: none"> <li>◦ avoids</li> <li>◦ needs encouragement</li> <li>◦ willing</li> </ul> <b>STRUCTURE AND CONTENT</b>		

<ul style="list-style-type: none"> <li>◦ neat</li> <li>◦ well organised</li> <li>◦ content appropriate</li> </ul>		
<b>GENERAL BEHAVIOUR PATTERN</b> <ul style="list-style-type: none"> <li>◦ on task</li> <li>◦ off task</li> <li>◦ works independently</li> <li>◦ over reliance on teacher</li> <li>◦ over reliance on other pupils</li> <li>◦ withdrawn</li> <li>◦ distractible</li> </ul>		

***Behaviour occurs:***

*1. frequently, 2. sometimes, 3. only occasionally, 4. never*

**Diagnostic Statement:**

## 能力指標與教學活動設計—瑞豐國小黃慈惠

Topic	
Daily Routines	
Competence indicator	
<p><b>【Listening】</b> 1-1-3 能聽辨課堂中所習得的詞彙。                      1-1-5 能聽辨課堂中所習得的字詞、片語、及句子的重音。                      1-1-6 能聽辨句子的節奏。                      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。                      1-1-9 能聽懂簡易的日常生活對話</p> <p><b>【Speaking】</b> 2-1-3 能說出課堂中所習得的詞彙。                      2-1-4 能以正確的語調說出簡易句型的句子。                      2-1-8 能使用所習得的日常生活用語。                      2-1-9 能作簡單的提問、回答和敘述。                      2-1-11 能以所習得的英語看圖說話。                      *2-1-12 能進行簡易的角色扮演 (role play)。</p> <p><b>【Reading】</b> 3-1-3 能看懂簡易的英文標示。                      3-1-5 能看懂簡單的句子。                      3-1-6 能辨識英文書寫的基本格式。                      3-1-7 能朗讀課本中的對話和故事。                      *3-1-8 能藉圖畫、圖示等視覺輔助，閱讀並了解簡易故事及兒童短劇中的大致內容。</p> <p><b>【Writing】</b> 4-1-4 能臨摹抄寫課堂中習得的句子。                      4-1-5 能拼寫一些基本常用字詞 (至少一百八十個)。                      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。                      4-1-6 能依圖畫、圖示填寫重要字詞。</p> <p><b>【Comprehensive Application of Listening, Speaking, Reading, and Writing Abilities】</b>                      5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。                      5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。                      5-1-4 口語部份至少會應用三百個字詞，書寫部份至少會拼寫其中一百八十個字詞，以應用於簡易的日常溝通中。                      5-1-5 能聽懂日常生活應對中常用語句，並能作適當的回應。                      *5-1-6 能運用字母拼讀法(phonics)。                      *5-1-7 能依文字或口語提示寫出重要字詞。</p>	<p style="text-align: center;"><b>Need analysis</b></p> <p>5<sup>th</sup> and 6<sup>th</sup> graders who have learned numbers from 1 to 60 and body parts, and are able to use possessive adjectives “my” and “your.”</p>
<p style="text-align: center;"><b>Language demands/ Aims</b></p> <p>1. Being able to talk about daily routines.                      2. Being able to ask someone else’s daily life.</p>	

## Language focus

Students practice the following sentence patterns

1. “*What does she/he do at 7:00 in the morning?*” Or “*What do you do at 6:00 in the evening?*”
2. *I eat breakfast at 7:00 in the morning.* Or, *He/She takes a shower at 6:00 in the evening.*

## Language functions

1. Students can ask about their partners’ daily routines.
2. Students can share their daily routines with their partners.

## Strategies and activities

**CONTROLLED SUPPORT** — **Teacher supplies** target language:

### A. Syllable Clapping: (Listening)

Teacher teaches verbs and nouns separately by preparing one set of verb cards and one set of noun cards. (For example, blue flash cards for verbs and yellow flash cards for nouns.) Do not show the words to students in the beginning. Instead, ask students to repeat after Teacher two to three times and do syllable clapping. (If there are two syllables in a word, Ss should clap their hands twice.) Teacher does the clapping first if necessary, and encourages students to spell out the word based on their phonics knowledge. (For example, students should clap their hands once for the word ‘wash,’ as there is only one syllable in this word.) After that, ask students what letter stands for the sound /w/, and have students try to spell out each word on their own.

(Competence Indicator **1-1-3, 1-1-5, 5-1-6**)

### B. Phrase Matching: (Writing)

After the target verbs and nouns are introduced to students, Teacher shows the picture cards one by one. (Both sets of verb cards and noun cards are placed on the board. Encourage students to select the matching verb and noun for each picture card. After the matching is finished, Teacher puts the required article “a/the” or possessive adjective “my” between the verb and the noun. Then students copy-write every verbal phrase twice on their notebooks.

(Competence Indicator **1-1-3, 4-1-4, 4-1-5, 4-1-6, 5-1-2**)

### C. Bottom-up Reading: (Reading)

When teaching the target sentence pattern (see Language Focus above), guide students to



read the sentence from the end forward. . For example, when reading the sentence “*I wash my face at 6:30,*” students start from reading the time “*6:30,*” then “*at 6:30,*”, then “*wash my face at 6:30,*” and finally “*I wash my face at 6:30.*”

(Competence Indicator 1-1-3, 3-1-5, 5-1-2, 5-1-3)

#### **D. Intonation and Blending Practice: (Speaking)**

Teacher puts sentence pattern strips on the board. Use a red paper arrow or red chalk to mark different stresses in the sentence. The sentence can be, for example, “*I wash my face in the morning.*” If the subject, *I*, is stressed, put a red paper arrow on the top of it. Then Teacher demonstrates the way to say the sentence correctly. (For instance, “*I wash my face in the morning.*”) The focus of this practice is intonation and blending. Through practices, students will realize that different intonations refer to different meanings. Replace the subject, verbal phrase and time phrase with new ones for more practice.

(Competence Indicator 1-1-5, 1-1-6, 2-1-4, 3-1-5, 3-1-6, 5-1-2, 5-1-3)

**GUIDED SUPPORT** — Students **practice** target language:

#### **A. Listen & Do: (Listening)**

Show each of the flash cards to students and discuss to decide what TPR response should be for each target phrase. After practicing several times, have students listen to Teacher and do the TPR response. Teacher holds a plastic hammer in hand and hit the slow one’s lap or shoulder gently. Tell students if they are hit three times, they have to do something in front of their classmates. (For example, dance for five seconds or sing.) Teacher can speed up the tempo to make the activity more challenging.

(Competence Indicator 1-1-3, 2-1-3)

#### **B. Quick Flashing: (Speaking)**

Teacher holds all the flash cards in front of the chest, with the reverse side facing students. Then, Teacher flashes one card quickly, and. **a).** Students should say the phrase quickly and clearly. **B).** Students should say the phrase and use the target sentence pattern to make a sentence. (i.g., “*I wash my face at 7:00 (every morning).*”). \*\*To make the activity more challenging, the picture cards can be replaced by word cards.\*\*

(Competence Indicator 1-1-8, 2-1-3, 2-1-4, 3-1-3, 5-1-2)

### **C. Listen and Show: (Reading)**

Students display their small cards on their desks. When the teacher says a target sentence, they have to find the matching card immediately and raise it up to show the teacher. The fast one is the winner.

(Competence Indicator **1-1-3, 1-1-8, 3-1-5, 5-1-2, 5-1-3**)

### **D. Scrawl vs. Guess: (Writing)**

Scatter all the words cards on the board to facilitate students' spelling. (A Smart Board will be more handy.) Students watch and make a guess while Teacher scrawls a target phrase on the board. **a).** The activity can be a game. The first one to say the correct phrase wins. **b).** The first to say the correct answer and write it down correctly wins.

(Competence Indicator **3-1-3, 3-1-6, 4-1-5, 4-1-6, 4-1-7, 5-1-3**)

**INDEPENDENT SUPPORT** — Students **use** target language:

#### **A. Interview: (Comprehensive Application)**

**Activity sheet 1--**Distribute each student one activity sheet. First, Teacher plays Role-1 and students play Role-2. Then, teacher and students exchange their roles and practice one more time. After practicing it twice, students pair up to do the interview and finish their activity sheets. (Tell students that the underlined content can be replaced.)

(Competence Indicator **1-1-8, 1-1-9, 2-1-4, 2-1-8, 2-1-9, 2-1-12, 3-1-5, 3-1-7, 5-1-4, 5-1-5, 5-1-7**)

#### **B. Information Gap: (Comprehensive Application)**

**Activity sheet 2--** Distribute each student one activity sheet. The target sentence pattern is "***What time does (someone) do (something).***" Have students read the content in column 2 aloud together. Then, invite two or three students to show how to use the target sentence pattern to ask questions. (Make sure 80% of the students understand how to do the task.) Students work in pairs to do the activity and complete the activity sheet. (Meanwhile, Teacher needs to walk around to see if any students need help and to ensure all students are doing the activity as instructed.)

(Competence Indicator 1-1-8, 2-1-3, 2-1-4, 2-1-9, 3-1-3, 5-1-2, 5-1-4, 5-1-5, 5-1-7)

### **C. Tongue Power: (Reading & Speaking)**

Prepare two sets of A4 sized word cards, one set with daily routines and the other set with different time slots. Divide students into two groups. One group keeps the daily routine cards while the other group keeps the time cards. Students in each group take turns to play the game. S1 from each group hold their cards in front of their chests, keeping the word cards' back facing the opposite group. Neither group can see what the card is until Teacher counts to three. Then the two students (one from each group) show each other their word cards at the same time. The one who combines the information they get from the two flash cards and says the target sentence pattern correctly first (e.g., *I wash my face at 7:00.*) scores for his/her group..


(Competence Indicator 2-1-3, 2-1-9, 2-1-11, 3-1-3, 5-1-2)

## **Assessment**

1. Activity sheets 1&2 can be used for oral assessments.
2. The result of matching verbs and nouns in their notebooks can be used as a writing assessment.
3. Assess students by observing their performance on different teaching activities and document their performance.

\*\*Teachers are advised to be flexible enough to modify the teaching activities if they are too difficult or too easy for your students.

<p>A: Hello, <u>Peter</u>. This is <u>Happy News</u>. Nice to meet you.</p> <p>A: <u>Peter</u>, what time do you go to <u>school in the morning</u>?</p> <p>A: And what time do you <u>wash your face</u>?</p> <p>.....</p> <p>.</p> <p>.</p> <p>A: Thanks for your time, <u>Peter</u>. See you.</p>	<p>B: Good morning, Mary. Nice to meet you, too.</p> <p>B: I <u>go to school at 7:30 in the morning</u>.</p> <p>B: I <u>wash my face</u> at 7:00.</p> <p>.....</p> <p>.</p> <p>.</p> <p>.</p> <p>B: You're welcome, <u>Mary</u>. See you next time. Bye!</p>
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Daily Routine	get up	go to school	have lunch	watch TV	take a bath
What Time					

**I interviewed \_\_\_\_\_.** He/She usually gets up at \_\_\_\_\_. Then he/she goes to school at \_\_\_\_\_. At school he/she has lunch at \_\_\_\_\_. After school, he/she does his/her homework first. Then he/she watches TV at \_\_\_\_\_. He/She takes a bath before \_\_\_\_\_. And then he/she goes to bed at \_\_\_\_\_.

Activity Sheet 2A

Class \_\_\_\_\_ No. \_\_\_\_\_ Name \_\_\_\_\_

下面是 Kelly 的星期日作息表，請和同學合作，把缺漏的地方填上。

**Kelly's Sunday**



8:00 A.M.	Get up
	Eat breakfast
9:00 A.M.	Clean up her room
	Study English
.	Eat lunch
1:00 P.M.	Take a nap
	Walk the dog to the park
4:00 P.M.	Play Frisbee in the park.
6:00 P.M.	Eat Dinner and do the dishes
	Watch TV
	Take a bath
10:00 P.M.	Go to bed

Activity Sheet 2B

Class \_\_\_\_\_ No. \_\_\_\_\_ Name \_\_\_\_\_

下面是 Kelly 的星期日作息表，請和同學合作，把缺漏的地方填上。

**Kelly's Sunday**



	Get up
8:20 A.M.	Eat breakfast
	Clean up her room
10:00 A.M.	Study English
12:00 A.M	Eat lunch
	Take a nap
3:00 P.M.	Walk the dog to the park
	Play Frisbee in the park.
	Eat Dinner and do the dishes
6:30 P.M.	Watch TV
8:30 P.M.	Take a bath
	Go to bed

(99)能力指標與教學活動設計—桂林國小翁素貞

Topic	
Clothes	
Competence indicator	
<p><b>【Listening】</b> 1-1-3 能聽辨課堂中所習得的詞彙。            1-1-5 能聽辨課堂中所習得的字詞、片語、及句子的重音。            1-1-8 能聽懂簡易句型的句子。</p> <p><b>【Speaking】</b> 2-1-3 能說出課堂中所習得的詞彙。            2-1-4 能以正確的語調說出簡易句型的句子。            2-1-9 能作簡單的提問、回答和敘述。</p> <p><b>【Reading】</b> 3-1-5 能看懂簡單的句子。            3-1-6 能辨識英文書寫的基本格式。            3-1-7 能朗讀課本中的對話和故事。</p> <p><b>【Writing】</b> 4-1-5 能拼寫一些基本常用字詞（至少一百八十個）。            4-1-6 能依圖畫、圖示填寫重要字詞。</p> <p><b>【Comprehensive Application of Listening, Speaking, Reading, and Writing Abilities】</b>            5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。            5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。            5-1-4 口語部份至少會應用三百個字詞，書寫部份至少會拼寫其中一百八十個字詞，以應用於簡易的日常溝通中。            5-1-5 能聽懂日常生活應對中常用語句，並能作適當的回應。            *5-1-6 能運用字母拼讀法(phonics)。            *5-1-7 能依文字或口語提示寫出重要字詞。            5-1-5 能聽懂日常生活應對中常用語句，並能作適當的回應。</p>	
Need analysis	Language demands/ Aims
1. 5/6 <sup>th</sup> graders who have learned and understood the association between letter names and letter sounds. 2. 5/6 <sup>th</sup> graders who have learned the names of colors. 3. 5/6 <sup>th</sup> graders who have learned the basic words of clothes: cap, dress, jacket, pants, shoes, socks and T-shirt. 4. 5/6 <sup>th</sup> graders who have learned the concept of singular and plural forms of nouns 5. 5/6 <sup>th</sup> graders who have learned numbers	1. being able to say new words of clothes [belt, boots, gloves, scarf, scarves, shorts and sneakers] 2. being able to understand and orally use the words and sentences which are taught in class 3. being able to say both new and old target words correctly with proper stress on the correct syllables 4. being able to recognize, comprehend, read and write the target words of clothes

from 1 to 20.

5. being able to spell basic English words

### Language focus

1. Students can associate the target words with their meanings.
2. Students can orally express and give instructions precisely.
3. Students can distinguish, read, and comprehend the target words of clothes in a composition.
4. Students can use the target words of clothes correctly for communication.

### Language functions

Students can use the target words of clothes correctly for listening, speaking, reading, writing and responding to others' need.

### Strategies and activities

**CONTROLLED SUPPORT** — Teacher supplies target language:

1. Reviewing old target words of clothes [cap, dress, jacket, pants, shoes, socks and T-shirt]
2. Teacher teaches new target words of clothes: belt, boots, gloves, scarf (scarves), shorts, sneakers.  
One by one, teacher shows flash cards/ pictures of clothes to the class and then put them on the blackboard. On showing the flash cards/ pictures, teacher simultaneously models good pronunciation to the target words and has students repeat the words loudly, including correct accents and appropriate rhythms.
3. Teacher shows realia [clothes], eliciting the target words from students for the purpose of helping them associate words and their pronunciations with the meanings of the words.
4. Teacher randomly puts the flash cards of target words and the flash cards of their pictures on the blackboard.
5. **Activity #1--- Matching Game-1**
  - (a) Teacher divides the class into two teams. Each time, 1 student comes out from their teams as the players.
    - (1) Teacher says one of the target words. On recognizing the word which teacher has said, the faster player raises hand to get the floor. S/he has to repeat the word first, and then s/he goes get the correct picture which matches the word s/he just pronounced.
    - (2) Alternatively, teacher picks out a flash card with either a word or a picture on it without saying anything. Similarly, the faster player raises her/ his hand to get the floor. S/he has to repeat the word first and then goes get the correct picture which matches the word s/he just pronounced.
    - (3) When the class is familiar with the activity, teacher retreats herself/ himself from

the practice and let students take turns to dominate the activity.

**(b) Activity #1--- Matching Game-2**

Teacher puts both the flash cards of the pictures and the words of clothes on the board, turns them facedown and mixes them randomly/ puts them at certain fixed positions.

- (1) Teacher or the class finds an agreement to decide which team plays the game first.
- (2) Students are supposed to pair all pictures with their correlating words in this Matching Game.
- (3) Student One, S1, from either of the teams goes to the board. S1 is allowed to turn 1 flash card over to find out what word/ picture on it is. No matter what picture/ word s/he sees on the flash card, s/he is supposed to show the flash card to the class and says the correlating word out loud. The other students of the class then have to repeat the word after her/ him loudly.
- (4) S1 then puts the chosen card back [facedown] to its original position.
- (5) S1 proceeds to choose her/ his second flashes card. If s/he coincidentally get a word/ picture which pairs with the first flash card, s/he therefore wins a point for her/ his team. On the contrary, if s/he fails to match the picture/ word with its correlating word/ picture, “the right of service” then goes to the opponent team.
- (6) After all the flashes cards on the blackboard are paired, the team which gets more pairs of pictures/ words wins the game. Teacher may reward the winning team properly.
- (7) At the end of the **Matching Games**, teachers may make the target words more meaningful to the students by means of associating the target words with pictures/ realia again. Teacher always has the class say the target words loudly when they see correlating pictures/realia.

**Notes:**

1. Before the game, teacher needs to set the rules for the games and tell the class how to win rewards from their teacher.
2. Students can surf on the website below:  
<http://learnenglishkids.britishcouncil.org/en/node/1025>

**GUIDED SUPPORT** — Students **practice** target language:

1. Teacher lets students take turns to be the arbiter of the game and gives a free hand to the class to do **Matching Game** by themselves. In other words, students take over teacher’s role of a dominator of the game one by one. Teacher accompanies and assists the class only when it is necessary.
2. Next, teacher pairs off the class and gives each pair a copy of **Activity Sheet 1A and 1B**. All the pairs have to cut **Activity Sheet 1A and 1B** into 40 small cards first and then play



their own **Matching Game** in pairs. Therefore, all students can have more chances to use the target words in their oral interaction.

3. In the same way, teacher only assists the class when it is necessary.

4. **Activity #2 --- a reading–listening pair work**

When the students are used to saying the target words, they are also ready for doing a reading and listening practice, **Activity #2**, with **Activity Sheet 2A** and **2B**.

(a) Teacher pairs the class off again, if necessary, and gives each pair of students a copy of **Activity Sheet 2A** and **2B**.

(b) The student who is going to read the short article on the activity sheet has **Activity Sheet 2A**. The other student who gets **Activity Sheet 2B** is supposed to listen to her/ his partner's reading and circle the words that s/he hears in parentheses on **Activity Sheet 2B**.

(c) In the view of energy conservation, teacher had better have the students circle their answers with pencils. Thus, the answers on Activity Sheet 2B can be erased and the activity sheets can be used repeatedly when the students exchange their roles of the pair work.

**INDEPENDENT SUPPORT** — Students use target language:

1. **Activity #3 --- a speaking–listening pair work**

When the students associate the target words with their meanings, teacher gives each student a copy of **Activity Sheet 3A** and **3B**. The students are supposed to cut **Activity Sheet 3A** into 20 small cards for the purpose of a pair work, **Activity #3**, later.

Alternatively, in the previous class, teacher may assign the students to make similar cards of their own.

2. For the purpose of enhancing students' speaking ability and fluency in **Activity #3**, the students have to practice the following dialogue before they start doing **Activity #3**.

**S1: Do you have any (e.g.) caps?**

**S2: Yes, I do.**

**I have (e.g.) 2 caps, (e.g.) 1 picture and 1 word of a cap.**

**S1: Where are they?**

**S2: I put them in (e.g.) Box 6 and Box 20.**

*Note: The highlighted part is optional, depending on students' speaking competence.*

3. After the class has practiced the dialogue above in pairs, teacher pairs the students off and lets them **start doing Activity #3** with **Activity Sheets 3A** and **3B**. Teacher only assists the class when it is necessary.

- (a) Each student has (made) her/ his own set of 20 small cards from **Activity Sheet 3A** in hand. Both students in the pair are also supposed to have their own copies of **Activity Sheet 3B**.
- (b) *A barrier which can keep both students from seeing each other's arrangement of the small pictures on **Activity Sheet 3B** is necessary.*
  - (1) A paper folder can be a convenient option, or teacher can have S1 and S2 sit oppositely and separately, 3 to 5 steps away from each other.
  - (2) Such distance can also create a side effect, forcing students to speak loudly to each other.
- (c) Both students take turns in asking and answering questions to accomplish the task of **Activity #3** by means of the dialogue they have just practiced:

**S1: Do you have any (e.g.) caps?**

**S2: Yes, I do. I have (e.g.) 2 caps, (e.g.) 1 picture and 1 word of a cap.**

**S1: Where are they?**

**S2: I put them in (e.g.) Box 6 and Box 20.**

- (d) Both asker and answerer are supposed to put the small cards in the boxes on **Activity Sheet 3B** at the same time based on the answerer's description.
  - (e) After all small cards are set on **Activity Sheet 3B**, S1 and S2 take turns to describe how 20 small cards are positioned on **Activity Sheet 3B**.
  - (f) Finally, they check and compare the outcome with each other's arrangement on their **Activity Sheet 3B**'s.
4. Since the students have been used to learning new words through phonics, teacher can therefore elicit the spellings of all target words, old and new ones, from the class based on the pronunciations of the words. If the students have no trouble with spelling and saying the words of clothes, they are ready for the following activity, **Activity #4**.
5. **Activity #4 --- a reading-listening-writing pair work (Cindy's Costume Party)**
- (a) Teaches pairs the students off again before they do **Activity #4**.
  - (b) Each pair gets a copy of **Activity Sheet 4A** and **4B**. If Student 1 (S1) has **Activity Sheet 4A**, Student 2 (S2) gets **Activity Sheet 4B** though.
  - (c) Either S1 or S2 looks at the article on her/ his own activity sheet. Both students are the reader and the writer of **Activity #4**.
  - (d) Both students need to loudly read the article together, at the same time and at the same speed. It will be advisable to read the article at a low speed.
  - (e) There are different blanks in each other's article. Whenever meeting blanks, **the writer** stops reading and listens to her/ his partner carefully in order to find out what her/ his own missing words are. Then s/he immediately fills the blanks with the words which her/ his partner reads to her/ him. On the other hand, the writer always needs to catch up with the reader as soon as s/he finishes writing.

- (f) **The reader** had better slow the reading speed down when her/ his partner is writing. Both students of the pair keep on interchanging reading with writing until all the blanks are done.
- (g) After finishing filling all blanks, S1 and S2 exchange activity sheets and read the article together again. The purpose of reading the article the second time is to double-check that if their outcome is the same, and see if they have spelled the words correctly. If they get positive results, it means the pair has accomplished the task.

6. **Activity #5 --- a further speaking–listening pair work** (Information Gap)

- (a) Teacher needs to review/ teach the following mini-dialogue before students start **Activity #5**.

**A1:** Is (e.g.) Tony wearing a (e.g.) blue jacket at Cindy's costume party?

**B1:** No, he isn't.

**A2:** What's (e.g.) Tony wearing at Cindy's costume party?

**B2:** (e.g.) He is wearing a blue cap.

- (b) Teacher pairs the class off again and gives each pair a copy of **Activity Sheet 5A** and **5B**.
- (c) Student who has **Activity Sheet 5A**, (SA), will ask her/ his partner the question showed below in order to find out what children wear in the story of **Cindy's Costume Party**.

**A1:** What's (e.g.) Tony wearing at Cindy's costume party?

- (d) Student who has **Activity Sheet 5B**, (SB), will answer her/ his partner's question based on the picture on **Activity Sheet 5B**.

**B1:** (e.g.) He is wearing (e.g.) a blue cap.

- (e) As soon as SA hears SB's answer, s/he circles the correct answers on **Activity Sheet 5A** immediately.
- (f) When finishing **Activity #5** the first time, both students check the outcome together.
- (g) Teacher gives new copies of **Activity Sheet 5A** and **5B** to each pair the second time. Let students exchange their parts of the mini-dialogue and do **Activity #5** the second time.

**Further Notes:**

1. Teacher may have the students change partners in different activities if it is necessary.
2. Teacher may decide the number of times for students' practice and changing partners in every activity.

**Assessment****Options:****1. Assessment Sheet 1** --- a dictation quiz

Teacher may give the class a dictation quiz based on the article on **Assessment Sheet 1**. Of course, teacher may substitute some words in the article or create her/ her own composition based on the target words. The outcome of the quiz will tell teacher what more that her/ his students need and how s/he needs to help her/ his students.

**2. Assessment Sheet 2** --- being a summative assessment for single-handed/ pair/ group writing or speaking work, depending on students' English competence.

- (a) Teacher has students **write** down a description of the outcome on their own **Activity Sheet 5B** in (e.g.) 5 full simple sentences.




















\_\_\_\_\_ is wearing \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ at Cindy's costume party.

*(e.g.) Judy is wearing a red hat, a green scarf and black boots at Cindy's costume party.*

- (b) Students are supposed to write only about the main characters' dressing of the story, [Cindy's, Judy's, Tony's and Peter's dressing].

# clothes Activity Sheet 1A

## Matching Game

 <p>stylelist.com</p>	 <p>newstagefashion.com</p>	 <p>made-in-china.com</p>	 <p>rorer.com</p>
 <p>citycycleschichester.co.uk</p>	 <p>picsdigger.com</p>	 <p>kidshoebay.co</p>	 <p>allthingsgreen.net</p>
 <p>pennywiseplanet.com</p>	 <p>fancyclothesshop.com</p>	 <p>diytrade.com</p>	 <p>freshnessmag.com</p>
 <p>selectism.com</p>	 <p>hypebeast.com</p>	 <p>sugarscape.com</p>	 <p>fashionindie.com</p>
 <p>highsnobiety.com</p>	 <p>centros.edu.xunta.es</p>	 <p>partykiosk.co.uk</p>	 <p>freshnessmag.com</p>

All pictures are derived from <http://www.google.com>

# clothes

## Activity Sheet 1B

### Matching Game

1 dress	2 dress	3 sneakers	4 sneakers
5 scarf	6 scarves	7 shoes	8 pants
9 gloves	10 gloves	11 jacket	12 jacket
13 boots	14 shorts	15 shorts	16 T-shirt
17 belt	18 T-shirt	19 socks	20 cap

All pictures are derived from <http://www.google.com>

## Activity Sheet 2A

### Reading Practice

\* Read the short article below loudly to your partner. \*

### Cindy's Costume Party

Cindy's father and mother give her a big birthday present. They hold a costume party for her. Cindy is very happy. She asks Judy, Peter and Tony to come to her birthday party. They are Cindy's classmates.

Cindy wears a beautiful white dress. She looks like a pretty princess. Everything on Judy is purple. She is like a lovely eggplant. She wears purple pants, socks and boots. Peter wears a funny green hat and green shoes. He is like a cute elf. Tony wears a yellow cap and a blue jacket. He looks like a handsome baseball player.

All the people enjoy the costume party very much. They all have a good time at the party.

## Activity Sheet 2B

### Listening Practice

\* Listen to your partner's reading and choose the words that you hear in the parentheses. \*

### Cindy's Costume Party

Cindy's father and mother give her a (bad, big, surprise) birthday present. They hold a (pajama, costume, dancing) party for her.

Cindy is very (angry, happy, sad). She asks Judy, Peter and Tony to come to her birthday party. They are Cindy's (cousins, classmates, teachers).

Cindy wears a beautiful (black, red, white) dress. She looks like a pretty princess. Everything on Judy is (pink, purple, yellow). She is like a lovely (eggplant, flower, and tree). She wears purple (boots, cap, jacket, pants, socks and shoes). Peter wears a funny green (cap, hat, bag) and green shoes. He is like a cute elf. Tony wears a yellow (cap, hat, bag) and a (blue, black, brown) jacket. He looks like a handsome baseball player.

All the people enjoy the costume party very much. They all have a good time at the party.



# clothes

## Activity Sheet 3A

### Speaking & Listening Pair Work


 <p>stylelist.com</p>	 <p>newstagefashion.com</p>	 <p>made-in-china.com</p>	 <p>iorrer.com</p>
 <p>citycycleschichester.co.uk</p>	 <p>picsdigger.com</p>	 <p>kidshoebay.co</p>	 <p>allthingsgreen.net</p>
 <p>pennywiseplanet.com</p>	 <p>fancyclothesshop.com</p>	 <p>diytrade.com</p>	 <p>freshnessmag.com</p>
 <p>selectism.com</p>	<p><b>cap</b></p>	 <p>sugarscape.com</p>	<p><b>jacket</b></p>
<p><b>T-shirt</b></p>	 <p>centros.edu.xunta.es</p>	 <p>partykiosk.co.uk</p>	 <p>freshnessmag.com</p>

All pictures are derived from <http://www.google.com>

# clothes

## Activity Sheet 3B

### Speaking & Listening Pair Work

21	22	23	24
25	26  newstagefashion.com	27	28
29	30	31	32
33	34	35	36
37	38	39	40 <b>cap</b>

All pictures are derived from <http://www.google.com>

# clothes

## Activity Sheet 4A

### Reading, Listening & Writing Practice

\* Read the short article and listen to your partner at the same time. \*

\* Fill the missing words in the blanks when you hear them. \*

### Cindy's Costume Party

Cindy's \_\_\_\_\_ and mother give her a \_\_\_\_\_ birthday present. They hold a costume party for her. Cindy is very \_\_\_\_\_. She asks Judy, Peter and Tony to come to her birthday party. They are Cindy's \_\_\_\_\_.

Cindy wears a beautiful white \_\_\_\_\_. She looks \_\_\_\_\_ a pretty princess. Everything on Judy is purple. She is \_\_\_\_\_ a lovely eggplant. She wears purple pants, \_\_\_\_\_ and boots. Peter wears a funny green \_\_\_\_\_ and green \_\_\_\_\_. He is like a cute elf. Tony wears a \_\_\_\_\_ cap and a blue \_\_\_\_\_. He looks like a handsome baseball player.

All the people enjoy the costume party very much. They \_\_\_\_\_ have a good time at the party.

# clothes

## Activity Sheet 4B

Reading, Listening & Writing Practice

\* Read the short article and listen to your partner at the same time. \*

\* Fill the missing words in the blanks when you hear them. \*

### Cindy's Costume Party

Cindy's father and \_\_\_\_\_ give her a \_\_\_\_\_ birthday present. \_\_\_\_\_ hold a costume party for her. Cindy is very happy. She asks Judy, Peter and Tony to \_\_\_\_\_ to her birthday \_\_\_\_\_. They are Cindy's classmates.

Cindy wears a beautiful \_\_\_\_\_ dress. She looks like a pretty princess. Everything on Judy is \_\_\_\_\_. She is like a lovely eggplant. She wears purple \_\_\_\_\_, socks and boots. Peter wears a funny \_\_\_\_\_ hat and \_\_\_\_\_ shoes. He is like a cute elf. Tony wears a yellow \_\_\_\_\_ and a \_\_\_\_\_ jacket. He looks like a handsome baseball player.

All the people enjoy the costume party very much. They all have a \_\_\_\_\_ time at the party.

# clothes

## Activity Sheet 5A

### Information gap

Q: What's \_\_\_\_\_ wearing at Cindy's costume party?

names	Colors & Clothes		
<b>Cindy</b>	yellow dress	white gloves	red shoes
	white dress	blue gloves	orange shoes
	pink dress	gray gloves	white shoes
<b>Judy</b>	yellow pants	red socks	blue boots
	purple pants	black socks	pink boots
	green pants	purple socks	purple boots
<b>Peter</b>	green hat	red belt	brown scarf
	gray hat	pink belt	black scarf
	brown hat	blue belt	red scarf
<b>Tony</b>	orange cap	brown jacket	red sneakers
	white cap	black jacket	orange sneakers
	yellow cap	blue jacket	white sneakers

# clothes

## Activity Sheet 5B

Information gap

A: S/He is wearing \_\_\_\_\_.

5A needs a picture of a costume party based on the clues below.

※ Putting more people in the costume party is acceptable.

◎ **main characters and their costume:**

Cindy asks Judy, Peter and Tony to come to her birthday party. They are Cindy's classmates.

Cindy wears a beautiful white dress, yellow gloves and white shoes. She looks like a princess. Everything on Judy is purple. She is like a lovely eggplant. She wears purple pants, socks and boots. Peter wears a funny green hat, a black belt and a red scarf. He is like a cute elf. Tony wears a yellow cap, a blue jacket, and orange sneakers. He looks like a handsome baseball player.

# Assessment Sheet 1

(For Dictation)

## Cindy's Costume Party

Cindy's father and mother give her a big birthday present. They hold a costume party for her. Cindy is very happy. She asks Judy, Peter and Tony to come to her birthday party. They are Cindy's classmates.

Cindy wears a beautiful white dress. She looks like a pretty princess. Everything on Judy is purple. She is like a lovely eggplant. She wears purple pants, socks and boots. Peter wears a funny green hat and green shoes. He is like a cute elf. Tony wears a yellow cap and a blue jacket. He looks like a handsome baseball player.

All the people enjoy the costume party very much. They all have a good time at the party.

## Assessment Sheet 2

### Writing Practice

**Paint the picture of Cindy's costume party below when you talk to your partner.**

**After your pair work, follow the sentence pattern below and write full sentences about the dressing of Cindy, Judy, Peter and Tony based on your own picture.**

\_\_\_\_\_ is wearing \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ at Cindy's costume party.

1. \_\_\_\_\_.

2. \_\_\_\_\_.

3. \_\_\_\_\_.

4. \_\_\_\_\_.



Topic	
Food	
Competence indicator	
<p><b>【Listening】</b> 2-1-3 能說出課堂中所習得的詞彙。</p> <p><b>【Speaking】</b> 2-1-9 能作簡單的提問、回答和敘述。</p> <p><b>【Reading】</b> 3-1-5 能看懂簡單的句子。</p> <p><b>【Writing】</b> 4-1-4 能臨摹抄寫課堂中習得的句子。</p> <p><b>【Comprehensive Application of Listening, Speaking, Reading, and Writing Abilities】</b> 5-1-5 能聽懂日常生活應對中常用語句，並能作適當的回應。</p>	
Need analysis	Language demands/ Aims
<p>1. 5<sup>th</sup>/6<sup>th</sup> graders who have learned names of food.</p> <p>2. 5<sup>th</sup>/6<sup>th</sup> graders who have learned names of weekdays.</p>	<p>1. Being able to say names of food.</p> <p>2. Being able to comprehend the dialogue of food.</p> <p>3. Being able to read and write the simple words and sentence of food.</p>
Language focus	
<p>1. Students can read a menu and order food.</p> <p>2. Students can understand others' need of food.</p> <p>3. Students can write the sentence of food in English.</p> <p>4. Students can read the sentence of food written in English.</p>	
Language functions	
Students can order food and response others' need.	
Strategies and activities	
<p><b>CONTROLLED SUPPORT</b> — <b>Teacher supplies target language:</b></p> <p>1. Teacher shows flash cards/ pictures of food/ realia and elicits the target words of food, [rice, noodles, hamburgers, pizza, cake, ice cream], from students. Teacher then writes the sentence patterns on the blackboard/ and puts the word cards to the corresponding flash cards/ pictures on the board.</p> <p>2. Teacher models pronunciation of the target words and sentences, including the correct accents, and has students repeat the words and sentences loudly.</p> <p>3. Let students <b>associate</b> the pictures of food/ realia with the sentence patterns to target words. Teacher pronounces target words one by one, and students immediately substitute those words to the target sentence after the teacher and then point to the objects that teacher has mentioned. Students are also supposed to <b>say the sentence loudly</b> when they see the</p>	

cards that the teacher shows them.

4. Teacher writes down some questions and makes students write down the answers.

**GUIDED SUPPORT** — Students **practice** target language:

**Activity #1** — *This can be a listening and speaking activity.*

1. Teacher assists students to get familiar with the target words used in the sentence. Teacher makes students sing along with music and has the students pass the flashcards or word cards at the same time. As teacher pauses the music, teacher interacts with the student who has a flashcard/ word card in hand then by means of the following sentence patterns.

**S: What would you like to eat?**

**T: I would like to eat some \_\_\_\_\_.**

Students who have the cards that match teacher's answer should stand up and say

**“Teacher would like to eat \_\_\_\_\_.”**

**Activity #2**— *This can be reading and writing activity.*

2. Activity sheet 1— **Read and answer**

Teacher projects the worksheet on the screen. Then, teacher asks students to read whole article. After this, teacher waits students to complete their worksheet. Finally, teacher asks some students to write down their answers on the blackboard and makes corrections.

**INDEPENDENT SUPPORT** — Students **use** target language:

**Activity #3**— *Information gap practice*

1. Activity sheet 2— **Ask and check**

There are two worksheets in this game. Divide whole class into two groups: one is Group A; the other is Group B. Students who are in Group A get worksheet A; meanwhile, Group B students get worksheet B. Both A and B are supposed to check the right answer by proposing the following question: **“What would \_\_\_\_\_ like to eat?”** and answer their partner's question as well.

**Activity #4**— *Interview*

2. Activity sheet 3 – **I am a journalist**

Students have to interview 3 classmates in order to find out what their favorite food is. Then, write each one's answer in a complete sentence.

### **Assessment**

**Activity sheets can be formative assessment.** Collect all the worksheet to see if the students can get the right answers.

**Food****Activity sheet 1:**

Class: \_\_\_\_\_ Name: \_\_\_\_\_

*Read the short essay and write down the correct answers after the questions:*

Teacher Yen likes to eat sweet things. Her favorite is chocolate ice cream. Besides, she also likes all kinds of cakes, so she has it every day. She has rice every day, too. But, she only makes beef noodles when she has more time on Saturdays. Her family likes pizza very much, so everyone of her family has it every Sunday. One thing she doesn't eat is hamburger because she doesn't like the flavor of hamburger.

Questions:

1. Does Teacher Yen like hamburger?
2. Does Teacher Yen like ice cream?
3. What food does Teacher Yen eat every day?
4. When does Teacher Yen eat noodles?
5. Does Teacher Yen eat pizza?

**Food****Activity sheet 2-Ask and Check:**

Class: \_\_\_\_\_ Name: \_\_\_\_\_

Student A asks Qs 1, 3, 5: **“What would you like to eat?”** and Student B answers.

1. ( )cake ( )ice cream ( )rice ( )noodles ( )pizza ( )hamburger	2. Cake	3. ( )cake ( )ice cream ( )rice ( )noodles ( )pizza ( )hamburger
4. ice cream noodles	5. ( )cake ( )ice cream ( )rice ( )noodles ( )pizza ( )hamburger	6. rice hamburger pizza

-----  
Class: \_\_\_\_\_ Name: \_\_\_\_\_

Student B asks Qs 2, 4, 6: **“What would you like to eat?”** and Student A answers.

1.ice cream	2. ( )cake ( )ice cream ( )rice ( )noodles ( )pizza ( )hamburger	3.cake rice
4. ( )cake ( )ice cream ( )rice ( )noodles ( )pizza ( )hamburger	5. noodles pizza hamburger	6. ( )cake ( )ice cream ( )rice ( )noodles ( )pizza ( )hamburger

**Food****Activity sheet 3 – I Am a Journalist**

Class: \_\_\_\_\_ Name: \_\_\_\_\_

You have to interview 3 classmates in order to know about their favorite food.

Ask the question: “**What would \_\_\_\_\_ like to eat?**” and then write down each interviewee’s answer in the proper boxes.

NAME	FAVORITE FOOD

B. Then, write each of your interviewees’ answers in a complete sentence.

Example=> Jerry would like to eat some cake and pizza.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Topic	
<b>Fruit</b>	
Competence indicator	
<p><b>【Listening】</b> 2-1-3 能說出課堂中所習得的詞彙。</p> <p><b>【Speaking】</b> 2-1-9 能作簡單的提問、回答和敘述。</p> <p><b>【Reading】</b> 3-1-5 能看懂簡單的句子。</p> <p><b>【Writing】</b> 4-1-4 能臨摹抄寫課堂中習得的句子。</p> <p><b>【Comprehensive Application of Listening, Speaking, Reading, and Writing Abilities】</b> 5-1-5 能聽懂日常生活應對中常用語句，並能作適當的回應。</p>	
Need analysis	Language demands/ Aims
<p>1..5<sup>th</sup>/6<sup>th</sup> graders who have learned names of fruit.</p> <p>2. 5<sup>th</sup>/6<sup>th</sup> graders who have learned names of weekdays.</p> <p>3. 5<sup>th</sup>/6<sup>th</sup> graders who have learned the word of liking.</p>	<p>1. Being able to say names of fruit.</p> <p>2. Being able to comprehend the dialogue of fruit.</p> <p>3. Being able to read and write the simple sentence of fruit.</p>
Language focus	
<p>1. Students can say the names of fruit.</p> <p>2. Students can understand others' need of fruit.</p> <p>3. Students can write the sentence of fruit in English.</p> <p>4. Students can read the sentence of fruit written in English.</p>	
Language functions	
Students can ask and response others' need.	
Strategies and activities	
<p><b>CONTROLLED SUPPORT</b> — <b>Teacher supplies</b> target language:</p> <p>1. Showing flash cards/ pictures of fruit/ realia and eliciting the target words of fruit, [apples, bananas, grapes, pineapples, oranges, papayas], from students. Teacher then writes the sentence patterns on the blackboard and puts the word cards to the flash cards/ pictures on the board.</p> <p>2. Teacher models pronunciation to the target words and sentences, including the correct accents, and has students repeat the words and sentences loudly.</p> <p>3. Let students <b>associate</b> the pictures of fruit/ realia with the sentence patterns to the target words. Teacher pronounces the target words one by one, and students immediately substitute those words to the target sentence after the teacher and then point to the objects</p>	

that teacher has mentioned. Students are also supposed to **say the sentence loudly** when they see the cards that the teacher shows them.

4. Teacher writes down some questions on the board and makes students write down the answer.

**GUIDED SUPPORT** — Students **practice** target language:

**Activity #1** — *This can be a listening and speaking activity.*

1. Teacher assists students to get familiar with the target words to the sentence. Teacher makes students sing along with music and pass the flashcards or word cards at the same time. When teacher pauses music, teacher interacts with the student who has a flashcard/ word card in hand then by means of the following sentence patterns.

**S: What's your favorite fruit?**

**T: I like**\_\_\_\_\_.

Students who have the cards that match teacher's answer should stand up and say

**"Teacher likes** \_\_\_\_\_."

**Activity #2**— *This can be reading and writing activity.*

1. Activity sheet 1 — **Read and answer**

Teacher projects the worksheet on the screen. Then, teacher asks students to read whole article. After this, teacher makes students complete the worksheet. Finally, teacher asks some students to write down their answers on the blackboard and makes corrections.

**INDEPENDENT SUPPORT** — Students **use** target language:

**Activity #3**—*Information gap practice*

1. Activity sheet 2 — **Ask and check**

There are two worksheets in this game. Divide whole class into two groups: one is Group A; the other is Group B. Students who are in Group A get the worksheet A; in the meanwhile, Group B students get worksheet B. Both A and B are trying to check the right answer by proposing the following question: **"What's your favorite fruit?"** and answers.



**Activity #4—*Interview***

1. Activity sheet 3—**I am a journalist**

Every student has to find out 3 classmates' favorite fruits. Then, write them in complete sentences.

**Assessment**

**Activity sheets can be formative assessment.** Collect all the worksheet to see if the students can get the right answers.

**Fruit****Activity sheet 1:**

Class: \_\_\_\_\_ Name: \_\_\_\_\_

*Read the short essay and write down the correct answers after the questions:*

Teacher Yen likes to eat fruit. Her favorite is oranges. Besides, she also likes grapes, so she has them everyday. She has apples everyday, too. An apple a day keeps the doctor away. But, she only eats bananas on Saturdays. Her family likes papaya milk very much, so everyone has it every Sunday. One thing she doesn't eat is pineapples because they're too sour to her.

Questions:




7. Does Teacher Yen like sour things?
8. Does Teacher Yen like fruit?
9. What fruit does Teacher Yen eat everyday?
10. When does Teacher Yen eat bananas?
11. Does Teacher Yen eat papayas?

**Fruit**

**Activity sheet 2-Ask and Check:**




Class: \_\_\_\_\_ Name: \_\_\_\_\_

Student A asks Qs 1, 3, 5: **“What’s your favorite fruit?”** and Student B answers.

<p>1. ( ) apples          ( ) bananas          ( ) grapes          ( ) pineapples          ( ) oranges          ( ) papayas</p>	<p>2.</p> 	<p>3. ( ) apples          ( ) bananas          ( ) grapes          ( ) pineapples          ( ) oranges          ( ) papayas</p>
<p>4.</p> 	<p>5. ( ) apples          ( ) bananas          ( ) grapes          ( ) pineapples          ( ) oranges          ( ) papayas</p>	<p>6.</p> 

Class: \_\_\_\_\_ Name: \_\_\_\_\_

Student B asks Qs 2, 4, 6: **“What’s your favorite fruit?”** and Student A answers.

<p>1.</p> 	<p>2. ( ) apples          ( ) bananas          ( ) grapes          ( ) pineapples          ( ) oranges          ( ) papayas</p>	<p>3.</p> 
<p>4. ( ) apples          ( ) bananas          ( ) grapes          ( ) pineapples          ( ) oranges          ( ) papayas</p>	<p>5.</p> 	<p>6. ( ) apples          ( ) bananas          ( ) grapes          ( ) pineapples          ( ) oranges          ( ) papayas</p>

**Fruit**

**Activity sheet 3 – I Am a Journalist**

Class: \_\_\_\_\_ Name: \_\_\_\_\_

A. You have to interview 3 classmates and find out what their favorite fruits are. Ask the question **“What’s your favorite fruit?”** and write down each interviewee’s answer.

NAME	FAVORITE FRUIT

B. Then, write them in a complete sentence.

Example=> Jerry likes papayas.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## 能力指標與教學活動設計—四維國小何佳真

Topic	
Transportation	
Competence indicator	
<p><b>【Listening】</b> 1-1-3 能聽辨課堂中所習得的詞彙。            1-1-8 能聽懂簡易句型的句子。            1-1-9 能聽懂簡易的日常生活對話。            1-1-10 能聽懂簡易歌謠和韻文的主要內容。</p> <p><b>【Speaking】</b> 2-1-3 能說出課堂中所習得的詞彙。            2-1-9 能作簡單的提問、回答和敘述。            2-1-10 能朗讀和吟唱歌謠韻文。</p> <p><b>【Reading】</b> 3-1-4 能辨識歌謠、韻文、故事中的常用字詞。            3-1-5 能看懂簡單的句子。            3-1-7 能朗讀課本中的對話和故事。</p> <p><b>【Writing】</b> 4-1-4 能臨摹抄寫課堂中習得的句子。            4-1-5 能拼寫一些基本常用字詞（至少一百八十個）。            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。</p> <p><b>【Comprehensive Application of Listening, Speaking, Reading, and Writing Abilities】</b>            5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。            5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。            5-1-5 能聽懂日常生活應對中常用語句，並能作適當的回應。            *5-1-6 能運用字母拼讀法(phonics)。            *5-1-7 能依文字或口語提示寫出重要字詞。</p>	
Need analysis	Language demands/ Aims
5 <sup>th</sup> / 6 <sup>th</sup> graders who have learned names of some public places, such as <i>school, park, zoo, train station, department store</i> , etc., and some country names, such as <i>America, Japan, Hong Kong</i> , etc.	1. being able to understand, recognize, and say the transportation words learned in class. 2. being able to read and write the transportation words learned in class. 3. being able to use the target sentence patterns learned in class.
Language focus	
1. Students practice listening and speaking of the target words (i.e., <i>bike, car, ship, scooter, bus, plane, taxi</i> and <i>train</i> ). 2. Students practice using the following sentence patterns to ask about how to get to some place: “ <i>How can we get there?</i> ” and/or “ <i>How do you go to (school)?</i> ” 3. Students practice using the following sentence patterns to tell about how to get to some place: “ <i>You can get there by _____</i> ” and/or “ <i>I go to (school) by (bus).</i> ”	
Language functions	

## Strategies and activities

### CONTROLLED SUPPORT – Teacher supplies target language by:

#### A. Listen, Look and Repeat:

1. T tells a short story: “*My friends from Australia came to Kaohsiung last week. They love the country. We ate a lot of delicious food. Today we want to go to Chijin. How can we get there?*” (Ss can answer the question in English or Chinese. Then T gives the English word.)
2. T teaches each vocabulary word by showing flash cards and saying it several times..
3. T initiate Ss to use phonic knowledge to say and spell the target words word by word.
4. T says the target questions and answers while pointing to each flash card. Ss repeat after T twice or three times. (For example, T shows the flash card of “*plane*” and asks, “***How can we get to (America)?***” and/or “***How do you go to (America)?***” After Ss finish repeating the question, T says, “***We can get there by (plane).***” and/or “***I go to (America) by (plane).***”)
5. Class vs. Group: Have the groups take turns to look at the flash card T shows and use the target sentence patterns to answer while the other groups listen to T’s cue and ask the target questions. (For example, if T says, “*the park,*” and points to the flash card “*bus,*” the other groups will ask Group 1, “***How can we get to the park?***” and Group 1 will answers, “***We/You can get to the park by bus.***”)
6. Invite individual Ss to do the Q&A in front of the class.

### GUIDED SUPPORT – Students practice target language by:

#### A. Words Review:

1. Divide Ss into groups of 8, and number them from one to eight.
2. T says a word (e.g. *car*) and Ss No. 1 to 7 in each group repeat the word one after another.
3. When S No. 7 in each group finishes repeating the word, S No. 8 in each group runs to the front and writes the target word down on the board. (Group members should help the writer if he/she can’t spell the word.)
4. Then S No. 8 (in each group) becomes the first one to repeat the target word T says, and S No. 7 is the writer.
6. Do this activity several times so that each S has the chance to be the writer.

#### B. Baseball Game: (T vs. individual groups)

1. Divide Ss into two or several groups. Tell Ss that they are now teams of baseball players. Each group numbers their members (now Runners) to decide who is the first Runner and who’s the next, and so on.
2. T chooses a flash card (i.e., one kind of transportation vehicle) and asks, “***How can we get***

*there?”*

3. Each group member (Runner) can guess which flash card T chose by saying, “**You can get there by \_\_\_\_\_.**”
4. If the group runner makes one single guess and gets the correct answer, he/she gets “Home Run”. If the group runner guesses twice and gets the right answer, he/she gets “Triple”. If the group runner guesses three times and gets the right answer, he/she gets “Double”. If the group runner guesses four times and gets the right or wrong answer, he/she gets “Strike - out”.
5. The group which gets more points is the winner.

### **C. Song Activity:**

1. Divide Ss into groups of 6 – 7.
2. T prepares copies of the worksheet and cuts each worksheet into pieces along the columns before giving one copy to each group.
3. Ss listen to the song “Over the Mountain” twice and then work in groups to put the pieces in the correct order.  
( <http://learnenglishkids.britishcouncil.org/songs/over-the-mountains> )
3. Everybody sings the song together.
4. Ss in each group read the lyric and draw a picture for the song.
5. Invite volunteer Ss to tell about a journey they’ve been on by asking the following questions: “**Where did you go? Who did you go with? How did you go there? How long did it take to get there?...**”

### **D. Word Search:**

1. Give Ss the Word Search worksheet.
2. When Ss finish the worksheet, they can get extra points.

## **INDEPENDENT SUPPORT — Students use target language by:**

### **A. Find Your Partners:**

1. T gives each student a transportation card and a piece of blank paper.
2. Ss move around in the classroom and ask their classmates (one by one), “**How do you go to \_\_\_\_\_?**” (e.g. *school*). Ss look at their own cards and answer the question (e.g., “**I go to school by bike.**”
3. After finishing the Q&A, if the two Ss find they have the same cards, they get together as partners. Then they go on asking other classmates so as to find more partners.
4. When all the partners (i.e., Ss with the same cards) get together, they sit down, and each S writes the correct answer on the paper. (e.g. ***I go to school by bike.***)
5. Replay the game for more practice.

1. Make use of online assessment:

<http://learnenglishkids.britishcouncil.org/language-games/label-the-picture/transport>

<http://learnenglishkids.britishcouncil.org/language-games/paint-it/transport>

<http://learnenglishkids.britishcouncil.org/language-games/balloon-burst/transport>

2. Use a checklist to check if Ss can say each target word and/or sentence pattern with good pronunciation and fluency.
3. Have Ss do Self Assessment to understand if they can listen (and understand), say, read, and write the target vocabulary words and/or use the target sentences to ask and/or answer their classmates. (See the appendix)



## Over the Mountains

\* Cut along the colongs and then have students work in groups to put them in the correct order:

I'm driving in a car I'm driving in a car I'm driving in a car I'm driving in a car	Over the mountains Through the trees Travel the world And the seven seas
I'm sailing on a ship I'm sailing on a ship I'm sailing on a ship I'm sailing on a ship I'm sailing on a ship	I'm driving in a car and Over the mountains Through the trees Travel the world And the seven seas
I'm travelling on a train I'm travelling on a train I'm travelling on a train I'm travelling on a train I'm travelling on a train	I'm sailing on a ship I'm driving in a car and Over the mountains Through the trees Travel the world And the seven seas
I'm riding on a horse I'm riding on a horse I'm riding on a horse I'm riding on a horse I'm riding on a horse	I'm travelling on a train I'm sailing on a ship I'm driving in a car and Over the mountains Through the trees Travel the world And the seven seas
Over the mountains Through the trees Travel the world And the seven seas	

[www.britishcouncil.org/learnenglishkids](http://www.britishcouncil.org/learnenglishkids)

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## Word Search

Class:

Name:

\* Find the vocabulary words you learned in this unit :

K R A C L T Y R P V L M L O V  
U S R W S Q I P E Y W N U D P  
X H X L H W C O C X B V Z E L  
C W U Q I V A L R R E X N C Q  
B K A O P H X N E F Y A C N Y  
A I P I T D U F T X L H K G T  
J Q K P K D U Y O P B H K A E  
L S Z E W R V S O I L I X B Z  
K N U J S V A V C M Y I J Z W  
Z E Z B U J M U S N E M Y B U  
G B J W D K Q O X T R A I N Q  
P A O W P A B F H X P C F W A  
F Z I I P K R P X F G G C L M  
H E X I B F C C A V A G Z R N  
U L H W M H C M T Q X V O Y I

\* Write down the words you find :

# Self Assessment Sheet

Class :

Name :

Color the face which matches your performance:

## ◎ Listening

	my opinion	Teacher's opinion
I can understand all the vocabulary words learned in this unit.	☹️ 😐 😊	☹️ 😐 😊
I can understand the dialogues in this unit.	☹️ 😐 😊	☹️ 😐 😊

## ◎ Speaking

	my opinion	Teacher's opinion
I can say all the vocabulary words learned in this unit.	☹️ 😐 😊	☹️ 😐 😊
I can ask and answer the target questions.	☹️ 😐 😊	☹️ 😐 😊

## ◎ Reading

	my opinion	Teacher's opinion
I can read the target sentences.	☹️ 😐 😊	☹️ 😐 😊
I can read the dialogues in this unit.	☹️ 😐 😊	☹️ 😐 😊

## ◎ Writing

	my opinion	Teacher's opinion
I can write all the vocabulary words learned in this unit.	☹️ 😐 😊	☹️ 😐 😊
I can write the target sentences learned in this unit.	☹️ 😐 😊	☹️ 😐 😊

Topic	
Occupation	
Competence indicator	
<p><b>【Listening】</b> 1-1-5 能聽辨課堂中所習得的字詞、片語及句子的重音。  1-1-6 能聽辨句子的節奏。  1-1-8 能聽懂簡易句型的句子。  1-1-9 能聽懂簡易的日常生活對話。</p> <p><b>【Speaking】</b> 2-1-9 能作簡單的提問、回答和敘述。  2-1-10 能朗讀和吟唱歌謠韻文。  2-1-11 能以所習得的英語看圖說話。</p> <p><b>【Reading】</b> 3-1-5 能看懂簡單的句子。  3-1-6 能辨識英文書寫的基本格式。  3-1-7 能朗讀課本中的對話和故事。</p> <p><b>【Writing】</b> 4-1-4 能臨摹抄寫課堂中習得的句子。  4-1-7 能掌握英文書寫格式寫出簡單的句子。</p> <p><b>【Comprehensive Application of Listening, Speaking, Reading, and Writing Abilities】</b>  5-1-5 能聽懂日常生活應對中常用語句，並能作適當的回應。  5-1-6 能運用字母拼讀法(phonics)。</p>	
Need analysis	Language demands/ Aims
<p>5, 6<sup>th</sup> grade students who have learned words of time, subjects and daily routines before.</p>	<ol style="list-style-type: none"> <li>1. being able to understand and say the target words.</li> <li>2. being able to express with the target sentences.</li> <li>3. being able to use the words and to communicate with others.</li> </ol>
Language focus	
<ol style="list-style-type: none"> <li>1. Students can understand job functions of certain occupations.</li> <li>2. Students can say the names of occupations.</li> <li>3. Students can apply easy dialogues with their partners.</li> <li>4. Students can read short stories in their textbook.</li> <li>5. Students can write short passages by themselves.</li> <li>6. Students can sing songs relate to occupations.</li> </ol>	
Language functions	
<p>Students can use the target vocabulary words of occupations correctly for communication.</p>	
Strategies and activities	
<p><b>CONTROLLED SUPPORT</b> — Teacher supplies target language by:</p> <ol style="list-style-type: none"> <li>1. Let students to sing the song “Over the Rainbow” as a warm-up of this lesson.</li> </ol>	

2. Teacher introduces students the target words with flash cards- teacher, doctor, police officer, singer, businessman, reporter, engineer and housewife. Teacher writes the words on the blackboard.
3. Let students associate the pictures with the target words.
4. Teacher uses the target sentences “**What do you want to be?**” and “**I want to be a \_\_\_\_\_.**” Let students practice these words.
5. Teacher expands words concerning occupations - actor, actress, artist, bank clerk, bus driver, cameraman, chef, computer programmer, dancer, dentist, designer, director, electrician, fireman, florist, hairdresser, magician, pilot, plumber, postman, salesman, scientist, secretary, soldier, taxi driver, vet, waiter, waitress, writer, fisherman, and farmer.
6. Teacher shows the new words to students and asks them to repeat the words.
7. Teacher reads out a short passage, and students listen to teacher’s reading.
8. Teacher teaches students the syntax of several target sentences that the students have learned before.
9. Then, teacher instructs the class to write a short paragraph.
10. Students start writing their own paragraphs.

**GUIDED SUPPORT – Students practice target language by:**

**Activity 1:**

1. Students sing the song, **Over the Rainbow**-(activity sheet 1).
2. Teacher says, “**I want to be a teacher,**” and asks a student from each group to come up to the front of the classroom. Teacher then has the students show the right answer.
3. Let students keep on working on Activity Sheet 2.

**Activity 2:**

1. Teacher shows the occupation flashcards one by one and asks students the target question, “**What do you want to be?**” Students are supposed to answer, “**I want to be \_\_\_\_\_.**”
2. Students start practicing in pairs.
3. Teacher invites each pair to demonstrate their mini-dialogue openly.

**Activity 3:**

1. Teacher plays a story twice on a CD player, and the students listen to it.
2. Firstly, teacher explains the story. Then s/he asks students some questions about the story as follows:

**Who do you see?**

**Where are they?**

**What happen to the old man?**

**Who helps the old man?**

**What does the old man say to them?**

**What are their wishes?**

3. Students start working in groups.
4. Each group demonstrates the outcome of their group work.

**INDEPENDENT SUPPORT — Students use target language by:**

**A. Memory Game:**

1. Teacher expands occupation words and has students repeat the words.
2. After the class repeats those words, teacher hands **Worksheet 1** out and asks students to write down the Chinese meanings of those occupation words. Then, teacher asks two students from each group to answer her/ his questions.
3. The fastest group which finishes **Worksheet 1** may get three points as a reward. The second group may get two points, and other groups get one point.

**B. Interview:**

1. Each student interviews five classmates with the target sentences “**What do you want to be?**” and “**I want to be a/an \_\_\_\_\_.**” The students need to write their answers on **Worksheet 2**.
2. Teacher asks a student from each group to come up to the front of the class. The chosen student has to introduce his/her friends in the third person, “**He/She wants to be a/an \_\_\_\_\_.**”
3. The student who can introduce five friends will win three points for her/ his group. The student who can introduce three or four of his/her friends will get two points for her/ his group. And the student who can introduce one or two friends will get one point for her/ his group.

### **Assessment**

1. Teacher uses formative assessment during the activities and written test after the lesson, and students do the Self Assessment at the end of the lesson.
2. Let the students finish two worksheets.

**Over the Rainbow** *Judy Garland*

Somewhere over the rainbow, way up high

There's a land that I heard of once in a lullaby

Somewhere over the rainbow, skies are blue

And the dreams that you dare to dream really do  
come true

Someday I'll wish upon a star

And wake up where the clouds are far behind me

Where troubles melt like lemon drops

Away above the chimney tops

That's where you'll find me

Somewhere over the rainbow, bluebirds fly

Birds fly over the rainbow

Why then, oh why can't I?

If happy little bluebirds fly

Beyond the rainbow

Why, oh why can't I?

## 彩虹之上 茱蒂迦倫

在彩虹之上，有個很高的地方  
有一塊樂土，我曾在搖籃曲中聽到過

在彩虹之上的某個地方，天空是蔚藍的  
只要你敢做的夢，都會實現

有一天，我會對著星星許願  
然後在雲遠天高的地方醒來  
在那裡，煩惱像檸檬汁一樣溶化  
遠離煙囪的頂端  
你就可以找到我

在彩虹之上的某個地方，青鳥飛翔  
青鳥越過了彩虹  
那麼，我為何不能？

如果快樂的小青鳥兒  
飛過了彩虹  
那麼，我為何不能？

*Adapt from Longman's Preparatory Book for Teachers*

It's a busy town. People are at work or going to work. There is a teacher. She is leading the students across the street. There is a police officer. He is conducting the traffic. There is a housewife sweeping her front yard. There is an engineer. He is looking at a blueprint. What's that on his head? It's a safety helmet. There is a singer. She is singing in the park. There is a doctor. She is taking care of her patient in the clinic. There is an office next to the clinic. A businessman is talking to someone in his office. Oh, no! Look at the cat! It is stuck in the tree. A fireman is climbing up to save it. There are a reporter and a cameraman looking up at the cat.

**Read the story and answer the questions** 閱讀故事，並回答問題。

1. How many jobs can you see? List them out.

---

---

2. Who is wearing a safety helmet?

---

3. Where is the singer?

---

4. Who is climbing the tree?

---



### A. Memory Game

How many occupations do you still remember? Please write them down in Chinese. 你還記得幾種職業？請將它們的中文意思也下來。

- |                            |                     |                    |
|----------------------------|---------------------|--------------------|
| 1. actor ( )               | 13. electrician ( ) | 25. taxi driver( ) |
| 2. actress ( )             | 14. fireman ( )     | 26. vet ( )        |
| 3. artist ( )              | 15. florist ( )     | 27. waiter ( )     |
| 4. bank clerk ( )          | 16. hairdresser( )  | 28. waitress ( )   |
| 5. bus drive ( )           | 17. magician ( )    | 29. writer ( )     |
| 6. cameraman ( )           | 18. pilot ( )       | 30. fisherman ( )  |
| 7. chef ( )                | 19. plumber ( )     | 31. farmer ( )     |
| 8. computer programmer ( ) | 20. postman ( )     |                    |
| 9. dancer ( )              | 21. salesman ( )    |                    |
| 10. dentist ( )            | 22. scientist ( )   |                    |
| 11. designer ( )           | 23. secretary ( )   |                    |
| 12. director ( )           | 24. soldier ( )     |                    |

### B. Write Something about Yourself

Hi, I am \_\_\_\_\_.  
( name )

I am \_\_\_\_\_ years old.  
( age )

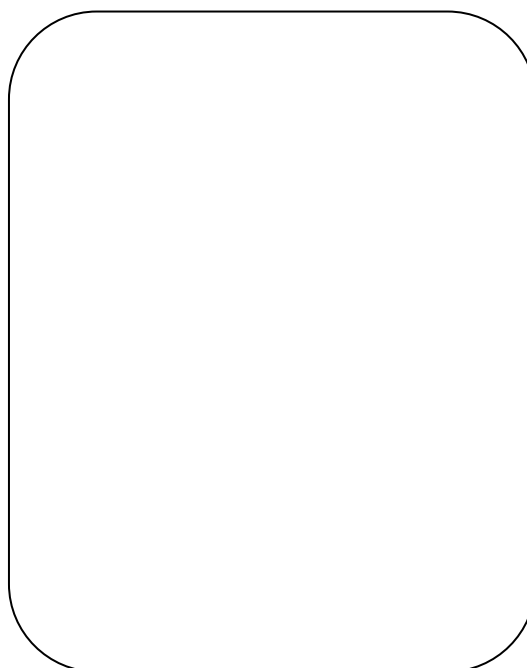
I am \_\_\_\_\_.  
(tall / short / fat / thin / pretty / cute / smart)

I can \_\_\_\_\_.  
(sing / dance / read / write / draw / run / jump)

I like \_\_\_\_\_.  
( subjects)

I don't like \_\_\_\_\_.  
( subjects)

I want to be \_\_\_\_\_.  
(occupation)



This will be me.

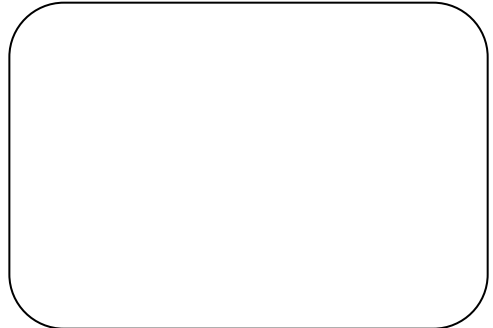
**Interviews**

Please interview 5 friends. Ask them the question "What do you want to be?"  
Please write your interviewees' answers and also draw the pictures of their future occupations.

Friend 1 (                    )

I want to be \_\_\_\_\_.

→ He wants to be \_\_\_\_\_.



Friend 2 (                    )

\_\_\_\_\_

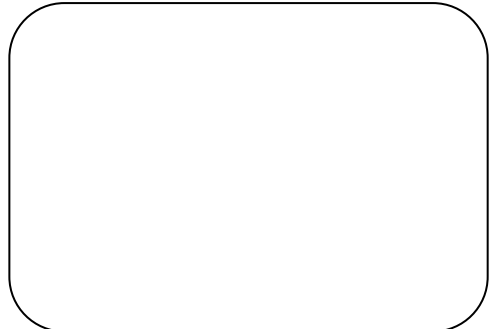
→ \_\_\_\_\_



Friend 3 (                    )

\_\_\_\_\_

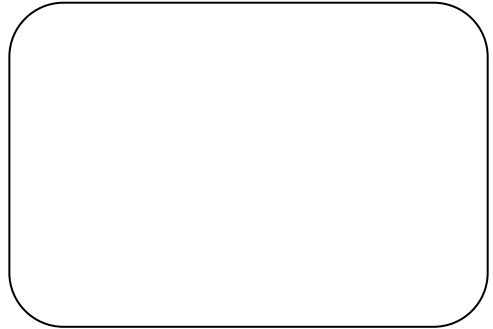
→ \_\_\_\_\_



Friend 4 (                    )

\_\_\_\_\_

→ \_\_\_\_\_



Friend 5 (                    )

\_\_\_\_\_

→ \_\_\_\_\_



## Self Assessment

### Unit 3: Occupations

My name:

<b>I can</b>	<b>Excellent</b>	<b>Good</b>	<b>So-so</b>	<b>Keep trying</b>
Sing the song				
Say the words correctly (teacher, doctor, police officer, singer, businessman, reporter, engineer, housewife)				
Read the words (teacher, doctor, police officer, singer, businessman, reporter, engineer, housewife)				
Understand all the words				
Say the question fluently (What do you want to be?)				
Answer in complete sentence (I want to be a _____.)				
Ask my friends				
Write the sentences				
Read the story				
Listen to others carefully				

**My Comments:**

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## 能力指標與教學活動設計—民權國小張惠惠

Topic	
Days of the week	
Competence indicator	
<p><b>【Listening】</b> 1-1-8 能聽懂簡易句型的句子。            1-1-9 能聽懂簡易的日常生活對話。            1-1-10 能聽懂簡易歌謠和韻文的主要內容。            1-1-11 能聽懂簡易兒童故事及兒童短劇的大致內容。</p> <p><b>【Speaking】</b> 2-1-3 能說出課堂中所習得的詞彙。            2-1-9 能作簡單的提問、回答和敘述。            2-1-10 能朗讀和吟唱歌謠韻文。            2-1-11 能以所習得的英語看圖說話。</p> <p><b>【Reading】</b> 3-1-5 能看懂簡單的句子。            3-1-6 能辨識英文書寫的基本格式。            3-1-7 能藉圖畫、圖示等視覺輔助，閱讀並瞭解簡易故事及兒童短劇中的大致內容</p> <p><b>【Writing】</b> 4-1-5 能拼寫一些基本常用字詞（至少一百八十個）。            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。</p> <p><b>【Comprehensive Application of Listening, Speaking, Reading, and Writing Abilities】</b>            5-1-5 能聽懂日常生活應對中常用語句，並能作適當的回應。            5-1-7 能依文字或口語提示寫出重要字詞。</p>	
Need analysis	Language demands/ Aims
<ol style="list-style-type: none"> <li>1. 5<sup>th</sup> / 6<sup>th</sup> graders who have learned words of food, daily activities, names of school subjects and feelings.</li> <li>2. 5<sup>th</sup> / 6<sup>th</sup> graders who have learned the sentences patterns:               <ol style="list-style-type: none"> <li>(a) I'm....</li> <li>(b) I like....</li> <li>(c) I want....</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Being able to say the names of seven days of a week</li> <li>2. Being able to comprehend and respond in a dialogue about daily activities.</li> <li>3. Being able to write simple sentences about the days of a week.</li> </ol>
Language focus	
<ol style="list-style-type: none"> <li>1. Students can say the names of seven days of a week.</li> <li>2. Students can express their feelings about certain days.</li> <li>3. Students can read and write sentences about the days of a week.</li> <li>4. Students can ask and answer questions * * * in English.</li> </ol>	
Language functions	

Students can describe their daily routines of the week.

## Strategies and activities

**CONTROLLED SUPPORT** – Teacher *supplies* target language:

### A. Teaching the names of 7 days of a week

1. Teacher shows a *calendar* on the board and plays/ sings the song of [Happy Every Day, a theme song of a TV commercial from Taishin Bank] (<http://www.youtube.com/watch?v=fXmVEGEbQ-k>).
2. Then teacher interacts with students as follows:

**Hello, how are you today? Today is \_\_\_\_-day. I'm happy/ excited because I like \_\_\_\_-day. How about you? Do you like \_\_\_\_-day? What day(s) do you like of a week?**

3. Teacher then uses *flash cards* to introduce the spelling of target vocabulary [the names of seven days of a week]. S/he also puts a sentence pattern strip on the blackboard to show the sentence below:

**It's \_\_\_\_-day.**

Ss are supposed to repeat the target words and sentence pattern after [Days of the week](#) and drill in groups.

( [http://www.youtube.com/watch?v=qe6F2J3\\_v3U](http://www.youtube.com/watch?v=qe6F2J3_v3U) ), and

4. Teacher uses the *calendar* showed on the blackboard to introduce the following dialogue:

**A: What day is today?**

**B: It's \_\_\_\_-day.**

Students respond the question based on the day that the calendar shows them. Then teacher has the class do the oral practice in groups.

### B. Songs

1. Teacher introduces other English versions of the song, [Days of the week.]
  - (a) [7 days in a week]( <http://www.youtube.com/watch?v=7V1OarFa8-Q>)
  - (b) [Days of the eek]( [http://www.youtube.com/watch?v=7RtvvSyHd\\_8&feature=related](http://www.youtube.com/watch?v=7RtvvSyHd_8&feature=related))
  - (c) [7 days of the week]( <http://www.youtube.com/watch?v=etw5vknZEPw>).
2. T asks Ss Question (a) or Question (b) and instructs them to answer the questions with (c).

(a) **How are you on Mondays?**

(b) **How do you feel on Mondays?**

(c) **I'm happy/ sad/ bored/ tired/ blue/ sleepy/ excited/ so-so...on Mondays.**

3. Teacher may encourage Ss to say the names of 7 days loudly with different emotions. For instance, **Monday ---sad, Tuesday ---blue, Wednesday ---happy**. Then teacher may have students sing along with the tune of [Days of the week](#).

### C. Picture book

#### 1. [The very Hungry Caterpillar](#), by Eric Carle.

- (a) Teacher Introduces the book by playing the video about the book or modeling good pronunciation to Ss when reading the book.
- (b) T helps students review the target words by tracing back the story of the book. Ss imitate how their teacher flashbacks the story.
- (c) For the purpose of pushing students to say the target words, teacher asks the class, "What day is today?" The class has to answer, "It's \_\_\_\_ day." Then, teacher models a complete sentence, "It ate one apple **on Monday**." Teacher asks Ss more questions and has students answer with the sentence pattern " **It \_\_\_\_\_ on \_\_\_\_\_ day.**"

#### 2. [ESL Picture Book Days of the Week](#) ( <http://www.youtube.com/watch?v=UDQrIh3lbpQ> )

### GUIDED SUPPORT – Students *practice* target language:

#### A. Card game 1 – Heart attack ( Vocabulary relay )

1. Practicing with their group members, Ss put their word cards facedown and pile them up on the desk.
2. Ss take turns to say words of 7 days of the week while turning over a card from the pile. If the word on the card exactly matches the word is pronounced, all players must flap on the card a.s.a.p.
3. The slowest hand has to keep all the opened cards. In the end of the game, each player has to read aloud all the words on the cards which s/he has in her/ his hand.

#### B. Card game 2 – Name aloud ( Sentence practice )

1. Every player, practicing with her/ his own group members, puts her/ his own word cards facedown on the desk right in front of herself/himself.
2. 1<sup>st</sup> Student asks the 2<sup>nd</sup> one, “What day is it?” S1 then turns over one of her/his own cards. S2 also turns over one of her/his own cards and answers S1’s question. If the cards which are turned over by S1 and S2 don’t match, S3 and S4 then take over the right of playing the game.
3. During the game, any two of them have the same word cards must call out loudly with the sentence “ It’s \_\_\_\_day!” The slower one has to keep both cards. At the end of the game, all players have to read aloud all the words on the cards which they have in their hand.

**C. Writing practice ( 7 days writing relay )**

1. The class is divided into two teams. Both teams need to prepare a piece of blank paper/ card. One student of each team is assigned to draw the f/c of the days of a week which is from T. The assigned student goes back to their team after s/he finishes drawing.
2. Each member of the team has to write a word. The team starts with the word which they’ve got. (I’ve tried to rewrite Part C, but I still do not understand the description.)

**INDEPENDENT SUPPORT — Students *use* target language:**

**A. Worksheet I – My days of the week. (A writing and speaking activity.)**

1. Teacher discusses with Ss by asking “ What day do you like most?” “Why?” “What do you do at/after school on \_\_\_\_\_days?” Teacher helps Ss answer the questions in completely sentences.  
*I like \_\_\_\_ days.*  
*I’m happy on \_\_\_\_ days because...*  
*I have \_\_\_\_\_(class) on \_\_\_\_ days.*  
*I can \_\_\_\_\_(go swimming/ go shopping....) on \_\_\_\_ days.*
2. Ss finish their worksheets first.
3. Ss get the outcome of their teammates’ worksheets by asking “What day do you like most?”
4. Students carry out a survey/poll and see which day their classmates like most. Finally,

teacher makes a chart to show the result on the bulletin board.

**B. Worksheet 2 – My school timetable (a reading or listening activity.)**

**A.** Ss can keep working on the worksheet as an information gap activity in pairs.

### **Assessment**

1. Observes Ss while they are practicing in groups.
2. Worksheets can be used as formative assessments. Collect all the worksheets and see if students' answers are correct.



# My Days of the Week

## A. Complete the following calendar.

Date	/						
Day	Sunday						
Activity							
Class							

## B. Complete the following sentences according to above calendar.

I like \_\_\_\_\_ days.

I'm happy on \_\_\_\_\_ days. Because

I have \_\_\_\_\_ (class) on \_\_\_\_\_ days.

I can \_\_\_\_\_ on \_\_\_\_\_ days.

(go swimming/ go shopping/ play computer games....)

I think \_\_\_\_\_ day is the best.

## C. Draw a picture about your favorite day.

# My School Timetable

Say the clues to your partner and complete the school timetable.

1. I have English Classes in Period 1 on Monday and Friday
2. In period 4, I have Math class on Monday, Computer class on Tuesday.....
- 3.
- 4.

## Part A.

You can say “My Lesson 1 on Monday is \_\_\_\_\_.”

	Mon.	Tue.	Wed.	Thurs.	Fri.
Period 1	English		Music	Art	English
Period 2		Math			
Period 3					
Period 4	Math	Computer	Chinese	Music	Music

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Say the clues to your partner and complete the school timetable.

1. I have English Classes in Period 1 on Tuesday, too.
2. In period 3, I have Chinese classes on Monday, Tuesday and Thursday.
3. My favorite subject is Science. I have double periods on Wednesday.
- 4.

## Part B

	Mon.	Tue.	Wed.	Thurs.	Fri.
Period 1		English			
Period 2	PE		Science	Art	PE
Period 3	Chinese	Chinese	Science	Chinese	Science
Period 4					