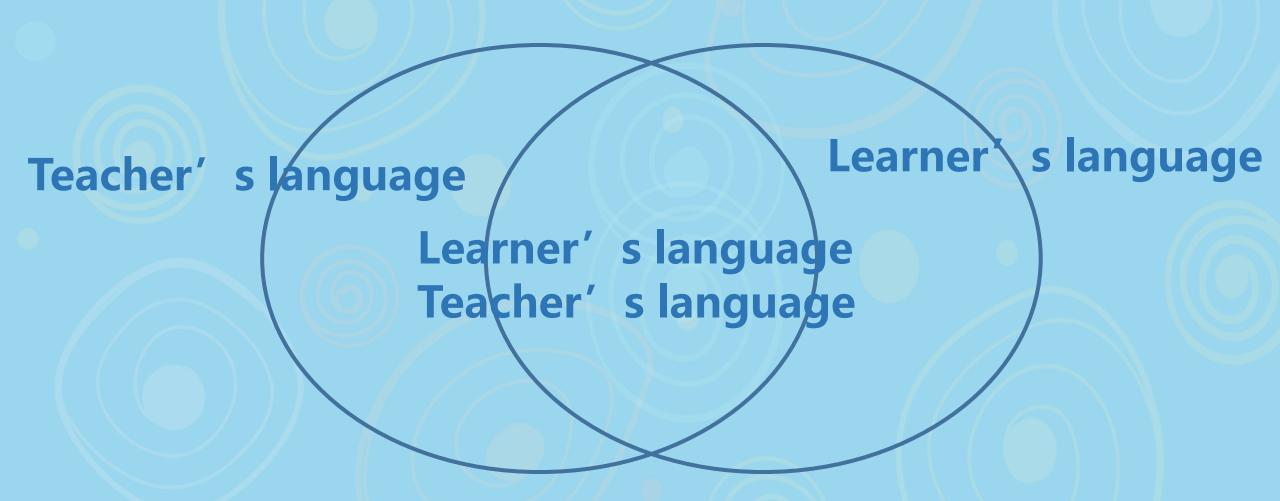






Students' communicative language in groups

Language Diagram



The language used in an English language classroom as part of the procedure,



greetings, asking permission, getting learners' attention, giving instructions, giving feedback, etc. It's usually used repetitively.



Take turn to share the classroom English you used in the situation below:

(2example, per School)

Getting learners' attention Asking for permission

Getting learners' attention

- Look at me.
- Eyes on me.
- Stand in a line.
- Attention, please.
- Listen!
 (Clap hands)

Asking for permission

- May I borrow your ruler?
 - May I come in?
- Let's go together, shall we?
- How about calling it a day?
- May I open/close the window?
- Is it OK to turn on/down the radio? •



Sharing Time

Task 2:

Take turn to share the classroom English you used in the situation below:

(2example, per School)

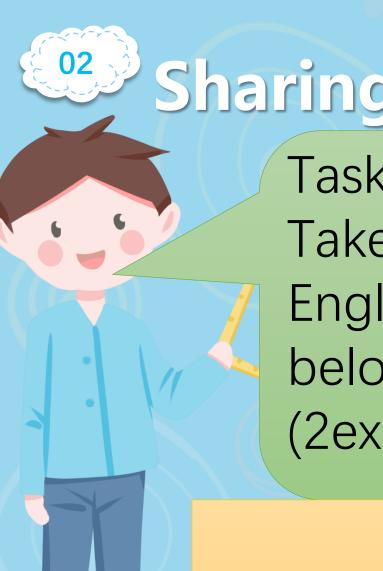
Asking for clarification Giving feedback

Asking for clarification

- Can you say that again, please?
- I don't understand. Can you help me?
- Can you explain it to me again, please?
 - Would you repeat it again, please?
- Can you speak it louder and slower, please?
 - Do you mean "yes" about this question?

Giving feedback

- Good job! Well done!
- Awesome! Brilliant! Excellent!
 - Two thumbs up!
 - Super! Super!
 - Try again!



Sharing Time

Task 3:

Take turn to share the classroom English you used in the situation below:

(2example, per School)

Doing pair work Saying Goodbye

Doing pair work

- You first.
- . Whose turn is it?
- You two in a group.
- You three are partners.

Saying goodbye

- See you later, alligator.
- See you a while, crocodile.
 - See you tomorrow.
 - See you next week.
 - See you next time.
 - Let's call it a day.
 - Class dismissed!

The language used in an English language classroom as part of students' interaction and communication.

Functional Language

asking permission, getting attention, asking question giving feedback, etc. It's usually used base on the task.

Sharing Time



Task 4:

Take turn to share the functional English in the situation below: (2example, per School)



Students discuss in groups

Discuss in groups

- You first.
- Whose turn is it?
- Your turn, then my turn.
- You start first, and I'll follow you.
- Please repeat it again, thanks.
 - Sorry, I can't understand.
 - This is my idea.



Be prepared to share your thinking. When the teacher says, "Say Something," turn and discuss with your partner.

低年級 / Lower Grade

我從…知道…

I learned...

我和…的看法一樣

I agree with you, because...

我和…有點不一樣,我想說的是…

I disagree with you, because...

申 年級 // Middle Grade

我學到了…

I think that

我還想知道(或不太清楚)的是…

I don't understand this part. (Can you explain it more?)

我和…的看法一樣,我想再補充…

I also like to add that...

關於…,我在…是一樣的看法,但在…不一樣

At first I thought...but now I think...

高年級 // Higher Grade

從…我學到了…

In the text/article/passage/report, I learned...

對於…,我的看法是…

According to the text/article/passage/report, I think...

我認同…,我想再補充(或再提問)…

I agree with you. I also like to add that...

我認同…,但在…我還不是很清楚 …

I agree with you, but...

我不是很認同,我的看法是…

I agree with you for the most part. But I feel...

我在…有不一樣的看法,因為…

I respect your opinion, because...





Sharing Time



Task 5:

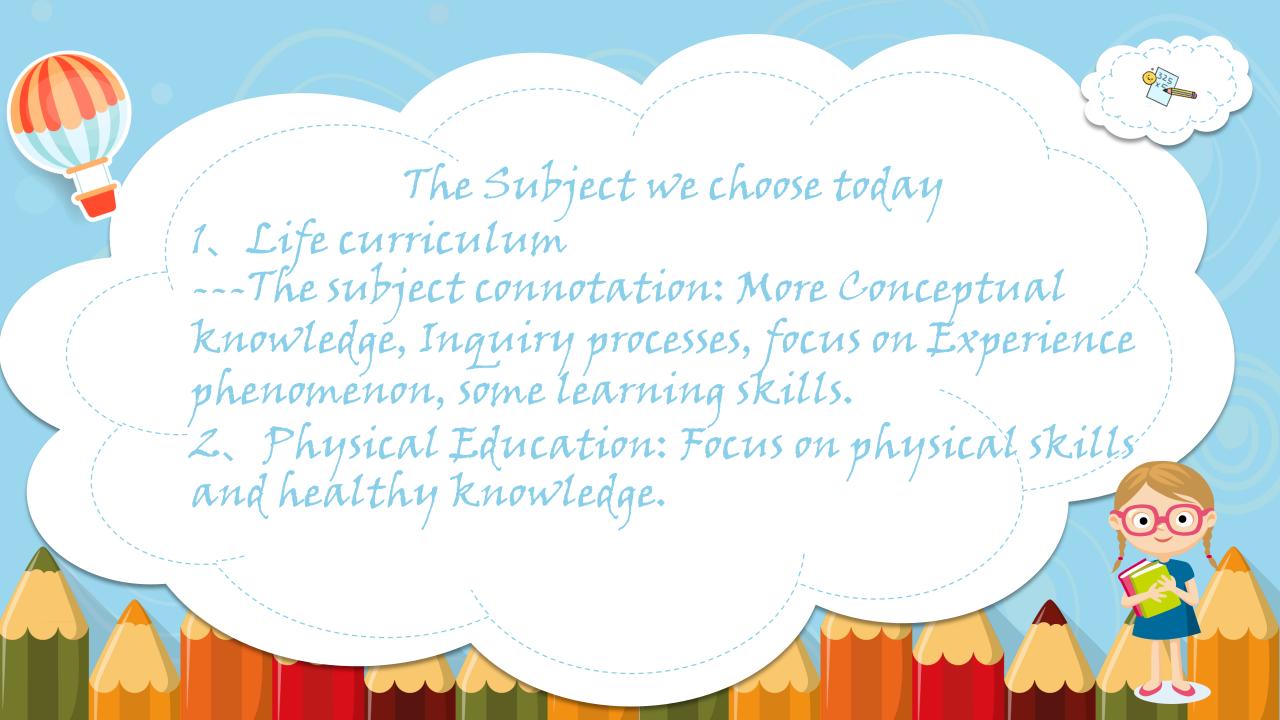
Take turn to share the functional English in the situation below: (2example, per School)





Playing a game

- What are the rules of this guessing game?
 How do we play?
 - Can you tell me how to play (this game)?
 - How about playing a game?
 - What games do you like to play?

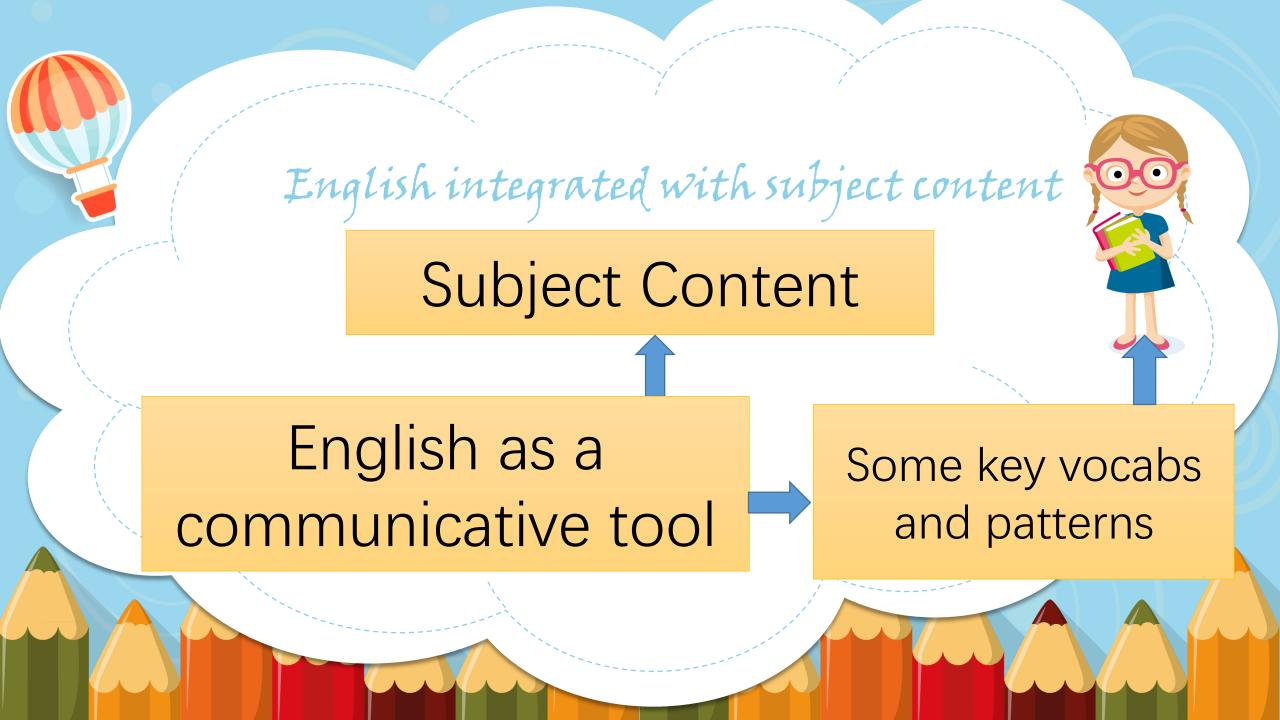


The language used in an English language classroom as part of the main content which

students must learn



English skills, subject knowledge and content.

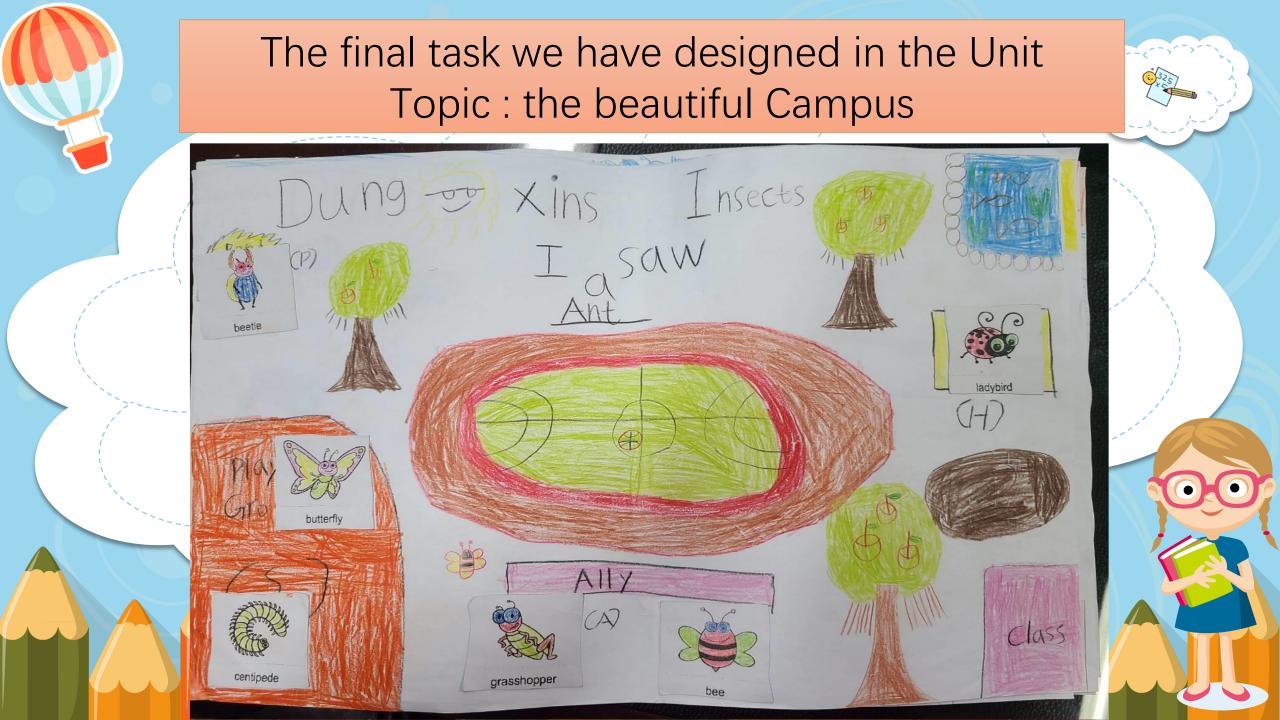




The language we have designed in the Unit Topic: the beautiful Campus



Classroom English	Тор	ic English	2	Student English
Let's look at the	frog.	mosquito.	playground	I can see
Please tell me	snake.	centipede.	hall.	I see a
You must act it out.	grass hopper	squirrel.	gate .	This is a
Who want to try?	bird.	tadpole .	pond.	It's near/by/in/on the
Look at me.	ant +	caterpillar.	Q	
You can do it in your way.	spider +	ladybug +		
Share with your	bee .	butterfly.		
classmates.				
Take out your				



Link to the text book





Who do you see at school every day?















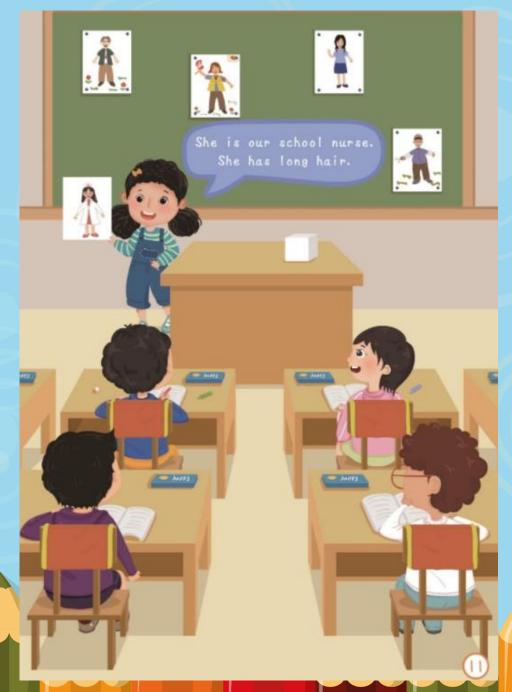
Life Curriculum 2nd grade

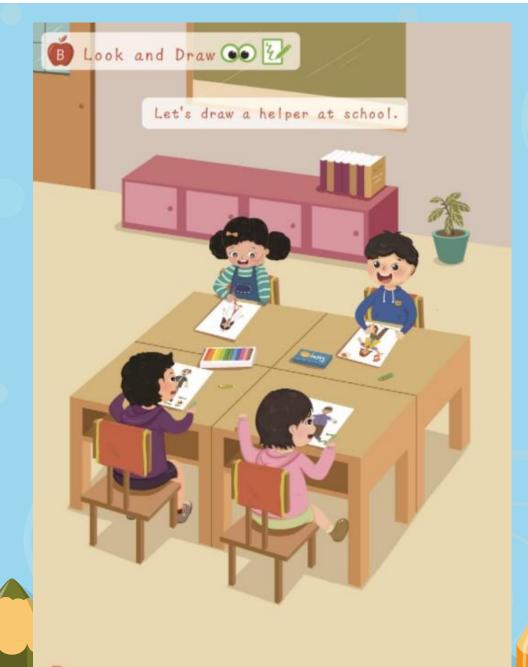


Link to the text book



Life Curriculum 2nd grade

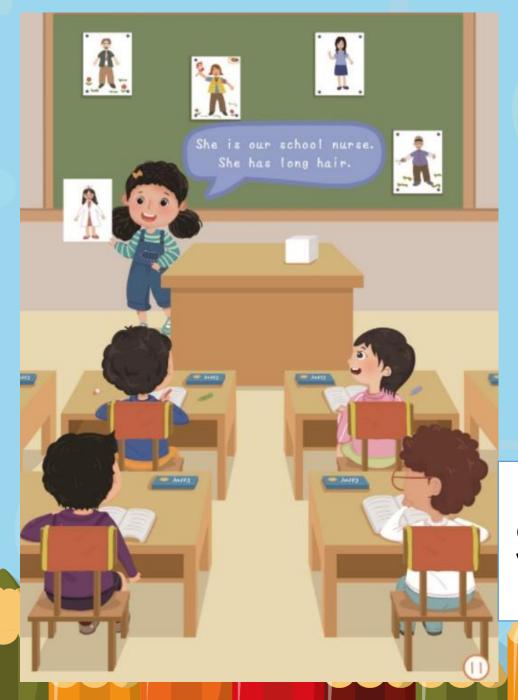




Final Task: description

Teacher's instruction

Student's functional language



Final Task: description

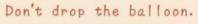
Teacher's instruction

Student's functional language

Student's Oral Presentation



Link to the text book





Use your head.



Use your arm.



r knee.



Use your foot.















Look and Play @ **



Move from A to B.























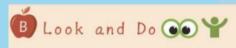








Link to the text book



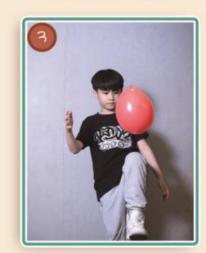
Don't drop the balloon.



Use your head.



Use your arm.



Use your knee.



Use your foot.



Move from A to B.





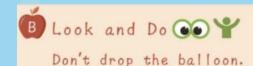




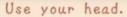














Use your arm.



Use your knee.



Use your foot.

















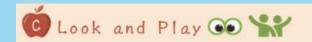


Final Goal: description

Teacher's instruction

Student's functional language

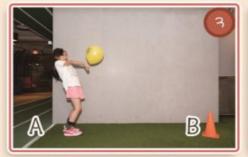
Student's Oral Presentation



Move from A to B.









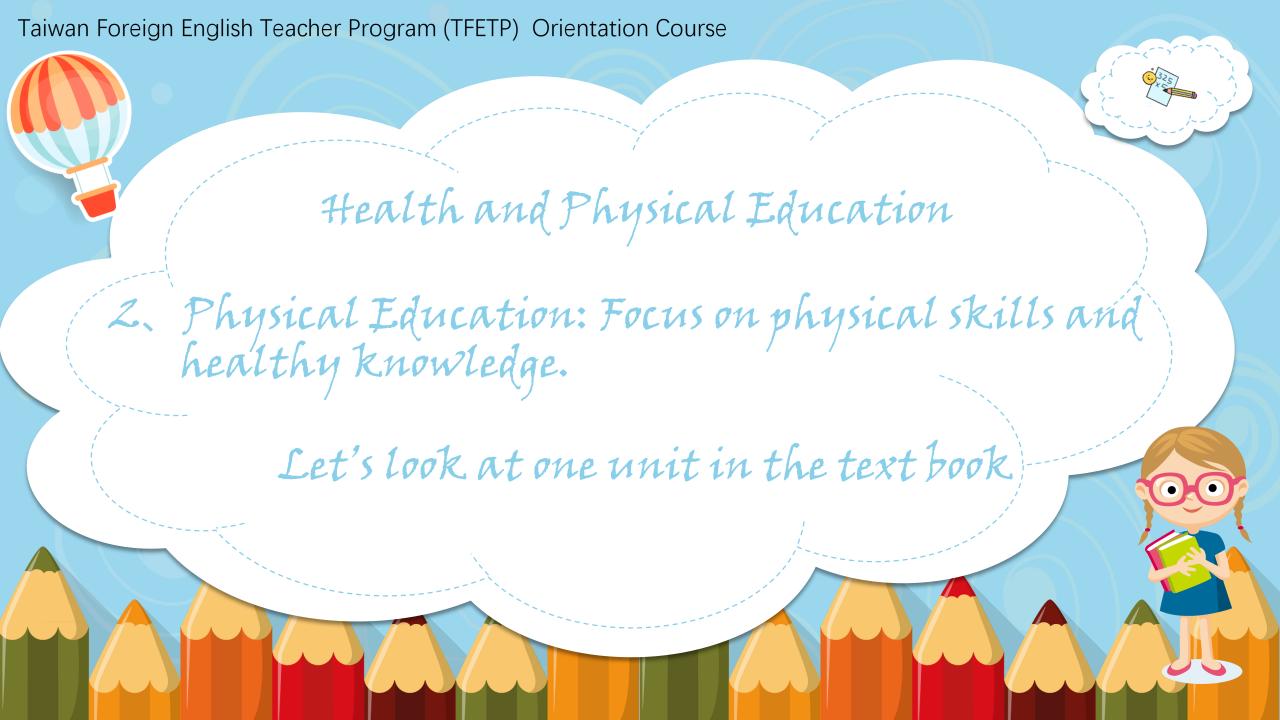


Final Goal: description

Teacher's instruction

Student's functional language

Student's Oral Presentation



單門元時

成是長點 後き、後さる 多さな

★ 如果果等身号上於髒足分工 兮二, 會系給於自下己也 和每别是人是怎是麽自樣云 的忽感多受灵呢??

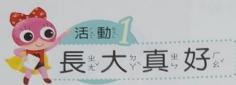
- ★ 你是會各保証持不身及體型 的空整些潔量嗎??
- ★ 長歩大き了喜, 有文哪科 些事产你是做是得多比多 以一前至更公好公呢??

我会小量時門候员包含尿量布象的智 樣主子中好公可至愛が喔! 爸爸爸爷, 謝品謝品您品幫菜 我会洗下澡匙, 那多時戶候交 的是我学好公小家喔·! 現景在景我於會各自下己學 上是廁蓋所急了至。 The main goals of this unit What's the main concept? What are the life skills in the unit? -是小量學量了2。 我於長紫大學了意, 會各自中己上做是很多 多等事所情之。 What are the key vocabs and patterns in the unit? Listening or speaking

Or both

現景在累我於會各自中己學洗玉澡是

和导洗工脸等了意。



Part 1

每是個家人是從逐出文生是開幕始於,就要不多斷多的名在影改新變景。





現景在影的多小量同意和导以一前景不多一一樣正了多,因写為各小量同意一一直坐在影成是長點。



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Part 2

130

成

能

120



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我会的多身片高《和安體本重整:

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公五斤

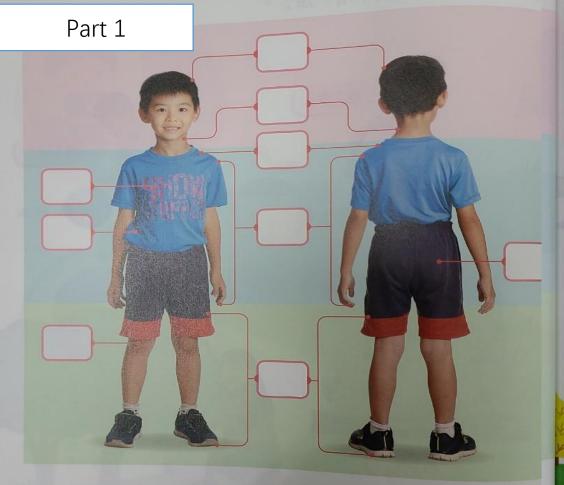
公堂斤

成型長點的空過過程型中常,身易體型由並小型變量大學, 能多力型也對新崇輔崇增是強氣。

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可頭卖

6手卖

7 腳步

9臀数

5腰~



你是受受過影傷是嗎? 受受傷是後安會各有文哪科些是不多

Part 1



清證潔學衛於生是好學習工慣學

如果是身员體型髒影兮工兮工的意,自下己也感受覺是意 麼是樣定? 别是人具看到了達感學覺是怎是麼是樣定?

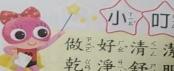


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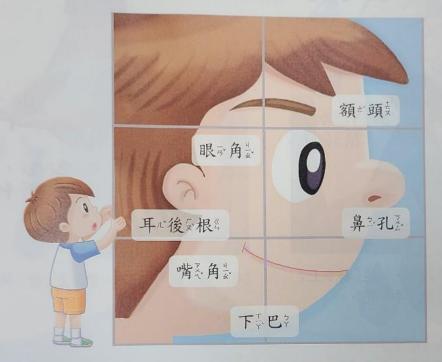




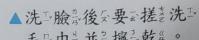
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What are the life skills in the unit?

Part 2



將掌雙奏手及用是水系沖炎洗工乾等淨去



棒然水尽沖炎洗工水尽能多頭交後交 再影關等閉立



用出毛显巾点或系紙业巾点 把争手交擦支乾等





小型小型行型動图家製

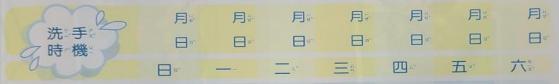
從意今告天音開系始門,一一起二用出正告確認的多步氣驟是洗工手員, 確量實产達學到公清之潔量的多效量果等。



小意試。身影手。手家洗证乾等淨法了整沒尽?



請益連章續正記上錄炎一一星至期至的急洗工手受習工價量,做是到象的意就受打象✓!



吃東西前

上。廁。所。後

從外面。回家

玩。完。玩。具。後

擤鼻涕涕。 咳凝嗽 或 打 » 噴 * 嚏 * 後 *











洗澡烫功災夫党一一級少棒系

洗下澡是時产要至注步意一什好麼是順暴序下呢。?



1 沖炎溼户身层體型,抹影 上至肥皂皂炎或各沐泉浴山 乳是仔严細工搓紧揉是。



2 身员上至泡灸沫品要公沖炎 洗下乾《淨土



3 擦草乾日身日體型



4 换象上是乾《净兰的》衣一物《



還另有文這类些事部交位令, 也更要文注类意一清至潔量:













腳如此

使利用以廁多所多有家一一套多

小烫便影斗器的是使用器方量法



1 對冬準素小量便等斗多



2 便等後安沖多水系

坐。式馬爾納。的這使用上方是法學



1 將業馬亞桶落坐器墊票擦草乾等淨去



2 坐養在最坐養墊壽上最,身是體本 稍显微於向於前於彎等曲台。



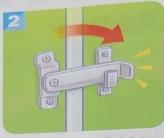
上至完多廟室所各後公要公記上得名沖多水界喔也!

What are the life skills in the unit?

蹲緣式△馬□桶家的。使△用□方□法□



進品廟書所書前等先品 敲多門即



將其門母關等好家



褲至子中下亞拉亞到多 適严當条位於置业



由文前等往至後交擦节 乾等淨益



方是向是正是確認,對各准是目及標為。



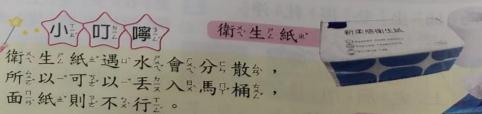
衛令生星紙半丟祭 入员馬亞桶系



整类理型服果裝業



便等後至沖至水系



清流潔品衛於生活我發最影棒系



請於將是已一經是做是到象的多習工慣為塗炭上是顏可色色。



What are the life skills in the unit? [23]



Our Final Task



Follow the steps to design the teaching activity and language

- 1 \ Think about the task and teaching activity according to the content of the text book.
- 2 · Arrange Classroom English , Topic English(target) and Student English(functional) in the activity.

Please write in the word file, then share with us.







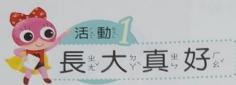
Our Final Task



For

Jhong Hua Elementary School Teachers' community Jheng Bin Elementary School Teachers' community





Part 1

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Our Final Task

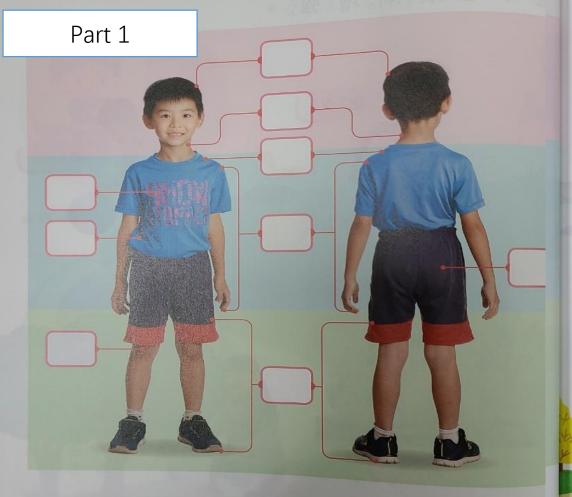


For

Jhong Shin Elementary School Teachers' community An Le Elementary School Teachers' community Cheng Gong



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5腰~

6手卖

7 腳步

9臀数

你是受受過影傷是嗎? 受受傷是後安會各有文哪科些是不多 方是便多的望情云况是呢。? 唉,唷 是! 好公痛意啊?! Part 2 運量動多時門戴多上至護公具告保多護公 身星體型,就是不多會各棒累得多那本 麼意嚴可重整了意。

健崇康至的皇長老大學。

13

Part 1



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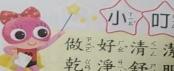


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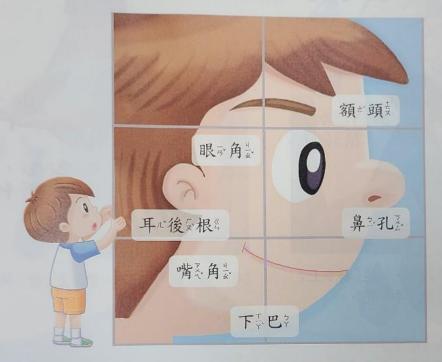




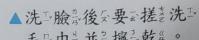
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小型小型行型動图家製

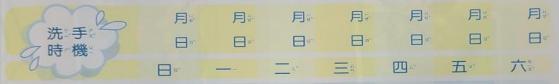
從意今告天音開系始門,一一起二用出正告確認的多步氣驟是洗工手員, 確量實产達學到公清之潔量的多效量果等。



小意試。身影手。手家洗证乾等淨法了整沒尽?



請益連章續正記上錄炎一一星至期至的急洗工手受習工價量,做是到象的意就受打象✓!



吃東西前

上。廁。所。後

從外面。回家

玩。完。玩。具。後

擤鼻涕涕。 咳凝嗽 或 打 » 噴 * 嚏 * 後 *













Our Final Task



For

Nuan Nuan Elementary School Teachers' community Chang Xing Elementary School Teachers' community



洗澡烫功災夫党一一級少棒系

洗下澡是時产要至注步意一什好麼是順暴序下呢。?



1 沖炎溼户身层體型,抹影 上至肥皂皂炎或各沐泉浴山 乳是仔严細工搓紧揉是。



2 身员上至泡灸沫品要公沖炎 洗下乾《淨土



3 擦草乾日身日體型



4 换象上是乾《净兰的》衣一物《



還另有文這类些事部交位令, 也更要文注类意一清至潔量:













腳如此

使利用以廁多所多有家一一套多

小烫便影斗器的是使用器方量法



1 對冬準素小量便等斗多



2 便等後安沖多水系

坐。式馬爾納。的這使用上方是法學



1 將業馬亞桶落坐器墊票擦草乾等淨去



2 坐養在最坐養墊壽上最,身是體本 稍显微於向於前於彎等曲台。



上至完多廟室所各後公要公記上得名沖多水界喔也!

What are the life skills in the unit?

蹲緣式△馬□桶家的。使△用□方□法□



進品廟書所書前等先品 敲多門即



將其門母關等好家



褲至子中下亞拉亞到多 適严當条位於置业



方是向是正是確認,對各准是目及標為。



由文前等往至後交擦节 乾等淨益



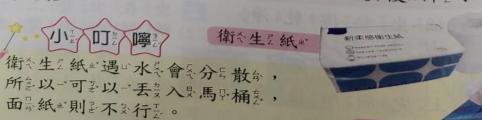
衛令生星紙半丟祭 入员馬亞桶系



整类理型服果裝業



便等後至沖至水系



清流潔品衛於生活我發最影棒系



請於將是已一經是做是到象的多習工慣為塗炭上是顏可色色。



What are the life skills in the unit? [23]

