

基隆市 113 學年度國中小英語領域採全英語教學教案設計

領域/科目		英語文領域 English	設計者	張陳平 Chang, Chen-ping	
實施年級		9 年級 9th grade	教學節次	本單元共需 7 節，本份教案針對第 6 節詳述 This unit will need 7 class periods. This lesson plan will focus on the sixth period.	
主題名稱		第 5 冊 第一單元 你吃早餐了沒? Book5 U1 Have You Had Breakfast Yet?			
設計依據					
學習 重點	學習 表現	1-IV-1 能聽懂課堂中所學的字詞 Students can understand vocabulary learned in class. 1-IV-3 能聽懂基本或重要句型的句子 Students can understand sentences with basic or important sentence patterns. 2-IV-12 能以簡易的英語參與引導式討論 Students can participate in guided discussions using simple English. 2-IV-13 能依主題或情境以簡易英語進行日常生活溝通 Students can communicate in everyday life using simple English based on topics or situations. 3-IV-8 能了解短文、簡訊、書信的主要內容。Students can understand the main content of short passages, messages, and letters. 4-IV-3 能掌握正確書寫格式寫出英文句子。Students can write English sentences with correct writing format.		核心 素養	總綱 General Guidelines： Domain A: Autonomous Action A1: Physical and Mental Well-being and Self-improvement Domain B: Communication and Interaction B1: Symbol Use and Communication Expression Domain C: Social Engagement and Teamwork C2: Interpersonal Relationships and Teamwork C3: Multicultural Understanding and Global Comprehension
	學習 內容	Ac-IV-3 常見的生活用語 Common everyday expressions. Ac-IV-4 國中階段所學字詞（能聽、讀、說、寫最基本的 1,200 字詞）Vocabulary learned in junior high school. (Students can listen, read, speak, and write the most basic 1,200 words)			領綱 Subject Area Guidelines English-J-A1 具備積極主動的學習態度，將學習延伸至課堂外，豐富個人知識。運用各種學習與溝通策略，精進英語文學習與溝通成效。 Students can demonstrate a positive and proactive learning attitude, extend

		<p>B-IV-2 國中階段所學字詞及句型的生活溝通 Everyday communication using vocabulary and sentence structures learned in junior high school.</p> <p>B-IV-5 人、事、時、地、物的描述及問答 Students can describe and answer questions about people, events, times, places, and things.</p>		<p>learning beyond the classroom to enrich personal knowledge. Students can apply various learning and communication strategies to enhance English language learning and communication effectiveness.</p> <p>English-J-B1 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。</p> <p>Students can develop a foundational level of English language proficiency in listening, speaking, reading, and writing.</p> <p>Students can apply learned vocabulary, sentence structures, and body language to engage in appropriate and effective communication in common everyday situations.</p>
--	--	---	--	---

與其他領域/ 科目的連結	
教材來源	Book 5 U1 Hanlin Publisher
教學資源	A rice paddle, whiteboard, PPT, worksheet, quiz paper

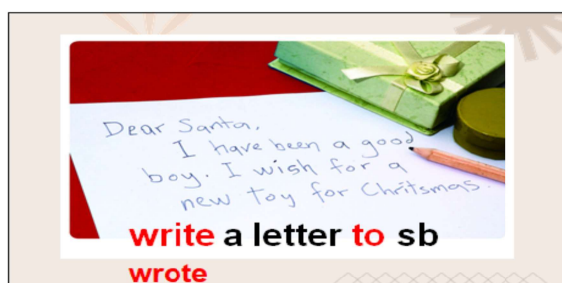
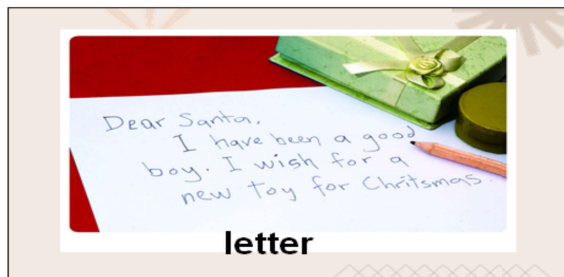
學習目標

- Students will practice basic greetings and responses in English to create a comfortable and communicative classroom environment.
- Students will be able to recognize and use new vocabulary words related to the theme of the lesson (e.g., letter, stamp, drum, garbage, etc.) in context.
- Students will be able to understand the main idea and key details by focusing on the first and last paragraphs and finding supporting details from the text.
- Students will connect their own experiences of family conflicts to the main character's issue in the reading passage (Ted's conflict with his parents), fostering empathy and understanding (by writing and sharing a letter in response to Ted).

[illegible]

PPT

S 1(with the microphone) answers, “I wrote a letter to Rina.”



T: “What is this?”



S 2 (with the microphone): “An envelope.”



T: “Yes, and what do we put in an envelope?”

S 3(with the microphone):“A letter.”

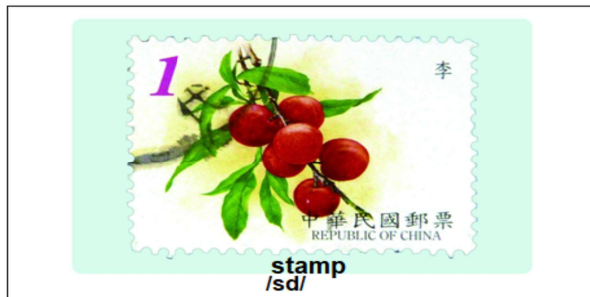
T: “Good. Put a letter in an envelope.”



T: “What is this?”



S 4(with the microphone): “A stamp.”



T: “A stamp. Be careful. ST–SDAMP. The sound T to D. Repeat after me. **Letter, envelope, stamp.**”

Ss: “Letter, envelope, stamp.”



T: “Then, it is a hard question. Big Angels. Tell me four steps to send a letter to Santa Claus.”

4 steps to give a letter to Santa

Step 1: Write a _____.

4 steps to give a letter to Santa

- Step 1: Write a letter.
Step 2: Put the letter into an envelope.
Step 3: Put a stamp on it.
Step 4: Send the letter.

Step1: Write a _____. (Show letter.)
Step2: Put the letter into an _____.(Show envelope.)
Step3: Put a _____ on it. (Show stamp.)
Step4: ____ the _____.(Show Send, letter.)

2. Teacher uses pictures to teach **drum, garbage, angry, unhappy, serious, teenager, senior high school, pop star** and ask students to guess the word.

T: "Look at this picture. What is it?"

S5(with the microphone) A drum.

T: "Yes! A drum. Good job. Say it again."

S5(with the microphone): "A drum."

T: (Knock the table.) "What sound does a drum make?"

S5(with the microphone): "Boom boom!"

T: "Very good!"



T: "Now look at this one. What do you see?"

S6(with the microphone): "Garbage."

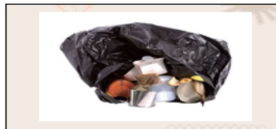
T: "Yes! Garbage. Say it again."

Ss: "Garbage."

T: "Do we throw garbage on the floor?"

Ss: "No!"

T: "Right. We throw garbage in the garbage can."



T: "Next. Look at this woman. How does she feel?"

S7(with the microphone): "Angry."

T: "Yes, she is angry. Say it again."

Ss: "Angry."

T: "Why is she angry?"

S8(with the microphone): "Maybe someone hit her son."

T: "Maybe! Good try."



T: “Look at this picture. What do you see?”
S9(with the microphone): “A car accident.”
T: “Yes. A car accident. Is it small or big?”
Ss: “Big.” / “Serious.”
T: “Right. It’s a serious car accident.”
 “Serious means important and not funny.”
 “Say it with me — serious.”
Ss: “Serious.”



serious 嚴重的 嚴肅的 : Important and not funny.

T: “Look at this boy. How does he feel?”
S10(with the microphone): “Sad.” / “Not happy.”
T: “Yes, he feels unhappy.”
 “Can you say it with me? Unhappy.”
Ss: “Unhappy.”
T: “Unhappy means sad or not satisfied. He wants something, but he didn’t get it.”
T: “Why do people feel unhappy?”
S10(with the microphone): “No lunch.”
Ss: “No toys.” “No friends.”
 “Too much homework!”
T: “Yes! When we don’t get what we want, we feel unhappy.”



unhappy : Sad or not satisfied.

T: (Show the picture of the three young people.)
 “Look at this picture. How old are they?”
Ss: “15,16,17 years old.”



T: “Yes! They are 15, 16, and 17 years old.”

T: “Look! Thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen. These numbers end with TEEN, so these young persons are teen-ager.”

13=thir**teen**
14=four**teen**
15=fif**teen**
16=six**teen**
17=seven**teen**
18=eigh**teen**
19=nine**teen**

teenager = A person between 13 and 19 years old.

13=thir**teen**
14=four**teen**
15=fif**teen**
16=six**teen**
17=seven**teen**
18=eigh**teen**
19=nine**teen**

T: “How old are you?”

S11(with the microphone): “I am 15 years old.”

T: “Are you a teenager?”

S11(with the microphone): “Yes!”

T: “Say it with me — teenager.”

Ss: “Teenager!”

T: (Show the picture of Nuannuan Senior High School) “Look at this school. Do you know this place?”

Ss: “Yes! It’s Nuannuan Senior High School!”

T: “Right! This is a senior high school. Senior high school is the school you will go to after junior high. You are in junior high now. What grade are you in?”

Ss: “Grade 9!”

T: “Next year, you will go to...?”

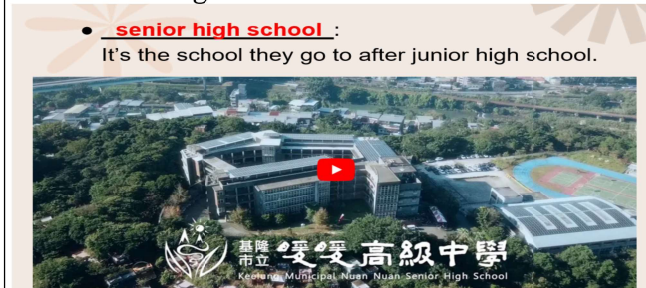
Ss: “Senior high school!”

T: “Do you want to go to Nuannuan Senior High School?”

Ss: “Yes / No / Maybe...”

T: “Say it with me — senior high school.”

Ss: “Senior high school!”



T: (Show the picture of Jay Chou.)

“Do you know him?”

Ss: “Yes! Jay Chou!”

T: “Right! Jay Chou is a pop star.”

T: “A pop star is a famous singer. Do you like pop music?”

Ss: “Yes!” / “No!” / “A little.”

T: “Can you name another pop star?”

S12(with the microphone): “Taylor Swift!” /
“BLACKPINK!” / “Ed Sheeran!”

T: “Great! You know many pop stars!”

“Say it with me — a pop star.”

Ss: “A pop star!”



3. Teach “interest” with examples from Teacher and ask a student to make a sentence.

T: “**Interest** means something you like.”

“I like teaching. So teaching is my interest.”

(Point to a shopping bag)

“I like shopping. So shopping is my interest.”

(Point to a pot or food)

“I don’t like cooking. So cooking is **not** my interest.”

(Point to a student)

“Lisa, what do you like?”

Lisa: “I like dancing.”

T: “Good! So dancing is your interest.”

“Everyone, say it together!”

Ss: “I like dancing, so dancing is my interest!”

T: “Now turn to your partner and say one interest.”

• **interest:** something you like.

I like teaching, so teaching is my interest.

I like shopping, so shopping is my interest.

I don’t like cooking, so cooking is not my interest.

4. Teach other words **understand, wish, call, talk into, lately** listed in the textbook for reading. It needs the definition and examples to help them.

T: (Show slide with the word “understand”)

“Hmm... What word do you think goes in the blank?”

“It means: to know. To get the meaning.”

S13(with the microphone): “Understand.”

T: “Good. **Understand** means *to know something clearly* — to get it in your head.”

10 mins	<p>3.課程暖身 Warm-up Survey</p> <p>1.Before you read: (1)Survey P.21</p>	<p>T: (Show the sentence on the slide) “I don’t think I understand your question.” “Let’s read it together.” Ss: “I don’t think I understand your question.” T: (Ask one student)“Tom, if I say something too fast, what can you say?” Tom: “I don’t think I understand. Can you say it again?” T: “Great job! That’s polite and clear.”</p> <div data-bbox="662 478 1239 690"> <p>understand : to know.</p> <p>I don't think that I understand your question. Can you ask the question again?</p> </div> <p>(Point to the slide) T:“Hmm... What word do you think goes in the blank?” S14(with the microphone): “Call?” T:“Yes! Great guess! The word is call.” “His name is Thomas, but people call him Tom.” T:“Let’s say it together — call!” Ss:“Call!” T:“Now listen and repeat:‘I call my friend every night.’” Ss:“I call my friend every night.” T:“Good! Now another:‘My friends call me Lily.’” Ss:“My friends call me Lily.”</p> <div data-bbox="631 1182 1230 1358"> <p>call : to use a phone to talk to someone.</p> <p>His real name is Thomas, but most of his friends call him Tom.</p> </div> <p>Besides understand and call, there are three other words — talk into, joy, and lately. These words are more abstract and cannot be easily explained with pictures, so I use definitions and example sentences to help students guess the meaning and practice making sentences.</p> <p>3.課程暖身 Warm-up Survey</p> <p>1.Before you read: (1)Survey P.21 T: “Great job, everyone! You’ve just learned some very useful words. These words will help you a lot in today’s story. Today, I need your help to face a common problem—a fight with a family member.”</p> <p>A Fight with a family member.</p>	PPT
---------	---	--	-----

T: “Who is your family member?”
Ss: “Your father, mother, sister, brother.”

A Fight with a family member.

your sister,
brother,
father
mother.

T: “What is a fight? If you have a fight with someone, you will be ____.”
Ss: “Angry, shout...”

A Fight with a family member.

吵架 打架

your sister,
brother,
father
mother.

(2) Give each student a worksheet and explain the way to finish it.

T: “Tell me ‘which family member did you ever fight with?’ ‘When was the last fight?’ For example, I had a fight with my son, so here ‘Shirley fought with her son last week.’”(Write down the example. **Shirley, her son, last week.** Show the slide ‘Shirley fought with her son last week.’)

•Talk about your findings.

Shirley fought with her son last week.



T: “Now, let’s write an example together.

Let’s ask one student to share.

Jason, can you tell us about your fight?

Who did you fight with? When?”

S: “I fought with my sister last month.”

T: “Thank you. In the “Myself”, Jason should write:

‘his sister’ under *What family member?*

‘last month’ under *When?*

Good! Now please ask two classmates about their fights. Ask these two questions:

1. Who did you fight with?
2. When was the fight?

Then, write their answers on the sheet in the right places.”

Worksheet

(ICQ)

“So now tell me what you should write down.”

(Point to the corresponding blank.)

T: “First,”

Ss: “The person.”

T: “Then,”

Ss: “The time.”

T: “And”

S: “Make a sentence.”

T: “That’s right. Go for it.”

Last Fight Class: _____ Number: _____ Name: _____

Questions	Example Name: Lisa	Myself	Classmate 1: Name: _____	Classmate 2: Name: _____
1. Which family member did you ever fight with?	brother			
2. When was the last fight	yesterday			

Example: Lisa fought with her brother yesterday.

Myself: _____

Sentence1: _____

Sentence2: _____

(2) Have each student interview 2 classmates about their fighting experiences.

(3) Have Ss write their findings on the worksheet and make sentences with their partners’ responses.

(4) Have Ss talk about their findings.

T: “Guess how many students had a fight with their parents last year. 0-4, 5-10, 11-16?”

The students who guess the right answer will get 5 points.

_____ of the students in class 304
had a fight with their parents this year.

T: “Many of you said you had a fight with your family. It’s very common. We all fight sometimes. Today, we will read a story about a boy named Ted. He had a fight with someone in his family, too. Let’s see what happened to Ted, and think about how to solve a problem after a fight?”

4.進行練習活動

Practice
Checking for
Comprehension

4.進行練習活動 Practice

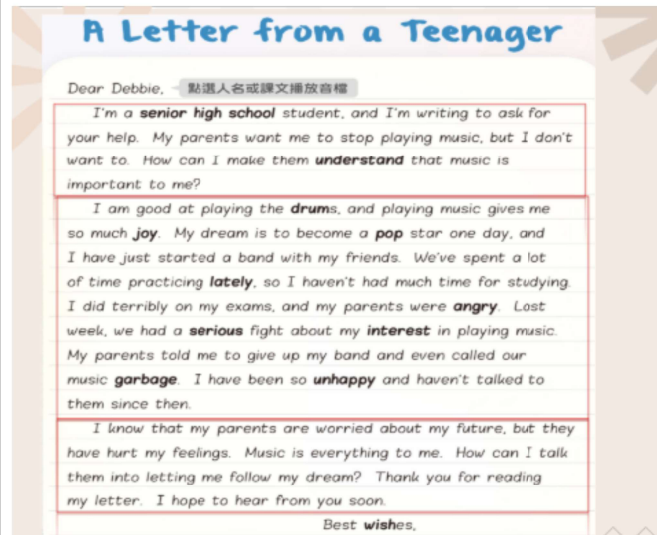
Checking for Comprehension

1. Read the first and last paragraph with students.
Then, ask students to answer the following question and discuss it with his/her partner.

10
mins

Textbook
P.22

Why did Ted write this letter?
 (A) To talk to his partners.
 (B) To ask Debbie for help.
 (C) To show his interest in music.



T: “Everyone, turn to P.22. Look at this text. What is it? Is it an online article, a letter, or a poster?”
 Ss: “It’s a letter.”

T: “Good! Who wrote the letter?”
 Ss: “Ted.”

T: “And who is Ted writing to?”
 Ss: “Debbie.”

T: “Why do you think Ted wrote this letter?”
 Ss: (still reading or guessing)

T: “Wait! Don’t rush to read the whole text yet. If you want to know the **reason** why Ted wrote the letter, which part should you read?” First, tell me how many paragraphs there are?”

Ss: “Three.”

T: “Great! So, which paragraph do you want to read to find the answer?”

Ss: “The first / the third.”

T: “Why?”

Ss: (give reasons, e.g., first paragraph tells us what it is about and sometimes last paragraph tells us what he wants.)

T: “Very good! Now, let’s read the **first** and **third** paragraphs together.”

(After reading) “Okay, let’s think. ‘**Why did Ted write this letter?**’ Look at the three choices.

- (A) To talk to his partners.
- (B) To ask Debbie for help.
- (C) To show his interest in music.”

T: “Talk to your partner. Tell them:

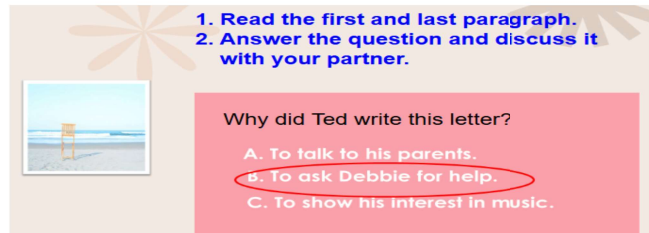
‘I think the answer is ____, because ____.’”

T: (after discussion)

“Okay, let’s share!

Who can tell me their answer and reason?

Great! So Ted wrote this letter because he had a problem and wanted help. That’s right — the best answer is **(B)**: *To ask Debbie for help.*”



1. Read the first and last paragraph.
2. Answer the question and discuss it with your partner.

Why did Ted write this letter?

A. To talk to his parents.
B. To ask Debbie for help.
C. To show his interest in music.

2. Ask students to write down the question for his / her level. Find the answers and discuss them with his/her partner.

1. What is Ted?(SH)

2. Why did Ted have a fight with his parents?(BH)

3. What does Ted want to do?(SA)

4. What hurts Ted’s feeling?(BA)

T: “Now, I want you to answer **one** question. Small Hosts answer Question 1. Big Hosts answer Question 2. Small Angels answer Question 3. Big Angels answer Question 4.”

1. (SH) What is Ted?

2. (BH) Why did Ted have a fight with his parents?

3. (SA) What does Ted want to do?

4. (BA) What hurts Ted’s feelings?

T: “After you pick your question, find the answer in the text. Write down your answer. Then, talk with your partner. Share your answer and discuss. If you want, you can ask your partner your question, too.”

T: “OK! Let’s play a quick game!

Question1: *What is Ted? SHs?”*

(SH Ss try to answer quickly)

SH in GROUP1: “He is a senior high school student!”

T: “Yes! That’s right — Ted is a senior high school student. Where is the answer?”

SH in GROUP1: “ Here. (The first sentence.)

T: “Let’s check the text. It says: I’m a senior high school student. Great job! +5 points for you!”

PPT

1. What is Ted? (SH)

Dear Debbie,

I'm a senior high school student, and I'm writing to ask for your help. My parents want me to stop playing music, but I don't want to. How can I make them **understand** that music is important to me?

Then, check the other three questions.

2. Why did Ted have a fight with his parents?

I am good at playing the **drums**, and playing music gives me so much **joy**. My dream is to become a **pop** star one day, and I have just started a band with my friends. We've spent a lot of time practicing **lately**, so I haven't had much time for studying. I did terribly on my exams, and my parents were **angry**. Last week, we had a **serious** fight about my **interest** in playing music. My parents told me to give up my band and even called our music **garbage**. I have been so **unhappy** and haven't talked to them since then.

3. What does Ted want to do?

I know that my parents are worried about my future, but they have hurt my feelings. Music is everything to me. How can I talk them into letting me follow my dream? Thank you for reading my letter. I hope to hear from you soon.

Best wishes,

Ted

4. What have hurt Ted's feeling?

I am good at playing the **drums**, and playing music gives me so much **joy**. My dream is to become a **pop** star one day, and I have just started a band with my friends. We've spent a lot of time practicing **lately**, so I haven't had much time for studying. I did terribly on my exams, and my parents were **angry**. Last week, we had a **serious** fight about my **interest** in playing music. My parents told me to give up my band and even called our music **garbage**. I have been so **unhappy** and haven't talked to them since then.

<p>5 mins</p>	<p>5.結束課程</p> <p>Wrap-up</p> <p>Write a letter back to Ted</p>	<p>3.Quiz (Teacher gives students quiz paper.)</p> <p>T: “Now, please look at the four sentences on your paper. Read them carefully and write True (T) or False (F). Do it by yourself — no talking now. You have 2 minutes.”</p> <p>(After 2 minutes.)</p> <p>T: “Time’s up! Now, please exchange your paper with your partner. (The teacher will take the two papers and switch them.) The teacher will take the two papers and switch them. Let’s check the answers together. Get your red pen ready.</p> <p>1.<i>Ted wrote the letter because he needs help.</i> → True <input checked="" type="checkbox"/></p> <p>2.<i>Ted has spent much time on studying.</i> → False <input checked="" type="checkbox"/></p> <p>3.<i>Ted’s parents want him to give up his music.</i> → True <input checked="" type="checkbox"/></p> <p>4. <i>Ted needs Debbie’s help to talk to his parents.</i> → True <input checked="" type="checkbox"/></p> <p>T: “Now, check how many answers are correct.</p> <ul style="list-style-type: none"> • If your partner got 4 correct, write “+5 points!” at the top of the paper. • If 3 correct, write “Good job!” • If 2 or 1, write “Keep trying!” — no problem, we’ll learn more together! <p>Return the paper to your classmate and say, ‘here you go!’”</p> <p>T: “Now, let’s see how you did!</p> <p>Who got 4 out of 4 correct? (raise your hand)</p> <p>Great job! You get +5 points!”</p> <p>T: “Who got 3 correct?</p> <p>Nice work! You’re almost there.”</p> <p>T: “How about 2 correct? Good try! Keep practicing.”</p> <p>T: “Anyone got only 1 correct. That’s OK. Don’t worry — we’ll learn it together.”</p> <p>5.結束課程</p> <p>Wrap-up Write a letter back to Ted.</p> <p>Tell students to write a letter back to Ted.</p> <p>T: “Now you know about Ted’s problem.</p> <p>He had a fight with his parents and feels sad. Let’s do something to help him. Now you are Debbie. Your friend, Ted, asks for help. Please write a letter back to Ted.”</p> <p>T: “In your letter, you can:</p> <ul style="list-style-type: none"> • Say something kind to him. • Give him some advice. • Tell him what you would do. <p>Use simple sentences. Write from your heart! That is your homework. Please hand it in next Monday.“</p>	<p>Quiz paper</p>
---------------	--	---	-------------------

		<p>(ICQ) T: “OK. Students, what is your homework?” Ss: “Write a letter to Ted.” T: “What do you need to write in the letter. First,” Ss: “Say something kind to him.” T: “Then.” Ss: “Give him some advice.” T: “Then,” Ss: “Tell him what you would do.” T: “Great job, Debbies. When can I get the letter?” Ss: “Next Monday.” T: “Well done, everyone. See you next Monday.”</p> <div style="border: 1px solid black; padding: 10px; background-color: #f9f9f9; margin: 10px 0;"> <p style="text-align: center;">Write a letter back to Ted</p> <p>In your letter, you can:</p> <ul style="list-style-type: none"> ● Say something kind to him. ● Give him some advice. ● Tell him what you would do. <p style="text-align: center;">Use simple sentences. Write from your heart!</p> </div>	
--	--	--	--

指導注意事項

Lesson Plan Breakdown

This unit consists of seven classes that gradually build students’ vocabulary, grammar, reading, and communication skills. Throughout the course, students actively engage in discussions, reading, and writing to practice English in real-life contexts. Notably, the 6th class is designed to demonstrate effective techniques for full English teaching. This class focuses on two essential strategies:

Teacher’s Talk, which guides students using clear, simple, and repeated language; and **ICQs** (Instruction Checking Questions), which help ensure students understand what to do. By selecting one reading-based lesson as the demonstration model, this class aims to provide practical, classroom-ready examples for English teachers who may be unfamiliar with or still anxious about using English as the main medium of instruction. Here are seven classes.

1st Class:

Introduction to Unit 1 vocabulary and key expressions related to daily routines and family life.

2nd Class:

Review of vocabulary and introduction to the present perfect tense (Part A), including essential sentence patterns.

3rd Class:

Continuation of present perfect tense instruction (Part B) with guided practice.

4th Class:

Completion of present perfect tense instruction (Part C) focusing on practical application.

5th Class:

Teaching and practicing the Unit 1 dialogue, focusing on pronunciation and conversational skills.

6th Class:

Guided reading of Unit 1’s passage, “A Letter from a Teenager,” focusing on vocabulary acquisition and comprehension strategies.

7th Class:

Practice of sentence patterns and vocabulary through workbook exercises and collaborative activities to reinforce learning.

Student Background and Proficiency Overview

1. Mixed-Level Class Composition

This is a mixed-ability class with varying levels of English proficiency. Approximately one-third of the students are low achievers; around six students scored below 60 on both their midterm and final exams.

2. Vocabulary Retention and Word Recognition

Most students are able to read aloud and spell vocabulary words correctly. However, many tend to forget the words shortly after assessments, indicating a need for repeated exposure and contextual practice.

3. Grammar Understanding

Students have a basic understanding of be-verbs and both present and past tense structures. However, they require a quick review of grammar rules before new instruction to ensure comprehension and accuracy.

4. Group Dynamics and Peer Support

Students are accustomed to working collaboratively in groups. The class is divided into four groups, with each group including members of different ability levels. Roles such as “Big Angel,” “Small Angel,” “Big Host,” and “Small Host” are assigned based on students’ English proficiency, allowing for peer support and scaffolding during group activities.

參考資料

This lesson plan was developed based on insights gained from the **2024 Overseas Short-term Training Program for Junior High and Elementary School English Teachers**. The content was inspired and refined using the notes taken during the training, incorporating both theoretical knowledge and practical strategies to enhance classroom effectiveness. Here are two important strategies I took for facebook sharing--- ICQs and Teacher Talk.

Teacher Talk

This week, we learned about Teacher Talk. 🇹🇼 That is a very important part when we try to teach English through English. That is why I came here. If you have the same question about how to teach English through English which students can understand. I can tell you some about it now. 🇹🇼
— 🇹🇼 覺得充滿希望。

🇹🇼 First, use English comprehensively in the classroom. I think most English teachers already know about Krashen’s input+1 hypothesis in learning, but Teacher Talk needs to be I-1, especially in a general classroom.

🇹🇼 Second, there are then mistakes you need to avoid about Teacher Talk:

🇹🇼 (1) Teachers talk too much. You need to make it easy and direct. Don’t try to use long sentences or too many instructions at the same time. Students will be easily confused.

🇹🇼 (2) Running Commentary (I am now going to give you a piece of paper. Then, I am going to pick up the paper from the desk and give a piece of paper to each of you...) That description starting from “I am going to ...” doesn’t make sense, and Teacher Talk is for students to understand, not like self-talking. If the teacher wants to give students a piece of paper, just say “Take a piece of paper.” or “Paper, please.”

🇹🇼 (3) Teachers talk when they don’t have students’ attention. Stop talking when students stop

listening. They cannot get anything from you.

😞(4) Teachers talk too much without pausing! Pausing is important for students to catch your points. Try to pause it into meaningful chunks. Ex. Please sit down (wait for students to sit down), take out your book (wait) and write down your name (wait) on top of P.24 (wait).

😞(5) Teachers do not demonstrate /show. Teachers can explain the instructions into several steps and draw pictures. These methods are easy for students to follow your instructions. Ex. Please sit down (wait for students to sit down), take out your book (wait) and write down your name on top of P.24 (Draw a form of a page, write down the page number and show where to write down the name.)

😞(6) Teachers speak, then translate immediately. If students cannot understand a hard word. First, try to repeat your instruction more slowly or clearly. If students still cannot understand, paraphrase it.(boil->heat up-> hot water) If not, ask their classmate to translate it to them. It is the last choice for teachers to translate it because teachers need to create more chances for students to practice English.

😞(7) Teachers use language that is far above the level of their students. Use i-1 level English. It is easy for students to understand your instruction.

😞(8) Teachers check if students have understood by asking “Do you understand? Got it? OK?” That is a useless checking question, because students are seldom able to tell you if they have any problems. The best way to do that is to do some ICQs. I will leave this part for next week since the word limits.

Now, you know the principles. Try to distinguish them from the following Teacher Talk by yourself as we did in the classroom.

1 Find out what the mistakes from this Teacher Talk are.

2 Figure out the main points from this Teacher Talk.

3 Make it a better Teacher Talk.

👉 Example: Well, we are going to read the story. I'll read it first and you listen, and after that I want you to read it again. There are some questions after the story, so after we have read the story. I am going to ask you some questions and you are going to answer them. Understand? (Some students look confused.)...Good.

😞 Answers: Clues: There are 5 mistakes.

...

👉 1. The mistakes are 1 (too long), 2 (I'll read... I am going to ask...), 4 (no pausing), 5 (Talk without demonstration), 8 (Understand?)

👉 2. The main points you marked are...you listen... read it...answer them.

👉 3. A better Teacher Talk will be ...

Step 1: Listen.

Step 2. Read.

Step 3. Answer the questions.

👀 See! Teacher Talk is just like this simple way. 😊😊

ICQs (Instruction Checking Questions)

“Do you understand?” “Got it?” “OK?” Those are questions teachers use to check students’ learning. However, they are usually useless checking questions, because students are seldom able to tell you if they have any problems. The best way to do that is to do some ICQs (Instruction Checking Questions). They are used to check if students have understood instructions. Here are the steps to do ICQs.

1. Note the key point(s) that you want to check.

2. Focus your ICQs on those key points!

👉 Let’s try to practice:

👉 Example1: Please work with your partner and finish the puzzle. When you have finished, put your hand up.

👉 Answers:

1. Note the key point(s): Please work with your partner and finish the puzzle. When you have finished, put your hand up.

2. ICQs: Students, what will you do? First, (Ss: work with your partner), then, (Ss: finish the puzzle), and then (Ss: hand up)

👉 Example2: Groups one and two please stand at the back of the class, groups 3 and 4 please stand at the front of the class.

👉 Answers: 1. Note the key point(s): Groups one and two please stand at the back of the class, groups 3 and 4 please stand at the front of the class.

2. ICQs: Group 1,2 Where? (Ss: Front.) Group 3,4 Where? (Ss: Back.)

Summary: You can try to use the following patterns to make sure students’ comprehension.

🧐 TIP1: Break your instructions into steps! ICQ =.. Step one?? Step 2??)

🧐 TIP2: What do you do first? And then?)

See. It is more clear for checking students’ comprehension.

Note: Don’t answer your own CCQs/ICQs. Break up your instructions with ICQs

🧐 Do not give long instructions one shot and then try to ICQ all of them!)

附錄

Last Fight

Class: 304 Number: 15 Name: JD.

Questions	Example Name: Lisa	Myself	Classmate 1: Name: <u>Wendy</u>	Classmate 2: Name: <u>Ruby</u>
1. Which family member did you ever fight with?	brother	No	brother	sister
2. When was the last fight	yesterday	No	yesterday.	last week

Example: Lisa fought with her brother yesterday.

Myself: I never fought with my family member.

Sentence1: Wendy fought with her brother everyday.

Sentence2: Ruby fought with her sister last week.

教學反思 Reflection on Teaching

In this lesson plan, I used **Teacher Talk** and **ICQs**, two strategies I learned during my training in Canada. These techniques helped me teach fully in English while making sure my students could still understand and follow the lesson.

At first, I was worried because only two students in the class had scored an A on the English mock exam. I thought full English instruction would be too difficult. But after using vocabulary and survey activities from the training, the students surprised me—they understood the lessons and stayed engaged.

I also gave them a questionnaire, and most students said they could follow the English, enjoyed the class, and felt less nervous about using English. This experience showed me that with the right support, full English instruction can work—even for students with lower English levels. Below is a summary of the results.

系統計

B5 U1 Reading Class Name: _____

1. 請問你覺得今天的課堂教學，英語會不會很難？

會 (有美) 還好 不會
正 正 下

2. 你希望未來的英語教學中英語要： ☐多一點 ☐少一點 ☐和今天一樣
為什麼？
正 正正

3. 你喜歡這堂課嗎？ 為什麼？
喜歡 正正正 可

你可以如實回答，老師都會很感謝你的回饋。

Because this was a leveled class, I especially hoped to hear more feedback from students who usually struggle with English. Their opinions were important to me in evaluating whether English-only instruction was truly working. Here are some of their comments:

B5 U1 Reading

Class 304

Name: Joe.

1.請問你覺得今天的課堂教學，英語會不會很難？

不會很難只有一點難

2.你希望未來的英語教學中英語要：☐多一點 ☐少一點 ☒和今天一樣
為什麼？

今天的沒那麼難。

3.你喜歡這堂課嗎？為什麼？

還好，因為英文是我的弱項。

你可以如實回答，老師都會很感謝你的回饋。

B5 U1 Reading

Class 304

Name: [Redacted]

1.請問你覺得今天的課堂教學，英語會不會很難？

不會

2.你希望未來的英語教學中英語要：☐多一點 ☐少一點 ☒和今天一樣
為什麼？我覺得中英語的數量剛剛好

3.你喜歡這堂課嗎？為什麼？

喜歡

可以學到很多字

你可以如實回答，老師都會很感謝你的回饋。

B5 U1 Reading

Class 304

Name: [redacted]

1. 請問你覺得今天的課堂教學，英語會不會很難？

會一點

2. 你希望未來的英語教學中英語要：☐多一點 ☐少一點 ☒和今天一樣

為什麼？因為我英文是聽不懂看不懂的
所以就老師會講比較好記

3. 你喜歡這堂課嗎？為什麼？

喜歡

因為老師跟同學都會幫我
讓我覺得英文不是這麼的難

你可以如實回答，老師都會很感謝你的回饋。

B5 U1 Reading

Class 304

Name: Wendy

1. 請問你覺得今天的課堂教學，英語會不會很難？

一點點

2. 你希望未來的英語教學中英語要：☐多一點 ☐少一點 ☒和今天一樣

為什麼？

我覺得今天這樣剛剛好

3. 你喜歡這堂課嗎？為什麼？

喜歡，很有趣、麥克風很好玩

你可以如實回答，老師都會很感謝你的回饋。

Last, as a teacher, I still had to spend extra time preparing. I worked hard to get used to using Teacher Talk and ICQs effectively, and I revised my PowerPoint slides four times to make sure they supported my instructions clearly. But just like our instructor George told us: "Add a little at a time." That advice really helped me see that full English instruction is possible. And the fact that *students themselves* felt proud and happy to understand English—that made all the effort worthwhile.

