**Chen Kung Junior High School**

**Lesson Plans for Hanlin B3 U2**

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| **Course/ Unit** | | **English**  **Unit 2 You can learn about game design after you joined the club** | **Designer** | | 許慧卿 | | |
| **Grade** | | **8** |  | | **1** | | |
| **Rationale for Instructional Design**  1. Learn basic patterns of an ad.  2. Use verbs and phrases describing in an ad.  3. Understand the content of an advertisement | | | | | | | |
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| **Core competency、Learning focus(Learning performance/content）、Learning objectives** | | | | | | | |
| **Core competency** | **General Guidelines** | A2 Logical Thinking and Problems Solving  B1 Semiotics and Expressions  C2 Interpersonal Relationships and Team work | | | | | |
| **Subject Guidelines** | English–J–A2  English–J–B1  English–J–C2 | | | | | |
| **Learning Focus** | **Learning**  **Performance** | 1-Ⅳ-3 Can comprehend sentences of basic or important sentence structures. 。  1-Ⅳ-4 Can comprehend the gist of everyday conversations  2-Ⅳ-8 Can speak sentences of simple or important structures with intelligible pronunciation, stress and appropriate intonation.    2–IV–13 Can communicate in everyday life about various topics or situations in simple English  3-Ⅴ-10 Can identify the elements of a simple story, including the background, characters, conflicts and resolutions, etc    6–IV–5 Makes good use of various search tools to gain better understanding of the English information one comes across.  7–IV–2 Makes good use of background knowledge relevant to the topic of a given reading/listening passage to aid comprehension | | | | | |
| **Learning**  **Contents** | Ac–IV–4 Vocabulary of junior high level. (Can recognize and use 1,200  Ad–IV–1 Grammar and sentence patterns of junior high level.  B–IV–Everyday communication achievable with the vocabulary and sentence structures of junior high  B–IV–6 Describing pictures.    C–IV–3 Knowledge of various cultures and customs and respect for differences. | | | | | |
| **Learning Objectives** | | 1. Able to read an ad and get the information from it.  2. Be able to listen, speak, read and write the sentence patterns used in this unit, and be able to substitute different vocabulary into the sentence patterns.  3. Can learn to summarize the gist of the advertisement.  4 Be able to read articles related to the theme of this unit to cultivate reading ability.  5. Able to use reading strategies to analyze the content and meaning of dialogues. | | | | | |
| **Teaching Material** | | **Hanlin**  **Book 3 Unit 2 You can learn about game design after you join the club** | | | | | |
| **Teaching Aids** | | 1**. E-Book**  **2. Blackboard**  **4. Videos** | | | | | |
| Teaching Procedures | | | | | Time | | Assessment  Methods |
| 【Reading 】  1. Play related videos of famous ads attractions to generate motivation.  2. Through the guidance of pictures before class, let students discuss the content in the pictures to understand what information they can get from the ad.  3. Ask students to guess what content may appear in this ad from the title, and make small groups      What is the purpose of an ad ?      What information can you usually see in an ad ?      The reading is an ad for a video game design club. What factors can make you join a club ?  4. The teacher plays the e-book , let the students watch the reading animation and listen to the text  5. Remind students to learn to use the reading strategy in this article: scanning. of this policy  6.The purpose is to hope that students scan the content of the article and find out the narratives of each paragraph in the article in order to understand the article.  7.Teach the pronunciation and usage of words that appear in reading.  8. Ask the students to read the content of the text, please pay attention to the pronunciation and intonation. | | | | | 5 mins  10 mins  15 mins  5 mins  10 mins | | 1. Paper and pencil assessment 2. Group discussion 3. Oral assessment |