**Chen Kung Junior High School**

**Lesson Plans for Hanlin B5 U2**

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| **Course Unit** | | **English**  **Unit 2 The movie looks exciting** | **Designer** | | 許慧卿 | | |
| **Grade** | | **9** |  | | **1** | | |
| **Rationale for Instructional Design**  **1. Students can understand the content of the conversation and restate the key points.**  **2. Students can understand sentences using present or past participles as adjectives.**  **3. Students can understand sentences expressing cause and effect using the expressions so….that…; ...' enough to... ' too... to... \***  **4. Students can understand that downloading and watching pirated videos is unacceptable.**  **5. Students can learn how to invite others and respond through oral practice.**  m | | | | | | | |
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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.Understand and use -ing and -ed adjectives correctly in context.  2. Identify examples from the dialogue in the textbook.  3. Practice describing feelings and things using target structures.  4. Communicate opinions about movies, books, or activities using looks/feels + adjective. | | | | | |
| **Teaching Material** | | 1. Textbook (Hanlin, Book 5, Lesson 2)  2. Worksheet for guided and free practice | | | | | |
| **Teaching Aids** | | 1**. E-Book**  **2. Blackboard**  **4. Videos** | | | | | |
| Teaching Procedures | | | | | Time | | Assessment  Methods |
| (Dialogue)  1. Warm-up (pp. 30-31)  (1) The teacher leads students in reading the discussion example.  (2) Have students work in pairs and share which movies they are most interested in and which movies they are least interested in.  2. Dialogue (pp. 32-34)  (1) Use pre-listening questions to have students observe the illustrations and predict the context of the dialogue.  (2) Play the CD and use post-listening questions to remind students of the information they should pay attention to when listening to the dialogue.  (3) Have students organize and share the main idea of ​​what they heard.  (4) Use question C on p. 34 to check students' understanding.  (5) Have students practice role-playing and dialogue.  3. Dialogue (pp. 32-33)  (1) Have students read the dialogue aloud.  (2) Help students become familiar with the words in the dialogue.  4. Oral Practice (p. 34)  (1) Using the sentence patterns from Read and Learn, explain how to make an invitation.  (2) Have students work in pairs. | | | | | 10mins  10mins  10 mins  15 mins | | 1. Paper and pencil assessment 2. Group discussion 3. Oral assessment |