

目錄

摘要	P.2
《創新英語情境式主題教學》課程簡介	P.3
壹、課程設計緣起	P.3
貳、教學對象	P.3
參、課程內容簡介	P.3
肆、教學媒材使用方式	P.7
伍、教學效益	P.11
陸、檢討及省思	P.11
柒、總結	P.14
課程設計理念	P.15
課程目標	P.15
教學活動設計	P.16
主題一：Airport	P.16
主題二：Movie Theater	P.23
主題三：Metro Station	P.29
主題四：Kid's Yoga	P.35
主題五：DIY	P.43
主題六：Coffee Shop	P.50
主題七：Tourist Information Center	P.57
主題八：World Art Village	P.64
學生回饋	P.74

創新英語情境式主題教學

~ 四到六年級創新英語情境式教學活動設計彙編 ~

服務學校：臺北市劍潭國民小學

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摘要

為配合本市推動活化英語教學的政策，本校以「學習生活化、遊學在地化」的全球觀點、在地思維為核心概念，跳脫英語制式學習的框架，讓學生處於全英語的環境裡，不論是食衣住行育樂各類主題，皆結合多元課程讓學生自然而然親近英語。

目前我們發展的八大主題有國際機場、捷運站、咖啡館、瑜珈、自己動手做、電影遠、世界藝術村和遊客中心，這些教案及輔助的教具旨在激發學生學習英語的興趣和創意，另外提供英語教師豐富多元的教材教具，方便老師於課堂中隨時參酌使用。學生在情境課室中以感官、感覺去聆聽、回應模擬的情境，適時表達合於場景和意義的英語，激發自主學習潛能，玩出溝通和對話的能力，並由提供學生探索世界等題材中，建立學生國際觀，提升國際競爭力，迎向地球村的未來。

關鍵字：情境教室、英語主題教學

壹、緣起

劍潭國小因為交通便利和鄰近資源豐富，如：圓山大飯店、劍潭青年活動中心、士林官邸、故宮博物院、天文館、科博館、兒童育樂中心…等，被選為士林區情境中心所在地，提供士林區學生全英語學習服務。劍潭國小英語情境中心也在行政團隊和英語教學團隊合作之下，打造出八大主題，分別為國際機場、捷運站、咖啡館、瑜珈、自己動手做、電影院、世界藝術村和遊客中心。

截至目前為止，劍潭英語情境中心已經運作兩個學期，英語教師群發現校內學生學習動機普遍提升，學生比較願意開口和老師進行英語對話。除此之外，英語老師甚至嘗試將這一套課程和配套教具挪到普通教室使用，結果發現學生仍具有相當大的學習動機和學習成效。有鑑於此，劍潭國小英語教師團隊希望可以將這一套體驗課程，提供給其他沒有英語情境中心的學校參考，即使沒有豐富的硬體設備，老師還是可以透過簡易版的情境營造和使用該體驗課程和配套教具，引起學生學習動機，提高學生的學習成效。

貳、教學對象

創新英語情境式八大主題教案是針對國小四至六年級學童設計，每份教案皆分初階和進階兩種程度。初階對象主要以中年級學生或相等程度為主；進階對象以高年級學生或相等程度為主。

參、課程內容簡介

英語教學團隊根據八大主題設計情境式課程供學生體驗，以下簡述八大主題教學流程，供老師們參考。

一、Tourist Information Center 旅客服務中心

旅客服務中心課程設計目標在於讓學生挑選不同的旅遊景點，設計旅遊行程，體驗相關課程。情境課程流程如下：

- (一) 學生到旅客服務中心向服務人員詢問相關旅遊資訊。
- (二) 參考各項資訊後，學生決定參觀的旅遊景點。
- (三) 學生向旅客中心服務人員索取該旅遊景點的旅遊資訊手冊。
- (四) 服務人員最後向學生建議可行的旅遊行程規劃。
- (五) 學生在明信片上寫下今天體驗的心得，並將明信片投入郵筒中。

二、World Art Village 世界藝術村

世界藝術村課程設計目標在於讓學生欣賞藝術作品的同時，也能學習藝術相關的英文單字，例如形狀和情緒表達。此外，學生利用不同形狀的紙板拚湊出獨一無二的作品，並用老師所教導的英語句型來說明、解釋他們的創作。情境課程流程如下：

- (一) 首先，先將學生分組，以團隊的形式進行活動。
- (二) 接著，每組使用不同形狀的紙板進行藝術創作。
- (三) 完成後，學生們用老師所教導的英語句型來說明、解釋他們創作。

三、Coffee Shop 咖啡館

咖啡館課程設計目標在於讓學生學習咖啡館相關的英語知識，學生可以在咖啡館的情境中練習與店員對話、點餐等。情境課程流程如下：

- (一) 學生進入咖啡館，嘗試在櫃檯前瀏覽菜單、選擇他們的想要的飲料。
- (二) 接著，每位學生依序向店員點餐。
- (三) 店員向學生確認他們所點的餐點和收錢。

四、Do It Yourself 三明治 DIY

三明治 DIY 課程目標在於讓學生學習創作和製作餐點相關的英文單字。透過製作三明治的過程，學生可以習得製作程序並裝飾出個人專屬的三明治。完成後，學生可以利用老師教導的英語句型解釋自己的三明治創作概念。情境課程流程如下：

- (一) 首先，學生分組進行活動。學生運用不同的食材，如：麵包、生菜、肉片來製作出獨特的「臉」三明治。
- (二) 完成後，學生們用老師所教導的英語句型來說明和解釋他們的創作巧思。
- (三) 最後是愉快的美食享用時間。

五、International Airport 國際機場

國際機場的情境課程目標在於學生可以學習與國際機場、搭乘飛機有關的英文、單字和對話。登機報到處，學生向航工公司人員報到、對話和確認機位。此外，學生可以學習機艙內的廣播通知和安全指示，必且懂得遵從航空安全指示。情境課程流程如下：

- (一) 學生在機場等候處準備登機事宜。
- (二) 學生在機場報到處與航空人員對話，確認飛機班次和行李託管。
- (三) 學生交護照給航空公司人員。
- (四) 航空公司人員交還護照、給予登機證並指引登機方向。
- (五) 學生接受空服人員的邀請進入機艙。
- (六) 空服人員歡迎旅客搭乘該班機，並指示他進入座位。
- (七) 入座後，機長廣播通知以及報告有關該趟飛行的相關資訊。
- (八) 機長報告飛機亂流，空服人員向乘客示範防撞姿勢，並要求旅客準備進入防撞姿勢。

六、Kid's Yoga 兒童瑜珈

兒童瑜珈的情境課程目標在於學生可以透過瑜珈學習放鬆和提升專注力。瑜珈活動包含基本瑜珈技巧和聽說故事，將故事內容與特殊瑜珈動作結合。情境課程流程如下：

- (一) 學生經由老師指示在瑜珈墊上進行瑜珈活動，透過此活動可以使學生得到身心靈的平靜。
- (二) 老師結合說故事的活動讓學生學習英文單字、故事情節並融入故事內容。
- (三) 學生依照老師指示進行身體律動結合英語之教學。
- (四) 課程結束前帶領學生進入收操活動，藉此學生能夠得到深入的身心靈放鬆。

七、Movie Theater 電影院

電影院情境課程目標在於學生能學習與電影院相關的英文單字、專業用語以及適當使用這些字詞的生活情境。情境課程流程如下：

- (一) 學生進入電影院後，學習與電影院有關的英文字詞、用語。
- (二) 在售票窗口的情境中，學生與同伴交談、互動並向販售人員購買電影票。
- (三) 進入觀眾席之後，劇場接待員將會指引學生進入他們的位置。
- (四) 最後，透過欣賞電影，學生示範他們在此課程中所學到的英語知識。

八、Metro Station 捷運站

捷運站的情境課程目標在於學生能認識搭乘捷運大眾交通工具禮儀以及牢記搭捷運須遵守的規則。情境課程流程如下：

- (一) 學生能熟悉搭乘捷運須遵守的規則。
- (二) 透過各種活動、遊戲以及戲劇表演，學生能表演、示範搭乘捷運應有的良好行為。

肆、教學媒材使用方式

本課程教學媒材提供多樣性教學工具，教師可在課前預習、課間操作和課後複習上多加使用。學生透過以上教學媒材，將可熟練地運用所學到的英語句型及對話，並運用在實際生活情境中。以下簡介各主題教學媒材及測驗工具：

一、 前後測 Power Point (Pre-test & Post-test)

此套課程每一主題均提供一份前後測，教師可以運用這些題目看出學生的學習效果。

二、 Tourist Information Center 旅客服務中心

- (一) 單字 (景點及旅遊資訊等) Power Point：學生上課前，教師透過 Power Point 做單字和句型預習。如此一來，在實際操作情境課程時，授課老師不需要花費大量時間在複習基礎單字句型上。
- (二) 對話 Video：此影片為外師示範此主題的對話。課程進行中，教師在要求學生對話練習前，可善加利用此示範影帶，學生較容易融入學習情境中，模擬角色的對話方式，並依自己的學習情況適度調整對話。
- (三) 明信片：課程結束前，學生會拿到其中一張設計好的明信片 (如附圖)。學生在明信片上寫下今天體驗的心得，並將明信片投入郵筒中。英語老師可私下傳給班導師，讓班導師在班上營造旅行回來的教學氣氛。英語老師甚至也可請學生設計自己的明信片。



三、World Art Village 世界藝術村

- (一) 單字（形狀）Power Point：教師可使用此 Power Point 在課前做單字教學及練習。
- (二) 米羅生平簡介 Power Point：教師可介紹米羅及其作品。請將學生注意力集中在作品，並運用問題解釋其細節的小故事。
- (三) 作品故事 Video：此影片簡介米羅其中一份作品-Garden。第一次學生可安靜觀賞此動畫，若有多餘課堂時間，教師可用英文講解或以問題的方式，引導學生思考此作品的細節部分。

四、Coffee Shop 咖啡館

- (一) 單字（各類餐廳食物）Power Point：教師可使用此 Power Point 在課前做單字教學及練習。雖然有大量食物單字在課堂上不常被使用，但可藉此媒材增加學生的英語語彙。
- (二) 對話 Video：此影片為外師示範此主題的對話。

(三) 學習單：此學習單將重要單字及對話再次呈現於學生面前，有助於學生在活動進行中，方便使用此對話。

五、Do It Yourself 三明治 DIY

(一) 單字（各類食材）及句型 Power Point：教師可使用此 Power Point 在課前做單字教學及練習。最後是各種創意臉型的三明治投影片，可以幫助學生聯想並發揮創意，做出屬於自己的三明治。句型部分，學生完成三明治後，上台用簡單英語句型向同學介紹自己的作品。

(二) 對話 Video：此影片為外師示範製作創意臉譜三明治。藉由簡單教學，學生比較容易理解一些臉部感官的製作方式。

六、International Airport 國際機場

(一) 單字（機場）及句型 Power Point：教師可使用此 Power Point 在課前做單字教學及練習。

(二) 對話 Video：此影片為外師示範對話，影片可營造機場櫃檯對話的情境。

(三) 亂流的 youtube 網址：<https://www.youtube.com/watch?v=7UO-wYpNN0s>
飛機上遇到亂流和環抱姿勢是課程設計的其中一部份，為求臨場感，教師可使用此影片營造緊張氣氛，可加深學習印象。教師也可自行在 youtube 尋找更適合自己教學的影片。

七、Kid's Yoga 兒童瑜珈

(一) 單字及句型 Power Point：教師可用此 Power Point 在課前做單字教學及練習。首先，瑜珈姿勢結合大自然的相關動作和字彙；其次暖身運動分解；第三，運用學到的單字，在教導瑜珈動作時加入故事元素，幫助學生冥想；第四，和瑜珈相關的小遊戲。

(二) 對話 Video：此影片外師示範對話，影片包含詢問及參加課程對話，亦包含進行瑜珈時的對話。

八、Movie Theater 電影院

- (一) 單字及句型 Power Point 及 word 檔：教師可在使用此 Power Point 在課前做單字教學及練習。首先購票、購買點心、服務生帶位及尋找座位相關單字及句型；第二，和朋友討論電影劇情等所會使用到的單字及句型。
- (二) 對話 Video：此影片外師示範對話，影片包含朋友之間相約看電影的對話。

九、Metro Station 捷運站

- (一) 單字及句型 Power Point：教師可使用此 Power Point 在課前做單字教學及練習。首先捷運硬體設備的單字及句型；第二，捷運禮儀的六大規則，學生可從此媒材學習到搭乘臺北捷運該注意到的基本禮貌運動；第三，臺北捷運和其他各國捷運之比較，讓學生了解遵守捷運禮儀的原因，並以自己國家的捷運為榮。
- (二) 對話 Video：此影片為示範捷運禮儀的規定，包含學生做錯事時，捷運超人會出面加以輔導。此影片可當作示範，學生分組並演出部分內容。此影片及戲劇練習教導學生在捷運中為正義發聲，鼓勵學生在捷運上看到錯誤行為時，也能站出來糾正輔導別人。

十、其他注意事項:

- (一) 教案內活動及教學工具眾多，各類活動時間分配要注意，避免花太多時間進行其中一樣活動，而有所偏重。
- (二) 此課程提供初階版和進階版 Power point 教學媒材，老師可以先嘗試使用初階版試探學生的程度。若學生程度較好，可酌參進階版本。

伍、教學效益

在「創新英語情境式主題教學」中學生從原本對英文的恐懼，開始對英文產生共鳴，進而熟練的運用及正確掌握語言的表達。因為教學主題切合實際生活內容，學生的反應熱烈，教學氣氛活潑，英語不再是書本上制式的句型，而是能活用在生活中。

同時，在已經設定好的各種情境下，學生一進入到所指定的主題（例：捷運站）就自然而然說出以學過的單字和句型，並在設計好的主題情境下練習對話。

學生從八個生活化的主題（捷運站、電影院，兒童瑜珈、國際機場、世界藝術村、動手做、咖啡館、遊客中心）學會如何用英文溝通，並運用所學英文在實際的生活裡，在活動時，和以往老師單向式的教學模式不同，學生踴躍地使用剛學到的英文和同學對答，而不是以老師為中心的教學模式。

陸、檢討及省思

八大主題經過試營運期和實際運作期後，英語教學團隊發現八大主題教學活動設計有優點，但也有改進之處。以下根據八大主題，提出省思供老師們參考。

一、Coffee Shop 咖啡館

- （一）生活化的主題，大部份的單字句型都較為熟悉，僅有 I would like …，學生較難學好發音及其連音。
- （二）學生在此主題有真實的採買飲料及點心，學生有很高的學習意願及成果。
- （三）菜單上的餐點有限，本英語團隊預計將擴增可練習的食物單字，讓學生可以增加句型代換練習。
- （四）可將教室布置成餐廳，或使用真實的飲料及餅乾，學生會更有臨場感。

二、Metro Station 捷運站

- (一) 一開始是依據捷運車廂禮儀設計課程，單字句型難度過高，在實驗課程後發現學生無法完全吸收運用所學，所以再次修正簡化教學內容。
- (二) 課程設計內容中包含各國捷運現況，讓學生體會了解到臺北捷運在衛生環境上及捷運禮儀上皆較其他國家優異，讓學生以自己國家為榮。
- (三) 遊戲設計相當生動活潑，學生在遊戲中能深化捷運禮儀的知識。
- (四) Virtual Tour 的短片讓學生在有趣的劇情中學會捷運禮儀。

三、Movie Theater 電影院

- (一) 課程包含豐富實用的生活用語及對話。
- (二) 老師隨機在這堂課進行中，用特效軟體（Action movie）拍攝學生上課的過程，並上傳至電腦中。課程結束前，學生看見自己出現於影片中，反應非常熱烈，可增強學習英語的興趣。
- (三) 透過購買電影票及觀賞電影達到英語對話與真實情況結合的學習效果。
- (四) 課前準備部分，如果能在教室布置電影海報等，讓教學的情境更具真實性。

四、World Art Village 世界藝術村

- (一) 此教案所附的單字量較大，老師需花相當多時間事先幫學生準備所需單字。
- (二) 學生有機會在學會形狀的單字後，分組創作出自己的藝術品。
- (三) 作完後，老師將每組作品拍下並上傳到電子白板上，學生再藉由圖像運用學習到的句型輪流介紹自己的創作。
- (四) 學習形狀後，此教案提供一個有關米羅作品的影片，學生從動畫中了解此畫作想傳達的意境。

五、Tourist Information Center 旅客服務中心

- (一) 學生能從課程中學到在遊客中心索取旅遊資訊，並詢問進一步的相關資訊。
- (二) 此次課程介紹英國著名景點，從教學媒體中可進一步認識英國文化。
- (三) 同一份教案教師未來可以自行針對不同的國家景點做相關的課程設計。

六、Kid's Yoga 兒童瑜珈

- (一) 此份教案實施後發現口語練習的部分較少，未來可設計相關情境的對話，增加口語練習的部分
- (二) 課程結合 TPR 教學法，讓學生在動態中學習英語，學生學習效果更佳。
- (三) 課程結束前讓學生運用瑜珈技巧，學習增加專注力及靜心等技巧。
- (四) 將環境教育融入課程中，讓學生不只學習到英語更學到愛護大地、珍惜自然、保護環境。
- (五) 學生在做瑜珈中，並同時培養學生英語閱讀能力。

七、International Airport 國際機場

- (一) Virtual Tour 拍的身歷其境，教學效果加分，老師可善加利用此教學媒材。
- (二) 建議老師在上課前能準備一只行李箱，讓學生上課時進行情境對話，有仿真的模擬情境。
- (三) 課堂上的亂流體驗活動，配合亂流影片的播放，老師教導學生環抱頭部並彎下腰(BRACE POSITION)的保護姿勢，讓學生加強災難應變能力。學生的學習興致很高昂，學習效果佳。

八、Do It Yourself 三明治 DIY

- (一) 學生在此主題有真實的製作創意臉譜三明治，學生有很高的學習意願。
- (二) 老師要控制醬料的給予，因為學生會過量使用。

- (三) 食材給得越少學生反而會努力思考如何善用食材，創意無限。
- (四) 老師必須提醒學生控制時間創作，避免學生英語成果發表時間被壓縮。
- (五) 學生製作過程中，老師可善用時間和學生做對話練習。

柒、總結

本套教學媒材是由本校英語團隊共同製作設計，根據臺北市國民中小學九年一貫課程綱要英語學習領域中所提及的主題設計規劃，設計完成後，開會討論修正，並賦予更多的創意；討論結束後，每一主題在四到六年級之間做多次的反覆實驗及錄影，確定初階版及進階版都能配合不同程度的學生。當教學不流暢或學生有學習上的困難時，我們團隊都會一再開會修改，因此，設計花費長達半年之久。雖然過程艱鉅辛苦，但看到學生在快樂中學習，令我們團隊覺得充實並有成就感。

經過我們反覆在普通教室中實施運用，我們深信這套教學媒體非常適合國小英語老師在課室內進行情境主題教學，此豐富多元的教材教具，方便老師隨時於英語課室中隨時配合課程主題參酌使用。期許未來臺北市的英語教學成效能藉由英語老師使用這套教學工具而能更加精進。

創新英語情境式主題教學課程設計理念

本課程設計係配合本市英語課程綱要與各年級英語學習能力指標進行劃，從學生現有英語學習課程中延伸、應用，增進學生英語聽、說的能力。此一課程設計之特色在於學生能在模擬的情境當中運用、練習他們在課室中習得的語言，提供學生沉浸式之英語聽說練習環境，提高學習成效。





創新英語情境式主題教學課程課程目標

本課程目標是以提高學生英語學習興趣，鼓勵學生不畏犯錯，樂於溝通為原則；鼓勵學生在生活中有機會使用英語並樂於嘗試。接觸英語時，學生能樂於探究其涵意並嘗試模仿，鼓勵學生在生活中或媒體上注意到學過的英語，並運用情境中非語言訊息，如圖示、肢體動作、語調、表情等幫助學習。

提供學生多元英語聽說練習，讓學生能習得基本的社交禮儀用語；在模擬情境中學生能作簡單的提問、回答和敘述；學生能根據教師提示以角色扮演作簡單的對話；學生能在情境中使用適合主題的生活對話。希冀學生能在習得單元主題後，在真實的情境中能自信的使用出來。

創新英語情境式主題教學活動設計

一、機場

International Airport			
Teaching Objective	Activity	Teaching Material	Time
<p>Introduce lesson content and format to the students</p> <p>Introduce students to learn vocabulary words and dialogue.</p> <p>Practice vocabulary words and dialogue in context.</p> <p>Reinforce Vocabulary words and dialogue</p>	<p>Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Travelers (Students) enter the 'Waiting lounge area' (EV classroom) and sit in the rows of seats. 2. Introduce lesson format to the students <ul style="list-style-type: none">  Check-in  Seat allocation  Safety announcement  Turbulence warning 3. Introduce vocabulary words and learn 4. Play the Virtual Tour 5. Practice dialogue 6. Teachers to give 'reward stamps' to students for good participation 7. Teacher to put the additional Flight Attendant script on the smart board and ask which students are able to read it. Choose two capable students to be the flight attendants. 8. Teachers to identify and choose two students to be the airline staff at the check-in counter, and two students to be flight attendants in the airplane cabin. <p>Scenario:</p> <p>Activity #1 – Check-In</p> <ol style="list-style-type: none"> 9. The two students chosen to be airline staff to take their place behind the two check-in counters 10. Travelers (Students) line up outside at the check-in counter in 2 lines 	<p>White Board</p> <p>Student Passports, boarding passes, Smart Board, Computer</p> <p>Vocab & Dialogue PowerPoint file</p> <p>Virtual tour Movie</p>	<p>10 min</p> <p>5 min</p> <p>10 min</p>

<p>Linking prior learnings to proposed activity</p> <p>Apply learnt knowledge to scenario situation</p>	<p>11. Travelers (Students) use the correct dialogue with the airline staff to check-in with their passport and obtain a uniquely numbered boarding pass</p> <p>12. Each individual boarding pass shows a particular seat allocation ✚ i.e. B3 (row B, seat 3)</p> <p>13. Travelers (Students) then take their passport and boarding pass and walk into the airplane cabin (inside the room) and participate in the 2nd activity</p> <p>Activity #2 –Seat Allocation</p>		3 min
<p>Consolidate prior learnings</p>	<p>14. The two (student) flight attendants greet the travelers (students) with the correct dialogue, check their boarding passes and direct them to their allocated seats.</p> <p>15. Travelers (Students) reaffirm their correct seating position by referring to their boarding pass and seating diagram on the smart-board.</p> <p>16. After all of the travelers (students) have taken their correct seats, then the second part of the activity is to begin</p> <p>Activity #3 – In-Flight Announcement</p>		5 min
	<p>17. The students receive an audio and visual message from their ‘Captain’ regarding flight information.</p> <ul style="list-style-type: none"> ✚ First: the Captain gives his audio message to the Travelers (students) ✚ Second: the script of the message will appear on the smart board ✚ Third: the students read the script together with their Captain and then on their own. <p>18. Students are then directed to answer questions from this ‘In-Flight Announcement’ in their passport (booklet)</p> <p>19. Teachers to move amongst the students and check their work and give out reward stamps</p> <p>Activity #4 - Turbulence warning</p> <p>20. As the students are completing activity #3, a YouTube</p>		4 min

	<p>video of severe turbulence is to appear on the smart board with sound.</p> <p>21. https://www.youtube.com/watch?v=7UO-wYpNN0s</p> <p>22. As the students look up at the video, they are to receive an “urgent” message from the ‘Captain’ regarding turbulence and how they are to get into the ‘brace position’.</p> <p>23. The flight attendants act out the safety procedure, “brace” for the passengers.</p> <p>24. The Captain reviews the passengers’ brace position.</p> <p>Activity #5 – Word Puzzle (Optional)</p> <p>25. Students to do the word puzzle in their passports.</p> <p>Lesson Conclusion:</p> <p>26. Wrap-up activity: teacher reviews the ‘Airport Experience’ and asks general questions on the vocabulary words and dialogue</p> <p>27. End of ‘International Airport’ activity</p>		<p>3 min</p>
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In-Flight Announcement:

“Good morning/afternoon ladies and gentlemen.

This is your captain speaking.

Today we are flying from Taiwan to Australia.

We will arrive in Australia at **2:00** pm tomorrow afternoon.

The weather in Australia is very hot.

We will give you lunch later on, and then after that there
will be a movie.

Enjoy your trip.”



Questions: Advanced & Basic

1. Today we are flying from _____ to _____.
2. We will arrive at _____ pm tomorrow _____.
3. How is the weather in Australia? It is _____.
4. After we have _____, there will be a _____.

旅程即將告一段落，請你仔細記錄下來，今天你學得了甚麼：

我學習到的英文字彙：

check in, England, America, traveling, passport

我學習到的英語會話：

Yes, I'm traveling to Australia. I would like to check in, please.

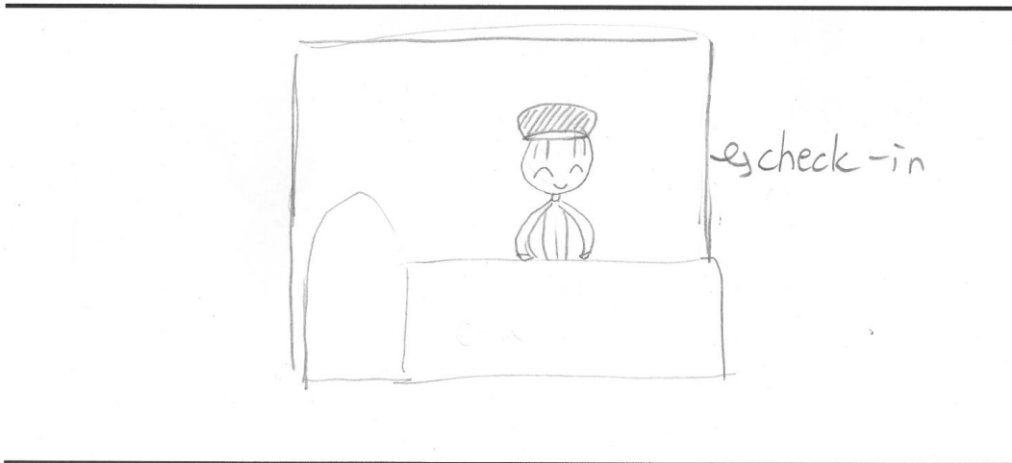
我覺得最有趣的活動或遊戲：

假裝乘客搭飛機出國。

為什麼：

因為可以學到出國要用的對話。

畫出印象中最深刻的教室場景：



為什麼：

因為場景很像真的



Reflection: International Airport

After all the travelling and a long day at the airport. The week of teaching the actual scenario was upon us. I was still a bit uncertain of what Brian expected me to do, as with all lesson planned by our department each teacher has their own picture. This picture entails how the lesson was envisioned by the respected teacher when planning the lesson. This vision shapes the outcome of the lesson and constantly modifies as the week progresses. In the end we have what we call “ a dynamically modified lesson” even then it still up to the teacher that presents the lesson to take what there is and make it his/her own.

At the start of the class learners were expected to come inside and sit down. This part of the lesson was to replicate the waiting lounge before you check in. This is where we did the vocabulary and introduce the dialogue. The check in counter was the next step and gave the students an opportunity to do the dialogue like they would in real life. After that they proceeded on to the plane and were helped by a

flight attendant (determined by the teacher beforehand). The flight attendant has another dialogue to complete with the passenger. Then followed the in-flight announcement and student s need to fill in questions. The last and certainly the highlight of the lesson came the turbulence warning. When done correctly and with full enthusiasm it could result in something very real such as excitement or anguish felt at that time in a real situation.

To the end of the week we summarize the highs and lows of the week, but it is safe to say that highs outweigh the lows. And every week the picture becomes a little clearer, more defined but yet so detailed. This results in smoother transitions from week to week. However it’s not a bad idea just to step back and to make sure you haven’t lost sight of the true outcome of the English village.

Jian-Tan Elementary School Teacher Observation Form

Date / Time	2014. 3.31(Mon.) 13:10-13:50	Teacher	Brian
Class	601	Observer	Janny
Content	International Airport		
<p>Note:</p> <p>1:15 Teacher with captain cap greeted to students in the hallway and introduce the theme.</p> <p>1:20 re-cap with the PowerPoint students repeat with teacher.</p> <p>1:23 Hand over the passport and go through the dialogue in the passport. Pick two students to be the airline staff and two students to be the flight attendants.</p> <p>1:27 virtual tour.</p> <p>1:30-1:43 Scenario -Ss line up to be passengers and practice the dialogue, find the seat number by the boarding pass.</p> <p>1:44 Captain broadcasting-Ss listen and fill in the blanks in the passport.</p>		<p>Reflection:</p> <p>It’s really help Ss have more solid concept of vocabulary and dialogue.</p> <p>*For advanced group may</p>	

<p>1:48 Ss read along the announcement script.</p> <p>1:50 Wrap up- teachers check the answers in the passport</p>	<p>be can divide the students to be 4 groups then the practicing time could be shorten.</p> <p>*That will be more helpful to let the “flight attendant” have few sentences to say while they’re assisting the passengers.</p>
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二、電影院

Movie Theater			
Teaching Objective	Activity	Teaching Material	Time
<p>Introduce students to vocabulary words and dialogue.</p> <p>Apply learnt knowledge to scenario situation</p> <p>Practice vocabulary words and dialogue in context.</p>	<p>Lesson Introduction:</p> <ol style="list-style-type: none"> Students will enter the classroom and sit down. A brief introduction for the lesson. As they enter the classroom they should have the feeling of entering a real movie theater. Jargon dialogue (to make virtual tour) Flash cards (vocabulary) Choose 4 students for dialogue specific practice as the individuals for the front desk and ushers respectively. Dialogue practice. Scenario: Front desk- dialogue to be printed out and Stuck to the window. : Usher. <p><u>School Based:</u> Video Store.</p> <p>When students receive their movie tickets they will also receive a leaflet where they need to fill in a story board with vocabulary of the day.</p> <p>Optional: Once all the students are done with the leaflet. The teacher</p>	<p>Power point file</p>	

	<p>can walk the students through the process of the scenario. You can use this time to reinforce what has been learnt.</p>		
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Movie Theater

Movie Theater Jargon Worksheet

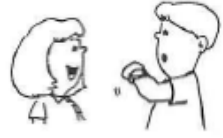
Hey, would you like to..... ?



Yeah, why not!
 Sounds great!



When are we ?



I don't know.
 What are the ?



2pm or 3:30pm



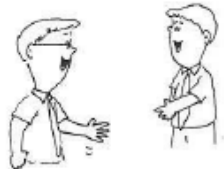
I don't like to



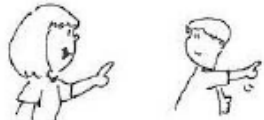
To buy popcorn, soft drinks and movie tickets we need to wait in line.



Where do you like to sit?



In the





What do you do
with your
..... ?



I give it to
the.....or
throw it away.



Do you stay to
watch the
credits?



Yes, always!



Great! Let's go.



旅程即將告一段落，請你仔細記錄下來，今天你學得了甚麼：

我學習到的英文字彙：

Metro station, rails, train, elderly, yield your seat, the waiting line, platform, gap, consider, passenger

我學習到的英語會話：

Would you like to catch a movie?

Don't eat or drink.

When reading newspapers, please consider other passengers.

我覺得最有趣的活動或遊戲：

movie theater

為什麼：

因為可以讓我們當售票員

畫出印象中最深刻的教室場景：



為什麼：

因為 MRT 是我生活中最常用到的運輸工具，也是
最愛的運輸工具。



Reflection: Movie Theater.

Going back a couple of weeks I sat down with the rest of the English department to discuss the movie theater topic. I needed the input from everyone and see what their ideas were regarding this issue. I wanted this movie theater topic to be different, but I didn't know where to start.

After 3 weeks of tossing and turning with the lesson plan for the movie theater, one has finally come up with something worth presenting and that makes sense. The big idea was to have movie clips of the students in the classroom. The difficult part was to incorporate this into the lesson. One wanted to do this the best way possible without it over shadowing the lesson or taking anything away from it. The lesson needed to stay meaningful as well as different. While wrestling with a couple of ideas as well after downloading various applications on the Iphone I had something.

The lesson procedure was as follows: Jargon dialogue, Flash cards, dialogue practice and scenario. The goal of the Jargon dialogue part of the lesson is to expose them to

the scenario and what is expected. Not only does it introduce the scenario but it also identifies the correct social setting in which to use this language. The flash cards and dialogue practice is straight forward. The scenario is set up to allow students to have a dialogue with the movie theater staff when buying movie tickets. In addition continue to the movie theater entrance where they will be met by the usher.

It was safe to say that everyone played a valuable part in the transformation of this topic. The ideas were welcomed although it was still in its infant stage and constantly changing. The changes were due to new insight which took place nearly every hour. So as I paint this picture you can see it wasn't as easy as 1 2 3. Being different brings great reward but doesn't let you have it without a fight.

Jian-Tan Elementary School Teacher Observation Form

Date / Time	5/2(Fri.) 11:15-11:55	Teacher	Warrick
Class	503	Observer	Mikey
Content	Movie		
<p>Note:</p> <ol style="list-style-type: none"> 11:20 Ss come in. T asks 'What do we do before seeing a movie?' Ss answer 'wait in line and buy a ticket' 11:25 T introduces VOC. T says, 'People in the middle row stand up', but all the Ss stand up. 11:30 asks 2 boys and 2 girls to be ushers and staff. T reads the dialogue and Ss repeat. 11:35 Scenario Practice. When they finish practicing the dialogue, the ushers show their seats. Ss write the worksheet. 11:45 T shows Ss around and helps them learn more details and review what they've learned. 		<p>Reflection:</p> <p>A question related to the topic like this is always a good start.</p> <p>Ss think A3, A4, B3, B4, C3, and C4 are the middle seats as well.</p>	

<p>6. Action clips.</p>	<p>T finds out they have extra time, so T shows Ss around.</p> <p>Ss love the clips. They are so funny!</p> <p>Suggestion- Personally I think the actions clips are so funny that Ss laugh and laugh. However, they are not real movies. I am thinking those clips can be the start and show a real 5 minutes movie after action clips. Have them realize they are really watching movies!</p>
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三、捷運

Metro Station			
Teaching Objective	Activity	Teaching Material	Time
<p>Introduce students to vocabulary words and dialogue.</p>	<p>Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Teacher asks students to line up and says “Today we are going to the metro station.” 2. Vocabulary Power Point: Teacher shows the slides of vocabulary and teaches them how to pronounce accurately. 3. Rules Power Point: Teacher teaches students the rules. 	<p>Smart Board Computer Vocab & Dialogue PowerPoint</p>	<p>1 min 10 min</p>

<p>Apply learnt knowledge to scenario situation</p> <p>Practice vocabulary words and dialogue in context.</p> <p>Consolidate prior learnings</p>	<p>Make sure students understand that reading the newspaper is ok, but do not bother other people when reading the newspaper.</p> <p>4. Virtual Tour: Practice 6 rules and watch Virtual tour</p> <p>Scenario:</p> <p>5. Scenario activity—Role play</p> <p>6. Option 1: Teacher roles play the naughty boy and breaks the metro rule. The students have to say the rules out.</p> <p>7. Option 2: Pick one student to role play the naughty and all other students have to say out the rules.</p> <p>8. “Who is going to jail?” Games:</p> <ul style="list-style-type: none"> + Ask all the students to stand inside the Free Zones. + Tell them the rules and make sure they understand. + Show the slides of “Who breaks the metro rules?” + Everyone read the question together. + If the picture shows something that we should not do in metro stations, , kids have to run to the “false/of course not/ wrong area”; if the picture shows something that we should not do in metro stations, kids have to run to the “on the “true/ of course / right area”. + They only get 3 seconds to run. If they couldn’t make it, they have to go to the jail area. <p>9. Taiwan’s Metro No.1 power point: Teacher compares the metro stations of other cities with MRT (file: metro no.1)</p> <p>Conclusion</p> <p>10. Review the rules with the kids.</p> <p>End of the lesson</p>	<p>file</p> <p>Student worksheet</p> <p>Power point file</p>	<p>13 min</p> <p>5 min</p> <p>10 min</p> <p>1 min</p>
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Metro Rules Matching Game

Don't eat, or drink.

Keep your voice down.

Yield your seat to the elderly.

Mind the platform gap.

Stand behind the waiting line.

When reading newspapers,
please consider other passengers.



旅程即將告一段落，請你仔細記錄下來，今天你學得了甚麼：

我學習到的英文字彙：

elderly, yield you seat, platform, gap, passenger

我學習到的英語會話：

Do not eat or drink.

Mind the platform gap.

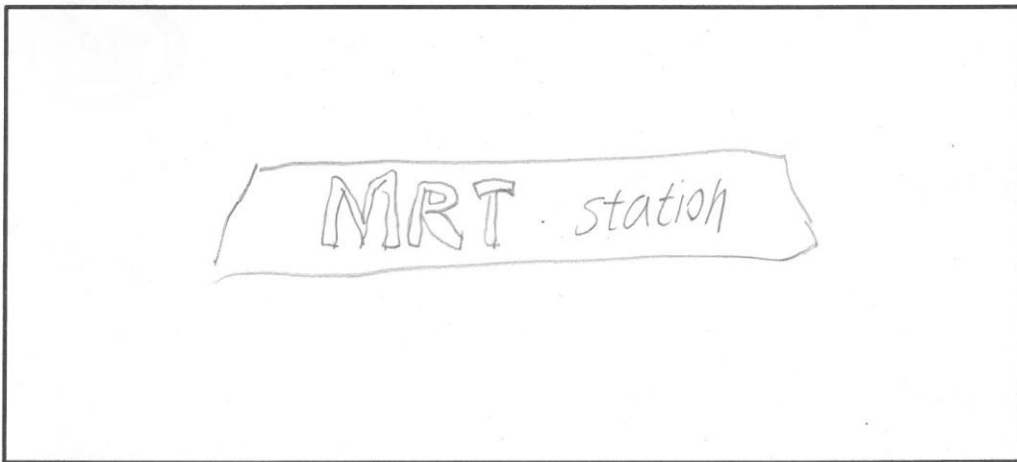
我覺得最有趣的活動或遊戲：

At the 劍潭 MRT.

為什麼：

先學習句形、單字，接著
在MRT時，我們玩了一個遊戲，因為這個遊戲的題目我都
會，我還得了第一名，使我很有成就感，也樂在其中

畫出印象中最深刻的教室場景：



為什麼：

場景很真實，乾淨、舒適。



Reflection: Metro station.

I should start by giving credit to Carol for putting together such a well-planned lesson. If anything, it set the precedence for my next lesson. I enjoyed teaching the lesson because it has a different aspect to it. And the game made for a lot of fun in the end of the lesson and it wrapped it up great. A few hiccups in the beginning of the week with the game resulted in some humorous moments. This came when we as teachers didn't know the game properly. Some minor adjustments to the game and its questions/statements came after and then it ran smoothly. The lesson also needed some animated expressions from us as teachers to fully engage the learners. In addition asking some learners to act out the bad rules further reinforced the lessons objectives.

However, a few modifications are always necessary. The first thing I can think of is the game we played. The game had lots of potential and making it was the first test. The first lesson I taught went relatively smoothly until the game. The questioning of

the game confused me and made for a humorous ending to the class. Which I think the class quite liked. The rules of the game are important to understand before playing. Make sure the students know this otherwise with the little time you have will be explaining it to them. This will be a problem because the game is a much a part of the lesson as the vocabulary. The questions were changed to statements and then it became clearer.

The lesson also expected some animation from the teachers when perform the rules. I found this quite humorous to because for the first time ever I witnessed an animated Brian. We needed to do this to elicit the response from the students. The students enjoyed this part and later one could also allow them to role play. There was emphasis placed on a character called metro man. This character is like the superhero of today's metro system. We wanted the students to buy into this idea. In addition we wanted them to be this person when they leave the class room. If this is done, we have achieved something other than improvement in English ability. Engaging learners in through conversation and role play has shown to work on different levels. Our goal is to not only give them an experience that is closely related to the real world but also give them the courage to carry out these activities.



Jian-Tan Elementary School Teacher Observation Form

Date / Time	4/7(Mon.) 14:50-15:30	Teacher	Brian
Class	504	Observer	Mikey
Content	Metro Station		
Note: 1. 2:55 Ss come in and sit on the floor. 2. 2:56 T gives a short preview.		Reflection:	

<p>3. 2:58 T introduces VOC.</p> <p>4. 3:03 T introduces rules.</p> <p>5. 3:05 Virtual Tour.</p> <p>6. 3:10 T acts out the bad example. Ss said 'Stop!' and read out the rules.</p> <p>7. Game. Ss choose the 'block' to stand in based on the answer to the question.</p> <p>8. Review rules and see other cities' metro.</p>	<p>Nice shot. However, we still need to work on higher quality videos. The video should go smoothly without too many pauses.</p> <p>Good job! It's a nice and funny to review the rules. Not just repeat and repeat, again and again.</p> <p>Obviously, some Ss don't know how to play the game. They don't know they can choose either 'true', 'of course' or 'right'. So they stand in the same block. Too crowded. They need more demonstration.</p> <p>Note: The girls are shy, so they don't participate a lot. Teachers need to walk around and try to wake up every student.</p>
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四、兒童瑜珈

Yoga	
Activity	
<p>Meditation: (Optional)</p>	<p>Initial preparation: Students must come in and take off their shoes and socks. No stationery needed.</p> <p>Teacher to ask the students if any of them have any problems, injuries, or physical disabilities that would prevent them from participating in this activity.</p> <ul style="list-style-type: none"> ● Students to sit down in a circle. ● They are asked to lie on their back, eyes closed. ● Give some time to settle.

<p>Introduce the story.</p>	<ul style="list-style-type: none"> ● Once the class is peaceful the meditation can commence. ● Teacher to read the story to the students ● Students to sit up and read the story from the white board together.  (The story is to be accompanied by poses in the PPT).
<p>Pose Introduction</p>	<ul style="list-style-type: none"> ● Poses and vocabulary is introduced using PPT.  The teacher can ask students to walk up to the board and help in the process of teaching it. (This is at the discretion of the teachers). ● The slides where sound icons are present should be played first to elicit answers from students. (optional) ● The students should say what they hear. (Progression: The students can make their own poses. Or, try and guess what the pose looks like.)
<p>Dialogue Practice</p>	<p>A. Client B. Yoga Instructor</p> <p>A. Excuse me B. Hi, would you like to join one of the yoga classes? A. Yes, I need to improve my fitness. B. Yoga is great for fitness. A. Really! That’s very good. B. Yes, Yoga makes you feel good. A. I like to feel good. B. Great! Let’s get started. A. Ok! B. Please follow me.</p>
<p>Story Time.</p>	<p>Optional: Breathing exercise before and after the story.</p> <ul style="list-style-type: none"> ● Teacher performs pose and reads the story.
<p>Total Physical Response</p>	<ul style="list-style-type: none"> ● The pose is performed and the name of the pose is called out. ● Game Option 1: ‘Add One’. ● Game Option 2: ‘Tactile Body Manipulation’.
<p>Game:</p>	<ul style="list-style-type: none"> ● Add One: Students are asked to stand in a circle. ● The first student must start the game by performing one of the new poses just introduced. ● The next student is expected to perform the first student’s poses and then add his/her own pose.

<p>Closing. Meditation</p>	<ul style="list-style-type: none"> ● The third student will have to perform number one and two poses before adding his/her own. ● This is how the game continues until one student makes a mistake. At that point the game is restarted. <p>● Tactile Body Manipulation:</p> <ul style="list-style-type: none"> ● Students are in pairs. ● Student number two will be facing the board at this time. ● The student will need to put his/her friend in the pose that was seen on the board. ● The pose must be held until teacher sees it. ● After completion they swop roles until all the poses are done. ● The students sit in the circle like they did in the start. <p>● Then progress to lying on their back with eyes closed.</p>
<p>Circle activity</p>	<p>Option 1:</p> <p>Step one: Creating collective feeling.</p> <ul style="list-style-type: none"> • Rock sideways <p>Step two: Build up Concentration.</p> <ul style="list-style-type: none"> • Can you hop like a rabbit? • Can you jump like a frog? • Can you walk like a duck? • Can you run like a dog? • Can you fly like a bird? • Can you swim like a fish? • Can you be a good boy and a good girl? • Quiet like this..... • Let your hands go clap, clap, and clap. • Let your fingers go snap, snap, snap. • Let your lips go up and down, but don't make a sound.
<p>Additional activities</p>	<p>Give students the pictures or poses to another story and they have to come up with their own story.</p> <p>Or give them the story and asked them to draw and perform their own poses. Both activities should be completed in groups. The first group finished can present it to the class.</p>



Yoga Story (Basic)

This is a mountain. It is strong and beautiful. It cannot fall down



There are trees on the mountain. They are beautiful and tall.



The birds love the trees. They sing in the trees. They live in the trees.



There are people on the mountain. They run up the mountain and cut down



the trees.

They have big axes. The people cut down the trees very quickly

The birds are angry. They have no home and they fly away.



Big black clouds come. Wind and storm come. The clouds make rain.

Stones on the mountain start rolling. They roll down the mountain.

The people are scared. They quickly run home.

The birds come back. They are smiling too.



Yoga Story (Advanced)

This is a beautiful mountain. Can you feel how strong the mountain is? Can you feel how powerful it is?



On the mountain there are many trees. Tall trees. Beautiful trees. The trees have long

branches, reaching for the sky. Many animals love the trees.



But more than anybody, the birds love the trees. They live in the tree. They sing in

the trees.



Near the mountain there are people. They say: let's go to the mountain and

They have big axes. They start to cut the trees. They cut very quickly. Bang one tree,

two trees.



The birds are angry. They have no home. They fly away.

They call the wind and clouds to help them. Big black clouds come. Wind and storm come.

The clouds make rain.



Stones on the mountain start rolling. Oh no, there is too much rain! There are stones everywhere!



旅程即將告一段落，請你仔細記錄下來，今天你學得了甚麼：

我學習到的英文字彙：

salad roll - back pepper

我學習到的英語會話：

I used some ... to make ...

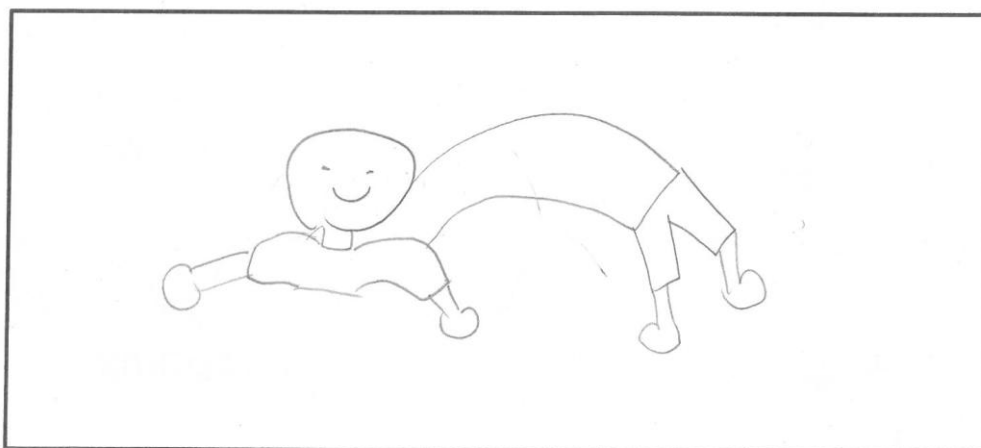
我覺得最有趣的活動或遊戲：

在做瑜珈時玩的海浪遊戲。

為什麼：

因為很好玩，看你的反應速度。

畫出印象中最深刻的教室場景：



為什麼：

因為做瑜珈有助身體健康，而且很有趣。



Reflection of week 3: Kids Yoga.

“Real education leads to compassion for all” P.R. Sarkar.

I can attest to the benefits of yoga and to the credibility of the above quote. Yoga is used to treat, relax and keep fit. When confronted with the possibilities of having Yoga lessons for kids it was welcomed with open arms. I saw it as a unique opportunity for students to experience something they might know nothing about. The big question was “how?” The benefits of yoga have an influence on personality and if done correctly one could achieve a positive and energetic lifestyle.

The start of the week was wrapped in anxiety due to the fact that yoga hasn’t been adapted to normal lessons in any known entity. With further research, I’m sure I’ll find something, but up and till this point there has been nothing. So, after all the discussions, planning and re-planning the week was upon us. The mood was set for something unseen and yet widely talked about. The first lesson went well, considering

there were still a couple of spelling errors and some rowdy students. I needed to remind students that they had to be quiet when performing the poses. Normal classroom management was needed because the students didn't realize the seriousness of yoga.

On Thursday, I tuned in for reflection of the week. At this point, we managed to break the lesson down into a decent yoga lesson. This was the aim during the story part of the lesson. The students come in and lay on the floor with eyes closed while listening to music and the story being read by the teacher. This is a form of meditation to allow a deeper sense of peace and students get a chance to calm down from the outside world. I think more importantly, than the lesson itself, is the mindset of the teacher when stepping in to present this lesson. Yoga is one of the things you need to fully commit to, otherwise you and the students will not reap any benefits from it. Unfortunately the meaning behind it all would then be fruitless.

Jian-Tan Elementary School Teacher Observation Form

Date / Time	2014. 3.31(Mon.) 13:10-13:50	Teacher	Brian
Class	601	Observer	Janny
Content	International Airport		
<p>Note:</p> <p>1:15 Teacher with captain cap greeted to students in the hallway and introduce the theme.</p> <p>1:20 re-cap with the PowerPoint students repeat with teacher.</p> <p>1:23 Hand over the passport and go through the dialogue in the passport. Pick two students to be the airline staff and two students to be the flight attendants.</p> <p>1:27 virtual tour.</p> <p>1:30-1:43 Scenario -Ss line up to be passengers and practice the dialogue, find the seat number by the</p>		<p>Reflection:</p> <p>It's really help Ss have more solid concept of vocabulary and dialogue.</p>	

<p>boarding pass.</p> <p>1:44 Captain broadcasting-Ss listen and fill in the blanks in the passport.</p> <p>1:48 Ss read along the announcement script.</p> <p>1:50 Wrap up- teachers check the answers in the passport</p>	<p>*For advanced group may be can divide the students to be 4 groups then the practicing time could be shorten.</p> <p>*That will be more helpful to let the “flight attendant” have few sentences to say while they’re assisting the passengers.</p>
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五、手作課

DIY			
Teaching Objective	Activity	Teaching Material	Time
<p>Introduce students to vocabulary words and dialogue.</p>	<p>Lesson Introduction:</p> <ol style="list-style-type: none"> 1. Teacher asks students to line up and says “Today we are going to make a sandwich.” Teacher to remind kids about the working rules in the DIY classroom. Then let kids to wash hands before they enter the classroom. 2. Practice the vocabulary and at each word open the relevant box. 3. 3. Virtual Tour: Students to get the concept about the procedure of making the creative sandwich in order to do the coming activity. <p>Scenario: Scenario activity</p>	<p>Smart Board Computer Vocab & Dialogue PowerPoint file</p>	<p>3 min</p> <p>5 min</p> <p>3 min</p>

Practice vocabulary words and dialogue in context.	<p>a. Show the last power point of the “Sandwich Face” collage to bring out some ideas for children to design their own sandwich faces.</p> <p>b. Students sit down to use food to make their own sandwiches.</p> <p>Note: Leave 15 mins for the following procedure</p>	Virtual tour Movie	15 min
Reinforce Vocabulary words and dialogue	<p>5. Dialogue</p> <p>a. Ask students to cover the containers and put everything away to get ready for using the dialogue to describe their sandwiches. Teacher can show the power point of the dialogue and use the sentence pattern slide to pair up students to do the practice.</p>		7 min
Linking prior learnings to proposed activity	<p>b. One student from each group to come to the front of the class with their sandwich, the whole class asks the question” What did you use to make your sandwich,” each student uses the sentence pattern to describe their sandwich faces.</p>		5 min
Apply learnt knowledge to scenario situation	<p>c. Teacher to take pictures of students’ sandwiches then let kids enjoy their sandwiches.</p> <p>D. The slide show of the pictures that were taken during class.</p>		4 min
Consolidate prior learnings	<p>Lesson Conclusion:</p> <ol style="list-style-type: none"> 1. Clean up the table. 2. End of the lesson 3. DIY worksheet (optional) 		5min



DIY Worksheet

★ How to Make

Read the following sentence and match the correct steps of making the sandwich.

A Creative Sandwich

- A. Sit down and enjoy the sandwich.
- B. Show and talk about the sandwich.
- C. Put the bread on the plate.
- D. Use the food to make a face.

旅程即將告一段落，請你仔細記錄下來，今天你學得了甚麼：

我學習到的英文字彙：

sandwich, clouds, boby, roll, chopping, mountain

我學習到的英語會話：

Excuse me. Hi, would you like to join one of the yoga classes? Yes, I need to improve my fitness. Really! That's very good.

我覺得最有趣的活動或遊戲：

在做三明治

為什麼：

因為可以用喜歡的東西，做成人臉，也可以吃！

畫出印象中最深刻的教室場景：



為什麼：

因為可以用自己的肢體動作做出如山、風、鳥等……許多動作，讓我覺得好玩又好看。



Reflections on My Teaching

'DIY Sandwich Making Activity': 21st ~ 25th of April, 2014

The sandwich making activity has been something of a learning journey within itself, as well as a personal journey for me! This particular topic was Janny's to develop, and I suppose that the development of the topic directly paralleled the development of her thinking on the topic. In our first attempt at filming the virtual tour, we simply created a sandwich, which was in fact according to Janny's original script. Then it was realised that it was not so much a sandwich that we were creating, but rather a **face on a** sandwich! So, straight away we needed to make some basic changes to the planning for this topic!

The filming for the virtual tour was for me a fun experience, and I believe

that the fun aspect of this activity infected us all and flowed through into our teaching of this activity. The activity was simple and straightforward, with no specific movements in and out of, and within the classroom, that were required of the students, apart from returning the boxes of food towards the end of the activity. The vocabulary was simple and basic, and the students quickly grasped it, as was the dialogue, which fundamentally consisted of the students simply describing some basic aspects of their sandwich face. Basically, we gave the students the vocabulary for the activity, the steps needed to make a face, and then left them to it! However, we do need to remember that we are English teachers and this is the English Department and that we are here to teach the students English, not just how to make a face on a sandwich! Regarding this aspect, and notwithstanding the fact that we had the students come to the front of the class and briefly describe their sandwich face; I believe that this topic in its current form is too light on language.

Further, another problem quickly came to light, which is that of the purchase, storage, preparation of the food, and the inevitable post-lesson clean-up. This is a laborious and time consuming job that seemed to fall for the most part on Janny and Carol. I personally find this arrangement unfair and would often jump in myself and wash and prepare food with them, or wash dishes again and again, all to the detriment of my own work. However, on the flip-side of the coin, the lessons went really well and the students, for the most part, created some really impressive and imaginative faces on their sandwiches. For the students to then 'eat' their creations meant that this was truly a real and interactive experience for them! A case in point

here is 'Key', a student who has difficulty focussing on his work in all of his lessons. Key not only maintained 100% focus during the activity, but also produced a very creative 'sandwich face'! Proof; if any is needed, that interesting and engaging lessons are far more effective than strict behaviour-management regimes.

Maybe the main thing that I have taken away from this topic is that a well-planned, well-prepared, interesting lesson, presented clearly with minimum teacher involvement and interference will provide meaningful learning outcomes. However, the practical considerations of this lesson remain unresolved. In conclusion, the report-card for this topic is a 'mixed bag': ticks (✓) for creativity and student involvement, but crosses (X) for the structural considerations.






Brian Bond

Jian-Tan Elementary School Teacher Observation Form

Date / Time	4/22(Tue.)14:40-15:30	Teacher	Warrick
Class	503	Observer	Mikey
Content	DIY – Make a Sandwich		
Note:	Reflection:		
1.2:58 T introduces VOC.	Nice video as I mentioned before. Kids enjoy seeing funny faces.		
2.3:02 Virtual Tour.	Kids enjoy making their faces.		
4. 3:10 Ss start to make their own sandwiches.	However, my poor students didn't have any cheese to decorate their skin.		
	Therefore, Ts have to make sure to have sufficient material.		
5. 3:23 T shows the dialogue. Ss repeat	It seems that most students have		

<p>after T.</p> <p>6. 3:25 Show and Tell.</p>	<p>difficulty in pronouncing the word 'cucumber'.</p> <p>T asks Ss to come to the front to show their 'faces'. They look shy and don't know how to speak out the whole sentence, but who cares. They are just students and learning. It was a nice try anyway.</p> <p>NOTE: I heard one of kids say 'I want to eat another piece.' "I hope we can have another class like this.", another student said. Therefore, I think most kids enjoy DIY classes. However, I still concern about how to make them speak more during class. Not just making something, eating something, without learning something. Good work! :-)</p>
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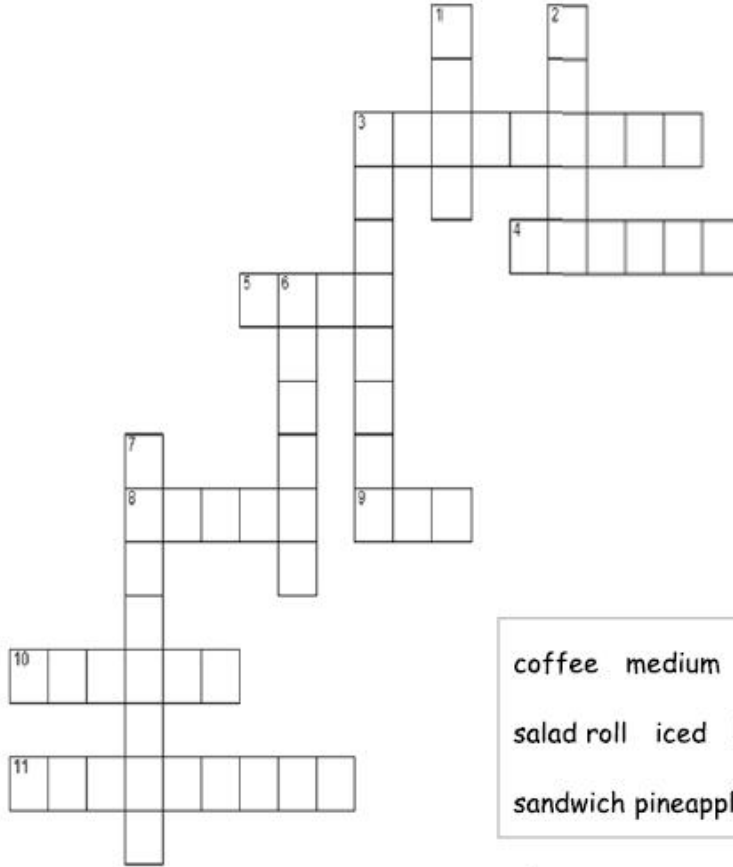
六、咖啡店

Coffee Shop			
Teaching Objective	Activity	Teaching Material	Time
<p>Introduce lesson content and format to the students</p> <p>Introduce</p>	<p>Lesson Introduction:</p> <p>4. Give an overview of the lesson to the students</p> <ul style="list-style-type: none">  Learn vocabulary words and dialogue  Virtual tour  Scenario Activity  Teacher / Student conversations <p>Lesson Body:</p> <p>5. Open "Flash Card" file on Smart Board</p> <p>6. Drill for Vocabulary and Dialogue:</p> <ul style="list-style-type: none">  Introduce vocabulary words and dialogue specific 	<p>Smart Board</p> <p>Student Passports</p> <p>Smart Board Computer</p>	<p>5 min</p> <p>5 min</p>

<p>students to vocabulary words and dialogue.</p> <p>Practice vocabulary words and dialogue in context.</p> <p>Reinforce Vocabulary words and dialogue Linking prior learnings to proposed activity</p> <p>Apply learnt knowledge to scenario situation</p> <p>Consolidate prior learnings</p>	<p>to the activity electronically on the Smart-Board.</p> <ul style="list-style-type: none"> + Substitute vocabulary words within the dialogue. + Practice the dialogue as a whole class + Group Practice: Students take turns as the store clerk and customer and rehearse dialogue + Individual Practice: The teacher role-plays one-on-one with selected students to demonstrate the activity <p>7. Virtual Tour:</p> <ul style="list-style-type: none"> + Commence electronic virtual Tour + Opportunities to practice within the tour + Students to record their 'order' in their Passport for the upcoming activity <p>8. Check for understanding: Teacher calls up selected students to demonstrate dialogue</p> <p>9. Scenario Activity:</p> <ul style="list-style-type: none"> + Divide the students into two groups + Select one store clerk from each group + Each group of Students lines up at each counter. + Teachers to stand nearby each student 'Store Clerk' and monitor the quality of the dialogue between customer and store clerk. + As each student gets their order, they proceed to the seating area to enjoy their food and drink! <p>Lesson Conclusion:</p> <p>10. Teachers to move amongst the students and incidentally question them about the Café activity</p> <p>11. End of the activity</p>	<p>Vocab & Dialogue PowerPoint file</p> <p>Virtual tour Movie</p> <p>"Menu Board" file</p> <p>Paper cups</p> <p>Drinks & snacks</p>	<p>10 min</p> <p>5 min</p> <p>15 min</p> <p>5 min</p>
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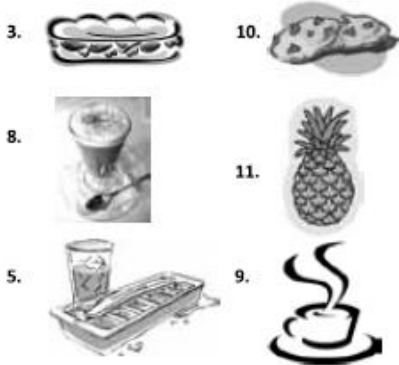


Coffee Shop

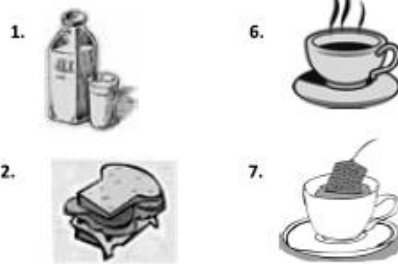


coffee medium large
 salad roll iced hot chocolate
 sandwich pineapple cookie

Across: →



Down: ↓



旅程即將告一段落，請你仔細記錄下來，今天你學得了甚麼：

我學習到的英文字彙：

latte, pineapple, black tea, crackers.

我學習到的英語會話：

Here's your change.

Here or to go?

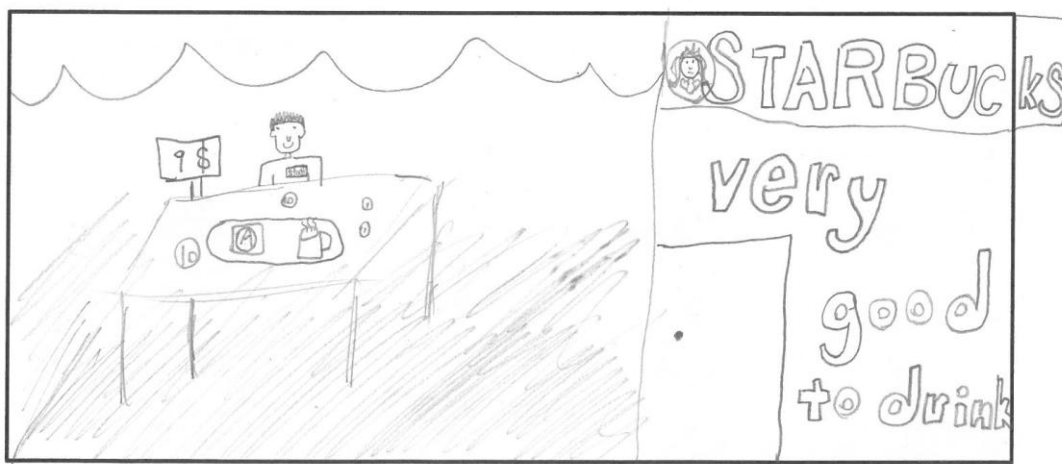
我覺得最有趣的活動或遊戲：

喝茶、吃餅乾、角色扮演。

為什麼：

因為在角色扮演的過程中，學到許多詞彙。增加了自己的知識。

畫出印象中最深刻的教室場景：



為什麼：

我從實際當咖啡店店員的過程中，了解了當店員的辛苦，也從影片中看到，星巴克超讚！



Reflections on my first week of teaching - 'Coffee Shop'

10th ~ 14th of March 2014

As I look back over the week that was and reflect on the journey that we have taken, I at first think of the analogy that Warwick made on Friday of the roller-coaster, with all of its high points and low points. However, upon further reflection, I think that the analogy of climbing a mountain would be more apt! That said, this mountain had its peak in the clouds and we couldn't see it until we were quite a distance up the mountain! Further, we weren't even sure where the summit was and actually believed it to be in a totally different direction. That is, until we started to break through the clouds and see where we really should be going!

OK, that's enough of the metaphors and analogies. We don't have our own English Village yet, although we have visited one, and the coffee shop teaching topic is the first one that we have developed to some sort of teachable standard. So, this has been new for all of us, especially me, whose teaching topic it has been. I was all very enthusiastic and focussed and truly believed that the lesson that I had planned and developed was just what we needed! However, I was dismayed and disappointed when the lessons that Warwick and I presented on Monday failed dismally. I am fortunate that we have a supportive team and a system in place where we can openly and supportively critique each other's attempts at teaching a lesson! I have to admit that it was challenging for me at first to accept that I was '*doing the wrong thing really well!*' I was teaching a "classroom lesson", with clearly defined learning outcomes, rather than an "English Village" experience. In my defence, I am a teacher and we were in a classroom with students, and without being fully aware of what I should have been doing, I taught a "classroom lesson". So, through our post-lesson meetings, one-on-one conversations and my own personal introspection, I was able to modify our activities and our teaching over the course of the week to transform a "classroom lesson" into an "English Village" experience.

Here is what I believe I had to do; I needed to step back from focussing on the lesson and achieving some learning outcomes, to seeing it more as an 'experience' for the students. The difference between these

two is, I believe, as follows; in a lesson there is some teaching and learning and the students come away knowing/understanding something, whereas in an EV experience, the students are given the chance to take their previous learnings into a 'real' setting with native English speaking teachers. Classrooms provide focussed learning, while the EV provides a more holistic, social and emotional experience for the student that extends out into other aspects of their life and out into the real world.

Did I do this? I think that I did. Did the others learn this? I think for the most part they did. Can we build upon these learnings? I think that we can.

What's next ... !!!

Brian Bond

Jian-Tan Elementary School Teacher Observation Form

Date / Time	2014/3/11 14:00	Teacher	Warwick
Class	501	Observer	Christine
Content	Coffee Shop		
Note:	Reflection:		
(2:08) 1. Play the video twice	2-1. When Ss filled in the passport, it is good to explain male and female, which were the words Ss didn't know.		
(2:12) 2. Pass down the passport and ask the Ss to fill in the blanks	3. It is smart to write down the words on the white board and let the projector show the blanks on the white board!		
(2:13) 3. Read the menu Fill in the passport (Medium coffee, sandwich, \$8 dollars)	7. When students did the single pair practice of the dialogue, maybe Janny can listen to the Ss' practicing at the		
(2:14) 4. Follow the teacher to read through the dialogue			

(2:15) 5. Divide Ss in to two groups A/B group practice	same time. (actually she did, but not at the very beginning)
(2:18) 6. Face each other, practice the dialogue	8. When Ss sit down and enjoyed their black tea and cookies, it's great to choose some students to read the dialogue to check if Ss really learned from the class or not, good job!
(2:20) 7. Single pair practice	
(2:24~40) 8. Scenario practice and enjoy the coffee	

七、遊客中心

Tourist Information Center			
Teaching Objective	Activity	Teaching Material	Time
Reinforce Vocabulary words and dialogue	1. Teacher raises up the flag and says "we are in <u>London</u> now." Then, take kids on a 'round the world' tour.	Smart Board	5mins
Linking prior learnings to proposed activity	2. Drill for Vocabulary and Dialogue: ➤ Use a range of teaching materials and visual aids to review the vocabulary words and dialogue for this teaching topic.	Computer Vocab & Dialogue PowerPoint file	10mins
Apply learnt knowledge to scenario situation	3.Virtual Tour: ➤ Commence electronic virtual Tour 1. Scenario Activity: ➤ Divide the students into two groups ➤ Select one 'staff person' from each group ➤ Each group of Students lines up at each counter. ➤ Option: When each person finishes their dialogue, he or she has to be the staff person in turn. ➤ Teachers stand nearby each 'Staff' and monitor the quality of the dialogue between	Tourist Center Icon x2 Students Passport Red Flagx1	3mins 10mins
		Files x2 (stick to the board) Backpack x1 Brochures x20	

<p>Consolidate prior learnings</p>	<p>tourists and staff.</p> <ul style="list-style-type: none"> ➤ The other teacher to work with the students as they complete the writing activity. <p>2. Brochures' Activity:</p> <ul style="list-style-type: none"> ➤ Students read the brochures and look for missing words on the brochures. When students get all the answers, they can get the stamp from the teacher <p>3. Conclusion: Wrap-Up Activity</p> <ul style="list-style-type: none"> ➤ Go through the answers to the worksheet together ➤ Reinforce the skills learnt in the lesson. ➤ Practice dialogue ➤ Revisit the learnings from the lesson ➤ Review the key learnings from the activity for the post-test 	<p>Maps x20</p> <p>3 Colorful Lines stick to the floor and with the name on it, such as Big Ben.</p> <p>Posters x3</p>	<p>5mins</p> <p>7mins</p>
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Tourist Information Center Worksheet

Tower Bridge



Tower Bridge is a very old bridge in the City of London in England

The beautiful old bridge crosses the Thames River.

It was opened in 1894.

Cars go over the bridge and boats go under the bridge.

Tourists love to visit this historic bridge and take many pictures of it.

Questions:

1. Tower Bridge is in the city of _____.
2. Tourists take many _____ of Tower Bridge.

The British Museum



The British Museum is a very old building in the City of London in England.

The museum was opened in 1753 and has 8 million different items from many different countries around the world.

In the museum you can find old paintings, statues, clocks and watches, and even old coins.

Questions:

1. The British Museum is a ____ ____ building in London.
2. The museum was opened in _____.



London Eye



The London Eye is a giant Ferris wheel on the banks of the Thames River in the City of London, in England.

The London Eye was opened in the year 2000.

The giant "wheel" is 120 metres across and takes 30 minutes to go around once.

The people ride in air-conditioned capsules and get a beautiful view of London during their ride.

Questions:

1. The London Eye is a giant _____.

The giant "wheel" takes _____ to go around once.



旅程即將告一段落，請你仔細記錄下來，今天你學得了甚麼：

我學習到的英文字彙：

British Museum, London Eye, Big Ben.

我學習到的英語會話：

Welcome to tourist information center!

Tourist attractions.

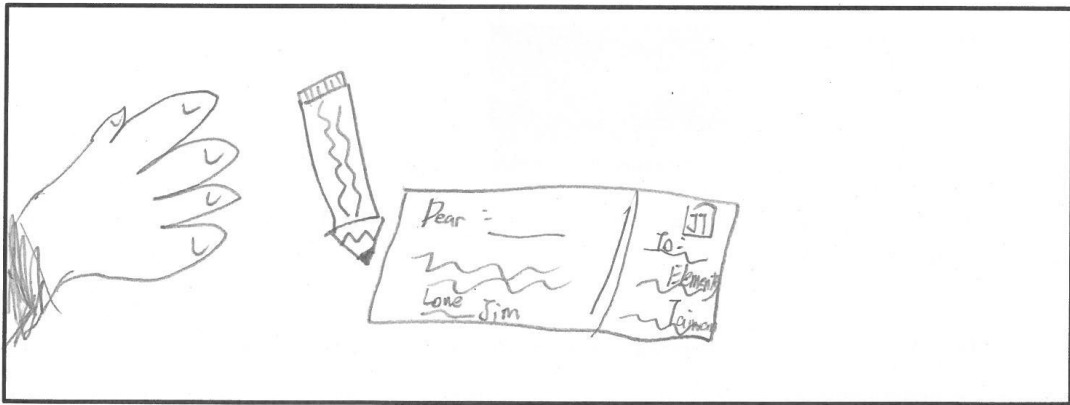
我覺得最有趣的活動或遊戲：

寫明信片，告訴朋友我今天去了哪裡，把明信片投入信箱。

為什麼：

能學到寫英文明信片的模式。

畫出印象中最深刻的教室場景：



為什麼：

想到朋友收到明信片時的感覺，知道我到倫敦學習後，我就心滿意足了。



Reflection of week 2: Tourist information center.

The start of the week saw the start of another chapter. This is a scenario based theme with the aim of equipping students with the necessary skills for real life situations. These skills are useful on a day to day basis and required in some instances. The first lesson was on Monday at 11:10 am and if the previous week was anything to go on we weren't going to let anything slip this time. We decided to follow the lesson with one key difference that is to leave room for improvisation. The previous week's lesson was an eye opener for us all. We realized that we were blinded by formal lesson procedure and needed to break away from this. Real life situation happens now and fast, and before you know it, it's done.

There isn't a plan in the world that can successfully account for the unseen. However in saying this, a good plan can make you more adaptable and resilient. So to get back to the point, I started the lesson off with a tour around England. This was something

admittedly I only thought of minutes before the class started. Again evidence of how the world changes at a drop of a hat. The tour went well and it set the mood for the rest of the class. The tour remained the constant for the week as many other changes took place in around the lesson. Through further experimentation and enquiry it became clear that the lessons lacked consolidation and additional activities.


Following the lesson procedure alone wasn't enough, but the addition of activities lead to time constraints and as result I took short cuts to make up the time. This defeats the purpose the lesson itself. Consolidating a lesson meant that we should leave enough time for this before the end. In doing so we reinforce the skills leant and in the English village, it also prepares them for the post test.




Jian-Tan Elementary School Teacher Observation Form

Date / Time	3/18 (Tue.) 14:50-15:30	Teacher	Warwick
Class	503	Observer	Mikey
Content	Tourist Information		
Note:	Reflection:		
1. T and Ss make a circle. Ss hand in hand	Ss have fun making a circle. Good start!		
2. T introduces 'London Eye'			
3. Flag on--> Come to me.	It's brilliant. Ss act like they are real tourist.		
4. T shows students around and introduces 'Tower Bridge'. T mentions people take pictures.	It's well connected to the passport because it might be easier for Ss to find the answer for the questions.		
5. T and Ss visit museum.			
6. T shows brochure.			
7. Play 'virtual video' twice.	I suggest we need to work on shooting better films to arouse students' learning interest. (Seriously!!!!)		
8. Pass the passports to the Ss. T reads the dialogue and Ss repeat.	Ss practice the dialogue again and again. Most students can read the sentences		

<p>9. Ss pair reading (Two students take turns being A or B.)</p> <p>10. Boys and Girls reading competition. (which team can finish reading first)</p> <p>11. Two students to be staves and other students to be tourists. Ss practice dialogue. After finishing practicing the dialogue, Ss go back to the floor to finish filling in the blanks.</p> <p>12. Ts check passports and practice the dialogue with Ss again.</p> <p>13. Conclusion: Where are we now? Where is London? Do you have fun?</p>	<p>correctly. Good job!</p> <p>I am not so sure if this competition is proper. For fun, I would say 'yes'. However, offering other 'real' practice might be another choice.</p>
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八、藝術課程

Art			
Teaching Objective	Activity	Teaching Material	Time
Introduce students to vocabulary words and dialogue.	<u>Teaching Procedure:</u> 1. Teacher asks students to line up and says, "Today we are going to learn how to make a piece of artwork with shapes."		3 min
	2. Practice the vocabulary with the PPT so that the students are able to catch the language elements for the coming activity.		5 min
Practice vocabulary words and dialogue in context.	3.Scenario activity  Virtual Tour: Students watch the film to appreciate Miro's artwork and get the virtual stimulation of the Joan Miró artwork to get the concept about the coming activity.	Smart Board Computer Vocab & Dialogue	3 min

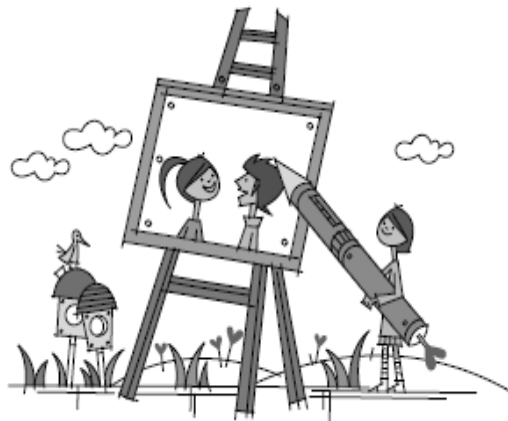
<p>Reinforce Vocabulary words and dialogue</p> <p>Linking prior learnings to proposed activity</p>	<ul style="list-style-type: none">  Students sit down to open the boxes of shapes. Teacher asks students to identify each shape within the PPT file.  Students start to make their artwork with the shape cards. While students are doing their group activity, the teacher to have the dialogue with students so they can get more practice for the coming activity.  Teacher to take pictures of students' artwork and then use the electronic board to display their work, for the "Show and Tell" activity. 	<p>PowerPoint file</p> <p>Virtual tour Movie</p>	<p>5 min</p> <p>5 min</p> <p>10 min</p>
<p>Apply learnt knowledge to scenario situation</p>	<p>Lesson Conclusion:</p> <p>End of the lesson</p>		<p>4 min</p>
<p>Consolidate prior learnings</p>	<p>* Joan Miró Story (optional)</p>		<p>5 min</p>



✦ Dialogue

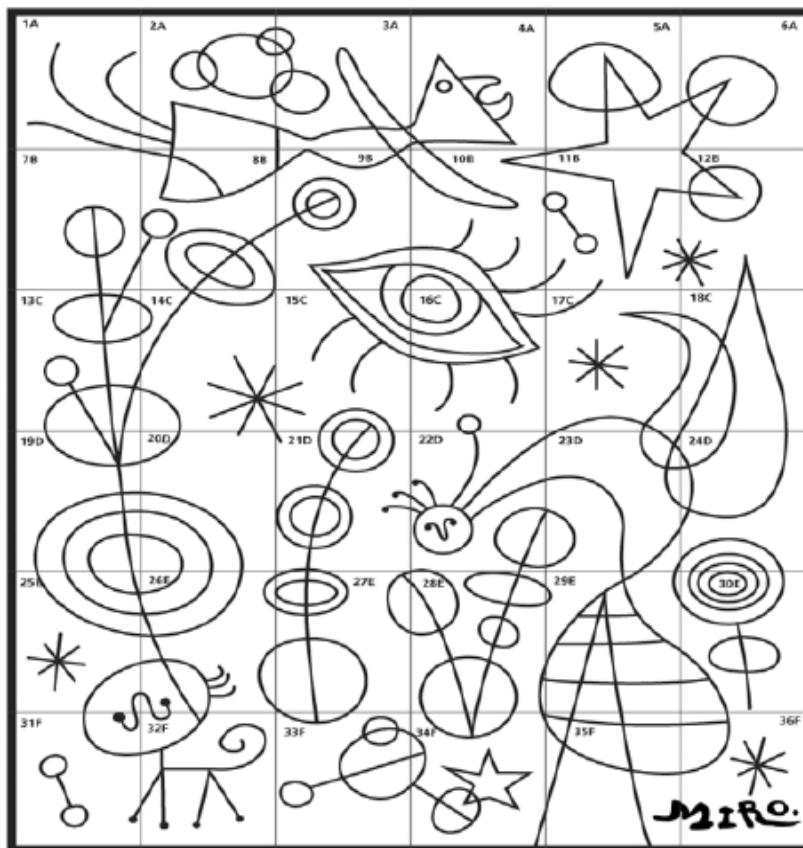
Scenario – Art Lesson

1. This is my _____.
2. His/ Her/Its name is _____.
3. I used a _____ to make a head.
4. I used a _____ to make a body.
5. I used two _____ to make two arms.
6. I used a _____ to make a neck.
7. I used a _____ to make a horn.
8. He/She/ It looks happy. (sad, happy, afraid, tired, angry, scary...)





Art Worksheet



Color the picture and finish the sentences.

1. I see a red flower made from many circles and oval shapes.
2. I see a _____ made from _____
3. I see a _____ dog made from _____ .
4. I see a _____ tree made from _____.
5. I see _____.

Word Bank: red, green, yellow, blue, pink, black, white, orange, circle, square, triangle, star, oval, heart, rectangle.

World Art Board Game

DATE: 2014/05/11 NAME: Ivy CLASS: 六甲

Write and draw here:

- This is my doll.
- His/ Her/Its name is handsome.
- I used a [crescent] to make a mouth.
- I used a [heart] to make a nose.
- I used two [crosses] to make two ears.
- I used a [triangle] to make a leg.
- He/She/ It looks angry. (sad, happy, afraid, tired, angry, scary...)



[circle, rectangle, diamond, square, triangle, heart, club, pentagon, hexagon, crescent, star, flower, oval, cross]

月亮 脚 花 嘴 十字架
head, face, eye, nose, ear, mouth, body, arm, leg, finger, hand

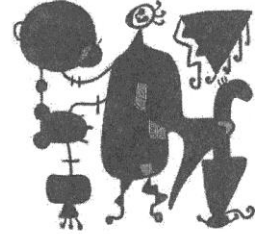


World Art Board Game

DATE: 2014/05/ 15 NAME: Sarah CLASS: 6 bing

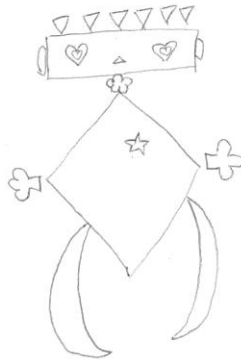
Write and draw here:

- This is my monster.
- His/ Her/Its name is Judy.
- I used a [rectangle] to make a head.
- I used a [flower] to make a neck.
- I used two [heart] to make two eyes.
- I used a [diamond] to make a body.
- He/She/ It looks . (sad, happy, afraid, tired, angry, scary...)



[circle, rectangle, diamond, square, triangle, heart, club, pentagon, hexagon, crescent, star, flower, oval, cross]

head, face, eye, nose, ear, mouth, body, arm, leg, finger, hand



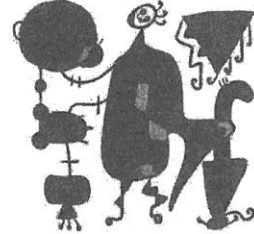
我覺得這次「藝術家」的課程相當有趣，讓我們用各種形狀發揮想像力拼出造型。

World Art Board Game

DATE: 2014/05/16 NAME: Harry CLASS: 192

Write and draw here:

- This is my ghost.
- His/ Her/Its name is James.
- I used a [circle] to make a head.
- I used a [triangle] to make a neck.
- I used two [rectangle] to make two arm.
- I used a [diamond] to make a body.
- He/She/ It looks happy. (sad, happy, afraid, tired, angry, scary...)



[circle, rectangle, diamond, square, triangle, heart, club, pentagon, hexagon, crescent, star, flower, oval, cross]

head, face, eye, nose, ear, mouth, body, arm, leg, finger, hand

Today we use a lot of shapes to make many things. We use circle, triangle, rectangle, diamond to make things. It's very





Reflections on my teaching - 'International Airport' 31st of March ~ 3rd of April 2014

My "International Airport" topic had a somewhat slow start. In the beginning I found it difficult to get really motivated about this topic because I felt that I was just doing the same dialogue pattern all over again but in a different setting. I felt that it was boring and believed that the students would feel this way also. As a result of this frustration and slowness to begin, I was somewhat behind in my planning schedule and was not totally prepared for our Tuesday 'show and tell' session in the week before! And ... I also felt that I was just adding disjointed activities to the main dialogue activity to try to "fill up" the lesson time. I did not feel good about my planning for this particular topic! Nevertheless, to be true to my teaching profession and to try to make something reasonable of this topic, I set about gathering the necessary raw materials for the lesson. We went

to various places; Ximen Ting for a pilot's uniform, and Songshan airport for pictures, and then onto my computer to create authentic visual props, including 'boarding passes' and 'passports'. The challenges with this topic were further compounded with the realisation that I would be dealing with three physically distinct teaching areas; firstly, in the 'room' as the waiting lounge, then secondly outside as the check-in area, and then thirdly, back inside the room as the airplane! Finally, I was ready for our first lesson of the week. Initially, the lesson didn't flow so well as a result of all the different steps. However, by Tuesday afternoon we had the lesson moving along quite smoothly. There was one part that needed some attention, which was the turbulence warning section. Just having the captain talk to the passengers through the microphone was not realistic enough. How could we make this real for the students? Again Carol came to the rescue with another one of her ideas. She went onto the YouTube website and found a realistic movie clip of the interior of an airplane during severe turbulence. Realism gained - problem solved!

The 'International Airport' is a lesson that, at first, consisted of many different and seemingly disjointed pieces, but as the week progressed, became a logical, connected and interesting experience for the students. Sometimes we cannot see how a lesson will turn out when we are in the planning phase. I have learnt that you need to do your best and plan for an interesting and effective lesson, but after that you need to just trust and do your best. After all, teaching and learning in the classroom is not something that we can completely and 100% control, but rather is the function of many variables, including the ever changing relationship

between the teacher and the students. Which, after all, is not something that we can plan for and control!

To be continued ...

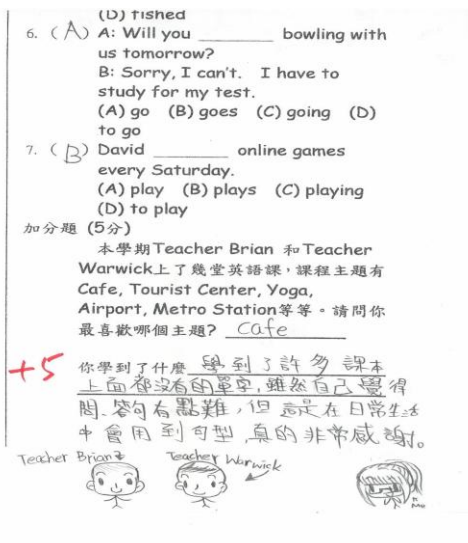
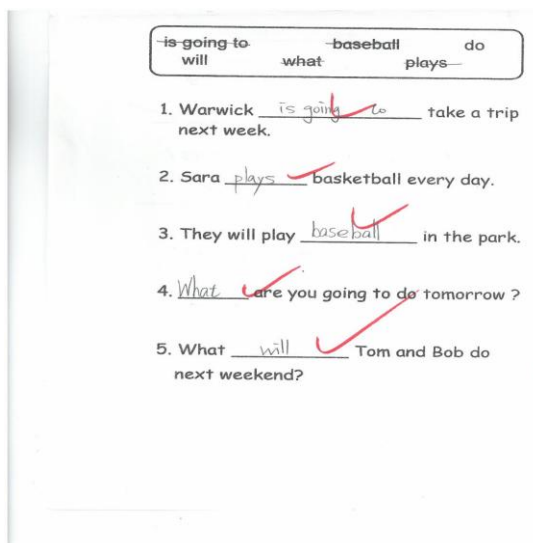
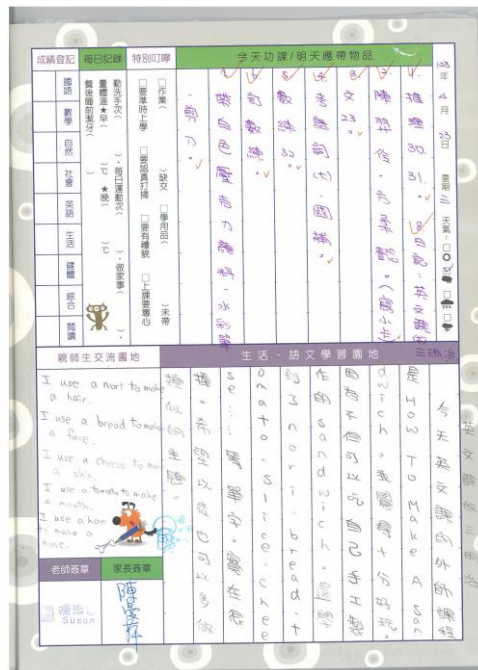
Brian Bond

Jian-Tan Elementary School Teacher Observation Form

Date / Time	5/12(Mon.)14:50-15:30	Teacher	Brian
Class	504	Observer	Mikey
Content	Art (Board Game)		
<p>Note:</p> <ol style="list-style-type: none"> 2:55 Ss come in. T gives brief introduction. 2:58 T introduces VOC and dialogue. 3:03 Virtual Tour. 3:08 T divides the class into 3 groups. T introduces how to make an art work and uses sentences to introduce his 'brother'. 3:12 Ss start to make their own art project. 3:20 T reads the dialogue and Ss repeat. 		<p>Reflection:</p> <p>In the beginning, some groups haven't realized that they have to make a 'big' project. Instead, some students were making their own 'little' project. Therefore, T has to give more clear instruction.</p> <p>Ss have difficulty using structured sentences to present their art work. However, T uses questions to help Ss present. For example, what did you use to make a circle? A circle.</p> <p>NOTE:</p>	

For art work, it would be nice and interesting class. However, we still have to think about 'language production'. Though, art class might not promote Ss to speak more, we still need to figure out the way how to make them speak more.

學生回饋



創新英語情境式主題教學

~ 四到六年級創新英語情境式教學活動設計彙編 ~

Innovative Scenario Lessons For Young Kids

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