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真善美聖

**Teaching Experience and Analysis of Students' Performance  
of Guo-Tai Elementary School**

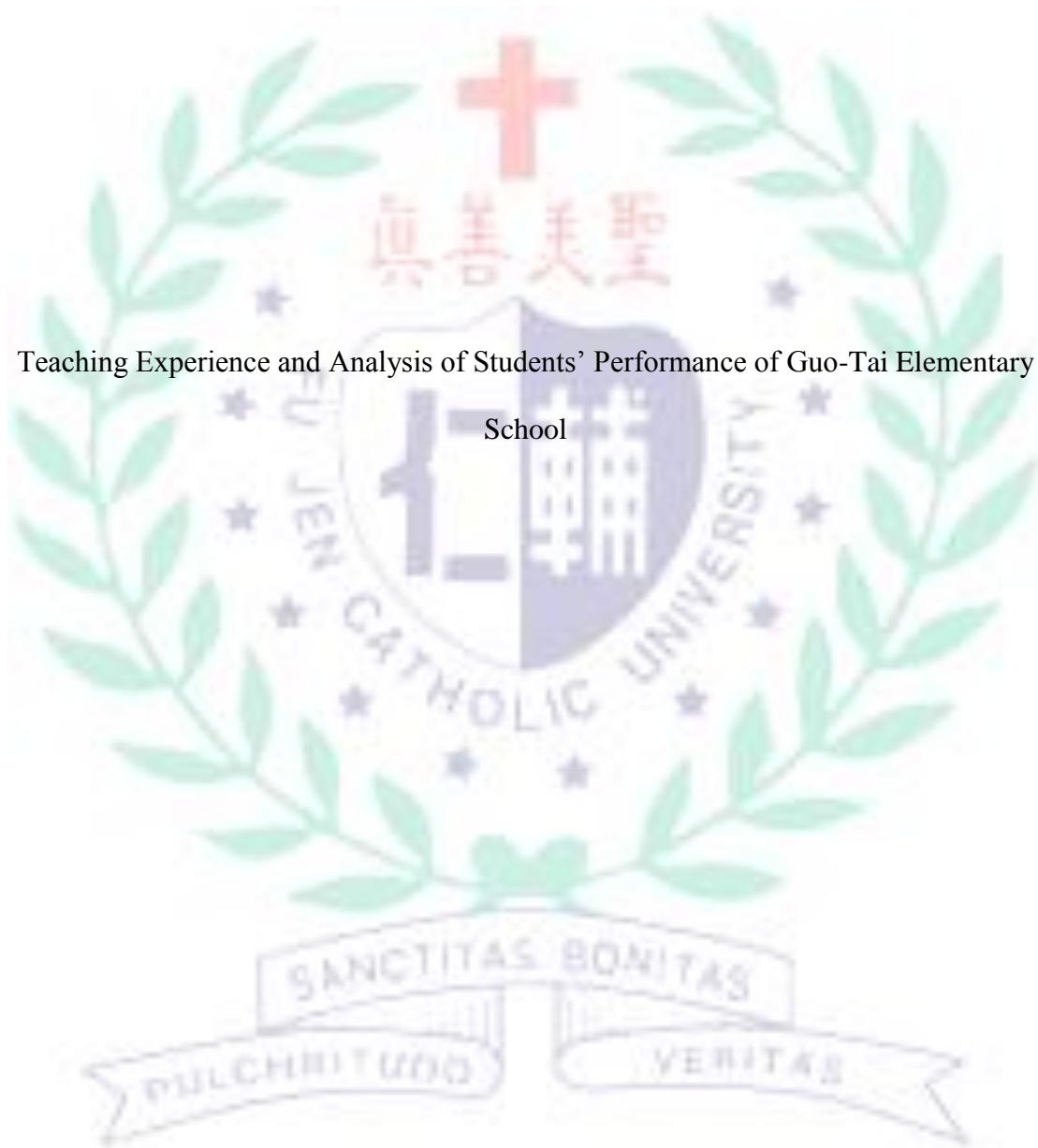
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Claire Chu



Teaching Experience and Analysis of Students' Performance of Guo-Tai Elementary  
School

Claire Chu

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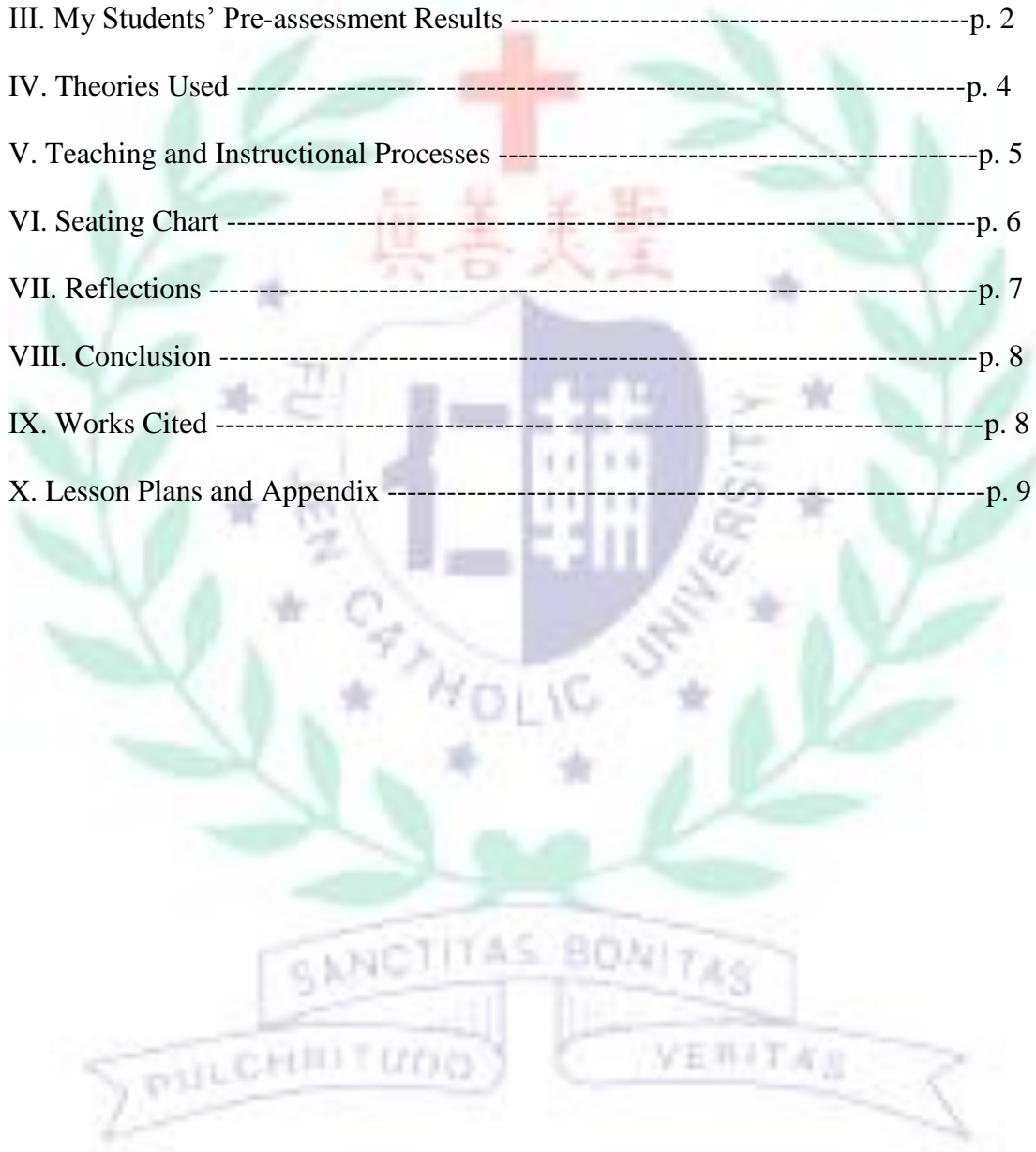
Introduction to TEFL

Professor Doris Shih

27 Apr. 2021

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## **I. Introduction**

This is the very first time that I have taught anyone English. Even though I am an English major student and that I master English to some degree, it is hard to pass on the knowledge to others, especially the ones that are poor in English. Moreover, new skills and intelligence can be grasped through teaching. Therefore, I have decided to take this course to challenge myself by having a service teaching at Guo-Tai Elementary School in order to gain some teaching experience and help children to improve their English ability.

## **II. Purposes**

This final paper aims to demonstrate the whole process of teaching at Guo-Tai Elementary School for eleven weeks. All the details, materials, lesson plans, teaching theories, and teaching methods would be included in the paper as well as the analysis of students' performance and my reflection which covers suggestions for improvements would be mentioned in order to have a better teaching next time when there is another chance.

## **III. My Students' Pre-assessment Results**

### **1. Students' Background and Personalities**

Since Anita and I co-taught together, we had 2 students in total. The first student was Jo, and she was a six grader. Jo had a certain English level that she was able to understand the basic grammar and vocabulary that were taught in school. Also, Jo was an extrovert that she tended to answer the questions first and that she was willing to speak and to repeat after us loudly. She was not afraid to make errors and even if she made a mistake, she would just laugh away. Therefore, Jo was a student with a good learning attitude. The other

student was Wendy, and she was a six grader as well. In fact, they were good friends and classmates. Unlike Jo, Wendy had a poor English ability that she could not pronounce most of the words correctly. It was because she was not familiar with the K.K. Phonetic Symbols. Furthermore, she was poor at memorizing vocabulary. Compared to Jo, Wendy was an introvert that she was shy to share her thoughts and to talk in class. With a lower English level, she was also in fear of making errors. However, with the help of Jo and the teachers, Wendy was encouraged to talk more in class.

## **2. The Results of the Pre-assessment**

In the first class, Anita and I did not want to give the students too much pressure fearing that they would be anxious about the following classes. Therefore, we have decided to have an easy and active conversation with our students so that they would be excited about the classes in the next ten weeks. Most importantly, we wished that they could open their heart to us. It would be easier and more effective for the teaching since they would participate more in class.

First of all, Anita and I introduced ourselves with some simple background information. Then, we asked them to introduce themselves as well. In order to know their English level and whether or not they have interest in English, we asked them about their performance in school, how they like English, do they go to cram school after class, and what are the topics they are interested in. And they said that they did not perform well in English class but they were not against learning English. Also, they mentioned that they had a lot of interest in eating. As a result, we decided to lower the level of the class and would mainly focus on topics of food and cultures.

#### IV. Theories Used

Anita and I included four methods for teaching, which are Audio-lingual Method, Grammar-Translation Method, Content-based Instructions, and Task-based Instructions. The following bulleted list is the explanation for the methods used in the lesson.

##### 1. Audio-lingual Method

- A. The repetition drill is often applied in order to fit their English level and to strengthen their memorization of vocabulary so that it would be easier for them to remember new words.
- B. Teachers are considered orchestra leaders that control and direct student's language behavior. Students would follow teachers' directions and repeat after teachers.
- C. Most of the time, the interactions are between students and teachers.
- D. Information of different cultures are presented by teachers through dialogues.

##### 2. Grammar-Translation Method

- A. Sentence patterns, grammar points and vocabulary are required.
- B. Students study grammar in a deductive way.
- C. Grammar rules and examples are given to the students.
- D. Usually, teachers would pick on one sentence pattern because it would be difficult and impossible for students to memorize up to two sentence patterns in forty minutes.
- E. Teachers would explain the sentence structure to them first including the question and the answering section.
- F. Teachers would ask students to apply the vocabulary they have learned earlier into the sentence pattern. This way, they are able to review the

vocabulary once again and the teachers are also able to examine if they have absorbed the vocabulary or not. Meanwhile, new grammar is introduced to the students. This is a very practical teaching method for the students to learn grammar and vocabulary at the same time.

G. Teachers would offer correct answers when students make errors or do not know the answers.

### **3. Content-based Instructions**

- A. Cultural content along with language could increase students' interest and motivation in learning English.
- B. Language is a media to present different cultures and traditions.
- C. Students are able to understand the relevance of what they are learning.

### **4. Task-based Instructions**

- A. Final assessment is presented with a worksheet.
- B. Different kinds of questions and tasks are given in the worksheet for students to complete. For example, drawing, matching, fill-in-the-blank exercises, and full answer questions.
- C. Teachers would walk through the worksheet together with students to examine if they have absorbed the lessons taught throughout the whole semester.

## **V. Teaching and Instructional Processes**

On week 1, the goal was to get familiar with the students and to find out students' English levels and their interests. It would be the best to know what kind of topics were motivated for them to learn English so that we would know how to prepare the class.

On week 2 and 3, Anita and I decided to work on the K.K. Phonetic Symbols so that students could know the basic pronunciation rules. It would also be beneficial for not only following classes but also for students to study English on their own in the future. Moreover, we chose an easy online story to examine if they have grasped all the phonetic symbols.

On week 4, Anita and I decided to introduce a Halloween song to the students since it happened to have Halloween on that week. Students would know the traditions of Halloween and the relevant vocabulary.

On week 5 and 6, Anita and I decided to introduce the famous Taiwanese food to the students since they have mentioned that they were interested in eating. Students would know the ranking of some popular Taiwanese food and the vocabulary for them.

On week 7 and 8, Anita and I decided to introduce Thanksgiving Day to the students since Thanksgiving is in November while the class was in November as well. Students would know the origin of Thanksgiving and the traditional food people would eat on that day and the relevant vocabulary.

On week 9 and 10, Anita and I decided to introduce Christmas to the students since it was the month of December. Students would know different Christmas traditions in different countries and the relevant vocabulary.

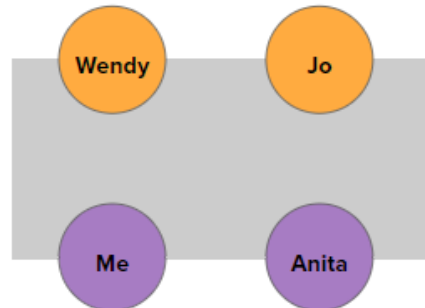
For the final week, Anita and I decided to have a wrap-up for the students to review what they have learned throughout the whole semester. Therefore, a worksheet was created for them to examine the learning results.

## **VI. Seating Chart**

Since there are four people in total including two teachers and two students, teachers are seated across the students. It would be easier for teachers to assess what



students have said, respond to it immediately, and to show the teaching materials in this sitting position.



## VII. Reflections

Even though Anita and I have applied several teaching methods in our teaching, we still encountered some difficulties during the teaching because of the inconsistent English level and different personalities of the students. After teaching at Guo-Tai Elementary School for eleven weeks, we have discovered that Jo, the student with better English ability and being an extrovert as well is more suitable to learn with Audio-lingual Method because she is more willing to speak, repeat the vocabulary, share her thoughts, and to answer questions. Grammar translation method is suitable for Jo as well because she never hesitates to talk even if she makes a mistake, she just lays it aside. However, for Wendy, the student with a much poor English ability and being an introvert at the same time, it is much more difficult to apply Audio-lingual Method to her since she cannot pronounce the vocabulary correctly. And she does not know the basic pronouncing rules so we have offered both students a sheet of K.K. Phonetic Symbols. Therefore, when Wendy encounters difficulties pronouncing the words, we would point out the relevant K.K. Phonetic Symbols on her worksheet to strengthen her memorization of K.K. Phonetic Symbols. Also, when Wendy is too shy and spends too much time to repeat what we have said, we would force her to speak

gently. By analyzing students' performance and personalities, teachers can have a better insight of which teaching methods suits which kind of students. As a consequence, teaching quality can be improved next time.

### **VIII. Conclusion**

English teaching and learning have always been a difficult task for both teachers and students. It is particularly challenging for me since I have no teaching experiences at all. Moreover, it is an early morning class, which makes it even harder for students to pay full attention in class. Since English is not our native language, obstacles are commonly seen. However, English is a required skill in modern society due to globalization and advanced technology, which leads to easier access to foreign language learning. As a matter of fact, language is also a tool to explore different cultures, to broaden the horizons, and to learn different skills. English has become a must in order to be competitive in school and in life. By providing service teaching at Guo-Tai Elementary School, I wish that I have actually helped the students to improve their English abilities and even evoke their interest in further learning English on their own.

### **IX. Works Cited**

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“Trick or Treat Halloween Song.” *YouTube*, uploaded by Turtle Interactive, 5 May 2016. Accessed 5 Jan. 2021.

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## X. Lesson Plans and Appendix


Lesson Plan #1
Designers: Claire Chu and Anita Chen
<b>Target audience and Content:</b> Sixth-grade students in elementary school
<b>Lerner Level:</b> Intermediate
<b>Class Size:</b> 2 students
<b>Class Length:</b> 40 mins
<p><b>Terminal Objectives</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize the K.K. Phonetic Symbols</li> <li>• Apply the K.K. Phonetic Symbols when reading</li> </ul>
<p><b>Enabling Objectives</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the correct pronunciations of the K.K. Phonetic Symbols</li> <li>• Read out the story with the knowledge of K.K. Phonetic Symbols even when there are words they don't know</li> </ul>


### Materials


- Paper and pen
- K.K. Phonetic Symbols handout (Appendix A)
- Laptop
- Online story
- PPT slides (Appendix B)

Time and Materials	Procedures
<p>10 mins</p> <p>Appendix A (K.K. phonetic symbols handout)</p> <p>Online story <a href="https://www.storyberries.com/bedtime-stories-busy-mother-hen-mothers-day-stories-for-kids/">(https://www.storyberries.com/bedtime-stories-busy-mother-hen-mothers-day-stories-for-kids/)</a></p>	<p><b>Welcome</b></p> <ul style="list-style-type: none"> <li>• Ask about students' weekend and how they spent it</li> <li>• Take attendance</li> </ul> <p><b>Pre-task:</b></p> <p><b>Introduction</b></p>


	<ul style="list-style-type: none"> <li>• Tell student s they are going to watch an online story</li> <li>• Distrib ute K.K. Phonet ic Symbol s handou t (Appen dix A)</li> </ul> <p><b>Stimulus material:</b></p> <p><b>Online story video</b></p>
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	<ul style="list-style-type: none"> <li>• Show entire video once through ; have student s just watch, so they can have a general idea about the story</li> <li>• Ask student s if they can express the content</li> </ul>
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	<p>of the story after watchi ng</p>
<p>20-25 mins</p> <p>Appendix A (K.K. Phonetic Symbols handout)</p> <p>Appendix B (PPT slides)</p> 	<p><b>Main Task:</b> <b>Reading and vocabulary learning</b></p> <ul style="list-style-type: none"> <li>• Introduce K.K. Phonetic Symbols and how to pronounce them</li> <li>• Ask the students to read out the online</li> </ul>

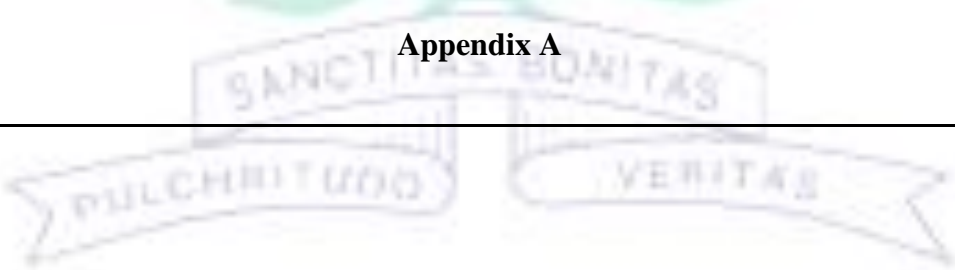
	<p>story</p> <p>with</p> <p>the</p> <p>applica</p> <p>tion of</p> <p>the</p> <p>K.K.</p> <p>Phoneti</p> <p>c</p> <p>Symbol</p> <p>s</p> <ul style="list-style-type: none"> <li>• Introdu</li> </ul> <p>ce the</p> <p>vocabu</p> <p>lary in</p> <p>the</p> <p>story</p> <p>and</p> <p>teach</p> <p>some</p> <p>extende</p> <p>d</p> <p>words</p>
<p>3-5 mins</p>	<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>• Recap</li> </ul>



	<p>the vocabulary (optional: hangman)</p> <ul style="list-style-type: none"> <li>Ask students whether they have questions</li> </ul> <p><b>Extra-Classwork</b></p> <ul style="list-style-type: none"> <li>Ask students to review the K.K. Phonetics</li> </ul>
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	<p>c Symbol s at home and tell them we will have questio ns for them in the followi ng week</p>
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**Appendix A**



KK音標符號一覽表

Vowel (母音)					Consonant (子音)				
類別	音標與例字			相似音	類別	音標與例字			相似音
單 母 音	[i]	tea	茶	一 <sup>+</sup>	有 聲 子 音 與 無 聲 子 音	[p]	pet	寵物	ㄆ
	[ɪ]	it	它	一 / ㄨ		[b]	bad	壞的	ㄅ
	[e]	name	名字	ㄨ一		[t]	ten	十	ㄊ
	[ɛ]	pen	筆	ㄨ		[d]	desk	書桌	ㄉ
	[æ]	cat	貓	ㄨ / ㄚ		[k]	key	鑰匙	ㄎ
	[ɑ]	box	盒子	ㄚ		[g]	good	好的	ㄍ
	[o]	no	不	ㄨ		[f]	food	食物	ㄈ
	[ɔ]	dog	狗	ㄛ		[v]	vest	背心	無
	[u]	too	也	ㄨ <sup>+</sup>		[θ]	thank	謝謝	ㄊ*
	[ʊ]	book	書	ㄨ		[ð]	this	這	ㄊ*
	[ʌ]	bus	公車	ㄚ / ㄛ		[s]	seat	座位	ㄙ
	[ə]	about	關於	ㄛ		[z]	zoo	動物園	無
	[ə]	sister	姊妹	ㄨ		[ʃ]	short	矮的	ㄊㄨ
	[ɜ]	bird	鳥	ㄨ <sup>+</sup>		[ʒ]	garage	車庫	無
	雙 母 音	[aɪ]	fine	安好		ㄆ	[tʃ]	chair	椅子
[aʊ]		how	如何	ㄛ	[dʒ]	joke	玩笑	ㄊㄨㄛ	
[ɔɪ]		boy	男孩	ㄛ一	[l]	leg	腿	ㄌ	
請注意看這裡：					[r]	red	紅色	ㄊㄨㄛ	
tʃ/dʒ 母音前後發兩種音					[m]	mom	媽媽	ㄇ	
l/r 母音前後發兩種音					[n]	noon	正午	ㄋ	
m/n 母音前後發兩種音					[ŋ]	sing	唱歌	ㄋ	
					[j]	yes	是的	一ㄛ	
					[w]	we	我們	ㄨㄛ	
					[h]	hat	帽子	ㄆ	

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# K.K.音標 & Storytelling

— Claire & Anita —

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**Good Morning!!!**

<https://www.storyberries.com/bedtime-stories-busy-mother-hen-mothers-day-stories-for-kids/>



## It's Your Turn!!!

### Vocabulary

- ❖ hen (n.)
  - 母雞
  - rooster (n.) 公雞
- ❖ wait (v.)
  - 等待
- ❖ hatch (v.)
  - 孵化
- ❖ goat (n.)
  - 山羊
  - sheep (n.) 綿羊
  - black sheep 害群之馬
- ❖ fair (n.)
  - 市集
  - fair (adj.) 公平的
- ❖ pass by (phr.)
  - 經過
- ❖ answer (v.)
  - 回答
  - answer (n.) 答案
- ❖ round (n./adj.)
  - 圓形的
  - square (n./adj.) 正(四)方形的



## Vocabulary

- ❖ wonder (v.)
  - 想知道
  - think (v.) 想
- ❖ chick (n.)
  - 小雞
- ❖ happen (v.)
  - 發生
  - What's happening?
  - = What's going on?
- ❖ crack (v./n.)
  - 裂開(聲)
- ❖ lovely (adj.)
  - 漂亮的
- ❖ remember (v.)
  - 記得
- ❖ leave (v.)
  - 離開
  - leave - left -left
- ❖ fantastic (adj.)
  - 極好的
  - = wonderful

## Sentence

- ❖ be busy with ...
  - 忙於... (+N.)
  - I'm busy with my homework.
- ❖ 人 feel something
  - 感到有些什麼
  - I feel something.
- ❖ be happy with
  - 開心於... ; 因...而開心 (+N.)
  - I'm happy with my new style.



## Sentence

- ❖ there is/are ...
  - 有...的存在
  - There is a mooncake.
  - There are many pomelos.
- ❖ be worth + N.
  - worth (adj.) 值得的
  - This is worth our attention.

## Questions

- ❖ Mother Hen sits on her eggs while everyone goes to the fair. Why does she sit on the eggs?
- ❖ Mother Hen does not mind not going to the fair. Why do you think this is?
- ❖ Why do you think Mother Hen thought her baby chicks were waiting for?



## Game Time: Hangman

**Any Question?  
See You Next week!**



Lesson Plan #2

Designers: Claire Chu and Anita Chen

**Target audience and Content:** Sixth-grade students in elementary school



<b>Lerner Level:</b> Intermediate
<b>Class Size:</b> 2 students
<b>Class Length:</b> 40 mins
<p><b>Terminal Objectives</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply the vocabulary in their daily lives</li> <li>• Have a concept about Halloween</li> </ul> <p><b>Enabling Objectives</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Read out the lyrics and remember the words in the song</li> <li>• Identify the meaning of each lyrics</li> <li>• Recognize the tradition of Halloween through the song</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Paper and pen</li> <li>• “Trick or Treat” song from YouTube</li> <li>• Laptop</li> <li>• PPT slides (Appendix C)</li> </ul>

Time and Materials	Procedures
10 mins	<b>Welcome</b>

<p>(“Trick or Treat”)</p> <p><a href="https://youtu.be/PK8F6Ih_9IY">https://youtu.be/PK8F6Ih_9IY</a></p>	<ul style="list-style-type: none"> <li>• Take attendance</li> <li>• Ask students what they know about Halloween</li> </ul> <p><b>Pre-task: Introduction</b></p> <ul style="list-style-type: none"> <li>• Tell students they are going to listen to a song about Halloween</li> </ul> <p><b>Stimulus material: Halloween Song “Trick or Treat” from YouTube</b></p> <ul style="list-style-type: none"> <li>• Show the entire song once and have students just watch, so they can recognize the lyrics and the melody</li> <li>• Ask students if they can express the content of the story after watching it</li> </ul>
<p>20-25 mins</p> <p>Appendix C</p> <p>(PPT slides)</p>	<p><b>Main Task: Reading and vocabulary learning</b></p> <ul style="list-style-type: none"> <li>• Ask the students to read the lyrics</li> <li>• Introduce the vocabulary of the lyrics</li> </ul>
<p>3-5 mins</p>	<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>• Recap the vocabulary</li> <li>• Ask students whether they have questions</li> </ul> <p><b>Extra-Classwork</b></p> <ul style="list-style-type: none"> <li>• Ask students to review the vocabulary at</li> </ul>

	<p>home and tell them we will have questions for them in the following week</p>
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Appendix C



Trick or treat, smell my feet  
 Give me something good to eat  
 Not too big, not too small  
 Just the size of Montreal  
 Apples, Peaches, Tangerines  
 Cookies, Chocolates, Jelly Beans  
 Lemons, Grapefruits, limes so green  
 Happy Happy Halloween

Trick or Treat, smell my feet  
 Give me something good to eat  
 Not an apple not a pear  
 If you don't, I don't care  
 We'll put Lettuce in your hair  
 I'm a Monster so beware  
 If you don't I say boo  
 Until you give me one or two

Trick or Treat, smell my feet,  
 Give me something good to eat  
 We love candy oh so sweet  
 We got a whole big box of treat  
 Apples, Peaches, Tangerines  
 Cookies, Chocolates, Jelly Beans  
 Lemons, Grapefruits, Limes so green  
 Happy Happy Halloween

Trick or Treat, My costume is neat  
 So give me something very sweet  
 If you don't that is fine  
 I just sit by here and whine  
 Trick or Treat, fill my bag  
 Until it's full and stock is sagged  
 If you don't that is cool  
 But remember I am not fool



Apples, Peaches, Tangerines  
 Cookies, Chocolates, Jelly Beans  
 Lemons, Grapefruits, Limes so green  
 Happy Happy Halloween  
 Come on let's go home and eat



## VOCABULARY

- ❖ trick or treat (phr.)
  - > 不給糖就搗蛋
- ❖ Montreal (n.)
  - > 蒙特婁 (加拿大)
- ❖ costume (n.)
  - > 戲服、裝扮
- ❖ tangerine (n.)
  - > 橘子
- ❖ jelly bean (n.)
  - > 軟糖
- ❖ lemon (n.)
  - > 檸檬
- ❖ grapefruit (n.)
  - > 葡萄柚
- ❖ lime (n.)
  - > 萊姆
- ❖ Happy Halloween (phr.)
  - > 萬聖節快樂
- ❖ pear (n.)
  - > 梨子
- ❖ lettuce (n.)
  - > 萵苣、生菜
- ❖ beware (v.)
  - > 注意



## VOCABULARY

- ❖ trick (n.)
  - > 惡作劇
- ❖ treat (n.)
  - > 款待、吃的東西
- ❖ whine (v.)
  - > 哭訴、抱怨
- ❖ full (adj.)
  - > 滿的
- ❖ stock (n.)
  - > 儲備
- ❖ sag (v.)
  - > 下沉
- ❖ remember (v.)
  - > 記得
- ❖ fool (adj.)
  - > 笨的
- ❖ come on (phr.)
  - > 來呀
- ❖ neat (adj.)
  - > 整潔的



### Lesson Plan #3

Designers: Claire Chu and Anita Chen

**Target audience and Content:** Sixth-grade students in elementary school

**Lerner Level:** Intermediate

**Class Size:** 2 students

**Class Length:** 40 mins

### Terminal Objectives

Students will be able to:

- Recognize the vocabulary of famous Taiwanese food
- Apply the vocabulary in their daily lives

### Enabling Objectives

Students will be able to:

- Pronounce the vocabulary of famous Taiwanese food
- Memorize the vocabulary of famous Taiwanese food by playing Bingo
- Practice the vocabulary with sentence patterns
- Identify the traditions of Taiwanese food culture

### Materials

- Paper and pen
- Laptop
- PPT slides (Appendix D)

Time and Materials	Procedures	Method/ Theory used

<p>1116 0750-0755 (5 mins)</p>	<p><b>Welcome</b></p> <ul style="list-style-type: none"> <li>• Take attendance</li> <li>• Ask students how much they know about Taiwanese food</li> </ul> <p><b>Pre-task: Introduction</b></p> <ul style="list-style-type: none"> <li>• Tell students they are going to learn 15 famous Taiwanese dishes</li> <li>• Make them guess which Taiwanese food are listed</li> </ul>	
<p>1116 0755-0820 (25 mins)  Appendix D (PPT slides)</p>	<p><b>Main Task (Part 1): Vocabulary learning and oral practice</b></p> <ul style="list-style-type: none"> <li>• Ask the students to pronounce the vocabulary</li> <li>• Introduce the vocabulary of famous Taiwanese food</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-lingual method (Repetition Drill)</li> </ul>
<p>1116 0820-0830 (10 mins)</p>	<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>• Recap the vocabulary (optional: Bingo game)</li> <li>• Ask students whether they have questions</li> </ul> <p><b>Extra-Classwork</b></p> <ul style="list-style-type: none"> <li>• Ask students to review the</li> </ul>	



	<p>vocabulary at home and tell them we will ask them how to pronounce the vocabulary we teach in the following week</p>	
<p>1123 0750-0800 (10 mins)</p>	<p><b>Welcome</b></p> <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Take attendance</li> </ul> <p><b>[Review]</b></p> <ul style="list-style-type: none"> <li>• Ask them what they remember</li> <li>• Recap the vocabulary learned last week</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-lingual method (Repetition Drill)</li> </ul>
<p>1123 0800-0825 (25 mins)</p> <p>Appendix D (PPT slides)</p>	<p><b>Main Task 1(Part 2): Vocabulary learning and oral practice</b></p> <ul style="list-style-type: none"> <li>• Ask the students to pronounce the vocabulary</li> <li>• Introduce the vocabulary of famous Taiwanese food</li> </ul> <p><b>Main Task 2: patterns practice</b></p> <ul style="list-style-type: none"> <li>• Teach a sentence: My favorite food is _____.</li> <li>• Ask them to fill in the blank and read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-lingual method (Repetition Drill)</li> <li>• Grammar Translation Method</li> </ul>

<p>1123 0825-0830 (5 mins)</p>	<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Recap the vocabulary and sentence (optional: Bingo game)</li> <li>Ask students whether they have questions</li> </ul> <p><b>Extra-Classwork</b></p> <ul style="list-style-type: none"> <li>Ask students to review the vocabulary at home and tell them we will use bingo game to recap those we teach in the following week</li> </ul>	
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**Appendix D**



# Taiwanese Food

Claire and Anita

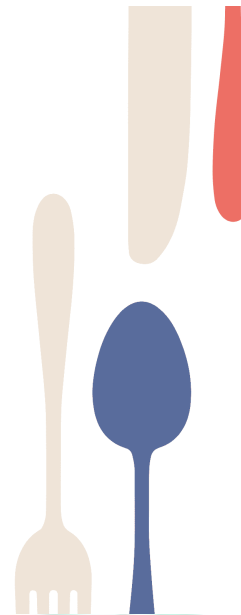
What  
Taiwanese  
food do you  
know?



<https://www.dreamstime.com/illustration/taiwan-food.html>



# Vocabulary



## Braised Pork Rice 滷肉飯

TOP 1



# braise (v.) 燉煮

<https://travel.yahoo.com.tw/【台灣】豬腳、羊腩、牛腩飯：千奇百怪的滷肉飯-103633728.html>



## Beef Noodles 牛肉麵

TOP 2

# beef (n.) 牛肉  
# noodle (n.) 麵

<https://www.chinatimes.com/realtimenews/20201114001517-260405?chdtv>

---

## Oyster Omelet 蚵仔煎

TOP 3

# oyster (n.) 蚵仔  
# omelet (n.) 蛋捲

[https://www.taisounds.com/w/TaiSounds/food\\_19110411574596947](https://www.taisounds.com/w/TaiSounds/food_19110411574596947)





## Bubble Tea 珍珠奶茶

TOP 4



# bubble (n.) 泡泡

<https://www.gvm.com.tw/article/74075>



## Pan-Fried Bun 生煎包

TOP 7



# pan (n.) 平底鍋  
# fried (adj.) 油煎的  
# bun (n.) 小圓包

<https://cookidoo.tw/recipes/recipe/zh-Hant/r553243>



## Iron Egg 鐵蛋

TOP 9

# iron (n.) 鐵

[https://www.aogbi.asia/ecommerce/原味香鐵蛋\(雞蛋\)-7入.html](https://www.aogbi.asia/ecommerce/原味香鐵蛋(雞蛋)-7入.html)

---

## Pineapple Cake 鳳梨酥

TOP 10

# pineapple (n.) 鳳梨

<https://my-best.tw/114405>



## Fried Chicken 鹽酥雞

TOP 13

# fried (adj.) 油炸的

<https://www.klook.com/zh-TW/activity/30970-east-fried-chicken-zhongxiao-fuxing-station/>

---

## Stinky Tofu 臭豆腐

TOP 16

# stinky (adj.) 發臭的

<https://www.ruten.com.tw/item/show?21540784289178>





## Pepper Cake 胡椒餅

TOP 19

# pepper (n.) 胡椒

<https://www.ttv.com.tw/info/view.asp?id=42412&from=619>

---

## Soup Dumplings 小籠包

TOP 20

# soup (n.) 湯  
# dumpling (n.) 餃子

<https://cookidoo.tw/recipes/recipe/zh-Hant/r553241>






# Fish Ball Soup 魚丸湯

TOP 21




<https://sunmoonlake.welcometw.com/九份美食魚丸湯-魚丸伯仔/>



# Aiyu Jelly 愛玉

TOP 33



# jelly (n.) 果凍

<https://www.epochtimes.com/b5/18/5/9/n18366462.htm>



## Steamed Spring Roll 潤餅捲

TOP 35

# steamed (adj.) 蒸的  
# roll (n.) 捲

<https://www.youtube.com/watch?v=RL8DeRQ63GY&app=desktop>

---

## Spicy Hotpot 麻辣鍋

TOP 36

# hotpot (n.) 火鍋  
# spicy (adj.) 辣的

<https://food.itn.com.tw/article/10037>



## Review

- ❖ Braised Pork Rice
- ❖ Beef Noodles
- ❖ Oyster Omelet
- ❖ Bubble Tea
- ❖ Pineapple Cake
- ❖ Stinky Tofu
- ❖ Spicy Hotpot
- ❖ Pan-Fried Bun
- ❖ Iron Egg
- ❖ Fried Chicken
- ❖ Pepper Cake
- ❖ Fish Ball Soup
- ❖ Steamed Spring Roll
- ❖ Soup Dumplings
- ❖ Aiyu Jelly

Let's play Bingo!



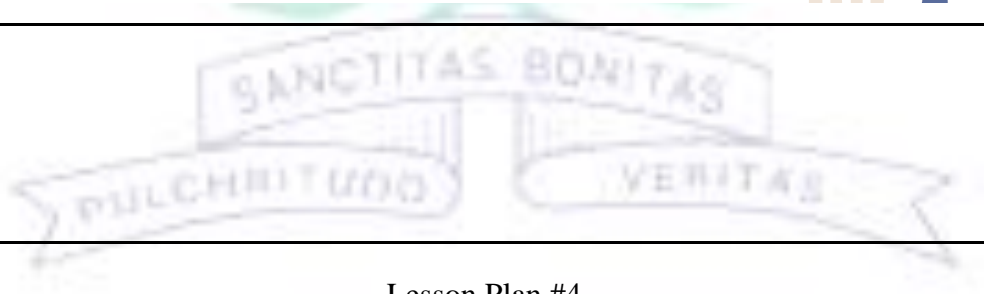


# Sentence Pattern

Q: What is your favorite (最喜愛的) Taiwanese food?

A: My favorite (最喜愛的) Taiwanese food(s) is/are \_\_\_\_\_ and \_\_\_\_\_.

Questions?  
Thank You!  
See You Next Week!

Lesson Plan #4

Designers: Claire Chu and Anita Chen

**Target audience and Content:** Sixth-grade students in elementary school

<b>Lerner Level:</b> Intermediate
<b>Class Size:</b> 2 students
<b>Class Length:</b> 40 mins
<p><b>Terminal Objectives</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize the vocabulary of food for Thanksgiving Day</li> <li>• Apply the vocabulary in their daily lives</li> </ul> <p><b>Enabling Objectives</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Pronounce the vocabulary of food for Thanksgiving Day and the ingredients needed</li> <li>• Practice the vocabulary with sentence patterns</li> <li>• Learn the traditions of Thanksgiving Day</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Paper and pen</li> <li>• Laptop</li> <li>• PPT slides (Appendix E)</li> </ul>

Time and Materials	Procedures	Method/ Theory used
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<p>1130 0750-075 5 (5 mins)</p>	<p><b>Welcome</b></p> <ul style="list-style-type: none"> <li>• Take attendance</li> <li>• Ask students how much they know about Thanksgiving Day</li> </ul> <p><b>Pre-task: Introduction</b></p> <ul style="list-style-type: none"> <li>• Tell students they are going to learn four traditional Thanksgiving Day dishes</li> </ul> <p><b>Stimulus material: A YouTube video introducing the origin of Thanksgiving Day</b></p> <ul style="list-style-type: none"> <li>• Show the video to the students, so they can have a brief but clear understanding about Thanksgiving Day</li> </ul> <p>Note (YouTube video link): <a href="https://www.youtube.com/watch?v=VvzMp5WUjls">https://www.youtube.com/watch?v=VvzMp5WUjls</a></p>	
<p>1130 0755-082 0 (25 mins)</p> <p>Appendix E (PPT</p>	<p><b>Main Task (Part 1): Vocabulary learning and oral practice</b></p> <ul style="list-style-type: none"> <li>• Ask the students to pronounce the vocabulary</li> <li>• Introduce the vocabulary of food for Thanksgiving Day and the ingredients needed</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-lingual method (Repetition Drill)</li> </ul>

slides)		
1130 0820-0830 (10 mins)	<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Recap the vocabulary</li> <li>Ask students whether they have questions</li> </ul> <p><b>Extra-Classwork</b></p> <ul style="list-style-type: none"> <li>Ask students to review the vocabulary at home and tell them we will ask them how to pronounce the vocabulary we teach in the following week</li> </ul>	
1207 0750-0800 (10 mins)	<p><b>Welcome</b></p> <ul style="list-style-type: none"> <li>Greeting</li> <li>Take attendance</li> </ul> <p><b>[Review]</b></p> <ul style="list-style-type: none"> <li>Ask them what they remember</li> <li>Recap the vocabulary learned last week</li> </ul>	<ul style="list-style-type: none"> <li>Audio-lingual method (Repetition Drill)</li> </ul>
1207 0800-0825 (25 mins)	<p><b>Main Task 1(Part 2): Vocabulary learning and oral practice</b></p> <ul style="list-style-type: none"> <li>Ask the students to pronounce the vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Audio-lingual method (Repetition Drill)</li> <li>Grammar-</li> </ul>



<p>Appendix E (PPT slides)</p>	<ul style="list-style-type: none"> <li>• Introduce the vocabulary of food for Thanksgiving Day and the ingredients needed</li> </ul> <p><b>Main Task 2: patterns practice</b></p> <ul style="list-style-type: none"> <li>• Teach sentences: We want to eat _____ on Thanksgiving Day. We have to prepare _____.</li> <li>• Ask them to fill in the blank and read aloud</li> </ul>	<p>Translation Method</p>
<p>1207 0825-083 0 (5 mins)</p>	<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>• Recap the vocabulary and sentence</li> <li>• Ask students whether they have questions</li> </ul> <p><b>Extra-Classwork</b></p> <ul style="list-style-type: none"> <li>• Ask students to review the vocabulary at home and tell them we will ask them how to pronounce the vocabulary we teach in the following week</li> </ul>	





# Story Time!

<https://www.youtube.com/watch?v=VvzMp5WUjls>

## Thanksgiving Day:

The fourth Thursday of  
every November every year

- Fourth (adj.) 第四的
- Thursday (n.) 星期四
- November (n.) 11月








Englishmen – Pilgrims  
英國清教徒

Native Americans – Indians  
印地安人



# What Do People Eat on Thanksgiving Day?



## Sentence Pattern

- ❖ We want to eat \_\_\_\_ on Thanksgiving day.
- ❖ We have to prepare \_\_\_\_\_.



## Roasted Turkey 烤火雞



<https://www.theplioneerwoman.com/food-cooking/recipes/fall1883/roasted-thanksgiving-turkey/>

### Ingredients 食材:

- turkey (n.) 火雞
- butter (n.) 奶油
- orange (n.) 橘子
- rosemary springs (n.) 迷迭香
- salt (n.) 鹽巴
- black pepper (n.) 黑胡椒



## Skillet Cornbread 南部風粟米麵包



<https://www.kylescooks.com/fluffy-golden-skillet-corn-bread/>

Ingredients 食材:

- milk (n.) 牛奶
- cornmeal (n.) 玉米粉
- egg (n.) 蛋
- salt (n.) 鹽巴
- vegetable oil (n.) 植物油
- baking powder (n.) 泡打粉

## Double Cranberry Sauce 蔓越莓醬



<https://www.woodchuck.com/blog-post/woodchuck-raspberry-cranberry-sauce/>

Ingredients 食材:

- cranberry (n.) 蔓越莓
- sugar (n.) 糖
- cranberry juice (n.) 蔓越莓汁
- lime juice (n.) 萊姆汁
- salt (n.) 鹽巴



## Green Bean Casserole 青豆砂鍋



<https://www.istockphoto.com/hk/圖片/青豆砂鍋?mediatype=photography&phrase=青豆砂鍋&sort=mostpopular>

### Ingredients 食材:

- green bean (n.) 四季豆
- milk (n.) 牛奶
- mushroom soup (n.) 蘑菇湯
- black pepper (n.) 黑胡椒
- fried onion (n.) 炸洋蔥
- soy sauce (n.) 醬油

Thank You  
Any question?

See you next week!



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### Lesson Plan #5

Designers: Claire Chu and Anita Chen

**Target audience and Content:** Sixth-grade students in elementary school

**Lerner Level:** Intermediate

<b>Class Size:</b> 2 students
<b>Class Length:</b> 40 mins
<p><b>Terminal Objectives</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize the vocabulary of traditions for Christmas in different countries</li> <li>• Apply the vocabulary in their daily lives</li> </ul> <p><b>Enabling Objectives</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Pronounce the vocabulary of traditions for Christmas in different countries</li> <li>• Practice the vocabulary with sentence patterns</li> <li>• Match Christmas traditions to the countries</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Paper and pen</li> <li>• Laptop</li> <li>• PPT slides (Appendix F)</li> </ul>

Time and Materials	Procedures	Method/ Theory used
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<p>1214 0750-0755 (5 mins)</p>	<p><b>Welcome</b></p> <ul style="list-style-type: none"> <li>• Take attendance</li> <li>• Ask students how much they know about Christmas</li> </ul> <p><b>Pre-task: Introduction</b></p> <ul style="list-style-type: none"> <li>• Tell students they are going to learn Christmas traditions in the US, the UK and Australia.</li> </ul> <p><b>Stimulus material: A website introducing the Christmas traditions</b></p> <ul style="list-style-type: none"> <li>• Show the website to the students, so they can have a brief but clear understanding about Christmas.</li> </ul> <p>Note (Website link): <a href="https://www.whychristmas.com/cultures/">https://www.whychristmas.com/cultures/</a></p>	
<p>1214 0755-0820 (25 mins)</p> <p>Appendix F (PPT slides)</p>	<p><b>Main Task (Part 1): Vocabulary learning and oral practice</b></p> <ul style="list-style-type: none"> <li>• Ask the students to pronounce the vocabulary</li> <li>• Introduce the vocabulary of Christmas traditions in different countries</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-lingual method (Repetition Drill)</li> </ul>

<p>1214 0820-0830 (10 mins)</p>	<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>Recap the vocabulary</li> <li>Ask students whether they have questions</li> </ul> <p><b>Extra-Classwork</b></p> <ul style="list-style-type: none"> <li>Ask students to review the vocabulary at home and tell them we will ask them how to pronounce the vocabulary we teach in the following week</li> </ul>	
<p>1221 0750-0800 (10 mins)</p>	<p><b>Welcome</b></p> <ul style="list-style-type: none"> <li>Greeting</li> <li>Take attendance</li> </ul> <p><b>[Review]</b></p> <ul style="list-style-type: none"> <li>Ask them what they remember</li> <li>Recap the vocabulary learned last week</li> </ul>	<ul style="list-style-type: none"> <li>Audio-lingual method (Repetition Drill)</li> </ul>
<p>1221 0800-0825 (25 mins)  Appendix F (PPT)</p>	<p><b>Main Task 1(Part 2): Vocabulary learning and oral practice</b></p> <ul style="list-style-type: none"> <li>Ask the students to pronounce the vocabulary</li> <li>Introduce the vocabulary of Christmas traditions in different</li> </ul>	<ul style="list-style-type: none"> <li>Audio-lingual method (Repetition Drill)</li> <li>Grammar Translation Method</li> </ul>

slides)	<p>countries</p> <p><b>Main Task 2: patterns practice</b></p> <ul style="list-style-type: none"> <li>• Teach sentences: (<u>Ving/ N</u>) is the tradition people would do on Christmas in (<u>country</u>).</li> <li>• Ask them to fill in the blank and read aloud</li> </ul>	
1221 0825-0830 (5 mins)	<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>• Identify which tradition belongs to which country (Matching game)</li> <li>• Recap the vocabulary and sentence (Completing sentence)</li> <li>• Ask students whether they have questions</li> </ul> <p><b>Extra-Classwork</b></p> <ul style="list-style-type: none"> <li>• Ask students to review the vocabulary at home</li> <li>• Tell them we will wrap up all the lessons we taught in the following week</li> </ul>	





<https://www.whychristmas.com/cultures/>

## Fun facts among three different countries

- fact (n.) 事實
- different (adj.) 不同的
- country (n.) 國家





## Making gingerbread house



<https://www.whychristmas.com/cultures/usa.shtml>

- make (v.) 做
- ginger (n.) 薑
- gingerbread house (n.) 薑餅屋



## Decorating the outside of a house



<https://www.whychristmas.com/cultures/usa.shtml>

- decorate (v.) 裝飾
- outside (adj.) 外部的

## A Christmas tree with an ice skating rink



<https://www.whychristmas.com/cultures/usa.shtml>

- ice skating (n.) 溜冰
- rink (n.) 溜冰場

\* at the Rockefeller Center in New York  
紐約洛克菲勒中心





## Decorating with Christmas lights



Questions:

- decorate (v.)
- light (n.)

\* villages (village), towns (town), and cities (city)

\* in Oxford Street in London

倫敦牛津街





## Eating Christmas cake



<https://www.whychristmas.com/cultures/usa.shtml>

\* a rich fruit cake covered with marzipan and icing

- cover (v.) 覆蓋
- marzipan (n.) 杏仁糖
- icing (n.) 糖衣

\* often top with Christmas themed cake decorations

- theme (n.) 主題



<https://www.biospectumasia.com/analysis/47/9518/australia-a-thriving-lifescience-hub-with-a-global-reach.html>



## On a hot summer day



<https://www.lobmason.com/australia/christmas-in-australia/>

\* visit friends and have barbecues at the beach

- visit (v.) 拜訪
- barbecue (n.) 烤肉
- beach (n.) 海灘

## Yacht race



<https://www.whychristmas.com/culture/australia.shtml>

- yacht (n.) 快艇
- race (n.) 比賽

\* held on Boxing Day

- hold (v.) 舉辦

\* from Sydney to Hobart in Tasmania

雪梨到霍巴特 (塔斯馬尼亞)



## boxing day









- box (n.) 箱子
- Boxing day (n.) 節禮日








Let's match!



Let's match!



Let's match!



## Sentence Pattern

- ❖ \_\_\_**動作**\_\_\_ is the tradition people would do on Christmas in \_\_\_**地方**\_\_\_.
- ❖ V(動詞) + ing

Any questions?  
See You Next Week!



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## G. Worksheet

## Wrap-up Worksheet

Name: \_\_\_\_\_

## I. Storytelling: Busy Mother Hen

[https://docs.google.com/presentation/d/13z6PKOj7L4Gp\\_eLPCzm7gC-u9jc1qKs92b4mR3A-yV8/edit#slide=id.gaf0ac2642dc\\_0\\_319](https://docs.google.com/presentation/d/13z6PKOj7L4Gp_eLPCzm7gC-u9jc1qKs92b4mR3A-yV8/edit#slide=id.gaf0ac2642dc_0_319)

## A. Who is Mother Hen? Please circle it.



## B. What is a round? Please draw it.



One, two, three, four, five, six. Six round eggs!



Bonus: What is a triangle? What is a square?

Please draw them.

--	--

## II. Happy Halloween

[https://docs.google.com/presentation/d/1qLZ5aOwSRK\\_HyMfsNggdUYhk48aMilBue8XT5R1OxG94/edit#slide=id.g3e904e55\\_0\\_128](https://docs.google.com/presentation/d/1qLZ5aOwSRK_HyMfsNggdUYhk48aMilBue8XT5R1OxG94/edit#slide=id.g3e904e55_0_128)

A. What is that? Please fill in the blank.



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Work Bank:

tangerine	lemon	grapefruit	pear
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## IV. Happy Thanksgiving

[https://docs.google.com/presentation/d/1LJjoZkZFXH1mtHSrQadmFcD9WYJmvy1DnFBiyMplCw/edit#slide=id.g61c7295bd7\\_3\\_340](https://docs.google.com/presentation/d/1LJjoZkZFXH1mtHSrQadmFcD9WYJmvy1DnFBiyMplCw/edit#slide=id.g61c7295bd7_3_340)

A. What is Thanksgiving Day in Chinese?

### Roasted Turkey

Ingredients:

- turkey
- orange
- rosemary springs

B. What do we have to prepare for the roasted turkey?

### III. Taiwanese Food

[https://docs.google.com/presentation/d/1r-7Z\\_G91Wz0\\_3gNKHGrlg1gfEJvMEfm37c0bFE7\\_g/edit#slide=id.g4gab2a282e0e\\_0\\_75](https://docs.google.com/presentation/d/1r-7Z_G91Wz0_3gNKHGrlg1gfEJvMEfm37c0bFE7_g/edit#slide=id.g4gab2a282e0e_0_75)

A. What is that? Please match it.



bubble tea	pineapple cake	steamed spring roll	stinky tofu
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### V. Christmas Traditions

[https://docs.google.com/presentation/d/1o6cbw93X8EDROM46G8iODJ5JntGTzO8KJGcb-KwxvN8/edit#slide=id.g643d697d24\\_0\\_571](https://docs.google.com/presentation/d/1o6cbw93X8EDROM46G8iODJ5JntGTzO8KJGcb-KwxvN8/edit#slide=id.g643d697d24_0_571)

A. What is the tradition people would do in the USA?



B. What is the tradition people would do in the UK?



C. What is the tradition people would do in Australia?



Work bank:

Having yacht race	Eating Christmas cake	Making gingerbread house
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## H. A Picture of the certificate from Guo-Tai Elementary School

