

| Lesson Plan | | | | | |
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| Topic | Unit 2 What Are Those? | Class | 7 th grade | Students | 33 |
| Teaching Material | Hanlin English Textbook for Junior High, Unit 2, Book I | Teacher | 劉育彤 | Time | 45 minutes |
| Teaching Aids | Textbook, large touch screen, notebooks, videos, and PPT slides. | | | | |
| Teaching Objectives | <div>I. Cognitive Objectives:</div> <div>1. To understand the content of the reading and rephrase the key points.</div> <div>2. To learn the correct usage of prepositions of places, such as “inside,” “above,” and “next to.”</div> <div>3. To learn the earthquake safety regulations for different kinds of buildings.</div> <div>II. Psychomotor Objectives:</div> <div>1. To use regular plural nouns in sentences.</div> <div>2. To use adjectives to describe both the interior and exterior of various types of houses.</div> <div>3. To use the correct words related to earthquakes.</div> <div>III. Affective Objectives:</div> <div>1. To participate in class activities and discussion actively, both individually and in groups.</div> <div>2. To be willing to talk to classmates in English while discussing.</div> <div>3. To praise and express appreciations to others.</div> | | | | |
| Teacher’s Activities | | Students’ Activities | Teaching Aids | Time (mins) | |
| <div>I. Warm-up</div> <div>1. Greet the students.</div> <div>2. Introduce the title of the reading.</div> <div>3. Review the sentence pattern learned in the previous class by asking the students to answer questions with plural nouns and prepositions of places.</div> <div>II. Presentation, Practice and Activity</div> <div>Before Reading</div> <div>1. Ask the students to look at the picture on page 42, and have them use different adjectives to describe how the house looks, as listed on the textbook.</div> <div>2. Welcome any creative ideas from the students and encourage them to use adjectives unlisted on the textbook.</div> <div>While Reading</div> <div>1. Ask each student to read the reading themselves and find out all the adjectives used to describe the house in the article.</div> <div>2. Explain the preposition of places, adjectives, and coordinating conjunctions used in the article.</div> | | <div>Listen and answer.</div> <div>Answer the questions.</div> <div>1. Use different adjectives to describe the house.</div> <div>2. Describe the house with unlisted words.</div> <div>1. Read the article and circle the adjectives.</div> <div>2. Listen and take notes.</div> | <div>Textbook,</div> <div>large touch screen.</div> <div>Textbook,</div> <div>large touch screen.</div> <div>Textbook,</div> <div>large touch screen.</div> | <div>5 mins</div> <div>10 mins</div> <div>10 mins</div> | |

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| <p>Mind Mapping</p> <ol style="list-style-type: none"> 1. Ask the students to determine the main topic of the reading. 2. Ask the students to divide the article into different parts according to its topic. 3. Ask the students to think about the criteria they should use and write them down in their notebook. <p>House Safety – Earthquake Prevention</p> <ol style="list-style-type: none"> 1. Introduce the words related to earthquakes and present some features that make a building earthquake-resistant by videos and real-life examples. 2. Divide the students into groups of four and have them discuss whether the house in the article is safe during an earthquake. 3. Ask students from each group to present a role-play skit demonstrating the regulations on stage. <p>III. Assignment</p> <p>Ask the students to check if their own houses have the emergency supplies according to the regulations and to present their findings orally in the next class.</p> | <ol style="list-style-type: none"> 1. Find the main topic. 2. Divide the article into parts. 3. Use criteria to divide the article. <ol style="list-style-type: none"> 1. Listen and take notes. 2. Discuss with classmates. 3. Go up the stage and present. <p>Listen and take notes.</p> | <p>Textbook, large touch screen, notebooks.</p> <p>Videos.</p> | <p>10 mins</p> <p>14 mins</p> <p>1 min</p> |
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IV. Photos In Class



Teacher's activities before reading.



Teacher's activities while reading.



Teacher introducing words related to earthquakes.



Students' presentation on earthquake regulations.