



臺北縣九十九年度與
英國文化協會合作辦理國小英語教師專業培訓成果彙編

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Name of Activity: Who Is She?

Target learners: 3rd graders, who learned last semester the vocab items, “How are you?” and “This is my sister.”

Time required: 40 min

Aims

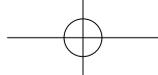
1. Ss can respond to “How are you?” with “Fine, thanks, and you?”
2. Ss can ask others to introduce their family member with the question, “Who is he / she?”
3. Ss can introduce their family member with the sentence, “He / She is my _____.”

Materials required & pre-lesson preparation

1. Sentence strip, “Fine, thanks, and you?”
2. One picture of Teacher’s family member
3. One drawing of Teacher’s family
4. A tambourine
5. Ask Ss to bring one picture of their family member
6. Ask Ss to bring one sheet of B4 paper

In class procedure

1. Class Routine: Check Ss’ attendance and homework
2. Warmer: Greet and Shake Hands
 - a. Ss sing the song “How are you?” and shake hands with one another.
 - b. Ask Ss, “What do foreigners usually say to answer ‘How are you?’” Say to Ss that “Fine, thanks and you?” for foreigners is a common greeting like “呷飽未” for Taiwanese.
 - c. Check Ss’ understanding with concept questions.
 - d. Point out the linking of “and you” and ask Ss to repeat. (Whole Class / half class / individuals Ss)
 - e. Ask Ss, “Do we say ‘Fine, thanks, and you?’ with a rising tone or a falling tone at the end?” Ss show their answers by hand-raising.
 - f. Drill “and you?” with gestures. (Whole class / half class / individuals Ss)
 - g. Drill “Fine, thanks.” (Whole class / half class / individuals Ss)
 - h. Drill “Fine, thanks, and you?” (Whole class / half class / individuals Ss)
 - i. Do a question-and-answer drill. (Whole class / half class / individuals Ss)
 - j. Show to Ss the sentence strip of “Fine, thanks, and you?” and ask them to copy it in their notepads.



● ● ● Lesson Activity Resource Pack for Taipei County
Elementary School English Teachers

k. Ss walk around in the classroom, greet 5 classmates, and shake hands with them in 3 min. Before the activity, get a strong pair of Ss to do demonstration, and double-check Ss' understanding. Give one stamp for those who are finished in the time limit. Tell the quick finishers to greet more kids as they can do in the time limit, and give them one more stamp for 5 more greetings.

3. Present: the dialogue

A. Lead-in:

- a. Show Ss the picture of Teacher's sister, and say to them, "This is my sister."
- b. Elicit Ss to introduce the pictures of their family members with the sentence pattern, "This is my _____."
- c. Play the dialogue on CD and ask Ss to listen to it.

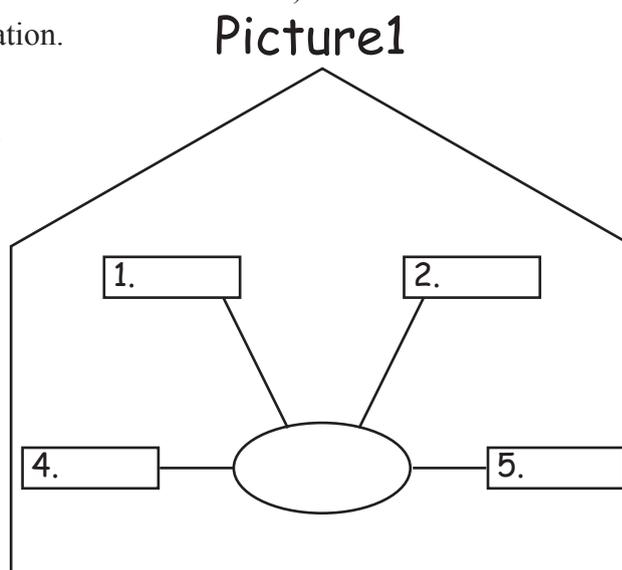
B. Introduce Key Words:

- a. Elicit Ss to say out the key words by asking them questions about the dialogue and write down the words on the board (father, mother, brother and sister).
- b. Draw Picture 1 on the board and ask Ss to copy it in their notepads.
- c. Divide Ss into 6 groups, and ask them to discuss with their members how to fill the words on the board into the #1, #2, #4, and #5 boxes, and finish it in 3 min.
- d. Check the answers, and do a quick choral drill.
- e. Elicit Ss to find out the common "er" sound the four words have.
- f. Drill the four words by back-chaining. (Whole class / half class / individuals Ss)
- g. Double-check Ss' understanding of the four words.

4. Practice: Get familiar with the dialogue

- a. Re-play the dialogue on CD and ask Ss to listen again to it.
- b. Pass out the dialogue sentence strips to each team and ask Ss to put them in the right order in 3 min.
- c. Ask Ss to open books and check the answer by reading out the dialogue.
- d. Do choral reading on 3 sound levels with Teacher's gestures.
- e. Do role-play reading.
- f. Ask Ss to copy the dialogue in their notepads.
- g. Ss memorize the dialogue in the mumbling game. Teacher writes down the dialogue on the board
- h. Ss practice the dialogue in pairs with their books and notepads closed. They have to switch their partner whenever hearing Teacher's tambourine-shaking. Teacher erases parts of the dialogue at every switch until the disappearance of the whole dialogue.
- i. Point out to Ss the grammatical point - the pronouns of he / she by categorizing the four words with the symbols of ♀ and ♂. Draw the symbols on the board and ask Ss what they mean. Say to Ss that ♀ means the female and ♂ means the male. Give an example with drawing: a girl is female, and a boy is male.

- j. Divide Ss into 6 groups. Ask them to discuss with their members how to mark with the symbols the words they copy in their notepads, and to finish it in 2 min.
- k. Say to Ss that when we say a female, we say she; when we say a male, we say he Check the marking of the symbols by Teacher's saying out one family word and Ss' saying out "she" or "he."
- l. The controlled activity: "Missing Family Member." Collect the pictures of Ss' family members. Ask Ss what they'll do if someone in their family is missing.
Pretend the board as a bulletin board in a police office. When Teacher puts one picture on the board, Ss act as the speaker to announce "Who is she?" or "Who is he?" The S stands up and says out "She / he is my _____," when he / she sees his / her family member's picture on the board.
- m. Assign homework: Draw a family picture and write the proper family word beside a family member. Leave it a blank if you cannot find a proper one among the four words learned today, and we'll discuss it in the next class.
5. Production: "Mission Impossible"
- a. Pass out the pictures of Ss' family members. Every S gets one picture they don't know. Each S holds the pictures they get and asks another one, "Who is she/he?" If the one asked answers "I don't know," the picture-holder has to go on asking someone else. Ss finish the mission and get privileged to do homework until they get the answer "She / he is my _____."
- b. Give Directions.
- c. Drill "I don't know." (Whole class / half class / individuals Ss)
- d. Get a strong pair of Ss to do demonstration.
- e. Double-check Ss' understanding.
- f. Do monitoring and give necessary help.
6. Wrap-up: Review what we learn in class.



Follow up

- Vocabulary Extensive Activity: Stop the bus (word-guessing game), bingo, word search and running dictation
- Grammar Extensive Activity: Gap-fill exercise
- Dialogue Review Activity: pair dictation
- Dialogue Extensive Activity: Introduce my family with the drawing, story-telling about family