



## Icebreaker

## My Favorite Quote



Padlet



BrainyQuote

**Step 1 Find & Write** Go to “BrainyQuote” and find one quote you like. Write it down on the card.

The quote you like - .....

Every action you take is a vote for the type of person  
you wish to become. ~James Clear

**Step 2 Pair & Share** Find a teacher you don't know. Use the sentence stems to introduce yourself to each other and read your quote for him / her. Then exchange your cards.

Hi, I'm .....(name). I'm from ..... Junior High School.  
I have a quote for you. The quote is “.....”. I hope you like it.

**Step 3 Grouping** Three in a group. Introduce yourself to each other. Decide the role of each person.  
The one with the longest hair is Panda, the second one Tiger, and the third Master Shifu.

We're in Group ..... My role is .....




1.

## Mini Demo – Round 1

康軒 B1 L6 對話單字



**Step 1 Experience & Observe** Take part and take notes.

What does the teacher say? (Teacher's Language)	
What do Ss do and say? Ss' Responses and Language	
How does the teacher set up the activity? (Procedures)	

**Step 2 Think & Share**

- (1) Review how the activity went.
- (2) Share your ideas with your group members.



## 2. Classroom Language



**Step 1 Definition** Read the definition of classroom language and fill in the blank.

What is classroom language—

The language is used in an English language classroom as part of the procedure, e.g., greetings, asking permission, getting learner's attention, giving instructions, giving feedback, etc. It is usually used \_\_\_\_\_.

**Step 2 Match** Read the definitions of 3 different types of classroom language and match.

Procedural Language	*	*	Language that students are supposed to learn in the task
Functional Language	*	*	Language we use to set up tasks
Target Language	*	*	Language we use for doing tasks

## 3. Mini Demo – Round 2

Dialogue (康軒: B1L6)



**Task 1** Where is the sentence said? **Task 2** Dialogue Bingo **Task 3** Find your pair

Language & Scaffolding		Dialogue Activities		
		Where Is It Said?	Dialogue Bingo	Find Your Pair
Classroom Language	Procedural Language			
	Functional Language			
	Target Language			
Scaffolding	● Read aloud	<input type="checkbox"/> _____ (times)	<input type="checkbox"/> _____ (times)	<input type="checkbox"/> _____ (times)
	● Modeling/ Gesture	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
	● Grouping	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
	● Sentence structure starter	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
	● Graph organizers	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
	● Visuals and Realia	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
	● 1 <sup>st</sup> language	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

## 4. How to design a TETE task

ACTION

**What is a task?** Read the following passage and highlight the key words (phrases).

A task could be to create a presentation, some media, a piece of text or a recorded dialogue. It could be trying to find the solution to a practical problem, like planning a complex journey, or deducing missing information, like working out who started a rumor at school. It could even be justifying and supporting an opinion, like arguing for your preference in an election or your favorite competitor in a TV show.

Source: <https://www.barefootteflteacher.com/p/what-is-task-based-learning>

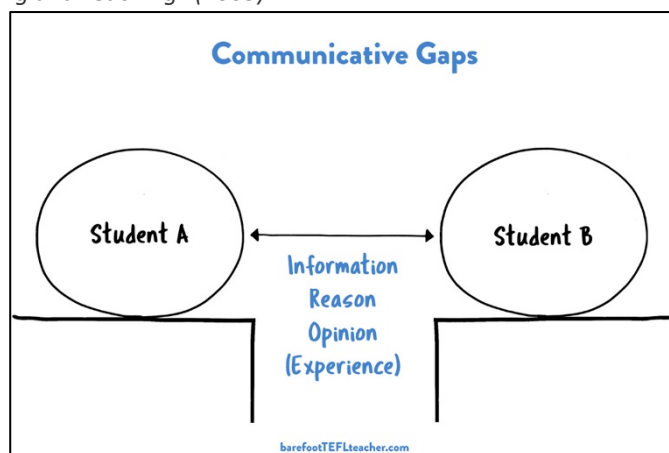
### Task Features

Source: Rod Ellis "Task-Based Language Learning and Teaching" (2003)

## A task



1. focuses primarily on .....
2. has some kind of .....
3. has a clear ..... goal.
4. needs linguistic or ..... resource.



### What is Instructional Scaffolding

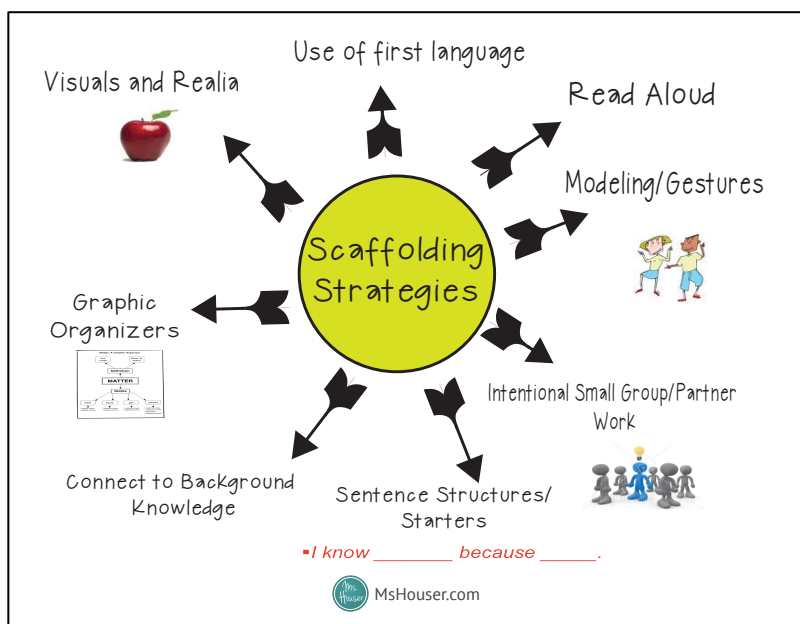
**Instructional scaffolding** is a process through which a teacher adds supports for students in order to enhance learning and aid in the mastery of tasks. The teacher does this by systematically building on students' experiences and knowledge as they are learning new skills. These supports are temporary and adjustable. As students master the assigned tasks, the supports are gradually removed.

Source: <https://iris.peabody.vanderbilt.edu/module/sca/cresource/q1/p01/>

### On Scaffolding

Work in groups. Think of some tips to help your students learn better in a TETE class.

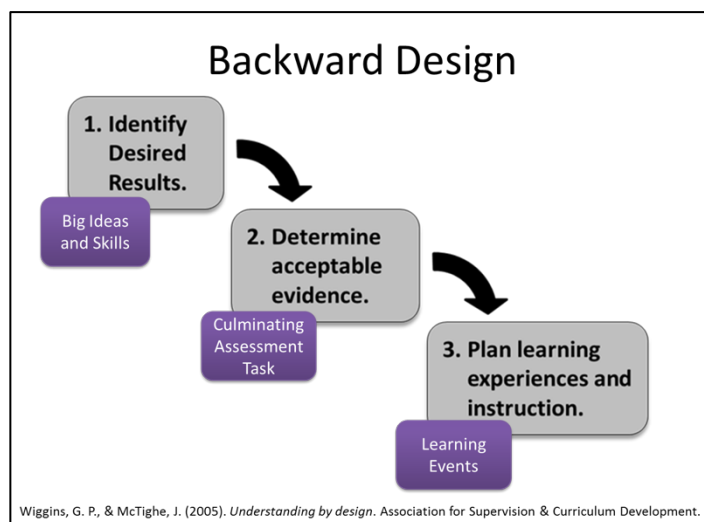
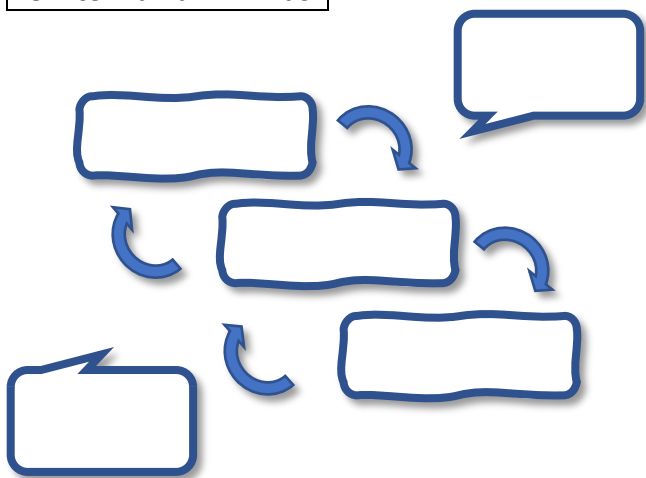
- 1.
- 2.
- 3.
- 4.
- 5.



Source: [www.mshouser.com](http://www.mshouser.com)

**How to Scaffold**

1. **I** \_\_\_\_\_ Key points \_\_\_\_\_
2. **S** \_\_\_\_\_ Key points \_\_\_\_\_
3. **S** \_\_\_\_\_ Key points \_\_\_\_\_

**How to Plan a TETE Task****TETE Teaching plan** You can use the form to design your own TETE teaching plan.

<b>T</b> ask	
<b>G</b> oals	
<b>P</b> rocedures	
<b>L</b> anguage	

**Check out – 3Rs Reflect – Revise – Redo**

What can you do to help your students learn better in a TETE classroom?

# Dialogue



對話動畫

CD3: 18~19 CD: 44

(At Nick's home)

Mom: **Wake up**, Nick. **Time** for school. What are you doing?Nick: I'm **looking for** my watch. Mom, what time is it?Mom: It's seven twenty. **Hurry up**.Nick: OK, Mom. Oh, **by the way**, there's a **group chat** at school **tonight**.

Mom: A group chat?

Nick: Yes, it's a **meeting with** students from **the USA**.

Mom: What time is the meeting?

Nick: It's at 9 **p.m.**

Mom: What's the meeting about?

Nick: It's about our school **life**.

Mom: Great!



## Vocabulary

CD3: 20 CD: 45

wake up 醒來

time 時間

look for 尋找

Hurry up. 快一點。

by the way 順帶一提

group 團體；隊伍

chat 談話

tonight 今晚

meeting 會議

with 和……一起；用

the USA 美國

p.m. 下午；晚上

life 生活

CD3: 21~22 CD: 46

(In the classroom)

Rita: Nick, what are you doing?

Nick: I'm **preparing** for the group chat.

Rita: The group chat? What day is today?

Nick: It's Thursday.

Rita: Isn't it on Friday?

Nick: No, it isn't. It's at 9 **o'clock** in the evening.

Rita: Oh, no!



(At 9 p.m. in Taiwan)

Bella: OK, **everyone**. It's 8 **a.m.** in New York **City**.Let's **say** good morning to our friends.

Students in Taiwan : Good morning.

Students in New York City : Good evening.

\* New York City 紐約市

**Think and Check** 為什麼 Rita 會說：「Oh, no!」呢？請勾選。

- ① ☐ She is late for the meeting.
- ② ☐ The group chat is on Thursday, not on Friday.
- ③ ☐ Nick is preparing for the group chat.

**Vocabulary** CD3: 23 CD: 47

prepare 準備

o'clock .....點鐘

everyone (everybody) 每個人；各位

a.m. 上午；凌晨

city 城市

say 說