



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

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Name of Activity: Actions

Target learners: 4th graders

Time required: 40 minutes

Aims

1. Students are able to listen, speak, read, and write the six words, including squeeze, count, dive, brush, skate, knock.
2. Students are able to make use of the words with the sentence pattern “Can you ___?” to communicate with each other.
3. Students are able to work out the communicative tasks.

Materials required & pre-lesson preparation

1. Picture cards.
2. Word cards.
3. Pieces of paper.
4. Worksheets.
5. PPT and related equipment.

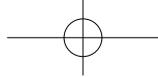
In class procedure

Warm up (5 min) Back to the board

1. Have students group into two and name their groups.
2. Explain the rules: ask one student from each team to sit in front and they cannot look at the board, the rest of the teams have to describe the words they see on the screen without saying the exact word or to use body language to the ones sitting in front. Then, the one sitting in front knows the answer has to clap hands for three times and say the exact word to get points.
3. Model this activity and practice the words they already known, such as run, hop, jump...

Present (12 min)

1. Pronounce the vocabulary three times and then have students practice.
2. Mime the words and have students guess the words.
3. Show pictures of the action words and say it together for several times.
4. Listen and say the words with the whole class, the group, and the individual to check pronunciation.
5. Have volunteers to answer the questions “Can you ___?” according to the words the teacher assigned. And pair up students to practice question and answer.



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Practice (12 min)

1. LISTEN AND DO:

- a. Ask students (students in groups) to draw or to write the new vocabulary on the pieces of paper according to what the teacher will assign.
- b. The correct and finished group will win different points based on how well and how fast the work they've done.

2. PELMANISMS:

- a. Collect the drawing and writing of each group, check the spelling together, and make sure the number of the works.
- b. Explain the rules and demonstrate: mini set of word and picture cards faced down the table, students take turns to pick up two of the cards to make a pair in limited time.
- c. Have students in groups and find out the picture and the words that the other group had drawn or written in limited time (for example, 2min/ 1min/ 30 sec).

Produce (11 min)

1. INFORMATION-GAP:

- a. Students work in pairs (one is able to help the other who may be a slow learner) with the worksheet. One has to choose the answers first according to themselves. Then, they have to ask the questions to each other and mark the answers.
- b. Teacher will walk around to monitor and to support if needed.
- c. Check students answers.

2. BINGO:

- a. Students will have a piece of paper and ask them to fold 4 times to form a 3x3 grid.
- b. Dictation: have students listen and write the words in the grid.
- d. Demonstrate the way to bingo and play.
- e. Check the spelling together.

Follow up

Gather the picture and word cards that students made and display in the classroom to memorize the words.

[INFORMATION-GAP]

Question and Answer

A: Can you dive ?

B: Yes, I can. ☺

No, I can't. ☹

	squeeze	count	dive	brush	skate	knock
Me	☺ ☹	☺ ☹	☺ ☹	☺ ☹	☺ ☹	☺ ☹
_____	☺ ☹	☺ ☹	☺ ☹	☺ ☹	☺ ☹	☺ ☹