

Week	Unit / Page	Goals	Language	Structure	Vocabulary	Dialogues, Riddles, and readings
1	Unit 5 How was your weekend? p. 29-31	Talk about recent past events. Use time expressions for the past.	How was your weekend? What did you do yesterday	Simple past tense. Irregular verbs: went , did	Activities Went shopping Helped my mom.	Dialogue: Earthquake!
	Notes Supplementary materials	Student notebooks				Vocabulary
	Methodology	inquiry-based student-centered language exercise	What did you do..? When?	Writing Pair work Present dialogue	Vocabulary, repetition and drill.	Discussion Pair reading Extended composition
2	Unit 5 How was your weekend? p.32- 34	Talk about recent past events. Use time expressions for the past	How was your weekend? What did you do yesterday	Simple past tense. Irregular verbs: went , did	Activities Went shopping Went to the beach	Tinkers Island p1 And 2
	Notes Supplementary materials	Student notebooks	Map, pictures and Writing about class related material.			Vocabulary
	Methodology	Pair work. Practicing dialogue and presenting in class			Discussion Pair reading Extended composition	Vocabulary pronunciation Chorally Sentences Spelling bee
3	Unit 5 How was your weekend? Wrap-up and revision	Talk about recent past events. Use time expressions for the past	?What did you do yesterday	questions with What did Did	Vocabulary revision and finding new words and expressions.	Tinkers Island p1 and 2
	Methodology		Teacher/ Class brainstorming	Class listening Pair work Class Q and A	Vocabulary repetition	Listening- Reading – pairs and choral repetition Composition questions

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4	Unit 5 Assessment week, for reader and Go For It.	Integration of vocabulary and dialogue to enhance real- world language usage.	Enforcing previous language and vocabulary.	Written and verbal assessment	Vocabulary revision and finding new words and expressions	Tinkers Island P3 and 4
	Notes Supplementary materials	Notebooks				
	Methodology	inquiry- based student- centered language exercise	Teacher/ Class And peer group interaction		Brainstorm Pair work composition	Vocabulary pronunciation Chorally Sentences Spelling bee
5	Unit 6 Physical appearances p.35 -37	Talk about what people look like	What does your (uncle) look like ?	He is ...vs. He has.....	Physical descriptions	Tinkers Island p3 And 4
	Notes Supplementary materials	Students in class, and pictures of friends and family.				
	Methodology	Vocabulary drill. Listening and repetition.	Peer interaction. Visualize and describe familiar people,			Listening- Reading – pairs and choral repetition Composition Q's
6	Unit 6 Physical appearances p.38-40	Talk about what people are wearing	She's wearing a plaid skirt.	She is wearing..	Clothing and colors and patterns. Solid, plaid	Tinkers Island P5and 6
	Notes Supplementary materials	Pictures from magazines or drawings of people				

Week	Unit / Page	Goals	Language	Structure	Vocabulary	Song : "Fireflies"
	Methodology	Student - centered language exercise		Students present work in class. Class listening	Strengthen existing vocabulary.	Vocabulary pronunciation Chorally Sentences Spelling bee
7	Assessment week, for reader and Go For It Unit 6	Integrate and utilize Vocabulary and sentence patterns.	What does your (uncle) look like?	His is He is wearing...		Tinkers Island P5and 6
	Notes Supplementary materials	Completion of mini assignments and dialogues.			Physical descriptions. Clothing and colors.	
	Methodology	Teacher student and research-based assessment		Class listening Pair work Class Q and A		Listening- Reading – pairs and choral repetition Composition Q's
8	Fairy tales	Reader centered lesson.	Applying He is. She is wearing	His is He is wearing...	Physical appearance and character.	Tinkers Island P7and 8
	Notes Supplementary materials		Depictions and descriptions as found in the reading.	She was/ wasn't	Blue eyes Fair hair	
	Methodology	meaning-centered audio visual subject enhancement		Class listening Class Q and A	Spelling Bee Vocabulary repetition	Vocabulary pronunciation Chorally Sentences Spelling bee
9	Pre view and supplementing Go For It Unit 7	Stimulate and enhance student interest	Pre view personalities.	He is shy. Describing personalities and characteristics	Vocabulary from Go For It,	
	Notes Student book, readings - supplementary materials					Class reading

Week	Unit / Page	Goals	Language	Structure	Vocabulary	Discuss lessons Of story
	Methodology	Student – centered, curriculum integration exercise				
10	Unit 7 What's the new student like? p. 43-45	Talk about what people are like. Describe degrees of characteristics.	What's the new student like? He's really smart.	He seems...But... Adverbs; really, very, pretty, sort of. Not at all, yes /no questions	Personality Adverbs of degree	Tinkers Island P7and 8
	Notes Supplementary materials				List of personality character to supplement Go For It	Brainstorm lesson to teach others
	Methodology		Teacher /Class topic brain-storming	Class listening and writing Class Q and A	Strengthen and drill vocabulary	Listening-Reading – pairs and choral repetition Composition Q's
11	Unit 7 What's the new student like? p.45-46	Talk about what people are like. Describe degrees of characteristics	What's the new student like? He's really smart.	Adverbs; really, very, pretty, sort of. Not at all, yes /no questions	Outgoing Lazy Shy Unfriendly mean	Tinkers Island P9 and 10
	Methodology		Teacher/ Class topic brain-storming	Class listening Pair work Class Q and A	Use new vocabulary to make sentences	Vocabulary pronunciation Chorally Sentences Spelling bee
12	Unit 7 What's the new student like? p.47	Horoscopes. recognizing Star signs and their characteristics	Are you true to your star sign?	You are Leo's are My friend is a .. She is....	The twelve Star Signs and adjectives	Tinkers Island P9 and 10
	Notes Supplementary materials	Star Signs predictions from media				

Week	Unit / Page	Goals	Language	Structure	Vocabulary	dialogues
	Methodology meaning-centered utilization of new knowledge	Mastering and applying real life material	Student subject matter interaction	Student to class interaction	The twelve Star Signs and adjectives	Listening-Reading – pairs and choral repetition Composition Q's
13	Unit 7 What's the new student like? p. 48 and revision	Using newly acquired vocabulary and sentence patterns in writing.	I think I'm... I'm not shy at all. I'm a little	Adjectives	Outgoing Lazy Funny Hardworking serious	Tinkers Island P11,12and 13
	Methodology	Writing, using vocabulary and sentence structures		Student - centered writing exercise	Writing and utilizing New vocabulary	Vocabulary pronunciation Chorally Sentences Spelling bee
14	Unit 8 It's cool and sunny here. P49 to 51.	Talk about the weather and seasons.	It's cool and sunny here.	Present continuous vs. simple present. How's the weather? Conjunction so.	Weather Seasons	Tinkers Island P11,12 and 13
	Notes Supplementary materials	Weather charts and weather forecasts from the local news paper.				
	Methodology		Teacher /Class topic discussion. Students to present to class.	Class listening, reading and writing	Weather report. Predicting the weather.	Listening-Reading – pairs and choral repetition Composition Q's
15	Unit 8 It's cool and sunny here. p.52	Talk about what people are doing.	What are you doing here?	Present continuous vs. simple present. How's the weather? Conjunction so	Activities Telephone expressions	Tinkers Island P14 and 15
	Notes Supplementary materials	Pictures of the seasons and activities(ski)				

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	Methodology		Peer interaction. Visualize and describe seasons in Taiwan,	Class listening Pair work Student to class interaction.		Vocabulary pronunciation Chorally Sentences Spelling bee
16	Unit 8 It's cool and sunny here. P.53 to 54.	Reading and writing about the subject matter. Test comprehension	Where are you? What are you doing?	Present continuous vs. simple present. How's the weather? Conjunction so	Reading Surfing skiing Swimming	Tinkers Island P14and 15
	Methodology	Literature-based involvement of subject matter.			Listening Reading Comprehension	Listening- Reading – pairs and choral repetition Composition Q's
17	Project 1 Or Project 2 p. 120 and p. 121	Applying and using the language skills acquired.	Make your own web page. Or Write a celebrity profile.	All sentence structures acquired in completed units.	Focus on vocabulary acquired during the semester.	Tinkers Island Review and design Island exercise
	Notes Supplementary materials	Paper, photos and drawings depending on project.				Read and correct papers
	Methodology	research-based activities	applying knowledge acquired to everyday situations			Design island putting in natural features
18	Review units 5 to 8.	Applying and using the language skills acquired.		All sentence structures acquired in completed units.	Focus on vocabulary acquired during the semester	Tinkers Island Test
	Text book and Go For It Tests.	Test paper				Test Paper
	Methodology	Assessment-driven testing.				

