

Are you judging this book by the cover? Jr.3 2015-16 Fall Curriculum

W e e k 1	Unit / Page	Goals	Language	Structure	Vocabulary
	Summer Vacation Pre book- class orientation	class orientation and discus summer vacation Introduce course book	who went abroad who were bored who kissed someone who saw a movie who went on a day trip who saw a beautiful girl or handsome boy who got angry who cooked something who bought something cool who saw a famous person	Questions using Did + present tense verb	abroad bored kissed movie day trip angry cooked bought cool famous person
	Methodology				
	Notes and Supplementary materials				
	Homework				

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W e e k 2	Unit / Page	Goals	Language	Structure	Vocabulary
		Revue	who went abroad who were bored who kissed someone who saw a movie who went on a day trip who saw a beautiful girl or handsome boy who got angry who cooked something who bought something cool who saw a famous person	Questions using Did + present tense verb	abroad bored kissed movie day trip angry cooked bought cool famous person
	Methodology		Brainstorm vacation topics	Student reading and listening class survey and discussion	Teacher student pronunciation recitation
	Notes and Supplementary materials	Find Someone Handout			
	Homework	Get students to pre read unit 1 and check any words that they don't understand for homework and write the Chinese next to it. Have students bring in cosplay pictures and pictures of distinct cultural things from other countries			
	Unit 1 Pre reading- Get students to pre read unit 1 and check any words that they don't understand for homework and write the Chinese next to it. Have students bring in cosplay pictures and pictures of distinct cultural things from Other countries				

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W e e k 3	Unit / Page	Goals	Language	Structure	Vocabulary
	Unit 1 Cosplay- Fantasy comes to life with cosplay	Discussing distinct cultures. Using Idioms in conversations	Do you like cosplay? Which animated, manga or anime character would you like to dress up as? What distinct part of Taiwanese culture would you like the world to see, taste or try? Can you think of things from other cultures or countries that are distinct? Idiom- Don't judge a book by the cover.	Wh - questions for discussion Conversation using the idiom -Don't judge a book by the cover and distinct	distinct culture Anime Manga characters combining costume entertainment maid convention
	Methodology		Teacher/ Class Topic brain -storming	Class listening. Pair work Class Question and Answer discussion Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials		Cosplay pictures Cultural pictures		
	Homework	Get students to pre read unit 2 and check any words that they don't understand in a dictionary for homework and write the Chinese next to them. Have students bring in lottery tickets			
	Unit 2 Pre reading- Look at the student's lottery tickets				

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W e e k 4	Unit / Page	Goals	Language	Structure	Vocabulary
	Unit 2 Lottery's Lucky Losers	Discussing gambling, luck and spending habits	Do you spend money like water or are you careful with your cash? Do you think the lottery is a good thing or bad? Do you or your family play the lottery? You have just won \$50,000,000 on the lottery. Make a plan for your winnings.	Do questions for discussion Plans using ordinal numbers and would Conversations using the idiom- spend money like water.	expert inherit hire welfare reveal gradually tax wealth pressure lottery
	Methodology		Teacher/ Class Topic brain storming.	Class listening. Pair work Class Question and Answer discussion Writing plans Role-play Mock class lottery	Pictionary Vocab repetition
	Notes and Supplementary materials		Lottery tickets		
	Homework	Get students to pre read unit 3 and check any words that they don't understand in their dictionary for homework and write the Chinese next to them. Have students bring in pictures of animals helping people			
	Teacher – Mark M.	Class - Jr. 3- A,B,C,D and E	Time - 13:30-1420 14:30- 15:20	Days - Monday and Tuesday	Classroom-2b
	Unit 3 Pre reading- Look at the student's pictures of animals helping people and discuss what kind of animals are in the pictures and how they are helping				

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W e e k 5	Unit / Page	Goals	Language	Structure	Vocabulary
	Unit 3 Barking up the Right Tree :The Doggie Doctors	Discussing medical problems Animal welfare How animals help mankind	Do you like dogs? Do you think a dog is man's best friend? Would you go and see a Doggie Doctor? What other animals help humans? If you could have a special animal what animal would it be?	Wh , Do and Conditional questions for discussion Conversation using the idiom - barking up the wrong tree	sense sensitive explosive illegal diabetes passing out warns level sweat breath
	Methodology		Teacher/ Class Topic brain -storming	Class listening. Pair work Class Question and Answer discussion Role - play	Pictionary Vocab repetition
	Notes and Supplementary materials		Animal pictures		
	Homework	Get students to pre read unit 4 and check any words that they don't understand in their dictionary for homework and write the Chinese next to them. Have students bring in pictures of unusual foods			
	Unit 4 Pre reading- Look at students pictures of unusual foods and name foods				

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W e e k 6	Unit / Page	Goals	Language	Structure	Vocabulary
	Unit 4 The Rat King	Discussing unusual foods. preferences Using Idioms in conversations	Do you think rats are good food? What unusual foods do people eat in Taiwan? What unusual foods do people eat in other countries?	Wh - questions for discussion Conversation using the idiom –One man’s meat is another man’s poison	unusual strange poverty geography superstition decade fresh preserve trap native
	Methodology		Teacher/ Class Topic brain -storming	Class listening. Pair work Class Question and Answer discussion Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials		Food Pictures		
	Homework	Get students to review the first four units. Next class test			
	Pre test- Allow D and E students to use their text books during the test				

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W e e k 7	Unit / Page	Goals	Language	Structure	Vocabulary
	Test	Review and enforcement Assessment of students progress	Unit 1 to 4	Unit 1to 4 structures Multiple choice questions	
	Methodology			Student reading and listening	
	Notes and Supplementary materials	Test Paper			
	Homework	Get students to pre read unit 5 and check any words that they don't understand for homework and write the Chinese next to them. Have students find some unusual world records			
	Unit 5 Pre reading- Look at students picture of man with long ears and ask students for their opinion				

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W e e k 8	Unit / Page	Goals	Language	Structure	Vocabulary
	Unit 5 Weird World Records	Discuss weird things people do to get noticed Use superlatives to describe people	Which record do you think is the weirdest? Do you know of any weird records or weird things people have done to their bodies? What record would you like to have? Who or what is going in your record book for being the _____?	Wh and Do questions for discussion Wh + superlative Questions for survey and discussion Conversation using the idiom –I’m all ears. Using the answers from student survey To complete the conversation	picked world navel fluff collecting magician pantyhose gums swallowing tattooed sword
	Methodology		Teacher/ Class Topic brain -storming	Class listening. Pair work Class Question and Answer discussion Role-play Survey	Pictionary Vocab repetition
	Notes and Supplementary materials		Students weird world records		
	Homework	Get students to pre read unit 6 and check any words that they don’t understand for homework and write the Chinese next to them. Have students find some information about fights between famous people and famous rivalries			
	Unit 6 Pre reading- Talk briefly about fights between famous people and famous rivalries that the students found out about for homework				

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W e e k 9	Unit / Page	Goals	Language	Structure	Vocabulary
	Unit 6 Twilight's Battle Royal	Discuss immortality Discuss strengths and weaknesses of people	What kind of kit would you like? Would you like to be immortal?	Wh questions for discussion Comparatives + than for survey and discussion on strengths and weaknesses Conversation using the idiom –battle royal - Using the answers from student survey To complete the conversation	immortal kit wooden Ivory crucifix stake holy stab telescope silver
	Methodology		Teacher/ Class Topic brain -storming	Class listening. Pair work Class Question and Answer discussion Role-play Survey	Pictionary Vocab repetition
	Notes and Supplementary materials		Students weird world records		
	Homework	Get students to pre read unit 7 and check any words that they don't understand for homework and write the Chinese next to them. Have students find homeless people and where they sleep .Also find the name of one infamous person and the reason why they are infamous			
	Unit 7 Pre reading- Talk briefly about the picture of the man with the pig and what they think the story is going to be about				

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W e e k 10	Unit /Page	Goals	Language	Structure	Vocabulary
	Unit 7 A little old pig farmer	Discuss the problem of homeless people Discuss infamous people and crime	Are there any homeless people in Taiwan? How can we help homeless people? Why was Robert Pickton able to kill so many of them? Do you know of any infamous people? Why are they infamous?	Wh , Are, How and Do questions for discussion Comparatives + than for survey and discussion on strengths and weaknesses Conversation using the idiom –cover tracks	guilty homeless arrested discovered undercover infamous serial killer jury evidence murder
	Methodology		Teacher/ Class Topic brain -storming	Class listening. Pair work Class Question and Answer discussion Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials				
	Homework	Get students to pre read unit 8 and check any words that they don't understand for homework and write the Chinese next to them. Have students find names of rich people and bring some pictures of luxury items			
	Unit 8 Pre reading- Talk briefly about the pictures the students bought in				

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W e e k 11	Unit / Page	Goals	Language	Structure	Vocabulary
	Unit 8	Discuss lifestyle choices and the positive and negative effects of being wealthy	What would your lifestyle be like if you were a millionaire? What did you think a millionaire's lifestyle was like? What do you do with your own money? What are some positive and negative effects of being a millionaire?	Wh - questions for discussion Conversation using the idiom –high off the hog	millionaire .lifestyle .luxury profile mansion invest brainwashed media wealth .designer typical dull
	Methodology		Teacher/ Class Topic brain -storming	Class listening. Pair work Class Question and Answer discussion Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials				
	Homework	Get students to review units 1 to 4 for upcoming test			
	Pre test- Allow D and E students to use their text books during the test				

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W e e k 12	Unit / Page	Goals	Language	Structure	Vocabulary
	Test	Review and enforcement Assessment of students progress	Unit 5to 8	Unit 5 to 8 structures Multiple choice questions	Unit 5 to 8
	Methodology			Student reading and listening	
	Notes and Supplementary materials				
	Homework	Get students to pre read unit 10 and check any words that they don't understand for homework and write the Chinese next to them. Have students bring in a picture of an idol or someone they admire			
	Unit 9 Pre reading- Talk briefly about the picture and what Bill Gates is successful at doing and any pictures students bought in				

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W e e k 13	Unit / Page	Goals	Language	Structure	Vocabulary
	Unit 9 The 10,000 Hour rule	Discuss how to be successful at something, role models and idols	What would you like to master? How much did your hero or someone you admire become the best? How much have you already practiced something you are passionate about? If you started practicing now how long do you think it would take you to become a master?	Wh ,How, and conditional questions for discussion Conversation using the idiom – <i>the ball is in your court</i>	effortlessly genius intelligence master myth passion require talent successful routine
	Methodology		Teacher/ Class Topic brain -storming	Class listening. Pair work Class Question and Answer discussion Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials		Pictures of student's idols		
	Homework	Get students to pre read unit 10 and check any words that they don't understand in their dictionary for homework and write the Chinese next to them. Have students find pollution indexes from newspapers or the internet to bring in for the next class			
	Unit 9 Pre reading- Talk briefly about the pollution indexes the students brought in				

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W e e k 14		Goals	Language	Structure	Vocabulary
	Unit 10 The invisible killer	Discuss pollution and its effect on our health and planet and how we can reduce it	Is a major part of acid rain. Adds to the "greenhouse effect." Causes serious burns. Speeds rusting of many metals. found in cancerous tumors Found in many rivers, lakes and oceans. Is used in nuclear power plants. used in pesticides causes billions of dollars of damage	discussion using facts to come to an opinion and solution of a problem Conversation using the idiom – wash your hands of something or somebody	petition ban chemical solid acid tumor greenhouse effect nuclear power plants pesticide contamination
	Methodology		Teacher/ Class Topic brain –storming facts	Class listening. Pair work Class discussion Signing a petition Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials		Pollution indexes		
	Homework	Get students to pre read unit 11 and check any words that they don't understand in their dictionary for homework and write the Chinese next to them.			

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	Unit 11 Pre reading- Discuss picture on first page				
W e e k 15	Unit / Page	Goals	Language	Structure	Vocabulary
	Unit 11 No one getting out of here alive	Discuss fears ,mortality Heaven and Hell	What's the closest you have been to death? What would be the worst way to die? What happens to you after you die?	Wh - questions for discussion Statistics for discussion Conversation using the idiom - bite the dust	ironic flight statistical eventually catch up on heart disease stroke <i>Carpe diem</i> disease . attractive figure out
	Methodology		Teacher/ Class Topic brain –storming	Class listening. Pair work Class Question and Answer discussion Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials		Cosplay pictures Cultural pictures		
	Homework	Get students to pre read unit 12 and check any words that they don't understand in a dictionary for homework and write the Chinese next to them. Have students find names of video games			

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	Unit 12 Pre reading- Talk briefly about the meaning of the picture on the first page				
W e e k 16	Unit / Page	Goals	Language	Structure	Vocabulary
	Unit 12 Monkey see Monkey do- The effects of video games on children	Discuss how Video games effect children	Why do you think video games are so popular today for teenagers? Do your parents know what kind of video games you play? Do you believe playing violent video games make teenagers more aggressive? How many hours a week do you play video games?	Wh ,How, and Do questions for discussion Conversation using Adjectives to describe the effects of video games	available consumers encourage constant . limit impact coordination technology graphics aggressive majority instead of
	Methodology		Teacher/ Class Topic brain -storming	Class listening. Pair work Class Question and Answer discussion Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials				
	Homework	Get students to think about xmas and their favorite xmas song			

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	Warm up question- What would you like to give your country/city/the world for xmas? Why?				
W e e k 17	Unit / Page	Goals	Language	Structure	Vocabulary
		To celebrate Xmas	Lyrics to the Xmas song jingle bells What would you like to give your country/city/the world for xmas? Why? What do you want for Xmas? Why? How do you celebrate Xmas? What does xmas mean to you?	Question using Wh + would for pre- song discussion Post song discussion using Wh, And How questions	Jingle Bells Sleigh Dashing Bob tails Misfortune Lean Lank Drifted bank Up sot Spirits Bells bright
	Methodology		Brainstorm xmas songs	Student reading and listening and singing Post song discussion	Teacher student pronunciation recitation
	Notes and Supplementary materials	Jingle Bells Lyric Sheet			
	Homework				

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W e e k 18	Unit / Page	Goals	Language	Structure	Vocabulary
	Christmas	Discuss Christmas	Why do you think Christmas is so popular today for teenagers? Did your Grandparents celebrate Christmas? Do you believe Christmas is too commercial? What do you want for Christmas?	Wh ,How, and Do questions for discussion Conversation using Adjectives to describe Christmas	Christmas Commercialism Santa Reindeer North Pole Ice Candle Holly Ivy Mistletoe Candy Cane
	Methodology		Teacher/ Class Topic brain -storming	Class listening. Pair work Class Question and Answer discussion Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials				
	Homework	Get students to review units 9 to 12 for next classes test			

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	Pre test- Allow D and E students to use their text books during the test				
W e e k 19	Unit / Page	Goals	Language	Structure	Vocabulary
	Final Test	Review and enforcement Assessment of students progress and enable a final grade	Unit 9to 12	Unit 9 to 12 structures Multiple choice questions	Unit 9 to 12
	Methodology			Student reading and listening	
	Notes and Supplementary materials	Test paper			
	Homework				

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	Pre book- class orientation				
W e e k 20	Unit / Page	Goals	Language	Structure	Vocabulary
	Units 1 to 12	To go over test results	What did you think of the test? Why? What was the most difficult part of the test? Why? What was the easiest part of the test? Why?	Wh- Questions	Unit 1 to 12
	Methodology		Brainstorm	Student reading and listening class survey and discussion	Teacher student pronunciation recitation
	Notes and Supplementary materials				
	Homework				

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	Pre book- class orientation				
W e e k 21	Unit / Page	Goals	Language	Structure	Vocabulary
	Units 1 to 12	To survey student's feelings towards the book and topics	What did you think of the book? Why? What was your favorite unit? Why? What was your least favorite unit? Why? Which topics would you like to study next semester?	Wh- Questions	Unit 1 to 12
	Methodology		Brainstorm	Student reading and listening class survey and discussion	Teacher student pronunciation recitation
	Notes and Supplementary materials	questionnaire			
	Homework				

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