

Editor	Nicholas Huang (Shin-hua Junior High School)
Students background	30 eighth graders from suburban Tainan City
Teacher background	Qualified junior high school teacher, who can speak English and Japanese. When traveling abroad, he likes to interact with the local people in the foreign languages.
Time	English class (45 minutes) on one of the workdays
Teaching Aids	30 alarm clocks (brought by students) and youtube videos
Teaching Goals	1. Have the students learn the basic English numbers 2. Have the students learn the usage of time 3. Have the students realize the real life experience of using English.
Grouping	four people each group, including two boys and two girls
Theme topic	<b>A: What time is it?</b>  <b>B: It's ten forty-five. /It's a quarter to eleven.</b>
Teaching Strategy	Multiple Assessment, Collaborative Learning, and Effective Teaching

Teaching Procedure	
<p>Warm up</p> <ol style="list-style-type: none"> <li>1. Lead the students to read aloud the number 1-20 and 21-60, and explain some numbers that are easily misspelled.</li> <li>2. Play the number song - Counting Numbers 1-100 From KidRhymes: <a href="https://www.youtube.com/watch?v=8G1DjNdsg3k">https://www.youtube.com/watch?v=8G1DjNdsg3k</a> and 1-100 number song – counting with the ABC Gang: <a href="https://www.youtube.com/watch?v=p4wadX70I80">https://www.youtube.com/watch?v=p4wadX70I80</a></li> <li>3. Lead students sing with the song to review the numbers 1 to 60.</li> <li>4. Have students review the numbers such as twenty, thirty, forty, fifty, and sixty, and make sure if they can say the numbers like 21 and 34 in English.</li> </ol> <p>Presentation</p> <ol style="list-style-type: none"> <li>1. Present students the sentence pattern:</li> </ol> <p><b>A: What time is it?</b></p>	

## B: It's ten forty-five. /It's a quarter to eleven.

2. Explain the English usage of time – basic usage and advanced usage
3. Play youtube videos about time : <https://www.youtube.com/watch?v=0loILOmDwL0>
4. Have students watch the video.

### Practice and Activity

1. Ask one group of students to go to the front.
2. Tell all the other students to have their Peer Assessment Sheet in hands.
3. Show one specific time on the paper to the group leader.  
See the example to the right. 

4:57
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4. Have the group leader read out loud the time in English
5. Ask two of the group member to show one number in body languages without saying.
6. Have the fourth member to adjust his/her own alarm clock to show the answer.
7. Have all the other students assess the performance of the group on stage with Peer Assessment Sheet.
8. Repeat the above steps and ask other group to go up and show.

### A. Assignment

Review the sentence pattern and ask students to finish the worksheet and to bring it next time.

### Assesment:

1. The students will see the performance of other groups on stage – peer assessment. (40%) (Appendix 1)
2. The teacher will assess the content of the worksheets. (40%) (Appendix 2)
3. Each student will assess his/her own performance during the activity. (Appendix 3)

## Appendix 1

### Peer Assessment Sheet

Group	Assessment Items			Total Score(40)
	Pronunciation(15)	Body Language(15)	Interaction(10)	
1				
2				
3				
4				
5				
6				
7				

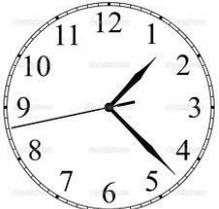
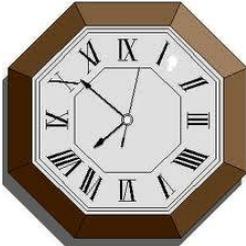
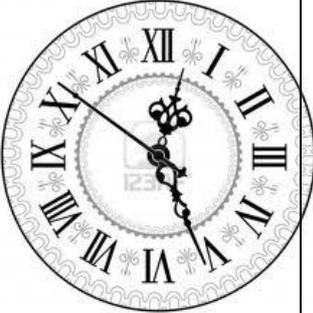
#### Assessing criteria:

1. To see if the group leader/speaker can pronounce the correct English of time.
2. To see if the two actors can express the time in proper body languages.
3. To see if the fourth member can understand the time in English.

# Time Fun Fun

## Appendix 2

Please look at the clock and write down the answers in English.

1			6		
2			7		
3			8		
4			9		
5			10		

# Self-Assessment Sheet

Name: \_\_\_\_\_

## Category 1: Team Assessment (10%)

1. Today is \_\_\_\_\_ day, \_\_\_\_\_, 2013. (date)
2. I thought that the performance of my team is  
Great            Ordinary            Not Good
3. We did the following things:  
\_\_\_\_\_
4. We should get \_\_\_\_\_ for our performance. (1-10)

## Category 2: Self Assessment (10%)

1. I thought that my own performance is  
Great            Ordinary            Not Good
2. I thought that I can improve \_\_\_\_\_.
3. I rank myself \_\_\_\_\_. (1-10)