

# The Outline of the Courses

## Vocabulary bank:

### Level 1: Noun (名詞)

1. Japan 日本
2. The ROC 中華民國
3. people 人們
4. they 他們
5. life 生活
6. February 28<sup>th</sup> 二月二十八號
7. holiday 假日

### Level 2: Verb (動詞)

1. lost 輸了
2. came 來
3. were 是
4. fought 對抗
5. died 死掉了
6. say 說
7. is 是

### Level 3: Adjective (形容詞)

1. sorry 對不起的
2. angry 生氣的
3. bad 不好的
4. many 許多的

5. happy 快樂的

#### **Level 4: Conjunction (連接詞)**

1. and 並且
2. but 但是

#### **Level 5: Function words (虛詞)**

1. in 在...
2. a 一個
3. at 對於
4. the 這個

#### **Word for Recognition**

1. government 政府

Tina: Hey, a new (新的) teacher will (要) come (來). (happy face)

Teacher: Hey, Tina. Go away. (走開) (angry face)

Cindy: Hello, teacher. (happy face)

Teacher: Hello, Cindy (happy face)

Teacher: Give me that. (給我那個)

Tina: NO!!! (angry face)

Cindy: I want that. (happy face) (我要那個)

Teacher: OK. (happy face)

Tina: I want that, too. (happy face) (我也要那個)

Teacher: NO!!! (angry face)

Tina: Why.....? (為什麼)

Narrator: Tina is angry. She fought with (和...吵架) the teacher. The teacher fought with (和...吵架) Tina.

## 一 引起動機

### Warm up:

Where are you from? I am from \_\_\_\_\_. (Taiwan/ China/ Japan) (5 min)

## 二 發展活動

Teacher leads the students to read the script and demonstrate the emotion.

Ask students to act out the emotion as well. (5 min) After the leading of teacher, students are allowed to do the practice with their group members (13 min) and finally they have to do the reader's theater (read the script with emotion) in the front of the classroom (7 min).

Tina: Hey, a new (新的) teacher will (要) come (來). (happy face)

Teacher: Hey, Tina. Go away. (走開) (angry face)

Cindy: Hello, teacher. (happy face)

Teacher: Hello, Cindy (happy face)

Teacher: Give me that. (給我那個)

Tina: NO!!! (angry face)

Cindy: I want that. (happy face) (我要那個)

Teacher: OK. (happy face)

This course is the **extensional activities** from the previous class.

Show that local Taiwanese were happy about Japan's leaving and welcome to new government at first. However, the resources and opportunities were occupied by mainlanders, which caused local Taiwanese angry and frustrated.

Show that Taiwan is a country with different races, so getting acquaintance with different races and cultures is helpful for the people here to maintain peaceful and various.

Tina: I want that, too. (happy face) (我也要那個)

Teacher: NO!!! (angry face)

Tina: Why.....? (為什麼)

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Narrator: Tina is angry. She fought with (和...吵架) the teacher. The teacher fought with (和...吵架) Tina.

### 三、綜整活動

Group discussion: Think about it. Why is Tina so angry? If you were Tina, what would you do? (10 min)

# Worksheet 1

## Instruction:

According to children development, the order of the usage of part of speech is (1) noun, (2) verb, (3) adjective, (4) adverb, which is **from concrete concepts to abstract ones** (Dhority, 1991). Therefore, on the basis of the development, the words are divided into five levels for students to understand and comprehend the short paragraph about 228 Incident.

**Warm up:** How do you feel? I feel \_\_\_\_\_. (angry/ happy/ sad)

### Level 1: Noun (名詞)

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11. they 他們
12. life 生活
13. February 28<sup>th</sup> 二月二十八號
14. holiday 假日

### Level 2: Verb (動詞)

8. lost 輸了
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### Level 4: Conjunction (連接詞)

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4. but 但是

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6. a 一個
7. at 對於
8. the 這個

### Word for Recognition

2. government 政



In (在) 1945, Japan (日本) lost (輸了) and (並且) The ROC (中華民國) came (來了). People (人民) were (那時是) happy(開心的). But (但是) they(他們) were(是) angry (生氣的) at (對於) bad (不好的) life (生活). Many (許多的) people (人們) fought (對抗) but (但是) died (死掉了). The (這個) government (政府) says (說) sorry (對不起). February (二月) 28<sup>th</sup>(二十八日) is (是) a (一個) holiday (假日).





# Worksheet 2

## Instruction:

This part is aimed at **basic ability, recognition**. According to Bloom's Taxonomy, the **lower** levels of cognitive domain are taken into consideration, which are **remembering**, and **understanding**. Also, according to Natural Approach (Krashen, 1977) the linguistic development should be listening, speaking, reading, and writing. Therefore, in this part, **listening** is the skill to tap on.

## Listen and Circle

- |          |                           |         |
|----------|---------------------------|---------|
| 1. Japan | The ROC                   | people  |
| 2. life  | February 28 <sup>th</sup> | holiday |

## Listen and number

lost	came	fought

died	is	were

## Listen and number



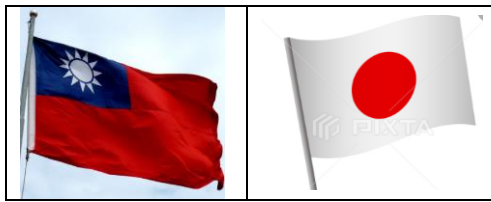
# Worksheet 3

## Instruction:

This part is aimed at **basic ability, recognition**. According to Bloom's Taxonomy, the **lower** levels of cognitive domain are taken into consideration, which are **remembering**, and **understanding**. Also, according to Natural Approach (Krashen, 1977), the linguistic development should be listening, speaking, reading, and writing. Therefore, in this part, **speaking and reading** are the skills to tap on.

## Read, circle, and say

1. 在 1945 年，哪個國家在二次世界大戰中戰敗了？



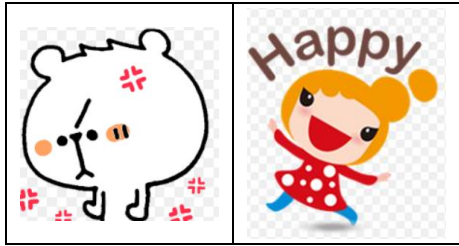
Say: \_\_\_\_\_ lost. (A) Taiwan (B) Japan

2. 戰敗後，哪個政府來到台灣呢？



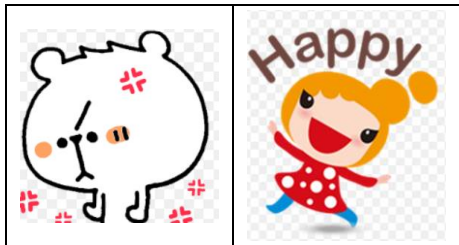
Say: \_\_\_\_\_ came to Taiwan. (A) Taiwan (B) Japan

3. 中華民國政府剛到台灣時，人民感受如何？



Say: People were \_\_\_\_\_. (A) angry (B) happy

4. 但是，人民的情緒從開心轉為\_\_\_\_\_，為什麼？



Say: They were \_\_\_\_\_ at bad life. (A) angry (B) happy

5. 後來，怒火越燒越烈，人民抗爭但卻很多人\_\_\_\_\_



Say: Many people fought but \_\_\_\_\_. (A) died (B) fought

# Worksheet 4

## Instruction:

This part is aimed at **basic ability, recognition**. According to Bloom's Taxonomy, the **lower** levels of cognitive domain are taken into consideration, which are **remembering**, and **understanding**. Also, according to Natural Approach (Krashen, 1977), the linguistic development should be listening, speaking, reading, and writing. Therefore, in this part, **reading** is the skill to tap on.

## Read and number

In 1945, Japan lost and (1) **The ROC came**. (2) **People were happy**. But they were angry at bad life. (3) **Many people fought but died**. The government say sorry. (4) **February 28<sup>th</sup> is a holiday**.



# Worksheet 5

## Instruction:

This part is aimed at **basic ability, recognition**. According to Bloom's Taxonomy, the **lower** levels of cognitive domain are taken into consideration, which are **remembering**, and **understanding**. Also, according to Natural Approach (Krashen, 1977), the linguistic development should be listening, speaking, reading, and writing. Therefore, in this part, **reading, and choosing** are the skills to tap on.

## Read and choose

(1) happy	(2) came	(3) sorry
(4) holiday	(5) died	

In 1945, Japan lost and The ROC \_\_\_\_\_. People were \_\_\_\_\_. But they were angry at bad life. Many people fought but \_\_\_\_\_. The government says \_\_\_\_\_. February 28<sup>th</sup> is a \_\_\_\_\_.

## Scramble

1. happy / were / People/ .
-

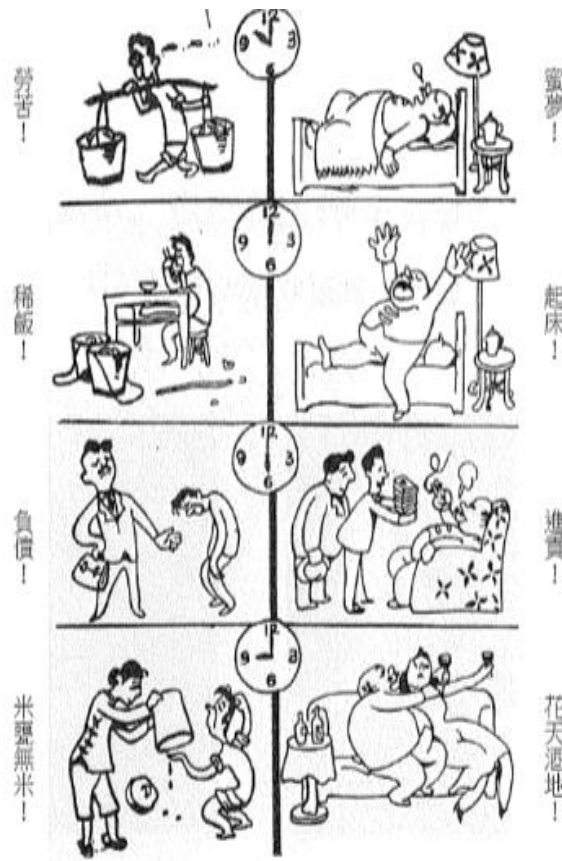
# Worksheet 6 for Wrapping up in the First Session

## Instruction:

This part is aimed at the ability, **applying, analysis**. According to Bloom's Taxonomy, the **higher** levels of cognitive domain are taken into consideration, which are **applying**, and **analyzing**. In this part, **comparison and contrast** is the skill to tap on.

What do you see from this picture? Talk about it with your classmates.

You can answer in Chinese or English.



▲圖9.6 原載於新新月報第六期（民國35年8月16日），反映當時臺灣高官與窮人生活的對照。

# Worksheet 7: Reader's Theater

## Instruction:

This part is aimed at higher ability. According to Bloom's Taxonomy, the higher levels of cognitive domains are taken into consideration, which are **remembering, understanding, applying, analyzing, evaluating, and creating**. Therefore, in this part, **higher cognitive domains** are tapped on.

## Warm up:



Where are you from?

I am from \_\_\_\_\_. (Taiwan/ China/ Japan)

Tina: Hey, a new (新的) teacher will (要) come (來). (happy face)

Teacher: Hey, Tina. Go away. (走開) (angry face)

Cindy: Hello, teacher. (happy face)

Teacher: Hello, Cindy (happy face)

Teacher: Give me that. (給我那個)

Tina: NO!!! (angry face)

Cindy: I want that. (happy face) (我要那個)

Teacher: OK. (happy face)

Tina: I want that, too. (happy face) (我也要那個)

Teacher: NO!!! (angry face)

Tina: Why.....? (為什麼)

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Narrator: Tina is angry. She fought with (和...吵架) the teacher. The teacher fought with (和...吵架) Tina.

**小組討論:** 想想看，為什麼 Tina 會生氣？如果你，你會怎麼做呢？