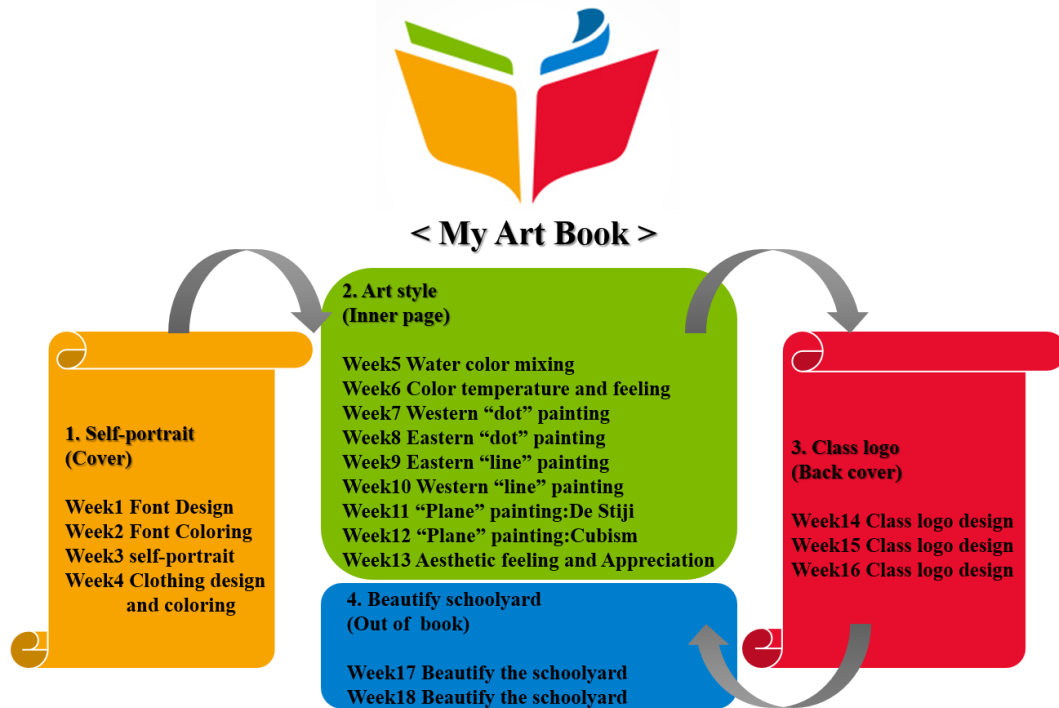


臺中市內埔國小沉浸式英語教學教案設計 107 學年度第二學期

課程主題	【我的藝術小書】		
教學科目	藝術領域（視覺藝術）	教學時間	每週二節課(80 分鐘)
教學對象	五年級（下）	課程設計	蘇雍慈
英語教師	陳泰奇、黃品靜、陳姿伶、蔡其容		

設計理念



該課程計畫以「我的藝術小書」為設計主軸，內容包含「自畫像」、「藝術流派賞析與創作」、「班級 LOGO 設計」、「校園美化」四大部分。

一、自畫像：此單元承接上學期的【認識自己，接納他人】課程內容，更深入自我的探索與了解，並運用字體與色彩設計的技能來表現自我的形象，該單元作品作為小書封面。

二、藝術流派賞析與創作：該單元亦承接上學期所提「點線面」之設計原理，套入各類藝術流派之中，以作為劃分，當中包含東西方藝術風格、各類媒材與技法之教學，從團體的暖身活動帶入藝術賞析，再而創作。

三、班級 LOGO 設計：在有美感觀念與創作技能的培養課程以後，學生練習將內在學習外化為實際應用，讓藝術可實踐在生活與團體之中。




四、美化校園：延續班級 LOGO 單元，皆是訓練學生合作學習與討論的習慣，並將藝術學習帶入生活並改善環境。

設計依據

<p>核心素養 (總綱 及 領域)</p>	<p>B 溝通互動_B1 符號運用與溝通表達 藝-E-B1 理解藝術符號，以表達情意觀點。 A 自主行動_A2 系統思考與解決問題 藝-E-A2 認識設計式的思考，理解藝術實踐的意義。</p>	
<p>學習重點 (學習內容 及 學習表現)</p>	<p>表現</p>	<p>視 E-III-1 視覺元素、色彩與構成要素的辨識與溝通。 視 E-III-2 多元的媒材技法與創作表現類型。 視 E-III-3 設計思考與實作。 視 1-III-1 能使用視覺元素和構成要素，探索創作歷程。 視 1-III-2 能學習多元媒材與技法，表現創作主題。 視 1-III-3 能學習設計式思考，進行發想和實作。</p>
	<p>鑑賞</p>	<p>視 A-III-1 藝術語彙、形式原理與視覺感。 視 A-III-2 生活物品、藝術作品與流行文化特質。 視 2-III-1 能發現藝術作品中的構成要素與形式原理，並表達自己的想法。 視 2-III-2 能表達對生活物件及藝術作品的看法，並欣賞不同的藝術與文化。</p>
	<p>實踐</p>	<p>視 P-III-1 藝文展演、藝術檔案。 視 P-III-2 生活設計、公共藝術、環境藝術。 視 3-III-1 能觀察、參與和記錄學校、社區的藝文活動，體會藝術與生活的關係。 視 3-III-2 能應用設計式思考，試探改變生活環境。</p>

週次安排

<p>第 1 週：字型欣賞與設計 第 2 週：色彩配置與著色 第 3 週：自畫像，人體結構與描線 第 4 週：自畫像，服裝設計與上色 第 5 週：水彩調色練習 第 6 週：色彩溫度與感覺 第 7 週：「點」點畫，「西方」東方大不同 第 8 週：「點」點畫，西方「東方」大不同 第 9 週：「有線」和無線：原民圖騰 第 10 週：有線和「無線」：印象派</p>	<p>第 11 週：「面」面俱到：蒙德里安 第 12 週：「面」面俱到：立體派 第 13 週：美感與賞析教學 第 14 週：LOGO 設計：班級特色討論 第 15 週：LOGO 設計：草圖繪製 第 16 週：LOGO 設計：色彩設計 第 17 週：校園美化：角落大調查與方案發想 第 18 週：校園美化：前置作業與實行</p>
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核心素養	教學活動	English instruction
<p>視 1-III-1 能使用視覺元素和構成要素，探索創作歷程。</p> <p>視 2-III-2 能表達對生活物件及藝術作品的看法，並欣賞不同的藝術與文化。</p>	<p>Week1 Font Design</p> <p>Warm-up: Font design</p> <ol style="list-style-type: none"> Each team has one person go up to the front to write an English word on the blackboard. After the first person is done, the second person has within 10 seconds to decorate the word. After the second person finish decorating, the third person then stands, and the fourth continues until all team members have participated in decorating. Everyone can then vote for the most creatively decorated words to decide the winner. <p>Activity: Fonts appreciation</p> <ol style="list-style-type: none"> Emotions of the fonts Certain fonts bring us different kinds of emotions, such as happiness, anger, sadness, etc. (1) How do you feel when you see these fonts? (2) What does the font look like? (3) Why was the font designed like that?  <ol style="list-style-type: none"> Information of the fonts Different fonts can hint at what the meaning of the word means. What do you think it means?(exit, worn, worm, firework)  	<p>☛ Good morning./good afternoon.</p> <p>☛ What day is today? ⇒ It's Monday/Tuesday/Wednesday/Thursday/Friday/Saturday/Sunday.</p> <p>☛ Who/Where is the class leader? ⇒ He/She is the class leader.</p> <p>☛ Point to the class leader. ⇒ He/She is over there. ⇒ I'm here.</p>



3. Pictures of the fonts

Some fonts combined with at the picture, also can be a hint by the meaning of the word. Can you tell what these fonts mean?(hero,selfie,)



視 1-III-3

能學習設計式思考，進行發想和實作。

Creation time:

1. Write down your name
Make sure the letter aren't be too big or too small, and there should have some space between the letters.
2. Decide the size of the font
How big is the font? Is it too small?
How thick is the font? Is it too thin?
3. Show yourself **by** the font
Do you want to share the feelings?
Or do you want to share some information about yourself?
Or do you want to share the special picture that is connect to you?

視 2-III-1

能發現藝術作品中的構成要素與形式原理，並表達自己的想法。

Wrap-up:

Who wants to share your work with us?
And tell us how do you design your name?

- ⊛What are you doing?
⇒I'm writing my name.
⇒We're brainstorming.

- ⊛Hand in to the front.
- ⊛Hand in here.
- ⊛Give me your work.
- ⊛Team leader collect the work.

- ⊛English teacher sum up the words/sentences that students were used in class.

視 1-III-1

能使用視覺元素和構成要素，探索創作歷程。

視 A-III-1

藝術語彙、形式原理與視覺感。

Week2 Font Coloring

Warm-up: color and fill up

Each team has one person go up to the front to write a hollow English letter on the blackboard. Others color and fill up the letter in ten seconds. Everyone votes for the most colorful words to decide the winner.

Activity: Fonts color appreciation

Watch the pictures and videos of font drawing to learn the coloring skill.



1. Single color

Students can use only one color to draw the font and make it special.



Students can also use single color to draw the font one by one.



2. Multiple colors

Students can use the similar colors to make the font harmonious.



☛ Good day.

☛ Good to see you all.

☛ What day is today?

⇒ It's Monday.

Students can use different types of colors or contrasting colors to make the font lively.



視 E-III-1

視覺元素、色彩與構成要素的辨識與溝通。

視 2-III-1

能發現藝術作品中的構成要素與形式原理，並表達自己的想法。

Creation time:

1. Choose your favorite color pen.
2. Decide how many colors and what kind of colors to draw each letter.
3. Trace the letter or frame the name to make it more personalised.

Wrap-up:

Who wants to share your work with us?
And tell us what kind of colors you choose? How do you design your work?

⊛What are you doing?

⇒I'm coloring.

⇒We're brainstorming.

⊛English teacher sum up the words/sentences that students were used in class.

⊛Hand in to the front.

⊛Hand in here.

⊛Give me your work.

⊛Team leader collect the work.

視 A-III-1

藝術語彙、形式原理與視覺感。

視 1-III-1

能使用視覺元素和構成要素，探索創作歷程。

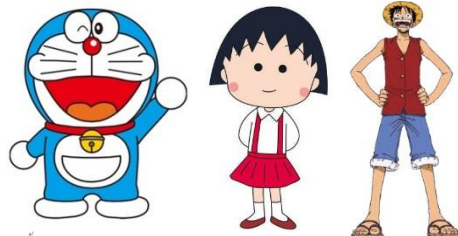
視 E-III-1

視覺元素、色彩與構成要素的辨識與溝通。

Week3 self-portrait

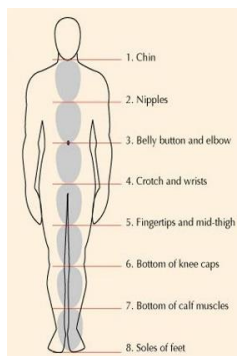
Warm-up: 1to8-head high body

The length with the human's head and body is the proportion of human's body. Someone has 8-head high and someone has 6-head high. Can you guess what's the proportion of these cartoon character?



Activity: Body proportion

1. Students can use the tool to measure classmates' body proportion.
2. Draw a straight line on the middle of drawing paper to decide the length of height.
3. Draw 8 horizontal lines to decide each part of body:head,chest,belly button,waistband,middle of upper leg,knee,middle of lower leg,feet.



Creation time:

Students draw the self-portrait based on the real proportion, and draw each part of the body that correspond to the body rules which had learned from last semester. For example, legs are longer than arms, upper arms are thicker than lower arms, upper legs are thicker than lower legs, and so on.

Wrap-up:

Students check up the proportion with art teacher. Make sure students can express each part of the body to English teacher.

- ☛ Good day.
- ☛ Good to see you all.
- ☛ What day is today?
⇒ It's Monday.

- ☛ What part is it?
⇒ It's his/her face/neck/arms/legs/hands/feet.

- ☛ Is it too long/short/thin/fat?
⇒ Yes, it is./ No, it isn't.

- ☛ What are you doing?
⇒ I'm drawing.
⇒ We're brainstorming.
⇒ I'm done. Is it ok?

- ☛ English teacher sum up the words/sentences that students were used in class.

視 A-III-1

藝術語彙、形式原理
與視覺感。

視 A-III-2

生活物品、藝術作品
與流行文化特質。

視 1-III-3

能學習設計式思
考，進行發想和實
作。

Week4 Clothing design and coloring

Warm-up: Picture Dominoes(圖畫接龍)

Teacher picks a card that writes the word of clothes. Only the team leader can see the card, and draw up what it looks like. Leader passes the picture to the next person who also needs to draw the same picture and pass it to others. The last person needs to guess what the word could be.



Activity: Clothing design

Teacher shows the pictures of top garment, pants and skirts. Then demonstrates the drawing skill of different clothes.

1. T-shirt, shirt, polo, vest, coat
2. Skirt, mini-skirt, one-piece suit, pleated skirt
3. Pants, shorts, jeans
4. Shoes, boots, trainers, flip flops, high heels
5. Accessory: watch, necklace, bracelet, earrings, tie, belt, earphone, headset, sunglasses



Creation time:

Students design the clothes and color it. Art teacher helps students to draw up their clothes. English teacher ask students what the person wears.

☛ Good day.
☛ It's good to see you all.

☛ Is today Monday?
⇒ No, it's Tuesday.

☛ What do you need?
⇒ I need color pen.

☛ What does he/she need?
⇒ He/She needs shoes/cloth/pants/skirts.

☛ What does he/she wear?
⇒ He/She wears shoes/cloth/pants/skirts.

☛ What are you drawing?
⇒ I'm drawing my clothes.
⇒ We're brainstorming.

⇒ I'm done. Is it ok?

☛ English teacher sum up the words/sentences that students were used in class.

視 1-III-1

能使用視覺元素和構成要素，探索創作歷程。

視 E-III-2

多元的媒材技法與創作表現類型。

視 1-III-2

能學習多元媒材與技法，表現創作主題。

Week5 Water color mixing

Warm-up: Colorful fingerprint

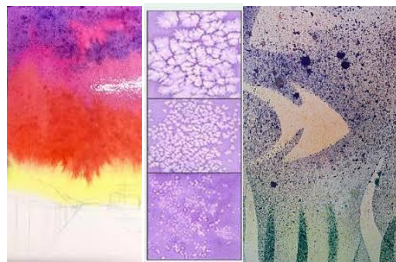
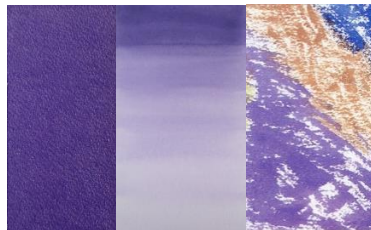
Students squeeze some paint on the palette and mix up some water. Try to make some fingerprints from dark color to light color. And observe what it will be when the different colors are mixed.



Activity: Color mixing

Teacher demonstrates painting skills of water color.

1. Plain(平塗法)yellow,red,blue,black
2. Gradation(漸層法)from dark to light
3. Paint splatter(噴敲法)
4. Dry brush (乾筆法)
5. Blending(渲染法)
6. Salt trick(鹽化法)spread the salt



Creation time:

Students paint six kinds of water color skills on the 32K drawing paper.

Wrap-up:

What did you paint?

How did you do?

What color do you like?

☛Good day.

☛It's good to see you all.

☛Is today Monday?

⇒No, it's Tuesday.

☛Roll up your sleeves.

☛Clean up your table.

☛Take the rag. Wipe the table.

☛Watch out!/ Be careful.

⇒I need to wash my hands/pens/cup.

☛What are you painting?

⇒I'm painting the color.

☛English teacher sum up the words/sentences that students were used in class.

視 E-III-1

視覺元素、色彩與構成要素的辨識與溝通。

視 2-III-1

能發現藝術作品中的構成要素與形式原理，並表達自己的想法。

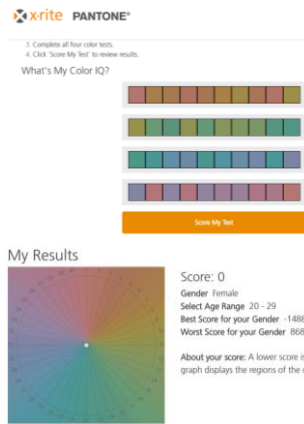
視 1-III-1

能使用視覺元素和構成要素，探索創作歷程。

Week6 Color temperature and feeling

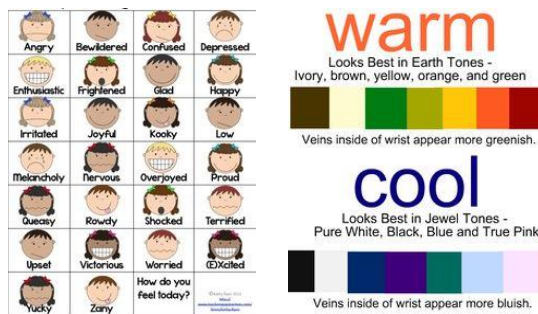
Warm up: Color IQ test (色感測驗)

Each team work together to do the color IQ test, and get the score.



Activity:

1. Sense of colors: colors can bring us feelings, but everyone has different feelings with the same color. Teacher writes down 10 colors (red, orange, yellow, green, blue, purple, pink, black, white, gray) on the blackboard. And students can choose a card of feeling in their hands and match it to each color on the blackboard.
2. Color temperature: teacher use the cards of feeling to introduce warm color (red, orange, yellow) and cold color (blue, purple)



Creation time:

Students choose 3-5 colors to paint the boxes of warm color, cold color, and use some colors to stand for 3 kinds of different feeling.

How are you?

Is today Monday?

⇒ No, it's Tuesday.

How do you feel when you see

blue/red/yellow/green/orange/purple/black/white?

⇒ I feel

happy/sad/angry/surprised/scared/upset/terrified/excited/yucky.

⇒ I'm ok./I have no idea.

What are you painting?

⇒ I'm painting the warm/cold color.

English teacher sum up the words/sentences that students were used in class.

視 1-III-2

能學習多元媒材與技法，表現創作主題。

視 2-III-2

能表達對生活物件及藝術作品的看法，並欣賞不同的藝術與文化。

視 1-III-2

能學習多元媒材與技法，表現創作主題。

Week7 Western “dot” painting

Warm-up: sand painting of mandala

Each team has a 2K black paper and some colored-sand. Without talking, everyone can use the sand to paint anything they want. After that, everyone can put the sand into the bottle as a gift.



Activity: Pointillism appreciation

The teacher introduces works, skills and artists of the pointillism.

1. Georges-Pierre Seurat(秀拉)
2. Paul Signac(席涅克)

Artists used a similar technique of patterns to form images, with larger cube-like brushstrokes. Only four colors(CMYK) can be used to paint.



Creation time:

1. Sketch: students sketch main characters and background.
2. Color: students decide the color of each part.
3. Clay kneading: Kneading the clay with the same shape. Then stick it on the drawing paper.

☛How are you?

☛How's the weather?

⇒It's sunny/cloudy/rainy.

☛What should you do?

⇒I should knead/press/stick it.

⇒Is it enough?

☛What are you making?

⇒I'm making the people/tree/grass/sky/cloud/sun/house.

☛English teacher sum up the words/sentences that students were used in class.

視 E-III-2

多元的媒材技法與創作表現類型。

視 2-III-2

能表達對生活物件及藝術作品的看法，並欣賞不同的藝術與文化。

視 1-III-2

能學習多元媒材與技法，表現創作主題。

Week8 Eastern “dot” painting

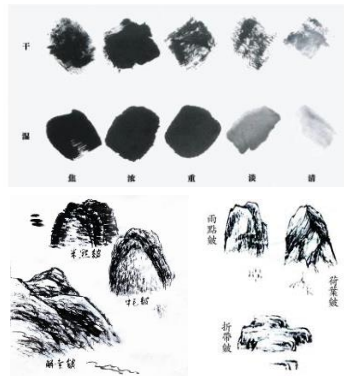
Warm-up: Ink watermark

The teacher will pour some water into bucket ,and drop some ink into the water. Students will rinse the brush in the water slightly, then pave a rice paper on the surface of water to absorb the watermark.



Activity: Chinese ink painting

1. What is Chinese ink painting?
(水墨,彩墨)
2. How should we use the tools?
(文房四寶)
3. The skills of Chinese ink painting.
(乾溼濃淡焦,各式皴法 chapped law)
4. Introduction of artist(米芾) and the paintings.(米點皴)



Creation time:

Students will paint with the rice paper that has the watermark on it. Imagine what the watermark looks like, and add some stroke of chapped law to make the painting completed.

☛How are you today?

☛How's the weather?

⇒It's sunny/cloudy/rainy.

☛What does it look like?

⇒It looks like _____.

☛What else?

☛You need more ink.

☛What are you painting?

⇒I'm painting the people/tree/grass/sky/cloud/sun/house.

☛English teacher sum up the words/sentences that students were used in class.

視 A-III-1

藝術語彙、形式原理
與視覺感。

視 2-III-2

能表達對生活物件
及藝術作品的看
法，並欣賞不同的藝
術與文化。

視 1-III-3

能學習設計式思
考，進行發想和實
作。

Week9 Eastern "line" painting

Warm-up: Totem matching game

Everyone gets a card that has the printed totem. Students need to find out who has the same card and match the pictures. The fastest team wins.



Activity: Indigenous people's art

1. Introduce the culture and life style of indigenous people
2. Different tribes of indigenous people use various totems to represent their beliefs and hope.



The Atayal tribe: Rhombic patterns stand for the ancestors' countless eyes.

The Tao (Yami) tribe: The canoes designed by wavy lines, triangular patterns symbolize unity.

The Paiwan tribe: Only the chief's family and the other nobles were allowed to use snake design.



Creation time:

Students cut the color paper to make totems and write down the meaning.

How are you today?

How's the weather?

It's sunny/cloudy/rainy.

What's this?

It's a square/rectangle.

What are you making?

I'm making the totem.

I'm cutting the square/rectangle.

English teacher sum up the words/sentences that students were used in class.

視 3-III-1

能觀察、參與和記錄學校、社區的藝文活動，體會藝術與生活的關係。

Week10 Western “line” painting

Warm-up: Taking photos

Each of Monet(莫內)’s painting in this series capture the church at different times of the day and year, and reflect changes under different lighting conditions. Students will use different filters from the camera to do a similar series.



Activity: Impressionism

1. What is Impressionism? (印象派)
2. Introduction of artists and paintings of Impressionism.
3. What is the skill of Impressionism?
4. Composition of the scenery and the application to the painting.



Creation time:

Students will think about and choose a scenery within campus and start to sketch the composition. Draw some simple lines to divide the scenery into sky, ground, buildings, and people. After that, use the dry brush to do the Impressionism painting.

☛How are you doing?

☛Is it cold/hot/warm today?

⇒Yes, it is. /No, it isn't.

☛Are you drawing the building?

⇒Yes, I am. /No, I'm drawing the tree.

☛What are you painting?

⇒I'm painting the people/tree/grass/sky/cloud/sun/house.

☛English teacher sum up the words/sentences that students were used in class.

視 2-III-1

能發現藝術作品中的構成要素與形式原理，並表達自己的想法。

視 1-III-3

能學習設計式思考，進行發想和實作。

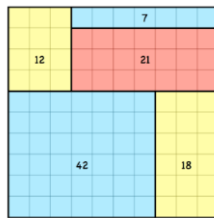
視 E-III-3

設計思考與實作。

Week11 “Plane” painting: De Stijl

Warm-up: Puzzle of Piet Mondrian(蒙德里安)

Everyone gets one graph paper(方格紙) which is 10*10cm. Students need to fill it in with different rectangles and squares. At least five kinds of size should be used. Each shape can only be used one time. For example, 4*5cm is the same as 5*4cm. Subtract the smallest area from the biggest area to get your score. Whoever has the highest score wins.



Activity: De stijl (風格派)

1. What is De stijl?
2. Examples of De stijl artists and paintings.
3. Modern day products and designs based on De stijl.
4. De stijl gives us a feeling of balance and rhythm.



Creation time:

Students use the way of plain to paint some rectangles and squares. Then assemble the shapes together to form a picture of Mondrian(蒙德里安)



☛How are you doing?

☛Is it cold/hot/warm today?

⇒Yes, it is. /No, it isn't.

☛Make it fit.

☛Is it fit?

⇒Yes, it is. /No, it isn't.

☛How many rectangles/squares are there?

⇒There is/are _____ rectangles/squares.

☛What are you making?

⇒I'm making the squares/rectangles.

☛English teacher sum up the words/sentences that students were used in class.

視 P-III-2

生活設計、公共藝術、環境藝術。

視 1-III-3

能學習設計式思考，進行發想和實作。

視 1-III-1

能使用視覺元素和構成要素，探索創作歷程。

視 2-III-2

能表達對生活物件及藝術作品的看法，並欣賞不同的藝術與文化。

視 1-III-3

能學習設計式思考，進行發想和實作。

Week12 “Plane” painting: Cubism

Warm-up: Finding the faces

Students will look for the different sides of faces from the newspaper. And cut the faces off in ten minutes. The team who has the most faces from the newspaper is the winner.



Activity: Cubism(立體派)

1. What is Cubism ?
2. Examples of Cubism (artists and paintings).
3. What is the skill of Cubism?
4. What's the difference between artwork and scribble? Why did Picasso need to paint like a child?



Creation time:

Students use the same way of Cubism to finish the rest of body parts. And the person must contain three angles, such as front face, side face and forty-five degree angle face.

☛ Good morning./good afternoon.

☛ Is it cold/hot/warm today?
⇒ Yes, it is. /No, it isn't.

☛ What's this?
⇒ This is _____.

☛ Is this a _____?
⇒ Yes, it is. /No, it isn't. It is a _____.

☛ What are you making?
⇒ I'm making the front face/side face/forty-five degree angle face.
⇒ I'm drawing his/her arms/legs/hands/feet.

☛ English teacher sum up the words/sentences that students were used in class.

視 3-III-1

能觀察、參與和記錄學校、社區的藝文活動，體會藝術與生活的關係。

視 2-III-2

能表達對生活物件及藝術作品的看法，並欣賞不同的藝術與文化。

視 2-III-1

能發現藝術作品中的構成要素與形式原理，並表達自己的想法。

Week13 Aesthetic Feeling and Appreciation

Warm-up: what's aesthetically pleasing and what is not?

Can you give some examples of places in the school that have good aesthetic senses and places that do not?

Why do you feel it is/isn't aesthetically pleasing?

What's the difference between these places?

Activity: More sections of art

The teacher introduces some Art styles the students have never learned before. Students can share their feelings and views about those paintings.

1. Fauvism(野獸派)
2. Abstractionism(抽象派)
3. Classicism(古典主義)
4. Pop art(普普藝術)
5. Conceptual art(觀念藝術)



Creation time:

There are things in common when we see the pretty things or ugly things.

Also, there are some ways to decide if the painting is pretty or not.

Are you agree with the rules?

What's your opinion?

Discuss with your team members.

Write it down on the worksheet.

1. Theme
2. Composition
3. Creativity
4. Color

☛ Good day.

☛ Good to see you all.

☛ Do you like sunny/cloudy/rainy today's?

⇒ Yes, I do. /No, I don't.

(work sheet)

☛ What does it tell?

☛ Do you see the story?

☛ What do you see?

☛ Is it creative?

☛ How do you feel about the color?

☛ What are you writing/doing?

☛ English teacher sum up the words/sentences that students were used in class.

視 1-III-3

能學習設計式思考，進行發想和實作。

視 A-III-1

藝術語彙、形式原理與視覺感。

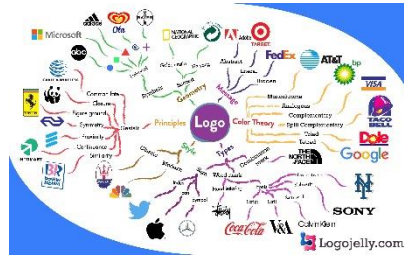
視 3-III-2

能應用設計式思考，試探改變生活環境。

Week14,15,16 Class logo design

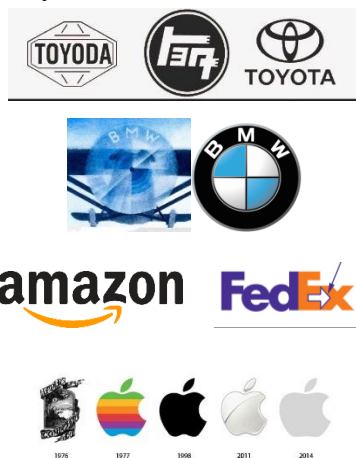
Warm-up: what things make the class unique?

Use the mind-map to discuss unique things about the class. For example, some words or sentences make us laugh, some rules we don't break, exercises or activities we like to do.



Activity:

The teacher introduces the meaning and function of the logo, and analyzes the composition of the letters and pictures. Some companies mix the letters into a picture like Toyota. Others change the letters to be a picture that fit for the purpose of the company. For example, Amazon wants to make the customer feel happy and Fedex sends their packages as fast as they can.



Creation time:

1. The class can create a logo based of of a word or picture that represents the class.
2. The logo must be simple in design and color, and easily recognizable.

- ☛ Good day.
- ☛ It's good to see you all.
- ☛ Do you like sunny/cloudy/rainy today's?
⇒ Yes, I do. /No, I don't.

- ☛ Make it simple.
- ☛ It's too much.
- ⇒ Is it OK?

- ☛ What are you writing/drawing?
⇒ I'm drawing the logos.
- ☛ English teacher sum up the words/sentences that students were used in class.

<p>視 1-III-3 能學習設計式思考，進行發想和實作。</p> <p>視 3-III-1 能觀察、參與和記錄學校、社區的藝文活動，體會藝術與生活的關係。</p> <p>視 3-III-2 能應用設計式思考，試探改變生活環境。</p>	<p>Week17,18 Beautify the Schoolyard</p> <p>Warm-up: Continue the activity from week 13: Students discuss how to beautify the schoolyard. Then make a sketch of the desired outcome. And ask the administrative teachers.</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Find a place in the school that you could improve. 2. Think of some ways to change it. 3. Sketch what you want it to look like. 4. Write down the needed material. 5. Discuss your plan with the other teachers. <p>Creation time: Do the work in a team.</p>	<p>☛How are you today/doing?</p> <p>☛Do you like sunny/cloudy/rainy today's? ⇒ Yes, I do. /No, I don't.</p> <p>☛What can you do? ⇒ I can make _____.</p> <p>☛What's the plan? ⇒ I want to _____.</p> <p>☛What do you need? ⇒ I need _____.</p> <p>☛What are you writing/drawing? ⇒ I'm writing the plan.</p> <p>☛English teacher sum up the words/sentences that students were used in class.</p>
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