

Teacher: 私立天主教磐石高中 陳雅玲老師 Irene Chen 李又綺老師 Leah Li	Class: 10th Grader Dept. Data processing	Date: April 27th	No of Ss: 135
Lesson Topic: (龍騰 技高英文) B2U4 You are “Where” You Eat			
Lesson objectives: By the end of the lesson, students will be able <ol style="list-style-type: none"> 1. to realize what an important role Food plays in all cultures. 2. to inquire in depth with partners to dig into various food customs of different countries. 3. to embark on a group discussion regarding the food customs of different countries. 4. to improve their "cross-cultural communication skills", so as to understand the culture of other countries and reflect on their own culture. 5. to get to appreciate the identity and its values in the face of particular dietary rules/eating habits. 6. to learn using comparative forms of adjectives to describe the world around them and make comparisons. 			
Main skill / system objective:	<ol style="list-style-type: none"> 1. to follow different eating customs in different countries. 2. to attain proper language usages when it comes to appreciating different dietary cultures. 		
Secondary skill / system objective:	<ol style="list-style-type: none"> 1. to learn to always keep an eye out for the local customs in the places you visit. 2. to avoid awkward circumstances and keep your appetite for trying new things! 		
Textbook pages / Worksheets / etc.	Based on <ol style="list-style-type: none"> 1. 龍騰技高英文 Book2 Unit 4 PP.74-95 2. Three worksheets for the extended activity 		
Materials / Resources / Supplies / Flashcards / etc.	<ol style="list-style-type: none"> 1. A Padlet activity for preview and review work. 2. Online references from: https://ltn.tw/jG0mueG <i>“25 Strange Food Etiquette Rules You Should Know While Traveling”</i> https://youtu.be/OldYxMyZZm4 <i>Dining Customs around the World</i> 3. Pecha Kucha 		

Sequence and flow of activities: four sessions.

Session 1:

Listening practices, doing a given dialogue, and exemplifying the first sentence pattern shown from Unit 4.

Session 2:

Resuming to do the 2nd sentence pattern, presenting a pair work activity with rubrics on a worksheet, and going over the reading of Unit 4.


Session 3:

Completing the remaining paragraphs, leading students to work in groups on a Padlet activity with a worksheet, and presenting instructions on how to give an oral presentation in English.

Session 4:

Demonstrating the works regarding what students have found and discussed on their Padlet activity, and giving oral presentations as a group, respectively.

Session 1:

Stage	Procedure	Resources / Page No.	classroom language
3'' Warm-up	An introduction to the unit 4 “You Are Where You Eat” by showing students a clip.		
7'' Listening activity (I)	<p>Heads-on activity on a worksheet based on the video shown to the students</p> <p>Read the questions on a worksheet first before you watch the clip. Check the type of answer you have to write (e.g., words, phrases, or an option from the box, etc.) Use a pencil to underline or circle key words and questions in the given passage to help you focus on what to watch out for in the clip.</p>	<p>“Dining Customs Around the World” https://youtu.be/OIdYxMyZZm4</p> 	
5'' One-minute exchange time	Peer exchanges for mutual understanding about the video shown. After the entire video is played, have students exchange what they have heard and then fill in the blanks. To promote and maintain engagement, the teacher circulates the room to promote discussions or clarify students’ confusion of their mindset.		
3'' Asking Questions	Teacher goes over questions, provides answers, and encourages students to express their perspectives and reflection on the given questions (if any).		
5'' Going over the given dialogue	<p>Turning to the next page on P.92-93</p> <p>The teacher has students read aloud over the dialogue with photos for 2 minutes, and then displays the animation of the dialogue.</p>	page on P.92-93	
7''	After watching the animation, the teacher reviews all the language elements from the video.		
3''	Students are directed to finish the section of Pop Quiz on Page 93, and then to check their comprehension with the teacher.	Page 93,	
2''	Wrap up the listening section and move onto sentence patterns.		
10'' Teaching the 1 st sentence pattern	An introduction to the first sentence required from Unit 4. The teacher displays the grammatical rules on the blackboard and help clarify when and how to use such a pattern: comparative adjectives		
5'' Wrap-up	<p>Wrap-up for the session: Heads-on activity</p> <p>After the teacher demonstrates basic concept, students are assigned to practice using comparative adjectives to describe objects and then complete exercises on their textbook.</p>		

Session 2:

Stage	Procedure	Resources / Page No.	classroom language
3'' Reviewing	The teacher briefly reviews what has been taught from the previous session and moves on to the 2 nd sentence pattern.		
15'' Heads-on activity Grammar lesson-to present and to practice	<ol style="list-style-type: none"> 1. The teacher uses a deductive approach to teach a conjunction “while,” regarding how to express an idea of opposition (though, although). 2. After the teacher presents the target language and then gives students the opportunity to practice it through very controlled activities, already provided on the textbook. 3. To maintain engagement, the teacher circulates the room to check over students’ understanding or to clarify students’ confusion with a set of grammatical drills. 4. At the end of the stage, answers to these questions will be provided. 		
7'' Production stage-assign a pair work	<ol style="list-style-type: none"> 1. At the final stage of the lesson, the teacher gives the students the opportunity to practice the target language in freer activities which bring in other language elements. 2. At the stage, the teacher assigns a mini task. Students will then be asked to work in pairs and upload their own works onto Google Classroom back home. 3. Later the day, the teacher will go over their production to jot down a few grammatical mistakes in general. 		
25'' Follow-on activity: the reading	<ol style="list-style-type: none"> 1. The teachers moves onto the reading part, firstly presenting the overview of what the theme is for this unit, and go on to have students do 2-minute silent reading. 2. The teacher gives bring up a few questions to perceive students’ understanding before going into details over each paragraph. 		
5'' Wrap-up	At the end of the session, the teacher reminds students of the deadline on the assignment, and then distributes worksheets for students to get a glimpse at what will be carried out for the next session.		

Session 3:

Stage	Procedure	Resources / Page No.	classroom language
10'' Reviewing	The teacher briefly reviews what has been taught from the previous session and moves on to the remaining reading.		
25'' Heads-on activity: A padlet activity	<ol style="list-style-type: none"> 1. At the start of the stage, the teacher instructs students to form a group of 4-5, and distribute iPads to each group. The stage is designed to facilitate a cross-cultural understanding. 2. Students are given a padlet activity, along with a worksheet for collaborative learning. The teacher explains what's go to be done later on in class, and expects them to actively post their responses to the designed question on the Padlet wall. 3. To ensure students will stay on the right track while engaging in their group activity, key words concerning the themed task are list on the worksheet prior to the activity. 		
5'' Ending the stage for the Padlet activity	The teacher will then take on a quick check upon the thorough accomplishment of the entire class. Before ending this session, the teacher examines individual group work, and give extension (if necessary) for lower achievers to finish their task after school.		
10'' Wrap-up: assigning a group work	At the final stage of the lesson, the teacher explains to the students with the instructions on how to give an 1~2 minute oral presentation as a group for the next class. As well as the rubrics regarding the oral presentation, the speech template with a few necessary language elements is also shown on the worksheet. The teacher is to teach using proper words to help captivate the audience.		

Session 4: Pecha Kucha

Stage	Procedure	Resources / Page No.	classroom language
30"	<ol style="list-style-type: none"> Welcome & Introductions Each group is to present their slides/Padlet work while the others are to jot down and to do the peer review at the same time. Two minutes (at most) for presentations, respectively. The teacher is to stay sparing with comments to help transition between groups in presentations. 	Prior to the session, all the slides to be presented are provided.	Prepare what I'd like to say
15" Reflection	<ol style="list-style-type: none"> The teacher has students express their perspectives and reflection on the given questions. To promote and maintain engagement, the teacher circulates the room to help complete feedback forms. 	A worksheet-Peer Review Feedback Form	
5" Wrap up	The teacher is to end group presentations by echoing the core messages from individual groups.		

Appendix -1

Class: Group: Name: No.:

B2U4 You are “Where”You Eat worksheet & presentation rubrics

1. Choose a country from your continent.
2. Search for information about the country's eating habits and the reasons for the habits.
- 3.

continent/ country	
eating habit(s)	
reason(s)	

****key words:**

Table manner (餐桌禮儀), eating habit, strange, special, bizarre, around the world

4. Form a group of 3-4 people.

Presenter (1-2): (for 1-minute oral presentation)	Recorder: (for in-class activity)
Writer: (for in-class activity)	Information provider:

5. Template for 1-minute presentation

Hello everyone. We're Group _____.

Our members are _____, _____, _____ and _____.

The continent of our group is _____ and the country is _____.

The eating habit we want to introduce to you in _____ (country) is _____.

The reason why they do this is _____.

Appendix -2

Recorder: _____

No. of members _____

Date: _____

Group of the presenter: _____


Scores for the presenter(s) _____ (1-10)

Pre-question(s)


1. _____

2. _____

Answers/Reflection/Feedbacks from our group are:



jot down the highlights/points/inspirations of this presentation



Compliments for their effort

2. _____
