

Unit 1: The Steak Looks Yummy.

一、設計理念

1. 本教案旨在藉者介紹土耳其相關文化，包括飲食、宗教、地理環境，擴展學生對於外國文化的認識與理解，並延伸至人造肉的認識。
2. 參與本課程的學生為八年級生，對於一般課室英語，包含基本問句及指令皆能應答。
3. 本教案搭配平板的應用，讓學生學習如何利用網路資源增進學習效能、獲取新知的能力。

1. The purpose of this lesson plan is to introduce Turkish culture, including food, religion, and geographical environment, to expand students' awareness and understanding of foreign cultures, as well as to extend their knowledge about lab-grown meat.
2. The students participating in this course are eighth graders who are able to respond to basic questions and instructions in general classroom English.
3. This lesson plan incorporates the use of tablets to teach students how to utilize online resources to enhance learning efficiency and acquire new knowledge.

二、教學設計

跨領域/科目	社會科與英文科	設計者	林毓芬
實施年級	八年級	總節數	4
單元名稱	Unit 1: The Steak Looks Yummy.		
核心素養			
領綱核心素養		總綱核心素養	
英-J-A1 具備積極主動的學習態度，將學習延伸至課堂外，豐富個人知識。 運用各種學習與溝通策略，精進英語文學習與溝通成效。 英-J-A2 具備系統性理解與推演的能力，能釐清文本訊息間的關係進行推論，並能經由訊息的比較，對國內外文化的異同有初步的了解。 英-J-B1 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。 英-J-C2 積極參與課內及課外英語文團體學習活動，培養團隊合作精神。 英-J-C3 具備基本的世界觀，能以簡易英語介紹國內外主要節慶習俗及風土民情，並加以比較、尊重、接納。		A1 身心素質與自我精進 A2 系統思考與解決問題 B1 符號運用與溝通表達 C2 人際關係與團隊合作 C3 多元文化與國際理解	

學習重點	學習表現	<p>1-IV-3 能聽懂基本或重要句型的句子。</p> <p>1-IV-7 能辨識簡短說明或敘述的情境及主旨。</p> <p>1-IV-8 能聽懂簡易影片的主要內容。</p> <p>2-IV-6 能依人、事、時、地、物作簡易的描述或回答。</p> <p>3-IV-6 能看懂基本的句型。</p> <p>3-IV-7 能了解對話的主要內容。</p> <p>4-IV-5 能依提示寫出正確達意的簡單句子。</p> <p>6-IV-6 主動從網路或其他課外材料，搜尋相關英語文資源，並與教師及同學分享。</p> <p>8-IV-3 能了解國內外風土民情及主要節慶習俗，並加以比較。</p> <p>8-IV-4 能了解、尊重不同之文化習俗。</p>
	學習內容	<p>Ac-IV-3 常見的生活用語。</p> <p>B-IV-5 人、事、時、地、物的描述及問答。</p> <p>C-IV-3 文化習俗的了解及尊重。</p>
議題融入		國際教育
教材來源		<p>1. 翰林版第四冊第一課</p> <p>2. 自編學習單</p>
學習資源		<p>1. 教師自編學習單</p> <p>2. youtube 影片</p> <p>3. Canva 簡報</p> <p>4. 翰林電子書的影片</p> <p>5. Kahoot</p>
學習目標		
<p>1. 學生能了解課文的主要內容，並依提示寫出正確達意的簡單句子。 (Students are able to understand the main ideas and details about the text, and write down grammatical and meaningful sentences.)</p> <p>2. 學生能主動從網路或其他課外材料，搜尋相關英語文資源，並與教師及同學分享。 (Students are able to search more extracurricular English information on the Internet, and are willing to share with teachers and classmates.)</p> <p>3. 學生能了解、欣賞、尊重不同之文化習俗。 (Students are able to understand, appreciate and respect the differences between cultures.)</p>		
課程架構		
<p>第一堂課: 介紹土耳其相關地理位置及文化。 (Session 1: To introduce the geographical location and culture of Turkey.)</p> <p>第二堂課: 閱讀對話文本了解台灣與土耳其之間的差異。 (Session 2: To understand the differences between Taiwan and Turkey through reading the dialogue.)</p>		

第三堂課: 延續土耳其回教徒不吃豬肉的話題，談及人造肉的議題。

(Session 3: To continue the topic of Turkish Muslims not consuming pork and discuss the issue of lab-grown meat.)

第四堂課: 閱讀課文文本學習人造肉相關知識。

(Session 4: To learn more about the knowledge related to lab-grown meat.)

學習活動設計

學習活動流程

時間

學習資源
與評量

Session 1:

To introduce the geographical location and culture of Turkey.

Warm-up:

Ask Ss the riddle, **What kind of key does not open a door?**, to arouse Ss' learning interest.

(Ans: Turkey)

Introduction:

Show some pictures about Turkey including snacks, art works and dances to introduce some basic knowledge of Turkey.

5 mins

worksheet
Canva
Internet
Kahoot

15mins



1



2



3



4



5



6



7



8



9

Discussion:

Show some questions about Turkey and ask Ss to look for the answers on the Internet.

20
mins

2. Now, please use your iPad to find the answers to the following questions.

FACTS ABOUT TURKEY!!

1. Which one is the flag of Turkey?



2. How big is it? (square kilometers)

3. Where is the capital of Turkey?

4. What is the largest city in Turkey?

5. What is the highest mountain in Turkey?

6. What food do most Turkish people not eat? Why?

Wrap-up:

Check the answers to the questions above with Ss.

5 mins



13



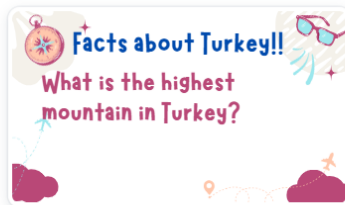
14



15



16



17



18

Session 2:

To understand the differences between Taiwan and Turkey through reading the dialogue.

Warm-up:

1. Ask Ss to look at the pictures on page three and four.
2. Encourage Ss to tell their classmates what those students in the pictures might talk about and what they are doing.

5 mins

WARM-UP 3.

Look at the picture on page 3.
What might those students talk about?

19

They might talk about animals and their meat.

20

As for the picture on page 4.
What were they doing?

21

They were ordering in the restaurant.

22

15 mins

Kahoot Time :

Show the video of the dialogue to let Ss get general ideas about the text.

20 mins

Discussion:

1. Ask Ss to read the text again to get the details about this dialogue.
2. Ask Ss to finish the questions on the worksheet. Ss are allowed to discuss with their classmates.

🎵 **Part two: Please answer the following questions according to the dialogue.**

請根據對話內容回答問題 (Kahoot Time!!)

1. Who is Ela?	→ She is a _____ from _____.
2. Is Turkey smaller and hotter than Taiwan?	→ _____, it is _____ and _____ Taiwan.
3. According to Ela's answer, does she like living in Taiwan? Why?	→ _____, because living in Taiwan is _____, and getting around in Taiwan is _____ in Turkey.
4. Compared with(與...相比) beef dishes in Turkey, how do the ones in Taiwan taste?	→ Beef dishes in Taiwan are _____ than the ones in _____.
5. Why did they decide to go to the steak house at last?	→ Because they _____.
6. What did Ela order in the steak house?	→ She _____.
7. Why did Zac say "You two have a better appetite than we do"?	→ Because _____.
8. Who is the woman that helps you order food and bring the food to your table at the restaurant?	→ _____.
9. What does "as hungry as a bear" mean?	→ _____.
10. Which one do you like, beef or pork? Why? (tender 嫩的 / hard 老的 / chewy 有嚼勁的 / greasy 油膩的 / crispy 脆的)	→ I like _____ because _____.

5 mins

10 mins

Wrap-up:

Check the answers to the questions above with Ss.

Session 3:

To continue the topic of Turkish Muslims not consuming pork and discuss the issue of lab-grown meat.

Warm-up:

1. Ask Ss why Muslims don't eat pork and ask them to write down the answers on the blank sheet.
2. Ask Ss what if there isn't enough meat to eat in the future, what will they do?

🎵 **Part one: Please answer the following questions before you read the text.**

讀文章內容前先回答問題

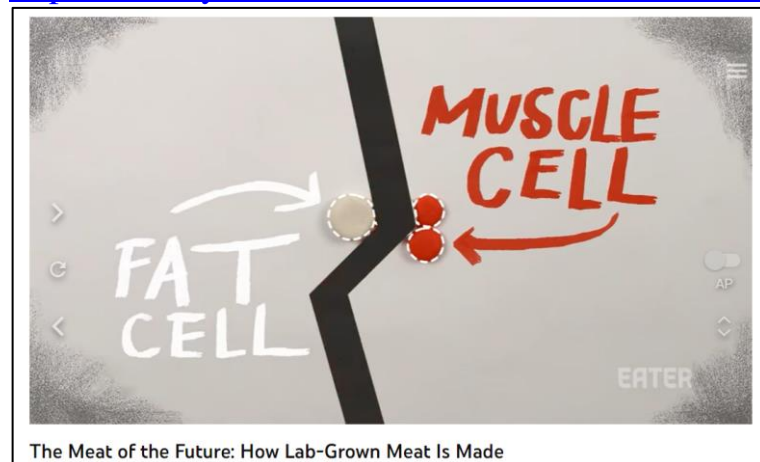
<p>1. Some of you like to eat beef, and some of you like pork. No matter what you like, have you ever thought of this question? (無論你喜歡哪一種, 你想過這問題嗎?)</p> <p>What if there isn't enough meat to eat in the future?</p> <p>What will you do?</p>	<p>(Check your answers!)</p> <p><input type="checkbox"/> Raise more livestock.</p> <p><input type="checkbox"/> Eat artificial meat.</p> <p><input type="checkbox"/> Stop eating meat.</p> <p><input type="checkbox"/> Eat other kinds of meat like frogs, snakes, or bugs.</p> <p><input type="checkbox"/> _____</p>
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15
mins

Video time:

Show the video, **The Meat of the Future: How Lab-Grown Meat Is Made**, to introduce today's topic, lab-grown meat.

<https://www.youtube.com/watch?v=u468xY1T8fw>



15
mins

Discussion:

1. Ask Ss to look at the pictures on page 15 and 16.
2. Encourage Ss to predict what it is about according to the title and pictures.

2. Look at the title and the pictures on page 15 and 16.

What do you think the article(文章) is about?

3. Today we are going to talk about

lab-grown meat. (人造肉)

What is lab-grown meat?

5 mins

30 mins

3. Lead Ss to read the article on page 15 and 16 to get the main idea of the article.

Wrap-up:

Check the answers to the questions above with Ss.

Session 4:

To learn more about the knowledge related to lab-grown meat.

Duscussion:

Ask Ss to read the article and answer the questions on the worksheet.

♪ *Part two: Please answer the following questions according to the article.*

請根據文章內容回答問題

1. Read the first paragraph.

What problem might people meet in the future?

→ The number of people on earth is _____, but there won't be _____ to eat.

2. Read the second paragraph.

1. Who found the solution(解決辦法) to solve it?

→ _____ found it.

15 mins

2. What is it?	→ We can _____ in _____.
3. How did he do it?	→ He and his team _____.
3. Read the second paragraph. What benefits(優點) do lab-grown meat have?	→ 1. _____ lose their _____. 2. Lab-grown meat is _____. 3. It is _____ to the environment because it creates _____.
4. Read the third paragraph. How does the lab-grown meat taste?	→ It tastes like _____.

Useful patterns:

Ask students to finish the translation sentences on the worksheet.

♪ Part three: Useful sentences and phrases

重要句型

親愛的日記， 老師今天跟我們說了令人驚訝的消息，肉可以在實驗室被製造。	Dear diary, today my teacher told us _____, meat can be created _____.
和以往相比，地球的人口數量快速成長，然而，卻沒有足夠的肉滿足大家的需求。	The _____ of people on earth is _____ than before; however, there isn't _____ to _____ every _____.
科學家 Dr. Mark Post 找到了解決問題的答案。	A scientist, Dr. Mark Post, _____ the _____ to _____ this problem.
他和他的團隊從動物中抽取細胞，並將他們培養成肉。	He and his team _____ from animals and _____ them _____ meat.
這就是所謂的人造肉。	It is called lab-grown meat.
人造肉不只解決肉類短缺，更提供了友善的環境給人類與動物。	Lab-grown meat _____ solve meat shortages, _____ provide _____ environment for humans and _____.
藉著製造人造肉，沒有動物會喪命。	_____ creating lab-grown meat, no animals _____ their _____.
因為人造肉，地球的溫室效應氣體會越來越少。	Because of lab-grown meat, there _____ and _____ greenhouse gas on earth.