天主教德光中學「國際教育」融入各科教學教案

### 教科別

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<th>任教科別</th>
<th>英語會話 English Conversation Class</th>
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<td>授課老師</td>
<td>朱玲瑩 Chu, Linig-Ying</td>
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### 單元名稱

Communication Through TV Series – Fawlty Towers

#### 教學目標

- To provide enjoyable and relaxed ways for learning and teaching atmosphere.
- To enhance students’ motivation through using the entrainment topics.
- To provide opportunities for students to use the target language to achieve their communication purposes.
- To enrich students’ views of how the language is used in real life.
- To provide opportunities for students to think of themselves and compare the culture differences.
- To stimulate students to use the language inside and outside the classroom.

#### 教學媒材

A set of speakers, a DVD players (or a computer), a screen and an OHP and microphones.

#### 國際教育的目標

《國家認同》部份：從影集中出現的英國特殊節日（傳說）、賽馬比賽、休閒及小費事件，來比較台灣及其他國家文化中關於《龍》、《幸運號碼》、《藝人》及《樂捐箱》的不同呈現。

《國際素養》部份：讓學生透過課程吸收並接觸到不同國家的文化及風俗習性。

#### 參考出處

Lucky Numbers : Houston Chinatown and Asian Culture at your fingertips, 2008

### 課程設計

朱玲瑩 Chu, Ling-Ying

#### 教學流程與內容

**A-1 Get Ready**

Look at this picture. Work in pairs and discuss the following questions with your partner.

1. a. Where is this place?
   b. What could they talk about?
   c. What can you see on the woman’s back?
   d. What could be the reasons why she has that sign?
2. a. When was the last time you went to such a place?
   b. Why did you go there?
   c. Did you have a good time there?

**Goal:** In order to make the connection of the coming topic ‘Communication Problems’ from the TV series ‘Fawlty Towers’ series 2, Episode 1- ‘You haven’t finished with Me’. The task is designed for students to prepare their idea of how ‘a hotel’ is represented in their minds and what their previous experiences of staying in hotels. It provides opportunities for students to share their opinions together.

#### A-2. Think as you watch

You are going to watch a chapter of ‘Communication Problems’ from the TV series ‘Fawlty Towers’. The chapter is called ‘You haven’t finished with me.’ When you watch, think of these questions in your mind:

1. What kind of communication problems can you find in this plot?
2. Have you ever had the same experience before?

**Goal:** This task facilitates students’ multi-dimensional development, eg, their inner speech, emotional feelings and senses as they respond to the plot in their minds.

#### A-3. After watching • What do you think?

Now, work in pairs. Discuss the following questions with your partner.

1. Which character do you think has the most communication problems in the plot?
2. Which communication problems do you remember from the plot?
**Goal:** Teachers should encourage students to express their own opinions to the questions as freely and comfortably as they can to achieve their communicative purpose with their partners. Remind them that there is no right or wrong answer, just do their best to express what they understand from the plot.

**A-4 Let’s talk!**

1. Work in pairs. Discuss these questions with your partner.
   a. What could be the main problem with the old lady, Mrs. Richards?
   b. What is the main problem between Mrs. Richards and the waiter Manuel?

2. Now, watch it again. Before you watch, make a group of 4-5. Find different people who are in charge of different questions.
   a. What’s wrong with the sign at the beginning of the episode?
   b. How many roles can you describe (see) from this plot?
   c. Can you see the clock? How many are there?
   d. Are there any decorations you can see?
   e. What is the old lady (Mrs. Richards) wearing?
   f. What did Mr. Firkin do with his rest of change?
   g. Who is typing?
   h. Why is Manuel so in a hurry?

Each member writes down the notes and collect your comments to these questions. Then, see which group has got the most information to each question from the plots.

**Goal:** This is a development activity for encouraging students to produce meaningful language output by oral expression from what they understand from the plot. Also, the team work activity helps them to find the answers and solve the problems by helping each other.

**A-5 What do they mean?**

1. Now, look at the lines from the waiter, Manuel, can you correct his line into suitable sentences?
   Manuel: “Mr. Fawly! Mr. Fawly! Is Missus...room no like. She want speak to you. Is problem.”

2. Work in pairs. Discuss the following questions with your own words.
   1. What does ‘little filly’ mean?
   2. What is ‘Exeter’?
   3. What is ‘Dragonfly’?
   4. What is a ‘flutter’?
   5. Can you think of other similar phrases in place of ‘by chance’?

**Goal:** Through working with their partners, students are told to try to discover and notice the language points on their own. The activity provides students to view how language can be presented and showed in different authentic texts through TV series. Their previous learning experiences can be very useful for helping students to solve problems on their own.

**A-6 Think Again!**

Discuss these questions with your partner.
1. From this chapter ‘You haven’t finished with me’, what solutions can we have for solving their communication problems?
2. When the old gentleman Major said “What could be the connection between ‘St. George’s Day’ and ‘Got a house, have you?’” What could be the connection between ‘St. George’s Day’ and ‘Got a horse’?

**Goal:** The task provides opportunities for students to think deeper about something behind the context and provide their own solutions. It helps learner to have a critical thinking in their learning style, which is something many Taiwanese learners lack in their learning attitude.

**A-7 Reflection**

Think of three things that you have learnt from ‘You haven’t finished with me’, and share them with your partner.

**Goal:** For providing an opportunity for students to have a review of what they have learnt from watching ‘You Haven’t Finished With Me’. Not only the language focus, but also their emotional feelings to the plot.
Think as you watch the pictures:

Look at these pictures and think of the following questions.
1. What can I see?
2. What are the messages from these two pictures in my mind?
3. Have I seen any similar pictures before?

Homework:

Goal: It leads students to think of some traditional customs for the further tasks. It also provides another opportunity for students to have an insight into another foreign culture (the story of St. George) and make their own connection to the certain topic.

Note for teachers:

This homework provides students to compare the differences of one certain topic, which is ‘龍(Dragon).’ We can encourage them to think of anything about dragons from popular culture, eg., movies, cartoon books, temples, tattoo and others. For those students who didn’t prepare for their homework, ask them to write down notes first, and then have a short description of what they know about Dragon boat festival in their minds. Encourage them not to worry about mistakes in grammar. Vocabulary problems can be solved by asking partners or other people first. If they don’t know then you provide them some help.

St. George 聖.喬治 (Picture 1)
He was born in Turkey. He is a patron saint of England and other countries and cities, such as: Portugal, Serbia, the Republic of Macedonia, Ethiopia, Barcelona(Spain), the city of Moscow (Russia), etc. He was made a Christian saint for killing a dragon and rescuing a princess. The story took place in Libya, one dragon made his nest in the city of ‘Silene’, Libya. The citizens fed the dragon food in order to take water. At first people fed sheep to the dragon until they ran out of sheep. Then, they chose a maiden by drawing lot. When the princess drew the lot, the king begged for her life but to no avail. Saint George was on his travels when he saw the dragon about to eat the princess, he rescued her with the sign of the cross. There are different versions of his legend, though.

Dragon Boat Races and Rice Dumplings 龍舟賽和粽子 (Picture 2)
It is a famous event of boat races on Dragon Boat Festival, which is on 5th May of Chinese lunar calendar. On this day people eat rice dumpling in order to memorize the national hero ‘Qu Yuen’ (屈原) from Chinese’s ancient time. Qu Yuen was a poet and a faithful minister of the state of ‘Chu’, and he was in deep sadness when he realized that his state was in danger and had ‘made friends’ with an enemy state and no one listened to the truth; the state was full of greed, hatred and jealousy. He started to write poems to express his love for the state and the whole nation. However, the enemy finally attacked and he committed suicide by drowning himself in a river in deep depression. People respected this good man for his behaviour and they threw food into the river to feed the fish, so that fish wouldn’t eat his body.

Further Discussion - Boat Races from Different Countries 各國的船隻比賽

A. The Boat Racing in England  B. Vallam Kali Racing in Malayalam  C. Swan Boat Racing in Thailand

Goal: Students can see more events about boat races in different countries. Then they can compare the
culture differences again and self-awareness of ourselves.

**UNIT 2  “HEARING AID”, “LUCK on the GEE-Gees” “TEN POUNDS Up on the DEAL”**

**B-1 Get Ready | LUCKY NUMBERS 幸運號碼**
1. What are the ‘lucky’ and ‘unlucky’ numbers in Taiwan?
2. What can be the reasons?
3. Do you know any other lucky / unlucky numbers in other countries?

**Goal:** This is a readiness activity for letting students prepare their minds by collecting their personal opinions and sharing their own experiences for the coming topic (the text from the plot) later. Teachers should encourage students to express their own opinions to the questions as freely and comfortably as they can to better achieve their communicative purpose with their partners. Moreover, this task provides opportunities for learners to share and compare different culture belief regards to lucky numbers.

**Suggested responses:**

1. Lucky numbers: 2, 7, 8, 66 (In Taiwan, other countries in far east.)
   Unlucky numbers: 4, 13, 666 (4 in Taiwan and other countries in far east, 13, 666 in western countries)

   **Lucky number 2:** ‘2’ means ‘in pairs’, which has good meanings of good things that implies couple hood, two in one heart. Therefore, two can be considered a lucky number in Asian cultures.

   **Lucky number 6:** ‘6’ means things go smoothly. No exact reasons why Chinese people like 6. There are many good phrases come with the numbers 6. For example: 六六大順 (things go smoothly), 六畜興旺 (many domestic animals in your farm), etc., ‘6’ sounds comfortable in Chinese language.

   **Lucky number 7:** ‘7’ is a lucky number in many countries. According to Bible, God created the world in 7 days. ‘Seven’ is used a lot in different description in Bible, eg., ‘the length of festivals and the arrangement of the Sabbath.’

   **Lucky number 8:** In Chinese and Cantonese, the pronunciation of ‘8’ is similar to ‘be rich’ and ‘good luck’.

   **Lucky number 66:** Same with lucky number ‘6’. ‘66’ relative to a Chinese phrase called ‘六六大順’ means ‘ever thing goes smoother once you are 66 years old.’ It means even the person is elder, he is more experienced and blessed.

   **Unlucky number 4:** ‘4’ is a bad luck number in the far east. Due to its pronunciation in Chinese, Japanese and Korean. It is very similar to the word ‘death’. (Chinese= 四, Japanese =よん, Korean =사, all sound like ‘Death’ ‘Death’ in Chinese, Japanese and Korean= 死= (死) とは= 죽음) You don’t normally see the letter ‘4’ in elevators, hospitals, hotels and some other buildings.

   **Unlucky number 13:** You don’t see a lot of 13th floors in North America. Many people don’t really know why, however, some people think that 13 is related to religion again. In the painting of the last supper of Jesus Christ, from left to right, you see the 13th person is the person who betrayed Jesus, called Judas. Some people think that 13 is the number of full moons from a calendar year, they think the moon controls human’s emotion and people may get crazy easily on the day of 13th. (Believe it or not!) Friday the 13th is the most well-known date for ‘it originates from the massacre of the Knight’s Templar on that date in 1307.’

   **Unlucky number 666:** It’s good luck in Asian and Chinese cultures because it means wealth and riches; everything will be going smoothly. However, in western 666 is bad luck numbers because ‘666’ is ‘the number of the beast and is synonymous with Satan’

   *(Houston Chinatown and Asian Culture at your fingertips, 2008)*

**B-2 Think as you watch**

You are going to watch the other chapters from ‘Communication Problems’. When you watch, think of the following questions: Have you heard these places before?
**Goal:** This task facilitates students’ multi-dimensional development, eg, their inner speech, emotional feelings and senses as they respond to the plot in their minds. Also, it provides students with some information which they can focus on while they watch the plot.

1. **Torquay:** It is a town in Devon, England.

2. **Sydney Opera House:** in Australis, one of the most famous buildings in 20th century and a famous theatre for performing arts.

3. **Hanging Gardens of Babylon:** It is one of the ancient seven wonders, which were built by Nebuchadnezzar II around 600 BCE. Nebuchadnezzar II was a ruler of Babylon. He built the gardens for making his wife Amuhia happy from having homesick of her country. She was the daughter of the Median king.

4. **Herds of wildebeest sweeping majestically** - just means the wilds with animals.

5. **Krakatoa:** A volcanic island in the Sunda Strait. It was known for the eruption on August 26 to 27, 1883, which was one of the most violent volcanic events in our times. 36417 people was dead.

**B-3: After watching - Let’s talk!**

1. Work in pairs. Discuss these questions with your partner.
   a. Have you even met any owners with bad tempers before?
   b. If you are an owner, have you met any troublesome customers before?
   c. Why is Mr. Fawlty in a good mood?
   d. Why does Mr. Fawlty want Manuel to ‘know nothing’?

**Goal:** This is a development activity for encouraging learners to produce meaningful language output by oral expression and teamwork for achieving the same goal of the language production.

**B-4: Underline the chunks you know**

Can you underline useful language chunks or phrases you like as below?

*One example of the language chunks can be:* look after

*One example of the phrases can be:* How very nice to see you? Are you enjoying your…?

1. If you knew anything at all about running a hotel, this sort of thing wouldn’t happen!
2. Is this a piece of your brain?
3. Wait a moment. I saw Polly with money just now.
5. Polly, my wife would like a word with you about a slightly delicate matter.
6. I wondered if someone had handed it in. Mrs. Richards has lost some.

**Goal:** This is a language awareness activity for letting students think what language chunks and phrases they think are useful for them.
B-5 Think Deeply!

1. If the same scenario occurred in your city, how would local people react?

2. Which actor do you like the best? Why?

3. If Taiwanese TV company wanted to re-produce this TV series, what are the idea actors in your mind to replace these 4 main characters? Why?

Goal: This task allows them to think of their lives and make the connection from British artists to Taiwanese artists.

B-6 Think as you watch the picture.

Look at these pictures and discuss the following questions with your partner.

1. What are they doing?

2. What are they?

3. Where can you see them?

Goal: The things in these pictures can be seen everywhere, therefore, teachers can encourage students to express their own answers to the questions as freely and comfortably as they can in order to achieve their communicative purpose with their partners and also engage their emotional feelings. Work in pairs. Ask learners to look at these pictures and try to figure out what these pictures are about. Then, invite each pair to share their comments and their perceptions about these pictures.

Suggested responses to the questions: 不同的捐箱

Question 1: This is a picture of people (girls) trying to collect money from strangers on streets.

Questions 2:
- a. an AIDS’ ribbon
- b. a poppy
- c & d.: charity boxes
- e. a charity box for receipts. (They are common to be seen in Taiwan. Your shopping receipts can win you money if you have a lucky number.)

Questions 3:
You can see people wearing AIDS’ ribbons and poppies at certain times of year. Poppies can be seen in November. In order to commemorate the end of the world war I. Particularly it’s common in England and America. As to charity boxes, you can see them at shops, stores, pubs, temples, churches and streets. In Taiwan, you can see charity boxes for receipts everywhere, particularly in 7/11, temples, gas stations, etc.