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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Wine tasting** |

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| Instructor:  Kc (Kaychan) | Level:  Pre-Intermediate | Students:  Ten students | Length:  50 minutes |

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| Materials:  1. Photos  2. White board  3. Vocabulary worksheet  4. Fill-in-blank script  5. Computer with a projector connected to the Internet on line,  6. Video clip: “How to Taste Wine Like a Pro?” |

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| Aims:  1. To build up students’ spoken vocabulary  2. To develop listening ability with authentic presentation  3. To familiarize a popular American culture through wine tasting  4. To increase the word power by vocabulary worksheet  5. To help students reading skill by fill-in-blank script |

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| Language Skills:  1. Listening: a video clip about “How to Taste Wine Like a Pro?”  2. Speaking: pronouncing ten new words with worksheet  3. Reading: filling in blank script |

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| Language Systems:  1. Lexis: words presented in “How to Taste Wine Like a Pro?”  2. Phonology: pronouncing ten new vocabulary  3. Discourse: the script |

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| Assumptions:  1. Students know what the wine and tasting are.  2. Students are able to speak and read in English with some mistakes.  3. Students are interested in American culture. |

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| Anticipated Errors and Solutions:  1. Students may feel a bit difficult to complete the fill-in-the blank.  Consider the video replaying and listening chunk by chunk  2. Students may not have experienced wine tasting in their culture.  The teacher needs to explain what the culture would be and ask them to share the experience if anyone had the wine tasting.  3. Some students would feel difficult to read new words.  Help them and work on it together. |

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| References:  1. How to Taste Wine Like a Pro  https://www.youtube.com/watch?v=qYN1M9oc8-w  2. How To Taste Red Wine l Wine Spectator  How to Taste Wine Like a Pro https://www.youtube.com/watch?v=qYN1M9oc8-w |

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| **Lead-In** | | | |
| Materials: photos of wine and wine tasting | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Entire class | Expecting students to listen to what the teacher asks and answer to him/her | Hi guys? Good morning?  -Ss answer back to the teacher, “good thanks” or “Okay”.  Then the teacher says about the weather, what a lovely weather this week isn’t it?  -Ss make facial expressions, meaning that “yes, agree on that”.  Do you guys have any plan to go out this weekend for eating or refreshing?  -Ss answer~  So, the teacher explains briefly about a popular culture in America which is wine tasting.  Alright, today we are going to listen to a video presenting a way of tasting wines.  Let’s start to experience the wine tasting! |

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| **Pre-Activity** | | | |
| Materials: photos | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min  3min  5min  3min | Entire class  In pairs  In pairs  Entire class | Encourage to work with the teacher’s guide.  Talk each other and list up your ideas  Students practice with the new words  Responding the teacher’s instructions. | Procedure:  Eliciting: show two photos  (Showing them)  Some fields of psychology suggest items in our dreams represent things happening in our daily lives. Look at the symbols in 12 pictures. What do you think they represent?  Demonstration:  Look at the first picture. In our dream  Boxes can represent a Disappointment and secrecy.  Instruction:  Discuss with your mate for 7minutes. And then make your own ideas, and list up them and finally write them on the paper.  .  CCQ:  What have you discussed about?  Who is your mate to work with?  How many minutes do you have?  Instruction:  Everybody, listen up Please! This morning we’re going to listen to a “video clip: “How to Taste Wine Like a Pro?” It gives you a very practical way of experiencing a popular American culture. So, we learn ten new words. But no worries, guys! It’s going to be fun. We all can guess the meaning of the new words.  Please work with your friend on the words. You have 5 minutes.  CCQ:  How many minutes have you got?  Will you be going to match all words?  Monitor discreetly  Give time notice: 40 seconds left  Well done guys! Come on. Shall we check the answers all together?  -Check through the worksheet.  -Explain little about the meaning when needed. |

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| **Main Activity** | | | |
| Materials: Computer with a projector connected to the Internet on line, fill-in-blank-script, white board | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  13min  1min  6min | Entire  Class  Entire  Class  Individually  In pairs  Entire class | Listening  Listening and taking dictations.  Checking the answers | Procedure:  1.Listening carefully to the key idea  (not specific but general comprehension)  Instruction:  First, we are going to watch a YouTube Clip together. Listen to the presenter.  There is a variety of wine names or procedures of tasting wines. So, open not only your ears but also your eyes as well.  (Watching at the clip)  CCQ:  What does the presenter suggest?  What does it mean “fermenting”?  2.Listening to some details  Instruction:  Okay now, you’re going to fill in the blanks on the script. Listen to the presenter again. This time, everybody work alone please!  (handing out fill-in-blank-script)  Replay the clip so that students should write answers in the blanks as they listen to it.  Monitor discreetly  Do you want to listen again?  (YES -> replay or NO -> stop)  Trying chunk listening when needed.  Now check the answers with your friend.  Instruction:  How was it? Has everyone got the right answers in the blanks? Shall we check the right answers together?  (the teacher writes the answers on the board)  Replay the video clip for students to check the answers correctly. |

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| **Post Activity** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8 min | Entire class  Groups  Entire  Class | Encouraging students to discuss and share their own views. | Procedure:  1.Free production  Instruction:  Have you enjoyed the way of tasting wine? What do you think about the process of wine tasting? Is it fun or elegance?  How can we apply this wine tasting culure to our life?  Break into 2 groups and discuss on it.  I’ll give you 3 minutes.  CCQ:  Are you working in pairs?  What are you going to talk about?  Monitor enthusiastically and involve yourself within each group.  Let them share their views.  Take 2~3 volunteers if running out of time.  2. Close today’s lesson  Elicit today’s topic and words for students  Assignment :  Please enjoy watching the clip again and try to use what you’ve learned today in a party or occasions. Everybody, well done today! See you guys tomorrow! |