

《高中英语（上外版）》必修第二册 Unit 3 Food

课时：第 4 课时 课题：Introducing Dining in China to Foreign Students

课型：Moving Forward: Writing 设计者：上海市光明中学 王芳

一、教学设计与说明

1. 教学目标

本课为本单元的第 4 课时，核心目标为引导学生围绕“中国饮食文化”这一话题，按照主题顺序展开写作，选择恰当的衔接表达，完成一篇 70-90 词的语段，并借助标题、图像、版式等传递信息，表达意义。

2. 设计思路

基于教材与学情特点，本节写作课的设计主线为：教授策略——酝酿内容——充实内容——教授语言——当堂写作——同伴互助——润色支招。

课上，首先提供两个有着相同主题的语段，让学生判断优劣，通过对优秀语段的阅读，尝试总结概括出“按主题顺序”展开写作的写作策略：依据词语的上下文关系进行分类，形成副标题，然后按照副标题顺序呈现写作内容。

接着，“头脑风暴”。启发学生从之前 Reading A 所读到的一个美国人在法国所遭遇的饮食文化冲击，联想西方人在中国可能遇到何种文化冲击。然后，提供一份有关于《中国饮食文化》小册子上的目录，让学生将之前所想到的文化冲击的例子按《目录》上的主题进行归类。之后，再一次“头脑风暴”，运用之前所学的“按主题顺序”展开写作的写作策略，选择《目录》上的一个主题准备介绍。

接下来，为了引导学生进一步掌握充实写作内容的方法，以“座位安排”为例，进行图片归类：引导学生通过比较和对比的方式，辨别文化差异，进而理清思路，充实写作内容。这之后，学生自行运用这种方法对之前准备的介绍进行内容上的充实。

而语言技能的教授，则是通过给出示范文本，让学生从中找出表达“对比”关系的语言和“主题句”的句型，并且尝试罗列更多句型，体验主动学习的过程。在学生们对写作的内容和语言上都有了充分的准备，在阅读了写作要求和评价量表后，当堂写作初稿。

写完后，参照评价量表，开展组内互评，体验互助学习的乐趣。最后，让学生仔细观察之前的《目录》，自行找出制作小册子时的“润色妙招”，进而能在课后完成作业：登录推荐网站，搜集更多的相关信息，制作小册子，借助标题、图像、版式等传递信息，表达意义。

3. 重点难点

学生通过比较和对比的方式，辨别文化差异，进而理清思路，充实写作内容。

Teaching Plan

Teaching Objectives:

By the end of the lesson, the students are expected to:

1. get the hang of how to write in topical order;
2. introduce dining in China in topical order in 70-90 words;
3. use proper title, subtitles, images and format in writing to deliver information and express ideas.

Procedures:

I. Introducing the Writing Strategy (Strategy preparation)

*Teacher: Show two sample passages and guide students to judge which is better and learn how to write in topical order.

*Students: Read two sample passages, decide which is better and give reasons. Read Sample 1 to identify the topic and subtopics and learn how to write in topical order.

Purpose: To learn how to write in topical order.

Guided questions:

1. (Read two samples) Here are two samples on the same topic. Which one is better? Why?
2. (Read Sample 1) Can you identify the topic and subtopics? What are they? This is a sample of how to write in topical order. Can you identify its structure?

II. Brainstorming and Choosing a Topic (Topic and content preparation)

*Teacher: Guide students to brainstorm the food-related culture shock Westerners may experience in China. Show the Table of Contents, and lead them to classify the culture shock and brainstorm the ideas of relevant topics.

*Students: Brainstorm the food-related culture shock Westerners may experience in China. Read the Table of Contents, classify the culture shock and brainstorm the ideas of relevant topics.

Purpose: To brainstorm on the broad topic and narrow down to a smaller topic to write.

Guided questions:

1. In Reading A, we learned about the culture shock an American experienced in France. What food-related culture shock will Westerners experience in China?
2. Here's the Table of Contents in the brochure "Foods and Dining Customs". As we can see, there are eight topics listed. Which topic is the culture shock you

mentioned related to? How to introduce this topic to Westerners? What sub-topics can the topic be divided into? How to describe each sub-topic briefly? Can you provide possible explanations for the culture shock you mentioned?

III. Enriching the Content (Structure and content preparation)

*Teacher: Guide students to make cross-cultural comparison by showing them some images about seating and table arrangement. Lead students to add content to the previous introduction by making cross-cultural comparison.

*Students: Classify the images about seating into the bubbles and fill in the table. Make cross-cultural comparison to show culture shock and provide possible explanations so as to add content to the previous introduction.

Purpose: To develop the skill of logically organizing the content in writing through collaborative preparation.

Guided questions:

1. (Look at the images) Seating varies from region to region. Here are some pictures about seating. Some are practised both in China and the West but some are only practised either in China or in the West. Can you classify them in the bubbles?
2. (Look at the table) By making a comparison and contrast, we are clear about the culture shock in seating. Can you tell me what that is? Can you give us some possible explanations of these cultural differences?
3. Would you please make some cross-cultural comparison and add content to the previous introduction?

IV. Using Proper Cohesive Devices (Language preparation)

*Teacher: Show two sample passages to highlight some useful expressions for contrasting and some sentence patterns for illustrating topics. Get students to add more to the list.

*Students: Read two sample passages to identify some useful expressions for contrasting and some sentence patterns for illustrating topics. List more.

Purpose: To learn some useful cohesive devices to be used in the upcoming writing task.

Guided questions:

1. (Read the sample) As for the language, I'd like to remind you that since we make a comparison to categorize the differences, it's advisable to use some expressions for contrasting. Read the passage and look for such expressions. What are they? Can you list more?

2. (Read the sample) To start you writing you need to illustrate the topic in a sentence or two. Read the passage for some useful sentence patterns. Can you list more?

V. Drafting and Doing Peer Check (1st writing and revising)

*Teacher: Show the writing task and the checklist. Ask students to do peer check after writing.

*Students: Draft after reading the requirements of the writing task and the checklist. Do peer check with reference to the checklist after writing.

Purpose: To write on the topic and to improve one's writing by following peer models and gaining from peer feedback.

Guided questions:

1. The brochure “Foods and Dining Customs” aims to help foreign students know more about dining in China. Would you please choose one topic to write according to the requirements? Use the checklist before and after writing.
2. Would you please share your draft in your groups and give your comments and suggestions with reference to the checklist?

VI. Polishing

*Teacher: Lead students to learn about the function of titles, subtitles, images and format in writing.

*Students: Read the Table of Contents to learn about the function of titles, subtitles, images and format in writing.

Purpose: To learn about delivering information and expressing ideas in writing by using proper titles, subtitles, images and format.

Guided questions:

1. In the Table of Contents, which element catches your eyes most? What does it indicate? What information do you get from the format? What's the function of titles and subtitles?
2. What do we need to make a brochure eye-catching and informative?

VII. Assignments

1. Search for more relevant information online.
2. Individual task: to revise or rewrite the draft based on peer suggestions.
3. Group task: to collect students' articles and arrange them in the form of a brochure by using proper titles, subtitles, icons, images, charts and format.

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