

《高中英语（上外版）》必修第一册 Unit 3 Food

课时：第 2 课时 课题：Vocabulary Focus

课型：Reading (Vocabulary) 设计者：上海市光明中学 姚静渝

一、教学设计与说明

1. 教学目标

本课为本单元的第 2 课时，核心目标为引导学生依据语篇建构相关话题词汇语义网、运用词汇表达意义，和培养学生根据词汇语义识别和使用上、下义词。

2. 设计思路

本课教学内容主要是单元词汇知识。课堂的第一环节是小游戏“快速应答”，老师就课文内容提问，学生用课文单词和词组来回答，第二环节是学生完成 Key Vocabulary 练习。这一练习的语篇主题是一位外国交换生在上海经历的饮食“文化冲击”。学生使用第一环节中复习的单词和词组来完成，老师再对重点单词和词组作讲解。在学生课后复述课文美国学生 Hannah 在法国经历的“文化冲击”时，要求尽可能多地使用课上学习的单词和词组。

本课词汇部分的另一个知识点是上下义词汇，学生先了解教材中对于上下义词的定义和解释，并通过 utensils 一词及其下义词的介绍对词汇的上下义关系有一个初步认识；再完成课本练习，尝试理解和使用上下义词汇，回家作业内容之一例举出“to cook”，“flavourings”和“taste”的下义词，通过作业巩固强化课堂知识，在下节课和同学分享。

3. 重点难点

本课的重点是学习在语境中使用课文中的目标词汇；难点在描述作者情感的时候，学生可能在区别现在分词与过去分词时有困难。解决方法是：鼓励学生用完整的句子回答问题，在句子主语清晰的情况下，学生就容易区分对人和对物不同的描述。老师可以设计句型：She felt ... because she ... / She ...so she ... 同时这个方法为第三课时语法学习做好准备。

Lesson Plan

Teaching Objectives:

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

1. learn the target words and expressions in the process of textual interaction;
2. use the target words and expressions in different contexts at different comprehension levels;
3. To understand and use hyponyms in context.

Procedures:

I. Quick response

*Teacher: Ask students to answer the questions concerning the content of the text.

*Students: Answer the questions by using the key words and expressions in the text.

Purpose: To review the key words and expressions used in the text.

Guided questions:

Let's play a game of quick response. I'll ask you some questions about the text and we'll see who remember the most content of the text.

- (1) What is an International Programs Office? (facility)
- (2) Before leaving for France, what did Hannah learn from the International Programs Office? (strategy)
- (3) What do students have to deal with when they are in a new country? (ups and downs)
- (4) What did people in the International Programs Office show Hannah? (illustrate)
- (5) Among all the French traditions, what do French people pay particular attention to? (focus on)
- (6) Where do French people usually put their wrists when they are eating? (tend to)
- (7) When Hannah was in France, whom did she stay with? (host)
- (8) Did Hannah meet with anything difficult when she was in France? (run into)
- (9) What did Hannah see at the French dinner party? (a variety of)
- (10) How did Hannah feel when she heard the host call out "Everyone, get under the table"? (take ... by surprise)

II. Key Vocabulary exercise

*Teacher: Ask students to complete the passage by using the key words and expressions.

*Students: Complete the passage by using the key words and expressions.

Purpose: To help students to use the key words and expressions in context.

Guided questions:

1. Can you fill in the blanks with the appropriate forms of the given words and expressions to complete the passage?

facility	focus on	a variety of	illustrate	ups and downs
host	tend to	run into	strategy	take...by surprise

When I was in Shanghai, I lived with a Chinese host family. Before leaving for China, I had learned (1)_____ from the International Programs Office, a (2)_____ which helps prepare students to deal with various kinds of (3)_____ in a foreign culture. However, I still experienced culture shock during my stay. I had learned that many Chinese traditions (4)_____ food but my first meal with the family completely (5)_____ me _____. In the middle of the table were dishes of (6)_____ foods and small bowls of rice for each member of the family. My (7)_____ mother took charge and placed food into my bowl, and I happily ate whatever was served. I was taught that finishing your plate was to show your host how much you enjoyed the meal, but my host mother (8) _____ refill my bowl every time it was empty. It seemed a bit odd to me. I later learned that finishing your bowl in China is a signal to the host that you would like more food. So leaving some food in the bowl to show you are quite full is also acceptable. My experience may (9)_____ the type of problem many exchange students are likely to (10)_____ when they first experience a foreign culture. My advice would be: keep an open mind, show respect and try to understand; you'll gain valuable experience.

2. There are some words and expressions that you need to pay special attention to.

- (1) "Host" can be used both as a noun and a verb. Please tell the part of speech of each "host" in the following sentences.

The world witnessed China successfully host the 29th Olympic Games in 2008.

A TV host is interviewing a pop star about his new album.

- (2) "A variety of" means different sorts of the same thing. "Variety" is a noun and it comes from the verb "vary", which means "to change or be different". And the adjective form of "vary" is "various". Rewrite the sentences with "a variety of", "vary" and "various".

The city library provides readers with all kinds of books. The topics change from political events to love stories. These books are written by different writers at home and abroad.

The city library provides readers with a variety of books. The topics vary from political events to love stories. These books are written by various readers at home and abroad.

- (3) "tend to do sth." means to be likely to do sth. "tend to do sth." is often used in an active voice. Translate the following sentences into English.

我累了就容易出错。

When I'm tired, I tend to make mistakes.

人们往往认为这个问题不会影响到他们。

People tend to think that the problem will not affect them.

III. Word Meaning: Hyponyms

*Teacher: Ask students to read the introduction of “hyponyms” and explain it with some examples.

*Students: Read the introduction of hyponyms and practise some examples of hyponyms

Purpose: To help students to understand and use hyponyms in the context

Guided questions:

1. Read the introduction of the relationship between “utensils” and “knives” to understand “hyponyms” through the given examples.

2. Read the passage. Find the hyponyms of “food” and group them under an umbrella.

The Song dynasty was a time of plenty in China. There were “Seven necessities” that people had to have every day: firewood, rice, oil, salt, soybean sauce, vinegar and tea. As trade increased, the food explosion was evident in large cities like Kaifeng and Hangzhou. This was apparent in the separate markets for different food productions in different parts of the city: markets for grains, for vegetables and for fruits. There were markets for seventeen kinds of beans, as well as fresh fish and preserved pork and others for meats besides pork like beef, horse meat, poultry and rabbit. In the butcher shop, five butchers at a time were lined up at tables, cutting, slicing and pounding cuts of meat to order.

3. Complete each of the sentences with a hyponym or an umbrella word.

(1) The Indians cook with lots of spices, including ginger, chili pepper, black pepper, etc.

(2) The British have a weakness for sweet food. They have cakes / pies / ice cream, chocolates and sweets. Can you imagine a pudding made mostly with bread and butter? It exists in British cooking -- “Bread and Butter Pudding.” It’s great!

(3) A Chinese dinner is a marathon of food. Usually it starts with some cold dishes, and then moves into a wide variety of courses. Of course, there are always some staple foods around -- rice, dumplings or noodles.

IV. Assignments

1. Retell the text and try to use the key words and expressions as many as possible.

Reference answer:

As she stepped in, she saw multiple courses, a variety of cheeses, bottles of

champagne, and slices of fresh bread. She felt a little excited because she could attend a French party she had imagined. However, at the end of the meal, the host called out, “Everyone, get under the table!” It **took her by surprise!** The children came running into the dining room and hid under the table, which causes her much **confusion**. She had thought she was lucky not to have run into things too difficult to manage. This was **frustrating** and **overwhelming!** Seeing her **confused** and **frustrated**, the host explained the “king cake” tradition to her, which was very interesting. She was soon excited again because she learned something new. Anyway, it is common to experience **ups and downs** when in a foreign country.

2. List the hyponyms for the umbrella word “to cook”, “flavourings” and “to cook” and share them in the next period.

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