

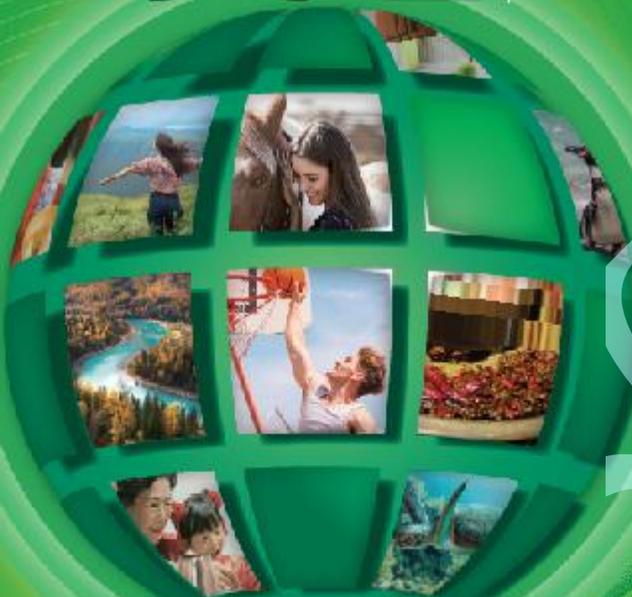


普通高中教科书

ENGLISH

英语

必修
第二册



上海外语教育出版社

《高中英语》（上外版）

必修
第二册

上海市英语教育教研基地
上海外语教育出版社

Unit 3 Food

Period 1 Getting Started & Reading A

Period 2 Reading A & Vocabulary Focus

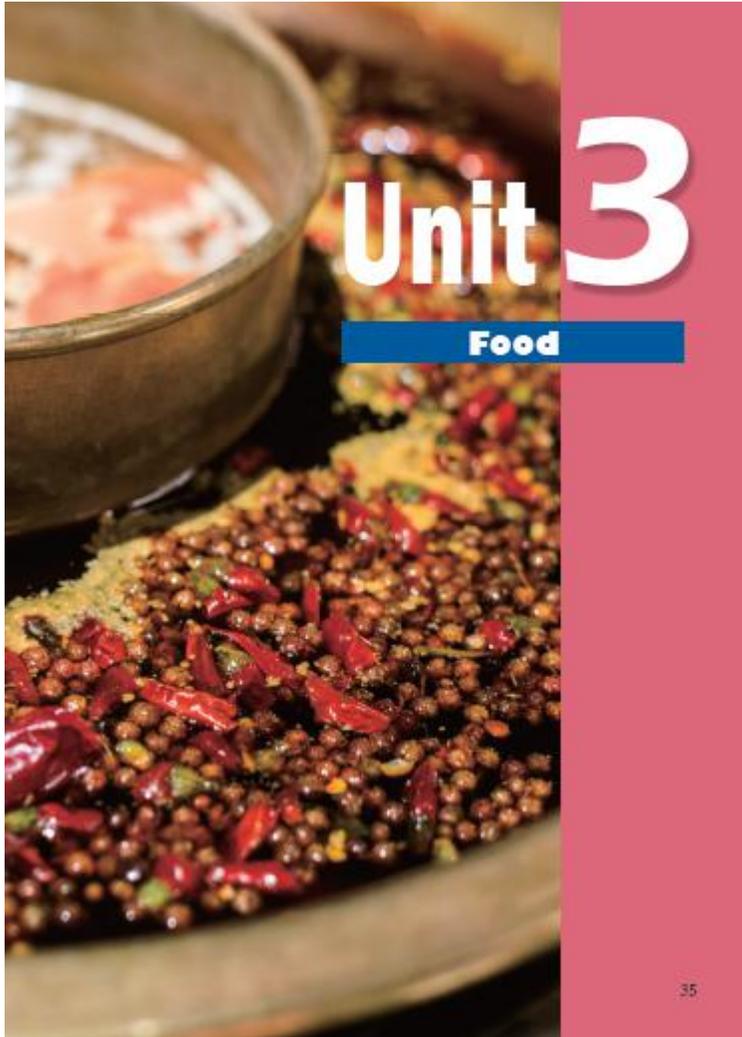
Period 3 Grammar in Use

Period 4 Moving Forward: Writing

Period 5 Listening & Moving Forward:
Speaking (Further Exploration)

Period 6 Viewing & Reading B

Period 7 Reading B & Critical Thinking



Period 5 Listening & Moving Forward: Speaking (Further Exploration)

——潘宏燕
上海市光明中学

Unit Organisation

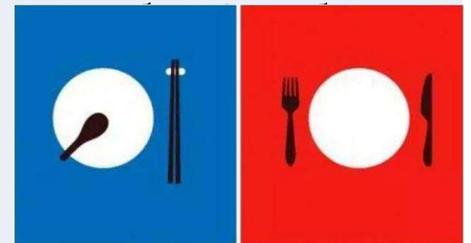
| Period No. | Objectives | Activities |
|------------|--|--|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | <ol style="list-style-type: none">1. To learn about some dining customs in different countries;2. To develop note-taking skills while listening;3. To learn to use hands effectively while presenting;4. To be able to talk about cultural differences foreigners might notice about eating and drinking in China;5. To deepen the understanding of the role food and dining customs play in cross-cultural communication. | <ol style="list-style-type: none">1. Listening2. Guessing game3. Role play: interview4. Group discussion5. Group presentation and evaluation |
| 6 | | |
| 7 | | |

1. Listening: Dining Customs Around the World



Listen and complete the table with the information you hear.

| No. | Place | Dining Custom |
|-----|---|---|
| 1 | (1) Southern China _____ Japan _____ | Don't (2) <u>flip over</u> fish. <u>tips</u> |
| 2 | (3) _____ | No (4) <u>leave</u> for waiters. |
| 3 | China and Japan India, parts of the | Don't (5) <u>standing upright</u> your chopsticks (6) _____ in your rice bowl. |
| 4 | (7) Middle East and Africa Italy | Use your (8) <u>right</u> hand to <u>before noon</u> |



1. Listening: Dining Customs Around the World



Why are these customs observed in these places? Listen again and find out.

| No. | Reason |
|-----|---|
| 1 | It (Flipping over a whole fish) is considered to bring bad luck. |
| 2 | A big tip is insulting. Service fee is included in the price. |
| 3 | Leaving your chopsticks standing upright in your rice bowl is often associated with funerals. |
| 4 | The left hand is used for bathroom functions and considered unclean. |
| 5 | Some Italians think drinking Cappuccinos too late may upset the stomach. |

Before Class: Further Exploration

1. Exploring & Sharing

Find a country or culture whose food traditions you are interested in and search for relevant information from reliable sources (such as books, magazines, official websites, etc.). Categorise the information and work out possible explanations for each food tradition.

Then share your findings with your group members.

2. Oral Preparation

Prepare a brief oral introduction. In class, you will be asked to introduce that country's dining customs without mentioning its name.

You can refer to the outline for your preparation.

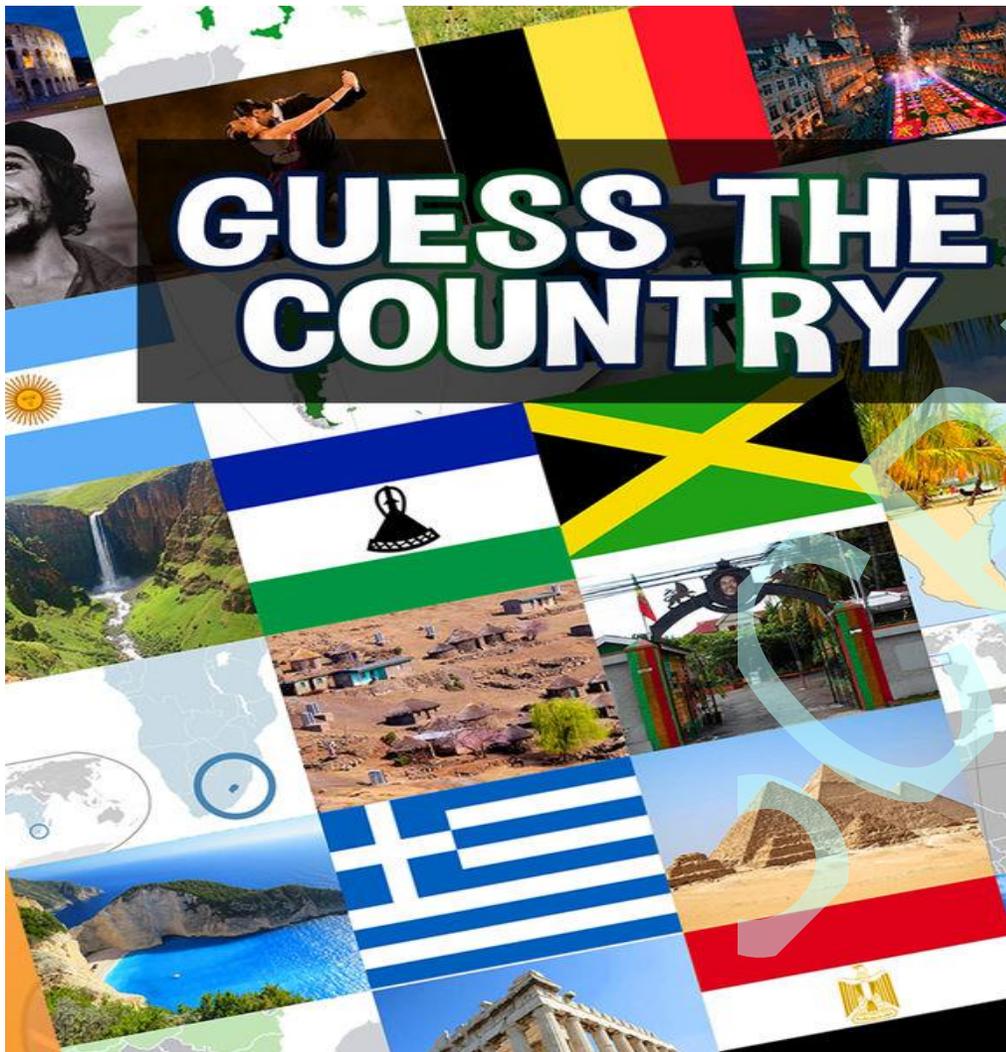


Outline

Foods and Dining Customs in ...

- **Traditional foods**
 - Family meals
 - Festival favorites
- **Dining Customs**
 - Eating utensils
 - Table manners
 - Other customs

2. Guessing Game



One student will be asked to describe a particular country's dining customs without mentioning its name.

Other students listen and guess which country it is. The listeners can ask the speaker questions to find out more clues.

- **Traditional foods**
 - Family meals
 - Festival favorites
- **Dining Customs**
 - Eating utensils
 - Table manners
 - Other customs

3. Role-Play: Interview

Some students will act as **foreign visitors** and some as **journalists**. The rest of students will be the **audience**.

The journalists will have an interview with the foreign visitors. They will ask the visitors about the **typical food and dining customs in their countries** and the **culture shock** they have encountered in China.

The journalists will also give foreigners **suggestions about dealing with culture shock in China**.



1. Did the culture shock described in the interview match the foreign visitors' identity?

2. What phrases or sentence structures were used to give suggestions?

(It is suggested that ... / It is advisable to ... / You had better ... / It is better to ...)

3. Did the interviewers or interviewees use body languages such as eye contact, facial expressions and hand gestures? How can we use hand gestures effectively while speaking?

(Hand gestures can act as a second language. You can use open hands and palms up for a positive effect. Make sure your gestures are natural and avoid pointing directly at someone.)

4. Group Discussion

A group of foreign students from a partner school of ours are invited to visit our school next semester. The Students' Union is preparing to make some short videos to help them deal with possible culture shock in China.

Our class is invited to make some short videos about “**Foods and Dining Customs.**”

Now each group will discuss and select one topic for your video from the Table of Contents.



5. Group Presentation and Evaluation

What cultural differences might foreign students notice about eating and drinking in China?

Work in groups, discuss and then present your ideas to the whole class.

Guidelines

| Your presentation should include: | Useful expressions |
|--|---|
| 1. general information about your chosen topic, such as <i>Typical Chinese Dishes, Seating, Eating utensils, Table manners, etc.</i> | |
| 2. examples of possible culture shock foreign students may experience in China. | <i>for example / for instance / take sth. as an example / a case in point</i> |
| 3. cross-cultural comparisons and reasons behind the food cultural differences. | <i>Compared with... / In comparison with... / ... than ... / ... while ... / The reason why ... is that ... / ... because ... / ... for the reason that ...</i> |
| 4. suggestions about dealing with food-related culture shock in China. | <i>It is suggested that ... / You had better ... / It is better to ...</i> |



Speaking Strategy:

Using hands effectively while presenting

Hand gestures can act as a second language.

- Use open hands and palms up for a positive effect.
- Make sure your gestures are natural and avoid pointing directly at someone.

5. Group Presentation and Evaluation

| Criteria | Achieved | Not achieved |
|--|----------|--------------|
| Clear general information | | |
| Proper examples | | |
| Logic comparisons and reasons | | |
| Practical suggestions | | |
| Using hands effectively while presenting | | |

Checklist

Assignments



Group Work:

- Polish your group presentation with the help of the checklist.
- Make a short video based on your group's presentation to help international exchange students deal with food-related culture shock in China.

The name of the video

Dining in China: Culture Shock

Thank you!

