

《高中英语（上外版）》必修第一册 Unit 3 Food

课时：第 6 课时

课题：What Food Tells Us About Culture

课型：Reading

设计者：上海市光明中学 金丹

一、教学设计与说明

1. 教学目标

本课为本单元的第 6 课时，核心目标为引导学生掌握按主题顺序展开的说明文的文体特征，从语篇中提取主旨句、主题句和总结，厘清说明文结构框架，并阅读理解文章传递的主要信息，即食物与文化之间的紧密联系。

2. 设计思路

读前活动，以文章标题为依据，通过对文本内容的预测，激发学生的学习欲望，引起学生对话题的兴趣。随后学生带着问题“食物传递了哪些文化信息”观看教材视听板块的视频，通过视频初步了解食物和文化的内在联系。接着，学生根据七个设问浏览文章，寻找答案。通过回答问题，学生厘清文章体裁、展开顺序、文体特征，把握主旨句、主题句和总结的位置和作用，概括每个段落的主旨大意，理解文章传递的主要信息。随后，学生扫读文本，寻找细节，加深对文本内容的理解。在解决问题的过程中，学生在语境中学习生词，扫除阅读障碍，并理解文章中的难句。最后，通过填写纵横字谜游戏，学生进一步复习和巩固本课基本词汇。文章通过作者自身例子论证食物和个人的联系，本节课作业学生需课后思考自身和食物有哪些联系，并用例子论证，在下节课进行分享。

3. 重点难点

概括每个段落的主旨大意；认识到主题句在段落中的位置和作用。

Lesson Plan

Teaching Objectives:

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

1. analyse the text structure of an expository essay, find its topic sentences and supporting details, and work out its main idea;
2. grasp the main idea of a video clip of an open course with the help of the visuals and examples;
3. raise the awareness of the connection between food and culture and show understanding and tolerance towards different cultures.

Procedures:

I. Warm-up

*Teacher: Raise questions and play the video clip.

*Students: Predict what the text is about based on the title and the content of the video clip.

Purpose: To draw students' attention to the relation between food and culture and to prepare the students to the reading tasks.

Guided questions:

1. What is the text about?
2. What food will tell us about culture?
 - a) How will they tell us about culture?
 - b) What culture will they tell us about?

II. 1st Reading: Learning about the main idea and structure of the text

*Teacher: Get students to learn about the structure of the text.

*Students: Skim the text and answer guided questions.

Purpose: To analyze the structure of the text by following the thesis statement, topic sentences and conclusion.

Guided questions:

1. What's the genre of this text?
2. What's the main idea of the text?
3. How many parts can this text be divided into?
4. What's the structure of the text?
5. What's the thesis statement of the text?
6. What is the main idea of each paragraph?
7. Are there any topic sentences in the text?

III. 2nd Reading: Reading for details

*Teacher: Get students to scan the text, read for details and explain new words and difficult sentences in the context.

*Students: Read for details and have a better understanding of new words and difficult sentences in the context.

Purpose: To practice reading skills, learn new words in the context and understand difficult sentences.

Guided questions:

1. What does the “soup” (Para. 2) mean for the author?
2. Why do immigrants cook traditional food?
3. What kind of attitude does the author advocate in the last paragraph?

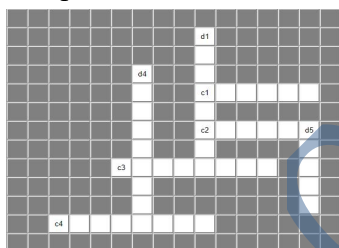
IV. Language Study: Words and meanings

*Teacher: Guide students to match words with the given English explanations.

*Students: Do the word quiz and learn the new words and expressions.

Purpose: To learn new words.

Guided questions:



- C1** v. to find out information about sth.
- C2** v. to reach, enter or use sth.
- C3** v. to keep sb./sth. alive, or safe from harm of danger
- C4** n. the characteristics, feelings or beliefs that distinguish people from others
- D1** n. the history, traditions and qualities that a country or society has had for many years and that are considered an important part of its character
- D4** n. a person who has come to live permanently in a country that is not their own
- D5** n. the size or extent of sth., especially when compared with sth.

V. Assignments

1. The video clip illustrates the connection between food and culture with examples. Watch the video clip and write down the examples the speaker uses to illustrate her points. Add examples from your experiences to illustrate these points. (Exercise III on Page 43)
2. Review the new words.
3. Listen to the tape and read the text twice.