

## 《高中英语（上外版）》必修第一册 Unit 3 Food

课时：第 7 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 7 课时，核心目标为引导学生通过说明文阅读理解食物与文化之间的紧密联系，识别语篇中例子和观点间的关系，能分门别类归纳单元主题信息，并能归纳出语篇中隐含的中美饮食文化特征及其根源，形成尊重和包容不同文化的意识。

#### 2. 设计思路

在课堂教学中，教师首先根据前一节课的回家作业设计了一个学习检验环节：要求学生在观看课文配套视频的基础上，分享自己和食物的个人联系，并用例子进一步解释说明。教师借此在了解学生学习掌握程度的同时，承接、呼应了前一节课的教学内容，并为本节课即将开展的文本精读作了过渡和衔接。

之后，教师带领学生阅读文本第二段落，学生提取作者在个人层面上所阐释的食物和文化之间的关联，并分析作者是如何通过例证展开论述的。紧接着，学生阅读文本第三段落，提取在更广的层面上食物和文化之间的联系。在第四和第五段落，学生分别提取作者对中国食物和中国文化以及美国食物和美国文化的看法。针对作者提出的中国饮食的特点和中国文化之间的联系，学生陈述自己是否认同，并进一步思考是否还存在着其他的联系。在整个文本阅读环节，教师带领学生层层递进，分析作者在每个段落中是如何论证观点的，并归纳方法，这一过程旨在培养学生在说明文写作中有效运用例子论证观点的意识。通过完成表格，学生不仅得到了阅读技能的训练，而且对文本内容的理解也立体化了。

在本节课的第三环节中，学生通过头脑风暴的形式，思考食物的风味、材料、做法等内容在文化上的体现，从多方面发散思维并通过举例来论证自己的观点。随后，在教师的引领下，学生对本单元学到的和食物相关的信息进行回顾、分类。

在作业环节，学生依托语篇，总结中国饮食文化特点并对比外国饮食文化，继续拓展 Critical Thinking 板块第一题的图表，这一设计旨在加深学生对中西饮食文化的了解，培养学生包容并蓄的文化意识。第二项作业是学生根据课堂所学，设计一个关于中国饮食与文化的博客页面。这项作业的目的是帮助学生内化吸收与主题相关的知识和内容，培养学生的语言输出能力。同时，这项作业也与语篇 A 首尾呼应，巧妙衔接。

#### 3. 重点难点

学生对文本例子的提炼和总结；学生整合文本信息并通过语言形式输出。

## Lesson Plan

### Teaching Objectives:

By the end of the lesson, the students will be able to:

1. recognize examples and illustrate opinions with examples;
2. sort out information and put ideas about food and culture into different categories;
3. raise cross-cultural awareness in the context of globalization.

### Procedures:

#### I. Warm-up

\*Teacher: Call on some students to introduce the food special for them and share their personal connection to it.

\*Students: Reflect on their own experiences with food and share the personal connection to food with examples.

*Purpose: To check the learning progress of the students and prepare for the close reading of the text.*

Guided question:

One of the assignments for the last period is to write down the examples in the video clip and add examples from your own experiences to illustrate the points. Are you ready to share your experiences?

#### II. Close Reading

\*Teacher: Get students to read paragraphs 2-5 of Reading B, summarize the author's opinions and identify the examples the author uses.

\*Students: Read and summarize the author's opinion and examples.

*Purpose: To identify the author's views and examples he uses to illustrate his ideas.*

Guided questions:

1. What's the author's opinion towards food-culture connection on an individual level? What example does he use to illustrate his personal connection to food?
2. What's the author's opinion towards food-culture connection on a larger scale? What examples does he use to support his opinion?
3. What kind of connection does the author find between food and culture on the national level? What examples does he use to support his opinion?
4. What does the author say about Chinese cuisine and Chinese culture? Do you agree with him? Why or why not?
5. How does American cuisine reflect American culture according to the text? Could you give some examples?

### III. Critical Thinking

\*Teacher: Ask the students to brainstorm how the flavor, look, ingredients and cooking style of food can reflect the culture of a country.

\*Students: Brainstorm how the flavor, look, ingredients and cooking style of food can reflect the culture of a country.

*Purpose: To check students' existing knowledge about food and culture.*

Guided questions:

1. How does the Japanese food look?
2. How is the Japanese food prepared?
3. What aspect of the Japanese culture is reflected in the preparation of food?

\*Teacher: Guide students to review what is learned in this unit and categorize information in a diagram.

\*Students: Reflect on what is learned about food and culture in this unit, and put the information into different categories in the diagram.

*Purpose: To train students' ability to process and categorize information.*

Guided questions:

1. On page 47, there is a diagram in the Critical Thinking section. Reflect on what you have learned about food and culture in this unit and put the information into different categories in the diagram.
2. Can you classify the information into different categories?
3. What aspect of food in this unit is not included in this diagram?
4. Do you find any difference(s) between the information in the diagram and your existing knowledge or experience of Chinese food and culture? Refer to some reliable resources and try to explain the differences if there are any.

### IV. Assignments

1. Study and categorize China's food culture and compare China's food culture with that of a foreign culture. (Add more columns in the diagram in Critical Thinking.)
2. Refer to the blog design of Reading A and design a blog page with at least 4 columns introducing Chinese food and culture.