

《新未来大学英语 综合教程 1》

U3 A matter of taste 教案

一、单元教学概况

教学目标、内容与课时分配、思政特色、教学模式、评价理念与方式

(一) 教学目标

任务目标:

- To write and explain the recipe for a dish from your hometown (Episode 1)
- To write a description of a dish from your hometown (Episode 2)
- To make a presentation about a dish from your hometown (Project)
- To write an essay explaining mealtime culture in China (Text A)

语言目标:

- To give step-by-step instruction (Episode 2)
- To summarize the main idea of a paragraph (Text A)
- To expand vocabulary about food

高阶能力目标:

- To make an evaluation by setting criteria (Episode 1)
- To introduce cultural items (Episode 2)
- To make text-to-self connections (Text A)

(二) 教学内容与课时分配

- 1-2 课时: Warming up, Episode 1
- 3-4 课时: Episode 2, Text A 导入
- 5-6 课时: Text A

- 7-8 课时: Project & Intercultural writing 学生成果展示与教师反馈

(三) 思政特色

Section 1:

- 带领学生学习如何制作与介绍家乡菜肴菜谱, 培养其解决实际问题的能力;
- 引导学生思考家乡菜肴背后的故事, 加深对家乡风土人情的了解, 增强民族自豪感;
- 帮助学生练习介绍家乡菜肴及其文化内涵, 增强文化自信并培养讲好中国故事的能力。

Section 2:

- 带领学生思考饮食文化的共性和差异, 以及分析饮食对身心健康、社会关系的影响;
- 引导学生反思饮食和人生的联系, 以及饮食对于人生的意义, 帮助学生树立积极的人生态度, 养成健康的生活习惯;
- 帮助学生理解日常行为背后的文化价值观, 联系个人经历、地域文化、大学生活, 进一步思考如何培养、维护亲情和友情;

通过对肉类生产涉及的环境问题的讨论, 使学生改变肉类消费观念, 关注地球未来发展。

(四) 教学模式、评价理念与方式

● 教学模式: 基于 U 校园的混合式教学模式

本课程倡导课堂教学与在线自主学习结合的混合式教学模式。教师可结合教材, 并利用“U 校园智慧教学云平台”提供的数字课程、教学管理、互动讨论等内容与功能, 实现课堂内外融合和线上线下贯通。

● 评价理念与方式: 形成性评价

教师引导学生利用课本 Self-reflection 板块进行自评, 并依据教学目标对学生的课堂表现和任务成果进行评价。

二、第 1-2 课时教学

教学目标、教学重难点、教学理念与方法				
(一) 教学目标:				
1. To write and explain the recipe for a dish from your hometown 2. To make an evaluation by setting criteria				
(二) 教学重难点:				
Key points: Writing and explain the recipe for a dish from your hometown; Making an evaluation by setting criteria Difficult points: Write and explain the recipe for a dish from your hometown; Making an evaluation by setting criteria				
(三) 教学理念与方法:				
体验式学习: 利用情景剧的方式展开教学, 通过制作家乡菜菜谱并进行讲解的真实交际场景, 提高学生运用语言和思辨性思维解决问题的能力。				
交际型教学法: 基于对情景剧人物对话的分析和讨论, 在课堂上设置问题并进行小组对话练习, 通过生生互动和师生互动提高学生学习的主动性, 从而习得相应的会话技巧。				
项目式学习法: 教师围绕单元主题, 创建制作家乡菜菜谱的任务, 通过对任务进行分解, 指导学生通过小组讨论与分享, 在过程中培养学生自主学习及团队协作等能力。				

教学过程				
T for teacher; Ss for students; TB for Teacher's Book; OTY for Over to you task				
教学阶段 (时长)	教师活动	学生活动	设置意图	教学评价
Pre-class	Ask Ss to preview the new words and expressions of Episode 1 via Unipus before class, and take the online quiz.	Preview new words and expressions of Episode 1 via Unipus, and take the online quiz.	预习 Episode 1 生词, 使学生熟悉内容, 扫清词汇障碍。	通过在线测试了解学生对于生词的预习情况。
While-class (Period 1: 45 mins)	Step 1: Warming up (10 mins) Ask Ss to read the quotes on P65 and have a discussion in groups.	Step 1: Warming up Work in groups to read the quotes on P65 and have a discussion about them.	1) 通过小组讨论分享, 进行主题预热。 2) 通过介绍剧情线和	1) 教师以开放式问题引领学生对课前预习内容进行复习, 并对学生的回

	<p>Step 2: Introducing the plotline (5 mins)</p> <p>1) Introduce to Ss the plotline of Section 1, two OTY tasks and the project they are going to do by using the plotline and Road map on P66.</p> <p>2) Introduce the plotline of the audio in Episode 1 on P67.</p> <p>Step 3: Episode 1 Audio (30 mins)</p> <p>1) Ask Ss to listen to the conversation for the first time and complete Ex 1 on P67 to have a thorough understanding. Explain the culture note “Potluck party” if necessary.</p> <p>2) Let Ss listen to the conversation again and complete Ex 2 on P68. Ask Ss to work in pairs to discuss the function of the expressions they’ve filled in.</p> <p>3) Guide Ss to discuss questions in Ex 3 on P68 in pairs and then pick 2 pairs to share their ideas in class.</p>	<p>Step 2: Getting to know the plotline</p> <p>1) Read the plotline of Section 1 and Road map on P66.</p> <p>2) Read the plotline of audio in Episode 1 on P67.</p> <p>Step 3: Episode 1 Audio</p> <p>1) Listen to the conversation and finish Ex 1 on P67.</p> <p>2) Listen to the conversation again to finish Ex 2 on P67. And work in pairs to discuss the function of the expressions two characters used.</p> <p>3) Discuss questions in Ex 3 on P68 in pairs and 2 pairs share their ideas in class.</p>	<p>路线图建立情境感，帮助学生整体了解 Section 1 的剧情逻辑、学习内容和任务，并引出第一段输入材料。</p> <p>3) 通过完成理解性练习，让学生充分了解剧情，并学习沟通技巧，有效衔接后续输出任务，提升其听说能力。</p>	<p>答进行评价。</p> <p>2) 教师通过练习考察学生的掌握情况，并对重点内容进行讲解。</p> <p>3) 教师对学生的观点进行评价，并举例进行示范。</p>
While-class (Period 2: 45 mins)	<p>Step 1: Introducing the plotline of Episode 1 Text (5 mins)</p> <p>Introduce the plotline of the text in Episode 1 on P68.</p> <p>Step 2: Episode 1 Text (30 mins)</p> <p>1) Ask Ss to read the recipe P68-69 of Kung Pao Chicken and match the cooking terms in Ex 4 on P70.</p> <p>2) Ask Ss to read the recipe again to finish Ex 5</p>	<p>Step 1: Getting to know the plotline of Episode 1 Text</p> <p>Read the plotline of the text in Episode 1 on P68.</p> <p>Step 2: Episode 1 Text</p> <p>1) Read the recipe on P68-69 and complete Ex4 on P70.</p> <p>2) Read the recipe again to finish Ex 5 on P70 and retell the recipe instructions in pairs.</p>	<p>1) 引入场景，通过介绍剧情线使学生了解剧情发展与输入素材。</p> <p>2) 结合文本内容完成练习，掌握有关烹饪菜肴基本操作步骤的表达，帮助学生进一步理解文本。</p>	<p>1) 通过练习完成情况和课堂讨论效果考查学生对于文本内容的理解，并利用练习引导学生进行思考和归纳。</p> <p>2) 通过提问、布置任务等方式引导学</p>

	<p>on P70 and work in pairs to retell the recipe instructions by key words. Then use the Genre analysis in TB to introduce the features of an online recipe.</p> <p>3) Guide Ss to read the Critical thinking skill on P71 to learn how to make an evaluation by setting criteria.</p> <p>4) Ask Ss to think of whether the recipe of KungPao Chicken is complete and clear. Then divide Ss into different pairs and ask them to complete the table in Ex 6 on P71 referring to the critical thinking skill, and add more criteria of their own if there is any.</p> <p>Step 3: OTY 1 (10 mins)</p> <p>1) Introduce the plotline of OTY 1 on P72. Then ask Ss to read Tom's sample to find out what content should be included in a recipe.</p> <p>2) Walk Ss through the steps of OTY 1. Then provide them with the Suggested evaluation criteria in TB.</p>	<p>3) Read the Critical thinking skill on P71 to learn how to make an evaluation by setting criteria.</p> <p>4) Think about the questions and work in pairs to complete Ex 6 on P71 to make an evaluation. And add their own criteria if there is any.</p> <p>Step 3: OTY 1</p> <p>1) Read the plotline of OTY 1 and the sample on P72. Then find out what content should be included in a recipe.</p> <p>2) Follow T's introduction of the OTY 1.</p>	<p>3) 通过学习技能框，帮助学生进一步掌握通过设置标准进行评估的技巧，并进行输出练习，增强其对于技巧的理解与运用。</p>	<p>生参与课堂活动，对其表现进行评价。</p>
Post-class	<p>1) Ask Ss to complete OTY 1 on P72 and the Language in focus on P73 via Unipus.</p> <p>2) Ask Ss to preview the new words and expressions in Episode 2 via Unipus.</p>	<p>1) Complete the OTY 1 on P72 and the Language in focus on P73 via Unipus.</p> <p>2) Preview the new words and expressions in Episode 2 via Unipus.</p>	<p>1) 通过阶段性产出任务，帮助学生运用所学语言和技能完成交际任务，并为最终的综合产出任务做好准备。</p> <p>2) 通过课后语言练习帮助学生巩固所学知识。</p>	<p>1) 根据教师用书 OTY 1 的建议评估标准进行评价。</p> <p>2) 通过课后语言练习的完成情况了解学生对知识的掌握程度。</p>

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三、第3-4课时教学

教学目标、教学重难点、教学理念与方法				
(一) 教学目标:				
1. To write a description of a dish from your hometown 2. To give step-by-step instructions 3. To introduce cultural items				
(二) 教学重难点:				
Key points: Writing a description of a dish from your hometown; Giving step-by-step instructions; Introducing cultural items Difficult points: Writing a description of a dish from your hometown; Giving step-by-step instructions; Introducing cultural items				
(三) 教学理念与方法: 体验式教学法: 通过创设与制作美食相关的情境，引导学生思考并分析按照步骤介绍烹饪菜肴的要点，提高学生跨文化交际的能力。 项目式学习法: 教师围绕单元主题，创建介绍家乡菜肴的项目，通过对项目进行分解，指导学生分组完成任务，在过程中培养自主学习及团队协作等能力。				

教学过程				
T for teacher; Ss for students; TB for Teacher's Book; OTY for Over to you task				
教学阶段 (时长)	教师活动	学生活动	设置意图	教学评价
Pre-class	Ask Ss to preview the new words and expressions of Episode 2 via Unipus, and take the online quiz.	Preview the new words and expressions of Episode 2 via Unipus, and take the online quiz.	预习 Episode 2 生词，扫清词汇障碍，为课上学习做准备。	通过在线测试了解学生对于生词的预习情况。
While-class	Step 1: Introducing the plotline of Episode 2 Video (5 mins) Introduce the plotline of the video in Episode 2 on P74.	Step 1: Getting to know the plotline Episode 2 video Read the plotline of the Video in Episode 2 on P74.	1) 通过介绍剧情线引入场景，进入情景教学，使学生对输入材料有整体了解。	1) 通过练习完成情况和课堂讨论效果考察学生的掌握情况，利用练习要点引导学生进行思考和归纳。
	Step 2: Episode 2 Video (40mins) 1) Ask Ss to watch the video of Alice's	Step 2: Episode 2 Video 1) Watch the video and complete Ex 1 on	2) 通过完成理解性练习，使学生初步了解相	

(Period 3: 45 mins)	<p>cooking process and complete Ex 1 on P74.</p> <p>2) Let Ss watch the video again and complete Ex 2 so that Ss can know how to describe the steps of making Neapolitan pizza.</p> <p>3) Ask Ss to read the Communication skill of giving step-by-step instructions on P75.</p> <p>4) Divide Ss into different pairs to discuss the questions of Ex 3 on P75 to strengthen their understanding of the communication skill. Then ask them to complete the follow-up exercise of Ex 3 to retell the instructions in their own words.</p>	<p>P74.</p> <p>2) Watch the video again and complete Ex 2.</p> <p>3) Read the Communication skill of giving step-by-step instructions on P75.</p> <p>4) Work in pairs and discuss the questions of Ex 3 on P75 and complete the follow-up exercise of Ex 3.</p>	<p>烹饪步骤：通过提炼总结视频中的步骤，进一步学习烹饪步骤的表达方式，并有效衔接后续输出任务，提升其视听说能力。</p> <p>3) 通过学习技能框和视频内容，帮助学生掌握用英语提供逐步指导的技巧和要点；通过让学生进一步输出，加强其对于技巧的理解与运用。</p>	<p>2) 教师对学生的讨论进行评价，并举例进行示范。</p>
While-class (Period 4: 45 mins)	<p>Step 1: Introducing the plotline of Episode 2 Text (5 mins)</p> <p>Introduce the plotline of the text in Episode 2 on P76.</p> <p>Step 2: Episode 2 Text (30 mins)</p> <p>1) Ask Ss to read the text on P76 and complete Ex 4 on P77 to have a better understanding of dishes introduction.</p> <p>2) Ask Ss to answer the questions in Ex 5 on P77 to choose the most delicious dish and think about whether these descriptions can arouse their interests and give their reasons.</p> <p>3) Guide Ss to read Intercultural skill to learn how to introduce the cultural items.</p>	<p>Step 1: Getting to know the plotline of Episode 2 Text</p> <p>Read the plotline of text in Episode 2 on P76.</p> <p>Step 2: Episode 2 Text</p> <p>1) Read the text on P76 and complete Ex 4 on P77.</p> <p>2) Complete Ex 5 on P77 by answering questions.</p> <p>3) Read Intercultural skill and learn how to introduce the cultural items.</p> <p>Step 3: OTY 2 and Project</p> <p>1) Read the plotline of OTY 2 and the sample on P78. Then get to know the steps</p>	<p>1) 引入场景，通过介绍剧情线，使学生了解剧情发展与输入材料。</p> <p>2) 结合文本内容完成练习，分类补充菜肴介绍中的关键信息，帮助学生进一步理解文本。</p> <p>3) 基于文本内容提问，引发学生思考，展开话题讨论。让学生在文章中关注具有表现力和吸引力的介绍，以便更好地学习描述家乡菜，为后续输出任务做准备。</p>	<p>1) 通过练习完成情况和课堂讨论效果考查学生对于文本内容的理解，并利用练习引导学生进行反思和总结。</p> <p>2) 通过提问、布置任务等方式引导学生参与课堂活动，对其表现进行评价。</p>

	<p>Step 3: OTY 2 and Project (10 mins)</p> <p>1) Introduce the plotline of OTY 2 on P78 to Ss. Ask them to read Tom's sample and think about the cultural items included in it. Walk Ss through the steps of OTY 2. Then provide the Suggested evaluation criteria in TB.</p> <p>2) Walk Ss through the steps of Project on P80-81, then provide the Suggested evaluation criteria in TB.</p>	<p>of OTY 2.</p> <p>2) Follow T's instruction of the OTY 2 and Project on P78 and P80-81.</p>	<p>4) 通过学习技能框，进一步培养学生跨文化能力，加强其对于跨文化技巧的理解与运用。</p>	
Post-class	<p>1) Ask Ss to complete the writing task in OTY 2 on P78 and Language in focus on P79 via Unipus.</p> <p>2) Let Ss complete Project on P80-81 and submit their works via Unipus.</p> <p>3) Ask Ss to preview the new words and expressions of Text A via Unipus.</p> <p>4) Assign Ss the preview task of Text A on P82.</p>	<p>1) Complete the OTY 2 on P78 and Language in focus on P79 via Unipus.</p> <p>2) Complete Project on P80-81 via Unipus.</p> <p>3) Preview the new words and expressions of Text A via Unipus.</p> <p>4) Preview Text A and complete the Preview task on P82.</p>	<p>1) 通过阶段性产出任务，帮助学生运用所学语言和技能完成交际任务，并为后续的综合产出任务做好准备。</p> <p>2) 通过完成综合产出任务，实现对所学知识和技能的综合运用。</p> <p>3) 通过课后练习帮助学生巩固所学知识。</p>	<p>1) 根据教师用书 OTY 2 和 Project 的建议评估标准进行评价。</p> <p>2) 通过提交的课后练习答案了解学生对知识的掌握情况。</p>

四、第 5-6 课时教学

教学目标、教学重难点、教学理念与方法				
(一) 教学目标:				
1. To summarize the main idea of a paragraph 2. To make text-to-self connections 3. To write an essay explaining mealtime culture in China				
(二) 教学重难点:				
Key points: Summarizing the main idea of a paragraph; Making text-to-self connections; Writing an essay explaining mealtime culture in China Difficult points: Making text-to-self connections; Writing an essay explaining mealtime culture in China				
(三) 教学理念与方法: 基于主题和内容教学: 教师围绕单元主题, 通过分析文章内容, 帮助学生习得如何总结段落的主要思想、如何将文本内容与自身建立联系; 通过对文章内涵的深度学习和讨论, 引导学生饮食习惯背后的社会文化内涵, 树立积极的人生态度, 养成健康的生活习惯。				

教学过程				
T for teacher; Ss for students.				
教学阶段 (时长)	教师活动	学生活动	设置意图	教学评价
Pre-class	1) Ask Ss to preview the new words and expressions of Text A via Unipus, and take the online quiz. 2) Ask Ss to preview Text A and complete the Preview task of Text A on P82.	1) Preview the new words and expressions of Text A via Unipus, and take the online quiz. 2) Preview the text and complete the Preview task on P82.	预习 Text A 生词, 扫清词汇障碍。思考相关问题完成课前任务, 为课上学习做准备。	通过在线测试了解学生对于生词的掌握程度。
	Text A Session 1 (45 mins) Step 1: Warming up (10 mins) Introduce Ss to the topic of the text by asking the following questions: • <i>What are mealtime customs of U.S., France,</i>	Text A Session 1 Step 1: Warming up Discuss and answer the questions. Step 2: Deep reading	1) 通过提问引入课文主题, 引导学生思考并讨论相关话题, 为接下来理解文本做准备。	依据参考答案以及学生课堂表现进行评价。

While-class (Period 5: 45 mins)	<p><i>Mexico, and Cambodia according to the text?</i></p> <ul style="list-style-type: none"> • <i>What did you find about the mealtime customs of these countries by online research?</i> <p>Step 2: Deep reading (15 mins)</p> <ol style="list-style-type: none"> 1) Guide Ss to listen to the audio of the text paragraph by paragraph to grasp the key information. Explain some language points referring to TB where necessary. 2) Introduce culture notes: Michael Pollan. <p>Step 3: Global comprehension (20 mins)</p> <ol style="list-style-type: none"> 1) Guide Ss to read the Reading skill on P84 to learn how to summarize the main idea of a paragraph. Explain the reading skill and the additional notes in TB. 2) Let Ss skim the text and complete Ex 1 on P84 referring to the Reading skill. Then divide them into different pairs to compare their tables. 3) Ask Ss to read the text again and complete Ex 2 on P84. 4) Let Ss work in pairs to complete Ex 3 on P84. Then choose 2 pairs to share their ideas with the class. 	<p>1) Listen to the audio of the text to grasp the key information. Learn some language points following T's explanation.</p> <p>2) Get to know the culture notes.</p> <p>Step 3: Global comprehension</p> <ol style="list-style-type: none"> 1) Read the Reading skill on P84 to learn how to summarize the main idea of a paragraph. 2) Skim the text and complete Ex 1 on P84 and work in pairs to compare their tables. 3) Read the text again and complete Ex 2 on P84. 4) Work in pairs to complete Ex 3 on P84. Then 2 pairs present their discussions in class. 	<p>2) 在阅读文本的过程中帮助学生梳理文章结构并讲解知识点。</p> <p>3) 通过学习技能框并完成练习掌握如何总结段落的主要思想。</p>	
While-class	<p><u>Text A Session 2 (45 mins)</u></p> <p>Step 1: Critical thinking (30mins)</p> <ol style="list-style-type: none"> 1) Ask Ss to read the Critical thinking skill on P85 and explain how to make text-to-self connections. 2) Guide Ss to complete the Think-pair-share on P85 following the steps to practice the Critical 	<p><u>Text A Session 2</u></p> <p>Step 1: Critical thinking</p> <ol style="list-style-type: none"> 1) Read the Critical thinking skill on P85 and follow T's explanation to learn how to make text-to-self connections. 2) Complete the Think-Pair-Share on P85 to 	<p>1) 引导学生思考讨论 Text A 中的家人就餐时的场景, 以提高批判性思考能力。</p>	<p>1) 根据练习完成情况和学生课堂表现做出评价。</p> <p>2) 教师对小组活动结合自身经历思考进行评价。</p>

(Period 6: 45 mins)	<p>thinking skill.</p> <p>Step 2: Intercultural writing (15 mins)</p> <ol style="list-style-type: none"> 1) Ask Ss to work in groups and discuss their experiences of mealtime and what they learned from these experiences. Then invite Ss to share their experiences with the whole class. 2) Introduce the writing task on P85 to Ss and provide some expressions for reference. Then present the sample essay and analyze its structure and language features. 	<p>practice the Critical thinking skill.</p> <p>Step 2: Intercultural writing</p> <ol style="list-style-type: none"> 1) Work in groups and discuss their experiences in mealtime and what they learned from these experiences. Then share their experiences with the whole class. 2) Get to know the topic of the essay. Then read the sample essay to learn the structure and language features following T's analysis. 	<p>中国人的餐桌文化，从中获得的生活体悟。</p>	
Post-class	<ol style="list-style-type: none"> 1) Let Ss complete Language in focus on P86-87 via Unipus. 2) Ask Ss to complete the Intercultural writing on P85 via Unipus. 	<ol style="list-style-type: none"> 1) Complete Language in focus on P86-87 via Unipus. 2) Complete the Intercultural writing on P85 via Unipus. 	<ol style="list-style-type: none"> 1) 通过课后语言练习巩固所学知识。 2) 完成写作任务，进一步巩固学生跨文化思辨能力和语言运用能力。 	<ol style="list-style-type: none"> 1) 根据语言练习参考答案给出评价。 2) 根据教师手册中的建议评标准进行写作批改与点评。

五、第 7-8 课时教学

教学目标、教学重难点、教学理念与方法	
<p>(一) 教学目标:</p> <p>1. To make a presentation about a dish from your hometown 2. To write an essay explaining mealtime culture in China</p>	
<p>(二) 教学重难点:</p> <p>Key points: Making a presentation about a dish from your hometown; Writing an essay explaining mealtime culture in China Difficult points: Making a presentation about a dish from your hometown; Writing an essay explaining mealtime culture in China</p>	
<p>(三) 教学理念与方法:</p> <p>项目式学习法: 学生展示产出任务成果，进行生生互评和教师点评，实现相互学习，共同成长。</p>	

教学过程				
T for teacher; Ss for students.				
教学阶段 (时长)	教师活动	学生活动	设置意图	教学评价
Pre-class	Review and select some Ss' projects and intercultural writings via Unipus.			
While-class (Period 7: 45 mins)	Session 1: Project (45 mins) 1) Restate the plotline and Project. Walk Ss through the structure and key aspects of the Project by using the Suggested evaluation criteria in TB. Then ask 4 Ss to present their projects in front of the whole class. 2) After Ss' presentation, ask other Ss to give comments and evaluation on the selected projects.	Session 1: Project 1) Review the plotline and Project, then 4 Ss present their projects in class. 2) Discuss and comment on the selected projects. Then learn how to improve their own projects following T's feedback. 3) Vote for their favorite one via Unipus after class.	通过生生互评和教师点评，使学生了解任务完成要点，从而改进自己的任务成果。	根据教师用书中 Project 的建议评标准教师进行评价以及采取学生互评。

	<p>3) Give an overall feedback and ask Ss to further improve their projects and submit their revisions via Unipus after class.</p> <p>4) Let Ss vote for their favorite one via Unipus after class.</p>			
While-class (Period 8: 45 mins)	<p>Session 2: Intercultural writing (45 mins)</p> <p>1) Restate the writing task on P85 then show Ss' writings.</p> <p>2) Guide Ss to analyze the strengths and weaknesses of selected writings from the perspective of content, structure and language.</p> <p>3) Let Ss score the selected writings according to the Suggested evaluation criteria in TB.</p> <p>4) Show the sample writing and summarize the writing tips.</p> <p>5) Ask Ss to discuss how to improve their own writings.</p>	<p>Session 2: Intercultural writing.</p> <p>1) Follow T's guidance to review the writing task and analyze the selected writings.</p> <p>2) Score the selected writings following the Suggested evaluation criteria.</p> <p>3) Summarize the writing tips based on the sample writing.</p> <p>4) Discuss how to improve their own writings.</p>	<p>1) 通过在课堂上对挑选出的作文进行分析，帮助学生掌握写作要点，从而提升写作水平，培养其跨文化思辨能力。</p> <p>2) 根据输入材料主题，引导学生根据中国实际情况从跨文化思辨角度探讨中国饮食文化，并进一步思考饮食习惯背后的社会文化内涵。</p>	根据教师用书中的建议评标准进行写作批改与点评，以及采取学生互评。
Post-class	<p>1) Assign Ss to revise their projects and intercultural writings.</p> <p>2) Ask Ss to preview the new words and expressions of Episode 1, Unit 4.</p>	<p>1) Revise their projects and intercultural writings via Unipus.</p> <p>2) Preview the new words and expressions of Episode 1, Unit 4.</p>	通过对产出任务的完善与改进，提升任务质量，实现任务技能的内化。	

六、教学评价

教学评价																				
OTY 1	OTY 2	Project																		
<p>Suggested evaluation criteria</p> <table border="1"><tbody><tr><td>Content</td><td><ul style="list-style-type: none">Relevance: Your recipe is a dish from your hometown, and includes all the required components as laid out in the task.Reasoning: Your recipe lists each ingredient with the appropriate amount needed, and explains the steps.</td></tr><tr><td>Organization</td><td><ul style="list-style-type: none">Clarity: The information in your recipe is presented in a clear way, e.g. by using bullet points.</td></tr><tr><td>Language</td><td><ul style="list-style-type: none">Diversity: You have used a variety of action verbs to describe the ways to prepare your dish.</td></tr></tbody></table>	Content	<ul style="list-style-type: none">Relevance: Your recipe is a dish from your hometown, and includes all the required components as laid out in the task.Reasoning: Your recipe lists each ingredient with the appropriate amount needed, and explains the steps.	Organization	<ul style="list-style-type: none">Clarity: The information in your recipe is presented in a clear way, e.g. by using bullet points.	Language	<ul style="list-style-type: none">Diversity: You have used a variety of action verbs to describe the ways to prepare your dish.	<p>Suggested evaluation criteria</p> <table border="1"><tbody><tr><td>Content</td><td><ul style="list-style-type: none">Relevance: Your description covers aspects like cultural meaning, cultural background, personal experiences, feelings, and memories.Appeal: Your description includes varied information that is appealing, and useful visuals or imagery.</td></tr><tr><td>Organization</td><td><ul style="list-style-type: none">Coherence: The way your ideas are connected is well-developed and makes sense to others.</td></tr><tr><td>Language</td><td><ul style="list-style-type: none">Diversity: You have used expressive and descriptive language in your description.</td></tr></tbody></table>	Content	<ul style="list-style-type: none">Relevance: Your description covers aspects like cultural meaning, cultural background, personal experiences, feelings, and memories.Appeal: Your description includes varied information that is appealing, and useful visuals or imagery.	Organization	<ul style="list-style-type: none">Coherence: The way your ideas are connected is well-developed and makes sense to others.	Language	<ul style="list-style-type: none">Diversity: You have used expressive and descriptive language in your description.	<p>Suggested evaluation criteria</p> <p>Use the following criteria to judge how successful Ss have been with their completion of the project. You can also share the criteria with Ss before they begin.</p> <table border="1"><tbody><tr><td>Content</td><td><ul style="list-style-type: none">Appeal: Your description includes varied and appealing information.Reasoning: Information in your description is well-researched, and all conclusions are well-justified</td></tr><tr><td>Organization</td><td><ul style="list-style-type: none">Coherence: The different parts of your dish description fit together well.</td></tr><tr><td>Delivery</td><td><ul style="list-style-type: none">Presentation skills: You give the presentation in a casual and informal way, as you would to a good friend.Appropriacy: You have used an appropriate mix of multimedia elements and speech in your presentation.</td></tr></tbody></table>	Content	<ul style="list-style-type: none">Appeal: Your description includes varied and appealing information.Reasoning: Information in your description is well-researched, and all conclusions are well-justified	Organization	<ul style="list-style-type: none">Coherence: The different parts of your dish description fit together well.	Delivery	<ul style="list-style-type: none">Presentation skills: You give the presentation in a casual and informal way, as you would to a good friend.Appropriacy: You have used an appropriate mix of multimedia elements and speech in your presentation.
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Self-reflection

Self-reflection

• Check (✓) whether you can do the following tasks.

- E1** I can write and explain the recipe for a dish from my hometown.
- E2** I can write a description of a dish from my hometown.
- P** I can make a presentation about a dish from my hometown.
- TA** I can write an essay explaining mealtime culture in China.

• Indicate the degree to which you have learned the following skills.

Section 1

		very poor	poor	average	good	very good
Communication skill	Giving step-by-step instructions					
Critical thinking skill	Making an evaluation by setting criteria					
Intercultural skill	Introducing cultural items					

Section 2

Reading skill	Summarizing the main idea of a paragraph					
Critical thinking skill	Making text-to-self connections					
	Identifying pros and cons of being a vegetarian					
Intercultural skill	Evaluating mealtime culture in China					

• Answer the following reflection questions.

1. What are the three most useful things you have learned in this unit?
2. What do you still need to improve? How do you think you can improve it?