

《高中英语（上外版）》词汇衔接活动案例-Customs and Traditions

课题：Customs and Traditions 课型：词汇 建议时间：40 分钟 设计者：郑璆

一、活动设计与说明

1. 内容分析

本课时的教学内容来自于必修第一册第四单元的主题词汇。本单元的主题围绕“Customs and Traditions”展开。设计者通过思维导图记忆法的输入，让学生构建起与主题相关的词汇语义网。在词汇学习的同时，学生在语境中认识到各种传统节日和习俗所蕴含的文化内涵。

2. 学情分析

学生在初中阶段的学习中，已接触过相关主题的语篇，也积累了一定的与本单元主题相关的词汇，这些词汇彼此之间具有紧密的逻辑性。基于这一点，设计者将本单元语篇的主要词汇进行了一定的梳理，以表格的形式将初高中词汇教学要求进行了分类，便于教师找出其中某些词汇的逻辑性，并在后续教学设计中进行查阅和参考。

根据高中学生的认知水平，逻辑理解能力，设计者将思维导图记忆法融入到词汇教学之中，旨在培养学生自主学习的能力，为学生在今后的词汇学习作好铺垫。

序号	单词	初中要求	高中要求	单元主题相关词汇及表达
1.	coming-of-age			n. 成年；成人年龄
2.	worldwide			adv. 在全世界；在世界各地
3.	adulthood			n. 成年
4.	childishness			n. 孩子气；稚嫩
5.	responsibility			n. 职责；义务
6.	ceremony		n. 仪式	
7.	youth	n. 青春		
8.	occasion		n. 场合；时刻	
9.	topic	n. 话题；题目；主题		
10.	citizen	n. 居民；市民；公民		
11.	multiculturalism			n. 多元文化主义（重视社会中各种文化）
12.	civic			adj. 市民的；城镇居民的
13.	respect			
14.	duty		n. 责任	
15.	event	n. 重要事情，大事		
16.	tradition	n. 传统		
17.	entry			n. 进入（指行动）
18.	womanhood			n. 成年女子的状

				态
19.	marriage			n. 婚姻；结婚
20.	sewing			n. 缝纫
21.	household			n. 家庭
22.	upcoming			adj. 即将发生（或来临）的
23.	male	adj. 男性的；雄的		
24.	individual	adj. 个人的；个别的 n. 个人		
25.	sacred			神圣的
26.	thread		n. 线	
27.	perform		v. 演出；执行	
28.	strand			n.（线、绳、毛发等的）股，缕
29.	represent		v. 代表	
30.	intellectual			adj. 智力的；理智的
31.	vary			v. 有差异；变化
32.	significantly		adv. 有重大意义地；显著地；明显地	
33.	specific		adj. 明确的；特定的；具体的	
34.	ritual			n. 程序；仪式；礼仪
35.	symbolise			v. 是……的象征；代表
36.	transition			n. 过渡；转变
37.	childhood	n. 童年		
38.	leave...behind			脱离（某状态）；离开（某人或某地）
39.	shoulder responsibility			对某事承担责任
40.	on the rise			在上涨；在上升
41.	a sense of			……感，……意识
42.	take on			接受；承担（责任）
43.	give...away			（在婚礼上）将新娘交给新郎

二、教案

1. 学习目标

本课时的教学目标是:

- 1) 学生能在活动中, 激活已有的关于风俗、传统和节庆的相关词汇, 如: celebrate, festival, riddle, trick, custom, tradition, individual 等;
- 2) 学生能通过思维导图的方式, 构建与主题相关的新旧词汇的联系;
- 3) 学生能利用思维导图记忆法来识记与某一主题相关的词汇;
- 4) 学生能运用于风俗、传统和节庆相关的词汇简要地介绍一个中国的传统节日。

In this period, students are expected to:

- 1) activate existing vocabulary related to customs, traditions and festivals, such as celebrate, festival, riddle, trick, custom, tradition, individual, etc.;
- 2) build connections between old and new vocabulary related to the topic via mind mapping;
- 3) use mind maps to learn vocabulary related to a topic;
- 4) briefly introduce a traditional Chinese festival using vocabulary related to customs, traditions and festivals.

2. 学习步骤

1. Warm-up

Ask students to discuss the appropriacy of the words.

Scenes:

- | | |
|------------------------------------|----------------------------------------------------------------------|
| ● to eat Zong Zi | ● to guess riddles and watch fireworks |
| ● to watch dragon boat racing | ● to play small tricks on friends or strangers |
| ● to eat Turkey | ● to hold activities to in memory of the May Fourth Movement of 1919 |
| ● to spend the day with loved ones | ● to give gifts to little kids |
| ● to celebrate family unions | ● to organise entertaining activities |
| ● to eat rice balls | |

Events:

- | | | |
|------------------------|--------------------|------------------|
| ✧ Dragon Boat Festival | ✧ Lantern Festival | ✧ Youth Day |
| ✧ Thanksgiving Day | ✧ April Fool's Day | ✧ Children's Day |

T: Which of the following scenes can be seen in the events listed below?

If students are capable enough, ask students to brief the events in their own words.

Possible answers:

The Lantern Festival has a long history in China, featuring ancient spiritual traditions. Chinese people spend the day with their loved ones to celebrate family unions. People used to guess riddles and lanterns on the day. Now people enjoy fireworks instead. But eating rice balls has been a tradition till now.

设计说明:

该活动为学习理解类活动。设计者通过 Appropriacy 的活动, 在引出本单元词汇活动的主题 Customs and Traditions 的同时, 激活学生已有的关于传统、文化、节日等相关话题的词汇。

2. Presentation

Step 1: Have students brainstorm the words related to different stages of a person's life.

Step 2: Add some relevant words in high school vocabulary to students' list.

Step 3: Ask students to try memorizing the words in a limited time.

Step 4: Encourage students to share their memory methods.

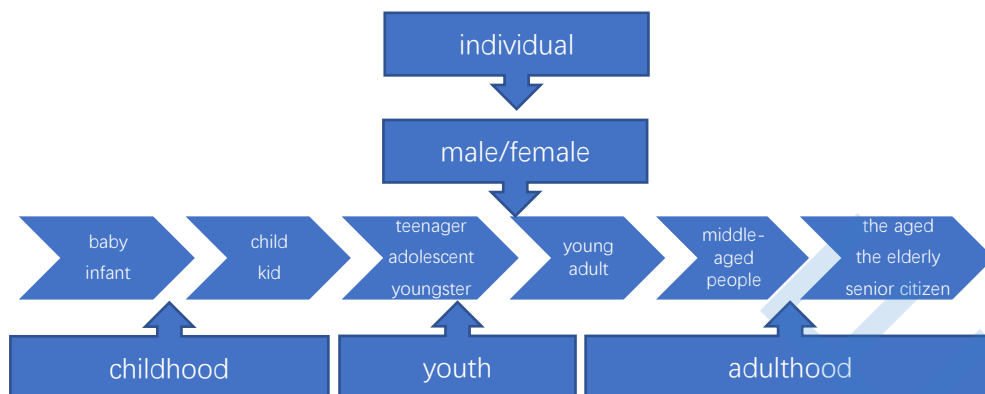
Step 5: Introduce a mind map for students to memorize logically related words.

T: We will experience a variety of festivals in our life. Different cultures have various festivals and ways of celebration due to different customs and traditions. Therefore, we may encounter a large vocabulary related to these topics. How can we memorize them?

Let's take the topic of life stages as an example. How many words of life stages do you know?

How can you keep all of them in mind?

Possible answer:



设计说明:

该活动为学习理解类活动。设计者让学生进行头脑风暴，激活学生已有的关于该课时活动主题的相关词汇。在此基础上，设计者又进一步补充了一部分高中阶段学习所需掌握的与主题相关的目标词汇。通过让学生思考如何记忆大量主题性词汇的方法过程中，设计者有意识地在培养学生的元认知策略。引入思维导图，是为学生记忆大量主题性词汇提供了一种有效的记忆方法。

3. Practice

Step 1: Have students memorize a group of topic-related words by means of mind map.

序号	目标词汇	词义	初中要求	高中要求
1.	custom	n. 习惯；风俗	√	
2.	tradition	n. 传统	√	
3.	festival	n. 节日	√	
4.	celebration	n. 庆祝	√	
5.	meaning	n. 意思，意义；含义	√	
6.	unity	n. 团圆		√
7.	ceremony	n. 仪式		√
8.	wedding	n. 婚礼		√
9.	bride	n. 新娘		√
10.	bridegroom	n. 新郎		√
11.	lifestyle	n. 生活方式		√

Step 2: Encourage students to share their mind maps and make explanations about them.

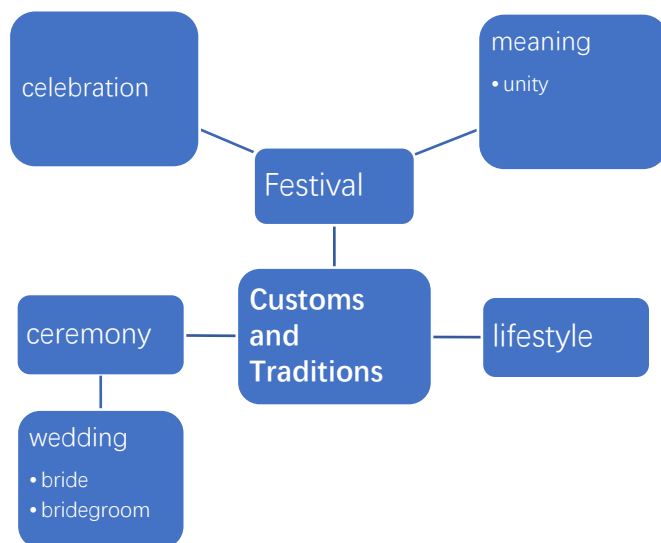
Step 3: Get students to fill in blanks while listening to a short paragraph to check their study effects.

(Worksheet

T: Here are some words related to customs and traditions. Please create your own mind map so that

you can memorize them effectively.

Possible answers:



(Answers may vary.)

设计说明:

该活动为应用实践类活动。所有的目标词汇都与主题 **customs and traditions** 相关，其中有初中词汇也有高中词汇。学生通过构建思维导图，可以将初高中阶段与主题相关的词汇有机地结合起来，形成一个词汇语义网。思维导图记忆法不仅可以帮助学生理解和识记目标词汇，在词汇巩固阶段也会起到积极有效的作用。

4. Production—Speech

Step 1: Tell students that they are going to give a speech about a Chinese traditional festival to some foreign visitors.

Step 2: Ask students to create a mind map of key words related to the topic. Remind students to refer to the dictionary if they need and limit the number of new words to ten.

Step 3: Allow some time for students to prepare their speech.

Step 4: Encourage students to share their story.

设计说明:

该活动是迁移创新类活动。通过向外国友人介绍中国传统节日，使学生能够在交际语境中巩固记忆法，在活动中主动构建起新旧知识的联系。