

## 《高中英语（上外版）》必修第一册 Unit 2 Language and Culture

课时：第 2 课时 课题：The confusing way Mexicans tell time

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### 一、教学设计与说明

#### 1. 教学目标

本课为本单元的第 2 课时，核心目标为引导学生描述与跨文化经历相关的感受。

#### 2. 设计思路

本课由学生第 1 课时完成的作业导入，学生们课堂上进行互动交流，回顾第 1 课时所学的同时，激活学生关于语言与文化差异的相关知识。随后，学生将目标词汇与生活实际联系起来，在语境中理解词汇意思及用法，并通过比较不同文化时间概念，进一步体会作者的情感。随后，学生将语篇作者的情感态度代入到文化冲击（culture shock）的四个阶段，运用带有前缀的词汇表达与跨文化经历相关的观点和情感，体会语言的丰富性。最后，学生通过角色扮演活动，结合单元话题创设情景，运用目标词汇进行产出，设身处地地思考应对文化冲击的解决方法和正确态度。本课作业为完成目标词汇的翻译练习、目标词汇练习、通过对比图片短文描述中美文化差异，以巩固对核心词汇的运用，讨论文化差异。

#### 3. 重点难点

正确运用目标词汇表达与跨文化经历相关的观点和情感，积极正面地看待文化差异。

### Lesson Plan

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

1. further explore target words in context;
2. express feelings about “language and culture” with target vocabulary;
3. guess meanings of some words with prefixes, and then discuss cultural differences.

#### Procedures:

##### I. Lead-in

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| • Teacher: Guide students to discuss expressions with various meanings in Personal Touch. |
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- Students: Share answers and ideas in groups and in class.
- *Purpose: To connect the first and second period of the lesson; prepare for the topic to be discussed in this period.*

Personal Touch:

What word in your mother tongue is confusing like “ahorita” in Mexico?  
 Could you share any story or experience related to the word?

## II. Meaning and use of language expressions

### 1. set foot on/in

- Teacher: Guide students to understand the meaning and use of vocabulary and facilitate further understanding of the text and cross-cultural experiences.
- Students: Share ideas about “setting foot in” an unfamiliar place or culture.
- *Purpose: To understand and correctly use “set foot on/in”; relate to students’ feelings.*

Guided questions:

1. (Based on the examples) What would happen if visitors know little about the cultural differences? How would they feel? (*confused*) The author also found “ahorita” confusing (*the title*) when she set foot on Mexican soil. What does “set foot on/in” mean? (*reach some place*).
2. How did you feel when you set foot in your high school for the first time?
3. What might happen when people set foot on a foreign land?

### 2. confusion

- Teacher: Guide students to understand the seller’s feeling and correctly use expressions.
- Students: Understand the cause and feeling of “confusion” in cross-cultural miscommunication.
- *Purpose: To understand and correctly use “confusion” and related expressions.*

Guided questions:

1. How did the seller feel? (*confused/confusion*) Can you show me a face with confusion?
2. Can you complete the picture? What might be on the seller’s mind?

The ice-cream seller: “ \_\_\_\_\_ ? \_\_\_\_\_ ? ... I’m so confused!”

3. Why was he in confusion? (*Because they weren’t aware that they had different understandings of “ahorita”, and they didn’t directly express their confusion.*)
4. What should they do to avoid confusion?



### 3. torn

- Teacher: Guide students to understand the intense feeling of being “torn”.
- Students: Analyze the reasons of being “torn” in the text, and relate the feeling to their own life.
- *Purpose: To deepen the understanding of the feeling and the reasons behind it.*

Guided questions:

1. While the ice-cream seller felt confused, how did the author feel?
2. Why did she feel torn? (*She felt torn between leaving and staying. She struggled how long she had to wait and whether she should keep waiting...*)
3. Can you complete the picture? What might be on the author’s mind?

The author: “ \_\_\_\_\_ Oh...I feel torn!”



4. Which waiting situation(s) below would make you feel torn? Why?

- You are browsing the news, but some websites won't open.
- The plane takes off soon, but the person who is traveling with you is still on the way.
- There's a long line outside the restroom and your test is about to begin.
- Your teeth hurt badly. You are outside the dentist's office with 25 people in front of you.

#### 4. panic

- Teacher: Guide students to explore the meaning of "panic" in the text.
- Students: Explore the cause of the author's being and not being in panic.
- Purpose: To understand cultural values behind the author's feelings, and correctly use "panic".

Guided questions:

1. The author says "but when I'm not (on time for appointment), I don't panic." What does panic mean? (*so frightened/nervous/worried that one cannot think clearly*)
2. Would the author panic in Britain if she is late? Why or why not? (*Yes. She's punctual / stick to the plan and schedule / respectful.*)
3. Why wouldn't she be in panic in Mexico?

#### 5. Time concept

- Teacher: Guide students to compare cultural differences in time concept.
- Students: Compare how time is perceived differently in Mexican and western cultures.
- Purpose: To understand different time concepts in different cultures; further explore the connection between language and culture.

Guided questions:

1. Based on the key words, how do English and Mexican view time?

In English, people say...	In Mexico, people may...
<ul style="list-style-type: none"> <li>• save time</li> <li>• spend time</li> <li>• waste time</li> <li>• Tasks and appointments usually start and end at a certain time.</li> </ul>	<ul style="list-style-type: none"> <li>• reschedule a meeting at the last minute</li> <li>• show up a few minutes after the meeting start time</li> <li>• miss an agreed deadline</li> </ul>
Time is _____ ( <i>money/a limited resource</i> ).	Time is _____ ( <i>flexible/ changeable</i> )

2. Why did the author say "Ahorita Time has actually allowed me to live far more in the 'right now' than I ever did before"?

#### 6. Culture shock and prefixes

- Teacher: Lead students to connect the author's experience with four stages of culture shock; familiarize students with expressions related to cross-cultural experiences.
- Students: Understand four stages of culture shock; complete blanks with proper prefixes.
- Purpose: To understand four stages of culture shock; use words with prefixes to express feelings in cross-cultural experiences.

Guided questions:

1. Some expressions can be hard to understand due to cultural differences. Therefore,

“**Mis**understanding in **cross**-cultural experience is not **un**common.” What does “mis-” “cross-” and “un-” mean? (“*mis-*” means “*wrong*”, “*cross-*” means “*involving different*”, “*un-*” means “*not*”) “mis-”, “cross-”, “un-” are all prefixes. Do you know any other prefix that also means “not” or “the opposite of”? (*im-*, *dis-*, *in-*)

2. What do the underlined words mean?

Some other words with prefixes				
<b>cross-</b> <u>crossroads</u> cross-cultural	<b>inter-</b> international <u>interact</u>	<b>en-</b> enable <u>enlighten</u>	<b>re-</b> <u>recover</u> regain	<b>co-</b> <u>cooperate</u> coexist

3. Read a brochure about the culture shock. Can you fill in each of the blanks with a proper prefix to form a new word that makes sense in the context?

### Culture shock

Culture shock refers to a sense of confusion or \_\_\_**certainty** with feelings of anxiety when people are introduced to a foreign environment. Culture shock has four stages.

**Stage 1: the \_\_\_\_\_ moon stage**

Upon arriving in a new environment, you often feel excited. You’re naturally attracted by new sights, sounds and smells, and view cultural differences with a positive attitude.

**Stage 2: the disorientation stage**

At some point after entering a new environment, differences that once seemed quite interesting now appear to be barriers. You may begin to relate your overseas experience with negative feelings.

**Stage 3: the \_\_\_\_\_ lightenment stage**

With time and patience, you begin to build connections with the host culture and eventually develop an understanding of not only how things are done but also why. Through this, you can accept differences more willingly.

**Stage 4: the \_\_\_\_\_ covery stage**

Eventually, your new home will no longer be new but feels like a second home instead. You will regain your confidence and are able to live and study to your full potential. (*un-*; *honey-*; *en-*; *re-*)

4. Which stages of culture shock has the author experienced in Mexico? How? (*set foot on—honeymoon stage; confused, torn—disorientation stage; understand “ahorita” and time concept—enlightenment stage; do not panic if late—recovery stage*)

5. Read suggestions on culture shock, and fill in the blanks with prefixes.

If you are a(n) (1) \_\_\_\_\_ national student experiencing culture shock, here are some tips that might help:

- Research the host country’s culture and build up (2) \_\_\_\_\_ cultural awareness.
- Look for activities that (3) \_\_\_\_\_ able you to interact with other students who share your interests.
- Stay calm when some (4) \_\_\_\_\_ understanding occurs and reach out for help if necessary.
- Keep in touch with your family and friends via email, video chat or (5) \_\_\_\_\_ phone.
- Value (6) \_\_\_\_\_ operation and prepare to work with other students.

(*inter-*; *cross-*; *en-*; *mis-*; *tele-*; *co-*)

### III. Application of the language expressions

- Teacher: Engage students in a role-play activity to apply expressions they have learned.
- Student: Do a role-play activity. Tell a culture shock experience and give suggestions.
- *Purpose: To practice using words and expressions to express feelings in a cross-cultural context.*

#### Pair Work: Role-Play

**Student A:** You are a student in the disorientation stage. Describe a culture shock experience in your own words with information provided.

**Student B:** You are the advisor at an International Student Center. Explain possible reasons behind culture shock and give suggestions to help the student move on to the enlightenment or recovery stage.

Student A and Student B work together and take turns to talk. Try to include as many words and expressions on the blackboard as possible.

Nationality: Chinese Place: a restaurant in New York	<ul style="list-style-type: none"><li>• enjoyed dessert; talked to my friend Janice</li><li>• noticed people staring at us</li><li>• Janice: to some Americans, it sounded like I was shouting</li><li>• the rest of the evening: embarrassed, whispered</li></ul>
Nationality: Spanish Place: Beijing	<ul style="list-style-type: none"><li>• visited China</li><li>• saw a tour guide wearing a fur coat and told her it suited her</li><li>• she looked very embarrassed and said it was a cheap one</li><li>• I was surprised</li></ul>

### IV. Assignments

1. Translate the sentences on the worksheet into English.
2. Complete exercises on pp. 17-19 in the workbook.
3. Write a short paragraph to describe cultural differences in the pictures. Use expressions in the text and at least 5 words with prefixes.