

《高中英语（上外版）》必修第一册 Unit 4 Customs and Traditions

课时：第 1 课时 课题：Growing Worldwide

课型：阅读课 设计者：上海市甘泉外国语中学 牛海博

一、教学设计与说明

1. 教学目标

本课为本单元的第一课时，核心目标为引导学生识别说明文语篇的宏观组织结构，理解并能描述成人礼的文化传统和文化背景。

2. 设计思路

本课利用分析语篇宏观结构，分解阅读难度。帮助学生理解文本大意，完成对语篇主要信息的梳理，并能掌握报纸文章的文体特征。引导学生理解不同国家成人礼活动及各国对成人这一事件的看法和期待，认识到成人礼的重要性，并了解长大成人的意义和责任。

首先，导入讨论不同文化中新年的庆祝方式，自然地引入“成人礼”的文化习俗。通读全文，掌握文章主旨内容和层次结构，了解本文基本结构“总-分-总”（general-specific-general），并引导学生思考文章的出处，以引导学生分析报刊文章的文体特征。

其次，教师引领学生阅读德国的成人仪式（Coming-of-age ceremony in Germany）。在了解成人礼介绍的内容要素后，学生自主阅读讨论完成余下两个成人礼的信息查找。学生对三种不同文化成人礼的分析之后，得出结论并呼应最后一段，即：不同文化庆祝成人仪式的方式各不相同，但却有相同的价值观念和同样的对步入成年的人们的期许。

最后，阅读后活动则从形式关注到意义。思考长大成人的真正含义，用课堂所学进行讨论和展示，引发学生对于成长意义和责任的思考，达到英语课堂教学“立德树人”的最终目的。

作业在巩固课堂所学的基础上，进一步拓展学习，将课上所学的成人礼和中国成人礼对比，使学生能够进一步思考成长赋予的责任，学会用英语阐述中国文化现象。

3. 教学重点及难点

了解德国、拉丁美洲和印度的成人礼的传统和庆祝活动；理解不同民族对其成员由儿童期迈入成年的这一转变的看法和期待。

Lesson Plan

Learning Objectives:

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

1. analyse the elements of New Year celebrations and the coming-of-age ceremonies in different cultures;
2. figure out the stylistic features of newspaper articles and some key words, such as transition, childishness, adulthood, symbolise, mark, vary, etc.;
3. realise the importance of the coming-of-age ceremonies and develop an awareness of adulthood.

Learning Procedures:

Interactive activity 1: Getting Started

*Teacher: Invite the students to look at the pictures and find out how people celebrate New Year in different places.

*Students: Look at the pictures of New Year traditions and have a discussion.

Purpose:

1. To lead in the topic and help Ss get to know coming-of-age ceremony

Guided Questions:

Which celebration is the most interesting to you?

Are you familiar with other New Year traditions?

Independent activity 2: Skim and Scan

* Teacher:

1. Invite students to read the passage and figure out what ceremony is discussed in the article.
2. Guide students to think about where they can read the passage and get familiar with the stylistic features of newspaper articles.
3. Ask students to skim the article and divide it into several parts.

* Students:

1. Figure out the main idea and structure of the article and get to know the coming-of-age ceremony.
2. Think about where they can read the passage and what's the stylistic features of these article.

Purpose:

1. To get a general idea of the article.
2. To identify the structure of the passage the stylistic features of newspaper articles.

Guided Questions:

- (1) *What's the passage mainly about?*
- (2) *Where can you read the article?*
 - A. In a survey report
 - B. In a novel.
 - B. In an advertisement
 - D. In a newspaper
- (3) *Which paragraph is the General Introduction and which paragraph is the concluding paragraph?*
- (4) *How many coming- of -age ceremonies are described in the passage? What are they?*

Independent activity 3: Understand the general statement of the passage.

* Teacher: 1. Ask the students to read the 1st paragraph and figure out the meaning of entering adulthood.

2. Lead the students to realize the real meaning of "leave all your childishness behind" and "start to act like a grown-up" by comparing pictures.

* Students: To understand the meaning of entering adulthood.

Purpose:

1. To understand the meaning of entering adulthood and appreciate the general statement of the passage.
2. To understand the meaning of key words: coming-of-age; childishness; grown-up; leave behind

Independent activity 4: Figure out the details of the coming-of-age ceremonies in Germany

* Teacher: Ask students to read through the paragraphs 2-3 and answer questions

about Jugendfeier.

* Students: To pick out and understand the details of Jugendfeier and figure out how to describe a coming-of-age ceremony.

Purpose:

1. To identify and understand detailed facts of the ceremonies in Germany.
2. To figure out how to describe the coming-of-age ceremonies (who, what, why, how)

Guided questions:

(1) For whom “Jugendfeier” is held ? Who else participates in the ceremony?

(2) How do people celebrate it?

(3) Why do they celebrate it?

Interactive activity 5: Figure out the details of the coming-of-age ceremonies in Latin America and India

* Teacher: Ask students to read paragraphs 4-7 and fill in the blanks about Quinceanera and Sacred Thread Ceremony.

* Students: To pick out and discuss the details of Quinceanera and Sacred Thread Ceremony.

Purpose:

1. To identify and understand detailed facts of the ceremonies in Latin America and India.
2. To understand different expectations for young people entering adulthood.

Interactive activity 6: Read the last Paragraph and discuss

* Teacher: Ask students to read aloud the last paragraph and discuss why nearly every culture celebrates the ceremony worldwide.

* Students: To discuss the importance of coming-of-age tradition

Purpose:

1. To understand the meaning of key words: vary; transition; symbolise
2. To lead the Ss to realize the importance of coming-of-age tradition.
3. To figure out the concluding statement of the passage and conclude the discourse pattern of the passage.

Guided Questions:

- (1) Do people in different cultures celebrate the coming-of-age ceremonies in the same way? (vary)
- (2) Why does nearly every culture celebrate the ceremony worldwide? (transition)

Interactive activity 7: Complete a mind map

* Teacher: Ask the students to summarize the meanings of growing up with a mind map.

* Students: To discuss and complete the mind map

Purpose:

1. To develop an awareness of adulthood by understanding the real meaning of growing up.
2. To summarize what students have learned from this article.

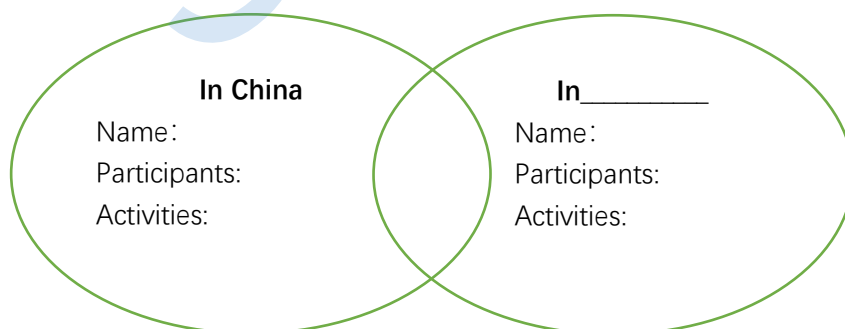
Homework:

1. Group Project: Make a Poster

Coming-of-age ceremonies: China vs. _____

1. Interview your teachers to get information of the Chinese coming-of-age ceremony in your school.
2. Make a poster to compare the Chinese coming-of-age ceremony with one of the three coming-of-age ceremonies in the text. (Introduce the ceremonies and pick out their similarities and differences.)

Coming-of-age ceremonies: China vs. _____



3. Share your findings with the whole class.

2. Read the article about *Twelfth Night* on P49 of the exercise book and finish the reading comprehension questions.

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