

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

课时：第 6 课时

课题：Homecoming

课型：Reading

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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 6 课时，核心目标为识别语篇的宏观组织结构，理解并能描述返校日的文化传统；借助 Critical Thinking 等提供的图表、图示等非语言信息表达成人礼、庆生、返校日等风俗传统的共同点。

2. 设计思路

本课由美国返校节活动视频导入，引出本课主题，激活学生背景知识。接着，学生通过阅读标题及正文第 1、2 段，了解美国返校节基本信息，包括返校节定义、举办地、参与者、持续时间和意义；通过阅读正文 3-6 段，了解返校节举行的具体活动内容，包括 spirit week, elections, homecoming parade 和 a homecoming dance, 了解为说明返校节活动选用的词汇和语法结构，并通过小组讨论的形式，使用这些词汇和语法结构描述“我认为最受欢迎的返校节活动”及其理由。之后，学生通过分析了解说明文语篇结构，包括 beginning (必备要素), body part (必备要素) 和 concluding paragraph(可选要素)以及它们在文中出现的顺序；最后，学生根据本单元所学内容，借助图表，总结和比较不同国家成人礼、生日庆祝和返校节这些文化传统和习俗之间的异同。

3. 教学重点及难点

利用文中主题词汇和语法结构描述“我认为最受欢迎的返校节活动”；理解说明文语篇特征及必要要素和可选要素；总结和比较不同国家成人礼、生日庆祝和返校节这些文化传统和习俗之间的异同。

Lesson Plan

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

1. find out the elements about homecoming, including definition, place, people, duration and its meanings;

2. identify the stylistic features of an expository essay, including the introduction, the body and the conclusion;
3. figure out and summarize the shared values of coming-of-age ceremonies, birthday and homecoming celebrations.

Procedures:

I. Warm-up

*Teacher: Ask the students to watch a video clip about “homecoming” and write down the activities in the video.

*Students: Watch a video clip about “homecoming” and write down the activities in it.

Purpose: To arouse students’ interest and introduce the topic.

II. Pre-reading

*Teacher: Ask the students to read the title and make some predictions about “homecoming”.

*Students: Make some predictions about “homecoming”.

*Teacher: Ask the students to read through paras.1-2 and complete the diagram.

*Students: Read the para.1-2 carefully and complete the missing information in the diagram.

Purpose: To understand the title and para. 1-2 to know some basic information (what, where, who, how long and why) about homecoming.

Guided questions:

1. After reading the title, what do you think the author will talk about in the passage?
2. What does “homecoming” refer to?
3. What activities are involved in homecoming?

III. While-reading

*Teacher: Ask the students to read through para.3-6 and circle the vocabulary and grammar points related to the homecoming activities.

*Students: Read para. 3-6 carefully and circle the vocabulary and grammar points related to the homecoming activities.

*Teacher: Encourage the students to describe a homecoming activity they think is the most popular and state the reason(s), using the vocabulary and grammar points in para.3-6.

*Students: Work in groups and describe a homecoming activity they think is the most popular.

Purpose: To understand the details of homecoming activities and be able to use the proper vocabulary and tense to describe a homecoming activity.

Guided questions:

1. What vocabulary does the author use to describe homecoming activities?
2. What tense does the author use to describe homecoming activities?

IV. Post-reading

*Teacher: Help the students to understand the stylistic features of an expository essay with a diagram.

*Students: Get familiar with the stylistic features of an expository, knowing which part(s) is a must and which part is not a must.

Purpose: To identify the stylistic features of an expository including the necessary parts and theirs orders.

Guided questions:

1. What does an expository essay consist of?
2. Is the introduction a must in an expository?
3. Is the body part a must in an expository?
4. Is the conclusion a must in an expository?

V. Critical Thinking

*Teacher: Encourage the students to summarize the traditions of the coming-of-age ceremonies,

birthday and homecoming celebrations based on the given diagram.

*Students: Summarize the traditions of the coming-of-age ceremonies, birthday and homecoming celebrations.

*Teacher: Encourage students to explain the shared values between traditions in different cultures.

*Students: Explain the shared values between traditions in different cultures.

Purpose: To develop the ability of critical-thinking by summarizing the traditions of coming-of-age, birthday and homecoming celebrations and explaining their shared values.

VI. Homework

1. Read aloud the article to make sure you know the key vocabulary and grammar points.
2. Finish the exercise Comprehension Plus I, II on Page 63.
3. Finish the reading exercise of the workbook on Pages 56-57.
4. (Optional) Design a homecoming activity for your school according to the elements learned in the article.