

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

课时：第 1 课时      课题：The confusing way Mexicans tell time

课型：Reading      设计者：上海市复兴高级中学 林茵

### 一、教学设计与说明

#### 1. 教学目标

本课为本单元的第 1 课时，核心目标为引导学生描述与跨文化经历相关的感受，发现文化差异在语言中的体现。

#### 2. 设计思路

本课由学生对文化相关问题的自由讨论导入，引发兴趣，激活语境。接着，学生阅读语篇，通过回答问题，完成图表，理解文章大意，掌握具体信息，理清记叙文结构。随后，学生通过故事中作者的动作与小贩的反应，分析作者与冰淇淋小贩的情感，分析不同行为体现的不同文化背景下认知的差异。接着，学生们阅读并比较不同语境下“ahorita”的含义，结合课文，理解作者时间观念的转变以及作者的写作目的。最后，学生以小组讨论的形式，交流讨论对语言与文化的关系的理解。课后作业部分，一方面学生围绕课文，通过朗读课文、查询单词，增强对课文内容以及词汇的熟悉；另一方面学生自主探究，例举语言在不同语境下有多重含义的文化现象，为第二课时词汇学习和深入理解课文做准备。

#### 3. 重点难点

分析语篇故事中的人物动作，理解作者所表达的情感及其反映的文化差异。

### Lesson Plan

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

1. retell the author's cross-cultural experience by skimming and scanning;
2. identify the structure of a narrative: the setting, beginning, development, climax and ending;
3. interpret the author's feelings by analyzing her behaviors.

## Procedures:

### I. Lead-in

- Teacher: Initiate questions about language and culture; introduce the author.
- Students: Share personal opinions and feelings.
- *Purpose: To arouse students' interest and prepare them for the following activities.*

Guided questions:

1. Many Chinese used to greet each other by asking “Have you eaten?” Are people around you still doing that?
2. If people from other countries visit your country, what might surprise them?

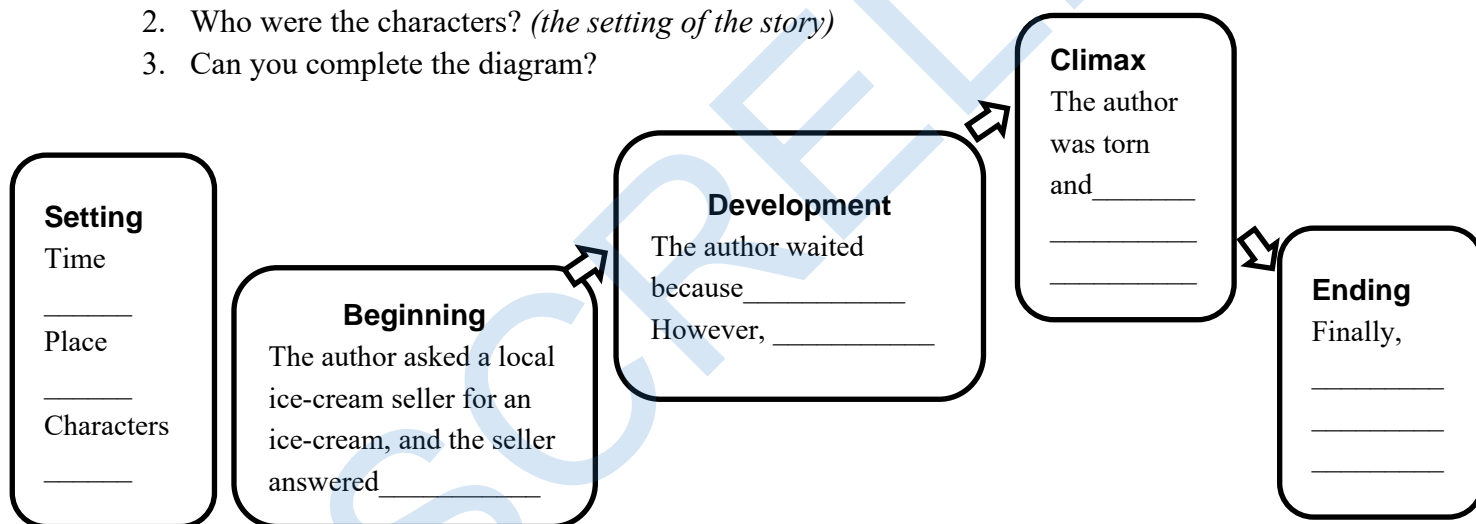
### II. While-reading

#### 1. Plot of the story

- Teacher: Guide students to read paragraphs 1-3.
- Students: Read paragraphs 1-3; complete the graphic organizer with information in the text.
- *Purpose: To lead students to understand the story and identify the elements of a narrative.*

Guided questions:

1. When and where did the story happen?
2. Who were the characters? (*the setting of the story*)
3. Can you complete the diagram?



#### 2. Analysis of feelings, personalities, and cultural values

- Teacher: Facilitate further understanding of the text by delving into the characters' feelings and personalities in paragraphs 1-3.
- Students: Interpret feelings and personalities of characters by relating to their own feelings.
- *Purpose: To lead students to figure out the implications of sentences and interpret cultural values behind the characters' behavior.*

Guided questions:

1. How did the author understand “ahorita” at first? How might she feel about her understanding? (*confident, sure, believed in her language skills*)
2. How did the author feel when the ice-cream was never delivered? (*torn, unhappy, uncomfortable about waiting, impatient, worried*)
3. What is it like to feel “torn”? What was on her mind? (*unsure; uncertain; struggled a bit...*)

4. If you were the author, what would you do? Why didn't the author leave directly though she felt "torn"? (*thought the ice-cream was being delivered; respected rules, other people's time and others; polite; well-mannered...*)
5. When the author left, she "made a rush for the nearest bus". What did she imply with "rush"? (*waiting too long, impatient, cannot wait any longer, torn, really had to go*)
6. Even when she rushed to leave, she took time to signal at her wrist and shrugged to the ice-cream seller. Can you show me the gestures? Why did she signal the ice-cream seller instead of leaving directly? What kind of person is the author? (*value time; polite; well-mannered, respectful, thoughtful, considerate, pay attention to details, hate giving others any trouble...*)
7. As the author felt torn for waiting so long, how did the ice-cream seller feel? (*He went from being confused and embarrassed to being totally confused.*)

### 3. Message of the story

- Teacher: Guide students to read paragraphs 4-5; provide a website with "ahorita" of different meanings in different contexts.
- Students: Find out information in paragraphs 4-5; figure out the meanings of "ahorita"; summarize the message of the story
- Purpose: To lead students to read for information and analyze the message the text conveyed.

Guided questions:

1. When did the author discover the real meaning of "ahorita"?
2. According to a linguist, what does "ahorita" mean in Mexico?
3. What does "ahorita" mean in each context?
4. What can you learn from these comments?

Comments	Meanings of Ahorita
<b>Ann:</b> When I studied abroad, I found that when my host mother asked my host sister to do something "ahorita," she jumped to attention and performed whatever it was immediately.	<i>right now</i>
<b>Jason:</b> My friends who live only a 5-minute drive from me tell me they'll leave their house "ahorita", only to come to my house 4 hours later! When you hear or receive a text with "ahorita", the actual meaning is the person hasn't even left the house yet. They're probably just about to take a shower, get themselves ready and then leave.	<i>a few hours</i>
<b>Peter:</b> When someone says 'Ahorita vengo' (I'll be back soon). They're not coming back!! It's the polite way of saying 'I'm leaving'.	<i>never</i>

5. What lesson did the author learn from the experience?
6. How has the author's attitude towards time changed?
7. How would you feel if you are late for an appointment? Why wouldn't the author panic if she is late?

### III. Post-reading

- Teacher: Organize a discussion about language and culture.
- Students: Discuss and share ideas in groups.
- *Purpose: To guide students to further explore the relationship between language and culture.*

Guided questions:

Many believe “the best way to learn a foreign language is to go to a foreign country.” Do you agree or disagree? Why?

### IV. Assignments

1. Read the passage aloud and fluently, and look up unfamiliar words and expressions on pp. 67-68.
2. Finish exercises in Language Focus on p. 23.
3. Think about questions in Personal Touch on p. 21. Prepare to share your ideas in the second period.