

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

课时：第 4 课时 课题：Learning More about Cultural Differences

课型：Listening and Viewing 设计者：上海市复兴高级中学 钱陶然

一、教学设计与说明

1. 教学目标

本课为本单元的第 4 课时，核心目标为引导学生发现文化差异在语言中的体现，和培养学生掌握视听语篇大意的能力。

2. 设计思路

本课由“双手合十”的微信表情理解导入，使学生意识到文化差异也体现在非语言交际中。接着，学生通过听力语篇的介绍了解该差异在体态语方面的体现，并借由课后探究加深理解。之后，学生运用恰当的视听策略复述视频语篇内容，了解语言差异无处不在，并通过演绎问答感受语言背后的情感内涵。最后，学生以小组竞赛的形式进行头脑风暴和知识拓展，借助语言框架进行产出，了解更多层次的“美英”和“英英”差异，并设身处地地思考应对语言差异的解决方法和正确态度。

由于听力板块的 Exercise IV 要求学生举例说明不同国家手势的区别，若在课内展开，对学生的文化知识储备要求较高，讨论难度较大，因此本课将该部分内容布置为课后作业，要求学生自主探究，列举体态语的文化差异。

3. 重点难点

理解文化差异在语言交际和非语言交际中的体现；探讨应对语言差异的解决方法和正确态度。

Lesson Plan

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

1. retell the main idea and key facts in the listening and viewing activities;
2. discuss the cultural differences in body language based on the dialogue;
3. recognize the cultural differences between American and British English in “I don’t care” and “I don’t mind”.

Procedures:

I. Warm-up

*Teacher: Get students to reflect on their use of emojis.

*Students: Recall their use of the “folded hands” emoji and the message that they try to convey with it.

Purpose: To draw students’ attention to cultural differences in non-verbal communication, including body language.

Guided questions:

1. Have you ever used the “folded hands” emoji when you communicate with others via WeChat or on other social media platforms?
2. What kind of message are you trying to convey when you use this emoji?
3. Do people from all over the world interpret this emoji in the same way?
4. Can you name some other forms of non-verbal language?

II. Listening: Learning about Cultural Differences in Body Language

*Teacher: Get students to learn about cultural differences in body language.

*Students: Listen to a radio programme, note down and retell the main idea and key facts.

Purpose: To practice listening and note-taking skills and explore how people from different cultures interpret body language differently.

Guided questions:

1. What is the main idea of this radio programme?
2. Can you complete the paragraph with what you have heard?
3. Do you know any other body language that has different meanings in China and in other countries?

III. Viewing: “I Don’t Care” vs. “I Don’t Mind”

*Teacher: Get students to find out how American and British people use different expressions to express the same meaning.

*Students: Listen to a mini-lecture, take notes with the help of graphic organizers, learn to use “I don’t care” and “I don’t mind” in different cultures.

Purpose: To practice listening and note-taking skills and to become aware of differences between varieties of English.

Guided questions:

1. Based on your understanding, can you complete the dialogues with “I don’t care” or “I don’t mind”? Can you read out the dialogue with appropriate tone?
2. (Watch Part I of the video) What is the mini-lecture mainly about?
3. (Watch Part II of the video) Can you complete the diagram with what you have heard? What do “I don’t care” and “I don’t mind” mean to British and American people?

IV. Reflecting on differences between American and British English

*Teacher: Lead students to find out differences between American and British English, and gain a deeper understanding of both cultures.

*Students: Brainstorm other differences between American and British English and think about how to address the differences.

Purpose: To arouse cultural awareness and develop a positive attitude towards cultural differences.

Guided questions:

1. Have you noticed that there is another difference between American and British English mentioned in the video?
(BrE: cinema; AmE: movie; If not, watch 01:13-01:33 again)
2. Can you give more examples to show differences between American and British English?
3. How did the woman feel when the man said “I don’t care”? If you were the man or the woman in the video, what would you do to deal with the cultural differences?

V. Assignments

1. Finish Exercise IV on Page 26: *Some gestures may convey different messages in different cultures. Give an example.*
 - Do research online and find a gesture that shows cultural differences.
 - Prepare to present your findings in the next lesson.

2. Finish listening exercises on Pages 19-20 on the workbook.

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