

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

课时：第 6 课时 课题：My Experience with American English

课型：Reading 设计者：上海市复兴高级中学 孔庆昊

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

拓展阅读是对单元话题拓展及延伸，谈论了英国人在美国碰到的各种因为美式英语而引起的误会和困扰。文章结构和内容较于 Reading A 更容易理解，主要介绍了五个场合下英式英语和美式英语在词汇使用上的区别。课文生词较少，但有一定描述第一次见到某物时情感的词组和句型，适合补充额外语言知识以进行深入讨论。

根据本文上述特点，教学活动设计考虑了如下方法：先以中文不同地域的区别为例引入话题，学生阅读文本寻找出英式英语和美式英语的对照；寻找描述作者情感反应，适当补充描述相关情感表达的句型；进而讨论如何正确看待文化内部和跨文化交流中遇到的各种差异。

而文化链接部分介绍了不同英语国家因文化不同而存在不同词汇，可以从本文主题出发，谈论母语中存在的外来语或本民族语的影响。

3. 重点难点

从文本内容和话题出发，恰当理解语言差异性和文化差异。

Lesson Plan

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

1. recognize the difference between British English and American English in vocabulary and spelling;
2. explore and express the author's feelings in cross-cultural experiences with proper words and expressions;
3. understand language and cultural differences through comparing English varieties in different regions and cultures.

Procedure:

I. Lead-in

*Teacher: Get students to check homework assignment on language variations.

*Students: Share their findings with classmates.

Purpose: To prepare students for the topic to be discussed in this period.

Previous assignment:

	The word usually used	Variations
Grandma		
Very		
Knee		
...		

II. Reading

*Teacher: Get students to read the text and find out the variations mentioned by the author, and the author's reactions.

*Students: Find out the variations between BrE and AmE and the author's reactions.

Purpose: To familiarize students with the text and prepare for future in-class activities.

Guided questions:

1. Where do you think the author comes from?
2. What are the variations mentioned by the author?
3. How did the author feel each time?
4. Why did the author write this experience down? Can you get some idea from the chart we have filled in?

Variations:

- French fries—chips
- Chips—crisps
- Cookies—biscuits
- Pants—trousers
- Eggplant—aubergine

(provide a picture of “biscuits and gravy”)

Reaction:

- I couldn't imagine...
- This was a very strange idea...
- I was embarrassed...
- I felt disgusted when...
- What on earth could that be?

III. Vocabulary expansion

*Teacher: Offer students additional words and expressions to describe feelings when they see a new word and provide tasks for students to use the additional words.

*Students: Learn the additional words and expressions and put them to use.

Purpose: To expand vocabulary related to the text.

Additional:

- I felt disgusted/shocked/confused...when I saw/learned...
- This was a very strange idea to me.
- This was beyond me.
- This word was totally new to me. But now...
- I felt a sudden shock/disgust/embarrassment...

Guided questions:

(Ask questions based on the words in text, from homework, or from the following quiz on AmE and BrE)

1. How did you feel when you learned that the word “biscuit” has different meanings?
2. How did the author feel when someone said “I like your pants”?
3. Eggplants and aubergine are the same thing. What do you think?

*Teacher: Offer students additional variations between BrE and AmE in spelling. Then asks students to discuss issues related to their difference.

*Students: Exchange ideas with classmates.

Purpose: To further the understanding of difference between languages.

Difference in spelling

- Behaviour—behavior
- Neighbour—neighbor
- Programme—program
- Centre—center

Guided questions:

1. It is true that there are many differences in one language, but how should we understand such differences?
2. Why should there be different spellings, or different words for the same thing?
3. But why is it exciting to know things are different?

IV. Culture link

*Teacher: Get students to read Cultural Link and discuss questions based on the text.

*Students: Read and exchange ideas with classmates.

Purpose: To further understand cultural influences on languages

Guided question:

1. Can you name a few English words that come from Chinese, or Chinese words from English?
2. What can we learn from such examples?

V. Assignments:

1. Suppose you are working for an American high school, which is now preparing for a British high school delegate to visit. Your director in charge has written a schedule and asks you to revise it.

Visiting Schedule for Riverside School Delegate

Time	Description
9:00am—10:30am	Reception ceremony at School Theater
10:45am—11:20am	Meeting with the principal in his office
11:30am—12:45pm	Lunch (Notice: one with eggplant allergy)
12:55pm—13:10pm	Meeting with third year students in classrooms
13:15pm—13:55pm	Lesson with first year students at Teaching Center (Lesson options: Math, Physics, Art)
14:05pm—14:45pm	Lesson with second year students at School Gym (Notice: P.E. lessons, bring sneakers if interested)
15:00pm—15:30pm	Afternoon tea with the principal and discussion (sandwiches and cookies available)
15:40pm—16:20pm	Meeting with lab teachers at Science Centre

2. Finish the exercise on pages 26-28 in the workbook.