

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

课时：第 2 课时      课题：Growing Worldwide

课型：深入阅读      设计者：上海市晋元高级中学 戴颖超

### 一、教学设计与说明

#### 1. 教学目标

本课为本单元的第 2 课时，核心目标为引导学生识别说明文语篇的微观组织结构，进一步理解成人礼的文化传统和文化背景；通过比较成人礼风俗传统的异同，联系自身探讨这些风俗传统对文化认同、文化遗产的价值和意义。

#### 2. 设计思路

导入部分，通过让学生回忆文本的主要内容，复习文本宏观结构，并引出对于平行段落中文本细节的分析。

第二部分，通过课后练习，找出不同国家与地区对于成人的不同期待，借助分析被动语态、同义替代等微观结构，深入理解文本内容，正确把握作者意图；通过提问，引导学生思考隐藏在不同庆祝方式背后的文化价值观；通过对不同期待的排序，学会尊重和包容文化多样性，做出正确的价值判断。

第三部分，通过课后练习，灵活运用文本内学到的不同国家地区对于年轻人的不同期待，判断不同价值观的年轻人会对哪些应用软件（App）感兴趣，并联系自身，思考作为中国年轻人，哪些应用软件更吸引自己及原因，引发学生比较中外文化的异同，激发学生对中国传统习俗的思考，为 speaking, writing 板块作内容上的准备。

#### 3. 重点难点

通过微观结构分析，理解不同文化对青年人的不同期待；比较不同成人礼的庆祝方式，挖掘其背后不同的文化价值观，并做出正确的价值判断

### Lesson Plan

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

1. further understand the different cultural expectations of the coming-of-age ceremonies through the text analysis;
2. compare different ways of celebrating and figure out different cultural values;
3. reflect on the responsibilities of adulthood in the light of personal experience and learn to respect different cultures and make own judgments.

### Procedures:

#### I. Getting started

\*Teachers: initiate a brief review of the structure of the text.

\*Students: recall what they have learned in the last period.

*Purpose:* to activate students' previous knowledge and get ready to dig deeper..

### **Interactive task 1: recall the key structure of the text**

#### **Guided questions:**

1. What are the ceremonies mentioned in the text?
2. How are they celebrated?
3. In which paragraphs do you find the details?

## **II. Digging in**

\*Teachers: guide the students to figure out the expectations related to coming-of-age ceremonies in different cultures.

\*Students: figure out the expectations related to coming-of-age ceremonies in different cultures.

*Purpose:* to further understand the text and get ready to figure out different cultural values behind different ways of celebration

### **Interactive task 2: fill the table**

1. What responsibilities are the young citizens expected to shoulder worldwide?
2. Can you find the author's attitude towards German coming-of-age ceremony?
3. Why does the author make such a conclusion about "Jugendfeier"?
4. How about "acquiring a multicultural perspective"?
5. How has "Quinceanera" changed over time? Why?
6. What are the two births that a human being experiences in Indian tradition?
7. Which birth is considered more important in their culture? Why?
8. What determines Indian way of celebration?

## **III. Further thinking**

\*Teachers: to ask students to rank the expectation in terms of importance and explain their decision

\*Students: to rank the expectation in terms of importance and explain their decision

*Purpose:* to compare different social values behind various cultures and to learn to respect them and make their own judgment

### **Interactive task 3: Ranking & Q&A**

#### **Guided questions:**

1. What determines the specific rituals, ceremonies, and traditions to symbolize or celebrate one's transition from childhood to adulthood in every society?

\*Teachers: to ask students to finish the exercise in the text book P54/III

\*Students: to finish the exercise in the text book P54/III

*Purpose:* to apply what has been learned to practice and associate themselves with the apps ; to think about the values in Chinese culture

### **Interactive task 4: Matching & Reasoning**

#### **Guided questions:**

1. What kind of information do you think people can find on these apps and why?
2. As a young man in China, which Apps attract you most? why?

**IV. Assignments:**

1. Exercise II in the workbook on page 51-52
2. What do we Chinese value in our culture? Think about it after class and find some examples in our customs and traditions to illustrate your idea (eg: festivals, birth traditions, coming-of-age ceremonies etc.).

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