

上海市英语教育教学研究基地  
Shanghai Center for Research in English Language Education

# 《高中英语》（上外版）

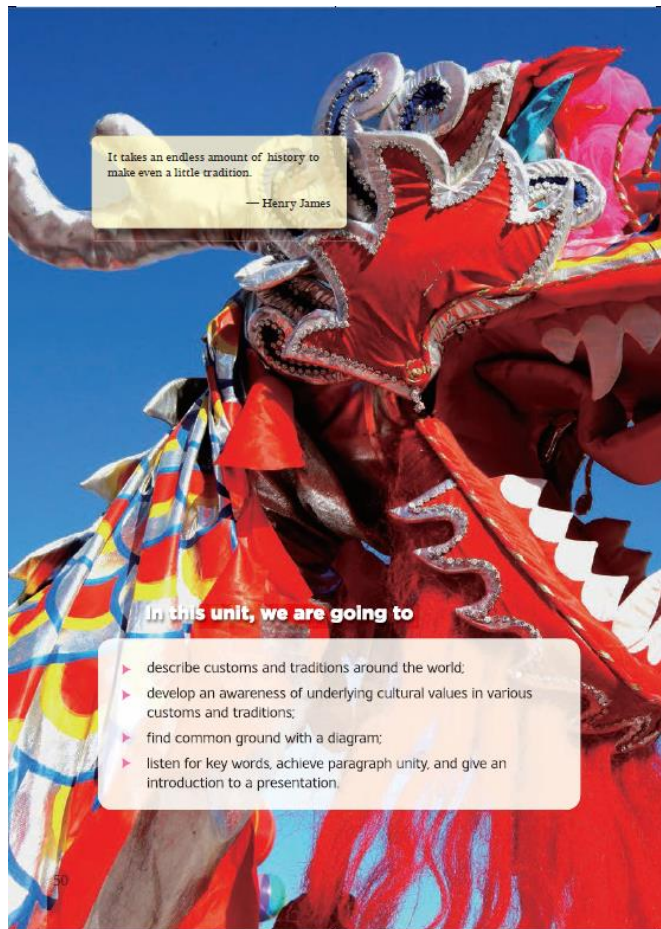
必修第一册第四单元第二课时

## 教学案例

主讲人：戴颖超

# 《高中英语》（上外版）

## 必修第一册第四单元



课时	授课内容
1	Getting Started/ Reading A
2	Reading A/ Vocabulary Focus
3	Vocabulary Focus / Grammar in Use
4	Listening and Viewing
5	Moving Forward
6	Reading B/ Culture Link/ Critical Thinking
7	Further Exploration/ Self-assessment



## 第二课时: Reading A Growing Worldwide

### 课时学习目标:

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1. 通过分析语篇结构和语言特征, 能进一步理解不同文化在成人礼中对年轻人的不同期待;

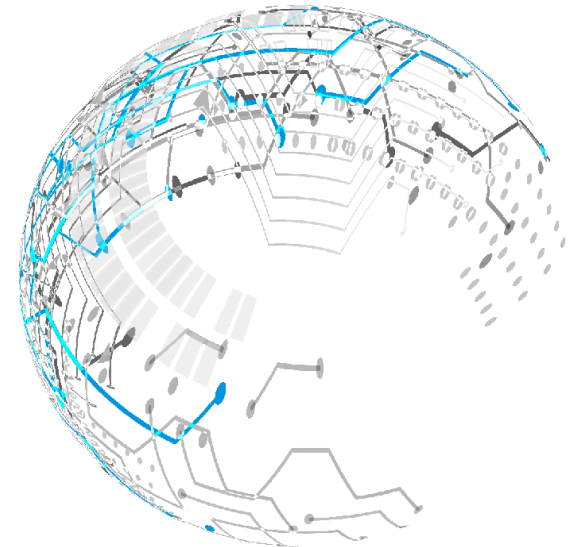
to further understand the different cultural expectations at the coming-of-age ceremonies through text analysis;

2. 能比较不同文化的成人礼庆祝方式, 理解背后蕴含的价值观差异;

to compare different ways of celebration and figure out different cultural values;

3. 能联系自身, 思考长大成人的责任, 学会尊重包容文化多样性, 做出正确的价值判断;

to reflect on the responsibilities of adulthood in the light of personal experience and learn to respect different cultures and make our judgments.







## Worksheet

Please tick the expectations related to coming-of-age ceremonies in different cultures according to the text.

Expectations	Germany	Latin America	India
Having respect for other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing a sense of responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acquiring a multicultural perspective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being ready to do household chores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing great respect for knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Look at the apps and choose the ones that might appeal to the young people who are entering adulthood from Germany, Latin America and India. Note that one app might appeal to young people from different cultures.

	<b>From:</b> Latin America		<b>From:</b>
	<b>Reason:</b> “girls were taught cooking, sewing and other general household skills...”		<b>Reason:</b>
	<b>From:</b>		<b>From:</b>
	<b>Reason:</b>		<b>Reason:</b>



# What are the ceremonies introduced in the text?

Name	“Jugendfeier” in Germany	“Quinceanera” In Latin America	“the sacred thread ceremony” in India
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# How are they celebrated?

In Germany, there's a ceremony called "Jugendfeier," or "youth celebration," a coming-of-age ceremony for 14-year-olds. They go to school to prepare for the occasion, studying topics thought to be important for young citizens of the future. The things these young people learn about include multiculturalism and general responsibilities in society.

"Jugendfeier" began in the 19th century, when awareness of civic practices was on the rise. At the ceremony, a teacher makes a speech about values, such as having respect for other people and having a sense of duty. The idea is that the young people taking part in the ceremony will take on these values for themselves. Perhaps it's fair to say that it's different from other coming-of-age ceremonies in the world — it's more serious than it is fun.

## Paras.2-3

## Paras.4-5

skills before the special day to get prepared for their upcoming marriage.

Traditional ceremonies began when the teenager arrived, with her father. He would dance with her, and then "give her away" to dance with other males from among their family and circle of friends.

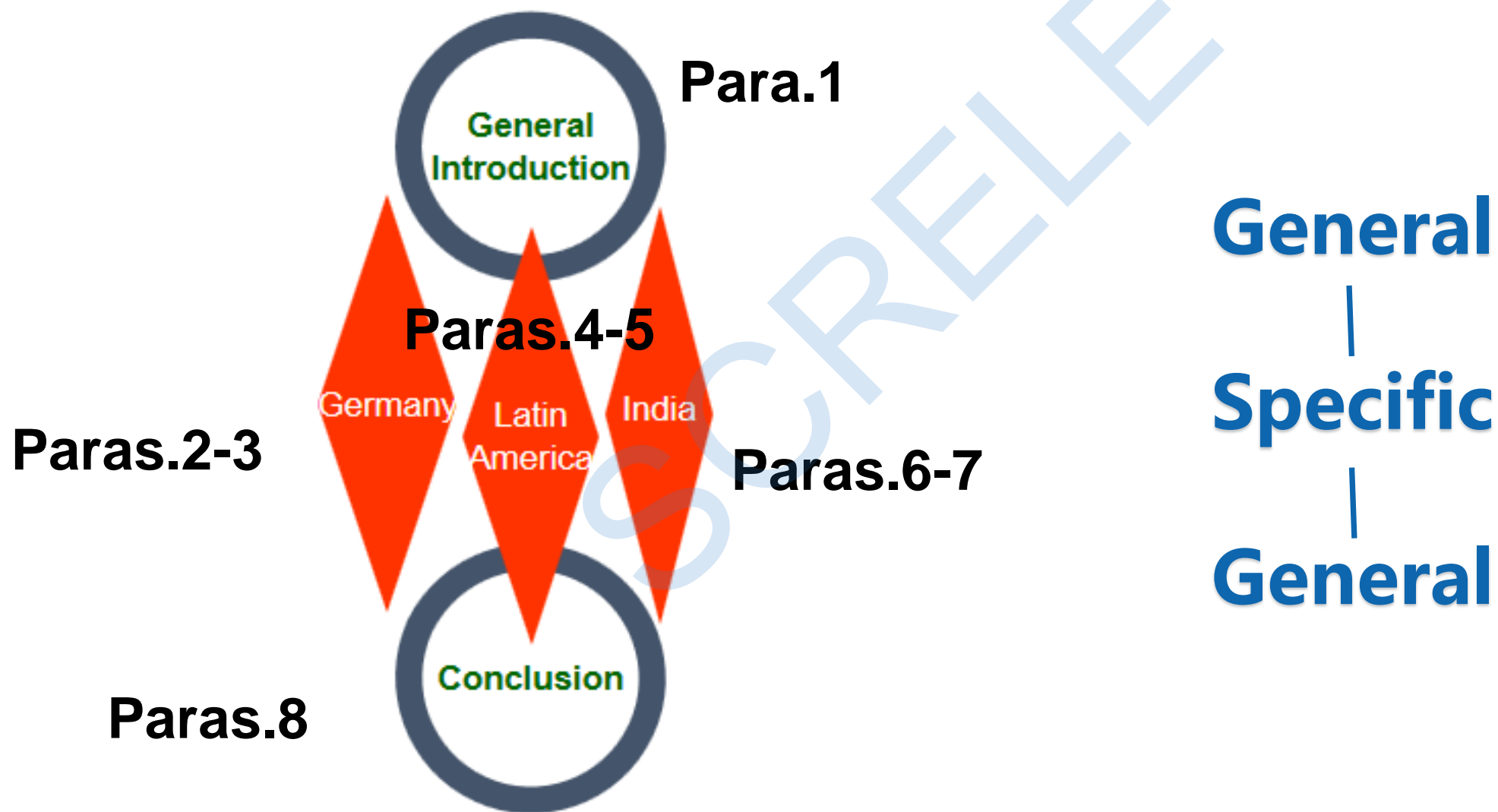
Today, the ceremony has become more like an individual celebration of the young person's coming-of-age — similar to how one's 18th birthday is considered an important day in other cultures.

In some Indian families, the sacred thread ceremony is performed when a boy is grown-up. He is given three strands of the sacred thread which represent three promises he makes: to respect knowledge, to respect his parents and to respect society.

a new life. The child, traditionally, leaves his family to go and live with the Guru (teacher). At this point the boy becomes "twice-born." In Indian traditions, a human being has at least two births — the first one is his physical birth. In this ceremony, a Guru accepts a child and draws him towards knowledge.

## Paras.6-7

# Recall the structure of the text



# What responsibilities are the young citizens expected to shoulder worldwide?



Please tick the expectations related to coming-of-age ceremonies in different cultures according to the text.

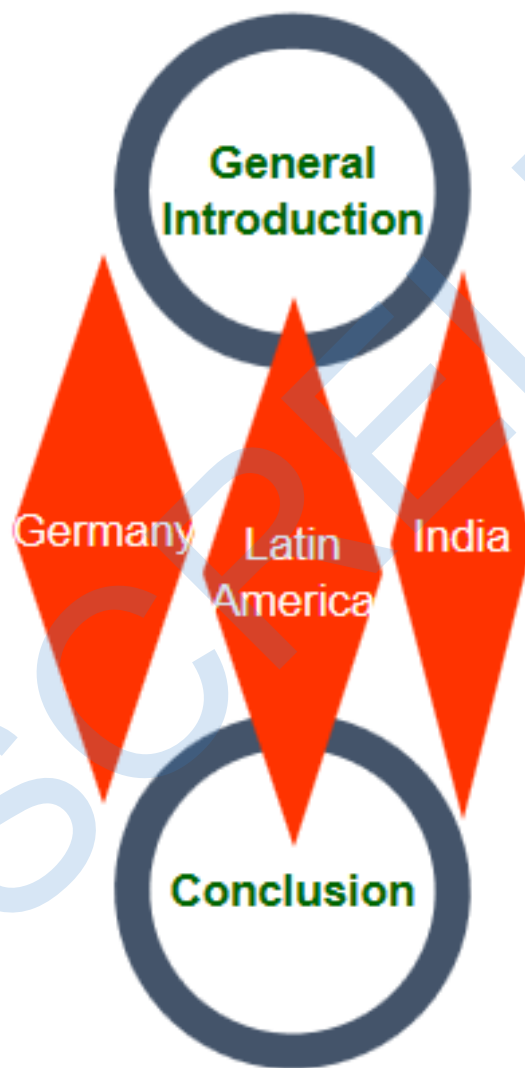
Expectations	Germany	Latin America	India
Having respect for other people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Being ready to do household chores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showing great respect for knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Expectations

15 "Jugendfeier" began in the 19th century, when awareness of civic practices was on the rise. At the ceremony, a teacher makes a speech about values, such as having respect for other people and having a sense of duty.

20 The idea is that the young people taking part in the ceremony will take on these values for themselves. Perhaps it's fair to say that "Jugendfeier" is treated differently from other coming-of-age events in the world —

25 it's more serious than it is fun.



50 In some Indian families, the sacred thread ceremony is performed when a boy is grown-up. He is given three strands of the sacred thread which represent three promises he makes: to respect knowledge, to respect his parents and to respect society.

Please tick the expectations related to coming-of-age ceremonies in different cultures according to the text.

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# Expectations

Entering adulthood is an important step in everyone's life. It means that a young person must soon leave childishness behind and start to shoulder grown-up responsibilities.

General  
Introduction

Germany

Latin  
America

India

Conclusion



Please tick the expectations related to coming-of-age ceremonies in different cultures according to the text.

Expectations	Germany	Latin America	India
Having respect for other people	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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# Expectations

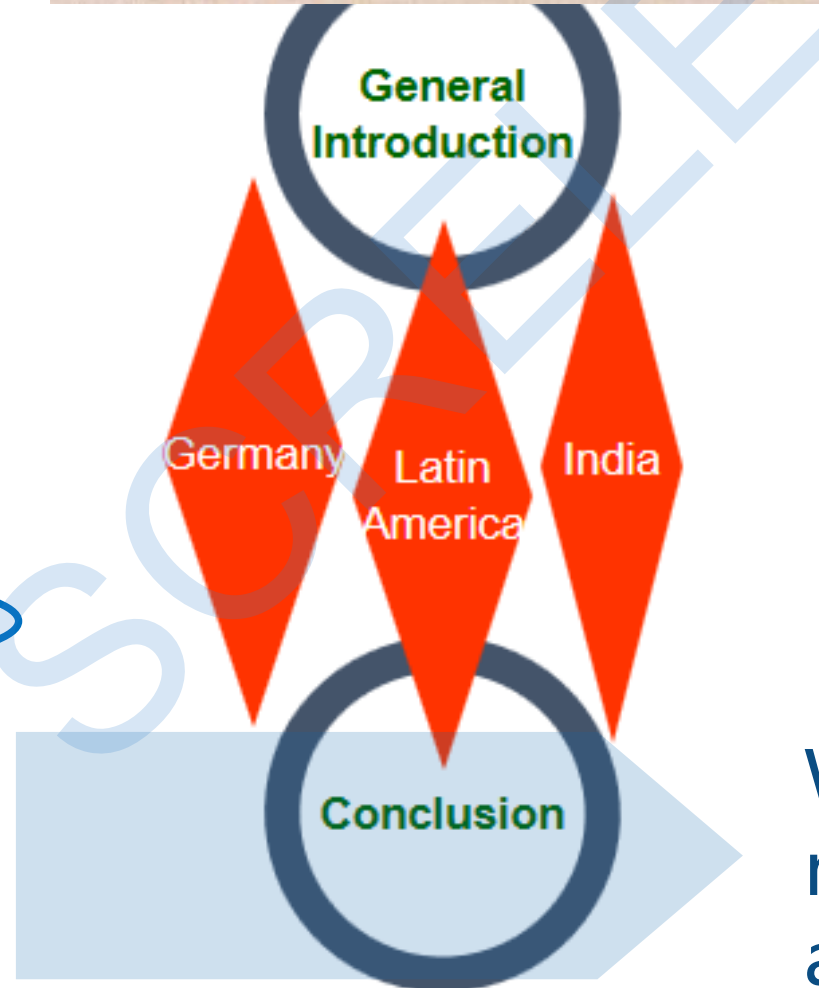
In Germany, there's a ceremony called "Jugendfeier," or "youth celebration," a coming-of-age ceremony for 14-year-olds. They go to school to prepare for the occasion, studying topics thought to be important for young citizens of the future.

The things these young people learn about include multiculturalism and general responsibilities in society.

"Jugendfeier" began in the 19th century, when awareness of civic practices was on the rise. At the ceremony, a teacher makes a speech about values, such as having respect for other people and having a sense of duty.

The idea is that the young people taking part in the ceremony will take on these values for themselves. Perhaps it's fair to say that "Jugendfeier" is treated differently from other coming-of-age events in the world — it's more serious than it is fun.

Entering adulthood is an important step in everyone's life. It means that a young person must soon leave childishness behind and start to shoulder grown-up responsibilities.

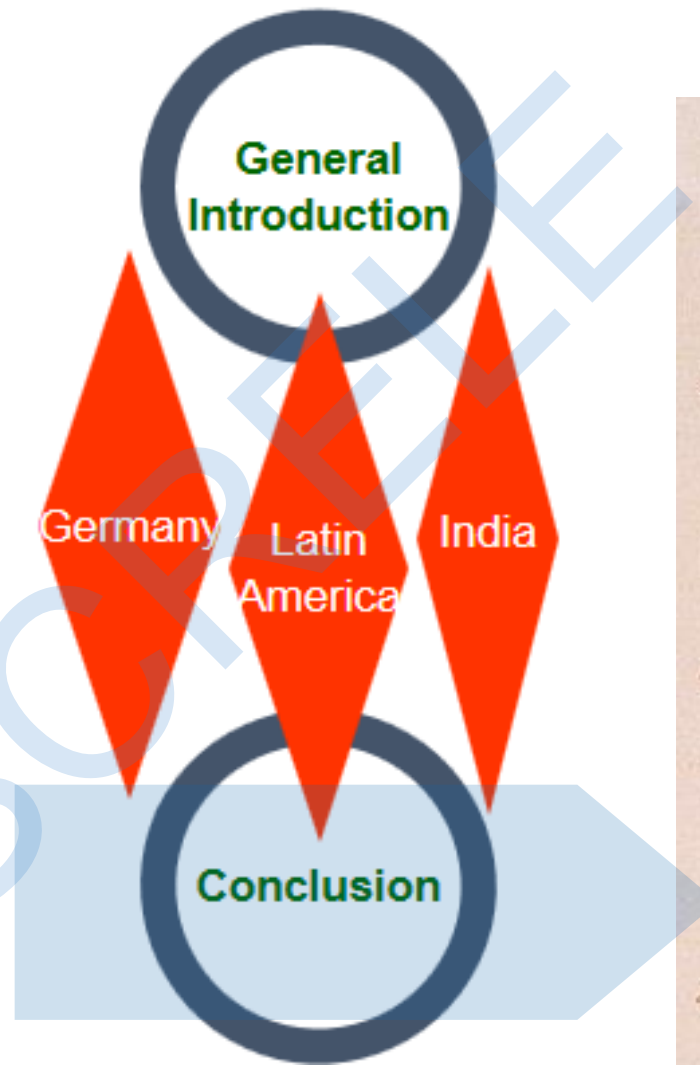


Why does the author make such a conclusion about "Jugendfeier" ?

Please tick the expectations related to coming-of-age ceremonies in different cultures according to the text.

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How has “Quinceanera”  
changed over time?  
Why?



marriage. Girls were taught cooking, sewing, and other general household skills before the special day to get prepared for their upcoming marriage.

35 Traditional ceremonies began when the teenager arrived, with her father. He would dance with her, and then “give her away” to dance with other males from among their family and circle of  
40 friends.

45 Today, the ceremony has become more like an individual celebration of the young person’s coming-of-age — similar to how one’s 18th birthday is considered an important day in other cultures.



Please tick the expectations related to coming-of-age ceremonies in different cultures according to the text.

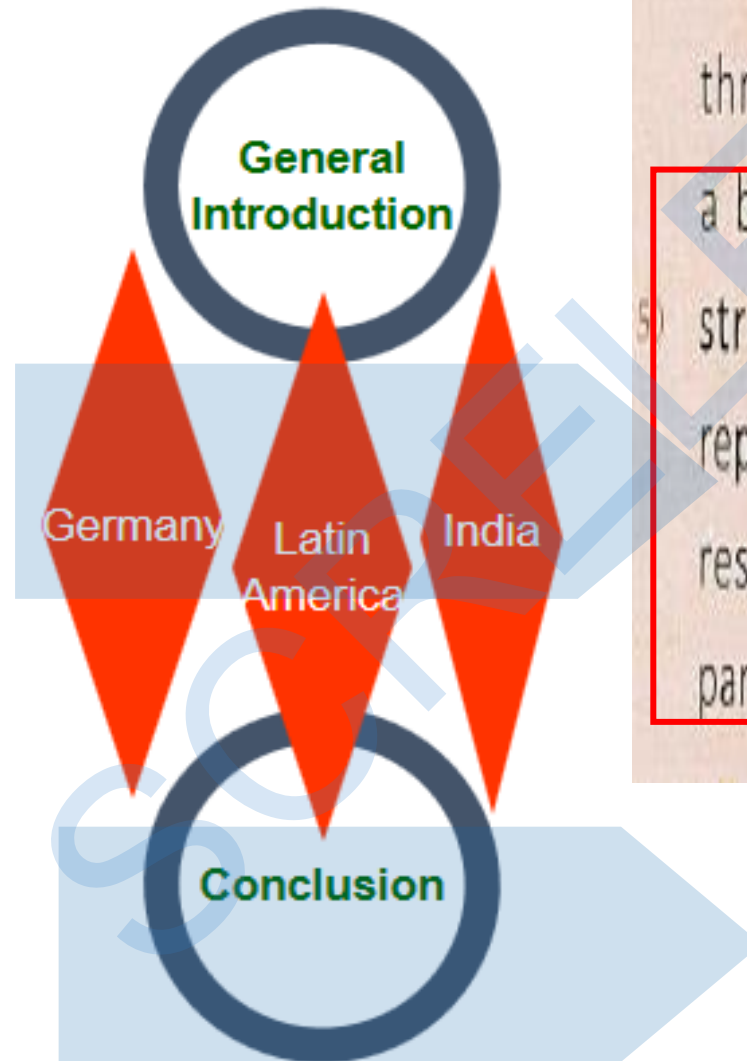
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# Expectations

Which birth is considered more important in their culture? Why?

What are the two births that a man experiences in Indian tradition?

What determines Indian way of celebration?



In some Indian families, the sacred thread ceremony is performed when

a boy is grown-up. He is given three

strands

represent

respect

parents;

It is said that the sacred thread ceremony marks

a new life. The child, traditionally, leaves his family to go and live with the Guru (teacher). At this point the boy becomes "twice-born." In Indian

traditions, a human being has at least

two births — the first one is his physical birth and the second one his intellectual birth through a teacher's care. At this

ceremony, a Guru accepts a child and draws him towards knowledge.

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





Coming-of-age traditions vary significantly from culture to culture.

Nearly every society has specific rituals, ceremonies, and traditions to symbolise or celebrate one's transition from childhood to adulthood.



**social values or  
cultures**

II. Look at the apps and choose the ones that might appeal to the young people who are entering adulthood from Germany, Latin America and India. Note that one app might appeal to young people from different cultures.

	<div> <b>From:</b>  Latin America </div> <div> <b>Reason:</b> “girls were taught cooking, sewing and other general household skills...” </div>		<div> <b>From:</b> </div> <div> <b>Reason:</b> </div>
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	<p><b>From:</b> Latin America</p> <p><b>Reason:</b> “girls were taught cooking, sewing and other general household skills...”</p>		<p><b>From:</b> Germany</p> <p><b>Reason:</b> “Young people learn multiculturalism and general responsibilities in society.”</p>
	<p><b>From:</b> India/Germany</p> <p><b>Reason:</b> “They have great respect for knowledge and society/Young people learn general responsibilities in society.”</p>		<p><b>From:</b> Latin America</p> <p><b>Reason:</b> “They attach more importance to family duties.”</p>

# Assignments

**A**

**Exercise II on P51-52 in  
the workbook**

**B**

**What do we Chinese value in  
our culture? Think about it  
after class and find some  
examples to illustrate your idea.  
(eg: festivals, birth traditions,  
coming-of-age ceremonies )**

# 鸣 谢

## 教 学 指 导

束定芳 汤青

## 保 障 单 位

上海外语教育出版社  
上海外国语大学