

## 《高中英语（上外版）》语法衔接活动案例—Review of Passives

课题：Review of Passives 课型：语法建议时间：40 分钟设计者：黄琼

### 一、活动设计与说明

#### 1. 内容分析

本课的活动内容来自于必修课第一册第四单元 Grammar in Use 板块的 Passives，主要是复习初中学习过的被动语态，并为现在进行时和现在完成时的被动语态学习做好铺垫。本课设计内容与本单元主题 Customs and Traditions 相呼应，围绕历史文化、传统习俗等主题展开，以便学生在主题引领下复习初中所学的语态知识，进而迁移应用到高中语法学习中来。

本课的活动以学生结对开展问答的对话形式，通过描述和猜测中国传统节日，达到练习使用被动语态的目的。一则以传统主题为引领，学生能够进入话题情境，渗透文化意识的培养；二则教师设定的问题多位被动句式，且在描述节日的过程中，有较多动作相关以及客观的描述，故学生因交际需要，自然产出被动语态。

此外，本课在活动后还设计了相关练习，并提供了配套的音频材料，让学生通过“听”、“说”、“读”、“写”等多种方式综合复习、使用初中学过的语态，做好高中学习的衔接工作。

#### 2. 学情分析

在确定了本课时的课型和课题之后，设计者对于初高中语法板块进行了前期梳理。基于《上海市初中英语学科教学基本要求》、《义务教育英语课程标准（2011 年版）》、《上海市高中英语学科教学基本要求》以及《普通高中英语课程标准（2017 年版）》，设计者汇总了上海学生在初、高中阶段，语法项目（被动语态）的学习内容，学习水平和具体要求。

有些被动语态在初中学习阶段要求学生理解，而另一些在初中阶段则只要求学生知道，到高中阶段则要求学生能运用部分被动语态，以及理解其它被动语态，由此看出初高中语态学习的衔接和递进要求。

鉴于此，本课设计的时候以语用为主，在复习、操练语法形式、意义的同时，主要引导学生在具体任务中使用被动语态，完成交际目的，实现语法的语用功能。

考虑到初中学生的学习和认知水平可能还未完全达到高中要求，在设计部分练习的时候适当提供了一些范例，以辅助能力较弱的学生模仿和操练，以满足不同层次学生的需要。

《上海市初中英语学科教学基本要求》&《上海市高中英语学科教学基本要求》

Grade	Content	Level	Requirements
6-9	present simple passive past simple passive future simple passive	B (理解)	理解一般现在时、一般过去时、一般将来时被动语态的构成形式和用法，理解其意义；根据语境正确使用一般现在时、一般过去时和一般将来时的被动语态
	modal passive	A (知道)	了解含情态动词的被动态和短语动词的被动语态的构成形式和用法；了解其意义
	phrasal verb passive		
10	present simple passive past simple passive future simple passive	C (运用)	根据交际需要，正确运用被动语态

	present continuous passive present perfect passive past continuous passive past perfect passive future in the past passive	B (理解)	理解被动语态的构成规则和意义; 根据情境正确使用被动语态
	modal passive	B (理解)	理解情态动词被动语态的构成规则及用法; 根据情境正确使用不同情态动词的被动语态
	phrasal verb passive	B (理解)	理解短语动词被动语态的构成及意义; 根据情境选择正确的短语动词被动语态

《普通全国高中英语课程标准(实验)》

必修	在语篇中理解和使用现在进行和现在完成时态的被动语态
选择性必修	在语篇中恰当地理解和使用过去进行和过去完成时态的被动语态

### 3. 设计思路

本语法衔接活动是基于 Grammar in Use 板块的 Passives, 主要是复习初中学习过的被动语态, 活动内容围绕本单元主题 Customs and Traditions 展开。

本活动的设计理念是: 通过组织学生以问答形式, 描述和猜测中国传统节日, 复习并使用被动语态, 使学生在活动中潜移默化地运用各种学习策略自然使用被动语态进行表达。

本学习活动分为五个步骤:

第一步, 教师在屏幕上展示关于某个中国传统节日的五则问题, 问题的句式均以被动语态呈现。然后点一位学生依照这些问题向教师提问, 教师一一作答, 且在回答中尽量多地使用被动语态。教师回答时, 要求另一位程度较好的学生做笔记。

第二步, 该学生依照上一环节的对话和笔记, 向全班做该节日的介绍, 并尽可能地使用被动语态。

第三步, 教师向学生分发四种不同颜色的卡片, 每张卡片上附有一个中国传统节日的相关信息。学生拿到卡片后熟悉相关内容, 也可自行适当增加信息。

第四步, 拿到相同卡片的学生自成一组, 教师要求每位学生在组外找一名搭档, 二人通过仿照步骤一和步骤二的问答形式, 相互交流卡片信息, 并猜出对方所描述的节日。

第五步, 每组学生派出代表, 通过与搭档交换获得的相关信息, 向全班介绍对方卡片上的中国传统节日。鼓励学生在介绍中尽量使用被动语态。学生通过投票选出他们最喜欢的节日介绍人。

## 二、教案

### 1. 学习目标

本课时的教学目标是:

- 1) 学生能识别和掌握初中所学被动语态的形式、使用方法及意义。
- 2) 学生能在语境中恰当、熟练地使用被动语态完成交际性任务。

In this period, students are expected to:

- 1) go over forms, meanings and usages of passives they learned in junior high in the course of guessing and describing Chinese traditional festivals.
- 2) use these passives to complete communicative tasks properly and proficiently in context.

### Activity: guessing and describing

## 2. 学习步骤

### Step 1

*The teacher shows on the screen the following questions about one particular Chinese festival, and then invites student A to ask the questions one by one, which will be answered by the teacher using as many passives as possible. Student B shall take notes while listening.*

#### Questions:

1. On which day is this festival celebrated?
2. What activities are held on this day?
3. What kind of food is eaten on this day?
4. Is this festival related to a folk legend/cultural belief?
5. Is this festival called\_\_\_\_\_?

#### You may have a conversation like this:

**Student A:** When is this festival celebrated?

**Teacher:** It is celebrated on the 5th day of the 5th lunar month.

**Student A:** What activities are held on this day?

**Teacher:** The most exciting activity is the Dragon Boat race. The Dragon Boats are generally brightly painted and decorated. Crowds of people are attracted to this event.

**Student A:** What kind of food is eaten on this day?

**Teacher:** The traditional food eaten on this day is called Zongzi. It is a *glutinous rice* (糯米) ball, with a filling, and is wrapped in bamboo or reed leaves. The fillings can be eggs, beans, dates, fruits, meat etc. They are generally steamed.

**Student A:** Is this festival related to a folk tale/legend?

**Teacher:** Yes. It is said that there was a great ancient poet named Qu Yuan, who loved his country so dearly. Unable to gain the respect of the emperor, he threw himself into the Mi Low River. The local people were afraid that his body might be eaten by the fish, so they made Zongzi to feed the fish.

**Student A:** Is this festival called the Dragon Boat Festival?

**Teacher:** You got it!

#### 设计说明:

本环节是为之后学生的产出活动做一个预先铺垫。教师在屏幕上展示的五个问题，既涵盖了和节日主题相关的各个方面，又采用了被动句式，使学生能瞬间进入情境，又能很快回忆起初中所学的被动语态内容。此外，请一位程度较好的学生和教师展开一轮问答对话，向全班做了一个范例，便于之后学生之间仿照该模式进行对话展开。

### Step 2

*The teacher asks student B to give an introduction to this festival according to their previous*

conversation, using passives where possible.

**Student B may report like this:**

The festival is called Dragon Boat Festival. It is celebrated on the 5th day of the 5th lunar month. The most exciting activity held that day is the Dragon Boat race. The Dragon Boats are generally brightly painted and decorated. Crowds of people are attracted to this event. The traditional food eaten is called Zongzi. It is a glutinous rice ball, with a filling, and is wrapped in bamboo or reed leaves. The fillings can be egg, beans, dates, fruits, meat etc. They are generally steamed. It is believed that people celebrate this day to memorize a famous ancient poet named Qu Yuan, who loved his country so dearly. Unable to gain the respect of the emperor, he threw himself into the Mi Low River. The local people were afraid that his body might be eaten by the fish, so they made Zongzi to feed the fish.

**设计说明:**

该环节要求这位程度较好的学生依照和教师对话的内容和笔记,向全班进行汇报,介绍教师描述的该节日信息,可以作为一个示范指导他们如何将对话信息进行整合,然后汇报出来。此外,该生在描述过程中,也会较多地使用到被动语态,从而使其他学生在情境中感受被动语态的形式、用法和意义,也为之后的操练提供了范例。

**Step 3**

*The teacher hands out envelopes of four different colors, each bearing information of a specific Chinese traditional festival. The students may add new information if necessary.*

**Spring Festival**

- \*the first day of the first lunar month
- \*house sweeping; paper cutting; red couplets (春联); family reunion dinner; lucky money for kids; firecrackers
- \*dumplings/ "jiaozi"; rice cake (年糕)
- \* Ancient people were very scared of the beast Nian. So people put up red paper decorations and set firecrackers to drive the beast away.

**Lantern Festival**

- \*the 15<sup>th</sup> day of the first lunar month; the first full moon in the lunar New Year
- \*decorative lanterns and festoons (彩灯); dancing and singing performances; word-play game called the Lantern Riddle; fireworks
- \* "yuan xiao" or sweet rice dumplings
- \*A celestial (天界) swan was shot down by a human hunter. The Jade Emperor (玉皇大帝), decided to punish human beings by sending soldiers to Earth on the fifteenth day of the first lunar month. So around that time, every family hung red lanterns outside their doors and set off firecrackers and fireworks, giving the impression that their homes were already burning. In this way, humans were saved.

**Pure Brightness Day/Tomb-Sweeping Day**

- \*the 15th day after the Spring Equinox (春分), around 4<sup>th</sup> or 5<sup>th</sup> April

\*tomb-sweeping and ancestor-remembering; spring outing and kite flying  
\* “qingtuan”, green dumplings made of glutinous rice and Chinese mugwort (艾蒿) or barley grass  
\*It originated from ancestor belief and spring sacrifice custom in ancient times.  
It has two meanings of nature and humanity. It is not only a natural solar point, but also a traditional festival.

#### Mid-Autumn Day

\*the 15<sup>th</sup> day of the eighth lunar month  
\*reunion dinner, the full moon appreciation; tidal bore watching in East China  
\*moon cake  
\*It is associated with the legend of Chang’e, who was the wife of Hou Yi, the human hero who shot down eight suns and saved human beings. The beautiful lady accidentally drank the potion elixir (长生药) her husband had asked her to keep and flew to the moon. In memory of Chang’e, she is recognized as the goddess of the moon.

#### 设计说明:

该环节为教师下发不同颜色且标有不同节日信息的纸张。学生拿到纸张后,熟悉所给节日信息,为之后通过小组合作,模仿 Steps1&2 开展问答对话做好准备。

#### Step4

*Students getting the same color of envelopes form a group. The teacher asks each student in one group to find a partner from another group, and exchange their information on the envelopes by organizing a conversation the way it's done in Step 1.*

E.g.

**A (group 1):** On which day is this festival celebrated?

**B (group 3):** It is celebrated on...

...

#### 设计说明:

不同颜色纸张的学生从别组选出搭档,通过模仿 Step1&2 的范例,以问答的形式展开对话,互相交换节日信息,并做好笔记。在向彼此描述和提问的过程中,学生会不断地运用被动语态,进一步体会该语法形式的语用功能。

#### Step 5

*The teacher asks representatives in each group to introduce in front of the whole class the specific festival according to the information given by his/her partner from another group. He/She is expected to use as many passives as possible. Students then vote for the best presenter.*

#### 设计说明:

该环节让各组学生代表向全班汇报自己从对话搭档听来的节日信息,旨在让学生整合信息,并重复对话中带有被动语态的语言材料,提高活动的有效性。最后让学生投票选出最佳

节日介绍人，以非语言目的来引导学生参与活动，开展语言实践。

SCREEN

**Worksheet**  
**(Homework)**

**After-class Activities:**

**Activity 1 (Listening)**

**Listen to the following passage about the tradition of western wedding, and finish the exercises below.**

**1. Read the following statements and decide whether they are true (T) or false (F).**

- 1) The wedding tradition has been passed on for a long time. ( )
- 2) The wedding dress must be worn by the bride's mother or grandmother. ( )
- 3) The bride is suggested to wear something new to show success and hope. ( )
- 4) The tradition of something blue has been kept the same all the time. ( )

**2. Listen again and fill in the blanks with the proper form of the words in the brackets to complete the summary of the text according to what you've heard.**

The time-honored western wedding tradition of "something old, something new, something borrowed, something blue" 1) \_\_\_\_\_ (say) to bring luck and fortune to the newlyweds. So brides 2) \_\_\_\_\_ (ask) if all of them 3) \_\_\_\_\_ (gather) on their weddings.

First, something old may 4) \_\_\_\_\_ (carry) by the bride and the wedding dress can be the one that 5) \_\_\_\_\_ (wear) by their mother or grandmother. Something new 6) \_\_\_\_\_ (suppose) to be the easiest one to find. As for the borrowed item, it should come from a friend who 7) \_\_\_\_\_ (happily marry) because their happiness will 8) \_\_\_\_\_ (fall) on you. Finally, the tradition of something blue 9) \_\_\_\_\_ (date) back to times when blue symbolized purity and love. But overtime this tradition 10) \_\_\_\_\_ (change).

**3. Think of one special thing that you think must be done in your dream wedding. Write it using the passive on the line.**

E.g. In my dream wedding, the wedding dress must be specially designed and made.

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**Now ask your classmates about their wedding wishes. Select the most special one to report to the class.**

**\*You may ask and respond like this:**

**A:** What is the special thing that you think will be done on your wedding ceremony?

**B:** Oh, I have lots of ideas in mind, but the most important thing is that my wedding dress must be handed down by my mother. They say "something old" will bring good luck.

**You may report like this:** I think the most special wish is X's. She said her wedding dress would be handed down by her mother because she believed in the good luck brought by it.

**Activity 2 (Speaking)**

**Look at the two pictures of Shanghai presenting the contrast between the past and present, and describe the changes.**



## Traditional VS Modern



**1. Compare the two pictures and describe what *has been done*.**

E.g. Roads have been made wider.

**2. Imagine you are midway between the two, and describe what is in the process of *being done*.**

E.g. More trees are being planted so that the city looks greener.

**3. Guess what *will be done* to make the city a better place.**

E.g. Self-driving cars will be invented and used by most citizens.

### Activity 3 (Reading)

**Read the following two passages about Christmas celebrations in two different cultures, and make a comparison.**

#### Passage 1

##### Christmas in Britain

For most British families, Christmas is certainly the most important public holiday of the year. Christmas songs can be heard in every store. Families decorate their houses in bright colors. Usually a Christmas tree is placed in the front room, shining with colored lights and interesting decorations.



People have several weeks off for Christmas. On the morning of Christmas day (December 25), many people go to church to celebrate the birth of Christ. In the afternoon, they stay at home and open and exchange the gifts that were gathered around the tree. Family and friends tend to surprise each other by wrapping the gifts in delicate packaging beforehand. Oftentimes they also send Christmas cards to family and friends wishing them a merry Christmas and a happy new year. Later, they may watch the Queen appear on television to deliver her traditional Christmas message to the whole country. In the evening, the family sit down to a big goose (sometimes turkey) dinner coupled with baked ham, mince pies and some nice wine. They round off the meal with pudding, a Christmas specialty.

Many traditions are connected with Christmas. For children, the most important one is that of receiving gifts. On Christmas Eve (December 24), they usually leave a long stocking hanging by the bed or by the fireplace. They hope that Father Christmas will come down the chimney during



the night and bring them small presents. They are usually not disappointed. Within the family, parents often give presents to the children. The idea here is that the gifts come from Santa Clause, so it only makes sense to give them while the children are still young enough to believe in Santa.

December 26, Boxing Day, is also a public holiday. This is the time to visit friends or watch football. It's worth noting that Christmas season is usually considered a time for giving. People are encouraged to help those less fortunate at this time of year—donate a toy for a needy child, or give food to a food drive or homeless shelter so others can enjoy a holiday meal. Perhaps this is where the true meaning of Christmas lies.

## Passage 2

### The Unique Japanese Holiday Called...Christmas!



People in Western countries are often surprised to learn that the Japanese celebrate Christmas. To the Westerner who visits Japan at the end of the year, many sights and sounds are familiar: the Santas in the media ads, the big displays and the Christmas music in stores, the lights on the houses, the decorated trees within.

However, the Japanese celebration of Christmas is something rather different. For one thing, Christmas is more of a fun beginning to the holidays rather than the main event. In Japan, the most important holiday of the season is New Year's Day, which comes one week later and when family and friends get together, and Christmas is not officially a holiday at all—most people have to work that day. As a result, people celebrate on Christmas Eve.

What do the Japanese do on that evening? Often they go out for dinner at a fancy restaurant. This custom has become very popular, and most good restaurants sell out for that evening. Because so many couples go out on that night, Christmas has become associated with romance, rather like Valentine's Day in the West. Couples dress up, give each other presents, and enjoy a delicious meal.

That brings us to the food for Christmas celebration. Unlike westerners, the Japanese like to eat fried or roast *teriyaki* (照焼) chicken, fried potatoes, cheese stuffed wonton, etc. The favorite dessert is a "Christmas cake"—a not very sweet cake covered with whipped cream and fruit, which hardly exists in the West.

As for gift-giving, besides gifts given between family and friends, there are presents called *oseibo*, which are given between companies, or presented to the boss, the teacher or other people outside your immediate social circle. It's part of the Japanese tradition of showing appreciation to those who have performed some type of service for you.

Christians make up only a small part of the population, so people are not very familiar with the religious roots of the holiday. Yet the Japanese have shown an amazing ability to absorb other cultures and make Christmas their uniquely own.

**Find the similarities and differences between British Christmas traditions and Japanese ones, and then complete the table below. Pay special attention to what things are done, and write sentences with the verbs in the passive, where possible.**

		Britain	Japan
<b>Similarities</b>		<b>Date:</b> Christmas falls on December 25. <b>Activities:</b> Houses <i>are decorated</i> with bright lights. Music_____. Gifts_____.	
<b>Differences</b>	<b>Importance</b>	Christmas <i>is considered</i> the most important holiday.	Christmas_____.
	<b>Purpose</b>	To celebrate the birth of Christ.	To_____.
	<b>Food</b>	A big goose or turkey dinner is_____baked ham,_____, and then the meal is _____with pudding.	_____are more likely <i>to be eaten</i> , and _____is most favored.
	<b>Activities</b>	a. On Christmas Eve, a long stocking_____. b. On Christmas morning, many people_____. Christmas cards_____. c. In the afternoon, people _____and gifts_____. Later,_____by the Queen on TV. d. In the Evening, the family_____. e. On Boxing Day, people_____. People <i>are also encouraged</i> to _____.	Christmas has become _____romance because_____on Christmas Eve.
	<b>Gift-giving</b>	Children_____from parents, although the gifts _____from Santa.	Presents called “oseibo” are_____to people who_____.
	<b>Others</b>		

#### Activity 4 (Writing)

##### Section A

Read the following passage about eating culture paragraph by paragraph, and finish exercises 1-3.

1. Choose one passive verb phrase in the box for each blank to complete the paragraph.

is served	are invited	it is eaten	are defined	is determined	are reflected
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Almost every aspect of food consumption 1) \_\_\_\_\_ by food consumption. Social units 2) \_\_\_\_\_ by who eats together. For example, in some societies, the nuclear family is the unit that regularly eats together. The anthropologist Mary Douglas has pointed out that, for the English, the kind of meal and the kind of food that 3) \_\_\_\_\_ relate to the kinds of social links between people who are eating together. She distinguishes between regular meals, Sunday meals when relatives may come, and cocktail parties for acquaintances. The occasion and who is present 4) \_\_\_\_\_ by the food served. For example, only snacks are served at a cocktail party. It would be inappropriate to serve a steak or hamburgers. The distinctions among cocktails, regular meals, and special dinners mark the social boundaries between those guests who 5) \_\_\_\_\_ for drinks, those to dinner, and those to a family meal. In this example, the type of food symbolizes the category of guest and with whom 6) \_\_\_\_\_.

## 2. Rewrite the underlined sentences with verbs in the passive, where possible.

1) In some New Guinea societies, cultural traditions don't allow couples to eat together. 2) The men take their meals in a men's house, separately from their wives and children. 3) Women prepare and eat their food in their own houses and take the husband's portion to the men's house. The women eat with their children in their own houses. This pattern is also widespread among Near Eastern societies. 4) People use eating as a metaphor to signify marriage. In many New Guinea societies, like that of the Lesu on the island of New Ireland in the Pacific and that of the Trobriand Islanders, marriage is symbolized by the couple's eating together for the first time. 5) Eating symbolizes their new status as a married couple. In U.S. society, it is just the reverse. A couple may go out to dinner on a first date.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

## 3. Underline and correct the mistakes in this paragraph. Pay special attention to the verb phrases.

Other cultural rules have to be done with taboos against eating certain things. In some societies, members of a clan, a type of kin (family) group, don't allow to eat the animal or bird that is their *totemic* (图腾的) ancestor. Since they believe themselves to be descended from that ancestor, it would be like eating that ancestor or eating themselves. There is also an association between food prohibitions and rank, which finds in its most extreme form in the caste system of India. A caste system is consisted of ranked groups, each with a different economic specialization. In India, there is an association between caste and the idea of pollution. Members of highly ranked groups can be polluted by coming into contact with the bodily secretions, particularly *saliva* (唾液), of individuals of lower-ranked castes. Because of the fear of pollution, Brahmins and other high-ranked individuals will not be shared food with, not eat from the same plate as, not even accept food from an individual from a low-ranking caste.

E.g. have to be done with → have to do with

## Section B

**Look** back on the graduation ceremony in your junior high and write a composition of **80-100** words to describe what happened on that day. Try using passives **wherever** possible.

**If you have difficulty in writing it, you may refer to the following questions for help:**

When did the graduation ceremony take place?

Where was the ceremony held?

By whom was this event watched?

What clothes were worn on this special day?

What things were done during the ceremony?

What was done after the ceremony?

### My Graduation Ceremony

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**Key:****Activity 1:**

1. T F T F

2. 1) is said 2) are asked 3) have been gathered 4) be carried 5) was worn  
6) is supposed 7) is happily married 8) fall 9) dates 10) has (been) changed

3. In my dream wedding, classic music shall be played throughout the ceremony.  
I've always been imagining that my wedding will be held in a little chapel.  
Before the wedding ceremony, the wedding gifts can be opened and shown off in front of the guests invited to my house.  
During the marriage ceremony, the wedding rings must be engraved with our names and exchanged to show love and loyalty.  
After the ceremony, a bouquet of flowers will be thrown into the crowd to pass on the luck and fortune.

**Activity 2:**

1. High-rise buildings have been established/erected.  
Many trees have been planted.  
More cars and buses have been put on the street.
2. The power lines are being removed to ensure the safety of the citizens.  
Some road signs are being taken away from the street to make the city tidier.  
The old buildings are being torn down to make room for skyscrapers.
3. Traffic will be controlled by AI technology.  
Measures will be taken to deal with the environmental pollution.  
Urban land will be better planned so that people will be allowed to work from home and given more time with their family.

**Activity 3:**

		Britain	Japan
<b>Similarities</b>		<b>Date:</b> Christmas falls on December 25. <b>Activities:</b> Houses <i>are decorated</i> with bright lights. Music <u>is played everywhere</u> . Gifts <u>are exchanged/given between family and friends</u> .	
<b>Differences</b>	<b>Importance</b>	Christmas <i>is considered</i> the most important holiday.	Christmas <u>is not seen so important as the New Year's Day</u> .
	<b>Purpose</b>	To celebrate the birth of Christ.	To <u>serve as a fun beginning to the holidays</u> .
	<b>Food</b>	A big goose or turkey dinner is <u>coupled with</u> baked ham,	<u>Fried or roast teriyaki chicken, fried potatoes, cheese stuffed</u>

		mince pies and some nice wine, and then the meal is rounded off with pudding.	wonton are more likely to be eaten, and "Christmas cake" is most favored.
	<b>Activities</b>	<p>a. On Christmas Eve, a long stocking was hung by the bed or fireplace.</p> <p>b. On Christmas morning, many people go to church. Christmas cards are sent to family and friends giving best wishes.</p> <p>c. In the afternoon, people stay at home and gifts are opened and exchanged under the tree.</p> <p>Later, the traditional Christmas message is delivered by the Queen on TV.</p> <p>d. In the Evening, the family sit down to a big dinner.</p> <p>e. On Boxing Day, people visit friends or watch football. People are also encouraged to help those in need.</p>	Christmas has become associated with romance because lovers often go out for a special dinner at a fancy restaurant on Christmas Eve.
	<b>Gift-giving</b>	Children receive gifts from parents, although the gifts are believed to come from Santa.	Presents called "oseibo" are given/presented to people who have provided certain service for you.
	<b>Others</b>	...	...

#### **Activity 4:**

##### **Section A**

1. 1) is determined    2) are defined    3) is served  
4) are reflected    5) are invited    6) it is eaten
  
2. 1) In some New Guinea societies, couples are not allowed by cultural traditions to eat together.  
2) The men's meals are taken in a men's house, separately from their wives and children.  
3) Eating is used as a metaphor to signify marriage./ Marriage is signified by using eating as a metaphor.  
4) Their new status as a married couple is symbolized by eating.
  
3. don't allow to eat are    →    not allowed to eat

<u>finds in its most extreme form</u>	→	is found in its most extreme form
<u>is consisted of</u>	→	consists of
<u>can been polluted</u>	→	can be polluted
<u>will not be shared</u>	→	will not share

## Section B

Our Junior High Graduation Ceremony took place on June 28<sup>th</sup>, the last day of the school year. As usual it was held in the school gymnasium, and the whole process was watched by our teachers, parents and friends. School uniforms were worn by the graduates.

First, our school song was sung together by the students. After that, a speech was made by the graduate who had the best record in school. Then each graduate was presented a diploma or a degree by the headmaster.

After the ceremony, students were congratulated by their family and friends. Finally, pictures were taken of all the graduates and teachers, and would be shared among us afterwards.

Graduation was really a memorable event!

### 设计说明：

活动设计围绕主题语境 Customs and Traditions 展开，以“听、说、读、写”为主线渗透语法复习和衔接一被动语态。练习设计以同一个主题，不同的语境场景切入，引导学生潜移默化地复习和操练被动语态，既关注其语法形式，又关注意义和用法，以此在初高中时态学习之间建立有机联系。

#### Activity 1

本活动关注“听说”，“听”以美国婚礼为话题背景，设计判断、填空以及结合“说”的练习，检验听的效果，并由此拓展说的活动，并让学生识别、理解和使用被动语态。

#### Activity 2

本活动关注“说”，“说”则选取看图说话，比较传统和现代的城市形态，通过用指定问题层层引导学生体会和使用现在完成时、现在进行时和一般将来时的被动语态。

#### Activity 3

本活动关注“读”，则呈现两篇长度相似、话题相关的文本，让学生通过填表来比较英国和日本圣诞习俗的异同，并在此过程中渗透跨文化传统的差异认识，且突出强调被动语态的使用。

#### Activity 4

本活动关注“写”，则分为两个板块，第一个板块仍是以话题语篇（吃饭文化）为背景，按照三个段落，分别以选词填空、句式改写以及语法改错的练习形式，加强和巩固被动语态的用法。第二个板块则要求学生取材自己的生活实际，描写一篇初中毕业典礼的作文，同时，针对有困难的学生，设计了相关问题引导，辅助学生操练被动语态，开展写作练习。

初中语法练习多为选择题，而高中则注重在语篇即具体语境中使用语法，不仅关注语法的形式，更强调语法的语用和交际功能，这是两者明显的不同，此练习的设计可以让新高一学生对高中语法的学习有一个更加直观、全新的认识。在听、说、读、写各项交际活动中的循序渐进，综合使用被动语态，达成交际目的。



## Appendix

### Audio clip (script)

The wedding tradition of “something old, something new, something borrowed, something blue” has been around for hundreds of years. Many brides have been asked on their wedding days if they have gathered them. The tradition of carrying or wearing one of each item is said to bring luck and fortune to the newly married couple.

#### Something old...

A bride may wear or carry something old to show her continued ties to her family and her old life. Many brides wear a piece of family jewelry as their old item. Some brides wear the wedding dress worn by their mother or grandmother. In many cases, something old may also be something borrowed.

#### Something new...

Wearing something new is supposed to show success and hope in the bride's new life and in her marriage. If the bride bought her wedding dress new, it may be seen as her new item, but any item that is new may be used. Something “new” is usually the easiest one to find.

#### Something borrowed...

The borrowed item should be something borrowed from a friend that is happily married. It is suggested that their happiness will fall on you and bring long happiness to your marriage. Some brides borrow an item of clothing, a piece of jewelry, a handkerchief or perhaps a purse.

#### Something blue...

Wearing something blue dates back to times when a blue wedding dress was worn to show purity and love. Over time this has changed from wearing a blue dress to wearing just a blue band around the bottom of the bride's wedding dress to modern times.