

上海外语教育出版社

# 《高中英语》（上外版）

选择性必修第二册第二单元

Language and Mind

In this unit, we are going to

- ▶ discuss the relationship between the language(s) we speak and the way we think;
- ▶ raise awareness of protecting endangered languages around the world;
- ▶ analyse cause-effect relationships between language learning and its possible effects;
- ▶ signal a transition while giving a presentation, and write an argumentative essay.

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# 《高中英语》（上外版）

选择性必修第X册第X单元



课时	授课内容
1	Getting Started/ Reading A
1	Reading A/ Vocabulary Focus
1	Reading A/ Grammar in Use
1	Listening and Viewing
1	Reading B
1	Critical Thinking and Speaking
1	Writing
1	Further Exploration/ Self-assessment

## 学习目标 **Learning Objectives:**

**At the end of the lesson, you will be able to**

1.能整合本单元各语篇中有关使用语言和学习语言对思维产生影响的例证，厘清因果关系；

integrate examples of the effects of the languages on mind in this unit and clarify the cause-and-effect relationship ;

2.能运用因果分析表达观点，并在陈述观点的过程中表达意思的转折；

use cause-effect analysis to state ideas and to indicate transitions in meaning during the presentation.

# Assignment

1. According to the passage, what are the benefits of speaking more than one language?
- 

The six Room for Debate panelists<sup>③</sup>, however, suggested lots of reasons multilingualism<sup>④</sup> is still important. For example, it can help you get a job, it can increase your cognitive<sup>⑤</sup> abilities, and it can provide “insight into another way of thinking, another mindset”.

In this Sunday Review essay, Katherine Kinzler writes about another reason multilingualism is helpful: It can improve social abilities. She writes: Being bilingual has some obvious advantages. Learning more than one language enables new conversations and new experiences. But in recent



# Revision

improves one's  
social abilities.

helps one get a job.

provides insight  
into another way  
of thinking.

## Learning a new language

Reading A

Listening  
Viewing

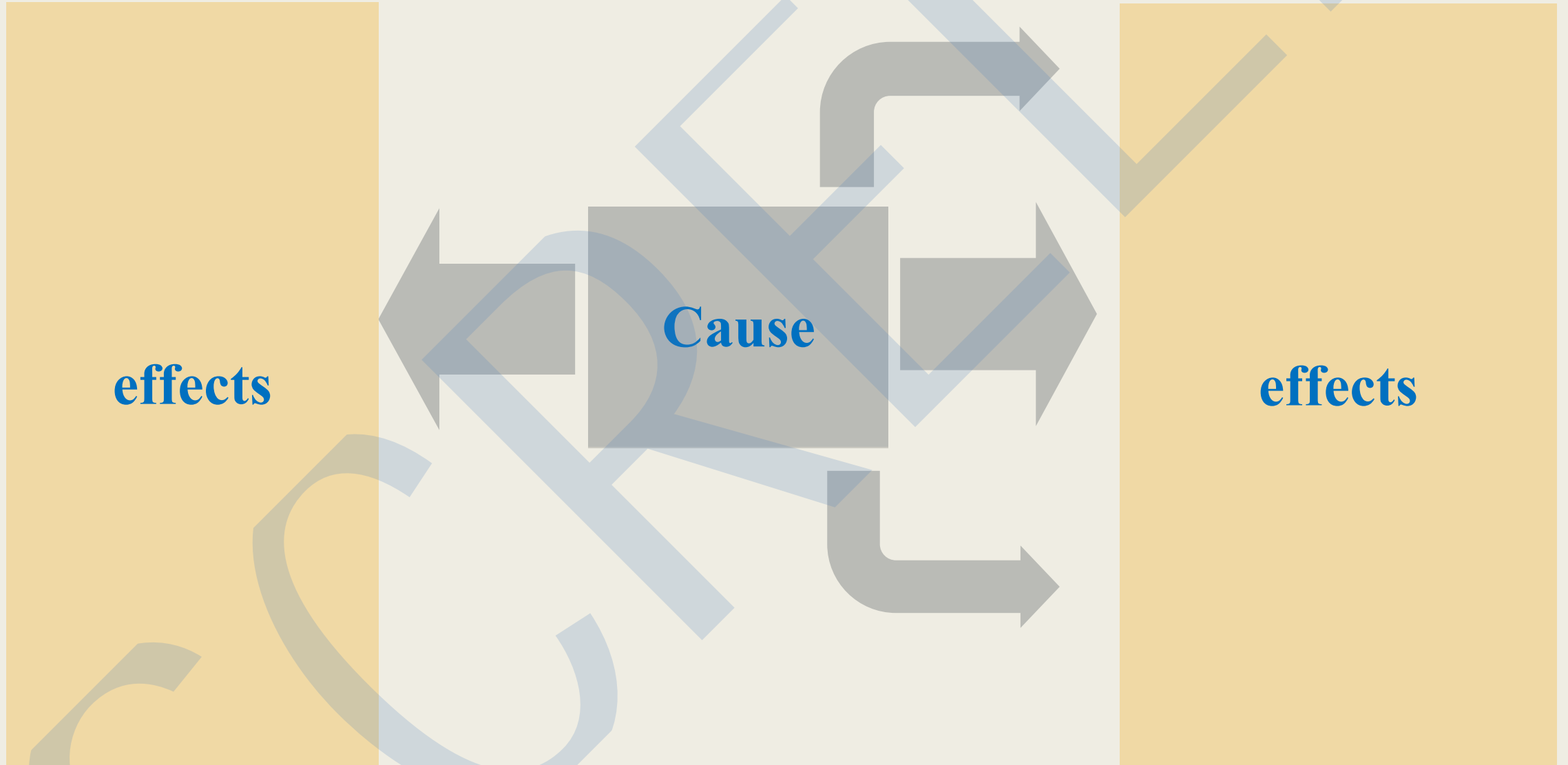
Reading B

changes the way one  
perceives the world.

enhances one's global  
mindset.

- changes one's  
brain structure.
- helps tune out  
distractions.
- delays the aging of  
one's brain.

# Cause-effect relationship



# Cause–effect relationship

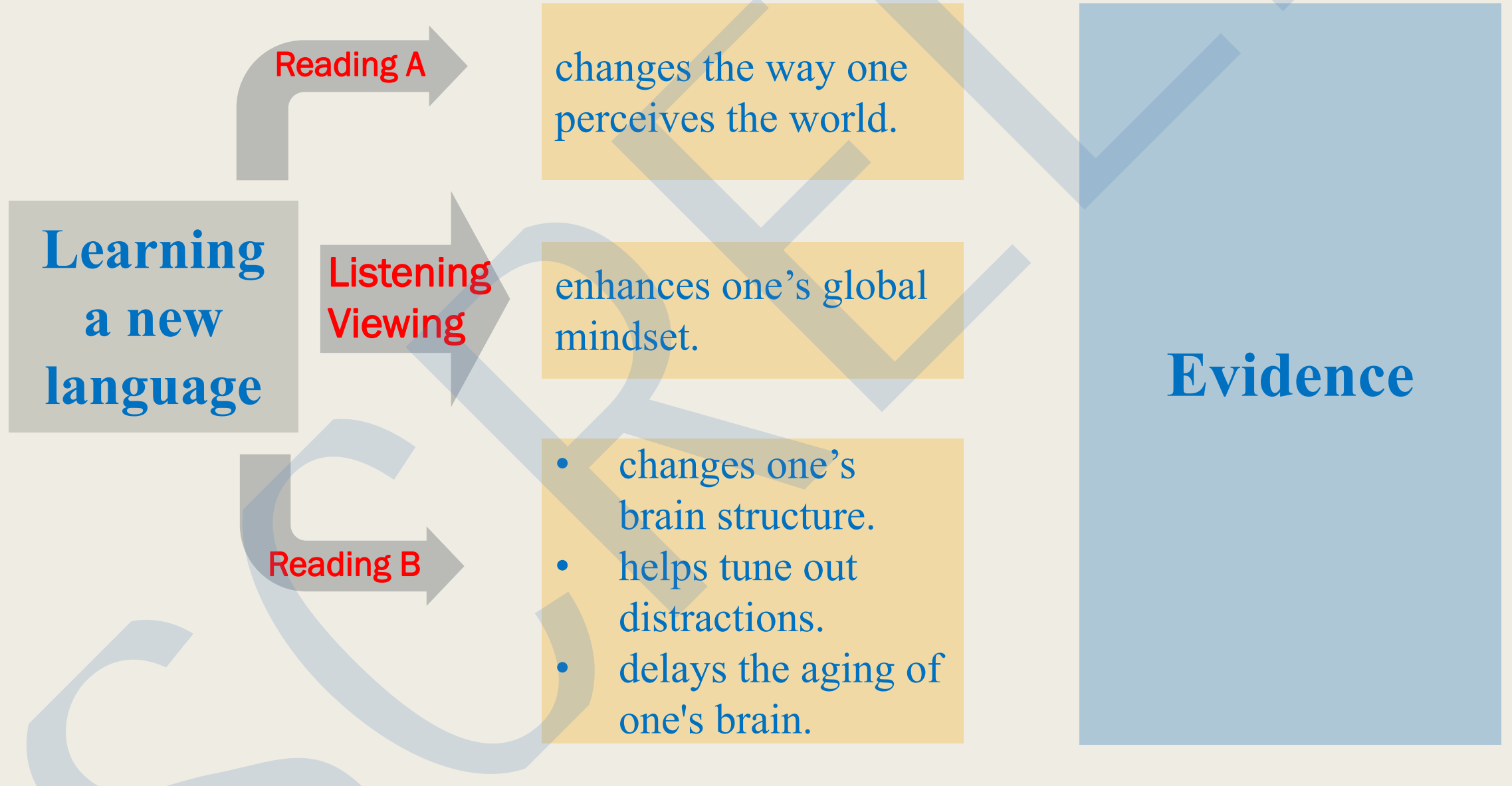
## Definition

In a composition, *cause and effect* is a method of paragraph or essay development in which a writer analyses the reasons for—and/or the consequences of—an action, event, or decision.

**function**

**to inform**  
**to persuade**

# Cause-effect relationship





# Cause–effect relationship

**I** Learning a new language may:

- change the way one perceives the world (The Kuuk Thaayorre people have a good sense of direction; Russian speakers are faster to recognise the difference between light blue and dark blue; English and Spanish speakers pay attention to different things when describing an accident);
- enhance one's global mindset (Learning a new language improves one's ability to appreciate other cultures and makes him/her open to learning; deepen one's understanding of a foreign language and the culture surrounding the language);
- change one's brain structure with better cognitive performance (Learning a new language helps sharpen one's cognitive and life skills);
- help one tune out distractions (Learning a new language helps one focus better);
- enable one to fulfill complex tasks (Individuals who speak two languages were better at filtering out the distracting words);
- delay the aging of one's brain (The researchers hold that learning a language challenges our grey cells, which helps prevent them from becoming worse as we age).

# Cause-effect relationship

by an average of four years. The reason for this delay, the researchers believe, is that learning a language challenges our grey cells, which helps prevent them from becoming worse as we age.

## For causes:

because, since, as,  
due to, owing to,  
given that

## For effects:

consequently, thus,  
as a result, therefore,  
hence

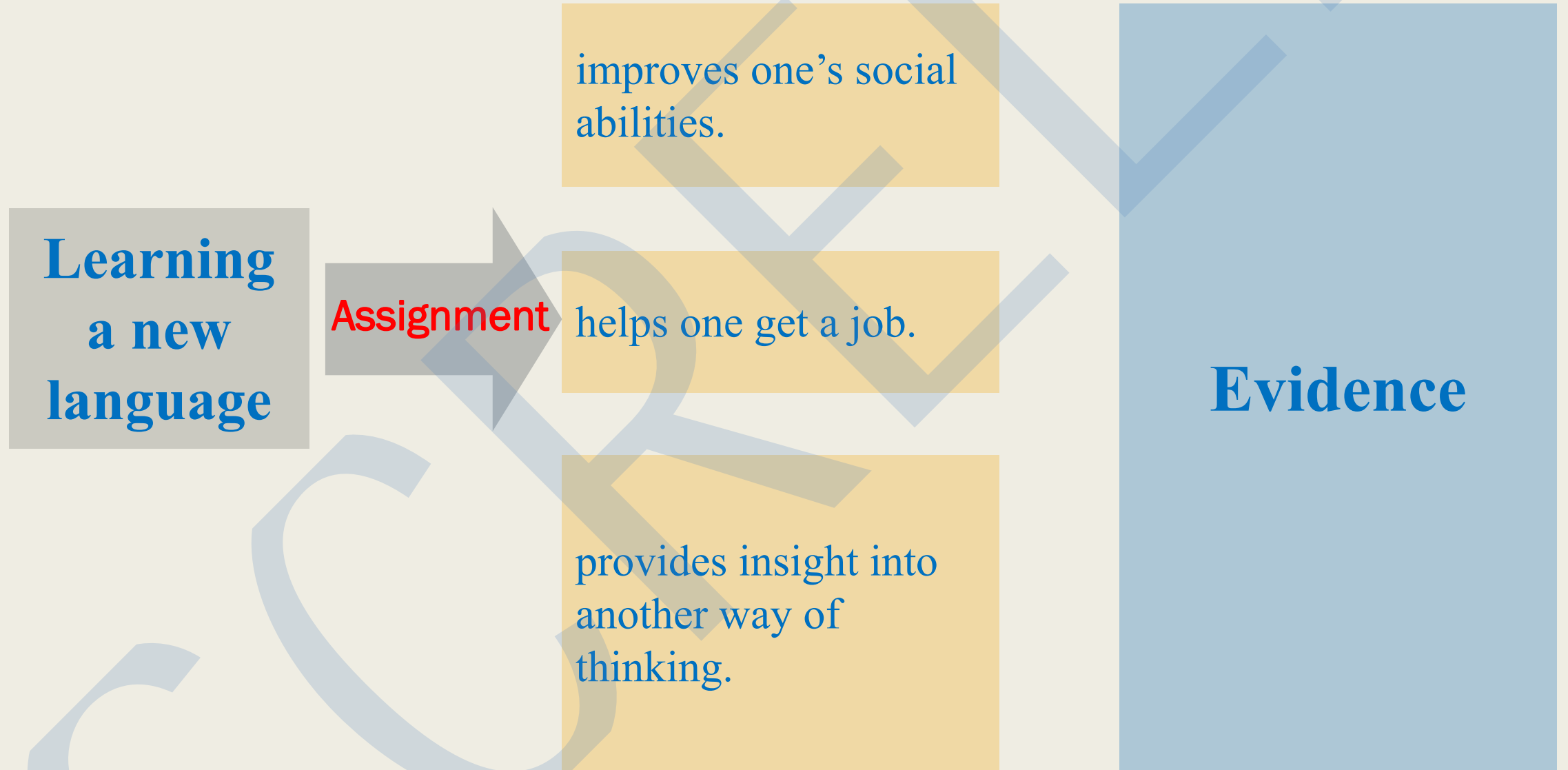
learn a  
language

challenge our  
grey cells

help prevent them  
from becoming worse

delay the aging  
of one's brain

# Cause-effect relationship



# Cause-effect relationship

**learn a  
language**

**enable new  
conversations and  
experiences**

**improve  
one's social  
abilities**

# Cause-effect relationship

Language learning enables new conversations and experiences. As a result, it helps people improve social abilities .

# Cause-effect relationship





# Presentation

learning a new language

```
graph TD; A[learning a new language] --> B[Effect 1]; A --> C[Effect 2]; A --> D[Effect 3]; B --> C; C --> D;
```

The diagram illustrates a process flow. At the top, a grey box labeled 'learning a new language' has three arrows pointing down to three yellow boxes labeled 'Effect 1', 'Effect 2', and 'Effect 3'. Below 'Effect 1' and 'Effect 2', and below 'Effect 2' and 'Effect 3', are blue curved arrows pointing upwards, each labeled 'transitions' in red text.

Effect 1

Effect 2

Effect 3

**transitions**

**transitions**

# Presentation

## Speaking Strategy Signalling a transition

During a presentation, the speaker should guide the audience so they can easily follow the argument as the speaker moves from one idea to the next. Speakers do this by using expressions to clearly signal what idea will come next. These expressions are called transitions. Apart from the underlined parts in the passage below, you can also use the following expressions:

- Now that I've told you about ... I'm going to explain ...
- I'd like to move on to ...
- Let me turn to ...

Before the 1960s, speaking two languages was considered a factor that slowed a child's brain development by forcing them to spend too much energy distinguishing between languages. A new study did show that reaction times and errors increased for some students who speak two languages in cross-language tests. However, the study also showed that the effort and attention needed to switch between languages caused more activity in, and possibly strengthened, a part of the brain that plays a large role in decision-making, problem-solving, switching between tasks and focusing. So, while speaking two languages may not always make you smarter, it does make your brain healthier, more complex and actively engaged.

# Presentation

learning a new language

```
graph TD; A[learning a new language] --> B[Effect 1]; A --> C[Effect 2]; A --> D[Effect 3]; B --> A; C --> A; D --> A;
```

Effect 1

Effect 2

Effect 3

- ... did show...
- However, ... also showed ...
- So, while ... , it does make ...

- Now that I've told you about ... I'm going to explain...
- I'd like to move on to ...
- Let me turn to ...

# Presentation

## Checklist : My partner's presentation...

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| 1. has a clear opinion.                                      | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 2. has used necessary transitions.                           | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 3. has used cause-effect relationships.                      | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| 4. has evidence for the effects of learning a new languages. | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

# Assignments

1. Write a paragraph on the effects of learning a new language by analysing cause-effect relationships.
2. Search online and write down more supporting details related to your opinions on the effects of learning an additional language.

Thank you!