

《高中英语(上外版)》选择性必修第二册 Unit 2 Language and Mind

课时：第四课时 教学内容：Saving Critically Endangered Languages in Australia;

Why Should Students Learn Foreign Languages?

课型：Listening and Viewing 设计者：上海市曹杨中学 曲美洁

一、教学设计与说明

1. 教学目标

本课为本单元第四课时，核心目标为能依据视听内容获取内容要点和支撑性论据；能借助问题中的关键提示词获取相关细节；能理解多模态资源所传达的不同学习者的经历。

2. 设计思路

本课为本单元第四课时，通过前三课时有关语言塑造思维的语篇等语料的思考，学生已了解不少语言影响或塑造思维的实例，并对语言和思维之间的关系进行了辩证思考。本课听力材料的主题为保护澳大利亚濒危语言，视频材料的主题为学习外语的好处，可以引导学生从多模态资源中获取语篇内容和细节，归纳理解语言与文化间的关系，梳理学习外语给学生带来的好处，进一步让学生辩证思考是否应该学习一门二外。

在导入部分，让学生通过阅读 Culture Link 对“部分语言正在消失”的这一现状有所了解，意识到语言和文化、文明传承之间的关系，进而引导学生思考我们要保护濒危语言，保护文化多样性。听中环节教师会提前告知学生注意听力材料中的数字，让学生能更好地抓住所需信息，获取澳大利亚濒危语言现状，通过课本习题梳理语言和文化间的关系；听后让学生结合生活实际思考上海方言的现状。

视频内容通过两个男孩的学习经历介绍学习外语的好处。为训练学生从多模态语料中获取信息的能力，先让学生观看静音版本视频猜测人物关系和主要内容；观看有声视频前，教师会提前讲授抓取关键信息的方法，引导学生定位到关键点，梳理出视频语篇的框架，再次观看时通过填充表格的方式获取细节。最后引导学生运用从多模态资源中习得的语言知识，结合主人公的故事，阐述学习二外的好处，进一步引导学生思考语言和思维间的关系。

3. 教学重点及难点

教学重点在于教导学生掌握在听和看的过程中定位关键信息的技巧,获取听力语篇有关澳大利亚濒危语言的现状,能结合视频语篇所举实例论述学习外语的好处。

教学难点在于引导学生辩证思考学习外语对人们思维的影响,唤起学生保护方言,挽救濒危语言的意识。

SCREELE

Lesson Plan

Teaching objectives:

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

1. obtain the main idea and supporting details from the audio and the video and summarize the speaker's opinions on learning a foreign language;
2. get the relevant details with the help of the key words in the given information;
3. form your own opinions about the benefits of learning a foreign language.

Procedures:

I. Lead-in

Activity 1: Reading the Culture Link about disappearing languages:

*Teacher: Ask students to read the Culture Link on p. 26 and answer the questions about disappearing languages.

*Students: Answer the questions based on the Culture Link related to disappearing languages.

Purpose: To inspire students to think about the relationship between language and our life

Guided questions:

1. How many living languages are there in the world now?
2. How many languages will have disappeared by the end of the century?
3. What will happen if a language disappears?

II. Listening

Activity 2: Listening to the audio clip for the status quo of the endangered languages in Australia

*Teacher: Ask students to listen to the audio and answer the questions about the status quo of endangered languages in Australia.

*Students: Write down the numbers according to the audio and answer the questions.

*Teacher: Ask students to listen to the audio clip for a second time and fill in the blanks.

*Students: Fill in the blanks following the tips given.

Purpose: To grasp the status quo of endangered languages in Australia and have a general idea about the relationship between language and culture

Guided questions:

1. About how many languages were spoken in Australia?

2. About how many languages are still spoken today in Australia?
3. When did Europeans arrive in Australia?
4. How many languages are considered “alive” and in daily use in Australia?

Activity 3: Reading a passage for the problem of the Shanghai dialect

*Teacher: Ask students to read a passage about the Shanghai dialect and discuss the questions related to its status quo.

*Students: Read the passage and share their opinions.

Purpose: To help students think about saving dialects critically.

Guided questions:

1. Can you speak the Shanghai dialect fluently?
2. Do you think the Shanghai dialect is important in today’s life? Why?
3. What problem do Shanghai speakers face?
4. What can we do to preserve the Shanghai dialect?

III. Viewing

Activity 4: Watching the video in silent mode for the relationship between the two boys

*Teacher: Ask students to watch the video in silent mode and infer some information through watching.

*Students: Watch the video in silent mode and answer the questions.

Purpose: To guide students to infer from pictures and subtitles.

Guided questions:

1. What’s the possible relationship between the two boys?
2. What were they busy doing?

Activity 5: Watching the video again to learn the benefits of learning foreign languages

*Teacher: Ask students to watch the video, answer the questions and fill in the blanks.

*Students: Answer the questions and fill in the blanks while viewing.

*Teacher: Ask students to watch the video again and pick out the benefits of learning a foreign language.

*Students: Pick out the benefits of learning a foreign language.

Purpose: To guide students to understand the stories of the two boys, including

their similarities and differences.

Guided questions:

1. Did the boys both succeed in what they were doing? Why or why not?
2. What are the benefits of learning a foreign language based on what you have watched?

Activity 6: Retelling the story and reflecting on the benefits of learning a foreign language.

*Teacher: Ask students to tell the story between Matt and John, and analyze why John succeeded.

*Students: Suppose he or she was Matt, and tell the story from the first-person perspective. Share their understanding of the effects of learning a foreign language on the human mind according to John's story.

Purpose: To guide students to think about the benefits of learning a foreign language by reflecting on Matt and John's story.

Guided instructions:

Suppose you were Matt, tell the story between you and John, reflect on your experiences and analyze why John succeeded. (Word bank: *apply for...*, *convert...into....*, *admissions to...*, *face rejection*, *involve himself in...*, *enhance / raise / sharpen / improve*)

Assignments:

1. Complete the exercises of Reading and Viewing on pages 27-30 in the workbook.
2. Summarize the benefits of learning a foreign language mentioned in the exercises.