

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

课时: 第 2 课时 教学内容: How Language Shapes the Way We Think

课型: Vocabulary 设计者: 上海市曹杨中学 李若梦

一、教学设计与说明

1. 教学目标

本课为本单元的第二课时,核心目标为能在语境中判断核心词汇的意义和功能以及作者的意图和态度;能根据语篇话题梳理词汇语义网,并运用话题词汇语义网理解和表达相关信息和观点。

2. 设计思路

本课为本单元的第二课时,旨在引导学生比较不同语言对于思维不同方面的差异产生的影响,体会目标词汇和句型在语篇中发挥的作用,设计课堂活动,让学生在课堂上反复习得这些语言形式。

第一部分着重课文内容的回顾和目标词汇和句型的引出。通过回顾语篇,理清语言对思维三个方面的影响。学生在活动中使用目标词汇,将三个方面的影响整合复述。教师在课堂反馈中,引导学生运用目标词汇和句型,深度理解语篇主旨中语言对思维的影响。

第二部分是学习使用举例论证并运用课堂上所学的目标词汇讲述语言学习对思维影响,拓展主题意义。教师引导学生使用目标词汇和句型总结作业中语言影响思维的其他方面。教师就语言形式和举例论证给予反馈;在互动活动中,学生联系实际思考中英文表达差异,例如中英文中对地址描述的差别;引导学生关注中英文语序的差别并通过补充的翻译练习进一步巩固;结合文章最后一段提出的问题引导学生反思并讨论中文对自身思维模式的影响;最后利用书上词汇练习,运用所学词汇,进一步探讨 the power of language, 拓展主题意义。

回家作业中,学生通过对本节课授课内容的回顾,完成练习册中的词汇练习。任选课堂中的例子,撰写以“语言影响思维”为主题的段落,要求尽可能使用课文中的目标词汇和句型以及举例论证的结构。

3. 重点难点

形成主题相关的词汇语义网,并利用目标词汇和举例论证的方式表达中文对自身思维方式的影响。

Lesson Plan

Teaching Objectives:

By the end of the class, you are expected to:

1. understand and use the topic-related vocabulary in the context and better understand the writer's points of view;
2. share your own points of view on language and mind with the vocabulary learned (*differ from...in...*, *beg the question*, *...on the other hand...*, *be aware of*, *tell the difference between...and...*, *be to blame*, *have a/an...impact on...*, *be more likely to...*, *brilliant*)

Teaching Procedures:

I. Revision and vocabulary learning

Interactive Activity 1: Reviewing the main structure of the text

*T: Get students to summarize the content and what impact languages have on the way people think.

*Ss: Recall the text content as required.

Purpose: To activate students' prior knowledge and help them review the main content with a clear structure

Guided Questions:

1. What's the main idea of the passage?
2. How does the writer support her standpoint?

Interactive Activity 2: Exploring expressions used to describe contrasting ideas

*T: Get students to identify the expressions used to introduce two contrasting ideas in the first paragraph.

*Ss: Underline the expressions and answer the question.

Purpose: To guide students to pay attention to “*differ from...in...*”, “*beg the question*”, “*...on the other hand...*”

Guided Question:

How does the writer introduce contrasting ideas?

Interactive Activity 3: Constructing a word web to give examples

*T: Get students to revisit the three examples in body paragraphs to explore the similar and different expressions when presenting the three examples.

*Ss: Make comparison and contrast with the expressions to present three examples.

Purpose: To guide students to pay attention to “be aware of”, “tell the difference between...and...”, “be to blame”, “have a/an...impact on...”, “be more likely to...”

Guided Questions:

1. What’s the example about?
2. What impact does the example have on people?

II. Interactive vocabulary practice

Interactive Activity 4: Concluding languages’ impacts on thinking by using examples

*T: Get students to use the scaffolding structure to present the homework content and share their own experiences by using example.

*Ss: Summarize, practice and present their ideas.

Purpose: To guide students to use target words and expressions and support their claim with examples

Guided Question:

How do languages differ from one another?

Interactive Activity 5: Relating to students’ own experience in language learning

*T: Provide an opportunity for students to share their experience in how Chinese shapes the way they think.

*Ss: Discuss and share their opinions.

Purpose: To guide students to reflect on influences of Chinese on their way of thinking

Guided Question:

Do you think the Chinese language shapes the way we think?

Interactive Activity 6: Expanding the thematic context to explore the power of language with target expressions

*T: Ask students to finish the two exercises in the textbook and answer the question.

*Ss: Think and finish the exercises.

Purpose: To expand the thematic context to explore the power of language with target expressions

Guided Question:

What's the power of language?

IV. Assignments

1. Finish the exercises on Pages 21-23 in the workbook.
2. Choose one of the examples mentioned in class and write a paragraph to illustrate your views/claims on language and mind with examples. (Use the following expressions: *differ from...in...; tell the difference between...and...; have an impact on...; be more likely to...; brilliant; blame*)