

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

课时：第八课时 **教学内容：**Collecting information about dialect protection in China

课型：Further Exploration & Self-assessment **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

本课为本单元第八课时，核心目标为引导学生能够了解中国各地方言的现状和保护方言的措施，能够增加保护方言的意识并在日常生活中保护方言。

2. 设计思路

本课为本单元第八课时，通过学习有关语言塑造思维、描述澳大利亚濒危语言现状、揭示语言与文化间关系、以及阐释学习外语健脑益智等的多模态语篇，学生逐步了解了学习语言对思维塑造、文化传承等各方面的重要作用，树立起保护语言多样性的意识。

本堂课为单元语篇学习的延伸与展示部分，因此学生需要课前准备好：查阅资料，将查到的有关中国方言现状和保护措施的语料进行归纳总结，用图表的方式记录，以演讲的形式将小组讨论后的成果分享给班级同学。

在本课时课堂教学开始之前，将班级学生进行分组，并且布置给每一个小组一个不同的探究主题，要求每组同学选择一种方言，在网络上搜集各地方言的相关信息，包括现状、现状背后可能的原因、保护措施，或者对相关人群进行走访调查，获取信息，并进行整理，在课堂上进行小组交流。课堂教学由介绍上海方言保护开始，一方面向学生展示需要呈现方言保护的哪些方面，另一方面让学生可以根据自己的生活经历对此上海方言保护情况进行补充，调动学生参与课堂的积极性，提高其保护方言的意识。接着，学生在组内分享、整合小组成员搜集的信息，并将相关表格填充起来，以培养学生合作学习的能力。之后，学生借助表格进行陈述，先在组内进行练习，再在班级中进行展示。这样，学生可以通过生动形象的方式展示方言保护的现状，听众也可以更好地理解 and 获取信息，对于我国方言保护更有兴趣，对保护方言更加积极。最后，学生根据引导性问题对自己整个单元的学习进行自我评价，明确学习目标是否完成、目前存在的困难并且制定下一步的学习计划，完成整个单元的学习。

3. 教学重点及难点

教学重点在于引导学生对搜集到的信息进行甄选和归纳概括,将方言保护的
措施用清晰准确的语言逐一系列出。教学难点在于提高学生自主保护方言的意识,
真正把保护方言的措施落实到日常生活中。

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Lesson Plan

Teaching objectives:

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

1. identify the status quo of Chinese dialects and measures to protect them;
2. increase their awareness of dialect protection in your daily life;
3. check whether they have achieved all the learning goals about language and mind and optimize their learning strategies and methods accordingly so as to improve their ability of independent learning.

Procedures:

I. Lead-in

Interactive activity 1: Reviewing the status quo of endangered languages

*Teacher: Ask students to recall the status quo of endangered languages mentioned in the Culture Link and ask students to think about the status quo of the Shanghai dialect.

*Students: Recall the status quo of the endangered languages in the world and the Shanghai dialect.

Purpose: To introduce the topic of this period

Guided question:

What's the status quo of the Shanghai dialect?

II. Further Exploration

Interactive activity 2: Brainstorming causes of the problem relating to the Shanghai dialect

*Teacher: Ask students to brainstorm possible causes behind the status quo of the Shanghai dialect.

*Students: Brainstorm possible causes as many as they can.

*Teacher: Ask students to discuss the measures that have been taken to protect the Shanghai dialect.

*Students: Come up with different measures taken to protect the Shanghai dialect within groups.

Purpose: To help students to think about what might cause the decreasing of Shanghainese speaking and inspire them to start to come up with protective measures

Guided questions:

1. What might have caused the status quo of the Shanghai dialect?
2. What are the measures that have been taken to protect the Shanghai dialect?

Interactive activity 3: Discussing the measures taken to protect other places' dialects

*Teacher: Ask students to have a group discussion and fill in the table on the worksheet based on the information collected.

*Students: Have a discussion within groups, sort out the information and fill in the blanks.

Purpose: To help students to sort out the information related to dialect protection in other places

Instruction:

1. What measures can be done to deal with the problem?

Activity 4: Giving a speech/presentation on the Chinese local dialect protection

*Teacher: Ask students to prepare for their presentation and ask them to listen carefully while others are giving a speech.

*Students: Draft the presentation on the worksheet and give the presentation group by group.

Purpose: To help students to enhance what they've learned in this period

Instructions:

1. Please draft your groups' presentation on your worksheet.
2. Take notes while listening to others' presentation according to the checklist.

Interactive activity 5: Making comments on others' performance

*Teacher: Ask students to make comments on others' performance.

*Students: Make comments on others' performance according to the checklist.

Purpose: To enable students to share their opinions on others' performance

Instruction:

Listen attentively and finish the evaluation according to the checklist.

III. Self-assessment

Independent activity 6: Reflecting on one's own performance in this unit

*Teacher: Ask students to do self-assessment according to the guided questions.

*Students: Reflect on whether to grasp the key points of this unit according to the guided questions.

Purpose: To enable students to think critically about their own performance

Guided instruction:

Please assess your own performance in the whole unit according to the prompts.

IV. Assignment

Write a reflective note on what you think you need to improve. You may include some or all of the following points:

- What you still find difficult
- Possible cause(s) of the problem(s)
- Your plan to solve the problem(s)
- Learning resources that you could use