

# Unit 1

## Achieving Effective Communication

No pleasure has any savour for me without communication.

— Michel de Montaigne

### Getting Started

- Look at the following means of communication, arrange them in the order according to the time they were first put into use and then say something about one of them.

telephone, Internet, smoke signal, fax,  
Morse code, carrier pigeon, wireless radio,  
mobile phone

# 《高中英语》（上外版）

选择性必修第四册第一单元

Achieving Effective Communication

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# 《高中英语》（上外版）

## 选择性必修第四册第一单元



课时	授课内容
1	Reading A
1	Reading A
1	Grammar in Use
1	Reading B
1	Listening & Viewing
1	Speaking & Critical Thinking
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. 能够理解“自传”的特征；

understand the characteristics of an “autobiography”;

2. 能够通过略读找到故事的六大要素并概括故事；

sum up the story based on six elements of the story by skimming;

3. 能够通过扫读从细节中分析人物性格特点；

analyze the personalities of the main characters by scanning;

4. 能够了解盲文，从而树立起与社会特殊人士进行有效且恰当交流沟通的意识。

know about the code system for the blind and become aware of communicating effectively and properly with the disabled.



# Who was Helen Keller?



Helen Keller was an American educator, advocate for the blind and deaf and co-founder of the ACLU. Stricken by an illness at the age of 2, Keller was left **blind and deaf**. Beginning in 1887, Keller's teacher, **Anne Sullivan**, helped her make tremendous progress with her ability to communicate, and Keller went on to college, graduating in 1904. During her lifetime, she received many honors in recognition of her accomplishments.



# Who was Miss Sullivan?



On March 3, 1887, Sullivan went to Keller's home in Alabama and immediately went to work. She began by teaching six-year-old Keller **finger spelling**, starting with the word "doll," to help Keller understand the gift of a doll she had brought along. Keller worked with her teacher Anne Sullivan for **49** years, from 1887 until Sullivan's death in 1936.



# Autobiography- *The Story of My Life*

## The Story of My Life



Helen Keller

**auto- : of or by yourself**

**bio-: connected with living things or human life**

**-graphy: a form of writing or drawing**



**biography\*: the story of a person's life, written by sb else**

**autobiography\*: the story of a person's life, written by that person**



# Characteristics of “autobiography”

**auto**biography\*: the story of a person’s life, written by **that person**

- **First-person narration**
- **Selecting typical personal experiences**
- **Describing in detail**
- **Featuring the personalities of main characters**



# Six elements of narrative writing

✓ **Character**

✓ **Time**

✓ **Place**

✓ **Beginning**

✓ **Development**

✓ **Ending**

**Plot**





# Skimming: Find out the six elements

- ✓ **Character:** Helen Keller & Miss Sullivan.
- ✓ **Time:** When Miss Sullivan first came to teach little Helen.
- ✓ **Place:** At Helen's home & the well-house.
- ✓ **Beginning:** Helen learned basically by imitating without much thinking.
- ✓ **Development:** Helen managed to learn the meaning of words under the guidance of Miss Sullivan despite some difficulties.
- ✓ **Ending:** Helen became hungry for learning as the beauty of the world was magically revealed to her.



# 1<sup>st</sup> Scanning: Two tasks

I. Complete the matching exercise on P13. II. Answer the questions on p14.

I. Match each paragraph in Column A with one corresponding main point in Column B. An example is given.

Column A	Column B
<b>Paragraph 1:</b> paving the way for what is coming	<ul style="list-style-type: none"><li>Helen felt stuck in learning and turned her impatience into satisfaction gained from damaging things.</li><li>Helen learned basically by imitating without much thinking or comprehension.</li><li>Helen was suddenly aware of the meaning of language that had remained secret to her.</li><li>Helen damaged her new doll out of frustration because she kept confusing the words <i>mug</i> and <i>water</i>.</li><li>Helen was immediately excited about the spelling game and able to spell many words in a couple of days.</li><li>Helen was hungry for learning as the beauty of the world was magically revealed to her.</li></ul>
<b>Paragraph 2:</b> a twist in the story	
<b>Paragraph 3:</b> the turning point of the story	
<b>Paragraph 4:</b> the end of the story	

1. What are the problems Helen Keller faces in her "still, dark world"? What basic things does Helen not understand?

2. Everything had a name, and each name gave birth to a new thought "(lines 65-66) What is your understanding of the statement?

3. Why are language learning and communicating more of a challenge for Helen than for others?



**2<sup>nd</sup> Scanning: Find out one touching part of the story that impresses you most and share with us the reasons.**





# Personalities of Helen & Miss Sullivan





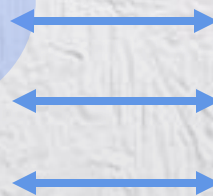
# Personalities of Helen & Miss Sullivan



**impatient**  
**defiant/moody/childish**  
**curious**  
.....



**patient**  
**tolerable/caring/considerate**  
**enlightening/inspiring**  
.....





# How did they achieve effective communication?





# How did they achieve effective communication?



**Finger play**



**Love & Sincerity**





# What is this?





# Braille and the Man Who Invented it

Braille is a simplified version of alphabet made up of six raised dots to form each individual letter, which can be read either with the fingers, by the vision-impaired, or with the eyes, by sighted people. It is a code by which many languages - such as English, Spanish, Arabic, Chinese, and dozens of others - may be written and read, and it has become the most widely used system for blind people across the world. The code system was named after the inventor, Louis Braille (1809-1852), a French educator who lost his eyesight in early childhood by accident.



# Assignment I

- 😊 Supposing you are Miss Sullivan, you are asked to write a biography of Helen Keller. Please write a passage within 80-100 words about the most impressive thing that Helen did when you were teaching her. Please write at least two complex sentences.



# Assignment II

- 😊 Please search another example of famous people with physiological barrier(s) and strategies for dealing with it (them). Share the example with us next class.