

## 上外版 选择性必修四 第1单元 第5课时

### 学案（教师版）

#### 课时学习目标：

1. 能够识别并描述在生活中可能会遇到的不同的交流障碍；
2. 能将所讨论到的不同交流障碍问题进行归类；
3. 能尝试找到与问题相匹配的对应策略；
4. 能够描述霍金利用科学技术辅助交流

#### Procedures:

##### I. Lead-in

##### Activity 1: Understanding Communication Barriers

\*Teacher: Ask students to share more examples of communication barriers caused by physiological factors and further describe the communication barriers they might encounter in the situations given.

\*Students: Share the examples and think about the communication barriers in the given situations and categorize them.

**Purpose: to help students to understand the categories of communication barriers they are going to learn in this class.**

#### Guiding questions (instructions):

1. Have you found more example of famous people with physiological barrier(s) and strategies for dealing with it (them) ?

Answers may vary.

2. Could you describe the communication barriers you might encounter in the situations given?

Possible answers:

1. generation gap / deaf / ...

2. psychological problem / stage fight / stammer ...

3. language barrier

3. Please categorize the barriers we discussed.

Possible answers:

Cultural barrier / psychological barrier / ...

## II. Listening

Activity 2: Listening for the main idea and the details

\*Teacher: Ask students to note down the 4 types of barriers to communication and match them with the pictures and strategies.

\*Students: Note down the 4 types of barriers mentioned in the Podcast and identify them with the help of pictures and strategies listed.

**Purpose: to help students to focus on the main idea of the recording and then match them with their possible strategies.**

Guiding questions (instructions):

1. Could you listen for the first time and note down the four types of barriers to communication?

Answer: Psychological barriers / Physiological barriers / Language barriers / Cultural barriers

2. Please listen again and match them with the pictures and strategies given.

Communication barrier type	Picture(s)	Strategy (or Strategies)
Psychological barriers	3	A
Physiological barriers	1, 4	B, C, E
Language barriers	5, 6	D, G
Cultural barriers	2	F

## III. Viewing

Activity 3: Predicting and viewing

\*Teacher: Have students think about the communication barrier Stephen Hawking encountered and watch the video to learn how he dealt with it.

\*Students: Predict the communication barrier Stephen Hawking encountered according their own knowledge and watch the video to check the answer.

*Purpose: to help students to understand the special communication barrier Stephen Hawking encountered and the technical means he employed.*

Guiding questions (instructions):

1. We all know Stephen Hawking. Could you name the communication barrier he encountered?
2. Watch the video carefully and focus on both the communication barrier he

encountered and the strategy employed by him.

## II Answer

- √A. Stephen Hawking controlled his computer by moving only one muscle in his cheek.
  - ×B. Stephen Hawking still needed to rely on the mouse to control his computer.
  - √C. Stephen Hawking's computer was able to predict which character he might choose next.
  - √D. With the latest upgrade, Stephen Hawking's computer had doubled his speech rate.
3. Watch again and fill in the blanks.

## III Answer .

(1) errors (2) analysing (3) muscle (4) range (5) forecast (6) billion

## IV. Homework

Brainstorm and list cases where communication often breaks down. Each student should at least give three examples.