

《高中英语（上外版）》选修第二册 Unit 2 Language and Mind

课时：第 6 课时 教学内容：Analysing Cause-Effect Relationships and Giving a Presentation on the Possible Effects of Learning a Foreign Language

课型：Critical Thinking and Speaking 设计者：上海市曹杨中学 杨虹

一、教学设计与说明

1. 教学目标

本课为本单元的第六课时，核心目标为引导学生能够根据提示整合本单元各语篇中有关使用语言和学习语言对思维产生影响的例证，厘清因果关系并且能在陈述观点的过程中表达意思的转折。

2. 设计思路

本课为本单元的第六课时，在本单元的之前学习过程中，学生已经了解了语言学习的好处，并且构建了一定的相关主题的词汇语义网，知道了因果分析的说明方法，因此本课时旨在引导学生在语言与思维的主题语境下，整合本单元各语篇中有关使用语言和学习语言对思维产生影响的例证，厘清因果关系，并在陈述自己观点的时候使用相应的口语策略，表达意思的转折。

首先，教师带着学生一起复习并提炼学习外语的好处，引入因果关系分析法。其次，教师组织学生学习因果分析法的概念，并且讨论其作用。接下来，教师组织学生整合本单元各语篇中有关使用语言和学习语言对思维产生影响的例证，厘清因果关系。然后，教师引导学生运用因果分析法，进一步说明配套练习册中提到的三个学习外语的好处。最后，在口头表达环节，教师鼓励学生将之前讨论的内容以演讲的形式呈现出来，并且引导学生使用恰当的提示词表达意思上的转变，在演讲结束后，教师组织学生进行生生互评。

3. 重点难点

教学重点：厘清因果关系并在陈述观点的过程中表达意思的转折

教学难点：运用因果分析表达观点

Lesson Plan

Teaching objectives:

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

1. integrate examples of the effects of languages on mind in this unit and clarify the cause and effect relationship;
2. use the cause-effect pattern to express ideas and to indicate transitions in the presentation.

Procedures:

I. Interactive activity 1: Reviewing effects of learning a new language on mind

*T: Organize students to check the assignment and review the effects of learning a new language mentioned in the previous lessons in the unit.

*Ss: List the effects of learning a new language mentioned in the assignment and the previous lessons in the unit.

Purpose: To help students review the effects of learning a new language and introduce the cause-effect pattern

Guided questions:

1. According to the passage, what are the benefits of speaking more than one language?
2. What are the effects of learning a new language mentioned in the previous lessons in this unit?

II. Interactive activity 2: Analysing cause-effect relationships

*T: Guide students to think about and understand the cause and effect pattern.

*Ss: Read the definition of cause and effect and discuss the function of this method.

*T: Ask students to go through the articles in this unit again and highlight the evidence for the effects of learning a new language on your mind.

*Ss: Find out the evidence for the effects of learning a new language in the unit.

*T: Get students to think about more expressions to describe the cause-effect relationship .

*Ss: Collect the expressions to describe the cause-effect relationship.

Purpose: To help students form a correct understanding of the cause and effect relationship

Instructions:

1. Please read the definition and think about the function of a cause-effect relationship.
2. Go through the articles in this unit again and highlight the evidence for these effects.

III. Interactive activity 3: Discussing evidence for the effects of learning a new language

*T: Guide students to discuss how language learning gives rise to the effects mentioned in the assignment by analysing the cause-effect relationships.

*Ss: Find more evidence for the effects by analysing the cause-effect relationship.

Purpose: To check students' understanding of cause and effect and their use of cause and effect

Guided question/instructions:

1. Let's find the evidence for the improvement of social abilities together.
2. Can you fill in the blank with a proper transition?
3. Think it over and put forward evidence for the other effects.

IV. Independent activity 4: Signaling a transition while giving a presentation

*T: Organize students to read the speaking strategy and the passage on page 27 to figure out how to signal a transition while giving a presentation.

*Ss: Read the speaking strategy and the passage and discuss the function of the transitions.

Purpose: To help students understand how to signal a transition while giving a presentation

Guided question:

How can you signal a transition while giving a presentation?

V. Interactive activity 5: Giving a presentation on possible effects of learning a new language

*T: Organize students to get prepared for a presentation.

*Ss: Get prepared for a presentation based on the former discussion and use transitions.

*T: Ask one student to give a presentation and the others to finish the checklist.

*Ss: Listen to a presentation, write down some key information and complete the checklist.

*T: Ask students to comments on the presentation.

*Ss: Make comments on the presentation according the checklist.

Purpose: To help students put the use of the speaking strategy into real communication; To help students consolidate their grasp of cause and effect

Guided question/instructions:

1. While listening to his presentation, you need to finish the checklist on your worksheet and write down some key information.
2. Would you please make comments on the presentation according to the checklist?

VI. Assignments:

1. Write a paragraph on effects of learning a new language by analysing cause-effect relationships.
2. Search online and write down more supporting details related to your opinions on the effects of learning an additional language.