

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

课时: 第 1 课时

教学内容: How Language Shapes the Way We Think

课型: Reading

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一、教学设计与说明

1. 教学目标

本课为本单元的第一课时,结合单元教学目标的要求,本课时核心目标为帮助学生通过读和看,了解语言对于思维的影响,获取其中的主要信息和观点;能识别语篇中的三个主要论点以及相应的支撑论据;能基于所读和所看的内容,进行推断、比较、分析和概括语言对于思维的影响。

2. 设计思路

本课时属于单元第一课时。语篇类型是公共演讲。语篇内容改编自美国语言认知学家 Lera Boroditsky 以 “How Language Shapes the Way We Think” 为题在 2018 年 TED 大会中主题讲座的发言稿,主要回答了困扰人类多年的问题,即“语言如何影响思维”。该语篇对原版的演讲稿进行了删减和改写,但保留了演讲中观点表达和举例论证的核心部分。

要让学生能对语篇的整体组织架构和信息组织的逻辑关系有更深层次的理解,老师需要设计适切的英语学习活动来锻炼学生定位关键性问题、找出主要观点、建构论证分析等一系列能力,其中三个步骤层层推进,逐步引导学生结合语篇结构和文本特征,整合语篇的主旨大意和重要细节。

首先,导入部分通过对两个引用的分析,引入语篇主题,说明两种观点同时存在。凸显认知冲突,激活学生思维,让学生体会到语言是否会影响思维是人们长期争论的话题。其次,在读中阶段,引导学生利用 skimming 把握作者针对此话题的立场,确保学生能抓住作者的主要观点。再次,利用 scanning 把握作者对文章关键性问题 “how language shapes the way we think” 的探究过程,以生动形象的三个关于方向、颜色和归因的生活实例为载体,通过针对语篇主体段落理解的学习活动让学生体会语篇背后的背景知识和思维差异。最后,引导学生联系生活情景,反思中文对自身思维的影响,增进文化认同感,培养学生尊重不同语言和思维方式意识。

由于语篇改编自 TED 演讲,为了更好地还原主题语境,把握文章,教师将原

作中省去的不同语言对于思维影响的其他例子作为拓展阅读材料,要求同学们运用本课时讲述的论点和举例论证的方法在表格中梳理呈现。另外,将观看原 TED 演讲视频作为选做作业,供学有余力的同学观看。

3. 重点难点

理解语篇文本背后的隐含意思,结合自身经验反思语言和思维之间的关系,梳理出 claim and example 的结构,真正理解语篇描述的不同语言造成的思维方式的差异。

Lesson Plan

Teaching Objectives:

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

1. analyze the content of an argumentative essay according to the stylistic features, including arguments, evidence and argumentation methods;
2. summarize the author's views and attitudes based on the examples in the text;
3. deeply understand the relationship between language and mind, and share the impact of foreign language learning on individuals based on personal experiences.

Teaching Procedures:

I. Pre-reading

Interactive Activity 1: Brainstorming possible functions of mind

*T: Ask students to brainstorm possible functions of mind.

*Ss: Brainstorm the possible functions of mind and answer the question.

Purpose: To introduce the topic and inspire students to think about functions of mind

Guided Question:

What are the functions of mind?

Interactive Activity 2: Getting started with possible benefits of learning a language

*T: Ask students to answer the question on possible benefits of learning a language
*Ss: Think and answer the question.

Purpose: To inspire students to think about the benefits of learning a language.

Guided Question:

Based on your experience, how can learning a language benefit you?

II. While-reading

Interactive Activity 3: Skimming the passage for the main idea .

*T: Guide students to skim the title and introduction and answer the question.

*Ss: Skim the title and introduction, and predict the main idea of the passage.

Purpose: To lead students to skim and predict the main idea of the passage

Guided Question:

What's the passage mainly about?

Interactive Activity 4: Scanning the passage to find out the writer's perspective.

*T: Guide students to scan the passage with questions.

*Ss: Scan the text and figure out the author's perspective.

Purpose: To lead students to identify the author's point in the text

Guided Questions:

1. What's the long debatable question?
2. How does the writer prove her viewpoint on the question?

Interactive Activity 5: Digging in: Read the first paragraph and find out different attitudes towards the question.

*T: Guide students to read the first paragraph with questions.

*Ss: Read the first paragraph and figure out the answers to the questions.

Purpose: To lead students to find out different perspectives on the question

Guided Questions:

1. Do people have the same answer to the question: does the language we speak shape the way we think?
2. What's the writer's answer?

Interactive Activity 6: Digging in: Read the first example and understand the claim and example pattern.

*T: Get students to think why Kuuk Thaayorre only has cardinal directions.

*Ss: Read the second paragraph, think about the question, and share their ideas in pairs.

Purpose: To help students understand and experience language's influence on Kuuk Thaayorre's spatial cognition

Guided Question:

How does the use of Kuuk Thaayorre language affect the way its speakers think?

Interactive Activity 7: Digging in: Read the second supporting example and summarize the claim and the example.

*T: Get students to find out the reason why Russian speakers are faster in color recognition than English speakers.

*Ss: Read and try to come up with their own assumptions.

Purpose: To help students recognize language's influence on Russians' visual cognition

Guided Questions:

1. What's the claim?
2. How do Russian and English affect the way their speakers think about colors?

Interactive Activity 8: Digging in: Read the third supporting example and summarize the claim and example.

*T: Get students to figure out why English speakers and Spanish speakers choose different expressions when describing the accident.

*Ss: Read the corresponding paragraph and discuss the guided question in pairs.

Purpose: To help students experience the language's influence on deductive cognition

Guided Questions:

1. What's the claim?
2. Which expression will you choose to describe the accident?
3. How do Spanish and English affect the way their speakers think about blame and punishment?

Interactive Activity 9: Digging in: Read the last two paragraphs and find out the writer's conclusion.

*T: Get students to identify what influence language has on the way people think.

*Ss: Identify the adjectives and answer the question.

Purpose: To help students conclude the supporting examples back to the main idea

Guided Question:

How does language shape the way we think?

III. Post-reading

Interactive Activity 10: Discussing and categorizing more quotes on the relationship between language and mind

*T: Ask students to discuss and categorize more quotes on the relationship between language and mind.

*Ss: Discuss and categorize the quotes in Exercise III.

Purpose: To guide students to further understand the relationship between language and mind

Interactive Activity 11: Discussing the real-life examples in groups

*T: Ask students to discuss how Chinese and English shape the way they think.

*Ss: Discuss and come up with their own examples.

Purpose: To inspire students to express their views on the relationship between language and mind with their real-life experiences

Guided Question:

Has learning or using English changed the way you see the world? Can you give us

some examples?

IV. Assignments

1. Read the excerpt from the lecture to explore more language's influences on the way people think and complete the table.
2. Watch the whole lecture and finish the exercise. (Optional)

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