

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

课时：第五课时 课题：For a Better Brain, Learn a New Language

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### 一、教学设计与说明

#### 1. 教学目标

本节课是本单元的第五课时，核心目标为能识别科普文章的文体特征，如内容、结构和语言方面的特征；能依据科普文的核心观点和支撑论据概括三个科学实验；能借助因果分析，进一步探究语言学习对大脑和思维方式的影响，提升学习外语的积极性。

#### 2. 设计思路

本课是本单元的第五课时，本单元第一课时铺垫了语言对于思维的影响，通过词汇课和语法课我们掌握了主语从句和表语从句，在视听说课中了解了一些语言正处于濒危状态。本节课通过分析大脑内部结构的变化，解释为何语言对于思维会造成影响。首先，通过读前的预测活动，学生可以猜测文本大意。然后通过略读，了解文章大意，并找出文章中语言对大脑造成的三个影响，分别为 *developing the brain*, *tuning out distractions* 以及 *delaying Alzheimer's disease*。在查读的过程中，通过对段落主旨句的寻找，学生逐渐了解到科普文的结构特征。接下来，教师引导学生逐步分析语言对大脑造成的三个影响，并在分析的过程中找出研究对象，研究过程，研究结果，概括科普文的语言特征。最后，学生观看视频，进一步探究语言学习对大脑和思维方式的影响，提升学习外语的积极性。

#### 3. 重点难点

本节课的重难点在于对作者核心观点的三个论据支撑的理解以及科普文章的文体特征，尤其是语言特征和内容特征。

## Lesson Plan

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

1. identify features of science articles, such as features of content, structure and language;
2. summarize three scientific studies pointing put the central idea and supporting arguments;
3. list one of the greatest impacts that learning a new language has on a brain by using the cause-effect pattern.

### Procedures:

#### I. Interactive activity 1: Reviewing the previous lessons

\*T: Ask students to discuss why learning a new language has a positive effect on our mind.

\*Ss: Review the previous lessons and think about the possible answers.

**Purpose: To elicit the topic and arouse students' interest in reading the text**

Guided question:

Why does learning a new language have a positive effect on our mind?

#### II. Interactive activity 2: Reading the passage and identifying the benefits of learning a new language

\*T: Ask students to read the title and take a guess what the passage is mainly about.

\*Ss: Read the title and make a prediction.

\*T: Ask students to read the passage to see whether the prediction is correct.

\*Ss: Skim the passage and find out the main idea.

\*T: Ask students to scan the passage and complete the cause and effect tree diagram using options on P28 in the textbook.

\*Ss: Scan the passage and complete the tree diagram.

**Purpose: To help students have a general idea of the text structure and the benefits of learning a new language for our brain**

Guided questions:

1. What is the passage mainly about?
2. What are the effects of learning a new language on your brain?

#### III. Independent activity 3: Reading paragraph 1 and finding out the writer's purpose

\*T: Ask students to read paragraph 1 and discuss the writer's purpose.

\*Ss: Read paragraph 1 and find out the writer's purpose.

**Purpose: To help students identify the main idea and function of the paragraph 1**

Guided questions:

1. Why does the writer use magic or magical so frequently in Para 1?
2. What is the function of Para 1?

#### **IV. Independent activity 4: Reading paragraphs 2-4 and combing the key information**

\*T: Ask students to read paragraphs 2-4 and finish the table on the worksheet.

\*Ss: Read paragraphs 2-4 carefully and fill in the table.

**Purpose: To help students have a good understanding of the benefits of learning a new language on our brain**

#### **V. Interactive activity 5: Identifying the key factors of scientific experiments and studies**

\*T: Ask students to discuss what they often want to know about the scientific experiments.

\*Ss: Discuss with partners and list the key factors of scientific experiments and studies.

\*T: Ask students to read paragraphs 2-4 and find out the subject, process and result of scientific experiments and studies.

\*Ss: Read paragraphs 2-4 and complete the table on the worksheet.

\*T: Get students to read paragraphs 2-4 again and find the other verbs the writer uses to illustrate the result.

\*Ss: Read paragraphs 2-4 and underline other verbs.

**Purpose: To help students further explore the features of science articles in terms of content and language**

Guided questions:

1. What do you often want to know about the scientific experiments?
2. While you describe scientific experiments and studies, what elements should be included?

#### **VI. Interactive activity 6: Discussing the writer's purpose**

\*T: Ask students to read paragraph 5 and discuss the writer's purpose.

\*Ss: Read paragraph 5, discuss the feature of rhetorical question and find out the purpose of the writer.

\*T: Ask students to discuss the question raised at the beginning of the class again.

\*Ss: Think about why learning a new language has a positive effect on our mind and find out the biological effect of learning a new language on our brain.

**Purpose: To help students have a further understanding of the purpose of the writer and the thesis**

Guided questions:

1. What is the writer's purpose?
2. Why does learning a new language have a positive effect on our mind?

### **VII. Interactive activity 7: Watching a video clip and discussing more effects of learning a new language on our brain**

\*T: Organize students to watch a video clip and list more effects of learning a new language on our brain.

\*Ss: Watch a video clip and summarize more effects of learning a new language on our brain.

**Purpose: To help students further explore the effects of learning a new language our brain and call on students to learn a new language.**

Instructions:

Watch a video clip and discuss more effects of learning a new language on our brain.

### **VIII. Assignments:**

1. Summarize the three scientific experiments / studies in your own words.
2. Complete the exercises on page 33 in the workbook.
3. Watch the video and find more effects of learning a new language. (optional)