



# Unit 2

## The Magic of Words



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# Introduction of the Class

# Class profile

## Students information:

First year, Non-English major,  
with intermediate level of  
English proficiency

## Teaching focus:

Helping students construct  
more understanding on  
English learning and the  
nature of language



## Textbook:

《新一代大学英语（基础  
篇）综合教程1》  
*English is a crazy  
language* in Unit 2

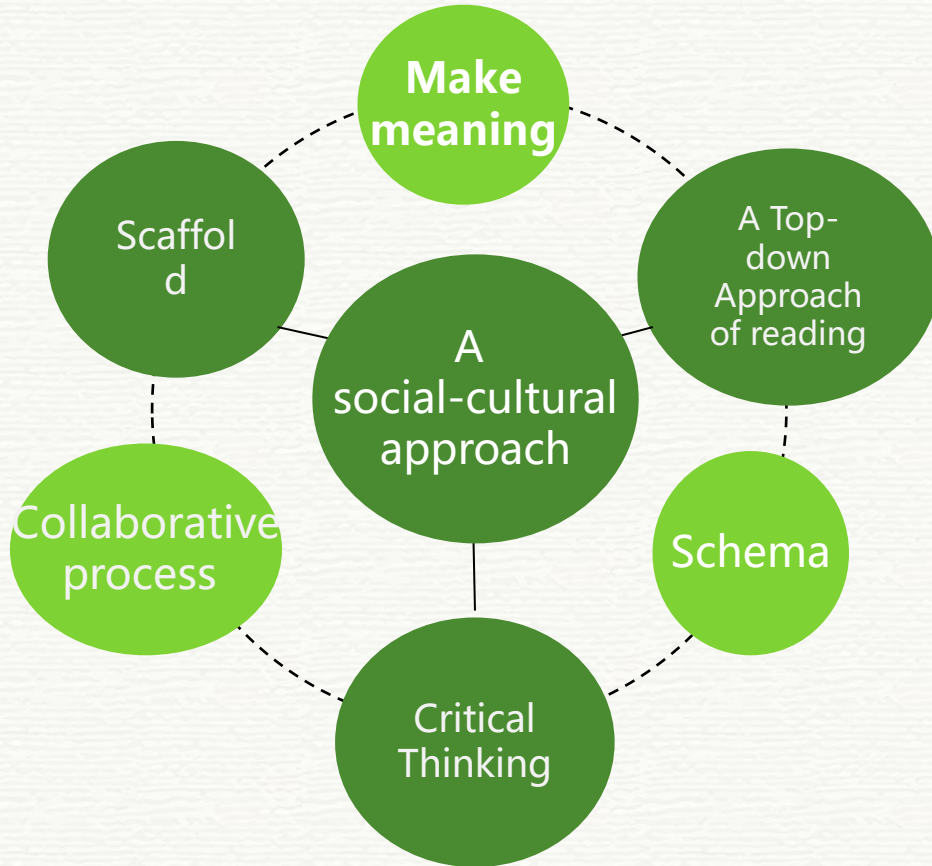
## Teaching difficulty:

Developing critical thinking  
on English and English  
learning



# Introduction of the Teaching Design

# Teaching methodology and method



A social and cultural process



# How does the design of activities help?



Schema

Reading and  
meaning-  
making

know-  
ledge

Stimulating learners'  
social knowledge

Scanning for the  
unique features  
of English

Scaffolding students in  
the critical thinking  
process (providing  
authentic materials)



# Demo Class



# Learning objectives

Understand more about language learning by linking your social knowledge with the text



Notice some unique usages and paradoxes of English



Critically analyze and evaluate English and English learning



Realize the complexity and diversity of culture and language



# Contributions to the unit objectives



## Cultural objective

Unit objective: talk about language learning using vocabulary



## Language objective

Unit objective: Explain some unique features and usages of the English language



## Critical thinking objective

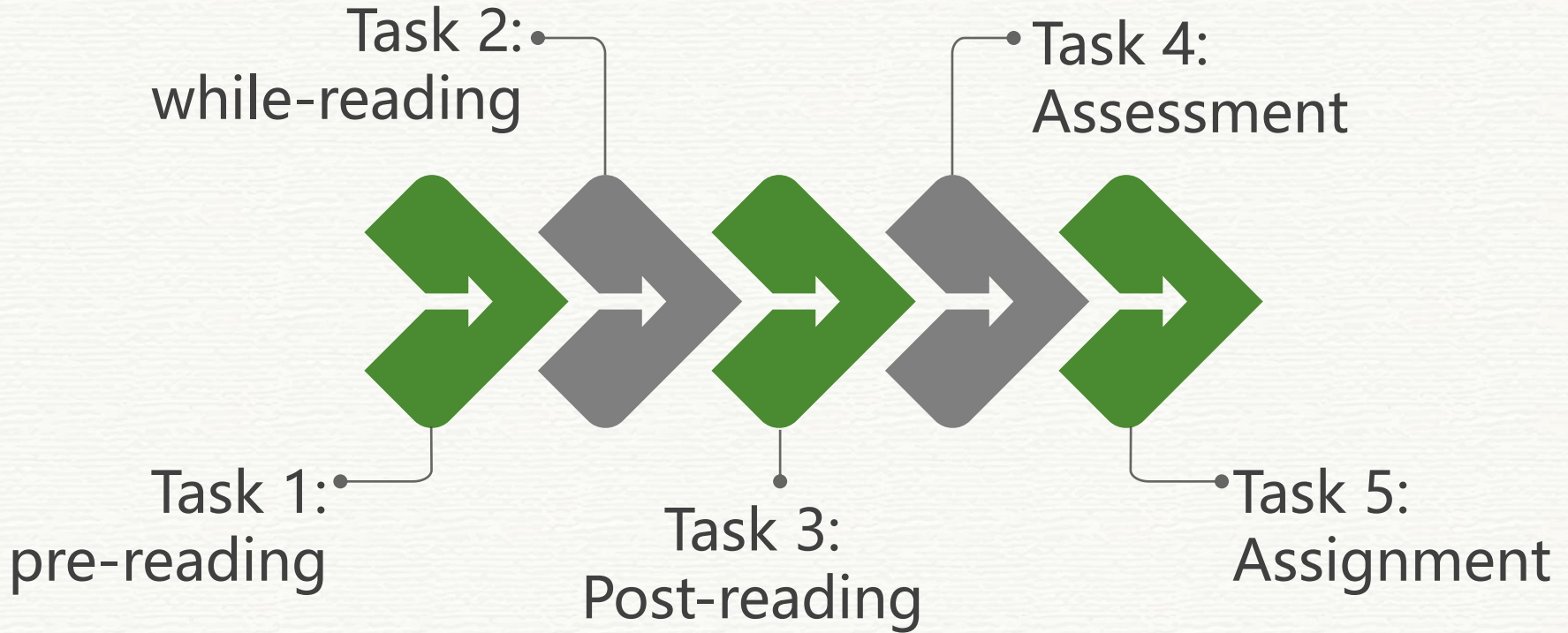
Unit objective: talk about language learning using new vocabulary



## Cultural objective

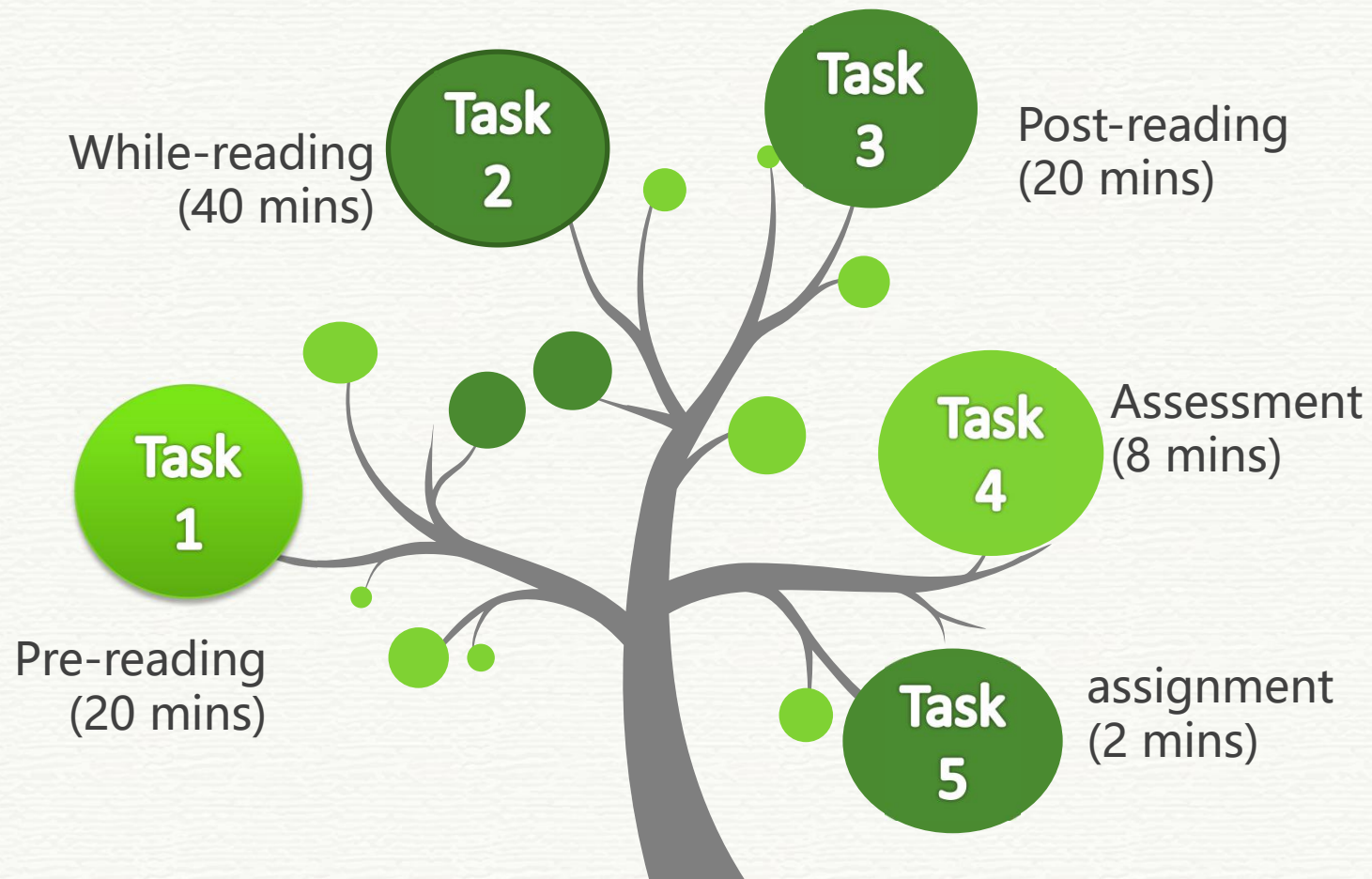
Unit objective: explain some unique features and usages of the English language

# Teaching procedures





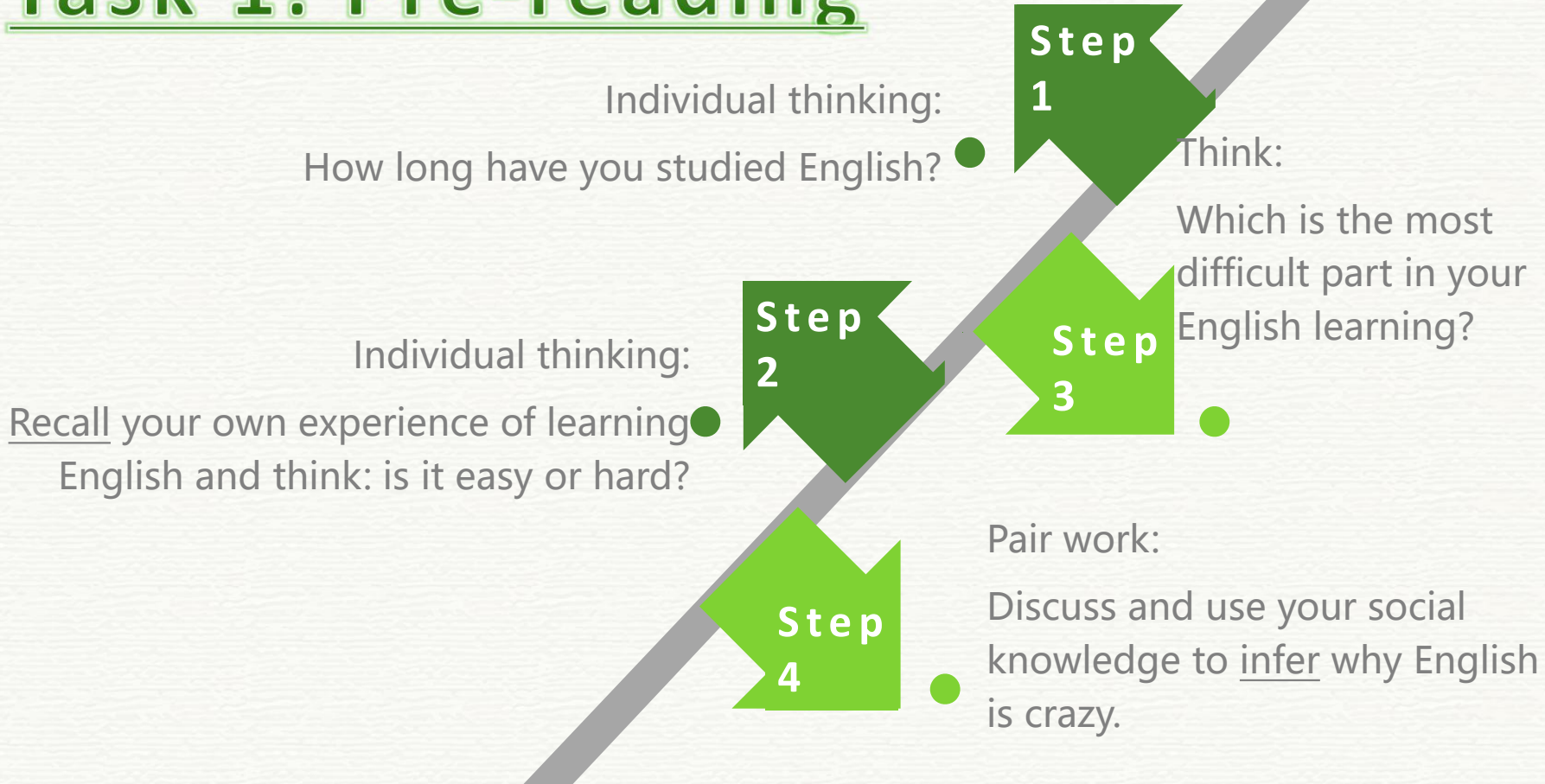
# Time distribution (Two 45 mins)





English is a Crazy  
Language

# Task 1: Pre-reading





# Task 2: While-reading

Step 1: Skimming (10 mins)

Fast reading for what this passage is roughly about.



Skim

1

Step 2: Scanning (15 mins)

Locate words demonstrate the paradoxes of English



Scan

Step 3: Topic sentences (10 mins)

Scan for topic sentences in each paragraph.

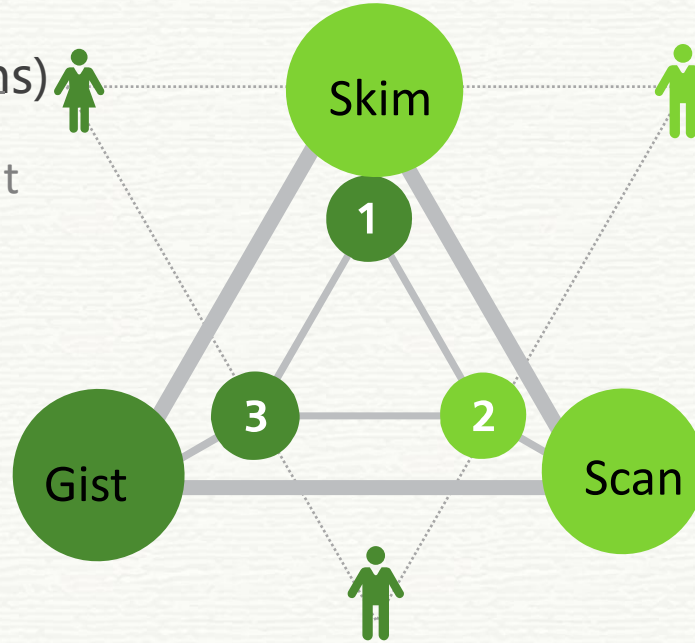
3

2

Gist

Step 4: Gist summarizing (5 mins)

Read the topic sentences and conclude the gist.



# The contradictions of English

Words and expressions of opposite forms but the same meanings:

a slim chance & a fat chance;  
sharp speech & blunt speech;  
quite a lot & quite a few etc.

Same or similar words referring to opposite meanings:

a wise man & a wise guy;  
overlook & oversee;  
hot as hell & cold as hell; etc.



# Task 2: While-reading

Step 1: Skimming (10 mins)

Fast reading for what this passage is roughly about.



Skim

1

Step 2: Scanning (15 mins)

Locate words demonstrate the paradoxes of English



Scan

Step 3: Topic sentences (10 mins)

Scan for topic sentences in each paragraph.

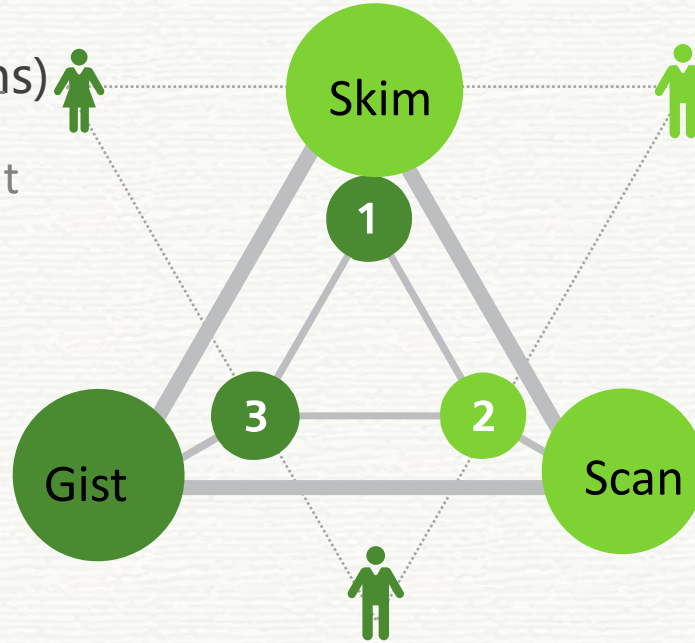
Gist

3

2

Step 4: Gist summarizing (5 mins)

Read the topic sentences and conclude the gist.





# Task 3: Post-reading

Step 1: (5mins)

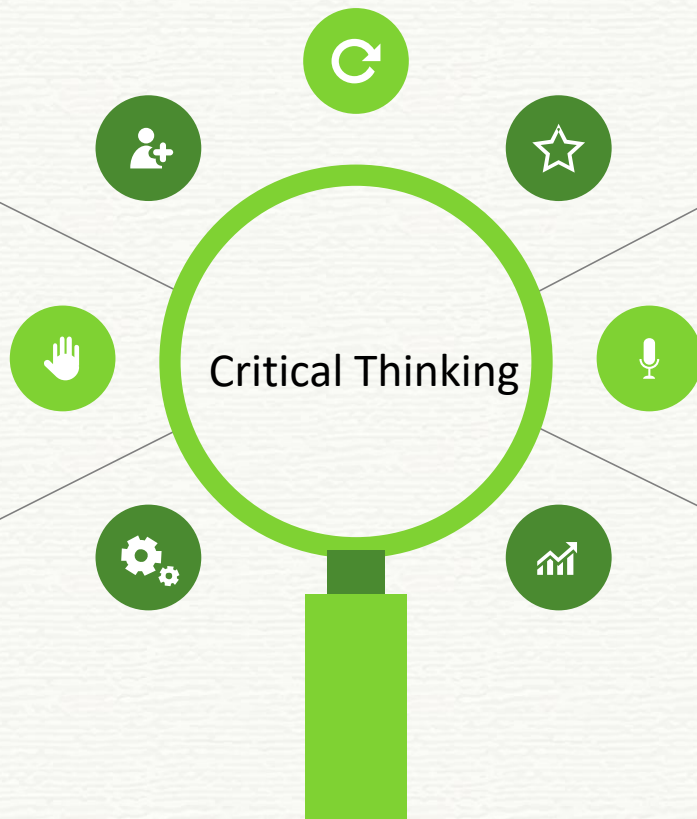
Think and discuss:

Why the words and expressions have the same form but opposite meanings or vice versa?

Step 2: (15 mins)

Fill in the Information gap:

Have you heard of "**English as a Lingua Franca**" ?



Fill in the Information gap:

Have you heard of "**English Linguistic Imperialism**" ?

Step 3(homework) :  
Present:

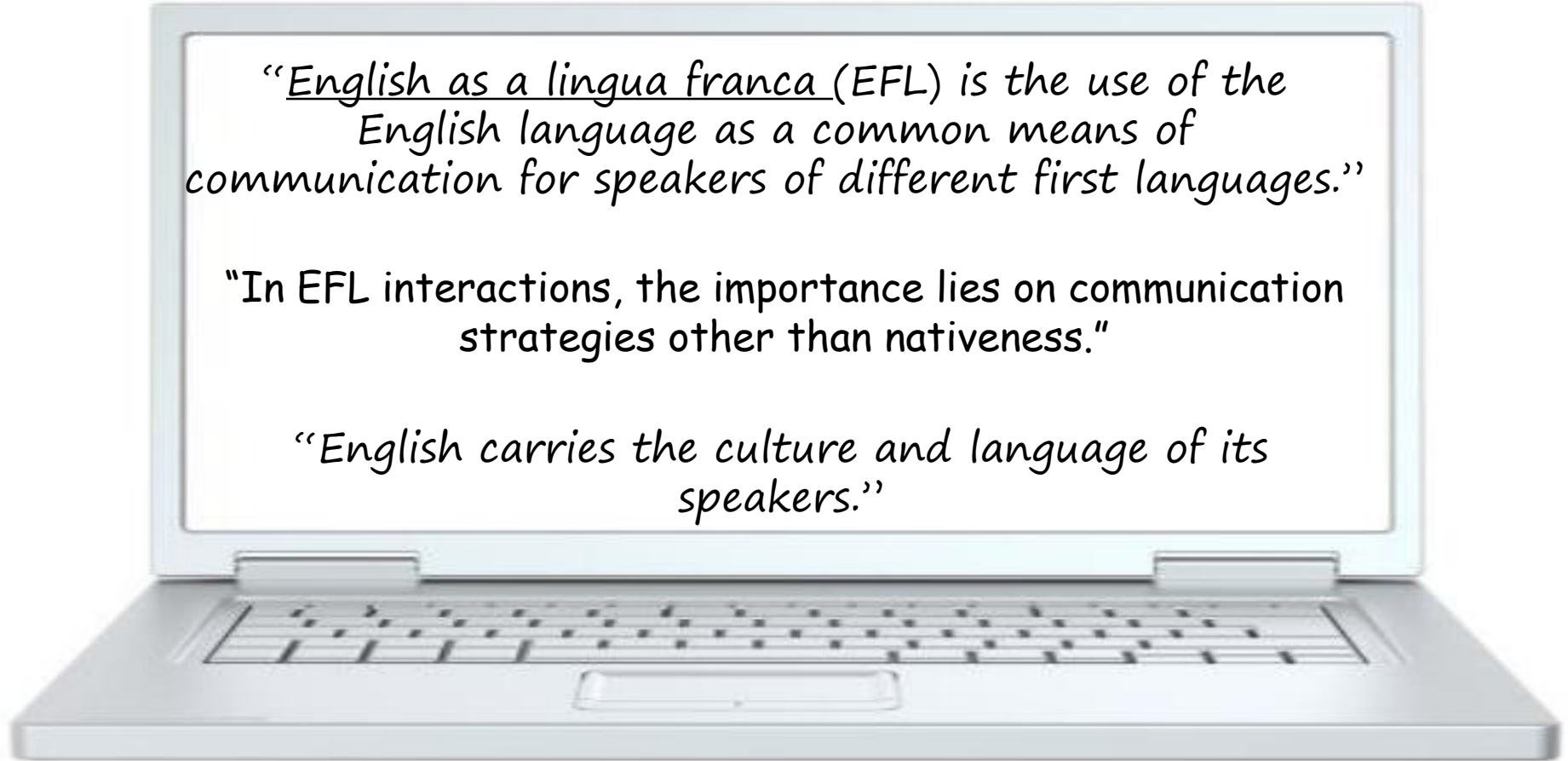
Talk about your views on your future English learning.

# Information card

*“English as a lingua franca (EFL) is the use of the English language as a common means of communication for speakers of different first languages.”*

*“In EFL interactions, the importance lies on communication strategies other than nativeness.”*

*“English carries the culture and language of its speakers.”*



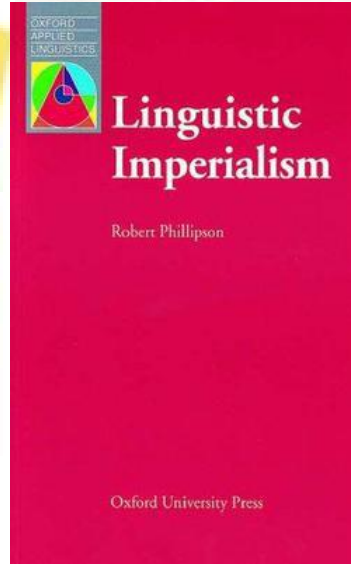
# Information card

Robert Phillipson wrote:

*“Western countries have used English as a tool of imperialism to dominate colonies.”*

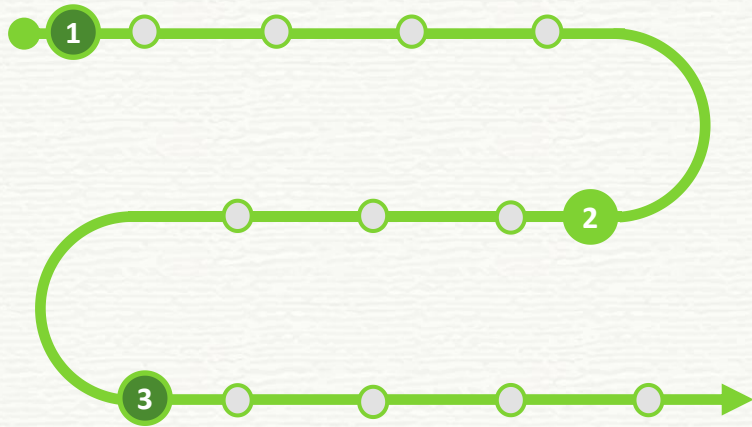
*“speaking or using the standard English is not the only goal of learning English for effective communication.*

*“Language belongs to people who speak it”.*





# Assignment



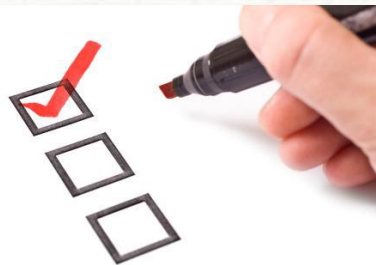
Team project:

Do some research on English Linguistic Imperialism, and make a presentation on your understanding of English and English learning.



# Assessment

# Classroom quiz



1. Which one of the following statements concludes the main idea of the text?

- A. English is difficult to learn, as it has many special usages.
- B. The best way of learning English is to memorize words and understand their different meanings.
- C. The crazy usages in English are in fact a natural part of the language, as it is in all languages.

C



2. Why do you think the author says all languages are by nature seemingly “crazy” in usages?
- A. All languages are difficult to learn, because of complex words and grammatical rules.
  - B. Languages are indispensable part of different cultures, and cultural diversity defines the complexity of language.
  - C. People who speak different languages are crazy in the choices of words.

**B**





**THE  
END**

Thanks for your  
time!