

新人教版 选择性必修 1
Unit 4 BODY LANGUAGE
Reading and Thinking: Listening to how Bodies Talk
导学案

【单元学习主题】

本单元主题是“人与社会-肢体语言”，人教版高中英语选择性必修 1（2019 版）Unit 4 BODY LANGUAGE



一、单元整体解读：

本单元主题语境是“人与社会-肢体语言”，主题是“理解（读懂）肢体语言”（Understand body language），语篇类型属于说明文文体，本单元围绕“肢体语言”（Body language）这一话题展开。介绍了不同国家、不同文化、不同场合、不同语境中的肢体语言所表达的意义。肢体语言，也称为身势语言，是非语言交际（non-verbal communication）的重要组成部分，并和文化有密切的关联。在全世界不同民族、不同文化里，有些肢体语言有共性的特征，而有的可能表达的是恰恰相反的意思。本单元内容不但贴近生活，具有很强的实用价值，而且能够使学生充分关注文化对比，对培养学生的文化意识很有帮助。

二、语篇文本分析：

本文的体裁属于说明文，文章从肢体语言的基本功能入手，引出地域文化这一重要因素，说明正确理解和运用肢体语言一定要考虑在地域文化中的得体性。文章采用了“总-分”结构和举例子的说明方法，从概念出发到具体例子，联系实际，通俗易懂。文章的标题 Listening to How Bodies Talk 很有特点，身体本来是不会说话的，但是举手投足之间的非语言行为表现也能传情达意，仿佛可以说话。这种采用拟人法的标题形式可以引起读者的注意和阅读兴趣。文章第一段采用概述式的写法开头，给人总体印象。第二段的第一句和第二句也是总括句，聚焦肢体语言的地域文化属性上。第二段到第四段，分类举例，介绍了眼神交流，OK 手势，点头摇头，打招呼等最基本的肢体语言表现形式在不同文化背景中的含义变化。第五段谈到一些肢体语言也有通用的表现形式，并不总是受地域文化的影响。最后一段以微笑为例，说明同一肢体语言可应用于不同的语境和场景中产生不同的作用。

三、课型解析：

本节课属于“Reading and thinking”部分，reading 是前提，critical thinking and creative thinking 是关键。本篇课文是本单元的主课文，本文介绍了各种肢体语言，这部分主要从地域文化的角度解读肢体语言，学生需要理解肢体语言与言语表达在实际交流中是共存的，并在一定程度上承担着传情达意的功能。同时，学生还应理解，因为地域文化的不同，肢体语言也可能有相应的变化，同一个动作可能传递不同的意义或情绪。这篇说明文传递给读者三层信息：第一，肢体语言很重要，有社会交际功能；第二，肢体语言有一定的地域文化属性，但也不是绝对的；第三，得体性是理解和运用肢体语言的核心。

I. 【教学目标】 Learning Objectives:

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

1. read about the function of body language and its implications in different cultures;
2. practice making inferences by looking at the clues in the passage;
3. think critically about body language by relating it to your own culture and personal experiences.
4. get a better understanding of body language.
5. identify the feature of body language---cultural-specific.
6. develop the sense of cross-cultural communication.
7. summarize and retell the main idea of the passage.

II. 【教学重点：】

1. Lead students to learn about various body languages.

2. Lead students to understand the implied meaning of some sentences.
3. Help students identify the feature of the body language-cultural-specific.

III. 【教学难点】

1. Enable students to understand the implied meaning of some sentences.
2. Get students to know the function of body language.
3. Voice personal opinions about the meanings of different body language.

IV. 【教材分析】:

The theme of this unit is about the introduction of body language , while the theme of the reading text is about “Understand body language”. The text mainly talks about “Listening to how bodies talk”.

V. 【学情分析】:

Students in Grade two have learned English for years, and they have mastered some basic language points and language skills, and they can get some detailed information in the text. But most of them lack reading strategies like skimming, scanning and prediction. This text is related to varieties of body language and gesture. Some students may be familiar with, but they may not know the meanings of different body language. This text activates students’ awareness and knowledge of body language all over the world.

VI. 【教学过程】 Teaching procedures:

Step 1: Pre-Reading: Leading-in: Enjoy a video.

Let’s Watch the video Smile Trial

【设计意图】导入部分让学生通过观看一段关于微笑实验的小视频，直观地感受真笑还是假笑，引导学生理解 smile 的含义，从不同人物的真假微笑对比图中选择真实的微笑，激发学生的学习兴趣。

【核心素养提升点】

语言能力：锻炼口头表达交流的能力

Step 1. Pre-Reading: Leading-in

Look at the following facial expressions, and try to tell us what they might be feeling.

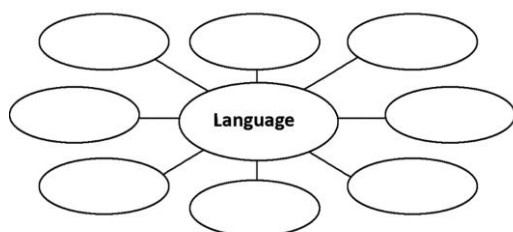
【设计意图】让学生体验肢体语言的表现力，引出 “body language” 的话题。

【核心素养提升点】

学习能力：感知话题语言，提升口头表达能力。

Step 1. Pre-Reading: Prediction

How many ways to communicate in daily life?



Ways of communication

Ways of communication

{	Spoken language	{	speaking
		{	ringing
{	Written language	{	writing
		{	typing
{	Body language		facial expressions
			gestures(手、头、脸姿势)
			postures (坐、站姿势)
			speaking distance

【设计意图】让学生在活动中体会肢体语言和有声语言一样是我们交流思想、表达感情和传递信息不可或缺的重要手段。

【核心素养提升点】

文化意识：体验肢体语言的表现力，激发学生学习兴趣，提升团队合作能力。

Step 1. Pre-Reading: Prediction

Look at the title of the text. What do you think will be talked about in the text?

Look at the picture on this page. What do you think the young lady might want to convey with her body language?

Go through the whole text. See which of the predicted contents are mentioned in the text.

Meanings of the gestures for “OK”;
different uses of body languages ...

【设计意图】学生通过看（view）课文图片及阅读标题来预测课文内容并画概念图，激活话题图式，导入话题词汇，为多维课堂目标做好铺垫。

【核心素养提升点】提升看图表述能力、预测以及画概念图的能力。

Step 1. Pre-Reading: Warming up:

Choose five sentences and act them out without speaking.

Q1: How many types of body language do you find?

Hello!	Goodbye!	Come here!	Go away!	Too expensive!
I'm surprised!	I'm tired.	I'm confused.	OK!	Good luck!
I'm happy!	I'm upset!	I'm sad!	I forgot!	You're great!

facial expression:

gesture:

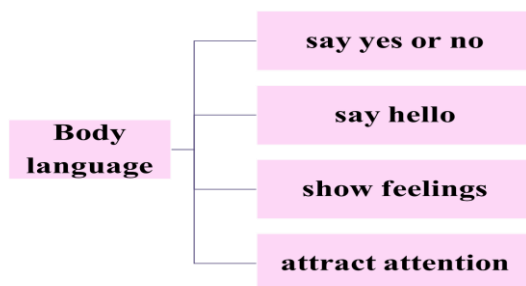
Q2: What is the function of language?

One of the main functions of language is to communicate with people and understand them.

Q 3: Suppose we are living in a silent world. How will you communicate with each other?

Written language; body language ...

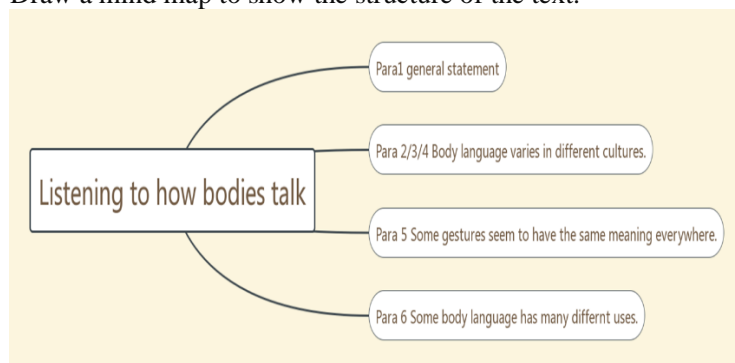
Q4: When and how do you use body language to convey meanings?



Step 1. Pre-Reading :Read for structure

Scanning for the structure of the text.

Draw a mind map to show the structure of the text.



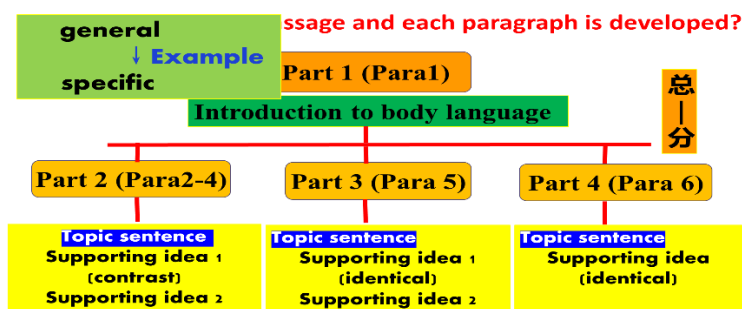
【设计意图】通过让学生画思维导图，把握各段落间的关系，从而厘清文章结构。用文中的信息来完成思维导图，画出文本结构图，对课文内容和结构进行总结和强化，加深对语篇的理解。

【核心素养提升点】

语言能力：能阅读和理解描述常见肢体语言的语篇

Step 2. While-reading : Read for structure

How is the whole passage and each paragraph is developed?



【设计意图】紧扣课文主题，引导学生浏览语篇标题，明确语篇主线（general-examples-specific），为阅读主旨篇做好铺垫。

【核心素养提升点】

学习能力：培养学生构建核心内容图的能力

Step 3. While-Reading: Read for main idea

Work out the structure of the text according to the topic sentence in each paragraph.

Look at the picture on this page. What do you think the young lady might want to convey with her body language?

Activity 1 Read the text and summarize the main idea.

The passage tells us that body language plays an important part in our communication and while body language is cultural-specific, some gestures seem to have the same meaning everywhere.

Paragraph(s)	Main idea
1	Introduction to body language
2—4	Body language with different meanings in different cultures
5	Body language with the same meaning everywhere
6	Body language with different uses

【设计意图】学生快速阅读寻找每段的主题句，并借此梳理文本的篇章结构，从而更好地理解全文。

【核心素养提升点】

学习能力：培养学生抓住文章主要脉络的能力。

Activity 2: Match the main idea of each part.

Part 1. (Para.1)	Some gestures seem to have the same meaning everywhere.
Part 2. (Para. 2~4)	Some body language has many different uses.
Part 3. (Para. 5)	Body language plays an important role in daily communication.
Part 4. (Para. 6)	Body language varies from culture to culture.

【设计意图】本环节旨在引导学生把握文章的大意，了解文章的整体框架。

【核心素养提升点】

学习能力：提升结合文本特征快速查找主题句的能力。

Step 4. Read for General Idea and its type:

Look through the text and find out the type of writing.

- A. Narration
- B. Exposition
- C. Argumentation

I. 阅读课文，匹配段落大意

() Para.1	A. Body language varies in different cultures.
() Para.2	B. Body language can show our feelings.
() Para.3	C. The gestures for “yes” and “no” are different.
() Para.4	D. The different meanings of “OK”.
() Para.5	E. Smiling has many different uses.
() Para.6	F. Some gestures with the same meaning.

【答案】1—6 BADCFE

【设计意图】此环节旨在引导学生掌握略读这一基本的阅读技能，学生通过快速判断与定位关键信息和主题句，掌握文章主旨大意。

【核心素养提升点】

学习能力：能够在阅读中根据上下文线索正确理解文本没有直接表达的意义。

Step 5. While-reading : Read for details

II. 阅读课文，判断信息正误

- () 1. We can learn others' feelings from their body language.
 () 2. In Japan eye contact can show respect for others.
 () 3. The gesture for “OK” is very popular in Brazil.
 () 4. In Bulgaria nodding one's head means “yes” .
 () 5. Moving hands in circles over the stomach means “I am full” .

【答案】1—5 TFFFT

Step 6. While-Reading: Skimming: Reading Comprehension

Skim the text and answer the questions below.

IV. 语篇解读

- () 1. What does the passage mainly talk about?
 A. Communication. B. Spoken language.
 C. Body language. D. Different cultures.
- () 2. How do we know what other people are thinking?
 A. By doing researches on their palms.
 B. By watching their body language.
 C. By making eye contact with them.
 D. By shaking hands with them.
- () 3. Why do we use both words and body language?
 A. To show how clever we are.
 B. To show that we have learned a lot.
 C. To express our thoughts and opinions.
 D. To tell others we have a gift for performance.
- () 4. What can we learn from the passage? _____
 A. In all countries, shaking the head means “No” .
 B. A smile can get a person into difficult situations.
 C. In Russia, people favour bowing from the waist when they meet someone else.
 D. If a person moves his hand in circles over his stomach after a meal, that means he is full.
- () 5. Which proverb can best describe the main idea of the passage? _____
 A. Never too old to learn.
 B. When in Rome, do as the Romans do.
 C. Four eyes see more than two.
 D. Every country has its own customs.
- () 6. Which of the following can NOT be conveyed (传达) through the gesture of “smiling” ?

- A. Apology. B. Greeting.
C. Anger. D. Asking for help.
- () 7. What does the word “it” in “interpret it as meaning zero” refer to?
A. The gesture for “OK” .
B. A different culture.
C. Another person.
D. Money.
- () 8. How does the author develop the passage?
A. By giving theories.
B. By using quotations.
C. By giving examples.
D. By showing the importance.
- () 9. Which of the following has many different uses?
A. Moving hands. B. Holding arms.
C. Crying. D. Smiling.

Answer: CBCDBCACD

【设计意图】自主提问环节检验学生对文本的理解程度以及抓住重点并正确提问的能力，是学习中主观能动性的展现。教师给出“自主阅读提问单”。学生在自主阅读过程中根据自己对文本的理解提出相应问题并给出答案。

【核心素养提升点】

学习能力：提升根据阅读内容用英语正确提问并回答的思维能力。

Step 7. While-Reading: Read for details

The passage can be divided into _____ parts. Fill in each blank with a key word to complete the main idea of each part.

use...to express...; can learn a lot...by...; important; can also give us information...

Para.	Main idea
Part 1 (Para.1)	_____ to body language: _____ or _____ of body language
Part 2 (Para. 2-4)	Body language with _____ meanings in _____ cultures
Part 3 (Para. 5)	Body language with the _____ meaning everywhere
Part 4 (Para. 6)	Body language with _____ uses

【设计意图】引导学生快速阅读语篇，查找段落主题句归纳段落大意，进而梳理语篇结构。

【核心素养提升点】

学习能力：培养学生理解具体信息的能力。

Step 7. While-Reading: Read for details

Read the text and fill in the table on page 39.

Body language/Gesture	Meaning	Country/Region
Eye contact between men and women	Not polite	Middle East
Looking down when talking to someone		
OK sign		
Kissing on the cheek		
Placing your hands together and resting them on the side of your head while closing your eyes		
Moving your hand in circles over your stomach after a meal		

【设计意图】要求学生思考文中涉及的肢体语言，借助上面的表格，举例说明肢体语言在我国和其他文化背景下的异同。完成段落主旨的分析，进一步引领学生厘清篇章的组织结构，培养学生分析篇章结构的意识，引导学生把握语篇的逻辑层次。为概括文本大意，提炼关键词巧搭支架。

【核心素养提升点】

语言能力：学会阅读说明文的结构特征和语言特征

Step 7. While-Reading: Read for details (Para 1)

Paragraph 1:

We use both words and body language to express our thoughts and opinions in our interactions with other people. We can learn a lot about what people are thinking by watching their body language. Words are important, but the way people stand, hold their arms, and move their hands can also give us information about their feelings. (Paragraph 1)

communication

【设计意图】让学生通过查找关键信息，引导学生深入分析和挖掘文章，培养学生定位信息的能力，加深对文章的理解。学生阅读第一段，用简洁的意义介绍肢体语言与言语表达的关系以及肢体语言的重要作用，给人总体印象。

【核心素养提升点】

学习能力：培养概括和思辨的能力。

思维品质：能够正确理解和评判各种肢体语言的文化特征。

Step 7. While-Reading: Read for details (Para. 2)

Paragraph 2:

Just like spoken language, body language varies from culture to culture. The crucial thing is using body language in a way that is appropriate to the culture you are in. For example, making eye contact—looking into someone's eyes—in some countries is a way to display interest. In other countries, by contrast, eye contact is not always approved of. For example, in many Middle Eastern countries, men and women are not socially permitted to make eye contact. In Japan, it may demonstrate respect to look down when talking to an older person. (Paragraph 2)

be accepted


Read the text and fill in the table on page 39. (Para. 2)

Meaning/Occasion	Body Language/Gesture	Country/Region
	OK sign	
Yes		
No		
When meeting someone		

【设计意图】引导学生关注第2段关于肢体语言的地域文化属性，寻读语篇，查找第二段中的关键信息，可以更加直观地了解肢体语言的表现形式。

文化意识：能够认识到肢体语言在日常交际中的重要意义

Step 7. While-Reading: Read for details (Para 3)

Body language/ Gesture	Meaning	Country/Region
	Money	Japan
	Zero	France
	Not polite	Brazil/Germany
	Yes	China

Step 7. While-Reading: Read for details (Para 1-3)

I. 配对练习：请从后面的七个选项中选出最恰当的一个补全句子。(In Paragraph 1-3)

- We can learn a lot about what people are thinking by _____.
 - For example, _____ — looking into someone's eyes — in some countries is a way to display interest.
 - In Japan, it may demonstrate respect to look down when _____.
 - In France, a person _____ may interpret it as meaning zero.
 - However, you should avoid _____, as it is not considered polite.
- A. making eye contact
B. talking to an older person
C. watching their body language
D. moving your hand in circles over your stomach
E. encountering an identical gesture
F. making this gesture in Brazil and Germany
G. seeing the smiling face of a good friend





【答案】1—5 CABEF

【设计意图】设计用肢体语言再现文中案例的环节，通过配对句子，所有学生都能加深理解。旨在锻炼学生发散性思维，养成主动联想的习惯。

【核心素养提升点】

思维品质：提升文字和动作间的联想及转换能力以及发散性思维能力。

Step 7. While-Reading: Read for details (para 4)

Body language/ Gesture	Meaning	Country/Region
 shake the head	no	Many countries
	yes	Bulgaria & Southern Albania
 nod the head	yes	Many countries
	no	Bulgaria & Southern Albania
 kiss on the cheek	to greet someone	France & Russia
	to greet someone	elsewhere

【设计意图】引导学生关注第 3-4 段关于 OK 手势，点头摇头，打招呼等基本的肢体语言表现形式在不同文化中的含义变化，给学生充足的独立阅读时间，鼓励他们主动提出问题并寻找答案。

【核心素养提升点】

学习能力：提高逻辑思维能力，学会使用寻读策略

文化意识：能够认识到有些肢体语言是某些地域特殊的文化体现，学会尊重和包容与自己所处地域不同的文化现象。

Step 7. While-Reading: Read for details (Para.2-4)

- Q1. What does the second paragraph mainly tell us?
- Different gestures mean differently in the same culture.
 - The same gesture means different things in different cultures.
 - Making eye contact means the same in different cultures.
 - We shouldn't make eye contact with people in other cultures.
- Q2. What do we disagree with according to Paragraph 3?
- The gesture for "OK" means toilet in Brazil.
 - The gesture for "OK" means zero in France.

- C. The gesture for “OK” means money in Japan.
D. The gesture for “OK” means impoliteness in Germany.

Q3. What can we know from Paragraph 4?

- A. In Bulgaria shaking one’s head means “no”.
B. Nodding means “yes” in southern Albania.
C. In France people may kiss their friends on the cheek when they meet.
D. In Russia people prefer shaking hands when they meet.

Answers: BAC

【设计意图】学生细读第 2—4 段，分别完成相应任务。掌握第二段的关键信息；根据三四段内容回答有关内容，系统地梳理“肢体语言”、“含义”和“国家/地区”之间的关系，并根据文本信息进行相应的推测。

【核心素养提升点】

思维品质：了解肢体语言的差异性及使用肢体语言时的注意事项；

Step 7. While-Reading: Read for details (Para 5)

Body	Meaning	Country/re
Placing your hands together and resting them on the side of your head while closing your eyes		
Moving your hand in circles over your stomach after a meal		

【设计意图】引导学生寻读语篇，查找第 5 段当中的关键信息，学习肢体语言的通用的表现形式，肢体语言并不总是受地域文化的影响。

【核心素养提升点】

语言能力：提升快速查找细节、梳理内在联系以及根据文本猜测隐含信息的思维能力。

思维品质：能够正确评判和理解各种肢体语言的文化特征

Step 7. While-Reading: Read for details (Para 2-5)

Body language/Gesture	Meaning	Country/Region
Eye contact between men and women	not socially permitted	Middle Eastern countries
Looking down when talking to someone	showing respect	Japan
OK sign	money	Japan
	zero	France
	rudeness/impoliteness	Brazil, Germany
Kissing on the cheek	friendliness	France, Russian
Placing your hands together and resting them on the side of your head while closing your eyes	sleeping	everywhere
Moving your hand in circles over your stomach after a meal	I'm full	everywhere

【设计意图】引导学生关注语篇的组织结构，培养学生分析篇章结构的意识和策略，培养学生把握语篇的逻辑层次的能力，提升思维的高度。本环节旨在训练学生从文本中获取体态语在不同国家有不同的含义的具体信息。

【核心素养提升点】

学习能力：培养学生理解具体信息的能力。

文化意识：能够认识到肢体语言在日常交际中的重要意义

Step 7. While-Reading: Read for details (Para 6)

Q: What different uses of smiling are mentioned in Paragraph 6? Find out the varied sentence structures used to show uses of smiling.

1. A smile can help us _____ and _____ in a world of strangers and _____

2. We can use a smile to _____.
3. Experts suggest smiling at yourself in the mirror to _____.
4. _____ there is nothing better than _____.

【设计意图】让学生寻找并归纳文本中“微笑”的不同功能，探索“微笑”的其他功能。通过小组合作进行思考和讨论，同一种肢体语言可以应用于不同的语境和场景中并产生不同的作用。

【核心素养提升点】

思维品质：学生从单纯的寻找信息提升为深入思考、联想比较等高阶思维

Step 7. While-reading: Read for Reading Strategy:

Making inferences 推断

Sometimes a passage does not say something directly. However, you can figure it out by looking at the clues in the passage.

【设计意图】让学生在阅读语篇中根据上下文线索正确理解文本中没有直接表达的意义。

【核心素养提升点】

学习能力：培养积极主动思考、合理预测的能力

Step 8. Post-reading : Further thinking

Read the text again, and then discuss these questions.

1. How is the body language mentioned in the text interpreted in China?

Some are the same in China. For example, people favour shaking hands, nodding the head or smiling when they greet someone else.

People favour shaking hands, nodding the head when they meet someone else.

2. Can you think of an example of body language that is appropriate in China but might be misunderstood in another culture?

Avoiding eye contact and lowering one's head may mean respect and shyness in China, whereas in some other countries they may be interpreted as rudeness.

In China, shaking one's head means “no”, and nodding means “yes”. By comparison, in Bulgaria and southern Albania, the gestures have the opposite meaning.

3. What advice on body language can you give a foreign friend on his/her first trip to China?

Please pay attention to the social distance, which is different in China and in the West.

Step 8. Post-reading : Further thinking

Match the body language with the meanings.

- | | |
|---|--|
| 1 Looking up and making eye contact | A very interested |
| 2 Leaning over to look at one's watch | B bored |
| 3 Two friends leaning heads together | C interested |
| 4 Leaning forward and looking at the teacher | D sad or worried |
| 5 Looking up, but no eye contact, no expression | E distracted |
| 6 Looking away | F writing notes |
| 7 Chin on hand, looking out the window | G serious problems |
| 8 Looking down, arms or legs crossed | H like they are asleep |
| 9 Frowning | I daydreaming |
| 10 Hair not brushed, red eyes | J angry, afraid, or experiencing anxiety |

Step 8. Post-reading : Further thinking

Q1: What have you learned from this passage?

1. Body language is important in our daily life.
2. It varies from culture to culture.
3. It has different meanings in different cultures.
4. We should use body language in a way that is appropriate the culture we are in.
5. When in Rome, do as Romans do.

Q2: How do you understand the title “Listening to how bodies talk”?

➤ Learn about body language in different cultures and use it appropriately.

【设计意图】学生根据呈现的问题对课文的内容、结构、写作方法以及语言进行总结和强化。进一步理解语篇的主题意义

【核心素养提升点】

学习能力：提升归纳总结的逻辑思维能力。

Step 9: Summary:

I. 课文语法填空, 在空白处填入 1 个适当的单词或括号内单词的正确形式。

Generally, body language 1. _____ (employ) to express thoughts and opinions in people's 2. _____ (interact). We can learn a lot about 3. _____ people are thinking by watching their body language. However, body language 4. _____ (vary) from culture to culture and we should use body language in a way that is appropriate 5. _____ the culture we are in.

For example, in some countries, making eye contact is a way 6. _____ (display) interest while in many Middle Eastern countries, it is not 7. _____ (social) permitted between men and women. Also, the gesture for "OK" has different meanings in different cultures. Someone in Japan may think it means money but in France, a person 8. _____ (encounter) the gesture may think it means zero. Despite the different meanings of above gestures in different cultures, some gestures seem to have the same meaning everywhere. For example, moving your hand in circles over your stomach after a meal is 9. _____ good way of saying "I am full".

Besides, some body language also has many different uses. The best example is smiling. It can help us to get through 10. _____ (difficulty) situations and make us feel happier and stronger.

【设计意图】学生通过回顾课文, 巩固所学知识。让学生熟悉课文、理解课文的信息后, 学着跳出课文、联系生活, 去体会肢体语言在生活中的运用, 尤其是不恰当使用身体语言带来的尴尬和误会, 从而将课堂所学融入生活, 指导生活。

【核心素养提升点】

学习能力：提升学生对课文的再现能力,

Step 9: Summary:

Activity: Complete the summary with the words from the text.

We use both words and body language _____ (express) our thoughts and opinions in our interactions with other people. In some _____ (country), making eye contact is a way to display interest; in other countries, it's not always _____ (approve) of. The gesture for "OK" has different meanings _____ different cultures. In Japan, it means money; in France, it _____ (mean) zero; in Brazil and Germany, it is not considered _____ (politely)

The gestures for "yes" and "no" _____ (different) around the world. There are also differences in _____ we touch each other, how close we stand to someone _____ (us) are talking to, and how we act when we meet or part. "Sleep" gesture and "I'm full" gesture have the individually identical meanings in _____ world. Smiling has many different uses.

【设计意图】这个活动旨在引导学生将语篇和实际生活相联系, 根据课文篇章内容填空, 利用文本内容, 提取并整合关于肢体语言有一定的地域文化属性。

学习能力：提升抓住关键概念和细节, 分析、推断并整合信息的能力。

Step 9: Summary:

Write a passage to introduce some body language. (80 词左右)

Important as words are, body language can also give us information about people's feelings (要点 1). However, some body language means differently in different countries (要点 2). The meanings of some gestures, like making eye contact and "OK" vary from culture to culture while other gestures mean the same worldwide (要点 3). Some body language, like a smile, has many different uses (要点 4).

Step 10: Discussion: group discussion

What are they doing? What is their body language telling you?

Watch the video Smile Trial, and then discuss the questions in groups. (P39, Ex. 4)

Q1. Smiles can be used to hide feelings like anger, fear, or worry. Can you describe a situation where you might smile when you don't mean it?

1. I smile at my parents after I fail in my final exams to avoid a scolding from them or their worry about me.

2. Sometimes I smile when I am impatient, but I know I shouldn't be. For example, if I am riding a train and a baby starts crying, I may try to smile, because even though the baby's crying is annoying, I

know that it is not the baby's fault and there is probably nothing that can be done.

Q2. Apart from fake smiles, is there any other kind of body language that can sometimes be fake?

1. Yes. For example, Chinese idioms “crocodile tears” and “a cat crying over a mouse's death” mean that a person is in tears or crying with faked sadness or sympathy for another person.
2. There are “crocodile tears”. This is when a person fakes feeling sad or sympathetic for another person.

Q3. Which is a more reliable guide for understanding someone's feelings, their body language or the words they speak?

- Their body language is much more reliable than the words they say, because most people have trouble hiding their true feelings and ideas by their body language.
- **Debate:**
- **Pros (正方):** ...
- **Cons (反方):** ...

【设计意图】这一环节属于阅读后的深层理解活动，本环节旨在给学生提供头脑风暴的机会，讨论肢体语言和口语哪一种交流方式更能帮助我们理解别人的感受。

【核心素养提升点】

学习能力：培养对已有知识进行正迁移的能力

思维品质：培养学生能够主动收集、整合、思考 发展批判性思维。

Step 11: Assignment:

Writing:

你的美国笔友 John 下个月第一次来中国参加交换生活动，将在中国待两周时间。给你发 e-mail，询问在中国期间与人交往注意哪些肢体语言含义和禁忌。请你给他回信，包含以下要点：

1. 表示欢迎他的到来；
2. 介绍中国常见肢体语言含义和禁忌；
3. 期望对他有帮助。

注意：1. 可增加细节，以使行文连贯；

2. 字数：80 词左右。

Q: What advice on body language can you give to a foreign friend on his/her first trip to China?

Dear John,

I am glad to receive your email.

yours,
Li Hua

【设计意图】肢体语言从生活中来，还需回到生活中去。要求学生用文本中所学的单词、词块、句型，让学生给外国朋友写信是希望学生能充分使用学到的知识。有助于学生学以致用。增强学生的写作能力，能真正做到以读促写、读写结合。将课堂所学语言文化知识、写作技巧以及课堂合作讨论的成果在新的语境下进行创造性的表达，在此过程中提高写作能力。

【核心素养提升点】

学习能力：提升学生的写作能力。

【学后反思】

1. 是否能够利用思维导图帮助理解本篇文章结构和内容？
2. 是否能对肢体语言有清晰的理解？
3. 是否能辩证地思考肢体语言在交际中的作用，培养跨文化的交际意识？

【板书设计 Blackboard Design】

Blackboard Design

