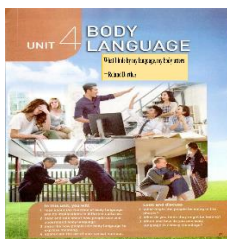


新人教版 选择性必修 1
Unit 4 BODY LANGUAGE

Using Language (1) : Explore body language 导学案

一、单元学习主题

人教版高中英语选择性必修 1 (2019 版) Unit 4 BODY LANGUAGE



本单元主题是“人与社会-肢体语言”，介绍了不同国家、不同文化、不同场合下肢体语言所表达的意义。

二、单元整体解读：

本单元主题语境是“人与社会-肢体语言”，Listening And Speaking 部分活动主题是“探索肢体语言”(Explore body language)，引导学生讨论肢体语言的表现力和应用场景，鼓励学生体验用肢体语言传情达意。

三、文本分析：

听力文本是一段日常聊天，两人善于聊天，而且聊得比较愉快。如何聊天，是学生应该学习的重要技能。口语教学不能局限于学习句子结构，并非总是追求形式上的流利和准确。更重要的是，要让日常的对话教学真正“活”起来-有生活、有活力，言之有物，才能深层次地内化和产出，切实提高语言表达能力。

四、课型解析：

听力活动的主题是“探索肢体语言”，我们通常会听到一个聊天双方共同感兴趣的话题，对话内容相对聚焦，善于聊天的人一般都能较好地把握节奏，有礼有节地插话，维持交谈，提出新话题或新思路。本段对话中，两人基于各自的体验，从看电影聊到表演课，还聊到了卓别林的无声电影，最后还有可能约吃饭。

I. 【教学目标】 Learning Objectives:

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

1. Understand some facial expressions and talk about body language;
2. Understand a conversation and learn to infer meaning for it;
3. Learn to ask for and make clarification
4. Use body language to express themselves;
5. Identify the inferred meaning of the speaker in conversations.
6. Practice listening to make inferences.

II. 【教学重点】

1. Enable students to use various body languages to express themselves.
2. Identify the inferred meaning of the speaker in conversations.

III. 【教学难点】

1. Enable students to identify the inferred meaning of the speaker in conversations.
2. Enable students to use body language to express themselves.

IV. 【教材分析】

The theme of this unit is about the introduction of body language, while the theme of listening part is about “Explore body language”.

V. 【教学过程】 Teaching procedures:

Step 1: Leading-in:

Explore body language:

Look at these photos and discuss what you think each person is communicating.

1. frown (皱眉), tightly shut eyes, tight-lipped--- He could be in great pain./He could be upset.
2. fingers crossed, eyes closed---He could be hoping for good luck.
3. hug, American Sign Language (hand gesture for love)---

The woman in the photo is either deaf or is communicating with her husband who is deaf.

She is using American Sign Language, and the sign she is using means "I love you".

4. smile, hold hands tightly--- The two children seem quite happy.

Perhaps they have just won a table tennis match.

【设计意图】激活学生的背景知识，为接下来的听力做好准备。

【核心素养提升点】

语言能力：锻炼口头表达交流的能力

学习能力：感知话题语言，提升口头表达能力。

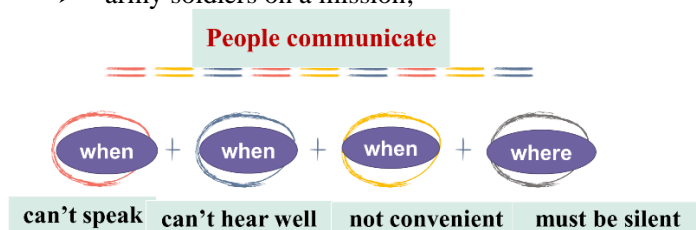
文化意识：体验肢体语言的表现力，激发学生学习兴趣。

Step 2. Before-listening :

Discuss when and where people need to use body language to communicate effectively.

Body language often needs to be used in situations where people cannot talk to each other directly. This can include:

- deaf people using sign language;
- army soldiers on a mission;



【设计意图】在听之前，呈现有关用肢体语言进行交流的图片，调动学生用多种感觉器官参与学习活动。

【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

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 3. Listening for details

Listen to a conversation about body language. Then answer the following questions.

Q1: How did the man get the idea of using gestures to communicate?

From an action movie.

Q2: What did the police leader tell his team by using gestures?

He used gestures to tell them how many bad guys were in the house. then he gave instructions on who should go where, and what they should do.

Q3: What did the woman say about the acting classes that she's been taking?

She said that right now they're learning how to use body language to express themselves.

Q4: What did the man mean by saying "It's good you tried" at the end of the conversation?

He meant that even though she wasn't very good at it, her experience was still worthwhile.

【设计意图】

本环节通过听录音，旨在训练学生获取细节信息的能力，理解对话中人物是如何运用肢体语言进行交流的，学习相关语言，为开展口语活动做好铺垫。

【核心素养提升点】

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 4. Listening for inferred meaning

Infer meaning

Sometimes things are not said directly, and so you must guess the meaning, relationship of the people, or context. You can do this by:

drawing conclusions from the background information you already have.

looking at clues that tell you the context.

using logic to work out the meaning.

1. The two speakers are married.
2. Making too many gestures in communication is not polite.
3. The police team were probably successful in catching the criminals.
4. Both speakers think body language is useful.
5. The woman is not very confident about her silent acting ability.

答案: FFTTT

【设计意图】本环节旨在训练学生从文本中推断隐含意义的能力，通过理解学习策略，然后将策略应用到听力活动中，帮助提高听力效果。学习策略的掌握需要一个长期的大量的练习过程。

【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 5. Listening for language

Listen again and fill in the blank with what you hear.

Woman: What were you doing just now? _____ 1 _____

Man: Oh, I was just telling my friend over there to meet me for lunch down the street in twenty minutes.

Woman: Oh, I get it, so _____ 2 _____

Man: Yeah, we got the idea from an action movie last night and decided to try it out for fun. In the movie, the police were trying to enter a house, but they had to be really quiet so they could take the criminals by surprise. So _____ 3 _____. For example, he used his gesture to tell them how many bad guys were in the house. Then he gave instructions on who should go there and what they should do. I thought it was pretty cool how they used hand gestures to communicate.

Woman: Well, you know, _____ 4 _____ I have been taking acting classes, and right now we are learning how to use body language to express ourselves.

Man: Wow, that's cool. So _____ 5 _____, right?

Woman: Yes, and it's really difficult if they want you to express something complicated without saying a word. But I am slowly getting better at it, I guess.

Key:

1. What did those gestures mean?
2. you were sending him secret hand signals.
3. the police leader used hand gestures to tell his team what to do
4. you can say a lot without speaking.
5. you mean you are not allowed to talk

【设计意图】挖掘原文中关于要求澄清和运用澄清的表述以及运用肢体语言的句子，为接下来的口语表达做好铺垫。

【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 6. Learn to ask for and give clarification.

Use the table below to clarify any misunderstandings or different answers.

Asking for and making clarification	
What did you mean by ...?	In other words ...
So you mean ...?	What I meant was ...
So did that mean ...?	What I was trying to say was ...
What I don't quite understand is ...	Does that make sense?
Could you explain...?	Is that clear?
Could you give me an example?	I can tell that ...

【设计意图】学习关于“澄清”的结构和语句，通过思考和积累，获取这些语用知识，为口语活动提供背景常识和语言结构，使得有话可说。

【核心素养提升点】

学习能力：培养学生围绕主题和新知识结构开展描述、阐释等交流活动

Step 7. Pronunciation:

Read the quotes and notice the pause after each sense group.

1. There are four ways, | and only four ways, | in which we have contact with the world. | We are evaluated and classified | by these four contacts: | what we do, | how we look, | what we say, | and how we say it.

— Dale Carnegie

2. If language was given to men | to conceal their thoughts, | then gesture's purpose | was to disclose them.

— John Napier

3. Body language is a powerful tool. | We had body language | before we had speech, | and apparently, | 80% of what you understand in a conversation | is read through the body, | not the words.

— Deborah Bull

Read this passage. Then mark “I” where it needs a pause.

Life is a stage, and we are all actors. This is also true when you are in a foreign land. Acting can help you communicate even if you do not know the language. For instance, one day a Chinese lady who was babysitting her grandchild in America went to a supermarket to buy some beef. She was confused to see all kinds of meat there and did not know which ones were beef. She asked a clerk by putting both hands up and saying “Moo! Moo!” The lady got what she wanted even without saying a word of English.

【设计意图】英语中常用的停顿方式有标点符号停顿、按语组停顿、区分性停顿、节拍性停顿等。有些为了强调语调、语意、观点或表达某种感情所做的停顿属于逻辑停顿。

【核心素养提升点】

语言能力：学会正确使用语调、意群和停顿

Step 8. Assignment:

1. Identify and interpret different types of body language;
2. Think about some classroom body language and write down their meanings.
3. Practise reading the passage, notice the pause.

【学后反思】

1. 是否理解听力内容包含的信息？
2. 是否敢于开口表达肢体语言的表意功能？

【板书设计 Blackboard Design】

Blackboard Design	
Blackboard Design	<p align="center">Unit 4 BODY LANGUAGE</p> <p align="center">Using Language: Explore Body Language</p> <pre> graph LR A[People communicate] --> B[when] A --> C[where] B --> D[can't speak] B --> E[can't hear well] B --> F[not convenient] C --> G[.....] </pre> <p>Asking for and making clarification</p> <p>What did you mean by ...?</p> <p>So you mean ...?</p> <p>So did that mean ...?</p> <p>What I don't quite understand is ...</p> <p>Could you explain...?</p> <p>Could you give me an example? In other words ...</p> <p>What I meant was ...</p> <p>What I was trying to say was ...</p> <p>Does that make sense?</p> <p>Is that clear?</p> <p>I can tell that ...</p>