

新人教版 选择性必修 1
Unit 4 BODY LANGUAGE
Using Language (2) : How do I know my students?
导学案

一、【单元学习主题】

人教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”，主题群是社会服务与人际沟通，子主题是良好的人际关系与社会交往。

二、单元整体解读：

本单元主题语境是“人与社会-肢体语言”，阅读语篇的主题是“描述课堂里的肢体语言”（Describe classroom body language），选择这一主题的目的是体现肢体语言与学生的学习及教师的教学之间存在紧密的关系，从而将课堂讨论的主题与学生的生活进行关联。这个主题可以激活学生的学习兴趣，通过观察别人的肢体语言和反思自己的肢体语言加强对这一主题意义的理解和探究。教师不能目中无人，要时刻关注学生在课堂上的表现，观察学生的肢体语言可以帮助教师有效判断学生的理解情况，切实把握和调整课堂教学的策略和节奏。学生先阅读文章，了解课堂中他们习以为常的肢体语言所传递的信号，学习一些简单描述肢体动作的表达，并将这些表达用于描写某人的肢体语言。

三、语篇文本分析：

阅读语篇以一位老师自述的口吻描写了他（她）在课堂中观察到的学生的肢体语言。当肢体语言反映情绪或状态时，当事人经常是不自知的。有经验的老师通过观察学生的行为特征和自然流露的肢体语言，可以较为准确地判断学生的精神状态。从文本结构来看，本文是“总-分-总”结构的说明文。作者的写作目的从标题“*How Do I Know My Students*”（我是如何了解我的学生的？）就能看出来，本文就是为了回答这个问题的。从写作技巧上来说，文章第一段是一个“hook”（钩子），用来勾起读者的阅读兴趣。第二段简明扼要地提出，观察学生的肢体语言是了解学生的关键。文章接下来的三段用了大量的例子来说明学生的肢体语言和他们的情绪状态之间有很强的关联。比如：如果学生对课堂内容感兴趣，他们通常愿意抬起头和老师有眼神交流。文章最后总结，对于学生肢体语言的反应是老师的必修课。

四、课型解析：

从语篇表达的情感来看，文章体现了一位有经验的老师对学生的关爱。这对于学生更好地理解师生互动关系很有帮助。老师不仅把学生的行为表现看在眼里，更重要的是，老师善于解读学生的行为表现所代表的情绪和状态，发现学生的问题和困难，及时提供帮助。学生从更积极的角度看待老师的工作和付出，师生共同努力，营造相互信任，充满正能量的教学氛围。文章主题与本单元主题语境相关，有助于对主题意义进行探究。文本结构清晰，描述生动，逻辑条理分明，言之有理，合乎逻辑。

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. Figure out the basic structure of the text;
3. Use body language to express yourselves;
4. Recognize the meanings of different classroom body language;
5. Have a good understanding of the body language in classroom;
6. Write a passage to describe the body language of the person in the drawing.

II. 【教学重点：】

1. Analyze the meaning of various classroom body language;

2. Write a passage to describe the body language of the person in their drawing;
3. Help students to know how to introduce body language using action description.

III. 【教学难点】

1. Enable students to write a passage to describe the body language of the person in their drawing.

IV. 【教材分析】:

The theme of this unit is about the introduction of body language , while the theme of the text is about “How Do I Know My Students?”.

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 passage is related to varieties of classroom body language and gesture. Some students may be familiar with, but they may not know the meanings of different classroom body language. This text activates students' awareness and knowledge of classroom body language.

VI. 【教学过程】 Teaching procedures:

Step 1. Pre-Reading: Prediction

Predict what the text talks about from the photo and the title.

From the photo:

It may be about stories between the teacher and the students in a classroom.

From the title:

It may answer the question asked in the title by introducing some good ways for the teachers to know the students.

【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，激活话题，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。

Step 1. Pre-Reading: Warming up:

Warm-up- Describe classroom body language

1. Look at the questions. Then read the text on page 44 and try to answer them.

Q1. How does the teacher know what students are thinking?

By looking at their body language.

Q2. According to the teacher, what is some students' favourite activity?

Daydreaming.

Q3. What does the phrase “who knows what” mean?

It is impossible to tell what they are interested in.

Q4. Why does the teacher think body language is important?

Students' body language lets the teacher know when to adjust class activities, when to intervene, and when to talk to students individually, so they can all get the most out of school.

Q1: As a student, what different feelings have you ever experienced in class?

different feelings (meanings)

interested amused bored distracted troubled anxious

Q2: What kind of body language are you aware of?

body language { frown
daydream
lean forward
lower one's head
look up and smile
...

【设计意图】引导学生对一些常见的肢体语言进行思考，找出背后隐藏的含义，让学生体验肢体语言的表现力，引出“Classroom body language”的话题。

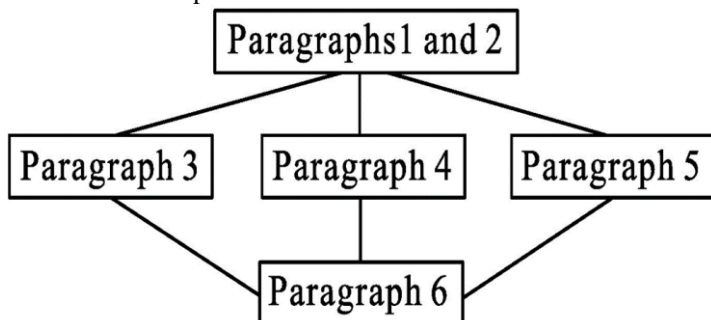
【核心素养提升点】

学习能力：感知话题语言，提升口头表达能力。

Step 2. 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，了解文章的整体框架，从而厘清文章结构。

【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 3. Read for General Idea and its type:

1. Read the passage quickly and summarize the main idea.

The passage mainly tells us that teachers can observe students' body language to adjust their teaching activities.

2. What is the text type of the passage?

- A. Narration(记叙文).
- B. Argumentative Essay(议论文).
- C. Expository Writing(说明文).
- D. Practical Writing(应用文).

【设计意图】本环节旨在引导学生把握文章的大意，进一步理解文本内容，了解教师观察学生体态语的重要性。

【核心素养提升点】

学习能力：提升快速查找主题句的能力。

Step 4. While-reading : Read for structure

How is the whole passage and each paragraph is developed?



P 1 & 2	Lead in the topic: Body Language by Q & A
P 3 & 4 & 5	Examples of body language & what they imply
P 6	Reconfirm the importance of body language

【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（introduction -examples-conclusion），为阅读语篇做好铺垫。

【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 5. While-Reading: Read for main idea

Read and divide the text into three parts.

Part	Purpose
1(Para ①②)	Introduction of the topic
2(Para ③④⑤)	Recognise when students <u>are interested or bored</u> .
	Recognise when students <u>are distracted</u>
3(Para ⑥)	Distinguish when students <u>are troubled</u>
	<u>Reacting to body language</u> is an important component of being a teacher.

【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。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】

学习能力：培养学生抓住文章主要脉络的能力。

Step 6. While-reading : Read for details

II. 阅读课文，判断信息正误

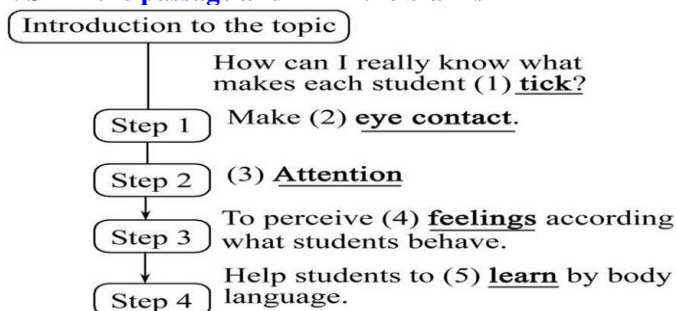
- () 1. It is not easy to recognise when students are interested in a lesson.
 () 2. If a student has his head lowered to look at his watch, it implies he is bored.
 () 3. Some students are amused by something else because they spend all their time looking anywhere but at me.
 () 4. Students who are angry, afraid, or experiencing anxiety will nearly always wear a frown.
 () 5. Reacting to body language is very important for a teacher.

【答案】1—5 FTTFT

Step 7. While-Reading: Skimming: Reading Comprehension

Task 1 整体理解

1. Skim the passage and fill in the blanks



【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。

II. 阅读课文，选择正确选项

- () 1. How can the writer know what makes each student tick?
 A. By having one-on-one conversations with each person.
 B. By talking with some students.
 C. By observing students' body language.
 D. By asking them to write a letter to the teacher.
- () 2. When students are not interested in a lesson, they may _____.
 A. look up and make eye contact
 B. lean forward and look at the teacher
 C. lower their heads and look at the watch
 D. smile when the teacher makes a joke

- () 3. When students have their arms crossed in front of their chests and their legs crossed, they may feel _____.
 A. happy B. excited
 C. shocked D. angry
- () 4. Where is the text likely to be taken from?
 A. A social magazine.
 B. A science book.
 C. A research report.
 D. A health magazine.

Answer: CCDA

【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回答的能力。教师给出“自主阅读提问”。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 8. While-Reading: Read for details (Para 1-2)

P1: As an educator, **people often ask me how I know what is going on in the minds of my students.** Many students are quite shy and don't speak all that much. At the same time, in a classroom of more than forty students, it is hard to have many one-on-one conversations with each person. So, how can I really know what makes each student tick?

P2: My answer? I look at their body language.

1. Who is the author?
2. What kind of students do the author have?
3. What does the sentence “what makes each student tick” mean?

what makes sb. tick: *The things that motivate one or make one behave in a certain way.*

Step 8. While-Reading: Read for details (Para 3)

It is easy to recognise when students are interested in a lesson.

Body language of interest

Additional Implications

look up and make eye contact

smile

look confused

lean forward and look at me

head lowered to look at watch

two friends are leaning heads together

look up, but there is no eye contact.

eyes barely move, and always have

the same distant expression on their faces.

difficult

really interested

bored and counting down

writing notes to each other

they are asleep with their eyes open

【设计意图】要求学生思考文中涉及的课堂肢体语言，借助上面的表格，举例说明课堂肢体语言所表达的含义。

【核心素养提升点】

学习能力：提升概括和推断的能力。

Step 8. While-Reading: Read for details (para 4)

Some students are amused by something else. They spend all their time looking anywhere but at me. Then again, some students' favourite activity is daydreaming. With their chins on their hands, they occupy themselves by staring out of the window or up at the ceiling. They are certainly interested in something, but who knows what. The main thing is reminding distracted students that they need to pay attention in class.

Body language of distraction

Additional Implications

looking anywhere but at me

daydreaming

chins on their hands

staring out of the window or up at the ceiling

interested in or amused by
something else

【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，掌握肢体语言隐含的信息。

【核心素养提升点】

文化意识：能认识到肢体语言在课堂交际中的重要意义

Step 8. While-Reading: Read for details (Para 5)

While it is easy to perceive when students are interested, bored, or distracted, it is sometimes much harder to distinguish when students are troubled. ...

Body language of being troubled

have arms crossed in front of chests and legs closed or crossed

always wear a frown

hide their faces in their hands

not brush hair and eyes are red from weeping

Additional Implications

angry, afraid, or anxious

sad or worried

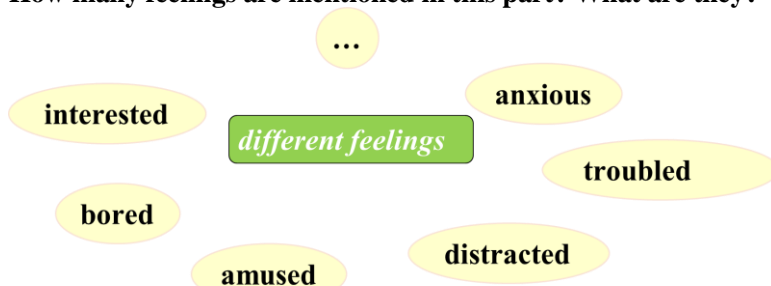
embarrassed or ashamed

afraid of being called on by the teacher.

deeper issues at work: having serious
conflicts with other students or at home

Step 8. While-Reading: Read for details (Para 3-5)

How many feelings are mentioned in this part? What are they?



Read Para 3-5 and fill in the blanks:

Students' body language	Meaning
looking up and making eye contact	interested in a lesson
lowering his head to look at his or her watch	bored and counting down
two friends leaning heads together	writing notes to each other
looking up without eye contact, their eyes barely moving	daydreaming
looking anywhere but the teacher	daydreaming
with their chins on their hands, staring out of the window	distracted
looking at the ceiling	distracted

【设计意图】用肢体语言再现文中案例的环节，通过填表，让学生加深理解每种肢体语言所表示的不同情绪，旨在锻炼学生判断的思维能力，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。

Step 8. While-Reading: Read for details (para 6)

Ultimately, my duty is helping every student learn. Their body language lets me know when to adjust class activities, when to intervene, and when to talk to students individually, so they can all get the most out of school. Reacting to body language is an important component of being a teacher.

Match the body language with the meanings.

- | | |
|--|---|
| C 1 Looking up and making eye contact | A very interested |
| F 3 Two friends leaning heads together | C interested |
| A 4 Leaning forward and looking at the teacher | F writing notes |
| H 5 Looking up, but no eye contact, no expression | G serious problems |
| I 7 Chin on hand, looking out the window | H like they are asleep |
| J 8 Looking down, arms or legs crossed | I daydreaming |
| G 10 Hair not brushed, red eyes | J angry, afraid, or experiencing anxiety |

【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，加深对课堂肢体语言的理解。用简洁的意义介绍课堂肢体语言与表达的意义之间的关系以及肢体语言的重要作用。

【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课堂肢体语言的文化特征。

Step 9. Post-reading : Further thinking

Read again and answer the following question.

What different verbs does the teacher use to talk about students' body language?

know, recognize, perceive, distinguish, infer, inquire, assess

How are the verbs different?

know—

to have information about something

recognize—

to know who someone is or what something is, because you have seen, heard, experienced, or learned about them in the past

perceive—

to notice or become aware of something

distinguish—

to see or understand how one thing is different from another

infer—

to form an opinion that something is probably true because of information that you have

inquire—

to ask someone for information

assess—

to make a judgment about a person or situation after thinking carefully about it

【设计意图】学生根据呈现的词汇对课文的内容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】

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 10: Summary:

I .课文语法填空,

As 1. _____ educator, I can know what is going on in my students' minds by observing their body language and then make 2. _____ (adjust) to maximize my class efficiency.

When students lean forward and look at me, I know they are really interested in the lesson. But if a student lowers his head to look at his watch, it implies he is bored. When two students lean 3. _____ (they) heads together, it shows they 4. _____ (write) notes to each other. When a student looks up but there is an absence of eye contact, I guess that he is paying no attention in class.

When a student is 5. _____ (distract), he always looks anywhere but at me. Those 6. _____ are angry, afraid or experiencing anxiety may have their arms 7. _____ (cross) in

front of their chests and their legs closed or crossed, like they are guarding their bodies. Students who are sad or worried always wear a frown. If a student doesn't brush her hair and her eyes are red
8. _____ weeping, there must be deeper issues at work.

Ultimately, my duty is helping every student to learn. Their body language lets me know when
9. _____ (change) class activities, when to intervene and when to talk to students
10. _____ (individual). Reacting to body language is an important part of being a teacher.

【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，体会肢体语言在课堂中的运用，尤其是不恰当使用身体语言带来的尴尬和误会。

【核心素养提升点】

学习能力：提升学生对课文的再现能力，

Step 10: Summary:

Activity: Reread the passage and fill in the blanks.

(1) _____ at students' body language makes me know what makes each student (2) _____. It is easy to (3) _____ (识别) when students are interested in a lesson through their body language. If I find students are (4) _____ by something else, I will (5) _____ them to pay attention in class. It is hard to (6) _____ (辨别) when students are troubled. If they have (7) _____ with other students or at home, I will (8) _____ and assess what is going on. Their body language makes me know when to (9) _____ class activities, when to (10) _____, and when to talk to students individually.

【设计意图】这个活动旨在引导学生根据课文篇章内容填空，利用文本内容，提取并整合关于课堂肢体语言的含义。

学习能力：提升抓住关键，分析、推断并整合信息的能力。

Step 11: Discussion: group discussion

What are these people doing? What is their body language telling you?

Practice describing classroom body language.

Picture 1: It looks like the teacher is pointing at a male student, who is looking up with a serious expression on his face. I think the teacher is scolding him for something. Meanwhile, the girl in the back of the photo is hiding her mouth with her hand, and from her eyes it looks like she is smiling. Perhaps she is happy that the other student is being scolded.

Picture 2: The boy is giving a fist pump and smiling. This is normally done when someone has just accomplished something good and wants to celebrate.

Picture 3: The boy is telling a joke to the girl in secret, and she is hiding her face because she is laughing.

【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，让学生练习描述图片中的肢体语言。

【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：培养学生收集、整合、思考的能力，发展批判性思维。

Step 12: Writing Practice:

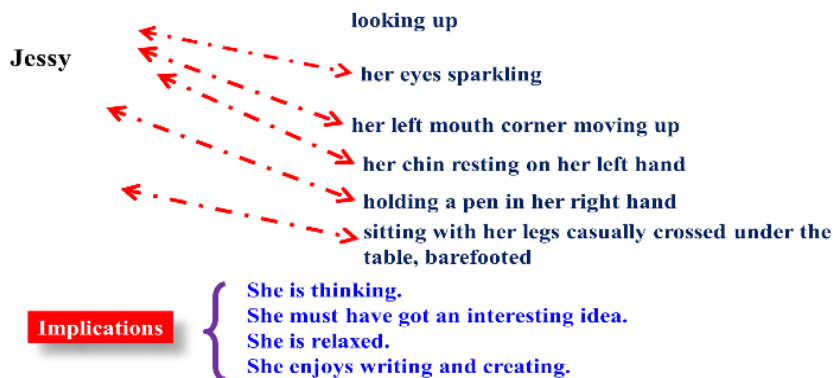
Writing:

As a teacher, I try to know 1. _____ each student is thinking by watching their body language. Recognizing whether students are 2. _____ (interest) in a lesson is easy. Most students tend to look up and make eye contact and sometimes they lean forward and look at me. If a student looks 3. _____ at his watch, it implies he is bored. If two friends are leaning their heads together, they are 4. _____ (probable) writing notes to each other. Some students are easy to be 5. _____ (distract). Instead of looking at me, they spend all their time looking anywhere. Then again, some students prefer daydreaming. 6. _____ their chins on their hands, they occupy 7. _____ (them) by staring out of the window or up at the ceiling. In these cases, they should be reminded to concentrate.

Distinguishing when students are troubled is much 8. _____ (hard). If students have their arms crossed in front of their chests and their legs 9. _____ (close) or crossed, it shows they are angry, afraid, or experiencing anxiety.

Finally, it is my duty to help every student to learn and I adjust class 10. _____(activity) according to their body language. In my opinion, reacting to body language is an important component of being a teacher.

Write a passage to describe the body language of a person, and explain what his/her body language tells us.



【设计意图】要求学生用文本中所学的单词、词块、句型，动笔书写图中人物的肢体语言及含义，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。

Step 13: Assignment:

1. Think about some classroom body language and write down their meanings.
2. Describe classroom body language through writing.
3. Write a passage to describe the body language of the person in your drawing.

【学后反思】

1. 是否能够利用思维导图帮助理解文章结构和内容？
2. 是否能对课堂肢体语言有清晰的理解？
3. 是否能根据图片中的肢体语言描述肢体语言的表意功能？

【板书设计 Blackboard Design】

Blackboard Design		
Blackboard Design	Unit 4 BODY LANGUAGE	
	Using Language: How Do I Know My Students?	
	Introduce the topic (paras. 1, 2)	Teacher knows what makes each student tick by looking at their body language.
	How to deal with students' condition (paras. 3~5)	1. How to judge when students are interested in a lesson. 2. How to judge whether students are amused by something else? 3. How to distinguish when students are troubled?
	Draw a conclusion (para. 6)	Reacting to body language is an important component of being a teacher.