

# 外语学习与思维发展

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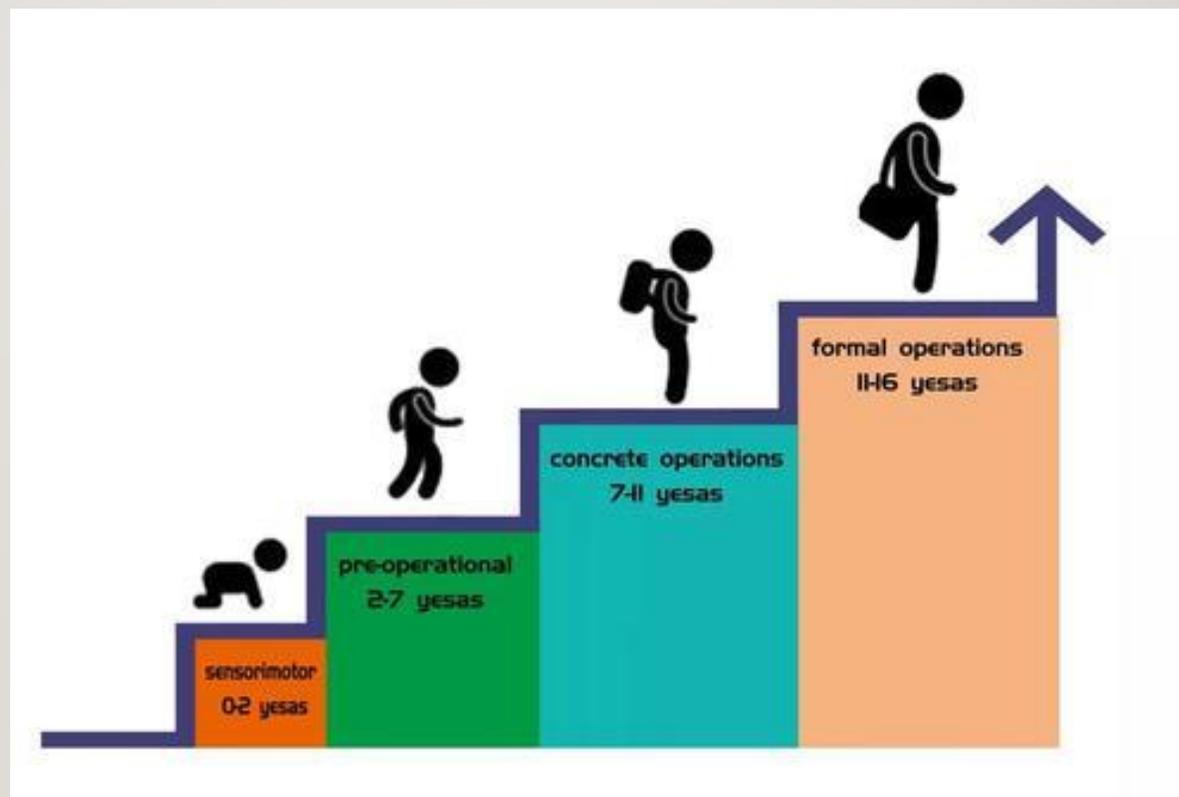
**思维被誉为世间“最美的花朵”，而教育之美  
就在于它能不断孕育出“最美的花朵”。**





... I believe passionately that we don't grow into creativity, we grow out of it. Or rather we get educated out of it. (Robinson, 2006)

学习在什么时候发生？  
学习在开始思考时发生！



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# 一、思维可视化外语教学策略建构的前提

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1. 思维的特点：
- 1) 思维的过程性
  - 2) 思维的逻辑性
  - 3) 思维的层次性
  - 4) 思维的情境性
  - 5) 隐性的思维

## 2. 思维可视化的含义

# 一、思维可视化外语教学策略建构的前提

## 1. 思维的特点

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### 1) 思维的过程性

- “思维”是人类所具有的高级认知能力，包含复杂的心智**过程** (Bloom,1956) 。
- “思维”被看做是“对经验有目的探索的心智**过程**，包括记忆，提问，形成概念，制定计划，推理，想象，解决问题，做出决定，采取行动等” (de Bono, 2001)。

Musical skills made him very popular

he could play over 600 pieces of music  
(Many of these were written by Abing himself).

It's a pity that only six pieces of music in total  
were recorded for the future world to hear.

• Achievement

Abing's Erquan Yingyue  
is a piece which all  
the great erhu masters  
play and praise

Abing

↑ began  
to understand  
the  
sadness  
in  
the  
music.

Sad But Beautiful

• Moon Reflected on Second Spring

Play on the erhu moved me

one of the most piece of music

sense a strong sadness and pe

I almost cried along with it

a folk musician who was born in the Wuxi

Abing's father taught him to play many  
musical instruments, such as the  
drums, dizi and erhu.

father  
died.

Abing's life grew worse. He was poor.  
Not only that, he developed a serious illness  
and became blind.

For several years, he had no home

He played music to make money

Even after Abing got married and had  
a home again, he continued to sing  
and play on the streets

He performed in this way for many years

学生思维过程： 时间顺序  
出生-父亲去世-生病眼瞎-流浪  
街头-卖艺挣钱

课程名称	Je viens de la campagne française
课程内容	第一课时 la vie à la campagne française
教授学段	中学（学生有一定的法语基础）
教学目标	学会描述城市和乡村的特点、通过录音了解人物相关信息

2. 讲解课文。学生在学习的过程中，整理出文中关于乡村和城市描述。（15分钟）

Dans la ville, il y a...	Dans la campagne, il y a...
La ville est...	La campagne est...

3. PPT 展示前三十年中国农村照片和现在新农村的照片对比，让学生们更直观地感受到这种变化（多媒体的使用）。然后，结合自身经验，我们去过的农村是什么样的？现在是什么样的？我喜欢城市还是乡村？运用所学词汇、句型表达出来。（10分钟）

范例句型：

La campagne d'avant, elle est...

J'aime ou je préfère la vie en ville/à la campagne, parce que...

4. 课程思政，升华主题。（10分钟）

通过同学们的观察和表达，请思考：当今乡村与过去会有翻天覆地的变化，为什么？

引出新农村、户户通等农村新面貌都是在共产党领导下一代代人不懈努力的成果。

我们同样也可以通过我们自己的努力，让我们理想的生活！

5. 作业设计（培养自主学习能力）：通过自主查阅课文、字典等完成 P68 lexique 第一题和第二题。

1. Trouvez les mots dans le texte.

- |                  |                           |              |                             |
|------------------|---------------------------|--------------|-----------------------------|
| 1 perdre →       | <input type="text"/> (n.) | 4 le rêve →  | <input type="text"/> (v.)   |
| 2 naître →       | <input type="text"/> (n.) | 5 le bruit → | <input type="text"/> (adj.) |
| 3 ennuyeux, se → | <input type="text"/> (n.) | 6 respirer → | <input type="text"/> (adj.) |

2. Associez les expressions aux phrases correspondantes.

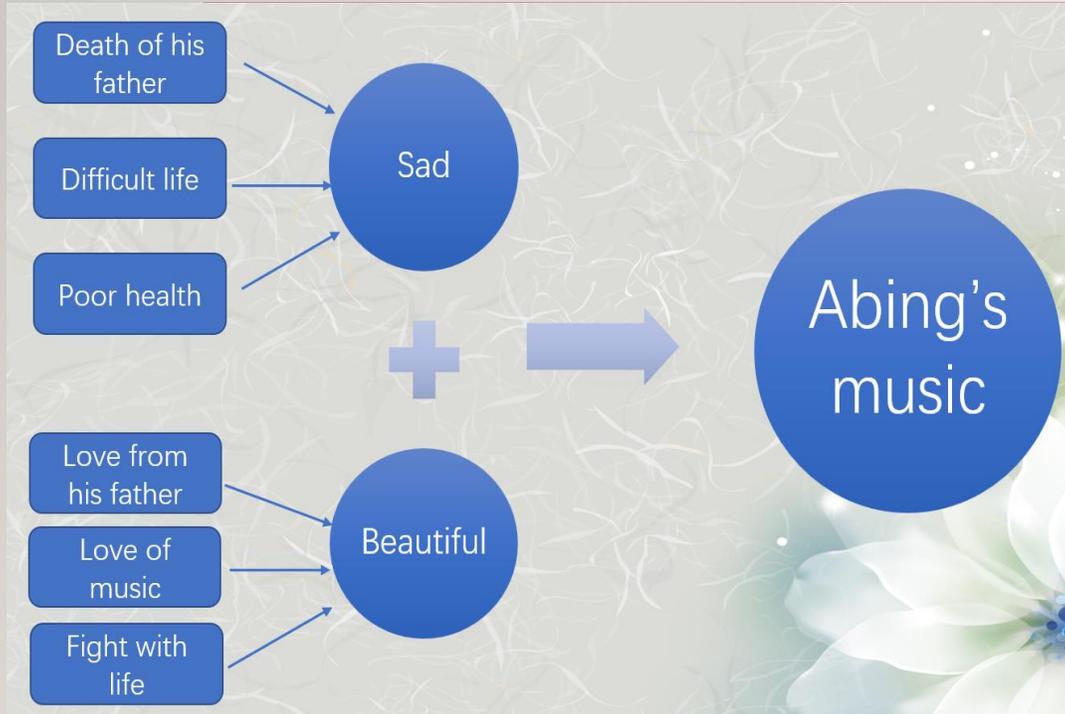
- |                   |   |
|-------------------|---|
| 1 à perte de vue  | a Mon père est né en 1971, ma mère en 1972, ils sont _____ du même âge.                                   |
| 2 à peu près      | b Cet appartement est mal situé, _____ il est bien calme.   |
| 3 en commun       | c Depuis la fenêtre du salon, on peut voir les montagnes s'étendre (延伸) _____.                            |
| 4 en réponse à    | d Nous devons travailler _____ pour trouver une bonne solution.   |
| 5 en revanche     | e Il ne reste _____ dans le frigo, peux-tu faire des courses au supermarché ?                             |
| 6 pas grand-chose | f _____ votre conseil, le directeur va organiser une réunion demain matin pour demander l'avis de chacun. |

## 2) 思维的逻辑性

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- 思维的过程具有逻辑性，就是指思维过程中有一定形式，是按照一定规律进行的。
- 理性思维的过程：
  - a) 产生概念：对感性的材料进行加工，产生对事物本质属性的概况；
  - b) 形成判断：在概念的基础上对事物的各种关系进行区分识别；
  - c) 进行推理：由一个已知的判断推出下一个判断。

产生概念：阿炳的生平  
出生-父亲去世-生病眼瞎-流浪街头-  
卖艺挣钱



形成判断  
阿炳的音乐悲伤：父亲的去世；生  
计的艰难；身体的病痛

进行推理：语篇体现的思维逻辑  
为什么阿炳的音乐是悲伤的？  
为什么阿炳的音乐是美丽的？

# 从单元主题内容看大观念形成的逻辑

■ 义务教育 英语 课程标准（2022年版）

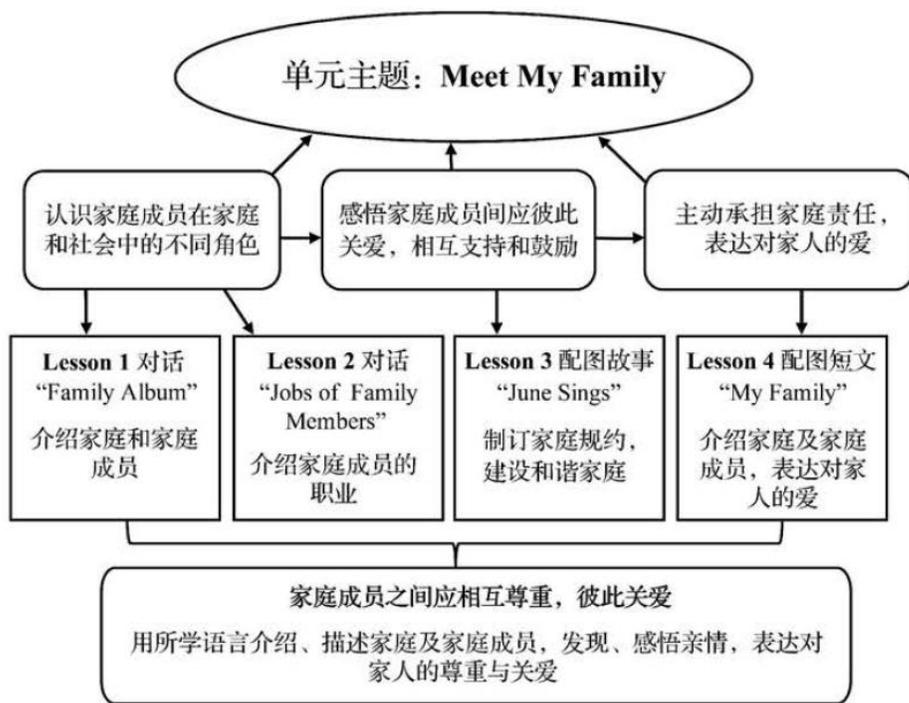
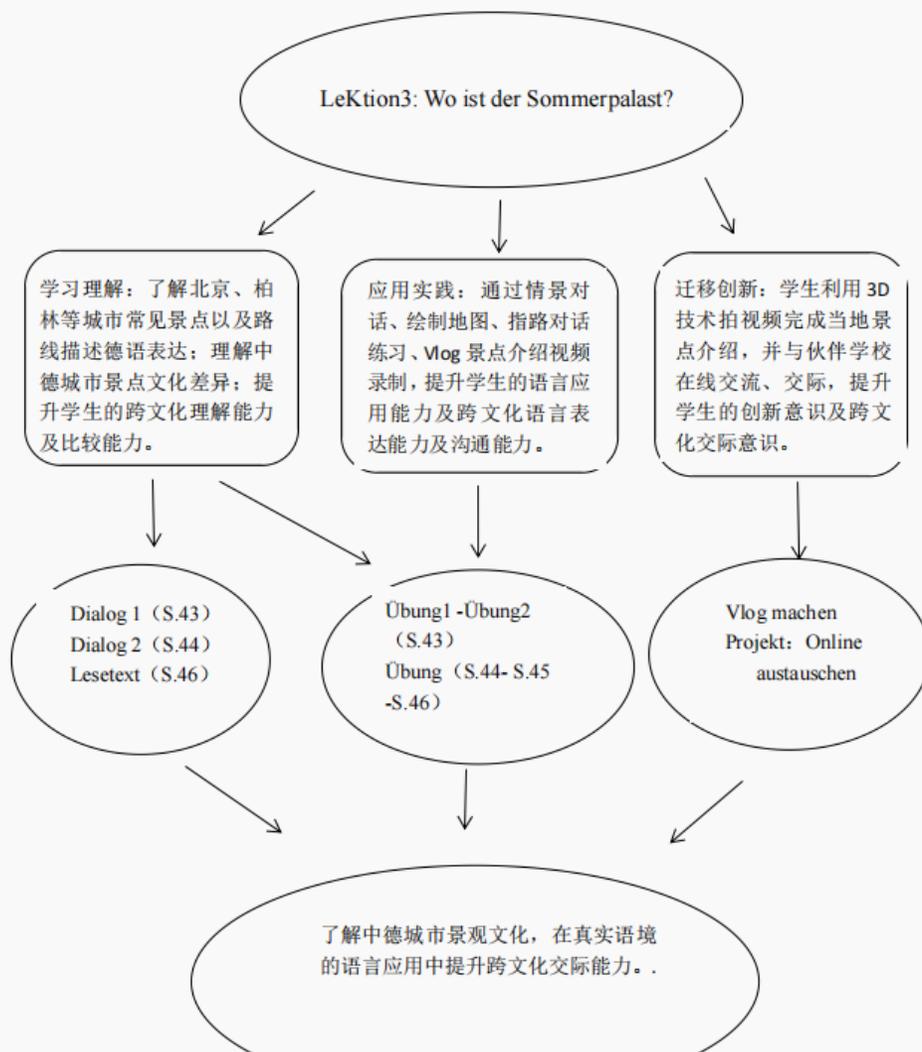


图3 Meet My Family 单元主题内容框架图

产生概念	形成判断	进行推理
家庭成员的角色（家庭和社会）	家庭成员中出现问题解决的办法。	处理家庭关系的方法是尊重与关爱
Family album; Jobs	Problems- Solutions	Respect and love

单元主题内容框架图:



### 3) 思维的层次性



T:	.....Why the designer uses this word “ARTic” to name the hotel? Is he made up this word?	Ss:	.....
T:	What word is close to it?	Ss:	Art.
T:	Why did the designer use “art”?	S1:	Maybe the hotel is special and different.
T:	I’d like you to find out a sentence which tells us how do the hotel relate to art?	S2:	“He built his first igloo for an art exhibition.”
T:	How does the igloo relate to art?	Ss:	Igloo represents the art.

**Analyzing (attributing)**



T1: Do you like pandas?	Ss: Yes.
T1: What are they? (Pointing to pandas in the PPT)	Ss: They are pandas.
T1: They are pandas. Do you like pandas?	Ss: Yes.
T1: OK, How about Ms Chen, Do I like pandas?	Ss: Yes.
T1: Maybe you don't know. But I like it. I like pandas. So why do you like pandas?	Ss: ....
T1: How about you? S1.	S1: They are very cute.
T1: I think so. Because they are very cute, right? Thank you, sit down. So, about pandas, <b>what do you think of pandas?</b> (板书what do you think of...) For Ms Cheng, I think pandas are very cute. I think pandas are really cute. How about your idea? S2.	S2: I think pandas are very fat.
T1: You think pandas are very fat. Do you think so?	Ss: No
T1: Maybe they are fat. Thank you, sit down. Anymore? How about you? S3.	S3: I think pandas are vey cute too.
T1: I agree with you. How about you?	...



**Lions**

<b>ARE</b> large mammals	<b>CAN</b> run fast jump high	<b>HAVE</b> sharp teeth
<b>EAT</b> antelope zebra	<b>LIVE</b> Africa Asia	<b>LIKE</b> to take naps, hunt and play

### 第三课时：咖啡文化引入介绍和课文 2 信息分析

教学步骤：

1. **导入：**教师展示咖啡的图片，引导学生参与头脑风暴，对咖啡进行描述。教师展示 Café Gijón 的照片，向学生介绍基本信息，引导学生描述咖啡厅的情形（10min）

2. **第一次阅读：**教师提出问题引导阅读:(5min)

1) ¿En qué consisten "las tertulias" ?

2) ¿Por qué se mantiene con todo su esplendor es el Café Gijón?

3) ¿Qué significa el café literario?

4) ¿Por qué la comunicación virtual no ha podido reemplazar a estos cafés literarios?

3. 学生阅读课文，标记生词，通过阅读完成题目，小组讨论交流。（3min）

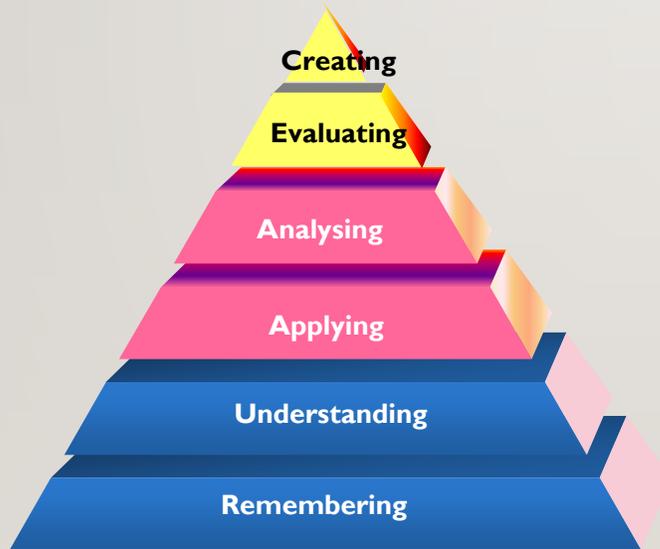
4. 请学生回答问题，教师公布答案。（5min）

5. **第二次阅读：**教师引导学生进行第二次阅读，并谈谈自己对"el café literario"的理解，谈论咖啡在西方文化中的功能与作用。（15min）

6. 作业：学生预习陈述式现在时的用法，为下一课的语法学习做好准备。（1-2min）

Thinking doesn't happen in a lockstep, sequential manner, systematically progressing from one level to the next, but it is much messier, complex, dynamic, and interconnected than that.

(Hyerle & Apler, 2011)



## 4) 思维的情境性

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- “思维能力”是指熟练掌握一系列技能并能在新情况下选择最好的思维工具，其中包括知晓，领会，应用，分析，综合，和评价 (Bloom, 1956) 。思维与情境紧密相关。

3天家庭PBL训练营之  
**万圣节讨糖大作战**  
讨糖路线里的运筹学思维

3天搞定1套最优讨糖方案



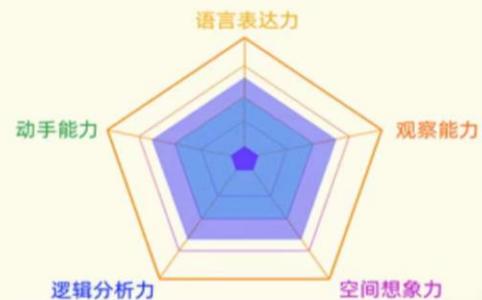
孩子将掌握

- 最优路线
- 更短距离
- 更快时间
- 更强的组织协作

三天产出1项完整讨糖方案设计，  
从兴趣中挖掘知识的宝藏

- 1 万圣节装备备齐——几何图形拆解与重构（手绘口罩，披风，手杖，面具，南瓜灯）
- 2 要糖路线的线性规划（A点——B点的路线组合）
- 3 小伙伴结伴要糖（组织分工与人效计算）
- 4 大作业：运筹思维应用于实际问题（结合所居住街区的环境和路况，设计要糖路线与合作方案）

3天锻炼思维力！甩出整条街的孩子，  
整整一条街！



## 5) 思维是隐性的

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## 1.2 思维可视化的含义

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思维隐性发生在人脑中，常常被忽视 (Perkins, 2003)。因此，需要显性化的方式把思维的内容和过程呈现出来，对思维进行分析、反思和改进。

思维可视化是思维显性化的重要途径，它是指通过语言、写作、绘画、建造等方式把思维的内容和过程呈现出来 (Salmon, 2008)，对思维进行分析、反思和改进，从而发展更好的思维。(郑鸿颖, 2019)

T1: Do you like pandas?	Ss: Yes.
T1: What are they? (Pointing to pandas in the PPT)	Ss: They are pandas.
T1: They are pandas. Do you like pandas?	Ss: Yes.
T1: OK, How about Ms Chen,	
T1: Maybe you don't know. But why do you like pandas?	
T1: How about you? S1	te.
T1: I think so. Because they sit down. So, about pandas, what do you think about pandas? <b>pandas?</b> (板书what do you think about pandas are very cute. I think pandas are very cute. How about your idea? S2.	ions e very fat.
T1: You think pandas are very	
T1: Maybe they are fat. Thank you. How about you? S3.	nk pandas are vey cute too.
T1: I agree with you. How about you?	...



## 二、思维可视化外语教学策略的要素

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1. 思维可视化外语教学目标
2. 思维可视化外语教学内容
3. 思维可视化外语教学方法

## 二、思维可视化外语教学策略的要素

### 1. 思维可视化外语教学目标

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- 英语课程总目标中对思维品质的描述：

学生应通过本课程的学习，达到如下目标：……

(3) 提升思维品质。能够在语言学习中发展思维，在思维发展中推进语言学习；初步从多角度观察和认识世界、看待事物，有理有据、有条理地表达观点；逐步发展逻辑思维、辩证思维和创新思维，使思维体现一定的敏捷性、灵活性、创造性、批判性和深刻性。（教育部，2022：6）

- 指向整合的教学目标：

在英语作为外语的课堂教学中，无法把学生的语言学习和思维发展截然分开，因此作为英语课程目标的语言能力、文化意识、思维品质和学习能力应该融为一体，共同发展（王蔷、罗少茜，2014）。

## 2. 内容：精选促成核心素养的内容

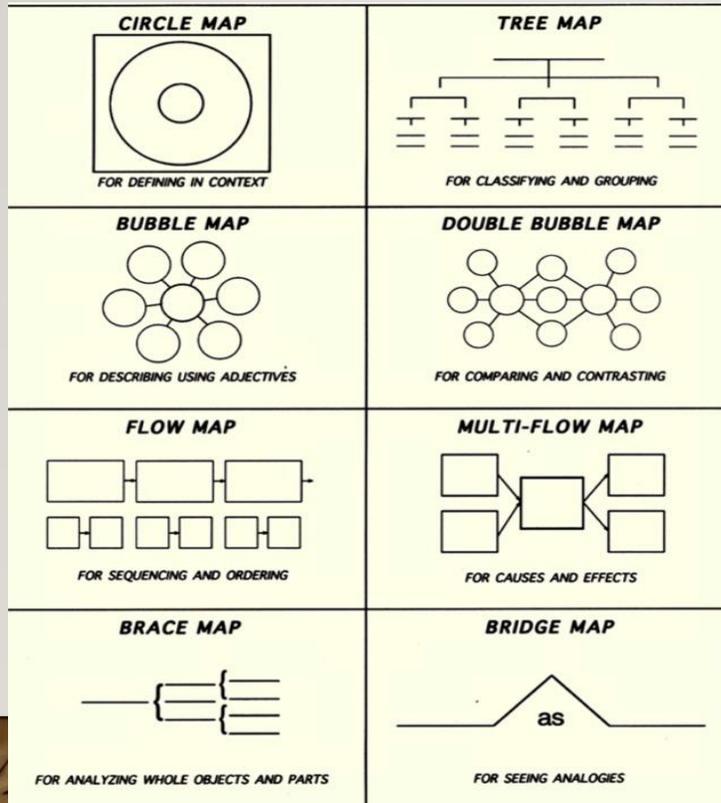
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在核心素养背景下，课程内容的依据不再是单纯的关注学科知识，而是重视知识如何促成核心素养的形成，即如何在新的课程理念指导下，摒弃大量知识的堆砌，精选能促成核心素养生成的知识，并把零散的知识系统化、结构化，进而实现知识的迁移。

在外语的课堂中，学生既学习语言，又学习语言背后的思维模式，因此选择的教学内容既要有系统的语言知识，又要承载思维、文化等核心素养要素。

3. 方法：思维可视化可以通过语言、写作、绘画、建造等多种方式实现，让思维的内容和过程可观察、可反思、可改进。

### \*思维图示



### \*问题序列

**Focus-brainstorm-categorize-connect**

Six "W"s

If-then circle

Past-Present-Future

Argument-Evidence-Counterargument

Facts-Opinions-Pros-Cons-Solutions

Features-Needs-Processes-Justifications

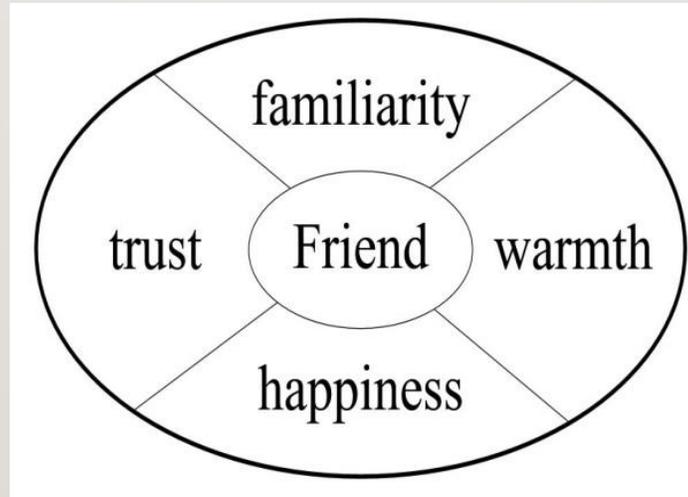
Alternatives-Priorities-Criteria-Choices

Necessity-Options-Consequences-Evaluations-  
Decisions

Immediate -- Short-term -- Medium-term --  
Long-term consequences

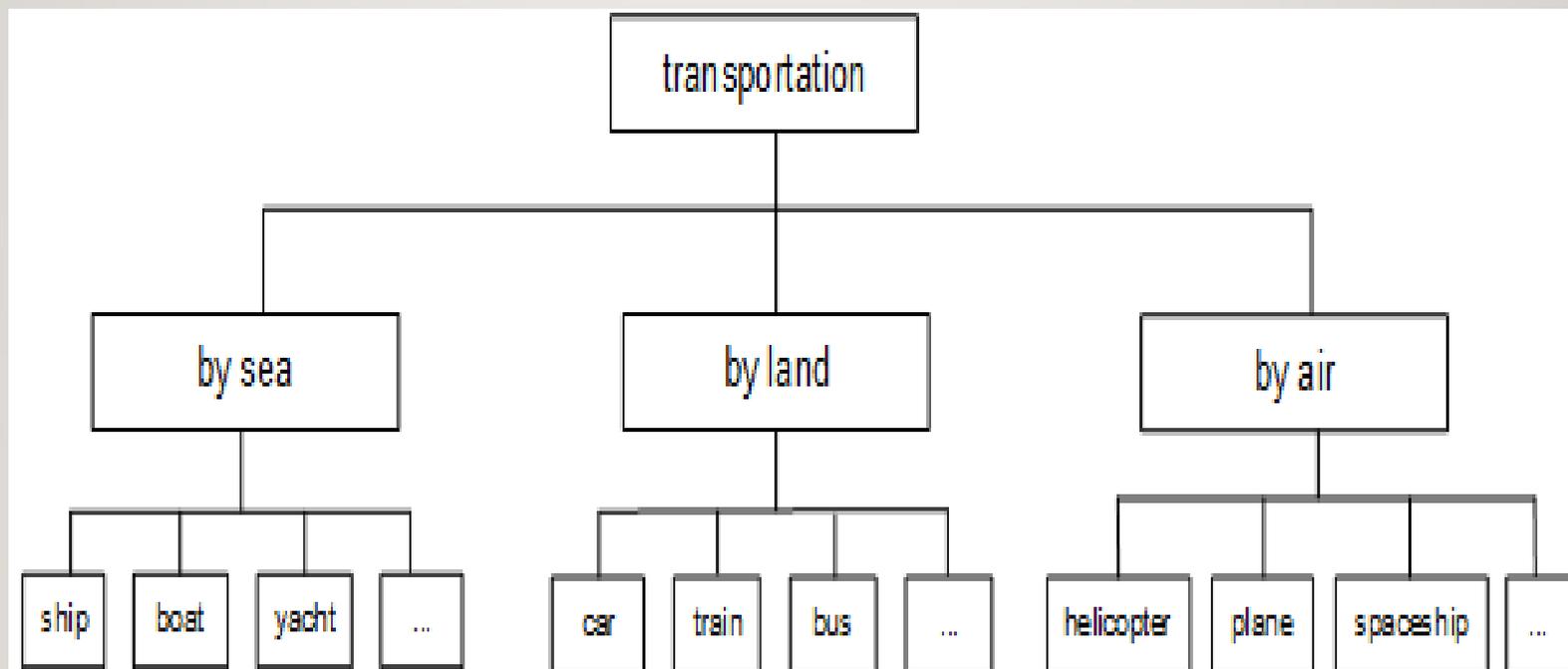
1) 圆圈图主要用于头脑风暴，主要用于罗列、描述等，帮助学生产生创意的想法，拓展思考的角度，回忆学过的知识，定义概念等,可以让我们对问题的思考更加全面。

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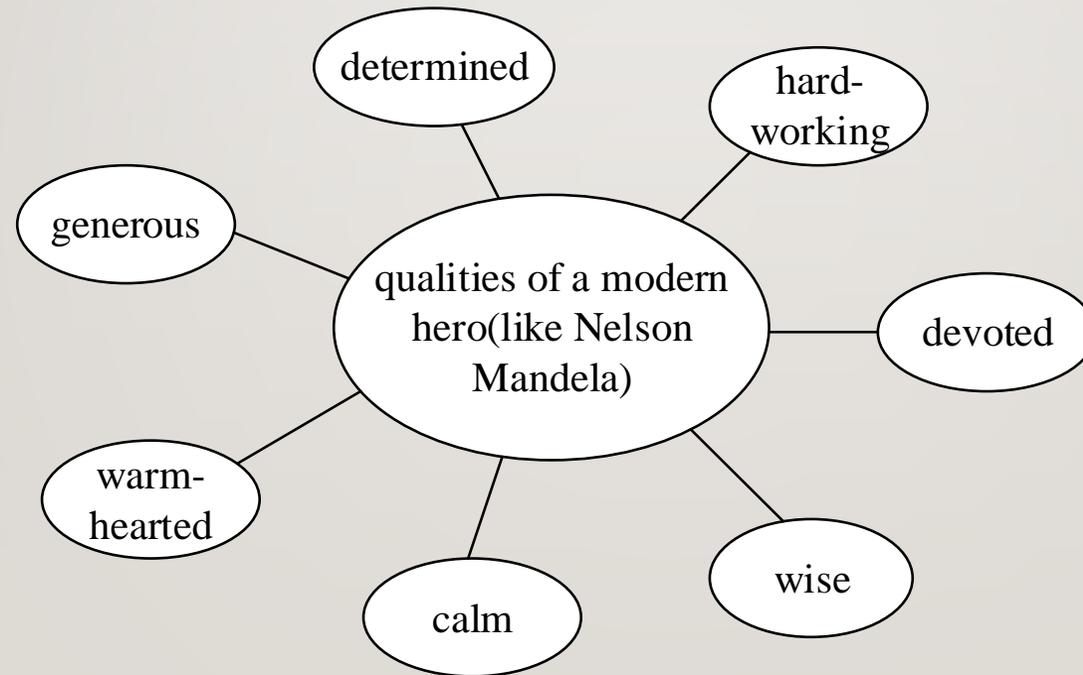
2) 树形图表示分类，可用于对知识点的分类整理、分类记忆、众多科学概念的分类讲解等，能够有效的提高学习知识的效率。

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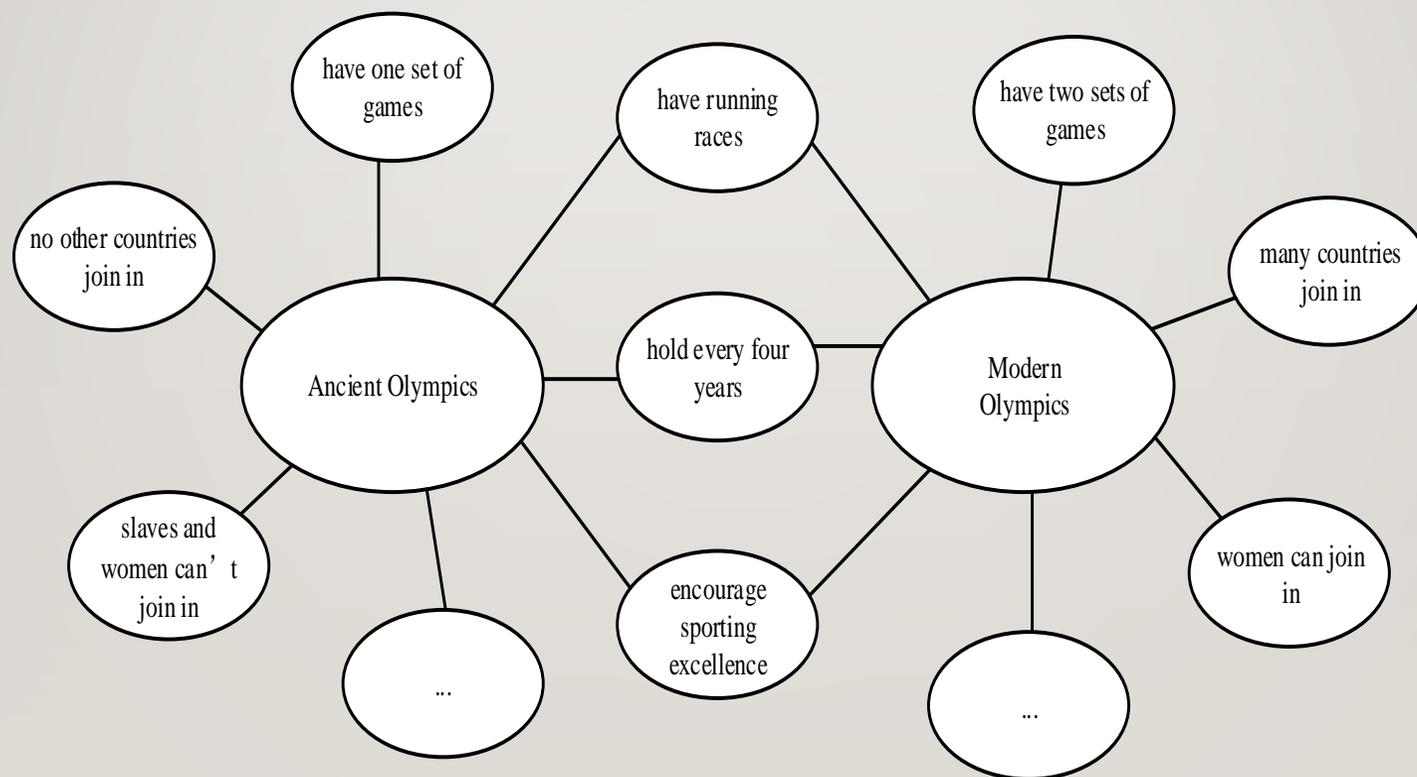
3) 气泡图用来描述和想象，帮助学生描述、认识、了解事物，与圆圈图类似。

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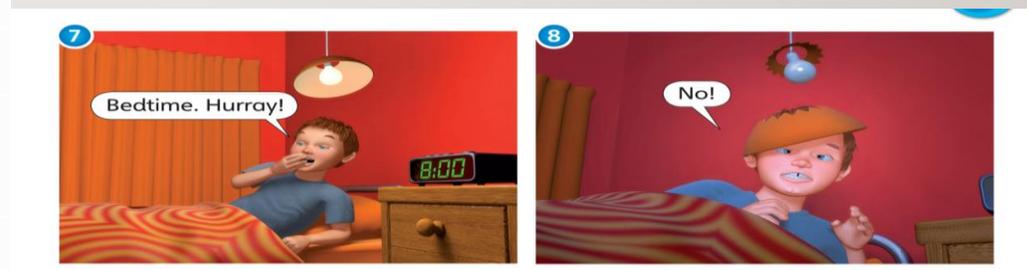


4) 双气泡图用来进行比较和对比，可以帮助学生深刻认识两种相似事物，在两种事物中做出选择。

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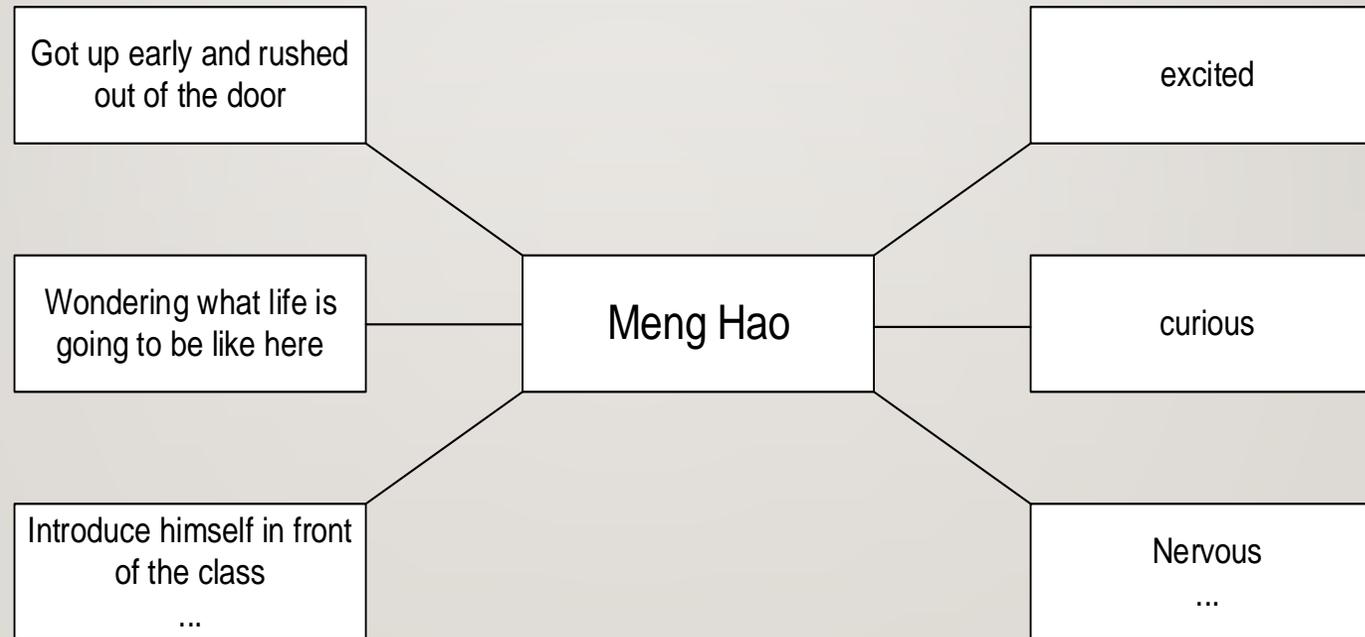


5) 流程图用来表示事件之间的顺序关系，学生通过绘制流程图可以使思维有条不紊，行动合理高效。



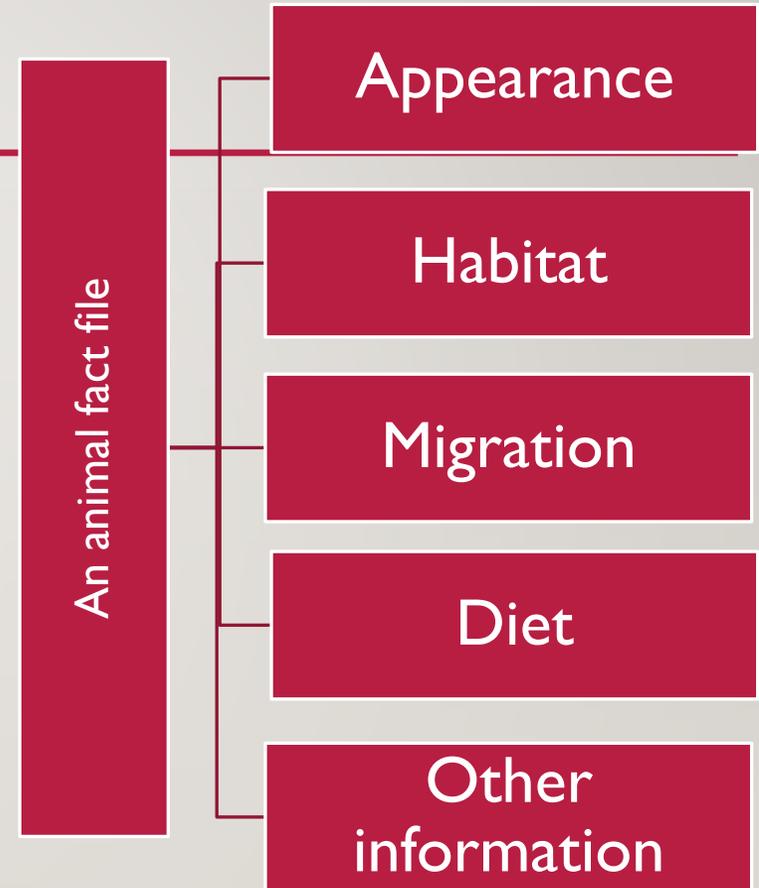
6)复流程图用来表示因果关系，帮助学生通过推断、归因、整合等方式分析问题，分析事物产生的原因和导致的结果。

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## 7) 括号图

表示整体与部分的关系，不能表示类别，应该与树形图区分开来。它帮助学生关注事物整体的同时，也注意到整体的内部组成部分，从而建立对事物全面客观的认识，加深对事物的理解。



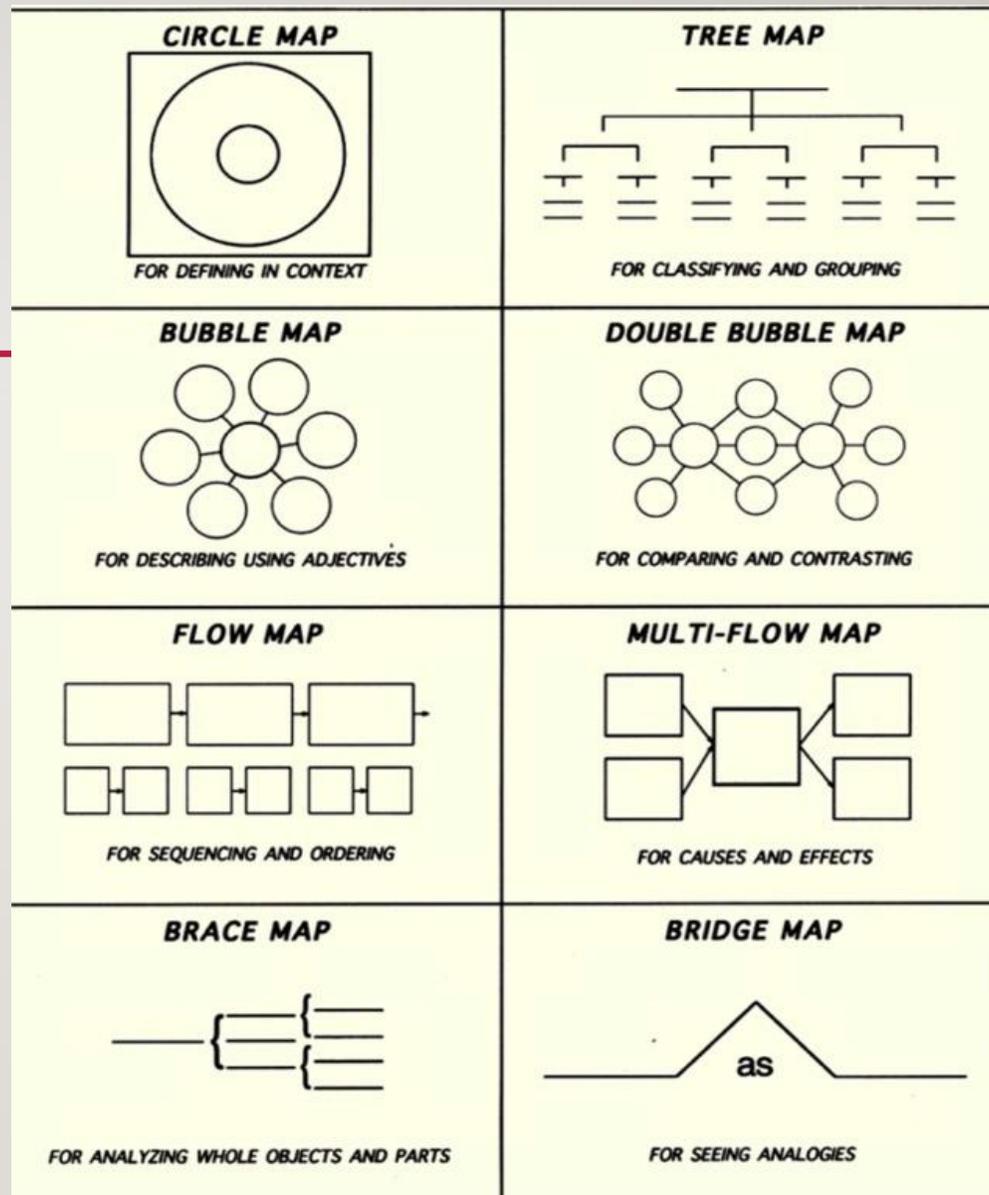


## 思维图示的弊端：

1. 由于图形本身的限制，很难描述所有的思维过程。
2. 易形成线性思维。
3. 易仅关注呈现的结果。
4. 个人偏好的影响。

## 思维图示的优势：

1. 形象生动。
2. 层次分明。
3. 增强记忆。



- **问题序列一： Focus-Brainstorm-Categorize-Connect**

该问题序列常用于导入环节，引导学生围绕关键词进行头脑风暴，激活已知信息，通过分类的方法进一步使已知信息结构化，进而与新知建立联系。

- **问题序列二： Facts-Opinions**

该问题序列表示观点的形成以事实为基础。事实不可否认，而观点则可以不同。事实和观点混淆不清，是无法进行有效思辨和质疑的。

### 三、思维可视化阅读教学策略的实施

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- a) 确定单元大问题;
- b) 明确每一个语篇的地位, 确定语篇中问题;
- c) 梳理语篇中的思维路径, 确定篇内小问题;
- d) 明晰句间关系。

# 案例：UNIT 1 WHAT'S THE MATTER? (GO FOR IT! 八年级下)

## UNIT 1

### Section A

### What's the matter?

Language Goals:  
Talk about health problems and accidents;  
Give advice



1a Look at the picture. Write the correct letter [a-m] for each part of the body.

h	arm	back	ear	eye	foot
___	hand	head	leg	mouth	___
___	neck	nose	stomach	tooth	___

1b Listen and look at the picture. Then number the names [1-5].

Nancy \_\_\_ Sarah 1 David \_\_\_  
Ben \_\_\_ Judy \_\_\_

1c Look at the picture. What are the students' problems? Make conversations.

A: What's the matter with Judy?  
B: She talked too much yesterday and didn't drink enough water. She has a very sore throat now.

## UNIT 1

2a Listen and number the pictures [1-5] in the order you hear them.



2b Listen again. Match the problems with the advice.

- |                          |                                   |
|--------------------------|-----------------------------------|
| 1. fever                 | a. lie down and rest              |
| 2. stomachache           | b. drink some hot tea with honey  |
| 3. cough and sore throat | c. see a dentist and get an X-ray |
| 4. toothache             | d. take your temperature          |
| 5. cut myself            | e. put some medicine on it        |

2c Make conversations using the information in 2a and 2b.

A: What's the matter?  
B: My head feels very hot.  
A: Maybe you have a fever ...  
B: ...

2d Role-play the conversation.

Mandy: Lisa, are you OK?  
Lisa: I have a headache and I can't move my neck. What should I do? Should I take my temperature?  
Mandy: No, it doesn't sound like you have a fever. What did you do on the weekend?  
Lisa: I played computer games all weekend.  
Mandy: That's probably why. You need to take breaks away from the computer.  
Lisa: Yeah, I think I sat in the same way for too long without moving.  
Mandy: I think you should lie down and rest. If your head and neck still hurt tomorrow, then go to a doctor.  
Lisa: OK. Thanks, Mandy.

2

## UNIT 1

3a Read the passage. Do you think it comes from a newspaper or a book? How do you know?

### Bus Driver and Passengers Save an Old Man

At 9:00 a.m. yesterday, bus No. 26 was going along Zhonghua Road when the driver saw an old man lying on the side of the road. A woman next to him was shouting for help.

The bus driver, 24-year-old Wang Ping, stopped the bus without thinking twice. He got off and asked the woman what happened. She said that the man had a heart problem and should go to the hospital. Mr. Wang knew he had to act quickly. He told the passengers that he must take the man to the hospital. He expected most or all of the passengers to get off and wait for the next bus. But to his surprise, they all agreed to go with him. Some passengers helped Mr. Wang to move the man onto the bus.



Thanks to Mr. Wang and the passengers, the man was saved by the doctors in time. "It's sad that many people don't want to help others because they don't want any trouble," says one passenger. "But the driver didn't think about himself. He only thought about saving a life."

3b Read the passage again and check (✓) the things that happened in the story.

- \_\_\_ Wang Ping was the driver of bus No. 26 at 9:00 a.m. yesterday.
- \_\_\_ Bus No. 26 hit an old man on Zhonghua Road.
- \_\_\_ The old man had a heart problem and needed to go to the hospital right away.
- \_\_\_ The passengers on the bus did not want to go to the hospital, so only Wang Ping went with the woman and old man.
- \_\_\_ Some passengers helped to get the old man onto the bus.
- \_\_\_ The old man got to the hospital in time.

3c Discuss the questions with a partner.

- Why was Wang Ping surprised that the passengers agreed to go to the hospital with him?
- Did the passengers think Wang Ping did the right thing? How do you know?
- Do you agree that people often do not help others because they do not want to get into trouble? Why or why not?

## Grammar Focus

What's the matter?	I have a stomachache.	You shouldn't eat so much next time.
What's the matter with Ben?	He hurt himself. He has a sore back.	He should lie down and rest.
Do you have a fever?	Yes, I do./No, I don't./I don't know.	
Does he have a toothache?	Yes, he does.	He should see a dentist and get an X-ray.
What should she do?		She should take her temperature.
Should I put some medicine on it?	Yes, you should./No, you shouldn't.	

4a Fill in the blanks and practice the conversations.

- A: I hurt \_\_\_\_\_ when I played basketball yesterday. What \_\_\_\_\_ I do?  
B: You \_\_\_\_\_ see a doctor and get an X-ray.
- A: \_\_\_\_\_ the matter?  
B: My sister and I \_\_\_\_\_ sore throats. \_\_\_\_\_ we go to school?  
A: No, you \_\_\_\_\_.
- A: \_\_\_\_\_ Mike \_\_\_\_\_ a fever?  
B: No, he \_\_\_\_\_ . He \_\_\_\_\_ a stomachache.  
A: He \_\_\_\_\_ drink some hot tea.

4b Circle the best advice for these health problems. Then add your own advice.

- Jenny cut herself. She should (get an X-ray / put some medicine on the cut).  
My advice: \_\_\_\_\_
- Kate has a toothache. She should (see a dentist / get some sleep).  
My advice: \_\_\_\_\_
- Mary and Sue have colds. They shouldn't (sleep / exercise).  
My advice: \_\_\_\_\_
- Bob has a sore back. He should (lie down and rest / take his temperature).  
My advice: \_\_\_\_\_

4c One student mimes a problem. The other students in your group guess the problem and give advice.

Name	Problem	Advice
Liu Peng	fall down	go home and rest

A: What's the matter? Did you hurt yourself playing soccer?  
B: No, I didn't.  
C: Did you fall down?  
B: Yes, I did.  
D: You should go home and get some rest.

4

Section B

1a When these accidents happen, what should you do? Put the actions in order.

- \_\_\_ Put a bandage on it.
- \_\_\_ Run it under water.
- \_\_\_ Put some medicine on it.



- \_\_\_ Go to the hospital.
- \_\_\_ Get an X-ray.
- \_\_\_ Rest for a few days.



- \_\_\_ Press the sides of your nose.
- \_\_\_ Put your head down.
- \_\_\_ Clean your face.

1b Listen to the school nurse. Check (✓) the problems you hear.

Problems	Treatments	Problems	Treatments
Someone felt sick.	✓ b, c	Someone had a nosebleed.	
Someone cut his knee.		Someone hurt his back.	
Someone had a fever.		Someone got hit on the head.	

1c Listen again. Write the letter of each treatment next to the problems you checked in the chart above.

- a. put a bandage on it
- b. took his temperature
- c. told him to rest
- d. put some medicine on it
- e. took him to the hospital to get an X-ray
- f. told her to put her head down

1d Role-play a conversation between the nurse and the teacher. Use the information in 1b and 1c.

A: Who came to your office today?  
 B: First, a boy came in. He hurt himself in P.E. class.  
 A: What happened?  
 B: ...

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2a Accidents or problems can sometimes happen when we do sports. Write the letter of each sport next to each accident or problem that can happen.

A = soccer B = mountain climbing C = swimming

- \_\_\_ fall down
- \_\_\_ get sunburned
- \_\_\_ have problems breathing
- \_\_\_ cut ourselves
- \_\_\_ get hit by a ball
- \_\_\_ hurt our back or arm

2b Read the passage and underline the words you don't know. Then look up the words in a dictionary and write down their meanings.

**He Lost His Arm But Is Still Climbing**

Aron Ralston is an American man who is interested in mountain climbing. As a mountain climber, Aron is used to taking risks. This is one of the exciting things about doing dangerous sports. There were many times when Aron almost lost his life because of accidents. On April 26, 2003, he found himself in a very dangerous situation when climbing in Utah.



On that day, Aron's arm was caught under a 360-kilo rock that fell on him when he was climbing by himself in the mountains. Because he could not free his arm, he stayed there for five days and hoped that someone would find him. But when his water ran out, he knew that he would have to do something to save his own life. He was not ready to die that day. So he used his knife to cut off half his right arm. Then, with his left arm, he bandaged himself so that he would not lose too much blood. After that, he climbed down the mountain to find help.

After losing his arm, he wrote a book called *Between a Rock and a Hard Place*. This means being in a difficult situation that you cannot seem to get out of. In this book, Aron tells of the importance of making good decisions, and of being in control of one's life. His love for mountain climbing is so great that he kept on climbing mountains even after this experience.

Do we have the same spirit as Aron? Let's think about it before we find ourselves "between a rock and a hard place", and before we have to make a decision that could mean life or death.

Words	Meanings

**Finding the Order of Events**  
 Writers describe events in a certain order. Finding the order of the events will help you understand what you are reading.

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2c Read the statements and circle True, False or Don't Know.

1. Aron almost lost his life three times because of climbing accidents.	TRUE	FALSE	DON'T KNOW
2. Aron had a serious accident in April 2003.	TRUE	FALSE	DON'T KNOW
3. Aron ran out of water after three days.	TRUE	FALSE	DON'T KNOW
4. Aron wrote his book before his serious accident.	TRUE	FALSE	DON'T KNOW
5. Aron still goes mountain climbing.	TRUE	FALSE	DON'T KNOW

2d Read the passage again and answer the questions.

1. Where did the accident happen on April 26, 2003?
2. Why couldn't Aron move?
3. How did Aron free himself?
4. What did Aron do after the accident?
5. What does "between a rock and a hard place" mean?

2e Put the sentences in the correct order. Then use them to tell Aron's story to your partner. Try to add other details from the reading.

- \_\_\_ On April 26, 2003, he had a serious mountain climbing accident.
- \_\_\_ Aron loves mountain climbing and doesn't mind taking risks.
- \_\_\_ Aron did not give up after the accident and keeps on climbing mountains today.
- \_\_\_ He wrote a book about his experience.
- \_\_\_ Aron lost half his right arm from the 2003 accident.

3a Imagine you are the school nurse and a student just had an accident or a health problem. Make notes about what he/she should and shouldn't do.

Accident or health problem	He/She should	He/She shouldn't

3b Write a conversation between the nurse and the student using the notes in 3a. Use the questions and phrases below to help you.

What's the matter?/What happened?/Are you OK?  
 No, I don't feel well./I feel .../I have a .../Should I ...?  
 You should .../You shouldn't ...  
 fell down/got hit by .../cut myself/hurt my ...

Nurse: \_\_\_\_\_

Student: \_\_\_\_\_

Nurse: \_\_\_\_\_

Student: \_\_\_\_\_



Self Check

Head: \_\_\_\_\_  
 Back: \_\_\_\_\_  
 Throat: \_\_\_\_\_  
 Tooth: \_\_\_\_\_  
 Stomach: \_\_\_\_\_  
 Other problems: \_\_\_\_\_

1 Write different health problems next to the body parts. Then write more health problems you know of.

2 Put these questions and answers in order to make a conversation.

- I hurt myself playing soccer. I have a sore leg. \_\_\_ What should I do?
- I think you should see a doctor and get an X-ray. \_\_\_ OK, thanks. I'll do that now.
- What's the matter? \_\_\_ Oh, that doesn't sound good.

3 Write advice for these people.

1. Problem: Alan cut himself.  
 Advice: \_\_\_\_\_
2. Problem: Cindy has a headache.  
 Advice: \_\_\_\_\_
3. Problem: My cousins have bad colds.  
 Advice: \_\_\_\_\_
4. Problem: Jack hurt his back playing volleyball.  
 Advice: \_\_\_\_\_

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# 语篇解读

## 主题语境

## Man and self

# Love life/the meaning of life

a) 确定单元大问题:

b) 明确每个语篇的地位, 确定语篇中问题:

Helping friends

Helping strangers

Helping oneself

UNIT 1

1. Listen and number the pictures (1-5) in the order you hear them.

2. Listen again. Match the problems with the advice.

3. Listen again. Write the letter of the advice you think is best for each problem.

4. Listen again. Write the letter of the advice you think is best for each problem.

UNIT 1

1. Read the passage. Do you think it comes from a newspaper or a book? How do you know?

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c) 梳理语篇中的思维路径, 确定篇内小问题:

Problems

Symptoms

Advice

UNIT 1

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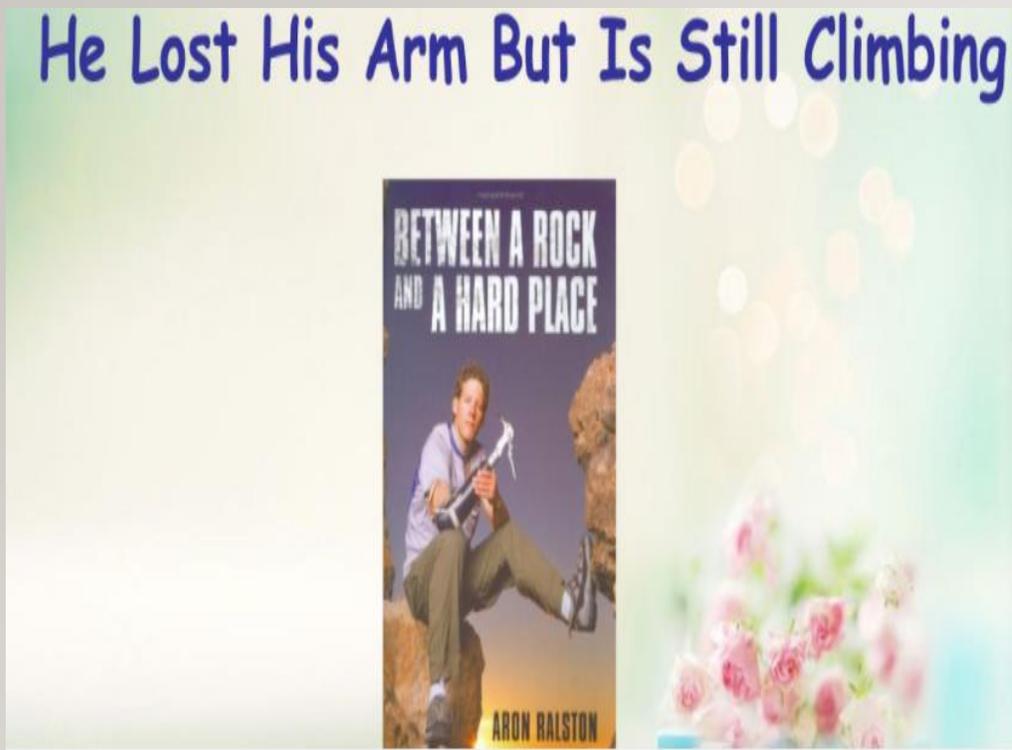
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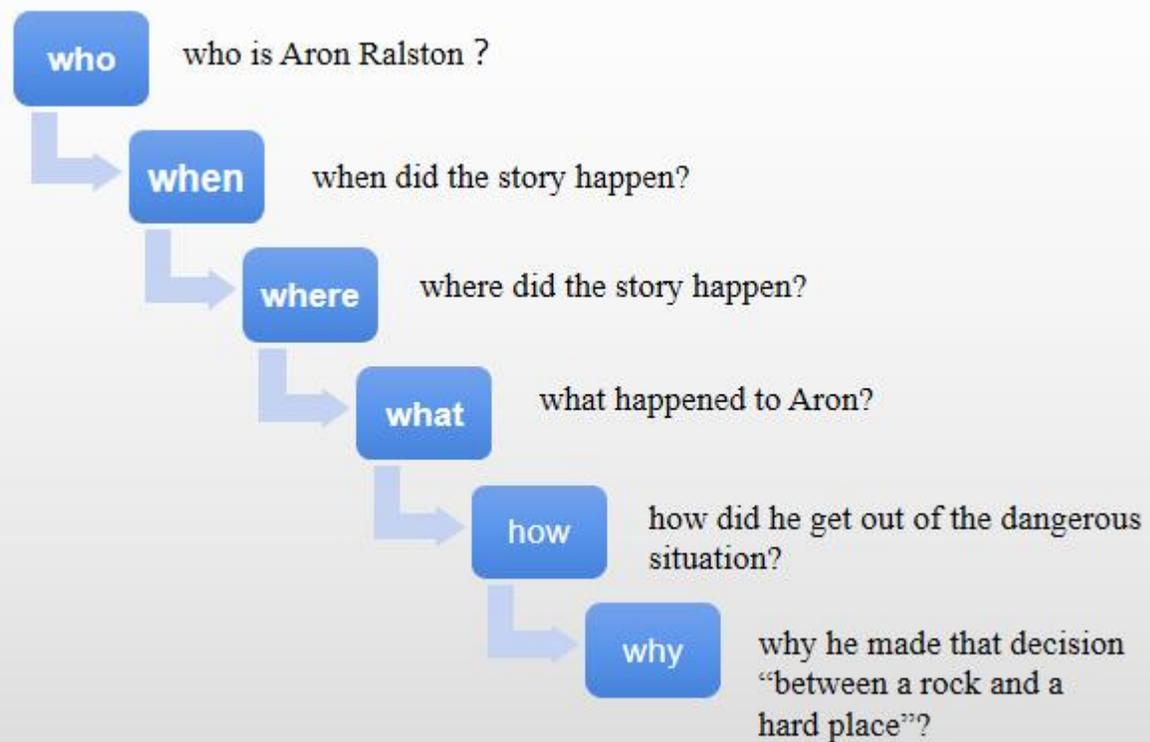
3. Read the passage. Do you think it comes from a newspaper or a book? How do you know?

d) 明晰句间关系: because...but...then...after...

## C) 梳理语篇中的思维路径，确定篇内小问题



本文为记叙文，可以使用 Six “W”s 梳理文本信息，挖掘原因，促进学生对文本的深入理解



## d) 明晰句间关系

BECAUSE...

BUT...

THEN...

AFTER...

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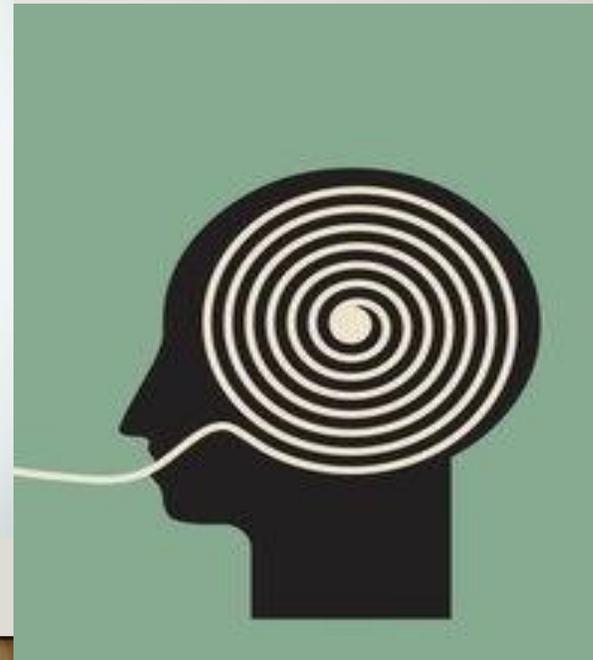
Words	Meanings

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**Education is much more than the delivery of content.  
A quality education is also about the development of  
the habits of mind and thinking dispositions that will  
serve students as learners both in our own  
classrooms and in the future.**

**-- Richhart et al., 2011**

# POWER OF VISUALIZED THINKING



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**THANK YOU!**