



核心素养背景下
小学英语融思促学活动
设计研究

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序（一）

记得2011年，我在北京给小学教师做讲座的时候提到如何通过英语教学培养学生的思维能力，很多教师还不是很理解。当时主流的观点是：外语教学首先要培养学生的语言能力，要积累一定的语言技能、词汇、语法、句型等，然后才能谈别的方面。如果学生没有这些语言的基础，就无法培养思维能力。

实际上，学生从学习语言的第一天开始，就涉及思维能力的培养。我访问过好几所美国的小学，儿童在学前就已经开始进行思维能力的培养，比如区分“事实与观点（facts or opinions）”。几乎每所学校，都把要培养的几种思维能力，贴在教室墙上，这给我留下了深刻的印象。

我想，初学英语的学生，虽然开始接触的语言很少，但是完全可以培养思维能力。举个例子：苹果有营养是“事实”，某种苹果最好吃是“观点”。只是我们的教师需要知道，应该培养哪些方面的思维能力，比如说：原因和结果、分类、推断、归纳等；更为重要的是：教师们还需要知道，如何培养这些思维能力，什么任务活动有助于培养这些思维能力，可以借助什么工具等。

最近几年，随着国家课程标准的修订，关于培养学生核心素养的要求已成为教师们讨论的热点话题，特别是品格培养和思维培养这两个方面。教师们感到，基础教育的目标应该是人的全面发展，必须培养学生的思维能力和



品格。但是，究竟如何做，对思维的分类、内涵、范畴等，现在还缺乏明确的定义，更缺乏非常清晰的指导。到底培养学生哪些方面的思维能力，通过什么样的活动能培养这些思维能力，教师们缺乏现成的、方便实用的资料。我很高兴看到，重庆第二师范学院周利君老师带领的团队设计出这样一套适合小学高段学生和教师使用的小学英语融思促学活动资源。这真是及时雨！

这套活动资源可用于学生学习、亲子学习，也可用作教师教学的补充资源或提高教师专业知识与能力的学习材料。所以在这里，一方面，我要对周老师及其团队表示衷心的祝贺；另一方面，也希望有更多的中小学英语教师能积极应用这套活动资源，将发展学生的思维能力、良好品格和行为习惯与培养英语运用能力结合起来。我也希望有更多的教师，能受到这套活动资源的启发，在自己的学校开展各种创造性的活动，共同铺建英语教育的新路。

龚亚夫

2020年7月4日

序（二）

Manual of Integrating Teaching Thinking to Primary English Classes in the Context of Key Competencies is published at a time when there are global recognitions of the need and importance of thinking skills into the English education curricula. In 2017, nurturing students' thinking skills was explicitly stated in English education curriculum for basic education. Despite an overall positive response to the new learning objectives, how to integrate teaching thinking into language classrooms has been in discussion by both practitioners and researchers. This manual has provided teachers some practical answers and useful examples on “what” and “how”.

The knowledge of thinking skills was identified as a main factor of integrating them into language teaching. Working with language teachers both in the UK and in China and postgraduates attending my module of “Thinking Skills in English Language Teaching” has consistently confirmed that to integrate thinking skills into language classrooms is more than adding a few tasks into a lesson plan. Teachers need to understand what thinking skills activities look like so that they can design activities that require higher order thinking. This manual provides a useful tool for



teachers to assess the expected level of cognitive requirement of activities they have designed or in a textbook based on revised Bloom's taxonomy.

Increasing research shows positive effect of teaching thinking on language learning, though concerns were repeatedly reported on appropriateness of introducing thinking skills to primary school students due to their limited language ability. As an outcome of collaborations between researchers and school teachers, this manual presents workable examples of what can be done with primary school students. Content in each unit is carefully planned. Activities are organised coherently and progressively in order to prepare students for thinking skills embedded activities. Relevant learning contexts and language support are also considered and provided to enable students to carry out activities, including language to express thinking.

Another revealing feature of this manual lies in the design of the activities. They reflect good practice in English language teaching and those promoted in recent English language reforms. Last two decades has witnessed a number of new reforms, including promoting student-centred teaching approach, emphasising on developing students' learning strategies and problem-solving abilities, and ability to use English for communication. Teaching of vocabulary and grammar rules in this manual concurs with learning through using language for doing. Reversing the usual present practice and product teaching sequence, students are encouraged to work out meaning or rules themselves through comparison or contrast or problem-solving activities. Comparison and contrast are the basics of thinking skills.

Various interesting and current visual images suitable for young learners are used to motivate and encourage students to think in English. A

number of graphs or organisers are available to nurture students' thinking and help them carry out problem-solving and decision-making tasks.

Developing thinking skills embedded language teaching materials requires time and effort. This manual has done the groundwork and provided a lot of creative ideas and practical suggestions and examples, in particular closely linked to topics in the teaching textbook used by majority of primary teachers. These ideas can be adapted to other contexts or levels. Congratulations to all the teachers, students and university lecturers who participated in producing this wonderful manual. Well done! I sincerely hope that more teachers will join in the explorations of ways to integrate teaching thinking in language classrooms. I am looking forward to more examples and practice.

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前言

语言是思维的外壳，思维是语言的内在。核心素养背景下，学习者语言能力与思维能力同步发展成为广大一线教师开展英语教学改革与科学研究的重要课题之一。

布鲁姆等1956年提出的教育目标分类体系被国际教育界广泛采用。随着分类体系研究的发展，安德森等汇集认知心理学、课程研究、教育研究和语言测试等方面的研究成果，发布了更符合21世纪教育教学改革发展的教育目标分类体系修订版，主要包括认知过程和知识两个维度。其中，认知过程维度包括六大类别，每一类别下面又包含若干子类别的思维技能，形成由易到难、由简单到复杂的目标层次结构。相对于思维能力，思维技能理解难度系数低，以特定的思维理论框架作为英语教学的依托、涵盖不同层级思维技能的训练，在教学中具有更强的实操性。融入式思维教学将思维训练贯穿于学科日常教学中，与学科教学相辅相成。

2015年以来，重庆第二师范学院外国语言文学学院通过巴渝海外引智计划引进英国纽卡斯尔大学林梅博士和汉纳肯博士，联合开展“外语教育融思促学教研团队”（以下简称“团队”）建设，对合作基地小学优秀师资和院内英语师范专业优秀学子进行培养。在这个过程中，团队多次深入一线小学英语课堂教学观摩，发现小学英语教学多重语言知识技能，轻思维训练，其主要原因在于思维理论框架复杂且较抽象，缺乏教材配套思维训练资源。自



2018年开始，团队积极致力于外语教育融思促学资源开发。2018年年底，团队选送第一批完成的融思促学活动参加国家未来学校博览会，受到来自市内外参会一线教师的肯定与欢迎。团队大受鼓舞，结合在合作基地学校开展的融思促学实验研究开发了小学英语融思促学活动，供小学高段学生和教师使用。

本套活动资源与以人教版为代表的现行小学英语教材（六年级）单元话题配套，从课标中各话题下语言知识和语言技能学习要求出发，提供语言知识学习和语言技能训练的活动。单元编写体例采用“top-down”的语言学习理念，从语言技能到语言知识，整体特点鲜明，具体如下：

思维技能融入的显性化。显性化途径多元，一是在活动步骤中凸显思维技能的动词表达并不断重复，有助于师生理解和记忆。二是在活动过程说明之后采用思维试纸，将活动步骤与对应的思维层级相匹配，有利于教师明确所设计活动的认知复杂度，并检查单元活动设计的思维层级的多样性。三是在活动步骤旁运用提示贴纸，凸显思维工具和策略的使用说明，促使教师有意识地引导学生借助思维工具和策略强化思维训练。

思维技能融入的具体化。针对一线教师在英语教学中融入思维训练太过抽象，不知道如何在课堂中实现这一问题，活动设计从一线教师角度，模拟教案形式，对教学目标设定和教学活动步骤、教学建议等进行了具体说明，帮助教师快速进入融入式教学实践。部分活动步骤说明还提供了多种方案和实施建议，给予教师空间根据自身课堂情况进行筛选和调整。

思维技能融入的全面性。思维训练方面，依据修订版的布鲁姆教育目标分类框架的认知维度，覆盖低阶思维技能和高阶思维技能。结合各单元主题情境，教学活动设计兼顾基础思维技能活动和复杂思维过程任务，关注单个技能和复杂思维的同步训练。语言教学方面，每个单元采用从整体到局部的教学思路，从听、说、读、写等语言技能入手，落实到词汇、语法等语言知识的学习，满足不同的语言教学需求。

本套活动资源是教育部学校规划建设发展中心、重庆第二师范学院儿童研究院重点项目“核心素养背景下小学英语融思促学活动设计与研究”（批准号：CRIKT202006）的成果，由课题负责人周利君组织设计、主持编写、审校定稿。其中6A部分由雷涵彧、周利君编写完成，6B部分由汪兴楣、周利君编写完成。贺倩彧、孙亮参与统稿，部分活动由单芳、邬若环在合作基地小学进行了课堂实践后提出修订建议。本套活动资源编写过程中，得到了重庆第二师范学院外国语言文学学院领导和同事、巴渝海外引智专家、基地学校领导和同行的大力支持，在此表示衷心感谢。

由于课题组成员水平有限，难免有错漏之处，敬请各位专家和同行批评指正。

周利君

2021年2月

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6A

Unit 1 How Can I Get There?

单元导览

单元话题: 描述路线/使用地图

素材来源: PEP 6A Unit 1 How Can I Get There?

教学目标:

By the end of the lessons, students will be able to

语言目标:

1. **understand** conversations in the textbook, **describe** places they know in daily life (e.g. bookstore, cinema, science museum, post office, hospital, etc.) and what they can do in these places;

2. **give** guidance to others about how to get to a place and ask for directions (How can I get...?/ It's next to/near/behind...; Go straight; Turn left/right at...);

3. **explain** the reasons why they like going to a specific place and express corresponding feelings;

4. **comprehend** the meaning of the story, **analyze** the main content and structure, and **apply** the knowledge and language in the story to writing about their own ideas in another situation.

非语言目标:

1. **associate** geographic knowledge and life experience about directions when giving guidance;

2. work in groups and collaborate with others to finish tasks related to their daily life about places and directions;

3. strengthen their higher order thinking skills: **analyzing** and **creating**;

4. **design** objects with creative thinking and **judge** with critical thinking.

融思设计

Part One Listening and Speaking

教学素材: Part A & B Let's Talk

教学步骤:

Step 1 Listening Comprehension

1. Listen and **choose** the right answers.

Part A:

Where is Wu Yifan?

A. In the museum shop. B. In the science museum. C. In the post office.

Part B:

Where are Mike and Wu Yifan now?

A. In the bookstore. B. In the cinema. C. In the restaurant.

2. Listen and **match** the items with the related places.





3. **Think about** the reasons why Wu Yifan wants to go to these places, and write down reasons below.

(1) Wu Yifan wants to go to _____ because he can _____ there.

(2) Wu Yifan wants to go to _____ because he can _____ there.

Step 2 Preparation before Speaking

1. **Write down** what you can do in the following places. You can **list** many things and you can also **add** more places.

Bookstore	Cinema	Science Museum	Post Office	Hospital	_____	_____
read a book	eat popcorn	play with robots	buy stamps	see a dentist	_____	_____
_____	_____	_____	_____	_____	_____	_____

2. If you can go to one place above after school, which place do you want to go to, and what is your reason? You can **use** one sentence pattern below and fill in the blanks.

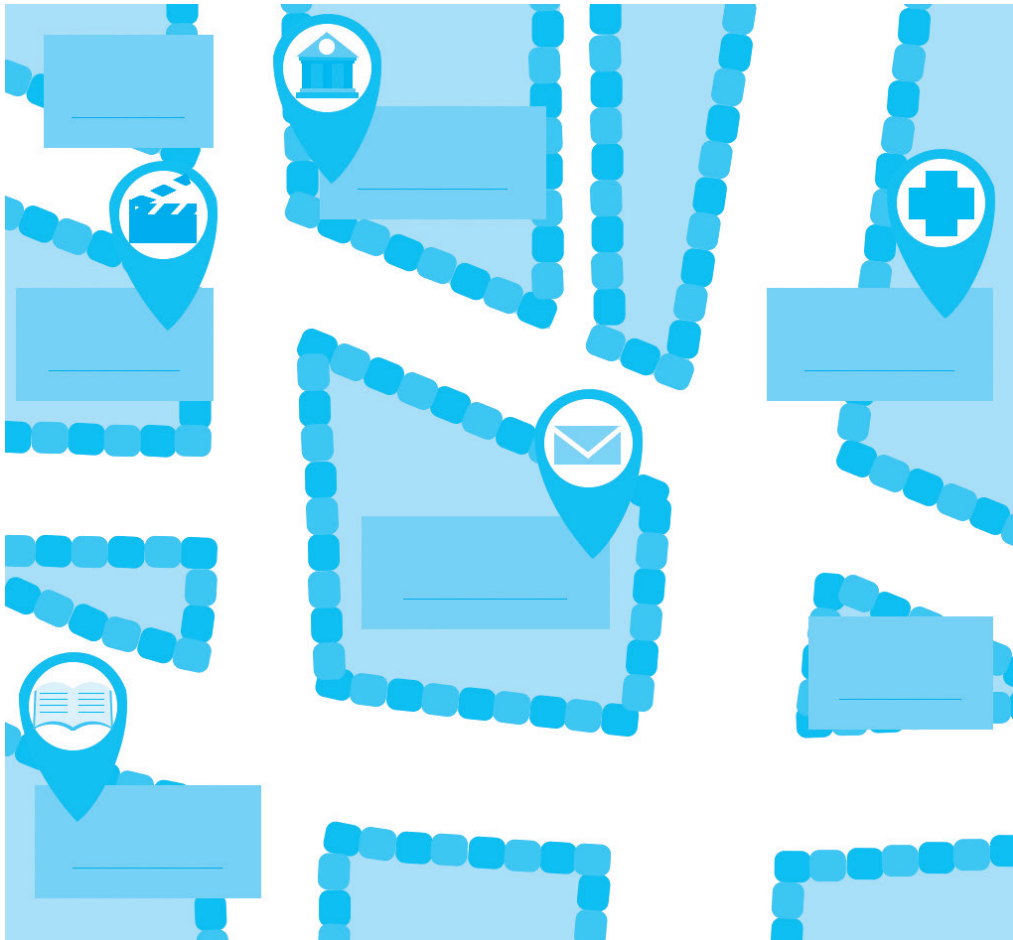
I like to go to _____ because _____.

I want to go to _____, so I can _____.

I want to go to _____ and I don't want to go to _____, because _____.

Step 3 Speaking and Sharing

1. Work with your partner and recognize the places. You can also **put** 2 places you add from Step 2 in the map.



2. Tell your partner what you want to do, and **ask** he/she where you can go to meet your need.

You

I want to _____.

Where can I go?

Your Partner

You can go to _____.

_____.



3. Decide a starting point on the map, and **ask** your partner how you can go to the place you want.

Language Kit

- Where is the _____?
- It's _____.
- How can I get there?
- Go _____ and turn _____ at the _____.



4. **Write down** your conversation.

A:	_____
B:	_____
A:	_____
B:	_____
A:	_____
B:	_____

教学时长: 1.5 hrs

教学建议:

1. 听力理解环节。

教师可把“Part A”和“Part B”两篇对话结合起来教学。教师播放一遍对话音频,学生完成练习。教师根据学生完成情况可再播放一遍,并订正答案。

2. 表达准备环节。

教师可安排学生在学完两篇对话后完成。

3. 表达与分享环节。

(1) 教师检查学生课前完成口语准备的情况,解释任务的逻辑:在不同的地方可以做不同的事情,想去某个地点和在这个地点想做或可以做的事情密切相关。

(2) 学生和同伴两人一组,将“Step 2”的表格中提到的地点填到地图中的空白处,学生可以根据个人喜好将地点任意放置。

(3) 学生告诉同伴自己想要做的事情,请同伴建议可以去哪个地方做这件事。两人小组可使用提供的句型问答,教师也可以鼓励学生思考是不是只有这个地方能做这件事,有没有其他可能性。