

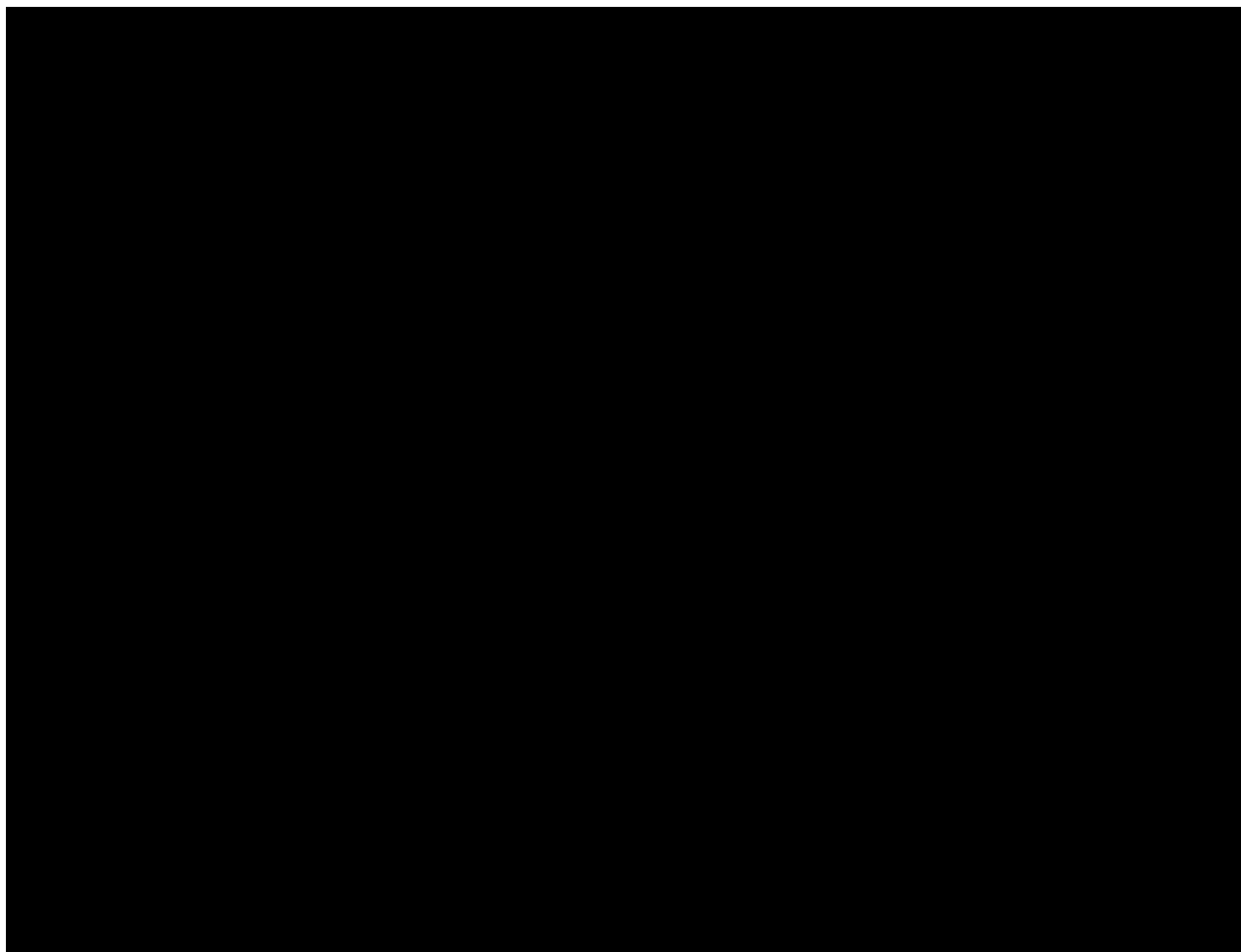
附件二：

2020 年外研社“教学之星”大赛 教学设计方案

一、基本信息

课程名称	《大学英语读写》
课程类别	<input checked="" type="checkbox"/> 大学英语基础课程 <input type="checkbox"/> 大学英语后续课程 <input type="checkbox"/> 英语专业课程 <input type="checkbox"/> 商务英语专业课程 <input type="checkbox"/> 翻译专业课程
教学对象	非英语专业本科生
教学时长	96 课时
教材名称	《新视野大学英语读写教程》第三版
参赛单元	第 <u>二</u> 册 第 <u>六</u> 单元 (*单本教材仅填写单元信息)

二、团队信息



三、课程设计方案

1、课程定位（基于院校特色与教学对象特点，介绍本课程的人才培养定位与设计理念）

人才培养定位：

以培养“创新创业人才、卓越人才、精英人才、国际化人才”为学校的办学宗旨，紧紧围绕立德树人根本任务，培养既有家国情怀又有创新精神，既注重实践能力又兼具人文素养，既立足本土又具国际视野的工科拔尖人才。因此，我们的课程设计始终秉持着一个基本理念：始终服务学校的人才培养目标，始终服务学生多元化的英语学习需求。

设计理念：

本课程设计基于2016年以来我院推行的“一体两翼”式教学模式，即以提升英语综合应用能力为主体，以培养学生批判性讨论能力和跨文化交际能力为两翼。在教学过程中，我们发现教学内容往往缺乏现实问题导向，“问题意识”缺乏必要的立足点，学生对教学内容载体兴趣不大；学生缺乏将中国优秀传统文化和中国核心价值观传播出去的知识储备和能力；学生缺乏运用英语深入探讨和交流复杂问题和学术问题的能力等。为此，我们将主干教材每个单元的教学主题至少对应一个思政议题，每个单元的主要教学内容要融入对现实社会问题的讨论，相关讨论要立足中国社会核心价值观，增加反映中国国情、历史、哲学、文学、艺术等方面的阅读与视听内容；引导学生借鉴吸收国外优秀文化成果，树立文化自觉与自信，提高跨文化交际能力，增强对中华文化和社会主义文化的认同。在此过程中“课程思政”也以“润物无声”的方式与大学英语课程进行了无缝对接。2018年初，我院推出的“大学英语课程思政资源挖掘与教学设计方案”得到了外语教育界和主流媒体的高度关注。2019年，我校大学英语课程被遴选为一流本科课程，并被推荐为国家一流课程，目前已通过省级评选，即将进入国家评选序列。

在教学过程中，我们注重对学生批判性讨论能力的培养。依托语用论辩学理论，构建批判性讨论模型，用批判性讨论的方法，即向学生明晰融“识别论证-分析论证-评价论证-表达论证”于一体的批判性讨论方法，探讨和交流教学内容中的现实问题，并发现批判性话语中的谬误，提高学生理性批判的能力，这不仅完善了课堂讨论的基本流程，更提升了学生用英语深入探讨、交流复杂问题和学术问题的能力。

本课程设计将：第一，致力于将课堂实现从“以教为中心”到“以学为中心”的转变，大幅提高学生的课堂参与度；第二，课业深度和广度显著提升，让大学英语课具备一定的挑战性；第三，提升学生英语综合应用能力、批判性讨论能力和跨文化交际能力；第四，提升学生的家国情怀与人文素养；第五，大幅提高教研组教研协作度，提升教师教研能力。

2、课程目标（介绍课程时长及总体目标，目标应包括语言目标与育人目标）

课程时长：本课程为非英语专业学生必修的《大学英语读写》课程，课程跨度为两学期，第一学期为64学时，第二学期为32学时。

总体目标：根据教育部颁发的《大学英语教学指南》（2017），结合我校的办学定位和人才培养目标，《大学英语读写》课程设定的总体教学目标为：

语言目标：1、培养学生英语综合应用能力，学生能够读懂英文资料、撰写学术论文及参与学术交流活动等；

2、提高学生的批判性讨论能力，学生能够进行理性对话与说理；

3、提升学生跨文化交际能力，学生能够进行有效的口头和书面交流。

育人目标：1、培养学生家国情怀，强化社会主义核心价值观教育；

2、树立学生文化自信，增强学生传播中国文化的能力；

3、提升学生人文素养，培养学生的创新能力。

3、课程内容（介绍课程主要内容，特别说明如何实现语言与育人的融合）

本课程依托外语教学与研究出版社出版的《新视野大学英语（第三版）读写教程》及其配套教学资源设计开展教学活动，根据主干教材的主题，围绕思政教育目的选取有利于社会主义核心价值观和中国优秀传统文化价值观引导的英语语言教学素材。

每个学习单元的教学内容主要分为三个教学模块，即课前自主学习，项目型课堂教学和课后实践。

一、课前自主学习：

1、课堂教学之前，教师利用中国高校外语慕课平台发布课前自主学习任务。学生通过注册登录平台后完成相应的教学单元文化背景、总体框架以及相关语言点的学习。学生完成慕课学习后，利用打卡平台汇报自主学习情况。

2、学生分组自主学习与主干教材单元主题相关的思政语言阅读素材和视听素材，并在理解的基础上挖掘其中的中国历史、文化、传统中的思政元素，运用批判性讨论的方法识别、分析、评价材料并形成学习报告。

二、项目型课堂教学：

教师根据学生课前自主学习情况安排课堂教学环节，主要包括讲解语言难点和重点、梳理课文结构及课堂讨论等。

在课堂讨论环节，教师针对主干教材和相关思政语言素材中的难点进行提示和讲解，同时梳理课文整体结构，并带领学生分析和评价其中较为隐蔽的立场/态度和相关论证，学生分组就各自研究问题向全班汇报课前准备的观点及论证。观点陈述完毕后，教师引导其他组同学就陈述内容进行组内讨论，并在讨论的基础上展开“信息性”提问和“批判性”提问。通过此教学环节，在夯实学生语言知识、提升语言能力、培养批判性讨论能力的同时，使学生对中国成语典故、中华文化精髓和治国理政金句等中国元素有更深入的理解与掌握，增强文化自信，提升爱国主义情怀。

三、课后实践：

1、学生在慕课平台上完成语言点自测题，复习巩固本单元的语言知识点。

2、教师要求每组学生在课堂互动后认真总结课堂讨论，吸收来自他组同学和教师提出的有益意见，完成议论文写作，应做到行文流畅、概念界定清晰、立场明确且论证较为合理。

3、教师根据学生的论文和自测结果，及时了解学生的学习情况，并据此调整下节课的课堂教学设计。

4、课程评价（介绍课程评价方式，特别说明如何在评价中实现语言与育人的融合）

课程评价是《大学英语》课程教学的重要环节，全面、客观、科学、准确的评价体系对于实现课程目标至关重要。它既是学生调整学习策略、改进学习方法、提高学习效率的有效手段，又是教师获取教学反馈信息、改进教学管理、保证教学质量的重要依据。

1、对学生的评价：包括形成性评价和终结性评价。形成性评价包括学生自我评价、学生相互间的评价、教师对学生的评价等。本课程的形成性评价具体包含每单元教师对学生慕课学习的评价，学生课堂项目汇报的自评、互评及教师评价。语言层次上就学生的读写技能进行评价；思维层次上就学生的批判性讨论能力进行评价；育人层面上就学生对中国的理解与掌握进行评价。具体为：评价学生课前与主题相关的思政素材的搜集与积累；评价学生课堂中对素材的分析与评价；评价学生课后对素材的整理与归纳。

终结性评价指学期末组织的大学英语全校统考。期末考试既要评价学生的英语综合能力，又要充分考核学生的相关课程学习情况，重在测试学生的英语应用能力，同时在阅读、翻译或写作等测试环节中体现育人元素。

2、对教师的评价：本课程教学团队加大思政课堂教学投入，增加语言与育人相融合的教学研讨，搜集整理思政素材，形成具备我校特色的大学英语思政育人课程体系。此外，每学期组织任课教师进行一次自评、同行互评，组织学生座谈了解教师授课情况，对教学效果好的教师进行表彰。学生每学期对任课教师进行三次网络评价，分别在期初、中期末，每位学生都需从教学态度、教学准备、讲课方式、课件设计、作业批改等各个方面对任课教师进行评分。

四、单元设计方案

1、单元教学目标（说明参赛单元的具体教学目标，目标应包括语言目标与育人目标）

语言目标

- 1) Students will be able to present their opinions on decision-making with a good range of lexical resources.
- 2) Students will be able to produce an argumentative essay with a clear and logical structure.

能力目标

- 1) Students' critical discussion competency will be improved through identification and evaluation of argumentation in the texts.
- 2) Students will be able to produce an argumentative essay by the use of argumentative techniques (starting points).

育人目标

- 1) Students will be able to tell Chinese stories with cultural confidence.
- 2) Students will be able to explore the cultural implications suggested by idioms and allusions in this unit.

2、单元教学过程（1>说明本单元主要内容、课时分配、设计理念与思路；2>说明本单元教学组织流程，包括课内、课外具体步骤与活动；3>特别说明单元教学过程如何实现语言与育人的有机融合）

1>本单元主要内容、课时分配、设计理念与思路：

主要内容：Text A *Door closer, are you?*

Text B *When enough is enough*

Both texts use the rhetoric mode of narration to convey the same message:

More is not necessarily better than less.

课时分配：Text A (2 periods) & Text B (2 periods)

设计理念与思路：

This class features a systematic approach to language learning and aims to develop the language skills of the students, helps them to produce argumentative essays as well as achieve a better understanding of traditional Chinese culture and ideology. Thus, language skills and critical discussion competency are integrated to foster a new generation of young people capable of shouldering the mission of national rejuvenation.

This class provides scaffolded tasks and adopts a project-based learning methodology. Project will be assigned to students in three stages, this would build on learners' vocabulary, thinking and learning skills through critical thinking, problem solving and decision making employed in each stage of Project. Argumentation theory, particularly argumentative techniques are introduced to help students analyze texts and produce an argumentative essay. Discussions in the classroom can involve student pairs, small groups, or the entire class. The topics are related to Chinese culture, Chinese ideology. Most of the questions relate to their personal experiences, especially college life. The teacher acts as a facilitator, keeping the discussions on track and ensures that everyone has a voice.

2>本单元教学组织流程，包括课内、课外具体步骤与活动：

Unit 6 Section A *Door closer, are you?*

Pre-class:

1. Prompts (Introduce the topic):

Students will watch a TED speech, *The paradox of choice*, delivered by Psychologist Barry Schwartz. In Schwartz's estimation, choice has made us not freer but more paralyzed, not happier but more dissatisfied.

2. Preview Text A & Word building:

Self-study topic related materials on UMOOCs.

Complete word building task on (P152-153) and get familiar with vocabulary.

3. Project Stage 1:

Work in groups, design a survey on whether college students are always faced with the dilemma of making right choices. Share your personal experiences in decision-making, collect data, and write a report.

In-class (2 periods, 90 minutes):

1. Starting off

Share the results of your survey (Project Stage 1) with other groups.
The representatives of each group share their views with the class.
Teacher gives feedback and advice on each group's presentation.

Self-assessment:

- I can speak at length without noticeable effort.
- I can use vocabulary resource flexibly to discuss decision-making.
- I can use a range of complex structures to express my standpoint.

2. Structure analysis

1) Work in pairs and discuss these questions:

- A. Why did General Xiang Yu order his troops to crush their cooking pots and burn their sailing ships when crossing the Zhang River?
- B. What's the purpose for Dr. Ariely's experiment done at MIT?
- C. What's the significance of doing the experiment?
- D. What's the winning strategy when playing the computer game?
- E. Why does Dr. Ariely say people are willing to pay a big price to avoid the emotion of loss?
- F. Why are the corresponding costs often less obvious in life than in the experiment?
- G. In the text, what does Dr. Ariely suggest in order to balance our life?

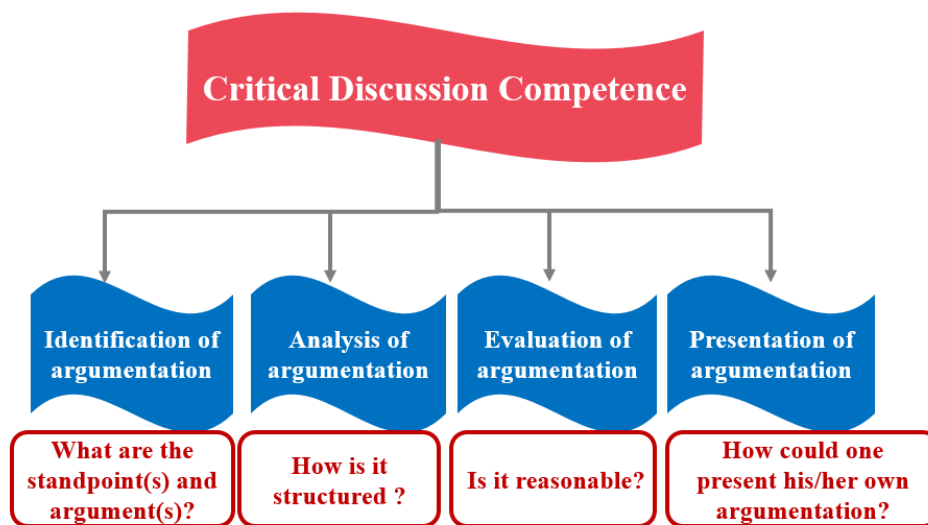
2) Encourage students to draw an outline of the whole text, teacher should give them hints if necessary.

Suggested outline

Paras. 1-3 Introduction ▼	A transition from the ancient story of Xiang Yu to the modern story of the students at MIT ▲	Paras. 5-9 Body ▼	Suggests how we can balance our lives by reducing unnecessary options ▲	Paras. 13-14 Conclusion ▼
A question about what Xiang Yu would do when facing rival options.	Para. 4 Body	An experiment at MIT	Paras. 10-12 suggestions	Concludes the essay, raise the question: Is more better than less?

3. Text Analysis based on Argumentation Theory

1) Review of argumentation theory



--- Frans H. van Eemeren, A. Francisca Snock Henkenmans, 2017.
Argumentation: Analysis, Evaluation, second edition, New York: Routledge

2) Identification of argumentation: *Door closer, are you?*

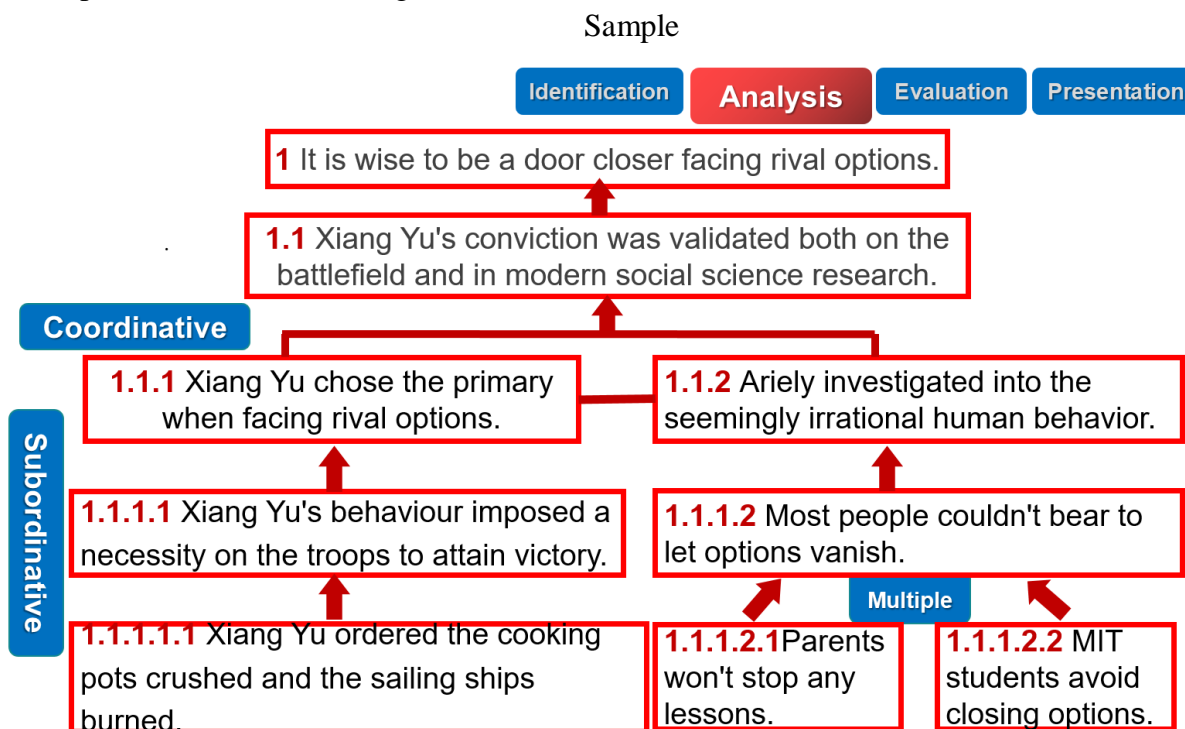
Standpoint: It is wise to be a door closer facing rival options.

Argument: Xiang Yu's conviction was validated both on the battlefield and in modern social science research.

Subarguments: (1) Xiang Yu chose the primary when facing rival options;
 (2) Ariely investigated into the seemingly irrational human behavior.

Details of argumentation are presented as jigsaws, and students should work in pairs,

trying to put the jigsaws into the right position. When they finish one piece, they should explain the reasons of doing so.



3) Evaluation & Presentation (See After-class assignments.)

4. Cultural Exploration and Argumentative Techniques (starting points): 【教学展示环节】

1) The story of Xiang Yu

Students will be encouraged to tell the story of Xiang Yu, a prominent and veteran military leader. Clues will be projected on the screen to help them finish the task. Students should note that they should try to use higher level vocabulary and include more complex sentence structures if possible.

2) Chinese idioms and allusions:

Students will be encouraged to explain the meaning of Chinese idioms:

Pitting the strength of one against ten 以一当十

Smashing the Cauldrons and Sinking the Boats 破釜沉舟

Can you list more Chinese idioms from your knowledge? What do they mean?

3) Critical thinking and further cultural exploration:

Identify the standpoint and arguments of two poems, analyze and evaluate the argumentation.

Read the poems and complete the table:

The Wu River 《夏日绝句》

Li Qingzhao 宋·李清照

Living, he towered above men;

Dead, he's a hero of the ghosts.

I've oft pondered over Xiang Yu, when,

Having lost his hometown-enrolled host,
He'd rather die of self-slit throat,
Than crossing the River in a boat!

Inscription at Wujiang Pavilion 《题乌江亭》

Du Mu 唐·杜牧

Win or lose is hardly predictable for a man of war,
Ability to take insults and bear shame a real man shows.
Jiangdong has no lack of brave lads among its offspring,
Who knows if a comeback might not be in the offing.

	<i>The Wu River(Li Qingzhao)</i>	<i>Inscription at Wujiang Pavilion(Du Mu)</i>
Standpoints	I've often pondered over Xiang Yu, when, having lost his hometown-enrolled host, he'd rather die of self-slit throat than crossing the River in a boat! Xiangyu's death is meaningful.	Xiangyu should not commit suicide. Who knows if a comeback might not be in the offing.
Arguments	Living, he towered above men; Dead, he's a hero of the ghosts.	Win or lose is hardly predictable for a man of war, Ability to take insults and bear shame a real man shows. Jiangdong has no lack of brave lads among its offspring.
Starting points	1. A man should live as a hero. 2. A man should die for glory.	1. The outcome of a war is unpredictable. 2. A real man should possess the capacity to take insults and bear shame. 3. There is a great number of courageous and outstanding men in Jiangdong.

After Class:

Read the following passage and then write a paragraph to present your argumentation on whether college students should volunteer to work in the underdeveloped areas of China or stay in prosperous cities.

Young people are faced with a wide range of choices. But what is important is to be guided by a correct world view, outlook on life and sense of values when making choices. The life experiences of countless successful people suggest that young people who choose to endure hardships will be duly rewarded, and those who make contributions to society are the ones who deserve respect.

Unit 6 Section B *When enough is enough*

Pre-class (Project Stage 2):

Make reading notes on *Xi Jinping: Wit and Vision— Selected Quotations and Commentary*, pay special attention to quotations from the Classics and say why they are inspiring or thought-provoking?

In-class (2 periods, 90 minutes):

1. Starting off:

Read the following quotation from a famous Chinese Writer, Lin Yutang. Discuss in small groups and answer the questions:

- 1) Is everyday life today much more complicated than in the past? Why or why not?
- 2) Do you think that we are often spoilt for choice and this can leave us feeling confused and dissatisfied? Why or why not?

Besides the noble art of getting things done, there is the noble art of leaving things undone. The wisdom of life consists in the elimination of non-essentials.

-- Lin Yutang (Chinese Writer)

Culture note:

Chinese writer, philosopher, translator, and poet, Lin Yutang (1895--1976), wrote more than 35 books in English and Chinese, and brought the classics of Chinese literature to western readers.

Individual students share their views with the class.

Teacher gives feedback and advice on students' answers.

2. Language points: collocation

Brainstorm vocabulary related to the topic of choice making.

Match the verbs with nouns from the box. You may use the words more than once.

Example: achieve a goal; achieve a balance

Verbs: make, meet, miss, play, put, set, take

a need	a change	a goal
a balance	a chance	a living
a choice	a decision	a role

an opportunity	pressure (on)	
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3. Text analysis

1) To draw inferences from what is written and be able to understand what the writer is driving at or communicating, students need to keep the following in mind:

(1) Make use of contextual clues, common sense, and the background knowledge.

(2) Connect ideas and draw conclusions from the Text B.

(3) Form and test what have been understood between the lines. Reading a text is a two-way communication between the reader and the writer, forming ideas, testing ideas, and correcting or changing our own ideas and understanding accordingly.

2) Identification of argumentation: *When enough is enough* (paragraph 16)

Standpoint: 1 He will always have enough.

Argument: 1.1 He knows that enough is enough.

1.1.1 When he realizes there is nothing lacking, the whole world belongs to him.

1.1.1.1 He is content with whatsoever he has.

1.1.1.2 He rejoices in the way things are.

4. Cultural Exploration:

1) In paragraph 16, what's the purpose of citing Lao Tzu, the famous Chinese philosopher?

Be content with whatsoever you have; rejoice in the way things are. When you realize there is nothing lacking, the whole world belongs to you.

老子：“知足不辱,知止不殆,可以长久。”

Lao Tzu was a philosopher of ancient China and the father of Taoism. He was best-known as the author of *Dao De Jing* 《道德经》

2) 学“习”语录

“China must preserve and develop its culture and promote exchanges between civilizations to make the world a better place”, Xi said. “Culture is the soul of a nation,” Xi told hundreds of participants from home and abroad at the opening of an international conference to commemorate the 2,565th anniversary of Confucius' birth.

President Xi Jinping has made no secret of his love for traditional Chinese culture by frequently quoting classic Chinese literature.

3) Share the reading notes (from Project Stage 2) with group members, pay special attention to quotations from the Classics and explain why are they inspiring or thought provoking?

Peer-assessment:

Does your partner speak at length without noticeable effort?

Does your partner use vocabulary resource flexibly to discuss decision-making?

Does your partner use a range of complex structures to express my standpoint?

Does your partner give a logical and clear position while commenting on quotations from the Classics?

5. Structured writing & Critical thinking:

How is a cause-and-effect essay organized?

Use Critical thinking skills acquired in previous class activities to develop a cause-and-effect essay: Why people make poor decisions?

It is important to follow these steps:

- (1) Have a clear understanding of causes and effects.
- (2) Write an effective thesis statement.
- (3) Use necessary cause/effect transitions.
- (4) Give factual details to support your thesis statement.
- (5) Conclude the essay by summarizing the causes or effects.

Suggested Structure:

Topic: Why people make poor decisions?

Introduction	Paragraph 1	Hook; Connecting information; Thesis
Body	Paragraph 2	Cause 1: Tend to use bad data; Supporting details
	Paragraph 3	Cause 2: Lack good information; Supporting details
Conclusion	Paragraph 4	Restated thesis; Suggestion/opinion/prediction

Peer Editing:

Exchange your outlines and read your partner's work. Then use the following questions to help you comment on your partner's outline.

- (1) Is there any aspect of the outline that is unclear to you?
- (2) Can you think of an area in the outline that needs more development?
- (3) If you have any other suggestions, please write them here.

6. Project Stage 3:

Classroom debate: It was hard to make a decision because of too many options.

Note: Students from both sides could include evidences from the findings of Project Stage1, quotations collected and discussed from Project Stage2 to help them support their arguments.

Self-assessment, Peer assessment and Teacher assessment.

After-class:

Read the statements below and write an argumentative essay on the topic: Why is it important to preserve traditional culture? What measures should be taken?

Outstanding traditional culture is the root of the heritage and development of a country and a nation. Renouncing it is tantamount to severing our cultural life.

by President Xi

Include any relevant examples from your own knowledge and experience, write at least 250 words.

3>特别说明单元教学过程如何实现语言与育人的有机融合

Classroom activities are designed with the aim of fostering a new generation of

young people capable of shouldering the mission of national rejuvenation, and those who have all-round moral, intellectual and aesthetical grounding with a hard-working spirit. The classroom activities are centered on a value-based argumentative discussion, during this process, students will complete multistage projects and share personal experiences in decision-making. Through the introduction of argumentation theory and writing strategies in each stage, students will be able to read and write critically, further understand Chinese value and culture, and improve their ideological and theoretical levels.

3、单元教学评价（说明本单元的评价理念与评价方式，特别说明如何在评价中实现语言与育人的融合）

评价理念: The evaluation check-lists are made by using College English Curriculum Requirements, and CSL (China's Standards of English Language Ability as reference).

评价方式: Self-assessment, Peer assessment and Teacher assessment

Students are required to reflect on their own performance and measure progress in achieving those outcomes, and teachers would give feedback both in-class and after-class. During the process, students will complete multistage projects and consider how well they have done at each stage of the project using self-assessment and peer assessment techniques. The understanding of morals of Chinese idioms and allusions as well as Chinese ideology are included in the assessment, thus would help foster the young generation who have all-round moral, intellectual and aesthetical grounding with a hard-working spirit. Teachers can collect information about the learners through their classroom activities, and plan learning more effectively as they work through the materials.

五、教学设计特色

（说明教学设计方案在体现语言与育人融合方面的创新特色）

本课程的教学设计紧扣我校人才培养目标，打造有家国情怀、人文素养、创新精神、实践能力、国际视野的高素质人才。本方案深入贯彻“一体两翼”式教学模式，以提升英语综合应用能力为主体，以培养学生批判性讨论能力和跨文化交际能力为两翼，以立德树人为根本，在加深课程的思想性及人文内涵的基础上，提高学生的语言实际应用能力，“以典启智，以文化人”，帮助学生深刻理解新时期使命格局，提升其视野格局和意志品质。

本教学设计的主要特色有：

一、理论引领

在先进的论辩理论“语用论辩学”指导下，本课程在教学中注重指导学生运用批

判性讨论的方法识别、分析和评价教学单元的阅读材料及拓展材料中的“论辩”，从而合理有效地展示自己的“论辩”。论辩理论对于大学一、二年级的初学者来说，具有一定的挑战度，但熟悉了批判性讨论的基本模型和规则并应用到英文资料阅读和分析后，学生对阅读素材的理解与把握会更加深刻，阅读的主动性和批判性思维能力会得到提升。批判性讨论基本模式对学生的写作能力，特别是写作过程中的逻辑性提升会起到积极的推动作用，学生在写作中更善于表达立场，合理论证，注重文章的连贯性与逻辑性。

二、模式创新

项目式教学是本课程的创新模式之一。学生在进行每个单元的语言学习的同时，着手于完成与本单元主题相关的思政项目。学生广泛查阅搜集与单元主题相关的思政元素材料，在充分理解材料内容基础之上，挖掘其中的中国历史、文化、传统等思政元素，运用批判性讨论的方法识别、分析、评价材料并分组展示项目结果，最后进行讨论及写作。项目式教学模式不仅丰富了课堂教学内容与形式，更提升了学生用英语探讨交流复杂问题和学术问题的能力。完成项目的过程既是学生解读中华优秀传统文化知识的过程，又是培养思辨能力，增强文化自信的过程，从而帮助学生培养创新意识和未来精神。

三、内涵丰富

本设计方案立足教材，构建思政育人语境，设置形式多样的产出型练习，从而丰富课堂内涵，拓展学生的思维广度与深度，提高其综合文化素养。本设计通过批判性讨论、讲中国故事、议论文写作等实现上述目标的达成，在此过程中，学生对于中国经典故事的历史意义及其现实意义有了更深刻的理解，能从不同角度加以理解并进行理性思考、合理判断，能够用英文表达自己的见解。例如，本单元通过对“破釜沉舟”故事的挖掘，将故事中蕴涵的中国传统文化及价值观进行梳理，探索历史事件及历史人物对新时代青年一代的人生观、价值观的影响，“润物无声”地滋养学生的心灵，培养学生的家国情怀，提高学生的人文素养和文化自信。

注：本表请保存为 PDF 格式，与教学视频放入一个文件夹，文件夹以“**大学英语组/英语类专业组+学校名称+团队负责人姓名**”的形式命名，上传至百度网盘。并务必将**分享链接有效期限**设置为“永久有效”。