

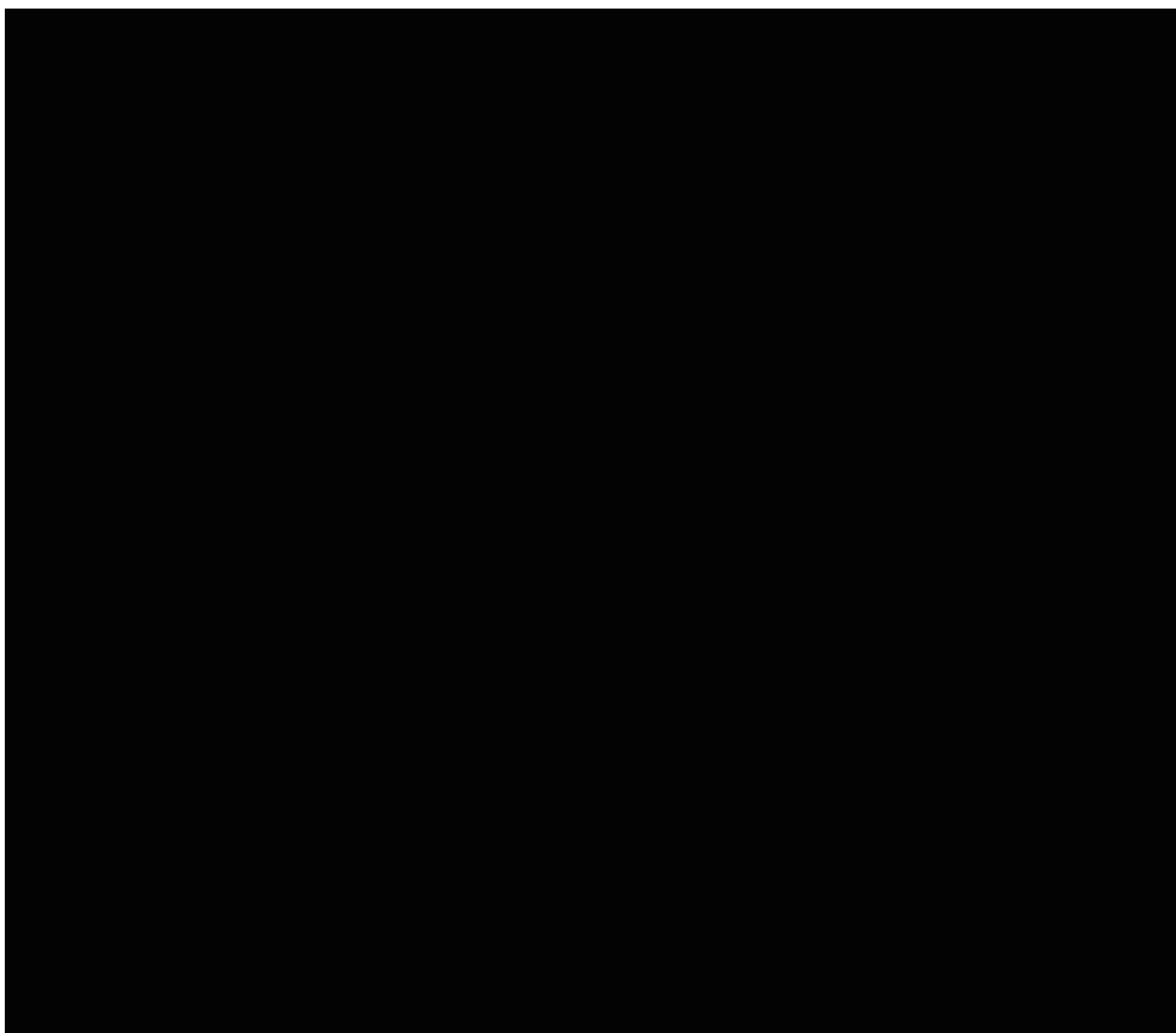
2020 年外研社“教学之星”大赛

教学设计方案

一、基本信息

课程名称	大学英语读写 1
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	非英语专业大学一年级本科生
教学时长	教学周 18 周，每周 2 课时
教材名称	《新标准大学英语综合教程（第二版）第一册
参赛单元	第_1_册 第_5_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）

【院校特色与教学对象特点】

根据 2017 年教育部颁布的《大学英语教学指南》及 ██████████ “十三五”规划和“双一流”本科生人才培养方案，大学英语教学分为基础阶段（一至二年级），和应用提高阶段（三至四年级）。本课程为 ██████████ 的公共必修课，授课对象为 ██████████ 一年级非英语专业本科学生，处于大学英语教学的基础阶段。经入学测评和学期持续评估，基本达到中国英语能力等级量表 5-6 级，能理解人文类一般专业性话题的语言材料，运用词汇及短语进行日常表达，满足基本社交功能。

【本课程的人才培养定位】

基础阶段对学生打好语言基础、掌握良好的语言学习方法、提高文化素养起着重要的作用。此外，作为综合类重点大学的公共课程，██████████ 的大学英语课除了培养学生流畅、准确地与人交流的能力，还应充分考虑锻炼学生运用英语解决现实生活中复杂问题的综合能力，思辨能力和自主学习能力，承担新时代大学生应有的社会责任。因此，除了夯实语言基础、进行日常语言技能提升外，本课程还力求通过线上线下混合式教学培养学生使用英语进行信息采集和交互的能力，提升思辨和创新能力，发展自主学习能力，增强全面发展的综合素质。

【本课程的设计理念】

以教育部高教司提出的“两性一度”金课标准为参考，力求培养学生的批判性综合思维，实现语言知识、语言能力和综合素质的有机融合，达到“高阶性”；课程内容以《新标准大学英语综合教程（第二版）》系列教材为框架，同时纳入时下热门话题的思考与讨论，反映前沿性和时代性，课程形式广泛采用新时代大学生感兴趣的网络科技技术，运用线上线下混合式教学，呈现先进性和互动性，并通过设置丰富多样的教学活动与任务，保证学生学习结果的探究性和个性化，从整体上实现“创新性”；同时，课程在充分调查与了解学生现有能力水平与需求的基础上，设置了有一定难度的教学目标，对教师备课和学生课下提出了较高要求，以实现合理的“挑战度”。

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】

教学周 18 周，每周 2 课时；

【总体目标】

本课程以教育部《大学英语教学指南》（2017）为指导，结合████████████████████大学英语教学大纲，训练学生英语听、说、读、写、译的综合语言技能，提高语言的的实际应用能力和跨文化交际能力，同时达到增长知识、拓展视野、提高思辨能力和提升文化素养等目标。

【语言目标】

（1）培养学生能够正确、熟练、有效地运用英语语音、词汇、语法及篇章结构等基础语言知识，在高中阶段应掌握的词汇基础上增加约 2000-3000 个单词，其中 400-600 个单词为与专业学习或未来工作相关的词汇；

（2）培养学生能够运用多项语言技能，在日常生活、学习和未来工作等诸多领域进行有效的交流，具体表现为：能够较好地理解有一定语言难度、内容较为熟悉或与所学专业相关的材料；能够对不同来源的信息进行综合、对比、分析，并得出自己的结论或形成自己的认识；能够以口头或书面形式阐明具有一定复杂性的道理或理论；能够通过口头或书面说理使他人接受新的观点或形成新的认识。

【育人目标】

以习近平新时代中国特色社会主义思想为指导，将社会主义核心价值观有机融入大学英语教学内容，帮助学生增进对不同文化的理解，树立世界眼光，培养国际意识，增强“四个自信”。具体表现为：

（1）以人为本，弘扬人的价值，注重人的综合素质培养和全面发展，充分挖掘大学英语课程丰富的人文内涵，实现工具性和人文性的有机统一；

（2）培养学生能够借助网络资源、工具书或他人的帮助，对中等语言难度的信息进行处理和加工，理解主旨思想和重要细节，材料内部的逻辑关系、篇章结构和隐含意义；

（3）培养学生能够较好地使用学习策略，养成良好的学习习惯；

（4）培养学生在与来自不同文化的人交流时，能够较好地处理与对方在文化和价值观等方面的不同，并能根据交际需要较好地使用交际策略。

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）

本课程每单元的主题参考《新标准大学英语综合教程（第二版）第一册》进行设定，该教材选题丰富，语言鲜活地道，体现社会发展和人文内涵，内容涉及校园生活、美食、学习与思考、家庭事务、新闻媒体、旅游、情感、身心健康等多个领域，与大学生的日常息息相关，同时注重引入时下热门的话题和新鲜地道、来自现实生活的真实语料，展示多元文化，探讨文化差异，提升文化意识与跨文化交际能力，强调使用语言技能来拓展知识边界，提高思维深度，以期实现语言与育人的有机融合。

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）

本课程采用行动研究和动态评估的方式，针对各单元教学目标设计并开展不同的教学任务，并对教学效果进行课前、课中、课后三个阶段的数据收集及分析，通过教学评估，反思及总结完善下一阶段教学计划。语言评价上，以准确性（accuracy）、适当性

(appropriateness)和流利性(fluecy)为标准,了解学生获取最近发展区内的语言知识所需要的帮助,逐步搭建脚手架,给予及时的语料输入和纠错;育人评价上,根据学生的课堂表现和完成任务的进度评估其学习状态,以便进行动态干预和互动,提供不同程度的策略辅助,进一步拓展学生的英语学习潜力;以问卷调查和深度访谈的方式,检测学生课程思政的学习效果。

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) 流利识读本单元课文中出现的生词,如 exaggerate, sensational, momentous 等;正确掌握新闻媒体主题相关词汇,如 newsworthy, objective, immediacy 等,并能熟练运用;
- (2) 能够用英语准确、流利地概括新闻事件。

【知识目标】

- (1) 熟悉新闻播报基本的构成要素及相关的英文表达,能听懂较简短的新闻播报,并对其结构、内容和立场作出符合逻辑的评价;
- (2) 熟悉新闻播报的主要形式,并用英语进行保持准确性、真实性、客观性的播报。

【育人目标】

- (1) 通过收集和整合资料,提升大学生对新闻媒体和社会生活的关注度和责任感,通过全面的讨论和深入思考,提高大学生对于“媒体霸权”的警惕性,以期成为保持客观考察和辩证思维的新闻读者乃至新闻工作者;
- (2) 通过了解和比较中外抗击新冠疫情的时事报道,培养学生的国际意识和世界眼光,建立社会主义道路自信、制度自信和文化自信。

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

【本单元主要内容】

《新标准大学英语综合教程 1 (第二版) 第五单元 News 24/7 Active Reading 1 (简称 AR1) Making the Headlines, 课文主要讨论了 911 恐袭、肯尼迪遇刺及越南机场出现老鼠这三件事构成新闻事件的原因、新闻的基本要素、媒体霸权 (“power of the media”) 的存在以及在新媒体的冲击下传统媒体的走向。

【课时分配】

2 课时 (90min)

【设计理念与思路】

本单元的教学设计在任务型教学法（Task-Based Language Teaching, 简称 TBLT）和产出导向法（Production-oriented Approach, 简称 POA）的指导下进行。教师通过呈现真实的交际场景，设定具体任务让学生逐步完成。在任务前进行驱动输入，任务中进行促成活动，任务后进行多元评价。

根据任务型教学法，任务必须以交际为目的；相对于语言形式，意义更为重要；必须与真实世界存在联系；教学以完成任务作为首要目标，其结果必须是明确的、可以衡量的（Ellis, 2009; Skehan, 1996; Willis & Willis, 2007）。本单元教学设计符合以上标准的核心任务共有三个，均由学生的产出成果进行衡量和评价。**任务一**的最终产出目标为脱稿完成一分钟以内的主题新闻播报，并能根据教师引导下自己总结和完善的评价体系来评估新闻播报的质量；**任务二**的最终产出目标为使用准确、恰当的语言和合理的逻辑比较不同种类媒体的优缺点，形成书面评价并能进行较为流利的口头总结与展示；**任务三**的最终产出目标为基于“媒体霸权”成因的批判性思考，采用不同的角度撰写两篇英语短新闻。

三大任务及其目标就学生现有的水平来看，均具有一定的难度。因此针对每个任务，教师均进行了 3~4 个阶段的教学设计，搭建合理的教学脚手架，一步步实现最近发展区内的成功，最终实现任务目标。

任务一和任务二的“启动任务阶段”设置在课前，激活学生对新闻媒体的背景知识和兴趣，启发学生的初步思考，对可能涉及的相关词汇和表达进行预习。任务一的“目标任务及语言形式阶段”争取在课堂教学的第一个课时前 15-20 分钟内完成，具体实施为结合课前预习、视频观看及课文阅读，理解和吸收相关的语料输入和学习素材，并在教师引导的讨论过程中自主形成该任务的评价体系。接着就可以进入任务一的“巩固拓展阶段”，以小组排序和组内播报的方式提供给每位同学一分钟口头脱稿播报新闻的机会，并通过生-生互评巩固对新闻播报评价的认识。任务二的“目标任务阶段”和完整的任务三设置在课堂教学的第二个课时。经过了课前准备和任务一的训练，要求学生进行对不同种类媒体的最终比较和展示。任务三也安排有相似原理和功能的“启动任务和目标任务”阶段，引导学生对“媒体霸权”进行深入理解和分析，使学生意识到原有知识、技能和思维方式的不足，以口头演讲和书面回答的方式进行批判性思考，并最终以后课作业的方式完成任务三的“巩固拓展”。

2>本单元教学组织流程:

教学环节	教学组织流程	教学手段及材料	学习程度
驱动	<p>课前任务（任务一、任务二启动任务）</p> <p>将全班分为四个新闻组：911 新闻组，肯尼迪遇刺新闻组，机场老鼠新闻组，抗击疫情新闻组，前三组对应 AR1 中提到的新闻，第四组对应时事新闻。</p> <p>1. 要求每组学生搜集两篇不同类型的本组主题相关新闻报道，类型包括但不限于报纸、电视、广播、社交媒体和互联网，</p>	<p>翻转课堂</p> <p>线上任务：使用 U 校园，云大平台等；</p> <p>线下任务：使用教材，推荐书目等</p>	<p>记忆、理解、创造</p>

	<p>比较两篇报道的不同点，并以可呈现的形式整理出来，如图片、图表、文字稿等，以便之后分享给全班（为课堂任务一、任务二做准备，学生成果示例见附录 2）；</p> <p>2. 每组上传 5-7 句话的新闻事件文字总结稿至 U 校园，组内所有成员都要准备在课上进行 1 分钟以内的口头播报，正式播报时可配图，但必须脱稿（为课堂任务一做准备，学生成果示例见附录 2）；</p> <p>3. 预习本单元新单词（使用 U 校园的 Vocabulary 板块进行辅助）；</p> <p>4. 预习 AR1，扫读全文，重点阅读 1-6 段，思考：What makes some events newsworthy?</p>		
驱动	<p>课上</p> <p>任务一（目标任务及语言形式）</p> <p>1. 交流课前思考：What makes some events newsworthy? 答案参考 AR1 中 1-6 段的原文语句并有进一步拓展，学生回答，教师引导及板书；</p> <p>2. 观看视频美剧 <i>The Newsroom</i> 节选片段（字幕文本见附录 3）并讨论：What are some standards for news reporting? 并提示学生可运用 skimming 和 scanning 从课文中找到线索；</p> <p>参考答案： 可从课文中找到的关键词：Immediacy, Objective (objectivity), Reliable (reliability)等； 可通过视频引导的关键词：Truthfulness, Accuracy 等 可进一步拓展的关键词： Journalism ethics, Impartiality, Fairness, Public accountability, Humanity 等；</p> <p>3. 要求学生回忆视频中的新闻内容，总结新闻播报的要素，引导学生阅读课文第 7</p>	<p>翻转课堂</p> <p>线下课堂：使用 ppt，教师自己剪辑配字幕的视频，教材等；</p> <p>线上辅助：U 校园，云大平台等（15min）</p>	<p>记忆、理解、分析</p>

	<p>段，将总结补充完全：when, who, what, where and why；可以用哪些表达来囊括这些要素？学生列举，教师引导及板书；</p> <p>4. 总结新闻播报需遵循的原则及必有要素，提炼成任务一所需的评价表，并展示在 ppt 上（成果示例见附录 2）；</p> <p>5. 教师提前录制新闻播报的原则主题微课（2min34s），发布在 U 校园上，给想要了解更多信息或需要语言协助的学生作参考。</p>		
促成 + 即时评价	<p>任务一（巩固拓展）</p> <p>1. 将全班由课前的新闻组进行组内排序后，重新分为四人一组的播报组，每组各成员分别来自不同的新闻组。每个成员轮流向新组员播报准备好的 1 分钟新闻（脱稿，可配图）；</p> <p>2. 听众依据 Lead-in 中环节 4 的总结，对新闻播报是否达到标准作出评价，具体操作为在云大平台中进行打分并写上简短评语；</p> <p>3. 小组推举一名学生在全班作优秀新闻播报展示；</p> <p>4. 教师展示云大平台上的小组推举理由，并给出评价和反馈。</p>	<p>翻转课堂</p> <p>小组协作</p> <p>同伴评价</p> <p>线下课堂：使用 ppt 等；</p> <p>线上辅助：使用云大平台等（20min）</p>	应用、分析、评价
促成 + 即时评价	<p>任务二（目标任务）</p> <p>1. 从播报组返回新闻组，每组展示不同类型的两篇新闻报道，比较共同点和不同点（课前任务展示，学生成果示例见附录 2）；</p> <p>2. 阅读课文 8-10 段，讨论不同类型的媒体播报新闻分别具有什么样的优势（the press, the TV, the radio, the social media, open-access web pages），学生回答，教师引导及板书。</p>	<p>翻转课堂</p> <p>线下课堂：使用 ppt，教材以及学生准备的其他媒体形式；</p> <p>线上辅助（10min + 10min）</p>	理解、分析、评价
驱动	<p>任务三（启动任务）</p> <p>1. 再次阅读第 8 段，讨论如何理解“媒体霸权”，学生自由回答，教师评价及反馈；</p> <p>2. 讨论如何看待同一新闻，不同角度的播报，具体可能有</p>	<p>线下课堂：使用教材，ppt 及教师准备的其他媒体形式；</p> <p>线上辅助</p>	理解、分析

	<p>1) 不同媒体对同一事件的不同态度和播报， 举例：同样是针对 2012 年 7 月美国就业和失业情况，四家媒体的新闻标题分别如下 NPR: “163,000 Jobs Added in July; Unemployment Rate Rose to 8.3 Percent.” Fox News: “Wrong-Way Growth: Jobless Jumps in July as New Hiring Remains Slow.” NBC News: “US Economy's Job Engine Revved up in July.” Reuters: “Job Growth Steps up, But Jobless Rate Rises.”</p> <p>2) 相同媒体对相似事件的不同态度和播报，举例：同是为了抗击新冠肺炎选择封城，2020 年 3 月 8 号的纽约时报对中国的举措和对意大利的举措进行了不同的报道和评价 对中国：“China placed nearly 60 million people under lockdown...Its campaign has come at great cost to people’s livelihoods and personal liberties.” 对意大利：“Italy is locking down Milan, Venice and much of its north, risking its economy in an effort to contain Europe’s worst coronavirus outbreak.” 提问学生：What are the problems facing journalists who want to be objective? (课本 p78 <i>Developing critical thinking</i> 问题 2)，学生自由回答，教师评价及反馈。</p>	(10min)	
促成 + 即时评价	<p><u>任务三（目标任务）</u></p> <ol style="list-style-type: none"> 1. 针对“中国抗击疫情的方法和成效”这一主题，教师搜集并展示 15 个不同来源/角度的新闻报道标题（见附录 4），要求学生结对，选择其中的 2-3 则报道，比较其用词和态度； 2. 学生自荐，在全班进行演讲和展示； 3. 教师用云大平台发布“读后续写”任务，要求学生提交书面回答，深入探讨“媒体霸权”的存在方式，以及如何尽量避免受到媒体影响，保持独立客观的思考。 	<p>线下课堂：使用 ppt 等；</p> <p>线上辅助：使用云大平台等（25min）</p>	理解、分析、评价

延时评价	<p>课后任务（任务三巩固拓展）</p> <p>参考单元任务 Producing the front page of a local newspaper（课本 p90 Unit Task），要求学生以 [] 学生志愿者援助抗疫为背景，查找资料，自选至少两个角度撰写两篇英语短新闻，每篇 5-7 句话，提交到 iWrite。</p> <p>可选角度：1. [] 学校视角；2. 生活小区视角；3. 志愿者视角；4. 医院视角；5. 邻省视角；6. 邻国视角等。</p> <p>（学生成果示例见附录 5）</p>	<p>翻转课堂</p> <p>线上任务：使用 U 校园、iWrite 等</p>	<p>分析、创造</p>
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3>语言与育人的有机融合

本单元的教学设计充分体现了语言与育人的有机融合。

从语言能力上而言，每个阶段的活动都对学生的听、说、读、写等多项技能进行了训练，比如任务一的巩固拓展阶段，小组成员轮流汇报，其他成员即时评价，既要求说得流利，又力保听得专注，最终还要落实到写得到位。

从语言及人文知识上而言，每个阶段的活动都对学生的学习与掌握有不同程度的培养。根据布鲁姆的教育目标分类框架（修订版），知识的掌握程度和能力的培养程度分为六个层次：“记忆、理解”为学习的低层次目标，在本课程中，基本安排由课前线上预习及前置课堂活动，通过学生自学和教师的少量引导实现；“应用、分析、评价、创造”是学习的高层次目标，在教师引导下，通过开展多层次的课堂活动来逐步实现，再由后置的线上学习活动进行巩固。

从人文培育的角度而言，激发学生对新闻媒体、国际事件和社会生活的关注和兴趣，培养学生的社会责任感和国际视野，树立社会主义文化自信。尤其是新闻组第 4 组的任务以及任务三，积极引入抗疫时事，增进学生对“中国抗击疫情的方法和成效”的了解，一方面树立社会主义制度自信、道路自信，另一方面又通过讨论“媒体霸权”，对部分西方媒体对中国的偏见与抹黑有更清晰、客观地认识，乃至积极寻求沟通、交流、解决和对抗的方式，成为有理想、有思想、有态度、有担当的社会主义新青年。

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）

本单元的教学评价与本课程保持一致，采用动态评估的方式，保证每个阶段教师都能通过明确的评价标准和可视的课堂表现来给予反馈，促进学生进步。三个核心任务均有口语和书面形式的双重产出。其中任务一要求每个学生都完成口语产出，并且经由生-生互评获得评价；任务二以小组为单位，进行图文并茂的展示，教师以口头点评和现场板书的形式当场反馈；任务三的目标任务要求学生结对训练后通过自荐展示训练成果，教师给予口头反馈，然后再使用云大平台形成书面讨论和评价；任务三的巩固拓展任务要求每个学生都进行难度最大的写作产出，并最终通过批改网自评和教师批改的形式给予反馈。而对这一课后作业的评价、讨论与反馈又将构成下一轮教学的

课前任务和启动任务，以此实现有效的互动循环和动态评估。

本单元评价过程的设计力求贯彻“以学生为中心”的理念，实现语言与育人的融合。以任务一为例，其评价体系是由学生在教师引导下，逐步自行创建和完善的，除了训练对语言表达、体裁结构的熟悉度之外，还锻炼学生综合处理、解构分析和总体概括信息的能力。此外，各个阶段的活动虽有明确的评价标准，却无固定的标准答案，旨在最大程度上调动学生的想象力和创造力，培养批判性思维和思辨能力。同时这种设计也对教师的知识储备和应变能力提出了更高的要求。

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）

【教学方法】

阅读作为一种输入手段，其传统教学方法也是侧重于输入，即以教师讲解阅读方法、技巧，疏通新单词及难理解的句子，以给学生提供可理解性输入。本单元的教学对象为大一新生，其高中阶段普遍偏重输入、注重考试技巧、长期存在“学用分离”等问题。根据 Swain (1985) 的“输出假说”理论，“可理解的输入”并不能自动内化。要使学习者全面发展其二语水平，更需要侧重输出，即在主动对语言输入进行加工整理的过程中自然而然地掌握语言的内在表达形式和结构。基于以上考虑，本课程作为综合类读写课，采用任务型教学法进行具体教学设计，辅以产出导向法进行梳理和完善，依托“以教师为主导，以学生为主体 (student-centered)”的教学理念，采用参与式教学 (learning by doing) 方式，通过“驱动 (motivating)-促成 (enabling)-评价 (assessing)”三个环节促成有效输出，实现“做中学”“学中评”的效果。这种教学设计既能充分锻炼学生的语言使用技能，又能极大地开发学生的学习潜力和思考深度，实现人文性和工具性的统一。

【教学手段】

本课程采用基于移动学习 (Mobile-learning) 的线上线下混合教学模式授课，实现多终端实时监控和翻转课堂。课前利用 U 校园平台、批改网平台、云大平台 app 以及教师自行录制微课等多种方式布置学生完成线上预习与课后作业，实现自主探究式学习；课堂上进行移动端自动签到，随机线上抽查、抢答、讨论等，授课过程中使用多媒体和智慧教室等现代化教学技术进行辅助，提高教学效果；课后再通过各平台生成个性化学习分析报告，机评与师评相结合。通过以上教学手段，不仅能有效跟进学生的语言学习状态，还能训练学生熟练使用现代化信息技术进行学习，培养终身学习的积极态度和习惯，实现语言与育人的融合。

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UNIT 5 News 24/7
Active Reading 1 Making the Headlines

Lesson Objectives:

- SWBAT correctly pronounce and memorize new words in the text, such as *exaggerate*, *sensational*, *momentous*, etc., and have a good command of media-related vocabulary, such as *newsworthy*, *objective*, *immediacy*, etc. by using them appropriately in the context.
- SWBAT analyze basic elements of news, using them to make a one-minute oral report, and form reasonable evaluations on each other's work.
- SWBAT come up with personal critical opinions on “power of the media” and ways to stay objective as news readers and reporters.
- SWBAT write news reports based on the same given context yet viewed from different perspectives in a sensible way.

Teaching Stages	Task Stages	Materials	Level of Learning
Motivating	<p>Pre-class Assignment (Priming Task for Task 1 & 2)</p> <p>Divide the whole class into four themed-news groups based on the following events (the former three are discussed in the text and the last one catches on with current affairs):</p> <p>Group 1: 9/11 attack Group 2: J.F.Kennedy Assassination Group 3: Mouse holding up a flight Group 4: Fighting against COVID-19</p> <p>Ask each group to</p> <ol style="list-style-type: none"> 1) search for two pieces of themed-news presented by different types of media, such as the press, the TV, the radio or social media and open-access web pages; get prepared to compare and display their differences using pictures or diagrams in class; 2) upload a brief script of the targeted news event with 5-7 sentences to Unipus; all members of the group should get prepared to deliver a one-minute oral report in 	Unipus, YNU platform, Textbook, Suggested reading materials, etc.	Remembering, Understanding, Creating

附录 1: Lesson Plan in English

	<p>class without referring to the script;</p> <p>3) preview vocabulary of the text with the assistance of Unipus;</p> <p>4) scan the text, read paragraphs 1-6 in details and think: <i>What makes some events newsworthy?</i></p>		
Motivating	<p>In Class</p> <p>Task 1: Target Task and Language Work</p> <p>1) Ask Ss to share their opinions on the pre-assigned question: <i>What makes some events newsworthy?</i> A sample answer takes reference from paragraphs 1-6.</p> <p>2) Watch a video clip from <i>Newsroom</i> and discuss: <i>What are some standards for news reporting?</i> Lead Ss to use scanning and skimming skills to find key words from the text, such as <i>immediacy, objective (objectivity), reliable (reliability)</i>, etc. Introduce more related new words such as <i>truthfulness, accuracy, journalism ethics, impartiality, fairness, public accountability, humanity</i>, etc.</p> <p>3) Tell Ss to recall the content of news in the video, summarize essential elements of news reporting, and complete the answer through reading paragraph 7: <i>when, who, what, where</i> and <i>why</i>.</p> <p>4) Conclude standards and elements for news reporting and create an evaluation form for oral reports in the next task stage.</p> <p>5) Suggest students with language difficulties to watch the micro-lecture (30s-1min) filmed by the teacher on Unipus as learning assistance.</p>	PPT, Edited video clip with English subtitles, Textbook, Unipus, YNU platform, etc. (15 min)	Remembering, Understanding, Analyzing
Enabling and Assessing	<p>Task 1: Consolidation and Extension</p> <p>1) Reorganize the class to form new reporting groups with four members, each coming from a different pre-class group and getting ready to report a piece of different themed-news.</p> <p>2) Ask Ss to take turns, making oral reports to their new group members without looking at any script. The rest of the group should judge the reporter's performance using the evaluation form created in the previous task stage through YNU platform.</p> <p>3) Come as a whole class and ask one volunteer to demonstrate the news reporting</p>	PPT, Unipus, Evaluation forms, YNU platform, etc. (20 min)	Applying, Analyzing, Evaluating

附录 1: Lesson Plan in English

	<p>process.</p> <p>4) Share the peer evaluation comments for the volunteer and give teacher's feedbacks.</p>		
Enabling and Assessing	<p>Task 2: Target Task</p> <p>1) Ask Ss to return to their pre-class news groups and exhibit the two pieces of news they have prepared in advance. Compare similarity and differences of various types of media (the press, the TV, the radio or social media and open-access web pages).</p> <p>2) Ask Ss to read paragraphs 8-10 of the text, compare advantages and disadvantages of different types of media.</p> <p>3) Ask volunteers to share their answers and give teacher's feedbacks.</p>	PPT, Textbook, Student-prepared materials in different media types. (20 min)	Understanding, Analyzing, Evaluating
Motivating	<p>Task 3: Priming Task</p> <p>1) Ask Ss to read paragraph 8 and discuss how to interpret "power of the media".</p> <p>2) Lead Ss to discuss: How to perceive reports delivered with different attitudes by media? Including</p> <p>① different media sources with different attitudes on the same event, for example, concerning US employments in July, 2012, four different media sources give contrasting headlines: NPR: "163,000 Jobs Added in July; Unemployment Rate Rose to 8.3 Percent." Fox News: "Wrong-Way Growth: Jobless Jumps in July as New Hiring Remains Slow." NBC News: "US Economy's Job Engine Revved up in July." Reuters: "Job Growth Steps up, But Jobless Rate Rises."</p> <p>② same media source with different attitudes on similar events, for example, concerning the lockdown of Chinese and Italian cities to fight against COVID-19, <i>The New York Times</i> give contrasting headlines and comments: China: "China placed nearly 60 million people under lockdown...Its campaign has come at great cost to people's livelihoods and personal liberties." Italy: "Italy is locking down Milan, Venice and much of its north, risking its economy in an effort to contain Europe's worst coronavirus outbreak."</p> <p>3) Lead Ss to discuss (<i>Developing critical thinking Q2, p.78, textbook</i>): <i>What are the</i></p>	PPT, Textbook, Teacher-prepared materials. (10 min)	Understanding, Analyzing

附录 1: Lesson Plan in English

	<i>problems facing journalists who want to be objective?</i>		
Enabling and Assessing	<p>Task 3: Target Task</p> <ol style="list-style-type: none"> 1) Ask Ss to work in pairs, choose 2-3 headlines from a series of news reports regarding “China’s Ways of Fighting Against COVID-19” prepared ahead by the teacher. Each pair should compare the attitudes and stances indicated by the language usage and discuss about the possible reasons. 2) Come as a whole class, ask volunteers to share their findings. 3) Ask Ss to write a brief summary of discussion on how “power of the media” exists as well as what to do to avoid being influenced by it and stay objective when reading or reporting news. 	PPT, YNU platform, Teacher-prepared materials. (25 min)	Understanding, Analyzing, Evaluating
Assessing (in next round)	<p>Assignment: (Consolidation and Extension for Task 3)</p> <p>Ask Ss to write two news reports, each with 5-7 sentences, from at least two perspectives based on the same context – Student Volunteers of Yunnan University in Fighting Against COVID-19.</p> <p>Suggested perspectives: ① Yunnan University; ② Living community that receives help; ③ Volunteers; ④ Hospital that receives help; ⑤ Neighbor provinces; ⑥ Neighbor countries.</p>	Unipus, iWrite	Analyzing, Creating

任务一书面产出成果示例

学生分组：

- 第一组：911 新闻组
- 第二组：肯尼迪遇刺新闻组
- 第三组：机场老鼠新闻组
- 第四组：抗击疫情新闻组

以下示例均来自于学生原创。

- A. 课前任务 (1)：要求每组搜集两篇不同类型的本组主题相关新闻报道，比较不同点，并以可呈现的形式整理出来。

成果示例 (来自第一组)：



a. Newspaper



b. TV News

Types	Differences	Similarity
Newspaper	display sensational headlines; with detailed written description	provide images
TV News	present news in real time; more information could be provided through speaking	

B. 课前任务 (2): 要求每组上传 5-7 句话的新闻事件文字总结稿至 U 校园

成果示例 (来自第四组):



C. 课堂任务一 (目标任务及语言形式): 总结新闻播报需遵循的原则及必有的要素, 形成评价表

成果示例:

Elements of a news report (50%)	Delivery (50%)
who 10%	pronunciation 10%
what 10%	intonation 10%
when 10%	fluency 10%
where 10%	appropriate language 10%
why 10%	gesture 10%
Total:	
Comments:	

附录 3: 任务一播放视频字幕文本

1

00:00:03,000 --> 00:00:04,980

We're cutting into our program with breaking news.

2

00:00:04,980 --> 00:00:08,550

A local Tucson newspaper is reporting
that Arizona Congresswoman

3

00:00:08,550 --> 00:00:11,160

Gabby, Gabrielle Giffords has been shot

4

00:00:11,160 --> 00:00:14,680

while holding a public event in
Tucson outside a grocery store.

5

00:00:14,680 --> 00:00:17,760

Possibly as many as 12 others have
been rushed to an area hospital...

6

00:00:17,760 --> 00:00:19,020

Does he have an arrest record?

7

00:00:19,020 --> 00:00:20,260

They've had him for over an hour now.

8

00:00:20,260 --> 00:00:21,540

How can they not know who he is?

9

00:00:21,540 --> 00:00:23,610

He's not going on the air with maybe.

10

00:00:24,210 --> 00:00:26,270

- Jim. Jim. - No, an arrest record.

11

00:00:26,270 --> 00:00:29,120

Jim, NPR is saying she's dead.

12

00:00:32,520 --> 00:00:34,480

- Anyone else? - No.

13

00:00:35,090 --> 00:00:36,770

Then she's not dead yet.

14

00:00:38,810 --> 00:00:39,610

附录 3: 任务一播放视频字幕文本

We're going to show you now

15

00:00:39,610 --> 00:00:42,160
an interview Gabrielle Giffords gave just last year.

16

00:00:42,160 --> 00:00:44,070
This is Congresswoman Giffords.

17

00:00:44,070 --> 00:00:45,560
- 30 seconds. - What's going on?

18

00:00:45,560 --> 00:00:46,540
I'll call security.

19

00:00:46,540 --> 00:00:48,290
Every second you're not current,

20

00:00:48,290 --> 00:00:50,660
1,000 people are changing the channel
to the guy who is.

21

00:00:50,660 --> 00:00:52,760
That's the business you're in.

22

00:00:53,790 --> 00:00:56,360
MSNBC, FOX, and CNN all say she's dead.

23

00:00:56,360 --> 00:00:57,440
Don, tell him.

24

00:00:58,670 --> 00:01:00,080
Don!

25

00:01:00,570 --> 00:01:02,090
It's a person.

26

00:01:02,760 --> 00:01:05,670
A doctor pronounces her dead, not the news.

27

00:01:19,180 --> 00:01:21,920
Back in five, four...

28

00:01:27,590 --> 00:01:30,660

附录 3: 任务一播放视频字幕文本

What we know so far is that
Congresswoman Gabrielle Giffords

29

00:01:30,660 --> 00:01:33,380
and 12 others were shot when a gunman opened fire

30

00:01:33,380 --> 00:01:36,010
at a local town hall in Tucson, Arizona.

31

00:01:42,860 --> 00:01:45,080
Is he overhearing it or is he at the hospital?

32

00:01:45,080 --> 00:01:46,910
- She's alive! - Who's telling you that?

33

00:01:46,910 --> 00:01:49,200
The anesthesiologist. She's being prepped for surgery.

34

00:01:49,200 --> 00:01:49,940
I've got her alive!

35

00:01:49,940 --> 00:01:51,650
NPR called it wrong. She's alive.

36

00:01:52,400 --> 00:01:53,840
She's alive.

37

00:01:54,520 --> 00:01:55,860
Will.

38

00:01:56,250 --> 00:01:59,310
All right, we're learning now that
Giffords is being prepped for surgery

39

00:01:59,310 --> 00:02:02,050
and we have our ACN affiliate at University Hospital now.

40

00:02:02,050 --> 00:02:04,800
- What can you tell us? - Will...

任务三（目标任务）新闻报道材料

任务描述：针对“中国抗击疫情的方法和成效”这一主题，教师搜集并展示 15 个不同来源/角度的新闻报道标题，要求学生结对，选择其中的 2-3 则报道，比较其用词和态度。

1

Title: Wuhan carries out 1 million tests in a week, sees asymptomatic rate dropping

Media: Global Times

Date: May 19, 2020

2

Title: Coronavirus: Trump accuses WHO of being a 'puppet of China'

Media: <https://www.bbc.co.uk/news/health-52679329>

Date: May 19, 2020

3

Title: How China's private sector helped the government fight Coronavirus

Media: The Conversation

Date: May 11, 2020

4

Title: China gets top score as citizens rank their governments' response to the Coronavirus outbreak

Media: chinadaily.com.cn

Date: May 08, 2020

5

Title: Physician runs tight ship, innovates care methods against COVID-19 from Wuhan to Suifenhe

Media: Global Times

Date: May 07, 2020

6

Title: China President Pledges Help to South Africa in Coronavirus Fight

Media: VOA News

Date: Apr 09, 2020

7

Title: China's Coronavirus Battle Is Waning. Its Propaganda Fight Is Not

Media: The Conversation

Date: Apr 08, 2020

8

Title: How China's using surveillance to tackle outbreak

Media: BBC News

Date: Apr 02, 2020

9

Title: China is reporting big successes in the coronavirus fight. Should we trust the numbers?

Media: The Washington Post

Date: Mar 23, 2020

10

Title: China sends doctors and masks overseas as domestic coronavirus infections drop

Media: The Guardian

Date: Mar 19, 2020

11

Title: Coronavirus: How is China recovering from the outbreak?

Media: Sky News

Date: Mar 10, 2020

12

Title: How did China get to grips with its coronavirus outbreak?

Media: The Guardian

Date: Mar 9, 2020

13

Title: China's technology use in the fight against COVID-19 is a learning opportunity

Media: CGTN

Date: Feb 27, 2020

14

Title: Western politicians and media use Yellow Peril stereotype to smear China amid epidemic

Media: Global Times

Date: Feb 25, 2020

15

Title: Wuhan sealed to contain virus; isolated cases seen elsewhere

Media: China Daily

Date: Jan 24, 2020

附录 5：课后任务书面产出成果示例

课后任务（任务三巩固拓展）书面产出成果示例

任务描述：以██████████学生志愿者援助抗疫为背景，查找资料，自选至少两个角度撰写两篇英语短新闻，每篇 5-7 句话，提交到 iWrite。

可选角度：1. ██████████学校视角；2. 生活小区视角；3. 志愿者视角；4. 医院视角；5. 邻省视角；6. 邻国视角等。

以下示例来自于学生原创。

The screenshot shows the iWrite writing platform interface. At the top, it displays the user's name '云南大学' and a 'VIP-Pro版' status. Below this, there's a navigation bar with '首页 / 作业管理' and a recommendation to use Chrome, Firefox, or 360 browser. The main content area shows a score of 95 and a detailed evaluation of the student's work. The evaluation includes a '评语' (comment) praising the student's writing accuracy, rich vocabulary, and logical structure. Below the evaluation, there's a list of errors categorized into '语法错误' (grammar errors), '选词冗余' (word redundancy), '词法错误' (word usage errors), '介词冗余' (preposition redundancy), '限定词冗余' (determiner redundancy), '名词错用' (noun misusage), '词法错误' (word usage errors), '技术规范类错误' (technical norm errors), '大小写错误' (capitalization errors), '其他错误' (other errors), and '其他错误' (other errors). The student's homework text is visible on the left, showing two news reports: one from the perspective of volunteers and another from the perspective of neighbor countries.

Homework: News reporting Unit 5 (V4)

按住ctrl键并点击鼠标左键以选择单词。按住>键并点击鼠标左键以选择句子

1. News reporting from the perspective of volunteers:

Wang Wange, a 2018 undergraduate student of Visual Communication Design at Changxin International Academy of Arts in Yunnan University, is from Wuhan. Her mother is the deputy chief nurse of the Department of Nuclear Medicine of Wuchang Campus of Central Warfare General Hospital. On January 29, After the outbreak of COVID-19 in Wuhan, Wang Wange took part in the volunteer services on the frontline of epidemic prevention. Wang Wange wrote in her volunteer diary: "In 2008, there was an earthquake in Wenchuan, and my mother went to rescue. Twelve years later, COVID-19 epidemic struck in Wuhan. As a child of Wuhan people as well as a medical worker, I am determined to fight side by side with my mother. Although I am still young, as long as I decide to be dedicated to the task, I believe I can fight with the epidemic together with thousands of fellow citizens and overcome the difficulties!

2. News reporting from the perspective of neighbor countries:

As the COVID-19 continues to spread, countries around the world have been taking measures to fight against the pandemic. To play the special role of universities and colleges in combating COVID-19 outbreak, in April South & Southeast Asian University Network (S&SE ASIAN UN), which was initiated by Yunnan University, China, has jointed member universities at home and abroad to sign the Statement of the South & Southeast Asian University Network on Joining Efforts in Fighting against COVID-19 (hereinafter referred to as "Statement"), calling on stronger cooperation and mutual assistance through difficulties. By now, the Statement has been co-signed by 57 universities from 12 countries, including universities from China, Vietnam, Laos, Cambodia, Thailand, Myanmar, Malaysia, Nepal, India, Pakistan, Bangladesh and Sri Lanka. S&SE ASIAN UN was established in Kunming, China in 2018, with its Secretariat permanently set up at Yunnan University. It aims to further enhance people-to-people exchanges between China and South & Southeast Asian countries, build a platform for regional exchanges and cooperation in higher education and construct a regional higher education community.

用时: 1 | 字数: 340

作业提交时间: