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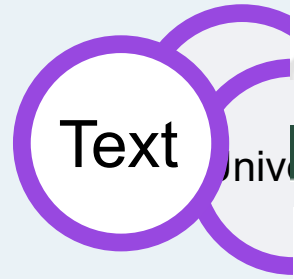
# Needs analysis

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# Teaching Method and Procedure

# Assessment



## 教材定位

本系列教材以《大学英语教学指南》为指导，针对“基础目标”与“提高目标”设计内容，有机对接《中国英语能力等级量表》四至五级，兼顾大学英语的工具性和人文性，在着重培养学生通用英语能力的基础上，促进职场英语和学术英语能力发展，全面提升综合素养。

## 教材特色

### 主题牵引，兼顾工具、人文双重属性

本系列教材以内容为依托，探索青年文化、社会生活、职场经纬、学术视野四大主题，既关注青年学生兴趣所在的时代前沿话题，引导学生探索人与自我、人与社会、人与自然、人与未来等四大知识领域，凸显大学英语的人文性，又聚焦职场英语和学术英语，满足学生职业发展或学业深造的需要，凸显大学英语的工具性，实现大学英语工具性和人文性的有机统一。

## 1. 大学英语

采用分级教学模式加强熟练的英语听、说、读、写能力，具有查阅外文文献，

Double First-Class University Plan  
Moderate autonomous learning  
Clinical Medicine & Pharmacology and  
Majoring in  
5) according to  
ation "



力，促进知识  
(三)  
1. 大学  
采用分级  
熟练的英语听  
能力，具有  
2. 大学  
培养学生  
能力，具有转  
二、专  
(一)  
本专业  
中  
西，追求卓越，具有国际化视野和入理潜质，掌握坚实基础知识，具备优秀的人文、科学与职业素养及深厚的中国传统文化底蕴，精通中医经典理论，掌握现代医学知识，能够熟练运用中医学思维方式与专业技能，从事中医临床或科学研究工作的中医学拔尖创新人才。

## Unit 6: Passing the Torch

- ① to invite contributions in discussion
- ② to compare and contrast viewpoints
- ③ to master the definition and features of biography

Language

Knowledge

- ① to summarize the construction history of FAST
- ② to understand the features of your/different generations in China and US

Ability

- ① to analyze the chronology of events using a timeline
- ② to develop the outlook of time and space

Moral education



- ① to open up mind about different people and cultures
- ② to build up national confidence and international view
- ③ to reflect on hero you want to become

**Presentation**

PP6(Final): Creating you dream-  
the hero you want to become

**Episode 1: Generational differences**

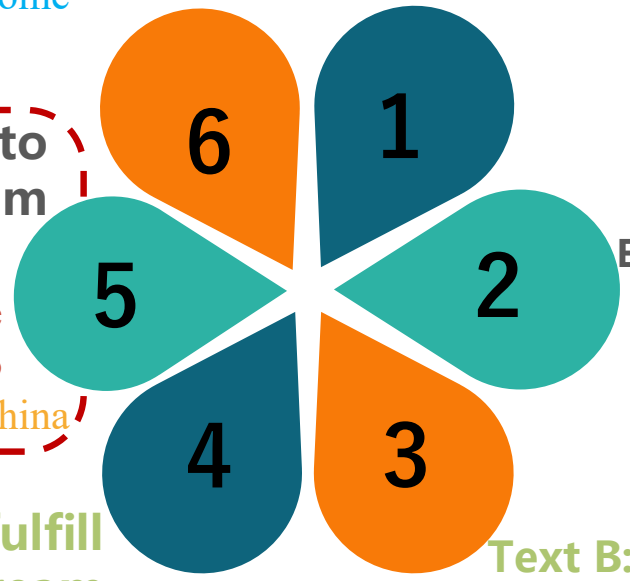
Productive Project (PP)1: Write down the  
features of your generations

**Principles**

- 1 Selecting
- 2 Reordering
- 3 Revising
- 4 Supplementing

**Text A: Sky-high Ambition to fulfill an "unreachable" dream**  
 Writing genre: biography  
 Critical thinking: meaningful life of one current TCM hero  
 PP5: Blank filling: Wisdom of China

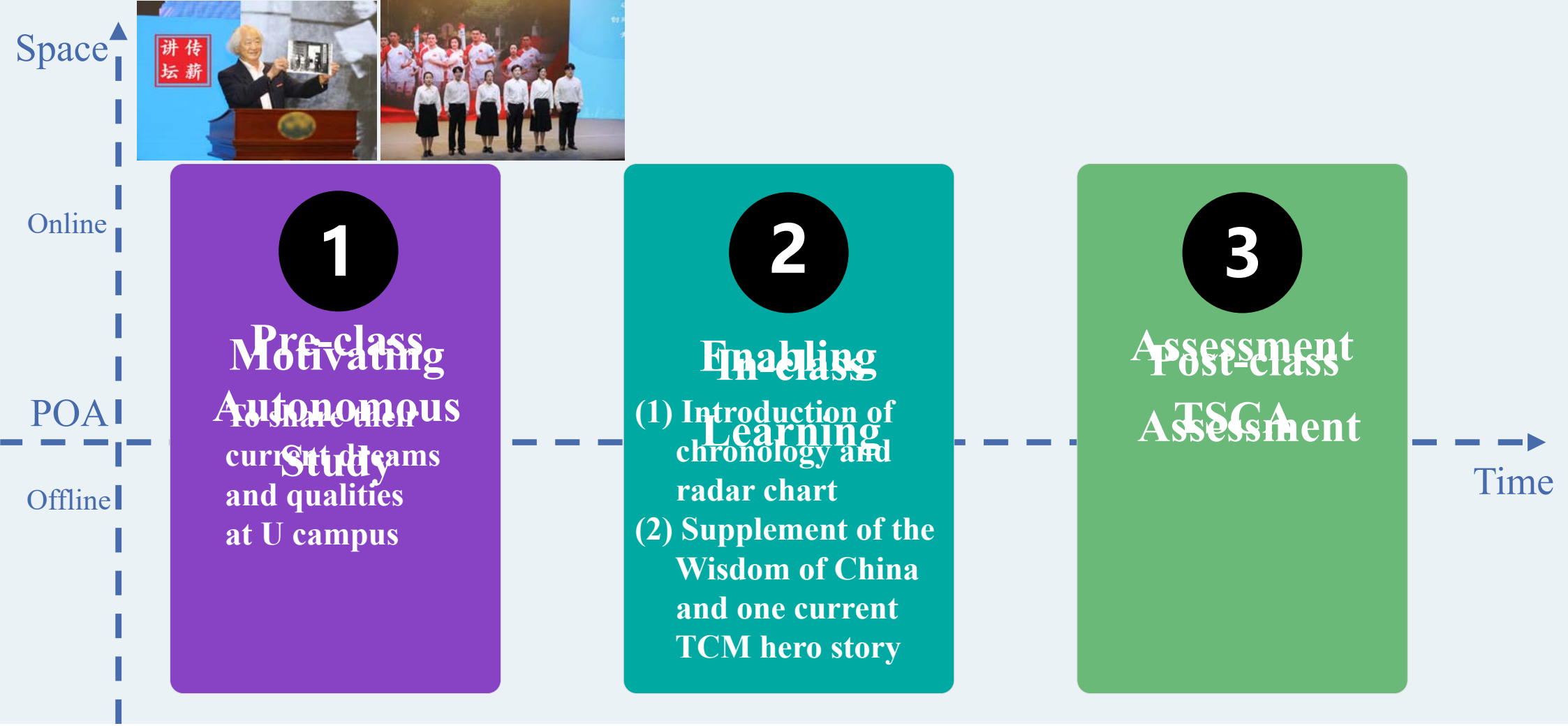
**Text A: Sky-high Ambition to fulfill an "unreachable" dream**  
 PP4: Global and detailed reading

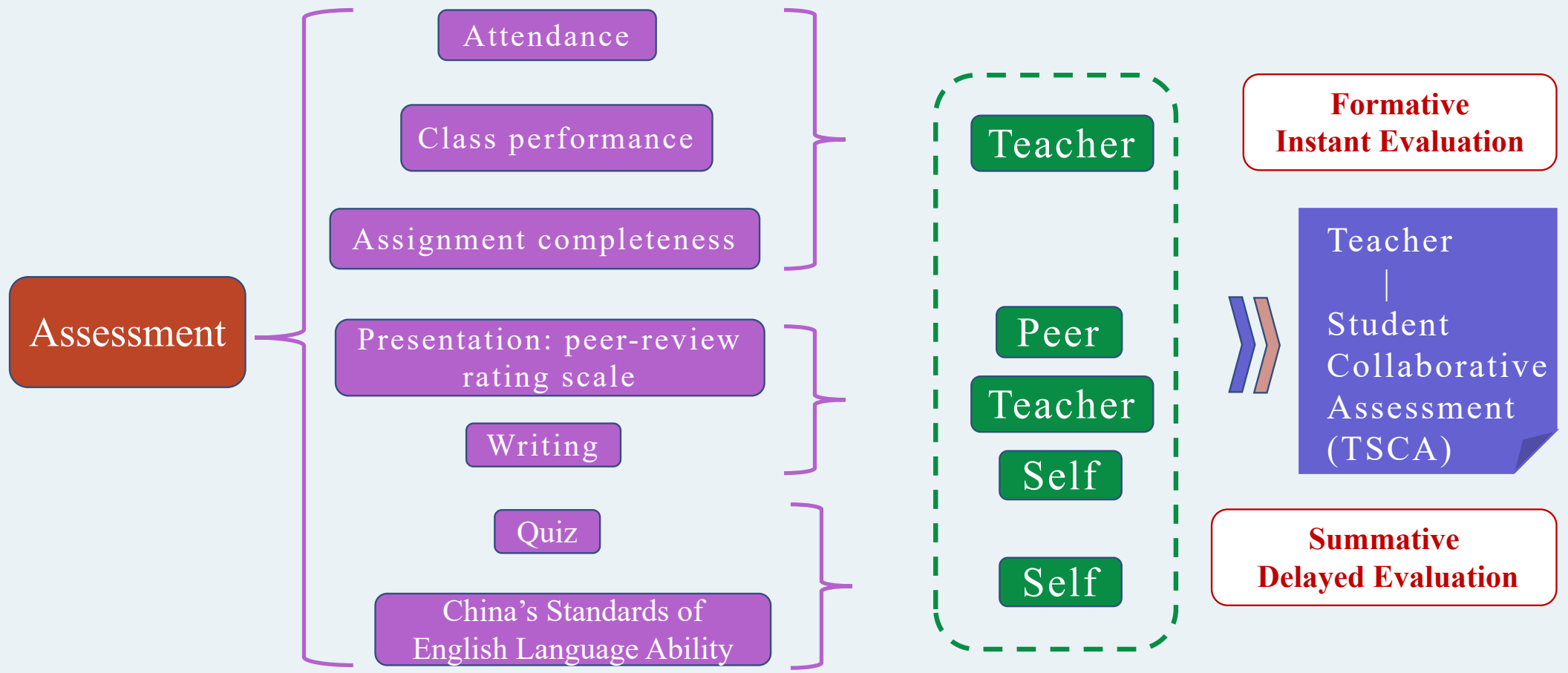


**Episode 2: Hopes for the future**  
 PP2 :Write down your hopes for the future

**Text B:Working across the age gap**  
 PP3:Talk about the features of different generations in China

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**Peer-review for Group PPT Presentation**

**I BASIC INFORMATION**

Presenters: \_\_\_\_\_ Group No: \_\_\_\_\_  
 Focused topic: \_\_\_\_\_

**II MARKING CRITERIA**

Evaluation: 1=Poor 2=Unsatisfactory 3=Satisfactory 4=Good 5= Excellent

		1	2	3	4	5
<b>Structure and organization: (20 marks)</b>	• greeting and concluding comment (5 marks)					
	• <i>focused</i> title and bright challenging opening – attention-getter relevant to topic (5 marks)					
	• introduction with purpose & outline of parts (5 marks)					
	• use of suitable language signals & timing (5 marks)					
<b>Content (20 marks)</b>	• key concept and main points <i>clearly</i> stated (5 marks)					
	• logically developed (5 marks)					
	• evidence of research (5 marks)					
	• use of strict reference (5 marks)					
<b>Audience (20 marks)</b>	Establish rapport through:					
	• eye contact (5 marks)					
	• suitable body language/ gesture (5 marks)					
	• vocal style: volume and pitch (5 marks)					
<b>Fluency (20 marks)</b>	• adequate pauses, stresses (5 marks)					
	• acceptable pronunciation, intonation and accent (5 marks)					
	• confidence and enthusiasm (5 marks)					
	• little or no utterance of “voiced nervousness” (5 marks)					
<b>Effectiveness of PowerPoint (20 marks)</b>	• effective PPT production (5 marks)					
	• texts easy to identify, no spelling mistakes (5 marks)					
	• visuals used (5 marks)					
	• language accuracy and intensity (5 marks)					
<b>Total:</b>						<b>/100 marks</b>

**III WRITE AT LEAST 3 HELPFUL COMMENTS BELOW**

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 4. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 5. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**IV WRITE AT LEAST 3 THINGS YOU LEARNT FROM THEIR PRESENTATION**

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 4. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 5. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\*\*\*\*\*Cut-off Line\*\*\*\*\*

**This part will not show to your peer.**

Your Name: \_\_\_\_\_  
 Cell No: \_\_\_\_\_

Your Major: \_\_\_\_\_  
 E-mail Address: \_\_\_\_\_

**English Language Ability Self-evaluation**

**I BASIC INFORMATION**

Name: \_\_\_\_\_ Major: \_\_\_\_\_ Date: \_\_\_\_\_

**II MARKING CRITERIA**

Evaluation: 1=Poor 2=Unsatisfactory 3=Satisfactory 4=Good 5= Excellent

NO	Content	Evaluation				
1	• Can understand language materials on general topics discussed in a variety of situations;	1	2	3	4	5
2	• Can grasp their theme, identify the key points, find out facts, views, and intricate details, and get to know the intentions and attitudes of others.	1	2	3	4	5
3	• Can communicate, discuss, and negotiate with others on topics such as study and work in familiar situations and express his/her viewpoints and display his/her attitude;	1	2	3	4	5
4	• Can describe, clarify, or explain matters on general topics relatively effectively and express him/herself accurately, coherently, and appropriately.	1	2	3	4	5
<b>Total:</b>		<b>/20 marks</b>				

**III Things you should work on in your future studies.**

1. \_\_\_\_\_  
 \_\_\_\_\_  
 2. \_\_\_\_\_  
 \_\_\_\_\_  
 3. \_\_\_\_\_  
 \_\_\_\_\_  
 4. \_\_\_\_\_  
 \_\_\_\_\_  
 5. \_\_\_\_\_  
 \_\_\_\_\_

Needs analysis

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## Highlights

1

Connecting language learning and practice with the application of POA;

2

Combining professional and social practices with moral education;

3

Cultivating systemic autonomous learning ability with the time-space outlook.

培根铸魂  
启智增慧



Needs analysis

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## References

[1] 戴炜栋,胡壮麟,王初明,李宇明,文秋芳,黄国文 & 王文斌.(2020).新文科背景下的语言学跨学科发展. 外语

[2] 的异同评述. 外语教学(04),41-46.

[3] 程再解诗. 外语教育研究前沿(02) 2

[4] 设计

[5] 英

[6] 有

[7] 创设

[8] 吾教学与研究(04),547-558+640.

[9] 吾(02),1+23.

[10] (2001) A Taxonomy for Learning , teaching, and assessing:

a revision of Bloom's Taxonomy of educational objectives. New York: Longman.



One tree shakes another tree;  
One cloud pushes another cloud;  
One soul awakens another soul.

--- German educator and philosopher  
Karl Theodor Jasper



# Unit 6

## Passing the torch



**General Motivating**

**Lesson Plan**

**Enabling**

**Overall Assessing**

<b>Enabling Activity/ Scaffolding</b>	<b>Content</b>	<b>Language</b>	<b>Skills (3Cs)</b>
<b>Evaluating characteritics</b>	<b>Necessary qualities of achieving dreams</b>	<b>Positive appraisal</b>	<b>Collaboration</b>
<b>Analyzing Genres</b>	<b>Description of Nan Rendong's life in chronological order</b>	<b>Authentic; Prosaic</b>	<b>Critical thinking</b> <i>--- the chronology of events</i>
<b>Constructing dreams</b>	<b>Nan's dream &amp; the Chinese dream</b>	<b>IDEA</b> <i>--- meaningful life</i>	<b>Creative skills</b> <i>--- Self regulation</i>

General Motivating

Lesson Plan

Enabling  
Mini-activity 1

Overall Assessing

Essential qualities of  
achieving your dreams



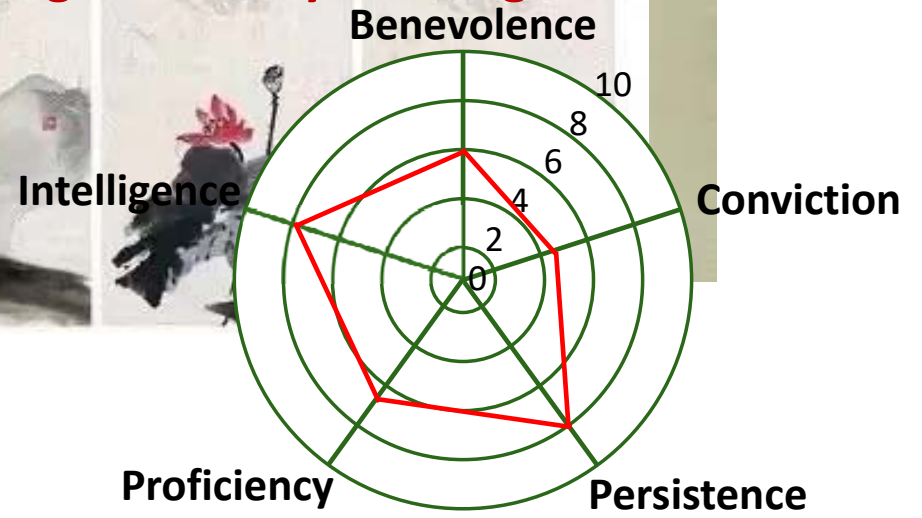
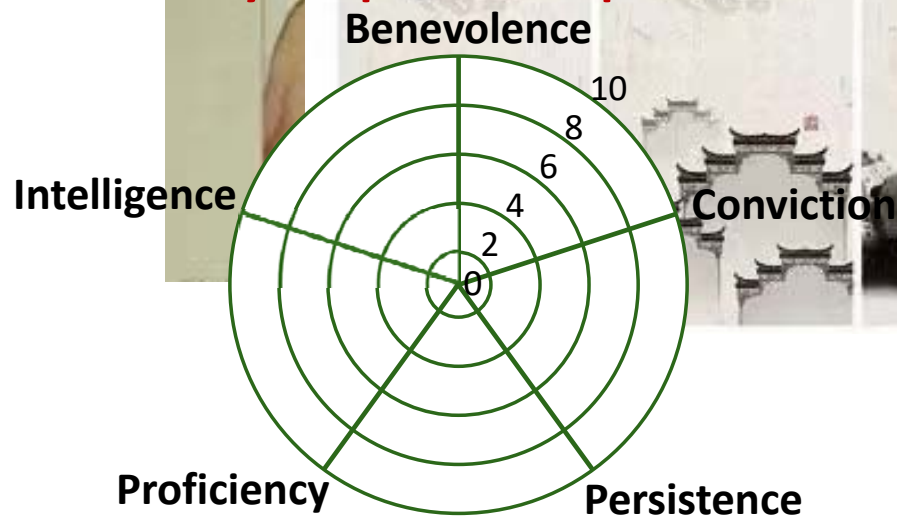
General Motivating

Lesson Plan

Enabling  
Mini-activity 1

Overall Assessing

Evaluate your potential qualities for achieving dreams by drawing a radar chart



General Motivating

Lesson Plan

Enabling  
Mini-activity 1

Overall Assessing

Authentic

Prosaic

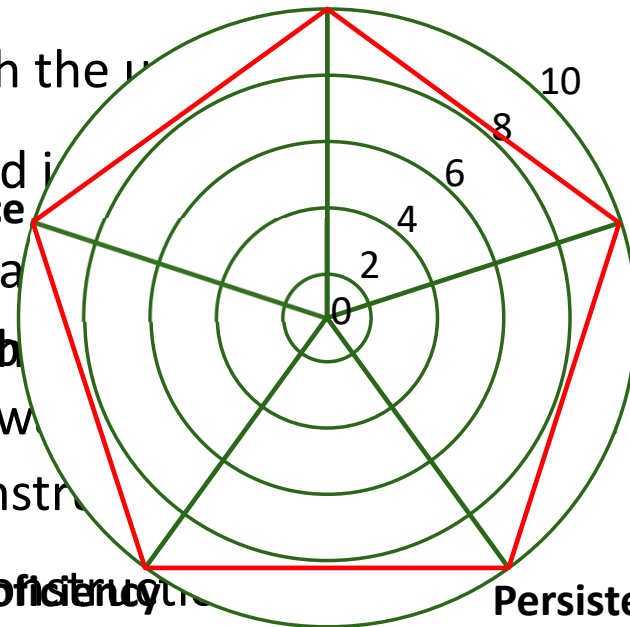
When

Milestone

Ambition

Essential qualities

When	Milestone	Ambition	Essential qualities
Childhood	Falling in love with the world		Intelligence
Early 1990s	Hitting on the bold idea	Intelligence	Ambition Conviction
1994	Returning to China		Conviction
2006	After finding the search for perfect place hidden away	12 years of search	Persistence
March 2011	Beginning the construction		Proficiency
2016	Completing the construction	Proficiency	Proficiency Persistence
2017	Passing away		Persistence





General Motivating

Lesson Plan

Enabling  
Mini-activity 2

Overall Assessing

## Nan's Dream

Para 10

... as a dream-chaser, he thought big and ran at full speed toward achieving his "unreachable" dream. In the end, his career and personal success made an extraordinary contribution not just to China's astronomy research, but to the Chinese Dream as well.

General Motivating

Lesson Plan

Enabling  
Mini-activity 2

Overall Assessing



**Xi Jinping**  
*the man who leads the  
Communist Party of  
China on new journey*

## *The Chinese Dream*

The Chinese Dream in essence means the dream of the people . All the Chinese people have the opportunity to enjoy a successful life, the opportunity to realize their dreams, and the opportunity to grow and progress with the country .



General Motivating

Lesson Plan

Enabling  
Mini-activity 2

Overall Assessing

a dream-chaser



1



the dream of the people

2

grow & progress  
with the country



8

Mutually  
Dependent



his "unreachable" dream

3

all the Chinese people



8

Mutually  
Dependent



the Chinese Dream

4

extraordinary contribution



6



5



personal success



General Motivating

Lesson Plan

Enabling  
Mini-activity 2

Overall Assessing

## Hero in harm's way

史锁芳教授生平



致 研究者们：  
我是你们的校友学长史锁芳，  
我以我的从业经历（儿考与武汉  
江安医院零距离接触新冠  
患者的治疗实践亲身感受，向你  
们提出如下几点希望：  
一、自信自强  
祖国医学源远流长，博大精深，  
道高术丰，独秀世界医学  
之林，为中华民族的繁衍昌盛

General Motivating

Lesson Plan

Enabling  
Mini-activity 2

Overall Assessing

Meaningful life  $\neq$  Happy life

Developing ~~IDEA~~ Advancing

IDEA

Build a healthy China

TCM  
Dream

Chinese  
Dream

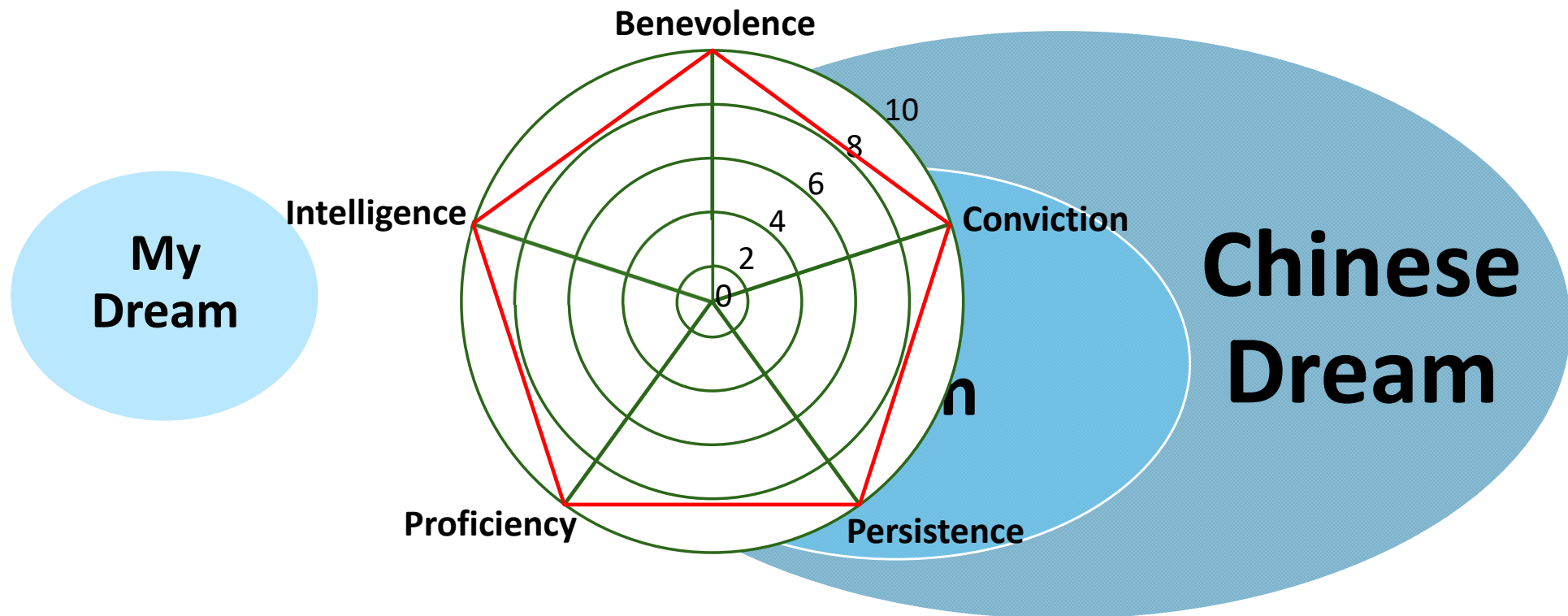
General Motivating

Lesson Plan

Enabling  
Mini-activity 2

Overall Assessing

**Meaningful life -- Best version of yourself**



General Motivating

Lesson Plan

Enabling

Overall  
Assessing

**Homework: Presentation**

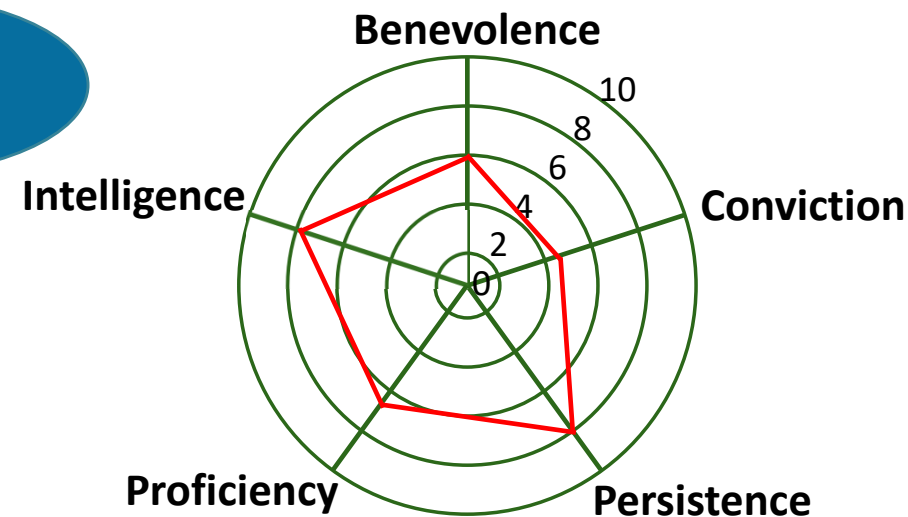
**Topic: Creating my dream--- the hero I want to become**

who

What

Which

How



General Motivating

Lesson Plan

Enabling

Overall Assessing

Enabling Activity/  
Scaffolding

Content

Language

Skills (3Cs)

Benevolence

Benevolence

Evaluating  
character

Identifying qualities of  
great dreams

Positive  
Intelligence

Collaboration  
Conviction

Analyzing Gen

Origin of Nan  
's life in

Authentic

Critical thinking

Proficiency

Chronological order  
Persistence

Prosa  
Proficiency

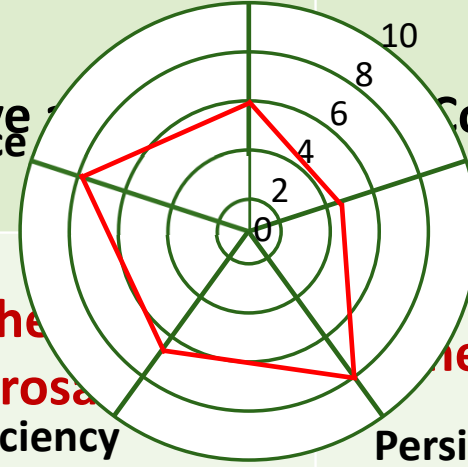
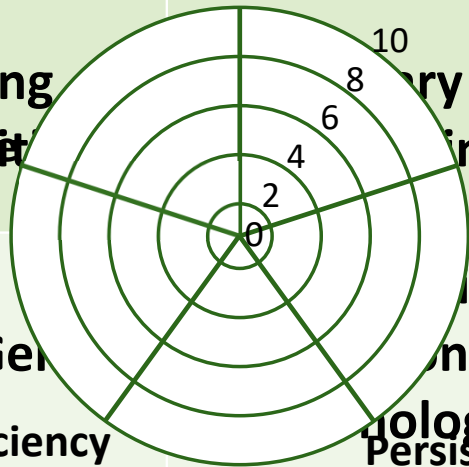
Timeline  
the chronology of  
events  
Persistence

Constructing  
dreams

Nan's dream &  
the Chinese dream

IDEA  
--- meaningful life

Creative skills  
--- Self regulation





# IDEA

**I**nheriting **D**eveloping **E**xploring **A**dvancing

