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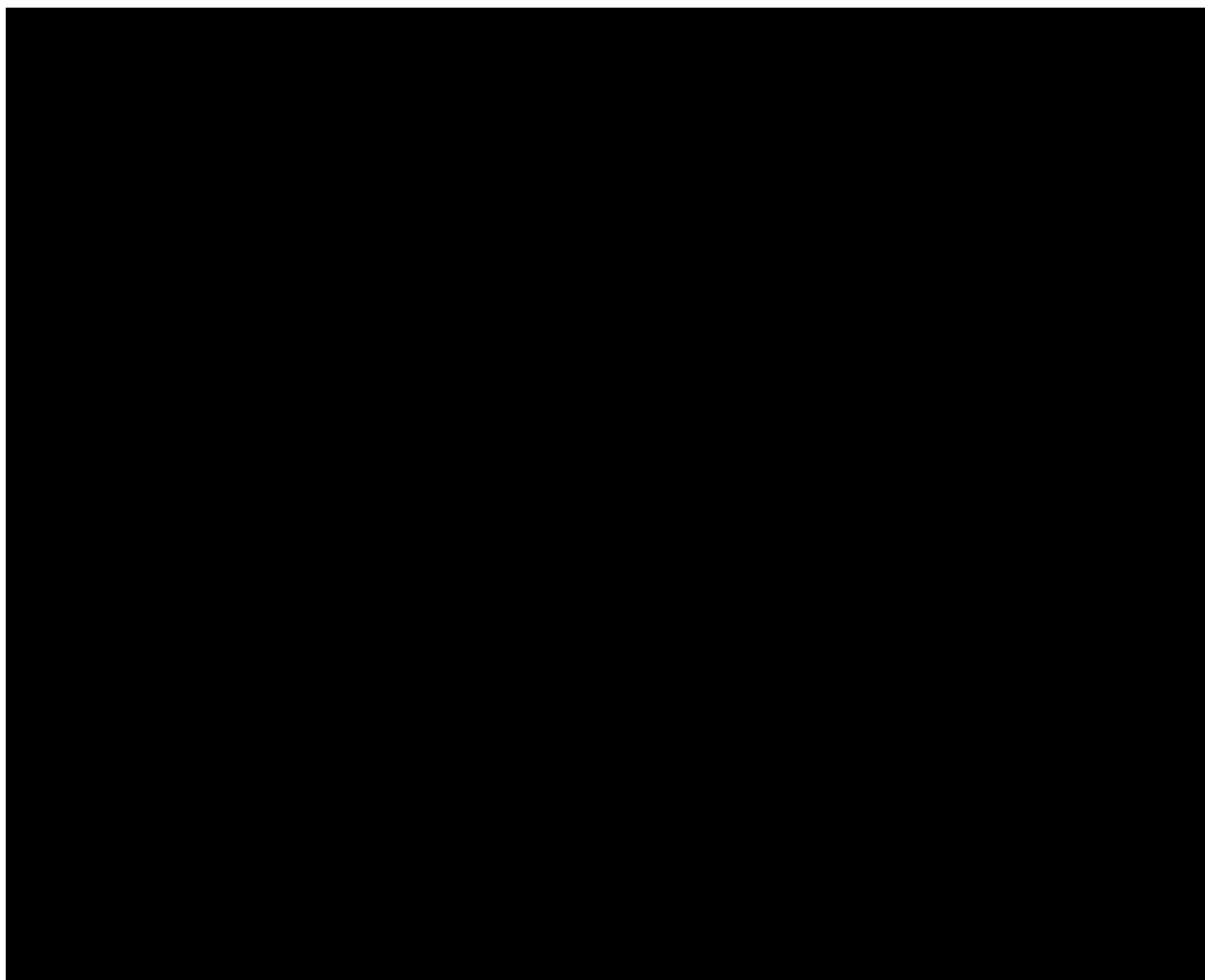
2020 年外研社“教学之星”大赛

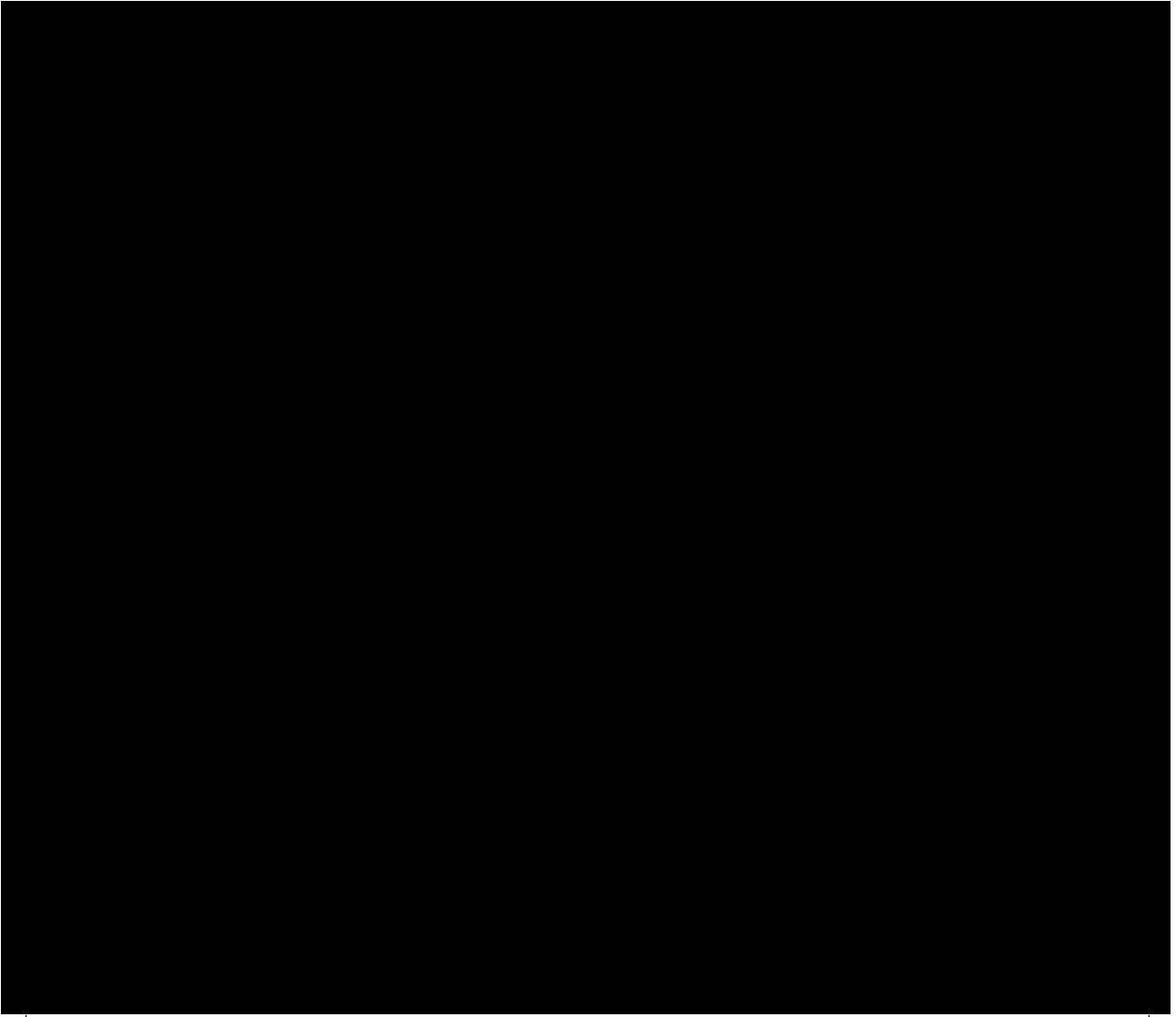
教学设计方案

一、基本信息

课程名称	大学英语 AII
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	非外语专业大一本科新生
教学时长	32 学时
教材名称	《新视野大学英语 读写教程》第三册（第三版）
参赛单元	第三册 第五单元（*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）

我校大学英语实行分级教学，非外语专业本科新生入校后经过英语水平测试后分为A、B、C三个级别，因材施教。A级学生语言基础较好，大学英语AII授课内容涉及《新视野大学英语读写教程》（第三版）第三、四册，听说训练与此配套，以Unipus线上自主学习、线下教师答疑为主。

大学英语AII是非外语专业学生在本科教育阶段必修的公共基础课程，是学校人文教育的一部分。大学英语AII是大学英语AI的后续课程，同时又为后期学生专业英语的学习打下坚实的基础。作为桥梁与纽带，该课程兼具工具性和人文性的特点。这符合我校作为应用研究型高校的培养策略，着重培养学生的语言应用能力和跨文化交际能力。

- (1) 就工具性而言，大学英语AII将进一步提高学生的听、说、读、写、译等英语语言应用能力，尤其是听说与写作能力，为今后学生学习专业英语、论文摘要写作、学术交流等工作奠定基础。
- (2) 就人文性而言，大学英语AII将使学生进一步了解英语国家的社会与文化，培养学生的人文素养和跨文化交际能力。同时，通过中西方社会文化的对比，培养学生的文化思辨能力。这使学生具有浓厚的家国情怀、高尚的道德情操和科学严谨的科学观，将社会主义核心价值观有机融入到大学英语教学过程中，培养既具有国际视野又能够传播中国文化的国际化人才。

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）

大学英语AII课程授课时长为16周，每周2学时，共32学时。课程的总体目标是通过课堂教学和课内外学习任务，使学生具备较强的英语听、说、读、写、译等语言能力，特别是听说和写作能力，并培养学生的人文素养，增强其跨文化交际能力和思辨能力，能用英语表述本专业领域的相关问题，具有国际交流和沟通能力，培养具有国际视野的国际化人才。

语言目标：

通过该课程各单元主题的学习以及网络资源、自制微课视频等教学资源的有效运用，强化学生听、说、读、写、译多种语言技能较高层面的综合运用：

- (1) 能就一般性话题进行具有一定难度的口头和书面表达，能就较复杂的问题清楚表述自己的观点，进行有效的沟通与交流；

(2)能流畅阅读一般性英文文章，在掌握相关词汇基础上，可以无障碍阅读专业类文章及相关学术类文章；

(3)可以进行一般性话题的口头与笔头翻译。借助工具书，可以进行专业性的简单翻译。

通过以上语言目标的实现，为高年级专业英语的学习打下坚实的基础，为将来从事专业相关领域涉外工作做好充分的知识储备。提高学生跨文化交际能力。

育人目标：

(1) 将社会主义核心价值观等思政元素自然融入到授课单元中，润物细无声地影响和塑造学生的世界观、人生观和价值观，提高学生思辨能力，陶冶道德情操，培养科学观。

(2) 通过学习，使学生内化中华民族优秀传统文化和价值观念，帮助学生树立文化自信，在继承和发扬中华民族优秀传统文化和价值观方面起好承上启下的传承作用。

(3) 使学生在国际场合能够用英语交流观点并传播中国文化，让学生“用英语讲好中国故事”。

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）

序号	授课内容	课程思政要素挖掘
1	Book 3 Unit 5 When work is a pleasure	中华传统价值观念、社会主义核心价值观、工匠精神
2	Book 3 Unit 8 The art of parenting	中西文化对比和思辨能力培养
3	Book 4 Unit 2 Secrets to beauty	培养学生注重内在发展和自我提高、注重个人品质发展
4	Book 4 Unit 4 Nature: To worship or to conquer	“天人合一”、生态文明、人与自然和谐共处
5	Book 4 Unit 5 Why culture counts	中西文化差异和对比、增强民族文化自信
6	Book 4 Unit 7 Energy and food crises	可持续发展、人类命运共同体

(1) 课程主要内容：

大学英语 AII 课程的授课内容选自《新视野大学英语读写教程》（第三版）第三册的两个单元和第四册的四个单元。在教学过程中，线上线下资源相结合。线下资源主要是教材、自制微课、相关思政素材等，线上资源主要是外研社提供的 Unipus 等资源、中国大学 MOOC 在线资源、中国高校外语慕课平台（UMOOCs）资源、网易公开课等作为有效补充。

(2) 语言与育人融合：

该课程内容中语言与育人的融合主要体现在两个层面：一、我们深度挖掘与单元主题相关的思政和育人要素（**具体内容参见上表**）。二、在各单元授课环节中，教师会把社会主义核心价值观、中华优秀传统文化、家国情怀等育人理念通过课文讲解、主题讨论和课后练习等环节自然渗透到教学的过程当中，实现语言与育人的有机融合，学生通过学习既提高了语言运用能力，又接受了思政熏陶，达到润物细无声的效果。

语言是文化的载体，也是文化的组成部分。我们通过语言与育人的融合增进学生对不同文化的了解，确立对中外文化异同的正确认识，提高文化思辨能力，树立民族文化自信，培养家国情怀，践行和传承社会主义核心价值观和中华优秀传统文化。

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）

大学英语 AII 课程是公共基础课程，主要教学评价方式分为量性评价和质性评价。量性评价来自于学生期末考试成绩、学生在英语类赛事中的获奖情况以及大学英语四六级过级率等数据统计。质性评价则来自于学生自评、学生互评、教师评价等。每个单元的单元目标达成评价表中既有语言知识掌握情况的统计，还有与单元主题相关的思政育人目标达成情况的问卷调查或直接评价意见统计。这些来自于学生的反馈信息既能帮助我们及时了解学生的理解接受状况，又能直接反作用于教学，达到教与学双赢。

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）

(1) 知识目标

- A. 掌握本单元英语语言知识，如语音、词汇、语法、篇章结构等；
- B. 掌握 **comparison/contrast essay** 写作技巧及写作模式；
- C. 掌握信、达、雅的翻译标准和基本翻译技巧。

(2) 技能目标

- A. 能就工作者和劳役者的差异、工匠精神等有一定难度的话题进行英语口语表达交流；
- B. 能运用 **point-by-point** 和 **subject-by-subject** 的对比写作技巧就一般性话题进行书面写作；
- C. 能借助网络资源、工具书等，较为恰当地翻译中等语言难度的英文材料。

(3) 育人目标

- A. 能客观全面地评价一个人的工作，热爱工作，具有奉献精神；
- B. 树立正确的择业观、工作观、人生观和价值观，深入了解社会主义核心价值观；
- C. 能够弘扬和传播中华优秀传统文化，践行工匠精神。

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：本单元选自《新视野大学英语 读写教程》第三册第五单元，分为 **A**、**B** 两个部分。本单元聚焦工作主题，工作对不同的人有不同的目的和意义。**A** 文章通过区分工作、劳役和玩乐的概念，进而说明工作中的兴趣和乐趣对个人和社会的重要性。**B** 文章通过讲述一位老修鞋匠的故事，引发我们对于树立令人自豪的优良传统以及工匠精神的思考。

(2) 课时分配：本单元计划时长为 4 课时，每课时 50 分钟。**A** 部分占用 3 课时，单元主题导入和课文 **A** 的篇章内容以及主题思政拓展占 1 课时，课文 **A** 的小组讨论，语言点和写作占 1 课时，翻译技巧与练习、习题处理、分析评鉴学生写作占 1 课时。最后一个课时分配给 **B** 部分，内容包括探讨工匠精神、舞台剧表演和单元评价学生反馈。

(3) 设计理念与思路：本单元教学设计基于（**OBE**）成果导向教育理论，以语言为载体，以学习者为中心，以任务为驱动，多媒体技术与多样化教学手段相结合，积极发挥教师在课堂教学过程中的“脚手架”作用。大学英语课堂教学采用任务式、合作式、项

目式、探究式等教学方法，体现以教师为主导、以学生为主体的教学理念，使教学活动实现由“教”向“学”的转变，使教学过程实现由关注“教的目的”向关注“学的需要”转变，形成以教师引导和启发、学生积极主动参与为主要特征的教学常态。关注学生自主学习能力的培养，引导和帮助学生掌握学习策略，学会学习。充分利用网络教学平台，为学生提供课堂教学与现代信息技术结合的自主学习路径和丰富的自主学习资源，促使学生从“被动学习”向“主动学习”转变。本单元教学各教学环节充分考虑和挖掘了思政育人元素，将语言与育人相融合，让学生树立正确的择业观工作观价值观，培养奉献精神。

本单元的设计理念与思路主要通过以下两种教学方式来实现：

- (1) **混合式教学模式：**本单元采用“线上”、“线下”相结合的混合式教学组织形式，包括线上学习资料推送，线下现场教学互动，线上及线下作业测试安排、答疑及学情分析等。混合式教学模式致力于改变传统课堂教学过程中过分使用讲授而导致学生学习主动性不高、认知参与度不足、不同学生的学习效果差异过大等问题，同时也是对传统教学时间和空间的延伸和拓展。
- (2) **多模态教学实践：**采用任务式、合作式、项目式、探究式等教学方法，以有效的教学活动和任务激发学生的学习兴趣，线上和线下资源、U 校园教学平台和慕课资源、微课资源结合，进行资源聚焦型教学活动，凸显现代学习方式的自主性、移动性、交互性、共享性、开放性、协作性、随时性等特点，提高课内外参与度，培养学生独立思考、团队合作的能力。

本单元涉及思政细节如下：

教学环节	具体思政素材
课文分析环节	工作中的奉献精神、社会主义核心价值观
主题探讨环节	家国情怀、积极良好的工作态度、习主席对青年人的工作寄语
词汇和句式讲解	采用了涉及思政方面的例子，实现语言与育人的融合
课后翻译练习	茶文化、中华优秀传统文化的弘扬与传播
阅读、写作技巧自制微课	采用了思政和中华优秀传统文化的例子，实现语言与育人的有机结合

Book 3 Unit 5 When work is a pleasure

Instructional Planning

Introduction

This unit aims at exploring an important issue in our life: the purpose of work, a topic that could spark a lot of arguments. Text A argues, by differentiating among work, labor and play, that interest and happiness in work are important for both individuals and society. Text B illustrates the importance of building a tradition of working with pride, self-esteem and responsibility by telling us a story of a dedicated shoemaker.

Resources

Textbooks; “Unipus”; Self-made microlectures

Before class

1. Ask students to preview the vocabulary and text of section A on **Unipus**. Let them select the words and language points which they think difficult to understand.
2. Watch the video and think over the question: How to be happy at work?

<https://www.bilibili.com/video/BV1nb411Y77G?from=search&seid=7115771832022950464>

(The Way We Work, a TED series)



Teaching Objectives

Upon completion of this unit, students will be able to:

1. extract the theme and apply theme-related words and expressions.
2. apply the method of contrast and comparison in essay writing.
3. comprehend the meaning of dedication in Core Socialist Values and the spirit of craftsman.

Session 1

Text A Will you be a worker or a laborer?

I. Lead-in (5 mins.)

1. A short video clip (3 mins.)

Ask students to watch a short video clip and find out the answer to the question:

What did Mark Zuckerberg respond when he was asked how many hours he worked each week?



(https://u.unipus.cn/user/teacher/resource/index?school_id=9529#)

2. Discussion and sharing (2 mins.)

Choose two or three students to share their answers with the whole class. Then on the basis of the discussion, the teacher leads to the topic of text A.

II. Text Study (29 mins.)

1. Text Structure (1 min.)

Skimming: Present students with the general structure of the text. Then ask them to skim the text in 1 minute and fill in the blanks based on the information listed. Summarize the main idea of Text A.

Part I: Introduction (Paras. <u>1-3</u>)	What are work, labor and play?
Part II: Body (Paras. <u>4-8</u>)	Workers and laborers are different in three aspects.
Part III: Conclusion (Para. <u>9</u>)	Whatever job you choose, you must contend with the essential question: Will you be a laborer or a worker?

2. Text Analysis (28 mins.)

Part I (4 mins.)

Introduction part: What are work, labor and play?(paras. 1-3)

Scanning: Ask students to work in pairs and scan the first part in 3 minutes to find out the answers to the following two questions:

(1) What are work, labor and play? (match exercises)


1. What are work, labor and play?

Could you match the terms with the corresponding definitions?

Workers	They feel compelled but continue to do work they do not enjoy because of societal expectations and financial pressure.
Laborers	It is a purely private pastime.
Play	Personal interests coincide with the jobs society pays them to do.

(2) How to differentiate between being a worker and being a laborer?

2. How to differentiate between being a worker and being a laborer?

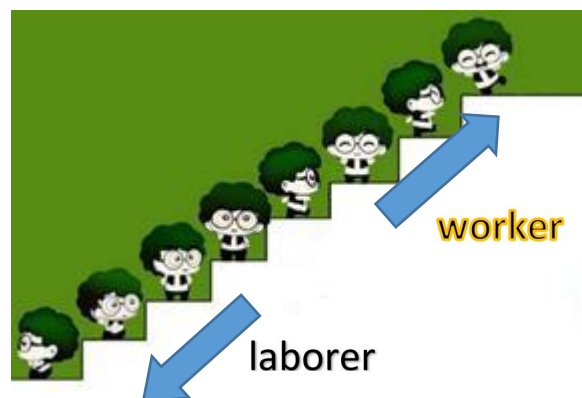


worker laborer

Whether you are a worker or a laborer depends not on the job itself, but on the **tastes** of the person who undertakes it.

Part II (21 mins.)

Body: differences in workers and laborers.(paras 4-8)



The author compares the worker and laborer from three aspects. What are they? How are they different? Let's explore them one by one.

(1) People's _____ toward their work determines everything.

- { () _____ more time to working, taking too little ___ from work.
() _____ from _____, the more hours they have freedom, the better.

Attitude is Altitude

(2) People differ in the amount of _____ they derive from their jobs. (para 5)



Workers will work with more _____ and _____ because they have fostered a sense of _____ in their jobs.



Lead students to think over one question: what is dedication?

Dedication -----one of Core Socialist Values. Every trade has its own master. As long as it's helpful to our socialism, go get it and you can achieve your values.



To laborers, the sole _____ is earning their _____. Time spent on _____ doesn't contribute to happiness. They gauge only the time spent in leisure and play as _____.



(3) In modern times, workers and laborers spend their _____ time in different ways.
(paras 6-8)

Please complete the table.

Genre	How to spend leisure time	Assessment
Medieval aristocracy	games and fashion	negative
Laborer	celebrity gossip, extravagant fashion, excessive video games and TV	negative
Worker	improve their minds and working conditions, continuing education, experiential learning	positive



How to live a meaningful life and achieve your values?

By discussion, the teacher guides students to set up a proper view of employment. Everyone is one member of our socialism. There is an old saying in China: All for one, one for all. Society offers us so many conveniences. In turn, it's our duty to do something for our society----our socialism. **Where there is a country, there is a home.** Only by integrating individuals into collective at work can we achieve our values and live a meaningful life, just like medical workers during the fight against the coronavirus.



When comparing workers and laborers, you will find that the author tells us what it is like to be workers and laborers on each point. This is a point-by-point pattern. We'll explore it further later in essay writing part.

Part III (3 mins.)

How are workers and laborers different in their performances at work? (para 9)

slave away at a job, wait all day until they go home and play



energized and focused, take optimum pleasure in the task at hand, a simultaneous sense of purpose and enthusiasm

IV. Summary (2 mins.)

1. Lead the students to review the structure of the text.
2. Summarize the main idea by asking students to fill in the blanks based on knowledge they've acquired.

Text Summary

The text argues, by differentiating among work, labor, and play, that interest and enjoyment in work are important for both individuals and society.

Three major differences between workers and laborers.

- 1 People's attitude towards their work determines everything.
- 2 They differ in the amount of personal satisfaction they derive from their jobs.
- 3 They spend their leisure time in different ways.

To sum up, the happy worker is the polar opposite of the unhappy laborer. Whatever job you choose, you must contend with this essential question: Will you be a laborer or a worker?


V. Theme exploration (12 mins.)

1. Online voting (3mins.)(On Unipus)

(1) Ask students to make a choice between two kinds of job offers by taking a vote on Unipus.

Theme Exploration

Online voting



1 Offer 1:

- higher salary
- decent position
- reluctance
- stress

2 Offer 2:

- lower salary
- humble position
- fulfillment
- joy

U校园




(2) Based on the voting result, the teacher leads students to think over this question:
What is the purpose of our work?


U校园

1. (单选) Which offer would you prefer to choose?

A. higher salary, decent position, reluctance, stress	37人
<div style="width: 76%; height: 10px; background-color: #007bff; border: 1px solid #007bff;"></div>	76%
B. lower salary, humble position, fulfillment, joy	12人
<div style="width: 24%; height: 10px; background-color: #007bff; border: 1px solid #007bff;"></div>	24%

Q: What is the purpose of our work?



2. Watch and discuss(5mins.)

(1) Watch a video clip and discuss the following question in groups:

For the lady in the video, what is the purpose of her work?

Theme Exploration

Watch and discuss

What is the purpose of her work?



https://u.unipus.cn/user/teacher/resource/index?school_id=9529#

(2) Ask students to share the answers with the whole class and then the teacher leads student to summarize that dedication to society and country should be the most important factor when they choose a job.

3. Examples around us (4mins.)

(1) Illustrate the importance of dedication to students by taking several examples of people who have contributed themselves to the fight against the coronavirus outbreak in China.

Examples around us



1
2
3
4
5
6
7
8
9
10

Heroes in harm's way
最美逆行者

Workers

Ordinary people from all walks of life



1
2
3
4
5
6
7
8
9
10

Workers

(2) Ask student to summarize the typical qualities of those examples discussed above by listing several key words.

Typical qualities

brainstorm



1
2
3

Happiness
Fulfillment
Dedication

VI. Summary of the first session (2 mins.)

Call on the students to have a sense of commitment and spirit of dedication in their life by quoting President Xi's speech.

Young people's life goals will be different, and their career choices will be different. However, only by integrating their own ego into the great ego of the motherland and the people, can they better realize the value of life and sublimate the realm of life!

青年的人生目标会有所不同，职业选择也有差异，但只有把自己的小我融入祖国的大我，人民的大我之中，才能更好地实现人生价值、升华人生境界。



Session 2

I. Group discussion (17 mins.)

Only a small percentage of the population is in the lucky position of being workers.
(para 5)



Do you want to be a worker or a laborer?



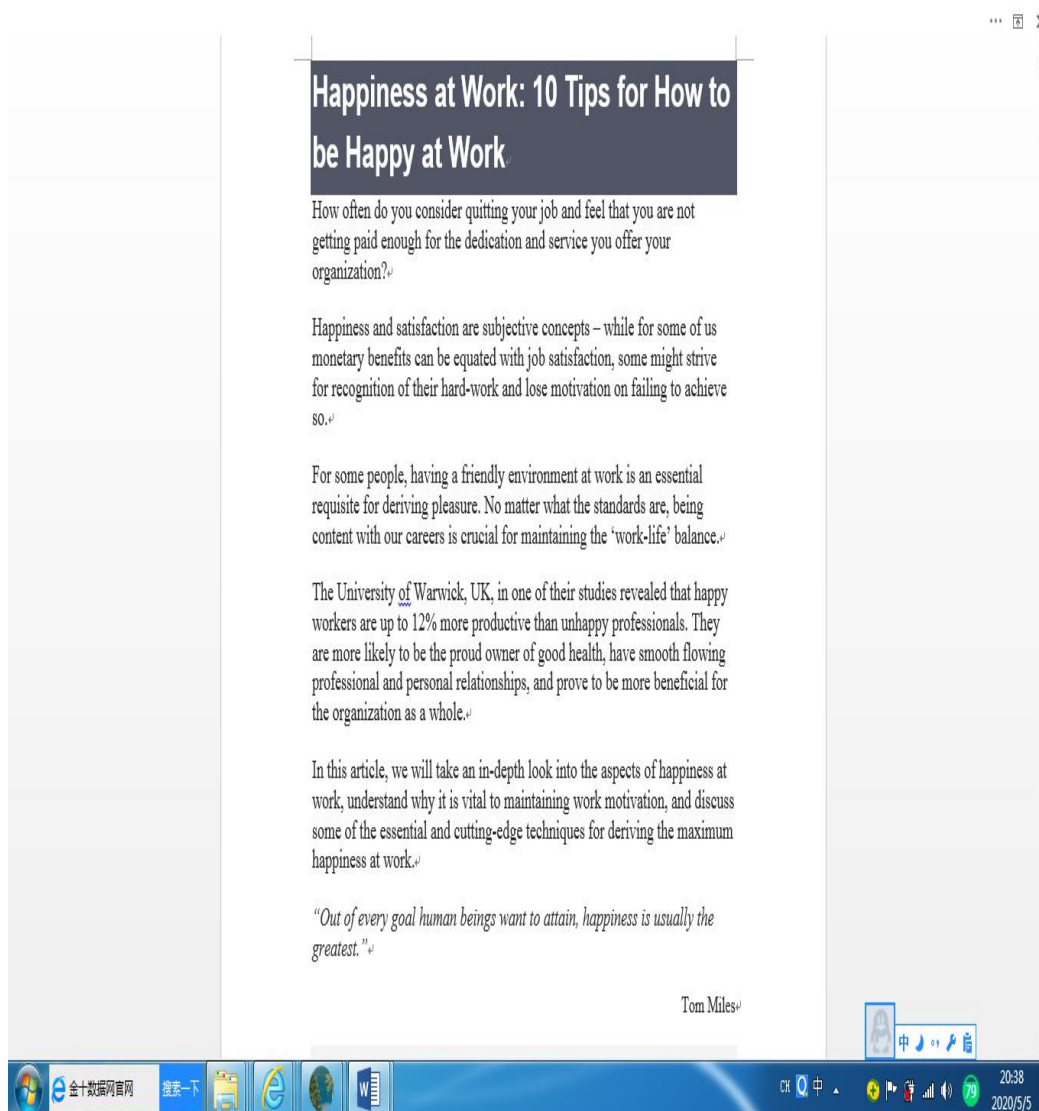
According to a joint study from Said Business School in Oxford University and British Telecom in 2019, when employees feel happy, their productivity will increase by 13%.

How to be a happy worker?



Discuss it in your group. And two or three students are required to give a presentation in class. Then the teacher will summarize it and offer more tips for how to be happy at work. Those groups who can't have the opportunity to present it in class should submit it

to Unipus in the form of video. Each group is asked to submit one total video.



II.Vocabulary (8 mins.)

1. Key words(5 mins.)

<p>dedicate(vt.):</p> <p>i. use a place, time, money, etc. only for a particular purpose.</p> <p>ii. give your attention and effort to one particular thing</p>	<p>e.g. We are proud to offer a historic venue and dedicated services that bring memorable sparkle to the medical heroes' most significant moment in life.</p>
<p>foster(vt.):</p> <p>Help a skill, feeling ,idea, etc. develop over a period of time</p>	<p>e.g. President Xi Jinping encouraged China's young people to foster stronger ideals and convictions, build up their</p>

	capabilities and devote themselves to the course of national development as he greeted youth in a message published on Sunday.
conform (vi.): (~to/with) obey sth. such as a rule or law	e.g. Xi said that people of all countries in the world should grasp and conform to the trend of the times and deepen exchanges to write a new chapter of human civilizations together.

degrade(vt.): Treat sb. without respect and make them lose respect for themselves

de-	i.the opposite of...	decentralization 权力分散
	ii. remove sth	defrost 除霜

2. Find out corresponding strong expressions from the text.(3 mins)

work very hard	slave away
focus on one thing with a lot of energy and determination	sink one's teeth into sth.
have negative effect on	have an adverse effect on
be related to	correlate with
make a living	earn one's livelihood
take a negative attitude towards	take a toxic attitude toward
put one's enthusiasm into	hurl one's passion into...
deal with sth. difficult or unpleasant	contend with sth.

III. Structured writing(12 mins.)

Learn how to develop a comparison/contrast essay with the help of the self-made microlecture together in class.

1. Let students watch a micro-lecture on comparison/contrast essay (2 mins.)
2. Students ask questions concerning the micro-lecture and the teacher answers them and give further explanation (4 mins.)
3. Ask students questions about the micro-lecture and check their understanding of

comparison/contrast essay. Students answer questions. (3 mins.)

4. Show students a sample essay and make them grasp the pattern. (3 mins.)

https://u.unipus.cn/user/teacher/resource/index?school_id=9529#



20200505_100536.mp4

Subject by subject		Point by point	
Restaurant 1 (atmosphere, service, food)		Atmosphere (Restaurant 1 and 2)	
Restaurant 2 (atmosphere, service, food)		Service (Restaurant 1 and 2)	
		Food (Restaurant 1 and 2)	

Sample essay

It is a fact that not all people have the opportunity to go on vacation. The ones who have the opportunity like to go out of town once in a while in order to leave their worries behind. When we go on vacation, we have to decide the best place to go according to what we have in mind. The purpose of this essay is to **contrast the differences between vacation at a beach and in a city**. We will look at the kind of activities, the clothing required and the pace of life available while vacationing on a beach or in a city.

to be continued

IV. Language points and difficulties (10 mins.)

1. It is possible to imagine an upcoming society in which the majority of the population will have almost as much leisure time as in earlier times was enjoyed by the medieval aristocracy.(para. 6)

As 用作关系代词和关系副词引导限制性定语从句，并在从句中作主语、宾语、状语或表语，构成 **the same**。先行词之前一旦出现 **same, such, so, as** 这些词时，而先行词的后面又跟着一个从句，这时就要考虑是不是要用 **as** 作为关系词来连接这个词和这个句子。

- ① **No period in history has had as many important changes as have taken place in the past century.**(**as** 作主语)
- ② **It is so easy a book as every schoolboy can read.** (**as** 作宾语)

as 引导非限制性定语从句。**as** 在定语从句中作主语、表语或宾语。**as** 代指整个主句，而 **as** 引导的这个定语从句是用来补充说明整个主句的，可以放在主句之前或者之后。

- ① **As we all know, he studies very hard.** (**as** 代整个句子，作宾语)
- ② **As is known to all, he is the best student in our class.** (**as** 代整个句子，作主语)

2.Functional sentence pattern:

① What is necessary labor from the point of view of society is voluntary play from the individual's personal point of view. (para. 3)

Sentence pattern:

What is sth. from the point of view of A is sth. else from the point of view of B.

e.g. What is weird dressing from the point of view of elderly people is fashion from the point of view of young people.

② They hurl their passion into their work, be it physical like the work of a Smith, or more mental like that of a scientist or an artist. (para.8)

Sentence pattern:

Sb. hurl the passion into sth or doing sth, be it... like/such as..., or...like/such as ...

e.g. The public hurl their passion into donating money to our cause and for the victims of disasters, be it natural, such as earthquakes, or man-made, such as oil spills.

V. Class Summary (1 min.)

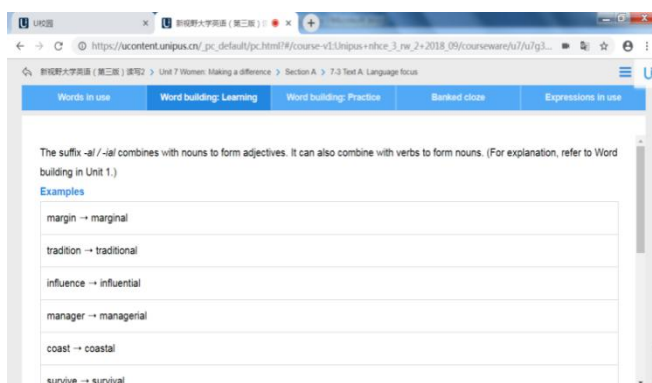
We have learned:

1. the structure and content of the text.
2. how to write a comparison/contrast essay.
3. how to apply theme-related words and expressions.

VI. Assignment: (2 mins.)

1. Online exercises: <http://u.unipus.cn>

Exercise 3, 4, 5, 6, 7, 10.



2. Write an essay of no less than 200 words on the topic “ Continuing to study or going to work”. You can choose to use point-by-point or subject-by-subject structure. You need to submit it on Unipus. <http://u.unipus.cn>

3. Summarize the differences between workers and laborers.

4. If you want to know more information about leisure time from medieval aristocracy, just log on the following websites.

<http://medieval.stormthecastle.com/essays/medieval-pastimes-and-sports.htm>

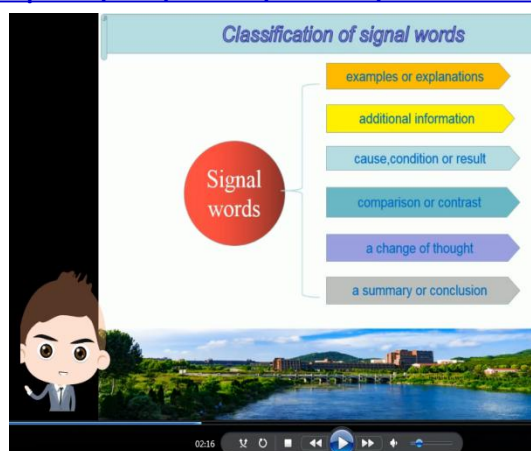
<http://dartfordarchive.org.uk/medieval/leisure.shtml>

Before class

1. Make a stage play with your study group members based on the scenario and lines of actors offered by the teacher. (This stage play is assigned to students through the platform of Unipus two days before the class so that they are well acquainted with the content and language points of the passage in text B. The teacher will choose 4 groups randomly to perform it in class.)

2. Self-study the reading skill through the self-made microlecture of “signal words” .

(https://u.unipus.cn/user/teacher/resource/index?school_id=9529#)



Session 3

I. Review of section A (12 mins.)

1. Quiz (based on text A) (5 mins.)

Listen to a short passage concerning text A and fill in the missing information. (This task will be done on Unipus with the following link:

https://u.unipus.cn/user/teacher/homework/toStuDetail?school_id=9529&homework_id=1733616&clazz_id=229914&homework_type=1)



dictation of text
A.mp3

Text A shows that the difference between workers and laborers does not lie in the nature of job itself, be it mental or _____, of low or high _____, but in whether a person has an interest in his job. People are considered laborers if their job has an _____ effect on them, and they feel _____ to do their job while workers find that their personal interests _____ with the jobs society pays them to do. Therefore workers are more _____ to dedicate more time to working.

Workers and laborers differ in the amount of personal _____ they derive from their jobs. Workers have _____ a sense of personal pride in their jobs while the only _____ of laborers is to earn their livelihood.

Unfortunately, laborers are all too _____, and only a small percentage of the population is in the lucky position of being workers.

answers: manual、esteem、adverse、compelled、coincide、prone、satisfaction、fostered、incentive、commonplace

2) Summarize the difference between worker and laborer.(7 mins.)

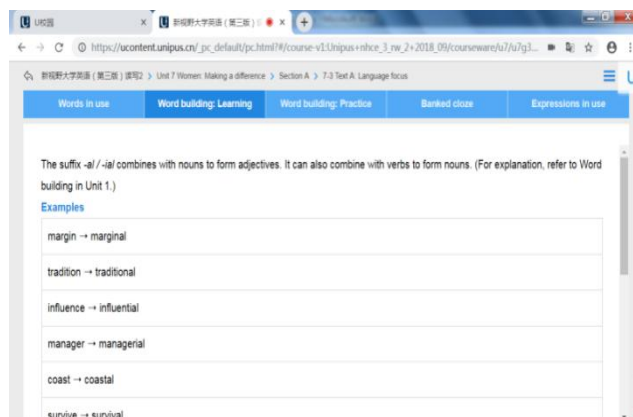
Oral task: Please use the following key words to differentiate between “workers” and “laborers”. Choose three students to present their ideas in class, and other students are required to listen to them attentively and select the best one.



II. Assignment checking (25 mins.)

1. Online exercises. <http://u.unipus.cn> (6 mins.)

Exercise 3. 4. 5. 6. 7: Check students' online exercises before class. Help them to solve the difficulties in class.



2. Essay writing checking. (19 mins.)

This part is a group work with the following four steps:

Step 1: The class is divided into 6 groups, and each group is assigned 5 compositions on random. (1 min.)

Step 2: Each group is asked to judge the essays on the following rating scale. There are three sections: structure, content and language. Each part accounts for 5 points. The total points are 15. (10 mins.)

Rating scale

points	Essay structure	Content& organization	Language
5	The structure is quite clear with introduction, body and conclusion. A point by point or subject by subject comparison or contrast writing pattern is used properly.	All content is relevant to the task. The essay is well organized, using a variety of linking words and cohesive devices.	The language coherently and accurately presents the main idea with sufficient range of vocabulary, proper spellings, proper use of tenses, and correct implementation of collocations.
4	The structure is clear with introduction, body and conclusion. A point by point or subject by subject comparison or contrast writing pattern is used.	All content is relevant to the task. The essay is well organized, yet using basic linking words and cohesive devices.	The language presents the main idea properly. There are minor mistakes in spelling, collocations and tenses.
3	The essay has introduction, body and conclusion. A comparison or contrast writing pattern is used though not proper enough.	Minor irrelevances may be present. The essay is connected and coherent, using basic and limited linking words and cohesive devices.	The language can generally present the main idea. Though there are noticeable mistakes in spellings, collocations and tenses, meaning can still be determined.
2	The essay is not clear enough with proper introduction, body or conclusion. Little comparison and contrast writing pattern is used.	The essay is not well organized. Many things are irrelevant to the task.	The language can generally present the main idea. There are noticeable mistakes in spellings, collocations and tenses, some of which impede the meaning.
1	The essay is not very clear in structure. No comparison or contrast writing pattern is used.	The essay is not well organized. Most of the content is irrelevant to the theme.	The language cannot present the idea coherently and accurately. There are many mistakes in spellings, collocations and tenses, which results in inaccurate expression.

Step 3: Each group chooses the best essay to share in class and explain the reasons for this choice. (4 mins.)

Step 4: The teacher makes comments on group work and these selected essays, and then points out the good points and where to be improved. (4 mins.)

III. Translation (13 mins.)

1. A TED on The History of Tea (5 mins.)



https://www.bilibili.com/video/BV1oJ411R79i/?spm_id_from=333.788.videocard.0

By watching this video, students get to know the history of tea and Chinese tea culture. Students can also foster a sense of pride of Chinese civilization.

2. Translation Principles (3 mins.)

- ① “信、达、雅” (faithfulness, expressiveness, elegance) (严复)
- ②
 - a. A translation should give a complete transcript of the ideas of the original work.
 - b. The style and manner of writing should be of the same character as that of the original.
 - c. A translation should have all the ease of original composition. (Alexander F. Tytler)

3. Comments on the students' translation in Unipus and choose two translations to judge it from the three principles mentioned above. (5 mins.)

In this part, the teacher can also encourage and call on students to spread Chinese culture like Li Ziqi by using new mass media such as Wechat, Youtube, Vlog etc.



Session 4

I. Understanding the text(32 mins.)

1. Stage play and assessments (20 mins.)

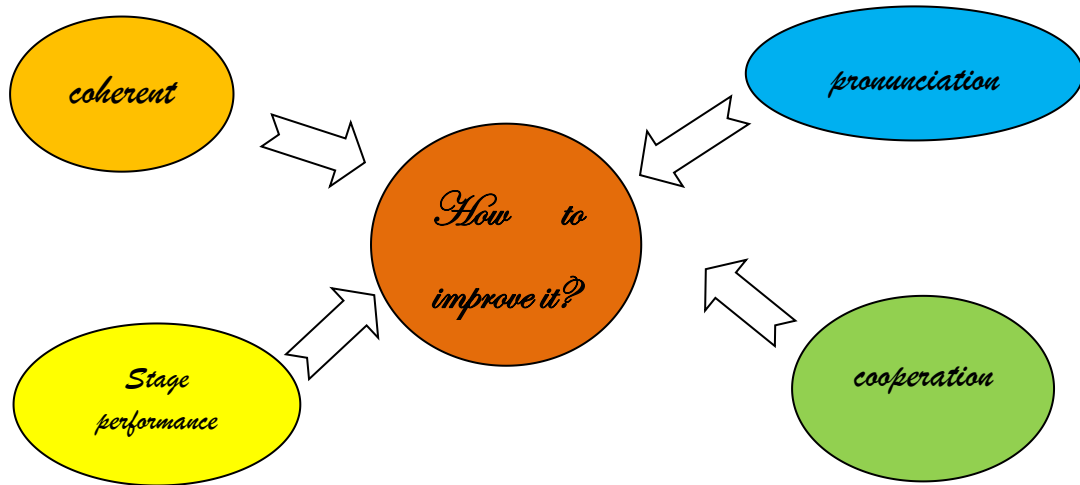
In text A, we have learned the differences between workers and laborers which are enlightening and illuminating, yet in our society, only a small portion of people can be called workers due to the fact that most people regard their work as a way of earning a living and deriving little pleasure from it. Fortunately, in every society, both domestic and abroad, there still are some workers who have devoted and dedicated all their life to what they are doing regardless of the pay or fame. Those people are called craftsmen and the spirit they inherit and pass on to the next generation is called the Craftsmanship. **(1 min.)**

1) Today, let's meet some of the craftsmen, soak ourselves in their noble spirit and purify our our mind. Let's enjoy the stage play. (16 mins.) (Altogether 4 groups of the students give their performance in which each of them is only responsible for one of the two scenes)



2) Assessments are made on the performances both by students themselves and the teacher. (3 mins.) (Clues: What are the merits and demerits of each of the performances

and how to improve it?)



Content of the stage play

Scene one:

Narrator: *I first met him in 1965, when I rushed into his shop to have the heels of my shoes repaired. He greeted me with instant hospitality.*

The Cobbler: *You are new here, aren't you?*

Me: *Yes.*

The Cobbler: *This is a fine neighborhood. You'll be happy here.*

Narrator: *I sat there, watching him stitch up my shoes I had entrusted to him.*

The Cobbler: *The leather covering the mount is worn through and I need to patch it up.*

Me: *Hurry up, please. I am rushing to meet a friend.*

The Cobbler: *Be patient! I won't be long. This handicraft is my specialty and I have a family tradition to live up to.*

Me: *A family tradition?*

Narrator: *The thought seemed a bit absurd. I must have leaked my bias.*

The Cobbler: *Yes, I have inherited a tradition from my father, who always told me: “ Do the best job on every shoe and be proud of your fine work. If you work with dedication, you’ll always have happiness and money.”*

Narrator: *He handed me the finished shoes.*

The Cobbler: *These will last a long time. I’ve utilized good leather.*

Narrator: *I left his shop feeling warm and grateful.*

Scene two:

Narrator: *Thereafter, we greeted each other friendly every time we met and I found myself lingering in his store, just to chat with him for the joy he would impart. He was the happiest man I have ever known. Neighbors nicknamed him “ the singing cobbler”. One day, I was filled with fury for the poor job some painters had done on my house. I went into his shop to vent my frustration.*

Me: *I hate them, the undutiful monsters, they just want to collect money from my pocket and they have no pride in their job. (Angrily shouting)*

The Cobbler: *Calm down, young man. In our society, there are a lot of that kind people. But we shouldn’t blame them rashly. Maybe their parents had no pride in their work. That’s hard on a child because they have no good tradition to inherit.*

Me: *What should those children do?*

The Cobbler: *There is only one way. If they don’t have a family tradition to inherit, they should build one. Each of us can make a contribution to our country and we must endeavor to make it a good one. No matter we are doing, we should start a good tradition for our children to live up to. When a person amends their ways of working and learns to take pride in their work, happiness will ensue.*

Narrator: *Later, the cobbler was stricken by an infectious illness and passed away. The news of his death pierced my heart and I was filled with wretched void. However, his noble spirit I will invariably remember: “If you have inherited a prideful tradition, you must carry it on; If you don’t, then start building one now.*

2. In-depth study and group discussion (10 mins.)

Students are assigned to have a pair discussion and make a summary on the cobbler's work and his craftsmanship based on the following questions, then present it in class (3 minutes for discussion and 7 minutes for presentation).

- What was the cobbler's work? (He stitched up shoes people entrusted to him .)
- How did he do his work? (He did his best job on every shoe and he was proud of his fine work. He worked with dedication. He utilized good leather.)
- Why did he do his work like that? (Because the handicraft was his specialty and he had a tradition to live up to)
- What was his family tradition? (Be proud of your work and if you work with dedication, you'll always have happiness and money.)
- What was his attitude towards undutiful people? (Don't blame them too rashly. Maybe their parents had no pride in their work. That's hard on a child. It keeps a child from learning what's important.)
- What was his suggestion for people? (In our society, each of us can make our own contribution. No matter what sort of work a person does,we must endeavor to make it a good one. If you have a prideful family tradition, pass it on; If you don't, start building one for you children to live up to. Only if you take pride in your work, a lifetime of happiness will ensue.)
- What have you learned from this old cobbler? (Open: take pride in your work/dedication/family tradition...)

3. Language points (locate in the passage the words for shoe repairing and words to modify shoe repairer, then memorize them) (2 mins.)

Words for shoe repairing		Words to modify the shoe repairer	
1	repair <i>vt./vi./n.</i>	1	cheerful <i>a.</i>
2	stitch <i>vt./vi./n.</i>	2	hospitality <i>n.</i>
3	be worn through	3	cordial <i>a.</i>
4	patch <i>vt./n.</i>	4	deeply-lined face

5	shoe-repair shop	5	fine dark eyes
6	leather	6	clear personality
7	cobbler	7	charitable, carefree, humorous

Class, we have learned the story of a cobbler: his family tradition together with his craftsmanship and you must feel inspired. As a matter of fact, there are countless craftsmen in China who always adhere to the craftsmanship of our nation and are dedicated to making “made-in China” known by the world. Those people represent the real Chinese spirit and Chinese Craftsmanship. Let’s watch a video clip on “Excellent Craftsmanship In China” and admire Chinese Craftsmanship.



II. Inspiring the thoughts (15 mins.)

1. Background information(1 min.)

HZMB: Hong Kong Zhuhai Macao Bridge

Mangosteen: On September 16, 2018, a fierce typhoon “Mangosteen” landed on the coast of Guangdong Province and brushed its screen strongly. The waves, trees and broken glass swept across Guangdong, Hong Kong and Macao, causing great damage.

Su Quanke: Chief engineer of HZMB and China central television "science and technology innovator of the year 2017”.



https://k.sina.com.cn/article_1904947977_m718b330902000lrhj.html?from=news&subch=onews

2. Watch a video on Chinese craftsmanship and fill in the blanks.(6 mins.)

- Mentioned in the video, in ancient time, skilled Chinese craftsmen engraved fabulous creations such as _____ in Shang Dynasty, _____ in Qin Dynasty, Tsing _____ and Song _____. (references: tripod; terracotta army; calligraphy; porcelain)
- Chinese miracles created by today's craftsmen are _____, _____, _____ (references: large aircrafts; high-speed railways and the Tian Eye Fast)
- HZMB(Hong Kong Zhuhai Macao Bridge) has a strong resistance which can stand up to far beyond _____ magnitude of earthquake and _____ of typhoon.

3.Group discussion(6 mins.)



What is the Chinese Craftsmanship reflected by the video? What are the similarities between Chinese Craftsmen and the cobbler? Do you know some other good qualities from Chinese workers?

References: artistic talent; patience; the idea of industrialization, large-scale establishment, standardization and assembly; if you believe in your dreams, you need to fight for it; persistence, strict demand, innovation and creativity. (dedication, interest....)

4. Reflection(2 mins.)



As a Chinese, are you proud of our traditional virtues? Do you want to undertake, transfer and develop our traditional virtues? As a student, what can we do to lay a solid foundation for that?

III. Assessment (2 mins.) (Voting on Unipus)

Checklist for self-assessment

Checklist	Yes	No
I have grasped the theme-related words and expressions and can apply them in my own writing and speaking.		
I have mastered the writing method of comparison and contrast and can apply this method.		
I have comprehended the unit theme: the meaning of dedication in core socialist virtues.		
As a Chinese, I feel proud of our national traditions and cultures, delighted and equipped to spread them.		

IV. Recommended material (1 min.)

The program “ Hello, China.” is an English documentary on Chinese Cultures through which you can learn more about Chinese workers and Chinese Traditions.

<https://www.bilibili.com/video/av80216505?p=18>

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）

本单元采用以学生为中心以教促学、语言与育人相融合的评价理念。评价方式具体表现为学生自评、同伴互评与教师评价相结合的线上线下多元化评价机制。学生自评与同伴互评有助于促进学生思考，提高学生的学习动机，对自己的优缺点进行客观评价，进而提升学习效能。教师评价不仅包括课堂练习和测试成绩，还涉及平时教学过程中通过U校园平台提供的大数据对学生进行多维度的跟踪统计，形成性与终结性评价相结合。利用互联网及应用平台全面、系统地统计分析和挖掘学生学习情况数据，不仅能为学生提供更加科学、全面的发展评价报告，有利于增强学生自主学习意识，而且还有助于培养学生的协作能力、批判性思维能力、深入探究能力和信息化素养。

此外，在单元教学评价中，我们充分考虑到语言与育人的融合。除了涉及对语言目标的评价，还包含了育人目标的评价，即学生是否领会了工作中的敬业精神这一社会主义核心价值观，是否真正理解工匠精神的内涵，是否怀有对国家优秀传统文化的认同感和自豪感，是否乐意并具备向世界传播中华民族优良传统及文化的能力。

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）

本单元的教学设计充分考虑和体现了语言与育人两方面的融合，具体的创新特色有以下三点：

1. 利用多元化交互机制，促进学生语言能力与思政素养的提高。教学设计以学生为中心，力图实现学生与教师、学生与学生、学生与学习内容、学生与学习工具的多元交互，形成一个以学生为中心的无缝学习环境。学生与教师之间的线上线下互动打破了课堂内外、学校内外的时空限制，在交互内容的深度、广度和准确度方面也多有提升。学生与学生之间的互动主要表现为分享学习资源、讨论学习心得、发表个人评论、进行小组合作、完成同伴评价、共享学习成果等环节。学生与学习内容之间的交互体现在通过微课、微视频、音频、图片、文本等生动逼真、丰富多彩的方式带给学生全方位感官体验，满足学生个性化、沉浸式学习需求。学生与学习工具之间的交互体现在登录、检索、输入、共享等一系列实际操作中。本教学设计方案注重成果导向，致力

于提高学生听、说、读、写、译等语言基本技能和思政素养。

2. 教学环节的设计上充分考虑了语言与育人的有机融合。在课堂导入、词汇讲解、课文内容讲解、小组讨论、课后习题、阅读写作技巧自制微课、主题讨论以及单元评价等各个环节，本单元设计了语言与育人融合的教学活动。例如，通过探讨工作选择，利用一个视频引导学生思考工作的目的：在工作选择时，爱岗敬业和奉献社会是非常重要的因素，从而引出了社会主义核心价值观的内容。然后联想到各行各业那些默默无闻的不为报酬奉献社会的人们。习主席呼吁年轻一代，将小我融入到大我，才能更好地实现人生价值。

3. 本单元的教学设计是对教师教学活动和学生学习活动的双重挑战。教师需要深入挖掘思政元素，通过多种形式和渠道对本单元学习内容在知识、思想、文化等各方面进行全方位、大范围延展，并自制 **comparison/contrast essay** 和 **signal words** 等微课。另外，本设计不仅仅局限于考察学生对语言知识的学习，而且挑战学生搜集、整理、筛选、分析资料和信息的能力，利用已有知识构建和表达自己独到见解和观点的能力，以及团队协作解决问题的能力。因此，本单元的教学设计不仅充分调动了教师的主观能动性，而且能够进一步激发学生的学习潜能，对培养他们的自主学习，合作学习和问题探究能力有很大的帮助。

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”。