



文華學院  
WENHUA COLLEGE

# 《新未来大学英语综合教程》 校本教学设计经验分享



文华学院 李玲  
2021年7月22日



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如何针对如此丰富的教材内容进行科学的教学设计？

如何调动学生的参与积极性？

如何突破每个单元的教学重难点？

.....



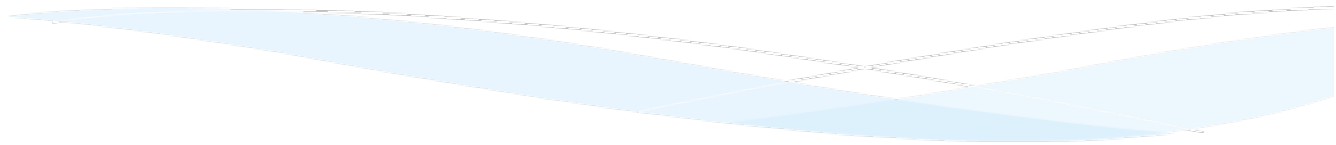
问题意识是我们思维前进的原动力，也是我们教学水平提升的基石！





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# • 第一部分 文华学院基本情况





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# 文华学院 前身——“华中科技大学文华学院”

2003年5月成立

2014年5月转设

学校现有普通全日制在校学生17000余人，本科专业43个、专科专业15个，初步形成“工学为主，多学科协调发展”的学科专业发展格局。





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**核心教育理念：以学生为中心**

**“三九个性化教育模式”：**

三种类型学生——学术型、应用型、潜力型；

三个关键点——潜能、立志、空间；

三个一工程——一人一规划、一生一课表、一师一优课；

**个性化教育路径：** 尊重学生，严格要求，  
科学指导，自主学习



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**学校办学定位：**“建设高水平应用型大学”，以“区域经济社会需求为导向”，立足湖北、服务中部、辐射全国，培养面向生产服务第一线，具有现代创新创业能力和高度社会责任感的**高素质应用型人才**。



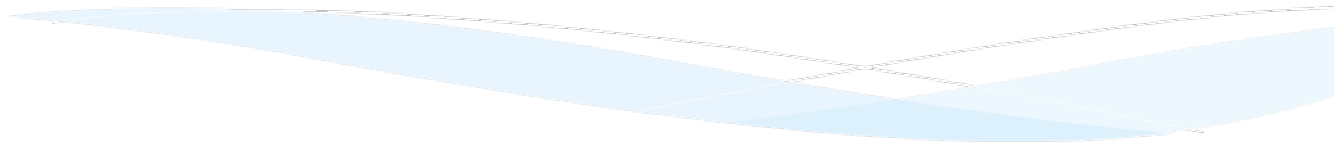
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**学校的大学英语课程的教学目标**：培养学生的英语综合应用能力，在此基础上，根据学生的学习需求进行分类指导，进一步培养他们具有**较高的英语综合能力**，或**英语专项能力、学术英语能力、职业英语能力**等，使他们能够在未来的生活和职业中使用英语完成各种任务，同时增强**自主学习的能力**，提高**跨文化交际的能力、思辨能力**和综合素养，以适应区域经济、社会发展和国际交流的需要。



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# • 第二部分 基于学情的校本特色型教学设计





# 学情介绍



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**学习态度**：“00后”个性突出，惰性较强

**学习能力**：接受能力强，自主学习能力弱

**学习水平**：班级高考均分在处于及格水平

**改变学习态度的关键在于成功的学习体验！** 让每位学生体验外语学习的乐趣，建立学生的自信心与成就感，是我们每位外语老师义不容辞的责任！



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**宽松民主的教学环境**

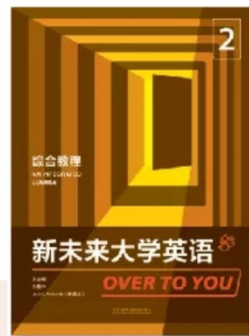
降低焦虑

**互动合作的学习氛围**

鼓励参与

**真实情境的学习体验**

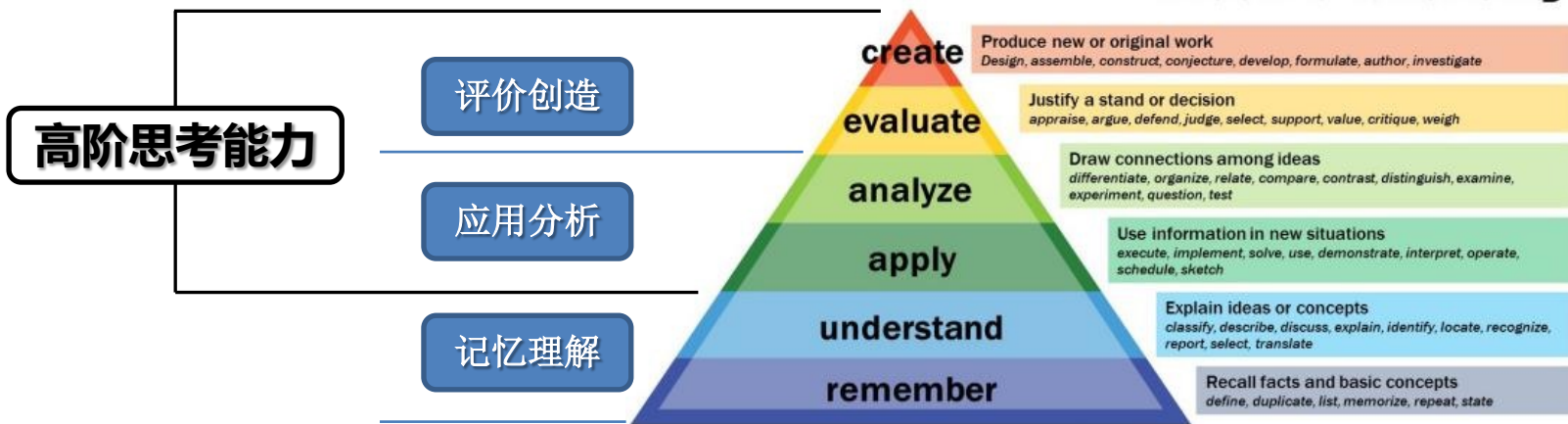
激发动机





# “让学生的眼睛亮起来！”

## Bloom's Taxonomy



# 学期与学时：



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学期	单元	学期教学周数	每单元分配学时	周学时
2020-2021-1	Unit 1,2,3,6	15周	8学时	4学时
2020-2021-2	Unit 1,2,3,4	17周	8学时	4学时

## 需要说明：

8学时一单元的教学安排，可保障单元任务的完整实施。

一学期上4个单元之后，进入听力强化阶段。



# 单元“三线索”设计：

**主题内容线** + **能力线** (语言/跨文化/思辨) + **思政育人线**  
**显性**                      **隐性**                      **隐性**



**教学方法**

# 基于此种“三线索”设计，主要采取的教学方法：



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**CLIL (Content and Language Integrated Learning)**  
从“学外语” 向 “用外语学” 转变；

**TBLT (Task-Based Language Teaching) &  
TSLT (Task-Supported Language Teaching)**  
“以学生为中心”， “学用一体”





# 课堂组织形式

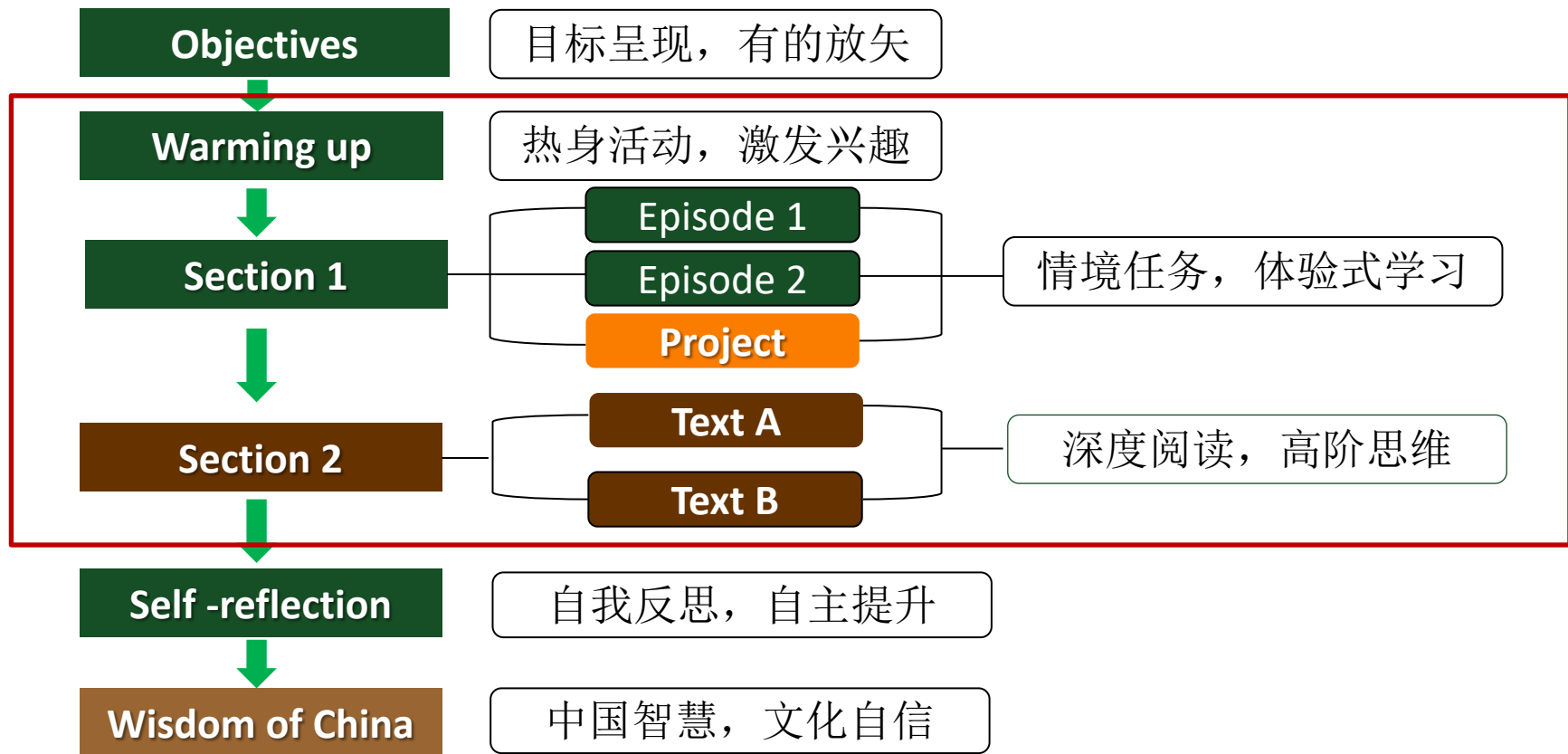
- **数量**：四人一组（全班30人左右）
- **分组方法**：能力交叉（辅导和帮助）
- **活动类型**：信息轮流交换型（有助于二语习得的  
意义协同、相互修正，确保总会话量等）
- **建议**：尽量采取活动桌椅教室



# 课堂重点讲授内容



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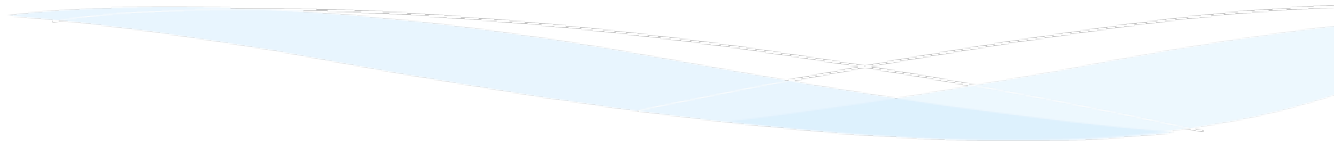






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- **Section1 教学安排分析**  
( **4**学时 = E1 **2**学时 + E2 **2**学时 )



## Section 1

TSLT → TBLT



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# 跨文化思辨育人主要活动：

## Communication skill

- Making small talk;
- Making polite corrections;
- Giving step-by-step instructions;
- Asking for and giving opinions;
- Expressing uncertainty in conversations;
- Inviting contributions in discussion

## Critical thinking skill

- Evaluating relevance of information;
- Engaging in self-reflection;
- Making an evaluation by setting criteria;
- Categorizing information;
- Inferring the author's message;
- Comparing and contrasting viewpoints

## Intercultural skill

- Exploring other cultures at university;
- Exploring how culture affects learning styles;
- Introducing cultural items;
- Being curious about other cultures;
- Being aware of cultural differences in social expectations;
- Keeping an open mind about other cultures

# 例: B1U1

## Making small talk;

## Evaluating relevance of information;

## Exploring other cultures at university;

- TSLT系列任务旨在让学生在理解输入材料的基础上,及时实现分析、应用。
- 为后面的重点活动OTY和Project建立脚手架。

## 围绕书本练习展开

① Work in groups of four. Each group member reads one poster and notes down the information in the table. Then take turns describing the poster to the other members. The other members listen and complete the table.

Club / Event	Time & Location	What is offered
Young Entrepreneurs	• 1) _____ on the first Tuesday of every month • Room 201, Teaching Building	• Speakers from various industries • Networking events • 2) _____
_____	_____	• 3rd month • Free admission • Various goods
_____	_____	• DJ • 6) _____ for best dancers • Band performances
Sunday	_____	• 8) _____ • Experimenting with filters and special effects • 9) _____

While gathering information for their brochure, Yi Fei and Wang Hao notice that it's hard for international students to find places to study or relax, so they find a campus map to help the international students.

① Work in pairs. Check the map on Pages 8-9 and answer the questions.  
1. I'm an international student and want to rent a

② Watch the video again. Work in pairs and choose the strategies that the four friends use to start conversations.

- A. Commenting on someone's clothing
- B. Praising someone's physical appearance
- C. Praising someone's actions or skills
- D. Mentioning recent news
- E. Discussing the surroundings
- F. Mentioning a past meeting

Alice and Yi Fei \_\_\_\_\_  
Wang Hao and Tom \_\_\_\_\_  
Tom and Alice \_\_\_\_\_

Now read the Communication skill and learn about how to make small talk.

③ Match the small talk openers 1-5 with the responses a-e.

- 1. That looks good! Is it spicy?
- 2. Hey, your badminton skills are pretty good! Do you play regularly?
- 3. Oh hey Maria! How have you been?
- 4. Hey, I think we've met before ... Were you at Tom's party last week?
- 5. Hi! It's good to see you again! What have you been up to lately?

- a. Oh hey! I've been good. I've been really busy with schoolwork, but I guess everyone has!
- b. I don't know, but I hope so. I love spicy food. What about you?
- c. Oh yes. I think I remember you ... You are Julie's friend, right?
- d. Oh, not much. I've been playing a lot more tennis these days, but other than that, nothing special.
- e. As often as I can. I like to keep in shape. Do you play, too?

Now work in pairs and discuss what strategies are used. Choose one situation to role play, adding at least three more conversation turns.

### Communication skill

#### Making small talk

Small talk is light conversation that is commonly used when talking to someone we don't know very well. It is used to create a positive atmosphere and make the speakers feel comfortable with each other.

When making small talk, we can use several strategies such as giving compliments, commenting on something, or asking questions about the other person. Common topics for small talk include weather, hobbies, news, food, etc.

Small talk can also be used when chatting with friends, in a more intimate way.

#### Small talk with strangers:

- Beautiful day, isn't it?
- Hey, I really like your shoes!
- Hello, I'm ... Is this your first time here?
- Excuse me, but didn't we meet at ...?

#### Small talk with friends:

- What's new?
- How are things?
- How have you been?
- What have you been up to lately?

### Critical thinking skill

#### Evaluating relevance of information

A statement can be clear, accurate, and precise but not relevant to the question at hand. When writing, we have to keep in mind the purpose of our writing, as well as the audience, to ensure our information is relevant. We should make sure the given information serves our writing purpose and addresses the right audience.

For example, the boxouts on Pages 8-9 provide information about key locations on campus. When we introduce a place, we usually include information about two aspects: basic information and function. Considering the boxouts are written to provide guidance for new international students, visitor advice is also given.

for a walk?  
days. I should  
a good place

closed. Where is

a group  
to go?  
something I ate.

and mark the  
be the following

history museum. Check (✓) the information you'd like to can refer to the Critical thinking skill.

Basic information		Function	Visitor advice
Opening hours	Appearance		

### Cultural skill

#### Exploring other cultures at university

Clubs and societies constitute a big part of university life. They provide opportunities for students to make friends, pursue interests, and relieve some of the pressure in their studies. Of course, in different cultures all over the world, the types of clubs and societies you find on campus may vary.

In many Western countries, for example, media clubs are popular. Students in these kinds of clubs can get experience producing TV and radio shows, or printing student newspapers and magazines. Many Western universities also place a lot of importance on sports. For example, American football and basketball are especially popular in the U.S. There are also clubs that are dedicated to exploring the local culture and history. This can take the form of clubs about ancient languages or crafts.

So get the opportunity to study abroad, then joining clubs and societies is a great way to learn more about university culture and help you integrate yourself into university life.

## Section 1



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- Warming up **10 mins** 引入话题的同时，需针对学生预习情况做检查
- Language points E1&E2 **25mins**  
对于基础较弱的学生来说，语言点是一定不能忽视的！
- Language in focus E1&E2 **25 mins**  
教师针对此部分，可以重点课上分配时间讲解难点和易错点



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# \*Section1 教学安排分析

**重点任务: OTY & Project**

A decorative graphic at the bottom of the slide consisting of several overlapping, wavy, light blue shapes that create a sense of movement and depth.

## 不同文化背景，不同学科专业背景，不同性格特点的四位主人公



**Wang Hao**

**Age:** 18

**Hometown:** Xi'an

**Major:** Sociology



**Yi Fei**

**Age:** 18

**Hometown:** Shenzhen

**Major:** Computer science



**Thomas Miller**

**Age:** 19

**Hometown:** Philadelphia

**Major:** Marketing



**Alice Parker**

**Age:** 19

**Hometown:** London

**Major:** Chinese

**Information gap**

**Opinion gap**

**Reasoning gap**



**Information gap**



**信息交流型任务**

**例：Unit 3 Project**

Making a presentation about a dish from your hometown.

**Opinion gap**



**解决问题型任务**

**例：Unit 4 Project**

Making travel arrangements.

**Reasoning gap**

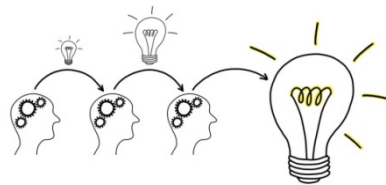


**真实创造型任务**

**例：Unit 1 Project**

Creating a campus guide brochure for international students.

**Brainstorming**



### 3. 《新未来》特色理念

#### 跨文化思辨育人

在外语教学中，通过**跨文化语言活动**、**思辨语言活动**以及**跨文化与思辨融合的语言活动**，有效提高语言能力，融合培养以跨文化能力和思辨能力为核心的多元能力，促进立德树人。







## 个性化的任务设计与分工：

在学生完成任务的过程中，考虑每个学生基础的、一般性的目标追求，又要满足部分学生特别的个性化的发展需求，鼓励创造。

# 脚手架原则！

(*David Nunan* 《Task-Based Language Teaching》)



**脚手架原则**：任务有难度，老师来帮助!



**适时+适量**

例如：**B2U4 Section1**

**Project**：Making travel arrangements

如何有效利用短暂时间？（**time-saving**）

如何做到省钱？（**economical**）

如何保证旅途的舒适度？（**comfortable**）

如何使得旅途满足个性化的需求？（**selfie、shopping、food...**）

# B1U3 Section1

## 采用词汇树作为脚手架

Shandong Cuisine,  
Zhejiang Cuisine,  
Jiangsu Cuisine...

**Eight  
Cuisines**

**Cooking  
methods**

stir-fry, pan-fry,  
deep-fry, stew,  
braise...

**Ingredients**

pork, beef, mutton,...

**Processing**

chop, slice, shred...

**Seasonings**

chilies, peppercorns, sugar...

**Five  
tastes**

sour, sweet, bitter, spicy, salty

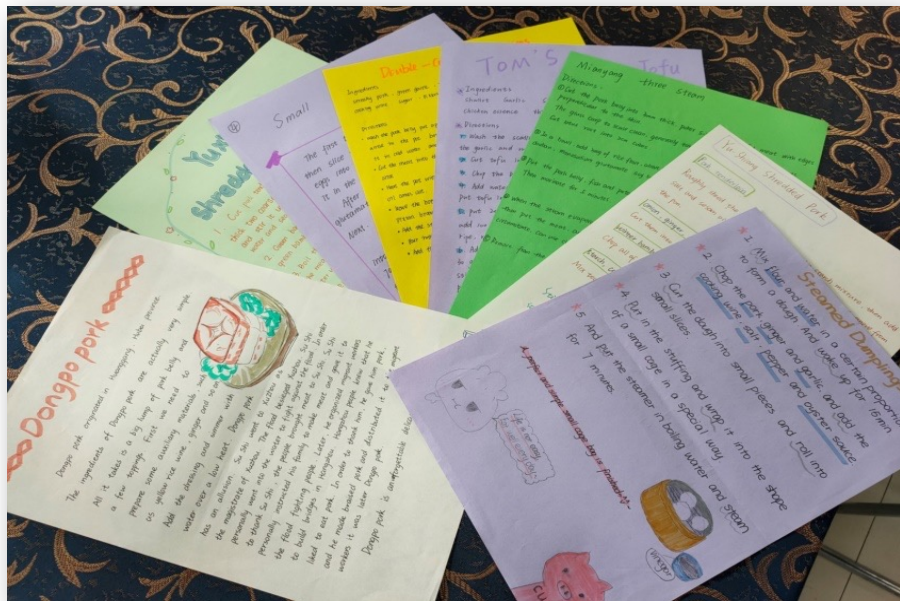
**Typical  
dishes**

**Food  
culture**

## 搭建脚手架，帮助学生更好地领会Wisdom of China 这部分的精髓内容

China's Eight Famous Cuisines	Features
• <b>Anhui Cuisine</b>	• Famous for wild plants from <u>mountains</u> and favors <u>stewing</u>
• <b>Cantonese Cuisine</b>	• The most popular style internationally • Noted for its healthy <u>soups</u> and fine <u>seafood</u>
• <b>Fujian Cuisine</b>	• Lighter, with a <u>sweet and sour</u> taste
• <b>Hunan Cuisine</b>	• <u>Hot and spicy</u> flavor
• <b>Jiangsu Cuisine</b>	• River, lake, and sea foods, with lightly <u>sweet</u> , natural, and mild tastes
• <b>Shandong Cuisine</b>	• <u>Salty</u> and uses a wide variety of seafood
• <b>Sichuan Cuisine</b>	• <u>Hot and spicy</u> flavor
• <b>Zhejiang Cuisine</b>	• Seafood, favors <u>fresh ingredients</u>

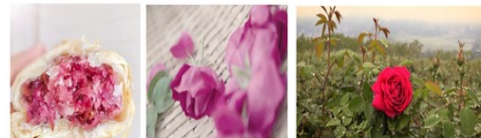
# Project : 敏锐地看到学生渴望得到肯定的心理，并予以及时的鼓励和引导！



Over to You tasks:  
2.电子版  
配上图片  
适当装饰

3. Project 可以  
融合到OTY

## FLOWER CAKE



### Directions

• Raw materials for making oil and water skin:

160g of high-gluten flour, Purple potato powder 50g, 184g of low gluten flour, Maltose 24g, 200g lard, Boiling water 200g.

Stir clockwise and knead evenly. Let the dough rest for 30 minutes.

• Raw materials for making oil skin:

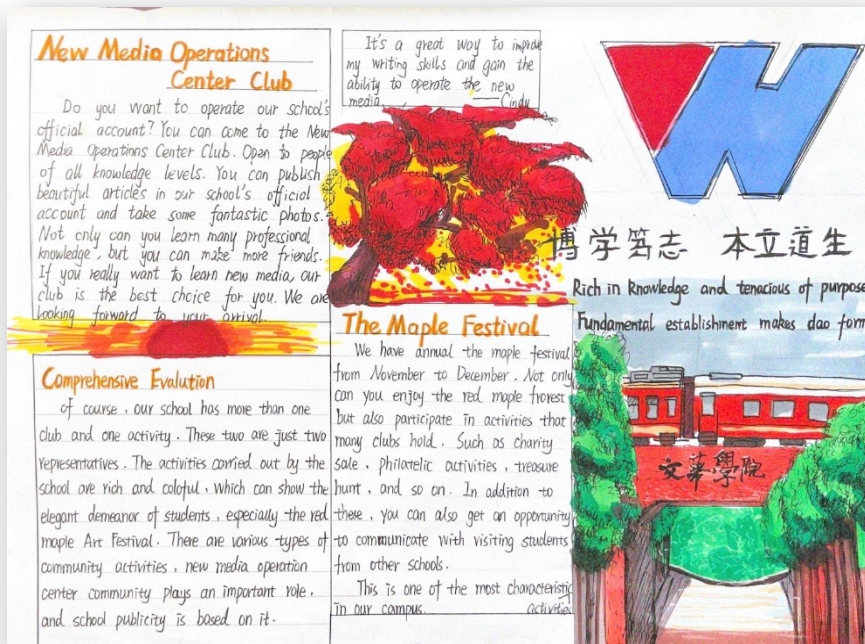
Low gluten flour 300g, 150g lard.  
Mix well in a container and knead until smooth

• Raw materials for making flower cake stuffing:

Low gluten flour 300g, Sugar 200g, White maltose 100g, Sanyo cake flour 50g, 180g lard, Cooked flour 150g.







**校本化的Project会更加激发学生的参与热情与创作思路！**



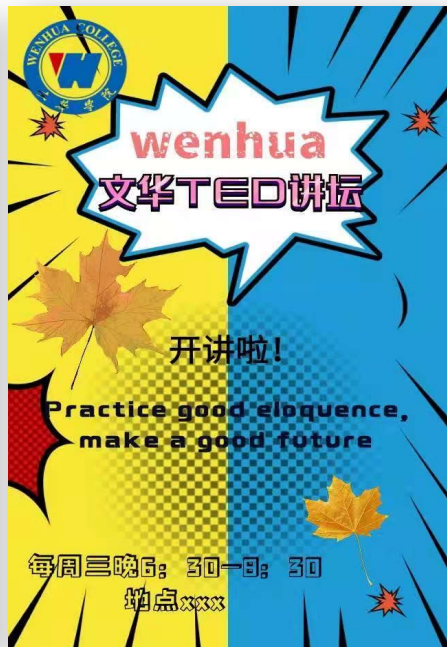
**WENHUA TED**  
Learning Showing

**SHOW YOURSELF TO OTHERS**

welcome

who	students who lost confidence in English
what	we will invite successful people who have graduated share their experiences.
price	free

Telephone Number: 666666  
Open Time: 2021.05.11

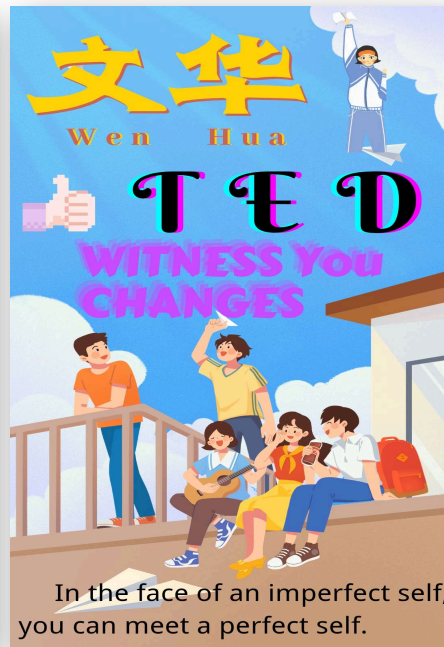


**wenhua**  
**文华TED讲坛**

开讲啦!

**Practice good elquence, make a good future**

每周三晚6:30-8:30  
地点xxxx

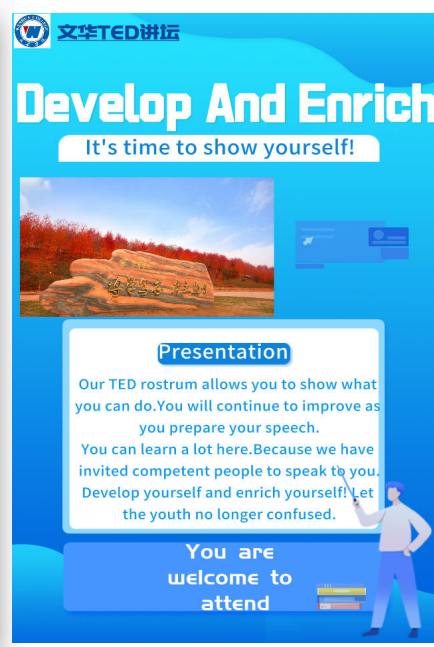


**文华**  
Wen Hua

**T E D**

**WITNESS YOU CHANGES**

In the face of an imperfect self, you can meet a perfect self.



**Develop And Enrich**  
It's time to show yourself!

**Presentation**

Our TED rostrum allows you to show what you can do. You will continue to improve as you prepare your speech. You can learn a lot here. Because we have invited competent people to speak to you. Develop yourself and enrich yourself! Let the youth no longer confused.

**You are welcome to attend**

**校本化的Project会更加激发学生的参与热情与创作思路!**





Name: anthomaniac face

Description: A yellow face with loving eyes, raised eyebrows, and an outstretched tongue. With roses in hand. As the saying goes, flowers are given to beauties. It's used to express our feelings when we see handsome men and beautiful women or things we like.



A yellow face with smiling eyes, a closed smile, rosy cheeks, and several hearts floating around it. He covers his cheeks with his two hands. It is used to express affection or unrequited emotions.



Name: Disdain

Introduction: A yellow face with a pair of eight-shaped eyebrows, black round eyes and a crooked mouth.

It can be used to express feelings when people disfavor or look down on someone.

Designed by : Hu Zhuojuan  
Xiang Siyi  
Tan Tingfang  
Song Hongxuan

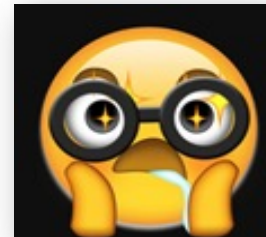
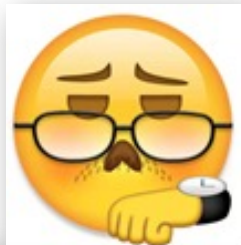
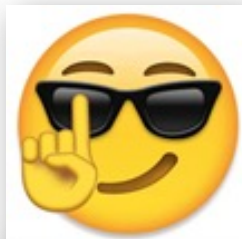
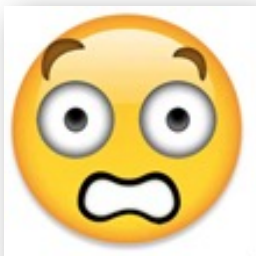
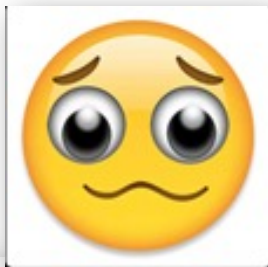


Icon: F.E.E.  
Paint: F.E.E.  
Text: F.E.E.

Name: anthomaniac  
A slouching, slobbering man with eyes resting on his hand  
It can be used when people see someone or something they're obsessed with.



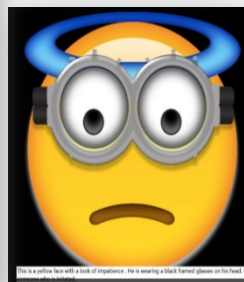
A pair of eyebrows raised slightly, a pair of enlarged eyes accompanied by tears and a zipped mouth expression. It is often used to indicate that you have seen something wrong and are ready to shut up.



A child smiles, rolls his eyes and sticks out his fist. There is a love in his fist. It shows that people are not happy and want to hit somebody when they show their love. It takes a sense of hypocrisy.



It was a smiling face with a pair of horns on its forehead and a pig snout on its nose. The most noticeable feature of the face is the large, prominent, pink lips. The expression is looking to do with the Great Outdoors.



This is a yellow face with a look of impatience. He is wearing a black band glasses on his head. It is a yellow face with a look of impatience.



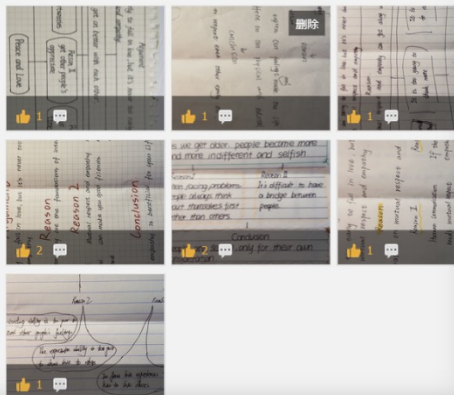
A pair of black eyes with a wide, toothy grin and a blue headband. It is a yellow face with a look of impatience.



# QQ群相册记载了学生成果的点点滴滴

## 《unit1 Argument》

Fiona 于2020年10月13日创建



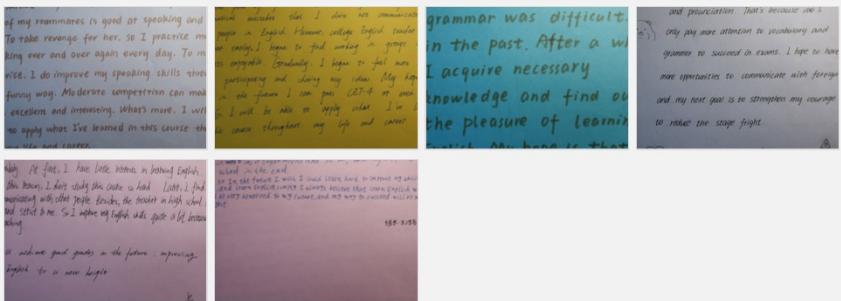
## 《unit1 poster》Design your own poster based on the ...

Fiona 于2020年10月06日创建



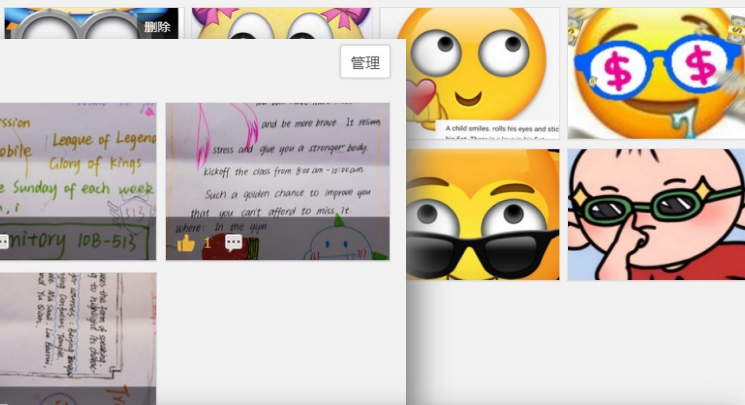
## 《unit2 Self-reflective journal》

Fiona 于2020年10月24日创建



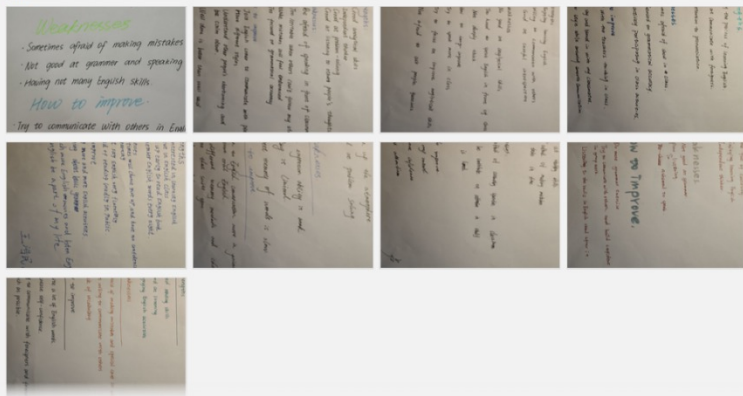
## 《emoji design》OTY 第二册 unit1

Fiona 于2021年03月07日创建



## 《Unit 2 Self-reflection》if-reflection

Fiona 于2020年10月28日创建



# 采用形成性评价的方式调动学生的参与积极性



文華學院  
WENHUA COLLEGE

## 2020-2021-1大学英语形成性评价记载表（20级教师版总表）

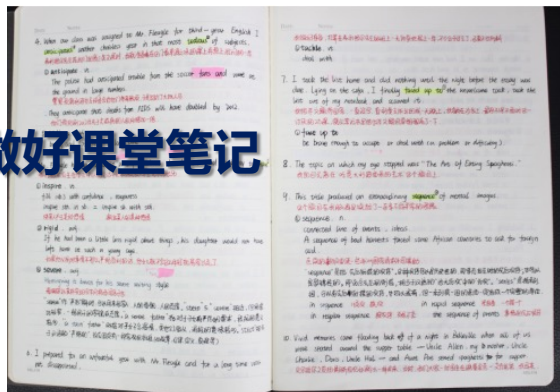
专业班级： 国贸2002

任课教师： 李玲

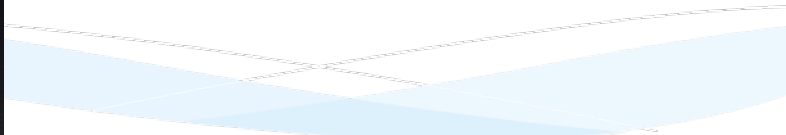
序号	学号	姓名	gk	考勤 (20%)	笔记 (20%)	作业 (20%)	测试(40%)				课堂表现分值	平时成绩总分
							词汇 (10%)	听力 (10%)	口语 (10%)	听写 (10%)		



鼓励学生做好课堂笔记



额外加分制

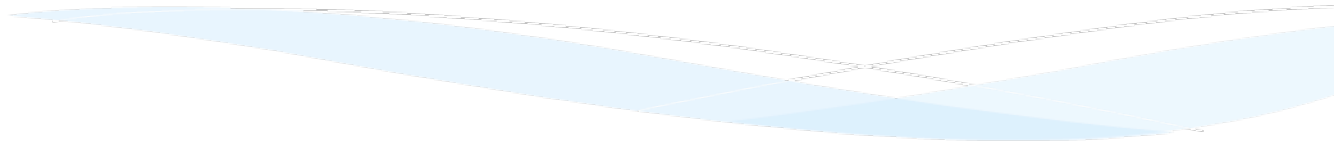




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# • Section2 教学安排分析 ( 4学时 )

## 重点环节的教学设计



# 1. 如何处理Preview task环节？

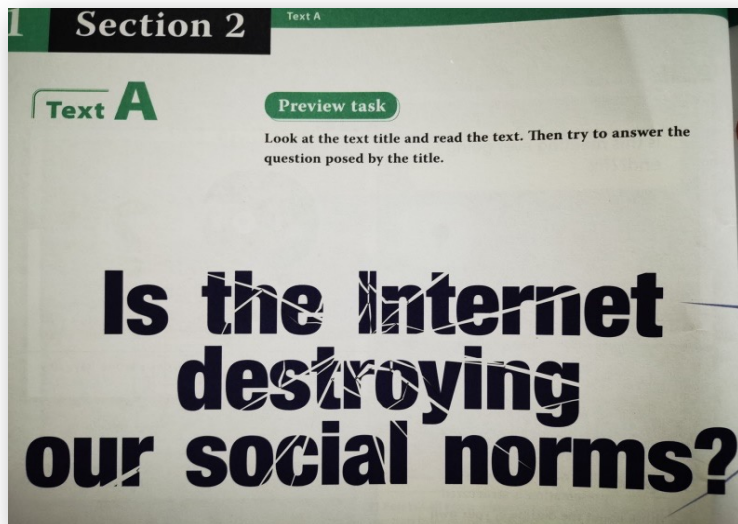


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巧设活动，活跃课堂气氛

15 mins

B2U1



### Questionnaire about people's views on cyberbullying.

- Q1: What is your gender? ◊
- A) male ◊
  - B) Female ◊
  - C) Real dissatisfaction ◊
  - D) Peeping desire/curiosity to respond to promote the development of events ◊
  - E) Has not been published. ◊
- Q2: Do you know much about cyberbullying? ◊
- A) I don't know ◊
  - B) Only part of it ◊
  - C) Having a good understanding ◊
  - D) Most people don't understand the specific definition of cyberbullying. ◊
- Q3: Your usual online time is \_\_\_\_ ◊
- A) 1-3 hours per day ◊
  - B) 4-6 hours per day ◊
  - C) 7-9 hours per day ◊
- Q4: What attitude do you hold when you see information on the Internet? ◊
- A) To be willing to believe ◊
  - B) To be rational and judge right or wrong by yourself ◊
  - C) To do not believe ◊
  - Q9: Some netizens insult inferior artists on the Internet, causing great trouble to them. What do you think of this? ◊
  - A) They make mistakes and deserve it ◊
  - B) It's irrational, but it's understandable ◊
  - C) It is too bad and should be severely punished ◊
  - D) This kind of behavior should not be supported ◊
- Q5: Do you usually comment on news or posts on the Internet? ◊
- A) Never ◊
  - B) Occasionally ◊
  - C) Frequently ◊
  - Q10: Which of the following do you think is cyberbullying (multiple choices)? ◊
  - A) To expose other people's information at will ◊
  - B) To make malicious slander of others ◊
  - C) To abuse others ◊
  - D) To spread false information about others ◊
  - E) Others ◊
- Q11: Where do you think cyberbullying will occur (multiple choices)? ◊
- A) The comment of news ◊
  - B) Weibo messages ◊
  - C) Forums, bulletin boards and other websites ◊
  - D) Others ◊
- Q12: What do you think is the root of cyberbullying

# B1U2

## 1 Section 2

### Warming up



What do you do when you face changes and setbacks?)

(Ok, thank you for sharing your opinion. Today we are going to read a story about ...)

socialize  
broaden

#### Flashcard

Do you still remember the meaning of the following words?

# B1U6



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## Section 2

- |             |                                             |
|-------------|---------------------------------------------|
| fulfill     | 1. continuing to do sth in a determined way |
| bold        | 2. to try to achieve sth                    |
| complicated | 3. begins to exist                          |
| persistent  | 4. involving a risk                         |
| origin      | 5. difficult to do, deal with               |

## Section 2

- |               |                                                                                          |
|---------------|------------------------------------------------------------------------------------------|
| extraordinary | 1. to achieve sth, that you wanted to do or get sth you hoped for                        |
| pursue        | 2. space and everything that exists in it, including the Earth and all the other planets |
| calculate     | 3. to discover a number                                                                  |
| universe      | 4. to be an expert in a particular part of a subject                                     |
| specialize    | 5. far more than usual or expected                                                       |

# 2. 如何处理Comprehension环节？



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巧设问题链，培养学生的高阶思维

25 mins

B2U2

通过提问，引导学生

1. 定位信息；
2. 概括信息；
3. 分析信息；
4. 整合信息；



## Section 2

- 1) What do you know about “gig economy”?
- 2) How does gig economy come into being?
- 3) What are the benefits and shortcomings of gig economy?
- 4) Who are the supporters of gig economy?
- 5) What professions are related to gig economy?
- 6) What skills should we acquire to suit the needs of future job market?
- 7) How will gig economy develop in future?



## Section 2

- 1) What do you know about “gig economy”?
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- 7) How will gig economy develop in future?

1. 定位信息;
2. 概括信息;
3. 分析信息;
4. 整合信息;

## 2

## Section 2

### Text

### Skimming & scanning

#### Structure

#### The rise of the gig economy

The term “gig economy” refers to a way of working that is based on people working in 1) flexible, task-based employment

The number of people involved in the gig economy is 2) rising rapidly. (Para.1)

#### Reasons:

- The rise of this global phenomenon has largely been driven by 3) technological advances that allow people to manage their work through 4) computers and smartphones.
- Attitudes to work are changing, as younger people embrace the 5) independence and flexibility of the gig economy offers.
- Employers favor a more 6) flexible approach to employing workers; they are also aware that the world of work is changing rapidly. (Para.2-6)

#### Problems:

The gig economy leaves employees worse off. (Para.7)

Conclusion(Para.8)





# 3. 如何处理Reading skill环节？

例子：B1U6

基于课文，归纳、演绎

25mins

## Comprehension

- 1 Read the text summary and revise it based on the **Reading skill**.

<sup>1</sup>Nan Rendong was a talented scientist who had a dream to build the world's largest radio telescope. <sup>2</sup>As well as managing the project, he would also get heavily involved in it. <sup>3</sup>When he came up with the idea, he was working at the National Astronomical Observatory of Japan. <sup>4</sup>Many believed that his dream was "unreachable", but Nan Rendong persisted. <sup>5</sup>For example, he would often check the firmness of the subsoil with his own feet. <sup>6</sup>After many years of hard work, the FAST project was launched in Pingtang County, Guizhou Province. <sup>7</sup>Nan Rendong died of lung cancer in 2017. <sup>8</sup>I think his story has inspired millions of people around the world to be persistent and chase their dreams. <sup>9</sup>Nan Rendong is a good example of those people who are persistent in chasing their dreams no matter how "unreachable" their dreams may seem.

## Reading skill



### Summarizing a text

Summarizing a text means reducing it to its main idea and necessary details. Usually, a summary should be no more than one-fourth of the original text.

When summarizing a text, we should first find the message the author tries to convey. Sometimes this is as simple as reading the title of the text. We can also ask questions about *who*, *what*, *where*, *when*, *why*, and *how*. After that, we need to include information that can help people understand the message. Often the topic sentences of paragraphs contain the most useful information for the summary.

When we write the summary, it's helpful to keep the following things in mind:

- List the key points following the order of ideas in the original text.
- Don't include information that may not be vital such as detailed explanations, evidence, or examples used to illustrate points.
- Don't copy the author's words or bring in your own opinion.



# 例子：B1U6

## 第一步：启发学生，理清思路

## 第二步：辅以练习，巩固提高

### Section 2

#### Reading skill

#### Summarizing a text

1. List the key points **following the order of ideas** in the original text.
2. **Don't include information that may not be vital** such as detailed explanations, evidence, or examples used to illustrate points.
3. **Don't copy** the author's words or **bring in your own opinion**.

### Section 2

- ① Nan Rendong was a talented scientist who had a dream to build the world's largest radio telescope.
- ② As well as managing the project, he could also get heavily involved in it. A disordered sentence
- ③ When he came up with the idea, he was working at the National Astronomical Observatory of Japan.
- ④ Many believed that his dream was "unreachable", but Nan Rendong persisted.
- ⑤ For example, he would often check the subsoil with his own feet. Information that is not vital
- ⑥ After many years of hard work, the FAST project was launched in Pingtang County, Guizhou Province.
- ⑦ Nan Rendong died of lung cancer in 2017. Personal opinions are brought in
- ⑧ I think his story has inspired millions of people around the world to be persistent and chase their dreams.
- ⑨ Nan Rendong is a good example of those people who are persistent in ...

# 例：B2U3

25mins

## 第一步：启发学生，理清思路



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### 3 Section 2 Text A 基于课文，归纳、演绎

#### Reading skill

##### Deducing the meaning of new words from their context

When we come across unfamiliar words while reading, we can try using context clues to deduce meaning. This can help us remember the meanings of words more easily, and understand their usages better.

Often, if a word or term is uncommon, or specialized, it will likely be explained in the context. For example, the term "The Friendly Twist" in Paragraph 3 is explained in its context, i.e. "the action of opening a bottle of Coca-Cola".


Sometimes, finding a definition can be more complicated. For example, to deduce that the word "nostalgia" in Paragraph 4 has something to do with positive feelings about the past and tradition, we must read the whole paragraph.



3 Section 2 Text A

The following steps will help you work out the meaning from the context:

- Step 1 Read around the word
- Step 2 Look for contextual clues
- Step 3 Deduce the meaning
- Step 4 Check your understanding



## 第二步：适度拓展，巩固提高

3 Section 2 Text A

Reading skill

Contextual clues

- Antonym (opposite meaning is in the text)
- Direct Definition (meaning stated in the sentence)
- Appositive (meaning is set off by commas)
- Example (group of items in a category)
- Synonym (similar meaning in the text)

# 4. 如何处理Critical thinking环节？



40mins

例：B2U3

Think：教师提问，学生思考

## 3 Section 2 Text A

### Critical thinking

#### 4 Think-Pair-Share

**Step1 THINK** Read the material and think about the questions following it.

**Step2 PAIR** Share your answers with your partner, and then together come up with a decision as to whether or not Xiao Li should buy the phone.

**Step3 SHARE** Share your decision in class and give your reasons.

## 3 Section 2 Text A

**Step1 THINK** Read the material and think about the questions following it.

Xiao Li is a freshman and it is the beginning of the semester. On campus, he comes across a **promotion campaign** by a famous phone company. The salesman says:

"This new-model phone has great features. The interface is easy to use. It can take awesome pictures and has the best audio quality. A well-known pop star also uses it. It only costs 2,000 yuan, which is 400 yuan less than the market price, as it is factory direct. I am sure that you can afford it. Also, a fancy phone can make you feel confident. Having an old phone can be embarrassing."

Xiao Li is a big fan of the pop star. He has a three-year-old phone, and his monthly allowance is roughly 1,000 yuan. Should he buy the new phone?

## 3 Section 2 Text A

1. What is the intention of the salesman?

*To persuade the guy to buy the phone.*

2. What arguments are used in the persuasion?

*Product features: easy to use, takes awesome pictures, best audio quality, used by a celebrity, good price, makes you feel better than an old phone.*

3. Out of all the arguments, which are facts and which are opinions?

4. What counter-arguments to the persuasion can you think of?



# Share : 同伴合作, 教师引导



## 建立学生的安全感和表达的自信

### 3 Section 2 Text A

A **fact** is a statement that is true and **can be verified objectively, or proven**. In other words, a fact is true and correct no matter what.

An **opinion**, however, is a statement that holds an element of **belief**; it tells how someone feels. An opinion is not always true and **cannot be proven**.



### 3 Section 2 Text A

#### Arguments

- a new model **F**
- easy to use **F**
- well known pop star uses it **F**
- price 2,000RMB **F**
- takes awesome pictures **O**
- best audio quality **O**
- I'm sure you can afford it. **O**
- A fancy phone can make you feel confident. **O**
- Having an old phone can be embarrassing. **O**

Fact or opinion?



#### Counter-arguments

- It's too expensive / Xiao Li can't afford it.
- Xiao Li's old phone is fine.
- Xiao Li doesn't need the latest model / all the features.
- So what if a pop star uses it?
- Confidence is not built on fancy belongings.
- Having an old phone is nothing to be ashamed of.

### 3 Section 2 Text A

1. What is the intention of the salesman?

*To persuade the guy to buy the phone.*

2. What arguments are used in the persuasion?

*Product features: easy to use, takes awesome pictures, best audio quality, used by a celebrity, good price, makes you feel better than an old phone.*

3. Out of all the arguments, which are facts and which are opinions?

4. What counter-arguments to the persuasion can you think of?





# Share : 分享展示 , 教师评价

3

## Section 2

Text A



### *Remaining objective in the face of persuasion*

When someone tries to persuade us of something, their aim is to change our opinions or behavior.

In such circumstances we should try not to be too easily influenced by others.

Before making decisions, we can ask ourselves some questions:

- 1 What is the intention of the person trying to persuade me?
- 2 What arguments are they using to persuade me?
- 3 Which of their arguments are facts and which are opinions?
- 4 What counter-arguments are there for these arguments?

Once we have answers to these questions, we are in a better position to make objective judgments.

## Section 2

ethos: 可信度

亚里士多德提出的修辞学理论，主要是针对政治演讲中，演讲者通过何种方式玩弄语言能够说服听众。

pathos: 感染力

Ethos在希腊语中是人格的意思，对应的演讲手法也即，演讲者在演讲中（尤其是开始）要向观众展示自己的知识和道德水平，让观众信任自己。

logos: 逻辑结构

Pathos的原义是痛苦，当然这里指的是所有深刻的情感；

Logos就是逻辑了；pathos和logos实际上就是汉语中所说的“动之以情晓之以理”。至于这三种方法在作文中怎么用，和在演讲中是一样的。

## 帮助学生建立成就感



# 建议：

**1.think**：确保学生有足够的思考时间。可让学生给个信号如举手表示。教师监控整个现场，并适时予以提示。

**2. pair**：教师明确指定同伴而不是布置学生随便找一个搭档。适时更换讨论同伴。在同伴分享时，可能会出现某个学生单独控制了整个谈论，教师要进行干预，可采取定时发言的方式。

**3.share**：在全班分享时，随机抽取学生，让不仅学会表达自己的观点，还要学会复述同伴的观点，这样可以让学生学会倾听彼此的观点，提高学生的学习注意力和语言表达能力。



## 5. 如何处理Wisdom of China环节？

- 巧妙把中国元素融于整体教学设计之中，培养学生的文化自信和家国情怀,真正践行了课程育人。





## 3 Warming up

Work in groups. Take turns asking and answering the questions.

- 1 What is "ad" short for?
- 2 Where can you see ads?
- 3 What is the purpose of an ad?
- 4 In your opinion, which type of ads are more effective, online ads or print ads?
- 5 Why is graphic design important for ads?
- 6 Why do advertisers use celebrities?
- 7 Do funny ads work? Why?
- 8 Can you say a famous advertising slogan in English or Chinese?
- 9 What's your favorite ad?
- 10 What type of ads annoy you most?



## Warming up

Why do advertisers use celebrities? Who is the first celebrity endorser in Chinese history?

### Wisdom of China

#### One glance from Bole (伯乐一顾)

Bole, a legendary figure in the Spring and Autumn Period of Chinese history, was well-known **for his expertise in judging horses**. In modern Chinese, "Bole" figuratively means "**a good judge of hidden talent**".

However, not many people know that Bole was also the **first celebrity endorser** in Chinese history. In *Strategies of the Warring States (Zhanguo Ce)*, there is a story about how Bole helped a merchant sell a fine horse. Having failed to sell the horse, the merchant went to Bole, saying that after three whole days in the market, no one had expressed any interest in the horse. He begged Bole to help him. He asked him to go to the market, look over the horse, and then glance back when leaving. Bole did accordingly, and in a single morning offers for that horse increased tenfold. Thereafter, "one glance from Bole" was coined to mean "**instantly raising the price of something**".

## 例：B1U6



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### Wisdom of China

- 1 The Chinese Dream refers to the rejuvenation of the Chinese nation, including achieving prosperity for the country, renewal of the nation and happiness for the citizens.
- 2 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 together with the country .
- 3 The Chinese Dream is a dream for peace, development ,cooperation, and mutual benefit for all. It is connected to the beautiful dreams of the people in other countries. It will benefit not only the Chinese people, but also people of all other countries in the world.
- 4 To make the Chinese Dream come true, China must continue to follow the Chinese way of development, elevate the Chinese spirit, and boost national cohesion.



“美丽的宇宙太空，以它的神秘和绚丽，召唤我们踏过平庸，进入到无垠的广袤！”

## 推进课程思政建设，深化个性化教育实效——文华学院大学英语系课程改革纪实

原创 学风最好的 文华学院 1周前



英语教学往往会给人一种刻板的印象，那就是由教师在课堂上讲解课文与各类语法规则，学生以完成书面练习为主。但其实，英语教学绝对不是中规中矩的语法与词汇讲解，而是要基于教学目标和教学内容，让学习者领略到语言文化的真正魅力。英语教学，承载着品德塑造、思维启发、跨文化交际、文明传承等诸多目标，而这些正是吸引人去学习它的动力和价值所在。



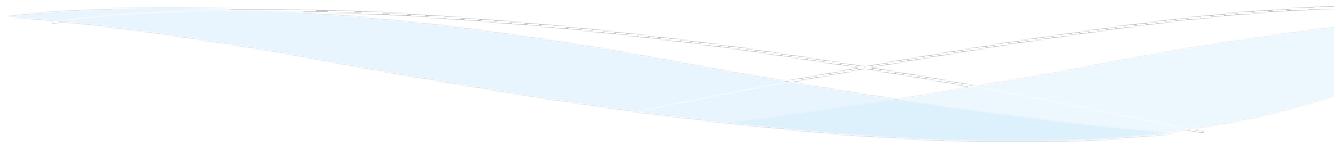
“结合教学内容，挖掘课程中的真善美，将课程思政的目标贯穿于教学全过程，打造有人文关怀、有温度、有爱的外语新课堂。”





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## • 第三部分 结语





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课堂教学永远是一门**遗憾的艺术**！让我们保持一颗**积极、开放的心态**，在教学中汲取养分，从而不断提升自我的教学素养，**以专业赢得自己的职业尊严**。



I can learn anything I want to.  
When I'm frustrated, I persevere.  
I want to challenge myself.  
When I fail, I learn.  
Tell me I try hard.  
If you succeed, I'm inspired.  
My effort and attitude determine everything.



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**谢谢，请批评指正**

