

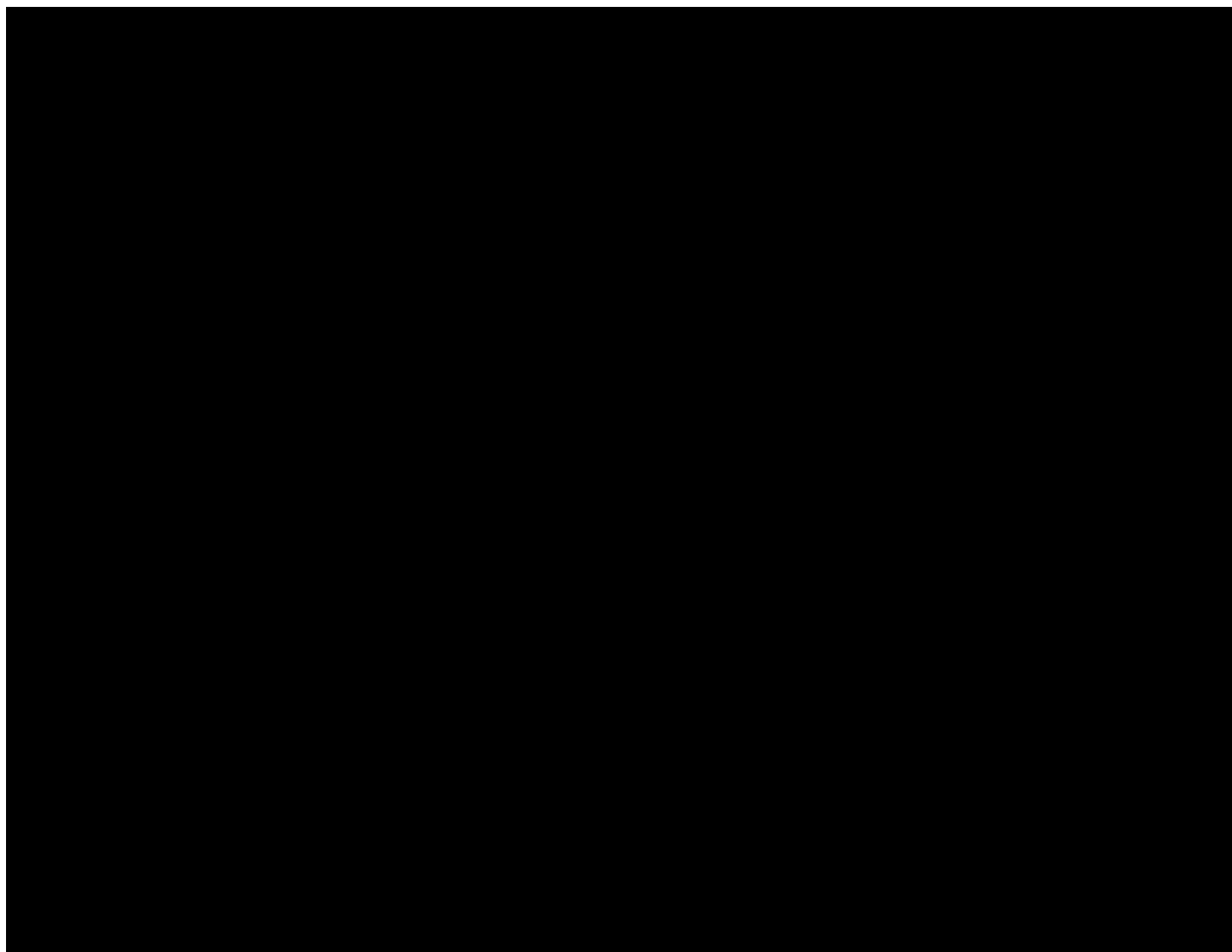
附件三：

## 2021 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
课程类别	<input checked="" type="checkbox"/> 大学英语通用英语课程 <input type="checkbox"/> 大学英语专门用途英语课程 <input type="checkbox"/> 大学英语跨文化交际课程 <input type="checkbox"/> 英语专业课程 <input type="checkbox"/> 翻译专业课程 <input type="checkbox"/> 商务英语专业课程
教学对象	2020 级工商管理专业一年级学生
教学时长	64 学时/学期 4 学时/周
教材名称	《新标准大学英语综合教程》
参赛单元	第 2 册 第 1 单元 (*单本教材仅填写单元信息)

### 二、团队信息



### 三、单元教学设计方案

#### 1、课程描述（介绍院校特色与教学对象特点，说明本课程时长及总体目标）

##### （1）我校办学理念与特色

■■■■■，坐落于“■■■■■”的■■■■■，位于■■■■■协同发展的重要枢纽位置和■■■■■经济区中心地带。学校聚焦“一带一路”、■■■■■协同发展、■■■■■建设等国家和区域发展战略，秉承人文底蕴养成人格，工匠精神培育技能的理念，围绕立德树人的根本任务，以一流本科专业和一流课程建设为龙头，以双师型师资队伍为支撑，以经济与社会需求变革为导向，不断创新培养模式，不断提升人才培养、科学研究、专业建设、社会服务、文化传承水平和办学质量，立足■■■■■，服务■■■■■，面向全国，培养中国未来发展需要有社会责任感、有担当、有国际化视野和家国情怀的复合型应用人才。

依据《大学英语课程教学要求》以及《大学英语教学指南》（2020版），大学英语教学是高等教育的一个有机组成部分。大学英语作为大学外语教育的主要内容，是非英语专业学生在本科教育阶段的一门**必修公共基础课程**，在人才培养中具有重要作用。**大学英语课程是普通高等学校通识教育的一个重要组成部分，兼具工具性和人文性。**

其**工具性**主要体现在两个方面：第一，大学英语课程是基础教育阶段英语教学的提升和拓展，主要目的是在高中英语教学的基础上进一步提高学生英语听、说、读、写、译等语言综合应用能力。第二，大学英语课程可通过专门用途英语教学让学生学习与专业相关的学术英语或职业英语，获得在学术或职业领域进行国际交流的相关能力。其**人文性**也主要体现在两个方面：第一，大学英语课程的重要任务之一是进行跨文化教育。学生可通过英语学习了解国外的社会与文化，增进对不同文化的理解，加强对中外文化异同的认识，培养跨文化交际能力。第二，大学英语课程可培养学生对中国文化的理解和阐释能力，服务中国文化对外传播。大学英语工具性是人文性的基础和载体，人文性是工具性的升华。

##### （2）教学对象特点

该课程的授课对象为我校非艺术类本科 2020 级大一的学生。我校学生来自全国各省市，进校时整体水平不高，英语水平参差不齐，有一定的地域差异；学生学习兴趣不是很浓厚，英语语言基本功不够扎实；语言运用能力尤其是语篇叙述能力和自主学习能力较弱；学生习惯于单声道式的“听讲”，不太愿意主动学习和思考，不过大部分学生在教师的指导和鼓励下，基本能完成一定难度、深度和挑战度的学习任务。

针对以上学情分析，本课程对标“两性一度”金课标准，秉承“以学习者为中心”的教育理念，具体体现为以“**学生发展、学生学习、学习效果**”为中心，试图通过以下思路激发学生学习兴趣，提升学生自主学习能力，满足学生个性化学习的需求：

①在 OBE 理念的指导下，利用 BOPPPS 有效教学模型，重构教学内容，优化课程教学设计，有机融入思政元素，教学活动循序渐进式从低阶目标过渡到高阶目标，培养学生高阶思维；②以信息

技术手段为依托，糅合多种教学形式，开展多元教学活动，转变学生学习方式，重塑师生交流模式；③运用多元测评方式，丰富课程评价主体，推进评价趋向立体化；④将第一课堂同第二课堂紧密结合，帮助学生树立自信心、成就感和获得感，以赛促学，激发学生学习的动机，逐步提升学生语言综合应用能力。

课程采用“一体六翼”式的线上线下混合式教学模式，“一体”指以学生为主体，“六翼”指现代信息技术+融入课程思政+多元学习方式+多元课堂互动+多维课程评价+激励竞争机制。其中信息技术是载体，课程思政是靶向，多元学习方式是途径，多元课堂互动是过程，激励竞争机制是助推剂，多维课程评价是效果检验。这种集成性创新的混合式智慧教学模式在培养学生独立思考、自主学习、批判性思维、网络信息基本技能和素养、创新能力、家国情怀等方面显现出很大的优势。



图-1：“一体六翼”式线上线下混合式教学模式

该课程已经完成线上精品课项目建设，目前已从校“精”课进入到校“金”课的建设。课程将信息技术应用于课堂教学，充分发挥各个信息手段在课程教学中的功能。拓展学生学习途径，丰富课堂活动和学习形式，助力课堂互动系统、自主学习、小组合作成果共享、在线测试与评阅、课程评价等诸多方面趋于信息化、智慧化、可视化和立体化。

表-1：信息化智慧教学手段

教学应用的平台	外研社 Itest 智能测试云平台、U 校园（PC 端和移动端）、外研随身学 app、Unipus 高校外语教学平台
辅助教学资源	外研社高等英语教学网、优秀微信公众号如外研社高等英语资讯等
研修平台	《新标准》思政教学虚拟教研室
技术支持	U 校园微信沟通群

(3) 课程时长及总体目标

《大学英语课程》面向全校各专业本科生，在一大二大二年级分四个学期开设，共计 15.5 学分，248 学时。学生入学时应基本掌握英语语言的基础语法，应掌握 1800 个英语单词，并在读、听、写、说等方面受过初步训练。作为一门重要基础课程，受众广、课时多、影响深，拥有广阔的育人平台。大学英语课程教学应融入学校课程思政教学体系，使之在高等学校落实立德树人根本任务中发挥重要作用。

表-2: 我校大学英语课程学时分配

学期 学时、学分	第一学期 (大学英语 1)	第二学期 (大学英语 2)	第三学期 (大学英语 3)	第四学期 (大学英语 4)	总计
学时	56	64	64	64	248
学分	3.5	4	4	4	15.5

大学英语的**教学目标**是培养学生的英语应用能力，增强跨文化交际意识和交际能力，同时发展自主学习能力，提高综合文化素养，培养人文精神和思辨能力，使学生在**学习、生活和未来工作中**能够恰当有效地使用英语，满足国家、社会、学校和个人发展的需要。大学英语目标分为基础、提高、发展三个级别。由于我校学生进校时英语整体水平不高，且参差不齐，对于入校时英语成绩在合格及以下的学生，本科毕业时达到基本要求即可；而对于大学入学时英语已达到较高水平的少部分学生，毕业时应达到提高目标和发展目标，如在夯实第一课堂的基础上，拓展第二课堂。形成**1+2**“大英荟萃”学习链条，也即将第一课堂同第二课堂有机融合，将第一课堂智慧教学同第二课堂各项赛事、英语类校园文化、ESP 专门用途英语职业资格考试相结合，促成才，助成长，推就业，实现学生全面发展，符合我校人才培养的办学特色、校情和学情。



图-2 我校大学英语课程协同育人机制



图-3 我校大学英语 1+2 “大英荟萃”学习链条

## 2、单元教学目标（说明参赛单元的教学目标，包括语言目标与育人目标）

本单元语言目标主要体现在知识目标和技能目标，育人目标体现在情意目标中，将语言目标与育人

目标相融合。

- ◇ **知识目标:** Students should master the key words, phrases and some useful sentence patterns in the text, such as emphatic sentence pattern and inverted sentence pattern.
- ◇ **技能目标:** Students can get some reading skills, such as predicting, scanning, skimming and writing techniques such as contrasting techniques, through which students can distinguish between main ideas and supporting ideas effectively.
- ◇ **情意目标(情感态度与价值观):** To cultivate students the skills to find out how college life has changed since the 1960s by analyzing text organization as well as enhance the sense of individual responsibility in terms of political, social and creative awakening as a college student in the 21<sup>st</sup> century.

**3、单元教学过程** (1>说明本单元的主要内容、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>说明本单元教学过程如何实现语言与育人的融合)

#### (1) 本单元主要内容、课时分配、设计理念与思路

①本单元主要内容和课时分配:

- ◇ **知识单元:** 《新标准大学英语综合教程 2》Unit 1 College Culture---Active Reading 1 College just isn't special any more, 整个知识单元计划 3 个课时也即 6 个学时, 共计 270 分钟完成(详见表-3)。

◇ **主要内容:**

Preview 课前预习

(a) Bridge-in 导入

(b) Text Organization 分析文章结构

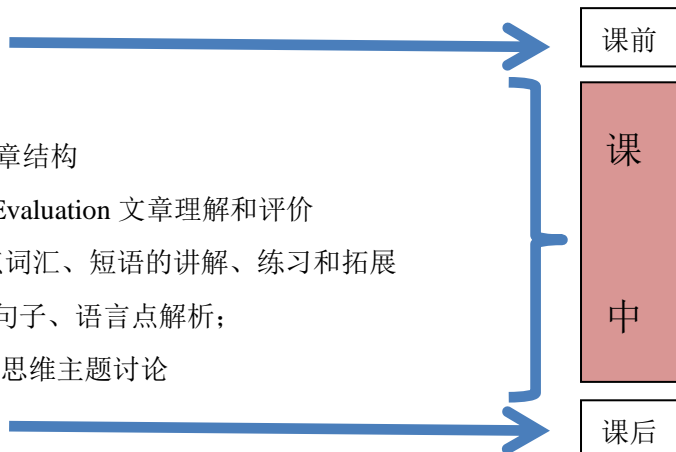
(c) Text Comprehension and Evaluation 文章理解和评价

(d) Words and Phrases 重难点词汇、短语的讲解、练习和拓展

(e) Language Points 重难点句子、语言点解析;

(f) Critical Thinking 批判性思维主题讨论

Extension activities 课后拓展



**说明:** 其中 (b) (c)和 (d) (e) 的顺序可视学生预习情况以及文章的难易程度, 在对学生发布课前前测评估后, 进行二次学情分析, 灵活做先后顺序的教学调整, 实现教学效率最大化。

- ◇ **课时分配**(见下表 表-3)

表-3: 各阶段授课内容与课时分配

线下授课内容（分阶段）	分目标	分方式	课时分配
Part 1: Bridge-in 导入	结合知识单元主题，适时融入课程思政，将语言目标与育人目标相结合，旨在将学生有效引入课堂。	结合智慧教学平台的问卷调查与口头讨论	25mins
Part 2: Text Organization 分析文章结构	该篇文章主题鲜明，结构较为简洁，引导学生利用时间线分析文章结构，以便对文章有一个鸟瞰式的了解。结构分析结束后，完成课后第6页练习题7.	采用扫读+略读的阅读技巧，结合智慧教学平台，设置分析文章结构练习	20mins
Part 3: Text Comprehension and Evaluation 文章理解和评价	结合课后第5页练习题2，加深对课文事实细节的理解。	分组讨论后，在智慧教学平台完成，及时进行教学评价	30mins
Part 4: Words and Phrases 词汇短语的讲解及拓展	在课文串讲中通过例句讲解和拓展，帮助学生掌握词汇短语，并实现灵活使用。	讲练结合，在智慧教学平台设置相关练习题目	175mins
Part 5: Language Points 重难点语言点解析	在课文串讲中分析重难点语言点涉及的语法和句法，以及言外之意。	采用问题探究式教学策略	
Part 6: Critical Thinking 批判性思维主题讨论	集课程思政与批判性思维于一体的主题讨论，实现语言与育人双重目标。	学生独立思考并在智慧教学平台完成	20mins
共计	270mins		

②设计理念与思路

课程围绕教学目标，以学生为主体、以教师为主导、以训练为主线，依据课程标准、学情、教材、多媒体等资源，以学定教、以导促学、以评促学，试图达成教、学、评的一致性。采用 BOPPPS 有效教学模型，对应课堂活动中导、学、练、展、评课堂模式，两者相互呼应，相互融合，是系列教学方法在课堂教学结构中，即课前、课中、课后的优化组合。其中，教学目标，是方向；导，是学习地图，是关键；学，是行为方式，是重点；评，反馈，评价，是催化。五个环节，为线，又相互融合。这种课堂模式基于的思维是教学有限，活动有序，架构有模，教学有法，而无定法，教学有模可循，但却应基于无限衍生。针对知识单元内容，围绕以上导、学、练、展、评五个基本学习环节，展开目标引领、自主学习、真实情境、任务驱动、问题探究、合作释疑、展示互评、质疑拓展。第一课堂分阶段（基础、提高、发展）、分方式（独立思考、自主学习、小组协作、探究式、项目式）、分模块（BOPPPS）、分时空(线上、线下)开展教学活动。课前，组织学生做较为充分的课前预习，课中师导生演，讲练结合，设置丰富的课堂互动活动以及小组合作活动，以练、测促学，对学生课堂活动进行及时点评、反馈；通过精心设计的课堂活动输出巩固和互动反馈，倒逼学习知识内化并输出。适时采用教学平台积分激励机制，提高学生参与积极性。各个阶段的学习活动，适时采用任务设置形式，驱动学习活动的完成。同时，教师适当给学生留白，让渡时间和机会给学生，让学生“自主”起来，实现知识架构、思维碰撞、能力达成和精神锻造，并对学习成效进行多维度及时的评价。

总之，从授课对象学情出发，教学过程设计围绕教学目标逐步展开，在遵循语言规律的基础上，对

标“两性一度”，适当设计具有高阶性、创新性与挑战度的课堂活动；遵循价值引领、知识传授与能力的有机统一，通过多样的方法与先进的模式，最大化地激发学生兴趣、潜能以及自主学习能力，启发学生在外语学习中合作、探究与创新；并力图在潜移默化中实现育人目标。

以学定教以导促学以评促学



达成教、学、评的一致性

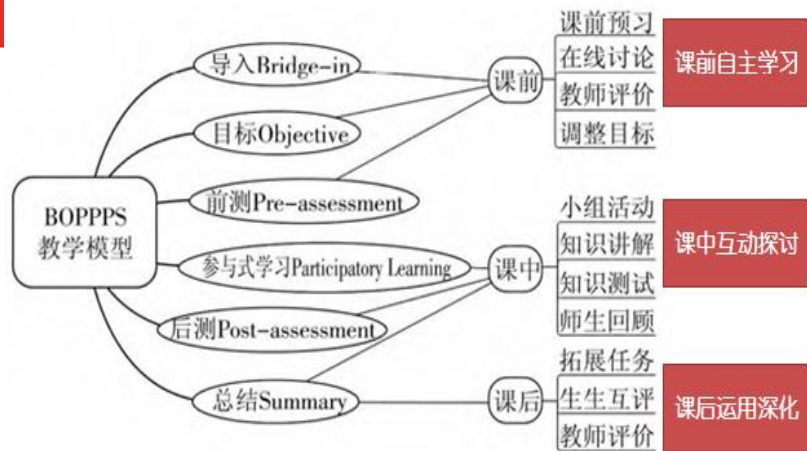


图-4: 课程设计理念与思路

(2) 本单元教学组织流程，包括课内、课外具体步骤与活动

①课前 (Pre-class activities)

- ✧ **课前预习目标:** 学生课前充分预习，初步熟悉生词并理解课文内容，带着问题进课堂。
- ✧ **教师发布任务:** 课前一周在教学平台发布预习任务清单以及预习材料：包括课文生词、例句 ppt 和音视频材料，学生在线上提交预习任务，方便教师点评和学生之间互相学习借鉴。课前预习任务截止后，发布线上前测 (Pre-assessment)，了解学生预习情况，二次分析学情，调整教学策略。

✧ 课前预习清单如下:

**Task1:** . 听音频朗读单词，熟读单词；

**Task2:** 预习并朗读课文，在书上划出以下对应的英文表达 (Useful Expressions)，初步理解课文内容，标注疑难点；

1. 一阵烟雾	11. 全民重视的话题
2. 刺激的经历	12. 辍学
3. 将……变成	13. 令人头脑发热的气氛
4. 激进的政治氛围	14. 从高到低的顺序
5. 持不同意见的少数人	15. 就业前景
6. 暴力冲突	16. 实现目的的手段
7. 与……联盟	17. ……日子一去不复返了
8. 发动了一场大罢工	18. 同道好友
9. 创造意识的觉醒	19. 热爱……
10. 实现某人……目标	20. 与……的距离缩小

图-5: Useful Expressions (来自外研社提供的课程配套 PPT)

### Task3: 课程思政热身活动

**中国今昔大学之对比:** 课前线上发布课程思政素材 1) 如今大学生生活 [My college life](#); 2) 中国共产党建党 100 周年优秀电视剧《觉醒年代》[双语简介](#)以及片中涉及[无产阶级革命家李大钊发表于《新青年》满腔救国豪情的《青春》](#)二者形成对比。学生观看和学习以上 1), 2) 素材, 教师在教学平台发布集课程思政与批判性思维于一体的主题讨论, 学生完成以上活动, 活动结束后教师给予点评和反馈:

- 1 What do you think is the purpose of a university education? Should it be an end in itself or a means to an end?
2. Do you think today's college and young people are very different from the previous college and generations?

**Task 4: 小组项目制活动** (在知识单元第 3 课时前完成): 制作英文微视频: My college life. 成果共享, 在线进行师生共评, 小组自评+小组互评。

**说明:** 教学视频中虽然有关于大学生生活问卷调查和讨论环节, 但是鉴于学生英语水平参差不齐, 课上即时性语篇表述能力一般, 语言产出少, 因此将该话题布置为小组项目制活动, 给学生更多的准备时间, 促成学生语言输出的深度和效果; 此外, 项目制活动对于提升学生 4C 核心素养 (critical thinking、collaboration、communication、creativity) 具有很大优势。

**Task 5:** 线上发布前测 (Pre-assessment), 主要是针对词汇等基础知识的测试, 了解学生课前预习情况, 二次分析学情, 实时调整教学目标和策略。

### ②课中 (In-class activities)

#### ➤ Step 1 导入 (Bridge-in)

**导入目标:** 纵向对比中国今昔大学生及大学生活和文化。通过课堂活动中的思想碰撞和情感体验, 初步激发学生对国家的使命感和责任感以及家国情怀。

- Oral practice: 口头讨论学生熟悉的大学生活, 促进语言输出, 快速将学生带入课堂; 线上发布单元主题 College Culture 相关调查问卷, 了解学生目前大学生活状态, 增进师生了解;
- Q: Have you ever thought about the difference between today's young people in China and the previous generation? What is the focus of college in the past and today?
- 就问卷中涉及的政治以及抗议类词汇 (politics, protest), 顺水推舟引出眼下时事热点: 1. 日本决定将核辐射废水 (radioactive wastewater) 排入大海; 2. 以及中国历史上 1919 年五四爱国运动 (The May Fourth Movement), 让学生意识到历史上大学生肩上所承担的家国情怀和责任。
- 结合五四爱国运动的意义, 引出 2021 年是中国共产党成立 100 周年 (the 100<sup>th</sup> anniversary of Communist Party of China), 并引导学生通过观看中国共产党成立 100 周年优秀电视剧展播 The Awakening Age, 重温中国历史上的艰辛之路。(体现课上显性和课后隐性的育人途径)

<p>Active reading 1: Embarkation</p> <ul style="list-style-type: none"><li>□ What kind of protest is it?</li><li>□ Why did students launch the protest?</li><li>□ What is the significance of the May 4<sup>th</sup> Movement?</li></ul> 	<p><b>The May Fourth Movement</b></p> <ul style="list-style-type: none"><li>▶ anti-imperialist, cultural, and political movement</li><li>▶ ss demonstrations in Beijing on May 4, 1919</li><li>▶ protesting the Chinese government's weak response to the <b>treaty of Versailles</b>, esp. the Shandong problems</li><li>▶ Sparked national protests and marked the upsurge of <b>Chinese nationalism</b> (民族主义)</li><li>▶ <b>founding of CPC in 1921</b> (Communist Party of China)</li></ul>	 <p>1915-1921 New Culture Movement</p>
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**The 100th anniversary of the founding of CPC (Communist Party of China) (1921-2021)**  
庆祝中国共产党成立100周年

The story about the birth and growth of CPC

**The Awakening Age**

Active reading 1: Embarkation

Political movement is the focus of college during war time.	VS	We equip ourselves with professional skills to face the challenge and real life outside the uni.
College: a place fight for freedom and justice		Partly, college is a mere place to increase chances on employment market.

- **Conclusion:** 苟利国家生死以，岂因祸福避趋之（双语，视学情也可作为翻译练习）并结合疫情期间医务工作者的楷模视频 This is China.
- **Suggestions for the youth for college life:** stay hungry for knowledge  
中英双语：练就本领，不负韶华（材料源自外研社高等英语咨询提供 2013 年 5 月 4 日习近平主席在同各界优秀青年代表座谈时的讲话）

**Translation**

• 苟利国家生死以，岂因祸福避趋之

▶ 译：只要对归家有利，我可以不顾生死，岂能因祸而逃避，见福就趋附呢？

□ 译：In line with the conviction(确信) that I will do whatever it takes to serve my country even at the cost of my own life, regardless of fortune or misfortune to myself.

**This is China**

- In the 21<sup>st</sup> century, the medical personnel are the model examples during COVID-19 pandemic

故今日之责任，不在他人，而全在少年。  
Therefore, the responsibility bestowed by the times falls on nobody but us youth.

少年智则国智，少年富则国富，  
if we are intelligent, China will be intelligent;  
if we are wealthy, China will be wealthy;

少年强则国强，少年独立则国独立，  
if we are strong, China will be strong;  
if we are independent, China will be independent;

少年自由则国自由，少年进步则国进步，  
if we are free, China will be free;  
if we are progressive, China will be progressive

少年胜于欧洲，则国胜于欧洲，  
if we are superior to young Europeans, China will be superior to Europe;

Take responsibility for the rejuvenation of China.

**Suggestions for the youth**

练就本领，不负韶华

广大青年一定要练就过硬本领。学习是成长进步的阶梯，实践是提高本领的途径。青年的素质和本领直接影响着实现中国梦的进程。

The youth must refine their professional skills. Study is the ladder of progress and practice is the way to improve capability. Quality and capability of the youth are directly linked to the course of realizing the Chinese Dream.

——2013年5月4日，习近平在同各界优秀青年代表座谈时的讲话

stay hungry for knowledge

**说明：**以上活动和素材也可适当做删减或者改为课后其他练习活动形式，如翻译或者配音活动，达成语言与育人目标的融合。

➤ **Step 2 明确学习目标 (Objective)**

明确知识单元学习目标，详见上文单元教学目标部分。

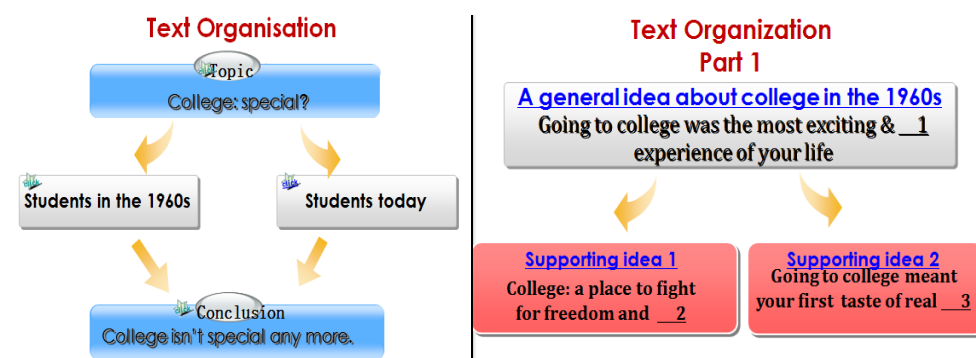
➤ **Step 3 参与式学习 (Participatory learning)**

**教学目标:** 纵向对比西方国家今昔大学及大学生活、文化。该环节交替使用启发式教学法、讨论式教学法, 通过任务驱动, 课中师生演, 讲练结合, 智慧教学平台发起课堂活动, 输出巩固和互动反馈, 倒逼学习知识内化并输出, 对学生课堂活动进行及时点评、反馈; 利用教学平台积分激励机制, 潜移默化中提高学生参与积极性, 实现全员参与。

**1. Text organization (本篇文章结构较为分明, 活动设置符合学情)**

- Students are required to **distinguish between main ideas and supporting ideas** by filling in the flow chart, analyzing text organization through the skills of **scanning** and **skimming**.

**Teaching tips:** Try to instruct students to find the timelines or words indicating the times of 1960s and today so as to identify the paragraphs which describe college and students in the 1960s (Para 1-4) and the ones today (Para 5-7) respectively.

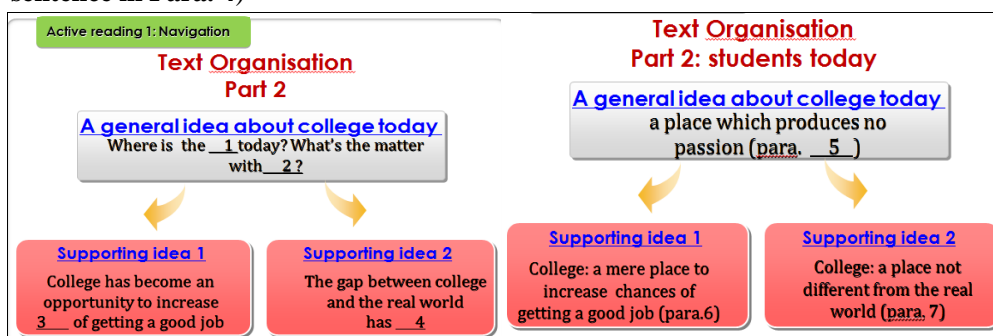


◆ **Part 1(Para.1-4): Students in the 1960s**

✧ **A general idea about college in the 1960s in Europe:** *But there is one thing everyone remembers about the 1960s: Going to college was the most exciting and stimulating experience of your life..( Clue sentence in Para.1)*

**Supporting idea 1:** *...with their new and passionate commitment to freedom and justice. (Clue sentence in Para.3);*

**Supporting idea 2:** *Everywhere, going to college meant your first taste of real freedom ... (Clue sentence in Para. 4)*



◆ **Para. 5-7: A general idea about college today in Europe:** *But where's the passion today? What's the*

matter with college? (Clue sentence in Para.5)

**Supporting idea 1:** College has become a means to an end, an opportunity to increase one's chances on the employment market... (Clue sentence in Para.5);

**Supporting idea 2:** The gap between childhood and college has shrunk, and so has the gap between college and the real world. (Clue sentence in Para.5)

说明：文章结构的分析部分，可以在线上以完成文章结构流程图的任务形式发布给学生，将线索句以挖空形式呈现，反馈评价部分教师再做凝练总结。

➤ **Step 4: Paraphrasing the text** (课文内容解析)

**1. Language and culture**

**The Vietnam War:** broke out in 1959 and ended in 1975, involving the US in a long and increasingly unpopular war. There were widespread anti-war protests in 1969, in universities and other places, and American troops left Vietnam in 1973.


**The Sorbonne:** is an edifice of the Latin Quarter, in Paris, France, which has been the historical house of the former University of Paris. It is commonly used to refer to this historic University of Paris or one of its successor institutions, but this is a recent usage, and “Sorbonne” has actually been used with different meanings over the centuries.

**Charles de Gaulle:** He was a French general and statesman who led the Free French Forces during World War II. He later founded the French Fifth Republic in 1958 and served as its first President from 1959 to 1969.

**2. Key words and difficult sentences:**

说明：本篇文章词汇较多，依据班情、学情以及前测数据，精选重难点词汇（图 words to note）精讲精练。

Words & Phrases				
<a href="#">haze</a>	<a href="#">clash</a>	<a href="#">indie</a>	<a href="#">employment</a>	<a href="#">bring sb / sth to their knees</a>
<a href="#">marijuana</a>	<a href="#">establishment</a>	<a href="#">liberating</a>	<a href="#">prospect</a>	<a href="#">give rise to sth</a>
<a href="#">stimulating</a>	<a href="#">passionate</a>	<a href="#">creative</a>	<a href="#">affordability</a>	<a href="#">form an alliance with</a>
<a href="#">economy</a>	<a href="#">protest</a>	<a href="#">awakening</a>	<a href="#">issue</a>	<a href="#">bring about</a>
<a href="#">campus</a>	<a href="#">alliance</a>	<a href="#">prime</a>	<a href="#">accessibility</a>	<a href="#">in spite of</a>
<a href="#">demonstration</a>	<a href="#">launch</a>	<a href="#">cynic</a>	<a href="#">opportunity</a>	<a href="#">keep off</a>
<a href="#">radicalism</a>	<a href="#">ultimately</a>	<a href="#">apathetic</a>	<a href="#">umbilically</a>	<a href="#">drop out</a>
<a href="#">governor</a>	<a href="#">resignation</a>	<a href="#">heady</a>	<a href="#">obscure</a>	<a href="#">in descending order</a>
<a href="#">dissident</a>	<a href="#">activism</a>	<a href="#">factor</a>	<a href="#">bliss</a>	<a href="#">in / of itself</a>
<a href="#">liberal</a>	<a href="#">characterize</a>	<a href="#">descending</a>	<a href="#">rely on</a>	<a href="#">set up</a>

Words to note		Difficult sentences
<p><b>New Words</b></p> <ol style="list-style-type: none"> <li>1. <b>clash</b></li> <li>2. <b>establishment</b></li> <li>3. <b>passion</b></li> <li>4. <b>protest</b></li> <li>5. <b>alliance</b></li> <li>6. <b>launch</b></li> <li>7. <b>characterize</b></li> <li>8. <b>employment</b></li> <li>9. <b>prospect</b></li> <li>10. <b>obscure</b></li> </ol>	<p><b>Phrases</b></p> <ol style="list-style-type: none"> <li>1. <b>give rise to sth.</b></li> <li>2. <b>bring about</b></li> <li>3. <b>keep off</b></li> <li>4. <b>in itself</b></li> </ol> 	<ol style="list-style-type: none"> <li>1. "If you can remember anything about the 1960s, weren't really there," so the saying goes. (Para 1)</li> <li>2. In the 1960s, California's colleges and universities had transformed the state into the seventh largest economy. (Para 2)</li> <li>3. The liberals replied that it was the ability to tolerate noisy, dissident minorities which made universities great. (Para 2)</li> <li>4. Some people drop out, but the most apathetic stay the course because it's too much effort to leave. (Para 5)</li> <li>5. "Bliss was it in that dawn to be alive, But to be young was very heaven!" (Paras. 8-9)</li> </ol>

➤ **Step 5 Comprehending and evaluating the text**

**Task 1:** Work in groups. Group 1 read Paras.1-4 to check the true statements about the 1960s. Group 2 read Paras.5-7 to check the true statements about the UK today.

Comprehending the text	Comprehending the text
<p><b>Group 1 read Paras. 1-4 to check the true statements about the 1960s.</b></p> <ol style="list-style-type: none"> <li>1. Students at the University of California, Berkeley did not protest.</li> <li>2. Students in Europe and the US spent a lot of time protesting. <b>T</b></li> <li>3. There was violence on university campuses in Europe. <b>T</b></li> <li>4. Students and workers went on strike together in France. <b>T</b></li> <li>5. The UK Prime Minister had to resign because of student protests.</li> <li>6. Students discovered a sense of freedom on campus. <b>T</b></li> </ol>	<p><b>Group 2 read Paras. 5-7 to check the true statements about the UK today.</b></p> <ol style="list-style-type: none"> <li>7. More young people than ever go to university. <b>T</b></li> <li>8. Most students fail to complete their studies.</li> <li>9. International students are more interested in lifestyle than quality of courses.</li> <li>10. Students need their parents for financial help. <b>T</b></li> <li>11. Students don't contact their parents as often as they used to.</li> <li>12. Students don't enjoy university life as much as they used to. <b>T</b></li> </ol>

**Task 2: Expressing contrasting information**

**Work in groups to find out examples of contrasting techniques in the text.**

To express the idea that student life has changed, the author adopts the following 3 techniques:

- Words suggesting the change
- Questions
- Comparative structure

Expressing contrasting information	Expressing contrasting information
<p><b>Words suggesting the change:</b></p> <ul style="list-style-type: none"> <li>❏ <b>These days</b> political, social and creative awakening seems to happen not because of college, but in spite of it.</li> <li>❏ <b>Yet</b> college education is no longer a topic of great national importance.</li> <li>❏ <b>Instead of</b> the heady atmosphere of freedom which students in the 1960s discovered, students today are much more serious.</li> <li>❏ <b>Gone are the days</b> when a son or daughter rang home once or twice a term.</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>❏ <b>But where's</b> the passion today?</li> <li>❏ <b>What's</b> the matter with college?</li> <li>❏ <b>So why</b> aren't they true for the students of today?</li> </ul> <p><b>Comparative structure:</b></p> <ul style="list-style-type: none"> <li>❏ Instead of the heady atmosphere of freedom which students in the 1960s discovered, students today are <b>much more serious</b>.</li> <li>❏ In an uncertain world, many children rely on their parents' support <b>much longer than</b> they used to.</li> </ul>

➤ **Step 6 Summarizing 1 (总结)**

**主题升华:** 指出文中所提及的大学激情 (passion), 政治、社会和创造性觉醒 (political, social and creative awakening) 深刻的内涵指的是当代大学生的社会责任感、使命感和家国情怀。

引入生逢其时、肩负重任——习总书记寄语青年双语汇总，进一步实现课程思政价值引领。

<p><b>处优而不养尊，受挫而不短志</b></p> <p>青年在成长和奋斗中，会收获成功和喜悦，也会面临困难和压力。要正确对待一时的成败得失，处优而不养尊，受挫而不短志，使顺境逆境都成为人生的财富而不是人生的包袱。</p> <p>During one's growth and endeavor, the young may gain success and joy, but may also face difficulties and pressure. One should treat the success and failure at the moment with a correct attitude, not slack in prosperity and not lose faith in adversity. One should consider both the success and failure as wealth in life instead of burdens.</p> <p>——2017年5月3日，习近平到中国政法大学考察并发表重要讲话</p>	<p><b>新时代的中国青年是好样的，是堪当大任的！</b></p> <p>在新冠肺炎疫情防控斗争中，你们青年人同在一线英勇奋战的广大疫情防控人员一道，不畏艰险、冲锋在前、舍生忘死，彰显了青春的蓬勃力量，交出了合格答卷。广大青年用行动证明，新时代的中国青年是好样的，是堪当大任的！</p> <p>Young people and many other front-line workers in the fight against the novel coronavirus outbreak have spearheaded efforts despite difficulties and threats to their lives. It's demonstrated by actions that the Chinese youth of the new era can be entrusted with great missions.</p> <p>——2020年3月15日，给北京大学援鄂医疗队全体“90后”党员的回信</p>
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➤ **Step 7 Summarizing 2 (总结)**

在线上发布 summarizing 形式的后测，检测学生在课前预习效果的基础上以及课上分析文章结构后对文本内容的理解，帮助学生再次理清文章结构，同时提升学生语篇概括能力和表述能力。

**说明：**学生课前已预习过文章内容，以下 summary 设空部分基本都能在原文中找到原句或者同义替换的句子，难易程度为中等，符合学情。

下图分别为 College campus and students in the 1960s (Para. 1-4) VS. College campus and students today (Para. 5-7)

<p><b>Summarizing</b></p> <p><b>Summarize the text by filling in the blanks.</b></p> <p>What are the most important issues for students today? Is the university 1) _____ really such a different place compared to what it was 40 years ago?</p> <p>For the students in the 1960s, going to college was the most 2) _____ experience of their life. They took part in 3) _____ and launched 4) _____ against the establishment with their new and 5) _____ commitment to freedom and justice. Going to college also meant their first 6) _____ of real freedom. They could discuss the meaning of life, read their first 7) _____ book and see their first indie film.</p>	<p><b>Summarising</b></p> <p><b>In contrast, the students today don't have the 8) _____ for college life that they used to. Today, college is seen as a kind of small town from which people are 9) _____ to escape. Instead of the 10) _____ atmosphere of freedom which students in the 1960s discovered, students today are much more 11) _____. College has become 12) _____, an opportunity to improve their 13) _____ of being competitive in the 14) _____ market, and not an end 15) _____. But in spite of all this, the role of the university is the same as it always has been. It is the place where students have the 16) _____ to learn to think for themselves.</b></p>
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参考答案如下：

<p><b>Summarising</b></p> <p><b>Summarise the text by filling in the blanks.</b></p> <p>What are the most important issues for students today? Is the university 1) <u>campus</u> really such a different place compared to what it was 40 years ago?</p> <p>For the students in the 1960s, going to college was the most 2) <u>exciting and stimulating</u> experience of their life. They took part in 3) <u>protests</u> and launched general 4) <u>strikes</u> against the establishment with their new and 5) <u>passionate</u> commitment to freedom and justice. Going to college also meant their first 6) <u>taste</u> of real freedom. They could discuss the meaning of life, read their first 7) <u>forbidden</u> book and see their first indie film.</p>	<p><b>Summarising</b></p> <p><b>In contrast, the students today don't have the 8) <u>passion</u> for college life that they used to. Today, college is seen as a kind of small town from which people are 9) <u>keen</u> to escape. Instead of the 10) <u>heady</u> atmosphere of freedom which students in the 1960s discovered, students today are much more 11) <u>serious</u>. College has become 12) <u>a means to an end</u>, an opportunity to improve their 13) <u>prospects</u> of being competitive in the 14) <u>employment</u> market, and not an end 15) <u>in itself</u>. But in spite of all this, the role of the university is the same as it always has been. It is the place where students have the 16) <u>opportunity</u> to learn to think for themselves.</b></p>
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➤ **Step 8 Post-assessment (后测)**

**Task 1:** 在 U 校园发布线上自主学习单元测试，检测学习效果，任务时间截点后针对单元测试

统一在线答疑。（侧重知识目标）

**Task 2:** 结合单元主题，线上发起融入课程思政元素的批判性思维主题讨论,学生择其中 2 个问题进行讨论并回帖，教师及时点评反馈，再次激发学生情感体验和思想碰撞，并提升学生语篇表述能力：（知识目标与育人目标的融合）

- 1) Based on what you've got about the life in the 1960s and life today, how do you think the life of young people has changed? What is the focus of university life in 1960s and today?
- 2) Why do young people protest than old people?
- 3) What makes a university “one of the best in the world”?
- 4) What makes “the best and most talented” students?
- 5) What can a university and its students contribute to their country and to the world?

**Task 3:** 针对课前预习部分布置的小组项目制微视频成果（My college life）进行线上小组自评和互评以及教师评价，方便学生成果共享，互相学习借鉴。其中教师反馈意见学生可在线上即时看到。之后，精选优秀作品课上展播。

➤ **Step 9: 发布拓展学习材料，满足学生个性化学习需求**

1. 班级微信群发布疫情相关主题英文视频 [This is China](https://www.bilibili.com/video/BV1QA411q7eN/?spm_id_from=autoNext) [https://www.bilibili.com/video/BV1QA411q7eN/?spm\\_id\\_from=autoNext](https://www.bilibili.com/video/BV1QA411q7eN/?spm_id_from=autoNext)，进一步激发学生对国家的使命感和责任感以及家国情怀方面的思想碰撞和情感体验；
2. 在英语趣配音对疫情相关短片 We are all fighters 做配音（选做）；
3. 发布同单元主题相关的课后拓展学习资料（学生自愿选择某个模块学习），满足学生个性化学习需求，并实现对学生价值引领的目标。以下拓展素材选自 HEEP 高等英语教学网，对素材进行了分类和二次筛选

《新标准大学英语 综合教程2》课后拓展素材专栏1		《新标准大学英语 综合教程2》课后拓展素材专栏2	
Unit 1 College Culture		Unit1 College Culture	
《劝学》双语版本		Unit1 College Culture	
生逢其时，肩负重任——习总书记寄语青年双语汇总		College student works as a delivery man amid COVID-19 epidemic	
英文视频	<a href="#">Tips for freshman</a>	Across China: volunteers in China offer 'cloud tutoring' for children of frontline medics	
英文文本	<a href="#">Tips for freshman</a>	英语文章	<a href="#">大学是人生中最美好的时光吗？</a>
英文文章	<a href="#">Why a college education is important</a>	英语视频	<a href="#">My college life</a>
英文文章	<a href="#">A college degree isn't as important as you think, and this is why</a>	英语视频	<a href="#">Homesick</a>
双语视频	<a href="#">上大学的意义是什么</a>	英语文章	<a href="#">How to succeed in college</a>
双语视频	<a href="#">为什么世界最成功的人不认为大学教育必须的</a>	英语文章	<a href="#">How to make friends at university during a pandemic</a>
英文文章	<a href="#">If you think education is expensive, try ignorance</a>	英语文章	<a href="#">Descriptive text examples</a>
双语视频	<a href="#">耶鲁大学校长开学典礼致辞</a>	英语词汇	<a href="#">100 exquisite adjectives</a>
双语视频	<a href="#">上大学的意义到底是什么</a>	英语视频	<a href="#">内心真正强大的人有哪些表现？</a>
TED	<a href="#">学会如何学：掌握学习方法</a>	TED	<a href="#">Shedding light on student depression</a>
Going to college		双语视频	<a href="#">How to know yourself</a>
词根词源字典			
图书	大学的意义		
电影	<i>Homeless to Harvard: The Liz Murray Story</i>		

**(3) 本单元教学过程如何实现语言与育人的融合**

基于教材内容，精心设计教学活动，科学开展教学评价，将国际视野、家国情怀、文化素养等教

育内容有机融入语言教学、涵养精神，启迪智慧，落实育人使命，促进学生发展。总体思路为：将单元主题大学文化 (College Culture) 以及文中频繁涉及抗议 (protest), 游行示威和罢课 (demonstration and strike) 等词眼同眼下五四青年节 (The Youth Day)、五四爱国运动 (The May 4<sup>th</sup> Movement)、中国共产党建党 100 周年 (The 100<sup>th</sup> anniversary of founding of CPC) 以及优秀电视剧《觉醒年代》(The Awakening Age) 连点成线，具体设计思路如下：

课前向学生发放如今大学学生生活视频片段 [My college life: 与中国共产党建党 100 周年优秀电视剧《觉醒年代》简介](#) (双语)，包括视频 (突出陈独秀、李大钊、毛泽东等无产阶级革命家)，无意中形成强烈的今昔对比。通过问题设置，引导学生对比中国 20 世纪 20 年代的大学与如今大学的异同，引导学生回顾历史，意识到当时的中国正处在水深火热之中，当时的中国大学生承担起了拯救中国的家国使命，让学生在解决问题的过程中，认识问题和知识背后所蕴含的理论思维、方法论和价值判断，激发学生的思想碰撞和情感体验，实现对学生家国情怀的价值引领。(详见单元设计课前 Pre-class activities 和课中 Bridge-in 导入部分)

课后为学生发放单元主题相关课程思政素材，一方面实现语言目标的拓展，另一方面可强化育人目标，做到润物无声，如盐入水。(详见单元设计 step 9)

#### 4、单元教学评价 (说明本单元的评价理念与评价方式)

**(1) 评价理念及特点：**课堂教学评价是教学的指挥棒和风向标，是实现教学提质增效的重要手段。该单元根据教学目标、评价内容、实际、对象和情境等因素，分类而治，采取适合的促学评价 (assessment for learning) 方法和理念，动态监测教学过程，科学评估教学成效，灵活调整教学方案，实现多元评价、有效教学、全面育人。

体现大学英语课程自身特点的多维度课堂教学评价体系是规范评价过程、保证评价结果公正合理的前提条件。教学评价检验成效，该知识单元评价将**形成性评价和终结性评价相结合，且形成性评价为主**。形成性评价采用课前课中课后、线上线下、自主学习和小组合作学习的多视角多维度活动记录、学习档案记录等形式，对学生的学习过程进行实时动态的观察、评价和监督，并强调学习的质量，促进学生的有效学习，实现全过程和多元化“评”；形成性评价注重学生日常学习过程的参与度，以便激发学生主动学习，实现以评促学。在形成性评价中，充分挖掘并确定学生的潜力，及时并动态的评价学生的学习效果，适时调整教学安排，注重考查学生在学习过程中的领悟，表现及自我修正能力。

此外，由于该课程是融合现代信息技术的智慧课堂，因此，教学评价同时呈现**信息化、智慧化、可视化和立体化**的特点，具有大数据特征。

**(2) 评价方式一：**体现全过程的评---课前+课中+课后

##### ①课前

线上提交课前预习任务：对于学生在班级小管家提交的课前预习任务 (生词朗读、有用表达)、线上发布布置学生观看的课程思政素材以及知识单元主题相关的主题讨论任务 (详见单元设计课前预习清单)，在任务完成的时间截点前后进行督促、引导、统计并评价学生的完成情况；以及对于线

上前测 (Pre-assessment) 的统计和评价, 检测预习效果。

### ②课中

教师在导入 (bridge-in) 部分提出相关讨论问题 (Survey and oral practice: Give a description of your college life)、参与式学习 (participation learning) 部分, 如课文结构分析 (text organization)、课文理解 (text comprehension and evaluation)、词汇短语 (words and phrases)、语言点精讲 (language points)、课文中对比技巧 (contrasting technique) 环节设置的课堂活动, 考查学生的线上线下参与度、准确度、表达的深度、广度和有效性。

### ③课后

对于课后线上后测 (Post-assessment) 和总结 (Summarizing) 的环节, 统计和评价学生的完成情况, 检测学习效果。

#### (3) 评价方式二: 显性维度+隐性维度

教学评价将显性和隐性维度相结合, 体现语言目标与育人目标的融合, 显性维度 (语言目标) 分为教学设计、教学内容、教师行为三个子类, 隐性维度 (育人目标) 分为学生行为和教学效果两个子类。

#### (4) 评价方式三: 评价主体多元---教师评价+学生评价+小组自评+小组互评

评价主体多元化, 即教师评价、学生评价, 小组自评和小组互评相结合。在教师的专业引领下, 学生边学边评、边评边学, 打破学与评的界限, 将评价作为学习的强化机制, 激励学生更有效地产出。通过线上线下对学生的平时表现、课堂活动参与进行实时的记载, 得分占英语课程最终成绩的一部分。

以下为小组项目制活动的评分标准和学习成绩记录单, 计入学期末总评成绩 (每学期共计 3 次大的小组项目活动, 占到期末总评成绩 20%)。

2020级大学英语2 小组活动评分标准			2020级大学英语2 小组合作学习成绩记录单						
序号	分值								
	评价标准		专业班级						
1	内容 (充实程度, 是否具有说服力, 感染力, 思想积极向上, 有无按要求完成, 是否具有创意等)	30分	小组成员						
			任课教师	王丽霞					
2	表达 (语音, 语调, 流利程度)	30分	任务	日期	内容	自评30%	互评30%	教师评40%	总评
3	视频和PPT设计 (颜色、布局, 思路清晰度, 可理解度, 他辅助内容: 如音、视频)	15分	1		My college life				
4	组员的参与度 (展示陈述组员的分工情况)	15分	2						
5	整体表现 (仪态大方、沉着冷静、肢体语言运用恰当等)	10分	3						

5、教材使用方案 (说明本单元选取、整合、运用了哪些教材内容, 如何体现教材理念和挖掘教材内涵, 从而实现语言与育人的融合)



### (1) 教材内容的选取、整合和运用

- 学生**课前**预习使用课件：将教材配套课件（南京师范大学编）的课文以及译文和例句、单词音频、课文音频，以及教材配套课件（湖北大学编）中的 Useful expression 的中文部分发给学生，用以课前预习用。学生在书中划出 Useful expression 对应的英文表达，初步了解课文内容，熟悉生词
- 教师**课中**使用课件：教材内容选取《新标准大学英语综合教程 2》Unit 1 College Culture 中 Active Reading 1 College just isn't special anymore，对外研社教材配套的两套教学课件（南京师范大学和湖北大学版）进行优化整合、删减增改成符合我校校情、班情、学情的课件，将课件模块灵活整合为方便人际互动、内容交互和人机互动的课堂练习，使教学效率最大化。教材课后练习部分会在课文讲解过程中在 U 校园作为随堂练习，动态监测学生完成，并及时给予评价和答疑。
- **课后**总结和后测使用课件：课后总结部分主要选取教材配套湖北大学版课件中的 Summarizing 部分，并对其挖空，线上布置摘要任务，完成对课文内容的总结和评价。知识单元后测部分主要用到教材配套 U 校园单元测试。
- **其余教学环节涉及的活动**：教师自行进行全新的设计，如单元主题相关的课前导入、课程思政融入、小组项目活动、课后拓展等。

### (2) 语言与育人的融合

教学单元话题为校园文化(College Culture), 第一篇文章(Active Reading 1 College just isn't special anymore) 主要讲述 20 世纪 60 年代欧洲的大学与如今欧洲大学之不同。20 世纪 60 年代, 上大学于学生来讲意味着人生中最激动人心、最刺激的经历, **大学在经济、政治、社会和创新意识觉醒**方面扮演了至关重要的作用, 学生有着强烈的政治抱负, 而如今欧洲的大学只是增加学生就业筹码的途径。文中多次提及了学生抗议 (protest) 游行示威和罢学 (demonstration and strike) 针对以上语言点, 并结合即将来临的五四青年节以及今年建党 100 周年, 挖掘五四爱国运动 (既和校园文化相关, 又和课文中提及 protest 相关), 以此为最佳课程思政融入的时机, 课前以及导入部分纵向对比中国今昔之大学和学生, 课上就课文内容纵向对比欧洲之大学和学生, 在英语学习的过程中了解国外的社会与文化, 增进学生对中西文化差异的理解, 加强对中外文化异同的认识, 培养学生对中国文化的理解和阐释能力, 服务中国文化对外传播, 同时培养学生家国情怀。课后发布集语言知识和育人目标于一体的拓展资料。(详见课程设计课前活动、课中导入和课后拓展部分)

#### 四、参赛课时教学设计方案

##### 1、教学目标（说明所选取的 1 个完整课时的具体教学目标，以及该目标与单元教学目标间的关系）

- ◇ **知识目标:** Students get familiar with the key words, phrases and some useful sentence patterns in the text through previewing the text.
- ◇ **技能目标:** Students can distinguish between main ideas and supporting ideas by employing reading skills, such as predicting, scanning and skimming.
- ◇ **情意目标(情感态度与价值观):** To instruct students to compare their own college life today with the ones in 1920s in China in bridge-in activities as well as find out how college life has changed since the 1960s by analyzing text organization and cultivate the sense of individual responsibility in terms of political, social and creative awakening as a modern college student in 21<sup>st</sup> century.

**说明:** 该部分知识目标和情意目标措辞不同于单元教学目标。由于参赛课时授课内容只涉及导入和文章结构分析，因此语言目标部分为学生通过预习初步了解而不是掌握文中生词、短语和句式结构；情意目标在单元设计中体现在课前预习、导入和课后拓展部分，因此参赛课时的情意目标只是单元教学整体目标的一部分。

##### 2、教学过程（1>说明本课时设计理念与思路，介绍所选取的教材内容<如环节、段落、练习等>及其选取依据，注明页码和自然段序号等；2>说明本课时教学组织流程，包括具体步骤与活动；3>说明本课时教学过程如何实现语言与育人的融合）

**（1>本课时设计理念与思路，选取的教材内容<如环节、段落、练习等>及其选取依据，注明页码和自然段序号等；**

- ◇ **理念与思路:** 本课时是基于课前预习后，针对词汇等基础知识前测（Pre-assessment）的统计和评价基础上，二次分析学情后实时调整设计的教学目标和策略。遵循价值引领、知识传授与能力的有机统一，通过多样的方法，最大化地激发学生兴趣、潜能以及探究式学习能力。具体可分解如下：本课时以成果为导向（OBE），采用 BOPPPS 有效教学模型，教学活动的设计秉持“以学生为中心”，采用任务驱动促成学习成效。将学生独立思考、讨论、个体成果展示、教学平台积分激励机制相结合（学生参与课堂活动后平台会记录其获得的相应积分，作为平时成绩的一部分），以学定教、以导促学、以评促学，试图达成教、学、评的一致性。在文章结构分析部分，教师适当给学生留白，让渡时间和机会给学生，让学生“自主”起来，实现知识架构、思维碰撞、能力达成和精神锻造，并对学习成效进行及时的评价。

##### ◇ **教材内容**

该课时共 3 个环节：导入、课文结构分析和课后总结。选取的段落为第 3-4 页 1-7 段。导入

问卷以及讨论问题源于课程配套课件的整合和优化，其余课程思政内容为教师自行设计和添加。选取段落内容如下（文内黑色加粗字体和红色字体部分为文章结构的时间线索词以及线索句）：

**Text: College just isn't special any more**

1 ① "If you can remember anything about **the 1960s**, you weren't really there," so the saying goes. ② It may be true for those who spent their college years in a haze of marijuana smoke. ③ But there is one thing everyone remembers about **the 1960s: Going to college was the most exciting and stimulating experience of your life.**  
 2. ① **In the 1960s**, California's colleges and universities had transformed the state into the world's seventh largest economy. ② However, Berkeley, the University of California's main campus, was also well-known for its student demonstrations and strikes, and its atmosphere of political radicalism. ③ When Ronald Reagan ran for office as governor of California **in 1966**, he asked if Californians would allow "a great university to be brought to its knees by a noisy, dissident minority". ④ The liberals replied that it was the ability to tolerate noisy, dissident minorities which made universities great.

3 ① On university campuses in Europe, mass socialist or communist movements gave rise to increasingly violent clashes between the establishment and the college students, **with their new and passionate commitment to freedom and justice.** ② Much of the protest was **about the Vietnam War.** ③ But in France, the students of the Sorbonne in Paris managed to form an alliance with the trade unions and to launch a general strike, which ultimately brought about the resignation of President **de Gaulle.**

4 ① It wasn't just the activism that characterized student life in **the 1960s.** ② Everywhere, **going to college meant your first taste of real freedom**, of late nights in the dorm or in the Junior Common Room, discussing the meaning of life. ③ You used to have to go to college to read your first forbidden book, see your first indie film, or find someone who shared your passion for Jimi Hendrix or Lenny Bruce. ④ It was a moment of unimaginable freedom, the most liberating in your life.

5 ① **But where's the passion today?** ② **What's the matter with college?** ③ **These days** political, social and creative awakening seems to happen not because of college, but in spite of it. ④ Of course, it's true that higher education is still important. ⑤ For example, in the UK, Prime Minister Blair was close to achieving his aim of getting 50 per cent of all under thirties into college **by 2010** (even though a cynic would say that this was to keep them off the unemployment statistics). ⑥ Yet college education is no longer a topic of great national importance. ⑦ **Today**, college is seen as a kind of small town from which people are keen to escape. ⑧ Some people drop out, but the most apathetic stay the course because it's too much effort to leave.

6 ① Instead of the heady atmosphere of freedom which students in the 1960s discovered, **students today** are much more serious. ② The British Council has recently done research into the factors which help international students decide where to study. ③ In descending order these are: quality of courses, employment prospects, affordability, personal security issues, lifestyle, and accessibility. ④ **College has become a means to an end, an opportunity to increase one's chances on the employment market**, and not an end in itself, which gives you the chance to imagine, just for a short while, that you can change the world.

7 ① **The gap between childhood and college has shrunk, and so has the gap between college and the real world.** ② **One of the reasons** may be financial. ③ In an uncertain world, many children rely on their parents' support much longer than they used to. ④ Students leaving university **in the 21st century** simply cannot afford to set up their own home because it's too expensive. ⑤ **Another possible reason** is the communications revolution. ⑥ Gone are the days when a son or daughter rang home once or twice a term. ⑦ **Today** students are **umbilically** linked to their parents by their cell phones. ⑧ And as for finding like-minded friends to share a passion for obscure literature or music, well, we have the Internet and chat rooms to help us do that.

2>本课时教学组织流程，包括具体步骤与活动；

**Period 1: 课中 (In-class activities)**


➤ **Step 1 导入 (Bridge-in: 25 mins)**



**设计意图：**1.纵向对比中国今昔大学生及大学生活。通过课堂活动中的思想碰撞和情感体验，初步激发学生对国家的使命感和责任感以及家国情怀。

- **Oral practice:** 口头讨论学生熟悉的大学生活，促进语言输出，快速将学生带入课堂；线上

发布单元主题 College Culture 相关调查问卷，了解学生目前大学生活状态，增进师生了解；

- Q: Have you ever thought about the difference between today's young people in China and the previous generation? What is the focus of college in the past and today?
- 就问卷中涉及的政治以及抗议类词汇，顺水推舟引出眼下时事热点：1.日本决定将核辐射废水（radioactive wastewater）排入大海；2.以及中国历史上 1919 年五四爱国运动（The May Fourth Movement）
- 结合五四爱国运动的意义，引出 2021 年是中国共产党成立 100 周年（the 100<sup>th</sup> anniversary of Communist Party of China），并引导学生通过观看中国共产党成立 100 周年优秀电视剧展播 The Awakening Age，重温中国历史上的艰辛之路。

<p>Active reading 1: Embarkation</p> <ul style="list-style-type: none"> <li>What kind of protest is it?</li> <li>Why did students launch the protest?</li> <li>What is the significance of the May 4<sup>th</sup> Movement?</li> </ul> 	<h3>The May Fourth Movement</h3> <ul style="list-style-type: none"> <li>anti-imperialist, cultural, and political movement</li> <li>ss demonstrations in Beijing on May 4, 1919</li> <li>protesting the Chinese government's weak response to <u>the treaty of Versailles</u>, esp. the Shandong problems</li> <li>Sparked national protests and marked the upsurge of <u>Chinese nationalism</u> (民族主义)</li> <li><u>founding of CPC in 1921</u> (Communist Party of China)</li> </ul>	 <p>1915-1921 New Culture Movement</p> 
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<p>The 100th anniversary of the founding of CPC (Communist Party of China) (1921-2021) 庆祝中国共产党成立100周年</p>  <p>The story about the birth and growth of CPC</p>	 <p>The Awakening Age</p>	<p>Active reading 1: Embarkation</p> <table border="1"> <tr> <td data-bbox="821 1254 1029 1366"> <p>Political movement is the focus of college during war time.</p> </td> <td data-bbox="1037 1254 1252 1366"> <p>We equip ourselves with professional skills to face the challenge and real life outside the uni.</p> </td> </tr> <tr> <td colspan="2" style="text-align: center;">VS</td> </tr> <tr> <td data-bbox="821 1422 1029 1489"> <p>College: a place fight for freedom and justice</p> </td> <td data-bbox="1037 1422 1252 1489"> <p>Partly, college is a mere place to increase chances on employment market.</p> </td> </tr> </table>	<p>Political movement is the focus of college during war time.</p>	<p>We equip ourselves with professional skills to face the challenge and real life outside the uni.</p>	VS		<p>College: a place fight for freedom and justice</p>	<p>Partly, college is a mere place to increase chances on employment market.</p>
<p>Political movement is the focus of college during war time.</p>	<p>We equip ourselves with professional skills to face the challenge and real life outside the uni.</p>							
VS								
<p>College: a place fight for freedom and justice</p>	<p>Partly, college is a mere place to increase chances on employment market.</p>							

➤ Step 2 明确学习目标 (Objective: 1 min)

明确知识单元学习目标，详见上文参赛课时教学目标部分

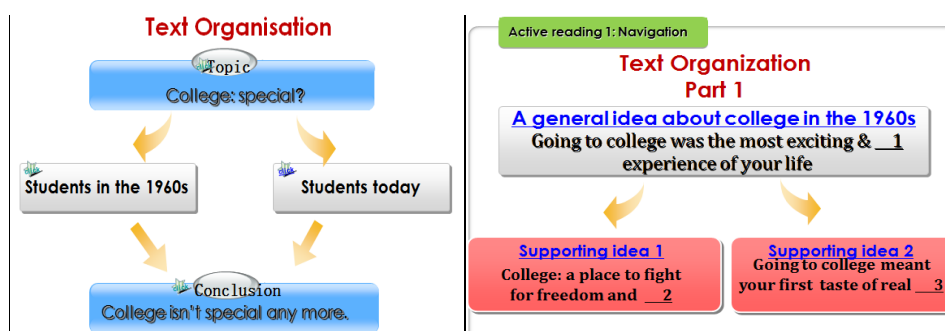
➤ Step 3 参与式学习 (Participation: 20 mins)

设计意图：纵向对比西方国家今昔大学及大学生活

（该环节交替使用启发式教学法、讨论式教学法，通过任务驱动，课中师导生演，讲练结合，在智慧教学平台发起课堂活动，输出巩固和互动反馈，倒逼学习知识内化并输出，对学生课堂活动进行及时点评、反馈；利用教学平台积分激励机制，潜移默化中提高学生参与积极性，实现全员参与。）

2. Text organization (本篇文章结构较为分明，活动设置符合学情)

- Students are required to **distinguish between main ideas and supporting ideas** by filling in the flow chart, analyzing text organization through the skills of **scanning** and **skimming**.

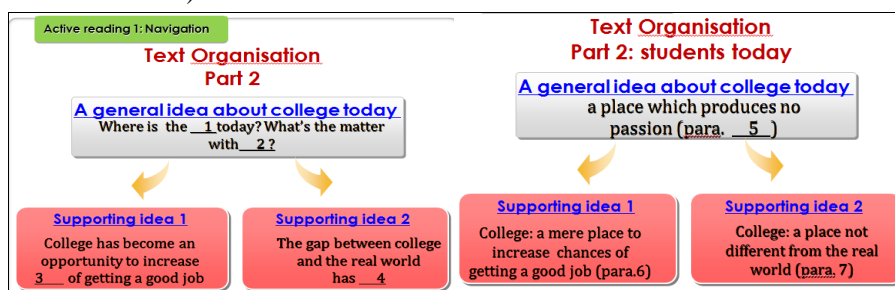


◆ **Part 1(Para.1-4): Students in the 1960s**

- ◇ **A general idea about college in the 1960s in Europe:** *But there is one thing everyone remembers about the 1960s: Going to college was the most exciting and stimulating experience of your life...* (Clue sentence in Para.1)

**Supporting idea 1:** *...with their new and passionate commitment to freedom and justice.* (Clue sentence in Para.3);

**Supporting idea 2:** *Everywhere, going to college meant your first taste of real freedom ...*(Clue sentence in Para. 4)



◆ **Para. 5-7: A general idea about college today in Europe:** *But where's the passion today? What's the matter with college?* (Clue sentence in Para.5)

**Supporting idea 1:** *College has become a means to an end, an opportunity to increase one's chances on the employment market...*(Clue sentence in Para.5);

**Supporting idea 2:** *The gap between childhood and college has shrunk, and so has the gap between college and the real world.* (Clue sentence in Para.5)

➤ **Step 4 Summarizing (总结)**

在线上发布 summarizing 形式的后测，检测学生在课前预习效果的基础上以及课上分析文章结构后对文本内容的理解，帮助学生再次理清文章结构，同时提升学生语篇概括能力和表述能力。

**说明：**学生课前已预习过文章内容，以下 summary 设空部分基本都能在原文中找到原句或者同义替换的句子，难易程度为中等，符合学情。

College campus and students in the 1960s (Para. 1-4) VS. College campus and students today (Para. 5-7)

### Summarizing

#### Summarize the text by filling in the blanks.

What are the most important issues for students today? Is the university 1) \_\_\_\_\_ really such a different place compared to what it was 40 years ago?

For the students in the 1960s, going to college was the most 2) \_\_\_\_\_ experience of their life. They took part in 3) \_\_\_\_\_ and launched 4) \_\_\_\_\_ against the establishment with their new and 5) \_\_\_\_\_ commitment to freedom and justice. Going to college also meant their first 6) \_\_\_\_\_ of real freedom. They could discuss the meaning of life, read their first 7) \_\_\_\_\_ book and see their first indie film.

### Summarising

In contrast, the students today don't have the 8) \_\_\_\_\_ for college life that they used to. Today, college is seen as a kind of small town from which people are 9) \_\_\_\_\_ to escape. Instead of the 10) \_\_\_\_\_ atmosphere of freedom which students in the 1960s discovered, students today are much more 11) \_\_\_\_\_. College has become 12) \_\_\_\_\_, an opportunity to improve their 13) \_\_\_\_\_ of being competitive in the 14) \_\_\_\_\_ market, and not an end 15) \_\_\_\_\_.

But in spite of all this, the role of the university is the same as it always has been. It is the place where students have the 16) \_\_\_\_\_ to learn to think for themselves.

### 3>本课时教学过程如何实现语言与育人的融合)

知识单元文章内频繁涉及抗议 (protest), 游行示威和罢课 (demonstration and strike) 等词眼, 因此, 从单元主题大学文化 (College Culture) 出发, 设置大学文化问卷调查, 将问卷中政治类词汇如 politics, protest 等和眼下热点时事 (日本决定排放核污染废水 radioactive wastewater) 以及五四青年节 (The Youth Day)、五四爱国运动 (The May 4<sup>th</sup> Movement)、中国共产党建党 100 周年 (The 100<sup>th</sup> anniversary of founding of CPC) 以及优秀电视剧《觉醒年代》(The Awakening Age) 连点成线。通过一系列的启发式问题设置, 引导学生对比中国 20 世纪 20 年代的大学与如今大学的异同, 引导学生回顾历史, 意识到当时的中国正处在水深火热之中, 当时的中国大学生承担起了拯救中国的家国使命, 让学生在解决问题的过程中, 认识问题和知识背后所蕴含的理论思维、方法论和价值判断, 激发学生的思想碰撞和情感体验, 实现对学生家国情怀的价值引领。其次, 通过分析文章结构, 对欧洲今昔大学的对比,(1960s VS. today), 文中指出 20 实际 60 年代大学在政治、经济、创造性觉醒方面扮演了重要的角色, 在润物无声、如盐入水中实现语言与育人的融合。

#### ➤ 显性维度

(1) 导入部分 (Bridge-in)

纵向对比今昔大学校园文化及大学生生活焦点 (1920s VS today)

(2) 课文文章结构分析 (Text-organization)

纵向对比今昔大学校园文化及大学生生活焦点 (1960s VS today)

#### ➤ 隐性维度

(3) 学生潜意识自觉横向、立体式对比中外大学校园文化及大学生生活焦点 (China VS Europe)

### 3、教学评价 (说明本课时评价理念与评价方式)

(1) 评价理念: 教学评价检验成效, 本课时遵循促学评价 (assessment for learning) 的理念, 动态监测教学过程, 科学评估教学成效, 促进有效教学。

该课时单元评价将形成性评价和终结性评价相结合, 且形成性评价为主。形成性评价采用课前课中课后、线上线下等活动记录、学习档案记录等形式, 对学生的学习过程进行观察、评价和监督, 实现全过程和多元化“评”; 形成性评价注重学生课上学习过程的参与度, 有效激发学生主动学习, 注重考查学生在学习过程中的领悟, 表现及自我修正能力, 实现以评促学。此外, 该课程是融合现代信息技术的智慧课堂, 因此, 教学评价呈现大数据特征。

## (2) 评价方式

### ①课前

对于学生线上提交的课前预习任务（生词朗读、有用表达）、线上发布布置学生观看的课程思政素材以及知识单元主题相关的主题讨论任务，线上进行督促、引导、统计并评价学生的完成情况；以及对于线上前测（Pre-assessment）的统计和评价，以进行二次学情分析，调整教学策略。

### ②课中

教师在导入（bridge-in）部分提出相关讨论问题（Survey and oral practice: Give a description of your college life），考查学生表达的深度、广度和有效性；参与式学习（participation learning）部分，如该课时课文结构分析（text organization）环节设置的课堂活动，考查学生的参与度、准确度以及自我修正能力。

### ③课后

对于课后线上总结（Summarizing）的环节，统计和评价学生的完成情况，检测学习成效。

总之，在教师的引领下，学生边学边评、边评边学，打破学与评的界限，将评价作为学习的强化机制，激励学生更有效地产出。

注：本表请保存为 PDF 格式，与授课录像放入同一个文件夹，文件夹（无需压缩）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”。