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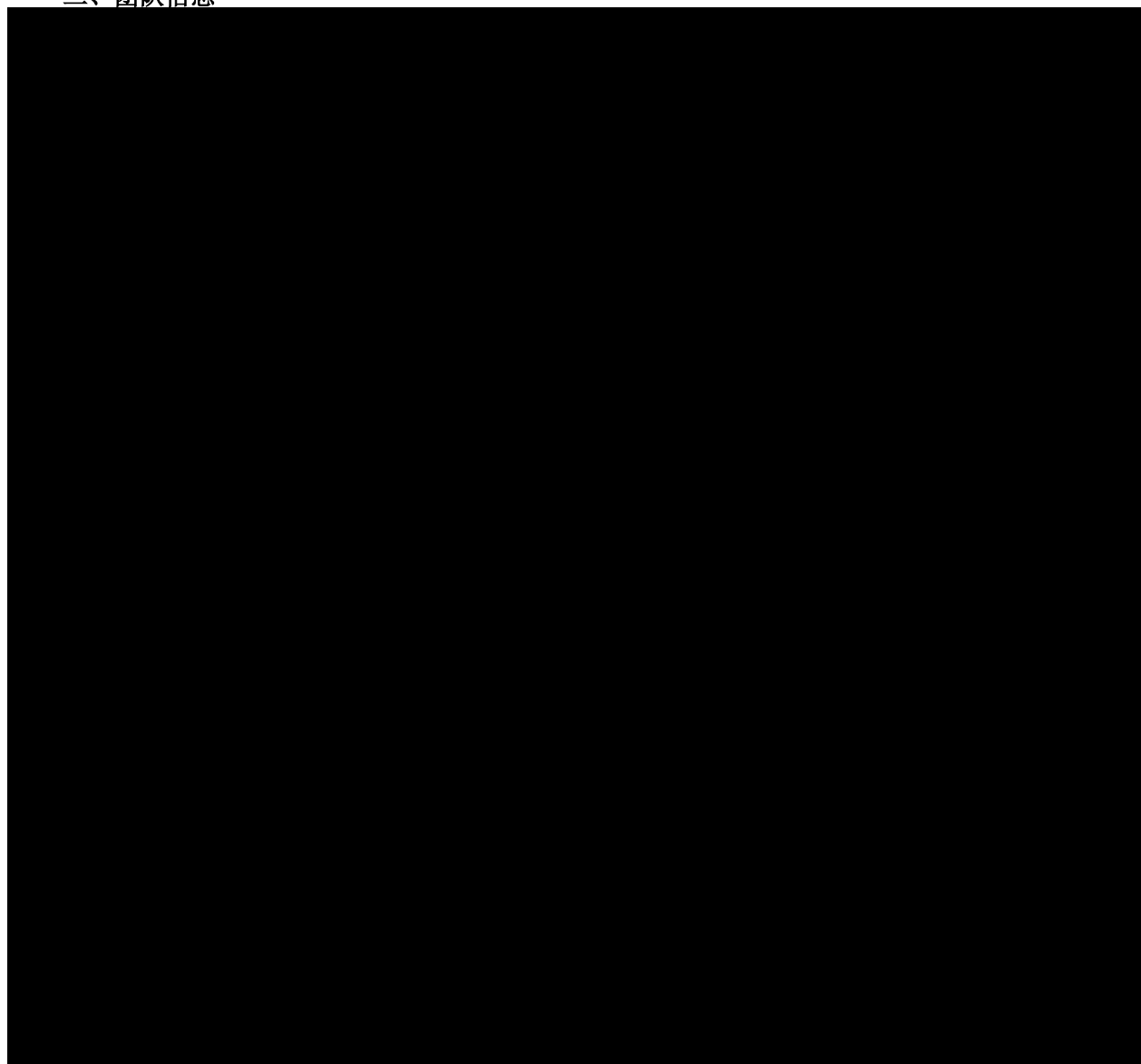
## 2021 年外研社“教学之星”大赛

### 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	非英语专业、非艺体类二本师范院校大一学生
教学时长	单元共计 6 课时
教材名称	新一代大学英语 综合教程 2（基础篇）
参赛单元	第 2 册 第 3 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）院校特色

本校成立于 1978 年，是一所师范教育为特色的省属本科院校，2001 年经教育部批准合校升本，2016 年进一步扩大规模。建校以来，学校全面贯彻党的教育方针，始终坚持办人民满意的高等教育的办学宗旨，以培养“合格的建设者和接班人”为历史使命，以“立德树人”为根本目标，以“学高为师，身正为范”为从师风范，以培养“应用型人才”为发展理念，立足■■■■，服务地方经济发展，为地方基础教育输送了大批优秀的中小学教育教学和管理人才。长期以来，学校在教学质量这条生命线上，经过艰苦创业、砥砺奋进、同心同德、锐意改革铸就了具有中国教育文化特色的“师范”精神。

##### （2）教学对象特点

本校非英语专业大一学生(非艺术体育美术类)，该年级学生具备基本的听、说、读、写、译能力，但其写作能力、口语表达能力和批判性思维能力均有待提高。尤其在英语写作中，学生布局谋篇的能力不强，语言表达中存在用词单调、句式单一等突出现象，也不会学以致用，无论在语言质量及语言丰富性方面均有待提高。另外，大学阶段是大学生世界观、人生观、价值观形成的重要时期，正确的价值选择、文化认同、卓越的思维品质与敏锐的思辨能力对于完善学生的思维方式，树立正确的意识形态至关重要。

##### （3）本课程时长及总体目标

本课程共 48 课时，以立德树人为根本目标，以培养学生的学习能力、语言能力、协作能力、跨文化交际能力与思辨能力为整体导向，帮助学生增强他们在社会、文化、科学等领域的知识储备，拓宽国际视野，提升综合文化素养，寓价值观引导于知识传授和能力培养之中，帮助学生塑造正确的世界观、人生观和价值观。

本课程的总体目标为：“一点二面三融合”。其中“一点”指以提升听、说、读、写、译五大技能为基点，教授词汇、语法、篇章及语用等知识；“二面”指以提高学生的跨文化交际能力及思辨能力及为两个重要方面；“三融合”指实现课堂教学中知识传授与价值引领相融合、理想信念与政治信仰相融合、人文教育与社会责任相融合，通过隐形渗透、寓道德教育于课程内容之中，达到隐形思政育人的目的。

#### 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）

##### ■ 语言目标

- 理解并应用文中与主题有关的词汇、短语及表达；
- 学习有关语法点，包括词缀及倒装，隐喻及省译并做到基本应用；
- 分析篇章结构和主题思想，并将文中的写作技巧应用于产出写作及口语任务中。

##### ■ 能力目标

- 培养学生自主学习能力、团队协作能力与教学活动组织能力；
- 引导学生对文本进行有效解读，培养思辨能力、批判性阅读能力及跨文化交际能力；
- 能够分析交际中存在的问题并提出解决办法，提升学生解决问题的能力。

##### ■ 育人目标

- 帮助学生树立正确的交际观，培养积极的情感态度与价值取向，践行社会主义核心价值观；
- 帮助学生树立正确的世界观、人生观与价值观，提升思想道德修养，传播中华民族优秀传统文化美德。

**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) 主要内容、课时分配、设计理念与思路**

**① 主要内容**

本单元教学内容来自外语教学与研究出版社出版的《新一代大学英语（基础篇）》综合教程（2018版）第2册 Unit3 : The art of communication, 包括两篇阅读, 分别是 iExplore1: My students don't know how to have a conversation 与 iExplore2: Learning to listen。iExplore1 主要讲述现代电子设备给交际带来的影响, 学生过分依赖电子设备的交流方式阻碍了交际能力的发展, 作者鼓励学生既知晓数字技术, 又懂得有效的人际交谈。iExplore2 分析倾听的重要性, 描述有效倾听的方式。

单元教学中的补充资料主要涉及与“交际和倾听”有关的视频材料、文字材料、测试题等。单元教学总目标呼应单元开篇 Scenario 的任务场景, 依据“Problem-solution Pattern”完成“An Opinion Piece”的写作产出及口语产出, 总目标任务及子目标任务见下表。

单元产出任务及目标			
任务	内容	产出形式	产出时间
总目标	基于“Problem-solution Pattern”完成“An Opinion Piece”（关于数字产品给交际带来的主要问题及解决策略）	书面写作	第三次课后
子目标 1	修改并完善一稿, 侧重“Problem-solution Pattern”及与主题相关的词汇、表达的应用。	书面写作	第一次课后
子目标 2	修改并完善二稿, 优化写作结构, 侧重对有效交际、善于倾听等相关概念的界定。	书面写作	第二次课后
子目标 3	组织讨论: 学生在课堂上应用手机的现象, 引导学生正确认识数字产品对交际的影响, 培养学生的跨文化交际能力和辩证思维能力。	口语展示	第三次课中

表 1 总目标及子目标任务

**② 课时分配**

本单元教学包括 3 个 section, 每个 section 包括课前、课中、课后三个部分, 其中包括线上（7 学时）和线下（6 课时）。Section 1 的主要教学任务是识别 iExplore1 的写作技巧, 即“Problem-solution Pattern”, 引领学生深入分析文章主题思想、归纳写作技巧、学习词缀与部分倒装等相关语言知识, 布置完成对一稿的修改。Section 2 主要帮助学生进一步理解“Problem-solution Pattern”, 并对有效交际、善于倾听等相关概念进行界定, 布置完成对二稿的修改。Section 3 主要组织学生讨论并进行口语展示, 定稿并提交 iWrite。

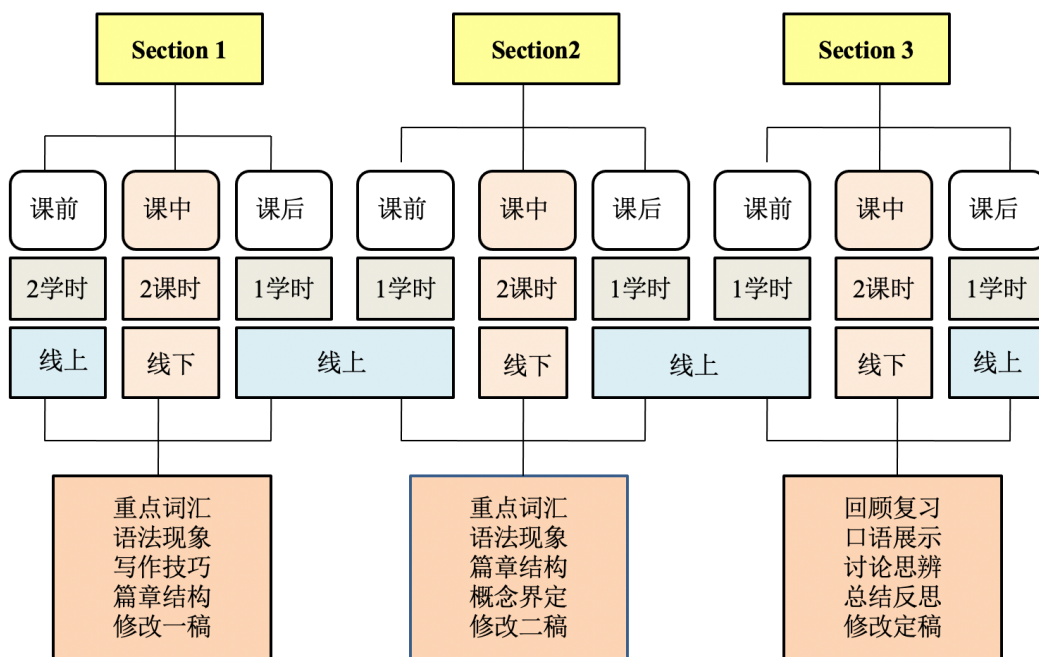


图 1 课时分配

### ③ 设计理念与思路

本单元教学设计理念与思路主要依据《大学英语教学指南》(2020版)、《高等学校课程思政建设指导纲要》、《中国英语能力等级量表》、课程定位与教学目标、“产出导向法”(POA)和基于“产出导向法”的教材使用理念。教学设计遵循立德树人的根本目标,采用“线上线下混合式”教学模式,运用“产出导向法”(POA)与“师生合作评价”法(TSCA),以学习为中心(Learning-centered),以产出为导向(Production-oriented),注重学习目标的**可量可测可评**,学习任务的**可操作性**,学习效果的**可评价**和学习环节的**完整性**。按照“驱动——促成——输出”教学流程,以输出驱动为**切入点**,输入促成成为**着力点**,产出评价为**目标点**,经过三次循环完成所有任务。构建**教学评一体化教学**,以**评促教**,以**评促学**。评价过程包括**学生自评**、**机器评价**、**生生互评**与**师生合作共评**,激励学生及时调整学习策略,提高学习效果。

基于 POA,本单元教学材料的使用理念主要体现为“教师主导说”、“产出目标决定说”与“输出材料服务说”(文秋芳,2017)。使用步骤主要有“教师利用材料呈现产出场景”(输出驱动)、“教师引导学生选择性学习”(输入促成)、“学生依托材料完成系列促成活动”(输入促成)、“教师对教学材料进行调整”(产出评价)。首先,教师线上通过图文材料向学生呈现“电子设备给交际带来的问题”这一交际场景,引导学生进行尝试性输出;其次,教师依据“An Opinion Piece”这一产出目标设计一系列促成活动,包括语言、内容、结构三方面的促成,从输入材料中提取内容信息、语言形式和话语结构,依次完成习作修改、口语产出任务等;最后,教师根据学生的课堂反馈对教学材料进行可能性地调整(毕争,2019)(如图2)。

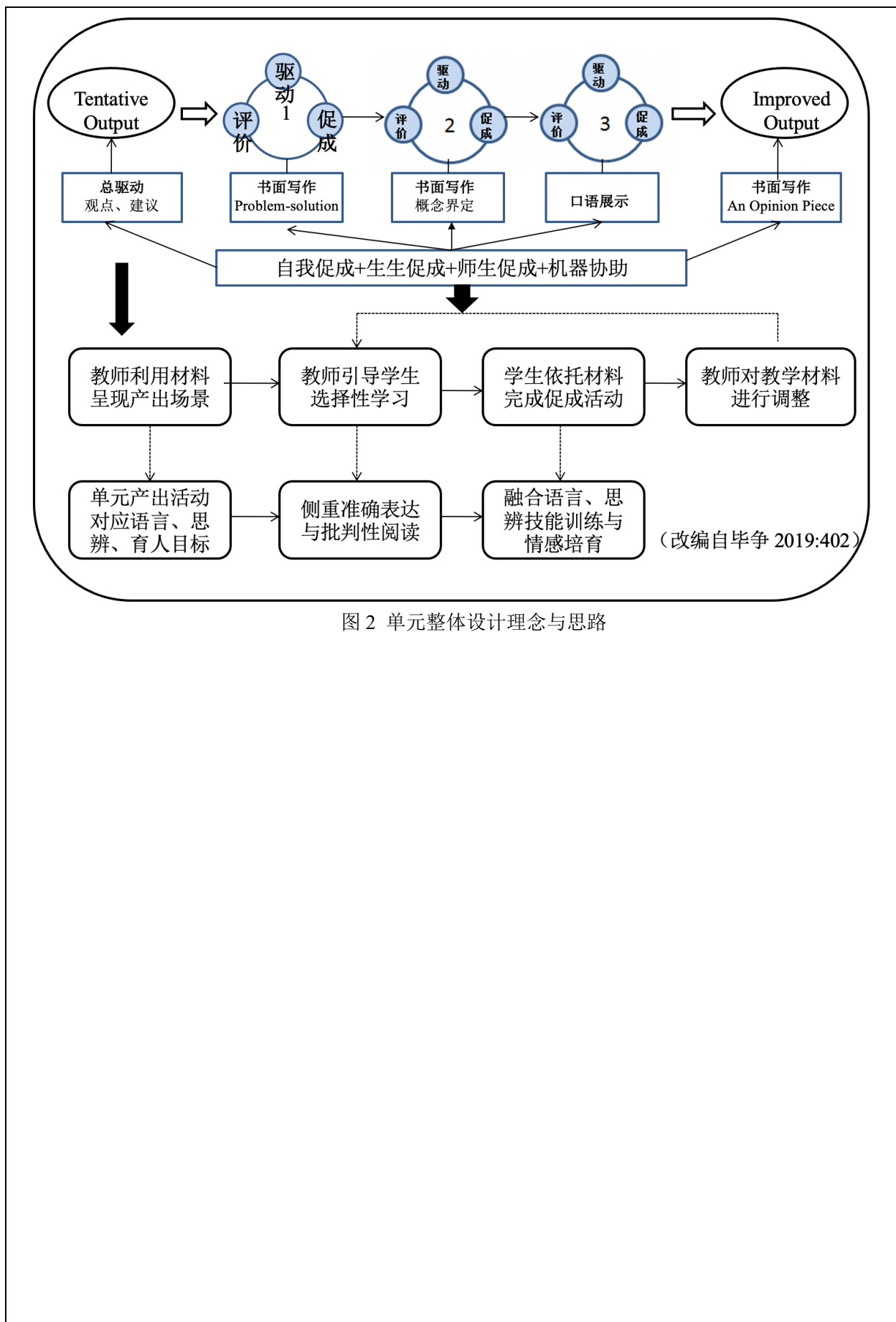


图 2 单元整体设计理念与思路

## (2) 教学组织流程（课内、课外具体步骤与活动）

本单元内容共计 6 个课时，分 3 次课完成（Section 1, Section 2 & Section 3），现将三次教学组织流程列述如下。

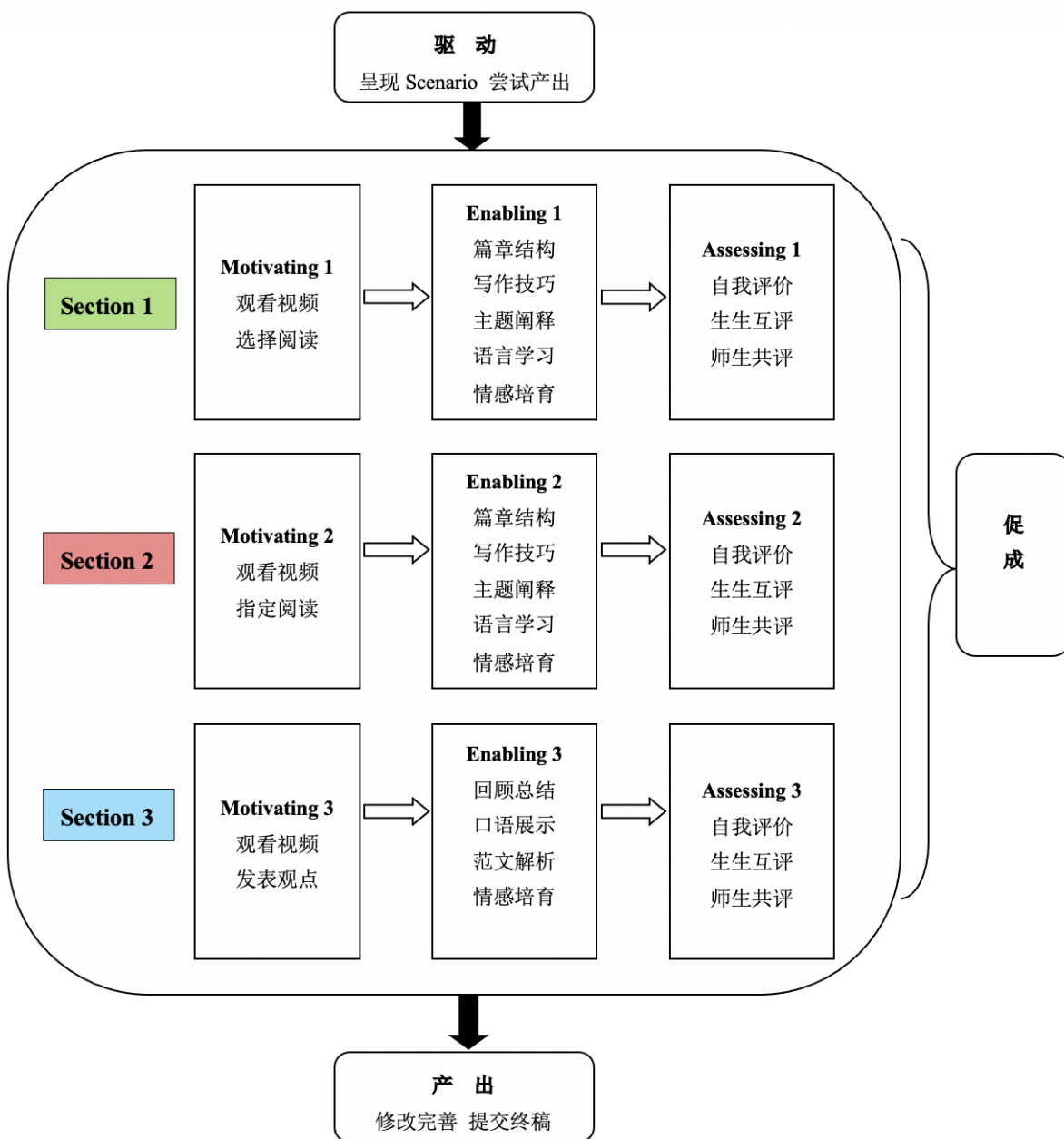


图 3 单元教学组织流程图

### Section 1

#### 教学目标

- (1) 了解文章结构，学会 Problem-solution Pattern，并将其应用于产出写作中；
- (2) 熟练运用关于有效交际的重点词汇与表达，理解后缀“-al”构词法和部分倒装结构；
- (3) 理解引用的两大原则；
- (4) 认识到交际对家庭、对社会的重要作用。

★ 课前准备

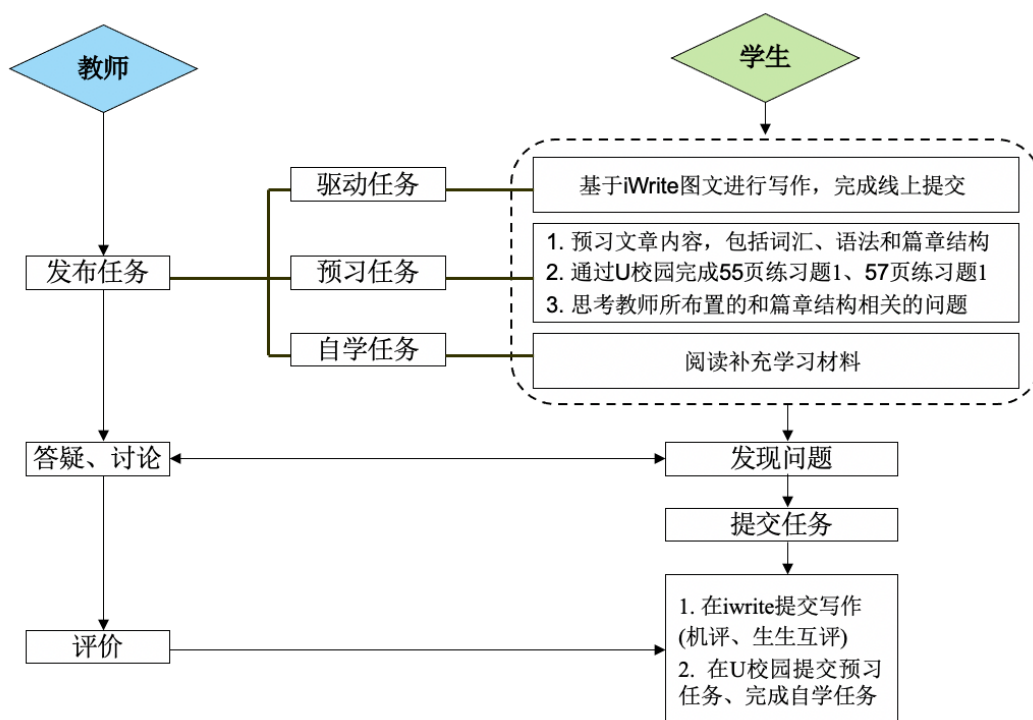


图 4 课前准备（线上）

(1) 课前准备阶段，教师首先通过 iWrite 上传图文，发布驱动学习任务，要求学生基于图文进行写作。



(2) 教师通过学习通在线智慧教学平台布置预习任务和自学任务，结合 55 页课后练习 1，布置问题帮助学生初步了解文章结构。

(3) 教师对学生在预习过程中发现的问题进行线上答疑、讨论，学生通过 iWrite 平台提交写作任务，进行机评、生生互评。

★ 课中活动

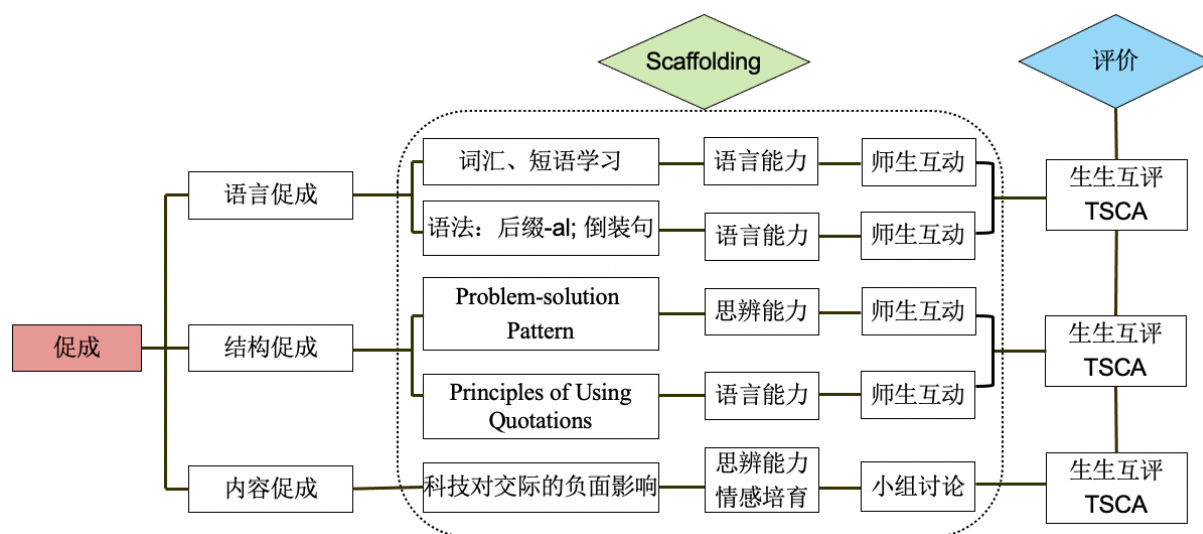


图 5 课中活动 (线下)

(1) 课中导入 (驱动, 10 mins)

- ① 教师播放一则关于有效交际与焦虑管理的视频, 要求学生完成第 52 页练习题 1。
- ② Pair work, 话题为:
  - Do you think the fear of speaking in front of people can be “managed”?
  - Besides anxiety, what are the possible barriers to communication?
- ③ 对学生讨论进行总结, 并引出 iExplore 1 (My students don’t know how to have a conversation).

(2) 分析 Problem-solution Pattern (结构促成, 15 mins)

- 文章结构解析

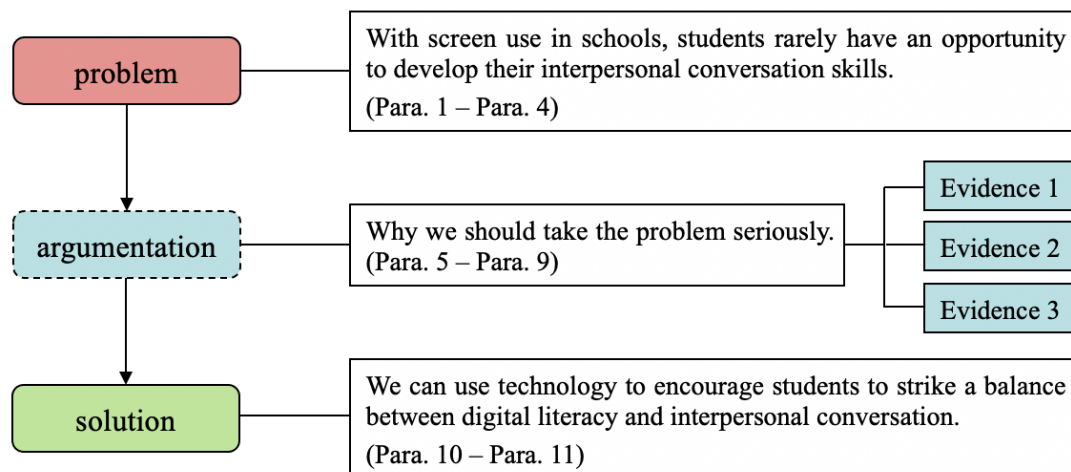


图 6 Problem-solution Pattern

- 完成 55 页习题的讲解, 学生对照检查课前预习效果。



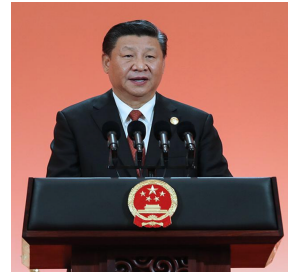
(3) 理解 Principles of Using Quotations (结构促成, 10 mins)



Reliable books & magazines



Sayings of celebrities



Quotations from head of the state

(4) 词汇、短语学习 (语言促成, 25 mins)

在课前准备阶段, 学生已通过 U 校园预习了 iExplore 1 中的词汇和短语, 本部分教师将对文中的重点词汇和短语进行讲解, 接着要求学生完成 57 页练习题 2, 并对照检查练习题 1 (课前预习任务之一)。

**My students don't know how to have a conversation**

- Recently I stood in front of my class, observing an all-too-familiar scene. Most of my students were in secret – or so they thought – checking their smartphones under their desks.
- As I called their attention, their heads slowly lifted, their eyes reluctantly glancing forward. I then cheerfully explained that their next project would practice a skill they all desperately needed: holding a conversation.
- Several students looked confused. Others squirmed in their seats, urging me to stop watching the class so they could return to their phones. Finally, one student raised his hand. “How is this going to work?” he asked.
- As I watched my class struggle, I came to realize that conversational competence might be the single most underlooked skill we fail to teach students. Many students spend hours each day engaging with ideas and one another through screens, but rarely do they have an opportunity to truly develop their interpersonal communication skills. Students’ reliance on screens for communication is detracting – and distracting – from their engagement in real-time talk.
- It might sound like a funny question, but we need to ask ourselves: Is there any 21st-century skill more important than being able to sustain confident, coherent conversation?
- When students apply for jobs, they won’t conduct interviews through their smartphones. When they negotiate pay raises and discuss projects with employers, they should have a pleasant presence and demonstrate the ability to think on their feet. When they face significant life decisions, they must be able to think things through and communicate with their partners. If the majority of

their conversations are based on fragments pinballed back and forth through a screen, how will they develop the ability to truly communicate in person?

- In our zealous rush to meet 21st-century demands, we email assignments, create projects for tablets and laptops, and allow students to BYOD (Bring Your Own Device). However, we aren’t asking students to think and communicate in real time. Online discussion boards are useful tools for exchanging ideas. But they often encourage a “read, reflect, forget about it” response that doesn’t truly engage students in extended, critical thinking or conversation. All too often I’ve seen students simply post one (required) response to the question and then let the discussion go dead.
- Sherry Turkle, a psychologist, MIT professor, and the author of *Alone Together: Why We Expect More from Technology and Less from Ourselves*, has dedicated her career to researching people’s relationships with technology. Much of her writing has shaped my concern about tech-overload and its impact on conversation. In a column of *The New York Times*, Turkle writes, “Face-to-face conversation unfolds slowly. It teaches patience. When we communicate on our digital devices, we learn different habits. ... we start to expect faster answers. To get these, we ask one another simpler questions. We shunt down our communications, even on the most important matters.”
- Could it be that the push for screen use in schools is watering down the questions and thinking we require of students? For me, using classroom discussion boards has increased participation and given a voice to many students normally reluctant to speak in class. On the other hand, I wonder if my frequent reliance on digital participation is too easy on students. As Turkle writes, “We are tempted to think that our little ‘sips’ of online connection add up to a big gulp of real conversation. But they don’t.”
- Instead, what can focus on sharpening students’ ability to move back and forth between the digital and the real world? An ironic benefit of technology is that we can use digital devices to capture and teach a part of conversation. All smartphones are recording devices; why not use them to record and assess students’ conversation skills? I’ve noticed that students take critical conversations, debates, and discussions more seriously when recorded. We can use technology to encourage students to strike a balance between digital literacy and interpersonal conversation.
- The next time you interact with a youngster, try to have a conversation with him about a challenging topic. Ask him to explain his views. Push him to go further in his answers. Hopefully, you won’t get the response Turkle did when interviewing a student about how technology has impacted his communication: “Someday, someday, but certainly not now, I’d like to learn how to have a conversation.”

CULTURE NOTES  
BYOD: It is a policy where employees can use their personal mobile devices such as phones, tablets and laptops to access enterprise data and systems.

new words and phrases

useful expressions in writing

(5) 后缀“-al”的讲解 (语言促成, 10 mins)

“-al”: relating to something or the act of doing something.

- ① n. + -al = a. (having the nature of...)
- ② v. + -al = n. (an action or process)

(6) 部分倒装的讲解 (语言促成, 10 mins)

*Rarely, do they have an opportunity to truly develop their interpersonal communication skills. (Para. 4, iExplore 1)*

= They rarely (do) have an opportunity to truly develop their interpersonal communication skills.

结构分析：

negative word + auxiliary / modal verb + subject + main verb + object ...

rarely	be	will
seldom	do	shall
scarcely	have	can
		may
		...

(7) 小组讨论 (内容促成&情感培育, 10 mins)

结合下图，教师组织学生讨论“科技对交际的负面影响”。



教师对学生讨论进行总结，再结合 59 页图片进行师生互动，引导学生树立良好的交际意识和代际交流意识。



(8) 课堂评价 (10 mins)

教师给学生发放课堂效果评价表，学生自我检测本节课学习效果，并将完成后的评价表交给教师。教师根据反馈结果及时调整教学策略并针对性地辅导学习效果较差的学生。

★ 课后安排

- (1) 运用课堂所学写作结构、词汇、语法知识等内容修改完善初稿，在 iWrite 上完成在线提交；
- (2) 完成 58 和 59 页课后练习；
- (3) 预习 iExplore 2。

## Section 2

### 教学目标

- (1) 学会 writing skills: attention-getting tools, listing 和 explaining a concept;
- (2) 熟练运用重点词汇、表达;
- (3) 学习隐喻意义和省译技巧;
- (4) 理解 iExplore Reading 2 主题, 领悟倾听与陪伴的意义。

### ★ 课前准备

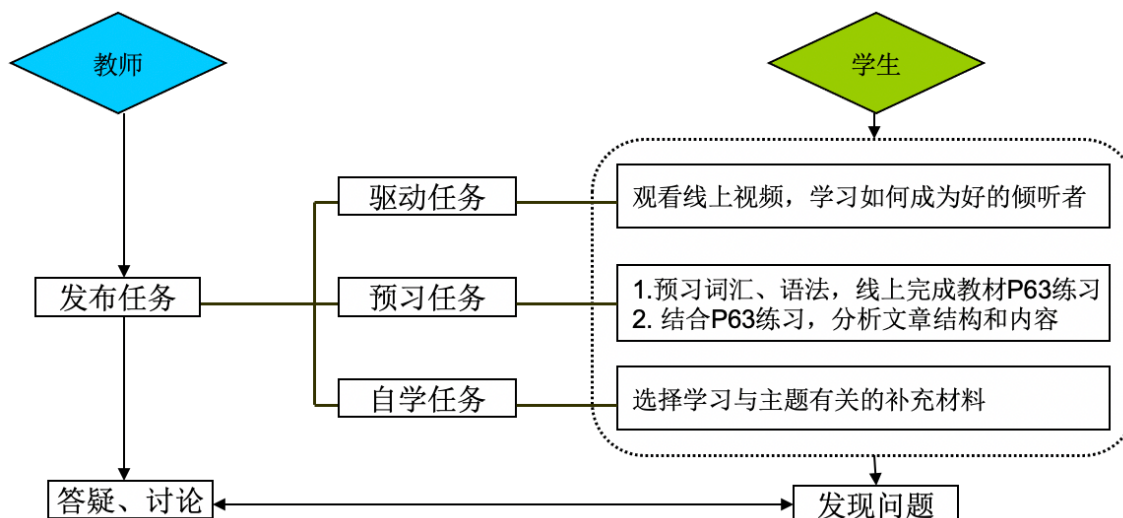


图 7 课前准备 (线上)

(1) 教师通过 U 校园发布驱动任务、预习任务及自学任务。

#### ① 驱动任务

➤ 观看视频 How to be a good listener?

([https://www.bilibili.com/video/BV1Us411i74T/?spm\\_id\\_from=333.788.recommend\\_more\\_video.1](https://www.bilibili.com/video/BV1Us411i74T/?spm_id_from=333.788.recommend_more_video.1))

➤ 选择性观看以下视频, 理解倾听的意义, 认识倾听的重要性。

(<https://open.163.com/newview/movie/free?pid=ZE0PEJBSh&mid=HE0PEJBsl>)

#### ② 预习任务

➤ 阅读 iExplore2 课文, 完成 P65 词汇及搭配练习题, 提交至 U 校园。

➤ 讨论分析文章结构和内容, 完成 P63 练习 1。

#### ③ 自学任务

结合 P63 练习 2, 思考下列问题:

➤ What is the influence of the technology to interpersonal communication?

➤ How to listen effectively in communication?

#### ④ 阅读补充材料: Does technology stop us from listening?

(2) 教师对预习中产生的问题进行线上答疑、讨论。

★ 课中活动

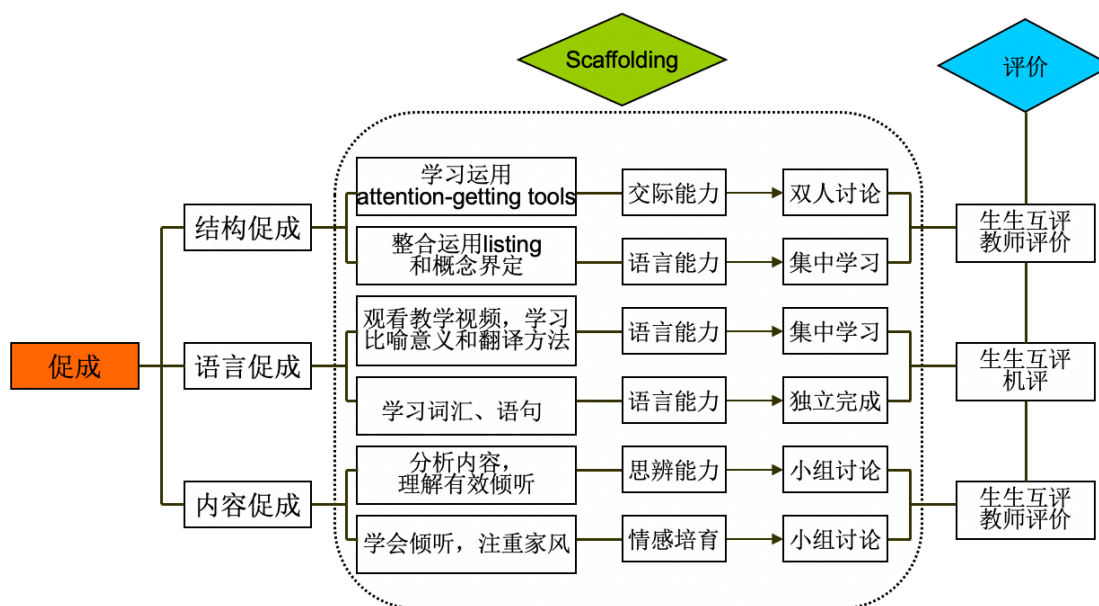


图 8 课中活动（线下）

(1) 课中导入（驱动）（10 mins）

① 观看视频 How to speak to people? 学习交流技巧

(<https://heep.unipus.cn/support/list.php?SeriesID=186>)

② 组织学生讨论

- According to the video, what should you do when other people talk to you?
- Can you find some other ways to get people's attention in speaking?
- How to effectively listening and speaking?

③ 总结讨论，引出 iExplore 2 (Learning to listen)

(2) 输入促成（20 mins）

① 分析文章内容，领悟主题，完成 P63 练习（结构促成）

<b>Introduction</b>	Paras. (1-4)	Giving a scenario and raising problems (1-2). Analyzing the problems (3-4).
<b>Body</b>	Paras. (5-7)	Presenting solutions to the problems
<b>Conclusion</b>	Paras. (8-10)	Understanding: deep listening makes a big difference.

② 语篇主题解读

- What's the main idea of iExplore 2?
- What are the problems of ineffective listening?
- How does the author present solutions to these problems?
- How to transform the invalid listening into effective listening?
- Do you agree listening is more important than speaking in communication?

(3) 分析写作技巧 (结构促成) (25 mins)

① Using **attention-getting** tools (Para. 1-2)

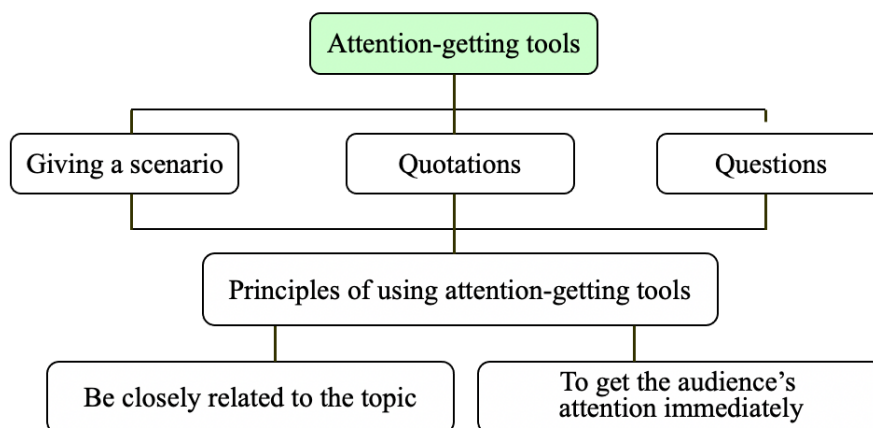
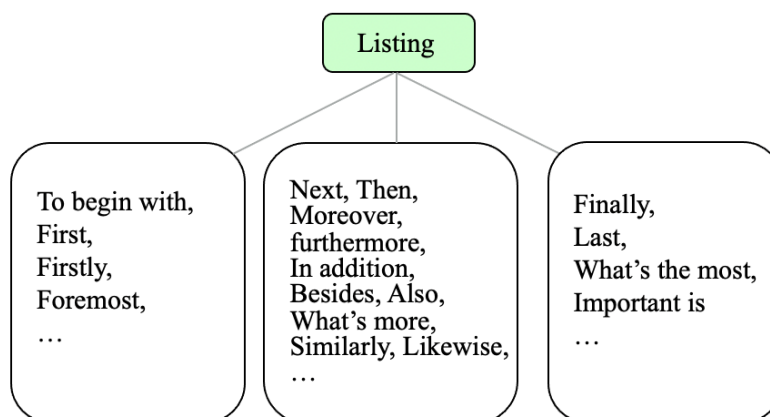


图 9 Attention-getting tools

② **Listing**---following a logical sequence (Para 4)



③ Explaining a concept (结合 Para.5 和教材 P64 writing skills)

The expressions used to explain a concept:

By ..., I mean  
...can be understood as  
I understand... as...  
...be defined as...

④ 文本、结构解读

- How does the author begin the essay?
- What's the importance of effective listening?
- How to listen effectively?
- What's the main structure of the reading?
- Does the reading follow the problem-solution pattern?

(4) 词汇、短语学习 (语言促成) (10 mins)

对课文中重点词汇进行讲解, 以 stand up for 和 remark 为例。

- ① stand up for: to defend or support a particular idea or a person who is being criticized or attacked

“You have to *stand up for* yourself,” she interjects. (Para. 2)←

E.g.: I learned how to stand up for myself early on in life.

② **remark**: *n.* [C] sth. that you say when you express an opinion or say what you have noticed

Most people in conversation will have some *remarks* locked and loaded, ... (Para. 3)←

E.g.: He made a number of rude remarks about the food.

重点词汇、短语讲解后，学生完成 P65 words and expressions 2。

(5) 观看教学视频，学习隐喻意义 (Metaphorical meaning) 和省译 (语言促成)，完成 P65 练习 2，尝试 P67 练习 Translation (20 mins)

[https://ucontent.unipus.cn/\\_pc\\_default/pc.html?#/course-v1:Unipus+ngce\\_fu\\_ic\\_2+2019\\_03/courseware/u3/u3g31/u3g34/u3g436/p\\_1](https://ucontent.unipus.cn/_pc_default/pc.html?#/course-v1:Unipus+ngce_fu_ic_2+2019_03/courseware/u3/u3g31/u3g34/u3g436/p_1)

① 隐喻意义 (Metaphorical meaning)：教师让学生在 iExplore 2 中找出其他使用隐喻意义的表达。

- Compress new metaphorical ideas into existing words. It's useful to expand word meanings.
- Words with concrete sense can be extended to abstract sense and vice versa.
- Communicative needs also shape the new meaning of words and expression.

She digs out her iPhone. (Para. 2)←

*dig out* --- find something that is not easy to find.

E.g.: Do you want to save this *file/folder*?

教师让学生在 iExplore 2 中找出其他使用隐喻意义的表达。

② 省译：学生课后完成 P67 Translation。

由于语言使用习惯不同，英语中人称代词、物主代词等使用较多，而汉语则相对较少。因此，在英译汉时，代词常常被省略不译。省译时，应确保汉语译文正确表达英语原文的内容，且译文言简意赅，通顺流畅。省译的情况一般包括代词省译、冠词、介词省译及连词省译。

(6) 小组讨论 (结合教材 P64 图片) (情感培育) (5 mins)

① 分析图片内容，思考如下问题：

- What's the relationship between the two ladies?
- What is the importance of listening?
- What is the real accompany?
- How importantly to respect and listen to the old generation?



② 深层涵义解读：

科技进步使人类的交流更便捷，人们可以随时随地进行联系。但许多人却感到越来越孤独，渴望面对面的交流陪伴，有温度的情感陪伴，倾听对方的心声，感受彼此的关爱，得到对方基本的尊重，尤其老年人需要得到足够的关心。科技永远无法取代亲人的陪伴，人类的情感交流不应该被科技打败。

(7) 课堂评价 (10 mins)：

Student ID No. :

Name :

		Checklist	Score				
			totally agree	agree	unsure	disagree	totally disagree
显性 维度	1	Be able to apply attention-getting tools , words of listing concept in writing					
	2	Be able to analyze the structure of the text and understand the theme					
	3	Be able to critically analyze the importance of listening in communication					
隐性 维度	4	Be able to briefly describe how to be a good listener based on the given video					
	5	Be able to present the solutions to the problems of listening, and realize the importance of communication with the old generation					

表 2 课堂效果评价表

★ 课后安排

- (1) 学生完成课后 P67 汉译英练习，在 U 校园提交；
- (2) 学生运用所学的语言表达和写作技巧，继续修改作文后上传至 iWrite；
- (3) 阅读补充资料：The 5 levels of listening。

**Section 3**

教学目标

- (1) 能将本单元所学的词汇、表达应用于本单元口语及写作产出任务中；
- (2) 能在口语展示中正确运用 argument 和 problem-solution 结构；
- (3) 能辩证地思考中外处理课堂使用手机的异同；
- (4) 能指出范文中的优、缺点，并对自己的作文进行充分修改。

★ 课前准备

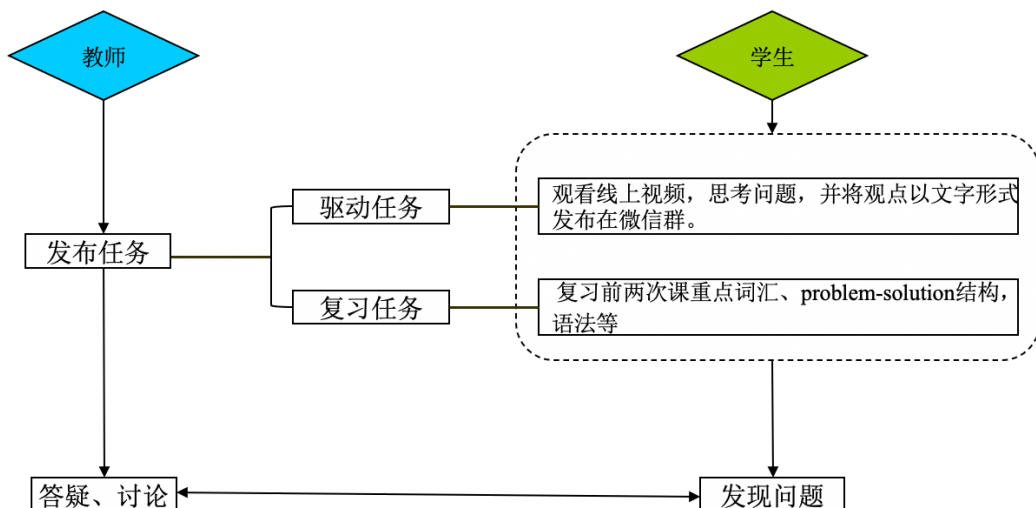


图 10 课前准备

(1) 教师在线上传视频（法国国会禁止中小学生在学校内使用手机），学生就视频提出自己的看法，并将观点编辑成文字发表在微信群里。（视频来源：腾讯视频 [法国国会出台新规定：禁止中小学生在学校内使用手机！](#) 2018-07-20;）

(2) 复习前两次课重点词汇、语法、修辞、翻译技巧及 argument & problem-solution 结构。

★ 课中活动

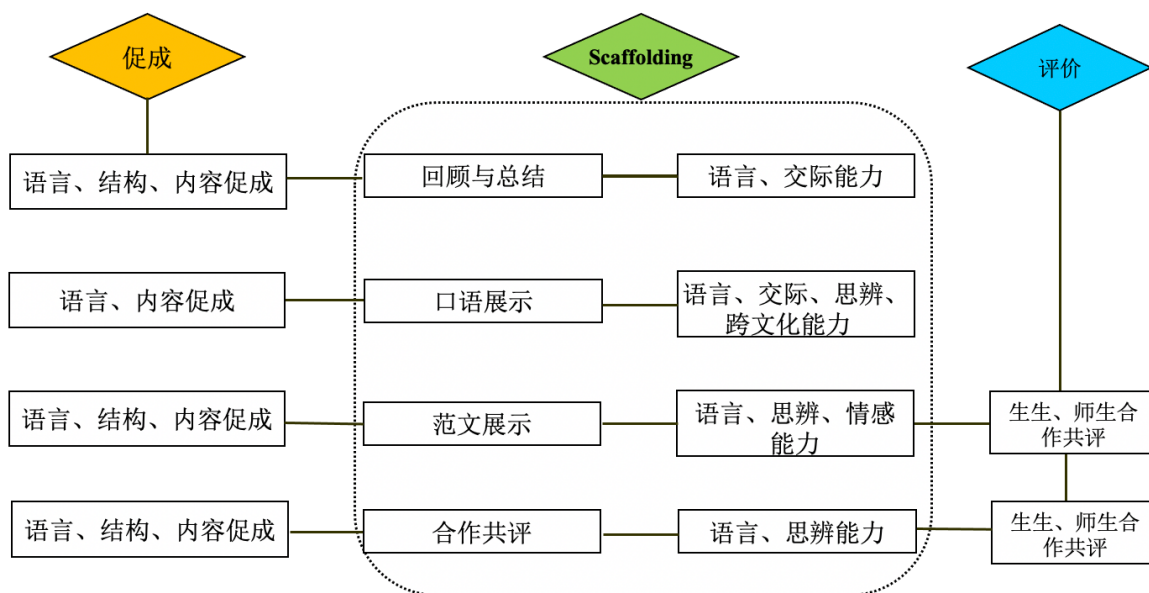


图 11 课中活动（线下）

(1) 讲解 iExplore 2 的课后翻译练习（语言促成）（10 mins）;

Translate the sentences into English.



- ① 有经济学家认为，中国经济决策者应与市场加强沟通。(policymaker; strengthen)
- ② 中医的问诊不仅可以了解病人的病史和现状，还有助于建立良好的医患关系。(inquiry; medical history; a favorable doctor-patient relationship)
- ③ 随着“一带一路”倡议的推进，沿线国家的年轻人在相互交流中收获了知识和技能。(the Belt and Road Initiative; advance; acquire)
- ④ 唐朝时，长安是亚洲诸国经济文化交流的中心。

**(2) 回顾与总结 (结构、语言、内容促成) (10 mins) :**

根据以下表格内容，教师带领学生回顾前两次课所学内容。

结构	problem-solution结构	
	议论文写作框架	
	引语使用原则	
	attention-getting tools	
	listing	
语言	词汇	
	短语	
	隐喻	
	后缀 -al	
	倒装	
	翻译方法	
内容	科技对交际的负面影响	
	有效倾听的定义	

表 3 回顾与总结

**(3) 口语展示 (语言、内容促成) (40 mins)**

① 教师向学生展示以下图片，分别关于学生课堂上使用手机学习和玩耍的情况：并结合之前的视频提出问题：“针对课堂上学生使用手机，你的看法是什么？”





② 学生展开小组讨论，各小组分别推荐一位学生回答问题。要求合理运用 **statement + evidences** 结构，小组间依据口语评价表进行组间互评，教师进行点评；

③ 教师根据学生的回答，对于上课时使用手机学习的这种适度使用现代设备获取信息和知识的情况表示赞成，并且根据学生提出有的人上课用手机打游戏、接打电话、聊天、订外卖等不恰当使用手机的情况，继续问学生，“假如你们现在是老师，你们如何管理课堂，减少甚至杜绝这些影响课堂学习的行为？”学生继续进行小组讨论，小组组长推荐一位学生先回答问题，回答问题时应合理运用 **problem-solution** 结构。再推荐另一位学生将管理课堂的解决办法进行现场演示。结束后，小组间依据口语评价表进行组间互评，教师进行点评；

口语展示的评价标准参见附录 2。

④ 教师以视频、文章、图片形式展示中外课堂如何处理上课使用手机的情况。

➤ 视频 1: 德国学校也收手机（节选前 22 秒视频内容）<视频来源：百度视频德国学校也收手机，中国小将的留洋课堂>

➤ 视频 2: 国外课堂，谁的手机响了，必须开免提接电话<视频来源：腾讯视频老师规定上课谁的手机响就要开免提接听，结果坑挖大了 2017-02-20>

➤ 文章: Ministry Bans Smartphones in All Schools (from China Daily)

<<http://epaper.chinadaily.com.cn/a/202102/02/WS60188972a31099a234353b4d.html>>

➤ 图片 2 张



⑤ 首先，教师引导学生合理使用手机，享受电子设备给多元化的教学方式和学习方式带来的福音。同时，应减少甚至杜绝因手机的其它娱乐功能而造成的对课堂学习及师生之间的交流、互动效果的影响；其次，教师引导学生要正确看待课堂收手机的做法，通过资料展示与讨论，帮助学生树立课堂中合理使用现代化设备的观念。

(4) 合作共评 (结构、语言、内容促成) (20 mins)

学生拿出第 2 次课后修改的作文打印稿, 根据写作评价标准, 以对子讨论形式, 进行自评与生生互评, 随后, 教师找几位学生分享评价结果, 教师再进行点评。

(5) 范文展示与评价 (结构、语言、内容促成) (20 mins)

### An Opinion Piece

Nowadays, smart phone plays very important role in our daily life that people prefer to play it anywhere at any time, even sitting next to each other. People facing with each others play smart phones respectively and substantial communication is ignored. This phone addiction result in the lack of face-to-face communication between colleagues, friends and even families.

To solve this problem, the importance of the interpersonal interaction should be evaluated again. Family bond and social bond come from our daily interaction face to face instead of communication online, because we can read each other's facial expression and feel emotions in the conversations. Words, voice messages or icons are not capable of fully expressing our feelings and emotions. Therefore, we need take some measures to deal with this problem. First, only when you are fully engaged in the conversation, can you forget the importance of the reading new texts on your phone. So prepare some interesting topics for your next date or meeting. Second, turn your phone into vibration and put it in your handbag. You won't be distracted from the sound of your phone. This is also a gesture to show your respect to your friends or colleagues. Third, to lessen the phone addiction, you can develop some new and lasting hobbies such as physical exercises or arrange some appealing social activities in order to strike a balance between your social involvement and smart phone use.

To conclude, as long as we stop paying too much attention to our lovable and sweet phone baby, we can be a good conversational master.

### 范文

教师将第 2 次课后修改的作文中相对优秀的范文打印稿发给学生, 学生以对子形式结合评价表, 评价范文中的优点以及需要进一步修改的问题, 教师抽几位学生展示评价结果, 并进行点评。要求学生根据本堂课内容课后继续修改作文。

写作评价标准参考附录 1。

#### ★ 课后安排

- (1) 继续修改作文, 将最终完善的作文提交 iWrite;
- (2) 完成 Unipus 单元测试题;
- (3) 预习下一单元内容。

#### 教学反思

- (1) 课前布置的学生自学任务量是否合理? 学生是否能够高效完成? 是否有效促成单元目标完成
- (2) 课堂讨论学生是否能够积极参与? 是否能够有效促进产出任务的完成?
- (3) 教师引导、讲解是否合理, 是否符合学生认知水平?
- (4) 课堂活动安排学生能否高效完成, 达到预期效果?
- (5) 是否引导学生对文本进行深入解读, 以挖掘主题思想与内涵?
- (6) 单元产出任务是否达标, 如果没有, 分析所存在的问题及原因?
- (7) 课堂课后评价体系是否合理, 是否能够激发学生探索求知热情?

(8) 是否能够关注学生个性发展，是否给每位学生安排展示机会？

(9) 是否深入挖掘教材并领悟每部分内容的设计意图与内涵，包括文本、图片、视频、练习题等？

(10) 是否有效融入立德树人教育，达到润物细无声的效果，实现语言与育人的有机融合？

(11) 是否培养学生的学习能力、团队合作能力、思辨能力、跨文化交际能力？

### (3) 说明本单元教学过程如何实现语言与育人的融合

本单元教学过程中实现语言与育人融合的主要思路：

#### ① 确定育人目标

单元育人目标从国家整体育人目标、学科育人目标、课程育人目标到单元教学目标逐层筛选、分析并确定，即帮助学生树立正确的交际观，培养积极的情感态度，提升思想道德修养，传播中华民族优秀传统美德。

#### ② 语言与育人的融合过程

首先筛选单元及课文主题词“科技”、“交流/对话”与“倾听”，其次，开展头脑风暴挖掘本单元教学中的思政因子，以**多元有界、多元开放**的格局对语篇主题、写作意图等进行文本解读，在收集与“交流、沟通、交际、倾听”有关语言表达与文本阐释基础上确定具体的思政点，全方位搜索相关资料，分类整理，尤其有效利用教材中的文本、图片、视频材料，并将典型材料直接服务于课堂教学，丰富人文内涵。如通过展示教材 P59 图片，进行讨论分析，让学生领悟到积极的倾听与交际不仅仅是提升自身沟通与交际能力的重要途径，更是继承和发扬中华民族优秀传统美德的体现。

#### ③ 语言与育人融合的融合路径

主要通过语言、主题与现实三个层面实现。收集与单元教学主题词有关的表达，增加语言厚度，挖掘育人元素。在思辨解读的基础上，实现价值引领。将教材中语篇、图片、音视频材料中的育人因子与中华民族传统文化精髓及核心价值观等重要思想结合起来，实现语言与育人的有机、适度、自然融合。总之，单元教学过程中语言与育人的融合注重**情感交流、思想引领、道德培育**，目的是培养健全人格、能动理性、有积极情感的全面的人（如图 12）。

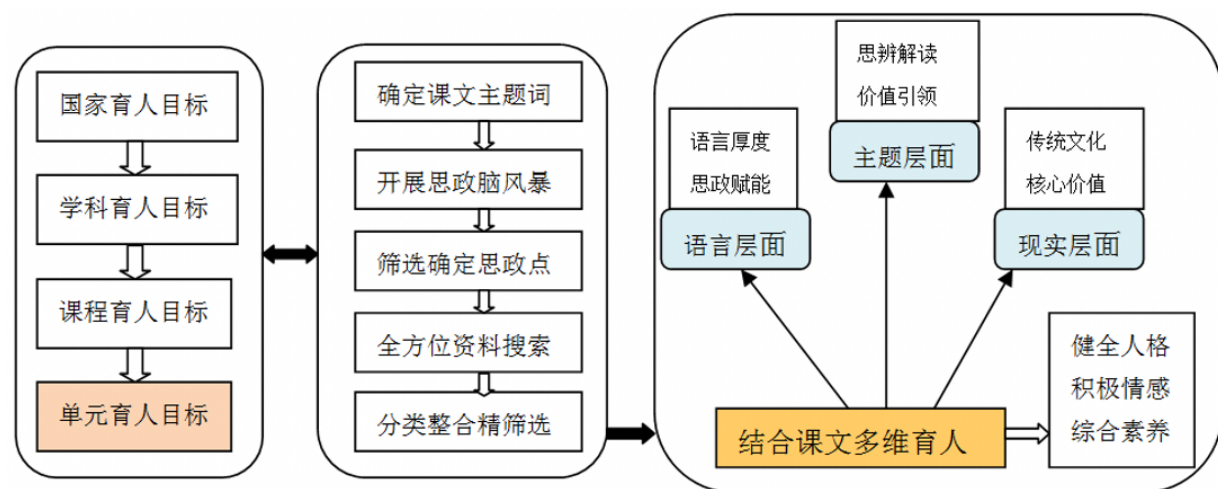


图 12 单元教学中语言与育人的融合

#### 4、单元教学评价（说明本单元的评价理念与评价方式）

本单元秉承“以评为学、评教结合”的评价理念，主要运用形成性评价方式，将教学评价融入课前、课中及课后的教与学环节中，通过自我评价、生生互评、师生合作评价及机器评价的多元评价形式，对学生的自主学习、对子讨论、小组讨论、课堂练习进行即时评价，对单元写作任务产出进行延时评价。通过形成性评价，使学生理解各教学环节的评价标准，并能够参照评价标准进行反思，从而提升学生写作能力及口语表达能力；通过形成性评价，帮助教师更清楚地了解每部分教学目标的达成

度及学生的学习效果，便于及时调整教学目标、教学手段和教学内容，使教学过程更加合理和高效。

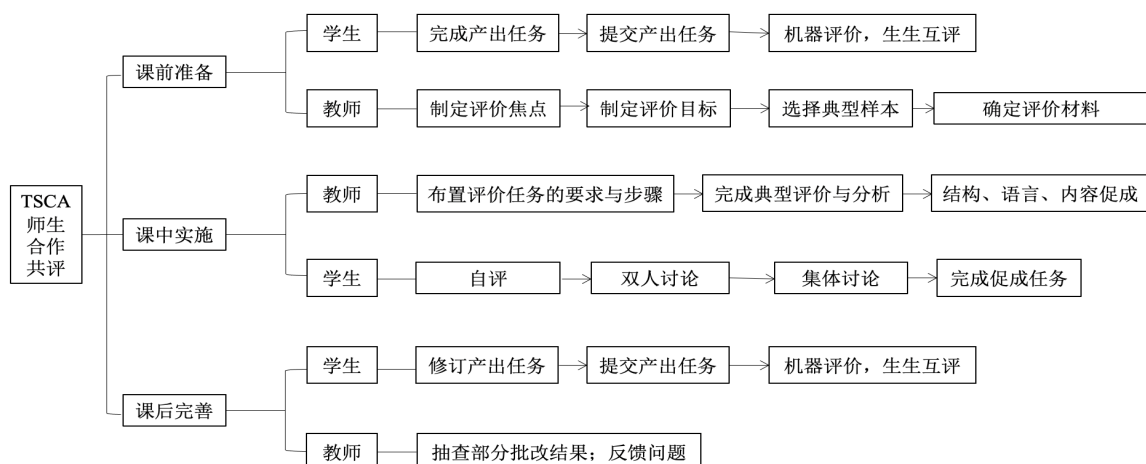


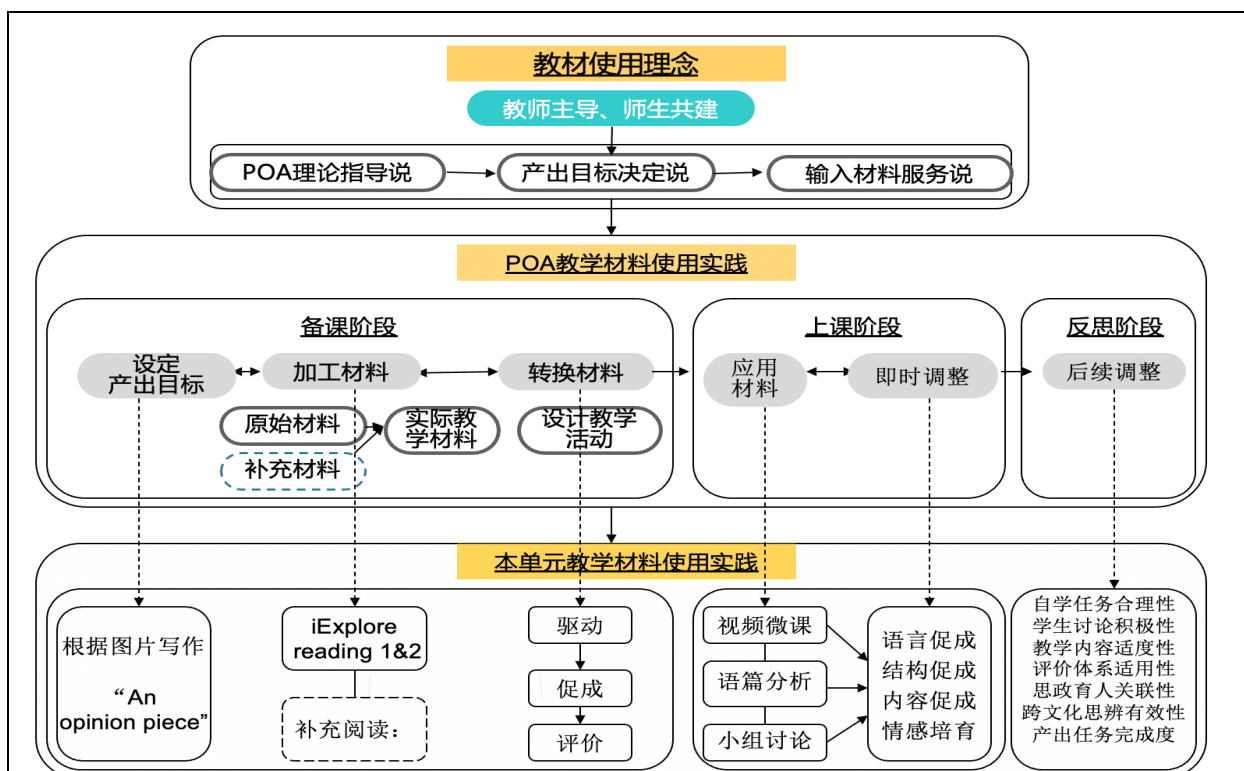
图 13 本单元教学评价

**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) 单元教材内容的选取与整合**

依据本教材编写理念，即“有效贯彻‘分类指导，因材施教’”、“全面实践‘产出导向’教学法”、“秉承‘搭建智慧课堂，启迪智慧学习’”和文秋芳教授的教学材料使用理念，即：“教师主导说”、“产出目标决定说”及“输入材料服务说”，在教材使用过程中，针对学情、校情和教情，教学团队对教材进行了适当的增、删、调、改。

本单元教学设计以教材为主，整合了配套教师用书、HEEP 高等英语教学网的教学素材以及网络资源，从文本、图片、视频等不同方面精心设计教学环节，达到从“输入”到“产出”的目的，从而实现语言教学与思政育人融合。

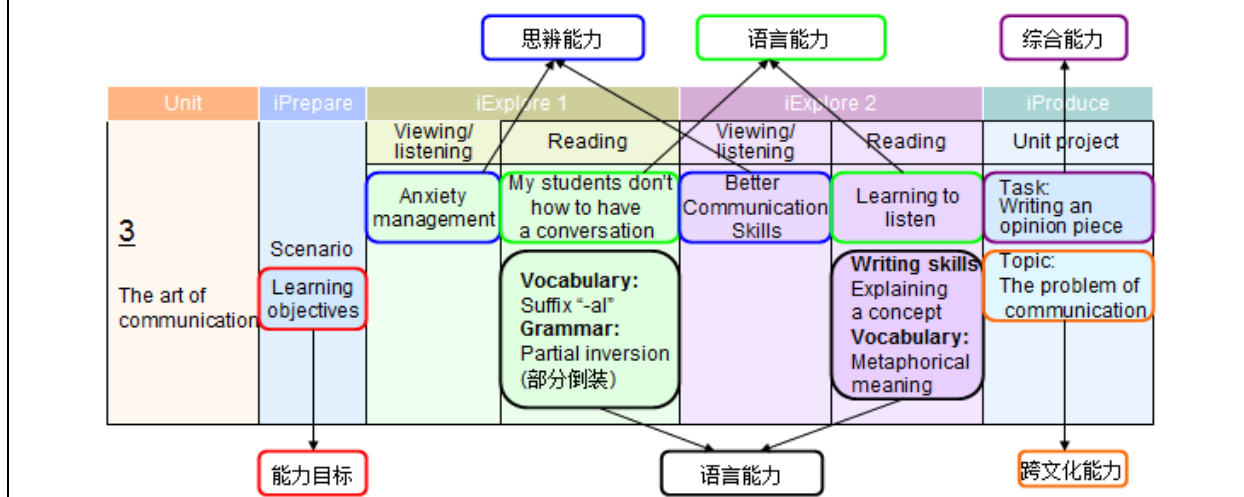


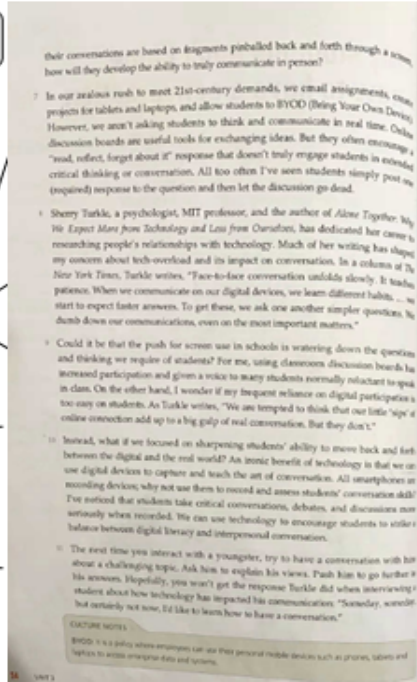
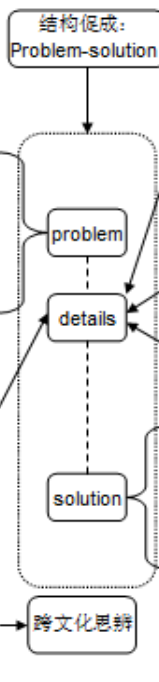
(改编自: POA教学材料使用理念与实践理论框架图 毕争 2018: 41)

图 14 教材使用理念

## (2) 挖掘教材内涵，实现语言与育人融合

依据《大学英语教学指南（2020 版）》与本课程教学大纲，从目录到文本，深入挖掘教材中各类文本材料与能力培养目标的契合点，搭建能力培养目标路径。在教材内涵挖掘与教学实践过程中以提升听、说、读、写、译能力为基点，着力培养学生的语言能力、思辨能力、跨文化能力，实现情感培育。





### Understanding the text

1 What problem has tech-overload caused to students' conversation? What does the author suggest to solve the problem? Read the text and complete the diagram.

**The problem**

With screen use in schools, students rarely have an opportunity to develop their \_\_\_\_\_.

**Detail 1**  
Online discussion doesn't truly engage students in extended \_\_\_\_\_ or conversation.

**Detail 2**  
By communicating on digital devices, we dumb down our communications, even on \_\_\_\_\_.

**Detail 3**  
The push for screen use in schools may water down \_\_\_\_\_ we require of students.

**The author's solution**

We can use technology to encourage students to strike a balance between \_\_\_\_\_ and \_\_\_\_\_.

2 Check your understanding of the text by choosing the best answer to each of the questions.

- When the author asked his students to hold a conversation, they \_\_\_\_\_  
A. did not give any response B. did not know how to do it  
C. waited for further instructions D. continued checking their phones
- It is a common phenomenon that many students \_\_\_\_\_  
A. hang out with their friends every day  
B. are ignorant of the essence of social life  
C. have no access to communication devices  
D. cannot engage themselves in a real conversation
- Turkle points out that face-to-face conversation differs from communication on digital devices in that \_\_\_\_\_  
A. it is more influential B. it is more effective  
C. it involves emotions D. it cultivates patience
- The author suggests using smartphones to evaluate students' conversational skills because \_\_\_\_\_  
A. students tend to be more serious when their conversations are recorded  
B. students love to communicate through smartphones  
C. smartphones are more convenient than other devices  
D. smartphones can work wonders with recording devices

思辨能力培养:  
古今中外交流  
方式的演变

分析问题  
解决问题

通过阅读  
发展阅读能力

3 Work in pairs. Read the sentences from the text and discuss the questions.

- Students' reliance on screens for communication is detracting - and distracting - from their engagement in real-time talk. (Para. 4)  
What does the author mean by using "detracting" and "distracting"?
- As Turkle writes, "We are tempted to think that our little "bits" of online connection add to a big gob of real conversation. But they don't." (Para. 3)  
What does Turkle mean here? Why cannot little "bits" of online connection add up to a big gob of real conversation?
- An ironic benefit of technology is that we can use digital devices to capture and watch the art of conversation. (Para. 10)  
Why is that an ironic benefit? Can you give more examples of using technology to teach the art of conversation?

### Building your language

Words and expressions

1 Complete the sentences with the words below. Change the form where necessary.

reluctant competence capture demonstrate distract captivate respond

- If a book doesn't \_\_\_\_\_ my interest in the first few pages, I don't usually continue reading it.
- The lonely fisherman finds it hard to start or \_\_\_\_\_ a conversation at the new school.
- The link between the student and the teacher was \_\_\_\_\_ on the video camera.
- The noise from the neighboring club \_\_\_\_\_ on from our conversation.
- Regular and \_\_\_\_\_ communication is needed to the success of the new project.
- To communicate better, he had to display a certain level of \_\_\_\_\_ in the French language.

2 Complete the sentences with suitable expressions from the collection box. Make changes where necessary. Sometimes more than one collocation is possible.

1. The experience will help my students \_\_\_\_\_ to speak.

2. \_\_\_\_\_ is important for anyone who wishes to be able to communicate clearly.

3. According to the report, we have about 60 seconds to \_\_\_\_\_ of our audience when we speak.

4. Researchers are worried that youngsters may socially interact after the takeover of digital devices.

5. You and me are the happiest when we chat and \_\_\_\_\_ with one another.

6. To help her go through the scenario, she \_\_\_\_\_ by asking questions about other matters.

**Vocabulary learning strategies**

The suffix "-able" can combine with nouns to form adjectives, like "communicable". It's also used to form the general meaning of "relating to" or "in the area of". You can learn the QR code to learn more about the suffix.

词汇知识:  
词汇、搭配

词汇知识:  
构词、语法

微课资源

### Collocations

1 Complete the sentences with suitable prepositions.

- Even experienced teachers try hard to have an effective interaction with their students and to ensure student participation \_\_\_\_\_ the classroom.
- Teachers' reliance \_\_\_\_\_ media and technology for classroom instruction and student engagement is increasing.
- As technology cannot provide many of the benefits that face-to-face learning does, communicating \_\_\_\_\_ a person is also important.
- She's confident \_\_\_\_\_ her own ability to control a conversation.
- A person's ability to communicate effectively may have an impact \_\_\_\_\_ their ability to build relationships.
- If you are applying \_\_\_\_\_ a job, you will need to demonstrate good communication skills.

**Language focus**

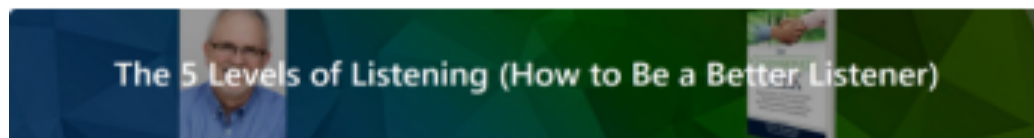
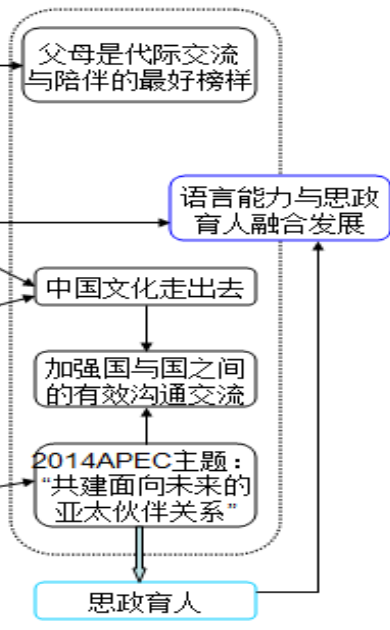
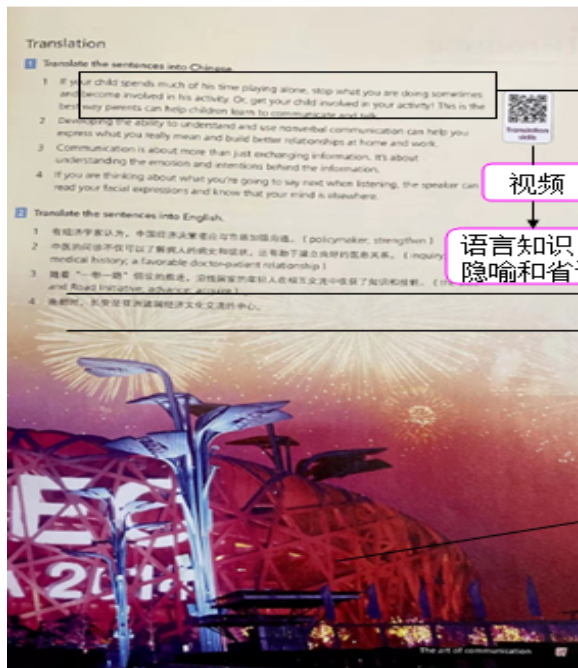
Read the sentence, reply to the question and then develop their interpersonal communication skills. Para. 4 starts with the negative adverbial "rarely". This is the structure to use. You can scan the QR code to learn more about the structure of partial inversion (00000).

**Banked cloze**

Complete the passage with suitable words from the word bank. You may not use any of the words more than once.

conversational interpersonal seriously struggled normally  
able regular reply confused confident  
input related stance critical stable

When I used my students to practice holding a conversation in class, they looked confused. What's more, my students \_\_\_\_\_ heard in the class activity. I came to realize that cultivating in students the ability of communicating with each other in real time has been \_\_\_\_\_ in the present education. Face-to-face communication is probably the most important skill in the 21st century. It is \_\_\_\_\_ all indispensable for job interviews, job fair negotiations, project decisions, and making life decisions. However, students \_\_\_\_\_ on smartphones.



3 Comments / The Compassionate Geek Blog / By Don Crawley / March 20, 2013

From Dr. Stephen Covey's *7 Habits of Highly Effective People*, we listen at one of 5 levels of listening. How you listen to your end-users and customers will have a significant impact on your success, and that of the overall I.T. support team or, for that matter, your entire organization. As important as how you actually listen is how you are perceived to listen.

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**HEEP资源**

### Does Technology Stop Us From Listening?

December 16, 2013 Sunny Hong, Contributing Writer

A study by Microsoft released in the spring underscored a worrying consequence to the ubiquity of cellphones. It found that the human attention span has dwindled down from 12 seconds in 2000 to 8 seconds in 2013, a second less than a goldfish's purported attention span. The research proves that our ability to focus is not only getting worse, but our social interactions are also taking a hit too. We are all familiar with the experience of being in a circle of friends, having a good time and enjoying each other's company. As the conversation flows and the night goes on, it is likely that at least one person is on their phone. At one point of the night, they look up and say, "What? I didn't hear that." This is concerning, given that a study from 2012 found that people who had conversations in the absence of mobile devices showed higher levels of empathetic concern compared to conversations in presence of mobile devices. While this shift





#### 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）

###### ■ 语言目标

- 列出文中与交际问题有关的词汇、短语及表达；
- 理解相关语法点知识，包括词缀-al 及部分倒装；
- 识别、理解文中写作技巧，即 problem-solution pattern 与引用。

###### ■ 能力目标

- 培养学生自主学习能力、团队协作能力；
- 能够对 iExplore1 及补充教学材料进行有效的解读，培养学生的批判性思维能力；
- 能够分析科技给交际带来的负面影响，培养学生分析问题的能力。

###### ■ 情感目标

- 正视科技给面对面交际及代际交流带来的负面影响，培养和谐、友善的价值取向；
- 树立正确的交际观，学会尊重与关爱，传播中华民族优秀传统文化美德。

本课时教学目标是对单元教学目标的分解和具体化，两者是部分与整体的关系，呈现多层次性目标关系，通过课时教学目标的达成实现本单元教学目标，体现课时教学目标之间的连续性、交叉性与单元教学目标之间的统一性。比如：本课时语言目标中的第 3 条（识别、理解文中写作技巧，即 problem-solution pattern 与引用）对应并分解、细化单元教学目标中语言目标里的第 3 条（分析篇章结构和主题思想，并将文中的写作技巧应用于总产出写作任务中），具体呈现本单元语篇中涉及到的写作技巧。

**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）设计理念与思路，教材内容及其选取依据

#### ① 设计理念与思路

- 本课时设计理念：按照《大学英语教学指南》（2020 版）、《高等学校课程思政建设指导纲要》、《中国英语能力等级量表》等文件指导要求，遵循立德树人的根本目标，确保课程定位的正确性与教学目标的可操作性，运用“产出导向法”（POA）进行设计。
- 本课时设计思路：按照课程定位与教学目标，采用“线上线下混合式”教学模式，运用“产出导向法”（POA）与“师生合作评价”法（TSCA），以学习为中心（Learning-centered），以产出为导向（Production-oriented）。第一步为驱动阶段，教师利用材料呈现产出场景，即借助图文材料向学生呈现“电子设备给交际带来的问题”这一交际场景，要求学生进行尝试性的输出。第二步为促成阶段，教师引导学生选择性学习材料，引导学生完成三个方面的促成，即语言促成、内容促成和结构促成。第三步为评价阶段，教师布置任务，要求学生课后修改一稿，教师对修改稿进行评价。

#### ② 教材内容及其选取依据

本课时选取的教材内容：

- 第 51 页 Scenario 和第 68 页图文。结合这两部分内容，要求学生课前进行写作，输出驱动。此外，要求学生预习文章，并于课前完成第 55 页练习题 1 和第 57 页练习题 1。
- 第 52 页 viewing 和第 52-54 页 reading 部分。运用 52 页 viewing 部分的内容进行课中导入，依据 52 到 54 页 reading 部分的内容进行语言促成、结构促成和内容促成。
- 第 55 页练习题 2 和第 57 页练习题 2。运用 55 页练习题 2，检测学生对文章主题的理解程度。依据 57 页练习题 2，助力学生完成语言促成。
- 第 54 页和第 59 页图片。运用这两部分，培养学生的批判性思维能力，引发学生思考，从朋友间的交际过渡到家人间的交际，使学生认识到有效交际对家庭、对社会的重要性，完成对主题的升华。

本课时教材内容的选取依据：

本课时教材内容的选取遵循立德树人的根本目标，所选内容符合“产出导向法”（POA）的设计思路，即“输出驱动——输入促成——产出评价”，从语言、结构和内容三个层面进行促成。例如，第 53 页第 4 段、第 9 段、第 10 段、第 57 页练习题 1 和 2 等内容的选取旨在助力语言促成；依据 iExplore 1 reading 分析段落结构，结合第 55 页练习题 1 进行结构促成；选取第 9 和第 10 段，讲授引用的原则，进行内容促成；第 54 页和 59 页图片的选取旨在启发学生思考，助力内容促成，培养学生树立良好的交际观，进而引入《弟子规》、《习近平谈治国理政》、十九大以及社会主义核心价值观中有关家庭的论述，使学生认识到有效交际对和谐家庭、对和谐社会的重要性。

### （2）教学组织流程

按照“输出驱动——输入促成——产出评价”总体教学流程，本课时教学组织以完成子教学目标为宗旨，服务总体教学目标。本课时子教学目标为：结合文章各段落和习题内容，帮助学生学习写作中有关交际的重要词汇和短语，进行语言促成；结合段落结构和习题设置，帮助学生学习 Problem-

solution Pattern, 进行结构促成; 结合段落内容和书中图片, 帮助学生学习引用的原则, 有效交际对家庭、对社会的重要性, 进行内容促成。具体教学组织流程见下图。

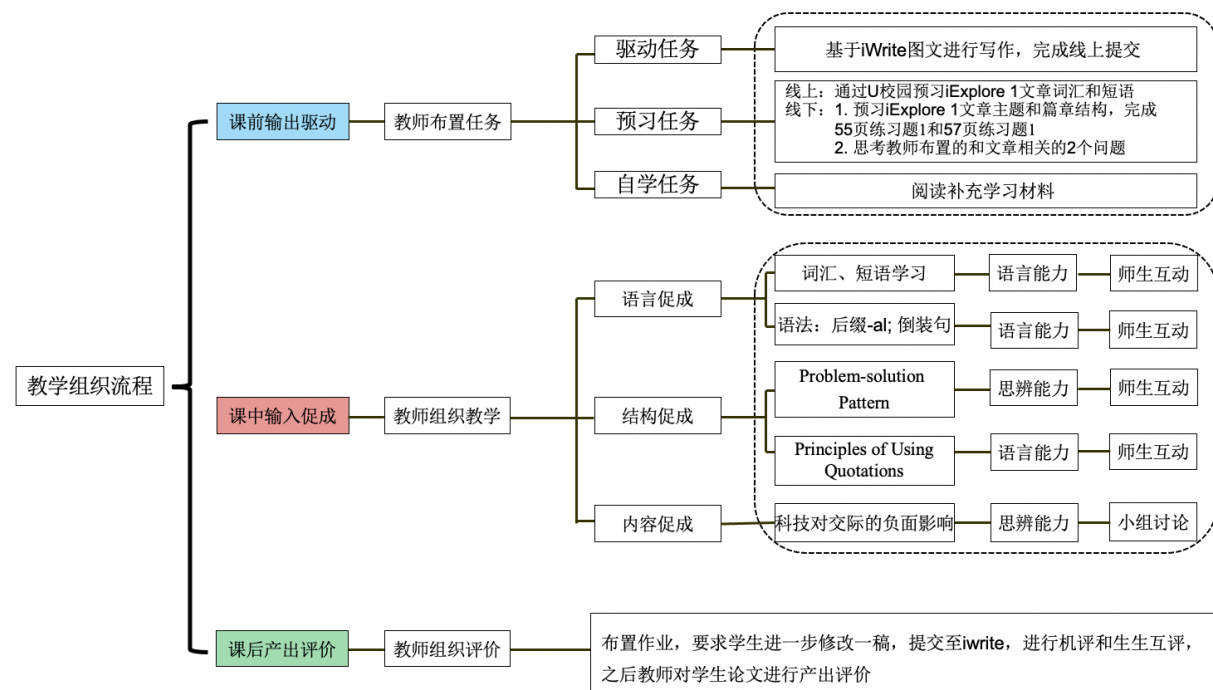


图 15 教学组织流程

具体步骤与活动:

★ 课前准备

课前准备阶段, 教师首先通过 iWrite 上传图文, 发布驱动学习任务。要求学生基于图文进行写作, 写作内容围绕以下两个方面展开:

- What problem does the phenomenon generate?
- What suggestions can you give to solve the problem?



其次, 教师通过学习通在线智慧教学平台布置预习任务和自学任务, 结合 55 页课后练习 1, 布置以下问题帮助学生初步了解文章结构:

- How many parts can iExplore 1 be divided into?

➤ What is the genre of iExplore 1?

最后，教师对学生在预习过程中发现的问题进行线上答疑、讨论，学生通过 iWrite 平台提交写作任务，进行机评、生生互评。

★ 课中活动

① 课中导入 (驱动, 10 mins)

➤ 教师播放一则关于有效交际和焦虑管理的视频，要求学生判断以下论述是否正确。(3 mins)

- In order to be an effective communicator, you need to control your anxiety.
- The speaker believes 15 percent of people are not nervous when speaking in public.
- Anxiety can help us focus and tell us what we're doing is important.
- When you speak to an audience, fundamentally your job is to make your audience understand what you are saying.
- The speaker thinks that though we should learn to manage anxiety, it is OK to be anxious.

➤ Pair work, 话题为:

Do you think the fear of speaking in front of people can be “managed”?

Besides anxiety, what are the possible barriers to communication?

➤ 对学生讨论进行总结，并引出 iExplore 1 (My students don't know how to have a conversation).

② 讲解 Problem-solution Pattern (结构促成, 15 mins)

➤ 文章结构解析

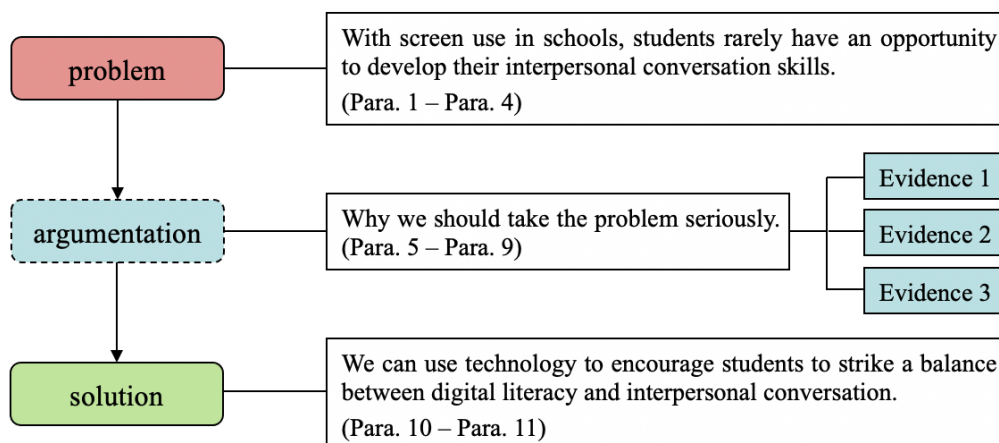


图 16 Problem-solution Pattern

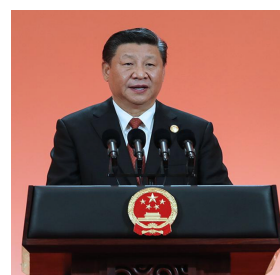
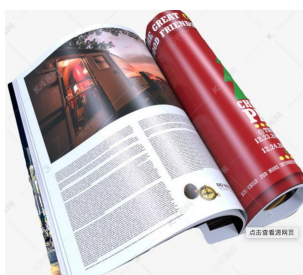
➤ 完成 55 页习题的讲解，学生对照检查课前预习效果。

③ 分析 Principles of Using Quotations (结构促成, 10 mins)

Credibility

+

Authority



Reliable books & magazines

Sayings of celebrities


Quotations from head of the state

#### ④ 词汇、短语学习 (语言促成, 25 mins)

课前准备阶段学生通过 U 校园已经对 iExplore 1 中词汇和短语进行了预习, 本部分教师将对文中的重点词汇和短语进行讲解。之后要求学生完成 57 页练习题 2, 并对照检查练习题 1 (课前预习任务之一)。

**My students don't know how to have a conversation**

- Recently I stood in front of my class, observing an all-too-familiar scene. Most of my students were in secret – or so they thought – checking their smartphones under their desks.
- As I called their attention, their heads slowly lifted, their eyes reluctantly glancing forward. I then cheerfully explained that their next project would practice a skill they all desperately need: holding a conversation.
- Several students looked confused. Others squirmed in their seats, wanting for me to stop watching the class so they could return to their phones. Finally, one student raised his hand. "How is this going to work?" he asked.
- As I watched my class struggle, I came to realize that conversational competence might be the single most overlooked skill we fail to teach students. Many students spend hours each day engaging with ideas and one another through screens, but rarely do they have an opportunity to truly develop their interpersonal communication skills. Students' reliance on screens for communication is detracting – and distracting – from their engagement in real-time talk.
- It might sound like a funny question, but we need to ask ourselves: Is there any 21st-century skill more important than being able to sustain confident, coherent conversation?
- When students apply for jobs, they won't conduct interviews through their smartphones. When they negotiate pay raises and discuss projects with employers, they should have a strong presence and demonstrate the ability to think on their feet. When they face significant life decisions, they must be able to think things through and communicate with their partners. If the majority of



new words and phrases

useful expressions in writing

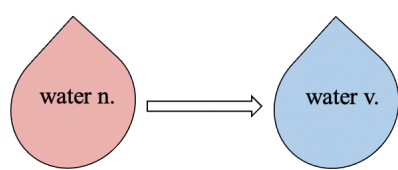
their conversations are based on fragments pinballed back and forth through a screen, how will they develop the ability to truly communicate in person?

- In our zealous rush to meet 21st-century demands, we email assignments, create projects for tablets and laptops, and allow students to BYOD (Bring Your Own Device). However, we aren't asking students to think and communicate in real time. Online discussion boards are useful tools for exchanging ideas. But they often encourage a "read, reflect, forget about it" response that doesn't truly engage students in exhaustive critical thinking or conversation. All too often I've seen students simply post one (required) response to the question and then let the discussion go dead.
- Sherry Turkle, a psychologist, MIT professor, and the author of *Alone Together: Why We Expect More from Technology and Less from Ourselves*, has dedicated her career to researching people's relationships with technology. Much of her writing has shaped my concern about tech-overload and its impact on conversation. In a column of *The New York Times*, Turkle writes, "Face-to-face conversation unfolds slowly. It teaches patience. When we communicate on our digital devices, we learn different habits. ... we start to expect faster answers. To get these, we ask one another simpler questions. We dumb down our communications, even on the most important matters."
- Could it be that the push for screen use in schools is watering down the questions and thinking we require of students? For me, using classroom discussion boards has increased participation and given a voice to many students normally reluctant to speak in class. On the other hand, I wonder if my frequent reliance on digital participation is too easy on students. As Turkle writes, "We are tempted to think that our little 'sips' of online connection add up to a big gulp of real conversation. But they don't."
- Instead, what if we focused on sharpening students' ability to move back and forth between the digital and the real world? An ironic benefit of technology is that we can use digital devices to capture and teach a part of conversation. All smartphones are recording devices; why not use them to record and assess students' conversation skills? I've noticed that students take critical conversations, debates, and discussions more seriously when recorded. We can use technology to encourage students to strike a balance between digital literacy and interpersonal conversation.
- The next time you interact with a youngster, try to have a conversation with him about a challenging topic. Ask him to explain his views. Push him to go further in his answers. Hopefully, you won't get the response Turkle did when interviewing a student about how technology has impacted his communication: "Someday, someday, but certainly not now, I'd like to learn how to have a conversation."

CULTURE NOTES  
BYOD: It is a policy where employees can use their personal mobile devices such as phones, tablets and laptops to access enterprise data and systems.

➤ **water down:** to make less strong or intense.

Could it be that the push for screen use in schools is **watering down** the questions and thinking we require of students? (Para. 9, iExplore 1)



E.g., You can **water down** a glass of wine and make it last twice as long.

➤ **distract v.:** to do sth. that takes sb.'s attention away from what they should be paying attention to.

Students' reliance on screens for communication is detracting – and **distracting** – from their engagement in real-time talk. (Para. 4, iExplore 1)

E.g.: Don't **distract** me while I'm studying!

➤ **strike a balance**

We can use technology to encourage students to **strike a balance** between digital literacy and interpersonal conversation. (Para. 10, iExplore 1)

E.g.: You have to **strike a balance** between work and life.

⑤ 完成后缀“-al”的讲解（语言促成, 10 mins）

“-al”: relating to something or the act of doing something.

- n. + -al = a. (having the nature of...)

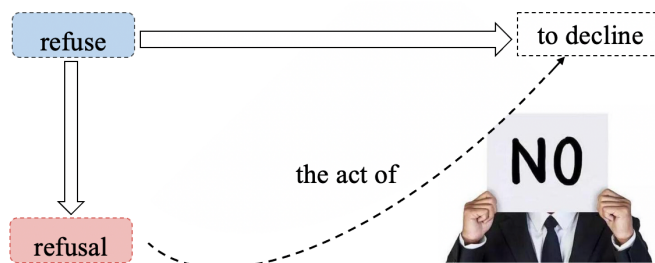
As I watched my class struggle, I came to realize that *conversational* competence might be the single most overlooked skill we fail to teach students. (Para. 4, iExplore 1)

conversational: of, using or in the manner of conversation.

conversational competence: the ability to comprehend and produce conversation.

- v. + -al = n. (an action or process)

My request for more money was met with a firm *refusal*.  
= My request for more money was refused firmly.



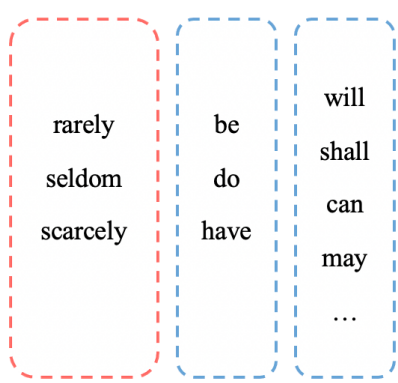
⑥ 完成部分倒装的讲解（语言促成, 10 mins）

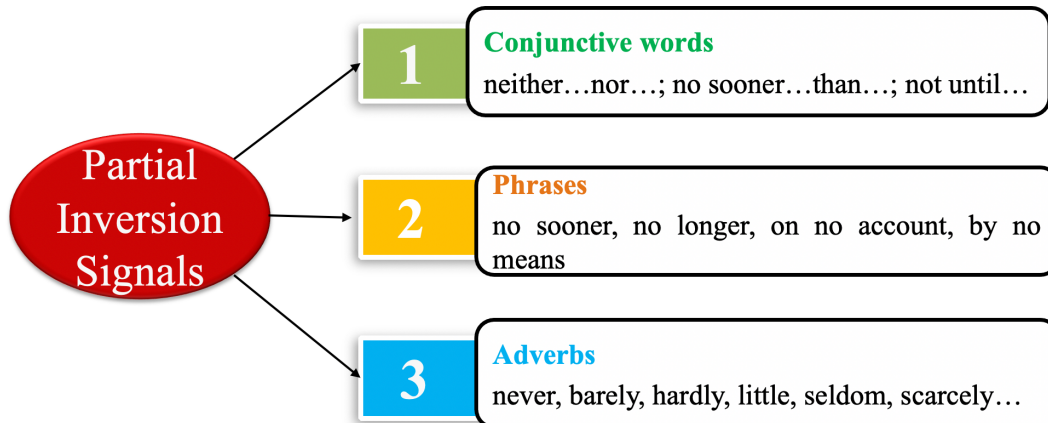
*Rarely*, do they have an opportunity to truly develop their interpersonal communication skills. (Para. 4, iExplore 1)

= They rarely (do) have an opportunity to truly develop their interpersonal communication skills.

- 结构分析:

**negative word** + **auxiliary / modal verb** + subject + main verb + object ...





➤ **Conjunctive words (关联词)**

She *didn't* stop crying *until* her mother came. = *Not until* her mother came did she stop crying.

➤ **Phrases (短语)**

The switch must be touched *on no account*. = *On no account* must the switch be touched.

➤ **Adverbs (副词)**

I shall *never* forgive him. = *Never* shall I forgive him.

其他常用部分倒装结构:

➤ **only**

*Only* then did I realize what my mentor meant.

➤ **so/such...that...**

*So* reluctant was she to talk *that* no one knew what happened to her.

⑦ **小组讨论** (内容促成, 情感培育, 10 mins)

结合下图, 教师组织学生进行讨论“科技对交际的负面影响”。



教师对学生讨论进行总结, 之后结合 59 页图片 (见下图) 进行师生互动, 引导学生树立良好的交际意识和家庭意识。引导主线为: 依托图片, 引发学生对爷孙辈交际方式和交际效率进行今昔对比, 进而引申到尊敬长辈的德育点上, 结合弟子规中“父母教, 须敬听”, 习近平主席家风中“广大家庭要育品德, 扣好人生的第一粒扣子。积极传播中华民族传统美德”, 十九大报告中“从家庭做起, 从娃娃抓起, 深入挖掘中华优秀传统文化蕴含的思想观念、人文精神、道德规范”, 以及社会主义和谐价值中的“和谐、友爱”, 帮助学生从宏观层面认识到有效交际对和谐家庭、对和谐社会的重要性。



“父母教，须敬听。”

广大家庭要育品德，扣好人生的第一粒扣子。积极传播中华民族传统美德。

从家庭做起，从娃娃抓起，深入挖掘中华优秀传统文化蕴含的思想观念、人文精神、道德规范。

和谐，友爱。

### ⑧ 课堂评价 (10 mins)

教师给学生发放课堂效果评价表，学生自我检测本节课学习效果，并将已完成的评价表提交给教师。教师根据反馈结果及时调整教学策略，并针对性地辅导学习效果较差的学生。

Student ID No.:

Name:

		Checklist	Score				
			totally agree	agree	unsure	disagree	totally disagree
显性维度	1	Be able to understand and apply the Problem-solution Pattern in writing					
	2	Be able to memorize the principles of using quotations					
	3	Be able to employ the useful expressions in writing					
	4	Be able to understand the suffix <i>-al</i> and partial inversion structure					
	5	Be able to apply partial inversion to writing					
隐性维度	6	Be able to dialectically judge the influences of science and technology on communication					
	7	Be able to realize the important role of communication on families and society					

表 4 课堂评价表

### ★ 课后安排

- ① 运用课堂所学结构、词汇、语法知识等内容修改完善初稿，在 iWrite 上完成在线提交；
- ② 完成 58 和 59 页课后练习；
- ③ 预习 iExplore 2。



### (3) 如何实现语言与育人的融合

基于文秋芳教授所倡导的“全人教育说”(Whole-person Education Principle)的教学理念,设计中注重思辨能力的培养和综合人文素质的养成教育。具体通过以下方面达到高度融合:

#### ◆ 正视问题 价值引领

通过语篇分析,让学生认识到科技给交际带来的问题,辩证看待科技发展带来的正、负面影响,帮助学生树立正确的世界观、人生观与价值观。

#### ◆ 材料输入 培养情怀

iExplore 1 关于科技给交际带来的问题,设计中选取了课内、课外相关视频、阅读材料、图片等,视频如: *effective communication and anxiety management, 10 ways to have a better conversation, 如何更好地与人沟通?* 阅读材料如: *Does technology stop us from listening? Are digital devices killing conversation? 7 smart ways to use technology in classrooms*; 图片如教材 P53、P59 的图片等,在自主学习、小组讨论中帮助学生扩大词汇量、积累相关表达,句型结构,丰富语料输入;同时,通过语料输入与课文解析,让学生认识到培养正确的交际观对家庭、对社会的重要性及传播中华民族优秀传统文化美德的思想观念的重要性。

◆ **丰富活动 强化合作** 针对单元总产出任务及子任务,设计了丰富多样的教学活动,包括线上评论、线下讨论等,不仅帮助学生巩固语言知识,提高口语及书面表达能力,同时强化团队合作精神,在合作与交流中明确自我价值取向,提升思想道德修养。

总之,本课时教学设计在遵循语言目标与育人目标相辅相成的基础上,坚持“潜移默化、同向同行、同频共振”的原则,进行自然、有度、渐进、科学的融合,做到育德于教,最大程度地实现了语言与育人的融合,实现立德树人的根本目标。

### 3、教学评价(说明本课时评价理念与评价方式)

本参赛课时采用形成性评价,教师在课前准备阶段制定评价焦点,评价目标,确定评价材料,并给学生在线布置任务,学生完成尝试性产出后,在线提交任务初稿,并进行生生互评,iWrite 系统自动生成分数和机器评价。完成初步评价后,在课中实施阶段,首先,教师展示初稿样本,机器评价内容和生生互评内容,通过评价让学生了解本次课学习的主要内容;其次,教师布置课堂评价任务,学生在了解了评价任务之后,教师带领学生完成课堂学习及评价任务。课后,学生需要根据课堂学习和评价、反思修订初稿,在线提交任务二稿,并且进行生生互评,iWrite 系统自动生成分数和机器评价。教师需要抽查部分批改结果,进行即时评价,并反馈问题。通过延时性评价,学生在学习过程中能有的放矢地学习;通过即时评价,学生可以更加了解课堂学习效果,并对自己的学习即时查漏补缺。教师可以根据评价快速掌握学生学习情况,对教学内容,教学环节或者教学材料做合理的调整。

教师在课堂使用的评价标准见上表 4 课堂评价表。

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”**。

附录 1: 习作评价表

评价维度	标准	等级					学生评价	学生互评	教师评价
		5	4	3	2	1			
Structure	Clear and complete problem-solution structure	5	4	3	2	1			
	Logical order of each argument from least important to most important	5	4	3	2	1			
	Well-planned organization	5	4	3	2	1			
	Correct use of transitional expressions	5	4	3	2	1			
	Sound solutions of the communication problem	5	4	3	2	1			
Language	Proper use of words and phrases from the two texts	5	4	3	2	1			
	Use of inversion structure if necessary	5	4	3	2	1			
	Use of synonyms and diversified expressions	5	4	3	2	1			
	Accurate language	5	4	3	2	1			
	Proper rhetoric	5	4	3	2	1			
Content	Rich content and details	5	4	3	2	1			
	Vivid description of the cartoon	5	4	3	2	1			
	A clear statement of the topic	5	4	3	2	1			
	Explanation of the negative influences	5	4	3	2	1			
	Support with relevant facts, personal experience and research findings	5	4	3	2	1			
	Reasonable suggestions for the problem	5	4	3	2	1			
	Sensible attitude towards the effects of digital devices								

附录 2: 口语评价表

评价维度	标准	等级					学生评价	学生互评	教师评价
		5	4	3	2	1			
Structure	Clear and complete problem-solution structure	5	4	3	2	1			
	Logical order of each evidence/solution from least important to most important	5	4	3	2	1			
	Well-planned organization	5	4	3	2	1			
	Correct use of transitional expressions	5	4	3	2	1			
	Convincing evidences and sound solutions	5	4	3	2	1			
Language	Proper use of words and phrases from the two texts	5	4	3	2	1			
	Fluent and diversified expressions	5	4	3	2	1			
	Proper rhetoric	5	4	3	2	1			
	Vocal variety	5	4	3	2	1			
	Body language	5	4	3	2	1			
Content	Clear statement of the topic	5	4	3	2	1			
	Rich content and details	5	4	3	2	1			
	Explanation of the negative or positive influences	5	4	3	2	1			
	Support with relevant facts, personal experience and research findings	5	4	3	2	1			
	Reasonable suggestions for the problem	5	4	3	2	1			
	Sensible attitude towards the effects of smart phones	5	4	3	2	1			