

附件三:

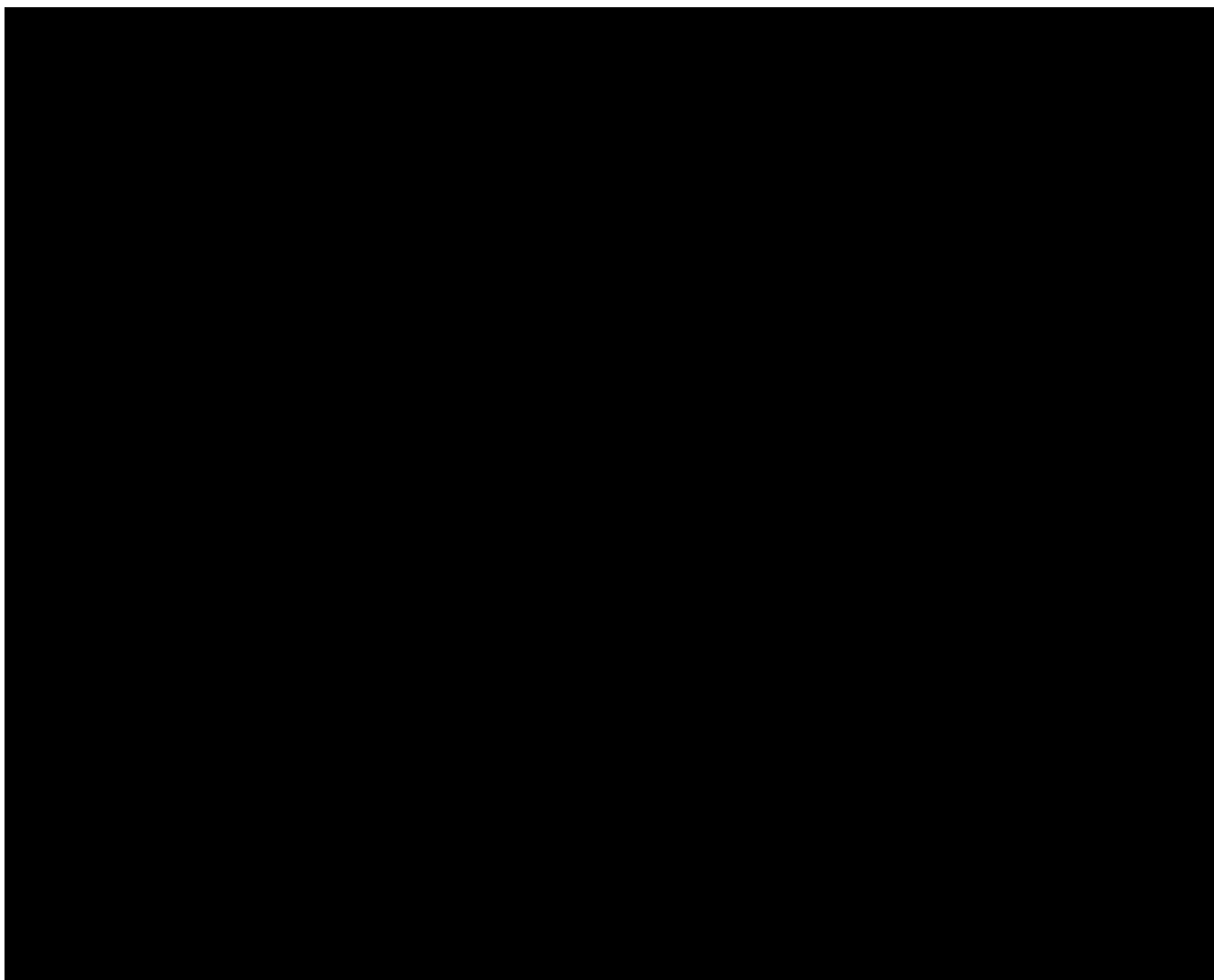
2021 年外研社“教学之星”大赛

教学设计方案

一、基本信息

课程名称	大学英语 A3
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	非英语专业本科二年级学生
教学时长	6 学时
教材名称	新视野大学英语
参赛单元	第_3_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)

██████████ offers general English courses at three proficiency levels targeting students of different majors. Level B and C were designed for students from sports related majors and entail level-appropriate teaching of English for specific purpose. Level A courses were taken primarily by students from Economics, Medicine, Museology, Human Movements Science, and Journalism departments. These students generally have higher language proficiency and are motivated to learn and pass standardized tests (e.g. CET-4/6).

The unit teaching plan we designed for this competition is under Level A curriculum. Students will take this course during the first two years, with a total of 252 class hours (36 class hours in the first semester and 72 for each following semester). Class meets twice a week with a length of 90 minutes each.

The overarching goal for level A curriculum is to enable students to master solid basic knowledge of the language and develop their comprehensive skills in all four commonalities, including listening, speaking, reading, and writing. At the same time, it aims to enhance students' independent learning ability, comprehensive cultural literacy, and international perspective to meet the developmental needs of the country.

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)

By the end of this unit, students will be able to :

➤ Knowledge:

- Talk about the hardships and factors for success of the five successful people in the passage using related

vocabulary (e.g. obstacle, determination,).

- Use sentence connectors that express adversativity (e.g. *yet, despite the fact that*) to organize speech.
- Use phrases to introduce examples (e.g. *take the example of*) and state final achievements of successful figures (e.g. *in the end*) in written text.
- Write an essay introducing a successful figure that he or she admires the most using structure summarized in class.

➤ Skill:

- Make prediction before reading and confirm prediction during reading activities by scanning.
- Develop critical thinking skill by coming up with questions about the reading material after reading comprehension activities.

➤ Affect:

- Learn about life adventures of some successful figures, discuss their factors for success, and think about efforts students themselves make to overcome hardships in their own life.
- Understand how great achievements are not always easily obtained and that efforts are required to overcome obstacles and challenges faced in life.

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> Unit overview and design rationale

Unit 1 The way to success contains two reading texts discussing the role of determination and chance in achieving success. Text A *Never, ever give up* is our main focus in class and text B will be left after class for autonomous learning. We will use 6 class hours (three 90-minute sections) to deal with text A.

The first section deals intensively on the reading passage with a task sequence that incorporates meaning-focused activities and language-focused learning at the end of the sequence. Section two is the pre-writing session in which students will analyze text segments and summarize essay structure. With this structure, they will also collaboratively compose a piece of writing about Dr. Zhong Nanshan in class and receives immediate feedback. Some language structures will also be introduced at the end of the section. The last section is an essay peer-editing and post-reading discussion session where they will further utilize the essay written by classmates to continue exploring the topic on factors for success. Besides in class learning, we also designed after class assignments. These assignments are innovatively taken to online platform and incorporates various forms (e.g. video sharing, commenting, etc.) unviable through traditional off-line mode.

2> Unit teaching procedure

◇ Online tasks as unit priming

Task: Watch video clips about the five characters introduced in the target passage (Winston Churchill; Albert Einstein; Thomas Edison; Abraham Lincoln; Sandra Day O'Connor).

Section 1 (90 minutes)

1. Pre-task discussion

- Imagine someone who face the following hardships:

- ✓ couldn't speak fluently until 9-years-old;
- ✓ gets whipped by teachers and runs away from school;
- ✓ and receives only one year of formal education.
- ✓ Is he/she likely to success? Why?

- Show photos of the five characters from the target passage, elicit names and existing knowledge of these people (Ss should be able to do so if they have completed the online unit priming task prior to this class).

2. Predictive matching

- Show the list of hardships below, and have have students match the five hardships to the person in the table basing on their prior knowledge about these people. Then report on their prediction.

- ✓ Deviate from rules and almost removed from school.
- ✓ Couldn't speak fluently until 9-years-old.
- ✓ Gets whipped by teachers for asking too many questions.
- ✓ Receives only one year of formal education and faced repeated misfortunes.
- ✓ Rejected from the entire law circuit.

Names	Prediction before reading	After reading
Winston Churchill		
Albert Einstein		
Thomas Edison		
Abraham Lincoln		
Sandra Day O'Connor		

3. Reading

- First reading: Scan the passage and fill in the *after reading* column in the above table.

- Second reading: Read again and look for each character's factors for success.

Names	Hardships faced in life	Factors for success
Winston Churchill		
Albert Einstein		
Thomas Edison		
Abraham Lincoln		
Sandra Day O'Connor		

- Third reading: This third reading is a *student as question master* activity in which half of the students prepare questions about the text while the other half anticipate and answer the questions asked.

4. Focus on form: signals of adversativity(转折)

- Observe the following sentences from the passage:

- ✓ Yet both boys' parents believed in them.
- ✓ Yet his strong will was the spur that pushed him forward.

✓ Yet Sandra Day O'Connor refused to give up on her dreams.

- Notice the use of yet in these sentences and look for more phrases and expressions in the passage.

- Brainstorm other conjunctions with similar function (e.g.: despite the fact that; nevertheless; although...).

- Controlled Practice: Construct three sentences using expressions of adversativity with the information from the table below. (e.g. Despite the fact that he couldn't speak fluently until the age of nine, Albert Einstein managed to succeed thanks to the trust his parents placed on him.) (individual writing - partner check - whole class feedback)

Names	Hardships faced in life	Factors for success
Winston Churchill	deviate from rules and almost removed from school.	wit, wisdom, civic duty, and abundant courage
Albert Einstein	couldn't speak fluently until 9-years-old.	their parents believed in them; never bypass the long hours of hard work that they needed to succeed
Thomas Edison	gets whipped by teachers for asking too many questions.	strong will, optimism, dedication and determination
Abraham Lincoln	receives only one year of formal education and faced repeated misfortunes.	fought to achieve the best education possible; sheer persistence
Sandra Day O'Connor	rejected from the entire law circuit.	

✧ Online assignment

Task : Introduce a successful historical figure that you admire the most. Include the hardships he or she faced and talk about the factors for success. Record the introduction and upload to online platform. The recording should be approximately 1 minute in length.

Section 2 (90 minutes)

1. Lead-in with student's video from online assignment

2. Jumbled text for structure analysis

- Rearrange the jumbled text and discuss rationale behind their decision.

- Summarize the structure:

Topic sentence → further illustration → introduction of example → general description of hardships → specific description of hardships → factors for success → final achievements

- Examine another example (paragraph 4) and see if the same structure applies.

3. Controlled practice- collaborative writing task

- Have students first think about the structure of the writing.

- Brainstorm what they know about Dr. Zhong Nanshan.

- Divide student into groups for collaborative writing (This writing process will be carried out online).

4. Useful phrases

- Expressions used when introducing examples.
- Expressions used when stating final achievements.

5. Brainstorming and outlining

<ul style="list-style-type: none">• Name: _____• Hardships:<ol style="list-style-type: none">1. _____2. _____3. _____• Factors for success:<ol style="list-style-type: none">1. _____2. _____3. _____• Achievements: _____

- Use the above outline to brainstorm what they will write about in their own writing.

✧ Online assignment:

Task 1: Write the first draft based on the outline from previous class. Then edit your first draft with the self-editing worksheet. Submit to online platform.

Task 2: Leave comments on at least two classmates' essay.

Section 3 (90 minutes)

1. In class peer-editing with peer-editing worksheet:

Author: _____
Peer editor: _____
Date: _____
Topic: successful person
Peer editing questions: <ol style="list-style-type: none">1. Does the writing include a topic sentence, further illustration, and supporting example?2. In describing the successful figure, does the author introduce the hardships faced by the character and factors for success?3. Does the author use the vocabulary and expressions learned in the textbook?4. Check grammar and punctuation of the essay. Mark errors that you find.5. Are there any unclear expressions? How should the author improve it?6. Mark words and expressions you like in the essay.

2. Discussion: Factors for success.

(Preparation before class) Based on students' writing, collect key words they mentioned as factors for success. Use these words to form a "word cloud".

- Show the "word cloud", have students observe carefully and think:

Which is the most commonly mentioned factor for success?

Which is the least commonly mentioned factors for success?

Are these factors mostly internal or external attributes? Are there any underlying reason for this?

3. Debate: Key to success - efforts or chances?

- Divide the class into two sides, have students who think efforts are more important go to the left and those who are for chances to the right.

- First stage: One defender from each group will be allowed 2 minutes to present their main arguments. A second defender from each group further illustrates the points within 2 minutes.

- Second stage: The third defender from each group can ask a question; the other group answer the question in 2 minutes.

- Third stage: During this free debate stage, speakers from each group take turns to make their statements. This stage will last for 5 minutes in total.

- Wrap-up: The first defender from each team will have to make a 2-minute conclusion based on the discussion.

- Teacher give final comments if necessary.

4. Homework: Revise the draft with suggestions from peers.

3> Integration of language teaching and moral education

Moral education of this unit was initially manifested in the content of the reading text itself. Students were encouraged to reflect on the hardships and success of the five famous figures in history. This reflection was then further extended to successful figures that they themselves admire the most. This way, students can truly relate to the topic and find resonance.

At the end of the unit, students will be guided deeper into the discussion of success by collecting what they think (from their essay) are the factors for success and reflecting on the collective result represented by a “word cloud”. They can find commonalities in what they think leads to success and can also question their classmates when controversial idea present itself in the word cloud. The final debate is also an open platform for them to express ideas using language learned from this unit. The debate topic “Key to success - efforts or chances?” can also lead into text B of this unit “Chance favors the prepared”. Students can bring the thoughts from the debate into reading of text B after class.

4、单元教学评价 (说明本单元的评价理念与评价方式)

Students’ learning outcome is evaluated through teacher feedback, self-evaluation, and peer-assessment. Teacher assesses learning and offers feedback on the spot by asking comprehension questions while reading and evaluating answers in controlled practice. Teacher can also examine their videos and essays submitted to online platform. The unit objective will be used as a benchmark for evaluation but could be adjusted throughout the unit considering their progress. Their learning progress and problem will also feed back into teacher’s teaching. That is, teacher will make modifications in teaching activities if it seems necessary.

Besides traditional teacher evaluation, our design also incorporates peer- and self-evaluation.

However, considering learner's lack of metacognitive strategy, we provide peer- and self- assessment sheets in our writing session to scaffold this process. Students were encouraged to pay attention to their classmates' as well as their own language in several occasions throughout their learning. For example, in the language-focused practice which they will use *yet* to make up sentences, students were asked to share their sentences with their classmates first and check if there is any mistake before the whole class feedback.

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)

All teaching resources used in this unit were organized in a way so that the main text (Never, ever give up) could be highlighted, thoroughly explored, and well-extended both in terms of its language construction and its moral content. Centering the main text (text A), students were first asked to preview stories of the five figures prior to reading; they were then prompted to comprehend the text at different layers, including the general/detailed understanding of the text, the focus on language construction (e.g. *yet*, *take the example of*, etc.), and structure analysis of a text segment (page 13) as writing scaffolds.

Besides mining of the original text, we also supplement with video resources about the five successful figures and extend it to other successful figures in China (e.g. Zhong Nanshan) to motivate success as well as cultivate national pride. Through learning, researching, and sharing of anecdotes about success, students will become aware of the importance of hard-work and determination when facing challenges and can better cope with failure and hardships.

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)

Objectives:

- Collaboratively write an essay introducing hardships, factors for success, and achievements of Zhong Nanshan using structure summarized in class.
- Use practical phrases to introduce examples (e.g. *take the example of*) and state final achievements of successful figures (e.g. *in the end*) in written text.
- Learn from Zhong Nanshan's spirit of determination and dedication.

These objectives serve as transition into the final unit objective. For example, in this 45-minute class, students will write about Doctor Zhong Nanshan with the guide of the teacher and with the cooperation with their classmates. This controlled writing will then prime students to be able to "write an essay introducing a successful figure that he or she admires" as stated in the unit objective.

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> Design rationale and material selected

This 45-minute class takes a process approach to writing that pays attention to various stages such as pre-writing, planning, and editing. These stages are essentially scaffolds that help them accomplish the final writing task. A segment from text A (paragraph 3, p. 4) was employed as a model. By extracting structure from this model segment and applying the structure to analyze another model paragraph (paragraph 4, p.4), students are familiarized with the structure.

Instead of moving on directly to writing their own essay, we designed another activity in which they will apply the structure to write collaboratively in class using internet platform (co-editing online document). This collaborative writing helps build writing “fluency” because they have to write within a limited time. By chunking the writing task and having each group write one part of the essay, we make it possible for students to do “real” writing in our limited class time. This collaboration also encourages students to learn from and give feedback to their classmates. With the help of the internet technology, their writing is synchronized on the screen in the front, which not only helps teacher better monitor their progress, but also makes it possible to display a complete piece of writing instantly after the writing activity for whole class feedback. Many teachers find it time-consuming and inefficient to give students time to actually write something during class time. I believe our activity offers inspiration for these teachers and makes it possible to produce a rather high quality writing in a short period of time. With this controlled writing, students would know better the steps they need when writing their own essay after class.

Textbook material used:

Text A, paragraph 3 and 4 (p. 4)

Structure analysis and writing (p. 13)

2> Lesson design

1. Lead-in

- Before this class, students were asked to make a video introducing a successful figure that they admire the most. Choose one video and have students watch together.
- When watching the video, have students take notes and pay attention to whether he introduces the:
 - ✓ Hardships
 - ✓ Factors for success
 - ✓ Achievements
- Have students share what they heard in the video.
- Introduce today’s lesson objective.

2. Jumbled text for structure analysis

A. In the end, both Einstein and Edison overcame their childhood persecution and went on to achieve magnificent discoveries that benefit the entire world today.

B. Both faced immense obstacles and extreme criticism. Both were called "slow to learn" and written off as idiots by their teachers.

C. Yet both boys' parents believed in them. They worked intensely each day with their sons, and the boys learned to never bypass the long hours of hard work that they needed to succeed.

D. No task is too hard. No amount of preparation is too long or too difficult.

E. Thomas Edison ran away from school because his teacher whipped him repeatedly for asking too many questions. Einstein didn't speak fluently until he was almost 9 years old and was such a poor student that some thought he was unable to learn.

F. Personal history, educational opportunity, individual dilemmas - none of these can inhibit a strong spirit committed to success.

G. Take the example of two of the most scholarly scientists of our age, Albert Einstein and Thomas Edison.

- Rearrange the above jumbled text. Underline words and expressions that help you make your decision.

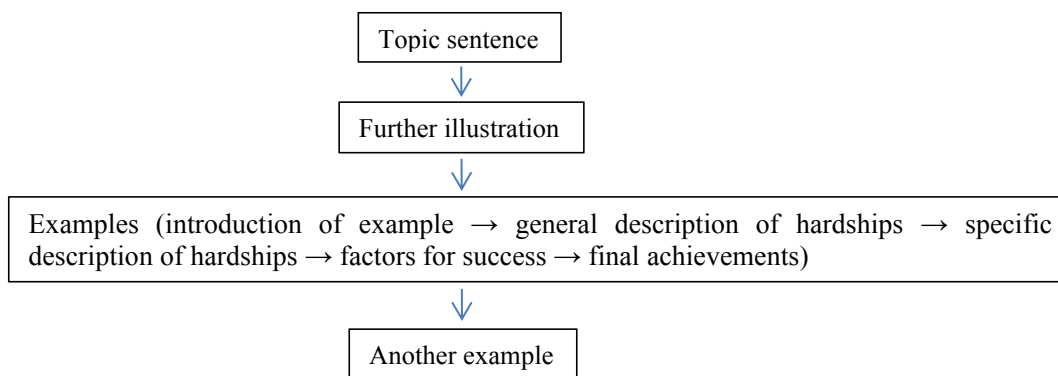
(Answer: FDGBECA)

- Possible questions to anticipate:

- ✓ What's the topic sentence of this paragraph? (Sentence F)
- ✓ What is the relationship between D and F? (D further illustrates F)
- ✓ Consider the function of phrases "take the example of" and "in the end". ("Take the example of" signals example that supports the main argument. Thus, it should come after the main argument. "In the end" concludes the example and is therefore at the end of the paragraph.)
- ✓ Both B and E are about their obstacles, why does B come before E? (B is a general description while E is more specific. In writing, there is generally a flow of idea from general to specific.)

- Summarize the structure.

Topic sentence → further illustration → introduction of example → general description of hardships → specific description of hardships → factors for success → final achievements



- Think about improvements that we can make to the structure summarized above. Guide students think about the possibility of having one more example to support the topic sentence.

- Tell students that there is another example in our passage and have them find out where is this example.

- Examine another example (paragraph 4) and see if the same structure applies.

3. Controlled practice - collaborative writing task

- Tell students that we are going to write about Zhong Nanshan:

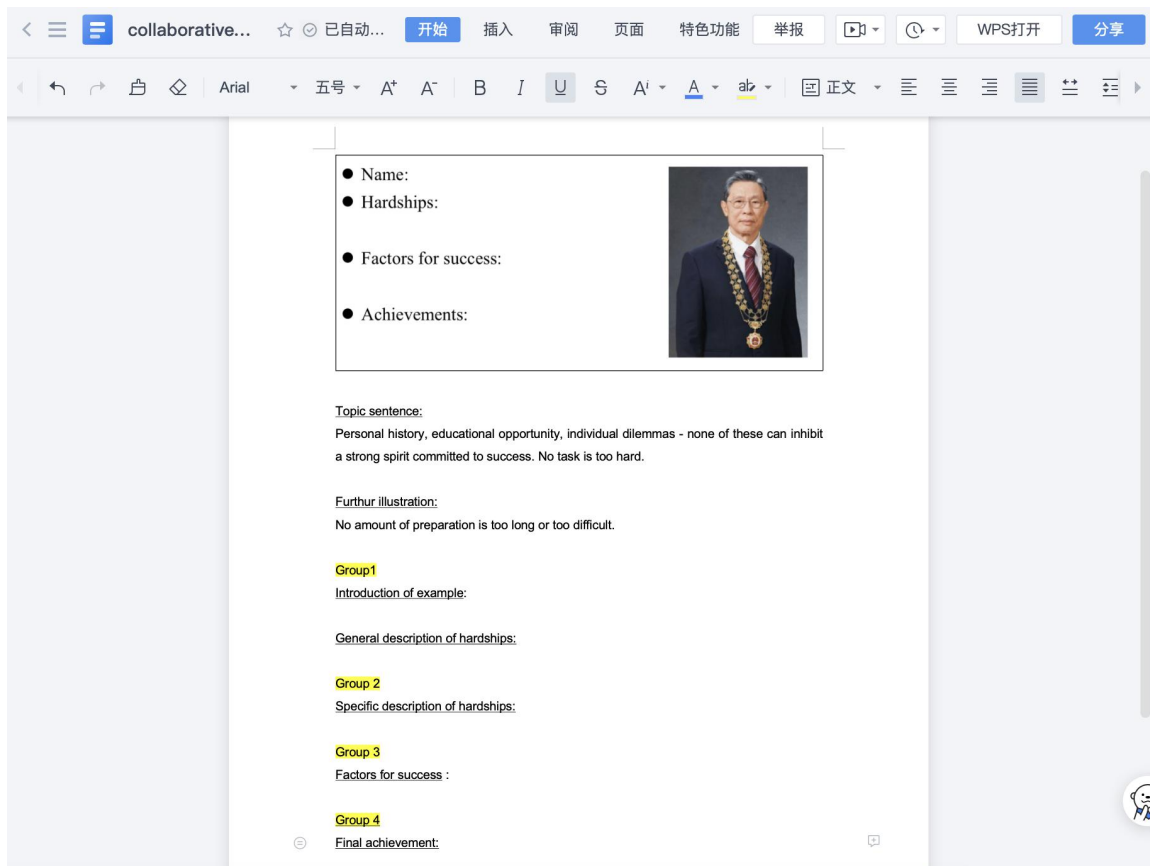
- Name:
- Hardships:
- Factors for success:
- Achievements:



- Have them first think about the structure that they would like to use for this example paragraph. They would be able to come up with the structure that we have just summarized.

- Then elicit their existing knowledge about Doctor Zhong Nanshan (including his hardships, factors for success, and achievements).


- Tell students that we are going to use the structure and content we have from the above discussion to write a paragraph together. Divide them into 4 groups and have one student from each group scan the QR code, which will take them to a co-editing online document as shown below. The student who did the scanning will be responsible for typing in the sentences for the whole group. They will have 6 minutes to complete their part.



collaborative... 已自动... 开始 插入 审阅 页面 特色功能 举报 WPS打开 分享

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- Name:
- Hardships:
- Factors for success:
- Achievements:



Topic sentence:
Personal history, educational opportunity, individual dilemmas - none of these can inhibit a strong spirit committed to success. No task is too hard.

Further illustration:
No amount of preparation is too long or too difficult.

Group 1
Introduction of example:

General description of hardships:

Group 2
Specific description of hardships:

Group 3
Factors for success :

Group 4
Final achievement:

- After they have all finished, go through the writing together and see if the writing covers all the information, have clear structure, and uses correct grammar.

- Reflect on Doctor Zhong Nanshan's success and discuss what we can learn from him.

4. Useful phrases

- Expressions used when introducing examples.

Look for expressions in the text:

✓ Take the example of two of the most scholarly scientist of our age, ...

✓ Consider also the heroic example of Abraham Lincoln, ...

Brain storm other expressions: e.g. for instance, for example, as an illustration, etc.

- Expressions used when stating final achievements.

Look for expressions in the text:

✓ In the end, both Einstein and Edison overcame their childhood persecution...

✓ She was eventually nominated and then appointed the first...

Brain storm other expressions: e.g. (a hundred) years later, towards the end of ..., etc.

5. Summarize what we have learned in today's class.

✓ Essay structure

✓ Expressions for introducing examples and stating final achievements

6. Homework

Task 1:

- Fill in the outline table

- Write the first draft based on the outline

- Edit your draft with the self-editing worksheet and submit to online platform.

Task 2: Leave comments on at least two classmates' essay.

● Name: _____

● Hardships:

1. _____

2. _____

3. _____

● Factors for success:

1. _____

2. _____

3. _____

● Achievements:

Date: _____

Topic: successful person

After finishing your essay, reread with the following questions:

1. Does the writing include a topic sentence, further illustration, and supporting example?

2. In describing the successful figure, did I introduce the hardships faced by the character and factors for success?

3. Did I use the vocabulary and expressions learned in class?

4. Check grammar and punctuation of the essay.

5. Is there anything that I am not satisfied with?

3、教学评价 (说明本课时评价理念与评价方式)

As have mentioned above in the unit design, our lesson employs teacher evaluation, self-evaluation, and peer-assessment. The table above on the right is the self-editing worksheet which gives instruction on how they should evaluate their own writing. This process not only helps with their language development,

but also cultivates their metacognitive strategies in writing. Besides peer- and self- editing worksheets, they were also encouraged to evaluate work of other classmates in the collaborative writing activity. During the activity, I would remind them to check their own spelling and grammar; read other groups' part if they finished early; and think about improvements to be made in their writing. These instructions are effective in developing their peer- and self- evaluation awareness.

The writing that they produced individually after class will of course be evaluated by the teacher and they will receive feedback before next class.

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