

附件二：

## 2019 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	综合英语 3
课程类别	<input type="checkbox"/> 大学英语基础课程 <input type="checkbox"/> 大学英语后续课程 <input checked="" type="checkbox"/> 英语专业课程 <input type="checkbox"/> 商务英语专业课程 <input type="checkbox"/> 翻译专业课程
教学对象	英语专业大二学生
教学时长	12 课时
教材名称	现代大学英语 精读 3
参赛单元	第_3_册 第_5_单元 Silent Spring

### 二、团队信息



### 三、课程设计方案

#### 1、课程定位（基于院校特色与教学对象特点，介绍本课程的人才培养定位）

##### **Development Goals**

The mission of English major in our university is to nurture **outstanding English teachers** who are expected to acquire high level of **language proficiency**, solid **English pedagogic content knowledge (PCK)** and adequate **practical teaching experience**, so that they can quickly adapt to basic foreign education in 21st century in western China.

##### **Students' Needs**

Most of the target students graduated from **rural high schools**. They have a comparatively **low level of language proficiency, insufficient critical thinking and cross-cultural competence**. Besides, they've constructed **teaching beliefs** during their English learning process, and many of these beliefs are **traditional**. After one year's study, their **language proficiency** has remarkably developed and their **teacher identity** is getting much clearer.

To update students' teaching beliefs and prepare them for learning systematic PCK, we **embed teaching skills training** in comprehensive English course. Then, the course aims include both language competence and preliminary PCK.

#### 2、教学目标（介绍课程时长、总体目标以及预期达到的成效）

After learning 96 periods, the target students in this course will be able to:

##### **(1) Language Competence**

##### **Language Knowledge**

- Acquire about 1000 **words** and 100-200 **idioms and expressions**.
- Understand **phonetics** rules
  - ✓ sounds
  - ✓ stress
  - ✓ intonation
  - ✓ sense groups
- Grasp **lexical** knowledge
  - ✓ synonyms

- ✓ antonyms
- ✓ word formation

- Use main **grammatical** knowledge.

### **Language Skills**

- **Listen, read and recite** the text.

- Use different **reading skills** to

- ✓ sort out information
- ✓ summarize information
- ✓ construct new ideas
- ✓ draw inferences
- ✓ analyze writing purpose

- **Apply** knowledge of **writing devices** to

- ✓ recognize discourse markers
- ✓ identify word/sentence/paragraph connections
- ✓ identify different genres
- ✓ write essays

- **Appreciate** the beauty of the articles

- ✓ structure
- ✓ figure of speech
- ✓ logic
- ✓ theme

- Use **speaking skills** to **express** viewpoints and emotions around given topics.

### **Cross-cultural Competence**

- **Acquire general knowledge** of main English-speaking countries.

- Have a comprehensive **understanding of some foreign cultures**.

- **Appreciate Chinese culture** by comparing with foreign ones.

## (2) PCK

After learning each unit, students will be able to summarize teaching techniques of reading with the help of the teacher.

### 3、教学内容（介绍课程主要内容，以及线下与线上采用的教学资源）

The main teaching content of this course includes Text A in Unit 1-9: “Your College Years”, “How Reading Changed My Life”, “A Dill Pickle”, “Diogenes and Alexander”, “Silent Spring”, “How do We Deal With the Drug Problem?”, “In My Day” and “Globalization”.

#### Offline Resources:

现代大学英语精读3. 杨立民. 外语教学与研究出版社, 2012.  
现代英语语法. 李基安. 外语教学与研究出版社, 2002.  
实用英语语法. 张道真. 外语教学与研究出版社, 2002.  
高等学校英语专业英语教学大纲. 高等学校外语专业教学指导委员会英语组. 北京: 外语教学与研究出版社, 2000.  
英语写作手册(英文版)(修订版). 丁往道. 外语教学与研究出版社, 1994.  
英语文体学引论(新). 王佐良、丁往道. 外语教学与研究出版社, 2000.  
英国文学选读新编. 吕洪灵、汪凯. 北京大学出版社, 2015.  
美国文学选读. 朱新福. 苏州大学出版社, 2014.  
*Cohesion in English*. Halliday, Hasan, 北京: 外语教学与研究出版社, 2001.  
*Longman Dictionary of Contemporary English*. 北京: 外语教学与研究出版社, 1995.  
*Collins English Dictionary for Advanced Learners*. 北京: 外语教学与研究出版社, 2001.

#### Online Resources:

Platform of Moocs, micro-lectures, popular English newspaper and magazines, English learning apps and English TV programs.

### 4、教学组织（介绍课程主要教学理念、教学方法与教学手段）

Based on the teaching beliefs “**integrity of learning and using, student-centered & human-oriented education**”, this course will adopt **POA, CLT, TBLT and blend offline & online learning modes** to develop students’ **language proficiency, critical thinking, cross-cultural competence and teaching skills**. In this process, students will engage in different language activities, use different learning strategies to learn language knowledge and language skills and cultures, and learn how to teach.

## 5、教学评价（介绍课程的总体评价方式）

To measure students' learning process and help them progress to the next level, this course will mainly use **formative assessment**, plus **summative assessment**. The **methods** of formative assessment could be evaluative tests, classroom observation, assessing activities and learning documentation. The **content** of assessment are as follows: language knowledge, language skills, cross-cultural competence and teaching skills. The main **subjects** of assessment include teacher and students.

## 四、单元设计方案

### 1、单元教学目标（说明参赛单元的具体教学目标）

#### **Analysis of Students**

The target students are environmentally aware. This text is **not a typical persuasive argumentation**, it will be difficult for them to figure out the **arguments** that support Carson's position and the **persuasive devices** Carson used to convince readers. After learning the text, the students are intended to have a better understanding of **man and nature**, to think about the **environmental realities of China**, and to enhance their environmental concerns.

#### **Teaching Objectives**

##### **(1) English Language Competence**

##### **Understand the fable for tomorrow and its moral.**

- Identify expressions for two descriptive but contrastive images of an imagined town.
- Summarize the main idea and textual function of the fable.
- Read the fable emotionally & fluently.

##### **Analyze Carson's contention and two arguments presented to support her position.**

- Recognize that man is damaging the whole environment through the over-use of chemicals and without doing sufficient research.
- Identify how chemicals are capable of harming our environment.
- Find out three causes of insect problems.

##### **Interpret the values Carson appeals to and emotions the article elicits in readers.**

- Find examples of the appeals to our values and say how/why the values are under threat.
- Find examples of the emotions the article elicits in readers.
- Discuss and classify the writing devices for the purpose of alarming.

### Evaluate Carson's views and reflect on environmental realities of China.

- Propose feasible solutions to environmental/insect problems.
- Compare environmental issues between China and America.

### (2) PCK

After learning the whole article, summarize **how to teach a persuasive piece of writing** with the guidance of the teacher.

## 2、单元教学内容（说明本单元主要内容、课时分配、设计理念与思路）

The text is a **persuasive argumentation**, a condensed version of the first two chapters of Rachel Carson's *Silent Spring*. Carson started with a fable for tomorrow and then presented the consequences of over-use of chemicals(**WHAT**). In this text, Carson used a fable and some persuasive devices (**HOW**) to alarm readers to use chemicals appropriately and protect the environment (**WHY**).

This unit is divided into 12 periods, 8 periods for text learning, and 4 periods for exercises.

Periods	Teaching content
1-2	Paras.1-11 A fable for tomorrow, the history of life
3-4	Paras.12-17 Impossibility for life to adjust to changed environment
5-6	Paras.18-23 The insect problem
7-8	Paras.24-25 Conclusion+revision of the whole text
9-10	Exercise: Vocabulary
11-12	Exercise: Grammar & translation

Based on **POA** and beliefs of “**Golden Class**”(High-order, Creativity, Challenge-Level), we've designed two main motivating tasks, some corresponding enabling tasks and two main assessments.

### Motivating Task 1 Getting on the TV Show “READERS” with Jane Goodall

#### Enabling Tasks

- ✓ Review Background information
- ✓ Draw a mind-map for main idea
- ✓ Locate key words for beautiful/dreadful images
- ✓ Use the key words to describe the posters
- ✓ Discuss the moral of the fable, how Carson organizes the preface and how to rebuild man-nature balance

**Assessment:** Cultural TV Program - Stage Reading Show

## Motivating Task 2 Campus English Broadcasting: Over-use of Chemicals

### Enabling Tasks

- ✓ Find out the detriment of over-use of chemicals
- ✓ Draw a mind-map of the endless spiral of chemical war
- ✓ Find out three causes of insect problems
- ✓ Discuss the phenomenon and the consequences of species invasion.
- ✓ Find examples of the appeals to our values.
- ✓ Find examples of the emotions the article elicits in readers.
- ✓ Analyze the writing devices for the purpose of alarming.

**Assessment:** Campus English Broadcasting Station (Submit a 3-minute speech draft in 150 words on the topic “Over-use of Chemicals”)

The two tasks embody the beliefs of “**Golden Class**”-**high-order, creativity, challenge-level.**

- ✓ The two tasks relate to the hot issue of this new era.
- ✓ They require language knowledge and skills, comprehensive strategies and higher-order thinking.
- ✓ To complete the challenging tasks, students need to cooperate to find out personalized solutions.

3、**单元教学组织**（说明本单元每一节课的教学流程，包括具体步骤与活动等；说明课前、课中与课后如何安排，使用哪些教学资源等）

## The 1<sup>st</sup>-2<sup>nd</sup> Period

### Analysis of Teaching Material

*Silent Spring* begins with a “fable for tomorrow” . Para.1 to Para.9 present us two descriptive but contrastive images of an imagined town. It introduces the scientifically complicated and controversial subject—the use of chemicals and the protection of the environment.

### Analysis of Students

The second-year students have already finished online vocabulary tasks and watched videos about cultural background. They are able to locate specific information and accordingly draw conclusion under teacher’s instruction.

### Teaching Objectives

- Grasp the main idea and structure of introduction part .
- Identify the descriptive expressions employed in the text to describe the contrasting views.
- Summarize the features and textual function of this fable.

- Gain the awareness of rebuilding man-nature balance and living in harmony with our surroundings.

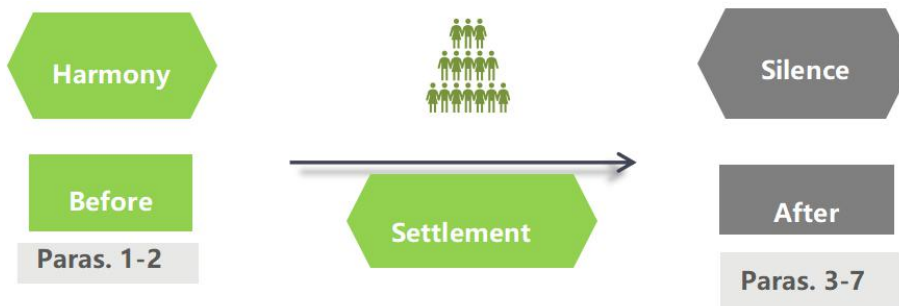
## Teaching Procedures

### Step 1 Warm-up

1. Listen to “*the Sound of Spring*” and brainstorm the expressions used to describe the spring and tell the famous literary works about spring.
2. Watch the video about Rachel Carson and *Silent Spring* to grasp the key information about the author and the theme of this book.

### Step 2 Fast reading

1. Go through the text quickly and locate the key sentences that help grasp the main idea.
2. Present the main idea with a graph.



### Step 3 Detailed reading and picture description

1. Scan Para.1 to Para.2 to find the beautiful images and locate the key expressions to describe the beautiful images.
2. Describe three pictures of the beautiful images with the expressions the students just found.
3. Scan Para.3 to Para.7 to find the dreadful images and locate the key expressions to describe the devastating images.
4. Describe three pictures of the dreadful images with the expressions the students just found.
5. Figure out the moral lesson of this fable.
6. Analyze the features and textual function of this fable.
  - 1) Features: striking contrast, emotive language, imaginary story.
  - 2) Textual function: alarming the readers.

### Step 4 Critical Thinking

1. Discuss how to rebuild the balance between man and nature in the case of air, earth and water contamination.



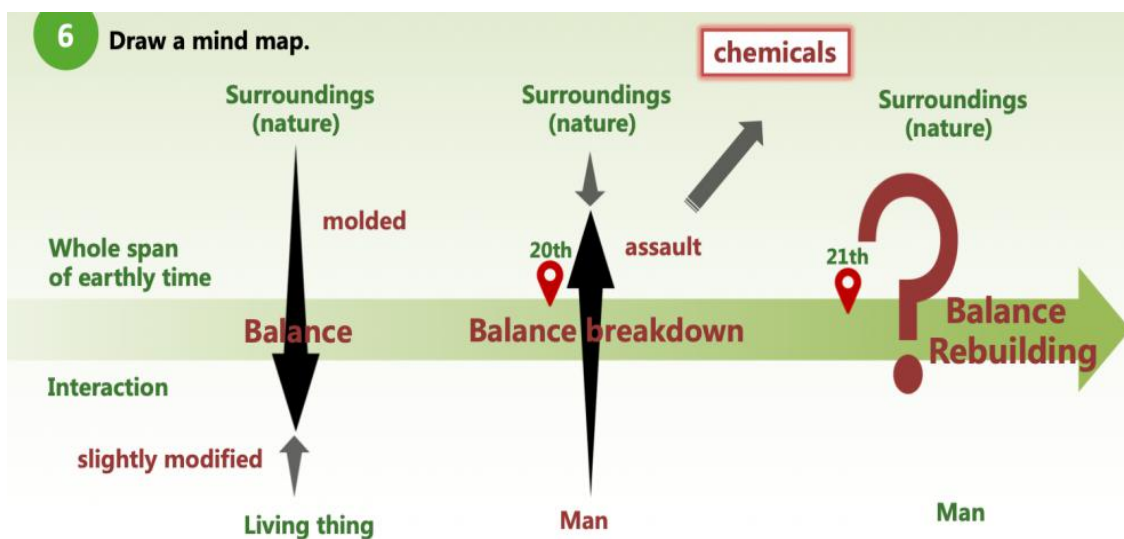
- Write down the solutions on the posters and present in class.

### Step 5 Assignment

Conduct a survey about the local environmental problems in groups and give corresponding suggestions.

### Step 6 Detailed reading

- Read Para.10 to Para.11 to sort out the interaction between living things and surroundings.
- Analyze the diction to understand the change of interaction—man exerts growing effect on the environment.
- Present the change of the interaction with a mind map.



## The 3<sup>rd</sup>-4<sup>th</sup> Period

### Analysis of Teaching Material

Para 12 to Para 17 focus on the impossibility for life to adjust to the changed environment. The author starts this part by comparing the different concept of time for human and nature and points out that in the modern world there is no time for nature to adjust to chemicals. Then she further puts forward that pesticides, one of the chemicals, are not a good solution, the fight between man and pests will never come to an end and all living things are affected by this chemical war.

### Analysis of Students

In the last two periods, the target students have already known the fable of an imagined town and also understand the interaction between human and nature. Now the balance has been

broken down since human activities have brought about the contamination towards environment and the two major contaminants are chemicals and radiation. This prepares them to further explore the real murder for the silence of the town ' s spring. Their previous homework and real-life experience will help them to recognize the harms of chemicals, especially the pesticides, and propose the possible solutions.

### Teaching objectives

- Find out the two reasons why life is unable to adjust to changed environment.
- Recognize the harms of chemicals, especially pesticides.
- Realize the importance of ecological civilization and learn to live in harmony with nature.

### Teaching procedures

#### *Step 1 Warm-up*

Review the previous part concerning the two contaminants of pollution and ask students to answer the following questions:

- 1) How long could a man live?
- 2) How long could nature exist?
- 3) What do you know about the magic healing power of nature?

#### *Step 2 Scanning*

Go through Para.12 to Para. 13 and find the corresponding words to recognize the profound influences of human activities towards the environment.

the time concept for human and nature	the rapidity of change for human and nature

#### *Step 3 Detailed reading*

1. Read and answer the following questions for a thorough understanding of this part:
  - 1) What does “But in the modern world there is no time” mean?
  - 2) Can life really adjust to human interference? Can balance really be reached? Why?
  - 3) Why is man’s change of the world particularly devastating?
2. Read Para.14 and answer the questions to further explore the chemical pollution.
  - 1) What is the current situation of chemicals in the United States?
  - 2) What the consequence might be?
3. Watch the video “Do We Really Need Pesticides?” and work in pairs to discuss the following questions:
  - 1) What are pesticides?
  - 2) What are the advantage and disadvantage of applying pesticides?

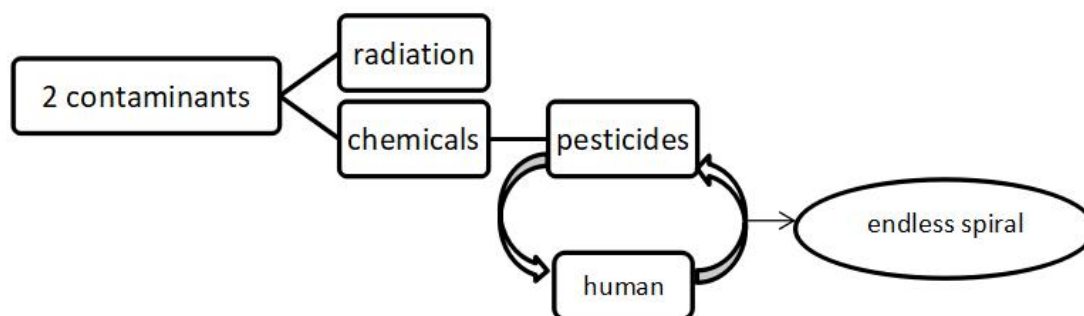
3) Do we really need pesticides?

4. Read Para.15 to Para. 17 and find out the reasons why pesticides are not a good solution.

- 1) They kill indiscriminately, reducing biodiversity. (Para.16)
- 2) They contaminate the entire environment. (Para.16)
- 3) They couldn't solve the pest problem. (Para.17)

#### *Step 4 Summary*

Draw the mind map to recall the main idea of this part.



### **The 5<sup>th</sup>-6<sup>th</sup> Period**

#### **Analysis of Teaching Material**

Para.18 to Para.23 focus on the insect problem, presenting three causes of the insect problem: use of pesticide at the expense of the environment, single-crop farming, and the accidental importation of insects. The author starts this part with a silly question how intelligent beings could seek to control a few unwanted insects by a method that contaminated the entire environment and brought the threat of disease and death to themselves. Then she traces back the history and illustrates breakdown of build-in balances of nature

#### **Analysis of Students**

In the first four periods, the target students have already known the environmental degradation described in this article, and understood chemicals have been continuously created for man's war against nature, especially insects. This prepares them for an understanding of the major causes of insect problem. Their biological knowledge and real-life experiences also make it easy for target students to understand the causes of insect problem, and propose feasible solutions to the insect problem.

#### **Teaching Objectives**

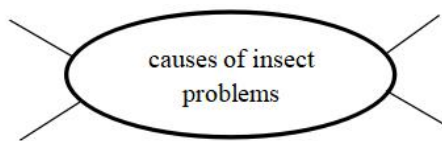
- Find the three causes of insect problems.

- Discuss the phenomenon and the consequences of species invasion.
- Propose feasible solutions to the insect problem.

## Teaching Procedures

### *Step 1 Review and warm-up*

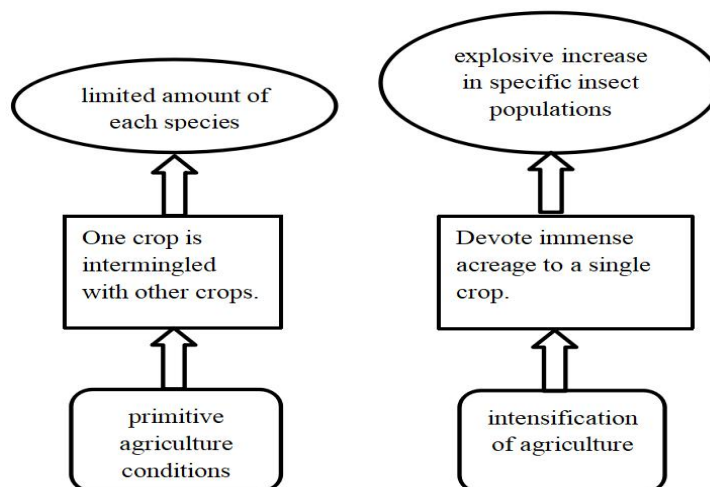
1. Review previous part concerning the excessive use of chemicals to kill insects and its consequences of resurgence of even more destructive insects. This works as a transition to the focus of this period— insect problem.
2. Ask students to brainstorm the possible causes of insect problems so as to activate students' prior knowledge of biology.



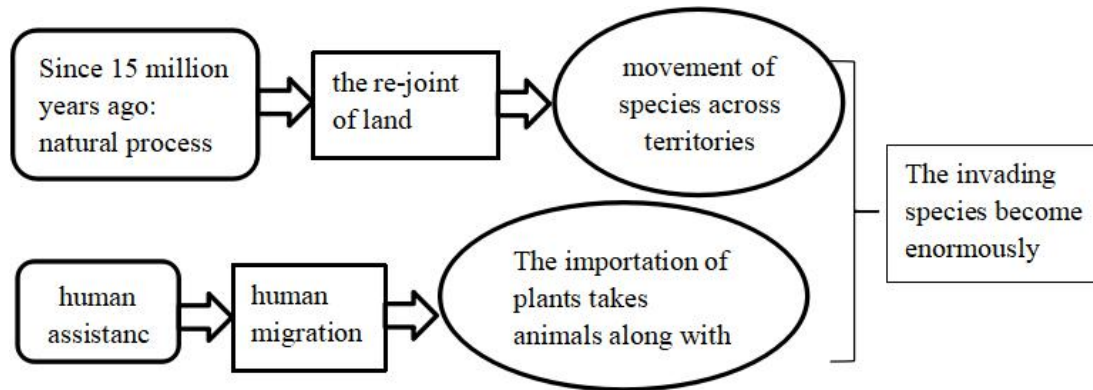
3. Summarize students' answers and forecasts that Carson introduces three causes of insect problems.

### *Step 2 Detailed reading*

1. Read quickly and find out the causes of insect problems to get a clear understanding of the structure in this part of the text.
  - 1) Use of pesticide at the expense of the environment (Para. 19)
  - 2) Modern insect problem as a result of single-crop farming (Para. 20)
  - 3) The accidental importation of insects being another cause (Paras. 21-23)
2. Elaborate on single-crop farming/intensification of agriculture with graphs.



3. Elaborate on the importation of insects.



*Step 3 Discussion*

1. Discuss as a whole the class about the phenomenon and the consequences of species invasion, in order to arouse students' awareness of the common existing invading plant or animals and teach how to dispose invading plant or animals in the right way.
2. Discuss in groups about how to solve the insect problem and provide feasible solutions and present their solution to the class.

### **The 7<sup>th</sup> -8<sup>th</sup> Period**

#### **Analysis of Teaching Material**

The teaching material includes Para.24 and Para.25 and a review of the whole text. To alarm readers and help us form a positive outlook on the relationships between man and nature, the author uses some writing devices such as direct address to readers, rhetorical questions and emotive language. This text enlightens us to reflect on environmental problems in China.

#### **Analysis of Students**

The target students have already had a basic understanding of the text. They have already known the environmental degradation described in this article happened in the United States. The students have a basic knowledge of genre, which facilitates them understand the author's intention and values to our life.

#### **Teaching Objectives**

- Figure out Carson's contention at the end of the article.
- Find out two main arguments of the argumentation.
- Grasp the writing skills that Carson uses to make her arguments convincing.
- Figure out the values Carson appeals to the readers.

## Teaching Procedures

### *Step 1 Review*

Review the possible solutions to insect problems proposed by the students.

### *Step 2 Detailed reading*

Read and figure out the author's contention.

### *Step 3 Analysis of text structure*

1. Find out the genre of this text: persuasive argumentation to persuade the readers to accept the author's arguments.
2. Present how argumentative writing is organized.
3. Study the structure of the text.

### *Step 4 Analysis of the author's values*

Read the text carefully and figure out the appeals to our values and the supporting evidence.

<i>Values</i>	<i>Evidence</i>
<i>Being able to live in, enjoy beautiful surroundings.</i>	
<i>It is threatened by contamination.</i>	
<i>Being healthy.</i>	
<i>Respect for (plant and animal) life.</i>	
<i>Preference for 'natural' rather than 'artificial'.</i>	
<i>Preserving our world for future generations.</i>	

### *Step 5 Analysis of writing devices*

Find the writing devices for the purpose of alarming:

- 1) direct address to the reader
- 2) rhetorical questions
- 3) emotive language

### *Step 6 A mini-debate*

Conduct a mini-debate on the following questions:

- 1) Is Carson an alarmist? Is she exaggerating?
- 2) Are her views one-sided? Are science and technology always counterproductive? Is our world getting better or worse as a result of scientific and technological development.

## The 9<sup>th</sup>-10<sup>th</sup>Period

### Analysis of Teaching Materials

The exercise includes 3 parts: vocabulary, grammar and translation. These two periods focus on the exercises of vocabulary which compose of word formation, unit words, and homonyms as well as verb-preposition collocations.

### Analysis of Students

The target students have had relevant English skills that promise a smooth teaching process. They begin to get in touch with basic teaching skills and are able to explain language points as a teacher to their classmates.

### Teaching Objectives

- Build derivatives with appropriate prefixes or suffixes.
- Distinguish the meanings of homonyms in different sentences.
- Develop students' teaching skills.
- Explain language points clearly.
- Use verb phrases with right prepositions.
- Form the habit of self-study with the help of on-line study center.

### Teaching Procedures

*Step 1 Feedback of students' online assignments*

*Step 2 Group presentation of word building*

1. Demonstrate the word formation with the prefixes "ir-" and "un-", and the suffix "-cide" based on their pre-class preparation.
2. The teacher summarizes the lexical knowledge involved.

*Step 3 Word building competition*

Compete in building the derivatives as many as possible within a time limit.

*Step 4 Semantic differentiation*

Explain the differences in the words or phrases listed in the Exercise 5 in vocabulary part.

*Step 5 Use of unit words in context*

Provide vocabulary relevant to the situation in groups.

*Situation:* Students are given a situation where their homeland is seriously polluted and they have to move to an island in the center of the Atlantic. Now they have the chance to take goods with them as long as they match the unit words with the goods correctly.

*Step 6 Flashcard game: What's missing?*

Present flashcards about the image of unit words to internalize the unit words.

*Step 7 Homonyms differentiation*

Explain the meanings of “bill”, “spell”, “score”, “close”, “direct” and “desert” to strengthen the usage and meaning of these homonyms

## **The 11<sup>th</sup> -12<sup>th</sup>Period**

### **Analysis of Teaching Material**

The grammar part focuses on relative clause which is separated from the noun phrase it modifies, and the usage and function of “such” and “so”. And the translation part aims to the practice of new words and phrases learned in the text as well as the distinction of homonyms.

### **Analysis of Students**

The target students are able to analyze the sentence structure and translate the sentences with the target language.

### **Teaching Objectives**

- Identify the use and function of “such” and “so”.
- Analyze the grammatical structure of complex sentences.
- Translate sentences with given words or phrases correctly.

### **Teaching Procedures**

*Step 1 Deductive and inductive learning of “such” and “so”*

1. Brainstorm the knowledge on part of speech.
2. Analyze how “such” and “so” are used and point out their function in each sentence.
3. The teacher checks the answers and summarizes the usage of “such” and “so”.
4. Do further exercises about “such” and “so” to consolidate the relevant knowledge.

*Step 2 Inductive learning of relative sentences*



1. Analyze the grammatical structure of 10 complex sentences and identify the types of subordinate clause.
2. Compare and contrast these sentences and summarize the effects of the change in the place of the relative clause.
3. Make 2 sentences in the same pattern.

*Step 3 Back translation and correction*

1. Back translation

- 1) Translate Chinese sentences into English.
- 2) Translate the English sentences back into Chinese.
- 3) Analyze the source text and the Chinese translation to see the accuracy of their English translation, and then improve their English translation.

2. Mistake correction

- 1) Correct the sentences on computer and explains the reasons.
- 2) The teacher provides reference translation and asks the students to compare theirs with the referenced ones.

4、单元教学评价（说明本单元的评价理念与评价方式）

Formative assessment will be adopted in this unit.

- ✓ Classroom observation to observe student behavior, change in attitude, participation, and quality of task completion.
- ✓ Assessing activities to check students' production of the two motivating tasks.

For example, to complete the task “**Campus English Broadcasting: Over-use of Chemicals**”, students are required to submit a 3-minute speech draft in 150 words on the topic “**Over-use of Chemicals**”. From this activity, the teacher will know whether students can write a piece of persuasive writing, whether they can present several arguments to support their contention, whether they can use certain persuasive devices (direct address to reader, emotive language and rhetorical questions) to convince others.

## 五、教学设计特色

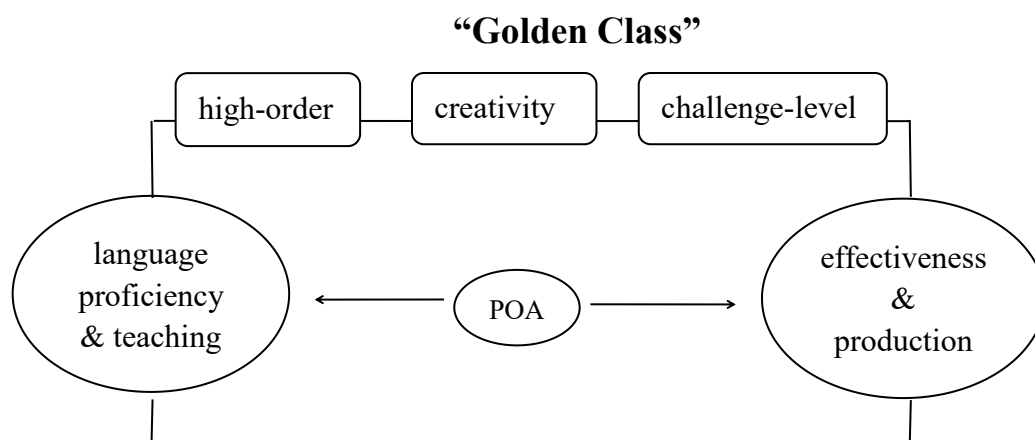
(说明教学设计方案在体现成效导向、满足金课标准等方面的创新特色)

Aiming at effectiveness and production, this teaching design focuses on simultaneous development of language competence and teaching skills. For example, students are guided to appreciate the structure, figure of speech, logic and theme of the articles:

- ✓ structure
- ✓ figure of speech
- ✓ logic
- ✓ theme

Concerning the local context(normal university), the teaching design embeds teaching skills training (e.g. how to teach argumentation) in language proficiency development.

The teaching design tries to be reality-relevant, culturally-embedded & thought-provoking so as to help students construct right values and outlook. Then, “Golden Class” with the qualities of high-order, creativity, challenge-level is likely to be achieved.



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