

附件二：

## 2017 年外研社“教学之星”大赛

### 智慧教学设计方案 (Smart Design)

<b>1. 教学情况简介</b>			
教学单元	(说明：本方案要求为一个完整的单元。) 《新视野大学英语 读写教程 3》 (第三版) Unit 2 Beat your fear	学时安排	6
学情分析	<p>(说明：本部分可包含教学对象的认知水平、能力基础、对本课所讲内容的已知情况分析、学习本课有可能遇到的困难和问题等。)</p> <p><b>教学对象：</b> 大学英语本科二年级学生</p> <p><b>能力基础：</b> 有良好的听说读写英语基本功，但语言组织、写作能力和思辨能力有待提升</p> <p><b>对本课所讲内容的已知情况分析：</b> 已掌握基本阅读技能和记叙文的相关知识和写作技巧</p> <p><b>学习本课可能遇到的困难和问题：</b></p> <ol style="list-style-type: none"><li>1. 以情节五要素 (five plot elements) 为基础创作连贯的故事 (a cohesive story) ;</li><li>2. 从人物肖像、身体感受、行动、语言、心理活动 (appearance, physical sensation, action, words, thoughts) 等方面塑造人物形象;</li><li>3. 通过课文中人物心理变迁的艰难历程的描述 (the hard process of psychological development) 树立对“恐惧”的正确认知;</li></ol>		
教学目标	<p>(说明：本部分为本单元总体教学目标，可包含知识目标、技能目标、素质目标等。)</p> <p><b>1. 语言知识目标 (Language Knowledge Goals) :</b></p> <ul style="list-style-type: none"><li>➢ 使学生掌握记叙文情节的定义、结构及其揭示主题、吸引读者、塑造人物的功能;</li><li>➢ 使学生掌握课文中的重点单词、短语及句型进行人物心理变迁的艰难历程和个性化的动作描写;</li></ul> <p><b>2. 语言技能目标 (Language Skill Goals) :</b></p> <ul style="list-style-type: none"><li>➢ 教会学生运用“顺序” (time sequence) 和“倒叙” (flashback) 进行记叙文写作;</li><li>➢ 教会学生使用时间标记词 (time markers) 清晰叙述事件;</li></ul> <p><b>3. 人文知识目标 (Encyclopedia Goals) :</b></p> <p>深化学生对“勇气”内涵的理解，学习中西方勇敢人物的励志故事，培养学生跨文化交际意识和能力，激发学生的批判性思维 (critical thinking) ;</p> <p><b>4. 情感态度目标 (Emotion and Attitude Goals) :</b> 通过合作完成具体情境任务，树立学生对“恐惧”的正确认知，培养学生自信、勇敢的积极态度和团队协作能力;</p> <p><b>5. 学习策略目标 (Learning Strategy Goals) :</b></p> <ul style="list-style-type: none"><li>➢ 教会学生通过计划、监控、评价，掌握利用文章标题、重复句型、暗指典故正确理解文章主旨 (theme) 的阅读方法;</li><li>➢ 教会学生利用语境线索 (contextual clues)、常识 (common sense) 和先验知识 (prior knowledge) 对隐含意义做出正确推论 (making inferences) 的阅读方法;</li></ul>		

	<p>教会学生利用 语境、翻译、构词法、猜词和以词块为记忆单位复述故事，开展联想记忆、大幅度扩充词汇量的方法；</p>
<p>教学重点及难点</p>	<p>(说明：本部分列出根据学情分析、教学目标分析而得出的本单元教学重点及难点。)</p> <p><b>教学重点：</b></p> <ol style="list-style-type: none"> <li>1. 记叙文情节的定义、结构、功能和设计方法；</li> <li>2. 记叙文的两种主要叙事方法（顺序、倒叙）；</li> <li>3. 关于“害怕”（fear）及其它消极情绪的重点词汇和表达；</li> </ol> <p><b>教学难点：</b></p> <ol style="list-style-type: none"> <li>1. 如何在设计情节时塑造人物形象；</li> <li>2. 如何在记叙文中使用倒叙手法；</li> <li>3. 如何描述心理变迁的艰难历程；</li> </ol>

## 2. 智慧教学设计方案

(说明：

1. 本部分为智慧教学设计方案，为“初赛”评选内容，同时也为复赛第一环节“智慧教学设计方案介绍（2分钟）”的评选内容。
2. 教学内容与流程设计需体现线上、线下相结合的智慧教学设计思路。
3. 需突出展示和阐述为实现教学目标，拟从教材或其他教学资源中选择、改编、整合和补充的教学材料及使用依据。
4. 教学材料首先应体现对教材的充分、合理利用，在教材内容无法满足某一教学目标的情况下，可以有依据地选取其他教学材料。)

### 一、拟用教学材料

教学目标	拟用教学材料	拟用原因
<p><b>1. 语言知识目标 (Language Knowledge Goals):</b></p> <p>(1)使学生掌握记叙文情节的定义、结构和其揭示主题、吸引读者、塑造人物的功能</p>	<p><b>1. (直接选用) 教材:</b> Text A <i>Swimming through fear</i>, how the author conquered his fear of water to save the drowning boy 事件 (P33)</p>	<p>本段材料可以从以下几个方面实现教学目标:</p> <ol style="list-style-type: none"> <li>1) 情节 (plot) 的定义;</li> <li>2) 情节发展的五个阶段: (exposition, rising action, climax, falling action, resolution)</li> <li>3) 情节的三大功能:               <ol style="list-style-type: none"> <li>A. 清晰的情节主线揭示主题</li> <li>B. 曲折复杂的情节吸引读者</li> <li>C. 生动的情节塑造人物性格</li> </ol> </li> </ol>
	<p><b>2. (补充选用) 线上资源:</b> 英语资源网站-欧.亨利代表作《警察与赞美诗》 (<i>The Cop and the Anthem</i>) (<a href="http://novel.tingroom.com/shuangyu/42/1236.html">http://novel.tingroom.com/shuangyu/42/1236.html</a>)</p> <p>要求学生课后阅读，并围绕该作品的情节设计技巧进行课堂讨论</p>	<p>本段材料可以从以下几个方面实现教学目标:</p> <ol style="list-style-type: none"> <li>1) 从经典中汲取记叙文写作经验;</li> <li>2) 帮助学生深入理解故事情节的揭示主题和吸引读者的功能;</li> <li>3) 记叙文情节设计技巧: 悬念设计、转折设计、巧合设计、误</li> </ol>

		会设计等； 4) 增加学生阅读输入与口语输出的机会；
	<p><b>3. (节选选用) 线上资源: 英语资源网站-朱自清叙事散文《背影》——张培基英译版</b>          (<a href="http://www.hjenglish.com/new/p776124/">http://www.hjenglish.com/new/p776124/</a>)</p> <p>要求学生:</p> <ul style="list-style-type: none"> <li>● 总结节选内容在该作品情节中的地位 and 人物塑造的手法;</li> <li>● <b>课后自主查阅</b>杨宪益翻译版本, 对比两个英译版本的异同;</li> </ul> <p>节选内容如下:</p> <p>I watched him hobble towards the railway track in his black skullcap, black cloth mandarin jacket and dark blue cotton-padded cloth long gown. He had little trouble climbing down the railway track, but it was a lot more difficult for him to climb up that platform after crossing the railway track. His hands held onto the upper part of the platform, his legs huddled up and his corpulent body tipped slightly towards the left, obviously making an enormous exertion. While I was watching him from behind, tears gushed from my eyes.</p>	<p><b>本段材料可以从以下几个方面实现教学目标:</b></p> <ol style="list-style-type: none"> <li>1) 帮助学生深入理解情节在叙事过程中塑造人物形象、表达人物情感的功能;</li> <li>2) 增加文化输出, 培养学生中西方文化意识和提升人文素养;</li> <li>3) 通过对比翻译引导学生掌握不同翻译风格对表现作品主题和人物塑造的差异;</li> <li>4) 培养学生的自主学习意识;</li> </ol>
	<p><b>4. (节选选用) 线上资源: 英语资源网站对汶川地震中英雄教师谭千秋舍身护生的英文报道</b>          (<a href="http://www.chinadaily.com.cn/china/2008-05/15/content_6685877_2.htm">http://www.chinadaily.com.cn/china/2008-05/15/content_6685877_2.htm</a>), 要求学生利用所学知识将其<b>改写</b>成记叙文 (<b>课后自主完成</b>)。</p> <p>节选内容如下:</p> <p><b>Students' savior</b></p> <p>Many locals were also deeply moved by how a teacher, Tan Qianqiu, had died saving students. When rescuers reached Tan in the debris of a collapsed school building on Tuesday night, he was found with his arms wide open over a desk.</p> <p>Four students were found under the desk. Tan was dead, but the four were alive. "Without Tan's protection, the students would have died," said a local resident whose niece, Liu Hongli, was one of the fortunate students. "He is a hero." Fifty-year-old Tan was a teacher of politics at the middle school attached to the Dongfang Steam Turbine Plant in Hanwang, which collapsed during Monday's earthquake and buried at least 200 students, local</p>	<p><b>本段材料可以从以下几个方面实现教学目标:</b></p> <ol style="list-style-type: none"> <li>1) 巩固记叙文的情节功能和设计方法;</li> <li>2) 培养学生记叙文写作能力;</li> <li>3) 熟练掌握地道英文的表达;</li> <li>4) 作为情感教育的重要手段;</li> </ol>

	<p>authorities have said. Rescuers found his body at about 10pm on Tuesday. His wife, Zhang Guanrong, could hardly speak at the sight of her husband's corpse yesterday. "I overheard that a teacher saved four students last night, but I never expected it to be you..." Zhang whispered to him. The red-eyed woman carefully wiped clean the face of her husband and combed his hair to the style he liked. While reaching for the cold fingers of her husband, she burst into tears. "They were warm and soft two days ago ..." she said. "Tan was one of the teachers that loved the students most in our school," said another teacher, Xia Kaixiu. "He would pick up a very small stone on the road for fear of it injuring students."</p>	
	<p><b>5. (节选选用) 线上资源: 英语资源网站-中国四大名著英文版</b>  <a href="http://www.en8848.com.cn/soft/fiction/booklist/2010-06-17/427.html">http://www.en8848.com.cn/soft/fiction/booklist/2010-06-17/427.html</a>, 要求学生课后阅读指定章节, 并在课堂上分组探讨节选章节中一波三折的情节在该作品中的功能体现。  节选章节如下:  Monkey Subdues White-Skeleton Demon;  Liu Bei Made Three Calls at the Thatched Cottage;  Song Jiang's Three Attacks on the Zhu Family Manor  Granny;  Liu Pays Three Visits to the Grand View Garden  (孙悟空三打白骨精、刘玄德三顾茅庐、宋公明三打祝家庄、刘姥姥三进大观园)</p>	<p><b>本段材料可以从以下几个方面实现教学目标:</b></p> <ol style="list-style-type: none"> <li>1) 帮助学生深入理解“文似看山不喜平”的情节设计原则;</li> <li>2) 借助中国经典名著综合考察学生对“情节”这一知识点的掌握;</li> <li>3) 培养学生文学鉴赏能力, 引导学生理解和表达中西文化差异;</li> <li>4) 利用名著译本提升学生汉英翻译水平;</li> </ol>
<p><b>1. 语言知识目标 (Language Knowledge Goals) :</b>  <b>(2)使学生掌握课文中的重点单词、短语及句型进行人物心理变迁的艰难历程和个性化的动作描写</b></p>	<p><b>1. (直接选用) 教材P39 练习题 1</b>  <b>1 Answer the following questions.</b>  (1) Why was Jason scared of water?  (2) Could the would-be rescuers succeed in saving the drowning boy? Why or why not?  (3) Why did Jason decide to intervene to save the boy in spite of his fear of water?  (4) Why did Jason become hesitant when he raced down the beach, out onto the jetty?  ...</p>	<p><b>选用本题原因:</b></p> <ol style="list-style-type: none"> <li>1) 运用启发式教法, 根据教学内容, 通过提出富有启发性、思考性、探索性和暗示性的问题, 引导学生关注课文中的人物心理描写和动作描写;</li> <li>2) 有效激发学生的思辨意识和学习兴趣;</li> <li>3) 实现师生之间和谐融洽、富有成效的互动;</li> </ol>
	<p><b>2. (直接选用) 教材 P33</b>  Paras. 4-10 (the rising action of the plot)  Paras. 11-12 (the climax of the plot)  Paras. 13-14 (the falling action of the plot)</p>	<p><b>本段材料可以从以下几个方面实现教学目标:</b></p> <ol style="list-style-type: none"> <li>1) 从语言材料入手, 细致分析语言的表达手法, 层层解剖言语内在的组织结构, 挖掘言语的多</li> </ol>

	<p>要求学生:</p> <p>1) 仔细阅读Paras. 4-12, 找出描述人物心理变化的艰难历程的表达;</p> <p>2) 仔细阅读Paras. 13-14, 找出人物动作描写的一系列表达;</p>	<p>侧面内涵, 引导学生对课文进行深度阅读和探索性思考, 从而自主总结出做出艰难重要抉择的心理变化过程;</p> <p>2) 通过分析课文中人物心理变迁的艰难历程的描述掌握心理描写的重点词汇和句型;</p> <p>3) 通过课文中主人公海中救人的一系列动作, 掌握个性化的动作描写的重要词汇和句型;</p>
	<p><b>3. (直接选用) 教材 P39 练习题 3 (Words in use) 和P42 练习题 7 (Expressions in use)</b></p>	<p><b>选用本题原因:</b></p> <p>巩固人物心理描写和动作描写的重点词汇;</p>
	<p><b>4. (节选选用) 线上资源: 优酷视频网 英文电影 Titanic 的片段</b></p> <p>(<a href="http://v.youku.com/v_show/id_XNDUwMDY3NDM2.html">http://v.youku.com/v_show/id_XNDUwMDY3NDM2.html</a>), 节选内容如下:</p> <p><b>video clip 1:</b> On the brink of catastrophe, with the lifeboats limited women and children got rescued first. Rose conquered her inner fear of death and went back to be with Jack.</p> <p><b>video clip 2:</b> Jack and Rose struggled to get out of the huge whirlpool. Jack helped Rose onto a floating wood, while immersed himself in ice-cold water.</p> <p><b>要求学生观看电影片段, 完成以下练习:</b></p> <p>1) Based on video clip 1, please <b>design a monologue</b> demonstrating Rose's psychological changes.</p> <p>2) Based on video clip 2, please <b>write a short paragraph</b> describing how Jack saved Rose.</p>	<p><b>本段材料和补充练习可以从以下几个方面实现教学目标:</b></p> <p>1) 该英文影片节选内容与教学内容的关联度高, 能有效培养学生的主动性与积极性, 实现情感共鸣, 从而达到自主学习的效果;</p> <p>2) 该通过利用所学重点词汇和句型创设内心独白的口语练习和描述海中救人的写作练习, 强调英语句型使用过程中的实用性和生动性;</p> <p>3) 增加学生口语和写作输出的机会; 有效培养学生的创新思维;</p>
<p><b>2. 语言技能目标 (Language Skill Goals): (1) 教会学生运用“顺序”和“倒叙”进行记叙文写作</b></p>	<p><b>1. (直接选用) 教材: 《新视野大学英语读写教程 2》Unit 4 Text A College sweethearts 和《新视野大学英语读写教程 3》Unit 2 Text A Swimming through fear, 要求学生对比这两篇记叙文的异同。</b></p>	<p><b>本段材料可以从以下几个方面实现教学目标:</b></p> <p>1) 倒叙 (flashback) 的定义;</p> <p>2) 倒叙在记叙文情节中的作用;</p>
	<p><b>2. (节选选用+自编练习) 线上资源: 优酷视频网 英文电影 Titanic</b></p> <p>(<a href="http://v.youku.com/v_show/id_XNDUwMDY3NDM2.html">http://v.youku.com/v_show/id_XNDUwMDY3NDM2.html</a>) 影片开头女主角Rose回忆过去的片段</p> <p><b>(增加自编练习) 练习题目如下:</b></p> <p><b>Flashback in Titanic:</b></p> <ul style="list-style-type: none"> <li>● What triggered Rose's memory?</li> <li>● How did the backstory begin?</li> </ul>	<p>本段材料可以从以下几个方面实现教学目标:</p> <p>1) 用生动、有趣的形式启发学生进行探索性思考;</p> <p>2) 倒叙的三个使用技巧;</p>

	<ul style="list-style-type: none"> <li>● How did the story transit out of flashback?</li> </ul>													
	<p><b>3. (补充选用) 线上资源: 英文资源网站 经典英文名著《呼啸山庄》Wuthering Heights</b> (<a href="http://novel.tingroom.com/html/book/show/62/">http://novel.tingroom.com/html/book/show/62/</a>) 作为课外拓展材料, 要求学生课后阅读并分析其“顺序加倒叙”的多角度叙述模式</p>	<p>本段材料可以从以下几个方面实现教学目标:</p> <ol style="list-style-type: none"> <li>1) 培养学生鉴赏英文经典名著的水平, 提升学生人文素养;</li> <li>2) 掌握顺序和倒叙两种主要叙事手法;</li> </ol>												
	<p><b>4. (改编选用) 教材 B3U2 P45 练习题 8</b> 原题为: Write an essay of no less than 200 words on one of the following topics. One topic has an outline that you can follow. 改编为: Write two essays of no less than 200 words of each on two of the following topics. One is narrated in the sequence of time and the other, flashback.</p>	<p><b>选用本题原因:</b> 该题提供了很好的记叙文写作题材, 有助于学生巩固情节发展的五阶段;</p> <p><b>改编本题原因:</b> 帮助学生在实践中掌握顺序和倒叙这两种主要叙事方法。</p>												
<p><b>2. 语言技能目标 (Language Skill Goals): (2) 教会学生使用时间标记词清晰叙述事件</b></p>	<p><b>1. (直接选用) 教材:</b> Text A, how the author conquered his fear of water to save the drowning boy 事件 (P33)</p>	<p><b>本段材料可以从以下几个方面实现教学目标:</b></p> <ol style="list-style-type: none"> <li>1) 记叙文三要素;</li> <li>2) 以时间顺序描写事件;</li> </ol>												
	<p><b>2. (增加自编练习) 练习题目如下:</b></p> <p><b>I. Story Retelling</b> Step 1: Work in groups of four, find out all the time makers in the text and what happened at that time. Step 2: Retell the story in your group with the help of the information you have found. Step 3: Share your stories in class.</p> <p><b>II. Consolidation Task: An Interview</b> The class is divided into four groups A, B, C, D, each take a different role. The host should focus on how Jason conquered his inner fear of water to save the drowning boy. Participants can raise questions covering his personal experience and his attitude towards fear. Jason is supposed to answer all the questions. Group members work together to prepare the interview and then the representatives of each group come to the stage to work it out.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; border: none;">Student A</td> <td style="width: 10%; border: none;">➡</td> <td style="border: 1px solid gray; padding: 2px;">The host</td> </tr> <tr> <td style="border: none;">Student B</td> <td style="border: none;">➡</td> <td style="border: 1px solid gray; padding: 2px;">The author</td> </tr> <tr> <td style="border: none;">Student C</td> <td style="border: none;">➡</td> <td style="border: 1px solid gray; padding: 2px;">Participants</td> </tr> <tr> <td style="border: none;">Student D</td> <td style="border: none;">➡</td> <td style="border: 1px solid gray; padding: 2px;"></td> </tr> </table> </div> <p><b>A sample beginning:</b> <b>Host:</b> Good morning, ladies and gentlemen,</p>	Student A	➡	The host	Student B	➡	The author	Student C	➡	Participants	Student D	➡		<p><b>增加自编题目原因:</b></p> <ol style="list-style-type: none"> <li>1) 故事叙述任务能教会学生使用时间标记词 (time markers) 使自己的叙述更清晰;</li> <li>2) 巩固任务 (小组分角色采访课文主人公) 能最大限度增加学生课堂参与度, 开发学生的学习潜能, 培养其语言组织能力、协作能力和沟通能力;</li> </ol>
Student A	➡	The host												
Student B	➡	The author												
Student C	➡	Participants												
Student D	➡													

	<p>welcome to <b><i>Beat Your Fear!</i></b> Today, we have Jason as our guest. Jason is a successful short-story writer. Hello, Jason!</p> <p><b>Jason:</b> Hello! It's really nice to see you.</p> <p><b>Host:</b> It is generally held that fear is always holding people back. So...</p> <p><b>Jason:</b>...</p> <p><b>Participants:</b> ...</p>	
<p><b>3. 人文知识目标 (Encyclopedia Goals):</b> 深化学生对“勇气”内涵的理解, 学习中西方勇敢人物的励志故事, 培养学生跨文化交际意识和能力, 激发学生的批判性思维</p>	<p><b>1. (直接选用) 教材: Text A,</b> how the author conquered his fear of water to save the drowning boy 事件 (P33)</p>	<p>本段材料可以从以下几个方面实现教学目标:</p> <p>1) 深入理解勇气的第一个真谛: <b>The courage to fight fear can be summoned up from selfless heroic deeds.</b></p> <p>2) 激发学生批判性思维, 实现学有所思、思有所获、获有所悟的阅读境界;</p>
	<p><b>2. (直接选用) 教材: Unit 2 Text B</b> When courage triumphed over fear (P48)</p>	<p>本段材料可以从以下几个方面实现教学目标:</p> <p>1) 勇气的第二个真谛: <b>The courage to fight fear can be summoned up from the amazing power of love.</b></p> <p>2) 帮助培养学生正确认识恐惧, 并树立自信、乐观的人生观;</p>
	<p><b>3. (补充选用) 线上资源: 英语资源网站-诗歌翻译——李白《行路难 其一》的英文翻译</b> (<a href="http://www.kekenet.com/kouyi/201502/357794.shtm">http://www.kekenet.com/kouyi/201502/357794.shtm</a>), 要求学生根据译文找出情节的五个阶段和人物心理变化过程, 节选内容如下:</p> <p style="text-align: center;"><b>Travelling Is Hard</b> <b>Li Bai</b></p> <p>Clear wine in golden goblets, ten thousand cash a cup, And costly delicacies on jade platters. Yet I spurn drinking and toss away my chopsticks, Sword in hand, restless, I wonder what to do. I want to cross the Yellow River, but it's ice-bound; I want to climb the Taihang Mountains, but they're snow-covered. So idly I fish by a limpid stream, Dreaming of sailing towards the sun. Travelling is hard! Travelling is hard! So many crossroads; which to choose?</p>	<p>本段材料可以从以下几个方面实现教学目标:</p> <p>1) 勇气的第三个真谛: <b>The courage to fight fear can be summoned up from pursuing dreams.</b></p> <p>2) 引导学生跳出文本, 扩展学生的思维空间, 通过中西文化对比提高学生的文化修养和跨文化交际能力;</p> <p>3) 将母语文化以英语为介质进行有效传达, 注重学生人文素质的培养;</p> <p>4) 通过对比翻译培养学生诗歌翻译能力;</p> <p>5) 通过补充材料使学生认识到勇气和自信的力量, 从而在生活中不轻易否定自己;</p>



	One day I'll skim the waves, blown by the wind, With sails hoisted high, across the vast ocean.	
	<p><b>4. (补充选用) 线上资源: 英语资源网站-教师舍已教人的新闻报道 “Teacher should inspire us all”</b></p> <p>(<a href="http://www.chinadaily.com.cn/opinion/2012-05/18/content_15326673.htm">http://www.chinadaily.com.cn/opinion/2012-05/18/content_15326673.htm</a>), 要求学生阅读该新闻, 并讨论以下问题:</p> <ul style="list-style-type: none"> <li>● What is the driving force behind those courageous acts?</li> <li>● Do you know how to interpret the Chinese character “勇”?</li> <li>● What is the Western tradition of “courage”?</li> </ul>	<p>本段材料可以从以下几个方面实现教学目标:</p> <ol style="list-style-type: none"> <li>1) 增加学生英语阅读输入和口语输出的机会;</li> <li>2) 培养学生跨文化意识;</li> <li>3) 辩证思考“勇气”的内涵;</li> <li>4) 用充满正能量的社会真实事例感染学生, 培养学生健康的道德情操;</li> </ol>
	<p><b>5. (节选选用) 线上资源: 英语资源网站-励志英语有声美文: Courage Is a Gift</b></p> <p>(<a href="http://www.en8848.com.cn/tingli/meiwen/lizhi/302923.html">http://www.en8848.com.cn/tingli/meiwen/lizhi/302923.html</a>), 该内容要求学生进行课后朗读、翻译和背诵; 节选内容如下:</p> <p>Courage is daring to be Brave. Enterprising Bold. In your business or personal life, how often do you question your thoughts, your action, or your motives? When you don't exercise the ability to always test yourself, you may lose not only your confidence, but more importantly, you lose the ability to focus, to know yourself, your friends, and your customers. When faced with decisions and challenges, asking yourself questions every day, every moment gives you the courage to discover what is important to you and what a particular situation means to you, and what result or solution you will like to accomplish. Courage is getting in the habit of inward and going with your highest feeling of what is true and what feels right for you. Apply this inner evaluation in your business and in your personal life .this is important if you wish to grow and stay successful. It works!</p>	<p>本段材料可以从以下几个方面实现教学目标:</p> <ol style="list-style-type: none"> <li>1) 培养学生鉴赏英文散文的能力;</li> <li>2) 掌握与“勇气”相关的地道英语表达句型;</li> <li>3) 给学生提供输出机会, 进行翻译练习;</li> <li>4) 升华主题: “Life shrinks and expands in proportion to one's courage.”——人生所贵在于勇。</li> </ol>
	<b>6. (直接选用) 教材 P46 练习题 9、10 Translation</b>	<p>选用本题原因为:</p> <p>通过文化对比翻译练习使学生深入理解美国梦和中国梦的内涵, 培养学生跨文化交际能力;</p>
<p><b>4. 情感态度目标 (Emotion and Attitude Goals):</b> 通过合作完成具体情</p>	<p><b>1. (节选选用) 线上资源: 爱奇艺网站电视剧《欢乐颂》片段</b></p> <p>(<a href="http://www.iqiyi.com/v_19rrlpgo8g.html">http://www.iqiyi.com/v_19rrlpgo8g.html</a>)</p> <p>节选内容如下:</p>	<p>本段视频和课后题目可以从以下几个方面实现教学目标:</p> <ol style="list-style-type: none"> <li>1) 用生动、趣味、直观的方式引出“fear”主题;</li> </ol>



<p>境任务，树立学生对“恐惧”的正确认知，培养学生自信、勇敢的积极态度和团队协作能力</p>	<p>五个女孩被困电梯极度恐慌、继而齐心协力摆脱困境的片段，作为课堂导入，并完成课后练习题（见2）</p>	<p>2) 引导学生认知现象（恐惧），树立对恐惧的正确态度；</p>
	<p><b>2.（整合选用）教材 练习题</b></p> <ul style="list-style-type: none"> <li>结合《欢乐颂》视频，完成教材 P39 练习题 2 <b>Work in pairs and discuss the following questions:</b></li> <li>之后完成教材 P42 练习题 6 <b>Banked cloze:</b></li> </ul>	<p><b>整合课后练习的原因:</b></p> <ol style="list-style-type: none"> <li>1) 使用具有启发性和暗示性的问题，激发学生的思辨意识和学习兴趣；</li> <li>2) 完形填空题能增加学生的背景知识，与口语话题相互衔接；</li> </ol>
	<p><b>3.（补充选用）线上资源：英语资源网站有关“fear”的背景知识介绍</b></p> <p>(Living<a href="https://www.artofliving.org/meditation-for-you/understanding-fear">https://www.artofliving.org/meditation-for-you/understanding-fear</a>)，要求学生课后阅读并思考以下话题：</p> <ul style="list-style-type: none"> <li>What are the internal and external reasons of people’s inner fear?</li> <li>How to conquer fear?</li> </ul>	<p><b>本段材料和自编题目可以从以下几个方面实现教学目标：</b></p> <ol style="list-style-type: none"> <li>1) 补充有关“恐惧”的背景知识，引导学生的正确认知；</li> <li>2) 增加学生原版英文阅读的输入和口语表达的输出机会；</li> </ol>
	<p><b>4.（补充选用）线上资源：Youtube英文网站视频</b> (<a href="http://www.youtube.com/watch?v=u2YJYTjmnk8">http://www.youtube.com/watch?v=u2YJYTjmnk8</a>)</p> <p><b>“How to conquer your fear”</b>，要求学生观看视频并完成以下<b>自编练习题</b>：</p> <p><b>I. True or False:</b></p> <ul style="list-style-type: none"> <li>Fear is holding people back.</li> <li>There are always impulsive fears that are driven by a physical reality.</li> <li>Most fears are just bad management of our own mental faculties.</li> </ul> <p><b>II. Questions:</b> How many methods introduced in the video to conquer fear? And what are they ?</p> <p><b>III. Retelling:</b> Retell the methods on how to conquer fear by using the words we’ve learned from the video.</p>	<p><b>本段材料和自编题目可以从以下几个方面实现教学目标：</b></p> <ol style="list-style-type: none"> <li>1) 引导学生认知现象 (Phenomena)、进行浅表分析 (Internal &amp; External Reasons)、最后进行深入细致的讨论 (Insights into the Issue)；</li> <li>2) 综上四个任务启动了<b>听说读写思考五大方面的训练</b>；注重趣味性和实用性的结合，注重整体和个体的互动效能；</li> </ol>
	<p><b>5.（补充选用）线上资源：TED网站 英文视频</b> <b>“How I beat stage fright”</b>，要求学生课后观看视频并思考以下问题：</p> <ul style="list-style-type: none"> <li>How does stage fear manifest itself according to the video clip?</li> <li>If you really experience any irrational fear, how to conquer your anxiety and fear effectively?</li> </ul>	<p><b>本段材料可以从以下几个方面实现教学目标：</b></p> <ol style="list-style-type: none"> <li>1) 通过交流和交际手段，为后续的课堂活动 Unit Project 提供听力输入和口语表达的语言基础；</li> <li>2) 有效培养学生自主学习能力；</li> </ol>
	<p><b>6.（直接选用）教材 P59 综合性单元任务 Unit Project:</b> writing a report on “How can one conquer</p>	<p><b>选用本题原因:</b></p> <ol style="list-style-type: none"> <li>1) 该任务完全契合本文主题，</li> </ol>

	<p>the fear of delivering a speech in public?” 要求学生在学习完本单元后自主实施。</p>	<p>语言活动注重思维训练,能通过批判性问题启迪学生思考;能通过场景真实的交际任务培养学生解决实际问题的能力;</p> <p>2) 能提升学生参与语言学习活动的动机强度,从而促进学生社会文化能力和语言能力的融合;</p> <p>3) 通过合作完成具体情境任务,树立学生对“恐惧”的正确认知,培养学生自信、勇敢的积极态度和团队协作能力;</p>
<p>5. 学习策略目标之一: 教会学生通过计划、监控、评价,掌握利用文章标题、重复句型、暗指典故正确理解文章主旨的阅读方法</p>	<p>1. (补充选用) 线上资源: 中国古典小说《红楼梦》 <i>A Dream of Red Mansions</i></p> <ul style="list-style-type: none"> <li>● Main idea: the tragic love of Jia and Lin</li> <li>● Theme: the inevitable declining of feudalism</li> </ul>	<p>本段材料可以从以下几个方面实现教学目标:</p> <p>1) 阐明主要内容 (main idea) 和文章主旨 (theme) 之间的区别; 2) 主旨的定义;</p>
	<p>2. (增加自编练习) 练习题目如下:</p> <p><b>1) Before reading:</b></p> <p>Reading purpose: theme of the text</p> <p>Reading task: Unit 2 Text A</p> <p>Reading skills: how to figure out the theme of a story?</p> <p><b>2) While-reading:</b> Answer the following questions.</p> <ul style="list-style-type: none"> <li>● When you read the title “Swimming Through Fear”, which word do you think implies the theme of the text?</li> <li>● Could you please find out the repetitive words or phrases in the text?</li> <li>● Based on the above exercises, can you predict the theme of the text?</li> <li>● What are the features of theme?</li> </ul> <p><b>3) After-reading:</b> Sharing the process of figuring out the theme with your partner and make comments on your performance.</p>	<p>增加自编题目原因为:</p> <p>1) <b>Planning:</b> 确定阅读目标、阅读任务和训练重点;</p> <p>2) <b>Monitoring:</b> 运用相应阅读策略,提高阅读理解的准确度和分析、归纳能力,准确把握文章主旨,实现阅读中的监控认知;</p> <p>3) <b>Evaluating:</b> 通过交流、复述等方式实现学生阅读后的自我评价和反思认知;</p>
	<p>3. (直接选用) 教材: Unit 2 Text A Swimming through fear</p>	<p>本段材料可以从以下几个方面实现教学目标:</p> <p>1) 主旨的特征: short; descriptive; specific;</p> <p>2) 推断主旨的三个策略: 文章标题、重复句型、暗指典故。</p>

	<p><b>4. (改编节选)教材 Unit 2 Text A P39 练习题 1;</b>  <b>原题为</b> (原题有 8 个问题, 这里只选择第 5 题和第 8 题):</p> <p><b>1. Answer the following questions.</b></p> <p>5) How did Jason feel when he jumped into the water?</p> <p>8) Why did Jason feel the water had never looked so beautiful when he reached the jetty?</p> <p><b>改编为:</b></p> <p><b>1. Answer the following questions and figure out the implication those answers carry in the text.</b></p> <p>1) How did Jason feel when he jumped into the water?</p> <p>2) Why did Jason feel the water had never looked so beautiful when he reached the jetty?</p>	<p><b>选用本题原因为:</b></p> <p>1) 该题的第 5 小题和第 8 小题的答案 (即文章的原句) 能帮助学生领会“推论” (inferences) 的概念;</p> <p>2) 训练学生对文章隐含意义进行推论, 体会言外之意 (read between the lines) 的阅读技巧;</p> <p><b>改编原因为:</b></p> <p>1) 只有节选的题目答案才符合该阅读技巧的训练目的;</p> <p>2) 培养学生细致观察语言以及分析、推理、检验等逻辑思维能力;</p>
<p><b>5. 学习策略目标之二: 教会学生利用语境线索、常识和先验知识对隐含意义做出正确推论 (making inferences) 的阅读方法</b></p>	<p><b>1. (节选选用)教材 Text A: Para.5, Para. 12, Para. 19,</b> 要求学生仔细阅读指定段落, 找出其中划线部分的隐含意义</p>	<p><b>本段材料可以从以下几个方面实现教学目标:</b></p> <p>1) 推论(inference)的定义;</p> <p>2) 推论的两大核心要素;</p> <p>3) 进行推论的方法;</p> <p>4) 在实际操练中巩固学生进行推论的技能;</p>
	<p><b>2. (节选选用)教材 Text B When courage triumphed over fear (P48)</b>          要求学生阅读文章Paras.3, 5, 11, 16;          Differences between</p> <ul style="list-style-type: none"> <li>● inference and conclusion</li> <li>● inference and prediction</li> </ul>	<p><b>本段材料可以从以下方面实现教学目标:</b></p> <p>1) 通过对具体例子的探究以及启发式问题, 启发学生思维, 调动学生积极性;</p> <p>2) 将“推论”与“总结”、“预测”等阅读技巧进行比较, 加深学生对“推论”概念的理解;</p>
<p><b>5. 学习策略目标之三: 教会学生利用语境、翻译、构词法、猜词和以词块为记忆单位复述故事, 开展联想记忆、大幅度扩充词汇量的方法</b></p>	<p><b>1. (直接选用)教材 P41 练习题 4-5;</b></p>	<p><b>选用本题的原因为:</b></p> <p>1) 利用词根和词缀, 开展联想记忆;</p> <p>2) 创建记忆的蜘蛛图, 大幅度扩充词汇量;</p> <p>3) 巩固利用词根词缀扩充词汇的方法;</p>
	<p><b>2. (增加自编题目) 练习题目如下:</b>  <b>Group work: vocabulary acquisition.</b>  <b>Step 1:</b> The class is divided into two groups. One is responsible for finding out all the words from the text to talk about feelings when facing with fear.</p>	<p><b>本段材料可以从以下几个方面实现教学目标:</b></p> <p>1) 关于“害怕” (fear) 及其它消极情绪的重点词汇和表达;</p>

The other is asked to find out all the related expressions with the same function.

**Step 2:** Each group chooses one representative respectively to write down answers on the blackboard. Teacher will check their answers.

**Reference answers:**

words		
feeble	recede	gasp
catastrophe	bleak	paralyze
dismay	perish	weary

Expressions	
make sb. sick to one's stomach	be terrified of
worry sb. might...	with horror
one's palms get sweaty	one's stomach feels sick
be extremely terrified	be paralyzed with fear
to one's dismay	desperate to survive

**Step 3: Five steps of vocabulary acquisition:**

context, translation, formation, guess the meaning of new words, using the chunk of words to retell the story. Here is an example.

**Demo:**

New word: underestimate

**1) Context:**

One should not underestimate the consequences of the world's population explosion.

**2) Translate:**

我们谁都不应低估妇女在职业发展中所面临的困难程度。

**Key:**

None of us should ever underestimate the degree of difficulty women face in career advancement.

**3) Formation:**

- 前缀 under- ① 表示“在...下” ② 表示“不足，不够”
- estimate 估计

**4) Guess the meaning of new words:**

underestimate (低估), underrate (轻视), understand (通晓), underlie (成为.....的基础), undergo (经

2) 补充本单元未涉及的构词法知识点;

3) 教会学生通过语境、翻译、构词法、猜词和以词块为记忆单位复述故事来掌握生词和词组;

4) 词汇综合记忆任务(学生通过提示词预测故事情节,并根据所看视频,利用关键词汇、短语复述故事)旨在以生动、有趣的方式巩固知识点、增进学生参与度、发挥其想象力、培养语言组织能力;

5) 节选影片属于美国著名励志电影,作为练习英语的材料,既契合了课文主题,又对学生进行了情感教育;

	<p>历; 遭受), undertake (从事; 担任),</p> <p><b>5) Using the chunk of words to retell the story:</b></p> <p>As a workplace newbie, Lala Du didn't know the first thing about the workplace rules and was even <b>underestimated</b> by her colleagues, but she never <b>underrated</b> herself and fully <b>understood</b> only diligence <b>underlay</b> success. After <b>undergoing</b> a series of setbacks, she finally got promoted to <b>undertake</b> significant tasks.</p> <p><b>Step 4:</b> The class is divided into two groups. Each group is expected to imitate the demo to learn the rest words/expressions.</p> <p><b>Step 5: Watch and Predict</b></p> <p>a. First, let's have some fun! To be the director and arrange the plot as you like. You need just be creative! Make some predication according to the clue words.</p> <p>b. You may retell the story(<i>Homeless to Harvard</i>) now. Don't forget the useful words and expressions.</p> <p><b>(节选选用) 线上资源: 百度视频 英文电影 <i>Homeless to Harvard</i> 《风雨哈佛路》片段</b></p> <p>(<a href="http://www.bilibili.com/video/av4712326">http://www.bilibili.com/video/av4712326</a>)</p> <p>节选片段内容如下:</p> <p>Excerpt 1: Poor and homeless Liz had no choice but to begin wander in the city with her friends.</p> <p>Excerpt 2: With great sincerity and courage, Liz conquered fear and inferiority and won the chance of receiving high school education.</p> <p>Excerpt 3: She finally entered into Harvard confidently with the scholarship offered by <i>New York Times</i>.</p>	
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二、教材中未使用的教学材料及未使用原因

未使用材料	原因
Unit 2 Text B 课后练习题	<p>未选用原因:</p> <p>本校大学英语课时有限, 只能有重点、有选择的整合教学资源, 制定“弹性化”课时安排, 才能提高教学质量和学生的学习效率来实现教学目标。</p>
<p><b>补充说明:</b> 本教学设计方案旨在借助线上线下教学资源, 有效实现语言的实用性及其文化传承功能, 利用课堂讲授和学生课前课后自主学习的混合教学模式以期实现大学英语教育的多元性。</p>	

### 3. 课堂教学展示说明

## (Classroom Teaching)

(说明：本部分为参赛教师拟在复赛现场进行课堂教学展示的部分，即复赛环节第二部分“课堂教学展示(7分钟)”，参赛教师只需写明选取的教学节点即可。)

课堂教学展示环节，我将展示“教会学生如何在故事情节中塑造人物”。

## 4. 教学评价设计 (Teaching Assessment)

(说明：1. 本部分将在复赛环节第三部分“教学评价展示(3分钟)”进行。2. 参赛教师根据课堂教学展示环节讲解的内容设计测评内容。为保证现场互动效果，测评题型设置为2-3个选择题。3. 请认真考虑测评题目的有效性，将拟定测评题目写在本格中，组委会将把题目提前录入到复赛现场评测工具中供现场使用。)

**The following is an excerpt from Zhu Ziqing's narrative prose *The Sight of Father's Back*. Please read it and answer the questions.**

I watched him hobble towards the railway track in his black skullcap, black cloth mandarin jacket and dark blue cotton-padded cloth long gown. He had little trouble climbing down the railway track, but it was a lot more difficult for him to climb up that platform after crossing the railway track. His hands held onto the upper part of the platform, his legs huddled up and his corpulent body tipped slightly towards the left, obviously making an enormous exertion. While I was watching him from behind, tears gushed from my eyes.

### Questions:

1. Which stage does the above part fall into in the plot?

- A. exposition      B. rising action      C. climax      D. resolution

2. Through which technique does this part portray the image of my father?

- A. physical sensation      B. words      C. actions      D. inner thoughts

3. There are three statements on the role of the above part. Please choose the best answer from A, B, C or D.

① It is the highest point of interest and the most important part of the story.

② It achieves touching effect by conveying deep emotions of the author.

③ It constitutes an indispensable part of the unified plot.

- A. ①②      B. ②③      C. ①③      D. ①②③

**正确答案：1. C    2. C    3. D**

注：请于**2017年5月20日**前将本表填写完整并转为PDF格式，以“学校+姓名”命名。院校选拔晋级复赛的教师发送至组委会；参加网络公开赛的教师上传至大赛官网（[star.unipus.cn](http://star.unipus.cn)）并同时上传一段3-5分钟的课堂教学录像。