

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	基础英语（一）
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（一年级）
教学时长	45 分钟
教材名称	《现代大学英语：精读》
参赛单元	第_1_册 第_1_单元

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）

《基础英语（一）》是英语专业综合技能课，开设于本科一年级上学期。本课程通过语言基础训练与篇章讲解分析，传授系统的基础语言知识（语音、语法、词汇、篇章结构、语言功能/意念等），综合训练基本语言技能（听说读写译），培养和提高学生运用英语进行交际的综合能力；同时指导学习方法，培养逻辑思维能力和自学能力，并使学生的文化素养和思维品质有一定程度的提高，为高年级阶段的学习打下扎实的语言基础。《基础英语》课程在英语专业基础阶段课程设置中处于重中之重的地位，起着主导性作用。

2、教学目标（介绍课程时长、总体目标以及预期达到的成效）

本门课程周课时为 4 课时，共进行 17 周，总课时为 68 课时。

总体目标是培养学生的综合语言运用能力。综合语言运用能力的形成，建立在学生语言技能，

语言知识，情感态度，学习策略、文化素养等整体发展的基础上，语言知识和语言技能是综合语言运用能力的基础，文化素养是得体运用语言的保证，情感态度是影响学生学习和发展的的重要因素，学习策略是提高学习效率、发展自主学习能力的保证，这五个方面共同促进综合语言运用能力的形成。同时注重培养学生的思辨能力，改善学生的思维品质，拓展视野、拓宽知识面，形成健康的人生观和良好的个性，提高综合人文素养和跨文化交际能力。

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）

本课程融听、说、读、写、译五项技能训练为一体，通过以读、写为核心的语言基础训练，培养和提高学生综合运用英语的能力，帮助学生逐步提高语篇阅读理解能力，了解英语各种文体的表达方式和特点，扩大词汇量和熟悉英语常用句型，具备基本的口头与笔头表达能力。课程内容涵盖课文背景知识构建、大意概括、语篇分析、核心语言点讲练、文学修辞手法赏析、阅读写作技巧训练等。

线上教学资源主要源于UMOOCs、UNIPUS、HEEP高等英语教学网等数字教学平台提供的相关教学资源。

线下教学主要采用外语教学与研究出版社出版的教材《现代大学英语 精读 1》、《现代大学英语精读 同步测试》、《英美文学赏析入门》、《20 部美国小说名著评析》等。

4、**教学组织**（介绍课程主要教学理念、教学方法与教学手段）

教学理念：本课程的教学秉承“以人为本，促进全人发展”的理念，开展有效教学，满足以成效为导向的“金课”设计标准，充分体现本校、本专业学生英语学习的特殊规律和要求，在狠抓基本功训练的同时，也注重学生高阶思维能力的培养。

教学方法与手段：交际法、情景教学法、CBI（以内容为依托的语言教学）、任务型教学法、混合式教学模式、合作学习模式、自主学习模式、探究式学习模式。

5、教学评价（介绍课程的总体评价方式）

本门课程采取**终结性评价和形成性评估相结合**的评价方式。

终结性评价主要以闭卷考试方式进行，试卷涵盖七项以上题型，客观题与主观题按比例构成（4:6），能较好地检测和评价学生的语言综合应用能力。

形成性评价主要采取课前网络自主学习评估、课堂提问、课堂活动、线上线下单元测验等方式进行，以及时了解教学中存在的问题，适时调整、改进教学内容与方法。使教学在不断的测评、反馈、调整的过程中趋于完善，最终达成教学目标。

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）

通过本单元的学习，学生能够：

- * 理解文章主旨大意、梳理篇章结构
- * 掌握核心语言知识点：现在分词的功能及用法
- * 多角度赏析文章主题：生命与时间、成长与环境、社会与家庭.....
- * 赏析与应用重点修辞手法：隐喻
- * 掌握阅读技巧：通过关键词定位概括主旨大意
- * 掌握写作技巧：运用隐喻修辞手法进行文本相关主题写作

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）

主要内容：本单元教学内容包括课文背景知识构建、大意概括、语篇分析、核心语言点讲练、文学修辞手法赏析、阅读写作技巧训练。

课时分配：本单元课时设计为四课时。第一课时为 Gist Reading；第二课时为 Close Reading；

第三课时为 Theme Reading; 第四课时为 Extensional Writing。

设计思路 and 理念: 秉承“以人为本，促进全人发展”的理念，开展有效教学，体现以成效为导向的“金课”设计思路。充分考虑本校、本专业学生英语学习的特殊规律和要求，在狠抓基本功训练的同时，也注重学生高阶思维能力的培养。

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)

Lesson Plan

Unit 1 Half a Day

Background Information

Analysis of Teaching Objects

105 freshmen in three classes, most of them are from countryside and remote areas. They can hardly express themselves in English, barely for English listening. But they are interested in English study and have strong ability of memorizing and imitating. They can grasp the main idea of a passage but cannot uncover the themes or the implied meaning without guidance. They are good at making multiple choices of grammar, but cannot finish a proper and formal writing. Based on the learners' cognitive levels, this course aims to facilitate the development of their language skills, enrich their language knowledge, as well as cultivate their critical thinking.

Analysis of Teaching Material

This text tells us about the narrator's confusion over the speed with which his life seemed to have passed, and the changes that had occurred in his world. However, the author reveals this idea through a metaphoric narration in which the narrator experiences a lot in a short period. That is to say, there contains various metaphorical meanings in the text. Therefore, particular attention should be paid on the implied meanings of sentences. During the reading, guidance should be put more on the association of metaphors and multiple themes.

Lesson Duration

45 mins/period

Part I Gist Reading

Teaching Objectives

By the end of this lesson, the learners will be able to

Language Knowledge:

find the words and phrases indicating feelings, experiences and changes.

Language Skills:

1. summarize the main idea of the three parts;
2. get the reading skill of discovering hints.

Affects:

get the proper inspiration of time and life from the story and set up goal of life.

Language Foci and Anticipated Difficulties

Focus: uncover the main idea of the story

Difficulties: uncover the hints indicating feelings, experiences and changes

Methods and Aids to be used

Teaching Method: Task-based Method

Learning Method: Cooperative Learning, Inquiry-based Learning

Teaching Aids: Multimedia devices and PPT documents

Stage Names and Aims	Approx. Time (mins)	Procedures
Pre-class Activities		
<p>Preview</p> <p>To get learners fully prepared for the class.</p>	120	<p>1. Learners finish the pre-class work on P.5-P.6 on the textbook:</p> <p>1) Choose the statement that best explains your understanding of the text;</p>

		<p>2) Learn the new words and expressions listed below;</p> <p>2. Learners finish 30 multiple choices of the new words and expressions online.</p>
In-class Activities		
<p>1. Introduction</p> <p>To raise learners' awareness of anticipated learning outcomes</p>	2	<p>1. Greet learners;</p> <p>2. Introduce the lesson's aims and steps.</p>
<p>2. Lead-in activities</p> <p>To get learners to be prepared for the text</p>	3	<p>1. Introduce the two characters today: the little fish and the little boy;</p> <p>2. Footage— Ask learners to watch a footage from the movie "Finding Nemo" and answer the question "What is Nemo's feeling for his first day of school?".</p>
<p>3. Pre-reading Activity</p> <p>To get learners a first impression on the story and prepared for the reading</p>	2	Briefly introduce the structure of the story.
<p>4. While-reading Activities</p> <p>To get learners to grasp the main idea of each part by hint reading and comparing-reading</p>	18	<p>1. Assign three questions for gist reading;</p> <p>2. Hint-finding: learners read Para. 1-7 and find out the hints that could answer the question "What was the little boy's feeling for his first day school?";</p> <p>3. Comparing-reading: learners read Para. 13-15 and make a comparison between the positive things and negative ones experienced by the little boy in school;</p> <p>4. Hint-summary: learners read Para. 17-18 and</p>

		summarize one key word for the description after school.
5. Post-reading Activities To help learners to find the inspiration of the text	10	Group-work: learners discuss in groups what inspiration they can get from the story: a) What does “Half a Day” mean? b) What do the three steps of going to school mean to the protagonist?
6. Reproduction and Demonstration To get learners to improve the abilities of summarization and critical thinking	6	1. Learners summarize 3-5 key words for the inspiration from the story; 2. Learners write down their inspiration in a wise and philosophical sentence based on the key words and post it online; 3. Learners are invited to read aloud their own sentences and support their ideas with proper reasons.
7. Conclusion To conclude the lesson and raise learners’ awareness of how well they achieve	4	1. Remind learners of lesson objectives, and invite evaluation of achievement; 2. Assign homework: preparation for the next lesson——underline the present participles in the text and analyze the function and effect.
After-class activities		
Review and Homework To review the text and finish the homework	120	1. Review the main structure and idea of the text; 2. Finish the homework assigned: underline the present participles in the text and analyze the function and effect.

Part II Close Reading

Teaching Objectives

By the end of this lesson, the learners will be able to

Language Knowledge:

grasp the rules and function of present participles.

Language Skills:

1. analyze the effect of present participle;
2. use present participles to talk and write about related topics.

Affects:

appreciate the beauty in using the present participles in sentences to achieve the coherence and briefness.

Language Foci and Anticipated Difficulties

Focus: the function of present participles

Difficulties: how to make sentences with present participle

Methods and Materials to Be Used

Teaching Method: Task-based Method

Learning Method: Cooperative Learning, Inquiry-based Learning

Teaching Aids: Multimedia devices and PPT documents

Stage Names and Aims

**Approx.
Time
(mins)**

Procedures

Pre-class Activities

Preview

To get learners fully prepared for the class

120

Learners finish the pre-class work on P.9 on the textbook:

1. Read the text one more time for a better understanding. Then think over the following

		<p>excerpts;</p> <ol style="list-style-type: none"> 2. Prepare to ask your own questions on the text; 3. Post at least two questions to discussion board online.
In-class Activities		
<p>1. Introduction</p> <p>To raise learners' awareness of anticipated learning outcomes</p>	2	<ol style="list-style-type: none"> 1. Greet learners; 2. Introduce the lesson's aims and steps.
<p>2. Lead-in Activities:</p> <p>To get learners to be prepared for the text</p>	3	<ol style="list-style-type: none"> 1. Check the homework; 2. Learners contrast the models: <ol style="list-style-type: none"> a) I walked alongside my father, and I clutched his right hand. b) I walked alongside my father, clutching his right hand. 3. Learners analyze the differences and form a rough idea on present participle.
<p>3. Presentation</p> <p>To get learners to analyze the rules and function of present participle in the text</p>	10	<ol style="list-style-type: none"> 1. Analysis of the function and usage: <ol style="list-style-type: none"> 1) Learners read the text again and locate some sentences similar to the model; 2) Learners analyze the rules and function of present participle in the text: clutching, hoping, laughing, tearing, waiting, sorting, announcing... 2. Group Discussion: learners discuss how the actions are combined logically in those sentences; 3. Summary: learners summarize the principles and function of present participle.
<p>4. Practice</p> <p>To consolidate learners' skill of</p>	15	<ol style="list-style-type: none"> 1. Learners translate three Chinese sentences into English with present participle in pairs;

applying present participle		<ol style="list-style-type: none"> 2. Three learners are invited to write down their translation on the blackboard; 3. Learners will be evaluated mainly on the appropriateness of the use of present participle.
<p>5. Production</p> <p>To deepen learners' understanding of present participle</p>	10	<p>Passage rewriting: learners work in groups, rearrange those simple sentences in sentence bank and form a fluent passage with proper use of present participle.</p>
<p>6. Conclusion</p> <p>To conclude the lesson and raise learners' awareness of how well they achieve</p>	5	<ol style="list-style-type: none"> 1. Remind learners of lesson aims, invite evaluation of achievement; 2. Assign homework: make up a story with the given words by using their present participle forms --- believe, discover, feel, find, imagine, notice, remember, see.
After-class activities		
<p>Review and Homework</p> <p>To review the rules and function of present participle and finish the homework</p>	120	<ol style="list-style-type: none"> 1. Review the rules and function of present participle; 2. Finish the homework assigned: make up a story with the given words by using their present participle forms --- believe, discover, feel, find, imagine, notice, remember, see.

Part III Theme Reading

Teaching Objectives

By the end of this lesson, student will be able to

Language Knowledge:

1. learn the background information about the author and his country;
2. explore the multiple themes of the story.

Language Skills:

learn metaphor through a close reading of the text.

Affects and Cultural Awareness:

enlarge vision to some non-English-speaking countries so as to have a global view.

Language Foci and Anticipated Difficulties

Focus: the analysis of the multiple themes

Difficulties: how to get the deep meaning of metaphor in reading.

Methods and Materials to be used

Teaching Method: Task-based Method

Learning Method: Cooperative Learning, Inquiry-based Learning

Teaching Aids: Multimedia devices and PPT documents

Stage Names and Aim	Approx. Time (mins)	Procedures
Pre-class Activities		
Preview	120	1. Learners get to know The Background of the

<p>To get learners fully prepared for the class</p>		<p>Author Naguib Mahfous through flipped class video;</p> <ol style="list-style-type: none"> 2. Learners work in groups to make a presentation about the author, including his career, writing style and political influence; 3. Learners submit their power-points online.
In-class Activities		
<p>1. Introduction</p> <p>To raise learners' awareness of anticipated learning outcomes</p>	2	<ol style="list-style-type: none"> 1. Greet learners; 2. Introduce the lesson's aims and steps.
<p>2. Lead-in</p> <p>To get learners to be prepared for the text</p>	4	<p>Footage—Learners watch a footage about Egypt and describe the life in Cairo.</p>
<p>3. Pre-reading Activities:</p> <p>To get learners to be equipped with available background information for the text</p>	5	<ol style="list-style-type: none"> 1. Oral presentation: one group will be invited to make a presentation about the author Naguib Mahfous, including his career, writing style and political influence; 2. Presenters answer the questions raised by the audience.
<p>4. While-reading activities</p> <p>To raise learners' awareness of political theme of the text</p>	12	<p>Political Theme Exploration:</p> <ol style="list-style-type: none"> 1. Learners discuss and find political theme in the text; 2. Learners are directed to analyze how this theme is revealed in terms of metaphors. 3. Learners share their findings orally.

<p>5. Post-reading activities</p> <p>To get learners to improve the abilities of theme analysis and critical thinking</p>	<p>18</p>	<p>Multiple Theme Exploration and Appreciation:</p> <ol style="list-style-type: none"> 1. Learners discuss and find themes from different perspectives in groups; 2. Three groups will be invited to share their own opinions; 3. Peer Evaluation: learners comment on the three groups' presentation.
<p>6. Conclusion</p> <p>To conclude the lesson and raise learners' awareness of how well they achieve</p>	<p>4</p>	<ol style="list-style-type: none"> 1. Remind learners of lesson aims, invite evaluation of achievement; 2. Assign homework: read another article written by Naguib Malfous, discuss and analyze its themes in groups.
After-class Activities		
<p>Review and Homework</p> <p>To review the text and finish the homework</p>	<p>120</p>	<ol style="list-style-type: none"> 1. Review the themes of the text; 2. Finish the homework assigned: read one of the stories in <i>The Time and the Place and Other Stories</i> by Naguib Malfous, discuss and analyze its themes in groups; 3. Form group reports and post them online.

Part IV Extensional Writing

Teaching Objectives

By the end of this lesson, student will be able to

Language Knowledge:

1. master words, expressions about the main idea and themes of the text;
2. learn the usage of metaphor in writing.

Language Skills:

1. appreciate the metaphor from a literary level;
2. write an essay review on the text using metaphors.

Affects and Culture Awareness:

1. establish positive attitude towards the changes of various societies;
2. develop critical thinking about ups and downs in one's life.

Language Foci and Anticipated Difficulties

Focus: writing skill of metaphor

Difficulties: how to write essay review using metaphors

Methods and Materials to be used

Teaching Method: Task-based Method

Learning Method: Cooperative Learning, Inquiry-based Learning

Teaching Aids: Multimedia devices and PPT documents

Stage Names and Aims	Approx. Time (mins)	Procedures
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Pre-class Activities		
<p>Preview</p> <p>To get learners fully prepared for the class</p>	120	<ol style="list-style-type: none"> Learners vote for the best report on the themes of the story in <i>The Time and the Place and Other Stories</i> by Naguib Malfous online; Learners review vocabulary related to the main idea and themes of the text; Learners review metaphors related to the themes of the text.
In-class Activities		
<p>1. Introduction</p> <p>To raise learners' awareness of anticipated learning outcomes</p>	2	<ol style="list-style-type: none"> Greet learners; Introduce the lesson's aims and steps.
<p>2. Lead-in</p> <p>To get learners to be prepared for the text</p>	2	Individual learners will be invited to retell the text based on given mind map.
<p>3. Pre-writing:</p> <p>To provide learners with writing materials and structure needed</p>	5	<ol style="list-style-type: none"> Learners list key words, expressions and metaphors about the themes through mind map; Group discussion: learners discuss how to write an essay review (main idea, themes, and comments) ; Pair discussion: learners work in pairs to finish the outline of the essay review.
<p>4. While-writing:</p> <p>To practice learners' writing ability based on the outline</p>	15	<ol style="list-style-type: none"> Individual writing: learners write the first draft according to the outline individually within the required time; Teacher's guidance: lead the learners to give their own comments on the metaphors about the themes in the text.

<p>5. After-writing</p> <p>To improve learners' language correctness in writing</p>	<p>16</p>	<ol style="list-style-type: none"> 1. Self-proofreading: learners proof-read their first draft by correcting the spelling and grammar; 2. Peer-proofreading: learners read each other's essay review and help to improve the writing from the aspects of logic and diction.
<p>6. Conclusion</p> <p>To re-familiarize learners with writing devices of the essay review</p>	<p>5</p>	<ol style="list-style-type: none"> 1. Learners' summary: encourage learners to summarize the structure of an essay review; 2. Teacher's summary: emphasize the significance of readers' critical thinking in the writing of essay review; 3. Assign homework: <ol style="list-style-type: none"> 1) Ask learners to submit the revised essay review to the website www.pigai.org as the records of their writing performance. 2) Learners finish one of the Online Quizzes of Lesson One in the database online; 3) Learners preview Lesson Two.
<p>After-class Activities</p>		
<p>Review and Homework</p> <p>To review the text and finish the homework</p>	<p>120</p>	<ol style="list-style-type: none"> 1. Submit the revised essay review to the website www.pigai.org; 2. Finish one of the Online Quizzes of Lesson One in the database online; Preview Lesson Two. 3. Preview Lesson Two.

4、单元教学评价（说明本单元的评价理念与评价方式）

评价理念：形成性评价方式贯穿整个单元教学始终，以便教师实时监控学生学习过程与成效，适时调整、及时改进教学内容与方法，以评促教，以评促学。

评价方式：主要采取课堂提问、课堂活动、课后作业、单元测验等方式。

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）

本教学设计方案按金课“**两性一度**”标准打造。教学过程体现“**高阶性、创新性和挑战度**”。教学设计注重以学生为中心、以成效为导向，将知识、能力、素质培养有机融合于课堂教学，培养学生应用英语语言解决问题的能力、思辨思维和跨文化意识。课程内容体现了前沿性和时代性；教学形式呈现先进性和互动性；教学过程具有探究性和创新性。课程具有一定难度，秉承“i + 1”语言教学原则，对教师备课和学生课前准备提出严格要求。教师在课堂教学中努力营造热烈的课堂教学氛围，合理运用现代化教学手段以提高教学实效。

课堂教学通过背景知识构建深度挖掘课文文化内涵；通过语篇分析锻炼学生理解文章逻辑结构及大意的能力；通过探究式教学帮助学生掌握核心语言点，利用精讲精练对所学知识加以巩固；通过文学修辞手法赏析、阅读写作技巧训练鼓励 Readers' Response 的阅读方式，提倡个性化文本解读，聚焦文本深层次、多角度赏析。

注：本表请以“学校名称”命名，保存为PDF格式，与参赛授课录像（以“学校名称”命名）同于5月22日24:00前上传至大赛官网 star.unipus.cn 的相应参赛组别。