

大学英语思辨教程 精读2
Unit 5 An Ounce of Cure

第五组

说课：段晓茜

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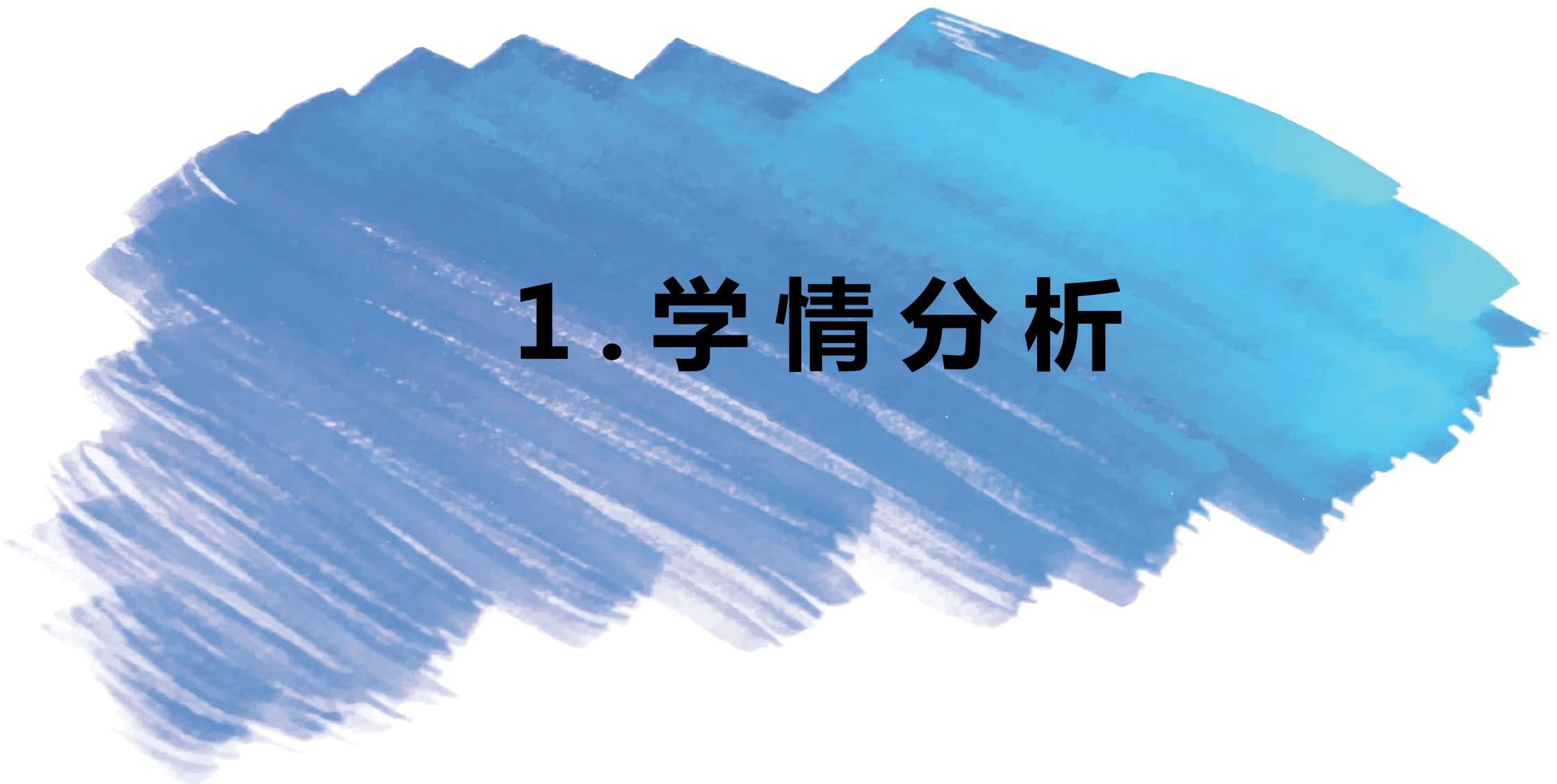
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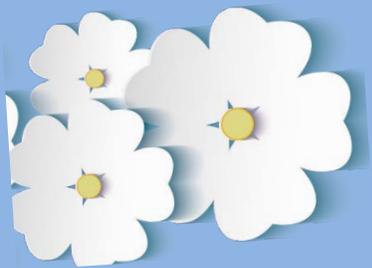
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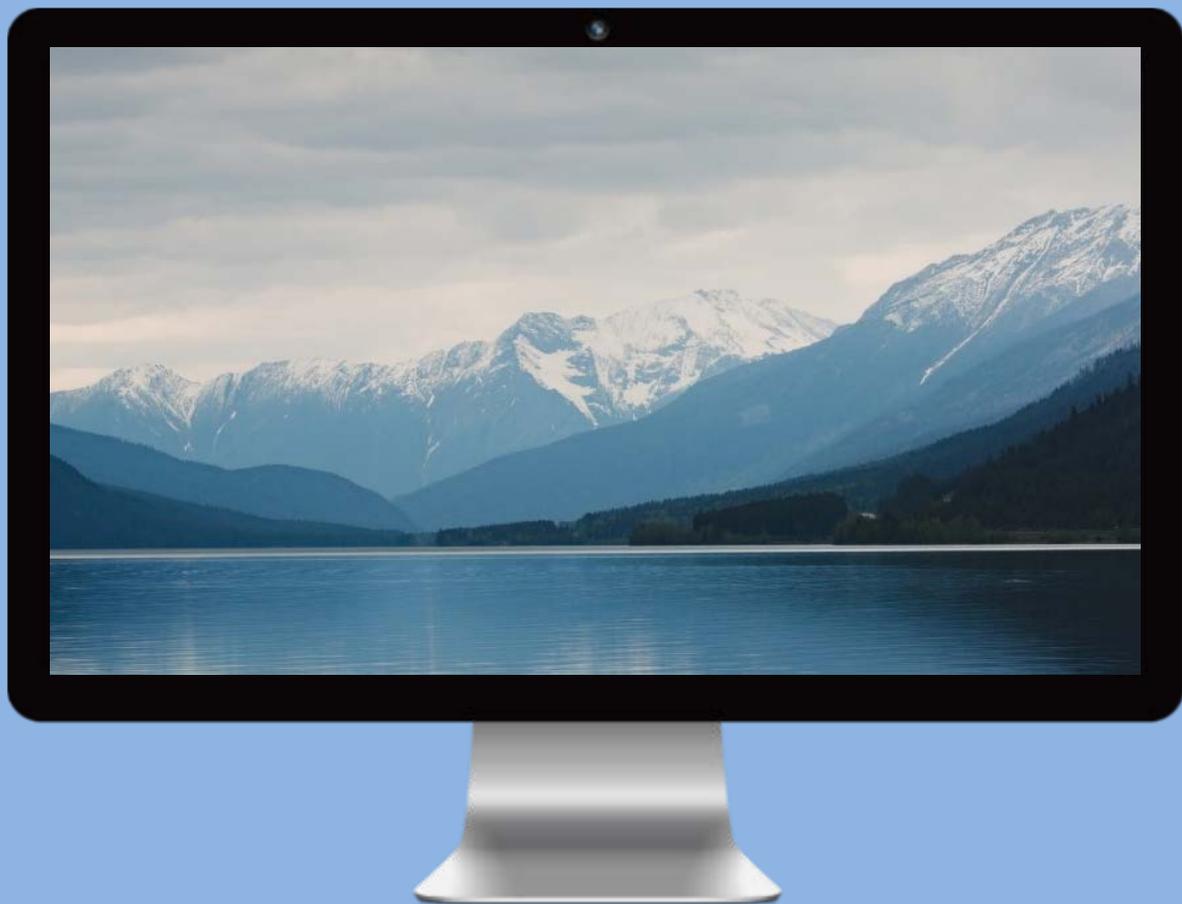
评价方式



1. 学情分析



学情分析

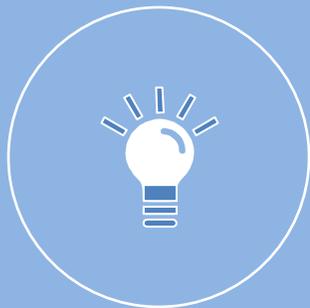
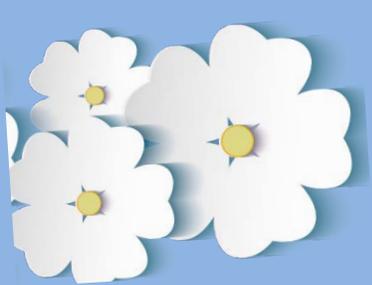


青岛科技大学外语学院

- 理工院校二本专业
- 省内70%+省外30%
- 成绩参差 综合素养一般
- 中式思维 思辨能力欠缺



2. 教学目标



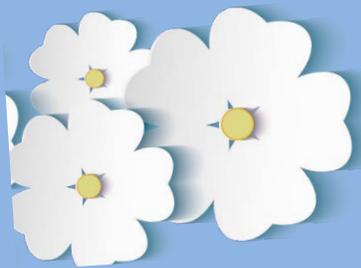
本次课的位置

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本次课的内容

lead-in



教学目标瞄准新国标对外语人才培养的要求

目标

1

知识

文体 作者 时代 语言

目标

2

能力

观察生活 人际沟通 思辨能力

目标

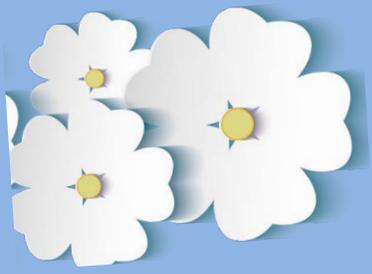
3

素质

人文关怀 文化素养 辩证思维



3. 教学内容与设计



Two Lines combined

- I. Top-down
- II. Output-Input-Output



I. Top-down 依据学情，由易入难，注重语篇

Topic : An Ounce of Cure

Questions: Is it about calculating or weighing?

Then what is talked about in the writing ?

Teamwork: Talk about who, what, when and where in the story

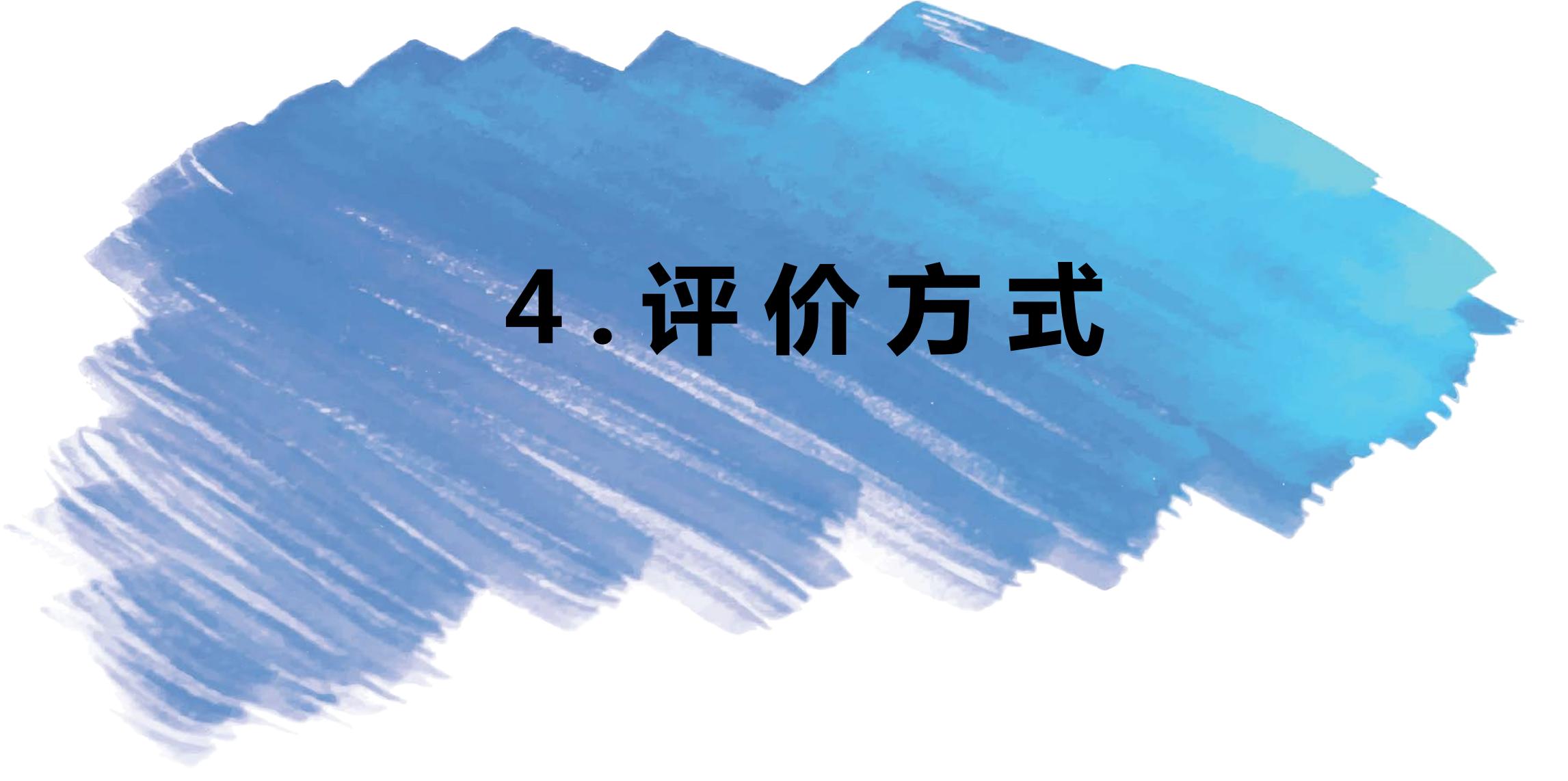
Pick out the key words and try to summarize the plot

(目标1-文体、时代背景、语言， ps.作者介绍由学生自主学习，课上介绍)

2.Output-Input-Output 层进式-注重输出-培养英语思维&思辨能力

- **Output-联系现实** : Experience of seeing a doctor? How was it?(**目标2-观察生活**)
- **Text-based Input-回归文本** : What is the problem between the doctors and patient in the story?(**details to support ideas, 目标1-语言&目标2-思辨能力**)
- **Finding-适时总结** : a medical failure and a communicative failure

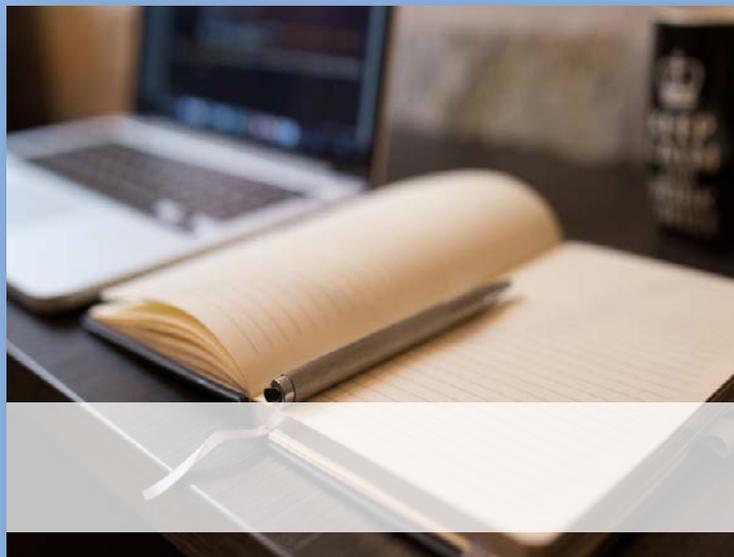
- **Out-put-思维发散**：**如何衡量一名好医生？** 懂得大量专业知识、大串医学术语还是药到病除，为病人解决实际问题？
（**目标2-思辨能力&目标3-人文关怀**）课文中，a pound of cure is meaningless vs. an ounce of cure works结合本单元主题Knowledge and Ignorance，医生有knowledge但ignore病人的实际需求，但病人是否也存在问题？医患之间应如何有效沟通？（**目标2-人际沟通&目标3-辩证思维**）
- **文化浸润**：An ounce of prevention is worth a pound of cure.
（**目标3-文化素养**）



4. 评价方式



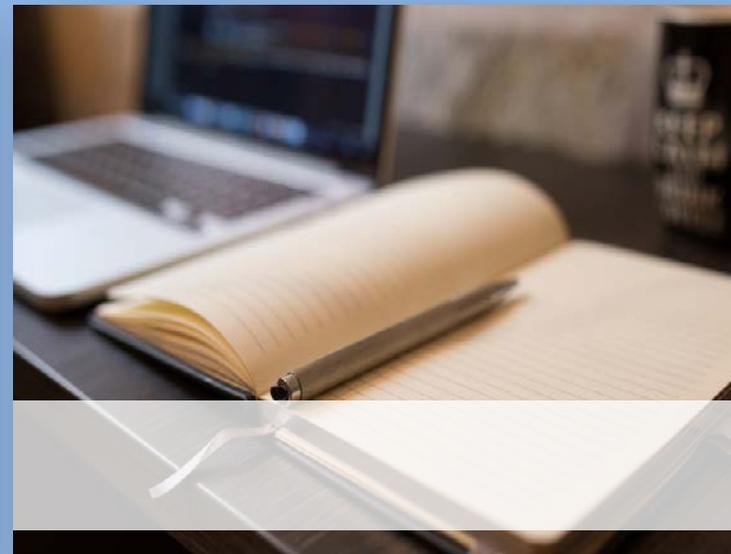
评价方式 - 形成性与过程性相结合



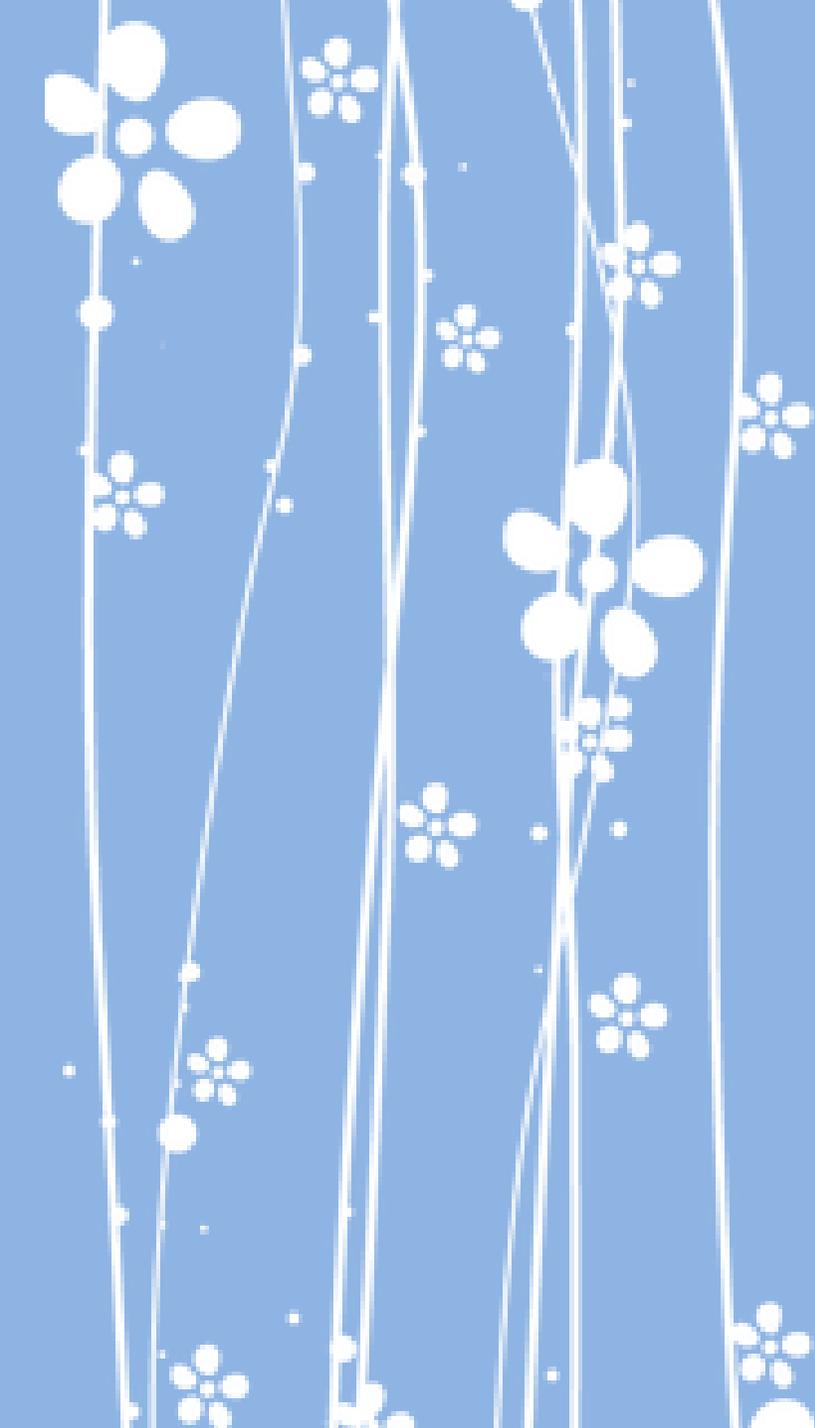
presentation



language quiz



role-playing



谢谢

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