

# 2017 年外研社“教学之星”大赛

## 智慧教学设计方案

1. 参赛信息	
参赛教师序号	1
2. 单元教学设计方案	
教学单元	《新一代大学英语 综合教程 2》Unit 6 Literacy and Technology
<p><b>学情分析：</b></p> <p>本单元的教学对象为 28 名理工类院校二类本科英语专业一年级第二学期的学生。这些学生高中时期多为理工科背景，英语基本功（语法、词汇量等）较为扎实，但思辨能力和英语的产出能力（包括写作和口语表达）不强。经过一年级第一学期的学习，对英语专业四年的学习计划有了整体的认识，也培养了对英语专业学习的兴趣。学生认识到学习英语、不仅仅是把英语当作一门工具去掌握，而是应当将英语作为一门人文学科来学习，甚至是一门人文艺术来欣赏。当然这个过程并不是一蹴而就的，需要从低年级到高年级的教学当中循序渐进的进行，更需要教师在充分了解学生的学情的情况下选择恰当的教材和教学资料，充分发挥引导作用，转变学生对英语专业学习的认知，提升学生的产出能力，从而使学生在在学习语言的同时提高其人文素养。乘着这一宏观的教学目标，《新一代大学英语 综合教程》两册书极其适用于这些理工科为背景的英语专业一年级学生两个学期的英语学习。其一，这一教材以培养学生的输出能力为主导，选材结合了当前大学生的思维特点和兴趣；其二，教材注重“全人教育”的教学理念，培养学生语言能力的同时，还有利于培养学生的人文素养。教材中的课文实用性强，并没有文学性很强的篇章，但不乏一些必要的修辞写作技巧，对巩固学生的基础知识，进一步提升输出技能，为英语专业高年级的学习奠定坚实的基础。</p> <p>本单元的主题为科技与传统学习方式的辩证关系，两篇课文的话题（1.传统写字的方式到智能记录方式的发展，2.电子设备阅读方式对人类认知的影响）都是和当代大学生的学习生活息息相关、并能引起他们思考的问题。通过对这两个话题的辩证思考，对课文的学习，学生可以在掌握语言技能的同时，深刻思索自己的学习方式。同时学习两位作者的写作技巧，充实自己的写作经验。</p> <p><b>单元教学计划及学时安排：</b></p> <ol style="list-style-type: none"><li>1. iPrepare: 15 minutes</li><li>2. iExplore 1: 75 minutes</li><li>3. iExplore 2: 60 minutes</li><li>4. iProduce: 30minutes</li></ol>	

### 教学目标:

通过本单元的学习, 学生应该能够:

1. 辨明、使用与读写相关的英语表达方式, 如 light quill, heavy brush, fountain pen, typewriter 等。
2. 复述 iexplore 1 中作者使用写作工具的改变。
3. 结合自身经历评估现代科技对人们读写方式的改变, 并就此展开辩论。
4. 分析两位作者的写作特点和修辞技巧, 巩固 comparison 的两种写作方法; 认识 loose sentence, periodic sentence 和修辞格 alliteration.
5. 应用本单元与读写相关的表达方式和学到的写作技巧就“电子书和纸质书”的主题写一篇 300 字左右的文章。

### 教学材料:

以本单元教学目标为依据, 所需的材料包括:

1. Scenarios; BBC 关于人类书写方式发展的视频。
2. iexplore 1 课文。
3. Viewing; iexplore 2 课文; 关于“计算机给人类生活方式带来的影响”视频材料 [http://www.tudou.com/programs/view/UJmmjIQIZ\\_s/?FR=LIAN](http://www.tudou.com/programs/view/UJmmjIQIZ_s/?FR=LIAN)
4. Comparative writing 的微课; 英语修辞学参考书中关于 types of sentences from the rhetoric point of view 以及 phonetic figure of speech—alliteration 的部分。
5. “What do e-books bring to us”这一文章做参观点评学生作文。

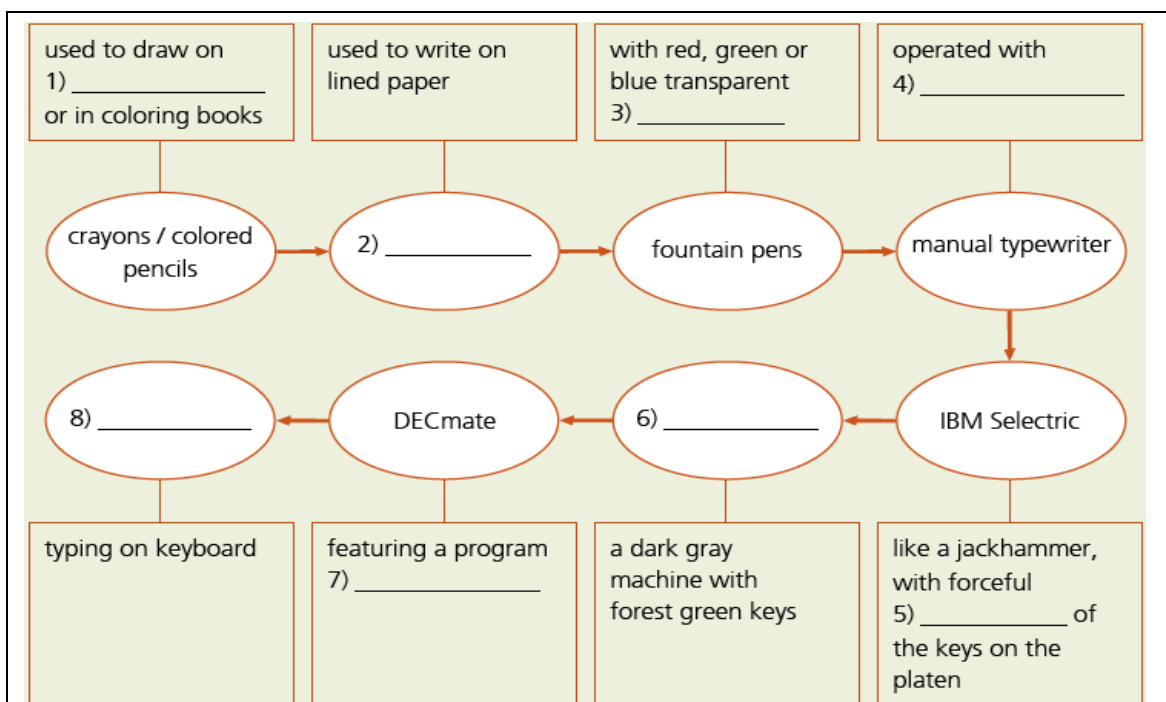
### 教学活动:

根据本单元的内容, 以驱动和产出为目的, 安排以下教学活动:

1. iPrepare 部分中, 为了引出本单元主题, 使学生思考现代科技给人类传统读写方式带来的冲击, 拟安排两名学生在黑板上听写几个常用但出错频率较高的汉语词和英语单词, 如“脍炙人口, 一筹莫展, 按部就班”等, 其他学生在座位上同时进行听写。
2. 根据 Scenarios 视频部分中提出的任务, 在学生掌握住各种写作工具的名称之后, 使他们进行分组练习: 假设自己导游, 在展览会上要向游客介绍人类写作工具的发展, 就此展开练习。本班 28 人共分为 4 组, 每组学生先进行组内讨论, 设计介绍词, 之后选择一个代表, 四个组的代表在小组讨论完毕之后分别在班上展示。展示结束后由学生进行投票, 选择出最佳表现的个人和小组。
3. 将学生分为两大组, 将教室的桌椅按照辩论赛的布局布置, 发动学生根据视频 [http://www.tudou.com/programs/view/UJmmjIQIZ\\_s/?FR=LIAN](http://www.tudou.com/programs/view/UJmmjIQIZ_s/?FR=LIAN) 中的内容展开辩论, 正方说明计算机给人类带来的便利, 反方说明计算机给人类的生活带来的负面影响。
4. iProduce 部分, 根据课本给出的题目“The impact of technology on traditional reading and writing”写出 250 字左右的文章。
5. 完成单元学习之后, 应用本单元与读写相关的表达方式和学到的写作技巧就“电子书和纸质书”的主题写一篇 300 字左右的文章。

### 教学评价:

1. 利用下列表格内容考察学生对读写相关的表达方式的掌握:  
Identifying and synthesizing information



2. 根据课文重点和难点部分，使学生回答下列问题：

**iExplore 1:**

**i. Read Paras. 1-6 and answer the questions.**

.Can you describe the evolutionary history of writing tools in human history?

*(The cave man scratched pictures with the sharpened-stone tool onto the walls of his cave dwelling:*

*Pictographs on clay tokens;*

*Marks on wax-coated tablets*

*...)*

**ii. Read Paras.7-8 and answer the following questions.**

.What is your view of the technological change in writing tools?

*(It is understandable that when a new invention comes out, some people welcome it and others reject it. But I think technological changes are unavoidable as long as human society is moving forward. )*

.Can you name the writing tools in different historical periods?

*(Stone, bird feather, fountain pen, ballpoint pen, typewriter, computer ...)*

**iii. Read Paras.9-12 and answer the questions.**

.What are the advantages of working with computers?

*More quality of production*

*Less time in the library*

*Less repetition in typing*

*Less work on note-taking*

.What are the advantages of working without computers?

*Not necessarily a less successful career*

*Better chosen words*

*New ideas on the way to the library or while typing*

*More carefully thought-out ideas*

**iv. Discuss the following questions:**

What does the author's experience of writing tools imply?		It implies the fast transition of the writing tools over a short period of time.
What does the example of the author's son indicate?		It indicates the new generation's exclusive use of computers.
What are people's response to the technological changes in the writing tools?		People's response are both of utopian celebration and dystopian jeremiads.
What does the author's personal experience in writing tools reveal?		It reveals that new technology does make a change, but changes are not necessarily better for work.

**iExplore 2:**

**i. Read Paras.1-3 and answer the following questions.**

Why does the author say Socrates was wrong?

*Literacy isn't a catastrophe for knowledge, but a huge boon. It allows us to gain an understanding of the works of lifetime in short order, preparing the way for research into topics we might otherwise never reach. It also creates a record of our thinking which we can trace and examine.*

**ii. Read Paras.4-8 and answer the following questions.**

What are the causes of people's fears?

*The sensation of fears comes from the change of traditional life style and the decline of the things which hold people together.*

What does the rise of mass transit imply?

*The rise of mass transit meant that we no longer live our entire lives within a short distance from where we were born.*

What can be the advantage of digital meeting?

*It helps people to consider content rather than eloquence, import rather than source.*

*Read paras.9-13 and answer the following questions.*

What is the most important thing to understand about digital technology?

*It is a tool rather than an identity.*

What are the differences between traditional reading and digital reading?

*In traditional reading, we adopt a position from someone else, while digital reading provides a decentralization of narrative authority.*

What is the author's view toward the changes in reading brought by the digital age?

*Change in reading is merely a reflection of the environmental change in general. It is a must, but we need to make sound choice in face of those changes.*

3. 完成活动 3、4 的文章之后，采取下列方式进行写作评估和反馈：

**Step 1: Peer – editing the essay**

.Each group reads your peers' essays and give your feedback in terms of content, language and structure.

.Offer suggestions as to how to improve on the essays.

**Step 2: Revising the essay**

.Finish the essay before coming to the next session for evaluation and group work.

**Step 3: Evaluating the essay**

.Now you can evaluate your peers' essays in terms of content / language / structure.

.Remember to point out the strength and weakness of your peers' writings.

**Evaluating the essay**

.Work in groups of 4;

.Each group will be given 5 anonymous essays written by another group;

.Group members read each essay individually;

.Group members work together to grade the essay and select the best essay for presentation.

**Presentation**

.The authors read the best essays to class one after another;

.After every presentation, the responsible evaluating group explains why they think this is the best essay in their group, and explains what they can learn from this essay;

.The class score the presented essays;

.The score of each essay will be the final score of the corresponding group.

**Checklist for evaluation (100')**

**Content: (40')**

The view is stated clearly. (10')

There are evidence or examples to support the claim. (10')

The evidence or examples are persuasive. (10')

The ideas flow fluently and logically. (10')

**Structure: (40')**

The thesis states the view on the impact. (10')

There is a topic sentence for each paragraph. (10')

There are transitional signals. (10')

The concluding paragraph summarizes the main idea. (10')

**Language: (20')**

There is no misspelling or punctuation mistake. (10')

There are no grammar mistakes. (10')

### 3.课堂教学展示环节教学设计方案

本环节将要展示修辞格头韵 Alliteration 的用法，在整个单元的教学中，处于在完成了课文的语言知识点的学习之后，使学生关注、总结作者的写作特点的环节。iExplore1 的题目 *From Cursive to Cursor* 正是用到了头韵这一修辞格。

#### 教学目标:

通过本知识点的学习，使学生能够:

1. 辨认 Alliteration 头韵的修辞格，了解其概念。
2. 认识头韵的应用范围。
3. 将头韵运用在写作和翻译中。

#### 教学内容与教学流程:

一、引入 alliteration 的概念，并举出题目中包含有 alliteration 的例子

Jane Austin:

-- Pride and Prejudice

--Sense and Sensibility

Robert Burns:

My Love is Like a Red Red Rose

二、分析头韵的定义、用法和语言效果

**Definition:** Alliteration: the use of the same letter or sound at beginning of words that are close together.

#### Uses

1. Literary Works (Poetry, Prose, Tongue Twister)
2. Proverbs
3. News Reports
4. Advertisements

#### 1. Literary Works (Poetry, Prose, Tongue Twister)

##### In Poetry:

eg. The fair breeze blew, the white foam flew.

The furrow followed free;

We were the first that ever burst

Into that silent sea.

和风吹荡，水花飞溅，

船儿波浪前进，

闯入那沉寂的海洋领域，

我们是第一群人。

(S.T. Coleridge)

##### In Prose

--Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden.

(John F. Kennedy)

结合 iExpore1 中的课文标题 From Cursive to Cursor 分析作为标题用到头韵所产生的语言效果。

### **Tongue Twister:**

Peter Piper picked a peck of pickled pepper. A peck of pickled pepper Peter Piper picked.  
If Peter Piper picked a peck of pickled pepper, where's the peck of pickled pepper Peter Piper picked?

## **2. Proverbs**

Live and learn.

活到老，学到老。

2. Time and tide waits for no man.

岁月不待人。

3. Many men, many minds.

十个人，十条心。

4. Stuff today, starve tomorrow.

今天大吃大喝，明天忍饥挨饿。

## **2. News Reports**

Starlight on Skyline, Galaxy of Glamour

### **Advertisements**

Sea, sun, sand, seclusion-- and Spain!

海滨，阳光，沙滩，幽静——更有西班牙风情！

通过《爱丽丝梦游仙境》电影片段测试学生辨识头韵的能力：

Alice: I've been shrunk, stretched, scratched and stuffed into a teapot.

### **Effects**

- Add rhyme in the text in concern.
- Achieve musical effects.
- Leave the readers or audience deep impression.

三、将头韵这种修辞格运用到实际的写作和翻译当中

## **Alliteration in Composition and Translation**

### **I. Alliteration in composition**

利用红楼梦中的人物使学生试着用头韵的技巧描述出下列几个人物性格特点：

宝玉：sincere and sympathetic

黛玉：sensitive and sentimental

宝钗：social and sophisticated

## ii. Alliteration in translation

外语教育的五个目标是：运用外语交际，体现多元文化，贯连其他学科，比较语言文化特征，应用于国内多元社区。

Five goal areas in foreign language education: Communication, Culture, Connections, Comparisons and Communities.

练习：

广东人什么都拿来吃，天上飞的，水里游的，陆地上跑的。（四川人叫“陆空”）  
Cantonese put anything with feathers, fins and feet (fins, furs and feathers) on their dining table.

通过马克吐温小说中的一句话让学生思考语篇中头韵的处理方法：

It was a splendid population—for all the slow,  
sleepy, sluggish-brained sloths stayed at home.

译文一：这是一批卓越能干的人民——因为那些行动迟缓、头脑迟钝、睡眠惺忪、呆如树懒的人留在了家乡。

译文二：（出来的）这帮人个个出类拔萃——因为凡是呆板、呆滞、呆头呆脑的呆子都呆在了家里的。

## 四、布置课后思考的问题

1. 结合上一个例子思考语篇中头韵的处理方法，可以结合汉语中的双声、叠词两种修辞格。
2. 将给出的新闻运用头韵的技巧拟出标题。

## 教学评估

### 一、即时评估：

1. 在电影《爱丽丝梦游仙境》中找出头韵

Alice: I've been shrunk, stretched, scratched and stuffed into a teapot.

2. 在课堂教学中，给出用头韵进行人物性格描写和翻译的任务。

### 二、延时评估：

1. Think of the translation strategies for contexts with alliteration (compare alliteration with “双声” and “叠词” in Chinese).
2. Entitle the piece of news by using alliteration.