

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	24
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 7 Law and Morality
<p>(说明: 本部分为本单元的整体教学方案, 内容包含但不限于学情分析、单元教学计划及学时安排、教学目标设定、教学材料选取、教学活动设计、教学评价实施等)</p> <p>一、学情分析</p> <p>1. 教学对象: 大学英语本科二年级学生</p> <p>2. 认知水平: 有良好的听说读写英语基本功, 具备一定的文本阅读和分析水平, 但语言组织、写作能力和思辨能力有待提升</p> <p>3. 能力基础: 学生已完成《新一代大学英语 综合教程 1》的学习, 基本接近大学英语 6 级水平</p> <p>4. 对本课所讲内容的已知情况分析: 1) 学生在课前已经完成该单元的预习; 2) 本单元主要探讨与“协助自杀”相关的极具争议的法律与道德话题。该话题对于学生来说较为抽象和陌生, 但是课文以故事开头, 容易激发学生兴趣; 3) 生与死的话题有思想深度, 容易促进学生辩证思考两种决然对立的观点。</p> <p>5. 学习本课可能遇到的困难和问题:</p> <ul style="list-style-type: none">● 语言运用方面: 该话题具有认知挑战性, 学生在描述“协助自杀”事件时会遇到语言、内容和结构方面的困难;● 思辨能力方面: 学生在充分理解文章并掌握表达观点的技巧的基础上, 学会辩证看待“协助自杀”合法化问题并形成自己的独特见解有一定难点难度;● 学生互评方面: 学生能独立完成个体任务前提下, 用“事实-观点法”对同伴进行评价时, 对于评价侧重点和评价客观度的把控存在一定难度; <p>二、学时安排: 6 课时</p> <p>三、教学目标</p> <p>1. 语言知识目标 (Language Knowledge Goals):</p> <ul style="list-style-type: none">➢ 学生学会描述“协助自杀”事件及其影响的相关词汇和表达方式;➢ 学生学会清晰、清晰地表达个人观点;➢ 学生能充分了解和认识有关协助自杀的法律和道德层面的背景知识; <p>2. 语言技能目标 (Language Skill Goals):</p> <ul style="list-style-type: none">➢ 学生学会区分用来支持论据的事实和观点 (using facts and opinions as reasons in supporting an argument), 并学会如何写事实-观点类 (fact-opinion) 议论文; <p>3. 情感态度目标 (Emotion and Attitude Goals):</p>	

- 通过 iproduce 项目产出任务，学生能够对协助自杀行为是否应该合法化进行深度思考，锻炼批判性思维（critical thinking）；

4. 学习策略目标（Learning Strategy Goals）：

- 学生学会利用语境、翻译、构词法、猜词和以词块为记忆单位叙述故事（story-telling）；

四、教学重点及难点

教学重点：

1. 描述故事及其带来的影响；
2. 解释说明安乐死是否应该合法化的理由；
3. 讨论中国是否应该将安乐死合法化；

教学难点：

1. 生动描述“协助自杀”事件及其带来的影响；
2. 清晰有效地表达个人观点；
3. 辩证思考生与死相关的法律和道德问题；

五、教学材料、活动设计、评价实施

教学目标	拟用教学材料	拟用原因
1. 如何描述“协助自杀”事件及其带来的影响（telling a story of assisted suicide and its impact）	<p>1.（补充资源） CBS NRES--</p> <p>A look back: The Terri Schiavo case 链接如下： https://www.cbsnews.com/pictures/look-back-in-history-terri-schiavo-death/</p> <p>Task: 要求学生课前在线阅读 20 世纪震惊全球的美国大案：界定生命的人---特利·夏沃案，分小组讨论：</p> <ul style="list-style-type: none"> ● Why did Terri Schiavo' husband and parents have different opinions to her decision? ● What is the impact of Terri Schiavo case on legislation of assisted suicide in US? 	<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"> 1) 选取与单元主题关联性极强的美国案件实例，通过情景引入、背景铺垫和语言产出交际性程度较高的任务充分调动学生的学习兴趣 and 参与热情； 2) 引导学生认知现象 (Phenomena)、进行浅表分析 (Internal & External Reasons)、最后进行深入细致的讨论 (Insights into the Issue)； 3) 学生在完成输出任务时容易发现自身在语言表达、背景知识等方面的不足，驱动 (motivating) 他们的学习欲望，引导其进行针对性学习；

	<p>2. (直接选用) 教材: iExplore 1, Viewing,有关 “The Suicide Tourist” 的视频 (P139)</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"> 1) 通过提出富有启发性和思考性的问题, 引导学生进入本单元话题, 激发学生学习兴趣; 2) 鼓励学生思考生动描述死亡故事在引发读者深思中起到的作用;
	<p>3. (直接选用) 教材: iExplore 1, Reading: The future of the Right-to-Die Movement (P141)</p> <p>练习题目 Preparing for the structure (148)</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"> 1) 通过课文和练习题目帮助学生提供产出所需的语篇结构; 2) 帮助学生深入理解故事开头所达到的吸引读者的功能; 3) 拓展学生有关“协助自杀”话题的背景知识, 提供语篇产出所需的知识点;
	<p>4. (增加自编题目) 练习题目如下: Group work: vocabulary acquisition.</p> <p>Step 1: The class is divided into two groups. One is responsible for finding out all the words and expressions from the text to describe assisted suicide and its legislation. The other is asked to find out the ones to describe the impact of the case (Proponents' responses & Opponents' responses)</p> <p>Step 2: All Students finish the exercises of “Identifying and synthesizing information” (P144) and respectively finish exercises of “Building your language”(P146) and exchange their answers with each other.</p> <p>Step 3: Five steps of vocabulary acquisition: Teacher demonstrates how to acquire vocabulary by means of context, translation, formation, guess the meaning of new words and using the chunk of words to retell the</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"> 1) 帮助学生提供语篇产出 (叙述“协助自杀”故事及其影响) 的相关词汇和表达方式; 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) 通过阅读、练习、合作、模仿等教学手段强化学生对该技能的掌握;

	<p>story.</p> <p>Step 4: The class is divided into two groups. Each group is expected to imitate the demo to learn the words/expressions in Building your language.</p>	
	<p>5. (改编选用) 教材 iExplore 2, Reading Para.1 (P151) 此部分为产出导向型教学 (POA) 中的“促成” (enabling) 部分的产出项目的子任务①, 任务如下:</p> <p>Task:</p> <ul style="list-style-type: none"> ● Based on the clue words, predict the plot of the story of Matthew Donnelly, a similar case that reignited the debate over legislation on assisted suicide; ● Read the story, and retell it on the topic “Matthew Case and its Impact” ● Video-recordings on the website; ● Peer evaluation & Teacher assessment in terms of structure, language and contents 	<p>该练习题可以从以下几个方面实现教学目标:</p> <ol style="list-style-type: none"> 1) 词汇综合记忆任务 (学生通过提示词预测故事情节, 并根据所读故事, 利用关键词汇、短语复述故事) 旨在用课文故事巩固知识点、增进学生参与度、发挥其想象力、培养语言组织能力; 2) 小组互评和教师反馈 (Assessing) 帮助学生提高客观评价他人优缺点的能力并从多维度检验教学效果;
<p>2. 如何在口语和写作中清晰地表达个人观点</p>	<p>1. (线上补充资源+自编练习)</p> <ol style="list-style-type: none"> 1) Class poll: Do you support legalizing assisted suicide? 2) TED Talk: Why I am an HIV/AIDS activist 链接如下: https://www.ted.com/playlists/208/10_ideas_for_ending_hiv_aids <p>Task:</p> <p>Watch the video and discuss the following questions:</p> <ul style="list-style-type: none"> ● What do doctors and nurses do to this dying African girl who is born with HIV virus and who looks like a living skeleton and who seems to have no future at all? ● What if they just let her go as what the opponents of assisted suicide advocate? 	<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"> 1) 班级投票活动引导学生关注安乐死合法化问题; 2) 使用具有启发性和探索性的问题, 驱动 (Motivating) 学生辩证思考安乐死合法化正反对立观点的合理性; 3) 小组讨论能锻炼学生的团队协作能力, 又培养了学生从不同视角看待同一问题的能力;

	<p>2. (直接选用) 教材 iExplore 2, Reading Assisted suicide: A right or a wrong? (P151)</p>	<p>选用本题原因为:</p> <ol style="list-style-type: none"> 1) 帮助学生学会区分事实和观点 (facts and opinions) ; 2) 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关于协助自杀行为合法化正反两个对立观点的思考;
	<p>3. (直接选用) 教材练习题 P154</p> <p>Identifying and synthesizing information Building your language 两部分内容</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"> 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, 挖掘言语的多侧面内涵; 2) 引导学生对课文进行深度阅读和探索性思考, 为产出任务积累支持/反对安乐死的支撑素材与语言表达;
	<p>4. (补充资源) Further reading and research “Death and Dignity: A Case of Individualized Decision Making”</p> <p>链接如下: http://libra.msra.cn/Publication/29881555/death-and-dignity-a-case-of-individualized-decision-making</p> <p>Task: Read the article online and make a research about:</p> <ul style="list-style-type: none"> ● Categories of life and death; ● Controversy about assisted suicide; 	<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"> 1) 开拓学生视野, 帮助学生深度思考; 2) 在线资源紧扣课文主题, 为学生补充背景知识, 为下一部分的产出项目积累素材; 3) 培养学生的自主学习能力;
	<p>5. (直接选用) 教材 Sharing your ideals (P159) 此部分为产出导向型教学(POA)中的“促成”(enabling)部分的产出项目的子任务②, 具体内容为:</p>	<p>增加自编题目原因为:</p> <ol style="list-style-type: none"> 1) 该产出项目注重思维训练, 能通过批判性问题启迪学生思考, 提升学生参与语言学习活动的动机强度, 从而促

	<p>Writing an essay: Should China legalize assisted suicide? (Using facts and opinions)</p>	<p>进学生社会文化能力和语言能力的融合； 2) 教师进行评价 (Assessing)，并考察项目产出中学生对本单元词库的使用情况；</p>
<p>3. 辩证思考生与死相关的法律和道德问题</p>	<p>1. (补充选用) 线上资源: 电影: <i>You don't know Jack</i> 链接如下: http://www.verycd.com/entries/508402</p> <p>Task:</p> <p>1) Before-class: Watch the movie about the life and work of physician-assisted suicide advocate Jack Kevorkian and discuss why Jack Kevorkian took pains to terminate the patients' life. <i>Can the end justify the means?</i></p> <p>2) In-class: Debate---Do we have the right to die?</p> <p>3) Instant Assessment</p>	<p>本段材料可以从以下几个方面实现教学目标:</p> <p>1) 选取与课文主题关联性较强的电影, 激发学生从人权、法律和道德角度思考生与死的问题;</p> <p>2) 辩论形式考察学生的语言能力、反应能力、合作能力和思辨能力;</p>
	<p>2. (补充资源+自编练习) 哈佛大学网络公开课</p> <p>链接如下: www.justiceharvard.org</p> <p>Tasks:</p> <ul style="list-style-type: none"> ● Watch Episode 1: The Morality of Murder and Episode 6: Motives and Morality in the Harvard course 'Justice' by Professor Michael Sandel; ● Post your understanding of "What's the Right Thing to Do?" on the teacher's WeChat English learning platform's column "Assisted suicide: A Right or A Wrong?". 	<p>本段材料可以从以下几个方面实现教学目标:</p> <p>1) 提供相应线上学习资源, 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>2) 寓人文教育于语言产出任务之中, 让学生领悟 "right" 和 "wrong" 的真正内涵, 并作出有正确价值观的判断;</p> <p>3) 明确了课外自主学习的检测手段, 教师的延时反馈 (Delayed assessment)能有效检验教学成果。</p>

3.课堂教学展示环节教学设计方案

(说明:

- 1、本部分为**现场比赛 10 分钟教学展示环节**的教学设计阐述;
- 2、说明教学展示环节所选择的**教学节点** (说明十分钟现场教学选取的教学点在本单元教学流程中所处的阶段), 列出该环节**教学目标**;
- 3、阐述本环节的**教学内容与教学流程**;
- 4、针对本环节教学目标所采取的**教学评估形式**等。

Ten-minute Teaching Plan for

Unit 7 Law and Morality

Text B Assisted suicide: *A right or a wrong?*

Teaching Focus: Reasoning with Facts and Opinions in English Argumentation

- Using verifiable and objective facts to make a persuasive argument.
- Using emotionally appealing adjectives to state an opinion to make an empathetic argument.

Role of the teaching section in Unit 7:

A successful argumentative writing should not only be convincing, but also empathy-evoking. This teaching section aims to help students identify two significant ingredients of an argument that underlie our linguistic output: facts and opinions, and apply them in language practice. Reasoning with facts and opinions as supporting evidence which is mutually complementary and indivisible is conducive to making a successful argument with **persuasiveness and empathy**. Hence, this teaching section serves as a scaffolding to help students produce supporting evidences for the subsequent “iProduce” project and write an argumentative essay.

Teaching Objectives:

1. To identify facts and opinions
2. To apply skills in achieving a successful argument
3. To think critically about assisted suicide

Teaching Procedures:

1. Motivating: Story-telling
2. Skill acquisition
3. Productive task
4. Teaching assessment
5. Assignment

Teaching contents:

1. Motivating: Story-telling

1.1 Visualizing:

- 1) Present three words “death, suicide, killing” on the blackboard and ask students to visualize them and predict the topic today.
- 2) Make a slight change to these words by adding three adjectives: “pleasant death, assisted suicide, mercy killing” and ask students to predict the topic again.
- 3) Introduce Text B: Assisted suicide: *A right or a wrong?*

Purpose:

- Visualizing key words to help students seize the topic quickly;
- Moving to the next step (story-telling) naturally;

1.2 Story Telling:

- 1) Display a video clip performed by students about Mathew Donnelly’s story, which is a typical case of assisted suicide.
- 2) Group discussion: What’s the end of the story?
Divide the class into two groups and discuss the following questions:
 - *Would you assist Mathew to commit suicide if you were his wife?*
 - *Would you assist Mathew to commit suicide if you were his doctor?*
- 3) Q&A: Do you think your arguments are cogent enough?
- 4) Introduce today’s teaching focus and productive task: Reasoning with Facts and Opinions in English Argumentation

Purpose:

- Motivating students’ discussion by showing the scenarios in a vivid and interesting way;
- Helping students identify gaps through their initial attempts at making an argument;
- Setting learning objectives;

2. Skill acquisition

2.1 Features and functions of facts and opinions

- 1) Display a video clip: Boston Legal
- 2) Match the supporting evidence of the plaintiff’s lawyer and the defendant’s lawyer.

Should the physician who assisted the suicide be trialed for murder?

	Supporting evidence
The plaintiff’s lawyer (原告律师)	<p>A. The defendant lethally injected five people, causing their death.</p> <p>B. The patients faced an inevitable, imminent and excruciating death.</p> <p>C. Causing the death of others intentionally is murder according to the law.</p> <p>D. In a setting that was punishing, cruel and unusual, her actions were humane.</p>
The defendant’s lawyer (被告律师)	

3) Identifying and synthesizing information:

❖ Supporting evidence of the plaintiff's lawyer:

- The defendant lethally injected five people, causing their death.
- Intentionally causing the death of others is murder according to the **law**.

Identifying & synthesizing information:

The above two statements are verifiable, objective and not debatable, hence they are facts which make the argument convincing and forceful.

❖ Supporting evidence of the defendant's lawyer:

- The patients faced an **inevitable, imminent** and **excruciating** death.
- In a setting that was **punishing, cruel** and **unusual**, her actions were **humane**.

Identifying & synthesizing information:

The above two statements use abundant emotionally appealing adjectives to state an opinion by evaluating or making a judgement, which arouse the audience's empathy.

4) Summary:

- Using verifiable and objective facts to make a persuasive argument.
 - Using emotionally appealing adjectives to state an opinion to make an empathetic argument.
- 5) Q&A: Now that verifiable and objective **facts and opinions** with emotionally appealing adjectives can be well utilized in **opposing views**, could it be possible to apply them at the same time to support one argument?

Purpose:

- Using topic-related movie clip and follow-up exercises to help students identify the features and functions of facts and opinions in making a successful argument;
- Students' critical thinking is expected to be developed through Q & A.

2.2 Text Analysis

1) Scanning and skimming exercise: students are expected to find out the major arguments as well as supporting evidence of proponents of assisted suicide. (Para3-4, P152)

2) Major arguments of proponents of assisted suicide:

Argument 1: The right of free choice

Argument 2: The duty to relieve others' suffering

3) Facts or opinions? Functions?

❖ **Argument 1: The right of free choice**

- **Q&A:** Is there any supporting evidence for this argument? Are they facts or opinions?
- (Para3): The right of free choice includes the right to end one's life when we choose. But there are many who want to die, but **whose disease, handicap or condition renders them unable to end their lives in a dignified manner**. When such people ask for assistance in exercising their right to die, their wishes should be respected.
- Analysis: Verifiable and objective facts, namely, **three concrete examples** are used to show those who cannot end their lives in a dignified manner.

❖ **Argument 2: The duty to relieve others' suffering.**

- **Q&A:** Is there any supporting evidence for this argument? Are they facts or opinions?
- (Para4) Patients afflicted with excruciatingly **painful and terminal** diseases are unable to function in any dignified manner, thus it is **cruel and inhumane** to refuse their pleas.
- **Analysis:** There are a couple of emotionally appealing adjectives such as “painful and terminal” to evaluate the conditions of patients as well as “cruel and inhumane” to make a judgement about the action to refuse their pleas.

Purpose:

- Getting closer to the issue of assisted suicide;
- Applying both facts and opinions in supporting an argument;

3. Productive task

Topic: Assisted suicide should not be legalized.

- Students are required to use facts and opinions to support their arguments in a persuasive and empathetic way.
- Some key words and phrases are offered by the teacher.

Purpose:

- Developing students' ideas and critical thinking by pondering the other side of the controversial issue.
- The teacher reduces the role of scaffolding to cultivate students' independent learning.

4. Teaching assessment

Guided peer evaluation & Teacher's instant assessment:

- Whether facts and opinions are included in the argument;
- Whether persuasiveness and empathy are achieved;

Summary

Assisted Suicide: A right or a wrong?

Many people claim that there is a right and there is a wrong. But maybe there is no absolute balance that can be measured by humanity. We have to choose which values are most important and to cast our vote.

5. Homework assignment

Watching and writing:

- Watch **Harvard online course** ‘Justice’ by Professor Michael Sandel (www.justiceharvard.org):
Episode 1: The Morality of Murder
Episode 6: Motives and Morality
- Write an argumentative essay on "Should the assisted suicide be legalized?" with the

online sources for reference and post it on the teacher's WeChat English learning platform's column "Assisted suicide: A Right or A Wrong?".

- Students are supposed to upload their writings for peer evaluation. They are divided into groups of five persons and share their works and vote for the best one, which will be evaluated in class.

Delayed assessment:

1) Checklist for students' peer review:

CHECKLIST
<i>If he uses facts:</i>
Defining:
1. Is this known for certain to be true?
2. Can this be verified?
3. Are they debatable?
Function:
1. Are the facts startling and logical?
2. Has the source been mentioned?
3. Is the source authoritative?
4. Are the facts relevant to the argument?
<i>If he uses opinions:</i>
1. Does he evaluate something or make a judgement?
2. Does he use emotionally appealing adjectives to state an opinion?
3. Are these words empathy-evoking?
4. Are the opinions relevant to the argument?
5. How well do opinions strengthen the argument?
6. Are opinions overused?

2) Teacher's evaluation & feedback

- Online specific feedback for each student
- Next class: The best essay selected by drawing lots will be assessed by both students and the teacher.
- The teacher offers prepared advice (PPT) for an overall evaluation and contemporaneous ideas (blackboard).

Purpose:

- The input materials, productive activities and participatory structures are conducive to developing students' moral and ethical qualities as well as international vision.
- Both instant and delayed assessment help improve students' language proficiency and skills application.
- Students' performance of the post-class task motivates the teacher's reflection in adjusting teaching materials and teaching focus.

注：请于 2017 年 11 月 20 日前将本表填写完整并转为 PDF 格式，以“参赛教师序号+学校+姓名”命名，发至 sunliyuan@fltrp.com。

*本参赛序号仅为方便教案打分环节操作，现场比赛顺序将由赛前抽签决定。

参赛序号	姓名	学校
1	常霜林	华北水利水电大学
2	程 欣	南京大学
3	郭 曼	中山大学
4	韩秋实	滨州医学院
5	郝 玲	大连东软信息学院
6	胡贞贞	成都纺织高等专科学校
7	李 超	江苏大学
8	李 佳	重庆第二师范学院
9	李 旭	河北师范大学
10	刘乐吟	赤峰学院
11	刘文俊	江西应用科技学院
12	孟 婧	青岛科技大学
13	庞 博	杭州电子科技大学
14	任 静	山西职业技术学院
15	苏小青	西北工业大学
16	孙 洋	烟台大学
17	王列汇	上海外国语大学贤达经济人文学院
18	吴 畅	湖北师范大学
19	吴于勤	中南财经政法大学
20	夏 哲	南京师范大学
21	杨爱研	营口理工学院
22	张 羽	贵州师范学院
23	赵丛丛	海军航空工程学院
24	曾 婷	长沙师范学院
25	曾 艳	常州轻工职业技术学院