

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	大学英语听说课程
课程类别	<input checked="" type="checkbox"/> 大学英语基础课程 <input type="checkbox"/> 大学英语后续课程 <input 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	非英语专业大二学生
教学时长	4 课时
教材名称	新视野大学英语听说教程
参赛单元	第 3 册 第 5 单元 (*单本教材仅填写单元信息)

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）

是一所以**教师教育为特色**的省属本科院校，生源遍及陕西、山东、河南、山西、安徽等近 30 个省份。目前，我校正朝着加快建设特色鲜明的高水平应用型大学的目标迈进。我**校生源年龄相仿、学习经历相似，具备一定听说读写的能力**。多数学生可以理解日常生活中的简单语言材料，获取基本的事实性信息，把握主要内容；能够就熟悉的话题或身边的事物用简单的语言进行交流，陈述信息，叙述事件，描述情况，表达基本的交际意图，实现基本的交际目的。与此同时，我**校生源也呈现出词汇量有限、句法掌握不全、语法知识不能熟练运用、英语思维尚未建立、高阶思维力不足等学习特点**。

课程定位：《大学英语听说课程》是我校非英语专业本科学生必修的一门公共基础课程，也是高等学校人文教育的重要组成部分。该课程以《大学英语教学指南》为指挥，以学校的发展战略为指导，以教师教育为特色，突出大学英语学科特点；激励学生掌握英语这一交流工具，并将其运用于学习、了解先进的科学技术或专业信息；了解国外的社会与文化，从而增进对不同文化的理解，加深对中外文化差异的认识；该课程着力于培养学生的科学文化素养、英语综合应用能力以及国际视野的拓展，努力提升学生的综合竞争力，培养其跨文化交际意识与能力，发展其思辨力；帮助学生树立正确的价值观，坚定其文化自信，为学生未来学业深造和发展提供后劲；为培养基础扎实、具有社会责任感、具备创新精神和实践能力的高素质应用型、复合型人才总目标服务。

2、教学目标（介绍课程时长、总体目标以及预期达到的成效）

课程时长：

大学英语听说课程针对我校非英语专业本科生共开设四个学期，周学时为2，总学时为96。

总体目标：

根据《大学英语教学指南》的要求，《大学英语听说课程》的总体目标为培养具有扎实的英语综合应用能力，深厚的人文素养，正确的价值观与文化自信，卓越的学习、思辨、创新、合作能力和社会责任感的高素质应用型、复合型人才。

预期达到的成效：

根据《大学英语教学指南》的要求以及《大学英语听说课程》的总体目标，使得我校培养的学生：

1) 具备熟练的英语听说能力，能理解不同场合中一般性话题的语言材料，把握主旨，抓住重点，明晰事实、观点与细节，领悟他人的意图和态度；能在较为熟悉的场合就学习、工作等话题进行交流、讨论、协商，表明观点和态度；能就一般性话题进行较有效的描述、说明或阐述，表达准确、连贯、得体。

2) 具备良好的思考辨析能力与跨文化交际能力。学生能辨析语言和文化中的各种现象；分类、

概括信息，建构新概念；分析、推断信息的逻辑关系；正确评判各种思想观点，理性表达自己的观点，具备用英语进行多元思维的能力。

3) 具备对中外文化异同的认识，吸收文化精华，形成正确的价值观和道德情感，自信、自尊、自强，具备一定的跨文化沟通和传播中华优秀传统文化的能力。

4) 具备自主学习能力并积极运用和主动调适英语学习策略、拓宽英语学习渠道、努力提升英语学习效率的意识和能力。使学生保持对英语学习的兴趣，具有明确的目标意识，能够多渠道获取学习资源，有效规划学习时间和学习任务，选择恰当的策略与方法，监控、反思、调整和评价自己的学习。

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）

课程主要内容：

大学英语听说课程共讲授四个学期，总学时 96，共计 6 学分。

线下资源：

1) 该课程选用外语教学与研究出版社出版发行的《新视野大学英语听说教程》（1-4册）为主讲教材；

2) 该课程选用外语教学与研究出版社出版发行的《新一代大学英语听说教程》（基础篇）（提高篇）为补充教材；

线上资源：

1) **U校园智慧教学云平台**；

2) **I speak 教学客户端**；

3) 网络在线平台与网络资源

通过运用以上几种主要线上资源帮助学生构建课前预习——引入单元主题、激发学习兴趣，课中学习——提升听说技能、拓展思维深度、真实语境的产出效果，课后拓展——补充学习资源、引导自主学习的多维度的学习资源体系。

4、教学组织（介绍课程主要教学理念、教学方法与教学手段）

主要教学理念：

该课程以“产出导向法”所提倡的学习中心说、学用一体说、全人教育说为**教学理念**，借助**线上线下混合教学方式**，以期完成“学生成才”“教师成长”的目标。

5、教学评价（介绍课程的总体评价方式）

“评价”在《大学英语听说课程》中占有重要地位，包括内部评价与外部评价、形成性评价与外部评价等不同的形式。针对本校教学对象实际，**我校《大学英语听说课程》采用形成性评价**

与终结性评价相结合的评价方式，注重学生在课程学习中的产出成果、新知获得、思辨力的培养与文化品格的建立。学生期末总成绩由平时成绩与卷面成绩两部分构成，其中平时成绩占 40%，期末考试成绩占 60%。

形成性评价在我校《大学英语听说课程》的实际授课过程中体现为**课内评价**（师生评价、生生评价、自我评价）与**课外评价**两种形式。在课内评价环节，教师对学生的练习效果做出评价和指导；如果课堂时间有限，教师可以要求学生通过移动设备、网络学习云平台等方式完成课外练习，随时实现师生在线互动、答疑与评价、指导，以考核学生对教学任务的产出效果。

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）

Upon completion of this unit, students will be able to:

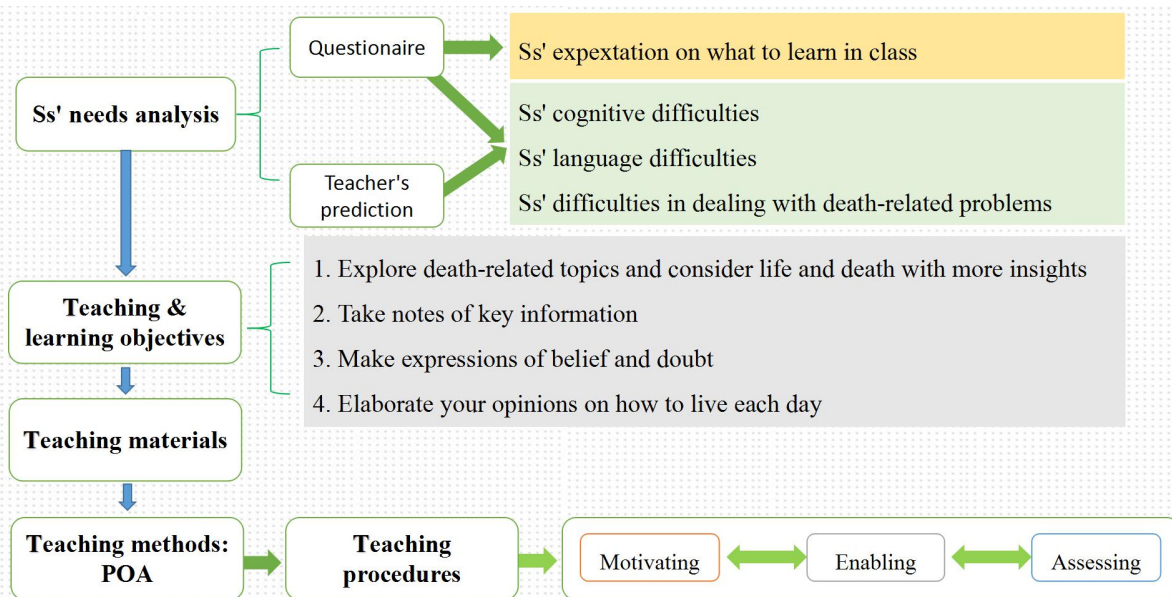
- 1) realize more about death-related topics and consider life and death with more insights;
- 2) take notes of key information;
- 3) make expressions of belief and doubt;
- 4) elaborate opinions on how to live each day;
- 5) understand death and the significance of life better.

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）

Unit Topic	Death's Lessons for Life
Unit Content	<ol style="list-style-type: none"> 1. Warming up: listen to an interview about preserving life stories 2. Listening: <p style="margin-left: 40px;">Three short conversations→Death-related conversations</p> <p style="margin-left: 40px;">A long conversation→A mother's last words</p> <p style="margin-left: 40px;">A passage→Are you afraid of death?</p> <p style="margin-left: 40px;">A radio program→Advice about life</p> 3. Speaking: Asking about belief and doubt <p style="margin-left: 40px;">A slow death or a fast death?</p> 4. Critical thinking: Steve Job's speech on death 5. Supplementary listening

Time Allocation	Period 1-2 : Warming up and Listening Period 3-4 : Speaking and Critical thinking
Design concepts	1. Learning-centered theory 2. Learning-using integration 3. Whole-person education

Design Thinking



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、课中课后如何安排，使用哪些教学资源等）

Teaching design for Period 1-2

Pre-class activity

Tasks	Purposes
Task1: Read the novel <i>The Great Blue Yonder</i> which tells a dead boy's life story after death and share your understanding of "loss", "grief", "death" and "ways to live" on Unipus .	To present a general scenario to Ss to arise their interests in the topic.
Task 2: Watch the movie <i>Dead Poets Society</i> and answer the following questions: 1) What's the theme of the movie? 2) Why did Neil commit suicide? 3) Was Neil's death worthwhile?	To motivate Ss to think about the significance of life and the inevitable issue of "death".

4) How do you interpret “carpe diem/seize the day”?		
Task 3: Listen to the interview and 10 short conversations on P66 on Unipus , take notes of the key information and list out your reasons for each choice.		<p>To guide Ss to do self-learning with specific focus on listening practice.</p> <p>Let Ss know more about death-related information.</p>
In-class activity		
Procedures	Time allocation	Steps
Assessing the online learning	20mins	Step1. Presentation Ss make presentations of the assigned listening materials with their own understanding.
		Step2. Question and answer Other Ss ask related questions about the listening materials or the speaker’s understanding of the listening materials. The presenter should answer the questions appropriately.
		Step3. Peer assessment and Teacher assessment 1) Other Ss give feedback on the presentation or the presenter’s opinions. 2) T gives feedback on Ss’ performances of presenting, questioning and peer assessing.
Productive activity 1: A survey on people’s fear of death	30mins	Motivating Step1. Ss watch a video clip about people’s fear of death. Step2. Ss answer the following questions: 1) Are you afraid of death? 2) In your opinion how many percent of people fear death? Step3. T explains the learning objectives of this productive activity. 1) Propose appropriate questions to conduct a survey in class or on campus; 2) Analyse the data collected; 3) Make descriptions of the data; 4) Conclude the findings of the survey; 5) Figure out the reasons of people’s fear of death.
		Enabling (teaching material: a video) Step1. Ss watch the video and take notes of key information.

		<p>Step2. Ss fill in the blanks of major data and key reasons.</p> <p>Step3. T guides Ss to observe and practice the sentences describing data.</p> <p>Step4. Ss conduct a survey in class about the fear of death and its reasons.</p> <p>Step5. Ss explain their findings of their surveys and the possible reasons.</p>
<p>Productive activity 2:</p> <p>The last conversation before one dies</p>	<p>20mins</p>	<p>Assessing</p> <p>Ss assessment: Ss make comments on other groups presentations in term of their language clarity, accuracy, significance, logic and completeness. They can ask the presenter any questions about their findings.</p> <p>T assessment: T gives feedback on Ss' performances.</p>
		<p>Motivating</p> <p>Step1. T shows a picture of a dying mother and asks Ss to guess her last words.</p> <p>Step2. Ss share their predictions.</p> <p>Step3. T explains the learning objectives of this productive activity.</p> <ol style="list-style-type: none"> 1) know more about death 2) learn how to show sympathy 3) learn how to make wishes <p>Enabling (teaching material: an audio clip)</p> <p>Step1. Ss take notes of key information.</p> <p>Step2. Ss make choices of the best answers.</p> <p>Step3. T asks questions about key words or expressions and makes specific explanations according to Ss' difficulties.</p> <p>Step4. T guides Ss to note down the sentences about wish and sympathy.</p> <p>Step5. Ss role play and make conversations about the last words before dying.</p> <p>Situation1. A millionaire and his son</p> <p>Situation2. A beggar and his friend</p> <p>Situation3. A young mum's words to her 1 year old kid and her husband</p> <p>Any other situations you want to create is encouraged.</p> <p>Assessing</p> <p>Ss assessment: Ss make comments on other groups presentations in term of their</p>

		<p>language clarity, accuracy, significance, logic and completeness.</p> <p>T assessment: T gives feedback on Ss' performances.</p>
<p>Productive activity3:</p> <p>Make advice for life</p>	15mins	<p>Motivating</p> <p>Step1. Ss share their understanding of the novel <i><u>The Great Blue Yonder</u></i> which was an assignment before the class.</p> <p>Step2. T asks Ss to conclude the advice for life in the novel.</p> <p>Step3. T explains the learning objectives of this productive activity.</p> <ol style="list-style-type: none"> 1) give advice in a proper way 2) make clear and logical expressions with the help of signal words
		<p>Enabling (teaching material: a radio program)</p> <p>Step1. Ss listen and fill in the blank.</p> <p>Step2. Ss select out the specific advice and read aloud.</p> <p>Step3. Ss make conclusions on how to give advice.</p> <p>Step4. T makes comments and give supplementary explanations.</p> <p>Step5. Ss try to give advice to the freshman on how to live the college life.</p>
		<p>Assessing</p> <p>Ss assessment: Ss make comments on other groups' presentations in term of their language clarity, accuracy, significance, logic and completeness.</p> <p>T assessment: T gives feedback on Ss' performances and ask Ss to improve their expression.</p>
<p>Productive</p>	15mins	<p>Motivating</p> <p>Step1. T shows pictures of Chinese and American funerals and asks Ss to figure out the differences.</p> <p>Step2. Ss describe the differences.</p> <p>Step3. T gives feedback of their descriptions and points out their deficiency.</p> <p>Step4. T explains the learning objectives of this productive activity.</p> <ol style="list-style-type: none"> 1) figure out the cultural differences between Chinese and American funeral and the reasons behind;

<p>activity4:</p> <p>American funerals</p> <p>VS</p> <p>Chinese funerals</p>	<p>2) make descriptions of differences;</p> <p>3) analyse the reasons of the differences.</p>								
	<p>Enabling (teaching material: a video of President Bush’s funeral)</p> <p>Step1. Ss watch the video and observe the differences.</p> <p>Step2. T guides Ss to note down the differences in a T chart and explain how to make a clear description of a comparison.</p> <p>Step3. Ss make group discussions about the differences between American funeral and Chinese funeral and analyse the reasons of the differences.</p> <p>Step4. Ss discuss whether the American funerals will replace Chinese funerals and explain the reasons.</p>								
	<p>Assessing</p> <p>Ss assessment: Ss make comments on other groups presentations in term of their language clarity, accuracy, significance, logic and completeness.</p> <p>T assessment: T gives feedback on Ss’ performances and point out what they should improve in future description.</p>								
	<p>After-class activity</p>								
<table border="1"> <thead> <tr> <th style="width: 50%;">Tasks</th> <th style="width: 50%;">Purposes</th> </tr> </thead> <tbody> <tr> <td>Task1. Make research in group of 4 on attitudes towards death in different countries. Make a presentation with PPT next time.</td> <td>To cultivate Ss’ cross cultural awareness and to enforce what Ss have learnt within class.</td> </tr> <tr> <td>Task2. Watch the micro-lectures in online course to get to know how to take notes while listening.</td> <td>To guide Ss to prepare for the next class.</td> </tr> <tr> <td>Task3. Watch the TED talk by Ric Elias: <i>3 things I have learnt while my airplane crashed</i></td> <td>To motivate the Ss to think more about death and life.</td> </tr> </tbody> </table>		Tasks	Purposes	Task1. Make research in group of 4 on attitudes towards death in different countries. Make a presentation with PPT next time.	To cultivate Ss’ cross cultural awareness and to enforce what Ss have learnt within class.	Task2. Watch the micro-lectures in online course to get to know how to take notes while listening.	To guide Ss to prepare for the next class.	Task3. Watch the TED talk by Ric Elias: <i>3 things I have learnt while my airplane crashed</i>	To motivate the Ss to think more about death and life.
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Teaching design for period 3-4

Pre-class activity

Tasks	Purposes
Task1. Make research in group of 4 on attitudes towards death in different countries. Make a presentation with PPT .	To cultivate Ss' cross cultural awareness and to enforce what Ss have learnt within class.
Task2. Watch the micro-lectures in online course to get to know how to take notes while listening and how to express belief and doubt in daily conversations.	To guide Ss to prepare for the next class.
Task3. Watch the TED talks by Ric Elias: <i>3 things I have learnt while my airplane crashed</i> and try to make your own comments on things you want to do before die.	To guide the Ss to think more about death and life.

In-class activity

Procedures	Time allocation	Steps
Assessing the online learning	20mins	Step1. Presentation Ss make presentations of the different attitudes towards death in different countries.
		Step2. Question and answer Other Ss ask related questions about the speaker's presentation. The presenter should answer the questions appropriately.
		Step3. Peer assessment and Teacher assessment Other Ss give feedback on the presentation of the presenter. T gives feedback on Ss' performances of presenting, questioning and peer assessing. T scores Ss according to their performances in term of preparation, delivery, defense and language accuracy, clarity, logic, significance and completeness.
Productive activity 1: Express belief and doubt in daily life	20mins	Motivating Step1. Ss watch a video clip <i>Believe it or not?</i> and guess whether the events in the video are true. Step2. T guides Ss to notice the different degrees of their believing and let Ss know their language gaps. Step3. T explains the learning objectives of this productive activity. <ol style="list-style-type: none"> 1) express belief and doubt in daily conversation 2) show disagreements in a proper way

		<p>Enabling (teaching material: 3 audios)</p> <p>Step1. Ss explain how to talk about belief and doubt according to the mirco-lecture they have learned in online course.</p> <p>Step2. Teacher provides different situations and Ss need to express their belief or doubt immediately:</p> <ol style="list-style-type: none"> 1) I am just 25 years old. 2) I believe you can become a queen one day! 3) Your neighbor is millionaire! 4) You can have happy and colorful days in future. <p>Step3. Ss read Sample Conversations on P74 loudly and underline the expressions showing belief or doubt.</p> <p>Step4. Ss listen and imitate the conversations.</p> <p>Step5. Ss make a reading competition to practice their pronunciation and intonation, especially focusing on how to show belief or doubt in a proper tone.</p> <p>Step 6. Ss make conversations in pairs to discuss the following topics.</p> <ol style="list-style-type: none"> 1) Visitors to the United Kingdom asking about laws there. 2) Visitors to the United States asking about dating customs there. 3) Visitors to the Canada asking about environmental hygiene there. 4) Visitors to India asking about religion there. 5) Visitors to France asking about transportation there.
		<p>Assessing</p> <p>Ss assessment: Ss make comments on other groups presentations in term of their pronunciation, intonation, language accuracy, logic and completeness.</p> <p>T assessment: T gives feedback on Ss’ performances and point out what they should improve in communicating with others.</p>
<p>Productive</p>	<p>10mins</p>	<p>Motivating</p>

<p>activity2:</p> <p>Define death and birth</p>		<p>Step1. Ss finish a questionnaire online about their cognition of death before the class. T presents the data collected from this survey to illustrate Ss' lack of death education within class.</p> <p>Step2. Ss analyse the reasons why there are few death education in China.</p> <p>Step3. Ss discuss the question: What is death?</p> <p>Step4. T explains the learning objectives of this productive activity.</p> <ol style="list-style-type: none"> 1) make definitions of death 2) explain the different connotations of death <p>Enabling (teaching material: a video and some quotations)</p> <p>Step1. Ss share the quotations on death they've read in online course before the class and explain their understanding.</p> <p>Step2. T plays the video clip of movie <u>Coco</u> which illustrates the theme that death is not the end of life but being forgotten is the real death.</p> <p>Step3. T & Ss define death together to make a clear understanding of death.</p> <p>Step4. Ss try to define birth from different perspectives in groups .</p> <p>Assessing</p> <p>Ss assessment: Ss make comments on other groups' definition of birth in term of the accuracy, concise and logic.</p> <p>T assessment: T make comments on Ss' definitions.</p>
<p>Productive activity 3:</p> <p>How to face death?</p>	<p>25mins</p>	<p>Motivating</p> <p>Step1. Ss watch a video about people's dying and the reactions of their family and friends.</p> <p>Step2. T asks Ss how to face the loss of people they love. Ss discuss the question and share their opinions with the whole class.</p> <p>Step3. T explains the learning objectives of this productive activity.</p> <ol style="list-style-type: none"> 1) take notes of key information during listening 2) use signal word to illustrate the logic of your explanation

		<p>3) explain reasons for your support of a fast death or a slow death 4) propose ways to face the death of our beloved ones</p> <p>Enabling (teaching material: an audio, a video and a micro-lecture)</p> <p>Step1. Ss explain <i>How to take notes during listening</i> according to the mirco-lecture they have learned online.</p> <p>Step2. Ss listen to a long conversation and take notes of the key information.</p> <p>Step3. Ss present the speaker’s opinion on slow death and fast death.</p> <p>Step4. T guides Ss to notice the speaker’s logic and the use of signal words. T explains the structure of the argumentation.</p> <p>Step5. Ss watch a video about how to face death and take notes of key information.</p> <p>Step6. T checks out the notes and ask Ss to order the advice with signal words.</p> <p>Step7. Ss discuss in groups and make speeches on how to face death.</p> <p>Assessing</p> <p>Ss assessment: Ss make comments on other groups’ presentation with special attention to their use of signal words and their logic smoothness.</p> <p>T assessment: T makes comments on Ss’ presentations and give more advice on how to deal with the sorrow or fear when facing death.</p>
<p>Productive activity 4:</p> <p>What makes life worth living?</p>	<p>10mins</p>	<p>Motivating</p> <p>Step1. T & S appreciate some epitaphs together. T guides Ss to think about life and what they want others to remember of.</p> <p>Step2. Ss try to write an epitaph for himself.</p> <p>Step3. T explains the learning objectives of this productive activity.</p> <ol style="list-style-type: none"> 1) describe a person’s life 2) make comments on life of others 3) explain what makes life worth living? <p>Enabling (teaching material: an audio)</p>

		<p>Step1. Ss listen to a conversation and talk about the mother’s simple life.</p> <p>Step2. Ss discuss in pairs about life of a person they respect, love or dislike.</p> <p>Step3. Ss list out the things that make life worth living.</p> <p>Step4. T guides Ss to order their lists and make presentation on <i>What makes life worth living</i>.</p> <p>Assessing</p> <p>Ss assessment: Ss make comments on other groups’ presentation with special attention to their use of signal words and their logic smoothness.</p> <p>T assessment: T makes comments on Ss’ presentations and give more advice on how to live worthwhile.</p>
<p>Productive activity 5:</p> <p>How to live each day?</p>	<p>10mins</p>	<p>Motivating</p> <p>Step1. Ss review the movie <i>Dead Poets Society</i> which Ss have watched before class and discuss the theme of the movie: seize the day.</p> <p>Step2. T asks Ss to paraphrase their understanding of seizing the day.</p> <p>Step3. T explains the learning objectives of this productive activity.</p> <ol style="list-style-type: none"> 1) express agreement and disagreement in a proper way 2) express your opinions on how to seize the day 3) support your opinions with sound reasons and good examples 4) give suggestions on how to live each day <p>Enabling (teaching material: a speech and a micro-lecture)</p> <p>Step1. Ss listen to a speech and get the speaker’s opinion on how to live each day.</p> <p>Step2. Ss discuss the reasons of the speaker.</p> <p>Step3. Ss express their agreement or disagreement with the speaker.</p> <p>Step4. T & Ss review the micro-lecture together about <i>How to explain your opinions</i> and get the key points.</p> <p>Step5. Ss explain their opinions on <i>How to live each day</i> according to the PREP principal.</p>

		<p>Assessing</p> <p>Ss assessment: Ss make comments on others' presentations in term of their language clarity, accuracy, significance, logicalness and completeness. They can ask the presenter any questions about their opinions.</p> <p>T assessment: T gives feedback on Ss' performances and give suggestions on how to seize the day.</p>
<p>Productive activity 6:</p> <p>How to help our students?</p> <p>(校本特色教学活动)</p>	<p>5mins</p>	<p>Scenario. As a student in a normal university, you may become a teacher in future. There may be some students who feel lost in life and don't know how to live their lives, some of whom may even consider to commit suicide.</p> <p>Productive tasks:</p> <ol style="list-style-type: none"> 1) Discuss in groups and make a mind map of your solutions on how to help your students. 2) Create situations and role play to check out whether your solutions are effective and helpful. 3) Explain your solutions clearly and logically. 4) Pay attention to your language and your intonation since your students are mainly pupils or adolescents.

After-class activity

<p>Task1. Project: Live or die, is it a choice?</p> <p>Each group choose one research project in the list and make presentations with PPT. Take record of your presentation and upload your works on Unipus.</p> <ol style="list-style-type: none"> 1) What is euthanasia? How do people from different countries think about euthansia? 2) If your family wanted to choose euthanasia, would you agree? Please give specific reasons. (at least 3) 3) If you were suffering from great pain, would you choose euthanasia? Please give specific reasons. (at least 3) 4) Figure out the reasons why Chinese government doesn't permit euthanasia. 	<ol style="list-style-type: none"> 1. To guide Ss to do some research in groups. 2. To motivate Ss critically think about Euthanasia and present their opinions with evidences support. 3. To guide Ss practice the speaking skill of this unit.
<p>Tas2. Oral report</p>	<ol style="list-style-type: none"> 1. To guide Ss prepare for next unit. 2. To provide Ss various resources to

Listen to the TED talk <i>Defending ourselves against disasters</i> and make an oral report next time.	develop their international horizons.
Task3. Enjoy the song <i>It's my life</i>	To motivate Ss live worthwhile.

4、单元教学评价（说明本单元的评价理念与评价方式）

Based on multiple assessment concept, this unit employs both formative assessment and summative assessment within classroom and online learning in forms of teacher-student collaborative assessment, peer assessment and self-evaluation.

Instant assessment in class

Teacher and students make instant assessment right after each productive activity. It aims at arising students' attention to what they have learned and what they still need to improve so that students' future performance of listening and speaking could be improved.

Online assessing system

- 1) Listening test. After the learning of the whole unit, students need to take part in an online listening test. The system will assess the performance and give suggestions to students. Teacher will make supplementary instruction according to students' deficiency.
- 2) Speaking assignment. With the help of modern technology, students could upload their speech to Unipus and the online assessing system will make assessment and give suggestions.

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）

本单元教学设计方案以学习中心说、学习一体说、全人教育为理念，基于产出导向法，结合我校学生实际语言情况和认知特点展开相应的教学设计。教学目标清晰，教学内容难度符合学生实际水平，教学活动形式多样，反馈及时，评价多样，注重培养学生分析、评价和创新的高阶思维，符合金课设计要求。

为保障**教学成效**，教学设计注重了以下几方面：

1. 学生需求分析（Ss' needs analysis）

单元学习前进行问卷调查，了解学生学习需求和认知困难，从而确定相应的教学目标。因此，教学目标针对性强，目的明确。

2. 产出导向教学

整个单元以产出导向法为教学指导，将单元主题分解成多个小话题，逐步引导学生熟悉话题，拓展视角，提升思辨能力。通过产出驱动，输入促成和评价促进 n 循环的形式，将小话题设计为多层次，多样式，逐层递进的产出活动，促进学生语言，交际，思维等多种能力的提升。

3. 即时评价

课内即时评价分为师生评价、生生评价和自我评价。通过评价，学生能更好的了解自己的长处与不足，能够在后续学习中有所调整和侧重。其他学生也可以同时受益，用评价标准指导自己的听说活动。

4. 线上线下混合教学

注重线上线下混合教学，精心设置课前课后任务，包括部分课本内容的在线自学、语言技能类微课学习、扩展眼界和思维的影视及 TED 演讲赏析等，从而引导学生进行有成效的线上学习。另一方面，线下课堂教学中设置专门的环节对线上学习进行检查，讨论，评价及拓展，将线上和线下教学紧密的结合一起，各有侧重，互为推进。

为实现“金课”要求的高阶性、创新性和挑战度，本教学设计注重教学活动的渐进性，既引导学生做基础语言练习，也注重培养学生高阶思维的挑战练习。

在中美葬礼文化比较环节，教师不仅要求学生描述中美葬礼的差异，还引导学生分析其原因，并进一步讨论西式葬礼会不会替代中式葬礼。这就不仅仅要求学生描述差异，还要求学生分析和评价中美葬礼，并对未来葬礼的发展方向进行推理和判断，很好的锻炼了学生的思维能力。

在讨论乔布斯演讲的活动中，教学设计也很好的体现了高阶性和挑战度。教师没有直接宣扬乔布斯的“to live each day as if it was the last”，而是引导学生分析和评价这一观点，并进一步探讨话题 how to live each day，使学生更好的理解“活好每一天”和“活在当下”的真正意义。

在教学设计结束前，教师将话题与我校师范特色相结合，提出“As a student in a normal university, when you become a teacher, how will you help your student if they feel lost in life?”这一问题的提出，是将学生放置在职场环境下的真实发问，聚焦于实际问题的解决，这就不仅是语言结构的产出，更是职业领域内解决问题能力的培养。这也是本教学设计与产出导向法结合，用“金课”标准衡量教学设计的创新体现。

