

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	大学英语 AI
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	非外语专业大一本科新生
教学时长	32 学时
教材名称	《新视野大学英语 读写教程》第二册（第三版）
参赛单元	第 <u>二</u> 册 第 <u>七</u> 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）

我校实行分级教学，非外语专业本科新生入校后经过英语水平测试被分为 A、B、C 三个级别，因人、因材施教。A 级学生语言基础较好，授课起点适当提高，从《新视野大学英语读写教程》第二册开始学习，听说训练则以 Unipus 线上自主学习、线下教师答疑为主。

大学英语 AI 课程是非外语专业学生在本科教育阶段必修的公共基础课程，是高等学校人文教育的一部分，兼具工具性和人文性。就工具性而言，大学英语 AI 将进一步提高学生的听、说、读、写、译的英语语言能力；就人文性而言，大学英语 AI 将使学生进一步了解英语国家的社会与文化，提升跨文化交际能力。

2、教学目标（介绍课程时长、总体目标以及预期达到的成效）

大学英语 AI 课程授课时长为 16 周，每周 2 学时，共 32 学时。课程的总体目标是进一步丰富学生的英语语言知识，如语音、词汇、语法、篇章结构等；着重提高学生的语言输出能力，特别是口头表达能力和写作能力；培养学生的批判性思维能力和跨文化交际能力。

通过该课程的学习，学生应当可以就熟悉的主题或话题进行有一定难度的口头和书面交流；借助网络资源、工具书等，可以较快地阅读中等语言难度的英文材料，理解主旨思想和重要细节；可以使用有限的学习策略，与来自英语文化的人交流，较清楚地表达自己的观点。

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）

大学英语 AI 课程的授课内容选自《新视野大学英语读写课程》（第三版）第二册和第三册。第二册选取 4 个单元，第三册选取 2 个单元，共 6 个单元。

在教学过程中，线下资源主要是教材、音频、视频等，线上资源主要是 Unipus 外语教学平台上的相关教学资源、微课、慕课等。

4、教学组织（介绍课程主要教学理念、教学方法与教学手段）

大学英语 AI 课程教学坚持成效导向，以切实提高学生英语语言输出能力、丰富英语文化知识和培养批判性思维能力及跨文化交际能力为目标；在教学中以学生为主体，采用线上线下混合式教学模式；充分运用现代教育技术和信息技术，全力打造“浸入式”

全英语教学环境。

5、教学评价（介绍课程的总体评价方式）

大学英语 AI 课程是公共基础课程，主要教学评价的方式分为量性评价和质性评价。量性评价来自于学生期末考试成绩、学生在英语类赛事中的获奖情况以及大学英语四、六级过级率等数据统计。质性评价则来自于学生评教、校院两级督导评教和教师自评等。

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）

（1）知识目标

- A. 掌握本单元英语语言知识，如语音、词汇、语法、篇章结构等；
- B. 掌握 example essay 写作技巧及 SEE 写作模式；
- C. 掌握词类转化法、语态转换法、分译法、合译法等基本翻译技巧。

（2）技能目标

- A. 能就男女管理方式差异、女性角色等有一定难度的话题进行口语交流；
- B. 能运用例证法就一般性话题进行书面写作；
- C. 能借助网络资源、工具书等，较为恰当地翻译中等语言难度的英文材料。

（3）素养目标

- A. 对两性社会角色的演变进行批判性思考；
- B. 能全面客观地认识女性的社会地位和作用；
- C. 树立正确的世界观，为崇高的人生目标而努力。

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）

（1）本单元主要内容

本单元选自《新视野大学英语 读写课程》第二册第七单元，分为 A、B 两个部分。A 部分以课文 A 为主体，是本单元的重点学习内容，描述了管理阶层中的女性、女性管理方式与男性管理方式的差异以及女性管理者所面临的挑战与挫折。B 部分以课文 B 为主体，讲述了一个快乐自豪的全职家庭主妇的故事。从两篇文章的主题来看，本单元旨在探讨男女两性的性别角色，这个社会性话题将引发大量辩论和争议。

（2）课时分配

本单元计划时长为 4 课时，每课时 50 分钟。前 3 个课时分配给 A 部分，单元主题导入和课文 A 的篇章结构占 1 课时，课文 A 的细节信息梳理、重要词语和句型讲解占 1 课时，翻译技巧与练习、拓展话题讨论、文化背景讲解占 1 课时。最后一个课时分配给 B 部分，简略梳理课文 B 的篇章结构和重要词汇，以及单元评价体系建构。

（3）设计理念与思路

设计理念：

本单元教学设计基于建构主义学习观，以语言为载体，以输入-产出为导向，以学习者为中心，以任务为驱动，坚持立德树人，多媒体技术与多样化教学手段相结合，积极发挥教师在课堂教学过程中的“脚手架”作用，既强调学习者的认知主体作用，又不忽视教师的积极指导作用，通过探究式学习、合作学习和自主学习的融合互补，将学生从

外部刺激的被动接受者和被灌输对象转变为信息加工主体和意义的主动建构者，着力培养其语言综合运用能力、跨文化交际能力、批判性思维能力及信息化应用能力。

设计思路：

(1) 混合式教学模式

本单元采用“线上”、“线下”相结合的混合式教学组织形式，包括线上学习资料推送，线下现场教学互动，线上及线下作业测试安排、答疑及学情分析等。混合式教学模式致力于改变传统课堂教学过程中过分使用讲授而导致学生学习主动性不高、认知参与度不足、不同学生的学习效果差异过大等问题，同时也是对传统教学时间和空间的延伸和拓展。

(2) 多模态教学实践

本单元通过不同的媒介把静态资源和动态资源纳入教学过程，通过传统讲述法、PPT演示法、角色扮演法、小组讨论法、图片联想法、微视频展示法、看图说话法、视听练习法等丰富多样的教学形式，给学生以全方位、多感官的充盈体验，激发学生多层次联想，营造良好的教学气氛，从而达到培养学生的多元化识读能力和良好交际能力的目标。

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）

Book2 Unit 7 Instructional Planning

Introduction

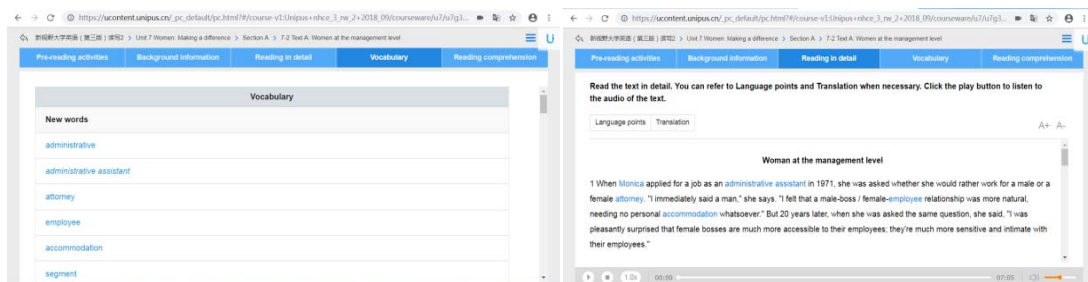
This unit aims at exploring a current social issue: gender roles, a topic that could spark a lot of debates and arguments. Text A gives students a big picture of how women have played an important role at the management level, along with their challenges and frustrations. Text B portrays a happy full-time housewife who considers her job at home absolutely important. The implication of it is that the job of a housewife should be respected.

Resources

Textbooks “Unipus” MOOCs Self-made micro-lectures/ micro-videos

Before class

1. Assign and monitor students' learning of vocabulary (listening and repeating) and text (reading) online.



2. MOOC resource:

Watch the MIT Slogan's course video on "Composing a career and life" lectured by Linda Mason.

(Linda Mason: The Chairperson of Bright Horizons Family Solutions & the Chairperson of Mercy Corps.)

Class 1

Text A Women at the management level

I. Lead-in (15 mins.)

1. An interview (3 mins.)

Ask students to watch an interview made on campus, in which two questions are asked:

- (1) What kind of woman would you like to be, a girly girl or a wo-man? (For girls)
- (2) Would you like to be a milk dad in the future? (For boys)



2. One the basis of the Interview Teacher leads the topic to "gender roles". (1 min.)

3. Ask students to work in pairs and discuss the following questions. (5mins.)

- (1) Should women stay home or work outside? Why?
- (2) What do you think about women's roles in today's workplace?
- (3) Would you rather work for a male leader or a female leader? Why?

4. Ask 3-4 students to present their ideas to the class. (5 mins.)

5. Comment on students' presentations. (0.5 min.)

6. Knowledge input:

Provide students with a theory on women leaders' management styles: the Queen bee syndrome. (0.5 min)



II. Text Study (33 mins.)


1. Clarify the objectives for this class (0.5 min.)

- (1) To talk about women in the workplace
- (2) To learn to write an example essay
- (3) To understand the text structure

2. Provide a general introduction to Text A. (0.5 min.)

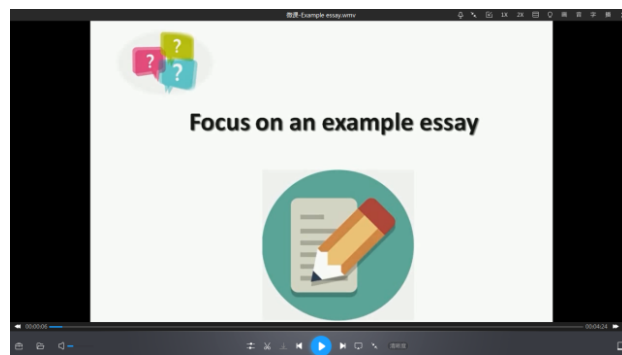
II. Text study: Main idea

- Text A is a **feature report** on **female bosses** in the workplace.



3. Focus on an example essay: (14 mins.)

- (1) Ask students to watch a micro-lecture on example essays (4 mins.)



- (2) Students ask questions concerning the micro-lecture and the teacher answers them. (2 mins.)
- (3) Ask students questions about the micro-lecture and check their understanding of example essays. Students answer questions. (3 mins.)
- (4) Show students a sample of example essays and ask them to identify the transitional expressions and the SEE model in the essay. (5 mins.)

II. Text study: Example essays

Sample

Para. 3
 An additional example of gender barriers for women in the workplace is the “bimbo” title, which is used to describe a woman who got her position by playing a game of her female tricks. For this kind of woman, she is pretty but not necessarily intelligent. So, the general concept is that women are incompetent and that they remain in the position only by means of their charm on the male bosses. But it could all be just a matter of our own perceptions of what’s normal for a man and a woman.

Statement

Example

Explanation

to be continued →

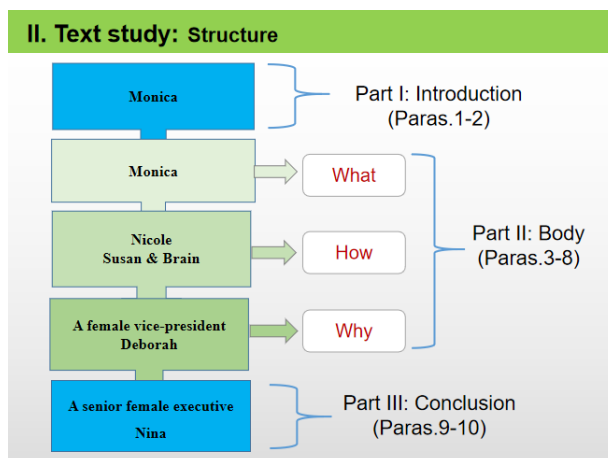
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4. Global reading of Text A (18 mins.)

- (1) Present students with the opinions in the text and ask students to identify the examples that support these opinions. Students work in groups. Each group focuses on two opinions. (3 mins.)

Opinions supported	Examples
1. Female bosses today still face subtle resistance.	Monica (Para.1)
2. It's a good thing that men and women manage differently.	Monica (Para.3)
3. Some proclaim that men and women of similar backgrounds manage in the same way.	Nicole (Para.4)
4. Men may take longer to feel at ease with their female boss than women do.	Susan & Brain (Para.5)
5. To some extent, the male-female differences come down to conflicting system.	A female vice-president (Para.6)
6. The different reactions stem from the whole social context of traditional roles for men and women.	Deborah (Paras.7-8)
7. For female bosses, the great expectation of some female employees is one more obstacle.	A senior female executive (Para.9)
8. The best management style is a combination of both genders.	Nina (Para.10)

- (2) Each group reports to the class the examples that they have found in the text. Teacher checks students' answers. (5 mins.)
- (3) Direct students to put those examples they have found into the parts of the text and let students have a clear picture of text structure and then summarize the main idea of Text A. (10 mins)



III. Class Summary (1 min.)

What have we learned today?

- (1) Women's social roles
- (2) Example essays
- (3) Text structure and main idea

IV. Assignment (1 min.)

Ask students to write a 120-word example essay on one of the two topics and submit it before the next session. <http://u.unipus.cn>

- (1) Is honesty out of date?
- (2) The importance of mental health

Class 2

Text A Women at the management level

I. Content focusing (25 mins.)

Complete the following tasks based on your reading/ listening of the text content.

1. Help Monica to complete her answers to the following two questions. (Para.1) (4 mins.)

Would you rather work for a male or a female attorney?

• Male.

Monica

• Female.

Why did you change your idea?

• A male-boss/ female-employee relationship was more **natural**, needing **no personal accommodation** whatsoever.

Monica

• Female bosses are much more **accessible** to their employees; they are much more **sensitive** and **intimate** with their employees.

2. Help Monica and her assistant to complete the following dialogue. (Para.3) (3 mins.)

What kind of working style does Monica have?

• I have a more **flexible** style, not soft, just **more understanding**.

Monica


• She tends to **delegate more** and is always **looking for a consensus**.

Monica's assistant


3. Question: What does research say regarding the different working styles between men and women? (Para.4) (3mins.)

(Para.4)

Different working styles



- typically **hierarchical**
- **goal-oriented**
- feel **entitled**



- manage **diplomatically**
- **share power**

4. Nicole's story reveals that gender discrimination is still ubiquitous. Can you give some examples of gender discrimination in English language? (Para.4) (4 mins.)

“Man/men” refers to all human beings

e.g. Time and tide wait for no man.

e.g. All men are created equal.

e.g. Man is the measure for all things.

More examples:

businessman/ fireman/ policeman/ chairman/

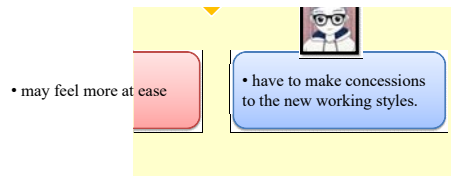
freshman/ spokesman/mankind/ man-made/ ...

How to eliminate discrimination?

business person/ firefighter/ police officer/

chairperson/ fresh person/ spokesperson/ ...

5. Question: What happens when both men and women are working for a female boss? (Para.5) (3 mins.)



6. Blank-filling. (Para.6) (3 mins.)

Men's feeling toward women's tears

• Men think tears are a nuclear weapon in a conventional war.

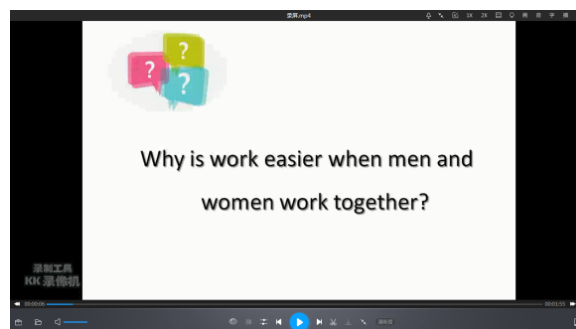
• Men take exception to a woman crying, inferring that she's feeling unhappy or violated.

• Men failed to understand that what promoted women's tears was not hurt but genuine rage.

• Women cry; men get relief by going on with the offense or by veiling their feelings to appear composed.










7. According to Nina, the best management styles will be composed of the best that both genders bring to the table. Have you ever considered why work is easier when men and women work together? Let's find out the answer from the following micro-video now. (Para.10) (5 mins.)



II. Vocabulary focusing (13 mins.)

1. Matching game (3 mins.)

Match the following nouns with corresponding pictures.

accommodation	
attorney	
concession	
discrimination	
dispute	
export	
tolerance	

2. General to strong (5 mins.)

Find out corresponding strong expressions from the text.

General expressions	Strong expressions
happen or exist before	precede
develop or grow well	flourish
get control of	harness
upright in position	erect
go against or disobey	violate
cover or hide	veil
make oneself calm	compose
be willing to	be disposed to
in both ways	on both counts
treat sb. without respect	take a liberty with
be angry or upset	take exception to
make a promise	make a concession
feel relaxed with sb.	feel at ease with sb.

3. Collocation (5 mins.)

According to what you have learned from Text A, match the collocation pairs by connecting adjectives in Column A with nouns in Column B.

Column A (adj.)	Column B (n.)
administrative	weapon
subtle	styles
symbolic	studies
plausible	information
conflicting	rage
marine	assistant
nuclear	resistance
valid	differences
identical	biologist

III. Sentence pattern focusing (10 mins.)

1. When Monica applied for a job as an administrative assistant in 1971, she was asked whether she would rather work for a male or a female attorney. (Para.1) (5 mins.)

♦ **Fill in the blanks with the proper form of the verb.**

Liu Hulan would rather _____ (die) than surrender before the enemy.

She would rather _____ (spend) the money on a holiday.

I would rather they _____ (do) something about it instead of just talking about it.

Would you rather I _____ (be) not honest with you?

I'd rather you _____ (make) any comment on the issue last week.

♦ **Answer:**

die have spent did was hadn't made

♦ **Analysis:**

(1) **would rather + v.**

A. would rather do sth.

B. would rather have done sth.

(2) **would rather + a subordinate clause**

A. To describe the **present or future situation:**

The predicate of the clause should use the past simple tense.

B. To describe the **past situation:**

The predicate of the clause should use the past perfect tense.

2. "I stood erect and said, 'You wouldn't have called my father darling and you're not going to take that liberty with me. If you do, I'll fire you. ' " (Para. 4) (5 mins.)

♦ **Analysis:**

(1) An assumption about the **present situation:** a situation that doesn't actually exist.

e.g. The platform would collapse if all of you stood on it.

(2) An assumption about the **past situation:** a situation that didn't actually happen in the past.

e.g. If the doctor had been available, the child would have been saved.

(3) An assumption about the **future situation:** a situation that will unlikely to happen in the future.

e.g. If it should rain tomorrow, we would stay at home.

e.g. If I were to go to the moon some day, I could see the surface of the moon with my own eyes.

e.g. If you missed the film together, you would feel sorry for it.

Practice:



- 如果上天能够再给我一次机会，我会对那个女孩说：“我爱你”。
- If I **had** one more chance, I **would say** to the girl “I love you”.



- 如果非要在这份爱上加上一个期限，我希望是——一万年！
- If there **had** to be a deadline for this love, I hope it **would be** -- ten thousand years!

IV. Assignments (2 mins.)

1. Online exercises. <http://u.unipus.cn>

Exercise 4, 5, 6, 7, 10.

The suffix -al/-ial combines with nouns to form adjectives. It can also combine with verbs to form nouns. (For explanation, refer to Word building in Unit 1.)

Examples

margin	→	marginal
tradition	→	traditional
influence	→	influential
manager	→	managerial
coast	→	coastal
survive	→	survival

2. Write a summary about different management styles between men and women based on your understanding of the text with 100 words or so. Some guide words are listed as follows:

flexible, consensus, share power, hierarchical, goal-oriented, entitled, ...

Class 3

Text A Women at the management level

I: Assignment checking (16 mins.)

1. On text summary: (8 mins.)

Invite 3 students randomly to present their text summaries on different management styles between men and women. Other students are required to listen to them attentively and select the best performer.

Ask other students to submit their audio files on the text summary to the class QQ group.

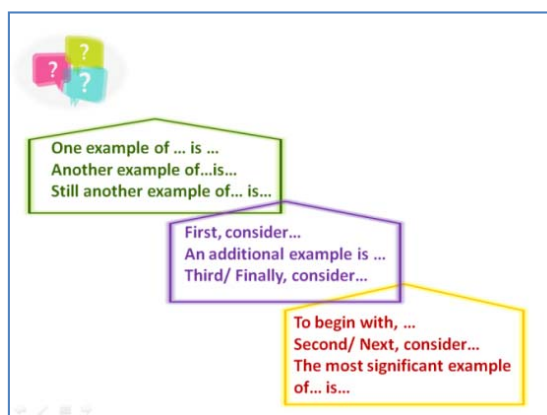
2. On online exercises (8 mins.)

(1) Students' writing

Comment on students' writings, point out their general problems and briefly stress

writing skills on example essay.

Transitions to introduce examples:



(2) Vocabulary and grammar points

Check students' online exercises before class. Help them to solve difficulties in the exercises, and give further instructions:

Word building:

Words learned	Add <i>-al/-ial</i>	New words formed
margin	→	marginal
survive	→	survival
memory	→	memorial
Words learned	Add <i>-ity</i>	New words formed
secure	→	security
flexible	→	flexible
original	→	originality

Grammar points:

The insurance fee **【charged by the company】** (*postpositive attributive*)

(Exercise 5, No. 11)

II. Translation skills (15 mins.)

1. Basic techniques (5 mins.)

(1) Amplification (增词法)

❖ 虚心使人进步，骄傲使人落后。

❖ Modesty helps one to go forward, whereas conceit makes one lag behind.

(2) Omission (减词法)

❖ 这是革命的春天，这是人民的春天，这是科学的春天！让我们张开双臂，热烈拥抱这个春天吧！

❖ Let us stretch out our arms to embrace the spring, which is one of the revolution, of the people, and of science.

(3) Word class conversion (词类转换法)

❖ 他的演讲给我们的印象很深。

❖ His speech impressed us deeply.

(4) Voice conversion (语态转换法)

❖ 新教材在印刷中。

◆ New textbooks are being printed.

(5) Splitting translation (分译法)

◆ 她隔窗望去，突然发现有只小船停泊在河边，船里有位船夫睡得正香。

◆ Looking through the window, she suddenly spotted a boat moored to the bank. In it there was a boatman fast asleep.

(6) Combined translation (合译法)

◆ 对我来说，我的水族箱就像我自己的一个小王国。我就是里面的国王。

◆ To me my aquarium is like my own little kingdom where I am the king.

2. Translation practice (10 mins.)

The following paragraph is a summary of Text A. Translate the paragraph by using expressions from the text.

在当代社会，男人在外工作而女人待在家里的日子一去不复返(gone are the days)了。毫无争议的是(there is no dispute that)，女人在工作中的角色越来越重要。但是，今天的女上司仍然发现，她们面临着不易察觉的阻力(subtle resistance)。还是有一部分人说很难忍受(low tolerance)为女性工作。女上司的不断涌现，也引出(provoke)了与工作方式有关的一个主要问题：男人和女人管理风格不同吗？可靠的研究指出，男人通常有等级观念(typically hierarchical)，以目标为导向，喜欢有权力的感觉(feel entitled)。相反，女人则是灵活变通(manage diplomatically)的，愿意分享权力，并总是去寻求共识(look for a consensus)，达成一致。这样大家都很开心，也有成就感，因为员工们参与了决策(have an input into decisions)，而不是单纯的旁观者，员工们的能量得到利用(harness)。

Reference answer:

In contemporary society, **gone are the days** of men working outside and women staying at home. **There is no dispute that** women play more and more important roles in the workplace; however, female bosses today are still finding they face **subtle resistance**(合译法). **There is still a segment of the population who report low tolerance** for female bosses(词类转换法&增词法). The growing presence of female bosses has also **provoked** one major question that revolves around styles: Do men and women manage differently? Plausible studies suggest that men are **typically hierarchical**, goal-oriented and **feel entitled**. Women, by contrast, **manage diplomatically**. They are willing to share power and are always **looking for a consensus**(分译法&减词法). In this way, employees are happy and flourish because they **have an input into decisions** and they are not mere bystanders; **their energies are harnessed**(语态转换法).

III. Quiz (4 mins.)

Listen to the recording and fill in the blanks online.

<https://uexercise.unipus.cn/itest/t/itembank/publishzuoye?plf=0&exerciseld=1208041>

The female bosses' working style is more _____, more understanding, more team-oriented, and they tend to _____ power and always look for a _____. As a result, employees are happy and _____ because they have input into decisions instead of being passive _____; their energies are _____. According to plausible studies, men are typically _____, goal-oriented and feel entitled while women manage diplomatically and skillfully. The

difference stems from the whole social _____ of traditional roles for men and women. Men are more _____ than women, thus demanding more power than women. Though a few decades ago there were fewer female bosses in leading positions, now it has improved a lot, men and women should be _____ to create the best management style.

[Audio files for the quiz.m4a](#)

Answer:

flexible delegate consensus flourish bystanders
harnessed hierarchical context authoritative cooperative

单选题录入：选词填空

Directions: Fill in the blanks in the following passage by selecting suitable words from the word bank. Each word can be used only once.
(在预览页面，鼠标移入Directions区域可进行修改。)

*题目内容：

The female bosses' working style is more____, more understanding, more team-oriented, and they tend to _____ and always look for a _____. As a result, employees are happy and _____ because they have input into decisions instead of being _____; their energies are _____.

According to _____ studies, men are _____ goal oriented and _____ while _____.

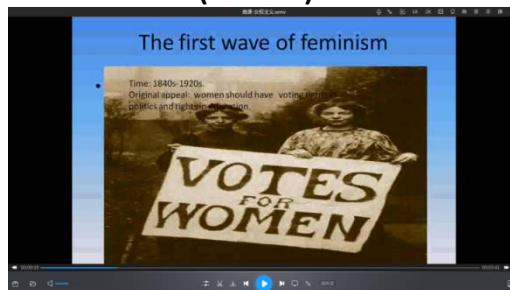
*选项：

- A cooperative
- B hierarchical
- C consensus
- D authoritative
- E delegate
- F understanding
- G context

IV. Critical thinking (15 mins.)

Discuss and contrast different roles of traditional women and modern women.

1. Play the micro-lecture on feminism. (3 mins.)



2. Organize group discussion.

3. Invite 2 students to give their presentations in class.

Class 4

Text B A Proud Homemaker

I. Lead-in (5 mins.)

1. In Text A, we have learned that today's women are increasingly stepping into various workplaces. Undoubtedly, this exerts far-reaching and extensive influences on almost every aspect of society. If the parents go out for work, who is to take care of child or children?

2. Many words have the feature of sex or gender, e.g. waiter, waitress, host or hostess. In your mind, a homemaker is female or male? Ok, since there are varying answers, let's move on to the text with this question in mind.

II. Text understanding (27 mins.)

1. Exercise. (5 mins.)

Find appropriate expressions for the following Chinese idioms from the text.
<http://u.unipus.cn>

- ① 安居乐业 to settle down and enjoy one's undertaking/career
- ② 天伦之乐 quality time with family
- ③ 转瞬即逝 to only last a short while before it is gone forever
- ④ 良心不安 Not be in a good/clear conscience
(问心无愧 to have a clear/good conscience)
- ⑤ 朝九晚五 (的生活) a 9 to 5 grind
- ⑥ 减压妙方 a good therapy for stress
(“压力” 山大—“冻梨” /动力 overwhelming pressure—drive/driving force)
- ⑦ 互相理解 joint/mutual understanding
- ⑧ 知足常乐 Those content tend to enjoy constant pleasure.
- ⑨ 删繁就简 to trim the unnecessary/redundancy to be simple
- ⑩ (在…)独树一帜/独一无二 to be unique in ...

2. Scanning (12 mins.)

Scan the text, and then locate the following sentences in respective paragraphs.

- ❖ It was not necessarily disgusting for us to be housewives which might be a different lifestyle. (Para.1)
- ❖ There is a prerequisite that mutual understanding and respect enables the family to well recognize the value and importance of the work that each member has contributed to the family. (Para.3)
- ❖ Before settling down as a full-time housewife, the author felt life was busy and extremely exhausting. It was a pity that my childhood was so stressful and nervous with too much time on trifles and so less quality time with family. (Para.2)
- ❖ Our family is not an isolated case; many more are exerting themselves to strike a balance between career and family. (Para.6)
- ❖ It is long stereotyped that a homemaker's job is definitely not challenging and crucial to family. However, it may actually be prideful, fulfilling and rewarding, being a perfect combination of personal interest and passion. (Para.4)
- ❖ Happiness and success may not be achieved in the same way; Happiness is derived from within the heart. The fittest is the best. The housewife and househusband should not be discriminated against but respected, since we all live in a delicate balance in this world. (Para.7)
- ❖ With a joint willing choice of a simple and thrifty lifestyle, I decide to write medical periodicals to supplement family income. (Para.5)

3. Group Discussion. (10 mins.)

Divide students into several groups and the presenter of each group makes the presentation; the judges from each group make comments on the presentations pointing out the strengths and weaknesses.

Could you please simply list and describe the roles or responsibilities that a homemaker has undertaken? Do you think they are easy and relaxing?



Anything more?

III. Inspiring the Thought. (10 mins.)

1. Helena Morrissey and the 30% Club (5 mins.)

Watch the video and then fill the blanks.

https://www.dailymail.co.uk/video/news/video-1148720/Helena-Morrissey-30-Club-going-global.html?mwv_rm=als1



The 30% Club is first initialed at 2010. It aims to promote *gender diversity* at Board level, which is a *global* issue. It helps growth through board *effectiveness*, responsibility, and brings talents to the board. Now the 30% Club is *focusing* on levels below the Board. The biggest remaining challenge for it is *extending* gender diversity. Another great challenge is to increase the number of *women* chairmen.

Beliefs behind the 30% Club

Helena advocates that new ways of working, living, loving and raising families are for everyone, not just women. Making a powerful case for diversity and difference in any workplace, she shows how, together, we can develop *smarter thinking and broader definitions of success*. *Gender balance, in her view, is an essential driver of economic prosperity and part of the solution to the many problems we face today.*

Her approach is not aimed merely at training a few more women in working practices that have outlived their usefulness. Instead, the 30% Club sets out a way to reinvent the game – not at the expense of men but in ways that are right and relevant for a digital age. It is a powerful guide to success for us all. (127words)

2. Family Background of Helena. Read the material and fill in the blanks. (5 mins.)

<http://u.unipus.cn>



Behind a Successful Woman Stands a Great Man, Artist and Homemaker

Helena Morrissey, one of the best-known women, has been named one of Fortune Magazine's World's 50 Greatest Leaders. She has twice been voted one of the 50 Most Influential People in Finance globally by Bloomberg Markets. With a career start in New York with Schroder Capital Management, she joined Newton in 1994 as a junior fund manager and was appointed CEO in 2001. During her fifteen years leading the firm, assets under management grew from £20 billion to over £50 billion.

Helena is married to a Buddhist meditation teacher Richard who is now an artist and homemaker. They have nine children, six girls and three boys whose ages range from 8 to 26.

3. Fill in the blanks with appropriate forms of the phrases. <http://u.unipus.cn>

在海伦娜生了第五个孩子的时候，丈夫回归了家庭，成为了家庭“煮”夫，负责孩子的衣食住行。当然，也少不了一个已为他们服务20年的保姆帮助。Richard(海伦娜的丈夫)辞职之前是财经记者，后来在家带孩子后，成为了一名艺术家，在家办公也方便照顾孩子。在家里，海伦娜也会分担家务活，理查德会做饭，海伦娜洗衣服。虽然有9个孩子，海伦娜还是尽心尽责做好母亲的角色。

When Helena gives birth to the fifth baby, the husband returns back to the family and **becomes a househusband**(成为了家庭“煮”夫). He is in charge of **food, clothing and housing and travel** (负责衣食住行) of the children with the aid of a babysitter who has served for 20 years. Richard, husband of Helena, is a financial journalist before settling down as a househusband. And then he **converts to** (成为了) an artist after working at home so as to conveniently take care of those children.

Tips:

家庭“煮”夫 househusband

衣食住行 food, clothing and housing and travel

(转变) 成为 convert into

与...分担... share ...with sb. in...

Skill: Thinking above the sentences

Sometimes, several Chinese sentences can be integrated into one sentence in English with proper arrangement in translation, making the sentence more concise, and vice versa.

He is in charge of food, clothing and housing and travel of the children *with the aid of* a babysitter *who has served for 20 years*.

IV. Comparison of Text A and Text B (4 mins.)

Briefly read Text A and Text B again, and try to find respective features or writing styles of the two texts. Then fill in the blanks with the following words and phrases:

casual, report-oriented, featured article, a narrative

Similarities and Differences:

• The language used in both readings is somewhat *casual*, with the tone of the first reading more serious and *report-orientated*. Women's working style and way of thinking are clearly depicted, which will surely provoke an interesting debate on gender issue.

• Text A is a *featured article* on female working styles by way of presenting various scenarios at work, blended with many direct speeches and present verb tenses such as says, agrees, proclaims, report, feels, pauses when referring to the past.
• Text B is a *narrative* about the author's personal *experience* of being a housewife.

Examples:

Examples from text A	Examples from text B
1. Some proclaim that men and women of similar backgrounds, experience and aspirations basically	1. I remember my own working days before I settled down as a full-time homemaker.

<p>manage in the same way.</p> <p>2. Deborah says that her authority is sometimes undermined by perceptions about her gender.</p>	<p>2. I experienced the same situation growing up in a household with two working parents.</p> <p>3. From my time in the workforce, I know how tiring and stressful a 9 to 5 grind can be.</p>
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V. Self-Assessment (3 mins.)

In the following items, if you agree, you mark it "Yes". If not so, mark it "No".

Items	Description of current situations	Yes	No
Language aspects	I can express myself better on gender issue and homemakers.		
	I have learned more expressions and phrases and can flexibly use them.		
	Some sentence patterns can make language more forceful and efficient.		
Writing skills	I know more about expanding ideas by examples.		
	Proper examples can strongly support the viewpoints.		
	Examples enable expressions to be more specific and vivid.		
	Appropriate examples can better convince readers.		
Translation	I have learned a few new methods and skills.		
	I have acquired some new idioms, phrases and expressions.		
	Understanding the original text is the first important step in translation.		
	I should never take it for granted especially in idiom translation.		
Gender issue	I have more to talk and think.		
	Now I have a balanced viewpoint.		
	Women have various roles and responsibilities to shoulder.		
	Homemakers should not be discriminated but respected.		
Critical thinking	People vary in their attitudes towards and feelings about the same thing.		
	To the same thing, people' perception and understanding change correspondingly with the times.		
	It is natural for people to have different opinions on the same thing because of different stances.		
	It is not strange for people to have different opinions on the same thing because of different experiences.		
	Maybe a holistic and objective recognition of one thing takes a long time.		

VI. Assignments (1 min.)

1. Supplementary reading: How to be a good housewife.

<https://www.wikihow.com/Be-a-Good-Housewife>

2. Preview of the next unit.

<http://u.unipus.cn>

4、单元教学评价（说明本单元的评价理念与评价方式）

本单元采用教师评价、同伴评价和学生自评相结合的线上线下多元化评价机制。教师评价不仅局限在课堂练习和测试成绩上，还存在于持续跟踪、采集的各种学生学习过程的数据中。利用互联网及应用平台全面、系统地统计分析和挖掘学生学习情况数据，不仅能为学生提供更加科学、全面的发展评价报告，有利于增强学生自主学习意识，而且还有助于培养学生的协作能力、批判性思维能力、深入探究能力和信息技术素养。

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）

本教学设计方案的创新特色：

（1）利用多元化交互机制，促进学生知识能力与综合素养的有机融合。教学设计以学生为中心，力图实现学生与教师、学生与学生、学生与学习内容、学生与学习工具的多元交互，形成一个以学生为中心的无缝学习环境。学生与教师之间的线上线下互动打破了课堂内外、学校内外的时空限制，在交互内容的深度、广度和准确度方面也多有提升。学生与学生之间的互动主要表现为分享学习资源、讨论学习心得、发表个人评论、进行小组合作、完成同伴评价、共享学习成果等环节。学生与学习内容之间的交互体现在通过微课、微视频、音频、图片、图形、文本等生动逼真、丰富多彩的方式带给学生全方位感官体验，满足学生个性化、沉浸式学习需求。学生与学习工具之间的交互体现在登录、检索、输入、共享等一系列实际操作中。本教学设计方案注重成效导向，致力于利用现代化信息手段提高学生听、说、读、写、译语言基本技能。

（2）通过大量的互动和引导，循序渐进地培养学生的高级思维能力。在引导学生对女性角色及家庭主妇劳动价值认知的教学活动中，采用由易到难、循序渐进的教学模式，设计 Girly Girl 和 Wo-man 采访、家庭主妇角色看图讨论、Feminism 微课等教学环节，逐步引导学生完成从社会角色表象认知到社会角色演变深层认知这样一个拾阶而上的辩证思维过程，从科学认知上完成自我提升和思维挑战，培养了学生解决复杂问题的能力。

（3）本课程设计是对教师教学活动和学生学习活动的双重挑战。教师需要深入挖掘，通过多种形式和渠道对本单元学习内容在知识、思想、文化等各方面进行全方位、大范围延展，并自制 sample essay 和 feminism 等微课及微视频。另外，本课程设计不仅局限于考察学生对语言知识的学习，而且挑战学生搜集、整理、筛选、分析资料和信息的能力，利用已有知识构建和表达自己独到见解和观点的能力，以及团队协作解决问题的能力。因此，本课程设计不仅充分调动了教师的主观能动性，而且能够进一步激发学生的学习潜能，对培养他们的自主学习，合作学习和问题探究能力有很大的帮助。