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	大学英语视听说
课程类别	☑大学英语基础课程 □大学英语后续课程 □英语专业课程 □商务英语专业课程 □翻译专业课程
教学对象	非英语专业大一第二学期学生（中等水平）
教学时长	2 学时
教材名称	新一代大学英语（提高篇）视听说 2
参赛单元	第_2_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）

本课程是大学英语基础课程的视听说部分，与综合教程配合使用，旨在培养学生语言综合应用能力，尤其是听说能力，同时提高综合文化素养和跨文化交际能力，使他们在学习、生活、社会交往和今后的工作中能够有效地使用英语，为国家输送具有国际视野的轨道交通领域复合型人才，服务于"高铁走出去"和"一带一路"等国家发展战略。

2、教学目标（介绍课程时长、总体目标以及预期达到的成效）

该课程约持续 16 周，每周 2 学时，共计约 32 学时。学完本课程后，学生应能够理解不同场合中一般性话题或简单专业性话题的视听材料，抓住要点及主要结构，明确事实、观点和细节，领悟他人的态度、意图和暗示。能在不同场合就一般性话题或简单专业性话题进行描述、说明或参与讨论，发表见解，回应别人的意见，表达清晰、连贯、得体。能采用适当的交际策略，使沟通顺利。

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）

本课程将主要利用《新一代大学英语（视听说）》包含的视听材料组织教学，实现教学内容理论与实践相结合、工具性和人文性相兼融。学生课前利用外研随身学 APP 预习课程内容，了解课程相关背景，预先思考、开拓思路，完成课堂准备工作；课堂上通过一系列视听说活动提升语言技能、开阔视野、提高思辨能力；课后通过成果输出盘活知识、提高能力并检验效果。

4、教学组织（介绍课程主要教学理念、教学方法与教学手段）

本课程以全人发展教育为理念，以因材施教分类指导、教师为主导与学生为主体的教学原则，以产出导向教育（OBE）为设计理念，采用任务式、合作式、项目式、探究式、案例式等教学方法，以输入为基础，输出为驱动，体现以教师为主导、以学生为主体的教学理念，使教学活动实现由"教"向"学"的转变，使教学过程实现由关注"教的目的"向关注"学的需要"转变，形成以教师引导和启发、学生积极主动参与为主要特征的教学常态。

5、教学评价（介绍课程的总体评价方式）

本课程采用形成性评价与终极性评价相结合方式，其中形成性评价包括自主学习、阶段测验、书面和口语作业、考勤与课堂参与度、项目作品与展示报告等；终极性评价包括期末闭卷考试和口语考试。形成性评价不低于总成绩的 50%。

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）

Learning objectives:

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

➢ Narrate the history of urbanization;

➢ List the typical challenges posed by urbanization and elaborate on them;

➢ Distinguish causes and effects while listening and use them in speaking;

➢ Analyze urban problems and provide some possible solutions.

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）

Content: one video, two conversations, two passages, four news reports

Time allotment:

1st period	Bridge-in	5 minutes
	Learning objectives	1 minute
	Conversation One	12 minutes
	Conversation Two	12 minutes
	News report One	9 minutes
	News report Two	9 minutes
	Summary	2 minutes
2nd period	Passage	10 minutes
	Video	35 minutes
	Summary	3 minutes
	Assignment	2 minutes

Design rationale: the 4MAT model; cooperative learning

Based on the 4MAT model, this lesson plan divides the whole unit into four parts:

Part One: Why do we learn about the topic of city well-being?

Part Two: What is urbanization and what challenges does it pose?

Part Three: How can we cope with those challenges and promote city well-being?

Part Four: What if we plan our city this way?

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）

Teaching procedure:

Pre-class:

1. Provide students with the word bank of the unit (uploaded to class WeChat group 2-3 days in advance) so that they are linguistically prepared for class activities.

2. Students think about the "Preview Questions" (uploaded to class WeChat group 2-3 days in

advance), searching the Internet for help when necessary, in order to be topically prepared for class.

Preview questions:

1. Do you enjoy city life? What problems have you found or experienced in city life?

2. What do you think can be done to make city life more pleasant?

课前安排：教师将教材中本单元的音频和视频根据其具体内容制定学习目标，按照 4MAT 模式进行顺序重组，并设计与学习目标相匹配的各种听说练习题，以保证学习目标的达成。给学生发送预习材料，督促学生利用外研随身学 APP 进行针对性预习。

使用教学资源：教材第五单元内容所涉及的词汇和文化注释; 班级微信群。

In-class:

1ˢᵗ Period (50 minutes):

Step 1. Bridge-in (5 minutes)

Show pictures and ask students to identify some typical problems with cities. Ask students to talk a little bit about them.

Step 2. Learning objectives (1 minute)

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

➤ Narrate the history of urbanization;

➤ List the typical challenges posed by urbanization and elaborate on them;

➤ Distinguish causes and effects while listening and use them in speaking;

➤ Analyze urban problems and provide some possible solutions.

(The above two steps correspond to "Part One: Why do we learn about the topic of city well-being?" in the 4MAT model.)

Step 3. Listening and speaking activities

Activity 1. Conversation One (12 minutes)

Listening: Students listen to the conversation about problems with city traffic and finish two exercises (multiple choice questions and true or false statements).

Speaking: Then they discuss in pairs what they think of the traffic in Beijing compared with that in their hometown. Ask a couple of students to share their opinions.

Activity 2. Conversation Two (12 minutes)

Listening: Students listen to the conversation about the interpersonal relationship in big cities and finish the multiple choice questions.

Speaking: Then students discuss in groups the following questions:

1. How many neighbors do you know? How often do you talk to each other? Have you ever helped each other? If so, tell your partners the experience.

2. What do you think of the current interpersonal relationship in big cities like Beijing? What do you think can contribute to a more harmonious relationship among city dwellers?

Ask a few group representatives to share their ideas. Share the story "'A Warm Corner' in Hangzhou" with the class.

(Activity 1 and Activity 2 correspond to "Part Two: What challenges does urbanization pose?" in the 4MAT model.)

Activity 3. News report One (9 minutes)

Listening: Students listen to the news report about the bike highway in Paris and answer four multiple choice questions.

Speaking: Have students remark on the necessity and practicability of bike highways in big cities and small cities respectively. Choose two students with different opinions to speak to the class.

Activity 4. News report Two (9 minutes)

Listening: Students listen to the news report about the practical use of a city building game called "Skylines" and answer three multiple choice questions.

Speaking: Then ask students if they have ever played the same game or a similar one. If so, ask one or two to share their experiences and comments. If not, make them discuss in groups what inspiration can be drawn from the news report. (e.g. Games could be designed not just for fun but also for practical purposes.)

(Activity 3 and Activity 4 correspond to "How can we cope with those challenges and promote city well-being?" in the 4MAT model.)

Activity 5. Summary (2 minutes)

Summarize what has been done in the first period together with students.

(Students are required to move their seats during the break and make sure that they have different partners for oral activities in the second period.)

2ⁿᵈ Period (50 minutes):

Activity 6. Passage (10 minutes)

Listening: Students listen to a passage about city street art and finish the following exercise.

Match the causes with their respective effects in the table below while filling in the connectives that are used.

Cause-effect	Connectives	Causes	Effects
1 ➡ C	because of	1. its French background and reputation as one of the most "cultured" cities in Canada	A. make it one of the best locations to celebrate the love for street art
2 ➡ E	thanks to	2. the MURAL Festival	B. almost all buildings have graffiti on them
3 ➡ A	so as to	3. the MURAL Festival gives Montreal a new look every year	C. Montreal has a lot to offer when it comes to street art

4 → B	because of	4. it is expensive to clean it up and Athens was stuck in the economic crisis	D. it often promotes itself as a destination to see great street art
5 → D	therefore	5. Athens has recognized that graffiti can be attractive to tourists	E. the pieces of art are being completely replaced once a year in the Main

Speaking: First ask students to list more ways of cause-effect connection, providing clues when necessary, and then show the following chart so that they see a full picture of the words and phrases that can be used to indicate cause and effect connection.

Words & phrases to indicate cause and effect connection	
verbs & phrasal verbs	affect, blame, cause, contribute, create, produce, arise from, attribute…to, be associated with, bring about, give rise to, lead to, owe…to, play a part in, result from, result in
conjunctions	because, since, as, for, so, now that, in that
prepositional phrases	as a result of, because of, due to, for this reason, on account of, owing to, thanks to
adverbs	accordingly, consequently, hence, thus, as a consequence, as a result

Then ask students to discuss in groups the most impressive street art you have noticed and comment on their effects by using some of the words and phrases above. Give an example for students to follow. Choose two group representatives to share their ideas with the class.

Example: The most impressive street art I have noticed in Beijing looks like this (show one picture) or this (show a second picture). You may think it is somewhat childish. But I like it anyway. The first reason is that it adds color and vigor to a plain white wall. Without it, you would just see dull walls here and there. I like this kind of street art also because the sight of it makes me feel safe and happy. From my perspective, it conveys a festive atmosphere. It seems that there is something good to celebrate. Besides, I like this form of street art in that it advocates traditional Chinese values, such as being hardworking, being filial to our parents and taking care of the young. To sum up, it spreads positive energy in an artistic way.

(Activity 6 corresponds to the third learning objective: distinguish causes and effects while listening and use them in speaking.)

Step 4. Viewing, listening and speaking activities (35 minutes)

Before playing the video, remind students of the tasks they are going to do while and after watching.

Activity 1. Students watch the first part of the video and carry out two tasks.

Viewing and listening: Read the following statements about the history of urbanization. Then watch the first part of the video and fill in the right column of the table with the letters that represent the information corresponding to the different stages of the timeline.

A. Permanent settlements became possible when people could rely on a steady, long-term supply of food with the techniques like irrigation.

B. Food surpluses allowed the development of other trades, and, by extension, cities.

C. Humans were hunter-gatherers, often moving from place to place in search of food.

D. Semi-permanent villages appeared when humans began to raise food rather than search for it thanks to selective breeding and early agricultural techniques.

E. Semi-permanent villagers had to move every few years as the soil became depleted.

F. Modern cities started as new technology allowed cities to expand and integrate further.

G. By mid-century, 70 percent of all people in the world will live in an urban area.

H. Most of the global population growth will occur in the urban areas of the world's poorest countries.

I. Some cities had population densities nearly twice as high as that of Shanghai.

J. Because transportation was not widely available, everything had to be within walking distance.

K. More than half of all people in the world live in an urban area.

L. Only 2 out of 10 people lived in a city.

The history of urbanization	
Timeline	Development
In the earliest days of human history	C
About 10,000 years ago	D E
About 5,000 years ago	A B
In 2,000 BC	I J
After the Industrial Revolution	F
100 years ago	L
Today	K
In the future	G H

Speaking: Work in pairs and briefly retell the history of urbanization in your own words with reference to the information in Task 1. Ask students to do a relay retelling afterwards. (This exercise corresponds to the first learning objective: narrate the history of urbanization.)

Activity 2. Students watch the second part of the video and perform the following two tasks.

Viewing and listening: This part of the video is about how cities should change to adapt to its

future growth. Please do the following blank-filling exercise.

First, the world will need to seek ways to provide <u>adequate</u> food, sanitation and education for all people.

Second, growth will need to happen in a way that does not <u>damage</u> the land that provides us with the goods and services that support the human population. Food production might move to <u>rooftop gardens</u> or empty lots in city centers, while power will increasingly come from multiple sources of <u>renewable</u> energy.

Instead of single-family homes, more residences will be built <u>vertically</u>. We may see buildings that contain everything that people need for their daily life, as well as smaller, <u>self-sufficient</u> cities focused on local and <u>sustainable</u> production.

The future of cities is diverse and <u>creative</u>, no longer built around a single industry, but reflecting an increasingly <u>connected</u> and global world.

Speaking: Focusing on Beijing or any other city you are familiar with, discuss in groups what other factors should be taken into consideration in city development and give their respective reasons, using appropriate cause-effect connections to make your logic clear. (This exercise mainly corresponds to the fourth learning objective: analyze urban problems and provide some possible solutions. It also helps to achieve the second learning objective: use causes and effects in speaking. To facilitate students' work, teacher gives them some clues. Take Vienna and Melbourne, for example. As the top two best cities to live in the world in 2018, they are rated from five perspectives: stability, healthcare, culture & environment, education, and infrastructure. At the same time, make it clear that we are not admiring foreign countries blindly or in any sense encouraging Chinese to emigrate. Instead, we just strongly support President Xi in advocating exchanges and mutual learning among different civilizations.)

(Step 4 corresponds to "Part Two: What is urbanization and what challenges does it pose?" as well as "Part Three: How can we cope with those challenges and promote city well-being?" in the 4MAT model.)

Step 5 Summary (3 minutes)

In this unit we learned about city well-being, which is worth studying because urbanization is a global trend and many problems have arisen in the process of urbanization. We learned the history of urbanization, elaborated on some typical problems like city traffic, interpersonal relationship among city dwellers, the high population density, environmental issues, and discussed some possible solutions to those problems. We also spent some time focusing on cause-effect connection in both listening and speaking. And you have done good jobs in class activities. I believe all of you have achieved the four learning objectives set at the beginning of this unit.

✓ Narrate the history of urbanization

✓ List and elaborate on the typical challenges posed by urbanization

✓ Distinguish causes and effects while listening and use them in speaking

✓ Analyze urban problems and provide some possible solutions

课中安排：教师根据提前设计好的教案逐项组织以学生为中心的各项教学活动，具体进度视学生接受情况加以调整，以保证学习目标的达成。

使用教学资源：教材第五单元提供的音频、视频及部分听力练习题；本教案；多媒体教室。

Step 6 Assignments

Let's take a step further to consolidate what you have learned today and make full use of your critical thinking. So here are the assignments.

1. Listen to the rest passage and news reports in this unit, finish the exercises and then check on your answers.

2. Suppose you are a city-planner, collaborate with your study group on a speech entitled "My Ideal City". Videotape your speech and upload it to the class WeChat group before next Monday. Your speech should explain how your city is designed so that it is free from those problems which have been discussed in class. Use some cause-effect connectives in your explanation. The video should last three to five minutes, in which every group member speaks at least 30 seconds. Refer to the following rubric for self-assessment. Afterwards, peer assessment will be made in the same way.

Rubric for videotaped speech				
Criterion	Exemplary 10 points	Proficient 8-9 points	Partially Proficient 6-7 points	Incomplete 5 points & below	Score
Content	The video is informative, creative and organized as required.	There are enough facts and ideas closely related to the topic.	There are some facts and ideas closely related to the topic.	Not enough information is presented or is relevant.	
Language use	Use of language contributes to effectiveness of the speech.	Use of language does not have negative impact.	Use of language causes potential confusion.	Use of language is inappropriate.	
Clarity	Speaks clearly and distinctly all the time.	Speaks clearly and distinctly nearly all the time.	Speaks clearly and distinctly most of the time.	Often mumbles or cannot be understood.	
Teamwork	All students on the team contributed to the video making and were part of the final project. Team members showed respect with each other.	Most of the students on the team contributed to the video making and were part of the final project. Team members mostly showed respect with each other.	Most of the students on the team contributed at some level, but a majority of the work was done by one or two.	Some of the team members did not contribute at all to the project. Low levels of respect were evident within the team.	
Total score					

(Step 6 corresponds to "Part Four: What if we plan our city this way?" in the 4MAT model as

well as the fourth learning objective: Analyze urban problems and provide some possible solutions.)

课后安排：学生按要求完成单元作业，其中听力练习由学生根据教师上传至班级微信群的参考答案自行评判，如有问题可以在线跟教师沟通；学习小组的演讲视屏作业则在规定期限内上传至班级微信群,每个小组还需提交组内自评和组间互评结果。

使用教学资源：教师拟定演讲视频评价表；班级微信群。

4、单元教学评价（说明本单元的评价理念与评价方式）

评价理念：评价旨在促进学生发展、教师提高和改进教学实践；既关注学习结果，也关注学习过程；学生自评互评与教师评价相结合；质性评价与量化评价相结合。

评价方式：小组自评、小组互评与教师评价相结合；目标评价、过程评价、结果评价相结合。

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）

整个单元按照 4MAT 模式组织教学内容，设计各项听说活动；

学习目标明确、可行；

教学活动紧紧围绕学习目标展开；

学习成效可衡量；

切实培养学生的学科核心素养。