

附件一：

2025 年外研社 “教学之星” 大赛
教学设计方案

（注：本表中请勿出现学校信息）

一、基本信息

参赛组别	<input checked="" type="checkbox"/> 大学英语组 <input type="checkbox"/> 英语类专业组 <input type="checkbox"/> “理解当代中国” 大学英语组 <input type="checkbox"/> “理解当代中国” 英语类专业组
课程类别	<input checked="" type="checkbox"/> 大学英语通用英语课程 <input type="checkbox"/> 大学英语专门用途英语课程 <input type="checkbox"/> 大学英语跨文化交际课程 <input type="checkbox"/> 英语专业课程 <input type="checkbox"/> 翻译专业课程 <input type="checkbox"/> 商务英语专业课程 <input type="checkbox"/> “理解当代中国” 读写课程 <input type="checkbox"/> “理解当代中国” 演讲课程 <input type="checkbox"/> “理解当代中国” 翻译课程
课程名称	Embrace the Unknown—The South Pole exploration
教学对象	非英语专业本科生
教学时长	40 分钟
教材名称	新未来大学英语视听说教程 2
参赛单元	第 2 册 第 6 单元 （*单本教材仅填写单元信息）

二、单元教学设计方案

1、课程描述（介绍院校特色与教学对象特点，说明本课程时长及总体目标）

本校是国家教育部批准成立的独立学院，采用新模式新机制举办的以本科层次为主的普通高等学校。现有 7 个学院，68 个专一段业，工科优势集聚，文理特色鲜明，指导思想：坚持教育以育人为本，以学生为主体；坚持办学以人才为本。

《大学英语 I》作为我校一年级本科生的公共基础必修课，旨在培养英语应用能力，提升跨文化交际意识与技能，增进文化理解，提高综合文化素养。本课程着重塑造学生的人文精神与思辨能力，旨在培育具有家国情怀、国际视野及明确职业导向的应用型人才。

课程围绕“用英语讲好中国故事，用行动传递中国文化”的核心理念。基于教材《新未来大学英语视听说教程 2》，精选大学生活、科技、教育、自然等五个单元，融入新时代青年观、科技发展、教育理念、环境保护等主题，实现德育、文化与日常学习生活的有机融合，传承中华文化，传播中国声音。

《大学英语 I》于 2009 年获评四川省精品课程，2013 年获评省级精品资源共享课程，扩大了优质教育资源的覆盖范围。2016 年课程迈入数字化时代，启动数字课程建设与混合式教学，深化教学改革。2020 年获评四川省课程思政示范课程，2022 年获评省级一流本科课程，2023 年获评省级课程思政典型案例。

近五年来，教师主持教育部、省、市厅级教学项目 12 项，出版教材 15 部，获评省级民办高校优秀教学团队奖，四川省高校教师教学创新大赛三等奖 2 项，“高教社杯”四川省高校外语课程思政教学比赛（大学英语组）一等奖 1 项，“外教社杯”全国高校外语教学大赛国赛一等奖 1 项、省赛一等奖 2 项等，彰显了课程建设的成果。

本课程的教学对象是大一年级非英语专业本科学生，具备一定的英语语言基础知识，但缺乏阅读技能，思辨能力，文化与情感价值观层面也有一定匮乏。因此，本课程的教案目标分别是知识与技能、过程与方法、情感态度与价值观，重点在于培养学生思辨能力，在教学过程中重塑学生的价值观。本次课教学时长为 40 分钟。

2、单元教学目标（说明参赛单元的教学目标，体现语言目标、知识目标与育人目标的融合，以及对学
生用英语讲述中国、沟通世界，实现国际传播目标能力的培养）

本单元是以“科学探索”为主题的视听说单元，涉及到从古至今，仁人志士对未知以及真题的科学探索案例，例如地理探索，宇宙以及航空方面的探索故事，天文原理等的探索故事。

本单元教学目标是：1. 语言方面期望学生达到了解这些话题相关词汇，并灵活记忆以及应用重点词汇；

2. 知识层面，期望学生通过视听材料，根据不同题型练习各类听力技巧，与口语输出练习，训练表达以及思辨能力。并体会记述科考故事的一些典型框架，尝试迁移应用。

3. 育人方面：期望学生体会并学习艰苦奋斗，追求卓越的科学探索等精神。

单元教学过程（①说明本单元的主要内容、课时分配、设计理念与思路；②说明本单元教学组织流程，包括课内、课外具体步骤与活动；③说明本单元教学过程如何有效使用教材，有机融合数智技术，引导学生理解中国、探索世界，培养学生讲述中国、沟通世界，提升国际传播效能）

本单元的主要板块包括：“Experience the world”（包含两段主题听力练习—1 课时）；“Understand the world”（包含三段主题听力练习—2 课时）；“Over to you”（产出口语练习任务—1 课时）；“Further listening”（听力测试练习—1 课时）

本单元设计思路：1.教学开始前布置翻转任务，请同学们搜集与科学探索有关的案例，上传到网络平台，可根据 103 页表格提供框架。

2. 教学开始时，首先由 103 页的中外名言引出人类探索世界话题，进而引出科学探索科考等话题，可增加一些图片或者视频进行单元导入，查看学生翻转课堂作业并讲评。

3. 按照教材顺序分主题进行听力练习，使学生接触不同领域的科研探索话题，积累相关词汇与知识，同时练习听力技巧。材料中记叙科考事件时，如有较好的叙事框架，可以给学生指出并讲解。

4. 充分练习之后，在 “Over to you” 环节进行单元产出，参照教材给予的框架，或者之前听力材

料中出现的较好的叙事框架，引导学生进行迁移应用，讨论，团队合作练习，现场展示等。展示完成后，给予教师点评和学生互评，进一步反思和改进。

5. “Further listening” 部分进行单元听力测试，学生可在网络平台提交答案批改之后给予反馈，寻找教学中存在的不足。

3、单元教学评价（说明本单元的评价理念与评价方式，体现如何运用数智化测评手段或工具，提高评价的有效性与科学性）

教师点评与学生互评（使用网络平台学习通）结合的评价方式。

三、参赛课时教学设计方案

1、教学目标（说明所选取的1个完整课时的具体教学目标，以及该目标与单元教学目标间的关系）

该课时选取的是第6单元“Experience the world”部分当中的第二段听力 listening 2

语言目标：听懂南极科考相关听力材料，掌握科考设备、生态保护等词汇，能描述科考队员的工作。

知识目标：1. 了解科考相关知识；

2. 了解南极地理以及气候知识；

3. 训练听力技巧：抓取关键信息；

4. 学习文中记述科考经历的框架；

5. 训练讨论和总结概括技巧，训练对指定问题的思辨能力；

育人目标：1. 体会我国科研人员的自主创新精神，国家使命和责任感，增强民族自豪感，科研精神

与家国情怀。

2. 艰苦奋斗，追求卓越的科学探索精神

3. 团队协作精神

2、教学过程（①说明本课时设计理念与思路，介绍所选取的教材内容<如环节、段落、练习等>及其选取依据，注明页码和自然段序号等；②说明本课时教学组织流程，包括具体步骤与活动；③说明本课时教学过程如何有效使用教材，有机融合数智技术，引导学生理解中国、探索世界，培养学生讲述中国、沟通世界，提升国际传播效能）

1. 听力前：名言+翻转课前任务+图片引入，将主题从 embrace the unknown 过渡到探索先驱精神，探索人物，南极探索的主题。

Embrace the unknown

—the spirit of exploration and being pioneers

不登高山，不知天之高也；不临深溪，不知地之厚也。

——荀子

Truly if you do not climb a high mountain, you will be unaware of the height of the sky. If you do not look down into a deep gorge, you will be unaware of the thickness of the earth.

— Xunzi



荀子



Do not follow where the path may lead. Go instead where there is no path and leave a trail.

— Ralph Waldo Emerson (U.S.)

Pre-class assignment

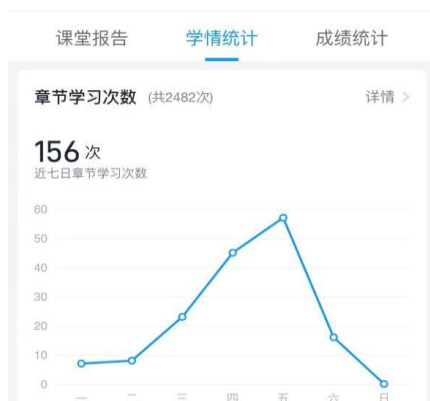
The South Pole exploration



1. Find a scientific explorer you are interested in, print out his photo and bring it to class
2. What challenges do you think explorers to the South Pole might have had?



学习通



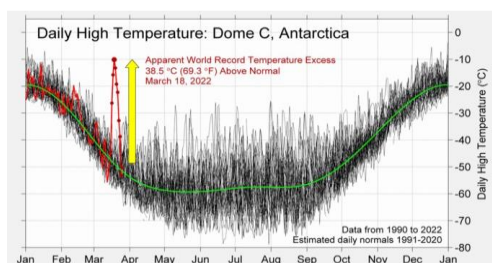
Pre-class assignment

The South Pole exploration



学习通

What challenges do you think explorers to the South Pole might have had?

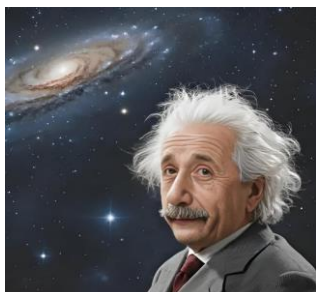


One major challenge for explorers to the South Pole is the weather. Since it's so **cold** there, it must be really difficult for explorers to keep warm.



Another main challenge is the severe **storms**. Blizzards with **strong winds** and freezing temperatures make travel extremely dangerous.

Pioneers and their explorations



.....

Lead-in

Imagine that there had been no one ever reached the South Pole.

Do you want or dare to go to the South Pole?

If so, by which transportation or device would you go there? If not, why not?



2. 听力中：按逻辑循序将听力材料分成 5 个部分，结合材料内容选择相应的听力训练题型，最后总结提炼听力材料的架构和描述方法。

Experience the world

Listening 2

▶ While you listen

🔊 Task 1 Fill in the blanks.



Today, we are going back to the year 1910 to meet two teams of explorers, from Britain and Norway, in a fierce race to be the first to reach the South Pole

(Beginning---opening and general introduction)

▶ While you listen

...> —

Prediction

What will the speaker introduce in the next part?



Experience the world

Listening 2

▶ While you listen

Task 2 Fill in the form.

	British team	Norwegian team
Team leader:	Captain Scott	Roald Amundsen
Exploring tools:	the latest technology, including mechanical sledges	used traditional sledges pulled by dogs

(Basic information of the explorers)

▶ While you listen

...>

Prediction

What will the speaker introduce in the next part?




Experience the world

Listening 2

▶ While you listen

Task 3 Listen for the comparative descriptions

The British team the Norwegian team			
	Their sledges:	However, their heavy sledges broke down on the ice.	Their traditional, wooden sledges were also very reliable .
	Their health conditions:	They also got very cold and became ill.	The Norwegians on the other hand stayed warm because they had learned how to dress from the Inuits.
(Process of exploration)			

▶ While you listen

...> 

Prediction

What will the speaker introduce in the next part?



Experience the world

Listening 2

▶ While you listen

🔊 Task 4 Fill in the blanks.



When the British finally arrived at the South Pole in January 1912, they were disappointed to see the Norwegian flag already stuck in the snow. To make things worse, on the way back, they were trapped by a terrible snowstorm with very little food left. Ten months later, their bodies were found in their tent by a search team.

(result of exploration)

▶ While you listen

...>

Prediction

How will the speaker end the speech?



Experience the world

Listening 2

▶ While you listen

Task 5 Listen for comments



Throughout the journey, Captain Scott recorded all the details of the journey in a diary. Because of this, even though the British lost the race, their bravery and persistence continue to inspire millions.

(comments of exploration)

▶ While you listen

By what structure is the listening material organized?

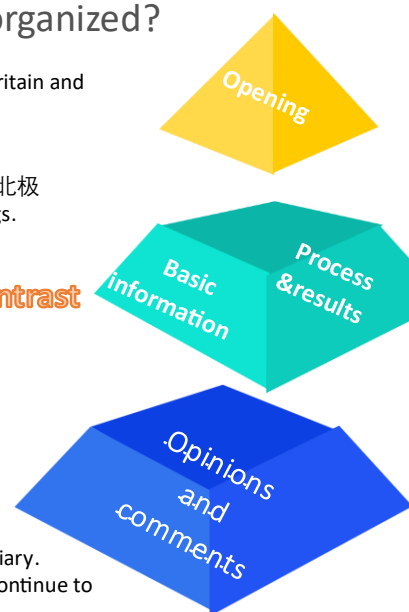
Today, we are going back to the year 1910 to meet two teams of explorers, from Britain and Norway, in a fierce race to be the first to reach the South Pole.

The British were led by the famous Captain Scott, and used the latest technology, including mechanical sledges. The Norwegians were led by the experienced Arctic (北极的, 极寒的) explorer, Roald Amundsen, and used traditional sledges pulled by dogs.

At first, the British team thought that having the latest technology would give them a great advantage. However, their heavy sledges broke down on the ice. They also got very cold and became ill. The Norwegians on the other hand stayed warm because they had learned how to dress from the Inuits. Their traditional, wooden sledges were also very reliable.

When the British finally arrived at the South Pole in January 1912, they were disappointed to see the Norwegian flag already stuck in the snow. To make things worse, on the way back, they were trapped by a terrible snowstorm with very little food left. Ten months later, their bodies were found in their tent by a search team.

Throughout the journey, Captain Scott recorded all the details of the journey in a diary. Because of this, even though the British lost the race, their bravery and persistence continue to inspire millions.



3. 听力中：听力拓展，找到相同主题的拓展介绍视频，深度分析与思考，提出思辨性讨论话题，引导学生思考，逐渐过渡到思政内容：科学家精神。

▶ While you listen

Question

What genre is this listening material?

According to.....

Today, we are going back to the year 1910 to meet two teams of explorers, from Britain and Norway, in a fierce race to be the first to reach the South Pole.

Scientific podcast

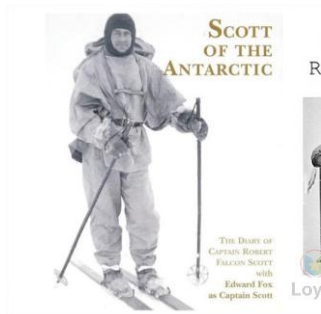
A **podcast** is an audio recording that is available on the Internet. Listeners can download podcasts to their computers or phones. Using simple digital technology, you can make a podcast about any subject. By posting your podcast online, you can reach listeners all around the world!

Listening for more details



▶ While you listen

Group Discussion



The Journals of
Robert Falcon Scott



LoyalBooks.at the 1

After watching the video, What qualities do you think these explorers show during their South Pole expedition ?

Suggested answer : dare to be the first; fearless of dangers; team spirit;.....

Is captain Scott a fearless hero or a bumbling fool?

▶ While you listen

The scientific spirit

科学家精神

胸怀祖国、服务人民的爱国精神
勇攀高峰、敢为人先的创新精神
追求真理、严谨治学的求实精神
淡泊名利、潜心研究的奉献精神
集智攻关、团结协作的协同精神
甘为人梯、奖掖后学的育人精神

《致敬·科学家》

五赴南极 40年 向南极
让“老极地人”最自豪的
还是“中国造”

杨元德

“每次科考都会面临着种种困难和挑战，作为科考队员，最重要的，就是要保持顽强的毅力和坚定的信念。”

长江云

“核潜艇”之父——黄旭华

隐姓埋名30年，
他将一生奉献给了国家
只为祖国打造“杀手锏”，
中国核潜艇

The backbone of the country
——《国之脊梁》

4. 听力后：根据所学框架进行课堂产出

Project **Making a podcast about someone famous for exploring the unknown**



*Our university is hosting an English Podcast Contest and you plan on entering the contest. You have decided to make a podcast about someone who is famous for exploring the unknown **based on the structure** we have learnt in today's listening practice.*

Next page

Project

Step 1

Think of a person who is famous for exploring the unknown.

The person could be:

- a scientist.
- an astronaut.
- an explorer.....

Step 2

Plan how you will **structure** your podcast. Try to think about the following:

- How will you **welcome** your listeners to the podcast?
- What **basic information** on the person will you introduce?
- What details of the exploration **process** are you going to include?
- What description of the exploration **result** will you make?
- What is your opinion or **comment** of the person?

Next page



Project

Step 3

Practice what you will say with a partner. Ask your partner for advice on how to improve it.

Step 4

Bring your printed **photo** and share the podcast with the class. Then the class vote for the top three using the Evaluation form on the next Page



Reference:

Welcome your listeners with an **opening**

Provide an introduction to the podcast and greet listeners.

- *Welcome to [name of the podcast], everyone! ...*
- *You are now listening to [name of the podcast]. Today I will talk about ...*

End with your own opinion/comments of the person

End your podcast with why the person has been important for you.

- *For me, she stands out as the first woman to accomplish such a feat ...*
- *In my opinion, he has been undervalued for generations ...*

Next page



Project

OTY Evaluation form

- Read the criteria below. Keep them in mind when you present and watch your classmates' presentations.
- Note down your comments in the "Written feedback" row when watching your classmates' presentations. Then grade the presentations in the "Points" column on a scale of 1-5.

Rating scale: very poor = 1 poor = 2 average = 3 good = 4 very good = 5

	Criteria	Points
Content	<ul style="list-style-type: none"> • provided basic information about and major achievements of the person • ended with personal opinions of the person 	
Organization	<ul style="list-style-type: none"> • presented with a clear structure • connected the main points logically 	
Language	<ul style="list-style-type: none"> • spoke clearly, fluently and appropriately • used some expressions learned 	
Delivery	<ul style="list-style-type: none"> • used descriptive language • managed time effectively 	
Written feedback		



学习通



Vote

Xuexitong app

课后作业:



Assignment



- 1. Introduce both a Chinese and a Foreign scientific explorer in your podcast. You can give some contrasts if necessary.
- 2. Revise the one in class and add a new one after class according to the suggestions given by the teacher and classmates.
- 3. Record it and upload the recording onto the Xuexitong APP.

3、**教学评价**（说明本课时评价理念与评价方式，体现如何运用数智化测评手段或工具，提高评价的有效性与科学性）

教师点评与学生互评（学习通 APP 投票）结合的评价方式。采用 Evaluation Form 细化评价标准，提高评价效度。

（注：本表请保存为 PDF 格式，以“大学英语组/英语类专业组/理解当代中国大学英语组/理解当代中国英语类专业组+学校名称+团队负责人姓名”的形式命名，并上传至报名网站：<https://heep.fltrp.com/star>。）