

附件一：

单元思政教学设计方案

(注：本表中请勿出现学校信息)

一、基本信息

课程名称	英语视听说 I
课程类别	<input 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 checked="" 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
教学对象	英语专业大一学生
教学时长	32 学时 (参赛单元为 5 个学时)
教材名称	大学思辨英语教程视听说
参赛单元	第_1_册 第_8_单元 (*单本教材仅填写单元信息) 单元标题 Green Living

二、单元思政教学设计方案

1、课程描述 (介绍院校特色与教学对象特点, 300 字以内)

1. 1 院校特色

本校是一所多科性应用型大学。其中，外国语学院紧密对接“一带一路”教育行动计划，注重培养学生的应用能力和创新能力，走出了一条“重人品、厚基础、强能力、有特色”的发展之路。

1. 2 教学对象特点

本门课程的教学对象为英语专业大一的学生。他们具有如下特点：

- 1) 英语基础：英语水平相当于 CSE4。听力基础相对扎实，但是不擅长理解稍带学术性和专业性的话题。口语产出能力较为薄弱。
- 2) 思辨能力：就听力而言，学生在感知和理解层面表现较好，但是对于听力材料的阐释、分析、推理及评价能力还有待加强。
- 3) 行为特征：学生学习兴趣浓厚，爱好交流。在单独面对有挑战性的任务时缺乏自信，更能接受合作式学习以及教师引导下的探究式学习。

2、单元教学内容及思政育人目标（介绍单元内容及教师基于本单元内容挖掘提炼的思政育人目标）

2.1 单元教学内容（300字以内）

本单元为《大学思辨英语教程视听说 I 聆听生活》的第八单元，单元主题为 Green Living。通过一系列听说活动，学生将了解全球气候变暖的成因，并且分析和比较不同版本对全球气候变暖的诠释，进而探讨人类对自然所造成的影响。学生还将用英语阐述中国文化中“天人合一”的理念，运用古老的智慧为当今的环境问题指明方向。在天人合一的智慧引领下，学生将思考作为当代大学生应采取哪些环保措施，践行绿色生活理念。

2.2 思政育人目标（3个以内）

- 1) 能改善分析、推理、归纳、评价等思辨能力。
- 2) 能领悟古代中国智慧，体会当代中国担当，增加民族自信，传播中国文化和理念。
- 3) 能树立环保意识，承担地球公民责任，践行绿色环保理念。

3、单元思政教学设计（说明在单元教学与评价全流程中融入课程思政的环节与方式，展现知识传递、能力培养与价值塑造有机融合）

本单元教学基于产出导向法展开，其中驱动环节在课前线上进行，促成环节和评价环节采用线上线下相结合的方式，课上共 5 个课时，促成环节按照教学内容所涉及的四个话题设计，具体分配如下图所示。

1. Global Warming	1
2. Impact of Human Life on Nature	1
3. Harmony of Man with Nature (tianren-heyi)	1
4. Taking Action on Green Living	1
5. Assessing	1

3.1 设计理念与思路

设计理念：

本单元教学设计依据为文秋芳教授提出的“产出导向法”（Production-Oriented Approach，以下简称 POA），以“说”为驱动，以“听”为促成，评价口语产出，并且在听的过程中加强思辨听力的训练。原因如下：

1) 传统的英语视听说课堂仍以“输入驱动”为主，主要存在着以下弊端：

- a) 重“听”轻“说”，学用分离。
- b) 听力作为输入途径之一，语言输入目标不明确，教学效果有限。
- c) 教师作用边缘化，“脚手架”搭建不足。

2) POA 理念下的英语专业视听说课程教学能有效解决传统教学的弊端，具有适用性：

- a) 以“说”为驱动，以“听”为促成，实现输入与输出的衔接。
- b) 在促成环节明确听力中语言形式的输入目标。
- c) 在促成和评价环节，要求教师搭建“脚手架”。

3) POA 理念下的英语专业视听说课程教学更符合本校人才培养目标和社会需求，具有必要性：

- a) 提高学生听力思辨能力和口头表达能力，适应就业市场需求。
- b) POA 中的“关键能力说”，能让教学更好地贯彻立德树人的任务。

设计思路

在驱动环节，本单元的总产出任务如下：

The Transition Town Movement was born in 2006, in an age of expensive oil and economic uncertainty.

It helps communities to find new ways to live happily using fewer resources. The Movement believes that “Big change is not only made by ‘Big’ people. Small, local actions can make a big difference.” There are currently more than 2,600 people, initiatives, and projects worldwide.

Your university is now launching “Transition Campus”, a campaign aimed at making the campus a more environment-friendly place. As a member of the Publicity Department, you are required to videotape and later release on social media an English speech for foreign students in your university in order to illustrate the necessity of this campaign and offer some specific green living tips. Your speech should cover the following four subtopics: describing environmental issues, especially global warming; explaining the impact of human life on nature; interpreting the idea of “Harmony of Man with Nature” (tianren-heyi) in Chinese philosophy; and proposing practical green living tips for the audience to follow.

总产出任务的设计灵感来自一项真实的环境保护运动 “The Transition Town Movement”，这让产出任务中学校发起的“Transition Campus”显得真实而有意义。在场景设计中，学生的身份为学校宣传部成员，需要为学校的留学生录制并在社交媒体上发布一个英文演讲视频，目的是为了宣传本次活动的必要性并提供一些绿色生活的建议。由于本校有来自西欧和东南亚的留学生，这个场景中的受众身份是非常合理且真实的。产出任务中还明确列出了学生演讲中应涵盖的子话题，这些话题紧密围绕本单元教材内容而设计，并且也是一个环保运动宣传视频中会谈到、应谈到的内容。

促成环节从总产出任务涉及的四个子话题切入，针对学生的产出困难，以听力材料为输入，精准、渐进、多样地设计听力促成活动，为学生提供脚手架。并且，听力活动不只是停留在感知和理解的层面，而是让学生进一步阐释、分析、评价和推理听力材料。课堂上的子产出任务基于促成的听力材料设计，学生完成课堂上的子产出任务后，教师给予即时评价。课后的子产出任务建立在课堂子产出任务的基础之上，给予学生更高的要求和更大的创设空间，为最终单元的产出任务服务。促成环节的设计思路如下图所示。

Enabling Stages	Focus of Enabling	Materials of Enabling	In-class Sub-tasks	After-class Sub-tasks
Global Warming	Input of both language and idea about the topic	A talk by Al Gore from the textbook	Retell the first version of global warming in the textbook	Revise your speech according to what learnt in class and upload your speech to U Campus.

			role-play the second version.	
Impact of Human Life on Nature	Input of language and presentation skills about presenting data to enliven your speech	Two talks by Al Gore and MacCready respectively from the textbook	Work in groups and draw a graph based on the information given by Al Gore in Activity 1 and try to illustrate the graph by using some sentence structures in Activity 2	Search for related data and then use ways learnt in class or in after class material to present data to illustrate the impact of human life on nature.
Harmony of Man with Nature	Input of both language and idea about the topic	A mini-lecture on the topic from the textbook	Work in groups and retell the talk about this topic.	Revise your speech according to what learnt in class and upload your speech to U Campus.
Taking Action on Green Living	Input of structure	Two videos from the textbook and one supplementary recording	Revise and present your speech under the structure of 3Rs.	Enrich the content of your new paragraph based on 3Rs or other reasonable structures. Record your speech and upload it to U Campus.

在延时评价环节，由于教学时间有限，教师无法为每个课后的子产出成果逐一展开师生合作评价，只能等到提交单元产出总任务后再展开总体性“延时评价”。在课前，教师根据教学目标和学生产出成果确定评价焦点、选择并批改典型样本。课上在教师主导下，学生参与评价。课后通过自评、互评进一步巩固课中评价，提交最终的小组产出成果，并且在社交媒体上发布视频，将 Transition Campus 的活动理念真正传播给在校全体学生，发动一场校园绿色环保运动，将本单元的育人目标落到实处。

3.2 本单元教学组织流程，包括课内、课外具体步骤与活动

3.2.1 驱动环节（线上）：

1) 教师在 U Campus 发布本单元的总产出任务，如下所示：

The Transition Town Movement was born in 2006, in an age of expensive oil and economic uncertainty. It helps communities to find new ways to live happily using fewer resources. The Movement believes that “Big change is not only made by ‘Big’ people. Small, local actions can make a big difference.” There are currently more than 2,600 people, initiatives, and projects worldwide.

Your university is now launching “Transition Campus”, a campaign aimed at making the campus a more environment-friendly place. As a member of the Publicity Department, you are required to videotape and later release on social media an English speech for foreign students in your university in order to illustrate the necessity of this campaign and offer some specific green living tips. Your speech should cover the following four subtopics: describing environmental issues, especially global warming; explaining the impact of human life on nature; interpreting the idea of “Harmony of Man with Nature” (tianren-heyi) in Chinese philosophy; and proposing practical green living tips for the audience to follow.

2) 全班学生分为 4 个小组, 以小组合作的形式尝试第一次产出, 并将产出成果上传至 U Campus。

3. 2. 2 促成环节 (线下):

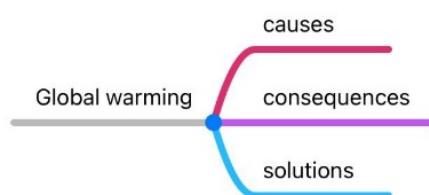
促成环节从四个子话题切入, 分为四个阶段, 各阶段组织流程如下:

1) Enabling Stage 1: Global Warming (45 分钟)

学生在第一次产出作品中存在的问题: 在谈及全球变暖时, 学生们只知道存在全球变暖这一现状, 但对全球变暖到底是如何发生的这一科学问题知之甚少, 并且所知道的内容仅能用中文表达, 不熟悉相关英文表达词汇及专业术语。因此, 本小节旨在帮助学生理解全球变暖的机制, 并掌握相应的英文词汇及术语。

课前:

Activity 1: Vocabulary collection: Search information about global warming and create your own “word bank” about the topic. Use “Mind Mapping” software to categorize the words. The following example is for your reference. You are encouraged to create your own way of classifying. Please upload your mind map picture to the online class forum to share with your classmates.



Activity 2: Finish Task 1 and Task 2 on Page 152 on U campus. Task 1 serves as a general introduction to the topic and is suitable for Ss to study autonomously. Task 2 prepares key words for the material to be covered in class.

课上:

Activity 1 Demonstration of word bank. (教师根据学生课前提交的词汇库,择优在课堂上予以展示和评价。)

Activity 2 *An Inconvenient Truth* (素材来源: 教材 P153 Task 1&2, 旨在为 Activity 3 的产出任务输入内容和语言表达。)

Task 1: Understanding the main idea (Textbook P153 Task 1)

Watch an excerpt of the talk *An Inconvenient Truth* by Al Gore. Summarize its main idea in one sentence.

Keys: Gore presents two versions of explanation for global warming, one from the scientific perspective, the other from a subtly political perspective.

Task 2: Listening for details (Textbook P153 Task 2) (在教材材料基础上增添了若干处空格, 旨在引导学生注意到特定词汇及术语的表达。)

Watch the first part of the video clip. Pay attention to the part where Gore explains "the basic science of global warming." Then complete the following passage with what you hear.

That brings up the basic science of global warming, and I'm not going to spend a lot of time on this because you know it well. The Sun's radiation comes in and in the form of light waves, and that heats up the Earth. And then some of the radiation that is absorbed and warms the Earth is re-radiated back into the space in the form of infra-red radiation. And some of the outgoing infra-red radiation is trapped by this layer of atmosphere and held inside the atmosphere. And that is a good thing because it keeps the temperature of the Earth within certain boundaries, keeps it relatively constant and livable. But the problem is that this thin layer of atmosphere is being thickened by all of the global warming pollution that is being put up there. And what that does is it thickens this layer of atmosphere. More of the outgoing infra-red is trapped. So the atmosphere heats up worldwide. That's global warming.

Task 3: Read the above paragraph and give a one-sentence explanation of global warming. (adapted from Task 2 P153) (旨在引导学生理解全球变暖过程的关键)

Key: The greenhouse gases in the layer of atmosphere traps the outgoing infra-red radiation of the Sun so

as to raise the temperature.

Task 4: Watch the second part of the video clip. Pay attention to the second explanation of global warming. Then fill in the blanks with words you hear. (旨在引导学生理解第二种解释)

Narrator: Uh, yeah! Meet Mr. Sunbeam. He comes all the way from the sun to visit Earth.

Mr. Sunbeam: Hello, Earth! Just poppin' in to brighten your day! And now I'll be on my way.

Gas: Not so fast, Sunbeam! We're greenhouse gases. You ain't going nowhere!

Mr. Sunbeam: Ooh! Ah! Oh, God, it hurts!

Narrator: Pretty soon, Earth is chock-full of sunbeams... their rotting corpses heating our atmosphere.

Task 5: Read the above paragraph and match the depictions in the cartoon to the descriptions in first clip.
(旨在引导学生对两种解释方式进行对比)

1 Mr. Sunbeam	A. Re-radiated back
2 brighten your way	B. Trapped outgoing infra-red radiation
3 more greenhouse gases	C. Heat up the earth
4 on my way	D. Thickened layers of atmosphere
5 You ain't going nowhere.	E. Sun's radiation
6 rotting corpses	F. Trapped by greenhouse gases

Keys:

1 Mr. Sunbeam	E. Sun's radiation
2 brighten your way	C. Heat up the earth
3 more greenhouse gases	D. Thickened layers of atmosphere
4 on my way	A. Re-radiated back
5 You ain't going nowhere.	F. Trapped by greenhouse gases
6 rotting corpses	B. Trapped outgoing infra-red radiation

Activity 3 (该活动为本小节的课上子产出任务，旨在以口语活动的形式让学生将上一活动中的听力输入内容转化为输出。教师将对小组展示做出即时评价。)

The class will be divided into four groups. Group 1 and Group 2 are required to retell the process of

global warming according to the first version in Activity 2. Group 3 and Group 4 are required to role play the second version in Activity 2.

课后:

Activity 1 Please watch the supplementary video uploaded on U Campus, from which you will be presented with a third version of the science of global warming as well as the consequences of global warming.

Activity 2 Please use what you have learnt both in class and after class to revise your previous speech concerning global warming and upload the group work to U Campus.

2) Enabling Stage 2: Impact of Human Life on Nature (45 分钟)

学生在第一次产出作品中存在的问题: 在谈及人类活动对自然的影响时, 学生们都谈到了人口大幅度增长这一主要因素, 他们在用数据描述人口增长时采用的是最简单、最直白的方式, 例如: The world population increased from 1 billion in 1800 to 7.9 billion today. 作为论据的重要来源, 数据是用来论证论点的相对科学、客观的方式, 是值得肯定和提倡的论证思维。但是, 数据展示很容易陷入无聊的困境。因此, 本小节旨在帮助学生学习数据的展示技巧, 让学生学会如何在演讲中生动地展示数据。

课前:

Vocabulary preparation: Students are required to finish Task 2 on Page 149 on U campus.

课上:

Activity 1 (素材来源:Textbook P148 Task 1)

Task 1: Understanding the main idea (Textbook P148 Task 1)

Listen to an adapted excerpt of Earth in the Balance by Al Gore. Which two factors have changed our relationship to the Earth in the 20th century according to the audio clip?

Keys: The dramatic increase in population and unprecedented advances in science and technology.

Task 2: Listening for details (依据教材听力材料新增的活动, 旨在为下一步教学活动提供脚手架)

Listen to the recording again and fill in the blanks with what you hear.

The surge in population is both a cause of the changed relationship and one of clearest illustrations of how startling the change has been, especially when viewed in a historical context. From the emergence of modern humans 200,000 years ago until Julius Caesar's time, fewer than 250 million people walked on the face of the earth. When Christopher Columbus set sail for the New World 1,500 years later, there were

approximately 500 million people on earth. By the time Thomas Jefferson wrote the Declaration of Independence in 1776, the number of people had doubled again, to 1 billion. By midway through this century, at the end of World War II, the number had risen to just above 2 billion people.

Task 3: Discuss about Al Gore's way of illustrating the ever-accelerating increase in human population.
(改编自教材 Task 2 P151,该活动旨在引导学生找出演讲者展示数据的方式。)

Read the above paragraph again and discuss in groups about Al Gore's way of illustrating the ever-accelerating increase in human population. Hint: Take a look at what you filled in the blanks in the previous task.

Keys: Gore demonstrates the population increase from a historical context and draws people's attention by associating different historical periods with those famous names and historical events, making it easy to remember the growth of population along time.

Activity 2 (素材来源: 教材 150 页 Paul MacCready' talk)

在这个演讲中, 演讲者展示了两个图表, 一个图表展示世界人口增长, 另一个图表展示“the human portion” 和 “the natural portion”。为了让学生关注到这两个图表, 教师以图表为线索, 对教材中设置的任务进行了重新排列并加入了部分新的任务。Task 1 是由教师新设计的任务, 旨在帮助学生通过理解演讲暗示的目的来对材料有整体的宏观理解。接下来的两个任务目的在于听取细节。Task 2 与第一个图表相关; Task 3 与第二个图表相关。

Task 1 You are going to watch an excerpt of Paul MacCready's talk on “Nature vs. Humans.” Since this is an excerpt, the purpose of this talk does not state directly in it. Please try to find out the implied purpose of the talk.

Keys: By giving this talk, he would expect us to try to keep a balance between the human portion and the natural portion, i.e. to rein the ruthless exploitation of natural resources.

Task 2 Watch the first part of the talk. Answer the following question and fill in the blanks with what you hear.

1. Question: According to MacCready, what is the greatest change in the recent human history?
2. ...what I'm concerned with is the little 50-year time bubble that you are in. You tend to be interested in a generation past, a generation future—your parents, your kids, things you can change over the next few decades—and this 50-year time bubble you kind of move along in. And in that 50 years, if you look at the population curve, you find the population of humans on the earth more than doubles and we're up three-and-a-half times since I was born.

Task 3 Watch the second part of the talk. Answer the following question and fill in the blanks with what you hear.

1. Question: What do “the human portion” and “the natural portion” refer to respectively?
2. Humans, livestock, and pets are now 97% of that integrated total mass on earth and all wild nature is 3%. We have won. The next generation doesn’t even have to worry about this game—it is over. And the biggest problem came in the last 25 years: it went from 25% up to that 97%.

Activity 3 Please work in groups and reflect on MacCready’s way of argumentation with that of Al Gore.
(该活动旨在让学生对 MacCready 和上一个活动的演讲者 Al Gore 的论证方式进行对比。)

1. How does MacCready differ from Al Gore in the way of illustrating data?
2. Which of the two ways of illustration impresses you more? Why?

Activity 4 (该活动旨在让学生以小组为单位，基于在活动 1 当中演讲者 Al Gore 给出的数据信息画一个图表，并尝试运用活动 2 中演讲者描述图表时所用到的句型来描述自己画的图表。)

Work in groups and draw a graph based on the information given by Al Gore in Activity 1 and try to illustrate the graph by using some sentence structures in Activity 2, such as “Let’s look at...”, “You follow this curve and you see...”. Representatives will be invited to illustrate the graphs. The teacher will make formative assessment of their performance.

课后：

Activity 1 All the groups are required to first search for related data and then use ways learnt in class or after class material to present data to illustrate the impact of human life on nature.

3) Enabling Stage 3: Harmony of Man with Nature (tianren-heyi) (45 分钟)

学生在第一次产出作品中存在的问题：对于天人合一的内涵理解不深入，只能给出简单的一两句话解释，并且对于相关的英文表达不熟悉。因此，本小节将利用教材 P155 的一篇听力演讲材料、中央广播电视台出品的 2022 年联合国生物多样性大会宣传片“*Ecological civilization: building a shared future for all life on earth*”以及《习近平谈治国理政》中有关生态环境保护的内容节选，对内容和语言两方面进行促成。

课前：

Activity 1 Please finish the supplementary tasks related to tianren-heyi on U Campus. (课前练习为一则

补充听力材料，相对于课上天人合一的解读，这则听力材料解读较为简单，能让学生对这一概念有基本的了解。)

课上：

Directions: As is advocated by MacCready in the previous activity, we should try to keep a balance between the human portion and the natural portion. Actually, long before MacCready, a similar idea has been put forward by our Chinese ancient philosophers, i.e. Harmony of Man with Nature (*tianren-heyi*).

Activity 1 Listen to a talk about the Chinese idea of *tianren heyi* and check (✓)the sub-topics that are discussed in the talk.

- 1. The influence of *tianren heyi* on Confucian thinkers.
- 2. How Chinese thinkers and scholars viewed *tianren heyi*.
- 3. The relevance of *tianren heyi* today.
- 4. The importance of *tianren heyi* in the Western world.
- 5. The contrast between Chinese philosophy and Western thinking regarding man and nature

Activity 2 Listen again and decide whether the following statements are true or false.

1. No matter how different Chinese philosophers' views may be, they agree on the necessity of harmony between man and nature.
2. The theory that man is an integral part of nature first originated in the Han Dynasty.
3. The theory was summarized and clearly presented by the Confucian School of idealists in the Song and Ming Dynasties.
4. The idea of *tianren-heyi* advocates that man should never alter nature.
5. Different from Chinese philosophers, westerners think man can conquer nature.

Activity 3 Use one sentence to briefly explain the meaning of *tianren-heyi*. Ss will share their sentences one by one within groups and not allowed to repeat the previous ones. This task is aimed at encouraging them to use various expressions and sentence structures.

Activity 4 Listen to the following sentences from the talk and fill in the blanks with what you hear. (This task is designed to attract students' attention to verbs collocating with “nature”)

While Westerners always try to conquer and plunder from nature with its increasingly highly advanced technologies, the ancient Eastern sages admonish that human beings are just a small part of, and closely

linked to, the world.

However, emphasis on conquering nature may also lead to jeopardizing nature and destroying basic living conditions for human beings.

On the other hand, the idea that advocates harmony of man with nature is of great significance on keeping an ecological balance. The theory is well balanced with emphasis both on alternating and complying with nature.

People should neither subdue, nor destroy nature, and the relationship between the two should be coordinated and harmonized.

Activity 5 Oral task: Try to use the verbs in the above task to describe the difference between Chinese and Western attitudes towards nature.

Activity 6 Listen to the second part again and answer the following questions.

1. What is Ji Xianlin's interpretation of tianren-heyi?
2. The idea of tianren-heyi is reflected universally in Chinese culture. What are the two examples given in the talk? You may note down some key words and then retell in your own words.

Keys: (Key words are underlined. When students have difficulty, the teacher can guide them to pay attention to these words)

1. According to the famous scholar, Ji Xianlin, each of the four Chinese characters tian, ren, he, and yi respectively means nature, human beings, mutual understanding, and friendship, or oneness.

2. These thoughts are universal in Chinese culture. For instance, traditional Chinese tea sets always have three parts: the lid, cup, and tray, respectively symbolizing heaven, people, and earth. In another example, Chinese stress reunions of the family, and consider harmonious family relationships a great fulfillment and pleasure in life, while the Westerners are generally more individual, independent, and adventurous.

Activity 7 Watch the video “Ecological civilization: building a shared future for all life on earth” and pay attention to how China has carried forward the ancient philosophy of “Harmony of Man with Nature”.

Students are guided to pay attention to the following expressions as well as China's achievement in protecting ecological civilization.

Useful expressions:

We prioritize ecological conservation and pursue a green path to development.

中国坚持走生态优先绿色发展道路。

Advance protection and development in parallel.

在发展中保护，在保护中发展。

Contribute China's part and Chinese wisdom in the global effort to protect biodiversity

为全球生物多样性保护积极贡献中国智慧和中国力量

A sound ecosystem is essential for the prosperity of civilization.

生态兴则文明兴。

Let's join hands and work with concerted efforts to build a beautiful world of harmony among all beings.

携手出发 同心协力 共建万物和谐的美丽世界。

China's achievement

There are 11,800 nature reserves of various kinds in China.

中国各类自然保护地 1.18 万个。

China leads the world in the area of increased forest.

中国森林资源增长面积居世界首位。

90% of vegetation types and terrestrial ecosystem types are under effective protection.

有效保护 90% 的植被类型和陆地生态系统类型。

85% of wild animal populations of national priority protection are under effective protection.

有效保护 85% 的重点保护野生动物种群。

China's collection and preservation of biological genetic resources ranks among the top in the world.

中国生物遗传资源收集保藏量居世界前列。

Activity 8 Read extracts of President Xi Jinping's speeches and try to understand China's policy and wisdom in environmental protection.

树立“绿水青山就是金山银山”的强烈意识，努力走向社会主义生态文明新时代。

Be fully aware that “clear waters and green mountains are invaluable assets” and make every effort to usher in a new era of ecological development under the socialist system.

坚持人与自然和谐共生。生态环境没有替代品，用之不觉，失之难存。

We must pursue the harmonious coexistence between humanity and nature. There is no substitute for the current eco-environment. When we use it, we take it for granted. But once damaged, it will struggle to recover.

让群众望得见山、看得见水、记得住乡愁，让自然生态美景永驻人间，还自然以宁静、和谐、美

丽。

We should make it possible for people to enjoy the natural landscape and retain their love of nature, while returning serenity, harmony and beauty back to nature.

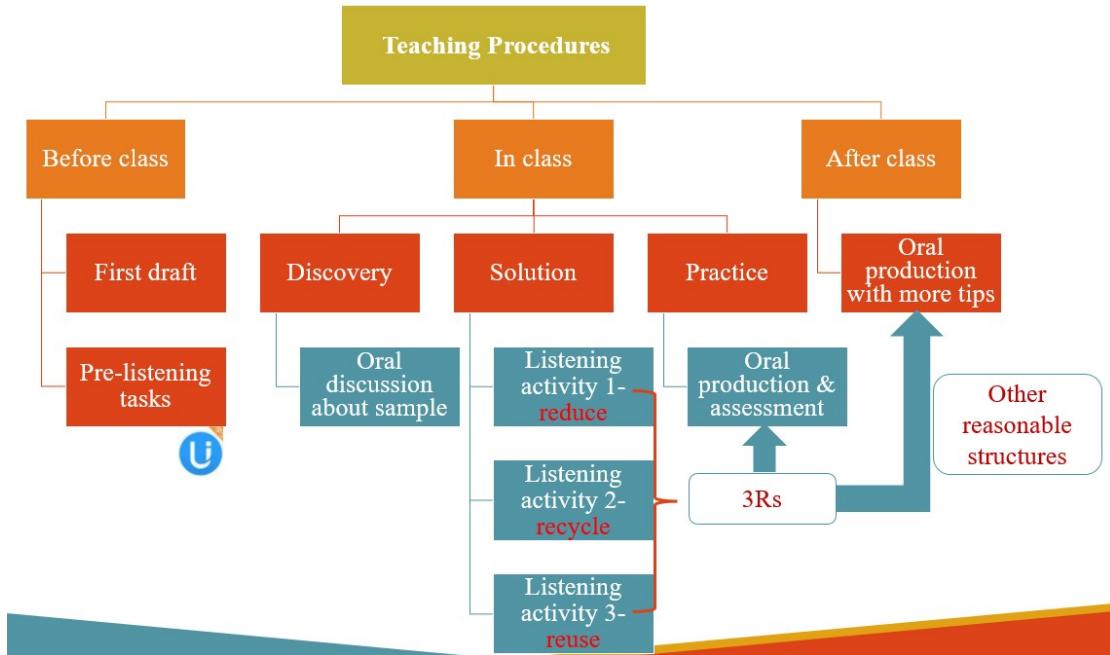
课后：

Activity 1: Please revise your previous speech regarding tianren-heyi and upload the recording to U Campus.

4) Enabling Stage 4: Taking Action on Green Living (45 分钟)

学生在第一次产出作品中存在的问题：学生在这个课前产出活动中，语言表达上做的不错，尤其是对于我们国家政策性的表达，如光盘行动及其意义等，在课前准备过程中能够自己借助网络资源将其准确表达出来。但是，在这一部分的演讲中只是堆砌了一些 tips，没有合理的框架，显得演讲没有逻辑。因此，本小节旨在促成学生为演讲构建一个合理的框架。值得一提的是，教师将利用教材中的两则材料 Eating Local 和 Biofuels 以及补充音频材料 2022 Beijing Winter Olympics 来为学生设计一场解谜游戏。这三段材料分别对应了 reduce, recycle, reuse 这三种环保途径，学生将通过理解这三篇听力材料，逐步提取出这三个关键词，进而形成一个 3Rs 的框架，用于构建之前的口语段落。

教学流程导览图如下：



课前:

Activity 1 Vocabulary preparation: please finish Task 2 on Page 157 on U campus.

Activity 2 Please finish Task 1 on Page 156 on U Campus.

Activity 3 Vocabulary preparation: please finish the vocabulary task designed for “From 2008 to 2022: Legacies from the Olympics” on U Campus.

课上:

课上: 课上的促成活动按照“发现问题（口语讨论）——找寻答案（思辨听力）——解决问题（口语报告）”的思路设计。以“3Rs”为谜底，让学生带着疑问，连闯 3 关听力任务，逐步找到 **reduce, recycle, reuse** 这三块拼图，构成 3Rs 框架。

Activity 1 Sample Analysis (教师点评学生第一次产出中的亮点词汇，如 Empty Plate Campaign 等，进而通过一篇典型样本，让学生讨论发现其存在的结构问题。提出疑问：该如何让这些零散的内容变得有条理呢？教师并不会直接告诉学生答案，而是让学生带着这样的疑问，进入下面的听力活动，让学生在接下来的听力活动中一步步找到答案。)

Activity 2, Activity 3, Activity 4 分别对应了 **reduce, recycle, reuse** 这三种环保途径，学生将通过理解这三篇听力材料，逐步提取出这三个关键词，进而形成一个 3Rs 的框架，用于构建之前的口语段落。

Activity 2 Eating Local

Task 1 Watch a video clip from an American TV series entitled *Save My Planet* and answer the following questions (Task 1, P158). (Pair work, collaborative listening)

1. What is the man advocating?
2. According to Gardner, why is this action beneficial to the environment?

Keys:

1. He is urging people to “eat local”, which means to buy fruits, vegetables and other types of food grown or produced locally.
2. Transportation consumes energy and leaves carbon footprints. By eating local, we can affect the amount of distance for the food to reach us and reduce the carbon footprints.

Task 2 Please identify a key verb to explain why eating local is environment-friendly. (Reduce)

Activity 3 Biofuels

Task 1 Watch the first part of the video clip (00:00-02:04) from *Save My Planet* and answer the

following question in one sentence. (旨在帮助学生了解材料大意以及主人公的回收行为。)

1. What are biofuels made from?

Keys: They are made from plant oils, animal fat and even recycled grease.

2. What are the guys in Midwest doing ?

Keys: They are picking up the waste vegetable oil from restaurants to use in their diesel vehicles.

Task 2 Watch the second part of the video clip (03:4-04:48) from *Save My Planet* and fill in the blanks with what you hear. (旨在让学生注意到与 recycling 相关的词汇表达。)

Steven: And the best part: they are using oil that otherwise would end up in the trash.

Pete: It's a reused fuel. We are not taking virgin oils. We're basically taking oil that are discarded from restaurants.

Pete: Hey Chistie. How are you doing?

Christina: Hi Pete, how are ya? Pete comes about once a week, hauls the cooking oil on the way. I feel great. We are not only saving money, we are doing something to save the environment, and you know it's a win-win situation, as far as we're concerned.

Task 3 Please use a word starting with the letter “r” to summarize the key concept in the above material.
(recycle)

Activity 4 Beijing 2022 Winter Olympic Games

Task 1 Listen to the audio piece and answer the following questions (该任务旨在引导学生了解 2022 北京冬季奥运会秉承的可持续发展观。)

1. How does the 2022 Beijing Winter Olympics arrange the competition venues?

2. What benefits may be brought about by the arrangement?

Keys:

1. The 2022 Beijing Winter Olympics uses the legacies of the 2008 Beijing Summer Olympic Games and arranges the venues in a sustainable way.

2. This arrangement is not only cost-effective but also environmentally friendly.

Task 2 Matching (该任务旨在让学生注意到与 reuse 相关的词汇表达，既有助于学生想到本材料的核心理念是 reuse，又有助他们积累语言，促成后续的产出任务。)

The Water Cube	will be held	basketball and ice hockey competitions, but also as a
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		stadium for concerts.	
The curling tracks	will be turned/renovated into	in a converted arena in Wukesong that was used for the basketball competition in 2008.	
Ice hockey	will be preserved	as an Olympic legacy and opened to the public.	
The Wukesong Arena	is not only used for	a competition arena for curling during the 2022 Games.	

Task 3 Look at the underlined parts in the sentences from the last task. Can you use a word starting with the letter “r” to summarize the key concept advocated in Beijing 2022 Winter Olympic Games? (reuse)

1. The Water Cube, or the National Aquatic Center, a key legacy of the Beijing 2008 Summer Olympics, will **be turned/renovated into** a competition arena for curling during the 2022 Games.
2. After the Olympics, the curling tracks will **be preserved as** an Olympic legacy and opened to the public.
3. Ice hockey will be held in a **converted** arena in Wukesong that was used for the basketball competition in 2008.
4. The Wukesong Arena is **not only used for** basketball and ice hockey competitions, **but also** as a stadium for concerts.

Activity 5 Oral Production and Assessment

Group discussion and presentation: Please sort out your original tips according to 3Rs and select a representative to make a brief oral presentation. (师生将根据以下 rubrics 对学生的口头汇报组织师生合作评价。)

Structure	Yes	No
Is there a beginning which grabs the audience's attention and gives clues about what is coming?		
Does every detail add a little more to the main idea?		

Are the details logically grouped according to 3Rs?		
Are there words/ phrases/ sentences linking opinions or reasons?		
Is there a natural conclusion or ending?		

课后:

Activity 1 Watch the supplementary video “3Rs” on U Campus.

Activity 2 Post your responses to the hot topics “financial power for cherries” and “mukbang (eating broadcasts)” on the class forum.

Activity 2 Work in groups and enrich the content of your new paragraph based on 3Rs or other reasonable structures. Record your speech and upload it to U Campus.

3. 2. 3 评价环节 (45 分钟):

本课时将对学生第二次的单元总产出任务进行师生合作评价。

课前:

Activity 1: After the last lecture, T and Ss discuss online and set up the following criteria for assessment jointly. The highlighted parts of the criteria are specially designed for the productive task of this Unit and closely linked to the teaching points in enabling phase. The criteria are explicitly stated and easily comprehended so that students can make self-evaluations without difficulty. T makes sure that every student fully understands the criteria. Ss must submit their videotaped speeches to U Campus in required format before deadline.

Scoring Rubrics for Oral Presentation about Transition Campus

Category	Scoring Criteria	Total Points	Score
Organization (10 points)	Information is presented in a logical sequence.	5	
	There is a natural transition from the previous subtopic to the next one. All the subtopics are well connected.	5	
	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Difficult terms are well-explained for the target audience. Green living tips given in the speech are practical and	15	

Content (45 points)	college-oriented.		
	Presentation contains accurate information. Material included is relevant to the overall message/purpose. Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	Vocabulary and expression learnt in the Unit are used in the speech to convey message. No obvious grammatical mistake.	10	
Presentation (35 points)	There is an obvious conclusion summarizing the speech.	5	
	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Graphs are well illustrated to support the argument.	5	
Overall impression (10 points)	Length of presentation is within the assigned time limits (6-10 min).	5	
	The speech is very interesting, appealing, and thought-provoking. It's pleasant to listen to.	10	
Score	Total Points	100	

After students' submission, T watches Ss' videos and select a few typical student products to be evaluated in class. T prepares detailed evaluations of Ss' products before class and decide the focus of assessment in this productive task. After the study of previous units, Ss have realized the necessity of utilizing vocabulary and expression as well as ideas learnt in enabling phase. Therefore, their products could generally demonstrate their competence in talking about the four subtopics as required. However, one problem they have in common is that they fail to have a clear understanding of their identity in this task, the purpose of this speech, and the way they should talk to the targeted audience. They conduct the speech in the same way as they give a daily report in class. In other words, the communication goal of this task is not achieved completely despite the informative content. The focus of assessment in this productive task is how to appropriately conduct your speech to targeted audience in a defined situation.

课上: 师生合作评价

Activity 1 The selected videos are shown to the class. T then asks Ss to think about whether the communication goal has been achieved successfully in the videos.

Activity 2 Ss are required to evaluate the selected videos independently first and then work in groups to evaluate the selected videos together.

Activity 3 The whole-class discussion is conducted. Ss are asked to voice their comments under T's guidance. T constantly raises questions so as to arouse their interest and provoke their deep thinking. Questions like "What is the speaker's identity in this task?" "Can you know his/her identity from the video?" are used to guide Ss to realize the necessity for the speaker to introduce himself/herself as a member of the Publicity Department. Questions like "Then why does your department ask you to give this speech?" "Did the speaker clearly state his or her intention?" are used to guide Ss to realize the missing of purpose of the speech in the introduction part. Questions like "Then how will you state your purpose?" "Do you think it is appropriate to state directly as "today I'd like to talk about the necessity of green living and how to live green"?" are used to guide Ss to realize that background information about this campaign should be given in the introduction part. "Why are you required to speak in English" is used to make Ss notice the targeted audience. "Is there any idea in the video which might offend foreign students?" is used to guide Ss to realize that the part about western attitude toward nature should be stated less directly or could be just omitted. "Then are Chinese idiom and policies like Empty-Plate Campaign fully illustrated in the videos so that foreign students have no problem in understanding?" is used to let students pay attention to the content with Chinese characteristics. "Is it necessary to adjust the ending the speech to meet the purpose of this speech?" is used to make Ss realized that in the final part of the speech the speaker should call on the audience to take part in the Transition Campus campaign. Active participation strengthens their impression and facilitates learning by assessing.

Activity 4 Ss work in groups to revise the sample and share with the class.

Activity 5 T presents and illustrates a revised version.

Activity 6 T summarizes the key points and provides detailed requirements of after-class revision.

The previous scoring rubrics are added with more detailed requirements.

Category	Scoring Criteria	Total Points	Score
	Information is presented in a logical sequence.	5	

Organization (10 points)	There is a natural transition from the previous subtopic to the next one. All the subtopics are well connected.	5		
Content (45 points)	<p>The speech starts with greetings and self-introduction. The speaker clearly states the purpose and necessary background information. Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.</p> <p>Scientific process (the basic science of global warming) and cultural idiom (tianren-heyi) are well-explained for the target audience. Green living tips given in the speech are practical and college-oriented.</p> <p>Presentation contains accurate and appropriate information. Material included is relevant to the overall message/purpose. Appropriate amount of material is prepared, and points made reflect well their relative importance.</p> <p>Vocabulary and expression learnt in the Unit are used in the speech to convey message. No obvious grammatical mistake.</p> <p>There is an obvious conclusion summarizing the speech and a natural ending to call on students to participate in the campaign and take action to live green.</p>	5 15 10 10 5		
Presentation (35 points)	<p>Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).</p> <p>Speaker uses a clear, audible voice.</p> <p>Delivery is poised, controlled, and smooth.</p> <p>Good language skills and pronunciation are used.</p> <p>Visual aids are well prepared, informative, effective, and not distracting.</p> <p>Graphs are well illustrated to support the argument.</p> <p>Length of presentation is within the assigned time limits (6-10 min).</p>	5 5 5 5 5 5 5		
Overall impression (10 points)	As one of the targeted audiences, I think the speech is very interesting, appealing, and thought-provoking. It's pleasant to listen to. It makes me realize the necessity and significance of this campaign and decide to take action to make our campus green.	10		
Score	Total Points	100		

课后:

Activity 1: Ss reflect on their own products according to the scoring rubrics and the typical assessment conducted in class and then make revision. The revised scripts will be submitted on U Campus for teacher's supervision.

Activity 2: Every two groups exchange their products and give feedback for each other. Feedback will be submitted online too.

Activity 3: Ss revise and finalize their products. The finalized products are uploaded to social networking platforms, such as Wechat moments and Douyin.app (Tik Tok), to publicize the green living ideas. The one receiving the best response from the Internet will be given bonus points.

4、教学设计反思（总结本单元课程思政教学设计创新点及改进方向，500字以内）

创新点:

1. 在课程思政隐形教育总原则的指导下，采用课前“有意”设计，课中“有机”融合，课后“有效”评价、“有力”践行的形式。
2. 充分挖掘教材蕴含的课程思政元素，准确、有机融入党的二十大精神，结合中华优秀文化“天人合一”和《习近平谈治国理政》英文版，实现知识传递、能力培养与价值塑造相统一。
3. 有效利用教材，注重思想性，寓价值引领于语言教学，落实育人目标；领会教材理念，力求科学性，结合学情制定科学合理的教学方案，基于教学目标与教学规律科学选择适切的教学内容，打造思想性与科学性相统一的生动课堂，提升教学效果与育人成效。
4. 运用 POA，克服传统视听说教学弊端，激发学生兴趣和潜能，线上线下教学有机融合，创新教学模式。
5. 融合了师生合作评价、形成性评价、线上评价和线下评价相结合等多元评价方式。

改进方向:

本单元的课程思政教学不是止步于单元的课程教学，而是要求学生在提交最终的环保宣传视频之后，“有力”践行。在这个过程中将发挥班级优秀学员的带头作用和班干部的监督作用。但是，如何确保学生在以后长期的学习和生活中落实环保行为，是一个值得思考的问题。

5、补充思政教学资源列表 (如有) (视频、音频及文本资源均不超过 3 个)

资源名称	来源	网址 (如有)	内容简述
Global warming	国家地理 全球气候变暖宣传片	https://www.bilibili.com/video/BV1G34y1S76s/?spm_id_from=333.337.7.1.7zY/?spm_id_from=333.337.7.1.7zY	全球气候变暖的成因及后果
Ecological civilization: building a shared future for all life on earth	2022 联合国生态多样性大会 (COP15 大会主题宣传片) 中央广播电视台宣传片	https://www.bilibili.com/video/BV1t44y1x7M7/?spm_id_from=333.337.7.1.7zY/?spm_id_from=333.337.7.1.7zY	介绍中国保护生态多样性的哲学理念及措施
3Rs	网络	https://www.bilibili.com/video/BV1YK4y1k7zY/?spm_id_from=333.337.7.1.7zY/?spm_id_from=333.337.7.1.7zY	介绍 Reduce, recycle, reuse 三种环保方式
From 2008 to 2022: Legacies from the Olympics	网络	http://www.kekenet.com/broadcast/201808/562055.shtml	2022 年北京冬奥会秉承绿色奥运的原则, 对 2008 年北京夏季奥运会场馆进行改造再利用。
Xi's speeches	《习近平谈治国理政》英文版		《习近平谈治国理政》中有关环境保护的内容: 树立“绿水青山就是金山银山”的强烈意识; 坚持人与自然和谐共生等。

(注: 本单元思政教学设计方案请使用中文填写, 以教材名称+单元名称命名<命名示例: 《新视野大学英语 (第四版) 读写教程 1》 Unit 1 Fresh Start>, 以 WORD 文档格式上传至大赛网站 heep.fltrp.com/szds)