

附件三：

## 2022 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	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）

#### 二、团队信息



### 三、单元教学设计方案（本部分请勿出现学校名称）

#### 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）

##### 1.1 院校特色

本校是一所以工科为主，经济、管理、文学、理学、艺术协调发展的多科性应用型大学。学校秉承以学生为中心、以培养学生能力为导向、以培养应用型人才为目标的办学理念，践行“重人品、实基础、强能力、有专长”的人才培养指导思想，着力培养高素质应用型创新人才。学校围绕“一带一路”倡议，将教育国际化作为发展的重要战略，先后与多个国家和地区的高水平大学建立合作关系。同时，学校有来自西欧和东南亚的在读国际学生，已逐步形成国际化和多元化校园氛围。

作为我校第二文科学院，外国语学院以“锐意改革、创新强院”为指导，紧密对接“一带一路”教育行动计划，走出了一条“重人品、厚基础、强能力、有特色”的发展之路。学院以“扎根人文，适应市场，夯实基础，突出应用”为人才培养宗旨，倡导“个性发展，人人成才”，注重培养学生的应用能力和创新能力。其中，英语专业坚持“刻苦、探究、思辨、创新”的学风建设，始终把立德树人放在人才培养的首位，旨在培养德、智、体全面发展，英语基本功扎实、有较强的创新实践能力，符合经济及社会发展并且具有宽阔国际视野的应用型英语人才。

##### 1.2 教学对象特点

本门课程的教学对象为本校英语专业大一的学生。他们具有如下特点：

- 1) 英语基础：大部分学生高考英语成绩在 110 分至 120 分之间，英语水平相当于中国英语能力等级量表中的 4 级。听力基础相对扎实，能理解一般社交场合中常见话题的语言材料，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。就口语而言，学生能提出一定的观点，但是对于进一步阐述观点有些困难，或者在阐述的过程中逻辑性不强、深刻性不够。
- 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。

### 1.3 本课程时长及总体目标

《英语视听说 I》是为本校英语专业大一学生开设的专业基础课，课程时长为 32 学时。本课程以“聆听生活”为主线，从不同视角展现这一主题，引导学生从思辨的角度对亲情、自然、环境、生命、科技、未来等话题进行深入思考。基于此教学内容，本课程以思政育人、专业育才为指导，寓价值引领于语言教学，旨在锻炼学生感知和理解等听力基础技能以及阐释、分析、评价、推理和自我调节等听力高层次思辨能力，并且充分结合说的活动，在提高有效交流能力的同时，让语言和思维得到共同发展。在夯实语言技能的过程中，注重学生的品格塑造和价值引领，提升人文和道德素养，厚植文化自信，培养人类命运共同体意识和跨文化能力。

### 2、单元教学目标（说明参赛单元的教学目标，包括语言目标与育人目标）

#### 语言目标：

- 1) 能听懂本单元相关话题材料的大意并准确抓取目标细节信息。
- 2) 能运用本单元主题词汇谈论以下话题：全球气候变暖、人类对环境的影响、天人合一、大学生可采取的环保措施。
- 3) 能够依据一定的框架有条理地进行口语表达。

#### 育人目标：

- 1) 能改善分析、推理、归纳、评价等思辨能力。
- 2) 能提升团队合作和沟通能力。
- 3) 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。
- 4) 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体现思想性与科学性相统一）

#### 3.1 本单元的主要内容、课时分配、设计理念与思路

##### 3.1.1 主要内容

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。

### 3.1.2 课时分配

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在课上线下进行，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

### 3.1.3 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，教师给与即时评价。课后的子产出任务建立在课堂子产出任务的基础之上，给与学生更高的要求 and 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 and role-play the second version.	Revise your speech according to what learnt in class and upload your speech to U Campus.
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.

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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）：

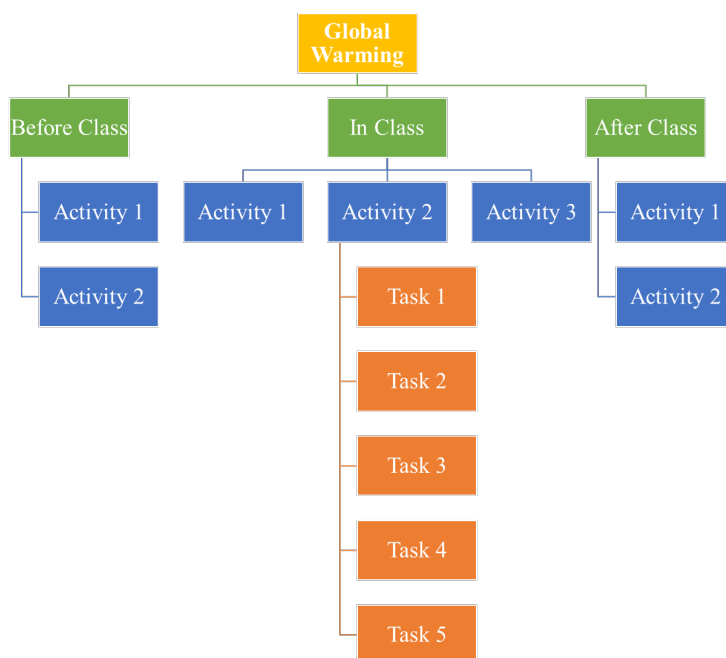
促成环节从四个子话题切入，分为四个阶段，各阶段组织流程如下：

##### 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，

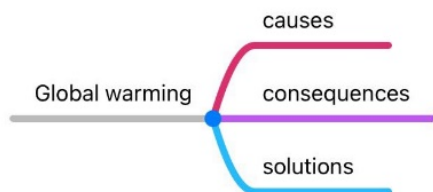
但对全球变暖到底是如何发生的这一科学问题知之甚少，并且所知道的内容仅能用中文表达，不熟悉相关英文表达词汇及专业术语。因此，本小节旨在帮助学生理解全球变暖的机制，并掌握相应的英文词汇及术语。

教学流程导览图如下：



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:

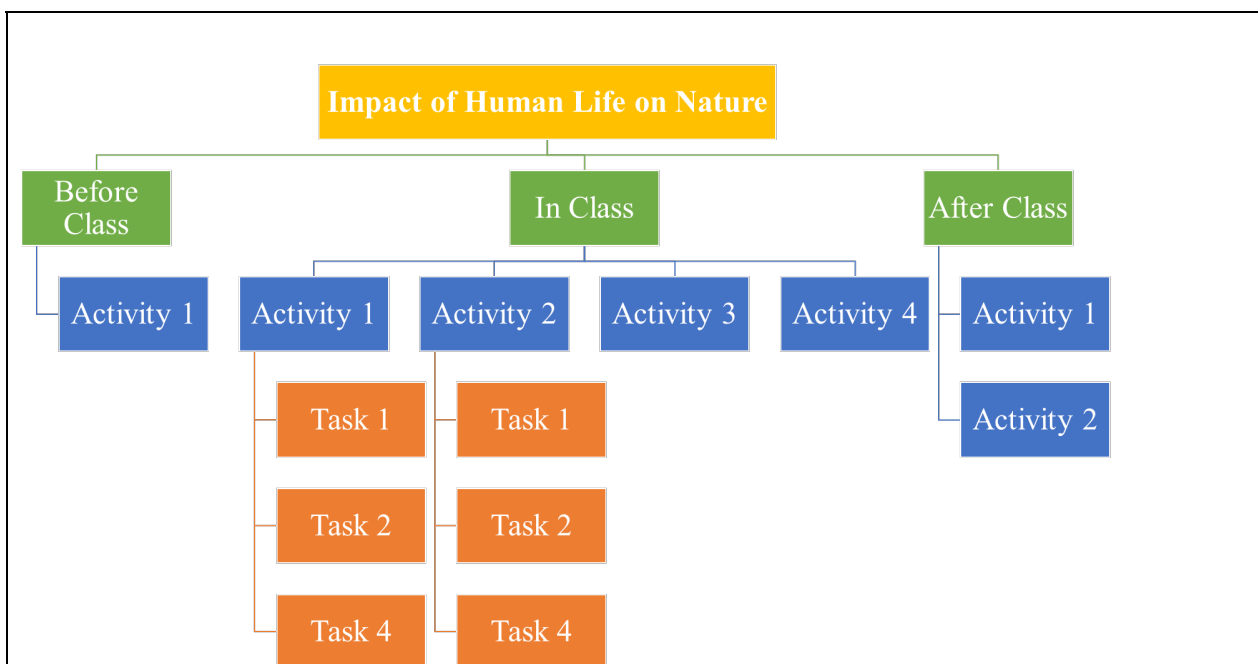
**Activity 1** Please watch the supplementary videos uploaded on U Campus. One is about global warming, from which you will be presented with a third version of the science of global warming as well as the consequences of global warming. The other is about Paris Agreement, from which you will understand what it is, how it works, and China's active efforts to honor its commitment to Paris Agreement by reducing the CO2 intensity of GDP.

**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会数据的展示技巧,让学生学会如何在演讲中生动地展示数据。

教学流程导览图如下:



**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.

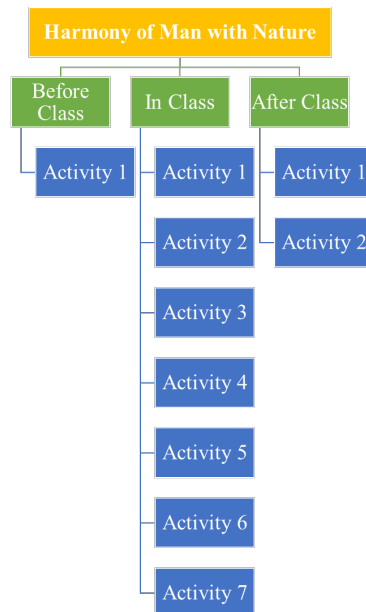
课后:

**Activity 1** Supplementary material: Ted talk “Global population growth, box by box” by Hans Rosling. In this talk, Hans Rosling uses boxes from IKEA to illustrate the topic. In Hans Rosling’s hands, data sings. Teacher will design a series of listening activities to help students understand his way of argumentation. Students’ performance will be recorded on U Campus.

**Activity 2** 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对内容和语言两方面进行促成。教学流程导览图如下：



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.

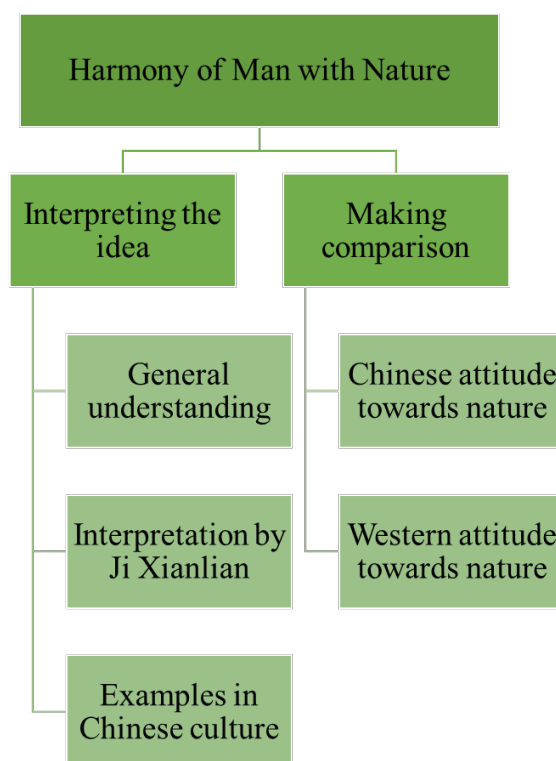
1. What is Ji Xianlin's interpretation of tianren-heyi?
2. The idea of tianren-heyi is reflected universally in Chinese culture. What are the two examples given in the talk? You may note down some key words and then retell in your own words.

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** Work in groups and try to retell the talk. You can refer to the following mind-map to structure your retelling.



课后:

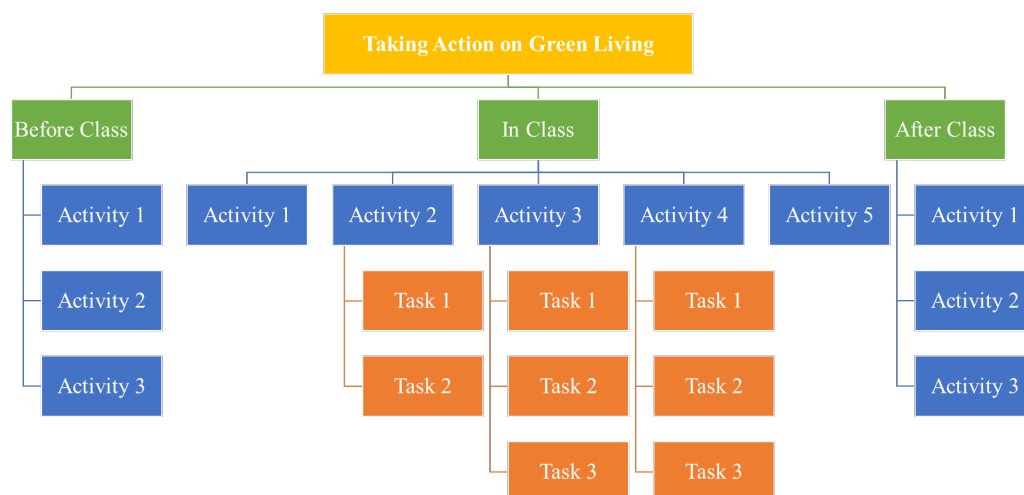
**Activity 1:** Please watch the supplementary video “*Nature is Speaking*” on U Campus. Do you think tianren-heyi still has important implications today? Why?

**Activity 2:** 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。

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：

**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？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 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 videos “recycling beyond the bin” and “3Rs” on U Campus.

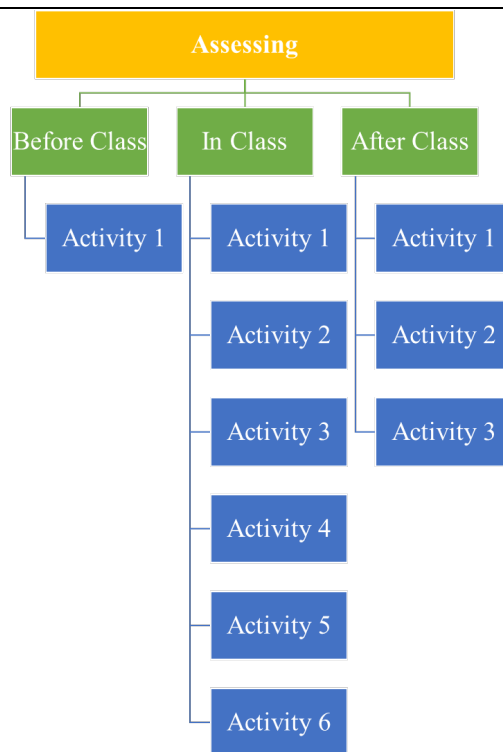
**Activity 2** Post your responses to the hot topics “financial power for cherries” and “mukbang (eating broadcasts)” on the class forum.

**Activity 3** 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。

教学导览图如下:



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	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	



<b>(10 points)</b>			
<b>Content</b> <b>(45 points)</b>	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 college-oriented.	15	
	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	
	There is an obvious conclusion summarizing the speech.	5	
<b>Presentation</b> <b>(35 points)</b>	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	
	Length of presentation is within the assigned time limits (6-10 min).	5	
<b>Overall impression</b> <b>(10 points)</b>	The speech is very interesting, appealing, and thought-provoking. It's pleasant to listen to.	10	
<b>Score</b>	<b>Total Points</b>	<b>100</b>	

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
<b>Organization</b>  <b>(10 points)</b>	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	
<b>Content</b>  <b>(45 points)</b>	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.	5	
	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.	15	
	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.	10	
	Vocabulary and expression learnt in the Unit are used in the speech to convey message. No obvious grammatical mistake.	10	
	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.	5	
	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving	5	

<b>Presentation (35 points)</b>	around, etc.).		
	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	
	Length of presentation is within the assigned time limits (6-10 min).	5	
<b>Overall impression (10 points)</b>	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	
<b>Score</b>	<b>Total Points</b>	<b>100</b>	

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.

### 3.3 本单元教学过程如何体现思想性与科学性相统一

本单元主题为 Green Living, 教学目标明确。语言目标为能“听环保”和“说环保”, 育人目标包含能力和价值两个层面。在能力层面, 旨在促进学生团队合作能力和分析、推理、归纳、评价等思辨能力。在价值层面, 一是让学生树立环保意识, 承担地球公民责任, 践行绿色环保理念, 二是让学生

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。

**本单元教学思想性和科学性的统一体现在教学方法及理念、教学内容和教学流程设计三个方面。**

### **1) 教学方法及理念**

本课程的教学对象为本校大一英语专业的学生，他们听力思辨能力和口语表达能力都有待加强。为此，本单元的教学过程以 POA 为框架，通过“听环保”促成“说环保”，在语言层面实现输入和输出的有效衔接，学用结合，能有效提高学生的口语表达能力。同时，在“听环保”的过程中不只是停留在感知和理解的层面，而是进一步让学生阐释、分析、评价听力材料，锻炼学生的听力思辨能力。POA 的“关键能力说”也能让教学更好地贯彻立德树人的任务。

### **2) 教学内容**

教学内容紧密围绕教材展开，对教材进行选取、改编和必要的补充，让教学内容既符合学生的学情，又对接教学目标。教学内容所涉及的四个话题，又在无形中向学生传递了绿色环保的价值理念，学生通过听说活动，学习了全球气候变暖的成因，认识到人类活动对环境造成的影响，挖掘了中国古代哲学思想天人合一的内涵及对现代社会的指导意义，在探讨当代大学生在校园中践行绿色生活的具体方式的过程中进一步了解当下中国宣传的环保政策，如光盘行动、垃圾分类等。这些听说活动既能让学生树立环保意识，承担地球公民责任，践行绿色环保理念，也能让学生领悟古代中国智慧，体会当代中国担当，增加民族自信，传播中国文化和理念。

### **3) 教学流程设计**

由于大部分学生的英语水平处于中等或中等偏上，在教学活动的设计中充分发挥了教师脚手架的作用。教师首先将单元总产出任务分解为四个子产出任务，分别对应促成环节的四个课时，为学生将大难题化解为小难题。产出任务多以小组形式完成，既减少了学生的畏惧心理，也锻炼了学生的团队合作能力。在促成环节的四个课时中，结合学生第一次产出任务中的困难，有针对性地设计了精准的促成活动。从听取文章大意，到听取重要细节，再到分析、阐释、评价听力材料，从语言和内容的促成，到展示技巧和结构的促成，从课堂上相对简单的子产出任务到课后提升难度的子产出任务，渐进地让学生一步一步完成教学活动，接近产出目标。在教学活动形式上，有问答题、判断题、填空题、连线题，有头脑风暴、思维导图、角色扮演，有个人活动、对子活动、小组活动、全班活动。

与此同时，价值引领也贯穿了教学流程始终。从驱动环节开始，学生就被赋予了学校宣传部成员的角色，其任务是向本校留学生宣传“Transition Campus”这个环保活动。这个环保活动的灵感来自2006年开始的真实的环保运动“The Transition Town Movement”，其理念是“Big change is not only made by ‘Big’ people. Small, local actions can make a big difference.”在学生阅读产出任务的介绍时，这一背景信息已经向学生传递了本单元的核心育人目标了。在促成环节，天人合一的内涵阐释让学生体会到了中国古代先人思想，设计让学生探讨这一古代哲学思想对当下的启示更让学生明白了中国古代智慧。而在让学生提出校园中可行的环保措施时，学生自然而然会想到当下中国的环保倡议，如光盘行动、垃圾分类等，促成环节中关于北京冬奥会的教学流程更让学生看到了国家的实际行动，增加了民族自信。在评价环节后，学生再次产出，其演讲视频将通过社交媒体发布，真正将中国文化、环保倡议传播出去，既能让本校留学生看到，也能让更多的中国学生看到。通过网络的力量，将中国声音、环保声音让更多人听到，将原本只停留在教师场景设计中的“Transition Campus”变为现实。

#### 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。

##### 1) 师生合作评价

本单元教学评价采用 POA 框架下的师生合作评价，包括四个理念：1) 评价是教学的升华；2) 评价要求教师的专业引领；3) 评价要求全体学生多种形式参与；4) 评价要求教师发挥主导作用。在课前遵循目标导向、重点突出的原则；在课中遵循问题驱动、支架递进的原则；在课后遵循过程监控、推优示范的原则，实现以评为学。具体评价过程如下：

1. 课前目标导向、重点突出：学生结束4个课时的促成活动之后，教师与学生共同确立评价细则，学生依据评价细则，修改并提交第二次单元总产出作品。教师围绕产出目标，遵循典型性、可教性、渐进性和系统性原则设定评价焦点和评价目标。随后，教师选择典型样本，并根据评价焦点详细批改样本，以便在课中评价时给学生提供修改范例。

2. 课中问题驱动、支架递进：课上的评价任务分为若干小任务，每个小任务的完成步骤是：学生个人思考——对子讨论——教师引导下的大班交流——教师参与评价。教师呈现样本，学生判断、分享观点，在教师的引导下发现问题，明确评价目标。随后教师针对评价焦点进行必要的讲解，让学生意识到评价焦点所起的关键性作用。在此基础上，教师引导学生修改样本问题，鼓励学生讨论和分

享，教师进行点评、范例展示及总结归纳。最后，教师明确课后任务，提供更加细化的评价细则供学生参考。

3. 课后：过程监控、推优示范。学生基于教师提供的评价细则在 U Campus 上完成自评和互评，教师通过教师端进行过程监控。学生在社交媒体上发布最终的演讲视频，本单元的推优示范一是来自教师的推优，二是来自社交媒体上其他同学的推优，在社交媒体上获赞最多的演讲视频也将作为示范，推荐给全班同学赏析和学习。

## 2) 形成性评价

教师针对学生课前、课中及课后活动表现及任务完成情况进行形成性评价记录。学生课前及课后的任务均通过 U Campus 进行，教师根据平台数据记录学生任务的完成情况，例如学生是否有按时提交、是否积极参与班级论坛讨论、任务完成质量如何等等。

## 3) 线上评价和线下评价相结合

本单元既有线下评价也有线上评价。对于课堂活动，教师给与线下即时评价或延时评价；对于课前和课后任务，教师通过 U Campus 给与线上评价。此外，学生在单元学习结束后还将进行自评，通过填写教师发放的自评表，从语言目标和育人目标两方面对课程的学习效果进行自评。

**5、教材使用方案**（说明本单元选取、整合、运用了哪些教材内容，如何在教学中根据教学需要遵循、挖掘、改编教材，从而达到思想性和科学性相统一）

本单元对教材的使用体现在驱动环节和促成环节。

驱动环节：

页码	内容	使用方式	使用依据
P148	Session 1 Warming Up	选取、整合、改编：在教学设计中将本单元 Session 1 和 Session 2 的导入	这一改编既符合 POA 的教学理念和教学流程，有效地将教材内容整合到单元总产出任务
P155	Session 1	问题以及有关天人合一的思考讨论	

	<p>Intercultural Reflection “tianren-heyi”</p>	<p>题进行整合及改编,使其变为单元驱动环节总产出任务中要涉及的子话题。子话题按照 Problem- Reason-</p>	<p>中,又在未改变教材问题大意的前提下,将学生的角色任务由被动的“听说过哪些环保措施”“愿不愿意实施这些环保措施”变为主动的“作为宣传部成员,向本校留学生宣传</p>
<p>P156</p>	<p>Session 2 Warming Up</p>	<p>Guiding Principle- Practice 的顺序进行排列,即: 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.</p>	<p>Transition Campus 环保运动中可行的环保建议”。身份的转变能让学生有一种主人翁意识,调动学生的学习动机,也能更好地服务于本单元的育人目标。</p> <p>此外,天人合一这一部分在教材中为思考题,所占篇幅少。在本教学设计中放大了该部分所占比例。就教学内容的逻辑性而言,该部分为解决当下环境问题提供了指导思想及方针,能承前(现有环境问题及造成环境问题的原因)也能启后(在天人合一的指导方针下大学生可以有哪些具体的环保措施);就育人目标而言,天人合一是中国古代智慧,这一部分的学习有助于让学生体会中国古代哲人思想,提高用英语说中国故事的能力,履行传播中国文化的使命。</p>



促成环节:

Enabling Stage 1: Global Warming

页码	内容	使用方式	使用依据
P152	Task 1 & Task 2	学生在 U Campus 上进行课前自主学习。	Task 1 让学生对 global warming 有一个初步的了解, Task 2 为课中听力促成活动做听前词汇准备。
P153	Task 1	用于课上听力促成活动的第一步。	旨在帮助学生理解材料大意。
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与 global warming 相关的特定词汇及术语的表达
P153	Task 2	增加口头总结练习。	旨在引导学生理解全球变暖过程的关键。
P154	Task 1 (No.1&2)	将问答题改编为填空题及匹配题。	原问答题要求学生材料中两种关于 global warming 的解说版本进行对比, 但学生在此前并未对第二种版本展开针对性的听力练习, 因此问答题对学生而言难度过大。改编后, 学生先通过完成填空题对第二种版本有了基本的理解, 再通过匹配题, 将第二种版本中的拟人化表达与第一种版本中的学术性表达进行配对, 引导学生对两种版本的解释方式进行对比, 这属于思辨听力高层次技

			能的训练。改编后更符合 POA 所要求的渐进性，为学生提供了更多的脚手架，也更能让学生专注于该话题相关的核心表达，对应促成目标。
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Enabling Stage 2: Impact of Human Life on Nature

页码	内容	使用方式	使用依据
P149	Task 2	学生在 U Campus 上进行课前自主学习。	Task 2 为课中听力促成活动做听前词汇准备。
P148	Task 1	用于课上听力促成活动的第一步。	旨在帮助学生理解材料大意。
P148	Task 1	在教材材料基础上增添 Listening for details 的填空题。	旨在引导学生注意到演讲者提及的著名历史事件及人物，为下一步教学活动提供脚手架。
P151	Task 2 No.1	将原本针对两段材料论证方式对比问答题进行分割，让学生先找出第一段材料演讲者论证的特别之处。	教材原设计中并未对第一段材料的论证方式设计相关的针对性练习，仅仅是一道理解大意的问答题并不能让学生关注到其论证的特别之处。因此，改编后先通过上一道练习为学生提供脚手架，再让学生来探讨这段材料论证的特点，更符合教学规律。从育人目标上而言，在理解论证方式的同时，也更能体会到论证的效果，学生也就更能体会到人口快速增长所带来的环境剧变。
P150	Task 1 & Task 2	在这个演讲中，演讲者展示了两个图	使用图表是这位演讲者不同于

		<p>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”。教材 Task 1 包含两道问答题，其中一道对应第一个图表，第二道问答题对应第二个图表。Task 2 为填空题，两段填空分别对应了两个图表。</p> <p>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组合，将原 Task 1&amp;2 中与第一个图表相关的练习归为一个活动，与第二个图表相关的练习归为一个活动。</p>	<p>第一位演讲者的论证方式。改编后的练习以图表为线索，更能让学生关注到图表在论证中的作用以及阐述图表的方法。</p>
P151	Task 2 No.1 &2	作为听后小组口语讨论活动。	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，属于思辨听力高层次技能的训练。

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

该部分在教材中是思考讨论题的形式 (P155, Task 1)，所占篇幅小，并未提供循序渐进的听力练习。为了让学生更好地体会中国古代智慧，提高用英语说中国故事的能力，履行传播中国文化的使命，本单元的教学加大了该部分所占的教学比例，在课中从内容及语言两方面进行听力促成活动设计。

内容	使用方式	使用依据
Activity 1 全篇	听力选择题，选择材料所涉及的子话题。	旨在对材料有宏观的理解。
Activity 2 全篇	听力判断题。	旨在听取重要细节。

Activity 3	口语题：一句话解释天人合一。	旨在对天人合一有整体上的解释。并且学生在组内分享时不得重复之前学生说过的句子，促进了语言表达的多样性。
Activity 4 部分句子	听力填空题。	旨在让学生听取和 <b>nature</b> 搭配使用的动词，为下一步口语活动提供脚手架。
Activity 5	口语题：用以上动词描述中西方对待自然的不同态度。	运用听力材料中的内容和语言形式进行随堂的口语产出，这是对听力材料的进一步阐释，属于思辨听力高层次技能的训练。
Activity 6 Para.3	听力问答题。	听取季羨林对天人合一的解读，以及中国文化中体现天人合一的例子。
Activity 7	口语题：基于思维导图复述听力材料。	运用听力材料中的内容和语言形式进行随堂的口语产出。这是对听力材料的进一步阐释，属于思辨听力高层次技能的训练。

#### Enabling Stage 4: Taking Action on Green Living

在该部分中，学生的产出困难是未能将所提供的绿色生活建议进行合理的分类从而形成一个合理的框架。而本部分的教材内容 **Part One Eating Local** 和 **Part Two Biofuels** 对应的听力材料都是以对话的形式呈现，口语化的特点浓厚，受访者的谈话随意而松散，不像学术报告或者演讲一样有明显的框架供学生学习，因而并不能直接对应学生的产出困难。为此，教师从这两段材料的内容出发，通过挖掘材料背后体现的环保方式，引出 **reduce** 和 **recycle** 两个关键词汇。再通过一则关于北京冬奥会再利用场馆的补充材料，凑齐最后一个关键词汇，**reuse**。因此，对于 **Part One Eating Local** 和 **Part Two Biofuels** 这两部分教材习题的选取和改编，是以引出 **reduce** 和 **recycle** 这两个关键词汇为目标的。此外，这三段材料的听力活动都不止于感知和理解的层面，而是要求学生在理解的基础之上，对材料进行分析、总结和提炼，才能得出答案，让学生在听力过程中锻炼了思辨能力。

页码	内容	使用方式	使用依据
P156	Part One  Lead-in Task 1	该部分作为课前学生在 U Campus 上的自学任务。	通过完成该听力任务，对 carbon footprints 这一概念有所了解，为课中的第一个听力促成活动“eating local”做准备。
P157	Part One  Lead-in Task 2	该部分作为课前学生在 U Campus 上的自学任务。	通过完成该词汇练习，为课中的第一个听力促成活动“eating local”做听前词汇准备。
P158	Part One  Listening Skills & Strategies Task 1	直接沿用了其中的第一个问题“ <i>What is the man advocating?</i> ”，对第二个问题“ <i>What are the benefits if we take action as suggested?</i> ”进行了改编，改编后为“ <i>According to Gardner, why is this action beneficial to the environment?</i> ”。	改编原因是教材中其实对于 eating local 的环保益处只是一带而过，原问题的设置不足以让学生注意到这一举措背后的环保意义，改编后让学生从环保的角度进行思考。这个问题的答案无法从材料中直接找到，而是需要学生结合对材料整体意思的理解以及课前任务中 carbon footprints 的概念，进行分析和推理才能得出答案（ <i>Transportation consumes energy and leaves carbon footprints. By eating local, we can affect the amount of distance for the food to reach us and <u>reduce the carbon footprints.</u></i> ）。回答问题的过程既锻炼了学生的思辨听力能力，又顺利地将第一个关键词

			reduce 引了出来。
P159	Part Two  Lead-in Task 1	该部分作为课前学生在 U Campus 上的自学任务。	通过完成该听力任务，对 biofuels 这一概念有所了解，为课中的第二个听力促成活动“biofuels”做准备。
P160	Part Two  Lead-in Task 2	该部分作为课前学生在 U Campus 上的自学任务。	通过完成该词汇练习，为课中的第二个听力促成活动“biofuels”做听前词汇准备。
P161	Part Two  Listening Skills & Strategies Task 1	将教材中针对两位主人公的 Note-taking 改编为问答题。	note-taking 对于学生来说太难，听的过程中缺少重点，改编为问答题后更便于学生了解材料大意以及回收的核心理念。
P162	Part Two  Critical Listening Task 1	教材的问答题改为了填空题。	更适合教学对象的英语水平，通过填空题，让学生关注到与 recycle 相关的词汇表达，从而引出 recycle 这个关键词。

#### 四、参赛课时教学设计方案（本部分请勿出现学校名称）

<p>1、<b>教学目标</b>（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）</p> <p>1.1 本课时教学目标</p> <p><b>语言目标：</b></p> <p>1) 能够理解、分析、归纳听力材料。</p> <p>2) 能够为关于绿色生活建议的演讲构建合理的框架。</p> <p><b>育人目标：</b></p>
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- 1) 沟通能力：能和团队成员进行有效沟通和合作。
- 2) 地球公民意识：能意识到环保是每个公民的责任。
- 3) 国家意识：能准确理解国家环保理念并践行国家环保倡议。

## 1.2 本课时目标与单元目标的关系

本课时语言目标的第一点（能够理解、分析、归纳听力材料）要求学生在理解听力材料大意、准确抓取目标细节的基础之上，具备进一步分析、归纳等思辨能力，这对应了单元目标中语言目标的第一点（能听懂本单元相关话题材料的大意并准确抓取目标细节信息）和育人目标中的第一点（能改善分析、推理、归纳、评价等思辨能力）。本课时语言目标的第二点（能够为所提供的绿色生活建议构建合理的框架）对应了单元语言目标的第三点（能够依据一定的框架有条理地进行口语表达）。

本课时的育人目标第一点（沟通能力：能和团队成员进行有效沟通和合作）对应了本单元育人目标的第二点（能提升团队合作和沟通能力），育人目标的第二点（地球公民意识：能意识到环保是每个公民的责任）对应了单元育人目标的第四点（能树立环保意识，承担地球公民责任，践行绿色环保理念），育人目标的第三点（国家意识：能准确理解国家环保理念并践行国家环保倡议）对应了单元育人目标的第三点（体会当代中国担当）。

**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通过有效使用教材体现思想性与科学性相统一）

### 2.1 本课时设计理念与思路，所选取的教材内容及选取依据

#### 2.1.1 设计理念与思路

##### 设计理念

本课时属于单元促成活动中的第四个阶段，对应了单元总产出任务中所要求的第四个小话题（proposing practical green living tips for the audience to follow），基于子产出目标进行“驱动——促成

——评价”一个小循环。和单元设计理念一样，本课时同样以“说”为驱动，以“听”为促成，评价口语产出，并且在听力促成活动中加强思辨听力的训练。

## 设计思路

### 驱动环节：

在单元整体“驱动”后，教师没有为本小节的产出子目标再单独设计“驱动”环节。教师基于学生在单元产出总任务中第四个小话题的产出成果进行分析，发现以下现象：学生在本话题的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、垃圾分类等，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，并且能提出不少绿色生活的建议。但是，在这一部分的演讲中只是堆砌了一些建议，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。

### 促成环节：

在课上，教师首先展示学生样本，引导学生讨论，让学生以听众的视角去发现演讲存在的问题，即缺乏逻辑框架。但是教师并不会直接提供一个解决方案，而是让学生带着这个疑问，在接下来的听力促成活动中自己寻找答案。本小节的促成活动特别之处就在于学生并不能从单独某一个听力活动中直接抽取出一个可用的框架，而是需要学生理解、分析、归纳听力材料，从三则听力材料中分别总结出 reduce, recycle, reuse 这三个单词，当学生总结出第三个单词 reuse 时，这份答案拼图就完整地呈现在了学生面前，3Rs 代表了环保的三种方式。这个促成方式既增加了学习的趣味性，又锻炼了学生的思辨思维能力。随后，教师要求学生进行小组讨论，基于 3Rs 通过绘制思维导图对第一次产出中的 green living tips 进行梳理归类，在课堂上予以展示。教师带领学生进行师生合作评价。

学生在课堂梳理的过程中可以发现自己的演讲中 3Rs 对应的内容有些失衡，对于 reduce 的想法很多，但是对于 recycle 和 reuse 的想法较少。因此，课后，教师发布了两则补充视频，一为“Reduce, Recycle and Reuse”，一为“Recycle beyond the bins”，还在班级论坛上发布了讨论贴，要求学生讨论“车厘子自由”和“吃播”这两个社会热点背后的环境影响，以此激发学生更多的灵感。最后，要求学生丰富演讲内容，按照 3Rs 或者其他合理的框架构建新的产出成果，并上传至 U 校园。

延时评价环节：由于教学时间有限，教师无法为每个课后产出子成果逐一展开师生合作评价，



而是等到学生最后提交单元产出总任务后再展开总体性“延时评价”。

### 2.1.2 所选取的教材内容及选取依据

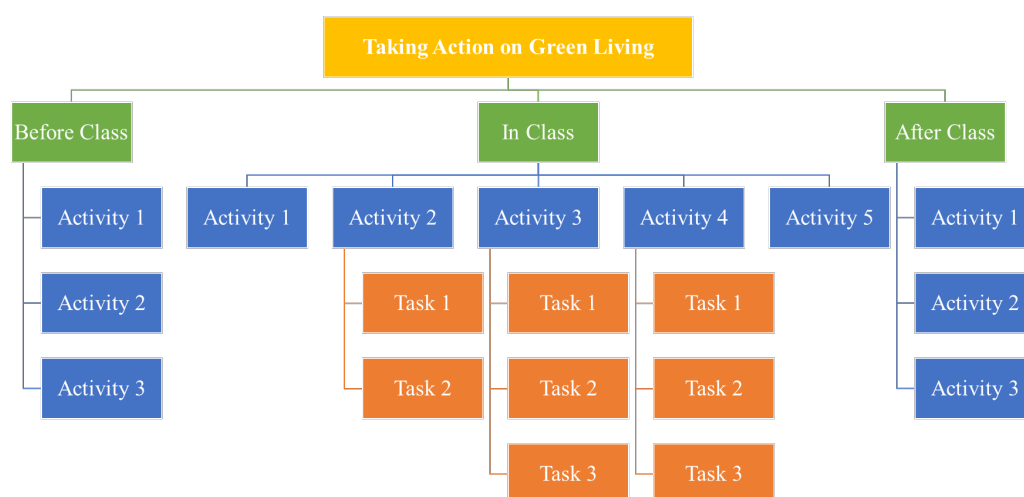
页码	内容	选取依据
P156	Warming Up questions	该部分让学生以小组为单位讨论听到过的环保措施以及是否愿意将这些环保措施付诸实践。这一部分可以融入单元总产出任务，成为其中的一个子产出话题，即让学生在“Transition Campus Movement”宣传视频中提出可行的环保建议。
P156	Part One Lead-in Task 1	该部分作为课前学生在 U Campus 上的自学任务，通过完成该听力任务，对 carbon footprints 这一概念有所了解，为课中的第一个听力促成活动“eating local”做准备。
P157	Part One Lead-in Task 2	该部分作为课前学生在 U Campus 上的自学任务，通过完成该词汇练习，为课中的第一个听力促成活动“eating local”做听前词汇准备。
P158	Part One Listening Skills & Strategies Task 1	该部分用于课中第一个听力促成活动，旨在帮助学生掌握听力材料大意，让学生了解 eating local 为什么具有环保意义。由此引出 Reduce 这一关键词。
P159	Part Two Lead-in Task 1	该部分作为课前学生在 U Campus 上的自学任务，通过完成该听力任务，对 biofuels 这一概念有所了解，为课中的第二个听力促成活动“biofuels”做准备。
P160	Part Two Lead-in Task 2	该部分作为课前学生在 U Campus 上的自学任务，通过完成该词汇练习，为课中的第二个听力促成活动“biofuels”做听前词汇准备。

P161	Part Two  Listening Skills & Strategies Task 1	该部分用于课中第二个听力促成活动，旨在帮助学生了解视频材料中主人公回收餐馆废弃的油用于汽车驾驶这一环保行为方式。
P162	Part Two  Critical Listening Task 1	该部分用于课中第二个听力促成活动，旨在帮助学生了解该行为方式为什么能达到双赢，并且关注到与 recycle 相关的词汇表达，由此引出 Recycle 这一关键词。

2>本课时教学组织流程，包括具体步骤与活动

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该部分演讲构建一个合理的框架。

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:**

**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?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?

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

2. What are the guys in Midwest doing ?

Key: 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 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 videos “recycling beyond the bin” and “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 3** 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>说明本课时教学过程如何通过有效使用教材体现思想性与科学性相统一

本课时对应的是教材 Unit 8 Session Two Taking Action on Green Living 的内容，该部分包括四个部分，Warming Up, Part One Eating Local, Part Two Biofuels, Part Three Intercultural Reflection。本课时选取和利用的是前三个部分，即 Warming Up, Part One Eating Local, Part Two Biofuels。其中，Warming Up 用于驱动环节，Part One Eating Local 和 Part Two Biofuels 用于促成环节。具体情况如下：

Warming Up (P156) 的两个问题是：1. What measures of protecting the environment have you heard of? 2. Are you willing to put these measures into practice in your daily life? Why or why not? Elaborate with examples. 在本课时的教学中，将这两个问题合并成了一个子产出任务，融入单元总产出任务中，作为单元总产出任务的第四个小话题，如下文划线部分所示：

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.

这一改编既符合 POA 的教学理念和教学流程，有效地将教材内容整合到单元总产出任务中，又在未改变教材问题大意的前提下，将学生的角色任务由被动的“听说过哪些环保措施”“愿不愿意实施这些环保措施”变为主动的“作为宣传部成员，向本校留学生宣传 Transition Campus 环保运动中可行的环保建议”。身份的转变能让学生有一种主人翁意识，调动学生的学习动机，也能更好地服务于本单元的育人目标。

Part One Eating Local 和 Part Two Biofuels 对应的听力材料都是以对话的形式呈现，口语化的特点浓厚，受访者的谈话随意而松散，不像学术报告或者演讲一样有明显的框架供学生学习，因而并不能直接对应学生的产出困难。为此，教师从这两段材料的内容出发，通过挖掘材料背后体现的环保方式，引出 reduce 和 recycle 两个关键词汇。再通过一则关于北京冬奥会再利用场馆的补充材料，凑齐最后一个关键词汇，reuse。因此，对于 Part One Eating Local 和 Part Two Biofuels 这两部分教材习题的选取和改编，是以引出 reduce 和 recycle 这两个关键词汇为目标的。

Part One Eating Local 中的 Lead-in (Task 1 & 2 P156-157) 作为学生的课前自主学习任务在 U 校园上完成。其中 Task 1 帮助学生理解 carbon footprints 这一概念，这一概念将在课堂听力材料中涉及；Task 2 是为课堂听力材料做听前的词汇准备。在课上听力促成活动中，我们选取了 Task 1 (P158)，直接沿用了其中的第一个问题 “What is the man advocating?”，对第二个问题 “What are the benefits if we take action as suggested?” 进行了改编，改编后为 “According to Gardner, why is this action beneficial to the environment?”。改编原因是教材中其实对于 eating local 的环保益处只是一带而过，原问题的设置不足以让学生注意到这一举措背后的环保意义，改编后让学生从环保的角度进行思考。这个问题的答案无法从材料中直接找到，而是需要学生结合对材料整体意思的理解以及课前任务中 carbon footprints 的概念，进行分析和推理才能得出答案 (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.)。回答问题的过程既锻炼了学生的思辨听力能力，又顺利地将第一个关键词 reduce 引了出来。

Part Two Biofuels 中的 Lead-in (Task 1 & 2 P159-160) 作为学生的课前自主学习任务在 U 校园上完成。其中 Task 1 帮助学生理解 biofuels 这一概念；Task 2 是为课堂听力材料做听前的词汇准备。在课上听力促成活动中，由于本篇材料较难，无法直接沿用教材设计的活动，因此教师进行了改编和补充。教师将视频分成了两部分，第一部分基于 P161 Task1 进行改编，将教材的 Note-taking 改编为问答题，note-taking 对于学生来说太难，听的过程中缺少重点，改编为问答题后更便于学生了解材料大意以及回收的核心理念；第二部分的题目改编自教材 P162 Task 1，将教材的问答题改为了填空题，更适合教学对象的英语水平，通过填空题，让学生关注到与 recycle 相关的词汇表达，从而引出 recycle 这个关键词。

为了构建完整的 3Rs 结构，我们在教材的基础上补充了一段关于 2022 年北京冬奥会再利用 2008 年夏季奥运会场馆的听力材料，由此引出第三个关键词 reuse。在找出这个关键词、完成 3Rs 结构的



过程中，也让学生感受到国家秉承绿色奥运的担当，增加民族自豪感。

### 3、教学评价（说明本课时评价理念与评价方式）

本课时的教学评价遵循产出导向法的师生合作评价理念，以评为学。需要说明的是，本课时属于单元促成环节中的最后一个课时，对应的是单元从产出任务中的最后一个子话题“Taking Action on Green Living”，要求学生在单元总产出任务中“proposing green living tips for the audience to follow”。基于学生第一次产出任务的表现，本课时从“how to build a logical structure for the speech about green living tips”设计促成活动，其中最后一个活动为一个随堂的子产出任务，在课堂上教师将带领学生针对该任务进行师生合作评价，“评价”中有“促成”。而本课时的课后产出任务将等到学生最后提交单元产出总任务后再展开总体性“延时评价”。以下说明的是课堂上针对随堂的子产出任务进行师生合作评价的具体方式。

#### 1. 课前：目标导向、确定焦点

在课前，教师以产出目标为导向，基于学生第一次单元总产出中关于本课时子话题部分的产出表现，确定典型问题：所提供的绿色生活建议排列零散，缺乏合理框架。

#### 2. 课中：问题驱动、支架递进

在教学展示环节，教师先通过展示典型样本，让学生通过相互讨论发现其中存在的结构问题。对于绿色生活建议的归类方式自然不止有一种，在课堂上，教师将通过三段听力材料的相关促成活动带领学生逐步总结出一种归类方式，即 3Rs(reduce, recycle, reuse)。随后，学生基于 3Rs 以小组为单位对课前产出中的绿色生活建议进行归类梳理，然后进行口头汇报。

教师通过以下 rubrics 先对第一小组的展示进行点评示范，明确评价标准，第二组至第四组的展示由学生进行点评。最后教师对要点进行总结。在师生合作点评的过程中，学生更好地掌握了如何凸显 3Rs 结构、如何正确将原有建议归类到 3Rs 框架下、以及如何通过主旨句、连接词、总结句让演讲中的意思传达更加流畅和有效。

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?		

注：本表请保存为 PDF 格式，以“大学英语组/英语类专业组+学校名称+团队负责人姓名”的形式命名。