English XP

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New 新大学英语 教案手册·志学篇

Experiencing English

Teaching Plan *Learning to learn*

总主编 王海啸 余渭深
主 编 王晓红 吴凌云

高等教育出版社

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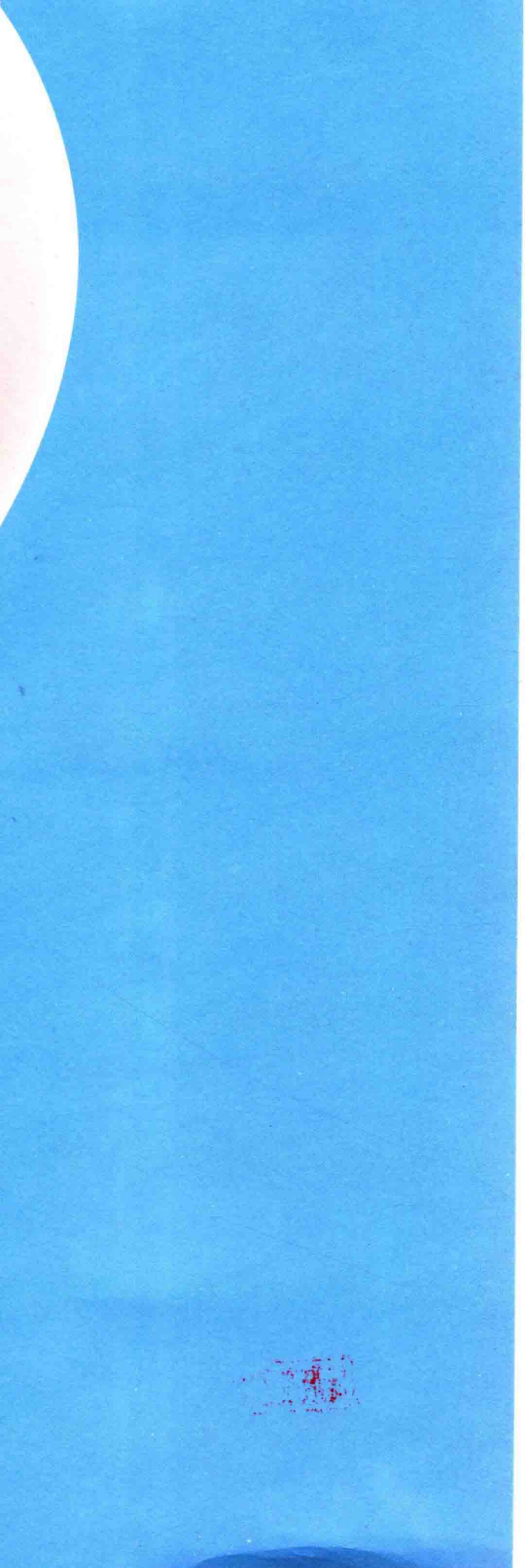

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前　言

任何一种教学模式的改变都是基于教学理念的更新，同时也必然伴随着新的教学设计和教学方法的运用。《新大学英语》系列教程所提倡的教学模式扎根于体验式教学思想。依据体验式教学理念，外语学习的过程是学习者在语言实际使用中对语言形式、内容和功能等不断体验、认知、再体验、再认知，从而形成自己的语言系统和语言应用能力的过程。基于这样的教学理念，《新大学英语综合教程》在单元结构上采用从局部到整体，从分项技能到综合应用能力，从以输入为主到输入输出结合，从语言形式的学习到交际任务的完成的教学框架，努力为每一位个体学习者提供一个独立选择、循序渐进地发展自己语言能力的最优发展路径。在具体教学安排上，教程中的每一个单元都是围绕一个具有实际意义的项目来设计。项目的实施涉及一系列的语言活动。项目的结果也会落实在一个完整的语言产品或语言活动上，或者是一个演讲，或者是一份海报，或者是一份研究报告，或者是一次辩论。单元学习的过程就是运用不同的语言材料和语言技能完成项目的过程。

《新大学英语综合教程》所提倡的教学模式对教学方案的设计和课堂教学方法的运用提出了新的要求。这主要体现在以下几个方面：

一、传统英语教学一般以教师的知识传授为主，因此教学设计往往注重教师在教学的各个阶段应该做什么。例如，在课程开始阶段可以介绍与教学材料相关的一些背景知识，然后分析课文结构，讲解语言点，带领学生做练习，并检测学生的学习效果。教学活动以教师为主导。新的教学模式要求教师在教学活动设计中以学生在不同的时间应该从事什么语言活动为重点，主要考虑学习者需要完成什么任务，为了完成这个任务需要用到什么样的语言材料、语言知识、交际技能以及其他非语言技能。也就是说教学计划要从以往的规划“教师做什么”向明确“学生做什么”转变。

二、新教学模式主张将英语学习与学生的日常学习与生活相结合，这就意味着教学活动不能局限于每堂课的几十分钟。师生在教学过程中角色的转变也要求教师在制定教学计划时将学生在课前、课中和课后的活动放在一起进行整体设计。学生在课前不再是简单地预习课本中的语言材料，而应该针对课堂中所要进行的语言活动，同时根据自己个性化的需求来准备。这些准备有时是学生独立完成的，有时需要小组合作；有时是加工已有的语言材料，有时需要学生寻找自己的语言材料。在课堂上，学生可以提出问题、解决问题，也可以分享成果、反思或者评价学习过程或者语言活动的结果。下课之后，学生还可以将课程中所形成的成果进一步拓展或运用到实际生活和学习之中。这一切都需要教师的规划与设计。学生在前台表演，教师在幕后策划与指挥。

三、《新大学英语综合教程》的各单元是以完成特定的项目为中心编写的，这就要求语言的输入和前期的语言输出要服务于最终完成项目所需要的语言输出。换言之，与传统的英语教学相比，在新的教学方案中，应该将与教学材料相关的语言知识的处理放在课外由学生自主解决，少量问题

也可以带到课堂中解决，但课内的大部分时间应该用于为项目的完成所进行的必要的语言、技能、内容等方面的准备，项目成果的展示与分享，学习过程与结果的评价与反思等。课堂教学活动的组织应该体现层层递进，环环相扣的原则，从输入过渡到输出，从单一过渡到整体，从简单过渡到复杂，帮助学习者不断体验、认知，进而实现通过语言运用提高语言能力的目的。

四、以学生为中心的教学模式应该以满足学生个性化学习目标和个性化需求为宗旨。不同学校，不同专业，具有不同语言能力、兴趣爱好、学习风格的学生必然会有不同的学习目标与需求。为了尽可能地满足学习者的个性化需求，教师应该在《新大学英语教案手册》所提供的教学活动中选择更加适合所教学生实际需求的项目，或让同一个班级中不同的学生选择不同的语言活动，也可以根据学生的能力和需求对手册中所提供的活动进行适当的改编。总之，教材不应该成为教学活动的主宰，《新大学英语教案手册》也同样不应成为教学活动设计的主宰。无论是教学材料还是教学方案，师生都应该拥有充分自主选择的权力。

五、信息化时代的英语学习离不开信息技术与资源的利用。学生在课前对语言材料的选择，学生之间以及师生之间的互动，课内教学内容的展示，语言练习或交际活动的开展，项目成果的分享与展示，各种形成性或终结性评价，这一切都需要信息技术的支持。在编写《新大学英语教案手册》的同时，我们还制作了与单元教学材料和语言技能相关的系列微课（mini-lecture），请登录中国外语网（www.cflo.com.cn）下载相关教学资源。这些微课可以安排学生在课前或课后自主学习，也可以部分地放在课内使用。实践证明，课程中所设计的语言项目对学习者的实际意义越大，他们实施项目的积极性就越大，学习效果也越好。因此，教师可以利用社交平台或开放资源平台展示学生的项目成果，通过提高学生的学习成就感来激励他们对课程学习给予更多的投入。

《新大学英语综合教程》是我们对体验式外语教学理念在我国大学英语教学中应用的一次新的尝试。《新大学英语教案手册》也是编者结合自己在使用《新大学英语》教材过程中所积累的经验与体会，依据体验式教学理念，参照同行教师的教学经验编写而成的。为了给使用者提供最大的便利，我们按照课堂活动组织的需求，将项目准备阶段的教学活动也以微型项目的形式进行呈现，每个微型项目都有自己的最终产品，所需学习材料，以及所涉及的语言知识或技能。语言材料有的来自《新大学英语综合教程》，有的来自与其配套的《新大学英语同步练习》，有的需要学生或教师自行寻找。手册中还就每个微型项目的难度，所需时长提供信息，以便教师选择使用。

《新大学英语教案手册》突破了传统教学参考书的模式，直接为教师们提供了课堂活动组织的可选方案。但由于编者水平有限，《新大学英语教案手册》中的一些设计与方法一定会有不够科学、合理之处，还请广大师生提出宝贵意见和建议。

编　者

2016年10月

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Unit 1

Introducing People

Unit Overview

In their campus study and life, and in their future work, Ss will encounter numerous occasions on which they would need to introduce themselves or other people either in casual spoken communication or in formal written exchanges. This unit offers necessary language resources and designs interactive tasks for Ss to learn and practice how to introduce themselves or other people for different purposes and in different situations, how to conduct effective interviews to obtain needed information about interviewees, and eventually how to write a personal statement when applying for a university exchange program. Evaluation in various forms will finally be conducted for Ss to reflect on what they have gained from the learning of the unit. **A mini-lecture** will be provided for the lead-in part.

Unit Objectives

When Ss complete this unit, they will be able to …

Content knowledge	**know** 1. how to collect information of a target international university with the aid of the Internet; 2. what information to be included in an application form for a S exchange program; 3. how to develop and write a complete personal statement for an exchange program.
Major language functions	**use** 1. expressions and sentence patterns for introducing oneself and other people; 2. relevant vocabulary concerning Ss' subject learning and campus life.

注：全书S为student的缩写，T为teacher的缩写，CB为对应的《新大学英语综合教程》的缩写，WB为对应的《新大学英语同步练习》的缩写。

Academic skills		**know** 1. how to obtain information by doing Internet search and face-to-face interview; 2. how to synthesize the collected information into a personal statement.
Interactions		1. share information among small groups of Ss; 2. discuss and evaluate each other's oral performance or written products.
Language skills development	**Reading**	1. distinguish formal and informal written self-introductions; 2. understand some features of narrative writings; 3. synthesize information from different sources.
	Listening	1. understand interview questions; 2. distinguish formal and informal oral self-introductions.
	Writing	1. write self-introductions for some informal occasions; 2. write a short personal statement for application for an exchange program of an international university.
	Speaking	1. make short oral self-introductions; 2. ask and answer interview questions; 3. present introductions to other people based on obtained information.
Non-linguistic skills		1. conduct Internet searches; 2. improve interpersonal skills through collaboration with peers in pair work and group work, and form a brief report in the end.

Optional Mini Learning Projects

Warming Up & Initializing the Project

Mini Project 1a: Introducing oneself in formal and informal situations

Outline	Ss practice what to include in self-introductions and identify language styles of self-introduction in formal and informal situations.
Product	A formal self-introduction for a class magazine or an informal self-introduction for Ss' own QQ Space
Class time	20–30 minutes

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Difficulty level	Low to medium
Resources	Texts 1 and 2, Part One (CB, pp. 6–7); Exercise 2, Part One (WB, p. 2)
Language & skills	Search for clues (both language styles and specific information) to identify the different situations in which the self-introductions are made.

Procedures

Before class:

1. Ss **read** Texts 1 and 2 (CB, pp. 6–7) and do Activities 1 and 2 in the Coursebook.
2. Ss **fill out the form** of Exercise 2 in the Workbook (p. 2).
3. (Optional) Ss **search online** for one or two short texts of self-introduction and share their findings via a public QQ bulletin or a forum/public email box for the class.

During class:

1. Ss **underline** words, expressions and structures from Texts 1 and 2 (CB, pp. 6–7) that are useful in introducing oneself and share their findings with each other. (Note: *This step prepares Ss with knowledge of the items to be included as well as the basic vocabulary and syntactic patterns useful for their own self-introductions.*)
2. Ss work in pairs to **find clues** in Texts 1 and 2 (CB, pp. 6–7) that indicate the situations in which the self-introductions were made and what specific information has been included in them.
3. Ss **discuss** the different language styles and information items of Texts 1 and 2 (CB, pp. 6–7). (Note: *T can offer linguistic assistance if necessary and summarize the major differences of the two texts in the end.*)

A sample summary of the major differences between Texts 1 and 2 (CB, pp. 6–7):

	Central issue	**Writing purpose**	**Situation**	**Language style**
Text 1	Career and academic interest	To present personal career and academic passions and achievements	A self-introduction posted on one's own homepage	Formal and academic
Text 2	An everyday issue (sugar problem)	To complain about a personal problem; To win sympathy; To seek solution to her problem	A message sent to an online forum where people with similar concerns may make friends or share information	Casual and colloquial

4. Ss work in pairs, one **writing** a self-introduction for **a class magazine** (formal) and the other **writing** a self-introduction for their own **QQ Space** (informal). (Note: *T*

can ask Ss to turn to the table they have filled out for Exercise 2 in the Workbook, for reference.)

5. When the writing is done, Ss **share** their self-introductions in pairs and **discuss** their similarities and differences, and how the differences serve their distinct purposes.
6. (Optional) T selects one or two sample self-introduction(s) for analysis.

Mini Project 1b: Writing a "Guide to self-introduction"

Outline	Ss summarize the features concerning the content and language styles of self-introductions for formal and informal occasions that they have learned in Part One of the unit.
Product	An essay summarizing the different features of the self-introductions for formal and informal situations
Class time	20–30 minutes
Difficulty level	Medium to high
Resources	Texts 1 and 2, Part One (CB, pp. 6–7); Ss' self-selected materials
Language & skills	Search for clues (both language styles and specific information) to identify differences in the self-introductions for different occasions.

Procedures

Before class:

1. Ss **read** Texts 1 and 2 (CB, pp. 6–7) and do Activities 1 and 2 in the Coursebook.
2. Ss **think about** the content and language styles of self-introductions produced for formal and informal situations.
3. (Optional) Ss **search online** for one or two short texts of self-introduction and submit their findings to a public QQ bulletin or a forum/public email box for the class.

During class:

1. Ss **discuss** in groups the differences between the self-introductions produced for formal and informal situations in terms of content, vocabulary use and syntactic patterns. (Note: *T may encourage Ss to consider other aspects in which self-introductions for formal and informal situations may differ besides those listed for Texts 1 and 2.*)
2. Ss **write** an essay summarizing the differences they have discussed.
3. Ss **share** their summaries in groups of 4 to 6.
4. (Optional) T selects a couple of summaries based on group recommendation for further analysis.

Mini Project 2: Conducting interviews and introducing others

Outline	Ss interview one another based on three self-selected questions.
Product	Oral interviews with classmates; (Optional) A short introductory paragraph of a classmate based on interview information
Class time	30 minutes
Difficulty level	Low to medium
Resources	Activities 1 and 3, Part One (CB, pp. 8–9) and Exercise 2, Part One (WB, p. 2)
Language & skills	Listen and locate specific information; Learn to include key information for introducing oneself; Develop interview questions based on different types of information; Conduct interviews based on prepared questions; Produce a brief introduction to other classmates.

Procedures

Before class:

1. Ss **watch** the video (CB, pp. 8–9) for as many times as they like and then do Activities 1 and 3.
2. Ss **fill out the form** of Exercise 2 in the Workbook if it is not done in Mini Project 1a.

During class:

1. Ss **conduct an interview** in pairs to ask for and give the information listed in the table in Activity 3 (CB, p. 9).
2. Ss **conduct interviews** to ask for and give the information listed in the table in Exercise 2 (WB, p. 2). (Note: *If the class is small, say around 30, Ss can take along their books and move around in the classroom, asking at least 3 different classmates the 3 questions they are most curious about. Where the class is bigger and everyone's moving around may cause commotion, this step and the next can be done in groups of 3 to 6 members.*)
3. Ss **share** in small groups the three **questions** they have asked their classmates in the interview and **explain** why they have chosen these questions. T invites some groups to **report** their discussion results to class.
4. (Optional) (After-class assignment) Ss **write** a short paragraph introducing or describing a classmate based on the information they have collected during the interview. (Note: *T should remind the class before giving the task that the language and content should be appropriate with regard to the purposes of the introductions.*)

Mini Project 3a: Introducing a pop singer

Outline	Ss select key information to introduce a pop singer and synthesize the information into a short introductory paragraph.
Product	A report of the most impressive aspects of a pop singer's experience; (Optional) A short introductory paragraph of the pop singer for a campus music magazine
Class time	25 minutes
Difficulty level	Medium
Resources	Activities 1, 2 and 3, Part Two (CB pp. 10–11)
Language & skills	Listen for needed information; Select relevant key information to introduce a pop singer for a particular purpose; Write a short paragraph to introduce a pop singer.

Procedures

Before class:

1. Ss **watch** the video (CB, p. 10) and do Activities 1, 2 and 3 (CB, pp. 10–11).
2. (Optional) Ss **collect information** about the Oprah Talk Show.

During class:

1. Ss **share** in groups the information they have found about Oprah Talk Show. (Note: *T may give an introduction of Oprah Talk Show in case low-level Ss are not able to find relevant and sufficient information.*)
2. Ss **watch** the video again and **check the answers** to Activities 1, 2 and 3 (CB, pp. 10–11). (Note: *If Ss still have difficulty understanding the video, T may ask Ss of higher levels to explain how they have caught the needed information, or T directly offers the answers plus necessary explanation.*)
3. Ss work in pairs and **select** 2–3 most impressive aspects of the pop singer's experience and **explain** to each other the reasons for their selection. When one speaks, the other **takes notes**. In class report, T asks some Ss to **report** their partners' selection and comments.
4. (Optional) (After-class assignment) Ss **write** a short introduction to the pop singer for a campus music magazine. (Note: *T may ask Ss to submit their writings to an automated writing assessment system or an online platform where Ss can share and comment on each other's writings.*)

Mini Project 3b: Conducting a mock interview for a particular purpose

Outline	Ss role-play an interview involving self-introduction for a particular purpose

Product	Role-play of two interviews involving self-introduction for different purposes; A summary report on the differences of the two role-played interviews
Class time	15 minutes
Difficulty level	Medium to high
Resources	Activity 4, Part Two (CB, p. 12)
Language & skills	Brainstorm situations when people need to introduce themselves from prior experience; Explain the major differences of self-introduction in two different situations (for example, formal vs. informal); Role-play a mock interview for two different situations.

Procedures

Before class:

1. Ss **watch** the video in Part Two (CB, p. 10).
2. Ss **think of** different situations where people need to introduce themselves.

During class:

1. Ss **discuss** in groups of three the different situations where people need to introduce themselves. (Note: *T emphasizes that the situations selected should be as specific as possible. For example, if it is a job interview, Ss need to specify the post and the nature of the job, the responsibilities and qualifications that go with it.*)
2. Ss in each group take up different roles. Two Ss **role-play** two interviews involving self-introduction for totally different purposes (for example, one is a blind date while the other a part-time job interview for recruiting librarian assistants). Ss complete the role-play within 3 minutes. The third member in the group **summarizes and explains** the differences of the two self-introductions in terms of language style, the personal information involved and the purposes. (Note: *Five-member groups can be used for bigger classes, with two pairs of Ss role-playing the two types of interviews and a fifth member doing the summary and explanation.*)
3. T selects some groups to **perform and report in class**. T gives feedback.
4. (Optional) (After-class assignment) All groups **submit** a list of different situations for self-introduction, preferably also the two interviews they have role-played, and a brief summary of the differences of the two self-introductions in the interviews.

Exploring the Field

Mini project 4: Constructing and presenting an oral introduction to Bill Clinton

Outline	Ss search online for the background information of Bill Clinton, the former US President, and briefly introduce him in their own words in class.
Product	A short oral introduction of Bill Clinton
Class time	15 minutes
Difficulty level	Medium
Resources	Ss' self-selected materials; "My Attachment to New Orleans", Part Three (CB, pp. 13–14)
Language & skills	Select trustworthy websites for needed information; Offer web sources where the needed information can be found; Pool relevant information, rephrasing the information, and presenting an oral introduction.

Procedures

Before class:

1. Ss **search** for the background information of Bill Clinton from the Internet or other sources, and write down the information in their own words.
2. (Optional) Ss **submit** the Web links or other relevant materials to a designated class website or an online learning platform for sharing with classmates.

During class:

1. Ss in groups **show** each other the websites where they have found the information about Bill Clinton and **explain** why they went to these websites. Ss in groups **make a list** of the clues that help them to decide the reliability of the information provided by a website. T asks each group to contribute at least one such clue, working out a list for the class.
2. In groups or in class, Ss **share** the background information about Bill Clinton that they have found from reliable Internet sources.
3. Ss **make** a short oral introduction to Bill Clinton based on the information they have shared. (Note: *T may need to point out the importance of transforming the original texts into Ss' own words; otherwise, it is hard to know whether Ss really understand what they have read and it is not appropriate to directly copy from others' work.*)

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