

English XP

x p e r i e n c e n

NEW

新大学英语

教案手册·鼎新篇

Experiencing English

Teaching Plan *Learning to change*

总主编 余渭深 王海啸
主 编 余渭深

3

高等教育出版社

NEW

新大学英语

教案手册·鼎新篇

Experiencing English

Teaching Plan Learning to change

总主编 余涌深 王海啸

主 编 余涌深

藏书

高等教育出版社·北京

图书在版编目(CIP)数据

新大学英语教案手册·鼎新篇 / 余渭深, 王海啸主编;
余渭深分册主编. — 北京: 高等教育出版社, 2017. 3
ISBN 978-7-04-046509-9

I. ①新… II. ①余… ②王… III. ①英语—高等学校—
—教学参考资料 IV. ①H319.39

中国版本图书馆CIP数据核字(2016)第247497号

出版发行 高等教育出版社
社 址 北京市西城区德外大街4号
邮政编码 100120
印 刷 涿州市京南印刷厂
开 本 889mm×1194mm 1/16
印 张 9.5
字 数 257千字
购书热线 010-58581118
咨询电话 400-810-0598

网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>
网上订购 <http://www.hepmall.com.cn>
<http://www.hepmall.com>
<http://www.hepmall.cn>
版 次 2017年3月第1版
印 次 2017年3月第1次印刷
定 价 40.00元

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换
版权所有 侵权必究
物 料 号 46509-00

《新大学英语》编委会

主任（以姓氏笔画为序）：王守仁 石 坚 刘 援

总策划：刘 援 周 龙 贾 巍

主 审：孔庆炎

委 员（以姓氏笔画为序）： 王一普 王俊菊 王海啸 文 旭 白解红 伍忠杰
向明友 刘龙根 刘涛波 孙倚娜 李淑静 李霄翔
杨 跃 何莲珍 余渭深 汪火焰 张文霞 张敬源
周 龙 胡开宝 战 菊 俞洪亮 贾国栋 贾 巍
樊葳葳 黎 宏

《新大学英语教案手册》

总主编：王海啸 余渭深

《新大学英语教案手册·鼎新篇》

主 编：余渭深

副主编：欧 玲 李小辉

编 者：杨 宇 王 旭 孙 凌

策划编辑：贾 巍 刘 瑾

责任编辑：王代军

封面设计：姜 磊

版式设计：魏 亮

责任校对：张 凯

责任印制：尤 静

郑重声明

高等教育出版社依法对本书享有专有出版权。任何未经许可的复制、销售行为均违反《中华人民共和国著作权法》，其行为人将承担相应的民事责任和行政责任；构成犯罪的，将被依法追究刑事责任。为了维护市场秩序，保护读者的合法权益，避免读者误用盗版书造成不良后果，我社将配合行政执法部门和司法机关对违法犯罪的单位和个人进行严厉打击。社会各界人士如发现上述侵权行为，希望及时举报，本社将奖励举报有功人员。

反盗版举报电话 (010) 58581999 58582371 58582488

反盗版举报传真 (010) 82086060

反盗版举报邮箱 dd@hep.com.cn

通信地址 北京市西城区德外大街4号 高等教育出版社法律事务与版权管理部

邮政编码 100120

Contents

Unit 1	A Greener Future	4
Unit 2	Corporate Culture	18
Unit 3	Are You Career Ready?	34
Unit 4	Understanding Animals	52
Unit 5	Smoking Ban & Personal Choice	68
Unit 6	Access to the Privacy of a Public Figure	86
Unit 7	Dilemmas of Science	108
Unit 8	Globalization	126

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。这一教学思想主张外语学习的过程是学习者在语言实际使用中对语言系统不断体验，认知，再体验，再认知的过程。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，努力为每一位个体的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。项目的完成涉及一系列的语言活动。单元学习的结果即是意味着项目的完成。而每一个项目的结果都会落实在一个完整的语言形式上，或者是一个演讲，或者是一份研究报告，或者是一次辩论。单元学习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、将语言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。为了帮助教师组织课堂教学，我们将准备阶段的教学活动以微型项目（mini project）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。语言材料有的来自学生用书，有的来自与学生用书配套的《新大学英语同步练习》，有的需要学生或教师自行寻找。

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》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的自主选择的权力。

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。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的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。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4月

Contents

Unit 1	A Greener Future	4
Unit 2	Corporate Culture	18
Unit 3	Are You Career Ready?	34
Unit 4	Understanding Animals	52
Unit 5	Smoking Ban & Personal Choice	68
Unit 6	Access to the Privacy of a Public Figure	86
Unit 7	Dilemmas of Science	108
Unit 8	Globalization	126

Unit 1

A Greener Future

Unit Overview

How environmentally friendly are you? Can we help the environment by living green? We all know that the environment is getting worse and worse, but what can we do about it? Some people are trying to do their bit to be more environmentally friendly. Some people want to reduce the amount of rubbish going into the landfill sites because they are running out of places to dump rubbish. In some areas, rubbish for recycling is collected. Another way of reducing rubbish is to use reusable products instead of disposable ones. More people are interested in reducing their carbon footprint. They try to reduce their carbon footprint by cycling, using public transport, or an electric car, rather than driving gas-buzzing vehicles. Some people choose not to fly to go on holiday because aeroplanes are the biggest producers of carbon emissions. You can make “green” choices when buying food too. And houses can also be environmentally friendly. Therefore, everyone has his/her choices to live a green life to help the environment. Besides in our daily life, being green is also a heated topic in business, education and politics.

This unit is designed to encourage Ss to do online research project on aspects of green living. During the course of the project, Ss will read more on living green. Several passages, videos and websites on the topic will be shared with Ss to read on, watch and discuss, and write on the opinion of people regarding practices and cases of green living. At the end of the course, Ss will be engaged in designing a poster to exhibit their ideas of being environmentally friendly. Throughout the project, Ss are required to write an essay entitled “Climate change and human’s future”.

注：全书Ss为students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。

Unit Objectives

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

Content knowledge	know 1. what a green future is; 2. importance of a green future.
Major language functions	use 1. expressions of reporting opinions; 2. appropriate ways to comment on environmental issues.
Academic skills	know how to plan the team project.
Interactions	have group discussion and make presentation.
Language skills development	Reading 1. learn to find the author's value in reading; 2. learn to understand the author's attitudes in reading.
	Listening 1. listen for the main idea; 2. listen for summary.
	Writing learn to write an expository essay.
	Speaking 1. learn to report from outlines; 2. learn to present team project.
Non-linguistic skills	1. do group work on poster design; 2. develop critical understanding of a green future lying behind social advances.

Optional Mini Learning Projects

Warming up & Initializing the Project

● Mini Project 1: Talking about background information

Outline	Preparing Ss for learning about green living. The class discussion is organized after watching a video clip.
Product	Class discussion on the Earth Day.
Class time	15 minutes
Difficulty level	Medium
Resources	Activity 1 (CB, p. 6). Find more information on environmental protection practiced worldwide.
Language & skills	Information searching and exchange.

Procedures

Before class

1. Ss are required to **watch** mini-lecture video 1, *Unit Introduction* on SPOC.

2. Ss are required to **do** Activity 1 (CB, p. 6).
3. Ss **search** online for more information on environmental protection practiced worldwide.
4. T gets ready to integrate the new information in teaching. (See **Culture Notes** in this book)

During class

1. Ss are required to **brainstorm** some terms associated with “green”.
2. Ss are to **discuss** the following question in groups: What’s your understanding of being “green”?
3. One S from each group is to **report** results of their discussion.
4. Ss are to **watch** a video clip on the celebration of Earth Day and **answer** the following questions:
 - 1) Has the annual celebration of Earth Day encouraged people to get involved in building a better future?
 - 2) What do you think of the idea of giving up the one-day-a-year celebration of Earth Day and making every day Earth Day?
 - 3) As university students, what can you do to help protect the environment?

● **Mini Project 2: Group report**

Outline	Ss are required to find information and to report results of their research.
Product	Group research presentation on carbon dioxide emission.
Class time	25 minutes
Difficulty level	Medium to high
Resources	Activity 2 (CB, p. 7).
Language & skills	Information search and report.

Procedures

Before class

1. Ss **work** in groups to find information on the global ranking of carbon dioxide emissions, and each group is assigned one country for its carbon footprint.
2. T may **discuss** with Ss and find some problems lying behind these figures.

During class

1. Ss **work** in groups. And each group will be given one large piece of paper and a marker.
2. All groups **write** down some key words of results of their research on the given paper.
3. Each group sends one S to **report** results of their research.
4. Ss and T have a **discussion** on the problems lying behind the figures.

● Mini Project 3: Video watching and discussion

Outline	Ss discuss the main idea and supporting details of the video to know more about the necessity of living green.
Product	Video watching and summary.
Class time	15 minutes
Difficulty level	Medium to high
Resources	Activities in <i>Watching a video</i> (CB, pp. 10–11) may help Ss understand and talk about the video.
Language & skills	Listening for global understanding and detailed understanding.

Procedures

Before class

1. Ss are required to **watch** mini-lecture video 1 on SPOC as many times as possible.
2. Ss **do** Activities 1 & 2 (CB, pp. 11–12).

During class

1. T helps Ss to **fulfill** Activities 1 & 2 of the unit.
2. Ss work in groups and **share** with each other their answers to those questions.
3. Ss will **watch** the video clip again and complete their answers.
4. Some Ss will be asked to **report** their answers.
5. Some Ss are asked to **summarize** the video clip orally with the help of the answers.
6. Ss are to work in pairs and **discuss** on low-carbon life.

● Mini Project 4: Classroom survey

Outline	Further group survey on living green. Ss are to discuss their findings in class.
Product	Questionnaire survey.
Class time	35 minutes
Difficulty level	Low to medium
Resources	Activities 1 & 2 (CB, p. 7).
Language & skills	Using proper terms to report results of their survey.

Procedures

Before class

1. Ss **read** the questionnaire (CB, p. 7) carefully.
2. Ss **find out** what aspects of environmental issues are associated with the questions in the questionnaire.

During class

1. Ss **work** in groups. Each S in every group will be given 2–3 questions and go around the classroom to **interview** at least five Ss.
2. Ss having the same questions will be **regrouped** in the same team and **share** results of their interview.
3. Each group sends one S to **report** results of their interview.

Exploring the Field

● Mini Project 5: Group discussion

Outline	Discuss the statements in CB by giving comments on environmental issues.
Product	Writing and exchanging comments.
Class time	20 minutes
Difficulty level	Medium to high
Resources	The task is adapted from <i>Trying your hand</i> (CB, p. 12).
Language & skills	Reading for understanding positions and attitude. Expressing personal opinions.

Procedures

Before class

Ss **write** their comments on the five statements in *Trying your hand* (CB, p. 12).

During class

1. Ss are **divided** into groups of 5 members. Each group is **assigned** one of the five statements in *Trying your hand* (CB, p. 12) and have a discussion on the following questions:
 - 1) What is the major topic of the statement?
 - 2) What is the main idea of the statement?
 - 3) What is the attitude toward the topic?
 - 4) Do you agree or disagree to the statement? Why?
2. Ss are **rearranged** into new groups of 5. Be sure that each member of the new group has a different statement. Each member **shares** his/her original group discussion on the statement.
3. One S of the new group **reports** to the class to summarize the main information discussed in the new groups. Ss from other groups are welcome to give their results if they are different.

● Mini Project 6: Scanning information

Outline	Ss are required to scan some important information from the reading passage.
Product	Passage scanning.
Class time	15 minutes
Difficulty level	Medium
Resources	The task is adapted from Activities 1 & 2, <i>Reading carefully</i> (CB, p. 15). The statements may be prepared on PPT slide.
Language & skills	Scanning major information.

Procedures

Before class

1. Ss **scan** the passage quickly.

2. Ss **watch** mini-lecture video 2, *Passage Comprehension* on SPOC.

During class

1. Ss working in pairs **read** the questions on PPT and quickly **scan** the passage again. They have to decide to which paragraph each question is connected and answer the question.
2. Ss **brainstorm** and **discuss** their answers in class.
 - 1) Why did Cornell president say “Sustainability is no longer an elective”?
Answer: Students have taken great initiative in earth-protecting movement. (para. 1)
 - 2) What does the fact that Kalamazoo College won the 2008 champion of RecycleMania competition indicate?
Answer: Recycling has been widely spread among college students. (para. 2)
 - 3) What are the typical features of a green building?
Answer: Geothermal heating, organic gardens, bamboo flooring, and energy star appliances. (para. 3)
 - 4) According to the passage, what effort are many universities making to help students become environmentally friendly?
Answer: They offer courses and scholarship to encourage students to study the environment. (paras. 4 & 5)
 - 5) What’s the ultimate goal of students’ taking courses and doing research projects on the environment?
Answer: To put into practice what they have learned in courses and research projects. (para. 6)

Mini Project 7: Passage structure

Outline	Ss read the passage again and discuss questions on the passage structure.
Product	Understanding passage structure.
Class time	25 minutes
Difficulty level	Medium to high
Resources	The task is adapted from Activities 2 & 3 in <i>Reading carefully</i> (CB, p. 15).
Language & skills	Understanding passage structure. Synthesizing the main ideas of sections.

Procedures

Before class

1. Ss **read** the passage carefully before class.
2. Ss **watch** mini-lecture video 3, *Language Learning* on SPOC.
3. Ss **do** Activities 2 & 3 in *Reading carefully* (CB, p. 15).

During class

1. Ss work in groups to **discuss** the following questions.
 - 1) How many parts can the passage be divided?

- 2) What topic is introduced in paragraph 1?
 - 3) What is the conclusion of the passage?
 - 4) What is the writer's attitude toward environmentalism on campuses?
2. One S from each group **reports** in class their discussion. He/she is also required to **justify** the group's work.
 3. The other groups are welcomed to give their comments if they have different views.
 4. Ss are to work in pairs and **do** the Activity 3 (CB, p. 15).
 5. Ss in pairs are to **summarize** the passage orally to each other with the help of Activity 3.
 6. Some Ss are welcomed to **summarize** the passage to the class.

● Mini Project 8: Discussion and speech

Outline	Ss read the passage critically and share their comments in different groups.
Product	Critical reading.
Class time	30 minutes.
Difficulty level	Medium to high
Resources	The task is based on Activity 4 (CB, p. 16).
Language & skills	Expressing opinions Speech

Procedures

Before class

1. Ss **read** the passage critically and give answers to the questions in Activity 4 (CB, p. 16).
2. Ss **prepare** some questions for discussion in class.

During class

1. Ss **work** in groups of 5 and each group will be given one question to discuss.
2. Ss are **rearranged** into new groups of 5. Be sure that each member of the new group has a different question. Each member **shares** his/her original group discussion on the question.
3. Ss go back to the original group and work together to **prepare** a three-minute speech on the given question.
4. Each group **sends** one S to give the speech to the class.

Questions:

- 1) In what way do you think the courses on environmental issues help raise students' eco-awareness?
- 2) Do you think green buildings mean green living? Why or why not?
- 3) "Humans have transformed the environment, and the environment has affected human events." What is your comment on the quotation?
- 4) Could you suggest some courses on environmental studies for your university? And give reasons.
- 5) What do you think should be the ultimate goal of environmentalism on university campuses?

Grand Project

Constructing the Project

● Task 1: Reading for major information

Outline	Ss identify the major points of the passage, and share their understanding in the group.
Product	Reading for major arguments.
Class time	15 minutes
Difficulty level	Low to medium
Resources	The task is based on Activity 2 in <i>Reading for research</i> (CB, p. 17). For further reading, Ss may refer to exercises in Workbook (WB, p. 3).
Language & skills	Global understanding of the passage.

Procedures

Before class

1. Ss **read** the passage “Green Alert” (WB, p. 1).
2. Ss **do** Activity 2 in *Reading for research* (CB, p. 17).

During class

1. T **leads** the discussion on the keys to the skimming passage (WB, p. 1) that Ss have read before the class. The discussion is to ensure Ss having a better understanding of the major information in the passage.
2. Ss work in groups to **discuss** the following questions.
 - 1) How many sections can this passage be divided? (Answer: Four.)
 - 2) What is the purpose for the author to write this passage? (Answer: To arouse people’s environmental awareness.)
 - 3) What is the thesis of the passage? (Answer: Rapid climate change may accelerate hunger, poverty, and even social unrest.)
 - 4) What supporting details are given in the passage? (Answer: 1. Rapid climate change will threaten economic development. 2. Climate change will worsen food security. 3. Environmental stresses are likely to brighten social tensions. 4. A case in point: the world’s tropical rainforests.)
3. One S from each group **reports** their discussion in class, then Ss from other groups may give comments and/or challenge the suggested versions.

● Task 2: Finding what a green life can be

Outline	Ss read the blogs and find out what other people think of various aspects of a green life.
Product	Reading for attitudes.
Class time	15 minutes
Difficulty level	Low to medium