**《基础英语（四）》课程教学大纲**

一、课程基本信息

|  |  |  |  |
| --- | --- | --- | --- |
| **英文名称** | Integrated English IV | **课程代码** | ENGL1032 |
| **课程性质** | 专业必修 | **授课对象** | 俄语专业三年级学生 |
| **学 分** | 3 | **学 时** | 72 |
| **主讲教师** | 张萍 | **修订日期** | 2023年3月 |
| **指定教材** | 何兆熊，《综合教程4》（第3版），上海外语教育出版社，2020年。 | | |

二、课程目标

（一）总体目标：

本课程为俄语专业本科三年级专业必修课程。本课程结合所研究领域的最新理念和成果，以课程文本为载体，通过灵活多样的教学方法和教学手段，结合AI融入教学活动（如AI+词汇学习、AI+写作、AI+辩论）等，对学生进行语言综合技能全方位训练，并将思政元素、全人培养、思辨能力、人与AI交互等有机融入教学过程，在掌握提升英语语言能力同时，帮助学生建立积极有效的自主学习方法体系，为今后深入学习打下良好基础。

（二）课程目标：

本课程以教材为主线，借助AI提供甄选题材广泛、内容丰富的多模态语言和文化素材，为学生创造真实自然的英语语言环境，逐步养成英语思维范式；教师通过对每个单元的精心设计，从单个词到句子和语篇的构建、从新词到与旧词网络的联结、从pre-writing到post-writing的无缝衔接、从标题风暴联想到文本结构的预测和对比、从即兴段落表演到小组创造性改写台词等等，针对学生和学情具体情境及时变化不同的教学活动、教学方案和教学形式，让学生有更多的参与感、投入感和成就感，同时还根据目前学生手机使用过度和早八容易困倦的特点，增加了音乐唤醒和冥想环节，让学生更好地调整身心，集中专注。课程的最终目标是在提升英语语言全方位能力的同时，还培养了学生的身心健康、合作学习、学习策略和全人素质。

**课程目标1：帮助学生培养学科基本素养**

1.1 掌握相关人文社科知识；具备语言学科基本素养

1.2 增强学生对英语学习的信心，具备人文与科学素养

**课程目标2：帮助学生打下良好的英语语言基础**

2.1 帮助学生掌握英语词汇、语法、语篇的基本特征和学习方法

2.2 培养学生英语综合技能，逐步养成以英语思维和交流的习惯

**课程目标3：培养学生团队合作意识、参与学习共同体**

3.1 鼓励学生以团队合作的方式完成学习任务

3.2 培养学生提出问题、分析问题和解决问题的能力

**课程目标4：引导学生参与实践，从实践中获得提升**

4.1 逐步引导学生参与课堂实践，提升语言实践能力

4.2 逐步引导学生通过实践活动拓展知识与技能

**课程目标5：培养和发展学生定期反思和逻辑思辨能力**

5.1 引导学生通过定期反思改进个人的学习行为

5.2 引导学生了解并初步建立批判性思维意识

（三）课程目标与毕业要求、课程内容的对应关系

**表1：课程目标与课程内容、毕业要求的对应关系表**

|  |  |  |  |
| --- | --- | --- | --- |
| **课程目标** | **课程子目标** | **对应课程内容** | **对应毕业要求** |
| 课程目标1 | 1.1 | 背景知识学习、课文分析、练习处理 | 掌握相关人文社科知识，具备语言学科基本素养 |
| 1.2 | 补充阅读、话题讨论 | 具备人文与科学素养 |
| 课程目标2 | 2.1 | 词汇、语法、语篇、听说、翻译 | 掌握英语学科基础知识 |
| 2.2 | 读写训练、口头报告、阅读反馈 | 培养英语综合技能，养成以英语思维和交流的习惯 |
| 课程目标3 | 3.1 | 话题讨论、小组项目 | 具备团队合作意识和能力 |
| 3.2 | 小组活动、结对学习 | 了解并参与学习共同体 |
| 课程目标4 | 4.1 | 口头报告、同伴评价 | 拥有语言实践能力 |
| 4.2 | 课后练习、小组汇报 | 通过实践拓展知识技能 |
| 课程目标5 | 5.1 | 反思写作、同伴互评 | 培养定期反思的习惯 |
| 5.2 | 话题讨论、短文写作 | 具备良好的思辨能力 |

三、教学内容

**Unit 2 Alienation and the Internet**

1. 教学目标

(1) Rhetorical skill: ways to develop an effective argument

(2) Key language & grammar points

(3) Theme: cyberspace is not one’s oyster, sense of real-world matters.

2. 教学重难点

(1) How to understand the relationship between the effect of alienation and unification?

(2) What writing devices Will Baker has applied to defend his view of Internet?

3. 教学内容

第一节 Lead-in by word association activity on *Internet*

- write out as many words as possible for *Internet*

- share with group members the response words and find the most frequently responded words, discuss the group commonality features of *Internet* word network

- put all the response word together and work out a reasonably organized piece of writing

第二节 New word networking

- categorize the new word list and find possible synonyms and any semantically-or-syntactically-related words

- analysis new words and compare with what have been associated in the first period

第三节 Text analysis

- Overall comprehension of the text

- Vocabulary, sentence structures and difficult language points

- Questions and answers

第四节 Exercises and Extension

- Textbook exercises and post-writing

- Text-related extension knowledge and practice

4. 教学方法

1. 联想建网：对课文关键词进行联想，小组根据反应词讨论构建故事文本前写作
2. 教师讲授：主要讲授课文内容、语篇分析，词汇、语法等。
3. 学生讨论：新词与已学词的网络构建、前文本写作、课文内容、后文本写作等。
4. 合作任务：学生以小组为单位根据指定任务研习和拓展课文内容。
5. 同伴互评：学生口头报告、写作文本等。

5. 教学评价

课堂观察、课后反思、测验评估

**Unit 5 The Monster**

1. 教学目标

(1) Rhetorical skill: ways to describe a person

(2) Key language & grammar points

(3) Theme: never judge by appearance.

2. 教学重难点

(1) How to understand the dramatic contrast of a devil-like genius?

(2) What writing devices does the writer apply to describe such a monster genius?

3. 教学内容

第一节 Lead-in by word association activity on *Monster*

- write out as many words as possible for *Monster*

- share with group members the response words and find the most frequently responded words, discuss the group commonality features of *Monster* word network

- put all the response word together and work out a reasonably organized piece of writing

第二节 New word networking

- categorize the new word list and find possible synonyms and any semantically-or-syntactically-related words

- analysis new words and compare with what have been associated in the first period

第三节 Text analysis

- Overall comprehension of the text

- Vocabulary, sentence structures and difficult language points

- Questions and answers

第四节 Exercises and Extension

- Textbook exercises and post-writing

- Text-related extension knowledge and practice

4. 教学方法

1. 联想建网：对课文关键词进行联想，小组根据反应词讨论构建故事文本前写作
2. 教师讲授：主要讲授课文内容、语篇分析，词汇、语法等。
3. 学生讨论：新词与已学词的网络构建、前文本写作、课文内容、后文本写作等。
4. 合作任务：学生以小组为单位根据指定任务研习和拓展课文内容。
5. 同伴互评：学生口头报告、写作文本等。

5. 教学评价

课堂观察、课后反思、测验评估

**Unit 6 The Discus Thrower**

1. 教学目标

(1) Rhetorical skill: ways to narrate an effective story

(2) Key language & grammar points

(3) Theme: to respect others is no easy thing.

2. 教学重难点

(1) How to understand the relationship between life and death?

(2) What writing devices does the writer apply to narrate such a sad story?

3. 教学内容

第一节 Lead-in by word association activity on *Discus, Death*

- write out as many words as possible for *Discus, Death*

- share with group members the response words and find the most frequently responded words, discuss the group commonality features of *Discus, Death* word network

- put all the response word together and work out a reasonably organized piece of writing

第二节 New word networking

- categorize the new word list and find possible synonyms and any semantically-or-syntactically-related words

- analysis new words and compare with what have been associated in the first period

第三节 Text analysis

- Overall comprehension of the text

- Vocabulary, sentence structures and difficult language points

- Questions and answers

第四节 Exercises and Extension

- Textbook exercises and post-writing

- Text-related extension knowledge and practice

4. 教学方法

1. 联想建网：对课文关键词进行联想，小组根据反应词讨论构建故事文本前写作
2. 教师讲授：主要讲授课文内容、语篇分析，词汇、语法等。
3. 学生讨论：新词与已学词的网络构建、前文本写作、课文内容、后文本写作等。
4. 合作任务：学生以小组为单位根据指定任务研习和拓展课文内容。
5. 同伴互评：学生口头报告、写作文本等。

5. 教学评价

课堂观察、课后反思、测验评估

**Unit 12 Marriage**

1. 教学目标

(1) Rhetorical skill: ways to develop an effective argument

(2) Key language & grammar points

(3) Theme: Marriage is not as what somebody thought that difficult.

2. 教学重难点

(1) How to understand marriage?

(2) What writing devices does the writer apply to defend his view of marriage?

3. 教学内容

第一节 Lead-in by word association activity on *marriage*

- write out as many words as possible for *marriage*

- share with group members the response words and find the most frequently responded words, discuss the group commonality features of *marriage* word network

- put all the response word together and work out a reasonably organized piece of writing

第二节 New word networking

- categorize the new word list and find possible synonyms and any semantically-or-syntactically-related words

- analysis new words and compare with what have been associated in the first period

第三节 Text analysis

- Overall comprehension of the text

- Vocabulary, sentence structures and difficult language points

- Questions and answers

第四节 Exercises and Extension

- Textbook exercises and post-writing

- Text-related extension knowledge and practice

4. 教学方法

1. 联想建网：对课文关键词进行联想，小组根据反应词讨论构建故事文本前写作
2. 教师讲授：主要讲授课文内容、语篇分析，词汇、语法等。
3. 学生讨论：新词与已学词的网络构建、前文本写作、课文内容、后文本写作等。
4. 合作任务：学生以小组为单位根据指定任务研习和拓展课文内容。
5. 同伴互评：学生口头报告、写作文本等。

5. 教学评价

课堂观察、课后反思、测验评估

四、学时分配

**表2：各章节具体内容和学时分配**

|  |  |  |
| --- | --- | --- |
| 章节 | 章节内容 | 学时分配 |
| Unit 2 | course introduction;  keyword association;  group discussion for pre-writing;  new words appreciation;  word categorization;  text prediction;  text analysis;  text appreciation;  oral practice; post-writing;  dictation and translation exercise | 18 |
| Unit 5 | Feedback for post-writing;  keyword association;  group discussion for pre-writing;  new words appreciation;  word categorization;  text prediction;  text analysis;  text appreciation;  oral practice; post-writing;  dictation and translation exercise | 14（包括期中考试） |
| Unit 6 | Feedback for post-writing;  keyword association;  group discussion for pre-writing;  new words appreciation;  word categorization;  text prediction;  text analysis; text appreciation;  oral practice; post-writing; role-playing;  dictation and translation exercise | 16 |
| Unit 12 + 复习 +答疑 | Feedback for post-writing;  keyword association;  group discussion for pre-writing;  new words appreciation;  word categorization;  text prediction;  text analysis; text appreciation;  oral practice; post-writing; role-playing;  dictation and translation exercise  Q& A session | 24 |

五、教学进度

**表3：教学进度表**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 周次 | 章节名称 | 内容提要 | 授课时数 | 作业及要求 |
| 1 | Unit 2 | Course Introduction; Keyword association；Group discussion for pre-writing | 4 | 掌握课程要求；熟悉关键词；掌握从单个词到语篇的过渡 |
| 2 | Unit 2 | New words appreciation;  Word categorization | 4 | 掌握词汇的归类；新词进入旧词网的能力 |
| 3 | Unit 2 | Text prediction & analysis | 4 | 文本欣赏、分析能力 |
| 4 | Unit 2 | Text analysis; dictation & post-writing；reflection | 4 | 文本欣赏、分析能力文本知识转化为运用 |
| 5 | Unit 2; Unit 5 | Feedback to post-writing  Keyword association and group discussion for pre-writing | 4 | 对比两次写作；熟悉关键词；掌握从单个词到语篇的过渡 |
| 6 | Unit 5 | new words appreciation;  word categorization | 4 | 掌握词汇的归类；新词进入旧词网的能力 |
| 7 | Unit 5 | Text analysis; dictation | 4 | 文本欣赏、分析能力文本知识转化为运用 |
| 8 | Unit 5+期中 | Post-writing; reflection; feedback; 期中考试 | 4 | 已学知识及应用 |
| 9 | Unit 6 | Keyword association；Group discussion for pre-writing | 4 | 熟悉关键词；掌握从单个词到语篇的过渡 |
| 10 | Unit 6 | New words appreciation;  Word categorization | 4 | 掌握词汇的归类；新词进入旧词网的能力 |
| 11 | Unit 6 | Text prediction & analysis | 4 | 文本欣赏、分析能力 |
| 12 | Unit 6 | Text analysis; dictation & post-writing；reflection | 4 | 文本欣赏、分析能力文本知识转化为运用 |
| 13 | Unit 12 | Keyword association；Group discussion for pre-writing | 4 | 熟悉关键词；掌握从单个词到语篇的过渡 |
| 14 | Unit 12 | New words appreciation;  Word categorization | 4 | 掌握词汇的归类；新词进入旧词网的能力 |
| 15 | Unit 12 | Text prediction & analysis | 4 | 文本欣赏、分析能力 |
| 16 | Unit 12 | Text analysis | 4 | 文本知识转化为运用 |
| 17 | Unit 12 | Dictation & post-writing；reflection Feedback to post-writing | 4 | 文本知识转化为运用 |
| 18 | 复习+答疑 | 复习；Q & A session | 4 | 梳理文本；答疑、反思分享 |

六、教材及参考书目

1. 何兆熊，朱永生主编，《综合教程4》（第3版）教师用书，上海：上海外语教育出版社，2020。

七、教学方法

1．联想建网：对课文关键词进行联想，小组根据反应词讨论构建故事文本前写作

2. 教师讲授：主要讲授课文内容、语篇分析，词汇、语法等。

3. 学生讨论：新词与已学词的网络构建、前文本写作、课文内容、后文本写作等。

4. 合作任务：学生以小组为单位根据指定任务研习和拓展课文内容。

5. 同伴互评：学生口头报告、写作文本等。

八、考核方式及评定方法

（一）课程考核与课程目标的对应关系

**表4：课程考核与课程目标的对应关系表**

|  |  |  |
| --- | --- | --- |
| **课程目标** | **考核要点** | **考核方式** |
| 课程目标1 | 英语基本语言知识 | 期中、期末考试 |
| 课程目标2 | 英语基本技能 | 期中、期末考试、平时成绩 |
| 课程目标3 | 沟通合作能力 | 平时成绩 |
| 课程目标4 | 英语实践能力 | 平时成绩 |
| 课程目标5 | 批判性思维与反思能力 | 期中、期末考试、平时成绩 |

（二）评定方法

**1．评定方法**

平时成绩：20%，期中笔试：20%，期末笔试60%

**2．课程目标的考核占比与达成度分析**

**表5：课程目标的考核占比与达成度分析表**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **考核占比**  **课程目标** | **平时** | **期中** | **期末** | **课程目标达成度计算方式** |
| 课程目标1 |  | 40% | 60% | （1）课程目标1达成度={0.4ｘ期中成绩+0.6ｘ期末成绩}/目标总分。  （2）课程目标２达成度={0.2ｘ平时+0.2ｘ期中成绩+0.6ｘ期末成绩}/目标总分。  （3）课程目标３-4达成度= {平时成绩}/目标３总分  （4）课程目标5达成度={0.2ｘ平时成绩+0.2ｘ期中成绩+0.6x期末成绩}/目标5总分  **（5）课程目标达成度=课程目标1达成度+课程目标2达成度+课程目标3达成度+课程目标4达成度+课程目标5达成度** |
| 课程目标2 | 20% | 20% | 60% |
| 课程目标3 | 100% |  |  |
| 课程目标4 | 100% |  |  |
| 课程目标5 | 20% | 20% | 60% |

（三）评分标准

**略。**