

大学英语教学设计与流程

使用教材：卓越英语综合教程第二册

教学单元：Unit 3 Politeness and Courtesy

教学时长：1 课时（50 分钟）

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教学理念：

1. 通识英语，院校专业特色英语和跨文化交际的有机融合，满足当代大学生英语学习需求。
2. 以学生为中心，结合学生的真实生活，实施体验式教学，提高学生语言行事的应用能力和综合素质。
3. 线上线下混合式教学，提高个性化教学和自主学习的比例，提高教学效率。

教学目标：

1. 掌握和应用礼貌礼仪的英语语言表达，锻炼学生英语语言技能。
2. 调查与评价社会礼貌礼仪现象，培养学生英语语言应用能力。
3. 比较中西礼貌礼仪文化差异，培养学生跨文化交际意识。
4. 学习社会（交通）礼貌礼仪并指导个人行为，提高学生综合素质。

教学设计与流程

一. 主题导入：结合学生在校生活，引导学生进入主题

教学时间	15 分钟
教学重点	探讨学生的校园礼貌行为
教学材料	调查问卷，网络视频
教学方法	问卷调查 小组讨论 现象比较

教学过程：

1. 主题提问: Are you a polite student? If you are, please raise your hand.
2. 现场问卷调查: How polite are you? （学生各自作答）

How polite are you?					
1 = Never	2 = Occasionally	3 = Sometimes	4 = Often	5 = Always	
1. I say hello to a teacher when he / she comes into classroom.	1.	2.	3.	4.	5.
2. I say good bye to a teacher when he / she leaves classroom.	1.	2.	3.	4.	5.
3. I actively answer teachers' questions in class.	1.	2.	3.	4.	5.
4. I stand up to answer questions in class.	1.	2.	3.	4.	5.
5. I finish assignments before deadline.	1.	2.	3.	4.	5.
6. I know the family names of our teachers.	1.	2.	3.	4.	5.
7. I have side conversations with my neighbor in class when feeling the class boring.	1.	2.	3.	4.	5.
8. I read text messages or novels with cell phone in class.	1.	2.	3.	4.	5.

评分标准：

For Questions 1~6, give 1 point for “1”; 2 points for “2”; 3 points for “3”; 4 points for “4” and 5 points for “5”. For Questions 7~8, give 5 points for “1”; 4 points for “2”; 3 points for “3”; 2 points for “4” and 1 point for “5”.

评分等级： >30: pretty polite 20—29: OK <20 not polite

T: So what kind of person are you? Mr.Polite or Mr. Rude?



3. 使用线上资源，请学生打开手机扫码课本第 39 页，观看视频并与
同桌讨论：

Q1: What behaviors of the students do you
think are appropriate or inappropriate?

Q2: What are the politeness difference
between foreign classes & Chinese classes?
(通过对比提高学生跨文化差异的意识)



4.教师解释与总结

Appropriate behaviors: take active part in class, follow the teacher,
answer questions, etc.

Inappropriate behaviors: get late to class without an apology, talking to
the teacher in a challenging way, etc.

二. 课文一教学

教学时间	30 分钟
教学重点	礼貌行为的语言表达； 礼貌行为调查的操作过程；

	调查结果的客观性与主观判断的差异。
教学材料	图片展示，网络课程
教学方法	小组讨论 解释分析 归纳总结

教学过程：

1. 教师展示一组礼貌相关图片，要求学生描述图片内容，引导学生从校园礼貌礼仪层面推广到社会礼貌礼仪层面。



Q1: Please describe what happened in these pictures. (学生单个描述)

Q2: Share your life story with Mr. Polite or Mr. Rude. (学生结对交流)

2. 组织学生谈论主题并回答问题“Are people today less polite than before?”, 学生做出主观判断，举手表决，统计同意和反对的人数并，文章分析结束后验证正误。



3. 给学生 5 分钟阅读第 40-42 页的课文，阅读过程中要求学生标注重

a global courtesy test
a minor purchase
undercover reporters
big-headed, big-hearted
affluent cities
across the board
by a small margin

要信息的语言表达，并寻找问题“Are people today less polite than before?”的答案。

4. 教师补充文章背景知识，介绍杂志“Reader’s Digest”，增加学生背景知识信息。



Background Knowledge



Reader's Digest
founded in 1920
sold in more than 70 countries
via 49 editions in 21 languages
launched in China in 2008
《 普知 》

the best-selling magazine
influential among the public

5. 教师和学生通过填写课本第 45 页的大纲练习共同完成课文结构与内容的理解（分小组竞赛，训练学生在文中信息查找的速度）。



How Polite are We?

Research Design & Major Findings

- I. Research Purpose: How helpful and polite people are around the world.
- II. Research tools: ☒ Interview ☐ Questionnaire ☒ Observation
- III. Subjects: Citizens of the biggest cities in 35 countries.
- IV. Performers: undercover reporters — half of them men, half women — from *Reader's Digest* editions in 35 countries.



How Polite are We?

V. 3 tests were conducted.

- Test 1 walked into public buildings 20 times behind people to see if people would hold the door open for them.
- Test 2 bought small items from 20 stores and recorded whether the sales assistants said thank you.
- Test 3 dropped a folder full of papers in 20 busy locations to see if anyone would help pick them up.

The number of tests done in the study more than 2,000

VI. Data analysis:

positive outcome: +1
negative outcome: 0
The maximum score: 60



How Polite are We?

VI. Findings:

- B. the more courteous one between the two in each of the following pairs
 - ☒ prosperous cities ☐ underdeveloped areas
 - "Wealthier cities aren't generally as crowded and competition for resources is less intense." ☐
 - ☒ at rush hours ☐ at off-peak hours
 - Being in a hurry isn't always a barrier to helping people. ☐
 - ☐ old people ☒ young people
 - The study found that the under-40s were the most helpful of all age groups; the over-60s were the least courteous. ☐
 - ☐ at large stores ☒ at small stores
 - Courtesy levels in larger stores were roughly similar to those in smaller establishments. ☐



How Polite are We?

VII. Findings:

A. The Top 3 cities: New York, Zurich, Toronto

New York

- Big-headed & big-hearted
- Finishing first
- Top five in 3 tests, especially in holding doors open
- Possible reason: After 9/11, more caring & understand the shortness of life.

Zurich

- People's performance is similar to Stockholm.
- Assistants thanked for the purchase in every store.
- Possible reason:
- Old-fashioned customer service is prevalent.
- pride in their work

Toronto

- An artist helped with dropped folder.
- He feels people really good & cheerful & described Toronto as a tolerant and polite city.

6. 分析结束后，教师与学生得出主题问题的答案
People today are not less polite than before
according to the global research done by
“Reader's Digest”. 教师借此说明主观与客观
的差异，强调社会现象调查的客观性与科学性。



7. 课文重要语言知识点的学习：教师要求学生课后上网络课程观看教学课件，自主学习课文的语言知识点，完成课文后的语言点练习。



三. 主题延伸与拓展：交通相关知识英语学习，体现交通院校特色

教学时间	5 分钟
教学重点	引入交通文明概念，布置小组调查任务
教学材料	图片
教学方法	图片展示 课堂讨论

教学过程：

1. 教师展示一组日常交通规则图片，请学生解释其含义。



abuse the horn
乱按喇叭
respect the traffic
policemen
尊敬交警
play lane swap
使用转向灯
use turn signals
变换车道

2. 教师解释补充并点明中心：“遵守交通规则实现文明交通”。

3. 布置课后小组任务：学生以小组为单位搜索我国交通出行现状（优点和问题），下一次上课做小组汇报，并对



照欧洲安全交通礼仪（课文二）。

四．教学反思与总结

- 1.** 教学目标是否有效完成，成功与问题分别是什么？
- 2.** 线上资源是否得到充分使用，产生了怎样的效果？
- 3.** 学生是否投入教学活动？哪些活动最受欢迎？哪些还需改进？
- 4.** 如何更有机地衔接通识英语，特色专业英语和跨文化学习？