



# 美国国际文教学会

American Academy of International Culture and Education

前沿教学理论 优质合作项目 教师专题培训 教学经验分享



## 真实语料的知与行-2

山东大学暑期教师深度研修之旅：语  
料搜集与教学设计  
成果分享  
9/12/2025



美国国际文教学会

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# 山东大学暑期深度研修之： 语料搜集与教案分享

## 预期的学习目标

- 能分析并分类整理真实语料
- 能将真实语料运用到课堂教学中

## 检验学习成果的指标

- 使用真实语料分析表进行语料分析及分类
- 使用课件模板将真实语料运用在教学中

## 学习的过程及方法

- 利用GRR (Gradual Release of Responsibilities)引导学员从理解理论及案例到小组练习最后终于个人课件设计

# 什么是“真实语料”？

来自母语者日常生活中，未经过加工、处理的语言材料，包括视听及书写两种形式，而这种语言内容不是专为语言学习者所编制的语言

(Wilkins,1976;Morrow,1977; Widdowson, 1978; Harmer,1983;Nunan,1989;Peacock,1997)。换言之，这些语言材料都是母语者与他人、社会互动时所产生的自然、真实语言，而非教材中经过加工的仿真语言。 Lisa Healy 2017

Authentic texts are print, audio or visual documents, created by native speakers of the target language for native or native-like speakers of the target language.

# 为何使用真实语料？

- 好的语料兼具有可教性的语言, 文化与内容
- 具有最自然真实的语言与表达与文化呈现
- 能引发学生高度的注意力和学习兴趣
- 挑战及提升语言学习者的思考力
- 提供学习者三种沟通模式的真实语言沟通情境
- 差异化教学最好的工具和教材
- 促进语言习得, 让学生习惯真实环境中语言的模糊性



# 如何分析语料

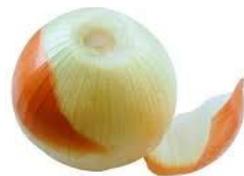
Learners' Age/年龄:

Proficiency Range/语言水平:

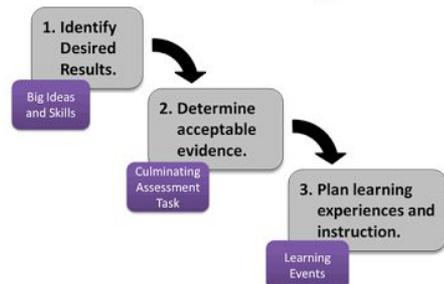
Language	Content	Culture
<p>真实语料中存在哪些可教的语言要素？</p> <ul style="list-style-type: none"><li>○ 词汇</li><li>○ 语法和句型</li><li>○ 语音</li><li>○ 句法</li><li>○ 声调</li><li>○ 汉字</li><li>○ 书面语与口语、成语、修辞手法等</li></ul>	<p>1. 真实语料中的内容与哪些学科领域相关？</p> <p>2. 学生可以利用其他课程中的哪些先前知识来理解这份语料？语料中体现或反映了哪些中国的独特文化和观点？</p> <ul style="list-style-type: none"><li>○ 语言艺术/文学</li><li>○ 地理</li><li>○ 数学</li><li>○ 健康</li><li>○ 社会学</li><li>○ 科学</li><li>○ 历史</li><li>○ 视觉与表演艺术</li><li>○ 体育</li><li>○ 职业与技术教育(CTE)</li><li>○ 社会与情感学习</li></ul>	<p>真实语料中体现了哪些文化产物、实践和观点？</p> <ul style="list-style-type: none"><li>○ 文化产物(What)</li><li>○ 文化实践/行为(How)</li><li>○ 文化观点/价值观(Why)</li><li>○ 文化比较</li></ul> <p>3Ps: Products, Practices, Perspectives Cultural Comparison</p>

# 真实语料教学步骤技巧

1. 将语料分块或分层处理，一次专注于其中的一部分，由大处着手，再深入细节。
2. 任务分序。先从最容易理解或学生已经可以掌握的要素入手(日期、时间、图片、可辨认的同源词)，再逐步深入到更复杂的理解或比较。
3. 回到整体。当学生对各个部分有了信心后，再将其整合，使学生看到这些部分如何组合成一个有意义的整体
4. 换汤不换药的评估学习成果
5. 衔接真实语境三种沟通模式的沟通任务



# 课程设计分享要点



## 1. 真实语料介绍与分析

根据学生年龄，语言程度，教学单元主题与目标，分析语料中可教的语言，内容及文化。

2. 根据真实语料与(模拟)真实生活语境，**设计适合学生年龄和语言水平的沟通任务。**

3. 设计**教学步骤与课堂活动**，引导学生完成沟通任务，达到教学目标。

## AP 六大学习主题:

1. 家庭与社区(Family and Community)
2. 语言、文化与身份(Language, Culture, and Identity)
3. 美与艺术(Arts and Literature)
4. 科技与生活(Technology and Life)
5. 生活质量(Quality of Life)
6. 环境、政治与社会挑战(Environment, Politics, and Society)

## IB中文B 五大学习主题:

1. 身份认同(Identities)
2. 体验(Experiences)
3. 人类发明创造(Human Ingenuity)
4. 社会组织(Social Organisation)
5. 共享地球(Sharing the Planet)

The image shows a screenshot of the United Nations Sustainable Development Goals (SDG) website in Chinese. At the top, there is a navigation bar with the UN logo and the text '可持续发展目标' (Sustainable Development Goals). Below the navigation bar, there is a section titled '17个可持续发展目标' (17 Sustainable Development Goals). The main content area displays six goal cards, each with a number, a title, and a brief description. The goals shown are:

- 目标 1: 无贫穷 (Goal 1: No Poverty)
- 目标 2: 零饥饿 (Goal 2: Zero Hunger)
- 目标 3: 良好健康与福祉 (Goal 3: Good Health and Well-being)
- 目标 4: 优质教育 (Goal 4: Quality Education)
- 目标 5: 性别平等 (Goal 5: Gender Equality)
- 目标 6: 清洁饮水和卫生设施 (Goal 6: Clean Water and Sanitation)

# 山东大学暑期深度研修之旅： 语料搜集与教案分享

- **Science and Technology/Contemporary Life 科技与生活：**
  - 大学食堂的智能体验(王峰丽)
- **Global Challenges -环境保护与可持续发展**
  - 节约粮食——校园里的环保宣传(李楨琰)
- **Contemporary Life - Transportation 现代生活的交通体验**
  - 《礼行地铁 儒韵山东》(项莉)
  - 青岛旅游和公交礼仪 (郭正洁)
- **Families and Communities 家庭与社区**
  - 志愿者服务(周钰)

# 总结

真实语料的使用不应该等到学生“学得足够多”才开始。学生不需要理解每一个词，而是在自己水平上有结构化的机会去解读真实语料(i+1)。当我们根据学生水平**调整任务而不是真实语料文本**，并且**借助视觉、分层或分块学习辅助**时，学生就会开始把自己视为能够理解真实语言的人--即使在初级水平也可以做到。

- ✓ Adjust the task, not the text
- ✓ Scaffold through visuals and chunking

# 互动交流答疑





Fengli Wang - Curie Metropolitan High School  
in Chicago

- Mandarin 1
- Mandarin 2
- Integrated Math 2

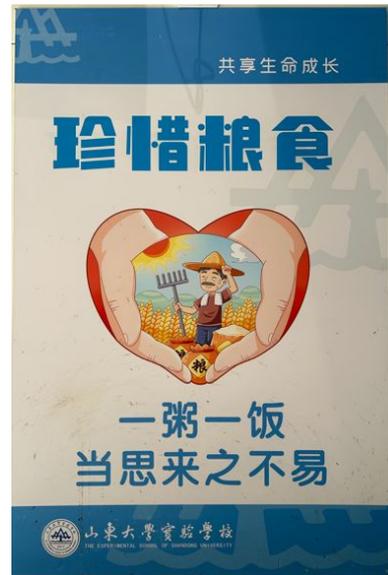


Unit Theme: 科技与生活 (滕晓红, 王峰丽, 王旭竹, 魏萍)

Lesson Topic: 大学食堂的智能体验

Learners' Age and Proficiency Level: Pre-AP and AP level





# 真实生活语境和任务（二选一）



- ❖ 情境1: 应用真实语料的词汇和句型, 学生以录制视频的方式来呈现自己设计的简化智能食堂, 并进行一段和同学在食堂里就餐的智能体验的对话。
  
- ❖ 情境2: 山东大学将要举办“汉语和文化”的夏令营。学生们可以准备一个关于大学食堂就餐程序的视频, 让即将参加夏令营的同学对中国食堂和相关的科技应用有所了解。
  - 排队, 取餐, 刷卡, 餐具分类并回收
  - 设计图片(光盘行动, 文明用餐。。。)



## Lesson Objective (s) written in a **functional** terms:



### Interpretive skill

- Students can comprehend the new technology that is used in college campus dining experiences through the authentic materials.
- Students can read the sign and understand the process of self-ordering food system

### Interpersonal skill

- Students can use keywords to interact with others and be able to explain the ordering of food processing.
- Students can ask questions to clarify how to use the self-service machine to replenish money into their student card.

### Presentation skill:

- Students can present the differences between America and China college/high school dining experiences, and be able to explain the reasons behind the differences.
- Students can design posters related to food and environment.

# 教学步骤



## LANGUAGE Knowledge

- Vocabulary
- Grammar
- Tones/Accent Marks
- Chinese characters
- Pinyin
- **Structures:** Elements of the linguistic system. For example, phonology or parameters in ASL, morphology, and syntax.

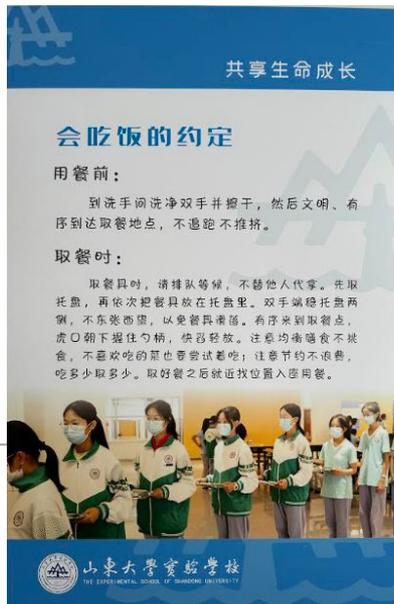
### \*Language Comparisons

- Vocabulary: 扫码, 称重, 识别, 二维码, 自助, 刷卡, 快捷, 精确, 智能, 自动, 节省, 浪费, 系统, 珍惜, 结账, 高效, 减少人力; 所爱, 来之不易, 节约, 校园卡
- Grammar: 越来越....; ...比...更; 先...然后...; 对...来说..; Verb 得下; Verb 不下; 难verb/好verb (难吃/好吃), 对...印象很深

# 教学步骤

## CONTENT Knowledge

- Topics
- Other subject areas



## Topics

- 中国和美国食堂的比较
- 吃饭时的社交功能

## Other subject areas

- 科学 & 技术 (Science & Technology)

# 教学步骤



## Pre-reading/viewing/listening:

- Students watch a few authentic video clips 智能取餐, 餐具分类和自动装盘回收。
- Students make observations and discuss what they see/think after watching the videos

## Pre-reading/viewing/listening:

- 小组讨论:对学校现在的食堂里的食物种类和派餐流程有什么意见和建议。

# 教学步骤



## During-reading/viewing/listening (Input & Comprehension Check):

- Students pay attention to specific details of the video, pick up/learn new words, points out words they have learned previously
- Check reading comprehension skill through sentence recording, picture recording
- Understand the Chinese culture of dining together with a stranger
- Explain how to educate college students to adapt to the new technology that is used in our daily lives.
- Describe how Chinese colleges use dining experience as a learning path to build students' social behavior, health, wellness, and environmental protection.

## During-reading/viewing/listening (Interacting with the Authentic Text):

- Students list the old and new words, find connection to the words, apply the words to their daily lives/learning.
- Watch the video, ask students to work as a group to describe the auto payment system that works in the college dining experiences; 看视频, 学生与小组的同学一起描述自动称重和付款系统在大学校园的应用。
- Compare the dining experiences you have in our school to define the differences and similarities  
学生们用他们在美国食堂的就餐习惯和中国的就餐习惯做对比。学生们列出两者之间的共同点和不同点。

# 教学步骤



## Post- reading/viewing/listening (Assessment):

- Students prepare and record group skits on dining with technologies.
- Students prepare a presentation on how it looks like to dine in the college lunchroom in China.
- Students also make signs for their presentation and to put up in the school dining rooms.

# 智慧食堂

## Post- reading/viewing/listening:

- Group skits on dining with new technologies. 排队, 取餐, 刷卡, 餐具分类并回收。
- Contrast and Comparison: Cultural presentation, Choose one technology that impacts your life, describe this technology, and explain its significance.
- **Extension:** 了解学校附近的餐馆, 收集关于相关科技应用和健康饮食的资料。和同学讨论如何改善学校现有的饮食质量和多元化, 如何开始引进科技来优化食堂派餐和用餐进度。

## 使用真实语料的优点和挑战

- 无处不在，内容丰富
- 贴近生活，真实体验
- 生动有趣，学以致用

- 精挑细选
- 分类和收藏



## 山大之行“知与行”

- 开拓视野，加深了对中国文化的理解
- 学习到了中文教学的多元化
- 吟诵，方言。。。。
- 使用AI

谢 谢 观 看





李贞琰

- ❖ Middlesex School, Concord, MA **明德思学校**  
Private boarding high school with 427 students
- ❖ Chinese 1, 2, 3, 4, AP and ISP (Independent Study)



**Unit Theme: 环境保护与可持续发展 (Environmental Protection & Sustainability)**

**Lesson Topic: 节约粮食，珍惜劳动成果**

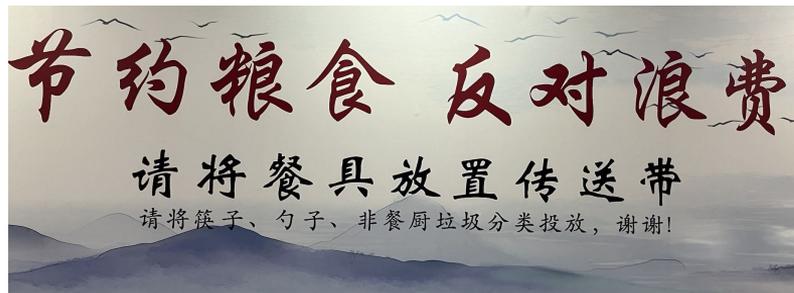
**Learners' Age and Proficiency Level: High school, Intermediate low-mid proficiency**

**AP**

**中文四 (Pre-AP)**



# 真实生活语境



Patt Lo 老师提供



# 真实生活语境

## 课件思路

1. 通过真实语料(山大食堂的这两张照片)学习词汇和句型
2. 以此真实语料的学习引入古诗“悯农”的学习
3. 文化比较:(1)美国校园的标语 (2)美国有什么节约粮食的行动-介绍 APP -Too Good To Go

## 沟通任务

- 认读海报 (interpretive)
- “地球日” 双语海报设计 (presentational)
- 阅读理解古诗“悯农” (interpretive)
- 中文介绍软件-Too good to go (interpersonal)



# 教学步骤和课堂设计

## Interpretive Task

### Instructional Strategies/Teacher Behavior:

#### Pre-reading/viewing/listening:

Show two photos and ask students to guess -

- (1) what kind of signs they might be and
- (2) where they will be seen

### Student Activities/Student behavior

#### Pre-reading/viewing/listening:

- Brainstorm possible topics of the signs based on partial images.
- Practice vocabulary pronunciation with peers.



# 教学步骤和课堂设计

## Instructional Strategies/Teacher Behavior:

### **During**-reading/viewing/listening (Input & Comprehension Check):

- ❑ Break down sentence structure and explain parallelism.
- ❑ Grammar
- ❑ Compare the tone of the two signs — one formal, one playful.

## Student Activities/Student behavior

### **During**-reading/viewing/listening (Interacting with the Authentic Text):

- ❖ Read text aloud from signs.
- ❖ Identify and study vocabulary, grammar patterns



# 教学步骤和课堂设计

## Instructional Strategies/Teacher Behavior:

### Post- reading/viewing/listening (Assessment):

- Pair activity: create one Chinese slogan for their school cafeteria, using at least one new phrase from the lesson.
- “Earth Day” bilingual poster
- Share slogans; class votes on the most creative. (presentational)

### \*\*\*延伸教学\*\*\*

- Introduce 古诗“悯农” (interpretive)
- Help students describe the APP “Too good to go” in Chinese.
- Connect with “SDG #2”, help students describe it in Chinese (interpersonal)

## Student Activities/Student Behavior

### Post- reading/viewing/listening:

- Design original Chinese food waste prevention slogan.
- Present and explain slogan meaning to class in Chinese.

### \*\*\*延伸学习\*\*\*

- Study “悯农”
- Describe the APP “Too good to go” in Chinese
- Briefly describe “SDG#2” in Chinese



# 悯农

- ❑ **Visual Prompt:** Show images or short video clips of farmers working in rice fields under the hot sun.
- ❑ **Discussion Questions (in Chinese, scaffolded):**
  - ❑ “你看到了什么？” (What do you see?)
  - ❑ “农民的工作辛苦吗？为什么？” (Is farming hard work? Why?)



## Poem Introduction

- ❑ **Title:** 《悯农》 (Poet: 李绅, Tang Dynasty)
- ❑ Explain that the poem is a 五言绝句 (five-character quatrain).
- ❑ Briefly introduce Tang poetry and the poet's purpose in writing about farming hardships.
  - ❑ Students listen, then repeat line-by-line after 老师



- ❖ Show students a short slideshow of food waste statistics in the US.

Ask: “在美国，一年浪费多少食物？这些食物会去哪里？”

(In the US, how much food is wasted each year? Where does it go?)

- ❖ Introducing the App

- Ask the students first- what do you know about good ways to reduce food waste in the US?
- Introduce “Too Good To Go”-Show short demo video or screenshots of the app interface.

## Guided Practice: Describing the App

Students work in pairs to answer these prompts in Chinese:

1. 这个APP的名字是什么？
2. 它的主要功能是什么？
3. 谁可以用这个APP？
4. 它是怎样减少食物浪费的？
5. 它和“光盘行动”有什么共同点？

## Sustainable Development

### Goal 2: Zero Hunger

Project :





## 真实语料的好处和挑战

- ◆ 真实和地道 - 实用
- ◆ 有趣和最新 - 兴趣
- ◆ 成就感 - 更有动力

信息量大, 备课量大

## AIICE 2025 “知与行” 暑期研习亮点

1. 使用AI的指令
2. Creative and effective activities shared by Marty and Pat 老师 (Gallery Walk and Unfair game)
3. Maggie 老师行前分享的真实语料的收集和使用 - 实践



# 礼行地铁 儒韵山东

Transportation, Confucian charm of Shandong  
Unit Theme: Travel

Zhengjie Guo





Zhengjie Guo



Middle School	Upper School
	C.H.A.T.(Chinese Heritage and Advanced Topics): Justice and Us / Diversity and Us
	AP Chinese Language and Culture <i>or</i> Advanced Topics in Chinese Culture
	Intermediate Mid Chinese
Intermediate Chinese	Intermediate Low Chinese
Novice High A&B Chinese	Novice High Chinese
Novice Low & Mid Chinese	Novice Chinese



# 真实生活语境



青岛 | 真人福音!! 3天2晚超跟路攻略

9:23 长沙人游野仁 Follow



地铁1号线: 金沙湾、梧桐、青岛山、观海山公园  
地铁2号线: 五四广场、奥帆中心、小麦岛、石老人浴场  
地铁3号线: 小麦岛公园、第一海水浴场、八大关、五四广场  
地铁4号线: 小鱼山公园、信号山公园、观海山公园

6-8岁青岛就这样玩!! 3天只要¥800  
青岛的旅游资源的不高! 景点基本的地铁都能直达、美食也很多、只要来之前提好攻略就能好好

- ✓ Learners' Age and Proficiency Level: 11-12, Intermediate high.
- ✓ Authentic Text: Subway video, China subway map, map from RedNotes.
- ✓ This unit simulates a real-world travel situation in Qingdao, a coastal city in China with a modern subway system. Students will explore how to navigate the subway to visit popular sites such as 石老人海水浴场, 青岛雕塑园, 极地海洋公园, 海之恋 and 小麦岛公园.

# 教学步骤和课堂活动设计

22:30:02

2025-07-09 星期三

前往

钱谷山

到站

世博园

孔子地铁

乘坐地铁，上车请往车厢中部走，文明礼让，不抢座不占座。

## Interpretive Task 1:

- Vocabulary Preview & Mini Lecture
- Introduce the key vocabulary using visuals/slides and knowt.com.

## Interpretive Task 2:

- Students watch a video about the etiquette of taking the subway in Qingdao.

## Interpersonal Task: Role play

- Students use Flint to practice with AI.
- With the help the screenshots from the video, students identify and discuss the appropriate and inappropriate behavior while taking the subway.

## Presentational Task: Create a Travel Plan

- Create and present a short travel guide (oral and written) about how to use the subway in a target culture city (e.g., Beijing, or US.).



# 教学步骤和课堂活动设计

## Pre-reading/viewing/listening:

- ❖ Guess or predict the content by looking at the title and picture (他们在哪里?他们要去哪里?他们在做什么?)
- ❖ Play Video without sound(地铁的视频是没有声音的)
- ❖ Leading a class discussion about the subject of the visuals presented.

## During-reading/viewing/listening (Input & Comprehension Check):

- ❖ Read text (screenshot) from the video (不学礼无以立)
- ❖ Listening with visuals to do EduPuzzle
- ❖ WeVideo with comprehension check
- ❖ Wordwall with rearrange sentences
- ❖ Group activity to compare the 哪吒也要过安检video and 孔子孔鲤video.

## Post-reading/viewing/listening (Assessment):

- ❖ Post reading (乘坐地铁, 请遵守乘车规范, 有序排队, 主动配合安检, 让旅途更舒适更安全)
- ❖ Discuss cultural norms (e.g., 讲文明礼貌). 第二段视频(每个人都是一条亮丽的风景线)

Assess with a short quiz via listening 报站名.

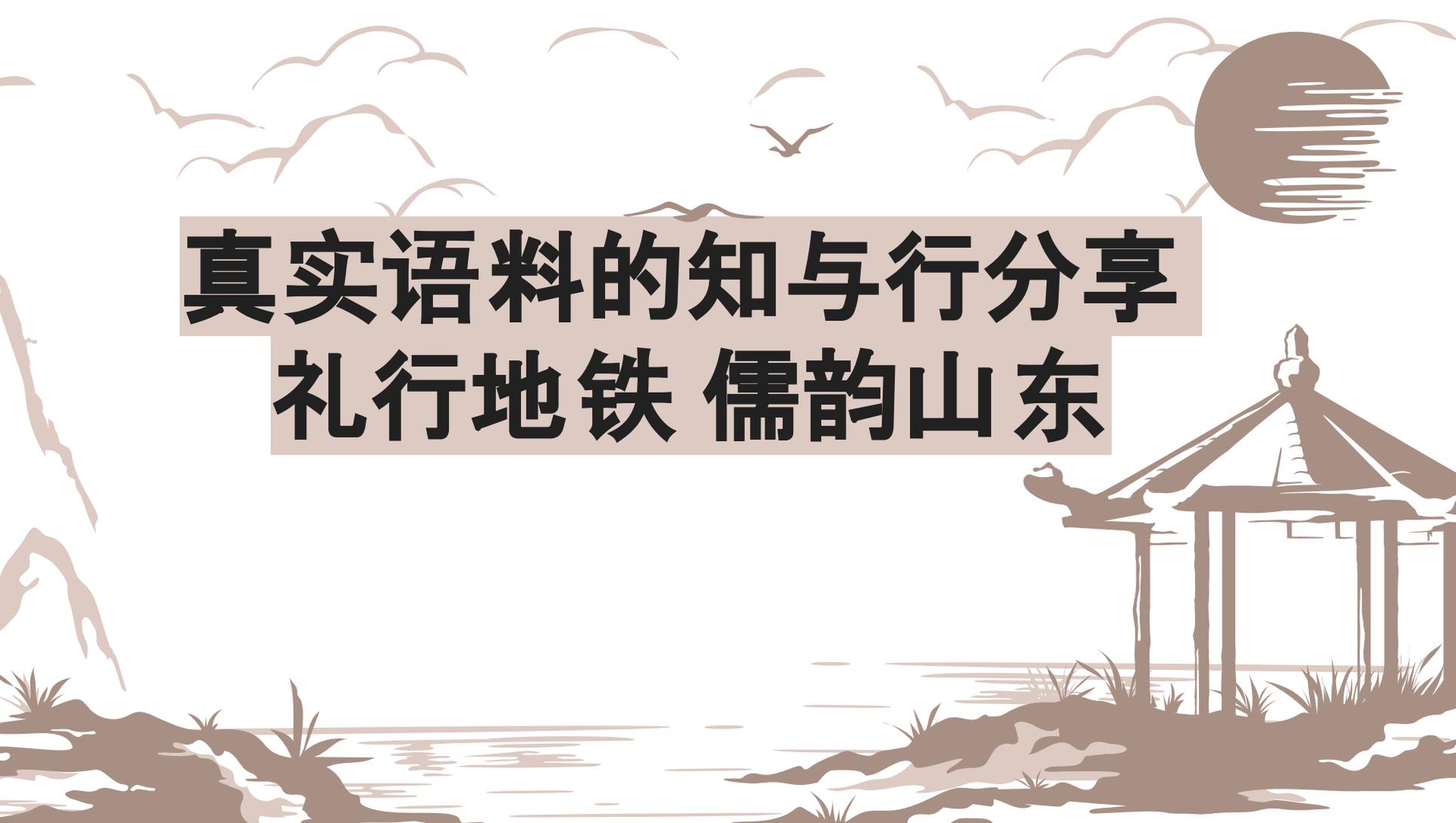
## 反思

合抱之木，生于毫末；九层之台，起于垒土；千里之行，始于足下。

-李耳《老子》

A thousand miles begins with a single step.





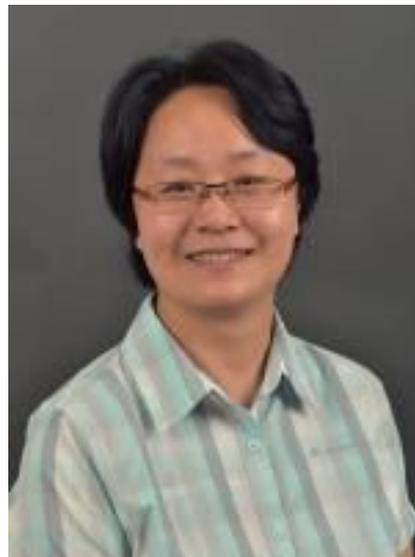
**真实语料的知与行分享**  
**礼行地铁 儒韵山东**

西密歇根大  
学 - *Forest Hills*  
*Northern* 高中  
Dual Enrollment



**WESTERN  
MICHIGAN  
UNIVERSITY**

西密歇根大学 项莉



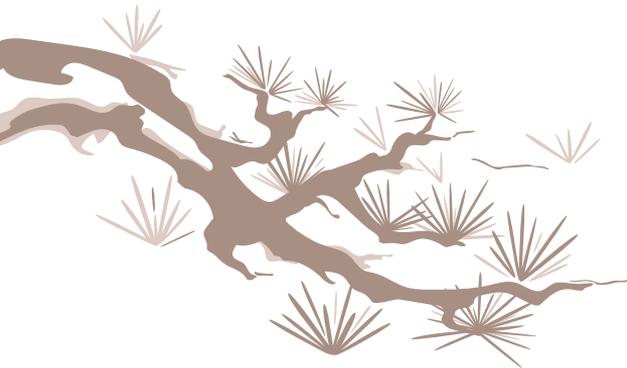
# 高中四年双学分项目的课程设置

Year	Course No	Course	Credit hours
Year One	CHIN 1010	Basic Chinese II	4
	CHIN 2800	Chinese Calligraphy	3
Year Two	CHIN 2000	Intermediate Chinese I	4
	CHIN 2100	Business Chinese	3
Year Three	CHIN 2010	Intermediate Chinese II	4
	CHIN 2750	Chinese Life and Culture	3
Year Four	CHIN 3160	Chinese Composition	3
	CHIN 3170	Chinese Conversation	4



## 学生语言水平：中高级

**Unit Theme:** 现代生活的交通体验  
**Lesson Topic:** 礼行地铁 儒韵山东

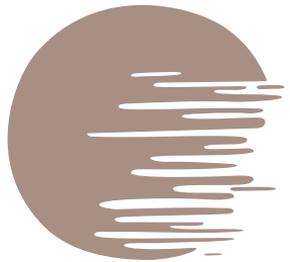


Before

学生使用携程网或高德地图，通过网上Vlog视频，规划某个景点的出行方式和出行路线。

After

使用山东“知与行”搜集到的第一手资料，融入公共交通工具、地铁路线图、以及文明出行的理念，学生能规划和设计出行路线，践行礼让的出行礼仪。



# 真实生活语境和任务

## “中国山东青岛短期游学”行前准备

暑假期间，西密歇根大学双学分项目的高中同学即将赴中国山东青岛，参加为期两个星期的夏令营，学生在课上要学会怎么在青岛乘坐地铁以及出行礼仪。



# 沟通任务

## Interpretive 理解诠释

- I can understand the main idea and some supporting details in conversations and announcements related to subway travel.

## Interpersonal 人际沟通

- I can discuss about the best route to get around in Qingdao using Subway system.
- I can identify and discuss appropriate behaviors when taking the subway in Qingdao.

## Presentational 表达演示

- I can describe and present how to and what are the etiquettes to using public transportation and get around in Qingdao.
- I can compare how people behave on public transportation in China and in my own culture.



# 教学步骤和课堂活动设计

## 真实语料

- 青岛地铁线路图
- 青岛地铁礼仪宣传视频



“孔子地铁课堂”  
青岛地铁宣传片

## 具体教学步骤：课前预习

### Pre-Task– Prepare Students for Authentic Text

- The teacher provides a subway map of Qingdao with various tourist sites.
- The teacher creates vocabulary and grammar slides for students' self-learning and designs a quiz for students to self-check after previewing.
- The teacher posts a video about proper subway etiquette in Qingdao.

#### Interpretive Tasks:

- Students study Qingdao's subway map and identify 3–4 scenic spots they would like to visit.
- Students preview the vocabulary and grammar structures, then complete the preview quiz before class.
- Students watch a video about subway etiquette in Qingdao and write down the main idea of the video.

# 具体教学步骤：课中活动 (Episode 1)

## During Task– Engage with Authentic Text

### Instructional Strategies/Teacher

**Behavior:** During-reading/viewing/listening (Input & Comprehension Check):

- Show various screenshots from the video and have students make predictions.
- Use Edpuzzle to check students' understanding of the video details.

### Student Activities/Student behavior:

During-reading/viewing/listening (Interacting with the Authentic Text):

- Predict and infer the context and purpose of the short video by viewing its screenshots.
- Comprehension with EdPuzzle: Watch the video with embedded comprehension questions.

# 具体教学步骤：课中活动 (Episode 2)

## During Task– Engage with Authentic Text

### Instructional Strategies/Teacher Behavior:

#### During-reading/viewing/listening (Input & Comprehension Check):

- After playing the video, lead a class discussion on the topics suggested by the visuals.
- Have students compare and reflect on cultural differences.
- Provide students with authentic scenarios related to the subway.

### Student Activities/Student behavior

#### During-reading/viewing/listening (Interacting with the Authentic Text):

- Interpret the message conveyed in the video to identify its main idea.
- Cultural Observation: Identify and describe appropriate and inappropriate behaviors shown in the video.
- Discussion: Compare subway etiquette in Qingdao with that of local public transportation.
- Role-Play: Perform role-plays based on given scenarios about riding the subway in Qingdao.

# 具体教学步骤：课后总结和复习

## Post- Task– Apply and Extend Learning

### Instructional Strategies/Teacher Behavior:

#### Post- reading/viewing/listening

#### (Assessment):

- Assign students a post-reading on the philosophical origins of the importance of etiquette in China (不学礼无以立).
- Assign students to design and present a poster or vlog about the do's and don'ts of using public transportation when visiting Qingdao.

### Student Activities/Student behavior

#### Post- reading/viewing/listening:

- In groups, design a visual etiquette guide for riding the Qingdao subway.
- Use the poster to present a travel plan to three scenic spots in Qingdao by subway, incorporating etiquette reminders.



# 山东大学“知与行”文化 研修体会

- 精心设计的课程安排
- 多种多样的实践活动
- 沉浸式文化体验
- 真实语料收集和选择
- 轻松活泼的学习氛围





## 周钰 (zoey)

- IB MYP & DP (Grade 6-12) CHINESE TEACHER
- MEd in Teaching Chinese to Speaker of other languages

IB	Level	Grade
MYP	Inter-low	6-8
	Advanced Mid	10
	Advanced High	8-10
DP	SL& HL	11
	SL &HL	12

# IBDP THEME:

## 社会组织/人生经历

### -志愿者服务

- IBDP program (G11/12) 对CAS (Creativity, Activity, Service)的要求。
- 学生组建或参与志愿服务组织
- 学生的志愿服务经历。



真实生活语境：亚特兰大本地的华人社区即将举办丰富多彩的活动，比如社区义诊，给养老院老人义演庆生等，正在招志愿者，学生想报名参加。

1



**社区义诊**

2



**养老院义演**

3



**华人社区文娱庆典、  
赛事**

# 沟通任务

Interpretative

阅读中文版志愿招募  
海报和信息

Interpersonal

给主办方打电话联系  
沟通应征事宜

presentational

- 写一篇志愿活动报道
- 写一篇活动感想
- 写一封感谢邮件

# 教学步骤-LANGUAGE Knowledge



**Vocabulary:** 山东, 济南, 泉城, 义工, 志愿者, 服务, 免费, 无偿, 义务, 义诊, 爱心, 行动, 老年人, 传递, 温暖, 助人为乐, 无私奉献, 尊老爱幼

**Grammar:** 1) .....在行动 (泉城义工在行动)

2) some people 在 some place 帮助 some people 做.... (志愿者在公园帮助老年人理发)

**Language Comparison:**

1. 泉城义工在行动 V.S. Quancheng Volunteers in Action ( In English, 'in action' can be directly translated into Chinese as '在行动,' with the word order remaining the same.)
2. 志愿者在公园帮助老年人理发 V.S. Volunteers help elderly people get haircuts in the park ( Place nouns are placed at the beginning of a sentence in Chinese and at the end in English.)
3. 免费 vs 无偿 vs 义务



# 课堂活动设计

## Pre-reading/viewing/listening:

- Learn new words and sentence structures :Use think- pair-share to decode unfamiliar words using context and visuals
- Bingo
- Pause for pair/group check-ins: comprehension questions, “true or false,” activities.

## During-reading/viewing/listening (Input & Comprehension Check):

- Students tell what they see/think/wonder from the given pictures and video and lead a group discussion in the class
- Students share their own volunteer experience in groups.
- Students complete a Venn diagram to compare volunteer services in Jinan and Atlanta

## Post- reading/viewing/listening (Assessment):

As an exit ticket,

- Synonym/Antonym: Write down a synonym and an antonym for “免费”.
- Draw the word: Use a small drawing to represent a new word (suitable for visual learners).

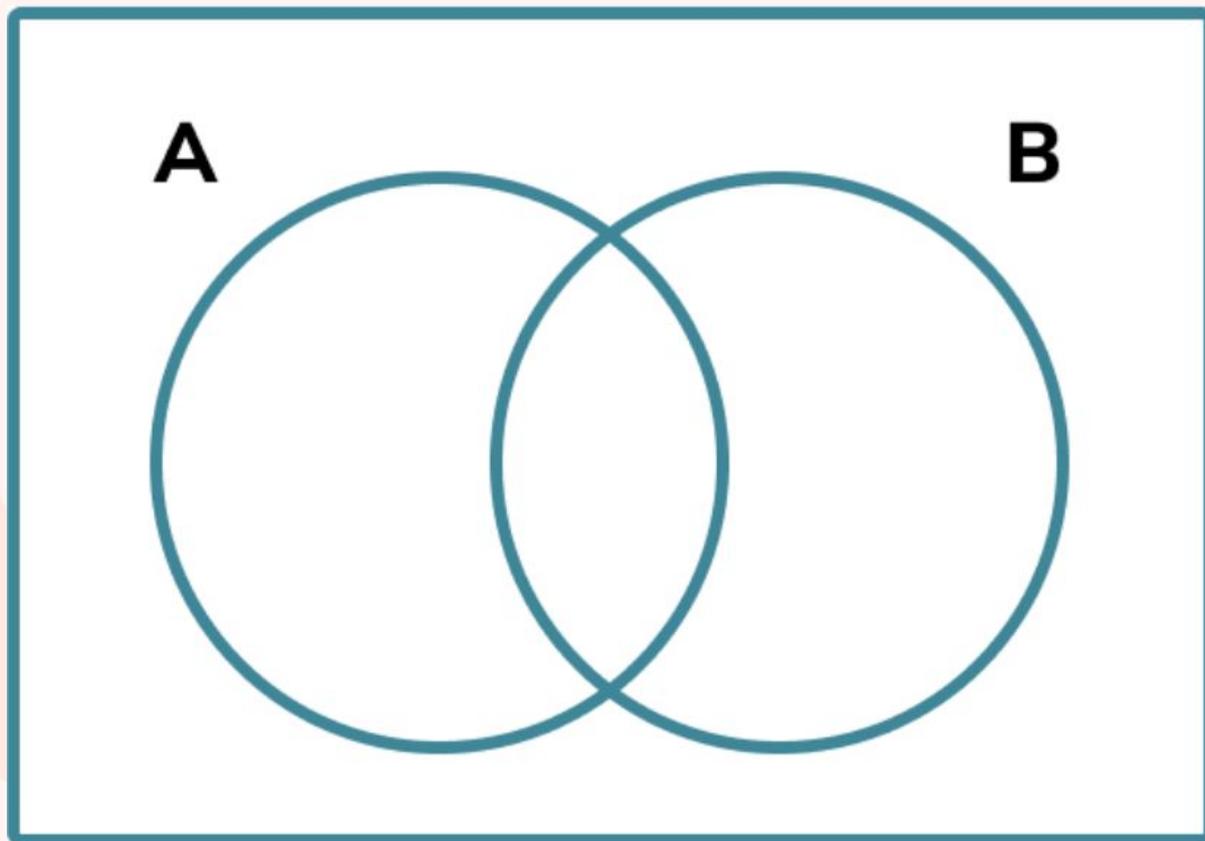
# 教学步骤-CULTURAL Knowledge



- **Products:** 红背心 Red vests, 志愿者服务亭 Volunteer service booths
- **Practices:** 周末义工在公园设服务点 On weekends, volunteers set up service stations in the park, 为老人提供义诊 Provide free medical consultations for the elderly, 免费理发 Offer free haircuts, 带老年人晨练太极 Lead seniors in morning Tai Chi exercises
- **Perspectives:** 尊老爱幼 Respect for the elderly and care for the young, 济困扶危 Helping those in need and supporting the vulnerable。太极延年益寿 Tai Chi can help prolong life and enhance well-being.



# 亚特兰大的华人志愿服务与济南的志愿服务对比



## 使用真实语料做课件的反思



**优点：有吸引力，  
展现真实中国，  
贴近现实与文化，  
培养学生国际视野，  
增强 interpretive, interactive,  
productive 三方面能力。**

# 使用真实语料做课件的反思

## 难度控制

真实语料常常超出学生水平。  
需要适当的 **简化和提前知识补充**。

## 信息冗余

容易让学生“迷失在细节”。  
明确教学目标，不要让材料牵着走。

## 文化差异

某些语料涉及的文化背景学生可能不了解，需要教师补充解释。

## 分层支持 (Scaffolding)

提供词汇表、注释，让不同水平的学生都能有所收获。

## 结合输出

引导学生用新词汇写作或口语表达。

## 多模态资源

可以结合文字、视频、图片等，让学生多角度接触语料。

谢谢倾听！

联系方式：[candyzhouyu@gmail.com](mailto:candyzhouyu@gmail.com)

