

关键词 KEY TERMS

每个小组的主题单元设计中都会提及下列教学术语。

The terms below are essential to understanding today's presentations.

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主题 THEME

是每个教师团队针对其教学单元设计的一个中心议题，其中包括该主题涉及的不同方面、角度。如：健身。

The overarching topic within which each teaching team has targeted real-life tasks, communicative and pragmatic functions, and language forms for their instructional unit. **Example: Personal fitness.**

子题 SUB-THEME

从主题延伸、发展出的数个相关论题。每个子题反映特定人物、地方和事物与主题的关系，并与现实世界的交际功能、语言使用、真实任务相关。如：健身与身份认同；与健身有关的心理状态；比较健身在中美文化中的相同或不同作用。

Any of several aspects of the theme that represent an application of the theme to specific people, places, and things and associated with sets of real-world communicative tasks. **Examples: Personal fitness and personal identity; the psychology of personal fitness; comparing the role of personal fitness in Chinese and American culture.**

子话题 SUB-TOPIC

是从子题的任何一个角度进行描述、表达、说明的事件、看法或论点。如：健身和长寿的关系；健身与生活质量；健身与个人信心。

Any of several aspects of a sub-theme on which one might “take sides” or express a particular view and that would represent a typical related topic, utilizing specific communicative functions. **Examples: Personal fitness and longevity; personal fitness and quality of life; personal fitness and personal confidence.**

分话题 TOPICAL ELEMENT

是构成子话题论点的任何一个元素、侧面或论据。如：分析与身份认同相关的健身选择原因。

Any of several aspects of a sub-topic that constitute elements of, or supporting evidence for, a point of view or stance regarding a sub-topic. **Example: Identity-related reasons people do or do not cultivate personal fitness.**

真实任务 AUTHENTIC TASK

是一系列具有交际语境、功能的真实活动、事件、经验。例如，生活中的找工作、买东西、艺术创作等。如：以记者的身份采访并收集有关新婚人士对健身的态度。

A sequence of communicative events that allow the speaker to fulfill functions associated with various life contexts such as professional career, service encounters, artistic creation, etc. **Example: In the role of a reporter, conduct a series of interviews to gather information for an article on attitudes to personal fitness among newly married individuals.**

任务框架 TASK FRAMEWORK

是从真实任务中提炼出、与子题相关的、带有目标交际功能和语言形式的教学活动。如：同学之间根据虚拟的个人资料进行互相采访，了解对方对健身的态度，重点集中在健康对生活质量和个人信心的影响。

An instructional sequence based on targeted communicative functions drawn from an authentic task, but adapted for pedagogical purposes using a controlled catalogue of topical-relevant language forms. **Example: Each of your classmates has been assigned a fictitious personal profile. Interview one another to identify patterns and trends in individual attitudes toward personal fitness, focusing on impacts on health, quality of life, and confidence.**

任务要素 TASK ESSENTIALS

是真实任务和任务框架的语言基本组成部分，包括组块表达、句式、程式等，用来辅助学习者完成相关的交际需求。如：为了采访不同人对健身的态度，需要使用得体、适度的语言形成一系列问题：“在你看来，生活方式对健康有什么影响？”“气功算不算是一种健身运动？为什么？”等等。

A catalogue of targeted culture knowledge, communicative functions, and language forms (formulaic expressions, communicative patterns and routines, etc.), defined for a specific instructional context, allowing learners to fulfill communicative needs associated with a given task. **Example: In order to conduct interviews on attitudes toward personal fitness, one needs to be able to make use of relevant and appropriate language forms to form a series of questions relevant to the task, such as “In your opinion, how does lifestyle impact one’s health?” “Does qigong count as a form of exercise?” etc.**