附件一：

2023 年外研社"教学之星"大赛

教学设计方案

（注：本表中请勿出现学校信息）

一、基本信息

课程名称	英语演讲
课程类别	□大学英语通用英语课程　□大学英语专门用途英语课程 □大学英语跨文化交际课程 □英语专业课程　□翻译专业课程　□商务英语专业课程 □"理解当代中国"读写课程　☑ "理解当代中国"演讲课程　□"理解当代中国"翻译课程
教学对象	英语专业二年级学生
教学时长	90 分钟
教材名称	"理解当代中国"英语演讲教程
参赛单元	第＿＿册 第 六 单元 （*单本教材仅填写单元信息）

二、单元教学设计方案

1、**课程描述**（介绍院校特色与教学对象特点，说明本课程时长及总体目标）

Characteristics of Our University

(1) Mission of our provincial-level engineering university:

Academic Objectives	Value Cultivation
Cultivating qualified graduates who possess well-rounded skills in engineering and applied science	Instilling in them core socialist values, strong patriotism and a sense of global awareness

(2) Career paths and academic pursuits of English graduates：

Career Paths	Academic Pursuits
About 80% work in industries such as AI language services, foreign trade, foreign affairs, education, and cultural communication.	Around 15% pursue further studies in reputable domestic and overseas universities.

(3) Comprehensive English courses for future success:

> To prepare English majors for their careers or academic pursues, we provide courses such as
> - **English Public Speaking,**
> - Computer Aided Translation,
> - Interpreting,
> - Foreign Trade, etc.
>
> allowing graduates to acquire the necessary cross-cultural, public speaking and other professional skills they need for future success.

Analysis of Target Students –Second-Year English Majors for English Public Speaking Course

Strength:
* Intermediate language proficiency;
* Digital natives;
* A desire to voice their views

Weakness:
* Weak public speaking skills
* Inadequate cross-cultural communication & critical thinking ability;
* Unable to accurately tell Chinese stories in English

Opportunities:
* Develop persuasive speaking and critical thinking skills;
* Gain a deeper understanding of contemporary China

Threats:
* Limited course hours;
* Uneven language levels

Length of the Course

24 periods for 12 weeks, with two 45-minute periods per week.

Objectives of the Course

Language and communication	Value Cultivation
By the end of the course, students will be able to • become well-versed in words and expressions related to China; • acquire a range of skills, including the ability to analyze and interpret complex information; • deliver effective public speeches about China as well as their own stories.	By the end of the course, students will learn to • carry forward core socialist values and traditional Chinese wisdom; • develop a deeper understanding of contemporary China; • gain a global perspective for a community of shared future for mankind.

2、**单元教学目标**（说明参赛单元的教学目标，包括语言目标与育人目标）

By the end of Unit 6 *Live Green, Live Better*, students will be able to:

Linguistically:

(1) discuss urgent global environmental issues and have an insight into China's green development;

(2) effectively organize and report information presented in diagrams;

(3) Learn to efficiently use techniques for beginning and ending a speech by assessing and revising samples of students' speeches over two offline periods;

Ideologically:

(4) enhance their environmental awareness and commitment to China's green development;

(5) carry forward the unique Chinese wisdom of harmony between man and nature.

The above teaching objectives are based on a survey that assessed students' proficiency in using speech introduction techniques, allowing us to set more targeted learning objectives for the unit.

Over 50% of the respondents have used the textbook's techniques for starting a speech, but storytelling and using shocking facts pose the greatest difficulty for them.

1. Which of the following techniques have you used in beginning your speech? [多选题]

选项	小计	比例
Asking questions	35	64.81%
Telling a story	31	57.41%
Using a quotation	29	53.7%
Using shocking facts	27	50%
None of the above	0	0%
本题有效填写人次	54	

7. Which other beginning techniques do you use in your speeches? [多选题]

选项	小计	比例
Humor	16	29.63%
Referring to an occasion, an event, or a movie/book	37	68.52%
Others, please specify	2	3.7%
Going straight to the topic	28	51.85%
本题有效填写人次	54	

3. Of the techniques you have used, which one do you find most difficult to use? [单选题]

选项	小计	比例
Telling a story	15	27.78%
Using shocking facts	15	27.78%
Asking questions	12	22.22%
Using a quotation	8	14.81%
None of the above	4	7.41%
本题有效填写人次	54	

Over half of the respondents feel they need more practice or guidance in using shocking facts and telling a story to start a speech.

9. Are there any areas where you feel you need more practice or guidance in beginning your speeches effectively? [多选题]

选项	小计	比例
Using shocking facts	32	59.26%
Telling a story	28	51.85%
Asking questions	23	42.59%
Using a quotation	19	35.19%
None of the above	2	3.7%
本题有效填写人次	54	

We have set teaching objectives and designed class activities according to the information gathered from the survey.

3、单元教学过程（1>说明本单元的主要内容、课时分配、设计理念与思路；2>说明本单元教学组织流程，包括课内、课外具体步骤与活动；3>说明本单元教学过程如何体现数字赋能，创新育人）

1>Teaching Briefing of Unit 6 Live Green, Live Better

Teaching Content of Unit 6

Three main tasks are to be accomplished in Unit 6:

(1) To help students look into global environmental issues and perceive the necessity and significance of China's holistic approach to address these issues: China's green development and notable achievements in this area;

(2) To enhance students' effective use of techniques for starting and ending a speech by assessing and revising samples in class;

(3) To promote students' environmental awareness and commitment to green development through the above teaching activities.

Allotment of Teaching Hours for Unit 6

(1) Pre-class work: Online motivating and enabling by an online flipped class;

(2) **Period 1 (45 minutes)**: offline enabling and assessing by Warming-up and Activity 1 to 3:

    ✧   2 minutes for Warming-up to introduce the topic;

    ✧   8 minutes for Activity 1: Discuss global environmental issues,

    ✧   10 minutes for Activity 2: Read the beginning of China's green development,

    ✧   25 minutes for Activity 3: Assess and revise the beginning of students' speeches.

(3) **Period 2 (45 minutes)**: offline enabling and assessing by Activity 4 to 6:

    ✧   15 minutes for Activity 4: Read the rest of the speech on China's green development;

    ✧   5 minutes for Activity 5: Identify the ending techniques;

    ✧   25 minutes for Activity 6: Assess and revise the ending of students' speeches.

(4) After-class work: revise 3-minute speech and share online for further assessing.

Design Concept for Unit 6

The pedagogical framework for this unit is the Production-Oriented Approach (POA) as shown in the diagram below, with a focus on learning-using integrated whole-person education. Classroom activities operate on a motivating, enabling and assessing cycle. Prior to output tasks, students receive ample input and instructions to become motivated and enabled. Their output is primarily assessed through teacher-student collaborative assessment in class, which can further motivate and enable them.
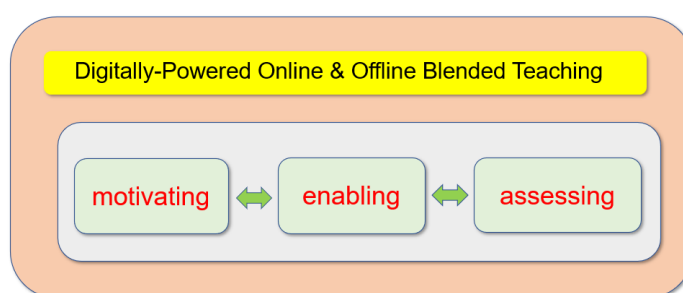
To enhance the efficiency of input and output and compensate for the limited classroom teaching hours, the blended teaching mode is adopted. Some online tasks are designed by utilizing platforms such as iTEST, Unipus and Xuexitong to intellectually and emotionally motivate and assess students for the offline classroom learning.

2> Teaching Procedures of Unit 6

A flow chart is shown below for a quick review of our teaching procedures.

I. Online Motivating and Enabling/Flipped class (Pre-class)

Online pre-class on Xuexitong is designed to motivate and enable students to develop a deeper understanding of global environmental issues, China's green development and beginning techniques for a speech.

Task 1: Search online to find answers to the following questions on Page 96:

    (1) What are the most pressing environmental issues faced by the world?

    (2) What is biodiversity? Why is it important to protect it? What actions can we take to protect it?

Task 2: Read the key text of Unit 6 on Page 99 to 101 and answer the following questions:

    (1) What is meant by the term "green development"?

    (2) Why is it necessary for us to promote the green development model and a green way of life?

    (3) What must we do to promote the green development model and a green way of life?

Task 3. Watch the video *How to Begin a Speech* by clicking on the following link https://umoocs.unipus.cn/course/2922/task/216813/show, and then complete the attached quiz to check your understanding of it (MOOC video from Unipus).

Task 4: Research on the environmental challenges your hometown is facing and the green efforts your city has made to address these challenges. Write a 3-minute speech entitled *My City's Green Efforts* on iTEST for online automated assessment, teacher feedback and offline teacher-student collaborative assessment (A modified task from Warming-up questions on Page 97).

Task 5: Finish Warming-up exercises on Page 97. Practice reciting the tongue twister on Page 97, and then

listen to the recording of Audio 05 on your digital device. Follow along loudly. Pay attention to the correct articulation and intonation.

II. Offline Enabling Period 1 (45 minutes）

Warming-up on Page 97

Introduce the unit topic by asking questions on Para. 1 in Exercise 3 of Warming-up on Page 97:

　　1) How shall we treat nature?

　　2) What reality do we have to face?

Activity 1: Discuss global environmental issues on Page 98

Highlight the urgency of global environmental issues

(1) Group work: Make a list of the most pressing global environmental issues according to your findings of pre-class Task 1, and post your group list on Yuketang for class review.

(2) Group presentation: Ask student to gather and present facts and consequences of an issue mentioned by all groups.

Activity 2: Read the beginning of China's green development on Page 99

Through close reading and explanation, enhance students' understanding of China's holistic solution to global environmental crisis.

Check students' understanding of Paragraph 1 of President Xi's speech by asking the following questions:

　　✦　Which sentence is the thesis statement in Para. 1?

　　✦　What is green development?

　　✦　What is the purpose of green development?

　　✦　What actions must we take to promote green development?

Activity 3: Assess and revise the beginning of students' speeches on *My City's Green Efforts*

Students and teachers assess and revise sample beginnings of students' speeches to enhance the effective use of techniques for starting a speech. The process follows these steps:

(1) Prompt students to analyze President Xi's use of multiple ways to begin his speeches.

(2) Group work: Teacher and student collaboratively assess sample beginnings of speeches using quotations, questions, shocking facts, and stories respectively. They compare, assess, and propose revisions with the guidance of the teacher.

(3) Students present of their revisions, which are assessed by peers with a digital survey.

III. Offline Enabling Period 2 (45 minutes)

Activity 4: Read the rest of the speech on China's green development

To enhance their appreciation of China's green development and harmony between man and nature, students are instructed to read the remaining sections of the speech. Then, during a close reading of the final paragraph, they are guided to examine the impact of a powerful ending.

(1) Scan the text to complete exercise on Page 103.

(2) Read the last para. on Page 102 and discuss how the ending ties in with the speech's main message.

(3) Present China's significant progress in environmental protection shown in the diagram on Page 104.

Activity 5: Identify the ending techniques

Enhance students' familiarity with techniques for ending a speech.

(1) Identify the ending techniques on Page 108 in pairs.

(2) Group discussion: Which technique have you used in your speech and why.

Activity 6: Assess and revise the ending of students' speeches

Enhance students' effective use of techniques for concluding a speech and their commitment to green development.

(1) Each group is given one student speech for discussion in the following aspects:

✧ Identify the technique used in the ending and how it contributes to the overall message.

✧ Evaluate the strength of the ending and whether it leaves a lasting impression.

✧ Analyze the natural flow of the conclusion and suggest revisions to make it stronger and more impactful.

(2) Group presentation of their findings and revision supplemented by teacher's assessment.

IV. Online Homework: Revise Your 3-minute Speech

Revise your 3-minute speech entitled *My City's Green Efforts* according to teacher-student collaborative assessment. Create a video for further online assessment.

Digital scale for students' videos of revised speeches
(Scale Meaning: 1-Strongly Disagree, 2-Disagree, 3-Don't Know, 4- Agree, 5-Strongly Agree)

Dimensions	Specification	Scales
Content	The beginning is attention-grabbing.	1 2 3 4 5
	The body is logical and well-structured	1 2 3 4 5
	The ending is memorable and powerful.	1 2 3 4 5
Delivery	The speaker's articulation is clear and accurate.	1 2 3 4 5
	The speaker's intonation is natural and appropriate.	1 2 3 4 5
Body Language	The speaker uses appropriate gestures to strengthen their delivery.	1 2 3 4 5
	The speaker maintains good eye contact with their audience.	1 2 3 4 5

3> Digital Empowerment and Teaching Innovation

(1) Utilize a MOOC videos on Unipus to create an online flipped teaching

This allows for more interactive and personalized learning experiences, as students can study the video content prior to class and engage in discussions and practical exercises during class time.


(2) Create a digital course on Xuexitong

This digital course allows for seamless integration of online and offline teaching for a more effective and engaging learning experience.

(3) Use Wenjuanxing to conduct a survey before setting teaching objectives

Research on students' understanding and utilization of basic techniques as shown below before setting more targeted objectives to improve teaching outcomes.
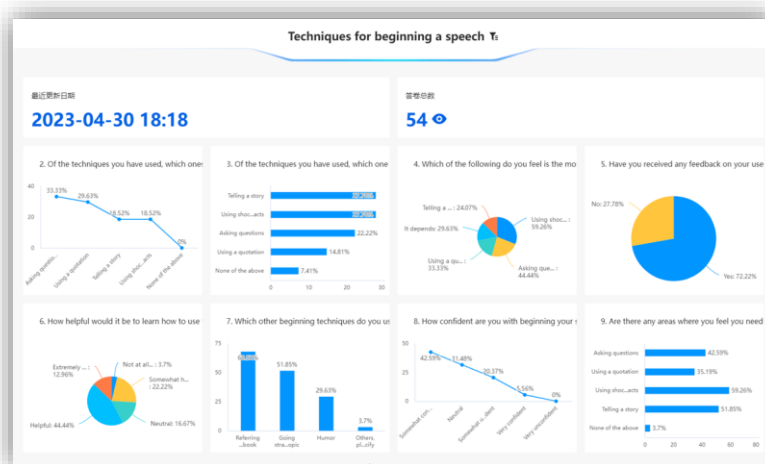
(4) Use iTEST to collect students' speeches for offline assessing and revising
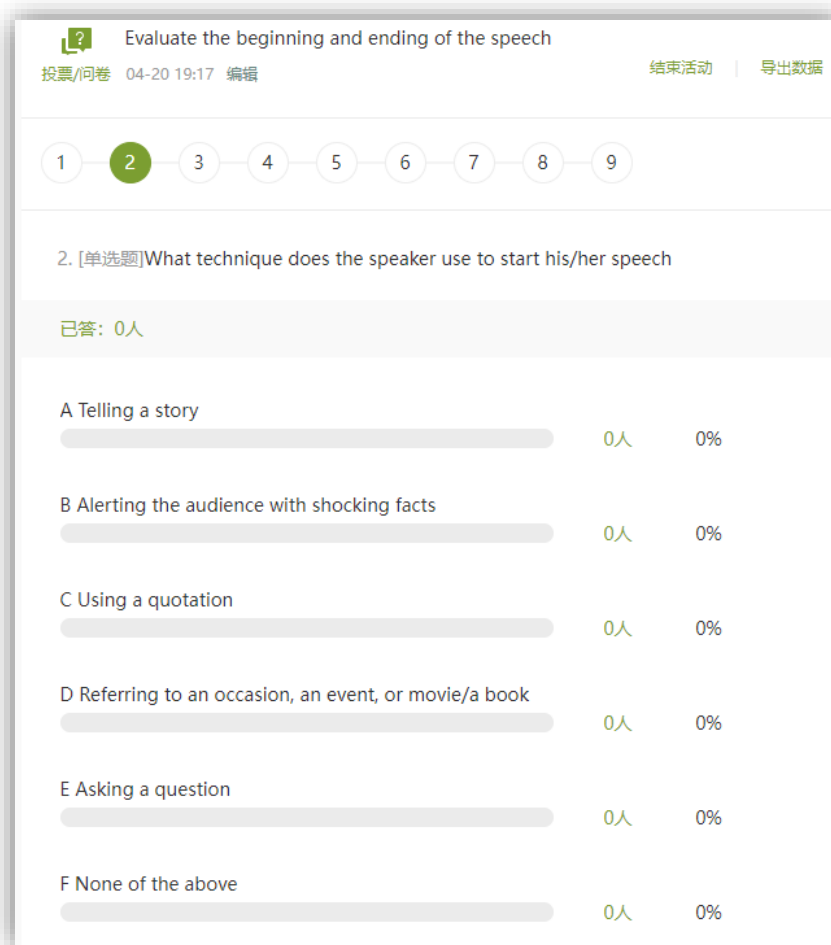
Give students both automated assessment and teacher's feedback through iTEST. Choose samples for teacher-student collaborative assessing in offline class.

(5) Use Yuketang to improve in-class engagement and efficiency of assessment

Integrated with PowerPoint slides, Yuketang allows students to respond to multiple choices and open-ended questions in real-time using their digital devices. This enables instructors to quickly assess student understanding and adjust teaching accordingly for better learning outcomes. Below is an example of multiple choices powered by Yuketang.

(6) Incorporate online and offline digital assessment tools

Teachers can conveniently collect feedback and evaluate students' progress throughout the learning process.

4、单元教学评价（说明本单元的评价理念与评价方式，体现如何运用数字化测评手段或工具，提高评价的有效性与科学性）

The diagram below shows the methods used to assess the unit teaching. It consists of both students' and

teacher's evaluation, a close-loop assessment for continuous improvement. Teacher-student collaborative assessment (TSCA) using digital scales provides students with opportunities to offer structured advice on each other's assignments, which helps them improve their communication and teamwork skills. They can also monitor their own progress with digital tools at the end of each unit. Additionally, they can provide feedback to the teacher's role through a digital scale. Teachers also reflect on the effectiveness of their teaching for future improvements, based on the feedback from the students and their own observation.
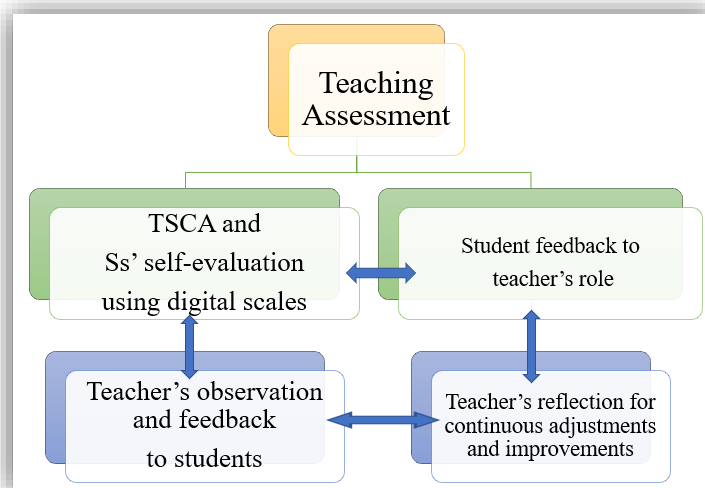
Assessment of students:

✦ Pre-class assessing: Using Wenjuanxing to assess students' familiarity with the techniques presented in the textbook before setting teaching objectives. An example question is shown below.

9. Are there any areas where you feel you need more practice or guidance in beginning your speeches effectively? [多选题]		
选项	小计	比例
Asking questions	23	42.59%
Using a quotation	19	35.19%
Using shocking facts	32	59.26%
Telling a story	28	51.85%
None of the above	2	3.7%
本题有效填写人次	54	

✦ In-class assessing: Collecting samples before class through iTEST for teacher-student collaborative assessing with the help of Yuketang in an offline class.

投票 最多可选5项

I think **the beginning of Wang Lu's speech** is

A   attractive.
B   credible.
C   sets the right tone.
D   relevant to her topic.
E   a good example with a smooth transition to the topic.

提交

✧ After-class assessment: Encouraging students to assess themselves with digital scales to identify areas where they need to put in more efforts. A digital self-evaluation scale is provided below.

No.	Achievements	Scales
1	I have grasped words and expressions about eco-civilization and green development in Unit 6.	1 2 3 4 5
2	I can confidently talk about China's green development model and its implementation measures, as well as its notable achievements in English.	1 2 3 4 5
3	I am adept at conveying factual information through diagrams clearly and accurately.	1 2 3 4 5
4	I have the ability to use effective techniques for initiating and concluding a speech.	1 2 3 4 5
5	I can effectively deliver a speech on My Hometown's Green Efforts.	1 2 3 4 5

Assessment of teachers:

During class, teachers encourage students to communicate any misunderstandings. At the end of the unit, students evaluate teachers' role using a digital scale (shown below). With this feedback, along with their own observations and reflections, teachers continuously adjust and improve their teaching.

Feedback to Teacher's Role

* 1. In every lesson, the teacher has made the learning objectives very clear.

　　○ Yes.

　　○ No. Please specify.

* 2. The teacher's directions are precise and logical.

　　○ Yes.

　　○ No. Please specify.

* 3. The teacher has provided sufficient support for each task online and offline.

　　○ Yes.

　　○ No. Please specify.

* 4. The teacher provides clear, constructive feedback that helps me improve.

　　○ Yes.

　　○ No. Please specify.

三、参赛课时教学设计方案

1、**教学目标**（说明所选取的 1 个完整课时的具体教学目标，以及该目标与单元教学目标间的关系）

Teaching Objectives of 45-Mintue Demo Teaching:

In this 45 minutes, we are going to

Language	• discuss urgent global environmental issues and have an insight into China's green development.
Communication	• Learn to efficiently use techniques to begin a speech by assessing and revising samples of your speeches.
Values	• enhance your environmental awareness and your commitment to China's green development;

The above objectives are closely related to unit teaching objectives (1), (3) and (4).

2、**教学过程**（1>说明本课时设计理念与思路，介绍所选取的教材内容<如环节、段落、练习等>及其选取依据，注明页码和自然段序号等；3>说明本课时教学组织流程，包括具体步骤与活动；4>说明本课时教学过程如何有效使用教材实现教学目标，如何通过数字赋能教学，提升育人成效）

1> Design Concept

The 45-minute teaching presents the first offline period (shown in the diagram below). It adopts POA as the pedagogical framework and the principle of learning-using integrated whole-person education as the basis for the teaching design. The blended teaching facilitates students' language and skill development and understanding of green development and lifestyle in contemporary China.

This demo teaching showcases the effective use of digital tools to enhance teaching and learning, from providing flipped teaching materials to facilitating collaborative assessment. It demonstrates the value of blended teaching approach in maximizing student engagement and learning outcomes in today's digital age.

Prior to offline teaching sessions, students receive online flipped teaching, which includes a MOOC video from Unipus and ample input, to motivate and enable them. According to online surveys, most students have used at least one technique to begin their speeches, which is reinforced through the flipped teaching. For offline assessment, students are required to write a speech, titled My City's Green Efforts, using one of the beginning techniques learned.

The first period offline teaching, the enabling and assessing stage, is devoted to three activities. Activity 1 *Discuss global environmental issues* highlights the necessity and urgency of the key text in Activity 2 *Read the beginning of China's green development*. Activity 3 is teacher-student collaborative assessment of the beginning of students' speeches using a digital scale, showcasing the concept of learning-using integrated whole person education.

2>Selected Teaching Materials

Choose materials and activities from the textbook that meet the needs of our students.

(1) Use Paragraph 1in Exercise 3 of Warming-up section on Page 97 to introduce the topic of Unit 6: ecological civilization and harmony between man and nature.

(2) Adopt Activity 1 on Page 98 for a group discussion and presentation to show the necessity and significance of China's green development model as a solution to global environmental crisis.

(3) Read the first paragraph in Activity 2 on Page 99 to analyze the definition of the Chinese green development and the presentation of the thesis statement and main points of President Xi's speech.

(4) Use the list of speech beginning techniques on Page 106 to remind students of the available methods for starting a speech.

Supplement and expand the textbook resources to better meet the unique needs of our students.

(1) Provide detailed explanations on how to use the techniques presented in the textbook to enhance students' learning.

(2) Develop multiple digital assessment tools to evaluate the effectiveness of students' use of the techniques.

(3) Incorporate relevant news and commentary to enhance students' understanding of the significance of China's green development.

3>Teaching Procedures

I. Warming-up (2 min)

Introduce the topic of the unit by asking questions on Para. 1 in Exercise 3 of Warming-up section on Page 97:

1. **How shall we treat nature?**

2. **What reality do we have to face?**

Man and nature form a community of life; we, as human beings, must respect nature, follow its ways, and protect it. Only by observing the laws of nature can humanity avoid costly blunders in its exploitation. Any harm we inflict on nature will eventually return to haunt us. This is a reality we have to face.

(2) Invite students to look at the source of the paragraph, highlighting President Xi's urgent call to build a community for man and nature.

Build a Community for Man and Nature in 2021

II. Activity 1 Discuss global environmental issues on Page 98

Highlight the urgency of global environmental issues to raise environmental awareness and inspire actions towards creating a more sustainable future.

(1) Group work: Work in groups of four to make a list of the most pressing global environmental issues according to your findings of pre-class Task 1, and post your group list on Yuketang for class review.

(2) Group work: Gather and share facts and consequences of an issue mentioned by all groups.

(3) Ask students to think about how we should address these interconnected global environmental challenges and then invite them to look for answers in the key text of the unit.

How should we address these interplaying global environmental issues?
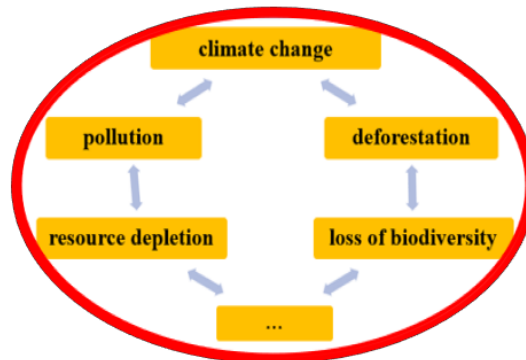
III. Activity 2: Read the beginning of China's green development on Page 99

Through close reading and detailed explanation, help students enhance their understanding of and commitment to China's green development.

(1) Check students' understanding of Paragraph 1 of President Xi's speech by asking the following questions:

Which sentence is the thesis statement of the speech given by President Xi in Para. 1?

- Promoting the green development model and a green way of life is an essential requirement of our new development concepts.

What is green development?

A **coordinated** development & common progress of the economy, society, and environmental protection.

Environmental protection

Economic Progress

Green development

Social progress

What is the purpose of green development?

To create a good environment for our people to work and live in.

How should we promote green development?

ACT NOW

We must give top priority to ___ecological progress___ in **our overall plan**,
follow the **basic state policy** of resource conservation and environmental protection,
and give high priority to saving resources, protecting environment, and promoting its natural restoration.

We must develop **resource-saving and eco-friendly** ___land-utilization planning system, industrial structure, mode of production, and way of life___.

(2) Read an Explainer on Chinadaily website on the achievements of China's green development, highlighting the effectiveness of China's solution to the global environmental challenges.

Explainer: What China's green transition means for the world

Xinhua | Updated: 2023-03-13 17:22

A SHARED GREEN FUTURE

Domestically, China's green transition is bringing a real change.

Globally, it is also helping other countries to sustain green growth.

http://www.chinadaily.com.cn/a/202303/13/WS640eeb62a31057c47ebb4322.html
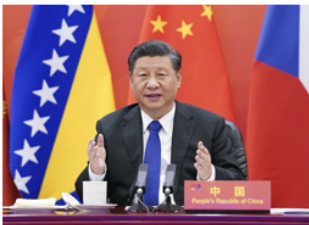
IV. Activity 3: Assess and revise the beginning of students' speeches titled *My City's Green Efforts*

(1) Ask students to reflect on how president Xi begin his speech in Para. 1, and then ask them to think whether he has used any other techniques to begin his speech.
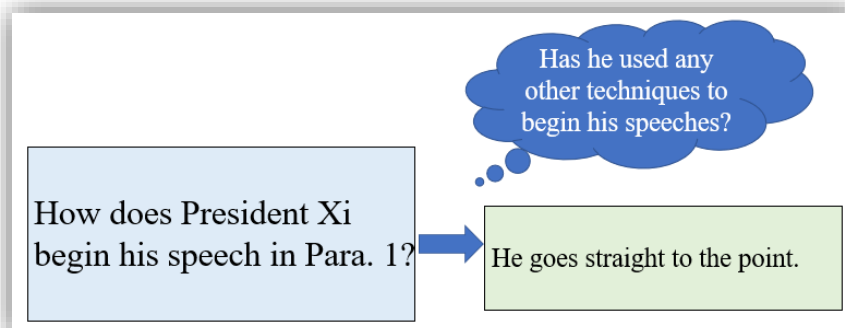
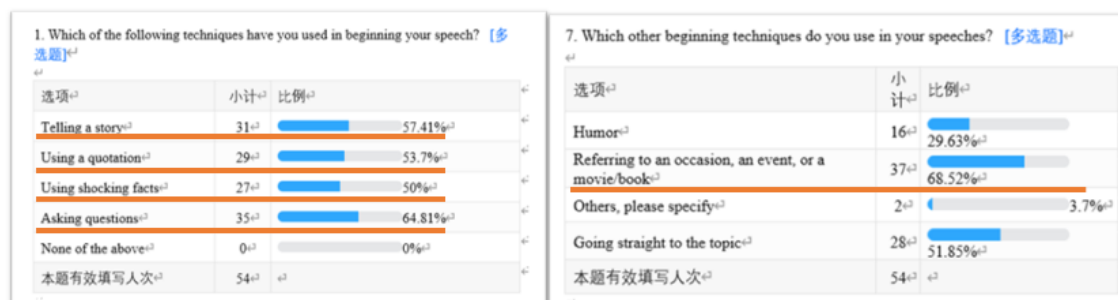(2) Prompt students to analyze the multiple ways President Xi has used to start his speeches.

(3) Tell students their survey results that over half of them have used one or more techniques in their speeches before and check their further learning of these techniques through an online flipped class.

You have studied this MOOC Video *How to Begin a Speech* on Unipus in pre-class session.

https://umoocs.unipus.cn/course/2922/task/216813/show

(4) Brief feedback (an example shown below) on students' speeches submitted to iTEST for TSCA in class.

题目	题号	本题分数	得分	教师评语
演讲稿写作	1	100	92	The speech is well written. You can reorganize the figures in the beginning so that their significance is more readily seen by the audience.

机评明细

题号	语言	内容	篇章结构	技术规范
1	★★★★☆ (80%)	★★★★☆ (80%)	★★★☆☆ (60%)	★★★★☆ (80%)

评语

单词拼写非常棒，没有出现错误，词汇丰富，词汇难度高。句子非常流畅，句式结构丰富多样。语法错误较少，语法结构掌握比较好。内容充实，篇幅适中，结构紧凑，衔接手段运用自如。

我的答案

Hello, everyone! Today I'm going to talk about green efforts in my city. When it comes to green, the first phrase that comes to my mind is ecologically livable, and Hefei is a city can be called like that. Now you may question that can Hefei be called like that? Let's look at the data —— the city's forest coverage is 28.36%, green land rate of urban built-up areas 40.3%, per capita park green space of 13 square meters, the city's wetland rate 10.33%, wetland protection rate 75%..... All above credit to Hefei's unremitting green efforts.
Over the past decade, Hefei has introduced a series of measures to improve its air, water and soil, improving both the environment and people's lives.

(5) Teacher-student collaborative assessment of sample beginnings of students' speeches

Ask students to select one sample (as shown below) that uses a quotation more successfully and then share their reasons with the class. The teacher then provides further guidance on how to create a transitional sentence to link the quotation with the topic of speech.

20

Using a quotation

Hu Qin:

We all know Tagore. This famous Indian poet once said, "Life is given to us, and we earn it by giving it." As the saying goes, nature is given to us, and we earn it by contributing to it. However, most people nowadays just want to ask for more from the nature. In fact, they do very little contribution to the nature. Therefore, the environment around us is becoming worse and worse. Nowadays, the world is facing global warming, biodiversity reduction, forest decline and land desertification. They are caused by human beings and also affect the living environment of human beings. So some cities have taken measures to improve the environment of their hometowns.

Fang Xiuxiu:

Hello, everyone. It's my great honor to give a speech here. Rachel Carson who once said, "In every out-thrust headland, in every curving beach, in every grain of sand, there is the story of the earth." In the past decade, our local government has been making great strides in promoting environmental protection and sustainable development. As a result, our city has become much cleaner and more livable, with a healthy environment that benefits both our economy and society.

> **Need a transitional sentence**

> **Add a transitional sentence**

Hello, everyone. It's my great honor to give a speech here. Rachel Carson who once said, "In every out-thrust headland, in every curving beach, in every grain of sand, there is the story of the earth." As the famous environmentalist said, we should mind our impact on the environment and create good stories of earth. This is what our city has done in the past decade. We have made significant progress in expanding and promoting environmental protection and sustainable development initiatives in our city. As a result, our city has become much cleaner and more livable, with a healthy environment that benefits both our economy and society.

(6) Group work: Students compare and select the most effective one of the three sample introductions using the same quotation (as shown below), explaining their reasons. The teacher further comments on the strengths and weaknesses of each sample.

Using a quotation

Zhou Yaqian:

> **Need a smoother transition**

President Xi once mentioned "Clear waters and green mountains are as good as mountains of gold and silver." and we have always advocated the harmonious coexistence between man and nature. My city is also carrying out a series of measures related to environmental protection and green life.

Hu Xun:

> **Need to cite the source**

Have you ever heard of this sentence, "Lucid water and lush mountains are invaluable assets." It gives us glimpse into the world trend that green awareness has been raised. Nowadays, an increasing number of people choose to live an environmental friendly lifestyle. In the meantime, a slew of policies are also introduced by governments, including the rapid expansion of the new energy vehicles, the manufacturing of various recyclable products, significant economic incentives for companies to invest rapidly and at scale in decarbonization efforts, etc.

Pan Lei:

President Xi said, Lucid waters and lush mountains are invaluable assets. I can't agree more with that. Environment is of great significance to our life. With the change of environment in recent years, our life is getting better and better.

(7) Provide two sample beginnings and ask students to evaluate their relevance and analyze their strengths and weaknesses. Encourage them to suggest improvements for both samples.

(8) Sample beginnings using shocking facts and stories are provided for assessment because over half of the students hope to get more guidance on how to use shocking facts and stories to start their speech (as shown in the pre-class survey).

Pair work: Students assess whether the facts and figures cited in the two samples below are credible, relevant and effective. Then the teacher provides further comments and suggestions.

Using shocking facts

- Hello, everyone! When it comes to the word "green", the first phrase that comes to my mind is "an eco-friendly city". My hometown Hefei is a city like that. Why do I say so? Let's look at some figures released by the Anhui Forestry Bureau in 2022: The city's forest coverage is 28.36%, urban green space coverage in built-up areas is 40.3%, and per capita park green space reaches 13 square meters. The city's wetland coverage is 10.33%, with a wetland protection rate of 75%. All of the above credits go to Hefei's unremitting green efforts. Over the past decade, Hefei has introduced a series of measures to improve its air, water and soil, improving both the environment and people's lives.

Add the source of the data

Or "According to the report of Anhui Forestry Bureau in 2022

(9) Present a sample beginning with a story for collaborative assessment. Then give further guidance on the appropriate length of a story at the beginning of a speech.

Telling a story

The story is too long for a 3-minute speech.

Wang Lu:

Good morning everyone! It's my honor to speak here, and I am very glad to share my topic with you. Then today I'd like to talk something about my city's green efforts.

When I was a little girl, my father worked as a house painter in my hometown Ma anshan, a city known for its steel in the past. So you may wonder what is it famous for now. I will reveal the answer later on my speech. Every time I called him, he would always say "Oh, nowhere is there more dust than Ma anshan. Dusty on sunny days and moddy on rainy days! Every morning I wake up just to see a gray sky. Every evening I walked along the river just to watch brown water." Under my father's complaints, a negative stereotype of that city was formed in my head until school activity changed my mind completely two years ago. I went to Xuejiawa.

In early spring, a vibrant picturel in front of me as I walked into Xuejiawa Ecological Park, wondering on the newly built green walkway beside the turquoise river. Admittedly, It's hard to image that a few years ago, a place occupied by numerous illegal docks and scattered and dirty enterprises now full of birds singing, flowers and trees in the shade. What's more, it changed from the overwhelming stench to the clear water, from the place where citizens do not want to go to the Internet celebrities spot.

Then invite the student who wrote the sample beginning to present their revision in class for assessment. Ask the class to evaluate the revised beginning using a digital survey (shown below).

Telling a story

Wang Lu:

Good morning, everyone! It is my honor to share with you something close to my heart: my city's green efforts. I grew up in Ma'anshan, a city once known for its steel production. Since I was a child, I always heard my father complaining about its poor air and water quality. Like many others, I had formed a negative opinion of the city until a school activity two years ago led me to Xuejiawan by the Yangtze River. It was definitely an eye-opener. The filthy place packed with chaotic docks and highly polluting enterprises has been turned into an amazing wetland park. All those green trees, lawns, and neat footpaths with striking views! You can not ask for a more beautiful place in the world. This is my city transformed by its green efforts in the past few years.
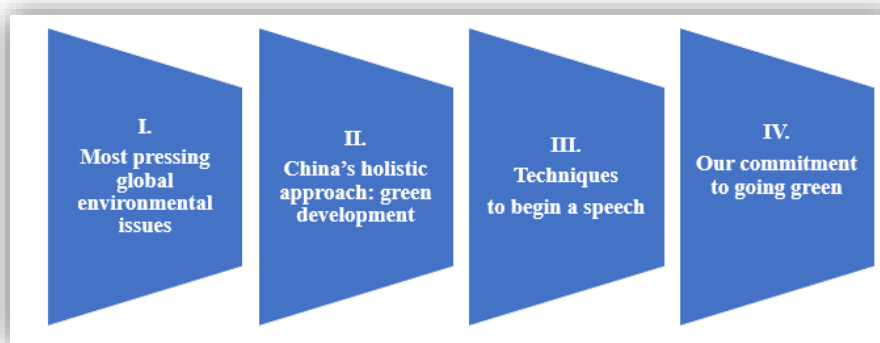
投票 最多可选5项

The beginning of Wang Lu's speech is

A   attractive.
B   credible.
C   sets the right tone.
D   relevant to her topic.
E   a good example with a smooth transition to the topic.

提交

V. Summary of Period 1

Summarize the main content of period 1 and remind students to further revise their beginnings with the insight gained in the lesson.

I.
Most pressing global environmental issues

II.
China's holistic approach: green development

III.
Techniques to begin a speech

IV.
Our commitment to going green

## 4> Digitally-Empowered Teaching with Effective Use of Textbooks to Fulfill Teaching Objectives

(1) Make full use of the materials on the textbook from Page 96 to 99 to enhance students' appreciation of and commitment to China's green development.

(2) Use the textbook flexibly. Conduct a pre-class survey to assess students' proficiency with the techniques outlined in the textbook and design the lessons to further improve students' effective use of these techniques, rather than to introduce them in class.

(3) Use digital flatforms such as Unipus, iTEST and Xuexitong to create an online course and provide personalized feedback, facilitating students linguistic and communicative progress.

(4) Encourage teacher-student collaborative assessment and self-evaluation to help students develop critical thinking and analytical skills.

(5) Combine textbook with online resources such as videos and news to provide students with a more diverse range of learning materials so as to enhance students' understanding of China's green development and effective use of speech beginning techniques.

3、教学评价（说明本课时评价理念与评价方式，体现如何运用数字化测评手段或工具，提高评价的有效性与科学性）

Assessment of students

(1) Use iTEST to provide students with both automated assessment and teacher's feedback on their speeches.

(2) Collect speech samples from iTEST and apply TSCA method in offline class to deliver constructive and comprehensive feedback to students. Take advantage of digital assessment tools to ensure consistent and objective grading.
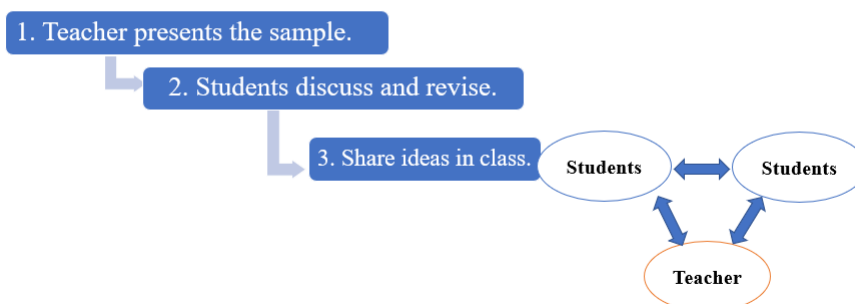
Assessment of teachers

Teachers assess their teaching effectiveness through observation, feedback from students, and personal reflection. Multiple ways of evaluation allow for teaching adjustments to better meet students' needs.

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