

附件一：

2024 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

参赛组别	<input type="checkbox"/> 大学英语组 <input checked="" type="checkbox"/> 英语类专业组 <input type="checkbox"/> “理解当代中国”组
课程类别	<input type="checkbox"/> 大学英语通用英语课程 <input type="checkbox"/> 大学英语专门用途英语课程 <input type="checkbox"/> 大学英语跨文化交际课程 <input checked="" type="checkbox"/> 英语专业课程 <input type="checkbox"/> 翻译专业课程 <input type="checkbox"/> 商务英语专业课程 <input type="checkbox"/> “理解当代中国”读写课程 <input type="checkbox"/> “理解当代中国”演讲课程 <input type="checkbox"/> “理解当代中国”翻译课程
课程名称	英语口语 1
教学对象	英语专业大一学生
教学时长	270 分钟（6 课时）
教材名称	《现代大学英语口语》
参赛单元	第_1_册 第_8_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）

The university offers a four-semester Spoken English course for English majors. The unit teaching plan we designed for this competition is for the first semester of the course, 36 class hours in total. The class meets once a week for 90 minutes each session and students generally have high language proficiency and are motivated to learn and pass standardized tests (e.g. TEM-4). The overall goal of this course is to enable students to master solid foundational knowledge of English speaking and to enhance their vocabulary related to specific topics. At the same time, it aims to improve students' independent learning ability, comprehensive cultural literacy, and international perspective to meet the developmental needs of the country.

2. 单元教学目标（说明参赛单元的教学目标，体现语言目标、知识目标与育人目标的融合）

By the end of this unit, students will be able to :

➤ Knowledge

- Talk about the characteristics and benefits of various sports using related vocabulary.
- Understand the key aspects of sportsmanship and accumulate related words&expressions&sentences.
- Learn the structure of presenting an idea in spoken English.
- Use appropriate verbs with different sports (e.g. *play basketball, do yoga, go swimming*) to describe activities accurately.
- Employ sports-related idioms and phrases (e.g. *keep your eye on the ball, touch base, swim against the current*) in conversations.

➤ Skill

- Summarize articles about sports, enhancing comprehension and expression.
- Persuade others in an effective way.
- Prepare and deliver speeches, improving oral presentation skills.

➤ Affect

- Appreciate the diversity of sports and their benefits to physical and mental health.
- Learn about the sportsmanship of successful athletes and apply it into real life.
- Engage in group discussions and activities, fostering teamwork, communication, and empathy.

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智融合，创新育人）

1> 单元主要内容、课时分配、设计理念与思路

This unit contains three main articles. The first article introduces the benefits of cycling and walking. The second article is a dialogue, mainly about persuading others to exercise. The third article discusses the importance of sportsmanship. The teaching design for this unit includes 6 lessons, that is, 3 sessions of 90

minutes each, spanning three weeks.

In the first session, we primarily introduce the theme of sports, helping students grasp relevant vocabulary and phrases for subsequent speaking tasks. Afterward, students think about how to introduce traditional Chinese sports, Tai Chi, and deliver a short informative speech. This is the first output task of this unit.

The second session focuses on persuading others to exercise. The scenario is that a student dislikes exercising, and the other needs to persuade this him or her to exercise, mentioning the benefits of exercise. The lesson content will include basic persuasion techniques. Finally, each group has two representatives perform a role-play dialogue, which is evaluated by other students, and the teacher also provides a final summary.

The last session elevates the theme. It explores sportsmanship and requires students to apply the sportsmanship principles in real-life situations. Finally, students participate in a debate about “Is Winning the Most Important Aspect of Sports?”. This theme allows students to explore various aspects of sportsmanship, including the importance of playing fairly and losing gracefully.

In addition to classroom learning, we have also designed after-class assignments. These assignments have been moved to an online platform called FiF and incorporate various forms (such as video sharing, commenting, etc.).

2> 本单元教学组织流程，包括课内、课外具体步骤与活动

Session 1 (90 minutes)

1. Warm-up

- Show a few sports-related images and ask students if they know the English names.
- Game: students work in pairs, with one reading the instructions from the textbook and the other performing the exercises. (e.g. *Ankle circles: lift feet off the floor; draw a circle with the toes simultaneously moving one foot clockwise and the other foot counterclockwise. Reverse circles. Rotate in each direction for 15 seconds. Repeat if desired*)



2. Discussion about sports

- Invite students to share ideas about the following questions:
 - ✓ Do you enjoy sports?
 - ✓ What role does sports play in your life? Is it just for fun, fitness, or something more?
 - ✓ How do you think participating in sports benefits individuals or society as a whole?

- Summarize expressions frequently used by representatives and provide more to them for later use.

3. Expressions originating from sports

- Discussion: identify common expressions that originate from sports and guess their meanings (divide students into 4 groups and give each team a sentence to work on).

- ✓ If you want to succeed in this business, you must **keep your eyes on the ball**.
- ✓ I will **touch base with** John on this question and let you know what he thinks.
- ✓ She probably will not go along with the rest of us on this. She usually **swims against the current**.
- ✓ He **made quite a splash** with that speech.

- Group work: create sentences using these expressions, check and correct each other.

4. Introduction of how to use “play”, “do” and “go” with different sports

- Discussion: ask student to fill in the form with “play”, “do” and “go”.

Play	Do	Go

- Invite students to answer and summarize the answers.

- ✓ Play: used with team sports that involve balls, goals, or rackets (e.g. *play basketball, play soccer*).
- ✓ Do: used with individual sports that focus on techniques or forms (e.g. *do gymnastics, do yoga*).
- ✓ Go: used with activities where the verb indicates movement or travel (e.g. *go swimming, go cycling*).

- Group work: create sentences using these verbs, check and correct each other.

5. Article appreciation: benefits of walking and cycling

- Summarize the main points of the passage.
- Spot good expressions related to introducing sports from the text.
- Type up additional expressions related to introducing sports on Xuexitong.

6. Practice

- Task: deliver a short speech introducing Tai Chi to foreigners. The following elements must be included:

- ✓ How the sport is played
- ✓ Its popularity/importance in China
- ✓ Why it's popular/important
- ✓ Personal experiences/anecdotes
- Watch a video about Tai Chi.
- Accumulate important expressions.
- ✓ 内功 Internal Power
- ✓ 冥想 Meditation
- ✓ 套路 Form (Routine)
- ✓ 推手 Push Hands (a Tai Chi practice for sensing and neutralizing force)
- ✓ 慢动作 Slow Movements
- ✓ 阴阳 Yin and Yang
- ✓ 气 Qi (Life Energy)

✓ 姿势 Posture

- Group discussion: brainstorm ways to introduce Tai Chi to foreigners and combine content from the video.
- Presentation.



7. Online Assignment:

- ✧ Complete the review task of this session's vocabulary and phrases on FiF.
- ✧ Submit a video introducing Tai Chi and leave comments on at least two classmates' videos.



Session 2 (90 minutes)

1. Homework feedback

- Invite students to share difficulties they encountered when doing homework and give suggestions.
- Quickly review the content of the previous session.

2. Article appreciation: persuade others to exercise

- Have students pair up and take turns to play the role of Yang Hong and Liu Ying with emotions.
- Discussion: how did Yang Hong persuade Liu Ying to exercise?

- ✓ Persuasive techniques
- ✓ Persuasive vocabulary and expressions

- Invite students to share answers.

3. Persuasion

- Play a 2-minute TED talk on persuading others.
- Invite students to summarize three skills the speaker mentioned.
- ✓ Offer step-by-step advice that seems easily manageable.
- ✓ Don't interrupt or immediately counter their objections.
- ✓ Use a collaborative tone like "we could try this..." rather than demanding language.
- Brainstorm other persuasive techniques.
- Brainstorm additional vocabulary and expressions.

4. Practice

- Discussion: persuade a college student who doesn't like to exercise. Make up an interesting dialogue.

- Presentation

5. Online assignment

✧ Preview the article called *be a good sport* to summarize the essence of sportsmanship.

✧ Record a one-minute video introducing a famous athlete who is a good sport.

Session 3 (90 minutes)

1. Homework feedback

- Invite students to share difficulties they encountered when doing homework and give suggestions.

- Comments from the teacher about their videos about sportsmanship.

- Quickly review the content of the previous session.

2. Understand sportsmanship

- Invite students to share their understanding of sportsmanship.

- Play a video about Liu Xiang and ask students what aspect of sportsmanship he showed.



- Group discussion.

✓ Group 1-3: how can the captains of two teams conduct a friendly dialogue after one team lost?

✓ Group 4-6: discuss how to find a fair resolution to disputes in a swimming contest.

Understand sportsmanship - Discussion 1

After a closely contested basketball game, where Team A has lost to Team B. Jack, the captain of Team A, steps forward and extends a hand to Tom, the captain of Team B.

How can they have a dialogue that shows sportsmanship?



Understand sportsmanship - Discussion 2

In a swimming relay final between Team A and Team B, a dispute arises when it seems that a swimmer from Team B started swimming before the previous swimmer touched the wall. Team A protests, alleging a rule violation and unfair advantage, while Team B argues the timing was legal.

Now, please come up with a fair solution to resolve the dispute while emphasizing fair play.



3. Vocabulary, expressions, and sentences

- Brainstorm vocabulary and expressions related to sportsmanship and type up the answers on Xuexitong.

- Find related expressions and sentences from the textbook.

4. Structure of presenting an idea

- Group discussion: how to verify the sentence "Liu Xiang shows sportsmanship."

- Group presentation.

- Structure: topic sentence → explanation → supporting details → conclusion

- Exercise: play the video made by one student and ask others to comment on her structure.

5. Practice

- Introduce one more aspect of sportsmanship: never give up
- Task: introduce Su Bingtian and his sportsmanship.
- Play a video about Su Bingtian's never give up aspect.
- Script brainstorming: each group is in charge of one element of the script. Group 6 comments on group 1-5's answers.

Practice - Brainstorming

- Group 1: Topic sentence
- Group 2: Explanation of his not giving up
- Group 3: Example 1
- Group 4: Example 2
- Group 5: Conclusion
- Group 6: Evaluation of the above answers



- 1 minutes to gather their thought and invite one student to deliver the speech.
- Remind students that Su Bingtian's achievement is not personal. He is just one outstanding representative of Chinese athletics team which shows sportsmanship.



6. Debate: Is Winning the Most Important Aspect of Sports?

- Divide the class into two sides, have students who think winning is the most important aspect of sports and those who don't.
- First stage: One defender from each group will be allowed 2 minutes to present their main arguments. A second defender from each group further illustrates the points within 2 minutes.
- Second stage: The third defender from each group can ask a question; the other group answer the question.
- Third stage: During this free debate stage, speakers from each group take turns to make their statements. This stage will last for 5 minutes in total.
- Wrap-up: The first defender from each team will have to make a 2-minute conclusion based on the discussion.
- Teacher gives final comments if necessary.

7. Homework

- ✧ Record a new video to introduce a famous athlete and his or her sportsmanship and leave comments on at least two classmates' videos.
- ✧ Review the main points mentioned by the two sides in the debate.

3> 本单元教学过程如何体现数智融合，创新育人

The moral education in this unit is reflected in two parts: the introduction of the traditional Chinese sport of Tai Chi and the sportsmanship represented by Su Bingtian. The task of introducing Tai Chi enables students to enhance their cultural confidence and pride, and effectively promote Chinese culture internationally in their daily lives.



By the end of the unit, students will have grasped the core of sportsmanship. In class, the teacher uses the “word cloud” function on Xuexitong to collect students’ understanding of the key concepts of sportsmanship, naturally guiding them to identify the commonalities in sportsmanship. When controversial viewpoints appear in the word cloud, students can question their classmates’ ideas. The final debate also serves as an open platform for them to express their ideas using the language learned in this unit. Additionally, students are required to introduce an athlete they admire, focusing on sportsmanship. This way, students can truly relate to the topic and find resonance. The teacher also encourages students to apply the sportsmanship principles of losing gracefully, playing fairly, and never giving up in their studies and daily lives.

Two platforms are used in the teaching design. Xuexitong is mainly used in the teaching procedure because it makes frequent in-class interactions possible. FiF is mainly used in the homework section because it allows students to leave comments and hand in homework. Besides, it is worth noting that the smart classrooms in our university allow teacher to write key points on the screen. Students don’t have to take notes because the information can be converted into a PDF document. They can scan a QR code to get it. In this way, students save more energy for listening to the teacher.



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

Students' learning outcomes are evaluated through teacher feedback, self-assessment, and peer assessment. During oral teaching sessions, the teacher poses questions and assesses learning outcome on the spot, providing feedback. The teacher can also review videos and translation assignments submitted to FiF. The unit objectives serve as benchmarks for assessment but can be adjusted based on their progress. If necessary, the teacher will modify teaching activities.

In addition to traditional teacher evaluation, our design also incorporates peer and self-assessment. At the end of each class, each student is required to give feedback and suggestions to at least two classmates' videos on FiF. Besides, at various points during the learning process, we encourage students to pay attention to their classmates' work. For example, in the exercise introducing Su Bingtian's sportsmanship, they are asked to write their answers on Xuexitong, and then wait for feedback from classmates in other groups. What's more, students are encouraged to voice the difficulties they encounter when doing homework in class so the class can brainstorm ways to help them.



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）

Objectives:

- Collaboratively brainstorm a 1-minute English speech introducing Su Bingtian and his never-give-up sportsmanship, using the structure summarized in class.
- Understand the essence of sportsmanship in the textbook and master relevant vocabulary, phrases, and sentences.
- Learn from the sportsmanship of “lose gracefully, play fairly, never give up”.

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；2>说明本课时教学组织流程，包括具体步骤与活动；3>说明本课时教学过程如何有效使用教材、有机结合数智技术，实现教学目标，提升育人成效）

1> **本课时设计理念与思路，介绍所选取的教材内容**

This 45-minute class focuses on various stages of oral output, such as understanding the key concept, vocabulary, phrases, and logical frameworks. These stages essentially serve as scaffolds to help them accomplish the final writing task. We selected the exercise from the textbook (*organize and present ideas about the behavior of a famous athlete who is a good/bad sport*) as the final task. However, for the sake of uniformity in class content, “a famous athlete” is narrowed down to Su Bingtian, although students can still choose their favorite athlete for their output after class.

In terms of structure explanation, the teacher does not directly provide the answer to students but rather encourage them to think about how to prove the topic sentence. Through this process, students piece together the basic structure. To further solidify their understanding, the teacher plays a video of a classmate and ask students to analyze it.

Additionally, we designed another activity instead of directly delivering the speech. In this activity, they apply this structure to collaboratively write a speech script in class using Xuexitong. This helps cultivate the fluency of oral expression as they must complete it within a limited time. By chunking the speech task and having each group complete one part, we enable students to do real output within the limited class time. This collaboration also encourages students to learn from and provide feedback to their classmates. With the help of internet technology, the content of each group’s part is synchronized on the screen at the front, which not only aids the teacher in better monitoring their progress but also enables the immediate display of a complete speech for whole-class feedback after the activity.

Textbook material used:

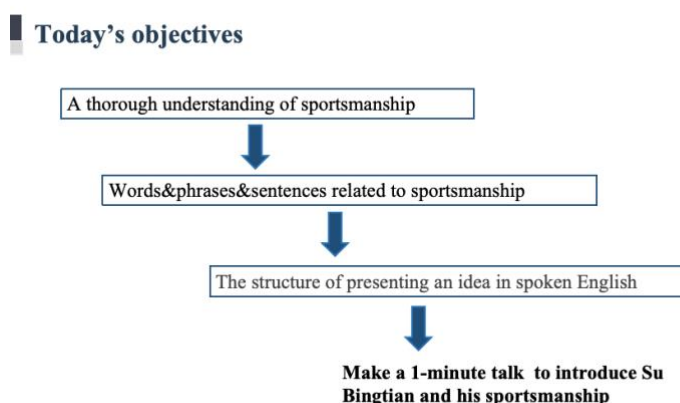
Be a good sport (P104) and its exercise: *organize and present ideas about the behavior of a famous athlete*

who is a good/bad sport. We chose this passage because 1) it explains the concept of sportsmanship, which is something college students should learn and apply to their real life 2) the exercise can help students develop their ability to deliver a coherent and deep speech.

2> 本课时教学组织流程，包括具体步骤与活动

1. Lead-in

- Before this class, students were asked to make a video introducing a famous athlete who is a good sport.
- Ask if they encountered any problems and show screenshots of comments from their peers on FiF.
- Introduce today's lesson objective.



2. Understand sportsmanship

- Invite students to share their understanding of sportsmanship.
- Play a video about Liu Xiang to show the losing-gracefully aspect of sportsmanship.
- Divide students into 6 groups. Group 1-3 discuss how the captains of two teams can conduct a friendly dialogue that shows losing gracefully. Group 4-6 discuss how to find a fair resolution to disputes in a swimming contest.

3. Words and expressions

- Brainstorm vocabulary and expressions related to sportsmanship and type answers on Xuexitong.
- Find related expressions and sentences from the textbook.

4. Structure of presenting an idea

- Group discussion: how to verify the sentence "Liu Xiang shows sportsmanship."
- Group presentation.
- Structure: topic sentence → explanation → supporting details → conclusion.
- Exercise: play the video made by one student and ask others to comment on her structure.

5. Practice

- Introduce one more aspect of sportsmanship: never give up.
- Task: introduce Su Bingtian and his sportsmanship.
- Play a video about Su Bingtian's never give up aspect.
- Script brainstorming: each group is in charge of one element of the script. Group 6 comments on group 1-5's answers.

- 1 minutes to gather their thought and invite one student to deliver the speech.

6. Summary

7. Homework

- ✧ Record a new video to introduce a famous athlete and his or her sportsmanship and leave comments on at least two classmates' videos.

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

Our course employs teacher evaluation, self-evaluation, and peer-assessment. Students have ample opportunities in class to raise their own questions and receive responses from both the teacher and classmates. For instance, during the speech preparation segment, the teacher displays a structural framework on one slide for students to assess their own content. In addition to peer and self-assessment, students are also encouraged to evaluate the work of their classmates during collaborative script writing activities. Throughout the activity, the teacher reminds them to ensure their content is relevant and their language expressions are authentic. If they finish early, they can read sections from other groups and consider how to enhance both their own and others' content. These guidelines help foster their awareness of peer and self-assessment. The speeches completed individually by students after class, of course, are evaluated by the teacher, and feedback is provided before the next class.

Never give up

Expressions	Structure
Demonstrate resilience Persistence Endurance Encounter challenges The power of determination Unwavering belief Relentless efforts	Introduction Explanation Supporting details Conclusion

（注：本表请保存为 PDF 格式，以“大学英语组/英语类专业组/理解当代中国组+学校名称+团队负责人姓名”的形式命名，并上传至报名网站：<https://heep.fltrp.com/star>。）