

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 checked="" type="checkbox"/> 大学英语组 <input type="checkbox"/> 英语类专业组 <input type="checkbox"/> “理解当代中国”组 |
| 课程类别 | <input checked="" 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 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 | 大学英语 A1 |
| 教学对象 | 非英语专业本科一年级学生 |
| 教学时长 | 45 分钟 |
| 教材名称 | 新一代大学英语(基础篇)综合教程 |
| 参赛单元 | 第 <u>1</u> 册 第 <u>7</u> 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）

Our university offers English courses tailored to three proficiency levels, catering to students across various majors. Levels B and C are specifically crafted for students in sports-related fields, providing targeted instruction in English for specific purposes. Conversely, Level A courses are primarily attended by students from Economics, Medicine, Museology, Human Movements Science, and Journalism departments. These students typically exhibit higher language proficiency and are driven to excel in standardized tests such as CET-4/6.

The unit teaching plan presented here pertains to the Level A curriculum, which spans the first two years of study and comprises a total of 252 class hours. In the initial semester, students engage in 36 class hours, with subsequent semesters extending to 72 hours each. Classes are held twice weekly, with sessions lasting 90 minutes.

The overarching goal of the Level A curriculum is to equip students with a robust foundational understanding of the English language while honing their proficiency across all four language skills: listening, speaking, reading, and writing. Additionally, the curriculum aims to foster students' independent learning capabilities, cultivate cultural literacy, and promote an international perspective, thereby addressing 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 conclusion of this unit, students will have developed the ability to:

➤ Knowledge:

- ✧ Utilize newly acquired vocabulary(such as artificial intelligence, digital wallet, drone, delivery) to discuss advancements in science and technology development.
- ✧ Employ supporting details to bolster and illustrate ideas effectively.
- ✧ Utilize transition words(such as in addition, ultimately, for instance) to connect various supporting details seamlessly.
- ✧ Translate the sentence structure of “It is reported that” .

➤ Skill:

- ✧ Formulate predictions prior to reading, then validate them through scanning during reading activities.
- ✧ Skim through a text to quickly grasp its main concepts and gain a broad understanding of its content.
- ✧ Enhance critical thinking skills by generating questions about the reading material following comprehension activities.

➤ Affect:

- ✧ Gain insights into both the benefits and drawbacks of science and technology, engage in discussions about their positive and negative impacts on humanity, and approach their use with rationality and discernment.
- ✧ Explore China's advancements in technology, particularly in fields like mobile payments, and foster a

sense of national pride in these achievements.

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）

➤ **Unit profile**

This unit consists of four components: iExplore 1, iExplore 2, iProduce, and Vocabulary. Both iExplore 1 and iExplore 2 follow a similar structure, featuring viewing and reading sections.

Unit 7, "Tech: A Blessing or a Curse," comprises two reading texts discussing advancements in science and technology. Our primary focus in class will be on iExplore 1, "Computer Victory at Go: A Human Tragedy," while iExplore 2 will be assigned for autonomous learning outside of class. We will dedicate a total of 6 class hours (three 90-minute sessions) to cover iExplore 1.

The initial segment focuses on engaging with the reading passage through a series of tasks, encompassing both activities centered on understanding the meaning and those focused on language learning. The subsequent section involves pre-writing activities, wherein students analyze text excerpts and outline the essay's structure. Within this framework, they collaborate in-class to draft supporting details regarding whether AI technology is a blessing or a curse, receiving immediate feedback. This section also includes the introduction of language constructs. The final segment entails peer editing and a post-reading discussion of the writing, during which students further explore the topic of the pros and cons of AI technology by utilizing supporting details written by their classmates. In addition to classroom activities, homework assignments are creatively integrated into online platforms, incorporating various forms such as video sharing and comments, which are not feasible in traditional offline models.

➤ **Unit procedure**

✧ Using online tasks to prime the unit.

Task: View video clips depicting the Go match between AlphaGo and Lee Se-dol as mentioned in the assigned passage.

Section 1 (90 minutes)

1. Viewing: AI Technology

The students will view a video segment depicting AI as described by the presenters. This assignment is on page 136. When necessary, students will be reminded to take notes. After viewing the video, they will complete the diagram below:

Ultimate goal of AI

It is not about building a robot, but creating a 1) _____ that can think like a human.

Narrow AI

So-called simple or narrow AI systems are already 2) _____, from Apple's Siri to Facebook's friend recommendations. It's in our cars, 3) _____, even air traffic control. And narrow AI has been around 4) _____, doing one specific task better than any human.

Predication of AI

- And some say the danger of creating a human or general AI, a computer mind that thinks like 5) _____, that learns, that improves, that could even become superhuman.
- Some say it will save 6) _____; others say it could destroy us.

2. Discussion

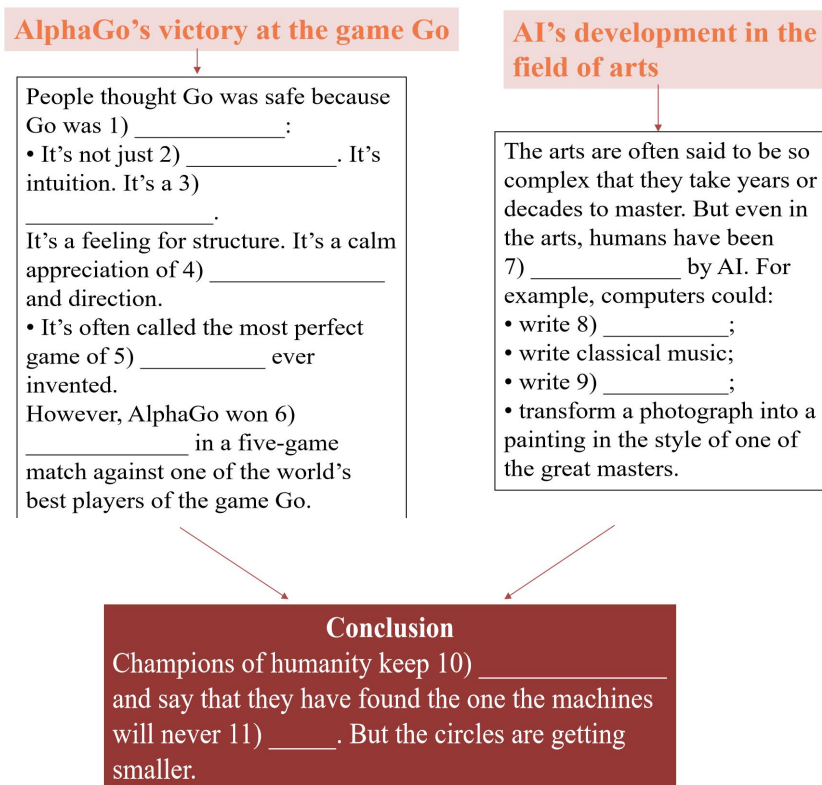
The term AI has been popular for quite some time and is now familiar to most of us. However:

- ✓ What is the purpose of AI?
- ✓ How is AI related to our life?

After watching the video clip that just played Ss may get some new ideas about AI.

3. Reading

- ✧ First reading: Scan the passage and complete the below diagram. (On page 139)



- ✧ Second reading: Read it again and find out which areas of humanity are being challenged by AI?
- ✧ Third reading: In this activity, students take on the roles of question masters, with half of the class preparing questions based on the text while the other half anticipates and answers these questions.

4. Focus on postpositive attributive.

- ✧ Observe the following underlined sentences from the passage:

- ✓ AlphaGo, the computer, developed by artificial intelligence (AI) researchers at Google, won four victories ... (Para. 1)
- ✓ One possibility is the arts, often said to be such complex products of observation, experience, imagination and emotion that they take years or decades to master. (Para. 7)
- ✧ Understand that there are three main types of postpositive attributive.
- ✓ Attributive clauses as postpositive attributive.

The student who answered the question was John.

- ✓ Phrases as postpositive attributive.
We run into a group of students returning from school.
- ✓ Single words as postpositive attributive.
He is the greatest football player alive.
- ✧ Translate the Chinese into English by using postpositive attributives.
- ✓ (研究睡眠本质的科学家们)have made important discoveries.
- ✓ Over the next 20 years, (现在由人类所做的很多工作)will be done by machines.
- ✓ (未来的一些汽车)might be made by tech companies such as Apple, Baidu and Google.
- ✓ It is expected that AI will find more applications(在未来几年).
- ✓ AI technology is changing our lives – sometimes in ways(显而易见的), but often in subtle and invisible ways.
- ✓ Let's take a look at the distribution of (现今存活的主要动物群体).

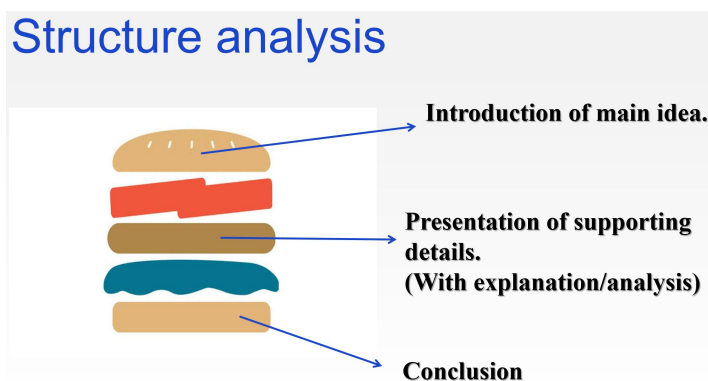
5. Assignment

Group discussion: Talk about the question mentioned in the sixth paragraph:

- ✓ If the world of games has been conquered, what is left for humans to protect?

Section 2 (90 minutes)

1. Lead in by reintroducing the question posed in the previous assignment.
2. Hamburger writing structure analysis.
- ✧ By analyzing the text structure(paragraph7-10), gain insights into the writing structure of Hamburger.



- ✧ Examine another example (paragraph 4-5) and see if the same structure applies.
3. Steps to construct supporting details.
 4. Useful phrases.
 - ✧ Transition words employed to link supporting details.
 5. Controlled practice- collaborative writing task.
 - ✧ Utilizing the hamburger writing structure, along with the steps for constructing supporting details and appropriate transition words, craft the supporting details for both the blessings and curses of AI.
 - ✧ Divide student into groups for collaborative writing (This writing process will be carried out online).
 6. In the discussion of AI technology, what are the benefits that AI brings to individuals and the advancement

of our nation? Additionally, explore China's advancements in AI technology.

7. Online assignment:

Write a short essay with NO LESS THAN 200 WORDS on iwrite.unipus.cn.(Topic: Blessing or Curse? The Pros and Cons of AI Technology.)

Section 3 (90 minutes)

1. Lead-in with student's essay from online assignment.

- ✧ Randomly select two essays for peer evaluation.
- ✓ Does the writing include a topic sentence, further illustration, and supporting examples?
- ✓ Does the student use the vocabulary and expressions learned in the textbook?
- ✓ Check the grammar and punctuation of the essay. Mark errors that you find.
- ✓ Are there any unclear expressions? How should he/she improve it?
- ✓ Mark words and expressions you like in the essay.

2. Discussion: The Pros and Cons of AI Technology.

3. Debate: Does AI technology bring us more positives or negatives?

- ✧ - Divide the class into two groups: one advocating for the importance of efforts on the left, and those advocating for the significance of chances on the right.
- ✧ First Stage: Each group appoints one defender to present their main arguments within a 2-minute timeframe. Following this, a second defender from each group elaborates on the points presented within another 2-minute timeframe.
- ✧ Second Stage: The third defender from each group poses a question, to which the opposing group provides an answer within 2 minutes.
- ✧ Third Stage: In this open debate stage, speakers from both groups take turns making their statements. This stage will last for a total of 5 minutes.
- ✧ Wrap-up: The initial defender from each team concludes the discussion with a 2-minute summary based on the debate.
- ✧ The teacher provides final comments if necessary.

4. Homework: Revise the draft incorporating feedback from peers.

➤ **Integration of technologies and values**

Moral education in this unit is exemplified by China's remarkable strides in AI technology. Students are prompted to contemplate the benefits that AI technology has bestowed upon them. This line of thinking extends to our nation's significant accomplishments in science, technology, and innovation. By doing so, students can genuinely connect with the theme and feel a sense of resonance. To achieve this objective, online and offline teaching modes are combined with task-based instruction. Three steps are outlined for the overall operation. Students extensively utilize online resources for learning and exploration. For instance, they can access UMOOCs videos to acquaint themselves with the unit's topic. UNIPUS and Chaoxing serve as online classrooms, providing PowerPoint presentations, videos, audios, and other course materials. They also

facilitate the assignment of tasks to be completed before and after lectures, with immediate feedback, self-evaluation, and peer assessment sent to students upon submission. Listening and speaking tasks are assigned through Utalk, writing tasks through iWrite, additional reading through unistudy, translation tasks through iTranslate, and comprehensive assessments through iTEST. In contrast, offline classrooms primarily address the most challenging student problems and queries, highlighting the teacher's role as a scaffold. Online resources not only enhance the classroom environment for both teachers and students but also improve learning efficiency and facilitate the achievement of educational goals.

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 a combination of teacher feedback, self-evaluation, and peer assessment. Teachers assess learning and provide immediate feedback by posing comprehension questions during reading and evaluating answers during controlled practice. Additionally, teachers may review students' submitted videos and essays on the online platform. The unit objectives serve as a benchmark for evaluation, with adjustments made throughout the unit based on students' progress. Furthermore, students' learning progress and challenges inform the teacher's teaching approach, allowing for necessary modifications in teaching activities.

In addition to traditional teacher evaluation, our design incorporates peer and self-evaluation. However, recognizing that learners may lack metacognitive strategies, we provide peer and self-assessment sheets during our writing sessions to scaffold this process. Students are encouraged to pay attention to both their classmates' and their own language usage throughout their learning journey. For instance, during language-focused practice sessions where students are tasked with constructing sentences, they are prompted to share their sentences with their classmates first to identify any mistakes before receiving feedback from the whole class.

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 write supporting details illustrating the blessings and curses of AI technology using the structure summarized in class.
- Know practical transition words (e.g. for example, in conclusion, additionally) for supporting details.
- Discuss China's technological achievements.

These objectives serve as a transition towards achieving the final unit goals. For instance, during the 45-minute class, students will collaborate with their classmates to craft supporting details about the

blessings and curses of AI under the guidance of their teacher. This controlled writing exercise aims to help students develop the ability to elaborate on the main ideas using supporting details, as outlined in the unit objective.

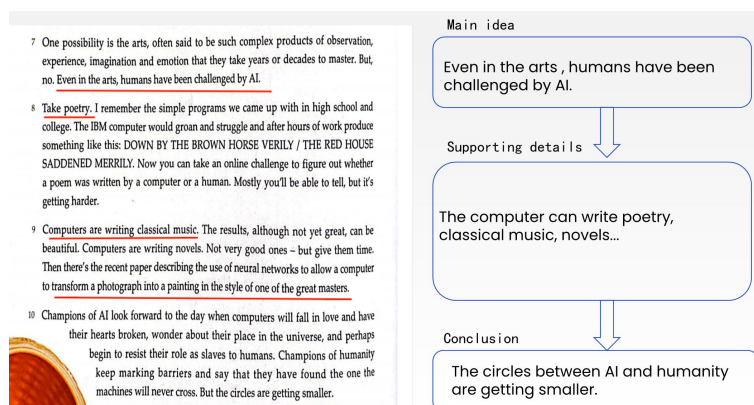
3、教学过程（1>说明本课时设计理念与思路，介绍所选取的教材内容<如环节、段落、练习等>及其选取依据，注明页码和自然段序号等；2>说明本课时教学组织流程，包括具体步骤与活动；3>说明本课时教学过程如何有效使用教材、有机结合数智技术，实现教学目标，提升育人成效）

1> Design rationale and material selected

This 45-minute session adopts a process-oriented approach to writing, emphasizing stages such as pre-writing, planning, and editing. These stages serve as scaffolding to assist students in completing the final writing task. Utilizing four paragraphs from iExplore1 (p. 138, paras. 7-10) as templates, students extract the structure from this model fragment and apply it to analyze another model paragraph (paras. 4-5, p. 138), thereby familiarizing themselves with the structure.

We have designed an additional activity where students engage in collaborative writing using an Internet platform (co-editing online documents) during class, instead of directly writing their own essays. This collaborative writing exercise helps develop the "flow" of writing as students are required to write within a limited timeframe. By assigning group writing tasks where each group contributes a portion of the essay, we enable students to engage in authentic writing within the constraints of limited class time. This collaboration also encourages students to learn from and provide feedback to their peers. Leveraging web technology, students' writing is synchronized on the front screen, allowing the teacher to monitor their progress more effectively and facilitating immediate class feedback on the completed essay. Many teachers find in-class writing time-consuming and inefficient. We believe our activities provide inspiration to these teachers and enable students to produce high-quality essays in a relatively short time.

Through this controlled writing approach, students gain a better understanding of the steps involved in writing their own essays after class.



Textbook material used:

iExplore1, paragraph 7-10 and 4-5 (p. 138)

Structure analysis and writing (p. 138)

2> Lesson design

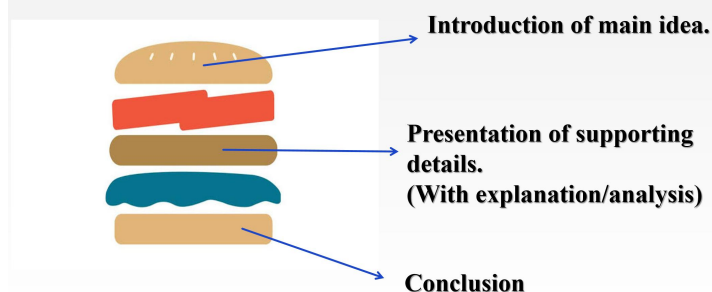
1. Lead in by reintroducing the question posed in the previous assignment.



2. Hamburger writing structure analysis.

- ✧ By analyzing the text structure(paragraph7-10), gain insights into the writing structure of Hamburger.

Structure analysis



- ✧ Examine another example (paragraph 4-5) and see if the same structure applies.

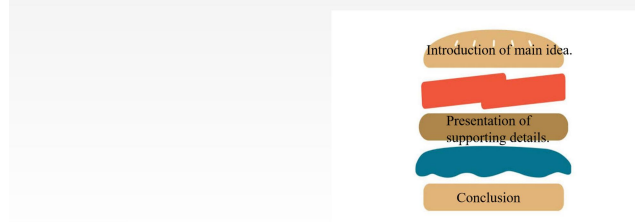
Main idea

Supporting details

Conclusion

3. Steps to construct supporting details.

How do you construct supporting details?



4. Useful phrases.

- ✧ Transition words employed to link supporting details.

Transition words

*Addition:

In addition
Moreover
Furthermore

*Example:

For example
For instance
Specifically

*Sequence/Order:

First(ly)
Second(ly)
Third(ly)

*Summary/Conclusion:

In conclusion
Finally
Ultimately



5. Controlled practice- collaborative writing task.

- ✧ Utilizing the hamburger writing structure, along with the steps for constructing supporting details and appropriate transition words, craft the supporting details for both the blessings and curses of AI.
- ✧ Divide student into groups for collaborative writing (This writing process will be carried out online).

Group work - writing



6. In the discussion of AI technology, what are the benefits that AI brings to individuals and the advancement of our nation? Additionally, explore China's advancements in AI technology.

Do you know any other technological achievements China has made in recent years? Please give some examples.

Reference

- Long March 5B carrier rocket
- the fastest speed of high-speed train
- supercomputing system, Sunway-TaihuLight
- the largest number of patents in 3D printing
- the third-generation hybrid rice



7. Online assignment:

Write a short essay with NO LESS THAN 200 WORDS on iwrite.unipus.cn.(Topic: Blessing or Curse? The Pros and Cons of AI Technology.)

Assignment

Write a short essay with NO LESS THAN 200 WORDS on iwrite.unipus.cn.
(iWrite英语写作教学与评阅系统).

Topic: Blessing or Curse? The Pros and Cons of AI Technology.



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

In alignment with the unit design outlined above, our lectures integrate various assessment methods including teacher-feedback, self-evaluation, and peer-assessment. These methods are facilitated through both online platforms and in-person discussions during class sessions.

Upon assignment of a task, both teachers and students engage in assessment activities on the online platform, using predefined criteria provided by the teacher. To maintain quality standards and prevent any instances of unfair assessment, teachers also conduct regular monitoring to identify and address any potential issues or instances of extreme bias. Immediate feedback is provided to students via their mobile devices, enhancing the learning process and enabling timely adjustments.

Additionally, during in-person class sessions, deeper engagement is fostered through group discussions where students exchange perspectives, engage in meaningful communication, and collaboratively arrive at conclusions. These discussions serve to reinforce understanding, encourage critical thinking, and promote active participation among students.

Overall, this multi-faceted approach to assessment ensures a comprehensive evaluation of student learning while fostering a supportive and collaborative learning environment both online and in the classroom.

（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>。）