

附件二：

2023 年外研社 “教学之星” 大赛（高职组）
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	Unit 1 My schedule is crazy
课程类别	<input checked="" type="checkbox"/> 基础英语课程 <input type="checkbox"/> 行业或专业英语课程 <input type="checkbox"/> 专项技能课程
教学对象	高职学生
教学时长	72H
教材名称	新生代英语高级教程 2
参赛单元	第_4_册 第__1_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）

Unit 1 My schedule is crazy	
Publisher	Foreign Language Teaching and Research Press
Edition	First edition in July 2018, the 9 th print in December 2020
Course	72h
Duration	
Course Features	(1)This course is divided into several parts: warm-up, vocabulary building, show time, chat time, reading, writing and grammar. Students' English listening, speaking, reading, writing and translation abilities are trained and improved respectively, which is conducive to checking and filling gaps. (2)It provides diversified learning experience, international resources and vision, diversified themes and activities, and cultivate compound talents with both language and skills, culture and literacy. And it is suitable for the learning of our students.

Course Nature	<p>(1)It is a compulsory public basic course for students of higher vocational education. It is important to cultivate students' language and learning abilities, thinking qualities and cultural awareness.</p> <p>(2)It is moderately difficult, with basic knowledge and improvement. The topic selection is suitable for life and workplace, which is easy to obtain students' interest and attention, and is practical.</p>
Overall Objects	<p>(1) Workplace-related communication:</p> <p>①On successful completion of this part students will be expected to be able to recognize the words and expressions on describing ways that stop procrastinating in Unit1 after learning it;</p> <p>②students should be able to read the text that relate to procrastinate;</p> <p>③ students should be able to write a passage that refers to stop procrastinating;</p> <p>④students should be able to complete the related exercise on P7-9.</p> <p>(2) Language Thinking Enhancement</p> <p>① Learners should be able to memorize the vocabularies on how to stop procrastinating more efficient and interesting;</p> <p>②learners should be able to know the structure of an argument writing;</p> <p>③ learners should be able to write a passage that refers to stop procrastinating.</p> <p>(2) Self-directed learning refinement</p> <p>①students will be able to know ways to stop procrastinating;</p> <p>②students will be able to communicate with their others on how to stop procrastinating;</p> <p>③students will be able to understand what do procrastinate mean to them;</p> <p>④students will be able to understand “Procrastination is the thief of time” .</p> <p>(4)Multicultural Awareness</p> <p>①students will understand the significance of doing things now;</p> <p>②students will be able to develop a good habit of “Two-Minute Rule” .</p>
School Characteristics	<p>(1)It is a full-time medical higher education institution approved by the Ministry of Education and independently issued diplomas. It is committed to training high-quality skilled personnel to serve the biomedical industry and health industry.</p> <p>(2)Adhering to the international education philosophy, the school provides a diversified and multi-channel platform for students to study abroad.</p> <p>(3)At present, our school have carried out overseas education promotion programs, overseas employment internship programs, language training before going abroad, intercultural adaptability course teaching, short-term</p>

	<p>overseas study Tours and training, etc.</p> <p>(4)Thus, English studying is helpful for students to get a higher sight in the global. Our school is people-oriented and student-centered, and actively provides employment guidance and services for graduates, actively explores the job market and guarantees graduates' employment. So the course is designed for application.</p>
<p>Students</p> <p>Situation</p>	<p>(1)Most students in the school come from prefectures, and their English foundation is relatively weak. There are two obvious characteristics of students: lack of confidence and lack of interest in English.</p> <p>(2)Students are from 17 to19 years old and still in the stage of physical and mental development. Their emotions, abilities and wills are not mature and stable, so they are changeable and have great plasticity. They are curious and more receptive to information about topics of interest. This means that English classes not only need to let them learn, but also stimulate their interest in learning.</p> <p>(3)Due to the weak foundation of English, their weak vocabulary leads to their low learning ability in reading and composition. When they can't read or understand English, children of this age lose interest in English.</p> <p>(4)There are individual differences among students. There are children from urban and rural areas, and their basic levels of education are inconsistent, resulting in the need to teach students in accordance with their aptitude. For students with a good level, higher-level education should be given.</p> <p>(5)Most students lack systematic and standardized learning methods. If you simply accumulate the contents of each lesson in your memory, you will not be able to learn English well. Therefore, the teaching of learning methods is also very important.</p>

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）

Objectives in English Key Competences of This Unit

(1)Workplace-related communication

- ①On successful completion of this part students will be expected to be able to recognize the words and expressions on describing ways that stop procrastinating in Unit1 after learning it;
- ②students should be able to read the text that relate to procrastinate;
- ③students should be able to write a passage that refers to stop procrastinating;
- ④students should be able to complete the related exercise on P7-9.

(2) Language Thinking Enhancement

- ① Learners should be able to memorize the vocabularies on how to stop procrastinating more efficient and interesting;

- ② learners should be able to know the structure of an argument writing;
- ③ learners should be able to write a passage that refers to stop procrastinating.

(3) Self-directed learning refinement

- ①students will be able to know ways to stop procrastinating;
- ②students will be able to communicate with their others on how to stop procrastinating;
- ③students will be able to understand what do procrastinate mean to them;
- ④students will be able to understand “Procrastination is the thief of time” .

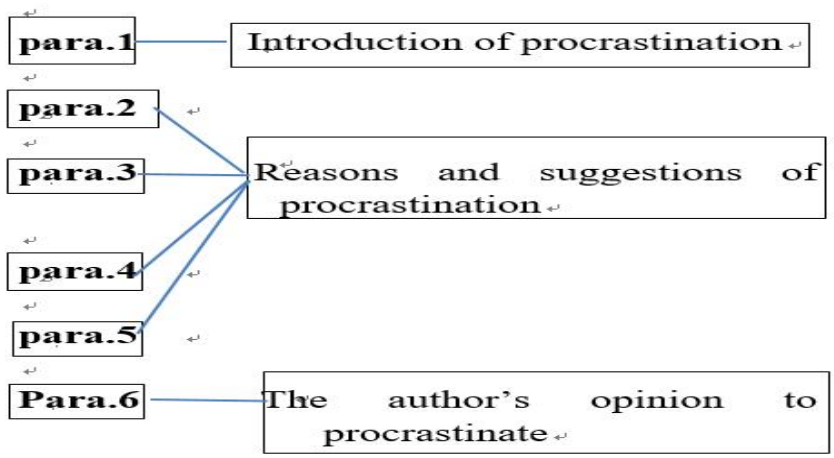
(4)Multicultural Awareness

- ①students will understand the significance of doing things now;
- ②students will be able to develop a good habit of “Two-Minute Rule” .

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）

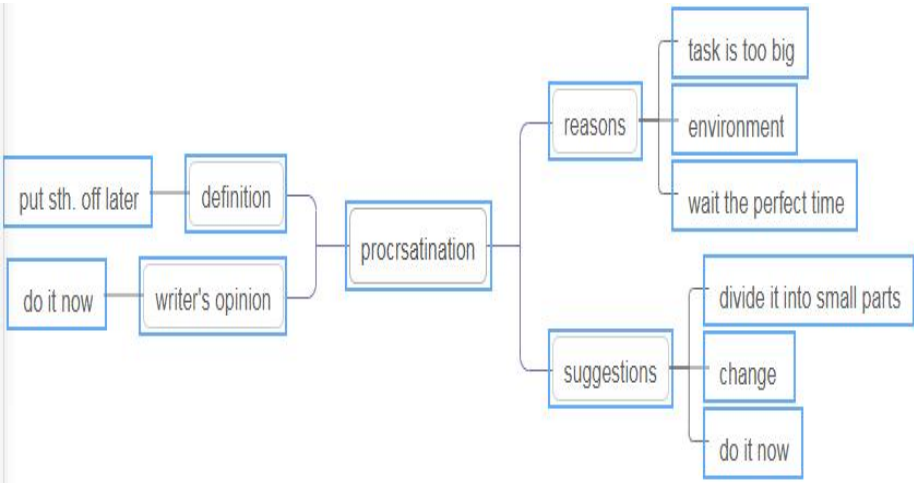
Unit Content	(1) Warming up and vocabulary building(45’) (2) Show time& chat time (45’) (3) Reading (45’) (4) Writing (45’) (5) Grammar(45’) (6) Exercise (45’)
Course Duration	72h
Design Concepts	OBE concept
Teaching procedures	
Bridge-in	(1)Warming up and vocabulary building Show students video to make them know the topic. (2)Listening and speaking—SHOW TIME & CHAT TIME Show students movies to help them listen better. (3)Reading Help students understand the text. (4)Writing Show students some models that on the related writing and formats to help them write better. (5)Grammar

	<p>(6)Exercise</p>
<p>Pre-assessment</p>	<p>(1)Warming up and vocabulary building Show students a video on “To procrastinate or not to, that is a question!” to guide them think about the significance of doing things quickly.</p> <p>(2)Listening and speaking—SHOW TIME & CHAT TIME Show students movies to help them listen better.</p> <p>(3)Reading Help students understand the text. Q1:Do you put your homework off till later? Q2:Why do you put it off? Q3: When do you put it off?</p> <p>(4)Writing Show students some models that on the related writing and formats to help them write better.</p> <p>(5)Grammar Deduction method to Introduction</p> <p>(6)Exercise Do it on exercise book.</p>
<p>Participatory Teaching</p>	<p>(1)Warming up and vocabulary building Show students a video on “To procrastinate or not to, that is a question!” to guide them think about the significance of doing things quickly.</p> <p>(2)Listening and speaking—SHOW TIME & CHAT TIME Show students movies to help them listen better.</p> <p>(3)Reading Reading for the structure of the text _____ (1) _____ ①Introduction of procrastination and how to stop procrastinating (2) _____ ②Reasons of procrastinating and ways of resolving procrastination. ③Ways of resolving procrastination. ④Ways of resolving procrastination. ⑤Reasons of procrastinating and ways of resolving procrastination. (3) _____</p>

	<p>⑥Conclude the text</p> <p>Reading for the details of the text.</p>  <p>(4)Writing Show students some models that on the related writing and formats to help them write.</p> <p>(5)Grammar Deduction method to Introduction to help students complete the related exercise on text book.</p> <p>(6)Exercise Do it on exercise book.</p>
<p>Post-assessment</p>	<p>(1)Warming up and vocabulary building Help students finish the related exercise on text book.</p> <p>(2)Listening and speaking—SHOW TIME & CHAT TIME Help students finish the related exercise on text book.</p> <p>(3)Reading Role-play a dialogue between two students about how to stop procrastinating with words and expressions given. Student A(with reasons). Students B(with suggestions). Useful structure: (1)Reasons ①The task is too big/difficult. ②Distractions ③Waiting for the perfect time. (2)Suggestions ①Break it into small breaks. ②Change ③Insist on the rule of “Two-minute Rule”</p>

	<p>(4)Writing Show students some models that on the related writing and formats to help them write.</p> <p>(5)Grammar Deduction method to Introduction to help students complete the related exercise on text book.</p> <p>(6)Exercise Do it on exercise book.</p>
Summary	<p>(1) Warming up and vocabulary building The important words and expressions</p> <p>(2)Listening and speaking—SHOW TIME & CHAT TIME The important words and expressions and sentences.</p> <p>(3)Reading What have we learned from the text? (1)Types of the text--expository writing Structure of the text--parallel structure (2)Details of the text</p> <div style="margin-left: 40px;"> <p>How to stop procrastinating</p> <ul style="list-style-type: none"> How do you understand procrastination? Why people procrastinate? What are the suggestions to stop What is the author's opinion to procrastinate? </div> <p>(4)Writing The related writing and formats.</p> <p>(5)Grammar Deduction method and Introduction method</p> <p>(6)Exercise Language use points</p>
Critical Thinking	<p>(1)Warming up and vocabulary building The important words and expressions</p> <p>(2)Listening and speaking—SHOW TIME & CHAT TIME The important words and expressions and sentences.</p> <p>(3)Reading Answer the following question:</p>

	Why should students stop procrastinating? (4)Writing The related theoretical and political elements. (5)Grammar Deduction method and Introduction method (6)Exercise																																										
	<table><tr><th colspan="6">Students Assessment</th></tr><tr><th>Things I Can Do</th><th colspan="5">Evaluation</th></tr><tr><td>I know the new words and expressions that describe procrastination.</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>I am active in speaking and sharing my ideas on stop procrastinating with others in English.</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>I can memorize the new words and expressions and use them to make a role-play.</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>I can write a passage that refer to stop procrastinating.</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td colspan="6">I still need more practice and improve in _____.</td></tr></table>	Students Assessment						Things I Can Do	Evaluation					I know the new words and expressions that describe procrastination.	1	2	3	4	5	I am active in speaking and sharing my ideas on stop procrastinating with others in English.	1	2	3	4	5	I can memorize the new words and expressions and use them to make a role-play.	1	2	3	4	5	I can write a passage that refer to stop procrastinating.	1	2	3	4	5	I still need more practice and improve in _____.					
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Assignment	(1)Warming up and vocabulary building Recite the words and expressions (2)Listening and speaking—SHOW TIME & CHAT TIME Recite the important words and expressions and sentences. (3)Reading A Debate Competition(1’) Some people say that “procrastination is an art of wisdom”. Do you agree? Collect material and then we will have a debate competition by stands of Group 1 and Group 2 . (4)Writing Write another composition. (5)Grammar Review the grammar (6)Exercise																																										

<p>Blackboard Designing</p>	<p style="text-align: center;">U1 My schedule is crazy</p> <p>(1)Warming up and vocabulary building (2)SHOW TIME & CHAT TIME (3)Reading 1.Structure of the text Types of the text--expository writing Structure of the text--parallel structure 2.Details of the text</p>  <pre> graph LR A[put sth. off later] --> B[definition] C[do it now] --> B B --> D[procrastination] E[writer's opinion] --> D D --> F[reasons] D --> G[suggestions] F --> H[task is too big] F --> I[environment] F --> J[wait the perfect time] G --> K[divide it into small parts] G --> L[change] G --> M[do it now] </pre> <p>(4)Writing (5)Grammar (6)Exercise</p>
<p>Teachers' Reflection After Class.</p>	<p>(1) teaching objectives reflection (2) the reflection of effective teaching (3) the reflection of method (4) the reflection of teacher behaviors and teacher-talk (5) the reflection of students' performance (7) the reflection of ideological and political education elements</p>

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）

Teaching Assessment (331Model)

Assessment concept		(OBE):Outcome Based Learning/Education					
Teaching assessment	3	Motivation, Process, Result					
	3	(1)Peer assessment during the class. (2)Teacher's assessment after students completing their tasks. (3)Students' assessment					
		Things I Can Do			Evaluation		
		I know the new words and expressions that describe procrastination.	1	2	3	4	5
		I am active in speaking and sharing my ideas on stop procrastinating with others in English.	1	2	3	4	5
		I can memorize the new words and expressions and use them to make a role-play.	1	2	3	4	5
		I can write a passage that refer to stop procrastinating.	1	2	3	4	5
		I still need more practice and improve in _____.					
	1	Feedback immediately					

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 Objects on the Basis of Key Competency in English

(1) Workplace-related communication

- ① On successful completion of this part students will be expected to be able to recognize the words and expressions on describing ways that stop procrastinating in Unit1 after learning it;
- ② students should be able to read the text that relate to procrastinate;
- ③ students should be able to write a passage that refers to stop procrastinating;
- ④ students should be able to complete the related exercise on P7-9.

(2) Self-directed learning refinement

- ① Learners should be able to memorize the vocabularies on how to stop procrastinating more efficient and interesting;

- ② learners should be able to know the structure of an argument writing;
- ③ learners should be able to write a passage that refers to stop procrastinating.

(4) Language Thinking Enhancement

- ①students will be able to know ways to stop procrastinating;
- ②students will be able to communicate with their others on how to stop procrastinating;
- ③students will be able to understand what do procrastinate mean to them;
- ④students will be able to understand “Procrastination is the thief of time” .

(4)Multicultural Awareness

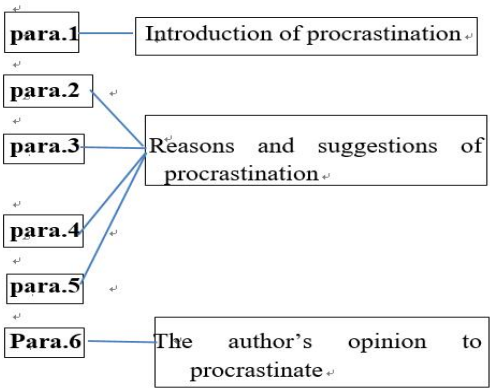
- ①students will understand the significance of doing things now;
- ②students will be able to develop a good habit of “Two-Minute Rule” .

Relationships Between the Unit Teaching Objects

General objects to particular objects

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实现教学目标，如何通过数字赋能教学，提升育人成效）

Procedures	Teaching Content	Designing Purpose
Bridge-in (2')	Show students a video on “To procrastinate or not to, that is a question!” to guide them think about the significance of doing things quickly.	Inspiring learners’ interest, and arousing their motivation about learning the topic through a sentence. It will make students pay attention to the content of the text. Meanwhile, it will promote students’ learning ability and language ability.
Pre-assessment (4')	Q1: Do you put your homework off till later? Q2: Why do you put it off? Q3: When do you put it off?	Using questions to pretest students’ language and learning abilities on sports and fitness. It is beneficial to improve their confidence in learning this reading and improving their language abilities.
Participatory Teaching (16')	Reading for the structure of the text _____	It is a way to help students know the structure of the text: introduction,

	<p>(1)_____</p> <p>①Introduction of procrastination and how to stop procrastinating</p> <p>(2)_____</p> <p>② Reasons of procrastinating and ways of resolving procrastination.</p> <p>③Ways of resolving procrastination.</p> <p>④Ways of resolving procrastination.</p> <p>⑤ Reasons of procrastinating and ways of resolving procrastination.</p> <p>(3)_____</p> <p>⑥Conclude the text</p>	<p>elucidation and conclusion.</p> <p>It will improve students' confidence to write a expository writing according to the structure.</p> <p>After students know the structure of the text, they will have clear idea about writing the similar text. Meanwhile, their language ability, learning ability and thinking qualities will be improved.</p>
	<p>Reading for the details of the text.</p> <p>Intensive reading (The detail information of the text)</p> <p>Focus students' attention on the questions.</p> 	<p>Students' learning abilities and thinking qualities will be improved after completing this part.</p> <p>They will know some reasons of procrastinating, and learn to stop procrastinating in reality, and then develop a good habit of doing things now.</p> <p>At the same time, students' language abilities will also be enhanced by expressing their ideas during the class.</p>
<p>Post-assessment</p> <p>(10')</p>	<p>Role-play a dialogue between two students about how to stop procrastinating with words and expressions given.</p> <p>Student A(with reasons).</p> <p>Students B(with suggestions).</p> <p>Useful structure:</p> <p>(1)Reasons</p> <p>①The task is too big/difficult.</p> <p>②Distractions</p> <p>③Waiting for the perfect time.</p>	<p>To know and test students' learning situation about this text, then make them express themselves by completing a role-play.</p> <p>During the process of dialogue, they can conclude important information of this text.</p> <p>It is beneficial for them to improve their language</p>

	<p>(2)Suggestions</p> <p>①Break it into small breaks.</p> <p>②Change</p> <p>③Insist on the rule of “Two-minute Rule”</p>	abilities, learning abilities and thinking qualities.																		
<p>Summary (3’)</p>	<p>What have we learned from the text?</p> <p>(1)Types of the text--expository writing</p> <p>Structure of the text--parallel structure</p> <p>(2)Details of the text</p> <div><div>How to stop</div><div>How do you understand</div><div>Why people procrastinate?</div><div>What are the suggestions to</div><div>What is the author’s</div></div>	<p>Help students know the importance of doing things quickly and encourage them to take an active part in activities. Make students have a clear idea about writing a expository writing. Meanwhile, make students know how to stop procrastinating in reality.</p> <p>Therefore, students’ language abilities, learning abilities and thinking qualities will be improved through conclude what they have learned from the part.</p>																		
<p>Critical Thinking(5’)</p>	<p>Answer the following question:</p> <p>Why should students stop procrastinating?</p>	<p>Help students develop a correct value and establish a good habit on diligence. Students’ thinking qualities, language abilities will be improved after their thinking and expressions.</p>																		
	<p>Students’ assessment(1’)</p> <table><tr><th>Things I Can Do</th><th colspan="5">Evaluation</th></tr><tr><td>I know the new words and expressions that describe procrastination.</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>I am active in speaking and sharing my ideas</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	Things I Can Do	Evaluation					I know the new words and expressions that describe procrastination.	1	2	3	4	5	I am active in speaking and sharing my ideas	1	2	3	4	5	<p>Self-evaluation can help learners recognize themselves better and improve their learning ability and efficiency.</p> <p>For low-English level students, it can also inspire their study hard, too.</p>
Things I Can Do	Evaluation																			
I know the new words and expressions that describe procrastination.	1	2	3	4	5															
I am active in speaking and sharing my ideas	1	2	3	4	5															

	<p>on stop procrastinating with others in English.</p> <p>I can memorize the new words and expressions and use them to make a role-play.</p> <p>I can write a passage that refer to stop procrastinating.</p> <p>I still need more practice and improve in _____.</p>	
8.Assignment (1')	<p>A Debate Competition(1')</p> <p>Some people say that “procrastination is an art of wisdom”. Do you agree? Collect material and then we will have a debate competition by stands of Group 1 and Group 2.</p>	<p>Help students consolidate what they have learned in the class.</p> <p>During the process of collecting material, they will rethink profoundly themselves and learn to do physical exercise, their correct value will be developed and health will be much better.</p>

9.Blackboard Designing

<p style="text-align: center;">U3 My schedule is crazy</p> <p style="text-align: center;">--Reading</p> <p>1.Structure of the text</p> <p>(1)Types of the text--expository writing</p> <p>(2)Structure of the text--parallel structure</p> <p>2.Details of the text</p> <pre>graph LR; A[put sth. off later] --- B[definition]; C[do it now] --- B; B --- D[procrastination]; D --- E[reasons]; D --- F[suggestions]; E --- G[task is too big]; E --- H[environment]; E --- I[wait the perfect time]; F --- J[divide it into small parts]; F --- K[change]; F --- L[do it now];</pre>	<p>Learners will have a clear idea to make a conclusion to what they have learned. For example, the structure of an expository writing. It will help students consolidate and understand the content.</p> <p>Learners' learning abilities, language abilities, thinking qualities and cultural awareness will be improved by concluding what they have learned on the basis of the blackboard designing.</p>
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10.Teachers' Reflection After Class.

<p>(1) teaching objectives reflection</p> <p>(2) the reflection of effective teaching</p> <p>(3)the reflection of method</p> <p>(4) the reflection of teacher behaviors and teacher-talk</p> <p>(5) the reflection of students' performance</p> <p>(6) the reflection of ideological and political education elements</p>	<p>Teacher can recognize the deficiencies and strong points of the class. Then improve the effectiveness of teaching and students' learning.</p>
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11. Teaching Highlights

Outcome based learning was adopted in this reading, it has a few characteristics as follows:

	Traditional reading	Reading guided by
Concepts	/	OBE (Outcome based learning/education)
Models	PPP (1)pre-reading, (2)while reading, (3)post-reading	BOPPPS (1)bridge-in (2)objectives (3)pre-assessment (4)particular teaching (5)post-assessment (6)summary
Teaching ways	Teacher's center	Teacher-oriented and student-centered
Advantages	Teachers guide the teaching contents, teaching key points and teaching difficult points	(1)Teacher's guide (2)Students' participation (3)The result can be seen
Assessment ways	Teaching assessment is unitary: (1)Teacher's assessment	Teaching assessment is diversified: (1)Teacher's assessment (2)Students' assessment (3)Peer assessment

4、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 & 科学性）

Teaching Assessment (331Model)

Assessment Concept		(OBE):Outcome Based Learning/Education							
Teaching Assessment	3	Motivation, Process, Result							
	3	(1)Peer assessment during the class. (2)Teacher’s assessment after students completing their tasks. (3)Students’ assessment							
		Things I Can Do			Evaluation				
		I know the new words and expressions that describe parent-child relationships very well.			1	2	3	4	5
		I am active in speaking and sharing my ideas with others in English.			1	2	3	4	5
		I can memorize the new words and expressions and use words conversion correctly.			1	2	3	4	5
		I can use the words to describe parent-child relationships.			1	2	3	4	5
		I still need more practice and improve in _____.							
	1	Feedback immediately							