

2017 年外研社“教学之星”大赛

智慧教学设计方案

1. 参赛信息

参赛教师序号	08
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2. 单元教学设计方案

教学单元	《新一代大学英语 综合教程 2》Unit 7 Law & Morality
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(说明: 本部分为本单元的整体教学方案, 内容包含但不限于学情分析、单元教学计划及学时安排、教学目标设定、教学材料选取、教学活动设计、教学评价实施等)

Learning Context:

- A local university in Southwest China;
- English majors, sophomore with a class size of 50;
- Intermediate learners;
- Integrated English Course, 4 periods/week covering 16 weeks a semester

Learning Objectives: By the end of the lesson, Ss will be able to

- Describe a case of assisted suicide and its impact;
- Compare different contexts of assisted suicide;
- Argue whether assisted suicide should be legalized;
- Make reasonable decisions on legalization of assisted suicide in China.

Key/Difficult points:

- Differentiate U.S. context and Chinese context;
- Make decisions with Six Thinking Hats;
- Delivery a well-supported speech

Unit Plan: (Time Allotment: 8 periods)

Abbreviations: T-Teacher; Ss-Students; AS-Assisted Suicide; TSCA-Teacher-Student Collaborative Assessment

I. Awareness-raising (1 period)

Period 1		
Before class:	In class:	Teaching Materials
<ul style="list-style-type: none">● Ss watch the video clip and make a work plan for the unit;● Ss read the texts for gist;● Speech-writing (draft 1): Should AS be	<ul style="list-style-type: none">● T asks for a show of hands on legalization of AS and have Ss justify their choices.● Q1: If you were Maynard, will you make the same decision?● Q2: Should AS be legalized in U.S.?● T discusses draft 1 with Ss and co-construct an issue tree (see Appendix) as a guideline	<ul style="list-style-type: none">● Iprepare: Scenario;● Iexplore reading 1&2;● An Issue Tree (worksheet)

legalized in U.S.?		
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II. Issues-analysis (5 periods)

Period 2-4

Before Class:	In Class:	Teaching Materials
None	<ul style="list-style-type: none"> ● Jigsaw reading: Ss in groups read assigned paragraphs of text I and share information with other groups to make a big picture of text I; ● Voice of America: Ss voice their positions on behalf of different organizations in text 1 within their groups (e.g., the National Right to Life organization); ● T comments and offers feedback. 	<ul style="list-style-type: none"> ● Explore reading 1; ● Identifying and synthesizing information 1, 2, 3;
<ul style="list-style-type: none"> ● Have Ss identify 6 sentences describing the case and its impact; ● Have Ss finish exercises; ● Ss look for more cases of AS in reading II 	<ul style="list-style-type: none"> ● Peer Dictation: Ss dictate the 6 sentences to their peers. ● Have 1-2 Ss describe Maynard's case and T gives feedback; ● In pairs Ss describe a case of AS 	<ul style="list-style-type: none"> ● Explore reading 1&2; ● Building your language 1, 2, 3; ● A case of AS in China (https://wapbaike.baidu.com/item/%E7%8E%8B%E6%98%8E%E6%88%90/4510557)

Period 5-6

Before Class:	In Class:	Teaching Materials
<ul style="list-style-type: none"> ● Speech-writing (draft 2): Should AS be legalized in U.S.? ● Ss research online legalization of AS in China 	<ul style="list-style-type: none"> ● Have Ss watch the video clip and compare it with Dr Pu's case; ● Ss look for the arguments in text II and scrutinize them to see whether they agree or not; ● Have Ss work in pairs on language for arguments; ● Have Ss discuss AS in China ● Decision-making with <i>Six Thinking Hats</i> 	<ul style="list-style-type: none"> ● Explore reading 2; ● Identifying and synthesizing information 1, 2, 3; ● Building your language 1, 2, 3; ● AS in China (https://zhuanlan.zhihu.com/p/24442964?utm_source=qq&utm_medium=social)

III. Decision-making (2 periods)

Period 7-8

Before Class:	In Class:	Teaching Materials
<ul style="list-style-type: none"> ● Speech-writing (draft 3): Should AS be legalized in China? 	<ul style="list-style-type: none"> ● Speech-making; ● Speech assessment; TSCA ● Ss evaluate their learning in this unit 	Checklist (p.163)

<ul style="list-style-type: none"> ● Speech-rehearsal: Group rehearsal with peer feedback 		
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Assessment

Instant Assessment---exercises in the textbook; speech-making; oral report

Delayed Assessment---speech-writing (with 3 drafts); checklist

TSCA

3.课堂教学展示环节教学设计方案

(说明:

- 1、本部分为现场比赛 10 分钟教学展示环节的教学设计阐述;
- 2、说明教学展示环节所选择的教学节点 (说明十分钟现场教学选取的教学点在本单元教学流程中所处的阶段), 列出该环节教学目标;
- 3、阐述本环节的教学内容与教学流程;
- 4、针对本环节教学目标所采取的教学评估形式等。)

Decision-making with Six Thinking Hats:

The chosen part is an integrated practice in Session 6, to synthesize information and help Ss make reasonable decisions

Objective:

to help Ss make reasonable decisions on legalization of AS in China by using *Six Thinking Hats*

Procedures:

- Summarize information obtained so far;
- Introduce Six Thinking Hats;
- Have Ss organize their ideas and synthesize by putting on different hats

Assessment:

Instant assessment: in-class discussion

Delayed assessment: speech-writing (draft 3)

注:请于 **2017年11月20** 日前将本表填写完整并转为 PDF 格式,以“参赛教师序号+学校+姓名”命名,发至 sunliyuan@fltrp.com。

Appendix: An Issue Tree

