

《高中英语（上外版）》选择性必修第三册 Unit 1 Fighting Stress

课时：第 8 课时 教学内容：Further Exploration and Self-assessment

课型：探究（综合活动）课 设计者：复旦附中 欧阳吴娴

一、教学设计与说明

1. 教学目标

本课是本单元的最后一课，作为总结课程，目标有三：一是引导学生回顾和复习本单元输入的主要内容并进行自我评测；二是通过设计问卷这种输出方式帮助学生巩固和利用所学知识；三是培养学生的学术性思维方式和能力。具体实践上，采用了问卷设计和自我评估表格的两个方式。本课时希望引导学生通过利用设计问卷的方式进行思维能力的拓展，对已知的关于压力的知识进一步思考和筛选，将所学知识灵活运用起来，最后通过 Self-assessment 检验整个单元的学习成果。

2. 设计思路

导入部分，给学生展示 School Health Club 的邀请信，明确他们本课的任务是设计以“青少年压力”为主题的问卷调查。首先，让学生根据之前所学，补全问卷设计的流程图。接下来，通过词库表格，帮助学生回忆与压力相关的几个方面并拓展词库，为问题设计垒好语言基础。在这之后，给学生简单介绍调查问卷的问题类型并给出示例。紧接着，让学生在四人小组内讨论出问卷目的并依据之前的介绍着手设计出 10-15 问题。最后，让学生在组内测试问卷，完善之后提交。

对学生的问卷结果进行简短评价之后，可以让学生通过 Self-assessment 中的问答进行自我评价，检查本单元学习目标的完成度

3. 重点难点

- 1) 掌握和运用问卷设计这一学术工具；
- 2) 引导学生进行单元自我评估。
- 3) 帮助学生进一步了解压力及其应对方式。

Lesson Plan

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

1. develop a comprehensive view of stress, raise mental health awareness and create solutions to stress-related problems.
2. know the process of designing a questionnaire and be able to devise survey questions.
3. conduct a self-assessment with the help of questions listed on the textbook.

Procedures:

I. Interactive activity 1: Warm up and make clear the task.

*T: Teacher: ask the students whether they feel stressed out and what their stressors are.
*Ss: Students: answer the questions and name the common stressors in their life.
*T: shows the invitation of School Health Club and make clear the task – to design a questionnaire.
*Ss: know their task.

Purpose:

1. To gather students' attention and arouse their interests.
2. To make clear the task for today's lesson.

Guided questions:

1. Do you usually feel stressed out in your daily life?
2. What are the common stressors?

II. Group activity 2: Enlarge the word bank.

*T: ask the students to form a group of 4.
*Ss: get into a group of 4.
*T: asks the students to recall what they have learnt in the previous lesson and enlarge their word bank together
*Ss: review their knowledge about stress, discuss and fill in the word bank.

Purpose:

1. To get students prepared for next task.
2. To help students review the knowledge learnt before.
3. To make students cooperate with group members to promote the team spirit.

Guided questions:

1. What have you learnt in the previous lessons about stress?

2. What are the causes/symptoms/solution of stress?
3. [Instruction] Please get into a group of 4, discuss with your members and fill in the word bank together.

III. Independent activity 3: Learn the basic survey question types.

*T: show the basic types of survey questions, demonstrate how to design the question and its options.

*Ss: get to know how to design a survey question and its options.

*T: highlight the principles of designing the questions.

*Ss: take notes and choose the types they want to use.

Purpose:

1. To help the students present the question in a certain format.
2. To make the students understand the principles of designing a survey.

Guided question:

1. How many question types do you know?
2. What should you pay attention to when designing the options?
3. Can anyone conclude the principles?

IV. Group activity 4: Design the survey questions.

*T: ask students to discuss within a group of 4 and devise a 10-15 survey questions and the options.

*Ss: draft the questionnaire.

*T: ask the students to present the devised questionnaire and explain the purpose and reasons for setting it this way.

*Ss: explain the purpose and reasons for setting it this way.

Purpose:

1. To train students' ability of explaining/reasoning.
2. To make students practice how to design a questionnaire.

Guided question:

1. Why don't you share with us why your group designed the questionnaire this way?
2. While you are drafting it, what have you taken into consideration?
3. Who is the representative speaker of your group?

V. Independent activity 5: Making self-assessment.

*T: ask the students to reflect on their performance after the study of this unit. Answer the questions on Page 17 to evaluate their learning outcomes.

*Ss: think about the questions and take time to complete the self-assessment form.

*T: ask the students to recall specific learning procedures that can reflect the knowledge or skills they gained. Guide them to point out what they have done well in this unit and what aspects can be improved in the following unit.

*Ss: recall their learning activities and reflect on the adequacy and inadequacy.

Purpose:

- 1. To help the students check the achievement of the goal and sum up.**
- 2. To have the student make reflection and plan for the future study.**

Guided questions:

1. [Instruction]Look at the expected learning outcomes of this unit on Page 17, and answer the questions.
2. What aspects have you done well in this unit? Why and how?
3. Which aspect is not so satisfying? How can you improve that?

VI. Assignments:

1. Finish devising the questionnaire.
2. Test and revise it.