

《新未来大学英语 综合教程 1》

Unit 2 Learning is living 教案

一、单元教学概况

教学目标、内容与课时分配、思政特色、教学模式、评价理念与方式

(一) 教学目标

任务目标:

- To write a reflective journal about your English course (Episode 1)
- To identify your strengths and weaknesses as a language learner (Episode 2)
- To create and share your new semester resolution about English learning (Project)
- To write an essay describing your experience of “learning to become local” (Text A)

语言目标:

- To make polite corrections (Episode 1)
- To identify narrative structure (Text A)
- To expand vocabulary about English learning and learning experience

高阶能力目标:

- To engage in self-reflection (Episode 2)
- To explain how culture affects learning (Episode 2)
- To analyze underlying reasons (Text A)

(二) 教学内容与课时分配

- 1-2 课时: Warming up, Episode 1
- 3-4 课时: Episode 2, Text A 导入
- 5-6 课时: Text A

- 7-8 课时：Project & Intercultural writing 学生成果展示与教师反馈

（三）思政特色

Section 1:

- 通过自我反思及撰写反思日志，认识高中与大学学习尤其是英语学习方面的差异，引导学生发现大学英语课堂的人文性和多样性，做好学习策略的调整；
- 分析个人学习者类型，认识并正确看待自我优势与不足，积极寻求解决方法，提高自主学习能力，树立健全的“学习观”。

Section 2:

- 带领学生思考并讨论文化多样性和文化差异，以及如何应对文化差异、如何积极面对生活中的变化和挫折，培养其自信心和独立能力；
- 引导学生联系个人实际经历，对人生困境与机遇进一步探索和反思，帮助学生更好更快地适应大学环境，并为以后可能面临的新文化、新环境做准备；
- 帮助学生梳理什么是终身学习、终身学习的重要性以及如何进行终身学习，培养学生终身学习的意识和能力。

（四）教学模式、评价理念与方式

- **教学模式：基于 U 校园的混合式教学模式**

本课程倡导课堂教学与在线自主学习结合的混合式教学模式。教师可结合教材，并利用“U 校园智慧教学云平台”提供的数字课程、教学管理、互动讨论等内容与功能，实现课堂内外融合和线上线下贯通。

- **评价理念与方式：形成性评价**

教师引导学生利用教材 Self-reflection 板块进行自评，并依据教学目标对学生的课堂表现和任务成果进行评价。

二、第 1-2 课时教学

教学目标、教学重难点、教学理念与方法
<p>(一) 教学目标:</p> <ol style="list-style-type: none"> To write a reflective journal about your English course To make polite corrections <p>(二) 教学重难点:</p> <p>Key points: Making polite corrections; Writing a reflective journal about one's English course</p> <p>Difficult points: Making polite corrections; Writing a reflective journal about one's English course</p> <p>(三) 教学理念与方法:</p> <p>体验式学习: 利用情景剧的方式展开教学, 使学生体验到大学英语学习与高中英语学习的差异, 从而自我反思, 为未来英语学习做好规划。</p> <p>交际型教学法: 基于对情景剧人物对话的分析和讨论, 在课堂上设置问题并进行小组对话练习, 通过生生互动和师生互动提高学生学习的主动性。</p> <p>项目式学习法: 教师围绕单元主题, 指导学生通过小组讨论与分享, 撰写一篇英语课程学习的反思日志, 并对自己遇到的学习困难积极寻求解决方法, 使学生在完成任务过程中掌握大学英语的学习方法, 培养其自主学习及团队协作等能力。</p>

教学过程				
T for teacher; Ss for students; TB for Teacher's Book; OTY for Over to you task				
教学阶段 (时长)	教师活动	学生活动	设置意图	教学评价
Pre-class	<ol style="list-style-type: none"> Ask Ss to review their learning experience and write down the major differences they find between high school and university. Ask Ss to preview the new words and expressions of Episode 1 via Unipus, and take the online quiz. 	<ol style="list-style-type: none"> Review and compare their learning experience in university with the one in the high school, and write down the major differences. Preview new words and expressions of Episode 1 via Unipus, and take the online quiz. 	<ol style="list-style-type: none"> 回顾大学这段时间的学习体验, 思考并总结高中与大学学习的主要差异, 为课上讨论和后续情境任务的开展做好准备。 预习 Episode 1 生词, 扫清词汇障碍, 为 	<ol style="list-style-type: none"> 通过让学生比较对照不同阶段的学习生活经历, 对其描述的内容进行评价。 通过在线测试了解学生对于生词的预习情况。

			课上学习做准备。	
While-class (Period 1: 45 mins)	<p>Step 1: Warming up (10 mins)</p> <p>1) Ask Ss about the differences they think between high school and university and complete Ex 1 on P35.</p> <p>2) Ask Ss to discuss how to deal with these differences with their partners and complete Ex 2 on P35.</p> <p>Step 2: Introducing the plotline (5 mins)</p> <p>1) Introduce to Ss the plotline of Section 1, two OTY tasks and the project they are going to do by using the plotline and Road map on P36.</p> <p>2) Introduce the plotline of the video in Episode 1 on P37.</p> <p>Step 3: Episode 1 Video (30 mins)</p> <p>1) Ask Ss to watch the video for the first time and complete Ex 1 on P37 to have a thorough understanding.</p> <p>2) Ask Ss to skim the summary chart in Ex 2 on P37 and predict what kind of information is required. Then lead Ss to watch the video again to complete the chart.</p> <p>3) Guide Ss to read the Communication skill box and learn about how to make polite corrections by using the skill box on P37.</p> <p>4) Ask Ss to work in pairs and complete the Ex 3 on P37 to further apply and master the communication skill. Then pick up 3 pairs to</p>	<p>Step 1: Warming up</p> <p>1) Add more differences between high school and university based on the aspects listed in Ex 1 on P35.</p> <p>2) Work in pairs to discuss their lists and answer the questions in Ex 2 on P35.</p> <p>Step 2: Getting to know the plotline</p> <p>1) Read the plotline of Section 1 and Road map on P36.</p> <p>2) Read the plotline of the video in Episode 1 on P37.</p> <p>Step 3: Episode 1 Video</p> <p>1) Watch the video and finish Ex 1 on P37.</p> <p>2) Skim the summary chart in Ex 2 on P37 and predict the required information. Then watch the video again to complete the chart.</p> <p>3) Read the Communication skill of making polite corrections on P37.</p> <p>4) Work in pairs and complete the Ex 3 on P37 using expressions for making polite corrections. And 3 pairs share their conversations in class. Then discuss and try to comment on the 3 conversations.</p>	<p>1)通过师生问答与小组讨论分享，检测学生的预习效果，并进行主题预热。</p> <p>2)通过介绍剧情线和路线图进入情景教学，帮助学生整体了解 Section 1 的剧情逻辑、学习内容和任务，并引出第一段输入材料。</p> <p>3)通过学习技能框和视频内容，帮助学生掌握用英语礼貌纠正他人的技巧和要点；通过让学生进一步输出，加强其对于技巧的理解与运用。</p>	<p>1) 教师以开放式问题引领学生对课前的预习内容进行复习，并对学生回答进行评价。</p> <p>2) 教师通过练习考察学生的知识掌握情况，并对重点内容进行讲解。</p> <p>3) 教师可以采用生生互评的方式，让学生投票选举对话完成最好的小组。</p> <p>4) 教师对学生的对话进行评价，并举例进行示范。</p>

	share their conversations in class and choose Ss to comment on the conversations if time allows.			
While-class (Period 2: 45 mins)	<p>Step 1: Introducing the plotline of Episode 1 Text (5 mins) Introduce the plotline of the text in Episode 1 on P38.</p> <p>Step 2: Episode 1 Text (30 mins) 1) Organize a class discussion about whether Ss have ever written a reflective journal and why or why not, so as to activate their prior knowledge and interest in reflective journals. 2) Ask Ss to briefly read the three journal entries on P38-39 and choose the best summary for each to complete Ex 4 on P38. Then Ask Ss to underline the information needed in Ex 5 on P39.</p> <p>[Supplementary activities] Ask Ss what the function of a reflective journal is and what elements a reflective journal should include. Then use the Genre analysis in TB to introduce the features of a reflective journal.</p> <p>3) Ask Ss to work in pairs and discuss the questions in the follow-up exercise of Ex 5 on P39.</p> <p>[Moral education]</p> <ul style="list-style-type: none"> Inspire Ss to reflect on how they learn English 	<p>Step 1: Getting to know the plotline of Episode 1 Text Read the plotline of the text in Episode 1 on P38.</p> <p>Step 2: Episode 1 Text 1) Discuss the questions about whether they have ever written a reflective journal and give their reasons. 2) Read the journal entries and choose the best summary for each to complete Ex 4 on P38. Underline the key information needed in Ex 5 on P39.</p> <p>[Supplementary activities] Answer the questions about the function and basic information of a reflective journal by analyzing the text.</p> <p>3) Work in pairs to discuss the questions in the follow-up exercise of Ex 5 on P39.</p> <p>[Moral education]</p> <ul style="list-style-type: none"> Reflect on how they learn English differently from before, and recognize their strengths and weaknesses. Discuss challenges in learning English and come up with possible solutions. 	<p>1) 引入场景, 通过介绍剧情线使学生了解剧情发展与输入素材。</p> <p>2) 结合文本内容完成练习, 帮助学生进一步理解文本, 并通过文本分析了解撰写反思日志的要点。</p> <p>3) 通过对比高中与大学英语学习的差异性, 引入课程思政, 引导学生认识大学自主学习的重要性, 从而调整个人学习策略。</p> <p>4) 学生通过讨论与分享进一步确定反思日志的内容框架, 并进行输出练习, 增强实际运用能力。</p>	<p>1) 通过练习完成情况和课堂讨论效果考查学生对于文本内容的理解。</p> <p>2) 通过提问、布置任务等方式来评判学生思辨能力的掌握情况, 并对其输出任务进行评价。</p>

	<p>differently from before, and recognize their strengths and weaknesses, then guide them to realize the importance of autonomous learning in college.</p> <ul style="list-style-type: none"> • Guide Ss to discuss challenges in learning English and come up with possible solutions. <p>Step 3: OTY 1 (10 mins)</p> <p>1) Introduce the plotline of OTY 1 on P40. Then ask Ss to read Yi Fei's sample and think about their own reflections on the English course.</p> <p>2) Walk Ss through the steps of OTY 1. Then offer them the Suggested evaluation criteria in TB.</p>	<p>Step 3: OTY 1</p> <p>1) Read the plotline of OTY 1 and the sample on P40. Then think about their own reflections on the English course.</p> <p>2) Follow T's introduction of the OTY 1.</p>		
<p>Post-class</p>	<p>1) Ask Ss to complete the writing task in OTY 1 on P40 and Language in focus on P41 via Unipus.</p> <p>2) Ask Ss to preview the new words and expressions in Episode 2 via Unipus.</p>	<p>1) Complete the OTY 1 on P40 and Language in focus on P41 via Unipus.</p> <p>2) Preview the new words and expressions in Episode 2 via Unipus.</p>	<p>1) 通过阶段性产出任务，帮助学生运用所学语言和技能完成交际任务，并为最终的综合产出任务做好准备。</p> <p>2) 通过课后练习帮助学生巩固所学知识。</p>	<p>1) 根据教师用书 OTY 1 的建议评估标准进行评价。</p> <p>2) 通过课后练习的完成情况了解学生对知识的掌握程度。</p>

三、第 3-4 课时教学

教学目标、教学重难点、教学理念与方法

(一) 教学目标:

1. To identify your strengths and weaknesses as a language learner
2. To engage in self-reflection
3. To explain how culture affects learning

(二) 教学重难点:

Key points: Engaging in self-reflection; Explaining how culture affects learning; Identifying your strengths and weaknesses as a language learner

Difficult points: Explaining how culture affects learning; Explaining how culture affects learning; Identifying your strengths and weaknesses as a language learner

(三) 教学理念与方法:

体验式学习: 通过创设英语学习相关情境, 引导学生体验文化对学习方式的影响, 结合实际学习场景增强学生的体验感, 提高学生跨文化思辨能力。

项目式学习法: 教师围绕单元主题, 指导学生通过小组讨论与分享, 认识并正确看待自我优势与不足, 从而制定学习规划, 使学生在完成任务的过程中提高自主学习及团队协作等能力。

教学过程

T for teacher; Ss for students; TB for Teacher's Book; OTY for Over to you task

教学阶段 (时长)	教师活动	学生活动	设置意图	教学评价
Pre-class	Ask Ss to preview the new words and expressions of Episode 2 via Unipus, and take the online quiz.	Preview new words and expressions of Episode 2 via Unipus, and take the online quiz.	预习 Episode 2 生词, 扫清词汇障碍, 为课上学习做准备。	通过在线测试了解学生对于生词的预习情况。
	Step 1: Introducing the plotline of Episode 2 Text (10 mins) Introduce the plotline on P42 of the text in Episode 2.	Step 1: Getting to know the plotline of Episode 2 Text 1) Think about the purposes of writing a reflective journal and the implication of some famous quotes.	1) 通过提问让学生回顾上节课内容并引入本课场景; 讲解剧情线, 使学生对文本有整体了解。	1) 通过课堂讨论效果和练习完成情况考查学生对于文本内容的理解, 并利用练习引

<p>While-class (Period 3: 45 mins)</p>	<p>Step 2: Episode 2 Text (35 mins)</p> <p>1) Ask Ss to read the survey on P43 and complete Ex 1 & 2 on P42 to find out their own learner types.</p> <p>2) Ask Ss to work in pairs and have a discussion about whether they agree with the survey results and gives reasons.</p> <p>3) Ask Ss to skim the Critical thinking skill of engaging in self-reflection on P42. Then ask them to review the purposes of writing a reflective journal and introduce some famous quotes about self-reflection in traditional Chinese culture:</p> <ul style="list-style-type: none"> • Every day I examine myself on three counts. — <i>The Analects of Confucius</i> 吾日三省吾身。——《论语》 • Who understands the world is learned; Who understands the self is enlightened. — <i>Tao De Ching</i> 知人者明，自知者明。——《道德经》 • Learning without thought is labor lost. — <i>The Analects of Confucius</i> 学而不思则罔。——《论语》 <p>4) Let Ss complete the step 1 in Ex 3 on P42 and pick 3 Ss to share their ideas in class. Then introduce more learner types and features based on the additional notes in TB if time allows.</p> <p>5) Ask Ss to categorize their learning features and complete the step 2 in Ex 3 and work in groups to compare their learning features. Then</p>	<p>2) Read the plotline of the text in Episode 2 on P42.</p> <p>Step 2: Episode 2 Text</p> <p>1) Read the survey on P43 and complete Ex 1 & 2 on P42</p> <p>2) Work in pairs and discuss whether they agree with the survey results and give reasons.</p> <p>3) Skim the Critical thinking skill of engaging in self-reflection on P42. Then follow the T's guidance to review the purposes of writing a reflective journal and learn some famous quotes.</p> <p>4) Complete the step 1 in Ex 3 on P42 and share their ideas in class.</p> <p>5) Finish the step 2 & 3 in Ex 3 and work in groups to compare their learning features. Then 3 pairs present their conversations in class.</p>	<p>2) 学生通过完成问卷调查了解个人学习者类型，并参与课堂讨论，了解不同学习者类型，培养自主学习意识和自我反思能力。</p> <p>3) 通过学习技能框完成练习，提升学生思辨能力；结合文本完成练习并总结归纳英语学习中个人的优势及不足，为后续输出任务做准备。</p>	<p>导学生进行反思和总结。</p> <p>2) 通过提问、小组任务等方式激发学生参与课堂活动积极性，并对其表现进行评价。</p>
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	pick 3 pairs to present their conversations in class.			
While-class (Period 4: 45 mins)	<p>Step 1: Introducing the plotline of Episode 2 Audio (5 mins) Introduce the plotline of the audio in Episode 2 on P44.</p> <p>Step 2: Episode 2 Audio (30 mins) 1) Ask Ss to listen to the audio on P44 and complete Ex 4 to know how people from different cultures learn English. 2) Let Ss listen to the audio again and complete Ex 5 on P45. Ask them to pay attention to how Rosa and Liu Xiang deal with the problems they encounter in learning English. 3) Explain the background information of a flipped classroom. 4) Guide Ss to read the Intercultural skill of explaining how culture affects learning on P45. Then ask them to work in pairs to discuss how the 3 listed factors in Ex 6 influence their learning referring to the Intercultural skill. 5) Pick 3 pairs, and assign one factor for each pair. Ask each pair to share their discussion results in class. 6) Provide some other factors that could influence learning.</p> <p>[Moral education] 1) Invite Ss to comment on their own strengths</p>	<p>Step 1: Getting to know the plotline of Episode 2 Audio Read the plotline of text in Episode 2 on P44.</p> <p>Step 2: Episode 2 Audio 1) Listen to an audio and finish Ex 4 on P44. 2) Listen to the audio again and complete Ex 5 on P45. Pay attention to the solutions to the problems Rosa and Liu Xiang encounter in learning English. 3) Get to know the background information of a flipped classroom. 4) Read the Intercultural skill on P45. Then work in pairs to discuss how the 3 factors listed in Ex 6 influence their learning. 5) 3 pairs share their discussion results in class. 6) Think of some other factors that could influence learning.</p> <p>[Moral education] 2) Comment on their strengths and weaknesses due to their own learning style. 3) Think of ways to overcome their weaknesses and also offer helpful advice to others.</p>	<p>1)通过介绍剧情线进入情景教学,使学生对输入材料有整体了解。</p> <p>2)通过完成听力输入练习,使学生了解其他人可能在英语学习中遇到的困难并学习相关解决方法。</p> <p>3)基于听力内容对学生提出延伸性问题,展开话题讨论,加强其对于跨文化技巧的理解与运用。</p> <p>4)通过引导学生讨论文化对学习方式的影 响,并结合个人实际学习情况引入课程思政,使学生能够正确看待自身的优势与不足,积极寻求解决方法更好促进英语学习,进一步增强其合作解决实际问题的能力。</p>	<p>1) 根据练习完成情况和学生课堂表现做出评价。</p> <p>2) 教师点评思政教育内容并做出示范。</p> <p>3)通过提问、布置任务等方式来考查学生对素材内容的掌握情况,并进行评价。</p>

	<p>and weaknesses due to their learning styles. Encourage Ss to be objective and honest.</p> <p>2) Guide Ss to explore how to overcome their weaknesses. Remind Ss to be sympathetic and supportive and try to give each other helpful advice.</p> <p>Step 3: OTY 2 and Project (10 mins)</p> <p>1) Introduce the plotline of OTY 2 on P46. Ask Ss to read Yi Fei's sample and walk Ss through the steps of OTY 2. Then present Suggested evaluation criteria in TB.</p> <p>2) Walk Ss through the steps of Project on P48-49, then present Suggested evaluation criteria in TB.</p>	<p>Step 3: OTY 2 and project</p> <p>Follow T's instruction of the OTY 2 on P46 and Project on P48-49.</p>		
<p>Post-class</p>	<p>1) Ask Ss to complete the writing task in OTY 2 on P46 and Language in focus on P47 via Unipus.</p> <p>2) Let Ss complete Project on P48-49 and submit their work via Unipus.</p> <p>3) Asks Ss to preview the new words and expressions of Text A via Unipus.</p> <p>4) Let Ss preview Text A and complete the Preview task on P50.</p>	<p>1) Complete OTY 2 on P46 and Language in focus on P47 via Unipus.</p> <p>2) Complete Project on P48-49 via Unipus.</p> <p>3) Preview the new words and expressions of Text A via Unipus.</p> <p>4) Preview Text A and complete the Preview task on P50.</p>	<p>1) 通过阶段性产出任务，帮助学生运用所学语言和技能完成交际任务，并为后续的综合产出任务做好准备。</p> <p>2) 通过完成综合产出任务，实现对所学知识和技能的综合运用。</p> <p>3) 通过课后练习帮助学生巩固所学知识。</p>	<p>1) 根据教师用书 OTY 2 和 Project 的建议评估标准进行评价。</p> <p>2) 通过提交的课后练习答案了解学生对知识的掌握情况。</p>

四、第 5-6 课时教学

教学目标、教学重难点、教学理念与方法
<p>(一) 教学目标:</p> <ol style="list-style-type: none"> 1. To identify narrative structure 2. To analyze underlying reasons 3. To write an essay describing your experience of “learning to become local” <p>(二) 教学重难点:</p> <p>Key points: Identifying narrative structure; Analyzing underlying reasons; Writing an essay describing your experience of “learning to become local”</p> <p>Difficult points: Analyzing underlying reasons; Writing an essay describing your experience of “learning to become local”</p> <p>(三) 教学理念与方法:</p> <p>基于主题和内容教学: 教师围绕单元主题, 通过分析文章内容, 帮助学生习得如何分析文章叙事结构、如何分析根本原因; 通过对文章内涵的深度学习和讨论, 帮助学生更好更快地适应大学环境, 并学习为以后可能面临的新文化、新环境做准备, 进一步树立包容、乐观、积极的人生态度。</p>

教学过程				
T for teacher; Ss for students.				
教学阶段 (时长)	教师活动	学生活动	设置意图	教学评价
Pre-class	1) Ask Ss to preview the new words and expressions of Text A via Unipus, and take the online quiz. 2) Ask Ss to preview Text A and complete the Preview task on P50.	1) Preview new words and expressions via Unipus, and take the online quiz. 2) Read the text and complete the Preview task on P50.	预习 Text A 生词, 扫清词汇障碍, 思考相关问题完成课前任务, 为课上学习做准备。	通过在线测试了解学生对于生词的掌握程度。
	<u>Text A Session 1 (45 mins)</u> Step 1: Warming up (10 mins) Check Ss' preview results by asking the following	<u>Text A Session 1</u> Step 1: Warming up Discuss and answer the questions.	1) 通过提问引入课文主题, 引导学生思考并讨论相关话题, 为	依据参考答案以及学生课堂表现进行评价。

<p style="text-align: center;">While-class (Period 5: 45 mins)</p>	<p>questions:</p> <ul style="list-style-type: none"> • <i>Look at the text title and the pictures, and predict what might be talked about in the text.</i> • <i>If you were to study abroad, what difficulties do you think you would face?</i> • <i>How will you deal with the above challenges?</i> <p>Step 2: Deep reading (20 mins) Let Ss listen to the audio of the text para by para and explain some key information and difficult language points referring to TB where necessary.</p> <p>Step 3: Global comprehension (15 mins) 1) Ask Ss to skim the text on P50-51 and complete Ex 1 & 2 on P52 to have a better understanding of the text. 2) Let Ss read the Reading skill and answer the following questions: <ul style="list-style-type: none"> • <i>Can you summarize the features of narratives based on this text?</i> • <i>Where else might we find texts like this?</i> • <i>Do we use a similar structure for oral narratives?</i> 3) Guide Ss to practice the Reading skill by completing Ex 3 on P52.</p>	<p>Step 2: Deep reading Listen to the audio of the text and answer T's questions to get the key information. Learn difficult language points following T's instructions.</p> <p>Step 3: Global comprehension 1) Skim the text on P50-51 and finish Ex 1 & 2 on P52. 2) Read the Reading skill and answer the T's questions. 3) Practice the Reading skill by completing Ex 3 on P52.</p>	<p>接下来理解文本做准备。</p> <p>2)在阅读文本的过程中帮助学生梳理文章结构并讲解知识点。</p> <p>3)通过学习技能框并完成练习掌握如何分析文章的叙事结构。</p>	
	<p><u>Text A Session 2 (45 mins)</u> Step 1: Critical thinking (30mins) 1) Introduce the Critical thinking skill on P53 by asking Ss to discuss and answer the following questions:</p>	<p><u>Text A Session 2</u> Step 1: Critical thinking 1) Discuss and answer T's questions with partners to learn Critical thinking skill. 2) Read the Critical thinking skill on P53</p>	<p>1)通过提问激发并引导学生从个人、文化及社会等不同角度思考问题产生的内因与外因。</p>	<p>1) 根据练习完成情况和学生课堂表现做出评价。 2) 教师对小组活</p>

<p>While-class (Period 6: 45 mins)</p>	<ul style="list-style-type: none"> • <i>What are the problems that the author was faced with?</i> • <i>What lead to these problems? Internal or external factors?</i> <p>2) Ask Ss read the Critical thinking skill on P53 and explain how to analyze underlying reasons.</p> <p>3) Guide Ss complete Think-Pair-Share on P53 to practice the critical thinking skill.</p> <p>[Moral Education]</p> <p>1) Inspire Ss to think the cultural factors leading to author's problems.</p> <p>2) Ask Ss to discuss the pros and cons of studying abroad.</p> <p>3) Guide Ss to explore how to positively face changes and setbacks in life.</p> <p>Step 2: Intercultural writing (15 mins)</p> <p>1) Ask Ss to work in groups and discuss what problems they had encountered when they first came to university, and recall the details of the situation.</p> <p>2) Let Ss write down the five categories listed in the Reading skill box in a draft and discuss what content should be included in the conflict and climax of their narratives. Reminds them only to include the important details.</p> <p>3) Introduce the writing task on P53 to Ss and provide some expressions for reference. Then present the sample essay and analyze its structure</p>	<p>and follow T's guidance to learn how to analyze underlying reasons.</p> <p>3) Complete Think-Pair-Share on P53 to practice the critical thinking skill.</p> <p>[Moral Education]</p> <p>1) Think about the cultural factors leading to the author's problems.</p> <p>2) Discuss the pros and cons of studying abroad.</p> <p>3) Explore how to positively face changes and setbacks in life.</p> <p>Step 2: Intercultural writing</p> <p>1) Work in groups and discuss what problems they had met when they first came to university, and recall the details of the situation.</p> <p>2) Write down the five categories listed in the Reading skill box in a draft, then discuss what content should be included in the conflict and climax part.</p> <p>3) Learn the main aspects that need to be included in the essay. Then read the sample essay to learn the structure and language.</p>	<p>2)通过对课文主题进一步探索和反思,引入思政教育,帮助学生培养包容、乐观、积极的人生态度,使其更好更快地适应大学环境,并为以后可能面临的新文化、新环境做准备。</p> <p>3)通过学习技能框内容并完成分组活动,提高学生的思辨能力,加强其对于思辨技巧的理解与运用。</p> <p>4)引导学生回忆个人大学经历并重温记叙文的叙事结构,讨论文章冲突及高潮部分内容,以及分析参考写作范文为后续写作任务做好准备。</p>	<p>动进行评价。</p>
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	and features.			
Post-class	<p>1) Let Ss complete Language in focus on P54-55 via Unipus.</p> <p>2) Ask Ss to finish Intercultural writing on P53 via Unipus.</p>	<p>1) Complete Language in focus on P54&55 via Unipus.</p> <p>2) Finish the intercultural writing on P53 via Unipus.</p>	<p>1)通过课后练习巩固所学知识。</p> <p>2)完成写作任务,进一步巩固学生跨文化思辨能力和语言运用能力。</p>	<p>1) 根据练习题参考答案给出评价。</p> <p>2) 根据教师手册中的建议评价标准进行写作批改与点评。</p>

五、第 7-8 课时教学

教学目标、教学重难点、教学理念与方法	
<p>(一) 教学目标:</p> <p>1. To create and share your new semester resolution about English learning</p> <p>2. To write an essay describing your experience of “learning to become local”</p>	
<p>(二) 教学重难点:</p> <p>Key points: Creating and sharing your new semester resolution about English learning; Writing an essay describing your experience of “learning to become local”</p> <p>Difficult points: Creating and sharing your new semester resolution about English learning; Writing an essay describing your experience of “learning to become local”</p>	
<p>(三) 教学理念与方法:</p> <p>项目式学习法: 学生展示产出任务成果, 进行生生互评和教师点评, 促进学生对所学内容的进一步应用和内化, 实现相互学习, 共同成长。</p>	

教学过程				
T for teacher; Ss for students.				
教学阶段 (时长)	教师活动	学生活动	设置意图	教学评价
Pre-class	Review and select some Ss' projects and intercultural writings via Unipus.			
While-class (Period 7: 45 mins)	<p>Session 1: Project (45 mins)</p> <p>1) Restate the plotline and Project. Walk Ss through the structure and key aspects of Project by using the Suggested evaluation criteria in TB. Then ask 4 groups to present their projects in front of the whole class.</p> <p>2) After Ss' presentation, invite other Ss to give</p>	<p>Session 1: Project</p> <p>1) Review the plotline and Project, then present their projects.</p> <p>2) Discuss and comment on other's work and vote for their favorite one via Unipus.</p>	通过生生互评和教师点评, 使学生了解任务完成要点, 从而参考评价标准改进自己的任务成果。	根据教师用书中 Project 的建议评价标准, 教师进行评价以及学生互评。

	<p>comments and evaluation on their projects.</p> <p>3) Give an overall feedback and ask Ss to further improve their projects after class and submit their projects via Unipus.</p> <p>4) Let Ss vote for their favorite one via Unipus after class.</p>			
<p>While-class (Period 8: 45 mins)</p>	<p>Session 2: Intercultural writing (35 mins)</p> <p>1) Restate the task on P53, then let Ss explain the narrative structure they adopted and share the challenges they described in the essays.</p> <p>2) Show selected Ss' writings, then guide them to analyze the strengths and weaknesses of these writings from the perspective of content and language.</p> <p>3) Let Ss score the selected writings according to the evaluation criteria.</p> <p>4) Show the sample writing and summarize the writing tips.</p> <p>5) Ask Ss to discuss how to improve their own writings.</p> <p>[Moral education] Provide Ss with more ideas so as to lead them to explore how to adapt to university life and new environment better.</p>	<p>Session 2: Intercultural writing</p> <p>1) Explain the narrative structure they adopted and share the challenges they described in the essays.</p> <p>2) Analyze the selected writings from the perspective of content and language.</p> <p>3) Score the selected writings following T's evaluation criteria, and summarize the writing tips based on the sample writing.</p> <p>4) Discuss how to improve their own writings.</p> <p>[Moral education] Follow T's guidance to explore how to adapt to university life and new environment better.</p>	<p>1)通过在课堂上对挑选出的作文进行分析,帮助学生掌握写作要点,从而提升写作水平,培养其跨文化思辨能力。</p> <p>2)根据输入材料主题,从跨文化角度思考如何更好更快地适应大学生活,引入思政环节,并为以后可能面临的新文化、新环境做准备。</p>	<p>教师根据教师手册中的建议评价标准进行写作批改与点评,以及采取学生互评。</p>
<p>Post-class</p>	<p>1) Require Ss to revise their projects and intercultural writings.</p> <p>2) Ask Ss to preview the new words and expressions of Episode 1, Unit 3.</p>	<p>1) Revise their projects and intercultural writings.</p> <p>2) Preview the new words and expressions of Episode 1, Unit 3.</p>	<p>通过对产出任务的完善与改进,提升任务质量,实现任务技能的内化。</p>	

六、教学评价

教学评价

评价依据

OTY 1

OTY 2

Project

Suggested evaluation criteria

Content	<ul style="list-style-type: none"> • Relevance: Your journal includes your true feelings about the course, what you hope to achieve during the course, and concerns you have about the course.
Organization	<ul style="list-style-type: none"> • Structure: Your journal follows a logical structure such as that of the sample: feelings, hopes, and fears or worries.
Language	<ul style="list-style-type: none"> • Appropriacy: You have written in a direct and open way. • Accuracy: You have used tenses correctly to talk about your present feelings, future hopes, and fears.

Suggested evaluation criteria

Content	<ul style="list-style-type: none"> • Relevance: You have completed the chart with your own strengths, weaknesses, and ways to improve. • Reasoning: Your ways to improve address your stated weaknesses.
Language	<ul style="list-style-type: none"> • Acquisition: You have used as many as possible of the new words and expressions learned in the unit.

Suggested evaluation criteria

Content	<ul style="list-style-type: none"> • Relevance: Your resolutions are relevant to the topic of maximizing your English learning. • Reasoning: Your goals, actions, and evaluation ideas are explained clearly.
Organization	<ul style="list-style-type: none"> • Clarity: The connections between goals, actions, and evaluation are logical.
Language	<ul style="list-style-type: none"> • Accuracy: You use suitable structures, for example, "I want / plan / hope to" for goals, imperatives for actions and evaluation, and questions for evaluation.

Self-reflection

Self-reflection

• Check (✓) whether you can do the following tasks.

- E1** I can write a reflective journal about my English course.
- E2** I can identify my strengths and weaknesses as a language learner.
- P** I can create and share my new semester resolution about English learning.
- TA** I can write an essay describing my experience of "learning to become local".

• Indicate the degree to which you have learned the following skills.

Section 1		very poor	poor	average	good	very good
Communication skill	Making polite corrections					
Critical thinking skill	Engaging in self-reflection					
Intercultural skill	Explaining how culture affects learning					
Section 2						
Reading skill	Identifying narrative structure					
Critical thinking skill	Analyzing underlying reasons					
Intercultural skill	Anticipating and planning for cultural challenges					
	Interpreting quotes about learning in different cultures					

• Answer the following reflection questions.

1. What are the three most useful things you have learned in this unit?
2. What do you still need to improve? How do you think you can improve it?

