

《新未来大学英语 综合教程 1》

U4 A journey into the unknown 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 create an itinerary (Episode 1)
- To describe a tourist attraction (Episode 2)
- To make travel arrangements (Project)
- To write an essay describing your travel experience and your reflection on it (Text A)

语言目标:

- To ask for and give opinions (Episode 1)
- To scan texts for specific information (Text A)
- To expand their vocabulary about travel

高阶能力目标:

- To categorize information (Episode 2)
- To ask appropriate questions about other cultures (Episode 2)
- To examine positive and negative aspects of an issue (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:

- 带领学生了解国内人文景观, 加深对本国风土人情的认识, 增强民族自豪感;
- 帮助学生制定家乡旅行规划, 培养其解决实际问题的能力;
- 引导学生分享各自家乡文化并练习如何介绍家乡景点, 增强文化自信并培养讲好中国故事的能力。

Section 2:

- 引导学生思考旅行式家庭教育和传统学校教育的利弊, 并联系自身以及所处的家庭和文化环境, 进一步反思旅行的意义和收获;
- 启发学生追求幸福的家庭生活和健康的生活方式, 培养积极的人生态度, 树立正确的人生观、价值观;
- 带领学生了解中国游客的变化, 增强民族自信和在国外旅游时作为中国形象代表的意识。

(四) 教学模式与评价理念与方式

● 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

教师引导学生利用课本 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 | |
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| <p>(一) 教学目标:</p> <ol style="list-style-type: none"> 1. To create an itinerary 2. To ask for and give opinions <p>(二) 教学重难点:</p> <p>Key points: Creating an itinerary; Asking for and giving opinions</p> <p>Difficult points: Creating an itinerary; Asking for and giving opinions</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, 通过制定家乡旅行规划这一真实交际情境, 提高学生运用语言和思辨性思维解决问题的能力。</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安排小组对话练习, 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, 制定旅行规划, 让学生在完成任务的过程中培养自主学习及团队协作等能力。</p> | |

| 教学过程 | | | | |
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| 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 1 via Unipus, and take the online quiz. | Preview new words and expressions of Episode 1 via Unipus, and take the online quiz. | 预习 Episode 1 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。 |
| While-class (Period 1: 45 mins) | <p>Step 1: Warming up (10 mins)</p> <ol style="list-style-type: none"> 1) Ask Ss to think about what kind of traveler they are, then work out their traveling preferences lists by completing Ex 1 on P97. 2) Ask Ss to work in pairs to discuss what they like or dislike about traveling and complete Ex 2 on P97. | <p>Step 1: Warming up</p> <ol style="list-style-type: none"> 1) Make a list of traveling preferences based on the points listed in Ex 1 on P97. 2) Work in pairs to discuss the aspects about traveling they like or dislike about traveling and complete Ex 2 on P97. | <ol style="list-style-type: none"> 1) 通过师生问答与小组讨论分享, 进行主题预热。 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 | <ol style="list-style-type: none"> 1) 教师以开放式问题引领学生对单元主题进行讨论, 并对学生回答进行评价。 2) 教师通过练习考 |

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| | <p>Step 2: Introducing the plotline (10 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 P98.</p> <p>2) Introduce the plotline of the video in Episode 1 on P99.</p> <p>Step 3: Episode 1 Video (25 mins)</p> <p>1) Ask Ss to watch the video for the first time and complete Ex 1 on P99 to have a thorough understanding.</p> <p>2) Ask Ss to skim the key points in Ex 2 on P99. Then ask them to watch the video again to fill in the itinerary information.</p> <p>3) Ask Ss to watch the video for the third time to find out expressions the four characters used to ask for and give opinions.</p> <p>4) Guide Ss to learn the Communication skill about how to ask for and give opinions by using the skill box on P99.</p> <p>5) Ask Ss to work in groups and discuss the questions in Ex 3 on P99 to further apply and cultivate the communication skill. Then pick 3 pairs to share their conversations in class and choose Ss to make comments if time allows.</p> | <p>Step 2: Getting to know the plotline</p> <p>1) Read the plotline of Section 1 and Road map on P98.</p> <p>2) Read the plotline of video in Episode 1 on P99.</p> <p>Step 3: Episode 1 Video</p> <p>1) Watch the video for the first time and complete Ex 1 on P99.</p> <p>2) Skim the itinerary information in Ex 2 on P99. Then watch the video again and complete it.</p> <p>3) Watch the video again to find out expressions the four characters used to ask for and give opinions.</p> <p>4) Read the Communication skill of asking for and giving opinions on P99.</p> <p>5) Work in groups and discuss the questions in Ex 3 on P99 using expressions for asking for and giving opinions. And 3 pairs share their conversations in class. Then discuss and try to make comments on the 3 conversations.</p> | <p>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，帮助学生掌握询问和提供观点的技巧和要点；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>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，对学生的对话进行评价。</p> |
| While-class | <p>Step 1: Introducing the plotline of Episode 1 Text (5 mins)</p> <p>Introduce the plotline of the text in Episode 1</p> | <p>Step 1: Getting to know the plotline of Episode 1 Text</p> <p>Read the plotline of the text in Episode 1 on</p> | <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</p> | <p>1) 通过练习完成情况和课堂讨论效果</p> <p>考查学生对于文本</p> |

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| <p>(Period 2: 45 mins)</p> | <p>on P100.</p> <p>Step 2: Episode 1 Text (30 mins)</p> <p>1) Ask Ss to read the extracts from the guidebook about popular attractions in Shanghai on P100-101 and answer the questions in Ex 4 on P100.</p> <p>[Supplementary activities]</p> <p>Guide Ss to think about the function and the language style of a travel guidebook. Then use the Genre analysis in TB to introduce the features of a travel guidebook.</p> <p>2) Ask Ss to read the extracts again and complete the table in Ex 5 on P101 and exchange opinions about what they find most interesting by using the communication skill on P99.</p> <p>Step 3: OTY 1 (10 mins)</p> <p>1) Introduce the plotline of OTY 1 on P102. Then ask Ss to read the four friends' sample itinerary and think about their own ones.</p> <p>2) Walk Ss through the steps of OTY 1. Then offer them the Suggested evaluation criteria in TB.</p> | <p>P100.</p> <p>Step 2: Episode 1 Text</p> <p>1) Read the guidebook extracts on P100-101, and answer questions in Ex 4 on P100.</p> <p>[Supplementary activities]</p> <p>Answer the questions about the function and language style of a travel guidebook by analyzing the text.</p> <p>2) Read the extracts again and complete the table in Ex 5 on P101 and exchange their opinions referring to the communication skill on P99.</p> <p>Step 3: OTY 1</p> <p>1) Read the plotline of OTY 1 and the sample on P102. Then think about their own itinerary.</p> <p>2) Follow T's introduction of the OTY 1.</p> | <p>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，并通过文本分析和小组交流总结感兴趣的景点，再次练习询问观点和提供观点这一交流技巧。</p> <p>3) 学生通过讨论与分享进一步确定旅行规划的内容框架，并进行输出练习，增强实际运用能力。</p> | <p>内容的理解。</p> <p>2) 通过提问、布置任务等方式来评判学生掌握情况，并对其输出任务进行评价。</p> |
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| Post-class | <p>1) Ask Ss to complete the writing task in OTY 1 on P102 and Language in focus on P103 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 P102 and Language in focus on P103 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> |
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三、第 3-4 课时教学

| 教学目标、教学重难点、教学理念与方法 | |
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| <p>(一) 教学目标:</p> <ol style="list-style-type: none"> 1. To describe a tourist attraction 2. To categorize information 3. To ask appropriate questions about other cultures <p>(二) 教学重难点:</p> <p>Key points: Describing a tourist attraction; Categorizing information; Asking appropriate questions about other cultures</p> <p>Difficult points: Describing a tourist attraction; Categorizing information</p> <p>(三) 教学理念与方法:</p> <p>体验式教学法: 通过创设与旅行活动相关的情境, 引导学生分享家乡文化并完成交际任务, 结合实际游览场景增强学生的体验感, 提高学生思辨能力和跨文化交际能力。</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, 介绍家乡旅游景点并制作旅行规划, 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。</p> | |

| 教学过程 | | | | |
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| 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。 |
| While-class (Period 3: 45 mins) | Step 1: Introducing the plotline of Episode 2 Audio (5 mins) Introduce the plotline of the audio in Episode 2 on P104. | Step 1: Getting to know the plotline of Episode 2 Audio Read the plotline of the audio in Episode 2 on P104. | 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。 | 1) 根据练习完成情况和学生课堂表现做出评价。 |

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| | <p>Step 2: Episode 2 Audio (40 min)</p> <p>1) Ask Ss to listen to the conversation between the tour guide and the four friends and complete Ex 1 on P104 to learn the key facts of two sights.</p> <p>2) Ask Ss to read the Critical thinking skill of categorizing information on P105 to get to know the helpful steps. Then, Let Ss complete Ex 2 on P105 by using the skill.</p> <p>3) Ask Ss to think of a famous place in their hometown and complete Ex 3 on P105 to strengthen their understanding of the Critical thinking skill.</p> <p>4) Introduce the Intercultural Skill of being curious about other cultures to Ss using the skill box on P105. Then ask Ss to work in pairs to complete Ex 4 on P105 referring to the topics in the Intercultural skill box. Select some pairs to share their conversations in class if time allows.</p> | <p>Step 2: Episode 2 Audio</p> <p>1) Listen to the conversation and complete Ex 1 on P104.</p> <p>2) Read the Critical thinking skill of categorizing information on P105 and complete Ex 2.</p> <p>3) Think of a famous place in their hometown and complete Ex 3 on P105.</p> <p>4) Get to know the Intercultural Skill of being curious about other cultures on P105 following T's explanation. Then work in pairs to complete Ex 4.</p> | <p>2) 通过学习思辨技能框和听力练习, 帮助学生掌握信息分类的方法与步骤; 通过让学生结合家乡景点完成后续练习, 加强其对于技巧的理解与运用。</p> <p>3) 通过学习跨文化技能, 并就各自家乡文化进行讨论, 帮助学生了解不同地区文化, 增强文化自信, 进一步提高跨文化交际能力。</p> | <p>2) 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>While-class (Period 4: 45 mins)</p> | <p>Step 1: Introducing the plotline of Episode 2 Text (10 mins)</p> <p>1) Introduce the plotline of the text in Episode 2 on P106.</p> <p>2) Ask Ss to guess the meaning of the phrase “off the beaten path” in the title of the text based on their understanding of the plotline.</p> <p>Step 2: Episode 2 Text (25 mins)</p> | <p>Step 1: Getting to know the plotline of Episode 2 Text</p> <p>1) Read the plotline of the text in Episode 2 on P106.</p> <p>2) Infer the meaning of “off the beaten path” in the title of the text based on the plotline.</p> <p>Step 2: Episode 2 Text</p> | <p>1) 通过讲解剧情线并就课文题目进行提问, 引入本课场景, 使学生对文本有整体了解。</p> <p>2) 结合文本完成练习了解不同类型游客喜欢的旅行活动, 培养学生自主学习意识和思</p> | <p>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</p> |

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| | <p>1) Ask Ss to read the text on P106-107 and complete Ex 5 on P106 to have a brief understanding of the text.</p> <p>2) Ask Ss to complete Ex 6 on P107 to think about what kind of people would enjoy the activities introduced in the text and share their ideas in pairs.</p> <p>3) Let Ss read the text again to find expressive and descriptive language and complete Ex 7 on P107. Then complete follow-up exercise of Ex 7 to describe a sight in their hometown using the expressions they found.</p> <p>Step 3: OTY 2 and Project (10 mins)</p> <p>1) Introduce the plotline of OTY 2 on P108. Ask Ss to read Yi Fei's sample and walk Ss through the steps of OTY 2. Then present the Suggested evaluation criteria in TB.</p> <p>2) Walk Ss through the steps of Project on P110-111, then present the Suggested evaluation criteria in TB.</p> | <p>1) Read the text on P106-107 and complete Ex 5 on P106.</p> <p>2) Complete Ex 6 on P107 and share their ideas in pairs.</p> <p>3) Read the text again and note down expressive and descriptive language in the text, then complete follow-up exercise of Ex 7 on P107.</p> <p>Step 3: OTY 2 and Project</p> <p>1) Read the plotline of OTY 2 and the sample on P108.</p> <p>2) Follow T's instruction of the OTY 2 on P108 and Project on P110-111.</p> | <p>辨能力。</p> <p>3) 让学生积累课文中具有表现力的语言,以便更好地描述家乡景点,为后续输出任务做准备。</p> | <p>与课堂活动积极性,并对其表现进行评价。</p> |
| Post-class | <p>1) Ask Ss to complete the writing task in OTY 2 on P108 and Language in focus on P109 via Unipus.</p> <p>2) Ask Ss to finish Project on P110-111 via Unipus.</p> <p>3) Ask Ss to preview the new words and expressions of Text A via Unipus.</p> <p>4) Let Ss preview Text A and complete the</p> | <p>1) Complete OTY 2 on P108 and Language in focus on P109 via Unipus.</p> <p>2) Submit Project on P110-111 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 P112.</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</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> |

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| | Preview task on P112. | | 和技能的综合运用。 | |
| | | | 3) 通过课后练习帮助学生巩固所学知识。 | |

四、第 5-6 课时教学

| 教学目标、教学重难点、教学理念与方法 | |
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| <p>(一) 教学目标:</p> <p>1.To scan texts for specific information</p> <p>2.To examine positive and negative aspects of an issue</p> <p>3.To write an essay describing your travel experience and your reflection on it</p> <p>(二) 教学重难点:</p> <p>Key points: Scanning texts for specific information; Examining positive and negative aspects of an issue; Writing an essay describing your travel experience and your reflection on it</p> <p>Difficult points: Examining positive and negative aspects of an issue; Writing an essay describing your travel experience and your reflection on it</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, 帮助学生习得如何浏览文本以获取特定信息、如何查验问题的积极和消极方面; 通过对文章内涵的深度学习和讨论, 引导学生辩证地看待辍学旅行的教育观念, 认识将旅行与知识习得/教育相结合的重要性, 激发学生对生命价值和人生态度等问题进行思考, 启发学生追求积极、健康、快乐的家庭生活。</p> | |

| 教学过程 | | | | |
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| 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 P112. | 1) Preview new words and expressions via Unipus, and take the online quiz. 2) Read the text and complete the Preview task on P112. | 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 Ss to | <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问题, 为接下来理解文本做准 | 依据参考答案以及学生课堂表现进行评价。 |

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| <p>While-class (Period 5: 45 mins)</p> | <p>answer the following questions:</p> <ul style="list-style-type: none"> • <i>If you were a middle school student, would you like to quit school and travel around the world with your parents? Why or why not?</i> • <i>Why did the author's family decide to take an educational adventure.</i> <p>Step 2: Deep reading (15mins) Guide Ss to read the text on P112-113 and explain some key information and difficult language points referring to TB where necessary.</p> <p>Step 3: Global comprehension (20 mins) 1) Ask Ss to skim the text on P112-113 and complete Ex 1 on P114 to choose the best summary of the text. 2) Introduce the Reading skill on P114 to Ss and ask them to scan the text to complete Ex 2&3 on P114. Select Ss to share their ideas if time allows.</p> | <p>Step 2: Deep reading Read the text on P112-113 to grasp the key information. Learn some difficult language points by T's explanation.</p> <p>Step 3: Global comprehension 1) Skim the text on P112-113 and complete Ex 1 on P114. 2) Learn the Reading skill on P114 and scan the text to complete Ex 2&3 on P114. Share their ideas if time allows.</p> | <p>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浏览文本以获取特定信息。</p> | |
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| <p>While-class (Period 6: 45 mins)</p> | <p><u>Text A Session 2 (45 mins)</u> Step 1: Critical thinking (30mins) 1) Introduce the Critical thinking skill on P115 by asking Ss to refer back to Ex 3 on P114. Ask them to think of any negative sides of the family's experience. 2) Ask Ss to read the Critical thinking skill on P115 and explain how to examine positive and negative aspects of an issue. 3) Guide Ss to complete Think-Pair-Share on P115 to practice the critical thinking skill.</p> <p>Step 2: Intercultural writing (15 mins) 1) Ask Ss to work in groups and discuss their meaningful travel experiences and what they learned from these experiences. Then invite some Ss to share their experiences with the whole class. 2) Introduce the writing task on P115 to Ss and provide some expressions for reference. Then present the sample essay and analyze its structure and language features.</p> | <p><u>Text A Session 2</u> Step 1: Critical thinking 1) Refer back to Ex 3 on P114 and think of any negative sides of the family's experience. 2) Read the Critical thinking skill on P115 and follow T's guidance to learn how to examine positive and negative aspects of an issue. 3) Complete Think-Pair-Share on P115 to practice the critical thinking skill.</p> <p>Step 2: Intercultural writing 1) Work in groups and discuss their meaningful travel experiences and what they learned from these experiences. Then share their experiences with the whole class 2) Get to know the topic of the essay. Then read the sample essay to learn the structure and language following T's analysis.</p> | <p>1) 通过提问引导学生思考讨论旅行式家庭教育和传统学校教育的利弊，以提高批判性思考能力。</p> <p>2) 通过学习技能框内容并完成分组活动，培养学生查验问题积极和消极方面的能力，增强其对于思辨技巧的理解与运用。</p> <p>3) 引导学生回忆个人难忘的旅行经历和收获，进一步思考旅行的意义，从中获得的生活体悟并树立正确的人生态度。</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) 教师对小组活动进行评价。</p> |
| <p>Post-class</p> | <p>1) Let Ss finish Language in focus on P116-117 via Unipus. 2) Ask Ss to finish Intercultural writing on P115 via Unipus.</p> | <p>1) Complete Language in focus on P116-117 via Unipus. 2) Complete the intercultural writing on P115 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 make travel arrangements</p> <p>2. To write an essay describing your travel experience and your reflection on it</p> <p>(二) 教学重难点:</p> <p>Key points: Making travel arrangements; Writing an essay describing your travel experience and your reflection on it</p> <p>Difficult points: Making travel arrangements; Writing an essay describing your travel experience and your reflection on it</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. Ask 2-3 groups to present their projects in front of the whole class.</p> <p>2) After Ss' presentation, invite other Ss to give comments and evaluation on their projects.</p> <p>3) Give an overall feedback and ask Ss to further improve their projects and submit</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. Then learn how to improve their own Projects following T's feedback.</p> <p>3) Vote for their favorite one via Unipus after class.</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 的建议评标准, 教师进行评价以及学生互评。 |

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| | <p>their projects via Unipus after class.</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 (45 mins)</p> <p>1) Restate the task on P115, then show selected Ss' writing.</p> <p>2) Guide Ss to analyze the strengths and weaknesses of their writings from the perspective of content, structure and language. Then let Ss score the selected writings according to the Suggested evaluation criteria in TB.</p> <p>3) Show the sample writing and summarize the writing tips.</p> <p>4) Ask them to discuss how to improve their own writings.</p> | <p>Session 2: Intercultural writing.</p> <p>1) Follow T's guidance to review the writing task and analyze the selected writings.</p> <p>2) Score the selected writings following the Suggested evaluation criteria.</p> <p>3) Summarize the writing tips based on the sample writing.</p> <p>4) Discuss how to improve their own writings.</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, 联系中国俗语“读万卷书, 行万里路”, 引导学生思考旅行的意义和收获, 树立正确人生观、价值观。</p> | <p>教师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 5.</p> | <p>1) Revise their projects and intercultural writings.</p> <p>2) Preview the new words and expressions of Episode 1, Unit 5.</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

Suggested evaluation criteria

| | |
|---------------------|--|
| Content | <ul style="list-style-type: none"> • Relevance: You have produced a realistic and manageable itinerary covering essential aspects like travel dates, transportation, accommodation, places to visit, and things to do. |
| Organization | <ul style="list-style-type: none"> • Clarity: The information in your itinerary is presented in a clear way (e.g. by using bullet points). |
| Language | <ul style="list-style-type: none"> • Diversity: You have used a variety of action verbs to describe "things to do". • Acquisition: You have used as many as possible of the new words and expressions learned in this episode. |

OTY 2

Suggested evaluation criteria

| | |
|---------------------|---|
| Content | <ul style="list-style-type: none"> • Relevance: Your introduction covers aspects like features, historical /cultural information, visitor advice, etc. • Appeal: Your introduction includes various information to make it informative and appealing. |
| Organization | <ul style="list-style-type: none"> • Coherence: Your ideas are well-developed and make sense to others. |
| Language | <ul style="list-style-type: none"> • Diversity: You have used expressive and descriptive language in your introduction. • Acquisition: You have used as many as possible of the new words and expressions learned in this episode. |

Project

Suggested evaluation criteria

| | |
|---------------------|--|
| Content | <ul style="list-style-type: none"> • Relevance: Your email responds directly to all the questions and requests made in Kyle's email and your itinerary looks realistic and manageable. • Appeal: Your itinerary and description are informative and appealing to others. |
| Organization | <ul style="list-style-type: none"> • Coherence: Your itinerary and description fit together well with other parts of the email. |
| Language | <ul style="list-style-type: none"> • Appropriacy: You write the email in a casual and informal way to an old friend. |

Self-reflection

Self-reflection

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

- E1** ☐ I can create an itinerary.
- E2** ☐ I can describe a tourist attraction.
- P** ☐ I can make travel arrangements.
- TA** ☐ I can write an essay describing my travel experience and my reflection on it.

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

| Section 1 | | very poor | poor | average | good | very good |
|-------------------------|--|-----------|------|---------|------|-----------|
| Communication skill | Asking for and giving opinions | | | | | |
| Critical thinking skill | Categorizing information | | | | | |
| Intercultural skill | Asking appropriate questions about other cultures | | | | | |
| Section 2 | | very poor | poor | average | good | very good |
| Reading skill | Scanning texts for specific information | | | | | |
| Critical thinking skill | Examining positive and negative aspects of an issue | | | | | |
| Intercultural skill | Reflecting on one's own experience in a cultural context | | | | | |
| | Identifying and dealing with cultural differences in communication | | | | | |

• Answer the following reflection questions.

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