《新未来大学英语 综合教程 2》
Unit 1 (Dis)connecting in the digital age 教案

一、单元教学概况

教学目标、教学内容与课时分配、思政特色、教学模式与评价方式
（一）教学目标 任务目标： ● To design and describe a new emoji (Episode 1) ● To improve your emoji design and give examples of its use (Episode 2) ● To make a presentation about your new emoji (Project) ● To write an essay analyzing the cyberbullying problem in China and suggesting measures against it (Text A) 语言目标： ● To make concessions in communication (Episode 1) ● To identify the function of a paragraph (Text A) ● To expand vocabulary about cyberbullying 高阶能力目标： ● To interpret the meanings of symbols (Episode 1) ● To deal with misunderstandings in intercultural communication (Episode 2) ● To find solutions to a problem (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：

- 通过学习表情符号的前世今生，了解其在社交媒体中的广泛应用，培养学生解读表情符号的思辨能力；
- 通过实例了解表情符号对不同文化群体的不同含义，引导学生了解如何处理多元文化中可能出现的误解，培养跨文化思辨能力；
- 通过设计和描述新的表情符号，培养学生的创新能力。

Section 2：

- 通过剖析网络暴力现象，引导学生思考网络暴力的危害，学习网络礼仪规范，提高自保意识，自觉践行社会主义核心价值观；
- 通过了解当今青少年沉迷网络的现状，引导学生思考沉迷网络的不良影响以及解决措施，引导学生培养有利于身心健康的生活习惯。

（四）教学模式与评价方式

- **教学模式：基于 U 校园的混合式教学模式**
  本课程倡导教师课堂教学与学生在线自主学习相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
（一）教学目标： 1. To design and describe a new emoji 2. To make concessions in communication 3. To interpret the meanings of symbols （二）教学重难点： **Key points:** Making concessions in communication; Interpreting the meanings of symbols; Designing and describing a new emoji **Difficult points:** Interpreting the meanings of symbols; Designing and describing a new emoji （三）教学理念与方法： **体验式学习**：利用情景剧展开教学，让学生跟着主人公参与设计新表情符号的讨论，与剧中的人物建立情感联系，引导学生在真实交际中运用英语完成富有挑战性任务的能力，提升其沟通能力和思辨能力。 **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。 **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，探讨表情符号的定义、分类、发展和应用，让学生在完成任务的过程中培养自主学习及团队沟通等能力。

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 1 via Unipus, and take the online quiz.	Preview the 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。
	Step 1: Warming up (10 mins) Ask Ss to work in pairs sharing the use of different communication methods by	**Step 1: Warming up** Work in pairs to share the use of different communication methods by completing Ex	1）通过师生问答与生生问答，了解学生常用的沟通方式，进行	1）教师以开放式问题引领学生对单元主题进行讨论，并对

While-class **(Period 1: 45 mins)**	completing Ex 1 & 2 on P3. **Step 2: Introducing the plotline (5 mins)** 1) Introduce to Ss the plotline of Section 1, two OTY tasks and the Project they are going to do using the plotline and the Road map on P4. 2) Introduce the plotline of the video in Episode 1 on P5. **Step 3: Episode 1 Video (30 mins)** 1) Lead Ss to watch the video and complete Ex 1 on P5 to have a general understanding of the competition. 2) Guide Ss to read the Communication skill and learn how to make concessions in communication using the skill box on P5. 3) Let Ss work in pairs and complete Ex 2 on P5. Then pick 3 pairs to share their conversations in class and choose Ss to make comment on the conversations if time allows. 4) Introduce to Ss the additional notes on Communication skill of making concessions in formal situations and essays on P5 of TB.	1 & 2 on P3. **Step 2: Getting to know the plotline** 1) Read the plotline of Section 1 and the Road map on P4. 2) Read the plotline of the video in Episode 1 on P5. **Step 3: Episode 1 Video** 1) Watch the video and complete Ex 1 on P5. 2) Read the Communication skill of making concessions in communication on P5. 3) Work in pairs to complete Ex 2 and 3 pairs share their conversations in class. Then discuss and try to make comment on the conversations. 4) Learn the additional notes on Communication skill of making concessions in formal situations and essays.	主题预热。 2）通过介绍剧情线和路线图建立情境感，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。 3) 通过完成理解性练习，让学生充分了解剧情，并有效衔接后续输出任务，提升其视听说能力。 4）通过学习技能框和视频内容，帮助学生掌握用英语讨论表情符号设计比赛要求的能力；通过输出任务练习，强化其交际能力。	学生的回答进行评价。 2）教师通过练习考查学生的掌握情况，并对重点内容进行讲解。 3）教师可以采用生生互评的方式，并对学生的对话进行总结和评价。

While-class **(Period 2: 45 mins)**	**Step 1: Introducing the plotline (5 mins)** Introduce the plotline of the text in Episode 1 on P6. **Step 2: Episode 1 Text (30 mins)** 1) Ask Ss to scan the Text on P6 and explain "Oxford Word of the Year" on P5 of TB as culture notes. 2) Ask Ss to complete Ex 3 & 4 on P7 to gain a deep understanding of emojis. **[Supplementary activities]** • Get Ss to think about one or two of the most commonly used emojis in their daily conversations, and encourage Ss to describe them based on the questions in Ex 4. • Help Ss to differentiate emoji, meme, sticker, and emoticon. 3) Guide Ss to read Critical thinking skill on P7 of interpreting the meanings of symbols by asking questions. 4) Introduce to Ss the additional notes on Critical thinking skill on P8 in TB. 5) Ask Ss to complete Ex 5 on P7, work in pairs and interpret the meanings of symbols. Ask 3 pairs to share their ideas in class to make sure Ss have a thorough understanding of Critical thinking skill.	**Step 1: Getting to know the plotline** Read the plotline of the text in Episode 1 on P6. **Step 2: Episode 1 Text** 1) Read the text on P6. Learn the culture notes following T's explanation. 2) Complete Ex 3 & 4 on P7. **[Supplementary activities]** Describe the most commonly used emojis in their daily conversations based on the questions in Ex 4. 3) Read Critical thinking skill on P7 of interpreting the meanings of symbols. 4) Learn the additional notes following T's explanation. 5) Work in pairs to complete Ex 5 and 3 pairs share their ideas in class. **Step 3: Getting to know OTY 1** 1) Read the plotline of OTY 1 and the sample on P8. 2) Follow T's instruction of the OTY 1.	1）结合文本内容完成练习，深入了解表情符的起源、类别以及如何描述表情符号的意义，进一步掌握文本内容。 2）通过回答问题和讨论，掌握如何描述表情符，并区别不同类型的表情符号。 3）通过学习思辨技能，帮助学生利用问答方式，描述并解读符号的意义；通过输出练习，强化利用已有知识、结合话语背景，深刻解读表达符号的能力。	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。 2）通过提问、布置任务等方式来评判学生的掌握情况，并对其输出任务进行评价。

	Step 3: Introducing OTY 1 (10 mins) 1) Introduce the plotline of OTY 1 on P8. Then ask Ss to read the sample to how to name and describe their design. 2) Walk Ss through the steps of OTY 1. Then offer them the Suggested evaluation criteria on P8 in TB.			
Post-class	1) Assign Ss the OTY 1 on P8 and the Language in focus on P9 via Unipus. 2) Ask Ss to preview the new words and expressions in Episode 2 via Unipus, and take the online quiz.	1) Complete the OTY 1 on P8 and the Language in focus on P9 via Unipus. 2) Preview the new words and expressions in Episode 2 via Unipus, and take the online quiz.	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。 2）通过课后语言练习帮助学生巩固所学知识。	1）根据教师用书 OTY 1 的建议评估标准进行评价。 2）通过课后语言练习的完成情况了解学生对知识的掌握程度。

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 improve your emoji design and give examples of its use 2. To deal with misunderstandings in intercultural communication （二） 教学重难点： **Key points:** Dealing with misunderstandings in intercultural communication; Improving your emoji design and giving examples of its use **Difficult points:** Dealing with misunderstandings in intercultural communication; Improving your emoji design and giving examples of its use （三）教学理念与方法： 体验式教学法：通过创设与表情符号设计相关的情境，引导学生分析和讨论表情符号的开放性和模糊性，培养学生精确性和创意性思维，提高跨文化能力。 项目式学习法：教师围绕单元主题，创建改进表情符号的项目。通过对项目进行分解，指导学生分组完成任务，在过程中培养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 the 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 (5 mins) 1) Pose the following questions to get Ss into the scene: • *When using smartphones from different*	**Step 1: Getting to know the plotline of Episode 2 Text** 1) Answer the questions to get ready for the text. 2) Read the plotline of the text in	1）通过提问引入概念，并讲解剧情线，使学生对文本有初步了解。 2）通过分析文本完成对应	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，并利用练习引导学生进

While-class (Period 3: 45 mins)	*manufacturers, do you find different systems of emojis?* • *Could you find an emoji with different usages and understandings in different countries?* 2) Introduce the plotline of the text in Episode 2 on P10. **Step 2: Episode 2 Text (40 mins)** 1) Ask Ss to read the text and complete Ex 1&2 on P11 to have a general understanding of the text. Explain "emoji on different platforms" on P10 of TB as background information and "thumbs-up" on P10 of TB as culture notes. 2) Ask Ss to work in pairs to complete Ex 3 on P11. . **[Supplementary activities]** Guide Ss to think about and discuss the expressiveness of emojis with the following activities. a. Show Ss the "pinched fingers" emoji and ask them to interpret its multiple meanings in different countries like China, Italy, Indonesia, and Turkey. b. Ask Ss to think about the creative use of emojis in making riddles and poems, recording our life, and showing the inclusivity of our mind by presenting them pictures and asking them to interpret the pictures or find answers to the riddles.	Episode 2 on P10. **Step 2: Episode 2 Text** 1) Read the text and complete Ex 1 & 2 on P11. Learn the background information and culture notes by T's explanation. 2) Work in pairs and complete Ex 3 on P11. **[Supplementary activities]** Think about and discuss the expressiveness of emojis with the given questions.	练习，了解表情符号的开放性和模糊性，思考使用表情符号沟通交流可能引发误解的原因，为后续输出任务做准备。 3）通过完成补充活动，培养学生跨文化意识和能力；引导学生进一步进行输出，探讨表情符号的表达力。	行思考和归纳。 2）通过提问、布置任务等方式引导学生参与课堂活动，对其表现进行评价。

	c. Since 2018, emojis have been cited as evidence in a total of 158 cases in China. For example, emojis of bombs could be interpreted as threatening, and emojis of candies and goblets could represent certain types of illegal drug. Ask students to share their ideas of this phenomenon.			
While-class (Period 4: 45 mins)	**Step 1: Introducing the plotline of Episode 2 Audio (5 mins)** Introduce the plotline of the audio in Episode 2 on P12. **Step 2: Episode 2 Audio (30 mins)** 1) Ask Ss to listen to the audio on P12 for the first time and complete Ex 4 on P12 to get a correct understanding of the designs. Explain "ancient forms of money" as culture notes. 2) Let Ss listen to the audio again and complete Ex 5 on P12. 3) Guide Ss to read the Intercultural skill of dealing with misunderstandings in intercultural communication on P13. Ask them to discuss Ex 6 on P13 in pairs and then pick 2 pairs to share their ideas in class. 4) Introduce to Ss the additional notes on Intercultural skill of dealing with misunderstandings in intercultural communication on P14 in TB to help Ss learn how to express misunderstandings.	**Step 1: Getting to know the plotline of Episode 2 Audio** Read the plotline of the audio in Episode 2 on P12. **Step 2: Episode 2 Audio** 1) Listen to the audio for the first time and complete Ex 4 on P12. 2) Listen to the audio again and complete Ex 5 on P12. 3) Read Intercultural skill and complete Ex 6 on P13 in pairs and 2 pairs share their ideas in class. 4) Learn the additional notes and learn how to express misunderstandings. **Step 3: Getting to know OTY 2 and Project** Follow T's instruction of the OTY 2 on P14 and Project on P16-17.	1）通过介绍剧情线引入场景，进入情景教学，使学生对输入材料有整体了解。 2)通过完成听力输入练习，让学生了解如何使用采访方式征询意见，提升其听说能力。 3）通过学习技能框，让学生了解如何处理跨文化交流时可能出现的误会，并完成补充练习，加强对于技巧的理解与运用 4）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。	1）根据练习完成情况和学生课堂表现做出评价。 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，并进一步采取生生互评和师生评价。

	Step 3: Introducing OTY 2 and Project (10 mins) 1) Introduce the plotline of OTY 2 on P14. Ask Ss to read the sample and walk Ss through the steps of OTY 2. Then present the Suggested evaluation criteria on P15 in TB. 2) Walk Ss through the steps of Project on P16-17, then present the Suggested evaluation criteria on P16 in TB.			
Post-class	1) Let Ss complete the OTY 2 on P14 and the Language in focus on P15 via Unipus. 2) Assign the Project on P16-17 to Ss via Unipus. 3) Ask Ss to preview the new words and expressions of Text A via Unipus, and take the online quiz. 4) Ask Ss to preview Text A and complete the Preview task of Text A on P18.	1) Complete the OTY 2 on P14 and the Language in focus on P15 via Unipus. 2) Submit their work of the Project on P16-17 via Unipus. 3) Preview the new words and expressions of Text A via Unipus, and take the online quiz. 4) Preview Text A and complete the Preview task on P18.	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。 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。 3）通过课后练习帮助学生巩固所学知识。	1）根据教师用书 OTY 2 和 Project 的建议评估标准进行评价。 2）通过提交的课后练习答案了解学生对知识的掌握情况。

四、第 5-6 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 the function of a paragraph 2. To find solutions to a problem 3. To write an essay analyzing the cyberbullying problem in China and suggesting measures against it （二） 教学重难点： **Key points:** Identifying the function of a paragraph; Finding solutions to a problem; Writing an essay analyzing the cyberbullying problem in China and suggesting measures against it **Difficult points:** Finding solutions to a problem; Writing an essay analyzing the cyberbullying problem in China and suggesting measures against it （三）教学理念与方法： **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，帮助学生掌握问题解决型文章结构，确定段落功能，培养学生寻找解决办法的能力。通过对文章内涵的深度学习和讨论，引导学生思考网络暴力的严重后果，培养共情能力，树立法制观念，自觉践行社会主义核心价值观。

教学过程				
T for teacher; Ss for students; TB for Teacher’s Book.				
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 Text A and complete the Preview task on P18. 2) Ask Ss to preview the new words and expressions of Text A via Unipus, and take the online quiz.	1) Preview the text and complete the Preview task on P18. 2) Preview the new words and expressions of Text A via Unipus, and take the online quiz.	预习 Text A 生词和课文，扫清词汇障碍，并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 (5mins)** Introduce the topic of the text by presenting the	**<u>Text A Session 1 (45 mins)</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，为接下	依据参考答案以及学生课堂表现进行评价。

While-class **(Period 5: 45 mins)**	following facts or asking the following questions: • *What is cyberbullicide?* (cyberbully + suicide) • *Have you heard of any tragic stories about any victims of cyberbullying?* (Liu Xuezhou, South Korean pop stars Goo Hara and Sulli, etc) **Step 2: Global comprehension (30 mins)** 1) Ask Ss to scan the text and complete Ex 1 on P20. Help them to focus on the structure of the text: Problem - Solution. 2) Lead Ss listen to the audio of the text paragraph by paragraph to a) further understand the writing techniques: introducing a social phenomenon with a true story; contrastive analysis; use of impersonal structures (it seems) and adverbials (obviously, hopefully) to express personal viewpoints. b) grasp the key information: what is positive reinforcement; the underlying reasons of cyberbullying and the possible solutions to it. Explain some language points referring to TB where necessary. **Step 3: Deep reading (10 mins)** 1) Ask Ss read the Reading skill on identifying the function of a paragraph. Introduce the additional nots on P22 of TB 2) Ask Ss to complete Ex 3 on P20 to practice the skill.	**Step 2: Global comprehension** 1) Scan the text and complete Ex 1 on P20. Grasp the structure of the text. 2) Listen to the audio of the text paragraph by paragraph to further understand the writing techniques and grasp the key information. Learn some language points by T's explanation. **Step 3: Deep reading** 1) Complete Ex 3 on P20. 1) Follow T's explanation to learn the Reading skill. 2) Complete Ex 3 on P20.	来理解文本做准备。 2）在阅读文本的过程中帮助学生梳理文章结构、写作技巧，并讲解知识点。 3）通过学习技能框并完成练习掌握如何使用阅读技巧确定段落功能，提升阅读能力。	

While-class **(Period 6: 45 mins)**	**<u>Text A Session 2 (45 mins)</u>** **Step 1: Detailed comprehension (5 mins)** Ask Ss to read the text on P18-19 again and complete Ex 2 on P20. **Step 2: Critical thinking (25 mins)** 1) Introduce the Critical thinking skill about how to find solutions to a problem on P21. Introduce to Ss the additional notes on P22-23 of TB. 2) Guide Ss to complete the Think-Pair-Share exercise on P21 to practice the Critical thinking skill. **Step 3: Intercultural writing (15 mins)** 1) Ask Ss to further talk about cyberbullying in China with the following questions: • *What do you know about cyberbulling in China?* (mainly internet-savvy young people, illegal content, etc) • *What do you think are the underlying reasons for cyberbullying?* • *What measures do you think should be taken to tackle the issue of cyberbullying?* (boost the young's internet literacy; foster internet ethics and rules of conduct in line with socialist core values) 2) Introduce the writing task on P21 to Ss. 3) Ask Ss to make full use of the bridging sentences from Text A. 4) Present the sample essay and analyze its structure and language features. Remind Ss of the essay structure: introduction, reasons, and suggestions with	**<u>Text A Session 2 (45 mins)</u>** **Step 1: Detailed comprehension** Read the text on P18-19 again and complete Ex 2 on P20. **Step 2: Critical thinking** 1) Read the Critical thinking skill on P21 and follow T's explanation to learn how to find solutions to a problem. 2) Complete the Think-Pair-Share exercise on P21. **Step 3: Intercultural writing** 1) Answer T's quesions to further talk about cyberbullying in China. 2) Read the Intercultural writing task. 3) Note down the bridging sentences in Text A. 4) Read the sample essay to analyze its structure and language features.	1）通过提问引导学生思考，促进学生课堂互动，打破课堂沉默。 2）引导学生深入探讨网络暴力背后的原因和解决办法，为后续写作任务做准备。 3）通过学习技能框完成小组活动和写作任务，培养学生的跨文化思辨能力。 4）通过写作范例分析，让学生习得写作结构以及相关语言表达。	1）根据练习完成情况和学生课堂表现做出评价。 2）教师对小组活动进行评价以及学生互评。

	justifications.			
Post-class	1) Assign Ss Language in focus on P22-23 via Unipus. 2) Ask Ss to finish Intercultural writing on P21 via Unipus.	1) Complete Language in focus on P22-23 via Unipus. 2) Complete Intercultural writing on P21 via Unipus.	1）通过课后语言练习巩固所学知识。 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。	1）根据语言练习参考答案给出评价。 2）根据教师手册中的建议评估标准进行写作批改与点评。

五、第 7-8 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 make a presentation about your new emoji 2. To write an essay analyzing the cyberbullying problem in China and suggesting measures against it （二） 教学重难点： **Key points:** Making a presentation about your new emoji; Writing an essay analyzing the cyberbullying problem in China and suggesting measures against it **Difficult points:** Making a presentation about your new emoji; Writing an essay analyzing the cyberbullying problem in China and suggesting measures against it （三）教学理念与方法： **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，实现相互学习，共同成长。

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)**	**Session 1: Project (45 mins)** 1) Restate the plotline and Project. Walk Ss through the structure and key aspects of the Project using the Suggested evaluation criteria in TB. Then ask 4 Ss to present their projects in front of the whole class. 2) After Ss' presentation, ask other Ss to give comments and evaluation on the selected projects.	**Session 1: Project** 1) Review the plotline and Project, then 4 Ss present their projects in class. 2) Discuss and comment on the selected projects. 3) Learn how to improve their own Projects following T's feedback. 4) Vote for their favorite project via	通过生生互评和教师点评，使学生了解任务完成要点，从而改进自己的任务成果。	根据教师用书中 Project 的建议评估标准教师进行评价以及采取学生互评。

	3) Give an overall feedback and ask Ss to further improve their projects after class and submit their revisions via Unipus. 4) Let Ss vote for their favorite one via Unipus.	Unipus.		
While-class **(Period 8: 45 mins)**	**Session 2: Intercultural writing (45 mins)** 1) Restate the writing task on P21. 2) Show selected writings and the sample writing, then guide them to analyze their strengths and weaknesses from the perspective of content, structure and language. 3) Guide Ss to score the selected writings according to the Suggested evaluation criteria in TB. Then ask Ss to discuss how to improve their own writings. **[Moral education]** Provide Ss with more facts and ideas about cyberbullying in China to help them • avoid conducting or falling victims to cyberbullying; • learn about the behavioral code in cyberspace, foster internet ethics and rules of conduct in line with socialist core values;	**Session 2: Intercultural writing** 1) Read the writing task. 2) Follow T's guidance to analyze selected writings and the sample writing. 3) Score the selected writings following the Suggested evaluation criteria, and then discuss how to improve their own writings. **[Moral education]** Think about cyberbullying in China.	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。 2）根据输入材料主题，引导学生联系中国实际情况思考问题，帮助学生学习网络礼仪，培养网络道德观念，践行社会主义核心价值观，既避免对他人施暴，也能做好自我防护，免受网络暴力侵害，引入思政教育。	根据教师手册中的建议评估标准进行写作批改与点评，以及采取学生互评。
Post-class	1) Ask Ss to revise their projects and intercultural writings. 2) Ask Ss to preview the new words and expressions of Episode 1, Unit 2, and take the online quiz.	1) Revise their projects and intercultural writings via Unipus. 2) Preview the new words and expressions of Episode 1, Unit 2, and take the online quiz.	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。	

六、教学评价

教学评价

评价依据

OTY 1

Suggested evaluation criteria

Use the following criteria to judge how successful Ss have been with their OTY task. T can also share the criteria with Ss before they begin.

Content	• **Relevance:** Your emoji idea is original, and the description is linked to the image and use of the emoji. • **Appeal:** Your emoji is a fresh idea that appeals to the audience.
Language	• **Accuracy:** You have used effective and accurate vocabulary and sentence structures when describing your emoji.

OTY 2

Suggested evaluation criteria

Content	• **Relevance:** Your emoji idea is clear and unambiguous. • **Effectiveness:** Your emoji should be able to be used easily in online communication.
Language	• **Appropriacy:** Your sentences are written in a style appropriate for online communication.

Project

Suggested evaluation criteria

Content	• **Relevance:** Your presentation clearly introduces your emoji design.
Organization	• **Structure:** Your presentation is organized logically, and follows the format of the model presentation plan.
Delivery	• **Fluency:** You have presented in a smooth and clear way, and transition between speakers is natural. • **Engagement:** You have made eye contact with your audience and haven't looked at the screen too much. • **Visual aids:** Your slides help the audience to understand your ideas. They have a clear layout with bullet points, and are not overloaded with information or details.

Self-reflection

Self-reflection

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

E1 ☐ I can design and describe a new emoji.

E2 ☐ I can improve my emoji design and give examples of its use.

P ☐ I can make a presentation about my new emoji.

TA ☐ I can write an essay analyzing the cyberbullying problem in China and suggesting measures against it.

- **Indicate the degree to which you have learned the following skills.**

		very poor	poor	average	good	very good
Section 1						
Communication skill	Making concessions in communication					
Critical thinking skill	Interpreting the meanings of symbols					
Intercultural skill	Dealing with misunderstandings in intercultural communication					
Section 2						
Reading skill	Identifying the function of a paragraph					
Critical thinking skill	Finding solutions to a problem					
Intercultural skill	Examining the cyberbullying problem in China					
	Examining the problem of Internet addiction in China					

- **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?

* E1 = Episode 1; E2 = Episode 2; P = Project; TA = Text A