

《新未来大学英语 综合教程 2》

Unit 3 Secrets of advertising 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 analyze language strategies for your ad (Episode 1)
- To analyze visual design and placement strategies for your ad (Episode 2)
- To create an advertisement (Project)
- To write an essay describing a foreign brand's ad and explaining why it appeals to you (Text A)

语言目标:

- To keep to the point in discussion (Episode 1)
- To deduce the meaning of new words from their context (Text A)
- To expand vocabulary about advertisement

高阶能力目标:

- To consider cultural differences in advertising (Episode 1)
- To choose advertising strategies (Episode 2)
- To remain objective in the face of persuasion (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:

- 通过引导学生分析广告的语言特征，培养学生对广告中语言文化理解的意识；
- 通过分析不同广告的视觉设计策略和目标受众，培养学生根据不同产品选择广告策略的思辨能力；
- 通过为选定产品设计广告，鼓励学生更好地使用广告语言策略宣传产品，提升学生传播中国文化的能

Section 2:

- 通过了解广告中常见的情感因素以及这些情感因素因何有效，引导学生结合自身消费经历理性分析抵制诱惑，培育适度消费的良好习惯，弘扬中华民族勤俭节约的传统美德；
- 通过引导学生思考因广告诱惑而过度消费带来的负面影响，让学生树立起节约资源、按需消费的正确观念，践行可持续发展的生活方式。

（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	
<p>(一) 教学目标:</p> <ol style="list-style-type: none"> 1. To analyze language strategies for your ad 2. To keep to the point in discussion 3. To consider cultural differences in advertising 	
<p>(二) 教学重难点:</p> <p>Key points: Analyzing language strategies for your ads; Keeping to the point in discussion; Considering cultural differences in advertising</p> <p>Difficult points: Considering cultural differences in advertising; Analyzing language strategies for your ad</p>	
<p>(三) 教学理念与方法:</p> <p>体验式学习: 利用情景对话展开教学, 结合真实广告作品增强学生的体验感, 引导学生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, 提升其沟通能力和思辨能力。</p> <p>交际型教学法: 基于对特定情景中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, 确定自主设计的广告作品所采用的语言策略, 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。</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	. 1) Ask Ss to preview the new words and expressions of Episode 1 via Unipus, and take the online quiz.	1) Preview the new words and expressions of Episode 1 via Unipus, and take the online quiz.	1) 预习 Episode 1 生词, 扫清词汇障碍, 为课上学习做准备。	
	Step 1: Warming up (5 mins) 1) Ask Ss to read and watch some impressive	Step 1: Warming up 1) Read and watch the advertisements	1) 关注有影响力、效果突出的中外广告作	1) 教师以开放式问题引领学生对单元

<p style="text-align: center;">While-class (Period 1: 45 mins)</p>	<p>advertisements from China and foreign countries. Ask Ss to analyze the language features of ads. Invite Ss to briefly describe the feelings while watching and reading the ads. Are they going to buy the products because of the ads? Vote for the most impressive ad.</p> <p>2) Ask Ss to work in pairs sharing their ideas about ads based on the questions on P63.</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 using the plotline and the Road map on P64.</p> <p>2) Introduce the plotline of the audio in Episode 1 on P65.</p> <p>Step 3: Episode 1 Audio (35 mins)</p> <p>1) Lead Ss to listen to the audio for the first time and complete Ex 1 on P65 to have a rough understanding. Explain the culture note “VR” on P67 of TB if necessary.</p> <p>2) Ask Ss to listen to the audio again and complete Ex 2 on P65 and Ex3 on P66 to help Ss notice the strategies that the four characters used in the discussion.</p> <p>3) Explain the Communication skill of keeping to the point in discussion using the skill box on P66 and the additional notes on P69 of TB.</p> <p>4) Ask Ss to complete Ex 4 on P66 to strengthen their understanding of the skill.</p>	<p>given by the teacher on Unipus, and analyze the language features. Describe the feelings of watching and reading the ads provided by the teacher. Vote for the most impressive ad.</p> <p>2) Work in pairs to share different ideas about ads based on the questions on P63.</p> <p>Step 2: Getting to know the plotline</p> <p>1) Read the plotline of Section 1 and the Road map on P64.</p> <p>2) Read the plotline of the audio in Episode 1 on P65.</p> <p>Step 3: Episode 1 Audio</p> <p>1) Listen to the audio for the first time and complete Ex 1 on P65.</p> <p>2) Listen to the audio again and complete Ex 2 on P65 and Ex3 on P66.</p> <p>3) Learn the Communication skill of keeping to the point in discussion.</p> <p>4) Complete Ex 4 on P66.</p> <p>5) Work in pairs to role-play the situations of Ex 4 and 3 pairs share their conversations in class. Then discuss and try to make comments on the conversations.</p>	<p>品, 思考广告的语言特征, 为课上开展主题讨论做前期准备。通过引导学生自主表达及讨论对广告的感受, 鼓励学生探索广告体现的语言技巧, 引入单元主题。</p> <p>2) 通过生生讨论、问答, 了解学生对广告的基本认知, 进行主题预热。</p> <p>3) 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。</p> <p>4) 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, 提升其听说能力。</p> <p>5) 通过学习技能框和音频内容, 帮助学生</p>	<p>主题进行讨论, 并对学生的回答进行评价。</p> <p>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。</p> <p>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。</p>
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	5) Let Ss work in pairs and role-play the situations in Ex 4. Then pick 3 pairs to share their conversations in class and choose Ss to make comments on the conversations if time allows.		掌握在讨论和聊天中聚焦主题的技巧和要点；通过让学生进一步进行输出，加强其对于沟通技巧的理解与运用。	
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 P67.</p> <p>Step 2: Episode 1 Text (30 mins) 1) Ask Ss to scan the text on P67-68 and complete the diagram on P69.</p> <p>[Supplementary activities] a. Ask Ss to individually choose the three most important factors in their opinion. b. Let Ss work in groups to show their lists, states reasons and invite each group to report their top three factors to the class.</p> <p>2) Guide Ss to learn the Intercultural skill of considering cultural difference in advertising using the skill box on P69 and the additional notes on P72 of TB.</p> <p>3) Ask Ss to complete Ex 7 on P69 and work in pairs to share their ideas.</p> <p>[Moral education]</p>	<p>Step 1: Getting to know the plotline of Episode 1 Text Read the plotline of the text in Episode 1 on P67.</p> <p>Step 2: Episode 1 Text 1) Read the text on P67-68 and complete the Ex 6 on P69.</p> <p>[Supplementary activities] a. Choose the three most important factors in designing ads. b. Discuss and share the ideas.</p> <p>2) Learn the Intercultural skill of considering cultural differences in advertising. 3) Complete Ex 7 on P69 and work in pairs to share their ideas..</p> <p>Step 3: Getting to know OTY 1 1) Read the plotline of OTY 1 and the sample on P70 to learn how to decide the language strategies should be used in ad.</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材。</p> <p>2) 结合文本内容完成练习，形成对文本的逻辑构架，帮助学生进一步理解文本。</p> <p>3) 结合文本二级标题的表述，拓展对广告语言的认知，强化对文本细节知识的理解。</p> <p>4) 通过学习技能框，帮助学生进一步提升评估不同文化广告语言差异的能力，并进行输出练习，增强实际运用能力。提升跨文化交际能力。</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的掌握情况，并对其输出任务进行评价。</p>

	<p>a. Ask Ss to research how Chinese brands promote themselves and their products overseas.</p> <p>b. Encourage Ss to choose a well-known Chinese</p> <p>Step 3: Introducing OTY 1 (10 mins)</p> <p>1) Introduce the plotline of OTY 1 on P70. Then ask Ss to read the sample to learn how to decide the language strategies should be used in ad.</p> <p>2) Walk Ss through the steps of OTY 1. Then offer them the Suggested evaluation criteria on P41 in TB.</p>	2) Follow T's introduction of the OTY 1.		
Post-class	<p>1) Assign Ss the OTY 1 on P70 and the Language in focus on P71 via Unipus.</p> <p>2) Ask Ss to preview the new words and expressions in Episode 2 via Unipus, and take the online quiz.</p>	<p>1) Complete the OTY 1 on P70 and the Language in focus on P71 via Unipus.</p> <p>2) Preview the new words and expressions in Episode 2 via Unipus, and take the online quiz.</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) 通过课后语言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) 通过课后语言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	
<p>(一) 教学目标:</p> <p>1. To analyze visual design and placement strategies for your ad</p> <p>2. To choose advertising strategies</p>	
<p>(二) 教学重难点:</p> <p>Key points: Analyzing visual design and placement strategies for your ad; Choosing advertising strategies</p> <p>Difficult points: Choosing advertising strategies; Analyzing visual design and placement strategies for your ad;</p>	
<p>(三) 教学理念与方法:</p> <p>体验式教学法: 通过创设与广告文本、广告宣传相关的情境, 引导学生分析和讨论广告设计、广告投放、目标受众等方面的问题, 提高学生思辨能力。</p> <p>项目式学习法: 教师围绕单元主题, 创建广告设计相关项目。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沟通、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	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。
	<p>Step 1: Introducing the plotline of Episode 2 Text (10 mins)</p> <p>1) Pose the following questions to get Ss into the scene:</p> <ul style="list-style-type: none"> • <i>What are the most important elements in</i> 	<p>Step 1: Getting to know the plotline of Episode 2 Text</p> <p>1) Answer the questions to get into the scene.</p> <p>2) Read the plotline of the text in</p>	<p>1) 通过提问引入场景并讲解剧情线, 使学生对文本有整体了解。</p> <p>2) 通过分析文本完成对应</p>	<p>1) 通过练习完成情况 and 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</p>

<p style="text-align: center;">While-class (Period 3: 45 mins)</p>	<p><i>advertising?</i></p> <ul style="list-style-type: none"> • <i>Which is the most eye-catching ad on P72 & 73 in your opinion? And why?</i> <p>2) Introduce the plotline of the text in Episode 2 on P72.</p> <p>Step 2: Episode 2 Text (35 mins)</p> <p>1) Ask Ss to read the ads on P72-73 and complete Ex 2 & 3 on P74 to have a better understanding of ads.</p> <p>2) Let Ss read the ads again and analyze the ads together to answer the following questions based on Ad A:</p> <ul style="list-style-type: none"> • <i>What is the ad's target audience?</i> • <i>What product features does the ad emphasize?</i> • <i>Where would you expect to find this ads?</i> <p>Then use the analysis on P75 in TB to make further explanation.</p> <p>3) Ask Ss to skim the Critical thinking skill of choosing advertising strategies on P74.</p> <p>4) Ask Ss to work in pairs to complete Ex 4 on P74, so as to foster their understanding of the Critical thinking skill. Then choose 2 pairs to share their ideas in class if time allows.</p> <p>[Supplementary activities]</p> <p>Ask Ss to find an ad for a product / service and analyze it according to the following questions:</p>	<p>Episode 2 on P72.</p> <p>Step 2: Episode 2 Text</p> <p>1) Read the text on P72-73 and complete Ex 2 & 3 on P74.</p> <p>2) Read the ads again and analyze the Ad A by answering the questions.</p> <p>3) Skim the Critical thinking skill on P74.</p> <p>4) Work in pairs and complete Ex 4 on P74 and 2 pairs share their ideas in class.</p> <p>[Supplementary activities]</p> <p>Find an ad for a product / service, and answer the questions to analyze it.</p>	<p>练习, 了解广告目标受众, 语言特征, 标语表述等语言策略。帮助学生初步掌握广告设计语言策略要点, 为后续输出任务做准备。</p> <p>3) 通过学习技能框完成练习, 培养学生思辨能力; 引导学生进一步进行输出, 思考在不同的国家, 广告设计策略的使用, 加强其对于技巧的理解与运用。</p>	<p>行思考和归纳。</p> <p>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。</p>
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	<ul style="list-style-type: none"> • <i>What are the main product features that the ad is trying to emphasize?</i> • <i>Where did you find this ad? Can you identify the implication of its location for its graphic design and language?</i> • <i>Do you think you are the ad's target audience? Can you list features of its target audience?</i> <p>Then let Ss work in small groups and share information.</p>			
<p>While-class (Period 4: 45 mins)</p>	<p>Step 1: Introducing the plotline of Episode 2 Video (5 mins) Introduce the plotline of the video in Episode 2 on P75.</p> <p>Step 2: Episode 2 Video (30 mins) 1) Ask Ss to watch the video on P75 for the first time and complete Ex 5 on P75 to understand the preference of the target audience. 2) Let Ss watch the video again and complete Ex 6 on P75. Ask them to pay attention to the detailed information in the interview.</p> <p>[Moral education]</p> <ul style="list-style-type: none"> • Inspire Ss to compare Chinese ads with foreign ads (Guiding students to notice cultural differences). • Ask Ss to think about promoting Chinese product/service to foreigners through 	<p>Step 1: Getting to know the plotline of Episode 2 Video Read the plotline of audio in Episode 2 on P75.</p> <p>Step 2: Episode 2 Video 1) Watch the video for the first time and complete Ex 5 on P75. 2) Watch the video again and complete Ex 6 on P75. Pay attention to the detailed information in the interview.</p> <p>[Moral education]</p> <ul style="list-style-type: none"> • Compare Chinese ads with foreign ads. • Think about promoting Chinese product/service to foreigners through advertising. • Discuss how to reflect Chinese cultural confidence in advertising. 	<p>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。</p> <p>2) 通过完成视频输入练习, 让学生了解有关广告设计中目标受众对广告的感知和期待情况, 提升其视听说能力。</p> <p>3) 基于视频内容对学生提出延伸性问题, 展开话题讨论, 加强其对于跨文化思辨技巧的理解与运用。</p> <p>4) 通过引导学生对比中外广告的同异, 引入课程思政教育, 并启发学生深入探讨如何在广告设计中体现中国文化, 讲好中国故事, 提</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) 思政教育内容由教师点评并做出示范。</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, 并进一步采取生生互评和师生评价。</p>

	<p>advertising (Emphasizing the cultural transmission).</p> <ul style="list-style-type: none"> • Invite Ss to discuss how to reflect Chinese cultural confidence in advertising. • Guide Ss to explore how to Chinese stories well in advertising. <p>Step 3: Introducing OTY 2 and Project (10 mins)</p> <p>1) Introduce the plotline of OTY 2 on P76. Ask Ss to read the sample and walk Ss through the steps of OTY 2. Then present the Suggested evaluation criteria on P78 in TB.</p> <p>2) Walk Ss through the steps of Project on P78-79, then present the Suggested evaluation criteria on P79 in TB.</p>	<ul style="list-style-type: none"> • Explore how to tell Chinese stories well in advertising. <p>Step 3: Getting to know OTY 2 and Project</p> <p>Follow T's instruction of the OTY 2 on P76 and Project on P78-79.</p>	<p>升中华文化影响力,进一步加强思政教育。</p>	
<p>Post-class</p>	<ol style="list-style-type: none"> 1) Let Ss complete the OTY 2 on P76 and the Language in focus on P77 via Unipus. 2) Assign the Project on P78-79 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 P80. 	<ol style="list-style-type: none"> 1) Complete the OTY 2 on P76 and the Language in focus on P77 via Unipus. 2) Submit their work of the Project on P78-79 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 P80. 	<ol style="list-style-type: none"> 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。 	<ol style="list-style-type: none"> 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	
<p>(一) 教学目标:</p> <ol style="list-style-type: none"> 1. To deduce the meaning of new words from their context 2. To remain objective in the face of persuasion 3. To write an essay describing a foreign brand's ad and explaining why it appeals to you <p>(二) 教学重难点:</p> <p>Key points: Deducing the meaning of new words from their context; Remaining objective in the face of persuasion; Writing an essay describing a foreign brand's ad and explaining why it appeals to you</p> <p>Difficult points: Deducing the meaning of new words from their context; Remaining objective in the face of persuasion; Writing an essay describing a foreign brand's ad and explaining why it appeals to you</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, 帮助学生习得如何推知文中生词的词意, 阅读劝说性文章如何保持客观的立场。通过对文章内涵的深度学习和讨论, 引导学生思考生活中类似广告这样的劝说性文体中的劝说技巧以及如何在信息爆炸的时代保持清醒的态度。</p>	

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	<ol style="list-style-type: none"> 1) Ask Ss to preview Text A and complete the Preview task on P80. 2) Ask Ss to preview the new words and expressions of Text A via Unipus, and take the online quiz. 	<ol style="list-style-type: none"> 1) Preview the text and complete the Preview task on P80. 2) Preview the new words and expressions of Text A via Unipus, and take the online quiz. 	预习 Text A 生词与课文, 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。
	<p><u>Text A Session 1 (45 mins)</u></p> <p>Step 1: Warming up (10 mins)</p> <p>Introduce the topic of the text by asking the following questions:</p>	<p><u>Text A Session 1 (45 mins)</u></p> <p>Step 1: Warming up</p> <p>Discuss and answer the questions.</p>	1) 通过提问引入课文主题, 引导学生思考并讨论相关话题, 为接下来理解文本做准备。	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><i>a. Could you share with us an advertisement that impresses you most?</i></p> <p><i>b. Do you think people are easily influenced by advertising? Why or why not?</i></p> <p>Step 2: Global comprehension (25 mins)</p> <p>1) Ask Ss to read the text on P80-81 and complete Ex 1 on P82 to have a general understanding of the text.</p> <p>2) Lead Ss listen to the audio of the text paragraph by paragraph to grasp the key information. Explain some language points referring to TB where necessary.</p> <p>3) Introduce culture notes: Hovis bread in the U. K., WildAid and Maslow's hierarchy of needs on P80 of TB.</p> <p>Step 3: Deep reading (10 mins)</p> <p>1) Explain the reading skill of deducing the meaning of new words from their context using the skill box on P82 and the additional notes on P84 of TB.</p> <p>2) Ask Ss to complete Ex 3 on P82 to practice the skill.</p>	<p>Step 2: Global comprehension</p> <p>1) Read the text on P80-81 and complete Ex 1 on P82.</p> <p>2) Listen to the audio of the text paragraph by paragraph to grasp the key information. Learn some language points by T's explanation.</p> <p>3) Get to know the culture notes.</p> <p>Step 3: Deep reading</p> <p>1) Follow T's explanation to learn the Reading skill</p> <p>2) Complete Ex 3 to practice the skill.</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) 通过阅读技能框并完成练习，掌握如何在语境中推断单词的意思。</p>	
	<p><u>Text A Session 2 (45 mins)</u></p> <p>Step 1: Detailed comprehension (5 mins)</p> <p>Ask Ss to read the text on P80-81 again and complete Ex 2 on P82.</p> <p>Step 2: Critical thinking (25 mins)</p> <p>1) Introduce the Critical thinking skill Present an ad</p>	<p><u>Text A Session 2 (45 mins)</u></p> <p>Step 1: Detailed comprehension</p> <p>Read the text on P80-81 again and complete Ex 2 on P82.</p> <p>Step 2: Critical thinking</p> <p>1) Discuss and answer the questions</p>	<p>1) 通过完成文章细节理解题，加深对文章内容的理解。</p> <p>2) 通过学习技能框完成小组活动和写作任</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以及学生互评。</p>

<p>While-class (Period 6: 45 mins)</p>	<p>to students and ask Ss to discuss and answer the following questions:</p> <p><i>a. What is the intention of the ad?</i> <i>b. What does the ad appeal to? Friendship? Nostalgia? Love?</i> <i>c. What are the facts, arguments and predictions in the ad?</i></p> <p>2) Explain the Critical thinking skill using the skill box on P83 and the additional notes on P85 of TB to learn how to remain objective in the face of persuasion.</p> <p>3) Guide Ss to complete the Think-Pair-Share exercise on P83 to practice the Critical thinking skill.</p> <p>Step 3: Intercultural writing (15 mins)</p> <p>1) The teacher describe a foreign brand's ad and explain why he/she finds it appealing as a Chinese consumer.</p> <p>2) Ask Ss to work in groups and share with each other the foreign brands' ads they are familiar with.</p> <p>3) Introduce the writing task on P83 to Ss and provide some expressions for reference. Then present the sample essay and analyze its structure and language features.</p>	<p>to notice the Critical thinking skill.</p> <p>2) Read the Critical thinking skill on P83 and follow T's explanation to learn how to develop counter-arguments.</p> <p>3) Complete the Think-Pair-Share exercise on P83.</p> <p>Step 3: Intercultural writing</p> <p>1) Listen to the teacher's description of the foreign brand's ad.</p> <p>2) Discuss in groups about foreign brands' ads they are familiar with.</p> <p>3) Learn requirements for the intercultural writing. Then read the sample essay to learn the structure and language features.</p>	<p>务,培养学生的跨文化思辨能力。</p> <p>3) 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。</p>	
<p>Post-class</p>	<p>1) Assign Ss Language in focus on P84-85 via Unipus.</p> <p>2) Ask Ss to finish Intercultural writing on P83 via Unipus.</p>	<p>1) Complete Language in focus on P84-85 via Unipus.</p> <p>2) Complete Intercultural writing on P83 via Unipus.</p>	<p>1) 通过课后语言练习巩固所学知识。</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) 根据语言练习参考答案给出评价。</p> <p>2) 根据教师手册中的建议评估标准进行写作批改与点评。</p>

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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> <ol style="list-style-type: none"> To create an ad To write an essay describing a foreign brand's ad and explaining why it appeals to you <p>(二) 教学重难点:</p> <p>Key points: Creating an ad; Writing an essay describing a foreign brand's ad and explaining why it appeals to you</p> <p>Difficult points: Creating an ad; Writing an essay describing a foreign brand's ad and explaining why it appeals to you</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, 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> <ol style="list-style-type: none"> 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. After Ss' presentation, ask other Ss to give comments and evaluation on the selected projects. Give an overall feedback and ask Ss to further improve their projects after class and 	<p>Session 1: Project</p> <ol style="list-style-type: none"> Review the plotline and Project, then 4 Ss present their projects in class. Discuss and comment on the selected projects. Learn how to improve their own Projects following T's feedback. Vote for their favorite project via Unipus. 	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。

	submit their revisions via Unipus. 4) Let Ss vote for their favorite one via Unipus.			
While-class (Period 8: 45 mins)	Session 2: Intercultural writing (45 mins) 1) Restate the writing task on P83. 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 considering the content, structure and language. Then ask Ss to discuss how to improve their own writings.	Session 2: Intercultural writing 1) Discuss about the message of the image. 2) Follow T's guidance to analyze selected writings and the sample writing. 3) Score the selected writings considering the content, structure and language, and then discuss how to improve their own writings.	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。	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 4, 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 4, 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

Content	<ul style="list-style-type: none"> • Relevance: Your chosen linguistic strategies are suited to your target audience. • Reasoning: Your product choice, target market, and linguistic strategies for your advertisement are clearly explained and justified.
Organization	<ul style="list-style-type: none"> • Clarity: You have used clear language so that your linguistic strategies could be easily followed.
Language	<ul style="list-style-type: none"> • Acquisition: You have used appropriate new words and expressions learned in this episode.

OTY 2

Suggested evaluation criteria

Content	<ul style="list-style-type: none"> • Relevance: Your visual design and placement strategies are relevant to your product and target audience. • Reasoning: Your strategies are based on your research, or you have provided necessary explanation. • Appeal: Your strategies include fresh ideas and are creative, eye-catching, persuasive, or entertaining.
Organization	<ul style="list-style-type: none"> • Clarity: Your strategies are clear and easy to follow.
Language	<ul style="list-style-type: none"> • Accuracy: Your strategies are written in an effective and accurate way. • Acquisition: You have used as much as possible of the new vocabulary related to advertising.

Project

Suggested evaluation criteria

Content	<ul style="list-style-type: none"> • Relevance: Your advertisement is relevant to the target audience.
Organization	<ul style="list-style-type: none"> • Coherence: Your message, images and overall style fit together well.
Language	<ul style="list-style-type: none"> • Appropriacy: You have used a tone appropriate for your target audience.
Delivery	<ul style="list-style-type: none"> • Engagement: Your presentation interests your classmates. • Visual aids: You have used your design effectively and drawn attention to its key features.

Self-reflection

Self-reflection

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

- E1** I can analyze language strategies for my ad.
- E2** I can analyze visual design and placement strategies for my ad.
- P** I can create an ad.
- TA** I can write an essay describing a foreign brand's ad and explaining why it appeals to me.

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

Section 1		very poor	poor	average	good	very good
Communication skill	Keeping to the point in discussion					
Critical thinking skill	Choosing advertising strategies					
Intercultural skill	Considering cultural differences in advertising					
Section 2						
Reading skill	Deducing the meaning of new words from their context					
Critical thinking skill	Remaining objective in the face of persuasion					
	Reflecting on personal consumption habits					
Intercultural skill	Identifying cross-cultural appeal of an ad					

• 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?