

《新未来大学英语 综合教程 B2》

Unit 4 Impressions matter 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 choose a target audience and select content for your video (Episode 1)
- To outline the style and structure of your video (Episode 2)
- To write a plan for your video and then produce it or perform it as a slideshow (Project)
- To write an essay analyzing a stereotype about China or Chinese people (Text A)

语言目标:

- To express appreciation (Episode 2)
- To identify bridging sentences (Text A)
- To expand vocabulary about tourism

高阶能力目标:

- To avoid ethnocentrism (Episode 1)
- To narrow down a topic (Episode 1)
- To avoid overgeneralizations (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

- 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:

- 通过设计中国旅游宣传片，了解中国悠久的历史、旅游景点、饮食文化和如今的繁荣发展，引导学生培养文化自信和民族自豪感，提升爱国意识，增强爱国情怀；
- 通过了解公众对于赞美旅游宣传片的不同表达方式，引导学生培养跨文化思辨能力和交际能力；
- 指导学生如何确定旅游宣传片大致内容和风格，引导掌握解决问题的科学方法论。

Section 2:

- 通过学习刻板印象的成因、问题和解决方法，引导学生认识刻板印象带来的影响，培养学生的同理心，帮助学生树立正确的世界观和人生观；
- 通过了解不同文化群体所面临的文化冲击，引导学生避免以偏概全的错误认知方式，培养学生的思辨能力。

（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，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 choose a target audience and select content for your video 2. To avoid ethnocentrism 3. To narrow down a topic <p>(二) 教学重难点:</p> <p>Key points: Choosing a target audience and selecting content for your video; Avoiding ethnocentrism; Narrowing down a topic</p> <p>Difficult points: Avoiding ethnocentrism; Narrowing down a topic; Choosing a target audience and selecting content for your video</p> <p>(三) 教学理念与方法:</p> <p>体验式学习: 利用校园情景剧展开教学, 让学生跟随主人公设计中国旅游宣传片, 引导学生运用英语完成富有挑战性的各项任务, 提升其沟通能力和思辨能力。</p> <p>交际型教学法: 通过设置不同交际任务, 指导小组在课堂上进行情境对话练习, 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, 选定本组中国旅游宣传片的宣传内容, 在完成任务的过程中培养学生自主学习能力及团队沟通能力。</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"> 1) Ask Ss to do an online research on China tourism and think about what can best represent China in a promotional video for China tourism. 2) Ask Ss to preview the new words and 	<ol style="list-style-type: none"> 1) Do an online research on China tourism and think about what can best represent China in a promotional video for China tourism. 2) Preview the new words and expressions 	<ol style="list-style-type: none"> 1) 提前查阅中国旅游资源相关资料, 增加学生对这一领域的了解, 为后续学习和情境任务的完成做好铺垫。 	通过在线测试了解学生对于生词的预习情况。

	expressions of Episode 1 via Unipus, and take the online quiz.	of Episode 1 via Unipus, and take the online quiz.	2) 预习 Episode 1 生词, 扫清词汇障碍, 为课上学习做准备。	
While-class (Period 1: 45 mins)	<p>Step 1: Warming up (10 mins) Ask Ss to work in groups to share what they know about the given countries in the Warming-up exercise on P95.</p> <p>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 P96. 2) Introduce the plotline of the Text in Episode 1 on P97.</p> <p>Step 3: Episode 1 Text (30 mins) 1) Lead Ss to read the excerpts and complete Ex 1 on P97 to fill in the right subtitle for each excerpt. 2) Explain the term “intangible cultural heritage” in Excerpt 1 if necessary. 3) Ask Ss to complete Ex 2 on P100 to learn how to recommend different attractions and travel experiences to different target audiences. 4) Explain the Intercultural skill of avoiding ethnocentrism on P100 using the skill box on P100 and the additional notes on P100 of TB. 5) Ask Ss to complete Ex 3 on P100 to practice</p>	<p>Step 1: Warming up Work in groups to share what they know about the given countries in the Warming-up exercise on P95.</p> <p>Step 2: Getting to know the plotline 1) Read the plotline of Section 1 and the Road map on P96. 2) Read the plotline of the Text in Episode 1 on P97.</p> <p>Step 3: Episode 1 Text 1) Read the excerpts and complete Ex 1 on P97 to fill in the right subtitle for each excerpt. 2) Learn the term “intangible cultural heritage” by T’s explanation. 3) Complete Ex 2 on P100 to learn how to recommend different attractions and travel experiences to different target audiences. 4) Read the Intercultural skill on P100 and learn how to avoid ethnocentrism. 5) Complete Ex 3 on P100 and share their positive statements about China in the given areas in class if time allows.</p>	<p>1)通过师生问答与生生问答, 了解学生对世界旅游资源的认知程度, 进行主题预热。</p> <p>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、学习内容及任务, 并引出输入材料。</p> <p>3)通过完成理解性练习, 让学生充分了解剧情文本, 并有效衔接后续输出任务, 提升学生的文本分析能力。</p> <p>4)通过探讨民族中心主义的局限性, 引导学生辩证看待问题, 提升学生的思辨能力和交际能力。</p>	<p>1) 教师引领学生对单元主题进行讨论, 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, 并对学生的对话进行总结和评价。</p>

	<p>the skill and invite Ss to share their positive statements about China in the given areas in class if time allows.</p> <p>[Supplementary activities]</p> <p>a. Let Ss come up with examples of ethnocentrism in life and discuss the limitations of it to develop their critical thinking skill.</p> <p>b. Invite Ss to share their ideas and opinions in class if time allows.</p>	<p>[Supplementary activities]</p> <p>a. Come up with examples of ethnocentrism in life and discuss the limitations of it to develop critical thinking skill.</p> <p>b. Share ideas and opinions in class if time allows.</p>		
<p>While-class (Period 2: 45 mins)</p>	<p>Step 1: Introducing the plotline of Episode 1 Audio (5 mins) Introduce the plotline of the audio in Episode 1 on P101.</p> <p>Step 2: Episode 1 Audio (30 mins)</p> <p>1) Lead Ss to listen to the audio for the first time and complete Ex 4 on P101.</p> <p>2) Explain the Critical thinking skill of narrowing down a topic using the skill box on P101 and the additional notes on P102 of TB.</p> <p>3) Ask Ss to complete Ex 5 on P101. Let Ss work in groups and brainstorm narrower topics for “a promotional video for China tourism” referring to the critical thinking skill on P101.</p> <p>Step 3: Introducing OTY 1 (10 mins)</p>	<p>Step 1: Getting to know the plotline of Episode 1 Audio Read the plotline of the audio in Episode 1 on P101.</p> <p>Step 2: Episode 1 Audio</p> <p>1) Listen to the audio for the first time and complete Ex 4 on P101 to have a general understanding.</p> <p>2) Read the Critical thinking skill on P101 and learn how to narrow down a topic.</p> <p>3) Work in groups and complete Ex 5 on P101. Brainstorm narrower topics for “a promotional video for China tourism” referring to the critical thinking skill on P101.</p> <p>Step 3: Getting to know OTY 1</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) 结合音频完成听力练习，掌握听力内容基本框架和重要细节，帮助学生理解听力文本。</p> <p>3) 通过学习技能框，帮助学生如何缩小选题范围，培养学生的思辨能力，为完成阶段性任务做准备。</p>	<p>1) 通过练习完成情况，考查学生对于听力内容的理解。</p> <p>2) 通过提问、布置任务等方式来评判学生的掌握情况，并对其输出任务的质量进行评价。</p>

	<p>1) Introduce the plotline of OTY 1 on P102. Then ask Ss to read the four friends' sample and guide Ss to use the critical thinking skill to decide on their target audience and narrow down the topic of their promotional video.</p> <p>2) Walk Ss through the steps of OTY 1. Then offer them the Suggested evaluation criteria on P103 in TB.</p>	<p>1) Read the plotline of OTY 1 and the sample on P102 and use the critical thinking skill to decide on their target audience and narrow down the topic of their promotional video.</p> <p>2) Follow T's instructions of OTY 1.</p>	<p>4)通过补充实用有效的选题技巧，并进行输出性练习，加强学生对技巧的理解和运用。</p>	
Post-class	<p>1) Assign Ss OTY 1 on P102 and the Language in focus on P103 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 OTY 1 on P102 and the Language in focus on P103 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 outline the style and structure of your video</p> <p>2. To express appreciation</p> <p>(二) 教学重难点:</p> <p>Key points: Outlining the style and structure of your video; Expressing appreciation</p> <p>Difficult points: Outlining the style and structure of your video</p> <p>(三) 教学理念与方法:</p> <p>体验式学习: 通过观看不同国家的旅游宣传片, 直观感受不同呈现方式的利与弊, 引导学生讨论和分析不同宣传片的结构与风格, 提高学生的思辨能力和交际能力。</p> <p>交际型教学法: 通过精心设置交际任务, 指导小组在课堂上进行情境对话练习, 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, 指导学生科学设计旅游宣传片。通过对任务进行分解, 指导学生分组完成各项步骤, 在任务完成过程中培养学生自主学习能力及团队协作能力。</p>

教学过程				
T for teacher; Ss for students; TB for Teacher's Book; OTY for Over to you				
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, 为课上学习做好准备。	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 Videos (10 mins)</p> <p>1) Pose the following questions to get Ss into</p>	<p>Step 1: Getting to know the plotline of Episode 2 Videos</p> <p>1) Answer the questions to get into the</p>	1) 通过提问引入场景并讲解剧情线, 使学生对学习任务有整体了解。	1) 通过练习完成情况和课堂讨论效果, 考查学生对于

<p>While-class (Period 3: 45 mins)</p>	<p>the scene:</p> <ul style="list-style-type: none"> • <i>Which country do you want to travel to?</i> • <i>What are the key features of this country?</i> <p>2) Introduce the plotline of Episode 2 Videos on P104.</p> <p>Step 2: Episode 2 Videos (35 mins)</p> <p>1) Ask Ss to watch the videos for the first time and complete Ex 1 on P104. Help Ss get a global picture of the promotional videos by writing down the key features of the countries.</p> <p>2) Elaborate on the culture notes mentioned in the videos on P104-105 of TB to help Ss have a better understanding of the content.</p> <p>3) Ask Ss to watch the videos again and complete Ex 2 on P105.</p> <p>4) Provide students with genre analysis on P105 of TB, making them aware of the features of voice-over script for promotion.</p> <p>5) Let Ss work in pairs and discuss the questions of Ex 3 on P105. Then invite Ss to share their ideas and opinions in class and choose Ss to make comments if time allows.</p>	<p>scene.</p> <p>2) Read the plotline of Episode 2 Videos on P104.</p> <p>Step 2: Episode 2 Videos</p> <p>1) Watch the videos for the first time and complete Ex 1 on P104 to get a global picture of the promotional videos by writing down the key features of the countries.</p> <p>2) Learn about the culture notes mentioned in the videos by T's explanation.</p> <p>3) Watch the videos again and complete Ex 2 on P105.</p> <p>4) Learn about the features of voice-over script for promotion following T's instruction.</p> <p>5) Work in pairs and discuss the questions of Ex 3 on P105. Then share their ideas and opinions in class and other Ss make comments if time allows.</p>	<p>2) 通过讲解视频中涉及的文化知识点,帮助学生更好地了解异国文化,激发学生对世界的好奇和兴趣。</p> <p>3) 通过观看视频完成相应练习,帮助学生了解旅游宣传片的风格和制作特点,为后续输出任务做准备。</p>	<p>视频内容的理解,并利用练习引导学生进行思考和归纳。</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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<p style="text-align: center;">While-class (Period 4: 45 mins)</p>	<p>Step 1: Introducing the plotline of Episode 2 Text (5 mins) Introduce the plotline of the text in Episode 2 on P106.</p> <p>Step 2: Episode 2 Text (30 mins) 1) Lead Ss to read the text on P106-107 and complete Ex 4 on P106 to categorize the information into different groups. 2) Guide Ss to read the Communication skill on P107 and learn how to express appreciation for things. 3) Ask Ss to work in pairs and complete Ex 5 on P107 to practice the Communication skill. Guide Ss to appreciate the videos from such aspects as tone and mood, visual impact, music, lines, and actors / presenters featured, etc. Then invite 3 pairs share their ideas in class.</p> <p>Step 3: Introducing OTY 2 and Project (10 mins) 1) Introduce the plotline of OTY 2 on P108. Ask Ss to read the four friends' sample and walk Ss through the steps of OTY 2. Then present the Suggested evaluation criteria on P108 in TB. 2) Walk Ss through the steps of Project on P110-111. Then present the Suggested</p>	<p>Step 1: Getting to know the plotline of Episode 2 Text Read the plotline of the text in Episode 2 on P106.</p> <p>Step 2: Episode 2 Text 1) Read the text on P106-107 and complete Ex 4 on P106 to categorize the information into different groups. 2) Read the Communication skill on P107 and learn how to express appreciation for things. 3) Work in pairs and complete Ex 5 on P107 to practice the Communication skill. Learn to appreciate the videos from such aspects as tone and mood, visual impact, music, lines, and actors / presenters featured, etc. Then 3 pairs share their ideas in class.</p> <p>Step 3: Getting to know OTY 2 and Project Follow T's instructions of OTY 2 on P108 and Project on P110-111.</p>	<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) 通过阅读文本, 进行相应练习, 引导学生对文本信息进行分类和归纳, 培养学生的思辨能力。</p> <p>3) 通过学习技能框, 引导学生学习如何表达对事物的欣赏和喜爱, 并通过相应口语练习, 加强学生对该技巧的理解与运用, 培养学生交际能力。</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) 技能练习内容首先采取生生互评, 最终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文本内容的掌握情况, 并进一步采取生生互评和师生评价。</p>
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	evaluation criteria on P109 in TB.			
Post-class	<p>1) Assign the Project on P110-111 to Ss via Unipus.</p> <p>2) Let Ss complete the Language in focus on P109 via Unipus.</p> <p>3) Ask Ss to preview the new words and expressions of Text A via Unipus, and take the online quiz.</p> <p>4) Ask Ss to preview Text A and complete the Preview task of Text A on P112.</p> <p>5) Ask Ss to preview the Reading skill on P114 and the Critical thinking skill on P115.</p>	<p>1) Submit the work of the Project on P110-111 via Unipus.</p> <p>2) Complete the Language in focus on P109 via Unipus.</p> <p>3) Preview the new words and expressions of Text A via Unipus, and take the online quiz.</p> <p>4) Preview Text A and complete the Preview task of Text A on P112.</p> <p>5) Preview the Reading skill on P114 and the Critical thinking skill on P115.</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 bridging sentences 2. To avoid overgeneralizations 3. To write an essay analyzing a stereotype about China or Chinese people <p>(二) 教学重难点:</p> <p>Key points: Identifying bridging sentences; Avoiding overgeneralizations; Writing an essay analyzing a stereotype about China or Chinese people</p> <p>Difficult points: Writing an essay analyzing a stereotype about China or Chinese people; Avoiding overgeneralizations</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, 通过分析篇章结构与文本内容, 引导学生了解和掌握说理策略, 学习引用研究结果、名人名言和举例论证来解释说明刻板印象。通过对文章内涵的深度学习和讨论, 引导学生觉察自己和他人持有的刻板印象, 学习客观公正地认识世界。</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 read Text A and complete the Preview task on P112. 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 Text A and complete the Preview task on P112. 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。
	<p><u>Text A Session 1 (45 mins)</u></p> <p>Step 1: Warming up (5 mins)</p> <p>Introduce the topic of Text A by asking the following</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	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>What is stereotyping? Can you give an example of stereotyping?</i> • <i>Why is it important to avoid stereotyping?</i> <p>Step 2: Global comprehension (20 mins)</p> <p>1) Ask Ss to skim the text and explore the text structure: Phenomenon-Cause-Problem-Solution.</p> <p>2) Lead Ss to listen to the audio of the text paragraph by paragraph to grasp the key information. Explain some language points by referring to TB where necessary.</p> <p>Step 3: Deep reading (20mins)</p> <p>1) Explain the Reading skill of how to identify bridging sentences using the skill box on P114 and the additional notes on P114-115 in TB.</p> <p>2) Ask Ss to complete Ex 1 on P114 to underline all the bridging sentences in the text. Then guide them to work in pairs and take turns summarizing the text with the help of the bridging sentences.</p>	<p>Step 2: Global comprehension</p> <p>1) Skim the text and explore the text structure.</p> <p>2) Listen to the audio of the text paragraph by paragraph to grasp the key information. Learn some culture points and language points by T's explanation.</p> <p>Step 3: Deep reading</p> <p>1) Follow T's explanation to learn the Reading skill of how to identify bridging sentences on P114.</p> <p>2) Complete Ex 1 on P114 to underline all the bridging sentences in the text. Then work in pairs and take turns summarizing the text with the help of the bridging sentences.</p>	<p>来理解文本做准备。</p> <p>2) 在阅读文本的过程中，帮助学生梳理篇章结构及课文内容，并讲解知识重点和难点。</p> <p>3) 通过学习技能框，帮助学生准确定位段落衔接句，掌握必备阅读技巧，并通过相应练习，加强对该技巧的理解与运用。</p>	
	<p><u>Text A Session 2 (45 mins)</u></p> <p>Step 1: Detailed comprehension (15 mins)</p> <p>Ask Ss to read the text again and complete Ex 2 & 3 on P114.</p> <p>Step 2: Critical thinking skill (15 mins)</p>	<p><u>Text A Session 2 (45 mins)</u></p> <p>Step 1: Detailed comprehension</p> <p>Read the text again and complete Ex 2 & 3 on P114.</p> <p>Step 2: Critical thinking skill</p> <p>1) Read the Critical thinking skill on</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，完成特定小组活动，引导学生避免以偏概全的错误认知方式，培养学</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>1) Guide Ss to read the Critical thinking skill on P115 to learn how to avoid overgeneralizations. 2) Ask Ss to complete Ex 4 on P115 to foster their understanding of the Critical thinking skill.</p> <p>[Moral education]</p> <ul style="list-style-type: none"> • Guide Ss to reflect on how stereotypes impact the way they perceive people (Emphasizing the importance of recognizing stereotypes). • Invite Ss to think of ways to stop themselves from making broad generalizations about groups of people (Incorporating ideological beliefs and socialism values in teaching). • Guide Ss to explore their roles in Chinese culture transmission and intercultural communication. <p>Step 3: Intercultural writing (15 mins)</p> <p>1) Ask Ss to work in groups and brainstorm typical stereotypes about China or Chinese people. 2) Ask Ss to what extent they feel these stereotypes are inaccurate or oversimplified images of China or Chinese people and cite counterevidence to support the claim. 3) Follow up by asking Ss to think of ways that can break the stereotypes. 4) Introduce the writing task on P115 to Ss and provide some expressions for reference. Present the sample essay to help students analyze the aspects that should be included in the essay, and its structure and language features.</p>	<p>P115 to learn how to avoid overgeneralizations. 2) Complete Ex 4 on P115 to foster the understanding of the Critical thinking skill.</p> <p>[Moral education]</p> <ul style="list-style-type: none"> • Reflect on how stereotypes impact the way they perceive people. • Think of ways to stop themselves from making broad generalizations about groups of people. • Explore their roles in Chinese culture transmission and intercultural communication. <p>Step 3: Intercultural writing</p> <p>1) Work in groups to brainstorm typical stereotypes about China or Chinese people. 2) Discuss to what extent they feel these stereotypes are inaccurate or oversimplified images of China or Chinese people and cite counterevidence to support the claim. 3) Think of ways that can break the stereotypes. 4) Learn requirements for the</p>	<p>生的思辨能力。 3) 通过思考和探讨刻板印象, 引入课程思政教育, 引导学生觉察自己 and 他人持有的偏见和标签, 树立正确的世界观和人生观。 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, 并深化对刻板印象的理解和反思。</p>	<p>3) 思政教育内容由教师点评并做出示范。</p>
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		intercultural writing. Then read the sample essay to learn the main aspects that should be included in the essay. , and the structure and language features.		
Post-class	<p>1) Ask Ss to finish Intercultural writing on P115 via Unipus.</p> <p>2) Assign Ss Language in focus on P116-117 via Unipus.</p>	<p>1) Complete Language in focus on P116-117 via Unipus.</p> <p>2) Complete Intercultural writing on P115 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>

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"> 1. To write a plan for your video and then produce it or perform it as a slideshow 2. To write an essay analyzing a stereotype about China or Chinese people <p>教学重难点:</p> <p>Key points: Writing a plan for your video and then produce it or perform it as a slideshow; Writing an essay analyzing a stereotype about China or Chinese people</p> <p>Difficult points: Writing a plan for your video and then produce it or perform it as a slideshow; Writing an essay analyzing a stereotype about China or Chinese people</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; 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	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"> 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. 3) Give an overall feedback and ask Ss to 	<p>Session 1: Project</p> <ol style="list-style-type: none"> 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 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 建议评估标准, 教师进行评价以及学生互评。

	<p>further improve their projects after class and submit their revisions via Unipus.</p> <p>4) Let Ss vote for their favorite project via Unipus.</p>			
<p>While-class (Period 8: 45 mins)</p>	<p>Session 2: Intercultural writing (45 mins)</p> <p>1) Restate the writing task on P115 and stress the points that should be included in the writing task.</p> <p>2) Show selected writings and the sample writing. Then guide them to analyze their strengths and weaknesses in terms of content, structure and language.</p> <p>3) Guide Ss to score the selected writings considering its content, structure and language. Then ask Ss to discuss how to improve their own writings.</p> <p>[Moral education] Guide Ss to reflect on the stereotypes foreigners commonly hold about China or Chinese people so as to help Ss set up the correct view.</p>	<p>Session 2: Intercultural writing</p> <p>1) Think about the points that should be included in the writing task.</p> <p>2) Follow T's guidance to analyze selected writings and the sample writing.</p> <p>3) Score the selected writings considering its content, structure and language, and then discuss how to improve their own writings.</p> <p>[Moral education] Reflect on the stereotypes foreigners commonly hold about China or Chinese people to help them set up the correct view.</p>	<p>1) 通过课堂点评分析作文，帮助学生掌握写作要点，从而提升写作水平和跨文化思辨能力。</p> <p>2) 根据输入材料内容，引导学生联系实际思考写作主题，从辩证角度探讨外国人对中国(人)所持有的刻板印象，引入思政教育。</p>	<p>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。</p>
<p>Post-class</p>	<p>1) Ask 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, and take the online quiz.</p>	<p>1) Revise their projects and intercultural writings via Unipus.</p> <p>2) Preview the new words and expressions of Episode 1, Unit 5, and take the online quiz.</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																				
	<p>Suggested evaluation criteria</p> <table border="1"> <tr> <td>Content</td> <td> <ul style="list-style-type: none"> • Relevance: The content ideas are appropriate for the selected target audience and topic. • Appeal: The ideas are fresh and engage the target audience. </td> </tr> <tr> <td>Organization</td> <td> <ul style="list-style-type: none"> • Structure: The content ideas are presented in a list with supporting details. </td> </tr> <tr> <td>Language</td> <td> <ul style="list-style-type: none"> • Appropriacy: The content ideas are described with positive, focused, and concise language. • Acquisition: You have used as many as possible of the new words and expressions learned in this episode. </td> </tr> </table>	Content	<ul style="list-style-type: none"> • Relevance: The content ideas are appropriate for the selected target audience and topic. • Appeal: The ideas are fresh and engage the target audience. 	Organization	<ul style="list-style-type: none"> • Structure: The content ideas are presented in a list with supporting details. 	Language	<ul style="list-style-type: none"> • Appropriacy: The content ideas are described with positive, focused, and concise language. • Acquisition: You have used as many as possible of the new words and expressions learned in this episode. 	<p>Suggested evaluation criteria</p> <table border="1"> <tr> <td>Content</td> <td> <ul style="list-style-type: none"> • Appeal: The style chosen is engaging and persuasive to the target audience. </td> </tr> <tr> <td>Organization</td> <td> <ul style="list-style-type: none"> • Clarity: The video is structured logically. </td> </tr> <tr> <td>Language</td> <td> <ul style="list-style-type: none"> • Appropriacy: The language style is appropriate for the target audience as well as for the promotional purpose. • Accuracy: The language used is simple, clear, to the point, and persuasive. </td> </tr> </table>	Content	<ul style="list-style-type: none"> • Appeal: The style chosen is engaging and persuasive to the target audience. 	Organization	<ul style="list-style-type: none"> • Clarity: The video is structured logically. 	Language	<ul style="list-style-type: none"> • Appropriacy: The language style is appropriate for the target audience as well as for the promotional purpose. • Accuracy: The language used is simple, clear, to the point, and persuasive. 	<p>Suggested evaluation criteria</p> <table border="1"> <tr> <td>Content</td> <td> <ul style="list-style-type: none"> • Appeal: Your video or slideshow content is informative, interesting and persuasive, and would make your target audience eager to visit the place you promote. </td> </tr> <tr> <td>Organization</td> <td> <ul style="list-style-type: none"> • Coherence: The different parts of your video or slideshow fit together well. </td> </tr> <tr> <td>Language</td> <td> <ul style="list-style-type: none"> • Accuracy: The language is simple, clear, repetitive, and persuasive. </td> </tr> <tr> <td>Delivery</td> <td> <ul style="list-style-type: none"> • Engagement: Your presentation has interested your classmates. • Visual aids: You have used images, videos, and music to support your ideas in the video or slideshow. </td> </tr> </table>	Content	<ul style="list-style-type: none"> • Appeal: Your video or slideshow content is informative, interesting and persuasive, and would make your target audience eager to visit the place you promote. 	Organization	<ul style="list-style-type: none"> • Coherence: The different parts of your video or slideshow fit together well. 	Language	<ul style="list-style-type: none"> • Accuracy: The language is simple, clear, repetitive, and persuasive. 	Delivery	<ul style="list-style-type: none"> • Engagement: Your presentation has interested your classmates. • Visual aids: You have used images, videos, and music to support your ideas in the video or slideshow.
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Self-reflection

Self-reflection

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

- E1** I can choose a target audience and select content for my video.
- E2** I can outline the style and structure of my video.
- P** I can write a plan for my video and then produce it or perform it as a slideshow.
- TA** I can write an essay analyzing a stereotype about China or Chinese people.

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

Section 1		very poor	poor	average	good	very good
Communication skill	Expressing appreciation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking skill	Narrowing down a topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural skill	Avoiding ethnocentrism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section 2						
Reading skill	Identifying bridging sentences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking skill	Avoiding overgeneralizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural skill	Reflecting on stereotypes about China or Chinese people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Reflecting on what China is like to an outsider's eye	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

• 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?