

# 《新未来大学英语 综合教程 2》

## Unit 6 Bringing light to others 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 brainstorm ideas for a student volunteer program and draw a mind map (Episode 1)
- To list the key elements of your volunteer program (Episode 2)
- To design a poster for your volunteer program (Project)
- To write a letter recommending a volunteer program (Text A)

###### 语言目标:

- To ask for more information in conversations (Episode 2)
- To take notes while reading (Text A)
- To expand vocabulary about volunteer

###### 高阶能力目标:

- To develop intercultural empathy (Episode 1)
- To use persuasion techniques in promotion (Episode 2)
- To make decisions by weighing pros and cons (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:

- 通过观看四位好友分享他们曾经参与志愿者活动的讨论视频和阅读他们在网站上搜集的相关资料, 帮助学生了解年青一代从事志愿者服务的目的和喜欢参加志愿者服务的活动类型, 培养学生的跨文化共情能力和志愿服务意识;
- 通过聆听四位好友分享他们为了设计志愿者服务项目在校园内进行采访的听力资料, 了解年轻一代从事志愿者服务的动机和隐忧, 培养学生在对话中获取更多信息的交际能力;
- 引导学生头脑风暴设计志愿者项目, 并制作海报, 培养学生的跨文化思辨能力。

#### Section 2:

- 通过了解为慈善贡献力量的多种方式, 引导学生思考以 WWF 为代表的国际组织的性质、功能和存在的现实意义, 并进一步引导学生联系自身思考作为个人, 他们可以为改善自然环境做哪些力所能及的事, 帮助学生认识到从事志愿者服务、帮助他人与自我价值的实现是密不可分的, 通过讨论, 帮助其树立正确的世界观和价值观;
- 通过了解作者尼泊尔志愿经历, 帮助学生认识到志愿者服务意识并非西方所特有的, 引导学生树立志愿服务意识, 培养学生对不同文化的共情能力。

### (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, 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				
<b>(一) 教学目标:</b>				
1. To brainstorm ideas for a student volunteer program and draw a mind map 2. To develop intercultural empathy				
<b>(二) 教学重难点:</b>				
<b>Key points:</b> Brainstorming ideas for a student volunteer program and drawing a mind map; Developing intercultural empathy <b>Difficult points:</b> Developing intercultural empathy; Brainstorming ideas for a student volunteer program and drawing a mind map				
<b>(三) 教学理念与方法:</b> <b>体验式学习:</b> 利用情景剧展开教学, 让学生跟随主人公回顾志愿活动经历, 引导学生在真实交际中运用英语完成富有挑战性任务, 提高学生沟通能力和思辨能力。 <b>交际型教学法:</b> 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。 <b>项目式学习法:</b> 教师围绕单元主题, 指导学生通过小组讨论与分享, 设计一项志愿者服务活动的海报, 让学生在完成任务的过程中培养交际能力、活动组织规划技能和跨文化意识等能力。				

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。
	<b>Step 1: Warming up (5 mins)</b> Ask Ss to work in pairs to discuss their choices about volunteer work by completing Ex 1 & 2 on P157.	<b>Step 1: Warming up</b> Work in pairs to discuss choices about volunteer work by completing Ex 1 & 2 on P157.	1) 通过师生问答与生生问答, 了解学生对志愿者服务这个主题的了解, 进行主题预	1) 教师以开放式问题引领学生对单元主题进行讨论, 并对学生的回答进行评

<p><b>While-class (Period 1: 45 mins)</b></p>	<p><b>Step 2: Introducing the plotline (5 mins)</b></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 P158.</p> <p>2) Introduce the plotline of the video in Episode 1 on P159.</p> <p><b>Step 3: Episode 1 Video (35 mins)</b></p> <p>1) Lead Ss to watch the video for the first time to learn about the four friends' volunteer experiences. Then ask Ss to complete Ex 1 on P159.</p> <p>2) Ask Ss to watch the video again and complete Ex 2 on P159.</p> <p>3) Ask Ss to work in pairs and discuss the volunteering experience of their own or someone they know and complete Ex 3 on P159. Remind them to express their personal feelings and their reflections on it.</p> <p>4) Invite 3 pairs to share their experiences in class and ask other Ss make comments if time allows.</p>	<p><b>Step 2: Getting to know the plotline</b></p> <p>1) Read the plotline of Section 1 and the Road map on P158.</p> <p>2) Read the plotline of the video in Episode 1 on P159.</p> <p><b>Step 3: Episode 1 Video</b></p> <p>1) Watch the video for the first time and complete Ex 1 on P159.</p> <p>2) Watch the video again and complete Ex 2 on P159.</p> <p>3) Work in pairs and complete Ex 3 on P159. Express their personal feelings and their reflections on it.</p> <p>4) 3 pairs share their experiences in class and other Ss make comments if time allows.</p>	<p>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、学习内容和任务，并引出第一则视频材料。</p> <p>3) 通过完成理解性练习，让学生充分了解四位主人公的志愿经历，并有效衔接后续输出任务，提升其听说能力。</p>	<p>价。</p> <p>2) 教师通过练习考察学生的掌握情况，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，并对学生的发言进行总结和评价。</p>
---	--	---	--	---

<p><b>While-class</b> <b>(Period 2: 45 mins)</b></p>	<p><b>Step 1: Introducing the plotline of Episode 1 Text (5 mins)</b> Introduce the plotline of the text in Episode 1 on P160.</p> <p><b>Step 2: Episode 1 Text (30 mins)</b> 1) Ask Ss to read the text and complete Ex 4&amp;5 on P161. 2) Explain the Intercultural skill of developing intercultural empathy using the skill box on P161 and the additional notes on P159 of TB. 3) Ask Ss to work in pairs and complete Ex 6 on P161 by discussing some possible ways that foreigners could volunteer in China that could enhance intercultural empathy. Then pick 3 pairs to share their ideas in class and choose Ss to make comments if time allows.</p> <p><b>Step 3: Introducing OTY 1 (10 mins)</b> 1) Introduce the plotline of OTY 1 on P162. Then ask Ss to read the four friends' sample to help Ss identify how to draw a mind map of volunteering. 2) Walk Ss through the steps of OTY 1. Then offer them the suggested evaluation criteria on P159 in TB.</p>	<p><b>Step 1: Getting to know the plotline of Episode 1 Text</b> Read the plotline of the text in Episode 1 on P160.</p> <p><b>Step 2: Episode 1 Text</b> 1) Read the text and complete Ex 4&amp;5 on P161. 2) Learn the Intercultural skill by reading the Intercultural skill on P161 and T's explanation. 3) Work in pairs to complete the follow-up exercise of Ex 6 and 3 pairs share their ideas in class. Then other Ss discuss and try to make comments.</p> <p><b>Step 3: Getting to know OTY 1</b> 1) Read the plotline of OTY 1 and the sample on P162. 2) Follow T's introduction of the 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) 结合文本内容完成练习，帮助学生进一步理解文本。</p> <p>3) 通过学习技能框和文本内容，引导学生讨论外国人可以在参与志愿者服务的途径和方式，从而进一步培养学生的文化共情意识；通过让学生进一步进行输出，加强其对于技能的理解与运用。</p>	<p>1) 通过练习完成情况和课堂讨论效果考察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><b>Post-class</b></p>	<p>1) Assign Ss the OTY 1 on P162 and the Language in focus on P163 via Unipus. 2) Ask Ss to preview the new words and expressions in Episode 2 via Unipus, and take</p>	<p>1) Complete the OTY 1 on P162 and the Language in focus on P163 via Unipus. 2) Preview the new words and expressions in Episode 2 via Unipus, and take the online</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</p>	<p>1) 根据教师用书 OTY 1 的建议评估标准进行评价。</p>

	the online quiz.	quiz.	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。	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				
<b>(一) 教学目标:</b>				
1. To list the key elements of your volunteer program 2. To ask for more information in conversations 3. To use persuasion techniques in promotion				
<b>(二) 教学重难点:</b>				
<b>Key points:</b> Listing the key elements of your volunteer program; Asking for more information in conversations; Using persuasion techniques in promotion <b>Difficult points:</b> Using persuasion techniques in promotion; Listing the key elements of your volunteer program; ion				
<b>(三) 教学理念与方法:</b>				
<b>体验式教学法:</b> 通过了解音频中四个好友为设计志愿服务项目在校园进行访谈的相关情境，引导学生获取与从事志愿者服务动机和隐忧的相关信息，帮助其提高在对话中获取更多信息的交际技能。				
<b>项目式学习法:</b> 教师围绕单元主题，创建一个模拟仿真项目，引导学生设计志愿者服务项目和海报。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。
	<b>Step 1: Introducing the plotline of Episode 2 Audio (10 mins)</b> 1) Pose the following question to get Ss into	<b>Step 1: Getting to know the plotline of Episode 2 Audio</b> 1) Answer the question to get into the	1) 通过提问引入场景并讲解剧情线，使学生对音频有整体了解。	1) 通过练习完成情况和课堂讨论效果考察学生对于音频

<b>While-class (Period 3: 45 mins)</b>	<p>the scene:</p> <ul style="list-style-type: none"> <li>• <i>What are your motivations and concerns about volunteering?</i></li> </ul> <p>2) Introduce the plotline of the audio in Episode 2 on P164.</p> <p><b>Step 2: Episode 2 Audio (35 mins)</b></p> <p>1) Ask Ss to listen to the audio for the first time and complete Ex 1 on P164 to get more information about the motivations and concerns about volunteering.</p> <p>2) Let Ss listen to the audio again and complete Ex 2 on P164.</p> <p>3) Explain the Communication tip of asking for more information in conversations using the skill box on P164 and the additional notes on P161 of TB.</p> <p>4) Ask Ss to work in pairs to complete Ex 3 on P164 by discussing whether you would like to spend two hours a week doing volunteer work. Then choose 2 pairs to share their ideas in class if time allows.</p>	<p>scene.</p> <p>2) Read the plotline of the audio in Episode 2 on P164.</p> <p><b>Step 2: Episode 2 Audio</b></p> <p>1) Listen to the audio for the first time and complete Ex 1 on P164.</p> <p>2) Listen to the audio again and complete Ex 2 on P164.</p> <p>3) Learn the communication skill of asking for more information in conversations by reading the skill box on P164 and T's explanation.</p> <p>4) Work in pairs and complete Ex 3 on P164 and 2 pairs share their ideas in class.</p>	<p>2) 通过分析音频完成对应练习,帮助学生了解更多年轻一代对从事志愿者服务的动机和隐忧,为后续输出任务做准备。</p> <p>3) 通过学习技能框完成练习,培养学生交际技能,引导学生进一步进行输出。</p>	<p>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>
<b>While-class (Period 4: 45 mins)</b>	<p><b>Step 1: Introducing the plotline of Episode 2 Text (5 mins)</b></p> <p>Introduce the plotline of the text in Episode 2 on P165.</p> <p><b>Step 2: Episode 2 Text (30 mins)</b></p> <p>1) Ask Ss to read the posters on P165-166 and</p>	<p><b>Step 1: Getting to know the plotline of Episode 2 Text</b></p> <p>Read the plotline of the text in Episode 2 on P165.</p> <p><b>Step 2: Episode 2 Text</b></p> <p>1) Read the posters on P165-166 and</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) 通过完成阅读输入练习,让学生进一步了解如何通过设计志愿者服务项目海</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) 通过提问、布置任务等方式来考察学生对素材内容的</p>

	<p>complete Ex 4 &amp;5 on P167 to get detailed information of the two volunteer programs.</p> <p>2) Let Ss read critical thinking skill on P167 to learn how to use persuasion techniques in promotion. Guide them to learn about the possible techniques used for charities to persuade people to donate to their causes.</p> <p>3) Guide Ss to work in pairs to complete Ex 6 on P167 by referring to critical thinking skill, and ask 2 pairs to share their ideas in class.</p> <p><b>Step 3: Introducing OTY 2 and Project (10 mins)</b></p> <p>1) Introduce the plotline of OTY 2 on P168. Ask Ss to read the four friends' sample and walk Ss through the steps of OTY 2. Then present the Suggested evaluation criteria on P164 in TB.</p> <p>2) Walk Ss through the steps of Project on P170-171, then present the Suggested evaluation criteria on P165 in TB.</p>	<p>complete Ex 4&amp;5 on P167.</p> <p>2) Read critical thinking skill on P167 to learn how to use persuasion techniques in promotion.</p> <p>3) Work in pairs to complete Ex 6 on P167 and 2 pairs share their ideas in class.</p> <p><b>Step 3: Getting to know OTY 2 and Project</b></p> <p>Follow T's instruction of the OTY 2 on P168 and Project on P170-171.</p>	<p>报来吸引年轻人的关注,从而邀请他们加入志愿者服务的行列。</p> <p>3) 通过学习思辨技能框以及完成相应练习,培养学生在推广中使用劝说技巧的思辨能力和交际能力。</p>	<p>掌握情况,并进一步采取生生互评和师生评价。</p>
<p><b>Post-class</b></p>	<p>1) Let Ss complete the OTY 2 on P168 and the Language in focus on P169 via Unipus.</p> <p>2) Assign the Project on P170-171 to Ss 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</p>	<p>1) Complete the OTY 2 on P168 and the Language in focus on P169 via Unipus.</p> <p>2) Submit their work of the Project on P170-171 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</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掌握情</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</p>

	Preview task of Text A on P172.	Preview task on P172.	综合运用。 3) 通过课后练习帮助学生巩固所学知识。	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				
<b>(一) 教学目标:</b>				
1. To take notes while reading 2. To make decision by weighing pros and cons 3. To write a letter recommending a volunteer program				
<b>(二) 教学重难点:</b>				
<b>Key points:</b> Taking notes while reading; Making decision by weighing pros and cons; Writing a letter recommending a volunteer program <b>Difficult points:</b> Making decision by weighing pros and cons; Writing a letter recommending a volunteer program				
<b>(三) 教学理念与方法:</b>				
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，帮助学生习得如何辨析文章文体和主体结构。通过对文章内涵的深度学习和讨论，引导学生关注人与自然的关系，思考参与世界自然基金会志愿者项目的利弊以及作为个人可以为改善自然环境做出哪些努力，从而帮其树立正确的世界观和价值观。				

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 P172. 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 P172. 2) Preview the new words and expressions of Text A via Unipus, and take the online quiz.	预习 Text A 生词和啃，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。
	<b>Text A Session 1 (45 mins)</b> <b>Step 1: Warming up (10 mins)</b> Introduce the topic of the text by asking the	<b>Text A Session 1 (45 mins)</b> <b>Step 1: Warming up</b> 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。

<p><b>While-class (Period 5: 45 mins)</b></p>	<p>following questions:</p> <ul style="list-style-type: none"> <li>• <i>What do you know about WWF?</i></li> <li>• <i>What do you think you can actually do to help the world alongside WWF?</i></li> </ul> <p><b>Step 2: Global comprehension (25 mins)</b></p> <ol style="list-style-type: none"> <li>1) Introduce the background information: WWF and the main domain it covers.</li> <li>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.</li> <li>3) Introduce culture notes: Great Barrier Reef, Earth Hour. Ask Ss to think about what Earth Hour is and how it actually helps the world.</li> </ol> <p><b>Step 3: Deep reading (10 mins)</b></p> <ol style="list-style-type: none"> <li>1) Ask Ss to read Reading skill on P174 and learn how to take notes while reading.</li> <li>2) Ask Ss to skim the text on P172-173 and complete Ex 1 on P174.</li> </ol>	<p><b>Step 2: Global comprehension</b></p> <ol style="list-style-type: none"> <li>1) Get to know the background information.</li> <li>2) Listen to the audio of the text paragraph by paragraph to grasp the key information. Learn some language points by T's explanation.</li> <li>3) Get to know the culture notes and answer T's questions.</li> </ol> <p><b>Step 3: Deep reading</b></p> <ol style="list-style-type: none"> <li>1) Read Reading skill on P174.</li> <li>2) Skim the text on P172-173 and complete Ex 1 on P174.</li> </ol>	<p>来理解文本做准备。</p> <p>2) 引导学生快速阅读文章获取文章大意，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,掌握如何在阅读时做笔记的技巧,提升阅读能力。</p>	
---	---	--	--	--

<b>While-class (Period 6: 45 mins)</b>	<p><b>Text A Session 2 (45 mins)</b></p> <p><b>Step 1: Detailed comprehension (10 mins)</b></p> <p>Ask Ss to read the text again and complete Ex 2 &amp;3 on P174 to get the summary and detailed information about the text.</p> <p><b>Step 2: Critical thinking (20 mins)</b></p> <ol style="list-style-type: none"> <li>1) Ask Ss to read the Critical thinking skill on P175 to learn how to make decisions by weighing pros and cons.</li> <li>2) Guide Ss to complete the Think-Pair-Share exercise on P175 to practice the critical thinking skill.</li> </ol> <p><b>Step 3: Intercultural writing (15 mins)</b></p> <ol style="list-style-type: none"> <li>1) Introduce the writing task on P175 to Ss, Guide Ss to analyze the aspects that should be included in the essay.</li> <li>2) Provide some expressions for reference. Then present the sample essay and analyze its structure and language features.</li> </ol>	<p><b>Text A Session 2 (45 mins)</b></p> <p><b>Step 1: Detailed comprehension</b></p> <p>Read the text again and complete Ex 2 &amp;3 on P174.</p> <p><b>Step 2: Critical thinking</b></p> <ol style="list-style-type: none"> <li>1) Read the Critical thinking skill on P175 and follow T's explanation to learn how to make decisions by weighing pros and cons.</li> <li>2) Complete the Think-Pair-Share exercise on P175.</li> </ol> <p><b>Step 3: Intercultural writing</b></p> <ol style="list-style-type: none"> <li>1) Learn the main aspects that need to be included in the essay.</li> <li>2) Then read the sample essay to learn the structure and language.</li> </ol>	<ol style="list-style-type: none"> <li>1) 通过完成文本理解练习, 帮助学生进一步了解世界自然基金会。</li> <li>2) 引导学生思考讨论课文如何从三个部分呼吁大家以适合自己的方式来帮助世界自然基金会, 为保护野生动物及其自然栖息地尽一份力。</li> <li>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。</li> <li>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。</li> </ol>	<ol style="list-style-type: none"> <li>1) 根据练习完成情况和学生课堂表现做出评价。</li> <li>2) 教师对小组活动进行评价以及学生互评。</li> </ol>
<b>Post-class</b>	<ol style="list-style-type: none"> <li>1) Assign Ss Language in focus on P176-177 via Unipus.</li> <li>2) Ask Ss to finish Intercultural writing on P175 via Unipus.</li> </ol>	<ol style="list-style-type: none"> <li>1) Complete Language in focus on P176-177 via Unipus.</li> <li>2) Complete Intercultural writing on P175 via Unipus.</li> </ol>	<ol style="list-style-type: none"> <li>1) 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。</li> <li>2) 通过课后语言练习巩固所学知识。</li> </ol>	<ol style="list-style-type: none"> <li>1) 根据教师手册中的建议评估标准进行写作批改与点评。</li> <li>2) 根据语言练习参考答案给出评价。</li> </ol>

## 五、第 7-8 课时教学

教学目标、教学重难点、教学理念与方法	
<b>(一) 教学目标:</b>	
1. To design a poster for your volunteer program	
2. To write a letter recommending a volunteer program	
<b>(二) 教学重难点:</b>	
<b>Key points:</b> Designing a poster for your volunteer program; Writing a letter recommending a volunteer program	
<b>Difficult points:</b> Designing a poster for your volunteer program; Writing a letter recommending a volunteer program	
<b>(三) 教学理念与方法:</b>	
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; 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><b>Session 1: Project (45 min)</b></p> <p>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.</p> <p>2) After Ss' presentation, ask other Ss to give comments and evaluation on the selected projects.</p>	<p><b>Session 1: Project</b></p> <p>1) Review the plotline and Project, then 4 Ss present their projects in class.</p> <p>2) Discuss and comment on the selected projects.</p> <p>3) Learn how to improve their own Projects following T's feedback.</p> <p>4) Vote for their favorite project via</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。

	<p>3) Give an overall feedback and ask Ss to further improve their projects after class and submit their revisions via Unipus.</p> <p>4) Let Ss vote for their favorite one via Unipus.</p>	Unipus.		
<b>While-class (Period 8: 45 mins)</b>	<p><b>Session 2: Intercultural writing (45 mins)</b></p> <p>1) Restate the writing task on P175.</p> <p>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.</p> <p>3) Guide Ss to score the selected writings considering content, structure and language. Then ask Ss to discuss how to improve their own writings.</p> <p><b>[Moral education]</b></p> <p>Ask Ss to think and discuss about how to attract foreign volunteers to participate in the volunteer programs in China and the benefits and challenges of their participation.</p>	<p><b>Session 2: Intercultural writing</b></p> <p>1) Review 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 content, structure and language, and then discuss how to improve their own writings.</p> <p><b>[Moral education]</b></p> <p>Think and discuss about how to attract foreign volunteers to participate in the volunteer programs in China and the benefits and challenges of their participation.</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, 引导学生联系中国实际情况, 从跨文化思辨角度思考和探讨影响如何吸引海外志愿者加入中国志愿者服务项目以及这种做法的受益和挑战, 引入思政教育。</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。
<b>Post-class</b>	Ask Ss to revise their projects and intercultural writings.	Revise their projects and intercultural writings via Unipus.	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	OTY 2												
	<p><b>Suggested evaluation criteria</b></p> <table border="1"><tbody><tr><td><b>Content</b></td><td><ul style="list-style-type: none"><li><b>Relevance:</b> The ideas relate to an area that needs help and support.</li><li><b>Appeal:</b> The ideas are of interest to college students.</li></ul></td></tr><tr><td><b>Organization</b></td><td><ul style="list-style-type: none"><li><b>Structure:</b> The ideas are clearly and logically presented in a mind map.</li></ul></td></tr><tr><td><b>Language</b></td><td><ul style="list-style-type: none"><li><b>Acquisition:</b> The new words and expressions learned in Episode 1 have been used properly.</li></ul></td></tr></tbody></table>	<b>Content</b>	<ul style="list-style-type: none"><li><b>Relevance:</b> The ideas relate to an area that needs help and support.</li><li><b>Appeal:</b> The ideas are of interest to college students.</li></ul>	<b>Organization</b>	<ul style="list-style-type: none"><li><b>Structure:</b> The ideas are clearly and logically presented in a mind map.</li></ul>	<b>Language</b>	<ul style="list-style-type: none"><li><b>Acquisition:</b> The new words and expressions learned in Episode 1 have been used properly.</li></ul>	<p><b>Suggested evaluation criteria</b></p> <table border="1"><tbody><tr><td><b>Content</b></td><td><ul style="list-style-type: none"><li><b>Relevance:</b> The ideas are appropriate for the program and target audience.</li><li><b>Appeal:</b> There are interesting ideas to attract your classmates to volunteer for your program.</li></ul></td></tr><tr><td><b>Organization</b></td><td><ul style="list-style-type: none"><li><b>Structure:</b> The ideas are clearly presented.</li></ul></td></tr><tr><td><b>Language</b></td><td><ul style="list-style-type: none"><li><b>Appropriacy:</b> The language is suitable for the program aimed at young people.</li><li><b>Acquisition:</b> New words and expressions learned in Episode 2 have been used.</li></ul></td></tr></tbody></table>	<b>Content</b>	<ul style="list-style-type: none"><li><b>Relevance:</b> The ideas are appropriate for the program and target audience.</li><li><b>Appeal:</b> There are interesting ideas to attract your classmates to volunteer for your program.</li></ul>	<b>Organization</b>	<ul style="list-style-type: none"><li><b>Structure:</b> The ideas are clearly presented.</li></ul>	<b>Language</b>	<ul style="list-style-type: none"><li><b>Appropriacy:</b> The language is suitable for the program aimed at young people.</li><li><b>Acquisition:</b> New words and expressions learned in Episode 2 have been used.</li></ul>
<b>Content</b>	<ul style="list-style-type: none"><li><b>Relevance:</b> The ideas relate to an area that needs help and support.</li><li><b>Appeal:</b> The ideas are of interest to college students.</li></ul>													
<b>Organization</b>	<ul style="list-style-type: none"><li><b>Structure:</b> The ideas are clearly and logically presented in a mind map.</li></ul>													
<b>Language</b>	<ul style="list-style-type: none"><li><b>Acquisition:</b> The new words and expressions learned in Episode 1 have been used properly.</li></ul>													
<b>Content</b>	<ul style="list-style-type: none"><li><b>Relevance:</b> The ideas are appropriate for the program and target audience.</li><li><b>Appeal:</b> There are interesting ideas to attract your classmates to volunteer for your program.</li></ul>													
<b>Organization</b>	<ul style="list-style-type: none"><li><b>Structure:</b> The ideas are clearly presented.</li></ul>													
<b>Language</b>	<ul style="list-style-type: none"><li><b>Appropriacy:</b> The language is suitable for the program aimed at young people.</li><li><b>Acquisition:</b> New words and expressions learned in Episode 2 have been used.</li></ul>													
		<p><b>Project</b></p> <p><b>Suggested evaluation criteria</b></p> <table border="1"><tbody><tr><td><b>Content</b></td><td><ul style="list-style-type: none"><li><b>Relevance:</b> Your poster includes all the key information, and no irrelevant detail.</li><li><b>Reasoning:</b> Your choices of persuasive techniques are well thought out and suitable for your poster and target audience.</li></ul></td></tr><tr><td><b>Organization</b></td><td><ul style="list-style-type: none"><li><b>Structure:</b> Your poster is clear and well organized.</li></ul></td></tr><tr><td><b>Language</b></td><td><ul style="list-style-type: none"><li><b>Appropriacy:</b> Your poster is persuasive.</li></ul></td></tr><tr><td><b>Delivery</b></td><td><ul style="list-style-type: none"><li><b>Fluency:</b> You have presented your poster in an effortless, smooth and clear way with a natural colloquial flow.</li></ul></td></tr></tbody></table>	<b>Content</b>	<ul style="list-style-type: none"><li><b>Relevance:</b> Your poster includes all the key information, and no irrelevant detail.</li><li><b>Reasoning:</b> Your choices of persuasive techniques are well thought out and suitable for your poster and target audience.</li></ul>	<b>Organization</b>	<ul style="list-style-type: none"><li><b>Structure:</b> Your poster is clear and well organized.</li></ul>	<b>Language</b>	<ul style="list-style-type: none"><li><b>Appropriacy:</b> Your poster is persuasive.</li></ul>	<b>Delivery</b>	<ul style="list-style-type: none"><li><b>Fluency:</b> You have presented your poster in an effortless, smooth and clear way with a natural colloquial flow.</li></ul>				
<b>Content</b>	<ul style="list-style-type: none"><li><b>Relevance:</b> Your poster includes all the key information, and no irrelevant detail.</li><li><b>Reasoning:</b> Your choices of persuasive techniques are well thought out and suitable for your poster and target audience.</li></ul>													
<b>Organization</b>	<ul style="list-style-type: none"><li><b>Structure:</b> Your poster is clear and well organized.</li></ul>													
<b>Language</b>	<ul style="list-style-type: none"><li><b>Appropriacy:</b> Your poster is persuasive.</li></ul>													
<b>Delivery</b>	<ul style="list-style-type: none"><li><b>Fluency:</b> You have presented your poster in an effortless, smooth and clear way with a natural colloquial flow.</li></ul>													

## Self-reflection

**Self-reflection** 

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

**E1**  I can brainstorm ideas for a student volunteer program and draw a mind map.

**E2**  I can list the key elements of my volunteer program.

**P**  I can design a poster for my volunteer program.

**TA**  I can write a letter recommending a volunteer program.

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

**Section 1**

		very poor	poor	average	good	very good
<b>Communication skill</b>	Asking for more information in conversations					
<b>Critical thinking skill</b>	Using persuasion techniques in promotion					
<b>Intercultural skill</b>	Developing intercultural empathy					

**Section 2**

		very poor	poor	average	good	very good
<b>Reading skill</b>	Taking notes while reading					
<b>Critical thinking skill</b>	Making decisions by weighing pros and cons					
	Analyzing the influence of volunteering on individuals					
<b>Intercultural skill</b>	Examining the benefits of cross-cultural volunteer programs					

• 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?