《新未来大学英语 综合教程 3B》
Unit 1 Smart everything everywhere 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 write an outline of an academic presentation on AI (Episode 1) ● To list anticipated questions and answers for an academic presentation (Episode 2) ● To give an academic presentation on AI (Project) ● To write an essay on people's concerns over AI in China (Text A) **语言目标：** ● To recognize and examine exemplification (Text A) ● To expand vocabulary about AI **学术能力目标：** ● To ask questions in an interview (Episode 1) **高阶能力目标：** ● To give presentations to a multicultural audience (Episode 2) ● To anticipate questions (Episode 2) ● To identify bias (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：

- 通过学习人工智能在不同领域的应用，学会辩证看待人工智能利与弊；
- 引导学生思考如何做好学术报告以及准备问答环节，培养学术能力与思辨技能；
- 通过做人工智能在某一领域应用的报告，帮助其深度思考先进技术的影响，培养跨文化思辨能力。

Section 2：

- 通过了解人工智能是如何威胁人类的生活方式，引导学生正确认识人工智能多元的社会影响，鼓励学生以创新的姿态参与我国人工智能发展和建设；
- 通过提出"计算机艺术是否属于艺术"这一问题，引导学生重新思考原有认知，摒弃偏见，学会客观公正地看待问题。

（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**
  本课程倡导课堂教学与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
（一）教学目标： 1. To write an outline of an academic presentation on AI 2. To ask questions in an interview **（二）教学重难点：** **Key points:** Writing an outline of an academic presentation on AI; Asking questions in an interview **Difficult points:** Asking questions in an interview; Writing an outline of an academic presentation on AI **（三）教学理念与方法：** **体验式学习：**利用情景剧展开教学，让学生跟随主人公参加"AI+"主题学术报告竞赛，结合真实校园场景增强学生的代入感和体验感，让学生运用英语完成富有挑战性的真实交际任务，调动学生学习兴趣，提升学生的学术能力和思辨能力。 **交际型教学法：**基于对采访中人物对话的分析和讨论，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。 **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，拟定人工智能主题的学术报告提纲，在完成任务的过程中培养自主学习能力及团队沟通与协作能力。

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	1) Ask Ss to do online research on AI to get a general idea of the benefits as well as the threats of AI application in different fields. 2) Ask Ss to preview the new words and expressions of Episode 1 via Unipus, and take the online quiz.	1) Do online research on AI to get a general idea of the benefits as well as the threats of AI application in different fields. 2) Preview the new words and expressions of Episode 1 via Unipus, and take the online quiz.	1）提前查阅人工智能相关资料，增加对这一领域的了解，为后续学习和情境任务的完成做好铺垫。 2）预习 Episode 1 生	1）通过学生课堂讨论表现和效果了解学生对人工智能主题相关资料的查阅情况。 2）通过在线测试了

			词，扫清词汇障碍，为课上学习做准备。	解学生对于生词的预习情况。
While-class (Period 1: 45 mins)	**Step 1: Warming up (10 mins)** Ask Ss to work in pairs discussing how an AI system might work in each of the listed tasks by 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 excerpts in Episode 1 on P5. **Step 3: Episode 1 Text (30 mins)** 1) Lead Ss to read the excerpts and complete Ex 1 on P7 to understand the excerpts at a detailed level. Explain the term "adaptive learning" on P3 of TB if necessary. 2) Ask Ss to complete Ex 2 on P8 to help Ss have a thorough understanding of the excerpts. 3) Ask Ss to complete Ex 3 on P8 to help Ss learn about the advantages and disadvantages of AI application in different fields. 4) Let Ss work in groups of four and complete the follow-up exercise of Ex 3 on P8. Ask 2 groups to share their ideas in class. **[Supplementary activities]** a. Let Ss discuss whether they think the	**Step 1: Warming up** Work in pairs to discuss how an AI system might work in each of the listed tasks by completing Ex 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 excerpts in Episode 1 on P5. **Step 3: Episode 1 Text** 1) Read the excerpts and complete Ex 1 on P7. 2) Complete Ex 2 on P8 to further understand the excerpts. 3) Complete Ex 3 on P8. 4) Work in groups of four to complete the follow-up exercise of Ex 3 on P8. 2 groups share ideas in class. **[Supplementary activities]** a. Discuss whether the advantages of AI outweigh the disadvantages in each field to develop critical thinking skill. b. Share ideas and opinions in class if time allows.	1）通过师生问答与生生问答，了解学生对人工智能技术的认知程度,进行主题预热。 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、学习内容及任务，并引出输入材料。 3）通过完成理解性练习，让学生充分了解人工智能在生活中的应用及其利弊，有效衔接后续输出任务，提升其文本分析能力。 4）通过进一步深入探讨人工智能技术的利与弊，学习辩证看待问题，提升学生思辨能力和口语表达能力。	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，并对学生的发言进行总结和评价。

	advantages of AI outweigh the disadvantages in each field to develop their critical thinking skill. b. Invite Ss to share their ideas and opinions in class if time allows.		
While-class (Period 2: 45 mins)	**Step 1: Introducing the plotline of Episode 1 Audio (5 mins)** Introduce the plotline of the audio in Episode 1 on P9. **Step 2: Episode 1 Audio (30 mins)** 1) Lead Ss to listen to the audio for the first time and complete Ex 4 on P9 to have a general understanding of the interview. 2) Ask Ss to listen to the audio again and complete Ex 5 on P9. 3) Guide Ss to read the Academic skill and learn how to ask questions in an interview using the skill box on P9. 4) Ask Ss to work in pairs to complete Ex 6 on P9 by role-play an interview using different types of questions mentioned in the skill box to strengthen their understanding of the skill. **[Supplementary activities]** a. Provide students with more tips to help with asking questions in an interview, as detailed in the Additional notes on P7 in TB. b. If time allows, invite two pairs to role-play	**Step 1: Getting to know the plotline of Episode 1 Audio** Read the plotline of the audio in Episode 1 on P9. **Step 2: Episode 1 Audio** 1) Listen to the audio for the first time and complete Ex 4 on P9. 2) Listen to the audio again and complete Ex 5 on P9. 3) Read the Academic skill on P9 and learn how to ask questions in an interview. 4) Work in pairs and complete Ex 6 on P9. Role-play an interview on AI application using different types of questions mentioned in the skill box to strengthen the understanding of the skill. **[Supplementary activities]** a. Follow T's introduction to learn more tips to help with asking questions in an interview, such as considering the tone when interviewing and doing the research before interviews.	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。 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。 3）通过学习技能框，帮助学生了解访谈常见的提问技巧，获取有效信息；并通过访谈练习，帮助学生掌握使用技能。 4）通过补充访谈提问技巧，并进行输出性练习，加强学生对技巧的理解和运用，同时提升学生口语表达能力。	1）通过练习完成情况和课堂讨论效果，考查学生对于听力内容的理解。 2）通过提问、布置任务等方式来评判学生的掌握情况，并对其输出任务的质量进行评价。

	their interviews for the class. Then ask the class to identify the different question types, as detailed in the skill box. **Step 3: Introducing OTY 1 (10 mins)** 1) Introduce the plotline of OTY 1 on P10. Then ask Ss to read Wang Hao and Yi Fei's sample and learn how to write an outline of an academic presentation. 2) Walk Ss through the steps of OTY 1. Then offer them the Suggested evaluation criteria on P8 in TB.	b. Two pairs role-play the interviews for the class. Then the class try to identify the different question types, as detailed in the skill box. **Step 3: Getting to know OTY 1** 1) Read the plotline of OTY 1 and the sample on P10. Learn how to write an outline of an academic presentation. 2) Follow T's instructions of OTY 1.		
Post-class	1) Assign Ss OTY 1 on P10 and the Language in focus on P11 via Unipus. 2) Ask Ss to preview the new words and expressions in Episode 2 via Unipus, and take the online quiz.	1) Complete OTY 1 on P10 and the Language in focus on P11 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

<table>
<tr><td colspan="2">教学目标、教学重难点、教学理念与方法</td></tr>
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（一）教学目标：

1. To list anticipated questions and answers for an academic presentation

2. To give presentations to a multicultural audience

3. To anticipate questions

（二）教学重难点：

Key points: Listing anticipated questions and answers for an academic presentation; Giving presentations to a multicultural audience; Anticipating questions

Difficult points: Giving presentations to a multicultural audience; Anticipating questions; Listing anticipated questions and answers for an academic presentation

（三）教学理念与方法：

体验式教学法：通过创设不同学术报告情境，引导学生讨论和分析不同文化背景听众的反应和表现，提高学生跨文化思辨能力。

项目式学习法：教师围绕单元主题，指导学生列出问题清单，为圆满完成学术报告做好充分准备。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自主学习及团队沟通与协作等能力。

<table>
<tr><td colspan="5" align="center">教学过程</td></tr>
<tr><td colspan="5">T for teacher; Ss for students; TB for Teacher's Book; OTY for Over to you task</td></tr>
<tr>
<td align="center">教学阶段
（时长）</td>
<td align="center">教师活动</td>
<td align="center">学生活动</td>
<td align="center">设置意图</td>
<td align="center">教学评价</td>
</tr>
<tr>
<td align="center">Pre-class</td>
<td>Ask Ss to preview the new words and expressions of Episode 2 via Unipus, and take the online quiz.</td>
<td>Preview the new words and expressions of Episode 2 via Unipus, and take the online quiz.</td>
<td>预习 Episode 2 生词，扫清词汇障碍，为课上学习做好准备。</td>
<td>通过在线测试了解学生对于生词的预习情况。</td>
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<tr>
<td></td>
<td>Step 1: Introducing the plotline of Episode 2 Text (10 mins)
1) Pose the following questions to get Ss into the scene:</td>
<td>Step 1: Getting to know the plotline of Episode 2 Text
1) Answer the questions to get into the scene.</td>
<td>1）通过提问引入场景并讲解剧情线，使学生对文本有初步了解。</td>
<td>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</td>
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While-class (Period 3: 45 mins)	• *What are the most and least successful aspects of a presentation you gave in the past and what made these aspects successful or unsuccessful?* • *What points should be considered in order to make an effective academic presentation?* 2) Introduce the plotline of the text in Episode 2 on P12. **Step 2: Episode 2 Text (35 mins)** 1) Ask Ss to read the text and complete the matching task of Ex 1 on P14. Help Ss grasp the structure of the text by categorizing the main points into the corresponding sections. 2) Let Ss work in pairs and discuss the questions of Ex 2 on P14. Then invite Ss to share their ideas and opinions in class and choose Ss to make comments if time allows. 3) Ask Ss to skim the Intercultural skill of giving presentations to a multicultural audience on P15 to have a general understanding of the skill. 4) Ask Ss to work in pairs to complete Ex 3 on P15, so as to foster their understanding of the Intercultural skill. Then choose 3 Ss to share their ideas in class. **[Supplementary activities]** a. Provide students with more tips to help with designing a presentation for a multicultural	2) Read the plotline of the text in Episode 2 on P12. **Step 2: Episode 2 Text** 1) Read the text and complete the matching task of Ex 1 on P14 2) Work in pairs and discuss the questions of Ex 2 on P14. Then some Ss share ideas and opinions in class and other Ss make comments if time allows. 3) Skim the Intercultural skill of giving presentations to a multicultural audience on P15. 4) Work in pairs to complete Ex 3 on P15 and 3 Ss share ideas in class. **[Supplementary activities]** a. Learn more tips to help with designing a presentation for a multicultural audience. b. Think of more scenarios where miscommunication might be caused between people of different cultural backgrounds and explore the possible cultural reasons for the miscommunication.	2）通过分析文本完成相应练习。从学术报告目标设与受众、内容与结构、展示，帮助学生了解学术报告重要事项，为后续输出任务做准备。 3）通过学习技能框，帮助学生培养跨文化交际意识，掌握跨文化交际技巧，并通过小组讨论和口语输出练习，加强其对于跨文化技巧的理解和运用。 4）通过补充练习，进一步学习跨文化交际技能，并且通过讨论，引导学生深入思考跨文化交际时的注意事项，学会如何在真实交际情景中使用跨文化交际技能。	用练习引导学生进行思考和归纳。 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。

	audience, as detailed in the Additional notes on P10-11 of TB. b. Guide Ss to think of more scenarios where miscommunication might be caused between people of different cultural backgrounds and explore the possible cultural reasons for the miscommunication.			
While-class (Period 4: 45 mins)	**Step 1: Introducing the plotline of Episode 2 Video (5 mins)** Introduce the plotline of the video in Episode 2 on P16. **Step 2: Episode 2 Video (30 mins)** 1) Lead Ss to watch the demonstration video for the first time and complete Ex 4 on P16 to have a general understanding. 2) Let Ss watch the video again and complete Ex 5 on P17. Ask them to pay attention to how the presenter responds. 3) Guide Ss to read the Critical thinking skill and learn how to anticipate questions that the audience might ask using the skill box on P17. 4) Ask Ss to work in pairs and complete Ex 6 on P17 to practice the Critical thinking skill. **Step 3: Introducing OTY 2 and Project (10 mins)**	**Step 1: Getting to know the plotline of Episode 2 Video** Read the plotline of the video in Episode 2 on P16. **Step 2: Episode 2 Video** 1) Watch the demonstration video for the first time and complete Ex 4 on P16 to have a general understanding. 2) Watch the video again and complete Ex 5 on P17. Pay attention to how the presenter responds. 3) Read the Critical thinking skill and learn how to anticipate questions that the audience might ask by using the skill box on P17. 4) Work in pairs and complete Ex 6 on P17 to practice the Critical thinking skill. **Step 3: Getting to know OTY 2 and**	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初步了解。 2）通过观看视频，完成输入练习，让学生了解学术报告的提问环节和应对策略，并提升其视听说能力。 3）通过学习技能框，帮助学生掌握预测问题的基本方法，并基于 OTY 1 主人公拟定好的学术报告提纲，学习预测听众可能提出的问题，加强其对于技巧的理解与运用。	1）根据练习完成情况和学生课堂表现做出评价。 2）思辨内容首先采取生生互评，最终由教师点评并做出示范。 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。

	1) Introduce the plotline of OTY 2 on P18. Ask Ss to read Wang Hao and Yi Fei's sample and walk Ss through the steps of OTY 2. Then present the Suggested evaluation criteria on P13 in TB. 2) Walk Ss through the steps of Project on P20-21. Then present the Suggested evaluation criteria on P14 in TB.	**Project** Follow T's instructions of OTY 2 on P18 and Project on P20-21.		
Post-class	1) Let Ss complete the OTY 2 on P18 and the Language in focus on P19 via Unipus. 2) Assign the Project on P20-21 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 P22.	1) Complete the OTY 2 on P18 and the Language in focus on P19 via Unipus. 2) Submit the work of the Project on P20-21 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 of Text A on P22.	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 recognize and examine exemplification
2. To identify bias
3. To write an essay on people's concerns over AI in China
（二） 教学重难点：
Key points: Recognizing and examining exemplification; Identifying bias; Writing an essay on people's concerns over AI in China
Difficult points: Identifying bias; Writing an essay on people's concerns over AI in China
（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，通过分析篇章结构与文本内容，引导学生学习举例论证技巧。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确认偏误，学习客观公正地看待问题。

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 read Text A and complete the Preview task on P22. 2) Ask Ss to preview the new words and expressions of Text A via Unipus, and take the online quiz.	1) Preview Text A and complete the Preview task on P22. 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。
	Text A Session 1 (45 mins) **Step 1: Warming up (5 mins)** Introduce the topic of Text A by asking the following questions:	**Text A Session 1 (45 mins)** **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。

While-class (Period 5: 45 mins)	• *What are the threats of AI you think the text will discuss?* • *What can be done to deal effectively with the threats of AI?* • *What are the benefits that AI can bring us?* **Step 2: Global comprehension (30 mins)** 1) Introduce the background information of AlphaGo on P15 of TB. 2) Guide Ss to explore the text structure, and ask Ss to skim the text to complete Ex 1 on P24 to identify people's concerns over AI. 4) 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. **Step 3: Deep reading (10 mins)** 1) Explain the reading skill on recognizing and examining exemplification using the skill box on P24 and the Additional notes on P19 of TB. 2) Ask Ss to complete Ex 3 on P24 using the reading skill.	**Step 2: Global comprehension** 1) Follow T's introduction to learn the background information. 2) Explore the text structure, and 3) Skim the text to complete Ex 1 on P24. 4) Listen to the audio of the text to grasp the key information. Learn some language points by T's explanation. **Step 3: Deep reading** 1) Follow T's explanation to learn the Reading skill. 2) Complete Ex 3 on P24.	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。 3）通过学习技能框并完成练习,掌握举例论证技巧，提升阅读能力。	
	Text A Session 2 (45 min) **Step 1: Detailed comprehension (5 mins)** Ask Ss to read the text again and complete Ex 2 on P24. **Step 2: Critical thinking skill (25 mins)**	**Text A Session 2 (45 mins)** **Step 1: Detailed comprehension** Read the text again and complete Ex 2 on P24. **Step 2: Critical thinking skill**	1）通过完成文章细节理解题，加深对文章内容的理解。 2）通过学习技能框，完成小组活动，培养学生	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

| While-class (Period 6: 45 mins) | 1) Introduce the Critical thinking skill on P25 by asking Ss to discuss and answer the following question:
• *What is your understanding of confirmation bias?*
2) Guide Ss to read the Critical thinking skill on P25 to learn how to identify bias.
3) Ask Ss to complete Ex 4 on P25 to practice the Critical thinking skill.

[Moral education]
• Guide Ss to think of times in their lives when they have experienced confirmation bias (Emphasizing the importance of recognizing bias).
• Introduce other types of bias referring to the Additional notes on P20 in TB (Incorporating ideological beliefs and socialism values in teaching).
• Invite Ss to come up with an example of each type of bias added: anchoring bias and cultural bias (Raising awareness of bias and learning to put things into perspective).
• Guide Ss to explore their roles in Chinese culture transmission and intercultural communication.

Step 3: Intercultural writing (15 mins)
1) Ask Ss to work in groups and discuss some other possible threats of AI. Then ask them to consider their own attitudes toward these threats (as well as the threats already mentioned in the text), and why they hold such attitudes.
2) Follow up by asking Ss to come up with ways that | 1) Discuss and answer the question to be aware of confirmation bias.
2) Read the Critical thinking skill on P25 to learn how to identify bias.
3) Complete Ex 4 on P25 to practice the Critical thinking skill.

[Moral education]
• Think of times in their lives when they have experienced confirmation bias.
• Learn about other types of bias following T's explanation.
• Come up with an example of each type of bias added: anchoring bias and cultural bias.
• Explore their roles in Chinese culture transmission and intercultural communication.

Step 3: Intercultural writing
1) Work in groups to discuss some other possible threats of AI. Then consider their own attitudes toward these threats (as well as the threats already mentioned in the text), and why they hold such attitudes.
2) Come up with ways that one or two of these threats can be mitigated. | 思辨能力，并为后续写作任务做准备。

3）通过思考和探讨证实偏差，引入课程思政教育，引导学生觉察自己和他人持有的偏见，学会客观公正地看待问题。

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。 | 互评。

3）思政教育内容由教师点评并做出示范。 |

	one or two of these threats can be mitigated. 3) Introduce the writing task on P25 to Ss and help students analyze the aspects that should be included in the essay. 4) Present the sample essay and analyze its structure and language features.	3) Learn the main aspects that need to be included in the essay. Then read the sample essay to learn the structure and language features.		
Post-class	1) Assign Ss Language in focus on P26-27 via Unipus. 2) Ask Ss to finish Intercultural writing on P25 via Unipus.	1) Complete Language in focus on P26-27 via Unipus. 2) Complete Intercultural writing on P25 via Unipus.	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。 2）通过课后语言练习巩固所学知识。	1）根据教师手册中的建议评估标准进行写作批改与点评。 2）根据语言练习参考答案给出评价。

五、第 7-8 课时教学

<table>
<tr><td colspan="2" align="center">教学目标、教学重难点、教学理念与方法</td></tr>
<tr><td colspan="2">（一）教学目标：

1. To give an academic presentation on AI

2. To write an essay on people's concerns over AI in China

教学重难点：

Key points: Giving an academic presentation on AI; Writing an essay on people's concerns over AI in China

Difficult points: Giving an academic presentation on AI; Writing an essay on people's concerns over AI in China

（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。</td></tr>
</table>

<table>
<tr><td colspan="5" align="center">教学过程</td></tr>
<tr><td colspan="5">T for teacher; Ss for students; TB for teacher's book</td></tr>
<tr>
<td align="center">教学阶段
（时长）</td>
<td align="center">教师活动</td>
<td align="center">学生活动</td>
<td align="center">设置意图</td>
<td align="center">教学评价</td>
</tr>
<tr>
<td align="center">**Pre-class**</td>
<td>Review and select some Ss' projects and intercultural writings via Unipus.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td align="center">**While-class**
(Period 7: 45 mins)</td>
<td>**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 on P14 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.</td>
<td>**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</td>
<td>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。</td>
<td>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。</td>
</tr>
</table>

	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 project via Unipus.	Unipus.		
While-class **(Period 8: 45 mins)**	**Session 2: Intercultural writing (45 mins)** 1) Restate the writing task on P25 and stress the points that should be included in the writing task. 2) Show selected Ss' writings and the sample writing. Then guide them to analyze their strengths and weaknesses in terms 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 ideas about future trends of AI application to help them set up a correct view on advanced technology.	**Session 2: Intercultural writing** 1) Think about the points that should be included in the writing task. 2) Follow T's guidance to analyze selected Ss' 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 the future trends of AI application and set up a correct view on technology.	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。 2）根据输入材料主题，引导学生联系人工智能在现实生活中的实际应用，从辩证角度探讨人工智能的未来发展趋势，引入思政教育，帮助学生树立正确的科技观。	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	OTY 2	Project

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 outline includes information directly related to the area of AI that you want to discuss, and does not include irrelevant information.
Organization	• **Structure:** Your outline includes an introduction, main points, and a conclusion. • **Clarity:** The main points in your presentation outline are organized in a clear way (e.g. by following a pattern suited to your content, such as pros and cons, cause and effect, comparison and contrast).
Language	• **Appropriacy:** You have used bullet points to express your main ideas. • **Acquisition:** You have used as many as possible of the new words and expressions learned in this episode.

OTY 2

Suggested evaluation criteria

Content	• **Relevance:** Your Q&A list includes only questions that are likely to be asked by an audience (e.g. questions that are directly related to your presentation). • **Reasoning:** The answer to each question in your Q&A list is clear, carefully considered, and well-reasoned.
Organization	• **Structure:** Your anticipated questions are broken up into at least three categories: questions based on the logical weaknesses of the presentation, on the controversial parts of the presentation, and on details that were not covered during the presentation.
Language	• **Accuracy:** You have used effective and accurate language in your questions and answers. • **Acquisition:** You have used as many as possible of the new words and expressions learned in this section.

Project

Suggested evaluation criteria

Content	• **Relevance:** Your PPT slides and your presentation clearly address the topic and do not include irrelevant information or graphics.
Organization	• **Structure:** Your presentation is well-organized with a clear introduction, main body, and conclusion. • **Clarity:** Each of your PPT slides has a clear layout.
Language	• **Appropriacy:** Your presentation is written in a formal tone and formal language. • **Diversity:** You have used a wide range of vocabulary in your presentation and your PPT slides.
Delivery	• **Visual aids:** Your PPT slides support the main ideas of your presentation. • **Fluency:** Your presentation flows smoothly and naturally.

Self-reflection

Self-reflection

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

  E1　☐ I can write an outline of an academic presentation on AI.

  E2　☐ I can list anticipated questions and answers for an academic presentation.

  P　☐ I can give an academic presentation on AI.

  TA　☐ I can write an essay on people's concerns over AI in China.

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

Section 1

		very poor	poor	average	good	very good
Academic skill	Asking questions in an interview	☹	☹	😐	🙂	😊
Critical thinking skill	Anticipating questions	☹	☹	😐	🙂	😊
Intercultural skill	Giving presentations to a multicultural audience	☹	☹	😐	🙂	😊

Section 2

		very poor	poor	average	good	very good
Reading skill	Recognizing and examining exemplification	☹	☹	😐	🙂	😊
Critical thinking skill	Identifying bias	☹	☹	😐	🙂	😊
	Reflecting on the impact of AI technology on art	☹	☹	😐	🙂	😊
Intercultural skill	Exploring Chinese people's concerns over AI	☹	☹	😐	🙂	😊

- **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?