

# 《新未来大学英语 综合教程 3B》

## Unit 2 Hearts and Minds 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 define a negative emotion and list its effects (Episode 1)
- To write an outline for an essay on negative emotions (Episode 2)
- To write an essay about how people can deal with negative emotions (Project)
- To write an essay analyzing culturally dependent color associations (Text A)

##### 语言目标：

- To distinguish between main ideas and supporting ideas (Text A)
- To expand vocabulary about emotions

##### 学术能力目标：

- To use citations (Episode 2)

##### 高阶能力目标：

- To define concepts (Episode 1)
- To recognize cultural differences in expressing emotions (Episode 2)
- To identify types of evidence (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:

- 通过了解主要的情绪理论和负面情绪的作用，掌握定义术语的技巧，培养学术写作意识；
- 引导学生了解如何应对负面情绪和社会身份理论，学会辨别不同文化表达情绪的区别以及规范引用的方法，培养跨文化思辨能力和学术诚信品质；
- 引导学生撰写关于负面情绪的文章，学会聚焦写作话题，罗列大纲，培养学术写作能力。

### Section 2:

- 引导学生了解颜色对情绪和行为的影响，关注文化对颜色联想的影响，引导学生正确看待不同文化之间的差异，提高文化自信和文化包容意识；
- 通过深入了解情绪的构成，引导学生正确客观地看待自己的情绪并积极采取措施应对消极情绪，促进学生心理健康。

## （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"> <li>1. To define a negative emotion and list its effects</li> <li>2. To define concepts</li> </ol> <p>(二) 教学重难点:</p> <p><b>Key points:</b> Defining a negative emotion and listing its effects; Defining concepts</p> <p><b>Difficult points:</b> Defining concepts; Defining a negative emotion and listing its effects</p> <p>(三) 教学理念与方法:</p> <p><b>体验式学习:</b> 利用情景剧展开教学, 引导学生进一步了解负面情绪潜在的各种影响, 结合真实校园场景增强学生的体验感、提高学生思辨能力, 以及在真实交际中运用英语完成富有挑战性任务的能力。</p> <p><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。</p> <p><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, 对一种负面情绪进行定义并阐述其潜在影响, 让学生在完成任务的过程中培养自主学习及团队协作等能力。</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 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 (10 mins)</b> 1) Ask Ss to write down some words used to describe emotions and divide those words into two categories in terms of positive emotions	<b>Step 1: Warming up</b> 1) Write down some words used to describe emotions and search online for them if there are some difficulties. Then divide	1) 通过让学生找出描述情绪的词汇进行分类, 并分组交流, 丰富学生所掌握的情绪	1) 教师引导学生找到同伴并相互交流自己所找到的情绪词汇, 同时对所出现

<p><b>While-class (Period 1: 45 mins)</b></p>	<p>and negative emotions.</p> <p>2) Ask Ss to work in pairs to share the words used to express positive emotions as well as negative emotions. Then invite Ss to share their team's words. Give necessary correction and comments.</p> <p>3) Ask Ss to write what situations make them experience the emotions and then work in pairs sharing those situations by completing Ex 1 &amp; 2 on P37.</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 P38.</p> <p>2) Introduce the plotline of the text in Episode 1 on P39.</p> <p><b>Step 3: Episode 1 Text (30 mins)</b></p> <p>1) Ask Ss to read the text on P39-41 and complete the Ex 1 on P39.</p> <p>2) Ask Ss to read the text carefully and complete Ex 2 on P41.</p> <p>3) Guide Ss to explore the text by</p> <p>a. asking them to summarize how and why humans experience emotions according to each of the three theories: physiological, neurological and cognitive theories.</p> <p>b. leading them to discuss the following question:</p>	<p>those words into two kinds: positive emotions and negative emotions.</p> <p>2) Work in pairs to share the words used to express positive emotions as well as negative emotions. Some Ss share their ideas in class.</p> <p>3) Write the situations in which the emotions in Ex 1 are felt and work in pairs to share those situations by completing Ex 1 &amp; 2 on P37.</p> <p><b>Step 2: Introducing the plotline</b></p> <p>1) Read the plotline of Section 1 and the Road map on P38.</p> <p>2) Read the plotline of the Text in Episode 1 on P39.</p> <p><b>Step 3: Episode 1 Text</b></p> <p>1) Read the text on P39-41 and complete the Ex 1 on P39.</p> <p>2) Read the text carefully and complete Ex 2 on P41.</p> <p>3) Follow T's guidance to explore the text by</p> <p>a. summarizing how and why humans experience emotions according to each of the three theories: physiological, neurological and cognitive theories.</p> <p>b. discussing and answering the question.</p>	<p>词汇，为后续的输出任务和学习做铺垫</p> <p>同时通过学生自答和生生问答，帮助学生深入思考与情绪相关的情境，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、学习内容和任务，并引出第一段输入材料。</p> <p>3)结合文本内容完成练习，帮助学生进一步理解文本。</p> <p>4)引导学生根据文章中对理论的阐述进行总结，并对理论进行分析，形成自己的观点。</p> <p>5) 通过学习技能框，帮助学生掌握给术语下定义的技巧，提升其思辨能力,并进行</p>	<p>的问题进行纠正并对学生表现进行评价。</p> <p>2) 教师通过练习考查学生的掌握情况，并适当进行引导。</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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	<p>• <i>In your view, which theory better answers how and why humans experience emotions? And why?</i></p> <p>4) Let Ss read the Critical thinking skill on P42 to learn how to define a term and explain the skill in detail with the example in the skill box on P42. Then, ask Ss to complete Ex 3 on P42 to practice the Critical thinking skill, and invite 2 Ss to share their ideas in class.</p>	<p>4) Read the Critical thinking skill on P42 to learn how to define a term. Complete Ex 3 on P42 and 2 Ss share their ideas in class.</p>	<p>输出练习，增强实际运用能力。</p>	
<p><b>While-class</b> <b>(Period 2: 45 mins)</b></p>	<p><b>Step 1: Introducing the plotline of Episode 1 Video (5 mins)</b> Introduce the plotline of the video in Episode 1 on P43.</p> <p><b>Step 2: Episode 1 Video (30 mins)</b> 1) Lead Ss to watch the video for the first time and complete Ex 4 on P43 to have a general understanding of the lecture. 2) Ask Ss to watch the video again and complete Ex 5 on P43 to help Ss have a further understanding of negative emotions. 3) Ask Ss to work in pairs and complete Ex 6 on P43. Then pick 3 pairs to share their interviews in class and choose Ss to make comments on the conversations if time allows.</p> <p><b>Step 3: Introducing OTY 1 (10 mins)</b> 1) Introduce the plotline of OTY 1 on P44. Then ask Ss to read the four friends' sample to have further understanding of the way to</p>	<p><b>Step 1: Getting to know the plotline of Episode 1 Video</b> Read the plotline of the video in Episode 1 on P43.</p> <p><b>Step 2: Episode 1 Video</b> 1) Watch the video for the first time and complete Ex 4 on P43. 2) Watch the video again and complete Ex 5 on P43. 3) Work in pairs to complete Ex 6 on P43 and 3 pairs share their interviews in class. Then discuss and try to make comment on the conversations.</p> <p><b>Step 3: Getting to know OTY 1</b> 1) Read the plotline of OTY 1 and the sample on P44. 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) 结合视频内容，通过完成理解性练习，让学生充分了解负面情绪的影响，有效衔接后续输出任务，提升其视听说能力。</p> <p>3) 通过语言输出练习，帮助学生进一步了解并能够使用英语来表达与情绪相关的话题。</p>	<p>1) 通过练习完成情况和课堂讨论效果考查学生对于视频内容的理解。</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>define a term.</p> <p>2) Walk Ss through the steps of OTY 1. Then offer them the Suggested evaluation criteria on P37 in TB.</p>			
<b>Post-class</b>	<p>1) Assign Ss the OTY 1 on P44 and the Language in focus on P45 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 P44 and the Language in focus on P45 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> <ol style="list-style-type: none"> <li>1. To write an outline for an essay on negative emotions</li> <li>2. To recognize cultural differences in expressing emotions</li> <li>3. To use citations</li> </ol> <p>(二) 教学重难点:</p> <p><b>Key points:</b> Writing an outline for an essay on negative emotions; Recognizing cultural differences in expressing emotions; Using citations</p> <p><b>Difficult points:</b> Recognizing cultural differences in expressing emotions; Using citations; Writing an outline for an essay on negative emotions</p> <p>(三) 教学理念与方法:</p> <p><b>体验式教学法:</b> 通过创设与论文写作相关的情境, 引导学生分析和讨论论文写作的结构, 提高学生的学术写作能力。</p> <p><b>项目式学习法:</b> 教师围绕单元主题, 创建介绍负面情绪的学术写作项目。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与协作等能力。</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
<b>Pre-class</b>	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 (5 mins)</b> Introduce the plotline of the audio in Episode 2 on P46.	<b>Step 1: Getting to know the plotline of Episode 2 Audio</b> Read the plotline of the audio in Episode 2 on P46.	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。	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, 并利

<p><b>While-class (Period 3: 45 mins)</b></p>	<p><b>Step 2: Episode 2 Audio (40 mins)</b></p> <p>1) Ask Ss to listen to the audio on P46 and complete Ex 1 on P46 to understand the ways of dealing with negative emotions.</p> <p>2) Let Ss listen to the audio again and complete Ex 2 on P46. Ask them to pay attention to Dr. Nugent's suggestions on how to deal with negative emotions.</p> <p>3) Ask Ss to read the Intercultural skill on P47 to learn cultural differences in expressing emotions. Then, ask them to work in pairs to complete Ex 3 and pick 2 Ss to share their ideas in class.</p> <p><b>[Moral education]</b></p> <ul style="list-style-type: none"> <li>• Inspire Ss to list other stereotypes of expressing emotions the people in other cultures may have about Chinese. (Incorporating cross-cultural communication in language teaching).</li> <li>• Guide Ss to discuss the reasons for those stereotypes (Emphasizing the importance of recognizing the differences in social context and culture).</li> <li>• Guide Ss to explore the ways to eliminate the stereotypes of Chinese people.</li> </ul>	<p><b>Step 2: Episode 2 Audio</b></p> <p>1) Listen to the audio and complete Ex 1 on P46.</p> <p>2) Listen to the audio again and complete Ex 2 on P46, paying attention to Dr. Nugent's suggestions on how to deal with negative emotions.</p> <p>3) Read the Intercultural skill on P47 to learn cultural differences in expressing emotions. Work in pairs to complete Ex 3 and 2 Ss share their ideas in class.</p> <p><b>[Moral education]</b></p> <ul style="list-style-type: none"> <li>• List other stereotypes of expressing emotions the people in other cultures may have about Chinese.</li> <li>• Discuss the reasons for those stereotypes.</li> <li>• Explore the ways to eliminate those stereotypes.</li> </ul>	<p>2)通过完成听力输入练习,让学生掌握应对负面情绪的各种办法,提升其听说能力。</p> <p>3)通过学习技能框,并让学生展开话题讨论,加强其对于跨文化技巧的理解与运用。</p> <p>4)通过引导学生讨论其他文化对中国人情绪表达方面的各种刻板印象,引入课程思政教育,并启发学生深入探讨产生这些刻板印象的原因及消除刻板印象的方案。</p>	<p>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><b>While-class (Period 4: 45 mins)</b></p>	<p><b>Step 1: Introducing the plotline of Episode 2 Text (5 mins)</b>  1) Pose the following question to get Ss into the scene:  •<i>What is social identity?</i>  •<i>What social identities do you have?</i>  2) Introduce the plotline of the text in Episode 2 on P48.</p> <p><b>Step 2: Episode 2 Text (30 mins)</b>  1) Ask Ss to read the text on P48-49 and complete Ex 4 on P49 to have a general understanding of social identity theory.  2) Ask Ss to read the text again and complete Ex 5 on P50 to gain a deep insight into the structure and content of the text.  3) Ask Ss to read the Academic skill on P51 to learn how to use citations properly in essays.  4) Ask Ss to work in pairs to complete Ex 6 on P51, so as to foster their understanding of the Academic skill. Then choose 2 Ss to share their ideas in class if time allows.</p> <p><b>[Supplementary activities]</b>  Guide Ss to discuss when citations should be used and the differences between quoting and paraphrasing using the additional notes on P42 of TB.</p>	<p><b>Step 1: Getting to know the plotline of Episode 2 Text</b>  1) Answer the question to get into the scene.  2) Read the plotline of the text in Episode 2 on P48.</p> <p><b>Step 2: Episode 2 Text</b>  1) Read the text on P48-49 and complete Ex 4 on P49.  2) Read the text again and complete Ex 5 on P50.  3) Read the Academic skill on P51 to learn how to use citations in essays.  4) Work in pairs and complete Ex 6 on P51 and 2 Ss share their ideas in class.</p> <p><b>[Supplementary activities]</b>  Discuss when citations should be used and the differences between quoting and paraphrasing. Follow T's explanation to have a better understanding of using citations.</p> <p><b>Step 3: Getting to know OTY 2 and Project</b>  Follow T's instruction of OTY 2 on P52 and Project on P54-55.</p>	<p>1) 通过提问引入场景并讲解剧情线，进行主题预热，使学生对文本有初步了解。</p> <p>2) 通过分析文本完成对应练习，了解社会身份理论，并帮助学生初步掌握论文写作结构，为后续输出任务做准备。</p> <p>3) 通过学习技能框以及完成练习，培养学生学术写作能力。</p> <p>4) 通过补充练习，引导学生进一步思考使用引用的场景和不同引用方式的适用场景，加强其对于学术写作技能的理解与运用。</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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	<b>Step 3: Introducing OTY 2 and Project (10 mins)</b> 1) Introduce the plotline of OTY 2 on P52. Ask Ss to read the four friends' sample and walk them through the steps of OTY 2. Then present the Suggested evaluation criteria on P42 in TB. 2) Walk Ss through the steps of Project on P54-55, then present the Suggested evaluation criteria on P43 in TB.			
<b>Post-class</b>	1) Let Ss complete the OTY 2 on P52 and the Language in focus on P53 via Unipus. 2) Assign the Project on P54-55 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 P56.	1) Complete the OTY 2 on P52 and the Language in focus on P53 via Unipus. 2) Submit their work of the Project on P54-55 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 P56.	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				
<p>(一) 教学目标:</p> <ol style="list-style-type: none"> <li>1. To distinguish between main ideas and supporting ideas</li> <li>2. To identify types of evidence</li> <li>3. To write an essay analyzing culturally dependent color associations</li> </ol> <p>(二) 教学重难点:</p> <p><b>Key points:</b> Distinguishing between main ideas and supporting ideas; Identifying types of evidence; Writing an essay analyzing culturally dependent color associations</p> <p><b>Difficult points:</b> Identifying types of evidence; Writing an essay analyzing culturally dependent color associations</p> <p>(三) 教学理念与方法:</p> <p><b>基于主题和内容教学:</b> 教师围绕单元主题, 通过分析文章内容, 帮助学生习得如何区分文章主要观点和论据、使用不同类型的论据。通过对文章内涵的深度学习和讨论, 引导学生思考颜色与情绪的关系, 培养积极的情绪观。</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
<b>Pre-class</b>	<ol style="list-style-type: none"> <li>1) Ask Ss to preview Text A and complete the Preview task on P56.</li> <li>2) Ask Ss to preview the new words and expressions of Text A via Unipus, and take the online quiz.</li> </ol>	<ol style="list-style-type: none"> <li>1) Preview the text and complete the Preview task on P56.</li> <li>2) Preview the new words and expressions of Text A via Unipus, and take the online quiz.</li> </ol>	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><b><u>Text A Session 1 (45 mins)</u></b></p> <p><b>Step 1: Warming up (10 mins)</b></p> <p>Introduce the topic of the text by asking the following questions:</p>	<p><b><u>Text A Session 1 (45 mins)</u></b></p> <p><b>Step 1: Warming up</b></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><b>While-class</b> <b>(Period 5: 45 mins)</b></p>	<ul style="list-style-type: none"> <li>• <i>How do you feel if you see a dark color?</i></li> <li>• <i>Do you have different feelings if you see things in different color?</i></li> <li>• <i>What's the relationship between colors and emotions in your opinion?</i></li> </ul> <p><b>Step 2: Global comprehension (25 mins)</b></p> <p>1) Introduce the background information related to the color spectrum.</p> <p>2) Ask Ss to read the text and complete Ex 1 on P58.</p> <p>3) Lead Ss to listen to the audio of the text paragraph by paragraph to have a thorough understanding of the text. Explain some language points referring to TB where necessary.</p> <p><b>Step 3: Deep reading (10 mins)</b></p> <p>1) Explain the Reading skill of distinguishing between main ideas and supporting ideas using the skill box on P58</p> <p>2) Ask Ss to complete the Ex 2 on P58 referring to the Reading skill.</p>	<p><b>Step 2: Global comprehension</b></p> <p>1) Get to know the background information.</p> <p>2) Read the text and complete Ex 1 on P58.</p> <p>3 Listen to the audio of the text to have a thorough understanding of the text. Learn some language points by T's explanation.</p> <p><b>Step 3: Deep reading</b></p> <p>1) Follow T's explanation to learn the Reading skill</p> <p>2) Complete Ex 2 on P58 referring to the Reading 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) 通过学习技能框并完成练习掌握区分主要观点和论据的技巧，能够快速阅读文章了解大意，提升阅读能力。</p>	
<p><b>While-class</b></p>	<p><b><u>Text A Session 2 (45 min)</u></b></p> <p><b>Step 1: Detailed comprehension (5 mins)</b></p> <p>Ask Ss to read the text on P56-57 again and complete Ex 3 on P58.</p> <p><b>Step 2: Critical thinking (25 mins)</b></p> <p>1) Introduce the Critical thinking skill on P59 by asking Ss to discuss and answer the following questions:</p>	<p><b><u>Text A Session 2 (45 mins)</u></b></p> <p><b>Step 1: Detailed comprehension</b></p> <p>Read the text on P56-57 again and complete Ex 3 on P58.</p> <p><b>Step 2: Critical thinking</b></p> <p>1) Discuss and answer the questions to notice the Critical thinking skill.</p> <p>2) 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) 通过提问引导学生思考论证中的论证种类，并通过学习技能框，完成相关练习，培养学生的思辨能力，为</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>

<b>(Period 6: 45 mins)</b>	<ul style="list-style-type: none"> <li>• <i>How many different types of evidence do you know?</i></li> <li>• <i>Could you give examples of how to use these types of evidence?</i></li> </ul> <p>2) Ask Ss to read the Critical thinking skill on P59 to learn how to identify different types of evidence.</p> <p>3) Guide Ss to complete the Think-Pair-Share exercise on P59 to practice the Critical thinking skill.</p> <p><b>Step 3: Intercultural writing (15 mins)</b></p> <p>1) Ask Ss to work in groups and discuss the colors associating with happiness, sadness or anger.</p> <p>2) Introduce the writing task on P59 to Ss and provide some expressions for reference on P50 in TB. Then present the sample essay and analyze its structure and language features.</p>	<p>P59 and follow T's explanation to learn how to identify different types of evidence.</p> <p>3) Complete the Think-Pair-Share exercise on P59.</p> <p><b>Step 3: Intercultural writing</b></p> <p>1) Work in groups to discuss the colors associating with happiness, sadness or anger.</p> <p>2) Learn the main aspects that need to be included in the essay. Then read the sample essay to learn the structure and language.</p>	<p>后续写作任务做准备。</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>	
<b>Post-class</b>	<p>1) Ask Ss to finish Intercultural writing on P59 via Unipus.</p> <p>2) Assign Ss Language in focus on P60-61 via Unipus.</p>	<p>1) Complete Language in focus on P60-61 via Unipus.</p> <p>2) Complete Intercultural writing on P59 via Unipus.</p>	<p>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。</p> <p>2) 通过课后语言练习巩固所学知识。</p>	<p>1) 根据教师手册中的建议评估标准进行写作批改与点评。</p> <p>2) 根据语言练习参考答案给出评价。</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"> <li>1. To write an essay about how people can deal with negative emotions</li> <li>2. To write an essay analyzing culturally dependent color associations</li> </ol> <p>(二) 教学重难点:</p> <p><b>Key points:</b> Writing an essay about how people can deal with negative emotions; Writing an essay analyzing culturally dependent color associations</p> <p><b>Difficult points:</b> Writing an essay about how people can deal with negative emotions; Writing an essay analyzing culturally dependent color associations</p> <p>(三) 教学理念与方法:</p> <p><b>项目式学习法:</b> 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
<b>Pre-class</b>	Review and select some Ss' projects and intercultural writings via Unipus.			
<b>While-class (Period 7: 45 mins)</b>	<p><b>Session 1: Project (45 mins)</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 on P43 in TB. Then ask 4 Ss to present their projects in 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 and submit their revisions 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, 进行教师点评以及学生互评。

	3) Give an overall feedback and ask Ss to further improve their projects after class and submit their revisions via Unipus. 4) Let Ss vote for their favorite one via Unipus.	Unipus. 4) Vote for their favorite project via Unipus.		
<b>While-class</b> <b>(Period 8: 45 mins)</b>	<b>Session 2: Intercultural writing (45 mins)</b> 1) Restate the writing task on P59 and let Ss interpret the writing requirements. 2) Show selected Ss' 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 Ss' writings according to the Suggested evaluation criteria in TB. Then ask Ss to discuss how to improve their own writings.  <b>[Moral education]</b> Ask Ss to discuss why the same color delivers different meanings in different cultures. Then invite 2 Ss to share their ideas.	<b>Session 2: Intercultural writing</b> 1) Read the writing requirements. 2) Follow T's guidance to analyze selected Ss' writings and the sample writing. 3) Score the selected Ss' writing following the Suggested evaluation criteria, and then discuss how to improve their own writings.  <b>[Moral education]</b> Discuss why the same color delivers different meanings in different cultures and 2 Ss share their ideas.	1) 通过在课堂上对挑选出的作文进行分析，帮助学生掌握写作要点，从而提升写作水平，培养其跨文化思辨能力。  2) 通过让学生从跨文化角度探讨同样的颜色在不同文化中具有不同含义的原因，引入思政教育，拓宽学生看待事情的视野，培养其跨文化意识和文化包容性。	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>	1) Ask Ss to revise their projects and intercultural writings via Unipus. 2) Ask Ss to preview the new words and expressions of Episode 1, Unit 3, 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 3, 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																					
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OTY 1		OTY 2	Project																		
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Self-reflection																					



## Self-reflection

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

- E1** ☐ I can define a negative emotion and list its effects.
- E2** ☐ I can write an outline for an essay on negative emotions.
- P** ☐ I can write an essay about how people can deal with negative emotions.
- TA** ☐ I can write an essay analyzing culturally dependent color associations.

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

#### Section 1

		very poor	poor	average	good	very good
<b>Academic skill</b>	Using citations					
<b>Critical thinking skill</b>	Defining concepts					
<b>Intercultural skill</b>	Recognizing cultural differences in expressing emotions					

#### Section 2

<b>Reading skill</b>	Distinguishing between main ideas and supporting ideas					
<b>Critical thinking skill</b>	Identifying types of evidence					
	Evaluating emotionally intelligent robots					
<b>Intercultural skill</b>	Examining the effect of culture on color associations					

### • 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?