

# 《新未来大学英语 3B》

## Unit 3 Staying in the black 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 a survey plan (Episode 1)
- To make a list of questions for a questionnaire survey (Episode 2)
- To design a questionnaire (Project)
- To write an essay describing the impacts of the digital economy in China (Text A)

##### 语言目标:

- To identify signposting language (Text A)
- To expand vocabulary about financial management and economy

##### 学术能力目标:

- To understand sampling methods (Episode 1)

##### 高阶能力目标:

- To understand how cultures impact attitudes toward money (Episode 1)
- To assess suitability of question types (Episode 2)
- To evaluate assumptions (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:

- 了解学生理财的各个方面和如何进行理财研究，思考不同文化对待金钱的态度，培养跨文化思辨能力；
- 通过学习问卷设计的步骤，探讨大学生财务状况，引导学生树立正确的金钱观；
- 通过设计问卷，引导学生学习不同的抽样方法和如何选择问题类型，培养学生的学术能力和思辨能力。

### Section 2:

- 引导学生了解数字经济的发展现状，关注科技对个人和社会的影响，帮助学生学会正确看待科技的利弊；
- 引导学生了解不同文化对理财方式的影响以及产生的结果，培养学生的文化自信。

## （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 write a survey plan</li> <li>2. To understand how cultures impact attitudes toward money</li> <li>3. To understand sampling methods</li> </ol> <p>(二) 教学重难点:</p> <p><b>Key points:</b> Writing a survey plan; Understanding how cultures impact attitudes toward money; Understanding sampling methods</p> <p><b>Difficult points:</b> Understanding how cultures impact attitudes toward money; understanding sampling methods; Writing a survey plan</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, 引导学生跟随剧中的人物, 探索大学生财务管理的相关问题, 体验从确定调查目标到制定抽样调查计划的全过程, 通过同龄人真实的讨论场景增强学生的体验临场感, 培养学生的跨文化思维和思辨能力, 以及在真实交际中运用英语及学术技能完成高阶任务的能力。</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, 在课堂上检验学生对对话内容的理解程度并设置问题进行小组对话练习, 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, 完成一份本组调查计划, 让学生在完成任务的过程中培养举一反三、自主学习及团队协作等能力, 同时学习科学的研究方法。</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 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> Ask Ss to discuss the actions concerning finance they have taken by completing Ex 1 &	<b>Step 1: Warming up</b> Discuss the actions concerning finance they have taken by completing Ex 1 & 2 on	1) 思考并讨论学生的理财行为, 让学生初步了解单元主题并通	1) 教师引领学生对单元主题进行讨论并对学生的汇报进

<p><b>While-class</b> <b>(Period 1: 45 mins)</b></p>	<p>2 on P71.</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 P72.</p> <p>2) Introduce the plotline of the text in Episode 1 on P73.</p> <p><b>Step 3: Episode 1 Text (30 mins)</b></p> <p>1) Lead Ss to read the text P73-74 and complete Ex 1 on P75.</p> <p>2) Ask Ss to read the text again and complete Ex 2 on P 75.</p> <p>3) Lead Ss to understand how cultures impact attitudes toward money based on Intercultural skill box on P 76.</p> <p>4) Ask Ss to work in groups to discuss China's traditional attitudes toward money reflected in the Chinese sayings by completing Ex 3 on P 76.</p> <p>5) Guide Ss to consider whether the sentiments described in the sayings have impacted their own attitudes toward money.</p>	<p>P71.</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 P72.</p> <p>2) Read the plotline of the text in Episode 1 on P73.</p> <p><b>Step 3: Episode 1 Text</b></p> <p>1) Read the text and complete Ex 1 on P75.</p> <p>2) Read the text again and complete Ex 2 on P75.</p> <p>3) Read the Intercultural skill box on P 76 to learn how cultures impact attitudes toward money</p> <p>4) Work in groups to discuss China's traditional attitudes toward money reflected in the Chinese sayings by completing Ex 3 on P 76.</p> <p>5) Consider whether the sentiments described in the sayings have impacted their own attitudes toward money.</p>	<p>过结合其自身生活引起对本课主题的兴趣及思考。</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，并引出输入材料。</p> <p>3)通过完成理解性练习，让学生充分了解大学生财务管理的方方面面，并通过问答练习进行有效输出，强化学生归纳总结能力和口语表达能力。</p> <p>4)通过学习跨文化技能框，帮助学生了解文化对金钱态度的影响；通过让学生做进一步的输出练习，加强对中国文化及中外文化异同的了解。</p>	<p>行评价。</p> <p>2) 教师通过练习考查学生对课文及相关理财知识的掌握情况，并对重点内容进行讲解。</p>
--	--	--	---	---

<p style="text-align: center;"><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 P77.</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 P77 to have a general understanding of sampling methods. 2) Ask Ss to watch the video again and complete Ex 5 on P77 to make students aware of the principles to follow in sampling. 3) Guide Ss to read the Academic skill and learn about the sampling methods on P77. Have a brief class discussion about the advantages and disadvantages of each of the three sampling methods mentioned in the skill box. Make a list of both on the board referring to the teaching tips on P65 of TB. 4) Ask Ss to work in pairs and complete Ex 6 on P77 to strengthen their understanding of the Academic skill.</p> <p><b>Step 2: Introducing OTY 1 (10 mins)</b> 1) Introduce the plotline of OTY 1 on P78. Then ask Ss to read the sample survey plan to know what aspects should be considered when making survey plans. 2) Walk Ss through the steps of OTY 1. Then offer them the Suggested evaluation criteria on</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 P77.</p> <p><b>Step 2: Episode 1 Video</b> 1) Watch the video for the first time and complete Ex 4 on P77. 2) Watch the video again and complete Ex 5 on P77. 3) Read the Academic skill in the box on P77. Discuss advantages and disadvantages of each of the three sampling methods mentioned in the skill box. 4) Work in pairs and complete Ex 6 on P77.</p> <p><b>Step 2: Getting to know OTY 1</b> 1) Read the plotline of OTY 1 on P78. 2) Follow T's introduction of the OTY 1.</p> <p><b>[Moral education]</b> Reflect on their own problems in financial management and discuss with peers to decide on a survey topic that they truly interested in so that they can have a genuine sense of academic research and become more aware of their problems concerning finance.</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) 结合视频完成练习, 掌握调查问卷的基本框架和重要细节, 帮助学生理解视频内容。</p> <p>3) 通过学习技能框, 帮助学生了解调查过程中抽样的多种方法, 并通过讨论练习, 帮助学生掌握使用技能。</p> <p>4) 通过引导学生在决定调查主题时, 反思自身平时财务管理中存在的问题, 引入思政教育, 培养学生财务管理意识、解决问题能力以及正确的金钱观。</p>	<p>1) 通过练习完成情况和课堂讨论效果考查学生对于文本内容的理解。</p> <p>2) 通过提问、布置任务等方式来评判学生的掌握情况, 并对其输出任务进行评价。</p>
--	--	---	---	--

	<p>P66 in TB.</p> <p><b>[Moral education]</b></p> <p>Ask students to reflect on their own problems in financial management and discuss with peers when deciding on the survey topic instead of just imitating others' research. Students can therefore do problem-driven surveys that give them a genuine sense of academic research on the one hand, and become more aware of their problems concerning finance on the other hand. Having such awareness is the first step towards the solution of their problems.</p>			
<b>Post-class</b>	<p>1) Assign Ss the OTY 1 on P78 and the Language in focus on P79 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 P78 and the Language in focus on P79 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 make a list of questions for a questionnaire survey</li> <li>2. To assess suitability of question types</li> </ol> <p>(二) 教学重难点:</p> <p><b>Key points:</b> Making a list of questions for a questionnaire survey; Assessing suitability of question types</p> <p><b>Difficult points:</b> Assessing suitability of question types; Making a list of questions for a questionnaire survey</p> <p>(三) 教学理念与方法:</p> <p><b>体验式教学法:</b> 通过创设与大学生理财习惯调查相关的情境, 引导学生分析、讨论并通过科学方法进行调查, 培养学术研究能力并反思理财习惯。</p> <p><b>项目式学习法:</b> 教师围绕单元主题, 创建为校园调查设计问卷的项目。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。
	<p><b>Step 1: Introducing the plotline of Episode 2 Audio (5 mins)</b> Introduce the plotline of the audio in Episode 2 on P80.</p> <p><b>Step 1: Episode 2 Audio (40 mins)</b></p>	<p><b>Step 2: Getting to know the plotline of Episode 2 Audio (5 mins)</b> Read the plotline of the audio in Episode 2 on P80.</p> <p><b>Step 1: Episode 2 Audio</b></p>	<p>1) 讲解剧情线, 使学生对音频和任务有整体了解。</p> <p>2) 通过听音频中的讲座了解设计问卷的方方面面, 包括问卷目的、问题类型、题</p>	<p>1) 通过练习完成情况 and 课堂讨论效果考查学生对于音频内容的理解。</p> <p>2) 通过提问、布置</p>

<p><b>While-class (Period 3: 45 mins)</b></p>	<p>1) Lead Ss to listen to the audio for the first time and complete Ex 1 on P80 to have a general understanding of the lecture. 2) Ask Ss to listen to the audio again and complete Ex 2 on P80. 3) Ask Ss to read the Critical thinking skill box on P81 to have a general understanding of the question types and their functions in a questionnaire. 4) Ask Ss to choose one of the topics in Ex 3 on P81 and decide on the most suitable questions to ask. Then divide the class into three groups, based on which research topic they chose for the activity. Ask Ss to compare their survey questions and discuss in what circumstances their questions would be most suitable.</p>	<p>1) Listen to the audio for the first time and complete Ex 1 on P80. 2) Listen to the audio again and complete Ex 2 on P80. 3) Read the Critical thinking skill box on P81 to learn different types of questions and their functions in a questionnaire. 4) Choose one of the topics in Ex 3 on P81 and decide on the most suitable questions to ask. Work in groups to compare their survey questions and discuss in what circumstances their questions would be most suitable.</p>	<p>目顺序、注释、试行和反馈等等,为后续输出任务做准备。  3) 通过学习批判性思维技能框并进行相关讨论,引导学生对问卷设计的问题类型这一重要问题进行深入思考,学会评估问题类型与调查的适配度,选择并设计最佳的问卷问题,提高学术能力,为项目完成打牢基础。</p>	<p>任务等方式引导学生参与课堂活动,对其表现进行评价。</p>
<p><b>While-class (Period 4: 45 mins)</b></p>	<p><b>Step 1: Introducing the plotline of Episode 2 Text (5 mins)</b> Introduce the plotline of the text in Episode 2 on P83.  <b>Step 2: Episode 2 Text (30 mins)</b> 1) Ask students to read the questionnaire on P82 and discuss the questions in Ex 4 on P83 to strengthen understandings on questionnaire design. 2) Ask Ss to complete Part 2 of the</p>	<p><b>Step 1: Getting to know the plotline of Episode 2 Text (5 mins)</b> Read the plotline of the text in Episode 2 on P83.  <b>Step 2: Episode 2 Text</b> 1) Read the questionnaire on P82 and complete Ex 4 on P83. 2) Complete Part 2 of the questionnaire anonymously. Work in groups of six and each group leader to take 6 sets of</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初步了解。  2) 通过引导学生阅读问卷样本并讨论相关问题,加强对问卷设计原则的理解,为项目完成打好基础。  3) 通过尝试分析问卷中的数据并汇报,引导学生体会</p>	<p>1) 根据练习完成情况和学生课堂表现做出评价。  2) 通过提问、布置任务等方式来考查学生对素材内容的掌握情况,并进一步采取生生互评和师生评价。</p>



	<p>questionnaire anonymously. Divide Ss into groups of six and each group leader to take 6 sets of questionnaire sheets. Ask each group to analyze the data and choose one representative to share their findings.</p> <p><b>Step 3: Introducing OTY 2 and Project (10 mins)</b></p> <p>1) Introduce the plotline of OTY 2 on P84. Guide Ss to read the aspects and questions listed by Wang Hao, Yi Fei and Alice. Walk Ss through the steps of OTY 2. Then present the Suggested evaluation criteria on P71 in TB.</p> <p>2) Walk Ss through the steps of Project on P86, then present the Suggested evaluation criteria on P72 in TB.</p>	<p>questionnaire sheets. Analyze the data and choose one representative to share their findings.</p> <p><b>Step 3: Getting to know OTY 2 and Project</b></p> <p>Follow T's instruction of the OTY 2 on P84 and Project on P86.</p>	<p>问卷设计和数据分析的关系, 从而对问卷设计的具体目标和设计中应该注意的问题建立更为清晰的认识。</p>	
<b>Post-class</b>	<p>1) Let Ss complete the OTY 2 on P84 and the Language in focus on P85 via Unipus.</p> <p>2) Assign the Project on P86 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 Preview task of Text A on P88.</p>	<p>1) Complete the OTY 2 on P84 and the Language in focus on P85 via Unipus.</p> <p>2) Submit their work of the Project on P86 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 on P88.</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"> <li>1. To identify signposting language</li> <li>2. To evaluate assumptions</li> <li>3. To write an essay describing the impacts of the digital economy in China</li> </ol> <p>(二) 教学重难点:</p> <p><b>Key points:</b> Identifying signposting language; Evaluating assumptions; Writing an essay describing the impacts of the digital economy in China</p> <p><b>Difficult points:</b> Evaluating assumptions; Writing an essay describing the impacts of the digital economy in China</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, 帮助学生习得如何在文章中寻找路标词、如何正确评估文中的观点。通过对文章内涵的深度学习和讨论, 引导学生了解数字经济的特点并反思新的经济形态带给个体的机遇和挑战。</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>	1) Ask Ss to preview the new words and expressions of Text A via Unipus, and take the online quiz. 2) Ask Ss to read Text A and complete the Preview task on P88.	1) Preview the new words and expressions of Text A via Unipus, and take the online quiz. 2) Read Text A and complete the Preview task on P88.	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 (5 mins)</b></p> <p>Introduce the topic of Text A by asking the following questions:</p> <ul style="list-style-type: none"> <li>● What is digital economy in your opinion?</li> </ul>	<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> <p><b>Step 2: Global comprehension</b></p>	1) 通过提问引入课文主题, 引导学生结合自身生活思考并讨论相关话题, 引起学生兴趣, 为接下来理解文本	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>Could you talk about some of your experiences to explain how the digital economy impacts our lives?</i></li> </ul> <p><b>Step 2: Global comprehension (20 mins)</b></p> <p>1) Introduce the culture notes of Gutenberg printing press on P73 in TB.</p> <p>2) Ask Ss to read the text and guide them to explore the text structure by completing Ex 1 on P90.</p> <p>3) Lead Ss to listen to the audio of the text paragraph by paragraph to grasp the key information. Explain some language points referring to TB where necessary.</p> <p><b>Step 3: Deep reading (25 mins)</b></p> <p>1) Explain the Reading skill of identifying signposting language, using the skill box on P90 and the additional notes on P77 in TB.</p> <p>2) Ask Ss to complete Ex 3 on P90 to practice the Reading skill.</p>	<p>1) Follow T's explanation to learn about Gutenberg printing press.</p> <p>2) Read the text and complete Ex 1 on P 90.</p> <p>3) Listen to the audio of the text to grasp the key information. Learn some language points by T's explanation.</p> <p><b>Step 3: Deep reading</b></p> <p>1) Read the Reading skill of identifying signposting language in the skill box on P90.</p> <p>2) Complete Ex 3 on P90.</p>	<p>做准备。</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如何寻找语篇中的路标词，提升阅读能力。</p>	
<p><b>While-class</b></p>	<p><b><u>Text A Session 2 (45 mins)</u></b></p> <p><b>Step 1: Detailed comprehension (5 mins)</b></p> <p>Ask Ss to read the text on P88-89 again and complete Ex 2 on P90.</p> <p><b>Step 2: Critical thinking skill (25 mins)</b></p> <p>1) Ask Ss to read the Critical thinking skill on P91 to learn how to evaluate assumptions and explain it with examples in the text.</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 P88-89 again and complete Ex 2 on P90.</p> <p><b>Step 2: Critical thinking skill</b></p> <p>1) Read the Critical thinking skill on P91 to learn how to evaluate assumptions.</p>	<p>1) 通过完成阅读理解题促进学生对文本的深度理解。</p> <p>2) 通过学习批判性思维技能框并完成小组活动，培养学生的高阶思维能力和写作能力。</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) 教师对小组活动进行评价以及学生互评。</p>

<b>(Period 6: 45 mins)</b>	<p>2) Ask Ss to identify at least two facts and two assumptions in the text and lead them to figure out the differences.</p> <p>3) Guide Ss to complete the Think-Pair-Share exercise on P91 to practice the Critical thinking skill.</p> <p><b>Step 3: Intercultural writing (15 mins)</b></p> <p>1) Introduce the writing task on P91. Ask Ss to work in groups and discuss one of the given subdivisions of the digital economy. Guide them to explore the effect of their chosen subdivision both in China and other countries.</p> <p>2) Invite 3 Ss to present their ideas to the class.</p> <p>3) Provide some useful expressions that may be used in the writing task for reference. Then present the sample essay and analyze its structure and language features.</p>	<p>2) Follow T's introduction to find facts and assumptions in the text and think about the differences.</p> <p>3) Complete the Think-Pair-Share exercise on P91.</p> <p><b>Step 3: Intercultural writing</b></p> <p>1) Read the introduction of the writing task on P91. Work in groups to discuss one of the given subdivisions of the digital economy. Consider the effect of their chosen subdivision both in China and other countries.</p> <p>2) 3 Ss to present their ideas to the class.</p> <p>3) Learn some useful expressions that may be used in the writing task and then read the sample essay to learn the structure and language features.</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 P91 via Unipus.</p> <p>2) Assign Ss Language in focus on P92-93 via Unipus.</p>	<p>1) Complete Intercultural writing on P91 via Unipus.</p> <p>2) Complete Language in focus on P92-93 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 design a questionnaire</li> <li>2. To write an essay describing the impacts of the digital economy in China</li> </ol> <p>(二) 教学重难点:</p> <p><b>Key points:</b> Designing a questionnaire; Writing an essay describing the impacts of the digital economy in China</p> <p><b>Difficult points:</b> Designing a questionnaire; Writing an essay describing the impacts of the digital economy in China</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.				
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 P72 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.</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.		
<p><b>While-class</b> <b>(Period 8: 45 mins)</b></p>	<p><b>Session 2: Intercultural writing (45 mins)</b></p> <p>1) Restate the writing task on P91.</p> <p>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.</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>Provide Ss with more ideas about the future of China's digital economy and China's achievement to enhance Ss' confidence in the development of our country.</p>	<p><b>Session 2: Intercultural writing</b></p> <p>1) Read the writing task on P91.</p> <p>2) Follow T's guidance to analyze selected Ss' 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>Follow T's introduction to know about the future of China's digital economy and China's achievements.</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思考数字经济在中国的发展现状和对中国的影响，引入思政教育，帮助学生了解我国在发展数字经济上所作出的努力和取得的成就，提高学生的民族自信。</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><b>Post-class</b></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 4, 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 4, and take the online quiz.</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。	

## 六、教学评价

### 教学评价

#### 评价依据

#### OTY 1

##### Suggested evaluation criteria

Content	<ul style="list-style-type: none"> <li>• <b>Relevance:</b> The variables of the group you want to study are relevant to the aim of your survey.</li> <li>• <b>Reasoning:</b> Your sampling method is appropriate for meeting the aim of your survey.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>• <b>Clarity:</b> Your survey plan uses clear subheadings to indicate the key features of your survey (e.g. the aim, the variables of the studied group, and the sampling method).</li> </ul>
Language	<ul style="list-style-type: none"> <li>• <b>Accuracy:</b> You have used effective and accurate language to describe the aim of your survey, the variables of the group you want to study, and your chosen sampling method.</li> <li>• <b>Acquisition:</b> You have used as many as possible of the new words and expressions learned in this episode.</li> </ul>

#### OTY 2

##### Suggested evaluation criteria

Content	<ul style="list-style-type: none"> <li>• <b>Relevance:</b> Your questions are directly related to your survey topic and do not address any irrelevant areas.</li> <li>• <b>Reasoning:</b> Your questions will provide useful data for your research.</li> <li>• <b>Appeal:</b> Your questions are engaging and likely to generate thoughtful responses.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>• <b>Structure:</b> Your questions are organized into different categories, each of which represents a main aspect of the survey topic.</li> </ul>
Language	<ul style="list-style-type: none"> <li>• <b>Acquisition:</b> You have used as many as possible of the new words and expressions learned in this section.</li> </ul>

#### Project

##### Suggested evaluation criteria

Content	<ul style="list-style-type: none"> <li>• <b>Relevance:</b> Your questionnaire includes only questions that will provide you with relevant data.</li> <li>• <b>Reasoning:</b> The questions in your questionnaire cover several main aspects, which will provide you with enough data to perform a sound analysis.</li> <li>• <b>Appeal:</b> Your questionnaire is fun and engaging for respondents.</li> </ul>
Organization	<ul style="list-style-type: none"> <li>• <b>Structure:</b> Your questionnaire is organized in a logical way. The questionnaire includes an introductory note and is divided into parts or sub-sections according to the main aspects.</li> </ul>
Language	<ul style="list-style-type: none"> <li>• <b>Accuracy:</b> You have used effective and accurate vocabulary and syntax in your questions.</li> <li>• <b>Appropriacy:</b> You have used language that survey respondents are likely to understand easily.</li> <li>• <b>Clarity:</b> Each question in your questionnaire is clearly expressed.</li> </ul>

## Self-reflection

### Self-reflection

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

- E1** ☐ I can write a survey plan.
- E2** ☐ I can make a list of questions for a questionnaire survey.
- P** ☐ I can design a questionnaire.
- TA** ☐ I can write an essay describing the impacts of the digital economy in China.

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

#### Section 1

		very poor	poor	average	good	very good
<b>Academic skill</b>	Understanding sampling methods					
<b>Critical thinking skill</b>	Assessing suitability of question types					
<b>Intercultural skill</b>	Understanding how cultures impact attitudes toward money					

#### Section 2

<b>Reading skill</b>	Identifying signposting language					
<b>Critical thinking skill</b>	Evaluating assumptions					
<b>Intercultural skill</b>	Identifying the impacts of the digital economy in China					
	Reflecting on the influence of culture on an individual's financial decisions					

• 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?