《新未来大学英语 综合教程 3A》
Unit 1 Choosing your own path 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 do self-analysis and come up with potential career options (Episode 1) ● To write about your career goal (Episode 2) ● To write your career plan (Project) ● To write an essay reflecting on career planning in Chinese culture (Text A) 语言目标： ● To define key concepts or terms in a text (Text A) ● To expand vocabulary about career planning 职场能力目标： ● To examine approaches to career planning (Episode 1) 高阶能力目标： ● To review test results (Episode 1) ● To consider globally trends in career planning (Episode 2) ● To explore implications (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：

- 通过让学生观看就业指导视频和参加职业能力测试，帮助学生培养职业规划意识，掌握职业规划方法；
- 引导学生在全球化以及数字技术大背景之下思考职业发展变化和学习成功职业规划经验，培养跨文化思辨能力；
- 通过制定自己的职业规划，引导学生自我剖析，及早明确职业目标。

Section 2：

- 引导学生了解当前就业的新态势，帮助其理性思考未来就业，培养正确灵活的择业观；
- 引导学生了解追求职业梦想的重要性和可能性，帮助其深度思考职业规划，树立正确的人生观。

（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
（一）教学目标： 1. To do a self-analysis and come up with potential career options 2. To examine approaches to career planning 3. To review test results （二）教学重难点： **Key points:** Doing a self-analysis and coming up with potential career options; Examining approaches to career planning; Reviewing test results **Difficult points:** Reviewing test results; Examining approaches to career planning; Doing a self-analysis and coming up with potential career options （三）教学理念与方法： **体验式学习**：利用情景剧展开教学，让学生跟着主人公寻求职业规划建议，以及进行职业能力倾向测试，引导学生在真实交际中运用英语完成富有挑战性任务，提升其职业规划能力和思辨能力。 **交际型教学法**：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。 **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，进行自我剖析，探讨职业选择可能性，让学生在完成任务的过程中培养自主学习及团队沟通等能力。

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。
	Step 1: Warming up (10 mins) Ask Ss to work in pairs sharing their expectations about future career by completing	**Step 1: Warming up** Work in pairs to share expectations about future career by completing Ex 1 & 2 on	1）通过师生问答与生生问答，了解学生对未来职业的期待，进	1）教师以开放式问题引领学生对单元主题进行讨论，并对

While-class **(Period 1: 45 mins)**	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 video in Episode 1 on P5. **Step 3: Episode 1 Video (30 mins)** 1) Lead Ss to watch the video for the first time and complete Ex 1 on P5 to have a general understanding of career planning. 2) Ask Ss to watch the video again and complete Ex 2 on P6 to make sure Ss grasp the advice Mr. Clay offers. 3) Guide Ss to read the Career skill and learn how to examine approaches to career planning using the skill box on P6. 4) Let Ss work in pairs and complete Ex 3. Then pick 3 Ss to share their ideas in class and choose Ss to make comments on the ideas if time allows. 5) Introduce to Ss the additional notes on Career skill on P5 of TB.	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 video in Episode 1 on P5. **Step 3: Episode 1 Video** 1) Watch the video and complete Ex 1 on P5. 2) Watch the video again and complete Ex 2 on P6. 3) Read the Career skill of examining approaches to career planning on P6. 4) Work in pairs to complete Ex 3 and 3 Ss share their ideas in class. Then discuss and try to make comments on the conversations. 5) Read the additional notes on Career skill.	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、学习内容和任务，并引出第一段输入材料。 3) 通过完成理解性练习，让学生充分了解如何进行职业规划，并有效衔接后续输出任务，提升其视听说能力。 4）通过学习技能框和视频内容，帮助学生规划职业生涯的能力以及掌握英语交际能力；通过输出任务练习，强化其交际能力，提升其职业规划意识。	学生的回答进行评价。 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。 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。

While-class **(Period 2: 45 mins)**	**Step 1: Introducing the plotline of Episode 1 text (5 mins)** Introduce the plotline of the text in Episode 1 on P6. **Step 2: Episode 1 Text (30 mins)** 1) Ask Ss to scan the Text on P7 and explain "career aptitude test" and "Holland Codes" on P5 of TB as background information and culture notes. 2) Ask Ss to complete the Career Aptitude Test 101 on P8-9 and check results on P198 following the instructions of Ex 5. **[Supplementary activities]** Ask Ss to work in pairs and share their test results. Get Ss to predict what careers their partners may be suitable for, based on the test results, and provide reasons for their predictions. The partner then shares their dream careers and sees if the predictions match. 3) Ask Ss about the test results and whether they believe the results match their own understanding about themselves and their dream job. 4) Guide Ss to read Critical thinking skill on P9 on reviewing test results to help students gain an objective understanding of the test	**Step 1: Getting to know the plotline of Episode 1 text** Read the plotline of the text in Episode 1 on P6. **Step 2: Episode 1 Text** 1) Read the text on P7. Get to know "career aptitude test" and "Holland Codes" based on T's explanation. 2) Do the Career Aptitude Test 101 on P8-9. Check results on P198 and complete Ex 5 on P9. **[Supplementary activities]** Work in pairs and share their test results. Predict what careers their partners may be suitable for, based on the test results, and provide reasons for their predictions. The partner then shares their dream careers and sees if the predictions match. 3) Answer the questions about the test results. 4) Read Critical thinking skill on P9 on reviewing test results. 5) Learn about the additional notes and re-think about the test results. 6) Work in pairs to complete Ex 6 and 2	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）结合文本内容完成测试，深入了解个人职业能力倾向，进一步掌握文本内容。 3）通过回答问题和讨论，发现自我认识和测验结果之间的异同，更深入探讨自我，丰富自我可能性。 4）通过学习思辨技能，帮助学生对于职业能力倾向测验的客观性和可信性有较为全面的了解，并进行输出练习，强化科学思维、辩证思考的能力。	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。 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。

	results. 5) Introduce to Ss the additional notes on Critical thinking skill on P7 of TB to help students find more possibilities. 6) Ask Ss to complete Ex 6, work in pairs and discuss the questions. Ask 2 pairs to share their ideas in class to make sure Ss have a thorough understanding of Critical thinking skill. **Step 3: Introducing OTY 1 (10 mins)** 1) Introduce the plotline of OTY 1 on P10. Then ask Ss to read Tom's sample to learn how to write a self-analysis. 2) Walk Ss through the steps of OTY 1. Then offer them the Suggested evaluation criteria on P8 in TB.	pairs share their ideas in class. **Step 3: Getting to know OTY 1** 1) Read the plotline of OTY 1 and the sample on P10. 2) Follow T's introduction of the OTY 1.		
Post-class	1) Assign Ss the 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 the 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

教学目标、教学重难点、教学理念与方法
（一） 教学目标： 1. To write about your career goal 2. To consider global industry trends in career planning （二） 教学重难点： **Key points:** Writing about your career goal; Consider global industry trends in career planning **Difficult points:** Consider global industry trends in career planning; Writing about your career goal （三）教学理念与方法： **体验式教学法**：通过创设与职业规划相关的情境，引导学生分析和讨论全球范围内不同职业的发展趋势和职业品质，并学习成功职业规划的经验，培养学生全球性思维，提高跨文化能力和职业素养。 **项目式学习法**：教师围绕单元主题，创建为自己设置职业目标的项目。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。

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。
	Step 1: Introducing the plotline of Episode 2 (5 mins) 1) Pose the following questions to get Ss into the scene:	**Step 1: Getting to know the plotline of Episode 2 Text** 1) Answer the questions to get into the scene.	1）通过提问引入概念，并讲解剧情线，使学生对文本有初步了解。	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，并利

While-class (Period 3: 45 mins)	• *Do you know any emerging industries that are popular in recent years across the world?* •*Which industry among the 3 listed in the textbook do you prefer?* 2) Introduce the plotline of the text in Episode 2 on P12. **Step 2: Episode 2 Text (40 mins)** 1) Ask Ss to read the reports and complete Ex 1&2 on P13-14 to have a general understanding of the reports. Explain background information: cloud-based solutions and Internet of Medical Things on P9 of TB if necessary. 2) Ask Ss to read the reports again. Guide Ss to analyze the reports with the following questions: • *What is the aim of an industry trend report?* • *Could you summarize the language style of an industry trend report?* • *Could you identify the format of the reports?* • *What language markers are used for the format?* Then use the Genre analysis on P9 in TB to give further explanation. 3) Ask Ss to skim the Intercultural skill of being globally-minded in career planning on P14. 4) Ask Ss to work in pairs to complete Ex 3 on P14, so as to foster their understanding of the	2) Read the plotline of the text in Episode 2 on P12. **Step 2: Episode 2 Text** 1) Read the reports and complete Ex 1 & 2 on P13-14. 2) Read the reports again and answer questions to analyze features of industry reports. 3) Skim the Intercultural skill on P14. 4) Work in pairs to complete Ex 3 on P14 and 2 pairs share their ideas in class. **[Supplementary activities]** Answer the questions to think about the industry trend in China.	2）完成理解练习，进一步加深对文本的理解；并引导学生进行文本分析，了解行业发展趋势报告的特点。 3）通过学习跨文化技能框，以及完成交际技能练习，培养学生跨文化能力以及在职业规划问题上树立全球思维。 4) 通过补充练习，引导学生进一步深入思考国内行业发展趋势，加强其对于跨文化技巧的理解与运用。	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。

	Intercultural skill. Then choose 2 pairs to share their ideas in class if time allows. **[Supplementary activities]** Guide Ss to think about global industry trends in China by discussing the following questions. • *What do you know about cloud computing, big data and AI in China? Which cities might graduates in related majors choose to work in? (Statistics show Beijing and Shenzhen.)* • *Influencer marketing, one way of video streaming, has been prevalent. What do you think of it?* • *Think about healthcare industry. How has the ways of treatment changed over the past years? What do you think of these changes?*			

While-class (Period 4: 45 mins)	**Step 1: Introducing the plotline of Episode 2 Audio (5 mins)** Introduce the plotline of the audio in Episode 2 on P15. **Step 2: Episode 2 Audio (30 mins)** 1) Ask Ss to listen to the audio on P15 and complete Ex 4 to learn more about career planning. 2) Let Ss listen to the audio again and complete Ex 5 on P15. 3) Guide Ss to discuss Ex 6 on P15 in pairs and then pick 2 pairs to share their ideas in class. **[Moral education]** 1) Guide Ss to reflect on the trend that many young people go back to their hometown in rural areas to vitalize rural economy. Ask them to think about what they can do in their future career to contribute to their hometown and to attain Chinese Dream. (Connecting personal ideal with national rejuvenation.) 2) Invite Ss to discuss “aim high”. 3) Guide Ss to explore professionalism, dedication, and honesty in their future career. **Step 3: Introducing OTY 2 and Project (10 mins)**	**Step 1: Getting to know the plotline of Episode 2 Audio** Read the plotline of the audio in Episode 2 on P15. **Step 2: Episode 2 Audio** 1) Listen to the audio and complete Ex 4 on P15. 2) Listen to the audio again and complete Ex 5 on P15. 3) Discuss Ex 6 on P15 in pairs and 2 pairs share their ideas in class. **[Moral education]** 1) Think about what they can do in their ideal job to contribute to attaining Chinese Dream. 2) Discuss “aim high”. 3) Think about professionalism, dedication, and honesty in their future career. **Step 3: Getting to know OTY 2 and Project** Follow T’s instruction of the OTY 2 on P16 and Project P18-19.	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。 2）通过完成听力输入练习，让学生了解职业发展的关键技能，提升其听说能力。 3）基于听力内容对学生提出延伸性问题，展开话题讨论，引导其对达成职业理想所需职业能力的深入思考，提升其职业规划能力。 4）通过启发学生个人的职业也是实现中国梦的一部分，在这个过程中探讨目标高远、专业精神、敬业精神，进一步加强思政教育。	1）根据练习完成情况和学生课堂表现做出评价。 2）思政教育内容由教师点评并做出示范。 3）通过提问、布置任务等方式来考察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 P16. Ask Ss to read the sample and walk Ss through the steps of OTY 2. Then present the Suggested evaluation criteria on P14 in TB. 2) Walk Ss through the steps of Project on P18-19, then present the Suggested evaluation criteria on P15 in TB.			
Post-class	1) Let Ss complete the OTY 2 on P16 and the Language in focus on P17 via Unipus. 2) Assign the Project on P18-19 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 P20.	1) Complete the OTY 2 on P16 and the Language in focus on P17 via Unipus. 2) Submit their projects on P18-19 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 P20.	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 define key concepts or terms in a context 2. To explore implications 3. To write an essay reflecting on career planning in Chinese culture （二） 教学重难点： **Key points:** Defining key concepts or terms in a context; Exploring implications; Writing an essay sharing ideas about reflecting on career planning in Chinese culture **Difficult points:** Exploring implications; Writing an essay sharing ideas about reflecting on career planning in Chinese culture （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，通过分析文章内容，帮助学生习得如何通过定义关键术语或概念、探索文字背后的隐含意义。通过对文章内涵的深度学习和讨论，引导学生思考目标规划与偶然机遇之间的辩证关系，培养正确、乐观、灵活的择业观和就业观。

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 P20. 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 P20. 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。
	<u>Text A Session 1 (45 mins)</u> **Step 1: Warming up (5mins)** Introduce the topic of the text by asking the following questions:	**<u>Text A Session 1 (45 mins)</u>** **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)**	• *Have you made any important decision because of something that has happened by chance?* • *Do you believe that there is only one right decision about your career and you will work in that decided career for all your life?* • *Opportunities always favor those who are prepared. How can we be prepared for opportunities?* **Step 2: Global Comprehension (30 mins)** 1) Ask Ss to scan the text and complete Ex 1 on P22. Help them to grasp the structure of the text. Then guide Ss, based on Ex 1, to identify sentences that express the author's viewpoint. 2) Lead Ss listen to the audio of the text paragraph by paragraph to a) further understand the writing techniques: starting a passage with a familiar scene in daily life (a frequently used skill in the author's column articles); arguing by referring to an authority and relating to personal experience; combining argumentation with exposition. b) grasp the key information: what is planned happenstance; the five qualities that help individuals create chance events. Explain some language points referring to TB where necessary. **Step 3: Deep reading (10 mins)** 1) Explain the Reading skill on defining key	**Step 2: Global comprehension** 1) Scan the text and complete Ex 1 on P22. Grasp the structure of the text. Identify sentences that express the author's viewpoint. 2) Listen to the audio of the text to further understand the writing techniques and 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 P22.	2）在阅读文本的过程中帮助学生梳理文章结构、写作技巧，并讲解知识点。 3）通过学习技能框并完成练习,掌握如何使用阅读技巧确定关键术语或概念的定义，提升阅读能力。	

	concepts or terms in a text using the skill box on P22 and the additional notes on P20 of TB. 2) Ask Ss to complete Ex 3 on P22 referring to the Reading skill.			
While-class **(Period 6: 45 mins)**	**<u>Text A Session 2 (45 mins)</u>** **Step 1: Detailed comprehension (5 mins)** Ask Ss to read the text on P20-21 again and complete Ex 2 on P22. **Step 2: Critical thinking (25 mins)** 1) Introduce the Critical thinking skill on P23 by asking Ss to discuss and answer the following questions: • *What are the possible effects of happenstance on our careers?* 2) Ask Ss to read the Critical thinking skill on P23 to learn how to explore implications. 3) Guide Ss to complete the Think-Pair-Share exercise on P23 to practice the Critical thinking skill with the following questions: • *What is the literal meaning of the sentence?* • *What does the author suggest/imply us by the sentence?* • *What specific angle does the sentence try to argue from?* **Step 3: Intercultural writing (15 mins)** 1) Ask Ss to reflect back to when they first started seriously thinking about a future career and making plans to develop the necessary knowledge, skills, and	**<u>Text A Session 2 (45 mins)</u>** **Step 1: Detailed comprehension** Read the text on P20-21 again and complete Ex 2 on P22. **Step 2: Critical thinking** 1) Discuss and answer the questions to notice the Critical thinking skill. 2) Read the Critical thinking skill on P23 and follow T's explanation to learn how to explore implications. 3) Complete the Think-Pair-Share exercise on P23. **Step 3: Intercultural writing** 1) Reflect on when they first started seriously thinking about a future career and making plans to develop the necessary knowledge, skills, and experience. 2) Analyze the main aspects that need to be included in the essay. 3) Note down the expressions provided by T. 4) Read the sample essay to learn the structure and language.	1）通过完成文章细节理解题，加深对文章内容的理解。 2）通过提问引导学生思考，促进学生课堂互动，打破课堂沉默。 3）通过学习技能框以及小组活动，培养学生的跨文化思辨能力。 4）通过提问，引导学生反思自己的职业规划的经历，为后续写作任务做准备。 5）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。	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互评。

	experience. Ask questions like: • *Was your experience typical in China?* • *What about your friends and classmates?* 2) Introduce the writing task on P23 to Ss. Help students analyze the aspects that should be included in the essay. 3) Provide some expressions for reference on P21 in TB. 4) Present the sample essay and analyze its structure and language features.			
Post-class	1) Ask Ss to finish Intercultural writing on P23 via Unipus. 2) Assign Ss Language in focus on P24-25 via Unipus.	1) Complete Intercultural writing on P23 via Unipus. 2) Complete Language in focus on P24-25 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

教学目标、教学重难点、教学理念与方法
（一） 教学目标： 1. To write a career plan 2. To write an essay reflecting on career planning in Chinese culture （二） 教学重难点： **Key points:** Writing a career plan; Writing an essay reflecting on career planning in Chinese culture **Difficult points:** Writing a career plan; Writing an essay reflecting on career planning in Chinese culture （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。

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)**	**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 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.	**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	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 的建议评标准教师进行评价以及采取学生互评。

	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.		
While-class (Period 8: 45 mins)	**Session 2: Intercultural writing (45 mins)** 1) Restate the writing task on P23. 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 writings considering content, structure and language. Then ask Ss to discuss how to improve their own writings. **[Moral education]** Provide Ss with the stories of how some successful people did their career planning and guide them to explore different definitions of success, so as to help them set up a flexible and optimistic outlook on career planning and development.	**Session 2: Intercultural writing** 1) Read the writing task. 2) Follow T's guidance to analyze selected Ss' writings and the sample writing. 3) Score the selected writings considering content, structure and language. Then discuss how to improve their own writings. **[Moral education]** Following T's instruction to know about stories of how some successful people did their career planning and explore different definitions of success. Cultivate a flexible and optimistic view on career planning and development.	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）通过引导学生了解更多成功的职业规划经验，探讨对于成功的多重定义，引入思政教育，帮助学生培养灵活乐观的职业规划观。	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

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	• **Objectivity:** Your self-analysis is as objective as possible about your strengths and weaknesses.
Language	• **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:** You have listed your career choice, reasons, the career goal that is refined based on the career choice, and your concerns about how to achieve your career goal. • **Reasoning:** Sound reasons are given for your career choice based on your personal qualities and the industry trends. Concerns are well thought out and related to weaknesses identified in OTY 1.
Language	• **Acquisition:** You have properly used new words and expressions learned in this section.

Project

Suggested evaluation criteria

Content	• **Relevance:** Your career plan includes your career goal, areas to develop, and short-term as well as long-term action plans, with each point in the areas to develop and action plans clearly related to the career goal.
Language	• **Acquisition:** You have used as many as possible of the new words and expressions learned in this section.

Self-reflection

Self-reflection

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

E1 ☐ I can do a self-analysis and come up with potential career options.

E2 ☐ I can write about my career goal.

P ☐ I can write my career plan.

TA ☐ I can write an essay reflecting on career planning in Chinese culture.

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

		very poor	poor	average	good	very good
Section 1						
Career skill	Examining approaches to career planning					
Critical thinking skill	Reviewing test results					
Intercultural skill	Being globally-minded in career planning					
Section 2						
Reading skill	Defining key concepts or terms in a text					
Critical thinking skill	Exploring implications					
	Evaluating traditional values that influence career choices					
Intercultural skill	Reflecting on career planning in Chinese culture					

- **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?

* E1 = Episode 1; E2 = Episode 2; P = Project; TA = Text A