

TEACHING DESIGN

iEnglish: An Integrated Course 2

Unit 6 *To be or not to be*



1

**General
Introduction**

2

**Teaching
Goals**

3

**Teaching
Methods**

4

**Three-
dimensional
Grammar
Teaching**

5

Highlights

1 General Introduction

“ Proficiency

- “Double First Class” university
- Non-English major freshmen
- CSE level 6

“ Teaching Methods

- Task-based Instruction (TBI)
- Production-oriented Approach (POA)
- Three-dimensional grammar framework

“ Needs Analysis

- The *Use* of conditionals
- Three-paragraph writing structure

“ Unit Goals (adapted from p. 123)

- Language Targets
- Educational Targets

“ Unit Goals (adapted from p. 123)

2 Teaching Goals

Learning objectives

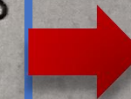
Upon completion of this unit, you will be able to:

- talk about making choices using new vocabulary
- infer the meaning of real and unreal conditional structures
- explain with examples the value of interest in making choices



**Language
Targets**

- understand the relationship between passion and making choices
- explain what factors to consider when choosing a major



**Educational
Targets**

“ Unit Goals (adapted from p. 123)

2

Teaching
Goals

Language Targets

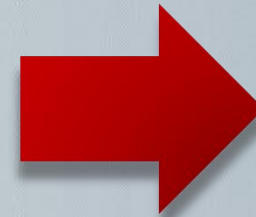
SWBAT

1. talk about making choices fluently by using new **vocabulary** appropriately;
2. recognize the form, meaning and use of real and unreal **conditionals** and skillfully apply them to writings;
3. explain the value of interest in making choices with proper **examples**, coherent language and logical structure.

2

Teaching Goals

2. recognize the form, meaning and use of real and unreal **conditionals** and skillfully apply them to writings;



Demo Goals

Language Targets:

SWBAT

1. recognize the four **uses of conditionals** in different contexts;
2. grasp the **form of conditionals** by using them correctly according to contexts;
3. complete one paragraph in a **three-paragraph structure** for the unit writing project.

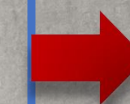
2

Teaching Goals

Learning objectives

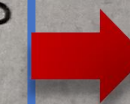
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Educational Targets

2

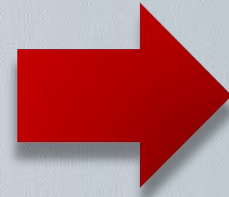
Teaching Goals

Educational Targets

SWBAT

1. ponder over and **critically explain** the relationship between *passion* and *making choices*;
2. explain what factors to consider when choosing a major with **thorough reasoning** and complete a three-paragraph **essay**.

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Demo Goals

Educational Targets:

SWBAT

1. come up with **critical views** on factors that influence choices for majors;
2. reflect on personal experiences to polish **a positive outlook for life**;
3. provide useful **suggestions for others** through various ways of reasoning.

2 Teaching Goals

p. 140-141

Unit project

Writing an essay

Reflections on my choice of major

The authors of the two texts tell us how they chose their major or future career. One took his professor's advice to follow his interest and changed his major. The other took a very different path by letting passion follow him. How did you decide on your major? Do you think that you made a good choice?

You have studied in college for several months. After going through some difficulties or problems, you are more confident in your study. Now you are invited by your senior high school to share your experience of choosing your major with Grade 3 students who will be choosing their majors. You will write an essay in which you reflect on how you chose your major and then give suggestions. The following steps may help you with the project.



Step 1 Recall how you decided on your major

After taking the National College Entrance Examination, one important thing that a high school graduate needs to do is to choose a major, which can be a life-changing decision. You may need to think about what factors helped you decide on your major.

Internal factors:

- my career philosophy
- my interest or passion
- my personality
- my capabilities
- ...

External factors:

- influence of parents, teachers or others
- preference for a college or a city
- challenging job market
- scores in the Entrance Examination
- financial shortage

Step 2 Recall your experience of studying the major

After you made your choice in major, you started your major learning which is new to you. Did you have any difficulty in studying the major in the first year? What difficulties have you gone through? How did you feel at that time? And what did you do?

Step 3 Draw lessons and make suggestions

After reflecting on your choice of major, you should draw some lessons from this experience and offer some suggestions to help those Grade 3 students in your senior high school. The following questions may help you.

- Are the factors that helped me decide on my major important? Should the Grade 3 students take them into consideration?
- How should we look on the difficulties we might meet with after we made a choice?
- What is the most important thing in choosing a major?

Step 4 Draft and revise your essay

Draft your essay and try to use the expressions you have learned in this unit. When you have finished, have a peer review of your essay with your partner. Then revise your essay based on your partner's feedback. The following checklist can also help you improve your essay.

← Task 1

← Task 2

← Task 3

← Post-task

2

Teaching Goals

Demo Goals

Language Targets:

SWBAT

1. recognize the four **uses of conditionals** in different contexts;
2. grasp the **form of conditionals** by using them correctly according to contexts;
3. construct a **three-paragraph structure** for the unit writing project.

Outcomes of Tasks

(Demo) Task 1: Ask Ss to

1. **list** internal and external factors that influence choices for majors;
2. **match** four *uses* of conditionals with sentences from text readings;
3. **write** conditional sentences to explain why these factors influence major choices.

(Demo) Task 2: Ask Ss to

1. **write** about personal experience of studying the major they chose;
2. **read** each other's posts and **adapt** their description with conditionals;
3. **check** and **assess** each other's adaptation.

Task 3: Ask Ss to

1. **summarize** the writings from task 1&2
2. **write** a paragraph to make suggestions with at least one conditional sentence.

Demo Goals

Educational Targets:

SWBAT

1. come up with **critical views** on factors that influence choices for majors;
2. reflect on personal experiences to polish **a positive outlook for life**;
3. provide **suggestions for others** through various ways of reasoning.

Demo Goals

Language Targets:

SWBAT

1. recognize the four

uses of conditionals

(Demo) Task 1: Ask Ss to

in different contexts:

1. **list** internal and external factors that influence choices for majors;
2. **grasp the form of** four **uses of conditionals** with sentences from text readings;
2. **match** four **uses of conditionals** by
3. **write** conditional sentences to explain why these factors influence **major choices** using them correctly according to

contexts;

3. construct a **three-paragraph structure** for the unit writing project.

Demo Goals

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Demo Goals

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SWBAT

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(in different contexts;
Demo) Task 2: Ask SS to

2. 1. grasp the **form of conditionals** by **write** about personal experience of studying the major they chose;
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3. **check** and **assess** each other's adaptation. using them correctly according to contexts;
3. construct a **three-paragraph structure** for the unit writing project.

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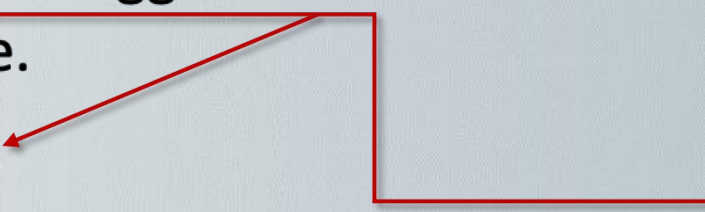
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Teaching Methods

Outcomes of Tasks

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Procedure of Tasks

Pre-class:

discussion posts on Unipus

In-class:

1. lead-in video
2. text analysis and matching exercises
3. in-class discussion and writing
4. discussion posts analysis
5. discussion posts reading and writing
6. writings checking and peer assessing
7. in-class summary and writing

Post-class:

Complete the unit writing project with a three-paragraph essay

TBI:

- ✓ Measurable outcomes
- ✓ Effective scaffolding

POA:

- ✓ Learning-centered

3

Teaching Methods

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Meaningful
input &

Language-
focused
instruction

Meaningful
output

Fluency
development

TBI:

- ✓ Measurable outcomes
- ✓ Effective scaffolding

POA:

- ✓ Learning-centered
- ✓ Learning-using Integrated

4 Three-dimensional Grammar Teaching

Language-focused instruction

Teaching Conditionals:

Why:

- Required knowledge
- Difficult to acquire

What:

- Student's lacks: Three-dimensional grammar
 - Form: if clause + would v
 - Meaning: real & unreal conditionals v
 - Use: when to write ×

How:

- Summary of four *uses*
- Text analysis
- Guided instruction
- Writing Exercises
- Peer Review

Unit Requirements:

- The **second** learning objectives (p.123)
- **Nine** conditional sentences in iExplore 1 (p.125-126) and iExplore 2 (p.133-134)
- Sharpening your skills (p.136)

Language Requirements:

- Ranked **five** in the most serious teaching problems (Covitt, 1976)
- **Four** functions survey through corpus analysis (Ford & Thompson, 1986):
 - propose options
 - introduce contrasts
 - provide examples
 - make inferences

Highlights

A golden course (high-level, innovative, challenging) :

- targeted on moral and language education
- guided by Task-based Instruction and Production-oriented Approach
- instructed with Three-dimensional Grammar Framework
- organized through a learning community in class and on Unipus

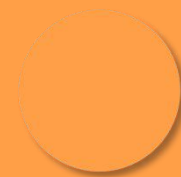
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TEACHING DEMO

iEnglish: An Integrated Course 2

Unit 6 To be or not to be





1

Lead-in:
Scenario &
target

2

Task 1 :
Remember &
analyze

3

Task 2 :
Apply,
create &
evaluate

4

Wrap-up

5

Unit
project

Watch the video: An email from my high school teacher

Lead-in:
Scenario &
target

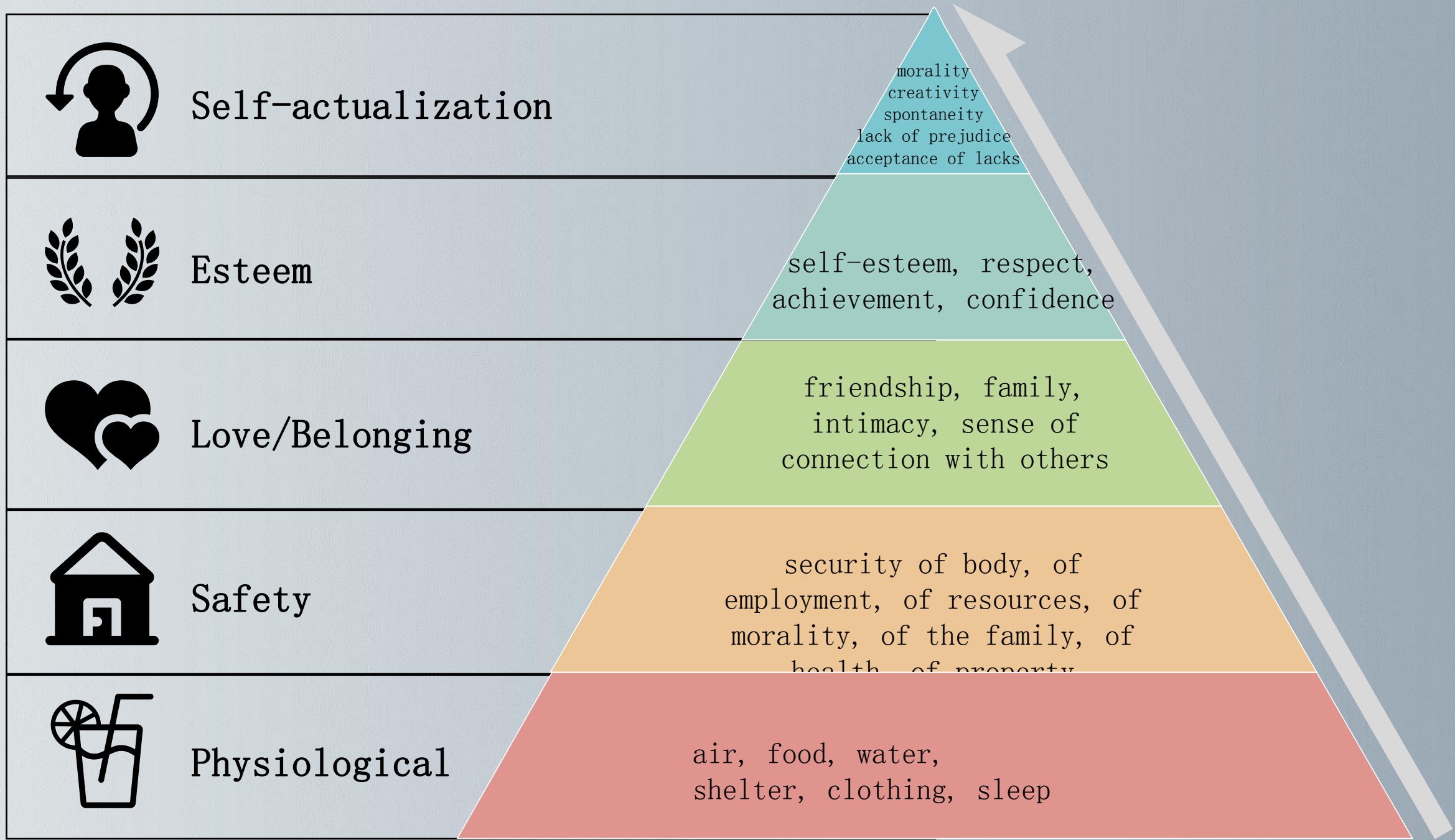


Hi guys!

1. What is the boy's major?
2. Why did he choose his major initially? And how does he think about it now?

1

Lead-in:
Scenario &
target

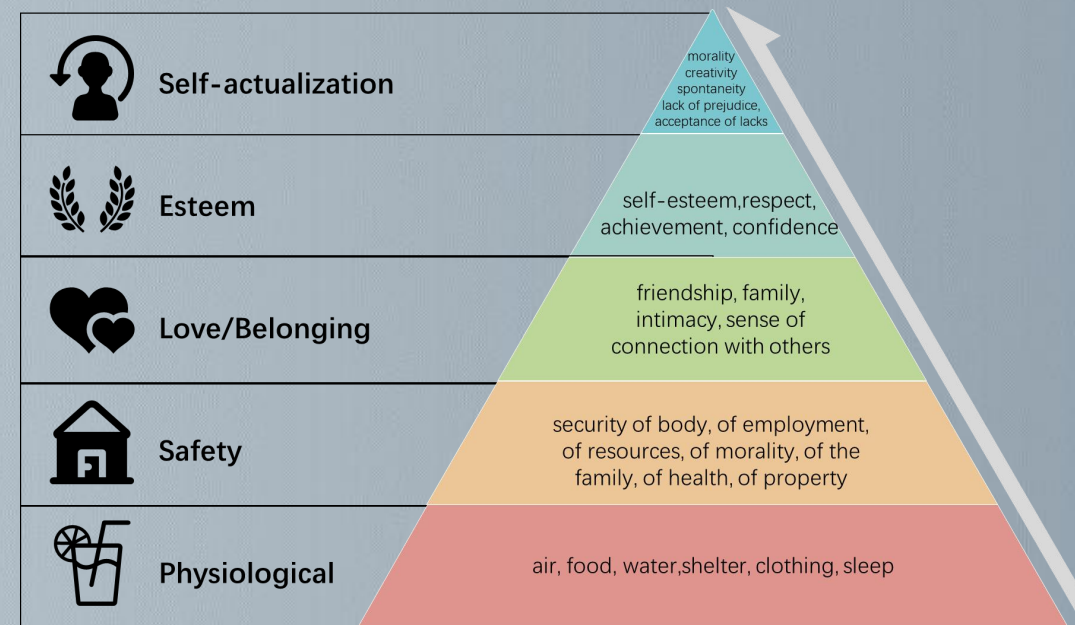


1

Lead-in:
Scenario &
target



Self-actualization



1

Lead-in:
Scenario &
target

You are invited
by your senior
high school
teacher to write
an essay.

iWrite

爱写作

iProduce: Unit
Project (p. 140-141)





1

Lead-in:
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Unit
project

How an **economics** professor taught me a life-changing lesson – in **literature**

1 Every spring, during college **graduation** season, I think about a former professor who **uttered** two **astonishing** sentences that changed the course of my life.

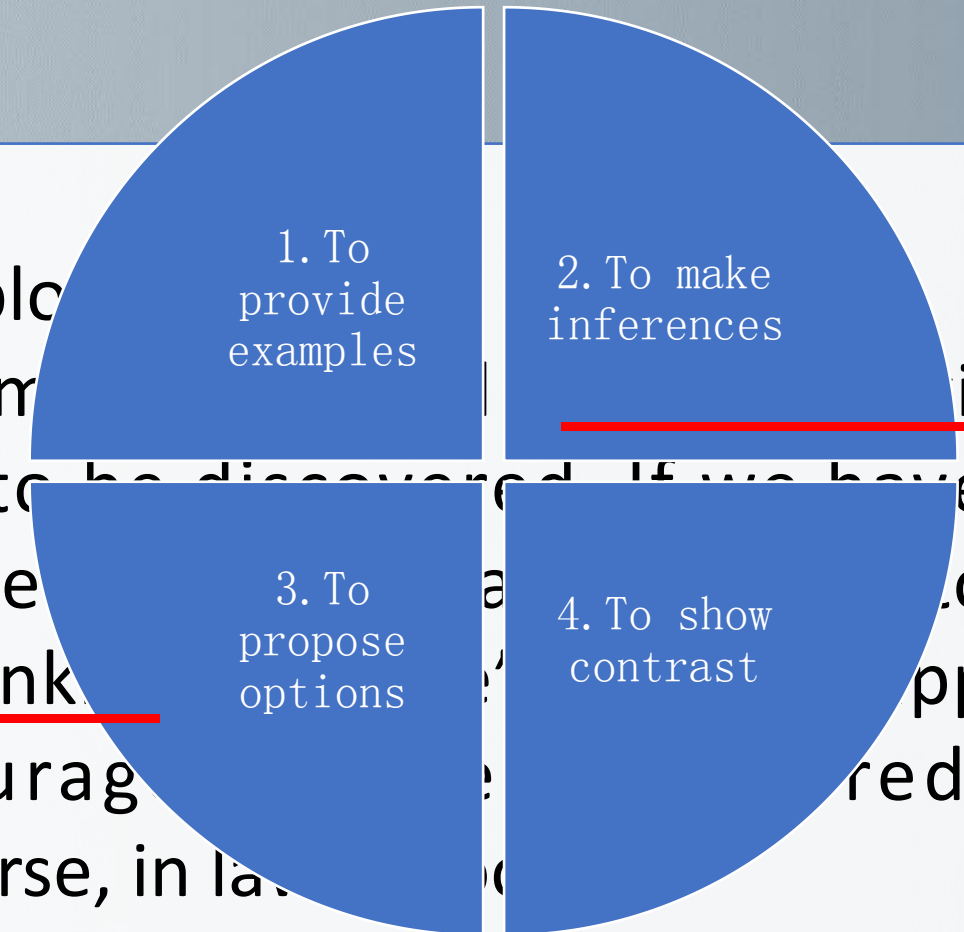
2 I was not a happy student, attending community college because I didn't have the grades, the money or the motivation to attend a four-year university. I had no real interest in business – my major – but my mother, a typical **immigrant**, had convinced me it would be the most practical course of study.

3 I might not have finished college myself if it hadn't been for a required class in which I had little interest. On a fall morning during my second year, I was seated in a large lecture hall – back row, left corner – for my Econ 1 class. As the professor lectured about **macroeconomic** theory, I **propped** up my textbook, **slipped** the novel *John Barleycorn* by **Jack London** inside, and began reading. (P 125 Para.3, iExplore I)

INFERENCES BASED ON PREVIOUSLY MENTIONED ASSUMPTIONS:

10 During the next few weeks, I **pondered** his reaction. If an economics professor valued literature as ~~much as or even more than~~ economics, perhaps there was some real value in all the reading I was doing outside of class. Maybe reading novels wasn't just an escape and a **diversion**. Maybe the study of literature would be a **worthwhile pursuit**. And if I could succeed as a literature student, maybe this would lead me in a direction that might enhance my career prospects. I had no idea what career this would be, but I hoped that by the time I finished school, I'd find out. (P126 Para.10, iExplore I)

2 For many of my **peers**, this decision would have brought about anxiety. Growing up, we were told by guidance counselors, career advice books, the news media and others to "follow our passion." This advice assumes that we all have a **pre-existing** passion waiting to be discovered. If we have the courage to discover this calling and to match it to our **livelihood**, the thinking goes, we'll end up happy. If we lack this courage, we'll end up bored and **unfulfilled** – or worse, in law school. (P133 Para.2, iExplore II)



2

Task 1 :
Remember &
analyze



1

Lead-in:
Scenario
& target

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Task 2 :
Apply,
create &
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Wrap-up

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Unit
project

Discussion



As a law student, I have faced with some problems. Firstly, I didn't know the legal knowledge like other students, so that I felt under pressure. Besides, this year's freshmen are required to learn mathematics, which is the most bothered me. Fortunately, my skills improved gradually with help of teachers and friends. I begin to be curious about legal news and relevant books, which not only increased my interest in law, but also broadened my horizon. As for math, I no longer get distracted in class and finish the homework carefully. I hope I can do better in the future.

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1.As a freshman, I came to university with the mood of anticipation, but I was welcomed by the more difficult study, such as Advanced Mathematics, This subject is much more difficult high school mathematics,He has higher requirements for our mathematical logic and reasoning ability.So at the beginning of the class, it was difficult for me to understand what the teacher was saying, sometimes I even want to give up advanced mathematics, but advanced mathematics is the foundation of everything for our major,so I have to learn it.Later, as in high school, I gradually understood by doing more questions.

2.Learning is a long process, he has to learn to insist, as long as he works hard for his dream, he will succeed.Add oil,I believe you can success.

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Gone is the day when learning just for an admission to an excellent top university, I dwell in a new period as an law student at college. Without definitely new plans and goals for future, a sense of nihilism gradually permeated my life owing to the loss of significance of learning. In order to break the deadlock, I attempted to read some classics related to my major and draw strength from it. To my surprise, in the course of my reading, not only did it stimulate my interest in law, but also it made my impetuous heart to get real peace. And



3

Task 2 :
Apply, create
& evaluate

Directions: Describe what might have happened if this student had made a different choice.

“After graduating from high school, I chose Applied Physics as my major. But I was not sure what to face with at that time. I assumed it would be all related with problems and theories of physics. It turned out that I have to learn mathematics in great pain, which almost made me consider dropping out. However, after talking with my tutor and persisting in studying for several months, I found that learning maths assisted me greatly in cultivating logical thinking, which in turn helped develop a deeper understanding of physics. Thankfully I didn’t give up!” (by Tony, 2020K01)

*e.g. If he had given up
maths,*

he would not have developed his logical thinking great



3

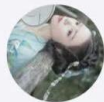
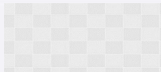

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Apply, create
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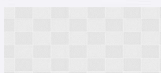

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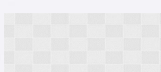

Task 2 : Apply, create & evaluate

Discussion

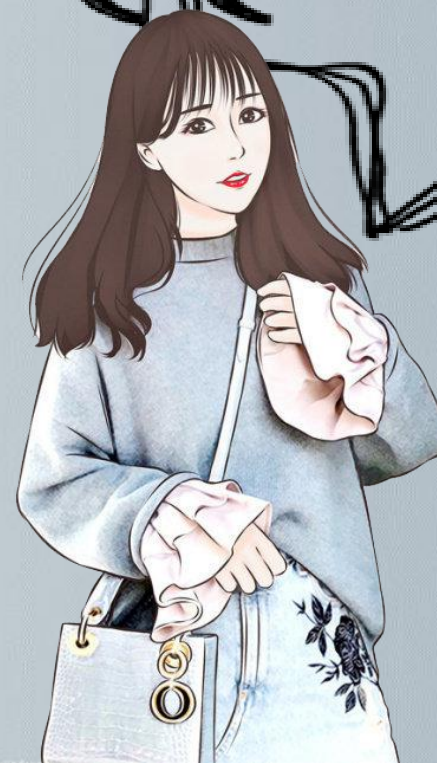
What might have happened if this student had chosen a different major?

  If he had not talk with his tutor and persist in study for several months, he probably wouldn't have cultivated logical thinking and developed a deeper understanding of physics.
2020-11-30 16:51  0

  If he hadn't talk with his tutor and persisting in studying, he would not find that learning math assisted him many.
If he had given up, he would not develop a deeper understanding of physics.
2020-11-30 16:52  0

  If he hadn't talked with his tutor, he probably would not have chosen this major.
If he hadn't learnt math, he probably would not have developed his logical thinking.
2020-11-30 16:53  0

发表回复 发表



If he hadn't talked with his tutor and persisted in studying, he would not have found that learning math assisted him many.

If he had given up, he would not have developed a deeper understanding of physics.

3

Task 2 : Apply, create & evaluate

1. Read three posts from your classmates and leave your comments .



2. Select one post, create two conditional sentences and reply.



3. Check the replies for any language errors or illogical sentences.





1

Lead-in:
Scenario &
target

2

Task 1 :
Remember &
analyze

3

Task 2 :
Apply,
create &
evaluate

4

Wrap-up

5

Unit
project

Checklist (adapted from textbook p. 141)

OK	Need improvement	Self-check Items
		I can recognize the four uses of conditionals in different contexts.
		I can create conditional sentences appropriately according to different contexts.
		I can complete one paragraph out of three for the unit writing project with proper language.
		I can come up with critical views on factors that influence students' choices for their majors.
		I can reflect on my personal choices and develop a broader horizon for life.

4

Wrap-up



1

Lead-in:
Scenario &
target

2

Task 1 :
Remember &
analyze

3

Task 2 :
Apply,
create &
evaluate

4

Wrap-up

5

Unit
project

iWrite

爱写作

iProduce:
Unit Project
(p. 140-141)

5

Unit project

Unit project

Writing an essay

Reflections on my choice of major

The authors of the two texts tell us how they chose their major or future career. One took his professor's advice to follow his interest and changed his major. The other took a very different path by letting passion follow him. How did you decide on your major? Do you think that you made a good choice?

You have studied in college for several months. After going through some difficulties or problems, you are more confident in your study. Now you are invited by your senior high school to share your experience of choosing your major with Grade 3 students who will be choosing their majors. You will write an essay in which you reflect on how you chose your major and then give suggestions. The following steps may help you with the project.

