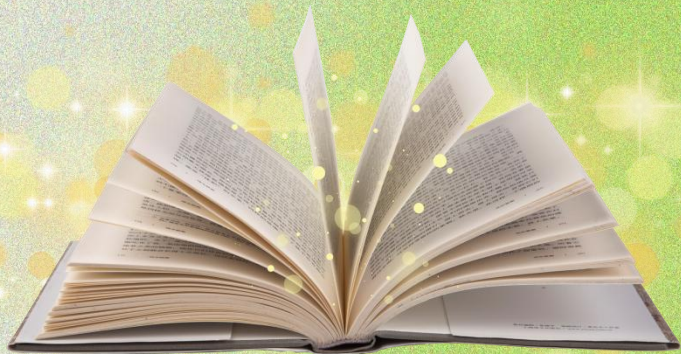


2021年外研社“教学之星”大赛

全国总决赛



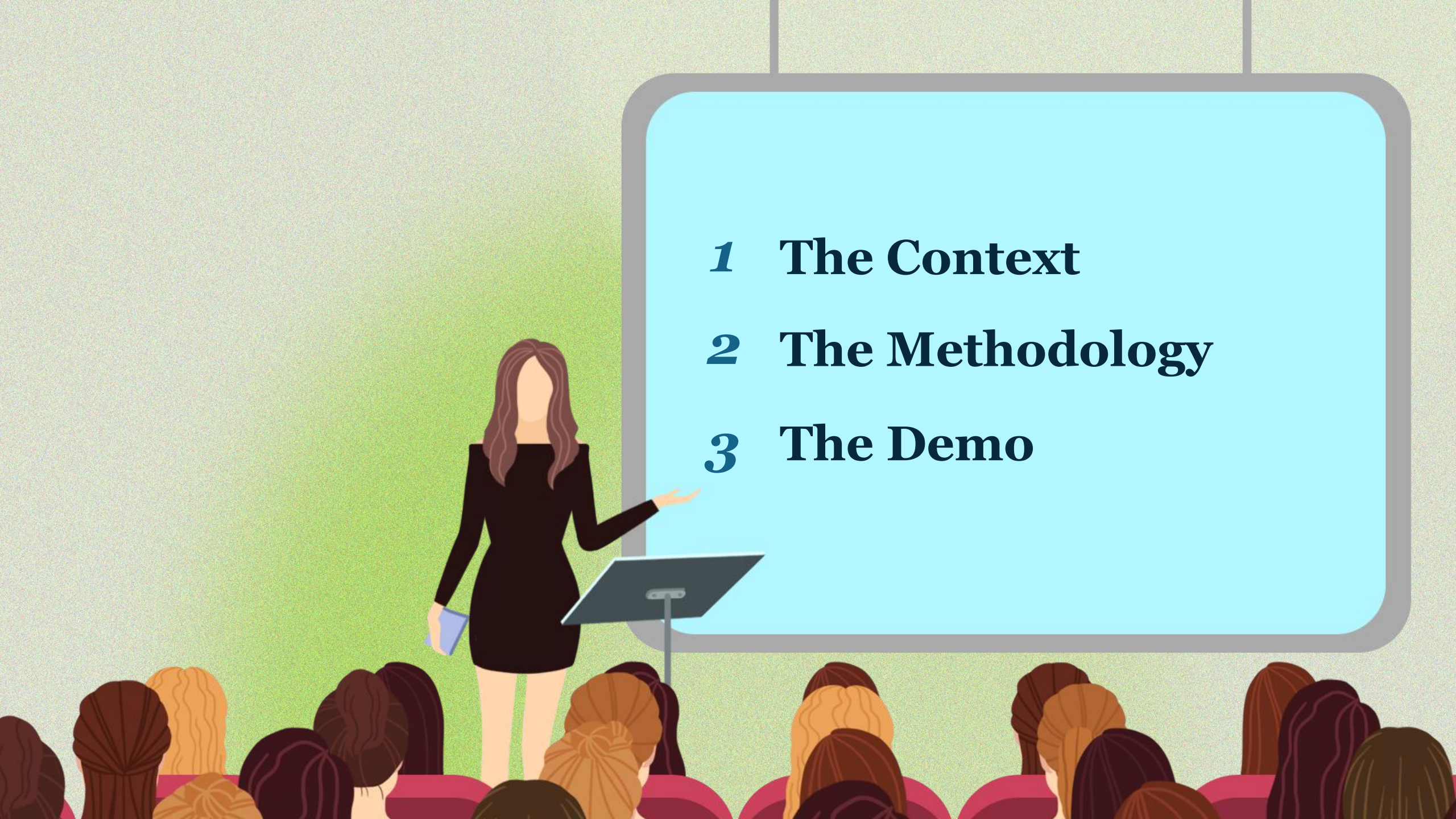


# Unit 6

# Passing the Torch

(pp. 158-191)



- 
- A woman with long brown hair, wearing a black long-sleeved dress, stands at a podium on a stage. She is holding a blue folder in her left hand and gesturing with her right hand towards a large light blue screen. The screen displays a numbered list of three items. In the foreground, the backs of several audience members' heads are visible, showing various hairstyles and hair colors. The background is a simple green wall.
- 1 The Context**
  - 2 The Methodology**
  - 3 The Demo**

A woman with long brown hair, wearing a black long-sleeved dress, stands at a podium on a stage. She is holding a blue folder in her left hand and gesturing with her right hand towards a large light blue screen behind her. The screen displays a numbered list of three items. In the foreground, the backs of several audience members' heads are visible, showing various hairstyles and hair colors. The background is a simple green wall.

**1 The Context**

**2 The Methodology**

**3 The Demo**

# 1. The Context

## Profile of the Students




**Language  
proficiency**



**Skill**  
Critical thinking  
Communication  
Intercultural



**Specialized  
knowledge**



**Value**  
Sense of commitment  
Dare to dream  
Inclusive mindset  
Cultural confidence

# The Context

# The Textbook

6 Section 1 Episode 1

**GEN-Z TALK SPOT**

*To gather more ideas, Yi Fei and Alice visit "Gen-Z Talk Spot", an online forum for young people from all over the world to share their ideas.*

**Thread: Is Gen-Z really difficult to understand?**

Started: Jul. 8, 2021, 9:05 A.M. by Jason | 14 comments | Viewed: 172 times

Jul. 8, 2021, 9:05 A.M.

Jason  
California

**Is Gen-Z really difficult to understand?**

Hello, everyone! Here's something to talk about. My uncle told me that he didn't understand my generation. "All you want to do is to post pictures on social media,"

6 Section 2 Text A

**Text A**

**Preview task**

- Look at the text title and the pictures. What do you think the "unreachable" dream in the title was?
- Read the text and find out how Nan Rendong fulfilled his "unreachable" dream.



Nan Rendong (1945-2017)

**Sky-high ambition to fulfill an "unreachable" dream**

It's important in life to have dreams. This was to build a radio telescope 500 meters

Unit **6**

# Passing the torch

**Objectives**

**Section 1**

**Episode 1** 📺 📖  
**Generational differences**

- to analyze the features of your generation
- to compare and contrast viewpoints

**Episode 2** 📺 📖  
**Hopes for the future**

- to write about your hopes for the future
- to invite contributions in discussion
- to keep an open mind about other cultures

**Project**

- to write an essay about different generations and their dreams

**Section 2**

**Text A**  
**Sky-high ambition to fulfill an "unreachable" dream**

- to summarize a text
- to analyze the chronology of events using a timeline
- to write an essay describing the characteristics of a hero from other countries

**Text B**  
**Working across the age gap**

- to reflect on the features of different generations in China

158 Unit 6

**新未来大学英语**

总主编：  
孙有中  
Jack C. Richards (新西兰)

**OVER TO YOU**

外语教学与研究出版社



# The Context — Unit Objectives

## **Knowledge**

**Generational features**  
**Heroes in different**  
**cultures**

## **Skill**

### **Critical thinking**

- Compare and contrast
- Chronological thinking

### **Communication**

**Intercultural**

## **Value**

**Sense of commitment**  
**Dare to dream**  
**Inclusive mindset**  
**Cultural confidence**

A woman with long brown hair, wearing a black long-sleeved dress, stands at a podium on a stage. She is holding a blue folder in her left hand and gesturing with her right hand towards a large light blue screen. The screen displays a list of three items. In the foreground, the backs of several audience members' heads are visible, showing various hairstyles and hair colors. The background is a simple green wall.

**1 The Context**

**2 The Methodology**

**3 The Demo**



# The Methodology – PBL

**OBE**

(Outcome-based Education)



**Learner/learning-centered**

**Designing down**



**PBL**

(Project-based Learning)



**Teams of 3-4**

**Student needs learning outcomes**

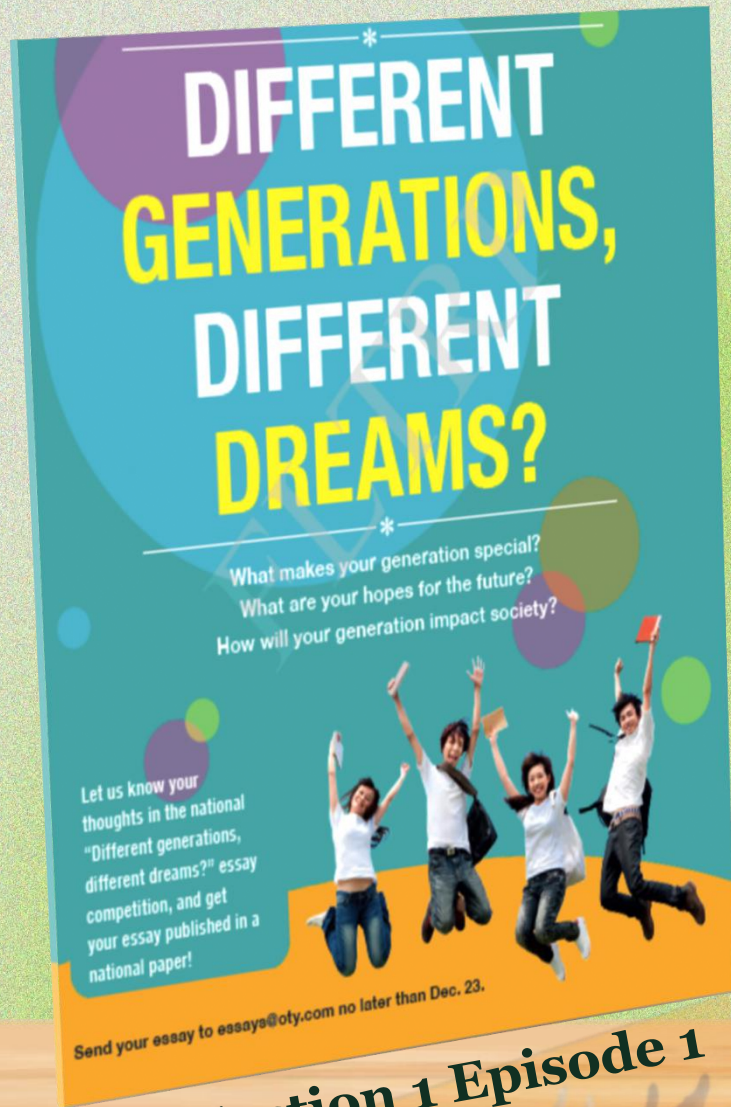


**Project**

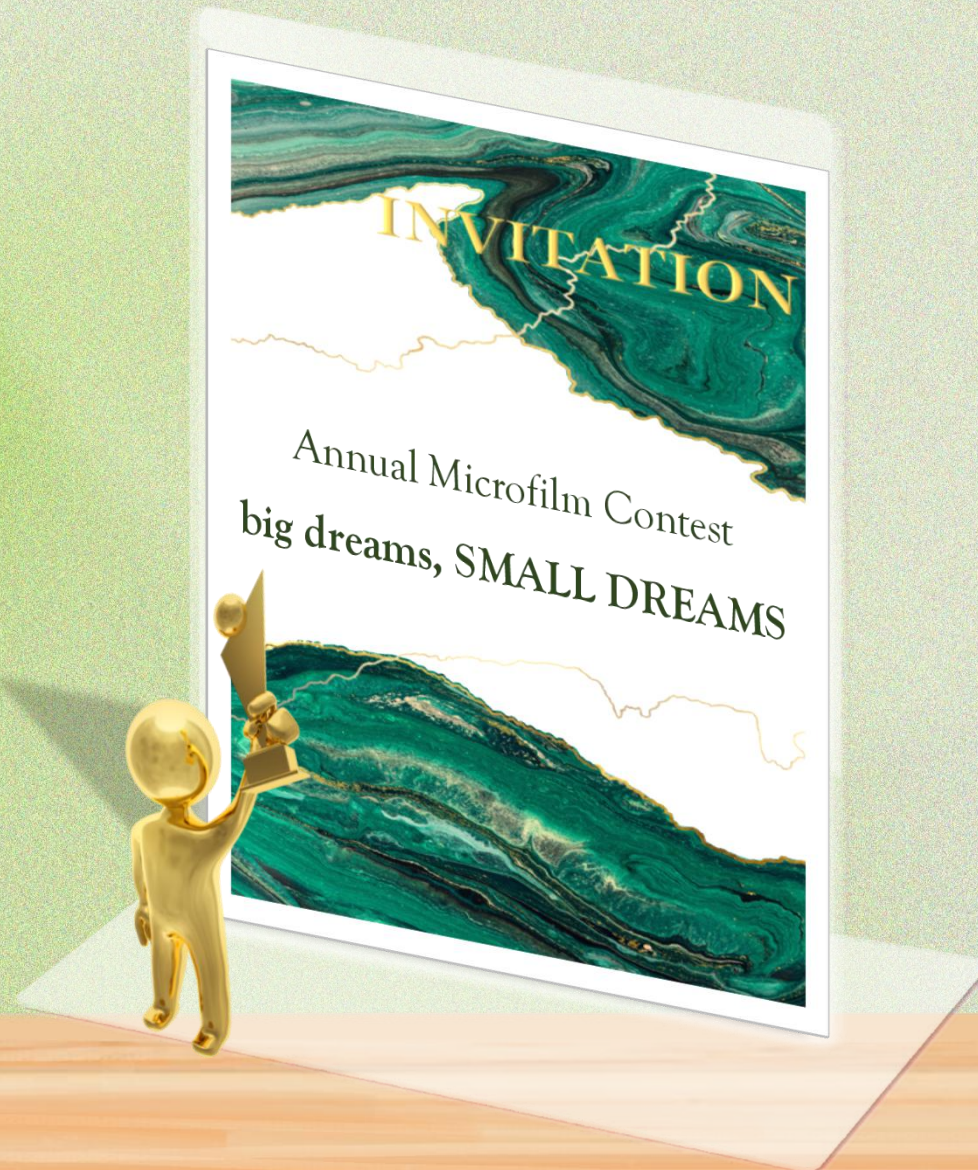
**Microfilms:  
Feature stories and interviews**



# The Methodology – The Scenario and the Project



**Section 1 Episode 1**  
**pp. 176-177**



# The Methodology – The Unit Project



## 1. Preparation

Scenario  
Task



- **Microfilm contest**
- **Feature stories of role models**

## 2. Process

Collecting resources  
Collaboration



- **Analyze, compare, discuss and write**
- **Teamwork**

## 3. Evaluation

Process  
Learning outcomes



- **Formative assessment**
- **Summative assessment**

# The Methodology – Evaluation

## Rubrics for Microfilms



		Rate the speaker on each aspect:					Comment
		5-Excellent	4-Good	3-Average	2-Fair	1-Poor	
<b>Content</b>	The film demonstrates effective <b>Compare and Contrast strategies</b> .	5	4	3	2	1	
	The film incorporates <b>Chinese elements</b> through profound messages.	5	4	3	2	1	
	The story is rich in detail.	5	4	3	2	1	
<b>Organization</b>	The film is clear and coherent. The plot is properly designed and well developed.	5	4	3	2	1	
	The film presents effective use of cohesive devices. The film shows <b>proper understanding of the “Chinese Dream”</b> .	5	4	3	2	1	
<b>Language</b>	Skillful use of a wide range of vocabulary and sentence structures.	5	4	3	2	1	
	Spelling and punctuation are correct.	5	4	3	2	1	
<b>Creation</b>	The creation <b>reflects the meaningful comparison and contrast of different dreams between different generations</b> .	5	4	3	2	1	
	The creation shows chronological thinking in narration .	5	4	3	2	1	

# The Methodology – Blended Learning

Section 1 Episode 1  
pp. 162-164

**Step 1 / 线上** **Ucampus**

建议完成数字课程中:

- Warm up
- Section 1 Viewing / Listening / Text

**学生:**

- 完成热身活动, 激发学习兴趣
- 学习视听和文本材料, 完成理解练习, 预习技能知识, 为课堂活动做准备

**Step 2 / 线下**

精讲精练 (教师讲授)  
口语讨论 (小组活动)

**教师:**

基于线上学习数据, 对重难点内容进行针对性讲解, 引导学生为完成单元产出任务做好准备

**学生:**

开展语言输出活动, 加强技能训练

**Step 3 / 线上** **Ucampus**

建议完成数字课程Section 1中:

- Language in focus
- Over to you
- Project

**学生:**

- 完成课后语言练习, 内化语言知识
- 完成产出任务, 在线提交作品, 分享学习成果

**Step 4 / 线下**

自主学习反馈 (教师讲授)  
产出作品展示 (学生展示)

**教师:**

基于线上数据点评课后作业情况, 进行有针对性的讲解

**学生:**

优秀作品展示及汇报

6 Section 1 Episode 1

**GEN-Z TALK SPOT**

To gather more ideas, Yi Fei and Alice visit "Gen-Z Talk Spot", an online forum for young people from all over the world to share their ideas.

**Thread: Is Gen-Z really difficult to understand?**

Started: Jul. 8, 2021, 9:05 A.M. by Jason | 14 comments | Viewed: 172 times

Jul. 8, 2021, 9:05 A.M.

**Jason**  
California



Joined: Mar. 12, 2019  
Posts: 21

**Is Gen-Z really difficult to understand?**

Hello, everyone! Here's something to talk about. My uncle told me that he didn't understand my generation. "All you want to do is to post pictures on social media," he said. "And the only ambition you have is to travel round the world." Are we really that difficult to understand? What do you think? Is he right?

Share < Quick reply > Report ▲

Jul. 8, 2021, 11:09 A.M.

**Martha**  
New York





Joined: Jun. 16, 2018  
Posts: 165

**Re: Is Gen-Z really difficult to understand?**


I don't understand what your uncle was complaining about. What's wrong with posting photos on social media and wanting to travel round the world? One is just a fun, harmless hobby, and the other is an ambition. Didn't his generation have hobbies and ambitions? I think the problem with the older generation is that they weren't encouraged to use their imagination. It was study, study, study, then work, work, work. My generation has greater ambitions.

Share < Quick reply > Report ▲

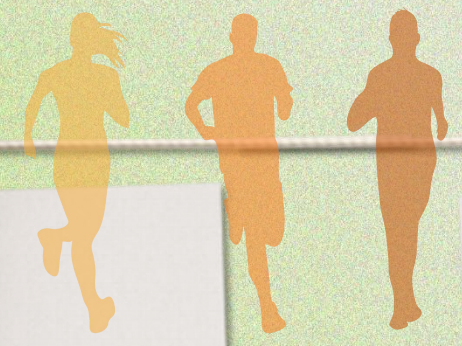
# The Methodology – Unit Teaching Plan



<b>Session 1 (periods 1-2)</b>	<b>Online:</b> Warm-up Section 1 Viewing/ Listening/ Text
	<b>In-class:</b> Discuss and analyze the features of different generations <b>Compare and contrast viewpoints</b>
	<b>Online:</b> Section 1 Language in focus Interview your role model and write a feature story <b>(Task 1)</b> Section 2 Text A preview task
<b>Session 2 (periods 3-4)</b>	<b>In-class:</b> Peer evaluate and edit the feature stories Discuss and analyze Section 2 Text A Analyze the chronology of events using a timeline
	<b>Online:</b> Section 2 Text A Reading in detail Language in focus Revise & refine the feature story in groups to prepare for microfilms <b>(Task 2)</b>
<b>Session 3 (periods 5-6)</b>	<b>In-class:</b> Showcase and peer evaluate group microfilms Discuss and analyze Section 2 Text B Wrap up
	<b>Online:</b> Section 2 Text B Wisdom of China Revise, finalize & submit group feature-story micro films Review for the final



# The Context — Demo Objectives



## Knowledge

**Generational features**  
**Heroes in different cultures**

## Skill

**Critical thinking**  
- Compare and contrast  
- Chronological thinking  
**Communication**  
**Intercultural**

## Value

**Sense of commitment**  
**Dare to dream**  
**Inclusive mindset**  
**Cultural confidence**

- 
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- 1 The Context**
  - 2 The Methodology**
  - 3 The Demo**





# Demo

## Review

**Tips for  
conducting  
“compare and  
contrast”**

**Ucampus app  
(preview online)**

## Analyze

**How to  
compare and  
contrast more  
effectively**

**Section 1  
Episode 1  
pp. 162-164**

## Explore

**Two real-life  
scenarios to  
“compare  
and contrast”**

**High school VS College  
Job selection**

## Create

**Compare and  
contrast  
personal  
dreams and  
Nan Rendong’s  
dream**

**(Section 2 Text A  
pp. 178-181 &  
Section 1 Project  
pp. 176-177)**

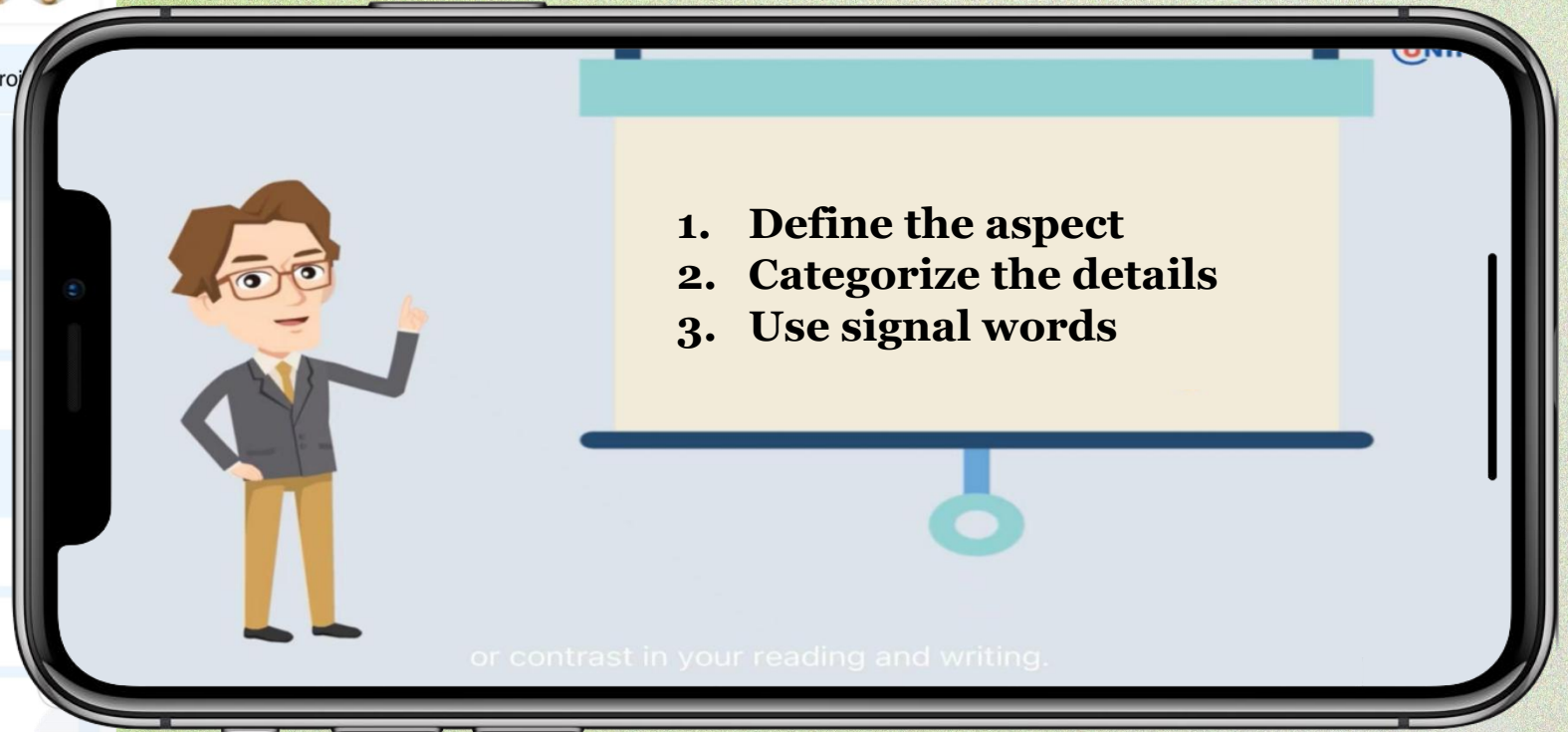
# 3 Demo

Compare and Contrast

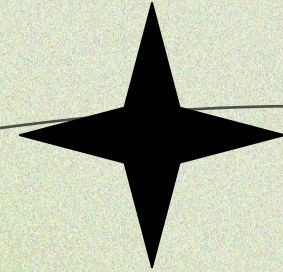


# Unit 6 Passing the Torch

## – Episode 1- Text - Critical thinking skill



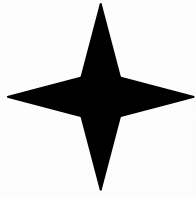
# Review



- 1. Define the aspect**
- 2. Categorize the details**



# To Review



**GEN-Z TALK SPOT**

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Share < Quick reply > Report ▲

Jul. 8, 2021, 4:12 P.M.

**Sandra**  
Sydney

Joined Mar. 11, 2019  
Posts: 171

**Re: Is Gen-Z really difficult to understand?**  
I was talking to my mom about this the other day. Her attitude is quite different from your uncle's. She thinks it's great that our generation is so connected. She's really pleased that I know people all over the world (thanks to Gen-Z Talk Spot!) and she admires the opportunities that my friends and I have. She also explains why things are different for me. She grew up in the 1970s, when people started to take charge of their own destiny. She wanted to travel round Europe for a year, but her parents refused her request point-blank, saying it was more important for her to get married early. People of older generations, like my grandparents, were much more concerned about social conventions than we are today!

Share < Quick reply > Report ▲

Jul. 9, 2021, 8:29 A.M.

**Oliver**  
London

Joined Aug. 12, 2020  
Posts: 19

**Re: Is Gen-Z really difficult to understand?**  
I agree with your uncle! Many people see how amazing other people's lives look on social media, and feel they need the same, perfect life. I think this has a bad effect on people. But we're not all like that! My family is always saying, "Stop spending so much time online! Start thinking about your future!" But they don't know that I AM thinking about my future! Actually I spend time online reading up about my interests, one of which is actually business. So I'm going to go to business school and then I'm going to start my own business. I'm going to create apps that will help people study.

Share < Quick reply > Report ▲

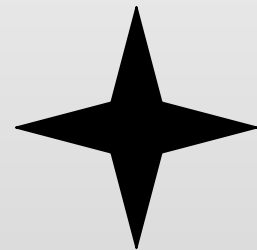
Reply to this thread

« Previous thread | Next thread »

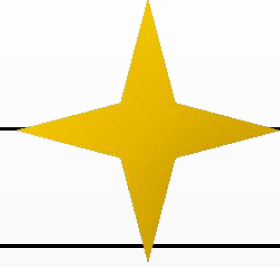
Title: Re: Is Gen-Z really difficult to understand?

1 2 ... 6 Last >>

**Textbook pp.162-163**



## Unit 6 Passing the Torch – Section 1



**Is Gen-Z really difficult to understand?**



Hello, everyone! Here is something to talk about. My uncle told me that he didn't understand my generation. "All you want to do is to post pictures on social media, and the only ambition you have is to travel round the world." Are we really that difficult to understand? What do you think? Is he right?



**Textbook p.162**

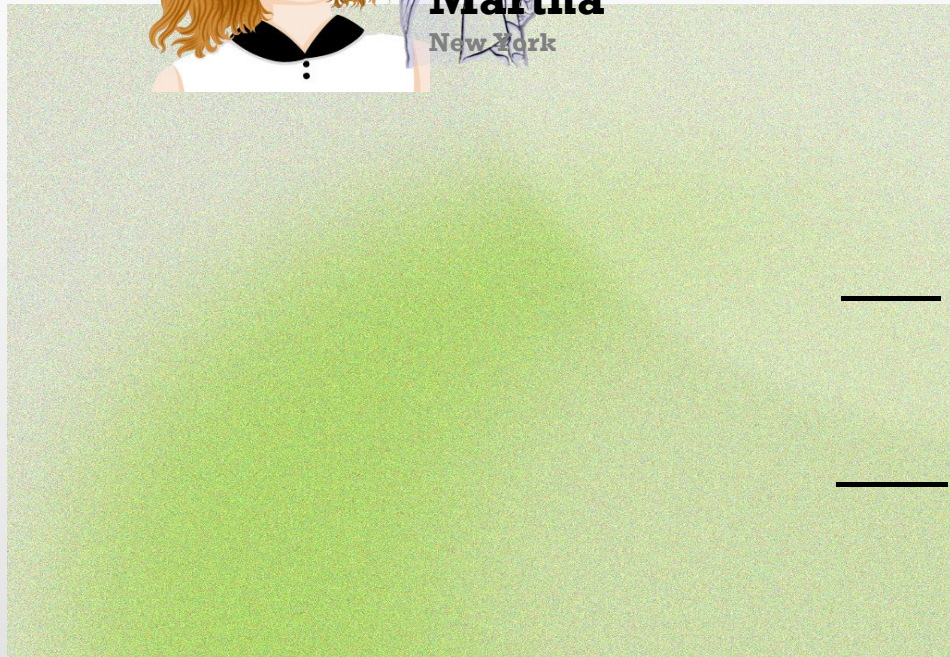


To Analyze

# Unit 6 Passing the Torch – Section 1



**Martha**  
New York

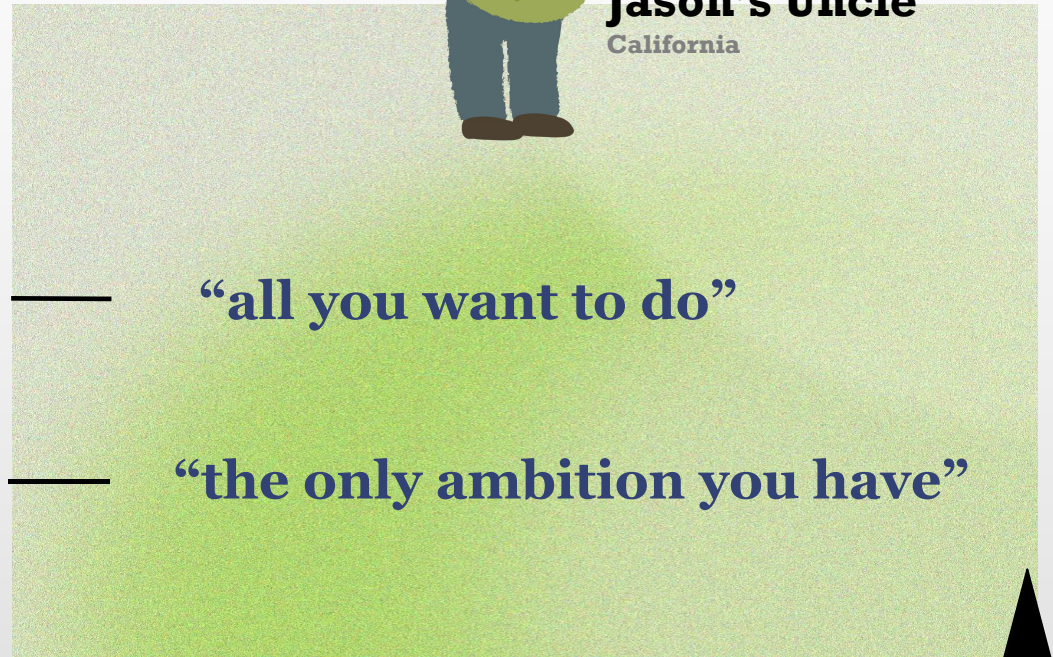


Posting pics

Travelling

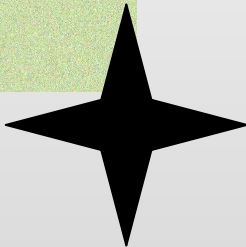


**Jason's Uncle**  
California



“all you want to do”

“the only ambition you have”



## To Analyze



Re: Is Gen-Z really difficult to understand?

I don't understand what your uncle was complaining about. What's wrong with posting photos on social media and wanting to travel round the world? One is just a fun, harmless hobby, and the other is an ambition. Didn't his generation have hobbies and ambitions? I think the problem with the older generation is that they weren't encouraged to use their imagination. It was study, study, study, then work, work, work. My generation has greater ambitions.





# To Analyze Unit 6 Passing the Torch – Section 1

## Re. generational differences



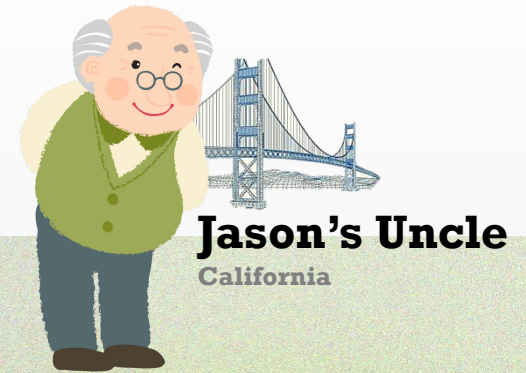
**“just a fun, harmless hobby”**

**“an ambition”**



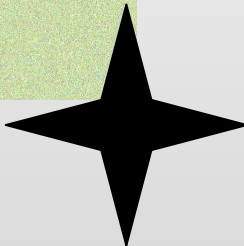
Posting pics

Travelling



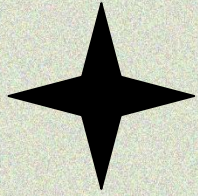
**“all you want to do”**

**“the only ambition you have”**



To Analyze

# Unit 6 Passing the Torch – Section 1



Re. generational differences

Posting pics

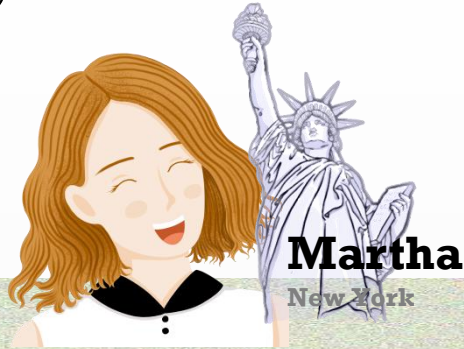
Travelling




**Significant enough?**



## To Analyze



- Subjective 
- Overgeneralized
- Emotional

Re: Is Gen-Z really difficult to understand?

I don't understand what your uncle was complaining about. What's wrong with posting photos on social media and wanting to travel round the world? One is just a fun, harmless hobby, and the other is an ambition. Didn't his generation have hobbies and ambitions? I think the problem with the older generation is that they **weren't encouraged to use their imagination**. It was **study, study, study, then work, work, work**. My generation has greater ambitions.



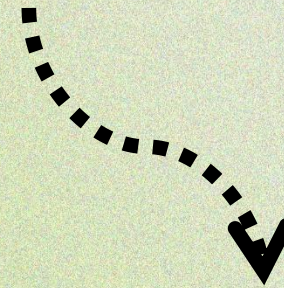
# To Analyze



# HOW

**to make more effective  
comparison and contrast?**

- 1. Define the aspect**
- 2. Categorize the details**



- 1. Focus on more significant aspects**
- 2. Provide supportive analysis**



## To Analyze



**Li Wei**  
Guangzhou

- **Less subjective**
- **Less emotional**



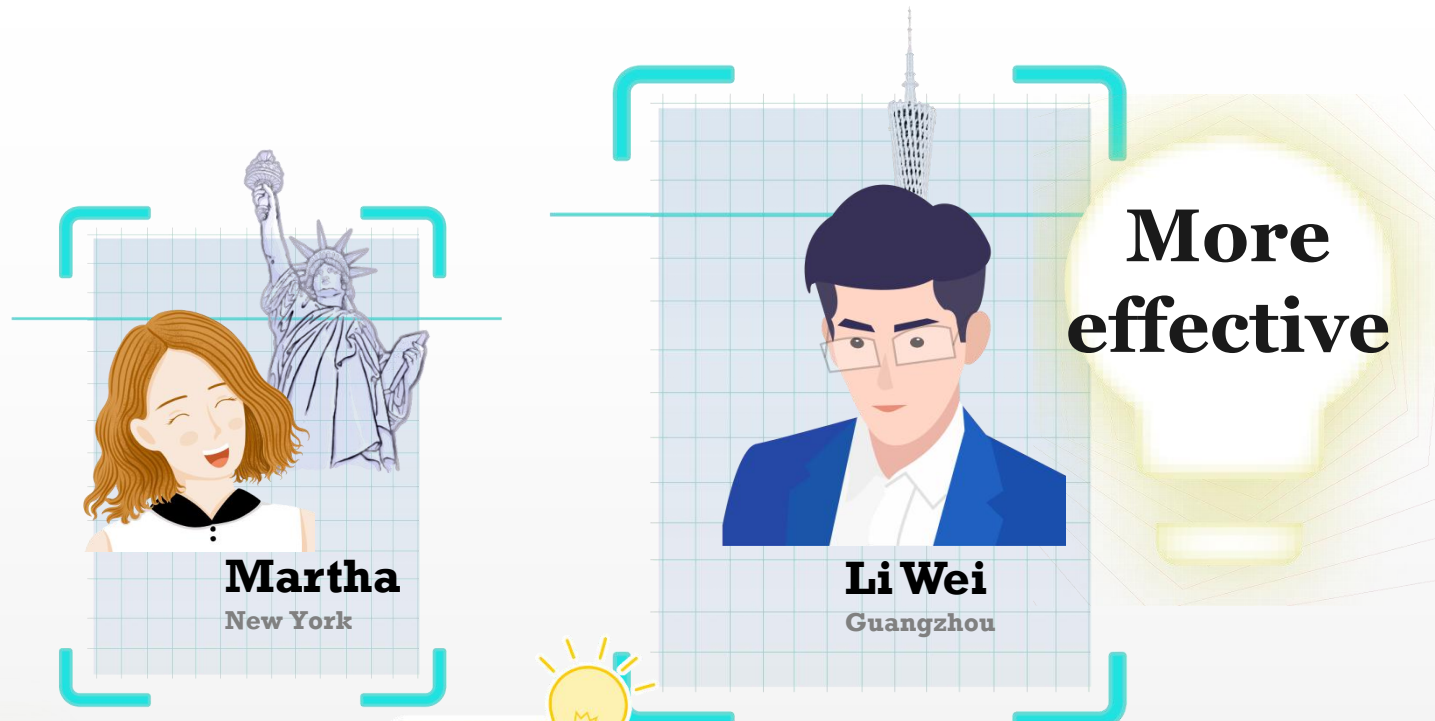
**Re: Is Gen-Z really difficult to understand?**

I think I understand what your uncle means. When his generation talked to their parents, they were supposed to tell them their whole life plan. You were expected to know what you wanted to do in your life when you were, like, 18 years old!! I think **that's because** life was tougher then, and people were rushing to become financially independent. **Things are SO different now.** Unlike older generations, we have **the time and freedom** to enjoy ourselves before we decide to settle down. I think **this is because** we have more financial security.

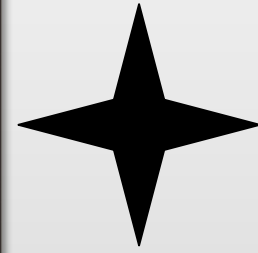
**More significant aspect**



# To Analyze

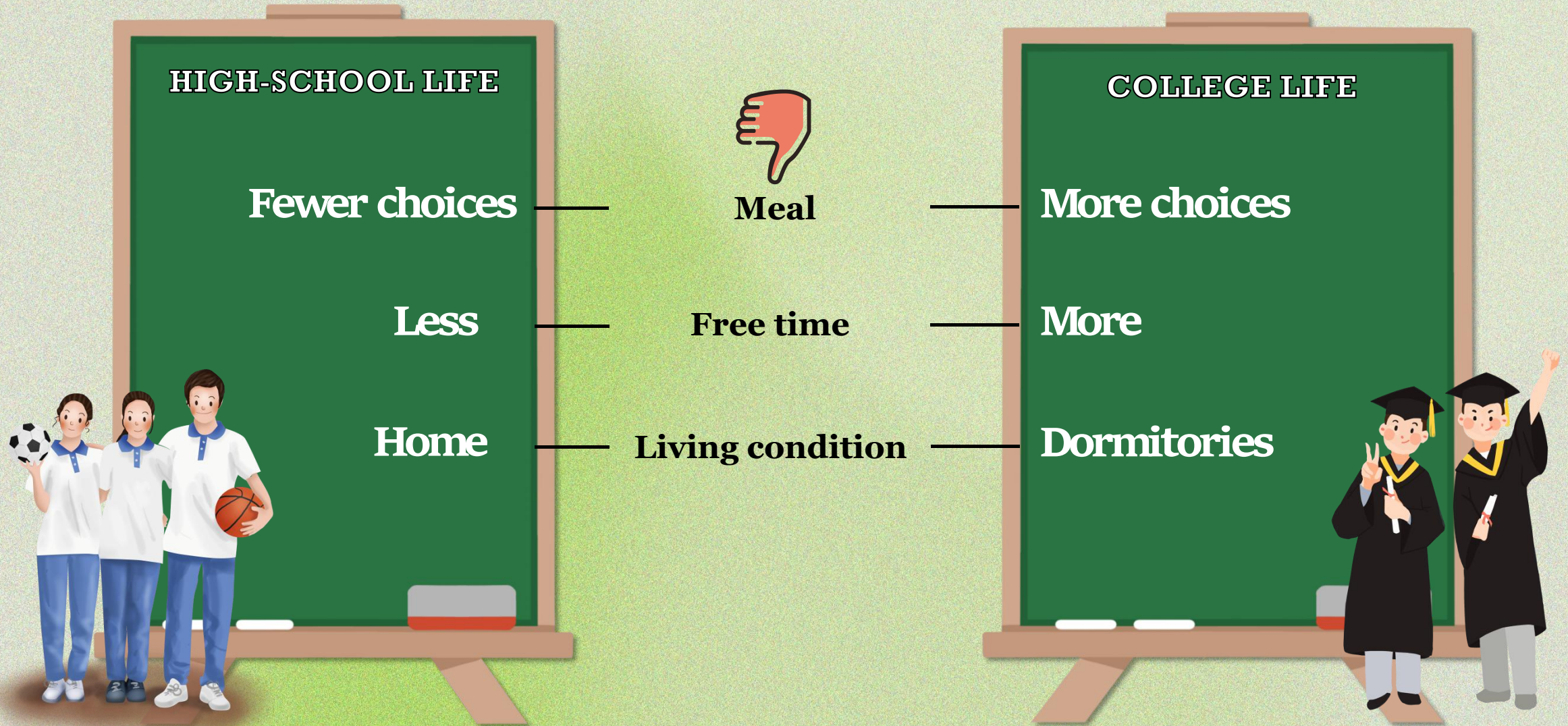


- 1. Focus on more significant aspects**
- 2. Provide supportive analysis**



# To Explore

## Scenario 1 Compare and contrast high-school life and college life



## To Explore

# Scenario 1 Compare and contrast high-school life and college life

## No conclusion?



2003年第2期(总第93期)

### 中国学生英语类比和对比文章分析

( )

摘要: 本文旨在研究中国英语学习者写作英语类比和对比文章时, 在组织模式的选取方面表现出的倾向性。文中调查分析了55名英语专业学生在两个写作任务中的表现, 得出以下结论: 组织英语类比和对比文章时, 中国学生和英语国家学生一样更倾向于使用按比较内容展开的组织模式, 并且写作任务难度和学生的写作水平高低对他们组织模式的选择没有显著影响。

关键词: 类比和对比文章; 按比较内容展开; 按比较对象展开

中国分类号: H315 文献标识码: A 文章编号: 1002-2643/2003/02-0055-03

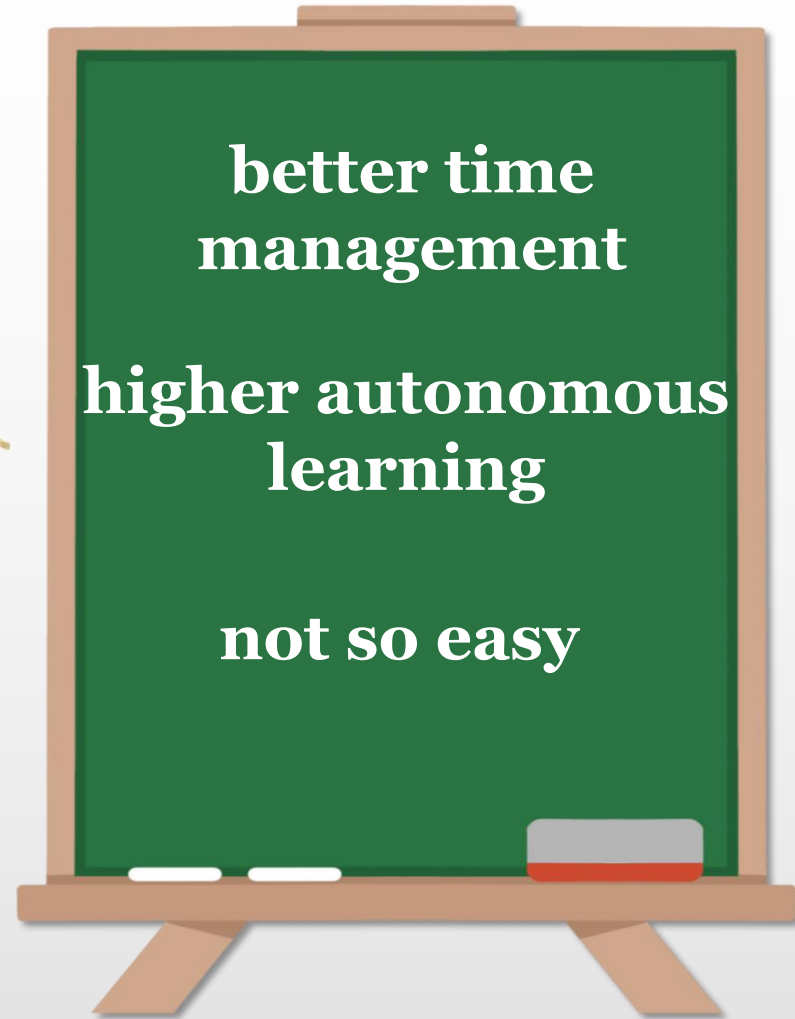
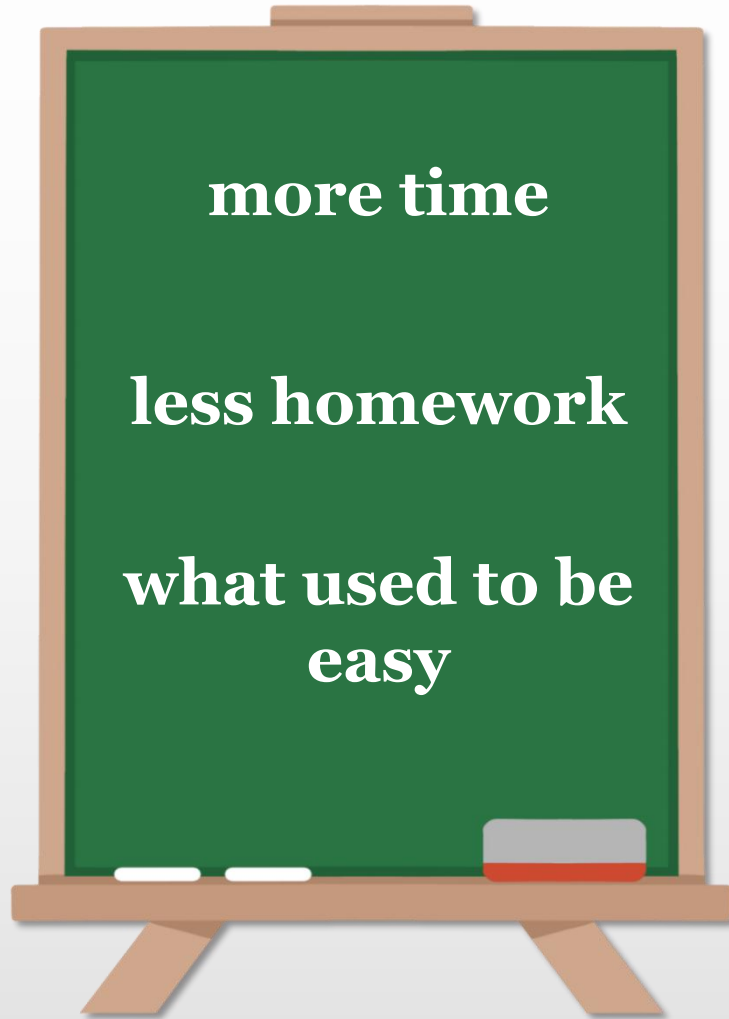
- I like high-school life better.
- I like college life better.
- High-school life and college life are different.

**Merely defining aspect and categorizing details**

**fail to draw a strong conclusion**



**To Explore Scenario 1 Compare and contrast high-school life and college life**



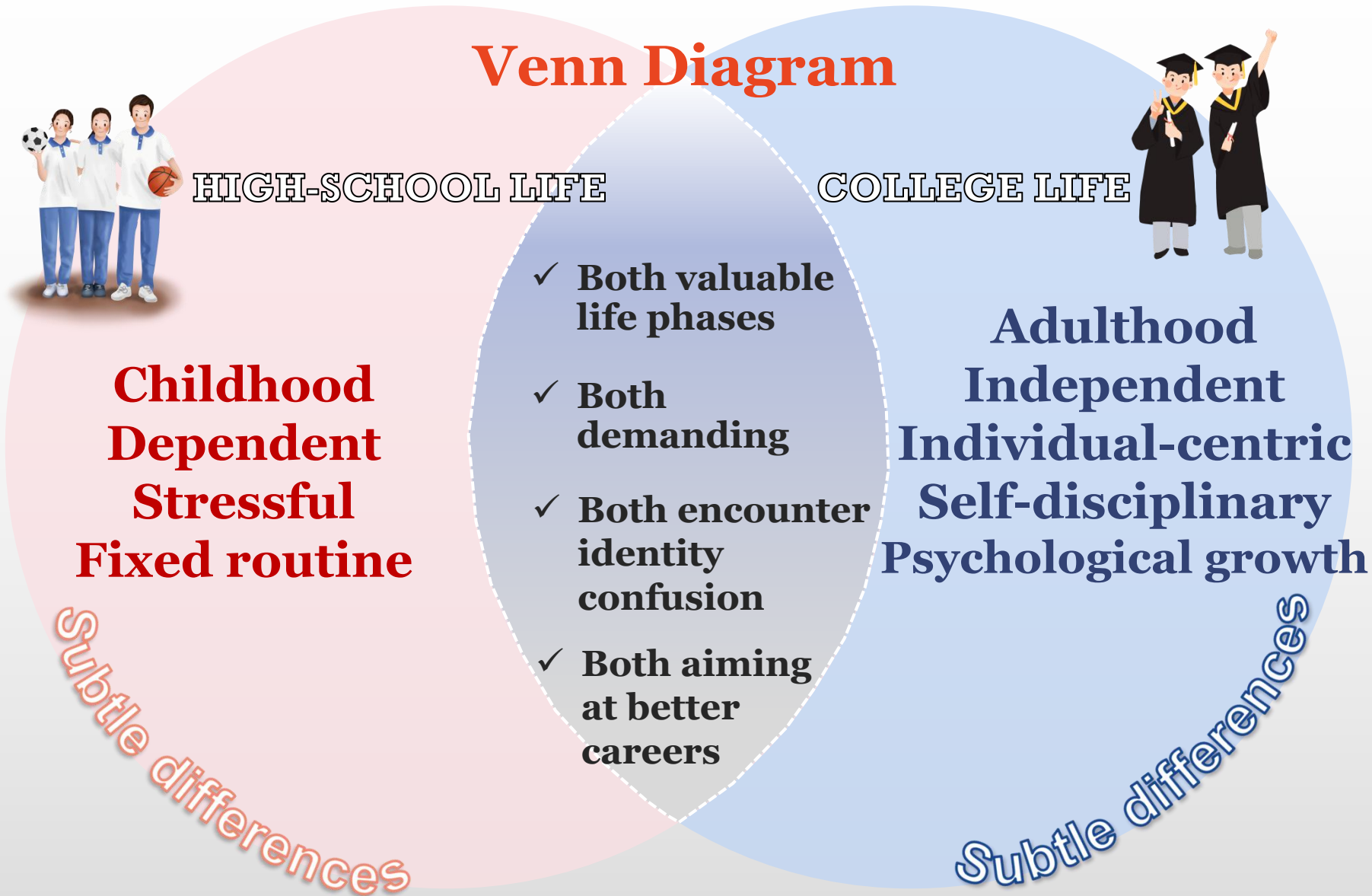
**To Explore Scenario 1 Compare and contrast high-school life and college life**

**Meal** 👎  
**Free time**  
**Living condition**

**Career & life goal** 👍  
**Self identity**

**More significant aspects**

# To Explore Scenario 1 Compare and contrast high-school life and college life

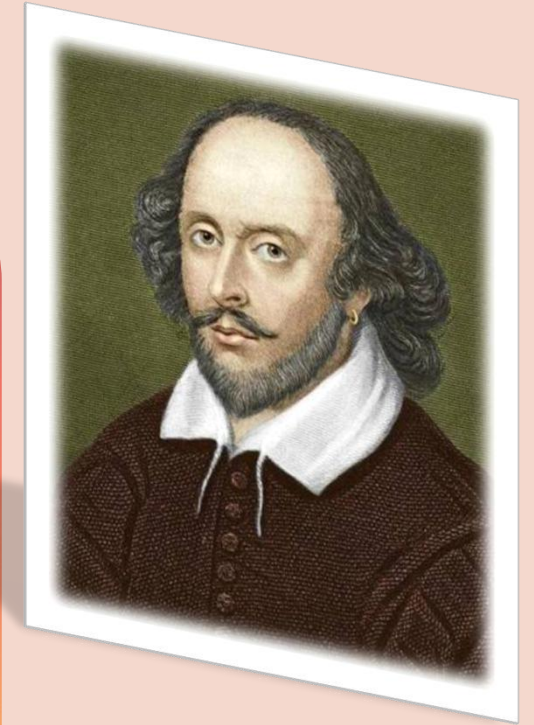


# To Explore Scenario 1 Compare and contrast high-school life and college life

## The Seven Ages of Man

*Poem lyrics of Seven Ages Of Man by William Shakespeare.*

All the world's a stage,  
And all the men and women merely players,  
They have their exits and entrances,  
And one man in his time plays many parts,  
His acts being seven ages. At first the infant,  
Mewling and puking in the nurse's arms.  
Then, the whining schoolboy with his satchel  
And shining morning face, creeping like snail  
Unwillingly to school. And then the lover,  
Sighing like furnace, with a woeful ballad  
Made to his mistress' eyebrow. Then a soldier,  
Full of strange oaths, and bearded like the pard,  
Jealous in honour, sudden, and quick in quarrel,  
Seeking the bubble reputation  
Even in the cannon's mouth. And then the justice  
In fair round belly, with good capon lin'd,  
With eyes severe, and beard of formal cut,  
Full of wise saws, and modern instances,  
And so he plays his part. The sixth age shifts  
Into the lean and slipper'd pantaloon,  
With spectacles on nose, and pouch on side,  
His youthful hose well sav'd, a world too wide,  
For his shrunk shank, and his big manly voice,  
Turning again towards childish treble, pipes  
And whistles in his sound. Last scene of all,  
That ends this strange eventful history,  
Is second childishness and mere oblivion,  
Sans teeth, sans eyes, sans taste, sans everything.



# To Explore

## Scenario 2 Compare and contrast two job offers and make your decision



Yearly income

Business trip

Occupation



To Explore

## Scenario 2



Compare and contrast two job offers and make your decision

## To Explore

### Scenario 2 Compare and contrast two job offers and make your decision

**Yearly income**

**Business trip**

**Occupation**



**Personal interest / dreams**

**Growth prospects**

**Opportunities to learn**



## Assignments:

1. Interview your role model and write a feature story about him/her;
2. Compare and contrast his/her dream with that of Nan Rendong. (Text A)

(Textbook p.178)





# To Create

**Nan Rendong's  
dream (Textbook pp.  
178-179)**



**What's the dream?**

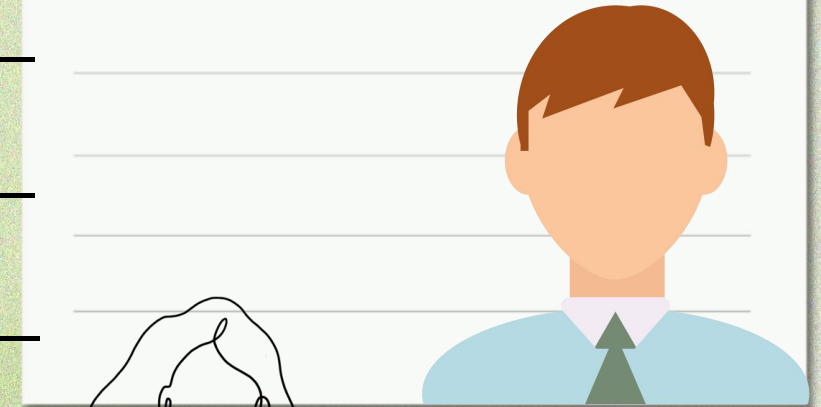
**Qualities needed to  
fulfill the dream**

**The most  
impressive quality**

**Biggest challenge**

**His/her dream with/to  
the Chinese dream**

**Your role model's dream**



- **Focus on more significant aspects**
- **Provide supportive analysis**

