

跨文化思辨育人

理念落实与活动设计



北京语言大学：高秀平

《新未来大学英语》

理念先行

跨文化思辨育人理念





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1

《新未来大学英语》教材概况



教材概况

- 针对《指南》“**基础目标**”与“**提高目标**”
- 有机对接《量表》**四至五级**
- 针对英语水平较为一般的学生的实际语言水平，严格控制素材长度和生词比例，学完系列通过**四级**

- **选篇长度** 级别1：500词-600词
 级别2：600词-700词
 级别3A&3B：750词-850词
- **起点词汇** 高中必修词汇，2000词左右
- **生词率** 3%-4% (500-600生词/级)





教材概况



共设4个级别，在培养**通用英语**能力的基础上，促进**职场英语**和**学术英语**能力发展：

- 级别1（个人领域）
- 级别2（公共领域）
- 级别3A（职场领域）
- 级别3B（学术领域）

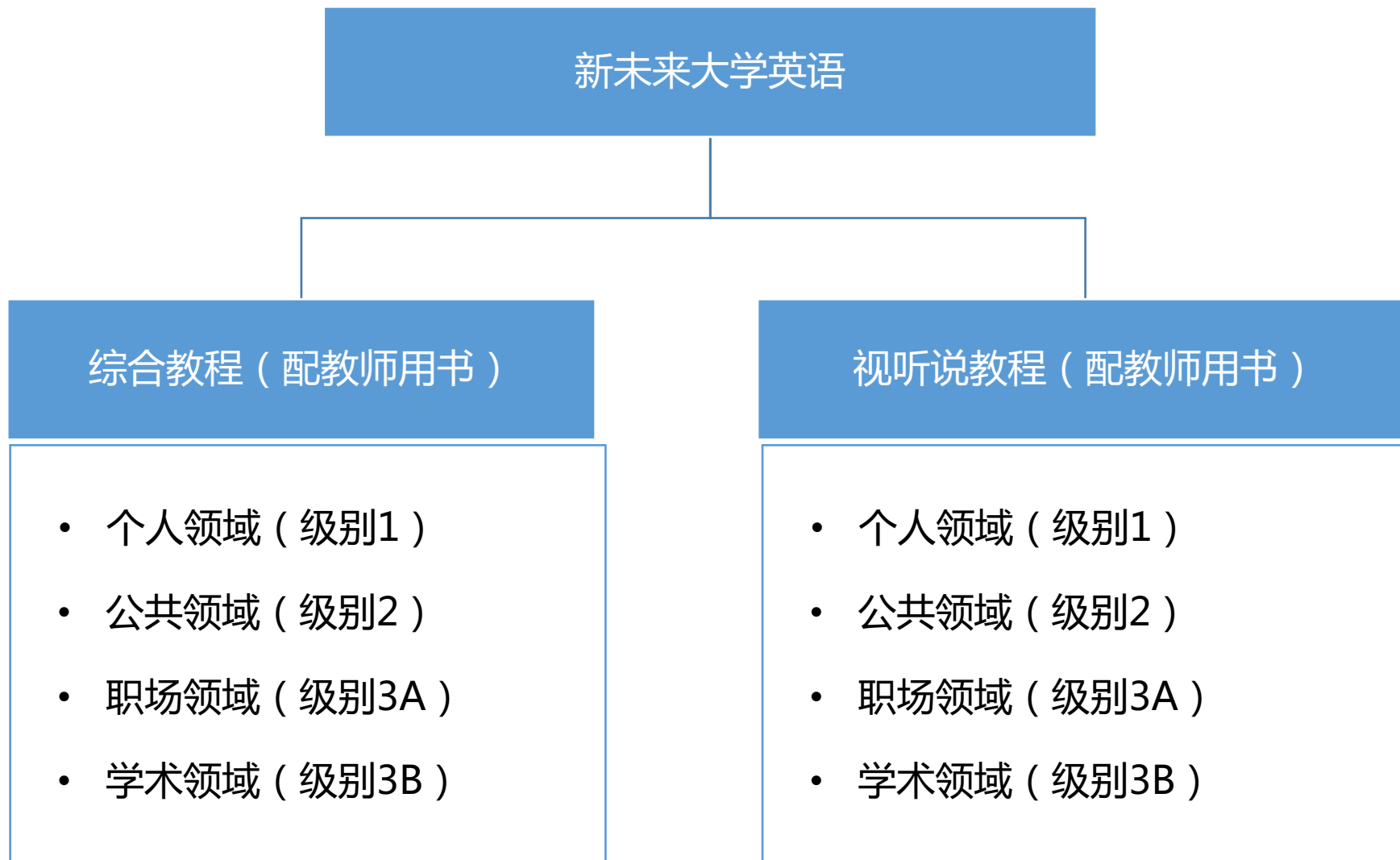
可在通用英语课程中融入学术英语和职业英语的内容。

——《大学英语教学指南（2020版）》

设置平行难度级别，3A和3B难度均承接级别2，可根据学校特色、人才培养、课程设置等，灵活搭配选用3个或4个级别。



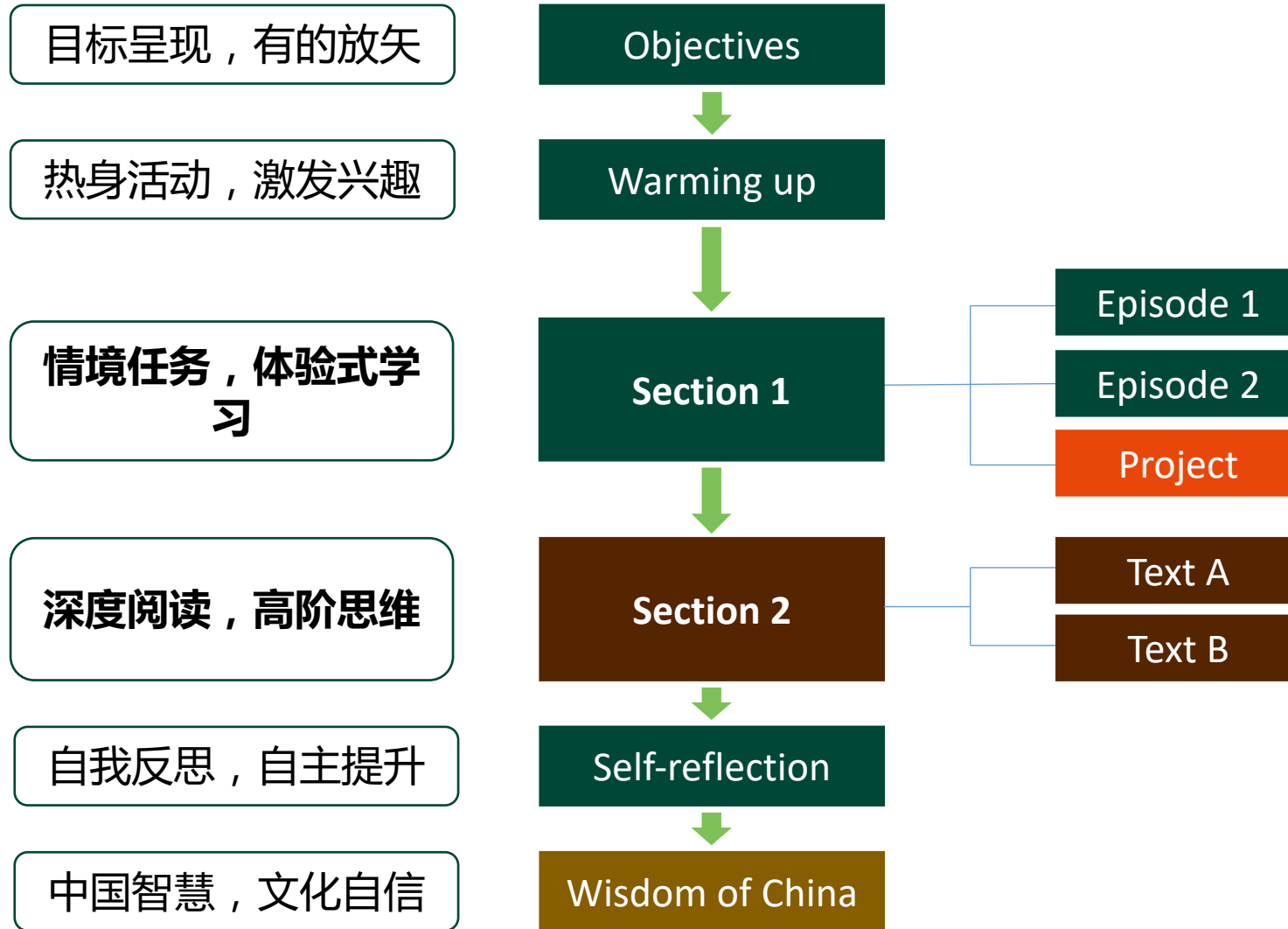
教材概况



*每个级别包含6个单元。

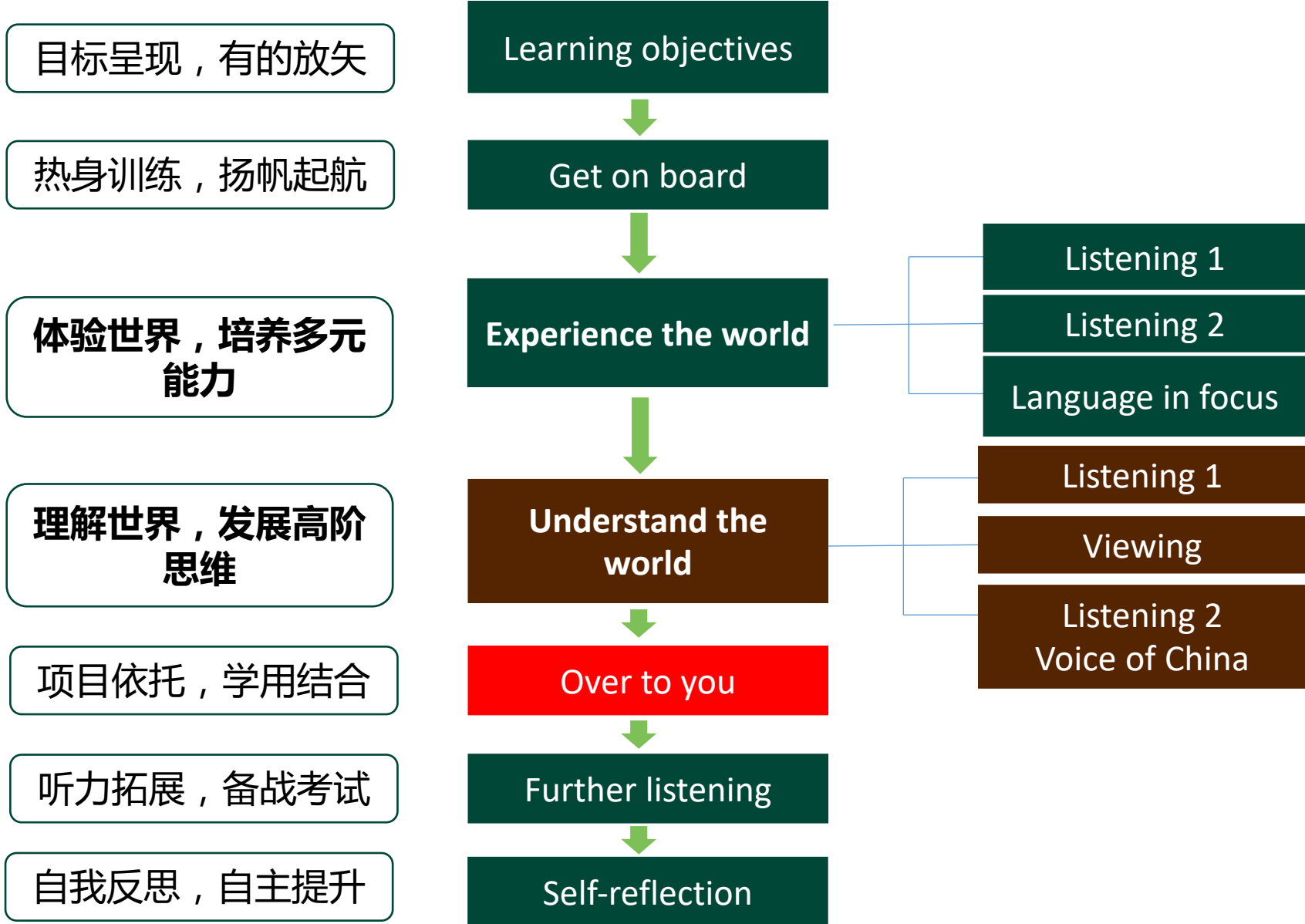


《综合教程》单元结构





《视听说教程》单元结构



体验世界

Listening 1

New words
 eve /iːv/ n. 圣诞夜
 caller /ˈkɔːlə/ n. 打电话者
 celebration /ˌseɪləˈbreɪʃn/ n. 庆祝
 活动

Proper names
 Fiji /ˈfiːdʒi/ 斐济 (西南太平洋国家)
 Sora /ˈsɔːrə/ 苏拉 (经济作物)

Before you listen

1 Work in pairs and discuss how you usually celebrate New Year's Eve.

While you listen

2 Listen to an interview about New Year's Eve celebrations in Fiji and check (✓) the activities the Fijians celebrate their New Year's Eve mentioned in the interview.

- 1. watching TV
- 2. having a house party
- 3. watching children dancing
- 4. celebrating for one night only
- 5. watching traditional dances
- 6. visiting local villages
- 7. watching light shows
- 8. having a family meal

3 Listen to the interview again and choose the best answer to each of the questions.

- What is special about Fiji?
 - A. People keep traditional way of celebrations.
 - B. It's one of the first countries to greet the New Year.
 - C. People dance a whole night to celebrate New Year's Eve.
 - D. It's the only country you can watch an amazing light show.
- Why isn't the woman going to watch the light show this year?
 - A. Because she doesn't want to stay up that late.
 - B. Because she has other plans with her friends.
 - C. Because she doesn't enjoy watching light shows.
 - D. Because she is going to her family's village instead.
- How does the woman feel about the music made by villagers in Fiji?
 - A. She loves all that music.
 - B. She loves some of the music.
 - C. She thinks the music is boring.
 - D. She thinks the music is too loud.



84 Unit 5

Listening 2

New words
 similarly /ˈsɪmələli/ ad. 同样地

Proper names
 the Amish /əˈæmɪʃ/ n. (pl.) 阿米什人 (美国的一个教派)
 Amazon /ˈæməzən/ n. 亚马孙河 (位于南美洲)

Culture note

The Amish
 a community of traditional people living in parts of the U.S. and Canada. They come from a Christian background, with roots in Western Europe. The Amish came to North America in the 17th century, and have maintained a traditional lifestyle since then.

Before you listen

1 Many of the world's communities lead modern ways of life. However, some communities still follow traditional ways of life. Read the list below and decide whether you think each item is a feature of a traditional way of life or a modern way of life. Write your answers in the table below. Then add your own ideas to the table.

- A. Using animals for transport
- B. Finding information on the Internet
- C. Hunting for food
- D. Buying lots of different clothes
- E. Building your own house
- F. Traveling in cars and airplanes
- G. Growing your own food
- H. Eating at restaurants

Traditional ways of life	Modern ways of life

Work in pairs and compare your answers. If your answers are different from your partner's, you should both give reasons for your decisions.

After you listen

2 Watch a video about the traditional way of life in New York State.

3 Listen to the interview again and complete the conversation turns with the correct responses. Two of the options are not used.

- A I do enjoy ...
- B I love ...
- C I really hate ...
- D I don't really like ...
- E I adore ...

- Talia:** Fiji is one of the first countries to greet the New Year ... We play music, and there are many fantastic traditional dancers.
Host: Hm ... dancing myself. But ... watching dancers?
- Host:** And how do they celebrate?
Talia: Villagers everywhere will be playing a lot of music. Everyone will join in – even children, ... listening to all that wonderful music!

Conversation skill

Expressing likes and dislikes

In conversation, you will often want to communicate your feelings, attitudes, and tastes to others. In doing so, you should pay attention to your tone of voice, and the specific words you use to ensure the degree of your feeling is clear.

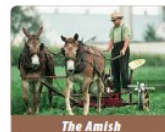
Express likes. When we are expressing likes, we often use an enthusiastic tone, and happy or excited facial gestures, such as raising our eyebrows, smiling, or nodding our heads. Here are some expressions to express likes from weakest emotion to strongest:
 I enjoy ...
 I like ...
 I love ...
 I'm a fan of ...
 I'm wild about ...
 I'm totally crazy about ...

Express dislikes. When expressing dislikes, we often use a less enthusiastic tone. We may also frown, narrow our eyes, or shake our heads. Here are some expressions to express dislikes from weakest emotion to strongest:
 I don't like ...
 I dislike ...
 It's not my favorite thing.
 I'm not crazy about that personality.
 I'm not a fan of ...
 I hate ...
 I can't stand ...
 I despise ...

Remember that in some conversations, it can be impolite to express strong dislike for something someone else has said.

While you listen

1 Listen to a passage about communities leading traditional ways of life and match the statements to the correct communities.



- Do not know much about today's technologies or attitudes.
- Have a lot of contact with modern America society.
- Choose not to use any modern technologies.
- Find food in the forest.
- Use traditional farming techniques and practices.

2 Listen to the passage again and complete the sentences with the words and phrases you hear.

- In _____, people change their lifestyles all the time.
- The Amish are a _____ in the northeastern part of the U.S.
- The Amish do not dress in _____ clothes.
- In the Amazon, many groups of people live much as they did _____ ago.

After you listen

- Work in groups of four and discuss the questions.
 - Would you want to live a life like the Amish or the people in the Amazon? Why or why not?
 - What do you think modern societies can learn from communities that follow traditional lifestyles?

A: I think that even though some aspects of their lifestyle seem nice, on the whole I would not like to live like Amish people.
B: I think I know what you mean. Sometimes I wish there was less technology in my life, but living without technology would drive me crazy!

理解世界


6 Understanding the world

Listening 1

New words
groundhog /'graʊnd,hɒɡ/ n. 美洲旱獭
shadow /'ʃædɔʊ/ n. 影子
buffet /'bʊfeɪ/ n. 自助餐

Before you listen


1 Look at the pictures of two traditional festivals in two different countries. Work in pairs and discuss the questions.



1. What can you see in the pictures?
2. In which countries do you think these festivals are celebrated?
3. Why do you think the animals are involved in the festivals?
4. What do you think the festivals are celebrated for?


While you listen

2 Listen to a passage about the Groundhog Day and the Buffet Festival and complete the summary with the words you hear.



Groundhog Day

Takes place in 1) _____
People wonder if groundhogs will see their own 2) _____



Monkey Buffet Festival

Takes place in 3) _____
People invite monkeys to 4) _____

Two strange festivals


94 Unit 5

5 Understanding the world

Viewing

Before you watch

1 Read the information below. Work in pairs and discuss the questions. "Bullfighting" is a traditional sport in which a bullfighter, also known as a matador, fights a bull in a formal contest with very specific rules. The practice has a long history in Spain, where matadors are often regarded as highly skilled athletes.




1. What else can you learn about bullfighting from the photos?
2. Would you be interested in attending a bullfighting event? Why or why not?


While you watch

2 Watch a video clip about bullfighting in Spain and match the speakers with their viewpoints.


A. Being a bullfighter is a noble career goal.
B. The practice of bullfighting is definitely on its way out.
C. Bullfighting means everything to Pantoja.



Old man
○



Woman
○



Young man
○

New words
taunt /tɔːnt/ vt. 羞辱
await /ə'weɪt/ v. 等候; 等待
exhausted /ɪk'sɔːstɪd/ a. 精疲力竭的
bullfighting /'bʊl,faɪtɪŋ/ n. 斗牛
protest /'prɒtɛst/ v. 抗议; 反对
ban /bæn/ vt. (命令)禁止(保、禁或禁用)
municipal /mju'nɪsɪpl/ a. 市郊的
attendance /ə'tendəns/ n. 出席人数
Spaniard /'spænjə/ n. 西班牙人
reject /rɪ'dʒekt/ vt. 拒绝
fiesta /fi'eɪstə/ n. 盛大的庆祝酒会
poll /pəʊl/ n. 投票调查
budding /'bʊdɪŋ/ a. 初露头角的
matador /mə'tædɔː/ n. 斗牛士
undergo /'ʌndə'ɡəʊ/ v. 经历
torero /tə'reərə/ n. 斗牛士
lobby /'lɒbi/ v. 游说

Proper names
Madrid /mə'drɪd/ 马德里(西班牙首都)
Catalonia /kə'teɪləniə/ 加泰罗尼亚(西班牙东北部一地区)

96 Unit 5

5 Understanding the world

Listening 2

Voice of China

Before you listen

1 Work in pairs and discuss the questions.
Have you ever heard of the one-year-old catch? If yes, what have you heard about it? If no, what do you think it is about?


While you listen

2 Listen to a talk about the Chinese tradition of one-year-old catch and check (✓) what it is mainly about.

A. An exploration of how different cultures celebrate children's first birthdays.
 B. A brief overview of the one-year-old catch tradition.
 C. A comparison of objects used in the one-year-old catch in historical and modern times.

3 Listen to the talk again and decide whether the statements are true (T) or false (F).

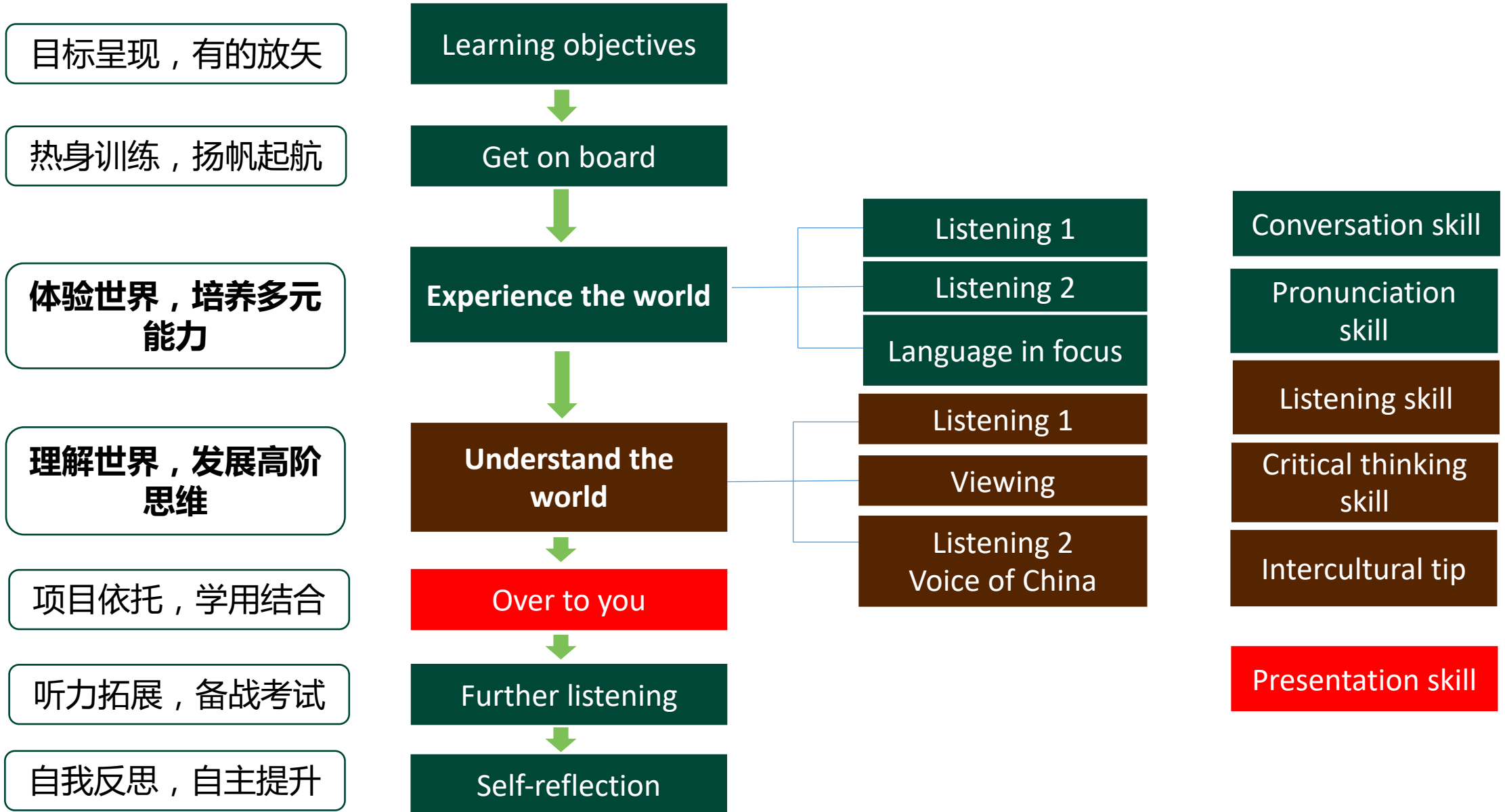
1. The one-year-old catch is a celebration for boys only.
2. The objects used in this tradition have changed over time.
3. The one-year-old catch goes back more than a thousand years.
4. Guessing a child's future is still the main purpose of this tradition.
5. Many families follow up this tradition by eating noodles together.



98 Unit 5



《视听说教程》单元结构





2

《新未来》对跨文化思辨育人的落实 以综合教程B1U4为例



单元板块



单元主题

情境任务

深度阅读

Unit

4

Objectives

Section 1

Episode 1

Where to go, what to do?

- to create an itinerary
- to ask for and give opinions

Episode 2

City explorers

- to describe a tourist attraction
- to categorize information
- to ask appropriate questions about other cultures

Project

- to make travel arrangements

Section 2

Text A

Taking to the road

- to scan texts for specific information
- to examine positive and negative aspects of an issue
- to write an essay describing your travel experience and your reflection on it

Text B

The rise of the independent Chinese traveler

- to offer suggestions to deal with an intercultural communication problem when traveling abroad

A journey into the unknown



Warming up

4

- ① What kind of traveler are you? Check (✓) your preferences on the list.

Do you like ...?

- trying new food
- exploring a new place and seeing all the sights
- getting away from city life and enjoying life in the countryside
- learning something new about how other people live
- doing something adventurous
- going anywhere you can relax and enjoy yourself

Now add more preferences of your own.

- ② Work in pairs and discuss what you like or dislike about traveling.

A: When I travel I feel I need to see all the sights.

B: Why is that?

A: Perhaps I just don't want to miss anything.

B: ...

Objectives

Section 1

Episode 1

Where to go, what to do?

- to create an itinerary
- to ask for and give opinions

Episode 2

City explorers

- to describe a tourist attraction
- to categorize information
- to ask appropriate questions about other cultures

Project

- to make travel arrangements

学习目标

交际任务

语言能力

思辨能力

跨文化能力

Section 2

Text A

Taking to the road

- to scan texts for specific information
- to examine positive and negative aspects of an issue
- to write an essay describing your travel experience and your reflection on it

Text B

The rise of the independent Chinese traveler

- to offer suggestions to deal with an intercultural communication problem when traveling abroad

教材 目录

Map of the book

Unit	Section 1				Section 2			
	Episodes	Skills	Language in focus	Tasks	Texts	Skills	Language in focus	Tasks
1 A new life, a new you p2	Episode 1 First days on campus p5	Communication skill Making small talk p6	Words and expressions p11; p17	Over to you 1 Writing a description of a place on campus p10	Text A Are universities slowly becoming a thing of the past? p20	Reading skill Skimming texts for general ideas p22	Words and expressions p24	Text A Writing an essay sharing your ideas about the future of education in China p23
	Episode 2 Building a social life p12	Critical thinking skill Evaluating relevance of information p7	Collocations make, do p11 about, for, to, with p17	Over to you 2 Writing an outline of clubs and events on campus p16				
		Intercultural skill Exploring other cultures at university p14	Structure Past participle phrase p11	Project Creating a campus guide brochure for international students p18		Intercultural skill Evaluating future education in different cultures p23	Structure likewise p25	
			Translation p17				Translation p25	
2 Learning is living p34	Episode 1 Welcome to the first class! p37	Communication skill Making polite corrections p37	Words and expressions p41; p47	Over to you 1 Writing a reflective journal about your English course p40	Text A Learning to become local p50	Reading skill Identifying narrative structure p52	Words and expressions p54	Text A Writing an essay describing your experience of "learning to become local" p53
	Episode 2 Different ways of learning p42	Critical thinking skill Engaging in self-reflection p42	Collocations build, acquire, celebrate p41	Over to you 2 Identifying your strengths and weaknesses as a language learner p46				
		Intercultural skill Explaining how culture affects learning p45	Structure it p47	Project Creating and sharing your new semester resolution about English learning p48		Intercultural skill Anticipating and planning for cultural challenges p53	Structure as p55	
			Translation p41			Intercultural skill Interpreting quotes about learning in different cultures p57	Translation p55	
3 A matter of taste p64	Episode 1 Preparing dishes for a potluck party p67	Critical thinking skill Making an evaluation by setting criteria p71	Words and expressions p73; p79	Over to you 1 Writing and explaining the recipe for a dish from your hometown p72	Text A Eat together, stay together p82	Reading skill Summarizing the main idea of a paragraph p84	Words and expressions p86	Text A Writing an essay explaining mealtime culture in China p85
	Episode 2 The story behind the dish p74	Communication skill Giving step-by-step instructions p75	Collocations bring up, bring along p73	Over to you 2 Writing a description of a dish from your hometown p78				
		Intercultural skill Introducing cultural items p77	Structure sth. goes that ... p79	Project Making a presentation about a dish from your hometown p80		Intercultural skill Identifying pros and cons of being a vegetarian p89	Structure as long as p87	
			Translation p73			Intercultural skill Evaluating mealtime culture in China p85	Translation p87	

教材 目录

Unit	Section 1			
	Episodes	Skills	Language in focus	Tasks
4 A journey into the unknown <i>p96</i>	Episode 1 Where to go, what to do? <i>p99</i> Episode 2 City explorers <i>p104</i>	Communication skill Asking for and giving opinions <i>p99</i> Critical thinking skill Categorizing information <i>p105</i> Intercultural skill Being curious about other cultures <i>p105</i>	Words and expressions <i>p103; p109</i> Collocations <i>about, by, in, to, with p103</i> <i>time, city, photo, trip, visit p109</i> Structure <i>with p103</i> Translation <i>p109</i>	Over to you 1 Creating an itinerary <i>p102</i> Over to you 2 Describing a tourist attraction <i>p108</i> Project Making travel arrangements <i>p110</i>

Section 2			
Texts	Skills	Language in focus	Tasks
Text A Taking to the road <i>p112</i> Text B The rise of the independent Chinese traveler <i>p118</i>	Reading skill Scanning texts for specific information <i>p114</i> Critical thinking skill Examining positive and negative aspects of an issue <i>p115</i> Intercultural skill Reflecting on one's own experience in a cultural context <i>p115</i> Identifying and dealing with cultural differences in communication <i>p119</i>	Words and expressions <i>p116</i> Collocations <i>get away from, in the minds and hearts, save for, excited about, on the whole, deal with, connect with, live for the moment p116</i> Structure <i>as if p117</i> Translation <i>p117</i>	Text A Writing an essay describing your travel experience and your reflection on it <i>p115</i>

A journey into the unknown

Objectives

Section 1

Episode 1

Where to go, what to do?

- to create an itinerary
- to ask for and give opinions

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Text B

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- to offer suggestions to deal with an intercultural communication problem when traveling abroad

- 1 What kind of traveler are you? Check (✓) your preferences on the list.

Do you like ...?

trying new food

exploring a new place and seeing all the sights

getting away from city life and enjoying life in the countryside

learning something new about how other people live

doing something adventurous

going anywhere you can relax and enjoy yourself

Now add more preferences of your own.

- 2 Work in pairs and discuss what you like or dislike about traveling.

A: When I travel I feel I need to see all the sights.

B: Why is that?

A: Perhaps I just don't want to miss anything.

B: ...

单元 热身

Warming up

4

① What kind of traveler are you? Check (✓) your preferences on the list.

Do you like ...?

trying new food

exploring a new place and seeing all the sights

getting away from city life and enjoying life in the countryside

learning something new about how other people live

doing something adventurous

going anywhere you can relax and enjoy yourself

Now add more preferences of your own.

问卷调查，激活主题知识

结对讨论，导入学习状态

② Work in pairs and discuss what you like or dislike about traveling.

A: When I travel I feel I need to see all the sights.

B: Why is that?

A: Perhaps I just don't want to miss anything.

B: ...

四大主角

剧情 云朵框

路线 图

4 Section 1

Episode 1



Travel is a great way to broaden one's horizons and learn more about the world. The four friends are keen to travel together in China. Now, a university holiday is coming up and they finally have time to take a trip. But where will they go? And what will they do?



Episode 1

Where to go, what to do?

Wang Hao, Yi Fei, Alice, and Tom are checking travel posters on the noticeboard at university.



1 Watch the video of the four friends' discussion. Then check (✓) the true statements.

- 1. Alice doesn't think about the holiday much because she's been preparing for exams.
- 2. The itinerary of places to visit and things to do is fixed.
- 3. Tom doesn't have enough money to pay for the trip right now.
- 4. The tour is only for a group of 30 students.
- 5. The cost of the tour is quite reasonable.
- 6. All expenses are included in the tour price.

2 Watch the video again and fill in the itinerary information for the trip.

- Length of trip: 1) _____ days
- Sights to see: the Bund, 2) _____ and Tianzifang
- Price: 3) _____ yuan
- Transport: train
- Accommodation: 4) _____

3 Work in groups and discuss the questions, using expressions for asking for and giving opinions.

1. Have you visited any of the Shanghai attractions mentioned in the video?
2. If yes, what did you think of them? If no, would you like to go on this trip?

New words

sightseeing /'saɪt,si:ŋ/ n. 观光; 游览
 fascinating /'fæsɪneɪtɪŋ/ a. 吸引人的
 itinerary /aɪ'tɪnərɪəri/ n. 旅行计划; 行程安排
 fare /feə/ n. 车费

Proper names

the Bund /bʌnd/ 上海外滩

Communication skill

Asking for and giving opinions

In the video, the characters ask for opinions when talking about the trip. This is common when we discuss a topic. If we volunteer an opinion about something, it is always a good idea to ask others for their opinions, too. Exchanging opinions can help broaden our own perspectives on a topic.

Asking for opinions:

- What do you think?
- What's your opinion about ...?
- ..., do you agree?
- How about ...?

Giving opinions:

- I'm sure / certain that ...
- If I understand correctly, ...
- In my experience, ...
- As I see it, / Personally, / For me, ...

人设

性别

文化

专业

性格

Character profile



Wang Hao

Age: 18
Hometown: Xi'an
Major: Sociology

Wang Hao is a quick-minded and self-confident person. He has strong research skills and is interested in social issues, which is why he has chosen to major in sociology. Being able to take on leadership and responsibilities, he often leads his friends and schoolmates in their projects. However, due to his firm leadership, he can sometimes be a little strong-willed. For example, he may interrupt others while they are speaking because he believes he is right, and has all the answers. In his spare time, he enjoys playing football and sometimes organizes friendly matches.

In the future, Wang Hao hopes to work in a multinational company and play an active role in a non-profit organization that deals with social issues.



Yi Fei

Age: 18
Hometown: Shenzhen
Major: Computer science

Yi Fei has a very analytical brain and is good at analyzing problems, brainstorming solutions, and assessing outcomes. Her classmates respect her because she is both cool and smart. Being more objective than subjective, she can sometimes be a little bit insensitive to others' feelings or a bit too serious. For example, she sometimes misses the point of other people's jokes, and she never hesitates to speak her mind. In her spare time, she relaxes by playing computer games and her name is a common feature on the top-score lists of many games!

In the future, Yi Fei hopes to be a data scientist in a top tech company, and of course, continue her passion for gaming!



Thomas Miller

Age: 19
Hometown: Philadelphia
Major: Marketing

Tom is warm and enthusiastic, and enjoys organizing social events. Given his creativity and strong communication skills, he has chosen marketing as his major. His enthusiasm and imagination often lead him to talk a little too much, or stray from the topic being discussed. Also, though he is well-liked for his great joke-telling ability, he is not always aware of when to stop joking around, and can get on his friends' nerves sometimes. He has a great love for wild places, so he loves to go rock climbing, and is a passionate nature photographer.

Tom came to China to gain more international experience and make new friends. In the future, he hopes to become a chief marketing officer (CMO) in an international company.



Alice Parker

Age: 19
Hometown: London
Major: Chinese

Alice has a good memory and is interested in various cultures around the world. She can speak both French and Swahili besides her mother tongue, English. She is sometimes quiet, but always friendly, considerate, and insightful. She cares about others' feelings, but sometimes, this translates into thinking a bit too much and being indecisive. During her free time, she is keen on painting. She says that painting helps her find inner peace and express her innermost thoughts. She is fond of cooking and hosts a food vlog called Alice's Kitchen.

Alice came to China to study Chinese, learn about Chinese culture, and make new friends. In the future, she hopes to return to the U.K. and teach Chinese to elementary school children.



四大主角

剧情 云朵框

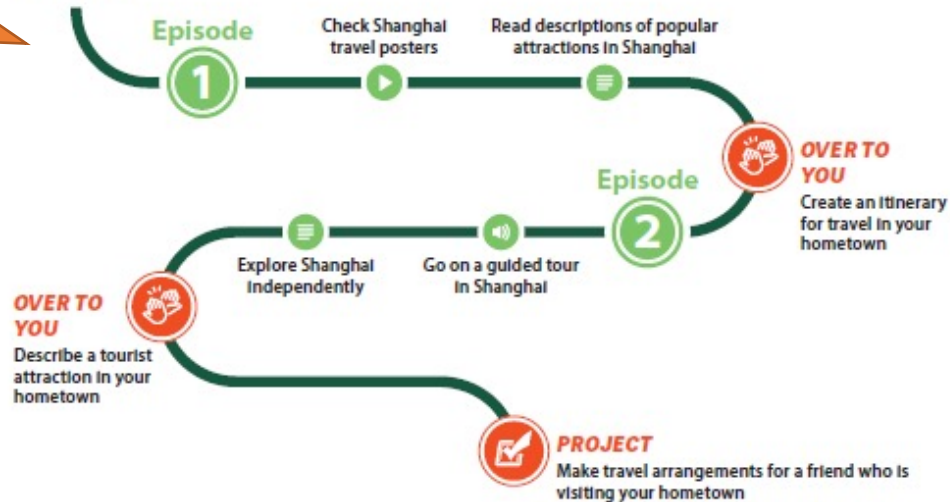
路线 图

4 Section 1

Episode 1



Travel is a great way to broaden one's horizons and learn more about the world. The four friends are keen to travel together in China. Now, a university holiday is coming up and they finally have time to take a trip. But where will they go? And what will they do?



Episode 1

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New words

sightseeing /'saɪt,si:ŋ/ n. 观光; 游览
 fascinating /'fæsɪneɪtɪŋ/ a. 吸引人的
 itinerary /aɪ'tɪnərɪ/ n. 旅行计划; 行程安排
 fare /feə/ n. 车费

Proper names

the Bund /bʌnd/ 上海外滩

Communication skill

Asking for and giving opinions

In the video, the characters ask for opinions when talking about the trip. This is common when we discuss a topic. If we volunteer an opinion about something, it is always a good idea to ask others for their opinions, too. Exchanging opinions can help broaden our own perspectives on a topic.

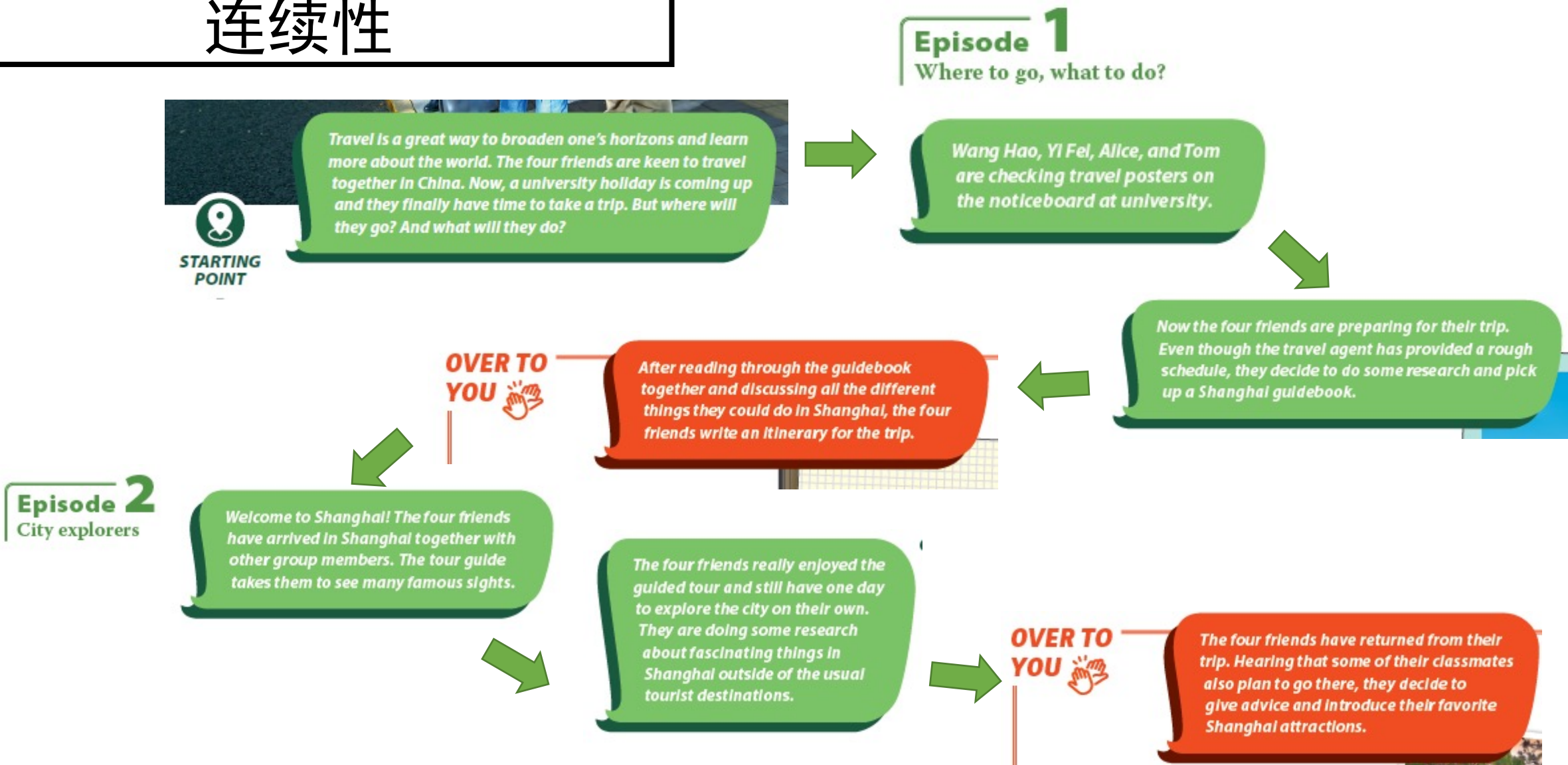
Asking for opinions:

- What do you think?
- What's your opinion about ...?
- ..., do you agree?
- How about ...?

Giving opinions:

- I'm sure / certain that ...
- If I understand correctly, ...
- In my experience, ...
- As I see it, / Personally, / For me, ...

剧情云朵框，增强体验的连续性



四大主角

剧情云朵框

路线图

4 Section 1

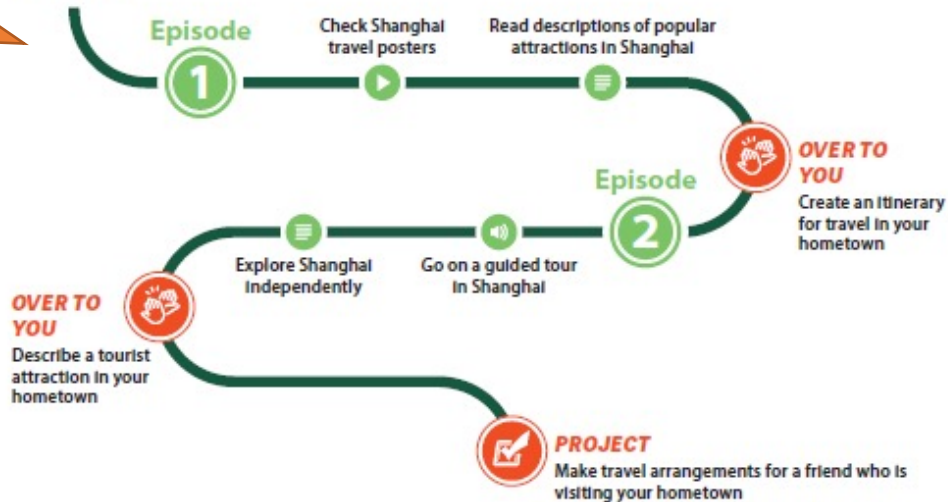
Episode 1



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STARTING POINT



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路线图

“适度剧透”，
梳理剧情

呈现输入材料和
产出任务

整体把握体验式
学习全过程



STARTING POINT

and they finally have time to take a trip. But where will they go? And what will they do?

Episode

1

Check Shanghai travel posters

Read descriptions of popular attractions in Shanghai

Episode

2

Explore Shanghai independently

Go on a guided tour in Shanghai

OVER TO YOU

Create an itinerary for travel in your hometown

OVER TO YOU

Describe a tourist attraction in your hometown

PROJECT

Make travel arrangements for a friend who is visiting your hometown

Episode 1

Where to go, what to do?

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学习视频输入材料，搭建主题知识和语言能力的脚手架

基于输入材料和主题情境的专项技能练习，讲练结合

从输入材料中提炼并讲解语言技能

阅读理解 练习

Now the four friends are preparing for their trip. Even though the travel agent has provided a rough schedule, they decide to do some research and pick up a Shanghai guidebook.

1 Read the extracts from the guidebook about popular attractions in Shanghai and answer the questions.

1. What attracts people to the Bund?
2. Why is the Shanghai Tower's observation deck not for the faint-hearted?
3. What is special about the Shanghai Museum's architecture?
4. How is the Shanghai Disneyland Park different to other Disneyland Parks around the world?

The Bund

The Bund is considered the heart of Shanghai and a must-see attraction for visitors. Here, you can see a century-old history and a flourishing future side by side. It is known as a "museum of international architecture", and you can find great examples of different building styles here, especially Art Deco – all of this facing the famous modern Pudong skyline over the Huangpu River! The former HSBC Building is particularly worth a visit, for its beautifully restored mosaics ... Many say the best time to visit the Bund is around 8:00 p.m. in spring and early summer, when the lights are on and there is a cool riverside breeze.



Shanghai Tower

Shanghai Tower, with its twisting design, ranks as China's tallest building and the second tallest in the world. This amazing 127-story skyscraper contains gardens, offices, restaurants, a luxury hotel, and even a six-level shopping mall! The tower's greatest attraction, however, is not for the faint-hearted – you can be sent 546 meters high to the observation deck in just one minute, in the world's fastest elevators! There you will find a spectacular view of Shanghai from the world's highest observation deck!

通过阅读培养 思辨能力

the major categories of Chinese art. You can spend an entire day learning about Chinese history and culture through thousands of national treasures. One of the museum's most unique exhibits is a collection of nearly 7,000 pieces of ancient coins, showing more than a thousand years of economic trade between China and foreign countries.



通过讨论培养 思辨能力，复 现沟通技能

Shanghai Disneyland Park, you can also visit the largest castle and ride on the fastest roller coaster of any Disney Theme Park anywhere in the world!



5 Complete the table with your own ideas.

What I find most interesting	Why
	The Bund
	Shanghai Tower
	Shanghai Museum
	Shanghai Disney Resort

Now work in groups and exchange opinions about what you find most interesting.

A: For me, the most interesting thing about Shanghai Tower is how fast its elevators can go! It's so exciting! Do you agree?

B: Yeah, that's pretty amazing! But personally, I'm most interested to know that it contains offices, restaurants, and even gardens! I didn't expect it to have so much to offer.

What do you think?

C: For me, ...



An itinerary with drawings

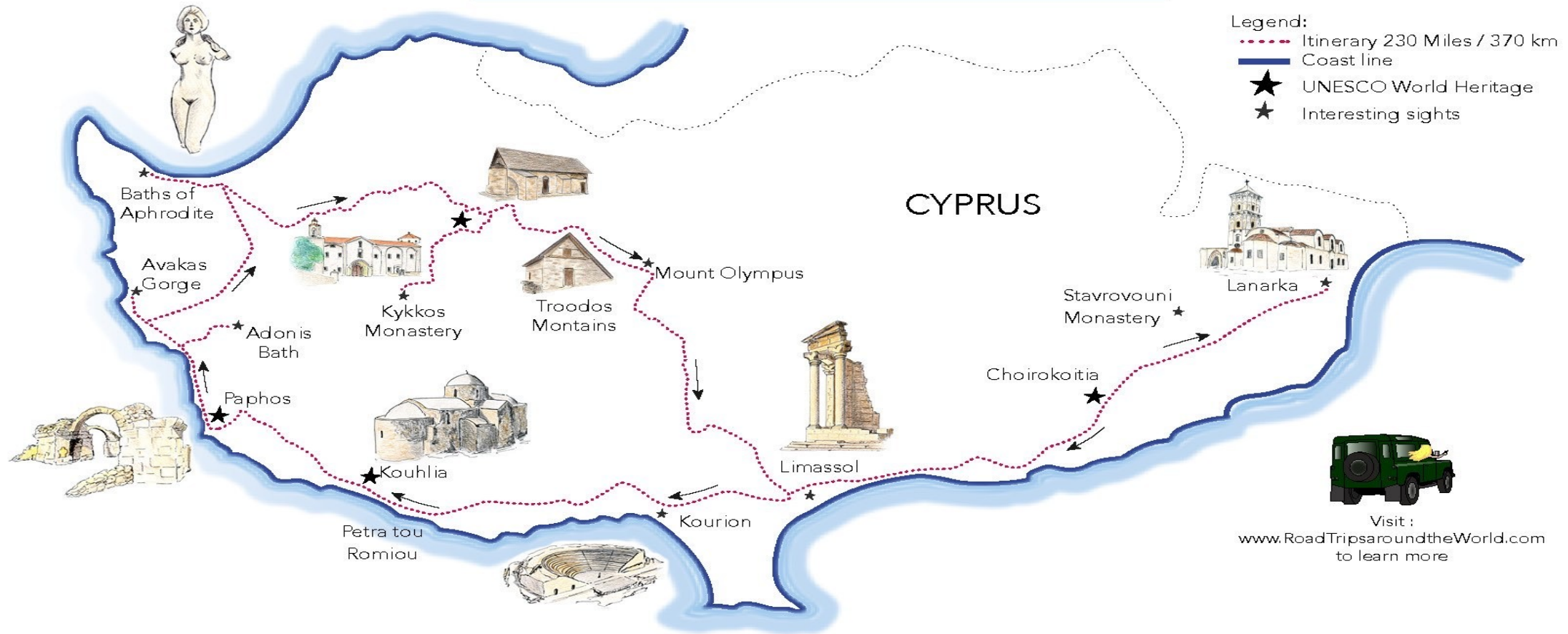
(www.theydrawandtravel.com)





Itinerary in the form of a journey line

Cyprus Road Trip Itinerary



Visit : www.RoadTripsaroundtheWorld.com
to learn more

Language in focus

形式多样

词汇、短语、搭配、
结构、翻译

针对训练

Language in focus

Words and expressions

① Rewrite the sentences with the correct form of the words and expressions given in brackets.

1. My father's birthday will be here very shortly, and I have absolutely no idea what to buy him! (come up)
2. I would really love to come with you to the concert, but I just don't have enough money now. (be short of)
3. You told me the accommodation fee, but how much do we have to pay for the train journey? (fare)
4. I find it really interesting how much building styles have changed in the last hundred years. (fascinating)
5. I'm a bit busy right now, so I don't think I can help you with your project. (at the moment)

② Complete the sentences with the correct form of the words below.

breeze flourishing rank
restore twist

1. If you want an old painting to look as good as it did on the day it was painted, you can have it _____.
2. We _____ the most beautiful tourist attractions based on ratings and quotes from real visitors.
3. The tourism industry has really _____ since the launch of the reform and opening-up policy.
4. She didn't realize that she had started playing with her hair, _____ it around her finger.
5. There were many people enjoying the warm night _____ on the beach under a full moon.

Collocations

③ Complete the sentences with suitable prepositions that can collocate with the italicized words.

about by in to with

1. Have you *thought* _____ how you want to spend your vacation yet?
2. You may come to stay for the night, but I have to *check* _____ my roommate to see if it's OK first.
3. How often do you *get* _____ *touch with* your childhood friends?
4. In total, including all the estimated spending money, the price *comes* _____ 2,000 dollars.
5. No matter what the situation is, or what they are doing, the two best friends are always *side* _____ *side*.

Structure

with
Shanghai Tower, *with its twisting design*, ranks as China's tallest building ...

In the sentence, "with" is used after a subject to add information about its attributes.

④ Combine each pair of sentences by using "with".

1. • Lijiang in Yunnan Province is an ideal place to spend a winter vacation.
• It has beautiful scenery and nice weather.
2. • New York City is known as a "salad bowl" of cultures.
• It has a great variety of people from all over the world.
3. • Dublin is an interesting place to visit.
• It has a fascinating history and beautiful architecture.

情境牵引

兼顾语言形式和主题
内容，为完成产出任
务搭建脚手架

Episode 2

City explorers

Welcome to Shanghai. We have arrived in Shanghai. The other group members are waiting. The tour guide takes them to see the Fairmont Peace Hotel.

剧情线

学习听力材料，
继续搭建知识和语言的手
架

- 1 Listen to the conversation between the tour guide and the four friends. Then complete the notes about the key facts of two places.

Fairmont Peace Hotel



- The Fairmont Peace Hotel was built between 1926 and _____ by Victor Sassoon.
- Victor Sassoon was from a _____ of Jewish bankers and merchants.
- Many famous writers and _____, such as Charlie Chaplin, have stayed there.
- You don't have to be _____ to go inside.
- It has a beautiful Art Deco design, and a jazz band often plays there _____.

New
resid
class
blen
.....
Prop
Fairm
Victo
Char
图电

从输入材料中提炼并结合语言使用讲解思辨技能

专项练习，即学即用，为产出任务做准备

从输入材料中提炼并结合语言使用讲解跨文化技能

专项练习，即学即用，为产出任务做准备

- 2 Categorize the key facts of the two places in Activity 1 by putting the numbers 1-9 in the table. You can refer to the **Critical thinking skill**.

	Fairmont Peace Hotel	Tianzifang
Historical / Cultural information	1	
Features		
Visitor advice		

- 3 Think of a famous place in your hometown. Write down some information for each of the above categories.

Historical / Cultural information

Features

Visitor advice

- 4 Work in pairs. Ask and answer questions about the culture of each other's hometown. You can refer to the topics in the **Intercultural skill** box.

A: Where are you from?

B: I'm from Guangzhou.

A: Oh! I heard that people there could spend a whole day having morning tea. Is that true?

B: ...

Critical thinking skill

Categorizing Information

Categorizing information is not only useful for following a conversation or analyzing a text, but also for planning our own writing. When describing a place, for example, we should put similar information in the same category, which will make our description clearer and more logical.

The following steps are helpful when we categorize information:

- List all information given in summarized form (e.g. simple note).
- Identify the information types.
- Put information of the same type into the same group.

Intercultural skill

Being curious about other cultures

In the conversation, the characters keep asking the tour guide questions about the two places, showing their curiosity about different cultures. Learning about other cultures is a great way to expand our knowledge and understanding of the world. When we come across behaviors, opinions, and attitudes that are unfamiliar, it's a good idea to ask questions to help us understand as much as possible. Also remember, people don't have to be from another country to have a different culture. Even people from other parts of your own country could have a very different way of life. Possible topics that are appropriate for discussion include:

- Typical foods for different occasions
- Festivals and celebrations
- Traditional clothing or dress, and when they are worn

阅读理解 练习

The four friends really enjoyed the guided tour and still have one day to explore the city on their own. They are doing some research about fascinating things in Shanghai outside of the usual tourist destinations.

6 Read the extracts from an article about the different sides of Shanghai and answer the questions.

1. Where can you get inexpensive local food in Shanghai?
2. What are the two most attractive features of a local food tour?
3. Where is the typewriter museum located?
4. What can you learn in the typewriter museum?
5. Why might people choose to visit Xinchang Ancient Town?

通过阅读培养思辨能力，为完成产出任务搭建思辨脚手架

6 Think about what kind of people would enjoy each of the three activities introduced in the extracts. Suggest another activity that they may also like.

1	Type of people	Another activity
2	Type of people	Another activity
3	Type of people	Another activity

Now work in pairs and share your ideas with each other.

A: I think that the local food tour is great for foodies.

B: Yes, I agree. I think they would also like to visit a local food market.

A: Or maybe take a cooking class and learn how to make some authentic local food.

7 Read the extracts again. Find expressive and descriptive language used to describe the three attractions.

truly authentic taste, ...

Now work in pairs. Compare your answers and make sentences to describe a sight in your hometown using the expressions you found.

We can get a truly authentic taste of the local Beijing lifestyle by visiting the old hutong areas.

Urban explorer | Shanghai

Shanghai off the

If you want to explore a different side of Shanghai, why not try ...

1

... a local food tour?

It is easy to find good food in Shanghai, but for non-locals, it can be hard to know where to get a truly authentic taste of the city. Luckily, the city has a number of special local food tours. These tours offer to take you far from the bright lights and crowded shopping areas to the backstreets and small roads. These are home to some of the city's most delicious treats, like Shanghai-style *niangao*, fried noodles, or lion's head meatballs ... and they won't leave you in tears when you get the bill!



Lion's head meatballs



Corona Typewriter at the Lu Hanbin Typewriter Museum

2

... a visit to a specialty museum

Hidden away in a modest office block is one of Shanghai's most interesting specialist museums – the Lu Hanbin Typewriter Museum. This small museum holds an impressive private collection of around 300 typewriters from around the world. You can also learn a lot about the evolution of typewriting technology, as well as its history in China since the Qing Dynasty.

beaten path

有针对性地提炼文本特征，为完成产出任务搭建语言脚手架

As usual, you can take a trip to Xinchang Ancient Town. With more than 800 years of history, great local food, and an ancient atmosphere, this town offers the perfect contrast to the fast pace of inner-city Shanghai.

OVER TO YOU

The four friends have returned from their trip. Hearing that some of their classmates also plan to go there, they decide to give advice and introduce their favorite Shanghai attractions.

Write a short introduction to a tourist attraction in your hometown. You can refer to Yi Fei's sample on the right.

Step 1 List and categorize information about the place.

Step 2 Write your description. Try to use expressive and descriptive language to make it more interesting.

Blank writing lines for Step 2.

Step 3 Work in pairs. Share your descriptions and invite comments.



Xinchang Ancient Town

Yi Fei

This ancient town is a great place for people who want to escape from the fast pace of Shanghai city center. Xinchang Ancient Town has more than 800 years of history. It is known for its high-quality stone bridges and folk houses, the beautiful classic architecture, traditional local food, and unique shops. Xinchang Ancient Town is one of Shanghai's best-kept secrets. You should also pay it a visit at night, so you can see the old buildings and canals beautifully lit up.

阶段性
产出任务2

学以致用

明确提示使用
所学语言和思
辨技能

剧情线

参考样例

产出任务的
评价标准

以评促学

针对所学内容、语言和
技能，明确评价标准

Over to you

Suggested evaluation criteria

Content	<ul style="list-style-type: none">• Relevance: Your introduction covers aspects like features, historical /cultural information, visitor advice, etc.• Appeal: Your introduction includes various information to make it informative and appealing.
Organization	<ul style="list-style-type: none">• Coherence: Your ideas are well-developed and make sense to others.
Language	<ul style="list-style-type: none">• Diversity: You have used expressive and descriptive language in your introduction.• Acquisition: You have used as many as possible of the new words and expressions learned in this episode.

Objectives

Section 1

Episode 1

Where to go, what to do?

- to create an itinerary
- to ask for and give opinions

Episode 2

City explorers

- to describe a tourist attraction
- to categorize information
- to ask appropriate questions about other cultures

Project

- to make travel arrangements

Critical thinking skill

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Historical / Cultural information

Features

Visitor advice

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教学目标设定

输入材料学习

各级输出任务

输出成果评价

多元能力发展观

通过语言实践活动融合多元能力培养
通过多元能力发展促进语言能力发展

形式多样

词汇、短语、搭配、
结构、翻译

情境牵引

兼顾语言形式和主题内容，为完成产出任务搭建脚手架

Language in focus

Words and expressions

- 1 Replace the underlined words with the correct form of the words and expressions below. You may need to make other changes.

blend classic resident
give ... a go light up

- The movie is considered to be a typical example of romance movies that were very popular in the 1940s.
- I know that some extreme sports look scary, but if you don't have a try, you'll never know how amazing the feeling really is.
- At the end of the festival, the night sky was bright with fireworks and people cheered.
- The book is about aliens that try to destroy the Earth, and it brings together the genres

Tom: And, I like all of those 4) _____ backstreet restaurants on the food tour.
Alice: Me, too! That was a real 5) _____.
Tom: It was a great idea to 6) _____ out of the center to walk around the ancient town, too.

Collocations

- 2 Cross out one word in Column A which doesn't collocate with the corresponding word in Column B.

A				B
take	keep	see	waste	time
explore	travel	discover	visit	city
take	edit	break	send	photo
take	make	go	start	trip
plan	pay	arrange	send	visit

Now make sentences using collocations from each group.

Translation

- 4 Translate the sentences into English.

- 曹雪芹纪念馆 (Cao Xueqin Memorial Hall) 掩藏在香山 (Fragrant Hills) 脚下一个简朴而宁静的院子里。(hide away; modest)
- 在青海湖边环顾四周，你会发现湖面、草原和蓝天完美地融为一体。(blend)
- 中国有许多经典的旅游线路，融观光旅游和文化体验于一体。(classic)
- 随着人们生活水平的提高和消费习惯的改变，过去十年间中国出国旅游的人数显著增加。(impressive)

有机融入中国传统和当代文化

综合产出任务

顺承剧情发展
创设跨文化情境

应用前期积累
学以致用

在语言产出任务
中“育人育己”

PROJECT

Read the following email from an old friend Kyle, who will visit your hometown soon, and respond to his email.

Step 1 Read Kyle's email and plan an itinerary for his two-day visit to your hometown. Make sure that you include travel arrangements, accommodation (if necessary), and sightseeing.

Our Itinerary

From: Kyle <kyle2019@123.com>

To:

Sat, Aug 14, 7:30 P.M.

Hey!

Thanks again for offering to host me next week. I'm looking forward to it as I've always wanted to visit your hometown! I need to leave on Monday morning, as I have a meeting with the Sports Club that evening, so is it OK if I arrive late on Friday ... maybe around 11 p.m.? This would allow us to make the most of our time together.

I'm really looking forward to seeing what you have planned for our itinerary. Do you mind giving me some details now, so I can prepare what to pack? For example, I don't want to arrive with only flip-flops if you'd like us to go hiking! Also, would it be possible to see some historical sights while we're there? And maybe eat some local specialties? I'd love to get to know as much about your hometown as I can.

Having you as my tour guide will be a great experience. I can't wait for a local's-eye view of the place!

Talk to you soon,

Kyle

Step 2 Choose one of the highlights in your itinerary and write a short description. You may need to do some extra research.

Step 3 Respond to Kyle's email and answer all his questions. Include the itinerary and the highlights based on Kyle's preferences.

Send Save as Draft

To: Kyle <kyle2019@123.com>

Subject: Re: Our itinerary

From:

Hey Kyle!

Yeah, 11 p.m. on Friday is fine. Of course two whole days is not enough to see the whole place, but I am sure there will be other times ... you're always welcome to visit!

Anyway, here is the itinerary I have planned based on your requests:

Let me know if you have any questions about it, or if there's anything you'd like to change. I'm flexible!

Really looking forward to it!

See you soon!



2. 单元板块

Learning by doing

Learning by thinking



Text A

材料真实

文化多样

思想启迪

育人价值



TAKING

Text A

Preview task

- Imagine that you were a middle school student. Would you like to quit school and travel around the world with your parents? Why or why not?
- Read the text and find out why the author's family decided to take an educational adventure.



1 It was a normal evening in February 2014 when I had an idea that changed our family's life forever. My wife Kerry and I were both tired after a long day of teaching. As we talked, we realized we both felt **trapped** in our **routines**: working too hard and not spending enough time together as a family. We felt as if we were living and working simply to pay off our **mortgage** and save for **retirement**. Suddenly, I had a radical idea that would leave us houseless and jobless, and our two daughters, Amy and Ella, removed from the formal education system.

2 That night, I turned to Kerry with the idea: "How about we try getting away from it all for a year? Take a break. Spend more time together. Go on an adventure!" Kerry was a little nervous when I first mentioned it, but she didn't say "no" and, over the following days, the idea grew and developed in our minds and hearts. If nothing else, just making a decision like this – taking control of our own **destiny** – was **empowering** and exciting. We felt alive.

3 We were excited about the adventure, but nervous about how our daughters Amy and Ella might react. The suggestion shocked them at first, but when they considered the idea further, the excitement in their eyes was the answer Kerry and I had hoped for.

4 Our idea was to try living more for the moment and to start out on an educational adventure together. We wanted our adventure to be U.K.-based. Our islands have so much to offer:

TO THE ROAD

amazing geography and history everywhere, and beautiful **landscapes**. And there was no way we were going to give up our old dog, Sally.

5 It helped that we already had a **caravan** that was going to be our home and school on the road. Of course there were still some important issues to consider. Ella got upset about missing her friends. Amy wondered what would happen when she took leave from school. To help deal with these issues, we decided that if at any time someone wasn't enjoying the trip, we would stop and return to normal life.

6 Before we knew it, we were on the road with the caravan. We began at Warwick Castle then headed north to Berwick-upon-Tweed and into Scotland. We traveled into corners of England, Wales, Scotland and Northern Ireland. Our **route** was varied, driven by educational aims (visiting places of **historical** importance), invitations to speak at festivals about our trip, and regular trips back home to Nottingham so Amy and Ella could **reconnect** with their friends.

7 Instead of following the national **curriculum**, we developed a more flexible, learner-based model. Learning about science happened naturally: The girls learned about wind **turbines** and **renewable** energies at a wind farm, and about physical forces and light at Sir Isaac Newton's house.

8 Living so close to each other has its challenges. But on the whole, we've adapted well and accept that there will always be highs and lows. Our

very lowest point came when our beloved dog Sally died. But we've learned that adventure builds character and that these experiences are both life-affirming and life-forming. After more than a year on the road, Amy and Ella now see challenges as an important part of life. They now understand the need to **persevere** when the going gets tough. We had to sell our house to pay for our adventure, but we are investing in our most **precious** assets, our children, by spending large amounts of quality time with them. We are living ... and happy, very happy. (603 words)



Photos of Tim Meek's family

Text A

课前阅读 和思考

Text A

Preview task

- Imagine that you were a middle school student. Would you like to quit school and travel around the world with your parents? Why or why not?
- Read the text and find out why the author's family decided to take an educational adventure.



TAKING

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Photos of Tim Meek's family

阅读理解练习

关注宏观大意和微观细节，由浅入深理解篇章内容

阅读技能框

提炼并讲解阅读技能，结合理解练习进行专项训练

Comprehension

- 1 Check (✓) the best summary of the text.
- A. To help their children build character, a family decided to leave their work and school lives behind to start an adventure around the U.K.
- B. Tired of their normal life, a family decided to leave their work and school lives behind to start an educational adventure around the U.K.
- C. Because they wanted to take their daughters out of school, a British couple decided to leave their work behind to start an adventure around the U.K.
- 2 Choose the best answer to each of the questions.
1. Why were the parents unhappy with their lifestyle?
- A. It was too routine.
B. They didn't like their jobs.
C. Their children were unhappy.
D. They couldn't save enough money.
2. What was their children's first reaction to the idea?
- A. They didn't care.
B. They were shocked.
C. They were negative.
D. They were supportive.
3. What do we know about their trip?
- A. It took less than a year.
B. They made their trip U.K.-based.
C. They began their trip in Nottingham.
D. Their route was driven mainly by invitations to speak.
4. How did the trip influence them?
- A. It built character.
B. It improved their investments.
C. They realized the value of a routine life.
D. They realized their pet was their most precious asset.

Reading skill



Scanning texts for specific information

Scanning is a useful strategy for speeding up reading. It is used to look only for a specific fact or piece of information in different types of materials without reading everything. We usually scan when we read posters, timetables, menus, newspapers, etc.

To scan a text, we should first establish our purpose. Then, pay attention to the key words determined by our purpose such as numbers or signal words that indicate *who, what, when, where, why*, etc.

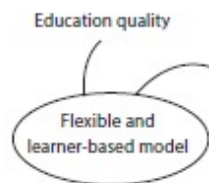
- 3 What are the positive aspects of the family's experience? Complete the table with three more examples.

Positive aspects
• The children discover new ways of learning.
•
•
•

Critical thinking

1 Think-Pair-Share

Step 1 THINK Think about the question: What do you think are the possible disadvantages of the family's "more flexible, learner-based model" of education compared with school-based education? Use a mind map to help you sort out ideas, including the main aspects and the sub-points.



Step 2 PAIR Work in pairs. Share your opinions with each other and note down the key words in the table.

Your opinion	Your partner's opinion

Step 3 SHARE Share your opinions with the whole class.

Critical thinking skill



Examining positive and negative aspects of an issue

Thinking about the different sides of an issue is an important part of critical thinking. Situations are usually not completely good or completely bad, and examining both the positive and negative aspects is a good way to explore a topic and understand it better.

Intercultural writing

- 5 The British family in the text decided to go traveling and educate their children during the journey. In China, people often say, "Read ten thousand books, and travel ten thousand miles". Write a short essay describing one of your own travel experiences and explaining what you learned from the experience.

Comprehension

- 1 Check (✓) the best summary of the text.
- A. To help their children buy a house, the family decided to leave their school lives behind to start an adventure around the U.K.
 - B. Tired of their normal life, the family decided to leave their work lives behind to start an adventure around the U.K.
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应用思辨技能，通过 Think-Pair-Share 练习，对课文主题进行独立思考、讨论比较和观点分享

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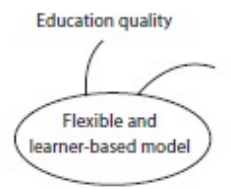
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思辨技能框
基于对课文的理解提炼并讲解思辨技能

跨文化写作
从课文提取跨文化素材，通过写作对跨文化问题进行深层思辨，同时练习写作技巧

Language in focus

Words and expressions

Complete the sentences with the correct form of the words below.

asset historical precious
radical react route

1. I was scared that she might not _____ well to the bad news I was going to tell her.
2. Many people believe that time is more _____ than money.

3. While traveling around the country, our _____ was varied, to stop us from getting bored of visiting the same type of places again and again.

4. Many parents believe their children are their most valuable _____.

5. There is a(n) _____ change in the locals' attitudes to the millions of tourists coming each year.

6. These issues have both complex _____ background and many practical reasons.

7. Write the sentences with the correct form of the expressions given in brackets.

1. I refuse to quit, no matter how hard the work for this semester gets. (give up)

2. The club began with only a few members, but soon it became one of the biggest clubs on campus! (start out)

3. If you are part of a project, are you the kind of person who likes to follow others, or do you prefer to organize things and be in charge? (take control of)

形式多样

词汇、短语、搭配、
结构、翻译

情境牵引

兼顾语言形式和主题内容，选择与单元主题相关的材料

有机融入中国文化和思政内容

Translation

⑥ Translate the sentences into English.

- 一成不变的生活会让人觉得枯燥，因此我们需要偶尔旅行，给生活带来更多乐趣。(routine)
- 旅行带给我们的最宝贵的东西是什么？大老远背回来的礼物，朋友圈晒的照片，还是和心爱的人共度的时光？(precious; beloved)
- 徐霞客被视为中国徒步行(backpacking)的鼻祖，他在400年前走过的几条路线现在仍在在使用。(route)
- 作为六朝古都，南京拥有大量的历史古迹，一直深受中外游客的喜爱。(historical)
- 生命是一场旅行，期间可能会遇到各种困难。你需要坚持不懈，持续前行。(persevere)

Text B

Text B

Before you read

The Chinese outbound tourism industry has grown rapidly in the last few years. With this in mind, think about the questions:

1. What motivates Chinese travelers to travel outbound?
2. Where do they find information about outbound travel?

Now read about how the image of a typical Chinese traveler is changing.



The RISE

In recent years, China has become one of the biggest sources of foreign tourists in the world. Back in 2005, Chinese tourists only accounted for one percent of global **outbound** travelers. But it is estimated that by 2023, this **percentage** will have increased to 20 percent.

For years, the common image of Chinese tourists has been this: **masses** of people organized in tour groups pouring out of big buses. This is because outbound travel largely **consisted** of group tours that bussed tourists from city to city on a packed schedule. A package tour to **continental** Europe might include traveling to five countries in as little as 10 days. The group might stay in budget hotels, pass through major attractions quickly, and spend a lot of time shopping in luxury stores or **outlet** malls. Bringing back gifts and **souvenirs** for family and friends was a high priority.

But this **stereotype** is now out-of-date. Chinese tourists are becoming increasingly **demanding** and **sophisticated**. Many are looking for alternatives to tour groups and are particularly interested in opportunities for independent travel.



of the independent Chinese traveler



The new generation prefers to plan their itinerary themselves. They want the **freedom** to choose where and when to eat, explore, and shop, rather than be guided by a tour group leader. Instead of tourists, they think of themselves as explorers and value unique and authentic experiences. For example, rather than visit common **destinations**

experiences
camping
d. The need
iting is a

nd? One
Chinese
and tourists
nfortably,
during
edia. Tour
poring and
sites are

trendy and modern. Sites like Elong and Ctrip are quick and easy **portals** for booking flights and hotels, while Qunar and Mafengwo offer free and **practical** guides that help travelers plan their own adventures.

Overall, China's new generation values **individuality** in every aspect of their lives. The independent Chinese traveler thinks, "I choose my own job. I choose my own boyfriend or girlfriend. So why not choose my own travel?" (399 words)



Intercultural reflection

What are some of the intercultural communication problems that Chinese tourists are most likely to face when traveling abroad? Do some **research** online or **reflect** on your own experience, and find one major problem that causes intercultural misunderstandings. Find examples to **illustrate** it and give suggestions to deal with it.

Problem: _____

Examples: _____

Suggestions: _____



注重中外
文化多元
视角

基于课文内容提炼跨文化素材，培养对跨文化问题进行深层思辨的能力



2. 单元板块

内容上相互补充
形式上相映成趣

Learning
by doing

Learning
by thinking



自我反思

中国智慧

Self-reflection

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

- E1** I can create an itinerary.
- E2** I can describe a tourist attraction.
- P** I can make travel arrangements.
- TA** I can write an essay describing my travel experience and my reflection on it.

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

Section 1		very poor	poor	average	good	very good
Communication skill	Asking for and giving opinions	☹	☹	☹	☺	☺
Critical thinking skill	Categorizing information	☹	☹	☹	☺	☺
Intercultural skill	Asking appropriate questions about other cultures	☹	☹	☹	☺	☺
Section 2		very poor	poor	average	good	very good
Reading skill	Scanning texts for specific information	☹	☹	☹	☺	☺
Critical thinking skill	Examining positive and negative aspects of an issue	☹	☹	☹	☺	☺
Intercultural skill	Reflecting on one's own experience in a cultural context	☹	☹	☹	☺	☺
	Identifying and dealing with cultural differences in communication	☹	☹	☹	☺	☺

• Answer the following reflection questions.

- What are the three most useful things you have learned in this unit?
- What do you still need to improve? How do you think you can improve it?

Wisdom of China

Journey to the West (《西游记》)

Journey to the West is one of the greatest Chinese novels, written by Wu Cheng'en during the 16th century. This novel tells the story of a Buddhist monk named Xuan Zang and his disciples (弟子), Sun Wukong, Zhu Bajie, Sha Wujing, and the White Dragon Horse. They travel west to bring ancient Buddhist scriptures (经文) from India to China. On the long journey crossing mountains and rivers, they run across one trouble after another. In the end, they succeed through teamwork and with bravery, returning to China with the scriptures. The adventure can be understood as a journey through difficulties and hardships toward enlightenment (佛教的觉悟) and eternal peace.

Section 1

Episode 1

New words

- * **sightseeing** /'saɪt,si:ŋ/ *n.* [U] the activity of traveling around a place to see the interesting things in it 观光; 游览
- * **poster** /'pəʊstə/ *n.* [C] 海报; 招贴画
- * **fascinating** /'fæsɪneɪtɪŋ/ *a.* making you very interested or attracted 吸引人的; 迷人的; 使人神魂颠倒的
- itinerary** /aɪ'tɪnərɪ/ *n.* [C] a plan of a journey you are going to make, including information about when and where you will travel 旅行计划; 行程安排
- * **fare** /feə/ *n.* [C] the money you pay for a journey 车费; 船费; 飞机票价
- * **attraction** /ə'trækʃn/ *n.* [C] somewhere or sth. you can visit that is interesting or enjoyable 有吸引力的地方; 有吸引力的事物
- * **flourishing** /'flaʊrɪʃɪŋ/ *a.* growing or developing successfully 蓬勃发展的; 繁荣的; 茁壮成长的
- * **architecture** /'ɑ:kɪ'tektʃə/ *n.* [U] a particular style or way of designing buildings 建筑风格; 建筑方式
Art Deco /ɑ:t 'deko/ *n.* [U] 装饰派艺术 (20世纪20至30年代流行的装饰和建筑风格)
- * **skyline** /'skaɪ,lɪn/ *n.* [C] the shapes made by buildings or mountains when you see them against the sky (建筑物或群山在天空映衬下的) 轮廓线
- * **restore** /rɪ'stɔ:/ *vt.*
 - to clean and repair sth. old and dirty or damaged so that it looks the same as it did originally 修复; 整修
 - to cause a particular situation to exist again, esp. a positive one 恢复
- mosaic** /məʊ'zeɪk/ *n.* [C, U] 马赛克; 镶嵌图案; 镶嵌画
- * **breeze** /bri:z/ *n.* [C] a light wind 微风
- * **twist** /twɪst/ *v.* to force sth. out of its original shape by bending it or turning it round; to bend or turn into a different shape (使) 弯曲, 变形
- * **rank** /ræŋk/ *vi.* to be good, bad, important, unimportant, etc. compared with other similar things 具有...等级 (或地位)

- * **skyscraper** /'skaɪ,skreɪpə/ *n.* [C] a very tall building containing offices or flats 摩天大楼
- * **luxury** /'lʌkʃəri/ *a.* (only before noun) very expensive and of the highest quality 奢侈的; 豪华的; 高档的
- faint-hearted** /faɪnt 'hɑ:td/ *a.* not brave or enthusiastic 怯懦的; 胆怯的; 冷漠的
- * **observation** /,əbzə'veɪʃn/ *n.* [U] the process of watching sb. or sth. carefully, in order to find sth. out 注意; 观察; 观测; 监视
- * **deck** /dek/ *n.* [C] (房屋的) 露天平台
- * **elevator** /'eləvətə/ *n.* [C] (BrE lift) 电梯
- spectacular** /spek'tækjələ/ *a.* extremely impressive 引人入胜的; 非常壮观的
- symbolize** /'sɪmbə,lɪz/ *vt.* to be a symbol of sth. 象征 (某事物); 作为 (某事物) 的象征
- * **heaven** /'hevn/ *n.* (the ~s) [pl.] (literary) the sky 苍天; 苍穹
- * **gallery** /'gæləri/ *n.* [C] 美术馆; 陈列馆
- * **exhibit** /ɪg'zɪbɪt/ *n.* [C] sth. or a collection of things that is put in a public place so that people can see it, learn about it, etc. 展品; 展出物
v. to put sth. interesting in a museum or other public place so that people can go and look at it 展出; 展览; 陈列
- creativity** /kri'eɪ'tɪvəti/ *n.* [U] the ability to create new ideas or things using your imagination 创造性; 创造力; 创作能力
- thrill** /θrɪl/ *n.* [C] a sudden strong feeling of excitement and pleasure, or the thing that makes you feel this (突然而又强烈的) 激动; 狂喜; 令人激动的事
vt. to make sb. feel excited and happy 使兴奋; 使激动
- * **acre** /'eɪkə/ *n.* [C] 英亩
- * **musical** /'mju:zɪkəl/ *n.* [C] a play or film in which there are a lot of songs 音乐剧; 音乐电影
- * **castle** /'kɑ:sl/ *n.* [C] (旧时的) 城堡; 堡垒
- roller coaster** /'rəʊlə,kəʊstə/ *n.* [C] (游乐场的) 过山车; 云霄飞车



对任务完成情况的反思

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

- E1** I can create an itinerary.
- E2** I can describe a tourist attraction.
- P** I can make travel arrangements.
- TA** I can write an essay describing my travel experience and my reflection on it.

对多元技能掌握情况的反思

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

		very poor	poor	average	good	very good
Section 1						
Communication skill	Asking for and giving opinions					
Critical thinking skill	Categorizing information					
Intercultural skill	Asking appropriate questions about other cultures					
Section 2						
Reading skill	Scanning texts for specific information					
Critical thinking skill	Examining positive and negative aspects of an issue					
Intercultural skill	Reflecting on one's own experience in a cultural context					
	Identifying and dealing with cultural differences in communication					

对总体收获和进一步提升的反思

• 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?

结合单元主题，呈现中华优秀传统文化和当代文化
帮助学生领悟中国智慧、坚定文化自信、讲好中国故事

Wisdom of China

Journey to the West

(《西游记》)

Voyage to the East

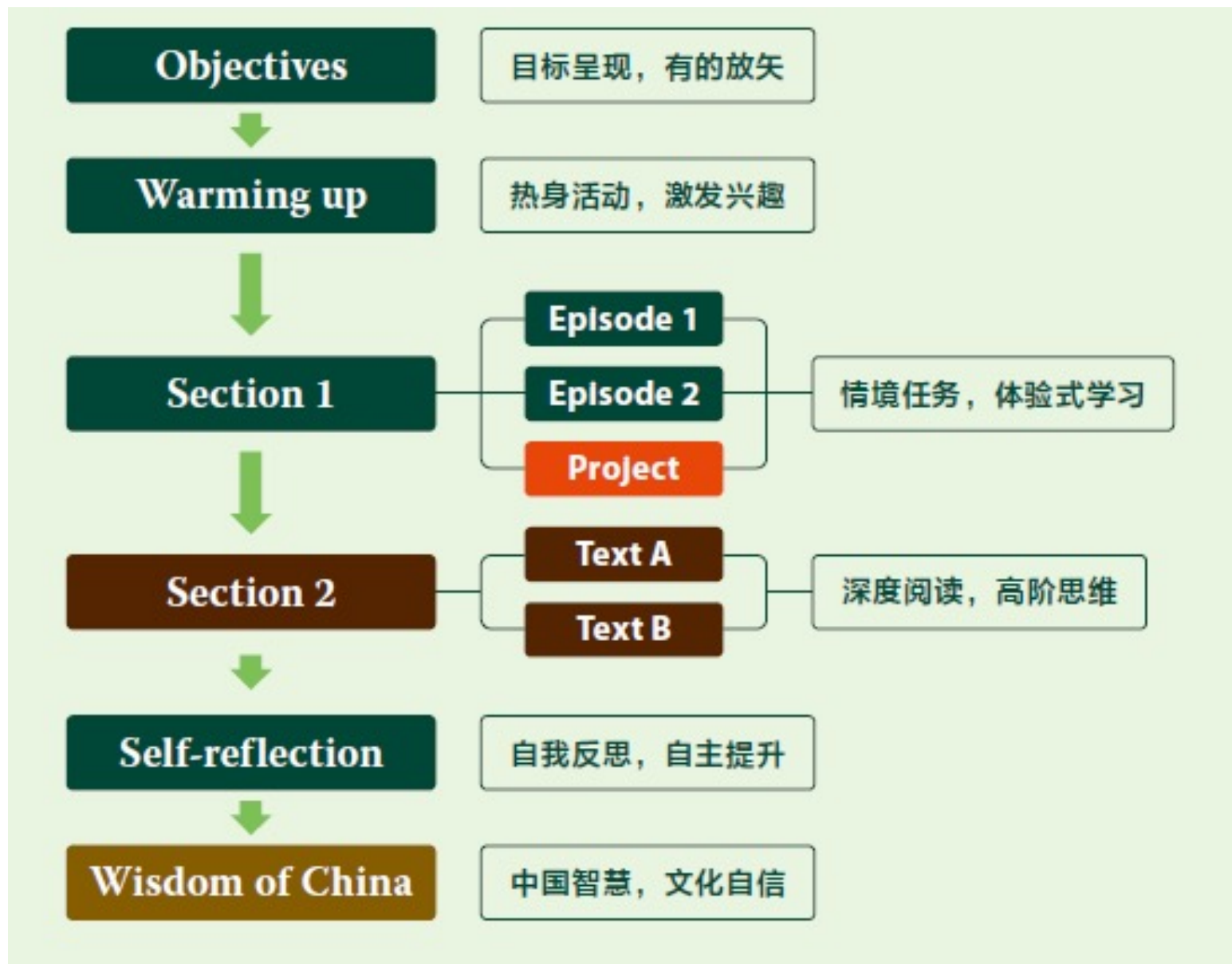
The Adventures of Marco Polo

The Long March

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2. 单元板块



A journey into the unknown

Objectives

Section 1

Episode 1

Where to go, what to do?

- to create an itinerary
- to ask for and give opinions

Episode 2

City explorers

- to describe a tourist attraction
- to categorize information
- to ask appropriate questions about other cultures

Project

- to make travel arrangements

Section 2

Text A

Taking to the road

- to scan texts for specific information
- to examine positive and negative aspects of an issue
- to write an essay describing your travel experience and your reflection on it

Text B

The rise of the independent Chinese traveler

- to offer suggestions to deal with an intercultural communication problem when traveling abroad

- 1 What kind of traveler are you? Check (✓) your preferences on the list.

Do you like ...?

trying new food

exploring a new place and seeing all the sights

getting away from city life and enjoying life in the countryside

learning something new about how other people live

doing something adventurous

going anywhere you can relax and enjoy yourself

Now add more preferences of your own.

- 2 Work in pairs and discuss what you like or dislike about traveling.

A: When I travel I feel I need to see all the sights.

B: Why is that?

A: Perhaps I just don't want to miss anything.

B: ...



3

问题和议



3. 问题和建议

容量有点多！

Less is more!

避免走马观花，主张深度学习。

难度有点大！

自主学习

充分利用数字课程，培养自主学习能力。

相信学生

适度增加课程的挑战性，挖掘学生的潜力。



4

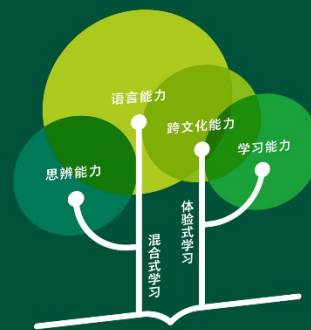
结语

《新未来大学英语》

理念先行

跨文化思辨育人理念





Thank you