

# POWERFUL “YOU” FOR COMM- YOU -NICATION

NEW GENERATION COLLEGE ENGLISH  
BOOK 2 AN INTEGRATED COURSE  
UNIT 3 LANGUAGE AND COMMUNICATION



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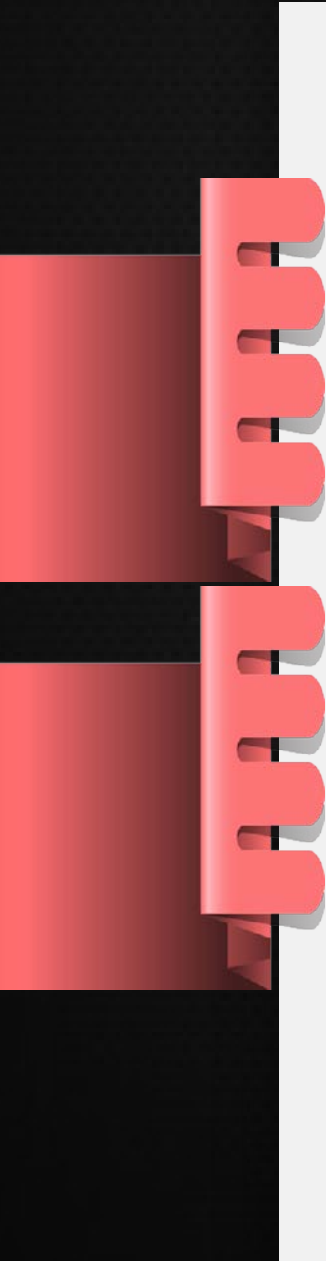
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# Teaching Objective

- 
1. To use the powerful “YOU” expression in communication
  2. To achieve effective communication

**Independent Learning**

**Critical Thinking**

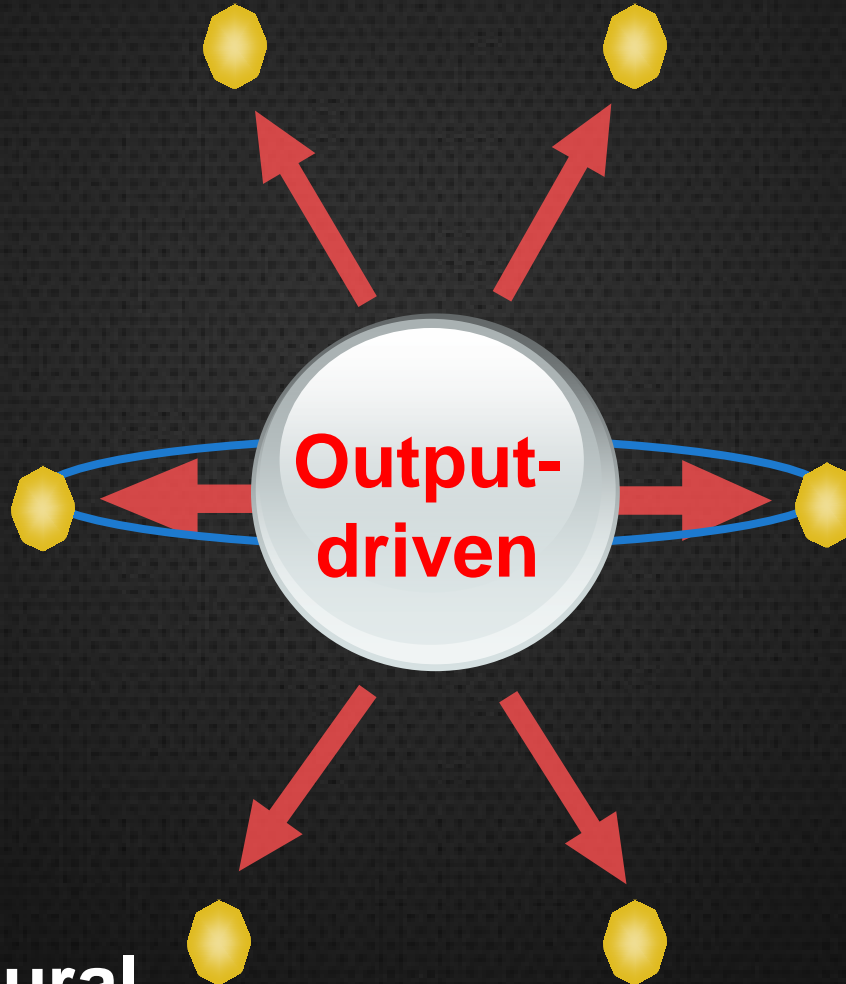
**Speaking,  
Writing &  
Translation**

**Career**

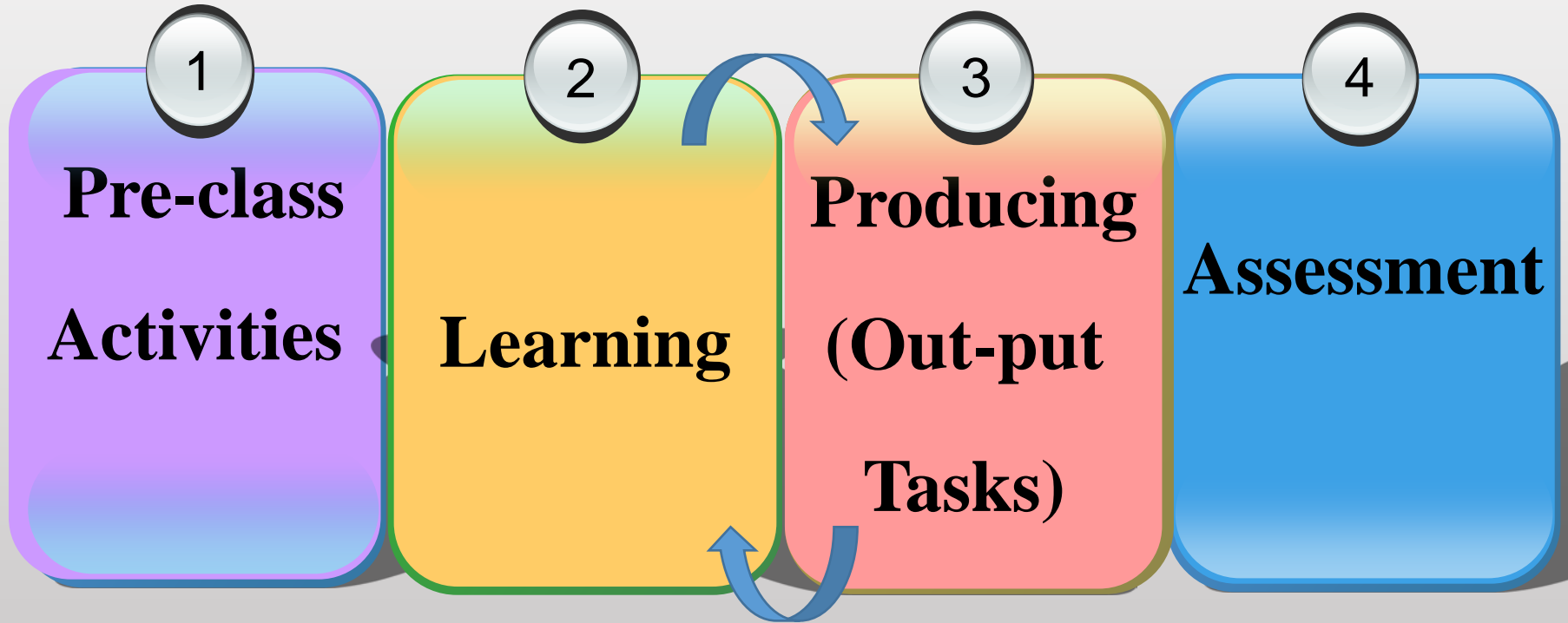
**Output-  
driven**

**Intercultural  
Communication**

**Practical Ability**



# Teaching Procedures



# Input Materials

- A video clip
- Script of the video clip
- A list of key words
  - Reasons of using “you“ expression
  - Effects of using “you” expression
- An oral practice for “you” expression in communication



1. "Adam, I want you to eat this apple."

ade Adam to  
t?



**Self-centered**

**Avoid thinking**

**Having Pride**

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Self-centered



**Self-centered**

**YOU**



Translating everything into  
the effect on the other person



**I hate to think!**



◇ Can I take Friday off, boss?

◇ Boss, can you do without me Friday? ✓

**Self-centered**



**Translating everything into the effect on the other person**

**Avoid thinking**

**g the thinking for the person**

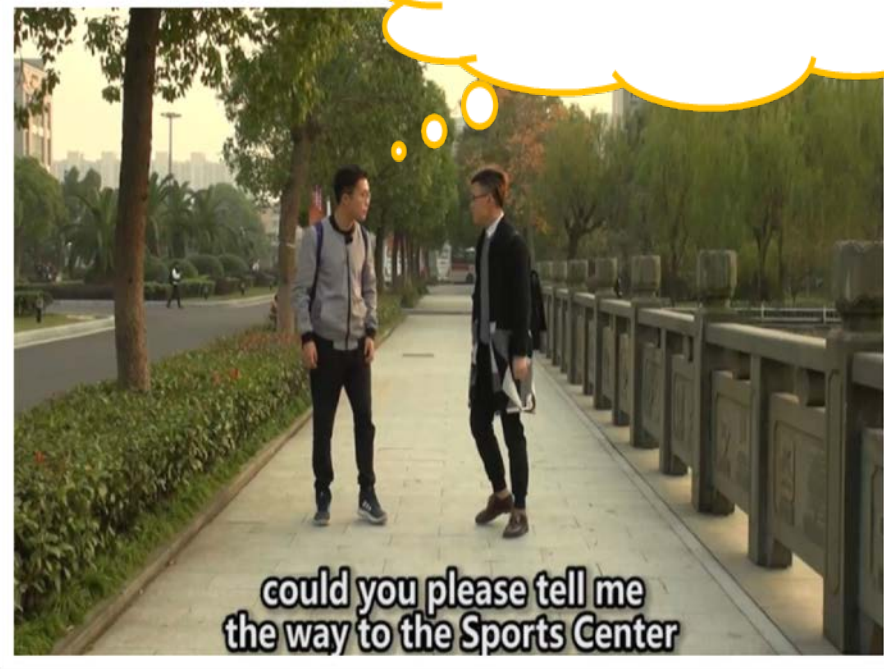
**pride button**

**Having Pride**





Are you challenging me?



- ◇ I can't find the Sports Center.
- ◇ Where's the Sports Center?
- ◇ Could you please tell me the way to the Sports Center?



**Self-centered**



**Translating everything into  
the effect on the other person**

**Avoid thinking**



**Doing the thinking for the  
other person**

**Having Pride**

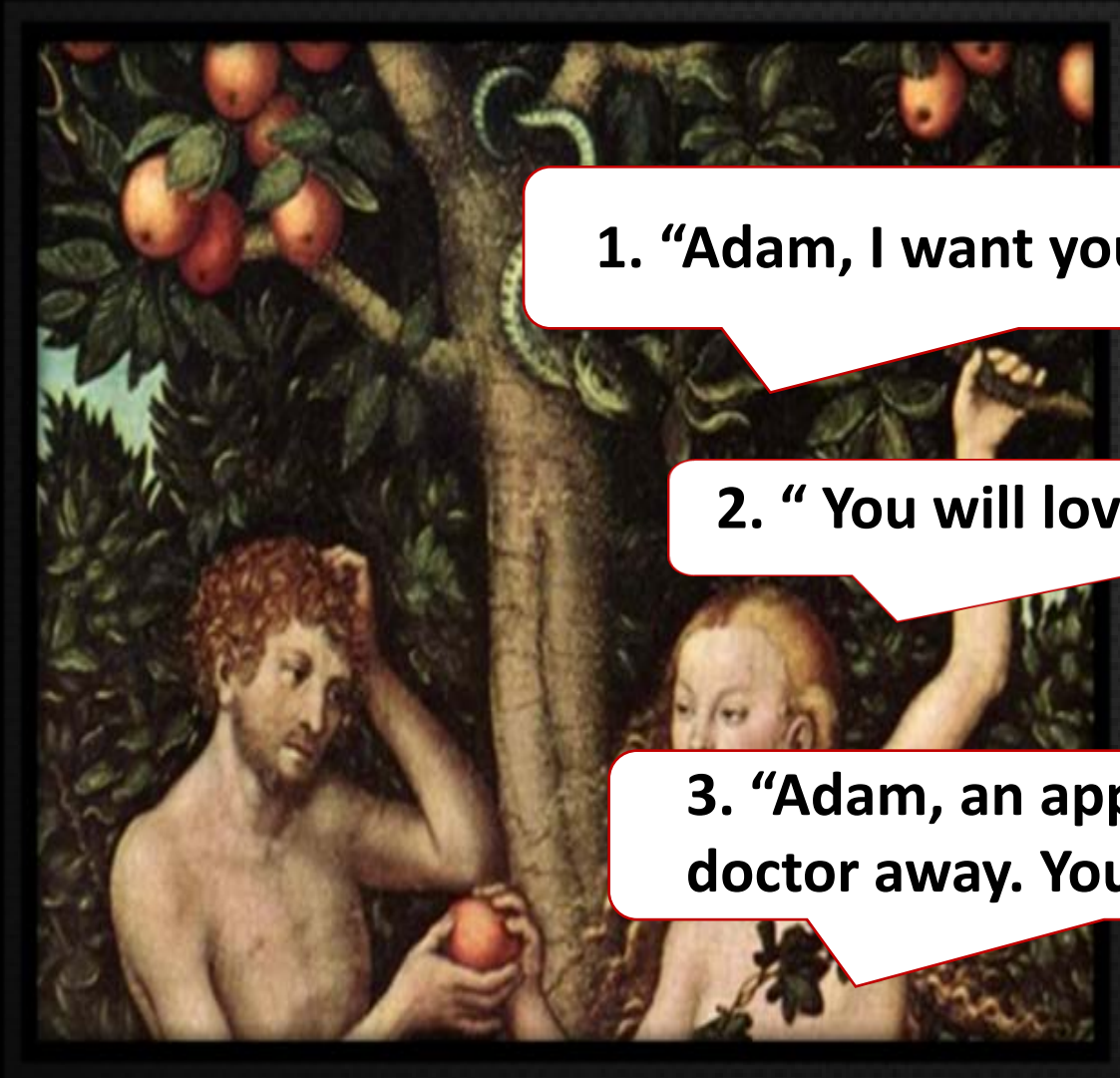


**Pushing the pride button**

# Output Tasks

- Task 1: watch the video clip again and divide it into 3 segments
- Task 2: provide the students with several situations and ask them to make a dialogue in small groups
- Task 3: make an oral report about an experience when embarrassment or misunderstanding arose due to the neglect of “you” in communication.





**1. "Adam, I want you to eat this apple."**

**2. " You will love this apple."**

**3. "Adam, an apple a day keeps the doctor away. You will be very healthy."**



**That's a beautiful dress!**

**I like your dress.**

**You look great in that dress!**

# Assessment

- Peer Assessment: Peers grade for each other's performance in speaking sections.
- Teacher Assessment: Mark students' errors in oral practice and given them feedback in class.
- Self Assessment: The recordings of the oral report will be sent back to students themselves via QQ or Wechat and they need to grade on their own oral production

# Why “YOU” matters in communication?



You can get better response

It can rich your social conversation

Strangers are more pleasant and helpful

# “You” -centered

表1 学生对输出驱动型教学模式评价表

内容	选项 A	人数 /比例	选项 B	人数 /比例	选项 C	人数 /比例
1. 你对传统的教学模式是否满意?	满意	5/7.8%	不是很满意	28/43.8%	不满意	31/48.4%
2. 你认为输出驱动型教学能否激发学习英语的主动性?	能	55/85.9%	影响不大	4/6.3%	不能	5/7.8%
3. 你认为输出驱动型教学是否增加你在课堂上的发言次数?	增加	51/79.7%	没变化	10/15.6%	减少	3/4.7%
4. 你认为输出驱动型教学对提高你的说写能力是否有帮助?	非常有帮助	43/67.2%	帮助有限	15/23.4%	没有帮助	6/9.4%

**Thank YOU!**

**See YOU!**