



Unit 5 Loving family

Teaching plan presentation

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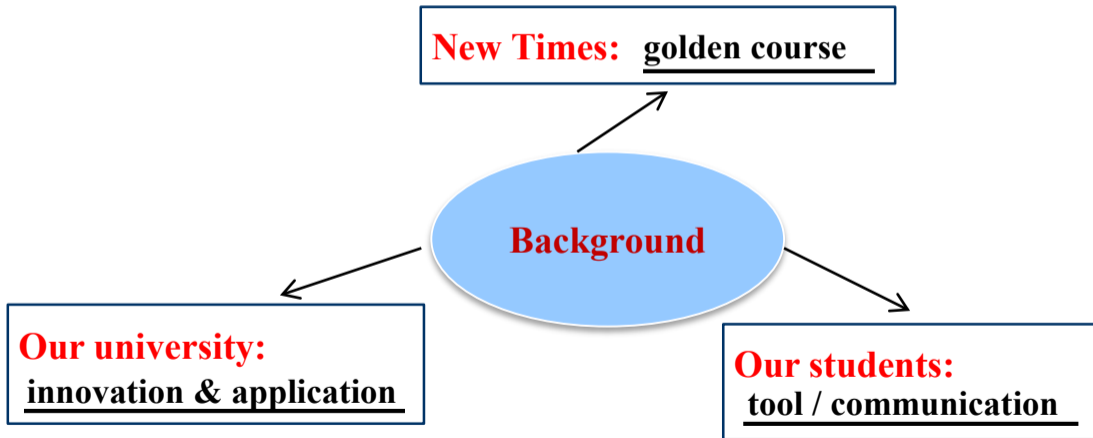
◆ IV. Highlights



I. General introduction to *College English*

I. General introduction to *College English*

1. Determination of course objective



I. General introduction to *College English*

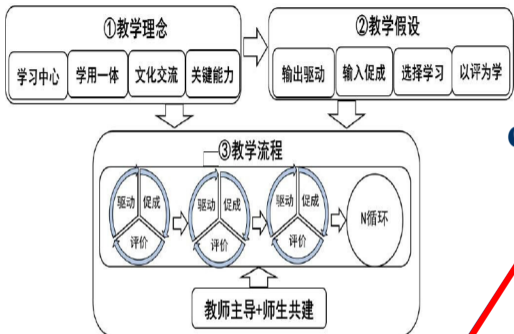
1. Determination of course objective



objective of *College English*

I. General introduction to *College English*

2. Teaching methodology



conception

POA (文秋芳, 2018)
objective

POA framework

methods

online-offline
question-driven
task-based

...



新一代大学英语
English

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2

基础篇



综合教程

AN INTEGRATED COURSE

外语教学与研究出版社

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AN INTEGRATED COURSE

综合教程

5

Unit

Loving family



II. Teaching plan of Unit 5: *Loving family*

1. Overall unit planning

Text form	Title	Text contents (What)
iExplore 1 Viewing	/	Spending time with the family
iExplore 1 Reading	My mother's gift	Mother's encouragement in a metaphorical way
iExplore 2 Viewing	/	Description of childhood room
iExplore 2 Reading	Best day of my life	Father having spent limited time with his son

Primary competency
Action-oriented

Designing
activities

Pictures

Mencius' Mother Moving Three times "

Moocs: Narrative tense

How to write narrative tenses

II. Teaching plan of Unit 5: *loving family*

1. Overall unit planning

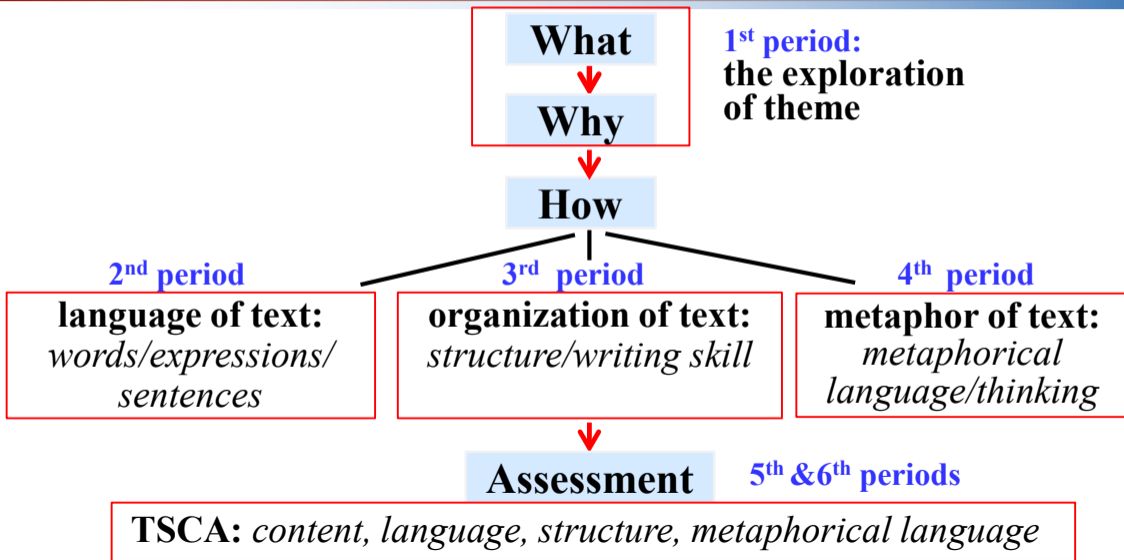
Teaching objectives of the unit

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

- **restate** the main content, **extract** the theme and apply theme-related words and expressions
- **write** a narration applying basic elements
- **create** metaphorical language and **enhance** metaphorical thinking
- **express** gratitude to mother's love

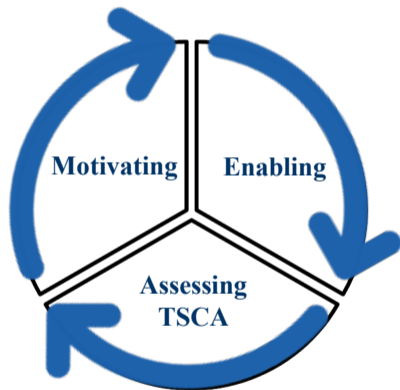
II. Teaching plan of Unit 5: *loving family*

1. Overall unit planning



II. Teaching plan of Unit 5: *loving family*

2. Specific planning under POA—motivating



蔚园外院

通知 | 蔚园小伙伴计划——听力打卡第一期重磅来袭!

新学年,新气象,听力打卡走一波!

Scenario

Post an article to WeChat official account

---A gift from my mother

I love you Mom

通知! 母亲节活动征文啦~

昨天早上6:00

Mini-task 1: what the gift is

Mini-task 2: what the gift implies

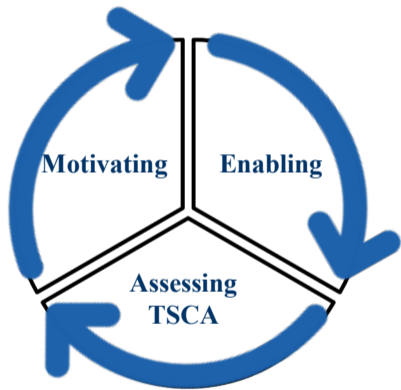
Mini-task 3: your gratitude to your mother

公示 | 第9、10、11周学风督察情况

外院动态 网上团课 成绩查询

II. Teaching plan of Unit 5: *loving family*

2. Specific planning under POA—enabling



targeting

Aiming at productive objectives

content: *My mother's gift*

language: *ambitious/ constant encouragement/ My mother painstakingly rehearsed my lines with me.....*

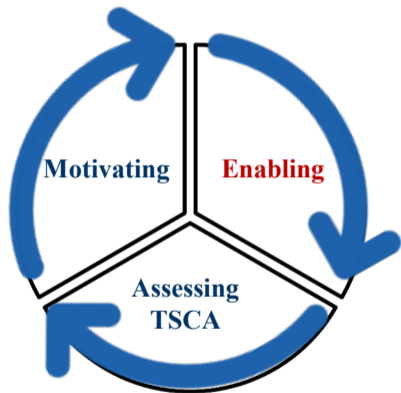
structure: *5W1H & 5 parts (exposition/rising action /climax/falling action/resolution)*

thinking: metaphorical thinking

Aiming at productive difficulties

II. Teaching plan of Unit 5: *loving family*

2. Specific planning under POA—enabling



gradualness

Language enabling

searching
matching
blank filling
translating
back translating
extending



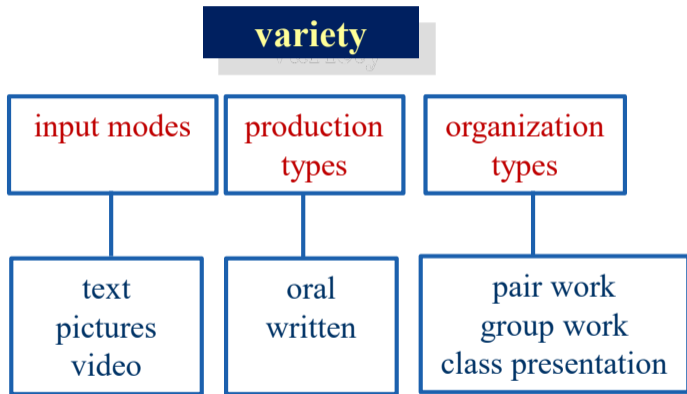
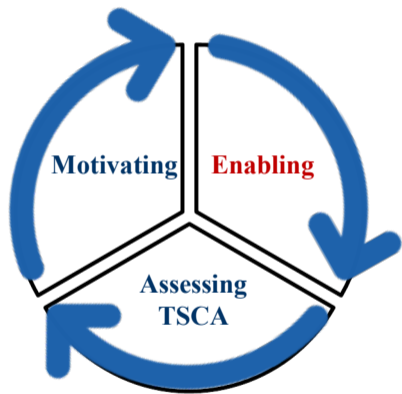
**Students'
cognitive load
increasing**



**Teacher's
scaffolding
decreasing**

II. Teaching plan of Unit 5: *loving family*

2. Specific planning under POA—enabling



II. Teaching plan of Unit 5: *loving family*

2. Specific planning under POA—assessing



teacher reading Ss' articles
determining assessment focus



Assessment focuses:

whether there is proper

- application of vocabulary, phrases and sentence structures*
- inclusion of six elements*
- arrangement of exposition, rising action, climax, falling action, and resolution*
- use of metaphorical language*



thinking independently



group discussing



class presenting

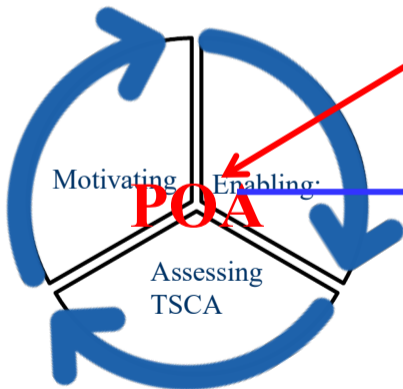


teacher guiding

II. Teaching plan of Unit 5: *loving family*

3. Teaching design of demo class

Objective: to develop Ss' metaphorical thinking competency through the analysis of ML



Motivating: write a 100-word article on the implied meaning of the gift (online-offline blending **method**)

Enabling activities:

- (1) appreciating (case study **method**)
- (2) explaining & blank filling (exercise **method**)
- (3) searching (task-based **method**)
- (4) object & picture describing (direct teaching **method**)
- (5) analyzing (task-based **method**)
- (6) comparing (task-based **method**)
- (7) creating (task-based **method**)

Assessing: Ss' ML in activities and writing

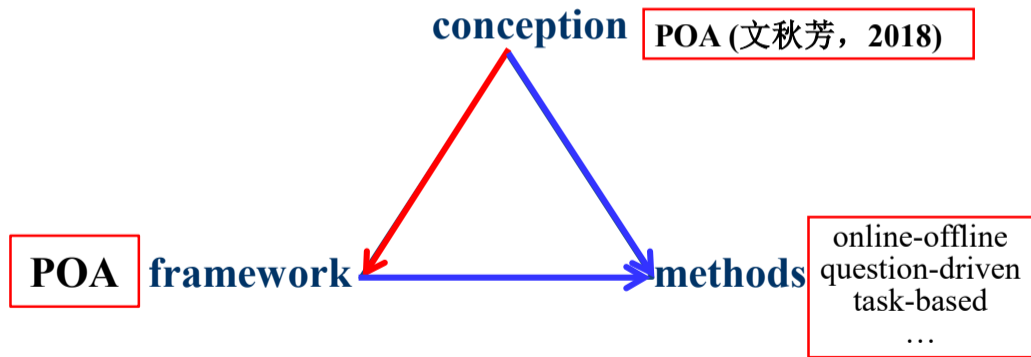


III. Embodiment of golden course

III. Embodiment of golden course: **high level, innovation & challenge**

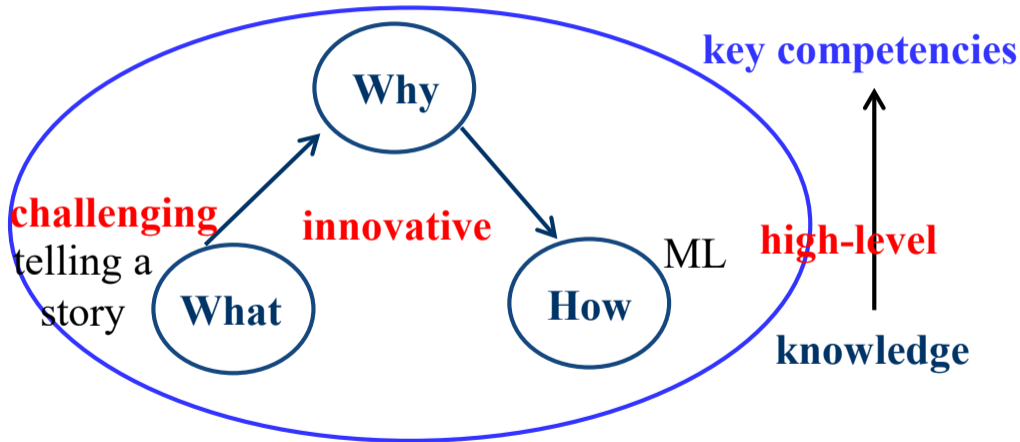
1. General course planning

Innovation in teaching methodology



III. Embodiment of golden course: **high level, innovation & challenge**

2. Specific unit planning





IV. Highlights

IV. Highlights

1. High integration with POA

- 1) Delicacy design of each period of class
- 2) Special micro-analysis of text

2. Full embodiment of golden course

- 1) Innovation in methodology & analysis patterns
- 2) High level in content & objectives
- 3) Challenge in teaching activities

Overall unit planning

What



Why

1st period:
**the exploration
of theme**



How

2nd period

3rd period

4th period

language of text:
*words/expressions/
sentences*

organization of text:
structure/writing skill

metaphor of text:
*metaphorical
language/thinking*



Assessment

5th & 6th periods

TSCA: *content, language, structure, metaphorical language*

Scenario



Mini Task

Write a 100-word article to explain what your mother's gift implies.

What are your difficulties in your writing?



许陈静

0分 ▾

I don't know how to explain the implication of a gift.



徐浩南

0分 ▾

I don't know how to organize my language or how to use some advanced vocabulary.



张浩岩

0分 ▾

I can't express myself fluently and correctly



孟锐龙

0分 ▾

I feel I have nothing to say when I see the subject and its acuirements.



徐慧

0分 ▾

I have no 词云 about what to write.



董澳

0分 ▾

I think the gift is what it is. I don't know what it implies.



Unit 5 Loving family

Demo class

(1) 时间是金钱。我们要节约时间，不要浪费时间。

(2) 每个孩子都是种子，只不过花期不同。有的花，一开始就灿烂绽放；有的花，需要漫长的等待。

(3) 教师引导学生生产出的过程是种植水稻的过程，要经历前期育秧、插秧，中期除草、治虫、上肥，后期湿润灌溉、上肥、防虫等，每一步都需要辛勤劳作。



Unit 5 Loving family

Metaphorical Language (ML)

隐喻性语言

Learning objectives



You will be able to:



analyze metaphorical language (ML)



taste the creation of ML

Learning procedures

I

- **Definition & Mechanism of ML**

II

- **Analysis of ML**

III

- **Practice on Creation of ML**

IV

- **Review & Reflection**

V

- **Assignment**



I. Definition & Mechanism of ML

- **What is ML?**
- **How is ML created?**

1. Definiton (What)

any expression of language

that embodies *the thinking way*

of *conceptual metaphor*

I. Definition & Mechanism of ML

2. Mechanism (How)



Example: Time is money.

Brainstorm verbs that can be filled in the following blanks.

We can save money.

We can waste money.

We can spend money.

.....



We can save time.

We can waste time.

We can spend time.

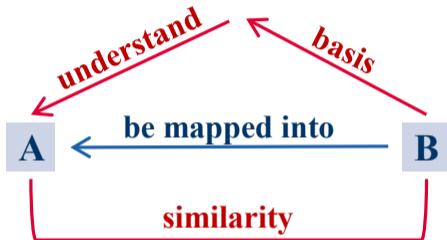
.....

I. Definition & Mechanism of ML

2. Mechanism (How)



*save
waste
spend*



the thinking way (思维方式)



conceptual metaphor (概念隐喻)



*save
waste
spend*

I. Definition & Mechanism of ML

metaphorical language expressions in the text

```
graph TD; A[metaphorical language expressions in the text] --> B["Mother: 'I think I'm going to dig up all these weeds. From now on, we'll have only roses in this garden.' (Para. 7)"]; A --> C["'A child is a seed. You water it. You care for it the best you can. And then it grows all by itself into a beautiful flower.' (Para. 18)"];
```

Mother: “I think I’m going to dig up all these weeds. From now on, we’ll have only **roses** in this garden.” (Para. 7)

Daughter: “But I like dandelions. All flowers are beautiful—even **dandelions**.” (Para. 8)

Mother: “Yes, every flower gives pleasure in its own way, doesn’t it? And that is true of people too, not everyone can be a princess, but there is no shame in that.” (Para. 9)

“**A child is a seed**. You water it. You care for it the best you can. And then it grows all by itself into a beautiful flower.”
(Para. 18)



II. Analysis of ML

- **Creation & explanation**
- **Education & language effects**

1. Creation & explanation

school play



II. Analysis of ML

1. Creation & explanation

“Yes, every flower gives pleasure in its own way, doesn't it? And these weeds, from now on, that is true of people too, not we'll have only roses in this garden.”

“I think I'm going to dig up all these weeds. From now on, everyone can be a princess, but there is no shame in that.”

“But I like dandelions. All flowers are beautiful—even dandelions.”



1. Creation & explanation

**Please compare the rose and the dandelion.
How do you describe them?**

“rose”

beautiful
bright
appealing

“dandelion”

ordinary
plain
simple

II. Analysis of ML

1. Creation & explanation

7 I watched my mother casually bend down by one of the clumps. "I think I'm going to dig up all these weeds," she said, pulling a blossom up by its roots. "From now on, we'll have only roses in this garden."

ML: The princess is the rose.

beautiful
bright
appealing



princess

The heroine of the play

understand

basis

rose

similarity



beautiful
bright
appealing

The king of flowers

II. Analysis of ML

1. Creation & explanation

8 "But I like dandelions," I protested. "All flowers are beautiful – even dandelions."

ML: The narrator is the dandelion.

ordinary
plain
simple



narrator

understand

basis

dandelion

similarity



ordinary
plain
simple

1. Creation & explanation

8 "But I like dandelions," I protested. "All flowers are beautiful – even dandelions."

emphasize



explain

9 My mother looked at me seriously. "Yes, every flower gives pleasure in its own way, doesn't it?" she asked thoughtfully. I nodded, pleased that I had won her over. "And that is true of people too," she added. "Not everyone can be a princess, but there is no shame in that."

II. Analysis of ML

1. Creation & explanation

“A child is a seed. You water it. You care for it the best you can. And then it grows all by itself into a beautiful flower.”

nourish
grow
bloom

child

be mapped into

seed

water
grow
bloom

similarity

ML: A child is a seed.



2. Education & language effects

All **roles** are beautiful—even a **narrator**. Every **role** gives pleasure in its own way.



11 “But you will be a beautiful narrator,” she said, reminding me of how much I loved to read stories aloud to her. “The narrator’s part is every bit as important as the part of a princess.” Over the next few weeks, with her constant encouragement, I learned to take pride in the role. Lunchtimes were spent reading over my lines and talking about what I would wear.

↓
cram
preach

↘
guide
enlighten

2. Education & language effects

You raise a child. You care for her the best you can. And then she grows up all by herself into an excellent adult.



A child is a seed. You water it. You care for it the best you can. And then it grows all by itself into a beautiful flower.

pict



ivid



III. Practice on Creation of ML

gift

III. Practice on Creation of ML



a book

• A book is the ladder of progress.
• A book is the fountain of knowledge.
.....

III. Practice on Creation of ML



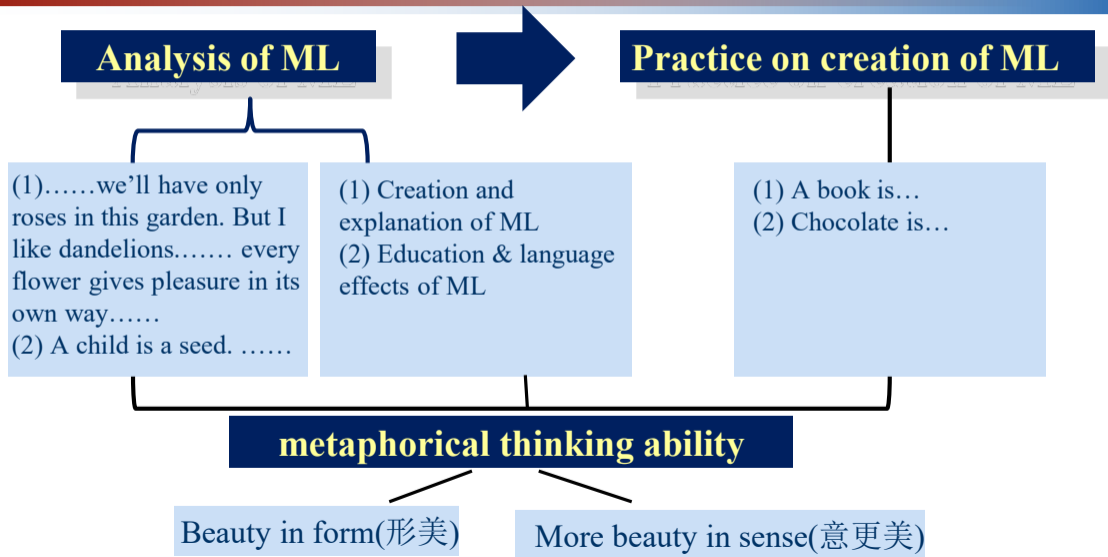
chocolate

Chocolate is life. It tastes very bitter at the beginning, Gradually, the taste turns sweet.



IV. Review & Reflection

IV. Review & Reflection





V. Assignment

V. Assignment



Please polish your previous work according to these requirements:

- content:** the gift, its implication, and your gratitude
- language:** constant encouragement, forever grateful
- structure:** 5W1H, 5 parts
- thinking:** metaphor



外院动态

网上团课

成绩查询

The background features a complex, low-poly geometric design in shades of light blue and green, resembling a stylized flower or a cluster of crystals. A horizontal bar with a gradient from dark red on the left to dark blue on the right spans the width of the image, serving as a backdrop for the text.

Thank you!