

Effectiveness-oriented Teaching Design

**新一代大学英语**
English 基础篇

综合教程 2



Course

Unit

Demo





Course



Orientation



Objectives

iEnglish, integrated course

Basic level, Book 2.

1: Orientation



University:

oriented at **application** and **teacher training**, cultivating talents with “new ideas, knowledge and skills”.



Target Students:

non-English major freshmen; the 2nd term; CET-4 level.



previewing;
text reading and analysis;
daily communication.



advanced writing and
communicative skills;
cross-cultural communication;
critical thinking.



2. Objectives

Language

language proficiency;
advanced language
skills.

Culture

multiculturalism;
cultural confidence &
global vision.

Competence

the intercultural
communicative,
innovative, cooperative
and critical thinking
abilities.

Unit 5

Loving Family





Unit Design



Objectives



Approach



Procedure



Assessment



1. Objectives

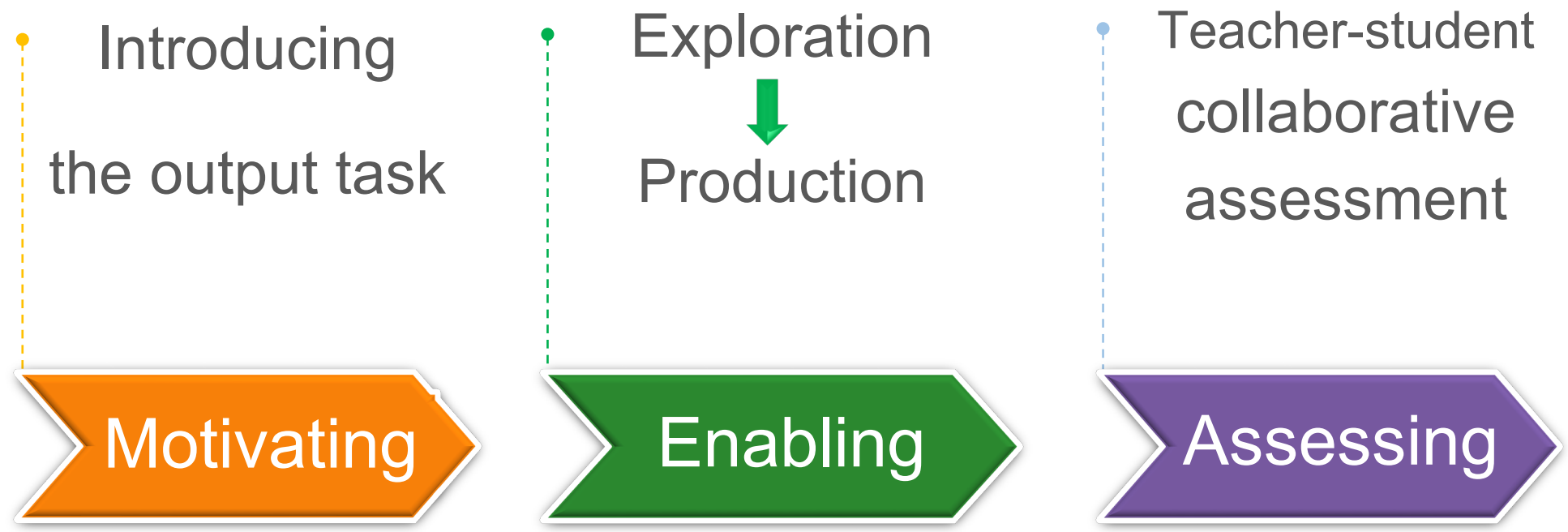
Students are expected to:

- 1) **Build** vocabulary about family and love.
- 2) **Identify** six basic elements in storytelling.
- 3) **Analyze** and **apply** the narrative and communicative techniques.
- 4) **Reflect upon** the family education in different cultures.
- 5) **Work out** measures to balance work and family.
- 6) **Write** a play about family love and **perform** it.



2. Approach

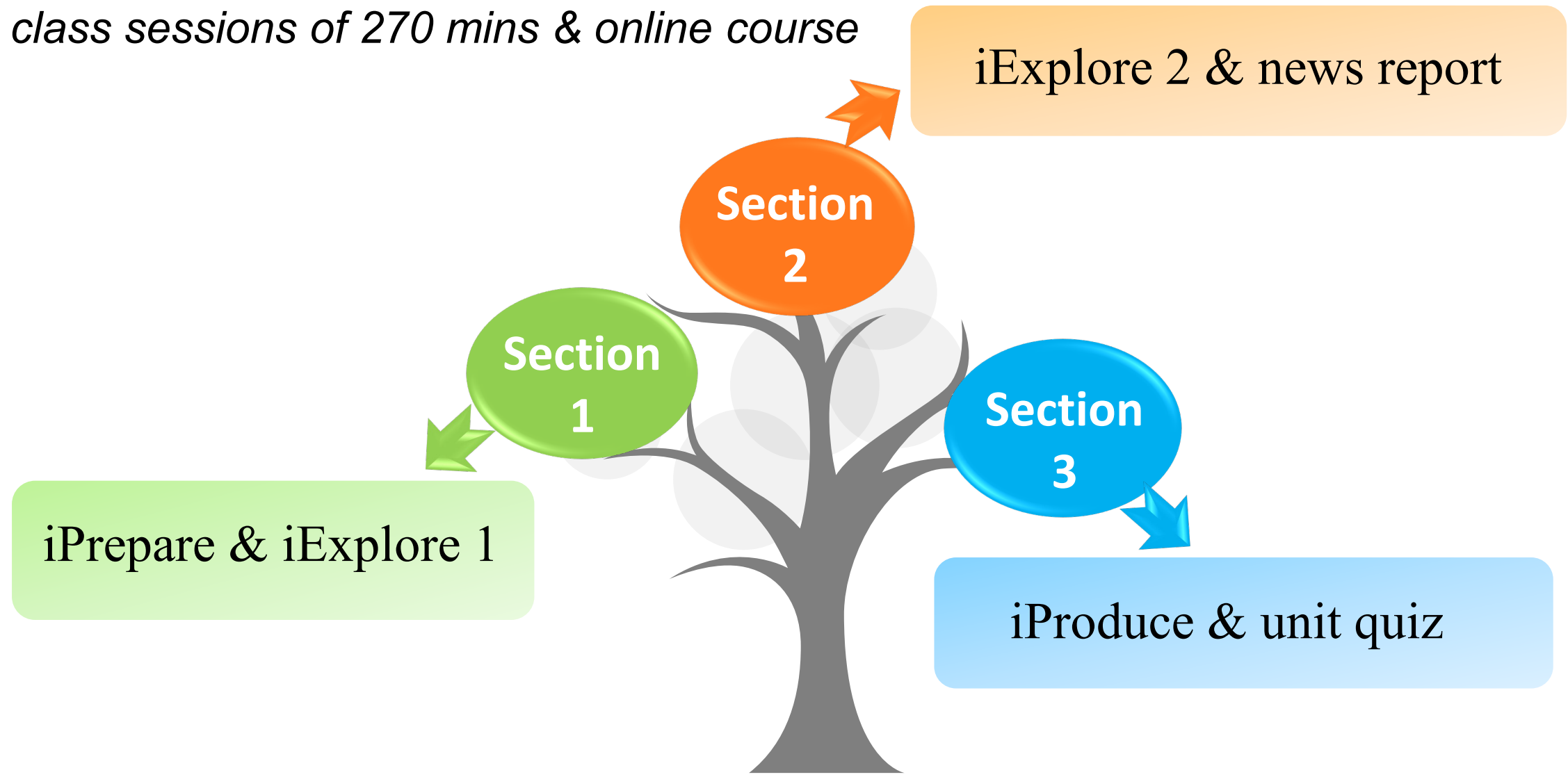
POA(Production-oriented approach)





3. Procedure

class sessions of 270 mins & online course



iExplore 2 & news report

Section 2

Section 1

Section 3

iPrepare & iExplore 1

iProduce & unit quiz

1). Section 1 (*iPrepare & iExplore 1*)

Before class

1. Sharing your story about a gift from parents
2. Teacher's feedback
3. Previewing iExplore 1

Ucampus

In-class (90 mins)

1. Introducing the learning objectives and the project in the unit.

2. Input:

Language: viewing & reading

Structure: 5W & 1H

Narrative & communicative techniques

3. Production:

Retelling the childhood experience in the video

Role-play: 2 dialogues

4. Self-assessment & assignment

After class

1. Writing task
2. Teacher's assessment & peer evaluation
3. Exercises in iExplore 1

Ucampus

2). Section 2 (*iExplore 2 & news report*)

Before class

1. Talking about your childhood room
2. Teacher's feedback
3. Previewing iExplore 2

Ucampus

In-class (90 mins)

1. Input:

Language: Describing the illustration and reading the text

Structure: SCPCTP

Narrative techniques

2. Production:

Retelling the story from the first point of view

Critical thinking: the problem of left-behind children & empty nesters

3. Self-assessment & assignment

After class

1. Writing task
2. Teacher's assessment & peer evaluation
3. Exercises in iExplore 2

Ucampus

3). Section 3 (*iProduce & unit quiz*)

Before class

In-class (90 mins)

After class

1. Chatting with your parents about the impressive experience with your family.

Checklist	Score
The play is informative and complete. (20%)	
The dialogues in the play are vivid and effective. (20%)	
The stage directions and narration are clear and proper. (20%)	
The play shows the theme of family love naturally and successfully. (20%)	
The performers try to attract the audience with appropriate facial expressions and body language. (20%)	

quiz
submitting and uploading
script
teacher's assessment &
evaluation

Ucampus



4. Assessment

1)Online assessment(50%):

Score for the unit quiz(20%);

Assessment of the 3 assignments (30%);

2)Offline assessment(50%):

In-class performance (15%);

Assessment of the play performance (20%);

Self-assessment of unit learning (15%).



The ninth step in section 1

Teaching material: the 1st talk between mother and daughter in iExplore 1.





1. Objective:

Ss are able to encourage someone effectively by **symbolism**

2. Focuses:

- ◆ Clarifying how the plot is developed by the dialogue
- ◆ Applying the communicative technique in life



3. Procedure:



Introducing the scenario:
Michael:
leading singer → joining the chorus
How to encourage him?

Scaffolding :
4 sub-tasks
Production: Role play a dialogue with symbolism.

Teacher's **feedback** in the demo;
peer evaluation after the demo.



DEMO

UNIT 5

iExplore 1

My Mother's Gift



Showing the scenario





Learning Objective

To encourage someone effectively by

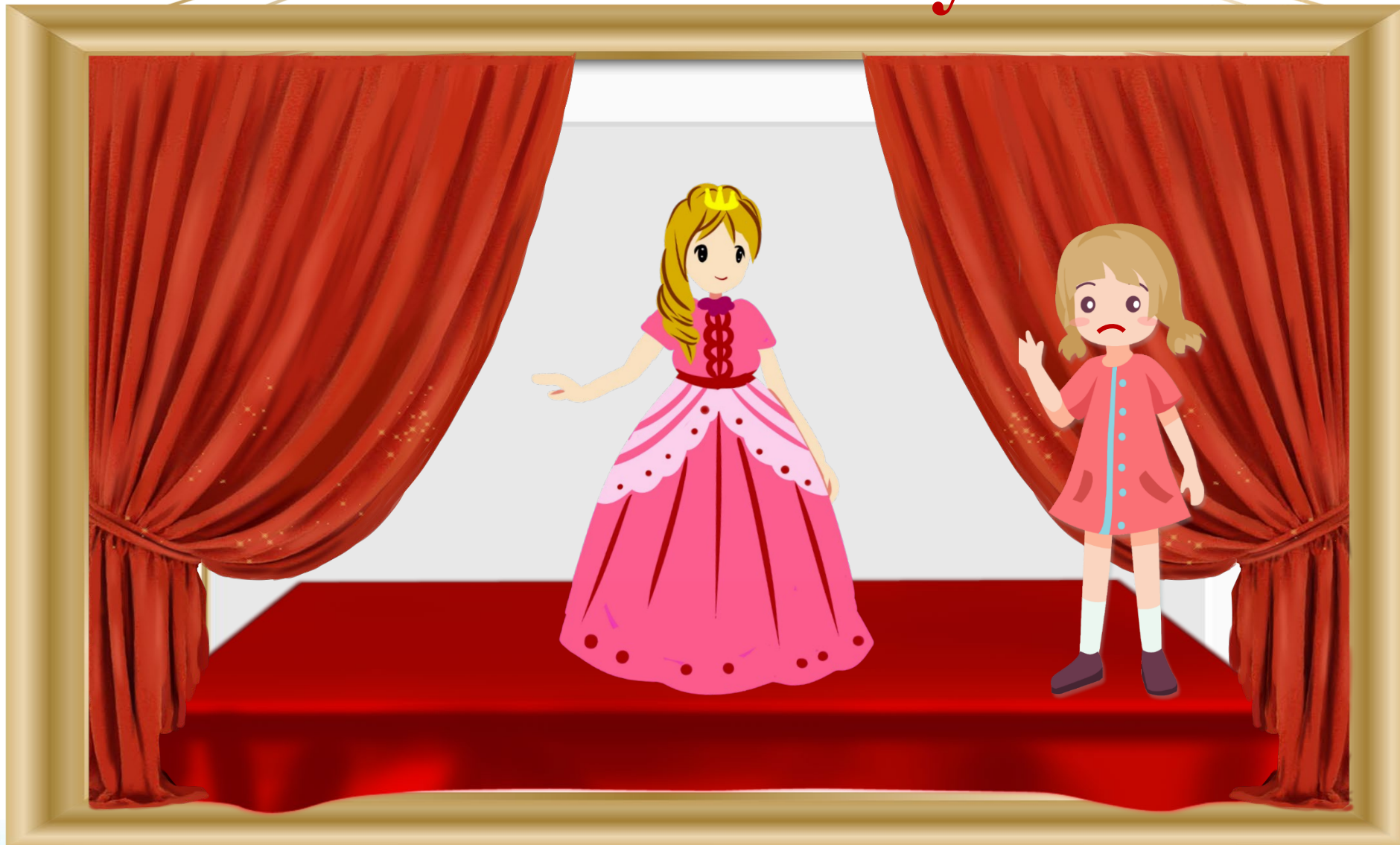
symbolism

symbols → meanings → effects



Review

School Play





Task 1: Find the symbols

Dandelion

Yard

Rose





Task 2: Match the symbols with meanings

Yard

Rose

Dandelion

princess

narrator

school play

Each ordinary person has his/her own value.

The world is open and inclusive.

The elite stands out in the crowd.



Task 3: Complete the sentences with the helpful words.

1. Every flower gives pleasure _____, and that _____ people too.
2. _____ can be a princess, but there is _____ in that.
3. You will be a beautiful narrator. The narrator's part is _____ the part of a princess.

Not everyone

no shame

is true of

every bit as important as

in its own way



Task 4: Fill in the form

	The girl's behavior	Her emotion
Before the lunchtime talk	keeping silent	depressed
During the lunchtime talk	telling the truth	relieved
After the lunchtime talk	rehearsing the lines	confident





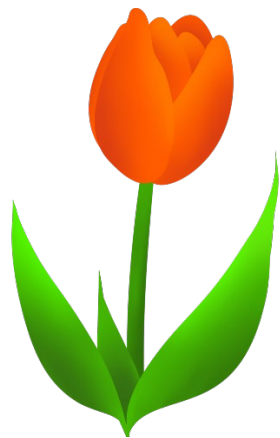
Production

Role play a dialogue between Michael and his friend.

symbols → meanings → effects



moon and stars



tulip flower and leaves

F: Michael, let's go for a walk.

Look at...

M: They are so harmonious...

F: ... in its own way. That is true of ...

M: ... leading singer ... one of the chorus.

F: Not everyone can be ..., but there is no shame...

M: Maybe you are right.

F: ... every bit as important as ...

M: I feel much better now...

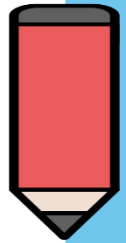




Assignments

Each pair :

- makes a video about your dialogue and uploads it on Ucampus.
- evaluates 3 other videos online according to the checklist.





Assessment

Checklist

Dimension	Requirements	Total
Content (40%)	They use impressive symbols to convey meanings .	
Effect (30%)	The encouragement is effective .	
Delivery (30%)	They have appropriate facial expressions and body language .	

Thank you!

