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INTERACTIVE COLLEGE ENGLISH FOR A NEW ERA

新时代 大学互动英语

TEACHER BOOK

主 编 黄运亭

教师用书



重庆大学出版社



21世纪中国大学外语教育

INTERACTIVE COLLEGE ENGLISH FOR A NEW ERA

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《新时代大学互动英语》共4册,这套具有时代性、思想性、理念性的英语教材从样章构思到课堂教学试用,从分册设计到教材整体构架,再到教材的出版与使用,历时数年有余。《新时代大学互动英语》立足应用型(职业)本科教育类型特色,坚持立德树人、思政育人、知行合一的总体编写理念。教材编写综合考虑“中等职业、高职专科、应用型(职业)本科”一体化教学体系和青年成长成才的内在需求,努力实现英语学科知识技能与职业精神培养的高度融合,丰富英语学科教育的内涵与实践,有力支撑我国高等教育提质培优、增值赋能的高质量发展目标。为了让教材使用者更好地了解本套教材的编写思路,特在此分享编写团队的编写理念及再版修订工作的指导思想。

一、修订背景

贯彻落实习近平新时代中国特色社会主义思想 and 党的二十大精神,全面提高人才自主培养质量,着力造就拔尖创新人才,为中国式现代化建设提供基础性、战略性支撑的指导思想,不仅对我国高等教育改革创新指明了方向,也给高等教育发展带来了新机遇。抓机遇求发展,外语学科应充分发挥工具性与人文性特色,注重培养学生的沟通表达能力、多元文化交流能力、高阶思维能力,注重培养学生的专业胜任能力,更注重培养学生的家国社会担当能力,塑造有理想、敢担当、能吃苦、肯奋斗的新时代好青年。

本次修订以《高等学校课程思政建设指导纲要》为引导,注重将社会主义核心价值观有机融入知识传授和能力培养之中,在研究学生的认知规律和接受特点基础上,采用启发性学习形式,引导学生发现问题、分析问题、思考问题、解决问题,使其具备语言应用能力、思辨能力和终身学习能力的同时,逐渐提高人际交往能力、信息技术应用能力、创新实践能力,从而探索出一条人才培养规模与质量结构相协调、教育发展与服务国家相统一的高质量发展之路。

二、教材特色

《新时代大学互动英语》是一套顺应应用型教育改革,满足新时代大学英语教学需求,以就业为导向、以培养学生职场外语交互能力为教学目标的现代应用型大学英语教材。本套教材融合了“项目教学法”“互动教学法”“产出导向法”等多种理念,突出职业特色和语言应用能力的同时也达到提升学生文化和思想素养的目的,体现新时代大学英语教学改革和人才培养新理念,让学生在技能、能力、综合素养上得以全面提升。修订后的教材具有以下特色:

1. 针对职业需求,注重应用实效

《新时代大学互动英语》共4册,每册6个单元,每个单元围绕1个主题,主题以职业需求为导向,内容贴近学生生活,针对学生毕业后就业所需各项技能的重点语言项目进行操练,突出英语语

言的“工具性”,同时兼顾“人文性”。

2. 着重培养学生的“双基+双能”

“双基”指语言基础知识和语言基本技能;“双能”指跨文化交际能力和职业(做人、做事)能力。《新时代大学互动英语》既注重语言基础知识的讲解与传授,也注重语言技能、跨文化交际能力、职业能力和思辨能力的培养。每单元以主题为轴心,以项目为主导,以听、说、读、写、译、思、辨等各项任务为抓手,以学生间和师生间互动为手段,以提高学生实际应用能力和素养为目标,进行教材的设计和编写。

3. 既注重跨文化元素,又注重中国元素

《新时代大学互动英语》各单元的听说读写素材体现多国文化,呈现多元文化特点,以此提高学生的跨文化交际意识和能力。随着我国国际地位日益提升,与各国交往日益频繁,我国优秀文化走出去显得日益重要。因此,教材在各单元恰当体现中国元素,介绍中国文化,并设计相关的练习形式,帮助学生提高传播我国优秀传统文化的意识和英语能力。

4. 融合现代教育技术,凸显现代教育特点

《新时代大学互动英语》的出版以纸质形式为主体,又不局限于纸质教材。根据学生的学习需求和时代特点,教材配套与纸质版内容相对应的移动应用,为学生随时随地学习提供便捷的同时,也为教师对学生的过程进行实时掌控提供方便。此外,教材第一册根据大部分新生的英语学情,还辅以两门“阅读技巧”和“语法”慕课,为教材提供有益补充,满足学生全方位的学习需求,帮助学生提升其自主学习能力,同时方便教师进行创造性教学设计,采取线上线下相结合的教学方式,实施课堂翻转,促进教学效果提升。

5. 听、说、读、写、译、思、辨齐头并进

《新时代大学互动英语》每册教材中的每篇课文长度大约在 700~1 200 个单词,除拓展阅读和辅助慕课外,不再编写视听说教程、阅读教程、快速阅读教程和写作教程,以确保教材为学生提供足够量的语言输入,为语言输出提供支持,进而在教与学的过程中帮助学生充分使用好学习素材,达到学生读写与思辨能力和素养的提升。

三、教材结构和单元安排

为方便学生和教师整体把握教材特点,了解教材内容,特对教材结构和单元安排简要介绍如下:

(1) 教材共 4 册,每册 6 个单元,每个单元围绕一个主题分别设置听、说、读、写、译、思、辨各项技能型和创新型任务。

(2) 本书为第一册,6 个单元主题分别是:

Unit 1	适应大学生生活	How to Adapt to College Life
Unit 2	如何学好英语	How to Study English Well
Unit 3	在团队中成长	How to Grow in a Team
Unit 4	提升展示技巧	How to Improve Presentation Skills
Unit 5	加强人际沟通	How to Develop Interpersonal Skills

Unit 6 应对不同文化 How to Behave in Different Cultures

(3)单元结构:

每个单元围绕一个主题,由3篇文章组成。各部分教学设计思路如下:

Project 1 Preliminary Exploration: Discovering by Searching,包含3个任务。

项目1是为学生设计的课前小组任务。学生需要在课前预习课文,并以小组为单位对三个以上的学生进行采访,然后根据采访得到的信息准备一个PPT,并在课堂上进行展示和创造性的陈述。这一部分旨在引导学生进入主题并为课堂学习做好准备,培养学生自主查找资料,获取信息和团队协作的意识和能力。

Project 2 Subsequent Exploration: Discovering by Listening,包含4个任务。

项目2为视听任务,共包含三段与课文主题相关的听力和视频材料。Task 1列出听力材料中出现的生词,旨在帮助学生听力前学习,以便理解听力内容。听力材料以和单元主题相关的知识型或技能型内容为主。Task 2为“填空听写”任务,要求学生在听力播放2~3遍后补全10个空。Task 3为判断正误的练习任务,学生需要在听力播放1~2遍判断6个statements的正误。Task 4则是一个与课文主题相关的视频材料,教师可以布置学生在课前完成视频观看的任务,写出summary,并在课堂上复述视频主要内容。该任务旨在锻炼学生借助信息输入进行有效口语输出的能力,同时也提升学生概括归纳与写作的能力。

Project 3 Insight Exploration: Discovering by Reading,包含6个任务。

项目3与Passage A的阅读理解任务相关。Task 1是Passage A的生词表。Task 2为阅读前问题,要求学生读前思考并讨论。Task 3是阅读理解题,学生需要在读完课文后回答相关问题。Task 4是文章提纲填空题。Task 5是文章内容概括的填空题。Task 6是英译汉中段落翻译任务,旨在巩固和锻炼学生对话题内容的理解程度及提升学生的翻译和写作能力。

Project 4 Language Exploration: Use and Usage,包含3个任务。

项目4与Passage A的语言应用任务相关。Task 1为词汇配对题,针对的是课文中的重难点词汇,旨在帮助学生积累与中国特色相关的英语词汇与表达。Task 2是选词填空题,目的在于帮助学生夯实词汇和语法基础。Task 3为模仿翻译题,帮助学生掌握和应用文章出现的重要句型及其表达。

Project 5 Further Exploration: Interactions,包含7个任务。

项目5引导学生进行互动交际。Task 1列出对话生词,Task 2为两篇听力对话内容,要求学生听对话并朗读,然后以小组为单位进行角色扮演。此任务旨在锻炼学生的听、说、演的能力。Task 3要求学生根据题目给出的情景和要求自编对话,使学习与实际生活情景相结合,提高学生学习的动力及语言运用的能力。Task 4则在Task 3自编对话任务的基础上,进行交替翻译任务的操练,进一步提升学生在真实交际情景下的语言转换力。Task 5是演讲任务,旨在巩固学生对该单元知识的消化,并锻炼学生的口语能力和演讲能力。Task 6和7为应用文写作任务,以提升学生的思、辨、创能力。

Project 6 Follow-up Exploration: Language and Culture, 包含 4 个任务。

项目 6 主要用于翻转课堂的教学。Task 1 为 Passage B 的阅读理解“大纲填空题”。Task 2 则是 Passage C 的阅读理解“归纳填空题”,这两个 Tasks 都可以结合 Task 3 提供的阅读技能慕课和 Task 4 提供的语法慕课进行翻转课堂教学,以达到提升学生读、写、思、辨、创的能力和相应的素养。

《新时代大学互动英语》在编写过程中,得到总主编向前进教授和石坚教授的指点,他们对教材编写提出的方向性建议和高屋建瓴的指导使编者受益匪浅;向前进教授设计全套教材的编写理念、单元主题及样章体例,并对全套教材进行了审阅和内容修改;石坚教授、黄运亭教授对全套书的思政理念进行了全面规划及设计。本书在编写过程中,借鉴和参考了不少专家、学者和作者的资料,编者在此对他们表示诚挚的谢意!

由于编者水平有限,本书难免存在不足之处,恳请广大师生批评指正!

编者

2023 年 4 月

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Unit One How to Adapt to College Life

Part One Introduction

In this unit, we are going to learn about what college is and how you can adapt to college life. You might think that college means an additional four years of school after getting your high school diploma, but it's not. College opens doors for you that high school doesn't. Also, college can change you and shape you in ways that you might not imagine. This is a crucial turning point in your life. The knowledge, skills and experience you'll gain in college can provide you a variety of opportunities. Thus, you'd better make some plans to unlock these opportunities. Well begun is half done. After learning this unit, you'll know how to become more independent, explore your options on campus and outside the classroom, as well as invest in yourself.

In this unit, we will learn:

- i. about 60 new words and expressions about college life and how to use them in specific context properly;
- ii. language skills including: how to predict the content before listening and infer the meaning, how to scan the article and identify topic sentences, and how to write a public speech;
- iii. how to complete various tasks in a team (Project 1). For instance, how to interview students to find out their main difficulties in adapting to college life and consolidate topic-relevant information; in addition, Project 6 is mainly designed for self-study. You need to study passages B and C by yourself and learn the SPOCs about reading skills and grammatical competence.

At the end of this unit, we need to summarize the unit from three dimensions: language points, key language skills and intercultural reflection. We will have some language quizzes in class to assess your memorization and understanding. Then we will review the language skills in terms of listening, reading, speaking, writing and translation. Last but not least, you need to critically think about some intercultural reflection questions. The last dimension is the important output to assess your learning as you need to analyze and evaluate what you have learned.

Part Two Teaching Objectives

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

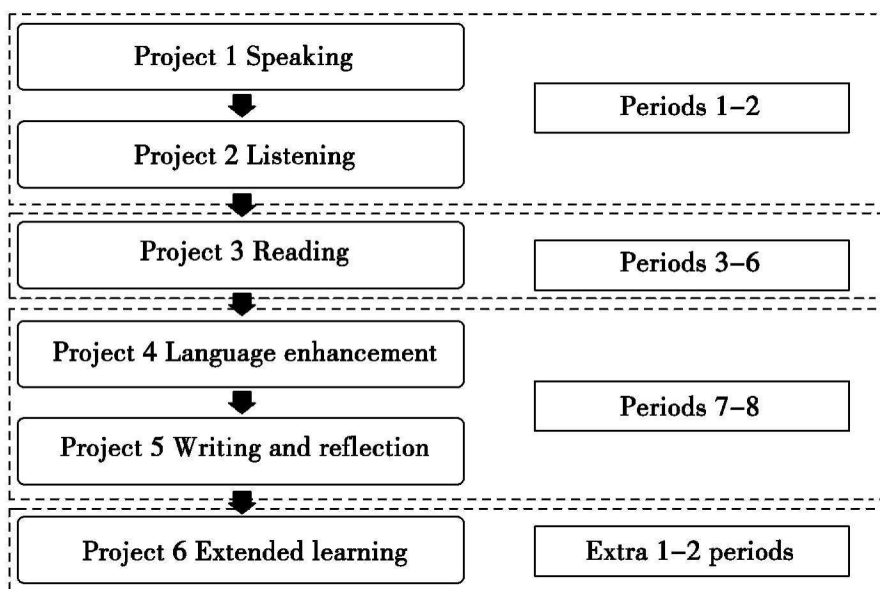
Language Focus	<ul style="list-style-type: none">• build up vocabulary to talk about their college life and use the key words and expressions in context properly;• understand the passages by outlining and summarizing;• know how to be a good college student.
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Communicative Competence	<ul style="list-style-type: none"> • share college experiences with each other; • role play different college campus scenarios with their classmates.
Integrated Competence	<ul style="list-style-type: none"> • write a speech on college students' responsibilities or how to balance study and other obligations like club activities, a part-time job, etc.

Part Three Suggested Teaching Plan

I. Teaching Procedures

This unit is designed for 8–10 periods of classwork. In each period (40–45 minutes), certain projects are to be completed. Generally speaking, various approaches are encouraged to explore in this unit. Here is a teaching plan for your kind reference.



- 注:1. Projects 1-2 是 Speaking 和 Listening,放在阅读之前是让学生通过听力和视频材料初步尝试输出,是 Brainstorming 的另一种形式。
2. Project 3 是 Reading 部分,大约需要 4 个课时,从内容、语言和结构三方面让学生深入学习 Passage A。
3. Projects 4-5 是 Language enhancement 和 Writing and reflection,这两个 projects 主要是引导学生通过语言练习和写作来巩固、拓展前三个 projects 所学的内容,并总结升华本单元内容。
4. Project 6 是 Extended learning,这部分可用于翻转课堂教学;B 篇、C 篇课文作为扩展阅读要求学生自主学习,教师可使用配套的语法和阅读微课对其中的语法点和阅读技巧进行课堂讲解,建议教师根据学生水平适当增加 1~2 课时对其进行讲解。

II. Teaching Guides for Completing the Projects

<p>Project 1 Preliminary Exploration: Discovering by Searching</p> <p>Project Introduction: The first project is to design real-world tasks suited to students' language level. This is the initial step of "Production Oriented Approach (POA)"—output-driven section.</p>	<ul style="list-style-type: none"> • Introduce the topic to the class in English. • Ice-breaking activity: self-introduction. • Guide the students to work in groups to complete the three tasks in this project. • After discussion, invite one or two groups to share their reports in class.
<p>Project 2 Subsequent Exploration: Discovering by Listening</p> <p>Project Introduction: By providing the listening and video input materials, this project aims to arouse students' intellectual curiosity on this topic.</p>	<ul style="list-style-type: none"> • Learn the new words as instructed by Task 1. Repeat the words and expressions after the recording. Then work in groups. Ask students to translate the Chinese phrases into English with books closed. 上大学 (go to college)—attend college 一段非常有趣的经历 (a very interesting experience)—an incredibly fun experience 参加活动 (take part in the activity)—participate in the activity 上课走神 (be absent-minded in the class)—be distracted by sth. in the class <p>注: The answers in parenthesis might be the student's answers. Teacher can guide them to pick up the words and expressions from the list to replace those sayings inherent in their minds. Students can learn the words by paraphrasing.</p> <ul style="list-style-type: none"> • Fill in the blanks to check students' understanding. • Practice their listening by completing Task 3. • Watch a video clip and ask students to discuss the main ideas in pairs, and then invite one or two pairs to retell the video Five Reasons to Go to University in class.
<p>Project 3 Insight Exploration: Discovering by Reading</p>	<ul style="list-style-type: none"> • Learn the new words. Students are required to listen and learn the new words listed in Task 1 before class. Teacher could inform students a language quiz will be arranged at the beginning of this period. The following is a sample quiz for your reference.

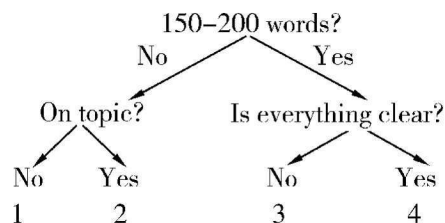
<p>Project 3 Insight Exploration: Discovering by Reading</p> <p>Project Introduction: As the essential part in this Unit, Project 3 can be deemed as the intensive reading section. Hence, teacher can interpret the passage in terms of vocabulary, phrases, sentences and discourse.</p>	<p>Preview quiz (30 points)</p> <p>I. <i>Write down the corresponding Chinese meaning.</i> (3 * 5)</p> <ol style="list-style-type: none"> 1. a spectacular success 2. feel overwhelmed 3. like-minded people 4. a fully-developed, well rounded human 5. critical thinking <p>II. <i>Write down the corresponding English meaning.</i> (3 * 5)</p> <ol style="list-style-type: none"> 1. 一群人 2. 处境相同 3. 手头上有的 4. 承认犯错误(尤指小错) 5. 放某人一马 <p>注:It is suggested that teachers check the answers immediately after the test and elaborate on some important words and phrases to students. Together with the back-translation test later on, the overall score is 50 points of the test.</p> <p>建议:教师将成绩作为平时分记录,以此激励学生自觉学习。</p> <ul style="list-style-type: none"> • Before guiding students to read the passage, ask them to discuss the pre-reading questions in pairs. • Guide students to probe into the text by answering the while-reading questions in Task 3. Students will be given 15 minutes to read through the passage again, and then discuss in groups. <p>建议:Task 3 可以用抢答形式来调动学生的积极性。课堂上每个小组可以一起讨论这些问题,教师按题目顺序开展抢答活动,抢到回答问题机会的小组必须说明在哪些段落找到答案,读出答案并用中文讲解大意(无须逐字翻译)。答对的小组可以加一分,作为平时成绩的一部分。</p> <ul style="list-style-type: none"> • Do back translation of the following sentences in pairs to learn some difficult sentences. The following is a sample test for teachers' reference. Teachers may also find other sentences themselves. <p><i>Please translate the following sentences into English.</i> (4 * 5, 20 points)</p> <ol style="list-style-type: none"> 1. 如果你是一所大型学院或大学的大一新生,感到不知所措完全正常。不要让这种感觉阻碍你结交新朋友。大学是一个你可以遇到各种各样、独具特色的人的地方。
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<p>Project 3</p> <p>Insight Exploration: Discovering by Reading</p> <p>Project Introduction: As the essential part in this Unit, Project 3 can be deemed as the intensive reading section. Hence, teacher can interpret the passage in terms of vocabulary, phrases, sentences and discourse.</p>	<p>2. 作为额外奖励,志愿服务会为你的简历增光添彩,可以教会你在毕业后找工作的宝贵技能。</p> <p>3. 大学是尝试新事物的好地方。探索你手边的大把机会吧!</p> <p>4. 承认错误。努力改进,下次做好就行。</p> <p>5. 做一个成功的大学生就是要接受现实。事情不会总按你想要的方式发展,你并非做什么事情都擅长。你会犯错误,甚至会犯大错误。不要把这些看成是“失败”的证据,要把它们视为成长的机会。</p> <p>Ask students to work with their partner to translate the sentences into English with book closed. Then ask them to open the books again to compare their translation with the original sentences in their textbook. Ask one or two pairs to tell the differences. They are guided about how to do paraphrase and use the new words and expressions in their speaking and writing after they learn this passage.</p> <ul style="list-style-type: none"> • Analyze the whole passage by completing the outline in Task 4, and help students learn how to draw an outline by referring to subtitles. • Summarize the passage by filling the blanks in Task 5, and guide students to look through the passage again to discuss how to write a summary. • Task 6 can be completed in class. Students can swap their answers within their groups. Each group need to select the best version. One or two groups will be invited to give a brief report.
<p>Project 4</p> <p>Language Exploration: Use and Usage</p> <p>Project Introduction: This project serves as the follow-up part of the reading section. These language exercises are designed with the guidance of Bloom's learning taxonomy, i.e., remembering, understanding, applying. Students can learn the language from lower order thinking skills to higher ones.</p>	<p>The language exercises can be assigned to be completed before class. Here are some suggestions for teachers to assess their assignments:</p> <ul style="list-style-type: none"> • Task 1: Check the answers with students first, and then students will be given 3 minutes to memorize these words. 此部分可以用抢答方式测试学生对词汇的掌握。学生在三分种的记忆后合上书本抢答,答对加分。 • Task 2: Ask students to read out the sentences one by one. If one can pick out a mistake, he/she will be awarded one point. This aims to remind them of the grammatical rules, such as, third person singular, tense, voice, etc. • Task 3: Check the answers with students together, and then highlight the sentence patterns. Teacher can also ask students to make up some sentences by using the sentence patterns given in italics.

Project 5
Further Exploration:
Interactions

Project Introduction:
It's all about output activities. Students will present and enjoy the output achievement under teacher's guidance. In the writing section, teacher can assess students' learning through their self-assessments and peer assessments, which is called Assessment as Learning.

- Assign students to learn the new words in Task 1 by themselves and listen to the recording of the conversation in Task 2, and then prepare the role play in pairs before class.
- Invite some pairs to perform their conversations of Task 2 in class and then encourage students to make up their own conversations based on the situations presented in Task 3. Invite two pairs to show their conversations in class and comment on their performance in terms of the content, their language usage, pronunciation, etc.
- Task 4 is designed to practice students' interpretation ability. Ask four students to complete this task in class. Teachers can select one of the best conversations made up by students in Task 3 as the content and choose two other students to work as the interpreters. After students' performance, the rest students are invited to comment on the translation.
- Task 4: Assign students to prepare the role-play in pairs before class. Invite two pairs to show their role-play and comment on their performance in terms of basic elements of an event, their language usage, pronunciation, etc.
- Task 5: 教师可利用批改网布置学生从两个题目中选择一题写一篇演讲稿, 字数 150~200 字。学生需要根据批改网的提示修改自己的文章 3 次, 然后把修改 3 次后的版本带到课堂上(注意:提醒学生不要在作文上写自己的名字, 课堂上要做匿名互评)。课堂上每两组进行交叉互评, 每组选出 3 篇较好的文章。互评标准可由教师引导, 按照最简单的二元思维模式进行评价, 黑板板书如下图:



然后教师给出分析性的写作参考标准让学生评出组内最好的一篇(标准可由教师自己制订):

1. 是否切题;
2. 是否运用到课本单词或高级词汇;
3. 内容是否做到衔接与连贯;
4. 观点是否新颖;
5. 语法是否准确。

	<p>教师可以和学生一起商量每一项标准的分值,这样学生就会在以后的写作中注意自己的弱项。</p> <p>每组选出最高分的文章后交给教师,教师进行分析总结,让最高分的同学自己认领文章随即课堂诵读。</p> <ul style="list-style-type: none"> • Assign students to complete Task 6 and 7 before class and then check the answer together with students.
<p>Project 6</p> <p>Follow-up Exploration: Language and Culture</p>	<p>Task 1 & Task 2 are to be completed after class.</p> <p>Task 3 & Task 4 are SPOCS. Here is a suggested way for teachers to check students' autonomous learning.</p> <p>For each unit, students need to submit a Pass Ticket after they learn the assigned SPOC online, they need to write three items:</p> <ul style="list-style-type: none"> • (At least) three things I learned from the SPOC... • (At least) two things I found interesting in the SPOC... • (At least) one question I still have... <p>Teachers can collect the “tickets” via email or online study platform. If any answers are caught to be the same, their overall scores will be deducted.</p>

III. Teaching Suggestions

1. Teaching Principles

Principle one: the teacher is not the only pedagogue

College English classes are always large multilevel ones. In such classes, students can learn as much from one another as they learn from the teacher. Early on, we should establish the kind of climate that encourages students to help one another or ask for help from fellow students. Cooperation works better than competition in the large class; cross-ability grouping allows the more capable learners to improve their language skills by honing their ability to explain, to state clearly, and to give effective examples, while it provides the less capable with considerable support. Such cooperative, interdependent learning will aid our students in fostering a positive mutual reliance and help them to function better in a highly complex, interdependent community.

Principle two: collaboration

Collaborating means working together and cooperating. Collaboration is good teaching in all classes; through collaborative learning, students participate more, learn how to compromise, negotiate meaning, and become better risk-takers and more efficient self-monitors and self-evaluators. Classroom atmosphere and efficiency improve as does student self-esteem.

In large multilevel classes collaboration is a must. In the large class, a teacher simply cannot be everywhere at the same time, and cannot service the immediate needs of all students. Students, therefore, must soon learn to use one another as language resources. Everyone in the classroom is sometimes a student and sometimes a teacher, and students learn to carry a large slice of responsibility. High-

achieving students come to understand that they will learn a great deal themselves by explaining something to a low-achieving student and by listening patiently while other students make their contributions.

Some of the strategies that help students to collaborate are:

- 1) Group work in which students complete a task together.
- 2) Pair work in which students share ideas or quiz and drill each other.
- 3) Peer review in which students analyze and comment on another's written work.
- 4) Brainstorming in which students contribute ideas on a single topic.
- 5) Jigsaw activities in which students each contribute different aspects of knowledge to create a whole.
- 6) Collaborative writing in which a group of students collaborate to create a piece of writing like a letter of advice.

Principle three: student-centered and autonomous learning

The teaching of College English should focus on students' doing instead of teachers' talking. It should be student-centered and guide students to learn autonomously. Group work in which students complete a task together is highly recommended.

When working in groups, teachers should set common learning goals for students. The team leader and team members collaborate to distribute the division of labor. For difficult tasks, teachers should provide scaffolding for students.

In order to ensure that all students are listening carefully when a group of students is presenting in the class, the teacher can ask questions to other groups of students after the presentation, or other group members can ask questions to the students on display. For each listening and reading task, the teacher should not rush to comment and give the correct answer, but should first stimulate the students to discuss by themselves. Teachers are advised to summarize the key points of the lesson before the end of each lesson.

2. Teach your students to TAG each other! (Peer-assessment strategies)

T = Tell something you like. A = Ask a question. G = Give a suggestion.

The TAG Method can be either verbal or written feedback (electronic works too) that is designed to help the author see their writing from the reader's perspective.

To do this activity, two students who have finished with their drafts pair up to TAG each other's writing. After a thorough reading, the feedback is ready to begin.

There are three components to the TAG feedback:

T = Tell something you like.

Sharing a piece of writing with others is difficult for all of us. It is always a good idea to start with what's right before moving on to ideas for changes. Encourage your students to make this compliment as specific as possible:

Not helpful = "I like it" or "This is good."

More helpful = "The details you wrote help me see the characters very clearly" or "The graph you included really helps explain your point."

A = Ask a question.

As a reader, what questions pop in your mind as you're reading? What's missing that you want to