



## UNIT DESIGN TEMPLATE

### 1. Unit Description

<b>Unit Theme</b>	家庭
<b>Unit Subthemes</b>	1. 家人的称呼 2. 姓名、年龄 3. 爱好 4. 职业
<b>Time Frame</b>	1 周
<b>Unit Objectives</b>	Students know: 学生能掌握与家人、年龄、爱好、职业相关的词汇。  Students can do: 学生能用理解诠释和人际交流的方法来了解一个人。

**Outline of Unit Lessons/subthemes** (The number of lessons/subthemes will vary according to the timeframe for the unit subtheme.)

	<b>What is the major focus of each lesson for this unit?</b>	<b>Amount of time for each lesson</b>
<b>Lesson 1</b>	让学生学会家人的不同称呼	50 分钟
<b>Lesson 2</b>	让学生学会如何介绍自己、询问他人情况	50 分钟
<b>Lesson 3</b>	让学生学会描述爱好，重点结构“V 得 adj”“V 了...年”	50 分钟
<b>Lesson 4</b>	让学生掌握和职业有关的词汇	50 分钟

### 2. Focal lesson for teaching demonstration during the program

Lesson Plan

Unit \_\_\_\_\_ 家庭 (星期二) \_\_\_\_\_ Lesson Number 3 of 4

Stage 1: What will students know and be able to do at the end of this lesson?

**语言知识 KNOW:**

Sb.喜欢做什么事情?

Sb.打得怎么样?

Sb.打了几年?

**语言技能 DO:**

学生能介绍他人的爱好,

学生能获取他人的个人信息。

Stage 2: How will you know that students can do that?

教师可以通过以下的活动来测试学生是否学会以上的教学目标。

Stage 3: What instructional activities will be used? (Use as many as necessary to achieve your learning targets.)

**Opening/Activity 1:** 一跟学生解释今天的教学目标

一家人喜欢做什么? 打得怎么样?

**Activity 2:** 一复习前两堂课上的词汇。

一玩比手画脚。 让学生复习与爱好有关的词汇。

Activity 3: 一战列舰: 家人 vs. 爱好。

学生 A: 爸爸喜欢打网球吗?

学生 B: “爸爸不喜欢打网球”或“爸爸喜欢打网球”

Activity 4: 一教师拍视频, 然后放给学生看。

一学生回答以下的问题:

1. 谢老师喜欢做什么?
2. 她打得怎么样?
3. 她打了几年了?

一学生做角色扮演, 但要包括以下的信息:

1. 问候
2. 喜欢的爱好
3. 打了几年了
4. 打得怎么样

一老师提问。

1. XX 喜欢做什么?
2. 她打得怎么样?
3. 她打了几年了?

Closing/Activity 5:

唱歌儿。

Materials needed for this lesson:

视频、战列舰的学习单

## Assessment

### End of Unit/lesson Performance Tasks (How can students demonstrate what they have learned in this unit?)

What culminating performance tasks will provide evidence that students have achieved the learning objectives? Indicate how students will be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks. Students can then upload these tasks to LinguaFolio Online to provide evidence of their progress.

- **Interpretive tasks** require students to receive and comprehend oral or written communication, for example, print, audio-visual material, speech etc.
- **Interpersonal tasks** require direct oral communication between individuals who are in personal contact, or direct written communication between individuals who come into personal contact.
- **Presentational tasks** require students to produce oral or written communication for people with whom there is no immediate person contact

#### **Interpretive tasks:**

视频作业。学生看完视频“小丁的家”后完成书面作业。老师通过书面作业形式检测学生在理解诠释和表达演说方面对该单元内容的掌握程度。

#### **Interpersonal tasks:**

角色扮演。把学生分为4组，每组学生模拟一个家庭，组内学生设想各家庭成员的特征。让A组学生去拜访B组学生，B组学生拜访C组学生，....让大家互相了解对方家庭的情况。

#### **Presentational tasks:**

小组报告。每组家庭分别介绍别组家庭成员的情况。