

# 揭阳职业技术学院



## 教案

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专业：小学英语教育 班级：专本协同 2024 级 1 组、  
3 组

学期授课计划时数：72 课时

<b>Chapter</b>	<b>Unit 1 Ocean Exploration</b>
<b>Teaching Objective</b>	Upon completion of this unit, teachers are expected to have enabled students to: <ul style="list-style-type: none"> <li>■ understand the text linguistically and contextually;</li> <li>■ use the key words and expressions in context properly;</li> <li>■ talk about the importance of the oceans and ocean study, the current status of ocean study and why it is far from satisfactory;</li> <li>■ guide Ss to better understand the importance of the oceans and ocean exploration; (课程思政)</li> <li>■ get familiar with argumentative writing.</li> </ul>
<b>Teaching Focus</b>	Building up an active vocabulary to talk about the importance of the oceans and ocean study and know how to use the key words and expressions in context properly.
<b>Teaching Difficulty</b>	the organization of the content and the structure of the text
<b>Teaching Duration</b>	12 lessons
<b>Teaching Method</b>	Through teacher's explanation and asking questions, students can understand the text well. For word study, teachers will provide students with situation. With the help of PPT.
<b>Assignment</b>	Write an essay in support of ocean exploration entitled <b>Why Ocean Exploration Is So Important?</b>

### Suggested Teaching Process

This unit is designed for eight periods of classroom activities. In each of the periods, certain tasks are to be completed. The following is a suggested teaching plan for fulfilling those tasks. If you plan six periods for this unit, cut down time budgeted for Reading & Interacting and Readings 1 & 2 by one period, respectively.

Periods 1-2 Opener & Reading & Interacting (1)



Periods 3-4 Reading & Interacting (2)



Periods 5-6 Readings 1 & 2



Periods 7-8 Integrated Skills Practicing

注：本单元主课文语言方面无过多难点，讲解时可把重点放在内容的组织和篇章结构方面。主课文和 Reading 1 的内容都是围绕同一主题：the importance of ocean study，但 Reading 1 更接近于典型的论说文（argumentation）。论说文通常除提出并阐述作者的某个主张（claim 或 argument）外，一般还要列出支持该主张的理由，并指出相反主张（counterclaim 或 counterargument）缺乏依据或不符合逻辑。在处理 Reading 1 时，教师可以在做练习前让学生讨论文中的 claim 和 counterclaim 分别是什么，作者列举了哪些理由论证其主张，并如何驳斥相反的主张。

### Part One: Opener

- Theme exploration: Introduce the definition of ocean and some related terms, and ask Ss to name the five oceans. Then ask Ss to name some legends or fairy tales in Chinese or foreign culture that show humans' fantasy of the sea.

An ocean is one of the five very large areas of sea on the Earth's surface.

a drop in the ocean 沧海一粟      oceans of tears( 泪流成河)

The five oceans: Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Antarctic Ocean

Legends or fairy tales: (1) The Bird Jingwei Trying to Fill the Sea (精卫填海)

(2) Nezha Conquering the Dragon King (哪吒闹海)

(3) Eight Immortals Crossing the Sea (八仙过海)

(4) *The Little Mermaid* (《海的女儿》)

- Warm up to the topic of ocean exploration by having Ss look at the picture in the **Opener**. Ask them to make a guess at what the giant structure is and what the people in it are doing.

- Have Ss listen to the recording.

- Have Ss answer the questions in pairs.

- Turn to the introduction at the beginning of the unit, which sums up what Ss are going to read.

### Part Two: Reading & Interacting (1)

**Step 1 Give Ss some background information about the following:**

### 1) Shark Week

Shark Week is an annual, week-long TV programming block at the Discovery channel, which, usually beginning in July or early August, features shark-themed programs. It was originally devoted to conservation efforts and correcting misconceptions about sharks. 《鲨鱼周》是美国有线电视探索频道一年一度、为期一周的以鲨鱼为主题的电视节目，通常于每年7月或8月初播放。其初衷是保护海洋、纠正对鲨鱼的错误观念。

### 2) The Times

The Times is a British daily (Monday to Saturday) national newspaper based in London, England. It began in 1785 under the title The Daily Universal Register, adopting its current name on 1 January 1788. The Times is the first newspaper to have borne that name, and it is also the originator of the widely used Times New Roman typeface. The Times had an average daily circulation of 446,164 in December 2016; An American edition of The Times has been published since 6 June 2006. It has been heavily used by scholars and researchers because of its widespread availability in libraries and its detailed index.

### Step 2: Give Ss ten minutes to go over the text first.

- Have Ss tell what they have learned from the text. If their answers do not adequately cover the content of the essay, T may ask questions such as:

What do you know about the author?

What does the author do as an ocean scientist?

What was the discovery he and his colleagues made recently?

What does the discovery of the second coelacanth specimen mean to ocean exploration?

What does the filming of the giant squid mean to ocean exploration?

What is the argument the author puts forward?

- T may write on the blackboard a few words indicating the scope of the essay's content.

- On the basis of the foregoing, have Ss discuss and find out the main idea of the essay.

- Have Ss complete the exercises in **Text Organization**.
- Answer Ss' questions about the language of the essay, if any.

## **Reading & Interacting (2)**

- **Refresh Ss' memory of the text**

Have Ss do the **Comprehension Check** tasks as a way of refreshing what they have learned from the previous session. Ss may be given a few minutes to consider and write down their answers in class. After that T may ask Ss to read aloud the completed paragraphs/sentences. Ss should be encouraged to come up with alternative answers, and T should make comments about whether such alternatives are acceptable or not.

- **Tackle the key words and expressions**

For each of the words/expressions in the box of **Key Words & Expressions** in **Focusing on Language in Context**, T may begin by having Ss find the sentence in the text which contains the word/expression, and then give at least one more example so as to help Ss have a better understanding of how it is used.

- Have Ss do the exercises in **Focusing on Language in Context**.

For each exercise in this part, Ss should be given a few minutes to complete the sentences by themselves. After that, T may ask some of them to read out loud the paragraphs/sentences. Ss should be encouraged to come up with alternative answers, and T should comment on the appropriateness of such alternatives.

- **Comprehensive Practice**

Have Ss complete the exercises individually first and then compare notes in pairs. After that, invite some of them to read out loud the completed exercises of **Cloze** and **Translation**, and make comments on them.

## **Part Three: Reading & Comprehending**

### **Reading 1**

- Have Ss discuss the following questions:

What is the argument the author puts forward in this essay?

What are the reasons he gives to support his argument?

What is the counterargument and how does the author refute it?

Have Ss complete **Comprehension Check for Reading 1**.

- Have Ss complete the **Translation** exercises.

## **Reading 2**

- Ask Ss to skim the text and answer the questions in **Comprehension Check for Reading 2**.

## **Part Four: Integrated Skills Practicing**

### **Viewing & Listening**

• Tell Ss something about Sylvia Earle, the speaker in the video clip they are going to watch: Sylvia Earle is an American marine biologist, explorer, author, and lecturer. She has been a National Geographic explorer-in-residence (美国国家地理学会长期聘用的探险家) since 1998. She was the first female chief scientist of the U. S. National Oceanic and Atmospheric Administration.

- Play the video clip once.
- Make sure that Ss get the humor of the speaker by asking what she means by “life support system”, “world bank”, “no blue, no green”, “I hope that someday we will find evidence that there is intelligent life among humans on this planet”. If necessary, let Ss view the first part of the video (the first four paragraphs of the speech) again.
- Ask Ss to fill in the blanks according to what they have heard.
- Play the relevant parts of the video clip again and ask Ss to check their answers.

### **Speaking**

- Explain the task by referring to the instructions.
- Have Ss form groups of 5 or 6, in each of which two should play the part of BP executives and the others, reporters.
- Have Ss compose statements, questions or answers according to their respective roles.
- Have Ss role play the press conference.
- Invite at least one group to role play it before the class.

### **Writing**

- Pre-write discussion: the importance of the oceans and ocean exploration. (课程思

政)

Have Ss discuss the topic and share opinions in groups of 4 or 5. Then invite some of the Ss to tell the group opinion.

- Explain to Ss how to develop a piece of argumentation by using Reading I as an example. In Reading I, the claim/argument appears in Para. 3: “Actually, there are very good reasons to stop spending billions of dollars on manned space missions, to explore space in ways that are safer and much less costly, and to grant much higher priority to other scientific and engineering mega-projects, the oceans in particular.” This claim/argument is stated again in the last paragraph as a conclusion: “In short, do not cry for Mars. It is not going away. We can send R2D2 to explore it and still keep a whole pile of dough for important and inspiring exploration missions right here on Earth, starting at the beach nearest you.” Some of the reasons used to support the claim/argument are: space exploration, especially manned flights, are too costly; we have not yet learned how to use the oceans to control global warming; ocean organisms may hold the promise of cures for human diseases; desalination of ocean water may help ease the problem of water scarcity; oceans may provide new sources of energy; materials and technologies spun off from space exploration may not be useful on Earth; finding organic materials, not civilizations, on other planets doesn’t justify the huge public expenditure.

- Give Ss 20-30 minutes to write a short piece of argumentation, in which reasons should be given to support the argument/claim that more money should be put on ocean studies. The reasons may include the importance of ocean study, the unsatisfactory state of ocean study at present, etc.

<b>Chapter</b>	<b>Unit 2 China in Transition</b>
<b>Teaching Objective</b>	<p>Upon completion of this unit, teachers are expected to have enabled students to:</p> <ul style="list-style-type: none"> <li>■ have a thorough understanding of the text contextually and linguistically;</li> <li>■ build up an active vocabulary to talk about the various aspects of the transition China is undergoing and know how to use the key words and expressions in context properly;</li> <li>■ further appreciate the importance of innovation to China in transition;</li> <li>■ take part in a discussion on various aspects of the transition China is undergoing and have positive views of what is happening in China; (课程思政)</li> <li>■ write an essay on why China has advanced rapidly in innovation.</li> </ul>
<b>Teaching Focus</b>	Expanding their vocabulary about progress and innovation and know how to use the key words and expressions in context properly.
<b>Teaching Difficulty</b>	Talking about various aspects of the transition China is undergoing and appreciate the importance of innovation to China in transition.
<b>Teaching Duration</b>	12 lessons
<b>Teaching Method</b>	Through teacher's explanation and asking questions, students can understand the text well. For word study, teachers will provide students with situation. With the help of PPT.
<b>Assignment</b>	Write an essay on why China has advanced rapidly in innovation.

### Suggested Teaching Process

This unit is designed for eight periods of classroom activities. In each of the periods, certain tasks are to be completed. Generally speaking, there may be several alternative ways to explore this unit. Here is a suggested teaching plan.

Periods 1-2 Opener & Reading & Interacting (1)



Periods 3-4 Reading & Interacting (2)



Periods 5-6 Reading 2, Integrated Skills Practicing (Viewing & Listening)



Periods 7-8 Reading 1, Integrated Skills Practicing (Speaking & Writing)

注:Reading 2 和 Viewing & Listening 一起处理, 是因为两者的主题都是转型中的中国农业。Viewing & Listening 练习设计为针对视频内容写总结, 总结的结构则可供 Writing 参考。

## Part One: Opener

- Theme exploration: Have Ss listen to the audio “China in Transition”, and choose China’s achievements mentioned in the recording. Then watch a video clip about China Develop Forum and get the themes.

China Develop Forum 2026: From April 22 to 23;

China in its 15<sup>th</sup> Five-Year Plan Period

- Tell Ss the indicators show China’s overall strength in economic output, competitiveness and innovation capabilities.
- Ask Ss to work in pairs to find the proper Chinese translation and meanings of these indicators, and then describe the changes to each other.
- For each of the indicators in the table, ask one team to explain what it measures in class. Since these terms are rather specific, it’s OK if Ss give partial answers. Refer to **Key to Exercises** for relatively comprehensive definitions.
- Have Ss discuss on China’s technological advancements and other achievements China has accomplished in areas such as education, healthcare, space exploration, or cultural influence, and their impact on both China and the global community. T guides Ss to talk in a positive way so that they can have positive views of what is happening in China; (课程思政)
- Before moving on to **Reading & Interacting**, tell Ss there is more information on China’s Global Innovation Index rankings in **Integrated Skills Practicing (Writing)**.

## Part Two: Reading & Interacting

**Step 1** Give Ss some background information about the following:

### 1) “Designed in China”:

A phrase that reflects China’s shift from being primarily known as a global manufacturing base to becoming a center of innovation and creative design. For decades, the label “Made in China” was associated with mass production and low-cost manufacturing. However, in recent years, China has made significant strides in innovation, quality, and design. It reflects the country’s ambitions to be recognized as a source of original, high-quality, and innovative products.

“中国创造”这一词语反映了中国从主要被视为全球制造基地，向创新与创意设计中心转型的变化。几十年来，“中国制造”这个标签一直与大规模生产和低成本制造联系在一起。然而，近年来，中国在创新、质量和设计方面取得了显著进展。“中国创造”反映了中国希望被认可为原创、高质量、创新产品来源国的雄心。

### 2) Zhongguancun:

A major technology hub located in the Haidian District of Beijing. Often referred to as the “Silicon Valley of China,” Zhongguancun is recognized as the birthplace of China’s modern high-tech industry and innovation ecosystem. Originally an electronics market in the 1980s, it has evolved into a central area for research, technology, and entrepreneurship.

中关村是位于北京市海淀区的一个重要科技中心，常被称为“中国的硅谷”，被公认为中国现代高科技产业和创新生态系统的发源地。中关村最初是 20 世纪 80 年代的一个电子市场，但如今已发展成为研究、技术和创业的核心区域。

### 3) Unicorn

A mythical, usually white animal with the body and head of a horse, long flowing mane and a single often spiraled horn in the middle of the forehead. In business, a unicorn is a privately held startup company valued at over US\$1 billion. The term was first used to represent the statistical rarity of such successful ventures in 2013.

独角兽是一种神话动物，形如马，身披长鬃，额前有一个螺旋角。在商业领域，

独角兽指估值在 10 亿美元以上的私有初创公司。2013 年，独角兽首次用于描述这种成功企业在统计学上的罕见性。

#### **4) Venture capital (VC)**

A type of financing investors provide to startup companies and small businesses that are believed to have long-term growth potential in return for equity. Venture capital generally comes from well-off investors, investment banks, and other financial institutions. Although it can be risky for investors who put up funds, the potential for above-average returns is an attractive payoff. For new companies or ventures that have a limited operating history, venture capital is a popular — even essential — source for raising money, especially if they lack access to capital markets, bank loans, or other debt instruments.

风险资本是指投资者向具有长期增长潜力的初创公司和小企业提供的股权回报融资。风险资本通常来自富裕的投资者、投行和其他金融机构。虽然投资者承担风险，但潜在回报可能高于平均水平。就初创企业和小企业而言，风险资本是一个受欢迎的——甚至是必不可少的——筹资渠道，特别是在他们无法进入资本市场、获得银行贷款或使用其他方式举债时。

#### **5) The Galápagos Islands**

A chain of islands in the eastern Pacific Ocean about 966 kilometers off of the Ecuadorian coast. The Galápagos are best known for their diverse array of plant and animal species, many of which are not found anywhere else in the world. These include the giant Galápagos tortoise, the marine iguana, the flightless cormorant, and the Galápagos penguin. Environmental conditions make the Galápagos a unique island ecosystem. The Galápagos Islands are located near the equator, yet they receive cool ocean currents. This makes for a strange mix of tropical and temperate climates. For most of their history, the islands have been extremely isolated. This combination of factors created a laboratory for the evolution of an unusual mix of plant and animal species. The islands were visited by Charles Darwin in 1835, who was inspired by the variation of species there to develop his theory of evolution by natural selection. The islands are a UNESCO World Heritage Site.

加拉帕戈斯群岛位于东太平洋，距厄瓜多尔海岸约 966 公里，以其植物和动物物种多样性闻名。其中许多物种是世界上其他地方所没有的，包括加拉帕戈斯巨龟、海鬣蜥、弱翅鸬鹚和加拉帕戈斯企鹅等。加拉帕戈斯群岛的环境条件独特，位于赤道附近，又受凉爽的洋流影响，兼具热带和温带气候。在历史上的大部分时间里，加拉帕戈斯群岛均遗世独立。上述因素的结合使之成为一个独特的动植物物种进化实验室。查尔斯·达尔文于 1835 年到访后得到启发，提出了自然选择进化论。加拉帕戈斯群岛是联合国教科文组织认定的世界遗产。

**Step 2** Draw Ss' attention to "Fast Lane" in the text title. Have them scan the text and circle all the appearances of the word "fast" in the text. Once it is done, ask them to read aloud the entire sentences containing the word "fast".

*(Para. 5: The entrepreneurial spirit here is very FAST-evolving. They try everything, move quickly, with a lot of hunger — this will push the commercialisation of scientific research forward.*

*Para. 8: It's startling to reflect on how FAST this happened — new social conventions and massive technology companies can arise seemingly overnight here.*

*Para. 12: All that data allows for FASTER improvement in AI algorithms.)*

**Step 3** Refer to **Text Organization**. Ask Ss to read the instructions and divide the text into three parts by marking on their textbook.

**Step 4** Guide Ss to explore the text while trying to fill in the blanks of **Text Organization** and do the tasks in **Digging into detail** as well as **Understanding difficult sentences**.

**Step 5** Explain the key words and expressions in the text and teach Ss how to use them. You may refer Ss to the exercises in **Focusing on Language in Context**. For each exercise in this part, Ss should be given a few minutes to complete the sentences by themselves. After that, the teacher may ask some of them to read out loud the completed sentences or translate the sentences into Chinese.

**Step 6** Call Ss' attention to the **Usage** of abbreviation. If time allows, when they finish this task, ask Ss if they know more examples of abbreviation in English. (More examples from this Unit: *FDI — Foreign Direct Investment, GDP — Gross Domestic*

*Product, WIPO — World Intellectual Property Organization, OECD — Organization of Economic Cooperation and Development, UN — United Nations, PRC — People's Republic of China, CPC — Communist Party of China, co-op — cooperative.)*

**Step 7** Explain the sentence patterns and ask Ss to do the **Sentence Patterns** tasks.

**Step 8** Have Ss complete the Cloze exercise in **Comprehensive Practice** individually first. Afterwards, invite some Ss to read out their answers, and make comments on them. The Cloze exercise could also be turned into an English-to-Chinese translation exercise.

### **Part Three: Reading & Comprehending**

#### **Reading 1**

- Ask Ss to read aloud the new words and expressions in the margin, guide them to skim the text, and then do the task in **Comprehension Check for Reading 1**.

- Ask Ss to read the text again and find out the proper English translation for the following China-specific terms:

小康社会 (well-off society)

扶贫 (poverty alleviation), 脱贫 (lift out of poverty)

第一/二个百年目标 (the first/second centenary goal)

摸着石头过河 (crossing the river by feeling the stones)

社会主义市场经济 (socialist market economy)

共同富裕 (common prosperity)

- Clarify some difficult points and do the task in **Translation**.

#### **Reading 2**

- Ask Ss to skim the text and answer the questions in **Comprehension Check for Reading 2**.

- While skimming, Ss may come across some difficult sentences. Ask one student to read out such sentences he/she has picked out. Encourage other Ss to offer their interpretations. T may provide help when need arises.

### **Part Four: Integrated Skills Practicing**

### **Viewing & Listening**

- Have Ss skim the summary to build up expectation of what they are going to focus on.
- Play the video clip once for general comprehension.
- Play it a second and, if necessary, a third time for Ss to fill in the blanks.

### **Speaking**

- Explain the role-play task by referring to the Student's book.
- Divide the class into groups of four. Give groups some time to prepare, including a list of questions to be asked by the host and the main idea of the answers by the three guests.
- Invite at least one group to role-play it in class.

### **Writing**

- Ss either work individually or in pairs to come up with five or six reasons why China has progressed so quickly in innovation. They may integrate all reasons into their individual essays or select at least three.
- Before writing, Ss should browse **Key Words & Expressions** again, so they won't forget to use some of them in their writing.
- Have Ss work in pairs, exchange their writing and make comments according to the

**Evaluation criteria in Writing.**

Chapter	<b>Unit 3 Job Hunting</b>
<b>Teaching Objective</b>	<p>Upon completion of this unit, teachers are expected to have enabled students to:</p> <ul style="list-style-type: none"> <li>■ have a thorough understanding of the text contextually and linguistically;</li> <li>■ expand their vocabulary about job hunting and know how to use the key words and expressions in context properly;</li> <li>■ have a clear idea of what the target employers are looking for in job applicants, how to present a clear message to them about who you are and what you do best, and how to prepare well to succeed in job interviews;</li> <li>■ conduct mock job interviews to learn how to answer interviewers' difficult questions, develop interview strategies, improve communication skills and reduce stress before an actual interview;</li> <li>■ cultivate the interest and consciousness in trying to perform well at college and be well-prepared for job-hunting. (课程思政)</li> <li>■ become familiar with letter writing, more specifically, the writing of a job application letter.</li> </ul>
<b>Teaching Focus</b>	Build up an active vocabulary to talk about Job Hunting and know how to use the key words and expressions in context properly;
<b>Teaching Difficulty</b>	Have a clear idea of what the target employers are looking for in job applicants, how to present a clear message to them about who you are and what you do best, and how to prepare well to succeed in job interviews.
<b>Teaching Duration</b>	12 lessons
<b>Teaching Method</b>	Through teacher's explanation and asking questions, students can understand the text well. For word study, teachers will provide students with situation. With the help of PPT.
<b>Assignment</b>	Write a job application letter. Finish Language Quiz For Units 1, 2, 3

### Suggested Teaching Process

This unit is designed for six to eight periods of classroom activities. In each of the periods, certain tasks are to be tackled. Below is a teaching plan for your reference.

Period 1/1-2 Opener



Periods 2-4/3-6 Reading & Interacting



Periods 5-6/7-8 Reading 1, Reading 2 & Integrated Skills Practicing

注：这一单元的主题是求职。学习这一单元，可以结合课文，引导学生利用所学的词汇、短语等就如何找到适合自己的工作进行思考、讨论并完成各项听、说、读、写、译等方面的练习。具体可参考教学指南的各个部分。

### **Part One: Opener**

- Theme exploration: Ask Ss listen to the song “B What U Wanna B”, complete the lyrics and work in pairs to discuss what the title “B What U Wanna B” means and what inspiration they have got from the song.
- Introduce the topic of the unit to Ss either in English or Chinese: Whenever job seekers start job hunting it causes much stress to them. And that is easy to understand because the process takes so much time and efforts and is not always as rewarding as we would like it to be. This unit aims to help by giving you a clear idea of what matters most when it comes to job satisfaction, what employers are looking for and how to present yourself in the best possible light in today’s highly competitive job market.
- Ask Ss to watch the video two or three times and fill in the blanks based on what they’ve heard.
- Have Ss work in pairs. One student asks the other the questions in **Opener**, the other answers. Then switch roles.
- Ask several Ss to give their answers to the two questions in **Opener** in front of the whole class.

### **Part Two: Reading and Interacting**

**Step 1** Lead in to the Text by saying: Eagerness and excitement in your work matter more than ever when it comes to job satisfaction. Whether you’re a recent graduate struggling to settle into the right career, or a working professional who isn’t feeling

satisfied in your existing role, it's time to ask yourself the question: What matters most in your career?

**Step 2** Analyze the text by drawing Ss' attention to the table in **Text Organization**.

**Step 3** Check whether Ss understand the details of the text and the difficult sentences by guiding them to do the tasks **Digging into detail** and **Understanding difficult sentences**.

**Step 4** Summarize the text. For this part, T may refer to the task Cloze in **Comprehensive Practice** by asking Ss to fill in the blanks with key words and phrases from the text.

**Step 5** Ask Ss to preview the tasks in **Focusing on Language in Context**.

**Step 6** To help Ss stay focused, T may give the Chinese version of some sentences in the exercises and ask Ss to do back-translation. Or, T may read out the sentences and ask Ss to translate them into Chinese.

**Step 7** Call Ss' attention to **Usage**. Introduce the use of participles as adjectives. Ask Ss to do the task in **Usage**.

**Step 8** Explain the sentence patterns and ask Ss to do the tasks in **Sentence Patterns**.

**Step 9** Ask Ss to do **Translation in Comprehensive Practice**. T may ask several Ss to read aloud their translations of the passage before giving the suggested version. If possible, provide a few useful translation tips.

**Step 10** Organize a group discussion about the following topic: What matters most to you in a career? Why? T may give Ss some hints, e.g. passion and interest, marketability, flexibility, status, earning potential, etc. Ss are encouraged to offer their views with expressions they have learned from the text.

**Step 11** Based on the previous discussion, guide Ss to discuss how to perform well at college and be well-prepared for job-hunting. (课程思政)

## **Part Three: Reading and Comprehending**

### **Reading 1**

- Call Ss' attention to the title of the text. Ask them to make a guess as to what this article is about.

- Ask Ss whether they will include on the CV their myriad, impressive accomplishments, for example, running an ultra-marathon and why or why not.
- Ask Ss how to effectively communicate their talents, achievements, skills, and potential contributions to recruiters, headhunters (猎头) and HR departments without crossing the line into bragging.
- Guide Ss to skim the text before doing the tasks in **Comprehension Check for Reading 1**.
- Go through the text. For each paragraph, ask one student to pick sentences he/she has difficulty understanding. Encourage other Ss to offer their interpretations. T may provide help when need arises. Then do the task in **Translation**.

### **Reading 2**

- As in Reading 1, ask some Ss to pick difficult sentences in the text and encourage their classmates to offer interpretations. When need arises, T may provide help.
- Ask Ss to skim the text and do multiple choice questions in **Comprehension Check for Reading 2**.
- Ask Ss the possible reasons why about 1.5 million of the country's more than 6 million graduates last year haven't yet found jobs.

## **Part Four: Integrated Skills Practicing**

### **Viewing & Listening**

- Introduce **Viewing & Listening** to the class: The best way to get ready for an interview is to take the time to review the most common interview questions you will most likely be asked. Knowing what you're going to say can eliminate a lot of interview stress.
- Briefly explain the new words and expressions before playing the video. Ss are supposed to watch it for two or three times before they are asked to fill in the blanks.
- Play the video again for Ss to check their answers.

### **Speaking**

Ss are expected to conduct a mock interview with their partners. Ask them to go through each of the following sections. Stop and offer feedback before moving on to

the next section.

**1. Make sure Ss have on hand for the mock interview:**

- research on the company they are applying to
- copies of their resume and cover letter
- a list of job references
- notebook and pen
- work samples if relevant

**2. Introduction**

Greeting the interviewer

Feedback-Does the candidate:

- use a firm handshake, make direct eye contact and smile
- use the interviewer's name in greeting e.g. "I am pleased to meet you, Mrs. Jones"
- wait to be asked to sit down
- put documents on the table rather than on his or her lap
- place the handbag or briefcase at their feet

**3. Making small talk**

Feedback - When the interviewer attempts to put the candidate at ease with some small talk such as "Did you find us easily?" or a comment about the weather, does the candidate:

- sit upright but not too stiffly in the chair
- lean forward very slightly to show interest
- answer the informal questions confidently
- thank the interviewer for the opportunity to discuss the job

**4. Discussing the company and position**

Feedback: When the interviewer begins by briefly discussing the company, the department and the position, does the candidate:

- listen attentively and not interrupt
- display appropriate, interested, body language
- use the opportunity to demonstrate his/her research on the company

**5. Responding to the interviewer's general questions such as:**

“Tell me about yourself.”

“What interests you about this position?”

“What are your strengths and weaknesses?”

“What has been your greatest achievement to date?”

“Why should we hire you?”

Feedback-Does the candidate:

- answer fluently and confidently
- provide concise (简洁的) and clear answers
- make the answers relevant to the position
- display a good understanding of the job tasks and responsibilities
- display a good understanding of the company’s requirements

#### **6. Responding to the interviewer’s specific interview questions such as:**

“Tell me about a recent time you had to solve a difficult problem in your job.”

“Describe a situation where you were not satisfied with your work performance.

What did you do?”

“Describe a time when you contributed more than required to the team.”

Feedback-Does the candidate:

- provide a relevant and concise behavioral example clearly
- outline the steps he or she took to reach a positive outcome
- provide a valid (有效的, 正当的) example that shows evidence of the required competency (能力)

#### **7. Asking the interviewer questions**

Feedback-Does the candidate:

- have a few good questions ready to ask
- not ask for information that has already been provided during the interview
- ask questions that show he or she has thought about the company and the job
- avoid the wrong type of questions such as those about benefits and salary

#### **8. Closing the interview and discussing the next step in the hiring process**

Feedback-Does the candidate:

- make a positive closing statement like “I am excited about this opportunity and believe my experience and enthusiasm will add value to your company.”
- ask the interviewer if there are any issues still to be addressed
- thank the interviewer for his/her time

### Writing

- Ask S to write a job application letter. A job application letter, also known as a cover letter, should be sent with the applicant’s resume when applying for jobs.

While the resume offers a history of the applicant’s work experience and an outline of his/her skills and accomplishments, the job application letter explains why he/she is qualified for the position and should be selected for an interview.

- Provide some tips for writing a job application letter.
- This letter is making a case for your candidacy for the position. Instead of just repeating your resume, highlight your most relevant skills, experiences, and abilities.

■ The main sections included in a job application letter are:

**Contact information and date:** If you are sending a hard copy of your application letter, include your contact information, followed by the date. If you are sending an email application letter, skip these sections.

**Salutation:** This is your polite greeting. The most common salutation is “Dear Mr./Ms.” followed by the person’s last name.

**Body of the letter:** This section has three distinct parts. In the first paragraph, you’ll want to mention the job you are applying for and where you saw the job listing. In the next paragraph(s), you’ll share the relevant details about your experiences and accomplishments. The third and last part of the body of the letter will be your thank-you to the employer. You can also offer follow-up information.

**Complimentary close:** Sign off your letter with a polite close, such as “Best” or “Sincerely”, followed by your name.

- Ask Ss to work in pairs and comment on each other’s writing according to the **Evaluation criteria** in the box before Ss turn in their assignment.

- Grade Ss’ writing and analyze the common problems in class.

### Language Quiz For Units 1, 2, 3

Choose one word or phrase that best completes the sentences.

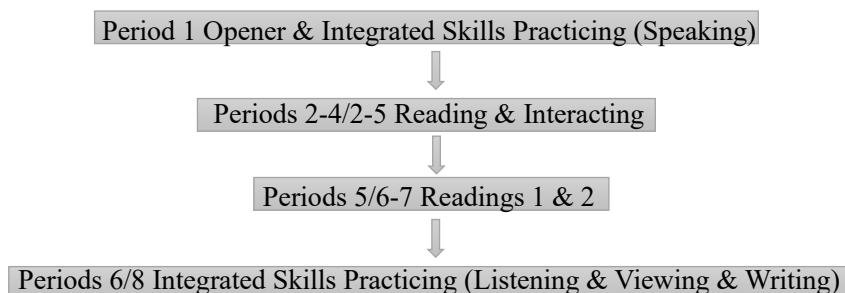
1. It is absolutely \_\_\_\_\_ that we deal with this emergency by tomorrow.  
A. comparative    B. impressive    C. imperative    D. operative
2. To grow the business, he needs to develop management \_\_\_\_\_ and innovation across his team.  
A. expertise    B. expend    C. exposure    D. expound
3. \_\_\_\_\_ by the government, these children who are caught up in the war were suffering.  
A. Overlooked    B. Overlook    C. Overlooking    D. Having overlooked
4. Millions of people would die \_\_\_\_\_ hunger and epidemic as indirect results of war.  
A. to    B. away    C. out    D. of
5. Complete and clear financial accounts are \_\_\_\_\_ to the success of any enterprise.  
A. vacated    B. vital    C. viable    D. virtual
6. I did not see your cell phone and shoes, so I \_\_\_\_\_ that you had left already.  
A. assumed    B. pursued    C. proposed    D. consumed
7. For both sides' \_\_\_\_\_, the contract placed clear obligations on this cooperation.  
A. beneficent    B. beneficial    C. benefit    D. benefactors
8. If this round of talk fails, the world's trading environment is likely to become increasingly \_\_\_\_\_.  
A. contrasted    B. countless    C. hostile    D. hospitable
9. The whole industries should \_\_\_\_\_ themselves to the market and expand new business, only in this way can they adapt to the reform.  
A. cope    B. deal    C. gear    D. grab
10. As for the dissertation, I haven't read much into it \_\_\_\_\_, I have only scanned through it.  
A. as if    B. as possible    C. as much    D. as yet
11. Her weeks \_\_\_\_\_ with work, Scarlet found her friends growing cooler.  
A. packs    B. packed    C. packing    D. be packed
12. Robots are now helping out in \_\_\_\_\_ products or moving things around in factories.  
A. assemble    B. assembles    C. assembling    D. assembled
13. Can we get rid of this broken chair? It's just \_\_\_\_\_ space in the room.  
A. taking off    B. taking back    C. taking for    D. taking up
14. Why are you searching for houses? Anything wrong with the \_\_\_\_\_ house?  
A. present    B. current    C. recent    D. up-to-date
15. Psychologists believe that coloring \_\_\_\_\_ children's brain in a healthy way.  
A. motivate    B. motivates    C. activate    D. activates
16. If you want to be lucky, then be prepared when opportunities \_\_\_\_\_.  
A. rise    B. risen    C. arise    D. arisen
17. In today's world, if you do something out of the box or even turn yourself into a

- meme, you may rise to fame on social media \_\_\_\_\_.
- A. overnight    B. off night    C. for night    D. at night
18. China \_\_\_\_\_ Japan as the world's second-largest economy in 2010.  
A. overtake    B. take over    C. overtook    D. took over
19. There are \_\_\_\_\_ methods to detect pollutants in the indoor environment.  
A. established    B. establishing    C. estimated    D. estimating
20. Have we received payment for the \_\_\_\_\_ order we delivered last month?  
A. oversea    B. over sea    C. oversea    D. overseas
21. The CEO took it \_\_\_\_\_ himself to personally thank each guest at the meeting.  
A. by    B. upon    C. for    D. in
22. The recession is taking its \_\_\_\_\_ on the housing market.  
A. toll    B. roll    C. fall    D. fail
23. At the end of the performance, there was a mad dash for the \_\_\_\_\_.  
A. entry    B. exit    C. entrance    D. envision
24. What was once desert has become \_\_\_\_\_ farmland.  
A. producing    B. motive    C. promotive    D. productive
25. It was such a \_\_\_\_\_ to hear that Marta was found safe and well.  
A. belief    B. believe    C. relief    D. relieve
26. A feeling of warmth washed \_\_\_\_\_ him at the thought of his daughter.  
A. over    B. to    C. for    D. on
27. He had thought his cancer was gone \_\_\_\_\_ but, sadly, this was not the case.  
A. good    B. in good    C. for good    D. by good
28. \_\_\_\_\_ this day nobody knows what happened to him.  
A. To    B. Off    C. In    D. Over
29. It is an institution which had \_\_\_\_\_ growth in the 1980s, 1990s and continues to grow every year.  
A. instant    B. persistent    C. consistent    D. continue
30. We fell back \_\_\_\_\_ our savings to get us through the hard times.  
A. in    B. over    C. off    D. on

<b>Chapter</b>	<b>Unit 4 Women Nobel Prize Winners</b>
<b>Teaching Objective</b>	<p>Upon completion of this unit, teachers are expected to have enabled students to:</p> <ul style="list-style-type: none"> <li>■ have a thorough understanding of the text contextually and linguistically;</li> <li>■ build up an active vocabulary to talk about female Nobel Prize winners and know how to use the key words and expressions in context properly;</li> <li>■ analyze the achievements of women in the workplace and the challenges they face;</li> <li>■ guide Ss to have a better understanding of gender equity; (课程思政)</li> <li>■ write a well-structured résumé.</li> </ul>
<b>Teaching Focus</b>	Build up an active vocabulary to talk about female Nobel Prize winners and know how to use the key words and expressions in context properly
<b>Teaching Difficulty</b>	Analyze the achievements of women in the workplace and the challenges they face
<b>Teaching Duration</b>	12 lessons
<b>Teaching Method</b>	Through teacher's explanation and asking questions, students can understand the text well. For word study, teachers will provide students with situation. With the help of PPT.
<b>Assignment</b>	Writing your own résumé.

### Suggested Teaching Process

This unit is designed for six to eight periods of classroom activities. In each of the periods, certain tasks are to be completed. There may be several different ways to explore this unit. Here is a suggested teaching plan.



注: Opener 和 Integrated Skills Practicing (Speaking) 一起处理, 主要是因为 Opener

讲的是到目前为止女性诺奖获得者人数远远低于男性，而 **Integrated Skills Practicing (Speaking)**提到了一位知名男性对女科学家的偏见。教师可以引导学生思考：女性历史上被边缘化，导致在学术界的杰出人数偏少。而这一现象又使持偏见者更觉得自己有理，因此形成了一个恶性循环。

## **Part One: Opener & Integrated Skills Practicing (Speaking)**

### **Opener**

- Theme Exploration: ask Ss to watch the video clip “The Nobel Prize — Explained Simply” to get some information about the Nobel Prize and complete the script with what they hear.
- Ss may wonder why the instruction here reads “the Nobel Prizes and the Prize in Economic Sciences.” instead of just “... the Nobel Prizes ...”.

Explain that when the Nobel Prizes were first awarded in 1901, there were only the following categories: Chemistry, Literature, Peace, Physics, and Physiology or Medicine. The Prize in Economic Sciences was added in 1969, and the prize money was donated by Swedish National Bank, not from the fund donated by Alfred Nobel.

- Play the video. Ask Ss to work in pairs, look at the table and the graph, then discuss the three questions.
- Ask one or two pairs to give a brief report of their discussion to the class.

### **Integrated Skills Practicing (Speaking)**

- Draw Ss’ attention to the instructions and tips, so that they understand how to conduct the debate.
- T may want to show the following expressions for Ss to use in the debate:

#### **Disagreement:**

I’m sorry, but I disagree.

I’m afraid I can’t agree with you.

The problem is that ...

I (very much) doubt whether ...

This is in complete contradiction to ...

With all due respect, ...

(Speaking)

I am of a different opinion because ...

I cannot share this/that/the view.

I cannot agree with this idea.

What I object to is ...

**Partial Disagreement:**

It is only partly true that ...

That's true, but ...

I can agree with that only with reservations.

That seems obvious, but ...

That is not necessarily so.

It is not as simple as it seems.

I agree with you in principle, but ...

I agree with you in part, but ...

Well, you could be right.

- Ss debate within blocks, using appropriate expressions to signpost points of argument as well as to show disagreement.

- After the debate, T may want to reveal that after Mr. Summers had stepped down, Harvard University welcomed the first female President in its history—Prof. Drew G. Faust.

- T may give more examples of sex discrimination and feminism, and guide Ss to have a better understanding of gender equity. (课程思政)

**Part Two: Reading & Interacting**

**Step 1** Give Ss some background information about the following:

**1) Sorbonne**

Its official name is in fact the University of Paris. Robert de Sorbon founded it around 1257. It became the model for all later medieval universities. In 1970, the University of Paris was divided into 13 autonomous universities. It's located in the 5th District of Paris, on the left bank of the Seine. The area around it is known as the Latin Quarter.

索邦大学的正式名称为巴黎大学，由罗伯德·索邦所创，成立于 1257 年左右。欧洲中世纪建立的大学多以其为样板。1970 年，该大学拆分为 13 所独立大学，即巴黎第一到第十三大学。索邦位于巴黎第五区，塞纳河的左岸，周围街区被称为“拉丁区”。

### 2) Pantheon:

Modeled after the Pantheon (meaning “every god” in Latin) in Rome, it is the resting place of great French men and women including Voltaire, Rousseau, Victor Hugo, Emile Zola, Marat, and Marie Curie. 先贤祠是仿罗马万神殿建造的纪念法国历史名人的圣殿。其地宫中安葬的名人有伏尔泰、卢梭、雨果、左拉、马拉和居里夫人等。

### 3) Radioactivity:

Radioactivity was discovered in 1896 by the French scientist Henri Becquerel. At first, it seemed as though the new radiation was similar to the then recently discovered X-rays. Further research by Becquerel, Ernest and others showed that this form of radioactivity was significantly more complicated. It is the process by which an unstable atomic nucleus loses energy by emitting radiation. A material containing such unstable nuclei is considered radioactive. 1896 年，法国科学家亨利·贝克勒尔发现了放射性。起初，这种新的辐射看上去很像当时新发现的 X 射线。贝克勒尔、欧内斯特·卢瑟福、居里夫妇等人的进一步研究表，这种形式的放射性明显更加复杂。它是一个不稳定的原子核通过发射辐射而失去能量的过程。含有这种不稳定原子核的材料就被认为是有放射性的。

**Step 2** Before moving on to the text, Ss go over the new words and expressions in the margin.

**Step 3** Ss find references to time in the text and fill in the blanks in Text Organization.

**Step 4** Explain the key words and expressions in the text and teach Ss how to use them.

**Step 5** Refer Ss to the exercises in **Focusing on Language in Context**.

**Step 6** Ss do the tasks in **Comprehension Check**.

**Step 7** Explain the use of the subjunctive mood before Ss do the task in **Usage**.

**Step 8** Ask Ss to do the task in **Sentence Patterns**.

**Step 9** For example, dictate to them some sentences, have them translate some other sentences or make new sentences with target words and expressions.

**Step 10** Have Ss do pair work in **Comprehensive Practice**.

## **Part Three: Reading & Comprehending**

### **Reading 1**

- Ss read the text for the first time with the help of the new words and expressions in the margin.

- Based on their first impression, each student comes up with an adjective or adjective phrase to describe Frances Arnold. They then read the text for the second time to find evidence to support the adjective or adjective phrase he/she has chosen.

- Ss form groups of 3 to 4 to do a simple sharing, using the format “I think Frances is ..., because ...”.

*(Answers may differ, but here are a few suggestions: 1) I think Frances is tough, because she thought nothing of having to work her way through college. 2) I think Frances is brave, because she dared to admit her mistake despite being a Nobel Prize winner instead of blaming others. 3) I think Frances is always curious, because while she was interning in Madrid she was curious about everything there, and also because she believed one never knew which piece of knowledge might become useful. 4) I think Frances is generous, because she never patented directed evolution, instead she wanted the world to use it.)*

### **Reading 2**

- Ss read the text for the first time with the help of the new words and expressions in the margin.

- The title of Reading 2, The Modest Woman Who Beat Malaria for the World, high-lights two important attributes of Tu Youyou: her modesty and her significant contribution. The title of Reading 1, The Saint of Gutters, highlights two important attributes of Mother Teresa as well: her saintly attitude and her preoccupation with the poor. Ask Ss if they can come up with a title of their own, using these two titles as models, and describe a famous person's major characteristic and/or achievement.

By doing this, they may come to appreciate more the importance of a good title for their own writings.

Ss finish **Comprehension Check for Reading 2**.

## **Part Four: Integrated Skills Practicing (Listening & Viewing & Writing)**

### **Listening & Viewing**

- The instructions are very clear in the textbook. Just play the video three times. The first time for general comprehension, the second time for filling in the blanks, and the last time for checking.

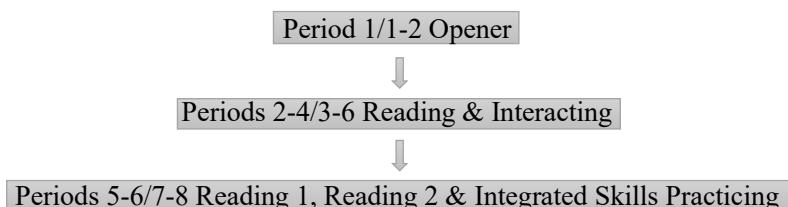
### **Writing**

- Ss will be intrigued when they find the sample résumé is based on the life of Marie Curie.
- Ss then read the **Tips and Evaluation criteria** to learn more about how to write a résumé.
- Instead of writing a résumé for themselves, Ss may try writing one for Elinor Ostrom, assuming that she was looking for a job after earning her doctorate. They may search online to find out more about her study and work experiences.
- When they finish, Ss work in pairs, exchange their writing and make comments according to the **Evaluation criteria**.

<b>Chapter</b>	<b>Unit 5 Cyber Language</b>
<b>Teaching Objective</b>	<p>Upon completion of this unit, teachers are expected to have enabled students to:</p> <ul style="list-style-type: none"> <li>■ have a thorough understanding of the text contextually and linguistically;</li> <li>■ build up an active vocabulary to talk about cyber language and know how to use the key words and expressions in context properly;</li> <li>■ analyze the impact of the Internet on language;</li> <li>■ help Ss know how to use the cyber language Properly; (课程思政)</li> <li>■ write a well-structured essay based on a picture.</li> </ul>
<b>Teaching Focus</b>	<ol style="list-style-type: none"> <li>1. Build up an active vocabulary to talk about cyber language and know how to use the key words and expressions in context properly;</li> <li>2. Analyze the impact of the Internet on language</li> </ol>
<b>Teaching Difficulty</b>	Analyzing the impact of the Internet on language
<b>Teaching Duration</b>	12 lessons
<b>Teaching Method</b>	Through teacher's explanation and asking questions, students can understand the text well. For word study, teachers will provide students with situation. With the help of PPT.
<b>Assignment</b>	Write an essay based on the cartoon related to the unit topic given by the teacher.

### Suggested Teaching Process

This unit is designed for six to eight periods of classroom activities. In each of the periods, certain tasks are to be completed. There may be several different ways to explore this unit. Here is a suggested teaching plan.



注：这一单元的主题是网络语言。学习这一单元，可以结合课文，引导学生利用所学的词汇、短语等就网络技术对语言的影响进行思考、讨论并完成各项听、

说、读、写、译等方面的练习。具体可参考教学指南的各个部分。

## Part One: Opener

- Start the lesson with an open discussion about the contracted forms of online English (e.g. LOL=Laugh out loud; FYI=For your information) and see if Ss know or use any themselves. Explain to Ss that these abbreviations are mainly used in social media such as text messaging, social networks and online forums, but now a few of them are becoming a part of regular everyday spoken English.

As English language learners, Ss may or may not use them themselves, but having an understanding of them could be helpful.

Direct Ss' attention to the new words and expressions in **Opener**.

- Play the video in **Opener** and ask Ss to complete the summary.
- Play the video again and ask Ss to complete the table.

Give student pairs a few minutes to swap their answers with their neighbors.

- Choose some Ss to report their answers and then give feedback.
- Ask Ss whether they are worried about the fact that abbreviations are creeping into regular conversations.
- Ask Ss to summarize the ways to pronounce the contracted forms.

✓ 拼读字母：大多数全大写缩略语（ASAP, CEO, FAQ）。

✓ 读成单词：能自然发音的（NATO, NASA, AIDS）。

✓ 混合读法：部分字母+部分发音（JPEG）。

✗ 避免混淆：如 OMG 一般读 O-M-G, 而 LOL 可读 L-O-L 或 /lɒl/ (像 “lol”)。

如果不确定某个缩略语的读法，建议查词典。

## Part Two: Reading & Interacting

- Give Ss some background information about the following:

### Emoticon and Emoji:

An emoticon, a blend of the English words “emotion” and “icon”, is a representation of a person's facial expression, formed by various combinations of keyboard characters and used in digital communication to convey feelings or mood. For

example, :-) represents a smiling face. Emojis are ideograms and smileys used in digital communication. It covers a broader array of images and pictures than emoticons, including facial expressions, common objects, types of weather, animals, etc. Originating on Japanese mobile phones in the late 1990s, emojis have become increasingly popular worldwide.表情符 (emoticon) 是由英语单词 emotion 和 icon 构成的拼缀词, 代表一个人的脸部表情。它由键盘符号的各种组合构成, 在数字化交流中用来传递感情和情绪。例如, :-)代表一张笑脸。绘文字 (emoji) 则是在数字化交流中使用的表意符号和笑容符。它比表情符涵盖更广的形象和图片, 包括表情、日常物品、各种天气、动物等。它起源于 20 世纪 90 年代末期的日本手机, 如今已风靡全世界。

### **English as a Lingua Franca (ELF):**

ELF refers to the teaching, learning, and use of the English language as a common means of communication for speakers of different first languages. A typical ELF conversation might involve a Belgium and a Chinese talking to each other at an international conference held in the United States. Generally speaking, ELF interaction focuses on getting the message across rather than correctness. Speakers accommodate to each other's cultural backgrounds and may also switch to other languages that they know. ELF 指将英语作为来自不同母语背景的人交流时的共同语言来教授、学习和使用。在一段典型的 ELF 对话中, 可能有一个比利时人和一个中国人在美国举行的一次国际会议上交流。一般而言, ELF 对话聚焦于让别人听懂而不是正确性。说话者会相互顺应对方的文化背景, 也许还会转换到他们知道的其他语言。

### **The Origin of 140 Character Limit:**

The 140-character limit originated in Twitter. When Twitter was born in 2006, it was primarily SMS (Short Message Service)-based, where the standard character limit is 160 characters. So, Twitter accordingly set a 140-character limit for the message, leaving 20 characters for the username of the sender. At the time, it was a straightforward accommodation of a technical restriction. But the 140-character limit soon became the single most famous thing about the service. A decade later, it remains a daily fact of life for anyone who ever runs out of characters before

concluding a tweet.

140 个字符规定源于推特。2006 年推特问世时，主要提供短信通讯服务。而当时的通用标准是 160 个字符。推特决定采用推文限制在 140 字符的做法，另外 20 字符用于发信人姓名。这一规定沿用至今。

**Americanism:**

Americanism, or American English, refers to the characteristics of American English. Specifically, an Americanism is a word or phrase, or, less commonly, a feature of grammar, spelling, or pronunciation, that (supposedly) originated in the United States and/or is used primarily by Americans. For instance, the use of shorter words (math—maths, cookbook—cookery book, etc.), shorter spellings (color—colour), and shorter sentences (I'll see you Monday vs. on Monday) are often observed in American English. American English is, without doubt, the most influential and powerful variety of English in the world today.

美国腔，或者说美式英语，指的是美国英语的典型特征。具体来讲，美国腔指单词或短语，或者比较少见的情况下，指语法、拼写或发音的特征，它们被认为起源于美国，或主要由美国人使用。例如，常见的美国腔英语使用较短的单词（math—maths, cookbook—cookery book 等）、较短的拼写（color—colour）和较短的句子（I'll see you Monday vs. on Monday）。美国英语是当今世界上最具影响力和最强大的英语种类。

• Show Ss the following quotations:

- 1) “Will the English-dominated Internet spell the end of other tongues?”
- 2) “Quite e-vil: mobile phone whisperers”
- 3) “A major risk for humanity”

The first is the subheading of an article. The second is the headline of an article on the rise of new forms of impoliteness in mobile phone communication. The third is a remark from the former President of France, Jacques Chirac, commenting on the influence of the Internet on modern languages, especially on French.

These people are worried about language changes caused by the development of digital technology. Invite some Ss to express their views on this issue.

- Before moving on to the text, Ss go over the new words and expressions in the margin.
- Ask Ss to scan the text and fill in the blanks in **Text Organization**.
- Ss do the tasks in **Comprehension Check**.
- Summarize the text. For this part, T may refer to the task **Cloze** (in **Comprehensive Practice**) by asking Ss to fill in the blanks with key information from the text.
- Ask Ss to read out loud the key words and expressions and explain their meanings either in Chinese or English.
- Do the tasks in **Key Words & Expressions**. To help Ss put these words and expressions into use, T may give more sample sentences for each key word or expression.
- Explain the use of adverbs ending in -ly before Ss do the task in Usage.
- Ask Ss to do the task in Sentence Patterns.
- Ask Ss to do Translation in Comprehensive Practice. T may ask a number of Ss to read aloud their translations of the passage before giving the suggested version. If possible, provide a few useful translation tips.

### **Part Three: Reading & Comprehending**

#### **Reading 1**

- Introduce the topic of this text:

People used to call rather than text. Today, this tendency has been reversed, and emails and text messages have become the norm. However, there are some problems with these types of messages. One of the problems is that a text is toneless and as a result it may be read as a threat even when you're trying to be friendly. Emoji and emoticons can solve the problem by adding the expressions of face, hands ...
- Ask Ss to read aloud the new words and expressions in the margin.
- Ask Ss to decide whether the statements in **Comprehension Check for Reading 1** are true or false. If the statement is false, ask them to correct it.
- Clarify some difficult points and do the tasks in Translation.

#### **Reading 2**

- Introduce the topic of the text:

Internet users are highly creative in their use of language, and are constantly inventing, and re-inventing words.

- Ask Ss to skim the text and then work in pairs to do the tasks in **Comprehension Check for Reading 2.**

- Encourage Ss to share their answers with the class.

## **Part Four: Integrated Skills Practicing**

### **Viewing and Listening**

- Give a brief introduction to the speaker in the video:

Professor David Crystal is Honorary Professor of Linguistics at the University of Wales, Bangor. He has written or edited over 100 books and published numerous articles for professional and general readerships. His works are mainly in the field of language, and he is perhaps best known for his two encyclopedias for Cambridge University Press, *The Cambridge Encyclopedia of Language* and *The Cambridge Encyclopedia of the English Language*. Retired from full-time academia, he works as a writer, editor and consultant, and contributes to television and radio broadcasts.

- Play the video clip twice and ask Ss to complete the table.
- Check answers with the class. When a problem occurs, replay the corresponding bit of the clip for error analysis.

### **Speaking**

- Draw Ss' attention to the instructions and tips, so that they understand how to conduct the debate.
- Review the expressions of disagreement that Ss learnt in Unit 4. Encourage them to use as many of those expressions as possible in the debate.
- Start the classroom debate.
- If time permits, invite one team to conduct the debate in front of the class and then give comments.

Conclusion:

T makes a conclusion about the the topic and guide Ss to have a good understanding

and habit of using cyber language properly: In conclusion, the internet is not killing off languages; instead, it is transforming them in ways that reflect the evolving nature of human communication. While there are challenges associated with the informal nature of cyber language, its potential to foster multilingualism, support language preservation, and enhance language learning cannot be overlooked. As we navigate this new linguistic landscape, it is crucial to embrace the diversity and dynamism it brings, while also ensuring that traditional linguistic norms and cultural heritage are preserved. The future of language in the digital age is one of adaptation and evolution, not extinction. (课程思政)

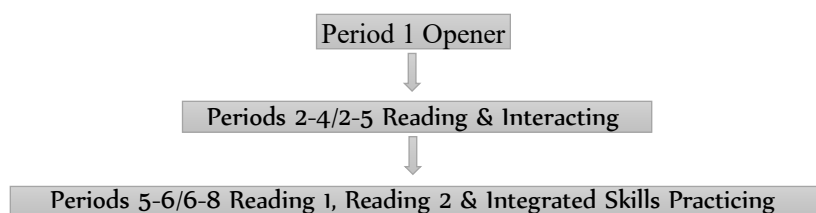
### **Writing**

- Ask Ss to study the picture carefully and then work in pairs to jot down all the details that can be used to support the thesis statement.
- Give Ss the writing assignment. Encourage them to draw on their discussion and use the new words and expressions in this unit.
- Have Ss work in pairs, exchange their writings and make comments on each other's work according to the **Evaluation criteria in Writing**.
- Show Ss some well-written passages and make comments.

Chapter	Unit 6 Human-Robot Relations
Teaching Objective	Upon completion of this unit, teachers are expected to have enabled students to: <ul style="list-style-type: none"> <li>■ have a thorough understanding of the text contextually and linguistically;</li> <li>■ build up an active vocabulary to talk about artificial intelligence, and know how to use the key words and expressions in context properly;</li> <li>■ exchange ideas on the topic of the potential benefits and risks of artificial intelligence;</li> <li>■ discuss approaches we can take to keep AI safe;</li> <li>■ have a positive understanding of AI application; (课程思政)</li> <li>■ get familiar with descriptive and argumentative writing.</li> </ul>
Teaching Focus	1. build up an active vocabulary to talk about artificial intelligence, and know how to use the key words and expressions in context properly; 2. exchange ideas on the topic of the potential benefits and risks of artificial intelligence
Teaching Difficulty	Exchange ideas on the topic of the potential benefits and risks of artificial intelligence.
Teaching Duration	12 lessons
Teaching Method	Through teacher's explanation and asking questions, students can understand the text well. For word study, teachers will provide students with situation. With the help of PPT.
Assignment	Write an essay based on the picture related to the unit topic given by the teacher.

### Suggested Teaching Process

This unit is designed for six to eight periods of classroom activities. In each of the periods, certain tasks are to be completed. Generally speaking, there may be several different ways to explore this unit. Here is a suggested teaching plan.



注：本单元的主题是人工智能。教师在指导学生完成各项听、说、读、写、译练习时，可以结合课文，引导学生利用所学词汇、短语等就人工智能对人类社会的影响进行思考、讨论。

### **Part One: Opener**

- Introduce the topic of the unit to Ss by playing the video clip on AI once or twice and ask Ss to fill in the blanks based on what they have heard.
- Show some video clips of robots serving as police officer, dancers and even marathon runners.
- Call on a number of Ss to give their answers to the questions in **Opener** in front of the whole class.
- Organize a discussion about AI application and guide Ss to have a positive understanding of AI application. （课程思政）

### **Part Two: Reading & Interacting**

**Step 1** Give Ss some background information about the following:

#### **1) Stephen Hawking**

Stephen Hawking was a world-renowned English theoretical physicist, cosmologist. Hawking was the first to set forth a theory of cosmology explained by a union of the general theory of relativity and quantum mechanics. His book *A Brief History of Time* (1988) appeared on the British Sunday Times best-seller list for a record-breaking 237 weeks. Hawking suffered from amyotrophic lateral sclerosis (ALS) that had gradually paralysed him over the decades. He communicated using a single cheek muscle attached to a speech-generating device. In January 2015, Stephen Hawking, Elon Musk, and dozens of artificial intelligence experts signed an open letter on artificial intelligence calling for research on the societal impacts of AI.

史蒂芬·霍金是著名理论物理学家和宇宙学家。他是将 20 世纪物理学的两大基础理论——相对论和量子力学——统一起来阐述宇宙学理论的第一人。1988 年，霍金的科普著作《时间简史》问世后广受欢迎，影响深远。他患有肌肉萎缩性侧索硬化症，全身瘫痪，不能言语，只能借助人工智能技术与他人交流。2015 年 1 月，他和伊隆·马斯克以及其他十多位人工智能专家签署了关于人工智能的公开

信，号召人们就人工智能对社会的影响进行研究。

## 2) **Elon Musk**

Elon Musk is the South African-born Canadian-American business magnate, investor, founder of SpaceX, cofounder of Tesla Motors, SolarCity and PayPal. Together with Stephen Hawking, he also signed an open letter on artificial intelligence. He takes a pessimistic view on AI.

伊隆·马斯克，出生于南非的大企业家、发明家，SpaceX 太空探索科技公司创办人以及特斯拉电动汽车、太阳城光伏发电公司和在线支付系统“贝宝”的共同创办人。和史蒂芬·霍金一起，他也在关于人工智能的公开信上签名。他对人工智能抱有悲观的态度。

## 3) **Steven Pinker**

Steven Pinker is a Canadian-born American cognitive scientist, psychologist, linguist, and popular science author. His sixth book, *The Better Angels of Our Nature* (2011), makes the case that violence in human societies has, in general, steadily declined with time.

史蒂文·平克，加拿大裔美国人，认知科学家、心理学家、语言学家和科普作家。他于 2011 年出版了他的第六本书《人性中的天使》，认为随着时间的推移，人类社会中的暴力正逐渐减少。

## 4) **Isaac Asimov**

Isaac Asimov was an American author, one of the finest writers of science fiction in the twentieth century. In his 1942 short story “Runaround,” he introduced a set of rules known as the Three Laws of Robotics which are a guide to the behavior of a robot and other smart machines. The Three Laws of Robotics are: 1) A robot may not injure a human being or, through inaction, allow a human being to come to harm; 2) A robot must obey any orders given to it by human beings, except where such orders would conflict with the First Law; 3) A robot must protect its own existence as long as such protection does not conflict with the First or Second Law.

艾萨克·阿西莫夫是美国著名作家，20 世纪最优秀的科幻作家之一。在其 1942 年出版的短篇故事《环舞》中，他提出了“机器人学三定律”，用以指导机器人

和其他智能机器的行为。机器人三定律为：1) 机器人不得伤害人类个体，或者目睹人类个体将遭受危险而袖手旁观；2) 机器人必须服从人给予它的命令，当该命令与第一定律冲突时例外；3) 机器人在不违反第一、第二定律的情况下必须保护自己。

### 5) Alan Turing

Alan Turing is a British computer scientist, mathematician, logician, widely considered to be the father of theoretical computer science and artificial intelligence.

阿兰·图灵，英国数学家、逻辑学家，被称为理论计算机科学之父以及人工智能之父。

### 6) Civil-Defense Drills of the 1950s

In 1949 when the Soviet Union tested its first nuclear explosive, the United States' monopoly on nuclear weapons was broken. With this, the US government perceived that the United States was more vulnerable than before. The first nationwide civil-defense drill was organized to educate Americans on nuclear preparedness.

20 世纪 50 年代，随着苏联热核武器实验的成功，美国政府认为国家安全面临严峻挑战。随着冷战对抗加剧，第一次大规模民防演习在美国全国范围内展开，旨在向社会大众宣传核防范常识。

**Step 2** Introduce the topic of the text to Ss: the pessimistic view of AI vs. the optimistic view of AI. Since the text cites several scientists and authors, it's a good idea to draw Ss' attention to **Cultural Notes**.

**Step 3** Analyze the text by drawing Ss' attention to the table in **Text Organization**.

Guide Ss to explore the text to find the main idea of each part of the text. During the process, if Ss run into new words and expressions, they should underline them and scan the explanations in the margin, but not dwell on them too much.

**Step 4** Have a student read out Paragraph 1 and tell the class the new words and expressions he/she has underlined. Correct his/her pronunciation if necessary.

**Step 5** Explain the key words and expressions in this paragraph and teach Ss how to use them. Repeat the process for the remaining paragraphs.

**Step 6** Ask Ss to highlight sentences with “as” in the text, and discuss the meaning of “as” in each sentence. Then turn to **Usage**, read and amplify, if necessary, the notes

there, and ask Ss to complete the exercises.

**Step 7** Explain the sentence patterns and ask Ss to do the task in Sentence Patterns.

**Step 8** Make sure that Ss understand the details of the text and the difficult sentences by guiding them to do the tasks **Digging into detail** and **Understanding Difficult Sentences** in **Comprehension Check**.

**Step 9** Ask Ss to list some applications of AI and discuss how we can ensure that machines behave ethically and that they are used ethically.

**Step 10** Ask Ss to preview the tasks in Focusing on Language in Context.

**Step 11** In order to check Ss' understanding of the text and key words and expressions, give them words either in English or in Chinese and ask them to find in the text the sentences in which they occur and read them out loud. This will help Ss master their pronunciation and understand their meaning in context.

**Step 12** Ask Ss to do the tasks in **Key Words & Expressions**. You can add variety by having Ss translate some sentences in those tasks into Chinese.

**Step 13** Ask Ss to do the tasks in **Comprehensive Practice**.

### **Part Three: Reading & Comprehending**

#### **Reading 1**

- Ask Ss to read aloud the new words and expressions in the margin, and guide them to skim the text, and then do the tasks in **Comprehension Check** and **Translation for Reading 1**.

#### **Reading 2**

- Ask Ss to skim the text and answer the questions in **Comprehension Check for Reading 2**.

### **Part Four: Integrated Skills & Practicing**

#### **Viewing and Listening**

- Introduce Viewing & Listening to the class: The video clip is an argument against the pessimistic view that robots will take jobs from human workers.
- Play the video clip and ask Ss to fill in the blanks according to what they have heard.
- Play the video clip again and ask Ss to check their answers.

### **Speaking**

- Divide Ss into blocks of four people. In each block, two students are on the pro side, and the other two are on the con side. Give them some time for preparation.
- During preparation, Ss may review the related vocabulary and points from the Text, Reading 1 and Reading Practicing 2. Ss can get more information From the Internet as well.
- Students write down an outline including the arguments and supporting evidence, and the rebuttal.
- Groups can have a rehearsal.
- Invite one or two blocks to carry out the debate in front of the class.

### **Writing**

Ss write an essay: first describe briefly the picture, Human-robot interaction, and then comment on robots' positive or negative impact on human beings in the future. However, before writing, they should browse **Key Words & Expressions** again, so they won't forget to use some of them in their writing.