

揭阳职业技术学院



教案

课程： 英语泛读三 任课教师： 欧丽莹

专业： 小学英语教育 班级： 专本协同 241、242

学期授课计划时数： 36 课时

Chapter	Unit 1 Climate
Teaching Objectives	<ol style="list-style-type: none"> 1. Practicing distinguishing between facts and opinions in reading materials 2. Practicing skimming and scanning for specific inform 3. Understanding complex sentences and argument structures 4. Learning to master and practice the skill of summarizing the main idea 5. Learning to consolidate vocabulary growth by mastering climate-related terms (e.g., affect, submerge, evacuate, extinct, vulnerable, commission) 6. Knowing about cultural and scientific information related to climate change and global responses
Ideological Objectives	<ol style="list-style-type: none"> 1. Students should be able to understand the severity of climate change and its far-reaching impacts on the planet and society. 2. Develop students' ability to critically analyze scientific information and media reports, distinguishing evidence-based facts from personal opinions. 3. Encourage students to reflect on their role in environmental protection and the importance of global cooperation in addressing climate challenges.
Teaching Focus	<ol style="list-style-type: none"> 1. Distinguishing between facts and opinions 2. Identifying main ideas and supporting details in expository texts 3. Understanding cause-effect relationships in the context of climate change
Teaching Difficulties	<ol style="list-style-type: none"> 1. Accurately differentiating between subjective opinions and objective facts, especially when opinions are presented convincingly. 2. Summarizing the main idea of complex passages with scientific data and multiple arguments. 3. Understanding and using the specialized vocabulary related to climate science and environmental policy.
Teaching Duration	6 periods
Teaching Methods	<ol style="list-style-type: none"> 1. Presentation 2. Top-down approach 3. PWP (Pre-reading, While-reading, Post-reading) teaching approach 4. Task-based approach 5. Group discussion and debate

Assignments	<p>Students are supposed to do the following:</p> <ol style="list-style-type: none">1. Finish all exercises in Section A (Word Pretest, Reading Comprehension, Vocabulary Building)2. Complete the fast-reading exercises in Section B.3. Write a short essay (around 200 words) on one of the "Questions for Reflection and Writing": "How do you think about climate change?" or "Is climate change really an 'existential threat?'".4. Make a list of new vocabulary from the unit and use at least 10 terms from the glossary in sentences.
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Teaching procedures

Step I Introduction (1 period)

1. Lead-in Activity: Video & Discussion (20 mins)

Show a short video (3-5 mins) about climate change impacts (e.g., extreme weather, melting glaciers).

Conduct a class discussion based on the Pre-reading questions:

- ✧ What do you know about climate change?
- ✧ Does climate mean the same thing as weather?
- ✧ What do you think about the influence of human activities on climate change?

Encourage students to share their initial thoughts and prior knowledge.

2. Reading Skill Focus: Facts vs. Opinions (25 mins)

Present the concept of distinguishing between facts and opinions.

Provide clear definitions:

Fact: A statement that can be proven true or false with evidence.

Opinion: A statement that expresses a belief, feeling, or judgment; cannot be proven true or false.

Introduce common signal words for opinions (e.g., I think, probably, perhaps, it seems, we should, in my view).

Use simple, relatable examples unrelated to the text to practice identification.

Explain the importance of this skill for critically evaluating information about complex issues like climate change.

Step II Section A - Text I: Intensive Reading (2 periods)

1. Word Pretest & Vocabulary Preview (15 mins)

Students complete the Word Pretest individually.

Review answers together. Clarify meanings, pronunciation, and usage of key vocabulary (e.g., affect, submerge, evacuate, extinction, vulnerable, commission).

Pre-teach any other challenging terms from the text that might hinder comprehension.

2. Text I: How Will Climate Change Affect the World and Society? (70 mins)

Pre-reading (5 mins): Students preview the title, subheadings (implied by content), and any visuals. Predict the main topics and structure.

While-reading - First Reading (Skimming - 15 mins): Students read the text quickly to identify the overall main idea and the primary effects of climate change discussed in each paragraph. Discuss as a class.

While-reading - Second Reading (Scanning & Detailed Reading - 40 mins):

Students read again more carefully.

Task 1: Identify specific examples and data provided for different impacts (e.g., sea-level rise numbers, ocean acidification, health risks).

Task 2: Underline potential facts and circle potential opinions. Discuss findings in pairs.

Focus on understanding cause-effect chains (e.g., warming -> ice melt -> sea level rise -> flooding).

Post-reading (10 mins): Briefly check initial comprehension: What are the key areas affected according to the text?

Step III Section A - Language & Skill Development (1 period)

1. Reading Skill Practice: Facts vs. Opinions (20 mins)

Guide students to complete the specific Facts vs. Opinions exercise for Text I.

For each statement, facilitate discussion on why it is classified as Fact (F) or Opinion (O).

Encourage reference to signal words and verifiability.

Address any misconceptions.

2. Reading Comprehension Check (25 mins)

Students complete the multiple-choice Reading Comprehension questions based on Text I.

Review answers as a class. For each question, ask students to identify the part of the text that supports the correct answer, reinforcing scanning skills and text comprehension.

Step IV Section A - Vocabulary Consolidation (1 period)

1. Vocabulary Building Exercises (45 mins)

Semantic Variations (15 mins): Students complete the exercise. Review answers, emphasizing how context determines the specific meaning of a word.

Word Formation (15 mins): Students fill in the blanks. Review answers, focusing on using the correct grammatical form (verb tense, noun form, adjective form etc.) of the given words.

Word Distinction (15 mins): Students complete the exercise focusing on commonly confused word pairs (e.g., affect/effect, alter/alternate). Review answers and clarify differences in meaning and usage.

2. Glossary & Application (15 mins)

Briefly review key terms from the unit's Glossary.

Mini-task: In pairs or small groups, students try to use 3-4 glossary terms correctly in a short oral summary of one specific climate change impact from Text I.

Step V Section B - Fast Reading & Integration (1 period)

1. Section B - Fast Reading Practice (30 mins)

Set time limits for each passage (e.g., 10-12 mins per passage).

Students read the three passages in Section B quickly and answer the accompanying questions.

Emphasize strategies: Skimming for main ideas, scanning for keywords and specific details related to questions, managing time.

Review answers briefly, focusing on the strategies used to find the information quickly.

2. Text II - Is Climate Change an "Existential Threat"? (15 mins)

Introduction: Discuss the meaning of "existential threat" based on the title and introductory paragraphs.

Focused Reading: Assign specific paragraphs for students to read quickly (e.g., what the Breakthrough report claimed).

Discussion: Briefly discuss the different perspectives presented in Text II (alarmism vs. necessity of serious action). Relate back to the skill of identifying facts and opinions within arguments.

Step VI Review, Discussion & Homework Assignment (1 period)

1. Unit Review & Discussion (20 mins)

Review the main concepts covered: facts vs. opinions, key climate change impacts, relevant vocabulary.

Facilitate a broader discussion on climate change based on the Questions for Reflection and Writing:

How do you think about climate change after reading these texts?

Is it an existential threat? Why or why not?

What potential solutions or actions are mentioned or can be imagined?

Encourage students to express their views and use vocabulary from the unit.

2. Cloze Exercise (15 mins)

Students complete the Cloze exercise related to climate factors.

Review answers, discussing the context and reasoning for each word choice.

3. Homework Assignment & Explanation (10 mins)

Clearly explain all homework tasks:

Finish any unfinished exercises from Section A/B.

Write the short reflection essay (specify topic choice or allow free choice).

Prepare the vocabulary list with sentences.

(Optional) Complete the additional writing task using the glossary if not done in class.

Chapter	Unit 2 Art
Teaching Objectives	<ol style="list-style-type: none"> 1. Practicing distinguishing between facts and opinions in reading materials about art. 2. Practicing skimming and scanning for specific information related to art valuation and history. 3. Practicing understanding complex sentences describing artistic concepts and historical contexts. 4. Learning to master and practice the skill of finding the main idea in expository texts about art. 5. Learning to consolidate vocabulary growth by mastering art-related terms (e.g., fence, ransom, colossal, assessment, illiterate, accomplishment, overrun, respite, humanize) and stems (dent, volv, preci, stat, mod). 6. Knowing about cultural and historical information related to Western and Chinese art traditions.
Ideological Objectives	<ol style="list-style-type: none"> 1. Students should be able to understand and appreciate the diverse values of art (material, intrinsic, religious, nationalistic, psychological) across different cultures and historical periods. 2. Develop students' ability to critically analyze how art reflects and shapes societal values, beliefs, and history. 3. Encourage students to explore their own perceptions of art's value and its role in contemporary society and personal life.

<p>Teaching Focus</p>	<ol style="list-style-type: none"> 1. Distinguishing between facts and opinions in art criticism and historical accounts. 2. Distinguishing main idea from supporting details in texts explaining artistic concepts. 3. Figuring out or working out the main idea of passages discussing the value and functions of art.
<p>Teaching Difficulties</p>	<ol style="list-style-type: none"> 1. Understanding abstract concepts related to art valuation (e.g., intrinsic value, psychological value). 2. Summarizing the main ideas of texts that cover a wide range of examples and historical periods. 3. Knowing about background knowledge related to specific art periods (e.g., Gothic era, Renaissance), artworks (e.g., Mona Lisa, Parthenon Marbles), and artistic movements (e.g., Impressionism, Lingnan School).
<p>Teaching Duration</p>	<p>6 periods</p>
<p>Teaching Methods</p>	<ol style="list-style-type: none"> 1. Presentation 2. Top-down approach 3. PWP (Pre-reading, While-reading, Post-reading) teaching approach 4. Task-based approach 5. Group discussion and brainstorming (linking to idioms of cooperation/non-cooperation)

Assignments	<p>Students are supposed to do the following:</p> <ol style="list-style-type: none">1. Reading the passage: Text I Why Do We Value Art? and Text II Chinese Painting and finishing all related exercises (Comprehension, Vocabulary, Cloze).2. Writing a short passage using terms from the glossary to comment on the value of art.3. Searching for information related to one art movement mentioned in the unit (e.g., Impressionism, Lingnan School) or one artwork (e.g., Mona Lisa, Impression, Sunrise).4. Making a list of words based on the stems (dent, volv, preci, stat, mod) given as the objectives of this unit.
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Teaching procedures

Step I Introduction & Pre-reading (1 period)

1. Lead-in & Pre-Reading Discussion (20 mins):

Initiate a class discussion based on the Pre-Reading questions:

How do you value a piece of artistic work?

Have you had any artistic experience?

What are the functions of art?

Encourage students to share their personal opinions and experiences. Use multimedia (e.g., pictures of famous artworks like Mona Lisa, Parthenon) to stimulate interest.

2. Unit & Skill Overview (25 mins):

Introduce the unit theme: Art and its values.

Briefly mention the two main texts: Text I (Why Do We Value Art?) focusing on Western perspectives, and Text II (Chinese Painting) introducing Eastern traditions.

Reading Skill Review: Reiterate the skill of Distinguishing between Facts and Opinions. Use examples from the lead-in discussion or simple statements about art to practice identifying F vs. O. Review signal words for opinions.

Step II Section A - Text I (2 periods)

1. Word Pretest (15 mins):

Students complete the Word Pretest individually or in pairs.

Review answers and clarify meanings of key vocabulary needed for Text I.

2. Text I: Why Do We Value Art? (70 mins):

Pre-reading (5 mins): Ask students to predict the content based on the title and quickly skim the subheadings (Material Value, Intrinsic Value, etc.)

While-reading (Task-based) (45 mins):

Task 1 (Skimming - 15 mins): Read the first and last sentence of each paragraph to identify the main idea of the entire text and the purpose of each subheaded section. Class discussion.

Task 2 (Scanning & Detailed Reading - 30 mins): Divide the class into groups. Each group is assigned one specific value (Material, Intrinsic, Religious, Nationalistic, Psychological). Their task is to: a) read their section carefully, b) find the definition and key examples, c) identify one fact and one opinion from their section. Groups present their findings.

Post-reading (20 mins):

Reading Skill Check: As a class, complete the Facts and Opinions exercise for Text I. Discuss the reasoning behind each classification.

Comprehension Check: Students complete the multiple-choice Reading Comprehension questions. Review answers as a class, referring back to the text.

Step III Section A - Vocabulary Building (1 period)

1. Vocabulary Review (45 mins):

Semantic Variations (15 mins): Review answers, discussing how context determines meaning.

Stems (15 mins): Review the stems (dent, volv, preci, stat, mod). Elicit more examples for each stem. Complete the exercise in the book.

Idioms & Word Formation (15 mins): Review the Idioms exercise (cooperation/non-cooperation). Discuss the Word Formation exercise, focusing on using words in correct grammatical forms.

2. Glossary & Writing Practice (15 mins):

Briefly review key terms from the Glossary.

Students spend 10-15 minutes drafting a short passage commenting on the value of art, using 3-5 glossary terms. This can be finished as homework.

Step IV Section A - Integration & Cloze (1 period)

1. Cloze Exercise (20 mins):

Students complete the Cloze exercise (about Leonardo da Vinci's Last Supper) individually or in pairs.

Review answers, discussing the context, meaning, and reasoning for each choice.

2. Discussion & Expansion (25 mins):

Case Study Discussion: Discuss the Elgin Marbles case (from Text I) in more depth. Divide students into pro-repatriation and pro-British Museum groups for a mini-debate or discussion on its nationalistic value and modern implications.

3. Assign Section B Fast Reading: Ask students to finish the Section B passages and questions as homework.

Step V Section C - Text II & Review (1 period)

1. Text II: Chinese Painting (30 mins):

Pre-reading (5 mins): Ask what students know about Chinese painting.

While-reading (15 mins): Students read specified sections of Text II (e.g., paragraphs 1-3, 8-9 for main ideas and techniques). Use guiding questions: What are the main characteristics? What are the two main techniques? How is it different from Western painting described in Text I?

Post-reading (10 mins): Students complete the Reading Comprehension (T/F) questions for Text II. Review answers.

2. Unit Review & Q&A (15 mins):

Briefly review the different values of art from Text I.

Compare and contrast Western and Chinese artistic traditions based on Texts I and II.

Address any remaining questions from the unit exercises or concepts.

Step VI. Homework Assignment

Students are supposed to:

1. Finish the written passage on the value of art using glossary terms.
2. Complete the fast-reading exercises in Section B (if not finished in class).

3. Search for information related to one of the following: an art movement (e.g., Impressionism) / an artwork (e.g., Mona Lisa) / a Chinese painting style or master mentioned in Text II. Prepare 3 key points to share next class.

4. Make a list of words based on the stems (dent, volv, preci, stat, mod) given in the objectives.

Chapter	Unit 3 Holocaust
Teaching Objectives	<ol style="list-style-type: none"> 1. Practicing distinguishing between facts and opinions in historical narratives. 2. Practicing skimming and scanning for specific information about historical events. 3. Practicing understanding complex sentences describing historical processes and ideologies. 4. Learning to master and practice the skill of finding the main idea in historical expositions. 5. Learning to consolidate vocabulary growth by mastering Holocaust-related terms (e.g., inception, plank, irrevocable, confiscate, atrocity, innocuous, defiance, fathom, delusion, disparate) and stems (cept, tend, priv, fer, part, cred). 6. Knowing about historical and cultural information related to the Holocaust and its impact.

<p>Ideological Objectives</p>	<ol style="list-style-type: none"> 1. Students should be able to understand the historical facts and progression of the Holocaust. 2. Develop students' ability to critically analyze the causes, implementation, and consequences of extreme ideologies and state-sponsored persecution. 3. Encourage students to reflect on the importance of historical memory, the dangers of prejudice, and the ethical use of knowledge and skills.
<p>Teaching Focus</p>	<ol style="list-style-type: none"> 1. Distinguishing between facts and opinions in historical accounts. 2. Identifying main ideas and supporting details in texts explaining historical events. 3. Understanding the chronological sequence and causal relationships in the narrative of the Holocaust.
<p>Teaching Difficulties</p>	<ol style="list-style-type: none"> 1. Comprehending the scale and systematic nature of the Holocaust. 2. Understanding the historical context and Nazi ideology that led to the Holocaust. 3. grappling with the ethical and moral questions raised by the Holocaust and its denial.
<p>Teaching Duration</p>	<p>6 periods</p>
<p>Teaching Method</p>	<ol style="list-style-type: none"> 1. Presentation 2. Top-down approach 3. PWP (Pre-reading, While-reading, Post-reading) teaching approach 4. Task-based approach 5. Group discussion and reflection

Assignments	<p>Students are supposed to do the following:</p> <ol style="list-style-type: none">1. Reading the passage: Text I The Holocaust and Text II "The Evidence Room": When Skills Are Used for Evil and finishing all related exercises (Comprehension, Vocabulary, Cloze)2. Writing a short passage using terms from the glossary to comment on the Holocaust or the themes of Text II.3. Searching for information related to one specific aspect mentioned in the unit (e.g., Wannsee Conference, Auschwitz, Nuremberg Trials, a specific perpetrator or victim account).4. Making a list of words based on the stems (cept, tend, priv, fer, part, cred) given in the objectives.
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Teaching procedures

Step I Introduction & Pre-reading (1 period)

1. Lead-in & Pre-Reading Discussion (25 mins):

Initiate a sensitive and respectful class discussion based on the Pre-Reading questions:

- ✧ Have you ever heard about the Holocaust?
- ✧ Have you read any holocaust writings? If you have, what are they?
- ✧ How do you think about the idea that the Holocaust cannot be forgotten?

Establish a respectful learning environment. Use a map to show the areas affected.

Briefly explain the historical context (post-WWI Germany, rise of Nazism).

2. Unit & Skill Overview (20 mins):

Introduce the unit theme: The Holocaust - History, Memory, and Lessons.

Briefly mention the two main texts: Text I (historical overview) and Text II (focus on evidence, denial, and the use of skills for evil).

Reading Skill Review: Reiterate the skill of Distinguishing between Facts and Opinions, crucial for reading historical texts and confronting denialism.

Step II Section A - Text I (2 periods)

1. Word Pretest (15 mins):

Students complete the Word Pretest individually or in pairs.

Review answers and clarify meanings of key vocabulary essential for understanding Text I (e.g., inception, plank, irrevocable, confiscate, atrocities, defiance).

2. Text I: The Holocaust (70 mins):

Pre-reading (5 mins): Ask students to preview the title, first paragraph, and glance at the dates mentioned (1933, 1941, 1945) to predict the text's structure (likely chronological).

While-reading (Task-based) (45 mins):

Task 1 (Skimming - 15 mins): Read quickly to identify the two main phases of the Nazi onslaught and their time frames. Identify the main idea of the text.

Task 2 (Scanning & Detailed Reading - 30 mins): Students read carefully. Assign specific paragraphs to groups/pairs to focus on:

Group 1: Nazi ideology and early measures (Paras 1-2, 4-5)

Group 2: The "Final Solution" and implementation (Paras 6-9)

Group 3: Resistance, external response, and Nazi mentality (Paras 10-13)

Each group identifies key events, methods, and outcomes in their section. They also find one fact and one opinion from their assigned part.

Groups briefly present their findings.

Post-reading (10 mins): Briefly discuss the overall narrative and its impact.

Step III Section A - Language & Skill Development (1 period)

1. Reading Skill Practice: Facts vs. Opinions (20 mins)

Guide students to complete the specific Facts vs. Opinions exercise for Text I.

For each statement, facilitate discussion on why it is classified as Fact (F) or Opinion (O). Pay special attention to statements that might seem factual but contain evaluative language.

2. Reading Comprehension Check (25 mins)

Students complete the multiple-choice Reading Comprehension questions based on Text I.

Review answers as a class. For each question, ask students to locate the supporting information in the text, reinforcing detailed reading skills.

Step IV Section A - Vocabulary Consolidation (1 period)

1. Vocabulary Building Exercises (45 mins)

Definition (10 mins): Discuss the definitions of key terms (the Holocaust, Nazi,

synagogue, the Final Solution). Encourage students to formulate definitions in their own words.

Stems (20 mins): Review the stems (cept, tend, priv, fer, part, cred). Elicit more examples for each stem. Complete the exercise in the book (Part B: understanding words in context).

Idioms (15 mins): Review the Idioms exercise (Independence/Dependence). Discuss the meanings and contexts where these idioms might be used.

2. Glossary & Application (15 mins)

Briefly review key terms from the unit's extensive Glossary.

Mini-task: In pairs, students try to use 2-3 glossary terms correctly in a sentence describing an aspect of the Holocaust.

Step V Section B & C - Fast Reading & Text II (1 period)

1. Section B - Fast Reading Practice (30 mins)

Set time limits for each passage (e.g., 10-12 mins per passage).

Students read the three passages in Section B quickly and answer the accompanying questions.

Emphasize strategies: Skimming for main ideas, scanning for keywords (e.g., specific camps, names, numbers).

Review answers briefly, focusing on the strategies used to find the information quickly. Connect the content of these passages to the overview in Text I.

2. Text II - "The Evidence Room": Introduction & Focused Reading (15 mins)

Introduction: Discuss the title and its implication: skills used for evil. Ask students what professions are mentioned in the beginning (medicine, science, architecture).

Focused Reading: Assign specific paragraphs for students to read quickly (e.g., Para 3-5: Scientists and Architects; Para 6-10: Denial and the Irving trial; Para 17-21: The Evidence Room and its significance).

Discussion: Briefly discuss the main argument of Text II: the use of professional skills for atrocity, the fight against denial, and the importance of evidence and objective truth.

Step VI Review, Discussion & Homework Assignment (1 period)

1. Unit Review & Discussion (25 mins)

Review the main concepts covered: historical facts of the Holocaust, vocabulary, the

danger of ideology, and the ethical use of skills.

Facilitate a thoughtful discussion based on the Questions for Reflection and Writing and themes from the texts:

- ✧ Why is the Holocaust considered a pivotal element of 20th-century history?
- ✧ What are the consequences when skills and knowledge are used for evil purposes?
- ✧ How can societies work to prevent such atrocities from happening again?
- ✧ Why is it important to remember and learn about events like the Holocaust?

Encourage respectful expression of views and use of vocabulary from the unit.

2. Cloze Exercise (10 mins)

Students complete the Cloze exercise (about the Nanjing Massacre, drawing comparative lessons about atrocities and memory).

Review answers, discussing the context and historical parallels.

3. Homework Assignment & Explanation (10 mins)

Clearly explain all homework tasks:

- ✧ Finish any unfinished exercises from Section A/B.
- ✧ Write the short reflective passage (specify topic choice or allow free choice related to unit themes).
- ✧ Prepare the vocabulary list with sentences.
- ✧ Research a specific aspect of the Holocaust or its remembrance.

Answer any questions about the homework requirements.

Chapter	Unit 4 Ethnic Diversity
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<p>Teaching Objectives</p>	<ol style="list-style-type: none"> 1. Practicing distinguishing between facts and opinions in sociological discussions. 2. Practicing skimming and scanning for specific information about ethnic diversity models and examples. 3. Practicing understanding complex sentences describing social concepts and metaphors. 4. Learning to master and practice the skill of identifying arguments and supporting examples in expository texts. 5. Learning to consolidate vocabulary growth by mastering diversity-related terms (e.g., surrender, bygone, eminent, retain, proportion, transient, deliver on, savor) and stems (sent, migr, rend, test, vail). 6. Knowing about cultural and social information related to ethnic diversity, particularly in the American context, and its comparisons to other countries like Australia and China.
<p>Ideological Objectives</p>	<ol style="list-style-type: none"> 1. Students should be able to understand different metaphors for ethnic integration (melting pot, salad bowl, chocolate fondue, stew pot) and their implications. 2. Develop students' ability to critically analyze the challenges and benefits of living in an ethnically diverse society. 3. Encourage students to reflect on their own experiences and attitudes towards diversity, and to appreciate the value of inclusive and equitable environments.
<p>Teaching Focus</p>	<ol style="list-style-type: none"> 1. Understanding and evaluating different metaphors for societal integration. 2. Identifying main ideas and supporting examples in texts discussing social models. 3. Distinguishing between factual accounts of diversity and opinion-based arguments about it.

<p>Teaching Difficulties</p>	<ol style="list-style-type: none"> 1. Grasping the nuances and connotations of different sociological metaphors (melting pot vs. salad bowl vs. fondue). 2. Understanding the historical and political context behind discussions of diversity in different countries (US, Australia, China). 3. Discussing potentially sensitive topics related to ethnicity and identity in a respectful and constructive manner.
<p>Teaching Duration</p>	<p>6 periods</p>
<p>Teaching Methods</p>	<ol style="list-style-type: none"> 1. Presentation 2. Top-down approach 3. PWP (Pre-reading, While-reading, Post-reading) teaching approach 4. Task-based approach 5. Group discussion and debate
<p>Assignments</p>	<p>Students are supposed to do the following:</p> <ol style="list-style-type: none"> 1. Reading the passage: Text I Analogies for America: Beyond the Melting Pot and Text II What Do We Mean by Ethnicity and Diversity? and finishing all related exercises (Comprehension, Vocabulary, Cloze). 2. Writing a short passage using terms from the glossary to comment on ethnic diversity or a metaphor for it. 3. Searching for information related to ethnic diversity policies or history in one country (e.g., USA, Australia, Canada, China). 4. Making a list of words based on the stems (sent, migr, rend, test, vail) given in the objectives.

Teaching procedures

Step I Introduction & Pre-reading (1 period)

1. Lead-in & Pre-Reading Discussion (25 mins):

Initiate a class discussion based on the Pre-Reading questions:

- ✧ What is ethnic diversity?
- ✧ How can national unification be achieved in the context of ethnic diversity?
- ✧ Have you ever experienced an ethnically diverse society?

Use a world map to identify countries known for their diversity (e.g., USA, Canada, Australia) and those with significant minority populations (e.g., China with its 56 ethnic groups).

Introduce key terms: ethnicity, diversity, minority, majority, integration, assimilation.

2. Unit & Skill Overview (20 mins):

Introduce the unit theme: Ethnic Diversity - Models, Realities, and Discussions.

Briefly mention the two main texts: Text I (focus on metaphors for American diversity) and Text II (defining ethnicity and diversity more broadly).

Reading Skill Review: Reiterate the skill of Distinguishing between Facts and Opinions, crucial for analyzing arguments about social models.

Step II Section A - Text I (2 periods)

1. Word Pretest (15 mins):

Students complete the Word Pretest individually or in pairs.

Review answers and clarify meanings of key vocabulary essential for understanding Text I (e.g., surrender, bygone, eminent, retain, proportion, transient, deliver on, savor).

2. Text I: Analogies for America: Beyond the Melting Pot (70 mins):

Pre-reading (5 mins): Ask students to preview the title, first paragraph, and glance at the headings/subheadings (implied by content) to predict the text's structure (comparison of metaphors).

While-reading (Task-based) (45 mins):

Task 1 (Skimming - 15 mins): Read quickly to identify the three main metaphors discussed (Melting Pot, Salad Bowl, Chocolate Fondue) and the author's preferred one.

Task 2 (Scanning & Detailed Reading - 30 mins): Students read carefully. Assign specific metaphors to groups/pairs to focus on:

Group 1: Melting Pot (Paras 2-5) - Origin, traditional criticism, author's critique.

Group 2: Salad Bowl (Paras 6-8) - Origin, author's critique.

Group 3: Chocolate Fondue (Paras 9-12) - Author's proposal, explanation, concessions.

Each group identifies the main argument for/against their assigned metaphor and finds supporting examples. They also find one fact and one opinion from their section.

Groups briefly present their findings.

Post-reading (10 mins): Briefly discuss the overall argument and the effectiveness of the chocolate fondue metaphor.

Step III Section A - Language & Skill Development (1 period)

1. Reading Skill Practice: Facts vs. Opinions (20 mins)

Guide students to complete the specific Facts vs. Opinions exercise for Text I.

For each statement, facilitate discussion on why it is classified as Fact (F) or Opinion (O). Pay special attention to statements that are presented as facts but are actually opinions about metaphors.

2. Reading Comprehension Check (25 mins)

Students complete the multiple-choice Reading Comprehension questions based on Text I.

Review answers as a class. For each question, ask students to locate the supporting information in the text.

Step IV Section A - Vocabulary Consolidation (1 period)

1. Vocabulary Building Exercises (45 mins)

Semantic Variations (15 mins): Students complete the exercise. Review answers, discussing how context determines the specific meaning of a word (e.g., open, strike, ring).

Stems (20 mins): Review the stems (sent, migr, rend, test, vail). Elicit more examples for each stem. Complete the exercise in the book (Part B: understanding words in context).

Antonyms & Word Formation (10 mins): Quickly review the Antonyms exercise. Introduce the Word Formation exercise, focusing on using the correct grammatical form.

2. Glossary & Application (15 mins)

Briefly review key terms from the unit's extensive Glossary.

Mini-task: In pairs, students try to use 2-3 glossary terms correctly in a sentence

describing a diverse society or a specific ethnic group.

Step V Section B & C - Fast Reading & Text II (1 period)

1. Section B - Fast Reading Practice (30 mins)

Set time limits for each passage (e.g., 10-12 mins per passage).

Students read the three passages in Section B quickly and answer the accompanying questions.

Emphasize strategies: Skimming for main ideas (e.g., Australia's success, tensions in the US, policy shifts under Trump), scanning for keywords.

Review answers briefly, focusing on the strategies used to find the information quickly. Compare and contrast the situations in Australia, the US, and the policy discussion.

2. Text II - What Do We Mean by Ethnicity and Diversity?: Introduction & Focused Reading (15 mins)

Introduction: Discuss the title. Ask students what they think the difference is between ethnicity and diversity.

Focused Reading: Assign specific paragraphs for students to read quickly (e.g., Para 1-2: Defining ethnicity and minority; Para 3: Biology vs. Culture; Para 4-5: Diversity within groups and media oversimplification; Para 6-9: Benefits of diversity).

Discussion: Briefly discuss the key distinctions made in the text (ethnicity vs. minority, biological vs. cultural traits) and the author's main argument about the value of diversity.

Step VI Review, Discussion & Homework Assignment (1 period)

1. Unit Review & Discussion (25 mins)

Review the main concepts covered: metaphors for diversity, key vocabulary, definitions of ethnicity and diversity, global examples.

Facilitate a discussion based on the Questions for Reflection and Writing and themes from the texts:

- ✧ What are the strengths and weaknesses of the chocolate fondue metaphor compared to the melting pot or salad bowl?
- ✧ What are the potential educational benefits of a diverse learning environment? Can you think of examples?
- ✧ How does the discussion of diversity in China (from the Cloze text) compare to that in the

US or Australia?

✧ What are the challenges of achieving unity in a diverse society?

Encourage respectful expression of views and use of vocabulary from the unit.

2. Cloze Exercise (10 mins)

Students complete the Cloze exercise (about ethnic diversity in China).

Review answers, discussing the context and comparing it to the other examples studied.

3. Homework Assignment & Explanation (10 mins)

Clearly explain all homework tasks:

Finish any unfinished exercises from Section A/B.

Write the short reflective passage (specify topic choice or allow free choice related to unit themes).

Prepare the vocabulary list with sentences.

Research a specific aspect of ethnic diversity in a chosen country.

Answer any questions about the homework requirements.

Chapter	Unit 5 Travel
Teaching Objectives	<ol style="list-style-type: none"> 1. Practicing the reading skill of outlining to organize information and identify main ideas and supporting details. 2. Practicing skimming and scanning for specific information in texts about travel. 3. Expanding vocabulary related to travel, tourism, and cultural experiences. 4. Understanding different perspectives on the value and purpose of travel. 5. Learning to express opinions and reflections on travel experiences in writing.
Ideological Objectives	<ol style="list-style-type: none"> 1. Students should be able to identify and describe various types of tourism (e.g., adventure, cultural, ecotourism) and their characteristics. 2. Develop students' ability to analyze the personal, cultural, and cognitive benefits of travel as presented in the texts. 3. Encourage students to reflect on their own attitudes towards travel and consider its role in personal growth and global understanding.

<p>Teaching Focus</p>	<ol style="list-style-type: none"> 1. Understanding and applying the structure of an outline (Title, Main Idea, Roman Numerals, Capital Letters, etc.). 2. Distinguishing between main categories (types of tourism/reasons for travel) and supporting details in the texts. 3. Comprehending the arguments presented in Text II regarding the cognitive benefits of travel.
<p>Teaching Difficulties</p>	<ol style="list-style-type: none"> 1. Correctly identifying the hierarchy of information (main points vs. sub-points) for creating a coherent outline. 2. Understanding abstract concepts discussed in Text II (e.g., "integrative complexity," "functional fixedness," "cognitive inputs"). 3. Integrating vocabulary related to niche tourism types into active use. 4. Formulating and supporting a personal opinion on the necessity or value of travel in written form.
<p>Teaching Duration</p>	<p>6 periods</p>
<p>Teaching Method</p>	<ol style="list-style-type: none"> 1. Presentation 2. Top-down approach 3. PWP (Pre-reading, While-reading, Post-reading) teaching approach 4. Cooperative learning 5. Task-based approach
<p>Assignments</p>	<p>Students are supposed to do the following:</p> <ol style="list-style-type: none"> 1. Read Text I "The Different Types of Tourism" and complete the outline exercise and comprehension questions. 2. Read Text II "Why We Travel" and complete the True/False exercise. 3. Search for information related to one specific type of tourism mentioned in Text I (e.g., agritourism, dark tourism). 4. Write a short paragraph or essay reflecting on one of the unit's discussion questions. 5. Complete the vocabulary building exercises (Stems, Synonyms, Use of English, Cloze).

Teaching procedures

Step I Introduction (Period 1)

Warm-up & Pre-Reading (Page 89):

Discuss the pre-reading questions as a class or in small groups: thoughts on travel, necessity of

life, personal experiences.

Introduce the central theme of Unit 5: Exploring the varieties and values of travel.

Word Pretest (Page 90):

Students complete the Word Pretest individually or in pairs.

Review answers and clarify meanings of the target vocabulary (hostile, option, impact, fragile, boost, take in, encompass, allegedly).

Introduce Reading Skill: Outlining (Pages 87-88):

Explain the purpose and conventions of outlining (using Roman numerals, letters, numbers).

Briefly use the provided example outline ("Why Do We Value Art?") to illustrate the structure.

Step II Section A - Text I & Reading Skill Practice (Periods 2 & 3)

Text I: "The Different Types of Tourism" (Pages 91-93)

Pre-reading: Ask students to skim the headings and subheadings in Text I to predict the content.

While-reading (First read): Students read the text silently for general understanding.

While-reading (Second read / Skill Application): Guide students to identify the main categories (types of tourism) and supporting details for each. This can be done collaboratively.

Post-reading:

Outlining Task (Page 94): Students work individually or in pairs to complete the partial outline for Text I using the structure learned. Review key points as a class.

Reading Comprehension (Pages 94-95): Students answer the multiple-choice questions. Review answers and discuss reasoning.

Vocabulary Building (Page 95-97 - Started in Period 3, continued as homework/Period 4)

Stems (Page 95): Review the stems (dom, sci, scrib, serv, mot, posit) and their meanings. Elicit more examples from students.

Word Search (Page 96): Students find words in Text I matching the definitions.

Synonyms (Page 97): Students circle synonyms in Column II.

Use of English (Page 97): Students practice using phrasal verbs with "PUT" to rewrite sentences.

Step III Section B - Fast Reading (Period 4)

Timed Reading: Set a time limit (approx. 10-12 minutes) for students to read Passages One,

Two, and Three (Pages 100-104) silently. Emphasize skimming and scanning.

Comprehension Check: Students answer the questions following each passage (Pages 101-104).

Review: Go over the answers quickly as a class, focusing on locating information within the texts.

Step IV Section C - Text II & Consolidation (Period 5)

Text II: "Why We Travel" (Pages 105-108)

Pre-reading: Briefly discuss the title: What reasons does the author might give beyond fun/vacation?

While-reading: Students read the text silently. Encourage them to note reasons the author gives for traveling.

Post-reading:

Reading Comprehension (Page 108 - T/F Questions): Students decide if statements are True or False. Discuss answers, referring back to the text for justification.

Discussion: Briefly discuss the main argument of the text - travel enhances cognitive flexibility and creativity.

Glossary & Cloze (Pages 98-99 & 102):

Glossary (Page 98): Review the travel-related terms. Ask students to choose a few and use them in sentences orally.

Cloze Exercise (Pages 98-99): Students complete the cloze passage individually or in pairs. Review answers.

Step V Writing & Reflection (Period 6)

Questions for Reflection and Writing (Page 109):

Discuss the two questions briefly as a class to generate ideas.

Students choose one question and write a paragraph or short essay stating their opinion clearly and using reasoning/examples. This can be done in class or assigned as homework.

Unit Review:

Briefly review key vocabulary from the unit.

Reiterate the structure and usefulness of outlining for reading comprehension.

Summarize the different perspectives on travel encountered in the unit.

Step VI. Homework Assignment

Students are supposed to:

Finish any incomplete exercises from the unit (Vocabulary Building, Cloze).

Write their reflection/essay on one question from page 109 (if not completed in class).

(Optional) Prepare a brief oral summary of one type of tourism from Text I for the next class

Chapter	Unit 6 Work
Teaching Objectives	<ol style="list-style-type: none">1. Practicing the reading skill of making inferences to understand implied meanings in texts about work.2. Practicing skimming and scanning for specific information related to careers and work-life balance.3. Expanding vocabulary related to employment, professions, and workplace dynamics.4. Understanding different cultural perspectives on work and its value.5. Learning to express personal opinions and experiences about work in writing.
Ideological Objectives	<ol style="list-style-type: none">1. Students should be able to identify and discuss different attitudes towards work and its role in life.2. Develop students' ability to analyze the relationship between work, personal fulfillment, and societal expectations.3. Encourage students to reflect on their own career aspirations and the concept of a balanced life.

Teaching Focus	<ol style="list-style-type: none"> 1. Understanding how to make logical inferences based on textual evidence and prior knowledge. 2. Distinguishing between factual information and implied meanings in readings about work. 3. Comprehending the arguments and narratives surrounding work ethics and life choices.
Teaching Difficulties	<ol style="list-style-type: none"> 1. Correctly interpreting implied meanings and subtle messages in the texts. 2. Understanding abstract concepts related to work-life balance, job satisfaction, and societal pressures. 3. Integrating specialized vocabulary about the workplace into active use. 4. Formulating and supporting a personal viewpoint on the nature and importance of work.
Teaching Duration	6 periods
Teaching Method	<ol style="list-style-type: none"> 1. Presentation 2. Top-down approach 3. PWP teaching approach 4. Reading circle approach 5. Task-based approach
Assignments	<p>Students are supposed to do the following:</p> <ol style="list-style-type: none"> 1. Read the texts in Unit 6 and complete related comprehension exercises. 2. Figure out the underlying themes and messages about work in the readings. 3. Search for information related to work-life balance or career development in different cultures. 4. Make a list of words and expressions related to the workplace based on the unit content. 5. Write a short reflection on their own views or experiences regarding work.

※ Teaching procedures

Step I Introduction (Period 1)

Warm-up & Pre-Reading (Page 1 of PDF):

Discuss the pre-reading questions as a class or in small groups: ideas about work, relation between work and life, personal work experiences.

Introduce the central theme of Unit 6: Exploring various dimensions of work, its meaning, and its impact on life.

Word Pretest (Anticipated - based on Unit structure):

Students complete a Word Pretest (likely in the textbook section following Pre-Reading) individually or in pairs.

Review answers and clarify meanings of target vocabulary related to work.

Introduce Reading Skill: Making Inferences (Anticipated - based on Unit progression):

Explain the concept of making inferences—reading between the lines using clues from the text and own knowledge.

Provide simple examples related to workplace scenarios.

Step II Section A - Text Reading & Skill Practice (Periods 2 & 3)

Text Reading (Anticipated - based on Unit structure):

Pre-reading: Ask students to predict the content of the text(s) based on titles, headings, or initial skimming.

While-reading (First read): Students read the text(s) silently for general understanding.

While-reading (Second read / Skill Application): Guide students to identify key information, arguments, and especially parts where they need to infer meaning. Discuss what clues help make these inferences.

Post-reading:

Comprehension Check: Students answer comprehension questions (likely following the text). Review answers and discuss reasoning, focusing on inferred meanings.

Inference Practice: Provide additional short passages or sentences related to work and have students practice making and justifying inferences.

Vocabulary Building (Anticipated - based on Unit structure):

Stems/Affixes: Review relevant stems, prefixes, or suffixes from the unit. Elicit more examples from students.

Word Search/Semantic Variations: Students complete exercises finding words or understanding different meanings based on context.

Synonyms/Antonyms: Students identify synonyms and antonyms for key vocabulary from the texts.

Step III Section B - Fast Reading (Period 4)

Timed Reading: Set a time limit for students to read the passage(s) in Section B silently. Emphasize skimming and scanning for main ideas and specific details related to work.

Comprehension Check: Students answer the questions following the passage(s).

Review: Go over the answers quickly as a class, focusing on locating information and making inferences where necessary.

Step IV Consolidation & Extension (Period 5)

Discussion: Facilitate a deeper discussion on topics from the unit:

Different cultural attitudes towards work.

The concept of work-life balance.

Personal career aspirations and motivations.

Cloze Exercise (Anticipated - based on Unit structure): Students complete a cloze passage related to the theme of work. Review answers.

Glossary Review (Anticipated): Review key terms related to work from the unit glossary. Ask students to use them in sentences.

Step V Writing & Reflection (Period 6)

Writing Task:

Based on the pre-reading questions and unit content, ask students to write a short paragraph or essay expressing their views on work. Prompts could include: "What does work mean to you?" or "How do you envision balancing work and life in the future?"

Encourage them to use vocabulary and concepts learned in the unit.

Unit Review:

Briefly review the reading skill of making inferences.

Summarize the main ideas about work discussed throughout the unit.

Address any lingering questions from students.

Step VI. Homework Assignment

Students are supposed to:

Finish any incomplete exercises from the unit (e.g., vocabulary, cloze).

Complete their written reflection on work (if not finished in class).

(Optional) Research a particular aspect of work (e.g., a specific profession, work culture in another country) for brief sharing next time.