

# 揭阳职业技术学院



## 教案

课程： 英语泛读一 任课教师： 林畅

专业： 小学英语教育 班级： 专本协同 251/252

学期授课计划时数： 32 课时

<b>Chapter</b>	Unit 1 university life
<b>Teaching Objective</b>	<p>Read a professor's advice for college freshmen, written to his nephew about what to do and what not to do in the first year of his college life;</p> <p>Read an article about how to manage one's time effectively at university;</p> <p>Practice making use of context clues to the meaning of new words;</p> <p>Enlarge your vocabulary on the topics of university life and education;</p> <p>Improve your reading speed and broaden your horizons by reading selected passages on various topics concerning university life.</p> <p>Ideological and Political Education Objective: Help students recognize the importance of major selection and career planning, guide them to establish a positive outlook on life and career choice, and enable them to face major life decisions proactively.</p>
<b>Teaching Focus</b>	Reading methods; word guessing skills; vocabulary accumulation on education
<b>Teaching Difficulty</b>	Vocabulary accumulation on education
<b>Teaching Duration</b>	<b>8 periods</b>
<b>Teaching Method</b>	Teaching and practicing, discussion
<b>Assignment</b>	Prepare to talk about the qualities of good students Finish section C

Teaching procedures:

Step 1. Greeting and performance: the first day in college; the romance on campus.

Step 2 introducing the use of this course:

- (1). Developing skills for comprehensive reading in English
  - A. skills for guessing the unfamiliar English words
  - B. skills for finding the topic sentence and topic paragraph
  - C. skills for summarizing the general meaning
  - D. skills for analyzing the style and structure
  - E. skills for cultivating the ability of imagination

- (2). Extending our knowledge and deepening our understanding
- (3). Getting more cultural information
- (4). Improving reading comprehension
- (5). Enlarging vocabulary.
- (6). Arousing reading interest.
- (7). Fostering a habit of reading.

Step 3 Talking about the difficulties in reading

Step4 Requirement of this course.

Step 5 context skills for reading

### 英语阅读理解中的猜词技巧

#### 一、根据上下文情景进行猜测

猜测任何词义都离不开上下文的语境,所以可借助上下文语境对需要猜测的词或短语进行合乎逻辑的推测。

1. The underlined word "Change" means \_\_\_\_\_ .  
A. Idea B. Decision C. Cups D. Coins

[原文] So she made it easy, placing cups in rooms where students could leave their spare coins, and handing out cups to first-year students to keep in their rooms. Her "Change for Change" effort has collected \$ 40,000 for charities(慈善机构), which were decided upon by students .

2. The underlined word "one" refers to \_\_\_\_\_ .  
A. the President B. the director  
C. an actor D. a look-alike

[原文] The president has started using look-alikes during some public appearances. Dave is offered a chance to "serve his country" by becoming one.

#### 二、根据上下文的指代关系进行猜测

英语中代词使用得比较频繁,文章中的代词 one, it, that, he, him 或 them 等可以指上文提到的人或事物。有时代词与指代的对象相隔较远,要认真查找;有时需要对前面提到的内容进行总结,才能得出代词所指代的事。

3. The underlined word "conflict" means \_\_\_\_\_ .  
A. dependent life B. fierce fight  
C. bad manners D. painful feeling

[原文] And if you've gathered your friends around you to rebuild a happy family

atmosphere(气氛), you may fear that saying no will bring back the kind of conflict you grew up with-or destroy the nice atmosphere you now enjoy.

### 三、根据同义关系进行猜测

当词或短语之间有并列连词 and 或 or 时,其连接的两项内容在含义上是接近的或递进的,由此确定同等关系中的某个生词所属的义域,由此可推知其大致意思

4. The word "favoritism" is used to describe the phenomenon that \_\_\_\_\_.
- A. bright children also need certificates to get satisfying jobs
  - B. children from well-respected schools tend to have good jobs
  - C. poor children with certificates are favored in job markets
  - D. children attending ordinary schools achieve great success

[原文] Without examinations, employers will look for employees from the highly respected schools and from families known to them---a form of favoritism will replace equality.

### 四、根据同位关系进行猜测

阅读中出现的难词有时后面紧跟一个同位语,对其进行解释,这时可利用同位关系对前面或后面的词义或句意进行猜测.

5. What does the underlined word "hassle" probably mean?
- A. a party designed by specialists
  - B. a plan requiring careful thought
  - C. a situation causing difficulty or trouble
  - D. a demand made by guests

[原文] A child's birthday party doesn't have to be a hassle; it can be a basket of fun, according to Beth Anaclerio, an Evaston mother of two, ages 4 and 18 months.

### 五、根据转折或对比关系进行猜测

根据上下句的连接词,如 but, however, otherwise 等就可以看到前后句在意义上的差别,从而依据某一句的含义,来确定另一句的含义。另外,分号也可以表示转折、对比或不相干的意义。

附：答案

D D D B C

英语阅读理解中的猜词技巧（续）——相关练习

Ottawa has given out special passes to some 300 US citizens in that area so they can enter the country when Canadian customs stations are closed, but the US stopped a similar program last May. That forces the people to a 200-mile detour along hilly roads to get home through another border checkpoint.

1. The underlined word “detour” means \_\_\_\_\_.

- A. a drive through the town 6
- B. a race across the fields
- C. a roundabout way of traveling
- D. a journey in the mountain area

“My grandmothers didn’ t do anything but keep house and serve everybody. They were programmed to do that,” said Emils Comette, head of a chapter of the 7-year-old Red Hat Society.

3. The underlined word “chapter” means \_\_\_\_\_.

- A. one branch of an organization
- B. a written agreement of a club
- C. one part of a collection of poems
- D. a period in a society’ s history

“The safety issue is a big one,” says Joe Mahoney, who quickly discovered he wasn’ t alone in his worries. On campus tours other parents voiced similar concerns, and the same question was always asked: what about crime? But when college officials always gave the same answer — “That’ s not a problem here.” — Mahoney began to feel uneasy.

“No crime whatsoever?” comments Mahoney today. “I just don’ t buy it.” Nor

should he: in 1999 the U.S. Department of Education had reports of nearly 400,000 serious crimes on or around our campuses.

4. The underlined word “buy” means \_\_\_\_\_.

A. mind B. admit C. believe D. expect

DARPA , organized the race as part of a push to develop robotic vehicles for future battlefields . But the Grand Challenge , as it was called , just proved how difficult it is to get a car to speed across an unfamiliar desert without human guidance . One turned upside down . One took off in entirely the wrong direction and had to be disabled by remote (远距离的) control . The “winner,” if there was any , reached 7.8 miles before it ran into a long , narrow hole , and the front wheels caught on fire .

5. “Robotic vehicles” are a kind of machines that .

A can do effortlessly whatever tasks living thing can  
B can take part in a race across 142 miles with a time limit  
C can show off their ability to turn themselves upside down  
D can move from place to place without being driven by human beings

Charlotte's tale was inspired by the girls' coin collection. "We've collected foreign coins for years – since our families went on holiday to Tenerife." she explains.

"That was before the Euro, so we put pesetas in." Lauren continues: "I find a coin in the road, go to get it and get run over. I'm in hospital and then I die." Charlotte adds: "Or she might not die. I haven't decided yet."

6. The underlined word "pesetas" is a kind of \_\_\_\_\_.

A. story B. collection C. inspiration D. foreign coin

The tea gardens in Sri Lanka are actually large estates(种植园). The best tea usually comes from plants grown on high grounds, the cool hilltops with rows and rows of tea plants. The plants are about one metre apart. The plant is often pruned so that it remains only 60 to 90 centimetres high. Pruning is important because it encourages the growth of tender shoots, or young leaves. It is from these shoots that the best tea is got.

7. The word “pruning” means .

A. regular cutting of the plants

B. frequent watering

C. regular use of chemicals

D. growing the plants high in the mountain

Towards the evening, there comes the grand finale of the opening day, an extremely exciting horserace. All the riders run very fast on horseback. Some riders hang off the side of their saddles. Some even ride upside down -- their legs and feet straight up in the air -- all at full speed. Others rush down the course together, men arm in arm, on different horses. On and on they went. SO fast and so wonderful!

8. The underlined word "finale" in the fourth paragraph most probably means the \_\_\_\_\_ of the opening day.

A first part B. middle C. last part D. whole

Rainforests like the Amazon are important for mopping up CO<sub>2</sub> from the atmosphere and helping to slow global warming . Currently the trees in the Amazon take in around 500 million tons of CO<sub>2</sub> each year; equal to the total amount of CO<sub>2</sub> giving off in the UK each year. But how will the Amazon react to future climate change?

9. The underlined phrase "mopping up" in the second paragraph means .

A. cleaning up      B. taking in      C. wiping out      D. giving out

Being considered a leader in our society is indeed of high praise. Leadership means power, commands respect and, most important, encourages achievement. Unlike vitamin C, leadership skills can't be easily swallowed down. They must be carefully cultivated. Different from popular belief, most good leaders are made, not born. They learn their skills in their everyday lives. But which do they develop? How do they (and how can you) get others to follow? Always give credit.

10. The underlined word "cultivated" roughly means \_\_\_\_\_.

A. encouraged B. compared C. examined D. developed

It is true that lighthouses were built in out-of-the-way places. But on a pleasant sunny summer day, this very isolation has a natural beauty that many people will love to experience. Therefore, with the gentle waves touching all round the lighthouse, the visitor is likely to think it is a world preferable to the busy and noisy modern life.

11. The underlined phrase "out-of-the-way" means \_\_\_\_\_

A. far-away      B. dangerous      C. ancient      D. secret

"Kim," began Bill Williams, "I am very pleased with the quality of your work. I have nothing but praise for your devotion and your hard work. My only concern is that you are not active enough in putting forward your suggestions. What I expect is for you to think independently and introduce new ideas. I need more input from you

—more feedback on how things are going. I don't need a "yes man". You never tell me what you think. You just smile as though everything is fine."

"But," said Kim, "I feel that since you are my superior, it would be presumptuous of me to tell you what to do."

12. The underlined word "presumptuous" is closest in meaning to "\_\_\_\_\_".

- A. full of respect                      B. too confident and rude  
C. lacking in experience            D. too shy and quiet

Many creative thinkers state that they have completely devoted themselves to the subject matter of the problem, often over fairly long periods of time. Indeed, it would be strange if they had not done this. Nothing in such statements supports the idea that there is anything very different about the problem solving that leads to discoveries of the great contributions to the society.

13. What does the underlined word "this" refer to? \_\_\_\_\_

- A. Great contributions to the society  
B. Long-time study of the subject matter.  
C. Various statements about problem solving.  
D. Complete devotion to artistic creation.

附答案:

1-5 CACDD

6-10 ACBDA

11-13 BDD

Step 6 Doing some exercise about this clue:

Step 7 Reading Section A

Pre-reading:

(1) have the Ss discuss their university lives and learn the new word

(2) have the Ss discuss the structure of this passage and talk about the function of subtitle

(3) Finish the section and the practices in 10 min.

(4) "Through the study of the text, help students recognize the importance of choosing a major and career planning, guide them to establish a positive outlook on

life and career choices, so that they can face the significant choices in life with a proactive attitude.

#### Step8 Skimming – Grasp the Article Structure

Task Instructions: Give students 3 minutes to read the article quickly and complete two tasks:

Identify the two key figures and their relationship (the professor & Elias; uncle and nephew).

List the 6 pieces of advice (use key words, e.g., “Show up” ).

Feedback & Structure Mapping: Invite students to share answers. Present a mind map on PPT to clarify the structure:

plaintext

Introduction (Para.1): Professor’ s advice + Elias’ s feedback

Body (Para.2-12): 6 pieces of advice (each with “details + Elias’ s comment” )

Conclusion (Para.13): Make the most of each day language points:

#### Step 9: Close Reading – Analyze the First 3 Tips (30 mins)

Tip 1: “Show up” (Para.2-3)

Detailed Comprehension:

Q1: What does the professor mean by quoting Woody Allen: “80% of success is just showing up” ? (Guide students to infer: Attending classes regularly is the foundation of success.)

Q2: Why does the professor warn against sitting in the back row? (Locate the sentence: “Slacking in the back row means bad grades, with very few exceptions.” )

Q3: What did Elias do, and what was the result? (Elias attended every class → built great relationships with professors.)

Step10 Language Points:

Paragraph 1 & 2: Show up  
put together (Phrasal Verb)

解释: 意为“整理、组装、汇集”，比 write 或 make 更形象，暗示收集了不同来源的信息。

例子: The librarian put together a list of resources for our project. / I need to put together a presentation for tomorrow's meeting.

a rising sophomore (Collocation - 固定搭配)

解释: “rising” 在这里表示“即将升入...的”，是英语中描述学生暑期后新学年的常用说法。

例子: a rising junior (即将升入大二的学生), a rising senior (即将升入大二的学生).

Slacking (in the back row) (Verb)

解释: 懈怠，偷懒。动词形式为 slack off。这里现在分词作主语，表示“懈怠”这种行为。

例子: Slacking off during the semester will lead to stress during finals. / Stop slacking and focus on your work!

with very few exceptions (Prepositional Phrase)

解释: 表示“几乎无一例外”，用于强调观点的普遍性。

例子:

With very few exceptions, all mammals give birth to live young. / He attends every meeting, with very few exceptions.

Paragraph 3 & 4: Introduce yourself

I can't say enough about how important this is. (Idiomatic Expression - 习语)

解释: 字面意思是“我说不完这有多重要”，即“再怎么强调其重要性都不为过”。

例子: I can't say enough about how helpful my mentor has been.

references, advocates, and possibly even friends (Nouns - 名词排比)

解释: 这三个名词层层递进, 说明了与教授建立良好关系的益处: 从(求职或申研时的)推荐人, 到(在你遇到困难时的)支持者/拥护者, 再到更高层次的朋友。

例子: Keep in touch with your network; they can become your future business partners, advocates, and friends.

Helpful hint (Noun Phrase)

解释: “hint” 指有用的小建议、小窍门, 比 “advice” 或 “tip” 更柔和、更具体。

例子: Here's a helpful hint: read the questions before you read the passage.

Paragraph 6: Affiliate

Take advantage of (Phrasal Verb)

解释: 充分利用(机会、资源等)。

例子: You should take advantage of the library's online databases. / He took advantage of the beautiful weather to go for a hike.

find your niche (Idiomatic Expression - 习语)

解释: 找到适合自己的位置或领域。“niche” 原指“壁龛”, 引申为“合适的位置”。

例子: After trying several different majors, she finally found her niche in graphic design.

are less likely to... and more likely to... (Comparative Structure - 比较结构)

解释: “be (more/less) likely to” 表示 “(更/不太) 可能...”。这个结构清晰地对比了两种结果。

例子: Students who eat breakfast are more likely to concentrate in class and less likely to feel tired before lunch.

Paragraph 7 & 8: Stay healthy  
debilitating (Adjective)

解释: 使人衰弱的, 让人虚弱的。程度比 “bad” 或 “severe” 更深。

例子: She suffered a debilitating injury that kept her in bed for months. / The heat was debilitating.

Whatever the case,... (Transitional Phrase - 过渡短语)

解释: 相当于 “No matter what the reason is,” (无论如何, 不管什么原因), 用于承接上文, 引出结论。

例子: He might be busy, or he might have forgotten. Whatever the case, he should have called.

Paragraph 9 & 10: Be social  
cultivate (Verb)

解释: 原意是“耕种、培育”，这里引申为“细心培养、建立（人际关系、兴趣等）”，是一个非常地道的用法。

例子: It's important to cultivate good relationships with your colleagues. / He has cultivated a love for classical music.

... was texting while driving. (Past Continuous Tense - 过去进行时)

解释: 过去进行时 was/were + V-ing 常用于描述一个过去动作发生时 (the accidents happened) ，另一个更长的动作正在进行 (was texting) ，作为背景信息。

例子: The phone rang while I was watching TV. / He was driving too fast when he lost control of the car.

Paragraph 11 & 12: Enjoy your independence

a home away from home (Idiomatic Expression - 习语)

解释: 一个像家一样舒适、熟悉的地方（第二个家）。

例子: The little café became his home away from home when he was studying abroad.

a measure of (Phrase)

解释: 一定程度的，一些。比 “some” 更正式。

例子: The new policy will give teachers a measure of autonomy. / After the explanation, he felt a measure of relief.

keep... in place (Phrasal Verb)

解释: 使...保持在原有位置; 这里比喻“维持(支持系统)的存在和正常运作”。

例子: It's important to keep your safety net in place while you start your new business.  
/ The government took steps to keep the economy in place.

If anything,... (Idiomatic Expression - 习语)

解释: 常用于反驳或修正之前的观点, 表示“如果说有什么不同的话, 那就是...”、“反而...”。

例子: I'm not angry with him. If anything, I feel a little disappointed. / The failure didn't discourage her; if anything, it made her more determined.

Final Sentence

Make the most of each day. (Idiomatic Expression - 习语)

解释: 充分利用每一天, 最大化每天的价值。

例子: You're only in Paris for two days, so make the most of it! / He believes in making the most of every opportunity.

The years will fly by. (Metaphor - 隐喻)

解释: “fly by” 形象地比喻时间“飞逝”, 过得飞快。

例子: It feels like we started yesterday. I can't believe how fast the time has flown by.

Step 11 Homework: prepare to talk about the qualities of good students  
Finish section C

<b>Chapter</b>	Unit 2 culture shock
<b>Teaching Objective</b>	<p>Read an article about the kinds of troubles one may encounter in a different culture and the ways to deal with them;</p> <p>Read an article about the different stages of culture shock;</p> <p>Practice making use of context clues to get the meaning of new words;</p> <p>Enlarge your vocabulary on the topics of cross-cultural communication;</p> <p>Improve your reading speed and broaden your horizons by reading selected passages on various topics concerning intercultural communication.</p> <p>Ideological and Political Education Objective: By analyzing communication patterns and behavioral differences across diverse cultural backgrounds, students are cultivated to develop their intercultural communication competence, enabling them to communicate and collaborate effectively in a multicultural environment.</p>
<b>Teaching Focus</b>	Reading methods; word guessing skills; analyze and discuss the characteristics, causes and countermeasures of cultural conflicts.
<b>Teaching Difficulty</b>	Analyze and discuss the characteristics, causes and countermeasures of cultural conflicts.
<b>Teaching Duration</b>	<b>6 periods</b>
<b>Teaching Method</b>	Teaching and practicing, discussion
<b>Assignment</b>	Prepare to talk about their difficulties came across on the campus. Finish section C

Procedures:

Step 1 lead-in : presentation: studying abroad.

(1)Discussing the questions following and then write down the answers:

- Who could travel abroad many years ago?
- Why people like travelling?
- What is culture shock?
- What are the symptoms of culture shock?
- What result in culture shock?
- What are the cures of culture shock?
- What kind of people adjust best to foreign cultures?
- Talk about your difficulties in adapting to a new environment of the university.

(2) then checking the answers after asking handing in their answers.

### Step 2 Reading Section A

text one

- (1) going through the whole passage in 10 minutes and finish the reading comprehension.
- (2) Building up the vocabulary by doing the word match.
- (3) Extending the understanding by doing the exercise.

Step 3 language points:

Ways of saying that particular qualities and characteristics belong only to one particular place type of person or animal or situation

only/just /be limited to/be restricted to /be confined to /be unique to/be peculiar to/  
exclusive

So far fighting has been confined to the capital city

This type of tapestry work is unique to the region

a gesture peculiar to himself

There will be exclusive coverage of the championship on Channel 5

In time

within or before a fixed time 及时

\*A stitch in time saves nine. 及时处理，事半功倍。

\*You can rest assured that we 'll finish the work in time. 你放心吧，我们一定按时完成任务。

eventually; in the end ; after a while ; in the future 不久；最终；将来

\*You'll get used to the weather in Nanjing in time. 你迟早会适应南京的气候的。

\*If you keep on trying, you will succeed in time. 只要你继续努力，你迟早会成功

Words for describing something that you need all your skill, knowledge etc to do  
challenging /demanding /be a challenge /testing /taxing/exacting

The new recruits had to get used to a demanding schedule of training and study.

I chose to study English because I thought it would be a challenge.

First we lost our business, then our house - it was a testing time for both of us .

Film-editing is a difficult and exacting job

acquaintance n

[U] ~ with sth/sb (often slight) knowledge of sth/sb 对某事物[某人] (常为略微的) 了解:

He has some little acquaintance with the Japanese language.

他稍微会一点儿日语.

[C] person whom one knows but who is not a close friend 相识而非密友者; 泛

泛之交:

He has a wide circle of acquaintances. 他交游甚广.

(idm 习语) have a nodding acquaintance with sb/sth know sb/sth slightly 与某人

有点头之交; 对某事物略知一二: I have no more than a nodding acquaintance

with her novels. 我对她写的小说不甚了解.

make sb 's acquaintance/make the acquaintance of sb get to know sb; meet sb

personally 结识某人; 与某人相见: I made his acquaintance at a party. 我是在

一个聚会上认识他的

scrape an acquaintance with sb (informal) get to know sb not very well and with

difficulty 挖空心思与某人结识: I slowly scraped (up) an acquaintance with my

neighbours. 我慢慢设法认识了邻居.

Step 4 Finish the section B and the practices in 10 mins.

Step 5 make a conclusion

Culture shock refers to the anxiety and feelings (of surprise, disorientation, uncertainty, confusion, etc.) felt when people have to operate within a different and unknown cultural or social environment after leaving everything familiar behind and they have to find their way in a new culture that has a different way of life and a different mindset [1] such as in a foreign country. It grows out of the difficulties in

assimilating the new culture, causing difficulty in knowing what is appropriate and what is not. This is often combined with a dislike for or even disgust (moral or aesthetical) with certain aspects of the new or different culture.

Culture shock is a state of dis-ease, just like a disease. It has many different effects, time spans, and degrees of severity[9]. Many people are handicapped by its presence and don't recognize what is bothering them. Culture shock symptoms are really hard to seclude.

Culture shock is a subcategory of a more universal construct called transition shock. Transition shock is a state of loss and disorientation predicated by a change in one's familiar environment which requires adjustment.

Explain the different cultural backgrounds between the East and the West, analyze the communication patterns and behavioral differences between Eastern and Western cultures, and cultivate students' intercultural communication skills so that they can effectively communicate and collaborate in multicultural environments.

Step 6 section B: speed reading.

- (1) scan through the passages as quickly as possible.
- (2) Time for the students.10 minutes
- (3) Checking the answers and fining out the support details.

Step 7 exercise for prefixes:

#### Affixation

##### I.Shortcuts to word meanings

1) Prefixes keyword parts at the beginning of words that change or modify their meaning

There are many prefixes that add a negative meaning to a base word.

Prefix	Meaning	Example
a-, an-	without, lacking	anonymous = without name anemia=lackof enough blood
anti-	against	antidote, anti-war
ab-	not, opposite	abnormal, aberration
counter-	opposite, against, contrary	counterlockwise, counterattack
dis-	not, opposite	dislike, disagree
il-, im-, in-, ir-	not	illegal, imperfect, inactive, irregular
mal-	bad, wrong	malfuction
mis-	wrong	misunderstanding, mislead
non-	no, without	nonviolent

un-+adj.	not	unnecessary
un-+n.	lack of	unattractiveness

Exercise 1. Circle the correct word in each sentence.

1. Many people in the world are not able to read; they are ( inability, illiterate)
2. It is terrible that the youngsters are doing (illegal , nonviolent )activities in broad daylight.
3. You can't tell the boy's reaction towards his parents' divorce. It is (unpredictable, mischievous)
4. If a railroad car is (uncoupled, disengaged), it is not connected to another car.
5. (Discredit, Antipathy) is a strong feeling we have against somebody or something.
6. When people show the opposite of respect, they are (disgraceful, malicious)
7. An antidote is a remedy that (counteracts, mistakes) the effects of poison.
8. Space is infinite if it is (displaced, unlimited)
9. An (unsociable, antisocial) person does things that go against the welfare of society.

He (misconceived, misinterpreted) her silence as giving consent.

Step 8 homework: Prepare to talk about their difficulties came across on the campus.

Finish section C

<b>Chapter</b>	Unit 5 food
<b>Teaching Objective</b>	<p>Read an article about food in different regions of the United States;</p> <p>Read an article about Sichuan food;</p> <p>Practice making use of context clues to get the meaning of new words;</p> <p>Enlarge your vocabulary on the topics of food;</p> <p>Improve your reading speed and broaden your horizons by reading selected passages concerning food.</p> <p>Ideological and Political Education Objective: By exploring the diversity of American food, students are helped to understand the cultural diversity of the United States as a nation of immigrants, as well as how different cultures have influenced American food culture.</p>
<b>Teaching Focus</b>	Reading methods; word guessing skills; grasp the food types and related vocabulary divided into five regions in the United States.
<b>Teaching Difficulty</b>	Grasp the food types and related vocabulary divided into five regions in the United States.

<b>Teaching Duration</b>	<b>6 periods</b>
<b>Teaching Method</b>	Teaching and practicing, discussion
<b>Assignment</b>	Review the words appear in the word-match part Finish Finish section C

Procedures :

Step 1 lead-in :presentation:how to keep fit.

Step 2 Word-protest

Ask Ss to do the exercise in 4 minutes, and then check answers together.

spicy: has similar meaning with the word "hot",--- spicy sister

chef: distinguish "chef" with "chief"

game: not a kind of sport but animals hunt for food or sports

step 2 Text 1 A Food Tour of the United States

1. Read the text in 10 minutes and do the multiple choices on P.46

While reading, ask Ss to circle the places they don't know

2. Check the answers. Let Students take turns to read the stem with the answer filled, and explain some points if necessary.

Jambalaya: [ˌdʒʌmbəˈlɑːjə] : 什锦

Shrimp: 虾 crab: 螃蟹 lobster: 龙虾

California: 加利福尼亚州 Texas: 德克萨斯州 Ohio: 俄亥俄州

3. Let Ss find the map of the United States in their dictionary, and figure out the location of the place appear in the text. Match the locations with their specialty.

Explain the diversity of food in different regions of the United States to help students understand the cultural diversity of the US as a nation of immigrants, and how different cultures influence American culinary traditions.

New Orleans: the biggest city in the states of Louisiana, which lies in the south of American---jambalaya

Boston: city in the states of Massachusetts, where the Harvard University locates.---bean town

Florida: a state locates in the southeast of USA---citrus fruit

California: along the west coast---vegetables

The Northeast, stretching from Maine and Maryland---seafood

The South: specialize in fine breads and pastries

The Mountain States: wild game like deer and pheasant can be found.

Southwest States: barbecued food is a specialty.

Step 3 Passage- reading in Section B

1. Give Ss 10' to read the 4 passages and then check the answers.

Possible mistakes: the late 1600's ---- the seventeenth century

In 2010--- in the 21<sup>st</sup> century

2. Divide the whole class into 8 groups according to the row they are in. Each group are assigned to look up 8 words. All students have to look up the 8 words assigned to their group and get prepared to represent the group to explain the 8 words to the class.

Look up the words

Explain the meaning in a loud voice.

Step 4 Different food concepts

1.From the greeting “吃饭了吗?” to a Chinese saying “民以食为天”,the four major groups: 川菜、粤菜、北方菜和淮扬菜 and the famous “满汉全席”with 108 dishes, introduce the Chinese food concepts. In China, if you invite friends to dinner at home, in order to show your hospitality, the dishes are also the more the better.

2.From the famous proverb “We eat to live, not live to eat. ”(我们为了生存而吃,不是为了吃而活着), expresses that the modern westerns are particular about not only their food styles but also the nutrition with a few dishes. To dinner together is just for the amusement. A typical meal includes:

①.Started Appetizer: soup, juice, salad and wine etc.

②.Main course meat, fish, tomatoes, vegetables bread, steaks etc. ③.Dessert:

fruit-pie, ice-cream and cakes.

After these three dishes, they may drink some coffee, have some biscuits and chocolates or other snacks. They like to eat half-done meat or fish, because they think it won't destroy the nutrition. They never eat dogs or cats, even their internal organs, by reason of they raise them as the pets.

2. Asking the students to make a mini dialogue or short sentences by using some sayings related to the food. And the teacher adds some :

A. Beef: grumble, complaint.

e.g. I am calling that store for a beef.

我要打电话到那家商店投诉。

What are you beefing about?

B. Coffee: wake up and smell the coffee 清醒一下

e.g. Trust him? You wake up and smell the coffee

C. what' s cooking? 相当于 what' s up?

D. sandwiched 被夹在……中间。

e.g. I got sandwiched (clamped)between the doors of the elevator.

E. .noodle 脑袋 Use your noodle and you will get the answer.

Step 5 Introduction to food: "You are what you eat." Nutrition experts often use this saying to promote better eating habits. What we put in our mouths does become a part of us. But we can look at this statement another way. What we eat reflects who we are--as people and as a culture. Do you want to understand another culture? Then you ought to find out about its food. Learning about western food can give us a real taste of western culture.

Last week, we've learned what are American food and the changing of it. Well! What do you think of American food? And do you have any idea about the differences between western and Chinese food?

Holding a discussion and let the students talk about their opinion.

Step 6 Summarizing the differences between western and Chinese food:

(1). American people are calorie conscious in order to keep down their weight, so the food tastes bland and unspiced.

Chinese food cooked in various way ranging from steaming, stewing, to fried. So Chinese food is rich in colour, abundant in incense, spiced in flavour.

(2). Three meals:

Western	Chinese
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breakfast	Scrambled eggs, juice, bacon or sausage, toast biscuit cereal with milk.	Porridge scrambled eggs milk Bread ,soybean milk, steamed bread dough
lunch	Sandwich rolls hamburgers hot dogs chicken salad soft drinks	Rice meat vegetable soup noodles
dinner	Meat: steak chicken fish Pork turkey with potatoes and vegetable. Spaghetti with tomato or meat sauce .desert	Rice meat vegetable soup
(3). Table manners:		
Western		Chinese
Three glasses—one for white wine, one for the red wine, and one for water. Two pairs of knives and forks on the table, forks on the left and knives in the right of the plate. Two spoons, the big one id for the soup and the small one for the dessert.		chopsticks bowl spoon
Take your napkin, unfold it and put it on your lap.		In Chinese you sometime get a hot, damp cloth to clean your face and face and hands,
Drinking to someone's health, you raise your glasses, but the glasses should not touch. take only a sip		to finish the drink at once
having their own plate of food,		The dishes are placed on the table and everybody shares.

### Step 6 summary: Eating Custom and Practice

American eating is funny. They eat almost everything with a fork, and it appears that holding a knife in one's right hand longer than a few seconds is considered to be against good table manners. The system is that if it is absolutely necessary to use a knife, people take the fork in their left hand, and cut off a piece of meat or whatever it is in the normal manner. Then they put the knife down, transfer the fork to their right hand, and only then do they transport the food to their mouth. This is clearly

ludicrous(滑稽可笑), but it is considered good manners.

There are several results of this system. First, if it is not absolutely necessary to use a knife, Americans don't use one, because obviously this greatly complicates(使复杂化) things, and you will therefore see them trying to cut things like potatoes, fish and even bacon(熏猪肉) with a fork. Second, towards the end of a course, since only one implement(器具) is being used, food has to do chased around the plate with the fork - and for the last mouthful the thumb has to be used to keep the food in place, although one is not supposed to do this.

Third, tables are generally laid with one knife and two forks, the outside fork being for the salad. There is no need for foreign visitors to follow the American system and try to eat the salad with only a fork, but if you do use your knife, remember to save it for the meat course.

Even desserts(甜食) (except ice cream) are eaten with a fork if at all possible, and the spoon you see by your dessert is meant to be for coffee (but if you use it for your dessert no one will say anything).

Step 7 Assignment

1. Review the words appear in the word-match part Finish
2. Finish section C

Chapter	Unit6 Shyness
<p><b>Teaching Objective</b></p>	<p>Read an article about how to overcome shyness;                      Read an article about how to make a good impression;                      Practice understanding sentences;                      Enlarge your vocabulary on the personality;                      Improve your reading speed and broaden your horizons by reading selected passages concerning personality.                      Ideological and Political Education Objective: Guide individuals to enhance self-awareness, foster a sense of social responsibility, and shape a sound personality in the process of "overcoming shyness", and ultimately achieve the value orientation of "integrating personal growth with collective development".</p>

<b>Teaching Focus</b>	Comprehend the logical structure of the text (Problem: Shyness → Analysis: Impacts on self-esteem → Solution: 10 strategies); master the usage of core vocabulary and phrases.
<b>Teaching Difficulty</b>	Analyze the contrast between "people with high self-esteem" and "shy people" (Para.2-3); understand the practical application of the 10 strategies in specific social situations.
<b>Teaching Duration</b>	<b>6 periods</b>
Teaching Method	Communicative method, activity teaching method
<b>Assignment</b>	Write a 150-200 word reflection: “A Time I Felt Shy and How I Will Deal with It Next Time” (Use at least 2 strategies from the text).

#### Teaching Procedures

Period 1: Text Comprehension (Causes & Impacts of Shyness)

Step 1: Warm-up & Lead-in (7 minutes)

Ice-breaking Activity: Ask students to respond to the question: “Have you ever felt shy in a social situation (e.g., speaking in class, meeting strangers)? How did it make you feel?” Invite 2-3 students to share briefly.

Video Stimulus: Play a 2-minute short video showing a shy student struggling to join a group discussion and a confident student actively participating. Ask: “What differences do you notice between the two students? What might cause shyness?”

Topic Introduction: Conclude: “Today we’ ll read a text that explains why people feel shy, how shyness affects us, and most importantly, how to overcome it. Let’ s start exploring!”

Step 2: Skimming – Grasp the Text Framework (8 minutes)

Task Instructions: Give students 4 minutes to read the text quickly and complete the following:

Divide the text into 3 parts and summarize the main idea of each part.

Part 1 (Para.1): \_\_\_\_\_

Part 2 (Para.2-3): \_\_\_\_\_

Part 3 (Para.4-16): \_\_\_\_\_

Underline the sentence that mentions the core way to overcome shyness.

Feedback & Mapping: Invite students to share answers. Present a mind map on PPT to clarify the structure:

plaintext

Part 1 (Para.1): Definition & causes of shyness (anxious, self-conscious, overly concerned with appearance/actions)

Part 2 (Para.2-3): Impacts of shyness (contrast between people with high self-esteem vs. shy people)

Part 3 (Para.4-16): Strategies to overcome shyness (10 specific steps based on building self-confidence)

Core way: Overcome shyness with determined/patient effort in building self-confidence (Para.4)

Step 3: Close Reading – Analyze Causes & Impacts (25 minutes)

Focus 1: Causes of Shyness (Para.1)

Detailed Questions:

Q1: What do shy people tend to worry about? (Locate: “Worrisome thoughts are constantly swirling... ugly; unattractive clothes.” )

Q2: Does shyness relate to appearance or ability? (Infer: No – “All kinds of people describe themselves as shy: short, tall, dull, intelligent...” → shyness is a psychological state, not related to external traits.)

Language Points:

Self-conscious (adj.): Too aware of one’s own actions, appearance, or thoughts, especially in a way that makes one anxious.

Example: “She felt self-conscious when speaking in front of a large crowd.”

Excessively (adv.): Too much; more than necessary.

Example: “Don’ t excessively worry about small mistakes – everyone makes them.”

Focus 2: Impacts of Shyness (Para.2-3: Contrast Analysis)

Group Task: Divide students into 2 groups. Group A analyzes “people with high self-esteem” (Para.2), Group B analyzes “shy people” (Para.3). Ask them to fill in the table:

Aspect	People with High Self-Esteem (Para.2)	Shy People (Para.3)
Behavior	Act with confidence; participate enthusiastically; not affected by others’	“shoulds” Passive; easily influenced by others; need reassurance for “right things”
Attitude to Criticism	View as suggestion for improvement; not hurt or rejected	Sensitive; feel it confirms inferiority
Attitude to Compliments	(Implied) Accept positively	Find it hard to be pleased; believe unworthy of praise

Class Sharing: Each group presents their findings. Guide students to conclude:

“Shyness stems from low self-esteem, which affects behavior and attitudes toward others’ opinions.”

Language Points:

Go hand in hand with (phrase): To exist or happen together with something.

Example: “Success often goes hand in hand with hard work and perseverance.”

Detrimental (adj.): Causing harm or damage.

Example: “Excessive screen time is detrimental to children’ s eyesight.”

Inferiority (n.): A feeling that one is less good than others in quality, ability, etc.

Example: “His constant comparison with others led to a sense of inferiority.”

Step 4: Summary & Homework (5 minutes)

Summary: “Today we learned that shyness is a psychological state caused by excessive self-concern, and it is closely linked to low self-esteem. Next class, we’ ll focus on the 10 practical strategies to overcome shyness and practice using them.”

Homework:

Read Para.4-16 carefully and list the 10 strategies in your own words.

Circle 3 new words/phrases that you don’ t understand and look them up in a dictionary.

Period 2: Strategy Analysis & Practical Application

Step 1: Review (5 minutes)

Quick Quiz: Use PPT to show key vocabulary (e.g., self-conscious, detrimental, go hand in hand with) and ask students to make sentences orally.

Recall: Ask: “What is the core way to overcome shyness? How does shyness affect people’ s attitudes to criticism?”

Step 2: Close Reading – Analyze the 10 Strategies (20 minutes)

Jigsaw Reading: Divide students into 10 small groups (3-4 students/group). Assign each group 1 strategy (Para.6-15, 1 strategy/para.). Ask them to:

Paraphrase the strategy in simple English.

Think of a real-life scenario where this strategy can be used (e.g., Strategy 2: “Set reasonable goals” → Scenario: “Feeling shy to talk at a party? Start with talking to 1 classmate.” ).

Gallery Walk: Each group writes their paraphrased strategy and scenario on a poster.

Hang posters around the classroom. Students walk around to read other groups’ work and ask questions (e.g., “Why did you choose this scenario for Strategy 5?” ).

Key Strategy Highlight: Select 3 representative strategies to discuss as a class:

Strategy 1 (Para.6): “Recognize strengths and weaknesses” → Q: “Why is

self-acceptance important for overcoming shyness?” (Infer: Accepting both strengths and weaknesses builds self-esteem, which reduces excessive self-concern.)

Strategy 5 (Para.10): “Do not make negative comments about yourself” → Q:

“How does self-negative talk worsen shyness?” (Infer: It reinforces low self-esteem and fear of judgment.)

Strategy 10 (Para.15): “Practice being in social situations” → Q: “Why is

‘practice’ crucial?” (Infer: Practice builds familiarity and confidence, reducing anxiety in social settings.)

Language Points:

Diminish (v.): To become smaller, weaker, or less important; to reduce something.

Example: “As she gained more experience, her shyness gradually diminished.”

Dwell on (phrasal verb): To think or talk about something for too long, especially something unpleasant.

Example: “Don’ t dwell on past mistakes – focus on how to improve next time.”

Profit from (phrasal verb): To gain benefit or learn from something (especially an experience).

Example: “We can profit from failures by analyzing what went wrong.”

Set aside (phrasal verb): To save or keep something (time, money, etc.) for a particular purpose.

Example: “I set aside 30 minutes every evening to read English books.”

Step 3: Practical Application – Role-play & Discussion (15 minutes)

Role-play Task: Divide students into 5 groups. Give each group a “Shyness Scenario Card” and ask them to choose 2-3 strategies to solve the problem. Prepare a 3-minute role-play (10 minutes preparation):

Card 1: “You feel shy to answer the teacher’ s question in class, even though you

know the answer.”

Card 2: “At a friend’s birthday party, you don’t know many people and are too shy to start a conversation.”

Card 3: “Your classmate criticizes your group presentation, and you feel embarrassed and want to avoid group work later.”

Card 4: “You always think ‘I’m not good at public speaking’ and refuse to join the school speech contest.”

Card 5: “Your friend often says ‘You’re too quiet to be fun’ and makes you feel inadequate.”

Role-play Performance: Each group performs their role-play. After each performance, ask the class: “Which strategies did they use? Do you have other strategies to suggest?”

Reflection Discussion: Ask: “Which strategy do you think is most useful for you? How will you apply it in your daily life?” Invite 2-3 students to share.

Step 4: Summary & Homework (5 minutes)

Summary: “Today we analyzed the 10 practical strategies to overcome shyness, all centered on building self-confidence and self-acceptance. Remember: Shyness is not a ‘flaw’ – it can be reduced with practice and the right attitude. The text reminds us: ‘Each of us is unique and worthwhile.’ ”

Homework:

Write a 150-200 word reflection: “A Time I Felt Shy and How I Will Deal with It Next Time” (Use at least 2 strategies from the text).

Choose 1 strategy and practice it this week (e.g., “Practice talking to 1 new

classmate” ) and write a short note (50 words) about your experience.

### 3. Teaching Reflection (For Teachers)

Strengths: The “jigsaw reading” and “role-play” activities encourage student participation and make abstract strategies concrete. The contrast analysis of “high self-esteem vs. shyness” helps students understand the psychological roots of shyness.

Areas for Improvement: The 10 strategies are many – some groups may rush through their assigned strategy. Next time, assign 2 strategies to fewer groups for deeper analysis. For lower-proficiency students, provide simplified paraphrases of complex strategies.

Follow-up: In the next class, share students’ homework reflections and “practice notes” to reinforce the connection between text learning and real-life application.