

揭阳职业技术学院



教案

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专业：小学英语教育 班级：专本协同 241 班 1 组、
2 组，242 班 1 组

学期授课计划时数：72 课时

Chapter	Unit 1 Working Holiday Abroad
Teaching Objective	<p>Upon completion of this unit, teachers are expected to have enabled students to:</p> <ol style="list-style-type: none"> 1. have a thorough understanding of the text contextually and linguistically; 2. build up an active vocabulary to talk about working holidays and know how to use the key words and expressions in context properly; 3. understand what a working holiday is and why it could be a memorable experience; 4. talk about the possible benefits and drawbacks of taking a working holiday; 5. write an essay about some paid or voluntary work experience; 6. know how to deal with the negative situation, dare to be away from the comfort zone to try something new and different. (Ideological and Political Education Objective)
Teaching Focus	Building up an active vocabulary to talk about working holidays and know how to use the key words and expressions in context properly.
Teaching Difficulty	<p>Understanding what a working holiday is and why it could be a memorable experience;</p> <p>Writing about personal views about taking a part-time job.</p>
Teaching Duration	12 lessons
Teaching Method	Through teacher's explanation and asking questions, students can understand the text well. For word study, teachers will provide students with situation. With the help of PPT.
Assignment	Write a short essay about your summer job experience or your opinions about taking a part-time job.

Part One: Suggested Teaching Process

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

Period 1-2: Opener

Period 3-8: Reading & Interacting, Viewing & Listening

Period 9-12: Reading & Comprehending, Speaking, Writing

注：Viewing & Listening 和 Reading & Interacting 一起处理，主要是因为 Viewing & Listening 视频中生动形象的声音、图像能让学生更直观地了解打工度假。这有助于学生更好地进行补充阅读和说写练习。

Part Two: Opener

Step 1 Ask Ss to talk about their travelling experience and discuss with them the value of travelling by referring to the sentences in **Garden of Quotations**.

Step 2 Briefly explain to Ss what a working holiday visa is:

A working holiday visa is a residence permit allowing foreign travelers to work in the country issuing the visa to supplement their travel funds. A working holiday visa often has an age restriction (usually from 18 to 30 or 35). There are usually limits on the type of employment that can be taken or the length of time the traveler can be employed.

Step 3 Direct Ss' attention to the new words and expressions in **Opener**.

Step 4 Play the audio in **Opener** twice and ask Ss to complete the summary.

Step 5 Choose some Ss to report their answers to class and then give feedback.

Part Three: Reading & Interacting

Step 1 Give Ss some background information about the following:

1) Vancouver, Canada

Vancouver is the most populous city in the Canadian province of British Columbia. It is a cosmopolitan city right on the edge of nature, which makes it easy to combine an urban getaway with outdoor adventures. It is consistently named as one of the top five worldwide cities for livability and quality of life.

2) Canadian lingo (also see Culture Notes)

“Eh” is an interjection popular in Canadian speech. Adding “eh” to a sentence can indicate the speaker’s willingness to accept dissent or to invite further discussion.

“Ascertaining the comprehension, continued interest, agreement, etc., of the person or persons addressed” is how the *Canadian Oxford Dictionary* puts it. Here are some examples:

“Let’s do something, eh?” (“eh” meaning “do you agree?”)

“We could get some sandwiches, eh?” (“eh” meaning “if you would like to”)

“What’s that, eh?” (“eh” meaning “I would appreciate, friend of mine, hearing your interpretation”)

“The beer’s cheap here, eh?” (“eh” meaning “so what would you like to do about that”)

Step 2 Before moving on to the text, help Ss familiarize themselves with the new words in the margin, for example, by having them read the text out loud, paragraph by paragraph, collecting any words which they have difficulty pronouncing, writing these words on the board and reading the words out to them. Ss repeat the words together, going down the list one by one and then read the words selected by the T. T may ask some Ss to read the words separately and others to improve their pronunciation of these words. By now they should be clear as to how the words are pronounced.

Step 3 Call on individual Ss to complete the table in **Text Organization**, and ask them questions concerning each part. The questions can be taken from **Digging into detail**.

Step 4 Discuss with Ss the meanings of the sentences in **Understanding difficult sentences**.

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

Step 6 Check Ss’ assignment by inviting them to read out loud the key words and expressions and explain their meanings either in Chinese or English.

Step 7 Ask Ss to do the tasks in **Key Words Expressions**. To help Ss put these words and expressions into use, T may give more sample sentences for each key word or expression.

Step 8 Explain what a non-restrictive attributive clause is. Ask Ss to study the examples and then do the task in **Usage**.

Step 9 Explain the sentence patterns and ask Ss to do the task in **Sentence Patterns**.

Step 10 Have Ss do the exercises in **Comprehensive Practice**. For **Translation**, T may do it orally.

Discussion: (Ideological and Political Education)

1. What was the author’s mood before she set out? What did she do then?
2. What would you do if you feel blue? How to improve our psychological health?

Part Four: Integrated Skills—Practicing (Viewing & Listening)

Step 1 Introduce Viewing Listening to the class: In the Text the author fled Australia for a working holiday in Canada. Now you will watch a video about a young man who came to Brisbane, Australia with a working holiday visa.

Step 2 Play the video clip twice and ask Ss to decide whether the statements are true or false. If the statement is false, ask them to correct it.

Step 3 Check the answers with the class. When a problem occurs, replay the corresponding bit of the clip for error analysis.

Part Five: Reading & Comprehending

Reading 1

Step 1 Show Ss a map of New Zealand and get them familiar with Wellington, Queenstown and Raglan.

1) Wellington

Wellington is the capital city and second most populous urban area of New Zealand. Nestled between a sparkling harbour and rolling green hills, it is renowned for its arts, heritage, culture and natural beauty.

2) Queenstown

Queenstown is a resort town in the south-west of New Zealand's South Island. Surrounded by majestic mountains and set on the shores of crystal clear Lake Wakatipu, it is known for its adventure and ski tourism.

3) Raglan

Raglan is a small beachside town in New Zealand.

Step 2 Show Ss a map of Australia and briefly introduce Victoria and Margaret River.

1) Victoria

Hugging the tip of the Australian east coast, Victoria is Australia's most densely populated state and the second smallest state. Most of its population is concentrated in the area surrounding Port Phillip Bay. Its capital city Melbourne is located beside the Yarra River, about five kilometers from Port Phillip Bay.

2) Margaret River

Margaret River is a town in Western Australia. Its coast to the west of the town is a

famous surfing location. The surrounding area is the Margaret River Wine Region, where rolling vineyards sit against a backdrop of ocean and forest.

Step 3 Ask Ss to read aloud the new words and expressions in the margin.

Step 4 Ask Ss to decide whether the statements in **Comprehension Check for Reading 1** are true or false. If the statement is false, ask them to correct it.

Step 5 Clarify some difficult points and do the tasks in **Translation**.

Reading 2

Step 1 Ask Ss to skim the text and then work in pairs to discuss the questions in **Comprehension Check for Reading 2**.

Step 2 Encourage Ss to share their answers with the class.

Part Six: Integrated Skills—Practicing (Speaking)

Step 1 Ask Ss to study the tips in **Speaking**.

Step 2 Divide the class into groups of four to five Ss and ask them to discuss the possible benefits and drawbacks of taking a working holiday.

Step 3 Invite all the groups to contribute their ideas and give comments.

Part Seven: Integrated Skills—Practicing (Writing)

Step 1 Ask Ss to work in groups of three to four to talk about their paid or voluntary work experience.

Step 2 Give Ss the writing assignment. Encourage them to draw on their discussion and use the new words and expressions in this unit.

Step 3 Have Ss work in pairs, exchange their writing and make comments according to the Evaluation criteria in Writing.

Step 4 Help Ss revise their writing according to the following guidelines:

- 1) It has made a point.
- 2) It has re-created a vivid experience for the reader by using specific words appealing to the senses of the reader.
- 3) New words and expressions from this unit are used and underlined.

Step 5 Show Ss some well-written essays and give comments.

Chapter	Unit 2 Conspicuous Consumption
Teaching Objective	<p>Upon completion of this unit, teachers are expected to have enabled students to:</p> <ol style="list-style-type: none"> 1. have a thorough understanding of the text contextually and linguistically; 2. expand their vocabulary about conspicuous consumption and know how to use the key words and expressions in context properly; 3. talk about the conspicuous consumption of luxury goods, how it has come into being and the effects it might have on society; 4. conduct group discussions centering on the phenomenon of young Chinese advocating buying less and saving more; 5. become familiar with expository writing, whose purpose is to convey information and explain ideas; 6. have a good awareness of rational consumption. <p>(Ideological and Political Education Objective)</p>
Teaching Focus	Expanding their vocabulary about conspicuous consumption and know how to use the key words and expressions in context properly.
Teaching Difficulty	Talking about the conspicuous consumption of luxury goods, how it has come into being and the effects it might have on society.
Teaching Duration	12 lessons
Teaching Method	Through teacher's explanation and asking questions, students can understand the text well. For word study, teachers will provide students with situation. With the help of PPT.
Assignment	Write a short essay about the graph about the growth of China's luxury-goods market.

Part One: Suggested Teaching Process

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

Period 1-2: Opener

Period 3-8: Reading & Interacting, Viewing & Listening

Period 9-12: Reading & Comprehending, Speaking, Writing

注：注：这一单元的主题聚焦炫耀性消费。学习这一单元，可以结合课文，引导学生利用所学的词汇及句型就炫耀性消费这一社会现象及我国越来越多的年轻人主张理性消费的趋势进行思考、讨论并完成各项读、听、说、写、译等方面的练习。具体可参考教学指南的各个部分。

Part Two: Opener

Step 1 Introduce the topic of the unit to Ss either in English or Chinese: Sometimes people buy things just for the purpose of showing that they are richer, or have better taste than others. Expensive brand-name goods can serve this purpose, and are often wanted precisely because they are expensive. Whether spending money in this way is good, bad or simply silly is something we are going to explore.

Step 2 Ask Ss to listen to a song and fill in the missing words in the lyrics.

Step 3 Have Ss work in pairs. One student asks the other the questions in **Opener**, the other answers. Then switch roles.

Step 4 Ask several Ss to give their answers to the two questions in Opener in front of the whole class.

Part Three: Reading & Interacting

Step 1 Before tackling the text, ask Ss to take a look at the **Culture Notes**, or preferably, ask them to do some further reading before class about the idiom “keep up with the Joneses”, its origins and its social impact, etc.

Step 2 Guide Ss to explore the text to find the meaning and origin of the expression “keep up with the Joneses”, how this phenomenon came into being, and what we should do to rid ourselves of the pressure of keeping up with the Joneses.

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

Step 4 Check whether Ss understand the details of the text and the difficult sentences by guiding them to do the tasks in **Digging into detail** and **Understanding difficult sentences**.

Step 5 Summarize the text. For this part, T may refer to the task **Cloze** (in Part 4,

Comprehensive Practice) by asking Ss to fill in the blanks with key information from the text.

Step 6 Ask Ss to preview the tasks in **Focusing on Language in Context**.

Step 7 To help Ss stay focused, T may give the Chinese version of some sentences in **Key Words & Expressions** and ask Ss to do back-translation. Or, T may read out the whole sentence and ask Ss to translate it into Chinese.

Step 8 Call Ss' attention to the use of inverted word order. Ask Ss to do the task in **Usage**.

Step 9 Explain the sentence patterns and ask Ss to do the tasks in **Sentence Patterns**.

Step 10 Ask Ss to do **Translation in Comprehensive Practice**. T may ask several Ss to read aloud their translations of the passage before giving the suggested version. If possible, provide a few useful translation tips.

Step 11 Organize a group discussion about the following topic: A study has found that the more money the richest person in your community makes, and the more neighbors you have who earn more money than you, the less satisfied you will feel with your life overall. Is it because our happiness depends on how much we have relative to other people? Ss are encouraged to offer their views with expressions they have learned from the text.

Part Four: Integrated Skills—Practicing (Viewing & Listening)

Step 1 Introduce **Viewing Listening** to the class: *Buffett & Gates Go Back to School* is an interview program in which multi-billionaires Warren Buffett and Bill Gates answer questions from business students on a variety of issues. One student asks them how they ensure that in such a materialistic society as America, their children value things that aren't material and things that will truly make them happy in the end. Now let's see what Buffett and Gates have to say.

Step 2 Briefly explain the new words before playing the video. Ss are supposed to watch it for two or three times before they are asked to fill in the blanks.

Step 3 Play the video again for Ss to check their answers.

Part Five: Reading & Comprehending

Reading 1

Step 1 Call Ss' attention to the title of the text. Ask them to make a guess as to what this article is about.

Step 2 List some items and ask Ss to divide them into necessities and luxuries, according to their understanding. The list may include items such as satellite TV, high-speed internet access, sport utility vehicles, cosmetic surgery, professional quality home gym equipment, hourly paid domestic cleaning and cooking services, second homes, trips abroad, etc. Ask Ss to briefly explain the reasons for their division.

Step 3 Ask Ss to list some factors that drive conspicuous consumption in China. Ss may refer to the "Why We Do It" section in the text.

Step 4 Guide Ss to skim the text before doing the tasks in **Comprehension Check** for Reading 1.

Step 5 Go through the text. For each paragraph, ask one student to pick sentences he/she has difficulty understanding. Encourage other Ss to offer their interpretations. T may provide help when need arises. Then do the tasks in **Translation**.

Reading 2

Step 1 As in Reading 1, ask some Ss to pick difficult sentences in the text and encourage their classmates to offer interpretations. When need arises, T may provide help.

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

Step 3 Ask Ss the following questions:

What is fear of missing out?

How has it ever impacted your spending behavior?

How can you avoid unnecessary spending due to social factors like fear of missing out?

Discussion: (Ideological and Political Education)

***As a college student, what kind of consumption concept should we have?

Tips:

- (1)量入为出, 适度消费: Moderate Consumption---to make ends meet
- (2)避免盲从, 理性消费: Rational Consumption---to avoid following suit
- (3)保护环境, 绿色消费: Green Consumption--- to protect the environment
- (4)勤俭节约, 艰苦奋斗: Diligence and Thrifty--- to preserve the style of plain living
and hard struggle

Part Six: Integrated Skills—Practicing (Speaking)

Step 1 Divide Ss into groups ensuring that there is a mix of views within each group.

Ss are supposed to exchange their opinions on the topic.

Step 2 Tell Ss when it is and isn't appropriate to interrupt.

when it isn't appropriate to interrupt:

- a) a speaker is faltering or is in search of words, if he/she has not said very much previously
- b) you are feeling angry and liable to say something you'll regret

when it is appropriate to interrupt:

- a) a speaker has been dominating the discussion for too long
- b) what the speaker is saying is irrelevant to the topic
- c) you don't understand the point he/she has made

Step 3 Give Ss some time for planning either individually or in small groups. Don't just give them the topic and say go! It is often helpful to give them some relevant vocabulary that they might find useful.

Step 4 Provide some useful phrases that Ss can use in group discussion.

Agreeing: You're absolutely right about that.

Disagreeing: I'm sorry, but I don't see it that way at all.

Interrupting: Sorry, do you mind if I say something here?

Dealing with interruptions: Could I just finish what I'm saying?

Asking for an explanation: Would you mind telling us what exactly you mean by that?

Asking for more information: Would you mind saying a little bit more about that?

Adding more information: Another point I'd like to make is ...

Part Seven: Integrated Skills—Practicing (Writing)

Step 1 Ask Ss to write an expository essay about the growth of China’s luxury-goods market according to the graph created by CLSA.

Step 2 Provide some tips for writing an expository essay.

- The purpose of an expository essay is to explain a topic. It often gives facts, explains ideas, or defines conditions in a logical and straightforward manner, with no references to the writer’s own opinions or emotions.
- Basically, an expository essay is composed of three parts: the introductory paragraph, the body of the essay and the concluding paragraph.
- The introductory paragraph states the thesis or the main idea of the essay.
- The body paragraphs should each cover a separate point that develops the essay’s thesis.
- The concluding paragraph restates the main idea and ties together the major points of the essay.

Step 3 Do peer reading. Before Ss turn in their assignment, ask them to work in pairs and comment on each other’s writing according to the Evaluation criteria in the box.

Step 4 Grade Ss’ writing and analyze the common problems in Ss’ writing in class.

Chapter	Unit 3 Bridge Builders between the East and the West
Teaching Objective	<p>Upon completion of this unit, teachers are expected to have enabled students to:</p> <ol style="list-style-type: none"> 1. have a thorough understanding of the text contextually and linguistically; 2. build up an active vocabulary to talk about bridge builders and know how to use the key words and expressions in context properly; 3. draw inspiration from the bridge builders in this unit and consider how they themselves can act as bridge builders; 4. write an essay on what the bridge builders in this unit have in common. 5. Draw Ss' attention to "China Firsts" in the text to have a better understanding of "China Firsts". <p>(Ideological and Political Education Objective)</p>
Teaching Focus	<ol style="list-style-type: none"> 1. build up an active vocabulary to talk about bridge builders and know how to use the key words and expressions in context properly 2. draw inspiration from the bridge builders in this unit and consider how they themselves can act as bridge builders
Teaching Difficulty	<ol style="list-style-type: none"> 1. Understanding some cultural differences; 2. Writing an essay on what the bridge builders have in common.
Teaching Duration	12 lessons
Teaching Method	Through teacher's explanation and asking questions, students can understand the text well. For word study, teachers will provide students with situation. With the help of PPT.
Assignment	Write a comparison/contrast essay.

Part One: Suggested Teaching Process

Step1: Teaching process chart

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

Period 1 Opener & Integrated Skills Practicing (Viewing & Listening)

Periods 2-4 Reading & Interacting

Periods 5-6 Readings 1 & 2

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

注:Opener 和 Viewing & Listening 一起处理，因为桥梁的架设需要中外双方的努力，所以用一位中国画家和一位混血青年来平衡，以免学习者留下片面印象。

Part Two: Opener

Step 1: Have a student read aloud the introduction to Wu Guanzhong.

Step 2: Ask Ss to work in pairs to complete the exercise. They could easily find more paintings by Wu via a mobile internet search.

Step3 Before moving on to the text, encourage Ss to think beyond painters. For example, what about a film director, a musician, a dancer, or a designer who nicely combines both Chinese and Western elements in their works? Ss could shout out names. If a name is mentioned several times, ask for a more detailed explanation.

Manuscript of **Opener** part:

Wu Guanzhong was fond of the Chinese landscape (风景). Zhouzhuang truly reflects the interaction between Chinese and Western art. Wu employed traditional Chinese ink and brushwork techniques (笔墨技法) to depict the architectural structures (建筑结构) and natural surroundings of the village. The delicate flowing brushstrokes (笔触) create a sense of tranquility (宁静), while the vibrant dots of color break away from the limited color palette (调色板) of his national heritage, adding a lively element to the painting. Furthermore, Wu's composition (构图) reflects the Western emphasis on geometric forms (几何形状) and abstraction (抽象). He possessed a deep understanding of the principle of perspective (透视), but instead of solely relying on fixed-point perspective (定点透视) as commonly used in Western landscape, he preferred to incorporate multiple perspectives (散点透视) traditionally employed by Chinese artists. Wu believed that since the view changes with one's movement, it was essential to present the beauty of the scenery from various angles, thus creating a sense of spatial depth (景深) and three-dimensionality (立体感).

Part Three: Integrated Skills Practicing

Viewing & Listening

Step 1: Have Ss skim the three segments with blanks for them to fill in.

Step 2: Play the video clip once for general comprehension. Play the video clip again and ask Ss to fill in the blanks.

1. Segment 1

My father grew up as an only son with four sisters, and met my British mother at the Canton Fair. My mum did Chinese at university here in the UK. And their relationship developed as China opened up. I think I could definitely say any ambition I have has probably come from my Chinese roots. Culturally, Chinese parents always are very ambitious for their children. And my father certainly is. My mum came from a very traditionally British horsing family. Growing up in Beijing, I spent most afternoons with my mum at stables, started to ride when I was four years old.

2. Segment 2

It's very difficult to understand how important the Beijing Olympics were, to China, but also to Chinese people. I think timing-wise it was, it was perfect timing in terms of national confidence. I've never felt that sense going to other championships and other Olympics where the whole population felt like they were invested in the Games themselves, and that was a very exciting thing for a young 18-year-old boy to be a part of.

3. Segment 3

Respect, responsibility and compassion, it's quite clear that those values are not just the values you need to develop a relationship with a horse. They're also the values behind humanity. And I think if we as a society can learn to deal with difficult issues and different cultures and people with different backgrounds in the same manner, with the respect, responsibility and compassion that you need for horsemanship, I think relationships between different cultures, different peoples, different nations will be in a very different place to where it is nowadays.

Part Four: Reading & Interacting

Step1: Draw Ss' attention to "China Firsts" in the text title. Have them scan the text and circle all the appearances of the word "first" in the text. Once it is done, ask them to read the entire sentences containing the word "first" to have a better understanding of "China Firsts" and get an idea of what this text is about. **(Ideological and Political Education)**

Step 2: Refer to Text Organization. Ask Ss to read the instructions and divide the text

into five parts by marking on their textbook.

Step 3: Guide Ss to explore the text while trying to fill in the blanks of Text Organization and do the task in Digging into detail.

Step 4: Explain the key words and expressions in the text and teach Ss how to use them. You may refer Ss to the exercises in Focusing on Language in Context. For each exercise in this part, Ss should be given a few minutes to complete the sentences by themselves. After that, the teacher may ask some of them to read out loud the completed sentences. Ss should be encouraged to come up with alternative answers, and the teacher should comment on such alternatives.

Step 5: Explain the usages of “enough”. When Ss finish the Usage exercise, ask them to tell the part of speech of “enough” in each sentence. (1. adverb; 2. adverb; 3. adverb; 4. pronoun; 5. adjective; 6. adverb; 7. adjective; 8. pronoun)

Step 6: Explain the sentence patterns and ask Ss to do the Sentence Patterns tasks.

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

Part Five: Reading & Comprehending

Reading 1

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

Step 2: Ask Ss to read the text again and try to divide it into parts. After that, have them work in pairs and explain the main idea of each part. (Here is one possible way to divide the text: Paras. 1–4 Joan’s life before arriving in China; Paras. 5–7 Joan and Erwin’s contribution to China; Paras. 8–10 some personal details of Joan; Paras. 11–14 the later years of Joan and Erwin.)

Step 3: Clarify some difficult points and do the task in Translation.

Reading 2

•Step 1: Ask Ss to skim the text and answer the questions in Comprehension Check for Reading 2.

Step 2: Have Ss locate the following sentences and translate them into Chinese:

Para. 5 ...China is “the essential other, without the knowledge of which the West would not be able to perceive the outline and the limits of its own self.”

Para. 6 Unless you understand China as a Westerner, you won't understand what are truly universal values in human society on Earth or what are just Western idiosyncrasies.

Para. 17 Bridge-building between any cultures is important, always, because respect, understanding, even affection are things that motivate us as human beings. If you don't have that, you can very easily lapse into demonization of the other side if things get difficult.

Part Six: Speaking

Step 1: Ask a student to read aloud the Tips given in the box to arouse Ss' interest. Then ask them to consider the questions raised in step 1 individually.

Step 2: Divide the class into groups. Give groups some time to share their chosen sounds and images.

Step 3: Invite each group to show one image or sound to the class with a simple explanation.

Part Seven: Writing

Step 1: Ss either work individually or in pairs to fill in the table.

Step 2: Before writing, Ss should browse Key Words and Expressions again, so they won't forget to use some of them in their writing.

Have Ss work in pairs, exchange their writing and make comments according to the Evaluation criteria in Writing.

Summary: (Ideological and Political Education)

Proper attitude toward the cultural differences:

In the face of different cultures, we should hold an open and inclusive attitude, respect the differences in behavior caused by different cultures, and be good at learning the advantages and strengths of other cultures with an open mind. All the more, we must publicize and carry forward our national culture, inherit the fine traditional culture of the Chinese people, and carry forward the Chinese national spirit. This is the historical mission of our young generation.

Chapter	Unit 4 Emerging Adulthood
Teaching Objective	<p>Upon completion of this unit, teachers are expected to have enabled students to:</p> <ol style="list-style-type: none"> 1. have a thorough understanding of the text contextually and linguistically; 2. build up an active vocabulary to talk about growing up and adulthood and know how to use the key words and expressions in context properly; 3. to know about the important aspects of becoming an adult and have a proper attitude towards the emerging adulthood of themselves; (Ideological and Political Education Objective) 4. compare American and Chinese views on emerging adulthood; 5. talk about changes in expectations of young adults and changes in the degree of independence from their parents, young adults are able to achieve in today's world; 6. write an essay about their views on emerging adulthood.
Teaching Focus	Building up an active vocabulary to talk about growing up and adulthood and know how to use the key words and expressions in context properly;
Teaching Difficulty	<ol style="list-style-type: none"> 1. Compare American and Chinese views on emerging adulthood; 2. Writing an essay about their views on emerging adulthood.
Teaching Duration	12 lessons
Teaching Method	Through teacher's explanation and asking questions, students can understand the text well. For word study, teachers will provide students with situation. With the help of PPT.
Assignment	Organize a short session of discussion on what the students have learnt.

Part One: Suggested Teaching Process

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

Period 1-2: Opener

Period 3-8: Reading & Interacting, Viewing & Listening

Period 9-12: Reading & Comprehending, Speaking, Writing

注：本课文是说明文，教学中教师可以帮助学生回顾说明文的目的（提供信息、阐述观点等），让学生思考作者在本文中表达的观点，为最后要求学生写短文阐述自己的看法打下基础。

Part Two: Opener

Step 1 Introduce the topic to the class either in English or Chinese.

Step 2 Have Ss look at the graph in **Opener**.

Step 3 Ask Ss to work in pairs, discussing the questions given in **Opener**.

Question: Which do you think is most important for becoming an adult, accepting responsibility for yourself, becoming financially independent, finishing education, making independent decisions, or getting married? **(Ideological and Political Education)**

Step 4 Call on some pairs to give a brief report of their discussion.

Part Three: Reading & Interacting

Step 1 Introduce the topic of the text: “Emerging Adulthood”, a new life stage, and draw Ss’ attention to **Culture Notes**.

Step 2 Before moving on to the text, help Ss familiarize themselves with the new words in the margin, for example, by having them read the text out loud, paragraph by paragraph, collecting any words which they have difficulty pronouncing, writing these words on the board and reading the words out to them. Ss repeat the words together, going down the list one by one and then read the words selected by the teacher. T may ask some of them to read the words separately to check their pronunciation of these words. By now they should be clear as to how the words are pronounced.

Step 3 Have Ss go over the text and ask them how many parts it can be divided into.

Step 4 Help Ss to understand the main idea of the text by having them do the exercises in **Text Organization**.

Step 5 Have students discuss about advantages and disadvantages of the rise of

emerging adulthood and guide students to have a proper attitude towards the emerging adulthood of themselves. **(Ideological and Political Education)**

Step 6 Make sure that Ss understand the details of the text and the difficult sentences by guiding them to do tasks in **Digging into detail** and **Understanding difficult sentences**.

Step 7 Explain the key words and expressions in the text and give examples to show Ss how to use them. You may refer Ss to the exercises in **Focusing on Language in Context**. You can add variety by having Ss translate some sentences in those tasks into Chinese.

Step 8 Then turn to **Usage**, have Ss read the notes about the usage of the ding form first, and then complete the exercises.

Step 9 Explain the sentence patterns and ask Ss to do the tasks in **Sentence Patterns**.

Step 10 Ask Ss to do passage translation in **Comprehensive Practice**. To check their work, you may call on Ss to read their versions to the class for discussion.

Part Four: Integrated Skills—Practicing (Viewing & Listening)

Step 1 Introduce **Viewing Listening** to the class: We've learnt that Millennials are experiencing emerging adulthood—a new life stage that was missing in previous generations. Its typical features are drawing a lot of public attention. Watch a video clip and learn more about this topic.

Step 2 Play the video clip and then help Ss identify the main points of the talk.

Step 3 Play the video clip again part by part and ask Ss to fill in the blanks according to what they have heard.

Part Five: Reading & Comprehending

Reading 1

Step 1 Ask Ss to read aloud the new words and expressions in the margin.

Step 2 Ask Ss how much they know about Henry David Thoreau and Ralph Waldo Emerson, and then refer them to the **Culture Notes** about Emerson after the text and the **Culture Notes** about Thoreau in Unit 3, Book 2.

Step 3 To check Ss' understanding of the text, have them do the tasks in **Comprehension Check for Reading 1.**

Step 4 Clarify some difficult points and have Ss do the tasks in **Translation.**

Step 5 Ask Ss to read the text again, sum up the story of Henry and the arguments of the author.

Reading 2

Step 1 Ask Ss to skim the text and circle the names of soldiers and a saying by each soldier.

Step 2 Break the class into groups of four and ask Ss to brainstorm how to translate the sayings by soldiers back into Chinese. Then ask one or two groups to report their translation to class.

Step 3 Have Ss do the task in **Comprehension Check for Reading 2.**

Part Six: Integrated Skills—Practicing (Speaking)

Step 1 Divide the class into groups of four and ask each group to assign a leader and a reporter. You may refer to the Tips given in the boxes in Speaking.

Step 2 Have the groups discuss the questions in Group discussion.

Step 3 Invite two or three group reporters to present the results of their discussion to the class.

Part Seven: Integrated Skills—Practicing (Writing)

Step 1 Guide Ss to write a clear topic sentence about their views on emerging adulthood at the beginning of their composition.

Step 2 Encourage Ss to develop the topic sentence by using what they've learnt from the Text, Reading 1 and Reading 2.

Step 3 Encourage Ss to use words and expressions they've learnt from this unit and underline them in their writing.

Step 4 Help Ss revise their writing and draw their attention to the connection between sentences.

Step 5 Have Ss work in pairs, exchange their writing and make comments according to the **Evaluation criteria in Writing.**

Chapter	Unit 5 Digital Age
Teaching Objective	<p>Upon completion of this unit, teachers are expected to have enabled students to:</p> <ol style="list-style-type: none"> 1. have a thorough understanding of the text contextually and linguistically; 2. build up an active vocabulary to talk about digital technology and know how to use the key words and expressions in context properly; 3. analyze the pros and cons of the different applications of digital technology mentioned in this unit, including self-driving cars, machine learning, MagicBand, autonomous flying vehicles, predicative analytics, and MOOCs; 4. write a well-developed process description of how to use a smart phone app; 5. to have a proper attitude towards the use of AI. <p>(Ideological and Political Education Objective)</p>
Teaching Focus	<ol style="list-style-type: none"> 1. Building up an active vocabulary to talk about digital technology and know how to use the key words and expressions in context properly; 2. Analyzing the pros and cons of the different applications of digital technology mentioned in this unit.
Teaching Difficulty	Analyzing the pros and cons of the different applications of digital technology mentioned in this unit.
Teaching Duration	12 lessons
Teaching Method	Through teacher's explanation and asking questions, students can understand the text well. For word study, teachers will provide students with situation. With the help of PPT.
Assignment	Write a well-developed process description of how to use a smart phone app.

Part One: Suggested Teaching Process

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

Period 1-2: Opener, Viewing & Listening

Period 3-8: Reading & Interacting

Period 9-12: Reading & Comprehending, Speaking, Writing

注：Opener 和 Integrated Skills Practicing (Viewing & Listening)一起处理，主要是因为 Opener 讨论的是无人驾驶汽车的好处，而 Integrated Skills Practicing (Viewing & Listening)指出了预测分析学的好处和坏处。这样一来，教师就可以引导学生做好思想准备，学习接下来几篇课文里的数字技术应用实例时都要想想这些应用分别有哪些好处和坏处。

Part Two: Opener

Step 1 Have Ss read the three given questions before playing the video.

Step 2 Ask Ss to work in pairs, discussing the three questions.

Step 3 Ask one or two pairs to give a brief report of their discussion to the class.

Part Three: Integrated Skills—Practicing (Viewing & Listening)

Step 1 Draw Ss' attention to the instructions, so that they understand what predictive analytics is.

Step 2 Before playing the video clip, explain to Ss: This is a TV news program. Both the anchor and guests are under time pressure. As a result, they speak very fast and sometimes make mistakes. Don't worry if you can't catch every word. The key is to grasp the main idea.

Step 3 Play the video clip again part by part and ask Ss to fill in the blanks in the dialogue boxes according to what they have heard and compare their answers with each other.

Part Four: Reading & Interacting

Step 1 When author Demis Hassabis wrote the article from which our text was adapted, AlphaGo was scheduled to play against Lee Sedol. Now that the match was over, ask Ss what they know about AlphaGo, the match and their reactions to the outcome.

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

Step 3 Point out that the author wrote this article like a research paper. Research papers usually include the following parts: research background (why this research) literature

review (what research work has already been done in this area), research methodology (how this research was conducted), research findings, implications of this research and the next steps to take. Ss could follow this format when they write research papers for their subject courses.

Step 4 Ss divide the text into parts according to the instructions in **Text Organization**.

Then they read the text silently, and fill in the blanks in **Text Organization**.

Step 5 Explain the key words and expressions in the text and teach Ss how to use them.

You may refer Ss to the exercises in **Focusing on Language in Context**.

Step 6 Do the tasks in **Comprehension Check**.

Step 7 Ask each student to draw two columns on a piece of paper. Write “Pros” and “Cons” on the top of each respectively. Then they work individually to write down the benefits of machine learning and possible risks. Afterwards they can exchange notes in groups of three or four.

possible answer:

Pros	Cons
<i>Accelerates research</i>	<i>Machines cleverer than humans</i>
<i>Enables breakthroughs</i>	<i>AI controls humans.</i>
<i>Tackles key real-world problems</i>	<i>Humans become idle.</i>

Step 8 Explain compounding as a way of word formation. Give an example each for compound nouns, compound adjectives, compound verbs, solid compounds, hyphenated compounds, and open compounds. Have Ss go through the text again and underline the compound words they find. Have some Ss report to the class. Then have Ss do the task in **Word Formation**.

Step 9 Explain the sentence patterns and ask Ss to do the task in **Sentence Patterns**.

Step 10 Ask Ss to do the tasks in **Key Words Expressions**. To help Ss put these words and expressions into use, T may redesign the tasks. For example, dictate to them some sentences, have them translate some other sentences or make new sentences with target words and expressions.

Step 11 Have Ss do pair work in **Comprehensive Practice**.

Step 12 Have Ss discuss about social functions of AI and guide them to have a proper

attitude towards the use of AI. (**Ideological and Political Education**)

Discussion: Discuss in groups about social functions of AI. What kind of harm or benefit may AI bring to our society in the future?

Part Five: Reading & Comprehending

Reading 1

Step 1 Ss read the text for the first time with the help of the new words and expressions in the margin.

Step 2 Ss read the text for the second time to find out the following:

— paragraphs devoted to the author’s ticket stub collection experience (*Paragraphs 4–11*)

— alternatives to hard tickets (*barcodes stored on smart phones, barcodes printed out from emails, guest lists, RFID bracelets*)

— the two ways the author stored ticket stubs (*on the wall; in a shoebox*)

Step 3 Ss finish **Comprehension Check** exercises.

Reading 2

Step 1 Ss read the text for the first time with the help of the new words and expressions in the margin.

Step 2 Ss work in pairs to fill in the following table:

Examples of how Daqing Oilfield lacked digital technology in the past	Examples of digital technologies in use at Daqing Oilfield now	Digital technologies Daqing Oilfield plans to adopt in the future
<i>(foot patrols; a single phone in a mud building; well flushing based on operator experience; human supervision of equipment)</i>	<i>(drones; a “smart brain” / command center; an internet of things; digital technologies used to improve work efficiency, reduce human supervision, strengthen front-line capabilities, etc.)</i>	<i>(further expansion of the existing internet of things)</i>

Step 3 Ss finish **Comprehension Check** exercise.

Part Six: Integrated Skills—Practicing (Speaking)

Step 1 The instructions are very clear in the textbook. Just follow them step by step.

Step 2 Each group should pick a real university in China or abroad that offers MOOC

courses. They must do out-of-class research to find out how students, faculty and university administrators at that university view MOOCs.

Step 3 Invite two or three groups to role-play it in class. Both teachers and Ss make comments on their performance.

Part Seven: Integrated Skills—Practicing (Writing)

Step 1 Ss should read the sample before answering the following questions:

- What is Airbnb for?
- How many steps are described?
- What listing adverbs/adverbial phrases are used?

Step 2 Ss then read the **Tips** and **Evaluation criteria** to learn more about how to write a process description. When they finish, Ss work in pairs, exchange their writing and make comments according to the **Evaluation criteria**.

Chapter	Unit 6 Determination
Teaching Objective	<p>Upon completion of this unit, teachers are expected to have enabled students to:</p> <ol style="list-style-type: none"> 1. have a thorough understanding of the text contextually and linguistically; 2. talk about Bilott’s fight against DuPont, Aimee Mullins’ success as an athlete, and Yi Jiefang’s efforts to halt desertification; 3. explain what were the difficulties each of them had to overcome; 4. summarize what they have in common; 5. have a better understanding of the factors leading to one’s success and know how to make oneself a better person. (Ideological and Political Education Objective)
Teaching Focus	<ol style="list-style-type: none"> 1. Talking about Bilott’s fight against DuPont, Aimee Mullins’ success as an athlete, and Yi Jiefang’s efforts to halt desertification; 2. Explaining what were the difficulties each of them had to overcome.
Teaching Difficulty	Summarizing what they have in common.
Teaching Duration	12 lessons
Teaching Method	Through teacher’s explanation and asking questions, students can understand the text well. For word study, teachers will provide students with situation. With the help of PPT.
Assignment	Organize a short session of discussion on what the students have learnt.

Part One: Suggested Teaching Process

注：主课文有一个显著的特点：语言简练。简单句居多，言简意赅，为读者留出了想象的空间。讲解课文时，教师可让学生注意这个语言特点，使他们意识到简略的表述也能传递丰富的含义，达到充分表述所达不到的效果。举例如下：

1. Tennant had tried to seek help locally, but DuPont just about owned the entire town.
(Para. 1)

Here “locally” implies many things. T may ask Ss: What kind of help had Tennant tried to seek? Did he get any? Why or why not? What does it mean that “DuPont just about owned the entire town”?

2. Bilott decided right away to take the Tennant case. It was, to him, the right thing to do. (Para. 6)

Again T may ask: What does this sentence mean? Why does Bilott consider it the right thing to do? What kind of person is he, as we can see from this sentence?

3. In August 2000, Bilott called DuPont and explained that he knew what was going on. It was a brief conversation. (Para. 13)

T may bring up these questions: Why was the conversation brief? Can you imagine what was said? What if the author gave a straight account of the conversation? Would he achieve a better effect?

This is a good example showing that sometimes, leaving things unsaid may actually achieve a better effect.

4. Bilott never represented a corporate client again. (Para. 18)

The single-sentence paragraph can be read in different ways. It could mean that Bilott was so disillusioned with large corporations that he no longer wished to work for them. More likely, however, it is intended to convey that by taking up the cause of ordinary people against some large corporations he has aroused the hostility of all of them. As a result, none will now employ his services, costing him his career as a corporate lawyer.

Part Two: Opener

Step 1 Warm up to the topic of determination by mentioning the deaf DJ which Ss got to know from Unit 1 of Book 1, the entrepreneur Ma Yun, or any other well-known success of our time. Then have Ss discuss the factors contributing to the success of these people. They may include luck, chance, talent, but none of these will come to anything without determination. **(Ideological and Political Education)**

Step 2 Sometimes determination helps people overcome overwhelming difficulties and achieve the impossible. Play the recording and then have Ss tell as much as they can about what they have heard.

Step 3 Play the recording again.

Step 4 Have Ss do the exercises in **Opener**.

Step 5 Sum up what they have heard.

Part Three: Reading & Interacting

Step 1 Guide Ss through the text paragraph by paragraph.

- Before tackling a paragraph, have a student read aloud the paragraph first, and then correct the mispronounced words (if any). Have Ss read after you the new words which are likely to be mispronounced.
- Give contextual explanations of words, phrases, and sentences where you deem necessary. At this stage, focus is on understanding instead of usage.

1. Take, for example, the sentence in Para. 1 “Tennant had tried to seek help locally, but DuPont just about owned the entire town”. Taken out of context, the two clauses of this sentence do not seem well connected. However, the next sentence “He had been spurned not only by Parkersburg’s lawyers...” offers a clue to understanding the second part: Everyone seemed to be working for DuPont, and no one was willing to help Tennant. This shows that words acquire specific meanings when put in a specific context, and if one is not sure of what a particular sentence or word means, he or she may well just read on and probably the next sentence explains everything.

2. Often, the same word means different things in different contexts. Compare the following sentences and tell what the word “right” means in each of them:

“He did not understand, however, that Bilott was not the right kind of environmental lawyer.” (Para. 2) (fitting, suitable)

“Bilott decided right away to take the Tennant case. It was, to him, the right thing to do.” (Para. 6) (morally correct)

3. The use of non-restrictive attributive clause to add extra information:

“The letter led, four years later, in 2005, to DuPont’s reaching a \$16.5 million settlement with the E. P. A., which had accused the company of concealing its knowledge of PFOA's toxicity and presence in the environment in violation of the Toxic Substances Control Act.” (Para. 16)

In the above sentence, the added information in the which-clause explains why DuPont settled with the E.P.A. (For further information about non-restrictive attributive clauses, see the Usage section in Unit 1.)

More examples of this use of the non-restrictive attributive clause:

Mrs. Silverman, who happened to see the accused minutes after the murder, became a key witness in the case.

He likes his farm house, where birds sing and flowers blossom all the year round.

- Check Ss' understanding of the text through questions and answers.

Step 2 Analyze the text by using a holistic approach-help Ss get the main idea of the text, and see how it is developed.

- Have Ss sum up and write down the main point of each paragraph in one sentence.
- Have Ss go over the main points of the paragraphs, and then guide them and help them arrive at the main idea of the text as a whole.
- Have Ss do the exercises in **Text Organization**.

Step 3 Refresh Ss' memory of the text.

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

Step 4 Have Ss discuss in groups about factors leading to Bilott's success and guide them to talk about how to make themselves better. (**Ideological and Political Education**)

Questions for Discussion:

1. What are the factors leading to Bilott's success?
2. As an English major, what are your secrets to becoming a good English learner?
3. As a college student, what can you do to make yourself become better?

Step 5 Tackle the key words and expressions.

For each of the words/expressions listed in the box of **Key Words Expressions** in **Focusing on Language in Context**, T may begin by having Ss find the sentence in the text which contains the word/expression, and then give at least one more example sentence.

Step 6 Have Ss do the exercises in **Focusing on Language in Context**.

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

Step 7 Have Ss do **Comprehensive Practice**.

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

Part Four: Reading & Comprehending

Reading 1

Step 1 Have Ss read the text.

Step 2 Have Ss work in pairs and check each other's understanding of the text. Have them discuss what is Aimee Mullins' greatest success.

Step 3 Answer Ss' questions (if any), and then give necessary explanations to ensure that they understand the text correctly.

Step 4 Have Ss read the text once again.

Step 5 Guide Ss through the **Comprehension Check** questions.

Step 6 Ask Ss to finish the **Translation** exercises by themselves.

Step 7 Ask some Ss to read aloud their translations, and make comments on them.

Reading 2

Step 1 Have Ss work in pairs and talk about what they know about Yi Jiefang.

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

Part Five: Integrated Skills—Practicing (Viewing & Listening)

Step 1 Play the video clip two or three times.

Step 2 Ask Ss to complete the sentences in the segment.

Step 3 Have a student read out loud the completed sentences.

Part Six: Integrated Skills—Practicing (Speaking)

Step 1 Have a student read aloud the requirements of the speaking exercise first.

Step 2 Have students brainstorm how to present the case and the evidence and how to defend at court.

Step 3 Invite two or three groups to role-play it in class. Both teachers and students make comments on their performance.

Part Seven: Integrated Skills—Practicing (Writing)

Step 1 Have Ss write an essay according to the requirements of the writing assignment.

Step 2 Have Ss work in pairs, exchange their writing and make comments according to the **Evaluation criteria**.

Step 3 Invite one or more students to read out loud before the class their writing.