



揭阳职业技术学院

电子商务创业学院

《基础英语二》教案

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课程整体教学设计

一、课程的性质和任务

本课程是商务英语专业的基础必修课，本课程的任务在于传授系统的基础语言知识（包括语音、语法、词汇与篇章的结构、语言功能等），训练基本语言技能（听、说、读、写），培养学生初步运用英语进行交际的能力，同时指导学生的学习方法，培养他们的逻辑思维能力，为进入高年级学习打下扎实的基础。基础英语不同于一般的阅读课，而是一门综合英语技能课，其重点应放在口笔头复用能力的训练上，本课程的特点在于所使用的语言材料是系统、精选的，技能的训练是综合的。教师在传授英语基础知识的同时，要对学生进行全面的严格的听、说、读、写、译等技能的训练；培养学生实际运用语言的能力；良好的学风和正确的学习方法。课堂教学主要通过语言基础训练与篇章讲解分析，使学生逐步提高语篇阅读理解能力，了解英语各种文体的表达方式和写作特点，扩大词汇量，熟悉英语常用句型，具备基本的口头与笔头表达能力。鼓励学生在主动参与课堂各种语言交际活动的同时，积极参与各种结合课堂教学的课外活动以获得基本的交际能力。在此基础上，有机融入课程思政元素，引导学生树立正确的世界观、人生观与价值观，强化责任担当、职业精神与家国情怀，为学生未来从事商务、外贸、跨境沟通等相关工作奠定坚实的语言基础与职业素养，实现知识传授、能力培养与价值引领的统一。

二、教学目标与要求

1. 教学目标

本课程以高职高专商务英语专业人才培养目标为导向，立足高素质技术技能型外语人才培养要求，旨在培养学生具备扎实的英语语言基础、较强的英语综合应用能力，同时掌握与商务场景相关的基本语言知识与文化素养。通过系统的语言输入与输出训练，提升学生在日常交际、职场沟通及基础商务活动中的英语听、说、读、写、译能力，增强跨文化交际意识与职业素养。在此基础上，有机融入课程思政元素，引导学生树立正确的世界观、人生观与价值观，强化责任担当、职业精神与家国情怀，为学生未来从事商务、外贸、跨境沟通等相关工作奠定坚实的语言基础与职业素养，实现知识传授、能力培养与价值引领的统一。

2、教学要求

1)、知识目标

掌握英语基本词汇、语法、句法结构及常用表达方式，能够识别并运用常见构词法、语篇结构与文体知识；了解英语国家文化、社会习俗及基本商务文化常识，形成较为完整的语言知识体系。

2)、能力目标

具备基本的英语听说能力，能进行日常交流与简单职场沟通；能读懂难度适中的叙事、说明、议论等语篇，获取关键信息并理解主旨；能运用所学知识完成简单英文写作与翻译任务；具备初步的自主学习、合作学习与逻辑思辨能力。

3)、素质目标

具备良好的职业道德、团队协作意识与沟通能力；具有跨文化理解与包容意识，尊重文化差异；树立终身学习理念，增强文化自信与民族自豪感；能够将个人发展与时代需求相结合，具备新时代青年应有的责任意识与担当精神。

4)、思政教学要求

在语言知识学习与技能训练中自然融入理想信念教育、家国情怀教育、职业道德教育与工匠精神教育；引导学生铭记历史、珍惜当下，树立服务国家与社会的意识，将语言学习与个人成长、职业发展、国家发展紧密结合。

3. 课程思政育人目标

1)、 理想信念引领：引导学生树立正确的理想信念，铭记历史、珍惜当下，树立服务国家、奉献社会的责任意识。

2)、 家国情怀培育：厚植学生家国情怀，增强文化自信，引导其将个人成长与国家发展紧密结合。

3)、 职业素养塑造：渗透职业道德教育与工匠精神教育，帮助学生树立正确的职业观、价值观，培养诚信、负责、严谨的职业素养，适配涉外商务工作需求。

4)、 综合素养提升：推动语言学习与职业发展深度融合，培养学生的团队合作、责任担当等综合素养，助力其成为兼具语言能力、商务技能与正确价值导向的应用型涉外商务人才。

三、教学方法与手段

1. 教学方法

情景模拟法：模拟日常交流场景，分组角色扮演，强化语言实操应用。

小组合作法：分组完成场景设计、文案撰写、分享讨论等任务，培养团队协作能力。

案例分析法：分析与课程内容相关的案例，引导学生积累素材、深化理解。

讲授指导法：补充语言规范文化背景等知识，指导句型运用与写作技巧。

互动练习法：师生、生生双向互动，开展沟通练习、观点交流、互相点评等活动。

多媒体导入法：播放图片、短视频等素材，激发学习兴趣，积累表达素材。

2. 教学手段

线下实践：以课堂为核心，开展情景演练、小组展示、课堂分享等线下实操活动。

线上补充：借助线上资源（图片、短视频、学习资料），辅助课堂教学，拓展学习场景。

任务驱动：布置实践任务，以任务促学习。

四、理论与实践课程内容与学时分配

学期	篇章	内容	理论课时	实践课时	小计	
1	Unit 1 Cities and City Life	Part 1	Starter	2	2	12
		Part 2	Listening and Speaking			
		Part 3	Intensive Reading	3	3	
		Part 4	Grammar			
		Part 5	Practical Writing	1	1	
		Part 6	Project			
	Unit 2 Hobbies	Part 1	Starter	1	1	10
		Part 2	Listening and Speaking	3	3	
		Part 3	Intensive Reading			
		Part 4	Grammar			
		Part 5	Practical Writing	1	1	
		Part 6	Project			

四、

	Unit 3 Festivals and Holidays	Part 1	Starter	1	1	10		
		Part 2	Listening and Speaking					
		Part 3	Intensive Reading					
		Part 4	Grammar					
		Part 5	Practical Writing				3	3
		Part 6	Project				1	1
	Unit 4 Seasons	Part 1	Starter	1	1	8		
		Part 2	Listening and Speaking					
		Part 3	Intensive Reading				2	2
		Part 4	Grammar					
		Part 5	Practical Writing				1	1
		Part 6	Project					
	Unit 5 Health	Part 1	Starter	1	1	8		
		Part 2	Listening and Speaking					
		Part 3	Intensive Reading				2	2
		Part 4	Grammar					
		Part 5	Practical Writing				1	1
		Part 6	Project					

	篇章	内容	理论课时	实践课时	小计			
1	Unit 6 Food	Part 1	Starter	1	1	8		
		Part 2	Listening and Speaking					
		Part 3	Intensive Reading				2	2
		Part 4	Grammar					
		Part 5	Practical Writing				1	1
		Part 6	Project					
	Unit 7 Friends	Part 1	Starter	1	1	8		
		Part 2	Listening and Speaking					
		Part 3	Intensive Reading				2	2
		Part 4	Grammar					
		Part 5	Practical Writing				1	1
		Part 6	Project					
2	Unit 1 Communication	Part 1	Starter	1	1	10		
		Part 2	Listening and Speaking					
		Part 3	Intensive Reading					
		Part 4	Grammar					

		Part 5	Practical Writing	3	3		
		Part 6	Project	1	1		
	Unit 2 Personality		Part 1	Starter	1	1	10
			Part 2	Listening and Speaking			
			Part 3	Intensive Reading	3	3	
			Part 4	Grammar			
			Part 5	Practical Writing	1	1	
			Part 6	Project			
	Unit 3 Gifts		Part 1	Starter	1	1	10
			Part 2	Listening and Speaking			
			Part 3	Intensive Reading	3	3	
			Part 4	Grammar			
			Part 5	Practical Writing	1	1	
			Part 6	Project			
	Unit 4 Entertainment		Part 1	Starter	1	1	10
			Part 2	Listening and Speaking			
			Part 3	Intensive Reading	3	3	
			Part 4	Grammar			
Part 5			Practical Writing	1	1		
Part 6			Project				
学期	篇章		内容	理论课时	实践课时	小计	
2	Unit 5 Travel		Part 1	Starter	1	1	10
			Part 2	Listening and Speaking			
			Part 3	Intensive Reading	3	3	
			Part 4	Grammar			
			Part 5	Practical Writing	1	1	
			Part 6	Project			
	Unit 6 Success		Part 1	Starter	1	1	10
			Part 2	Listening and Speaking			
			Part 3	Intensive Reading	3	3	
			Part 4	Grammar			
			Part 5	Practical Writing	1	1	
			Part 6	Project			
	Unit 7 Internet		Part 1	Starter	1	1	10
			Part 2	Listening and Speaking			
			Part 3	Intensive Reading	3	3	

		Part 4	Grammar			
		Part 5	Practical Writing	1	1	
		Part 6	Project			
合计				68	68	136

Unit 1 Communication

Teaching Objectives:

Upon completion of this unit, Teacher is expected to have enabled students (Ss) to:

- have a thorough understanding of the texts both in content and in language;
- know how to communicate effectively;
- understand and use the adverbial clause of time introduced by "when" properly;
- write a letter to invite business partners to participate in a business activity;
- work out the project of discussing advantages and disadvantages;
- grasp the following key words, expressions and sentence patterns, and know how to use them properly in context.

Key words	suspect, connect, understand, value, interrupt, focus, relief, respond, grief, heal, essential, effective, ensure, develop, ability, potential, overlook
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Expressions	care about, take sb. some time to do sth., in pain, shut... down, go against, too ... to be aware of
Sentence patterns	<p>Are you okay? / Is everything okay with you? What happened?</p> <p>Calm down, please. / You don't need to be angry. Take a deep breath. / Think positively.</p> <p>My pleasure.</p> <p>Talk to him / her about it instead of blaming him / her.</p> <p>This is really bad / terrible!</p> <p>I don't know what to do.</p> <p>What do I do next?</p> <p>That's really kind of you.</p> <p>Thank you for being such a nice listener.</p>

Teaching focus:

1. communication
2. expressions about communication and ways of communication

Teaching Duration: 10 classes

Teaching Methods: Lecture method; Task-based and project-based teaching; Discussion. With the help of multimedia.

Teaching Difficulties:

1. ways of communication
2. effective communication
3. communication in workplace

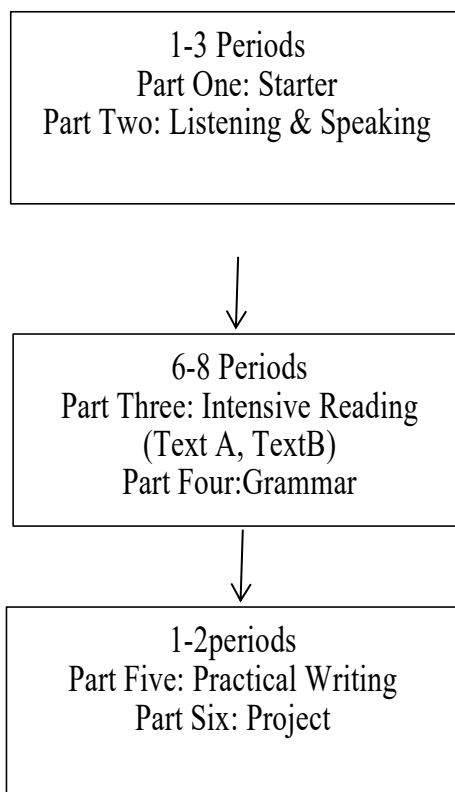
Ideological and Political Goals:

1. Help students recognize the significance of effective communication in building harmonious relationships, both in personal life and in society. Encourage them to use positive communication skills to resolve conflicts, promote cooperation, and contribute to a more harmonious social environment.
2. Teach students how to use communication to advocate for positive social values, raise public awareness of important social issues, and contribute to the improvement of society.

Teaching Procedures:

Chart for teaching processes

This unit is designed for 10 periods of classroom instruction. In each of the periods, certain tasks are to be completed. The following is a suggested teaching plan.



One and Part Two are the warm-up for the text learning in Part Three. By practising the topic-related listening and speaking, Ss get familiar with relevant words, expressions, and English culture. Ss are asked to preview the texts as well as the new words and expressions of the texts for the next class.

Text *A* of Part Three is the major part of the unit. New words and expressions of both texts are recommended to be introduced to Ss first. In the first two periods, Ss grasp the content of the text step by step, from the general idea to detailed information. The third period may cover important language points in the text. Ss do pattern drills in class. The fourth period may be used to cover Text B. In this section, Ss are supposed to understand the main idea and find out some detailed information about Text B. The grammar in Part Four is closely linked to examples from Text A, so this part can be explained either here or right after Text A.

Part Five can be a combination of Teachers lecture and some in-class activities. Lastly, Ss give presentations about their project as a way to review and check their understanding of the key points of the unit. Teacher gives comments and sums up the entire unit.

Teaching guides for each part of the Student's Book

Parts		Tips for teaching
<p>Part One Starter</p>	<p>Section A Vocabulary</p>	<ul style="list-style-type: none"> • Ask Ss warm-up questions as follows: <ol style="list-style-type: none"> 1. <i>Whom do you communicate with most often in daily life?</i> 2. <i>What kind of tools do you often use to communicate with other people?</i> • After Ss answer the first question, Teacher can ask Ss the second question to have them describe different ways of communication. Allow them to answer the question in Chinese if they don't know how to express the idea in English. • Note down their answers on the blackboard. The following are some ways or tools of communication for reference. <p>Ways or tools of communication:</p> <p>打电话 <i>make a phone call / call sb.</i> 发短信 <i>text sb.</i> 写邮件 <i>write an email / email sb.</i> 写信 <i>write a letter</i> 视频聊天 <i>video chats</i> 语音聊天 <i>voice chats</i> 微信 <i>WeChat</i> 发朋友圈 <i>post in WeChat moments</i> 微博 <i>microblog/ Weibo</i> 发 QQ 消息 <i>send QQ messages</i> 脸书 <i>Facebook</i> 推特 <i>Twitter</i></p> <ul style="list-style-type: none"> • Get Ss to repeat after Teacher for the right pronunciation. Ask Ss to think of some adjectives to describe these means or tools. <p>For example:</p> <p><i>Convenient</i> 方便的 <i>fast</i> 快速的 <i>Efficient</i> 高效的 <i>time-saving</i> 节省时间的 <i>Time-consuming</i> 浪费时间的 <i>interactive</i> 互动的 <i>Real</i> 真实的 <i>unreal</i> 虚假的</p>

Exercise I

- Ask Ss to guess what each picture is about.
- Ask Ss to match the words with the pictures. Allow them to check the dictionary. Get Ss to repeat after Teacher for the right pronunciation.
- If dictionaries are not available, Teacher can read to Ss the English definition of each word. Explanations of these words are as follows:

*quiet: not making much noise, or making no noise at all;
not speaking*

*shout: say sth. very loudly talk: use words to communicate with sb.
about sth.*

*email: a message that is sent from one person to another using a
computer system*

*letter: a written or printed message that is usually put in an
envelope and sent by mail*

text: send a message from one cellphone to another

Exercise II

- Ask Ss to complete Exercise II together. Draw Ss' attention to Sentence 4: *The first thing my boss does every morning is check his email(s).* Here, "to" can be omitted because there is "does" before "check". (即语法上常说 I 的有 "do" 无 "to" o) More examples are as follows: *e.g. The first thing I do is open my eyes.*
我做的第一件事就是睁开眼。
I hate shopping, so what I've done is order a new computer over the Internet.
我讨厌购物，因此我从网上订购了一台新电脑。

	<p style="text-align: center;">Section B Watching</p>	<p>The video watching part is mainly to arouse Ss' interest and lead them to think about the topic "Making a real connection". The exercises in this part are designed for Ss to grasp the main idea of the video.</p> <ul style="list-style-type: none"> • Introduce to Ss “Helpful Words and Expressions” to help them better understand the content of the video. <p>1. stare 凝视, 盯着看 <u>The sentence from the video:</u> You mean staring at each other's, looking into each other's eyes? 你的意思是互相凝视, 看着对方的眼睛? e.g. She stared at me in surprise 她吃惊地盯着我看。</p> <p>2. natural 自然的, 正常的 <u>The sentence from the video:</u> Doesn't seem natural 那好像不自然。</p> <p><i>It' s quite natural to be tired after such a long</i> 走了这么远的路自然很累。</p> <p>3. instruction 指示, 命令 <u>The sentence from the video:</u> No other instructions? 没有其他的指示吗? e.g. Make sure you carry out the doctor's instructions. 你一定要遵照医生的嘱咐。</p> <p>4. weird 怪异的 <u>The sentence from the video:</u> Weird.怪异。 e.g. A really weird thing happened last night. 昨晚发生了一件非常奇怪的事。</p> <p>5. check on 检查 (身体) <u>The sentence from the video:</u> You check on me all the time. 你时时刻刻都在检查我的情况。 e.g. Ybu should go to have the doctor check on your health. 你应当去找医生检查一下身体的健康状况。</p>
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		<p style="text-align: center;">Exercise I</p> <ul style="list-style-type: none"> • Before playing the video, go through the questions and choices with Ss. Ask Ss to predict the main idea of the video based on their understanding of the questions and choices. Prediction can help Ss get more prepared before watching. • Play the video and check Ss’ answers. If Ss cannot catch up with the video, Teacher can show them several screenshots and guide them to discuss the content with the help of key words like "stare”, “instruction”, “weird”, “check on”, “realize”, etc. • Play the video again and explain the answers. Encourage Ss to brainstorm other ways of effective communication. <p>Exercise II</p> <ul style="list-style-type: none"> • Ask Ss to work in pairs and interview each other by asking the questions on the Student's Book. , <p>Invite several Ss to report to the class their partner s answers. Encourage Ss to reflect on the quality o their communication with family members of friends.</p>
<p style="text-align: center;">Listening &Speaking</p>	<p style="text-align: center;">Helpful Words and Expressions</p>	<ul style="list-style-type: none"> • Ask Ss to repeat "Helpful Words and Expressions after Teacher. • Before playing the video, go through the questions and choices with Ss. Ask Ss to predict the main idea of the video based on their understanding of the questions and choices. Prediction can help Ss get more prepared before watching. • Play the video and check Ss’ answers. If Ss cannot catch up with the video, Teacher can show them several screenshots and guide them to discuss the content with the help of key words like "stare”, “instruction”, “weird”, “check on”, “realize”, etc. • Play the video again and explain the answers. Encourage Ss to brainstorm other ways of effective communication. <p>Exercise II</p> <ul style="list-style-type: none"> • Ask Ss to work in pairs and interview each other by asking the questions on the Student's Book. ,

		<ul style="list-style-type: none"> • Invite several Ss to report to the class their partner s answers. Encourage Ss to reflect on the quality o their communication with family members of friends. • Tell Ss they are going to listen to a dialogue between a woman in a bad mood and a man trying to help. • Before Ss listen to the dialogue, ask them to work in pairs and play the role of "a person in a bad mood and "a person trying to help" respectively. Ss discuss with their partner and write down anything they consider important in trying to help or comfort someone who is feeling bad. • Invite some Ss to share the results of their discussion. <p>Exercise I</p> <ul style="list-style-type: none"> • Go through the questions and choices together with Ss. Point out the focus of each question so that Ss can listen with a clear purpose. For the five questions in Exercise I, Ss should focus on types of feelings causes of bad feelings, ways to talk sense into someone and so on. <p>• Exercise II</p> <ul style="list-style-type: none"> • Before Ss listen to the dialogue for the second time, ask them to discuss in small groups and try to fill on the blanks. • Play the recording again and ask Ss to check their answers. For the blanks that Ss find difficult to fill in, Teacher can pause or play the specific part(s) several times to help them better understand the dialogue.
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	<p>Section B Speaking</p>	<p>Exercise I</p> <ul style="list-style-type: none"> • Ask Ss to work in pairs, read the dialogue aloud and familiarize themselves with the sentence patterns. • Explain to Ss sentence patterns that can be used to communicate with someone in a bad mood and make him / her feel better. (Consult "Some functional sentence patterns in the Student's Book".) Ask Ss to make similar sentences. • After Ss get familiar with the dialogue, ask them to change the information in bold print and create a new dialogue. <p>For example:</p> <p><i>A: You look angry. Are you okay?</i></p>
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B: This is really terrible! I don't know what to do.

A: Calm down, please. What happened?

B: Rachel came home really late yesterday, and she made so much noise that I couldn't sleep.

A: Well, you don't need to be angry.

B: But I have a test this afternoon. It's important.

A: Please take a deep breath.

B: What do I do next? I'm still upset.

A: Next, think positively. You can still take a nap before the test and I can help buy you a cup of 'coffee.

B: Thanks. That's really kind of you.

A: My pleasure.

- *B: How can Rachel be so annoying?*

A: Talk to her about it instead of blaming her. B: Okay, I will. Thank you for being such a nice listener.

Exercise II

- Explain the scenario to Ss and ask them to work in pairs. Ss pick their roles and create a dialogue.

Invite some pairs to present their dialogues to the whole class.

For Ss with a higher level of English proficiency, Teacher can divide the whole class into two *large* groups. Ss in Group A play the role of "a person trying to help" and those in Group B play the role of "a person in a bad mood". Pick some Ss from both groups to perform a dialogue and see if "the person trying to help" can successfully make the other feel better.

- Ask Ss to read aloud "New Words and Expressions either with audio or with Teacher.
- Explain the meaning of some difficult words.

**Part Three
Intensive
Reading
Text A**

- Ask Ss to do **Exercise I, Section B**. Explain to them the concept of "derivation" and draw their attention to the derivation of the words in the exercise.(Consult “Language and Culture Focus”.) Explanations as follows are for Teacher's reference:

Derivation: a process of forming new words by the addition of a word element, such as a prefix or a suffix, to an existing word. In English, nouns ending with *-sion*, *-tion*, *-se*, *-ief*, etc. are often derivatives of verbs.

1) Some verbs ending with *-t* or *-te* can be changed into nouns ending with *-sion* or *-tion*, for example, from "interrupt" to "interruption", "connect" to "connection", "act" to "action", "react" to “reaction”, "inspect" to "inspection".

2) Some verbs ending with *-d* can be changed into nouns ending with *-sion* for example, from “offend” to “offense”, “respond” to “response”.

- Some verbs ending with *-it* nouns ending with th for example, from “believe” to “belief”, “grieve” to "grief", “relieve” to “relief”.
- Introduce the reading skill to Ss — words in bold type, such as definitions, are good start when skimming

- Ask Ss to skim the text and finish **Exercise I, Section A**.
- Play the audio of Text A and ask Ss to underline any sentences they find difficult to understand. Teacher explains the meaning of difficult sentences and **P**oints out some important language points. (Consult “Language and Culture Focus”.)
- Ask Ss to do **Exercise III, Section A**. Check Ss' answers and make sure that Ss understand important words and expressions like shut them down”, “loving silence”, “has far more power to heal and to connect”, “move the focus of attention to”, etc.
- Ask Ss to go through the text again, discuss in groups and do **Exercise IV Section A**. Ask Ss to find details in

	<p style="text-align: center;">Part Three Intensive Reading Text B</p> <p style="text-align: center;">Part Four Grammar</p>	<p>Text A to support their answers and correct the false statements.</p> <ul style="list-style-type: none"> • After Ss read the text for two or three times, draw Ss' attention to the title of the text: Just Listen. Ask them questions as follows: <ol style="list-style-type: none"> 1. <i>Why does the author put "just" before "listen" in the title?</i> / 2. <i>What does "listen" mean to the speaker who shares his or her story?</i> • Ask Ss to work in groups and share their own experiences of "listening". • Wrap up the whole lesson by asking Ss to do Exercise II, Section A: the summary of Text A. • Other exercises in Section B and Section C can be done either in class or left as homework. <ul style="list-style-type: none"> • Ask Ss to recall their experiences of workplace communication in their part-time jobs (if they have any) and discuss in groups the important aspects of workplace communication. <p>Explain the meaning of some difficult words in "New Words and Expressions". (Consult "Language and Culture Focus".)</p> <ul style="list-style-type: none"> • Ask Ss to read Text B in about 5 minutes and then finish Exercises I & II • Check their answers and ask them more questions, such as, # <ol style="list-style-type: none"> 7. <i>What are the suggestions the author mentions in the text.</i> 2. <i>Which suggestion do you think is the most important one?</i> 3. <i>Do you have other suggestions?</i> <p>Ask Ss to do Exercise III.</p> <p>There are many types of adverbial clauses. In <i>this</i> unit, we'll focus on the adverbial clause <i>of time</i>, which can be introduced by conjunctions of Me, like "when", "before", "after", "while", "as soon as", "until", "since", etc. This unit focuses on the adverbial clause of time introduced by "when".</p> <p>Teacher may give some examples of the adverbial clause of time and then ask Ss to translate the sentences into Chinese one by one</p> <ol style="list-style-type: none"> 1) "When" can be used to refer to a period of time and a point of time as well. Verbs used in the "when-clause" can be
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	<p style="text-align: center;">Part Five Practical Writing</p>	<p>continuous or noncontinuous. The action talked about in the clause can happen at the same time as that in the main clause, and it can also happen before or after the action talked about in the main clause.</p> <p>2) If the "when-clause" has the same subject as that of its main clause, and the verb in the "when-clause" is any form of the "be" word, then both the subject and verb in the "when-clause" can be omitted. If the "when-clause" and its main clause have the same subject, the "when-clause" can be replaced by "when + participle".</p> <ul style="list-style-type: none">• Work together with Ss to do the exercises. • Ask Ss if they know how to write a business invitation and the differences between business invitations and invitations to friends or family members.• Introduce to Ss the format of a business invitation. (Consult the sample in Part Five.)• Give Ss the sample scenario and ask them to brainstorm what should be included in the invitation. Show them the sample invitation and remind them of the format of the invitation.• Ask Ss to do the exercise in class or leave it as homework.
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Assignment

Write an invitation letter to a Business Partner

Unit 2 Personality

Teaching Objectives:

Upon completion of this unit, Teacher is expected to have enabled students (Ss) to:

- have a thorough understanding of the texts both in content and in language;
- know how to describe one's personality;
- understand and use the "V+to do" and "V+ doing" structures properly;
- write an application letter for a certain purpose;
- work out a want ad for the project;
- grasp the following key words, expressions and sentence patterns, and know how to use them properly in context.

Key words	introvert, extrovert, assure, admit, recharge, satisfy, content, preference, role, reliable, accurate, appreciate, adapt, opportunity
Expressions	for sb.'s/sth.'s sake, for the sake of sb./sth., be inclined to, rely on, along with, apply to, stick with
Sentence patterns	How would you describe yourself? What are your colleagues / classmates like? I would say that I'm/she's/ he's ... I'd describe myself/ her/ him as ... I would like to think that I'm ...

Teaching focus:

3. Describe someone's personality
4. Understanding of the texts

Teaching Duration: 10 classes

Teaching Methods: Lecture method; Task-based and project-based teaching; Discussion. With the help of multimedia.

Teaching Difficulties:

1. expressions of personality
2. use the "V+to do" and "V+ doing" structures properly;

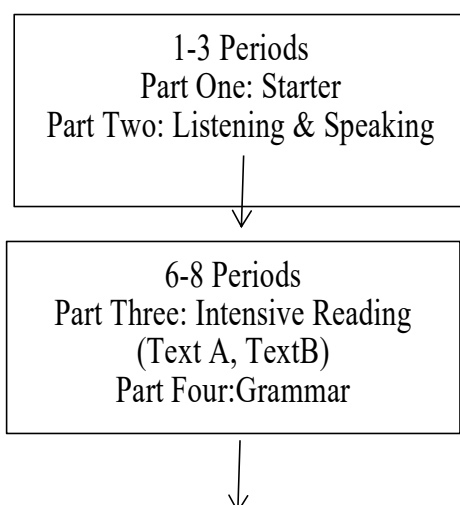
Ideological and Political Goals:

1. Help students understand the concept of personality and its various dimensions, guiding them to explore and recognize their own personalities. Encourage self - reflection to identify their strengths, weaknesses, values, and interests.
2. Guide students to realize that everyone has a unique personality, and there is no absolute "good" or "bad" personality. Different personalities should be respected and appreciated, just as diverse cultures and backgrounds are.

Teaching Procedures:

Chart for teaching processes

This unit is designed for 10 periods of classroom instruction. In each of the periods, certain tasks are to be completed. The following is a suggested teaching plan.



1-2periods
Part Five: Practical Writing
Part Six: Project

One and Part Two are the warm-up for the text learning in Part Three. By practising the topic-related listening and speaking, Ss get familiar with relevant words, expressions, and English culture. Ss are asked to preview the texts as well as the new words and expressions of the texts for the next class.

Text *A* of Part Three is the major part of the unit. New words and expressions of both texts are recommended to be introduced to Ss first. In the first two periods, Ss grasp the content of the text step by step, from the general idea to detailed information. The third period may cover important language points in the text. Ss do pattern drills in class. The fourth period may be used to cover Text B. In this section, Ss are supposed to understand the main idea and find out some detailed information about Text B. The grammar in Part Four is closely linked to examples from Text A, so this part can be explained either here or right after Text A.

Part Five can be a combination of Teacher's lecture and some in-class activities. Lastly, Ss give presentations about their project as a way to review and check their understanding of the key points of the unit. Teacher gives **comments** and sums up the entire unit.

2.2 Teaching guides for each part of the Student's Book

Parts		Tips for teaching				
Part One Starter	Section A Vocabulary	<ul style="list-style-type: none"> ● Ask Ss warm-up questions as follows: <ol style="list-style-type: none"> 1. What kind of person do you think you are? Try to use three words to describe yourself and illustrate the three words with reasons or examples. 2. What kind of person do you think your partner is? Try to use three words to describe him/ her, and illustrate the three words with reasons or examples. ● Teacher asks 2-3 pairs to share their answers Teacher may assist Ss if they don't know the words ● Teacher notes down Ss' answers on the blackboard. The following chart is for Teacher's reference. 				
			Pair 1		Pair 2	
			Student A	Student B	Student C	Student D
		Self- description				
		Description of the partner				
	<p>Some words for personality description: active, quiet, kind, helpful, warm-hearted, humorous, sensitive, optimistic, pessimistic, considerate, reliable, broad-minded, narrow-minded, brave, shy, timid, talkative, honest</p> <ul style="list-style-type: none"> ● Get Ss to repeat after Teacher for the right pronunciation. Teacher explains some words briefly if needed. <p>Exercise I</p> <ul style="list-style-type: none"> ● Ask Ss to guess what personality trait each picture depicts. ● Ask Ss to match the words with the pictures. Allow them to check the dictionary. Get Ss to repeat after Teacher for the right pronunciation 					

	<ul style="list-style-type: none"> • If dictionaries are not available, Teacher can read to Ss the English definition of each word. <p>creative: involving the use of imagination to produce new ideas or things</p> <p>dependable: able to be trusted to do what you need or expect</p> <p>talkative: liking to talk a lot</p> <p>independent: confident and free to do things without help from other people</p> <p>cheerful: tending to be happy most of the time</p> <p>Exercise II</p> <ul style="list-style-type: none"> • Ask Ss to complete Exercise II together.
<p>Section B Watching</p>	<p>The video watching part is mainly to arouse Ss' interest lead Ss to think about the topic "Pets and one's personality". Teacher may introduce to Ss "Helpful Words and Expressions" to help them better understand the content of the video.</p> <p>1 . gain获得</p> <p>The sentence from the video: If you want to gain a quick and easy insight into someone's personality, then ask them about their pets.</p> <p>如果你想快速而轻松地了解一个人的性格，那就问问他们养的是什么宠物。</p> <p>e. g. Students can gain valuable experience by working on the campus radio or magazine 学生可以通过在校园广播站或校刊工作获得宝贵的经验。</p> <p>2. insight洞悉，了解</p> <p>e. g. The book gives us real insights into life in Mexico. 这本书使我们对墨西哥的生活有了真实而深刻的了解。</p> <p>3. personality性格，个性</p> <p>e. g. The children all have very different personalities. 孩子们性格各不相同。</p>

4. turn out原来是，结果是

The sentence from the video

Fish owners turned out to be the happiest;... 结果发现养鱼的人往往是最开心的;.....

e. g. It turned out that she was a friend of my sister 原来她是我姐姐的朋友。

5. emotionally感情上，情绪上

The sentence from the video:

. cat owners the most dependable and emotionally sensitive and reptile owners the most independent 养猫的人最可靠，而且感情上会比较敏感，而养爬行动物的人最独立

e. g. I try not to become emotionally involved. 我尽量不感情用事

6. tend往往会，常常就

The sentence from the video:

I also discovered that pet owners tended to say they had the same personality as their pet ... 我还发现，养宠物的人往往会认为他们和自己所养的宠物性格相同.....

e. g. When I'm tired, I tend to make mistakes 我累了就容易犯错

Exercise I

Before playing the video, go through the questions and choices with Ss. Ask Ss to predict the main idea of the video.

- Play the video and check Ss' answers. If Ss cannot catch up with the video, Teacher can show them several screenshots and guide them to discuss the content with the help of key words like "insight", "pet", "fish owners", "personality", etc.
- Play the video again and explain the answers. If time permits, ask Ss this question: Besides asking about one pet, do we have other ways to know a person's personality quickly? Encourage Ss to brainstorm other quick ways of knowing a person's personality.

Exercise II

- Ask Ss to work in pairs and interview each other by asking the questions on the Student's Book.

Invite several Ss to report to the class their partner's answers

<p>Part Two Listening & Speaking</p>	<p>Helpful Words and Expressions</p>	<ul style="list-style-type: none"> • Ask Ss to repeat after Teacher “Helpful Words and Expressions” <p>Ask Ss to pick out the adjectives for personality description from “Helpful Words and Expressions” . Teacher reads to Ss the English definition of each word and ask Ss to speak out the words.</p> <p>moody: having moods that change quickly and often bad-tempered: often angry; in an angry mood generous: kind in the way you treat people; willing to see what is good about sb. /sth.</p>
	<p>Section A Listening</p>	<ul style="list-style-type: none"> • Tell Ss they are going to listen to a dialogue in which two people talk about different people’s personalities. <p>Before Ss listen to the dialogue, ask them to have a brief discussion with their partner about some warm- up questions as follows:</p> <ol style="list-style-type: none"> 1. Do you think children born into the same family usually have the same personality? Why or why not? 2. Do you think one’s personality could change as he/ she grow up? Why or why not? <p>Invite some Ss to share the results of their discussion.</p> <p>Exercise I</p> <p>Go through the questions and choices together with Ss. Point out the focus of each question. For the five questions in Exercise I, Ss should mostly focus on the adjectives for personality description.</p> <ul style="list-style-type: none"> ● Play the recording and get Ss to complete Exercise I. Check their answers. <p>Exercise II</p> <p>Before Ss listen to the dialogue for the second time, ask them to discuss in small groups and try to fill in the blanks.</p> <p>Play the recording again and ask Ss to check their answers. For the blanks that Ss find difficult to fill in, Teacher can pause or play the specific part(s) several times.</p>

	<p style="text-align: center;">Section B Speaking</p>	<p>Exercise I</p> <p>Ask Ss to work in pairs, read the dialogue aloud and familiarize themselves with the sentence patterns of describing person's personality,</p> <p>After Ss get familiar with the dialogue, ask them to change the information in bold print and create a new dialogue.</p> <p>For example:</p> <p>A: How is your dormitory life in college?</p> <p>B: Pretty good. I have very nice roommates.</p> <p>A: Oh, that's great. Tell me, what are your roommates like?</p> <p>B: They are Robert, Kyle and Steven. Robert is an extrovert. But that doesn't mean he can't be quiet. He just likes being around people. And when necessary, he can be very focused.</p> <p>A: Then how about the other two?</p> <p>B: Kyle is really hard-working and determined. I suppose a lot of people may say he is aggressive, but I prefer to see the positive—he is ambitious, clear about his goals and he always tries hard to achieve them.</p> <p>A: Oh, Kyle sounds such a great person! Then what's Steven like?</p> <p>B: I'd say Steven is pretty serious. He loves to spend a lot of time reading in the library or doing some research. You may think he is a boring person, but actually we all like to talk with him because he is really knowledgeable.</p> <p>A: It seems that they are quite different but nice! You're lucky to live with such great roommates! B:</p> <p>You bet!</p> <p>Exercise II</p> <ul style="list-style-type: none"> • Explain the scenario to Ss and ask them to work in pairs. Ss pick their roles and create a dialogue. Invite some pairs to present their dialogues to the whole class.
<p style="text-align: center;">Part Three Intensive Reading Text A</p>	<ul style="list-style-type: none"> • Ask Ss to read aloud "New Words and Expressions" either with audio or with Teacher ● Explain the meaning of some difficult words. (Consult "Language and Culture Focus".) 	

- Ask Ss to do Exercise, Section B. Teacher calls Ss' attention to the difference between "extrovert" and "introvert", and tells Ss there are similar pairs of such antonyms in English, such as:

external adj, 外部的, 外面的	internal adj. 内部的, 里面的
exclude v. 不包括, 不考虑在内	include v. 包括, 包含
export v. & n. 出口; 输出	import v. & n. 进口; 输入

Teacher asks Ss to find out the similarities between these pairs of words: words starting with "ex" have something to do with the meaning of "out" or "outside", while words starting with "in" have something to do with "in" or "inside".

- Introduce the reading skill to Ss— **Scanning**. Scanning is to read something quickly in order to locate specific information.
- Ask Ss to scan the text and finish Exercise, **Section A**.
- Play the audio of Text A and ask Ss to underline any sentences they find difficult to understand. Teacher explains the meaning of difficult sentences and points out some important language points. (Consult "Language and Culture Focus".)
- Ask Ss to do Exercise III, Section A. Check Ss' answers and make sure that Ss understand important words and phrases like "bury the thought away", "a smoother pathway", "in small doses", etc.
- Ask Ss to go through the text again, discuss in groups and do Exercise IV, Section A. Ask Ss to find details in Text A to support their answers and correct the false statements.
- Wrap up the study of the text by asking Ss to do Exercise II, Section A: the summary of Text A.
- After-reading Discussion- Teacher asks Ss the following questions to have them discuss the topic further by relating to their own personality. Teacher may refer to "More Information" for some details about extroverts and introverts.

<p style="text-align: center;">Part Three Intensive Reading Text B</p>	<ul style="list-style-type: none"> ● Ask Ss to brainstorm questions that usually appear in interviews. • Explain the meaning of some difficult words. (Consult “Language and Culture Focus” .) • Ask Ss to read Text B in about 5 minutes and then finish Exercise I&II. <p>Check their answers and ask Ss the question: If you were the interviewee, how would you answer the three questions raised in the text according to the suggestions given? Ask Ss to do Exercise III I.</p>
<p style="text-align: center;">Part Four Grammar</p>	<ul style="list-style-type: none"> • In English, verbs are often followed by “to do” or “doing” . Sometimes “V+to do” and “V+doing” express the same meaning and are interchangeable, while other times they are different. In this unit, we’ ll focus on this grammatical phenomenon. ● Teacher may give some examples of the verbs followed by “to do” or “doing” structure. <ol style="list-style-type: none"> 1) Verbs that could only be followed by “to do” structure, such as “agree” , “ask” , “decide” , “refuse” , etc. 2) Verbs that could only be followed by “doing” structure, such as “avoid” , “enjoy” , “finish” “practise” , etc. 3) Verbs that could be followed by both “to do” structure and “doing” structure and they convey almost the same meaning, such as “like” , “love” “hate” “begin” , “start” , etc. 4) Verbs that could be followed by both “to do” structure and “doing” structure but they convey different meanings, such as “remember” “unforget” “try” , “go on” , etc

	<ul style="list-style-type: none"> • Teacher should make the following points clear to Ss: <ol style="list-style-type: none"> 1) Only transitive verbs could be followed by a certain structure as the object. Some words like “stop”, when functioning as intransitive verbs, could be followed neither by “to do” nor by “doing” structure. 2) Sometimes the collocation of a word like “prefer” decides whether it should be followed by “to do” or “doing” structure. We often say “prefer doing sth. to doing sth.” and “prefer to do sth. rather than do sth.” • Work together with Ss to do the exercises.
<p style="text-align: center;">Part Five Practical Writing</p>	<p>Ask Ss if they know how to write an application letter and the common purposes of application letters.</p> <ul style="list-style-type: none"> ● Introduce to Ss the elements of an application letter and some useful sentence patterns. (Consult the example sentences in Part Five.) • Give Ss the sample scenario and ask them to brainstorm what should be included in the letter. Show them the sample letter. ● Ask Ss to do the exercise in class or leave it as homework.
<p style="text-align: center;">Part Six Project</p>	<ul style="list-style-type: none"> ● Explain the task and unfamiliar words. Start a discussion about the project with the whole class to help them get some ideas. Teacher can ask Ss some questions to help them think, for example: <ol style="list-style-type: none"> 1. What are the basic responsibilities of each job? 2. Do you know some people who are in these positions? And what important qualities do you think they possess? 3. If you were the interviewer, what would be the requirements for the interviewees for each job? 4. Can you offer some tips to help employers make their want ads more eye-catching while still objective? ● Divide the class into groups of three or four. ● Ask each group to choose a position and discuss the responsibilities, requirements, rewards, benefits and ways of application for that position. • Each group makes a poster. Offer Ss samples of want ads if needed. (Give Ss several days to do the project after class.)

	<ul style="list-style-type: none">● Ask all groups to present their final products to the whole class in the next class meeting. <p>After all of the groups finish their presentations, Teacher may ask Ss which positions they would like to apply for and why.</p> <ul style="list-style-type: none">• The whole class may share their revised project on online platforms.
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Assignment

Write an Application Letter

Unit 3 Gifts

Teaching Objectives:

Upon completion of this unit, Teacher is expected to have enabled students (Ss) to:

- have a thorough understanding of the texts both in content and in language;
- know how to talk about sending a gift to a friend;
- understand and use the adverbial clause of condition introduced by “if properly”;
- write a letter to express thanks to a business partner;
- present the customs of gift giving in a foreign country;
- grasp the following key words, expressions and sentence patterns, and know how to use them properly in context.

Key words	part-time, pretty, afford, weigh, double, century, handsome, client, spot, exception, deliver, detail, highly, recommend, customer, circumstance, religious, frame, assistant, contact
Expressions	grow up, in advance, set off, after all, keep in mind, for instance
Sentence patterns	I've heard that ... How/What about (doing) ...? Do you have any suggestions? I am not good at (doing) ... Maybe we can ask if You mean we can ...? Yes, I'm sure she'll/ he'll like it.

Teaching focus:

1. know how to talk about sending a gift to a friend;

2. the customs of gift giving in a foreign country;

Teaching Duration: 10 classes

Teaching Methods: Lecture method; Task-based and project-based teaching; Discussion. With the help of multimedia.

Teaching Difficulties:

1. The customs of gift giving in a foreign country;

2. adverbial clause of condition

Ideological and Political Goals:

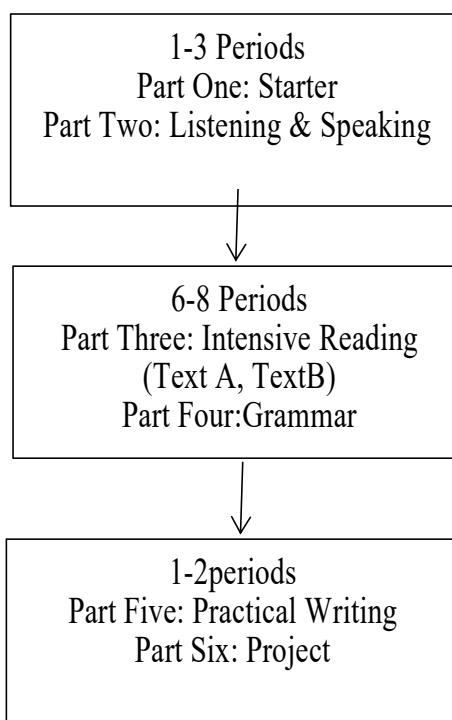
1. Help students understand that gifts play an important role in building and maintaining relationships. They are a way to express feelings, strengthen bonds, and show appreciation for others.

2. Teach students to have a balanced view of gifts and not to let the pursuit of material things override the true meaning of gift - giving and receiving. Encourage them to focus on the emotional value and the deeper connections that gifts can represent.

Teaching Procedures:

Chart for teaching processes

This unit is designed for 10 periods of classroom instruction. In each of the periods, certain tasks are to be completed. The following is a suggested teaching plan.



One and Part Two are the warm-up for the text learning in Part Three. By practising the topic-related listening and speaking, Ss get familiar with relevant words, expressions, and English culture. Ss are asked to preview the texts as well as the new words and expressions of the texts for the next class.

Text *A* of Part Three is the major part of the unit. New words and expressions of both texts are recommended to be introduced to Ss first. In the first two periods, Ss grasp the content of the text step by step, from the general idea to detailed information. The third period may cover important language points in the text. Ss do pattern drills in class. The fourth period may be used to cover Text B. In this section, Ss are supposed to understand the main idea and find out some detailed information about Text B. The grammar in Part Four is closely linked to examples from Text A, so this part can be explained either here or right after Text A.

Part Five can be a combination of Teacher's lecture and some in-class activities. Lastly, Ss give presentations about their project as a way to review and check their understanding of the key points of the unit. Teacher gives comments and sums up the entire unit.

2.2 Teaching guides for each part of the Student's Book

Parts		Tips for teaching	
Part One Starter	Section A Vocabulary		<p>Ask Ss warm-up questions as follows:</p> <ol style="list-style-type: none"> 1. What gifis have you received from others? 2. What gifis have you sent others? <p>Teacher asks Ss to list the gifts they have received and sent</p> <p>r example:</p>
		Gifts received	Gifts sent
		Books Flowers	Pens Cards
		<ul style="list-style-type: none"> ● When the list is completed, Teacher can ask Ss to compare and discuss their lists in groups of 4 or 5. <p>At last, each group needs to select the top 3 most common gifts in their life.</p> <ul style="list-style-type: none"> ● Note down the top 3 most common gifts from each group on the blackboard. ● Get Ss to repeat the words on the blackboard after Teacher. <p>Exercise I</p> <ul style="list-style-type: none"> ● Ask Ss to match the words with the pictures according to their own understanding- ● To check the answers, Teacher can read the English definition of each word. Explanations of these words are as follows: <p>card: a piece of folded thick stiff paper with a picture on the front that you send to people on special occasions</p> <p>Christmas: the period of time around December 25th, tht day when Christians celebrate the birth of Christ</p> <p>birthday: a day that is an exact number of years after the day you were born</p> <p>culture; the beliefs, way of lie, art, and customs that are shared and accepted by people in a particular societ)</p> <p>surprise: the feeling you have when sth. unexpected ol unusual happens</p> <p>exchange gifts: the act of giving sb. a gift and receiving a gitt from them</p>	

		<p>Get Ss to read the words after Teacher.</p> <p>Exercise II</p> <ul style="list-style-type: none"> ● Ask Ss to do Exercise II together.
	<p>Section B Watching</p>	<p>This part is mainly to arouse Ss' interest and lead Ss to think about the topic "Gift giving customs in America"</p> <p>The exercises are designed for Ss to grasp the main idea and some key details of the video.</p> <ul style="list-style-type: none"> • Introduce to Ss "Helpful Words and Expressions" to help them better understand the content of the video <p>1. gift礼物</p> <p>The sentence from the video: Gift giving etiquette is different in every culture 在不同的文化中, 送礼的礼仪是不一样的 e.g. Enjoy a free gift with any purchase of \$20 or more. 购物满20美元奉送礼品一份。 Besides, "gift" also means "a natural ability", e.g. He was a kind man, with a gift for forming lasting friendship 他是一个好人, 天生善于建立持久的友谊</p> <p>2. embarrassing令人尴尬的</p> <p>The sentence from the video Ugh, this is so embarrassin 哎呀, 这太令人尴尬了 e.g. She asked a lot of embarrassing questions 她问了许多令人尴尬的问题</p> <p>3. acceptable可接受的;令人满意的</p> <p>The sentence from the video Well, this may seem rude in some cultures Americans find this acceptable 嗯, 这在某些文化中看起来是粗鲁的行为, 美国人觉得这是可以接受的。 e.g. The agreement is acceptable to all sides. 该协议各方均可接受</p> <p>4. in fact事实上</p> <p>The sentence from the video In fact, they think it shows how much they appreciate your gift. 事实上, 他们认为这样做表示他们很喜欢你送的礼物。</p>

cost me nearly \$500.
他们跟我说会很便宜，但事实上我花了将近500美元

5. help sb. out帮某人一把

The sentence from the video:

I just want to thank you for helping me out this semester

我只是想谢谢你在这个学期帮了我一把。

e. g. My friends always help me out when I run into trouble

我的朋友们总会在我陷入困境时帮我一把。

6. thoughtful考虑周到的；体贴的

The sentence from the video:

It's so thoughtful of you.

你想得真周到

e. g. Paul is a very thoughtful young man

保罗是一位非常体贴周到的年轻人。

7 . impression(尤指粗浅的)印象

The sentence from the video:

You don't want to give an impression that you don't like the gift

你不想给人一种你不喜欢那个礼物的印象。

e. g. When we looked around the school, we got a very good impression

我们参观了那所学校，对它的印象很好

Exercise I

Before playing the video, go through the questions and choices with Ss. Ask Ss to predict the main idea of the video based on their understanding of the questions and choices.

Play the video and check Ss' answers. If Ss cannot catch up with the video, Teacher can show them several screenshots and guide them to discuss the content with the help of key words like "gift giving", "different", "acceptable", "appreciate"

● Play the video again and explain the answers

Exercise I

● Ask Ss to work in pairs and interview each other by asking the questions on the Student's Book

● Invite several Ss to report their partner's views on Chinese people's gift giving customs and how their friends respond when receiving gifts.

<p>Part Two Listening & Speaking</p>	<p>Helpful Words and Expressions</p>	<p>Ask Ss to read aloud after Teacher the words and expressions, ● Introduce to Ss “Helpful Words and Expressions” :</p> <p>1. how about …… 好吗?…… 行吗? The sentence from the dialogue How about giving her a parting gift? 给她一个临别的礼物好吗 This expression is used to provide advice e. g. How about participating in the competition together? 起参加比赛好吗?</p> <p>2. parting 离别的, 临别的 e. g. Her parting words left him feeling empty and lonely 她的离别话语让他感到空虚和孤单。</p> <p>3. meaningful 有意义的 The sentence from the dialogue I believe we need to get her something meaningful 我想我们得给她送点儿有意义的东西 e. g. They want a chance to do meaningful work 他们想要一个机会去做有意义的工作</p>
	<p>Section A Listening</p>	<p>● Tell Ss they are going to listen to a dialogue between two friends who are discussing what gift to send to their friend. ● Before Ss listen to the dialogue, ask them to work in pairs and write down anything they consider important in talking about sending a gift to a friend ● Invite some Ss to share the results of their discussion to help all Ss get better prepared for listening.</p> <p>Exercise I Go through the questions and choices together with Ss. Point out the focus of each question so that Ss can listen with a clear purpose. For the five questions, Ss should focus on the country Jessica is going back to, what the two speakers are not good at, the reason the exact gift and the expected action ● Play the recording and get Ss to do Exercise I. Check their answers.</p> <p>Exercise II ● Before Ss listen to the dialogue for the second time ask them to discuss in small groups of three or four and try to fill in the blanks.</p>

• Play the recording again and ask Ss to check their answers. For the blanks that Ss find difficult to fill in, Teacher can pause or play the specific part(s) several times.

Section B Speaking

Exercise I

• Ask Ss to work in pairs, read the dialogue aloud and familiarize themselves with the sentence patterns. Explain to Ss sentence patterns that can be used to ask for and provide advice. (Consult “Some functional sentence patterns in the Student’s Book”.) Ask Ss to make similar sentences.

For example:

1. Do you have any advice?
2. How about buying him a history book?

● After Ss get familiar with the dialogue, ask them to change the information in bold print and create a new dialogue.

For example:

A: I’ve heard that Jenny is going back to Canada soon

B: Really? We will miss her so much. How about giving her a parting gift?

A: Great idea. Do you have any suggestions?

B: I believe we need to get her something unusual.

A: Yes, but I’m not good at picking gifts

B: Me neither. Maybe we can ask if there’s anything she needs,

A: I don’t think so. The gift should be a surprise.

B: What about a book on our Chinese history?

A: You mean we can buy her a special book?

B: Yes, I’m sure she’ll like it, as she’s so interested in Chinese history.

A: I hope so. Then we should get a book about it

B: Right. Let’s go to the bookshop now

Exercise II

● Explain the scenario to Ss and ask them to work in pairs. Give them some time to pick their roles and create a dialogue. Invite some pairs to perform what they have prepared.

**Part Three
Intensive Reading
Text A**

Before Reading

• Vocabulary learning

1) Ask Ss to preview the new words and expressions of Text A with the help of both the audio and a dictionary before this lesson. Ss should finish all

the exercises in Section B Language Focus as

a way to self check their learning. Remember to remind Ss that they should not read Text A in advance.

2) Ask Ss to read aloud the new words and expressions together with Teacher.

3) Explain the meaning of some difficult words. (Consult “Language and Culture Focus” .)

4) Ask Ss to work in pairs and check the answers to **the exercises in Section B Language Focus for** each other.

5) Teacher checks the answers to the exercises.

6) Vocabulary quiz: Ss listen carefully to Teacher reading several definitions and match them with **the words from New Words and Expressions.**

After Teacher finishes reading all the definitions for three times, Ss discuss in groups and then each group writes down the answers on a piece of paper. (Teacher can consult “Language and Culture Focus” for the definitions of some key words and expressions.)

● Warm-up discussion

Ss work in groups to discuss the following questions: 1. What gifts do you think are special? Why?

2. Have you ever bought any gift for your parents? What did they think of the gift(s)? Please share your own experience.

• Story prediction

Based on the title “A Special Christmas Gift”

together with the clues from the new words and expressions, Ss work in groups and predict what the story may be like. Each group is invited to share their version of the story. Before Ss start to work on the prediction, Teacher may ask the following questions based on the title:

1. What gift was so special?

2. Why was it so special?

Besides, based on the new words and expressions “grow up, take in, kid, sibling, sister-in-law”, Teacher may ask:

1. What do these words and expressions imply to you? 2. Who gave the gift and who received the gift?

While Reading

- Prediction checking

Ss read the text for the first time to check their predictions. Ss are invited to share how they feel about the gap between their predicted story and the author's story.

- **Exercises**

1) Ss read the text quickly for the second time and do Exercise I, Section A

2) Ss go through the text for the third time and do Exercise IV, Section A. Ask Ss to find details in Text A to support their answers and correct the false statements.

- **Exploring writing characteristics**

1) Play the audio of Text A for Ss. For this time, ask them to pay attention to the writing characteristics of the story.

2) After listening to the audio, Ss work in groups to list the writing characteristics and try to explain the effect of the characteristics. Details from the text should be provided to support their opinion. Here are the writing characteristics that Teacher needs to highlight:

> The use of time indicators to show the development of the story: “by the late 60s” (Para. 2), “one day” (Para. 3), “on the chosen Sunday” (Para. 6), “when we arrived at my parents' house” (Para. 7), “when Christmas arrived” (Para. 8).

> The dominant use of the simple past tense to show what happened in the story: e. g. “I grew up” (Para. 1), “Dad came rushing out the back door...” (Para. 7).

Poster creating

Ss work in groups to create a poster that presents a summary of the story as well as their understanding of the text. Ss should draw a timeline or several

pictures on a big piece of paper that Teacher provides to show how the story develops. After this task is completed, Ss can stick their posters on the walls of the classroom to share their work. Here is a sample of the format of the timeline:

Event:	Event	Event:	Event:
Time:	Time:	Time	Time

Event Time:	Event:	Event:
	Time:	Time

After Reading

• **Exercises**

Ask Ss to do Exercise II, Section A and Exercise III, Section A. (Teacher can consult “Language and Culture Focus” and explain some difficult sentences to Ss.)

● **Story-retelling**

Ss work in groups and prepare for the story-retelling based on the poster they have just created. Invite some groups to share their retelling to the whole class when they are ready.

● **Assignment: 作业**

Ask Ss to work individually and write a different ending to the story. What happened to the gift afterwards should be the focus and it should be around 100 words in length. Ss hand in their writings and vote for the most creative one anonymously.

● **Additional Tip:** If Teacher finds it not so difficult for Ss to role-play the story of Text A, Ss can be asked to prepare for the task after class and present the role-play in the next class

● Exercises in Section C are left as homework for reviewing the language points of the text

**Part Three Intensive Reading
Text B**

● Ask Ss to brainstorm what they should pay attention to if they are going to give a gift to a client they have been working with for several years. • Explain some difficult words. (Consult “Language and Culture Focus” .)

● Ask Ss to read Text B in about 5 minutes and then finish Exercises I&II.

● Check their answers

Part Four
Grammar

- Introduce the meaning of the adverbial clause of condition introduced by “if” and the situations where the sentences pattern is usually applied.
- Teachers may give more examples of the adverbial clause of condition introduced by “if” and then ask Ss to translate the sentences into Chinese one by one.
- Highlight the point to Ss
- Introduce the point where Ss tend to make mistakes: Compare the adverbial clause of condition introduced by “if” and the object clause introduced by “if”.
- Work together with Ss to do the exercises.

Part Five
Practical Writing

- Ask Ss if they know how to write a thank-you letter to a business partner. Ask Ss the differences between thank-you letters and letters to friends and families
- Introduce the format of a thank-you letter.
- Ask Ss to do the exercise in class.

Part Six
Project

- Explain the task and unfamiliar words. Start a discussion about the project with the whole class to help them get some ideas
- Ss work in groups of three or four. Teachers walk around the classroom to monitor and assist where necessary. Ensure that all members of each group are participating in the discussion.
- Ss present their products

Assignment Ask Ss to work individually and write a different ending to the story. What happened to the gift afterwards should be the focus and it should be around 100 words in length. Ss hand in their writings and vote for the most creative one anonymously.

Unit 4 Entertainment

Teaching Objectives:

Upon completion of this unit, Teacher is expected to have enabled students (Ss) to:

- have a thorough understanding of the texts both in content and in language;
- know how to make an invitation to an entertainment event;
- understand and use the Future Continuous Tense properly;
- write an entertainment event poster;
- design a film festival poster for an event;
- grasp the following key words, expressions and sentence patterns, and know how to use them properly in context

Key words	subject, escape, mainly, fascinate, teen, interact, balance, increase, lie, unplug, quality, schedule, specific
Expressions	check out, at a time, at times, point of view, whether or not, set aside, set sb. up for sth
Sentence patterns	... be going to a concert on campus. Do you want to join us? There will be good . music. You will enjoy it this evening. When will it start? What kind of music do you like? Okay, great!/Sounds great!/ Lovely! It/That sounds like fun.

Teaching focus:

1. The texts and the language points
2. expressions about entertainment

Teaching Duration: 10 classes

Teaching Methods: Lecture method; Task-based and project-based teaching; Discussion. With the help of multimedia.

Teaching Difficulties:

1. Future Continuous Tense
2. an entertainment event poster

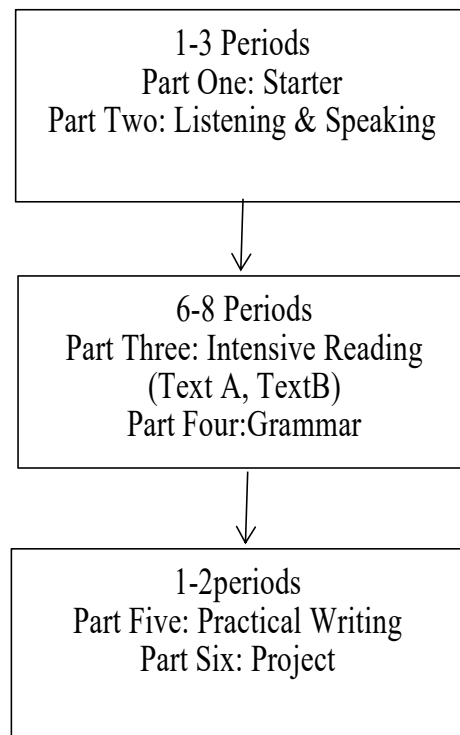
Ideological and Political Goals:

1. Help students understand that entertainment is not just for amusement but can also convey positive values and messages. Guide them to choose entertainment content that is meaningful, uplifting, and enriching.
2. Help students recognize the role of entertainment in maintaining good mental health and relieving stress. Guide them to use entertainment appropriately as a way to relax, unwind, and recharge themselves.

Teaching Procedures:

Chart for teaching processes

This unit is designed for 10 periods of classroom instruction. In each of the periods, certain tasks are to be completed. The following is a suggested teaching plan.



One and Part Two are the warm-up for the text learning in Part Three. By practising the topic-related listening and speaking, Ss get familiar with relevant words, expressions, and English culture. Ss are asked to preview the texts as well as the new words and expressions of the texts for the next class.

Text A of Part Three is the major part of the unit. New words and expressions of both texts are recommended to be introduced to Ss first. In the first two periods, Ss grasp the content of the text step by step, from the general idea to detailed information. The third period may cover important language points in the text. Ss do pattern drills in class. The fourth period may be used to cover Text B. In this section, Ss are supposed to understand the main idea and find out some detailed information about Text B. The grammar in Part Four is closely linked to examples from Text A, so this part can be explained either here or right after Text A.

Part Five can be a combination of Teacher's lecture and some in-class activities. Lastly, Ss give presentations about their project as a way to review and check their understanding of the key points of the unit. Teacher gives comments and sums up the entire unit.

2.2 Teaching guides for each part of the Student's Book

Parts		Tips for teaching
Part One Starter	Section A Vocabulary	<p>This section is to activate Ss' vocabulary associated with different kinds of entertainment and pastime.</p> <p>Ask Ss lead-in questions as follows:</p> <ol style="list-style-type: none"> 1. What do you usually do after class? 2. Where do you usually go after class? <p>Write their answers on the blackboard. ● The following are for Teacher's reference.</p> <p>What-to-do:</p> <ul style="list-style-type: none"> ● Food: look for food, eat, bake, cook Media: play PC games, play mini games in WeChat, chat on QQ/ WeChat • Sports: run, jog, hike, play basketball / table tennis badminton, do cycling/ bicycle ride, go fishing, hang out go shopping Music: listen to music, sing, dance, play the guitar piano ● Arts: paint, do crafts/ art projects, collect stamps coins, read, see a movie go to the cinema <p>Where-to-go:</p> <ul style="list-style-type: none"> ● park, theme park, zoo, shopping mall, pedestrian mall (步行街), cinema, theatre, museum, gallery, restaurant karaoke bar, playground, gym, the Greenways(绿道) board game cafe(桌游吧), Escape Room(密室逃脱) <p>Exercise I</p> <ul style="list-style-type: none"> ● Ask Ss to match the words with the pictures. Allow them to check the dictionary. Get Ss to repeat after Teacher for the right pronunciation. ● If dictionaries are not available, Teacher reads to Ss the English definition of each word. For Teacher's reference, words are defined as follows: ● theme park: a type of park where you can have fun riding on big machines such as a roller coaster, and where the whole park is based on one subject such as water or space travel ● movie: a film made to be shown at the cinema or on television

- museum: a building where important cultural, historical, or scientific objects are kept and shown to the public
- concert: a performance given by musicians or singers
- hike: take a long walk in the mountains or countryside
- foodie: someone who is very interested in cooking and eating food
- Teacher checks the answers and asks further questions based on the images.

Sample Questions:

theme park:

Do you know any theme park in China?(Shanghai Disneyland, Wanda Theme Park, Chimelong Ocean Kingdom.)

● **movie:**

What will you bring when you go to the cinema? What do you see in the picture?(Yes, you will find this perfect combination — “Popcorn, Coke, and a Good Movie”)

● **museum:**

What kind of museum do you see in the picture?(History) Museum, I guess.)

● **concert**

Do you like music? Do you know any popular band in China?(BEYOND, Mayday, and TFBoys,)

● **hike:**

Have you ever gone hiking? How do you like it?(Yes. I like hiking, because I can enjoy the beauty of nature.)

● **foodie:**

What is she doing with her smartphone?(Taking pictures. This is called “Camera eats first”.As a foodie, I believe “First Camera, Then Fork”.)

Exercise II I

- Ask Ss to complete Exercise II together.

**Section B
Watching**

The video watching part is mainly to arouse Ss’ interest and lead them to think about the video topic “Disneyland” .

The exercises in this part are designed for Ss to grasp the main idea and some key details of the video.

- Introduce to Ss “Helpful Words and Expressions” to help them better understand the content of the video.

1. alive and well盛行的;依然存在的

The sentence from the video:

Walt Disney's dream is alive and well in Disney parks across the world.

华特·迪士尼的梦想在全世界迪士尼乐园里依然盛行
e.g. Yet here they are, alive and well.

但它们现在还在，并且存活得很好

2. emotion强烈的情感，激情

The sentence from the video:

The smiles, emotions, and magical memories, say it all
欢笑、激情和美妙回忆，说明了一切

e.g. Her voice is full of emotion

她的声音充满了激情

3. magical美妙的，奇异的

e.g. I have always dreamed of seeing these magical lights.

我一直梦想着要看到这些美妙的灯光

4. say it all说明一切

e.g. When I asked my mom if she was mad at me her
silence said it all

当我问我妈是否还在生我的气时，她的一言不发就说明了
一切

5. unforgettable难以忘怀的

The sentence from the video

..., with two theme parks offering unforgettable
family memories and magical moments,

(巴黎迪士尼乐园)拥有两个主题公园，带给游客们难以
忘怀的家庭回忆和美妙时刻。

e.g. Hillary and I had an unforgettable week 我和
希拉里度过了难忘的一周

6. unique不同寻常的;独特的

The sentence from the video:

..., seven unique Disney hotels where guests' dreams
come true beyond the parks.

七个独特的迪士尼旅馆，让客人们在乐园以外的地方也能梦想
成真。

e.g. We all have unique skills and gifts

我们都拥有独特的技能和天赋

7. complex(建筑物等的)综合体

The sentence from the video
. . . and the Disney Village entertainment complex
just next to the parks, offering a wide array of restaurants
and shops.

还有像迪士尼小镇这样的娱乐综合体就坐落在公园旁，提供一系列的餐饮和购物选择

e. g. At the end of the year, our school will
complete a huge sports complex
到年底，我们学校将建成一座大型综合体育场

8. second to none最好的，首屈一指的

The sentence from the video:
Our rides and shows, which are second to none.

transport guests to the very heart of Disney Magic 我们的
游乐项目和表演也是首屈一指的，搭载着客人
进入迪士尼奇幻世界的中心

e. g. Chinese garden is second to none in artistic style
中国园林在艺术风格上是首屈一指的

Exercise I

● Before PLAY. Read and predict. Teacher goes
through the questions and choices with Ss in order to help them
get more prepared before watching. Ask Ss to look for the
most frequently seen word—Disney/ Disneyland to predict the
general topic of the video.

Then help Ss locate key words in each question. Q1: “Walt
Disney’s dream”. Teacher explains the relevant “Culture
Notes” of Walt Disney and his dream, Q2: “Disneyland
Paris”. Q3: “mainly”. Teacher asks Ss to translate the four
choices into Chinese, so that they may understand them
better.

● PLAY

1) First Play. Play the video and check Ss’ answers.

2) Second Play. Teacher shows several screenshots of
the video and guides Ss to discuss the content
with the help of key words like “Walt Disney’s
dream”, “Disneyland Paris”, “theme parks”,
“hotels”, “Villages”, etc.

3) Third Play. Play the whole video. Make sure they know
something about Disneyland and get
familiar with some of the expressions

		<p>● After PLAY. Ask Ss to discuss the questions in Exercise II.</p> <p>Exercise II</p> <ul style="list-style-type: none"> ● Ask Ss to work in pairs and interview each other by asking the questions on the Student's Book ● Invite several Ss to report their partner's ideas about Disney movies and theme parks in China.
Part Two Listening & Speaking	Helpful Words and Expressions	<ul style="list-style-type: none"> • Ss read "Helpful Words and Expressions" aloud after Teacher.
	Section A Listening	<ul style="list-style-type: none"> ● Before Ss listen to the dialogue, ask them to brainstorm what they might consider important while making or accepting an invitation. ● The following questions may guide their discussions; <ol style="list-style-type: none"> 1. How can you start your invitation: 2. Why do you accept an invitation? 3. What do you need to know when you accept a concert invitation <p>Exercise I</p> <ul style="list-style-type: none"> ● Go through the questions and choices together with Ss. Point out the focus of each question so that Ss can listen with a clear purpose. For question 1, Ss should know what the invitation is; for questions 2-5, Ss should focus on specific information of the concert and the band ● Play the recording and get Ss to complete Exercise I. Check their answers <p>Exercise]</p> <ul style="list-style-type: none"> ● Before Ss listen to the dialogue for the second time, ask them to discuss in small groups and try to fill in the blanks, ● Play the recording again and ask Ss to check their answers,
	Section B Speaking	<p>Exercise I</p> <p>Ask Ss to work in pairs:</p> <ul style="list-style-type: none"> ● to read the dialogue aloud for the first time, and then exchange roles and read for the second time. Ss focus on pronunciation and get familiar with some basic functional expressions;

to change the information in bold print and create a new dialogue. Ss can relate the dialogue in the Student's Book to their real life

For example:

A: Hello, Zhang San. What are you doing on Saturday evening

B: Nothing special.

A: Li Si and I are going to a band concert. Do you want to join us?

B: Sure! What kind of music?

A: Jazz.

B: Sounds great! I like it so much! I've attended a lot of festivals of jazz music

A: It would be great fun!

B: When will it start?

A: 7:30 pm, People's Stadium.

B: Okay, great! Thanks, Steve Wang. I will see you on Saturday!

A: Lovely! See you then

Exercise II

● Explain and familiarize Ss with the "Useful Sentence Patterns" of making and accepting an invitation. The left column can be used to politely make an invitation, and the right column can be used to accept an invitation and show interest in the

concert

● Ask Ss to work in pairs. Ss pick their roles of making or accepting the invitation to a concert. Invite some pairs to role-play what they have prepared in front of the class.

• For Ss with a higher level of English proficiency, Teacher can divide the whole class into two large groups. Distribute the two sets of role cards (print and cutout before class, one card per student) to them and ask them to move around and talk to each other. Ss with Set 1 card are supposed to invite Ss with Set 2 card. Invite pairs of Ss to role-play their dialogues in front of the class.

		TFBoys Concert Set 1 At the Campus Stadium Saturday 7:30 pm	Madonna Concert At the Central Hall Saturday 8:00 pm
		Set 2 You would like to see TFBoys. Next Saturday suits you best.	You like Madonna very much. 8:00 pm would be a great time to see a concert.

<p>Part Three Intensive Reading Text A</p>	<p>Word Study</p> <p>1) Ask Ss to read aloud “New Words and Expressions” either with audio with Teacher</p> <p>2) Explain the meaning of some difficult words. (Consult “Language and Culture Focus” .)</p> <p>3) Ask Ss to do Exercises I&II, Section B.</p> <p>• Global Comprehension</p> <p>1) Collect pictures related to reading behaviour based on Para. 2’ and Para. 3. For example, (D reading alone(a woman), ②reading with son and husband ③ reading at home, ④ reading while traveling ⑤ reading at school library (children), ⑥reading al kinds of books(a teenager), ⑦reading and thinking college student, an adult).</p>
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2) Ask Ss to describe each reading behaviour in the pictures by answering such questions as “How is the woman reading?” (alone; with son and husband),

“Where is the woman reading?” (at home; on the train, in primary school library; in middle school library; in college library) .

3) Give Ss 2 boxes: Box #1 “My favourite form of entertainments reading” and Box #2 I have enjoyed reading my whole life. ” Ask them to

place the above pictures in the right box. (Box #1 includes ①②③④, Box #2 has ⑤⑥⑦.) By

doing so Ss can focus their attention on details,

learn to put associated pictures/ideas together

and realize how Para. 2 and Para. 3 are organized Explain

to Ss that the author offers a main idea statement and then supports the statement with

several details in these paragraphs. 4) Ask

Ss to do Exercise I, Section A.

5) Check the answers.

6) Analyse and explain the text discourse: topic 2 main idea-supporting details. The topic is the

broad, general theme or message. The main idea is the “key concept”. It may be clearly stated as a topic

sentence in a paragraph. Supporting details, major

and minor, stated or implied, reinforce the main idea

by telling how, what, when, where, why, etc. Locating the

topic, main idea, and supporting details of each

paragraph helps Ss understand the point(s) the author intends to express.

- **Detailed Comprehension**

1) Play the audio of Text A.

2) Ask Ss to do Exercise IV, Section A. Check Ss’

answers. Make sure Ss understand the details in Text A correctly.

	<p>3) Ask Ss to read aloud the text and underline the sentences they find difficult to understand. Teacher gives necessary explanations. (Consult “Language and Culture Focus” .)</p> <p>4) Ask Ss to do Exercise III, Section A. Check Ss answers and explain the important phrases like “whether or not”, “jump to conclusions</p> <p>● Conclusion Wrap up the whole lesson by asking Ss to do Exercise I, Section A: the summary of Text A.</p> <p>• After-reading Activity Situation: Because the author is going to travel to China next month, she wants to read some books about China before travelling. Please recommend some books to her, English or Chinese, since you know her and her reading habits so well from Text A</p> <p>● Assignment: 作业s Exercise II, Section Band Section C.</p>
<p>Part Three Intensive Reading Text B</p>	<p>● Ask Ss to think about what is a well-balanced life. Write “A balanced life includes . ” in one big bubble in the middle of the blackboard and note down whatever Ss might add to the ingredients of a balanced life.</p> <p>● Explain the meaning of some difficult words in “New Words and Expressions” . (Consult “Language and Culture Focus” .)</p> <p>● Ask Ss to read Text B in 5 minutes and then finish Exercises I&II</p> <p>● Check their answers and ask them more questions, such as.</p> <ol style="list-style-type: none"> 1. How many strategies does the author suggest for adding some balance to life? What are they? 2. Which strategy do you think is the most helpful/ difficult one to you? And why? 3. What other tips do you have for living a balanced life? <p>● Ask Ss to do Exercise III</p>
<p>Part Four Grammar</p>	<p>There are several different ways in English to talk about the future. The Future Continuous Tense is one of them. It isn’t taught very much in English classes but, in fact, English speakers use it a lot. Learning how to use this tense can make one’s English more idiomatic</p>

● **Form:**

shall/will+ be+present participle

Ask Ss to find out all the sentences with the Future Continuous Tense in Text A and get familiar with the form.

● **Usage:**

The Future Continuous Tense can be used to: 1) indicate actions that will be in progress at or around a time in the future. Note that non-continuous verbs cannot be used in the Future

Continuous Tense. Instead, you must use the **Future Simple**;
e.g. Mary is going on holiday on Saturday. This time

next week she will be swimming in the sea, 2) talk about fixed appointments and/or the actions

that have been scheduled or that are expected to **happen**;

e.g. What time will your friends be arriving tomorrow? 3) make polite enquiries, especially when you wish to know someone's plans.

e.g. A: Will you be passing the post office when you're out?

B: Probably. Why?

A: I need some stamps. Could you get me some?

● **Compare: Future Continuous vs. Future Simple future**

Continuous: At some point in the future you will be in the middle of doing something.

e.g. We will be watching the CCTV New Year's Gala at 9 pm.

(This means that we will be in the middle of watching a gala at 9 pm.)

Future Simple: At some point in the future you will do something.

e.g. We will watch the CCTV New Year's Gala at 8 pm. (This means that we will start watching a gala at 8

pm.)

● **Exercises:**

Work together with Ss to do the exercises in the Student's Book. You can also organize an optional activity for Ss with a higher level of English proficiency.

	<p>OPTIONALACTIVITY-Time Capsule</p> <p>Ask Ss to write down the things they imagine they will be doing in 10 years' time. Some will be finishing their studies; others will be married. Once they've completed their predictions, they may put them into an envelope and seal it with the specific note across the front: DO NOT OPEN UNTIL20**! Keep these envelopes hidden at the bottom of a drawer or inside a dictionary. Imagine your facial expressions when opening the envelope 10 years from now!</p>
<p>Part Five Practical Writing</p>	<ul style="list-style-type: none"> • A poster is typically composed of three parts: heading, body and organizer/sponsor. 1) The heading is the first thing that people notice. It should be interesting, easy to understand, and eye-catching. 2) The information you can get across on a poster is very limited. Therefore, just include the key information such as what, when, where, who and how, 3) Finally, write the organizer or sponsor. Improve the look of your poster so it can attract more people. ● Ask Ss to review Section B: Speaking and discuss in pairs what should be included in the poster. ● Give Ss 10 minutes to complete Exercise I independently. Invite 2-4 Ss to write their posters on the blackboard and share with the class. Leave Exercise II as homework
<p>Part Six Project</p>	<p>Posters can be creative and can successfully promote events through design. This section will enable Ss to design a real film poster.</p> <p>First Week</p> <ul style="list-style-type: none"> • Explain the task and unfamiliar words. Assign Ss in pairs to prepare a Chinese film poster for the project before the next class meeting. <p>Second Week</p> <ul style="list-style-type: none"> ● Ask Ss to bring their posters to class and give a less than-2-minute presentation. Each pair tells the film story and the reason why they like the poster. ● Divide the class into groups of 4. Ask each group to select 4 from all the films introduced by Ss, and design the poster for the event,

Make sure that Ss understand the post a requirements on the Student's Book

- Walk around the classroom to monitor and assist where necessary. Ensure that all members of each group are participating in the discussion.

Third Week

- Collect the group posters and share them in class.
- Hang all the posters on the classroom walls if permitted.

Assignment

Write an English poster for a classical concert held by the Students' Union according to the dialogue in Section B: Speaking.

Unit 5 Travel

Teaching Objectives:

Upon completion of this unit. Teacher is expected to have enabled students(Ss) to:

- have a thorough understanding of the texts both in content and language.
- know how to book a hotel;
- understand and use the subject clause properly;
- write a letter to introduce arrangements for a business trip;
- work out the project of designing a tour route;
- grasp the following key words, expressions and sentence patterns, and know how to use them properly in context.

Key words	goal, finally, peak, unexpected, countless, journey. guarantee, handy, cover, adequate
Expressions	blow sb. away, tipping point, travel bug, let sth. go make one's way, up to, drop off, get around
Sentence patterns	May/ Can I help you? Can I book. ?/ I'd like to book... What kind of ...would you like? How long will you stay? How much is ...? May/ Can I have your name? Could you please tell me your name?

Teaching focus:

5. the texts both in content and language
2. the subject clause
3. key words, expressions and sentence patterns

Teaching Duration: 10 classes

Teaching Methods: Lecture method; Task-based and project-based teaching; Discussion. With the help of multimedia.

Teaching Difficulties:

1. the subject clause
2. arrangements for a business trip

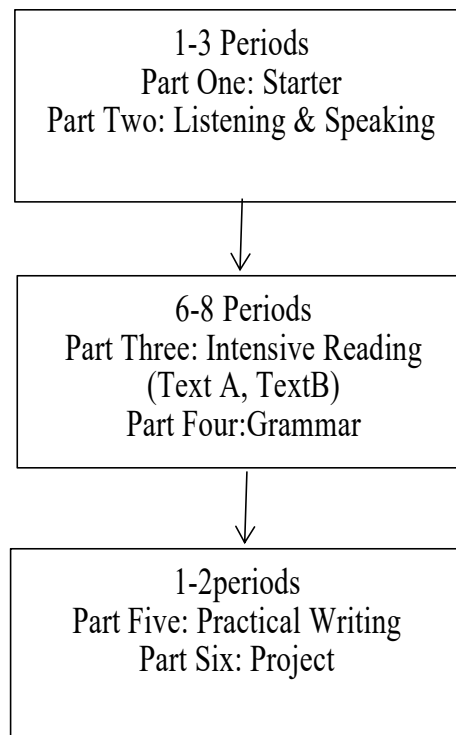
Ideological and Political Goals:

1. While encouraging students to explore the world through travel, also remind them of the unique charm and value of their own country. Help them develop a sense of pride and love for their homeland, and a deeper understanding of its history, culture, and people.
2. Use travel as a metaphor for life's journey and encourage students to reflect on their own personal growth and development. Guide them to step out of their comfort zones, challenge themselves, and learn from new experiences during their travels.

Teaching Procedures:

Chart for teaching processes

This unit is designed for 10 periods of classroom instruction. In each of the periods, certain tasks are to be completed. The following is a suggested teaching plan.



One and Part Two are the warm-up for the text learning in Part Three. By practising the topic-related listening and speaking, Ss get familiar with relevant words, expressions, and English culture. Ss are asked to preview the texts as well as the new words and expressions of the texts for the next class.

Text *A* of Part Three is the major part of the unit. New words and expressions of both

texts are recommended to be introduced to Ss first. In the first two periods, Ss grasp the content of the text step by step, from the general idea to detailed information. The third period may cover important language points in the text. Ss do pattern drills in class. The fourth period may be used to cover Text B. In this section, Ss are supposed to understand the main idea and find out some detailed information about Text B. The grammar in Part Four is closely linked to examples from Text A, so this part can be explained either here or right after Text A.

Part Five can be a combination of Teacher's lecture and some in-class activities. Lastly, Ss give presentations about their project as a way to review and check their understanding of the key points of the unit. Teacher gives comments and sums up the entire unit.

adventure: an exciting experience in which dangerous or unusual things happen

baggage: (especially American English) the cases, bags, boxes, etc. carried by someone who is travelling. “Baggage

is an uncountable noun and is not used in the plural

daily routine: the things you regularly do every day

cash: money in the form of coins or notes rather than cheques, credit cards, etc.

vacation: (especially American English) a holiday, or time spent not working

transportation: a system or method for carrying

passengers or goods from one place to another

Exercise II

- Ask Ss to complete Exercise II together.

**Section B
Watching**

The video watching part is mainly to arouse Ss' interest and lead them to think about the topic “The meaning of

travel”. The exercises in this part are designed for Ss to grasp the main idea and some key details of the video.

- Introduce to Ss “Helpful Words and Expressions” for them to better understand the content of the video.

1 . therapy 治疗, 疗法

The sentence from the video

It's a therapy

它是一种治疗

e. g. It is not easy to develop new drug therapies.

研发新的药物疗法并不容易

2 . simply 只要; 仅仅

The sentence from the video:

Do nothing, just simply relaxing on the beach.

什么都不做, 只是在沙滩上放松休息

e. g. Simply fill in the coupon and take it to your

local store.

只要把这张优惠券填好, 拿到当地的门店去就行

3. explore 探索; 探险

The sentence from the video

Travel is also exploring

旅行亦是探索

e. g. Venice is a wonderful city to explore,

威尼斯是一个美妙的城市, 值得好好探究一番。

	<p>Section A Listening</p>	<p>Tell Ss they are going to listen to a dialogue between a hotel receptionist and a guest.</p> <ul style="list-style-type: none"> • Before Ss listen to the dialogue, ask them to work in pairs and play the role of “hotel receptionist” and “guest” respectively. Ss discuss with their partner and write down anything they consider important in booking a hotel. ● Teacher can guide Ss’ discussion by asking them the following questions: <ol style="list-style-type: none"> 1. What should a guest do to book a hotel? 2. What should a hotel receptionist do to help the guest? ● Invite some Ss to share the results of their discussion. <p>Exercise I</p> <ul style="list-style-type: none"> ● Go through the questions and choices together with Ss. Point out the focus of each question to help Ss listen with a clear purpose. For the five questions in Exercise I, Ss should focus on types of hotel rooms, name, number, and payment. ● Play the recording and get Ss to complete Exercise I Check their answers <p>Exercise II</p> <ul style="list-style-type: none"> ● Before Ss listen to the dialogue for the second time ask them to discuss in small groups and try to fill in the blanks. ● Play the recording again and ask Ss to check their answers. For the blanks that Ss find difficult to fill in, Teacher can pause or play the specific part(s) several times.
	<p>Section B Speaking</p>	<p>Exercise I</p> <ul style="list-style-type: none"> ● Ask Ss to work in pairs, read the dialogue aloud and try to get familiar with the useful sentence patterns of booking a hotel.

- Explain to Ss sentence patterns that can be used to politely make a request. (Consult “Some functional sentence patterns in the Student’s Book”.) Ask Ss to
- After Ss get familiar with the dialogue, ask them to make similar sentences.
change the information in bold print and create a new dialogue.

For example:

A: Hello, Hilton. Can I help you?

B: Yes. I’d like to book a room, please.

A: Certainly. How long will you stay?

B: Two nights. From January 1st to 3rd,

A: What kind of room would you like

B: Er... a single room with bath.

A: No problem.

B: How much is the room per night?

A: It’s 125 dollars per night

B: That’s fine,

A: May I have your name?

B: Miss Watson. That’s W-A-T-S-O-N.

A: Okay, let me make sure I got that: Miss Watson.

Single with bath for two nights from January

1st to 3rd. Is that correct?

B: Yes, it is. Thank you,

A: You’re welcome. We’ll see you then. Goodbye.

B: Goodbye.

Exercise II

Explain the scenario to Ss and ask them to work in pairs. Give them some time to pick their roles and create a dialogue. Invite some pairs to present their dialogues to the whole class.

- For Ss with a higher level of English proficiency, Teacher can divide the whole class into two large groups. Ss in Group A play the role of “hotel receptionist” and those in Group B play the role of “guest”. Give Ss some time to review the useful sentence patterns. Randomly pick some Ss from both groups to perform a dialogue and see if the “guest” can successfully book a hotel without preparing the dialogue with the “hotel receptionist in advance

**Part Three
Intensive Reading**

Text A

- Ask Ss to read aloud "New Words and Expressions" either with audio or with Teacher.
- Explain the meaning of some difficult words. (Consult "Language and Culture Focus".)
- Ask Ss to do Exercise I, Section B. Explain to them the concept of "prefix" and "suffix" and draw their attention to the prefix "un-" and suffix "-less" in the exercise. (Consult "Language and Culture Focus".) Explanations as follows are for Teacher's reference:

Prefix: a group of letters that is added to the beginning of a word to change its meaning and make a new word, such as "un-in unexpected".

"un-" in adjectives, adverbs, and nouns is used to show a negative, a lack, or an opposite. 不(表示“否定”、“缺乏”或“相反”之意)

"Unexpected" is used to describe something that is surprising because you were not expecting it.

Suffix: a letter or letters added to the end of a word to form a new word such as "-less" in "countless" "-less" in adjectives sometimes means "not possible to treat or affect in a particular way". 不可能……的
不会……的

"Countless" means "impossible to count" or "too many to count".

- Introduce the reading skill to Ss—Reading the topic sentence. A topic sentence summarizes the main idea of a paragraph. Although topic sentences may appear anywhere in a paragraph, it is usually the first sentence.
- Ask Ss to read the first sentence of each paragraph very quickly and finish Exercise I, Section A. Help Ss locate key words in each topic sentence as their reference when they do the exercise. Make it clear to Ss that even without reading the whole passage, they can still find out the answers with the help of topic sentences.

	Topic sentences (Text A)	Main ideas (Exercise I, Section A)
1	When I was growing up I wished I could travel across the country.	Joining the military helped me realize my dream and understand travelling better.
2	Travelling is an experience.	Travelling to both close and faraway places can bring you new experiences and open your eyes to new adventures.
3	My first major travel experience was when I was deployed to Afghanistan.	My travel experiences in Kyrgyzstan and Afghanistan were eye-opening.
4	It was a tipping point for me in my travel experiences.	Since my first major travel experience, I have been to many other places and tried many new things.
5	My leap to travelling came through an unexpected journey, but once you get the travel bug you cannot let it go.	Once you get interested in travelling, you want to travel more.
6	Travel is an experience that can take you far beyond your dreams	What travel can give you goes beyond your dreams.

Play the audio of Text A and ask Ss to underline any sentences they find difficult to understand. Teacher explains the meaning of difficult sentences and points out some important language points. (Consult “Language and Culture Focus” .)

- Ask Ss to do Exercise IIIIII, Section A. Check Ss’ answers and make sure that Ss understand important words and phrases like “as far back as” , blow sb. away?, off the military base”, leap”, and “far beyond your dreams” ,

Ask Ss to go through the text again, discuss in groups and decide whether the statements in Exercise IV, Section A are true or false based on the text. Ask Ss to find details in Text A to support their answers and correct the false statements ● After Ss read the text for two or three times, draw Ss’ attention to the title of the text: Travel Is an Experience. Ask them questions as follows:

1. Where did the author go and what did he do for travelling?
2. What does travel mean to the author?

- 1) Show Ss an English world map and ask Ss to point out all the places the writer has been to and all the things he has done based on Text A. Teacher can introduce cultural background information about different countries and regions. (Consult “Culture Notes” .)
- 2) Encourage Ss to find details from the text and complete the following sentence structure so as to answer the second question and better understand the text:
Travel is an experience that/which ...

For example:

Travel is an experience that opens your eyes to new adventures.
(based on Para. 2, Text A)

- 3) Ask Ss to work in groups and find as many details as possible to complete the sentence structure. Write all the sentences Ss have made on the blackboard.

- Wrap up the whole lesson by asking Ss to do Exercise II I, Section A: the summary of Text A
- Other exercises in Section Band Section C can be done either in class or left as homework

<p style="text-align: center;">Part Three Intensive Reading Text B</p>	<ul style="list-style-type: none"> ● Ask Ss to brainstorm things they have to do before starting a business trip and write the key words on the blackboard. • Explain the meaning of some difficult words in “New Words and Expressions”. (Consult “Language and Culture Focus”) <p>Ask Ss to read Text B in about 5 minutes and then do Exercises I & II</p> <p>Check their answers and ask them more questions, such as,</p> <ol style="list-style-type: none"> 1. How many suggestions does the author mention in the text? What are they? 2. Which suggestion do you think is the most important one? 3. Do you agree with the author? 4. Do you have other suggestions? <p>● Ask Ss to do Exercise III</p> <ul style="list-style-type: none"> • If time permits, ask Ss to work in pairs and do a role-play activity. Suppose one of them is the author of Text B and the other is the reporter. The reporter is here to interview the author about ideas on how to take a smooth business trip. This activity will help Ss learn to use the important words and phrases in the text and familiarize them with detailed procedures they must pay attention to before going on a business trip
<p style="text-align: center;">Part Four Grammar</p>	<ul style="list-style-type: none"> • There are many types of noun clauses. We'll focus on the subject clause in this unit • Teacher may give some examples of the subject clause and then ask Ss to translate the sentences into Chinese one by one. <ol style="list-style-type: none"> 1) Subject clauses linked by conjunctions like “that” “whether” , “if” 2) Subject clauses linked by pronouns like “what” , “who” , “which” , “whatever” , “whoever” 3) Subject clauses linked by adverbs like “how” , “when” , “where” , “why” . <ul style="list-style-type: none"> • Introduce the sentence pattern that starts with “it” as a formal subject. ● Introduce the important and difficult points when applying the subject clause.

	<p>1) “That” shouldn’t be omitted in the subject clause when it is put at the beginning of the sentence</p> <p>2) The subject clause that starts with “if” shouldn’t be placed at the beginning of the sentence</p> <ul style="list-style-type: none"> ● Work together with Ss to do the exercises.
<p style="text-align: center;">Part Five Practical Writing</p>	<ul style="list-style-type: none"> ● Ask Ss if they know how to write a business letter and the differences between business letters and letters to friends and families. ● Introduce to Ss the format of a business letter (Consult the sample in Part Five.) ● Give Ss the sample scenario and ask them to brainstorm what should be included in the letter. Show them the sample letter and remind them of the letter format. ● Ask Ss to do the exercise in class or leave it as homework,
<p style="text-align: center;">Part Six Project</p>	<ul style="list-style-type: none"> ● Explain the task and any unfamiliar words. Start a discussion about the project with the whole class to help them get some ideas. Teacher can ask Ss to think about the questions on the Student’s Book. ● Divide the class into groups of three or four, Walk around the classroom to monitor and assist where necessary. Ensure that all members of each group are participating in the discussion. ● Make sure each member of the group is responsible for one or two different elements (such as “route of the tour?? or features of the tour”). ● Ss can make either a poster ora PPT. Offer Ss samples of travel guide brochures if needed. (Give, Ss several days to do the project after class.) ● Ask all groups to present their final products to the whole class in the next class meeting, with all members of each group speaking. • When they finish their presentation, Teacher and other Ss may act as tourists to challenge them by asking questions about the tour they’ve designed. Ss make adjustments to their own projects according to the questions and suggestions given. ● The whole class may share their revised project on online platforms.

Assignment

write a letter to introduce arrangements for a business trip

Unit 6 Success

Teaching Objectives:

Upon completion of this unit, Teacher is expected to have enabled students (Ss) to:

- have a thorough understanding of the texts both in content and in language;
- know how to conduct an interview;
- understand and use the appositive clause properly;
- write a speech script or letter to congratulate someone on his/ her success;
- design a poster or PPT about a successful person;
- grasp the following key words, expressions and sentence patterns, and know how to use them properly in context.

Key words	propose, expert, throughout, ignore, vision, manage, glory, tribute, recruit, land, nail, cultivate, discipline, tackle, prioritize, accomplish
Expressions	in charge of, make the best use of, drop out, a number of
Sentence patterns	Can I have a few minutes for an interview? Sure. With pleasure/No problem. How do you feel about ...? I feel excited/proud/surprised/relaxed... When did you first get interested in .? When I was ... What was the most interesting/difficult/ exciting thing ...? What do you think of.? Thank you for your time You are welcome.

Teaching focus:

- 1.The texts and the language points
2. appositive clause

Teaching Duration: 10 classes

Teaching Methods: Lecture method; Task-based and project-based teaching; Discussion. With the help of multimedia.

Teaching Difficulties:

1. conduct an interview
2. appositive clause

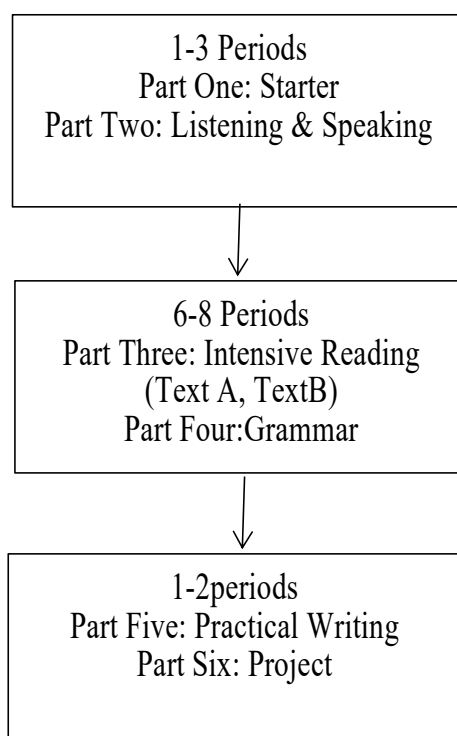
Ideological and Political Goals:

1. Help students understand that success rarely comes without effort and hard work. Guide them to learn from the examples of successful people who have achieved their goals through dedication, perseverance, and continuous effort.
2. Guide students to define success not merely in terms of material wealth or status, but also in terms of personal growth, positive contributions to society, and the well - being of others. Help them understand that true success includes living a life with integrity, empathy, and responsibility.

Teaching Procedures:

Chart for teaching processes

This unit is designed for 10 periods of classroom instruction. In each of the periods, certain tasks are to be completed. The following is a suggested teaching plan.



One and Part Two are the warm-up for the text learning in Part Three. By practising the topic-related listening and speaking, Ss get familiar with relevant words, expressions, and English culture. Ss are asked to preview the texts as well as the new words and expressions of the texts for the next class.

Text *A* of Part Three is the major part of the unit. New words and expressions of both texts are recommended to be introduced to Ss first. In the first two periods, Ss grasp the content of the text step by step, from the general idea to detailed information. The third period may cover important language points in the text. Ss do pattern drills in class. The fourth period may be used to cover Text B. In this section, Ss are supposed to understand the main idea and find out some detailed information about Text B. The grammar in Part Four is closely linked to examples from Text A, so this part can be explained either here or right after Text A.

Part Five can be a combination of Teacher's lecture and some in-class activities. Lastly, Ss give presentations about their project as a way to review and check their understanding of the key points of the unit. Teacher gives comments and sums up the entire unit.

Teaching guides for each part of the Student's Book

Parts	Tips for teaching
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<p>Part One Starter</p>	<p>Section A Vocabulary</p>	<p>● Share with Ss some background information about the following four figures: Walter Scott, Napoleon Hill, Arthur Ashe, and Paul J. Meyer. Teacher can turn to the following information for reference:</p> <p>Walter Scott: poet, novelist, critic and man of letters. He is probably most renowned as the founder of the genre of the historical novel, involving tales of gallantry (英勇 romance (传奇) and chivalry (骑士制度)).</p> <p>Napoleon Hill: lecturer, author, and consultant to business leaders. His Think and Grow Rich is the all-time bestseller in its field, having sold millions of copies worldwide, and setting the standard for today's motivational thinking</p> <p>Arthur Ashe: the first African American player to compete in the international sport of tennis at the highest level of the game. After an early retirement from sports due to heart surgery, Ashe used his sportsman profile and legendary poise to promote human rights, education, and public health</p> <p>Paul I. Meyer: founder of Success Motivation Institute in 1960. His flagship company has grown into an international group of companies marketing his materials in more than 60 countries and in 23 languages</p> <p>Exercise I</p> <p>● Ask Ss to complete the quotations according to the Chinese translation. Allow Ss to have discussions or to look up unfamiliar words in the dictionary</p> <p>● Ask Ss to read each quotation after Teacher. Explain the meaning of key words in context if necessary. Explanations of these words are given below;</p> <p>outcome: the result or effect of an action or event ability: a level of skill or intelligence career: a job or profession that you have been trained for, and which you do for a long period of your life</p>
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achievement: a thing that sb. has done successfully;
 especially using his/ her own effort and skill attitude:
 your attitude t o/towards sb./sth.refers to the
 way that you think and feel about sb./sth.
 desire: your desire forsth or desire to do sth. Means a
 strong wish to have or do sth
 destination: a place to which sb./sth. is going or being
 sent
 connection: a relationship in which a person, thing, or idea
 is linked or associated with sth. else

Exercise II

● Ask Ss to complete the exercise together. Introduce Mother Teresa to Ss if necessary.

**Section B
Watching**

This video “What Is’ Success” explains that “success means something more complicated according to its dictionary definition. It activates Ss’ thinking and helps them gain a more in-depth understanding of the concept. To better prepare Ss for the video watching, Teacher can startwith Exercise II.

Exercise II

● Ask Ss to work in pairs and discuss the questions on the Student’ s Book.
 ● Ask Ss to share their opinions on the two questions. Write key words of Ss’ answers on the blackboard,

		Key words
1	Definition of “success	
2	Examples of successful people	
3	Qualities of successful people	
4	Ways of becoming successful	

After Ss share their understanding of success, introduce to Ss “Helpful Words and Expressions to help them better understand the content of the video.

1 . **complicated** 难懂的，复杂的

The sentence from the video:

But take a look at the dictionary and things start to look, thankfully, a lot more complicated.

但查看一下字典，幸好情况不那么简单了。

e. g. The rules of the game are very complicated. 这个游戏的规则非常复杂

2 . **neutral** 中性的

The sentence from the video

Because success is, in truth, rather more neutral

and less value-laden than we tend to assume 因为实际上成功比我们通常所认为的要更中性，不那么受主观价值影响

e. g. The language of an official news report should be neutral

官方新闻报道应使用中性语言。

3 . **value - laden** 负载着价值的，受主观价值影响的

e. g. His judgements are value-laden

他的判断受到主观价值观念的影响

A 《

10 4 . **assume** 假设，认为

e. g. He assumed that she would be home at the usual time

他认为她会在平常的时间回到家的

0

5 . **excel at** 擅长于

The sentence from the video

It just means doing anything well, excelling at something.

它只是意味着把事情做得很好，在某些方面很擅长

e. g. We want to hire someone who excels at music 我们想聘用擅长音乐的人。

6 . **integrity** 正直

The sentence from the video:

. it's almost impossible to succeed with a career and a family, or with popularity and integrity

there are always sacrifices

要同时在事业和家庭上取得成功，或要在保持正直的同时又拥有声望，这几乎是不可能的——总要有些牺牲

e. g. He is a man of integrity

他是一个诚实正直的人。

		<p>7. sacrifice牺牲 e. g. The workforce were willing to make sacrifices in order to keep their jobs. 雇员为了保住工作情愿作出牺牲</p> <p>8. fulfil使满意;实现 The sentence from the video: It's even better to make sure you followed your own distinctive and, not necessarily, always obvious path to the success that can truly fulfil you. 更好的做法就是确保你沿着自己独特的道路通向成功 这条路不一定总是清晰可见, 却让你真正感到满足 e. g. It is not easy to find a job that really fulfills you 要找到一份真正让你实现自我价值的工作并不容易。</p> <p>Exercise I ● Before playing the video, go through the questions and choices with Ss. Ask them to underline key words in questions and choices and to predict accordingly. Prediction can help Ss stay more focused on key information while watching- Play the video and check Ss' answers. Compare Ss' opinions on success with the main idea of the video. Ask Ss the following questions to develop their critical thinking:</p> <ol style="list-style-type: none"> 1. Do you agree with the definition of success in the video? Why or why not? 2. Can you give some examples to explain the "success mentioned in the video?"
<p>Part Two Listening & Speaking</p>	<p>Helpful Words and Expressions</p>	<p>● Ask Ss to read "Helpful Words and Expressions" aloud after Teacher;</p> <ul style="list-style-type: none"> • Refer to the following examples and explain to Ss the meaning of these words and expressions. <p>1. unbelievable令人难以置信的 The sentence from the dialogue: Wow... unbelievable! I feel surprised and proud. 哇, 真是难以置信! 我感到既惊讶又骄傲。 e. g. Her piano performance was just unbelievable 她的钢琴表演简直美妙得令人难以置信。</p>

		<p>2. convince说服</p> <p>The sentence from the dialogue</p> <p>When I had to convince my parents to support my career choice 当我不得不说服父母支持我的职业选择时</p> <p>e.g. I've been trying to convince Jay to come with me 我试图说服杰和我一起来</p>
<p>Section A Listening</p>		<p>Exercise I</p> <ul style="list-style-type: none"> ● Tell Ss they are going to listen to an interview. Go through the questions and choices in Exercise I with Ss and ask them to find key information to predict what the interview might be about. Words and phrases like “TV journalist”, “dancing”, “competition”, etc might help Ss figure out that it is an interview on someone’s success in a dancing competition. ● Ask Ss to brainstorm questions they would like to ask in an interview with a dancing competition winner. Write all the questions on the blackboard. This activity can help Ss get better prepared for listening ● Play the recording and get Ss to complete Exercise I Check their answers <p>Exercise I</p> <ul style="list-style-type: none"> ● Before Ss listen to the dialogue for the second time, ask them to discuss in small groups and try to fill in the blanks. ● Play the recording again and ask Ss to check their answers, ● Add questions asked in the interview to the list of questions raised by Ss in the previous activity so that Ss can know better how to conduct an interview. The following are questions asked in the interview; <ol style="list-style-type: none"> 1. Can I have a few minutes for an interview? 2. How do you feel about winning this dancing competition? 3. When did you get interested in dancing: 4. What was the hardest thing in your career?
<p>Section B Speaking</p>		<p>Exercise I</p> <ul style="list-style-type: none"> ● Ask Ss to work in pairs, read the dialogue aloud and get familiar with the useful sentence patterns of 1 conducting an interview <p>Explain to Ss more expressions and sentence patterns that can be used to give compliments and express feelings.</p>

Giving compliments:

1. What a lovely/nice/ wonderful...

2. I love/ like your ...

3. Impressive/magnificent/

wonderful...

Expressing feelings: encouraged 受到鼓舞的

content 满足的 excited fulfilled 感到满足的

兴奋的 overjoyed 欣喜若狂的 satisfied 感到满意的

喜若狂的

● After Ss get familiar with the dialogue, ask them to change the information in bold print and create a

new dialogue

For example:

A: Hello, I'm from the Modern Literature magazine.

Can I have a few minutes for an interview?

B: Oh, congratulations! You have won the Fifth Mao Dun Literature Prize! It was a great achievement

For you as a young writer!

B: Thank you.

A: How do you feel about getting the prize?

B: I feel surprised and excited! It was really difficult. I spent a lot of time in writing that

novel

A: When did you get interested in writing?

B: I once read an interesting novel when I was in middle school. I found writing very fascinating

A: What was the hardest thing for you as a writer?

B: Well, first of all, I had to develop writing skills. But that's not enough. Sometimes I just couldn't get any inspiration. And that was the most difficult thing for me.

A: Indeed. Writing requires both skill and inspiration. Thank you for your time

B: You are welcome,

Exercise II

● Explain to Ss the scenario and ask Ss to work in pairs.

Give them some time to pick their roles and

create a dialogue. Invite some pairs to present their dialogues to the whole class

		<ul style="list-style-type: none"> • For Ss with a higher level of English proficiency, Teacher can present to them some English videos of real interviews with successful people. Ask Ss to compare their dialogues with those interviews. The interview with Christina Diaz Gonzalez, the winner of the Florida Book Awards 2010, is a good example. In this interview, Christina was asked questions about her feelings, her book <i>The Red Umbrella</i>, and her readers. <p>Sarah: Christina Gonzalez joins me to talk about her novel, the 2010 Florida Book Awards gold medal winner for young adult literature.</p> <p style="text-align: right;">Thanks so much for joining us, Christina.</p> <p>Christina: Thank you, Sarah.</p> <p>Sarah: And <i>The Red Umbrella</i>, this has to be so exciting. I've seen that you've gotten so many rave reviews from several publications and now this gold medal. How are you feeling?</p> <p>Christina: Oh, I'm thrilled, excited. It's been such a wonderful journey. It's my debut novel and just everything that's been associated with it. It's just been overwhelming and just a dream come true.</p> <p>Sarah: Well, tell us about <i>The Red Umbrella</i>.</p> <p style="text-align: right;">That's, it's getting so much attention, so give us an overview of your book.</p> <p>Christina: Well, <i>The Red Umbrella</i> is historical fiction. It's a story of a young 14-year-old Cuban girl who lives in Cuba. It's two years after the Cuban Revolution...</p>
<p>Part Three Intensive Reading Text A</p>		<p>Ask Ss to read aloud <i>New Words and Expressions</i> either with audio or with Teacher.</p> <ul style="list-style-type: none"> • Explain the meaning of some difficult words. (Consult "Language and Culture Focus".) ● Present pictures of the Brooklyn Bridge to Ss and ask them if they know anything about the bridge. <p>Draw Ss' attention to the title of Text A "Bridge Heroes: The Roebings" and ask them to predict the main idea of the text. Teacher may find it necessary to explain how to make family names plural.</p>

How to make family names plural

1) For most names, add an s to make them plural. For names that end in ch, s, sh, x, and z, add -es to make them plural.

2) There is an exception to this rule: If your last name ends in ch but is pronounced with a hard /k/ sound, add only an-s rather than -es.

3) Now that you have the plural form of the last name, simply add the word the in front of it.

For example:

Kennedy → The Kennedys

Jacobs → The Jacobses

● Before Ss read Text A, ask them to work in pairs and read the statements in Exercise I Section A. Ss discuss with each other and try to put the events in the correct time order. This activity gets Ss to think actively and help them get a general picture of the text before reading.

● Ask Ss to read Text A and underline key sentences. Check their answers to Exercise I. Draw Ss attention to expressions that serve as “time markers” in Text A to help Ss follow the time order of different events

Time markers in Text A

In the 1860s. . . ; After much discussion and persuasion. . . ; but a few months later. . . ; Shortly afterwards. . . ; As he lay on his bed. . . ; Then he used the same method. . . ; For 14 years. . . ; until the bridge was finally completed

● Play the audio of Text A and ask Ss to underline any sentences they find difficult to understand. Teacher explains the meaning of difficult sentences and points out some important language points. (Consult “Language and Culture Focus” .)

● Ask Ss to do Exercise III, Section A. Check Ss’ answers and make sure that Ss understand important words and expressions like “ignore”, “manage to do sth. ”, “convince”, “leave sb. unable to. ”, “make the best use of”, and “as a tribute to”

- Ask Ss to go through the text again, discuss in groups and finish Exercise IV, Section A. Ask Ss to find details in Text A to support their answers and correct the false statements.
- After Ss read the text for two or three times, ask them to list all the difficulties the Roeblings met and explain how these two engineers overcame these difficulties. Teacher may refer to the following table:

Difficulties	Solutions
Experts throughout the world thought that it was impossible to build such a bridge.	After much discussion and persuasion, Roebling managed to convince his son Washington to build the bridge.
An accident on the site took the life of John Roebling.	Though disabled, Washington slowly developed a way of communicating with his wife and used the same method of tapping her arm to tell the engineers what to do.
Shortly afterwards, Washington was also injured.	

- To enhance Ss' understanding of the text, ask them two questions:
 1. Are the Roeblings successful people? Why or why not?
 2. What qualities do you admire most in the Roeblings?
- Wrap up the whole lesson by asking Ss to do Exercise II, Section A: the summary of Text A. Other exercises in Section B and Section C can be done either in class or left as homework.

Part Three
Intensive Reading

Text B

- Ask Ss to brainstorm what they have to prepare for a job interview.
 - Ask Ss how much they know about the Facebook company and what qualities they need if they want to work there.
- Write some key words on the blackboard and explain the meaning of them. (Consult “Language and Culture Focus” .)

	<p>Ask Ss to read Text Bin about 5 minutes and then finish Exercises I & II.</p> <p>Check their answers and ask them more questions,</p> <ol style="list-style-type: none"> 1. Do you think working at Facebook is a dream job? Why such as, or why not? 3. Do you agree with the author? Why or why not? 4. 3. Which quality do you think is the most important one? 4. Is there any other quality you want to add? 5. Do you think energy, focus and passion for the job will help you succeed in any company? <p>Ask Ss to do Exercise I</p> <ul style="list-style-type: none"> ● If time permits, ask Ss to work in groups and do a role-play activity. Ask Ss to brainstorm 3-4 kinds of jobs related to their major or jobs that they want to do. Then put Ss into different groups, in which some may act as the recruiters and others job interviewees. The recruiters need to explain clearly what kind of employees they want, and the interviewees need to express what qualities they have to help them land the job. This activity will help Ss learn to use the important words and phrases in the text and seriously think about what they need to prepare for their future career. Thus they may work hard to achieve their goals.
<p>Part Four Grammar</p>	<ul style="list-style-type: none"> ● We will continue to talk more about noun clauses and the focus of this unit is the appositive clause. ● Teacher may give some examples of the appositive clause and then ask Ss to translate the sentences into Chinese one by one <ol style="list-style-type: none"> 1) Appositive clauses linked by conjunctions like “that”, “whether” 2) Appositive clauses linked by pronouns like “what”, “who” . 3) Appositive clauses linked by adverbs like “how”, “when”, “where”, “why”? <p>Contrast the appositive clause with the attributive clause.</p> <ol style="list-style-type: none"> 1) “That” is used as a conjunction in the appositive clause while it’s used as a relative pronoun in the attributive clause

	<p>e.g. We heard the news that he had gone to Beijing the day before. (conjunction)</p> <p>The news(that) you told me was really interesting, (relative pronoun)</p> <p>2) “That” usually cannot be omitted in the appositive clause while it’s often omitted when it’s used to refer to the object in the attributive clause</p> <p>Introduce the points where Ss may make mistakes when applying the appositive clause</p> <p>1) If the antecedent is a noun like “demand”, “wish” “order”, etc, you need to use the subjunctive mood in the appositive clause, which should be in the form “(should)+V”.</p> <p>e.g. Our teacher made an order that every student (should) arrive at school before 7 in the morning</p> <p>2) “Whether” can be used in the appositive clause but if can not.</p> <p>e.g. We have some doubt whether he will come. (T)</p> <p>We have some doubt if he will come. (F) ● Work together with Ss to do the exercises</p>
<p>Part Five Practical Writing</p>	<ul style="list-style-type: none"> ● Ask Ss if they know how to write a congratulatory speech script or letter. ● Introduce to Ss the format of a congratulatory speech script. (Consult the sample in Part Five.) ● Give Ss the sample scenario and ask them to brainstorm what should be included in the speech script or letter. Show them the sample and remind them of the format. ● Ask Ss to do the exercise in class or leave it as homework.
<p>Part Six Project</p>	<ul style="list-style-type: none"> ● Explain to Ss the task and any unfamiliar words <p>Start a discussion about the project with the whole class to help them get some ideas. Teacher can ask Ss to think about the questions on the Student’s Book</p> <ul style="list-style-type: none"> ● Divide the class into groups of three or four, ● Walk around the classroom to monitor and assist where necessary. Ensure that all members of each group are participating in the discussion. <p>Make sure each member of the group is responsible for one or two different elements (such as “the family and educational background of the successful person” or “achievements of the successful person”)</p>

	<ul style="list-style-type: none">• Ss can make either a poster or a PPT. (Give Ss several days to do the project after class.) ● Ask all groups to present their final products to the whole class in the next class meeting, with all members of each group speaking, when they finish their presentation, Teacher and other Ss may act as reporters to challenge them about what makes the successful person. Ss make adjustments to their own projects according to the questions and suggestions given. <p>The whole class may share their revised project on online platforms.</p>
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Assignment

write a congratulatory speech

Unit 7 Internet

Teaching Objectives:

Upon completion of this unit, Teacher is expected to have enabled student s (Ss)to:

- have a thorough understanding of the texts both in content and in language;
- understand and use past participles as post-modifiers properly;
- know how to design a(n) (online) questionnaire;
- write some questions for a questionnaire to collect opinions on customer satisfaction;
- conduct a survey of college students by using questionnaires;
- grasp the following key words, expressions and sentence patterns, and know how to use them properly in context.

Key words	influence,provide,access,analyse,facilitate, established,transform,double-edged,reliance, expect,simplify,struggle,imaginable,hinder
Expressions	have access to, at sb.'s own pace,equip sb./sth.with s th.,get online,work through,run the risk of
Sentence patterns	How's it going?/How are you doing? I haven't seen you in a while/for ages. I've been busy on... I'm starting/developing... What's it going to be? It could be the next... I can't give too many details out before...

Teaching focus:

- 1.The texts and the language points
- 2.past participle used as attributives

Teaching Duration: 10 classes

Teaching Methods: Lecture method; Task-based and project-based teaching; Discussion. With the help of multimedia.

Teaching Difficulties:

1. understanding of effects of internet
2. past participle used as attributives

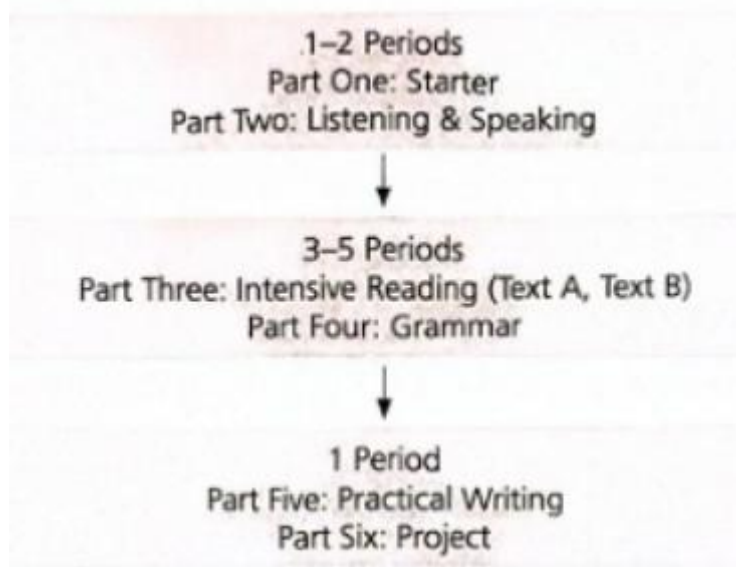
Ideological and Political Goals:

1. Guide students to use the Internet rationally, establish a correct view of the Internet, and consciously resist online rumors, cyberbullying and harmful information.
2. Foster patriotism and a strong sense of responsibility, spread positive energy through the Internet, tell China's stories well and carry forward mainstream values.

Teaching Procedures:

Chart for teaching processes

This unit is designed for 6-8 periods of classroom instruction. In each of the period, certain tasks are to be completed. The following is a suggested teaching plan.



Part One and Part Two are the warm-up for the text learning in Part Three. By practising the topic-related listening and speaking, Ss get familiar with relevant words, expressions, and English culture. Ss are asked to preview both texts as well as the new words and expressions of the texts for the next class.

Part Three is the major part of the unit. This part can be learned together with Part Four. New words and expressions of both texts are recommended to be introduced to Ss first. Ss grasp the content of the text step by step, from the general idea to detailed information. Then Teacher may cover important language points in the texts, including a detailed illustration of key words and expressions, and a concise explanation of certain grammatical rules. Ss do pattern drills in class.

Part Five can be a combination of Teacher's lecture and some in-class activities. Ss can be assigned to prepare for the project in Part Six after class and finish the project before the next class meeting. Lastly, Ss give presentations about their project as a way to review and examine their understanding of the key points of the unit. Teacher gives some comments and sums up the entire unit.

2.2 Teaching guides for each part of the Student's Book

Parts	Tips for teaching
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Part One Starter	Section A Vocabulary	<ul style="list-style-type: none"> ·Ask Ss warm-up questions as follows: <ol style="list-style-type: none"> 1.Do you like surfing the Internet? 2.What do you usually do on the Internet? ·After Ss answer the first close-ended question,Teacher can ask Ss the second question to have them name the activities they usually do on the Internet. Allow them to answer the question in Chinese if they don't know how to express their ideas in English. ·Note down their answers on the blackboard.The following are some common activities people do on the Internet for reference.
		shopping;watching movies and TV series;listening to music;browsing websites;playing games;blogging;searching for information;reading news;reading novels; studying
		<p>Exercise I</p> <ul style="list-style-type: none"> ·Present the six pictures in Exercise I to Ss and ask them to guess what each picture is about. ·Ask Ss to match the words with the pictures.Allow them to check the dictionary for the meaning of each word.Get Ss to repeat after Teacher for the right pronunciation. ·If dictionaries are not available, Teacher can read the English definition of each word for Ss. Explanations of these words are as follows:
		<p>application:a programme or piece of software designed to fulfil a particular purpose,eg.Weibo,WeChat</p> <p>network: a number of interconnected computers, machines, or operations</p> <p>wireless: using radio, microwaves, etc. (as opposed to wires or cables) to transmit signals,e.g.wireless broadband</p> <p>cable:an insulated wire or wires having a protective casing and used for transmitting electricity or telecommunication signals</p> <p>assignment: a task or piece of work allocated to sb.as part of a job or course of study</p> <p>instruction:teaching;education</p>
		<p>Exercise II</p> <ul style="list-style-type: none"> ·Ask Ss to complete Exercise II together.

	<p>Section B Watching</p>	<p>The video watching part is mainly to arouse Ss' interest and lead Ss to think about the topic "The Use of the Internet". The exercises in this part are designed for Ss to grasp the main idea and some key details of the video.</p> <p>·Introduce "Helpful Words and Expressions" for them to better understand the content of the video.</p> <p>1.keep in touch 保持联络</p> <p>The sentence from the video: ..so people can keep in touch. 因而人们能够保持联系。 e.g.People today can easily keep in touch with their friends by such apps as WeChat. 人们如今可以方便地通过微信之类的应用程序与朋友保持联系。</p> <p>2.tablet平板电脑</p> <p>The sentence from the video: You can use the Internet on computers,tablets, games consoles or phones, even on watches, glasses,cameras and cars. 你可以在电脑、平板电脑、游戏机或手机，甚至是手表、眼镜、相机和汽车上使用互联网。 e.g.Tablets are popular among kids because they can have a lot of fun on them. 儿童很喜欢平板电脑，因为他们可以在上面玩得很开心。</p> <p>3.games console 游戏机</p> <p>e.g.Too much time spent on a games console is not only bad for your eyes but also harmful to your studies. 花太多时间在游戏机上不仅对眼睛有害，也影响学习。</p> <p>4.cable 电缆； 网线</p> <p><u>The sentence from the video:</u> Some computers are connected with cables that run all around the world,underground and under the sea.</p>
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有些电脑连接到了通向世界各地的电缆上，这些电缆有的铺在地下，有的埋在海底。

e.g.All rooms have private bathroom,telephone and cable TV.

所有的房间都有独立浴室、电话和有线电视。

5.wireless无线的

The sentence from the video:

Some computers are connected without any cables at all; this is called wireless.

有些电脑不通过任何电缆接入互联网，这叫作无线连接。

e.g.A lot of public places like restaurants, shopping centres, and so on have wireless

Internet connection.

很多公共场所，比如餐厅、购物中心等，都有无线网络。

Exercise I

- Before playing the video,go through the questions and choices with Ss. Ask Ss to predict the main idea of the video based on their background knowledge and understanding of the questions and choices. Prediction can help Ss get more prepared before watching.
- Play the video and check Ss' answers.If Ss cannot catch up with the video,Teacher can show them several screenshots of the video and guide them to discuss the content.
- Play the video again and explain the answers. If time permits,ask Ss this question:What influence can the Internet have on education?Encourage Ss to brainstorm some benefits and harm that the Internet brings to education.

Exercise II

- Ask Ss to work in pairs and interview each other by asking the two questions in the Student's Book.
- Invite several Ss to report to the class their partner's answers.

	<p style="text-align: center;">Helpful Words and Expressions</p>	<ul style="list-style-type: none"> ·Ask Ss to read aloud "Helpful Words and Expressions" after Teacher. ·Introduce the words and expressions to get Ss familiar with them. <p>1.launch 发布</p> <p style="padding-left: 20px;"><u>The sentence from the dialogue:</u></p> <p style="padding-left: 20px;">I can't give too many details out before my site is launched.</p> <p style="padding-left: 40px;">在我的网站发布之前，我不能透露过多细节。</p> <p style="padding-left: 20px;">e.g.The company will launch a new product next month.</p> <p style="padding-left: 40px;">公司将于下个月推出新产品。</p> <p>2.actually事实上</p> <p style="padding-left: 20px;"><u>The sentence from the dialogue:</u></p> <p style="padding-left: 20px;">I should actually get back to working on it now.</p> <p style="padding-left: 20px;">事实上我现在该回去继续工作了。</p> <p style="padding-left: 20px;">e.g.Actually,John,I rang you for some advice.</p> <p style="padding-left: 40px;">约翰，事实上我打电话是为了寻求你的建议。</p>
<p style="text-align: center;">Part Two Listening & Speaking</p>	<p style="text-align: center;">Section A Listening</p>	<ul style="list-style-type: none"> ·Tell Ss they are going to listen to a dialogue between two friends who haven't seen each other for some time. ·Before Ss listen to the dialogue, ask them to work in pairs and role-play. Have Ss discuss with their partner and write down what they think old friends who haven't seen each other for a while may talk about. ·Teacher can guide their discussion by asking Ss the following question: Suppose two old friends haven't seen each other for a long time. What will they probably talk about? ·Invite some Ss to share with the whole class the results of their discussion to help all Ss get better prepared for listening. <p>Exercise I</p> <ul style="list-style-type: none"> ·Go through the questions and choices together with Ss.Point out the focus of each question so that Ss can listen with a clear purpose. Guide Ss to find out the key words of each question. For example,question

		<p>1 "how long, not seen",question 2"man,have been doing,recently",question 3 "why,not want to tell", question 4"man,do,after",question 5"how,tell, website,ready".Then ask Ss to go through the choices of each question very quickly,so as to guess what the dialogue may be about.</p> <ul style="list-style-type: none"> ·Play the recording and get Ss to complete Exercise I.Check their answers. <p>Exercise II</p> <ul style="list-style-type: none"> ·Before Ss listen to the dialogue for the second time,ask them to discuss in small groups of three or four and try to fillin the blanks. ·Play the recording again and ask Ss to check their answers.For the blanks that Ss find difficult to fill in,Teacher can pause or play the specific part(s) for several times.
	<p>Section B Speaking</p>	<p>Exercise I</p> <ul style="list-style-type: none"> ·Ask Ss to work in pairs, read the dialogue aloud and familiarize themselves with the sentence patterns they can use when meeting an old friend. ·Explain to Ss sentence patterns that can be used to greet an old friend.(Consult "Some functional sentence patterns in the Student's Book".) Ask Ss to make similar sentences. ·After Ss get familiar with the dialogue, ask them to change the information in bold print and create a new dialogue. <p>For example:</p> <p>A:Hey.How's it going? B:Fine.Yourself? A:Pretty good. I haven't seen you in a while. B: Yeah, I'd been busy on the Internet. A:Really?On WeChat and <u>QQ</u>? B: Of course not. I spend time on them, but that's not how I spend mast of my time. A:Oh? B:I'm starting my own app. A:Cool! What's it going to be? B: I can't give too many details out before my app is launched.</p>

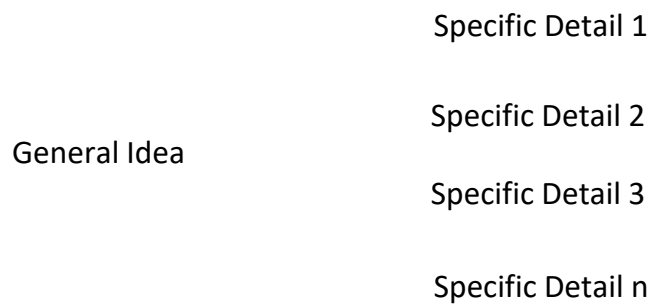
		<p>A:Come on,you can't tell me anything? We've known each other for years. I won't tell anyone. B:Well, it's basically the next WeChat. A:Wow,ambitious. B:Thanks. I should actually get back to working on it now. A:Yeah,you must have a lot to do. B: Yup.I'll email you when it's ready. A:Great! See you later. B:See you.</p> <p>Exercise II</p> <ul style="list-style-type: none"> ·Explain the scenario to Ss and ask them to work in pairs.Give Ss some time to brainstorm and create a dialogue.Invite some pairs to present their dialogues to the whole class. ·For Ss with a higher level of English proficiency,Teacher can give them a back-to-back phone dialogue task. Teacher can divide the whole class into two large groups.Ss in Group A play the role of a person who calls his or her "old friend" and those in Group B play the role of the old friend who answers the phone call. Give Ss some time to review the useful sentence patterns. Randomly pick some Ss from both groups to perform a dialogue. Ask the selected Ss to come to the front and stand back to back. Then the student from Group A starts the phone call and the student from Group B answers the call.
<p>Part Three Intensive Reading Text A</p>	<ul style="list-style-type: none"> ·Ask Ss to read aloud "New Words and Expressions"either with audio or with Teacher. ·Explain the meaning of some difficult words.(Consult "Language and Culture Focus".) <p>Ask Ss to do Exercise I,Section B.Explain to them the concepts of compound word and complex word. Explanations as follows are for Teacher's reference:</p>	<p>compound word: A compound word is a word that consists of more than one stem. In other words, two or more words are joined to make one longer word,for example,technology-rich,double-edged, worldwide,lifelong.</p>

complex word: A complex word is a word made up of two or more morphemes; it may consist of a base (or root) and one or more affixes, for example, educational, achievement, assignment, international.

·Getting to know the "general to specific" pattern of the expository essay. The main purpose of the expository essay or exposition is to explain. It mainly answers the question of "how". For example, Text A is an expository essay which explains how the Internet influences education positively.

The typical structure of an expository essay is the "general to specific" pattern, in which a general idea is put forward at the beginning and specific points are provided thereafter as detailed evidences to support

the general idea, as shown in the following graph:



A typical "general to specific" expository essay begins with a general idea paragraph which is followed by several paragraphs of specific details. Usually a topic sentence will be provided in the general idea paragraph and each of the specific detail paragraphs. Ask Ss to read the text for its general idea and specific details, finish Exercise I, Section A, and fill in the following table:
General idea and specific details:

General Idea	Specific Details
<p><u>The Internet has a positive influence on education.</u></p>	<p>1) The use of the Internet improves students' academic achievement. 2) Internet usage makes it possible for students to acquire information anytime and anywhere.</p>

		<p>3)The use of computers and the Internet helps students develop critical thinking skills.</p> <p>4) Internet usage helps students develop abilities required in the 21st century workplace.</p>
	<ul style="list-style-type: none"> ·Play the audio of Text A and ask Ss to underline any sentences they find difficult to understand. Teacher explains the meaning of difficult sentences and points out some important language points.(Consult "Language and Culture Focus".) ·Ask Ss to do Exercise III,Section A.Check Ss' answers and make sure that Ss understand important words and phrases like "have access to", "technology-rich", "opens the world of information and communication", "access libraries", and "information managers". ·Ask Ss to go through the text again, discuss in groups and decide whether the statements in Exercise IV,Section A are true or false. Ask Ss to find details in Text A to support their answers and correct the false statements. ·Wrap up the whole lesson by asking Ss to do Exercise II,Section A:the summary of Text A. ·Other exercises in Section B and Section C can be done either in class or left as homework. 	
<p style="text-align: center;">Part Three Intensive Reading Text B</p>	<p>Ask Ss to brainstorm some negative influences of the Internet on education and write the key words on the blackboard.</p> <p>Explain the meaning of some difficult words.(Consult "Language and Culture Focus".)</p> <p>Ask Ss to read Text B in about 5 minutes and then do Exercises I & II.</p> <ul style="list-style-type: none"> ·Check their answers and ask them more questions,such as, <ul style="list-style-type: none"> 1.How many negative influences are discussed in the text? What are they? 	

	<p>2.Which negative influence do you think is the worst one? 3.What other negative influences can you think of?</p> <ul style="list-style-type: none"> ·Ask Ss to do Exercise III. ·If time permits,ask Ss to debate whether the influence of the Internet on education is more positive or more negative. Divide the whole class into four groups. Ask every two groups to have the debate,one cons and the other pros. This activity aims to help Ss practise the important words and phrases in the text,improve their critical thinking skills and provide an opportunity for them to express themselves freely in English.
<p>Part Four Grammar</p>	<p>There are quite a few past participles used as post-modifiers in both texts in this unit.</p> <ul style="list-style-type: none"> ·Teacher may begin with explaining post-modifiers, followed by a few examples. Then explain past participles used as post-modifiers, and explain the different positions of modifiers in English and in Chinese. Introduce to Ss that in Chinese,modifiers always go before their modified part. That is, there are only pre-modifiers in Chinese.Remind Ss to pay attention to this principle when translating the English post-modifiers into Chinese pre-modifiers. ·Teacher may give some examples of the past participles used as post-modifiers from both texts, and then ask Ss to translate the sentences into Chinese one by one. ·Work together with Ss to complete the exercises.
<p>Part Five Practical Writing</p>	<p>Ask Ss if they know anything about the structure of a questionnaire and the different types of questions in a questionnaire.</p> <p>Introduce to Ss the format of a questionnaire. (Consult the sample in Part Five.)</p> <p>Give Ss the sample scenario and ask them to brainstorm what should be included in the questionnaire.Show them the sample and remind them of the structure of the questionnaire.</p> <ul style="list-style-type: none"> ·Ask Ss to do the exercise in class or leave it as homework.

<p>Part Six Project</p>	<ul style="list-style-type: none"> ·Explain the task and unfamiliar words. Start a discussion about the project to help them get some ideas. Teacher can ask some questions. <p>For example:</p> <ol style="list-style-type: none"> 1.What do you want to survey? (For example, students' degree of satisfaction with the school library, canteen,etc.) 2.What aspects should be surveyed? 3.What types of questions could be asked? 4.What specific questions could be asked? 5.How should the survey be conducted? Face to face or online? <ul style="list-style-type: none"> ·Divide the class into groups of three or four. ·Make sure each member of the group is responsible for one or two different elements (such as "types of questions"or "forms of survey"). ·Ss can make either a poster or a PPT. Offer Ss samples of questionnaire if needed.(It's better that Ss have a few days to complete the project after class.) ·Ask all groups to present their final products to the whole class in the next class meeting with all the members of each group speaking. ·When they finish their presentation, Teacher and other Ss may challenge them by asking questions about their questionnaire. Ss make adjustments to their own projects according to the questions and suggestions given. ·The whole class may share their revised project products on online platforms.
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Assignment:

Write an article about positive and negative effects of the Internet