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## 《新大学英语教案手册》

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## 《新大学英语教案手册·卓越篇》

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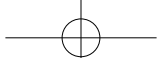
# 前　言

　　任何一种教学模式的改变都是基于教学理念的更新，同时也必然伴随着新的教学设计和教学方法的运用。《新大学英语》系列教程所提倡的教学模式扎根于体验式教学思想。这一教学思想主张外语学习的过程是学习者在语言实际使用中对语言系统不断体验，认知，再体验，再认知的过程。基于这样的教学理念，《新大学英语》综合教程在单元结构上采用从局部到整体，从分项技能到综合应用能力，从以输入为主到输入输出结合，从语言形式的学习到交际任务的完成的教学框架，努力为每一位个体的学习者提供一个独立选择，循序渐进地发展自己语言能力的最优发展路径。在具体教学安排上，教程中的每一个单元都是围绕一个具有实际意义的项目来设计。项目的完成涉及一系列的语言活动。单元学习的结果即是意味着项目的完成。而每一个项目的结果都会落实在一个完整的语言形式上，或者是一个演讲，或者是一份研究报告，或者是一次辩论。单元学习过程就是运用不同的语言材料和语言技能完成项目的过程。

　　《新大学英语》综合教程所提倡的教学模式对教学方案的设计和课堂教学方法的运用提出了新的要求。这主要体现在以下几个方面：

　　一、传统教学一般以教师的知识传授为主，因此教学设计往往注重教师在教学的各个阶段应该做什么。例如，在课程开始阶段可以介绍与教学材料相关的一些背景知识，然后分析课文结构，讲解语言点，带领学生做练习，并检测学生的学习效果。教学活动以教师为主导。新的教学模式要求教师在教学活动设计中以学生在不同的时间应该从事什么语言活动为重点，主要考虑学习者需要完成什么任务，为了完成这个任务需要用到什么样的语言材料、语言知识、交际技能、以及其他非语言技能。也就是说教学计划要从以往的规划"教师做什么"向明确"学生做什么"改变。

　　二、将语言学习与学生的日常学习与生活相结合，这就意味着教学活动不能局限于每堂课的几十分钟。师生在教学过程中角色的转变也要求教师在制定教学计划时将学生在课前，课中和课后的活动放在一起进行整体设计。学生在课前不再是简单地预习课本中的语言材料，而应该针对课堂中所要进行的语言活动，同时根据自己个性化的需求来准备。这些准备有时是学生独立完成的，有时需要小组合作；有时是加工已有的语言材料，有时需要学生寻找自己的语言材料。在课堂上，学生可以提出问题、解决问题，也可以分享成果、反思或者评价学习过程或者语言活动的结果。下课之后，学生还可以将课程中所形成的成果进一步拓展或运用到实际生活之中。这一切都需要教师的规划与设计。学生在前台表演，教师在幕后策划与指挥。

　　三、《新大学英语》综合教程的各单元是以完成特定的语言项目为中心编写的，这就要求语言的输入和前期的语言输出要服务于最终完成项目所需的语言输出。换言之，与传统的英语教学相比，在新的教学方案中，应该将与教学材料相关的语言知识的处理放在课外由学生自主解决，少量
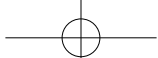
问题也可以带到课堂中解决，但课内的大部分时间应该用于为项目的完成所进行的必要的语言、技能、内容等方面的准备、项目成果的展示与分享、学习过程与结果的评价与反思。为了帮助教师组织课堂教学，我们将准备阶段的教学活动以微型项目（mini project）的形式进行呈现，每个微型项目都有自己的最终产品，所需学习材料，以及所涉及的语言知识或技能。语言材料有的来自学生用书，有的来自与学生用书配套的《同步练习》，有的需要学生或教师自行寻找。

四、以学生为中心的教学模式应该以满足学生个性化学习目标和个性化需求为宗旨。不同学校，不同专业，具有不同语言能力、兴趣爱好、学习风格的学生必然会有不同的学习目标与需求。为了尽可能地满足学习者的个性化需求，教师应该在《教案手册》所提供的教学活动中选择更加适合所教学生实际需求的项目，或让同一个班级中不同的学生选择不同的语言活动，也可以根据学生的能力和需求对手册中所提供的活动进行适当的改编。总之，教材不应该成为教学活动的主宰，《教案手册》同样不应成为教学活动设计的主宰。无论是教学材料还是教学方案，师生都应该拥有充分的自主选择的权力。

五、信息化时代的英语学习离不开信息技术与资源的利用。学生在课前对语言材料的选择，学生之间以及师生之间的互动，课内教学内容的展示，语言练习或交际活动的开展，项目成果的分享与展示，各种形成性或终结性评价，这一切都需要信息技术的支持。在编写本《教案手册》的同时，我们还制作了与单元教学材料和语言技能相关的系列微课。这些微课可以安排学生在课前或课后自主学习，也可以部分地放在课内使用。实践证明，课程中所设计的语言项目对学习者的实际意义越大，他们实施项目的积极性就越大，学习效果也越好。因此，教师可以利用社交平台或开放资源平台展示学生的项目成果，通过提高学生的学习成就感来激励他们对课程学习给予更多的投入。
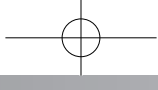
《新大学英语》综合教程是我们对体验式外语教学理念在我国大学英语教学中的应用的一次新的尝试。本《教案手册》也是编者结合自己在使用《新大学英语》教材过程中所积累的经验与体会，依据体验式教学理念，参照同行教师的教学经验编写而成的。由于编者水平有限，《教案手册》中的一些设计与方法一定会有不够科学、合理之处，还请广大师生提出宝贵意见和建议。

编　者

2016年4月

# Contents

# Rediscovering Yourself

# Unit 1

## █ Unit Overview

College students are always wondering what they are, what they can do in their life, and what power they have to change the world for the better. It may help them rediscover themselves by studying the achievement formula of the successful people.

The first unit of the book, will familiarize students with the PBL (Project-based Learning) model of language learning, which sets up the structure of each unit. Students should apply the model to accomplish each project, consisting of a series of mini-projects, by working in groups, learning autonomously, and focusing on language use.

This unit can be structured into 3–5 sessions, each for two class hours, depending on the learning needs of the students. Students are expected to 1) LEARN ONLINE: watch the video lectures on the two passages for comprehension, do exercises on vocabulary and reading comprehension, discuss on some questions designed to involve them into exchange of opinions, and write an essay; and 2) ACT IN CLASS: participate in the discussion about success formula, learn how to paraphrase and summarize, do a case study, present a report, and use the cases as evidence to support a statement.

Class activities require students to prepare in groups before class.
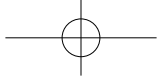
## █ Unit Objectives

**Group project**: Case study on success formula.
**Individual project**: Essay writing on *We Are What We Dream to Be.*
**Project objectives**: When students complete these projects, they will be able to …

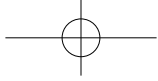| Content knowledge | **know**<br>1.  the Success Formula of successful people;<br>2.  the steps along the path to success. |
|---|---|

| Major language functions | | use<br>1. a stanza of verse to express in prose;<br>2. the major points in a passage for a report on a case study. |
|---|---|---|
| Academic skills | | know<br>1. how to make a plan;<br>2. how to do a case analysis. |
| Interactions | | 1. persuade with cases as evidence;<br>2. discuss how to support a statement. |
| Language skills development | Reading | 1. understand the stanza structure;<br>2. acquire the gist of the passages;<br>3. understand the contextual meaning of vocabulary;<br>4. skim for the core concepts of the passages;<br>5. scan for all the words in the passage that can be used to define the key word "Power". |
| | Listening | 1. understand the grand project and mini-projects of the unit (mini-lectures);<br>2. develop a clear view of the main ideas of the passages (mini-lectures);<br>3. comprehend the language points of the passages (mini-lectures). |
| | Writing | 1. write a stanza of verse;<br>2. transform verse into prose;<br>3. write a plan on how to succeed;<br>4. write an argumentative essay on *We Are What We Dream to Be*. |
| | Speaking | 1. make a report on the plan to succeed;<br>2. introduce a successful person. |
| Non-language skills | | develop interpersonal and social skills through:<br>• group collaboration;<br>• persuading with evidences. |

# ▐ Optional Mini Learning Projects

## Warming Up & Initializing the Project

🌑 **Mini Project 1:** Course orientation (for the 1st meeting with Ss)

| Outline | Ss get to know what a project is and how to accomplish a project. |
|---|---|

| Product | An awareness of learning goals and PBL(Project-based Learning) |
|---|---|
| Class time | 20 minutes |
| Difficulty level | Low |
| Resources | None |
| Language & skills | None |
| Assisting file(s) | U01-mp1_Course Orientation.ppt |

**Procedures**

*Before class*:
None.

*During class*:
T introduces the course (file: U01-mp1_Course orientation.ppt):
- Learning goals
- PBL (Project-based Learning) model
- A sample project
- Learning methodology
- Assessment

## ⬤ Mini Project 2: The Man Who Thinks He Can

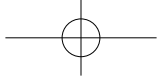| Outline | Ss read the poem aloud, learn the structure of a stanza, simulate a stanza, and transform a stanza of verse into prose. |
|---|---|
| Product | A simulated stanza and a paraphrase of verse into prose |
| Class time | 40 minutes |
| Difficulty level | Low to medium |
| Resources | Activities 1 and 2, Part One (CB, p.7) |
| Language & skills | Simulating a stanza<br>Paraphrasing verse into prose |
| Assisting file(s) | U01-mp2_Poem.ppt<br>U01-mp2_Verse to Prose.ppt |

**Procedures**

*Before class*:
Ss should watch mini-lecture *Introduction to U1* (online video).

*During class*:
1. T presents the poem on the screen (file: U01-mp2_Poem.ppt), and plays the audio of the poem.

2. Ss work in pairs and practice **reading** the poem out aloud. Two or three groups are invited to read in front of the class.
3. T picks out one stanza, analyzes its structure, and shows how to write a stanza with the structure.
4. Ss **simulate** a stanza, and read their products to the group.
5. Each group **decide** on the best stanza they have produced, and then write it on board.
6. Each group read out their simulated stanza.
7. Groups **vote** for the best three stanzas (the winners score).
8. T comments on the stanzas produced by Ss.
9. Ss **transform** the stanza of verse into prose (file: U02-mp2_Verse to Prose.ppt).
10. T comments on students prose and mention the basic techniques of paraphrasing.

## Mini Project 3: A Fried-Chicken Recipe

| | |
|---|---|
| **Outline** | A short reading passage leads to the discussion on Colonel Sanders' actions with his recipe, and inspires Ss to find their own "recipe" and take actions toward success. |
| **Product** | A plan to take actions to sell a "recipe" |
| **Class time** | 40 minutes |
| **Difficulty level** | Low to medium |
| **Resources** | Activities 2 and 3, Part Two (CB, pp.9–10) |
| **Language & skills** | Making a plan<br>Making a report |
| **Assisting file(s)** | None |

**Procedures**
*Before class*:
None.

*During class*:
Note: Ss should spend 5–8 minutes on Reading of Part Two (CB, pp.8–9).
1. T writes on board the line from the poem in Part One: "Success begins with a fellow's will".
2. T guides Ss with the following questions:
    1) *What did Colonel Sanders have?*
    2) *What actions did he take?*
    3) *What challenges did he meet?*
    4) *What is the real recipe to Colonel Sander's success?*
3. Ss work in groups and **discuss** how the passage supports the statement "Success begins with a fellow's will".
4. Each group **produce** a "recipe" (e.g. an innovative idea for a product or service), and write it on board.
5. Ss (with their "recipes" on board) **report** to the class on their actions for their "recipes".

6. Other Ss **respond** (critically or approvingly) to the "recipes" and actions.
7. Ss **write** the action plan for their "recipe", including: 1) setting up the goal, 2) deciding what to, 3) anticipating difficulties, and 4) adjusting strategy.

# Exploring the Field

🌑 **Mini Project 4:** Reading to writing: Find Your Inner Einstein

| | |
|---|---|
| **Outline** | This is a reading-writing activity for comprehending Passage 1 of Part Three through writing a summary. |
| **Product** | Summary of the text |
| **Class time** | 30 minutes |
| **Difficulty level** | Low to medium |
| **Resources** | Passage 1, Part Three (CB, pp.10–11) |
| **Language & skills** | Writing a summary |
| **Assisting file(s)** | U01-mp4_Reading to Writing.ppt |

**Procedures**

*Before class*:

Ss should:

1. View mini-lectures on Passage 1 of Unit 1 (online);
2. Do the comprehension and vocabulary exercises of Passage 1 of Unit 1 (online).

*During class*:

1. T presents the requirements of summary (file: U01-mp4_Reading to Writing.ppt) and emphasizes the characteristics of a summary.
2. T presents Paragraphs 1 and 2 and requests Ss to **identify** the main idea of the passage.
3. Ss work in groups and do the following:
    1) **Underline** "imagination/imagine" used in the text.
    2) **Circle** "dream/daydream/dreamer" used in the text.
    3) **Use** these words as clues to find out the Key Ideas.
    4) **Link** the key ideas to the Main Idea.
    5) **Write** a summary of the passage according to the requirements of the summary writing.
4. Groups orally **present** their summaries to the class.
5. T comments on the summaries.

### ⬤ Mini Project 5:  Game-learning: Power to Make the Difference

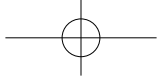| | |
|---|---|
| **Outline** | This is a game-based learning activity for the comprehension of Passage 2 of Part Three. Ss work in groups to provide as many answers as possible to the questions put forward by the teacher. The group that provides most acceptable answers based on the information from the passage is the winner of the game and is therefore rewarded a group score. |
| **Product** | Definitions of "POWER", the core concept of the passage |
| **Class time** | 40 minutes |
| **Difficulty level** | Low to medium |
| **Resources** | Passage 2, Part Three (CB, pp. 13–15) |
| **Language & skills** | Scanning, defining, summarizing |
| **Assisting file(s)** | U01-mp5_Power to Make the Difference.ppt |

**Procedures**

*Before class*:

Ss should:

1. View mini-lectures on Passage 2 of Unit 1 (online);
2. Do the comprehension and vocabulary exercises of Passage 2 of Unit 1 (online).

*During class*:

1. Question 1:

   T presents "Power is _____." on screen (file: U01-mp5_Power to Make the Difference.ppt), and asks students to work in groups for about 5 minutes and fill in the blank with as various answers as possible based on the information from the passage.
2. T divides the board into sections for all the groups, so that each group can write in their assigned section.
3. Each group **write** an answer (with the location in the passage, e.g. Para. X) on board. If a group's answer is a duplicate of that of a faster group, the answer must be changed.
4. When the first round is finished, T checks all the answers on board to see if they are acceptable. When finished, T announces the second round for more acceptable answers.
5. Each group **write** another answer on board. No answer should duplicate any answers already on board.
6. Repeats Steps 3–4 if there are more acceptable answers.
7. When all is done, T announces the winner(s).
8. T presents the answers on screen, and may ask further questions on the answers on board, such as, ... *Why is power a constant?, Why is power the result of physiology?"...*
9. Question 2:
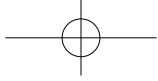
T asks Ss to **pick out** which sentence is the authors' definition of "POWER".

Key: *Ultimate power is the ability to produce the results you desire most and create value for others in the process.* (Para. 6)

10. T briefly explains the language structure of a definition:

_____ is  (a category word)   (description)

e.g. *Success* is *the ability to go from one failure to another with no loss of enthusiasm.*

11. Question 3:

T presents the question: "Why aren't we all empowered, happy, wealthy, healthy and successful?" (Para 9), and asks Ss to **find out** the author's answer and offer their own answers to the question.

## Mini Project 6: Sentence dictation

| | |
|---|---|
| **Outline** | This is to enhance what Ss have learned. |
| **Product** | Consolidation of learning |
| **Class time** | 20 minutes |
| **Difficulty level** | Medium |
| **Resources** | Passages 1 & 2, Part Three (CB, pp. 10–15) |
| **Language & skills** | Information in and out |
| **Assisting file(s)** | U01-mp6_Sentence Dictation.ppt |

**Procedures**

*Before class*:

Ss should read and get familiar with all the reading materials of Unit 1.

*During class*:

Directions: Each sentence will be read twice before Ss start writing. When all the sentences are finished, they will be read for the third time for check-up. All the sentences for dictation are picked up from the reading materials of Unit 1.

Step 1: Ss get ready for the dictation (prepare a sheet, write their names and student numbers on it, and put down the pen for listening).

Step 2: T reads a sentence twice, and pauses to allow time for Ss to **write** it down.

Step 3: T repeats Step 2 until all the sentences are finished.

Step 4: T reads all the sentences for the third time for Ss to check up.

Step 5: Ss hand in their dictation.

Step 6: T shows the dictated sentences on screen. (file: U01-mp6_Sentence Dictation.ppt)

Sentences for dictation:

1. To experience Einstein's creative level of thinking, all you have to do is habitually use your imagination.

2. What adults don't comprehend is that worry is a misuse of the imagination.

3. Ultimate power is the ability to produce the results you desire most and create value for others in the process.

4. Knowledge is only potential power until it comes into the hands of someone who knows how to get himself to take effective action.

# ▌Grand Project of the Unit

## Constructing the Project

⬤ **Task:** A presentation on a successful person

| Outline | Each group give a presentation on a successful person based on their research on this person. |
|---|---|
| **Class time** | 80 minutes |
| **Resources** | Steps 1–2, Part Four (CB, p.19) |
| **Language & skills** | How to present facts and inquire |
| **Assisting file(s)** | U01-gp_Activity Evaluation.doc |

**Procedures**

_Before class_:

Each group decide on a successful person and do research on this person. Ss should find out what power this person has/had, and what contributes to his/her success, then prepare an oral presentation to report the study.

_During class_:

Pre-class work:   1.   T prints out "U01-gp_Activity Evaluation.doc"
                          2.   Ss draw lots for the order of presentation.

1. A group of Ss **report** their case study by **introducing** the person from the following aspects: (see Step 2, Part Four, CB, p. 19)
   1) his/her background information
   2) his/her major achievements
   3) the difficulties he/she had on the path
   4) his/her Success Formula
2. When the presentation is over, other Ss **evaluate** the performance of the presenters (file: U01-gp_Activity Evaluation.doc).
3. Other groups repeat Steps 1–2.
4. T collects the evaluations by Ss and uses them for formative evaluation.
5. T comments on the presentations based on observation.
6. T assigns the writing task as an individual project:
   Title:  _We Are What We Dream to Be_
   Directions:
   Write a short passage (180–300 words) with or without the help of the two models provided in Steps 3 & 4 of Part Four, CB, pp. 19–20.

# Instructor's Reflection on the Unit

**Project:**
1. Is the project of real importance to students beyond the classroom?
2. Did I set the students a clear project at the beginning of the lesson?
3. Does the project actively engage students in their learning during the project?
4. Does the project make room for students' choice and creativity while still demanding students' mastery of essential content?
5. Is the project effectively evaluated?
6. Is the project helpful for students to achieve progress other than in language competence?

   If yes, what is it?

   _____

   If no, what change(s) should be made?

   _____


**Activities:**
1. Are the activities related to the accomplishment of the project?

   If not, which activity/activities?

   _____

2. Are there challenges associated with conducting the activities?

   If yes, what challenges students most?

   _____

3. Are the activities effective in promoting language competence?

   If not, which activity/activities?

   _____

4. Which activity/activities can be regarded as successful for implementing the project?

   _____

5. Which activity/activities need to be improved, modified or redesigned?

   _____


**Students' learning:**
1. Do students take responsibility for their learning?

   If not, what should I do?

   _____

2. Do students work together in groups to conduct research, apply logic and reasoning, and devise solutions to problems?
3. Do students demonstrate tangibly that they have learned key concepts and skills?
4. Do students apply in class what they have learned during their self-directed learning?


**Instructor's role:**
1. Do I stimulate students through a driving question to start the project?
2. Do I structure activities to motivate students and encourage their reflection?
3. Do I facilitate learning through scaffolding, feedback, guidance, and prompts for thinking?
4. Do I spend too much time lecturing in class?

# █Language Points

Most of the language points below are included in the mini-lectures on the readings of Passages 1 and 2. This part is provided to the teacher to 1) direct Ss' attention to some important or difficult language points in class, and/or 2) check how well Ss comprehend the passages by learning on their own before class.

*Passage 1* (*Find Your Inner Einstein)*
Para 2:
 **Every human has the capacity for some form of genius.**
  — We are all geniuses in one way or the other.
 **to <u>experience</u> genius level in your thinking**
  **experience** *v.* to feel; to undergo
  e.g. *A recent national survey reveals that those with a college degree are less likely to <u>experience</u> unemployment.*

Para 3:
 **adults have <u>become accustomed to</u> using their imaginations ...**
  **become accustomed to** to become (be / get / grow) used to
  e.g. *After a few months in the village, Frank <u>grew accustomed to</u> the quiet life there.*
   *If you want to drive in Britain, it takes some time to <u>get accustomed to</u> driving on the left.*
 **All their energy for visualization <u>is channeled into</u> colorful pictures of what they dread.**
  **be channeled into** to concentrate or focus on
  e.g. *Thomas Edison <u>channeled his curiosity into</u> researches, which resulted in many great inventions.*
 **People who habitually access their imaginations are often <u>hailed</u> by their colleagues as "geniuses" ...**
  *v.* to acknowledge
  e.g. *An off-duty firefighter is <u>hailed</u> as a hero after he rescued a woman trapped by an apartment fire.*

Para 4:
 **Recognition of the power of this genius in all of us <u>prompted</u> Napoleon to say, ...**
  **prompt** *v.* to induce sb. to an action, or to cause sth. to happen
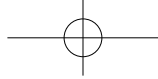  e.g. *Negative reviews of his recent movie <u>prompted</u> the director to attack the reviewers in abusive language in his blog.*

Para 11:
 **Forget the <u>literal attainment</u> of your dream for now.**
  **literal attainment** the achievement that is described in words
  e.g. *The <u>literal attainment</u> of his goal within such a short period seems extremely unlikely.*

**By simply <u>going for</u> the dream, you make *yourself* come true..**

    **go for** to try to attain sth.

    e.g.   *If you <u>go for</u> success only, you may not end up happy.*

<u>*Passage 2 (Power to Make the Difference)*</u>

Para 2:

    **a <u>centered</u>, healthy, respected individual**

    **centered** *adj.* confident of oneself

    e.g.   *From how he ran the program I can say he's a <u>centered</u> guy with high leadership characteristics.*

Para 4:

    **overnight** *adv.*

    1) during or for the night

    e.g.   *A large part in the northern Canada received 5–10 cm of snow <u>overnight</u>.*

    2) suddenly or very quickly

    e.g.   *Change doesn't happen <u>overnight</u>, so give change time to happen.*

Para 5:

    **What do they have in common <u>other than</u> astounding, prodigious success?**

    1) besides

    e.g.   *There are many factors <u>other than</u> the above mentioned ones that influence the global temperature.*

    2) except or except for

    e.g.   *The newly released APP is not supported in languages <u>other than</u> English.*

Para 11:

    **Often we get caught in the <u>mental trap</u> of seeing enormously successful people ...**

    **mental trap** any conscious or unconscious thought habit

    e.g.   *Jumping to conclusions is often regarded as the most common <u>mental trap</u>.*

Para 15:

    **the <u>Ultimate</u> Success <u>Formula</u>**

    **ultimate** *adj.* fundamental or conclusive

    e.g.   *<u>ultimate</u> test, <u>ultimate</u> criteria, <u>ultimate</u> challenge, <u>ultimate</u> answer, <u>ultimate</u> objective, <u>ultimate</u> resort, <u>ultimate</u> outcome, ...*

    **formula** *n.* a method, plan, or set of principles worked out to achieve a desired result

    e.g.   *The city's underground system is a mess because we don't have a <u>formula</u> for it.*

# ▎Attached Assisting Files

| File name | Used for |
| --- | --- |
| U01-mp1_Course Orientation.ppt | Mini Project 1 |
| U01-mp2_Poem.ppt | Mini Project 2 |
| U01-mp2_Verse to Prose.ppt | Mini Project 2 |
| U01-mp4_Reading to Writing.ppt | Mini Project 4 |
| U01-mp5_Power to Make the Difference.ppt | Mini Project 5 |
| U01-mp6_Sentence Dictation.ppt | Mini Project 6 |
| U01-gp_Activity Evaluation.doc | Grand Project |
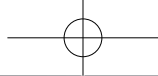
# Unit 2

# Approaching Giants

## Unit Overview

We are always attracted to or impressed by those who make huge and everlasting contributions to human society and human well-being. Their achievements have been constantly studied in order to reveal their secrets for being such extraordinary people. Their sayings, writings and even their life anecdotes also serve as valuable materials for us to get access to their great thoughts and their distinctive qualities. We may have an unusual encounter with the giants through these materials to see and to feel the influence of the giants on ordinary people.

Learning about great people can inspire ordinary people to be great too, and this inspiration may be the seed we would like to instill into the hearts of college students. They may discover and appreciate the shining qualities of the giants as human beings and aspire to be one of them.

This unit can be structured into 3–5 sessions, each for two class hours, depending on the learning needs of the students. Students are expected to 1) LEARN ONLINE: watch the video lectures on the two passages for comprehension, do exercises on vocabulary and reading comprehension, discuss on some questions designed to involve them into exchange of opinions, and write an essay; and 2) ACT IN CLASS: participate in the discussion about the works and life anecdotes of some great people, identify the important traits of being great, act out the encounter between Einstein and the young man, and give a presentation to introduce a great person as the project product.
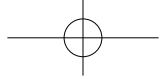
Class activities require students to prepare in groups before class.

## Unit Objectives

**Group project**: Group presentation about a giant
**Individual project**: Essay writing on *The Person Who Has Changed Me*
**Project objectives**: When students complete these projects, they will be able to …

| | | |
|---|---|---|
| **Content knowledge** | | **know**<br>1. what makes a giant;<br>2. how great people exert influence on ordinary people;<br>3. how to define the qualities of great people. |
| **Major language functions** | | **use**<br>1. the steps to introduce a great person in writing;<br>2. the details to expound qualities of a person. |
| **Academic skills** | | **know**<br>1. how to introduce a person in writing;<br>2. how to analyze and summarize the qualities of a person. |
| **Interactions** | | 1. inquire and respond in an interview;<br>2. discuss in group for a four-sentence outline of introduction. |
| **Language skills development** | **Reading** | 1. understand the structure of expository writing;<br>2. acquire the gist of the passages;<br>3. use synonyms, antonyms, or collocations to build up vocabulary;<br>4. understand the contextual meaning of vocabulary;<br>5. skim for the core concept of the passage. |
| | **Listening** | 1. understand the grand project and mini-projects of the unit (mini-lectures);<br>2. develop a clear view of the main ideas of the passages (mini-lectures);<br>3. comprehend the language points of the passages (mini-lectures). |
| | **Writing** | 1. write a verse;<br>2. write an outline based on the gist of a reading passage;<br>3. write a detailed description on *The Person Who Has Changed Me*. |
| | **Speaking** | 1. describe a person;<br>2. role-play a face-to-face interview with a great person;<br>3. introduce a great person (a group presentation). |
| **Non-language skills** | | 1. develop interpersonal and social skills through:<br>• group collaboration;<br>• conversation in an interview.<br>2. develop critical thinking through reflection on the following questions:<br>• What makes a person great?<br>• What influence can a giant exert on an ordinary person?<br>• What do giants and ordinary people have in common? |

# ▌Optional Mini Learning Projects

## Warming Up & Initializing the Project

🌑 **Mini Project 1:** Describing Mother Teresa

| | |
|---|---|
| **Outline** | Ss get to know Mother Teresa by responding to some questions and describe her from the aspects of <u>appearance</u>, <u>dress</u>, and <u>character</u>. |
| **Product** | An interpretation of the quotation "Do not wait for leaders; do it alone, person to person." |
| **Class time** | 20 minutes |
| **Difficulty level** | Low |
| **Resources** | Activity 1, Part One (CB, pp. 22–23) |
| **Language & skills** | Describing a person<br>Interpreting a quotation |
| **Assisting file(s)** | U02-mp1_Mother Teresa.ppt |

**Procedures**

*Before class*:

Ss should:

1. Watch mini-lecture *Introduction to U2* (online);
2. Do some research about Mother Teresa and finish Activity 1, Part One (CB, pp. 22–23) and get ready to share their work in class.

*During class*:

1. T presents <u>Question 1</u>: "*What makes a GIANT?*" (file: U02-mp1_Mother Teresa.ppt), and asks Ss to work in groups to produce three words/phrases to complete the sentence "A giant should be/have _____."
2. All groups **write** their words/phrases on board.
3. T comments on and/or asks Ss to explain the words/phrases on board.
4. T presents <u>Question 2</u>: "*Is she a GIANT to you?*" on screen with a/some picture(s) of Mother Teresa, and asks Ss to **describe** her from the aspects of <u>appearance</u>, <u>dress</u>, and <u>character</u>.
5. Ss **share** what they have learned about Mother Teresa with the whole class.
6. T presents the quotation "Do not wait for leaders; do it alone, person to person." and ask Ss to **interpret** it in their own words.
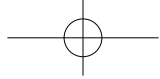
### ● Mini Project 2: Appreciating a poem

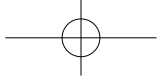| | |
|---|---|
| **Outline** | Ss learn how to write a few stanzas by imitating Mother Teresa's poem, both in accordance with the style and content. |
| **Product** | A few stanzas |
| **Class time** | 25 minutes |
| **Difficulty level** | Low to medium |
| **Resources** | Activity 2, Part One (CB, p. 23) |
| **Language & skills** | Writing a verse |
| **Assisting file(s)** | U02-mp2_Poem.ppt |

**Procedures**

*Before class*:

Ss read and understand the poem *Do It Anyway* by Mother Teresa and finish *Activity 2* .

*During class*:

1. T presents the poem *Do It Anyway*, (file: U02-mp2_Poem.ppt) and plays the audio of it and Ss **read** after the recording.
2. T brings Ss' attention to a stanza of the poem and requires each group to **produce** a stanza after it.
3. While Ss are working in groups, and T moves around to help.
4. Ss **read** to class the stanza they have written by imitating the writing style.
5. T helps Ss **reflect** on the structure of the verse: YOU, PEOPLE, YOU.
6. Ss choose the things that they feel they can do, and **explain** how they will do.
7. Ss choose the hardest things that they feel unable or difficult to do, and **explain** with a personal story.
8. Ss pick out the new words, and T offers help.

### ● Mini Project 3: Reading to writing: The Great Person I Admire Most

| | |
|---|---|
| **Outline** | This is a reading-writing activity: Ss read Reading, Part Two (CB, p.25), and divide the passage into four parts: Lead-in, the Person, Greatness, and Influence. Then they work in groups to produce a sentence for each part. |
| **Product** | An outline |
| **Class time** | 60 minutes |
| **Difficulty level** | Medium |
| **Resources** | Reading, Part Two (CB, p.25) |
| **Language & skills** | Writing an outline |

| Assisting file(s) | U02-mp3_Reading to Writing.ppt |
|---|---|

**Procedures**

_Before class_:

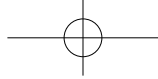Ss read and understand Reading, Part Two and finish Activity 1 on p. 26.

_During class_:

1. T presents a frame (file: U02-mp3_Reading to Writing.ppt) to show the four sections (Lead-in, the Person, Greatness, and Influence) of the passage and encourages Ss to search for _How's_, _Why's_, _Who's_, and _What's_.
2. Ss **locate** _How's_ in the passage for Lead-in (i.e. _How_ does the author start the story?)
3. T extends the means to lead in with (telling a story, an event, a situation, an encounter, a quotation ...)
4. Ss **locate** _Who_ the great person is (i.e. _How_ does the author get to the great person?)
5. T extends the means to reveal a person (mentioning his/her works, contributions, invention, monument, ...)
6. Ss **locate** _Why/What/How_ to show the greatness of Beethoven (i.e. _What_ is Beethoven's passion? _Why_ was Beethoven obsessed in his cause? _How_ did Beethoven confront the obstacles? _How_ was Beethoven going down swinging? _What_ legacy has Beethoven left?)
7. T highlights the achievements and obstacles of Beethoven in the passage.
8. Ss **locate** _How_ the author is influenced by Beethoven (i.e. _How_ did the author change his ideas about life under the influence of Beethoven?)
9. Ss **review** the four sections (Lead-in, the Person, Greatness, and Influence) of the passage.
10. Ss work in groups to **produce** a sentence for each part to **describe** a person they regard as a giant.
    Sentence 1: Lead in through an "encounter";
    Sentence 2: Introduce something great the person contributed;
    Sentence 3: Elaborate why this person is great;
    Sentence 4: Mention his/her influence on the author and his changes after that.

# Exploring the Field

🌑 **Mini Project 4:** Word challenge

| Outline | This is an in-class activity for vocabulary consolidation of usages of words and expressions in Passage 1 of Part Three. |
|---|---|
| Product | Vocabulary list |
| Class time | 30 minutes |
| Difficulty level | Low to medium |
| Resources | Activity 3, Part Three (CB, p.31) |

| Language & skills | Building up vocabulary |
|---|---|
| Assisting file(s) | None |

**Procedures**

*Before class*:

Ss should:

1. View mini-lectures on Passages 1 and 2 of Unit 2 (online);
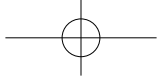2. Do the comprehension and vocabulary exercises of Passages 1 and 2 of Unit 2 (online).

*During class*:

1. Ss work in groups and each group **come up with a list** of at least 10 words or expressions that show the traits of Einstein in the passage.
2. In the group, Ss try to **orally provide** the synonym, antonym, collocation, or English explanation for each word or expression.
3. T leads the attention of Ss to the four important traits of Einstein by writing *genuine*, *direct*, *focused* and *kind* on board.
4. Ss **write** on board the words or expressions which are related to each of the four traits.
5. T comments on Ss' work on board, and supplements some important words or expressions untouched by Ss.
6. T challenges Ss for the synonyms, antonyms, collocations, or English explanations of some words or expressions, while Ss improve their lists.
7. Four groups are invited to **summarize** the four traits, each group responsible for one trait.
8. All the lists of words and expressions produced by groups should be handed in.

**Mini Project 5:**  An Interview with Einstein and Jerome Weidman

| Outline | This is a role-play activity in class. Each group conduct an interview with Einstein and the author (Jerome Weidman), with two students as interviewers and two as interviewees. Questions and responses in the interview should be related to the information provided in Activity 5, or in Passage 1. |
|---|---|
| Product | An interview |
| Class time | 50 minutes |
| Difficulty level | Medium |
| Resources | Activity 5, Part Three (CB, p.32) |
| Language & skills | Inquiring and responding |
| Assisting file(s) | None |

**Procedures**

*Before class*:

Ss finish Activity 5, Part Three on p.32 and prepare in groups for a role-play of interview in class.

*During class*:

Directions: The interview should go through the process of greetings, questions and answers, and courteous parting.

1. Ss work in group to **prepare** an interview with Einstein and the author (Jerome Weidman). Two Ss will **play** interviewers and two **play** interviewees.
2. A group come up to **perform** the interview.
3. The two interviewers **ask** questions with the help of information provided in *Activity 5* on p.32, and the two interviewees **respond** accordingly.
4. Two or three more groups repeat Step 2 and Step 3.
5. When all the interviews are finished, T comments on the performances and suggests improvements.
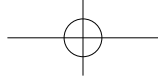
# ▌Grand Project of the Unit

## Constructing the Project

🌑 **Task:** Introduction to a great person

| | |
|---|---|
| **Outline** | Ss of each group present an introduction to a great person they have chosen (either mentioned in or out of the texts).<br>1. The introduction should consist of 4 parts: general information about the great person, the obstacles he/she faced, his/her achievements, and his/her legacy.<br>2. The presentation should be done by all the group members, each taking one part.<br>3. Each presentation should last no longer than 8 minutes. |
| **Class time** | 80 minutes |
| **Resources** | Constructing the Project, Part Four (CB, pp.35–36) |
| **Language & skills** | Speaking in public |
| **Assisting file(s)** | U02-gp_Activity Evaluation.doc |

**Procedures**

*Before class*:

Ss work in groups to prepare a presentation to introduce a great person. When each group have decided on the person for their introduction, they should search for the information about the person, and divide the work among the group members. Assisting

PPT files can be helpful, but not required.

*During class*:

1. Warming up:

   T asks each group some questions about the great person they are going to introduce, and Ss of each group **respond** orally.

   e.g. Who is the person you're going to introduce?

       What did he/she do?

       Why do you regard him/her as a great person?

       …

2. Presentation:

   A group come to the front of the class and **present** their introduction. Group members should take turns to cover the following information:

   1) general information about the great person;

   2) the obstacles he/she faced;

   3) his/her achievements;

   4) his/her legacy.

3. Evaluation:

   When one group is done with their presentation, the other groups **evaluate** their performance from three aspects: informative content, effective delivery, and accurate language. (file: U02-gp_Activity Evaluation.doc).

4. Repeat Steps 2 and 3 by four or five more groups.

5. When all the groups are done with their presentations, T collects the evaluations by Ss and uses them for formative evaluation.

6. T comments on the performances of Ss, and assigns the writing task as the individual project:

   Title:  *The Person Who Has Changed Me*

   Outline: 1) Introduce a great person;

              2) Tell how he/she has influenced you.

# Instructor's Reflection on the Unit

**Project:**

1. Is the project of real importance to students beyond the classroom?

2. Did I set the students a clear project at the beginning of the lesson?

3. Does the project actively engage students in their learning during the project?

4. Does the project make room for students' choice and creativity while still demanding students' mastery of essential content?

5. Is the project effectively evaluated?

6. Is the project helpful for students to achieve progress other than in language competence?

   If yes, what is it?

   _____

If no, what change(s) should be made?

_____

**Activities:**
1. Are the activities related to the accomplishment of the project?
   If not, which activity/activities?

   _____

2. Are there challenges associated with conducting the activities?
   If yes, what challenges students most?

   _____

3. Are the activities effective in promoting language competence?
   If not, which activity/activities?

   _____

4. Which activity/activities can be regarded as successful for implementing the project?

   _____

5. Which activity/activities need to be improved, modified or redesigned?

   _____

**Students' learning:**
1. Do students take responsibility for their learning?
   If not, what should I do?

   _____

2. Do students work together in groups to conduct research, apply logic and reasoning, and devise solutions to problems?
3. Do students demonstrate tangibly that they have learned key concepts and skills?
4. Do students apply in class what they have learned during their self-directed learning?

**Instructor's role:**
1. Do I stimulate students through a driving question to start the project?
2. Do I structure activities to motivate students and encourage their reflection?
3. Do I facilitate learning through scaffolding, feedback, guidance, and prompts for thinking?
4. Do I spend too much time lecturing in class?

# ▌Language Points

Most of the language points below are included in the mini-lectures on the readings of Passages 1 and 2. This part is provided to the teacher to 1) direct Ss' attention to some important or difficult language points in class, and/or 2) check how well Ss comprehend the passages by learning on their own before class.

*Passage 1(The Night I Met Einstein)*

Para 1:

**make my way**

≠ proceed as in *I am <u>making my way</u> home.*

= make progress in one's career

e.g. *He started to <u>make his way</u> at his forties.*

**pour** *v.* to flow quickly and in large quantities

e.g. *The students are <u>pouring</u> into the cafeteria after the last class ring.*

*The passengers are <u>pouring</u> out from the railway station in all directions during the Chinese New Year.*

**be in for** to have to undergo sth. negative

e.g. *Whoever breaks the school windows will <u>be in for</u> trouble!*

*The weather forecast says we <u>are in for</u> ten centimeters of snow over the next week.*

Para 2:

**carry a tune** to be able to sing accurately

e.g. *I enjoyed music, but I could hardly <u>carry a tune</u>.*

**no more than** just; the same as

e.g. *I am <u>no more than</u> a visitor.*

*I am <u>no more diligent than</u> you.*

≠ not more than (can not compare to/with ...)

e.g. *I am <u>not more diligent than</u> you.*

Para 11:

**tone deaf** unable to discriminate between musical notes

Para 15:

**<u>troubled</u> smile** another case of transferred epithet (see Para 6 above)

Para 26:

**the expression on Einstein's face <u>was like the sunrise</u>**

**be like** It's a simile (直喻，明喻): a figure of speech, used to compare one thing with another, always including the words "as" or "like"

e.g. *Her hair <u>was as smooth as silk</u>.*

Para 37:

**valedictory address** a farewell speech delivered during graduation exercises by an outstanding member of a graduating class

Para 39:

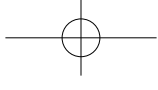**approximation** *n.* being close in quantity or quality

**approximate** *adj.* & *adv.*

e.g. *The <u>approximate</u> cost varies from around £150 to £250.*

*Production costs <u>approximate</u> to $100,000.*

Para 40:

**company** *n.* having someone with

≠a firm or any business organization

e.g.   *I feel very nervous in <u>company</u> with such an important person.*

Para 43:

**tune up** to adjust musical instruments

Para 45:

**tire of** to become uninterested in sth.

e.g.   *Office work may be secure, but you can easily <u>tire of</u> the daily duties.*

Para 47:

**confront** *v.* to stand in front of sb., especially when you are going to fight, argue or compete with the person

e.g.   *A resolution was adopted Tuesday by the EU countries to <u>confront</u> global threats.*

**be confronted with** to have to face or deal with sth., usually difficult or challenging

e.g.   *Greece <u>was confronted with</u> severe economic problems.*

Para 50:

**Opening up yet another fragment of the frontier of beauty.**

Einstein compares what he and the author of the passage did as a breakthrough in appreciating music, although the advance is small (fragment).

Translation: 在美的前沿开辟新疆界。

*Passage 2: The Great People of Our Time*

Para 1:

**exploit one's potential** to make full use of one's inherent capacities

e.g.   *Many children left in villages do not have appropriate education nor chances to <u>exploit their potential</u>.*

Collocation: *fulfill one's potential, realize one's potential*

**obstacle** *n.* sth. that opposes, stands in the way of, or holds up progress

e.g.   *His inability to adapt to the new work environment was an <u>obstacle</u> to his career.*

*Cf.*  **barrier** *n.* an obstruction that confines or prevents exit or entry

e.g.   *No <u>barrier</u> of the senses shuts me out from the sweet, gracious discourse of my book friends.* (Helen Keller)

**remain steadfast** to be convinced that what one is doing is right and refuses to change it or to give it up
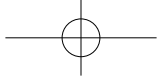
e.g.   *Victory belongs to those who stand firm and <u>remain steadfast</u> in demanding their just rights.*

Para 3:

**contented** *adj.* mentally or emotionally satisfied (usually used as attributive adjective (定语形容词))

e.g.   *<u>contented</u> life, <u>contented</u> life*

*Cf.*  **content** *adj.* usually used as predicative adjective (表语形容词)

e.g. *be <u>content</u>, seem <u>content</u>, look <u>content</u>*

Para 5:

**insurmountable** *adj.* impossible to overcome or deal with successfully

Word formation: <u>mount</u> = ascend, or climb up

<u>sur</u> = on top of or above

<u>able</u> = a suffix used to be combined with a verb, and change the verb to an adjective

<u>in</u> = a prefix used to form a word with the opposite meaning

**dyslexia** *n.* a learning disorder that interferes with a person's ability to recognize and understand written words (诵读困难症)

Word formation: <u>dys</u> = bad, malfunction

<u>lex</u> = word, speech

<u>ia</u> = being ill

**arguably** *adv.* as can be supported and proved by evidence

≠ in dispute

e.g. *A Brief History of Time is <u>arguably</u> the best book on the subject.*

Para 7:

**They <u>go down swinging</u>.**

**go down swinging** to refuse to give up even when you know you will probably fail

e.g. *Even if we lose the battle, Marlin says, we will <u>go down swinging</u>.*

Para 10:

**perpetuate** *v.* to prolong the existence of; to cause to be remembered

e.g. *A memorial was built to <u>perpetuate</u> the memory of those who gave their lives for the victory of World War II.*

Para 12:

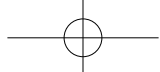**laudable** *adj.* worthy of high praise

e.g. *Her <u>laudable</u> efforts to arouse the public awareness of environmental protection will be remembered.*

# ▌Attached Assisting Files

| File name | Used for |
|---|---|
| U02-mp1_Mother Teresa.ppt | Mini Project 1 |
| U02-mp2_Poem.ppt | Mini Project 2 |
| U02-mp3_Reading to Writing.ppt | Mini Project 3 |
| U02-gp_Activity Evaluation.doc | Grand Project |

# Unit 3

## Being a Citizen

# ▋Unit Overview

We live in the world in various identities, such as students, teachers, children, parents, employees and employers. Among all the identities, there is one we may not be much aware of: Being a citizen of a nation. Citizenship involves both rights and responsibilities. What rights do we enjoy and what responsibilities must we fulfill? Is it our responsibility to offer help to our fellows in need of it, or is it our right to ignore? These are the questions we need to think about and answer.

How to become a qualified citizen is a culture-related issue. In present time, most of the discussions are focused on the moral aspect. But we may expand the discussion further. As college students, we always want to make a better world. Now, we may rephrase the ambition into this: We can make a better world by being a better citizen. Being educated, staying healthy, helping others, getting more actively involved in community …, THESE are the things we can do.

This unit can be structured into 3–5 sessions, each for two class hours, depending on the learning needs of the students. Students are expected to 1) LEARN ONLINE: watch the video lectures on the two passages for comprehension, do exercises on vocabulary and reading comprehension, discuss on some questions designed to involve them into exchange of opinions, and write an essay; and 2) ACT IN CLASS: participate in the discussion about the responsibilities and rights of a citizen and the negative influence of bystander effect, conduct a survey about the citizenship awareness by questionnaire, and give an oral report about the survey as the project product.

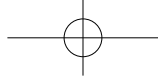Class activities require students to prepare in groups before class.

# ▋Unit Objectives

**Group project**: Conduct a survey about citizenship awareness by questionnaire
**Individual project**: A report on the survey of citizenship awareness
**Project objectives**: When students complete these projects, they will be able to …

| | | |
|---|---|---|
| **Content knowledge** | | **know**<br>1. what citizenship means;<br>2. the responsibilities and obligations of a citizen. |
| **Major language functions** | | **use**<br>1. a questionnaire to collect data;<br>2. the facts from the collected data to make a conclusion. |
| **Academic skills** | | **know**<br>1. how to design a questionnaire;<br>2. how to collect and analyze data;<br>3. how to present major findings. |
| **Interactions** | | 1. discuss on what makes a qualified citizen;<br>2. discuss on survey and questionnaire design;<br>3. discuss on the perception of citizenship. |
| **Language skills development** | **Reading** | 1. acquire the gist of the passages;<br>2. understand the writing style of news report;<br>3. understand the contextual meaning of vocabulary;<br>4. skim for the core concept of the passage. |
| | **Listening** | 1. understand the grand project and mini-projects of the unit (mini-lectures);<br>2. develop a clear view of the main ideas of the passages (mini-lectures);<br>3. comprehend the language points of the passages (mini-lectures). |
| | **Writing** | 1. write a narration;<br>2. change writing perspective;<br>3. write a survey report with the title of *A Report on The Survey of Citizenship Awareness*. |
| | **Speaking** | 1. retell the story based on the news report;<br>2. interview and respond in an interview;<br>3. report the survey. |
| **Non-language skills** | | 1. develop interpersonal and social skills through:<br>• how to conduct a survey;<br>• how to dig out facts from data.<br>2. develop critical thinking through reflection on the following questions:<br>• What makes a qualified citizen?<br>• How to fulfill the responsibilities and enjoy the rights as a global citizen? |

# ❚Optional Mini Learning Projects

## Warming Up & Initializing the Project

### 🌑 **Mini Project 1:** Citizenship — ideas and perceptions

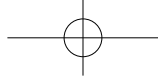| | |
|---|---|
| **Outline** | Ss get to understand what citizen(ship) is about through discussion. |
| **Product** | Awareness of the concepts about citizen(ship) |
| **Class time** | 20 minutes |
| **Difficulty level** | Low |
| **Resources** | None |
| **Language & skills** | Defining a perception |
| **Assisting file(s)** | U03-mp1_Citizenship.ppt |

**Procedures**

*Before class*:

Ss should:

1. Watch mini-lecture *Introduction to U3* (online);
2. Preview the unit to develop some basic concept about the unit theme.

*During class*:

1. T writes "Citizen(ship)" on board, and asks Ss to work in groups to **work out** a definition (or their understanding) of "Citizen(ship)".
2. Each group contribute a definition and present it on board.
3. T reads each definition, highlighting or circling the key words such as "rights" "responsibilities" "obligation", etc. and asks Ss to **explain** their definitions.
4. T presents ideas and perceptions by PPT (file: U03-mp1_Citizenship.ppt).

### 🌑 **Mini Project 2:** News report

| | |
|---|---|
| **Outline** | Ss watch the news, retell the story with three different focuses, and role play the interviews and news report. |
| **Product** | Videos of interviews |
| **Class time** | 40 minutes |
| **Difficulty level** | Medium |
| **Resources** | Reading and Activity 1–2, Part One (CB, pp. 38–40). |
| **Language & skills** | Retelling a news report<br>Interviewing and responding in an interview |

| Assisting file(s) | U03-mp2_News report.mp4<br>U03-mp2_News report.ppt |
|---|---|

**Procedures**

*Before class*:

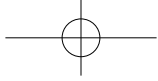Ss should read Reading in Part One and finish Activities 1–2 (CB, pp. 39–40).

*During class*:

1. T plays the video (file: U03-mp2_News report.mp4) and asks Ss to **summarize** the news in no more than three sentences.
2. T checks up Activity 2 on p.40 with the help of U03-mp2_News report.ppt.
3. <u>Task 1</u>: Ss **retell** the story with the help of the information presented in Activity 2, p.40.
4. <u>Task 2</u>: Ss **retell** the story and add 5W's.
5. <u>Task 3</u>: Ss **retell** the story in a journal style.
6. <u>Discussion</u> for the class on: **What horrified Chinese people about this tragedy?**
7. <u>Role-play</u>: Ss from a group **play** the news report team. One of them plays host of a TV program and others play journalists. The play proceeds in the following procedure:
   1) The host **reports** briefly what happens at the beginning of the show;
   2) Each "journalist" **interviews** 2 or 3 classmates (acting as passers-by) for their reasons for passing-by without offering help.
   3) The host raises some questions for the viewers to think about at the end of the show.
8. T assigns an after-class project:

   Each group **make** a video of about 5 minutes, based on the events of Yueyue and share their videos in next class and on the learning platform.

## 🌐 Mini Project 3: From a song to a narration

| Outline | Ss listen to the song "*Just Another Day in Paradise*", find out information about *Who*, *What*, *When*, *Where* and *How* and write a narration. |
|---|---|
| Product | A narration with the information of *Who*, *What*, *When*, *Where* and *How* |
| Class time | 25 minutes |
| Difficulty level | Low to medium |
| Resources | Activities 3–4, Part One (CB, pp. 40–41). |
| Language & skills | Write a narration |
| Assisting file(s) | U03-mp3_Just Another Day in Paradise.ppt<br>U03-mp3_Just Another Day in Paradise.mp4 |

**Procedures**

*Before class*:

None.

*During class*:

1. T plays the song "*Just Another Day in Paradise*" (file: U03-mp3_Just Another Day in Paradise.ppt), while Ss fill in the blanks in the lyrics.
2. T plays the song again, with the words shown in the blanks in the lyrics.
3. Ss work in groups to **answer** the following questions:

   <u>Who</u> are mentioned?

   <u>What</u> happens?

   <u>When</u> does it happen?

   <u>Where</u> does it happen?

   <u>How</u> do they (the woman and the man) behave?
4. T and Ss **interact** on the above questions.
5. Ss work in groups to **produce** a narration of the song (see p.41), and hand it in when finished.
6. One or more groups read their narration to the class.

# Exploring the Field

### 🌑 Mini Project 4: Sentence dictation

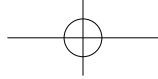| | |
|---|---|
| **Outline** | This is to enhance what students have learned. |
| **Product** | Consolidation of learning |
| **Class time** | 20 minutes |
| **Difficulty level** | Medium |
| **Resources** | Passages 1 & 2, Part Three (CB, pp. 45–50) |
| **Language & skills** | Information in and out |
| **Assisting file(s)** | U03-mp4_Sentence Dictation.ppt |

**Procedures**

*Before class*:

Ss should:

1. View mini-lectures on Passages 1 and 2 of Unit 3 (online);
2. Do the comprehension and vocabulary exercises of Passages 1 and 2 of Unit 3 (online).

*During class*:

<u>Directions:</u> Each sentence will be read twice before Ss start writing. When all the sentences are finished, they will be read for the third time for checkup. All the sentences for dictation are picked up from the reading materials of Unit 3.

1. Ss get ready for the dictation (prepare a sheet, write their name and student number on it, and put down the pen for listening).
2. T reads a sentence twice, and pauses to allow time for Ss to **write** it down.
3. T repeats Step 2 until all the sentences are finished.
4. T reads all the sentences for the third time for Ss to check up.
5. Ss hand in their dictation.
6. T shows the dictated sentences on screen. (file: U03-mp4_Sentence Dictation.ppt)

<u>Sentences for dictation</u>:
1. I found myself cheering on the man in the manual chair as if I was on the sidelines of a big game..
2. If the world seems cold to you, kindle fires to warm it.
3. My faith in humanity moved up several notches, and my affection for San Francisco is renewed and redoubled.
4. We ourselves feel that what we are doing is just a drop in the ocean. But the ocean would be less because of that missing drop.

## ⬤ Mini Project 5: Designing a questionnaire

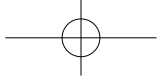| | |
|---|---|
| **Outline** | Ss report on their survey design and questionnaire design, followed by T's advice on how to design a questionnaire, and how to collect and use data. |
| **Product** | Survey design |
| **Class time** | 40 minutes |
| **Difficulty level** | Medium |
| **Resources** | None |
| **Language & skills** | Design a valid questionnaire |
| **Assisting file(s)** | U03-mp5_Design a Questionnaire.ppt U03-mp5_ Collect and Use data.ppt |

**Procedures**

*Before class*:

Ss should work in groups to decide the key concept they would research into and design 10 questions for their survey questionnaire.

*During class*:
1. Each group **report** on their "survey design" based on the following aspects:
   1) What is the <u>theme</u> (focus) of your survey?
   2) What <u>questions</u> need to be asked for your survey?
   3) By what <u>means</u> will you carry out your survey?
2. T advises Ss on how to design a questionnaire (file: U03-mp5_Design a Questionnaire.ppt).
3. T advises Ss on how to collect and use data (file: U03-mp5_ Collect and Use Data.ppt)

## ⬤ Mini Project 6: Changing Writing Perspective

| | |
|---|---|
| **Outline** | Ss work in groups to 1) pick out 5W (*Where, When, What, Why, Who*) information from Passage 1 of Part Three and 2) write a narrative about the event for the man in the motorized wheelchair, and the man in the manual wheelchair in the first-person perspective. |
| **Product** | A narrative in the first-person perspective |
| **Class time** | 40 minutes |
| **Difficulty level** | Medium to high |
| **Resources** | Passage 1, Part Three (CB, pp. 45–47) |
| **Language & skills** | Write a narrative |
| **Assisting file(s)** | U03-mp6_Changing writing perspective.ppt |

**Procedures**

*Before class*:

Ss should get familiar with Passage 1, *Wheels of Kindness*, of Part Three (CB, pp. 45–47).

*During class*:

1. T introduces the concepts about personal perspectives in writing (file: U03-mp6_ Changing Writing Perspective.ppt).

2. Ss work in groups to accomplish:

   Task 1:

   **Find** the information in the passage to answer 5W (*Where, When, What, Why, Who*) questions.

   Reference:

   Where (did the event occur): At a lengthy and spacious intersection (in my hometown).

   When (did the event occur): One morning, during rush hour traffic.

   What (happened): The man in the manual wheelchair was in the middle of the road when the light turned red; The man in the motorized wheelchair turned back to help him cross the road; All the drivers remained still in their cars to give time for both of them to get to the roadside.

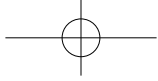   Why (did we feel that we were all a little bit changed): Open.

   Who (are mentioned in the story): A man in an motorized wheelchair; a man in a manual chair; I (a female driver); other drivers.

3. Task 2:

   **Write** a narrative about the event for the man in the motorized wheelchair (by half groups), and for the man in the manual wheelchair (by half groups) in the first-person perspective according to the directions below:

   Directions:

   Imagine that you were the man in the motorized wheelchair / manual wheelchair. You were on the way to a meeting with a friend when the story happened. Now you

were in a coffee shop with the friend. How would you tell your friend the story? Information about 5W (*Where*, *When*, *What*, *Why*, *Who*) should be included in the story.

4. Invite some groups to share their rewritten stories.

# ▋Grand Project of the Unit

## Constructing the Project

🌑 **Task:** Report on the survey of citizenship awareness

| | |
|---|---|
| **Outline** | Ss of each group summarize and present findings from their survey of citizenship awareness.<br>1. Each group should hand in their PPT before class.<br>2. The presentation in class should be done by all the group members, each taking one part of the report.<br>3. The report of each group should not last longer than 8 minutes. |
| **Class time** | 85 minutes |
| **Resources** | Constructing the Project, Part Four (CB, pp. 54–56) |
| **Language & skills** | Doing research, analyze, summarize and report |
| **Assisting file(s)** | U03-gp_Activity Evaluation.doc |

**Procedures**

*Before class*:

Ss work in groups to 1) decide on the focus of the survey (topic of concern), 2) design a questionnaire for the survey, 3) collect and analyze data from the questionnaire to get facts, and 4) reach the conclusion(s) of the survey.

*During class*:

1. **Warming up**:

   T asks each group some questions about their survey, and Ss of each group respond orally.
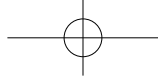
   e.g.    *What is the topic of your survey?*
   
   *What facts have you found?*

2. **Presentation**:

   A group come to the front of the class and **report** their survey. Group members should take turns to cover the following information:

   1) the questions they asked;

   2) the data they have collected;

   3) the facts they have found;

   4) the conclusion they have reached.

3. **Evaluation**:

  When the group is done with their report, the other groups **evaluate** (file: U03-gp_ Activity Evaluation.doc) their performance from four aspects:

  1) The survey has collected necessary <u>data</u>;

  2) The report provides reliable <u>facts</u>;

  3) The <u>conclusion</u> of the survey is correct;

  4) The report is well done by the <u>team</u>.

4. Repeat Steps 2 and 3 by other groups.

5. When all the groups are done with their presentations, Ss hand in "U03-gp_Activity Evaluation.doc".

6. T comments on the performances of Ss, and assigns the writing task as the individual project:

  <u>Title</u>: ***A Report on the Survey of Citizenship Awareness***

  <u>Outline</u>: 1) Introduce the survey;

      2) Report the collected data and facts from the data;

      3) Conclude the survey.

# Instructor's Reflection on the Unit

**Project:**

1. Is the project of real importance to students beyond the classroom?

2. Did I set the students a clear project at the beginning of the lesson?

3. Does the project actively engage students in their learning during the project?

4. Does the project make room for students' choice and creativity while still demanding students' mastery of essential content?

5. Is the project effectively evaluated?

6. Is the project helpful for students to achieve progress other than in language competence?
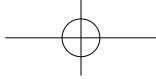
  If yes, what is it?

  _____

  If no, what change(s) should be made?

  _____

**Activities:**

1. Are the activities related to the accomplishment of the project?

  If not, which activity/activities?

  _____

2. Are there challenges associated with conducting the activities?

  If yes, what challenges students most?

  _____

3. Are the activities effective in promoting language competence?
   If not, which activity/activities?
   _____

4. Which activity/activities can be regarded as successful for implementing the project?
   _____

5. Which activity/activities need to be improved, modified or redesigned?
   _____


**Students' learning:**
1. Do students take responsibility for their learning?
   If not, what should I do?
   _____

2. Do students work together in groups to conduct research, apply logic and reasoning, and devise solutions to problems?
3. Do students demonstrate tangibly that they have learned key concepts and skills?
4. Do students apply in class what they have learned during their self-directed learning?

**Instructor's role:**
1. Do I stimulate students through a driving question to start the project?
2. Do I structure activities to motivate students and encourage their reflection?
3. Do I facilitate learning through scaffolding, feedback, guidance, and prompts for thinking?
4. Do I spend too much time lecturing in class?


# ▌Language Points

Most of the language points below are included in the mini-lectures on the readings of Passages 1 and 2. This part is provided to the teacher to 1) direct Ss' attention to some important or difficult language points in class, and/or 2) check how well Ss comprehend the passages by learning on their own before class.

*Passage 1 (Wheels of Kindness)*
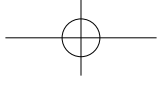Para 1:
    **ponder**  *v.*  (on, upon, over) to think/consider carefully about
        e.g.  *What caused the tragedy is an issue for us to <u>ponder over</u>.*

Para 5:
    **momentum**  *n.*  force that increases the rate of development of a process
        e.g.  *The company has had a successful year and hopes to maintain its <u>momentum</u> by introducing new products.*

Para 6:

**He would never <u>make it</u> up that ramp in time.**

 **make it (somewhere)** to get somewhere, especially in time to do sth.

 e.g.  *After five hours of climbing, they <u>made it</u> to the top of the mountain.*

Para 7:

**The man in the motorized chair was well <u>on his way</u> down the opposite sidewalk...**

 **on one's way** in the process of going somewhere

 e.g.  *Having developed at a fast rate for more than three decades, China <u>is well on its way</u> to becoming a powerful country.*

**head**  *v.* to go in a specific direction

 e.g.  *After lunch, we <u>headed</u> back to the office.*

   *The birds have already started <u>heading</u> south for the winter.*

Para 8:

**... he did a <u>one-eighty</u> in front of the man...**

 **one-eighty** a one hundred and eighty degree turn

**glimmer**  *n.* a faint sign of

 e.g.  *a <u>glimmer</u> of hope; a <u>glimmer</u> of light; no <u>glimmer</u> of interest; ...*

*Passage 2: The Heart of San Francisco*

Para 1:

**browse**  *v.* to walk around shops in a casual way, in the hope to find something nice

 e.g.  *Steve didn't go with his wife to <u>browse</u> around the shops in the cities; he stayed in the hotel to catch some sleep.*

Para 2:

**classy**  *adj.* elegant, stylish

 e.g.  *A <u>classy</u> gentleman opens doors for ladies.*

   *He put on a <u>classy</u> suit and intended to make a good impression on the interviewer.*

**ethnic**  *adj.* relating to different racial or cultural groups of people

 e.g.  *It was agreed by all that the most attractive performance at the party was the <u>ethnic</u> dance by the Indian students.*

**chuckle**  *n.* quiet or partly suppressed laugh

 e.g.  *A <u>chuckle</u> a day keeps the doctor away.*

Para 3:

**the <u>upper</u> <u>fringe</u> of the Tenderloin**

 **upper fringe** the northern outer edge of the Tenderloin
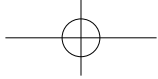
 **upper** *adj.* to or in the north

 **fringe** *n.* the outer edge

**rip**  *v.* (~ off) to tear or remove (sth.) quickly or violently

 e.g.  *It's almost always better to <u>rip off</u> a Band-Aid than to peel it off slowly.*

**as the <u>wind-borne</u> billfold disgorged its wad of greenbacks**

 **wind-borne** carried by the wind

Para 4:

**retrieve**  *v.* to get back or find

 e.g. *With this device in your car, you can easily* <u>retrieve</u> *your car if it is stolen.*

**chase down** to run after sb. or sth. and catch them

 e.g. *The shop owner, aided by his dog,* <u>chased down</u> *the thief and held him until police arrived.*

**parade**  *n.* an assembly of moving people or things

 e.g. *a* <u>parade</u> *of vehicles, a* <u>parade</u> *of soldiers, a* <u>parade</u> *of boats on the river, ...*

Para 6:

**I don't <u>get fat on</u> people's misfortunes.**

 = I don't take advantage of people's misfortunes.

Para 7:

**single**  *n.* a one-dollar bill

Para 8:

**rummage**  *v.* to search for sth. in a hurried way

 e.g. *He* <u>rummaged</u> *through the drawer for the lost key, but in vain.*

**a scrap of** a very small piece of sth.

 e.g. *a* <u>scrap of</u> *wood, a* <u>scrap of</u> *fabric, a* <u>scrap of</u> *newspaper, a* <u>scrap of</u> *life, a* <u>scrap of</u> *evidence, ...*

# ▌Attached Assisting Files

| File name | Used for |
|---|---|
| U03-mp1_Citizenship.ppt | Mini Project 1 |
| U03-mp2_News Report.mp4 | Mini Project 2 |
| U03-mp2_News Report.ppt | Mini Project 2 |
| U03-mp3_Just Another Day in Paradise.ppt | Mini Project 3 |
| U03-mp3_Just Another Day in Paradise.mp4 | Mini Project 3 |
| U03-mp4_Sentence Dictation.ppt | Mini Project 4 |
| U03-mp5_Design a Questionnaire.ppt | Mini Project 5 |
| U03-mp5_ Collect and Use data.ppt | Mini Project 5 |
| U03-mp6_Changing Writing Perspective.ppt | Mini Project 6 |
| U03-gp_Activity Evaluation.doc | Grand Project |
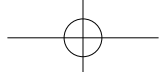
# Cultivating Leadership

## Unit Overview

Leadership may refer to the position or function of a leader, or to the ability to lead. The former is easy to understand, but the latter generates many explanations. Some people believe that "A leader is one who knows the way, goes the way, and shows the way." (John C. Maxwell) Warren Bennis, an American scholar, emphasizes, "Leadership is the capacity to translate vision into reality." And Steve Jobs claims that "Innovation distinguishes between a leader and a follower."

To train our college students to be leaders for the future, it is important for them to learn what leadership traits are and develop an awareness of how to become a good leader.

This unit can be structured into 3–5 sessions, each for two class hours, depending on the learning needs of the students. Students are expected to 1) LEARN ONLINE: watch the video lectures on the two passages for comprehension, do exercises on vocabulary and reading comprehension, discuss on some questions designed to involve them into interaction of opinions, and write an essay; and 2) ACT IN CLASS: participate in the discussion about leadership, identify the important traits for a good leader from a poem, act out the difference between Henry Ford and his engineers, and hold a press conference as the project product.
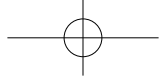
Class activities require students to prepare in groups before class.

## Unit Objectives

**Group project**: Press conference held by a mild powder company
**Individual project**: Essay writing on *Who Should Be the Leader of the Journey to the West?*
**Project objectives**: When students complete these projects, they will be able to …

| | | **know** |
|---|---|---|
| **Content knowledge** | | 1. leadership traits; <br> 2. differences between a leader and a follower; <br> 3. what matters to an individual in the development of leadership. |
| **Major language functions** | | **use** <br> 1. a stanza for the transformation from verse to prose; <br> 2. appropriate ways to inquire and respond. |
| **Academic skills** | | **know** <br> 1. how to transform verse into prose; <br> 2. how to outline a story. |
| **Interactions** | | 1. persuade and argue in acting out; <br> 2. inquire and respond at a press conference. |
| **Language skills development** | **Reading** | 1. read to get the main idea and specific information; <br> 2. make a list of the events related to leadership growth; <br> 3. understand the contextual meaning of vocabulary; <br> 4. skim for the core concept of the passage. |
| | **Listening** | 1. understand the grand project and mini-projects of the unit (online videos); <br> 2. develop a clear view of the main ideas of the passages (online videos); <br> 3. comprehend the language points of the passages (online videos). <br> 4. listen for comprehension: *How will you be a better leader*? |
| | **Writing** | 1. write by transforming verse into prose; <br> 2. write a list of events to present an outline; <br> 3. write an argumentative essay on *Who Should Be the Leader of the Journey to the West*? |
| | **Speaking** | 1. produce a brief summary; <br> 2. act out to argue and persuade; <br> 3. present facts and inquire; <br> 4. narrate a person's growth in leadership. |
| **Non-language skills** | | 1. develop interpersonal and social skills: <br> • group collaboration; <br> • conversation between an employer and an employee; <br> • inquiry and response between a journalist and a company official. <br> 2. develop critical thinking through reflection on the following questions: <br> • what make a person a leader? <br> • should a leader be measured by leadership aesthetics? |
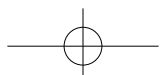
# ▌Optional Mini Learning Projects

## Warming Up & Initializing the Project

🌑 **Mini Project 1:** Reading the poem: *The True Leadership Treasure*

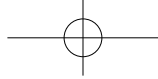| | |
|---|---|
| **Outline** | Ss get to know what leadership is about by defining leadership, identifying leadership traits, and transforming verse into prose. |
| **Product** | Prose from two stanzas of verse |
| **Class time** | 30 minutes |
| **Difficulty level** | Low |
| **Resources** | Activities 1 and 2, Part One (CB, pp. 58–60) |
| **Language & skills** | Interpreting verse into prose |
| **Assisting file(s)** | U04-mp1_Poem.ppt |

**Procedures**

*Before class*:

Ss should:

1. Watch mini-lecture *Introduction to U4* (online);
2. Read the poem and finish Activities 1 & 2, Part One (CB, pp. 58–60) and get ready to share their work in their groups.

*During class*:

1. T writes "Leadership" on board.
2. Ss discuss in groups and each group **develop a definition** of "leadership", starting with "A leader should ..." and T walks around the groups to help. When finished, each group write their definition on board.
3. Ss discuss in groups and decide their vote on the BEST three definitions of leadership (the winner groups score).
4. Each winner group **explain** their ideas about leadership to the class.
5. T presents the poem to the screen (file: U04-mp1_Poem.ppt), and Ss read it aloud together along with the audio.
6. T calls out a part of the poem and asks Ss (Q&A) to identify the leadership traits (Activity 1, CB, p. 59).
7. Ss work in groups to **transform** the last two stanzas of verse into prose, and hand in the group work when finished. (Activity 2, CB, p. 60)
8. T comments on the prose by Ss.

## 🌑 Mini Project 2: Solving the crossword puzzle

| | |
|---|---|
| **Outline** | Ss build up vocabulary related to leadership traits by solving the puzzle according to the clues. |
| **Product** | Eight words relevant to leadership traits |
| **Class time** | 15 minutes |
| **Difficulty level** | Low |
| **Resources** | Activity 5, Part One (CB, p.61) |
| **Language & skills** | Attacking the words by context and clues |
| **Assisting file(s)** | U04-mp2_Crossword Puzzle.ppt |

**Procedures**

*Before class*:
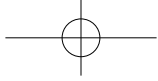Ss should solve the puzzle (Activity 5, CB, p. 61) before class.

*During class*:
1. T presents the crossword puzzle (Activity 5, CB, p. 61) on the screen (file: U04-mp2_ Crossword Puzzle.ppt) and challenges Ss to **solve the puzzle**.
2. S raises his/her hand to get the chance to hit a word.
3. If he/she succeeds, he/she wins a point, and goes on explaining why the word is relevant to leadership.
4. Repeat Steps 2–3 to hit the next word.
5. When the puzzle is solved, T enhances the vocabulary building by asking Ss questions with "A leader should be (one of the eight words of the puzzle) because ...?"

## 🌑 Mini Project 3: Listening for comprehension: *How will you be a better leader*?

| | |
|---|---|
| **Outline** | Ss watch / listen to a video clip and develop a brief summary. |
| **Product** | A brief summary |
| **Class time** | 25 minutes |
| **Difficulty level** | Medium to high |
| **Resources** | Part One (WB, pp. 31–32) |
| **Language & skills** | Getting the main idea and specificing information |
| **Assisting file(s)** | U04-mp3_Listen-Respond.ppt (Two video versions are provided: one is with subtitle while the other is not. Teacher can choose from the two according to Ss' level.) |

**Procedures**

*Before class*:

None.

*During class*:

1. T presents the new words on the screen (file: U04-mp3_Listen-Respond.ppt) and explains them if necessary.
2. T plays the video "How will you be a better leader?" for the first time, and requires Ss to **report** the main idea after working in groups.
3. T plays the video "How will you be a better leader?" for the second time, and requires Ss to **report** the facts or specific information after working in groups.
4. T plays the video "How will you be a better leader?" for the third time, and requires each group to **produce** a brief summary.
5. T walks around the groups to help, and picks two or three summaries, and then reads the summaries to the class with comments.

### ⬤ Mini Project 4:  Acting out

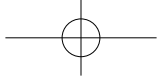| Outline | This is an in-class activity for oral argumentation and persuasion. |
|---|---|
| Product | A three-scene role-play |
| Class time | 45 minutes |
| Difficulty level | Medium |
| Resources | Activities 2 & 3, Part Two (CB, p. 62) |
| Language & skills | Arguing and persuading orally |
| Assisting file(s) | U04-mp4_Role Play.ppt |

**Procedures**

*Before class*:

Ss should read Reading (CB, pp. 61–62) of Part II before class, and get ready to role play what may be exchanged between Henry Ford and his engineers.

*During class*:

1. T presents the setting for Scene 1 on the screen (file: U04-mp4_Role Play.ppt).
2. Two Ss, one as Henry Ford and one as Project Manager, from a group come to the front of the class, and **play** a heated discussion on the possibility of V-8 engine production. "Henry Ford" should persuade his manager to go for the plan, while "Project Manager" should argue against the plan from the engineering aspect.
3. When Scene 1 is finished, T encourages the class to **comment** on the performance: suggesting improvement and pointing out errors in language and manner.
4. T changes the setting for Scene 2 on the screen and points out the time is one year later and a year of many failures on the production of V-8 engine.

5. Two Ss, still as Henry Ford and Project Manager, from another group come to the front of the class, and **play** another conversation on the possibility of V-8 engine production. "Henry Ford" should insist on the plan to build the engine, while "Project Manager" should tell Ford the concerns of the engineers in his team and try to persuade Ford to give up the plan.
6. When Scene 2 is finished, T encourages the class to **comment** on the performance: suggesting improvement and pointing out errors in language and manner.
7. T changes the setting for <u>Scene 3</u> on the screen and points out that the engineers are celebrating the success of V-8 engine production.
8. A group of Ss come to the front of the class, and **play** a chat about the difference between their boss and themselves.
9. When Scene 3 is finished, T should lead the class to the recognition of one important quality of leadership—VISION, and then ask them to choose one of the following quotes to **explain** why a vision is essential for leadership (Activity 3, CB, p. 63):
   1) "Impossible is nothing." — a marketing slogan for Adidas
   2) "Where there is a will, there is a way." — an English proverb
   3) "People only see what they are prepared to see." — Ralph Waldo Emerson
   4) "Keep your eyes on the stars and your feet on the ground." — Franklin D. Roosevelt
   5) "The future belongs to those who see possibilities before they become obvious." — John Sculley

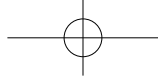# Exploring the Field

🌑 **Mini Project 5:** Growth to leadership

| Outline | This is an in-class activity for skimming reading and summary narration. |
|---|---|
| Product | A list of the events or a picture of events |
| Class time | 25 minutes |
| Difficulty level | Medium |
| Resources | Passage 1, Part Three (CB, pp. 63–65) |
| Language & skills | Skimming a passage and narrateing in summary |
| Assisting file(s) | None |

**Procedures**

*Before class*:

Ss should:

1. View mini-lectures on Passages 1 and 2 of Unit 4 (online);
2. Do the comprehension and vocabulary exercises of Passages 1 and 2 of Unit 4 (online).

*During class*:

1. T writes "The growth of Melisa from a fourth-grader to a leader" on board.
2. Ss work in groups to pick out the important events from the passage that show Melissa's road to leadership.
3. Each groups **produce** a list of the events or a picture of events to present Melisa's growth.
4. T goes among the groups to discuss with Ss about what events should be on the list or in the picture.
5. When the list or the picture is finished, a group of Ss or an S from a group **narrates** Melisa's growth with the help of the list or picture.
6. The activity can be repeated by two or more groups.
7. When the activity is over, T calls out four sentences from the passage to emphasize "Leadership begins with YOU, and NOW."
   1) "It's the assumption that *you matter*." (paragraph 1)
   2) "Leadership begins with you." (paragraph 2)
   3) "It's all about taking the first step." (paragraph 13)
   4) "Leadership begins with you." (paragraph 14)

## ⬤ Mini Project 6: Sentence dictation

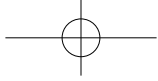| Outline | This is to enhance what Ss have learned. |
|---|---|
| Product | Consolidation of learning |
| Class time | 20 minutes |
| Difficulty level | Medium |
| Resources | Poem, Part One (CB, pp. 58–59); Reading, Part Two (CB, pp. 61–62) and Passages 1 & 2, Part Three  (CB, pp. 63–68) |
| Language & skills | Information in and out |
| Assisting file(s) | U04-mp6_Sentence Dictation.ppt |

**Procedures**

*Before class*:

Students should read and get familiar with all the reading materials of Unit 4 before class.

*During class*:

Directions: Each sentence will be read twice before Ss start writing. When all the sentences are finished, they will be read for the third time for checkup. All the sentences for dictation are picked up from the reading materials of Unit 4.

1. Ss get ready for the dictation (prepare a sheet, write their name and student number on it, and put down the pen for listening).
2. T reads a sentence twice, and pauses to allow time for Ss to **write** it down.
3. T repeats Step 2 until all the sentences are finished.

4. T reads all the sentences for the third time for Ss to check up.
5. Ss hand in their dictation.
6. T shows the dictated sentences on screen. (U04-mp6_Sentence Dictation.ppt)
   Sentences for dictation:
   1) What would be worse than being born blind is to have sight without vision.
   2) I thought long and hard of what I did wrong, then I rolled up my sleeves and worked right along.
   3) Before leading others, you have to lead yourself and believe that you can have a positive impact on others.
   4) Most journeys start with simple motivation and a choice to do something or not.

# ▌Grand Project of the Unit

## Constructing the Project

🌑 **Task:** A press conference

| | |
|---|---|
| **Outline** | Each group act as company leaders or as journalists at a press conference.<br>1. Company leaders should try to restore customers' confidence in their product.<br>2. Journalists should try to dig out the facts relevant to the quality of the product. |
| **Class time** | 80 minutes |
| **Resources** | Steps 3–4, Part Four (CB, pp. 72–73) |
| **Language & skills** | Presenting facts and inquire |
| **Assisting file(s)** | U04GP_Activity Evaluation by Company Groups.doc<br>U04-gp_Activity Evaluation by Journalist Groups.doc |

**Procedures**

*Before class*:

T assigns roles to S groups, half groups as Company Groups (newsmakers) and half as Journalist Groups (each group representing a news organization or agency).

Ss work in groups to prepare for the press conference, and rehearse their roles as company leaders or as journalists.

*During class*:

Pre-class work:  T prints out "U04c_Activity Evaluation by Company Groups.doc" for each of the Company Groups, and "U04c_Activity Evaluation by Journalist Groups.doc" for each of the Journalist Groups.
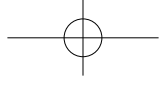
In-class work:

1. T assigns tasks to both Company Groups and Journalist Groups: Company Groups should try to restore customers' confidence in the product of the company; Journalist Groups should try to dig out truth concerning the quality of the product.

2. Ss have about 5 minutes to prepare in groups, while T moves around to help.

3. <u>Company Groups</u>: 1) PR manager **introduces** the company leaders and their responsibilities for the company; 2) QC manager, Sales and Marketing director and CEO **talk** briefly about the quality of their product, and the measures that have been taken to guarantee its quality; 3) PR manager **invites** questions from journalists.

4. <u>Journalist Groups</u>: Journalists **ask** questions reflecting the concerns and criticisms of customers. Each group ask one question to one of or all the officials of the company.

5. When the conference is over, Journalist Groups **evaluate** the performance of the Company Group (file: U04GP_Activity Evaluation by Journalist Groups.doc), and Company Groups **evaluate** the performance of the journalists (file: U04GP_Activity Evaluation by Company Groups.doc).

6. Repeat Step 3–5 for three or four more conferences.

7. T collects the evaluations by Ss and uses them for formative evaluation.

8. T comments of both performances of Company Groups and Journalist Groups based on his/her observation.

9. T assigns the writing task as the individual project:

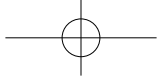   <u>Title</u>:  *Who Should Be the Leader for the Journey to the West?* (150–400 words)

   <u>Directions</u>:

   Tangseng (唐僧), Wukong (悟空), Bajie (八戒) and Shaseng (沙僧) decide to start another journey to the west, and they want to take you to go with them. This time, the team will be reorganized, and the first issue is to elect the leader of the team.

   Apply your knowledge about leadership to the election of the leader according to the following:

   1) What makes a good leader? (Leading in)

   2) Who do you think is the most suitable leader? (Point of view)

   3) What leadership traits does he have? (Supportive evidence)

   4) What leads to your decision about the leader? (Conclusion)

   PS. Since you are a new member of the team, you are not qualified to be the leader.

# Instructor's Reflection on the Unit

**Project:**
1. Is the project of real importance to students beyond the classroom?
2. Did I set the students a clear project at the beginning of the lesson?
3. Does the project actively engage students in their learning during the project?
4. Does the project make room for students' choice and creativity while still demanding students' mastery of essential content?
5. Is the project effectively evaluated?
6. Is the project helpful for students to achieve progress other than in language competence? If yes, what is it?

   _____

   If no, what change(s) should be made?

   _____


**Activities:**
1. Are the activities related to the accomplishment of the project?
   If not, which activity/activities?

   _____

2. Are there challenges associated with conducting the activities?
   If yes, what challenges students most?

   _____

3. Are the activities effective in promoting language competence?
   If not, which activity/activities?

   _____

4. Which activity/activities can be regarded as successful for implementing the project?

   _____

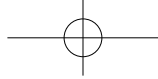5. Which activity/activities need to be improved, modified or redesigned?

   _____


**Students' learning:**
1. Do students take responsibility for their learning?
   If not, what should I do?

   _____

2. Do students work together in groups to conduct research, apply logic and reasoning, and devise solutions to problems?
3. Do students demonstrate tangibly that they have learned key concepts and skills?
4. Do students apply in class what they have learned during their self-directed learning?

**Instructor's role:**
1. Do I stimulate students through a driving question to start the project?
2. Do I structure activities to motivate students and encourage their reflection?
3. Do I facilitate learning through scaffolding, feedback, guidance, and prompts for thinking?
4. Do I spend too much time lecturing in class?

# ▐ Language Points

Most of the language points below are included in the mini-lectures on the readings of Passages 1 and 2. This part is provided to the teacher to 1) direct Ss' attention to some important or difficult language points in class, and/or 2) check how well Ss comprehend the passages by learning on their own before class.

*Passage 1 (You Make a Difference)*
Para 1:
    **audacious** *adj.*
    1) daring; fearless
        e.g. *This audacious plan turned out to be an amazing success.*
    2) recklessly bold
        e.g. *Though Kim is an audacious driver, she has never been in a car accident.*
    **matter** *v.* to be important
        e.g. *It doesn't matter whether you pay cash or with your credit card.*

Para 2:
    **count for** to be important or valuable
        e.g. *Favorable first impression counts for much in landing a job.*
    Note for attention:
        The author lists three "have to's" for those who want to become a leader:
        1) Before you lead others, you have to lead yourself and believe that you can have a positive impact on others.
        2) You have to believe that your words can inspire and your actions can move others.
        3) You have to believe that what you do counts for something.

Para 5:
    **hear back** to hear from sb., or to receive a letter, telephone call, etc. from sb.
        e.g. *When you didn't hear back about a job, you should spend some time trying to identify where you must have gone wrong.*
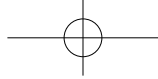    **on-camera commentary** a description of an event or discussion about something on television

Para 6:
    **Kids F.A.C.E.** A club started in 1989, in Nashville by Melissa Poe, to involve kids to do something about nature and the future world. The club had only six members at the beginning, but today it is the world's largest youth environmental organization, with more than 2,000 club chapters in fifteen countries and more than 300,000 individual members.
    **a bunch of** a (large) number of things, usually of the same kind, or growing, fastened or grouped together
        e.g. *a bunch of bananas, a bunch of keys, bunches of flowers, ...*

Para 8:

**form letter** a letter in a standardized format that can be sent to different people

**get ... across** to make ... understandable or clear

 e.g. *A well-produced graph can help you get your point across to the audience.*

Para 9:

**chapter** *n.* a local branch of an organization

Para 10:

**senior** *adj.*

1) older

 e.g. *He is ten years senior to me.*

2) higher in rank

 e.g. *I do what Tom tells me to because he is senior to me.*

Para 12:

**fast-forward** *v.* to go quickly (to a later time or stage)

 e.g. *I just can't figure out how to fast-forward a video on my phone.*

**acknowledge** *v.* to express appreciation or thanks for

 e.g. *We have received over 1,000 gifts of books for our library, and will gratefully acknowledge each gift with a letter to the donor.*

*Passage 2: The Heart of Leadership*

Para 1:

**in one sense** (= in a sense) partly true, or true in one way

 e.g. *In one sense, huge investment will promote economic growth, but at the same time will bring some problems.*

Para 5:

**felt sense** (according to the author) the immediate, visceral reaction; a gut impression, a heart-felt reaction

**rational** *adj.* based on reason rather than on emotion

 e.g. *It is a rational move for China to promote exporting its high-speed rail to the world.*

Para 7:

**recipe** *n.* a method of achieving sth.

 e.g. *What is your recipe for success in the competition?*

Para 8:

**tack ... on to** to add sth. as an extra item (to sth.)

 e.g. *This restaurant tacks a 15% tip on to the bill.*
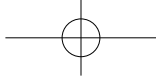
**manifestation** *n.* the appearance of sth.

 e.g. *A high fever is an early manifestation of the disease.*

Para 10:

**expertise** *n.* special skill or knowledge in a particular field

 e.g. *Though the current job market is weak, there's a great need for people with*

<u>expertise</u>.

**What makes sb. tick ...** [idiom] what makes sb. behave in the way he does

  e.g.   *The book "Steve Jobs: A Biography" offers a unique insight into <u>what made him tick</u>.*

Para 11:

**old-fashioned**  *adj.*  adj. + n. + -ed = adj.

  e.g.   *good-mannered; narrow-minded; absent-minded; short-sighted; pink-haired ...*

**comport oneself** to conduct or behave oneself in the specified way

  e.g.   *The princess always <u>comports herself</u> with dignity.*

Para 14:

**engagement**  *n.* a promise or an obligation

  e.g.   *If our tax service, as outlined above, is in accordance with your understanding of our <u>engagement</u>, please sign this letter in the space provided.*

**incorporate**  *v.* to include sth as a part of a united whole

  e.g.   *It is necessary to <u>incorporate</u> your resume to your application for a job.*

Para 16:

**get sb. out of bed** to motivate sb.

  e.g.   *A strong desire to achieve his goal is what <u>gets him out of bed</u>.*

Para 20:

**perceive**  *v.*  to realize or observe

  e.g.   *He was greatly shocked when he <u>perceived</u> the truth.*

# ▌Attached Assisting Files

| File name | Used for |
|---|---|
| U04-mp1_Poem.ppt | Mini Project 1 |
| U04-mp2_Crossword Puzzle.ppt | Mini Project 2 |
| U04-mp3_Listen-Respond.ppt | Mini Project 3 |
| U04-mp4_Role Play.ppt | Mini Project 4 |
| U04-mp6_Sentence Dictation.ppt | Mini Project 6 |
| U04-gp_Activity Evaluation by Company Groups.doc | Grand Project |
| U04-gp_Activity Evaluation by Journalist Groups.doc | Grand Project |

# Unit
# 5

# Promoting Honesty

## █ Unit Overview

   "Honesty is the best policy." This proverb of Benjamin Franklin is often used as a reminder of morality to advise people to be honest while making a decision, especially when it seems to be useful or profitable to be dishonest.

   In this unit, we will learn how a college girl, tempted by a beautiful red dress, hesitates whether to help another student cheat on a paper. We will also learn about the interesting findings of the research by Dan Ariely, an American professor from Duke University, revealing why people would lie and to what extent people would cheat under different conditions.

   This unit can be structured into 3–5 sessions, each for two class hours, depending on the learning needs of the students. Students are expected to 1) LEARN ONLINE: watch the video lectures on the two passages for comprehension, do exercises on vocabulary and reading comprehension, discuss on some questions designed to involve them into exchange of opinions, and write an essay; and 2) ACT IN CLASS: participate in the discussion about honesty, develop an honor code for their college or university, propose a solution to the problem of campus cheating, and debate, as the project product, on the possibility of taking tests on their honor without invigilation.
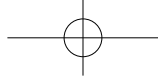
   Class activities require students to prepare in groups before class.

## █ Unit Objectives

Group project: Debate for or against the proposal: College (name of your college/university) students should take tests on their honor without invigilation.

**Individual project:** Essay writing on *Will an honor code discourage cheating on campus?*

**Project objectives:** When students complete these projects, they will be able to …

| | know |
|---|---|
| **Content knowledge** | 1. honor and honesty<br>2. motivations and conditions to push people toward dishonesty<br>3. effective reminders of morality to stop cheating |
| **Major language functions** | **use**<br>1. facts and data to present and defend an viewpoint;<br>2. evidence to refute an argument;<br>3. key words and phrases to take notes of a video speech. |
| **Academic skills** | **know**<br>1. how to do a problem-solution research;<br>2. how to make a conclusion;<br>3. how to make a proposal. |
| **Interactions** | 1. decide and justify;<br>2. respond to general and specific questions. |
| **Language skills development** | **Reading** | 1. acquire the gist of the passages;<br>2. understand the reasons why most people would conduct moderate cheating;<br>3. understand the contextual meaning of vocabulary;<br>4. skim for the core concept of the passage. |
| | **Listening** | 1. understand the grand project and mini-projects of the unit (mini-lectures);<br>2. develop a clear view of the main ideas of the passages (mini-lectures);<br>3. comprehend the language points of the passages (mini-lectures);<br>4. understand the event and its consequence of a test cheating (mini-lectures). |
| | **Writing** | 1. write an honor code;<br>2. write an outline for an essay;<br>3. write an argumentative essay on ***Will an honor code discourage cheating on campus?*** |
| | **Speaking** | 1. present and defend a viewpoint;<br>2. refute an argument;<br>3. discuss to come up with a proposal to fight plagiarism. |
| **Related non-language skills** | 1. develop interpersonal and social skills through:<br>• group collaboration;<br>• experiments for an academic research.<br>2. develop critical thinking through reflection on the following questions:<br>• What pushes people toward moderate dishonesty?<br>• Could severe punishment reduce or stop cheating? |

# █ Optional Mini Learning Projects

## Warming Up & Initializing the Project

🌑 **Mini Project 1:** Honor & honesty

| | |
|---|---|
| **Outline** | Ss will discuss about why "Honesty is the best policy", read the honor codes on CB, and then work in groups to produce an honor code pledge. |
| **Product** | An honor code pledge |
| **Class time** | 40 minutes |
| **Difficulty level** | Low to medium |
| **Resources** | Reading, Part One (CB, pp. 74–75) |
| **Language & skills** | Reading & writing |
| **Assisting file(s)** | U05-mp1_Honor & Honesty.ppt |

**Procedures**

*Before class*:

Ss should:

1. Watch mini-lecture *Introduction to U5* (online),;
2. Read the honor code pledges in Part One.

*During class*:

1. T presents "Honesty is the best policy" on screen (file: U05-mp1_Honor & Honesty. ppt), and asks a few Ss to explain.
2. T asks "Why is honesty the best policy?" and interacts with Ss.
3. Ss **read** the honor codes on pp. 74–75, and ask questions if they have difficulties in comprehension.
4. Ss work in groups and each group **produce** an honor code for their university/ college.
5. T moves around the class to help.
6. Each group **write** their honor code on board.
7. T reads aloud each honor code on board.
8. Ss discuss in groups to decide on the best three honor codes other than their own.
9. Each group write the numbers of the winner groups on a paper slip and hand it in.
10. T announces the best three honor codes and the winner groups.

## 🌑 **Mini Project 2:** Violations of the honor code

| | |
|---|---|
| **Outline** | Ss will read each conduct, decide whether they are violations of the honor code, and justify their decisions. |
| **Product** | Awareness of violations of the honor code |
| **Class time** | 10 minutes |
| **Difficulty level** | Low |
| **Resources** | Activity 1, Part One (CB, p. 75) |
| **Language & skills** | Deciding and justifying |
| **Assisting file(s)** | None |

**Procedures**

*Before class*:

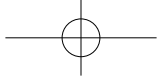Ss should decide whether the conducts listed in Activity 1, Part One are violations of the honor code.

*During class*:

1. Ss discuss in groups and **decide** whether each conduct listed in the table (Activity 1, Part One, p.75) is a violation of the honor code according to the pledges in *Reading* of Part One or their judgments.
2. T joins the discussion of the groups, but do not provide so-called standard answers.
3. When the discussion is done, T asks Ss about their decision on each behavior and justification.

Notes: Some behaviors may not be easily judged. For example, Items 2 & 5 may trigger arguments; Ss may not know how to quote in their writing (Item 7) and what kind of help they may seek while writing a paper (Item 8). It is suggested that T make use of the opportunity to involve Ss in a class discussion.

## 🌑 **Mini Project 3:** Punish or let go

| | |
|---|---|
| **Outline** | This learning activity is based on a video clip and a case study: Students take notes while watching the video and respond to the questions with the help of their notes. Then, students should express their opinions about the decision of the professor in the video, and propose an effective method / way to fight plagiarism in the case study. |
| **Product** | An proposal to fight plagiarism |
| **Class time** | 35 minutes |
| **Difficulty level** | Low to medium |
| **Resources** | None |

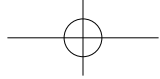| Language & skills | Comprehending information and responding to general and specific questions |
|---|---|
| Assisting file(s) | U05-mp3_Punish or Let Go.ppt<br>U05-mp3_Punish or Let Go (without captions).mp4<br>U05-mp3_Punish or Let Go (with captions).mp4 |

**Procedures**

*Before class*:

None.

*During class*:

1. T presents three photos: a cheater on the test and two witnesses of the cheating (file: U05-mp3_Punish or Let Go.ppt).
2. Ss **describe** what is happening.
3. T plays the video clip from the movie "School Ties" for the first time. (Two versions are provided: one with captions, and one without.)
4. Ss **take notes** of the general information while watching the video clip.
5. Ss **respond** to the following general questions:
   1) What happened?
   2) Who is the cheater?
   3) Who have witnessed the cheating?
   4) What would you do if you had witnessed the cheating?
6. T plays the video clip for the second time.
7. Ss **take notes** of the specific information while watching the video clip.
   Ss **respond** to the following specific questions:
   1) What will the teacher do if the cheater is not identified?
   2) How do the students respond?
   3) How does the teacher respond to the students' responses?
8. Class discuss on "Does the teacher make a fuss about cheating?"
9. A case study of plagiarism in writing assignment:
   T presents a plagiarized writing by a student, and asks Ss for suggestions for how T should deal with it.
10. If Ss suggest punishment, T may respond with "Could punishment stop cheating and promote honesty?"
    If Ss suggest letting it go, T may respond with "What would students learn from college education?"

# Exploring the Field

🌑 **Mini Project 4:** Sentence dictation

| Outline | This is to enhance what Ss have learned. |
|---|---|
| Product | Consolidation of learning |
| Class time | 20 minutes |
| Difficulty level | Medium |
| Resources | Passages 1 & 2, Part Three (CB, pp. 78–85) |
| Language & skills | Information in and out |
| Assisting file(s) | U05-mp4_Sentence Dictation.ppt |

**Procedures**

*Before class*:

Ss should:

1. View mini-lectures on Passages 1 and 2 of Unit 5 (online);

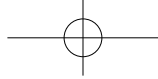2. Do the comprehension and vocabulary exercises of Passages 1 and 2 of Unit 5 (online).

*During class*:

Directions: Each sentence will be read twice before Ss start writing. When all the sentences are finished, they will be read for the third time for checkup. All the sentences for dictation are picked up from the reading materials of Unit 5.

1. Ss get ready for the dictation (prepare a sheet, write their name and student number on it, and put down the pen for listening).

2. T reads a sentence twice, and pause to allow time for Ss to **write** it down.

3. T repeats Step 2 until all the sentences are finished.

4. T reads all the sentences for the third time for Ss to check up;

5. Ss hand in their dictation;

6. T shows the dictated sentences on screen. (file: U05-mp4_Sentence Dictation.ppt)

    Sentences for dictation:

    1) We tend to believe that most people are virtuous, but a few bad apples spoil the bunch.

    2) Locks won't do much to protect you from the hardened thieves, who can get into your house if they really want to.

    3) Except for a few outliers at the top and bottom, the behavior of almost everyone is driven by two opposing motivations.

    4) Reminders of morality — right at the point where people are making a decision — appear to have an outsize effect on behavior.

## ⬤ Mini Project 5:  Dishonesty behavior

| Outline | Ss 1) watch a TED speech and learn what drives people to cheat or lie, and what may stop them from doing so; 2) take notes while watching the video; 3) compare notes in groups; 4) work in groups to discuss on "What could stop people from cheating a little?"; and 5) propose a way or method to stop cheating a little. |
|---|---|
| **Product** | A proposal to stop people from cheating a little |
| **Class time** | 40 minutes |
| **Difficulty level** | Medium |
| **Resources** | Passage 2, Part Three (CB, pp. 83–85) |
| **Language & skills** | Note-taking of a speech and producing a solution |
| **Assisting file(s)** | U05-mp5_Dishonesty Behavior.ppt<br>U05-mp5_Dishonesty Behavior.mp4 |

**Procedures**

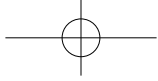*Before class*:

Ss should study and read Passage 2 (*Why We Lie*), Part Three.

*During class*:

1.  T briefly introduces the speaker of the TED speech, who is also the author of Passage 2, and his research on people's dishonesty behavior (file: U05-mp5_Dishonesty Behavior.ppt).
2.  Ss **watch** the video (U05-mp5_Dishonesty Behavior.mp4 (with caption)), and **take notes** of the main findings of the speaker's experiments on people's dishonesty behavior.
3.  Ss **compare notes** in groups.
4.  Two or three S groups **report** (to the class) their notes on the findings of the speaker's experiments.
5.  T presents the findings on the screen, and may play the video for the second time to enhance Ss' comprehension.
6.  Ss discuss in groups on "What could stop people from cheating a little?", while T moves around to help.
7.  Each group 1) **propose** a way or method (to stop cheating a little), and 2) **tell** the reason(s) why it would work.
8.  After the discussion, a group **report** their proposal.
9.  When the group finish their proposal, T encourages the class to question / challenge their proposal.
10. Repeating Steps 8–9 by another one or two groups.

## 🌑 Mini Project 6: Interactive reading

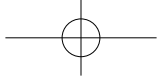| Outline | This task serves as a consolidation of what students have learned from Passage 2, Part Three (CB, pp. 83–85). |
|---|---|
| Product | A conclusion on "why we lie", and a proposal to promote honesty |
| Class time | 20 minutes |
| Difficulty level | Medium |
| Resources | Passage 2, Part Three (CB, pp. 83–85), and Steps 1–3, Part Four (CB, pp. 89–90) |
| Language & skills | Content-based reading |
| Assisting file(s) | U05-mp6_ Interactive Reading-Passage 2.ppt |

**Procedures**

*Before class*:

Ss should prepare a proposal on how to effectively discourage cheating on campus.

*During class*:

1. T asks <u>Question 1</u>: "Do you agree? (*Most people are virtuous and honest, but a few bad apples spoil the bunch.*)" on the screen (file: U05-mp6_ Interactive Reading-Passage 2.ppt), and involves Ss in the discussion on the question.

2. T presents the relevant parts in Paragraph 3, Passage 2 to enhance Ss' comprehension.

3. T asks <u>Question 2</u>: "Do you know? (*Whose behavior is most corrosive to society — the behavior of the dishonest monsters or that of mostly honest people?*)", and requires Ss to **respond**.

4. T presents the relevant parts in Paragraphs 2, 3 & 14, Passage 2 to enhance Ss' comprehension.

5. T asks <u>Question 3</u>: "Can you suggest? (*What can we do to discourage cheating on campus?*)", and leads to Steps 1, 2 & 3, Part Four.

6. Each group **write** on board the most common misconduct of their findings from their survey questions (see Step 2 of Activity 2, Part One, CB, p.75).

7. Ss work in groups to **define** and **analyze** the problem, and then, each group **propose** a solution.

8. T leads Ss to Paragraphs 10–12, Passage 2, and highlights the process of the research: *experiment*, *results* and *conclusion*.

9. Ss **respond** to the question: *Will it be effective on our campus?*

# ▌Grand Project of the Unit

## Constructing the Project

🌑 **Task:** Debate (as project product)

| | |
|---|---|
| **Outline** | Ss of each group debate for or against the proposal "*College* (name of your college/university) *students should take tests on their honor without invigilation*". |
| **Class time** | 85 minutes |
| **Resources** | None |
| **Language & skills** | Presenting and defending a viewpoint<br>Refuting an argument |
| **Assisting file(s)** | U05-gp_Activity Evaluation.doc |

**Procedures**

*Before class*:

Each group should prepare to debate for or against the proposal "*College* (name of your college/university) *students should take tests on their honor without invigilation.*"
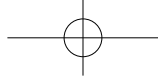
*During class*:

Pre-class work:   1.  T assigns roles to S groups, half groups as Pros and half as Cons, and requires Ss to prepare for their roles accordingly.
  2.  T prints out "U05-gp_Activity Evaluation.doc" for each group.

*In-class work:*

1.  T presents the background setting for the debate, and explains rubric below:
    1) Open statement: A member from an Affirmative Group starts the debate by stating their opinion for the proposal and main reasons, and then a member from a Negative Group states their opinion against the proposal and main reasons.
    2) Free debate: The debate goes by turns between the two groups.
    3) Participation: Each member from both groups must take part in the debate.
2.  Two groups come to the front of class to **debate** as pros and cons while T acts as host.
3.  When the two groups finish their debate, other groups **evaluate** their performance according to Activity Evaluation (file: U05-gp_Activity Evaluation.doc).
4.  Repeating Step 2 and Step 3 for more debates.
5.  T comments on Ss performances based on his/her observation, and assigns the writing task as the individual project:
    Title: *Will an honor code discourage cheating on campus?*

Outline:   1) State your point of view;
           2) Support your point of view;
           3) Conclude your opinions.

# Instructor's Reflection on the Unit

**Project:**
1.  Is the project of real importance to students beyond the classroom?
2.  Did I set the students a clear project at the beginning of the lesson?
3.  Does the project actively engage students in their learning during the project?
4.  Does the project make room for students' choice and creativity while still demanding students' mastery of essential content?
5.  Is the project effectively evaluated?
6.  Is the project helpful for students to achieve progress other than in language competence?
    If yes, what is it?

    _____

    If no, what change(s) should be made?

    _____

**Activities:**
1.  Are the activities related to the accomplishment of the project?
    If not, which activity/activities?

    _____

2.  Are there challenges associated with conducting the activities?
    If yes, what challenges students most?

    _____

3.  Are the activities effective in promoting language competence?
    If not, which activity/activities?

    _____

4.  Which activity/activities can be regarded as successful for implementing the project?

    _____

5.  Which activity/activities need to be improved, modified or redesigned?

    _____

**Students' learning:**
1.  Do students take responsibility for their learning?
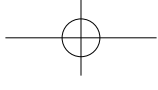    If not, what should I do?

    _____

2.  Do students work together in groups to conduct research, apply logic and reasoning, and devise solutions to problems?
3.  Do students demonstrate tangibly that they have learned key concepts and skills?
4.  Do students apply in class what they have learned during their self-directed learning?

# █ Language Points

Most of the language points below are included in the mini-lectures on the readings of Passages 1 and 2. This part is provided to the teacher to 1) direct Ss' attention to some important or difficult language points in class, and/or 2) check how well Ss comprehend the passages by learning on their own before class.

*Passage 1: The Red Dress*
Para 1:
> **thrive** *v.*
> 1) to prosper; be fortunate or successful
> > e.g. *His personality soon won him friends and his business <u>thrived</u>, enabling him to open several outlets in town.*
> 2) to grow or develop vigorously; flourish
> > e.g. *She <u>thrives</u> on challenge. The stronger the opposition, the better she performs.*
> **the promised land** the land promised or given by God; a place that offers a lot of good opportunities
> **as the wheel went round** as life / time goes on
> > e.g. *Jackie Chan started his film career as a nobody, but <u>as the wheel went round</u> he made his name known all over the world.*

Para 2:
> **irrelevant** *adj.* = ir+relevant not important
> > e.g. *This new finding doesn't help at all. It is <u>irrelevant</u> to our study.*
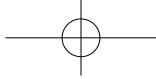
Para 3:
> **pathetic** *adj.*
> 1) sad and weak or helpless
> > e.g. *She had been unbearably <u>pathetic</u> as she sat there at the table crying her eyes out.*
> 2) causing impatient or angry
> > e.g. *You're <u>pathetic</u>! Can't you even boil an egg?*

Para 6:
> **He really was unbelievably <u>thick</u>.**
> > **thick** *adj.* stupid, slow, insensitive

Para 7:

**indignation**  *n.* shock and anger provoked by what is perceived as unfair treatment

    e.g.   *The rise in train fares has aroused public <u>indignation</u>.*

**annoy**  *v.* to make (sb) a little angry; to irritate

    e.g.   *It <u>annoyed</u> me that I didn't have enough time to be with my family.*

          *The speaker was <u>annoyed</u> by a phone ringing among the audience.*

Para 13:

**serves sb. right** (of a misfortune) be deserved by sb.

    e.g.   *It will <u>serve you right</u> if you get headache from running in the rain.*

**contradiction**  *n.*

    **contradict**  *v.*  to be contrary to; to be inconsistent with

    e.g.   *The survey appears to <u>contradict</u> the data announced by the company.*

Para 14:

**... knocked sb. eye out** to be stunningly beautiful

    e.g.   *I promised her that some day I'd buy her a ring that would <u>knock her eye out</u>.*

Para 15:

**kosher**  *adj.* generally approved of or considered to be correct

    e.g.   *Before deciding to trade with a company, you must check up on it to see whether it is <u>kosher</u>.*

Para 25:

**As it happened, ...** actually; as a matter of fact

    e.g.   *<u>As it happened</u>, six students paid a university freshman to take the tests for them, according to a report.*

Para 26:

**crib**  *n.* sth. copied dishonestly from the work of sb.

    e.g.   *To fight plagiarism, a software program will be applied to identify <u>cribs</u> in students' degree papers.*

Para 35:

**decent**  *adj.* of acceptable quality; approved and accepted by most people

    e.g.   *a <u>decent</u> person, a <u>decent</u> job, a <u>decent</u> dress, ...*

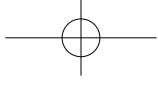Para 38:

**compassion**  *n.* a strong feeling of sympathy and sadness for other people's suffering or bad luck

    e.g.   *After the earthquake, we witnessed <u>compassion</u> and love from all the peoples of the world.*

Para 40:

**by the grapevine** through casual conversation with other people

    e.g.   *I have heard <u>through the grapevine</u> that our company will merge with Google.*

Para 41:

**the Salvation Army** an Christian charitable organization, running charity shops, operating shelters for the homeless, and providing disaster relief and humanitarian aid to developing countries

*Passage 2: Why We Lie*

Para 2:

**tempt** *v.* to attract and make sb. want to have or do sth., esp. sth wrong or unwise

e.g. *Don't let the commercials <u>tempt</u> you to buy something you can't afford.*

**be tempted to**

e.g. *I <u>was tempted to</u> take that job offer, but in the end I decided not to.*

Para 4:

**correspond** *v.* to match or be similar or equal

e.g. *The color of the sweater I've received doesn't <u>correspond</u> to my order.*

Para 6:

**control condition** (= control group) a standard against which other conditions can be compared in a scientific experiment

Para 9:

**brute** *adj.* without reason or intelligence

e.g. *Chinese Kung Fu is a test of skills and techniques, rather than <u>brute</u> strength.*

Para 11:

**set them loose** to free from restriction

e.g. *According to the plan, three pandas will <u>be set loose</u> in the mountains next year to test their capability to survive in the wild.*

Para 13:

**Ponzi scheme** an investment fraud that often attracts new investors by promising to invest funds in opportunities claimed to generate high returns with little or no risk

**flagrant** *adj.* shockingly noticeable; notorious

e.g. *The attack on civilians is a <u>flagrant</u> violation of the peace agreement.*

**ubiquitous** *adj.* seeming to be everywhere

e.g. *"The cloud" has come to represent a world where processing and storage become as <u>ubiquitous</u>, cheap and accessible as electricity.*

Para 14:

**steroid enhanced all-star** a player of an all-star team, who takes drugs to improve their strength

**self-dealing** *adj.* & *n.* taking advantage of one's official position to act for one's own interests

e.g. *If you work for government and use your official position to get a summer job for your daughter, you are <u>self-dealing</u>.*

# ▌Attached Assisting Files

| File name | Used for |
|---|---|
| U05-mp1_Honor & Honesty.ppt | Mini Project 1 |
| U05-mp3_Punish or Let go.ppt | Mini Project 3 |
| U05-mp3_Punish or Let go (without captions).mp4 | Mini Project 3 |
| U05-mp3_Punish or Let go (with captions).mp4 | Mini Project 3 |
| U05-mp4_Sentence Dictation.ppt | Mini Project 4 |
| U05-mp5_Dishonesty Behavior.ppt | Mini Project 5 |
| U05-mp5_Dishonesty Behavior.mp4 | Mini Project 5 |
| U05-mp6_ Interactive Reading-Passage 2.ppt | Mini Project 6 |
| U05-gp_Activity Evaluation.doc | Grand Project |
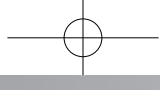
# Unit 6

# Marketing Your Innovation

## ▌Unit Overview

People in this world are divided into the ordinary and the extraordinary, and "The difference between ordinary and extraordinary is that little extra." (Jimmy Johnson) To become extraordinary, you need to be bold enough to "think different" and "act brave". So, set free your imagination, bring about your innovation, and make difference to the world.

In this unit, we will explore what advantages college students have to give full play to their talents and innovative ideas. And we will learn how two brothers came up with the weird idea of printing ads on toilet paper and what efforts they've made to market their innovative products. Even more interesting, we will read about the story of "the coolest little start-up in America" to see how a product can be entirely made from the garbage, and how the founder strove for the growth of the company.

This unit can be structured into 3–5 sessions, each for two class hours, depending on the learning needs of the students. Students are expected to 1) LEARN ONLINE: watch the video lectures on the two passages for comprehension, do exercises on vocabulary and reading comprehension, discuss on some questions designed to involve them into exchange of opinions, and write an essay; and 2) ACT IN CLASS: discuss about the iconic personalities with creative minds, who thought differently and made difference to the world, explore the favorable conditions for college students to market their innovation and start their own businesses, draw some lessons from the stories of college entrepreneurship provided in the texts and present case studies by researching successful and/or unsuccessful attempts of college students in starting business. And finally, students will debate as pros or cons on "Should a college student drop out to start a business?"

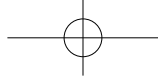Class activities require students to prepare in groups before class.

## ▌Unit Objectives

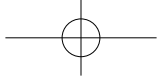**Group project:** Debate — To start or not to start, that's the question
**Individual project:** Essay writing on *Can I be a college entrepreneur*?
**Project objectives:** When students complete these projects, they will be able to …

| | | |
|---|---|---|
| **Content knowledge** | | **know**<br>1. the values of innovation;<br>2. the favorable policies for college entrepreneurship;<br>3. the personal characters and traits that a potential entrepreneur should have. |
| **Major language functions** | | **use**<br>1. the stated arguments in a passage to outline its main points;<br>2. the relevant phrases in the passage to make a scheme;<br>3. the evidence to debate for or against doing something or not. |
| **Academic skills** | | **know**<br>1. how to plan and present a scheme;<br>2. how to argue for a point of view. |
| **Interactions** | | 1. discuss about startup spirit;<br>2. respond to questions and challenges. |
| **Language skills development** | **Reading** | 1. read to retrieve information;<br>2. read to acquire the main idea and specific information;<br>3. understand the essay structure composed of the topic sentence, the supporting sentences and the concluding sentence;<br>4. understand the contextual meaning of vocabulary;<br>5. skim for the core concept of the passage. |
| | **Listening** | 1. understand the grand project and mini-projects of the unit (mini-lectures);<br>2. develop a clear view of the main ideas of the passages (mini-lectures);<br>3. comprehend the language points of the passages (mini-lectures). |
| | **Writing** | 1. write a summary by analyzing the innovative products of college students;<br>2. write an outline for a debate on *Should a college student drop out to start a business?*<br>3. write an essay: *Can I be a college entrepreneur?* |
| | **Speaking** | 1. debate for or against a point of view: *Should a college student drop out to start a business?*<br>2. present a startup plan. |
| **Non-language skills** | | 1. develop interpersonal and social skills through:<br>• group collaboration;<br>• exploring startup ideas. |

| | |
|---|---|
| **Non-language skills** | 2. develop critical thinking through reflection on the following questions:<br>• Is it a great startup idea to improve the existing objects people use in everyday life?<br>• Do the advantages of college students starting businesses outweigh its disadvantages? |

# ▌Optional Mini Learning Projects

## Warming Up & Initializing the Project

### 🌑 **Mini Project 1:** Think Different

| | |
|---|---|
| **Outline** | Each group introduce an iconic personality chosen from the list of Activity 2 of Part One (CB, p. 93), and then the Ss learn about the traits of some "crazy" people who have changed our world by doing Activity 1. |
| **Product** | An understanding of the iconic personalities |
| **Class time** | 35 minutes |
| **Difficulty level** | Medium |
| **Resources** | Viewing/Listening, Part One (CB, pp. 92–93) |
| **Language & skills** | Introducing a great figure |
| **Assisting file(s)** | U06-mp1_Think Different.ppt<br>U06-mp1_Think Different.mp4 |

**Procedures**

*Before class*:

Ss should:

1. Watch mini-lecture *Introduction to U6* (online video).

2. Each group should:

   1) **Choose** an iconic personality from the table of Activity 2, Part One (CB, p.93); (Note: One personality for one group only.)

   2) **Search** for the related information about the chosen personality;

   3) **Prepare** to present from three aspects: background information (brief); main achievements of the personality; inspiration from the personality;

   4) **Create** a PPT for presentation.

*During class*:

1. A group **introduce** their chosen personality and present the information they've collected about the person with PPT, and each group member must take one part of

the presentation.

2. During the presentation, Ss of the other groups **take notes** about the personality.
3. When the presentation is done, T asks the class one or two questions about the personality (to check how much Ss have learned).
4. Repeating Steps 1–3 for other groups to introduce their chosen personalities.
5. When the groups are finished with their presentations, T asks "What makes these people great?" and leads Ss to the discussion of the personal traits of these people.
6. Ss go through Activity 1 on CB, pp. 92–93, and predict the words that may appear in the blanks.
7. T play the video (file: U06-mp1_Think Different.ppt) for the 1st time for Ss to **get the general idea**.
8. Ss **listen** for the 2nd time to get the missing words.
9. T provides the keys to Activity 1.
10. Ss **listen** for the 3rd time with the complete script of "Think different" on screen.
11. T summarizes and concludes the discussion about "think different".

Notes for T:

1. "Think different" was an advertising slogan of Apple, Inc. (then Apple Computer, Inc.) in 1997. Some people argue that "think different" is grammatically wrong because "different" is a modifier for a noun, and think the slogan should be changed to "think differently".
2. According to Jobs' official biography, "Jobs insisted that he wanted 'different' to be used as a noun, as in 'think victory' or 'think beauty.'" Jobs also specifically said that "think differently" wouldn't have the same meaning to him, and he wanted to make it sound colloquial, like the phrase "think big."

## Mini Project 2: Potential college entrepreneurs

| | |
|---|---|
| **Outline** | Ss identify themselves by completing a questionnaire to see whether they have the potential to become a college entrepreneur. |
| **Product** | An identification of entrepreneur traits |
| **Class time** | 20 minutes |
| **Difficulty level** | Low |
| **Resources** | Activity 2, Part Two (CB, pp. 95–96) |
| **Language & skills** | Introspect and conclude |
| **Assisting file(s)** | None |

**Procedures**

*Before class*:

None.

*During class*:

1. Ss complete the questionnaire (Activity 2, Part Two, CB, p.95).
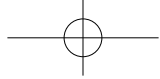
2. Ss work in groups to **compare** their answers to the questions to find out the difference among them.
3. Ss **draw the conclusion** about themselves, focusing on whether they have the potential to become a college entrepreneur.
4. T assigns a group of students to collect the statistics of the questionnaire of the class including:
   1) percentage of YES and NO to Questions 1–11;
   2) percentage of each choice for Question 12;
   3) percentage of Positive and Negative conclusion on self-identification.
5. Ss **write** the collected data on board.
6. T initiates a discussion based on the data by asking *why* and *what* questions.
7. T summarizes the traits and qualities a potential college entrepreneur may possess.

## Mini Project 3-1: Just do it (Option 1)

| | |
|---|---|
| **Outline** | Ss learn about the structure of an essay, usually consisting of 1) the topic sentence, 2) the supporting sentences and 3) the concluding sentence of an essay, and produce an outline on a theme. |
| **Product** | An outline |
| **Class time** | 40 minutes |
| **Difficulty level** | Low to medium |
| **Resources** | Reading, Part Two (CB, pp. 94–95) |
| **Language & skills** | Reading and outline Writing |
| **Assisting file(s)** | U06-mp3-1_Just Do It (Reading to writing).ppt |

**Procedures**

*Before class*:
Ss should read the passage in Reading of Part Two.

*During class*:
1. T presents Reading, Part Two on screen (file: U06-mp3-1_Just Do It (Reading to writing).ppt), and asks Ss to **find out**:
   1) the topic sentence that presents the main idea
   2) the sentences that support the main idea
   3) the sentence that concludes the passage
2. T explains:
   1) What is the topic sentence?
   2) What are the supporting sentences?
   3) What is the concluding sentence?
3. Ss read the passage and **identify**:
   1) the topic sentence
   2) the supporting sentences

3) the concluding sentence
4. T presents the outline of the passage to enhance the comprehension of the structure.
5. T assigns the writing task:
   Write an outline on the theme of
   *Should a college student drop out to start a business?*
6. Ss work in groups to **produce** an outline consisting of a topic sentence (TS), supporting sentences (SS) & a concluding sentence (CS).
7. When finished, three or four groups write their outline on board.
8. T gives comments on Ss' outlines and provides suggestions for improvement.

## 🌑 Mini Project 3-2: Just do it (Option 2)

| | |
|---|---|
| **Outline** | Ss identify the phrases relevant to the questions "What **advantages** do college students have as prospective entrepreneurs?" and "What makes the college campus a great **incubator** for startups?", and report to the class by reorganizing the phrases into complete sentences. |
| **Product** | Reorganized sentences |
| **Class time** | 30 minutes |
| **Difficulty level** | Low to medium |
| **Resources** | Readings, Part Two (CB, pp. 94–95) |
| **Language & skills** | Reading and retrieving |
| **Assisting file(s)** | None |

**Procedures**

*Before class*:

Ss should read the passage in Reading of Part Two.

*During class*:

1. T writes two questions on board:
   1) What <u>advantages</u> do college students have as prospective entrepreneurs?
   2) What makes the college campus a great <u>incubator</u> for startups?
2. Ss work in groups to **find** all the relevant phrases which can be used as answers to the two questions respectively, and then write the phrases on board.
   <u>Example</u>:
   For Q1: <u>Advantages</u>: risk-takers, grow up with technology, in rich intellectual atmosphere, a market of eager, young consumers …
   For Q2: <u>Incubator</u>: students hungry to work for low pay, online databases, access to influential people and possible investors, entrepreneurial programs …
3. Ss from each group take turns to **report** to the class their answers to the two questions with the reference to the key phrases they've found.

Note:

For this activity, Ss are supposed to **reorganize** the key phrases they've taken down into complete sentences to answer the two questions. The purpose of doing so is to develop the skill of retrieving useful information and using the information in speech.

4. T gives comments on Ss' performance on this task and provides suggestions for improvement.

# Exploring the Field

🌑 **Mini Project 4:** Sentence dictation

| | |
|---|---|
| **Outline** | This is to enhance what Ss have learned. |
| **Product** | Consolidation of learning |
| **Class time** | 20 minutes |
| **Difficulty level** | Medium |
| **Resources** | Passages 1&2, Part Three (CB, pp. 96–101) |
| **Language & skills** | Information in and out |
| **Assisting file(s)** | U06-mp4_Sentence Dictation.ppt |

**Procedures**

*Before class*:

Ss should:

1. View mini-lectures on Passages 1 and 2 of Unit 6 (online);

2. Do the comprehension and vocabulary exercises of Passages 1 and 2 of Unit 6 (online).

*During class*:

Directions: Each sentence will be read twice before Ss start writing. When all the sentences are finished, they will be read for the third time for checkup. All the sentences for dictation are picked up from the reading materials of Unit 6.

1. Ss get ready for the dictation (prepare a sheet, write their name and student number on it, and put down the pen for listening).

2. T reads a sentence twice, and pause to allow time for Ss to **write** it down.

3. T repeats Step 2 until all the sentences are finished.

4. T reads all the sentences for the third time for Ss to check up;

5. Ss hand in their dictation;

6. T shows the dictated sentences on screen. (file: U06-mp4_Sentence Dictation.ppt)

Sentences for dictation:

1) Don't let fear, lack of money, insufficient time, or other obstacles stand in your way.

2) The printed toilet paper allows you to reach a targeted audience in a unique way that will certainly catch people's attention.

3) The plant food may be the world's first commercial product made entirely from garbage.
4) If these worms could turn table scraps into such terrific fertilizer, just think what you could do with an army of worms!

## ◉ Mini Project 5: Build a better mousetrap

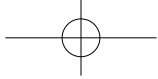| | |
|---|---|
| **Outline** | This is a reflective study of Passages 1 & 2. Ss summarize the passages by analyzing the innovative products of American college students, and concluding what a successful innovation should be. |
| **Product** | A summary |
| **Class time** | 40 minutes |
| **Difficulty level** | Medium |
| **Resources** | Reading, Part Two and Passages 1–2, Part Three (CB, pp. 94–103) |
| **Language & skills** | Summarizing |
| **Assisting file(s)** | U06-mp5_Build a Better Mousetrap.ppt |

**Procedures**

*Before class*:

Students should finish Activities 1, 3, 4, 5 and 7 of Part Three (CB, pp. 96–103).

*During class*:

1.  T presents "a better mousetrap" from Reading, Part Two on screen (file: U06-mp5_ Build a Better Mousetrap.ppt).
2.  T asks the class why "a better mousetrap" is a concept.
3.  T provides the explanation:
    The phrase is from the saying, "If you build a better mousetrap, the world will beat a path to your door." And it has turned to a metaphor about the power of innovation. "Build a better mousetrap" means to develop or invent something superior to a device that is widely used.
4.  T assigns half groups to **summarize** Passage 1 and half groups to **summarize** Passage 2 according to the following questions:
    1) Is *advertising on toilet paper* (Passage 1) or *plant food from garbage* (Passage 2) a "better mousetrap"?
    2) Why is *advertising on toilet paper* (Passage 1) or *plant food from garbage* (Passage 2) a success?
    3) What can we learn from *advertising on toilet paper* (Passage 1) or *plant food from garbage* (Passage 2)?
5.  Ss work in group to **produce** a summary by answering the above questions.
6.  At least four groups (two for Passage 1 and two for Passage 2) **present** their summaries to the class.
7.  T comments on the summaries with the focus on Question 3, and points out the importance of thinking different.

## ⬤ Mini Project 6: We shall start up

| Outline | This is an activity to promote students to start thinking about startup. |
|---|---|
| **Product** | An idea or plan for a new service or product |
| **Class time** | 40 minutes |
| **Difficulty level** | Medium |
| **Resources** | None. |
| **Language & skills** | Making a plan |
| **Assisting file(s)** | U06-mp6_We Shall Start Up.ppt |

**Procedures**

*Before class*:

Ss prepare a group presentation on a product or service that they want to create, including 1) what it is; 2) why it should be successful; and 3) a discussion with the audience in class. A PPT file is helpful for the presentation, and should be handed in before class.

*During class*:

1. A group of Ss start **presenting** their startup plan for a new service or product.
2. Group members take turns to **conduct** the presentation:
   1) an introduction to the service / product in general;
   2) the functions or features of the service / product;
   3) the difficulties to realize the plan (short of funds, talents, technologies, etc.);
   4) the possibility for success.
3. When the group finish the presentation, they should **answer** the questions from the audience on why their service / product could be "a better mousetrap".
4. Repeat Steps 1–3 by other groups.
5. When all the groups are done with their presentation, T initiates a discussion about the following aspects (file: U06-mp6_We Shall Start Up.ppt):
   1) What makes a curious mind and what makes the mind of an entrepreneur?
   2) What is the process for starting up?
      IDEA → PLANNING → REALIZATION → SUCCESS
   3) What are the essentials for the success?
      Vision, innovation, inspiration, motivation, leadership, teamwork, ...
   4) What is the most important in starting a startup?
      Startup spirit!
   5) What are the causes of startup failures?
      For reference, search and read the article "The Top 20 Reasons Startups Fail" online.

# ▍Grand Project of the Unit

## Constructing the Project

🌑 **Task:** Debate (as project product) — To start or not to start, that is the question

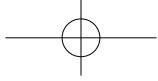| Outline | Ss of each group debate on "*Should a college student drop out to start a business?*" |
|---|---|
| **Class time** | 85 minutes |
| **Resources** | None |
| **Language & skills** | 1. Presenting and defending a viewpoint<br>2. Refuting an argument |
| **Assisting file(s)** | U06-gp_Activity Evaluation.doc |

**Procedures**

*Before class*:

Each group should prepare for a debate on "Should a college student drop out to start a business?"

*During class*:

Pre-class work: 1. T assigns roles to S groups, half groups as Pros and half as Cons, and requires Ss to prepare for their roles accordingly.

2. T prints out "U06-gp_Activity Evaluation" for each group.

1. T presents the background setting for the debate, and explains rubrics below:
   1) Opening statement: A member from an Affirmative Group starts the debate by stating their stance and main reasons, and then a member from a Negative Group states their opinion and main reasons.
   2) Free debate: The debate goes on by turns between the two groups.
   3) Participation: Every member from both groups must take part in the debate.
   4) Closing remarks: Each group closes the debate by restating their own stance.
2. Two groups come to the front of class to **debate** as pros and cons while T acts as host.
3. When the two groups finish their debate, other groups **evaluate** their performance (file: U06-gp_Activity Evaluation.doc).
4. Repeat Step 2 and Step 3 for two or more debates.
5. Ss **vote** for the best debater of this activity.
6. T comments on Ss' performance in this session, summarize the study of this unit, and encourage students to "think different" and "act brave" , thereby better fulfilling the purpose of their lives.
7. T assigns the writing task as the individual project:

Title: *Can I be a college entrepreneur?* (150–400 words)
Outline:
1) Start with a story of college entrepreneurship;
2) Elaborate the advantages a college student may take for starting a business;
3) Analyze your own traits, characters, and qualifications;
4) Conclude.

# Instructor's Reflection on the Unit

**Project:**
1. Is the project of real importance to students beyond the classroom?
2. Did I set the students a clear project at the beginning of the lesson?
3. Does the project actively engage students in their learning during the project?
4. Does the project make room for students' choice and creativity while still demanding students' mastery of essential content?
5. Is the project effectively evaluated?
6. Is the project helpful for students to achieve progress other than in language competence?
   If yes, what is it?
   _____
   If no, what change(s) should be made?
   _____

**Activities:**
1. Are the activities related to the accomplishment of the project?
   If not, which activity/activities?
   _____
2. Are there challenges associated with conducting the activities?
   If yes, what challenges students most?
   _____
3. Are the activities effective in promoting language competence?
   If not, which activity/activities?
   _____
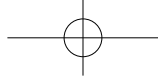4. Which activity/activities can be regarded as successful for implementing the project?
   _____
5. Which activity/activities need to be improved, modified or redesigned?
   _____

**Students' learning:**
1. Do students take responsibility for their learning?
   If not, what should I do?
   _____
2. Do students work together in groups to conduct research, apply logic and reasoning, and devise solutions to problems?

3. Do students demonstrate tangibly that they have learned key concepts and skills?
4. Do students apply in class what they have learned during their self-directed learning?

**Instructor's role:**
1. Do I stimulate students through a driving question to start the project?
2. Do I structure activities to motivate students and encourage their reflection?
3. Do I facilitate learning through scaffolding, feedback, guidance, and prompts for thinking?
4. Do I spend too much time lecturing in class?

# ▌Language Points

Most of the language points below are included in the mini-lectures on the readings of Passages 1 and 2. This part is provided to the teacher to 1) direct Ss' attention to some important or difficult language points in class, and/or 2) check how well Ss comprehend the passages by learning on their own before class.

*Passage 1:  Getting Entrepreneurial with Toilet Paper*
Title:
    **an <u>unmatched captive audience</u>**
        **unmatched** *adj.*  better or greater than all other things of the same kind
        e.g.   *We considered his work to be <u>unmatched</u> contribution to solving the problems relating to public health.*
        **captive audience** a group of people who are not free to leave a certain place and so have to watch or listen
        e.g.   *The first day in Hong Kong, we spent much time being the <u>captive audience</u> at a jeweler store under the guise of seeing the manufacturing process.*

Para 2:
    **get through** to finish or complete
        e.g.   *Every group <u>got through</u> the task and every member got the opportunity to speak.*

Para 3:
    **convince**  *v.*
    1) to convince sb to do sth.: to persuade sb. to do sth.
        e.g.   *The President of Argentina paid a state visit to Beijing to <u>convince</u> China <u>to invest</u> in her country.*
    2) to convince sb. of sth.: to make sb. believe that it is true
        e.g.   *You'll need to <u>convince</u> them of your ability for the job.*
    **otherwise**  *adv.* under other circumstances
        e.g.   *Because of the snow storm, the beaches were nearly empty that would <u>otherwise</u> be crowded with tourists.*

Para 4:

**smear** *v.* to spread a liquid or a thick substance over a surface and make it stained or dirtied

    e.g. *Police caught the hit-and-run driver and found the front of his car was <u>smeared</u> with blood.*

Para 7:

**comprise** *v.* to form or compose

    e.g. *So far, bio plastics only <u>comprise</u> an estimated 1 percent of total plastics use.*

*Passage 2: The Coolest Little Start-Up in America*

Title:

**The Coolest Little <u>Start-Up</u> in America**

    **start-up (startup or start up)** *n.* a small business or company that has recently been started

    e.g. *As you start to grow from a tiny <u>start-up</u> into a more mature company, your #1 priority is to surround yourself with incredible leaders who can do their jobs better than you ever did.*

Para 3:

**striking** *adj.* very noticeable or unusual

    e.g. *a <u>striking</u> example, a <u>striking</u> characteristic of Roman art, in <u>striking</u> contrast to younger generations, to bear a <u>striking</u> resemblance to sth, ...*

**roll out** *v.*

1) to introduce or initiate for the first time

    e.g. *McDonald's will <u>roll out</u> a new cashless payment system in 400 stores.*

2) to spread out or flatten

    e.g. *To make cookies, you need to <u>roll out</u> dough to 1/8 inch thickness (or a little thicker if desired).*

3) to arise from bed; to get up

    e.g. *It is very hard to <u>roll out</u> on Monday mornings.*

**top** *v.* to exceed or surpass

    e.g. *One day soon, the speed of the trains traveling through vacuum tunnels could <u>top</u> 2,500 mph.*

Para 4:

**fruition** *n.* realization; accomplishment

    e.g. *The combination of wisdom and imagination will get the idea to <u>fruition</u>.*
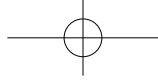
Para 5:

**a <u>seasoned</u> business veteran**

    **seasoned** *adj.* having a lot of experience of doing sth and therefore knowing how to do it well

    e.g. *a <u>seasoned</u> traveler, a <u>seasoned</u> lawyer, a <u>seasoned</u> diplomat, ...*

**He's highly <u>motivational</u>.**

    **motivational** *adj.* giving sb. motivation to do sth.

e.g.  *I want to be a <u>motivational</u> speaker just like Steve Jobs.*

*cf.* **motivated** *adj.* provided with a motive for action

e.g.  *I was <u>motivated</u> by the inspiring speech given by Steve Jobs.*

**empower** *v.* to give power or authority to do sth.

e.g.  *I <u>empowered</u> my agent to make the deal for me.*

Para 7:

**... he has enlisted elementary schoolchildren (<u>among others</u>) in a campaign ...**

**among others** indicating that there are several more people like the one or ones mentioned, but that you do not intend to mention them all

e.g.  *Galileo, <u>among others</u>, recognized the problem, but failed to solve it.*

Para 9:

**the plant <u>setup</u>**

**setup** *n.* a collection of all the items necessary for a specific activity or purpose

Para 11:

**on that score** referring to sth. that has just been mentioned, especially an area of difficulty or concern

e.g.  *Pam is perfectly capable of looking after herself, so you needn't worry <u>on that score</u>.*

Para 12:

**Szaky fully <u>took in</u> what they'd found.**

**take in**

1) to understand

e.g.  *The audience found it difficult to <u>take in</u> what the speaker was saying.*

2) to include or cover

e.g.  *This lectures <u>takes in</u> all the recent developments of electric vehicles.*

3) to deceive, fool sb

e.g.  *She married in her late teens and <u>was taken in</u> by his charm, which soon vanished.*

Para 13:

**angel** *n.* an angel investor is an investor who provides financial backing for small startups or entrepreneurs. Angel investors are usually found among an entrepreneur's family and friends. The capital they provide can be a one-time injection of seed money or ongoing support to carry the company through difficult times.

**get acquired** to be bought or obtained by other companies or investors

# █Attached Assisting Files

| File name | Used for |
|---|---|
| U06-mp1_Think Different.ppt | Mini Project 1 |
| U06-mp1_Think Different.mp4 | Mini Project 1 |
| U06-mp3-1_Just Do It (Reading to writing).ppt | Mini Project 3-1 |
| U06-mp4_Sentence Dictation.ppt | Mini Project 4 |
| U06-mp5_Build a Better Mousetrap.ppt | Mini Project 5 |
| U06-mp6_We shall Start Up.ppt | Mini Project 6 |
| U06-gp_Activity Evaluation.doc | Grand Project |

# Unit 7

# Deciding Your Career

## ▌Unit Overview

For many of us, going to college, majoring in a specialty and landing a job are what we understand for getting into our career. However, have we ever thought whether this career suits us, or whether we really want to be what we are trained for?

In this unit, we will learn how Jennifer, already a senior director of a corporate department in her late thirties, found her passion for the job waning and decided to change her career. Although the challenge was frightening for her, it turned out to be the most empowering experience, for she became a stronger, more fulfilled person. Hiren Shah, author of Passage 2, will advise us on identifying our real interests correctly early in life so that we won't go through life engaged in jobs that give us no satisfaction.

This unit can be structured into 3–5 sessions, each for two class hours, depending on the learning needs of the students. Students are expected to 1) LEARN ONLINE: watch the video lectures on the two passages for comprehension, do exercises on vocabulary and reading comprehension, discuss on some questions designed to involve them into exchange of opinions, and write an essay; and 2) ACT IN CLASS: discuss about the applications for the best job in the world, retell and summarize the career change of the author of Passage 1, Part Three, work on the informal usages in the text, and report the research on jobs and occupations and plan for the career path.
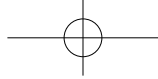
Class activities require students to prepare in groups before class.

## ▌Unit Objectives

**Group project:** Find Your Career Path (presentation)
**Individual project:** Essay writing on *My Career Plan*
**Project objectives:** When students complete these projects, they will be able to …

| Content knowledge | | **know**<br>1. career development;<br>2. jobs and occupations. |
|---|---|---|
| Major language functions | | **use**<br>1. a research on career for a report;<br>2. video job applications for comments and evaluation;<br>3. the samples for retelling and summarizing. |
| Academic skills | | **know**<br>1. how to do a research on the choice of career;<br>2. how to comprehend informal usages. |
| Interactions | | 1. discuss on the "best job";<br>2. discuss the feasibility of a career pathway. |
| Language skills development | Reading | 1. read to get the main idea and specific information;<br>2. understand informal usages and replace them with formal usages;<br>3. understand the contextual meaning of vocabulary;<br>4. skim for the core concept of the passage. |
| | Listening | 1. understand the grand project and mini-projects of the unit (online videos);<br>2. develop a clear view of the main ideas of the passages (online videos);<br>3. comprehend the language points of the passages (online videos).<br>4. understand the responsibilities and benefits mentioned in the wanted ad. |
| | Writing | 1. take notes of the sample video job applications;<br>2. write a script for a video job application;<br>3. write an outline of Jennifer's story of career change;<br>4. write an essay: *My Career Plan.* |
| | Speaking | 1. retell Jennifer's story of career change;<br>2. present a report on *How a career plan helps us develop?* |
| Non-language skills | | 1. develop interpersonal and social skills through:<br>• group collaboration;<br>• career planning.<br>2. develop critical thinking through reflection on the following questions:<br>• What career really suits you?<br>• Should college students focus on innate potential and common sense rather than on accumulating knowledge while determining their career? |

# ▍Optional Mini Learning Projects

## Warming Up & Initializing the Project

🌑 **Mini Project 1:**  Application for the best job in the world

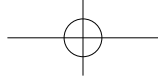| | |
|---|---|
| **Outline** | This is a serial activity: Discuss on the dream career / job, comprehend the wanted ad "Wanted: Island 'Caretaker'", take notes of the two video applications of Ben Southall and Cali Lewis and decide who would be more promising for the job, and finally assess the video application of Anjaan. |
| **Product** | A decision, an assessment, and comments |
| **Class time** | 75 minutes |
| **Difficulty level** | Medium |
| **Resources** | Reading and Activity 3, Part One (CB, pp. 108–110) |
| **Language & skills** | Note-taking; reasoning |
| **Assisting file(s)** | U07-mp1_The Best Job of the World.ppt<br>U07-mp1_Tourism Greensland.mp4<br>U07-mp1_Ben_without Captions.mp4 / U07-mp1_Ben_with captions.mp4<br>U07-mp1_Cali_ without Captions.mp4 / U07-mp1_Cali_ with captions.mp4<br>U07-mp1_Anjaan_without Captions.mp4 / U07-mp1_Anjaan_ with captions.mp4 |

**Procedures**

*Before class*:

Ss should:

1.  Preview Part One of Unit 7;

2.  Watch mini-lecture *Introduction to U7* (online).

*During class*:

1.  T starts the activity with two questions:

    1) What is your dream career / job? (T may ask Ss to write their answers on board.)

    2) How much do you think you are qualified for your dream career/job? (T may stress abilities, skills, personality, etc. that are related to the qualification and requirements for the career/job.)

2.  T presents the wanted ad (file: U07-mp1_The best job of the world.ppt) and helps Ss understand what "the best job in the world" is from two aspects:

    1) Welfare benefits of the job

    — Points: *live-in position, accommodation provided, hamilton island, Great Barrier*

*Reef*

2) Responsibilities of the job

— Question: *Is it a hard job for this pay and other benefits?*

3. T plays video (file: U07-mp1_Tourism Greensland.mp4) to consolidate the comprehension of the wanted ad.

4. **Note-taking**:

   1) Ss fill in the blanks of Activity 3 (CB, p. 110) by taking notes while watching / listening to the video application of Ben Southall (file: U07-mp1_Ben_without Captions.mp4 or U07-mp1_Ben_with Captions.mp4).

   2) Ss fill in the blanks of Activity 3 by taking notes while watching / listening to the video application of Cali Lewis (file: U07-mp1_Cali_ without Captions.mp4 or U07-mp1_Cali_ with Captions.mp4).

5. **Discuss & Decide**:

   1) Ss work in groups, and **assess** which of the two candidates is more promising for the job.

   2) A group tell the reasons why their chosen candidate should win the competition.

   3) Another group tell why the other candidate should win the competition.

   4) Repeat Steps 1) and 2) by other groups if time allows.

6. **Assess & Comment**:

   1) Ss **watch** the video application of Anjaan RJ from India (file: U07-mp1_Anjaan_ without Captions.mp4 or U07-mp1_Anjaan_with Captions.mp4).

   2) Ss work in groups, and **assess** how competitive Anjaan is as a candidate for the job.

   3) Each group prepare a written paragraph of comments on Anjaan's application.

   4) A group **present** their positive view on Anjaan.

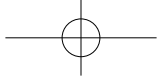   5) Another group present their negative view on Anjaan.

   6) Repeat Steps 4 and 5 by other groups if time allows.

7. T assigns the after-class task:

   Each group produce a one-minute video application for one of the five careers mentioned in Reading of Part Two. Video applications must be handed in before next class.

🌑 **Mini Project 2:** Video job application

| Outline | Ss design and produce their own video applications before class, and present the videos to the class for comments and evaluation. |
|---|---|
| **Product** | Comments on and evaluation of video job applications |
| **Class time** | 45 minutes |
| **Difficulty level** | Medium |
| **Resources** | Reading, Part Two (CB, pp. 111–113) |
| **Language & skills** | Making comments |

| Assisting file(s) | U07-mp2_Activity Evaluation |
|---|---|

**Procedures**

*Before class*:

Ss must produce and hand in video applications.

*During class*:

1. T plays a video job application produced by a group.
2. Ss from the groups other than the producer group **comment** on the video application, **pointing out** both the strong and weak aspects.
3. Ss discuss in groups and **evaluate** the video application with the Evaluation Form (file: U07-mp2_Activity Evaluation).
4. Repeating Steps 1, 2 and 3 until all the video applications are played, commented on and evaluated.

# Exploring the Field

**⬤ Mini Project 3:** Retelling Jennifer's story

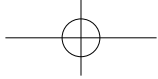| Outline | With the help of Activity 2, Part Three (CB, p. 117), Ss retell the Jennifer's story of her career change. |
|---|---|
| **Product** | A retold story |
| **Class time** | 40 minutes |
| **Difficulty level** | Medium |
| **Resources** | Passage 1, Part Three (CB, pp. 114–117) |
| **Language & skills** | Summarizing and retelling |
| **Assisting file(s)** | U07-mp3_Retelling and Summerizing.ppt |

**Procedures**

*Before class*:

Ss should:

1. View mini-lectures on Passages 1 and 2 of Unit 7 (online);
2. Do the comprehension and vocabulary exercises of Passages 1 and 2 of Unit 7 (online);
3. Get familiar with Jennifer's career change (Passage 1).

*During class*:

Note:

This task also serves as a checkup on Ss to see how well they comprehend Passage 1, Part Three.

1. T directs Ss to Activity 2, Part Three (CB, p. 117) and suggests Ss to make use of the

table for their retelling. (file: U07-mp3_Retelling and Summerizing.ppt)

2. T presents <u>Question 1</u>: *"What did Jennifer do while working for Nickelodeon?"* and requires Ss to **respond**.

3. T presents <u>Question 2</u>: *"What did Jennifer do while studying at the university?"* and requires Ss to **respond**.

4. T presents <u>Question 3</u>: *"What has Jennifer achieved through career change?"* and requires Ss to **respond**.

5. Ss work in groups to **produce** a summary of Jennifer's story.

6. T walks around the class to help.

7. A group **retell** Jennifer's story:

   1) S1 tells about Jennifer's work and life when she was working for Nickelodeon;

   2) S2 tells about Jennifer's work and life when she was studying at the university;

   3) S3 tells about Jennifer's new jobs at Conscious Recovery and at a practice to work with clients;

   4) S4 summarizes what Jennifer has achieved through career change.

8. Repeat Step 7 by another one or two groups if time allows.

9. T comments on Ss' performances and make proposals to improve retelling.

## Mini Project 4: Informal usages to formal usages

| Outline | Define the informal usages in Passage 1, Part Three (CB, pp. 114–116) and replace them with formal usages if possible. |
|---|---|
| **Product** | Comprehension of Informal usages |
| **Class time** | 15 minutes |
| **Difficulty level** | Low to medium |
| **Resources** | Passage 1, Part Three (CB, pp. 114–116) |
| **Language & skills** | Building vocabulary and usages |
| **Assisting file(s)** | U07-mp4_Informal Usages.ppt |

**Procedures**

<u>Before class</u>:

Ss should look up the informal usages in Passage 1, Part Three.

<u>During class</u>:

<u>Note:</u>

This task is to help Ss to understand the informal usages used by the author Passage 1, Part Three.

1. T presents the informal usages in Passage 1, Part Three (file: U07-mp4_Informal usages.ppt).

2. Ss work in groups to **define** and **replace** the following informal usages with formal ones: *condo*, *kind of*, *walking papers*, *gut*, *corporate America*, *rehab*, *going*

3. T directs Ss to the use of dictionaries and the context of the words of phrases.

4. By way of Q&A, Ss of Group A ask Ss of Group B to **define** an informal usage and
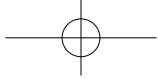
**replace** it with a formal usage. Then Group B ask Group C to do another informal usage, and the task goes on until all the informal usages are tackled.

5. T observes the process and steps in when help is necessary.

## ⬤ Mini Project 5: Sentence dictation

| Outline | This is to enhance what Ss have learned. |
|---|---|
| Product | Consolidation of learning |
| Class time | 20 minutes |
| Difficulty level | Medium |
| Resources | Passages 1 & 2, Part Three (CB, pp. 114–120) |
| Language & skills | Information in and out |
| Assisting file(s) | U07-mp5_Sentence Dictation.ppt |

**Procedures**

*Before class*:

Ss should read and get familiar with Passages 1 & 2, Part Three (CB, pp. 114–120).

*During class*:

Directions: Each sentence will be read twice before Ss start writing. When all the sentences are finished, they will be read for the third time for checkup. All the sentences for dictation are picked up from the reading materials of Unit 7.

1. Ss get ready for the dictation (prepare a sheet, write their name and student number on it, and put down the pen for listening).
2. T reads a sentence twice, and pause to allow time for Ss to **write** it down.
3. T repeats Step 2 until all the sentences are finished.
4. T reads all the sentences for the third time for Ss to check up;
5. Ss hand in their dictation;
6. T shows the dictated sentences on screen. (file: U07-mp5_Sentence Dictation.ppt)
   Sentences for dictation:
   1. Now, more than ever, I trust myself and my capabilities, and I've also learned that when the going gets tough, I get tougher.
   2. If a person's self-actualization needs are not met, he feels restless, edgy, lacking something.
   3. Leaving a career choice to the individual would be almost as absurd as leaving the choice of treatment to the patient.
   4. In this age of competition, getting further off the beaten trail can be a good way to differentiate yourself from the pack.

# ▌Grand Project of the Unit

## Constructing the Project

🌑 **Task:** Find Your Career Path (as project product)

| | |
|---|---|
| **Outline** | Having learned Unit 7 on career development, Ss of each group present their ideas and plans on their future career based on their researches and findings. |
| **Class time** | 80 minutes |
| **Resources** | Constructing the Project, Part Four (CB, pp. 124–127) |
| **Language & skills** | Analyzing and planning |
| **Assisting file(s)** | U07-gp_Activity Evaluation.doc |

**Procedures**

*Before class*:

Each group should prepare a presentation on the theme of *How a career plan helps us develop?*

*During class*:

Pre-class work: 1. Each group should pinpoint a career path after carefully researching with the help and suggestions offered in Steps 1, 2 and 3 of Part Four (CB, pp. 124–127), and then prepare a Group Report (better with a PPT file) to present their career plan to the class. The PPT files should be handed in to T before class.

2. T prints out "U07-gp_Activity Evaluation.doc" for each group.

1. A group **report** the career pathway they have chosen.
   1) S1 reports their findings about jobs and occupations;
   2) S2 reports their analysis of the their findings;
   3) S3 reports their chosen occupation, including job requirements, skills and qualifications;
   4) S4 reports their plan to work toward their dream career.
2. Ss from the audience **ask** questions about the feasibility of their plan for the career pathway.
3. Other groups **evaluate** their research and report according to *Activity Evaluation* (file: U07-gp_Activity Evaluation.doc).
4. Repeat Step 1 and Step 2 for more reports.
5. T comments on Ss reports based on his/her observation, and assigns the writing task as the individual project:
   Title: *My Career Plan*
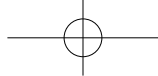
Outline: 1) Tell what your dream career is;
2) Discuss the feasibility of your career pathway;
3) Support your choice of career with your research and findings.

# Instructor's Reflection on the Unit

**Project:**
1. Is the project of real importance to students beyond the classroom?
2. Did I set the students a clear project at the beginning of the lesson?
3. Does the project actively engage students in their learning during the project?
4. Does the project make room for students' choice and creativity while still demanding students' mastery of essential content?
5. Is the project effectively evaluated?
6. Is the project helpful for students to achieve progress other than in language competence?
   If yes, what is it?
   _____
   If no, what change(s) should be made?
   _____

**Activities:**
1. Are the activities related to the accomplishment of the project?
   If not, which activity/activities?
   _____
2. Are there challenges associated with conducting the activities?
   If yes, what challenges students most?
   _____
3. Are the activities effective in promoting language competence?
   If not, which activity/activities?
   _____
4. Which activity/activities can be regarded as successful for implementing the project?
   _____
5. Which activity/activities need to be improved, modified or redesigned?
   _____

**Students' learning:**
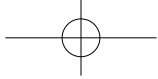1. Do students take responsibility for their learning?
   If not, what should I do?
   _____
2. Do students work together in groups to conduct research, apply logic and reasoning, and devise solutions to problems?
3. Do students demonstrate tangibly that they have learned key concepts and skills?
4. Do students apply in class what they have learned during their self-directed learning?

# ▌Language Points

Most of the language points below are included in the mini-lectures on the readings of Passages 1 and 2. This part is provided to the teacher to 1) direct Ss' attention to some important or difficult language points in class, and/or 2) check how well Ss comprehend the passages by learning on their own before class.

*Passage 1:  How I Changed Careers When I Was Nearly 40*

Para 1:

**I'd <u>grown up poor</u> in Iowa**

The adjective "poor" is used as a subject complement. It explains how the subject is. Such an adjective often appears in the sentence where the predicate is an intransitive verb.

e.g.　*The day dawned <u>misty</u> and <u>overcast</u>.*

*Every day, the kids come home from school <u>dusty</u> and <u>hungry</u>.*

**raise** *v.*

1) to lift; to push or move upward

e.g.　*When the solders saw the general, they <u>raised</u> their hands in salutation.*

2) to cause to grow or look after

e.g.　*When parents are unable to <u>raise</u> their children, grandparents are often the ones to step in.*

**Prince Charming** a character in some fairy tales. He is the prince who comes to the rescue of the young girl in great trouble or danger. When a woman has a Prince Charming in her dream, she is looking forward to meeting a handsome and romantic man who would be her perfect boy-friend or husband and rescue her from the miserable situation.

Para 2:

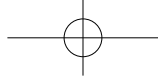**fast forward** (fast-forward)

1) to play a video or audio tape at very high speed in order get quickly to the end or a later part

e.g.　*Even more amusingly, you can use the tool to <u>fast-forward</u> the game.*

2) to think ahead to a later time or stage in a sequence of events

e.g.　*Then, <u>fast forward</u> a few years, I was doing better with my drawing and could sell some of my paintings.*

**money market account** a type of savings account offered by banks. It is different from a regular savings account as it pays a higher interest rate and allows limited withdrawals, such as 3 to 6 per month, but this type of account is likely to require a higher balance than a savings account, such as $1000 to $2000.

**mortgage**  *n.* a loan of money from a bank to buy a house


Para 3:

**bulk**  *n.*

1) size, mass, or volume, especially when very large

 e.g.  *How to make use of the collected data <u>bulk</u> for better service is our main concern.*

2) bulk of*:* the most of sth. or people

 e.g.  *In South Korea, the <u>bulk</u> of the population concentrates in its capital.*

**layoff**  *n.* the act of dismissing employees, esp. temporarily

 e.g.  *In announcing the <u>layoff</u> plan July 17, CEO Nadella said that the majority of affected employees will be notified within six months.*


Para 4:

**dictate**  *v.* to influence or control

 e.g.  *Generally speaking, the film's budget <u>dictated</u> its quality.*

**kind of** rather; somewhat

 e.g.  *Durian, known as the "king of fruits" in southeast Asia, is loved by some people but smells and tastes <u>kind of</u> strange to others.*


Para 6:

**work**  *v.* to carry on an operation in or through

 e.g.  *With the research assistant scholarship, I was able to continue to <u>work</u> my project and finish it in two years.*

**head-first**  *adv.*

1) with the head going first

 e.g.  *During the earthquake, a student fell <u>head-first</u> down the stairs and broke his back bones.*

2) plunge head-first into: to do sth recklessly, rashly, or hastily

 e.g.  *Following the suggestions of some friends, he <u>plunged head-first into</u> the stock market.*


Para 7:

**a severance package** a sum of money that a company gives to its employees when it has to stop employing them


Para 8:

**walking papers** a notice of dismissal or discharge

 e.g.  *It is said from reliable sources that three vice presidents received their <u>walking papers</u> last week.*

**nonetheless**  *adv.* however, yet, even so, despite that

e.g.　*There was still a long way to go, but some progress had been made* <u>*nonetheless*</u>*.*

Para 11:

**empower**　*v.*

1) to give legal authority

　e.g.　*Teachers should be* <u>*empowered*</u> *with the right to participate in the determination of school goals and policies.* (authority)

2) to equip with an ability; to enable

　e.g.　*Technology is best used when it* <u>*empowers*</u> *teachers and students to create personalized, accessible, creative learning experiences. (ability)*

**a momentary** <u>**damsel-in-distress**</u> **moment**

　**damsel-in-distress** a beautiful young unmarried woman placed in a helpless situation by a monster

Para 12:

**My stomach** <u>**churned**</u> **...**

　**churn**　*v.* to feel sick, usually because of being nervous

**gut**　*n.*

1) instinctive response

　e.g.　*Anika felt in her* <u>*gut*</u> *that something was wrong with herself.*

2) [plural] courage or determination

　e.g.　*It takes* <u>*guts*</u> *to stand by your principles, especially when it will cost you something.*

Para 13:

**timing**　*n.* the time at which something happens or is planned to happen

　e.g.　*Some great innovations ended up in failures simply because the* <u>*timing*</u> *was not right.*

Para 15:

**marry**　*v.* to combine (sth.) successfully with sth else

　e.g.　*This poem* <u>*marries*</u> *theme and style well.*

**be rooted in** to be based on sth or caused by sth

　e.g.　*Most prejudices* <u>*are*</u>*, like superstitions,* <u>*rooted in*</u> *ignorance.*

Para 16:

**enterprising**　*adj.* willing or ready to undertake important, difficult, or new projects

　e.g.　*Over 10 million jobs have been created last year by online shops in China, with over half of them run by* <u>*enterprising*</u> *college students, a media report said today.*

**corporate America** the world of corporations and big business within the United States
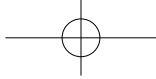
Para 17:

**network** *v.* to form business connections and contacts through informal social meeting

　　e.g.　*Knowing how to network online is an important step to getting a job in the entertainment industry.*

**pay off**

1) to pay in full money owed to sb. for sth.

　　e.g.　*It would take him several years to pay off tuition.*

2) to be successful or profitable after a period of time

　　e.g.　*George was determined to become a doctor and his persistence paid off.*

Para 19:

**the leap of faith** taking a risk which may result in terrible consequences

　　e.g.　*It is a huge leap of faith to drop out of college to start your business.*

*Passage 2:  Work — Don't Settle for Less Than a Calling*

Title:

**calling** *n.* a strong inner urge to follow an occupation, etc; vocation

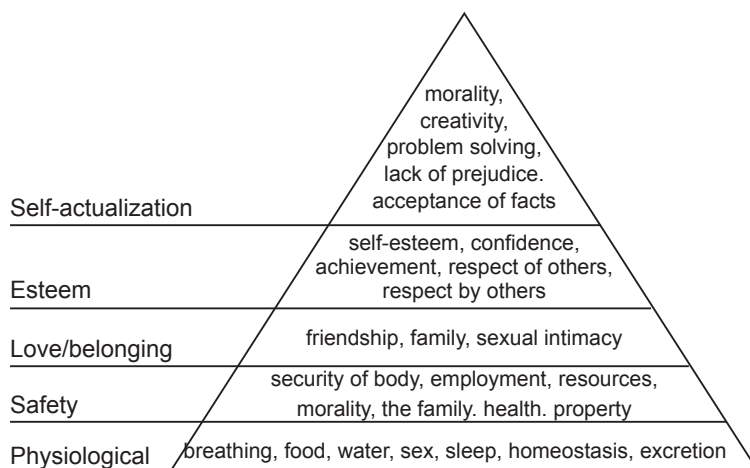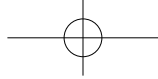　　e.g.　*On graduation he was determined to be dedicated to his calling as a journalist.*

Para 1:

**imprison** *v.* to put in or as if in prison; confine

　　e.g.　*You can lock up a person physically, but you cannot imprison his heart.*

Para 2:

**Maslow's hierarchy of needs** a motivational theory in psychology proposed by Abraham Maslow in 1943 that argues that while people aim to meet basic needs, they seek to meet successfully  higher need (often represented as a pyramid with five levels of needs).



Self-actualization — morality, creativity, problem solving, lack of prejudice. acceptance of facts

Esteem — self-esteem, confidence, achievement, respect of others, respect by others

Love/belonging — friendship, family, sexual intimacy

Safety — security of body, employment, resources, morality, the family. health. property

Physiological — breathing, food, water, sex, sleep, homeostasis, excretion

Para 3:

**obsession**  *n.* state of being very interested in sth.

 e.g. *I don't understand television's current <u>obsession</u> with reality-show programs.*

**derelict**  *n.* a person abandoned or neglected by society

 e.g. *Just stay away from Sam; he's nothing but a <u>derelict</u>.*

**The world is full of educated derelicts.** a quotation of Calvin Coolidge, the 30th President of the United States (1923–29)

Para 5:

**One man's meat is another man's poison.** an proverb:  Everything is relative — what one person values, another may think worthless.

 e.g. *I don't agree with you about this dress, but <u>one man's meat is another man's poison</u>.*

**square pegs in round holes** an idiomatic expression: something or someone that does not fit well or at all

 e.g. *What's wrong with our college graduates who are not competent at work? Are they not well trained, or just <u>square pegs in round holes</u>?*

Para 6:

**bear out** to prove to be right or justified; confirm

 e.g. *Scientific studies have <u>borne out</u> the claims that certain degrees of stress can bring about profound psychological changes.*

**fancy**  *v.* to have a wish for; desire

 e.g. *Would you <u>fancy</u> a cup of coffee or any drink?*

Para 6:

**in accordance with** in agreement with

 e.g. *Your paper will be scored <u>in accordance with</u> your professor's instructions.*

Para 9:

**out of proportion to** in the wrong relation (to other things)

 e.g. The skyscraper *seems <u>out of proportion to</u> its surroundings.*

Para 11:

**proactively**  *adv.* by taking action to cause change rather than only reacting to change when it happens

 e.g. *Only when we <u>proactively</u> utilize energy-saving, recycling and environmental technologies can we effectively handle the energy crisis.*

Para 14:

**replete with** full of sth.

 e.g. *<u>Replete with</u> excellent photographs, the book has been produced to the highest standard.*

**by default** in the absence of opposition or a better alternative

 e.g. *After his father passed away, he became the board chairman <u>by default</u>.*

# █Attached Assisting Files

| File name | Used for |
| --- | --- |
| U07-mp1_The Best Job of the World.ppt | Mini Project 1 |
| U07-mp1_Tourism Greensland.mp4 | Mini Project 1 |
| U07-mp1_Ben_without Captions.mp4 | Mini Project 1 |
| U07-mp1_Ben_with Captions.mp4 | Mini Project 1 |
| U07-mp1_Cali_ without Captions.mp4 | Mini Project 1 |
| U07-mp1_Cali_ with Captions.mp4 | Mini Project 1 |
| U07-mp1_Anjaan_without Captions.mp4 | Mini Project 1 |
| U07-mp1_Anjaan_with Captions.mp4 | Mini Project 1 |
| U07-mp2_Activity Evaluation | Mini Project 2 |
| U07-mp3_Retelling and Summerizing.ppt | Mini Project 3 |
| U07-mp4_Informal Usages.ppt | Mini Project 4 |
| U07-mp5_Sentence Dictation.ppt | Mini Project 5 |
| U07-gp_Activity Evaluation.doc | Grand Project |
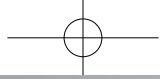
# Unit 8

# Pursuing Graduate Study

## ▌Unit Overview

   Pursuing graduate study is an important decision in one's life and career. Before taking any action, firstly you have to be sure that you are ready for it. There may be many good reasons for postgraduate study while some disadvantages still exist. Think carefully about what you want to get from such a commitment: where it will lead you, how much it will cost you (not just in hard cash), and how it will help you with your long-term goal.

   This unit can be structured into 3–5 sessions, each for two class hours, depending on the learning needs of the students. Students are expected to 1) LEARN ONLINE: watch the video lectures on the two passages for comprehension, do exercises on vocabulary and reading comprehension, discuss on some questions designed to involve them into exchange of opinions, and write an essay; and 2) ACT IN CLASS: participate in the discussion about graduate education, identify the essence of graduate education, the advantages and disadvantages of going to graduate school in different phases of life, prepare a personal statement, and participate in a mock Skype interview for graduate study.
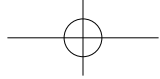
   Class activities require students to prepare in groups or individually before class.

## ▌Unit Objectives

   **Group project:** A mock Skype interview
   **Individual project:** A personal statement
   **Project objectives:** When students complete these projects, they will be able to …

| Content knowledge | **know**<br>1. the essence of graduate education;<br>2. why and when to or not to pursue graduate education. |
| --- | --- |
| Major language functions | **use**<br>1. the positive and negative arguments to justify a decision;<br>2. the key words and phrases to sum up the advantages and disadvantages of pursuing graduate study. |
| Academic skills | **know**<br>1. how to evaluate a graduate program;<br>2. how to describe one's strength and features for academic development. |
| Interactions | 1. discuss the motivations to go to graduate school;<br>2. brainstorm on both advantages and disadvantages of graduate study. |

| Language skills development | Reading | 1. read to get the main idea and specific information;<br>2. distinguish facts from opinions in reading;<br>3. understand the contextual meaning of vocabulary;<br>4. skim for the core concept of the passage. |
| --- | --- | --- |
| | Listening | 1. understand the grand project and mini-projects of the unit (online videos);<br>2. develop a clear view of the main ideas of the passages (online videos);<br>3. comprehend the language points of the passages (online videos). |
| | Writing | 1. apply strategy of characterization: highlights;<br>2. write a *Personal Statement*. |
| | Speaking | 1. report on data in a chart;<br>2. present highlighted traits or qualifications in a Skype interview. |

| Non-language skills | 1. develop interpersonal and social skills through:<br>• group collaboration;<br>• conversation in an interview.<br>2. develop critical thinking through reflection on the following:<br>• advantages and disadvantages of a graduate program;<br>• essence of a graduate program. |
| --- | --- |
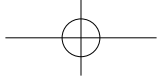
# ▍Optional Mini Learning Projects

## Warming Up & Initializing the Project

🌐 **Mini Project 1:** Education & Employment

| | |
|---|---|
| **Outline** | Ss describe the survey results and sum up the trend shown in the chart. |
| **Product** | A mini report on the chart |
| **Class time** | 30 minutes |
| **Difficulty level** | Low to medium |
| **Resources** | Part One, Unit 8 (CB, pp. 128–131) |
| **Language & skills** | Describing a chart<br>Summing up a pattern |
| **Assisting file(s)** | U08-mp1_Education & Employment.ppt |

**Procedures**

*Before class*:

Ss should:

1. Watch mini-lecure *Introduction to U8* (online video);
2. Read the chart on CB, p.129 and fill in the blanks in Activity 1, Part One.

*During class*:

1. T presents the chart: *Earnings and Unemployment Rates by Educational Attainment* (file: U08-mp1_Education & Employment.ppt).
2. Ss **read** and **obtain** the information provided by the graph.
   Tips:
   Professional degree: A professional degree is a college degree that orients a graduate to work in a certain profession, such as Medical Doctorate (MD), Doctor of Dental Surgery (DDS), Master of Public Administration (MPA), etc.
   Associate's degrees: In the United States, associate's degrees are usually earned in two years or more and can be attained at community colleges, technical colleges, and vocational schools.
3. T explains the key elements in data reporting: source, description of data, pattern / trend:
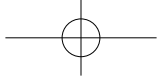   Source: Where does/do the data come from?
   Description of data: What facts does the data tell?
   Pattern / Trend: What does the data / facts indicate?
4. Some Ss come up to orally **report** on how educational attainment makes the difference in earnings and employment.
5. T comments on the reports with the focus on source, description of data, pattern /

trend.
6. T checks up Ss' work and presents reference key.
7. T asks Ss to **identify** the key elements in Activity 1.
8. T presents a new version of data reporting, and asks Ss to **evaluate** and **comment** on it, and to point out the flaws in it (if there are any):

   *According to a Bureau of Labor survey, the unemployment rate of those with a Doctoral degree or a D.M.A. (Doctor of Musical Arts) is only between 2.5% and 2.1%, much lower than the unemployment rate for all workers (6.8%). On the contrary, the unemployment rates for workers without a degree are all above the rate for all workers. For workers without a high school diploma, the unemployment rate reaches 12.4%. As is shown in the chart, one's education attainment almost decides how likely this person is able to hold down a job.*
9. T points out the faults and flaws of the above report.

   <u>Tips</u>: No pattern is established between "a Doctoral degree or a D.M.A. (Doctor of Musical Arts)" and "workers without a degree" or "workers without a high school diploma".

## ⬤ **Mini Project 2:** Motivations for graduate studies

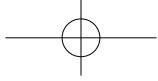| | |
|---|---|
| **Outline** | Ss analyze the reasons for graduate studies. |
| **Product** | A justification for pursuing graduate study |
| **Class time** | 30 minutes |
| **Difficulty level** | Low to medium |
| **Resources** | Activity 3&4, Part One (CB, p. 130) |
| **Language & skills** | Reasoning |
| **Assisting file(s)** | None |

**Procedures**

<u>*Before class*</u>:

Ss finish Activity 3 and think about the scenarios in Activity 4 on p. 130.

<u>*During class*</u>:

1. T presents the question: *Why do people go to graduate school?*
2. Ss work in groups and **list** out the motivations on a piece of paper.
3. Each group **presents** one motivation on board. The written motivation cannot be repeated by another group.
4. Each group briefly **explain** their motivation on board.
5. When all the groups finish their explanations, T presents the following questions:

   *Which of the listed motivations lead to a more successful graduate life?*

   *Which of the listed motivations would not work out?*
6. Ss discuss in groups about the listed motivations and **give out** possible reasons.
7. T invites a few groups to **share** their opinions with the class.

8. Ss work in groups to **prepare** a dialogue for Activity 4.
9. A few pairs **perform** their dialogue in front of the class.
10. T comments and offers suggestions.

## ⬤ Mini Project 3: Video application

| Outline | Ss watch / listen to a video application to a university with the help of Activities 5–7 of Viewing / Listening, Part One, and summarize and retell the video application. |
|---|---|
| **Product** | A video application or a play of video application to a university. |
| **Class time** | 30 minutes |
| **Difficulty level** | Low to medium |
| **Resources** | Activities 5–7, Part One (CB, pp. 130–131) |
| **Language & skills** | Summarizing a video clip; Retelling a video clip. |
| **Assisting file(s)** | U08-mp3_Video Application.ppt U08-mp3_Leagally Blonde (with captions).mp4 U08-mp3_Leagally Blonde (without captions).mp4 |

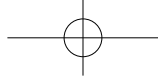**Procedures**

*Before class*:
Ss finish Activities 5–7 of Viewing / Listening, Part One.

*During class*:
1. T plays the video clip from *Legally Blonde* (file: U08-mp3_Video application.ppt) for the first time.
2. Ss **watch** and **listen** to the video (with or without captions) and **get** the information to answer questions (Activity 5):
   1) *What was Elle Woods' self-introduction video for?*
   2) *What test did she take in order to apply for the graduate program?*
   3) *What did this particular applicant impressed the admission professors most?*
3. T initiates a discussion according to the questions.
4. T plays the video clip from *Legally Blonde* for the second time.
5. Ss **watch** and **listen** to the video (with or without captions) and **fill** in the blanks (Activity 6) with detailed information.
6. T plays the video clip from *Legally Blonde* for the third time.
   Ss **watch** and **listen** to the video (with or without captions) and **prepare** to answer the questions (Activity 7):
   1) *What measures did she take to succeed in her application?*
   2) *What was the reaction of the admissions committee to her introduction?*
   3) *What lesson can we draw from her success in applying for graduate study at Harvard?*

7. T initiates a discussion according to the questions.
8. Ss work in groups to **prepare** a brief summary on Elle Woods' video application to Harvard University.
9. A representative from a group **retells** how Elle Woods introduced herself.
10. Repeat Step 9 for more groups.
11. T comments on Ss' retelling, with focus on the content of a self-introduction.
12. T may assign an after-class task:
    Option 1: T may assign Ss to produce their own video application to a university.
    Option 2: T may assign Ss to write a screenplay of their own video application to a university.

## 🌑 Mini Project 4: Brainstorming: When should I go to graduate school

| | |
|---|---|
| **Outline** | This mini project guides Ss to analyze the advantages and disadvantages of pursuing graduate study, and prepares Ss for the final product of the unit. |
| **Product** | An oral report |
| **Class time** | 40 minutes |
| **Difficulty level** | Medium |
| **Resources** | Reading, Part Two (CB, p. 132)<br>Activities 1–3, Part Two (CB, p. 133) |
| **Language & skills** | Summing up an idea with key words<br>Analyzing and describing advantages and disadvantages |
| **Assisting file(s)** | None |

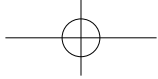**Procedures**

*Before class*:
Ss read and comprehend *Reading*, Part Two and finish *Activity 1* on p. 133.

*During class*:
1. Ss work in groups to **decide** on whether they would pursue graduate study <u>Straight After a Degree</u> or <u>After Working</u>.
2. Groups who would pursue graduate study <u>Straight After a Degree</u> **read** Section 1 in the passage and **pick out** the key phrases for both the advantages and disadvantages, such as:
   *continuity in study; further and deeper exploration in the field; better qualification for job market; test on a career direction, ...*
   and **write** them on board.
3. Groups who would pursue graduate study <u>After Working</u> **read** Section 2 in the passage and **pick out** the key phrases for both the advantages and disadvantages, such as:
   *more maturity; combination of work and study; combination of theory and practice; stronger motivation; work experience, ...*

and **write** them on board.
4. T comments on the key phrases on board, and points out the use of parallel structure in the list.
5. Ss work in groups to **justify** their preference.
6. T invites a few groups from both sides to **report** to the class, explaining what advantages there are for their choice, and why the disadvantages do not change their decision.
7. T comments on the reports.

# Exploring the Field

⬤ **Mini Project 5:**  Reading to writing: Essence of graduate education

| Outline | This is an in-class activity for in-depth understanding of graduate education. |
|---|---|
| **Product** | A paragraph to develop a topic sentence |
| **Class time** | 30 minutes |
| **Difficulty level** | Medium |
| **Resources** | Paragraphs 4–5 Passage 1, Part Three (CB, pp. 134–135) |
| **Language & skills** | Paragraph development |
| **Assisting file(s)** | U08-mp5_Essence of graduate education.ppt |

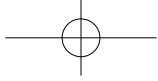**Procedures**

*Before class*:

Ss should:
1. View mini-lectures on Passage 1 of Unit 8 (online);
2. Do the comprehension and vocabulary exercises of Passage 1 of Unit 8 (online);
3. Prepare with particular attention to Paragraphs 4–5 of Passage 1.

*During class*:
1. T presents Question 1 on screen: *What is the essence of graduate education?* (file: U08-mp5_Essence of Graduate Education.ppt).
2. Ss discuss in groups to **work out** answers to Question1, and **write** their best answer on board.
3. T initiates a discussion on what exactly is the essence of graduate education.
4. T presents Question 2 on screen: *What is apprenticeship?* and directs Ss to Paragraphs 4–5.
5. Ss work in groups to **identify** the phrases relevant to the following aspects of "apprenticeship" in Paragraphs 4–5:
   Reference:
   1) features of apprenticeship: an intimate experience, a very social process

2) functions of apprenticeship: passing on knowledge, simulating new knowledge

3) outcomes of apprenticeship: a master of your own work, a preeminent expert in your very specialized area of study

6. T presents a topic sentence on screen: *Apprenticeship is the essence of graduate education*, and develops it into a paragraph:

*Apprenticeship is the essence of graduate education because graduate education does not only pass on knowledge and simulate new knowledge, but also advance you through an intimate experience and a very social process before you become a master of your own work or a preeminent expert in your very specialized area of study.*

7. T assigns the task to Ss (either as group work or individual work):

**Choose** one of the six phrases about apprenticeship, **turn** it into a topic sentence, and then **develop** the topic sentence into a paragraph with supporting sentences.

e.g. *Graduate education is* <u>an intimate experience</u> ...

8. When Ss are finished with their writing, T invites several Ss to **share** their paragraphs, and offers comments and suggestions.

9. Ss hand in their writing (group or individual).

## 🌑 **Mini Project 6**: Go for a graduate degree or not

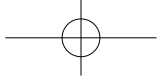| | |
|---|---|
| **Outline** | This is an analyzing-to-writing activity in class based on Passage 2, Part Three. |
| **Product** | A persuasive writing |
| **Class time** | 40 minutes |
| **Difficulty level** | Medium |
| **Resources** | Passage 2, Part Three (CB, pp.138–139); *Activities 6–7*, Part Three (CB, p.141). |
| **Language & skills** | Distinguishing facts from opinions in reading; Persuasive writing |
| **Assisting file(s)** | U08-mp6_Go for a Graduate Degree or Not.ppt |

**Procedures**

*Before class*:

Ss read and comprehend Passage 2, Part Three, finish Activities 5–7, Part Three.

*During class*:

**Part 1:     Analyzing** (Activity 6)

1. T presents on screen (file: U08-mp6_Go for a Graduate Degree or Not.ppt) Activity 6 on p.141, and talks about the differences between facts and opinions.

2. Ss work in groups to **distinguish** facts from opinions of the listed statements.

3. T moves around class to offer help on the differences between facts and opinions.

4. T presents reference key to Activity 6.
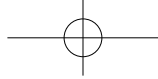
**Part 2:    Writing** (Activity 7)

5.  T uses the material from Passage 2 to present an example of persuasive writing:

    <u>Point of view</u>: Perhaps the worst reason to go to graduate school is to make someone else happy.

    <u>Reason 1</u>: If you are not self-motivated the chances of you completing your degree are infinitesimally slim.

    <u>Details</u>: The example of Jack: Other people only want what they think is best for you.

    <u>Reason 2</u>: When you fail to complete your degree under ordinary circumstances, there are often overwhelming feelings of guilt and inadequacy.

    <u>Details</u>: You may be guilty for wasting time and money. You may feel inadequacy for failing to reach a goal.

    <u>Conclusion</u>: (Not provided.) Try to provide one.

6.  Ss choose one of the opinions from Activity 6 to **write** a persuasive essay.

7.  When Ss are finished with their writing, T invites a few Ss to **share** their production with the class.

8.  T encourages Ss to **respond** to the shared writings.

9.  T comments on the writings.

# ▌Grand Project of the Unit

## Constructing the Project

🌑 **Task:**  A Skype interview

| | |
|---|---|
| **Outline** | This project consists of two in-class activities. In the first part Ss analyze a personal statement sample, and prepare a personal statement of their own after class. In the second part, Ss do a mock Skype interview between the admission panel and a graduate applicant. |
| **Class time** | 20 minutes + 60 minutes |
| **Resources** | Constructing the Project, Part Four (CB, pp. 143–146) |
| **Language & skills** | Self-introduction |
| **Assisting file(s)** | U08-gp_Activity Evaluation.doc |

**Procedures**

**Part I:**

1. Ss **read** the sample personal statement in Part Four, pp.143-144, and find out the highlighted traits or qualifications.

2. Ss **share** the identified highlighted traits or qualifications in group, **find out** how each trait or qualification is developed, **evaluate** the effects of the development, and **offer** suggestions to improve the personal statement.

3. Groups **report** in turn their analysis of each trait and their comments and suggestions.

4. T gives Ss the after-class assignment:

   Individual assignment:

   A self introduction for a Skype interview for a graduate program, with the following points covered:

   1) a brief general self-introduction;

   2) the highlighted traits and qualifications;

   3) a plan for the future study and career.

   Group assignment:

   A list of questions that admission officers / professors might ask during the application interview.

Part II:

1. Warming up:

   T gives the scenario for the presentation: *A Skype interview for a graduate program.*

2. Interview:

   Groups take turns to **play** the role of the admission panel to **interview** a graduate applicant played by a representative S from another group.

   The following should be covered in the interview:

   1) a brief general self-introduction;

   2) the highlighted traits and qualifications;

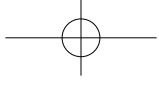   3) a plan for the future study and career.

3. Evaluation:

   When an interview is done, other groups **evaluate** the performance of the interviewee from three aspects: informative content, effective delivery, and accurate language (file: U08-gp_Activity Evaluation.doc).

4. Repeat Steps 2 and 3 by four or five more groups.

5. When all the interviews are done, Ss hand in "U08-gp_Activity Evaluation.doc".

6. T comments on the performances of Ss, and assigns the writing task as the individual project:

   Title: *My Personal Statement*

   Outline: 1) a brief self-introduction;

              2) the highlighted traits and qualifications;

              3) a plan for future study and career.

# Instructor's Reflection on the Unit

**Project:**

1. Is the project of real importance to students beyond the classroom?
2. Did I set the students a clear project at the beginning of the lesson?
3. Does the project actively engage students in their learning during the project?
4. Does the project make room for students' choice and creativity while still demanding students' mastery of essential content?
5. Is the project effectively evaluated?
6. Is the project helpful for students to achieve progress other than in language competence?

   If yes, what is it?

   _____

   If no, what change(s) should be made?

   _____

**Activities:**

1. Are the activities related to the accomplishment of the project?

   If not, which activity/activities?

   _____

2. Are there challenges associated with conducting the activities?

   If yes, what challenges students most?

   _____

3. Are the activities effective in promoting language competence?

   If not, which activity/activities?

   _____

4. Which activity/activities can be regarded as successful for implementing the project?

   _____

5. Which activity/activities need to be improved, modified or redesigned?

   _____

**Students' learning:**

1. Do students take responsibility for their learning?

   If not, what should I do?

   _____

2. Do students work together in groups to conduct research, apply logic and reasoning, and devise solutions to problems?
3. Do students demonstrate tangibly that they have learned key concepts and skills?
4. Do students apply in class what they have learned during their self-directed learning?
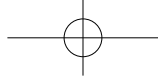
**Instructor's role:**

1. Do I stimulate students through a driving question to start the project?
2. Do I structure activities to motivate students and encourage their reflection?
3. Do I facilitate learning through scaffolding, feedback, guidance, and prompts for thinking?
4. Do I spend too much time lecturing in class?

# █ Language Points

Most of the language points below are included in the mini-lectures on the readings of Passages 1 and 2. This part is provided to the teacher to 1) direct Ss' attention to some important or difficult language points in class, and/or 2) check how well Ss comprehend the passages by learning on their own before class.

*Passage 1:  Graduate Education as Preparation for Leadership*
Title:
 **A <u>commencement</u> address**
   **commencement** Usually, the commencement of something is its beginning. Very often, commencement refers to a ceremony at a university, college, or high school at which students formally receive their degrees or diplomas, because this commencement marks the beginning of students' new life.

Para 1:
 **ponder**  *v.* to think about sth carefully
   e.g. *He found himself constantly <u>pondering</u> the question: "What's the meaning of life?"*

Para 2:
 **ideal**
  1) *n.* sth. that one hopes to attain, or model of excellence
   e.g. *An <u>ideal</u> of beauty exists in the mind, not the flesh.*
  2) *adj.* the best possible
   e.g. *He decided that John was the <u>ideal</u> person to take over the job.*
 **ample**  *adj.* enough of sth and usually some extra
   e.g. *There'll be <u>ample</u> opportunity to relax, swim and soak up some sun.*

Para 3:
 **due**  *adj.*
  1) suitable; reasonable; proper under the circumstances
   e.g. *After <u>due</u> consideration, he decided to apply to further his education in Harvard University.*
  2) scheduled or expected to happen at a particular time
   e.g. *Students who hand in their assignment later than 24 hours after the <u>due</u> time will not be able to attend the final examination.*
  3) due to:  because of; owing to
   e.g. *If the trip is a success, a lot of it will be <u>due to</u> Mr. Green's efforts.*
 **at the outset** at the beginning
   e.g. *Your need to decide <u>at the outset</u> what kind of learning program you want to follow.*
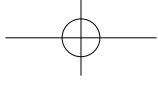
Para 4:

**Soon after Europe emerged from the <u>Dark to the Middle Ages</u>,**

> **The Dark Ages**  The period from the fall of Rome in the fifth century A.D. to the restoration of relative political stability around the year 1000. It's also the early part of the Middle Ages.
>
> **The Middle Ages** The period between the end of the Roman Empire in 476 AD and about 1500 AD, especially the later part of this period. It's also called the medieval period.

**profess** *v.*

1) to teach knowledge and practice it as a profession

> e.g.  *Edward has <u>professed</u> organic chemistry for 30 years.*

2) to state insincerely

> e.g.  *The suspect <u>professed</u> innocence at first but later admitted his guilt.*

3) to state freely, express or declare

> e.g.  *He <u>professed</u> to be content with the arrangement.*

Para 7:

**escort**

1) *n.*  a person who accompanies someone to guide, protect, or show honor

> e.g.  *My sister needed an <u>escort</u> for a company dinner.*
>        *He arrived shortly before half past nine under police <u>escort</u>.*

2) *v.*  to accompany or attend as an escort

> e.g.  *We actually got lost in the museum, but before long there came a guide, to <u>escort</u> us through the place.*

**acknowledgment**  *n.*

1) a statement or action to recognize that sth. exists or is true

> e.g.  *With it comes our <u>acknowledgment</u> of your new status as our new peers.*

2) a statement to express gratitude or appreciation

> e.g.  *Grateful <u>acknowledgment</u> is made for permission to reprint the article.*

3) a letter or message confirming the receipt of sth.

> e.g.  *I wrote this letter on March 17, and as of today, over two months later, I have received neither an <u>acknowledgment</u> nor a reply.*

*Passage 2:  So You Want to Go to Grad School*

Para 1:

**<u>unbiased</u> advice**

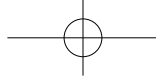> **unbiased** *adj.*  impartial; fair
>
> e.g.  *With so many people with strong opinions and beliefs that might cause bias, how can we make sure to get a fair and <u>unbiased</u> jury?*
>
> **— bias**  *n.*  prejudice
>
> e.g.  *The results of the test are free from any <u>bias</u> as the examiner has no information on pupils' names, gender, social background or schools.*

**scenario**  *n.* an imagined sequence of events or possibilities

> e.g.  *This process will result in at least a few <u>scenarios</u> that you might not have considered.*

Para 2:

**self-motivated** *adj.* motivated or driven by oneself or one's own desires, resolve or interest

    e.g. *While educators can't make students to be <u>self-motivated</u>, they can encourage and promote this highly desirable personal trait.*

Para 3:

**the people you really want to impress aren't going to <u>buy</u> it**

    **buy** *v.* to believe and accept

    e.g. *If you want to make a successful speech, you must establish a need to <u>buy</u> your idea in the mind of the audience.*

**undermine** *v.* to weaken (sth./sb.) gradually

    e.g. *Offering advice on each and every problem will <u>undermine</u> her feeling of being adult.*

Para 4:

**makes you <u>sick to your stomach</u>**

    **sick to one's stomach** [Idiom] feeling very upset, worried or angry

    e.g. *It makes me <u>sick to my stomach</u> when I recall my car accident.*

Para 5:

**Now that we have <u>cleared the decks</u>**

    **clear the decks** [Fig.] to finish what you are doing in order to do sth more important

    e.g. *Now is the time to <u>clear the decks</u> and go in with a fresh approach to get into market.*

Para 6:

**no-brainer** *n.* an easy question that takes no thinking to answer; a simple problem that requires no intellect to solve

    e.g. *If the cell phone's newer version performs as well for half the cost, the decision is a <u>no-brainer</u>.*
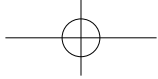
Para 7:

**when your career is stuck <u>in a rut</u> or <u>hits a plateau</u>**

    (be or be stuck) **in a rut** [Fig.] in a settled or established habit or course of action, especially a boring one

    e.g. *If you think that your marriage relationship is stuck <u>in a rut</u>, it's time for you to make a solid change.*

    **hit a plateau** [Fig.] to reach a higher level of activity, sales, production, output, etc., and then stop and remain unchanged for a time.

    e.g. *Whether you're developing a skill or building a business, sooner or later you'll <u>hit a plateau</u>.*

Para 9:

**delve** *v.* to inquire intensively for information

e.g. *Coursework for the doctoral students in Computer Science will <u>delve</u> into artificial intelligence, human-computer interaction, machine learning, and computational biology.*

Para 10:

**only to (do)** with the negative or unfortunate result

e.g. *Police rushed to the apartment of a possibly domestic violence situation, <u>only to find</u> a frightened man and a large spider.*

**end up** to finally be or do sth.; turn out to be

e.g. *According to a police report, most guns that are lost or stolen <u>end up</u> in the hands of criminals.*

Para 11:

**translate (into)** to indicate that sth would come as a result

e.g. *People are worried that the application of large numbers of robots in industries would <u>translate into</u> human job losses.*

Para 12:

**academic <u>calling</u>**

**calling** *n.* a strong desire to do a job, usually one which is socially valuable; an occupation or profession

e.g. *He is a well-respected doctor, a serious man dedicated to his <u>calling</u>.*

# ▋Attached Assisting Files

| File name | Used for |
|---|---|
| U08-mp1_Earnings & Unemployment.ppt | Mini Project 1 |
| U08-mp3_Video Application.ppt | Mini Project 3 |
| U08-mp3_Leagally Blonde (with Captions).mp4 | Mini Project 3 |
| U08-mp3_Leagally Blonde (without Captions).mp4 | Mini Project 3 |
| U08-mp5_Essence of Graduate Education.ppt | Mini Project 5 |
| U08-mp6_Go for a Graduate Degree or Not.ppt | Mini Project 6 |
| U08-gp_Activity Evaluation.doc | Grand Project |