CONTENTS

UNITS	PASSAGES	CONTENT-BASED LANGUAGE SKILLS	TOPIC-RELATED KNOWLEDGE & SKILLS	REVIEWING & CONSOLIDATING
UNIT 5 **Teaching Objectives: To Begin with the End in Mind** P72	**Passage One** How to write teaching objectives **Passage Two** A revision of Bloom's Taxonomy	• acquire information from a table, a chart, a model, etc. • distinguish measurable verbs from vague verbs for writing objectives	• outline the formula for writing teaching objectives • apply the SMART principle to assess the statements of teaching objectives • analyze the distribution of teaching objectives based on Bloom's Taxonomy	• apply the notion of student-centeredness to teaching objectives
UNIT 6 **Visual Thinking Tools: A Common Language for Teaching** P92	**Passage One** How to use mind maps to unleash your brain's creativity and potential **Passage Two** An introduction to Thinking Maps	• select proper key words to draw mind maps and Thinking Maps • connect thinking and language through visualization	• differentiate mind maps from Thinking Maps • summarize the benefits of employing graphic organizers in teaching/learning • apply mind maps and Thinking Maps to teaching/learning	• coordinate thinking skills with Thinking Maps and mind maps according to the Revised Bloom's Taxonomy
UNIT 7 **Assessment: Of Learning, for Learning or as Learning?** P110	**Passage One** Design your test to teach, not just test **Passage Two** Evaluate learning with authentic assessment	• use analogies and metaphors in communication	• identify misconceptions about testing and interpret solutions • distinguish formative assessment from summative assessment • categorize testing types as means to assess skills and means to assess knowledge	• align means of assessment with teaching objectives
UNIT 8 **Binding Teachers Together: Challenges or Opportunities?** P126	**Passage One** No more physics and math, Finland to stop teaching individual subjects **Passage Two** Characteristics of a great STEM lesson	• use language for specification, modification or explanation • write an application letter to apply for a STEM/STEAM teacher job	• discuss and comment on phenomenon-based teaching • summarize features of a STEM lesson • evaluate the necessity of implementing the cross-curricular teaching practice	• write teaching objectives for a STEM lesson plan • apply a Double Bubble Map to compare STEM lessons with science lessons • retrieve a teacher's experience of flipping a STEM course
UNIT 9 **Technology in Education: Embrace It or Get Replaced by It?** P144	**Passage One** Could artificial intelligence replace our teachers? **Passage Two** Technology in education: The complete guide	• explain or describe functions or applications • classify information with the help of a table, a diagram, etc.	• identify the impact of technology on education • summarize the benefits and limitations of the mainstream educational technologies • apply the TPACK framework to enhance a lesson	• integrate technologies into previous sample lesson plans