

CONTENTS

UNITS	PASSAGES	CONTENT-BASED LANGUAGE SKILLS	TOPIC-RELATED KNOWLEDGE & SKILLS	REVIEWING & CONSOLIDATING
UNIT 1 Teachers: Nature or Nurture? P2	Passage One How to make a good teacher Passage Two Teaching the teachers	<ul style="list-style-type: none"> guess the meaning of an unfamiliar word from the context use numbers in communication 	<ul style="list-style-type: none"> summarize the aspects of being a good teacher identify the aspects of good teaching that can be nurtured outline the means of teachers' continual development 	
UNIT 2 Educating: Teacher-centered or Learner-centered? P18	Passage One What is learner-centered teaching? Passage Two The theoretical background of learner-centered teaching	<ul style="list-style-type: none"> compare theories, ideas, and proposals categorize information/facts with the help of a table 	<ul style="list-style-type: none"> summarize the theoretical background and principles of learner-centered teaching differentiate between learner-centered teaching and teacher-centered teaching evaluate strengths and weaknesses of the two paradigms of teaching/learning 	<ul style="list-style-type: none"> interpret the importance of incorporating the rationale/theories in teachers' decision-making and practice in the classroom
UNIT 3 Teaching Styles and Models: From Theory to Practice P36	Passage One An educator's guide to teaching styles and learning styles Passage Two An introduction to teaching models	<ul style="list-style-type: none"> identify key words and expressions for differentiating and categorizing talk about benefits and limitations of teaching models/methods 	<ul style="list-style-type: none"> differentiate various teaching styles and models clarify the interrelationship between learning styles and teaching styles identify the potential teaching style as a pre-service teacher 	<ul style="list-style-type: none"> recognize the connection between theory and practice when engaged in planning, teaching, and reflecting
UNIT 4 Lesson Planning: Well Begun Is Half Done P54	Passage One Ways of getting better at planning Passage Two A new teacher's guide to creating lesson plans	<ul style="list-style-type: none"> use adverbs in communication relate key words to their descriptions in context 	<ul style="list-style-type: none"> conclude the importance and considerations of making lesson plans summarize the main components of a lesson plan identify different components of a sample lesson plan 	<ul style="list-style-type: none"> sequence the steps of preparing/planning for a project-based learning class

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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	<ul style="list-style-type: none"> acquire information from a table, a chart, a model, etc. distinguish measurable verbs from vague verbs for writing objectives 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> select proper key words to draw mind maps and Thinking Maps connect thinking and language through visualization 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> use analogies and metaphors in communication 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> use language for specification, modification or explanation write an application letter to apply for a STEM/STEAM teacher job 	<ul style="list-style-type: none"> discuss and comment on phenomenon-based teaching summarize features of a STEM lesson evaluate the necessity of implementing the cross-curricular teaching practice 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> explain or describe functions or applications classify information with the help of a table, a diagram, etc. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> integrate technologies into previous sample lesson plans