

精品学习资源复习备考宝典

——考前迅速提升——

（辅导资料、习题资源、知识点训练等）

Suggested Teaching Plan

Unit 1

1. Time Allotment

This unit is designed for six to eight periods of classroom activity. Since class hours are varied across universities, teachers may make adjustments to the suggested teaching plan.

Period 1	Step 1: Starter: What Do Humans Need to Stay Healthy? (25 mins) Step 2: Listening: Heart Disease and Three Lifestyle Components (20 mins)
Period 2	Step 3: Reading: Longevity: A Manual (45 mins)
Period 3	Step 4: Reading: How to Write a Daily Schedule (15 mins) Watching: How to Create a Daily Schedule We Can Stick to (15 mins) Writing: A Daily Schedule (15 mins)
Period 4	Step 5: Reading: Optimism, Hope & Control: Attitudes & Health (45 mins)
Period 5	Step 6: Translation: Conversion of Voices (20 mins) Writing: Use Inductive or Deductive Reasoning (25 mins)
Period 6	Step 7: Listening: How to Build Up a Persuasive Conversation (15 mins) Watching: Persuasive Techniques (15 mins) Speaking: Use Persuasive Techniques (15 mins)
Period 7	Step 8: Project: Conduct a Survey on the Unhealthy Habits of College Students (40 mins) Step 9: Further Study and Self-Assessment (5 mins)
Period 8	Step 10: Check exercises in the course book (20 mins) Do optional WE Learn tasks (20 mins) Assign preview tasks for Unit 2 (5 mins)

2. Teaching Steps

Step 1: Starter: What Do Humans Need to Stay Healthy?

These activities introduce the topic of health and lifestyles.

- 1) Explain to students that they are going to talk about health and the factors that might influence health.
- 2) For **Exercise 1**, students watch the video “What Do Humans Need to Stay Healthy?” , and fill in the missing information.
- 3) For **Exercise 2**, students work in groups and list the key factors that lead to a healthy lifestyle. They should then talk about some bad everyday behaviors/habits a college student may develop. Ask a few group leaders to report their discussion results in class. Teacher can provide some comments and suggestions.
- 4) The **PPT task** is an optional activity which is suitable for advanced learners. Teacher can choose it according to his/her teaching plans.
- 5) Teacher can provide students with the following expressions of agreement and disagreement.

Step 2: Listening: Heart Disease and Three Lifestyle Components

These activities instruct students how to recognize inductive and deductive structures in listening.

- 1) Ask students to go over **Helpful Words and Expressions** before listening.
- 2) For **Exercise 1**, ask students to pay attention to the main idea.
- 3) Explain the listening skill: **Recognize inductive and deductive structures**.
- 4) For **Exercise 2**, ask students to fill in the blanks in the table according to the audio and pay attention to how information moves from general to specific, a deductive structure. Check answers and confirm whether students have mastered the listening skill.
- 5) Assign advanced learners to the online **WE Learn Task I**. Ask them to listen to the audio "Why Modern Life Makes Us Sick," in which information flows from specific to general, an inductive structure. Students should complete the exercises, and check answers by themselves.

Step 3: Reading: Longevity: A Manual

- 1) Have students learn new words and expressions before class and do exercises in **Use of Language** to check their command of key words and expressions. Have students preview the text before class, so that they know the structure and content of the text.
- 2) Select some key words and expressions for detailed explanation.
- 3) Ask students to scan the text and draw their attention to the text structure. Complete the **Reading Comprehension** exercises.
- 4) Select a few difficult sentences from the text for detailed explanation, or refer to **Difficult sentences** in **Teaching Resources in Teacher's Book**.
- 5) Explain the reading skill: **Recognize supporting details**. Have students complete the exercises.
- 6) Explain **Vocabulary building: Compound words** and have students complete the exercises.
- 7) Assign advanced learners to the online **WE Learn Task II** for better understanding of the reading skill. Ask students to read the detailed explanation of how to differentiate main ideas, major supporting details and minor supporting details, and then apply what they have learned to the passage "Optimism and Health." Students complete the exercises and check answers by themselves.
- 8) Assign advanced learners to the online **WE Learn Task III** to do the vocabulary exercises.
- 9) Assign advanced learners to the online **WE Learn Task IV** to learn more about how to form compound words and complete the exercises.
- 10) Assign advanced learners to the online **WE Learn Task V** for after-class reading. Students read the passage, consult dictionaries for new words and expressions, complete the exercises and check answers by themselves.

Step 4: Creating a Daily Schedule

These activities instruct students how to create a daily schedule.

Reading: How to Write a Daily Schedule

There are two tasks in this part.

- 1) Have students read the passage about how to create a daily schedule. Ask students to pay attention to the tips offered by the author. Select a couple of key tips for detailed explanation.
- 2) Have students read a sample schedule and call their attention to the boxes next to the text. Words in these boxes briefly illustrate how to write a daily schedule. Ask students to evaluate this schedule based on the passage they have just read.

Watching: How to Create a Daily Schedule We Can Stick to

- 1) Ask students to go over **Helpful Words and Expressions** before watching.
- 2) Play the video “How to Create a Daily Schedule We Can Stick to” for the first time and ask students to gain as much information as possible. Call students’ attention to the tips that are mentioned in the video.
- 3) For the second time, ask students to fill in the blanks in the note and then check answers.
- 4) Ask students to explain why these tips could work to create an effective and efficient schedule we can stick to.

Writing: A Daily Schedule

- 1) Explain to students that when writing a daily schedule, they often need to make sure the schedule is workable and usable.
- 2) Have students apply what they have learned in the previous parts and write a tailor-made daily schedule for their campus life. Encourage them to include health-related activities in their schedule.

Step 5: Reading: Optimism, Hope & Control: Attitudes & Health

- 1) Have students learn new words and expressions and preview the text before class.
- 2) Select some key words and expressions for detailed explanation.
- 3) Ask students to scan the text and make them aware of the impact of a positive attitude on health. Complete the **Reading Comprehension** exercises.
- 4) Select a few difficult sentences from the text for detailed explanation.
- 5) Have students complete the **Use of Language** exercise.

Step 6: Translation and Writing

- 1) Explain the translation skill: **Conversion of voices** and have students complete the translation exercise.
- 2) Illustrate the writing skill: **Use inductive or deductive reasoning** and have students complete the exercise.

Step 7: Building Up a Persuasive Conversation

These activities tell students how to increase their persuasive power in conversation.

Listening: How to Build Up a Persuasive Conversation

- 1) Ask students to go over **Helpful Words and Expressions** before listening.
- 2) Play the audio for the first time and have students do **Exercise 1**. Ask them to pay attention to how Joan frames her idea and makes it more persuasive and acceptable to her teammates. Then check answers.
- 3) For **Exercise 2**, encourage students to discuss in pairs and find out the persuasive strategies used in the conversation.

Watching: Persuasive Techniques

- 1) Ask students to go over **Helpful Words and Expressions** before watching.
- 2) Explain to students that they need to watch carefully to understand the acronym DAFORESTI and complete the exercise.
- 3) Check answers and make sure students understand the persuasive techniques mentioned in the

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