

# Unit 6 “I’ve got lots of stress.”

## Teaching Plan 1

### Teaching Content:

Unit 6 “I’ve got lots of stress.”

Warming Up & Vocabulary Builder

**Teaching Time:** Two classes hour (90 minutes)

### Teaching Aims:

1. Learn and master new words, phrases and sentence patterns.
2. Enable students to talk about health and describe some symptoms.
3. Know something about culture, ex. Vital signs; drugstore; aspirin.
4. Course education: according to the theme of this unit –stress, introduce some methods to relieve pressure and some good living habits; meanwhile, guide the students to form good living habits.

### Important Points:

1. Master some words and phrases:  
Energy, symptom, exercise, vital signs, stress, headache, aspirin, drugstore etc.
2. Some sentence patterns:  
at the drugstore, take a couple of ..., wake up, go exercise, have a headache, the numbered letters, etc.
3. Enable the students to talk about health and describe some symptoms.

### Teaching Difficult Points:

1. The language points in making introduction of different jobs.
2. Cultural elements: Vital signs; drugstore; aspirin

### Teaching Methods:

1. Task-based language teaching method.
2. Listening and Speaking Approach
3. Individual, pair and group work to make every student work in class.

### Teaching Aids:

The blackboard, Integrated classroom

### Teaching Procedures:

#### Step 1 Course Introduction (30 min)

Since it is the first class in this semester, the teacher makes a self-introduction, then introduce about the course, English study method, class rules, and course requirements again, and will talk about the situation of students’ winter holiday, etc.

Get to know the students, and ask them to talk about their situation of winter holidays and their attitudes of the 2019-nCoV.

#### Step 2 Warm-up (15 min)

1. Guide the students to look at the picture, ask them: What are they doing?

2. Read the sentences and match them to the sentences, check the answers.
3. Students work in pairs and make dialogues to describe the symptoms of some diseases, for example, stomach hurts, toothache, headache, flu.
4. Course education: according to the theme of this unit –stress, introduce some methods to relieve pressure and some good living habits; meanwhile, guide the students to form good living habits.

### **Step 3 Vocabulary Builder (20 min)**

1. Guide the students to look at the pictures and try to tell the picture.
2. Listen to the record and study the words: energy, symptom, exercise, vital signs, stress, headache, aspirin, drugstore

#### 3. Culture study:

Introducing about some vital signs of our body: pulse, breathing, body temperature, blood pressure, etc.

Introducing about some background information of drugstores of different countries and districts.

4. Do exercise B, complete the sentences with words from Exercise A.

Ask the students to fill in the blanks and try to understand the meaning of each sentences, some useful phrases:

have a headache, be healthy, at the drugstore, take a couple of..., a symptom of a cold...

### **Step 4 Exercise C Listen and complete the conversation (15 min).**

1. Browse the dialogues and try to guess the word.
2. Listen and fill in the blanks.
3. Listen again and check the answers.
4. Dialogues: students work in pairs and make dialogues about their daily life and health.

### **Step 5 Exercise D Put the letters on the left column in the correct order. (7 min).**

1. Guide the students to read the 6 words.
2. Put the letters on the left column in the correct order and know the meaning
3. Use the numbered letters on the right column to spell the final word..

### **Step 6 Homework and conclusion (3 min).**

1. Review the words and expressions in this class, and prepare for dictation.
2. Remember the culture elements of vital signs and drugstore.
3. Work in pairs and practice oral English—some symptoms of diseases.

Reflection: (It will be written just after class):

It is the first class in the semester, everything is fresh for students. They are eager to study, so teacher's praise and encouragement are very necessary and useful. Introducing some study methods and culture elements will make the class interesting.

## Teaching Plan 2

### Teaching Content:

Unit 6 “I’ve got lots of stress.”

### Show Time

**Teaching Time:** Two classes hour (90 minutes)

### Teaching Aims:

1. Learn and master new words, phrases and sentence patterns.
2. Enable the students to understand the meaning in the record.
3. Enable the students to master the skills of listening.
4. Be able to talk about some symptoms of diseases.

### Important Points:

1. Master some words and phrases:  
appreciate, backache, inability, prescribe, pulse, reliever, all the time, at least, heart rate, etc.
2. Skills for listening:  
be able to get the main idea, grasp key words, write down the missing words quickly
3. Enable the students to describe some symptoms of diseases.

### Teaching Difficult Points:

1. Some words and phrases.
2. Expressions of describing some symptoms of diseases.

### Teaching Methods:

1. Task-based language teaching method.
2. Listening and Speaking Approach
3. Individual, pair and group work to make every student work in class.

### Teaching Aids:

The blackboard, Integrated classroom

### Teaching Procedures:

#### Step 1 Review (5 min)

Review the words and phrases in last class, culture points, how to describe some symptoms of diseases.

#### Step 2 Classics Reading (10 min)

- Early to bed, early to rise makes a man healthy, wealthy and wise.  
早睡早起身体好.
- If you are too fortunate, you will not know yourself; if you are too unfortunate, nobody will know you.  
运气太好，见人不睬；运气太坏，无人理会。
- Un- 表示否定
- Unlike unhappy

**Requirements:**

1. Understand the meaning of the two sentences and try to remember them;
2. Guide the students to talk about the topic.

**Step 3 Exercise A: Match the pictures to the sentences which best describe them. (15 min)**

1. Guide the students to look at the pictures and try to tell the picture.
2. Study the new words and phrases in the record:  
appreciate, backache, inability, prescribe, pulse, reliever, all the time, at least, heart rate, etc.
3. Listen to the record and do exercise A: match the sentence with the picture
4. Check the answer.

**Step 4 Exercise B: Watch the video. Read the statements. Write T or F (15 min).**

1. Browse the five sentences in the exercise and understand its meaning.
2. Watch the video again and judge true or false.
3. Check the answer. Watch the video again and guide the students to get the language points in the dialogues.

**Step 5 Exercise C: Watch the video again. Use the words in the boxes to complete the conversation (15 min).**

1. Browse the dialogue first, try to get the meaning of each sentence, and guess the words.
2. Watch the video and try to fill in the blanks.
3. Watch the video again and check the answer.

**Step 6 Exercise D: put the sentences in order to create a conversation.**

1. Read the five sentences first and get their order.
2. Check the answer.
3. Students work in pairs and use the sentence patterns in this part to make dialogues.

**Step 7 Homework and conclusion (3 min).**

1. Review the words and expressions in this class.
2. Practice listening comprehension after class.
3. Preview Reading.

Reflection: (It will be written just after class):

The conversation in the record is difficult for many students, so it is important for scaffolding. Teach the new words and phrases first, then it is easier for their listening.

Combine listening with speaking. If time permitted, ask the students to practice the dialogues in group.

It is important to make the students confident, so teach some proverbs in English will make the class interesting, and cultivate their habit and thinking.

## Teaching Plan 3

### Teaching Content:

Unit 6 “I’ve got lots of stress.”

### Reading—Can you handle stress?

**Teaching Time:** Two classes hour (90 minutes)

### Teaching Aims:

1. Learn and master new words, phrases and sentence patterns.
2. Enable the students to understand the meaning of the text.
3. Enable the students to apply the words and expressions in speaking and writing.
4. Course education: introduce some pressure relieving methods with cases, such as the neo-coronavirus 2019. Guide the students to discuss ways of relieving stress at some particular circumstances, and emphasize the importance of collectivism.

### Important Points:

1. Master some words and phrases:  
accept, clam, fail, ignore, indeed, lonely, nervous, shout, total, deal with, go with the flow, keep a clear head, out of luck, etc.
2. Skills for reading: be able to get the main idea of the text, and know the structure.
3. Enable the students to know some skills of handling stress.

### Teaching Difficult Points:

1. Some words and phrases.
2. some sentence patterns: you’re waiting in line and someone pushes past you. Deal with, it is your first day in college, you may..., etc.

### Teaching Methods:

1. Task-based language teaching method.
2. Listening and Speaking Approach
3. Individual, pair and group work to make every student work in class.

### Teaching Aids:

The blackboard, Integrated classroom

### Teaching Procedures:

#### Step 1 Review (3 min)

Review the words and phrases in last class, read the words and sentence patterns.

#### Step 2 Classics Reading (5 min)

Miracles sometimes occur, but one has to work terribly for them.

奇迹有时候是会发生的，但是你得为之拼命的努力。

### Requirements:

1. Understand the meaning of the sentence and try to remember it;
2. Understand the meaning of be oneself.
3. Guide the students to talk about the topic.

### Step 3 Pre-reading. (15 min)

1. Talk about the situations in dealing with stresses, guide the students to talk about their experience.

2. Course education: through discussion of organization, guide the students to know it's especially important to learn to work well in teams if they land a job that focuses on a team environment. They'll need to learn how to communicate well in meetings, work together on projects, and be professional in the workplace, and in fact, they'll likely need these skills in any office they work in.

3. Ask the students to read the passage for the first time, and get the main idea. Line the new words and guess them, then look up them in the dictionary.

4. Ask several students to retell the main idea of the text.

5. Study the new words and phrases in the text:

accept, clam, fail, ignore, indeed, lonely, nervous, shout, total, deal with, go with the flow, keep a clear head, out of luck, etc.

### Step 4 Careful reading (40 min).

1. Read each paragraph in group, give comments and correct their pronunciation.

2. Teach the language points in each paragraph.

3. Ask the students to retell the meaning of each paragraph.

#### Language points:

Handle	处理, 操作; 把手	Deal with	对付, 处理
Punishment	惩罚	Wait in line	排队等候
Push past	从...身边挤过去	Worry about	担心
Cut in line	插队, 加塞	Ignore	忽视, 不理
Shout back	吼回去	Out of luck	运气不好
Find out	找出, 查明	Feel like	感到好似, 想
Too...to...太...而不能...		Break the ice	破冰
Go with the flow	随大流, 从众	Keep a clear head	保持清醒的头脑
Belong to	属于	Lonely	孤独的
		Alone	独处的, 独自的

**Step 5 Do exercises according to student's understanding of the text (25 min).**

#### Exercise B and Exercise C and Exercise D:

The students can easily choose or judge according to their understanding.

#### Exercise E: free discussion.

1. Ask the students to discuss how to deal with stress?
2. Ask the students to add other ways to handle stress.

**Step 6 Homework and conclusion (2 min).**

1. Review the words and expressions in this class.
2. Practice listening comprehension after class.
3. Preview Reading.

**Reflection:** (It will be written just after class):

The text is not very difficult, but some students still feel difficult. So it is necessary for teacher to teach the language points in detail and add more for those higher level students.

Retelling is a good way for study. After studying each paragraph, ask the students to imitate the words and expressions to tell a similar story, or make several sentences.



## Teaching Plan 4

### Teaching Content:

Unit 6 “I’ve got lots of stress.”

### Chat Time

**Teaching Time:** Two classes hour (90 minutes)

### Teaching Aims:

1. Learn and master new words, phrases and sentence patterns.
2. Enable the students to ask about health by using some useful languages.

### Important Points:

1. Master the skills of asking others’ health and describing the symptoms of some diseases.
2. Master the skills of describing the symptoms of some diseases.
3. Some words and phrases

### Teaching Difficult Points:

1. Some words and phrases.
2. describing the symptoms of some diseases.

### Teaching Methods:

1. Task-based language teaching method.
2. Individual, pair and group work to make every student work in class.

### Teaching Aids:

The blackboard, Integrated classroom

### Teaching Procedures:

#### Step 1 Review and dictation (10 min)

Review the words and phrases in last class, read the words and sentence patterns. Have a dictation.

#### Step 2 Classics Reading (10 min)

Single spark can start a prairie fire. 星星之火，可以燎原。

A friend in need is a friend indeed. 患难见真情。

### Requirements:

1. Understand the meaning of the sentence and try to remember it;
2. Understand the meaning of be oneself.
3. Guide the students to talk about the topic.

#### Step 3 Listen and complete the conversation. (25 min)

### Language points explanation:

flu 是 influenza 的缩写。influenza 来自意大利语，意思是“影响”，因为很久以前，意大利人相信生病是受了天上星象的影响。虽然现在人们对流感已有很多

了解，也已经可以控制它了，但它仍然是世界上最常见的疾病之一。

Listen the conversation first, then fill in the blanks according to the record.

Re-play the record and check the answer.

Explain the language points:

You look terrible.

Are you OK?

I have a sore throat and a headache.

I'll just drink a lot of water and take a rest.

#### **Step 4 Ask about health. (20 min).**

Use the sentence "What's the matter?" to start the conversation about healthy problems.

Students work in pairs or groups to ask about their health and present their dialogues.

#### **Step 5 Make an appointment. (20 min).**

Students work in pairs or groups to ask about their health and present their dialogues.

#### **Practice the sentence pattern:**

What's the matter?      I have a problem on...

What's wrong?      I feel awful.

How are you feeling?      My back hurts.

#### **Step 6 Homework and conclusion (5 min).**

1. Review the words and expressions in this class.
2. Practice listening comprehension after class.
3. Preview Reading.

#### **Reflection:** (It will be written just after class):

The student's oral English is not quite good, so it is important to use these simple sentence patterns to design the class. Basing on the given sentence patterns and ask the students to practice.

Some students can do it well, while others not. So it is necessary to give some situations and ask students practice. Meanwhile, motivate them.

## Teaching Plan 5

### Teaching Content:

Unit 6 “I’ve got lots of stress.”

### Writing— An informal Email

**Teaching Time:** Two classes hour (90 minutes)

### Teaching Aims:

1. Learn some new words and phrases.
2. Enable the students to understand an informal email and be able to fill in it.
3. Understand the some rules of an informal email.
4. Be able to apply the words and expressions in writing a reply.

### Important Points:

1. Master the new words and phrases.
2. Understand an an informal email and be able to fill in it.
3. Be able to write a reply.

### Teaching Difficult Points:

1. the some rules of an informal email.
2. The writing of a reply.

### Teaching Methods:

1. Task-based language teaching method.
2. Individual, pair and group work to make every student work in class.

### Teaching Aids:

The blackboard, Integrated classroom

### Teaching Procedures:

#### Step 1 Review (5 min)

Review the words and phrases in last class, read the words and sentence patterns.

#### Step 2 Classics Reading (10 min)

Each man is the architect of his own fate. 每个人都是自己命运的建筑师。

Don't trouble trouble till trouble troubles you. 麻烦没有来找你, 不要去找麻烦。

### Requirements:

1. Understand the meaning of the sentence and try to remember it;
2. Understand the meaning of be oneself.
3. Guide the students to talk about the topic.

#### Step 3 Entry visa (30 min)

1. The definition of an informal email, its function.

2. Some words and expressions in an informal email.

- (1) greeting n. 问候语
- (2) Closing 结尾词
- (3) Go well for you.
- (4) Make an appointment to ...
- (5) What's your college life like?

3. Tips for writing an informal email.

**Step 4 Fill in the form with your own details. (20 min).**

Ask the students to fill in the Library Membership according to their own information. Check their answer.

**Step 5 Extra exercise—write an informal email by yourselves. (20 min).**

Students write an informal email.

**Step 6 Homework and conclusion (5 min).**

1. Review the words and expressions in this class.
2. Do the exercise book.

**Reflection:** (It will be written just after class):

The entry visa is very useful for students and they are willing to study it. It is important to make clear the rules of writing an informal email. From this point, the different social background and history are revealed. Students are interested in culture, esp. Some literature works they are familiar, such as *The Dream of Red Mansion*.

## Teaching Plan 6

### Teaching Content:

Unit 6 “I’ve got lots of stress.”

**Grammar— can and could**

**Exercise book: Part II Vocabulary and Structure**

**Teaching Time:** Two classes hour (90 minutes)

### Teaching Aims:

1. Understand the definition and functions of can and could.
2. Understand the usage of can and could.
3. Be able to do the exercises.

### Important Points:

1. Understand the definition and functions.
2. Understand the usage.
3. Some expressions in the exercises.

### Teaching Difficult Points:

1. The functions and usage of can and could.
2. Some expressions in the exercises.

### Teaching Methods:

1. Task-based language teaching method.
2. Individual, pair and group work to make every student work in class.

### Teaching Aids:

The blackboard, Integrated classroom

### Teaching Procedures:

#### Step 1 Review (5 min)

Review the words and phrases in last class; review the key points in writing a visa.

#### Step 2 Classics Reading (10 min)

**I 'm Nobody** 我是无名之辈!

Emily Dickinson 艾米莉 狄金森

I 'm nobody! Who are you?

Are you nobody, too?

Then there is a pair of us ——don't tell!

They'd banish us, you know.

How dreary to be somebody!

How public, like a frog,

To tell your name the livelong day,

To an admiring bog!

我是无名之辈! 你是谁?

你也是无名之辈?

那咱俩就成了一对——别出声!

他们会排挤咱们——要小心！  
做个大人物多没劲！  
多招摇——像只青蛙  
对着欣赏的小水洼  
整日里炫耀自己的名号

**Requirements:**

1. Understand the meaning of poem, especially “nobody”, “somebody”;
2. Understand the tone of the poem.
3. Be able to read the poem and guide the students to discuss about the topic.

**Step 3 Personal Pronouns and Possessive Adjectives (30 min).**

can 和 could 可用于表示能力和请求。can 用于表示现在的能力、请求和一般事实，其否定形式为 cannot 或 can't。could 表示过去的能力、有礼貌的请求和可能性，其否定形式为 could not 或 couldn't。

**Requirements:**

- (1) be able to understand the definition and functions of can and could
- (2) Be able to use can and could correctly in the exercises.

**Language points:**

- (1) 对比: Play **the** guitar      play basketball
- (2) Hold on 等一下，稍等片刻
- (3) Bet 打赌  
I bet you couldn't play the piano.

**Step 4 Exercise book: Part II Vocabulary and Structure (40 min).**

**Step 5 Homework and conclusion (5 min).**

1. Review the grammatical points in this class.
2. Review the words and expressions.
3. Do the exercise book.

**Reflection:** (It will be written just after class):

The grammatical points are not difficult, but some students still feel difficult. So it is necessary for students to understand and practice. They can make some easy sentences.

## Teaching Plan 7

### Teaching Content:

Unit 6 “I’ve got lots of stress.”

#### My Story

Exercise book: Part I Listening Comprehension

Part III Reading Comprehension

Part IV Note Quiz

**Teaching Time:** Two classes hour (90 minutes)

### Teaching Aims:

1. Watch the video and grasp the main idea.
2. Be able to do the exercises with the information they get.
3. Some words and expressions.

### Important Points:

1. Be able to write down the name of the speakers.
2. Some words and expressions.

### Teaching Difficult Points:

1. The listening comprehension and some exercises in the exercise book.
2. Some expressions in the exercises.

### Teaching Methods:

1. Task-based language teaching method.
2. Listening and Speaking Approach
3. Individual, pair and group work to make every student work in class.

### Teaching Aids:

The blackboard, Integrated classroom

### Teaching Procedures:

#### Step 1 Review (10 min)

Review the words and phrases in last class;

Review the grammar point: can and could.

Have a dictation

#### Step 2 Classics Reading (10 min)

Better to light one candle than to curse the darkness.

与其诅咒黑暗，不如燃起蜡烛。

“Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime,”

– Proverb

“授之以鱼不如授之以渔。”——谚语

### Requirements:

1. Understand the meaning of the sentences;
2. Be able to recite.

3. Guide the students to discuss the topic.

**Step 3 My Story (20 min).**

**Exercise A& B:** First explain the meaning of the five sentences, then watch the video for the first time and make a judge, finally check the answer.

**Explain:** allergy, yoga, feel sick, stuffy, stretch, etc.

Exercise C: Ask the students to work in pairs and tell their own stories.

1. How much sleep do you get every night?
2. How often do you exercise?
3. How often do you see the doctor for a checkup?

**Step 4 Exercise book (45 min)**

Part I Listening Comprehension

Part III Reading Comprehension

Part IV Note Quiz

**Step 4 Homework and conclusion (5 min).**

1. Review the grammatical points in this class.
2. Review the words and expressions.
3. Do the exercise book.

**Reflection:** (It will be written just after class):

Some students' listening comprehension is poor, so it is necessary to enhance this ability by practice. They also need to master some common knowledge, such as vital signs, etc.