

1 “My schedule is crazy.”

教学目标

层次	板块	目标
Core (核心)	Vocabulary Builder	• 掌握与课程安排相关的词汇，如学期、成绩等。
	Show Time	• 听懂视频中人物间的对话内容； • 学会如何描述自己本学期的课程安排。
	Reading	• 看懂文章内容，能用自己的话描述何为“拖延症”； • 能够针对“拖延症”发表自己的看法。
Bonus (星奖)	Chat Time	• 了解如何评价自己的考试成绩。
	Writing	• 学会为自己制作一份时间表。
Super Bonus (超星奖)	Grammar	• 掌握反意疑问句的用法。
	My Story	• 学会谈论自己的日常生活和业余活动。

教学过程建议

WARM-UP

Teaching Steps

- Focus students' attention on the learning goals for the unit and explain that the focus of this unit is on time management.
- Ask students to look at the picture and to describe what they see. (*A student is working on an assignment very late at night.*) Read the words in the boxes aloud, modeling the correct pronunciation and eliciting their meanings. Give students several minutes to complete the passage.
- Nominate students to read the passage around the class. Ask students: Do you have a schedule as busy as this? What's your schedule like?

Answers

(1) schedule (2) tourism (3) assignments (4) semester (5) organize

VOCABULARY BUILDER

Teaching Steps

Exercises A & B

- Have students listen and repeat the words and the expression, teaching the definition for each one. You can check their comprehension by asking questions, such as: What is another word for homework? (*assignment*) What is the verb we use to describe missing a class? (*skip*) What is another word for student accommodation? (*dormitory*)
- Once students seem comfortable with the new words and the expression, have them complete Exercise B and then switch books. Go through the answers, calling on different students each time. Correct any errors.
- If you want to, you can start each class with a short spelling test, which works quite well as a warm-up.

Exercise C

- Tell students they will hear a conversation between a man and a woman who are discussing their semester schedules.
- There are a few words in the conversation you may need to teach. They are *physics*, *elective* and *Shakespeare*. Write these three words on the blackboard. Ask students: Which one is a famous writer? (*Shakespeare*) You can also ask students to tell you the names of some famous Shakespeare plays. Then ask students: Which one is a kind of science? (*physics*) You may want to add that Newton is the most famous figure in the history of physics. Students will probably have heard of the story of an apple falling on his head. Tell students that we use *elective* to talk about subjects that we choose. Ask students if they have any elective classes.
- Play the audio, twice if necessary. Pause the audio so that students have time to fill in the blanks.

Exercise D

- Read the rubric aloud and check that students understand the task.
- Organize students into pairs. Challenge them to see who can be the first to complete the puzzle, but don't allow fast finishers to reveal their answers to their classmates.

- As a possible extension task, get students to write sentences about themselves containing the words from this activity.

Answers

Exercise B

- | | | | | |
|--------------|-------------|---------------|----------------|--------------|
| 1. enrolled | 2. skip | 3. due date | 4. concentrate | 5. grades |
| 6. dormitory | 7. schedule | 8. assignment | 9. productive | 10. semester |

Exercise C

- | | | | | |
|--------------|--------------|--------------|--------------|--------------|
| (1) schedule | (2) required | (3) elective | (4) semester | (5) favorite |
|--------------|--------------|--------------|--------------|--------------|

Exercise D

- | | | | |
|---------------|----------------|-----------------------------|---------------|
| 1. SKIP | 2. CONCENTRATE | 3. SCHOOL | 4. ASSIGNMENT |
| 5. PRODUCTIVE | 6. ENROLL | The final word is: SCHEDULE | |

Script

Exercise C

Tim: Hey, Hilary. How is your schedule this semester?

Hilary: Let me see. I have it right here. It looks pretty busy. I have math class on Tuesday and Thursday morning. On Monday, Wednesday and Friday afternoon I have physics. Those are my required courses because I'm a physics major.

Tim: How about elective classes? Are you taking anything else?

Hilary: Yes, I'm taking a course in Roman history as an elective. The class is every Friday morning. How about you, Tim? How is your schedule this semester?

Tim: It's crazy! I have English class every day. I am taking a Shakespeare class, too. He is my favorite writer. It's going to be a busy semester.

Hilary: You can say that again.

SHOW TIME

Teaching Steps

Exercise A

- Tell students to look at the pictures and ask some basic comprehension questions, such as: Who are these people? Where are they? What are they doing?
- Ask students to guess what happened in this video and to match the pictures to the sentences according to their own understanding.
- Have students watch the video in its entirety. Ask them to check their answers with a partner.

Exercises B, C & D

- For Exercise B, ask students to read through each statement and to decide if it is true or false.
- For Exercise C, play the video again. Have a pair of students read out the conversation with one student playing the role of Hector and the other as Naomi. For an extension activity, you can also have students rewrite the conversation, using the words and expressions learned in this unit.
- For Exercise D, have students read through each sentence and choose the correct word or expression.
- Check the answers for Exercises B, C, and D. Students can exchange books and listen as you go through the answers.

Answers

Exercise A

1. c 2. a 3. d 4. b

Exercise B

1. T 2. F 3. T 4. F 5. T

Exercise C

(1) improve (2) suggestion (3) organized (4) lose (5) going
(6) will (7) mention

Exercise D

1. concentrate 2. schedule 3. write down 4. get organized 5. productive

Script

Mrs. Sanchez: Hi, sweetie. How's the studying going?
Hector: To tell you the truth, Ma, not very well.
Mrs. Sanchez: Really? What's the problem? Did you miss some of the assignments?
Hector: No, Ma. The problem is the noise. There's so much noise I can't concentrate.
Mrs. Sanchez: Oh, I'm sorry. But you know your father, he thinks he can't hear. So he turns the volume up all the way!
Hector: I know. It's just hard to concentrate. That's all.
Mrs. Sanchez: OK. We'll try to keep it down. Victor! Turn that television down. Your son is trying to study.
Hector: Hello?
Naomi: Is that you, Hector? What's wrong?
Hector: Nothing. It's just that—I was trying to study!
Naomi: Well, excuse me! You must be having a bad day.
Hector: Yeah, sort of. I have to study in my kitchen.
Naomi: What's the problem with that?
Hector: My parents! They love to watch the TV with the volume turned all the way up. It's hard to concentrate.
Naomi: Sounds like you need a quieter place.
Hector: Yeah, you could say that again.

Naomi: What about studying at the library?

Hector: That's a great idea. But when? My schedule is crazy.

Naomi: So is mine. That's why it's even more important to be organized.

Hector: How do you do it?

Naomi: For one thing, I actually write down a schedule.

Hector: You write a schedule showing where and when you're going to study?

Naomi: Yes, I really do. It helps a lot. On Tuesdays and Thursdays, for example, I study at the library from four to six. On Friday mornings, I study here, at home. I follow the same schedule every week, no matter what.

Hector: It's almost like having a job.

Naomi: It is like having a job. That's a good way of putting it. You wouldn't be late for a job, would you?

Hector: Of course not!

Naomi: And you wouldn't skip a day of work, either. Treat your studies in the same way, and your grades will improve.

Hector: That's a great suggestion, thanks.

Naomi: Well, now you know what you have to do. So go do it! If you get organized, you'll feel more productive. Trust me.

Hector: I'll give it a try. What have I got to lose, right?

Naomi: Good luck. Tell me how it's going later on.

Hector: I will. Talk to you later.

Hector: Hey, Naomi. What's up?

Naomi: Oh, I forgot to mention one really important point.

Hector: Really? What's that?

Naomi: Don't forget to make time for your friends, too!

Hector: That was at the top of my list.

READING

Teaching Steps

Exercise A

- Ask students to describe the picture. Then read the headline aloud. If students don't know the meaning of the word *procrastinating*, tell them to guess what they think it means. Elicit that *procrastinate* means putting off doing something until a later date. Ask students to tell you whether or not they procrastinate and get them to describe the situations in which they are most likely to procrastinate.
- Give students several minutes to read the text. Encourage students to refer to WORDS & EXPRESSIONS.
- Ask students to complete the exercise. Allow them to check their answers with a partner before conducting class feedback.

Exercise B

- Get students to look at the statements. They should then read the text again, and decide whether the statements are true or false.
- Check answers around the class.

Exercise C

- Challenge students to see who can be the first to match the words to the definitions.
- Fast finishers should write sentences containing the words in the left column. They should then blank out the words and read the sentences aloud to another fast finisher, who should listen and provide the missing words.
- Check answers orally, focusing on correct pronunciation of the words.

Exercise D

- Read the words and expressions in the boxes aloud.
- Ask students to complete the sentences. Allow them to check their answers with a partner before reading the sentences around the class.

- Personalize the new language by asking students questions, such as: What best-selling books have you read? When you make a plan, do you find it difficult to stick to it? When were you last tempted to procrastinate?

Exercise E

- Focus students' attention on the Bingo grid and check that they understand the rules of the game.
- Ask students to write the words into the blanks.
- When everyone is ready, play the audio of the definitions.
- When someone calls out "Bingo", see if he / she can remember the definitions for the words in their row.
- Play the game a couple of times if students are enjoying it.

Answers

Exercise A

1. c 2. b 3. a 4. a 5. a 6. c

Exercise B

1. F 2. T 3. T 4. T 5. F 6. F

Exercise C

1. e 2. f 3. d 4. c 5. b 6. a

Exercise D

1. best-selling 2. break down; into 3. affects 4. stick to
5. state 6. tempted

Exercise E

Open-ended.

Script

Exercise E

- | | |
|---|-----------------|
| 1. a piece of work that must be done | (task) |
| 2. to successfully complete something or get a good result | (achieve) |
| 3. a helpful piece of advice | (tip) |
| 4. to keep leaving things you should do until later, often because you do not want to do them | (procrastinate) |
| 5. a sentence or phrase from a book, play, or speech | (quote) |
| 6. the activity of going to shops and buying things | (shopping) |
| 7. one of several things that influence or cause a situation | (factor) |
| 8. something that you hope to achieve in the future | (goal) |
| 9. as good as possible, or the best of its kind | (perfect) |

BEYOND THE TEXT

Teaching Steps

Exercise A

- Read what Olivia says to the class. Then get a student to read the advice aloud. Ask students whether or not they agree with the advice, and whether they have any different or better suggestions.
- Focus students on what Nick says. Organize students into pairs and get them to discuss what advice they would give Nick. After they have shared their ideas, get a few students to report back. Encourage the rest of the class to give feedback on each other's advice.

Exercise B

- Give students several minutes to read the quotes and sayings. Allow them to ask questions about any new or unfamiliar words.
- Organize students into pairs to complete the task. Monitor as students share their ideas, offering support where necessary.

- Bring the class together again and conduct feedback. Get students to put the quotes and sayings into their own words as much as possible to ensure that they have understood their meanings. Generate discussion and write any new language on the blackboard.

Extra
Activity!

- Organize students into small groups.
- Get them to choose one of the quotes or sayings from Exercise B. Ask each group to think of a short story which illustrates their chosen quote's or saying's meaning.
- Give students several minutes to practice acting out their short stories. Circulate, offering support where necessary.
- Ask groups to act out their stories to the rest of the class, who should watch and listen carefully. They should try to guess which quote or saying is being represented.

Answers

Exercise A

Sample:

You need to be more specific about what you want to achieve. Do you want to run a marathon, get more toned or just be a bit more active? You should write a fitness plan, saying what you are going to do and when you are going to do it. "Someday" might never come!

Exercise B

Pros: 2, 4, 6

Cons: 1, 3, 5

核心 教学笔记

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CHAT TIME

Teaching Steps

Exercises A & B

- For Exercise A, explain to students that they will hear a conversation in which a man and a woman discuss midterm tests. Introduce the key words and expressions for this conversation.
- Tell students to listen carefully and to write down what they hear in the blanks. If necessary, pause the audio so that students have time to write.
- Have students practice talking about studying using the questions in Exercise B.
- Have students read through LANGUAGE NOTE, which teaches the idiom “to turn over a new leaf”. Ask students: Have you ever turned over a new leaf? What did you want to change? Were you successful? Why (not)?

Exercise C

- Read the rubric aloud and direct students’ attention to the clues.
- As a class, read through the expressions in Useful language, focusing on the correct pronunciation, sentence stress and intonation.
- Organize students into pairs and get them to work on their role-plays.
- Circulate as students do this, listening and making notes of any examples of good language you hear or any issues students need help with.
- Nominate a couple of confident pairs to perform their role-plays to the rest of the class.
- Conduct class feedback, taking time to discuss any issues you have observed and any examples of good language and communicative skills.

Answers

Exercise A

- | | |
|---|-------------------------------------|
| (1) I aced my chemistry test | (2) I did OK on my other tests, too |
| (3) You shouldn’t cram like that | (4) I have been busy with events |
| (5) Let me know if you need a study partner | |

Exercise B

Open-ended.

Exercise C

Sample:

A: Hi Mary. What's wrong? You look a little sad.

B: Oh, I'm just a bit down because I failed my math test.

A: That's too bad. I'm sorry to hear that. Do you know what went wrong?

B: Yeah. I wasn't prepared. I was too busy doing other things.

A: Maybe you need to write a schedule with all your deadlines and tests noted down, so you don't forget about them. I can help you with that if you like.

B: That sounds great! Thanks, I'd really appreciate your help with this.

Script

Exercise A

James: How did you do on your midterm tests?

Wendy: Pretty good. I aced my chemistry test.

James: That's great.

Wendy: I did OK on my other tests, too. How about you?

James: Not so good. I pulled an all-nighter at the library the night before my tests, and then I was too tired to think.

Wendy: You shouldn't cram like that. It's better to study a little every day.

James: I know. It was stupid. I talked to my advisor and he told me I need to plan my time better.

Wendy: Well, what's stopping you?

James: I just got accepted into a fraternity. I have been busy with events.

Wendy: I see. Well, you'd better change your ways. It's important to get good grades.

James: True. I'm going to turn over a new leaf this semester.

Wendy: Good luck. Let me know if you need a study partner.

James: Thanks, I will.

WRITING

Teaching Steps

Exercise A

- Tell students that they are going to put some of the skills they have learned in this unit into practice, by writing a schedule.
- Give students several minutes to skim the notes and to match them to the schedule entries.
- Allow students to check their answers with a partner before conducting class feedback.

Exercise B

- Focus students' attention on the headings and elicit their meanings.
- Read the rubric aloud and challenge students to see who can be the first to complete the task.
- Check answers orally. For each heading, ask students to suggest a couple more possible schedule entries.

Exercise C

- Get students to look at Kara's schedule. Read the rubric and make sure students know they should only write the most important information.
- Do the first schedule entry in Exercise B together, as an example. Students should complete the rest of the task alone. Monitor, offering support where necessary.
- Bring the class together again. Go through the schedule, asking students to tell you what they wrote and where they wrote it.

Exercise D

- Ask students: What do you need to do this week? Ask them about their daily life, school and their part-time job. Tell students about some of the things you need to do this week.
- Get students to make notes under the headings.
- Ask a couple of students to report back on what they have written.

Exercise E

- Get students to put their notes into the schedule. Remind them that they only need to write the most important information.
- Monitor as students complete the task, offering support where necessary.
- When students have completed the task, display the schedules on the screen and get students to look at each other's schedule. Ask students: Who has the busiest schedule?

Answers

Exercise A

1. c

2. b

3. a

Exercise B

Daily Life: 1, 6

School: 4, 5

Part-time Job: 2, 3

Exercise C

Kara's Weekly Schedule							
Time	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Morning			English test		Math test		
Afternoon		Dr. Smith's appointment	Interview	Work at the café	Work at the café	Work at the café	
Evening				Work at the café	Work at the café	Work at the café	Mel's birthday

Exercise D

Open-ended.

Exercise E

Sample:

My Weekly Schedule							
Time	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Morning	Go running	Doctor's appointment	Go running	Hairdresser's appointment	Go running	Babysit for my cousin	Relax!
Afternoon	Math test	Tutor	Go to Prof. Wang's office	Work in the café	Work in the café	See grandparents	Relax!
Evening	Study for English test	Table tennis	Prepare group project	Piano lesson	Marta's birthday party	Table tennis	Go to the cinema with Ying

星奖 教学笔记

GRAMMAR

Teaching Steps

Exercise A

- Start by explaining that tag questions are used in two situations. In the first situation, you are not sure something is true, but want to make sure. In this case when you speak, your voice will rise. Write an example on the blackboard, such as: You aren't my student, are you? ↗
- Explain that we also use tag questions when we want to confirm something we know is true. In this case, your voice will go down when you speak. Write an example on the blackboard, such as: You don't have a sister, do you? ↘
- Once students seem comfortable with the grammar, have them complete the exercise and then switch books to correct their mistakes.

Exercise B

- Ask students to look at the picture and to describe what they see. (*A sleepy boy who is finding it difficult to get up for school. His mom is making breakfast for him.*)
- Elicit when we use tag questions. (*When we want to check conversation or elicit a response from our conversational partner.*)
- Read the rubric aloud. Complete the first tag question together with students as an example.
- Get students to complete the rest of the conversation. Allow them to check their answers with a partner before choosing two confident students to read the conversation aloud to the rest of the class.

Answers

Exercise A

1. doesn't 2. can 3. hasn't 4. am 5. didn't 6. should

Exercise B

(1) do you (2) aren't you (3) isn't it (4) don't you (5) do I (6) aren't I

MY STORY

Teaching Steps

Exercises A & B

- Tell students that they will see a video in which real people talk about what they do in their free time.
- Play the video and have students complete the true or false statements in Exercise A. In some cases, you may need to pause the video to help students.
- Have students tell you the answers, correcting any mistakes. Play the video again and have students answer the questions in Exercise B, pausing the video if necessary.
- Check students' answers, correcting any mistakes.

Exercise C

- Give students several minutes to read the questions and to think about their answers.
- Organize students into pairs. They should take it in turns to ask and answer the questions. Circulate, encouraging students to use some of the new words and expressions they have learned in this unit.
- Ask a few students to report back on their discussions. Write down any new language on the blackboard.

Answers

Exercise A

1. T	2. T	3. F	4. F	5. F
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Exercise B

1. She gets up at seven a.m.
2. She is studying psychology.
3. She plays volleyball.
4. He plays the drums.
5. He watches TV or plays video games.

Exercise C

Open-ended.

Script

Julianna: I get up every day at seven a.m. I take a shower. I brush my teeth. I have breakfast and then I drive to work.

Woo Sung: My sister is a student at New York University. She is studying psychology. She wakes up in the morning, has breakfast, and then goes to class.

Hana: My sister is a student. She gets up at nine o'clock in the morning, washes up, and then goes to school. After school, she has practice for her volleyball team. And then she comes home, she studies, she eats, and then she goes to sleep.

Jonathan: I always practice drums for two hours. And then actually at the end of the day I either... I usually watch some TV or play some video games and then I go to sleep.

Alejandra: After work, I sometimes go home, and sometimes I meet with friends. Also, sometimes, I go out on dates.

超星奖 教学笔记
