**UNIT 7 LIVING WITH DISEASE** 

I. Brief statements Based on the Unit

This unit mainly talks about deadly diseases and attitudes towards AIDS, cancers, etc. All the activities, including Warming up, Listening, Speaking, Reading and Writing, focus on this topic. Through this topic, the students not only get more information about diseases, but also learn how to keep a right and positive attitude towards disease and people with disease.

In addition, the students can learn some useful language points through the materials provided in each part, especially a lot of words and phrases, which are very helpful for the students to build up vocabulary about diseases. The Grammar—the Subjunctive Mood is also important. The given materials and exercises give the students an opportunity to learn grammar by using it. It helps the students learn to talk about things that are not certain to happen as well as imaginary or unreal events and situations.

All of the activities are helpful for the students to improve their knowledge about language and their skills to use language.

II. Teaching Goals

1. Talk about deadly diseases and attitudes towards AIDS, cancers, etc.

2. Practise talking about imaginary situations.

3. Practise supporting and challenging an opinion.

4. Learn to use the Subjunctive Mood (1): If I were you, … I wish I could …

5. Write a personal narrative.

III. Teaching Plan: (Six Periods)

1st period: Warming-up, Listening (WB) & Talking (Optional)

2nd period: Speaking

3rd period: Reading—Born Dying

4th period: Integrating Skills (SB)

5th period: Language Study—Word Study

6th period: Language Study—Grammar



The First Period

GOALS:

To focus on talking about deadly diseases (esp. AIDS) as warming up and listening practice.

 To learn some basic knowledge about AIDS.¬

¬ To help students build the right attitudes towards AIDS.

TEACHING PROCEDURES

I. Warming up

1. Lead-in

1) Show a picture of AIDS logo to lead in the subject—AIDS

 Are you familiar with this red⎫ ribbon?

 What’s it related to?⎫

 What doesn’t it mean? Do you⎫ know?

(Possible answer: Red ribbon is related to AIDS. It means that we should give AIDS patients love and care, understand and support.)

2) Show a picture of Pu Cunxin and other stars to show that AIDS is a worldwide problem.

 Do you know them?⎫

 What is their job besides acting?⎫

 Is it just⎫ the problem in China?

(Possible answer: It’s not just the problem in China. It’s a worldwide problem. And besides some famous stars, some ordinary people also work very hard to tell others the harm of this disease.)

2. Brainstorming

Q1: While talking about AIDS, what other diseases can you think of?

Individual work: Let students brainstorm the names of diseases, such as cold, headache, toothache, diarrhoea, cut, coughing, scald, insomnia, heart attack, cancer, AIDS, etc.

(With the development of science and hi-tech, many diseases can be cured. But for now, AIDS is still incurable, so it’s a deadly disease.)

3. How much do you know about AIDS?

1) Pair work—questions for discussion

 What’s the full name of AIDS?⎫

 Can AIDS be transmitted?⎫

⎫ In what ways can it be transmitted?

 What kinds of people are likely to get⎫ AIDS?

 Do people with AIDS look healthy at first?⎫

 Is it safe or⎫ dangerous to stay or to be friends with them? Why?

(Students don’t have to give the exact answers. These questions will help them think about this disease—AIDS.)

2) AIDS QUIZ (individual work)

1) AIDS quiz (p.49)—check students’ knowledge about AIDS.

2) Picture quiz —Can the AIDS virus transmitted via the following routes?

Summary: Medical studies show that the AIDS virus cannot be transmitted via the following routes: cups, glasses, toilet seats, swimming pools, mosquitoes, other insects or giving blood. So it’s safe to be friends with AIDS patients.

II. Listening (WB)

1. Pre-listening: Go through EX1&2 in Part1 and guess “What do the letters HIV and AIDS stand for?”

2. While-listening: Listen to the tape and finish exercises in Part1&2.

(Make good use of some pictures and a flash “HIV-cycle” in the PowerPoint)

3. Post-listening: Suppose you are a publicist of AIDS, please give an oral report about it to the whole class.

III. Talking (Optional)

Role play: Work in groups. Imagine that the headmaster of a school has found out that one of the students has HIV. The student’s family has kept it a secret until now and the headmaster only learnt the truth last week. He had called a meeting to decide what to do.

(Opinions can be based on their knowledge of AIDS and also the characteristics of the roles.)

IV. Homework

1. Preview Speaking (p. 50) and find some information about AIDS, drugs, smoking or drinking to support your idea.

2. Learn the new words of this unit by heart.

The Second Period

GOALS:

 To practise¬ supporting and challenging an opinion.

 To practise listening¬ comprehension.

TEACHING PROCEDURES

I. Revision

Do you still remember this logo? What can you learn from it?

Q1: Do you remember what it means?

Q2: In what ways is AIDS transmitted?

II. Speaking

1. Pre-speaking

1) Do you agree that getting AIDS is a personal problem? Why or why not?

(Through these questions—

 Raise the idea of social problem and come to Speaking part.¬

¬ Introduce the useful expressions of supporting and challenging an opinion on p.50. And throughout the whole class, teachers should try to use these expressions as many as possible to raise students’ awareness.

2) As has just been talked about, AIDS is not only a personal problem, but also a social one. Because when we talk about social problems, we mean crimes such as drug use, murder, theft or robbery and broken families. These social problems cause sadness, unhappiness, harm, fear and even wars in the world or in society. Besides, there are quite a few other social problems. Can you tell some? Can you use your own sentence to describe one of these social problems?

(Possible answer: crime, health, homelessness, poverty, gambling, family violence, divorce, unemployment)

3) Information input

Give students some information about how serious these problems are and ask them to take notes. Then they can decide what is the most serious.

(Refer to the PowerPoint Proper explanation is needed).

 About¬ AIDS

1. How many AIDS patients all over the world? Where are they? And are they young or old?

2. What kinds of social problems can AIDS cause?

3. How about the situation in China?

 About drugs¬

1. Is the use of drugs such as heroin, serious? Why do you think so?

2. What should we do with it?

 About Smoking¬

1. Nearly everyone knows that smoking is harmful to our health. But why do people smoke?

2. What kinds of danger can it cause to our body?

3. Can you think of the other dangers of smoking?

¬ About drinking

1. Do your parents drink? Do you think drinking is good or not, or it depends? Give your reasons.

2. Can drinking cause some problem to our body? What are they?

3. Will drinking cause some social problems? Give some example.

T: These four are all social problems, as they all will cause sadness, unhappiness, harm, fear and even wars in the world or in society.

2. While-speaking

If you were an expert on social problems, what is the most serious problem today, AIDS, drugs, smoking or drinking?

Role play

 Group¬ of four

 Each acts as the expert on AIDS, drug, smoking and drinking.¬

 Use¬ the expressions to support your opinion or challenging other’s opinions. (p.50)

Language input (Useful expressions)

--Repeat it to strengthen students’ ability of use it.

Supporting an opinion Challenging an opinion

I think that …, because … Perhaps, but what if / about …?

First, … Have you thought about …?

One reason is that … What makes you think that …?

For example, … Could you please explain …?

If we / they were to …, we / they could … If I were you, I would …

3. Post-speaking

Conclusion—Class discussion

Q: Could these social problems be avoided? Or could we get rid of social problems in modern times? What can we do to deal with them?

(Social problems are around us. They can’t disappear in modern society. But we can do something optimistic or positive to reduce the harm they cause. That’s why we youth are asked to get away from AIDS, drugs, etc. That’s why we youth should develop good habits. That’s why many people including famous stars are busy with telling others the harm. In this way, we can stay healthy both physically and mentally.)

IV. Homework

1. Finish Listening (P.50) exercises

2. Read the passage “FIGHTING THE VIRUS: HIV/AIDS IN AFRICA” (P127) and finish the Pre-reading exercises (p. 51).

The Third Period

GOALS:

 To learn more¬ knowledge about AIDS.

 To help students understand the attitudes and spirits¬ of living with disease

 To learn some useful language point¬ 

TEACHING PROCEDURES

I. Pre-reading

1) Q1: What do they look?

Show the picture of a father and his son.

(The father looks caring, gentle and energetic and the son gives us an impression of being lovely and cute. They appear so healthy that you would never guess that they are living and dying with AIDS.)