**Unit4 Seeing the doctor**

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| **主备人** | **沈艳** | **课 时** | **第四课时** | **课型** | | **新授** |
| **教学目标** | 1. 能熟练掌握关于疾病的单词、词组。  2. 能通过完成checkout time的练习，灵活运用should/shouldn’t句型。  3. 能运用所学创编医生和病人之间的对话，并在教师的引导和帮助下表演对话。 | | | | | |
| **教学重点、难点** | 1. 能熟练掌握关于病痛的单词、词组，灵活运用should/shouldn’t句型给出合理建议。  2. 能灵活运用所学创编并表演病人与医生之间的对话。 | | | | | |
| **教学准备** | 师：PPT  生: 预习checkout time | | | | | |
| **教学过程** | | | | | **备注或修改** | |
| Step 1 Warming up  Ss act cartoon time of unit 4.  Step 2 Lead-in   1. Watch a short video   T: Do you know the pictures in this video?   1. Show the notice from the infirmary of our school   T: Do you want to become a helper of the infirmary?  Step 3 Review expression about illness  To be a good helper, you should have good powers of observation.   1. Look and judge   Look at the pictures and guess what’s wrong with them.  (review toothache and headache, learn illness words with “ache”)   1. Read and judge   Read symptoms of some illnesses and guess what’s wrong with them.  1) She has a runny nose and always sneeze.  2) He feels tired and wants to sleep. His temperature is 38 ℃.  3) Jack is tired and has a fever. He is hard to breathe and has a bad cough.  Step 4 How to talk about illness   1. Think and say   T: Jack comes to the online hospital, if you are the doctor, what will you ask?  (review the sentences patterns of asking about illness)  2.Read and fill  Read and finish the dialogue between Jack and the doctor.   1. Think and guess   T:With your help, Jack and his family are in quarantine. Here comes another patient, Tim. What’s wrong with him?  Ss: Maybe he...  4. Listen and choose  1) What’s wrong with him?  2) How does he feel?  3) What should he do?  4. Let’s read  Read the dialogue between Tim and his mother.  5. Let’s imagine  T: Listening to his mother’s advice, Tim has a rest at home. But one day later, Tim still feels cold, his mother takes him to the hospital.  What will happen in the hospital?   1. Let’s act   Ss work in groups, make a dialogue and act it out.  Step 5 How to give proper advice   1. Let’s write   Write a medical record about Tim   1. Let’s discuss   What advice can you give to Tim?  (Ss use “should/shouldn’t” to talk about it.)   1. Let’s judge   T: I think the reason why Tim is ill is that his lifestyle is not healthy. A healthy lifestyle is very important for us. Is his/her lifestyle healthy?   1. Think and write   Finish the exercise on P44, then check the answers.  T: As a good helper, you can draw a poster to make every student know how to keep healthy.  Step 6 Homework:  1.Make a dialogue about seeing the doctor.  2. Draw a poster to propagate healthy lifestyle. | | | | | M:Hello, doctor. My son...  D:What' s wrong with him?  M:He has a headache.  D:How...feel?  T:I feel...  D:Let me check/take your temperature...  D:You have...  T/M:What should/shouldn't...do?  D:...should/shouldn't...  M&T:Thank you, doctor. | |
| **教学板书** | Unit 4 Seeing the doctor    Know more about illness: have a headache/earache/toothache...  a fever/ a cold/ a cough  How to ask: what’s wrong with you? How do you feel? Do you feel...?  Give advice:...should/shouldn’t... | | | | | |
| **教学反思** | 本节课的句型方面的难点比较低，更多的是让学生学会运用What’s wrong with...?...should/shouldn’t...等句型。除了充分挖掘教材中的素材，设定相关情境，让学生创编看病的相关对话，在情境中运用重点句型。本课在训练学生的阅读技能方面还有待改进。在学生创编对话前，应当提供一个语言支架，指导学生在语言支架下编写对话。 | | | | | |