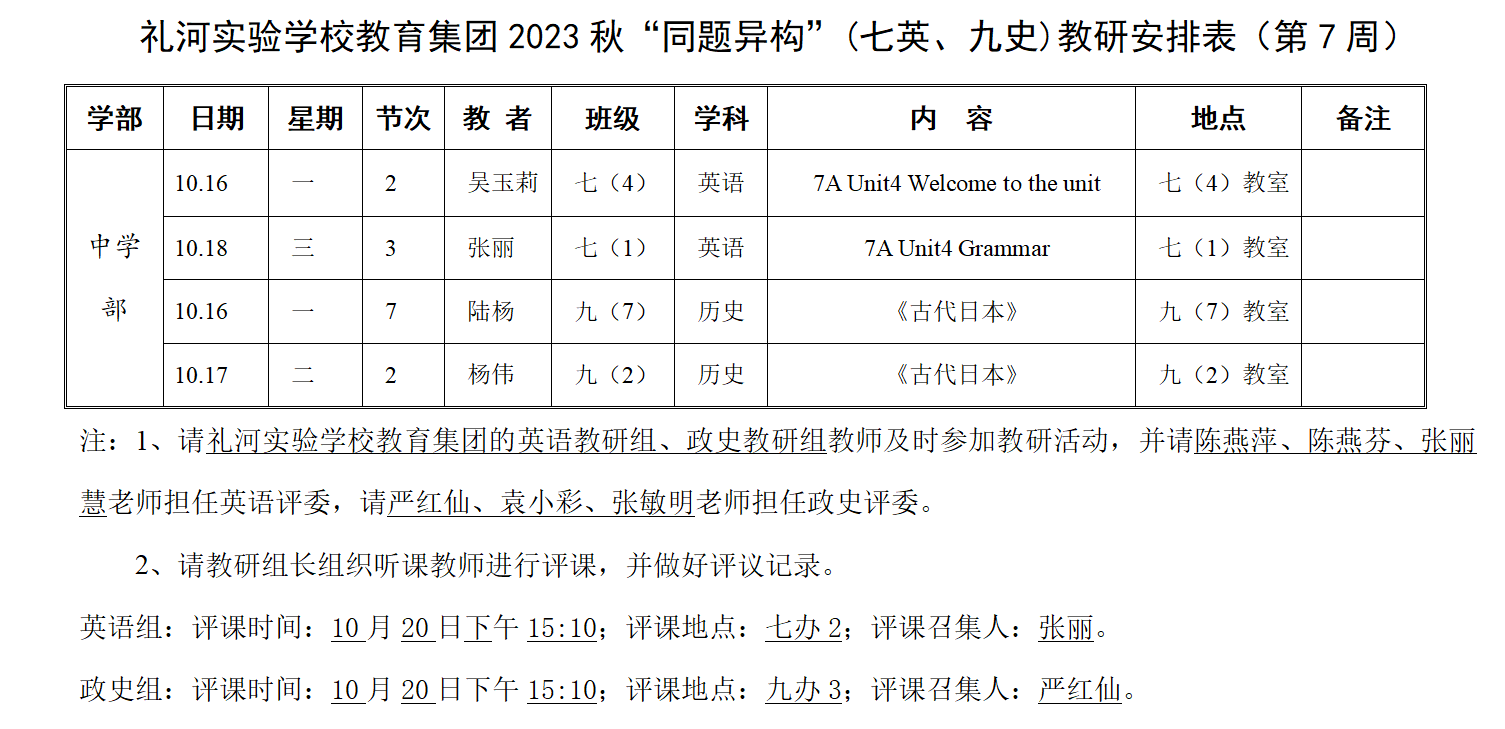
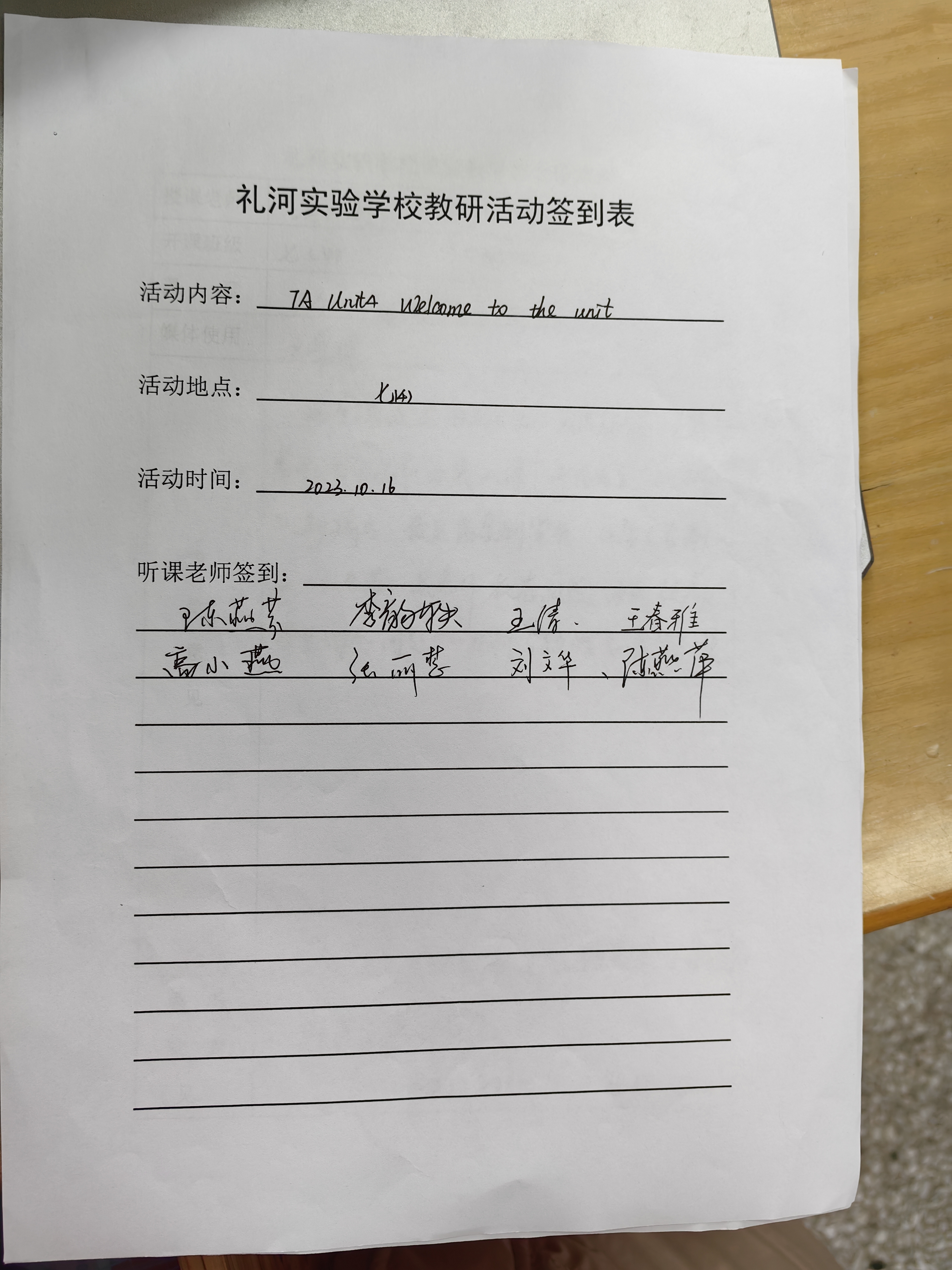
**吴玉莉老师7A《Unit4 Welcome》公开课材料**

1、安排表



1. 签到表



3、教案

**英语（七年级上册）**

**Unit 4 My day**

**Comic strip & Welcome to the unit**

**I. Teaching aims and learning objectives**

By the end of the lesson, students should be able to:

1. describe Eddie’s day;

2. ask and answer questions about Millie’s day;

3. use the new vocabulary to talk about the students’ own day.

**II. Teaching contents**

1. New words and phrases: wake, wake up, shall, hill, seldom, out, go out, need, rest, just, have fun, have breakfast/lunch/dinner, have lessons, after-school activity, homework, go to bed, usually, never, be late for, start, quarter, past

2. New structure: I seldom go out.

Some dogs just don’t know how to have fun.

I’m never late for it.

**III. Focus of the lesson and predicted area of difficulty**

1. Report one’s daily activities and ask for information about others’ daily activities;

2. Use *seldom* and *never* correctly.

**IV. Teaching procedures**

**Comic strip**

*Step 1 Presentation*

1. Learn the new words.

(1) Show pictures of daily activities to teach the new phrases: wake up, do after-school activities, have breakfast/lunch/supper/dinner, have lessons, do homework, go to bed.

T: Every day, we do a lot of different things. When we get up in the morning, a new day starts. (The teacher shows a picture.) Of course before we can get up, we should first wake up. (The teacher shows the new phrase *wake up*.) Do you understand the meaning of “wake up”? Good. Then what do we often do after we get up? Look! (The teacher shows the second picture.) Yes, we have breakfast … (The teacher shows the pictures to present the new phrases one by one. Make sure the students can read the new words correctly.)

(2) Check whether the students can understand the meanings and read correctly.

T: Can you understand all the phrases? Let me check you. Now, I’ll give you the Chinese and ask one of you to give the English. If the answer is right, all of you follow to read twice. If the answer is wrong, put up your hand to help correct it.

2. Watch the cartoon and complete the table.

T: All of you have done a good job. We’ve learnt a lot about our daily activities. Now let’s see what Eddie does every day. Please watch the cartoon and try to complete the table about Eddie’s day.

|  |  |
| --- | --- |
| Eddie’s day | |
| Morning | Have \_\_\_\_\_\_\_\_\_\_ |
| Noon | Have \_\_\_\_\_\_\_\_\_\_ |
| Afternoon | Need a good \_\_\_\_\_\_\_\_\_\_ |
| … | … |

3. Read aloud after the tape and learn the language points.

(1) Shall we do …? = Let’s do… = What/How about doing …? = Why don’t we do …?

(2) go walking in the hills

go + v-ing e.g. go swimming/shopping/fishing …

(3) seldom go out = not often go out

(4) need a good rest

need sth. need to do sth. need sb. to do sth.

(5) Some dogs just don’t know how to have fun.

4. Read after the tape and ask if the students have any problems with the comic strip.

5. Play in roles and practice in pairs.

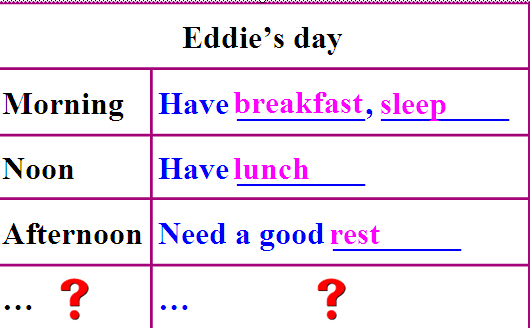
T: Please play in roles and act out the story. I’ll ask some pairs to act in front of the class. Now, please practice in pairs.

【设计意图：展示生词和语言点，并通过表格梳理漫画内容。】

*Step 2 Consolidation*

1. Report and develop the story.

T: Do you think Eddie has fun days? Please tell about Eddie’s day. You should add the activities Eddie does in the evening and at night. (Show the table again to help students report Eddie’s day.)



2. Complete a short story about Eddie’s day.

T: OK, all of you work very well. Now we learn about Eddie’s daily activities. Please complete this short passage about Eddie’s daily activities.

One day, Hobo \_\_\_\_\_ up Eddie in the morning. He wants to go walking in the \_\_\_\_\_ with Eddie. But Eddie says he \_\_\_\_\_ goes out because he is always very busy at home. After \_\_\_\_\_ up in the morning, he needs to have \_\_\_\_\_ and have another sleep. Then it’s time for \_\_\_\_\_. In the afternoon, he needs a good \_\_\_\_\_ again. What do you think Eddie does in the evening and at night? Yes, he has \_\_\_\_\_ and sleeps. Oh, Eddie is busy eating and \_\_\_\_\_ all day! Doesn’t he know how to have \_\_\_\_\_? (wakes, hills, seldom, getting, breakfast, lunch, rest/sleep, supper/dinner, sleeping, fun)

3. Check the answers and read the short story aloud.

【设计意图：通过改写，考察学生对知识的掌握情况，并让学生发挥想象力改编故事，锻炼了学生的思维。】

**Welcome to the unit**

*Step 1 Presentation*

1. Listen to the conversation in Part B and complete the table.

T: Eddie just doesn’t know how to have fun. He just eats and sleeps all day. But Millie is very busy every day, especially on school days. Now, please look at part of the table about Millie’s day. Listen to the conversation between Millie and her aunt, and try to find when Millie goes to school and what time she starts lessons.

|  |  |
| --- | --- |
| Millie’s day | |
| 6:30 a.m. | Get up |
| 7:00 a.m. | Have breakfast |
| \_\_\_\_\_\_\_\_\_ | Go to school |
| 8:00 a.m. | Do morning exercises |
| \_\_\_\_\_\_\_\_\_ | Have lessons |
| … | … |

2. Read after the tape.

T: Now, please open your books and read after the tape. Make sure you can understand everything.

3. Check the students’ understanding of some phrases and sentences.

I’m never late for school.

start lessons

at a quarter past eight

enjoy school

T: OK, do you have any questions to ask me? “I’m never late for it.” Who can translate it into Chinese? What does “never” mean?

4. Develop the conversation.

Look at the second part of the table about Millie’s day and develop the conversation.

T: Now, I’d like you to make this conversation a little longer. Look at the second part of the table about Millie’s day. Who’d like to be my partner and make a longer conversation? I play the role of Aunt, and you play the role of Millie.

|  |  |
| --- | --- |
| Millie’s day | |
| … | … |
| 11:50 a.m. | Have lunch |
| 1:30 p.m. | Have lessons |
| 4:00 p.m. | Do after-school activities |
| 4:30 p.m. | Go home |
| 6:30 p.m. | Have dinner |
| 7:00 p.m. | Watch TV |
| 7:30 p.m. | Do homework |
| 9:30 p.m. | Go to bed |

T: Millie, when do you go to school every day?

S: I usually go to school at 7:20. I’m never late for it.

T: Good. What time do you start lesson?

S: At a quarter past eight.

T: When do you do morning exercises?

S: We do morning exercises at 8 o’clock.

T: Oh, you do morning exercises before you start lessons. When do you have lunch?

S: I have lunch at 11:50.

T: What time do you go home?

S: At half past four.

T: Do you enjoy school, Millie?

S: Yes. I enjoy it very much.

T: Thank you very much. Now would you please practice in pairs like that?

【设计意图：通过书上提供的表格进行扩展练习。】

*Step 2 Consolidation*

1. Complete the passage, check the answers and read the passage aloud.

T: OK, you really did a good job. Now are you clear about Millie’s daily activities? Please complete this short passage about Millie’s day.

Millie is a hard-working student. She \_\_\_\_\_\_ up early in the morning. She goes to \_\_\_\_\_\_\_ at 7:20. She’s \_\_\_\_\_\_\_ late for school. Before the first lesson starts, Millie and all her classmates do morning \_\_\_\_\_\_\_\_. She has lunch at ten to \_\_\_\_\_\_\_\_. The school finishes at four \_\_\_\_\_\_ in the afternoon. Then it’s time for after-school \_\_\_\_\_\_\_\_. She always has fun. In the evening, Millie watches TV for \_\_\_\_\_\_ an hour. It’s her favourite time of the day. Then she needs to do her \_\_\_\_\_\_\_\_\_\_. She always does it carefully. She usually goes to \_\_\_\_\_\_\_ at 9:30.

2. Report your day.

(1) Complete the table in the book about the students’ own days.

T: Now, I know something about Eddie’s and Millie’s days now. Next, I’d like to know about your day. Please write down the time and the activities in the table.

(2) Practice reporting the students’ own days.

T: OK, please try to report your day according to the table you finished just now. I’ll give you only two minutes to practice. Please try to make your report clear and interesting.

(3) Ask a student to report and the other students to listen carefully.

T: Time is up! Are you ready to report your day? When one student is telling about his or her day, the others should listen carefully. I will ask you questions after the report. Who’d like to be the first to tell us about your day?

T: Thank … for your report. Now questions for the other students. Are you ready? Question 1 …

【设计意图：让学生结合自己的实际情况练习，达到学以致用。】

**V. Homework**

1. Practice talking about your daily activities with a new partner;

2. Finish the exercises in Period 1 of Unit 2 in the Workbook.

1. 评议表

