Unit 7 At weekends (period 1)

**教学目标：**

1. 能正确地理解并朗读课文。
2. 能听懂、会读、会说词组at weekends/chat on the Internet/go to the cinema/fly a kite/have a picnic.

3.能听懂并且理解adverbs of frequency（always/usually/often/sometimes）间的差异。

4.能听懂、会说、会用句型What do you do at weekends?及其回答

I always/usually/often/sometimes…at weekends.

5.在教师的引导和帮助下尝试复述课文内容。

**教学重点：**

1. 能理解和正确朗读课文，达到语音语调正确。

2.能听懂并且理解adverbs of frequency（always/usually/often/sometimes）间的差异。

3.能听懂、会说、会读、会运用句型What do you do at weekends?及其答语

I always/usually/often/sometimes…at weekends.

**教学难点：**

1.能在教师的引导和帮助下尝试复述课文内容。

2.初步运用本课所学的词汇和句型谈论自己或他人周末的生活

**教学准备：**PPT、多媒体器材、词汇短语句型卡纸、课堂练习题纸

**教学过程：**

Step 1. Lead-in

1. Greetings.
2. Brainstorm.

Let’s play a game. Please tell more phrases according to the given words.

1. Go
2. Have (引入have a picnic)
3. Watch (引入go to the cinema)

Step 2. Presentation

1. Do you know

Boys and girls, do you know what day is the first day of a week? (Sunday)

And what day is the last day of a week? (Saturday)

(on Saturdays and Sundays=at weekends)(切入课题）

1. Look and say

Look at the pictures. What do they do at weekends?

(引入fly a kite/ chat on the Internet)

1. Let’s learn

Do you want to know my weekends? What do I do at weekends?

(教学always/usually/often/sometimes)

(use stars to show the frequency of the four words)

(tips about the four words)

(1)Ask and answer(依据图片操练句型及四个频率词）

(2)Pair work

So, what do you do at weekends?(板书展示)

You can answer like this: I always/usually/often/sometimes...at weekends.(板书展示) Work in pairs.

(3)Let’s complete

How about Yang Ling’s weekends? What does she do at weekends?

(强调三单形式)

Step 3. Story time

1. Watch and answer

What do the twins do at weekends?（看图说说相关词组）

And how often do they do? (circle the frequency adverbs)

1. Listen and fill

Let’s listen to the tape and write down Helen’s information. Please take out your exercise paper.

1. Read and underline

How about Mike? Please read the parts about Mike and underline key phrases. What does Mike do at weekends?

1. Listen and imitate

Let’s read after the tape. Please pay attention: when you are reading, try to imitate the pronunciation and the intonation.

1. Happy reading

Let’s have a happy reading. You can read together or read in roles or read in other ways you like. Work in pairs.

1. Show time

This time, please play a role in story time. Say sth about your weekends and your friend’s weekends. Here is an example for you.

It’s your time to prepare.

Step 4. Consolidation

1. Jack’s weekends

Boys and girls, do you want to know about Jack’s weekends? Let’s read the dialogue.

What does Jack do at weekends? Does he have a nice weekend?

1. Advice

Actually, we need meaningful weekends. That is to say, do more sports. Do more housework... Do you agree with me?

1. Let’s talk

Can you say sth about your weekends? Don’t forget to use these words.(adverbs of frequency)

1. American children’s weekends

Let’s learn something about American children’s weekends.

Do you like their weekends?

1. Closing

I hope all of you can have nice weekends like them. Have a try, OK?

Step 5. Homework

Please try to talk about your family’s weekends with your partner.

板书设计

Unit 7 At weekends

What do you do at weekends? have a picnic always

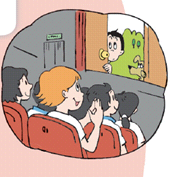
I always/usually/often/ go to the cinema usually

sometimes... fly a kite often

chat on the Internet sometimes

**教学反思：**教学目标中的1，2，3，4点达成效果不错，我在教学设计时，有意采用步步导入的形式，将单元基础知识一点点融入在各式教学活动中，让新单元的学习不再枯燥单一，学生也能在这些活动中一步步掌握基础短语及句型。然而，第5点要求的尝试复述课文达成效果相对一般，毕竟将它放在第一课时对于一部分学生来说，还是有一定难度的，其次，准备时间太短，这就不能保证学生有充足的练说时间以及纠错时间。频率副词的讲解环节虽清晰明了，却花费较长的时间，可以考虑将它的细讲调整到第二课时，本课时只需一带而过即可。Let’s talk的环节对于第一课时来说，难度中上，学生在表述过程中难免问题较多，下次可以考虑将它改成dialogue的形式予以呈现，这样则会大大降低难度。巩固环节中的两个课外阅读是亮点，Jack’s weekends理解难度不大，很适合学生阅览，且对本课起到一定的升华作用，但American children’s weekends环节虽充分调动了学生的兴趣点，却不适合放在第一课时，这与Jack’s weekends教学目的重复，可以考虑调整到二三课时为宜。

***Listen and fill***  (听录音，写出Helen的相关信息)



Helen **always** \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ lessons.

She **sometimes** \_\_\_\_\_\_\_\_to the cinema with her \_\_\_\_\_\_\_\_.

***Let’s retell*** (扮演文中的一个角色，说说你和你朋友的周末生活)

Hello, I’m **\_\_\_\_\_**.

I **(always/usually/often/sometimes)\_\_\_\_\_\_\_\_\_\_\_\_\_\_**at weekends.

I **(always/usually/often/sometimes)\_\_\_\_\_\_\_\_\_\_\_\_\_\_** at weekends.

**\_\_\_\_\_** is my friend/brother/sister.

He/She **(always/usually/often/sometimes)\_\_\_\_\_\_\_\_** at weekends.

He/She **(always/usually/often/sometimes)\_\_\_\_\_\_\_\_** at weekends.

We are happy at weekends.

