

## Period 4 Section B (1a-1d)教学设计

课程基本信息							
学科	英语	授课教师	缪倩倩	授课班级	707	课型	阅读课
课题	Unit 6 A Day in the Life						
	Lesson 4 Section B 1a-1d						
教学目标							
<p><b>Teaching Objectives</b></p> <p>1. Knowledge Objectives</p> <ul style="list-style-type: none"> <li>Students can master key vocabulary: break (/breɪk/), finish (/ˈfɪnɪʃ/), ice hockey (/ˈaɪs ˌhɒki/), home economics (/ˌiːkəˈnɒmɪks/), daily routine, already, prepare and part.</li> <li>Students can grasp key sentence patterns about daily routines: "He usually gets up at...", "The class begins at...", "He has lunch at...", "After that, he..."</li> <li>Students can understand the background information about Finland (location, climate, capital) and ice hockey.</li> </ul> <p>2. Ability Objectives</p> <ul style="list-style-type: none"> <li>Improve students' reading skills: fast reading to identify text type and main idea; careful reading to extract key details (time, activities, numbers).</li> <li>Enable students to talk about daily routines in English, using correct time expressions and verb forms.</li> <li>Develop students' critical thinking and collaborative skills through discussion and retelling.</li> </ul> <p>3. Emotional &amp; Value Objectives</p> <ul style="list-style-type: none"> <li>Cultivate students' awareness of time management by learning about Timo's daily routine.</li> <li>Broaden students' international horizons and respect cultural differences in daily life.</li> <li>Encourage students to develop good living and learning habits.</li> </ul> <p><b>Key and Difficult Points</b></p> <p>1. Key Points</p> <ul style="list-style-type: none"> <li>Mastery of vocabulary and sentence patterns related to daily routines.</li> <li>Ability to read and extract key information (time, activities) from the text.</li> </ul>							

- Ability to describe daily routines in English.

## 2. Difficult Points

- Understanding and using time expressions (e.g., "twenty-five past seven", "a quarter to one").
- Retelling Timo's daily routine in a logical and fluent way.
- Analyzing the reasons for the differences in daily routines between Chinese and Finnish students (combined with climate and cultural background).

## Teaching Aids

Multimedia equipment (PPT, pictures, audio materials of the text)

Blackboard and chalk

## 教学过程

### Step I: Lead-in

1. Greet the students and show the daily routine of a Chinese middle school student through PPT, with pictures and guide students to use learned expressions like “get up”, “have classes”, and “do homework” and key sentences: "He usually gets up at six o'clock.", "He does morning exercises at twenty-five past seven.", etc.
2. Guide students to discuss: "What do you think of his life? Is it busy or colourful?"
3. Introduce the topic: "Today, we'll meet a student from Finland. Let's explore how different his daily routine is!"

### Step II: Pre-reading

1. Show pictures of a boy playing ice hockey on PPT. Ask three questions:
  - (1) What is the boy wearing?
  - (2) What sport is the boy playing?
  - (3) Can you guess which part of the world the boy is from?
2. Guide students to observe the pictures and answer the questions. Then present the correct answers: "A thick hat and a warm scarf.", "Ice hockey (/ˈaɪs ˈhɒki/)", "He may be from a cold area in the northern part of the world."
3. Briefly introduce ice hockey: "Ice hockey is very popular in cold-weather countries such as Canada, Finland and Russia. It is a national sport in some countries."

### Step III: While reading

#### 1. Fast Reading

Distribute the text to students. Play the audio of the text and ask students to listen carefully.

Task 1: Ask students to answer the question: "What type of text is it?"

Check the answer (B. Narration) and explain: "This text tells about Timo's daily experiences, so it's a narration."

Task 2: Ask students to choose the best title.

Check the answer (B) and analyze: "The text mainly describes Timo's daily routine on a Tuesday, so the title is 'One of Timo's School Days'."

Task 3: Ask students to read the first two lines of Paragraph 1 and fill in the information card:

Name	Timo Halla (/ti:məʊ ha'la:/)
Age	13 years old
Place	Helsinki, Finland (/hel'sɪŋki 'fɪnlənd/)
Writing Time	December

Introduce basic information about Finland with a map: "Finland is in Northern Europe, with long cold winters. Its capital is Helsinki, and it's called 'a country with a thousand lakes'."

#### 2. Careful Reading

Task 1: Ask students to read Paragraph 1 carefully, circle time clues, and complete the timetable.

Time	Timo's Activity
7:40 a.m.	get up
9:00 a.m.	school begins
12:00 p.m.	have lunch
12:30 p.m.	the afternoon lessons begin
2:15 p.m.	the afternoon lessons finish
after school	go to the ice hockey club

Explain the word "finish" (/ˈfɪnɪʃ/): "It's a verb meaning 'to end or complete'."

Task 2: Ask students to circle numbers in the text and find out their meanings:

10: a 10-minute walk from home to school

18: 18 students in Timo's class

45: each lesson is 45 minutes long

1: one Finnish lesson in the morning

2: two home economics lessons in the morning

Explain "home economics lessons": "These classes teach practical life skills, such as cooking, doing chores, and spending money wisely. They help students live independently and become well-rounded people."

Task 3: Ask students to read Paragraph 2 and complete the rest of the timetable.

Time	Timo's Activity
4:00 p.m.	get home
6:00 p.m.	have dinner
after dinner	read with parents
9:30 p.m.	go to bed

Ask students to answer two questions:

- (1) What is an important part of Timo's life? (Reading with his parents for an hour.)
- (2) What does he do before going to bed? (He prepares his schoolbag for the next day.)

Step IV: Post-reading : Discussion

1. Organize students into groups of 4/5 to discuss two questions:

- (1) Why does Timo's school start late in the morning and finish early in the afternoon? (It's December in Finland, so the daytime is very short.)
- (2) How does Timo make good use of his time? (① Listen to news or music after getting up; ② Go to ice hockey club after school; ③ Read with parents after dinner; ④ Prepare schoolbag before bed.)

2. Invite 2-3 groups to share their answers.

Step V: Retell and summary

1. Retell Timo's school day routine by using the key vocabulary and sentence patterns..
2. Share the saying: "To plan time is to save time. To save time is to lengthen life." Encourage students to manage time well.

Step VI: Homework:

Must-do: ① List at least three things learned today. ② Make a timetable of your own school day.

Choose-to-do: Search online to learn about students' daily routines in other foreign countries and find more ways to make good use of time.