

Unit 6 A Day in the Life

Period 4 Section B (1a-1d)教学设计

- 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 (/ais hɔki/)", "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'siŋki 'finlənd/)
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" (/fɪnɪʃ/): "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.