**Unit 2 This is my sister.**

**Period 4 (Section B 2a–Self Check)**

**【教学目标】**

**●知识目标**

1. Master the new words and useful expressions.

2. Master the target language.

3. Consolidate what we’ve learned in this unit.

**●能力目标**

1.Talk about family members fluently.

2. Develop students’ listening skills and communicative competence.

**●情感目标**

Lead students to love their family members and friends.

**【教学重难点】**

**●重点**

1. Master the new words and useful expressions.

Words: here, of, photo, next, picture, girl, dog

Phrases: a photo of, the name of, in the first photo

2. Be able to talk about family members fluently.

●**难点**

1. Talk about family members fluently.

2. The usage of target language.

**【教学准备】**

A family photo, some exercises and handouts.

**【教学方法】**

任务型教学法、情景交际法、自主学习与合作学习相结合

**【课时安排】**

One period

**【教学过程】**

**Step 1: Greetings and revision**

1. Greeting the students as usual.

2. Check their homework, correcting mistakes if any.

**Step 2: Lead-in**

T: We know some students' family members. We want to know more students' family members. Would you like to introduce your family members to us?

Ss: Yes.

S1: Let me try.

T: OK, please.

S1: Hello, everyone! My name is …Look at this picture, please. This is a picture of my family. This is my father. His name is …This is my mother. Her name is … They are good parents. This is my brother. His name is …Look! It’s me. Am I funny? I love my family.

T: Very good.

(Invite another two students introduce their family.)

**Step 3: Presentation**

**1. Teach activity 2a**

(1) Make students work in pairs to find the first names of male and female in this unit and write them.

(2) Collect the answers as a whole class.

**2. Teach activity 2b**

(1) Ask students to look at the pictures and answer these two questions:

➀What can you see in the pictures?

➁Who are they?

(2) Ask students to read the passage silently and circle the names.

(3) Ask a student to show the names and check the answers.

(4) Read the passage sentence by sentence to make students understand the meaning of the passage.

(5) Have the students read the passage together, ask them to pay attention to the pronunciation.

**3. Teach activity 2c**

(1) Ask students to read through the instruction of this activity so that they can know how to do it.

(2) Leave students two minutes to do this task individually. Move around the classroom to check the progress and give some help if necessary.

(3) Invite some pairs to check their answers.

Answers: 1.Jenny 2.parents 3.brothers 4.sister 5.cousin 6.Coco

**Step 4: Practice**

**1. Teach activities 3a**

(1) Get students to complete the passage with the words in the box.

T: Please open your books to Page 12. Look at 3a. Can you see the words in the box?

Ss: Yes.

T: Please read them aloud.

Ss: Brothers, parents, Cindy, family.

T: What does “parents” mean?

Ss: Father and mother.

T: You are right. Is Cindy a boy’s name?

Ss: No, it’s a girl’s name.

T: Is Paul a boy or a girl?

Ss: A boy.

T: What are John and Bob?

Ss: They’re Paul’s brothers.

Teachers: Is Cindy Paul’s sister?

Ss: Yes, she is.

(2) Have students try to draw a picture of Paul’s family in the box on the right.

(3) Ask some students to show their pictures and introduce the people to the class.

**2. Teach activity 3b**

(1) Ask students to have a look at the instruction of 3b so that they can know how to do this activity.

(2) Ask students to take out their family photos and write about their family.

(3) Leave them several minutes to do this task individually.

(4) As they work, move around the room, offering help as needed.

(5) Collect the answers. Choose the best one, and present it to the whole class.

**Step 5: Consolidation**

**Teach Self Check**

1. **Self Check 1**

(1) T: We have learned many words for family members. Now let's have a short revision.

(Let Ss say the words for the family members in a chain.)

S1: father S2: mother S3: grandfather S4…

(2)T: OK. Some words for the family members are male, some are female and other words are both. Now look at Self Check 1, and group the words for family members you have learned.

(3) Check the answers.

Answers: Male: father, grandfather, uncle, brother, cousin

Female: mother, grandmother, aunt, uncle, cousin

Both: parents, grandparents

**2. Self Check 2**

(1) T: When we are not sure about the family members. We always ask about them. Let's sum up the sentence structures we can use:

(Ss sum up the sentence structures with the help of the teacher.)

① —Is this/that…? —Yes, he/she is. No, he/she isn't.

② —Are these/those…? —Yes, they are./ No, they aren't.

③ —Who's she/he? —He's/She's…

(2) T: Now read the conversation between Bill and Dale. Then complete the conversation.

(3) Check the answers.

Answers: this, He's, Who, She, these/those, they, are

(4) Practice the conversation with your partner.

**【课堂小结】**

In this period, we’ve consolidated how to talk about family members through some reading and writing practice. And we’ve also learned that we have to love our family members.

**【课后作业】**

1. Review the new words and useful expressions in this period.

2. Read the messages in 2b and recite it.

3. Make conversations with your parents or friends using the target language in this unit.

4. Preview the next unit.