1. **教材分析：**

本课选自外研版七年级下册英语教科书，Module 9 Life History. 本课是Unit 3, 课型是复习课。这一模块是本册书中学习一般过去时态的第三个模块。主要是对动词过去式不规则变化，以及一般过去时态的一般疑问句的学习。

1. **学情分析：**

七年级的学生已经学习过一般现在时态，在Module 7和Module 8中也学习了一般过去时态的结构和动词过去式的规则变化。对于本模块的学习起了良好的铺垫作用。学习过Module 9这一模块Unit 1和Unit 2的课文后，对如何讲述名人生平已经有了初步的感知。通过本课的学习，对知识进行巩固和重组，学生会熟练运用一般过去时态，听、说、读、写关于他人的生活史。锻炼其对英语的综合运用能力。

1. **教学目标：**

**1.知识目标：**能听、说、读、写不规则变化的动词过去式。

**2.能力目标：**能运用一般过去时态谈论自己以及他人的生活史。

**3.情感目标：**通过对他人生活史的了解，学会倾听、学会感恩、学习他人优点。

1. **教学重难点：**
2. **重点：**动词过去式的不规则变化以及一般过去时的一般疑问句。
3. **难点：**运用一般过去时态，按照时间顺序讲述自己以及他人的生活史。
4. **教学活动：**

Step 1: Warming-up

Ss play games to relax the mood.

(用游戏来活跃气氛，游戏是将动词的原形及其过去式配对。此活动是对词汇的训练。)

Step 2: Revision

Pair work : Ask and answer.

（两人合作，一问一答。猜测对方昨天做了什么，复习一般过去时的一般疑问句，以及肯定否定回答。）

Step 3. Lead-in

1. Free-talk and then play a video about my life history.
2. Ask some questions about Ss’ life history.
3. Draw a timeline on the blackboard to lead the Ss talk about their life history.(Pair work: 2 min to prepare.)

（通过视频介绍我本人生活史，引起学生兴趣，示范如何描述个人生平。通过对学生生活史的提问帮他们梳理在描述自己生平时可能用到的动词。体现在板书的timeline中。）

Step 4: Practise

Activity 1 :Complete the passage about my parents with the correct form of the words..

When my parents were young, they (1)\_\_\_\_\_\_\_\_\_\_\_(not have) much money. They (2)\_\_\_\_\_\_(begin) work at eight o’clock and (3)\_\_\_\_\_\_\_\_(leave) at five. When they (4)\_\_\_\_\_\_\_(get) home, my father always (5)\_\_\_\_\_\_\_\_\_\_(read) a book. And my mother always (6)\_\_\_\_\_\_\_\_\_\_(do) some housework. In the evening, they (7)\_\_\_\_\_\_\_\_(go) to the park and (7)\_\_\_\_\_\_\_\_\_\_(have) a good time. After I was born, they (8)\_\_\_\_\_\_\_\_\_(spend) all the time looking after me. They (9)\_\_\_\_\_\_\_\_(take) good care of me and (10)\_\_\_\_\_\_\_\_

(teach) me many things. They are really great parents.

(填空完成一篇关于我父母生活史的文章。练习动词的过去式，熟悉介绍父母生活用到的动词短语，为后面活动做铺垫。)

Activity 2: Group work：Make a dialogue

A: Hi, C,D. Can we ask you some questions about your parents' past life ?

C、D： OK.

A: What time did your father......when you were a little girl/ boy?

C: He......

B: Did your father......

C: Yes, he did. / No, he didn't. He......

B: What time did your mother......

D: She......

A: Did she ......

D: Yes, she did. / No, she didn't. She......

B: Well, your parents ...... Thanks for you sharing.

（小组合作，操练一般过去时的一般疑问句以及what time…疑问句。培养学生对目标语言的综合运用能力。）

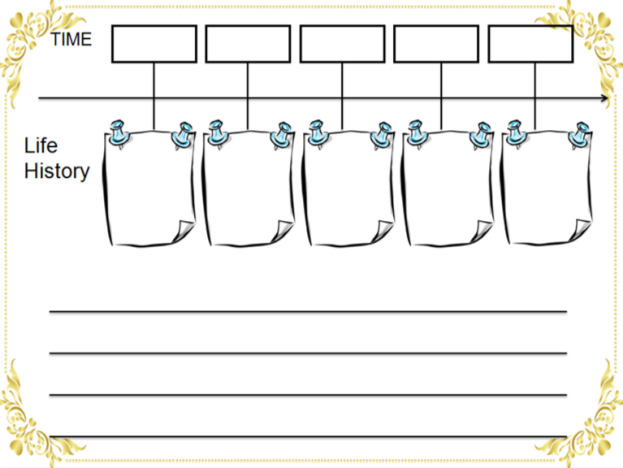
Activity 3: Complete the passage with the correct form of the words from the box. And then answer the following questions.

1. When and where was Deng Yaping born ?
2. What did she start doing at five
3. How old was she when she won the first match for China ?
4. How did Deng become famous ?
5. What did she do at the age of 24?

（通过阅读活动，梳理邓亚萍的生活史。帮助学生了解如何按照时间顺序描述个人生平，为下一活动做铺垫。）

Step 5: Production

Group work: Talk about your idols.



（预习作业要求学生完成相关信息的查找。在此活动中让学生将搜集的资料整理排序，合成一篇完整的文章。考察学生对语言的综合运用能力，检验本课教学目标达成情况。）

Step 8: Homework

Do an interview about your grandparents’ life history. Write a report on your exercise books.