**Unit 4 Where’s my schoolbag?**

The Third Period: Section B(1a-2a)

**Teaching aims:**

1、熟练运用一些日常生活中常见的名词或名词短语；

2、能够运用方位介词和所学名词或名词短语表述物品的正确位置。

**Language point:**

1. 要求掌握以下单词或短语: radio, clock, tape player, model plane, tape, hat...
2. 要求掌握以下句式：

The English books are under the radio.

The ruler is on the bed.

The notebook is under the model plane in the bookcase.

---Where are the English books?

---They’re under the radio.

**Teaching steps:**

Step1 Warming-up

1. Greetings.
2. Revision.

Step 2 Presentation

1. Teach the new words.

T: What’s this?

S: It’s a radio.

T: How do you spell it?

S: R-A-D-I-O.

...

1. Activity 1a

|  |
| --- |
| a f d e b c |

1. Activity 1b

Step 3 Practice

1. Activity 1c
2. Activity 1d
3. Activity 1e

Step 4 Consolidation

Finish the Activity 2a

Step 5 Summary

In this period, we’ve mainly learned some words of the objectives. And we’ve also improved our listening and writing skills through the practice.

Step 6 Homework

1. Copy the words and try to recite them.
2. Preview the next period.

**Unit 4 Where’s my schoolbag?**

The Fourth Period: Section B (2b-Self Check)



**Teaching aims:**

1. 掌握的新单词: tidy, but, our, everywhere, always.

2. 熟练运用介词描绘物品所在地。

**Language point:**

1. I’m tidy, but Gina is not.
2. In our room, my books and tapes are in the bookcase.
3. Gina’s books are everywhere-- on her bed, on the sofa and under the chair.
4. The white model plane is hers.
5. Gina always asks.

**Teaching steps**

Step 1 Warming-up

1. Greetings
2. Have a dictation of the words in this unit.

Step 2 Presentation

1. Activity 2b

➀ tidy, “整洁的，整齐的”

be tidy 整洁的

eg. The room is very tidy.

➁ but,”但是”，连接两个并列成份，表转折。

eg. Tony is a quiet(安静的) student, \_\_\_\_\_\_\_ he is active (活跃的，积极的) in class.

1. so (因此) B. and (和)

C. but D. or (或者)

➂ everywhere, “到处，处处”.

eg. Students are everwhere.

1. Activity 2c

Step 3 Practice

1. Activity 3a

Ask students to complete the chart individually and then check the answers.

1. Activity 3b

Ask students to do it individually and collect the work. Choose the best one, and present it to the whole class.

Step 4 Consolidation

Self Check

First, think of the things in your roomm. List them on the paper.

Then group them. Write as many as possible.

Step 5 Summary

In this period, we’ve further consolidated how to talk about where things ar through a passage. And we’ve also done some writing practice to consolidate what we have learned in this period.

Step 6 Homework

1. Finish the exercises on the workbook.
2. Preview the next period.