

# U3 Could you please clean your room?

## 大单元教学设计

驻马店十八中 单先利

### 本单元知识梳理

Section A	单词	rubbish, fold, sweep, floor, mess, throw, neither, shirt, pass, borrow,
	短语	take out the rubbish, fold the clothes, sweep the floor, all the time, make the bed, go out for dinner
	句型	1. —Could you please sweep the floor? —Yes, sure. 2. —Could I use your computer? —Sorry. I'm going to work on it now.
Section B	单词	throw, neither, shirt, pass, borrow, lend, finger, hate, while,
	短语	throw down, take the dog for a walk, be angry with, all the time, as soon as

	<b>句型</b>	<p>—Could I invite my friends to a party?  —No, you can't have a party. You have a test on Monday.</p>
<b>语法</b>	情态动词 could 的用法	

### 本单元教学目标

<b>知识目标</b>	情态动词 could 的用法；家务活的表达。
<b>能力目标</b>	理解 could 的用法；能够运用动词短语谈论个人对家务的看法及意见。
<b>情感目标</b>	理解“文化”内涵，培养健康向上的个人爱好。

### 本单元课时安排

【课时建议】本单元建议 5 课时

Section A (1a~2d) .....	1 课时
Section A (3a~3c) .....	1 课时
Section B (1a~1d) .....	1 课时
Section B (2a~2e) .....	1 课时
Section B (3a~Self Check) .....	1 课时

### 本单元方法指导

词汇短语：主要采用图片，比较及在实际操作中运用的方法。

基本句子：采用多媒体展示及交际法。

语法：情态动词 could 的用法——家务活短语。

## 单元教材分析

本单元教材以“有礼貌的请求和征求许可”为中心话题，围绕着“能做的家务”进行学习和运用几个常见的句型：Could you please…? /Yes, sure./OK, but I want to…/I don't understand why some parents make their kids help with housework and chores at home./ They should spend their time on schoolwork in order to get good grades and get into a good university.等，让学生学习一些句型及常见的短语。在学习过程中，学生在交流中，能促进师生之间的感情。Section A 主要学习 take out the rubbish, fold the clothes, sweep the floor, all the time, make one's bed, go out for dinner 等常见的动词短语。应掌握句型：Could you please…? /Yes, sure./OK, but I want to…等。通过一篇小短文来介绍了 Nancy 放学后想看电视，而她的妈妈想让她做一些家务的故事，增加了学生的阅读量。Section B 安排了听、说、读、写的任务，教师在教学中应合理利用课本上的知识进行教学。本单元的学习对于提升学生具体语境下的语言综合运用能力大有助益，同时也可丰富学生生活，陶冶情操，对学生德育教育也是益处良多。

## Section A 第 1 课时 (1a~2d)

### 步骤 1 明确课标要求

类别	学习重点
重点单词	rubbish, fold, sweep, floor, mess,
重点短语	take out the rubbish, fold the clothes, sweep the floor, all the time, make the bed, go out for dinner
重点句式	1.—Could you please sweep the floor? —Yes, sure. 2. —Could I use your computer? —Sorry. I'm going to work on it now.

教学 难点	Use the target language to express the housework.
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### 步骤② 课前自主学习

课前预习	写一写	1. 垃圾 rubbish 2. 折叠 fold 3. 打扫 sweep 4. 地板 floor 5. 混乱 mess
	译一译	1. 扔垃圾 take out the rubbish 2. 叠衣服 fold the clothes 3. 拖地 sweep the floor 4. 一直 all the time 5. 铺床 make the bed 6. 出去吃晚饭 go out for dinner
	背一背	1. —Could you please sweep the floor? —Yes, sure. 2. —Could I use your computer? —Sorry. I'm going to work on it now.

### 步骤③ 课堂互动探究

新课导入	教师通过师生自由交流，导入本节课的话题。 eg : T : Do you like doing the housework? S: Yes, we like them very much. T: What kind of housework do you like best? S: Sweep the floor. /Make the bed. /Take out the rubbish. ...
新课展示	1. 展示一些家务活的图片导入新词。 2. 认真观察图片，将家务活和相对应的图片匹配，集体核对答案。

	<p>(task1)</p> <p>2. 认真听录音，根据听到的节目顺序给他们标号，集体核对答案，再听一遍录音并跟读。(task2)</p> <p>3. 练习 1c 中的对话，并请学生表演。(group -work)</p> <p>4. 用 1c 左侧方框中的单词或词组，仿照右侧方框中的对话来编写新的对话，两人一组进行练习，并请几组学生表演对话。</p> <p><b>【语法提要】</b></p> <p>1. Could you please...</p> <p>常用来询问对方对某事、某物或某人的看法和观点。回答这类问句通常用：Yes, I can ./Sorry, I can't. 如：</p> <p>—Could you please sweep the floor?</p> <p>—Yes, sure.</p> <p><b>★Step 1 Preview and perception 【预习感知】</b></p> <p>Ask the students to read the vocabulary and target language.</p> <p>I . 用括号内所给词的适当形式填空。</p> <ol style="list-style-type: none"> <li>1. Could you please _____(fold) the clothes?</li> <li>2. They _____(sweep) the floor tomorrow morning.</li> <li>3. If you _____(study) hard, you will pass the test.</li> </ol> <p><b>★Step 2 Consociation and exploration 【合作探究】</b></p> <p>Let the students read the book by themselves in order to find out the answers. They can discuss the questions in groups or ask the teacher for help. When they finished the questions, ask some students to check the answers.</p> <p><b>★Step 3 Leading in 【情景导入】</b></p> <p>T: I'm busy now. And I have a lot of things to do. Could you</p>
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please help me?

Ss: Sure.

T: Could you please clean the classroom?

Help the students to repeat.

#### ★Step 4 Pre-task 【准备任务】

Page 17, 1a &1b

1. Look at 1a. Do you do these chores at home? Discuss them with your partner.
2. Ask some students to talk about them.
3. Look at 1b. Play the tape and ask the students to listen and find the answers.
4. Ask one or two students to check the answers.

Page 17, 1c

1. Focus on the conversation in the box.
2. Practice reading.
3. Pairwork: Ask the students to make conversations about the chores in 1a.

S1: Could you please ...?

S2: Yes, sure. Can you do the dishes?

S1: ...

4. Groupwork: Divide the class into some groups. Make conversations.

### ★Step 5 While—task 【过程任务】

Page 18, 2a&2b

1. Peter asks his father if he can do four things. What does his father say? Play the recording for the first time. Students listen and check yes or no.
2. Check the answers.
3. Play the recording a second time and say :

Why does Peter's father say “no”? Draw lines to the reasons in the chart in 2a.

### ★Step 6 Post—task 【后续任务】

Page 18, 2c & 2d

1. Focus on the conversations in 2c & 2d.
2. Practice reading. Make the students scan the conversations first.
3. Teach and then make students role—play the conversations in pairs.
4. Play the recording and ask the students to listen and repeat 2d.

### ★Step 7 Consolidation practice 【巩固练习】

Look at the students' book of the 1st exercise.

### ★Step 8 Summary 【课堂小结】

In this class, we have learned some new phrases “take out the

	<p>rubbish, fold the clothes, sweep the floor, all the time, make one's bed, go out for dinner". You should master them.</p> <p><b>★Step 9 Homework 【家庭作业】</b></p> <ol style="list-style-type: none"> <li>1. Listen to the tapes twice.</li> <li>2. Practice the conversation on Page 18, 2d.</li> </ol>
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#### 步骤④ 课堂学以致用

<b>活学活练</b>	<p>根据汉语意思完成下列句子。</p> <p>1. ——你可以扫地吗？ ——当然可以。      —Could you please _____?       —Yes, sure.</p> <p>2. ——我可以看电视吗？      ——是的，可以，但是你不得不先倒垃圾。      — _____ watch TV?      —Yes, you can, but first you have to _____.</p>
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#### 步骤⑤ 课后达标检测

布置作业：完成课后提升作业。

#### 步骤⑥ 课后教学反思

<b>教学反思</b>	<p>本课时由学生熟悉的家务活入手，采用互问互答的交际活动或小组活动，听说结合，第一时间向学生传达语言目标，同时锻炼了学生的口语表达能力；小结训练也巩固了重点单词的用法。</p>
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	<p>教学过程中老师的疑问：</p> <p>是否发音正确？</p> <p>是否在家做家务？</p>
<p>教师点评和总结：让学生学习一些句型及常见的短语。在学习过程中，学生在交流中，能促进师生之间的感情。学习了 take out the rubbish, fold the clothes, sweep the floor, all the time, make one's bed, go out for dinner 等常见的动词短语。应掌握句型：Could you please…? /Yes, sure./OK, but I want to…等。</p>	

## Section A 第 2 课时 (3a~3c)

### 步骤 1 明确课标要求

类别	学习重点
重点单词	throw, neither, shirt, pass, borrow, lend, finger, hate, while
重点短语	throw down, take the dog for a walk, be angry with, all the time, as soon as
重点句式	<p>1. For one week, she did not do any housework and neither did I.</p> <p>2. —Could I borrow that book? —Yes, here you are</p>

教学难点	Target language above
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### 步骤② 课前自主学习

课前预习	写一写	混乱 mess
	译一译	1. 扔掉 throw down 2. 遛狗 take the dog for a walk 3. 生气 be angry with 4. 一直 all the time
	背一背	1. For one week, she did not do any housework and neither did I. 2. —Could I borrow that book? —Yes, here you are.

### 步骤③ 课堂互动探究

新课导入	师生问答。  T: Could you take out the rubbish?  S1: Yes, sure.  S2: OK, but I want to ...
	【完成教材 Grammar Focus~3c 的教学任务】  1. 根据情景及所学知识回答 3a 中的问题，完成后小组内互相交流答案。  2. 根据原文回答 3b 的问题，完成后小组成员互相交流

答案，并朗读问题和答案。

3. 以小组为单位，询问小组成员 3c 中的问题，根据答案的结果将小组成员的名字写在相应的问题后面。

### 【语法提要】

1. Pay more attention to the passage in 3a. Make the students know the meaning of the passage.
2. Make the students read again. And then finish 3b.
3. Choose one or two students to check the answers. Then ask one student to write his or her answers on the blackboard.
4. Ask all the students to check the answers.

Play the recording and ask the students to listen and repeat.

### 【问题探究】

Divide the students into some groups and discuss the questions in groups. And have one student in groups say his/her answers.

### 活学活练

Ask the students to look at 4b, and fill in the blanks in the conversation. If they don't know the answers, they may discuss them in pairs or ask the teacher for help.  
Then ask some pairs to act the conversation out to the class.

### 步骤 5 课后达标检测

布置作业：完成课后提升作业。

### 步骤 6 课后教学反思

#### 教学反思

通过本课时的学习，学生已经熟练地掌握了如何进行简短的关于家务的对话。在课堂学习中，大部分学生表现积极，抓住机会练习口语，使口语水平得到锻炼和提高。

**教学过程中老师的疑问：**

**教师点评和总结：**

## Section B 第 3 课时 (1a~1d)

### 步骤 1 明确课标要求

类别	学习重点
重点单词	snack,
重点短语	invite sb. to do sth./invite sb. to sp.
重点句式	—Could I invite my friends to a party? —No, you can't have a party. You have a test on

	Monday.
<b>教学难点</b>	Listen and find the answers.

## 步骤② 课前自主学习

<b>课前预习</b>	<b>写一写</b>	1. 零食 snack 2. 邀请 invite 3. 商店 store
	<b>译一译</b>	买饮料和零食 buy some drinks and snacks
	<b>背一背</b>	<u>—Could I invite my friends to a party?</u> <u>—No, you can't have a party. You have a test on Monday.</u>

## 步骤③ 课堂互动探究

<b>新课导入</b>	教师引导学生展开如下对话:
	What do teenagers ask their parents' permission for? Ask the students to talk about the question. Then ask some students to say about it in front of the class.

	<p><b>【完成教材 1a~1d 的教学任务】</b></p> <ol style="list-style-type: none"> <li>1.教师用多媒体呈现 1a 图片，并提问“What do teenagers ask for their parents' permission?”</li> <li>2.小游戏：关上课本，教师将全班分为四个组，并让每组自由抢答问题：用已学或已知的形容词描述 1a 图片。（可以参照课后单词表）每幅图片限两个形容词，说的形容词最多的组获胜。</li> <li>3.游戏后，教师点评并让学生完成 1a 任务。</li> <li>4.教师教读并解释 1a 中的短语，并要求学生背记。</li> <li>5.教师让学生完成 1b 任务：听录音，圈出你在 1a 的方框中听到的描述的词语。</li> <li>6.教师让学生完成 1c 任务：再听一次录音，打勾所用的词语。</li> <li>7.教师核对听力部分的答案。</li> <li>8.教师让学生跟读 1b 听力材料。</li> <li>9.教师让学生根据听力材料完成 1d 任务：完成表格。</li> </ol>
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#### 步骤④ 课堂学以致用

练 活 学 活	小组对话
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#### 步骤⑤ 课后达标检测

布置作业：1.完成课时作业。

2.熟记本课时的生词和短语。

#### 步骤⑥ 课后教学反思

<b>教学反思</b>	在本课的学习中可以配以图片或者播放电视短片,以加深学生对所学的电视节目单词和词组的理解,同时丰富了课堂形式。
	<b>教学过程中老师的疑问:</b>
	<b>教师点评和总结:</b>

## Section B 第4课时 (2a~2e)

### 步骤 1 明确课标要求

类别	学习重点
<b>重点单词</b>	stress, waste, provide, anyway, develop, fairness, since, neighbor, ill, drop, fair, unfair,
<b>重点短语</b>	in order to, depend on, provide sb. with sth./ provide sth. for sb., take care of
<b>重点句式</b>	<p>1. I do not understand why some parents make their kids help with housework and chores at home.</p> <p>2. They should spend their time on schoolwork in order to get good grades and</p>

	<p>get into a good university.</p> <p>3. Children these days depend on their parents too much.</p>
教学难点	<p>1. Enable the students to read and write about their opinions and their likes and dislikes.</p> <p>2. Help the students learn how to read and write about their opinions and their likes and dislikes.</p>

## 步骤② 课前自主学习

课前预习	写一写	<ol style="list-style-type: none"> <li>紧张 stress</li> <li>浪费 waste</li> <li>提供 provide</li> <li>无论如何 anyway</li> <li>发展 develop</li> <li>公平 fairness</li> <li>从.....since</li> <li>邻居 neighbor</li> <li>生病的 ill</li> <li>丢下 drop</li> <li>公平的 fair</li> <li>不公平的 unfair</li> </ol>
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译一译	<ol style="list-style-type: none"> <li>1. 为了 in order to</li> <li>2. 取决于 depend on</li> <li>3. 为……提供……provide sb. with sth./ provide sth. for sb.</li> <li>4. 照顾 take care of</li> </ol>
背一背	<ol style="list-style-type: none"> <li>1. I do not understand why some parents make their kids help with housework and chores at home.</li> <li>2. They should spend their time on schoolwork in order to get good grades and get into a good university.</li> <li>3. Children these days depend on their parents too much.</li> </ol>

### 步骤③ 课堂互动探究

新课导入	<ol style="list-style-type: none"> <li>1. Greetings.</li> <li>2. T: Could you buy some drinks and snacks for me?</li> </ol> <p>S1: Yes, sure.</p> <p>S2: ...</p>
新课展示	【完成教材 2a~3e 的教学任务】

### ★Step 1 Pre-task 【准备任务】

Page 22, 2a

1. Look at 2a.
2. Let the students discuss the questions with their partners.
3. Ask some pairs to tell their results.

### ★Step 2 While-task 【过程任务】

Page 22, 2b

1. The Sunday Mail magazine invited parents to write about whether they think young people should do chores at home. Skim the following letters. Which one agrees and which one disagrees?
2. Present these new words on the screen and teach the new words.
2. Ask students to repeat them. And make sure everyone knows the meanings.
3. Practice reading the passage.

Page 23, 2c & 2d

1. Read the passage again. Finish 2c. According to Mr. Smith and Ms. Miller, what are the pros and cons about kids doing chores?
2. If they can't find the answers, they can discuss in groups or ask the teacher for help.

3. Ask one or two students to check the answers.
4. Ask the students to read the passage quickly and find the answers in 2d.
5. Ask one or two students to check the answers.

### **★Step 3 Post-task 【后续任务】**

Page 23, 2e

1. Let the students discuss the questions with their partners.

2. Ask some students to tell the results.

3. Page 23, 3a

(1) Do you think children should do some chores at home?

Why or why not? Discuss this with a partner and take notes.

(2) Ask some students to tell the results.

4. Page 24, 3b

(1) Ask the students to look at 3b. And write a letter to the Sunday Mail and express the opinion.

(2) Then you show your own letter to the students.

### **★Step 4 Consolidation practice 【巩固练习】**

Look at the students' book of the 4th exercise.

### **★Step 5 Summary 【课堂小结】**

The importance in this class is the passage. You should know how to skim. And you should know how to use the

	<p>phrases “in order to, depend on, provide sb. with sth./ provide sth. for sb., take care of”.</p> <p><b>★Step 6 Homework 【家庭作业】</b></p> <p>Write a letter to express your opinion after class.</p>
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#### 步骤④ 课堂学以致用

<p><b>活学活练</b></p>	<p>根据汉语意思完成下列句子。</p> <p>1. 我不理解为什么一些父母在家里让他们的孩子帮助做家务。</p> <p>I don't _____ why some parents _____ their kids _____ housework and chores at home.</p> <p>2. 为了能取得好成绩和上一所好的大学，他们应该把他们的时间花费在学习上。</p> <p>They should _____ their time _____ schoolwork _____ get good grades and get into a good university.</p> <p>3. 现在的孩子对他们的父母依赖很大。</p>
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#### 步骤⑤ 课后达标检测

布置作业：完成课后提升作业。

#### 步骤⑥ 课后教学反思

<p><b>教学反思</b></p>	<p>在本课时的学习中，通过多媒体播放影片导入本课时的话题，激起学生的学习兴趣，班级气氛比较好，有了一个好的开始。之后又通过教师讲解和师生互动等方式，帮助学生充分理解短文内</p>
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	容，从而领悟本课时主要目标语言。
	<b>教学过程中老师的疑问：</b>
	<b>教师点评和总结：</b>

## Section B 第5课时 (3a~Self Check)

### 步骤① 明确课标要求

类别	学习重点
<b>重点单词</b>	come back, take out
<b>重点短语</b>	Provide, depend
<b>重点句式</b>	1. Could I leave now? 2. Could you please do your homework?
<b>教学难点</b>	1. Use the target language to express your opinion. 2. Make a list of chores.

### 步骤② 课前自主学习

预前记	写一写	Provide, depend
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	<b>译一译</b>	<ol style="list-style-type: none"> <li>回来 come back</li> <li>拿出 take out</li> </ol>
	<b>背一背</b>	<ol style="list-style-type: none"> <li>Could I leave now?</li> <li>Could you please do your homework?</li> </ol>

### 步骤③ 课堂互动探究

	<b>新课导入</b>	<ol style="list-style-type: none"> <li>Greetings.</li> <li>Do you think doing chores is good/bad for you?</li> <li>Ask the students to talk about it.</li> </ol> <p>Ask one or two students to tell their answers</p>
	<b>新课展示</b>	<p><b>【完成教材 3a~Self Check 的教学任务】</b></p> <p><b>★Pre-task 【准备任务】</b></p> <p>Page 24, Self Check 1.</p> <p>Complete the tasks in Self Check 1.</p> <ol style="list-style-type: none"> <li>Have the students complete the task.</li> <li>Make a list of chores using the verbs.</li> <li>Ask the students to write more chores they know of.</li> <li>Then choose two or three students to read his/her answers.</li> </ol> <p><b>★While-task 【过程任务】</b></p>

1. Look at Self Check 2.
2. Are these polite requests or permission?

Write the numbers in the correct places in the chart.

3. Have the students read them in pairs.

### ★Post-task 【后续任务】

1. Look at Self Check 3.
2. Use the questions in Self Check 2 to write a conversation.
3. Ask the students to practice the conversation. Then have some students act it out in front of the class.

### ★Consolidation practice 【巩固练习】

Look at the students' book of the 5th exercise.

### ★Summary 【课堂小结】

In this class we reviewed the phrases in this unit. You should master them.

### ★Step 9 Homework 【家庭作业】

1. Write a conversation about making polite requests by using “Could you please…? ”
2. Review this unit.

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根据句意选适当的单词或短语填空。

depend on, all the time, take out the rubbish, while, in order to

1. —Could you please \_\_\_\_\_? —Yes, sure.
2. He plays the guitar well because he practices it \_\_\_\_\_.
3. I was watching TV \_\_\_\_\_ my mother was sweeping the floor.
4. Tom \_\_\_\_\_ his parents too much.
5. Gina studies hard \_\_\_\_\_ get into a good college.

步骤⑤ 课后达标检测

布置作业：教师引导学生课后完成本课时对应练习，并预习下一课时内容。

步骤⑥ 课后教学反思

教学反思

在学习本课时将学生的积极性调动了起来，有了一个非常好的开场白。而之后的写作练习对学生们来说比较有难度，对学生读写习惯的培养非常重要，因此教师应多带领学生阅读相关文字材料，多看示范文章，培养学生的自主写作能力。

**教学过程中老师的疑问：**

**教师点评和总结：**