|  |  |  |  |
| --- | --- | --- | --- |
| Title | Unit 4 I’ve tried all the means of transportation. | Type | Language in use |
| Teaching objective  | Knowledge objectives | 1. To tell the difference of since and for in present perfect tense.
2. To recognize the words about different means of transportation and the adjectives describing them.
3. To match the above words with ride, drive, take
 |
| Ability objectives | 1. To be able to use since and for correctly
2. To be able to classify words into different groups
3. To be able to use the present perfect tense.
 |
| Emotion objective | To learn by review. |
| Key points | 1. To tell the difference of since and for in present perfect.
2. To recognize the words about different means of transportation and the adjectives describing them.
3. To master the grammar focus.
4. To be able to complete the unit task
 |
| Difficult points | To be able to complete the unit task |
| Teaching method | ABLT: activity-based language teaching method |
| Teaching process |
| Step and time  | Teacher’s activities | Students’ activities | Teaching purpose |
| Step oneLead in | Show the students the sentences.*I have been in New York for just two weeks.**It has been ten years since I last came to New York.**She has visited many places in New York since she went there.**She has studied in the university for two months.*Conclude: For + a period of timeSince + a time point or a sentence | Compare the sentences and tell the differences. | Introduce the difference between since and for by comparison. |
| Step twoPresent perfect tense  | Complete the sentences with “for” and “since”.(1) Jane has been in America \_\_\_ last weekend. \_\_\_ a week.(2) My brother hasn’t eaten any food \_\_\_ 24 hours. \_\_ yesterday. (3) I have learned English \_\_\_last July.\_\_ six months. (4) My parents haven’t phoned me \_\_\_\_Saturday. \_\_\_\_ two days.(5) This team hasn’t won \_\_\_last year. \_\_\_ a year.  | Read the sentences and put since or for in the blanks.Work on their own.Check with partners.Check with the teacher. | Help the students experience the usage of since and for. |
| Oral task:*Have you lived here for ten years?**Have you lived here since you were born?**Have you been to other cities by plane?* | Take turns to ask and answer questions by using ‘have you ever done….?’A: have you ever done…?B: yes, I have…. | Put present perfect into practical use.Experience the usage of for and since. |
| Written task:Show the pictures to studentsOffer key words to help students*study English / in an evening school / for 3 months;**be a member of / English club / since last month;**read / three English novels / in the past two months;**travel / England / for 10 days / will be back next week* | Connect the words and make sentences.Work on their own.Check with partners.Check with the teacher.*Sara has studied English in an evening school for three months.**Sara has been a member of an English club since last month.**Sara has read two English novels in the past two months.**Sara has traveled to England for ten days, and she’ll be back next week.*  | Learn to write sentences by using present perfect, especially since and for. |
| Step threeGrammar  | Guide the students to recognize the sentences about the present perfect tense:*Have you never been late for class?**Have you watched English TV programs for several years?* | Try to remember what have we learned about this grammar. | Learn to remember the grammar by review. |
| Then review the whole knowledge about the present perfect tense:The definition:Sentence pattern:Structure:Rules of change: | To master the whole part of present perfect tense.To interact with teacher when he explain the grammar knowledge. | Help the students know that the best way to learn grammar is to learn it in a whole structure. |
| Step FourConsolidate | Read and write:I have come back to China. From my photos you can see that I’ve been to many places in the States and I’ve tried different means of transportation. Here is a list:I have taken the subway to the Central Park and I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to Liberty Island and I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to Chinatown and I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.I \_\_\_\_\_\_\_\_\_\_\_\_ to San Francisco and I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  | Think about how to fill in these blanks.Students can discuss about it in each groups.Show your answers before classmates. | Be clear about the task. |
| Divide the students into 3 groups to finish the above exercises. | Fall into groups according to their interest: | Help the students know that to separate the task and work together can make work more efficient. |
| Guide the students to use different resources to complete their task. | Use books and the other ways to complete the task. | Learn to use resource to study. |
| Guide the students to show their ppts. Make comments. | Give presentations with ppt. | To review what they have learned in this unit. |
| Step Five Summary  | Offer the students five minutes to ask questions about difficult point in this unit. | Ask questions if there are problems they still don’t understand. | Learn to reflect and ask questions. |
| 板书设计 | Unit 4 I’ve tried all the means of transportation.QQ截图20141221152956.png |