Unit 1 Where's your pen pal from?

学习目标：

认知目标	重点词汇：Canada, France, Japan, the United States, Australia, Singapore, the United Kingdom, Sydney, New York, Paris, Toronto, Toyo, French, Japanese, pen pal Where…from? She's from…
语言目标 Language structure	Where…live? What language does she speak? She speaks ….
能力目标	Talk about countries, nationalities, and language. Ask and tell where people live.
交际目标	通过学习本单元的内容，使学生学会用各种方式与世界各国朋友交流。
素养目标	了解世界，了解不同地区的人文风俗；学会理解盒尊重异国文化。

教学准备:

1. 制作课堂教学所需要的课件。
2. 制作课堂任务表格，在课前准备或上课时发放给学生。
3. 设计、准备每一项调查所需要的语言项目。

学生课前预习：

了解世界各国的名称及其形容词，（完成下列表格）。

国家名	形容词	首都及城市名

教学时间:4 课时

教学过程:

The first period

Section A

Teaching aims:

Where…from? She's from…

Where…live?

Teaching difficult and importance:

Where…from? She's from…

Teaching steps:

Step I　Presentation

The teacher show many pictures about some countries' map,building, flag.

Let the student say the Names of the countries, cities to learn the words. 1a

Canada, France, Japan, the United States, Australia, Singapore, the United Kingdom.

Pen pal

Step II Practice　　pair work. 1c

Give the students several minute to finish this part. then check the right answers.

Step III　　2a. Do the part Let them work in pairs.

Step IV Listen　　1b, 2b ,2c

Play the tape again. Let them listen and fill the right answers in the blanks . and then play it twice and have them check each other .

Step V Homework 1&3

Fill in chart .

Q:What kind of pen pals do you want to have?

language	country	city

Teaching design

The　first　Period

Canada, France, Japan, the United States, Australia, Singapore, the United Kingdom, Sydney, New York, Paris, Toronto, Toyo, French, Japanese, pen pal

Where…from? She's from…

Where…live?

教后反思

The　second　　period

Teaching aims:

Where…from? She's from…

Where…live?

Teaching difficult and importance:

Where…from? She's from…

Talk about countries, nationalities, and language.

Teaching steps:

Section A

Step I. Revision

Ask the ss the following questions to revision the countries and cities.

1. Where is you pen pal from?

2. Where does she/he live?

Step II　Prentation

1.I can speak Chinese and English. What language do you speak?

---- Help the student to answer: Ican speak ….

2.Show pictures of different countries and ask the students "What language do they speak?" Help the students to complete the chart.

Canana	
The United States	
Australia	
French	
The United Kingdom	
Japan	
Singapore	

Step III Group work　1. 3b

2.Use the chart to make a survey..

Use the following language structures:

-Where is your pen pal from?

–Where does she/he live?

–What language does she/he speak?

3.Report: I want to have a pen pal from France. He lives in Paris. He can speak French….

Step IV Homework

Exercise book(2)P1,2

Make an information card.

Teaching design

The　second　Period

Where…from? She's from…
Where…live?

教后反思

The　third　　period

Teaching aims:

What language does she speak?

She speaks ….

Teaching difficult and importance:

Talk about countries, nationalities, and language.

Ask and tell where people live.

Teaching steps:

Section B

Step I. Revision

1.Group contest:

Group1: "Where is _____(city)?"

Other group: It's in_____ (country).

2.1Match the country with the language.

Step II Reading　3a

let the students read the letter fast and answer the questions.

Let the students ask more questions about the letter as possible as the can.

Step III　Writing　3b.

Step IV. Pairwork　2c

Step V Listening　2a, 2b

Step V. Homework

Exercises book(1) P3

Exercises book (2) P3

Teaching design

The third Period

What language does she speak?

She speaks ….

Where does she live?

She lives… …

教后反思

The fourth period

Teaching aims:

How to ask with "what where when… …"

Teaching difficult and importance:

Talk about countries, nationalities, and language.

Ask and tell where people live.

Teaching steps:

Step I . Dictate the words and sentences in Unit1.

Give the students several minutes to practice these questions.

The ask some students to ask and answer.

Step II. Self-check

Have the students check these words.

If some one don't know some words, give them time to review.

Step III. Check the answers for Exercises book in the unit.

Let the students do this question, then check each other.

At last, give them better answer.

Step IV. Read the "just for fun" themsevlse.

Step V. Home work

Revise unit 1 and preparation for unit 2.

Teaching design

The third Period

Where are you from?

I'm from Australia.

< 归纳，拓展>

国家	语言	某国人及复数形式	
China	Chinese	Chinese	Chinese
English	English	Englishman	Englishmen
Australia	Australian	Australian	Australians
Canada	Canadian	Canadian	Canadians
Germany	German	German	Germans
America	English	American	Americans

课后反思：

Unit 2　Where's the post office?

教学目标：

1、掌握表示地点的词汇；

2、掌握 where 引导的特殊疑问句；

3、能够简单地描述地点方位；

4、能够画出简单的示意图。

教学时间：4 课时。

教学过程：

The　fifth　　period

Language functions:

Is there a bank near here?

Yes,there is. It's on Center Street.

Where is the supermarket?

It's next to the library.

It's between the restaurant and the supermarket.

Vocabulary: postoffice, park, bank, supermarket, pay phone, street , mail, across from,between,in front of,behind, there, avenue, bridge

Important point:

1.Is there a supermarket?

Yes, there is ./No,there is　not

Difficult point:

Is there a supermarket?　Yes, there is ./No,there is　not

where is ……?　　It is in front of ……

Learn to ask for and give directions in conversations.

Step1 Revision

Review the preposition that the students have learned

Show a picture of Lily's room

T: I have a little friend,her name is Lily. She is a nice girl, but she always forgets things. She can't find her shoes, She can't find her bag. Can you help her ?

S: Yes.

T: Where're her school clothes ?

:S: They're under the bed.

T: Where's her English book?

Can you find it on the desk?

S: No, It's in her school bag.

T: Maybe. Thank you .Lily can find her things now,and she can　go to school .

Step2 Presentation

Show a map with many buildings in it

T: Look at this picture .What place is it?

S: It is a bank.

T: Spell it .

Ss: B-A-N-K.

Repeat with other new words　postoffice, park, bank, supermarket, pay phone, street

Step3.Consolidation and drill

Show a map and let them practice in pairs

Is　there　…….. Yes, there is．/ No, there is　not.

Step4 Consolidation

1.Tell us the route to Lily's school

T：Where are they?

2. Teach the prepositions

What are the differences between the two pictures next to, across from, near, between, in front of　behind

Step 5.　Task 1

Shangtang is developing now, If you are a designer，how to design the town of Shangtang?

㈠Please draw a simple sketch map in groups of 4 to 6.

Step6 Homework

1.Pair works，two students draw the map, one acts as a policeman, the other acts as a a person who is ask the way.

2.Finish 2a 2b

3.Draw a sketch map of your home to school or the way to your partner.

Teaching design

The　fifth　Period

Is there a bank near here?

Yes,there is. It's on Center Street.

Where is the supermarket?

It's next to the library.

It's between the restaurant and the supermarket.

教后反思

The　sixth　　period

Teaching aims

1.Vocabulary: dirty, old, market, soda, pine.

2. Ability target:

Train students' listening and speaking skills.

Train students' communicative competence.

.Key Points

Key Vocabulary.

Target language

Teaching difficulties

Practice the adjectives using the target language

Teaching procedure:

Step1.Revision

Ask two rows of three students to stand face –to –face in the front of in the classroom.

SA　SB　SC　SD　SE　SF

Point to the student in front. Ask and answer questions yourself.

T:　Where is　SA ?　　She's next to SB.

T:　Where is SB?　　He's across from SE

T: Where is SE ?　　He's between SD and SF

Teach how to give directions with the map

turn left　on the left　turn right　on the right　go straight　go down

T：Let's look at the picture.

We know Lily's house is here.How can she get　to Yongjia Middle School ?

S: Go straight and turn left, it's next to the bank.

Step 2 Consolidation

Show amapAsking the way for directions.Excuse me. Where is the …..?

Practice the dialogues.Get students to read the dialogues between boys and girls or pair work

1..A: Excuse me. Is there a hotel near here?

B: Yes, there is. Walk along this road, and　take the　second turning on the right. It's about fifty meters along on the left.

A: Thanks a lot.

B: That's all right.

2.A: Excuse me. Is there a bookshop near here?

B: Yes, there is. Walk along this road, and　take the third turning on the left. It's about ninety meters along on the right.

A: Thanks a lot.

B: That's all right.

3.A: Excuse me. Is there a park near here?

B: No, there isn't. The nearest is about six kilometers away.　You'd　better catch a bus.

A: Which bus doI need?

B: I think you need a number 38 bus. The bus stop is along that road, on the left.

4.A: Excuse me. Is there a theatre near here?

B: No, there isn't. The nearest is about seven kilometers away.

A: Which bus doI need?

B: I think you need a number 103 bus. The bus stop is along that road, on the right.

5.A: Excuse me. Is there a museum near here?

B: No, there isn't. The nearest is about eight kilometers away.　You'd　better catch a bus.

A: Which bus doI need?

B: I think you need a number 111 bus. The bus stop is along that road, on the left.

Step3.Activity.

Goal: This activity provides an oral review of where a place is.Procedures: Invite a student to come to the front of the classroom. And then describe a place which the student are familiar with.

For example, he or she may say, it is on Center Street. It's next to the supermarket. While he or she is describing the rest take turn asking .Is it a school? Is it a pay phone? Etc.

The game goes on until they can guess it.

Step4 Listening

Listen and circle the places you hear in 1a.

Listen again .Draw amap of Machael's neighborhood.

Teaching design

The sixth Period

A: Excuse me. Is there a hospital near here?

B: Yes, there is. Walk along this road, and take the first turning on the right. It's about twenty meters along on the left.

A: Thank you a lot.　　B: It'sapleasure.

教后反思

The seventh period

Teaching Aims and Demands

1.Knowledge objects

Review all the keywords presented in this unit.

Read an e-mailand draw a route.

2.Ability Object

Train Ss' Reading and writing skill.

3 Moral objects

On weekends or holidays, invite your friends to your house to have a goodtime.

4.Teaching Key points: Review the keywords in this unit read an e-mailand draw a route.

Teaching procedure:

Step1. 3a 1.Read carefully and draw a route according to the material.

2.Ss ask and answer the questions by themselves. Like this:

Where is the park?　　(It's …..)

Is it a new hotel?　　(No ,it is not)

Get Ss to read aloud.

Step2.Writing.

1.Finish 3b.Look at the picture and fill in the blanks for this tour guide.

2.Write a tour guide .

Show some pictures of places, get Ss to choose one ,and write a tour guide.Asking the way：

Is there … ?
Where is …?
Which is the way　to …?
How can I get to …?
Can you tell me the way to …?

Asking the way

1.Excuse me. Where's the theatre?
2.Is there a theatre near here?
3.Can you tell me the way to the theatre?
4.Which is the way to the theatre?
5.How can I get to the theatre?
6.Can you help me fine the theatre?

教后反思

The eighth　period

Teaching aims

1. Ability target:

Train students' listening and speaking skills.
Train students' communicative competence.

2.Moral Object

Everyone in school take the responsibility to keep our　environment Clean and tidy.

Key Points

Key Vocabulary.
Target language

Teaching difficulties

Practice the adjectives using the target language

Teaching procedure:

Step1.revision

1.Read the e-mailand the route.
2.Ask the way and give directions

Step2 Exercises in class

Fill in the blanks

1. There's a cinema next ____ the shop.
2. ____ the left side of the room, there's a desk.
3. Please come to the front and stand _____ the class.

Complete the dialogue

A: _____, where is the nearest police station, please?

B: I’m _____, I don’t know. Please _____ that man.

A: Thank you _____. Excuse me, where is the police station, please?

C: _____ over there, next _____ the postoffice.

A: Thank you _____.

C: Not _____.

Asking for directions

1.请问，去车站怎么走？

Excuse me. Could/ Can you tell me the way to the station?

2.请问，去警察局怎么走？

Excuse me. Which is the way to the police station?

3.请问，去动物园我该走哪条路？

Excuse me. Which way shall I take to the zoo?

4.劳驾，最近的邮局在哪儿？

Excuse me, where is the nearest postoffice?

5.请问，你能帮我找到那家水果店吗？

Excuse me. Could/Can you help me find the fruit shop?

7.劳驾，附近有医院吗？

Excuse me. Is there a hospital near here

8.劳驾，去书店怎么走

Excuse me, how to get to the bookshop?

Step3 Go through self-check

Step 4 Have a quiz

Teaching design

The eighth Period

Excuse me. Could/ Can you tell me the way to the station?

Excuse me. Which is the way to the police station?

Excuse me. Which way shall I take to the zoo?

Excuse me. Could/Can you help me find the fruit shop?

Excuse me. Is there a hospital near here?

Go through self-check

教后反思

Unit3 why do you like koalas?

I.语言知识目标

1.掌握下列有关动物的名词：tiger elephant koala dolphin panda lion penguin giraffe

2.有关品质的形容词：cute smart shy ugly clever beautiful friendly quiet lazy

3.有关国家的名词：Africa Japan Australia

4.其他词类：grass leaf meat sleep relax　kind of

5.掌握下列句型

使学生熟练谈论自己喜爱的动物并给出理由。

使学生学谈论自己喜爱的其他东西并给出理由。

使学生了解动物的生存情况。

II.语言能力目标

1. 使学生熟练谈论自己喜爱的动物并给出理由。

2.使学生学谈论自己喜爱的其他东西并给出理由。

3.使学生了解动物的生存情况。

III.情感目标

1.通过学习要培养学生自觉保护动物的意识。

2.通过学习可以使学生更加热爱生活。热爱父母、热爱朋友，热爱自然。

3.能在小组活动中积极与他人合作，相互帮助。

IV.教学重点难点

1.重点

掌握动物单词的表达法，及谈论自己最喜欢的动物的表达法。

掌握动物特点的形容词，并能谈论喜欢某一种动物的原因。

掌握介绍来历的表达法。

2.难点

表达动物的的意义和读音。

Kind of 用法。

如何用所学句型进行综合运用。

V.任务特点

1、学生学会如何谈论自己所喜欢的动物及原因，具有实际交际能力，符合中学生交往的原则，

2、由喜欢动物到喜欢各种各样的东西，学生能激发内心的爱心，更加热爱生活，保护自然。

3、了解父母朋友同学的各种爱好，更能激发学生的友谊、亲 情，更多的每一个人。

VI.教学步骤

The ninth period

1.Topic

Why do you like …

2.Struction

Why do you like koalas?

Because they are very /kind of cute.

3.Task

Talk about your favorite animal.

4.Culture

Know something about the animals in the world.

5.Vocabulary

animal, koala, elephant, dolphin, lion, tiger, panda, dog, penguin, very, kind of, cute.

6.Grammar

Why do you like koalas?

Because they are very/kind of cuteStep3.Consolidation

能力目标：通过学习句型，学生能谈论，询问所喜欢的动物和原因。

情感目标：谈论动物，了解动物，热爱动物，热爱生活。

教学重点：掌握有关动物的名词和用来表品质的形容词。

教学难点：名词的读音及复数形式的运用，kind of 的用法。

Teaching steps:

step 1 Let's chant

What fruit do you like?　　What fruit do you like?

Do you like apples?　　Yes, Ido . Yes, Ido.

Do you like bananas?　　Yes, Ido . Yes, Ido

Do you like bananas?　　No, I don't. No, I don't.

Step 2 pair work

What animal do you like (best)?

I like …

Why do you like …　　Because they're …Step3

1a Match the words with the animals in the picture.

1b　Listen and check the animals you hear

Step3 group work

Ask about your partner's favorite animals.

A: Do you want to see lions?

B: Yes ,Ido .

Step4　Listening

2a Listen .

Write the animals you hear.

Draw a line from the animals to the description words

2b.Listen and complete the conversation with the words in the box .

Let them complete this in pairs, and then check ,

At last,tell them the right answers.

Step5　Home work

Remember the names of the animals.

Teaching design

The ninth　Period
Why do you like koalas?
Because they are very/kind of cute.
A: Do you want to see lions?
B: Yes ,Ido .

A: Why?
B: Because they’re cute.

教后反思

The tenth period

Teaching aims

Talk about the favorite animals.

2. Ability target:

Train students’ listening and speaking skills.
Train students’ communicative competence.

Teaching difficulties

How to ask and to answer the animals and the fruit.

Teaching procedure:

Step 1 memory game

My favorite color is… …　　My favorite food is… …
My favorite fruit is… …　　My favorite player is… …
My favorite singer is… …　　My favorite sports is… …
My favorite number is… …　　My favorite movie is… …
My favorite animal is… …

Step2

Section B

1 Match the description words with the animals. And then tell them the better one.

Step3 pair work

Talk about the animals you know.

A：What animals do you like？　B: I like elephants.　They are cute.
A: What other animals do you like?　B: I like dogs, too.
A: Why?　B: Because they’re friendly and clever

Step4.

2a　Listen and circle the description　words you here in activiy1.
2b　Listen　again. Fill in the chart.

Step5.

Discuss about the rare animals in the word and where they live.

Step6.

3a.Put　the　animals　in　the　map

Use the animals and countries in 3a

Where are lions from?

Lions are from South Africa.

Step8 Survey and report:

How well do you know your classmates?

Step9.Group work

What's your favorite color/sports/movie/subject/ food/fruit/animal?

Who is your favorite teacher/ /basketball player/singer/movie star?

Where is she /he /it from?

Where are they from?

Teaching design

The tenth Period	
Do you like apples?	Yes, Ido . Yes, Ido.
Do you like bananas?	Yes, Ido . Yes, Ido

教后反思

The eleventh period

Teaching aims

Review the sentences of this unit.

2. Ability target:

Train students' listening and speaking skills.

Train students' communicative competence.

Teaching difficulties

Practice the adjectives using the target language

Teaching procedure:

Step1.revision

Talk about movies/subjects/sports/players/actors/days/months.

What …do you like?

What other … do you like?

Why?

Step2.Make a survey：

Name				
animals				
Subjects				
Movies				
Actors				

Step3

3a　Read　the descriptions and match them with the animals below.

3b　Look the lion in 3a. Then complete the description with the words in the box.

Step4.Task：

Tell us your favorite animal.

_____

Step5.Groupwork:

Exchange the description with other　students.

Can you guess the animal?

Teaching design

The　eleventh　Period

A：What animals do you like？

B:　I like elephants.　They are cute.

A:　What other animals do you like?

B:　I like dogs, too.

A:　Why?

B:　Because they’re friendly and clever

教后反思

The　twelfth　　period

Teaching aims

dirty, old, market, soda, pine.

2. Ability target:

Train students’ listening and speaking skills.

Train students’ communicative competence.

3.Moral Object

Everyone in school take the responsibility to keep our　environment Clean and tidy.

Key Points

Key Vocabulary.

Target language

Teaching difficulties

Practice the adjectives using the target language

Teaching procedure:

Step1.revision

What fruit do you like?

What fruit do you like?

Step2。Let the students practice the sentences of the follow.

T: Do you like apples?　　S: Yes, Ido .

S: Do you like bananas?　　T: Yes, Ido .

S: Do you like bananas?　　T: No,I don't.

Step 2 pair work

What animal do you like (best)?

I like …

Why do you like…

Because they're …Step3

Step3

look at the animals and write about them.

let the students talk and write these animals .

Step4.Groupwork:

Exchange the description with other　　students.

Can you guess the animal?

Teaching design

The twelfth Period

A：What animals do you like？

B: I like elephants. They are cute.

A: What other animals do you like?

B: I like dogs, too.

A: Why?

B: Because they're friendly and clever

教后反思

Unit 5　I’mwatching TV

教材分析：

本单元是 Go for it (　下　) Unit 5。主要围绕“What are you doing?”这一主题展开各种教学活动，并以这一主题引出现在进行时的一般疑问句，否定句以及特殊疑问句等语言功能。本单元旨在创造一个轻松、愉快的学习、交流环境，通过听、说、读、写来培养学生综合运用这些知识的能力。并让学生能在“做中学”（learning by doing ），通过有限的课堂实践活动，注意观察别人的行动，能准确地用英语来表达。

1.语言知识：

本单元要求学生掌握以下词汇（phone, mall, movies, sound, show, boring, library, soccer. watch TV, do homework, eating dinner, talking on the phone)

2.语言功能：

学会读、写一篇有关人们正在运动的短文。

3.语言结构（ 日常交际用语）：

What are you / they doing?

I'm / We're/ They're watching TV.

Is he/ she watching TV?

Yes, he/ she is.　/　No, he/ she isn't.

2.语言技能：

（1）能用现在进行时的各种形式进行准确的描述和表达正在发生的动作。

（2）能掌握现在进行时态及一些表示具体动作的词组搭配，如：watch TV, read books, play　soccer, talk with/ to , be boring, go to the movies, want todosth.等。

（3）能在日常生活中恰当理解和运用本单元的话题范围内的单词和习惯用语。

三、教学的重、难点：

基于上述对教材的分析，我确定本单元的教学重点为词汇、词组搭配和现在进行时的用法。

教学难点为现在进行时中现在分词的结构及读音，能在交际中准确地运用现在进行时来描述或表达正在进行的动作。

四、教学方法

1、教法分析：

（1）现在进行时是学生刚刚接触的一种新的语法项目，而本单元的话题源自生活，立足这一点，我充分利用学生已有的知识和生活经验，创设生

活化的真实情境（或半真实情境）引导学生在 运用语言中学习语言，然后在学习新的语言知识后创造性地运用语言.

（2）开展多种类型的任务型活动，提供给学生合作交流的空间和时间，促使学生为完成任务和同学进行合作，为完成任务进行探究性学习。

五、教学过程设计

The　seventeenth　　period

Teaching aims

phone, mall, movies, sound, show, boring, library, soccer. watch TV, do homework, eating dinner, talking on the phone

2. Ability target:

Train students’ listening and speaking skills.

Train students' communicative competence.

Key Points

Key Vocabulary.

Target language

Teaching difficulties

Practice the adjectives using the target language

Teaching procedure:

Step 1　Warming up

("良好的开端是成功的一半"，　因此，我认为能以一种新颖的问候方式或复习方式进入一节课，就能唤起学生的兴趣，使学生保持一种积极的学习状态，或循序渐进地导入所学的内容，那么可为这节课的成功打下基础，同时也能给自己适当的减压。）

T：We are having an English class now. What are we doing now?

(Help the students to answer: We're having an English class now.)

接下来教师要求几个学生做一些动作，让其他学生用英语来猜测。（目的是为本节课的现在进行时作好铺垫）

(Section A 1a. 1b ,1c,2c)

Step 2　Presentation

教师出示几张图片,引出现在进行时的结构和用法。

(1)叫一位学生按照老师图片上的提示做动作，教师接着说：

T: He/ She is singing now.

They are playing football now.

T: What is he/ she doing?

He/ She's　playing football now

2）然后叫一个学生做动作，另一个学生问，进行问答练习。

S1: What are you doing now?

S2: I'm watching TV.　　(ect.)

sing----singing / watch----watching / play---playing　/ect.

这样设计的目的是让学生在交际情景中感受出现在进行时的结构和用法。

Step 3 Practice

1. Show some pictures and let the students ask and answer in pairs.

e.g　　What are you doing? I am eating.

What is he doing? He is eating.

What are they doing? They're eating..

2. Practice Section A (1a)

3. 然后叫学生归纳出现在进行时的结构句型。

主语 + am/ is / are+ 动词的现在分词

（培养学生归纳能力，找出记忆的规律。）

Step 4　Listening

接下来的任务型听力要求学生对动作作出反应，教师可承接刚开始的话题，引导学生根据所学语言完成以下任务：

1.What are the people doing?

2.Write numbers from 1a below.

3.Check the answers in pairs like this:

A: What is Jenny doing?　B: He is watching TV.

A: What are Dave and Mary doing?　B: They are eating dinner.
A: What is John doing?
B: He is doing homework.

(通过听力训练，现在进行时的结构得以很好的落实

Step 5　Pairwork

接着教师叫一些学生背向着全班同学来做一些动作，让其他学生来猜他或她正在干什么。

（小组比赛，猜对的同学以一颗红星加以鼓励，比一比哪组同学的红星最多。）

如：Is LiLei writing? No, he isn't.　ect.

直到猜对为止。（在课堂活动中实行鼓励性评价，能促进学生的竞争意识和学习英语的积极性。）

然后叫学生看第 26 页 2C 部分的内容，让学生进行结队练习。本部分要求学生掌握一些固定的词组搭配，如： write a letter, eat dinner, do homework, talk with 等。

Step 6 Group work

接下来我设计的任务是要求三个学生为一小组， 进行问答练习。

如：What are you doing? I am talking.
What is he/ she doing ?He/ She's talking.
Is he/ she talking?
Yes, he/ she is.　/　No, he/ she isn't.

(这样的活动既可以培养学生的合作意识，又能在情景中用现在进行时交际，巩固了本节课的重点，从而突破了难点，促使学生在学习过程中学会细心观察。)

Homework:

1.熟记本课的单词、词组和句型。
2.完成 Shelf Check 3.
3.观察今晚自己一家人做的事。

Teaching design

The seventeenth Period

What are you / they doing?
I'm / We're/ They're watching TV.
Is he/ she watching TV?
Yes, he/ she is.　/　No, he/ she isn't.

教后反思

The eighteenth period
(Section A / 2a , 2b , 3a, 3b)

Teaching aims

继续学习现在进行时。

2. Ability target:

What are you doing? I am eating.

What is he doing? He is eating.

What are they doing? They're eating..

Key Points

Key Vocabulary.

Target language

Teaching difficulties and importance:

现在进行时的结构：be + V-ing

Teaching procedure:

Step1　Warming up

1. 教师做几个动作，要求学生进行问答练习：

What is the teacher doing?

She is cleaning the classroom ect.

2、然后三人活动，一人做动作，另两人进行问答练习。

What　is he / she doing?

He/ She is　playing soccer.

Is he/ She playing football?

Yes, he/ she is.　　/ No, he/ she isn't.

（通过复习，使学生巩固上一节课的主要内容，为本节课进一步学习现在进行时打下基础。）

Step2 Presentation

教师要求一位学生做打电话样子，然后问：

What is he/ she doing?

I am talking on the phone.

T: Do you want to go to the movies?

S: Sure./ That's sounds good.

Step3　　Practice

1.Ask some students to make a conversation.

What are you doing?

Do you want to go to the movies?

2. Turn to page 26, Section 2b. Put these questions and answers in order to make a conversation. Then listen to the　tape carefully.　Check the answers.

(目的是让学生进一步巩固现在进行时的用法。)

Step 3 Listening (2a)

要求学生听一段对话，然后回答一些问题。

检查学生的听力情况。

Step 4　Practice

1. Show some pictures and ask the students to make a conversation about them(Role play)

What are you doing?　I am reading.

Do you want to go to the movies? Sure.

When do you want togo?　Let's go at 7:00.

2. Turn to books at page 27(3a) . Ask the students to write the number of the picture next to the correct conversation.(利用模拟情景，可以培养学生初步综合运用语言的能力，同时巩固本节课的重点句型，达到学以致用的目的。）

Homework:

1.熟记本课的单词和重点句型。

2.根据今天所学过的重点句型，编一则对话。

Teaching design

The eighteenth Period

What is he/ she doing?

I am talking on the phone.

What are you doing? I am reading.

Do you want to go to the movies? Sure.

When do you want togo? Let's go at 7:00.

教后反思

The nineteenth period
(Section A 4 --Section B/ 1a--2c)

Teaching aims

现在进行时的结构：be + V-ing

2. Ability target:

Train students' listening and speaking skills.

Train students' communicative competence.

Key Points

Key Vocabulary.

Target language

Teaching difficulties

How to use this grammar to ask and answer, and grasp it.

Teaching procedure:

Step 1. Warming up

出示几幅图片，要求学生进行问答练习。

如：What's he/ she doing?

He/ She is playing basketball.

What are they doing?

They are playing football.

Is he/ she swimming?

Yes, he/she is. / No, he/ she isn't.

Step 2 Presentation

接着教师以前面复习的这几幅画，引入本课的现在进行时的各种特殊疑问句，如：

Where are they playing football?　　Who is he/ she talking to? ect.

Step 3 Practice

教师在引入新课的前提下，接下来提供以下任务，要求学生去完成。

（1）教师出示 Section B/ 1a 中的六幅图片，要求学生用现在进行时的各种疑问句进行问答。

（2）要求学生在问答的基础上，完成 Section B/ 1a 中的表格。

（本环节通过各种活动，目的是强化训练，加深印象， 为运用将打下最坚实的基础。）

Step 4 Listening

在上面环节的基础上，教师要求学生做以下的听力练习，根据听到的内容，完成下面的表格。（Section B/ 2b）

（通过本次的听力练习， 强化学生现在进行时的运用）

Step 5　Pairwork

承接上部分听力内容，要求学生在模拟情景中进行交际,如:

A: Hello, is　Tina there ？　　B: No, she isn't.

A: Where is she ？　　B: She is at home.

A: What's she doing now？　　B: She is watching TV.

A: Does she want to go to the movies?　　B: Sure. Let's go there at 7:00.

(通过学生在模拟情景中交际 , 目的是培养学生综合运用语言的能力 ,能在做中学,在学中用.)

Homework:

1.熟记本节课的重点句型.

2.画一张或带一张家庭活动的照片.

Teaching design

The　nineteenth　Period

What's he/ she doing?

He/ She is playing basketball.

What are they doing?

They are playing football.

Is he/ she swimming?

Yes, he/she is. / No, he/ she is

教后反思

The　twentieth　period

(Section B / 3a------4)

Teaching aims

现在进行时的结构：be + V-ing

Train students' communicative competence.

3.Moral Object

Everyone in school take the responsibility to keep our environment Clean and tidy.

Key Points

Key Vocabulary.

Target language

Teaching difficulties

Practice the adjectives using the target language

How to use this grammar to ask and answer, and grasp it.

Teaching procedure:

Step 1 Warming up

1. 教师出示几张图片,要求学生就图片中的内容进行问答.

What is he/ she doing?

Where is he / she playing football?

Who is he/ she playing with?

2.然后要求学生就图片中的内容,用完整的句子进行介绍.(目的是培养学生观察能力及用英语表达的能力.)

Step 2　Reading

1.教师把刚才出示的图片顺序打乱 ,要求学生根据老师提供的具体内容 ,一个学生陈述,另一个学生重新排列图片的顺序.

2.要求学生读 Mike 写给他笔友的信,然后重新排列图片的顺序.(Section B / 3a）

（在第一步的基础上，学生会比较容易读懂这封信，对第二步的任务也比较容易完成）

Step 3　Group work

要求学生出示带来的照片,进行问答练习(Tell the group about your photos.)

(这样的小组活动,有利于培养学生的合作 ,又能让学生在实践中学习 ,在交流中运用语言.)

Step 4 Speaking and writing

1. 在上述小组活动的基础上 ,再要求学生介绍自己照片的内容 , 目的是为下面的写作作好准备.

2.要求学生完成一篇书信(Section B/ 3b)

(这是一篇同步完成的书信材料 ,在以上的学习过程中 ,学生以具备了阅读和处理相关信息的能力,因此这部分任务交给学生自己完成 , 以此提供学生运用语言 ,解决问题的空间.)

3.同步写作:写一篇自己家照片的内容的书信体.

(写作是学生综合运用语言能力的体现 ,通过写作能强化语言的运用 , 同时加深对所学知识的理解,将学与用融合在一起.)

Homework:

1.熟记本单元的单词,词组和重点句型.

2.注意观察同学在课间的活动,用现在进行时写一篇报道.

本单元我的教学设计理念：

1、本单元的教学活动始终遵循任务型教学的教学理念，以学生为学习的主体，以任务为中心，在运用语言完成任务的过程中来学习，体会和掌握语言。

2、自始自终贯穿了以交际为目的的原则（在做中学，在学中用）。

3、在教学过程中，关注学生的生活实际和生活体验，让其贴近实际、贴近生活、

贴近时代，树立以学生为本的思想，提倡学生参与、体验、亲身实践、独立思考、合作探究，从而实现教学方式和学习方式的转变。

Teaching design

The twentieth Period

What is he/ she doing?

Where is he / she playing football?

Who is he/ she playing with?

教后反思

Unit 6　It's raining

一.单元教材分析:

本单元的核心话题是谈论天气和人们正在干什么，因此如何问答 "How's the weather? "What are you/they doing? What' s he/ she doing? 是教学重点。通过对本单元的学习，学生能掌握本单元出现的表示天气的形容词。问天气的句式及灵活运用现在进行时态。

单元知识结构

二.词汇:

名词：rain snow weather program desert camel winter etc

形容词：windy cloudy sunny cold cool warm humid pretty

动词：rain walk ride snow

其它：right now take photos have a goodtime

How's the weather? It's raining / windy/ cloudy …

= What's the weather like?

三.句型:

What are you doing? I'mwatching TV.

What's he /she doing? He/she is playing basketball.

How's it going? Great.

四.语法:

1. How's the weather? It's raining /windy.

2. The use of"The present continuous Tense."

五.单元总体目标:

1. Master the vocabulary.

2. Master and use：How's the weather?

= What's the weather like? It's raining/ windy…

What are you doing?　I'mwatching TV.

六.单元教学重难点一览:

重点	难点
1. The vocabulary 2. How's the weather? 3. How's it going?	1. use the language to describe the weather. 2. how to use"be＋doing"

4．What are you doing? I'm...	

七.单元学情分析：

谈论天气与我们的日常生活有关，加以图画形象配合。学习起来会比较直观易接受。所以掌握表示天气的形容词，动词显得更为重要。学习“现在进行时“时师生可随时设置情景，贴近实际，学生在生动活泼的氛围中掌握教学内容。

The twenty-first period

教学内容

Section A 中 1a. 1b. 1c. 2a. 2b. 2c. Grammar focus.

教学目标

知识与能力

Match the vocabulary ： rain windy cloudy sunny snow how’s=how is

Master and use：--How's the weather? It’s raining /windy …

What are you doing? I’m watching TV.

What’s she doing? She is cooking …

过程与方法

通过创设情景，让学生身临其境，自然引入 What are you doing?和 How's the weather?采用教师设置任务，学生提出问题，学生解决问题，借助彩图和多媒体等方式提高学生的积极性。

情感态度价值观

教育学生善于观察天气，善于描述周围的事物。

教学重、难点及教学突破

重点

1. The vocabulary：
2. language：1. How’s the weather?
   2. It's raining/ windy.
3. What are you doing?

难点

Use the words to describe the weather and What are you doing?

教学突破

对于本课的单词，短语通过图画及卡片引出学习掌握 language 的学习，通过课件的图片及大量的练习来突破。

教学步骤

Step1　organization

Organize the students by greeting each other

Step2　Free talk

Ask the students who is on duty?

Step3　Presentation

1．做画画、写字等动作：

Ask：What am I doing?（帮助学生回答）

I am writing/drawing.（叫几个学生做其他动作）

练习: What are you doing?

What is he/she doing?（板书：be＋v-ing)

2．Ask ---How's the weather?（板书）帮助学生回答：It's raining / snowing /windy /cloudy /sunny.

3．看 1a 的图画：

4．Ask the Ss to match the words with pictures

5．Listen and write these city names in the boxes in la.

Now，We'll hear fourconversa -tions．Listen carefully，point out each city in the picture as it comes upon the tape．play the recording a second time．Ask Ss to write the name of the city in the picture of its weather．

6．Tell the Ss；If you are in one of the places in the picture above ，Talk about the weather．

7．Point to the pictures in 2a．

Ask Ss to tell what each person is doing in each picture．

eg: This boy is talking on the phone．This man is playing baskethall．

Play the recording twice.（the first time just listen，the second time，listen and number the pictures 1 through 4 to show what each person is doing.）Correct the answers．

8．Point out the list of names．Play the recording again.

练习设计

（一）Finish the following:

1．What's the weather like?

_____ _____ the weather?

2．It's _____ sun) in Chongqing.

3．Is it_____（rain) now?

4. What _____ you _____ (do)now?

5．The boy _____(fly) a kite.

板书设计

Unit 6 It's raining

rain –raining
snow –snowing
wind –windy
sun –sunny
cloud-cloudy

1. How's the weather?
= What's the weather like?
It's raining /windy
2. What are you /they doing?
3. be＋v-ing

教后反思

The twenty-second period

教学内容

section A 中 3a．3b．4

教学目标

知识与能力

1. Match the vocabulary： pretty

2. Master and use：一 How’s it going? Great.
How’s the weather?

过程与方法

学生在上一课学过了 How’s the weather?基本能灵活运用，这一节进一步强化，并在此基础上引出了新句式 How's it going?过渡自然，易于接受、掌握。

教学重、难点及教学突破

重点

1. The vocabulary:

2. language: How’s it going? How’s the weather?

难点

Use the language to care for the others

教学突破

借助于“How’s the weather?”句式学习“How’s it going? 通过课件大量练习进行巩固。

教学步骤

Step1 Organization

Organize the students by greeting each other.

Step2 Him talk

Talk about the weather today.

Step3 Presentation

1．Draw a face on the blackboard Ask：look at this face． Is it happy? Is it unhappy?

2．Point to the four words in 3a. Say the words and ask Ss to repeat each one．（板书学习 Pretty)

3．Explain the meaning of each word: eg: Not had means sthis not very good, but it’s also not very bad，It’s in the middle.

4. Ask Ss to match each numbered phrase with a face by writing the letter of each face in the blank in front of the correct phrases

5．Ask two Ss to read the conversation in the large picture to the Ss．

Explain: “How is it going?" means “How are you?" or " How is everything?"

6．Have Ss read the conversation in 3b.

7．改变对话中的一些单词，编写自己的对话.

Ask some Ss to present their own conversation to the class.

8．Say：Now let’s work in pairs again．One student looks at the picture on page 93 and the other looks at the picture on page 95．Please don’t look at your partner's picture．Say：Each picture has the same people in it. but they are doing different things．Take turns talking about what the people are doing in your picture．If I am student A，I’11 say,in my picture it’s sunny.

Guide one of the Ss Bs to respond，In my picture it is raining.

完成对话：

A：_____ ?

B：Pretty good.

A：_____?

B：It’s cloudy.

板书设计

Unit 6 It's raining

I. pretty

2. How's it going = How are you? / How is everything?

教后反思

The twenty-third period

教学内容

Section B 中 1a, 1b, 2a, 2b, 2c

教学目标

知识与能力

1. Match the vocabulary：cold cool warm humid

2. Master and use：1. Do you like cold weather?

No，I don't.

2. How's it going?

3. What are you doing?

4. How's the weather?

过程与方法

上两节课重点学习了"how's the weather？"和"How's it going？"句式，本节课进一步学习、强化，采用学生提出问题、学生解决问题，听录音、借助多媒体等方式来提高学生的主动性。

情感态度价值观

掌握同一句话的不同表达方法。

教学重、难点及教学突破

重点

1. The vocabulary:

2. language：Do you like cold weather? How's it going?

What are you doing? How's the weather?

难点

Use the language to care for the others

教学突破

1. 对本课的单词通过卡片或图画来引出。

2. language：借助图画和课件引出并练习

教学步骤

Step1　Organization

Organize the students by greeting each other.

Step2　Free talk

Ask the Ss to talk about the weather today .

Step3　Presentation

1．Point to a picture．

Say：It’scold in this picture.

Ask：Is it cold here today?

（cold 板书学习）；同样方式学习：cool，warm，humid

2．Point out the numbered list of words, ask the Ss to repeat the words again．Ask Ss to match each word with one of the pictures．

3．出示一副冬天的图画：

Ask：Who likescold weather?

when a student raises his or her hand, ask the question：

Do you like cold weather?帮助回答:Yes, Ido No，Idon't.（出示与课本相似的五幅图画）

Let Ss ask and answer questions about the five kinds of weather.

4．Listen and write what Maria and Sam answer to "How's it going?"

Listen carefully to their questions and answers．

Tape：We will listen twice The first time，just listen The second time，write out their answers

5．Listen again，Write what Maria and Sam answer to“What are you doing?" and "How’s the weather?"

个性练习设计

翻译下列句子：

1、情况怎么样？

2. 她在干什么？

3、你喜欢冷天吗？不，我不喜欢。

4. 今天的天气怎么样？

板书设计

Unit 6 It's raining

cold、warm、cool　　1、Do you like cold weather?

humid, hot　　Yes，Ido. /No,I don’t.

教后反思

The twenty-forth period

教学内容

section B 中 3a,3,3c、以及 Selfcheck 3

教学目标

知识与能力

1. Match the vocabulary：CCTV, program，right now，Egypt，desert, walk，vacation，etc．

2. Master and use：1.What are you doing?

2.What’s the weather like？= How’s the weather?

以上内容仅为本文档的试下载部分，为可阅读页数的一半内容。如要下载或阅读全文，请访问：https://d.book118.com/056222134033010225