教案示例

Unit 1 Where’s the post office? Period I

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。

教学向导：

语言目标	学习策略与思维技巧	重点词汇
表示地点的词汇	个体、群体思维；	Post office; library; hotel…
where 引导的特殊疑问句	看图作答； 交换信息；	Between; on; next to; across from…
语言结构	语言功能	跨学科学习
There be 句型	询问路线	通过绘画激发学生学习兴趣
Where 句型的问答	指出方位	

教学过程设计：

Steps	Teacher’s activity	Students’ activity	Preparation
Brain storm	Look at some pictures and know the words of these places	Look and read and learn	Ppt.
		Task I pair work: Is there …. Aim Use ‘there be’ sentences, familiar with the new words	
1	Read and match the new words in 1a	Read and finish the work	Picture
2	Show the target language: Is there a bank near here?	Look at the sentence and the answer	

3	Ask Ss to talk about the places in the picture	Pair work to talk about the places and streets	Pair work
4	Move around the room and give support as needed	Talk to each other	
5	Ask pairs of students to show their works	Pairs of Ss show their works	Check out the conversations

Task II Listening comprehensions

Aim Familiar with the prepositions in the sentences

1	Look at the picture in 2a and explain the prepositions	Look and learn	Write on the blackboard
2	Listen to the tape for two times	Fill in the blanks and know the meaning	Recorder
3	Move around the room and give support as needed	Write down the answer	
4	Check the answer and point out the mistakes	Check the answers	

Task III group work: our school

Aim Use the target language and familiar with our school and places

1	Teach some more words to the Ss and read	Learn the new words	Pictures
2	Ask Ss to draw a picture of our school and to introduce it	Draw the picture	
3	Move around the room and give support as needed	Discuss in groups and finish the picture	
4	Ask Ss to show their works and talk about it	Introduce their works	

Task IV pair work: talk about the pictures

Aim Use ‘where’ question, and know how to answer it.

1	Target language: where is the bank?	Learn the sentences	

2	Ask Ss to talk about the pictures	Pair work to talk about the places	Ss’ pictures or the picture in la
3	Move around the room and give support as needed	Discuss in pairs and	
4	Ask Ss to show their works and perform it	Show the conversation with the picture	
Homework	Draw a picture of your neighborhood and write a short passage to introduce it		

教学反思：本单元的主题是方位，所以很多地点的名词是学生单词突破的重点，与学生的生活相结合，要扩充一些词汇，如学校的教学楼、操场，社区里的饭店、医院等，让学生学到的句子能够用的灵活。介词表示的方位应该讲解清楚，这样学生才能更加明确的表述各个建筑所处的位置。这些知识不能死板的传授，一定要在任务中完成，让学生不知不觉地学习目标语言。图片的展示能给学生更立体的感受，更加明确空间位置关系。运用画图的辅助形式，激发学生的兴趣，能够达到更好的效果。

教案点评：

本单元的主题是方位，地点名词是学生单词突破的重点，与学生的生活相结合，扩充一些词汇，明确的表述各个建筑所处的位置。围绕这几点设置了四个活动，利用多媒体素材，以任务型的教学模式来完成整个教学。其中图片的展示能给学生更立体的感受，更加明确空间位置关系。运用画图的辅助形式，激发学生的兴趣，能够达到更好的效果。

教案示例

Unit 2 Why do you like koala bears?

一. 教学目标：

谈论自己的喜好；

询问他人的喜好；

能够谈论喜爱某种动物的理由；

做出自己的行动计划。

二. 教学向导

语言目标	学习策略与思维技巧	重点词汇
使用 like 的一般现在时句型 使用 like 的一般现在时的疑问句，并做出肯定和否定的回答。 使用 what 和 like 的特殊疑问句 名词的单复数的使用	通过讨论，做出推理与判断，培养综合分析能力	tiger, elephant, koala bear, dolphin, panda, lion, penguin, giraffe, smart, cute, ugly, intelligent, friendly, beautiful, shy, kind of, very, Africa, China

语言结构	语言功能	跨学科学习
Present tense to like Yes/No questions and short answers And/but Adjectives of quality Why do you like koala bears?	讨论喜好 陈述理由	文学：鼓励学生创作，根据自己调查的资料和感受写出对保护动物的理解

三. 重点句型

Why do you want to see the pandas?

Because they’re cute.

Why does he like the koala bears?

Because they are kind of interesting.

What animals do you like?

I like penguins. They are cute.

What other animals do you like?

I like dogs, too.

Where are lions from?

They are from Africa.

四. 教学步骤：

Step 1: Lead in

Show parts of animal’s bodies by slide show, let students guess what animals they are.

Then students show the pictures of all kinds of animals they found before class, and do a brief introduction of the pictures.

Step 2: Task one: make a survey: what animals do your group mates want to see?

Listen to the tape and finish Section A, 2a and 2b;

Ask group mates what animals they want to see in a zoo, fill in the chart as below:

Name	Favorite animals	Why
Lucy	Pandas, monkeys	cute and friendly; smart and naughty

Presentation: show their pair work

report: Lucy wants to see pandas. She thinks pandas are very cute and friendly…

Step 3: Task two: make decision what animals your group wants to see in a zoo.

1. choose the most popular three animals in one’s group;

2. listen to the tape, finish Section B, 2a and 2b;

3. make a plan when you go to a zoo with your group mates.

Give a dialogue sample:

Boy: Where do you want to go now?

Girl: Let’s see the elephants.

B: The elephants? Why do you like elephants?

G: Oh, they’re interesting. And they are really intelligent.

B: Yes, but they are ugly, too.

G: Oh, Tony! So, where do you want to go?

B: Let’s see the pandas. They are kind of cute.

G: Oh, yeah. I love pandas. They’re beautiful. But they are also kind of shy. Where are they?

B: They’re over there on the left, just across from the koala bears.

Step 4: Task three: We are going to the Beijing zoo for Autumn Outing, draw the order your group see animals at the zoo and state your reasons.

Group work:

1. draw a map of the zoo like the picture on P7; (according to the map of Beijing zoo)

2. mark the order your group see animals;

3. state the reasons like: Lucy, Mary and I like pandas best because they are lovely and beautiful, so we go to see pandas first. Then…

Step 5: Homework: Task:

If you have a wild animal zoo, what animals do you want to put in your zoo?

Draw a map of your zoo and state why you have these wild animals.

教学点评及反思：

一. 环节设计思路：

本课以游戏形式的猜动物名称引入，首先让学生通过游戏中的练习，尽快熟悉各种动物的英文名称。然后导入到三个链状承接的任务上。第一个任务通过听力引入本课的第一组重点句型，即询问喜欢何种动物及其原因。然后在同学中做一个调查，看看大家都喜欢些什么动物以及喜欢的原因，为第二个任务积累资料。任务二是真实任务前的模拟，让学生从大家喜欢的动物中挑选两至三种安排小组去动物园的参观路线。真实任务是来源于对秋游的设想，打算组织学生去北京动物园，分小组活动，要求各小组有自己的参观计划，必须明确列出参观各种动物的顺序以及原因，并根据地图说出大致的方位。课堂完成任务后，课后任务对课堂的延伸和巩固，因此选择了学生较感兴趣的野生动物问题，同时兼有美术和生物学科的学习，一举多得。

二. 课后反思：

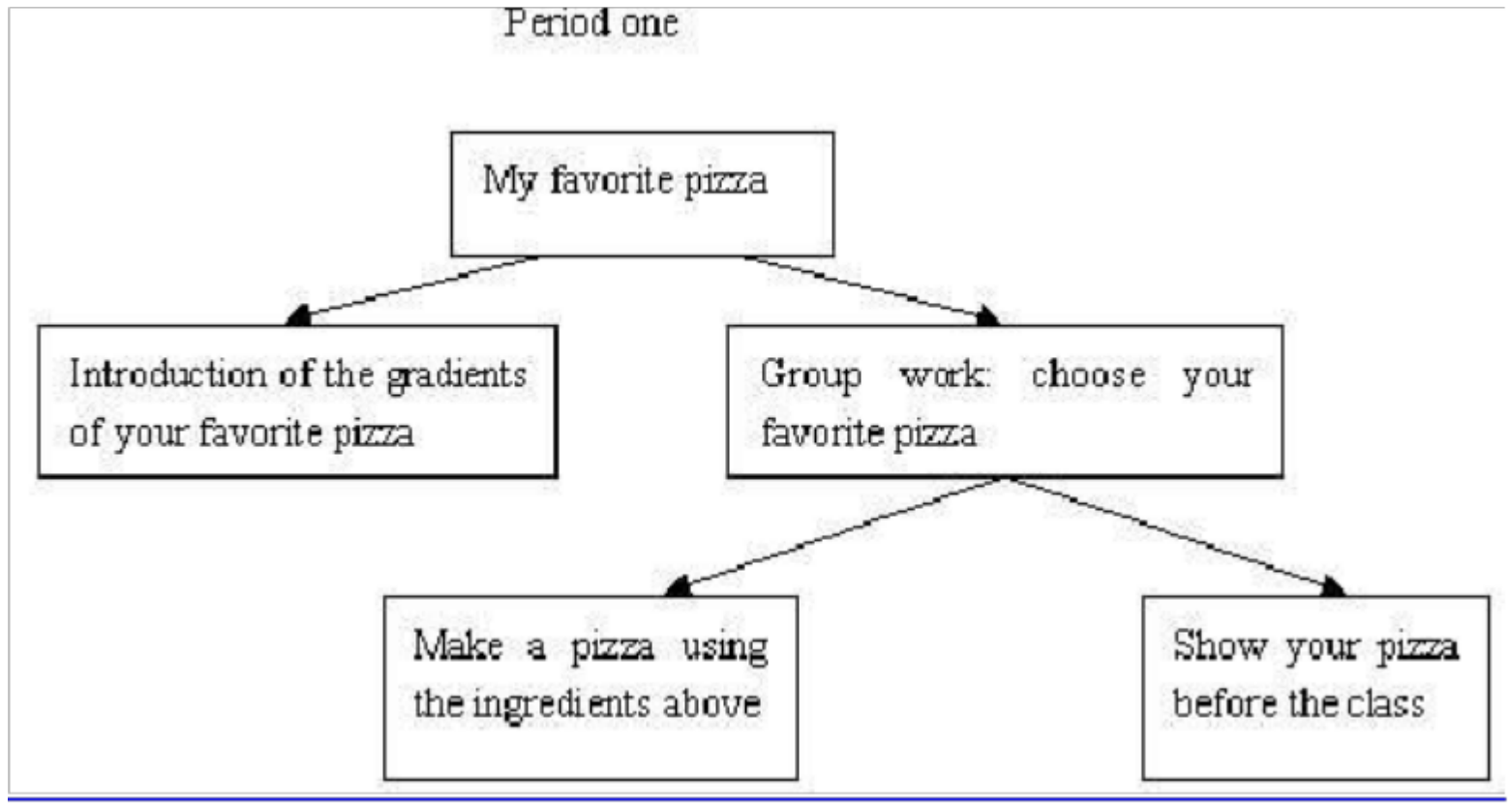
本课设计上思路非常明晰，由潜入深，教师带领着学生一步一个脚印，渐渐进入任务，让学生非常自然的领会本课的知识点。任务的设计贴近学生生活，有趣又实用，学生的参与非常热烈。教师对课堂的把握非常到位，收放自如。不足之处在于野生动物的话题过于广泛，教师可给与适当的指导，提供方向性的资料利于学生课下任务的完成。

教案点评：

本课以游戏形式的猜动物名称引入，让学生熟悉各种动物的英文名称。然后导入到三个链状承接的任务上。课堂完成任务后，选择了学生较感兴趣的野生动物问题，对课堂进行延伸和巩固，同时兼有美术和生物学科的学习，一举多得。本课设计上思路非常明晰，由潜入深，让学生非常自然的领会本课的知识点。任务的设计贴近学生生活，有趣又实用。

Unit 3 I’d like a large pizza 教案示例

教学流程图



教学过程

	步骤	教师活动	学生活动
课前活动	Do some research	Encourage Ss to find the materials about pizza, especially the history and the ingredients	1. search for the materials through Internet or other resources 2. classify the materials
课堂活动	Task one Make a delicious pizza	Lead—in: match the countries with the correct foods	1. show the ingredients they know to the other students 2. Groupwork: make a delicious pizza with your groupmates 3. Introduce your pizza to your classmates
		Keep some of the pizzas in the front and ask Ss to vote which is their favorite	1. listening: listen to the tape and do P13 1b 2. interview: suppose you are the customers and you want to order a

		pizza	pizza by phone, which one do you prefer to? 3. find out the favorite pizza from the final results
	Task two Make a menu for your pizza house	Advice Ss to run a pizza house and make a list by themselves	1. Groupwork: talk about the food they want to sell, especially the kinds of pizzas and some drinks and dessert. 2. list all the food and drinks.
课后活动	Portfolio	Show an example to the students and give some advice	Make a menu after class

课后反思：

本节课属于第三单元的导入课。由于本单元的内容和学生的实际生活息息相关，所以在课程的设计上给了教师更多的设计空间。同时在实际的操作中也显得流畅、自然。

首先，采用给出不同国家的特色食品，让学生进行连线。这样不仅可以让学生了解到更多的关于饮食文化的内容，而且将学习的基点定在对文化的了解上，可以不断提高学生对于不同文化的了解和重视。

在教学活动的设计上采用以学生动手为主的活动课，能够更好地调动学生学习的积极性。通过调查，学生先以小组的方式向大家展示本组对于比萨的研究成果。然后通过组活动，让小组的同学在自己制作比萨的时间活动中运用到关于比萨配料的不同单词，可以帮助学生更加生动地掌握单词。

在教学的整个过程中，充分发挥学生主动性，并鼓励学生体现个性化。得到了学生的热情响应，取得了很好的教学效果。但是由于是活动课，在课堂秩序的维护和时间的有效利用上仍然需要近一步地改进。

教案点评：

本节课属于第三单元的导入课。由于本单元的内容和学生的实际生活息息相关，所以在课程的设计上给了教师更多的设计空间。同时在实际的操作中也显得流畅、自然。在教学活动的设计上采用以学生动手为主的活动课，能够更好地调动学生学习的积极性。

Unit 4 I want to be an actor 教案示例

教学目标：

1. 学会不同工作的英文表达方式。

2. 了解同学父母的工作。

3. 学会简单的介绍自己将来的理想。

教学导向：

重点词汇：teacher, nurse, engineer, manager, air hostess, lawyer, doctor, clerk, reporter, police

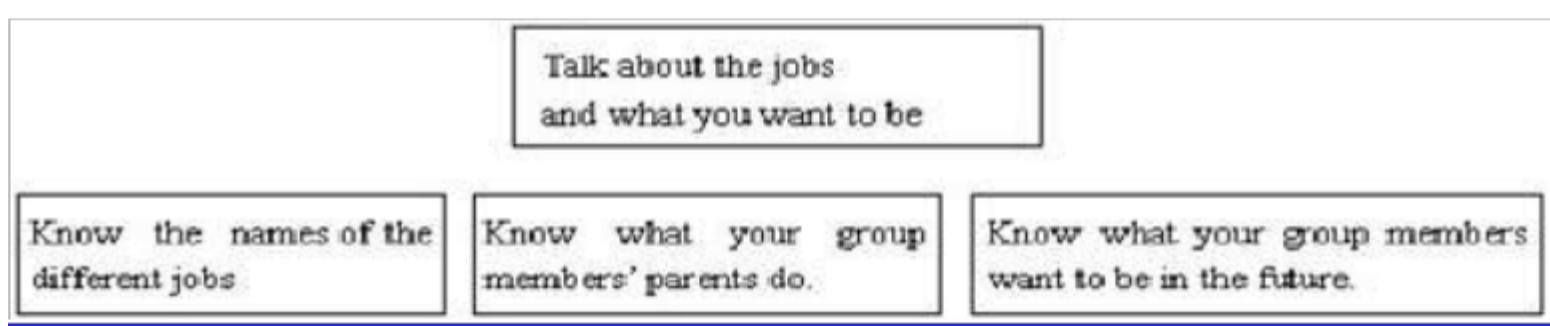
重点句型：1. What does your mother do? She is a teacher.

What does your father do? He is an engineer.

2. What do you want to be? I want to be a teacher.

What does she want to be? She wants to be a singer.

本节课流程图



教学板块设计

Task 1：Know the names of the different jobs

目的：通过这个环节，教师完成本单元的新单词的导入，通过提供给学生对于不同工作的具体描述，让学生猜出工作的名称，这样为整节课任务的完成奠定最基本的词汇基础。在做猜谜游戏时学生能够做到精神集中，并能激发学生的学习兴趣。

课前准备：教师需要准备关于 teacher, nurse, engineer, manager, air hostess, lawyer, doctor, clerk, reporter, police 等工作的具体文字描述。

课堂学生活动：

1. 教师向每个小组发放一份关于工作的描述，竞赛看那个小组最先猜出答案，并将本组的谜语提供给全班，让其他组竞猜，这可以将学生的注意力，吸引到课堂上来，并对同学年的谜语加以思考。此活动以小组为单位，让学生通过谜语来猜测工作的名称，猜对者给小组加分。

The riddles supplied by the teacher:

1) I work in the hospital every day. My work is very hard but also very important. The doctors and patients need my help. I help the doctor and look after the patients. I always wear white clothes. People call us “angels in white”.

2) I drive a car every day, but the car is not mine. There are many people sitting in my car every day. After they go out of the car, they must pay me money.

3) My job is very difficult but interesting. I help people on the court. If I succeed I will get lots of money, but if I fail, I get no money.

4) I am very proud of my job. Because I am like your mother. I will tell you what is right and what is wrong. Sometimes I am very strict.

5) I work outside; I am very busy because there are many letters in my bag, and I must give the letters to different people.

6) I work in a restaurant and I always carry some fruits and dishes. I often ask people: What would you like? I am really very busy.

2. 在所有单词导入后，以小组为单位，将所有单词按不同的标准分类，如：适合男人的工作，适合女人的工作等，通过这项活动，学生能将所学单词落到笔头上，同时是对所学单词的又一次巩固，而且不同的组有不同的分类原则，开发了同学无限的想象空间。

Task 2: Know what your group members’ parents do.

目　　的：通过这个任务，学生能应用本单元的主要句型，询问本组成员父母的工作。

课堂活动：

1. 小组活动，在小组内小组成员互相询问父母的工作。

应用句型：What does your mother do?

She is a ……

What does your father do?

He is a…….

Name	Mother’s job	Father’s job
Tom	nurse	driver

2. 向全班同学汇报调查结果

3. 同学下座位，在限定的时间内，看谁能找到父母与自己父母工作一样的同学， 并且数量最多。

4. 向全班同学作汇报。比赛看那个小组完成的数目最多。

Task 3 What do you want to be?

目 的：让学生学会用简单的句型来介绍自己的理想，通过此活动导入新的句型并进行大量的操练，让学生充分的掌握。

课堂活动：

1. 教师通过介绍自己的理想导出句型: I want to be a singer. What do you want to be?

2.小组内组长来统计本组同学的愿望， 比赛看那组同学的愿望最多，并作小组汇报。

Homework: 思考一下自己的理想工作对人都有哪些要求？

课后反思：

这是第四单元的第一课时，任务主要是导入本单元的基本词汇和基本句型，内容较多，所以针对不同的内容设计了不同的任务活动。通过课堂的试验，证实了这些任务的可行性，并达到了意想不到的效果。

1. 在导入新单词时，通过小组比赛的形式，让学生通过工作的描述，来猜测工作的名称，首先比赛的形式，调动了学生的兴趣，其次猜谜的这种形势更有利于让学生开动脑筋，思考问题大大吸引了学生的注意力。

2. 第二个任务由学生自己下座位找与自己父母工作相同的同学，通过这个竞赛形式教师为学生提供了一个安全的语言环境， 学生可以大胆的练习所学的句型。其后让学生用所学句型谈论自己的理想，培养了学生的价值观和理想观。

3. 由单词到句子，由简单的对话，到简短的语篇，本节课所有任务的设计，由简到难，每一个任务都为下一个任务的完成奠定了一定的语言基础。为任务的最终完成服务。

本节课的不足之处，由于本节课的内容较简单，所以在各个任务环节的难度梯度不是很明显。这样没有为能力较强的同学提供战线的机会，而且本单元涉及的单词较多，学生不能完全的熟练掌握。所以在以后的教学中还应不断的探索，寻求更大的突破。

教案点评：

本案例采用任务型的教学模式，设计了三个任务活动，首先以比赛的形式，让学生通过工作的描述，来猜测工作的名称；然后由学生自己下座位找与自己父母工作相同的同学，练习所学的句型；其后让学生用所学句型谈论自己的理想。所有任务的设计，由简到难，每一个任务都为下一个任务的完成奠定了一定的语言基础。为任务的最终完成服务。

教案示例

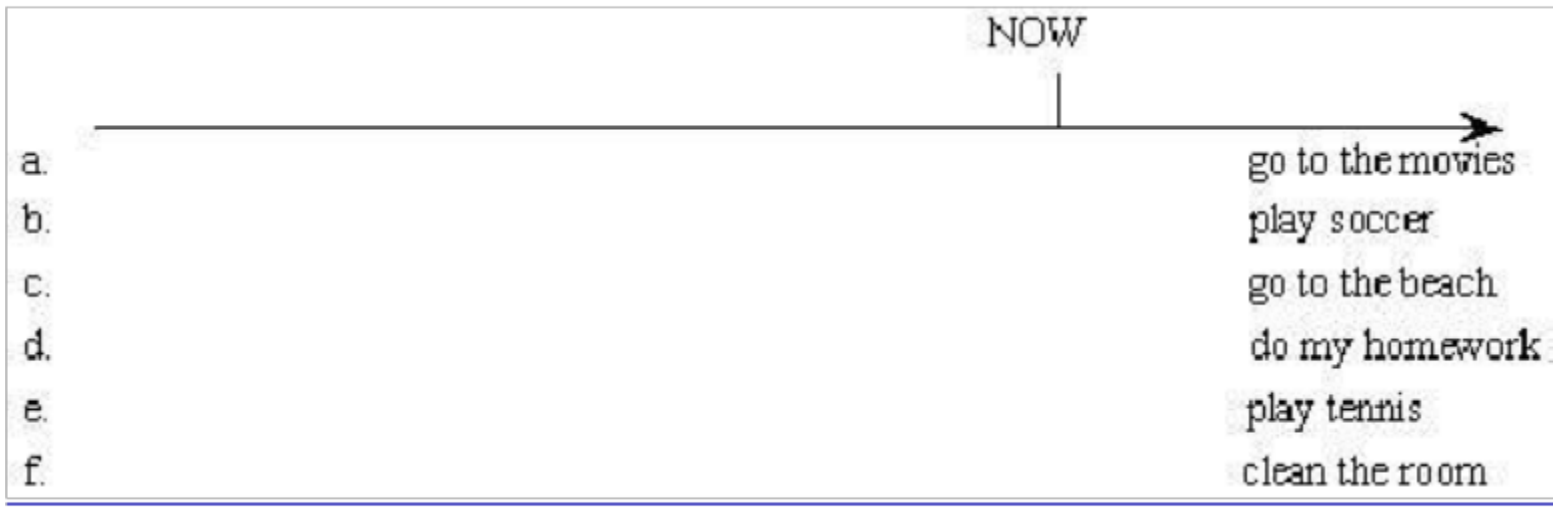
UNIT 5 How Was Your Weekend?

清华附中　周喆

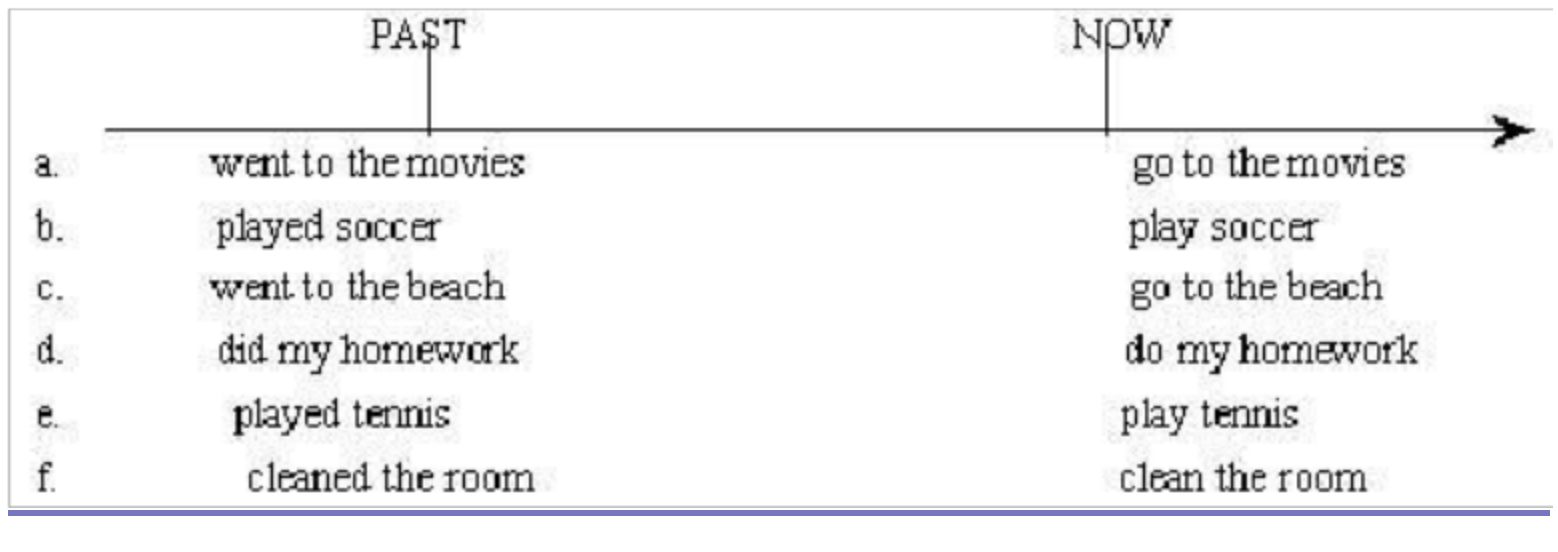
● W5C1

● 1. Vocabulary　(Past Simple Tense)

A). Ask Ss to write down all the phases in P25 (picture 1A) under the time axis.



B). Ask Ss to write down the past tense of the verbal phrases.



C). After a small discussion, Ss find out the rules by themselves.

D). Teach them the rules of verbs in past simple tense.

1). regular verbs:　　+ ed. /id/.　→　y　　i +ed

2). Irregular verbs:

is / was　　are / were　　do / did　　go / went　　buy / bought

3). 过去时无人称和数的变化。

2. P25 Section A 1A;　P28 Section B 1A　Read the new phrases and practice.

3. Listening.　P26 Section A 2A, 2B.

A). “Above are all the things about weekend activities. What would you say if you want to ask others about their weekend?” elicit the main sentences:

e.g.:　How was your / his / her weekend?

It was great / boring / pretty good / …

What did you / he / she do over the weekend?

How about you?

B). “First, let’s listen to other people’s weekend. They are Anita, Ben and Sonia. Let’s see how did they spend their weekend.”　Listen to the tape twice. 2a; 2b.

(Then do P29 Section B 3a.)

C). “Now, please work in pairs and tell your partner what did you do over the weekend and how did you feel.”

Interview your partner and take notes.

Name	Feeling	What you did	Time
You			

D). Change your partner and take notes.

(Work in groups of four.)

E). Ask four people (a group) come up to the front and do the memorizing activity. Other people take notes. Then let two Ss ask questions about what the people do in the front over the weekend.

4. Homework.

Copy the new phrases. (4 times)

Workbook. 1,2,5.

Make at least ten pieces of weekend activity phrases (include the 7 new ones in the book). Cut them into small pieces.

● W5C2

1. Revision. (P27 Section A 3a)

2. Listening (P25 Section A 1b)

A). "Today, let's listen to a girl's weekend activities. Her name is Lucy. What you should do is to tell me what do you think about her weekend. Do you like it?"

Before listening, Ss first guess what did Lucy do over the weekend. (Pair work)

		Prediction (Guess)	Reality (Tape)
	Feeling		
	Morning		
Saturday	Afternoon		
	Evening		
	Morning		
Sunday	Afternoon		
	Evening		

B). Listen to the tape twice. And fill in the chart.

C). Stick the little pieces in the chart and check the answers with the partner.

D). Check the answer together. Ask someone to give a report

e.g.: On Saturday morning, Lucy played tennis. And she did her homework…

E). “Do you like her weekend or not? Why?”

3. Task: “The Best Weekend Plan”

A). “Please work in pairs and find out who has got the best weekend plan. Who both did their work and had fun.” Ask your partner about their weekend plan and take notes. Draw ☺ or ☹ in the chart.

		You	P1	P2	P3
Feeling					
Saturday	Morning				
	Afternoon				
	Evening				
Sunday	Morning				
	Afternoon				
	Evening				

B). Change your partner and take notes.

C). Work in groups of four and find out whose weekend plan is the best. The group leader should give us a report. We need reasons.

e.g.: Jim helped her mother clean the house on Saturday morning. (We think) It was good! Because he can help others…He both had fun and did his homework. That’s pretty good.

D). Design a best weekend plan

(groups of four).

4. Homework

Workbook: 3, 4

Design a best weekend plan and write the reasons.

Each group leader prepares 12 pieces of paper. Write 6 groups of regular and irregular verbs on them.

● W5C3

1. Revision (Porker Game)

Give each group (groups of four) 12 blank cards and some markers. Help students write out pairs of cards with a present tense of a certain verb on one and the past tense of the same verb on the other. The students mix up the cards and give each student three cards. Players choose a card from the student on the right. The object of the game is to find the other (past or present tense) verb cards that match the ones you are holding and place the cards face up on the table. The first student to match up all their cards is the winner.

2. Section B 1b, 2a, 2b.

3. Role-play.

Work in pairs. Student A is a famous person in the world, (e.g.: Jackie Chen). Student B is a TV reporter. Student B should interview A about how he or she spent his or her weekend.

4. Homework

Survey: Interview at least ten people in our class and write a report about how many people did the same thing at the same time over the weekend.

Workbook: 6.

● W5C4

1. Reading 3a, 3b

2. Self-check

3. Class presentation

4. Supplementary Reading

5. Quiz 5

6. Homework

Workbook: 7.

Challenging Activity: Interview your grandparents and your parents about what they did over the weekend when they are at your age. And then write down what you did over the weekend and please predict what the children will do over the weekend in year 2050.

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/165321302041011324