



冀教版小学英语五年级下册

全册教案设计



行者无疆

Lesson 1 I Am Excited

教学目标:

- 1、学生能听懂、会说、认读并书写下列词汇: run, sorry, jump, sing, dance, sit down, stand up
- 2、学生能认读,理解并运用下列基本句型结构: Please don't...

教学重点:

学生能认读,理解并运用下列基本句型结构: Please don't...

教学难点:

理解并运用下列基本句型结构:Please don't...

教学准备:

教学光盘

教学过程:

Step 1: Warm up

1. Greeting

How do you feel?

2. Talk about the holiday.

What did you do on the holiday?

Step 2: Presentation

1. Mrs. Li and Danny, Jenny will go to Beijing, but now where are they?

What happened? Let's listen.

播放光盘.

整体感知课文,理解含义。同时听的时候给出问题,带着问题去听,让学生听的更集中更有针对性.

Is Danny naughty?

What does Mrs. Li say?

2. Introduce

Don't _____. Please _____.

Listen and write. Don't swim! Don't smoke! Don't turn left!

Please go straight! Please close the door.

借助图片、动作等直观形象的方式呈现新知,让学生理解性的去学习。

3. Watch the video again, follow to read.

听录音跟读,让学生模仿规范的语音语调,从人物的表情、语气变化中体会句子的含义.

Step 3: Teacher-student interaction

Can you perform?

学生自编短剧,在惟妙惟肖的动作表演中理解运用本课的新知。

Step 4: Classroom tests

1. Read the text

分角色朗读课文并表演。

指导学生朗读时的语音语调,养成良好的按意群朗读的好习惯.

2. Let's do it

(1) Read and match.

(2) Look, say and write。

学以致用,学生能把文本中学到的知识运用到自己的生活实践中,表达各自的情感,实现了“用英语做事情”的目的.

Step 5: Homework

1. Read the text。

2. Exercise book。

板书设计:

Lesson1 I Am Excited !	
run	jump
dance	stand up
Don't sing.	Please sit down.

教学反思:

Lesson 2 What Are You Doing?

教学背景分析

1. 教学内容分析

本课为本单元的第二课，是在第一课祈使句基础上的一堂会话课，学生将深入理解祈使句，系统学习现在进行时。

2. 学习者分析

在学习本节课内容之前，五年级学生已经掌握了一些用英语交流的基本能力，对基本词性也具备了辨别和理解能力。课堂上，他们能够配合教师的指令完成学习任务。

教学目标

1. 知识与技能目标

(1)学生能够听懂、会说、认读和书写单词 see, look, boy, girl, now, draw, picture。

(2)学生能够认读、理解并运用下列句子：Look! I see many tall trees! What are you doing now? I'm drawing a picture。

2. 情感态度目标

通过本课学习，懂得在公共场所大声喧哗、高声唱歌、指点等是不礼貌行为，在遵守公共秩序的同时热爱我们的校园。

教学重难点

1. 教学重点

学生能够在生活情境中灵活运用现在进行时。

2. 教学难点

现在进行时句式结构的理解和运用。

教学准备：多媒体

教学过程

教学步骤	教师活动	学生活动	设计意图
Preparation (4 minutes)	1. Warm-up Free talk: 1. How do you feel? 2. How does Danny feel? Why? 3. Lead—in Danny runs to the train. Where is Danny now? Who else is on the train?	学生谈论自己的感受，再通过图片描述 Danny 的感受。 学生回答教师问题。	复习已学知识,为本节课的学习做好充分的准备。 学生自然进入文本情境。
Presentation (15 minutes)	Part one: 1. Listen and answer T: What are they doing on the train? Who can guess? T: What is Jenny doing now? 教师提问后，播放第一部分音频. Jenny is looking out of the window on the train. T: Is Danny looking out of the window? 2. Watch and choose T: Jenny is looking out	学生回答教师问题。 听录音，回答问题，并尝试朗读. 学生回答问题： Danny is not looking out of the window.	在文本中初次感知现在进行时。 再次感知、理解文本，学习本课

	of the window。 Danny is not looking out of the window。 What do they see on the train? Let's watch. 教师播放视频。 在学生理解文本基础上新授重点句型：Look! I see many tall trees! Part two: 1. Listen and answer T: Is Danny pointing now? What is Danny doing now? 教师提问,播放文本第二部分音频. 2. Read and judge T: Danny is singing a song. What about Jenny, Li Ming and Mrs. Li? I have some answers. Are they correct? Let's read part two。 Try to tick or cross.	观看第一部分视频, 选择正确图片进行表达, 学习本课重点句型: Look! I see many tall trees! 学生听音频,回答问题。 学生默读课文, 并进行判断。 1。 Jenny is drawing a picture on the train. 2。 Li Ming is reading the newspaper. 3. Mrs。 Li likes	重点句型,整合文本第三部分, 夯实重点, 突破难点。 通过 Danny 这条主线, 学生自然进入第二部分的学习,并进一步理解现在进行时。 通过第三部分判断题,学生进一步深入理解文本, 掌握现在进行时。 回归文本, 让学生对所学重点在头脑中进行总结并沉淀, 学生可以自主选择自己喜欢的角色,进行新知的语音输出。
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	在判断题中新授重点句型：What are you doing now? I am drawing a picture。 3. Read and act T: Read after the tape。 Then act the dialogue。	Danny's song。 跟读课文,然后分角色朗读课文。	
Practice (6 minutes)	Point and talk T: What's Danny doing? S: He is having breakfast. 师生合作示范第一幅图片的对话。 教师通过幻灯片的动画效果强调并渗透 having 一词。 have-has—having	学生自由结组，选择自己喜欢的图片，练习对话： What's Jenny/ Danny doing? He/ She is ...	学生通过操练不断强化现在进行时的运用，由第一人称转变到第三人称做充分的操练。
Production (4 minutes)	T: What do you see on the playground? What are they doing?	学生对自己所看到的事物和动作运用现在进行时进行交流。	谈论贴近学生生活实际的话题，让学生自主选择喜欢的生活情境，输出本课知识。
Homework (1 minute)	T: I want to know more about you。 Such as: What do you see in your		创设真实、贴近学生生活的对话情境,使用微信方式完成作业。

	house/ in the cinema/ in the supermarket/...? What are you doing there? T: You can talk our topics with your friends or me via Wechat。		
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板书设计

Lesson 2 What Are You Doing?

Look! I see many tall trees。

What are you doing now?

I am drawing a picture。

Unit 1 Going to Beijing

Lesson 3 Who Is Singing

教案

教学目标:

- (1) 知识目标: 能够听、说、认读写单词 sing, behind, cry, sleep, talk, tried, fine, 能够将单词与平时生活相运用。
- (2) 能力目标:能够在认识单词的基础上,熟练将单词运用于句子之中,能够准确的用英文各种生活事物,不会将单词记错。
- (3) 情感目标:在通过各种生单词的学习,激发学生学习兴趣。

教学重点:

能够听、说、认读单词 sing, behind, cry, sleep, talk, tried, fine 在问答题目练习中能够及时反应,运用单词组成句子回答问题。在众多物体中准确辨认单词。

教学难点:

单词与句子的结合运用较为难,新识得单词较多,不利于运用。

教学准备:

ppt 课件,教案,大布袋及模具。

教学设计:

Step1. Preparation

Lead-in。

T:大家每次听到声音能猜到是谁吗? S1: ... (老师开场提问学生问题)

(设计意图:通过提出问题让学生独立思考发现问题答案。培养学生的想象力,提高学生的注意力。)

Step2. Presentation

Let's get to learn some new words.

教师展示新学单词的照片(sing, behind, cry, sleep, talk, tried, fine),同时配上单词及意思,让同学跟随老师大声学读单词,同时将图片与相对应单词相熟悉对应。

(设计意图:通过简单直接的图片展示能够让同学们更好的了解事物,了解单词的意思,此时学生在脑中有一个直观的映像,对新单词有一个更加直接明了理解,能够让同学们能够在理解的基础上记忆,重复朗读单词可以练习学生的发音,避免哑巴英语教学。)

Step3. Practice

1. 做一个关于所学单词的游戏。

道具:一只大布袋,或一个一面有洞的大箱子,一些 sing, behind, cry, sleep, talk, tried, fine 单词的卡片等。 方法:①把用于联系单词的卡片放入布袋或纸箱。

②每次请一位学生上来,让他将手伸进布袋或纸箱摸一样东西,只能自己看见,但不可以让其他学生看见,以增加游戏的趣味性。

③台上的同学通过自身的动作神态来表现自己所抽单词,台下的同学通过看动作等猜词。

④猜对的同学受奖励。

(设计意图:学生通过趣味的游戏加深单词印象,在快速记忆又一次能够使得学生锻炼自身速记能力,是的学生在记忆单词的基础上学会运用单词,并不是孤立的片面的记忆单词。加强学生学习兴趣。)

2. 看 ppt 将所空缺的空补齐,并且看图将所学的单词正确连线。

(设计意图:加强学生对单词的学习,同时能够将单词与句子相结合,加强学生的记忆学习,使得学生在课堂中将单词记忆。)

Step4. Homework

1. 练习所学单词发音，熟读单词.
2. 将所学单词每个单词抄写 10 遍，注意抄写格式.
3. 预习下节课内容.

Unit 1

Lesson4 Who Is Hungry

◆ 教材分析

通过本节课使得学生们能认读、理解并运用下列基本句型结构：Who is hungry?

Would you like _____? Yes, please./No, thanks.

◆ 教学目标

【知识目标】

1. 学生能听懂、会说、认读并书写下列词汇:who, hungry, water, tea, candy

2. 学生能认读、理解并运用下列基本句型结构:

Who is hungry?

Would you like _____?

Yes, please. /No, thanks.

【能力目标】

通过本节课的学习，使学生能表述别人是否喜欢某物。

【情感目标】

增进学生彼此交流的机会.

◆ 教学重难点

【教学重点】

-Would you like ...?

—Yes, please. /No, thanks.

【教学难点】

—Would you like ...?

—Yes, please./No, thanks.

◆ 课前准备

Tape recorder, Multimedia

◆ 教学过程

Step 1. Warm-up

1. greetings

(1) when the student walks into the classroom, it plays the new song that was learned yesterday。 Say hello to the students in English and welcome them to the classroom. Review the new words you have learned yesterday.

(2) let everyone stand up. Start from a student to allow him / her to read the first line of the song。 Continue to let the next student read the next line until the whole song is read. Students help them when they have difficulties in reading aloud. Thank you for the students' attempt.

(3) now, all the people sing the song together.

Step 2. Presentation

1. Who is hungry?

(1) use vocabulary cards to teach words: tea, water, hungry, who, candy。 Raise the card and explain the meaning of the word in Chinese。 Let the students read the words read。 Learn every new word in the same way. Write down the words on the blackboard. Do not forget to do some exaggerated movements or facial expressions to describe the meaning of the word. For example, when Professor hungry is taught, the teacher can hold down the stomach and moan; and when Professor water is taught, the teacher can pretend to drink water。

(2) let the students turn to page eighth。 Play the first part of the recording, students reading and playing two times or times, walking around, listening to the students' pronunciation。 Help when necessary.

2. demo

Discuss what the students have just heard。 Let a brave man stand up and retell the content that is heard in the recording. Teachers can ask questions such as: Who is hungry? Who is thirsty? Is Jenny hungry or thirsty? What。

3. practice

Let the two men come to the front of the brave. The teacher asked: "Who is hungry? A student answer: I asked: Would am hungry. you like some _____? The volunteer students can answer Yes, please or No, thanks. second go getters:

Would you like some then asked D _____? The answer may be "Yes or No".

Cos-play

Divide the whole class into a group of four. Each group prepares a brief presentation based on the first part of the textbook.

The first group - the story of the demonstration and the book.

The second group - a demonstration of the same story, but Li Ming and Jenny were all hungry this time. Imagine what they want to eat.

The third group — a demonstration of the story, but this time Danny was not hungry.

The fourth group - a demonstration of the story, but this time everyone was hungry.

They were sitting on the train and eating.

Step 3.Practice

Let 's do it !

Let the students turn to page ninth and see the second part.

1. Pair work. Look and talk.

Explain how to do this activity. Let the students look at the picture of the food, and then a student asks Would you like some? Another student answers Yes, please. / No, thanks.

2. Look and write.

Look at the second activities of the ninth page. Explain what the students have to do. Let the students observe the picture on the left side of the page, judge what the person is doing in the picture, and then find out the correct words that can describe the picture from the right word list. Take the first picture as an example.

The baby is tired. What is he doing? He was sleeping.

Answer: The girl is thirsty. She is drinking.

The woman is hungry. She is eating.

The man is happy. He is singing.

The boy is sad. He is crying.

Step 4. Summary

Key vocabulary:

Who, hungry, water, tea, candy

Ask other people if they want something.

—Would you like.。。

—Yes, please。 /No, thanks。

Step 5. Homework

Using Would you like.。 . Ask your friend what you want to eat (drink).

用 Would you like ...?

◆ 教学反思

Unit 1 Going to Beijing

Lesson 5 What are they doing?

借鉴教案	二次备课
教学内容： Lesson 5 What Are They Doing ?	
教学目标: 1 学生能认读 ,理解并运用下列基本句型结构:What are you doing ? They are ____ing ? 2 学生将熟悉单词的重音。	
重点、难点： 1 学生能认读 ,理解并运用下列基本句型结构 : What are you doing ? They are ____ing ? 2 学生将熟悉单词的重音。	
教学准备： 教学光盘	
教学过程： Class opening and review Greeting:How do you feel? Review : What do you like to do? What are you/is he/she doing now? New concept There are many people on the train。 What are they doing? Let's listen ! 播放光盘。 Read the text , find the answer。	

通过实例介绍 am, is, are 的不同用法。

Listen and follow to read.

Part 3: Listen and repeat.

单词重音要在不断的模仿与跟读中学习。

三、 practice

Read and perform the text.

Let's do it!

Make, spin and write.

四、 class closing

Homework :

Read the text.

Exercise book. 听、说、读、写不同形式的作业，满足不同层次学生的需求，学生可以适当选择，各有提高。

板书设计：

Lesson 5 : What are they doing ?

What are you doing ?

I am playing ping—pong....

What is he/ she/ it doing ?

He/ She/ It is eating....

What are you/ they doing ?

We/ They are drawing....	
课后反思：	

Unit 1 Going to Beijing

Lesson 6 Danny is lost!

借鉴教案	二次备课
教学内容： Lesson 6 Danny Is Lost!	
教学目标： 1.学生能听懂和理解这个简单的故事。 学生可以根据故事进行问答。 3。学生可以向同学复述故事。	
重点、难点： 学生能听懂和理解这个简单的故事。 学生可以向同学复述故事。	
教学准备: 教学光盘	
教学过程: Pre—reading Greeting : Danny is naughty. What will happen at the train station ? 预测故事内容，培养学生思考能力. 二、 While—reading Step 1 : Listen to the story, order the pictures. 整体感知故事，听之前布置任务，将图片排序,让学生听的更认真更有目的,同时理清故事脉络.	

Step 2 :

Read the story 1-4 , then judge.

个体或小组分页读故事,从细节处入手,理解故事内涵,完成练习。

不同形式的练习,检测学生对故事的理解。

2. Read the story 5—8 , answer the questions.

练习形式既要多样,还要分层次,由易到难逐步递进。

Step 3 :

Look at the pictures and retell the story or act out the story.

在图片和关键词的帮助下,让学生自己试着去复述故事或表演故事,体现了以生为本的课堂本质,更有利于培养学生的自主思维和表达能力。

三、 Post—reading

What will happen on the train ?

四、 Homework:

Listen and read the story. Retell the story to your friends.

课后反思 :

《Lesson7: Arriving in Beijing》教案

一、教材分析

《Lesson 7: Arriving in Beijing》承接上一单元内容,以 Jenny、Li Ming 和 Danny 三人北京之旅的活动为主线,介绍了 men, women, children, people, everyone 等单词,分为三部分,由词汇到句子,由易到难。

二、教学目标

(一) 知识与技能:

1. 能准确掌握本课 5 个新授词汇: men, women, children, people, everyone.
2. 能熟练掌握本课 2 个重点句型: Who is tired and hungry? Everyone is tired and hungry.
3. 能在理解课文的基础上自读课文。
4. 能将本课词汇、句型灵活应用到真实的生活中。

(二) 情感态度:

1. 激发学生学习兴趣,培养他们学好英语的自信心,让他们会说、敢说、爱说,能有更多成功的体验。
2. 学会与他人合作,引导鼓励全面参与,让人人在课堂中有所收获。
3. 为学生渗透关于北京的历史及文化以及 2008 奥运会的举办,拓展学生广泛的知识视野,培养学生爱国热情。

三、教学方法:

1. 以旧带新,联系旧知,循序渐进,在巩固中铺垫、提高.
2. 联系生活,切合实际,充分给予学生动口动脑的机会.
3. 适当利用小学生争强好胜的心理特点穿插游戏,调动课堂氛围,调整课堂节奏。

四、 教学过程：

Step1. Greeting !

Step2。 We have a good feeling, let's do a chant.

Step3. Guess: Please look at the blackboard. “What’s this? ” (教师利用多媒体) 介绍单词 men, women (引导学生对单复数的观察, 使用) ,children,people。

找学生来示范单词 children 和 many。叫起自告奋勇的学生到教室前面, 教师引导学生进行对话:

T: (找一名自告奋勇的男生) Is he a boy?

S: Yes,he is a boy。

T: (找一名自告奋勇的女生) Is she a girl?

S: Yes, she is a girl.

T: He is a boy. She is a girl。 They are children. What are they?

S: They are children.

T: (叫起许多学生) This line stand up。 Now there are many children! Many children! Say it please, class。

S: Many children。

T: Great !

Step4。 T : Listen to the tape. (学生总结性地跟读课文第一部分, 朗读过渡到第二部分)

Step5.T:Li Ming, Jenny, Danny and Mrs. Li go on a trip to Beijing。 Now where are they? Are they in Beijing? Let's look!

(学生跟读课文)

教授课文第二部分, 点出知识点

Step6。 T: Let’s play a game. "What’s missing? ” (Give me five)

Step7.T: Li Ming, Jenny, Danny and Mrs. Li are in the train station。(放录音,学生跟读课文,教师讲授课文第三部分)。

复习现在进行时态

T: Let’s make some sentences, like this

(叫起一名学生)“What are you doing? ”

S: I am —ing. What are you doing?

Step8。 Practice

T: Please take out your character and listen to me carefully。

All boys stand。

All girls sleep。

All men point。

All women drink。

All people sit street.

T: OK, boys and girls ,are you happy? Are you tired? Are you hungry?

Oh, I am tired and hungry (too)。

I think everyone is tired and hungry。

Let's have a rest.

Goodbye class!

Step9。(结束课堂)

五、板书设计

《Lesson7: Arriving in Beijing》

1。 Men women (and) children (are) people.

2。 Everyone is tired and hungry。

《Lesson7: Arriving in Beijing》 教学反思

教师要能够进行教学反思,即要借助行动研究,不断探索与解决教学目的、教学工具和自身方面的问题,不断提升教学实践的合理性.要对教育的理论和实

践持有一种“健康”的怀疑态度,并及时地把思想变为行动。像教学活动要求学生“学会学习”一样,教师也要能够在反思中“学会教学”。其中,自觉性的反思行为是教师应该具备和坚持的。教师越能反思,在某种意义上说越是好老师。通过反思可以及时发现新问题,进一步激发教师的责任心,把教学实践提升到新的高度。

在我的公开课听课结束后,我对自己本节课《Arriving in Beijing》的反思总结如下:

(1)几分钟会话.每堂安排几分钟左右时间进行会话:有值日生汇报、自我介绍、家庭情况、谈论天气以及熟悉的歌星、影星和运动员等。让学生自由用英语交谈,允许学生模仿课文内容适当增减,自由发挥.也可以根据课文内容,通过问答形式作简要的复述。由单一的讨论内容过渡到综合内容,把几个不同内容的话题串联起来,既复习旧知识,又开发了学生的求知欲。还特别注意,轮到中差生会话时,鼓励他们大胆实践,有点滴进步就给予表扬肯定,以增强他们的自信心。

(2)注重语感教学.加强听说训练,努力做到视、听、说同步,培养语学习兴趣.每篇课文的生词、句型和文章都是朗读的好材料。要注意创造情景,让学生懂得不同句子的重音有不同的语感,显示不同的语言心理。同样,语调的不同,重音的移动,也体现了说话者不同的心理状态。经过训练,学生在以后朗读中也就注意了正确使用语音、语调和重读、弱读及升调,朗读也会绘声绘色,津津有味了,课堂上学生们兴趣盎然,学习积极性也大大提高了。

(3)对话使用,角色表演。结合课文内容,每教一个情景句型,让学生用当天所学的,到讲台前来表演。

(4)运用直观教具为了进一步激发学生学习兴趣。我充分利用多媒体,图片、图表及实物、录音机等现代化教学手段及教具,生动形象地开展教学和交际活动。利用实物和图片教单词,学生能更好地记住词义,并能反复利用它们复习,其趣味性、直观性较强。

Lesson 8 Tian'anmen Square

借鉴教案	二次备课
教学内容： Lesson 8 Tian'anmen Square	
教学目标： 1. 学生能听懂、会说、认读并书写下列词汇： say, help , worry, sad 2. 学生能认读，理解并运用下列基本句型结构： This is difficult. Don't worry. I can help you. 3. 学生能讨论在天安门广场看到的景象和做的事情。	
重点、难点： 1. 学生能听懂、会说、认读并书写下列词汇： say, help, worry , sad 2. 学生能认读，理解并运用下列基本句型结构： This is difficult. Don't worry. I can help you	
教学准备： 教学光盘	
教学过程： Class opening and review Greeting:How do you feel? Review:What do you see on the street/ in the picture? What is he/she doing? What are they doing? 二、New concept They go to the Tian'anmen Square. What do they see ? Let's listen !	

播放光盘。

What are the people doing on the square ?

Let's read and judge.

学生由听变为阅读，通过自读或小组合作读文本，判断正误,检测对课文理解，同时逐步提高阅读能力。

Listen and follow to read.

模仿标准的语音语调跟读

介绍 there is, there are 句型。

There is a boy behind the tree.

There are some monkeys at the zoo.

难点的理解一是要借助图片、实物等直观形象的东西来呈现，二是要反复呈现，螺旋上升，滚动练习。

三、practice

Read the text.

Let's do it ! Page 23 , Look , talk and write.

四、class closing

Homework:

Read the text. Exercise book.

板书设计：

Lesson 8 : Tian'anmen Square

It's easy for Jenny to fly a kite. It's difficult for Danny to fly a kite. There is a boy. He is singing. There are some women. They are walking.	
课后反思：	

Unit 2 In Beijing

Lesson 9 The Palace Museum

借鉴教案	二次备课
教学内容: Lesson 9 The Palace Museum	
教学目标： 1。 学生能听懂、会说、认读并书写下列词汇： take , take a picture , be 2。 学生能认读,理解并运用下列基本句型结构: May I take your picture? Sure ! Be careful ! 3。 学生能学会一首关于照相的歌曲。	
重点、难点： 1。 学生能听懂、会说、认读并书写下列词汇: take, take a picture , be 2。 学生能认读,理解并运用下列基本句型结构： May I take your picture? Sure! Be careful !	
教学准备: 教学光盘	
教学过程： 一、Class opening and review Greeting : How do you feel ? Review : What do you see on the street/ in the picture ?	

二、New concept

They go to the Palace Museum. How old is the Palace Museum.

Let's listen !

播放光盘.

整体感知文本，理解大意。听的时候给出问题，带着问题去听，让学生听的更集中更有针对性。

What do they do at the Palace Museum.

Let's read and judge.

学生由听变为阅读，通过自读或小组合作读文本，判断正误，检测对课文理解，同时逐步提高阅读能力.

Listen and follow to read.

Listen and sing a song.

优美的旋律，不断复现的新知，让学生在轻松愉悦的心境下巩固知识.

三、practice

Read the text.

Let's do it ! Page 25 , talk and write

四、class closing

Homework :

Read the text.

Exercise book.

板书设计:

Lesson 9 : The Palace Museum

The Palace Museum is beautiful.

It's old. It's about 600 years old.

May I take your picture ? Sure.

课后反思:

Unit 2 In Beijing

Lesson 10 The Great Wall

教案

教学目标:

(1)知识目标:能够熟练运用 How old is ...? How long is it? on the way back to... There are ... 等句子, 并且能够听、说、认读写 The Great Wall, afraid 词组单词。

(2)能力目标: 能够熟练的运用所学句子, 用所学句子回答别人对你所喜欢那个的选择的回答。同时在学句子中学会新单词, 学会新的句子运用。

(3)情感目标:能够发现艺术的美。

教学重点:

听懂、会说: How old is ...? How long is it? on the way back to... There are ...。The Great Wall, afraid 等句子单词等, 在问答题目练习中能够及时反应, 补充未完成的句子.将问题清晰回答.

教学难点:

当询问喜欢做什么运动时候句子的运用, 所学句子较长, 不利于记忆.

教学准备:

ppt 课件,教案.

教学设计:

Lead-in。

T: 大家去过美术馆吗? S1:....。(老师开场提问学生问题, 问题贴近学生对学生提问。)

(设计意图: 利用同学们所熟悉的东西吸引同学们的注意力, 同时引起同学们回答问题的兴趣, 为接下来句子的学习增强趣味性。)

Step1. Presentation

Let's learn some new phrases

简单的用图文并展的方式首先将新词组单词引入(The Great Wall, afraid), 教同学识读单词。

(设计意图:直接的语音教学让学生牢记单词发音, 为接下来句子的运用打下基础。)

Let's learn some new sentences.

将所学句子展示出来 (How old is ...? How long is it? on the way back to... There are ...), 利用图文并茂的方式, 让同学们有兴趣, 在让老师读一遍, 说出中文。所学句子都用此种方式教给学生, 所有句子教过过后, 在从头开始教学生自己反复练习跟随老师熟读句子。

(设计意图: 直接的句子学习虽较为枯燥, 但句子较为长, 强化训练有助于帮助学生更加快速的了解句子并且理解句子意思, 同时可以训练句子发音。)

Step2. Communicate

给同学几分钟的时间让同学们自己与自己的同桌练习对话交流。用上今天所学句子。

(设计意图: 单一的重复容易引起枯燥, 让同学们自由发挥能够使得同学能够活学活用, 不断的增强学习的能力。)

Step3. Practice

1. 快与慢

游戏的目的: 输入句子, 增强输入的趣味性 游戏的准备: 讲明游戏规则

游戏的具体操作: 当我们在新授的时候, 我们最大的感觉是学生没有趣味性, 这里的快与慢就是通过一些小的环节来提高学生的兴趣, 让他们在玩中学习。

T: now, I speak fast, you speak slowly I speak slowly, you speak ...。

当然这个游戏也是最开始要输入一点的, 然后教师说上面的话, 至于后面的引号, 其实这就是我们让学生去悟的过程, 有时候开玩笑: 教学就和做人一样, 说的太满, 反倒失去了趣味性。这个游戏其实就是我说的快的时候, 学生说的慢, 通过趣味性的表达, 让学生产生趣味性。

在这个游戏中, 教师在说的慢的时候一定要慢, 这样保证学生能准确的掌握发音; 也要遵循, 先输入再输出, 那么说的快也是一个输出的过程。

注意事项: (1) 教师对奖励要有敏感性。

(2) 上面说的游戏规则, 其实也是一种奖励机制, 在这个游戏中学生不会出现一些过激的行动, 但是, 奖励机制一定要执行。

2. 学生看图片或根据对话将所空缺的句子或单词补全。要运用之前所学知识。

(设计意图: 学生通过游戏, 最大化的利用句型, 同时最大化的将同学所学的单词等知识融会在句型之中。将学习与游戏相结合, 极大的激发了同学们的学习兴趣。)

Step4. Homework

1. 朗读所学句子, 熟读所学句子。注意句子的发音规范。

2. 将所学新的句子,每个句子抄写 6 遍.注意书写规范。
3. 将所学对话与同学练习。
4. 预习下节课内容。

Unit 2 In Beijing

Lesson 11 Shopping in Beijing

借鉴教案	二次备课
教学内容： Lesson 11 Shopping in Beijing	
教学目标： 1。 学生能听懂、会说、认读并书写下列词汇： for,busy 2。 学生能认读，理解并运用下列基本句型结构： Jenny buys _____ for _____。 What time is it ? It's two o'clock。 / It's 2:30.	
重点、难点： 1。 学生能听懂、会说、认读并书写下列词汇：for,busy 2. 学生能认读，理解并运用下列基本句型结构： Jenny buys _____ for _____。 What time is it ? It's two o'clock. / It's 2 : 30.	
教学准备： 教学光盘	
教学过程： 一、Class opening and review Greeting : How do you feel ? Review : What do you like to do? What do you want to buy ? 二、New concept	

What will they do today?

Let's listen !

播放光盘。

What do they buy for their family?

Let's read and judge。

学生由听变为阅读，通过自读或小组合作读文本，判断正误,检测对课文理解，同时逐步提高阅读能力.

Listen and follow to read.

Listen and repeat.

单词重音要在不断的模仿与跟读中练习.

三、 practice

Read the text.

Let's do it! Page 29 , answer the questions.

Read and write.

四、 class closing

Homework :

Read the text.

Exercise book。

板书设计 :

Lesson 11: Shopping in Beijing

What do they want to buy?

Jenny buys a ____ for her mother , some tea for	
---	--

her _____ , a _____ for her sister and a cap for her _____. Danny buys a big _____。	
课后反思：	

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