<table>
<tr><td>主备人</td><td>XXX</td><td>教学时间</td><td>第 2 周 星期 三</td></tr>
<tr><td>学习内容</td><td colspan="3">Unit 1 What did you do during the holidays?</td></tr>
<tr><td rowspan="3">学习目标</td><td>知识与技能</td><td colspan="2">1.Enable the Ss listen, read, say and write the new words: learn words and sentences, play games, learn writing and practice listening.
2. Enable the Ss be familiar with the past tense.
3.Sentence: What did ...do during the summer holidays?</td></tr>
<tr><td>过程与方法</td><td colspan="2">游戏激趣、小组合作</td></tr>
<tr><td>情感与态度</td><td colspan="2">Ss are interested in English.</td></tr>
<tr><td>重点、难点</td><td colspan="3">Enable the Ss listen, read, say and write the new words and
talk about the past events.</td></tr>
<tr><td>教具运用</td><td colspan="3">PPT ,word cards etc.</td></tr>
<tr><td colspan="3">教学过程</td><td>个性化批注</td></tr>
<tr><td colspan="3">Step 1 Warming up
1. Greetings and games.
Simon says: wordlist-play, learn, write, talk, listen, do, have, go, take, read, speak, teach and holidays.
2. Make a conversation with the Ss.
T: Glad to see you again.
Ss: Glad to see you too.
T: What did you do during the summer holidays?
Ss: I went to Hainan…
Step 2 Presentation and drill</td><td></td></tr>
</table>

1. Show the picture of "learn words and sentences". T: This is a picture of Mingming during the summer holidays. What did he do? Ss: He is learning words and sentences. T: He is not doing it now. He learnt words and sentences during the summer holidays. 2. Learn the other words in the same way. 3. Read together. 4. Little teacher. **Step 3 Practice** T: He learnt words and sentences. They played games. She learnt writing. He practised listening. (Action) learn words and sentences, play games, learn writing and practice listening… 1. The Ss act and say. 2. Listen to the tape of Part A and then answer these questions. What did Anne do during the summer holidays? What did Mingming do during the summer holidays? 3. Listen and repeat. 3. Act it out.	

Step 4 Consolidation 1. Evaluation. 2. Do Ex. 3.			
作业设计	Copy the new words.		
板书设计	**Unit 1 What did you do during the holidays?** learn, write, talk, listen, do, have, go, take, read	教学后记	

主备人	**XXX**	教学时间	第 **2** 周　　星期 四
学习内容	**Unit 1 What did you do during the holidays?**		
学习目标	知识与技能	1. Enable the Ss listen, read and say the dialogue; 2. Enable the Ss master the sentence pattern: What did you do during the holidays? 3. Enable the Ss master read the short passages and judge True or False.	
	过程与方法	游戏法、激趣法、小组合作学习	
	情感与态度	Ss are interested in English.	
重点、难点	Enable the Ss listen, read and say the dialogue		
教具运用	**PPT ,word cards etc.**		

教学过程	个性化批注
Step 1 Warming up 1. Greetings. 2. Act and say. 1). (Action) learn words and sentences, play games, learn writing and practice listening … 2). Tom: I played games. Ss: Tom played games. … **Step 2 Presentation and drill** 1. Listen to the tape and learn the Word Bank. What did you do during the holidays?I read many books. I visited my grandparents. I played games with my	

friends. **Step 3 Practice** 1. Listen to the tape and repeat. 2. Pair-work. 3.Group-work . **Step 4 Let's Read** 1. Read the short passage and then judge True or Flase. 2. Read the passage again and underline the key sentences. 3. Check the answers. **Step 5 Consolidation** 1. Evaluation. 2. Do Ex 3. Homework.			
作业设计	**Recite the text.**		
板书设计	**Unit 1 What did you do during the holidays?** T: I played games. Ss: Tom played games. …	教学后记	

主备人	XXX	教学时间	第 3 周 星期 三
学习内容	**Unit 1 What did you do during the holidays?**		
学习目标	知识与技能	1. Enable the Ss talk about their holidays. 2. Enable the Ss and write down their holidays.	
	过程与方法	Oral method	
	情感与态度	Ss are interested in English.	
重点、难点	Teaching emphasis: Enable the Ss describe their holidays. Teaching difficulties: Enable the Ss to talk about and write down their holidays		
教具运用	PPT ,word cards etc.		

教学过程	个性化批注
Step 1 Warming up 1. Greetings. 2. Read Part A together. **Step 2 Presentation and drill** 1. Ask students to talk about their summer holidays and then let them finish Part E: write down your answers 2. Check the answer.	

3. Ask two Ss to talk about their answers. **Step 3 Let's Have Fun** 1. Class work. Look at the pictures, describe Mingming's and Anne's holidays. 2. Class work. describe your holidays. **Step 4 Consolidation** 1. Do Ex. Workbook Unit 1. 2. Evaluation 3. Homework. Revise Unit 1.			
作业设计	Revise Unit 1.		
板书设计	**Unit 1 What did you do during the holidays?** learn, write, talk, listen, do, have, go, take, read	教学后记	

<table>
<tr><td>主备人</td><td>XXX</td><td>教学时间</td><td>第 3 周 星期 四</td></tr>
<tr><td>学习内容</td><td colspan="3">2、Katie always gets up early.</td></tr>
<tr><td rowspan="3">学习目标</td><td>知识与技能</td><td colspan="2">Learn these new words: wake up; make the bed; wave; late，always; usually; often; never.</td></tr>
<tr><td>过程与方法</td><td colspan="2">TPR; Task-based method; Discussing</td></tr>
<tr><td>情感与态度</td><td colspan="2">To form the health living habit</td></tr>
<tr><td>重点、难点</td><td colspan="3">The students master the words: wake up; make the bed; wave; late; always; usually; often; never.</td></tr>
<tr><td>教具运用</td><td colspan="3">PPT ,word cards etc.</td></tr>
<tr><td colspan="3">教学过程</td><td>个性化批注</td></tr>
<tr><td colspan="3">Step 1 Warming up
a. Greetings.
b. sing a song: London Bridge is falling down
c. Free talk. Talking about my day.
Step 2 Review
a. Game—Guess ,guess, guess
Use the cards to go over the words
b. Retell the story—Unit 1
Step 3 Presentation
a. Learn the words and expressions:
wake up; make the bed; wave; late
At first show the learned word: cake .Let the students read the word, then write the words carefully.
c a k e
w a k e wake up
m a k e make the bed.</td><td></td></tr>
</table>

w a v e

l a t e

From above to find out the rules of pronunciation and memory words.

Wake up.

e.g. a. What time do you usually wake up?

b. I usually wake up at 6.

make the bed

e.g. a. Do she make the bedin the morning?

b. The first thing he does after getting up is to make the bed.

wave a greeting 挥手致意

wave good-bye to sb. 挥手告别

late.

e.g. I'm late

late autumn 暮秋，深秋

get up late 睡懒觉

b. Let the students understand frequency Adverbs(频率副词):always often usually never always

Read these words several times and try to remember them. At the same time, explain the meanings of different adverbs of frequency.

100% always

I always stay at home in the evenings.

90% usually

I usually wake up early.

80% often

He often goes to school on foot.

0% never

He never goes to school late.

Step 4. Practice

	Practice the words. a. Game 1. Loud and low voice. b. Game 2. Quick response The teacher brings out some pictures and word cards, the students speak out the words quickly. c. Game 3. Guessing game		
作业设计	**Recite the new words.**		
板书设计	**2、Katie always gets up early.** c a k e w a k e m a k e w a v e l a t e wake up make the bed.	教学后记	

主备人	XXX	教学时间	第 4 周 星期 三
学习内容	2、Katie always gets up early.		
学习目标	知识与技能	a. Learn Part A Let's listen and say. Katie's Day. b. Grasp the usage of adverbs of frequency.	
	过程与方法	a. With the studying strategies, get the students to work in pairs or groups to talk about their day. b. Let the students practice speaking and writing.	
	情感与态度	Ss are interested in English.	
重点、难点	a. Ss can use the present tense of the third person： get-gets make-makes wash-washes run-runs leave-leaves have-has b. Ss can master sentence structure: sb dosthat some time		
教具运用	PPT ,word cards etc.		

教学过程	个性化批注
Step 1 Warming up a. Greetings. b. sing a song **Step 2 Review** Game—Golden finger Use the cards to go over the words **Step 3 Presentation and drill** a. Listening to the recorder b. T: You're very good. You are all good pupils. And Katie is a good pupil too. Everyone likes her. She is never late for school. She always gets up early every day . Then she makes bed .after breakfast, she waves her family goodbye. c. Fast reading the text.	

d. Answer the following questions.

Does Katie always gets up early?

What time does Katie wash her face?

What time does Katie make her bed?

Is Sally is often late?

What time does Katie's father leave for work?

e. Explain the grammar for the pupils: The present tense of the third person.

get-gets make-makes wash-washes run-runs

leave-leaves have-has

e.g.

1.I always **get** up early.

Katie always **gets** up early.

2.We usually **have** breakfast at 6:30am.

He usually **has** breakfast at 6:30am.

3.You often **wash** your face at 6:05am.

She often **washes** your face at 6:05am.

4.They always **leave** for work at 7 0'clock.

Katie's father always **leaves** for work at 7 0'clock

Step 4 Practice

a. Reading the text carefully.

b. Listen and repeat it

c. Retell it , check the result

d. Practice in pairs, according to the form to say something about their day.

Step5 Consolidation

a. Part C About the story.Put a tick(√)if the sentences correct of a cross(×)if they are wrong.

1. Katie always gets up at six o'clock. (√)

2. Katie always washesher face at 6:15 am. (×) 3. Katie's family often has breakfast at 6:45 am. (×) 4. Sally always goes to the breakfast table on time. (×) 5. Katie's father usually waves then goodbye. (√) b. Homework: Listen and read the dialogue, copy the new words			
作业设计	Listen and read the dialogue, copy the new words		
板书设计	**2、Katie always gets up early.** get – gets make - makes wash – washes run - runs leave - leaves have - has	教学后记	

<table>
<tr><td>主备人</td><td>XXX</td><td>教学时间</td><td>第__4__周　　星期__四__</td></tr>
<tr><td>学习内容</td><td colspan="3">2、Katie always gets up early.</td></tr>
<tr><td rowspan="3">学习目标</td><td>知识与技能</td><td colspan="2">a. Going over words.
b. Retell the story.
c. Finish Part D, E, F.</td></tr>
<tr><td>过程与方法</td><td colspan="2">游戏法、激趣法、小组合作学习</td></tr>
<tr><td>情感与态度</td><td colspan="2">Ss are interested in English.</td></tr>
<tr><td>重点、难点</td><td colspan="3">The students can describe the other’s actions</td></tr>
<tr><td>教具运用</td><td colspan="3">PPT ,word cards etc.</td></tr>
<tr><td colspan="3">教学过程</td><td>个性化批注</td></tr>
<tr><td colspan="3">Step 1 Warming up
a. Greetings.
b. Sing a song.
c. Free talk: Say something about your daily life
Step 2. Review
a. Play a game – magic eyes
Going over the learned words: slide, bench, bark, chain,
swing, stone, bite, wake up, make the bed, have, late.always, usually, often, never.
b. Use the cards to go over the new dialogue,and make sentences with the present tense,they are required not to make the same sentences
c. Retell the story
Step 3 Drills</td><td></td></tr>
</table>

a. Part D. Pair work. Look at the chart. Take turns to tell each other about Peter's activities.

Example: Peter usually goes to bed at teno'clock.

	always	often	usually
Gets up at seven o'clock			√
Goes to school by bus	√		
Does homework at six o'clock	√		
Watches TV at seven o'clock		√	
Eats cake			
Goes to bed at ten o'clock			√

Write four sentences about your activities.

Exemple: I usually do my homework at six o'clock.

1、I always go to school on foot.

2、I never go to school by bus.

3、I often watch TV at 6: 30 in the evening.

4、I usually go to bed at 10:00 pm.

b.Part E Listen to the tape and requires them

to finish Part E,check the answers.

	always	often	usually
Makes breakfast for the family			
Washes clothes in the morning			
Cleans the house in the afternoon			
Starts cooking dinner at 5 o’clock			
Goes to the supermarket to buy things			
Watches TV in the day			

Now, write suitable answers in the blanks.

1. Mrs Li always makes breakfast for the family.
2. She usually washes clothes in the morning.
3. Mrs Li often goes to the supermarket to buy things.

4. At 5 o'clock, Mrs Li often starts to cook dinner.

5. She never watches TV in the day.

6. She always cleans the house in the afternoon.

3.Listen to tape and follow it

Step 4 Consolidation

a. Make a situation and have a dialogue with their partners, choose some to act it out

b. Homework: Listen and read the dialogue, copy the words,and try to recite text

作业设计	1、Listen and read the dialogue, 2、Copy the words , 3、Try to recite text
板书设计	**2、Katie always gets up early.** 1、Mrs Li always makes breakfast for the family. 2、She usually washes colthes in the morning. 3、Mrs Li often goes to the supermarker to buy things. 4、At 5 o'clock,Mrs Li often starts to cook dinner. 5、She never watches TV in the day. 6、She always cleans the house in the afternoon.
教学后记	

主备人	XXX	教学时间	第 5 周　　星期 三
学习内容	Unit3　I like my computer		
学习目标	知识与技能	1. Learn new words. 2. Learn the text. 3. Master the Past Form.	
	过程与方法	游戏法、激趣法、小组合作学习	
	情感与态度	Ss are interested in English.	
重点、难点	Master the Past Form.		
教具运用	PPT ,word cards etc.		

教学过程	个性化批注
1. Warming Up (1) Greetings (2) Review **2. Presentation and Drills** (1) Learn new words search　　find out about　　world email　　send　　greeting (2) Learn Part A　Let's listen and Say 1>Read the text. I like my computer.　It's very fast. It will help you a lot. You can also find out about countries in the world.	

Let’s try it now. 2>The Past Form buy—bought　　is—was can—could　　see—saw (3) Learn Part B　Let’s Learn email my friends　　send greetings search for a lot of things　　find out about countries (4) Learn Part C　Let’s Practise What can we do on the computers? We can email each other. We can send greetings to our friends. We can search for a lot of things.			
作业设计	Reviw the past form and copy the new words.		
板书设计	**Unit3　I like my computer** buy—bought is—was can—could see—saw	教学后记	

主备人	**XXX**	教学时间	第 **5** 周　　星期 **四**
学习内容	**Unit3　I like my computer**		
学习目标	知识与技能	1. Review the words. 2. Review the text. 3. Review the Past Form. 4. Can do the exercises.	
	过程与方法	游戏法、激趣法、小组合作学习	
	情感与态度	**Ss are interested in English.**	
重点、难点	Master readingskill.		
教具运用	**PPT ,word cards etc.**		

教学过程	个性化批注
1. Warming Up	
(1) Greetings	
(2) Review	
2. Presentation and Drills	
(1) Learn Part D.　　Let's Read	
Read the text of Part D.	
Do the exercises of Part D.	
Talk about Part D.	
(2) Learn Part E.　　Let's Write	
Write on emailto your friend. Tell him/ her what you did last Sunday.	

Dear Last Sunday,I had a wonderful day. I played with my friends 9:00 a.m. After the games, I my homework on the computer. The teacher emailed us about homework. It's easy to homework this way. In the afternoon,I a short cartoon film on the computer. That's all for now. Regards, (3) Learn Part F Let's Have Fun Look and make.	
作业设计	Write a letter to Echo.
板书设计	**Unit3 I like my computer** Dear XXXXXXXXXXXX Regards,
教学后记	

主备人	XXX	教学时间	第_____周　星期__二__
学习内容	Unit 7　What can Ido？		
学习目标	知识与技能	1.　句型：能用“What can I do ？”和“I can…”提供帮助 2.　能听懂、会说 A 部分的内容 3.　能表达自己可以提供哪些帮助	
	过程与方法	游戏法、激趣法、小组合作学习	
	情感与态度	Ss are interested in English.	
重点、难点	能用“What can I do？”和“I can…”提供帮助		
教具运用	PPT ,word cards etc.		

教学过程	个性化批注
Step 1　Warm—up 1.　Greetings 2.　Quick response 教师用课件或图片快速出示家务活的图片，学生快速说出学过的词组，如 sweep the floor，clean the windows 等，旨在为本课“I can…”句型的操练输入更多的语言材料。 Step 2 Presentation 1.　New words and new sentences （1）　教师出示一张老奶奶的图片，要学生猜测其年龄，引出词汇 an old woman.板书词组 an old woman，学生跟读，教师提醒 an 和 old 的连读 （2）　继续出示一张老爷爷的图片，引导学生说出 an old man，同时出示老奶奶和老爷爷的图片，引出词汇 the old people。板书 the old people 2.　学习词汇 weak，slow （1）　T：Are the old people strong ？The old people are not strong。They are weak。板书 weak，领读句子“They are weak” （2）　T：Can the old people run fast？oh，the old people can’trun fast。They are slow。板书 slow，领读句子“They are slow” 3.　学习句型“what can Ido？”　“I　can…” 教师呈现 B 部分图片，要求学生根据图片用“I　can…”说说能为老人们提供什么样的帮助。教师板书句型“what can I do？”　“I　can…”，学生根据自己的实际情况选择图片说	

句子，教师将句子板书在黑板上。 4. 单词、句型操练。 教师可创设其他情境，学生根据情境运用所学单词和句型表达 Step 3 Practice Let’s chant 教师将所学单词组成 chant，分组练习 I can help the old。I can help the old。 What can Ido？I can clean their homes。 What can Ido？I can help them on the road What can Ido？I can sing and talk What about you？What can you do？ Step 4 Homework 1. 听一听，读一读：听读课文 A B 部分 2. 写一写：想想你能为老年人做些什么，然后写下来，越多越好。			
作业设计	1. 听一听，读一读：听读课文 A B 部分 2. 写一写：想想你能为老年人做些什么，然后写下来，越多越好。		
板书设计	**Unit 7 What can Ido？** “What can Ido？” “I can…”	教学后记	

<table>
<tr><td>主备人</td><td>XXX</td><td>教学时间</td><td colspan="2">第_____周　　星期_____</td></tr>
<tr><td>学习内容</td><td colspan="4">Unit 7　What can Ido？</td></tr>
<tr><td rowspan="3">学习目标</td><td>知识与技能</td><td colspan="3">1. 词汇：能听懂、会说、会读 can，help，old people，make them happy，clean their homes，carry things；能理解、会说 Ms，free，take…to，enjoy themselves。
2. 句型：能运用“I can help them…I can…”表达自己能为他人提供的帮助
3. 能阅读和理解课文 D 部分的小故事</td></tr>
<tr><td>过程与方法</td><td colspan="3">游戏法、激趣法、小组合作学习</td></tr>
<tr><td>情感与态度</td><td colspan="3">Ss are interested in English.</td></tr>
<tr><td>重点、难点</td><td colspan="4">能在情境中运用句型“I can…”表达能提供的帮助；能阅读和理解课文 D 部分的小故事</td></tr>
<tr><td>教具运用</td><td colspan="4">PPT ,word cards etc.</td></tr>
<tr><td colspan="4">教学过程</td><td>个性化批注</td></tr>
<tr><td colspan="4">Step 1 Warm–up
1. Greetings
2. Let’s chant
I can help the old。I can help the old。
What can Ido？I can clean their homes。
What can Ido？I can help them on the road
What can Ido？I can sing and talk
What about you？What can you do？
Step 2 Presentation
1. Part C：Let’s practice
以课文 C 部分为内容进行分角色表演
2. Part D：Let’s read</td><td></td></tr>
</table>

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/225200202230011333