

Unit 6 I' m watching TV.

课 题	Unit 6 I' m watching TV.		课时	第一课时 Section A(1a-2d)
			课型	New
教学 目标	学问 目标	1. 学习并驾驭下列词汇、短语： newspaper, use, soup, wash, read a newspaper, make soup 2. 驾驭以下句型： ①—What are you doing? -I' m watching TV. ②—What' s he doing? -He' s using the computer. ③—What' re they doing? -They' re listening to a CD.		
	实力 目标	能够运用所学句型谈论人们正在进行的活动		
	情感 目标	激励学生运用所学获得信息、促进沟通与合作，激发学习爱好和热忱。		
教学 重点	Talk about what people are doing by using present progress tense.			
教学 难点	1. The forms of v. -ing. 2. To use present progress tense correctly.			
课前 预习	Preview the new words			
教学 方法	Situational approach; Listening and speaking approach; Communicative approach			
教学过程				
教学 环节	老师活动		学生活动	备课札记
Step 1 Warm up and present the new words.	1. Talk with several students: T: What am I doing? Oh, I' m speaking. And what are you doing, xxx?		1. Talk to the teacher or listen carefully. 2. Look, listen and learn the new words and structures.	1. 通过师生间的真实情境交际让学生初步感受现在进行时。 2.

	S1: I' m listening (to you). S2: I' m sitting. S3: . . . 2. Show some pictures to present the new words and structures.  talking on the phone  reading a newspaper  making soup  using the computer		利用图片导入新词语及现在进行时句型结构。
Step 2 Look and match (1a)	1. Show the Ss the pictures in 1a. 2. Get the Ss to finish 1a 3. Check the answers 4. Ask and answer: T: What' s the boy in Picture d doing? Ss: He' s cleaning. . . .	1. Look and match the activities with the pictures in 1a. 2. Look, listen and answer the teacher' s questions.	在学生匹配完之后, 进行问答练习, 即学即练即用。

续表

教学环节	老师活动	学生活动	备课札记
Step 3 Listening (1b)	1. Help the Ss to read the names in 1b. 2. Play the tape twice.	1. The Ss read the names after the teacher. 2. Listen and finish 1b.	假如有必要先领读 1b 中的人名。
Step 4 Practice (1c)	1. Ask and answer questions about what people are doing in 1a with several Ss first.	The Ss work in pairs.	此时老师留意巡察, 随时赐予学生帮助、订正。

	2. Get the Ss to work in pairs.		
Step 5 Listening (2a-2c)	1. Work on 2a T: Jack and Steve are talking on the phone. Well, what are they doing now? Let's listen to their conversation and match the questions with answers. (Play the tape twice.) Check the answers: 1. a 2. b 2. Work on 2b Get the Ss to go through the conversation in 2b first. Then play the tape twice again. Check the answers: are, doing, watching TV, listening to a CD, boring, interesting, go to 3. Work on 2c First, get the Ss to role-play the conversation in pairs. Then, get some pairs to act it out before class.	1. Listen and match the answers with the questions. 2. Listen again and fill in the blanks. 3. Role-play the conversation in 2b.	在进行 2b 之前让学生阅读对话，对空白处所缺失的词语先做一个预判很重要。
Step 6 Role-Play (2d)	1. Let the Ss learn about the conversation and answer the following questions: (1) What is Laura doing? (She is washing her clothes.)	1. Ss learn about the background of the conversation by going through it quickly and answer the questions.	在听力练习和小对话口语练习的基础上，进行角色对话表演，

	(2) What is Jenny doing? (She is watching TV.) (3) Are Jenny' s parents at home? (No, the aren' t.) 2. Get the Ss to read the conversation after the tape twice. 3. Explain the difficulties. 4. Let the Ss read in pairs. 5. Let several pairs of the students role-play the conversation in front of the class.	2. Ss read the conversation together, then in pairs. 3. Role-play it.	开展有实际意义的交际运用活动。
Step 7 Summarize	1. Guide the students to summarize how to make a phone call. 2. Guide the students to summarize what present progress tense is, when people use it and what the structure is like.	1. Summarize how to make an English phone call. 2. To discuss and summarize what present progress tense is, when people use it and what the structure is like.	培育学生合作探究、归纳总结实力。

续表

教学环节	老师活动	学生活动	备课札记
Step 8 Consolidation	老师设置巩固检测练习: I. 写出下列动词的-ing 形式: watch <u>watching</u> clean <u>cleaning</u> read <u>reading</u> talk <u>talking</u>	独立完成检测练习, 进行自我评价。	通过检测练习, 便于学生了解自己对本节课的词汇、句型、语法等的驾驭状况。

	use <u>using</u> make <u>making</u> exercise <u>exercising</u> II. 句型转换 1. Kate is <u>making</u> soup. (对画线部分提问) <u>What is</u> Kate <u>doing</u>? 2. He is listening to a CD. (改为一般疑问句) <u>Is</u> he <u>listening</u> to a CD? 3. Are the students running? (作否定回答) <u>No</u>, they <u>aren't</u>. 4. She is talking on the phone. (改为否定句) She <u>isn't</u> <u>talking</u> on the phone. 5. Mary often reads a newspaper. (用 now 来替换 often) Mary <u>is</u> <u>reading</u> a newspaper now.		
Step 9 Homework	1. Copy and remember the new words and phrases in this lesson. 2. Recite 2d.		
板书设计	Section A (1a-2d) 1. New words: newspaper, use, soup, wash, movie, just 2. Phrases: read a newspaper, make soup, talk on the phone, go to the movies, eat out 3. Sentences: ①—What are you/is he(she)/are they doing?		

	—I' m/He' s/She' s/They' re watching TV. ②—This is Jenny. It' s Laura here. ③ We can eat out.
教学反思	在本节课的教学活动设计, 能够创设丰富的语境, 设置按部就班的学习任务, 充分发挥学生的主体作用, 引导学生合作学习、自主探究, 初步感知运用现在进行时。

课 题	Unit 6 I' m watching TV.		课时	其次课时 Section A(Grammar Focus-3c)	
			课型	New	
教学 目标	学问 目标	1. 学习并驾驭下列词汇、短语： house, drink, tea, tomorrow, drink tea 2. 驾驭以下语法： ①现在进行时 ②现在进行时与一般现在时的区分。			
	实力 目标	学会运用英语谈论人们正在做什么， 驾驭现在进行时的特别疑问句、一般疑问句及其简略回答。			
	情感 目标	培育学生主动活动、爱做家务的好习惯。			
教学 重点	Present progress tense.				
教学 难点	The differences between present progress tense and simple present tense.				
课前 预习	Preview the new words				
教学 方法	Situational approach; Communicative approach				
教学过程					
教学 环节	老师活动		学生活动		备课札记
Step 1 Warm up and revise	1. Have a dictation of the new words and expressions. 2. Let some pairs role-play the conversation in 2d.		1. Have a dictation 2. Role-play 2d.		通过复习为今日的语法学习作铺垫；并通过角色表演激发学生学英语用英语的爱好。
Step 2	To present the new words with		Look and learn the new		

Present the new words	following pictures:  a house  drink  tea	words.	利用图片直观呈现单词，有利于学生识记。
Step 3 Grammar Focus	1. To get the Ss to go through the sentences in Grammar Focus and then finish the following conversations. ①—你在做什么事情？ —What <u>are</u> you <u>doing</u>? —我在看电视。 —I' <u>m</u> <u>watching</u> TV. ②—她在做什么？ —What' <u>s</u> she <u>doing</u>? —她在洗衣服。 —She' <u>s</u> <u>washing</u> her clothes. ③—他们在做什么？ —What <u>are</u> they <u>doing</u>? —他们在听 CD。 —They' <u>re</u> <u>listening</u> to a CD. ④—你在做作业吗？ —<u>Are</u> you <u>doing</u> your homework? —是的，我在做作业。 / 不，我没在做作业。我在打扫我的房间。 —<u>Yes</u>, I <u>am</u>. / No, I' <u>m</u> <u>not</u>. I' m cleaning my room.		

续表

教学环节	老师活动	学生活动	备课札记
Step 3	⑤—他在读报吗？	The Ss discuss and find	

Grammar Focus	—<u>Is</u> he <u>reading</u> a newspaper? —是的, 他在读报。/ 不, 他没在读报。 他在打篮球。 —Yes, he <u>is</u>. / No, he <u>isn'</u> t. He' s playing basketball. ⑥—他们在运用电脑吗? —<u>Are</u> they <u>using</u> the computer? —是的, 他们在运用电脑。/ 不, 他们没在运用电脑。他们在体育熬炼。 —Yes, they <u>are</u>. / No, they <u>aren'</u> t. They' re exercising. ⑦她(现在)在体育熬炼。 She <u>is exercising(now)</u>. ⑧她常常(每周一/每晚/每天早上)体育熬炼。 She often <u>exercises</u> (on Mondays/every night/in the mornings/ etc.) 2. Get the Ss work by themselves and check the answers with each other. 3. To help the Ss to find out the grammar rules: 现在进行时态 一、用法: 表示现在(说话瞬间)<u>正在进行或发生的动作</u>。 二、句子结构: 1. 陈述句: 主语+ be (am, is, are) (not) + <u>v.</u> <u>-ing</u> +. . .	out the grammar rules in pairs or groups.	通过让学生探讨语料, 探讨并总结归纳出语法规则, 从而培育学生的合作探究实力。留意不要干脆把语法规则呈献给学 生, 然后让他们去死记硬背。
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	2. 一般疑问句: <u>Be (Am, Is, Are)</u> + 主语 + <u>v. -ing.</u> . . . 三、常用时间状语: <u>now</u>, <u>right now</u> 或表示现在情景的 look, listen 等。 四、与一般现在时态的区分 一般现在时态表示<u>常常性</u>、<u>习惯性的</u>动作; 谓语动词为原形或<u>第三人称单数形式</u>; 时间状语常为 usually, often, sometimes, on Monday, every day 等。 Ss work by themselves and check the answers with each other.		
Step 4 Practice (3a)	1. Work on 3a. Now let' s write sentences following the examples. 2. Ss write the sentences with the help of the words and expressions. 3. Check the answers with the Ss.	1. Ss write the sentences with the help of the words and expressions. 2. Check the answers with the teacher or others.	这个练习题是帮助同学们理解现在进行时态与一般现在时态的区分用法; 同学们应依据上述语法学习内容来造句子。首先, 应明确一般现在时态的句子结构, 和现在进行时态的句子结构。然后, 看提示词中的时间状语, 确定是用什么时态。然后, 写出正确恰当的句子。

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