Unit 1 The children are playing in the park.（孩子们正在公园里玩）

Period 1

一、教学目标

1、 能听懂、会说新单词 swing，slide，bench，bark，chain，bite，stones；

2、 能理解课文；能正确运用现在进行时描述人物正在进行活动。

二、教学重点及难点

重点：掌握本单元四会单词。

难点：理解课文。

三、教学准备

单词卡片和图片、教学挂图、教学磁带等。

四、教学步骤

Step 1 Warming up

1. 师生问候。

2. 唱已学的英文歌曲。

Step 2 Presentation and drill

1. T: Hello, boys and girls. Nice to see you again! Today is the first day of this new term. I’m very happy. So let’s go to the park together!

边说边将一张公园大门的图片贴在黑板上，布置成公园的场景。

2. 可出示一张秋千的图片。

T: Look! A swing. Do you like it?

板书单词 swing，带读。将图片贴在黑板上“公园”的相应位置。

3. 用同样的方法教单词 slide 和 bench。

4. 出示一张狗正在叫的图片。

T: What is the dog doing? It is barking.

板书单词 bark，带读。

T: Don’t throw the stones at the dog. It’ll bite you.

板书单词 stone 和 bite，并用动作帮助学生理解其含义。然后带读。

5. 出示一张被铁链锁着的狗的图片。

T；The dog always bites the strangers，so the owers use the chain.

板书单词 chain，帮助学生理解其含义。并带读。

游戏--Look and say. （看看小说）

教师做口型，学生根据口型说单词。

游戏--Loud and low voice （大小声）

教师大声说单词，学生小声重复；或者教师小声说，学生大声说。

Step 3 Fast reading and listening

1. 出示课文中人物的图片。

T: Look! The children are playing in the park.

边说边将图片贴在“公园”的相应位置。

2. 快速阅读课文 A 部分，回答问题。

T: Today we’ll learn Unit One. First let’s listen to the text, and then answer my question:

Why is the dog biting Mingming’s foot

检查学生阅读情况，帮助学生回答所提问题。

Mingming is throwing stones at dog, so the dog is angry.

3. 听课文 A 部分录音，模仿其语音、语调，掌握新词难句的正确读音。

Step 4 Intensive reading

1. 精读课文，然后两人一组完成课文 C 部分练习。

2. 教师与学生校对答案后让学生按正确顺序读一遍。

3. 听课文 A 部分录音，跟读。

Step 5 Consolidation

1. 黑板上的单词卡片及图片复述课文。

2. 练习。（见《练习册》P1~3）

3. 家庭作业：听磁带，读课文。

Period 2

一. 教学目标

1. 能复述课文 A 部分；

2. 能正确运用现在进行时描述人物活动。

二. 教学重点及难点

重点：理解现在进行时

难点：正确运用现在进行时描述人物活动。

三. 教学准备

让学生们准备一些生活照片、单词卡片、教学磁带等。

四. 教学步骤

Step 1 Warming up

1. 师生问候。

2. 唱已学的英语歌曲。

3. 利用卡片复习本单元新单词。

游戏--Quick response （快速反应）

教师说单词的中文，学生快速说出其英文；或者反过来，教师说英文，学生说中文。

4. 复述课文。

1） 两人一组进行复述

2） 让一至两名学生上台复述。

Step 2 Presentation and drill

1. 学生自读课文一遍，将课文中出现的现在进行时（如are playing, is sitting, is pushing, is playing 等）划记出来。然后两人一组进行讨论。

2. 教师总结。

Step 3 Practice （课文 D 部分）

1、 出示课文 D 部分图片或做动作、表情等，人学生两人一组看图或动作说句子。

2、 小组活动。

3、 完成书面练习。

Step4 Consolidation

1、 创设情景，自由会话。

2、评价。 3、家庭作业：听磁带，读课文。

Period 3

一. 教学目标

1、复习本单元单词、课文及语法知识；

2、能唱英语歌曲“She’ll be coming round the mountain.”

3、能独立完成课文 F 部分练习。

二. 教学重点及难点

重点：英语歌曲“She’ll be coming round the mountain.”

难点：完成课文 F 部分练习。

三. 教学准备

单词卡片、教学磁带等。

四. 教学步骤

Step 1 Warming up

1、师生问候。

2、复习本单元已学新单词。

3、分小组活动（可进行说句子比赛等）。

Step 2 Presentation and drill （课文 E 部分）

1、 听录音，欣赏歌曲。

2、 学习歌词

3、 听录音，跟唱。

Step 3 Practice （课文 F 部分）

1、 教师解释题意。

2、 让学生们找出答案，先口头练习，然后完成书面练习。

Step4 Consolidation

1、创设情景，自由会话（要求运用现在进行时。如果有时间，可让学生自己创设情景，自由交换）。

2、 评价。

3、 练习

4、 家庭作业：听磁带，读课文。

五、教学反思：

Unit 2 Katie always gets up early. （凯蒂一直都起得很早。）

Period 1

一、教学目标

1、 能听懂、会说新单词和短语 wake up , make the bed ,late, wave, drive, porridge;

2、 能理解课文;

3、 能正确运用一般现在时描述经常发生的行为、活动等。

二、教学重点及难点

重点：掌握本单元四会单词。

难点：理解课文。

三、教学准备

单词卡片和图片、教学挂图、教学磁带等。

四、教学步骤

Step 1 Warming up

1、师生问候。

2、唱英文歌曲“She’ll be coming round the mountain.”

3、复习已学的单词（swing，slide，bench，bark，chain，bite，stones）。

Step 2 Presentation and drill

1、出示教学挂图。边说边做动作，让学生理解课文。然后，板书单词，带读，并利用单词卡片帮助学生理解其含义。

2、让学生看图说话。

Step 3 Fast reading and listening

1、 速阅读课文 A 部分，回答问题。

T: Today we’ll learn Unit 2. Katie always gets up early . First let’s listen to the text, and then answer my question:

What time does Katie’s father leave for work ？检查学生阅读情况，帮助学生回答所提问题。

2、 听课文 A 部分录音，模仿其语音、语调，掌握新词难句的正确读音。

Step 4 Intensive reading

1、 读课文，然后两人一组完成课文 C 部分练习。

2、 听课文 A 部分录音，跟读。

Step 5 Consolidation

1. 根据黑板上的单词卡片及图片试复述课文。

2. 练习。（见《练习册》P5）

3. 家庭作业：听磁带，读课文。

Period 2

一. 教学目标

1、能读课文 A 部分；

2、能理解第三人称单数做主语的一般现在时的用法；

3、能运用一般现在时描述经常发生的行为、活动等。

二. 教学重点及难点

重点：理解第三人称单数做主语的一般现在时的用法

难点：运用一般现在时描述经常发生的行为、活动等。

三. 教学准备

单词卡片、教学磁带等。

四. 教学步骤

Step 1 Warming up

1、师生问候。

2、利用卡片复习本单元新单词。

3、试讲述自己的一天。

Step 2 Presentation and drill

1、出示单词卡片 always， often，usually，sometimes，never，让学生们认读，纠正其发音。

3、 总结词义与区别。

Step 3 Practice （课文 D 部分）

1、 学生两人一组根据表格描述 Peter 的一天。

2、 小组活动。

3、两人一组谈论各自的日常生活。

3、 完成书面练习。

Step4 Consolidation

1、让学生们调查好朋友的妈妈每一天所做的事情，完成表格。

2、评价。

3、练习。

4、家庭作业：听磁带，读课文。

Period 3

一. 教学目标

1、复习本单元单词、课文及语法知识；

2、能独立完成课文 E 部分练习。

3、能独立完成课文 F 部分练习。

二. 教学重点及难点

重点：区别副词 always， often，usually，sometimes，never 的含义及用法。

难点：课文 F 部分练习。

三. 教学准备

单词卡片、教学挂图、教学磁带等。

四. 教学步骤

Step 1 Warming up

1、师生问候。

2、可分小组说句子比赛。

Step 2 Presentation and drill （课文 E 部分）

完成 E 部分练习。

Step 3 Practice （课文 F 部分）

1、 教师解释题意后让学生根据表上的信息进行口头交流。

2、 完成书面练习。

Step4 Consolidation

1、让学生模仿课本中的表格设计一份调查表。内容自定，然后陈述其调查结果。

2、评价。

3、完成练习

4、家庭作业：听磁带，读课文。

五、教学反思：

Unit 3 Let’s go to the Underwater World.

Instructional Design

Teaching objectives:

language function:

The Imperative sentence to express their wishes.

Language Structure: Let’s go to the Underwater World.

Term:

master vocabulary: library, world

understanding of vocabulary: a public holiday, Underwater World, restaurant, hospital, science story, idea, picnic

Syntax: from "Let’s„." Constitute the imperative sentence.

Period 1

Teaching aims:

1. can understand, will say the new words and phrases picnic, library, watch, Underwater World, science story, key master library, world;

2. to understand and repeat the texts,

3. to the proper use of Imperative sentences to express their wishes.

Focus on teaching and difficult points:

master of the four units will be the word.

Difficulties: Understanding and repeat lessons

Teaching preparation:

the word cards, teaching pictures, such as teaching tape.

Teaching steps:

Step 1.Warming up

1. teachers and students greetings.

2. free conversation. Describe themselves and their families one day. (To encourage students to have flexibility in the use of the word-and-free)

Step 2、Presentation and drill

T: Hello,boys and girls .I don’t feel happy today.Can you guess why ?

Enable students to think for various reasons.

Ss:„.

T:Let me tell you .Yesterday I wanted to go to the library to read science stories ,but my friend told me it was not open. I wanted to go to the park for a picnic ,but my friend wanted to go to the Underwater World .

Said one side of the card were the words produce (Underwater world. Library,) help students understand their meaning. And then with Reading.

Game - (Goldfinger)

card will be posted on the words on the blackboard, two students came to power "Goldfinger" games. Teachers do I type. Qi said his class of students words, the stage of the students quickly pointed out by hand to hear the words, the faster the victory.

Step 3.Fast reading and listening

1. Part A quick reading texts, to answer questions.

T: Today we’ll learn Unit Three.First, please read the text, and then answer my question:

Where did they go?

Check the students read, helping students answer to a question: They didn’t go anywhere.

2. recording classes, part A, imitate their language, tone, master new words Nanju the correct pronunciation.

Step 4. Intensive reading

1. intensive reading lessons, and then a group of two to complete the form below. (Teachers can be properly explained. Italics in the table to discuss some require students to complete)

People	Suggestion（建议）
Peter	Go to the Undrewater World
Lingling	Go to the park for a picnic Go to the shopping centre
Mingming	Go to the library
Anne	Go to the beach
Result	Too late to go out

2. recording classes, part A, with Reading.

3. the two form a group based on more than repeat the texts.

4. part C complete texts fill in the blank practice.

The answer:

Yesterday was a holiday.The children wanted to go out .They did not want to stay at home.The children had many ideas.They talked and talked.It was very late in the afternoon.They did not go out at all.They stayed at home all day!

Step 5 Consolidation

1.the students will use dialogue in the form of text shows up.

2.evaluation.

3.practice. (See "practice of" P9 - P10)

Period 2

First. teaching objectives:

1. part A can repeat the texts,

2.can skillfully use imperative sentence to express their wishes.

Second. focus on teaching and difficult points:

Focus: A repeat of the text.

Difficulties: the proper use of imperative sentences to express their wishes.

Third. teaching preparation:

bread, biscuits, milk, a little water, a carton, word cards, wall charts teaching, teaching tape, and so on.

Fourth.teaching steps:

Step 1. Warming up

1. Regards to teachers and students

2. Has been learning to sing the song in English.

3. Use of the card or picture review of the unit have been learning new words.

4. Plug A repeat of the text.

Step 2. Presentation and drill

1. T: Ok,you’ve done a good job.Today is very hot ,I feel very thirsty.Are you thirsty?I want to have some water .（喝一口水）Hmm, I’m not thirsty now .But I didn’t have breakfast.I feel very hungry.Are you hungry? Look,here are some bread and milk. Let me eat some（装着肚子痛）Oh, I feel very sick. What can I do ? Guide the students to answer) Let’s go to the hospital.

Teachers through the above scenarios designed to help students understand hot, thirsty, hungry, sick, and so the meaning of the word. Writing on the blackboard the words, with Reading. Game - Guess, guess, guess! (Guess a student came to power, according to teachers to produce the word card (hungry, hot, thirsty, sick, bored) to do action, other students think.

2. with the word or action picture restaurant, swimming pool, cinema, hospital, and so on. Game - Making friends (look for a friend)

Teachers will be posted on the card words on the blackboard, left for the adjective (hot, thirsty, hungry, sick, bored, happy), the right to name some places (restaurant, swimming pool, cinema, park, hospital, cafe) students quickly and accurately Corresponding to the second category will be conducted with words.

Step 3 Practice 1. in accordance with the example of the complete text D dialogue.

The answer:

（1）I’m hot. Let’s go to a swimming pool.

（2）I’m thirsty.Let’s go to a cafe.

（3）I’m sick.Let’s go to a hospital.

（4）I’m bored.Let’s go to a cinema.

2, the first to answer competition.

His class will be divided into two group games. Teacher preparation for a carton containing a number of adjectives with nouns and place of the word

card. A student from taking office box in an arbitrary word from the card, two groups of students under the words that were a logical words. The two sides Qiangda, to put it faster and better points. Final scores more wins.

S:Cinema.

G1:I feel very bored. Let’s go to the cinema.

„„

Step 4 Consolidation

1. creation of scenarios, free conversation.

Scenario: schools will be organized all the students on tourism. Class team activities class, students are sub-group discussions wanted to go to the place, the team record of the discussion.

S1:Let’s go to the Underwater World. It’s very interesting.

S2:I don’t agree.I went there last month.Let’s go to the Yuelu Mountain.

„..

2. evaluation.

Teacher to student performance evaluation, the affirmative and encourage and inspire the desire of students learning English.

3. practice. (See "practice of" P11)

五、教学反思:

Unit 4: It’s the Mid-Autumn Festival

Content of courses: textbook P1316workbook P13-16

Teaching aims and demands:

1. Learn the words & phrase: egg yolk/moon cake/ grapes/ tea
2. Be able to master the knowledge of the Mid -Autumn Festival.

Teaching methods: games, reading, action, etc.

Calendar plan:

Period	Arrangements
Period I	Part B
Period II	Part A Part C
Period III	Part D Part E
Period IV	Part F Workbook

Period I

Content of courses: textbook P14 Part B

Teaching aims and demands:

Be able to master the words & phrase: egg yolk/moon cake/ grapes/ tea

Educational affiliations: textbook, tape, tape-recorder, and word cards.

Teaching-learning process:

Step 1 Warm-up activity

1. Greeting..
2. Let’s play: Look and guess: What is it?

Step 2 Presentation & drill

1. Learn to say: egg yolk

T takes out an egg and help Ss understand the meaning. Read the sentence after T.

2. Learn to say: moon cake

T takes out a moon cake and help Ss understand the meaning. Read the word after T.

Learn to say: grapes/ tea/

in the same way.

3. Drill.wT shows the pictures and Ss say the words.

(2)T shows the pictures quickly and Ss say the words.

(3)A guessing game.

4. Open the books at Page14, listen to the tape and read after it.

Step 3.Practice

1. Practice in four. Ss play the cards.
2. Listen & act.

Step 4.Consolidation

Period II

Content of courses: textbook Part A Part C

Teaching aims and demands:

Be able to understand and tell the story.

Educational affiliations: textbook, tape, tape-recorder, word cards.

Teaching-learning process:

Step 1 Warm-up activity

1.Exchange greetings.

2.Sing a song we’ve learned last term together.

Step 2 Presentation & drill

1. Lead-in. T shows the pictureof Part A. T says, ”Long, long ago, there was a girl called Chang’e. Do you know her story? Do you know the Mid-Autumn Festival?” T writes the sentence on Bb and help Ss understand the meaning. Read the sentence after T.

2. Ss talk about the picture.

3. Drill. (1)T shows the pictures and Ss rearrange them.

(2)T shows the pictures and Ss tell the story.

(3)A guessing game.

4. Open the books at Pag13, listen to the tape and read after it.

Step 3.Practice

1. Answer the questions.

2.Ss practice in four.

3.A game———A competition among groups.

Step 4.Consolidation

1.Draw something about Mid-Autumn Festiva and talk about them.

Period III

Content of courses: textbook P15Part D&E

Teaching aims and demands:

1. Be able to understand and say the short passage, answer the questions below, then write the answers on the book.
2. Role-play the story.

Educational affiliations: textbook, tape, tape-recorder, word cards.

Teaching-learning process:

Step 1 Warm-up activity

1.Exchange greetings.

2.Sing a song we’ve learned last term together.

Step 2 Practice

1. Lead-in. T shows the picture of Part E. T says,“The family celebrate the festival today. Listen to the tape. What are they doing?”
2. Listen to the tape, number the sentences.
3. T writes the sentence on Bb and help Ss understand the meaning. Read the sentence after T.
4. Ss say something about the picture.
5. Open the books at Page 3, listen to the tape and read after it.
6. Fill in the blanks with suitable words.

Step 4.Consolidation

教学反思:

Unit 5: The children are playing noisily.

Content of courses: textbook P17-20 workbook P17-20

Teaching aims and demands:

1. Learn the words & phrase: phone/ loudly/quietly/ noisily.
2. Can master the sentence ”Don’t „”

Teaching methods: games, reading, action, etc.

Period I

Content of courses: textbook P17 Part B

Teaching aims and demands:

1. Be able to master the words: phone/loudly/quietly/noisily.

Educational affiliations: textbook, tape, tape-recorder, and word cards.

Teaching-learning process:

Step 1 Warm-up activity

1. Greeting..
2. Let’s play: Look and guess: What is it?

Step 2 Presentation & drill

1. Learn to say: swing

T takes out a phone and help Ss understand the meaning. Read the sentence after T.

2. Learn to say: loudly

T draws a slide on Bb and help Ss understand the meaning. Read the sentence after T.

Learn to say: quietly/ noisily in the same way.

3. Drill.(1)T shows the pictures and Ss say the words.

(2)T shows the pictures quickly and Ss say the words.

(3)A guessing game.

4. Open the books at Page 2, listen to the tape and read after it.

Step 3.Practice

1. Practice in four. Ss play the cards.
2. Listen & act.

Step 4.Consolidation

Period II

Content of courses: textbook Part A Part C

Teaching aims and demands:

1.Be able to understand and tell the story.

Educational affiliations: textbook, tape, tape-recorder, word cards.

Teaching-learning process:

Step 1 Warm-up activity

1.Exchange greetings.

2.Sing a song we’ve learned last term together.

Step 2 Presentation & drill

1. Lead-in. T shows the picture of Part A. T says, “The children are playing in the living room. Listen to the tape. What are they talking about ?” T writes the sentence on Bb and help Ss understand the meaning. Read the sentence after T.

2. Ss talk about the picture.

3. Drill. (1)T shows the pictures and Ss rearrange them.

(2)T shows the pictures and Ss tell the story.

(3)A guessing game.

4. Open the books at Page 1, listen to the tape and read after it.

Step 3.Practice

1.Answer the questions.

Who is Mrs Chen talking to?

She is ----------.

What are the children doing in the living room?

They are ----------.

How is Dongdong playing?

He----------.

Who is talking loudly?

----------.

2.Ss practice in four.

3.A game——A competition among groups.

Step 4.Consolidation

Periord III

Content of courses: textbook P3 Part D&E&F

Teaching aims and demands:

1.Be able to read and write the sentence ”Don’t „”

Educational affiliations: textbook, tape, tape-recorder, word cards.

Teaching-learning process:

Step 1 Warm-up activity

1.Exchange greetings.

2.Sing a song we’ve learned last term together.

Step 2 **Practice**

1. Lead-in. T shows the picture of Part D. T says, “People are saying today. Look at the pictures. What are they saying?”
2. Pair work. Look at pictures. Describe what each person is saying.
3. Write sentences about 5 of the above pictures.

e.g. Play quietly.

Don’t play noisily.

4. T writes the sentence on Bb and help Ss understand the meaning. Read the sentence after T.
5. Ss describe the pictures.
6. Open the books at Page 18, Ss write the sentences on the book.

Step 3. Learn to sing

Row row row your boat

Step 4.Consolidation

Unit six: How tall are you ?

Content of courses: textbook P21-24 workbook P21-24

Teaching aims and demands:

1. Learn the words: weak/ worried/ light/ heavy.
2. Can master the sentence ”How old/tall/heavy are you?” and answers.

Teaching methods: games, reading, action, etc.

Period I

Content of courses: textbook P2 Part B

Teaching aims and demands:

1. Be able to master the words: weak/ worried/ light/ heavy

Educational affiliations: textbook, tape, tape-recorder, and word cards.

Teaching-learning process:

Step 1 Warm-up activity

1. Greeting..

2. Let’s play: Look and guess: What is it?

Step 2 Presentation & drill

1. Learn to say: weak

T puts hands on the head and feels sick and help Ss understand the meaning.

Read the sentence after T.

2. Learn to say: worried

T asks what your mother felt when you were sick and help Ss understand the meaning. Read the sentence after T.

Learn to say: light/ heavy in the same way.

3. Drill.wT shows the pictures and Ss say the words.

(2)T shows the pictures quickly and Ss say the words.

(3)A guessing game.

4. Open the books at Page 2, listen to the tape and read after it.

Step 3.Practice

1. Practice in four. Ss play the cards.

2. Listen & act.

Step 4.Consolidation

Period II

Content of courses: textbook Part A Part C

Teaching aims and demands:

1.Be able to understand and tell the story.

Educational affiliations: textbook, tape, tape-recorder, word cards.

Teaching-learning process:

Step 1 Warm-up activity

1.Exchange greetings.

2.Sing a song we’ve learned last term together.

Step 2 Presentation & drill

Lead-in. T acks as a doctor and takes oua talbe asks:How old are you?/ How tall are you?/How heavy are you?T writes the sentence on Bb and help Ss understand the meaning. Read the sentence after T.

2. Ss talk about the picture.

3. Drill. (1)T shows the pictures and Ss rearrange them.

(2)T shows the pictures and Ss act the dialouge.

(3)A guessing game.

4. Open the books at Page 1, listen to the tape and read after it.

Step 3.Practice

1. Give short answers to these questions.

What’s the matter with you?

I’m_____.

How old are you?

I’m_____.

How tall are you?

I’m_____.

How heavy are you?

I’m_____.

2.Ss practice in four.

3.A game———A competition among groups.

Step 4.Consolidation

1.Draw your favorite things and talk about them.

Period III

Content of courses: textbook P3 Part D&E

Teaching aims and demands:

1.Be able to read and write the sentence” How old/tall/heavy are you?” and answers

Educational affiliations: textbook, tape, tape-recorder, word

cards.

Teaching-learning process:

Step 1 Warm-up activity

1.Exchange greetings.

2.Sing a song we’ve learned last term together.

Step 2 **Practice**

1. Lead-in. T asks the following questions:

How old/tall/heavy are you?

Pair work. Look at pictures. Ask each other questions.

Write down the answers.

2. A suvey: Extension

How heavy is your bag?

How long is your arm?...

3. T writes the sentence on Bb and help Ss understand the meaning.

Read the sentence after T.

4. Let’s ask and write

Look at the chart. Ask three of your classmates questions. Write short sentences to describe them.

5. Open the books at Page24, Ss write the sentences on the book.

Step 3.Consolidation

Unit seven: These horns are too big.

Content of courses: textbook P25-28 workbook P25-28

Teaching aims and demands:

1. Learn the words: foolish/ bull/ horn/ kill/ rubbed.
2. Can master the sentence ”Can you … ?” and answers.

Teaching methods: games, reading, action, etc.

Calendar plan:

Period	Arrangements
Period I	Part B
Period II	Part A Part C
Period III	Part D Part E
Period IV	Part F Workbook

Period I

Content of courses: textbook P2 Part B

Teaching aims and demands:

1. Be able to master the words: foolish/ bull/ horn/ kill/ rubbed.

Educational affiliations: textbook, tape, tape-recorder, and word cards.

Teaching-learning process:

Step 1 Warm-up activity

1. Greeting..

2. Let’s play: Look and guess: What is it?

Step 2 Presentation & drill

1. Learn to say: bull

T draws a bull on Bb and help Ss understand the meaning. Read the sentence after T.

2. Learn to say: horn

T draws a horn on Bb and help Ss understand the meaning. Read the sentence after T.

Learn to say: kill/ rubbed in the same way.

3. Drill.wT shows the pictures and Ss say the words.

(2)T shows the pictures quickly and Ss say the words.

(3)A guessing game.

4. Open the books at Page 2, listen to the tape and read after it.

Step 3.Practice

1. Practice in four. Ss play the cards.

2. Listen & act.

Step 4.Consolidation

Teacher’s notes:

Period II

Content of courses: textbook Part A Part C

Teaching aims and demands:

1.Be able to understand and tell the story.

Educational affiliations: textbook, tape, tape-recorder, word cards.

Teaching-learning process:

Step 1 Warm-up activity

1.Exchange greetings.

2.Sing a song we’ve learned last term together.

Step 2 Presentation & drill

1. Lead-in. T shows the picture of Part A. T says, “This is a lion This is a bull. Listen to the tape. What are they talking about?” T writes the sentence on Bb and help Ss understand the meaning. Read the sentence after T.

2. Ss talk about the picture.

3. Drill. (1)T shows the pictures and Ss rearrange them.

(2)T shows the pictures and Ss tell the story.

(3)A guessing game.

4. Open the books at Page 1, listen to the tape and read after it.

Step 3.Practice

1. Give short answers to these questions.

Where was the bull?

The bull was ----------.

What did the lion want to do to the bull?

The lion wanted to ----------.

What did the lion say to the bull?

The lion told the bull that his horns were----------.

What did the bull do?

The bull rubbed----------.

2.Ss practice in four.

3.A game——A competition among groups.

Step 4.Consolidation

1.Draw your favorite things and talk about them.

Teacher’s notes:

Period III

Content of courses: textbook P3 Part D&E

Teaching aims and demands:

1.Be able to read and write the sentence ” Can you…?”and answers

Educational affiliations: textbook, tape, tape-recorder, word cards.

Teaching-learning process:

Step 1 Warm-up activity

1.Exchange greetings.

2.Sing a song we’ve learned last term together.

Step 2 **Practice**

1. Lead-in. T shows the picture of Part D. T says, “People are doing something today. Look at the pictures. What are they doing?”
2. Pair work. Look at pictures. Draw lines to match each picture to what the children are saying.
3. Look at the pictures of Part D and answer questions about each of these things.
4. T writes the sentence on Bb and help Ss understand the meaning. Read the sentence after T.
5. Ss answer the questions.
6. Open the books at Page27, Ss write the sentences on the book.

Step 3.Consolidation

Teacher’s notes:

Unit 8 My singing is louder than yours.

Period 1

Teaching aims and demands:

1. Be able to listen and say the new sentence pattern.
2. Learn to say new words

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/448063020101006135