

Module1 Unit1 Do you use chopsticks in England?

【Teaching aims】

1. 能够听懂并跟读书中对话，鼓励学生学会表演。
2. 能够听懂，会说并运用词语: easy \ hard \ rice \ noodles \ chopsticks \ a knife and fork。
3. 能听懂 Do you want ...? Do you use ... in ?的句型并会运用。

【Important and difficult points】

1. 能够听懂，会说并运用词语: easy \ hard \ rice \ noodles \ chopsticks \ a knife and fork。
2. 能听懂 Do you want ...? Do you use ... in ?的句型并会运用。
3. 会写词语: chopsticks \ a knife and fork \ easy \ hard.

【Teaching procedures】

Warmer

1. Greeting everyone
2. Play game---记忆游戏

Ways: A. PPT 出示一些学过或未学过的图片。(apple banana ice-cream rice noodles sweet cake hamburger chips meat soup salad chopsticks a knife and fork....)

B. I'll give you 1', please try to remember more pictures.

C. 图片消失后，学生说出记住了哪些图片，并用英语表达。

Presentation

1. 随机学习或复习单词。并将本课单词贴在黑板上认读带读。

rice \ noodles \ chopsticks \ a knife and fork

2. Learn new sentences. (老师边说边板书部分为替换部分)

T: I like rice. Do you want rice? Yes, I do. \ No, I don't (do not).

Do you use chopsticks? Yes, I do. \ No, I don't.

I like noodles. Do you want noodles? Yes, I do. \ No, I don't.

Do you use a knife and fork? Yes, I do. \ No, I don't.

Practice

1. 学生看 ppt 图片师生或生生进行句型练习。

Coke / juice----straw(吸管) apple / hamburger / chips / sweet--- hand
meat--- a knife and fork soup / salad--- spoon

2. Text—Listen, point and find “Do you ...?” (3times)

① Now we're going to play the tape. Listen carefully. Don't look at your book.
What is Amy eating? (She's eating noodles.)

What is she using? (Chopsticks)

② Well done! We're listen again. Please open your book, listen and circle the
new words.

解释 hard / easy / mess 意思

Hard--- difficult. I'm Chinese. Use a knife and fork is hard for me.

Easy--- not difficult. Chopsticks are easy for me.

Mess---put some paper on the desk in a messy.

③ I'll listen to the tape again, I want you to listen and point to “ Do you ...? ” If
possible, you should lightly underline ‘Do you... ?’ And then erase it after the lesson.

④总结归纳:

A: Look at ‘Do you...?’In the first frame. What comes after ‘you’? (Want)
‘want’后面跟物品名称。

B: Look at ‘Do you...?’In the second frame. What comes after ‘you’? (Use)
‘use’后为使用的工具。

⑤ Please read this dialogue by yourself.

⑥分角色读。

Production: Game---mime

I'm going to mime eating a food. You have to guess the food and ask me a
question. For example: ‘Do you want an apple?’ (T: mimes eating an apple.)

‘Do you use chopsticks?’ (T: mimes using chopsticks)

师做动作学生提问---- 生做动作生回答

Ending:

1. 句型总结

2. homework: ① Listen to the tape for the dialogue.

② Read the dialogue 3 times, 家长签字。

③ Copy this new words 家长听写，下节课听写。

④通过上网或查阅资料，填写表格。

Module 1 Unit 2 I'm eating hamburgers and chips.

【教学目标】

1. 能听懂、会读、会说单词 hamburger chips fast food
2. 能听懂、会读、会说，会初步运用句型 What are you eating? I'm eating hamburgers and chips.)
3. 会描述他人正在进行的动作（如：Daming is eating rice. He's using chopsticks.）；能询问他人正在做什么还能做出相应的回答(如：What is Lingling doing? She's eating noodles.)

【教学重点】

学习现在进行时，能用本课句型 What are you eating? I'm eating hamburgers and chips.进行对话

【教学难点】

灵活运用现在进行时

【教具准备】

单词卡片，提供会话情景的图片

【教学过程】

Step 1: Pre-task

I. Warming up

1. Greet the whole class.
2. Say a poem: We speak English.

Listen and say. Then say the poem.

The teacher and the class listen to the ROM and say the poem.

3. Revision:

T: Now I am going to say some foods and you have to mime eating those things.

T: Apple/Banana/Hamburger.

Ss mime the actions.

When the teacher says the words: hamburger/chips/fast food, the teacher should

ask the students about the meanings of the words.

T: What is hamburger?

Ss: 汉堡。

T: This is a hamburger. [Presentation:hamburger]

Now please read the word after me.

Ss: Hamburger.

Step 2: Presentation

1. Mime the action: What am I doing? (running, playing, jumping, etc.)

E.g. you're running.

2. Look, I' m eating. I' m eating hamburgers and chips.

Teach: hamburger, chip

◇ It ' s English fast food 板书 fast food

3. Listen and repeat.

T: Open your books, please. Look at Activity 1. What can you see in the picture?

Ss: Da Ming and Amy. / Amy is eating .Daming is thinking about noodles.

T: Now I'm going to play the CD-Rom. Listen carefully.

T: Listen again and read after the ROM.

T: The boys read Daming and the girls read Amy.

The students read the appropriate part of the dialogue. Then they swap roles and read the dialogue again.

4. Listen, point and say.

T: Look at Activity 2. What can you see?

Ss describe the pictures.

T: Now listen to the ROM.

T: Listen again and answer the Qs.

What is Daming doing? What is he using?

What is Lingling doing? What is she using?

What is Ms Smart doing? What is she using?

What is Amy doing? What is she doing?

What is Sam doing? What is he doing?

The students listen to the ROM and answer the Qs.

T: Now let's play a game .I will see who can point to the picture quickly.

T: She is using the chopsticks. She is eating noodles.

Which picture?

S: Picture 2

T: She is eating hamburger. She is using her hands.

Which Picture?

S: Picture3.

The teacher asks the students the same Qs and the ss point out the pictures.

Step 3: Practice

1. Step 3 Consolidation and extension

1. Game: What am I eating?

老师做出动作，比如做出吃汉堡包的动作，学生来猜，Are you eating a hamburger? 再由学生之间进行活动。

2. Guessing Game: What am I doing? What is he / she doing?

尽可能拓展多的动词短语，并且适当的进行人称转换的练习

E.g. 老师做出用刀、叉的动作，学生提问 Are you using a knife and fork?

3. Make a new dialogue.

Activity Book

E1. Listen and match.

T: What can you see in E1?

Ss: a knife and fork/chopsticks/hands/meat and chips/ rice/

Noodles/sweets/hamburger.

T: Listen and match.

The students listen to the ROM then match the pictures.

T: What is Daming/Lingling/Ms Smart/Amy/Sam doing?

The ss check while answering the Qs.

E2. Listen and repeat.

T: Listen to ROM.

T: Listen again and read after the ROM.

The students read after the ROM.

T: Ok. Now let's read the words one by one. [学生开火车练习]

E4 Listen and say

T: Listen to the ROM.

T: Now listen and read after the ROM.

The students listen to the ROM and read the sentences. (First the class read the sentences together, and then the boys and the girls read the sentences respectively.)

T: Thank you, class. That was a great lesson.

Step 4 Homework

The new words: hamburger/chips/fast food

Recite the dialogue:

What are you eating?

I'm eating hamburgers and chips. It's English fast food.

【板书设计】

Module One, Unit Two

What are you eating?

I'm eating...

Module2 Unit1 We're making a cake.

【教材内容】

一天 Amy 向 Sam 提议一起给父母做蛋糕，Sam 欣然答应了。正当他们在厨房中热闹地忙碌时，爸爸妈妈先后推门进来问他们在干什么，并请他们保持安静。原来他们的声音太大，既影响了爸爸读书又吵到了妈妈工作。后来父母亲再也受不了，就要求他们进房去。谁知他俩到了房里却吹起笛子打起鼓来了，无奈父母只好同意他们继续做蛋糕，这下把他俩乐坏了。

【教学目标】

1. 能听懂、会读、会说单词 make cake idea instead
2. 能听懂、会读、会说，会初步运用句型 What are you doing? We're making a cake. I'm working.
3. 会询问和描述他人正在做什么(如: What are you doing? We're making a plane.); 会描述自己正在做什么(如: I'm working.)

【教学重点】

单词 work, quiet, stop, make a cake, good idea, 句型 What are you doing? We're making a cake. I'm working. Please be quiet. Please stop! 询问和描述他人正在做什么听懂他人提出的要求

【教学难点】

活运用所学单词句型，巩固现在进行时的用法

【教具准备】

单词卡片，提供会话情景的图片

【教学过程】

Step 1

I Warming up.

1. Greet the whole class.
2. Say the poem in the last Module.

II. Revision.

词语变变变

T: Please look at the blackboard. There are several verbs.

do, eat, listen, play, tidy, skip, swim, turn, wear, help

T: Now look at me. What am I doing?

The teacher does the actions.

Ss: swim

T: I'm swimming.

The teacher turns the word 'swim' into 'swimming'.

T: You know, now I am becoming a magician. I have turned the word 'swim' into another word 'swimming'. [the teacher explain the '-ing' 现在进行时的含义] Who would like to have a try, turning the words above into the '-ing'?

Ss add '-ing' to the verbs.

III Leading in

T: Now let's play a game.

I will ask a student to do an action. Then I will guess what she/he is doing.

S does the action.

e.g.

T: Are you eating noodles?

S: No, I'm not.

T: Are you playing chess?

S: No, I'm not.

T: Are you watching TV?

S: Yes, I am.

Step 2: Presentation

1. Text Learning

T: Now open your books. Look at the pictures.

Who can tell me what is happening in Amy's home?

Ss look at the pictures and describe the pictures.

T: Ok. Listen to the ROM. Then answer the Qs.

What are the children doing?

What are Mum and Dad doing? Are they happy or not?

Ss listen to the ROM then answer the Qs. The teacher asks the ss to underline the answers in the text.

T: Ok. Now let's listen to the ROM again. [逐句跟读, 解释句子含义及生词含义]

Let's make a cake for Mum and Dad.

The students read the sentence.

T: Amy asks Sam 'Let's make a cake for Mum and Dad.' 'What's the meaning of 'make a cake'?

What are Amy and Sam doing?

S: 制作蛋糕.

T: Yes. So what's the meaning of 'make a cake'?

S: 制作蛋糕.

T: Very good. Does Sam agree?

The teacher plays the ROM.

Says.

T: What's the meaning of 'Good idea'?

Ss: 好主意。

T: What's the meaning of 'Please be quiet!'?

The teacher mimes the action.

Ss: keep silent.

T: When Mum and Dad ask Amy and Sam to go back to their room. What are Amy and Sam doing then?

The teacher plays the ROM.

Ss: Amy is playing her flute. And Sam is playing the drums.

T: At last, what do the mother and father ask the children to do?

What do the mother and father say?

The teacher plays the ROM.

Ss: Go and make a cake instead.

T: What's the meaning of this sentence?

T: So what's the meaning of 'instead'?

Ss: 代替。

T: Ok. Now let's listen to the ROM again. Please read the text after the ROM.

The students read the text.

The teacher asks the students to repeat the main sentences:

What are you doing?

3. Game: 将本课涉及到的五个词组 (making a cake, reading, working, playing the flute, playing the drums) 的卡片贴到黑板上, 找两位同学做猜猜看的游戏。两位同学背对而站, 一位同学面向同学做动作, 全班同学问: What is he/she doing? 另一位同学猜测。分小组竞赛加分。

4. Listen and circle "We're making..."

5. Listen and repeat.

Step 3: Practice

1. Group work:

结合 SB Unit 1 活动 3 出示的词组和课文中出示的词组, 教师课前准备一些声音素材 (可从卡通片里截取), 学生根据声音来判断回答正在做什么。不适宜听声音采出的词组可采用闪动图片或者模糊图片来进行 guessing game .

2. Finish exercise 1.

Step 4 Practice

IV Activity Book E1. Listen and write the missing words.

T: Who can read the words in the box?

S: reading /working/playing/making/are/is

T: Well done. Listen and write the missing words.

Ss do the work.

T and the class check the answers.

Step 5 Homework

1. Listen read after it for 5 minutes.

2. Write five sentences according to AB P7 Exe 3.

【板书设计】

Module 2 Unit 1 We're making a cake.

swim——swimming skip——skipping eat——eating

play——playing listen——listening

Module 2 Unit 2 I'm watching TV.

【Period 1】

【教学目标】

1.语言知识目标

1) 能掌握以下单词: newspaper, use, soup, wash, movie, just

能掌握以下句型:

① —What are you doing? —I'm watching TV.

② —What's he doing? —He's using the computer.

③ —What are they doing? —They're listening to a CD.

④ —This is Jenny. —It's Laura here.

2) 能掌握语法: 现在进行时态的用法。

3) 能运用所学的知识, 描述人们正在做的事情。

2.情感态度价值观目标

通过对本单元的学习活动, 能培养培养学生学习英语的强烈兴趣, 善于发现生活中正在发生的事情, 积极思考, 乐于助人, 乐于参加各种活动的积极情感, 培养学生团结合作的精神。

【教学重难点】

1.教学重点

1) 词汇、词组搭配和现在进行时的用法。能用现在进行时的各种形式进行准确的描述和表达正在发生的动作。

2) 能掌握现在进行时态及一些表示具体动作的词组搭配, 如: doing homework, using the computer, watching TV, eating dinner... 等

2.教学难点:

现在进行时中现在分词的结构及读音, 能在交际中准确地运用现在进行时来描述或表达正在进行的动作。

【教学过程】

I . Warming-up and Lead in

1. Greet the Ss and check the homework.

2. Watch a video program.

II. Presentation

1. Show some pictures on the big screen. Present the new words and expressions.

2. Ss watch and learn the new words and expressions.

3. Give Ss some time and try to remember the new words and expressions.

4. (Show some pictures on the screen and ask some students to perform the actions.)

e.g.

T: What are you doing?

S: I am doing homework. (Help him/her to answer)

T: What is he /she doing?

Ss: He /she is doing homework.

Teach: watching TV, cleaning, reading a book, eating dinner, talking on the phone...as the same way.

5. Work on 1a. Ss read the activities and look at the pictures. Then match the activities with pictures.

6. Check the answers with the Ss.

III. Game (guess)

1. T: Now let's play a game. What's she/he doing? You must watch the big screen carefully.

(Show some pictures on the big screen quickly) Let Ss guess what's he/she is doing?

2. Ss watch and guess the actions.

3. Ask and answer about the pictures.

—What's he/she doing?

—He's/She's ...

IV. Listening

1. T: What are Jenny, John, Dave and Mary doing? Now let's listen to the tape, find out the right activities from 1a.

2. Play the recording for the Ss twice.

3. Ss listen to the recording and write the numbers from 1a.

V. Pair work

1. Ask the Ss to read the conversations in 1c with a partner. Then look at the pictures in 1a. And conversations about other person in the picture

2. Ss make conversations by themselves and practice the conversations.

VI. Listening

1. Work on 2a;

T: Jack and Steve are talking on the phone. What are they doing now? Listen to the conversations and match the answers with the questions.

(Play the recording for the first time, students only listen carefully. Then, listen to the recording again, and match the answers with the questions.)

Check the answers.

2. Work on 2b.

Let Ss read the conversation in 2b first. Then play the recording for the Ss twice.

The first time Ss only listen and write down the words in the blanks. Then play the recording again for the Ss to check the answers. (If necessary, press the Pause button to help.)

VII. Pair work

1. Now, role-play the conversation with your partners.

2. Let some pairs to act out the conversation in front of the class.

VIII. Role-play

1. Ask Ss to read the conversation in 2d and answer the questions below.

① Are Jenny and Laura talking on the phone?

(Yes, they are.)

② What's Laura doing now?

(She's washing her clothes.)

③ What's Jenny doing?

(She's watching TV.)

④ When do they meet at Jenny's home?

(At half past six.)

2. Ss read the conversation and answer the questions above.

3. Check the answers with the Ss.
4. Let Ss work in pairs and role-play the conversation.

【Homework】

1. Review the words and expressions in this period.
2. Understand the knowledge about the present progressive tense.
3. Make five sentences on what are you doing now.

【板书设计】

Drills:

1. —What are you doing? —I'm watching TV.
 2. —What's he doing? —He's using the computer.
 3. —What are they doing? —They're listening to a CD.
- 2b: are, doing; watching TV. listening to a CD, boring, interesting, go
- 2d. ① Are Jenny and Laura talking on the phone?(Yes, they are.)
- ② What's Laura doing now? (She's washing her clothes.)
 - ③ What's Jenny doing? (She's watching TV.)
 - ④ When do they meet at Jenny's home? (At half past six.)

【教学目标】

1.语言知识目标:

- 1) 继续练习运用现在进行时态来谈论人们正在做的事情。
- 2) 掌握现在时行时态的结构及用法。
- 3) 掌握动词的现在分词形式的构成方式。 能掌握以下句型:
 - ①—What's he/she doing? —She's/He's washing the clothes.
 - ② —What are they doing? —They are listening to a CD.
 - ③—Is he reading a newspaper? —Yes, he is./No, he isn't.
 - ④ —Are they using the computer? —Yes, they are./ No, they aren't.

2.情感态度价值观目标:

培养同学间的友好相处，规范自己的行为，同时能提高他们的观察能力和判断能力，激发他们对学习英语的兴趣和热情，在接近生活常态的交际中能乐于模仿，敢于开口，积极参与，主动请教。

【教学重难点】

1.教学重点

- 1)掌握现在进行时态的结构及用法。
- 2)通过不同形式的练习来运用现在进行时态。

2.教学难点

- 1)掌握现在时行时态的结构及用法。
- 2)运用现在进行来描述人们正在进行的活动。

【教学过程】

I .Warming- up and revision

1. Have a dictation of the new words and expressions.
2. Let some pairs role-play the conversation in 2b and 2d.

II .Grammar Focus

1. 学生阅读 Grammar Focus 中的句子，然后做填空练习。

- ① 你在做什么事情? _____
- ② 我在看电视。 _____
- ③ 她在做什么事情? _____
- ④ 她在洗衣服。 _____
- ⑤ 他们在做什么? _____
- ⑥ 他们在听 CD。 _____
- ⑦ 你在做作业吗? _____
- ⑧ 是的。 / 不是。 _____

2. Ss work by themselves and check the answers with each other.

3. Give Ss seven more minutes to remember the sentences.

4. 自主学习有关现在进行时态的语法知识学案

现在时行时态

一、用法：1. 表示现在（说话瞬间）正在进行或发生的动作。

例如：

我正在做作业。

I'm _____ my homework now.

他们在操场上踢足球。

They're _____ soccer on the playground.

2. 也可表示当前一段时间内的活动或现阶段正在进行的动作。例如：

这些天来，我们在做一架模型飞机。

We are _____ these days

二、句子结构：

1. 陈述句：主语+ be (am, is, are) not + V. -ing +...

我正在洗衣服。

2. 一般疑问句：

Be(Am, Is, Are) + 主语 + V.-ing ...

她正在弹钢琴吗？

三、常用时间状语：

now, right now 或表示现在情景的 Look, listen 等。

格林先生现在正在写一个故事。

四、与一般现在时态的区别

一般现在时态表示经常性、习惯性的动作；谓语动词为原形或第三人称单数形式；

时间状语常为 usually, often, sometimes, on Monday, every day

琳达通常在早上冲个澡。 _____

III. Practice

1. Work on 3a. Now let's write sentences following the examples.

指导：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别用法；同学们应根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。

2. Ss write the sentences with the help the words and expressions.

3. Check the answers with the Ss.

IV. Practice

1. Work on 3b. Tell Ss to number the sentences in order to make a telephone conversation. Then practice it with a partner.

2. 阅读指导: 首先, 应明确这是一个电话会谈, 因此应先通读所有的句子。然后, 理解大意的基础上, 找出首句。然后, 顺藤摸瓜, 依次找出下面的对话内容。最后, 全面的读一遍对话, 看是否通顺合理。

通过读对话, 可知 What are you doing? 应是第一句话; 这样, I'm reading a book.就是第二句话……

3. Ss read all the sentences and number the conversation.

4. Practice the conversation with a partner.

V. Game

1. Now let's play a game. Work in groups. One student makes an activity. The other students in the groups guess what the activity is. Then take turns make activities and guess.

2. Ss play the game in a group.

3. Teacher can walk around the classroom and give any help students need.

VI. Exercises

1. If time is enough, do more exercises on the big screen.

Homework

1. Read the sentences in Grammar Focus.

2. What are your family members doing now? Write five sentences on what they're doing now.

【板书设计】

一、现在进行时态:

1. 表示现在(说话瞬间)正在进行或发生的动作。
2. 也可表示当前一段时间内的活动或现阶段正在进行的动作。

二、句子结构:

1. 陈述句: 主语+ be (am, is, are) not + V. -ing +...
2. 一般疑问句:

Be(Am, Is, Are) + 主语 + V.-ing ...

三、常用时间状语:

now, right now 或表示现在情景的 Look, listen 等。

四、与一般现在时态的区别

一般现在时态表示经常性、习惯性的动作; 谓语动词为原形或第三人称单数形式;

时间状语常为 usually, often, sometimes, on Monday, every day

【Period 3】

【教学目标】

1. 语言知识目标

1) 能掌握以下单词：pool, shop, supermarket, man, host, study, state, the United States, American, dragon, young, race, say, other, children, miss, wish, delicious, living room

2) 能掌握以下句型：

① —What time is it in Beijing?

—It's eight o'clock in the morning.

② —It's 9:00 a.m. and Zhu Hui's family are at home.

③ —Zhu Hui misses his family and wishes to have his mom's delicious zongzi.

2. 情感态度价值观目标

培养同学间的友好相处，规范自己的行为，同时能提高他们的观察能力和判断能力，激发他们对学习英语的兴趣和热情，在接近生活常态的交际中能乐于模仿，敢于开口，积极参与，主动请教。了解中西方文化的不同，具有世界观念，了解其他的国家的文化。

【教学重难点】

1. 教学重点：

1) 掌握本课出现生的词及表达方式。

2) 进一步练习运用现在进行时态的句子来描述他人在做的事情。

3) 通过听、说、读的练习，提高学生们的综合运用能力。

2. 教学难点

阅读短文，获得相关信息，完成相关任务。

【教学过程】

I . Warming- up and revision

1. Review the knowledge on the present progressive tense.
2. Check the homework and let some Ss read their sentences.

II . Presentation

1. T: Show some pictures on the big screen. Present some new words and expressions.

(pool, shop, supermarket, ...)

2. Give Ss some time to remember the new words and expressions.

III. Writing

1. T: Look at the pictures below. Where are they? What are they doing? Please look at the pictures and fill in the blanks.

2. Ss work in groups. Discuss the pictures about the places and the activities they are doing. Then fill in the blanks.

3. Let some Ss read their answers to the class and check the answers.

IV . Pair work

1. Look at the pictures and ask and answer questions. Give Ss a model:

A: Is the man swimming in the river?

B: No, he isn't. He's swimming in a pool.

2. Ss work with their partners. Ask and answer about the pictures. (If necessary, give some help to the Ss.)

3. Let some pairs ask and answer about the pictures.

V . Listening

Work on 1c:

1. T: Now I will play a recording of a conversation. This time write the places you hear in the chart.

2. Ss listen and write the places.

3. Play the recording again for the Ss to check the answers.

VI. Listening

Work on 1d:

1. This time, please listen to the recording and write the activities you hear in the chart.

2. Play recording and stop the tape if necessary.
3. Play the whole recording and have students write the words they hear in the chart.
4. Check the answers.

VII. Pair work

1. Now let's make a conversation using the information in the chart.

Ask some Ss to give a model:

S1: Is Alice playing basketball?

S2: No, she isn't. She's...

2. Ss work with their partners and make their conversations.
3. Let some Ss act out their conversation.

VIII. Presentation

1. Show some photos about Dragon Boat Day and zongzi. Let some Ss tell something they know about the customs of this festival.
2. Present some new words and expressions in the article.

IX. Reading

1. Fast Reading

Read the article and answer the two questions.

① Why are Zhu Hui's family watching boat race and making zongzi?

② Does Zhu Hui like his host family? What about his home in China?

Ss read the article quickly and find the answers to the two questions. Check the answers with the class.

2. Careful Reading

Read the article again. What are these people doing now? Then fill in the chart below.

Places	Shenzhen
Time	
his dad and uncle	
his mom and aunt	
Places	New York

Time	
the mother	
the father	
Zhuhui	

Ss read the article and fill in the blanks. Then check the answers with the class.

3. Work on 2c

Now let's look at the chart in 2c. You should match the verbs in column A with the words in column B. Then use the phrase to write sentences according to the TV report.

Make sure Ss know what to do.

阅读指导：

- 1) 读表格中的词汇，根据短文内容，将左右两栏的内容连在一起。
- 2) 可以先将记得清楚的词汇连在一起，最后连较为模糊一点的词组。
- 3) 带着这些词组再去读短文，找到相关词组的地方，然后明确所连的词组是否正确。

4) 比照课本上的句子，再用这些词组造句子。

学生们按老师指导的思路进行学习活动，最后，将所造的句子写在练习本上，并将相互检查所造句子的正确与否。

【Homework】

1. Ask Ss retell the article after class.

2. Use the following words to make sentences

1in the United States 2live with 3any other 4talk on the phone

5miss 6wish to do sth

【板书设计】

1a: 1. library; 2. swimming 3. supermarket, shopping, 4. playground, playing basketball		
2b: ① Why are Zhu Hui's family watching boat race and making zongzi?		
② Does Zhu Hui like his host family? What about his home in China?		
	Shenzhen	New York
time		
the mother		

【Period4】

【教学目标】

1. 语言知识目标

- 1) 复习巩固掌握本课出现的生词及表达方式。
- 2) 进一步练习运用现在进行时态的句子来描述他人在做的事情。
- 3) 通过不同形式的练习，提高学生综合运用所学知识的能力。

2. 情感态度价值观目标

培养同学间的友好相处，规范自己的行为，同时能提高他们的观察能力和判断能力，激发他们对学习英语的兴趣和热情，在接近生活常态的交际中能乐于模仿，敢于开口，积极参与，主动请教。了解中西方文化的不同，具有世界观念，了解其他的国家的文化。

【教学重难点】

1. 教学重点：

- 1) 能根据相关提示词来描述他人正在做的事情。
- 2) 能运用自己所学的知识来描述一些正在发生的事情。
- 3) 通过做不同形式的练习来熟练运用本单元所学的知识。

2. 教学难点：

运用自己所学的相关知识来描述正在发生的事情。

【教学过程】

I . Warming- up and revision

1. Have a dictation of the new words and expressions.
2. Check the homework let some Ss retell the article in the 2b.

II . Presentation

1. Show a photo of the teacher's family.

T: Look! This is a photo of my family. What are my family doing?

2. Ask some Ss ask and answer about the photo.

S1: What's our teacher doing?

S2: She's reading a book.

S1: What's his daughter doing?

S2: She's playing with her friends.

S1: What's Mrs. Li doing?

S2: She's using the computer.

III. Practice

1. T: OK. Yesterday, I asked you to take a photo of your family to school? Have you got it?

(Ss take out their photos.)

2. Now work with your partners. Ask and answer about the pictures.

3. Ss work in pairs. Ask and answer about the pictures as S1 and S2 did.

4. Let some pairs ask and answer their photos.

IV. Writing

1. Let's look at Jim's family photo and read his letter to Bob. Try to fill in the blanks.

2. 写作指导：首先，阅读信的内容。认真读每一个句子，找出句子的主语，明确本句话所说的人物，然后，看图画中该人物正在做的事情。用正确的时态写出此人物正在做的事情。

3. 学生们按老师的指导意见，阅读、看图画并补全信件的内容。

4. 相互交换信件，并检测有没有错误。让几名同学读自己的短文，给同学们做一个例子。

V. Self-Check 1

1. 让学生们看表格，讲一讲每一列所代表的意思。

2. 学生明白本表是讲动词的现在分词的构成方式后，让学生们自己从课本找学过的单词写在表格里。

3. 在大屏幕上呈献更多的单词，让学生们做参考。

VI. Self Check 2

1. Tell Ss A and B are talking about what they are doing now. Read the conversation and write questions with the help of the words in the bracket.

2. Ss read the conversation and try to make questions with the help of the words in the bracket.

3. Check the answers with the class.

4. Have Ss role-play the conversation.

【Homework】

总结动词现在分词的变化规则，并整理在笔记，做强化记忆。

板书设计：

3a: are watching TV; is reading a newspaper, is doing his homework

3b: One possible version:

My family are all at home today. My father is cleaning his car outside. My mother is cooking in the kitchen. My sister is playing computer games. My grandparents are watching TV in the living room.

Self Check 1:

read-reading; draw-drawing; live-living, have-having, save-saving; sit-sitting, shop-shopping, put-putting

Self Check 2:

What are you doing? Let's play soccer. What is Tony doing? Is Steve studying, too?

Module 3 Unit 1 These ducks are very naughty!

【教学目标】

1. 能听懂、会读、会说单词 make cake idea instead lovely
2. 能听懂、会读、会说，会初步运用句型 What are you doing? We were making a cake
3. 会询问和描述他人正在做什么(如: What are you doing? We're making a plane. What's he /she doing? She/he is)

【教学重点】

会询问和描述他人正在做什么(如: What are you doing? We're making a plane. What's he /she doing? She/he is)

【教学难点】

灵活运用现在进行时

【教具准备】

单词卡片, 提供会话情景的图片

【教学过程】

Step 1: Pre-task

I. Warming up

1. Greet the whole class.

II. Revision.

Sing and chant

The teacher and the students say the poem together.

We're playing in the playground.

We're having lots of fun.

Running and skipping

Together, everyone.

Some are running races.

Some are playing catch.

Some are playing football

Together in a match

Step 2: Presentation

1. T and Ss review the -ing

2. Who can read the words?

S: cake plane kite noodles

T: Now please read the words together.

The class read the words.

T: Now I will point to one picture. For example, I point to this picture. Then I ask 'what are you doing?' Can you answer my question?

Ss: Yes. We're making a plane.

T: Well done. Now one student points to one picture, the rest students using the sentence. We're making ...' answer the question.

S: What are you doing?

Ss: We're making a plane.

3. 活动 1: 教师做出跑的动作, 问学生 What am I doing? 教授 running, 强调双写部分。教师利用前四个动词编出一个简单的 chant: do, doing, doing the homework; eat, eating, eating breakfast; Sleeps, sleeping, sleeping on the bed; get up, getting up, getting up in the morning. 首先让学生读, 然后四人一小组, 每小组也用四个单词完成一个 chant 并写下来。表现好的小组给与奖励。

活动 2: 把学生刚写出的 chant 裁成小纸条, 学生顺次到讲台前随意抽取一张纸条, 大声读出来, 按照动词不同的变化规则分类: 直接加 ing、去 e 加 ing、双写尾字母加 ing, 分别放入不同的三个小盒子里。教师及时订正、总结。

4. T: Now complete the blank.

The students complete the test.

The teacher and the class check the test.

5. Finish Activity Book Module 2 Exercise 3

Step 3: Practice

T: Please look at the picture. Can you describing the pictures?

The students describe the pictures.

Step 4: Homework

Homework:

Words: Preview Module 3 Unit 1

【板书设计】

Module 2 Review

What are you doing? We're making a cake.

What's he /she doing? She/he is

Module 3 Unit 2 The ducks are playing in the rain.

教学目 标	1.能正确使用 Those/These are...描述物品。 2.能运用 The ducks are playing in the rain 3.注意观察生活中 get out 等简单英语的使用 4.激发学生爱生活、爱自然的思想情感,对所谈话题感兴趣,并能积极投入到教学活动中去。				
教学重 点	会读、会认,会用句子 What are these?/What are those?进行提问及回答	教学难 点	区分“ these ” 和 “those” What are these?/What are those?并能区分运用好单数和非单数句型	关键	在运用中发现规律
教学准 备	教师	Books, PPT, word cards, CD-ROM			
	学生	The text books			
教学过 程	教学内容	师生活动		复案	
一、 自主感 受	Warm up	1.Greetings 2.Talk about the pictures A: What are these/those? B: Theyare.... Look, ask and answer, then chant 1.Declare new lesson 2. Talk about the pictures.			

<p>二、自主理解</p>	<p>Presentation</p>	<p>3.Let's act it out</p> <p>1.Describe pictures:</p> <p>2.Do-Ask-Answer</p> <p>3.Read,do then ask and answer</p> <p>4.Talk about pictures</p> <p>5.Find out the rule</p> <p>6.Listen and tick</p> <p>7.Listen and match</p> <p>Summary</p> <p>Homework</p> <p> Copy words/drills</p> <p> Practice reading</p>	<p>What are they doing?</p> <p>These/Those ducks are ...</p> <p>Pair work first</p>
<p>三、自主感悟</p>	<p>Text learning</p>	<p> Copy words/drills</p> <p> Practice reading</p>	<p>What'she/she doing?</p>
<p>四、自主升华</p>	<p>Practice</p>		<p>What are they doing?</p>

Module 4 Unit 1 I can jump far.

【教学目标】

1. Grasp the words and sentences: can, run fast, jump far, winner. Can you run fast? Yes, I can. / No, I can't.
2. Can use the knowledge to talk about ability and finish the task.
3. Train the pupils' ability of speaking and listening.

【教学重难点】

重点:

Words and drills

can, run fast, jump far, winner

Can you run fast? Yes, I can./ No, I can't.

难点:

Can use the knowledge to talk about the athletics and finish the task.

【教学准备】

Tape-recorder, cards, gold medal

【教学过程】

一、preparation

1. Greetings: Good morning, boys and girls. How are you?
2. Free talk

Do you like football? Let's play football, OK? Listen, chant and clap: Let's play football! Let's play basketball! Let's play ping-pong! Let's dance! Let's sing!

二、presentation

1. Today I have a good news for you. Do you want to know?

下周我们向阳小学将要举办艺术节，艺术节上有体育和文艺比赛，你们想参加吗? You are clever boys and clever girls; let's start my interview, OK?

2. I can play football. I can sing. What can you do?

Practice in pairs, then says.

3. I can play basketball. I can dance.

Can you run? Yes, I can. Show us! Can you run fast?

He can run fast. What's meaning of "run fast"?

Read, practice, write and spell "run fast".

Who can run fast? I can run fast.

Ask two boys to have a race, others come on: Run, run, run fast

Who's the winner? XX is the winner. I'm the winner. (Give a gold medal)

Read, understand and spell "winner".

4. Practice the drills: Can you run fast? Yes, I can. / No, I can't.

What's meaning of "can" and "can't"?

Can you make a sentence with "can"?

5. Can you skip? Can you jump? I can jump far. (Do action)

Look! What's meaning of "jump far"?

Read, practice, write and spell "jump far".

Who can jump far? I can jump far.

Ask two girls to have a match, others come on: Jump, jump, jump far

Who's the winner? XX is the winner. I'm the winner. (Give a gold medal)

6. Sam and Amy are at our school now. They are talking on the playground. Listen and point!

三、Practice

1. Now listen again, you can imitate the text, but first I have three question (老师有几个小问题要考考大家):

Show the small blackboard, read the three questions together:

① Who can run fast?

② Who can jump far?

③ Can Sam jump far?

Now listen, imitate and think hard the questions.

2. Answer the questions:

① Sam can run fast.

② Amy can jump far.

③ No, I can't. I can't jump far.

Practice the sentence: I can't jump far.

3. Read the phrases: run fast, jump far

4. Play a game among for groups:

1) Teacher shows cards, children say: Can you ...? As quickly as they can.

2) Teacher does actions and asks: Can you ...? , children say: Yes, I can. / No, I can't.

四、production

1. Read the phrases: run fast, jump far

2. Listen and circle the words and phrases: can, run fast, winner, can't, jump far, see, puddle

3. Listen and repeat.

4. Practice by the children.

5. Act out the text between boys and girls.

6. Do some exercises:

① Listen and tick or cross.

② Ask and answer between boys and girls:

Can you ...? Yes, I can. / No, I can't.

③ Fill in the blanks with “can” or “can't” .

1) The dog _____ fly.

2) I _____ eat a plane.

3) The fish _____ swim.

4) Sam _____ run fast.

【板书设计】

Module4 Unit 1

Can you run fast?

jump far

Yes, I can.

No, I can't.

Module 4 Unit 2 What can you see?

【Period 1】

【教学目标】

Words: plane, boat, jeep, train

Sentences: What can you see? I can see ...

【教学重难点】

Words and sentences

能用所学句型 What can you see? 提问别人看到了什么，并能用 I can see ... 描述自己所看到的東西。

【教学准备】

课件、学生作业纸。

【教学过程】

Step 1 Warm up

T: We will begin our class now. Children, if you do a good job in class, I'll give you a price. So let's come on. OK?

通过给出要求和奖励，提高学生在课上的积极性。

Greetings

Free talk: Hello, what's your name? How are you? What can you do?

通过日常对话营造英语课氛围，并复习已学句型 What can you do? 为新课句型 What can you see? 做铺垫。

Sing a song: At the market.

通过歌曲激发学生兴趣，歌曲中的 We can see... 句型也为下面的新课句型 I can see... 做了准备。

Step 2 Presentation

Teach the sentences.

a. T: What can you see in the market?

让学生回答歌曲中出现的東西，自然引出新课句型 What can you

see? 也易于学生理解。

b. T: Children, it's ten o'clock at night. It's dark. We can hear some voice in the market. Let's go and have a look. OK? 同学们，现在天黑了，超市里有声音，我们去看看超市里有什么好吗？ Please listen to my question carefully. What can you see in the market? You can say 'I can see ...'

通过透视镜功能吸引了学生的注意，让学生能集中注意力去看东西，进行新课句型的学习。

Teach 'plane'

T: Let's play a guessing game. What's this? Guess. Oh, it's a plane. Children, if you are happy, how do you read this word? (Sad/ angry/ surprise/ ...) We also can call it airplane. Where can we see the planes? (Airport)

用让学生猜谜的游戏能调动学生积极性，并通过擦除功能一点点展现图片，使学生能完全跟着老师走。在读新单词时采用让学生使用不同的情绪来读单词，使单词学习人性化。

Teach 'boat'

Show a picture

T: Look, here's a picture. What can you see in the sky? (Plane, kite) What can you see in the river? (Duck, boat)

把单词和句型结合在一起操练学习，并为新单词的引出做了铺垫。

T: Oh, how to read this word? Can you read this word? (Coat—boat)

T: 现在让我们模仿小动物的声音来读这些单词

T: Read the word as a cat....

T: Here're some boats. Let's learn how to read them. (Duck boat, sail boat, dragon boat)

让学生通过已学单词自己说出新课单词的发音，并通过模仿不同小动物的声音来操练新单词，增加他们的兴趣。再进行单词的拓展训练。

Teach 'train' 'jeep'

T: Now, let's play a game 'listen and guess'

Can you make sentences with the word? For example: I can see a long train.

通过听声音猜单词的方式来学习新单词，学生比较感兴趣。而且让学生再进行造句的练习，把单词和句型结合在了一起。

Step 3 Practice

Exercise 'Look and match'

T: What can you see? How to read this word? Now let's do the exercise 'Look and match'. Who can come here and do the exercise? Now let's check the answers.

用拉幕一个个展示所学单词，并通过看图片和单词分别来复习，达到对单词音形义的掌握。最后通过一个练习来检查学生对单词的掌握情况，并当场进行检测。

Game 'Find and move'

T: I have some pictures. Please put them in the correct places. Then say the sentence: boat, boat, I can see a boat.

用游戏的方式把单词和句型的练习结合在一起。

Game 'Memory King'

T: Now let's play a game 'Memory King'. Here're six numbers. Let's read them first. Behind the numbers there're some pictures. Please try to remember where they are. I'll give you 5 seconds. Now time's up.

What can you see in Picture 1?

T: Who wants to be the teacher? Come here and ask.

用游戏来巩固学生对本课单词句型的掌握。并通过让学生做小老师增加了游戏的互动。

Exercise 'Listen and choose'

给学生做适当的听力练习是低年级的一个重要环节。

Sing a song 'Walking, walking'

通过歌曲演唱让学生放松一下，做适当的休息。

Step 4 Presentation

T: Look, who are they? (Su Yang and her dad.) They are at the airport. What are they talking about? Try to discuss in pairs.

Ss:

T: Let's watch and listen.

课文的学习。通过给出场景，让学生在已学过本课句型的基础上自己去发挥，能起到让学生综合运用本课句型的目的。

Open their books and read.

[指读练习在低年级也是比较重要的一个环节。]

T: Now I'll show you a picture. Please make dialogues in pairs. Use the sentences

'What can you see? I can see...'

[在完全掌握本课句型以后，让学生做适当的拓展练习能培养他们的发散思维。]

Step 5 Consolidation

T: Children, it's happy time. Please draw a picture. You can draw anything you have learned. Then ask and answer in groups.

T: Who wants to come in front and draw here? When you finish drawing, you can ask your classmates 'What can you see?'

通过让学生上台做画，并操练句型。互动性的环节既提高了学生的兴趣，又在不知不觉中操练了本课句型。

Step 6 Homework

Visit a zoo and a park with parents, then talk about what you can see.

开放性的作业让学生能综合运用本课所学。

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/715142344000011322>