

小学英语《Friends》教学设计

【课型】新授课

【课时】第一课时

【教学目标】

1. 能听、说、认读 friends, long/short hair, strong, thin 等单词和词组。
2. 能听懂、会说 I have a friend. He / She is ... He / She has ... 并能在实际情景中运用。
3. 学会用适当的形容词描述身边的同学、朋友等。
4. 帮助学生熟练学习自信心, 养成良好的学习习惯。培养学生的合作能力, 积极运用所学语言表达和交流, 教育学生要团结友爱, 与人融洽相处。

【教学重点】

学习、掌握词汇、词组, 并能熟练运用。借助图片、体态语等帮助学生理解词句。

【教学难点】

帮助学生熟练学习自信心, 养成良好的学习习惯。培养学生的合作能力, 积极运用所学语言表达和交流, 教育学生要团结友爱, 与人融洽相处。

【教学过程】

课前 Sing a song.

T: Do you want to be my friend?

Step 1. Revision/Warm-up

1. Greetings!

Step 2. Presentation

1. Presentation of the new words

2. Practice

(1) T: Look at your classmates. What about his or her hair? He/She has ...

(2) My friend

T: She has long hair. He has short hair. How about my friend? He has short hair.

How about his face. A round face or a long face? Can you guess?

(CAI) A round face, a long face, a small mouth, a big mouth, a long nose, a big nose, two big eyes, two small eyes, short hair, long hair ... He has ... (Ss guess—He has)

最后拼成: A long face, a small mouth, a long nose, two big eyes and short hair.

3. Presentation of the new words

(1) T: Is he funny? He is my funny friend, Peter. He has long neck, long arms, long body and long legs. He is very thin.

Teach: thin 板书: thin

(2) Thin, thin, Peter is thin.

Thin, thin, He is thin.

Thin, thin, she is thin.

Thin, thin, who is thin?

(3) T: You are too thin. Please eat more and make yourself strong.

Teach: strong 板书: strong

Act: I'm strong.

4. We are strong now. But I am short. I want to make myself tall. Tall, tall, tall....

Let's do together.

Step 3. Practice

1. Friends show

(1) T: OK, friends. Make ourselves strong and happy everyday. So does Peter. He is a boy. He is thin. He has short hair. He has a long face. He has two big eyes. He has a long nose. He has a small mouth.

(2) T: This is my funny friend. I like him. Do you like him? Do you want a funny friend? OK, please come and make a funny face. Then tell us your funny friend.

This is my friend. He / She is a girl\boy.

He / She has _____ hair.

He / She has a _____ face.

He / She has two _____ eyes.

He / She has a _____ nose.

He / She has a _____ mouth.

Step 4. Consolidation & Extension

1. Animal friend

T: Oh, you have some funny friends. And I have another funny friend. Who's he? Let's find out. He is strong and fat. He has two big eyes. He has a big tail. He likes eating. He's very lazy(懒惰).

Garfield. He's Garfield.

2. Story time

T: This is my animal friend, Garfield. But he is crying. What's wrong? He can't find his friend. Some animals are coming to help him. Let's watch.

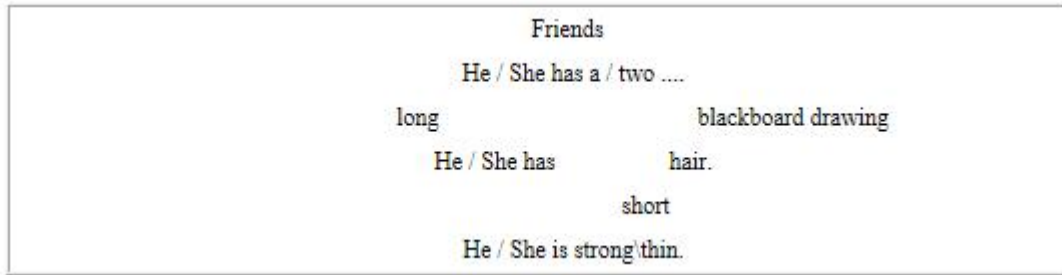
(CAI)Story show

Watch the story→Read the story(follow the CAI) →act with T(分角色)→Group work
→Act it out

3. Song "Friends" CAI

T:Wow, lovely animals! Do you like them? We should love animals and make friends with them. Let's be good friends forever. Thank you. Bye!

【板书设计】



【教学反思】

小学英语《What would you like?》教学设计

【课型】 新授课

【课时】 第一课时

【教学目标】

1. 能够完成听录音填单词的活动。
2. 能够在图片和教师的帮助下理解对话大意。
3. 能够用正确的语音、语调朗读对话,并能进行角色表演。
4. 能够在情景中运用句型 What would you like to eat/drink? I' d like ... 询问并回答某人想要吃/喝什么。
5. 能够在语境中理解生词 sandwich, drink, thirsty 的意思,并能正确发音。
6. 能够运用句型 What would you like to eat/drink? I' d like ... 完成问答活动。

【教学重点】

学生能够在情境中运用句型 What would you like to eat? What would you like to drink? I' d like ... 并能分角色表演对话。

【教学难点】

学生能够在实际生活情境中用本课重点句型询问并回答某人想要吃/喝什么。

【教学过程】

1. 热身

(1) Greetings. (师生互相问候)

(2) Brainstorming: Read the words with pictures of food and drinks as quickly as possible.

2. 语言呈现与学习

(1) Bring up the topic. (揭示话题)

After reading, the teacher is thirsty and drink some water. Ask the students if they want to drink some juice. The teacher points to the drinks and ask the students:

“What would you like?” Present the title of new unit and write on the blackboard.

(2) 呈现句型: What would you like to eat? What would you like to drink?

(3) Let's try: Sarah is hungry. What would she like to eat? (出示 Sarah 放学刚到家的图片, 解释她肚子饿了, 听听她想吃些什么?)

(4) 课件呈现 Sarah 爸爸下班回到家的图片, 提出问题: Sarah is hungry. How about her father? 播放视频, 呈现新课。

Listen to the dialogue with PPT and find the answers. (看故事视频, 找出问题的答案。)

(5) 思考并试着完成表格

What would they like to eat and drink?

Sarah	Sarah's father

(6) 教师指向黑板上的食物和饮料图片, 与学生对话:

What would you like to eat/drink? I'd like ...

Here you are. Thank you. You're welcome.

(7) Chain Game 以接龙的形式操练句型, 板书重点句型 What would you like to eat/drink? I'd like ...

3. 语言巩固

(1) Read the dialogue in groups. (小组内朗读课文) The students read the dialogue in groups and help each other. The teacher helps the students to read better.

(2) Group work: Act the dialogue or make a new dialogue.

4. 语言运用

(1) 布置小组活动任务

Make a survey.

a. 先由教师示范, 学生再在小组内用 What would you like? I'd like ... 完成调查表, 了解同伴都喜欢吃什么食物。

b. 汇报调查情况, 如 Sarah would like hamburgers and salad.

(2) 知识拓展

Let's guess: (课前了解到大多数人喜欢麦当劳等洋快餐, 此时顺势提出要多吃水果与蔬菜, 形成健康的饮食观念。)

水果和蔬菜有益健康, 但你知道它们还有另外的意思吗? 大家猜猜看。

a. He's the apple of my eye.

(A) 他是我眼睛里的苹果。

(B) 他是最喜爱的人。

b. She's a peach.

(A) 她是个可爱的女生。

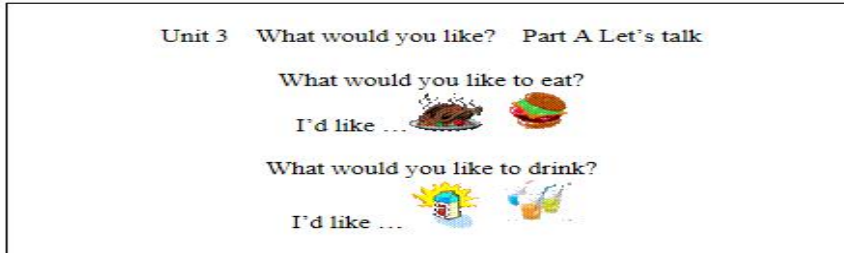
(B) 她是桃子。

5. 小结与作业

(1) Interview your family members or your friends about their favourite food and write it down.

(2) Share the result with your class and talk about it.

【板书设计】



【教学反思】