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**新标准英语二年级下册**

**教 案**

**教研组：**

**授课教师：**

**小学英语（新标准）二年级下册课程纲要**

**课程材料：**小学英语新标准二年级下册 外语教学与研究出版社

**课程类型：**义务教育必修课程

**开发教师：李欢 王亚妮 李嘉瑞 授课时间：** 76课时 **授课对象：二**年级学生

1. **课程目标**

1、掌握单词建议表中的58个四会单词和35个三会单词，主要语言结构中的39 个句式、3首歌曲和7首韵律诗。除此以外，课文中部分的单词、词组和句式只是为了语境的需要而设置的，可视学生能力情况而掌握。

2、系统学习英文字母和一些字母歌谣，为学生以后学习、记忆单词打下基础，同时学习谈论叹气以及不同季节自己喜欢的运动，谈论照片中任务的活动以及他人正在做的事情，描述家庭活动、谈论正在发生的事情和正在进行的动作，学会如何询问正在发生的事情，描述正在发生的事情和谈论正在进行的动活动，谈论日常活动以及当前行为不同以往的变化，介绍节日活动，谈论正在进行的活动，描述路线，说明正在进行的动作，正在发生的事情或存在的状态，学习问路与指路，询问居住地点以及说明某建筑所在的地点。

3、在图片的帮助与提示下听懂读懂简单的句式，演唱简单的歌曲与歌谣，初步形成对英语的感知能力。

4、在教师的帮助下运用所学句式表演小短剧，在活动中乐于参与，积极合作，主动请教。

5、通过查阅资料了解简单的中西方文化差异，加深对中华民族传统文化的认识与热爱。

6、在老师的帮助下开始系统学习正确书写英语单词。

1. **内容标准与教学安排**

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| --- | --- | --- |
| 课程内容 | 76课时 | 学习活动的设计 |
| 课程纲要 | 1课时 | 分享本学期课程纲要 |
| Module 1 | 6课时 | 第一课时：Unit 1 What's the weather like? Activity 1  第二课时：Unit 1 What's the weather like? Activity 2&Practice 3  第三课时：Unit 2 I like swimming Activity 1-3  第四课时：Unit 2 I like swimming Activity 4-5  第五课时：知识归纳梳理及模块练习  第六课时：活动用书和同步测试习题 |
| Module 2 | 6课时 | 第一课时：Unit 1 She's listening to the radio Activity 1  第二课时：Unit 1 She's listening to the radio Activity 2&Practice 3  第三课时：Unit 2 I'm drawing a picture Activity 1-3  第四课时：Unit 2 I'm drawing a picture Activity 4-5  第五课时：知识归纳梳理及模块练习  第六课时：活动用书和同步测试习题 |
| Module 3 | 6课时 | 第一课时：Unit 1 Tom isn't tidying his room Activity 1  第二课时：Unit 1 Tom isn't tidying his room Activity 2&Practice 3  第三课时：Unit 2 Are you doing your homework? Activity 1-3  第四课时：Unit 2 Are you doing your homework? Activity 4-5  第五课时：知识归纳梳理及模块练习  第六课时：活动用书和同步测试习题 |
| Module 4 | 6课时 | 第一课时：Unit 1 What are you doing? Activity 1  第二课时：Unit 1 What are you doing? Activity 2&Practice 3  第三课时：Unit 2 What's he doing? Activity 1-3  第四课时：Unit 2 What's he doing? Activity 4-5  第五课时：知识归纳梳理及模块练习  第六课时：活动用书和同步测试习题 |
| Module 5 | 6课时 | 第一课时：Unit 1 Lingling is skipping Activity 1  第二课时：Unit 1 Lingling is skipping Activity 2&Practice 3  第三课时：Unit 2 What are the kids playing? Activity 1-3  第四课时：Unit 2 What are the kids playing? Activity 4-5  第五课时：知识归纳梳理及模块练习  第六课时：活动用书和同步测试习题 |
| Review | 5 课时 | Module1-5知识梳理及期中练习 |
| Module 6 | 6课时 | 第一课时：Unit 1 I usually play basketball Activity 1  第二课时：Unit 1 I usually play basketball Activity 2&Practice 3  第三课时：Unit 2 My grandma usually cooks Activity 1-3  第四课时：Unit 2 My grandma usually cooks Activity 4-5  第五课时：知识归纳梳理及模块练习  第六课时：活动用书和同步测试习题 |
| Module 7 | 6课时 | 第一课时：Unit 1 It's Children's Day today Activity 1  第二课时：Unit 1 It's Children's Day today Activity 2&Practice 3  第三课时：Unit 2 We are having a picnic Activity 1-3  第四课时：Unit 2 We are having a picnic Activity 4-5  第五课时：知识归纳梳理及模块练习  第六课时：活动用书和同步测试习题 |
| Module 8 | 6课时 | 第一课时：Unit 1 The train is going up a hill Activity 1  第二课时：Unit 1 The train is going up a hill Activity 2&Practice 3  第三课时：Unit 2 The horse is turning around Activity 1-3  第四课时：Unit 2 The horse is turning around Activity 4-5  第五课时：知识归纳梳理及模块练习  第六课时：活动用书和同步测试习题 |
| Module 9 | 6课时 | 第一课时：Unit 1 Turn left Activity 1  第二课时：Unit 1 Turn left Activity 2&Practice 3  第三课时：Unit 2 Where do you live? Activity 1-3  第四课时：Unit 2 Where do you live? Activity 4-5  第五课时：知识归纳梳理及模块练习  第六课时：活动用书和同步测试习题 |
| Module 10 | 6课时 | 第一课时：Unit 1 It's next to the park Activity 1  第二课时：Unit 1 It's next to the park Activity 2&Practice 3  第三课时：Unit 2 He's helping a child Activity 1-3  第四课时：Unit 2 He's helping a child Activity 4-5  第五课时：知识归纳梳理及模块练习  第六课时：活动用书和同步测试习题 |
| Review Module | 5课时 | 第一课时：Unit 1 Activity  第二课时：Unit 1 Activity and Unit 2 Activity  第三课时：Unit 2 Activity  第四课时：Reading for pleasure.  第五课时：知识归纳梳理及模块练习  第六课时：活动用书和同步测试习题 |
| Review | 5课时 | Module5-10知识梳理及期末练习 |

**三、课程实施**

1、课程资源

（1）教材：对教材进行校本的二度开发，根据学生的实际情况进行适当的增减和调速。

（2）练习：课本配套的磁带、《活动手册》和《练习册》。

（3）其他资源：网络资源。

2、教学策略

（1）词汇教学

在交际中教学单词。用旧词联系新的语言，融会语言和词汇的教学。创设具体的语境，把词汇放到具体的对话（句子）中学习。

（2）对话教学

a、 能正确理解对话内容；能准确分角色朗读对话；模块结束时，有能力的学生能达到背诵；能正确理解并灵活运用对话中的核心句子；能听、说、认、仿写和替换核心句子中的单词，并最终达到看图写句子的要求；对话中出现的单词能达到相应的三会或四会要求。

b、核心句子扩展运用教学：能正确朗读、理解和运用扩展后的核心句型，非核心句子能理解意思，并能跟读；对于篇幅较长的短文，能正确理解文章主要内容，并能通过判断、回答等形式的检测。

c、应面向全体，尤其要关注能力弱的学生。

d、教师要充分使用各种手段，使学生在真实的交际环境中巩固、掌握新语言。

1. 单词教学：要求学生能准确读出教材中需要学生掌握的四会单词，并能初步学习如何正确书写英语单词。
2. 歌曲、歌谣教学：教材中歌曲和歌谣的内容大多是和模块的语言点相关的，所以说歌曲、歌谣的学习有助于学生掌握模块重点语言。

**四、课程评价**

课程评价依据《英语新课程标准》中二级应达到的要求，评价内容分为两部分：

1.过程性评价（30%）

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| --- | --- | --- |
| 课堂表现（10分）   1. 回答问题 2. 参与小组活动 | 平时作业：练习册和活动手册（10分）   1. 上交次数 2. 完成质量 | 综合实践（10分）   1. 办主题小报 2. 手工制作 |

2.终结性评价（70%）

考查：期末试卷测评。

评定等级： 85分以上 优秀

70-84分 良好

60-69分 合格

60分以下 需努力

**Module 1 Weather**

**教学目标：**

1. **情感态度：**

积极尝试使用英语介绍自己喜欢的活动。

1. **语言知识目标：**

**1.功能：**谈论天气以及不同季节自己喜欢的运动。

**2.语法：全体学生能运用：**What’s the weather like?It’s sunny.I like swimming.

**3.词汇：全体学生能够理解：**weather,like,sunny,windy,take,cap,sofa,street,rain

snow,ski，what’s the weather like?

**全体学生能运用：**weather,like, sunny,windy,rain,snow

**部分学生能运用：**take,cap,sofa,street,ski

**4.语音：**感知“It’s hot./It’s windy.”等说明天气特征的语句的语调特征。

**三：语言技能目标：**

**1.听：全体学生能听懂：**What’s the weather like? It’s sunny. I like swimming.

**2.说：全体学生能说：**What’s the weather like? It’s sunny. I like swimming.

**3.读：全体学生能认读**weather,like,sunny,windy,take,cap,sofa,street,rain

snow,ski,What’s the weather like?

**4.写：**全体学生能拼写2-3个自选单词

**四：运用：**

全体学生能运用“It’s hot./It’s windy.”等语句表述天气

**五：学习策略：**

尝试通过感知气温学习天气词汇，在词语与相应事物之间建立联系

**六：文化意识：**

初步了解世界主要城市的天气特征，能够运用“It’s…”句型谈论这些城市的天气

**七：任务：**

**Unit 1:**介绍家乡和自己想去旅游的城市的天气

**Unit 2:**介绍自己最喜欢的城市以及想在该地开展的活动

**教学内容分析：**

本模块的主要内容是谈论天气以及不同季节自己喜欢的运动。

Unit 1的课文情景是Sam和Amy看到天气不错，于是决定去公园。两个出门后，突然刮起风，Amy的帽子被吹跑了，好在接住了。两人继续在路上行走，突然感到有水滴在头上，以为下雨了，抬头一看，原来是Daming在给阳台上的花浇水，水滴了下来。

Unit 2 的课文情境是A来到了朋友B所在的地方，和B聊起此地不同季节的天气以及B在不同季节喜欢的运动项目。朋友间的这种聊天，可以加强相互了解，增进友谊。

本模块的学习重点是使用“What’s the weather like?It’s sunny.”等语句谈论天气。虽然“What’s the weather like?”与“What’s this?”在结构上有很大差异，但对学生来说，仍然是在“What’s this？”的基础上学习“What’s the weather like?”,所以难度并不是很大。本模块的重点是运用相关形容词和句型谈论天气。

本模块的难点是“like”的两个语义和用法的区别。学生已经学过了“like”在“I like football.””He like swimming.”等类似语句中的语法和用法，在本模块中将学到 like 在“What’s the weather like？”中的语法和用法，同时还要在Unit 2中综合运用，有一定难度，因此教师需要适度地予以帮助。

**教学过程：**

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| **Title** | Module 1 Unit 1 **What’s the weather like**? | | |
| **Teaching aims** | 1 Learns to say the new words: sunny, windy, raining, weather.  2 Practice and say “what’s the weather like? It’s sunny.”  3. They can listen and read the story. | | |
| **Difficult**  **＆**  **important**  **points** | They can maser these new words.  They can use and say the structure: what’s the weather like?” | | |
| **Teaching method** | Listen find; listen and point then say; game | | |
| **Teaching tools** | Tape, cards . , stickers , ect. | | |
| **Teaching**  **process** | **Teacher’s activity** | **Students’ activity** | **Additional** |
| **Warm-up**  **& lead-in** | **I. Warming up and Revision**  1、Greetings.  1.How are you?  Talk about the weather in many cities. Show the cards and teach the words :sunny, windy, raining, weathers？  2、Sing the happy song  **II. Leading-in**  1. Show some pictures. | Ss answer these questions.  Sing a song |  |
| **Presentation** | 1.listen, point and find “hot, sunny, windy, raining”picture descriptions  Sam and Amy are at home. It’s hot and sunny outside. Amy’s hat is on the sofa. They walk along the street but Amy’s hat is blown away. They get wet but it’s Daming watering his plants above them. Sam and Amy laugh.  T: now, point to the sunny picture, please.  T: well done. Now, where is the windy picture?  The teacher continues to describe different weather conditions and has the students point to the appropriate pictures.  T: it’s cold. It isn’t hot in the classroom today.  T: now work in pairs. Student a points to a picture and student b says if it’s hot, sunny, raining or windy. When you have finished, swap roles so that student b does the pointing.  T: I’, going to divide the class into four groups. You’re the sunny group. This is the hot group. That group is the raining group and this is the windy group. I’m going to call out the weather.  The correct group must stand up, say the weather word。 | Ss open their books, and listen to the tape carefully.  Answer these questions what teacher gives.  Read the text together. |  |
| **Practice** | T: look at the activity 2  T: excellent. What about you? What can you see in the second picture?  T: now I’ m going to play the tape. I want you to listen and repeat the sentences. I will pause the tape after each sentence. | S : I can see a boy. It’s sunny.  S: it’s raining and there’s a boy. He is looking out of the window. |  |
| **Production** | 1.Trace and match. Then say.  2.now point, ask and answer.  3 listen and match.  4.Look and answer. | The students take turns to read the sentences and the other person point to the picture.  The students say the sentences as quickly as possible. |  |
| **Homework** | 1、Encourage the students to practice the drills after class.  2、Copy the new words 4 times.  3、Read the text 2 times. | | |
| **Blackboard design** | | | |
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| **Feedback** |  | | |

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| **Title** | **Module 1 Unit 2 I like swimming.** | | |
| **Teaching aims** | 1 learns to say the new words: skiing, snow, pure.  2 Practice and say “what’s the weather like here in …? What do you like dong in …?”  3. learns to say the chant. | | |
| **Difficult**  **＆**  **important**  **points** | They can maser these new words.  They can use and say the structure: what’s the weather like?” | | |
| **Teaching method** | Listen find; listen and point then say; game | | |
| **Teaching tools** | Tape, cards . , stickers , ect. | | |
| **Teaching**  **process** | **Teacher’s activity** | **Students’ activity** | **Additional** |
| **Warm-up**  **& lead-in** | **I. Warming up and Revision**  1、Greetings.  1).How are you?  2).Talk about the weather in many cities. Show the cards and teach the words :sunny, windy, raining, weathers。  2、Sing the happy song  **II. Leading-in**  1. Show some pictures. | Ss answer these questions.  Sing a song |  |
| **Presentation** | 1.listen, point and find “hot, sunny, windy, raining”  **picture descriptions**  Sam and Amy are at home. It’s hot and sunny outside. Amy’s hat is on the sofa. They walk along the street but Amy’s hat is blown away. They get wet but it’s Daming watering his plants above them. Sam and Amy laugh.  T: now, point to the sunny picture, please.  T: well done. Now, where is the windy picture? The teacher continues to describe different weather conditions and has the students point to the appropriate pictures.  T: it’s cold. It isn’t hot in the classroom today.  T: now work in pairs. Student a points to a picture and student b says if it’s hot, sunny, raining or windy. When you have finished, swap roles so that student b does the pointing.  T: I’m going to divide the class into four groups. You’re the sunny group. This is the hot group. That group is the raining group and this is the windy group. I’m going to call out the weather. The correct group must stand up, say the weather word。 | Ss open their books, and listen to the tape carefully.  Answer these questions what teacher gives.  Read the text together. |  |
| **Practice** | T: look at the activity 2, please. Look at the pictures. What can you see in the first one?  T: excellent. What about you? What can you see in the second picture?  T: now I’ m going to play the tape. I want you to listenand repeat the sentences. I will pause the tape after  each sentence. | S : I can see a boy. It’s sunny.  S: it’s raining and there’s a boy. He is looking out of the window. |  |
| **Production** | 1.Trace and match. Then say.  2.now point, ask and answer.  3 listen and match.  4.Look and answer. | The students take turns to read the sentences and the other person point to the picture.  The students say the sentences as quickly as possible. |  |
| **Homework** | 1、Encourage the students to practice the drills after class.  2、Copy the new words 4 times.  3、Read the text 2 times. | | |
| **Blackboard design** | | | |
|  | | | |
| **Feedback** |  | | |

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**模块小结**

**Module 2 Family and activities**

**教学目标：**

1. **情感态度：**

乐于通过照片介绍自己的生活，体会英汉两种语言的差异。

1. **语言知识目标：**

**1.功能：**谈论照片中人物的活动以及他人正在做的事情。

**2.语法：全体学生能运用：**She’s listening to the radio.I’m drawing a picture.

**3.词汇：全体学生能够理解**radio,photo,newspaper,little,camera,smile,draw,

picture,write,letter,colour

**全体学生能运用：**photo,draw,picture,write

**部分学生能运用：**radio,newspaper,little,camera,smile,letter,colour

**4.语音：**学习“be doing”的语音语调

**三：语言技能目标：**

**1.听：全体学生能听懂：**She’s listening to the radio.I’m drawing a picture. **2.说：全体学生能说：**She’s listening to the radio.I’m drawing a picture.

**3.读：全体学生能认读：**photo,draw,picture,write

**部分学生能认读：**radio,newspaper,little,camera,smile,letter,colour

**4.写：**全体学生能拼写2-3个自选单词

**四：运用：**

全体学生能运用“be doing”介绍照片中人物的活动以及他人正在做的事情

**五：学习策略：**

尝试在掌握已学语言的基础上，学习新的语言项目，并对所学内容主动关联和归纳

**六：文化意识：**

通过初步了解英语时态变化，体会英汉两种语言的差异

**七：任务：**

**Unit 1:**展示自己或家人生活中的照片，说明照片中人物的活动

**Unit 2:**绘制海报，介绍图画中的人物以及他么正在做的事情

**教学内容分析：**

本模块的话题是谈论照片中人物的活动以及他人正在进行的活动。

Unit 1的课文情境是Daming向Sam展示自己拍摄的照片，并向他逐一介绍照片中的人物正在做什么，Sam对这些照片非常感兴趣。最后Daming向Sam展示了自己的新相机，并给Sam拍了照。

Unit 2 的课文情境则是外国小女孩Becky为自己的照片写说明，说明的内容非常清楚地描绘了照片中Becky正在做的事情，还呈现了一些照片不能清楚展示的信息，如：I’m Becky.I’m eight.It’s for my friend Fangfang in China.Do you like it?可以看出，这些照片及说明是写给他人阅读的，可能是Becky发布在学校或本地学生的交流展示网站上的。

本模块的学习重点是“Be doing”结构。学生在前一模块已经学习了“It’s raining.”句型，所以该结构本身难度不大。教师在教学过程中应尽量设置真实语境来帮助学生练习并掌握这一结构。

本模块的任务是介绍自己或家人的照片，或者自己制作海报，描述照片或图画中人物正在做的事情。教学可以鼓励学生模仿Becky给自己的照片或图画添加说明，然后把照片或图画及说明一起发布到学生的交流展示网站上。教师也可以专门为学生开设一个博客，展示学生的成果。

**教学过程：**

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| **Title** | **Module 2 Unit 1 She is listening to the radio.** | | |
| **Teaching aims** | Teacher shows Ss some pictures and Ss can describe the pictures with one sentence.  They are clear with the present continuous tense. Such as (She/He is listening to the radio. I am drawing a picture. ). | | |
| **Difficult**  **＆**  **important**  **points** | The words and phrases about peoples’ behavior (singing, playing football, listening to the radio…)  The sentence pattern (He\She is listening to the radio…) | | |
| **Teaching method** | Listen, point and say  Play games | | |
| **Teaching tools** | Pictures recorder and cards | | |
| **Teaching**  **process** | **Teacher’s activity** | **Students’ activity** | **Additional** |
| **Warm-up**  **& lead-in** | **I. Warming up and Revision**  1、Greetings.  ① How are you?  ②The teacher stands in front of the classroom and greets the students.  T: Hello. Boys and girls. What’s the weather like today?  T: Is it warm?  Then teacher plays the music to the students and gives the students orders.  T: listen to the music.  T: read a book.  **II. Leading-in**  1. Show some pictures. | Ss answer these questions.  Ss: It’s sunny.  Ss: yes, it’s warm.  Ss: listen to the music!Listening!  Ss read a book. Reading!  Ss do the relative action and shout the central word to practice the continuous present tense.  Then exchange the roles .  Sing a song |  |
| **Presentation** | **Words time**  Teacher could show the student some pictures and  Conversed with them.  T: What do you like doing?  T: Can you do the action of reading a book? (The student demonstrates their own action of reading books).  When the student chooses the picture of listening to a radio or the picture of reading a newspaper, teacher should enforce their impression of these two new words.  **Phrases time**  Teacher can repeat the warming-up exercise to  practice the phrases. A mini-teacher can be invited to the front to instruct the rest students.  **Sentences time**  A boy and a girl are invited to the front .Theydo different actions, while another student takes  photographs for them.. When they are still, the  rest class should describe their behaviors, with the principle of boys supporting the boy and the girl with girls standing behind.  Thus they can have a competition. | Ss open their books, and listen to the tape carefully.  Ss: I like reading a book.  Answer these questions what teacher gives.  Read the text together. |  |
| **Practice** | T: look at the activity 2, please. Look at the pictures. What can you see in the first one?  T: excellent. What about you? What can you see in the second picture?  T: now I’ m going to play the tape. I want you to listenand repeat the sentences. I will pause the tape after  each sentence. | S : I can see a boy. It’s sunny.  S: it’s raining and there’s a boy. He is looking out of the window. |  |
| **Production** | 1.Trace and match. Then say.  2.now point, ask and answer.  3 listen and match.  4.Look and answer. | The students take turns to read the sentences and the other person point to the picture.  The students say the sentences as quickly as possible. |  |
| **Homework** | 1、Encourage the students to practice the drills after class.  2、Copy the new words 4 times.  3、Read the text 2 times. | | |
| **Blackboard design** | | | |
|  | | | |
| **Feedback** |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Title** | **Module 2 Unit 2 I’m drawing a picture.** | | |
| **Teaching aims** | 1 Help students grasp the key sentences: I am V+ing.  2. Talk about “ I’m doing sth.”  Pay attention to usage of V+ing. | | |
| **Difficult**  **＆**  **important**  **points** | Help students grasp the key sentences  I am V+ing.  Enable students to use the drills fluently and correctly. | | |
| **Teaching method** | Listen find; listen and point then say; game | | |
| **Teaching tools** | Tape, CD, cards , stickers , ect. | | |
| **Teaching**  **process** | **Teacher’s activity** | **Students’ activity** | **Additional** |
| **Warm-up**  **& lead-in** | **I. Warming up and Revision**  1.Review the words of weather.  2.Free talk : What do you do at the weekend?  Teacher guide the students to do some TPR activities.  Teacher can say: “playing football!”  Teacher can also give the chance to some certain student to be the guide.  Such a procedure is used to make the atmosphere live.  2、Sing the happy song  **II. Leading-in**  1. Show some pictures. | Ss answer these questions.  Students do the action of playing football.  Sing a song |  |
| **Presentation** | 1 The teacher draws a girl in the blackboard and describes the boy. Then tell the students: “there is an English girl. Her name is Becky. She has a good friend named Fang Fang. One day, Becky wants to write a letter to Fangfang. Let’s have a look at Becky’s letter.  Come to the text teaching, firstly teacher asked the students to look at the two pictures and teacher can give the students some questions for conducting the text reading.  Then the teacher lets the students listen to the tape and answer the questions. Pay attention that students should point while they are listening.  Teacher invites some students to read the text and underline the sentences which described the present continuous action. Teacher writes these three sentences on the blackboard and makes the students to under stand these words------“write, draw, and color” with the help of her gesture. | Ss open their books, and listen to the tape carefully.  students listen to the tape  again  Students read after the tape.  Answer these questions what teacher gives  Read the text together. |  |
| **Practice** | Teacher asked the students to turn to page 8.Firstly invite the students to look at the preceding three pictures.  What’s Becky doing? -------She’s writing a letter.  Next teacher can divide the students into two groups. One asks and one answers. Teacher can use the same way to deal with the last two pictures.  For the third time, students listen to the tape and try to imitate. | S : instruct the students to answer these questions.  Practise the speaking ability of communication. |  |
| **Production** | 1.Trace and match. Then say.  2.now point, ask and answer.  3.Look and answer. | The students take turns to read the sentences and the other person point to the picture.  The students say the sentences as quickly as possible. |  |
| **Homework** | 1、Encourage the students to practice the drills after class.  2、Copy the new words 4 times.  3、Read the text 2 times. | | |
| **Blackboard design** | | | |
|  | | | |
| **Feedback** |  | | |

**模块小结**

**Module 3 Activities**

**教学目标：**

1. **情感态度：**

积极参加课外英语活动，乐于运用所学知识进行表达和交流

1. **语言知识目标：**

**1.功能：**描述家庭生活活动，谈论正在发生的事情和正在进行的动作。

**2.语法：全体学生能运用：**Sam isn’t tiding his room.Are you doing your homework?

**3.词汇：全体学生能够理解**:tidy,room,do,homework,sleep,secrect,card,flower,

science,today

**全体学生能运用：**room,do,homework,sleep,today

**部分学生能运用：**tidy,secrect,card,flower,science

**4.语音:**感知“Sam isn’t tidying his room.”和“Are you doing your homework?的语音语调

**三：语言技能目标：**

**1.听：全体学生能听懂：**Sam isn’t tiding his room.Are you doing your homework?

**2.说：全体学生能说：**She’s listening to the radio.I’m drawing a picture.

**3.读：全体学生能认读：**room,do,homework,sleep,today

**部分学生能认读：**tidy,secrect,card,flower,science

**4.写：**全体学生能拼写2-3个自选单词

**四：运用：**

全体学生能运用“Sam isn’t tiding his room.”和“Are you doing your homework?”说明和询问他人正在做的事情。

**五：学习策略：**

积极运用所学单词和句型说明自己正在做的事情，并尝试询问他人正在做什么事情

**六：文化意识：**

初步了解中国小学生与外国小学生作业内容的异同

**七：任务：**

**Unit 1:**以小组为单位，举办“Photo show”活动

**Unit 2:**在全班或全校开展“Photo show”活动

**教学内容分析：**

本模块的话题是家庭生活活动，谈论正在发生的事情和正在进行的动作。

Unit 1的课文情境是Sam放学回家后，Ms Smart督促他做作业、打扫房间。过了一会儿，Amy偷偷告诉Ms Smart并没有在做作业，也没有打扫房间。Sam在做什么呢？Amy不肯告诉Ms Smart，于是Ms Smart要去看个究竟。原来今天是Ms Smart的生日，Sam为她做了一张生日贺卡，Ms Smart很感动。将贺卡送给妈妈后，Sam开始打扫房间。

Unit 2 的课文情境是Ms Smart文Amy是否在做作业，Amy回答说自己在做作业，可是Ms Smart发现Amy明明在画画，Amy告诉妈妈，这是科学课布置的作业。

本模块的学习重点是“Are you doing…?Is he doing…?”结构及其回答。由于学生已经非常熟悉“Are you…?Is he…?”结构，而且在小学的英语学习中，这两种结构处于同一认知层面，教师不必再小学阶段特别强调这两种结果的差异，只要求学生理解并能运用“Are you doing…?Is he doing…?”即可。

本模块的课文涉及“学生作业”这一话题，建议引导学生围绕“你最喜欢的英语”和“你最不喜欢的英语作业”等话题展开主题讨论。教师可参考讨论结果来设计和布置英语作业。

**教学过程：**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title** | **Module 3 Unit 1 Sam isn’t tidying his room .** | | |
| **Teaching aims** | 1. Get students to grasp a new dialogue and some new words  2.Can discuss at affair or actions that take place | | |
| **Difficult**  **＆**  **important**  **points** | 1.Key words:“tidy room homework secret card”.  2. Help students grasp the key sentences:  Sam isn’t tidying his room.  Is he doing his homework? No, he isn’t. | | |
| **Teaching method** | Listen find; listen and point then say; game | | |
| **Teaching tools** | Radio, cards, picture, | | |
| **Teaching**  **process** | **Teacher’s activity** | **Students’ activity** | **Additional** |
| **Warm-up**  **& lead-in** | **I. Warming up and Revision**  1.Say“hello” to children  2.Sing a song“ I’m listening to music”.  3.Review the present tense of the verbs.  **II. Leading-in**  Show a picture of Sam tidying his room and ask students:  What’s Sam doing? Is he reading? Now, let’s listen and look. | 1.Say“hello”to teacher  2.Sing together  3.For example:  play---playing listen---listening  Open their books and take a look, then answer the questions.  No, he isn’t. |  |
| Presentation | Listening& reading Activities   1. Play the recorder.   2.Play and repeat the question.  3. Show a picture about actions(listening to the radio) and ask:  Is he doing his homework?  Is he listening to the radio? | 1. listen and point  2. Sam is tidying his room.  3.Look and answer:  No, he isn’t.  Yes, he is.  4.Look and answer:  Yes, he/she is.  No, he/she isn’t. |  |
| Practice | Do some exercise  Show some picture his homework?......  IV:Further Development  1.Do the SB Activity Book.  2.Make a dialogue with“Is he/she ?Yes, he/she is. No, he/she isn’t.  3.Act the dialogue about the text. | Look and answer:  Yes, he/she is.  No, he/she isn’t.  1.Do and check  2. Work in pairs  3. Act as roles |  |
| **Production** | 1.Trace and match. Then say.  2.now point, ask and answer.  3.Look and answer | The students take turns to read the sentences and the other person point to the picture. |  |
| **Homework** | 1、Encourage the students to practice the drills after class.  2、Copy the new words 4 times.  3、Read the text 2 times. | | |
| **Blackboard design** | | | |
|  | | | |
| **Feedback** |  | | |

**模块小结**

**Module 4 Telephone**

**教学目标：**

1. **情感态度：**

积极参与各种课堂学习活动，乐于在游戏中学习英语，逐步把兴趣转化为稳定的学习动机。

1. **语言知识目标：**

**1.功能：**询问正在发生的事情。

**2.语法：全体学生能运用：**What are you doing?What’s he doing?

**3.词汇：全体学生能够理解：**call,noise,drink,talk,stone,five-stones,behind,

hide,seek,hide-and-seek

**全体学生能运用：**drink,talk,behind

**部分学生能运用：**call,noise,drink,talk,stone,five-stones,hide,seek,

hide-and-seek

**4.语音：**学习“What are you doing？”的语音语调特征。

**三：语言技能目标：**

**1.听：全体学生能听懂：**What are you doing?What’s he doing?

**2.说：全体学生能说：**What are you doing?What’s he doing?

**3.读：全体学生能认读**：drink,talk,behind

**部分学生能认读**：call,noise,drink,talk,stone,five-stones, hide,seek,

hide-and-seek

**4.写：**全体学生能拼写2-3个自选单词

**四：运用：**

全体学生能运用“What are you doing?What’s he doing?”询问正在发生的事情

**五：学习策略：**

通过熟知的游戏学习英语，注意观察生活中常见的和媒体经常使用的简单简单英语

**六：文化意识：**

感知“five-stones”等中外游戏，初步了解中外文化异同

**七：任务：**

**Unit 1:**通过观察动作，猜测同伴在做什么，并使用疑问句来确认

**Unit 2:**参与简笔画猜画比赛，用所学句型询问简笔画内容。

**教学内容分析：**

本模块的话题是询问正在发生的事情。

Unit 1的课文情景是Lingling给Amy打电话，听到电话里传来了噪音，就问Amy是否在和饮料或吃东西，Amy说自己没有喝饮料也没有吃东西，Lingling问Amy到底在做什么，Amy半开玩笑似地说在和她说话。Lingling问听到的是什么声音，Amy才告诉Lingling，是Tom在玩小火车呢。

Unit 2 的课文情境是Ms Smart向Daming询问Lingling和Amy在哪里，在做什么，Daming说他们在玩五石游戏。Ms Smart又问起Sam，Daming告诉Ms Smart，Sam藏在树后面，正和自己玩捉迷藏呢。五石游戏、捉迷藏等是小学生非常喜欢的游戏，学习这一单元时，教师可以适当拓展，向学生介绍一些外国小朋友喜欢的游戏。

本模块的学习重点是“What are you doing？”结构，这一结构难度不大，教师的教学重点可以放在培养学生的综合语言运用能力上。

本模块的任务是观察他人画画，然后根据画出的局部猜测并询问所画内容。这类活动有助于发挥学生的想象力，促进学生心智发展，建议尽可能请全体学生参与这一活动。

**教学过程：**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title** | **Module 4 Unit 1 What are you doing ?** | | |
| **Teaching aims** | Student can use the present continuous tense to describe their own or others’ behaviors. | | |
| **Difficult**  **＆**  **important**  **points** | The words and phrases about peoples’ behavior (singing, playing football, listening to the radio, talking, writing, eating…)  The sentence pattern (He\She is writing… ) | | |
| **Teaching method** | Listen, point and say  Play games | | |
| **Teaching tools** | Pictures recorder and cards. | | |
| **Teaching**  **process** | **Teacher’s activity** | **Students’ activity** | **Additional** |
| **Warm-up**  **& lead-in** | **I. Warming up and Revision**  Teacher guide the students to do some TPR activities.  Teacher can say: “playing football!”  Teacher can also give the chance to some certain student to be the guide.  Such a procedure is used to make the atmosphere live.  Teacher can divide the students into several groups and guess.  Teacher holds the pictures (singing) and face to the  2、Sing the happy song  **II. Leading-in**  1. Show some pictures. | Students do the action of playing football.  Students do the actions and teacher asked them questions.  Sing a song |  |
| **Presentation** | 1.Teacher guide the students to review all the verbs----swimming, jumping, walking, reading…  Teacher should pay more attention to their intonation.  2.Teacher can guide the students to play a jigsaw game. Give them some pictures to different students, and they should put the parts into a whole during the shortest time. And then teacher asks them questions.  3.Teacher pretends to be mysterious and asks the  students whether they want to know what Amy and lingling are doing.  Do you want to know what lingling and Amy are doing now?  Let’s have a look | Ss open their books, and listen to the tape carefully.  Answer these questions what teacher gives.  Read the text together. |  |
| **Practice** | 1.For the first time, teacher can put up the pictures on the blackboard and asks the students to listen to the whole text.  2. For the second time, teacher asks the students to open the books and point to the sentences while they are listening.  Teacher writes the sentence---“What are you doing” in the blackboard and colors it red.  Meanwhile teacher guides the students to find out the similar sentences. What are you doing?  What is he doing?  What is that noise?  Then teacher explains the text sentences one by one by the form of asking and answering questions. | students should underline the new sentence pattern and try to guess the meaning of these new sentences according to the context.  Students try to guess the meaning of these sentences based on the text contents. |  |
| **Production** | 1.Trace and match. Then say.  2.now point, ask and answer.  3 listen and match.  4.Look and answer. | The students take turns to read the sentences and the other person point to the picture.  The students say the sentences as quickly as possible. |  |
| **Homework** | 1、Encourage the students to practice the drills after class.  2、Copy the new words 4 times.  3、Read the text 2 times. | | |
| **Blackboard design** | | | |
|  | | | |
| **Feedback** |  | | |

**模块小结**

**Module 5 Games**

**教学目标：**

1. **情感态度：**

乐于运用英语开展捉迷藏等游戏，体验学习的乐趣。

1. **语言知识目标：**

**1.功能：**描述正在发生的事情和谈论正在进行的活动。

**2.语法：全体学生能运用：**Lingling is skipping. What are the kids playing?

**3.词汇：全体学生能够理解：**skip,hurry up,late,sad,no,those,clap,game,clapping

game,well,kid,catch,of course

**全体学生能运用：**skip,late,sad,no,game,kid

**部分学生能运用：**hurry up,those,clap,clapping game,well,catch,

of course

**4.语音：**进一步学习现在进行时态语句的语音语调

**三：语言技能目标：**

**1.听：全体学生能听懂：**Lingling is skipping. What are the kids playing?

**2.说：全体学生能说：**Lingling is skipping. What are the kids playing?

**3.读：全体学生能认读**：skip,late,sad,no,game,kid

**部分学生能认读**：hurry up,those,clap,clapping game,well,catch,

of course

**4.写：**全体学生能拼写2-3个自选单词

**四：运用：**

全体学生能运用“What are…playing?”询问他人正在进行的活动

**五：学习策略：**

通过动作帮助理解和单词，将词语与相应事物建立联系。

**六：文化意识：**

了解捉迷藏等中外小朋友都在玩的游戏，初步注意到中外文化的异同

**七：任务：**

**Unit 1:**通过看图片或照片描述学校运动会的活动，在组内选拔学校电视台小记者候选人

**Unit 2:**绘制某集体活动的照片或是展示照片，根据图画或照片进行现场报道，全班评选学校电视台小记者

**教学内容分析：**

本模块的话题是描述正在发生的事情和谈论正在进行的活动。

Unit 1的课文情境是Amy看到Fangfang一个人坐在台阶上，没有和大家玩耍，就问她是不是不高兴。Fangfang说她没找到人一起玩，因为大家都在忙于各自的活动：Lingling在跳绳,Daming和Sam在捉迷藏，还有两个女生在玩拍手游戏。Amy问Fangfang是否喜欢玩拍手游戏，Fangfang说喜欢，于是她们就高兴地玩起了拍手游戏。这篇课文旨在培养学生友爱互助的品质。

Unit 2 的课文情境是两个男孩在聊天，其中一人问另一个小伙伴们在玩什么游戏，另一个人告诉他，他们在玩追认游戏。第一个人又问可不可以加入他们，随后得到了肯定的回答。

本模块涉及的游戏的英文名称，我们在前一模块的教学提示中曾经介绍过，如果教师在前一模块的教学中已经提到这些游戏名称，在开展本模块教学时可以制作一张词汇表，帮助学生回顾这些游戏的名称。

在这个模块中，“be doing”结构用于说明、介绍现场正在发生的事情，这种结构在新闻报道中经常出现。而这一模块的任务就是对学校的各项活动进行报道。这个任务与学生的现实生活联系紧密。教师也可以适当拓展，请学生报道其他活动，如课间操、升旗仪式等。

Module5unit1Lingling is skipping. 翟任和

教材分析：

我校选用的的英语教材是外语教学与研究社出版的《新标准小学英语》，第四册第5模块的Unit1，本课的教学内容是描述正在发生的事情和谈论正在进行的活动。学生能在实际情景中用现在进行时描述正在发生的事情。要求学生在认读本课词汇以及句型的基础上能够将本课句型运用到实际生活当中。

设计理念:

依据新英语课程标准的精神，遵循“为用所学，在用中学”的原则，本课的教学内容与学生的日常生活联系密切，帮助学生在情境中运用所学内容，易于激发学生的学习兴趣，培养留心观察周围事物的习惯。

|  |  |  |  |
| --- | --- | --- | --- |
| 授课内容：Module5unit1Lingling is skipping. | | | |
| 教学内容与目标：  课文情境是Amy看到Fangfang 一个人坐在台阶上，没有和大家玩耍，就问她是不是不高兴。Fangfang说她没有找到人一起玩，因为大家都在忙于各自的活动；Ling在跳绳，Daming和Sam在捉迷藏，还有两个女生在玩拍手游戏。Amy问Fangfang是否喜欢玩拍手游戏，Fangfang说喜欢，于是她们就高兴的玩起了拍手游戏。  一．语言知识目标  （1）在具体的情景中描述正在发生的事情和谈论正在进行的活动。  （2）部分学生能在情景中运用sb is doing…的结构。  全体学生能理解课文对话所表达的含义，进而理解课文主情景中包含的单词skip，hurry up，late，sad，no，those，clap，game，clapping game，部分学生能在实际情境中运用这些单词表达。  二．语言技能目标  全体学生能听懂并表达：Lingling is skipping。  全体学生能认读并运用：skip，late，sad，no，game；  部分学生能认读并运用：hurry up，those，clap，clapping game，进而在特定情景中运用单词表达描述他人正在进行的活动  三．情感态度目标  乐于运用英语开展捉迷藏游戏，体验学习的乐趣。  四．学习策略目标  运用动作帮助理解和记忆单词，将词语和相应事物相连。  五．文化意识目标  了解捉迷藏等中外小朋友都在玩的游戏，初步注意到中外文化的异同。 | | | |
| 教学重点：  1.全体学生能听懂故事情景，并讨论课文小主人公们正在进行的活动。  2.重点词汇方面skip、late、sad、no需要全体学生能够听懂会说能认读能运用。  词汇hurry up. those. clap, clapping game.等词要求学生能够听懂理解即可。  教学难点：  1.基本掌握本单元的单词和句型，能在实际生活中灵活运用。  2.掌握现在进行时。 | | | |
| 课时：一课时 | | | |
| 教具准备：课本，单词卡片，词条，CD | | | |
| Teaching procedure | Teacher’s activity | Students’activity | Purpose |
| Step1 Warming-up | 1. Ask students sing songs and greet each other. 2. Play a game.(tT gives Ss order)   Listen Activity1 for first time.  T: Look! They are playing clapping games.  3 T: Boys and girls don’t be late for school.  4. T: Now, let’s play together. (Listen and clap, try to clap.)  5. Let’s play together. | 1.sing songs | 通过师生间热情地问好和亲切地谈话，孩子们会消除畏惧心理，而且会对自己的本节课树立信心。 |
| Step2 Presentation | 1 T: Are you happy now?  T: But someone is not happy. Let’s see.  T shows the picture of Fangfang.  T: Who is not happy?  (Tshows 2 pictures to help Ss understanding the meaning of “sad”)  Ss: Fangfang.  T: Yes, Fangfang is sad.  2.T: Why is Fangfang sad?  Ss: No one is playing with Fangfang.  3.T: Who else can you see in the story?  4. T：Here is a piece of paper for you. Please finish it with team members.  5. Check the answer and teach the words. | Listne and watch the flash first time.  Ss: Yes/No.  Listen and watch again.  Listen and watch for third time and Ss can follow the tape softly. | .进入课文学习前让学生仔细观察图，提出问题，让学生带着问题去听听力，有目的性。  进一步提出问题深入理解文本。  通过小组合作的方式完成学案，在图文匹配的过程中学习文本。 |
| Step 3 Practice | 1. Play the games. 2. Listen and imitate. 3. Ask students to read the text with books. 4. Read in roles. | Follow the flash  Pay attention to the pronunciation  Read in groups  Read together. | 在游戏中体会新词感受词汇，建立词汇与意义的对等意识。 |
| Step4 Production | 1. Act it out. 2. Making a report. |  | 通过对文本的演绎，增强学生的学习兴趣同时也能帮助学生进一步感知英语语言。 |
| Homework | Read the text. |  |  |
|  | | | |
| 教学反思： | | | |

Module5uint1 Lingling is skipping.文本解读

本次执教的是外研社出版的《新标准英语》一年级起点第四册第五模块第一单元的Lingling is skipping. 课文情境是Amy看到Fangfang 一个人坐在台阶上，没有和大家玩耍，就问她是不是不高兴。Fangfang说她没有找到人一起玩，因为大家都在忙于各自的活动；Ling在跳绳，Daming和Sam在捉迷藏，还有两个女生在玩拍手游戏。Amy问Fangfang是否喜欢玩拍手游戏，Fangfang说喜欢，于是她们就高兴的玩起了拍手游戏。

此文本内容是一个学生日常很容易遇到的生活场景，基于此学习“be+doing” 结构学生更易于接受，并且真正从语用角度提供给学生一个范本。本模块旨在描述正在发生的事情和谈论正在进行的活动。”be doing”结构用于说明、介绍现场正在发生的事情，这种结构在新闻报道中经常出现。在课堂教学中教师应以文本的情景为核心，向外发散创设相类似的情景，而越是真实贴近学生生活的情景越能激起学生使用语言的欲望，因此教师可以选取孩子课间活动，升旗仪式或者运动作为情景，而让学生已校园广播小记者的身份去描述现场，让情景变得真实有趣。

本课在第四册的学习处于中间位置，既对前面所学知识进行了巩固和拓展，又为以后的学习做了铺垫。 本文简单介绍几个游戏的说法，以及描述别人正在什么游戏。学生在本课学习几种简单游戏的英文名称如skip，hide, seek等，教师也可以适当加入个别常见的游戏名称如catch, 为他们以后学习描述别人正在进行的活动打下基础。乐于参与游戏是孩子的天性，因此还可以以文本的游戏有基点提出“game”这个话题，通过大量的图片甚至是视频等，简单对比中西方学生课间游戏的种类，并且可以带着学生在课堂上简单模仿游戏，活跃课堂气氛，调动孩子学习积极性。 同时让学生初步注意到中外文化异同。还能结合实际引导学生课间文明玩耍，互帮互助。

当然综合现在的实际情况，很多孩已经或多或少的接触了些英语，已经模糊的掌握了一些游戏的说法，因此重点强调读音的正确和熟练区分。

其次, 从标题Lingling is skipping中可以很容易捕捉到本节课的语言重点即be+doing 结构，这个结构看似简单实则对于刚接触语法项目的二年级孩子来说比较困难，首先在be动词的选择方面就是一个难点，因此在这方面教师可通过图片和大量示例帮助孩子区分is 和are。

低段孩子的形象思维较好，教师要充分利用这一点，引导学生从插图出发，首先观察故事发生的时间地点，这些都可以通过插图直观的看到，让学生体会现在进行时语言点运用的真实情景。并且观察人物的表情变化，比如Fangfang的眼睛从开始到最后结束的变化，引导学生通过表情变化体会人物情绪的变化，能更好的帮助孩子在模仿朗读环节把握语音语调的变化。而且在低段英语学习中这些表情和声音的变化对形象思维较好的二年级学生来说也是一种良好的学习技能和学习策略。

接下来从重难点方面来看。分析文本之后不难发现.Lingling is skipping. 2. Daming and Sam are playing hide-and-seek 。 3.Those girl are playing clapping games. 这几组带有be+doing结构的句子即为重点句型，在教学时应重点处理，让学生能够恰当的选择is和are，明白动词加ing后的音、型的变化，并且学生能运用该结构能和他人谈论某人正在做某事。

重点词汇方面skip、late、sad、no需要全体学生能够听懂会说能认读能运用。词汇hurry up. Those. Clap, clapping game.等词要求学生能够听懂理解即可。

文章中出现长难句子的如“Do you like clapping games?” “Let’s play games together.“no one is playing with me.”Daming and Sam are playing hide-and-seek Those girl are playing clapping games.等句子的发音教师预测孩子首先在模仿朗读存在一定难度，因此教师在模音环节需要引导学生尝试断句练习，帮助孩子建立起根据意群停顿的意识，为今后学生的自主学习打下良好的基础，并且给学习有困难的学生提供更多训练巩固的机会。此外长句子中动词加ing的发音一些孩子听不到，因此可以让学生当听到ing时拍手重复，锻炼学生听力，提高孩子的辩音能力，才能促进学生正确发音，从而逐步运用语言。

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| **Title** | Module 5 Unit 2 What are the kids playing? | | |
| **Teaching aims** | 1 learns to say the new words: catch.  2 Practice and say “what are doing? We’re playing catching.. ”  3. They can listen and repeat the story | | |
| **Difficult**  **＆**  **important**  **points** | They can use and say the structure: what are you doing? They’re….”  Listen and repeat the story. | | |
| **Teaching method** | Listen find; listen and point then say; game | | |
| **Teaching tools** | Tape, cards . , stickers , ect. | | |
| **Teaching**  **process** | **Teacher’s activity** | **Students’ activity** | **Additional** |
| **Warm-up**  **& lead-in** | **I. Warming up and Revision**  1.Greetings. What are you doing? They’re …..  2. Write these words on the board.  Singing, playing, running, skipping, games, sad.  Have the students clap out the number of syllables in each word.  Ask the students if they see a pattern with syllables and ‘-ing’ words.  2、Sing the happy song  3. Revision :What are you doing? They’re …..  **II. Leading-in**  1. Show some pictures. | Ss answer these questions.  Sing a song |  |
| **Presentation** | 1.Listen and repeat.  Divide the class into two groups. Group 1 must  stand up when boy 1 speaks. Group 2 must stand up when boy 2 speaks.  Play the dialogue and a  each boy speaks, thecorrect group must stand up and then sit down. You  will need t pause the tape to allow time for each group  to do this.  Now tell the students to read out the dialogue. Group 1 reads the part of boy 1 and group 2 reads the part of boy 2.  2.Look, ask and answer.  Point out that ‘we’re’ is a contraction of ‘we’ plus ‘are’. Remind the students of other contractions they know. | Ss open their books, and listen to the tape carefully.  Answer these questions what teacher gives.  Group 1: what are you playing?  Group 2: we’re playing catch.  Read the text together. |  |
| **Practice** | 1. look and circle.  Call out an action from one of the pictures. The student have to point to the correct picture and make up a sentence.  2. draw and say.  Draw a very simple picture on the board. Use stick figures to show that one child is walking and two children are talking. Give the characters’ name. | S : circle and draw. |  |
| **Production** | 1.Trace and match. Then say.  2.now point, ask and answer.  3 listen and match.  4.Look and answer. | The students take turns to read the sentences and the other person point to the picture.  The students say the sentences as quickly as possible. |  |
| **Homework** | 1、Encourage the students to practice the drills after class.  2、Copy the new words 4 times.  3、Read the text 2 times. | | |
| **Blackboard design** | | | |
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| **Feedback** |  | | |

**模块小结**

**Module 6 Routines**

**教学目标：**

1. **情感态度：**

乐于参加英语学习活动，能够介绍自己的日常活动。

**二、语言知识目标：**

**1.功能：**谈论日常生活以及当前行为不同以往的变化。

**2.语法：全体学生能运用：**I usually ride my bike.But I’m not riding it today.My grandma usually cooks.But today she’s not cooking.

**3.词汇：全体学生能够理解：**usually,us,ride,thing,ill,cook,her,goshopping,

kitchen

**全体学生能运用：**us,ill,her

**部分学生能运用：**usually,ride,thing,cook,go shopping,kitchen

**4.语音：**感知“usually”的发音

**三：语言技能目标：**

**1.听：全体学生能听懂：**I usually ride my bike. My grandma usually cooks.

**2.说：全体学生能说：**I usually ride my bike. My grandma usually cooks.

**3.读：全体学生能认读**：us,ill,her

**部分学生能认读：**usually,ride,thing,cook,go shopping,kitchen

**4.写：**全体学生能拼写2-3个自选单词

**四：运用：**

全体学生能运用所学英语参与调查

**五：学习策略：**

能够理解一般现在时与现在进行时的语义差别，并对所学内容进行比较归纳

**六：文化意识：**

初步感知中餐和西餐的区别

**七：任务：**

**Unit 1:**用照片向小组同学介绍自己在周末经常从事的活动以及这个周末不同于以往的活动

**Unit 2:**调查小组成员周末经常从事的活动和这个周末不同于以往的活动，制成表格向全班展示。

**教学内容分析：**

本模块的话题是谈论日常活动以及当前行为不同以往的变化。

Unit 1的课文情景是一段家庭趣味录像。Daming在录像里说，星期日通常都打篮球、骑自行车、做作业，但Daming的爸爸在录像里说，今天是星期日，Daming并没有像往常一样做这些事情，因为Daming今天病了，要卧床休息。

Unit 2 的课文情境是一位小朋友的日记。小朋友在日记中这样描述：平常都是奶奶做饭、购物，但今天奶奶没做这些事。今天是小朋友自己在做饭，爸爸在购物。为什么呢？原来今天是奶奶的生日。

本模块的学习重点是一般现在时和现在进行时的比较，这一内容对小学二年级学生而言有些复杂，所以教师在讲授课文时不需要做任何语法解释，进行语境训练即可。

本模块的任务是介绍自己在周末经常从事的活动以及这个周末不同于以往的变化。学生在介绍时可以用照片进行说明，教师爷可以建议有条件的学生像课文中那样，用录像进行说明，因为录像给学生留下的印象更加深刻，可以加深学生对一般现在时和现在进行时的语用特征的理解和记忆，并强化学生的语言运用能力。

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| **Title** | **Module 6 Unit 1 I usually play basketball.** | | |
| **Teaching aims** | Students can use the sentence patterns to compare their daily behavior to the present behavior. | | |
| **Difficult**  **＆**  **important**  **points** | The usage of “usually”: It’s a adverb which stands for present tense.  I usually help my father. But he is not helping me today. | | |
| **Teaching method** | Listen find; listen and point then say; game | | |
| **Teaching tools** | Tape, cards . , stickers , ect. | | |
| **Teaching**  **process** | **Teacher’s activity** | **Students’ activity** | **Additional** |
| **Warm-up**  **& lead-in** | **I. Warming up and Revision**  1.Teacher and the students greet each other passionately.  2.Teacher can plays the tape to students and guide them to review the poem learned in the last lesson  3. Teacher can also divide the students into two groups and let them play their own part.  Teacher can guide the students to ask and answer quickly.  2、Sing a song .  **II. Leading-in**  1. Show some pictures. | Ss answer these questions.  Students read and do the action.  S1: I am watching TV. What are you doing?  S2: I am playing with my car. What are you doing?  Sing a song |  |
| **Presentation** | 1.Teacher can introduce her own daily life to the  students, such as “I usually draw”. “I usually watch TV”, then she can show them some photos to make the students know more about her life. Finally teacher can explain to them that this time it is totally different, such as “But now I am not drawing, I am watching TV”.  2. For the next time, teacher can create a context: “Do you know Da Ming?” He has many activities at the weekend. But today he does a different thing. Do you know why? Let’s have a look.  Firstly teacher puts up the pictures on the  blackboard and plays the tape to the students. They look at the pictures carefully and listen what D Ming and his father do at the weekend at their home.  3. For the second time, Teacher should write the phrases on the blackboard, first let the students guess their meaning, and then teacher can explain to them. Next correct their pronunciation. | Ss open their books, and listen to the tape carefully.  Answer these questions what teacher gives.  students open their books  and underlined the phrases.  Read the text together. |  |
| **Practice** | Teacher can play Simon says to help students  enforce the phrases. If teacher says “play footballs”.  When students are doing the action, teacher can point to one of them and ask him: “What do you usually do?” He uses the sentence pattern to answer. Then teacher can ask the other students:  He is not playing basketball today. He is playing football.” | students won’t do. If Simon says “play footballs”, they should do the action.  Students can say: “No, |  |
| **Production** | 1.Trace and match. Then say.  2.now point, ask and answer.  3 listen and match.  4.Look and answer.  5. Teacher shows them the CAI, students read after them and try to imitate authentically. | The students take turns to read the sentences and the other person point to the picture.  The students say the sentences as quickly as possible. |  |
| **Homework** | 1、Encourage the students to practice the drills after class.  2、Copy the new words 4 times.  3、Read the text 2 times. | | |
| **Blackboard design** | | | |
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| **Feedback** |  | | |

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| **Title** | **Module 6 Unit 2 My grandma usually cooks.** | | |
| **Teaching aims** | Students can use the sentence patterns to compare their daily behavior to the present behavior. | | |
| **Difficult**  **＆**  **important**  **points** | The usage of “usually”: It’s a adverb which stands for present tense.  I usually help my father. But he is not helping me today | | |
| **Teaching method** | Listen find; listen and point then say; game | | |
| **Teaching tools** | Tape, cards . , stickers , ect. | | |
| **Teaching**  **process** | **Teacher’s activity** | **Students’ activity** | **Additional** |
| **Warm-up**  **& lead-in** | **I. Warming up and Revision**  1 Teacher and students greet each other warmly.  Teacher uses diverse forms to review the  song, clapping hands or stamping feet while they are singing.  2、Sing a song.  **II. Leading-in**  1. Show some pictures. | Ss answer these questions.  Sing a song |  |
| **Presentation** | 1. Teacher writes some verbs on the blackboard and lets students practice in such a way.  Play foot plays football  Listen to music listens to music  Teacher can guides them to play a game. One  student stands in front of the classroom, turn back to the students and begin to clap her hands. Meanwhile students pass the flowers one by one. When teacher stop clapping, the student who has flowers in the hands should say a sentence-----I usually draw a picture. Practice all the phrases in the same way. | Ss open their books, and listen to the tape carefully.  Students practice the phrases with their partners.  Students play the game.. |  |
| **Practice** | Teacher can use the computer to show students a big chart about Amy and Sam’s weekend activities. The students can be divided into two groups.  Thus they can have a competition. The sentence patterns should be “She usually does her homework. But now She is drawing a picture.” The more sentences they speak out, the more reward they will be given.  Teacher can take out a photo and describe it to  the whole class.: “My mother usually cleans the house on Sundays, but now she isn’t cleaning the house. She is watching TV. I usually play on Sundays, but now I am not playing. I am cleaning the house. Today is mother’s day. | students should be clear about the different activities the girl had this weekend after listening for two times.  For the second time, students must underline  the sentences describing the things she does at her spare time and the very ones she is doing now.  Students read after the tape and try to imitate authentically.  Then the whole class practices the passages in groups. |  |
| **Production** | 1.Trace and match. Then say.  2.now point, ask and answer.  3 listen and match.  4.Look and answer. | The students take turns to read the sentences and the other person point to the picture.  The students say the sentences as quickly as possible. |  |
| **Homework** | 1、Encourage the students to practice the drills after class.  2、Copy the new words 4 times.  3、Read the text 2 times. | | |
| **Blackboard design** | | | |
| **Feedback** |  | | |

**模块小结**

**Module 7 Children’s Day**

**教学目标：**

1. **情感态度：**

积极参加节日庆祝活动

**二、语言知识目标：**

**1.功能：**介绍节日活动，谈论正在进行的活动

**2.语法：全体学生能运用：**It’s Children’s Day today.We are having a picnic.

**3.词汇：全体学生能够理解：**Children’s Day,TV,play,say,poem,dragon,dragon dance,picnic,family,beach

**全体学生能运用：**Children’s Day,say,family,picnic

**部分学生能运用：**TV,play,poem,dragon,dragon dance,beach

**4.语音：**感知节日新闻报道的语音语调

**三：语言技能目标：**

**1.听：全体学生能听懂：**It’s Children’s Day today.We are having a picnic.

**2.说：全体学生能说：**It’s Children’s Day today.We are having a picnic.

**3.读：全体学生能认读**：Children’s Day,say,family,picnic

**部分学生能认读：**TV,play,poem,dragon,dragon dance,beach

**4.写：**全体学生能拼写2-3个自选单词

**四：运用：**

全体学生能运用“It’s Children’s Day.”谈论节日；运用“We’re having a picnic.”谈论正在进行的活动

**五：学习策略：**

乐于参加表演活动，积极运用所学英语进行表达和交流

**六：文化意识：**

通过了解英语国家庆祝儿童节的异同，初步了解中外文化差异

**七：任务：**

**Unit 1:**制作班级或个人的“快乐档案”

**Unit 2:**展示制作完成的“快乐档案”，向全班学生讲解

**教学内容分析：**

本模块的话题是介绍节日活动，谈论正在进行的活动。

Unit 1的课文情景是学校电视台小记者Xiaohu正在儿童节现场进行报道。他看到大家都在兴高采烈地参与节日庆祝：Daming在表演话剧，他扮演的是“小红帽”故事中的大灰狼；Lingling在唱歌；Sam在朗诵诗歌；Amy在跳舞；还有一群学生在表演舞龙。

Unit 2 的课文情境是小朋友Fangfang向大家介绍自己一家人活动的照片。Fangfang介绍说照片上他们一家人在海边野餐，天气不错，晴朗又温暖。爸爸在放风筝，妈妈在吃东西，奶奶在休息，她自己则在画画。

本模块的学习重点是“be doing”的运用。

本模块内容是介绍的活动，教学时间与儿童节相同或者接近，建议教师充分利用儿童节的时机，鼓励学生积极参与儿童节的活动，并将学生参与活动的过程用照片或者视频记录下来，发布到学校网站或者班级博客上。这样可以把学习任务与学生的真实生活很好地结合起来，促进学生综合语言运用的能力发展。

**教学过程：**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title** | **Module 7 Unit1 lt’s children’s day today..** | | |
| **Teaching aims** | 1 learns to say the new words: children’s day, play, some, say, poem, class.  2 Practice and say “damming is doing a play with some children. Jingling is singing a song.  3. They can listen and repeat the story. | | |
| **Difficult**  **＆**  **important**  **points** | They can listen and repeat the story.  They can say and practice talking about a festival. | | |
| **Teaching method** | Listen find; listen and point then say; game | | |
| **Teaching tools** | Tape, cards . , stickers , ect. | | |
| **Teaching**  **process** | **Teacher’s activity** | **Students’ activity** | **Additional** |
| **Warm-up**  **& lead-in** | **I. Warming up and Revision**  1.Greetings.  On the board write the following sentences beginnings and complements.  2.Damming is doing… a poem.  Tingling is singing… a play  Sam is saying… dancing.  Amy is a song.  2、Sing the happy song  **II. Leading-in**  1. Show some pictures. | Ss answer these questions.  the students to work in pairs.  Have them look at thesentence beginnings and endings and guess which beginnings go with which endings. There are clues in the sentences structures if they look carefully.  Sing a song |  |
| **Presentation** | 1. Listen, point and find ‘-ing’. Tell the students that you are going to describe different pictures and they have to listen and point to the correct ones.  T: Sam is saying a poem.  T: damming is doing a play with some children.  Now tell the students to work in pairs。  2. Read the text together. | Ss open their books, and listen to the tape carefully.  Ss: point to Sam saying a poem.  Ss: point to damming the play.  Tell the students to work in pairs. One students describe a picture and the other students to it.  Answer these questions what teacher gives.  Read the text together. |  |
| **Practice** | Ask the students about the things they do on children’s day and write their ideas on the board.  Examples  Say poems sing song play games eat cakes dance  Invite five students to the front. Tell them to imagine it is children’s day. Have them an activity that they might do on children’s day.  Now indicate individual students who are doing the mimes and ask the class, ‘what is he/she doing?’ | S1: mimes singing a song.  S2: he/she’s singing.  S2: mimes eating.  Now indicate individual students who are doing the mimes and ask the class, ‘what is he/she doing?’  The class can answer or you can have individual students respond. |  |
| **Production** | 1.Trace and match. Then say.  2.now point, ask and answer.  3 listen and match.  4.Look and answer. | The students take turns to read the sentences and the other person point to the picture.  The students say the sentences as quickly as possible. |  |
| **Homework** | 1、Encourage the students to practice the drills after class.  2、Copy the new words 4 times.  3、Read the text 2 times. | | |
| **Blackboard design** | | | |
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| **Feedback** |  | | |

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| --- | --- | --- | --- |
| **Title** | **Module 7 Unit 2 We’re having a picnic.** | | |
| **Teaching aims** | 1 learns to say the new words: picnic, fly, sleep.  2 Practice and say “ we’re having a picnic. My father is flying a kite.  3. They can sing the song. ‘it’s children’s day. | | |
| **Difficult**  **＆**  **important**  **points** | They can listen and repeat the story.  They can say and practice talking about a festival. | | |
| **Teaching method** | Listen find; listen and point then say; game | | |
| **Teaching tools** | Tape, cards . , stickers , ect. | | |
| **Teaching**  **process** | **Teacher’s activity** | **Students’ activity** | **Additional** |
| **Warm-up**  **& lead-in** | **I. Warming up and Revision**  1. Greetings.  2. Extension activity 2  Have the students work in pairs and write a list of five important items to take on a picnic.  Examples  Chicken rice noodles cola forks  Now put the students in groups of four or six. Each pair has to compare their list with the other pair or pairs. They should look at the things that are same and the things that are different.  Choose one person from a group to stand up and talk about the differences in the lists.  2、Sing the happy song  **II. Leading-in**  1. Show some pictures. | Ss answer these questions.  Sing a song |  |
| **Presentation** | 1. listen and repeat.  Divide the class into groups that represent the characters in this typescript, one of the groups is Tingting and another groups is father.  Examples  Tape: my name’s Tingting.  Tingting groups (stand up and sits dowm)  Tape: my father is flying a kite.  Father group (stand up and then sits down.)  Now explain that you going to play the tape again  When the students hear the name of their groups, they must stand up but this time they do the appropriate mime to show what their character is doing, eating, sleeping, flying a kite.  Play the tape one sentence at a time and pause it after each one.  2. ask and answer.  Write on the board the names of the characters. Tell the students that you are going to call out a name and the students have to say what he/she is doing. | Ss open their books, and listen to the tape carefully.  As each groups hears its character’s name’s name, the students must stand up.  Answer these questions what teacher gives.  Read the text together. |  |
| **Practice** | Listen and say. Then sing.  **Before singing the song.**  Have the students talk about their favorite children’s day activity. Ask them why they like it so much. Find out if they do this activity at any other time of the year.  **While singing the song**  Play the spoken version if the song and get the students to repeat the words.  Now play the second version 。  Now divide the class into four groups.  Have each groups sing the song once. The other groups listen. They must applaud the end of the song. If they think the group sings well, they applaud loudly if they think if isn’t very good, they can give just normal applause.  The group with the loudest applause is the winner.  **After singing the song**  Have the students look at the song and find the rhyming words.  They can work in pairs and find any rhyming words. | let the students listen to the melody or they can sing along with the music 。 |  |
| **Production** | 1.Trace and match. Then say.  2.now point, ask and answer.  3 listen and match.  4.Look and answer. | The students take turns to read the sentences and the other person point to the picture.  The students say the sentences as quickly as possible. |  |
| **Homework** | 1、Encourage the students to practice the drills after class.  2、Copy the new words 4 times.  3、Read the text 2 times. | | |
| **Blackboard design** | | | |
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| **Feedback** |  | | |

**模块小结**

**Module8**

**一、单元教学目标：**

**语言功能：**理解并学会运用带有不同副词的动词短语，并运用于描述不同的情景。

**学习任务：**理解并会运用going up / going down / going past / going through / going into / going out of / turn around / turn left / turn right / point up / point down / touch the…这些短语于语句之中。

**模块分析：**Unit 1旨在让学生学会运用不同的动词短语，结合不同时态来描述行进过程中事物的运行方向；Unit 2让学生通过看、听、说、演及各种TPR游戏或活动，来完成本单元的学习任务。在这一过程中，教师可充分利用各种学习资源，如图片，PPT演示文稿，图象资料等，让学生根据资料所提出的问题，做答；或发出不同动作指令，进行巩固练习。

**二、单元重、难点：**

描述路线和方位

The train is going up the hill. It’s going down a hill.

It’s going past a hospital.

We’re going up. We’re going down. We’re turning around.

三、**单元课时安排：**

Unit 1 The train is going up the hill. 4课时

Unit 2 The horse is turning around. 3课时

|  |  |  |  |
| --- | --- | --- | --- |
| **Title** | **Module 8 Unit1 The train is going up the hill.** | | |
| **Teaching aims** | 1.Students know the meaning of the prepositional phrases (go up, go down, go past)  2. they can use the present continuous tense to describe the position of objects. | | |
| **Difficult**  **＆**  **important**  **points** | The sentence pattern -----It’s going up \going down \going past …”  Following routs | | |
| **Teaching method** | Listen find; listen and point then say; game | | |
| **Teaching tools** | Tape, cards . , stickers , ect. | | |
| **Teaching**  **process** | **Teacher’s activity** | **Students’ activity** | **Additional** |
| **Warm-up**  **& lead-in** | 1. Greetings.  2. Review ：The song and the texts of module 8 unit2. |  |  |
| **Presentation** | 1. Listen, point. picture descriptions  Teacher can put some objects in different places, such as raising the book from a lower point to the higher position.  2. Teacher holds two pencil- boxes and makes one of them move past the other one, with the reminding of “going past.”  3. Teacher does such actions for several times and guide the students to speak out the whole sentence  4. Then teacher can invite some students to do the action and the other students practice the sentences.  5. Teacher can put up the pictures and play the tape to students. They listen carefully and answer teacher’s questions.  Where is the girl?  Where is the boy?  What’s the train doing?  Where is the girl in picture 6？  6. Teacher writes the three words on the blackboard and guides them to make more sentences with these words.  7. For the third time follow the tape and try to imitate. |  |  |
| **Practice** | 1. Teacher can draw a simple map on the blackboard. It should contain some specific objects, such as a railway station, a high mountain, some trees and a hospital.  2. First teacher samples to them. She can use her fingers to make a train. Then she can move her fingers to go up the hill, … |  |  |
| **Production** | 1. Trace and match. Then say.  2. Point, ask and answer.  3 listen and match.  4. Look and answer. |  |  |
| **Homework** |  | | |
| **Blackboard design** | | | |
|  | | | |
| **Feedback** |  | | |
| **Title** | **Module 8 Unit 2 The horse is turning around.** | | |
| **Teaching aims** | 1. Students know the meaning of the prepositional phrases (go up, go down, go past)  2. They can use the present continuous tense to describe the position of objects. | | |
| **Difficult**  **＆**  **important**  **points** | The sentence pattern It’s going up \going down \going past …  Following routs | | |
| **Teaching method** | Listen find; listen and point then say; game | | |
| **Teaching tools** | Tape, cards , stickers , ect . | | |
| **Teaching**  **process** | **Teacher’s activity** | **Students’ activity** | **Additional** |
| **Warm-up**  **& lead-in** | 1. Greetings.  Review the game in Unit 1.  2. Teacher puts some objects in different places. | Ss answer these questions.  the students to work in pairs.  Have them look at thesentence beginnings and endings and guess which beginnings go with which endings. There are clues in the sentences structures if they look carefully.  Sing a song |  |
| **Presentation** | 1. Teacher does actions.  Students try to describe.  2. Teacher invites some of the students to do the action and the rest students follow him.  3. Teacher orders the students to touch their body to see if they can have a quick respond. | Ss open their books, and listen to the tape carefully.  Ss: point to Sam saying a poem.  Ss: point to damming the play.  Tell the students to work in pairs. One students describe a picture and the other students to it.  Answer these questions what teacher gives.  Read the text together. |  |
| **Practice** | 1. Games: Simon says---going down…  Review all the phrases in such away.  2. In the middle of the game, teacher can point to one of the students and ask: “What’s she \He doing?” Next teacher can ask one group: “What are you doing?”  3. Listen to the tape and follow it. | S1: mimes singing a song.  S2: he/she’s singing.  S2: mimes eating.  Now indicate individual students who are doing the mimes and ask the class, ‘what is he/she doing?’  The class can answer or you can have individual students respond. |  |
| **Production** | 1. Trace and match. Then say.  2. Point, ask and answer.  3 listen and match. | The students take turns to read the sentences and the other person point to the picture.  The students say the sentences as quickly as possible. |  |
| **Homework** |  | | |
| **Blackboard design** | | | |
|  | | | |
| **Feedback** |  | | |

**模块小结**

Module 9 Directions

**教学目标：**

1. **情感态度：**

在课堂中积极交流

**二、语言知识目标：**

**1.功能：**问路与指路，询问居住地点

**2.语法：全体学生能运用：**Turn left.Where do you live?

**3.词汇：全体学生能够理解：**left,turn left,right,turn right,road,excuse me,straight,go straight on,lost,out,factory

**全体学生能运用：**left,turn left,right,turn right,road,excuse me

**部分学生能运用：**straight,go straight on,lost,out,factory

**4.语音：**进一步感知英语韵句的节奏

**三：语言技能目标：**

**1.听：全体学生能听懂：**Turn left.Where do you live?

**2.说：全体学生能说：**Turn left.Where do you live?

**3.读：全体学生能认读**：left,turn left,right,turn right,road,excuse me

**部分学生能认**：straight,go straight on,lost,out,factory

**4.写：**全体学生能拼写2-3个自选单词

**四：运用：**

全体学生能运用“turn left”.等语句指路

**五：学习策略：**

积极参加英语学习活动，共同完成学习任务

**六：文化意识：**

通过学习英语韵句“Left foot，right foot”，感知英语的节奏感

**七：任务：**

**Unit 1:**说明从学校到附近某地的路线

**Unit 2:**绘制从学校到自己家的路线图，并向同伴介绍

**教学内容分析：**

本模块的话题是问路与指路以及询问并介绍居住地点。

Unit 1的课文情景是Sam告诉Amy自己要去位于西湖路的Daming的家。Sam并不知道西湖路在哪里，于是他向警察叔叔问路，警察叔叔清楚的告诉他：“向前直走，然后右转，再左转。”Sam走了一会儿，还是没找到Daming的家，于是打电话问Daming，Daming告诉Sam，自己住在湖西路不是西湖路。Sam才发现自己把路名记错了。这篇课文描述的情况在现实生活中也有时发生。学习课文后，如果学生很有兴趣，教师可以请学生根据自己生活中类似的趣事编写对话或者直接陈述，以帮助学生加深对这篇文章的印象。

Unit 2 的课文情境是放学的时候Sam问Tingting住在哪里，Tingting告诉Sam自己住在苹果街，Sam又问苹果街在哪里，Tingting告诉他除了校门左转，然后直行，路过工厂，再右转，就是苹果街了。在上一单元，Sam搞错了路名，这次Sam询问了具体路线，相信如果他去Tingting家，一定不会再走错了。

本模块的学习重点是使用祈使句指路。学生在小学一年级的大量游戏活动中已经多次接触过祈使句，因此学生已经比较熟悉，在本模块只要理解了语义就能较好地运用。本模块的难点是方位词的认知与试用。学生已经掌握了汉语的方位词，而且在体育课的训练中也形成了一定的方向感，教师可以充分的韵句，并在教学中适当应用TPR活动，训练学生对英文方位的理解和运用。

这一模块不再着重复习“be doing”结构，只有少量语句运用到“be doing”。如果学生还需要进一步训练，教师可以在谈论课文或活动的图片时，请学生用“be doing”结构回答，这样既可以引动学生理解图片内容，又可以巩固“be doing”的运用。

**教学过程：**

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| --- | --- | --- | --- |
| **Title** | **Module 9 Unit 1 Turn left.** | | |
| **Teaching aims** | 1 learns to say the new words: go straight on, left, right, excuse me..  2 Practice and say “go straight on, turn right, turn left.  3. They can listen and point the story. | | |
| **Difficult**  **＆**  **important**  **points** | They can listen and repeat the story.  They can say and practice “turns left, turn right, go straight on. | | |
| **Teaching method** | Listen and repeat. Game. | | |
| **Teaching tools** | Tape, cards. | | |
| **Teaching**  **process** | **Teacher’s activity** | **Students’ activity** | **Additional** |
| **Warm-up**  **& lead-in** | **I. Warming up and Revision**  1. Greetings.  2. extension activity 1  Write the word ‘transport’ on the board and explain that it is something that will take you or carry you somewhere.  Now ask the student to think of forms of transport. Start them off by writing ‘car’ and ‘bus’ on the board.  2.Tell the students that you are going to call out the first and last letter of a form of transport and the students have to tell you what it is  **II. Leading-in**  1. Show some pictures. | Ss answer these questions.  Examples:  Train, plane,  taxi, bicycle, boat. Horse, submarine...  Ss try to say, “plane, car, bus” |  |
| **Presentation** | 1.Listen point and find ‘go straight, turn right, turns left.’  Demonstrate actions for  left, right, and straight on  Make sure the student’don’t point at one another as this would be rude.  2. T practices these actions a few times with the class.  T will call out a series of actions, getting faster and faster.  3. Now write the questions, ‘where are you going?’ on the board.  Draw Sam on the left and then an arrow pointing to a block of flats on the right.  Play the tape. The students should do the left, right and straight on actions when they hear them.  Examples:  Tape: excuse me. Where’s west lake?  Tape: go straight on.  Tape: then turn right.  4.Listen and say.  Point out to the students that instructions such as ‘turn left’ and ‘go straight on’ use the imperative and therefore the subject of the sentence is omitted.  Examples  Stop that!  Don’t do that.  Come here, please.  Look at this! | Ss open their books, and listen to the tape carefully.  Ss demonstrate actions for left, right…  2. 2. The students must follow the actions. Anyone who makes a mistake must sit down.  3. Ss do the actions of the position.  Ss: point forwards.  Ss: point to the right.  4. Ss listen and say |  |
| **Practice** | Choose a students to be blindfolded or the students can just close his/her eyes  T gives instructions to the students such as ‘turn left’, ‘turn right’ and ‘go straight on’ to lead him/her to some point in the classroom. | S1: Turn left ( he/she dose action ,and point to the left or right)  S2: Go straight on ( S2 mimes to go straight on) |  |
| **Production** | 1. Listen and draw the arrows.  Give a book to a students sitting at the back of the class.  Tell the class that you are going to give instructions and everyone has to listen carefully and follow the instructions so the object is returned to you.    2. Look and complete.  T: Make a card with a large arrow on.  T: holds the card so the arrow is pointing right  T changes the direction of the arrow and the students have to call out the different directions.  T: hold the card so the arrow is pointing left. | 1.The Ss listen carefully and follow the instruction of T  2. Ss make a card with a large arrow on.    Ss: right.  Ss: call out the different directions according to the T’s instructions |  |
| **Homework** | 1、Encourage the students to practice the drills after class.  2、Copy the phrases 4 times.  3、Read the text 2 times. | | |
| **Blackboard design** | | | |
|  | | | |
| **Feedback** |  | | |

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| --- | --- | --- | --- |
| **Title** | **Module 9 Unit 2 Where do you live?** | | |
| **Teaching aims** | 1 learns to say the new words: factory..  2 Practice and say “where do you live? Go out of the school. Then go past the ….  3. They can listen and point the story. | | |
| **Difficult**  **＆**  **important**  **points** | They can listen and repeat the story.  They can say and practice “go out of the …/ you go past the … | | |
| **Teaching method** | Listen and repeat; game. | | |
| **Teaching tools** | Tape, cards. | | |
| **Teaching**  **process** | **Teacher’s activity** | **Students’ activity** | **Additional** |
| **Warm-up**  **& lead-in** | **I. Warming up and Revision**  1. Greetings.  2. T draws a simple map on the board with roads to the left and the right. Have the students copy the map. Mark the position where the students should start.  T: go straight on, turn right, go straight on and turn left. Write number1. write number 1.  **II. Leading-in**   1. Show some pictures | Ss copy the map  Ss listen carefully and mark the number. |  |
| **Presentation** | 1. Listen and repeat.  Give directions on how to get from your classroom to another part of the school. Don’t tell the students where this place is. Have them listen carefully and after you have finished giving the directions, they have to tell you the place.  T: go out the classroom. Turn right. Go straight on. Turn left.  2. Look, ask and answer.  Have the students copy the map into their exercise book. Then they should add some buildings. e.g.: hospital, shop, market.  In pairs, they can ask for and give directions to these places.  3. Listen and say then chant | 1.Ss open their books, and listen to the tape carefully.  2.Ss:Jess’s home.  Ss practice in pairs. One ask, and the other one answer.  3.Ss say and chant together. |  |
| **Practice** | 1. Listen and draw  Tell the students to draw a gird like the one on the board. Have them mark the bottom right hand corner with an ×.  T is going to give instructions and the students have to follow them.  Explain that each box on the grid is a square. If you say left two squares, they must count two squares to the left and stop.  g. go three squares back.  Examples  T: two squares left. Draw a house.’  T: two squares straight on. Draw a circle. | Ss draw a bird like the one on the board.  Ss: draw a house in the box two squares to the left of the ‘×’  Ss: draw a circle in the box two squares straight on from the house. |  |
| **Production** | 1.Trace and match. Then say.  2.now point, ask and answer.  3 listen and match.  4.Look and answer. | The students take turns to read the sentences and the other person point to the picture.  The students say the sentences as quickly as possible. |  |
| **Homework** | 1、Encourage the students to practice the drills after class.  2、Copy the new words 4 times.  3、Read the text 2 times. | | |
| **Blackboard design** | | | |
|  | | | |
| **Feedback** |  | | |

**模块小结**

Module 10 Places

**教学目标：**

1. **情感态度：**

乐于介绍家乡，进一步增强爱国意识

1. **语言知识目标：**

**1.功能：**问路与指路以及说明某建筑所在的地点

**2.语法：全体学生能运用：**It’s next to the park.He’s helping a child.

**3.词汇：全体学生能够理解：**next to,cousin,supermarket,wrong,way,turn back,front,in front of,well,taxi,Mrs,cinema

**全体学生能运用：**next to,in front of

**部分学生能运用：**cousin,supermarket,wrong,way,turn back,front,well,

taxi,Mrs,cinema

**4.语音：**感知故事性语篇的语音语调

**三：语言技能目标：**

**1.听：全体学生能听懂：**It’s next to the park.He’s helping a child.

**2.说：全体学生能说：**It’s next to the park.He’s helping a child.

**3.读：全体学生能认读**：cousin,supermarket,wrong,way,turn back,front,well,

taxi,Mrs,cinema

**4.写：**全体学生能拼写2-3个自选单词

**四：运用：**

全体学生能运用“It’s next to...”说明位置

**五：学习策略：**

积极运用所学英语进行表达和交流

**六：文化意识：**

进一步感知指路时所表现出的文化差异

**七：任务：**

**Unit 1:**介绍学校周边区域，绘制示意图

**Unit 2:**介绍自己家附近区域的主要建筑和位置关系，绘制示意图

**教学内容分析：**

本模块的主要内容是问路与指路已经说明某建筑所在的地点。

Unit 1的课文情景是Daming向Sam介绍自己的堂兄Dalin，Sam和Dalin刚刚相互问好，Dalin就忙着为他人指路了。一位老奶奶问去超市怎么走，Dalin告诉她走错了，应该往回直走左转，公园旁边就是超市。一位男士问五动物园怎么走，Dalin告诉他直走就到了，就在学校前面。Sam很惊讶Dalin对这座城市这么了解，Dalin告诉Sam，自己是出租车司机。难怪他对交通那么熟悉。

Unit 2 的课文情境是一名记者对Dalin的报道。Dalin是一名出租车司机，星期日通常也在工作。可是今天他没有工作，因为他在帮助一位迷路的小朋友。终于，在他的帮助下，小朋友回到了妈妈的身边。

本模块的学习重点仍然是方位词。学生将重点学习表示方位的短语“next to，in front of”。这是学生第一次学习表示方位的短语，但难度不大，教师可以借此机会用词汇联想等方式对已学方位词进行一次总体呈现

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| **Title** | **Module 10 Unit 1 It’s next to the park.** | | |
| **Teaching aims** | A further learning of the position words ( next to, go straight on, turn left, in front of)  Students can use these words to describe the position of a place. | | |
| **Difficult**  **＆**  **important**  **points** | The phrases ( next to, go straight on, turn left, in front of) | | |
| **Teaching method** | Listen find; listen and point then say; game | | |
| **Teaching tools** | Pictures recorder CAI and cards | | |
| **Teaching**  **process** | **Teacher’s activity** | **Students’ activity** | **Additional** |
| **Warm-up**  **& lead-in** | **I. Warming up and Revision**  1.Greetings.  2. T stands in front of the classroom and use her body language to guide the students review all the words about position.  T: Hold out the right hand  T stands still and turn to different position  T walks straight from this end of the classroom to the other end.  T explains the meaning of “next to” .She can  Put two objects closely and say “A is next to B.  **II. Leading-in**  1. Show some pictures. | Ss greet with the teachers.  Ss: right  Ss: turn left  turn right  Ss: Go straight on  Ss:A is next to B |  |
| **Presentation** | 1. T can use the computer to show students a map and circle several special places, such as supermarket, cinema, zoo, hospital. Then ask s them to tell her how to go to these places. Students can practice individually  2.Teacher can create a context for students to better  understanding the text.  One day, Sam meets Daming and Daming’ cousin. When they are talking, another one comes here and asks how to go to supermarket. It seems Daming’s cousin knows the city very well. Do you know why?  Question:  Who’s that man?  Where does the woman want to go?  How does she go there?  Where does the man want to go?  How does he go there?  What does Daming’ cousin do?  3. T les Ss listen again and read by themselves.  T writes down the key words.  Such as ---Where is …  ---He’s next to…  ---Where is …  ---She’s in front of … | S1: Go straight, and then turn left.  Ss listen to the text firstly and try to have a main idea about the text.  S1: The man is Daming’s cousin.  S2: She wants to go to the supermarket.  S3:Go straight on, then turn left. It’s next to the park.  Ss read the main sentences after T |  |
| **Practice** | T asks Ss to try to draw a simple map about the way going to the supermarket and to the zoo.  Teacher guides them to practice the text and students imitate. | Ss draw the map according to the tape recording. |  |
| **Production** | T asks Ss to play a role in.  A is cousin Lin  B is Damming.  C is Sam. | Ss practice in groups, then show for the text in front of the class. |  |
| **Homework** | 1、Encourage the students to practice the drills after class.  2、Read the text 2 times. | | |
| **Blackboard design** | | | |
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| **Feedback** |  | | |

**模块小结**