



SINCE 2001

华图教师
HTEACHER.NET

小学英语

乘华图翅膀 圆教师梦想

Look at me

一、课题： Unit 2 Look at me

二、课时： Section A

三、教学目的：

- 1、 谈论学生感兴趣的话题，引导学生学习有关人物特点的单词、人物比较的表达及相关语法知识点。
- 2、 学生通过游戏活动，培养想象力、自信心和合作精神。
- 3、 通过学习本课，增强师生、生生间的相互了解和沟通。
- 4、 培养口头表达能力、阅读理解能力和写作能力。

四、教学方法： 主要采用交际法、视听法和任务型教学法进行本科教学。

五、教具准备：

- 1、 Cheng Jie, Mike, Wu Yifan, Sarah, Zip, Zoom 的头饰。
- 2、 为 Let's play 准备所需要的 Kitty, Mickey 等卡通人物的手偶或头饰。
- 3、 教材相配套的教学课件 [Unit 2 Let's talk/A]
- 4、 教材相配套的教学录音带
- 5、 教师准备一个小木偶

六、教学重点： 学生学习早上（上午）问候语 Good morning. 及介绍人物用语 This is ...。

七、教学难点：

介绍人物用语 This is ... 一句的发音较难，口型和发音不易到位，教师要适当提示，切不可盲目纠正发音，从而挫伤孩子的学习积极性。

八、教学过程：

1、热身、复习 (Warm-up/Revision)

(1) 教师播放第一单元的歌曲《Hello》，师生共唱。教师边唱边用体态语示范和学生问候，并鼓励学生边唱边和戴有歌曲中人物头饰的同学打招呼。

(2) 用所学打招呼用语，师生互相问候。Hello/Hi, what's your name?

Hello/Hi, I'm...

(3) 让学生用自己的英语名字，自由离开座位同别人打招呼并询问姓名。此时，学生可将制作的英文名卡戴在胸前。（还可戴上其它一些头饰，扮演不同人物，练习打招呼 and 自我介绍）

2、呈现新课 (Presentation)

(1) 教师用木偶的形式介绍自己和朋友的姓名。

将本单元的单元双面对开情景图展现在学生面前，（熟悉的木偶剧表演现场，学生们如亲临其境一样。

教师可将此项内容再现)自然形成打招呼的氛围。

(2) 教师告诉学生英语的打招呼用语有很多,除 Hello/Hi 以外,在早上或上午可用 Good morning. 来进行。同时教师出示表示上午的图片,或在黑板上画一个升起的太阳,并在旁边标上时间 7:30 和 Good morning. 一句。(在图案旁边板书 Good morning.) 然后教师用学生的英文名字,以不同的身份和学生打招呼。用 Hello/Hi, A. 和 Good morning, A. 两种方法同时进行(A 代表人名)。

(使学生了解到,这两种方法都是在打招呼,但不同点在于 Good morning. 可用于上午或早上, Hello/Hi 可用于所有时间段。)

(3) 师生共同观看本部分的教学课件。[Unit 2 Let's talk/A]

(4) 再次观看本部分课件,教师指导学生进一步理解课件内容,并用中、英文提问,引导学生用学过的句子练习回答 This is ...。

T: Who's this? 这是谁呀?

T: This is John. 这是 John。

T: Where are they going? 他们要去哪?

T: To school. 去学校。(T 代表教师说)

(5) 学生扮演不同角色练习 Let's talk/A。

(教师向学生打招呼: T: Good morning. I'm Miss Wang /Mr. ... What's your name? 学生回答 S: My name's ... 此时,教师主动与学生握手并说 T: Nice to meet you. 鼓励学生回答 S: Nice to meet you, too.)

(6) 教师介绍卡通人物 Kitty, Mickey 并进行交流。还可用头饰或简笔画,并让学生先简单了解称谓词 Miss, Mrs., Mr.。

T: Good morning, boys and girls.

S: Good morning, Miss Wang.

T: This is Kitty.

S: Hi, Kitty.

K: Nice to meet you.

S: Nice to meet you, too.

K: Let's go to school. OK?

S: OK!

此时强调 Let's go to school. 和 This is Kitty. 两句话。提示学生 Let's go to school. 一句,在第一单元 B 部分的 Let's do 活动中的“Go to school”曾学过。教师注意新旧知识的衔接和结合,从“Go to school”导入到 Let's go to school. 一句的理解“让我们一起去上学”。This is Kitty. 是介绍人物的方法,本句的发音较

难，口型和发音不易到位，教师要适当提示，切不可盲目纠正发音，从而挫伤孩子的学习积极性。（在简笔画旁板书 This is...）

（7）学生跟读并模仿 Let's talk 部分的内容。（使用教材相配套的教学录音带）

（8）再次观看本部分的教学课件，给学生分小组，扮演对话中的人物或其他人物，进行实际交流。教师可鼓励学生说 Miss, Mrs, Mr （此时，学生可以运用教材中人物的头饰，也可运用其他卡通人物手偶或头饰）此处的练习也是与 Let's play 的活动相结合。

（9）学生展示练习情况。此时，教师可给予一些小贴画儿，适当鼓励和表扬学生的展示情况，尤其是运用多人物或运用 Miss, Mrs, Mr ...进行练习的小组。用以进一步培养学生敢于开口、勇于运用英语的习惯并形成浓厚的学习兴趣。

3、趣味操练 (Practice)

（1）游戏 1:

玩“击鼓传花”的游戏。首先，将全班学生分为两大组。教师可有节奏地敲击小鼓，两组学生同时开始传花，当老师的鼓声停止时，两组各有一名学生拿到花，这时，拿到花的学生先自我介绍说 Hello, I'm .../Hi, I'm .../Good morning, I'm ...，之后再介绍一名好友说 This is...没被介绍的学生向大家问好 Nice to meet you。（这个游戏也可用放音乐来代替，学生可待音乐停止时起立做自我介绍、介绍他人等。）

（2）游戏 2:

玩“听声音，猜朋友”的游戏。教师请一些学生上讲台前，分别戴上 Cheng Jie, Mike, Wu Yifan, Sarah, Zip, Zoom 的面具或头饰，以及 Kitty, Mickey 等卡通人物的手偶或头饰，其他没有上讲台的学生闭紧双眼，等待上面的学生和大家打招呼说 Good morning. 之后猜猜他或她是谁，说 This is Cheng Jie /Mike/ Wu Yifan/ Sarah/ Zip/ Zoom/Kitty...猜对的同学为小组赢得一分。

（3）书本练习

做活动手册第二单元的第一部分练习。

a.学生看图，说说图中学生在做什么、说什么。

b.让学生听录音做练习。

c.再次播放录音，在教师的指导下让学生一句句跟读并相互核对答案，最后通过给小花涂色进行自我评价。

4、课堂小结(Summary)

以学生为中心，学生总结为主，用游戏方式总结本课重点掌握内容。

游戏： Walk to the corner

方法：（1）教师请 6 至 8 个学生上来。

(2) 让他们每人选择一个头饰或面具戴上, 并说出他们所戴面具的人物。This is ...

(3) 教师任意给每个人物指定一个角落。比如指着一个角落说: Sarah, 指着另一个角落说: Zip, 分别指着其它两个角落说: Mike, Zoom.

(4) 学生听到老师的指令后走到与自己名字相同的地点, 做在座位上的学生说: This is Zoom/ Sarah/ Zip/ Mike...

(5) 角落处的学生则要与大家打招呼说: Good morning! Nice to meet you.

(6) 教师可以不断更改人物的位置和学生继续这个游戏。

5. 作业安排(Homework)

口头作业: 学会描述自己的老师或家庭成员。

九、**板书设计:** 本部分主要在板书呈现本课重点单词及重点句型的掌握。

Unit 2 Look at me

在黑板上出示表示上午的图片, 或在黑板上画一个升起的太阳, 并在旁边标上时间 7: 30 和 Good morning. 一句。

在黑板的另一侧写出介绍人物的句子 This is...

人教版小学四年级英语听说课教案

1. **Teaching topic:** animals

2. **Period:** the first period

3. **Teaching aims:**

1) Knowledge object is to grasp the new words (dog, cat, rabbit, tortoise, monkey, panda, and elephant) and to learn the sentence patterns: a cat is lovely, an elephant is big, a monkey is fast, a panda is black and white.

2) Ability object is to enhance ss' listening and speaking skills, especially, ss' ability of applying what they have learned into different situations.

3) Emotion and attitude object is to foster ss' teamwork spirit through pair-work and group activities; to arouse ss' strong love of animals.

4. **Teaching key points and difficult points:**

1) Teaching key points: The usage of new words about animals and skills of using sentence patterns to talk about (describe) animals: a cat is lovely, an elephant is big, a monkey is fast, a panda is black and white.

2) Teaching difficult points: The pronunciation of *rabbit* and *tortoises* as well as the pattern of a/an + none+ is+ adjective

5. **Teaching Methods:**

I will adopt task-based teaching method, TPR method, situational approach and audio-lingual method to stimulate ss' learning interest, design a variety of activities, make the students learn to play and play to learn.

6. Teaching aids:

A blackboard, multimedia, a tape recorder, photos of different animals which have been prepared beforehand.

7. Teaching procedure:

In order to achieve my teaching aims successfully, I divide my teaching procedure into 6 steps: leading-in, presentation, practice, consolidation, summary and homework.

Step 1. Leading-in

In this step, I'll show a magic bag to the whole class, and let them guess what's in it by touching the bag. And then I will take the mysterious gifts out after they speak the slogan "magic, magic, go, go, go" together.

The aim is to arouse ss' learning interest and revise the sentence pattern introducing others who are near: this is....

Step 2. Presentation

In this step, I present the new words and patterns in the lesson. Let ss master the teaching important points.

- 1) Present new words on the blackboard one by one after taking those toys out. I'll teach these words patiently and pay more attention to ss' pronunciation.
- 2) I will ask some volunteers to be the little teacher to teach the other students these new words one by one.
- 3) I'll present them a vivid video. After watching the video, I will have ss themselves to describe their favorite animals by using the sentence pattern like: *a/an +none+ is+ adjective*.

Step 3. Practice

In this step, I design two activities to help ss grasp what they have learned better:

Activity one: golden figure

Let them stare at my hand, if they see one figure, only read one time, if they see two figures, read twice, but if they see three figures, they can't read any words.

Activity two: Guessing game

Invite several ss to the blackboard, describe a kind of animal using his own method, and other student in the class guess what that animal is. The one who guess fastest can get a small present.

Step 4. Consolidation

In this step, I design one **task** to consolidate the new knowledge.

I will invite several volunteers to the front and stand in a line. I'll make a description about a animal using only one sentence. The first one should pass what he listen to the next one. Finally, the last student should tell all the ss what the description is.

Step 5. Summary

Ss summarize the language points they have learned in this lesson; teacher makes supplements and emphasizes the precious love from animals.

Step 6. Homework

Let ss draw the animals that they have learned today and give a sentence of description about their painting animals.

8. Blackboard design:

Animals	
Section A	
dog cat elephant	a cat is lovely
rabbit tortoise	an elephant is big
monkey panda	a monkey is fast
	a pander is black and white

Who's your English Teacher?

1 Teaching topic: who's your English teacher?

2 Period: 1

3 Teaching aims:

1) Knowledge and skill aims: master the new words: *tall thin strict young*, Understand the patterns: *who's your...teacher? Is she...?*

2) Process and method aims: through learning the conversation and cooperative study, ss can describe their teachers or classmates in real life flexibly.

3) Emotion, concept and value aims: enhance the affection and communication between ss and teachers.

4 Teaching key points: to grasp the new words like *tall thin strict young*, and several patterns like *who's your...teacher? Is she...?*

5 Teaching difficult points: the pronunciation of strict., the spelling of young.

6 Teaching aids: multi-media, blackboard, tape recorder

7 Teaching methods: Take-based language teaching method, Game method, communicative method

8 Teaching procedures

Step 1 lead-in

After watching a short video about Tony's school life, Ss will be asked how many teachers they can find in it and guess what subjects they teach respectively. In this way, today's topic would be naturally educed.

Step 2 presentation

Firstly, ss are invited to be the volunteers to stand in a line to the front. I describe their features by asking "what 's she like? She is thin and tall." Then show the picture within *thin* and *tall*, and teach them to read it correctly. The rest of words will be taught in the same way.

Secondly, ask ss "can you tell me, who is your English teacher? Who is your math teacher?", so the sentence patterns will be introduced naturally.

Thirdly, listen to the tape for several times, ask ss read the new words and sentences together.

Step 3 practice

To combine English learning and grasp knowledge with light heart, two activities would be designed.

Activity 1 word bingo

tall thin kind strong nice strict old short
Old young beautiful long

Tall	Thin	Young
Old	Short	Kind
strict	nice	strong

(Listen to what teacher dictate, cross the same word, the first one who cross all the words can say "bingo", and be the winner. The winner can be awarded a surprise present)

Activity 2 Guessing game

Show some teachers' pictures by multimedia, describe their features on by one, make ss guessing which is which. The first one will be the winner, and be awarded a red start.

Step 4 consolidation

Work in groups. Divided ss into 4 groups. Each group is requested to draw a picture of their parents or friends, then describe his \her appearance. Then choose the rest groups to display and describe their pictures.

Step 5 summary

Ss summarize what they have learned today firstly, then teacher make the supplement timely, and emphasize the importance of cooperation.

Step 6 homework

Ss are encouraged to research more adjectives through the internet and use these words to describe their favorite teacher, check it next class.

9 Blackboard layouts

Unit 4 who's your English teacher	
Who is your _____ teacher?	
What 'she like ?	
She is _____	{ tall Thin Kind