交往互动教学设计

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| **课题** | Unit 7 On the farm | **教时** | 第1课时 |
| **一、教学内容** 本课为义务教育教科书小学《英语》（译林版）三年级下册第七单元第一课时新授课，完成story time版块教学。**二、教学目标**1. 以问“近”的单数物品句型来学习动物类核心词汇a pig, a cow, a duck，以问“远”的单数物品句型来学习水果类核心词汇an apple, a pear， 能够理解并会读、会说这些词汇的复数。能听懂、会说和会读日常交际用语What are these/those? They’re…在综合活动中集中操练本课核心词汇和句型。2、学生能够通过看图了解并猜测文本所要表达内容，承上启下，并用上面所学语言在小组内讨论，试试着说一说。3. 学生能够读懂文本内容，理解文本大意，学会询问以及回答复数名词的近指和远指，并能够在具体情境中理解句型Are these/those…? Yes./No.4、学生用所学语言在情景中相互交流，合作创新，活用核心句型What are these/those? They’re…Are these/those…? Yes./No.和词汇 pigs, cows, ducks, apples, pears。5、学生熟练朗读文本，强化所学语言，给故事配音，进一步感知文本，感受人物情感。6、学生理解句型在文本中的灵活运用，在表演的基础上感悟语言，并用所学语言表达，感受人物情感，认识到要与自然和谐相处。**三、目标制定依据****1. 教材分析：** 本课是《译林小学英语》三下Unit7 On the farm的第一课时内容，主要学习story time。本课围绕“Mike去Liu Tao爷爷的农场参观”这一话题展开教学活动。本课介绍了一些水果和动物的词汇，并用对远近的复数物品进行提问，这是一个学生感兴趣的话题，内容丰富有趣味。要充分利用这一有趣的教学材料，鼓励学生用英语进行交流展示。**2.学情分析：** 本节课的教学对象是三年级的学生。在学习本课之前，学生已经掌握了对于远近单数物品的一般疑问句和特殊疑问句的问答，并且能运用句型进行日常交际对话。本课的重点是对于远近复数物品的一般疑问句和特殊疑问句的问答，需帮助学生理解并感知，在联系与交流中自主掌握、接受语篇情境的创设使整个教学更加贴近学生的生活，使学生能够积极的参与课堂学习，参与交流，有助于学生学习效率的提高。 |
| **教 学 过 程** |
| **时间** | 活动板块 | 活动内容与呈现方式 | 学生活动方式 | 反馈及目标达成 |
| 14min | Step 1 吸引注意，积累语言 | 1. Warming upListen to a song about the farm.2. Free talk: 1)What’s this? 2)What’s that? 3)These are animals. These are fruits.点题Where can you see them?3. Presentation 1) Let’s go to the farm. Here are many animals on the farm. 2) How about them? They’re pigs/ cows/ ducks. (强调s的发音)3)What are these? (出示指向近处手指)4). Look! (出示指向远处手指) What are those?Can you talk about those fruit?5) Say a chant.4. Lead inWe have learned many things about farm. How about Grandpa’s farm? | Listen & answerIt’s a pig/ cow /duck.It’s an apple/pear.On the farm.理解并跟读on the farmThey’re pigs/ cows/ ducks.Read ‘What are these? They’re….’ group workTalk in pairs.Say this chant together (group work). Think about the questions | 听一首与“农场”有关的歌曲,激活学生思维。学习动物类核心词汇a pig, a cow, a duck；学习水果类核心词汇an apple, a pear。引出本文的主题farm。先感受并学习动物复数和答句。学习询问近处的复数物品的问句，小组熟读句型，并进行同桌操练问答。学习询问远处的复数物品的问句，进行同桌操练问答。在chant中复习巩固单复数询问近远处物品的问答句。**达成目标1** |
| Step2 导出目标，生成结构 | Now, let’s go to grandpa’s farm and talk about it. Look, what’s this?Here comes some people. Who are they?What will they say?机动教授Welcome to my farm. | It’s a farm.They’re Mike, Liu Tao and Liu Tao’s grandpa.Think & talk (Group work). | 一组汇报展示。在学习文本前。先让学生讨论文本图片，理出本课有关的新句型，承上启下。**达成目标2** |
| Step3 回忆相关知识，初步运用结构 | T1. Listen to the tape and circle out the things you have listened on the farm:What’s on the farm?T2. Listen and imitate, try to mark the rising tone, the falling tone and the stress.T3. Look at this picture. Is this an apple? But they’re apples. How can you ask? How about this picture? Is that an apple?They’re pears. How to ask and answer? |  Listen and circle. (pair work)Listen, read and mark.(Solo work)Yes, it is. / Yes, it’s an apple.Are these apples?Yes, they’re apples.No, it isn’t. It’s a pear.Are those apples?No, they’re pears.（Talk in pairs） | 听录音，圈出文本出现的物品，并小组展示答案，老师评价。听录音，标注出升降调和重读。结合教授询问近处单/复数物品句型的一般疑问句，学生更清晰地感知。同样的方式学习询问远处复数物品的一般疑问句。**达成目标3** |
| 25min | Step4 呈现刺激材料，活用结构 | T 5 Make up a dialogue.If you are Liu Tao, Mike and grandpa, what will you say on the farm? | Talk about the farm.(Group work). | 创设情境，小组活动，在情境中活用本课核心词汇和句型。**达成目标4** |
| Step5 引发期待行为，强化结构 | T6. Reading time: Read the story with tape and imitate the pronunciation and intonation.2. Dub in groups of 3. |  Read and imitate.(Class work)2. Dub in roles.(Group work) | 整班逐句跟读并模仿语音语调，并注意人物感情，配音进一步理解。**达成目标5** |
| Step6 提供反馈评价，巩固结构 | Consolidation1. Do you like farms?Let’s go to the farm and talk.2. Fill in blanks.A passage (Omitted)3. Moral education | Talk about the farm you go to. (Group work)2. Fill in blanks.(Self think &check)Green life | 运用核心词汇和句型，进行半开放式的对话。以填词的形式对本课内容进行总结。**达成目标6** |
| 1min | Homework | 1. Read Story time 3 times.2. Say sth. about the farm then write it down. |
| 板书设计 | Unit7 On the farm  What’s this? It’s … . apple cow Grandpa What are these? They’re … pear pig . duck  Liu Tao What’s that? It’s … . Mike What are those? They’re… . Are these…? Yes. Are those…? No. |
| 教学反思 |  |

**2017年5月2日星期二**