

# 英语教学设计方案

<b>School:</b> Dong Qing Experimental School	<b>Grade:</b> 3	<b>Class:</b> 2	<b>Student:</b> 41
<b>Content:</b> Oxford English Book 3A	<b>Title:</b> Unit 2 I'm Liu Tao	<b>Teacher:</b> 王真真	<b>Date:</b> 2019.9.11

## 教学目标

1. 学生能用英语简单介绍自己 (I'm...) 并询问对方姓名 (What's your name? 和 Are you...?) 以及简单回答 (Yes, I am. / No, I'm not. I'm...).
2. 学生能够将所学内容在真实情境中运用。
3. 学生能够主动认识新同学、新朋友, 创造良好的人际关系。

## 教学重点

重点句型的情境运用。

## 教学难点

一般疑问句的语调。

## Teaching Procedure

Procedure	Teacher's activity	Students' activity	Purpose
<b>Step 1 Lead in</b>	1. Sing a song 'I'm Helen, hello'  2. Try to let ss greet and introduce themselves.	1. Sing the song 'I'm Helen, hello' along with the video.  2. Greet and introduce themselves.	通过一个欢快的卡通歌谣, 让学生回顾之前的知识并为课堂营造轻松愉悦的氛围, 调动孩子的积极性。  随机挑选学生介绍自己, 让学生有参与感并检查学生已学知识的掌握程度。
<b>Step 2 Presentation</b>	1. Play a cartoon video of a song 'What's your name?' T: When we want to ask others' names, we can say 'what's your name?' (Repeat for several times, especially 'name'.)  2. Play the video for the second time. Pause after English names and teach ss these names.  3. Play the video for the third time and encourage ss to sing with the video.	1. Watch and listen to the video carefully. Ss: Read after T.  2. Try to find out these English names and read after T.  3. Ss: Sing with the video.	用视频的方式导入本课的新句型, 能使学生对课堂保持较高的兴趣。  让学生主动发现, 锻炼学生听力, 即使发音有误, 教师立即纠正也可以加深学生的印象。  用跟唱歌曲的方式巩固所学。

<b>Step 3 Practice</b>	Free talk T: Hi, I'm miss Wang. What's your name?	Ss: Try to answer the question using the sentence 'I'm...'	将新句型在真实情境中进行训练。
<b>Step 4 Production</b>	1. Pair work  2. Presentation	1. Ss make up a dialogue with their partners using the sentence pattern: -What's your name? -I'm...  2. Show their dialogue in front of the class	训练学生的合作意识并巩固所学。  鼓励学生敢于表现自己并纠正学生的发音问题。
<b>Step 5 Presentation</b>	1. Play the video of story time. T: When we are not familiar with our classmates and we want to know them, we can also say...? Let's watch the video and find out together.  2. Q&A Q1: Who do you know in this video?(hint: the foreign boy we have met in last class) Q2: What does Mike ask?(hint: replay the sentence and repeat it if necessary) Q3: Why does Mike ask the question?	1. Ss watch the video with questions.  A1: Mike.  A2: Are you...?  A3: 因为他对同学们不熟悉。	培养学生带问题听文本的能力雏形。  引导学生主动发现，能够加深所学知识的印象。
<b>Step 6 Practice</b>	Free talk T: Yes, Mike is not familiar with his classmates. Just like me, I'm new here, and I am not familiar with you.  Talk to some ss using 'Are you...?' and teach ss to answer the question using 'Yes, I am. / No, I'm not. I'm...'	Ss answer T's question using 'Yes, I am. / No, I'm not. I'm...'	引导学生在真实情境中学习使用知识，为知识的运用打下基础。

<p><b>Step 7 Production</b></p>	<p>1. Pair work</p> <p>2. Presentation</p> <p>3. Role-play T organizes ss do the role-play.</p> <p>4. Play a game(Fun time) T introduces the rule of the game in Chinese.</p>	<p>1. Ss make up a dialogue with their partners using the sentence pattern: -Are you...? -Yes, I am. -No, I'm not. I'm...</p> <p>2. Show their dialogue in front of the class</p> <p>3. Watch the video, read after it and read by themselves to prepare the role-play.</p> <p>4. S1 close his eyes, other ss near him say 'Hello/ Hi' to him (e.g. S2). S1: Are you...? S2: Yes, I am. / No, I'm not. I'm...</p>	<p>训练学生的合作意识并巩固所学。</p> <p>鼓励学生敢于表现自己并纠正学生的发音问题。</p> <p>用学生乐于参与的活动作为目的, 让他们主动熟练掌握文本对话。</p> <p>增加课堂趣味性, 让学生在玩中学、巩固将知识内化并运用。</p>
<p><b>Homework</b></p>	<p>1. Listen to the tape and read the story time. 2. Exercise book.</p>		
<p><b>Board Notes</b></p>	<p>Unit 2 I'm Liu Tao</p> <p>-What's your name? -I'm...</p> <p>-Are you...? -Yes, I am. -No, I'm not. I'm...</p>		