|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 课题 | We’re twins | 单元 | Unit 8 | 学科 | 英语 | 年级 | 三年级下 |
| 学习  目标 | 1.能听懂、会说、会读词汇grandpa, father, cousin  2.能听懂、会说、会读句子Who is this? This is my grandpa John./ Is this your father? Yes, he is./ No, he isn’t. | | | | | | |
| 重点 | 1.句型：Who is this? This is my grandpa John./ Is this your father? Yes, he is./ No, he isn’t.  2.词汇：grandpa, father, cousin | | | | | | |
| 难点 | 1. 句型: Who is this? This is my grandpa John./ Is this your father? Yes, he is./ No, he isn’t. 2. 词汇: grandpa, father, cousin 的正确用法。 | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 教学过程 | | | |
| 教学环节 | 教师活动 | 学生活动 | 设计意图 |
| Step1  Warming up | 一、游戏火眼金睛。  1.listen a song “family song”  2.教师通过快速进行复习上节课的生词，从而引出本课的标题：We’re twins  二、review  1.T:Yesterday,We learn’t Unit 8 We’re twins.Can you read the story time?Let’s have a try.  2.T:You can read it very well.I like it.Can you dub for the story?  Ss read and dub the story. | 看图，思考，读出单词。 | 游戏激发学生的学习兴趣，达到巩固知识的目的。 |
| Step2 | 三、Cartoon time   1. T: Su Yang and Su Hai are twins , they are live in the same family.They have a happy family.Do you know our friends Sam has a happy family too?   Let’s have a look.   1. T出示Cartoon time图片1， 引导学生看图, 认识故事中的人物Sam   T:Guess, Who is he?  S: He’s Sam.  T:Yes,he’s Sam.This is Sam’s family.Guess:  Who is he? Maybe he is...  3.Yeah,I’ll tell you.Actully they’re Johns.  (watch cartoon)How many Johns?  (read by yourself) Who are the Johns?   1. T:How does Sam introduce his family members?   Look, how is he?学生自己读一读，体会Sam的不同的心情，从自豪到期待到失落的感情变化。  4.学生听录音跟读，提醒学生注意模仿语音、语调。引导学生体会人物心理，尝试朗读对话。  5. 听Cartoon time录音，看视频，学生跟读。  6. 学生同桌分角色朗读对话。  7. 请学生上台表演。其他小组观看并评分。  三、Funtime  1、T：Sam has a happy family.I have a happy family too.Look,This is my family tree.Do you have any questions?  S：Who’s that woman?/girl/...  T:She’s my... She’s cute.   1. T：You know my family very well.I want to know your family.Who wants to show us your family tree?   师生示范-生师示范。熟悉问与答   1. Now， let’s talk about your family tree with your partner.   Ss work in pairs | 播放课文录音时，模仿语音语调，能够读出故事中人物的心情；分角色朗读；小组上台表演对话。再跟读录音。  能够根据图片内容给给予角色表演。  听录音跟读句子。  能够配合老师积极抢答；  积极配合老师完成练习。 | 通过反复的听读训练，掌握词汇；通过图片方式，巩固单词；针对性的完成学习目标；学习形式生动多样化，使学生集中注意力，同时保持学习的积极性。  能够达到复习新单词，加深学生记忆。 |
| Step3 | 1. T：You all have a happy family.What does family mean to us?   S: warm,sweet,love...  2、watch a video about family. |  |  |
| 板书 | Unit 7 On the farm  词汇： grandpa, father, cousin  句型：Who is this? This is my grandpa John.  Is this your father? Yes, he is./ No, he isn’t. |  |  |