牛津小学英语教学设计

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| **学校：常州新北区汤庄桥小学** | | | **班级:** | | **人数：** | | **日期：5月25日** |
| **学科：英语** | | | **课题：Keep healthy** | | **教时：1** | | **执教：** |
| **一教学目标：**   1. 复习3-6年级中有关food & drinks & feelings &…ache 类单词和词组 。 2. 熟练运用询问他人身体情况，想要吃什么，饮食健康建议等相关句型   What would you like?/Would you like….?/What’s the matter with..?/What ‘s wrong..?/ You should/shouldn’t/can/ must…..。   1. 通过听、说、读的训练，提高与他人交流、合作的能力，在小组合作中资源共享，同伴互助。学会关心他人，并学会如何给予意见。倡导健康饮食，健康生活。 2. 在熟练表达的基础上，学会写作。   **二．教学目标设计依据**：  **1．教材分析**  本节复习课主要围绕“keep healthy”主题进行讨论，涉及的词汇、句型覆盖了3A-6B，知识点比较多而散，如何把这些散落的知识点呈现到“面”上，是一个重点。本课的教学设计注重于创设和谐自然的交流环境，通过小组合作的形式资源共享，同伴交流。并训练学生能综合运用所学知识，进行语段输出，最后落实到写作上。 | | | | | | | |
| Teaching Procedures | | | | | | | |
| Time | **Steps** | **Teacher’s activities** | | **Learners’ activities** | | **Purpose, Feedbacks &Aims** | |
| 5  min | Step 1  Warming-up  吸引注意，积累语言 | 1、sing a song《what’s the matter》  What does this song about？  Are you happy now?Why?  Are you hungry/thirsty/tired? | | Listen to the song | | 歌曲烘托课堂气氛  由歌曲导入感官类单词，并通过free talk 复习此类单词。 | |
| 3  min | Step2  Pre-  task  导出目标，生成结构 | 1、呈现LiuTao 一家忙碌的照片  Look at LiuTao’s family. What can you find? Are they happy ,too? Why? GUESS  2、They will have a party at home.  They buy a lot of food and drinks.  3、What would you like?  Would you like….?引导学生归纳复习食物类单词  学生说单词，教师板书归纳，有意识的区分可数和不可数，为下一步few 和 little 做铺垫 | | Students talk about the picture  小组讨论1：  汇报、交流  小组讨论2：  汇报、交流 | | 教师示范，呈现结构  学生运用已有知识储备谈论食物类单词。  在归纳基础上区分可数和不可数，体现层次，由扶到放 | |
| 12  min | Step3  Task 1  回忆相关知识，初步运用结构 | 1 Bill will come to the party.  Who’ Bill? Look at him.  看Bill 的照片，让学生讨论  What would he like to eat?  Why?  Learn to know Bill’s diet.  小组讨论Bill的饮食，  Is his diet health?  2 Because his unhealthy diet, so he has something wrong with him. He has to go to the hospital.  Guess what’s wrong with him?  (复习疾病类单词)  3 Listen & Answer  Bill$ Doctor  Q1What’s wrong with him?  Q2 What should he do?  在此基础上复习量词 a few a little some a lot of…  4 Design a healthy diet | | 学生猜测Maybe he would like to eat meat ,sweets..  Because he looks fat,,,,,  Maybe he has….ache.  小组合作设计健康食谱  交流分享 | | 从知识复习到运用 | |
| 3  min | Step4  Task 2呈现刺激材料，活用结构 | 1 Give more advices .  You should /shouldn’t/ can /can’t / must…  2 Share my diet  3 write and talk about your diet. | | 学生给予建议饮食和生活习惯  学生输出 | | 由说过渡到写，给出范文，感受文章结构，学会怎样写作。 | |
| 3  min | Step5  Task 3  引发期待行为，强化结构 | Reading  1 read  2 answer the qusetion | | 阅读文章 | | 运用所学，强化结构 | |
| 4  min | Step6  Post –  Task中西方文化渗透 | Breakfast is important.  How to eat in China and west ? | | 了解中西方早餐文化 | | 文化渗透 | |
| Homework:  1、design a plan for a healthy life (diets & good habits…)  2、read and review | | | |

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| 板书设计 keep healthy  Food Drinks    a little  a few  some  a lot of  many | What would you like?  Would you like….?  What’s the matter with..?/What ‘s wrong..?  You should/shouldn’t/can/ must…..。 |