**武进区崔桥小学教学设计**

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| **课 题** | **5A A new student** | 单元 | Unit 2 |
| **教学内容** | sound time、culture time&checkout time | 课时 | Period4 |
| **教学目标** | **1.复习巩固: Is/are there ...? How many ...are there ...? It's/They're on the-.floor;**  **2.能了解复习并巩固本单元的主要句型，并能用英语询问校园内设施**  **3.了解英美国家在楼层上的差异;**  **4.结合练习册部分内容深入开展语言练习** | | |
| **教学重难点** | **教学重点:**   1. **复习本单元主要词汇和语言，能够将词汇灵活地运用到实际的语言表达中;**   **2.复习和巩固句型Is/are there ...? How many ... are there ...? It's/They're on the ... floor..**  **教学难点:**  **1. 句型 Is/are there ...? How many ... are there ...? It's/They're on the ... floor. 的准确使用:**  **2.词汇 first,second,third 的用法及美式英语与英式英语的区别。** | | |
| **教学具准备** | **板书、ppt、图片、词条贴** | | |
| **教学过程** |  | 二度设计 | |
| **Step I Free talk**  **T: Boys and girls, here is a picture of a school. What's in the school? Can you guess?**  **Sl: Is there a ...?**  **S2: Are there any ...?**  **[设计意图:让学生用所学的句型结构来进行提问，巩固本单元的主句型。]**  **Step 2 Culture time**  **1. T: Today we have two new students in the school. Here they come. They are Ann**  **and Alice. Please greet them.**  **S: Nice to meet you.**  **Ann: Nice to meet you too.**  **S: How are you?**  **Alice: Fine, thank you. And you?**  **2.T: Ann and Alice want to visit our school. Can you show them around?**  **S: Yes.**  **T: Please work in groups and prepare.(学生小组活动，用学过的内容来进行学校介绍。)**  **(PPT给出主要句型)**  **[设计意图:利用介绍学校的方式，让学生把第一单元的重点句型再次回顾，也为下一环节阅读信息打好基础。]**  **3. (1) T: Ann and Alice know the school in China well. They want to introduce their school to us. Now please work in groups of four and each group will get an envelope. There is some information about Alice in some envelopes; there is some information about Ann in the other envelopes. Then complete the building about their school.**  **(信封里是类似教材 P18 页的教学楼正面图，请学生小组讨论，填上教室等，然后上讲台展示)**  **(2)The students show Ann’s or Alice’s school.(学生上讲台展示)**  **S: This is XXX's school. There are/is ... in the school. They are on the ... floor.T: Where is XXX from? Do you remember?:**  **(学生回答完，老师在图片一角贴上该国国旗，并写 UK/US，然后分类贴在黑板上，新授ground)**  **4. T: This is Ann's school, this is Alice's school. What do you find?S:(可以用中文说)**  **5.Summary:在英式英语中，楼房地面与街道相平的楼层叫 ground floor，ground floor 上面的一层叫 first floor。在美式英语中，与街道相平的楼层叫 first floor，其上面的一层叫 second floor。**  **6. Read the sentences in“Culture time”**  **[设计意图:将 Alice 和 Ann 设定为英美国籍，让大家熟悉英美两个国家在楼层表达方式上的不同，可以更方便学生对该知识点的掌握。]**  **Step 3 Checkout time**  **1. T: Look at the school building on page 25. How many floors are there?**  **S: There are three.**  **(教师可以就每层的人物和教师进行简单提问)**  **2. T: Now let's listen and number each floor.**  **3.T: Now please introduce the school building to your partner.(PPT 出示主要语言)**  **Step 4 Sound time**   1. **T: We know Alice and Ann well. What do they do after school? Let's see.**   **引导 S1: They sing and dance.**  **S2: They have a nice ice cream.**  **S3: They drink some juice.**  **S4: They go to the cinema.**  **T: Wow, they do a lot of things. Look at these words, what does “c pronounce?**  **S:(学生可以用中文说)**  **T: Let’s listen to the rhyme.(播放音频)**  **2.Read and find.(教师带读，然后带领学生总结c 在单词中的常见发音)3.Think and say.(PPT 星现给单词分组)**  **[设计意图: 学生在 Unit 1 中学过了字母 c 发/k/的音，而在本单元中学生学了c 发/s/的音，把两者结合起来让学生分辨，同时考查学生对单词的熟悉程度。]**  **Step 5Homework家庭作业**  **1. Finish some exercises in the workbook.**  **2. Read Sound time and find more words with “c”pronounced as /k/.** | |  | |
| **板书设计： Unit 2 A new student**  **A: Is there a ...?**  **B: Yes, there is./No, there isn't.**  **A: Are there any ...?**  **B: Yes, there are./No, there aren't.**  **A: How many ...s are there?**  **B: There is/are ...**  **It's on the ... floor.**  **They're on the ... floor.** | | | |
| **教学反思：**  **Checkout time 练习比较简单，教师可以在听力练习结束后根据图片补充一个缺词填空的环节,请学生以此为基础介绍图片中的学校，拓展了 Checkout time 的练习范围，加强语言的输出。Sound time 以学生为主体，让学生读小诗并注意其中含字母 c 的单词，让学生感悟语音进而发现其中的规律。最后教师把 c 发/k/的音和 c 发/s/音的单词结合起来操练，加深学生对字母 c发音的认识。** | | | |