课 题：Unit2 A new student

教学内容（课时）：第一课时 story time

教学目标：

1. 通过师生、学生交流以及指导学生阅读对话内容，学生能听懂、会说、会读日常用语和句型How many …s are there …?及答语 There are …；…is/are on the …floor.；Is there a/Are there any …(s) …?及答语Yes, there is/are./No, there isn’t/aren’t；

2. 能听懂、会说、会读单词和短语classroom, computer room, library, music room, student, first, second, third, floor, show … around；

3. 能正确理解并朗读对话内容，在教师的引导和帮助下尝试模仿；

4. 能初步运用本课所学的词汇和日常交际用语谈论学校。

教学重点难点

1. 能正确地理解并朗读对话内容，在教师的引导和帮助下尝试复述课文内容。

2. 学生能理解序数词first、second、third的意思和用法

教学准备：PPT，板书

教学过程：

Step 1 Warm up and free talk

1. Sing a song: In the classroom.

T: There is a TV in their classroom. What is in our classroom?

S: There is a teacher’s desk. There are some chairs and desks.

T: You are so familiar with your classroom. What about our school? Can you show me around? (show me around)

2. Game: Boys PK Girls.

Rules: 分别用1分钟时间男女生分组用There is/are 结构说说学校里的设施，看看哪一组说得多。

Step 2 New teaching

1. T: There are many rooms in our school. And you know them all. Yang Ling also knows her school well. She is showing a new student around the school. Today we will learn Unit 2 A new student. (揭示课题 “A new student”教授student)

2. T: Who is the new student? Look, here she comes. (PPT呈现 Hi, I’m Nancy Black. Nice to meet you.)

S: Nice to meet you, too.

T: Yang Ling shows her around. What’s in their school? Which rooms do they talk about? Let’s watch the video and tick. (播放Story time动画)

3. T: Which rooms do they talk about?

S1: Classroom

S2: Computer room.

S3: Library and music room.

S4: Table tennis room

T: There are a lot of rooms in their school.

(领读classroom, computer room, library, music room.)

4. 学生自读课文两人合作完成表格：

T: How many … rooms are there? (出示主句型)

S1: 24 classrooms.

T: What are these rooms?

S2: There are two computer rooms.

S3: There is a music room.

S4: There is a table tennis room.

S5: There is a library.

rooms How many Where

computer rooms 2

music rooms 1

table tennis rooms 1

libraries 1

5. T: There are three floors in the building. Look, here is the first floor. First, the first floor. (同法教授second 和third)

T: The rooms are on different floors. (指表格) Where are they? Please read in groups and find out. (学生分小组自己朗读文本，找出每种教室分别在几楼，师生一起完成黑板上表格)

T: Where is the music room?

Group 1: The music room is on the first floor.

T: Great! (板书The music room is on the first floor) What about other rooms?

Group 2: The computer rooms are on the third floor.

Group3: The library is on the third floor too.

Group4: Nancy’s classroom is on the second floor.

T: Now please work in pairs and finish Write and say on Page 18.

Step 3 Consolidation

1. T: You know their school well. Let’s read the dialogue after the computer.

T: You can choose one or more ways to read.

2. Let’s dub.

3. Try to retell. (学生能够根据上下文完成填空式的复述)

4. Let’s talk.

T: Nancy knows her new school. What about you? Can you talk about our school? Let’s try. You can begin like this:

Hello, I’m ... Look at my school. It’s …There are/is …They’re/It’s …

Step4 Homework家庭作业

1. Read the text after the tape five times.

2. Act the story with friends.

3. Talk about our school with your friends and write it down on Page 24.

板书设计：

**Unit 2 A new student**

There is/are … in our school.

How many … rooms are there?

The … is on the first floor.

教学反思：（红笔手写）