

# Lesson 1 How many candles are there?

## 第 1 课时

### 一、教学目标

#### 1. 知识目标

能够听、说、读、写本课的主要句型    How many candles are there?

There are five. Are there any gifts on the table? No, there aren

t. Are there any chairs in your room? Yes, there are.

#### 2. 能力目标

(1) 能准确模仿本课录音中的内容。

(2) 能够在图片或情景的帮助下运用句型    How many candles are there?

There are five. Are there any gifts on the table? No, there aren    t. Are

there any chairs in your room? Yes, there are.    来谈论生日活动。

#### 3. 情感态度，文化知识，学习策略

(1) 能够认真观察、积极思考，对英语学习有兴趣，乐于模仿，善于积极沟通。

(2) 懂得关爱家人。

### 二、教学重难点

#### 教学重点：

在实际情境中运用句型    How many candles are there? There are five. Are there any gifts on the table? No, there aren    t. Are there any chairs in your room? Yes, there are.    谈论生日活动或某处物品陈设是本课教学重点。

### 三、教学准备

(1) 教师准备：单词卡片及图片、录音机、磁带、光盘或多媒体课件、挂图等

(2) 学生准备：图片

### 四、教学流程设计

#### 1. 热身活动

(1) 师生问好后，教师播放本课的歌曲：    Happy Happy Home 创设轻松的学习氛围，导入本课话题。

(2) 出示本板块图片：Look. What is Chenchen doing? What are his family doing? Why are they busy? Can you guess?

(3) 播放录音，学生听录音并回答问题：What are Chenchen and Steven going to do?

## 2. 新知呈现与操练

(1) 出示板块二挂图或多媒体课件，让学生读图预测：Chenchen is hungry. He wants to get some food from the kitchen. Now, Chenchen and Steven are near the kitchen. What's in the kitchen? 让学生看图回答：There is a cake on the table. There are some fruit on the table.

(2) 继续看图回答：What's on the cake? How many candles are there on the cake? 出示单词卡 candle，学生开火车朗读。板书句型：How many candles are there on the cake? 及其答句：There are five.

(3) 教师出示一些学习用品如书、钢笔等放在教桌上：Look, there are many school things on the desk. How many pens/ , are there on the desk? 引导学生回答：There are ,

(4) 继续引导学生思考：There is a cake on the table. Can you guess whose birthday it is? When you see a cake, what will you think of? What will you do on someone's birthday? Are there any gifts on the table? How does Chenchen feel?

(5) 教师播放录音或多媒体课件，学生听音回答以下问题：Whose birthday is it? Are there any gifts for Chenchen at last? How does Chenchen feel?

(6) 教师再次播放录音，学生听音回答以下问题：How old is Chenchen? How many candles are there? Are there any gifts on the table? 根据学生回答板书句型。

(7) 播放录音，学生听音模仿、跟读，然后学生分小组朗读，小组进行朗读展示。

## 3. 语用活动

(1) 利用多媒体课件出示一些物品图片，如：books, pens, pencils, candles, etc. 让学生快看快说。

(2) 出示 Ask and answer 板块图片，以图一为例进行讨论：

A: Is there a cake on the table?

B: Yes, there is.

A: Are there any candles on the cake?

B: Yes, there are.

A: How many candles are there?

B: There are five.

A: Are there any , ?

(3) 播放本板块录音内容，学生听音跟读，然后两人一组进行问答练习。

(4) 问答展示。

(5) 多媒体课件呈现一些房间的陈设用品，例如：床、桌子、椅子、电脑、床头柜、钟表、图画等，学生抢答。

(6) 课件呈现一个空房间： This is my room. Can you guess what 's in my room? 引导学生用所学句型猜测： Are there any , ? 教师点击课件出现有或没有并给以回答： Yes, there are./ No, there aren ' t. 教师根据学生的猜测板书句型： Are there any chairs in your room? Yes, there are.

(7) 学生两人一组进行问答。

(8) 课件呈现 Ask and answer 板块中 Peter 的一个完整房间，教师引导学生一起介绍房间的陈设： There is a big bed in Peter 's room. There are two, There aren ' t any , . 然后让个别学生介绍。

(9) 比比谁的记忆力好

多媒体呈现一些课桌上的学习用品，比如三本书、两支钢笔、五只铅笔、10块橡皮、六只蜡笔等等，让学生看三十秒记忆，然后遮盖，让学生根据记忆询问，直到猜对为止。为了增加游戏的趣味性和难度，可以多加一些物品。此游戏也可以在小组内进行。

如：对话一

A: Are there any , on the desk?

B: Yes, there are. How many , . are there on the desk?

A: There are , .

B: Yes, you are right.

对话二

A: Are there any , on the desk?

B: No, there aren ' t.

A: Are there any , on the desk?

B: Yes, there are. How many , . are there on the desk?

A: There are , .

B: Yes, you ' re right.

( 10 ) 两人小组活动

同桌之间每人持有不同的房间陈设图片， 将图片贴在一块板上， 设计自己理想的房间。其中一人运用所学句型询问对方， 另一人根据自己的图片和数量回答， 然后交换问答。

#### 4. 总结

引导学生回顾本课学习内容： What have we learned today? 并引导学生关爱家人。

#### 五、作业布置

1. 听录音，朗读对话。

2. 尝试表演对话。

#### 六、板书设计：

Lesson 1 How many candles are there?

How many candles are there ?

There are five.

Are there any gifts on the table?

No, there aren ' t.

Are there any chairs in your room?

Yes, there are.

#### 七、教学反思



## 第 2 课时

### 一、教学目标：

#### 1. 知识目标

听、说、认读单词 candle, cat, cake, picture, doctor, music, picnic;  
duck, luck, clock, black, sock 和音标 / k/ , 掌握字母 Cc和字母组合 ck 的发音规律。

#### 2. 能力目标

- (1) 能准确模仿本课录音中的内容。
- (2) 能在图片和关键词的帮助下讲述故事。
- (3) 能读出符合字母 Cc和字母组合 ck 发音规则的单词。

#### 3. 情感态度，文化知识，学习策略

- (1) 能根据发音规律拼读单词，逐步形成有效的学习策略。
- (2) 懂得遇到问题不怕困难，积极解决的道理。

### 二、教学重难点

#### (一) 本课教学重点

理解课文内容并能复述是本课教学重点。

#### (二) 本课教学难点

总结字母 Cc和字母组合 ck 的发音规则是本课的教学难点。

### 三、教学准备

(1) 教师准备：单词卡片及图片、录音机、磁带、光盘或多媒体课件、挂图等

(2) 学生准备：单词卡片等

### 四、教学流程设计

#### 1. 热身活动

(1) 师生问候。

(2) Sharp eyes

PPT快速闪现一些物品名词，例如：book, pen, eraser, desk, chair, cake, candle, water, bottle, drink, etc. 学生抢读。

(3) 造句：让学生运用以上单词造句子，例如： There are some books on

the desk. / , . Are there any candles on the cake/ , ? There is a pen / , in the pencil-box./ , .. Is there a , ? How many , are there?

## 2. 新知呈现与操练

(1) 出示挂图或多媒体课件说： Look! Here is a bird. How is he? What is he doing? Can you guess?

(2) 播放录音或课件，学生听并回答以上问题。教师板书单词： →thirsty  
looking for water

(3) 再次播放录音或课件，学生观看视频并回答以下问题： Yes ,he is looking for water. But there is no water in the river. What does the bird find? Can he drink the water? 教师根据学生的回答板书关键词： →  
bottle some water can→ ' t get the water

(4) 教师继续引导学生： The bird finds a bottle with some water, but he can' t drink the water, because his mouth is too short and he can ' t get the water. What should he do? Can you help him? 激发学生积极开动脑筋想办法。

(5) 继续播放视频或录音，学生观看并回答以下问题： What can the bird do? Can he get the water? 教师根据学生的回答板书关键词： puts some stones into can drink the water.

(6) 小组讨论： Do you think the bird is clever? : Do you have any other way to drink the water? 引导学生遇到问题不要慌，要积极想办法解决。

(7) 播放录音，学生听并跟读，然后自己朗读。

(8) 朗读展示。

(9) 读一读，排排序

指导学生完成文后练习题。

(10) 板书单词： cat, cake, picture, doctor, music, picnic, 让学生朗读单词，引导学生去发现这六个单词都共有字母 Cc, 然后在反复朗读中感悟并发现辅音字母 Cc的发音为 /k/ , 教师出示并领读该音标 , 学生开火车读。

(11) 板书单词 :duck, luck, clock, black, sock , 让学生去发现这四个单词共有的字母组合是 ck , 然后反复朗读，感悟并发现这五个单词中的字母 ck

发音同于以上五个单词中的 Cc, 再次出示音标 /k/, 学生开火车读。

(12) 播放录音或多媒体课件, 学生跟读并小组内朗读练习, 然后进行朗读展示。

(13) 师生一起拼读: Cc /k/, cat, cake, , .

Ck, /k/, duck,

(14) 出示其他含有字母 Cc 的单词, 例如: cut, cup, cub, etc. 让学生尝试朗读。

然后出示含有字母组合 ck 的单词, 例如: back, sick, quick, lock, etc. 让学生尝试朗读。

### 3. 语用活动

#### (1) 选词填空

( some water , bottle, can , idea, puts some stones , looks for, drink the water )

A bird is very thirsty. He \_\_\_\_\_ some water here and there. He finds a \_\_\_\_\_. There is \_\_\_\_\_ in it, but he can't \_\_\_\_\_. What can he do? Then he has an \_\_\_\_\_. He \_\_\_\_\_ into the bottle, and he \_\_\_\_\_ drink the water.

#### (2) 讲故事能手评选

让学生根据关键词把故事完整的复述出来, 评选最佳讲故事小能手

(3) 出示 Look, read and fill 板块, 指导学生朗读表格内单词, 然后读对话选词填空: Let's read the words in the box. Then read the dialogue and choose the words and fill in the blanks.

#### (4) 核对答案。

#### (5) 学生两人一组朗读对话, 然后小组展示。

### 4. 总结

引导学生回顾本课学习内容: What have we learned today? 同时引导学生明白遇到问题要不怕困难, 积极解决的道理。

### 五、作业布置

#### 1. 听录音, 跟读故事。

2. 尝试将本故事讲给父母听。

## 六、板书设计

Lesson 1 How many candles are there?

A clever bird

thirsty → looking for  
water → a bottle →  
some water → can't get the  
water ~ puts some stones

C /k/ : cat, cake, picture, doctor,  
musici, picnic  
ck/k/: ducku, lucku, clocku, blacku, socku

## 七、教学反思

## Lesson 2 The Mid-Autumn is coming.

### 第 1 课时

#### 一、教学目标

##### 1. 知识目标

(1) 能够听、说、读、写本课的主要句型 When is the Mid-Autumn Festival? It ' s next Sunday. What do you do on the Mid-Autumn Festival? We look at the moon and eat mooncakes.

(2) 听、说、认读单词 mooncake, festival, lantern

##### 2. 能力目标

(1) 能准确模仿本课录音中的内容。

(2) 能够在图片或情景的帮助下运用句型 When is the Mid-Autumn Festival/ , ? It ' s , . What do you do on the Mid-Autumn Festival/ , ? We look at the moon and eat mooncakes/ , . 来谈论节日日期、节日活动等。

(3) 能在图片和关键词的帮助下讲述节日活动。

##### 3. 情感态度，文化知识，学习策略

(1) 能够认真观察、积极思考，对英语学习有兴趣，乐于模仿，善于积极沟通。

(2) 通过中外重要节日的对比学习，能初步意识到中外文化的不同。

#### 二、教学重难点

##### (一) 教学重点：

在实际情境中运用句型 When is the Mid-Autumn Festival/ , ? It ' s , . What do you do on the Mid-Autumn Festival/ , ? We look at the moon and eat mooncakes/ , . 谈论节日日期和节日活动是本课教学重点。

##### (二) 教学难点：

介绍节日活动是本课的教学难点。

#### 三、教学准备

(1) 教师准备：单词卡片及图片、录音机、磁带、光盘或多媒体课件、挂图等

(2) 学生准备：图片

#### 四、教学流程设计

##### 1. 热身活动

(1) 师生问好后，教师播放本课的歌曲：The moon 创设轻松的学习氛围，导入本课话题：What's the song about? When is the moon round? When do we look at the moon?

(2) 出示板块一挂图或多媒体课件：Look at the picture. Who /What do you see? What are they doing? Can you predict what they are talking about?

(3) 出示板块一内容：Yes. The Mid-Autumn Festival is coming. Lingling and her mom are talking about it. Let's listen and answer some questions.

(4) 播放录音，学生听录音并回答问题：Who is Lingling's friend? What does Lingling want to do?

##### 2. 新知呈现与操练

(1) 出示板块二挂图或多媒体课件，让学生读图预测：Who are they? What are they talking?

(2) 播放录音或多媒体课件，学生听录音或看视频回答以下问题：What are Lingling and Sally talking about? 引出 The Mid-Autumn Festival is coming. 板书单词或出示单词卡 festival 并教读，学生开火车读。

(3) 再次播放录音或视频，学生听录音或看视频后，回答以下问题：When is the Mid-Autumn Festival? What do Lingling's family do on the Mid-Autumn Festival? What does Lingling ask Sally to do on the Mid-Autumn Festival? 在学生回答问题的过程中，出示单词卡或板书单词 mooncake, 指导学生朗读该单词，并追问学生：Do you like mooncakes? What do they look like?

(4) 引导学生谈论自己都是如何过中秋节的：When is the Mid-Autumn Festival every year? What do your family usually do on that day? What do you usually eat? Do you eat mooncakes on the Mid-Autumn Day? 学生小组内介绍，然后全班介绍。

(5) 播放录音，请学生听录音，跟读。

##### 3. 语用活动

(1) 出示板块三挂图或课件，指导学生看元宵节一图：Look! What festival

is it ?     引导学生说出 the Lantern Festival.     并领读，学生分小组朗读。然后  
与学生进行对

话作为示范：

T: When is the Lantern Festival?

Ss: It ' s in February.

T:What do you eat on the Lantern Festival?

Ss: We eat yuanxiao.

T: What do you do on the Lantern Festival?

Ss: We watch lanterns.

( 2 ) 播放本板块录音内容，学生听音跟读，然后两人一组进行问答练习。

( 3 ) 展示。

( 4 ) 让学生阅读并完成表格。

The Spring Festival     is usually     in January     or February.     It ' s on the  
first     day of the firth     lunar     month. It ' s Chinese NewYear. OnNewYear'  
s Eve, we usually have a big dinner and eat jiaozi. We often watch TV  
together. Children set off firecrackers and fireworks. In the morning,  
we wear our new clothes and visit our relations and friends.

The Lantern Festival     is     on the fifteenth     day of the first     lunar     month.  
On that day, we     usually eat     yuanxiao. Yuanxiao is round     and sweet. It ' s  
a symbol of good luck. We often watch lanterns in the evening.

Dragon Boat Festival is on the fifth day of the fifth lunar month.  
On that day, we often have dragon boat races. We make and eat zongzi to  
remember Qu Yuan, a great poet.

Double Ninth Festival is on the ninth day of the ninth lunar month.  
Onthat day, we usually climb mountains . Weoften visit old people, too.

| Festival | When | What to eat | What to do |
|----------|------|-------------|------------|
|          |      |             |            |
|          |      |             |            |



#### 4. 总结

引导学生回顾本课学习内容： What have we learned today? 并引导学生要了解并继承中国传统节日和节日习俗。

#### 五、作业布置

1. 听录音，朗读对话。

2. 尝试表演对话。

#### 六、板书设计

Lesson 2 The Mid-Autumn Festival is coming.

A: When is the Mid-Autumn Festival?

B: It ' s next Sunday.

A: What do you do on the Mid-Autumn Festival?

B: We look at the moon and eat mooncakes.

#### 七、教学反思

## 第 2 课时

### 一、教学目标

#### 1. 知识目标

(1) 能听、说、认读语音词汇 city, cinema, pencil, place, face, nice 和音标 / s/ , 掌握字母 Cc 的发音规律。

#### 2. 能力目标

- (1) 能准确模仿本课录音中的内容。
- (2) 能在图片和关键词的帮助下讲述节日活动。
- (3) 能读出符合字母 Cc 发音规则的单词。

#### 3. 情感态度, 文化知识, 学习策略

- (1) 能根据发音规律拼读单词, 逐步形成有效的学习策略。
- (2) 通过中外重要节日的对比学习, 能初步意识到中外文化的不同。

### 二、教学重难点

#### (一) 教学重点

能读懂短文, 根据关键词复述课文是本课教学重点。

#### (二) 教学难点

介绍节日活动和总结字母 Cc 的发音规则是本课的教学难点。

### 三、教学准备

(1) 教师准备: 单词卡片及图片、录音机、磁带、光盘或多媒体课件、挂图、纸条等

(2) 学生准备: 单词卡片、纸条等

### 四、教学流程设计

#### 1. 热身活动

(1) 师生问候, 一起吟诵诗歌: The moon.

(2) 复习学生学过的几个节日: What festival do you know? When is , ?  
What do you do/ eat on , ?

(3) 两人一组对话展示。

## 2. 新知呈现与操练

(1) 出示板块四挂图或多媒体课件： Look at the pictures. What can you see? What are the people/children doing? What festival is it? 根据学生的回答，教学单词 firework, 教师领读然后学生开火车朗读。

(2) 教师出示本板块短文内容（无标题），让学生快速阅读短文，为短文找出合适的标题： What's the title of the passage?

(3) 学生再次阅读短文，回答以下问题： When is the Spring Festival? What do Chinese people do on the Spring Festival? What do children like very much? What do children get on the festival? What does "lucky money" mean? On the first day of the festival, what do people do?

(4) 出示一个表格，学生阅读并完成该表格。

| The name of the festival | When | What people do | What children to do |
|--------------------------|------|----------------|---------------------|
|                          |      |                |                     |

(5) 师生一起根据表格内容复述课文，然后请部分同学复述。

(6) 播放录音，学生听并跟读，然后自己朗读。

(7) 朗读展示。

(8) 板书单词： city, cinema, pencil, place, face, nice, 让学生朗读单词，引导学生去发现这六个单词都共有字母 Cc, 然后在反复朗读中感悟并发现辅音字母 Cc的发音为 /s/ , 教师出示并领读该音标，学生开火车读。

(9) 播放录音或多媒体课件，学生跟读并小组内朗读练习，然后进行朗读展示。(10) 师生一起拼读： Cc /s/, city, cinema, pencil, place, face, nice.

(11) 出示其他含有字母 Cc的单词，例如： cycle, rice, center, decide, ceiling, circle, etc. 让学生尝试朗读。

(12) 引导学生总结字母 Cc的发音规则：字母 Cc后跟字母 e/i/y 时，c 发 /s/.

## 3. 语用活动

(1) 读一读，连一连

教师出示打乱了顺序的文本和图片， 让学生读一读文本内容， 与正确的图片连接。

(2) 选词填空

( playing with fireworks, January or February, lucky money, go from door to door , have a big dinner ,have a long holiday, )

The Spring Festival is in \_\_\_\_\_. People often \_\_\_\_\_ for the festival. They usually \_\_\_\_\_ together. Children like \_\_\_\_\_ very much. They get \_\_\_\_\_ from their parents and grandparents. On the first day of the festival, People usually get up early and \_\_\_\_\_ and say " Happy New Year" .

(3) 出示板块五教学挂图或课件： Look at Lingling and her classmates. What are they doing? What festival are they talking about? When is the festival? What can people do on this festival? What do people eat? 根据学生回答，教学单词 turkey, 学生分小组朗读。

(4) 教师描述一个节日的日期以及节日活动，让学生猜测是哪个节日。

(5) 分别让几个学生起来描述节日日期和活动特点，让其他学生猜测。

(6) 宝贝回家行动

教师准备两个小房子卡片贴在黑板上， 卡片上分别写上音标 /k/ 和/s/ ,把单词 cat, cake, picture, doctor, music, picnic, city, cinema, pencil, place, face, nice 等打乱顺序也贴在黑板上，让学生比赛把单词分类贴到不同的小房子上，贴的又快又正确的小组赢。

(7) 出示 Fill in the blanks 板块，让学生填空补充对话。

(8) 核对答案，然后学生两人一组朗读对话并展示。

4. 总结

引导学生回顾本课学习内容： What have we learned today? 同时引导学生明白遇到问题要不怕困难，积极解决的道理。

五、作业布置

1. 听录音，跟读短文。

2. 尝试用英语介绍中国的其他传统节日给父母听。

七、 板书设计

Lesson 2 The Mid-Autumn is coming.

| The<br>nameof the<br>festival | When | What<br>people to do | What<br>children to<br>do | <div>Cc /s/ : <u>c</u>ity,<br/><u>c</u>inema, <u>p</u>encil,<br/><u>p</u>lace, <u>f</u>ace, <u>n</u>ice</div> |
|-------------------------------|------|----------------------|---------------------------|---|
|                               |      |                      |                           |   |

七、 教学反思

# Lesson 3 We are having a sports meet.

## 第 1 课时

### 一、教学目标

#### 1. 语言知识目标：

(1) 能够听、说、读、写句型 : Steven runs fast. He is the first. What are they doing? They ' re doing the high-jumping. Is John doing the high-jumping, too? No, he isn ' t.

(2) 能够听、说、读、写单词 fast, high, her 。

#### 2. 能力目标

(1) 能够借助图片听懂谈论学校运动会的录音材料，理解版块二的对话情景。

(2) 能够在图片和教师的帮助下理解对话大意， 能够运用句型：What are they doing? They ' re doing the high-jumping. Is John doing the high-jumping, too? No, he isn ' t. 谈论交流某人正在做某事。

(3) 能够按照正确的意群及语音、语调朗读对话，并能进行角色扮演。

#### 3. 情感态度，学习策略

(1) 能够认真观察、积极思考，对英语学习有兴趣，乐于模仿，敢于开口。

(2) 能够乐于与同伴合作，积极参加小组语言学习活动。

(3) 热爱自己的学校，并乐于参加学校组织的各项活动

### 二、教学重难点

1. 能够运用现在进行时就学校的运动会进行简单交流。

2. 能够在情景中恰当运用现在进行时的陈述句、特殊疑问句和一般疑问句。

### 三、教学准备

1. 教师准备：多媒体课件、录音机及配套磁带、教学挂图、词卡、运动会项目卡片、不同场景下各种活动的简笔画。

2. 学生准备：学校生活和家庭生活的照片

### 四、教学流程设计

#### Step1 Warm-up

① Watch the video

视频播放学校运动会开幕式，让学生观看并思考以下问题：

Which sports do you see in the sports meeting?

What items do you take part in in the sports meeting?

② Try to read

教师 PPT 出示运动项目和一些动词，引导学生快速读出这些单词：run, swim, jump, play football, play basketball 等。

Step2 Presentation

1. 板块一导入：教师提出问题，引导学生听录音。

① The school sports meet is going on. Which sports are the kids playing? 让学生仔细观察运动会的场景，激活学生已有的知识。

② Look and listen 教师第一次播放录音，学生看课本图片，听录音。

③教师提出问题： Which sports are the kids playing? 引导学生再次聆听对话并圈出运动会上正在进行的运动项目，让学生听录音并寻找答案。

2. 板块二

① PPT 出示运动会的场景，教师介绍： They are having a sports meet. Steven, Tom, Peter, Ann, Sally and John are in the sports meet. 教师边说边把这些人名贴到黑板上，然后问学生： What are they doing? Let's listen and think about the questions.

②教师播放录音，学生听对话并思考问题。

③核对答案，在核对答案的时候，通过老师和学生之间的对话，进一步理解课文内容。如：

第一幅图画

老师运用以下语言与学生交流： Look, Steven, Peter and Tom.

What are they doing? 引导学生思考并回答问题。

板书： What are they doing? They 're running.

出示课本第一幅图画，让学生观察图片内容并根据跑步的先后顺序给三个人物排名，在语境中理解 first, second, third 的意思。教师可以用以下语言与



学生交流：Who is the first? Who is the second? Who is the third? Please think and number.

Steven              Tom              Peter

( )              ( )              ( )

T: Steven runs fast. He is the first. Tom is the second. Peter is the third.

### 第二幅图画

教师与学生交流：Where are Ann and Sally? What are they doing?

板书：They're doing the high-jumping.

### 第三幅图画

T: Is John doing the high-jumping, too? No, he isn't.

T: Is Tom doing the long-jump? Yes, he is.

板书：He's doing the high-jumping.

④学生打开课本观察教材图画，跟读对话后小组内分工练习。

⑤ Read and match 教师将三副图画和对话内容打乱顺序，让学生根据图画内容，选择相应的对话。

### ⑥双簧游戏

四人一小组，两位同学表演其中的一段对话，另两位同学配音。全体同学评选出最佳表演小组。

### Step 3. Practice

操练环节需要教师准备课件和图片。

Ask and answer.

①教师出示图片的一部分，学生来猜他们正在干什么。可以用：Is he / she doing? Are they doing? 猜不中的可以用 What is he / she doing? What are they doing?

②教师播放录音，学生跟读并模仿对话录音。

③小组间进行记忆大比拼活动，小组的四位同学分别针对图画提出一个问题，问题可以包含图画内容，也可以不包括图画内容，另一个小组的四位同学根

据对图画的记忆对问题做出正确的回答， 全体同学做出判断。 回答正确一个问题得 1 分。

#### Step 4 Production

Sports Meet / Picnic / Cleaning the Classroom / Having a party

教师给每个小组提供四个话题的简笔画，学生根据自己的所长，选择自己的角色，并在简笔画的旁边写上自己的姓名，然后同学之间用本节课所学的主要语言进行对话交流。

汇报交流时，各小组可以派一名代表用陈述句进行汇报， 如：Mike is flying kites. John is listening to music. Ann is drawing pictures. 也可以两名同学采用问答的形式进行汇报： What is Mike doing?

He is flying kite.

鼓励小组之间采用打电话的形式进行交流汇报。

What are you doing? We ' re cleaning the classroom.

What is Sam doing? He ' s cleaning the desks.

#### 五、作业布置

1. 听录音，跟读对话若干遍。
2. 各小组之间继续讨论各小组正在干的事情。

#### 六、板书设计

#### Lesson 3

Steven runs fast. He is the first.

What are they doing?

They' re doing the high-jumping.

Is John doing the high-jumping, too?

No, he isn ' t.

#### 七、教学反思

## 第 2 课时

### 一、教学目标

#### 1. 语言知识目标：

(1) 能够听懂、会说、认读句子 They' re playing with the snow.

Dad is rolling a big snowball. Ann is rolling a small one beside him.

Mum is helping her. They ' re making a snowman. Mum is putting a nose on the snowman' s face.

(2) 初步了解字母 h 在单词中的两种发音。

#### 2. 能力目标

(1) 能够听懂配图小故事，能借助图片理解故事并回答 2 个问题，能够正确朗读所学故事。

(2) 能够根据图片内容写出现在进行时的句子， 初步培养学生的书写能力。

(3) 能够根据字母 h 的发音规则拼读、拼写单词。

#### 3. 情感态度，文化知识，学习策略

(1) 积极思考，对英语学习有兴趣，乐于模仿，敢于开口。

(2) 能够积极参加语言学习活动， 在情景表演活动中形成运用语言的能力。

### 二、教学重难点

教学重点：能够在图片、实物或情景的帮助下理解故事并能够朗读故事。

教学难点：能够在情景中恰当运用现在进行时来谈论和描述正在发生或进行的事情。

### 三、教学准备

教师准备：多媒体课件、录音机及配套磁带、教学挂图，家庭活动的照片。

学生准备：英语课本、英文作业本

### 四、教学流程设计

#### Step1 Warm-up

热身环节需要教师准备 PPT 课件、部分场所的图片。

① 课件播放 P17: Let' s chant

② Watch and say. 通过 PPT 展示小猫和老鼠的图片，鼓励学生描述图片的内容。

## Step 2 Presentation

①PPT展示下雪的情景，出示通过课件出示 Ann的爸爸妈妈，然后与学生交流：

T: Who are they? This is Ann ' s mother. This is Ann ' s father.

T: What ' s the weather like today? 鼓励学生用 It ' s snowing.

②启发学生思考并猜测。

T: What does Ann want to do?

Ss: Ann wants to watch TV. Ann wants to listen to a story. Ann wants to play in the snow.

教师展示正确答案： Ann wants to play with her Dad and Mum in the snow. Now, what are they doing? Look at the pictures. Please read and match.

③出示课本三幅图片，教师播放录音，学生听录音找出问题的答案。可以多听几遍录音，使学生听懂对话，并能够将图片和句子连线。

They are playing with the snow.

Dad is rolling a big snowball.

Ann is rolling a small snowball.

Mum is helping Ann.

They are making a snowman.

Mum is putting a nose on the snowman ' s face.

④出示正确答案。在核对答案的过程中，注意引导学生观察教材图画，理解故事内容。教师可以使用以下句型与学生交流： What are they doing? What is Ann doing? What is Dad doing? What is Mum doing? 引导学生理解故事内容，边教读边板书主要词组和句型。

如： play with snow, make a snowman, roll a snowball,  
put a nose on the snowman ' s face.

⑤How does Ann feel in the end?

She feels happy.

⑥学生打开教材第 16 页，教师播放录音，学生跟读录音。

⑦学生小组合作朗读，学生展示。

### Step3 Practice

#### ① Retell the story

学生根据图画内容，复述故事。

#### ② Look, read and say

教师出示课本 P17图片，教师引导学生观察图画中的人物并

与学生示范对话：What is Mum doing? She's making a hamburger. Are Peter and Steven playing football? Yes, they are.

学生打开教材第 17 页，观察教材图画，两人一组谈论图画内容并进行展示。

#### ③ Let's chant

播放录音，学生初步感知 chant 的节奏。然后教师对个别句子进行朗读指导，学生跟随录音吟唱。

#### ④ Pronunciation

教师呈现核心语言词：hair, her, his, here 的单词和图片，让学生读出单词，并找一找这四个单词中字母 h 的发音，如 h 都发 /h/ 音。

教师示范口型，引导学生模仿并读出单词。以 hair 为例，引导学生思考 hair 由哪几个因素组成，分别是什么因素。以同样的方法引出：her, his, here 的教学，并进行拆音训练。教师出示更多含有字母 h 的单词，让学生试着说出更多含有 /h/ 的单词。

### Step 4 Production

#### ① Fill in the blanks. 教师出示图卡，引导学生描述图片内容。然

后让学生观察标点符号，学生根据图片内容填写句子，教师指导学生书写。

②教师出示家庭生活的图片，先学生描述并谈论图片内容，然后书写介绍，成为一个小语篇。

如：Hello! Come and meet my family. We're having a family party. Look, my sister is singing. My father is dancing. My mother is playing the piano. My grandma is making a cake for us.

学生根据自己想了解的内容，用 Is your mother doing, ? Are they doing, ? 向同学提出自己的问题。

## 五、作业布置

1. 听录音，跟读录音 3 遍。

2. 用简笔画画出以下情景，并进行描述： My family / Sports Meet/ Our Picnic / Cleaning Classroom.

## 六、板书设计

### Lesson 3

Steven runs fast. He is the first.

What are they doing?

They're doing the high-jumping.

Is John doing the high-jumping, too?

No, he isn't.

## 七、教学反思

# Lesson 4 I was late for school

## 第 1 课时

### 一、教学目标

#### 1. 语言知识目标：

(1) 能够听、说、读、写句型： I got up at 6:30. My mother ' s car didn ' t work. Why didn ' t you take the bus? The bus didn ' t come. I was half an hour late.

(2) 能够听、说、读、写单词 with, stop, lesson ; 能够听、说、认读单词 luck 。

#### 2. 能力目标

(1) 能够借助图片听懂录音材料，理解版块二的对话情景。

(2) 能够在图片和教师的帮助下理解对话大意， 能够用正确的语音、语调和意群朗读对话，并能进行角色扮演。

(3) 能够运用句型： I got up at 6:30. My mother ' s car didn ' t work. Why didn ' t you take the bus? The bus didn ' t come. I was half an hour late. 谈论过去发生的事情。

#### 3. 情感态度，学习策略

( 1 ) 能够认真观察、积极思考，对英语学习有兴趣，乐于模仿，敢于开口。

( 2 ) 能够乐于与同伴合作，积极参加小组语言学习活动。

( 3 ) 合理安排自己的作息时间，养成按时上、下学的习惯。

### 二、教学重难点

教学重点：能够运用一般过去时谈论过去的事情和活动。

教学难点：能够在情景中恰当一般过去时的一般疑问句。

### 三、教学准备

1. 教师准备：多媒体课件、录音机及配套磁带、教学挂图、词卡、不同场景下各种活动的简笔画。

2. 学生准备：学校生活和家庭生活的照片

### 四、教学流程设计

#### Step1 Warm-up



① Look and say.

教师出示上学的情景，让学生说出看到的交通工具，如：car, bus, walk, taxi, bike 等，引导学生说一说上学的方式。教师出示各种交通工具，让学生读一读。

② Free talk.

通过老师与学生谈论上学的方式，引出本节课的话题。

T: I often come to school by bus. How do you usually come to school?

学生根据实际情况说一说自己的上学方式。

Step2 Presentation

1. 板块一导入：

①教师提出问题，引导学生看课本图片，听录音。

T: Tom is going to school with his mother. Did Tom go to school in his mother's car today?

②听录音之后，引导学生回答问题。

Ss: No, he didn't.

T: Why?

S: Because his mother's car didn't work. He's going to take a bus.

2. 版块二

①教师介绍语境

T: Tom didn't go to school in his mother's car today. He's going to take a bus. What happened? Now let's listen and try to find out the answers.

② Look, listen and answer.

教师播放录音，学生听对话并回答问题。

Why didn't Tom take his mother's car?

Why didn't Tom take the bus?

What did he do at last?

③ 通过回答问题，理解课文内容。

第一幅图画

老师运用以下语言与学生交流： Whendid Tomget up? Whydidn' t Tomtake his mother ' s car?

板书： I got up at 6:30. But my mother ' s car didn ' t work.

第二幅图画

教师与学生交流： Whendid he get to the bus stop? Whydidn' t Tomtake the bus?

板书： I got to the bus stop at 8:10. But the bus didn ' t come.

第三幅图画

教师引导学生思考以下问题：

T: What did he do at last?

板书： He ran to the school. But I was half an hour late.

④学生打开课本观察教材图画，跟读对话后小组内分工练习。

⑤ Fill in the blanks. 教师抽掉对话中的关键句，让学生根据图画内容填空。如：

Miss Li : You are late, Tom. \_\_\_\_\_?

Tom: No, I got up at 6:30. But my mother ' s car \_\_\_\_\_.

Miss Li: Why didn ' t you \_\_\_\_\_?

Tom: I tried. \_\_\_\_\_ at 8:10. But the bus \_\_\_\_\_.

Miss Li: What did you do, then?

Tom: \_\_\_\_\_. But I was half an hour late.

Miss Li: What bad luck!

⑥对话表演

两位同学表演对话，看谁表演的最好。

Step 3. Practice

操练环节需要教师准备课件和图片。

Ask and answer.

①教师播放录音，学生跟读并模仿对话录音。

② 教师出示第一幅图片，学生模仿说句子。可以用： I ran to the school yesterday. I didn't take a bus. 也可以说：I didn't run to school yesterday. I take a bus.

③小组内进行记忆大比拼活动，出示四副图画中的人物和时间，不出示动词短语，小组的四位同学分别针对图画提问题，问题可以包含图画内容，也可以不包括图画内容，如： What did he do last Sunday? Why didn't he play football last Sunday? 看谁的记忆力最好。

#### Step 4 Production

出示上周的四种活动场景： Sports Meet / Picnic / Party/ Housework.

Last week, Group 1 had a sports meet. Group 2 had a picnic. Group 3 had an English party. Group 4 did housework.

教师给每个小组提供四个话题的简笔画，学生根据自己的所长，选择自己的角色，并在简笔画的旁边写上自己的姓名，然后同学之间用本节课所学的主要语言进行对话交流。

S: What did you do last week?

S: I did the high-jump.

汇报交流时，各小组可以派一名代表用陈述句进行汇报，如：

We had a sports meet last week. John ran. Sarah did the long-jump.

也可以两名同学采用问答的形式进行汇报： What did Mike do? He cleaned the desk.

#### 五、作业布置

1. 听录音，跟读对话若干遍。
2. 各小组之间继续讨论各小组上周的活动。

#### 六、板书设计

#### Lesson 4

I got up at 6:30.

My mother's car didn't work.

Why didn't you take the bus?

The bus didn't come. I was half an hour late

## 第 2 课时

### 一、教学目标

#### 1. 语言知识目标：

##### (1) 能够听懂、会说、认读句子

Tom got up at ten past eight. He ran out of his house. His father shouted. But Tom didn't listen. He ran to the bus stop. Tom got on the bus. He got to the school. There were no people there.

##### (2) 初步了解字母 s 在单词中的两种发音。

#### 2. 能力目标

(1) 能够听懂配图小故事，能借助图片理解故事并回答 3 个问题，能够正确朗读所学故事。

(2) 能够根据字母 s 的发音规则拼读、拼写单词。

(3) 能够根据图片内容完成一般过去时的句子，并能够根据事情发生的先后顺序排列句子。

#### 3. 情感态度，文化知识，学习策略

(1) 积极思考，对英语学习有兴趣，乐于模仿，敢于开口。

(2) 能够积极参加语言学习活动，在情景表演活动中形成运用语言的能力。

(3) 合理安排自己的作息時間，养成按时上、下学的习惯。

### 二、教学重难点

教学重点：能够在图片、实物或情景的帮助下理解故事并能够朗读故事。

教学难点：能够在情景中恰当运用一般过去时来谈论和描述过去发生的事情。

### 三、教学准备

教师准备：多媒体课件、录音机及配套磁带、教学挂图，活动的照片。

学生准备：英语课本、英文作业本

### 四、教学流程设计

#### Step1 Warm-up

热身环节需要教师准备 PPT 课件、部分场所的图片。

①课件播放 P23: Let ' s chant

② Watch and say. 通过 PPT展示几种小动物的图片，鼓励学生模仿动物的叫声。

## Step 2 Presentation

①PPT展示第一幅图画，教师与学生交流：

T: When did Tom get up yesterday morning ?

指导学生看钟表，并学会时间的表达： ten past eight.

②提出问题，听录音

T: He got up at ten past eight. What did he do then?

How did he go to school? What day was it yesterday?

PPT出示课本三幅图片，教师播放录音，学生听录音并思考问题。可以多听几遍录音，使学生听懂对话，并能够找出问题的答案。

③ 在回答问题的过程中，引导学生理解课文内容。

出示第二幅图画：

T: He got up at ten past eight. What did he do then? 学生回答： He ran out of his house. T: Why?引导学生想一想，然后表达自己的观点。 Ss: Because he thought he was late for school. 继续引导学生思考： What did his father do? 引导学生找出问题答案： His father shouted: " Wait, Tom. It ' s Saturday today. " But Tom was so hurried. He ran so fast. He didn ' t listen. He ran to the bus stop.

引导学生观察第三幅图画：

T: How did he go to school? 学生回答： He went to school by bus. Who is this girl? It ' s Lingling. What did Lingling do?

Lingling shouted: " Wait, Tom. Today is Saturday " But Tom got on the bus.

出示第四幅图画：

What day was it yesterday?

It was Saturday. Tom got to the school. But there were no pupils there.

④学生打开教材第 22 页，教师播放录音，学生跟读录音。

⑤学生小组合作朗读，学生展示。

### Step3 Practice

#### 1.Retell the story

学生根据图画内容，复述故事。

#### 2. Questionnaire

①教师出示课本 P23调查问卷，并与学生示范对话：Did you have a piano lesson? 教师教学单词：lesson. 学生根据实际情况进行回答，老师根据学生的回答在 Yes 或者 No 方框内打对号。

②学生两人一组进行调查活动。

③ Make a report. 学生汇报调查结果。

T: Peter, what did you do last weekend?

Peter had a piano lesson. He didn't see a film and went to the zoo.

He cleaned his room. Then he played with his friends. He didn't fly kites.

#### 3.Let's chant.

播放录音，学生初步感知 chant 的节奏。然后教师对个别句子进行朗读指导，学生跟随录音吟唱。

#### 4.Pronunciation

教师呈现核心语言词：hair, her, his, here 的单词和图片，让学生读出单词，并找一找这四个单中字母 h 的发音，如 h 都发 /h/ 音。

教师示范口型，引导学生模仿并读出单词。以 hair 为例，引导学生思考 hair 由哪几个因素组成，分别是什么因素。以同样的方法引出：her, his, here 的教学，并进行拆音训练。教师出示更多含有字母 h 的单词，让学生试着说出更多含有 /h/ 的单词。

### Step 4 Production

1.Look, write and order. 教师出示图卡，引导学生描述图片内容。

然后让学生根据图片填写句子，教师指导学生书写。

2. 学生完成书写之后，让学生根据故事发展的顺序排列句子。

Yesterday morning, Tom got up at ten past eight.

He didn't have breakfast. He ran to the bus stop, but the bus didn't come.

Then he ran to the school.

He got to school at twenty to nine.

What a bad luck. He was late for school.

#### 五、作业布置

1. 听录音，跟读录音若干遍。
2. 描述自己的周末或者在上学时发生过的一件事情。

#### 六、板书设计

#### Lesson 4

Tom got up at ten past eight.

He ran out of his house. His father shouted. But Tom didn't listen.

He ran to the bus stop. Tom got on the bus.

He got to the school. There were no pupils there.

#### 七、教学反思



# Revision 1

## 第 1 课时

### 一、教学目标

#### 1. 知识目标

(1) 能够听、说、读、写本课的主要句型 There are many nice buildings there.

We are having a great time there.

(2) 能听、说、认读本课单词： love .

#### 2. 能力目标

(1) 能准确模仿本课录音中的内容。

(2) 能够在图片或情景的帮助下运用句型 There are many nice buildings there.

We are having a great time there. 谈论某处有某物和正在进行的活动。

(3) 复习第 1 和第 3 课所学对话，要求学生能在实际情形中运用。

#### 3. 情感态度，文化知识，学习策略

(1) 能形成经常性联系以往所学语言知识的学习策略，知道在英语学习中要时常温故而知新。

(2) 通过本课学习，培养学生认读、阅读能力以及观察、分析问题的能力，初步形成英语思维能力。

(3) 珍惜时间，能合理安排自己的生活作息。

### 二、教学重难点

#### (一) 教学重点：

在实际情境中运用 There are many nice buildings there. We are having a great time there. 谈论某处有某物和正在进行的活动是本课的教学重点。

#### (二) 教学难点：

### 板块七 A word puzzle

### 三、教学准备

1. 教师准备：单词卡片及图片、录音机、磁带、光盘或多媒体课件、挂图、转盘等。

2. 学生准备：单词卡片、骰子等。

#### 四、教学流程设计

##### 1. 热身活动

(1) 师生问好后，教师播放第三课歌谣： What are you doing ,little cat?

创设轻松的学习氛围，导入本课话题。

(2) 游戏 Sharp Eyes: 运用卡片或多媒体课件快速闪现与本课有关的一些动词，例如： play football, swim , play basketball , do the long - jump, do the high-jump , 学生抢读。

##### 2. 新知呈现与操练

(1) 出示 Listen and circle 板块挂图，引导学生讨论图片： Look, this is a map of Sally ' s hometown. There are many places in her hometown. What can you see? 引导学生讨论图片内容。

(2) 播放录音，让学生听录音并在地图上圈出他们听到的地点： Sally and Tom are talking about Sally ' s hometown. What places are they talking about? Let ' s listen and circle.

(3) 检查核对答案： Yes. There are many nice buildings there ( 板书该句型 ) . There is , .

(4) 师生一起看图讨论： How do you like Sally ' s hometown? What ' s in her hometown?

(5) 学生小组内讨论，然后进行个人展示。

(6) 谈论自己的家乡： This is Sally ' s hometown. It ' s a beautiful city. What about your hometown? What ' s in your hometown? 引导学生说一说家乡的面貌： I live in , It ' s a beautiful , . There is/are , .

(7) 出示 Read and fill 板块信件： Here is a letter from Ann. Read the letter quickly and answer: Whom is the letter for? Where is Ann? How does Ann feel? 引出 We are having a great time. 并板书。

(8) 让学生第二次细心阅读，回答以下问题： What ' s the weather like on the farm? Who are on the farm? What does Ann do every day? What are they doing?

(9) 学生完成表格的填写，师生一起核对答案。

(10) 播放课文录音，学生听录音跟读，然后自己朗读。

(11) 朗读展示。

(12) 小结信的书写格式，教学单词 love, 学生朗读。

### 3. 巩固与操练

(1) 出示一张动词图片，例如：play basketball, 教师询问：Is he playing football? 学生根据图片内容回答：No, he isn't. He is playing basketball.

(2) 学生两人一组进行问答练习。

(3) 展示活动。

(4) 出示 A word puzzle 板块，学生朗读板块中的单词。

(5) 出示字谜板或多媒体课件，指导学生如何填写缺失的字母，完成字谜游戏。

(6) 出示本板块字谜，学生自行完成，然后核对答案。

(7) 出示一些数词，学生抢读，如：30, 40, 15, 等等。

(8) 出示 Tell the time and fill 板块第一个表盘：Look at the clock. What time is it? Yes, it 's 5:30. 以此类推谈论其他的表盘。

(9) 学生看表盘填写时间，然后两人一组问答：

A: What time is it?

B: It 's , . What time is it?

A: It 's , .

(10) 出示一个 7 点的表盘：Look at the clock. What time is it? Yes, it 's 7:00. It 's time to get up. I get up at 7:00 in the morning. When do you get up? 指导学生谈论自己一天的生活作息，然后进行展示。

### 4. 总结

引导学生回顾本课学习内容：What have we learned today? , 并教育学生要珍惜时间，学会合理安排自己的生活作息。

### 五、作业布置

1. 听录音，朗读短文。

2. 选做一项：(1) 制作自己的时间表并写一写自己的一天活动。(2) 写一写晚饭后，家人都在做什么。

### 六、板书设计

## Revision 1

There are many nice buildings there.

We are having a great time games.

## 第 2 课时

### 一、教学目标

#### 1. 知识目标

(1) 能够听、说、读、写本课的主要句型： I didn't play computer games. They go from house to house and say, "Trick or treat!"

(2) 能听、说、认读本课单词： exercise.

#### 2. 能力目标

(1) 能准确模仿本课录音中的内容。

(2) 能够在图片或情景的帮助下运用句型： I didn't play computer games. They go from house to house and say, "Trick or treat!" 谈论节日日期和活动以及过去的活动。

(3) 复习第 2 和第 4 课所学对话，要求学生能在实际情形中运用。

#### 3. 情感态度，文化知识，学习策略

(1) 能形成经常性联系以往所学语言知识的学习策略，知道在英语学习中要时常温故而知新。

(2) 通过中外文化对比学习，认识到世界的多样性，形成跨文化意识。

(3) 通过本课学习，培养学生认读、阅读能力以及观察、分析问题的能力，初步形成英语思维能力。

### 二、教学重难点

#### (一) 本课的教学重点：

在实际情境中运用 I didn't play computer games. They go from house to house and say, "Trick or treat!" 谈论节日日期和活动以及过去的活动是本课的教学重点。。

#### (二) 教学难点：

教学难点是趣味故事的阅读与理解

### 三、教学准备

(1) 教师准备：单词卡片及图片、录音机、磁带、光盘或多媒体课件、挂图、骰子等

(2) 学生准备：单词卡片、骰子等

#### 四、教学流程设计

##### 1. 热身活动

(1) 播放第四课的 Let's chant : I took a walk. 导入话题。

(2) 游戏 Sharp eyes: 利用多媒体课件或教学图片出示一些表示动作的图片，例如：play football, draw some pictures, read a book, play the piano, fly kites, run, do one's homework, etc. 让学生快看快说。

(3) 出示以上动词的过去式单词，学生抢读。

(4) 两人问答：What did you do yesterday/ last weekend?

##### 2. 新知呈现与操练

(1) 出示 Listen and tick 板块的教学挂图或多媒体课件，引导学生讨论图片：What did they do?

(2) 播放本板块录音，学生听录音编号。

(3) 再次听录音检查答案。

(4) 出示中秋节、春节、端午节等的图片，询问学生：What festival is it? When is the Mid-Autumn Festival/ , ? What do you do on the Mid-Autumn Festival/ , ?

(5) 询问学生知道哪些西方的节日，导入本板块：We know many Chinese traditional festivals. What festival in western countries do you know?

##### 引导学生说一说

(6) 出示 Enjoy reading 板块图片，看图讨论：Look! What is this/What are these? When can people see Easter eggs/pumpkin lamp/? When can people play tricks?

(7) 出示短文内容：Here is a passage about festivals. Read quickly and answer: How many festivals are mentioned? What are they? 学生快速阅读回答问题。

(8) 学生再次阅读，完成文后第一题。

(9) 检查答案：When is Easter Day/ April Fool's Day/ Halloween?

(10) 学生第三次细心阅读，完成文后第二题。



( 11 ) 核对答案。

( 12 ) 播放课文录音，学生听录音跟读，然后在小组内读

( 13 ) 朗读展示。

### 3. 巩固操练活动

( 1 ) 选词填空

( April 1, Easter Day, October ,get Easter eggs, candies ,play tricks, funny clothes )

\_\_\_\_\_ comes in March or April. Children \_\_\_\_\_ on that day. April Fool' s Day is on \_\_\_\_\_. Children often \_\_\_\_\_ on their parents and friends. They like the festival very much. Halloween comes in \_\_\_\_\_. Children wears \_\_\_\_\_ and go from house to house and say, " Trick or treat! " They can get many \_\_\_\_\_.

( 2 ) 出示本板块教学挂图或多媒体课件： Look, the children are playing chain games. Let ' s play it together. 指导学生进行连锁问答游戏。

( 3 ) 学生进行小组比赛，看哪个小组率先完成游戏，中间不断链。

( 4 ) 掷骰子游戏

教师出示一个自己制作的骰子，上面写有一些表示动词的词组，例如：played football, drew some pictures, read a book, played the piano, flew kites, ran 等，教师投掷骰子，并让学生一起问： What did you do yesterday? 教师根据骰子落地情况回答： I , . 然后让学生两人一组进行游戏。

( 5 ) 出示 Read and match 板块内容，学生独立完成连线，然后师生一起核对答案，在此过程中教学单词： exercise, 学生分小组朗读。

( 6 ) 学生两人一组进行问答。

( 7 ) 出示 Listen and fill 板块图片或挂图： Look! Steven and Tom are talking on the phone. Look at the dialogue. Can you guess what the missing words are? 让学生试着填写。

( 8 ) 播放录音，学生听录音补全对话，验证自己的猜测是否正确。

( 9 ) 学生两人一组朗读对话，然后在全班展示。

### 4. 总结

引导学生回顾本课学习内容： What have we learned today? 并引导学生要了解中外文化的异同，形成跨文化意识。

#### 五、作业布置

1. 听录音，朗读课文
2. 写一段短文：介绍昨天或上个周末自己都干了什么。

#### 六、板书设计

##### Revision 1

I didn ' t play computer games there.

They do from house to house and say, " Trick or treat! "



# Lesson 5 I have a headache.

## 第 1 课时

### 一、教学目标

#### 1. 知识目标

- (1) 能听、说、读、写本课单词 well, cold.
- (2) 能够听、说、读、写本课的主要句型 What's wrong with you? I have a cold. Drink some hot water and have a good rest.
- (3) 能听、说、认读本课单词: headache, runny, fever, medicine。

#### 2. 能力目标

- (1) 能准确模仿本课录音中的内容。
- (2) 能够在图片或情景的帮助下运用句型 What's wrong with you? I have a cold/ , . 询问病情和回答, 并给出建议 :Drink some hot water and have a good rest/ , 。

#### 3. 情感态度, 文化知识, 学习策略

- (1) 能够认真观察、积极思考, 对英语学习有兴趣, 乐于模仿, 善于积极沟通。
- (2) 学会关心他人。

### 二、教学重难点

#### (一) 本课的教学重点:

在实际情境中运用 What's wrong with you? I have a cold/ headache ,  
Drink some hot water and have a good rest/ , . 介绍病情及给出合理建议。

#### (二) 教学难点:

根据病情给出合理建议。

### 三、教学准备

- 1. 教师准备: 单词卡片及图片、录音机、磁带、光盘或多媒体课件、挂图、转盘、一些实物、骰子等。
- 2. 学生准备: 单词卡片、骰子等。

### 四、教学流程设计

#### 1. 热身活动

- 1) 师生问好后, 教师播放本课的歌谣: Let's chant: Illnesses. 导入本

课话题： Peter is ill. What ' s wrong with him? Let ' s chant 。

2) 出示身体图片，带领学生复习三下第 14 课所学句型：The chant is about the illnesses. I have a pain in my head/ , . What is wrong with me/you?

引导学生说身体哪个地方不舒服。

3) 出示 Look and listen 板块挂图或多媒体课件： Look at the picture. What time is it? Where is Tom? Why? What ' s wrong with him? 让学生预测 。

4) 播放录音，学生听、回答问题： What ' s wrong with Tom? Can Tom go to the park?. 以验证刚才的猜测。

## 2. 新知呈现与操练

( 1 ) 教师出示 Look ,listen and say 板块挂图： Tom has a cold. How does Tom feel? Who comes? What will mum say? What ' s wrong with Tom? 让学生看图预测故事中的对话。

( 2 ) 教师播放前半部分录音，让学生听录音并回答以上问题。

( 3 ) 教师用手摁着头，假装很痛苦的样子说： I ' m not feeling well , too. I have a headache. 帮助学生理解这两句话，板书这两个句型，出示单词卡 well , headache 并教读，学生开火车读。

( 4 ) 请一部分学生假装头痛，教师关心询问： What ' s wrong with you? 学生回答： I ' m not feeling well. I have a headache.

( 5 ) 教师继续扮演生病的样子，指着鼻子说： I have a cold. I have a runny nose. 帮助学生理解 a runny nose 的含义，出示单词卡 runny 并教读，学生分组读。

( 6 ) 让学生扮演感冒病人说： I have a headache. I have a runny nose. 教师送上一杯热水说： You have a cold. Drink some hot water and have a good rest. 引导全体学生操练这句话。

( 7 ) 教师指着挂图说： Tom is not feeling well. He has a headache and a runny nose. If you were Tom ' s mother, what should you say to him? 让学生继续预测。

( 8 ) 播放录音，学生听录音回答： What ' s Mom ' s advice?

( 9 ) 播放录音，学生跟读。

(10) 学生两人一组朗读并表演对话，然后进行展示。

(11) PPT呈现一孩子发烧躺在床上的情景， T: Look at the boy. What's wrong with him? 呈现一温度计： Wow, his temperature is 39 ° C. He has a fever.

帮助学生理解 have a fever 的含义，出示单词卡 fever，学生开火车读。

(12) 教师问： The boy has a fever. What should he do? 引导学生说： Take some medicine and have a good rest. 教师呈现药的实物或图片帮助学生理解。

然后呈现单词卡 medicine，学生分小组朗读，并进行大小声游戏练习该单词。

(13) 呈现 Ask and answer 板块挂图说： Look. They are not feeling well. What's wrong with them? 指导学生看图，引出每一种病情，并给出合理的建议。

(14) 教师播放录音，学生看课本跟读。

(15) 教师与一个扮演病人的学生进行谈论健康的对话， 为学生做示范， 然后学生两人一组进行对话练习。

(16) 表演展示。

### 3. 语用活动

#### (1) 转盘游戏

教师出示一个自己制作的转盘， 上面写有不同的表示疾病的词组， 例如 :have a cold, have a headache, have a runny nose, have a pain in , 教师转动转盘并让学生一起问： What's wrong with you? 教师根据指针转动情况回答： I have a , . 然后让一学生转动转盘， 其余学生问并给出建议， 该生回答。

#### (2) 两人小组活动

两人一组， 每名学生准备好本课所学的四张病历卡， 一名学生先抽出一张卡片， 根据所抽的卡片内容扮演病人， 另一名学生问： What's wrong with you? 该生给出回答： I have a , .. 另一名学生给出合理的建议： Go to see the doctor/ , . 然后两人交换进行。

#### (3) 最佳小演员

学生 A 扮演病人， 学生 B 扮演医生。 学生 A 因生病去看医生：

A: What's wrong with you?

B: I have a headache and a runny nose.

A: Let me see. You have a cold. Drink some hot water and have a good

rest.

B: Thank you, doctor.

#### 4. 总结

引导学生回顾本课学习内容： What have we learned today? 同时引导学生要学会关心他人。

#### 五、作业布置

1. Listen and read the dialogue . ( 听录音，朗读对话。 )

2. 制作病历卡及单词卡片。

#### 六、板书设计

Lesson 5 I have a headache.

I' m not feeling well.

What' s wrong with you?

I have a headache/cold/runny nose/ fever.

Drink some hot water and have a good rest.

Take some medicine and ,

## 第 2 课时

### 一、教学目标

#### 1. 知识目标

- (1) 能听、说、读、写本课单词 :evening.
- (2) 能认读单词 : name, near, new, next, drink, thank, hungry, English.  
并认读字母 Nn 在这些单词中的发音音标 /n/ 和 /ŋ/。

#### 2. 能力目标

- (1) 能准确模仿本课录音中的内容。
- (2) 能够在图片或情景的帮助下运用句型 What's wrong with you? I have a cold/ , . 询问病情和回答, 并给出合理建议。
- (3) 能根据拼读规则自然拼读含有字母 Nn 的简单的单词。

#### 3. 情感态度, 文化知识, 学习策略

- (1) 能够认真观察、积极思考, 对英语学习有兴趣, 乐于模仿, 善于积极沟通。
- (2) 能根据发音规律拼读单词, 逐步形成有效的学习策略。
- (3) 学会关心他人。

### 二、教学重难点

#### (一) 教学重点:

在实际情境中运用 What's wrong with you? I have a cold/ headache, Drink some hot water and have a good rest/ , . 介绍病情及给出合理建议。

#### (二) 教学难点:

根据病情给出合理建议以及总结字母 Nn 在单词中的发音并能拼读符合该发音规则的单词。

### 三、教学准备

- (1) 教师准备: 单词卡片及图片、录音机、磁带、光盘或多媒体课件、挂图等
- (2) 学生准备: 单词卡片等

### 四、教学流程设计

#### 1. 热身活动

- (1) 播放本课 Let's chant : Illness. 导入话题。
- (2) 游戏 Sharp eyes: 出示本课表示疾病和建议的词组: have a headache, have

a cold, have a fever , , take some medicine, drink some hot water, , .etc. 学生快看快说，然后两人一组进行问答。

A: What ' s wrong with you?

B: I have a , .

A: Take some medicine and , .

## 2. 新知呈现与操练

( 1 )出示 Enjoy reading 板块的四幅图片和课文标题 , 让学生进行猜测 : Today is a school day. Where is Tom? Is Tom ill? Why? What does he want to do? Can you guess What Mom says in Picture 2 ? What does Mom say in Picture 4? How does Tom feel at last?

( 2 )教师播放课文视频或让学生快速阅读故事 , 回答问题 : Was Tom ill?

( 3 )播放课文视频或让学生细读前三段故事 , 回答以下问题 : What did Tom want to do? Why did doctor say: " He is going to be all right this evening?" 出示图片解释 this evening, 板书单词 evening, 学生开火车朗读。

( 4 )指导学生找出答案 : Because Tom wasn't ill. He wanted to watch the football game this afternoon. After the football game, he was going to be all right.

( 5 )学生读故事最后一段或观看视频 , 回答以下问题 : Did Tom go to school? What did he do at home? How did Mom feel when his mom found it? How did Tom feel?

( 6 )小组讨论 : Why was Mom angry when she found it? What do you think of Tom? 教育引导学生做人要诚实 , 不可撒谎。

( 7 )播放课文录音或多媒体课件 , 学生听并模仿 , 然后三人小组朗读并表演。

( 8 )小组朗读、表演展示。

## 3. 语用活动

( 1 )读一读 , 连一连

教师出示打乱了顺序的故事和图片 , 让学生读一读故事 , 与正确的图片连接。

( 2 )读一读 , 排排序

教师将故事文本打乱顺序 , 让学生读一读 , 按照故事发生的顺序给文本排序。

(3) 选词填空

( football game, sad, took, evening not feeling well, angry, go to school )

There was a \_\_\_\_\_ on TV this afternoon. Tom wanted to watch it.

He said to his mom he was \_\_\_\_\_. He couldn't \_\_\_\_\_.

His mom \_\_\_\_\_ him to see a doctor. The doctor said he was going to be

all right that \_\_\_\_\_. Tom didn't go to school. He watched the

football game on TV. His mom was \_\_\_\_\_ when she found it. Tom felt

\_\_\_\_\_ and sorry.

(4) Be a good adviser: 教师准备一些纸条，上面写有描述疾病的句型，例如：

Mary has a cold. / Tom has a fever \_\_\_\_\_, . 找一学生抽取，该生读出自己所抽的

纸条内容，其余学生根据病情给出建议，看谁给的建议更合理。在此过程中，教

师引导并渗透：同学之间要互相关心，为他人着想的品德教育。

(5) 学生分小组进行该游戏活动。

(6) 板书单词： name, near, new, next, 让学生朗读单词，找出这四个单词都共有字母 Nn, 然后在反复朗读中感悟并发现辅音字母 Nn 的发音 /n/ , 教师出示并领读该音标，学生开火车读。

(7) 出示 Look, listen and complete 挂图或课件： Look! What's wrong with the boy/girl? Can you give him/her some advice? 让学生看图猜一猜并给出建议。

(8) 出示本板块对话，让学生根据图片内容先尝试填空。

(9) 播放录音，学生根据录音内容填空，验证自己的预测答案是否正确。

(10) 学生两人一组朗读对话，然后小组展示。

(11) 板书单词 :drink, thank, hungry, English , 让学生去发现这四个单词共有的字母也是 Nn, 然后反复朗读，感悟并发现这四个单词中的字母 Nn, 发音不同于以上四个单词中的 Nn, 而是 /ʃ/, 教师出示该音标并领读，学生开火车读。

(12) 播放录音或多媒体课件，学生跟读并小组内朗读练习， 然后进行朗读展示。

(13) 师生一起拼读： Nn /n/, name, near, \_\_\_\_\_, .

出示其他含有字母 Nn 的单词，例如：nose, not, noodles, monkey, morning, etc. 让学生尝试朗读。



#### 4. 总结

引导学生回顾本课学习内容： What have we learned today? 同时引导学生做人要诚实，不可撒谎，同学之间要互相关心。

#### 五、作业布置

1. Listen and read . ( 听录音，朗读。 )
2. 尝试表演本课学习的故事。

#### 六、板书设计

Lesson 5 I have a headache.

He is going to be all right this evening.

name, near, new, next /n/

drink, thank, hungry, English / ? /

#### 七、教学反思



## Lesson 6 I like pandas.

### 一、教学目标

#### 1. 语言知识目标：

(1) 能够听、说、读、写句子： They look like bears. They live in Sichuan, China. Pandas are black and white. They can climb trees. They like sleeping.

(2) 能够听、说、读、写单词 China, slow。

#### 2. 能力目标

(1) 能够在图片、实物或情景的帮助下运用句型： They look like... They live in , They are... and ... 描述动物的有关信息。

(2) 能够按照正确的意群及语音、语调朗读对话。

(3) 能够通过阅读小语段，在图片或词汇、短语的提示下选词填空。

(4) 能够在语境中正确运用一般现在时、 can、 like 、 look like 等描述动物的信息。

#### 3. 情感态度，学习策略

(1) 积极思考，对英语学习有兴趣，乐于模仿，敢于开口。

(2) 能够积极参加小组活动，培养学生小组合作的能力。

(3) 本单元提到了许多动物，培养学生爱护动物的意识。

### 二、教学重难点

本课的教学重点和难点是：能够正确运用一般现在时、 can、 like 、 look like 等描述动物的相关信息。

They look like bears. They live in Sichuan, China. Pandas are black and white. They can climb trees. They like sleeping.

### 三、教学准备

1. 教师准备：多媒体课件、录音机及配套磁带、教学挂图、词卡、学生学习用品、课堂奖励贴画等。

2. 学生准备：英语课本

### 四、教学流程设计

#### 1. 热身活动

通过歌曲营造轻松愉快的课堂气氛，复习学过的家庭成员名称；通过与学生的交流，引入本节课的话题。

① Brainstorming: 课件呈现动物、形容词、身体部位和活动类的词汇或短语，引导学生快速读出看到的内容。

② Free talk 通过与学生的交流引入对最喜欢的动物的谈论。 Look! There are many animals. What ' s your favourite animals? Why?

③ PPT呈现课本板块一： Look and listen 的图片，教师辅助语言介绍 Lingling and Steven are talking about their favourite animals, too. What is Lingling ' s favourite animal? Let ' s listen and find out it. 导入板块一的教学。

## 2. 新知呈现

新授环节需要教师准备人物图片、教材挂图、录音机及磁带。

①教师通过多媒体课件，出示课本中的人物： Steven, Lingling. 教师辅助语言 Steven and Lingling are talking about the animals. Steven ' s favourite animal is monkeys. Lingling ' s favourite animal is pandas. They are visiting the pandas now. What do they look like? Where do they live? 先让学生预测一下，然后教师播放录音，让学生听录音，并找到问题的答案。在核对问题的过程中板书句子 They look like bears. They live in Sichuan, China. 并教学。

②接着话题追问： What are they like? What can they do? What do they eat? What ' s the baby panda doing? 课件呈现问题，然后，让学生阅读文本，再次理解文本内容，同时引出、教学主句型： Pandas are black and white. They are fat and slow. They can climb trees. They like sleeping. 理解并学习 can、like 的语用功能。

③学生打开课本观察教材图画，跟读对话后小组内分工练习。

④ 还原对话内容。课件呈现对话，将重点句子挖空，让学生根据记忆将对话进行还原。例如：

**Lingling:** Look, Steven! Here are two pandas!

**Steven:** They \_\_\_\_\_.

**Lingling:** Yes. But they are not bears. They \_\_\_\_\_.

**Steven:** Pandas are black and white. Look  
at the baby panda. \_\_\_\_\_.

**Lingling:** Pandas like sleeping.

**Steven:** Ha-ha. They are very fat!

**Lingling:** They are fat and slow, but \_\_\_\_\_.

**Steven:** What do pandas eat?

**Lingling:** \_\_\_\_\_.

**Steven:** They are cute. I like them very much.

#### ⑤ 双簧游戏

四人一小组，两位同学表演对话，另两位同学配音。全体同学评选出最佳表演小组。

#### 3. 巩固操练 Look and say

本环节充分运用学生已有的知识，巩固操练核心句型在情景中的正确运用，丰富学生的语言表达。操练环节需要教师准备课件和动物图片。

①出示课本上 pandas 的图片，教师运用辅助语言 What are they like? What can they do? What do they eat? What do they like? 引导学生通过阅读文段找出答案，并理解如何去描述动物。

②教师呈现 tigers 的图片及关键词，学生小组活动进行描述老虎。

③让学生以小组为单位进行展示。

#### 4. 语用活动 Make a poster & Fill in the blanks

小组活动：为保护大熊猫制作海报，向大家介绍熊猫的生活习性做宣传，培养学生在实际情景中综合运用语言的能力，达到学科育人的目的。例如：



Pandas \_\_\_\_\_ in Sichuan, China. They are black and \_\_\_\_\_. They like \_\_\_\_\_ bamboo. They are very \_\_\_\_\_ and \_\_\_\_\_, but they can climb \_\_\_\_\_. They \_\_\_\_\_ sleeping. I like pandas!

## 五、作业布置

1. 听录音，跟读对话若干遍。
2. 根据教材对话编创新对话。
3. 张贴海报，向学校里的同学们做宣传，介绍部分濒临灭绝的动物。

## 六、板书设计



The pandas look like bears.  
 They live in Sichuan, \_\_\_\_\_ China .  
 They are black and white. They are fat and \_\_\_\_\_ slow .  
 They eat bamboo.  
 They can climb trees.



## 第 2 课时

### 一、教学目标

#### 1. 语言知识目标：

(1) 能够听懂、会说、认读句子 They live in Australia. They live in trees. They are small and light gray. They have strong legs and arms. They are good at swimming. Koalas only eat tree leaves. They get water from the leaves.

(2) 能够在语境中理解新词 koalas, Australia, be good at 的语义及语用。

(3) 学习 ng 的发音规则。

#### 2. 能力目标：

(1) 能够在图片、实物或情景的帮助下读懂故事，并能够回答下面的问题。

(2) 能够模仿故事描述动物的特征及生活习性。

(3) 能够根据 ng 的发音规则拼读、拼写单词。

### 二、教学重难点

教学重点：能够在图片、实物或情景的帮助下理解故事并能朗读故事。

教学难点：①能够正确运用所学的语言描述动物的特征及生活习性。

②能够读出符合 ng 发音规则的单词，并能根据读音拼写出符合发音规则的单词。

### 三、教学准备

教师准备：多媒体课件、录音机及配套磁带、教学挂图、课堂奖励贴画等。

学生准备：英语课本、英文作业本

### 四、教学流程设计

#### 1. 热身活动

通过歌谣，激发学生学习兴趣，并通过听觉初步感知 ng 在单词中的发音 / ʒ/。

通过说唱 chant 活动，营造轻松愉快的学习氛围，同时，导入 Pronunciation 的教学。热身环节需要教师准备 PPT 课件、单词卡片。

①课件播放资源库里的：chant

A young king sings in the evening.

La, la, la.

Oh, no! It ' s wrong.

A young king sings in the evening.

Ding, ding, ding. Ding, ding, ding. Ding, ding, ding.

Oh, no! Too long.

② Watch and say. PPT 出示歌谣含有 ng 的词汇，引导学生读一读并总结出这几个单词的规律：都含有字母组合 ng，ng 在单词中发 / ?/ 音等。

③拆音、拼读单词：

学生听教师读单词，单词中有几个音素，就伸出几个手指。例如，教师拼读：sing / s/ / i/ / ?/---/ s i ?/ 学生伸出三个手指。

## 2. 新课呈现

新授环节需要教师准备多媒体课件、图片教材挂图、录音机及磁带。

① 教师通过课件呈现故事的主人公 koalas 的图片，引入对故事的阅读： Look, They are koalas. What do you know about koalas? 启发学生结合已有生活经验，说一说自己对考拉的了解。然后教师运用辅助语言引导学生运用本单元的核心语言获取相关信息 If you want to know more about koalas, you can try to ask me some question. 并梳理学生的问题写在黑板上。

②利用板书明确问题，让学生通过阅读文本获取答案，注意阅读方法的指导，如圈出关键信息等。在核对答案的过程中引出句型并进行教学 They live in Australia. They live in trees. They are small and light gray. They have strong legs and arms. They are good at swimming. Koalas only eat tree leaves. They get water from the leaves.

引导学生在语境中理解并学习： be good at 的用法。教师引导学生进一步思考： Koalas are much cut. But the number of koalas is less and less. Why? 培养学生保护动物的意识。

④教师播放录音。学生打开课本，看、听、模仿录音。

⑤学生小组合作朗读，个别学生展示。

## 3. 巩固操练

① Retell the story

引导学生在图片的提示下，复述故事的内容。

#### 4. 语用活动

##### ① Make a poster about koalas

学生根据短文内容，小组合作制作一份关于考拉的海报，向全班同学描述考拉的生活习性及其特征。呼吁大家行动起来，保护考拉。此活动可以先在小组内举行，然后每组选出优秀的代表参加全班展示，评选最佳演讲人。

#### 五、作业布置

1. 听录音，跟读录音若干遍。
2. 相互交换海报，阅读小组的海报内容。

#### 六、板书设计

ng/ ?/ young sing morning wrong evening

|                     |                                 |                                 |
|---------------------|---------------------------------|---------------------------------|
| Where do they live? | They live in                    | Australia.                      |
|                     |                                 | They live in trees.             |
| What are they like? | They are small and light gray.  |                                 |
|                     | They have strong legs and arms. |                                 |
| What can they do?   | They can swim.                  |                                 |
|                     | They are good at swimming.      |                                 |
| What do they eat?   | They                            | only eat tree leaves.           |
|                     |                                 | They don't drink water.         |
|                     |                                 | They get water from the leaves. |



#### 七、教学反思

# Lesson 7 Why not go to the farm?

## 第 1 课时

### 一、教学目标

#### 1. 语言知识目标：

(1) 能够听、说、读、写句子： Why not go to the zoo? What about going to the farm? How about going fishing there?

(2) 能够听、说、读、写单词 yet, problem 。

#### 2. 能力目标

(1) 能够在图片、实物或情景的帮助下运用句型： why not , ? What about , ? How about , ? 等提出合理化的建议。

(2) 能够读懂、理解对话内容并能按照正确的意群及语音、语调朗读对话。

(3) 能够通过小组合作完成调查并给出合理化的建议。

(4) 能够在语境中正确运用一般现在时、 be going to 句型描述自己的周末活动计划及遇到的问题。

#### 3. 情感态度，学习策略

(1) 积极思考，对英语学习有兴趣，乐于模仿，敢于开口。

(2) 能够积极参加小组活动，培养学生小组合作的能力。

(3) 能够关心、爱护同学及朋友，培养学生针对问题能够提出合理化建议的分析、判断能力。

### 二、教学重难点

本课的教学重点和难点是：能够正确运用句型 why not,? What about,? How about , ? 等提出合理化的建议。

### 三、教学准备

1. 教师准备：多媒体课件、录音机及配套磁带、教学挂图、词卡、学生学习用品、课堂奖励贴画等。

2. 学生准备：英语课本

### 四、教学流程设计

#### 1. 热身活动



① sing a song: A sailor went to sea. 通过歌曲营造轻松愉快的课堂气氛，，  
引入本节课的话题。

② Look and listen 教师通过 Free talk 与学生的交流即将到来的周末活动计划  
导入听力板块的学习。教师辅助语言 Ann and her mother are talking about  
the coming Sunday. 引导学生发散思维，预测他们的活动安排。

③ PPT呈现课问题： 1. Where are they going this Sunday?  
2. What can they do there?

教师播放录音，学生听录音找出问题的答案。

## 2. 新知呈现

新授环节需要教师准备人物图片、教材挂图、录音机及磁带。

①教师通过多媒体课件，出示课本中的人物： Steven, Peter及 Ann. 教师辅助语  
言 Steven, Peter and Ann are talking about the weekend. Where are they going? Do  
they have ideas? 教师播放录音，让学生听录音，并找到问题的答案。

②接着话题追问： What's Steven's idea? What's Peter's idea? And what's Ann's  
idea? What can they do at the farm? 课件呈现问题，然后让学生阅读文本，再  
次理解文本内容，同时引出、教学主句型： No idea yet. Why not go to the zoo?  
What about going to the farm? We can pick apples there. How about going fishing?  
理解并学习其语用功能。

③学生打开课本观察教材图画，跟读对话后小组内分工练习。

④ 还原对话内容。课件呈现对话，将重点句子挖空，让学生根据记忆将对话进  
行还原。例如：

**Peter:** Hi, Steven. What are you going  
to do this Sunday?

**Steven:** No idea yet.

**Peter:** \_\_\_\_\_

**Steven:** No, I went there last week.

**Ann:** \_\_\_\_\_

**Steven:** Good idea!

**Ann:** \_\_\_\_\_

**Steven:** That's right.

**Peter:** \_\_\_\_\_

**Ann:** Great! \_\_\_\_\_

**Peter:** I can't wait!

### ⑤角色表演

学生根据对话内容分三个角色表演对话内容，全体同学评选出最佳表演小组。

### 3. 巩固操练 Ask and answer

本环节充分运用学生已有的知识，巩固操练核心句型在情景中的正确运用，丰富学生的语言表达。操练环节需要教师准备课件和人物图片。

①出示课本上三个人物的图片，教师运用辅助语言 What's the matter with them?

What are their problems? 引导学生说一说他们遇到的问题，同时教学 problem。

②教师呈现 Steven 的图片及问题，引导学生阅读对话内容，找出 What's Lingling's idea for Steven? 的答案。

③让学生以小组为单位根据其他两人的问题及关键词讨论、提出合理化的建议。

### 4. 语用活动 Be a good adviser

教师呈现 Steven 的图片及问题，引导学生阅读对话并找出同学们给出的建议。以此导入小组活动：Be a good adviser。调查组内同学遇到的问题，并写出大家的建议。旨在通过此活动培养学生在实际情景中综合运用语言的能力，达到学科育人的目的。

## 五、作业布置

1. 听录音，跟读对话若干遍。
2. 根据教材对话编创新对话。
3. 根据调查表格，课下给出更多的合理化建议。

## 六、板书设计

| What are you going to do this Sunday? |  |
|---------------------------------------|--|
| Name                                  | Advice   |
| Steven                                | No idea yet.   |
| Peter                                 | Why not go to the zoo? How about going fishing?  |
| Ann                                   | What about going to the farm?<br>We can pick apples there.<br>We can also take photos there. |

## 第 2 课时

### 一、教学目标

#### 1. 语言知识目标：

(1) 能够听、说、读、写句子： Why not come down and talk with me? How about coming up here?

(2) 能够在语境中理解句子 The dog sleeps in the hole of the tree.

The dog jumps out. The fox is afraid and runs away. 的语义及语用。

(3) 学习 wh 的发音规则。

#### 2. 能力目标：

(1) 能够在图片、实物或情景的帮助下读懂故事，并能够回答下面的问题。

(2) 能够根据语境完成补全对话。

(3) 能够根据 wh 的发音规则拼读、拼写单词。

### 二、教学重难点

教学重点：能够在图片、实物或情景的帮助下理解故事并能够朗读故事。

教学难点：①能够正确运用所学的语言描述问题及提出合理化的建议。

②能够读出符合 wh 发音规则的单词，拼写出符合发音规则的单词。

### 三、教学准备

教师准备：多媒体课件、录音机及配套磁带、教学挂图、课堂奖励贴画等。

学生准备：英语课本、英文作业本

### 四、教学流程设计

#### 1. 热身活动

①课件呈现单词 who whose 及 what when white why 播放录音，引导学生并读一读，尝试归纳、总结出 wh 的发音规律：都含有字母组合 wh，wh 在单词中有时发 /w/ 音，有时发 /h/ 音等。字母组合 wh 在大多数情况下发 /w/ 音，字母 h 不发音。只有后接 o 时，字母 w 不发音，字母 h 发 /h/ 音。

③拆音、拼读单词：

学生听教师读单词，单词中有几个音素，就伸出几个手指。例如，教师拼读：who /h/ /u:/ ---/ h u:/ 学生伸出两个手指。

#### 2. 新课呈现

新授环节需要教师准备多媒体课件、图片教材挂图、录音机及磁带。

① 教师通过课件呈现故事的主人公 chicken, dog 和 fox 的图片，引入对故事的阅读：Look! This is a chicken and this is a dog. Where do they live?

Let's read the first paragraph. And find it out. 引导学生阅读第一段找

出问题的答案。理解句子 At night the chicken sleeps in a tree. The dog

sleeps in the hole of the tree. 的语义。然后教师运用辅助语言引导学生预

测故事的发生 One day the fox is coming. What will happen?

② 课件呈现问题：1. What does the fox want to do?

2. What does he say?

3. What's the chicken's idea?

4. What does the fox do in the end?

让学生打开课本 P46，继续阅读文本获取四个问题的答案，教师核对答案并板书

核心句型 A fox sees the chicken and wants to eat it. Why not come down

and talk with me? How about coming up here? The fox is afraid and runs

away. 引导学生在语境中理解其语义。同时，注意对学生进行阅读方法的指导，

如圈出关键信息等。

教师引导学生进一步思考：What do you think of the chicken? Why? 培养学生

生遇到危险机智解决的意识。

④ 教师播放录音。学生打开课本，看、听、模仿录音。

⑤ 学生小组合作朗读，个别学生展示。

### 3. 巩固操练

① Retell the story

引导学生在图片的提示下，复述故事的内容。

### 4. 语用活动

Fill in the blanks

① 出示 Lingling 的图片及问题：I don't know what to buy for Lily's birthday.

② 引导学生小组讨论，尝试给出合理化的建议。

③ 学生打开教材第 48 页，自读对话。根据上下文的意思，完成短文。



教师出示正确答案，指导学生纠正书写。

④小组内分角色表演对话。

## 五、作业布置

1. 听录音，跟读录音若干遍。
2. 为妈妈的生日准备礼物，征求他人的建议。

## 六、板书设计

wh/ h/ who whose

wh /w/ what when white why

A dog and a chicken live on a farm.



A fox sees the chicken and wants to eat it.

Why not come down and talk with me?

How about coming up here?

The fox is afraid and runs away.

## 七、教学反思

# Lesson 8 Lingling went to the US.

## 第 1 课时

### 一、教学目标

#### 1. 语言知识目标：

(1) 能够听、说、读、写句子： When did you go to the US? Last month. Where did you go in the US? I went to New York. What did you do there? I went to Chinatown.

(2) 能够听、说、读、写单词 interesting 和 month。

#### 2. 能力目标

(1) 能够在图片、实物或情景的帮助下运用句型： When did you...? Where did you go in...? What did you do there? 描述过去旅行活动的有关信息。

(2) 能够理解对话大意并能按照正确的意群及语音、语调朗读对话。

(3) 能够通过阅读小语段，在图片或词汇、短语的提示下选词填空。

(4) 能够在语境中正确理解 interesting 和 month 的语义。

#### 3. 情感态度，学习策略

(1) 积极思考，对英语学习有兴趣，乐于模仿，敢于开口。

(2) 能够积极参加小组活动，培养学生小组合作的能力。

(3) 通过本单元的学习，培养学生能够合理安排出行计划。

### 二、教学重难点

本课的教学重点和难点是：

1. 能够正确运用一般过去时的特殊疑问句讨论旅行的相关信息。

When did you...? Where did you go in...? What did you do there?

2. interesting 的读音。

### 三、教学准备

1. 教师准备：多媒体课件、录音机及配套磁带、教学挂图、词卡、学生学习用品、课堂奖励贴画等。

2. 学生准备：英语课本

### 四、教学流程设计

#### 1. 热身活动

通过歌曲 Old MacDonald had a farm. 营造轻松愉快的课堂气氛，通过与学生的交流，引入本节课的话题。

① Free talk 通过与学生的交流引入自己周末活动的谈论。 Last weekend , I went to the farm. I saw some animals. 为导入 Look and listen 做准备。

② Look and listen: 课件呈现 Lingling ,教师辅助语言介绍 Lingling came back from the US. Let ' s listen and find out: How many places can you hear? What are they? 引导学生听录音并找出四个地点 Hollywood 、 Disneyland 、 Chinatown、 New York 呈现四个地点的图片并教学。

## 2. 新知呈现

新授环节需要教师准备人物图片、教材挂图、录音机及磁带。

①教师通过多媒体课件，出示课本中的人物： Ann, Lingling. 教师辅助语言 Ann and Lingling are at Lingling ' s home. They are talking about the travelling photos in the US. What did Ann want to know? She wants to know

the \_\_\_\_\_、 \_\_\_\_\_、 \_\_\_\_\_ and \_\_\_\_\_ 教师播放录音，让学生听录音并圈出。

导入板块 Look, listen and say 的学习，在核对问题的过程中板书句型 When did you go to the US? Where did you go in the US? What did you do there? 并教学。

② Read and answer : When did you go to the US? Where did you go in the US?

What did you do there? 课件呈现问题，让学生阅读文本，再次理解文本内容，并学习 month 、 interesting 的语用功能。

③学生打开课本观察教材图画，跟读对话后小组内分工练习。

④ 完成对话。课件呈现对话，将重点句子挖空，让学生根据文本内容选句子完成对话。例如：

- A. What did you do there?
- B. Did you visit Disneyland?
- C. When did you go to the US?
- D. Where did you go in the US?

Ann: Wow, these photos are great!  
Lingling: I took them in the US.  
Ann: \_\_\_\_\_  
Lingling: Last month.

Ann: \_\_\_\_\_  
Lingling: I went to New York. It's wonderful!  
Ann: \_\_\_\_\_  
Lingling: I went to Chinatown. Many people there speak Chinese!

Ann: \_\_\_\_\_  
Lingling: Yes. It's a very interesting park.



⑤表演对话：

两人一组，分角色表演对话内容，全体同学评选出最佳表演小组。

3. 巩固操练 Ask and answer

本环节充分运用学生已有的知识，巩固操练核心句型在情景中的正确运用，丰富学生的语言表达。操练环节需要教师准备课件和图片。

①出示课本上 New York , visit Chinatown 的图片，教师运用辅助语言 Wherdid Lingling go to New York? What did she do there? 引导学生通过阅读文段

找出答案，并理解如何询问别人的旅行活动。

②教师呈现 Sanya、 Tai ' an、 London 的图片及关键信息，学生小组活动讨论旅行活动。

③让学生以小组为单位进行展示。

4. 语用活动 Talk about the photos & Fill in the blanks

1. Talk about the photos. 学生小组活动，讨论自己的旅行照片。例如：

A: Where did you take the photos?

B: In the \_\_\_\_\_.

A: When did you go to \_\_\_\_\_?



B: \_\_\_\_\_.

A: What did you do there?

B: I \_\_\_\_\_.



2. Filling in the blanks. 根据语段内容完成填空，向大家介绍上海的旅行活动，引导学生获取信息完成语篇，培养学生的综合语言能力。

|   |  |
|---|--|
|  | A: Wow, these photos are great!        |
|   | B: I took them in Shanghai.            |
|   | A: _____ go there?                     |
|   | B: In October.                         |
|   | A: _____ there?                        |
|   | B: We visited many interesting places. |
|  | A: _____ did you go?                   |
|   | B: We went to the Yuyuan Garden.       |



## 五、作业布置

1. 听录音，跟读对话若干遍。
2. 根据教材对话编创新对话。
3. 根据照片信息介绍自己的旅行活动。

## 六、板书设计



When did you go to the US?

Last month.

Where did you go in the US?

I went to New York.

What did you do there?

I went to Chinatown Disneyland?

## 第 2 课时

### 一、教学目标

#### 1. 语言知识目标：

(1) 能够听、说、认读句子 On the Spring Festival, I went to Chinatown with my brother Peter. There are a lot of Chinese shops and supermarkets there. There were a lot of beautiful lanterns in the streets. I bought many gifts. Peter took a lot of photos.

(2) 能够在语境中理解新词 lanterns 的语义及语用。

(3) 学习 th 的发音规则。

#### 2. 能力目标：

(1) 能够在图片、实物或情景的帮助下读懂短文内容，并能够回答下面的问题。

(2) 能够运用本课核心句型讨论自己的假期活动，并完成调查表。

(3) 能够根据 th 的发音规则拼读、拼写单词。

### 二、教学重难点

本课的教学重点：

能够在图片、实物或情景的帮助下，理解短文内容并能够正确朗读故事。

教学难点：①能够正确运用本课核心句型讨论假期活动。

②能够读出符合 th 发音规则的单词，并能根据读音拼写出符合发音规则的单词。

### 三、教学准备

教师准备：多媒体课件、录音机及配套磁带、教学挂图、课堂奖励贴画等。

学生准备：英语课本、英文作业本

### 四、教学流程设计

#### 1. 热身活动

通过歌谣 Where is thumbkin? 激发学生学习兴趣，并通过听觉初步感知 th 在单词中的发音 /θ/。营造轻松愉快的学习氛围，同时，导入 Pronunciation 的教学。热身环节需要教师准备 PPT 课件、单词卡片。

①课件播放资源库里的歌谣：Where is thumbkin?

Where is thumbkin? Where is thumbkin?

Here am I. Here am I.

How are you today, Sir?

Very well, I thank you.

Run away, run away.

②教学 th 的发音：PPT出示歌谣含有 th 的词汇 thank , thirsty , month , math 引导学生读一读并总结 th 在这几个单词中的发音规律：都含有字母组合 th , th 在单词中发 / θ / 音等。让学生尝试说一说更多含有 th/ θ / 的单词。然后呈现词汇 them , these , father , weather 引导学生读一读并总结 th 在这几个单词中的发音规律：都含有字母组合 th , th 在单词中发 / e / 音等。

③拆音、拼读单词：

学生听教师读单词，单词中有几个音素，就伸出几个手指。例如，教师拼读：thank / θ / / ? / / ?k / --- / θ ? ?k / 学生伸出三个手指，进行拆音、拼读练习。

## 2. 新课呈现

新授环节需要教师准备多媒体课件、图片教材挂图、录音机及磁带。

① 教师通过课件呈现故事的主人公 Lingling 和 Peter 的图片，引入对故事的阅读：Look, They are Lingling and Peter. They had a great Spring Festival. Where did they go on the Spring Festival? Try to guess. 启发学生结合已有生活经验，猜一猜。然后教师运用辅助语言引导学生运用本单元的核心语言获取相关信息 If you want to know where they went, you can try to ask me ... Any other questions? 并梳理学生的问题写在黑板上，例如：Where did they go on the Spring Festival? Why did they go there? What did Peter do there?

②第一遍阅读：利用板书明确问题，让学生通过阅读文本获取答案，注意阅读方法的指导，如圈出关键信息等。在核对答案的过程中引出句型并进行教学 They went to Chinatown. We visited my grandma. He took a lot of photos.

③第二遍阅读：呈现问题 What did they see in Chinatown? 引导学生再次阅读，归纳信息，引导学生在语境中理解并学习新词：lanterns。教师引导学生进一步思考：Do you like Chinatown? Why? 培养中外文化意识。

④教师播放录音。学生打开课本，看、听、模仿录音。

⑤学生小组合作朗读，个别学生展示。

### 3. 巩固操练

#### ① Retell the story

引导学生在板书思维导图的提示下，复述故事的内容。

### 4. 语用活动

#### ① Make a survey: Pair work

引导学生阅读对话，教师辅助语言介绍：The summer holiday is coming. Where did Lingling go last summer holiday? What did she do there? How about your last summer holiday? Let 's make a survey. 学生小组合作调查组内同学上个暑假的活动，并做表格记录。

② Make a report 根据自己的调查结果，完成汇报展示。并倡导同学们合理安排自己的出行计划，走进不同的地方去体验不同的民族文化。

### 五、作业布置

1. 听录音，跟读录音若干遍。
2. 阅读有关 th 发音的绘本故事 Flowers for mother 和 Two thieves 。

### 六、板书设计

th/ θ / thank thirsty month math

th/ ð / them these father weather

Where did they go on the Spring Festival?

Why did they go there?

What did Peter do there?

What did they see in Chinatown?

### 七、教学反思

## Revision 2

### 第 1 课时

#### 一、教学目标

##### 1. 知识目标

- (1) 能够听、说、读、写本课的主要句型 What is Tom going to do this Sunday?  
What's wrong with you? Sally had a pain in her back. 等。
- (2) 能听、说、认读本课单词: toothache, cut

##### 2. 能力目标

- (1) 能准确模仿本课录音中的内容。
- (2) 能够在图片或情景的帮助下运用句型 Tom likes monkeys. They can , My favorite animal is , They like/live/have/are , Sally had a pain in her back. 谈论假期计划、喜爱的动物及其习性、所患的病痛等。
- (3) 复习第 5 至第 8 课所学对话, 要求学生能在实际情形中运用。

##### 3. 情感态度, 文化知识, 学习策略

- (1) 能经常性联系以往所学语言, 综合运用语言, 将不同主题相关语言融会贯通。
- (2) 通过本课学习, 培养学生认读、阅读能力以及观察、分析问题的能力, 初步形成英语思维能力。

#### 二、教学重难点

##### (一) 教学重点:

在实际情境中运用句型 Tom likes monkeys. They can , My favorite animal is , They like/live/have/are , Sally had a pain in her back. 谈论假期计划、喜爱的动物及其习性、所患的病痛等。

##### (二) 教学难点:

制作关于喜爱的动物的思维导图, 并结合思维导图进行综合性介绍。

#### 三、教学准备

- 1. 教师准备: 单词卡片及图片、录音机、磁带、光盘或多媒体课件、挂图、转盘等。
- 2. 学生准备: 单词卡片等。

#### 四、教学流程设计

##### 1. 热身活动

师生问好后，播放歌曲视频：A sailor went to sea. 听完歌曲后提问 What does the sailor see? 并在课件中出示 see the sea horse, see the jellyfish, see the turtle, see baby shark, see blue whale 等短语，让同学们进行熟悉并描述，增加语言输入，供后面活动选用。

##### 2. 呈现与练习

(1) Listen and talk about Lingling, Steven and Tom's Sunday.

出示课本人物讨论图，引导学生讨论图片：Who are they? They are Lingling, Steven and Tom. Please write the name under the picture. What are they talking about? Let's look at the pictures and discuss in groups. 小组讨论三幅图片。

Lingling, Steven and Tom are talking about their weekend plan. Let's listen and match. 播放本部分录音。

做完后检查核对答案，What is Lingling going to do? What is Steven going to do? What is Tom going to do?

师生一起看图讨论，What do you think of their weekend?

(2) Talk about your weekend

教师利用多媒体课件出示一些图片，I'm going to the sea world. I'm going to see the turtle, the blue whale, the jelly fish and the baby shark.

然后询问一名同学 What are you going to do on the weekend? 紧接着同学两人一组，向对方了解各自的周末计划，时间可以制定详细些，多问几个话轮。

(3) Funny weekend of the famous people

每位同学写一个人物小纸条如 Qin Shihuang, Yaoming, Doramon等，写一个动作小纸条如 dance, watch a movie, run 10km, 写一个周末时间小纸条，如 Saturday morning, Sunday afternoon, Sunday evening 等。分别收集在三个纸盒中，然后每位同学从三个纸盒中分别抽出一张纸条，然后组成一个句子，如 Qin Shihuang is going to run 10km on Sunday afternoon.

(4) Weekend at the zoo

Tom, Steven, Lingling and Ann go to the zoo on Saturday. What animal do they see? Let ' s listen and number first. 按照听到的先后顺序在圈里写出数字 , 然后提问 What animal do they like? Let ' s listen again and match 进行人物与所喜欢的动物进行对应。

课件出示人物图象 , 就教材人物所喜欢的动物及其特点进行详细描述 : 也可根据教师提问进行回答 What animal does Steven like? What can they do? ,,

#### (5) Animals I like

四人小组内提问 What ' s your favorite animal? 其他同学在纸上画出自己喜欢的动物 , 相互之间进行猜测 , 猜对之后拿着图进行关于这个动物的详细描述。其他同学进行记录和讨论 , 画出关于这个动物喜欢的食物 (like) 、生活地点 (live) , 样貌特点 (have) , 身体特点 (are) , 活动能力 (can) 的思维导图。

#### ( 6 ) Last week report

进行两遍听 , 第一遍听前任务为 How many students didn ' t go to school last week? Who are they? 第二遍听前任务为 What ' s wrong with them? Listen, read and match.

30 秒钟的时间记忆短文内容 , 然后合上课本 , 回答以下问题 : How many students didn ' t go to school? Where are they? What ' s wrong with Sally? ..... Where are they today? How are they feeling now?. 根据回答教师板书关键信息或是贴词卡。

教师在黑板上出示正常顺序的人物和病痛的信息 , 根据关键信息复述短文进行 last week report.

教师扮演教师 , 一个学生扮演生病的六人中的一人 , 询问、回答并给出建议。

### 3. 总结

引导学生回顾本课学习内容 : How do you say if someone is ill? How to give advice? 并引导学生关注和关心身边的人。

## 五、作业布置

1. 听录音 , 朗读短文。
2. 使用思维导图的方式为自己制定一个周末计划图。



## 第 2 课时

### 一、教学目标

#### 1. 知识目标

- (1) 能够听、说、读、写本课的主要句型： There were , in the museum. ,  
went to look at , Last October , went to ,
- (2) 能听、说、认读本课单词： museum, plant .

#### 2. 能力目标

- (1) 能准确模仿本课录音中的内容。
- (2) 能够在图片或情景的帮助下运用句型 There were , in the museum. , went  
to look at , Last October , went to , 谈论和描述去博物馆参观所看到  
的东西, 以及过去的外出游览活动。

#### 3. 情感态度, 文化知识, 学习策略

- (1) 了解古今交通工具的不同, 更多了解中国传统交通工具和现代交通工具  
的先进性, 形成民族自豪感。
- (2) 通过本课学习, 培养学生认读、阅读能力以及观察、分析问题的能力, 初  
步形成英语思维能力。

### 二、教学重难点

#### (一) 教学重点:

在实际情境中运用句型 There were , in the museum. , went to look at ,  
Last October , went to , 谈论和描述去博物馆参观所看到的東西, 以及过去的  
外出游览活动。

#### (二) 教学难点:

教学难点是能用英文介绍中国传统交通工具和现代交通工具。

### 三、教学准备

教师准备: 单词卡片图片或多媒体课件等

### 四、教学流程设计

#### 1. 热身活动

Funny things

依旧用上次课所制作的地点、活动、时间的小纸条, 每盒抽一个, 组句。



如 I went to Mountain Tai to sing last summer holiday.

## 2. 呈现与练习

### (1) In the museum

看图 1 讨论 ,Look, they are Tiny and Tiger. Wheredid they go last Sunday?

Let' s read Para1. 读完继续提问 Whatdid they see in the museum?Please guess. 学生发散思维, 进行知识背景联系进行阅读预测。

看图 2, Where is Tiny? What is he doing? 引导学生观察图片并看图说话。

读文章第二段, 并提问 What s in the museum?,, It is a traffic museum. They saw many traffic tools. What did Tiny do?.....

看图 3, 观察图片并读第三段, 教师可以提问 Whatdid Tiger see? What did he think?

学生再次听读全文, 并自己通读全文, 完成文后的题目 Whatdid they see?

再读短文, 完成短文填空, Tiger and Tiny were very happy\_\_\_\_\_. It was their time to visit the museum. In the museum, \_\_\_\_\_ a lot of planes, trains and manyother fun things. Tiny went to look at the \_\_\_\_\_. Tiger went to look at the \_\_\_\_\_. He \_\_\_\_\_a bike with a very high seat. They had a good time. 完成后同桌交换检查。

### (2) My favorite things in the museum

Is the museum interesting? Let ' s go and visit it with them. 教师询问学生: What kind of traffic do you know? What kind of traffic did you ever take?

教师出示一些古老的交通工具图片如马车、蒸汽机车、帆船、老爷车等, 教师进行介绍 These are old traffic tools in thousand/hundred years ago. People, by, Where can we see these old Traffic tools now?Can we see them on the road? , Yes, we can see them in the museum. These are old. Let ' s see some traffic in the future. 出示科技博物馆和未来交通工具。 Talk about your favorite thing in the museum.

Tiger and Tiny went to the museum last Sunday. What did you do last Sunday? 先独立完成课本第三个活动 Write about your last Sunday 然后进行交流。

### (3) The maze

先独立尝试进行连线走出迷宫，组成合理的句子，然后同桌相互讨论看句子是否通顺，然后再完成句子的书写，同桌之间相互检查书写。

### (4) Tom's holiday in Hainan

Look at pictures 观察三幅图片， Who are they? What's in the picture?

Look and say 看图说话，教师先提问 Where did they go? How did they go there? What did they do there? Let's read the picture and say something about the pictures.

Write it down. 看图写话

Think and say. What else did they do?

### (5) Read and match

Please read the questions and the answers. Match the proper ones. Do it by yourselves. Then check it in groups.

### (6) Fill in the blanks

出示本板块图片，就图片内容进行讨论， Who are they? Where are they? What are they doing? 然后学生读挖空对话，学生独立完成，然后师生一起核对答案

## 五、作业布置

1. 听录音，朗读课文
2. 写一段短文：介绍上个寒假自己都干了什么。

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