

课题:	Book V Unit 1 My new teachers
------------	--------------------------------------

课 题: BOOK V Unit 1 My new teachers

教学内容:	Let's learn, Let's find out
教学目标:	1、能听、说、认、读，并理解本课的五个新单词: young, heavy, old, funny, kind 2、能掌握句型: Who's your ...? What's he/she like? 并能在具体的语境中运用; 3、培养学生热爱、尊敬老师的情感。
重点难点:	四会掌握五个单词。 能运用句型 Who's your ...? What's he/she like?
教具准备:	recorder, some books, some pictures, some cards

教 学 过 程	<p>Step 1 Warm up</p> <ol style="list-style-type: none"> 1. T shows the pictures of the classrooms, Ss say (Music room, Art room, Computer room, Lab, etc.) 2. Put the teachers in the right rooms. T: Who's he/she? He's/She's (music room-- music teacher) 3. Make a chant: Tall, tall, computer teacher is tall, Short, short, short, Science teacher is short, Thin , thin, thin, Art teacher is thin, Fat, fat, fat, Music teacher is fat, Funny, funny, funny, they're so funny! <p>Step 2 Presentation</p> <ol style="list-style-type: none"> 1.(T shows a book of maths) Look! What's this? Ss: It's a maths book. T:(shows a picture of a man) Who's he? What's he like? T: He's our maths teacher. He's tall and thin. T shows other pictures and ask: What's he/she like? (young, funny, tall, strong, kind, old, short, thin) 2. read the words. 3. Spell the words: tall, strong, old, short, thin <p>Step 3 Practise</p> <ol style="list-style-type: none"> 1. Make a chant: My grandma is old, my mother is young, My father is tall, My little brother is short, Zoom is heavy, Zip is funny, They are all very kind, and I'm kind, too. 2. Describe your teachers. 3. Describe the pictures. (some famous people) 4. Let's chant <p>Step 4 Assessment</p> <ol style="list-style-type: none"> 1. Make an investment about your teachers (Name, What's he/she like? Do you like him/her? Suggestions) 2. Activity book 3. Check up the answers. 	教学随笔
----------------------------	--	------

教学内容:	Let's try , Let's talk, Read and Write	
教学目标:	<p>1、能听懂会说并在实际情景中运用以下对话: Do you have new teachers? Yes, we have a new English/math/art/science/computer/music/P.E. teacher. Who's your English/math/art/science/computer/music/P.E. teacher? Mr. Zhao/Miss Ma/Miss Liu ... What's he/she like? He's/She's thin and short. And he/she is very kind.</p> <p>2、了解歌谣的含义,并能吟唱歌谣的内容。</p> <p>3、能将所学的句子运用在游戏当中,并能在实际情景中进行运用。</p>	
重点难点:	Who's your math teacher? What's he like?	
教具准备:	<p>1、写有教师名字、所任学科的胸卡。</p> <p>2、展示人物特征的一些小道具。</p> <p>3、请学生课前设计好一张你心目中最理想的学科教师的图片。</p>	
教 学 过 程	<p>Step 1 Warm up</p> <p>1. Let's chant My grandma is old, my mother is young, My father is tall, My little brother is short, Zoom is heavy, Zip is funny, They are all very kind, and I'm kind, too.</p> <p>2. Shows some pictures, Ss guess What's he/she like? Who is he/she?</p> <p>Step 2 Presentation</p> <p>1.(T hands out the pictures, practise the drills) Who's your math teacher? What's he like? (S shows a picture, says:) eg. S: Mr Zhao is my math teacher. He's thin and short. T: Who's your math teacher? Ss: Mr Zhao. T: What's he like? Ss: He's thin and short.</p> <p>2.课上请几名学生以哑剧形式并配道具表演各种神态及动作。 eg, T: Look! There are three new teachers here. They want to meet us. T: Do you have new teachers? Ss: Yes. We have a new science teacher. T: Who's your science teacher? Ss: Miss Liu. T: What's she like? Ss: She's very young and kind.</p> <p>3. Free Talk (three Ss a group, talk about the teachers, one group acts)</p> <p>4. Listen to the tape.</p> <p>5. Read after the tape.</p> <p>6. Let's chant. a. Listen to the tape.</p>	教学随笔

	b. chant after the tape. c. chant together. Step 3 Consolidation Step 4 Homework 1. Describe your teachers or family members 2. write the sentences	
教 学 反 思	这一部分中，Let's talk 很简单，学生很快就能学会，但是在实际的运用中还存在着很大的问题，他们编对话需要很长的时间，所以这一节课 Read and write 未能完成。	

课题	BOOK V Unit 1 My new teachers
教学内容	Let's learn, Let's chant
教学目标	1、能听懂本课时单词及词组：principal, university student, strict, smart, active 2、能听懂、会说句型：Who's he...? He's from... What's he like? 3、能听懂 Let's chant 的歌谣，并按照节奏来念。 4、能运用上节课的词汇进行 pair work 巩固练习。 5、能在教师的指导下完成 Read and write.
重点难点	principal, university student, strict, smart, active
教具准备	1、学生制作的写有形容词和职业名称的卡片。 2、字母卡片

<p style="text-align: center;">教 学 过 程</p>	<p>Step 1 warm up</p> <p>1. listen and sing the song: My new teacher</p> <p>2. pair work: review the drills</p> <p style="padding-left: 20px;">What's he/she like?</p> <p style="padding-left: 20px;">He's/She's tall.</p> <p>Step 2 Presentation</p> <p>1. Present: principal, strict, university student</p> <p>用图画展示场景。认识出席的各课教师。</p> <p>a. T: Who's that man/woman? Oh, he's the principal.</p> <p style="padding-left: 20px;">What's he like?</p> <p>b. read after the T.</p> <p style="padding-left: 40px;">c. Is he kind? Yes, and he's very strict.</p> <p style="padding-left: 40px;">Read the word.</p> <p>d. T shows 清华大学</p> <p style="padding-left: 20px;">Look! This is Qinghua University. What's it like?</p> <p style="padding-left: 20px;">(beautiful, nice)</p> <p style="padding-left: 40px;">This is a boy. He's from Qinghua University. He's a university student.</p> <p>e. read the phrase: university student</p> <p>f. Shows the picture of a university student,</p> <p style="padding-left: 40px;">T: Look! He's a university student of Qinghua University.</p> <p style="padding-left: 40px;">What's he like?</p> <p style="padding-left: 20px;">(thin, young, thinking)</p> <p style="padding-left: 20px;">He's smart.</p> <p>g. read the word. Who is smart?</p> <p style="padding-left: 20px;">(一休, 司马光等)</p> <p style="padding-left: 40px;">h. T: The principal is very kind and strict. And the university is smart. Look at Miss Lin and her students. What's she like? What are they like? She's active. They are active, too.</p> <p style="padding-left: 40px;">read the word: active</p> <p>i. Play games:(smart, active, strict, young)</p> <p style="padding-left: 40px;">Bingo</p> <p style="padding-left: 40px;">Arrange the letters</p> <p>j. Let's chant</p> <p style="padding-left: 40px;">Listen to the tape</p> <p style="padding-left: 40px;">chant after the tape.</p> <p style="padding-left: 40px;">ask some Ss to chant.</p> <p>Step 3 Consolidation</p> <p style="padding-left: 20px;">Read the words</p> <p>Step 4 Assessment</p> <p>1. 同学之间描述自己尊敬的一位老师或亲密的朋友。</p>	<p style="text-align: center;">教学随笔</p>
<p style="text-align: center;">教 学 反 思</p>		

<p>课 题:</p>	<p>Unit 1 My New teachers</p>
<p>教学内容:</p>	<p>Let's try, Let's talk, group work, Read and write</p>
<p>教学目标:</p>	<p>1、能进一步巩固已学单词在对话中的应用。</p> <p>2、能进一步激发学生学习英语的积极性，提高学生的会话能力和合作能力。</p>

重点难点:	
教具准备:	Recorder, cards
教 学 过 程	<p>Step 1 Warm up</p> <ol style="list-style-type: none"> 1. Listen and sing the song: My New Teacher 2. Part B: let's chant (T-Ss, S-Ss whole class) <p>Step 2 Presentation</p> <ol style="list-style-type: none"> 1. Listen and guess (T uses the pictures) eg. T: Who's that man? Ss guess. T: Is he tall? Ss answer. 2. Let's talk. <ol style="list-style-type: none"> a. Listen to the tape. b. Ask and answer.(T-Ss) c. Read after the tape. d. group work: read the dialogue. e. have a match. 3. Group work <ol style="list-style-type: none"> a. (T-Ss)guessing game T: She's our teacher. Ss: Is she...? T shows the card. 4. group work: practise the dialogue. <p>Step 3 Read and write</p> <ol style="list-style-type: none"> 1. Talk and draw 2. Let's try <ol style="list-style-type: none"> a. listen and circle b. check up <p>Step 4 Assessment Activity book</p>
教学反思	

课 题:	Unit 1 My New Teachers
教学内容:	Talk and draw, Task time, Pronunciation
教学目标:	<ol style="list-style-type: none"> 1、巩固四会单词: strict/funny/pretty 和四会句型: Is he strict? Yes, but he is very kind.并能在实际情景中运用。 2、掌握 ea/ee/bl/br 字母组合的发音, 并能准确地读出这些单词。

重点难点:	
掌握 ea/ee/bl/br 字母组合的发音, 并能准确地读出这些单词。	
教具准备:	制作一张教师节日卡
教 学 过 程	<p>Step 1 Warm up</p> <ol style="list-style-type: none"> Let's chant. perform the dialogue of period 4 <p>Step 2 Presentation</p> <ol style="list-style-type: none"> Read and write <ol style="list-style-type: none"> play games: I spy (review the words: strict, funny, pretty) 教师快速出示卡片, 看谁先说出来 看谁拼得快 教师将单词的字母拆开, 要求学生拼出单词 Listen to the tape and answer the questions Listen again, write down the sentences. Pronunciation <ol style="list-style-type: none"> T shows the cards, Ss read and find the same check up. read after the tape. Give some new words, Ss read. say the tongue twisters. <p>Step 3 Assessment</p> <ol style="list-style-type: none"> Listen and number. Check up the answers. Make a card and send it to your favorite teacher.
教学反思	
课 题:	Unit 1
教学内容:	Let's check, Good to know, Story time
教学目标:	<ol style="list-style-type: none"> 了解英语国家姓名的表达方式; 基本了解 Story time 部分的故事内容; 使学生懂得在日常生活中应懂得尊重别人; 帮助学生学会利用英语获取所需信息的能力。
重点难点:	基本了解 Story time 部分的故事内容
教具准备:	CAI 课件 胸卡、拇指帽
	<p>Step 1 Warm up</p> <ol style="list-style-type: none"> Activity: Greeting each other use the drills: How do you do? Glad to meet you. How are you? <p>Step 2 Presentation</p>
	教学随笔

<p>教 学 过 程</p>	<p>1. Smart game: a. 快速出示图片, 说一说是 Mr 还是 Miss b. 了解英语国家姓名的表达方式: c. Mr 和 Miss 的后面加姓, 而不是加名字。 d. 称呼同学或老师。</p> <p>2. Introduce Who' that waman? Do you want to try? (通过出示贝克汉姆的图片, 学习 football player)</p> <p>3. Fun time: Thumb game (三人一组作介绍, 然后练说: Can I join you?)</p> <p>4. Watching 回忆看到过的比赛, 谈论人物。</p> <p>5. 通过观看比赛, 引出射门 Shoot! 以及 Missed!</p> <p>6. 通过比赛结果, 引入比分的说法。</p> <p>Step 3 Practise 1. Listen and try to say 2. 通过动画展示句型 "That's for sure." 3. play a game: stone, scissors, cloth 4. Listen to the story.</p> <p>Step 4 Consolidation</p> <p>Step 5 Aesement review the four-skill words and drills</p>	
<p>教学反思</p>		

<p>课 题:</p>	<p>Unit2 My days of the week</p>	
<p>教学内容:</p>	<p>Let's start Main scene A. Let's learn Let's play C. Let's sing</p>	
<p>教学目标:</p>	<p>1. Grasp the drill: What day is it today? What do we have on Mondays? 2. Grasp the four-skills words: Monday, Tuesday, Wednesday, Friday. 3. 运用新的语言进行星期转盘游戏。Understand and sing the song: My Days of the Week.</p>	
<p>重点难点:</p>	<p>Four-skills words: Monday, Tuesday, Wednesday, Friday.</p>	
<p>教具准备:</p>	<p>Recorder, tape, picture, cards, 游戏转盘。</p>	
<p>教 学 过 程</p>	<p>Step 1. Warming up</p> <p>1. Listen to the song: My Days of the Week.</p> <p>2. Daily dialogue practice:</p> <p>A: Hello, B. What time is it?</p> <p>B: Hello, A. It's 8:20. It's time four English class.</p>	<p>教学随笔</p>

	<p>3.Let's chant, Let's sing, Let's do.(Book4)</p> <p>Step 2. Preview</p> <ol style="list-style-type: none"> Review the sentences: It's 8 o'clock. It's time for Chinese. Review some words about subject. 画课程表，复习有关课程的词汇。引出：We have Chinese, English...on Monday. <p>Step 3. Presentation</p> <p>1.Let's learn& Let's learn</p> <p>(1)T shows the picture of“Main scene”,then asks: What classes do you like?(复习有关课程的词汇，感知本单元的主要语言)</p> <p>(2)T shows the picture of“Let's learn”, then says: It's a time schedule. Let's have a look. It's 8:00. It's time for Chinese. It's 8:50. It's time for English. It's 9:50. It's time for math. It's 10:40. It's time for music. What day is it? -(引出新单词和句型)—Monday We have ...on Mondays.(还可设置问题：What day is it today? What day do you like?)</p> <p>(3)Read the new words: Listen to the tape, Ss read after the tape.</p> <p>(4)Write the four-skills words</p> <p>1.Let's play</p> <p>玩星期转盘游戏，运用句型：What day is it today? It's...</p> <p>2.Let's sing</p> <p>(1) Listen to the tape. (2)Sing after the tape. (3)Sing together...</p> <p>Step 4.Consolidation and extension</p> <ol style="list-style-type: none"> Do the exercises Listen to the tape and repeat. 设计英文课程表，在班级进行展示。 Play a game: Guess“What day is it today?” <p>5.Sing the song to parents or friends.</p>	
教学反思		
课题:	Unit2 My days of the week	
教学内容:	A. Let's try Let's talk Group work C. Good to know	

教学目标:	1. Understand and be able to ask and answer: What day is it today? It's... What do you have on...? We have... I like... 2. Good to know the holidays in West countries.	
重点难点:	Important points: What day is it today? It's ... What do you have on Wednesday? We have English, science, computer and P.E. I like Wednesdays. Different points: Let's try.	
教具准备:	Recorder, tape, pictures...	
教 学 过 程 &程	<p>Step 1. Warming up</p> <p>Sing a song: My Days of the Week.</p> <p>1. Review the words. 2. Daily dialogue: A: What day is it today? B: It's Tuesday. C: We have P.E. class. I like Tuesdays.</p> <p>Step 2. Preview</p> <p>Listen and finish "Let's try".</p> <p>Step 3. Presentation</p> <p>1. Let's try & Let's talk (1) Listen to the tape. (2) 用转盘教具做游戏, 操练第一组句型: What day is it today? It's... (3) 出示课程表, 操练第二组句型: What do you have on...? We have... I like... (2) 学生自己设计课程表练习 Let's talk.</p> <p>2. Group work</p> <p>3. Good to know</p> <p>Step 4. Consolidation and extension</p> <p>1. Do the exercises. 2. Listen to the tape. (3 times)</p> <p>设计课程表并练习 Let's talk. (make a dialogue)</p>	教学随笔
教学反思		

课题:	Unit2 My days of the week
-----	----------------------------------

	<ol style="list-style-type: none"> 1. Do exercises. 2. Listen to the tape.(3 times) 3. Speak and do.(Pair work) 	
教 学 反 思		

课 题:	Unit2 My days of the week
教 学 内 容:	Let's chant B. Let's learn Let's chant C. Story time
教 学 目 标:	<ol style="list-style-type: none"> 1. Understand and be able to speak two chant. 2. Be able to listen, say, read, write and use the words and phrases: Saturday, Sunday, do homework, watch TV, read books. 3. Understand the story.
重 点 难 点:	Four-skills words and phrases: Saturday, Sunday, do homework, watch TV, read books.
教 具 准 备:	Recorder, tape, pictures, word cards, 手偶, 头套.

	<p>Step 1. Warming up</p> <p>1. Let's chant. 2. Daily dialogue: A: What do you have on Mondays?</p> <p style="padding-left: 40px;">B. I have math on Mondays. What do you have on Tuesdays?</p> <p style="padding-left: 40px;">C. I have art on Tuesdays. What do you have on Wednesdays?</p> <p style="padding-left: 40px;">D. I have computer on Wednesdays. What do you have on Thursdays?</p> <p>Step 2. Preview</p> <p>Let's chant (P14)</p> <p>Step 3. Presentation</p> <p>1. Let's learn (1) T: What do you have on Saturdays? Ss: No.</p> <p style="padding-left: 40px;">T: Then, what do you do on Saturdays? Show me! Ss acts.</p> <p style="padding-left: 40px;">T shows some cards and do: Look at the boy! What does he do on Saturdays? (引出短语) watch TV, do homework, read books.</p> <p style="padding-left: 40px;">(2) Look at the picture, listen to the tape and read the phrases. (3) 在替换句型中操练新词。 (4) Write the new words and phrases.</p> <p>2. B. Let's chant</p> <p style="padding-left: 40px;">(!) Listen to the tape, T explains the words: often, sometimes. (2) Ss chant after the tape and do.</p> <p>3. Story time</p> <p style="padding-left: 40px;">Watch VCD, listen to the tape, try to understand the story.</p> <p>Step 4. Consolidation and extension</p> <p>1. Do exercises. 2. Listen to the tape. 3. Let's chant.</p> <p>Tell the story to others.</p>	教学随笔
教学反思		
课题:	Unit2 My days of the week	
教学内容:	B. Let's try Let's talk Pair work C. Let's check	

教学目标:	1. Understand, be able to say and use: What do you do on Saturdays/Sundays? I often do homework, read books and watch TV. Finish “Let’s check”, 对本单元的学习进行阶段性评价。
重点难点:	Important points: What do you do on Saturdays/Sundays? I often do homework, read books and watch TV. Different points: How to use these new sentences and phrases.
教具准备:	Recorder, tape, photos, pictures, cards.
教 学 过 程	<div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> <p>Step 1. Warming up</p> <ol style="list-style-type: none"> Let’s chant. Review the words , phrases and sentences. 自编歌谣展示。 <p>Step 2. Preview</p> <p>T shows some photos about weekend, let Ss make dialogues.</p> <p>Step 3. Presentation</p> <ol style="list-style-type: none"> Let’s try <ol style="list-style-type: none"> T shows the picture of “Let’s try”, Ss look at it, discuss and say. Listen and circle. Let’s talk <ol style="list-style-type: none"> Listen to the tape and read. Practise in pairs or in groups. Listen and repeat. Pair work Let’s check <ol style="list-style-type: none"> Boy: What day is it today? Girl: It’s Tuesday. Girl: What do you have on Mondays? Boy: We have math, Chinese and music. Girl: What do you do on Saturdays? Boy: I often do my homework. Boy: What do you have on Saturdays? Girl: I often play football. <p>Step 4. Consolidation and extension</p> <ol style="list-style-type: none"> Do exercises. </div> <div style="width: 15%; text-align: center; vertical-align: top;"> 教学随笔 </div> </div>

	<p>2. Listen to the tape.</p> <p>3. 参照 Pair work 设计更多的周末活动在小组里进行交流。</p>	
教学反思		

课题:	Unit2 My days of the week	
教学内容:	B. Read and write Group work C. Task time	
教学目标:	<p>1. Understand and be able to recognize the dialogues.</p> <p>2. Grasp the four-skills sentences, finish the sentences.</p> <p>3. Can make a book, present to the class.</p>	
重点难点:	Four-skills sentences: What do you do on Saturdays? I watch TV on Saturdays. What about you? I do my homework.	
教具准备:	Recorder, tape, cards, some paper color pens.	
教 学 过 程	<p>Step 1. Warming up</p> <p>1. 汇报周末活动: What do you do on weekends? I...</p> <p>2. daily dialogue:</p> <p>A. What day is it today?</p> <p>B. It's Monday.</p> <p>C. What do have on Mondays?</p> <p>B.I have math...I don't like Mondays. I love Sundays.</p> <p>A. What do you do on Sundays?</p> <p>...</p> <p>Step 2. Preview</p>	教学随笔

	<p>Have a race: Spell words.</p> <p>Step 3. Presentation</p> <p>1. Read and write</p> <p>(1)T shows the picture, then asks: What does Aunt Cathy do on Saturday? Ss answer: ...</p> <p>(2)Listen to the tape and read after it.</p> <p>(3)Practice in pairs.</p> <p>(4)Write the four-skills sentences.</p> <p>2. Group work</p> <p>3. Task time</p> <p>Step 4. Consolidation and extension</p> <p>1. Do exercises.</p> <p>2. Listen to the tape, write four-skills sentences.</p> <p>3. 评比并展览小制作。</p>	
<p>教学反 思</p>		

<p>课 题:</p>	<p>Unit3 What your favorite food? 1</p>	
<p>教学内容:</p>	<p>Let's start Main scene Let's chant A. Let's learn Group work</p>	
<p>教学目标:</p>	<p>1. Be able to listen, say, read and write four-skills words: tomato, tofu, green beans fish, potato, eggplant.</p> <p>2. Can recognize the words: cabbage, mutton, pork.</p> <p>3. Grasp the drill: What would you like for lunch?</p> <p>Can listen and chant.</p>	
<p>重点难点:</p>	<p>Four-skills words and sentences..</p>	
<p>教具准备:</p>	<p>Recorder, tape, picture, cards, color pens, white papers.。</p>	

教 学 过 程	<p>Step I warm up</p> <ol style="list-style-type: none"> Sing a song Review the words Review the structures: What would you like for lunch/...? I'd like... <p>Step II Preview</p> <ol style="list-style-type: none"> Listen and chant (Book4 unit6 B. Let's chant) Let's start T shows the picture then says: I'm yummy to eat. I'm yellow and long. I grow on the tree. My name begins with the letter as "bee". What am I? (Let Ss guess: What's this?) <p>Step III Presentation</p> <ol style="list-style-type: none"> Let's learn <ol style="list-style-type: none"> Guess: I'm yummy to eat. I'm red and round. I grow on the ground. My name begins with the letter as "tea". What am I? – tomato T shows the word card, reads the word "tomato", Ss read and spell it: t-o-m-a-t-o, tomato. Teach the other words. Play game: T: eggplant. Ss: purple... T: red. Ss: tomato... ... Listen to the tape and read the words: cabbage, tomato, tofu, eggplant, mutton, fish, potato, green beans. Have a race: Spell the four-skills words quickly. <ol style="list-style-type: none"> Let's chant Learn to chant: What would you like for lunch? Group work <p>Step IV Consolidation and extension</p> <ol style="list-style-type: none"> Action 1: 编谜语 Action 2: 做调查(What would you like for breakfast/lunch/supper... I'd like...) Do exercises Listen and repeat 	教学随笔
教 学 反 思		
课 题:	Unit3 What's your favourite food? 2	
教 学 内 容:	A .Let's try Let's talk Talk and match C. Let's sing	
教 学 目 标:	<ol style="list-style-type: none"> Understand and be able to use: What do you have for lunch today? I have eggplant... Understand the command and do. 能够了解中国一些传统食物所蕴含的文化。 	

重点难点:	Important point: What do you have for lunch today? Difficult point: the difference between “What would you like for lunch?” with “What do you have for lunch today?”	
教具准备:	Recorder, tape, picture, word cards.	
教 学 过 程	<p>Step I warm up</p> <ol style="list-style-type: none"> Sing a song: “What Do You Have for Lunch?” Dialogue practice (S1-S2): S1: What would you like for lunch/...? S2: I’d like... <p>Step II Preview</p> <ol style="list-style-type: none"> 检查调查情况“What do you have for lunch/breakfast/dinner?” Let’s try Listen and tick or cross: ① Amy: I’m hungry. Chen Jie: What do you have for lunch today? Amy: I have green beans and tofu. ② Zhang Peng: Hi, John. What do you have for lunch today? John: I have cabbage and beef. <p>Step III Presentation</p> <ol style="list-style-type: none"> Let’s talk (1) T: What would you like for lunch? Ss:... T: What do you have for lunch today? T: I have... T-S practise (2) S-S practise. (3) Listen and read after the tape. Talk and match Good to know <p>Step IV Consolidation and extension</p> <ol style="list-style-type: none"> 找朋友: communicate each other with :“I have fish for lunch today. Do you have fish/pork...? What do you have for lunch today?” 学生收集外国具有代表性的节日食物的信息。 Do exercise(Activity-book5) 1、 Listen to the tape and repeat. 	教学随笔
教学反思		
课 题:	Unit3 What’s your favourite food ?	
教学内容:	A. Read and write Group work C. Let’s sing 3	
教学目标:	<ol style="list-style-type: none"> Grasp the four-skills sentences: What do you have for lunch on Mondays? We have tomatoes, tofu and fish. Understand the dialogues of “Read and write”. understand and sing the song “What Do You Have for Lunch?” 	

重点难点:	Four-skills sentences: What do you have for lunch on Mondays? We have...	
教具准备:	Recorder, tape, picture, School Menu.	
教 学 过 程	<p>Step I warm up</p> <ol style="list-style-type: none"> Sing a song Daily dialogue: A: What day is it today? B: It's Monday. A: What do you have for lunch? B: I have...What about you? B: I have... <p>Step II Preview Listen and chant(Book4 Recycle1)</p> <p>Step III Presentation</p> <ol style="list-style-type: none"> Read and write (1) T asks: What day is it today? What do we have on Monday? What do you have on Mondays? Ss:... (2) T shows a School Menu: Let's see together. (3) Ss communicate in groups, then make a School Menu. (T praises the best: That sounds good.) (4) Listen and read after the tape, finish the sentences. (5) Practise the new structures: What do you have for lunch on Mondays? We have... <ol style="list-style-type: none"> Group work <p>Step IV Consolidation and extension</p> <ol style="list-style-type: none"> Action: 幸运“52” Make a dialogue and play. <p>一、 Do exercise. 二、 Listen to the tape and repeat.</p>	教学随笔

课 题:	Unit3 What's your favorite food?
教学内容:	B. Let's learn Let's chant C. Story time
教学目标:	<ol style="list-style-type: none"> Be able to listen, say, read and write four-skills words: tasty, salty, sweet, sour, fresh. Be able to recognize "healthy". Understand and can listen and chant. Good to know the story.
重点难点:	<p>Important point: four-skills words.</p> <p>Difficult point: the pronunciation of "healthy".</p>

以上内容仅为本文档的试下载部分，为可阅读页数的一半内容。

如要下载或阅读全文，请访问：

<https://d.book118.com/008003057015006062>