

<p>教学内容: Lesson 1 I Am Excited</p>	
<p>教学目标: 1.学生能听懂、会说、认读并书写下列词汇: run, sorry, jump, sing, dance, sit, down, stand, up 2.学生能认读, 理解并运用下列基本句型结构: Please don't...</p>	
<p>重点、难点: 学生能认读, 理解并运用下列基本句型结构: Please don't...</p>	
<p>教学准备: 教学光盘</p>	
<p>教学过程:</p> <p>一、 Class opening and review</p> <p>1. Greeting: How do you feel?</p> <p>2. Review : What did you do on the holiday?</p> <p>Talk about their holiday.</p> <p>这是开学后的第一课, 通过让学生谈论自己寒假的事情及春节买的新衣服, 激活学生的思维, 唤起记忆, 为后面的有效学习打下良好的基础。</p> <p>二、 New concept</p> <p>Mrs. Li and Danny, Jenny will go to Beijing, but now where are they? What happened? Let's listen.</p> <p>播放光盘。</p> <p>整体感知课文, 理解含义。同时听的时候给出问题, 带着问题去听, 让学生听的更集中更有针对性。</p> <p>Is Danny naughty?</p> <p>What does Mrs. Li say?</p> <p>Introduce : Don't _____. Please _____.</p> <p>Listen and write. Don't swim! Don't smoke! Don't turn left!</p> <p>Please go straight! Please close the door</p> <p>教师要借助图片、动作等直观形象的方式呈现新知, 让学生理解性的去学习。</p> <p>Watch the video again, follow to read.</p> <p>听录音跟读, 让学生模仿规范的语音语调, 从人物的表情、语气变化中体会句子的含义。</p>	

Can you perform?

学生自编短剧，在惟妙惟肖的动作表演中理解运用本课的新知。

三、practice

1. Read the text. 分角色读课文并表演。

指导学生朗读时的语音语调，养成良好的按意群朗读的好习惯。

2. pair work:

Listen and do.

3. Let's do it!

(1) Read and match.

(2) Look, say and write.

学以致用，学生能把文本中学到的知识运用到自己的生活实践中，表达各自的情感，实现了“用英语做事情”的目的。

四、classclosing

Homework:

Read the text.

Exercise book.

板书设计:

Lesson 1: I Am Excited!

run.

jump.

stand up.

Don't

sing.

Please

sit down.

dance.

课后反思:

<p>教学内容: Lesson 2 What Are You Doing?</p>	
<p>教学目标: 1.学生能听懂、会说、认读并书写下列词汇: see, look, look out of, look at , boy, girl, now, draw, picture, 2.学生能认读, 理解并运用下列基本句型结构: What are you see? What are you doing? I am drawing a picture.</p>	
<p>重点、难点: 1.学生能听懂、会说、认读并书写下列词汇: see, look, look out of, look at , boy, girl, now, draw, picture, 2.学生能认读, 理解并运用下列基本句型结构: What are you see? What are you doing? I am drawing a picture.</p>	
<p>教学准备: 教学光盘</p>	
<p>教学过程:</p> <p>一. Class opening and review</p> <p>1. Greeting: How do you feel?</p> <p>2. Review : What do you like to do?</p> <p>复习环节也要多采用小组或两人组活动, 不是师问生答, 而是生生对话, 这样才能扩大学生的参与面, 并且复习的内容要与新授知识相关。</p> <p>二. New concept</p> <p>They are on the train now. What do they see on the train?</p> <p>Let's listen !</p> <p>播放第一部分光盘。</p> <p>整体感知文本, 理解大意。</p> <p>听的时候给出问题, 带着问题去听, 让学生听的更集中更有针对性</p> <p>出示一些图片, What do you see?</p> <p>What are they doing on the train? Let's listen.</p> <p>此活动可以是口语表达, 也可以是写句子, 通过比赛的形式, 看哪一队说的最多或写的最多, 激发学生参与的兴致</p> <p>播放第二部分光盘</p> <p>培养学生根据要求抓住关键信息, 然后提炼信息, 完成任务。</p>	

利用动画形式或其他运动的形式介绍现在进行时：I'm jumping.

She is swimming.

They are talking...

现在进行时强调正在进行的动作，所以教师呈现给学生的一定是正在做的事，持续播放的动画或动作等，更真实贴切，利于学生理解和接受。

播放整篇文本，listen and read.

三. Practice

1. Read and perform the text.

2. Let's do it!

Pair work, point and talk.

学以致用，学生能把文本中学到的知识运用到自己的生活实践中，实现了“用英语做事情”的目的。

四. Classclosing

Homework:

Read the text.

Exercise book.

板书设计：

Lesson 2: What are you doing?

What do you see? I see _____.

What is the boy doing now?

He is drawing a picture.

What is the girl doing now?

She is looking out of the window.

课后反思：

<p>教学内容：Lesson 3 Who Is Singing?</p>	
<p>教学目标：1.学生能听懂、会说、认读并书写下列词汇： woman, baby, cry, talk, man, sleep 2.学生能认读，理解并运用下列基本句型结构：Who is/Who's __ing?</p>	
<p>重点、难点：1.学生能听懂、会说、认读并书写下列词汇： woman, baby, cry, talk, man, sleep 2.学生能认读，理解并运用下列基本句型结构：Who is/Who's __ing?</p>	
<p>教学准备：教学光盘</p>	
<p>教学过程：</p> <p>一. Class opening and review Greeting: How do you feel? Review : What are you/is he/she doing now?</p> <p>二. New concept</p> <p>They are on the train now. What are they doing now? Let's listen !</p> <p>播放光盘。</p> <p>整体感知文本，理解大意。</p> <p>听的时候给出问题，带着问题去听，让学生听的更集中更有针对性。</p> <p>Watch again, introduce “Who”谁。</p> <p>Who is singing?</p> <p>Who is the man?</p> <p>Who is crying?</p> <p>由旧知引出新知，这样过渡自然，学生易于理解。</p> <p>出示一些图片，如活动图片或家庭图片，练习 who 句型。Look at the pictures and talk:</p> <p>Who is running?</p> <p>Who is drawing?</p> <p>Who is the boy in red shorts?</p> <p>Who is the man with brown hair?...</p>	

运用图片等直观形象的辅助材料，帮助学生操练所学新知，符合小学生的认知规律和学习特点，效率高，印象深。

播放光盘

Listen and follow to read.

Listen and sing.

优美的旋律，不断复现的新知，让学生在轻松愉悦的心境下巩固知识。

三. Practice

1. Read the text.

2. Let's do it!

Pair work, point and talk.

四. Classclosing

Homework:

Read the text.

Exercise book.

板书设计:

Lesson 3: Who is singing ?

Who is singing?

The woman behind me is singing.

Who is crying?

The baby is crying.

Who is talking?

Danny is talking to the man behind you.

课后反思:

<p>教学内容：Lesson 4 Who Is Hungry?</p>	
<p>教学目标：1.学生能听懂、会说、认读并书写下列词汇：who, hungry, water, tea, candy 2.学生能认读，理解并运用下列基本句型结构：Who is hungry? Would you like _____? Yes, please. / No, thanks.</p>	
<p>重点、难点：1.学生能听懂、会说、认读并书写下列词汇：who, hungry, water, tea, candy 2.学生能认读，理解并运用下列基本句型结构：Who is hungry? Would you like _____? Yes, please. / No, thanks.</p>	
<p>教学准备：教学光盘</p>	
<p>教学过程：</p> <p>一、Class opening and review</p> <p>Greeting: How do you feel?</p> <p>Review : What's your favorite food?</p> <p>What would you like for breakfast/lunch/dinner?</p> <p>二、New concept</p> <p>Danny is hungry.</p> <p>What would he like? Let's listen !</p> <p>播放光盘。</p> <p>整体感知文本，理解大意。</p> <p>听的时候给出问题，带着问题去听，让学生听的更集中更有针对性。</p> <p>What would Jenny and Li Ming like?</p> <p>Let's read.</p> <p>学生由听变为阅读，通过自读或小组合作读文本，找出问题的答案，逐步提高阅读能力。</p> <p>播放光盘</p> <p>Listen and follow to read.</p> <p>模仿标准的语音语调跟读。</p> <p>三、practice</p> <p>1.Read the text.</p>	

2. Let's do it!

(1) Pair work. Look and talk.

(2) Look and write.

学以致用，学生能把文本中学到的知识运用到自己的生活实践中，实现了“用英语做事情”的目的。

四、classclosing

Homework:

Read the text.

Exercise book.

板书设计:

Lesson 4: Who is hungry ?

Who is hungry? Danny is hungry.

Would Li Ming like some water?

No, thanks. He would like some tea.

What would Jenny like?

She would like some candy.

课后反思:

<p>教学内容: Lesson 5 What Are They Doing?</p>	
<p>教学目标: 1 学生能认读, 理解并运用下列基本句型结构: What are you doing? They are ____ ing? 2 学生将熟悉单词的重音。</p>	
<p>重点、难点: 1 学生能认读, 理解并运用下列基本句型结构: What are you doing? They are ____ ing? 2 学生将熟悉单词的重音。</p>	
<p>教学准备: 教学光盘</p>	
<p>教学过程:</p> <p>一、Class opening and review</p> <p style="padding-left: 2em;">Greeting: How do you feel?</p> <p style="padding-left: 2em;">Review : What do you like to do?</p> <p style="padding-left: 2em;">What are you/is he/she doing now?</p> <p>二、New concept</p> <p style="padding-left: 2em;">There are many people on the train. What are they doing?</p> <p style="padding-left: 2em;">Let's listen !</p> <p style="padding-left: 2em;">播放光盘。</p> <p style="padding-left: 2em;">Read the text, find the answer.</p> <p style="padding-left: 2em;">通过实例介绍 am, is, are 的不同用法。</p> <p style="padding-left: 2em;">Listen and follow to read.</p> <p style="padding-left: 2em;">Part 3: Listen and repeat.</p> <p style="padding-left: 2em;">单词重音要在不断的模仿与跟读中学习。</p> <p>三、practice</p> <p style="padding-left: 2em;">1. Read and perform the text.</p> <p style="padding-left: 2em;">2. Let's do it!</p> <p>Make, spin and write.</p> <p>四、classclosing</p> <p style="padding-left: 2em;">Homework:</p> <p style="padding-left: 2em;">Read the text.</p> <p style="padding-left: 2em;">Exercise book. 听、说、读、写不同形式的作业, 满足不同层次学生的需求, 学生可以适当选择, 各有提高。</p>	

<p>板书设计:</p> <p style="text-align: center;">Lesson 5: What are they doing?</p> <p style="text-align: center;">What are you doing?</p> <p style="text-align: center;">I am playing ping-pong....</p> <p style="text-align: center;">What is he/ she/ it doing?</p> <p style="text-align: center;">He/ She/ It is eating....</p> <p style="text-align: center;">What are you/ they doing?</p> <p style="text-align: center;">We/ They are drawing....</p>	
<p>课后反思:</p>	

<p>教学内容: Lesson 6 Danny Is Lost!</p>	
<p>教学目标: 1.学生能听懂和理解这个简单的故事。 2.学生可以根据故事进行问答。 3.学生可以向同学复述故事。</p>	
<p>重点、难点: 学生能听懂和理解这个简单的故事。 学生可以向同学复述故事。</p>	
<p>教学准备: 教学光盘</p>	
<p>教学过程:</p> <p>一、Pre-reading</p> <p style="padding-left: 2em;">Greeting:</p> <p style="padding-left: 2em;">Danny is naughty. What will happen at the train station?</p> <p style="padding-left: 2em;">预测故事内容, 培养学生思考能力。</p> <p>二、While-reading</p>	

Step 1:

Listen to the story, order the pictures.

整体感知故事，听之前布置任务，将图片排序，让学生听的更认真更有目的，同时理清故事脉络。

Step 2:

1. Read the story 1—4, then judge.

个体或小组分页读故事，从细节处入手，理解故事内涵，完成练习。

不同形式的练习，检测学生对故事的理解。

2. Read the story 5—8, answer the questions.

练习形式既要多样，还要分层次，由易到难逐步递进。

Step 3:

Look at the pictures and retell the story or act out the story.

在图片和关键词的帮助下，让学生自己试着去复述故事或表演故事，体现了以生为本的课堂本质，更有利于培养学生的自主思维和表达能力。

三、Post-reading

What will happen on the train?

四、Homework:

Listen and read the story. Retell the story to your friends.

课后反思：

<p>教学内容：Lesson 7 Arriving in Beijing</p>	
<p>教学目标： 1.学生能听懂、会说、认读并书写下列词汇： people, many, child, women, men</p> <p>2.学生能认读，理解并运用下列基本句型结构： They are on their way to _____. There are many _____.</p> <p>3.学生能够理解并掌握下列单词的单复数形式： child/children ,man/men</p>	
<p>重点、难点： 1.学生能听懂、会说、认读并书写下列词汇： people, many, child, women, men</p> <p>2.学生能认读，理解并运用下列基本句型结构： They are on their way to _____. There are many _____.</p>	
<p>教学准备：教学光盘</p>	
<p>教学过程：</p> <p>一、Class opening and review</p> <p style="padding-left: 2em;">Greeting: How do you feel?</p> <p style="padding-left: 2em;">Review :</p> <p style="padding-left: 2em;">What do you see on the street/ in the picture?</p> <p style="padding-left: 2em;">What is he/she doing?</p> <p style="padding-left: 2em;">What are they doing?</p> <p>二、New concept</p> <p style="padding-left: 2em;">They arrive in Beijing. When do they arrive? Where do they live?</p> <p style="padding-left: 2em;">Let's listen !</p> <p style="padding-left: 2em;">播放光盘。</p> <p style="padding-left: 2em;">整体感知文本，理解大意。</p> <p style="padding-left: 2em;">听的时候给出问题，带着问题去听，让学生听的更集中更有针对性。</p> <p style="padding-left: 2em;">They are on their way to the hotel. What do they see on the way?</p> <p style="padding-left: 2em;">Let's read the text, find the answer.</p> <p style="padding-left: 2em;">借助图片介绍单数句子与复数句子,注意 is, are 的用法。</p> <p style="padding-left: 2em;">This/ That is a/an _____.</p>	

These /Those are _____.

介绍名词的单复数形式，尤其不可数名词：

Woman---women

Man---men, child---children...

Listen and follow to read.

三、practice

1. Read the text.

2. Let's do it! Page 12, part 1 and 2.

四、classclosing

Homework:

Read the text.

Exercise book.

板书设计：

Lesson 7: Arriving in Beijing

This is a child. A child is flying a kite.

These are children. Some children are playing.

That is a man. A man is running.

Those are men. Some men are doing Tai Chi.

This is a woman. A woman is singing.

These are women. Some women are dancing.

课后反思：

<p>教学内容: Lesson 8 Tian'anmen Square</p>	
<p>教学目标: 1.学生能听懂、会说、认读并书写下列词汇: say, help, worry, sad</p> <p>2.学生能认读, 理解并运用下列基本句型结构: This is difficult. Don't worry. I can help you.</p> <p>3.学生能讨论在天安门广场看到的景象和做的事情。</p>	
<p>重点、难点: 1.学生能听懂、会说、认读并书写下列词汇: say, help, worry, sad</p> <p>2.学生能认读, 理解并运用下列基本句型结构: This is difficult. Don't worry. I can help you</p>	
<p>教学准备: 教学光盘</p>	
<p>教学过程:</p> <p>一、Class opening and review</p> <p style="padding-left: 2em;">Greeting: How do you feel?</p> <p style="padding-left: 2em;">Review : What do you see on the street/ in the picture?</p> <p style="padding-left: 2em;">What is he/she doing? What are they doing?</p> <p>二、New concept</p> <p style="padding-left: 2em;">They go to the Tian'anmen Square.</p> <p style="padding-left: 2em;">What do they see?</p> <p style="padding-left: 2em;">Let's listen !</p> <p style="padding-left: 2em;">播放光盘。</p> <p style="padding-left: 2em;">What are the people doing on the square?</p> <p style="padding-left: 2em;">Let's read and judge.</p> <p style="padding-left: 2em;">学生由听变为阅读, 通过自读或小组合作读文本, 判断正误, 检测对课文理解, 同时逐步提高阅读能力。</p> <p style="padding-left: 2em;">Listen and follow to read.</p> <p style="padding-left: 2em;">模仿标准的语音语调跟读</p> <p style="padding-left: 2em;">介绍 there is, there are 句型。</p> <p style="padding-left: 2em;">There is a boy behind the tree.</p> <p style="padding-left: 2em;">There are some monkeys at the zoo.</p> <p style="padding-left: 2em;">难点的理解一是要借助图片、实物等直观形象的东西来呈现, 二是要反复呈现, 螺旋上升, 滚动练习。</p>	

三、practice

1. Read the text.

2. Let's do it! Page 23, Look, talk and write.

四、classclosing

Homework:

Read the text.

Exercise book.

板书设计:

Lesson 8: Tian'anmen Square

It's easy for Jenny to fly a kite.

It's difficult for Danny to fly a kite.

There is a boy. He is singing.

There are some women. They are walking.

课后反思:

教学内容: Lesson 9 The Palace Museum

教学目标: 1. 学生能听懂、会说、认读并书写下列词汇: take, take a picture, be

2. 学生能认读, 理解并运用下列基本句型结构:

May I take your picture? Sure!

Be careful!

3. 学生能学会一首关于照相的歌曲。

重点、难点: 1. 学生能听懂、会说、认读并书写下列词汇:

take, take a picture, be

2. 学生能认读, 理解并运用下列基本句型结构:

<p>May I take your picture? Sure!</p> <p>Be careful!</p>	
<p>教学准备：教学光盘</p>	
<p>教学过程：</p> <p>一、Class opening and review</p> <p style="padding-left: 40px;">Greeting: How do you feel?</p> <p style="padding-left: 40px;">Review :</p> <p style="padding-left: 40px;">What do you see on the street/ in the picture?</p> <p>二、 New concept</p> <p>They go to the Palace Museum. How old is the Palace Museum. Let's listen !</p> <p>播放光盘。 整体感知文本，理解大意。听的时候给出问题，带着问题去听，让学生听的更集中更有针对性。</p> <p>What do they do at the Palace Museum. Let's read and judge.</p> <p>学生由听变为阅读，通过自读或小组合作读文本，判断正误，检测对课文理解，同时逐步提高阅读能力。</p> <p>Listen and follow to read.</p> <p>Listen and sing a song.</p> <p>优美的旋律，不断复现的新知，让学生在轻松愉悦的心境下巩固知识。</p> <p>三、 practice</p> <p style="padding-left: 40px;">1.Read the text.</p> <p style="padding-left: 40px;">2. Let's do it! Page 25, talk and write</p> <p>四、classclosing</p> <p style="padding-left: 40px;">Homework:</p> <p style="padding-left: 40px;">Read the text.</p> <p style="padding-left: 40px;">Exercise book.</p> <p>板书设计：</p> <p style="text-align: center;">Lesson 9: The Palace Museum The Palace Museum is beautiful. It's old. It's about 600 years old.</p> <p style="text-align: center;">May I take your picture? Sure.</p>	
<p>课后反思：</p>	



教学内容: Lesson 10 The Great Wall	
教学目标: 1.学生能听懂、会说、认读并书写下列词汇: feel, tired, stop, wait, afraid 2.学生能认读, 理解并运用下列基本句型结构: How long is _____? Don't be afraid.	
重点、难点: 1.学生能听懂、会说、认读并书写下列词汇: feel, tired, stop, wait, afraid 2.学生能认读, 理解并运用下列基本句型结构: How long is _____? Don't be afraid.	
教学准备: 教学光盘	
教学过程: 一、Class opening and review Greeting: How do you feel? Review : What do you know about the Palace Museum? What did they do at the Palace Museum? 复习环节也要多采用小组或两人组活动,不是师问生答,而是生生对话,这样才能扩大学生的参与面,并且复习的内容要与新授知识相关。 二、New concept Today, they go to the Great Wall. What do you know about the Great Wall? Let's listen !	

播放第一部分光盘。

整体感知文本，理解大意。

学生自己提出问题，然后回答，培养他们的提问意识和能力。

Can you write any sentences about the Great Wall?

整体感知文本，理解大意。

学生自己提出问题，然后回答，培养他们的提问意识和能力。

Listen and follow to read.

On the way back to the hotel, what happened? Let's listen.

听的时候给出问题，带着问题去听，让学生听的更集中更有针对性

播放第二部分光盘。

Listen and follow to read.

三、 practice

1. Read the text.

2. Let's do it! Page 27,

(1) ask and answer

(2) look and write.

(3) talk more about Beijing.

学以致用，学生能把文本中学到的知识运用到自己的生活实践中，实现了“用英语做事情”的目的。

四、 classclosing

Homework:

Read the text.

Exercise book.

板书设计:

Lesson 10: The Great Wall

The Great Wall is famous and great!

It's very old. It's about 2000 years old.

It's also very long.	
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<p>It's about 6000 kilometres.</p> <p>Danny feels tired and hungry.</p> <p>Don't be afraid. Stop! Please wait!</p>	
<p>课后反思:</p>	

<p>教学内容: Lesson 11 Shopping in Beijing</p>	
<p>教学目标: 1.学生能听懂、会说、认读并书写下列词汇: for,busy 2.学生能认读,理解并运用下列基本句型结构: Jenny buys _____ for _____. What time is it? It's two o'clock. / It's 2:30.</p>	
<p>重点、难点: 1.学生能听懂、会说、认读并书写下列词汇: for,busy 2.学生能认读,理解并运用下列基本句型结构: Jenny buys _____ for _____. What time is it? It's two o'clock. / It's 2:30.</p>	
<p>教学准备: 教学光盘</p>	
<p>教学过程:</p> <p>一、Class opening and review</p> <p>Greeting: How do you feel?</p> <p>Review : What do you like to do?</p> <p>What do you want to buy?</p> <p>二、New concept</p> <p>What will they do today?</p> <p>Let's listen !</p>	

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