

人教精通版 (2024) 三年级上册英语 Unit5 Drinks and fruits 教案 (共 3 课)

Unit5 Drinks and fruits Lesson 1 教案

一、教材内容

本课时是新教材人教精通版 (2024) 小学英语三年级上册 Unit5 《Drinks and fruits》中的《Lesson1》。教材主要围绕饮料和水果这两个主题展开,通过生动的图片和简单的对话,呈现了单词“juice”(果汁)、“tea”(茶)、“water”(水)、“apple”(苹果)、“banana”(香蕉)以及句型“I like...”(我喜欢……)。

二、教学目标

(一) 知识目标

1. 学生能够准确听、说、认读单词“juice”、“tea”、“water”、“apple”、“banana”。

2. 学生能够理解并运用句型“I like...”来表达自己的喜爱之情。

(二) 能力目标

1. 学生能够在实际生活情境中准确运用所学单词和句型谈论自己喜欢的饮料和水果。

2. 培养学生的观察力、听力、口语表达能力和语言运用能力。

(三) 情感目标

1. 激发学生学习英语的兴趣,培养他们积极参与课堂活动的意识。

2. 引导学生养成健康饮食的习惯，了解不同饮料和水果的特点和营养价值。

三、教学重难点

（一）教学重点

1. 掌握单词“juice”、“tea”、“water”、“apple”、“banana”的发音、拼写和意义。

2. 熟练运用句型“I like...”进行表达。

（二）教学难点

1. 单词“juice”的发音，以及“apple”和“banana”的复数形式的正确使用。

2. 让学生能够根据自己的实际喜好，灵活运用句型进行真实的表达，并且注意语言的准确性和流畅性。

四、教学准备

1. 多媒体课件，包含相关的图片、动画、音频等。

2. 单词卡片、实物饮料（果汁、茶、水）和水果（苹果、香蕉）。

3. 奖励学生的小贴纸、小奖品。

五、教学过程

（一）Warming-up

1. Greetings

T: Hello, boys and girls. Nice to meet you!

Ss: Hello, teacher. Nice to meet you, too!

T: How are you today?

Ss: I'm fine, thank you. And you?

T: I'm very well, too. Are you ready for our English class?

Ss: Yes!

设计意图: 通过日常问候, 拉近师生距离, 营造轻松愉快的课堂氛围, 让学生快速进入学习状态。

2. Sing a song

Play the song "Apple Tree" on the multimedia. Let the students listen and sing along with the music. While singing, encourage the students to do some simple actions like shaking their bodies or clapping their hands.

设计意图: 利用歌曲吸引学生的注意力, 激发学生的学习兴趣, 同时通过歌曲中提到的“apple”, 自然地引出本节课的主题“水果”, 为新课的学习做好铺垫。

(二) Presentation

1. Lead-in

Show a picture of a party with a table full of drinks and fruits on the multimedia and ask: "What can you see in the picture? Do you like parties? Why?"

Ss may answer in Chinese or try to say in English.

T: Yes, there are many drinks and fruits at the party. Today we are going to learn some English names of drinks and fruits.

设计意图: 通过展示派对的图片, 引出本节课的主题“饮料和水果”, 激发学生的好奇心和学习兴趣, 让学生在情境中初步感知饮料和水果的概念。

2. Learn the new words

Teach the word "juice"

Take out a bottle of juice and show it to the students. Say: "Look, this is juice. Juice, juice. [dʒu s]." Let the students repeat the word several times, paying attention to the pronunciation of the letter "u" and "ce".

Open the bottle and pour a little juice into a cup. Ask a student to come to the front and taste it. Then ask the student: "Do you like juice?" The student can answer: "Yes, I like juice. It's sweet." to help the students understand the meaning and usage of the word.

Teach the word "tea"

Show a cup of tea and say: "This is tea. Tea, tea. [ti]." Let the students smell the tea and say the word. Explain that tea is a popular drink in many countries and people usually drink it in the morning or afternoon.

Ask a student to act as a waiter/waitress and serve the tea to other students, saying: "Here is your tea." The other students can reply: "Thank you." to create a real-life situation and practice the word.

Teach the word "water"

Take out a bottle of water and say: "Look at this. It's water. Water, water. [wɔ tə(r)]." Let the students observe the water and compare it with juice and tea. Explain that water is very important for our bodies and we should drink enough water every day.

Have the students pass the bottle of water around and say "water" one by one to practice the pronunciation and feel the weight of the water bottle.

Teach the word "apple"

Take out an apple and say: "This is an apple. Apple, apple. [æpl]." Show the students the shape and color of the apple. Let the students touch the apple and say the word.

Then hold up two apples and say: "These are apples." Explain the plural form of "apple" and let the students count the apples and say "one apple, two apples..." to reinforce the concept of plural.

Teach the word "banana"

Show a banana and say: "Look, this is a banana. Banana, banana. [b ə nɑ nə]." Peel the banana and let the students smell it and say the word.

Hold up several bananas and say: "These are bananas." Ask the students to compare the differences between "one banana" and "many bananas" in appearance and pronunciation. Have the students practice saying the plural form of "banana" by pointing to the bananas and

counting.

设计意图: 运用实物展示、动作演示、情境创设等方式教授新单词, 让学生直观地感受和理解单词的含义、发音和用法。通过让学生品尝果汁、闻茶香、传递水瓶、触摸水果等互动活动, 提高学生的参与度和学习积极性, 培养学生的感官认知和语言运用能力。同时, 在教学过程中注重对单词复数形式的讲解和练习, 为学生后续的语言表达打下基础。

(三) Practice

1. Listen and repeat

Use the multimedia to play the recordings of the new words "juice", "tea", "water", "apple", "banana". Let the students listen and repeat carefully, paying attention to the correct pronunciation and intonation.

T: Listen carefully and repeat after the recording. Juice, juice. [dʒu s]...

Ss: Juice, juice. [dʒu s]...

设计意图: 让学生通过听录音跟读, 纠正发音, 培养良好的语音语调习惯, 加深对单词的记忆。

2. Game: What's missing?

Show the five words "juice", "tea", "water", "apple", "banana" on the multimedia with their corresponding pictures. Then quickly hide one of the pictures and ask the students: "What's missing?"

Ss: The... is missing. (For example, if the picture of the banana is

hidden, they should say "The banana is missing.")

The student who answers correctly can get a small sticker as a reward. Then continue the game by hiding different pictures.

设计意图: 通过游戏的方式巩固所学单词, 激发学生的学习兴趣和竞争意识, 同时提高学生的观察力和记忆力。

3. Pair work: Taste and Say

Divide the students into pairs. Each pair is given a small cup of juice, a sip of tea, a piece of apple and a banana (if possible). They take turns to taste the items and say: "I like... It's... (taste/ feeling)." For example:

Student A: I like juice. It's sweet.

Student B: I like the apple. It's crunchy and sweet.

Student B: I like tea. It's warm and fragrant.

Student A: I like the banana. It's soft and delicious.

Walk around the pairs and offer help and guidance if necessary. Encourage the students to use more adjectives to describe the tastes and feelings of the drinks and fruits.

设计意图: 让学生在小组合作中进行实践活动, 通过品尝饮料和水果, 并用英语表达自己的感受和喜好, 巩固所学单词和句型, 提高口语表达能力和语言运用能力。同时, 让学生亲身体会不同饮料和水果的特点, 培养学生的观察力和感知能力, 增加学习的趣味性。

(四) Production

1. Let's talk

Show some pictures of different people enjoying drinks and fruits on the multimedia. Point to the pictures and ask the students: "Look at these pictures. What are they doing? What do they like? Can you guess?"

Encourage the students to answer in complete sentences. For example:

S1: The boy is drinking juice. I think he likes juice.

S2: The girl is eating an apple. She probably likes apples.

Then ask the students to work in pairs and make dialogues based on the pictures or their own preferences using the sentence pattern "I like... Do you like...?" They can take turns to ask and answer.

For example:

A: I like bananas. Do you like bananas?

B: Yes, I do. I also like apples. What about you?

A: I like juice and water. They are good for me.

设计意图: 通过创设真实的情境, 让学生运用所学单词和句型进行对话练习, 提高学生的语言运用能力和交际能力。同时, 引导学生观察图片, 培养学生的观察力和语言组织能力。鼓励学生根据自己的实际情况进行交流, 增强学习的实用性和真实性。

2. Survey

Give each student a small piece of paper and ask them to write down their favorite drink and fruit. Then ask them to walk around the classroom

and interview three other students about their favorite drinks and fruits. They can use the questions: "What's your favorite drink? What's your favorite fruit?" and record the answers on their papers.

After the survey, ask some students to come to the front and report the results of their surveys. For example:

Student C: I interviewed three students. Student A likes juice and apples. Student B likes tea and bananas. Student C likes water and oranges.

The teacher can summarize the survey results on the blackboard and have a brief discussion with the students about the popularity of different drinks and fruits.

设计意图: 通过调查活动, 让学生在实际情境中运用英语进行交流, 提高学生的口语表达能力和人际交往能力。同时, 培养学生的信息收集和整理能力, 让学生了解同学们的不同喜好, 增强学生之间的互动和合作。

(五) Summary

1. Review the words and sentences

T: Today we have learned some drinks and fruits. What are they?
Let's review together.

Show the pictures of the new words "juice", "tea", "water", "apple", "banana" on the multimedia one by one and ask the students to say the words aloud.

Then ask the students to make sentences with the sentence pattern "I like..." using these words. For example:

T: What's this? (Point to the picture of juice.)

Ss: It's juice.

T: Can you make a sentence with "juice"?

Ss: I like juice.

Repeat this process for each word.

Review the plural forms of "apple" and "banana" and ask the students to remember how to use them correctly.

设计意图：通过复习单词和句型，巩固本节课所学的重点内容，帮助学生加深记忆。同时，强调单词的复数形式，让学生明确其用法，培养学生的语法意识。

2. Encourage healthy eating habits

T: Drinks and fruits are very important for our health. We should eat more fruits and drink enough water every day to keep our bodies healthy. Which drink or fruit do you think is the healthiest? Why?

Encourage the students to share their opinions and have a short discussion about healthy eating habits.

设计意图：在教学过程中渗透健康饮食的教育，引导学生了解饮料和水果对健康的重要性，培养学生良好的饮食习惯和健康意识，让学生在学习英语的同时，也能收获健康知识和生活理念。

(六) Homework

1. Listen to the recording of the new words and sentences for at least five times and repeat them aloud to your parents.

设计意图: 通过听读练习, 巩固学生的发音和对单词、句子的记忆, 培养学生的语感。同时, 让学生将所学知识展示给家长, 增强学生的学习成就感和自信心, 也促进了家庭与学校的教育互动。

2. Draw a picture of your favorite drink and fruit and write a short sentence about why you like them below the picture. You can bring it to class next time and share it with your classmates.

设计意图: 让学生将所学知识运用到实际生活中, 通过绘画和写作的方式加深对所学单词和句型的理解和记忆, 同时培养学生的动手能力和创造力。分享作业可以促进学生之间的交流和学习, 激发学生的学习兴趣。

3. With the help of your parents, make a simple fruit salad or a cup of healthy drink at home and tell your parents the English names of the fruits and drinks you used in the process.

设计意图: 通过实践活动, 让学生亲身体验制作水果沙拉或健康饮料的过程, 培养学生的动手能力和生活技能。同时, 让学生在实践中运用英语, 增强学生的语言运用能力和实际操作能力, 让学生感受到英语在日常生活中的实用性, 提高学生学习英语的积极性。

六、教学反思

在本节课的教学中，通过多种教学方法和活动，如实物展示、游戏、小组合作、调查等，激发了学生的学习兴趣，提高了学生的参与度和积极性。学生在轻松愉快的氛围中学习了饮料和水果的相关单词和句型，并能够运用所学知识进行简单的交流和表达自己的喜好。然而，在教学过程中也存在一些不足之处。例如，在单词发音的教学中，虽然通过多种方式进行了示范和练习，但部分学生对于“juice”中“u”的发音和“banana”的发音还不够准确，需要在今后的教学中加强个别辅导和发音训练。在小组活动中，个别学生的积极性不够高，可能是对活动内容不太感兴趣或者不太自信。在今后的教学中，要更加关注这些学生，提供更多的鼓励和帮助，设计更加多样化和趣味性的活动，激发学生的学习兴趣 and 参与度。同时，在教学时间的把控上还需要进一步优化，确保每个教学环节都能充分展开，让学生有足够的时间进行练习和展示。总体来说，本节课的教学目标基本达成，但还需要在教学方法的改进和教学细节的处理上不断努力，以提高教学质量，更好地满足学生的学习需求，培养学生的综合语言运用能力和健康的生活意识。

Unit5 Drinks and fruits Lesson 2 教案

一、教材内容

本节课是新教材人教精通版（2024）小学英语三年级上册 Unit 5 《Drinks and fruits》中的 Lesson 2。本单元围绕饮料和水果这两个主题展开，Lesson 2 重点教授一些常见的水果单词：apple, banana, pear,

grape 以及询问是否喜欢某物的句型 “Do you like...?” 及其回答 “Yes, I do. / No, I

don't.”教材中通过生动的图片和简单的对话，引导学生在实际情境中学习和运用这些词汇和句型。

二、学情分析

三年级的学生经过一段时间的英语学习，已经对英语有了一定的兴趣和基础，具备了初步的听说能力。他们活泼好动，好奇心强，喜欢通过直观形象的方式学习新知识。在日常生活中，学生对水果有一定的认知和接触，这为本课的学习提供了有利的条件。然而，他们的注意力集中时间较短，自主学习能力和抽象思维能力有待进一步培养。在语言表达方面，可能还存在一些发音不准确和表达不流畅的问题，需要教师给予耐心的指导和鼓励。

三、教学目标

（一）知识目标

1. 学生能够准确听、说、认读单词：apple, banana, pear, grape。
2. 学生能够理解并运用句型 “Do you like...?” “Yes, I do. / No, I don't.” 进行交流，询问他人是否喜欢某种水果，并能做出正确的回答。

（二）能力目标

1. 学生能够在实际生活场景中准确运用所学单词和句型描述水果和表达自己的喜好。
2. 通过观察图片、小组活动等方式，培养学生的观察力、想象力和语言表达能力，提高学生的合作学习能力和综合运用语言的能力。

（三）情感目标

1.

激发学生学习英语的兴趣，培养学生积极参与课堂活动的意识。

2. 引导学生了解不同水果的营养价值，培养学生健康的饮食习惯。

四、教学重难点

（一）教学重点

1. 掌握单词 apple, banana, pear, grape 的发音、拼写和意义。

2. 正确运用句型 “Do you like...?” “Yes, I do. / No, I don't.” 进行询问和回答。

（二）教学难点

1. 单词 grape 的发音，学生容易将其发成/greɪp/, 正确发音应为/ɡreɪp/。

2. 让学生理解并区分 “Yes, I do.” 和 “No, I don't.” 的用法及回答时的情感态度。

3. 培养学生在实际情境中运用所学句型进行交流的能力，做到语言表达自然流畅。

五、教学过程

（一）Warming-up

1. Greetings

T: Hello, boys and girls. Nice to see you again.

Ss: Hello, teacher. Nice to see you, too.

设计意图: 通过日常问候，拉近师生距离，营造轻松和谐的课堂氛围。

2. Sing a song

教师播放歌曲《Apple Song》，带领学生一起唱，边唱边做动作。

设计意图：利用歌曲激发学生的学习兴趣，活跃课堂气氛，同时歌曲的内容与水果相关，为新课的学习做好铺垫。

(二) Presentation

1. Lead-in

T: (歌曲结束后) Boys and girls, we sang a song about apples. Apples are very delicious and healthy. Do you like apples?

Ss: Yes. / No. (学生根据自己的实际情况回答)

T: Great! Today we are going to learn more about fruits. Look at this picture. (教师展示一幅水果拼盘的图片) What can you see in the picture?

Ss: 水果。(学生可能用中文回答)

T: Yes, there are many fruits in the picture. Let's learn some new words about fruits.

设计意图：通过提问学生是否喜欢苹果，引出本节课的主题“水果”，再展示水果拼盘的图片，激发学生的学习兴趣和好奇心，为新单词的学习做好铺垫。

2. Teach the new words

Apple

教师拿出一个苹果，展示给学生看。

T: Look, what's this? It's an

apple. (边说边将苹果举起来, 让学生看清) Apple, apple, this is an apple. (强调“apple”的发音, 将单词写在黑板上)

教师带领学生读单词 apple, 采用多种方式读, 如全班齐读、小组读、个别读等, 确保学生发音准确。

教师问学生: “What color is the apple?” 引导学生回答: “It's red. / It's green.” 然后让学生用句型 “I like apples. They are... (颜色) and delicious.” 来表达自己的喜爱。

设计意图: 通过实物展示和互动, 让学生直观地感受单词 “apple” 的含义和用法, 加深学生对单词的记忆, 同时引导学生用所学句型表达自己对苹果的感受, 培养学生的语言表达能力。

Banana

教师拿出一根香蕉, 展示给学生看。

T: Now, look at this. What's this? It's a banana. (将香蕉在手中转动, 让学生更清楚地看到) Banana, banana, this is a banana. (将单词写在黑板上)

教师带领学生读单词 banana, 注意发音要准确。可以让学生模仿香蕉的形状, 用手比划一个弯弯的形状, 边比划边读单词。

教师问学生: “Do you like bananas? How many bananas can you see in the picture?” (引导学生观察图片并回答问题) 然后让学生用句型 “I have a banana. It's... (颜色) and long.” 来描述香蕉。

设计意图：利用实物和动作，帮助学生理解单词“banana”的含义，通过多种方式读和互动，强化学生对单词的记忆，同时培养学生的观察能力和语言表达能力。

Pear

教师展示一个梨的图片。

T: Look at this picture. What's this? It's a pear. (指着图片上的梨)

Pear, pear, this is a pear. (将单词写在黑板上)

教师带领学生读单词 pear, 重点纠正发音。可以让学生多读几遍, 感受发音的部位和方法。

教师问学生：“Can you describe the shape of a pear? Is it like an apple or a banana?” (引导学生描述梨的形状，并与苹果和香蕉进行比较) 然后让学生用句型 “The pear is... (形状) and juicy. I like pears.” 来表达自己的喜爱。

设计意图：通过图片和提问，帮助学生理解单词“pear”的含义，引导学生思考和比较不同水果的特点，培养学生的观察力和逻辑思维能力，同时让学生用所学句型描述梨，提高学生的语言表达能力。

Grape

教师拿出一串葡萄，展示给学生看。

T: Now, look at this. What are these? They are grapes. (将葡萄举起来，让学生看到葡萄的颗粒) Grape, grape, this is a grape. (强调“grape”的发音，将单词写在黑板上)

教师带领学生读单词 grape, 注意发音的准确性。可以让学生数

一数葡萄有多少颗，边数边读单词，增加学习的趣味性。

教师问学生：“Do you like grapes? What color are the grapes? Are

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