



# 三维目标

## 一. 知识与技能 Knowledge Aims

1. 学生能够认读单词和短语

Students can grasp the following new words and phrases:

2. 学生能够掌握主要句型进行熟练运用

Students can master the key sentence patterns:

3. 学生能够了解相关话题的知识

Students can know more about the topic:

4. 学生能够理解文章大意。(阅读题)

Students can grasp the general idea of the whole passage and be able to retell the passage.

## 二. 过程与方法目标 Ability Aims

1. 通过课堂活动, 学生能够提高听说读写综合语言能力, 并能就熟悉的课题进行简单的交流。

Through the class, students can improve the four skills and be able to communicate around familiar topics

→ integrated language skills

2. 学生能从简单文章中找出有关信息,理解大意,并能简单描述人物或事件 (尚读课)

Students can read for useful information in a passage and describe people or events.

### 三 情感态度与价值观目标 Emotional Aims

1. 学生能够增强学习英语的兴趣,有学好英语的信心

Students can **arouse** their interest in learning English and build confidence.

# 教学重难点

一. 重点 Key points

↳ Knowledge Aims - 知识

How to help students master the key words and sentences

二. 难点 Difficult points

↳ Emotional Aims & Ability Aims - 能力

How to help students improve integrated skills and arouse students' learning interests

3P  
模式

# 教学过程 - 词汇题

一. 导入 lead in

1. 谈话导入 Free talk

T: Hello, boys and girls. How are you? Are you happy today?

S: I am happy. And you?

T: I'm great. Look, today we are going to learn

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2. 图片导入 Showing Pictures

Teacher shows a picture about \_\_\_\_\_, encourage students to tell what they can see.

T: Look at the screen, what can you see in the picture?

3. 视频导入 Showing a video

Teacher plays a video of \_\_\_\_\_. Ask Students to answer questions.

T: Look at the video, and tell me what can you see in the video?

三选一

## 设计意图 Purpose

通过此方式，进行新旧知识的连接，并营造良好的语言氛围，鼓励学生大胆开口运用语言，激发学习兴趣

Link the previous knowledge with new contents and build an English environment to encourage students to open their mouth, thus the learning interest, will be totally aroused.

## 二. 新授 Presentation

### 1. New words teaching

- (1) With the help of PPT, cards, body language etc., introduce the new words and guide students to read and spell them. To correct the pronunciation, do it as follows:

T: Look! This is my ear. Now, follow me, please:  
"ear, e-a-r, ear. This is my ear."

In the same way, teach the rest of the words: \_\_\_\_\_

- (2) Drill the new words using "high & low voice" game.

## 2. Key sentence teaching

- (1) Showing the pictures in the book, let students describe the pictures.
- (2) Play the radio tape, students do exercises according to what they hear.
- (3) Students repeat after the tape, teachers puts the key sentences on the PPT or blackboard.

### Purpose

Through various activities, the new knowledge is effectively introduced, The basic teaching principles are firmly followed and students are considered the real center of learning.

## 三. 操练 Practice

### Task 1. "Waterfall" game

T: Let's do a "waterfall" game. I say "touch your eye"

S1: Touch your eye and touch your ear.

Students continue to add more objects until someone makes a mistake.

## Task 2. Pair work

Students work in pairs to practice the conversation. Teacher chooses some volunteers to perform on the stage.

S1: touch your face

S2: Do the corresponding actions.

## Task 3 Do a survey

Students work in groups to ask for information using the key sentences, and report the results at last.

### Purpose.

Tasks are meaningful ways to help students practice the key language points, so as difficult points. Meanwhile, students can improve their cooperation and communication.

## IV 成果 Production

Activity 1 Draw a picture. Students draw pictures according to given instructions

T: Draw a big farm. And draw ten chicks...

Activity 2. Emotional education. Teacher points out:  
Keep positive attitude is the key to success.  
And take good care of animals.

T: Do you like the English class? I am happy to see you open your mouth. Remember learning English is interesting! And take care of animals.

Activity 3 Summary. Summarize the basic knowledge of this lesson and make supplements if necessary.

Purpose.

Build confidence and practical skills.  
Review the main content and give ongoing assessments.

# 教学过程 - 阅读题

Step 1 Lead in and Pre-reading.

1. Free talk  
Students look at images on the PPT and discuss the topic of \_\_\_\_\_
2. Brainstorm  
Ask students to tell the Chinese and foreign holidays. Take a group contest, the more they say, the higher score they get.
3. Prediction  
Elicit students to draw attention to the pictures and predict what happens in the passage.

## Purpose

Through the presentation of pictures and group competition to arouse students interest in the topic, laying a presentation for the next step.

三选二

## Step 2 While - reading

1. Skimming. Read the text briefly and check if the prediction is correct
2. Scanning. Tell students to quickly browse the text within a certain time, the teacher asks several students to answer questions, and the other students make corrections.
3. Careful reading. Read the text again and complete the following exercises including: True / False, Fill the blanks etc.
4. Repetition. Invite students to repeat after the tape and improve their accent and pronunciation.

### Purpose

Skimming makes the students understand the details of the text by answering the questions. By filling out the form, students learn to grab the key information according to the key words.

### Step 3 Post - Reading

#### 1. Retell

Retell the text in pairs according to the instruction in the PPT

#### 2. Role - Play

Students act out the content in different groups. Encourage them use the key sentences and show the play. Other students can give their opinions to the performance.

#### Purpose

To train students' habit of thinking diligently and train their oral expression ability through activities. It also enhances students' ability of evaluating.

### Step 4 Production 和词义题一样

# 英语教学知识

## 一. 英语游戏教学作用

在玩中学, 提高兴趣

对知识有效巩固

活跃课堂气氛

调动积极性

## 二. 英语儿歌的特点

押韵

简单易学

直观, 学生熟悉的事物

## 三. 英语儿歌在教学中的作用

活跃气氛

巩固知识

激发兴趣

直观易学

四. 情境创设的方法

表演法

讲故事, 叙述法

图片

视频

五. 口译训练方法

速读

速记

符号系统

六. 综合语言运用能力的基础

听说读写

词汇量、语言知识

语言环境

# 课程标准

- 一. 课程性质：工具性和人文性
- 二. 首要目的：综合语言能力运用  
继续学习和未来职业发展
- 三. 重视素质教育，面向全体学生，以学生为本
- 四. 设计目标：语言学习的渐进性和持续性  
学习过程：重视学习的实践性和运用性  
评价方式：应包括形成性评价和终结性评价  
资源：丰富，多渠道
- 五. 课程设计

课时安排：短时高频  $\leq 40\text{min}$  (3~4/周)

综合：语言知识  
语音、词汇、语法、话题、功能

语言技能 - 听说读写

学习策略  
资源策略、交际策略、调控策略、认知策略

情感策略  
动机兴趣、自信意志、合作精神、国际视野  
祖国意识

文化意识

六. 评价方法  
平时测验、成长记录、问卷调查、访谈

七. 教材  
教科书、练习册、活动册、读物、自学手册、录音带  
计算机软件

八. 五维目标之间的关系

知识 + 技能 - 基础

文化 - 有利于正确理解和具体运用语言

策略 - 提高学习效率、发展自主学习能力

情感 - 促进主动学习和持续发展

相辅相成, 共同促进综合语言运用能力的形成和发展.

# 教学法

## 一. 常用教学法

1. 交际教学法
2. 情景教学法
3. 全身反应教学法
4. 任务型教学法

## 二 音标

1. 认读游戏
2. 听辨音游戏
3. 拼读游戏

## 三 游戏分类

1. 英语体育游戏
2. 、、 角色 、、
3. 、、 智力 、、
4. 、、 音乐 、、

## 四 阅读策略

1. 选材恰当, 能激发兴趣
2. 指导阅读方法, 形成良好习惯  
默读  
猜词  
标记重点
3. 开展交流, 分享阅读乐趣

## 五 板书要求

1. 重点突出
2. 语言科学, 准确
3. 条理清晰, 布局合理
4. 形式多样, 启发思维

## 六 教学评价

形成 - 任务中收集处理信息、合作协调、沟通

达法 - 阶段学习效果