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| **教师姓名** | **单 位** | **上课年级** | **课题名称** |
| **陈美芳** | **磐安县实验小学** | **五年级** | **PEP五上 Unit 3****What would you like?****A Let’s learn** |
| **教学内容：** |
| **设计思路**：该课属于PEP五年级上册Unit3 What would you like?的第二课时，学生在三、四年级的教材中已经学习过有关水果、蔬菜等等食物类单词，并能熟练运用句型What would you like? I’d like ....进行交流。本课的目标在于以学生为主体，滚动之前学习的食物类单词，在学生喜闻乐见的餐厅这个大情境中，围绕5个食物新单词，运用What would you like to eat? What would you like to drink? I’d like ....进行交流。该课属于词汇课，因此，本课的设计思路为：滚动复习食物类单词，在真实的情境中学习新词，结合西方食物单词，渗透西方食物文化，并将食物与生活实际紧密结合，在生活中运用单词和句型进行交流。 |
| **教学目标、教学重难点分析：****教学目标：**1. 学生能够听、说、读、写本课核心词汇ice cream, tea, hamburger, sandwich, salad。2. 学生能够运用核心句型What would you like to eat? What would you like to drink? I’d like ....在真实的情境中进行交流。3. 学生能够了解中西方饮食的差异。**教学重点：**1. 学生能够听、说、读、写ice cream, tea, hamburger, sandwich, salad5个新单词；2. 学生能够综合巩固、运用What would you like to eat? What would you like to drink? I’d like ....在真实的情境中进行交流。**教学难点：**1.学生能够听、说、读、写ice cream, tea, hamburger, sandwich, salad5个新单词。2.能够在语境中正确运用这五个单词，模拟点餐进行对话并填写菜单。 |
| **板书设计： Unit 3 What would you like?****A Let’s learn** **What would you like to drink?** I’d like some tea.**What would you like to eat?** I’d like a hamburger. sandwich. salad. an ice cream. |
| **教学步骤** | **教师活动** | **学生活动** |  |
| **Step 1** **Warming up** | **Let’s sing**播放课外歌曲*I’d like*1. What do you see?2. What would Jack/Lily like to eat? | 学生一边看课件，一边跟唱 |  |
| **Step 2** **Presentation** **& Practice** | **1. Words-learning**(1)They are in the restaurant.What would they like to eat/drink?Learn about the new words.1. Hamburger

Try to read and spell: ham-bur-gerb. sandwichTry to read and spell: sand-wichWhat would I like? Who wants to ask me?S: What would you like to eat?T: I’d like a chicken hamburger. What about you?Pair work:What would you like to eat?I’d like ...Sarah and mom are at the restaurant, too. What would Sarah like to eat/drink? Discuss in groups of four.Group work and feed back.c. saladTry to read and spell.d. ice creamTry to read and spell.e. teaTry to read and spell.**2. Practice**(1)Introduce Sarah’s orderLet’s introduce together.(2)Listen again and finish the order.Let’s listen again and help Sarah finish her order.(3)What about Mum”s?What would Mum like to eat/drink?Listen and choose the right order.Listen again and check.Listen and read along.Role play and feed back. | 学生学习5个新单词，滚动复习蔬菜、水果等食物类单词，同时渗透文化知识。学生通过运用phonics，拆音、拼读，进而学会拼写五个新单词。学生运用句型对教师进行提问，并在情景中操练句型：What would you like to eat?学生在情景中通过小组合作猜测Sarah’s order。学生在情景中操练句型：What would you like to drink? I’d like ....学生在情景中进行书写练习。 |  |
| **Step 3****Consolidation****&Extension** | 1. **Make your own order**

(1)Look at the menu. What would you like to eat/drink? (2)Pair workWhat would you like to eat? I’d like …What would you like to drink? I’d like ....Would you like ...?Yes, please./ No, thanks.1. **Homework**

Share the order with parents. | 学生通过菜单选取各自喜欢的食物。拓展不同种类的salad和tea, 并综合滚动更多已学的食物类单词。学生运用句型What would you like to eat? What would you like to drink? I’d like ....在真实的情景中进行交流。鼓励学生尽可能多地运用所学语言进行实际交流。 |  |
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**教学反思：**

本节课我主要用歌曲来活跃课堂气氛，同时将学生很快引入主题，激活旧知。在欣赏歌曲的过程中，复习巩固已学的食物类词汇，为本课学习打下基础。通过What would they like to eat/drink?，自然地从歌曲过渡到新词的教学，拓展渗透西方的食物文化，整个活动都在餐厅这一大情境中展开。语言的教学要贯彻整体性原则，句不离词，词不离句，把单词放到句子、对话中教学，使学生学会应用新知，在新词学习的同时融入食物类单词的滚动，激活学生原有的知识储备，调动学生的学习兴趣，拓展学生的知识。最后呈现菜单，请学生自主选择喜欢的食物，让学生在真实的情境中进一步巩固、运用句型进行点单。