|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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-ger  b. sandwich  Try to read and spell: sand-wich  What 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. salad  Try to read and spell.  d. ice cream  Try to read and spell.  e. tea  Try to read and spell.  **2. Practice**  (1)Introduce Sarah’s order  Let’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 work  What 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。 | |  |
|  | | | | |

**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。