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| **教学主题：** | **Unit9 Hot soup** | | **授课课时** | | **第二课时** | |
| **教学目标** | **一、知识与技能:**  **学习Words to learn 中出现的单词和词组，要求学生掌握。**  **二、过程与方法：**  **能够运用所学单词，表达自己对食物的喜好。**  **三、情感态度与价值观：让学生在愉快的歌声中体会学习的快乐，并加深对词汇的记忆。** | | | | | |
| **教学重点** | **.学习掌握Let’s learn部分单词词组。** | | | | | |
| **教学难点** | **掌握Let’s learn部分单词。** | | | | | |
| **教学用具** | **教具：配套资源，录音机，卡片。** | | | | | |
| **教 学 过 程** | | | | | | |
| **教 学 阶 段** | | **教 师 活 动** | | **学 生 活 动** | | **设 计 意 图** |
| **Step 1**  **Warming-up** | | **Ⅰ Warm-up**  **出示图片： “What′s this?” Elicit, “It is a hamburger.” Now say, “Is this a hamburger?” Elicit, “Yes, it is.” Say, “Is this an orange?” Elicit, “No, it isn′t.”**  **Repeat the procedure using the other flashcard.**  **Hold up the soup flashcard. Ask, “Is this soup hot?” Elicit, “Yes, it is.” Now ask., “Is this soup cold?” Elicit, “No, it isn′t.”**  **Repeat the procedure for ice cream, rice, milk, etc.**  **设计意图：用本单元的教学卡片复习上一课学过的句型结构和词汇。** | | | | |
| **Step 2**  **Presentation** | | 1. **Set the scene**   **What is your favorite food?**  **What is your favorite drink?**  **Repeat the procedure for the other flashcard.**  **设计意图：通过学生的自身感受来引出、学习词汇，使学生易于接受。**   1. **Model the dialog**   **Ask the children to imagine that they want a drink on a very hot day. Ask, “How do you feel?” Explain to the children that in English we use the word thirsty. Say, “I am thirsty.”**  **设计意图：让学生们想象各种情景，通过情景创设来学习词汇，便于学生理解**  **Have the children repeat.**  **Now ask the children how they feel when they have missed lunch. Introduce the word hungry. Repeat the procedure used to present thirsty.**  **Hold up the soup flashcard. Review the word cold, hot. Ask, “Is this soup hot?” Elicit, “Yes, it is.” Now ask, “Is this soup cold?” Elicit, “No, it isn′t.” Repeat the procedure using the flashcards.**  **设计意图：把反义词成对复习，加深学生的印象。**  **3. Story**  **Say, “Now we will hear what the characters said.” Play the tape and have the children look at the pictures as they listen.**  **Play the tape again, pausing at each picture. Have the children repeat the words each time.**  **设计意图：呈现原音，让学生跟读，纠正错误的发音。** | | | | |
| **Step 4**  **Practice** | | 1. **Talk about the story**   **Picture 1: What are Mocky and Bobby Bear doing?**  **Picture 2/3: What is Ann holding? (jug)**  **What do you think is inside? (milk)**  **Picture 4/5: What is Ken holding? (bowl)**  **What do you think is inside the bowl?(soup)**  **Picture 6/7/8: What is happening?**  **Picture 9: What is Ann doing?**  **Picture 10: What do you think Mocky is saying now?**  **设计意图：根据回答问题的情况检测学生的理解、掌握程度。**   1. **Trace, match and copy**   **Have the children open their books at page 31. Show your copy of the page. Draw the children′s attention to the first picture. Ask them what Mocky is holding. Elicit, “A cup.”**  **Read the words in the speech bubble to the class. Have them repeat the words after you. Ask which word is missing. Elicit, “Small.”**  **Have the children trace the word and then copy it to complete the sentence in the speech bubble.** [新课标第一网](http://www.xkb1.com/)  **Repeat the procedure for the other pictures and words.**  **设计意图：通过描写、连线、抄写的练习巩固学生对词汇的掌握，对句型的理解，加深印象。** | | | | |
| **Step 6 Homework** | | **Read the text, Review the words.** | | | | |
| **板书设计** | | **Unit9 Hot soup**  **Some cold water a sweet orange a sour lemon**  **Some fresh fruit some fresh vegetables a cold ice cream some hot noodles some cold milk some hot soup** | | | | |