**Module 7 unit2 There are twelve boys on the bike.教学设计**

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1. **学习内容分析**

 “There are twelve boys on the bike.”是《新标准英语》四年级上册第七模块第二单元。本模块要让学生了解和学习there be句型，用于描述场景里存在什么，同时描述他们在做什么。本单元主要内容为there be 句型的复数描述，并且复习巩固本册第三模块学过的现在进行时。同时让孩子们掌握新词：fruit, vegetables, chicken, bear, pig.

1. **学情分析**

大部分学生在本模块第一单元学会了there be 句型的单数用法，但灵活运用的能力还有待提高。而现在进行时虽然在第三模块学习过，但由于间隔时间很长了，部分学生已有所遗忘，对于现在进行时的单复数不能正确运用。所以在本课中还将训练。

1. **教学目标分析**
2. 知识目标：

通过学习,能够听懂、会说fruit, vegetables, chicken, bear, pig等词语；学会there be句型来描述图片或场景存在什么，并描述出他们在做什么。

1. 技能目标：

在小组合作，情境表达中使学生具备正确运用there be句型的能力。

1. 情感目标：

通过学习，培养学生细心观察的好习惯。通过活动目的的达成，给予学生成功体验，激发学习英语的兴趣。

1. **教学重难点**

教学重点：灵活运用“there are… .” “there is… .”

教学难点：

1、there be 句型中be动词的选择；

2、完整地描述各情境中存在的事物。

**五、教学步骤**

Step1:warm-up

Greetings!

T: Good morning, boys and girls! How are you today?

Ss:…

Do you like watching videos? Let’s watch a video and chant together.

Ss:…

 (用视频的引入引起学生的注意力，对circus的情境有所体验，并引导学生观察用旧知表达通过“There is a …”)。

Step2:lead-in

T：We see a monkey in the circus. How about our friends? What do they see? Let’s listen and say.

(通过视频中的There is a monkey on the wheel.进入第一部分There is a boy on the bike.)

T: What do they see now? How many boys are there on the bike? (通过猜、看、听、跟读感知There are… 与There is …的不同。)

T: So when we see one thing we use “There is a…”, when it is more than one, we use “There are…”. And our title today is “…”

(通过引导明白There are… 与There is …的不同并了解今天的内容。)

Step3:learn text

1. T: They go to the circus. How about Daming? Where does he go?

Ss: Daming goes to the zoo and farm.

(由Sam, Amy, Lingling引出Daming去了哪里，承接更紧密。闪图提示学生选出正确地点，开始情境中学习。)

T: Daming likes taking photos. How many photos does Daming take? Open your book and find the answer.

Ss: There are four photos.

(由相机及拍照声音吸引注意, Daming拍了照，提问思考拍了几张照，什么照片。并通过学生快速浏览大概了解本课内容并运用There are…表达)

1. T: Let’s look at the first photo. What’s in this photo? What is it doing? What does Daming say?

Ss: There is a panda in this photo. / There is some fruit in this photo. / There are… in the photo.

T: listen and repeat.

(看图观察用There is a …in this photo. 与 There are… in this photo. 通过老师提问思考,听后回答填空It’s eating fruit.)

1. T: What else does Daming see at the zoo? What does he say?

Ss: There is a bear in this photo. It’s eating sweets.

T: Let’s listen and check.

(为情境的创设更合理有序，把第三张照片和第二张的顺序做了调整。学生通过第一张照片的学习，在第二张图片学习时看图运用表达并听力检查)

1. T：Daming also goes to the farm. What does he see? Let’s have a look.

Ss: There is a bear. It’s eating sweets.

(Chant 呈现新知并调动学生学习注意力，调节学生的课中疲乏。动态呈现让情景更加真实，学生更愿表达)

1. T: What else are on the farm? Guess and say.

Ss: There are …

T: Listen and repeat.

(局部遮图，学生看图猜测，分两步：猜是什么？在干什么？最后听、跟、检查。)

Step4:consolidation

1. Stand up and read.
2. 回顾板书
3. Daming goes to the park too. What does he see? Choose and say.
4. 小组合作表演表达：

1、6人一组，组内4人表演情景，1人助理，1人导演询问

2、表演先选情境park/zoo/school/farm/circus… 合理安排角色做动作

3、助理负责打板：1，2，3，action

4、导演：Look，there is a park/zoo/school/farm/circus… . What’s in the park/zoo/school/circus/ on the farm?

5、台下同学观察回答：There is a/There are… . He’s/She’s/It’s… . /They’re… .

Step5:extension

 T: We can go many places, and there are so many things in the world. There is a song about three green parrots. Let’s enjoy.

Homework

***Listen and repeat the text.***

***Talk about the pictures. (p42)***

***Draw your own wonderland***

***and talk with your friends.***

Blackboard design

**Module 7 unit2 There are twelve boys on the bike.**

**fruit**

**panda**

**There is a It’s eating**

**sweets**

**bear**

 **rice**

 **chickens**

**Fruit and vegetables**

**There are They’re eating**

**pigs**

反思：