

# PEP3 Unit4 My home B Let's learn 教学设计

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[摘要] 本文就Unit4 My home的学习进行分析。

[关键词] 英语学习; 教学; 教学设计

## 教学目标:

- 1.能听、说、认、读单词: bed, sofa, phone, table, fridge;
- 2.能够熟练运用句型: Where are the...? They're...询问物品的位置并能作出相应的回答;
- 3.能正确使用方位词描述物品的位置。

## 教学重点:

- bed, sofa, phone, table, fridge四会单词的正确使用;  
在具体情境中恰当运用句型Where are the...? They're...询问物品的位置并能作出相应的回答。

## 教学难点:

运用核心句型和单词询问物品位置并能作出回答。

## 教学准备:

多媒体课件, 图片, 单词句子卡片, 房子纸板

## 情感与态度:

- 1.孩子在体验、参与贴近学生真实生活的活动过程中, 感受英语学习的乐趣及学会的成就感。
- 2.师生共同学习, 增进师生情感交流, 增强学生学习英语的自信心。
- 3.能够养成主动收拾物品、摆放整齐的习惯, 养成良好的生活习惯。

## 教学方法:

采用听说法、直观法、多媒体辅助法、自然拼读法、合作学习法等教学方法, 让学生保持兴趣, 有效学习英语。本节课采用活动途径, 倡导体验参与, 通过开展个人活动、小组活动、全班活动以及上台介绍, 让不同层次的学生都能积极参与进来, 从而循序渐进地学会了使用所学语言知识进行言语交际。

## 教学过程:

Step 1.Warming up

1、Free talk.

T: Hello, boys and girls.I'm your new English teacher, Shery.

What's your name? Where is your pen? What colour is it?

Ss: My name's s...It's on the desk.It's orange.

2、Introduce the rules.

Today, I will divide you into five groups.Let's have a race and see who can get the most pictures.Ready?

3、Sing "My home".

T: At first, Let's sing the English song "My home".教师播放视频, 师生一起跟着视频边做动作边唱。

设计意图: 通过师生互动、歌曲拉近师生距离, 很快将学生注意力吸引到课堂, 并创造了一种轻松、和谐的氛围。《My home》是一首非常欢快有趣的歌曲, 学生在哼唱的过程中, 能很快进入英语课堂的愉快氛围。

T: Well done.Can you tell me: What rooms did you hear from the song?

Ss: living room, bedroom...

T: What can we do in these rooms?

Ss: Go to the living room, watch TV.

Go to the study, read a book...

4、Let's do.

T: The next, let's stand up and do together.

设计意图: 通过吟唱有节奏的chant和做有趣的动作, 复习旧知, 为导入新课做准备。

Step 2.Presentation

情境呈现, 教授新知。

T: Look, it's another house.Wow, it's so beautiful.Guess: Whose home is it?

T: Yes.It's Zoom's home.Do you want to go and have a look?

教师带上Zoom的头饰, 模仿Zoom的语气和学生打招呼。

Hello, I'm Zoom.Welcome to my home! Follow me, please.Let me open the door! Oh, silly me! I lost my keys.Where are the keys?

1、教授句子Where are the keys?

T: I can't find my keys.Can you help me?

请学生上来帮忙一起找钥匙。

T: Oh, they're under the book.Thank you very much.

教授They're...及其完整形式They are...

找到钥匙, 教师做开门的动作。

T: Now I can open the door.Come in, please.Let's go to the bedroom.I like my bedroom because it has a blue bed.

2、教授新单词bed.

T: It has a blue bed.The bed is near the desk.Let's sit on the bed.Oh, sorry.What a mess! I must clean my room now! Can you help me?

Ss: OK! Put the ball in the toy box.Put the books on the desk...

T: Thank you.It's nice and clean now.Oh, I'm hungry now. Are you hungry?

Ss: Yes, we're hungry, too.

T: Let's go to the kitchen.I prepared some foods and drinks for you.I put them in the fridge.

3、教授单词fridge.

T: Look, it has a blue fridge.The fridge is near the desk.Let's open the fridge .I'd like some bread and milk.What would you like?

Ss: I'd like some...

T: Follow me, please.We can have them at the table.

4、教授单词table.

T: 教师出示书桌的图片问: Is it a table?

Ss: No, it's a desk.

T: We can study at the desk.We can eat at the table.Let's eat ! I'm full now.Are you full?

Ss: Yes, we're full.

T: Let's watch TV.We can go to the living room and sit on the sofa.

5、教授单词sofa.

T and Ss: It has a brown sofa.The sofa is near the window.

T: Let's sit on it and watch TV. (出示铃声) What's ringing?

Ss: It's the phone.

6、教授单词phone.

T and Ss: It has a red phone.The phone is on the table.

T: Let me answer the phone.教师接电话, 并告诉孩子们John邀

请大家去他家做客。

设计意图：设计真实的情境，导出本课单词和句子，使课堂教学变得生动有趣。看图说话，不断刺激学生的记忆能力，激活学生已有知识，引导学生快速说出已学过的单词，并运用所学知识，拼读新单词，激发孩子运用英语思维的能力。

T: Now, let's go to John's home and have a look.  
教师播放视频。

T: Wow, it's nice and clean. Where are the keys?

Ss: They're on the fridge.

7、教授句子They're on the fridge.

T: Where is the sofa? Where are the books?...

Ss: It's near the bed. They're on the sofa...

设计意图：通过师生问答，巩固所学单词和句子，并引导学生在实际情境中正确运用。

8、教师播放录音，学生翻开课本，认真跟读，最后齐读。

T: Boys and girls, please open your books and turn to P42. Let's read. Try to follow and imitate. Pay attention to the pronunciation and intonation.

Step 3. Consolidation

1、学生积极参与，完成三个游戏。

T: Look, it's a computer. John likes playing computer games. Do you like playing computer games?

Ss: Yes.

T: OK! Let's play some computer games.

设计意图：通过有趣的游戏，进一步巩固所学单词和句子，并在游戏中巩固重点，突破难点。

2、出示绘本，欣赏绘本。

T: We can't play computer for too long time. Let's find other things to do. Look! What's this?

Ss: It's a picture book.

T: Yes. It's a picture book of John's ideal home. Let's read!

师生共同阅读绘本。

3、小组合作，设计理想的家。

T: Wow! So great! Do you want to design your ideal home?

Ss: Yes.

T: I prepared the houses for you. You can stick your pictures on it as you like with your partners.

学生小组合作用所得图片设计理想中的家并介绍。

设计意图：通过小组合作动手设计并介绍理想的家，培养孩子综合运用语言的能力，使学生获得学习的成就感。

Step 4. Summary and emotion education.

T: Boys and girls, you really did a good job. Today, we have learned the words...and the sentences...

From now on, I hope you can help your dad and mum keep your home tidy and clean. And keep your classroom tidy, too.

Step 5. Homework

1、Read the text fluently and copy the 5 words four times.

2、Design your ideal home, then introduce it to your dad, mum and friends.

教学反思

为了使单词教学不枯燥，我设计了有趣的导入方式和多样化的操练方式。我采用了情境导入的方式自然地引出了本课的单词，并通过在学中玩，在玩中学，对所学词汇进行了巩固。在本课教学中，单复数形式是较难掌握的，我通过设计有趣的游戏，让学生认单词，找句子，填句子，层层递进，让学生动手动脑，合作学习，激发学生学习英语的兴趣。小组合作，设计理想的家，有学以致用的效果，使学生能够学着用英语解决实际问题，使学生的思维达到一定的深度和广度。此外，在讲解重点句型的时候，要多给学生机会进行实际的练习，所谓熟能生巧，多说、多用，自然就容易掌握了。

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“浪”。学生思维的火花被点燃了，就会积极主动地自主学习、积极思维。学生的思维的火花往往闪现在质疑、答问、讨论或练习之中，而独创性见解的表达或挑战性问题的提出往往能推波助澜，使语文课堂教学高潮迭起。

在语文教学中，可借助趣味性材料，如故事，佚事，典故，谜语等，以幻灯片、图片、课件及相关文字材料的形式展示出来，往往可以激发学生兴趣，集中学生注意力，有利于学生主动参与，使学生不由自主地走进教学内容的情境，从而积极的主动思考，感受领悟。也可以根据学生具有强烈的好奇心这一特点，在每一节课的开头，根据教学内容设计出一个或几个有趣的问题，设障置疑，吸引学生，激发学生的求知欲。

当然仅仅凭以上的设境激趣是远远不够的，为学生创造更多接触社会和自然的机会，丰富他们的生活体验和生活阅历，激活学生的有意注意，促使他们意识聚焦，观察，积累，感悟，去采撷、累积、存储和积淀更多的生活表象、经验。如注意强调诵

读，多看多记多背；在阅读教学中加强对学生的语感培养与训练，培养良好的阅读习惯，形成良好的思维品质；重视对学生的学法指导，使学生取法于课内，得益于课外，培养、形成、优化并深化学生的语感能力。

总之，语文教学中的情境效应，不仅对激发学生的求知欲望，增强学生的学习兴趣，发展学生的智力能力，具有重要的作用，而且对于促进素质教育的深入发展，提高教育质量产生积极的影响。

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