**课题：Unit3: My father is a writer. Lesson13**

**执教人：希晓燕**

**内容：人教精通版五年级上册**

**教学目标：**

**知识目标：通过真实的场景能够运用目标语言This is my father. He’s a ...This is my mother. She’s a ....进行简单地介绍。**

**能力目标：能够用英语介绍自己的家庭成员和他们的职业。**

**情感态度与价值观：培养团结同学，互助友爱、爱护家人的良好品质。**

**教学重点：This is …. He/ She is a….**

**教学难点：Here is a picture of my family. We are a happy family.**

**教法：情景创设法 讲授法 表演法 游戏法**

**学法：小组合作法 模仿练习法**

**教学准备： 多媒体课件 教学光盘**

**课型:新授**

**课时安排：1**

教学过程：

Step 1 Warming up and revision

1. Hello, Good afternoon!

How old are you?

Where are you from?

Are you a student?

Which class are you in?

1. Play a game:Listen point and say

T:Show me your photos!

T:Father S:Father Father This is my father.

 Mother S:Mother Mother This is my mother.

 Brother S:Brother brother This is my brother.

 Sister S:Sister sister This is my sister.

1. Look and guess.(老师做动作，学生来猜一猜)
2. Look and say.(PPT展示职业单词，学生单个及集体认读。)
3. Point and say:

T: Point to your father/mother/brother/sister(在说的时候并做相应的动作driver/farmer/teacher...)

S:学生一边指图一边根据老师老师的动作说句子：This is my father.He is a driver./This is my mother. She is a farmer./This is my brother.He is a teacher....

Step 2 Presentation:

1. 教师做写的动作，引出单词write,出示老舍的图片引出writer,（write（写）+r=writer(作家），教读writer，引导学生用This is\_\_\_\_\_. He is a \_\_\_\_\_ .
2. 出示作家图片辅助学生灵活运用目标语言句。This is\_\_\_\_\_. She/He is a \_\_\_\_\_ .
3. 教师做唱的动作，引出单词sing,出示图片周杰伦引出singer.sing（唱）+er=singer(歌手；歌唱家)教读singer,引导学生用This is\_\_\_\_\_. He is a \_\_\_\_\_ .
4. 出示歌唱家图片辅助学生灵活运用目标语言句。This is\_\_\_\_\_. She/He is a \_\_\_\_\_ .
5. Now Let’s talk about Tom’s family.(PPT出示Tom家的照片)通过听力完成以下问题，教师引导学生自己读问题，教学光盘展示课文内容，让学生带着问题听。

How many people are there in his family?

There are...

Who are they?

They are...

What does his father do?

He is a ...

What does his mother do?

She is a...

What about Tom and his sister?

Does Tom love his father and mother.

1. Learn the text

把课文分成两部分进行学习。小组读--指名读--齐读--领读

1. 教师板书重点词汇和句型。

Step3:Practise

1. T:Do you want to see my family photos.

 S:OK!

 T:Look Here is a picture of my family.Can you introduce my family?Maybe you can ask me some questions.（引导学生想我提问来了解我的家庭信息。）教师进行简单的小结。

1. 小组合作利用手中的照片介绍自己的家人。

(1)Introduce yourself.(介绍自己)

(2)Introduce your parents.(介绍父母)

(3)Introduce your brother and sister.(介绍兄弟姐妹)

3、Act it out.

4、有两个学生进行范例介绍。

5、A short passage: Can you write?（通过前面的师生交流，生生交流，现在引导学生进行联系书写介绍家人的小短文。）指名写的较好的进行了泛读。

Hello! My name is \_\_\_. I’m\_\_\_. I’m from \_\_\_. I’m a \_\_\_. I’m in Class \_\_\_\_, Grade\_\_\_\_. Here is a picture of my family.This is my \_\_\_\_\_. He’s a picture of my family. This is my \_\_\_\_. She’s a \_\_\_\_\_. The boy/girl is me. ...We love my \_\_\_ and \_\_\_\_, and they love me. We are a happy family.

1. 情感教育的渗透，视频短片播放，Father and Mother I love you.（和学生一起用肢体语言表达对父母亲的爱。）

Step4：Assessment

1. 课堂教学过程中的评价（有评价语和奖励两种）
2. 指导学生完成介绍家人的短文的书写。

Step 5： Homework

1. Listen to the tape at home.

2. Introduce your family and write.

3、Write new words and new sentences.

4、完成同步练习册Lesson13。

Design board:

**Unit3: My father is a writer.** Lesson13

**This is my father. He’s a writer. Write--writer**

**This is my mother. She’s a singer. Sing--singer**