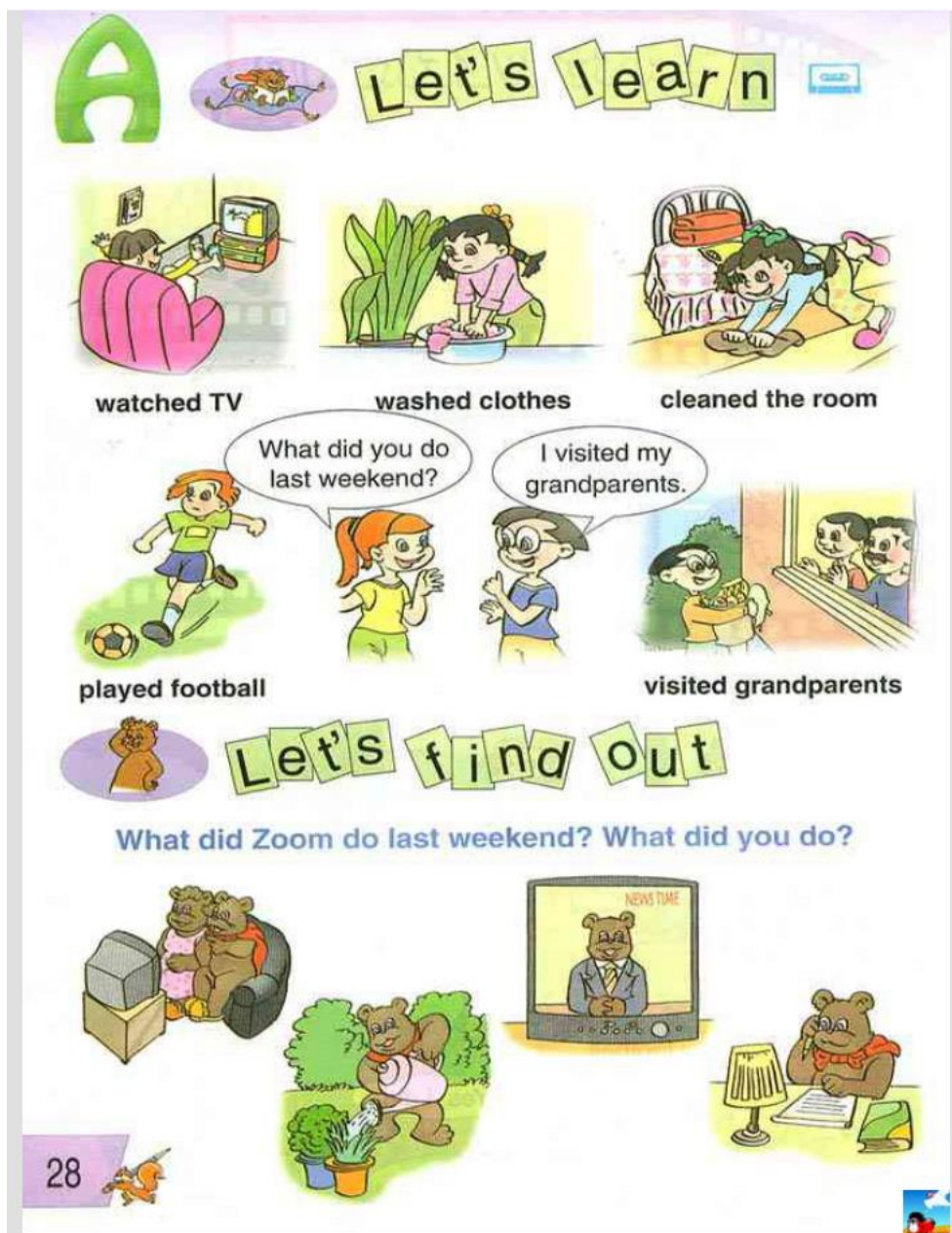


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PEP 小学六年级下册 《UNIT2 Last Weekend》



试讲要求：

- (1) 朗读一遍
- (2) 设计词汇教学活动

(3) 适当板书

教学目标

- 1、能够听、说、读、写短语: watched TV, washed clothes, cleaned the room, played football and visited grandparents。
- 2、能够听懂问句: What did you do last weekend? 并能够做出正确的回答。
- 3、能够运用新学语言内容完成 Let's find out 中的任务。

教学重点

听、说、读、写短语 “watched TV, washed clothes, cleaned the room, played football and visited grandparents”, 听懂、会说句子: What did you do last weekend? 并能够在实际情景中灵活运用。

教学难点

5 个词组读音和书写, 掌握动词过去式及其发音。

课前准备

- 1、教师准备本课时所需的六张词卡。
- 2、教师准备录音机和录音带。
- 3、教师准备本单元的挂图。

教学过程

1、 Warm-up

(1) Daily oral practice.

Good morning! Glad to meet you. How are you? What's the weather like today?

对话练习, 已学知识的巩固。

(2) Hang-man game. 玩游戏, 猜单词。

(watch, wash, clean, play, visit)

2、 Preview

(1) Let's chant (第六册书本 Page 7)

a. 听一遍录音 b、师生一起说唱

(2) Let's start:

What do you usually do on the weekend? 说说自己的周末, 复习动词短语。

3、 Presentation

(1)、教师出示一个日历给大家看, 圈出今天的日子是 Sunday(weekend), 然后问学生: What's the date today? What day is it today? 学生回答今天的日期, Today is April the 10th. It's Sunday.

(2)、教师说: On Sunday (weekend), I usually wash clothes, clean the room, play football, watch TV and visit grandparents.出示教师所说动作的卡片, 学生跟读词组。跟着老师朗读几遍动词短语。

(3)、教师问学生: What do you usually do on Sundays? 学生回答教师的问题。

(4)、教师再次出示日历, 圈出上个星期天的日子, 然后问学生: What was that day? 引导学生回答: It was last Sunday? 板书并带读单词: last。教师: It was last Sunday. It was the last weekend. 板书、解释并朗读词组: last weekend。学生跟读并掌握词组: last weekend。

(5)、引出句型: What did you do last weekend? 板书句型并朗读。

(6)、呈现词组: watched TV, washed clothes, cleaned the room, played football and visited grandparents. 强调这些过去式的发音。/t/, /t/, /d/, /d/, /id/。

(7)、Activity one: Bingo!

(8)、师生问答。(语言内容, 媒介)

(9)、Activity two: 摘苹果游戏

(10). 教师领读 Let's learn 部分。

4、 Consolidation and extension

Let's find out.

(1)、教师通过 CAI 出示图片, 提问:

What did Zoom do last weekend?

板书并认读: do-did, water-watered.

(2)、教师问几个学生: What did you do?

(3)、Do a survey. 学生之间相互了解, 并做好记录。


完成后上台进行解说。

(4)、填入所缺的单词。


(5)、完成活动手册的相应练习。

(6)、回家朗读课本 Let's learn 部分, 抄写词组。

PEP 小学六年级下册《UNIT3 Last Weekend》



Let's read



Wu Yifan was busy last weekend. He visited his grandmother Saturday morning. It was his grandma's birthday. They cooked noodles together. In the evening, they watched TV. Sunday morning, Wu Yifan played football with his friends. In the afternoon, he washed clothes and cleaned his room.


1. Finish the sentences.


(1) Wu Yifan _____ his grandma
Saturday morning.

(2) Sunday morning, he _____
_____ with his friends.

(3) He _____ and _____
_____ Sunday afternoon.

2. Ask and answer.






Let's play

What did you do yesterday?

I cleaned my room.

I cleaned my room and played football.

I cleaned my room, played football and watched TV.



试讲要求：

- (1) 采用英语授课，试讲时间约 10 分钟；
- (2) 试讲时需示范朗读教学内容，适当关注语言词调的渗透训练；

(3) 创设语言情境呈现;

(4) 配合教学内容适当进行板书, 以帮助学生掌握新学知识点。

教学目标与要求

- 1、能听、说、认读 Let's read 部分的内容, 并完成相应活动。
- 2、能够了解双元音音标//、//、//的音与形, 能读出例词并选择音标与单词和配图正确连线。

教学重点

- 1) 理解短文内容, 学会描述自己或询问他人的周末生活。
- 2) was, busy, It was ...'s birthday.

教学难点

- 1) 理解短文内容, 学会描述自己或询问他人的周末生活。
- 2) was, busy, It was ...'s birthday.

课前准备

- 1、教师准备一幅本课时的教学挂图。
- 2、教师准备一台录音机和相关录音带。
- 3、学生准备本课时的单词卡片。

教学过程

1、Warm-up

- (1) Let's sing: The days of the week.
- (2) Ask and answer:
What did you do last weekend?
What did you do yesterday?
I (did) ...last weekend/ yesterday.

2、Preview

结合单词卡片复习所学的四会单词, 可让学生进行快看快拼的比赛。

3、Presentation

- (1) Let's learn.

从上面的问答中, 老师总结并板书呈现: busy, ... was busy last weekend.

①根据学生的回答, 教师可提出更细节性的问题:

T: What did you do last Saturday morning/ last Sunday evening...?

A: I (did)...last Saturday morning/ last Sunday evening...

T 根据学生 A 的回答, 再向其他学生提问:

T: What did A do last Saturday morning/ last Sunday evening...?

引导学生将第一人称改为相应的第三人称进行回答, 并将学生的回答(选择一个)以短语形式填入课前准备好的表格中。见附录。

②完成表格后, T 再次重复:

A was busy last weekend.

③ 根据板书及表格, 引导其他学生以:

××× was busy last weekend.

为开头转述其他同学上周周末的活动。

(2) Presentation of the sentences

① T: A was busy last weekend. B was busy last weekend. And Wu Yifan was busy last weekend, too. (可用课件展示)

② Now, let's listen to the short passage and answer some questions. (T 可根据段落内容顺序设计问题)

A: What did Wu Yifan do Saturday morning?

B: Whom did he visit? Why?

C: What did they do together?

D: What did they do in the evening?

E: What did Wu Yifan do Sunday morning? With whom?

F: What did Wu Yifan do in the afternoon?

③ 听完两遍录音, 学生可以同桌讨论并回答问题。如果有不同答案, 大家一起讨论, 寻求最佳答案。

④ 听音跟读, 再齐读。

⑤ 要求学生独立完成课本中“Finish the sentences”. 再进行组内讨论并校对答案。

1) Let's play

T: Look at the calendar. Today is (date).

Yesterday was (date).

What did you do yesterday?

A: I (did) yesterday.

2) Activity 1 :滚雪球

Pronunciation


- (1) 听音模仿. 教师要以夸张的口型带学生跟读。
- (2) 认读双元音音标。/ /, / /, / /.说明音标与字母的区别和联系。
- (3) 拼读单词。老师请学生自己拼读并读给大家听。
- (4) 读单词，连线。
- (5) Activity 2: Play basketball

4、Consolidation and extension


- (1) 用词组或短句来描述自己爸爸或妈妈上周末的活动情况。
- (2) 完成活动手册相关内容。

PEP 小学六年级下册《UNIT3 Last Weekend》

教学内容:




Let's try




Listen and circle.


A




B




C




D








Let's talk




Teacher: What did you do yesterday?
 Mike: I went fishing.
 Teacher: Did you read books?
 Mike: Yes, I did.
 Teacher: Did you clean your room?
 Mike: No, I didn't.





Let's find out

	went swimming	read a book	went fishing	went hiking	went to a park	played football
Me	×					
My partner	✓					



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试讲要求:

1.采用英语授课，试讲时间约 10 分钟;

2. 试讲时需示范朗读教学内容，适当关注语言词调的渗透训练；
3. 创设语言情境呈现对话并组织教学游戏操作词句，突出有难度的词语；
4. 配合教学内容适当进行板书，以帮助学生掌握新学知识点。

教学目标

- 1、能够听说读写句型：What did you do last weekend? I played football. 会在实际情景中运用。
- 2、能够用过去式的一般疑问句形式进行简单的提问，如：Did you clean the room? Yes, I did. / No, I didn't.
- 3、能够听懂并完成 Let's try 部分的联系。
- 4、能够运用新语言完成 Let's find out 中的任务。
- 5、了解 Good to know 当中的标志的意思。

教学重点

能够听说读写句型：What did you do last weekend? I played football.
并能够在实际情景中运用。

教学难点

学生初步了解动词过去式的一般疑问句形式。识记 help 的意思。

课前准备

- 1、教师准备若干张图片。
- 2、教师准备录音机与磁带。
- 3、教师准备该课时的教学挂图。
- 4、学生准备一张调查表。

教学过程

1、 Warm-up

- (1)、Enjoy the song: At the zoo
- (2)、Daily oral practice

Good morning. Glad to meet you. How are you? What day is today? What's the weather like today?

2、 Preview

- (1)、Activity 1
- (2)、Let's try.

T: What did you do last weekend?

S: ...

T: What about Chen Jie?

3、 Presentation and practice

Let's talk

设计主情景“我是小小侦探”

(1)、“谁打扫了教室”

教师用课件动画形式出现一个明亮干净的教室。

出现一个老师和一个学生 John。

Look, our classroom. It's very clean and tidy. But who cleaned it. I don't know.

I want to thank him. Can you help me to find him?

J: I can help you to find him.

John 跑了出去，碰到了 Sarah, John 就问 Sarah. J: What did you do last weekend?

Sarah: Hmm! I watched TV.

John 跑去问了 Wu Yifan.

J: What did you do last weekend?

W: Hmm! I played football.

板书句型：What did you do last weekend? I played football. 学生朗读。

教师头戴 John 的头饰 T: Look, John come to our class. He wants to find who cleaned the classroom last weekend.

T: What did you do last weekend?

S1: I ...

T: What did you do last weekend?

S2: I ...

T: Did you help the teacher clean the classroom?

引导学生回答。

板书 help，并朗读。

(2)、Activity 2

(3)、Activity 3 Make the chant.

(4)、“找到了”

通过课件展示 John 和 Zoom 的对话。

J: What did you do last weekend?

Z: I played football at school.

J: Did you help the teacher clean the classroom?

Z: Yes, I did.

J: Oh, Zoom. You are great!

(5)、听录音，跟读书本对话。

(6)、学生一起朗读对话。

4、 Consolidation and extension

(1)、对话操练： Let's find out. p28

(2)、完成活动手册相应练习

(3)、 Good to know

Let's learn 词汇的教学

内容:



试讲要求:

- 1.采用英语授课，试讲时间约 10 分钟；
- 2.试讲时需示范朗读教学内容，适当关注语言词调的渗透训练；
- 3.创设语言情境呈现对话并组织教学游戏操作词句，突出有难度的词语；
- 4.配合教学内容适当进行板书，以帮助学生掌握新学知识点。

Leading in

Good afternoon, boys and girls. It's so good to see you again. Before the lesson, I would like to sing a song with you "Five Little Monkeys". Well, do you like monkeys? My favourite animal is monkey. This boy, what is your

favourite animal? Ok, you like bears. Does anyone else agree with him? Wow, a lot of you guys like bears. Good, bears are cute. you, please, what is your favourite animal? Very good, you said you prefer birds. I believe different people have different preference. But that is ok. And we are going to learn lots of animals today, do you like it? Yes. I can't wait as well.

Presentation

First of all, let's look at the attractive pictures. You can see that they are all about animals. Ok, can you see the first picture? Fantastic, what is that? Put up your hands please. You please. Yes, that is an elephant. An elephant has a long nose. Good, everybody, read after me, elephant, elephant, elephant. The boy, please. Good. The girl, please, look at my mouth, [e], [e], elephant. Let's move to the second picture. Who can tell me what is this? Wonderful, I heard someone said "squirrel". Yes, boys, read after me, squirrel. Girls, squirrel. Let's continue. What is that in this picture? Any volunteer? No one? Come on, I know you guys can do it? OK, the second chance, what is that? Good job! That is a pig. The pig is fat.

Practice

Ok, that's all about the pictures. Boys and girls, let's play a game. Ok? Now I divide you into two groups, you are Group A, and you are Group B. When I say "bear" in loud voice, you say "bear" in low voice, and when I say "bear" in low voice, you should say "bear" in loud voice. The faster and louder, the winner. Are you clear? Are you ready? Yes! bear (loud voice), bear (low voice)..., you are so fast, give group A one flower. Once again, squirrel (loud voice), squirrel (low voice)..., this time, you are so fast, so I will give group B one flower. The last time, please listen carefully! elephant (loud voice),

elephant (low voice), elephant (loud voice), elephant (low voice). Ok, group A is faster and louder, so I will give you one flower.

Consolation

You guys are so confident and smart. I hope that you are creative as well, because I have a task for you right now. Can you draw a picture for your favorite animals on the paper? I will give you 5 minutes. Is that enough for you to finish it? Well, let's start. Well, time's up. Anyone wants to share your picture with us? Yes, this girl, please. Wow, very nice picture, the bird looks lovely.

Summary

We have learned so much today. Who can help me to summarize what we have learned in this class? Yes, that boy, please. Is that right? Well done, we have learned a lot of animals today, such as elephant, squirrel, bear and so on. Also, we have learned to love and care about them.

Homework

After the class, will you tell your parents what you have learned today? Very good. Also, can you write a short story about your favourite animals? Wonderful. Then, let's call it a day. See you tomorrow.

Let's talk 的听说教学



试讲要求：

- (1) 采用英语授课，试讲时间约 10 分钟；
- (2) 试讲时需示范朗读教学内容，创设语言情境帮助学生理解对话内容；
- (3) 根据教学需要适当替换词组，组织教学游戏进行巩固；
- (4) 配合教学内容适当进行板书。

T: Good afternoon, everyone! How is everything going with you?

S:

T: that's good. Before our lesson, I want to sing a song with you. If you're happy. One, two, go.

S: If you're happy....

T: Are you happy, now? Children's Day is coming. It's your day. Do you like it?

S: Yes.

T: I like it, too. Today, we will talk about the plan of Children's Day.

T: Okay, please everyone turns to Page. 59 and look at the picture. So, what can you see? The girl?

S: two boys.

T: yes, Good! two boys are sitting on the playground. Another question. What are they talking about? Tom, can you?

S: Children's Day.

T: excellent! Yes, they are talking about the plan of Children's Day. What is the boy in red is asking?

S: what are you going to do for your next Children's Day?

T: the boy in yellow is answering?

S: I am going to....

T: Let's see a phrase: be going to do sth. This phrase means that you plan to do sth. in the future. Pay attention to the be-verb. Once the subject is changed, be-verb should be changed. For my next Children's Day, I am going to watch the film "Despicable Me". What about you? That girl, please.

S: Go to Disneyland.

T: Wonderful, you are going to go to Disneyland. The boy, please.

S: Have a picnic with my family.

T: Great, you are going to have a picnic with your family. I think all of you have already known how to ask and answer.

T: Now try to make a dialogue. You are a interviewer, and interview your classmate about what he is going to do for his next Children's Day. Please work in group of 4 and write down others' answers. Are you clear? I will give you five minutes. Later I'll invite some students to try.

S:...

T: Time is up. Just now most of you have done a good job. Your group, have a try.

S:...

T: Let's give them a big hand! Now, a task for you. Please make a summary of today's lesson?

S: We learn to how to talk about Children's Day.

T: Okay. Today we know a phrase:be going to do sth. and how to express own plan in the future. We need make a good plan before we do sth.



T: After the class, will you tell your parents what you have learned today?

S: ...

T: Very good. Please make a plan for your weekend. I will ask some of you to share with us next time. Goodbye.

S:Goodbye..

PEP 小学英语五年级上册 Unit 3 What would you like?


Read and write


Robin will cook today

Dear Robin,

My favourite food is ice cream. It is sweet. I don't like beef but chicken is OK. Onions are my favourite vegetable. I like salad very much.

Thank you!


Yifan

Dear Robin,


My favourite food is chicken. It is delicious. I like vegetables but not carrots.

Thanks.

Grandpa





Here you are!
Chicken ice cream!





Oh, no!


What can they both eat? Read and tick.



☐


☐


☐


☐


☐


☐

What would you like to eat? Write to Robin, please.

Dear Robin,

My favourite food is _____. It is _____.

I don't like _____ but I like _____.

Thank you!

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试讲要求：

- (1) 采用英语授课，试讲时间约 10 分钟；
- (2) 试讲时需示范朗读教学内容，创设语言情境帮助学生理解语篇内容；

- (3) 根据教学需要适当组织教学游戏进行巩固;
- (4) 配合教学内容适当进行板书。

Good morning, boy and girls! Today is my birthday, I would like eat some noodles. Noodles are my favorite food. Because it's very delicious. What's your favorite food? You, please! You said your favorite food is salad, why? Because it's healthy. Great! Thank you!

Everybody, look at the picture! Who are there? Yes, there are Robin, Wu Yifan and his Grandpa. Anything else? Ok, the girl at the window. Yes, you said you can see a turkey. Very good! And it's a big turkey! Right? Yes. Boys and girls, do you want to know what they are doing? What are they talking about? Now, I will give you 3 minutes to find the answer. ... Ok, time's up! Who can tell us? You, please! Oh, you said Robin is asking their favorite food. Yes, pretty good! Sit down, please! Anyone else? The girl in pink. Very good! You said Robin will cook dinner for Wu Yifan and his Grandpa. Sit down, please! Yes, Robin will cook for Wu Yifan and his Grandpa, but he doesn't know what they like and what they dislike, so they write a letter to Robin.

Boys and girls, what's Wu Yifan's favorite food? What's Grandpa's favorite food? Give you 1 minutes to find the answers. Ok, time's up! Who wants to try? Tom, please! Yes, Wu Yifan's favorite food is ice cream. You did a good job! Do you know why? Because it's sweet. What's Grandpa's favorite food? Who can answer this question? The boy over there. You said Grandpa's favorite food is chicken. Do you like his answer? Yes, Excellent!

Everybody, look at the three questions on the screen. I will give you

3minutes to find the answer.

True or false:

1. Wu Yifan likes salad. ()
2. Wu Yifan doesn't like chicken. ()
3. Grandpa likes vegetables, but he doesn't like carrots. ()

Time's up. Who can answer the first question? The girl at the window. It's true? Do you agree with her? Yes, not bad. The second question, true or false? Anyone want to have a try? Ok, the boy with glasses. You think it's true. Is it right? I'm sorry. Would you like a second try? It's false. Do you know why? Because Yifan said chicken is ok. Thank you! The last question, true or false? You, please. It's true. Did she do a good job? Yes, let's give her a big hand!

Boys and girls, now two students in a group to finish the form. I will give you 5 minutes to prepare. And then I will invite some of you come here and show your answer. Time's over! Which group wants to come to the front? You two, very good! Come here. Ok, thank you! Let's check their answer together. Wu Yifan likes ice cream, onions and salad. Is it right? They forget chicken. It doesn't matter. And he doesn't like beef. Yes, quite good! Let's check the Grandpa's. He likes chicken, vegetables, but he doesn't like carrots. Are they right? Yes! Let's give them a big hand!

So, we know What Wu Yifan and his grandpa like and dislike. Do you want to know what your classmates like and dislike? Yes! Now, I will divide you into groups of four, you can interview them, and write down their answer. Are you clear? Wonderful! Ok, stop here. I find most of you have finished, so who wants to share your answer? You please! Wow, not bad! Thank you! Anyone else? The boy over there, please! Did he do a good job? Yes, thank you!

Let's clap your hands for them.

Boys and girls, what have you learnt today? Who wants to tell us? Tom, please! You said we learnt what Wu Yifan and his Grandpa's favorite food. Yes? Anything else? Ok, you please! We learnt what Yifan and his Grandpa like and dislike. Wonderful! And we know Robin can cook. Do you think we should help our parents cook? Yes, very good! I hope you can do it!

So, you should know what your parents like and dislike, then you can cook for them, right? Yes! Today's homework is to ask your parents what they like and dislike, and then you cook dishes for them. Do you understand? Wonderful! It's time to say Bye-bye. Boys and girls, see you tomorrow!

PEP 小学英语五年级上册 Unit 3 What would you like?



试讲要求：

- (1) 采用英语授课，试讲时间约 10 分钟；
- (2) 试讲时需示范朗读教学内容，创设语言情境帮助学生理解对话内容；
- (3) 根据教学需要适当组织教学游戏进行巩固；
- (4) 配合教学内容适当进行板书。

《What Would You Like》选自人教版小学英语五年级上册

I Greeting

T: Good morning, everyone!

S: Good morning, teacher!

T: Welcome back to school! How are you today?

S: Fine. Thank you

T: Nice to meet you!

S: Nice to meet you, too. Teacher!

II Warming-up

T: Let' s do some warming-up, ok?

S: Ok!

T: (Please look at the picture)What are these?

S1: They are apples.

S2: They are rice.

S3: They are bread.

.....

T: Great! And what' s your favorite food?

S1: My favorite food is apple.

S2: My favorite food is bread.

.....

III Leading-in

T: Wonderful. All of you can do it well. Now please use the following sentence to do a role play with your desk mates.

S1: What' s your favorite food?

S2: My favorite food is _____.

T: Time is up. I notice some of you can do it well, but some cannot finish it. Now I'd like some of you to do it. Jack and July, would you like to have a try?

Jack and July: OK!

Jack: July, what's your favorite food?

July: My favorite food is bread!

T: Wonderful, you two do a great job! Thank you!

IV Presentation and Practice

T: Now, let's learn some new words together, OK?

S: Ok.

T: Look at this picture and read after me, sandwich. I like to eat sandwich.

Ss: Sandwich. I like to eat sandwich.

T: Ice cream. Ice cream is delicious.

Ss: Ice cream. Ice cream is delicious.

T: Salad. Salad is healthy.

Ss: Salad. Salad is healthy.

T: Hamburger. I like hamburger.

Ss: Hamburger. I like hamburger.

T: We' ve learnt some new words. Now please read it one by one all by yourself. After that, we will do some dialogues. Now please!

T: Time is up! Please stop. Now let' s do some dialogues. Please pay attention to the sentences I use!

S: Ok.

T: What would you like to eat, Tom?

Tom: I' d like salad, please.

T: Ok. Here you are. What would you like to eat, Emmy?

Emmy: I' d like ice cream, please.

T: Ok. Here you are. What would you like to eat, Jerry?

Jerry: I' d like hamburger, please.

T: You are so smart! All of you can do a great job! Now let' s review the sentence I just used!

What would you like to eat, ____?

I' d like ____, please.

T: Now I' ll give you two minutes to make a dialogue with your partner. Please use the sentences! (two minutes later) Time is up. Who wants try?

Rose and Chris:

T: Well done. Anyone else? Ok, Daisy and Bill.

Daisy and Bill:

T: Great job. Thank you!

V Consolidation & Extension

T: Let' s do some practice. Please choose the different one in each group.

- | | | | |
|----------|-------------|----------|--------------|
| () ① | A. sandwich | B. tea | C. hamburger |
| () ② | A. salad | B. fish | C. ice cream |
| () ③ | A. tea | B. water | C. tofu |
| () ④ | A. Coke | B. juice | C. salad |

T: Now let' s check the answer

① B, ② B, ③ C, ④ C

VI Summary

T: What have you learned today?

S1: I can say some new food in English.

S2: I can speak the sentence “what would you like to eat” in English.

T: Yes, you said very well. At the same time, we can express our need. What are they?

S: I' d like _____.

VII Homework

T: Please review the new words we learnt in our class and make a dialogue with your parents after school.

Class is over!

Unit 3 What would you like?

Part A. Let's learn A

sandwich

salad

hamburger

ice cream

tea

- What would you like to eat / drink?

- I'd like ...

PEP 小学英语五年级上册 Unit 5 There is a Big Bed

Part A Let's Learn A.



《There is a Big Bed》选自人教版小学英语五年级上册

试讲要求：

- (1) 采用英语授课，试讲时间约 10 分钟；
- (2) 试讲时需示范朗读教学内容，创设语言情境帮助学生理解对话内容；
- (3) 根据教学需要适当组织教学游戏进行巩固；
- (4) 配合教学内容适当进行板书。

I Greeting

T: Good morning, boys and girls!

S: Good morning, teacher!

T: How are you today?

S: Fine. Thank you. And you?

T: I' m fine, too.

II Warming-up

T: Before our class, let' s do some warming-up together, ok?

S: Ok!

T: Please look at this picture. What' s this?

Ss: It' s a bedroom.

T: Is this bedroom clean?

Ss: Yes, it is.

T: Ok. What can you see in the clean bedroom?

S1: I can see a bed.

S2: I can see a window.

S3: I can see a desk.

.....

T: Good. Of you can watch it carefully.

III Leading-in

T: Good. Of you can watch it carefully. Now, please look at the picture and answer my questions quickly. Tom, what' s this?

Tom: This is a desk.

T: Billy, what' s that?

Billy: It is a big window.

T: Wonderful. I want to make this room nicer. So I need to put more things in this room.

IV Presentation and Practice

T: Now, please look at the picture carefully and think what we can put in this bedroom, OK?

S: Ok.

T: First, let' s put a clock in the room. Now there is a clock in the room. Follow me, pleas. Clock, c-l-o-c-k, clock, there is a clock.

Ss: Clock, c-l-o-c-k, clock, there is a clock.

T: Bike, b-i-k-e, bike, there is a new bike.

Ss: Bike, b-i-k-e, bike, there is a new bike.

T: Water bottle, b-o-t-t-l-e, water bottle, there is an orange water bottle.

Ss: Water bottle, b-o-t-t-l-e, water bottle, there is an orange water bottle.

T: Photo, p-h-o-t-o, photo, there is an small photo.

Ss: Photo, p-h-o-t-o, photo, there is an small photo.

T: Ok. We' ve learnt some new words. Now please read it one by one all by yourself. After that, we will do some dialogues. Now please!

T: Time is up! Please stop. Now let' s make some sentences to describe your room. Please pay attention to the sentences I use!

There is a _____ in my room!

T: Now I' ll give you two minutes to make some sentences, then describe your room to your desk mate. (two minutes later) Time is up. Who wants try?

Tom: There is a clock in my room.

Lily: There is a plant in my room.

Jack: There is a photo in my room.

T: Great job. Thank you! Now let' s play a game. Three students become a group and describe our classroom one by one using the following sentences. Now let' s begin.

S1: There is a ____ in my room.

S2: There is a ____ and a ____ in my room.

S3: There is a ____, a ____ and a ____ in my room.

T: Time is up. Who wants to have a try?

Lisa, Billy and Jerry: We want.

T: Ok. Come here.

Lisa: There is a clock in my room.

Billy: There is a clock and a plant in my room.

Jerry: There is a clock, a plant and a photo in my room.

T: Well down. All of you have done a good job!

V Consolidation & Extension

T: Let's do some practice. Please listen to me carefully and draw a picture following my distribution: There is a clock, a chair, a bed ... in my room.

VI Summary

T: What have you learned today?

S1: I can say some new words like photo, bottle, plant and so on.

S2: I can describe my room in English.

T: Yes, your answers are very great.

VII Homework

T: Please review the new words we learnt in our class and describe

your room to your parents.

Class is over!

Unit 5 There is a big bed

Part A Let's Learn A

clock

plant

bottle

water bottle

bike

photo

This is my room. There is a clock, a ...

PEP 小学英语五年级下册 Unit 1 My Day

Part A Let's Talk.



Chen: What do you do on the weekend?

John: I often play football. Sometimes I go hiking. What about you?

Chen: Usually I clean my room. I often go hiking, too.

John: Let's go hiking together next Sunday.

Chen: Great.

《My Day》选自人教版小学英语五年级下册

试讲要求：

- (1) 采用英语授课，试讲时间约 10 分钟；
- (2) 试讲时需示范朗读教学内容，创设语言情境帮助学生理解对话内容；
- (3) 根据教学需要适当组织教学游戏进行巩固；
- (4) 配合教学内容适当进行板书。

I Greeting

T: Good morning, everyone! Glad to see you!

S: Good morning, teacher! Glad to see you, too.

T: How are you today?

S: Fine. Thank you. And you?

T: I'm fine, too.

II Warming-up

T: Before our class, let's do some warming-up together, ok?

S: Ok!

T: Now I'll show you some phrases, please translate them and make sentences by using that phrases. After that, I will invite several of you to read your sentence to all of us. The phrases are: clean my room、go for a walk、go shopping、take a dancing class. (1 minute later) Who'd like to have a try? Ok, Tom, Linda, Jack and Bill. Please make a sentence one by one.

Tom: I usually clean my room on Sundays.

Linda: I usually go for a walk with my parents after dinner.

Jack: I often go shopping with my mother.

Bill: I usually take a dancing class at weekends.

T: Good job. Your performances are very good.

III Leading-in

T: Before we begin our new section, let's do some revision together. Please make some sentences by using the following phrase: I often\usually\sometimes clean my room\..... on Saturday. (1 minute later) I notice several of you have finished, now please answer my question: What do you usually do on Saturday, Jack?

Jack: I usually go shopping with my grandparents on Saturdays.

T: Good. What do you often do on Saturday, Lucy?

Lucy: I often clean my room by myself on Saturdays.

T: Wonderful. And..., what do you sometimes do on Saturday, Billy?

Billy: I sometimes do exercise or do sports with my friends on Saturday.

T: Well done. I' m sure all of are very familiar with what we learnt yesterday. Show me your hands and clap your hands to yourself.

IV Presentation and Practice

T: Now, let' s move to the "Let' s talk" section. First, listen to the type carefully, and repeat the recording in a low voice. After that, I' ll give 5 minutes to do a role-play according to the task.

T: Now please do a role-play with your desk mate, making a small dialogue according to the task. Then I will invite one of you to do it to our in front of the classroom. Any problem?

Ss: No

T: Time is up. Who' d like to have a try? It' s really a good chance for you to show yourselves.

T: Nobody? Don' t be shy! Great, Bill and Emmy! You are very brave! Please come here!

Bill: What do you do on the weekend, Emmy?

Emmy: I often do my homework and have dancing class. Sometimes I

go shopping with my friends. And you?

Bill: Usually I clean my room. I often go shopping, too.

Emmy: Great! Let's go shopping together next Sunday.

Bill: Ok. No problem.

T: Wonderful. You two have given us a good simple. And anyone else want to have try again, but exchange some actions? Ok, Lily and Lucy.

Lily: What do you do on the weekend, Lucy?

Lucy: I often go hiking with my brother. Sometimes I go to library to do some reading. And you?

Lily: Usually I clean my room. I often go to library to do some reading, too

Lucy: Great! Let's go to No.1 Library to do some reading together next Sunday.

Lily: Ok. No problem

T: Wonderful!

V Consolidation & Extension

T: Let's do some listening practice. Choose the right answer. Then do the following exercise to fulfill the blank.

1. It's 7:00 p.m. Let's eat ____.

A. breakfast

B. lunch

C. dinner

2. — What do you do on the weekend?

— I like music. I often _____ on the weekend.

A. play football B. play the pipa C. play sports

3. I often ____ my homework ____ 7:00 p.m.

A. do; in B. does; at C. do; at

4. That' s _____ late!

A. too B. to C. many

5. I always _____class at 8 o' clock.

A. get B. start C. do

VI Summary

T: What have you learned today?

S1: I can say some new words to describe my time.

S2: I can say some new words to describe my action.

T: Yes, your answers are very great.

VII Homework

T: Please review the new words we learnt in our class and make a dialogue with your parents after school.

Class is over!

Unit 1 My Day

Part A Let' s Talk


why shop work last sound also busy need

What do you do on the weekend?


I often .../I usually.../Sometimes I...

PEP 小学英语五年级下册 Unit 2 My Favorite Season

Part A Let's Try. Let's Talk.



Let's try



Listen and match

Mike

spring


Chen Jie

summer


Amy

fall


winter




Let's talk




Zhang: Which season do you like best?
Mike: Fall. It's always sunny and cool.
Which season do you like best?
Zhang: Winter. I can play with snow.
Mike: I don't like winter. It's too cold.




spring
windy and warm



summer
sunny and hot



fall
windy and cool



winter
windy and cold

《My Favorite Season》选自人教版小学英语五年级下册

试讲要求：

- (1) 采用英语授课，试讲时间约 10 分钟；
- (2) 试讲时需示范朗读教学内容，创设语言情境帮助学生理解对话内容；
- (3) 根据教学需要适当组织教学游戏进行巩固；
- (4) 配合教学内容适当进行板书。

I Greeting

T: Good morning, everyone!

S: Good morning, teacher!

T: How are you today?

S: Fine. Thank you. And you?

T: I' m fine, too.

II Warming-up

T: Before our class, let' s do some warming-up together, ok?

S: Ok!

T: Now I' ll show you some pictures. Please look at the pictures carefully and tell me the season one by one,

Ss: Summer. Spring. Winter. Fall(Autumn).

T: Right. I' m very happy that all of you have remembered what we learnt yesterday.

III Leading-in

T: Before we begin our new section, let' s do some role play together.

Please make a dialogue with your desk mate by using the phrase

“Which season do you like best? _____. It' s _____.” After that,

I' ll ask you some questions. (1 minute later).Time is up. Now let' s begin our Q&A section. July, which season do you like best?

July: Spring. Because it' s warm.

T: Good. Lily, which season do you like best?

Lily: Winter. It' s cold.

T: Linda, is winter warm?

Linda: No, it' s cold. Spring is warm.

T: Wonderful. You did that very well.

IV Presentation and Practice

T: Now, let' s move to the “Let' s talk” section. First, listen to the type carefully, and repeat the recording in a low voice. After that, I' ll give 5 minutes to do a role-play according to the task.

T: Now please do a role-play with your desk mate, making a small dialogue according to the task. Then I will invite one of you to do it to our in front of the classroom. Any problem?

Ss: No

T: Time is up. Who' d like to have a try? It' s really a good chance for you to show yourselves.

T: Nobody? Don' t be shy! Great, Bill and Emmy! You are very brave! Please come here!

Bill: Which season do you like best, Emmy?

Emmy: Spring. It' s always windy and warm. Which season do you like

best?

Bill: I like summer. In the summer, I can go swimming with my friends.

Emmy: I don't like summer. It's too hot.

T: Wonderful. You two have given us a good simple. And anyone else want to have try again, but exchange some other season and reason?

Ok, Lily and Lucy.

Lily: Which season do you like best, Lucy?

Lucy: Autumn. It's always windy and cool. And in the autumn, there are a lot of delicious fruits. Which season do you like best?

Lily: I like winter. I can go with the snow.

Lucy: I don't like winter. It's too cold.

T: Good! Good! Good!

V Consolidation & Extension

T: Let's do some listening practice. Choose the right answer. Then do the following exercise to fulfill the blank.

A. 哪一个 B. 最好地 C. 雪 D. 季节 E. 春天 F. 夏天 G. 秋天 H. 冬天

spr_ ng () s_ _son () wint_ _ ()

wh_ch ()

1. _____ season do you like best? A. Which B. What
2. I like _____ (秋天) best. A. summer B. autumn
3. I can go _____ every day. A. swim B. swimming

VI Summary

T: What have you learned today?

S1: I can say some new words to describe season.

S2: I can say some new words to describe the reason why I like that season

T: Yes, your answers are very great.

VII Homework

T: Please review the new words we learnt in our class and make a dialogue with your parents after school. If you have time, please preview the next section.

Class is over!

Unit 2 My Favorite Season

Part A Let' s Try. Let' s Talk

---What is the weather like today?

---Ss: It' s warm/...

---Which season do you like best?

---Ss: Spring. It' s warm./...