

第一篇听力教学

1.题目：听力教学试讲

2.内容：

My name is Leo.I'm from Australia,and I've been teaching in China for two years.I teach in Harbin,the capital of Heilongjiang Province.This is an interesting city with a very colorful history. There is some European influence in the city,and some of the old buildings in Harbin are in Russian style.

3.基本要求：

- (1)朗读所给段落。
- (2)配合教学内容适当板书。
- (3)针对段落中的内容，设计听力理解教学活动。
- (4)用英文试讲。
- (5)试讲时间：10分钟。

试讲稿

一、Pre-listening

Good morning, boys and girls! How are you today? I'm fine, too. Thank you! Before our new class, I have a task for you. You should introduce yourself in English in your group within 2 minutes. After that, I will invite two lucky students to stand in front of the class to show your introduction. OK.Let's do it.

.....

Any volunteers want to introduce yourself in front of the class?

Yes! John....you are from Jinan shandong province.....good job!

How about Peter?..... well done!

Now I have a listening material for you. This is also a self introduction. Let's enjoy it together!

二、While-listening

Please listen carefully for the first time.Afteryour listening, you should tell me the main idea as quickly as possible.

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.....

This is the end of the listening. Which one want to tell me the main idea? Catch the chance! Be quickly! Yes! Tina. Very good! It is Leo's self introduction. About What? Yes, about his work. Thank you Tina. Oh, Jorge, you say it is also about the city that Leo is living in. That's a good supplement!

Now I will play the radio again. This time. You should answer the following questions after your listening.

Question 1:Where does Leo come from?

Question 2:What is Leo's Job?

Question 3:Where is he working? And how he introduce the city?

Question 4:Do you think Leo like the city or not?

Now let's listen it together. OK. This is the end of the tape. The first two question are very easy! Let's answer it together. Leo comes from Australia, and he is a teacher.

Where could you find the answer? Yes, the first two sentences. Let's listen the first two sentences again. All of you got it? Good! Question 3, who knows the answer?

Lily, please. Wonderful! The last one? Some students say Leo likes Harbin, but some students say they don't know. Now let's listen again. This time you should pay

attention to Leo's attitude.OK. Got it? Yes, right, there is a very important key word "interesting", so Leo likes the city. All of you did a good job!

三、Post-listening

Next I will give you 10 minutes to have a discussion. Four students in a group and you introduce your hometown to your group members. At last you should recommend the best city of your group, and introduce to us in front of the class.

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OK. Time is up.

Group 1....Group2....Group3.Excellent! Your hometown are so attractive!

四、Summary

So what have you learned today? Any volunteers want to share with us?

Yes,Judyplease.You learned some basic information about Leo. Not bad. How about

Tom? oh, you think practice makes perfect, so you will practice more after class. Yes, Nina, please. Oh, you know how to introduce your hometown better now. All of you did a good job. After class, maybe you can choose English songs or movies you like to practice your listening ability.

五、Homework

Here is the homework, you choose a English movie you like and share with us next class. Clear? Great! See you next class.



第二篇阅读课教学

1. 题目：《Computer》

2. 内容：

Over time I have been changed quite a lot. I began as a calculating machine in France in 1642. Although I was young I could **simplify** difficult **sums**. I developed very slowly and it took nearly two hundred years before I was built as an analytical machine by Charles Babbage. After I was programmed by an **operator** who used cards with holes. I could “think” **logically** and produce an answer quicker than any person. At that time it was considered a **technological revolution** and the start of my “**artificial intelligence**”. In 1936 my real father, Alan Turing, wrote a book about how I could be made to work as a “universal machine” to **solve** any difficult mathematical problem. **From then on**, I grew rapidly both in size and in brainpower. By the 1940s I had grown as large as a room, and I wondered if I would grow any larger. However, this **reality** also worried my designers. As time went by, I was made smaller. First as a PC(**personal computer**) and then as a laptop, I have been used in offices and homes since the 1970s.

3. 基本要求：

- (1) 全英试讲；
- (2) 要求讲解加黑单词；
- (3) 设计成阅读课。

试讲稿

T: Good morning, boys and girls.

S: Good morning, teacher.

T: Do you like riddles?

S: Yes, we do.

T: Ok, let's make riddles, listen carefully, please. I can be used for calculating. Besides, I can also be used for watching DVD, sending e-mail and communicating through the Internet. People think I am useful and helpful. Do you know who I am?

S: Computer.

T: Great! Computer is one of the greatest invention in human's history. As we know, science and technology is developing very fast and computers have become smaller

andsmaller. They have been used in many fields. Do you know want to know how it developed ?

S: Yes.

T: Ok, today we'll do a reading about computer.

T: Now, boys and girls,have a look at the title of this passage and guess what it talks about.

S1: Maybe it talks about the advantage of computer.

T: Good. Any others?

S2: It maybe about the development of computers.

T: Great. Ok, Boys and girls, read this passage quickly and make sure the main idea of this passage.Let's go! Have you finished?

S: Yes, I have.

T: Well, we can know this passage talks about the development and use of computer.

Who is the speaker-"I" in this passage?

S: Computer.

T: Right. Now, boys and girls, read this passage again, and identifytrue or false on the screen.

Are you clear?

S: Yes.

T: Ok, the first one (point to the screen) ,true or false?

S1: False.

T: Why?

S1: He began as a calculating in France in 1642, not in 1936.

T: Good job! The second one, true or false?

S: True.

T: Good.The last one, true or false?

S: False.

T: Why?

S2: As time went by, he was made smaller,not bigger.

T: Excellent! All of you did a good job. Now read this passage carefully, and think about these questions. Question1: What can I do when I was young? Question2: When was the computer the biggest? Question3: Why did my designer become worried in 1940s? Understand?

S: Yes.

T: Ok, let's start. Well, who wants to share your opinion? Question1?

S1: I could simplify difficult sums when I was young.

T: Great. And question2?

S2: In the 1940s.

T: Well done. The last one?

S3: Because he was worried if the computer would grow any larger.

T: Do you agree with her?

S: Yes.

T: Wonderful! Now, boys and girls, look at this passage, try your best to find out the meanings of words in bold, you can discuss with your partner or look up the dictionary, OK? Go! Time's up, who wants to show your answer?

S1: Simplify means to make something easier or less complicated; sums means arithmetic problem.

T: Very good. Go on.

S2: Operator means who used cards with holes; logically means according to logical reasoning.

T: Good job! Next

S3: Technological revolution means the transformation from an agricultural to an industrial nation; artificial intelligence means the study of how to make computers do intelligent things that people can do, such as think and make decisions.

T: Well done! The last three words.

S4: From then on means from that time onwards; reality means the state of being actual or real; personal means concerning or affecting a particular person or his or her private life and personality.

T: Brilliant! Now work in groups, each group will retell this passage in your words, understand?

Ss: Yes.

T: Let's start. Ok, stop here, which group wants to retell? Right, group 3, please.

T: How about their narrative?

S: Wonderful!

T: I think so. Ok, boys and girls, what above is our new lesson, who wants to make a summary?

S1: This class we learned the development and use of computer.

S2: We also learned the skill of reading and some new words.

T: Your summaries are comprehensive. Homework time, after class, make a timeline about the development of computer and imagine the future trend of computer, we'll have a discussion next class.

Ok, today's class is over, see you!

第一篇 Let's learn 词汇的教学

内容：



2.基本要求：

- (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) 创设语言情境呈现词汇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。

试讲稿

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?
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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.

初中口语教学

1.内容:

Paul: Excuse me. Is there a hotel in the neighborhood?

Nancy: Yes, there is. Just go straight and turn left. It's down Bridge Street on the right.
It's next to a supermarket.

Paul: Thanks you very much.

Nancy: You're welcome.

2.基本要求:

- (1) 朗读所给对话。
- (2) 配合教学内容适当板书。
- (3) 根据对话内容，设计口语交际性教学活动。
- (4) 用英文试讲。
- (5) 试讲时间：10分钟。

模板

Good morning, class! How are you? I'm fine, too. Are you happy today? Yes, I am happy too, because we study in such a beautiful school and live a beautiful city.

First we'll talk about _____. Do you more about it?

S1: _____.

S2: _____.

S3:

Time is up. Everybody did a good job.

Boys and girls, please look at the picture. What can you see in the picture?

S4: _____.

That's great. Next one.

S5: _____.

S6: _____.

You are great. Do you know what they are doing?

S7: _____.

S8: _____.

Maybe your guess is right. Let's listen carefully and try to find out about it.

Now do you know what they are doing? Hands up, please.

S9: _____.

You are a super boy!

Do you agree with him? Yes. I have another two questions.

Q1: _____?

Q2: _____?

Now listen again carefully and try to find the answers.

Time is up. Have you got it? Hands up if you have got the answers, please.

S10: _____.

S11: _____.

.....

Great job.

It's time to follow the tape and try to imitate the pronunciation and intonation. You'll have good pronunciation sooner or later. OK. Let's go.

Good job, everybody! Could you act out the conversation in pairs? Yes, of course.

Pair 1: _____.

Good pronunciation. But you can do better.

Pair 2: _____.

Good performance. I hope you have more practice in your pronunciation.

Pair 3: _____.

Good pronunciation and intonation. You have made much progress.

.....

Let's enjoy a video and see what the people are doing there.

Do you know what they are doing?

S12: _____.

S13: _____.

S14: _____.

Excellent! You are all super children. Let's imitate the video to get more practice.

Now suppose you _____, make a conversation about _____ with your partners. Five minutes later you'll act it out in front of the class.

Time is up. It's action time now. Please pay attention to your pronunciation and intonation. Of course you can use your body language to help you express what you want to say. Try to be polite, and smile makes you look more beautiful.

Pair 4: _____.

Pair 5: _____.

Pair 6: _____.

All of you did a good job. Your performance is much better now.

Here are two tasks for you to complete. _____. OK. Let's begin.

Action time now. Let's have a competition. The top three pairs will be given a prize.

Ss: _____.

Just now the top three pairs' performance really surprised all of us. They have completed the tasks and their good pronunciation and intonation sounded like native speakers.

Boys and girls, time flies. What have you learnt in today's class?

1. Read aloud the conversation.
2. Tell your parents how to get to the nearest hotel and supermarket.

Class is over. Goodbye, everybody!

高中口语教学

1、内容：

Nowadays, different people have different views on advertisements. Some people think advertisements are very good to us, because they can give us advice. Sometimes we do not want to buy, they can lead us. Also they make our life colorful. However, others do not think so. They think there is no need to have advertisements. They will mislead us. As for me, I prefer the latter.

2、具体要求：

- (1) 朗读一遍；
- (2) 设计口语教学；
- (3) 适当板书

模板

T: Good morning, boys and girls. Before the class, let's _____.(enjoy a video/look at the picture) What can you see in it? Yes, they are _____. Now, let's _____(listen to the tape, and write down the key words as many as possible/play a game called brainstorm, please speak out the words about advertisements as many as possible), then you should tell me _____(the main idea of the passage/what does

this passage mainly talk about)

T:Let's stop here. What does this passage mainly talk about? John, you please.

S: It talks about_____.

T:Is he right? OK,let's open the book and read the passage quickly. Yes, it mainly talks about _____.Great! Let's give John a big hand. Now, boys and girls, here is a task, and you should put forward 3 questions at least according to the passage and then ask the other students to answer in your group.Clear?

T: Who wants to be the first to put forward your question? Yes, Lucy, you please.

S: _____.

T: Wow, any volunteers? Be brave.Yes, Tom, you please.

S:_____.

T:Anyone else? Lily, you please.

S:_____.

T:You can choose one student to answer your question.

S:_____.

S:_____.

T: Excellent.How about you,Jimmy, what is your question?

S:_____.

T: Yes, that is a good question. Different people have different views on _____.

What about you ? OK, I will divide you into 2 groups which hold different views. You can discuss it with your partners in 5 minutes and then we will have a _____(debate/discussion). Are you clear?

(The teacher is waking around the classroom)

T: Well, time is up,your discussion is hot. Firstly, the claim gives your report.

S:_____.

T: Great. They show us 5 reasons to support themselves. How about you, the counterclaim?

S:_____.

T: Here comes to the free debate.

S: _____.

T: Finally, summary.

S: _____.

T: Boys and girls, I am so proud of you today. You have talked about _____ . So after the class, you should _____ .




小学 Chant 的教学

1、内容：

4. Listen. Read. Say.

Say it with a partner.

Rice pudding hot,
Rice pudding cold,
Rice pudding in the pot
Nine days old.



Some like it hot,
Some like it cold,
Some like it in the pot
Nine days old.

2、基本要求：

- (1) 试讲时间约 10 分钟，用英语授课；
- (2) 归纳总结字母 i 和 o 的读音规则；
- (3) 通过儿歌的韵律训练增强学生的语感；
- (4) 配合教学内容适当板书。

模板

T: Good morning, boys and girls. Before the class, let's _____ (enjoy a beautiful picture/watch a video/play a guessing game). Wow, what's this? Yes, it is _____. Great! Here is a very interesting chant about it. Do you want to enjoy it? OK, everybody, please listen to the radio carefully, then you should answer my questions. Are you clear? let's stop here.

Question 1 _____.

Question 2 _____.

Question 3 _____.

S: _____.

T: You are good at listening. Now, Boys and girls, please look at the chant on the ppt. Let's listen to the tape again and read after it.

S: _____.

T: Can you find some rules from these red words? I can give you some hints. Please pay attention to the pronunciation of the letter _____. For example, _____ I will give you three minutes, you can discuss it with your partner and then finish the chart.

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T: Time is up. Who wants to show us your answers? Tom, please.

S: _____.

T: Well, excellent! boys and girls, you got the pronunciation _____. let's read together.

S: _____.

T: Good job.Boysans girls, you have finish a big task!let's have a relax. Everybody, please stand up.let'schant and dance!

S: _____.

T: Boys and girls, chant is very interesting. Do you want to make a chant?Yes, why not have a try? Well, listen to me carefully, the rule is that you should make 4 sentences at least and the pronunciation of words should include _____. Have you got it? OK, I will divide you into 4 groups and you should make a chant in 5minutes. Then you should come to the front of the classroom and act it out.

(The teacher is walking around the classroom)

T: Time is over. Any volunteers? Yes, group 1,please.

S: _____.

T: Great! Your chant makes me happy. I love your pronunciation.Thank you, go back to your seat. Anyone else ?who wants to have a PK? Yes ,Group 3.


S: _____.

T: What do you think of their chant? Yes, they have made 6 sentences and the chant is funny. Let's give them a big hand. Boys and girls, all of you did a very good job. I'm proud of you.

T:Well, time is flying. What have you learned today? Yes, we learn _____. So after the class, you can _____.Clear? Class is over. See you tomorrow.

初中听说教学


1、内容：Do you want to visit the UN building?



Simon's dad: Do you want to visit the UN building in New York?
Simon and Daming: Yes, we do!

Daming: What a big building!
Simon: Look at all the flags!
Daming: Yes. Here's the flag of China.
Simon: There are flags from all around the world.
Simon's dad: That's right.
Daming: How many member states are there in the UN?
Simon's dad: There are 193. They make a big family.

Simon's dad: Do you want to go inside?
Daming: Yes, please!
Simon: Many countries give presents to the UN. Dad, I want to show Daming one of the presents from China.
Simon's dad: OK!
Daming: What is it?
Simon: It's a train. Here it is.
Daming: I want to take a photo. It's beautiful.



2、基本要求：

- (1) 试讲时间约 10 分钟，采用英语授课；
- (2) 突出教学重点和难点，呈现对话教学的主要环节；
- (3) 引导学生梳理对话内容的主要信息，配合教学过程适当板书；
- (4) 帮助学生复述课文对话的主要信息；
- (5) 注意文化意识的渗透策略和教学的趣味性。

模板

1. Warming up and Lead in

Hello, boys and girls. Class begins.

How is your _____ 或者

Q1: Do you _____?

Q2: Where/what/when _____?

(结合生活实际和对话主题，引出之后的谈话，材料话题关于什么，就问学生什

么)

Presentation

T: Next I'll show you pictures (视频, 简笔画等直观手段均可) of _____. But before that, you need to guess what they are. The first one. Please listen carefully. It's _____. It has _____. What is it?

S: _____

T: Wonderful, you are so clever. _____ (自然引出对话中重点句型, 如 Do you want to visit...)

S: _____

T: Okay, so you can say _____ (Write the sentence structures on the blackboard)

T: Now the next one. It's _____. It has _____. What is it?

S:.....

T: It doesn't matter. Now I will tell you. It is _____. _____ (用目标语言问 Point to the sentence structure on the Blackboard, 如 Do you want to visit...?)

S: _____ (用目标语言回答, 这个时候基本已经能作答. 如, Yes, I do. No, I don't)

T: So how about ____ and _____. (材料中的人物) Do they _____? Let's listen to a dialogue. While listening, please pay attention to the pronunciation and intonation. Now, get ready. After listening, I will invite some of you to answer questions. So please listen carefully. (切入到对话)

T: (After listening) Okay, the first question: _____

Ss: _____

T: Exactly. You all did a very good job. So _____ (Q2)

Ss: _____

T: Yes, good. I am proud of all of you.

Now another question: _____

S s: _____ (问题多少根据对话来定, 通过问问题梳理对话内容, 并突出目标语言点)

T: Almost. Pay attention to the word "peace". It pronounces _____. Listen and repeat

after me. ____, ____, ____. Okay. Good. _____ (用词语造个句子，也可以请学生起来造句)。(Show on PPT)

T: Can you spell the word “_____”?

Ss: _____

T: Can you read the sentences with the word ____ and _____?

Ss: _____

T: Wonderful.

3. Practice

1. Listen and imitate.

T: Now, boys and girls. Let's listen to the dialogue once again and try to imitate.

Okay, who what to do the imitation. One is ____ and the other is _____. Okay, you two.

Let's welcome.

T: Well done. But pay attention to the word “_____”. (设想学生可能会遇到的问题，可以是发音也可以是语法)

2. Ask and Answer

T: Now, boys and girls. There are so many pictures. I will give some to each of you. I need you to work in pair and ask you partner by using the sentence patterns “_____”. (Walking around the students to give suggestions)

活动不局限于此。活动类型：个人，双人，分组，教室前活动，分角色朗读，看图会话，抢答，描述，猜谜，教学游戏

如：(1) Teacher leads the Ss to make dialogues with the newly learned phrases and sentences with some pictures in pairs, and invites some pairs to show their performance.

(2) Train game——T divides the Ss into groups and practice the sentences, and see which group can finish it fastest.

4. Production

Role play/make survey

T: Now, suppose you are _____. You need to _____. Before you do the role play/survey. I will show you some useful expressions for _____. You can prepare

for 5 minutes, and then I will invite some students to play before the class. Come on, Boys and girls. Let's start.

T: Now Time is Up. (Creating the scene by PPT). Now here is _____ (交际场景). Who want to be today's _____. Very good. You put up you hands. Please come to the front. Big applause for them. Let's be quiet and watch. After the performance, I will ask some students to give comments.

T: Amazing. You are all good actors/interviewer. Thank you for your performance. Please go back. Now, who want to make some comments? Okay, you please.

S1: _____

S2: _____

5. Summary and homework

T: Good. Now we have come to the end of our class. What did you learn in this class.

Ss: _____

T: Great. You could search for more information about _____. And I will ask some students to share your information with us

高中语法教学

1、内容：

One of the favorite events is the dog sled race, in which teams of about six husky dogs pull long sleds at great speeds along a snowy track. One person runs behind the sled, shouting to the dogs to encourage them. The sound of the dogs barking, the calls of the drivers and the shouts of the crowd make an exciting Northern experience. The dogs are beautiful strong animals, with long, thick fur and many with blue-eyes.

2、具体要求：

- (1) 朗读所给段落；
- (2) 配合教学内容适当的板书；
- (3) 并对当中的语法进行讲解；
- (4) 试讲时间：约 10 分钟；
- (5) 全英文试讲。

模板

Lead in

Good morning, boys and girls. How are you? Fine, I am fine too. At the beginning of the class, _____ . (picture/video/song/discussion/ask and answer, etc)

Presentation

Here is the passage, please read it quickly within 2 minutes, and try to summarize the main idea by using a few words. OK, time is up. Volunteers? Yes, you please? It is about _____ .

Now let's see the passage carefully.

1、演绎法：

Sentence 1: _____ . (explain the grammar structure)

2、归纳法：

Sentence 1: _____ .

Sentence 2: _____ .

Sentence 3: _____.

(students find out the similarities of the sentences and summarize the grammar structure)

Practice

Now let's have a practice. _____ minutes later, I will invite some of you to show your answer.

【采用的方如：填表格（如动词的不同形式），句子填空，短文填空，选择题，看图说话，看图做简单对话。】

Consolidation.

Next I will give you 15 minutes to _____. You should work in pairs/ _____ students in a group. OK, let's begin.

1.情境法:

如：给学生提供交通事故现场图，描述交通事故发生，训练过去进行时态和被动语态。设置服装店，让学生完成购物对话，训练价格询问。

2.调查法:

如：调查同学的爱好，训练一般现在时态的疑问句和回答；调查假日活动，训练一般过去时态疑问句和回答，调查周末计划，训练一般将来时态的疑问和回答等。

3.行为实践法:

如：祈使句的教学。现在进行时态表示正在做的事情等可以用此法。

4.讨论法:

如：让学生讨论假日旅游，运用 be going to；讨论未来学校，交通，运用 will；讨论家乡的变化，综合运用现在时，进行时，过去时等。

5.手工类活动:

如：根据描述画出某个学校平面图，评价学生对 there be 句型和方位的理解。

Time is up. Who want to show your _____?

Group1....

Group2...

Summary

So what have you learned today? Yes, _____. We should _____.

(students summarize by themselves, teacher makes supplement)

Homework

Here is the homework._____.

(interview,Rewritingstories,writing,drama,etc.)



小学词汇的教学

1、内容：



2、基本要求：

- (5) 采用英语授课，试讲时间约 10 分钟；
- (6) 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；
- (7) 创设语言情境呈现词汇并组织教学游戏操作词句，突出有难度的词语；
- (8) 配合教学内容适当进行板书，以帮助学生掌握新学知识点。

模板

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 (name of the song). Well, do you like? My favourite is . This boy, what is your favourite? Ok, you like . Does anyone else agree with him? Wow, a lot of you guys like . Good, you, please, what is your favourite? Very good, you said you prefer . I believe different people have different preference. But that is ok. And we are going to learn lots of 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 . Ok, can you see the first picture? Fantastic, what is that? Put up your hands please. You please. Yes, that is . Good, everybody, read after me, . The boy, please. Good. The girl, please, look at my mouth, [e], [e], . Let's move to the second picture. Who

can tell me what is this? Wonderful, I heard someone said “”. Yes, boys, read after me, .Girls, . 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 .

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 “” in loud voice, you say “” in low voice, and when I say “” in low voice, you should say “bear” in loud voice. The faster and louder, the winner. Are you clear? Are you ready? Yes! (loud voice), (low voice)..., you are so fast, give group A one flower. Once again, (loud voice), (low voice)..., this time, you are so fast, so I will give group B one flower. The last time, please listen carefully! (loud voice), (low voice), (loud voice), (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 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 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 today, such as and so on. Also, we have learned to .

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? Wonderful. Then , let’s call it a day. See you tomorrow.