**Unit 4 I Have a Pen Pal**

**第三课时**

**教学内容：B Let’s try& Let’s talk**

**教学目标**

**一、知识目标**

能够听、说、读、写句子does he live in Sydney? No, he doesn’t. Does he like doing word puzzles and going hiking? Yes, he does.并能在实际生活中运用。

**二、能力目标**

能够运用所学句型来询问他人一些日常生活情况。

三、**情感目标**

教育学生要养成良好的学习和生活习惯。

**教学重难点**

**重点：**灵活运用本节课的重点句型。朗读时做到语调自然，语音准确。突破方法：反复朗读，小组互听朗读，提出建议，突破重点。

**难点：**在实际情景中正确运用所学对话。突破方法：创设情景，表演对话，突破难点。

**教法与学法**

引导法，点拨法，小组讨论法。

**教学准备**

教师准备多媒体课件、课文情景动画或音频MP3，相应的教学图片，单词卡片等。

**教学过程**

**一、Warm-up**

**Step 1:** 播放歌曲My new pen pal，师生齐唱。

**Step 2:** 师生进行日常会话。如：

T: Where are you from?

S: I’m from China.

T: What do you do on Sundays?

S: I often read books.

T: How do you go to school?

S: I go to school by bike.

T: Do you go to school by subway?

S: No, I don’t.

T: Do you have a pen pal?

S: Yes, I do.

**二、Presentation and practice**

**Step 1:** Let’ s try

教师先引导学生看问题，然后播放Let’s try部分的录音，学生回答问题。教师再次播放录音，让学生找出回答问题的关键信息，核对答案。最后让学生反复听轮，尽量听出原文并进行复述。

**Step 2:** Let’s talk

1、教师请一名学生介绍他笔友的有关情况，如:

I have a pen pal. She lives in Beijing. I live in Shantou. She likes climbing mountains, singing and swimming, but I like drawing cartoons and dancing. We often write emails.

教师根据这名学生的介绍问其他学生：Does his pen pal live in Beijing/Shantou…?帮助学生回答：Yes, he/she does./No, she doesn’t. She lives in…教师板书并教读句型：Does he/she live in …? Yes, he/she does./No, she doesn’t.

2、教师用单词卡片指导学生进行替换练习。如：

Does he live in the city?

Does she live in the country?

3、教师出示简单字谜游戏，教学生玩，学生完成后，教师说：These are word puzzles.教师板书并教单词word puzzles。注意单词中word puzzle的发音，可用拆分法：puz-zle。教师问：Do you like doing word puzzles? 引导学生回答：Yes, I do.

4、教师出示远足图片，提问：What are they doing? 引导学生回答：They are going hiking.教师板书并教读单词go hiking。教师可做适当解释和拓展。继续提问：Do you like going hiking? 引导学生回答：Yes, I do./No, I don’t.

5、教师向一位学生提问： Do you like doing word puzzles and going hiking? 学生回答：No, I don’t.教师向全班提问：Does he like doing word puzzles and going hiking? 学生回答：Yes, he/she does./No, she doesn’t.教师板书句子：Does he like doing word puzzles and going hiking? Yes, he/she does./No, she doesn’t.

6、教师播放Let’s talk部分的录音，让学生带着问题静听两遍录音后回答问题。

① What do the two Johns like?

② What is Wu Yifan doing?

③Where does Wu Yifan’s pen pal live?

教师引导学生回答问题，并答疑。再放一遍录音，学生跟读，然后同桌两人分角色操练对话，最后选派几名学生上台表演对话。

7、教师示范书写四会句子，学生仿写。

1. **Consolidation and extension**

1、教师准备一些卡片，正面写人名，反面写动词短语或住址，如：watch TV, read newspaper, Shanghai等。请一名学生上台抽取一张卡片，这名学生把抽到的卡片正反面内容展示给其他学生看，再请一名学生只看正面并进行提问：Does your uncle/aunt like watching TV...? Does your uncle/aunt live in...? 其他学生用Yes, he/she does. No, he/she doesn’t.来回答。

2、教师让学生将个人信息填在卡片内。

Name: \_\_\_\_\_\_\_\_\_\_\_

I am a boy/girl.

I live in \_\_\_\_\_\_\_\_\_\_\_\_.

I like \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I go to school\_\_\_\_\_\_\_\_\_\_\_.

请一名学生上台从一堆卡片中抽取一张，告诉台下学生：It’s a boy/girl.学生分成两组，轮流提问，如：Does he/she like drawing pictures? Does he/she go to school by bus? 等等，看哪一组先猜出填写卡片的人是谁。

3、学生分组讨论自己的兴趣爱好，然后完成Let’s talk 下面的练习。

4、 做南方新课堂的配套练习

**四、Summary**

总结本课所学的重点句子和难点的句子。

**五、Homework**

1、让学生听Let’s try和Let’s talk部分的录音，并积极与他人交流。

2、抄写本课四会句子。

**六、板书设计**

**B Let’s try &Let’s talk**

word puzzles go hiking

Does he/she live in…?

Yes, he/she does. No, he/she doesn’t.

Does he like doing word puzzles and going hiking?

Yes, he does./No, he doesn't.