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| ****教学设计内容**** | | | |
| ****仁爱英语**** | | |  |
| ****七年级**** | ****所教单元册数**** | **Unit2 Topic 2 Section C** |  |
| What color is it? | | |  |
| ****1. 教学目标分析**** | | | |
| 语言知识目标：  1.(1) Learn some words about the clothes:  T-shirt, shoe, cap, coat, skirt, dress  (2) Learn some other useful words and expressions:  at, look at, photo, strong  2. (1) Continue to talk about the people’s appearances:  (1)Look at this photo.  (2)Michael is strong.  (3)They look different, but they are good friends.  (2) Talk about the colors:  ① —What color is this /that shirt ? —It is pink.  ② —What color are these /those shoes ? —They are black.  语言技能目标：  能听懂并识别各种不同的颜色，并能用英语描述各种颜色。  情感态度目标：  通过学习不同的色彩，培养学生热爱生活、热爱美的情感，并培养他们的观察能力和概括能力。  学习策略目标：  本Section主要谈论色彩，在教学时联系学生的实际，利用他们身边的实物等进行描述。从而让学生形成把学习和生活实际联系起来的学习习惯，培养任务型学习方法与技巧。 | | | |
| ****2. 教学重点、难点分析**** | | | |
| **1a and 3** | | | |
| ****3. 教学用具**** | | | |
| PPT、黑板、**实物、图片** | | | |
| ****4. 教学过程设计**** | | | |
| 第一步：  1.  Encouraging Words（教师寄语）:  Enjoy your school life! Enjoy your study!  2. Sing the song with motions: Head and Shoulders, legs and Feet.  3. Greetings between the students and me.  第二步：lead in  利用服装图片和颜色引出生词。导入1a。  (1) T: What’s this Ss: 帽子。  T: It’s a cap. What color is this cap?  Ss: It’s green.  (2)T: What are these? Ss: 鞋。  T: They’re shoes. What color are these shoes?  (说明：shoe常以复数形式出现。)  Ss: They’re white.  T: S3. What color are your shoes?  S3: They’re …  (用同样方式导出文中其他生词，板书并要求学生掌握dress, coat, skirt, T-shirt，了解pants。  第三步 pairwork  用挂图呈现1a和2的内容，师生对话，找出关键句和目标语言，为交际积累语言素材，培养学生的综合运用语言能力。  1. T: Listen to 1a and repeat. Pay attention to the pronunciation and intonation.  2. G1: What color is this skirt? G1: What color is that dress?  G2: It’s orange. G2: It’s yellow.  G1: What color are these shoes? G1: What color are those pants?  G2: They’re white G2: They’re blue.  (提醒学生注意名词的单复数形式和相应的人称代词单复数it/they形式。)  (板书所学的关于衣服的全部单词并领读。)   |  | | --- | | T-shirt, shoe, cap, coat, skirt, shirt, pants/trousers, dress |     (提醒学生注意shirt与skirt的写法区别，并解释pant或trouser常以复数形式出现。)  第四步：Groupwork  T: Now look here. What’s this?  Ss: It’s a photo. (帮助学生回答。)  T: Look at this photo. There are four people in the photo.   |  | | --- | | look at … |   借助图片，使学生能听懂并读懂课文。根据个人的简单信息，用英语表达简单的情感，培养学生的语感。  1. (听2录音，让学生跟读并在服装类名词下画线，圈出颜色类名词。核对答案。)  2. (学生读短文，判断句子的正(T)误(F)，并核对答案。巩固2。)   |  | | --- | | (1)The girl in yellow is Jane.( )  (2)Maria is tall. She has short black hair.( )  (3)Michael is strong. He is in a black cap and blue shoes.( )  (4)Kangkang is in a white T-shirt.( )  (5)The girl in a pink T-shirt and a purple skirt is Jane.( ) |   3. (学生朗读短文后，看图复述。提醒学生抓住每个人物的特征，背诵课文。)  (板书课文中四个人物的特征。)   |  | | --- | | Maria’s looks: in yellow, tall, short brown hair  Michael’s looks: strong, a black cap and blue shoes, blond hair  Jane’s looks: a purple T-shirt and a pink skirt, red hair  Kangkang’s looks: a white T-shirt, blue pants |   (教师总结并引导学生看书后关于“in”的注释。)  (培养学生的分析与概括能力。)  4. T: Listen to the tape and find the children in the picture, then complete the sentences.  第五步：Free talk  设置游戏，活跃课堂气氛，培养学生的竞争与合作精神。限定时间、角色，并使学生抛开课本进行对话，培养其语言表达能力。  第六步 Sum up  (1) The key points in this lesson.  (2) The competition result.  第七步. Homework:  (1) Review the words of the clothes.  (2) Make a similar dialog according to Section A 1a.  (3) Find how many colors in our classroom.  板书设计：  What does she look like?  Section C  T-shirt 1.—What color is this/that T-shirt?  shoes —It’s red.  cap 2.—What color are these/those shoes?  coat —They’re green.  skirt 3.(1) Look at this photo.  pants (2) The girl in yellow is Maria.  dress (3) He is strong. He is in a black cap and blue shoes.  Photo | | | |