# 树英语教案优质7篇

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*教案可以帮助教师在教学中注重培养学生的关键态度和价值观，以达到教学的重点目标，教案是教师根据学生的学习进度，调整教学难度，以下是职场范文网小编精心为您推荐的树英语教案优质7篇，供大家参考。树英语教案篇*

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树英语教案篇1

1、复习巩固上节课学习的课堂用语以及句型和新单词。

2、学习书中内容并填空。

教师让学生翻开书本第一页齐读一遍，鼓励学生进行角色扮演。

3、找学生出来表演，让一个男学生(扮演ken)和一个女学生(扮演ann，可用自己的名字)在讲台前作自我介绍的表演。完成后继续让其他的同学出来表演。最后把learntosay填空。

4、课堂活动

通过学习句型，对学生进行礼貌教育，使新同学之间互相认识。

(1)把全班同学分成若干组，各组按顺序到相邻的下一组一对一对地自我介绍。

(2)开火车练习句型，看看哪一组最快最好地把句型背出来,

奖励一支小红旗。

5、同桌之间互相检查对方是否已熟练掌握新句型(互相背诵)。

6、布置作业：背诵hello和learntosay的内容。

树英语教案篇2

unit1hello

教学目标与要求：

1、能听懂，会说hello./hi.goodbye./bye.i’m?what’syourname?myname’s?并能够在实际情景中进行运用。

2、能够听说,认读crayon,pencil,pen,eraser,ruler,pencilbox,book,bag.并能用英语介绍文具。

3、能听懂所接触的指示语，并能按照指令做出相应的动作。

a部分

第一课时

一、教学内容与分析

1、let’stalk

本部分主要是会话学习。通过见面打招呼，自我介绍等情景，让学生在模仿、学习、表演的基础上逐步达到自然交流与真实运用的目的。

2、let’splay

本部分让学生在游戏活动中熟练运用所学问候语及自我介绍用语。

3、let’ssing

本部分主要通过学生学唱abcsong，让学生初步接触字母的发音，激发他们对英语学习的兴趣，从而逐步培养学生的语音，语调。

4、let’sfindout

通过找字母，让学生了解字母。

二、课前准备

1、将教师用书后所附的本套教材主要人物的图片复印或剪下，涂色后制成头饰。

2、为班上学生准备出男女生常用的英文名字。

3、为let’splay中的游戏准备相应的道具。

三、教学步骤

?一】热身（warm-up）

不妨请学生说说他们在现实生活中已经了解的英语词汇或日常用语。同时可利用我们生活中学生已经会说或较熟知的词汇如tv，cd，vcd，dvd，ok！hi!yeah!bye!cool!wow!e-mail,cartoon等等来激发学生想学英语的.兴趣和愿望。

?二】新课展示（presentation）

新课展示一：

教师播放本课的歌曲“hello”的录音，自然引出师生之间的打招呼。

（1）通过教师的自我介绍自然引出hello,i’m?/hi,i’m?

（2）教师可戴上sarah的头饰介绍hello!i’msarah.并用同样方式介绍其他人物。

（3）让学生到讲台上来，戴上sarah,chenjie,mike的头饰说：hello!i’m?

（4）教师戴上wuyifan的头饰说hi!i’mwuyifan.并与戴sarah头饰的学生相互问好，并有意在分手时说goodbye.

（5）听录音来展示let’stalk部分的教学内容。

?三】趣味操练（practice）

趣味操练一：

（1）请戴着wuyifan,chenjie,sarah,mike头饰的学生站在讲台前，另选一同学用眼罩蒙住眼睛，让sarah等四位同学中的一个说hello,让蒙住眼睛的同学猜。如果猜中，要说yes,i’m?如果猜错，要说no,

i’m?猜对得一分。

（2）表演a部分对话，教师应指导学生注意语音，语调，特别是i’m的发音，应为/aim/不能读成/em/.

（3）玩let’splay中的游戏“击鼓传花”。

新课展示二：

教师播放let’ssing两遍，学生边听边跟唱，让能力强的学生唱一遍，教师适当进行奖励或表扬。

教师领唱，学生跟唱，全体同学一起唱。分小组唱，对于唱得好的小组进行表扬。

趣味操练二：

（1）请学生在限定时间内找出在小村庄里出现的字母，对于找得又快又好的的学生要加以奖励，有能力的学生让他们读出这些字母。

（2）教师和学生一起校对。

（3）让学生跟随录音一起学唱歌曲abcsong.

?四】课堂评价（assessment）

要用hello!/hi!打招呼并作自我介绍。

?五】课外活动（add-activities）

（1）听录音，仿读会话，并在实际情景中运用所学内容。

（2）遇到老师、同学和家长时要用hello!/hi!打招呼；分手时要用goodbye./bye-bye.道别。

第二课时

一、教学内容与分析

1.let’slearn

本部分主要学习4个有关文具的词汇：pencil,ruler,eraser和crayon.

2.let’schant

本部分通过ihaveaan?的歌谣，练习并运用以上单词。

二、课前准备

教师自备与本课相应的文具（实物）和单词卡片。

三、教学步骤

1、热身/复习（warm-up/revision）

（1）演唱歌曲abcsong。

（2）请几个学生戴sarah,wuyifan等人物的头饰，两人一组打招呼问候：

sarah!hi,wuyifan!

（3）让学生之间互相打招呼问候（用自己的英文名字或中文名字）。

（4）将学生分组进行自我介绍。

hello,

2、新课展示（presentation）

（1）给学生出示文具实物，教新单词pencil,ruler,crayon,eraser.教师边教边作示范。如pencil一词，教师可通过实物或图片介绍新词，带读并示范，让学生在ihaveapencil.的指令下出示铅笔。可用同样的方法教本课时的其他文具。（教学中，教师要特别注意crayon及eraser两个词的发音。对于多音节词，教师可采取“先部分，后整体”，分音节的方法进行教学。例如教eraser一词，教师先示范整个单词的读音，然后分音节请学生跟读e-ra-ser,最后再让学生跟读整个词，此时教师要注意学生把重音放在第二个音节/rei/上。）

（2）让学生听录音，跟读let’slearn部分的词汇，并要求学生用手指着词汇来认读，力求做到“眼到、手到、口到、心到”。

3、趣味操练（practice）

（1）游戏活动

a、“寻宝藏”：让一学生面向黑板，另一学生把教师准备好的宝藏（即本课时的学习用具）藏到其他同学的书桌里，寻宝藏的同学开始寻宝，全班学生读该单词，当寻宝的学生离宝藏较远时小声地读，当寻宝的学生离宝藏较近时大声地读。b、猜物品游戏：将crayon等文具放在一个大盒子里，请一们同学出来选一样文具攥在手里放在背后（2）让学生听录音，边说边做let’sdo部分的活动。

4、课堂评价（assessment）

做活动手册本单元第2部分练习

5、课外活动（add-activities）

听说、认读新单词pencil,pen,ruler,eraser,crayon,并能用英语介绍文具。教学反思：

树英语教案篇3

the first period

teaching aims:

1.learn and master the following

(1) words and phrases:

merchant, duke, masterpiece, mercy, enemy, pay back, as well as, after all

(2) everyday english:

correct me if i’m wrong, but …

one of the most important facts is …

as far as i know,…

2.train the students’ listening and speaking abilities

teaching important points

1. improve the students’ listening ability

2. improve the students’ speaking ability and learn some useful phrases as well as everyday english.

teaching difficult points:

1.how to help the students get the general idea of the listening material and find the answers to the listening exercises.

2.how to get the students to finish the task of speaking.

teaching procedures:

step i greeting and lead-in

t: good morning, everyone.

ss: good morning, ms wei.

t: sit down, please. class begin. first, please tell me if you are interested in plays, especially some of the world-famous plays.

ss: yes. (may be no.)

t: there was a great british playwright and poet in the world’s history of literature. he wrote about 37 plays and a large number of poems in his life. here’s a picture of him. do you know who he is ? (teacher shows the picture)

ss: william shakespeare

t: quite right. he lived from 1564 to 1616. he is considered to be the greatest playwright and poet of the renaissance in europe. as a playwright, he wrote tragedies, comedies, historical plays. as a poet, he wrote narrative poems and sonnets. can you follow me?

ss: yes.

t: today, we are going to learn unit 19.the merchant of venice . in the first period of this unit, we’ll learn something more about his plays as well as the merchant of venice. first, let’s learn some new words and phrases.

(teacher shows the screen and deals with them as usual.)

merchant venice bassanio portia antonio shylock pay back ducat masterpiece mercy revenge enemy as far as after all

step ii warming-up

t: well. now please open your books at page 65. look at warming up . look at the pictures and read each quotation one by one. try to understand each one of them. then tell from which plays, of which the titles are below the pictures, they come. work in pairs to prepare for a few minutes.

(a few minutes later)

t: are you ready?

ss: yes.

t: who’d like to have a try? any volunteer?

s1.the first one and the third one are from hamlet; the second one from king henry iv; the fourth one romeo and juliet; the last one troilus and cressida.

t: you did a good job. sit down, please. then what do you think these famous words mean? can you explain them in english?

ss: yes. but not clearly and exactly.

t: so, let me explain them to you. listen carefully and tell which one i am referring to . do you see my point?

ss: a little.

t: no. 1: why must you be the son of my family’s greatest enemy? refuse your family for my love.

ss: “ romeo, romeo, why are you romeo? deny your father, and refuse your name…”

t: no. 2: that is a question whether to live on in this world or to die, that is, to take action or to do nothing.

ss: to be or not to be; that is a question.

t: no. 3: it is best not to lend (money) to others and not to borrow from others. when we lend something. we risk losing both the thing we lend and the friendship with that other person.

ss: neither a borrower nor a lender be.

t: no. 4: a person who has great responsibilities, such as a king, is constantly worried and therefore doesn’t sleep soundly.

ss: uneasy lies the lead that wears a crown.

t: no.5: empty words, not real thoughts or ideas from the heart.

ss: words, words, only words, no matter from heart.

t: great. however, i still want to suggest you find these plays, from which the quotations come from, to read or watch them if you haven’t before. do you think so?

ss: yes.

t: what other plays of shakespeare do you know?

ss: twelfth night; king lear; othello…

(teacher writes them as well as those talked about just now.)

t: can you explain what they are about ? choose one of them and have a try. any volunteer?

s2; i’d like to talk about othello. othello, a dark-faced moor, serves as a capable general in venice and wins the love of a beautiful , strong-minded girl desdemona, daughter of a senator. her father objects to her secret marriage with the moor, but othello is just then much needed as commander to lead troops to a war with the turks, and so the senator’s protest is overruled by the duke and othello goes to war on the island of cyprus, accompanied by his new bride. after their arrival there, the turks have already met with destruction in a sea storm and the war is over, but one of the officers under othello hates the general for placing another man above him and therefore tries to destroy the moor’s happiness by convincing him of desdemona’s illicit relations with the man above him. ….

t: anybody else?

step iii listening

t: well done. we’ve talked much about shakespeare and his plays. next, let’s listen to the introduction to the merchant of venice, the most outstanding romantic comedy. it will tell us how the story takes place and helps us learn about the main characters in it. can you follow me?

ss: yes.

t: ok. now, please look at the listening part at page 66. first, read through the questions in exercise 1. then listen to the tape to find the answers.

(teacher allows the students a few minutes to prepare, and then plays the tape. after that, teacher checks the answers.)

step iv speaking

t: up to now, we’ve learnt much about shakespeare and his plays. can you tell me what makes his play a masterpiece, xiao a?

a: sorry, i don’t know.

t: it doesn’t matter. the idea behind the play are about problems which are still important to people of different ages in modern times.

t: can you give some examples shown in the merchant of venice?

ss: mercy versus revenge and love versus money.

t: quite right. now, please read the two situations in speaking first. then find examples for each one in modern life and work in pairs to discuss whether it is right or wrong. are you clear about that? and behind the situation , there are some useful expressions. study them first, then use them in your dialogue if possible. do you remember?

(the students begin to work. teacher goes among them to see how they are going on with the work. a few minutes later, teacher asks some pairs to act out before class.)

step v. summary and homework

t: in this class, we’ve mainly talked about shakespeare and his plays. while we were doing each task, we’ve learnt some useful expressions, such as pay back, as far as, after all. after class, i hope you can practise using them again. besides, remember to preview the reading part in this unit. so much for today. goodbye.

the second period

teaching aims:

1. learn and master the following

(1) words: weakness, greatness, judgement, gentleman, troublesome, gentle, bless, surgeon, declare, court

(2) phrases: tear up, have mercy on, offer up, be seated

2. train the students’ reading ability

3. learn to recount detail in conversation

teaching important points:

1. useful words and phrases

2. 2. improve the students’ reading ability.

teaching difficult points:

help the students understand the play exactly, especially the following sentences.

1. you might as well go stand upon the beach and argue with the sea.

2. i offer you ten times the money that antonio has borrowed.

teaching procedures:

step i greetings

step ii revision and pre-reading

t: yesterday, we learned a lot about eilliam shakespeare and his plays. who’d like to tell the titles of his four great tragedies?

ss: hamlet, othello, king lear, macbeth.

t: and he also wrote some romantic comedies. which is the most outstanding one?

ss: the merchant of venice.

t: tell the names of the main characters in the play.

ss: shylock, antonio, bassanio, duke, portia.

t: well. now look at the screen and match the people in column a with the instructions in column b.

1. antonio a. the magnifico

2. shylock b. a merchant

3.bassanio c. antonio’s friend

4. portia d. a moneylender

5.duke e. bassanio’s wife

t: after portia knows that antonio has to give shylock a pound of his flesh, she thinks up a plan to save antonio. what do you think portia will do to save antonio?

s: i think she will give shylock much more money than what antonio borrowed from him.

t: will shylock accept her money?

s: maybe. he is greedy.

t: it sounds reasonable. is there anyone who has a different opinion?

s: i think she will try to persuade shylock to show mercy to antonio.

t: will she succeed? don’t forget he is cruel and he hated antonio. who has read this play？ tell us what portia does to save antonio?

s: she pretends to be a judge and arrives at the court of the duke.

t: thank you. sit down, please. today, we’re going to read this play, the merchant of venice. after reading it, we’ll know what happened in the court. first, let’s learn some new words and expressions. read the new words on page 176.

step iii reading

t: well. now please turn to page 67.read the play quickly and find out what she does when she arrives at the court. you can begin to read it now.

(after a few minutes, teacher checks the answer.)

t: ok. everyone, i think you must have found the answer. who’d like to tell me?

s: she tries to persuade shylock to show mercy to antonio and accept the money offered by bassanio.

t: does she succeed?

s: she has to allow shylock to take his pound of flesh from antonio’s breast.

t: thank you. sit down, please. do you agree with him her?

ss: yes.

t: well done. you’ve understood it well. now please read it carefully again and further understand it. at the same time, find out all the useful phrases. a few minutes later, i’ll collect them from you.

(after a few minutes, teacher collects and writes them on the blackboard. after that, teacher deals with some language problems.)

t: look at the blackboard, please. all these phrases are important and useful. you must remember them and try to use them. do you remember?

ss: yes.

t: besides, there are some other language points which are useful but difficult to understand . i’ll explain them to you. look at the screen.

(teacher shows the screen and explains to the students.)

1. may/might as well do sth.

eg. since nobody else wants the job, we might as well let him have it.

all the pubs are closing. we may as well go home.

2. if you offered me, …, i would still take ….

(note: if=even if)

eg.if she is poor, she’s honest at least.

if the sun were to rise in the west, i would not break my word.

3. be seated

eg. he then asked me to be seated.

she seated herself on the sofa.

she saw a few people seated on the bench at the back of the sofa.

4. …how can you hope for mercy yourself when you show none/

5. (note: when=if)

eg. i’ll come when i’m needed.

she’ll be able to give you help when necessary.

6. i offer ten times the money that antonio has borrow.

eg. the new building is four times the size of the old one.

the street is three times the length of that one.

the room is twice the size of that one.

(=the room is as twice large as that one.)

7. pay back

eg. have you paid (me) back the money you owe me yet?

i’ll pay him back for the trick he played on me.

rose doesn’t know how to pay him back for his help.

step iv. listening and reading aloud

t: ok. now i’ll play the tape of the text. first, listen and follow. then, listen and repeat. meanwhile, pay attention to your pronunciation and intonation. is everything clear?

ss: yes.

(teacher begins to play the tape. a few minutes later, teacher deals with the next part.)

step v post-reading

t: now, you must have understood the play more exactly. let’s have a discussion about it please turn to page 69. look at the questions in post-reading and work in groups of four to discuss them. after a while, i’ll ask some of you to report to the rest of the class. begin to work now.

suggested answers:

1. she is clever and learned.

2. he is cruel.

3. shylock hated antonio because antonio had many times scolded him publicly for being greedy and cruel.

4. (a) literally, with the heart which he shall cut out of my body; (b) metaphorically, whole-heartedly, willingly.

① usually, things are weighed with a balance.

weighs go into the left scale and things go into the right scale.

②she wants to remind shylock that he must cut exactly a pound of flesh from antonio, no more, no less.

③the deeper meaning of the balance is justice.

in portia’s court of law, morals are weighed.

5. duke speaks to antonio.

shylock speaks to duke.

bassanio speaks to antonio

portia speaks to bassanio

step vi summary and homework

t: in this class, we have mainly read the first part of the merchant of venice. while reading it, we’ve also learned some useful words and expressions and sentences. after class, read the text again and revise what we’ve learnt in this class. that’s all for today. see you.

ss: see you.

the third period

teaching aims:

1. learn and master the following words and phrases:

justice, murder, go down on knees, punishment, immediately, order, sword, conflict, complex

2. train the students’ reading ability.

teaching important points:

help the students understand the text exactly and master the following words and phrases: shall , at the mercy of , go down on one’s knees

teaching difficult point:

how to help the students write a play.

teaching procedures:

step i greetings

greet the students as usual.

step ii revision and lead-in

t: yesterday, we read the first part of the merchant of venice. antonio’s trial was taking place at the court. do you still remember what happened at the court? xiaoa , could you please retell the story in the first part?

sa: yes. at the court, the duke tried hard to persuade shylock to have mercy on antonio, but shylock insisted on having a pound of his flesh. even if bassanio would pay him double the money antonio had borrowed, shylock would not change his mind. while the duke was wondering what to do, portia arrived , pretending to be a famous lawyer. at first, portia also tried to persuade shylock to have mercy on antonio and take more than three times his money. but shylock still refused to give up his demand for a pound of flesh from antonio , so portia said he might take his knife to prepare to do the deed.

t: well done. sit down, please. will shylock get his pound of flesh? let’s go back to the court. first, listen to the tape of the second part of the play. try to find out the second part of the play. try to find out what will happen to antonio and shylock a last. begin to listen.

sb answer: shylock will not get antonio’s flesh. he has to give half of his money to the city of venice and promise to leave the other half of his money upon his death to his daughter and her husband.

t: is that right?

ss: yes.

t: ok. now let’s learn the new words. then read the play.

justice, murder, go down on one’s knees, punishment, immediately, order, sword, conflict, complex, tragedy.

step iii reading

t: now, please open your books at page 71. read the second part of the play carefully and find out the answers to the questions on the screen.

1. how does portia stop shylock from cutting antonio’s flesh?

2. what does portia say when shylock finally agrees to take three times more than antonio borrowed from him?

3. what is the result of the trial? does the story have a happy ending?

suggested answers:

1. portia allows shylock to take exactly one pound of flesh from antonio, no more, no less. she also tells shylock that he must not let one drop of his blood fall. so shylock gives in.

2. she says that shylock must give half of his money to antonio and the other half to the city of venice according to the law.

3. antonio is saved. shylock gets punished. the story has a happy ending.

step iv. language points.

1. at the mercy of

2. go down on one’s knees

3. beg…for

step v writing

t: well, we’ve read the merchant of venice. it has a happy ending. can you tell me whether it is a tragedy or a comedy?

ss: comedy.

t: why do you think it is a comedy?

ss: because the good wins, and the bad loses.

t: you are right. now, please turn to page 72 and look at the tips of getting the main point of a play.

(teacher and the students read through the tips and writes some key words on the blackboard. after that, teacher says the following.)

t: today, another trial took place between two women. they are arguing about a baby. how did the story occur? and what would they do? please read the passage in writing at page 71 and find out who wins the trial, the good or the bad? you can begin now.

(after the students finish reading the passage. teacher checks the answer.)

t: ok. everyone, have you found out the answer? who wins?

ss: yes. the good wins.

t: quite right. now, please work in groups of four or five to write a short play based on this story. give names to the king, the two mothers and the children. there is also a character to play the role of the soldier. if you like, you can also have a few other characters who are friends of the two mothers. can you follow me?

ss: yes.

t: besides, find a good title for your play. do you remember?

ss: yes.

t: ok. begin to prepare now. five minutes later, i’ll ask one group to act out your play before the class.

a sample play:

clever king charles

characters:

sarah (sa): the woman whose baby is living

deborah (d): the woman whose baby is dead

charles(c): the king

emma (e): a friend of the two women

simon (s): a soldier of the king

(inside king charles’ palace)

c: what is your quarrel?

sa: o king! i have a baby. and deborah has a baby. one baby is dead. the dead baby looks like deborah’s baby. i think deborah took my baby when her baby died.

d: o king! sarah is angry because her baby is dead. she came to see my baby. when she saw my baby she wanted it because her baby is dead.

e: o king! i saw the two babies. i think the dead baby is deborah’s baby. i think deborah took sarah’s baby in the night, when sarah was asleep.

c: call the swordsman. tell him to bring his sword.

(a man comes in. he has a big sword in his hand.)

s: o king! here is the swordsman.

c: bring the baby here. (a servant takes deborah’s baby and brings it to the king.) i am a just king. i do not know whose baby this is, i do not know if this is deborah’s baby. but i must be just to each of you. i will take this baby and cut it into two halves. then sarah can have half of the baby, and deborah can have half.

d: yes, yes, the king is a good king. cut the baby in halves.

sa: but the baby will die!

c: yes, the baby will die. but you shall each have one half of the baby. so you will not quarrel any more.

sa: o king! save my baby. do not cut the baby. give the baby to deborah. let the baby live.

c: give the baby to sarah. sarah wants the baby to live. so i know that sarah is the mother. deborah is a bad woman. she took deborah away.

(two men took deborah away.)

e: the king is a just king. o good king charles! clever king charles!

step vi summary and homework

t: in this class, we read the second part of the merchant of venice and learned to write a play. by doing this, we’ve learned some useful words and phrases, and our skill in using language has be well developed. after class, practise more and revise what we’ve learnt in class. that’s all for today. see you next time.

ss: see you next time.

树英语教案篇4

课堂教学侧重教学目标、教学内容、教学过程、教学方法与教学手段、教学情感的五优化 。

教学过程是一个系统，施教者必须对参与这个系统的各个要素进行优化的组合，以求得最 佳的教学效果。教学过程最优化有两个标准：一是效果最优，即在现有条件下，教学设计及 实施效果达到实际可能达到的最高水平；二是时间耗费最优，即在课程计划规定的时间内最 佳地完成教学任务，收到“少投入，多产出”的效益。

实验过程中结合教材的特点，强调教师要从整体上把握好教材的教学要求、把握好每一单元 ，区别对待和处理每一个课型，要求教师设计好教学内容，设法将教材内容转换成生动活泼 的语言交际情景，让学生在真实的语言条件下，兴致勃勃地参与真实的语言实践，以保证教 学工作的完整性和系统性，从而努力做到课堂教学的最优化。

做好教学情感的最优控制，采取“赏识教育”，形成学生有效学习的策略目标。在实验过程中，我们依照教材以及学与教要达成的目标，逐步 形成了系统的帮助学生有效学习的方法。

如：创设情景与激励情意相结合；理解学生和培养学生相结合；统一要求和个别对待相 结合；教法研究与学法指导相结合。 教学过程中，要求教师设计好教学内容，设法将教材内容转换成 生动活泼的语言交际情景，让学生兴致勃勃地参与语言实践。 同时，我们还强调教师要重视教学过程中师生双方情感上的交流与沟通，设法激励学生 的情意因素，以营造和谐的学习氛围，激发学生内在的积极因素、学习热情和创造意识。

精心设计活动课，充分体现师生互动、生生互动原则。

一节成功的活动课往往需要教师的周密思考，在课程设计中，教师要尽可能多地考虑师生的 共同参与性与互动性，操练过程中的趣味性和交际性，充分体现学生学习的自主性和参与性。

学生活动的形式力求丰富多彩，定内容、定时间、定专题、定场地、定专人进行。试图通 过开展英语朗诵 比赛、单词比赛、诗歌剧表演赛、课本剧表演赛、手抄报比赛、演讲比赛，在学校范围内创设一种英语学习的氛围，丰 富学生的语言生活， 培养学生学习语言的兴趣，加强学习的自主性和目的性，从而实现学生学习方式的转变。

正确认识考试评价的功能，让学生学有长进，增添自信感和成功感。学习困难学生最害怕考试。为了帮助他们克服害怕考试的心理，提高其学习的积极性，教师 根据不同的教学目标和学生的实际程度，制定出不同的层次要求。 实验过程中，根据学生的个体差异，对学生的学习评价实行“同分不等值”，多角度、 多方位、多层面、多形式进行分层评价，合作达标，促进每个学生在最适合自己的学习环 境中求得最佳发展。 主要尝试了以下几种方法：

(1) 实行无人监考制度，让学生淡化“一考定终身”的观念，形成自主学习。

尝试无人监考时，仍需要拉开学生的座位间隔，讲明无人监考的作用与目的，让学生明确学 习的目的。起初学生颇感新鲜和高兴，一部分学生认为是机会来了，另一部分学生则由平时 考试时的埋头苦干变得东张西望，不知所措。

(2)根据学生学习的个体差异，巧妙地处理部分学生的分数，让学 生在学习中有自信心和成功感。

按照学生的学习程度与个体差异，考试制订不同的层次要求。例如：单元测根据整 体的测试情况，可以分别按a b c定出不同的分数等级为达标，这样，有助于层次教学的正 常进行，更重要的是能调动学生学习的积极性，减少两极分化，培养学习的自信心。

(3) 实行考试分层，合作达标，让各个层次的学生均能找到适合自己发展的空间。

测试设置a、b两卷，要求、难度有所不同；或进行一试两卷：

Ⅰ卷为基础达标题，人人需做 ；

Ⅱ卷为综合测试，能力达标，鼓励学生多做，中下生面较大的学校分数只做参考，不记入 总分；中等偏上学生要求一定要做，以便于挖潜能、培养尖子生、发展能力。

树英语教案篇5

?教学重点】认读对话中出现的生词和新语言; 熟练朗读并表演课文内容

?教学难点】句型: “it looks like….” “it’s your turn now.”

【教具准备】

1． fashion show，t-shirt，vest，dress的图片及t-shirt, vest, dress纸质实物

2． 报纸，鞋盒，纸的实物及单词卡片

【教学过程】

一、热身 (warm-up/preview)

1 师生演唱第三单元的歌曲 “my clothes.”

2 教师播放资源库中第四册recycle 1的let’s sing “what time is it?”部分这首歌的旋律大家很熟，歌词也很简单，教师不必多浪费时间与解释，让学生听、跟唱即可。在学生掌握旋律的基础上，教师可利用钟表调整时间，可以是整点，也可是60分以内的非整点时间。

二、新课呈现 （presentation）

1 教师可参照第四册第二单元部分let’s learn的图表，让学生做问答练习，最后引出这节课的主题 a fashion show.

2 教师在黑板上写出read and act 部分的主题: a fashion show, 然后出示教学挂图或放vcd, 让学生了解故事大意。

在听，看之前，教师提出问题让学生去听。

(1) what show is it?

(2) what time does it begin?

(3) where?

3 教师放录音或看投影片的同时，出示本部分的生词和新句子的卡片。paper, newspaper, wonderful, fashion show, just wait and see, see you later. 句子：it’s a secret！it looks like a fish. it’s your turn now.

4 学生跟读录音，并分角色朗读。

三、趣味练习 （practise）

1． 出示对话中的8幅图，打乱顺序地听对话，请同学把对话与图配对。

2． 请同学把8幅图按照顺序排列好。（在排图的过程中，可以展开竞赛的方式，找到第一幅图后，请本组的两个同学把这个图的内容说出来，依此类推）

树英语教案篇6

一、教学目标：

1.情感目标：

（1）使学生懂得讲卫生、合理饮食、作息规律的重要性，

从而培养学生养成良好的生活习惯。

（2）培养学生对身边的现象进行正确分析的`能力和热心帮助他人的良好品德。

2.知识目标：

（1）能够听说读写有关健康的单词和词组。

（2）能够听说读写有关健康的交际用语：

you should/you shouldn’t…

3.能力目标：

能够在相应的情景下使用本单元所学的主句型，表达如何

确保身体健康成长并能够对他人的一些错误做法提出合理改进建议。

二、教学重点：

（1）能够听说读写有关健康的单词和词组。

（2）能够听说读写有关健康的交际用语：

you should/you shouldn’t…

三、教学难点：

单词exercise的发音。

四、教具准备：

卡片 录音机 磁带 实物

五、教学过程:

师生问答

树英语教案篇7

step i.revision

check the homework with the whole class.

step ii. warming up

ask the students to read the instructions and make sure they know what to do, and then have a discussion about the two pictures.

t: today, before we begin our reading, i’d like to ask you a question, “what is the biggest sound you have heard in your life?”

s1: the sound of wind that blew in a winter night when i was very young. it sounded like a ghost who was howling. i was very frightened at that time.

s2: the biggest noise was the one that i heard when my neighbor was quarrelling with his wife. perhaps, they broke their tv set.

t: that’s too terrible.

s3: the noise when planes take off.

s4: the sound of trains.

t: good! i agree that all of them are big sound. but did you once heard the sound that the heaven falls and the earth cracks, in chinese it is 天崩地裂?

ss: no, we have no chance to hear that.

t: if there is a sound like this, what is it?

s5: when someone hears something unexpected and terrible. for example, when one of his loved families dies, he will feel this sound.

t: terrific! you are using a literary way to express the sound.

s6: when an earthquake happens.

t: great! i have waited for this answer for a long time. today we’ll learn something about earthquakes. i think most of us have heard of earthquakes. can you imagine how terrible it is ?

s7: the earth is shaking . all the buildings will fall down.

s8: many people will die. and perhaps many children will lose their parents.

t: yeah, earthquakes are disasters to everybody. now look at the two pictures of tangshan and san francisco. can you describe what you see in the pictures?

s1: tangshan is a beautiful city. it has beautiful gardens, broad roads and some tall buildings.

s2: from the picture of san francisco,i can see that it is a very big city. there are many tall buildings thickly standing on the earth. i think the population of the city is very large.

t: good! what will happen if there has been a big earthquake in these two cities? work in pairs and discuss it. then i’ll ask so me of you to show your opinion.

step iii.pre-reading

there are two questions in this part. both are very interesting. the first one c

an more or less reveal the students’ values; while the second one can enlarge their imagination. no matter what their answers are, as long as they have given careful thoughts to the situations, their answers should be good.

t: now, let’s look at the pictures. what are the predictions of an earthquake?

s1: before an earthquake animals will become nervous. cows, pigs, horses and dogs will be upset. and people can see mice running about. if the earthquake happens during winter, people can even see snakes.

t: terrific! where did you get this knowledge?

s1: from geography. i like it.

t: good. sit down please.

s2: madam, i don’t know the meaning of the picture with two women.

t: it doesn’t matter. you will know it soon after reading our text. ok. imagine there is an earthquake now, and your home is shaking, at this moment you have no time to take any other things but one, what will it be?

s3: i’ll take all my money. people can’t live without money.

s4: i will take as much water as possible. because it is said that people can keep alive for nearly 7 days by drinking without any food

s5: in that case, i’d rather take some apples, so that besides drinking, i can also eat.

s6: i will carry my grandma. she is my most loved person in this world. she brought me up.

t: what a dutiful child you are! i’m very glad to hear that. sit down please! it seems that all of you know what you should do during an earthquake. ok. let’s read our text, and see what it tells us.

step iv.reading

in this part, teacher should ask the students to read the passage quickly for the first time to get the general idea of the passage. ask them to pay attention to the first sentence of each paragraph. this can help them finish exercise3 in comprehention. it is about the main idea of each paragraph. then ask them to read the text again carefully to obtain some details. before reading for the second time, show some questions on the screen, and let the students read the questions first. these questions can guide them to have a good understanding about the text. they can also make preparations for exs1-2,which are about details.

skimming

t: at first i’d like to read the text quickly to get the general idea of the article. while reading, you should pay attention to the sentence of each paragraph.

t: have you got the general idea of the text?

ss: yes.

t: what is it?

s1: there is no quick answer to this question . are you suggesting us that the general idea is the mixture of the first sentences of each paragraph?

t: sure.

s1:ok. that’s easy. the main idea of the passage is some signs of the earthquake, and what would happen during the quake.

t: good, sit down please. in fact, while we are answering the questions, we have involved the sequence, the functional item for this unit. (teacher writes the word on the blackboard ) do you understand the meaning of the word?

ss: no.

t: sequence means the order of the events. it can tell us which event happens first, and which happens later. do you know the sequence that is used in our text?

s3: yes. at first, the text tells us something that happened before the quake, then it tells us the things that happened during the quake and at last it tells us the things that happened after the earthquake.

t: quite right! now please look at the screen, these are the first sentences of each paragraph. read them and think if they are the main idea of the text. if necessary, you may make some changes to make more exact.

teacher shows the screen and gives a little time to think it over.

1.strange things were happening in the countryside in the northeast hebei.

2.the disaster happened and caused a lot of loss.

3. all hope was not lost.

careful reading

t: now, it’s time for us to read the text carefully. but before reading, you should read some questions first. these questions may help you get some information quickly and easily. now look at the screen, and read the questions.

show on the screen

1.what natural signs of a coming disaster were there?

2.can you think of some reasons why these signs weren’t noticed?

3.what events probably made the disaster worse?

4.what situations probably made the disaster worse?

5.how were the survivors held?

step v. extension

show the questions on the screen.

1.from whose point of view are events described? how do you know?

2.what is the mood of this passage? how is it created?

3.why do you think the writer chooses to express his feelings about the quake rather than simply reporting what had happened?

4.why is the title a night the earth didn’t sleep?

5.what does the sentence “slowly, the city began to breathe again.” mean?

answers:

1. he uses third-person to describe the quake. his description is very objective. for example, the second sentence in the third paragraph. the writer says: “everywhere they looked nearly everything was destroyed.” the writer uses they instead of we.

2.the mood is serious and a bit sad. it is created by giving details of how many people and animals were killed or injured, and how many buildings were destroyed.

3.although the writer was not there, he felt sad for the people of tangshan. he knows that some personal feelings will make the reading more interesting.

4.i think the reason is that, as usual, night is the time to sleep, and night should be safe and quiet. but that night everything changed. the writer uses a night the earth didn’t sleep as a title to show how terrible and how unusual the night was.

5.here we can see that the writer compared the city to a person who suffered a lot in the disaster. he felt her pain, and he worried about her. so when he said that people came to help her, we can feel his feelings to the city. the city will not die, she has hope and she can recover from the pain.

step vi comprehending

answers to e\_1-3

1.1. c 2. e 3.b 4.d 5.a

2.1. the walls of the villages wells had cracks in them.

2 .roads got huge cracks

3. brick buildings were destroyed.

4. the army helped the survivors.

5. shelters were put up for those with no homes.

3.1. strange things were happening in the countryside in northeast hebei..

1.the disaster happened and caused a lot of loss.

2.all hope was not lost.

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