Lesson 6 Beijing is a great city.

Period 2

1. 教学目标
2. 知识目标。

能听懂、会读、认读,会写句子“It has many buildings.There is a big stone boat on the lake.We rowed a boat on the lake.We ate Beijing Roast Duck.We also ate jiaozi. I can’t use chopsticks. I ate with my hands.”

1. 能力目标。

（1）能借助图片读懂故事并回答问题。

（2）能联系上下文运用句型补全对话。

1. 情感态度、文化意识、学习策略。

（1）培养学生观察和思考能力，引导学生初步形成英语思维意识。

（2）能积极参加语言学习活动，在情景表演活动中形成运用语言的能力。

1. 教学重难点
2. 教学重点

能在图片、实物的帮助下理解故事并能朗读故事。

2.教学难点

能在真实情境中恰当运用一般过去时，情态动词can及there be 句型描述旅行经历。

**三、**教学过程

|  |  |  |
| --- | --- | --- |
| 教学环节 | 教学活动 | 设计意图 |
| Step1 Pre-reading | 1. Sing a song--What did you do? 2. Let’s review and fill in the blank | 通过歌曲热身，并通过复习上一节课的内容唤醒学生记忆，以及导入新课。 |
| Step2 While-reading | 1. Look and guess 出现主情景图。   Q1：What is Sally doing?  Q2:Whom is she writing to?   1. Read and choose 反馈答案（并呈现写E-mail 的格式） 2. Listen and underline   Q1: Where did Sally and her father go？  4.Read and tick  Q2：What does the Summer Palace like?  5.Read and answer  Q3:What did Sally do in the Summer Palace?  Q4:What did Sally have for dinner?  6.Think and answer  Q5:Does Sally like the Summer Palace/Beijing?Why? | 由问题的引领下，借助本课的图片，通过预测来培养学生的思维能力。  通过听，读以及完成任务的方式理解这封邮件。  同时提供阅读策略发展学生的学习阅读能力。 |
| Step3 Post-reading | 1. Listen and imitate 2. fill in the blank再读邮件填空 3. Read and match 4. Look and retell the E-mail   5.模仿这篇邮件，帮Sally 写一封关于她游长城的E-mail给她妈妈。 | 通过复述课文来让学生再一次巩固故事。  仿写邮件让学生学会仿写邮件，提高学生运用语言能力。 |
| Step 6 Summary | Summary from blackboard design | 通过板书来进行总结。 |
| Step 7 Homework | 1.Retell the story.  2.Share Sally’s story with your friends. |  |

**Blackboard Design**

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Period 2

What does the Summer Palace?

What did Sally do in the Summer Palace?

What did Sally have for dinner?