# At the farm说课稿

Good morning, dear judges. I’m number 7. It’s my great honor to have this opportunity to talk about my teaching ideas. My topic today is At the Farm. My presentation consists of the following aspects.

Analysis of the teaching material

Firstly, let’s come to the analysis of teaching material. The lesson I’m going to talk about is from PEP Primary English Grade 4 Unit 4 Section B. The part of this lesson mainly talks about animals. By studying this unit, students will be able to know more about animals. At the same time, students’ ability of listening, speaking and communicating with others will be improved.

(Therefore, this lesson is in the important position of the teaching material. If the Ss can learn it well. It will be helpful to make the Ss learn the rest of this unit.)

Analysis of the students

Secondly, students are the subject of our class. They have learned the second language for one and a half year. They can know some basic words, phrases and some simple sentences patterns. But they are shy to say English in their daily life, and the words and the sentences are not enough for them to describe different animals. As a teacher, I will provide them more chance for them to learn English quickly and practice more.

Analysis of the teaching aims

After the analysis of the material and the students, and according to the analysis of the new curriculum standard, I set the teaching aims as follows:

The first one is knowledge aims:

Students can listen, read and recognize the new words: cows, sheep and so on.

The second one is ability aims:

Students can use the words, and sentences to talk about animals, and through the activities, their speaking and listening ability can be improved.

The last one is Emotional aims:

Students can enjoy the study of animals, and use it naturally and correctly in their daily life.

Analysis of the key and difficult points

According to the analysis above, I set the key points and the difficult points of this lesson as follows:

The key points are that students can master the pronunciation and the meaning of the new words such as cows and horses, and can use these words in communication.

The difficult points are to arouse students’ interest of learning English and to cultivate their confidence of speaking English in daily life.

Analysis of teaching and study methods

In order to make the class more interesting for the students to learn and to understand, also we should think about the students’ different levels, I will use the following teaching methods: Task based teaching method, Audio-lingual approach, and Total physical response.

Analysis of the teaching aids:

Also I will use the following aids to make the class more interesting and effective. In the class I will use: pictures, tape recorder, PPT.

Analysis of the teaching procedures

Now, let’s come to the most important part of this lesson: the analysis of the teaching procedures. This lesson is divided into 5 steps, that is, warming-up, pre-listening, while-listening, post-listening and summary & homework.

Step 1 Warming-up

In this step, (first I will greet my students and then ask them the questions: Do you like animals? What animals do you know? I aim to lead the students to think about what they know about animals.)

First I will sing a song for my students,

“Smelly cat, smelly cat, what are they feeding you”

After singing the song I will ask my students: What animal is there in the song? Students will answer: cat. I will say to my students: Today, let’s meet some more animals, they are at the farm.

In this way, I hope to arouse students interest in learning lesson.

By talking about animals in this way I hope to provide them good English learning surrounding and also can lay a good foundation for the next part. This also can attract their attention to this lesson.

Step 2 Pre-listening

In presentation stage, I will show them some pictures, then I will ask them whether they know those animals, and what do those animals sound like. They will answer “moo moo or neigh neigh.” Then I will tell them those animals are called cows and horses in English. After that, I will let my students to read after me for several times. In this way, I hope that my students can learn these words more directly and more vividly.

Step 3 While-listening

Then I will let the students to listen to the tape and pay attention to what they are talking about. After listening, they’ll know that they are talking about animals. And I will play the tape recorder for the second time. This time they should be clear that the animals appear in the dialogue are sheep and I’ll tell them no matter how many sheep there are, we say sheep instead of sheeps. And they should also be clear that the sentences are “These are sheep./ Wow, they are cute.” Then I will play the tape recorder for the third time and ask them to imitate the pronunciation and intonation. After listening to the tape for three times, they’ll be familiar with these sentences. After that, I will let them to read after me for several times, and then invite several students to make dialogues in pairs. I’ll make the correction if there are mistakes in the dialogue.

By presenting the sentences in this way, I hope to cultivate their confidence in speaking English and to help them better playing the next games.

Step 4 Post-listening

In this step, I will give my students 5 minutes to make dialogues, using the new words and sentences they just learned. I’ll make it clear that in their dialogue, they should show their preferences to a certain animals.After the 5 minutes, I’ll invite some volunteers to share their dialogues. I’ll make the correction if there are some mistakes. In this step I hope that my students could review the words and sentences in a relaxed way.

Step 5 Summary & homework

I will invite some volunteers to make a summary about the content of this lesson and I will make the addition if necessary.

The home work is that students should make a survey about other animals, and they should share their survey with their classmates.

Blackboard design



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