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| **课 题** | M1U1 | | **主备人** | 沈力 | **参与者** | | 彭华，李香  曾莉，刘丽 |
| **日 期** | 2019.9 | | **使用时间** |  | **教 者** | |  |
| **教材分析** | 本课是外研社新标准小学英语（三年级起点）五年级上册第一模块第一单元。主要教学内容是询问和谈论过去发生的事情。本课将继续一般过去时的学习，这是对上学期所学的一般过去时的复习和巩固，难度较小，有利于增强学生的自信心，提高学习兴趣。本课通过学习Lingling、Amy和Sam与新朋友John在公园中的经历，帮助学生学习如何运用Did you come back yesterday? No, we came back last Sunday.这类语句询问和谈论过去发生的事情。让学生结合自己的暑假活动，运用一般过去时谈论一次旅行，同大家分享一次愉快的旅行经历。 | | | | | | |
| **学情分析** | 本课的教学对象是五年级学生。他们在上个学期已经学习了一般过去时的陈述句和疑问句，掌握了一些动词的过去式，具备了初步用一般过去时进行交际的能力。但是经过一个暑假，学生难免会有遗忘，因此，教师要引导学生复习一般过去时的用法以及动词的过去式形式，为学生的语言交际提供支持。 | | | | | | |
| **教学目标** | **语言知识** | 词汇：全体学生能理解 met, above, ground, those, ice cream, us, finish, wait, hurry, hurry up, dropped；全体学生能运用 met, those, ice cream, us, wait；部分学生能运用above, ground, finish, hurry, hurry up, dropped。  语法：全体学生能运用：Did you come back yesterday? No, we came back last Sunday. Oh no! I dropped my ice cream!  语音：感知“those”中“th”的读音。  功能：询问和谈论暑假的一次旅行。 | | | | | |
|  | **语言技能** | 全体学生能听懂：Did you come back yesterday? No, we came back last Sunday. Oh no! I dropped my ice cream!  全体学生能说：Did you come back yesterday? No, we came back last Sunday. Oh no! I dropped my ice cream!  全体学生能认读：met, those, ice cream, us, wait  全体学生能书写：met, those, ice cream, us, wait及句型 Did you come back yesterday? No, we came back last Sunday. Oh no! I dropped my ice cream! | | | | | |
| **情感态度** | 乐于感知并积极尝试使用英语。 | | | | | |
| **学习策略** | 积极运用所学英语进行表达和交流。 | | | | | |
| **文化意识** | 进一步了解英国的重要标志物。 | | | | | |
| **教学重、难点** | **教学重点** | 全体学生能运用词汇 met, those, ice cream, us, wait及句型Did you come back yesterday? No, we came back last Sunday. Oh no! I dropped my ice cream! | | | | | |
| **教学难点** | 学生能够运用一般过去时询问和谈论暑假的一次旅行经历。 | | | | | |
| **教学准备** | 单词卡片、互动教学系统、PPT | | | | | | |
| **环节与时间** | **教学过程** | | | | | **资源应用说明** | |
| **热身导入**  **（4分钟）** | 1. Greet to each other.  2. Sing a song. “Oh, we love holidays!”  （复习部分已学动词的过去式。）  3. **T**: Lingling went to a nice place. Do you know where she went? Let’s watch the video.  4. Help students understand the chant and teach the new words: “met”, “above”, “ground” .（板书“met”）  5. Students read the chant after the video. | | | | | 三起四下教材M9U2A4动画  教学系统M1U1A1动画  聚焦单词卡片 | |
| **任务呈现**  **（2分钟）** | 1. T: On my summer holiday I went to Changbai Mountain. I climbed the mountain. I saw the beautiful lake. I ate some good food. And I took some pictures. It was an interesting trip. I was very happy.（PPT展示教师的暑假旅行）  2. T: Did you have a nice holiday? We’re going to talk about our trips of summer holiday after learning this lesson.  3. T: Now let’s learn “Module 1 Unit 1 Did you come back yesterday?”（板书标题） | | | | | PPT第2页 | |
| **课文学习**  **(10分钟）** | 1. Listen and find:  (1) Let students watch the video and think over the question: “What did the children buy at the park?”  S1: They bought some ice creams.  (2) Teach the new words: “those”, “ice cream”. Help students understand the pronunciation “th” in the word “those”. (板书“those”, “ice cream”)   1. Listen and answer:   Let students watch the video for the second time, then ask them to help Amy and Lingling answer the questions:  ① John: Did you come back yesterday?  Amy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ② Amy: Did you finish your ice cream, Lingling?  Lingling: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Students answer the questions:  S1: No, we came back last Sunday.  S2: Oh no!I dropped my ice cream!  (板书：No, we came back last Sunday. Oh no! I dropped my ice cream!)  Teach the words: “finish”, “dropped”.  3. Students work in groups.  学生在小组内自主学习，找出课文中的新单词，小组汇报，教师解答。  Teach the new words: “us”, “wait”, “hurry”, “hurry up” (板书“us”, “wait”)  4. Finish AB Unit 1 Exercise 1, circle “T” or “F”.  完成课堂活动用书M1U1A1。  5. Listen and read.  Let students read the dialogue after the video.  Let students read in pairs.  Act it out. | | | | | 教学系统M1U1A2动画  聚焦单词卡片  教学系统M1U1A2动画  PPT第3页  聚焦单词卡片  PPT第4页  PPT第5页  教学系统M1U1A2动画 | |
| **训练巩固**  **（14分钟）** | 1. Play a game: shoot the balloons.  学生通过玩打气球的游戏，练习活动三的句子  2. Make a survey:  Did you… yesterday?   |  |  |  |  | | --- | --- | --- | --- | |  | have rice | walk to school | watch TV | | S1 | √ |  |  | | S2 | × |  |  | | S3 | √ |  |  |   学生在小组内运用“Did you… yesterday?”调查组内成员的活动，完成活动4。  3. Finish AB Unit 1 Exercise 3, listen and number.  完成课堂活动用书M1U1A3。   1. Finish AB Unit 1 Exercise 4, read and write.   完成课堂活动用书M1U1A4。 | | | | | 教学系统互动课堂打气球游戏  PPT第6页  PPT第7页  PPT第8页 | |
| **任务完成**  **（8分钟）** | Work in groups.  Students practise talking about the trip of their summer holiday. Help them know they should use the simple past tense.（学生在小组内讨论，选一名代表展示，教师点评、指导。） | | | | |  | |
| **小结**  **与**  **布置作业**  **（2分钟）** | 1. Summary   T: What have we learned today?  Students read the words and the sentences.  2. Homework  Read the dialogue.  Copy the words and the sentences.  Prepare a presentation about their summer holiday. | | | | | PPT第9页  PPT第10页 | |
| **板书** | Module 1 Unit 1 Did you come back yesterday?  met those ice cream us wait  No, we came back last Sunday. Oh no! I dropped my ice cream! | | | | |  | |

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| **课 题** | M1U1 | **主备人** | 沈力 | **参与者** | 彭华，李香  曾莉，刘丽 | |
| **日 期** | 2019.9 | **使用时间** |  | **教 者** |  | |
| 教学  目标 | 知识与能力 | 1. 使学生能听、说、认、读when, back, home, those, ice cream, with, finish, hurry, hurry up, wait, drop等单词。 2. 感知句子When did you come back? We came back …，并理解其意思。 3. Talk about our holiday. Using the words 〝Where did youcome back?〞 | | | | |
| 过程与方法 | 合作学习，小组学习，交往式学习 | | | | |
| 情感与态度 | 1.激发学生学习英语的兴趣，使学生树立学习英语的自信心。  2.培养学生的合作交流能力 | | | | |
| 重点 | Talk about the past things. | | | | | |
| 难点 | 使用动词过去式，描述过去发生的事情。 | | | | | |
| 教法 | 1. Listening to the tape. 2. Group work. 3. Using PPT. 4. Using cards. | | | | | |
| 学法 | 1. Listening to the tape. 2. Work in groups. 3. Learning through the PPT. 4. Learning words with the cards | | | | | |
| 教学  准备 | PPT, computer, tape-recorder, tape, cards | | | | | |
| 预习设计 | 1. Talk about your summer holiday. 2. Collect the pictures about your holiday. | | | | | |
| 教学过程 | | | | | | 施教者调整 |
| Step1: Warm up and lead in.  1. Greeting.  T:Hello, boys and girls. How are you?  Ss: I’m fine. Thank you!  T: Were you happy in your holiday?  Ss: Yes.  T: let’s talk about our summer holiday, OK?  Ss：OK. (请同学们谈谈自己的暑假生活)  2. lead in  T: Where did you go?  Ss: I went to... (复习go的过去式went.)  T: What did you buy?  Ss: I bought…. (复习buy的过去式bought.)  T: When did you come back?  3. Summary the past tense.  go--went do--did  come--came buy--bought  Step2: New words.  1. Show words cards and teach the Ss the new words.  Make some screen to learn the words :  drop—dropped (如：通过动作.I dropped my pen/book…)  wait—waited  finish—finished  2. Play a game:用单词卡只露第一个字母.让学生猜单词(设计目的:练习单词的认识及拼写能力.)  Step3: Text  T: Do you know Amy and Sam?  Ss: Yes  T: Where did they go?  When did they come back?  Listen carefully and answer the questions.  T play the tape recorder, Ss listen and answer the questions.  Play again, read after the tape.  Do the exercises.  Choose T or F.  ( ) 1. Lingling is in London with Sam and Amy.  ( ) 2. They are back yesterday.  ( ) 3. They came back yesterday.  ( ) 4. john lives near Amy and Sam.  Check the answer.  Work in groups. Try to act the text out.  Ask some group act in class.  Step4: Survey  Ask you Ss and fill in the form  Where did you go?  What did you by?  When did you come back?  Step5: Summary  Step6: Homework  Do the form after class.  When did you … ? | | | | | |  |
| 【板书设计】  unit1 When did you come back?  go—went  buy—bought When did you come back?  come—came  do—did I came back…  drop—dropped  finish—finished  wait—waited | | | | | | |

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| **教材**  **分析** | 本课是外研社新标准小学英语（三年级起点）五年级上册第一模块第二单元。主要教学内容是询问和谈论过去发生的事情。通过学习Lingling寄给Daming的明信片，使学生学会运用一般过去时讲述过去发生的事情。 | | |
| **学情**  **分析** | 本课的教学对象是五年级学生。在第一单元中，学生已经复习了一般过去时以及部分动词的过去式，为本单元的学习打下了基础，难度较小。通过完成本单元若干任务型活动，使学生最终能够运用一般过去时介绍自己暑假期间的一次旅行活动，达到运用所学英语进行表达和交流。 | | |
| **教学目标** | **语言知识** | 词汇：全体学生能理解send, email, ran, love；全体学生能运用email, ran, love；部分学生能运用send。  语法：全体学生能运用We bought ice creams.  语音：感知“Chinese”中“e”与“teacher”中“ea”的读音；“listen” 与“give”中“i”的读音；“tell”与“then”中“e”的读音“cat”与“apple”中“a”的读音。  功能：询问和谈论暑假的一次旅行。 | |
| **语言技能** | 全体学生能听懂：We bought ice creams.  全体学生能说：We bought ice creams.  全体学生能认读：email, ran, love, We bought ice creams.  全体学生能书写：email, ran, love以及句型We bought ice creams. | |
| **情感态度** | 乐于感知并积极尝试使用英语。 | |
| **学习策略** | 积极运用所学英语进行表达和交流。 | |
| **文化意识** | 进一步了解英国的重要标志物。 | |
| **教学重、难点** | **教学重点** | 全体学生能运用email, ran, love及句型We bought ice creams. | |
| **教学难点** | 学生能够运用一般过去时询问和谈论自己的暑假旅行。 | |
| **教学准备** | 单词卡片、互动教学系统、PPT | | |
| **环节与时间** | **教学过程** | | **资源应用说明** |
| **复习导入**  **（4分钟）** | 1. Say the chant.   复习上一课的chant，引入话题。  2. T: Where is Lingling now?  S1: She’s in London.  T: Is Daming in London too? Let’s have a look.  3. Students watch the video.  4. Teach the new words: “send”, “email”. (板书“email”)  5. Students read the chant after the video. | | 教学系统M1U1A1动画  教学系统M1U2A1动画  聚焦单词卡片  教学系统M1U2A1动画 |
| **任务呈现**  **（2分钟）** | 1. T: Look at my postcard.I want to send it to my friend.  教师读自己的明信片。  2. T: Do you want to share your trip with your friends? Maybe you can send a postcard or an email to your friend after learning this lesson.  3. T: Now let’s learn “Unit 2 We bought ice creams.”  板书课题。 | | 教学系统实物投影展示明信片 |
| **课文学习**  **（10分钟）** | 1. Listen and find.  T: Now let’s look at this postcard. Who sent this postcard? Let students watch the video, then answer the question.  S1: Lingling sent this postcard.   1. Listen and answer.   Ask students to watch the video again, then finish Activity 3. Questions:  ① Did Lingling go to the park yesterday?  ② Did she meet John?  ③ Did they buy ice creams?  ④ Did they go home by bike?  ⑤ Did Lingling walk to the bus?  ⑥ Did Lingling drop her ice cream?  Students answer the questions:  S1: Yes, she did.  S2: Yes, she did.  S3: Yes, she did.  S4: No, they didn’t. They went home by bus.  S5: No, she didn’t. She ran to the bus.  Teach the word “ran”. (板书“ran”)  S6: Yes, she did.  3. Help students understand how to write a postcard.  Teach the word : “love”, and the usage of “love”. (板书“love”)  T: When you finish your letter, usually you can end by “Love from”, “With love”, “Love” and so on.  4. Listen and read.  Students read the text after the video.  Students read in groups. | | 教学系统M1U2A2动画  教学系统M1U2A2动画  教学系统M1U2A3图片  聚焦单词卡片  聚焦单词卡片  教学系统M1U2A2音频 |
| **训练巩固**  **（15分钟）** | 1. Finish SB Activity 4.   Listen and repeat. 学生跟读，注意观察彩色字母的读音。  Students try to read the sound of colourful words.  教师通过PPT展示，引领学生归纳彩色字母及字母组合的读音。  Students read the words themselves. 学生自读，体会读音规则。   1. Finish AB Unit 2 Exercise 3. 课堂活动用书M1U2A3   Listen and underline the letters that make the sound.  3. Listen to the song.  Explain “goes round and round”, “high up in the sky”.  Students learn to sing the song.  4. Finish AB Unit 2 Exercise 1, listen and match.  课堂活动用书M1U2A1   1. Play a game: Snowball.   Students work in groups, make sentences with “Yesterday I…”, the one who can say more sentences will be the winner.（每组选一名代表，用“ Yesterday I…”说句子，参赛者要先重复前面同学的句子，然后加上自己的句子，说的最多的同学获胜。） | | 教学系统M1U2A4音频  PPT第2-5页  PPT第6页  教学系统M1U2A5动画  PPT第7页 |
| **任务完成**  **（8分钟）** | 1. Presentation.  Students give the presentation by groups.The other students can ask questions. Eg. “Did you go there by train?” Did you see any trees?” (小组为单位展示，回答其他同学的提问。)  2. Write.  Ask students to write an email or a postcard to their friend. Try to tell something about their trip. | |  |
| **小结**  **与**  **布置作业**  **（1分钟）** | 1. Summary  T: What have we learned today?  Students read the words and the sentence.  2. Homework  Finish AB Unit 2 Exercise 5.  Finish the email or postcard. | | PPT第8页  PPT第9页 |
| **板书** | Module 1 Unit 2 We bought ice creams.  email ran love send  We bought ice creams. | |  |

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| 教学  目标 | 知识与能力 | 1.使学生能听、说、认、读dear, met, ran等单词。  2.会使用句型Did you…? Yes, I did. / No, I didn’t. | |
| 过程与方法 | 合作学习，小组学习， | |
| 情感与态度 | 1.激发学生学习英语的兴趣，使学生树立学习英语的自信心。  2.培养学生的合作交流能力  3.学会关心别人。 | |
| 重点 | Talk about the past things. | | |
| 难点 | 使用动词过去式，描述过去发生的事情。 | | |
| 教法 | 1. Listening to the tape. 2. Using PPT. 3. Group work. 4. Using cards. | | |
| 学法 | 1. Listening to the tape. 2. Learning through the PPT. 3. Work in groups. 4. Learning words with the cards | | |
| 教学  准备 | PPT, computer, tape-recorder, tape, cards | | |
| 预习设计 | Talk about your homework. | | |
| 教学过程 | | | 施教者调整 |
| Step1: Warm up  1. Greeting.  2. Game: talk about what you did last weekend.  3. Make a chant  Do do did  Buy buy bought  Go go went…  Step2: lead in  Guessing game  T take a postcard, show the back to the Ss, let the  Ss guess what it is.  Teach the word :postcard  T: Can you write a postcard?  Lingling wrote a postcard to Daming.  What did she say? Listen and answer the questions.   1. Did Lingling go to the park yesterday? 2. Did they meet John? 3. Did they buy ice creams? 4. Did they go home by bike? 5. Did lingling walk to the bus? 6. Did Lingling drop her ice cream?   Step3: Text  Listen to the tape.  Work in groups. Answer the questions.  Read after the tape.  Read together.  Step4: Group work  Let the Ss work in groups, talk about themselves.  Act in class.  Step5: listen and repeat.  Listen carefully and repeat.  Step6: sing a song.  Listen to the tape first.  Sing with the tape.  Have a match, sing the song, let’s see which group is the winner.  Step7: Game  Work in groups, and do the game of SB6  Step6: Homework  Write a postcard to your friend, tell him or her what  did you do yesterday. | | |  |
| 【板书设计】 Unit2 Did they buy ice creams?  dear  meet—met A: Did you…?  run—ran B: Yes, I did./ No, I didn’t. | | | |

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| **教材分析** | 本课是外研社新标准小学英语（三年级起点）五年级上册第二模块第一单元。主要教学内容是询问和陈述购物情况。本课将学习一般过去时的特殊疑问句结构，学生已经学习过一般现在时的特殊疑问句结构，也学习和巩固了一般过去时的一般疑问句结构，所以如果学生对这两种结构掌握得较好，那么一般过去时的特殊疑问句结构对学生来说难度不会很大。本课通过学习Ms Smart和Mr Smart，Amy询问和陈述购物情况的对话，帮助学生学习如何用What did you buy? How many bananas did you buy? We bought... We didn’t buy... 这类句型询问和陈述购物情况。 | | |
| **学情分析** | 本课教学对象是小学五年级学生。经过四年的英语学习，他们已初步具备一定的英语基础，初步了解了英语的学习方法。本课的主要教学内容是询问和陈述购物情况，在此之前，学生已经知道了很多有关食物和饮料的名称，也知道了如何用数词回答how many提出的问题、如何区分可数与不可数名词。因此本课的学习重点是一般过去时的特殊疑问句结构，教师需要加强对一般过去时的特殊疑问句结构的学习和训练。 | | |
| **教学目标** | **语言知识** | **词汇**：全体学生能理解list, need, first, can, lost, how much, cheese, any；全体学生能运用can, how much, any；部分学生能运用list, need, first, lost, cheese。  **语法**：全体学生能运用What did you buy? How many bananas did you buy? We didn’t buy any bananas. We bought twelve eggs.  **功能**：询问和陈述购物情况。 | |
| **语言技能** | **听**：全体学生能听懂What did you buy? How many bananas did you buy? We didn’t buy any bananas. We bought twelve eggs.  **说**：全体学生能说What did you buy? How many bananas did you buy? We didn’t buy any bananas. We bought twelve eggs.  **读**：全体学生能认读can, how much, any。  **写**：全体学生能书写can, how much, any, What did you buy? How many bananas did you buy? We didn’t buy any bananas. We bought twelve eggs. | |
| **情感态度** | 积极参与各种课堂学习活动。 | |
| **学习策略** | 在课堂交流中，注意倾听，积极思考。 | |
| **文化意识** | 了解英语国家的主要食物。 | |
| **教学重、难点** | **教学重点** | 全体学生能运用词汇：can, how much, any  全体学生能运用句型：What did you buy? How many bananas did you buy? We didn’t buy any bananas. We bought twelve eggs. | |
| **教学难点** | 学生能运用一般过去时询问和陈述购物情况。 | |
| **教学准备** | 单词卡片、互动教学系统、PPT | | |
| **环节与时间** | **教学过程** | | **资源应用说明** |
| **热身导入**  **（3分钟）** | 1. Greet to each other.   2. T: Today Sam helped his father go shopping. What happened? Let’s watch the video.  T: What did Mr Smart say?  S1: Sam, go and buy some fruit, please. Here’s the list.  S2: What did you buy? Where is the fruit?  (板书课题：What did you buy? )  3. Teach the new word: list.  T: What did Sam say?  S3: OK.  S4: Er... Here! I ate it all.  4. Students read the dialogue after the video.  5. Students role-play the dialogue. | | 教学系统M2U1A1动画  使用拉幕遮住文本文字  聚焦单词卡片  PPT第2-3页  教学系统M2U1A1动画 |
| **任务呈现**  **（1分钟）** | T: Is Sam’s shopping interesting? We are going to have a party next week. We should buy lots of food for the party. After learning this lesson, we are going to talk about what we should buy. And then make a shopping list. | | PPT第4页 |
| **课文学习**  **（12分钟）** | 1. Listen and find.  (1) T: The Smarts will have a picnic with Lingling. So they **need** some food.  Teach the new word: need.  (2) T: Mr Smart made a shopping list, and went shopping with Amy. What did they buy?  Watch the video and think over the question.  S1: They bought some apples, pears, eggs and **cheese**.  (3) Teach the new word: cheese.  2. Listen and answer.  (1) Let students watch the video for the second time, then ask them to help Mr Smart and Amy answer the questions:  ① Ms Smart: What did you buy?  Mr Smart: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Amy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ② Ms Smart: How many bananas did you buy?  Mr Smart and Amy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (小组讨论，在纸上写出答案。)  T: **First**, who **can** read these questions? **Can** you?  (2) Teach the new words: first, can. (板书“can”）  Students answer the questions：  S1: We bought some apples. We also bought four pears.  S2: We didn’t buy **any** bananas. We bought twelve eggs.  (板书“We didn’t buy any bananas.” “We bought twelve eggs. ” )   1. Teach the new word: any.（板书“any”）   3. Students work in groups.  学生在小组内自主学习，找出课文中的新单词，小组汇报，教师解答。  Teach the new words: lost, how much.  4. E**xplain “how many” and “how much”.**  5. Finish AB Exercise 1, circle “ T” or “ F”.  课堂活动用书M2U1A1。  6. Listen and read.  (1) Let students read the dialogue after the video.  (2) Let students read in pairs.  (3) Act it out. | | PPT第5-6页  聚焦单词卡片  教学系统M2U1A2动画  PPT 第7-8页  教学系统M2U1A2动画  PPT第9页  聚焦单词卡片  PPT第10-11页  聚焦单词卡片  PPT第12页  PPT 第13页  聚焦单词卡片  PPT第14页  教学系统M2U1A2动画 |
| **训练巩固**  **（14分钟）** | 1. Play a game: Shoot the balloons.  学生通过玩打气球的游戏，练习活动三的句子。  2. Play a game: Help “how many” and “how much” find their home.  3. Finish SB Activity 4.  先让学生读出六种水果，然后在规定时间内选两种画出来，最后根据所画两幅图做对话，老师先和一名同学做示范。  **T: What did you buy?**  **S1: I bought... (出示所画图片) Guess, please.**  **T: Did you buy any...? (最多猜三次)**  **S1: Yes, I bought... / No, I bought... (出示另一张图片)**   1. Finish AB Exercise 3. Listen and write.   课堂活动用书M2U1A3。 | | 教学系统互动课堂打气球  PPT 第15页  教学系统M2U1A4图片  PPT第16页 |
| **任务完成**  **（8分钟）** | Make a shopping list.  Work in groups. Students practise talking about what they are going to buy for the party. Help them know they can use “ Let’s buy... / Can we buy...? ” to discuss.  (教师先与几名学生示范讨论食物选购，然后让学生在小组内讨论，制定出本组购物清单。） | | PPT第17页 |
| **小结**  **与**  **布置作业**  **（2分钟）** | 1. Summary  T: What have we learned today?  Students read the words and the sentences.  2. Homework  (1) Read the dialogue.  (2) Copy the words and the sentences.  (3) Talk about your shopping list to your family, and go shopping according to the shopping list. | | PPT第18页  PPT第19页 |
| **板书** | Module 2 Unit 1 What did you buy?  can any  We didn’t buy any bananas. We bought twelve eggs. | |  |

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| **单元** | M2 U1 | 课题 | How many do you want? | 课型 | | 新授型 |
|  | 知识与能力 | 1 Enable the Ss to learn the words:need,food,cheese,kilo.  2 Make the Ss understand and use the new sentence patterns:  “How many bananas do you want？ How much cheese do you want?”  3 Develop the Ss abilities of listening and speaking .  4 Distinguish the words:need,food,cheese,kilo,and can write many and much. | | | | |
| 过程与方法 | 1 Review the words about need,food,cheese by game method.  2 Teach the text with the task-based method.  3 Do a survey by cooperative learning . | | | | |
| 情感与态度 | 1 Faster the Ss consciousness of good cooperation.  2 Keep the Ss confidence in learning English. | | | | |
| 重点 | Make the Ss use the following sentences correctly:  “ How many … do you want？  “ Do you like…? ” | | | | | |
| 难点 | How to make a shopping list? What do we need to buy? | | | | | |
| 教法 | 1 game method 2 task –based method 3 approach method | | | | | |
| 学法 | 1 cooperative learning | | | | | |
| 教学  准备 | Tape-recorder, word cards, pictures | | | | | |
| 预习设计 | The students should read the new words and lessons for five times,it can  help the students understand the text. | | | | | |
| 教学过程 | | | | | 施教者调整 | |
| Step1：   1. Revise   Review the last module’s words and lessons by PPT.  T：last module we learnt the word “ did ”.  go—went run—ran meet—met buy—bought  2.Learn the new words and lessons：  Show the powerpoint to the students:There are some pictures of the words: need ,food,shopping list,cheese,kilo.  Then play a game：high low voice,it can help boys and girls recite the words.  Step2  T:What did you do yesterday？  Ss:I did my homework.  T:Please guess:What did I do yesterday?  S1:Maybe you went shopping.  T:Yes,you are right.I went to a supermarket.I bought lots of  things,look at the board:  T:Can you speak out in English?…  Step3  Today Lingling and Ms Smart go to the supermarket,too.Let us  Look at it.  1.Firstly,the students should follow the tape—recorder,then circle the new words in the text.   1. Secondly,some boys and girls can read some questions,   the questions are on the board:   1. Where are Ms Smart and Lingling? 2. What do they need to buy? 3. Does Lingling like bananas? 4. How much cheese does Ms Smart want？ 5. Thirdly，the students should follow the tape-recorder again   ，sentence by sentence ，then the teacher and the students  can find “ What do they buy for the picnic？”  —They are bananas、cheese、noodles.  4.Look at your books:What is on lingling’s hand?  Ss:It is a shopping list.(list的意思是目录,清单的意思)  “how many” 和 “how much”都是用来询问多少的意思，但在用法上有区别,how many 用来询问可数名词的数量，how much用来询问不可数名词的数量。  5.Then the students should answer the questions：   1. They are in the supermarket. 2. They need to buy food for their picnic. 3. Yes,she does. 4. Half a kilo.(half一半)   Step4   1. Show some pictures on the board(apple,pear,banana,cheese,   meat,milk)引导学生说出那些是可数名词，那些是不可数名词。  2）Use the pictures to make some sentences with“how much”and “how many” .  Homework：   1. Recite the words and lessons. 2. Make a dialogue about shopping 3. Find some informations about shopping on the computer. | | | | |  | |
| 【板书设计】 Module2 Shopping  Unit1 How many do you want?  need food cheese kilo  shopping list how many how much  How many bananas do you want?  How much cheese do you want? | | | | | | |
| 【教学反思】 | | | | | | |

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| **教材分析** | 本课是外研社新标准小学英语（三年级起点）五年级上册第二模块第二单元。主要教学内容是询问和陈述购物情况。本课将继续一般过去时的特殊疑问句结构的学习。本课通过学习Lingling, Amy和Sam为野餐做准备，帮助学生学习如何运用How much cheese did you buy? 这类句型询问购物情况，以及如何运用kilo, bottle等新词陈述购物情况。 | | |
| **学情分析** | 本课的教学对象是五年级学生。他们已经有了一定的英语基础，对英语学习有一定的经验，并且养成了良好的学习习惯，对自己感兴趣的话题，他们渴望参与，乐于表达。本课的学习重点是运用How much cheese did you buy?上节课已经学习过How many... did you buy?句型，**所以对学生而言本课内容相对较简单。因此**在本课的设计上，要充分调动学生的情感体验和主观能动性，让学生在积极参与的过程中，巩固对一般过去时的特殊疑问句结构的掌握。 | | |
| **教学目标** | **语言知识** | **词汇**：全体学生能理解any, **use, over there, bottle, half, kilo, a lot of；**全体学生能运用any, **use, half；**部分学生能运用**over there, bottle, kilo, a lot of。**  **语法**：**全体**学生能运用How much cheese did you buy?  **语音：感知“number”中的“u”与“mother”中的“o”的读音，“banana”中第一、三个“a”与“teacher”中的“er”的读音，“bird”中“ir”与“nurse”中的“ur”的读音。**  **功能**：询问和陈述购物情况。 | |
| **语言技能** | **听**：全体学生能听懂How much cheese did you buy?  **说**：全体学生能说How much cheese did you buy?  **读**：全体学生能认读any, use, half。  **写**：全体学生能书写any, use, half; How much cheese did you buy? | |
| **情感态度** | 在用中学，在做中学，合作学习。 | |
| **学习策略** | 在课堂交流中，注意倾听与思考，积极发言。 | |
| **文化意识** | 使学生了解英语国家的主要食物。 | |
| **教学重、难点** | **教学重点** | 全体学生能运用词汇：any, **use, half**  全体学生能运用句型：How much cheese did you buy? | |
| **教学难点** | 学生能运用一般过去时询问和陈述购物情况。 | |
| **教学准备** | PPT、单词卡片、食物图 | | |
| **环节与时间** | **教学过程** | | **资源应用说明** |
| **复习导入**  **(4分钟)** | **1. Greet to each other.**  **2. Review these sentences:** **What did you buy? How many... did you buy? We bought... We didn’t buy any...**  **通过角色扮演Ms Smart、Amy和Mr Smart，做对话练习，复习上节课所学重点句型。**  **3. T: This is my shopping list. I bought some cheese. So you can ask me: How much or how many cheese did you buy?**  **S1: How much cheese did you buy?**  **通过复习引出新知：How much... did you buy?**  **(板书**“How much cheese did you buy? ”)  **4. T: Look! I like chocolate. Our friend Amy also likes chocolate. Did she eat all the chocolate?**  **Watch the video and think over the question.**  **5.** Students read the dialogue after the video.  **6. Students role-play the dialogue.** | | PPT第2页  PPT 第3页  教学系统M2U2A1动画 |
| **任务呈现**  **（1分钟）** | T: OK. Did you go shopping according to your shopping list? After learning this lesson, we’re going to ask and answer about your shopping. | |  |
| **课文学习**  **（12分钟）** | 1. Listen and find.  (1) T: Children, Lingling, Amy and Sam are going to have a picnic. They bought some juice, cheese and chocolate. So “How much cheese did you buy? ”  Watch the video and think over the question.  S1: **Half** **a** **kilo**.  (2) Teach the new words: half, kilo. (板书“half ”)  **2. Listen and answer.**  (1) Let students watch the video for the second time, then ask them to think over the two questions:  **How much juice did you buy?**  **How much chocolate did you buy?**  **S1: We bought two bottles.**  **S2: Half a kilo.**  (2) Teach the new word: bottle.  **3**. Students work in groups.  学生在小组内自主学习，找出课文中的新单词，小组汇报，教师解答。  Teach the new words and phrases: use, over there, a lot of.（板书“use”）  4. **Summary how to use “how much”and “how many”. Chant.**  **5.** Finish AB Exercise 1: Look and match.  课堂活动用书M2U2A1。  6. Listen and read.  (1) Let students read the dialogue after the video.  (2) Let students read in pairs.  (3) Act it out. | | PPT第4页  教学系统M2U2A2动画  PPT第5页  聚焦单词卡片  PPT第6页  教学系统M2U2A2动画  PPT第7页  聚焦单词卡片  聚焦单词卡片  PPT第8页  PPT第9页  教学系统M2U2A2动画 |
| **训练巩固**  **（14分钟）** | 1. Finish Activity 3: Point and say.  先用聚焦工具随机点击六种食物和饮料，让学生说出用how many还是how much提问，然后同桌之间仿照例子做对话练习。  2. Finish AB Exercise 2: Ask and answer.  课堂活动用书M2U2A2。同桌之间就练习一进行对话练习。  3. Finish Activity 4: Listen and repeat.  首先，学生跟读；其次，课件演示单词拼写规律；最后，学生自读，感知、体会带颜色字母的发音。  4. Finish AB Exercise 3. 课堂活动用书M2U2A3。  Listen and underline the letters that make the sound.  Then say the words.  5. Finish Activity 5: Listen and say. Then sing.  首先，学生自读歌词；其次，跟唱歌曲；最后，学生自唱歌曲。  6. Finish Activity 6: Do and say.  学生分两组进行比赛，转盘随机抽号，在规定时间内做对话次数越多的组胜利。 | | 聚焦教学系统M2U2A3图片  PPT第10页  教学系统M2U2A4图片  PPT第11-13页  PPT第14页  教学系统M2U2A4动画  PPT第15-16页 |
| **任务完成**  **（7分钟）** | Talk about shopping:  Help the students know they can use “What did you buy? How many / How much... did you buy?” to ask and answer about their shopping.  每组选出一名代表到前面展示购物清单，并回答其他小组的提问。 | | PPT第17页 |
| **小结**  **与**  **布置作业**  **（2分钟）** | 1. Summary  T: What have we learned today?  Students read the words and the sentences.  2. Homework  (1) Read the dialogue.  (2) Copy the words and the sentences.  (3) Talk about your shopping to your family。 | | PPT第18页  PPT第19页 |
| **板书** | Module 2 Unit 2 How much cheese did you buy?  half use  How much cheese did you buy? | |  |

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| **单元** | M2 U2 | 课题 | How much milk do you want? | 课型 | | 新授型 |
|  | 知识与能力 | 1 Enable the Ss to learn the words:picnic,box,bottle,juice.  2 Make the Ss understand and use the new sentence patterns:  “How much milk do you want？ How much juice do we need?”  3 Develop the Ss abilities of listening and speaking .  4 学习感知元音字母以及字母组合u,o,ar,a,er,ir,ur在单词中的发音，通过朗读含有这些字母和字母组合的单词，让学生感知发音规律。 | | | | |
| 过程与方法 | 1 Review the words about picnic,box,bottle,juice by game method.  2 Teach the text with the task-based method.  3 Do a survey by cooperative learning . | | | | |
| 情感与态度 | 1 Faster the Ss consciousness of good cooperation.  2 Keep the Ss confidence in learning English. | | | | |
| 重点 | Make the Ss use the following sentences correctly:  “ How much …do you want？ ” | | | | | |
| 难点 | How to make a shopping list? How much milk\juice\water do we need？ | | | | | |
| 教法 | 1 game method 2 task –based method 3 approach method | | | | | |
| 学法 | 1 cooperative learning | | | | | |
| 教学  准备 | Tape-recorder, word cards, pictures | | | | | |
| 预习设计 | The students should read the new words and lessons for five times,it can  help the students understand the text. | | | | | |
| 教学过程 | | | | | 施教者调整 | |
| Step1：   1. Revise   Recite the unit1’s words and phrases and sentences.  The teacher should choose some students come to the blackboard.  2.Learn the new words and lessons：  Show the powerpoint to the students:There are some pictures of picnic,rice,box,bottle,juice.  Then play a game：high low voice,it can help boys and girls recite the words.  Step2  1.The teacher should play the tape-recorder:  S1:What are we going to take on our picnic?  S2:Let’s make a list(目录、清单).  S3:What about juice?  S4:Yes.How much do we need?  S5:Six boxes.  S6:All right.   1. The teacher should explain the text for the Ss. 2. Then the Ss can make a dialogue about make a shopping list.   Step3  1.Look at the page8’s part2:  Look at the pictures,then make some dialogues like this:  S1:How much milk do you want?  S2:Five bottles,please.  S3:How much rice do you want?  S4:Four bags.  S5:How many oranges do you want?  S6:Half a kilo,please.  2.Look at the page9’s part3,listen and repeat.  Homework:   1. Recite the part1’s dialogue. 2. Make a dialogue about shopping list ,write down on your   notebook. | | | | |  | |
| 【板书设计】 Module2 Shopping  Unit2 How much milk do you want?  words: picnic box juice bottle  phrases: shopping list how many how much  sentences: How much juice do we need?  How much milk do you want? | | | | | | |
| 【教学反思】 | | | | | | |