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| **课 题** | M4U1一课时 | | **主备人** | 刘丽 | **参与者** | | 彭华，李香  沈力，曾莉 |
| **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）五年级上册第四模块第一单元。本单元教学内容是陈述和询问过去的行为。本单元继续学习一般过去时，这是本册学生用书中一般过去时的最后一个学习模块。教师可以通过引导学生们一起学习Sam 和Amy为了争夺一件T恤衫而引发争吵的课文，来复习和归纳一般过去时的陈述句、一般疑问句和特殊疑问句的用法。最后运用所学的一般过去时知识在小组内开展询问和介绍过去行为的活动。 | | | | | | |
| **学情分析** | 五年级学生对英语已经具有一定的理解和听说运用能力，而且一般过去时态已经学过，大部分学生们对一般过去时都很熟悉，在运用上基本没有什么问题。另一方面，本单元的新单词很少，非常有利于帮助学困生练习和巩固一般过去时的运用。所以教师需要设计有效的小组合作活动引导学生们合作学习，帮助学困生在实际情况中灵活运用一般过去时询问和谈论过去的行为。 | | | | | | |
| **教学目标** | **语言知识** | 词汇：全体学生能理解pair, shorts, argue, matter, took, wear, what’s the matter? 和 That’s OK. 全体学生能运用：shorts, took, wear; 部分学生能运用pair, argue, matter.  语法：全体学生能运用Mum bought a new T-shirt for me.  Sam took my T-shirt. He wants to wear it.  But it isn’t your T-shirt.  Did you wash Lingling’s T-shirt?  No, I didn’t. Lingling’s T-shirt is clean.  She didn’t wear it. | | | | | |
|  | **语言技能** | 听：全体学生能听懂Mum bought a new T-shirt for me.  Sam took my T-shirt. He wants to wear it.  But it isn’t your T-shirt.  Did you wash Lingling’s T-shirt?  No, I didn’t. Lingling’s T-shirt is clean.  She didn’t wear it.  说：全体学生会说Mum bought a new T-shirt for me.  Sam took my T-shirt. He wants to wear it.  But it isn’t your T-shirt.  Did you wash Lingling’s T-shirt?  No, I didn’t. Lingling’s T-shirt is clean.  She didn’t wear it.  读：全体学生能认读：shorts, took, wear  写：全体学生能书写：shorts, took, wear以及Mum bought a new T-shirt for me. | | | | | |
| **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** | 对一般的请求、道歉等做出适当反应，感受中外语言表达方式的不同。 | | | | | |
| **教学重、难点** | **教学重点** | shorts, took, wear 以及Mum bought a new T-shirt for me. | | | | | |
| **教学难点** | 用一般过去时陈述和询问过去行为。 | | | | | |
| **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. Greeting.  2. Sing the song “WHERE DID YOU GO?”  3. T: Good job! Look! Where did Sam and Ms Smart go? (Show the first picture of Module 4 Unit 1 Activity 1 to the students.)  Ss: They went to the supermarket.  T: What did Ms Smart buy for Sam? Let’s listen and answer this question.  T: What did Ms Smart buy?  Ss: Clothes. / Trousers.  T: Good!   1. T: This time, listen, say and learn the new words. (The teacher teaches the new words: **pair**, **shorts**.)   Ms Smart: Do you like this **pair** of **shorts**?  Sam: No, I don’t want **shorts**. I want trousers.  Amy: Mum bought new clothes for Sam.  Lingling: Ha ha...   1. Ask and answer with the new words.   T: Do you like this **pair** of **shorts**?  S1:Yes. Do you like this **pair** of **shorts**?  S2: No, I like this pair of trousers. | | | | | 教学系统M4U1动画  教学系统M4U1动画  PPT第2页 | |
| **任务呈现**  **（2分钟）** | T: Look, it’s a new T-shirt. Do you like this T-shirt? Mum bought it for me. Today we are going to learn Module4 Unit1 Mum bought a new T-shirt for me. (The teacher writes the title on the blackboard and teaches the title. )  T: After learning the new text we should talk about our things we got before. For example: Who bought it for you? When did you get it? And so on. Are you ready?  Ss: Yes! T: Look, it’s a new T-shirt. Do you like this T-shirt? Mum bought it for me. Today we are going to learn Module4 Unit1 Mum bought a new T-shirt for me. (The teacher writes the title on the blackboard and teaches the title. )  T: After learning the new text we should talk about our things we got before. For example: Who bought it for you? When did you get it? And so on. Are you ready?  Ss: Yes! | | | | |  | |
| **课文学习**  **(10分钟）** | |  |  |  |  | | --- | --- | --- | --- | | |  | | --- | | 1. T: Look at this new T-shirt. Whose T-shirt is it?   Let’s watch the video and find the answer.  T: Whose T-shirt is it?  S1: It’s Lingling’s T-shirt.   1. T: Now listen and then read the text by yourselves. Find the answers of these questions. Then talk about the questions in groups.   (1) T: First, look at these questions.  ① What’s the matter? Why did Sam and Amy argue?  Amy:  Sam:  ② Did Ms Smart wash Lingling’s T-shirt?  (2) T: Listen, read and find the answers.  (The teacher plays the audio of Activity 2 and then gives the students three minutes to find and talk about the answers in groups.)  (3) T: Let’s check the answers.  ① Amy: Sam **took** my T-shirt. He wants to **wear** it.  Sam: But it isn’t your T-shirt. Mum bought it for me.  ② No, she didn’t. Lingling’s T-shirt is clean. She didn’t **wear** it.  (The teacher teaches the new words and writes the function sentences on the blackboard. Then the students ask and answer with these words and sentences in pairs.)  （提醒学生们注意陈述句与疑问句在语调方面的不同之处，感受各种人物不同的情感，感知中外文化的不同。）  Then ask some groups to act in the front. | |  | |  | | |  | | | | | | 教学系统M4U1动画  PPT第3页  聚焦单词卡片  聚焦单词卡片  聚焦单词卡片  PPT第7-8页  聚焦 单词卡片  教学系统M3U1A2音频  PPT第9页 | |
| **训练巩固**  **（14分钟）** | 1. T: Open your Activity Book.  (1) AB Exercise 3. Look at the pictures and find the words. 课堂活动用书M4U1A3  (2) AB Exercise 4. Write the sentences. 课堂活动用书M4U1A4  Then check the answers.   1. T: Look at the pictures in your Students Book Activity 3. Listen and say. 2. T: Look at the pictures in Activity 4. Ask and answer in groups.   A: Did Ms Smart buy new trousers for Daming?  B: No, she didn’t. She bought new trousers for Tom.  A: ...  B: ... | | | | | PPT第10页  PPT第11页  PPT第12 | |
| **任务完成**  **（8分钟）** | 1. T: Do AB Exercise 1. Listen and tick.   课堂活动用书M4U1A1  (The students do the exercises on the Exercise Book.Then the teacher checks the answers with them. )   1. Work in groups.   T: Watch the video. Then read the text in roles.  1. T展示一些图片，做示范，请学生运用特殊疑问词Where What How Who对老师进行采访。  1. T: Do the exercises on the PPT. 组织学生们分组比赛。（出示以前学过的物品的图片，两人一组问答。一人询问是否是父母或者其他人买的，什么时候买的，是否喜欢等问题。另一个人根据自己的实际情况回答。）  2. T: Introduce your things in groups and then act in the front.（小组四人合作。一个人从上一个活动中出现的物品中选一个介绍。两个人针对这个物品询问它是谁买的，什么时候买等问题。最后一个人根据前三个人的陈述和问答来总结这个物品。） | | | | | PPT第13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 on the blackboard.)  2. Homework  (1) Copy these words and sentences.  (2) Read the text.  (3) 用今天学习的单词和句子介绍一件物品给你的家人或者朋友听。 | | | | | PPT第14页 | |
| **板书** | Module 4 Unit 1 Mum bought a new T-shirt for me.  shorts took wear  Mum bought a new T-shirt for me. | | | | |  | |

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| **课 题** | M4U1第2课时 | | **主备人** | 刘丽 | **参与者** | | 彭华，李香  沈力，曾莉 |
| **日 期** | 2019.9 | | **使用时间** |  | **教 者** | |  |
| **教材分析** | 复习和归纳一般过去时的陈述句、一般疑问句和特殊疑问句的用法。最后运用所学的一般过去时知识在小组内开展询问和介绍过去行为的活动。同时在活动的基础上，也可以适当增加一些练习和有针对性的题型训练，以帮助学生达到知识内化。 | | | | | | |
| **学情分析** | 五年级学生对时态已经有了初步的感知和运用能力，并且之前也在对过去式的练习，在此基础上学生继续学习就相对比较轻松，顺畅。 | | | | | | |
| **教学目标** | **语言知识** | 全体学生能运用Mum bought a new T-shirt for me.  Sam took my T-shirt. He wants to wear it.  But it isn’t your T-shirt.  Did you wash Lingling’s T-shirt?  No, I didn’t. Lingling’s T-shirt is clean.  She didn’t wear it.  功能：叙述和询问过去发生的事情。  语音：通过模仿录音中的语音语调，感受陈述句与疑问句在语调方面的不同，根据语音记单词。 | | | | | |
|  | **语言技能** | 听：全体学生能听懂Mum bought a new T-shirt for me.  Sam took my T-shirt. He wants to wear it.  But it isn’t your T-shirt.  Did you wash Lingling’s T-shirt?  No, I didn’t. Lingling’s T-shirt is clean.  She didn’t wear it.  说：全体学生会说Mum bought a new T-shirt for me.  Sam took my T-shirt. He wants to wear it.  But it isn’t your T-shirt.  Did you wash Lingling’s T-shirt?  No, I didn’t. Lingling’s T-shirt is clean.  She didn’t wear it.  读：全体学生能认读：shorts, took, wear  写：全体学生能书写：shorts, took, wear以及Mum bought a new T-shirt for me. | | | | | |
| **情感态度** | |  | | --- | | 敢于开口讲英语，能体会到英语学习的乐趣。 | |  | | | | | | |
| **学习策略** | |  | | --- | |  | | 对所学内容能主动复习和归纳。 | | | | | | |
| **文化意识** | 对一般的请求、道歉等做出适当反应，感受中外语言表达方式的不同。 | | | | | |
| **教学重、难点** | **教学重点** | shorts, took, wear 以及Mum bought a new T-shirt for me. | | | | | |
| **教学难点** | 用一般过去时陈述和询问过去行为。 | | | | | |
| **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. Greeting   T： Class begins!  S: Good morning, Tracy!  T: Good morning boys and girls! Sit down please.  T: Let’s sing a song  S: Student sings < walking through the jungle> | | | | |  | |
| **任务呈现**  **（2分钟）** | T:What did Mum bought for Sam?,  Can you listen and find out? | | | | |  | |
| **课文学习**  **(10分钟）** | 1. 播放SB unit1活动1的动画录音，让学生看动画或录音理解图文 2. 再次播放录音，让学生逐句跟读，鼓励学生模仿录音的语音语调 3. 让学生依次进行全班跟读、小组跟读、 4. T :播放第一遍SB unit1活动2的动画录音，让学生看动画或听录音，初步理解课文语境。并提出问题：Listen and underline   5.例用练习册，完成课文相应部份的练习。  （教师解读课文并对重内容进行解释并进行运用训练）  6．小组讨论并修改答案，最后老师评讲。 | | | | |  | |
| **训练巩固**  **（14分钟）** | Play game 完成SB unit1活动4的practice .  小组讨论  分角色朗读课文及表演课本剧 | | | | |  | |
| **任务完成**  **（8分钟）** | 完成练习册相关内容  再出几道课文中的题词进行重点巩固 | | | | |  | |
| **小结**  **与**  **布置作业**  **（2分钟）** | What have we learned today?  Students read the words and the sentences.  Module 4 Unit 1 Mum bought a new T-shirt for me.  shorts took wear  Mum bought a new T-shirt for me. | | | | |  | |

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| **课 题** | M4U2第1课时 | **主备人** | 刘丽 | **参与者** | 彭华，李香  沈力，曾莉 |
| **日 期** | 2019.9 | **使用时间** |  | **教 者** |  |

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| **教材分析** | 本单元是外研社新标准小学英语（三年级起点）五年级上册第四模块第二单元。本单元的重点内容是关心他人，询问他人情况，并根据别人的询问叙述自己的情况。通过本模块第一单元的学习学生们已经掌握了一般过去时的各种用法，并且通过第一单元课文中的对话中了解到可以用What’s the matter?询问他人情况，为本单元重点句型What’s the matter?以及其答语做了铺垫。学生们只需要区分好想要表达的事情发生的时间，根据不同情况选择不同的时态来回答问题就可以了。 | | |
| **学情分析** | 学生在第一单元已经学习了一般过去时的特殊疑问句结构并能相互问答。对于动词过去式的变化与运用有了一定程度的掌握，在此基础上学生能运用所学语言就过去发生的事提问、回答和陈述。 | | |
| **教学目标** | **语言知识** | 语法：全体学生能运用What’s the matter with Daming? 询问他人情况，并对别人的问题给出相对的回答。  词汇：全体学生能理解sports, hey  全体学生能运用sports  部分学生能运用hey  语音：体会“cake”与“plane”中“a”的发音，“bike”与“rice”中“i”的发音，“boy”中“oy”与“point”中“oi”的发音,“nose”中“o”与“boat”中“oa”的发音。引导学生回想已学单词中与上面列举的单词具有相同发音字母的单词。 | |
| **语言技能** | 听：全体学生能听懂What’s the matter with Daming?  说：全体学生会说What’s the matter with Daming?  读：能认读单词和句子sports, What’s the matter?  写：能书写What’s the matter with Daming? | |
| **情感态度** | 能体会到英语学习的乐趣。 | |
| **学习策略** | 对所学内容能主动复习和归纳。 | |
| **文化意识** | 关心询问他人的情况，感受中外语言表达方式的不同。 | |
| **教学重、难点** | **教学重点** | What’s the matter with Daming?及其答语。 | |
| **教学难点** | 熟练地询问他人的情况，并对别人的关心作出回答。 | |
| **教学准备** | 单词卡片、教学资源包、PPT | | |
| **环节与时间** | **教学过程** | | **资源应用说明** |
| **复习导入**  **（4分钟）** | 1. Greeting.  2. Play a guessing game.  T: Look at the picture. Ask and answer like this:  A: Did your mum buy new books for you?  B: Yes / No.  T: If you are right, you will win a happy face card. Are you ready?  Ss: Yes!  (After the game.)  T: Are you happy?  Ss: Yes!  3. SB M4U2A1  (1) T: Ben is very sad now. Let’s see what happened to him. Look at Activity 1, Listen and say.  (2) T: This time, listen and answer the question: What’s the matter with Ben?  Then check the answer. | |  |
| **任务呈现**  **（2分钟）** | T: Today we are going to learn Module 4 Unit 2 What’s the matter with Daming? (板书标题并领读标题)  After learning the new text we should help the children to find their things. OK?  Ss: OK! | |  |
| **课文学习**  **（10分钟）** | 1. T: Watch the video and answer the question: What’s the matter with Daming? (教师指着本单元题目再次领读)   Then check the answer.And write it on the blackboard.   1. Read and find the answers.   (1) T:Here are another two questions.Let’s read.  ① What was in Daming’s bag?  ② Where did they find the bag?  (2) T: Listen, read and find the answers.  Then check the answers.  ① His new **sports** shoes were in it.  (Teach the new word **sports** with the word card.)  ② On the school bus.   1. Read the text and do the exercises. 课堂活动用书   (1) T: Open your Activity Book and turn to page 16. Look at Exercises 1. Listen, read and circle.  (2) T: Look at AB Exercises 2. Now ask and answer. | |  |
| **训练巩固**  **（15分钟）** | 1. T: Open your English book and turn to page 24. Look at Activity 3. Look and write. Then ask and answer.   Then check the answers.   1. Finish SB M4 U2 Activity 4.   (1) Listen and repeat.  学生听录音跟读，注意彩色字母或者字母组合的发音  (2) Read and say.  引导学生们从以往学过单词中找到含有活动四中彩色字母且发音与它们相同的单词进行归纳   1. Finish AB M4U2 Exercise3. 课堂活动用书   T: Listen and underline the letters that make the sound. Then say the words.   1. Finish SB M4U2 Activity 5.   T: Listen and say. Then listen and chant.  Finish SB M4U2 Activity 6. Make funny sentences. | |  |
| **任务完成**  **（8分钟）** | 1. T: Open your Activity book and turn to page 17. Look at Exercise 4. Read, choose and write. 课堂活动用书M4U2A4   T: Now let’s help children to find their things. Open your English Book and turn to page 25. Look at Activity 7. Work in groups. Act it out. Then ask and answer. Then show in the front. | |  |
| **小结**  **与**  **布置作业**  **（1分钟）** | 1. Summary  T: What have we learned today?  Students read the words and the sentences on the blackboard.  2. Homework  (1) Read and copy these words and the title.  (2) Finish AB M4U2 Exercise 5. | |  |
| **板书设计** | Module 4 Unit 2 What’s the matter with Daming?  shorts took wear  What’s the matter with Daming? of his father | |  |

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| **课 题** | M4U2第2课时 | **主备人** | 刘丽 | **参与者** | 彭华，李香  沈力，曾莉 |
| **日 期** | 2019.9 | **使用时间** |  | **教 者** |  |

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| **教材分析** | 本模块主要是名词性的物主代词：mine/ yours/his/hers/ours/theirs/Tom’s。Whose bag is this ? Is it Lingling’s bag? 在日常生活中交际用语的掌握，重点在于巩固本单元重点要掌握的几个形容词。 | | |
| **学情分析** | 学生在第一单元已经学习了一般过去时的特殊疑问句结构并能相互问答。对于动词过去式的变化与运用有了一定程度的掌握，在此基础上学生能运用所学语言就过去发生的事提问、回答和陈述。 | | |
| **教学目标** | **语言知识** | 功能：询问和陈述过去的行为。  语法：全体学生能运用Daming took a photo of his father.  词汇：全体学生能理解arrive, wall, for, of, mountain, with, plant; 全体学生能运用of, for, with, plant; 部分学生能运用arrive, wall, mountain.  语音：感知arm中ar和class中的a的发音；morning中的or和walk中的al的发音；soup中的ou和food中的oo发音。 | |
| **语言技能** | It’s  mine  (yours ,  his,  hers,  Ling ling’s) 说明物品所属关系。 | |
| **情感态度** | 敢于开口、大胆地说，表达中不怕出错。 | |
| **学习策略** | 积极运用所学英语进行表达和交流；积极与他人合作，共同完成学习任务。 | |
| **文化意识** | 在学习和日常交际中，进一步注意到中外文化异同。 | |
| **教学重、难点** | **教学重点** | 准确理解对话中学科网(www.zxxk.com)--教育资源门户，提供试卷、教案、课件、论文、素材及各类教学资源下载，还有大量而丰富的教学相关资讯！的语句，掌握四会单词和基本句型，并能正确书写。 | |
| **教学难点** | 全体学生能运用所学语言就过去发生的事提问，回答和陈述。 | |
| **教学准备** | 单词卡片、教学资源包、PPT | | |
| **环节与时间** | **教学过程** | | **资源应用说明** |
| **复习导入**  **（4分钟）** | 1.出示单词卡片，学  生认读。  2.教师说并用手指让学生明白物品的所属。 | |  |
| **任务呈现**  **（2分钟）** | Let's chant  教师请学生看短视频  教师呈现文本，请学生回答问题   1. 学生认读、拼读单词，用词说话。 2. 教师说并用手指让学生明白物品的所属。 | |  |
| **课文学习**  **（10分钟）** | 1. 唱歌曲《WHERE DID YOU GO》 2. 播放录音，学生听课文。 3. 小组合作，尝试自己阅读。 4. 分段指读。 5. 教师领读。 6. 自由练习，分角色朗读。 7. 创设情景，进行角色表演。 | |  |
| **训练巩固**  **（15分钟）** | Read SB M4 U2 Activity 4.  (1) 学生逐列朗读单词，体会文章的情景及口语表达。  （2）同桌之间进行对话练习，熟练掌握课本内容。  （3）完成练习册相关内容。  （4）角色扮演。 | |  |
| **任务完成**  **（8分钟）** | It’s  mine  (yours ,  his,  hers,  Ling ling’s) 说明物品所属关系。  听写及运用此部份单词。 | |  |
| **小结**  **与**  **布置作业**  **（1分钟）** | 1. Summary  T: What have we learnt today ?  Let the students say.  2. Homework  (1) Write the words and a sentence.  (2) Recite or retell the text | |  |
| **板书设计** |  | |  |