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| **课 题** | M3U1一课时 | | **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）五年级上册第三模块第一单元。主要教学内容是询问和陈述过去的行为。课文情境是Amy和大明打电话，电话里Daming询问Amy上周末做了什么；他们去哪里了；他们怎么去的……继续学习一般过去时的特殊疑问句结构，并掌握动词过去式的形式和准确运用。本课进一步介绍了伦敦。 | | | | | | |
| **学情分析** | 五年级的学生年龄大概在12岁左右，他们整体认知水平和语言运用能力都有较大地提升和发展，但是，学生在语言知识的综合运用方面存在着一定的差距。有些孩子们能有意识、主动地学习，但同时也有个别孩子出现厌烦英语的情绪，尤其男生比例较大，所以要充分考虑他们学习英语的兴趣，在小组合作中，以优带进，并注重在练习中分层次练习。为学生的语言交际提供支持。 | | | | | | |
| **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What did you do at the weekend? Where did you go?进行问答。  词汇：全体学生能理解单词weekend, place, British, museum, how, best, took, trip, along, river, hour, twenty, minute; | | | | | |
|  | **语言技能** | 听：全体学生能听懂What did you do at the weekend? Where did you go?  说：全体学生能问答What did you do at the weekend? Where did you go?  读：全体学生能认读单词place, how, took, river, hour, minute.  写：全体学生能按要求完成语句What did you do at the weekend? We visited lots of places. Where did you go? We went to the British Museum.的书写。 | | | | | |
| **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** | 在学习和日常交际中，注意中西方国家文化的异同。 | | | | | |
| **教学重、难点** | **教学重点** | 能用功能语句What did you do at the weekend? Where did you go?进行询问和陈述过去的行为。 | | | | | |
| **教学难点** | 学生能够运用一般过去时的特殊疑问句询问和陈述过去的行为。 | | | | | |
| **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 “How many do you want?”  （复习上节课的歌曲，调动学生的学习情绪。）  3. T: Lingling去了伦敦。你们想要知道Lingling 都去了伦敦哪些地方吗？他们都做了什么吗？可是如何询问呢？我们先来听一首好听的chant。  (1) Listen to the Chant.  Where did you go? What did you see? What did you do?  （让学生观察三个问句跟一般疑问句的联系。）  (2) Follow to say. 关注特殊疑问句的语调。 | | | | | 教学系统M2U2A5动画  教学系统M3U1A1动画  PPT第2页 | |
| **任务呈现**  **（2分钟）** | 刚才我们从韵句中学到了三个询问过去行为的问题，今天学完课文后，我们就试着用这三个问题调查一下大家上个周末的活动，现在我们先看看玲玲的伦敦之行吧。Now let’s learn Module 3 Unit 1 Where did you go ? (板书标题) | | | | |  | |
| **课文学习**  **(10分钟）** | |  | | --- | | 1. Greeting.  2. Sing the song “How many do you want?”  （复习上节课的歌曲，调动学生的学习情绪。）  3. T: Lingling去了伦敦。你们想要知道Lingling 都去了伦敦哪些地方吗？他们都做了什么吗？可是如何询问呢？我们先来听一首好听的chant。  (1) Listen to the Chant.  Where did you go? What did you see? What did you do?  （让学生观察三个问句跟一般疑问句的联系。）  (2) Follow to say. 关注特殊疑问句的语调。 | | 刚才我们从韵句中学到了三个询问过去行为的问题，今天学完课文后，我们就试着用这三个问题调查一下大家上个周末的活动，现在我们先看看玲玲的伦敦之行吧。Now let’s learn Module 3 Unit 1 Where did you go ? (板书标题) | | 1. Watch and answer.  What did you do at the **weekend**? （学习单词weekend，词组at the weekend）  We visited lots of **places**.（学习单词place，板书单词place，并掌握运用）  2. Read the text by yourself and answer:  (1) Where did you go?（板书）  We went to the **British** **Museum**. (教学单词British, museum)（板书）  And we visited Big Ben and the London Eye.  介绍英国标志建筑物the British Museum, Big Ben and the London Eye，拓展国际视野。  (2) **How** did you go? (教学单词how，板书并掌握运用)  We went by bus.  (3) What did you do?  We **took a boat trip** along the river. It took us one hour and twenty minutes. (教学单词took, trip, along, river, hour, twenty, minute; 板书并掌握took, river, hour, minute运用)  (4) What did Lingling like **best**? (教学单词best)  She liked **the bus ride** best.（学习词组the bus ride）  3. Listen and read.  (1) Follow to read the text. (注意特殊疑问句的语调)  (2) Act it out.  (3) Do AB Exercise 1. Listen, read and circle.（课堂活动用书M3U1A1，此练习帮助学生理解并复述课文） | | | | | | 教学系统M3U1A2动画  PPT第3页  聚焦单词卡片  PPT第4-6页  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. Do AB Exercise 2. Read, choose and write.（课堂活动用书M3U1A2，此练习训练学生运用动词的正确形式）  2. Do AB Exercise 3. Ask and answer, then write.（课堂活动用书M3U1A3）  3. Do AB Exercise 4.（课堂活动用书M3U1A4，此练习可根据学生情况和授课时间选做） | | | | | PPT第10页  PPT第11页  PPT第12 | |
| **任务完成**  **（8分钟）** | 今天我们已经学习了一般过去时的特殊疑问句来询问大家上周末的活动，下面我们就以小组为单位，开展超级访问团活动，并选出超级小记者和超级答疑嘉宾。  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。  2. 学生在小组内互相采访  Where did you go?  What did you see?  What did you do?  What did you buy?  How did you go?  Who did you meet?  3. 每组选出优秀答疑嘉宾，到台前大家采访，最后选出超级小记者和超级答疑嘉宾。 | | | | | PPT第13页 | |
| **小结**  **与**  **布置作业**  **（2分钟）** | 1. Summary  T: What have we learnt today ?  Students read the words and the sentences on the blackboard.  2. Homework  (1) Copy the words and sentences.  (2) Read the text.  (3) 向同学朋友询问：Where did you go?  What did you do? | | | | | PPT第14页 | |
| **板书** | Module 3 Unit 1 Where did you go?  place how took river hour minute  What did you do at the weekend?  We visited lots of places.  Where did you go?  We went to the British Museum. | | | | |  | |

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| **课 题** | M3U1第二课时 | | **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）五年级上册第三模块第一单元。主要教学内容是询问和陈述过去的行为。课文情境是Amy和大明打电话，电话里Daming询问Amy上周末做了什么；他们去哪里了；他们怎么去的……继续学习一般过去时的特殊疑问句结构，并掌握动词过去式的形式和准确运用。本课进一步介绍了伦敦。 | | | | | | |
| **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** | 学生能运用单词place, how, took, river, hour, minute; 部分学生能运用单词weekend, British, museum, best, trip, along, twenty.  语音：感知“visited”和“liked”中“ed”发音；“along”和“dog, box”中的“o”发音；“took, book, good, football”中“oo”发音。 | | | | | |
|  | **语言技能** | 听：全体学生能听懂What did you do at the weekend? Where did you go?  说：全体学生能问答What did you do at the weekend? Where did you go?  读：全体学生能认读单词place, how, took, river, hour, minute.  写：全体学生能按要求完成语句What did you do at the weekend? We visited lots of places. Where did you go? We went to the British Museum.的书写。 | | | | | |
| **情感态度** | 培养学生认真观察生活，并能在实际生活中积极用英语进行交流。 | | | | | |
| **学习策略** | 积极运用所学英语进行表达和交流。对所学内容能主动复习和归纳。 | | | | | |
| **文化意识** | 进一步了解英国重要标志物，如大英博物馆，大本钟， 伦敦眼，拓展视野提高对中外文化异同的敏感性和鉴别能力，培养国际意识，强化祖国意识。 | | | | | |
| **教学重、难点** | **教学重点** | 能用功能语句What did you do at the weekend? Where did you go?进行询问和陈述过去的行为。能认读并运用单词place, how, took, river, hour, minute。 | | | | | |
| **教学难点** | 学生能够运用一般过去时的特殊疑问句询问和陈述过去的行为。 | | | | | |
| **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---ten little Indians  S: Student sings < walking through the jungle>   1. T: Good. Now, listen carefully please.   Do you remember what’s this? (Show the numbers picture)  S: answer….(some famous places.)  T: Good job. (Continue present the famous places)  S: answer… | | | | |  | |
| **任务呈现**  **（2分钟）** | T:Have you ever been there?, | | | | |  | |
| **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   听录音，用横线标出地点的单词。  和自己不认识的单词及短语   1. 再次播放录音，让学生完整的听一遍，进一步理解语境并回答问题:where did you go? What did you see ? what did you do at the weekend?   （教师解读课文并对重内容进行解释并进行运用训练）  11.播放第三次录音，让学生逐句跟读（重复两遍）  12．给3分钟时间，学生分组自由朗读，请学生三人为一组分角色朗读进行表演。 | | | | |  | |
| **训练巩固**  **（14分钟）** | Play game 完成SB unit1活动4的practice .  Let students discuss the place the went. Let students work in groups to rise their interests. | | | | |  | |
| **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.  熟读课文并背诵。 | | | | |  | |

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| **课 题** | M3U2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** | 本课是外研社新标准小学英语（三年级起点）五年级上册第三模块第二单元。主要教学内容是一篇介绍Daming 和爸爸周末去长城的短文。课文以短文的形式，使用第三人称描述过去的行为，对于学生逐步形成短文阅读能力非常重要。 | | |
| **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** | 听：全体学生能听懂Daming took a photo of his father.  说：全体学生能说Daming took a photo of his father.  读：全体学生能认读of, for, with, plant.  写：全体学生能按要求完成语句Daming took a photo of his father.的书写。 | |
| **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** | 全体学生能运用功能语句Daming took a photo of his father. 能认读并运用单词of, with, for, plant. | |
| **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. Greeting.  2. Say the chant.（激发学生的学习兴趣，营造良好的氛围）  3. Show some pictures about U1.（复习上一单元的课文）  4. T: Point to the picture and ask, Who are they? What did they do? Let’s watch.  (1) Watch the video.  Who took this picture?  This is Daming.Who took it?（区分特殊疑问句和一般疑问句的回答方式）  (2) Follow to read. | |  |
| **任务呈现**  **（2分钟）** | T：上一节课我们在小组范围内进行了周末活动的调查，今天这节课我们要用调查结果写成一篇游记。为了更好的完成游记，我们先来学习课文，看看大明在周末做了什么吧！  Now let’s learn Module 3 Unit 2  Daming took a photo of his father.（板书标题） | |  |
| **课文学习**  **（10分钟）** | 11. Watch and find.  Who went to the Great Wall at the weekend?  2. Read and discuss.  (1) How did they go to the Great Wall?  (2) When did they **arrive** there?  They arrived there at ten o’clock in the morning.（单词卡片教学单词arrive）  (3) What did they do?  They walked on the **wall** **for** one hour.（单词卡片教学单词wall, for）（板书for）  They took photos **of** the **mountains** **with** beautiful flowers and green **plants**.（教学单词of, mountain, with, plant)（板书of, with, plant）  (4) What did Daming do ?  Daming took a photo of his father.（巩固of用法）  3. Read the text  (1) Follow to read the text.  (2) Read by oneself.  (3) Ask the student to read.  (4) Retell the text. | |  |
| **训练巩固**  **（15分钟）** | 1. Do AB Exercise 1. 课堂活动用书M3U2A1  (1) Let the students read the questions.  (2) Listen carefully.（整体感知短文）  (3) 逐段播放  (4) 核对答案  2. Listen and sing the song: Where did you go?  (1) Watch the video.  (2) Follow to sing.  (3) Sing it together.  3. Do AB Exercise 2. 课堂活动用书M3U2A2 | |  |
| **任务完成**  **（8分钟）** | 1. T：同学们还记得我们上节课对同学周末活动的调查吗？现在你能通过本课的学习把对同学的调查写成游记吗？  2. T示范：先对同学进行采访，然后用第三人称介绍被采访学生的周末活动。  3. 学生写出游记，并展示（PPT展示范文）。 | |  |
| **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  (3) 部分学生把写好的游记配上图片发到班级博客上。 | |  |
| **板书设计** | Module 3 Unit 2 Daming took a photo of his father.  for of with plant  Daming took a photo of his father | |  |

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| **课 题** | M3U2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** | 本课是外研社新标准小学英语（三年级起点）五年级上册第三模块第二单元。主要教学内容是一篇介绍Daming 和爸爸周末去长城的短文。课文以短文的形式，使用第三人称描述过去的行为，对于学生逐步形成短文阅读能力非常重要。 | | |
| **学情分析** | 本课的教学对象是五年级学生。学生已经学习了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** | 听：全体学生能听懂Daming took a photo of his father.  说：全体学生能说Daming took a photo of his father.  读：全体学生能认读of, for, with, plant.  写：全体学生能按要求完成语句Daming took a photo of his father.的书写。 | |
| **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. Greeting.  2. Say the chant.（激发学生的学习兴趣，营造良好的氛围）  3. Show some pictures about U1.（复习上一单元的课文）  4. T: Point to the picture and ask, Who are they? What did they do? Let’s watch.  (1) Watch the video.  Who took this picture?  This is Daming.Who took it?（区分特殊疑问句和一般疑问句的回答方式）  (2) Follow to read. | |  |
| **任务呈现**  **（2分钟）** | **2. Lead in.**  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 | |  |
| **课文学习**  **（10分钟）** | They walked on the **wall** **for** one hour.（单词卡片教学单词wall, for）（板书for）  They took photos **of** the **mountains** **with** beautiful flowers and green **plants**.（教学单词of, mountain, with, plant)（板书of, with, plant）  What did Daming do ?  Daming took a photo of his father.（巩固of用法）  Read the text  (1) Follow to read the text.  (2) Read by oneself.  (3) Ask the student to read.  (4) Retell the text. | |  |
| **训练巩固**  **（15分钟）** | Read SB M3 U2 Activity 4.  (1) 学生逐列朗读单词，体会彩色字母或字母组合的发音。  (2) 教师告诉学生每列彩色字母或字母组合的发音相同。  (3) Follow to read these words. 再次体会彩色字母发音  5. Make funny sentences.  （1）小组成员写出地点词组，动词词组，by car (bus...)  （2）组合成有趣的句子。 | |  |
| **任务完成**  **（8分钟）** | 1. T：同学们还记得我们上节课对同学周末活动的调查吗？现在你能通过本课的学习把对同学的调查写成游记吗？  2. T示范：先对同学进行采访，然后用第三人称介绍被采访学生的周末活动。  3. 学生写出游记，并展示（PPT展示范文）。 | |  |
| **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  (3) 部分学生把写好的游记配上图片发到班级博客上。 | |  |
| **板书设计** | Module 3 Unit 2 Daming took a photo of his father.  for of with plant  Daming took a photo of his father. | |  |