

新课标外语教学与研究出版社（三年级起点） 四年级下册教案

Module 1

Unit 1 she's a nice teacher.

一、教学目标：

知识与技能：

1. Words and phrases: nice \ a \ shy \
bit clever \ naughty

2. Sentences: This is Ms Smart.

She is a nice teacher.

3. Grammar: Using adjectives to describe person. 过程与方法：单词、课文

情感、态度和价值观：描述一个人或物的特征

德育目标：用适当形容词描述人和物

\ shy \

二、重点：

1. Words and phrases: nice \ a
bit clever \ naughty

2. Sentences: This is Ms Smart.

She is a nice teacher.

三、难点：Grammar: Using adjectives to describe person. 四、教学方法：讲授、形容词的学习

五、教学过程：

(一) 导入：Song: There are twelve months in the year.

B: Free talk: Talk about your holiday.

(二) 探究新知Step one:

One :利用 CAI 课件, 出示本单元主人公的头像, 介绍主人公, 以此引出本单元新单词 : nice \ a bit \ shy \ clever \ naughty 出示卡片, 学习新单词。

Two: Learn the new lesson.

Listen to the tape .Try to read the text. Translate the sentences.

Listen to the tape again, read follow the tape.

Read the text, boys and girls.

Step Two: Talk about the pictures.

Close your books, show the pictures (parrot, Xiaoyong, Maomao, Ms Smart)

Example :(1) This is Parrot. Parrot is a very naughty bird.

(2) This is Xiaoyong . He's a clever pupil.

Step Three: Using adjectives to describe person.利用实物投影展示学生带来的照片。(Describe the person using the adjectives

(三) 巩固新知 Game: 接龙游戏

Example: A: I'm XiaoLan. I'm a bit shy.

B: XiaoLan is a bit shy. I'm ZhangYong. I'm very naughty.

C: ZhangYong is very naughty. I'm Jim, I'm a nice boy.

(四) 作业布置Homework:

(五) 小结：用简单方法介绍人和他的特征。

(六) 板书设计

Module 1

Unit 1 she's a nice teacher.

nice \ a bit \ shy \ clever \ naughty

This is Ms Smart.

She is a nice teacher.

Unit 2 He's cool.

一、教学目标：

知识与技能：

1. Words and phrases: cool \ little \ cute.

2. Sentences: This is this is my big brother, He's cool. 过程与方法：对比、家庭成员的特征

情感、态度和价值观：根据每个人的特征并用适当的词来修饰。

德育目标：培养对家人的关心和爱护。

二、重点：Words and phrases: cool \ little \ cute.

三、难点：Sentences: This is this is my big brother, He's cool. 四、教学方法：讲授、对比

五、教学过程：

(一) 导入：Song: Row Row Row your boat.

B: Free talk: Using adjectives to describe the poem.

(二) 探究新知Step one: Warmer:

Using the adjectives to describe your classmates. Example: ① This is Xiaoyong.

He is a clever pupil.

② This is Yuanjiaqi.

She's very clever, but she's a bit shy.

Step Two: Listen and point.

(1) Point out the different meanings of the word "cool".

In this unit, "cool" means fashionable, and it is most commonly used to mean "quite cold". The word "cool" has other meanings as well, but they are ones that the students are unlikely to come across in the future.

(2) Listen to the tape and underline the new words. Write down these adjectives on the board, and then learn these new words.

Listen to the tape again. Read the text.

Close your book. Use CAI shows the pictures of text. Choose some students to describe the pictures.

Step Three: Listen and say, then say the poem and do the actions.

Play the spoken version of the poem. And have the students. Repeat each line. Play the tape and have the students.

(三) 巩固新知Tell the students that they are going to work in groups of three or four. Do the AB unit 2.

Game:

Explain that they are going to play a game where they have to whisper some information to their classmate. That classmate has to whisper the information to the next person.

The last person. That person has to say that he \she heard.

Then, the other students listen carefully to find out if the message has changed at all.

(四) 作业布置Homework:

(五) 小结：能用英语表述一个人的性格

(六) 板书设计Designs:

Unit 2 He's cool.

mother ---

nice

big brother ---

cool little sister ---

cute father ---

clever friend ---

naughty

(七) 课后反思

Module 2

Unit 1 London is a big city.

一、教学目标：

知识与技能：

Words and phrases: capital, about, beautiful, be from
Sentences: I'm from London.

London is the capital of England. It's very big and very beautiful.

Grammar: the present tense

过程与方法：单词、课文和对话

情感、态度和价值观：了解国外著名的旅游景点

德育目标：学语言就学她的语言文化背景

二、重点：Words and phrases: capital, about, beautiful, be from

Sentences: I'm from London.

London is the capital of England. It's very big and very beautiful.

三、难点：Grammar: the present tense

四、教学方法：讲授、对话

五、教学过程：

(一) 导入：A:Chant: This is a little girl, and she has a little curl. And when she is good, she is very, very good. And when she is bad, she is very, very bad!

B: Talk Free:

T: Hello! Boys and girls. I'm a teacher. Are you a teacher?

S1: No, I'm not.

S2: No, I'm a pupil.

T: Are you naughty?

S3: No, I'm not.

T: Are you
clever? S4: Yes, I
am.....

(反复操练，以此复习上节所学到的描述人物性格的单词：naughty, shy, clever, nice, cool.)

(二) 探究新知

Step 一、导入

利用卡片教授“capital”，反复领读，读熟之后带入句子“London is the capital of England.”中。Then translate it into Chinese. 找生用英语说出“北京是中国的首都。”鼓励学生踊跃参加抢答赛“说首都”，学生可以用中文说。

Step 二、新授

在愉快的氛围中，师告诉学生：Amy 和 Lingling 是同班同学。一天，

Amy 带来了一本关于自己家乡——伦敦的书。Lingling 看见这本书后非常好奇，于是就请 Amy 向她介绍伦敦的情况。现在我们就来跟 Amy 学一学怎样描述城市和景物。今天学习过后，请大家也来介绍一下自己熟悉的城市、地区或景物。

请学生听录音，听一听 Amy 和 Lingling 之间的对话。师：“Where is London?” 生在地图上指出伦敦的位置。

再放一遍录音，让学生在书上勾出描述城市的形容词（nice, big, beautiful, small）。

请学生根据插图和上下文猜一猜每个生词的意思。“beautiful”一词教师要反复示范，借助肢体语言帮助学生读清并理解这一单词。个别单词处理完之后，教师领读课文几遍。然后鼓励学生分角色大胆试读，教师及时给予表扬。

（三）巩固新知练习

完成 SB 第一单元活动 3。把全班分成两人一组，分别扮演 Amy 和 Lingling，进行问答练习。

例如：1、A: What's this? B: It's a book about London. It's very nice.

2、A: What's the capital of England? B: It's London.

（四）作业布置

（五）小结：去描述一个名胜古迹的特征

（六）板书设计 Designs:

Module 2

Unit 1 London is a big
city. It's a book about
London.

London is the capital of England.

Unit 2 It's very old.

一、教学目标：

知识与技能：

Words and phrases: long, wide, many, river, old, famous

Sentences: This is the River Thames. It's long and wide.

Grammar: Using adjectives to describe cities and
buildings. 过程与方法：描述、对话

情感、态度和价值观：图览泰晤士河、大本钟、海德公园和伦敦塔桥

德育目标：通过图览这四个名胜古迹了解更多的地理知识

二、重点：Words and phrases: long, wide, many, river, old,
famous Sentences: This is the River Thames.

It's long and wide.

三、难点：Grammar: Using adjectives to describe cities and
buildings. 四、教学方法：描述、学歌

五、教学过程：

(一) 导入：A: Song: Chant: This is a little girl.

B: Talk about: Using adjectives to describe a person's personality and London.

(二) 探究新知 Step one、Warmer:

Revise adjectives. Tell the students that I am going to say an adjective. They have to find something in their books that the adjective describes. Ask two or three students to say which object they chose.

Example : T: It's big. S1: (points to London)

London. S2: (points to elephant) Elephant. S3: (points to Beijing) Beijing.

Do more examples with the class. Step two、Listen, point and say:

1、Listen, point and find out the new words and underline them. Then revise them using cards or pictures. (Write down these words on the board.) 2、After doing this, tell the students to close their books. I am going to say the first word of a two-word place name. These places are all in London.

The students have to say the second word of the two-word name.

Example:

T: Buckingham... Ss:
...Palace. T:
Hyde... Ss:...Park.

3、Have the students continue the activity in pairs. They should take turn to say the first word.

4、 Showing four pictures on the screen about "the River Thames", "Big Ben", "Hyde Park", and "Tower Bridge". (Write down these words.) The same time, I am going to read the text for the students. Have them remember the sentences. The second times, ask some students to introduce the pictures.

5、 Games: Guessing game.

6、 Do AB Unit 2 exercise 1. Quiz: Listen and say the answers.

7、 Showing AB Unit2 exercise 2 on the screen. Do this exercise together.

(三) 巩固新知 Step three Practice

1、 Do SB Unit2 activity 4. Listen and point. First, have students say something about these pictures. Then listen and guess which one is right.

2、 Do AB Unit2 exercise 4. Write about your school building.

Step four、 Learn to sing

1、 Have the students look at the picture and describe it (children playing a game).

2、 Tell the students that this song, 'London Bridge is falling down' is a traditional English song. Explain that London Bridge is a very famous bridge in London.

3、 Play the spoken version of the song and have the students repeat each line. Play the tape and have the students sing the song.

4、 Explain the actions and have the class sing the song again. Choose some students to come to the front and play it. Let's see "Who is the winner?"

Have the students sing and do the actions after class.

Games:

1、 Guessing game

Tell the students that I am going to say adjectives and they have to think of some places in China that these adjectives describe.

Example T: Old. S1: Great Wall. S2: Palace Museum.

(四) 作业布置 Step five、 Homework

	London	My Hometown
Country		
Language		
Big/Smal		
I		

(五) 小结：了解英国的四大名胜古迹

(六) 板书设计Designs:

Unit 2 It’s very old.

The River Thames	——	long and
wide Big Ben	——	old and tall
Hyde Park	——	beautiful
Tower Bridge	——	famous and beautiful

(七) 课后反思：

Module 3

Unit 1 Robots will do everything.

一、教学目标：

知识与技能：

1. Sentences: One day, robots will do everything.
2. Words and phrases: robot everything one day
housework learn our that
3. Using will to describe things in the future

过程与方法：Describing things in the future and talking about

abilities 情感、态度和价值观：对机器人将来能力的期待

德育目标：要养成好习惯、自己的作业自己完成

二、重点：1.Sentences: One day, robots will do everything.

2. Words and phrases: robot everything
one day housework learn our that

三、难点：Using will to describe things in the

future 四、教学方法：讲授、对话

五、教学过程：

(一) 导入：(1) Warming up: ---Greeting.

Listen and act : e.g. wash clothes watch TV run walk
play the flute play football jump do homework make a cake
row a boat play table tennis (运用肢体语言来复习动词及动词词

组，为本课 will 的学习做好铺垫)

(二) 探究新知 (2) Presentation: Show a robot to the class and say “Today we’re going to talk about the robots.”

Describing the robots, it can sing. It can dance. One day, robots will do everything. (运用图片展示robot 的含义)

Ask to the students “What else will the robots do?” Show the CAI to students. (让学生看课件了解机器人能做什么不能做什么)

Now show the text to the students. Look at the book and ask. What can Daming’s robot do? Will robots do the housework? Will robots help children learn?...

Write the answers on the board: It can walk.

Then drill this sentence and then change the word “walk”.

Talk about the sentences: They will do the housework. They will help children learn.

Write the sentence on the board One day, robots will do everything. (用磁卡带替换动词及动词词组，让学生运用所学。同时理解one day 的含义)

Continue the words learning: housework help children learn... In groups, talk about the robots then report.

(三) 巩固新知 (3) Practice:

Do exercises in AB.

In pairs act the text.

Draw a robot and say what the robot can do .In pairs or in groups then report.

Production: Look at Exercise 3 in the book and talk about what the robots will do in the future.

Game: Guess what their robots will do. Then act. （让学生先画出自己的机器人，并展示给其他学生看，让其他学生猜一猜。运用任务并检查。）

（四）作业布置Homework:

（五）小结：动词一般将来时态也可以表示对未来的期待和预想

（六）板书设计Design:

Module 3

Unit 1 Robots will do everything.

It can walk.

One day, robots will do everything.

Unit 2 On Monday I'll go

swimming. 一、教学目标：

知识与技能：

1. Words and phrases: homework, help,
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

2. Sentences: On Monday I'll go swimming.

Will you play football on Monday?

Yes, I will.../No, I won't.

过程与方法：课文、歌曲、游戏

情感、态度和价值观：一般将来时可以表示今后打算

德育目标：用将来时说出自己一周的打算

二、重点： Words and phrases: homework, help, Monday, Tuesday,
Wednesday, Thursday, Friday, Saturday, Sunday

三、难点： Sentences: On Monday I'll go
swimming. Will you play football on Monday?

Yes, I will.../No, I won't.

四、教学方法：讲授和游戏

五、教学过程：

(一) 导入：Warming up

Write the numbers 1-7 on the board. Write the words Monday to Sunday
under the numbers. Have them predict the meaning of the words,
Monday, Tuesday and so on.

Point to the words and say them. Have the students repeat them.

Now tell the students that you are going to say a day and they have to use
an ordinal number and say which day is it.

(二) 探究新知Now point ,ask and answer

Have the students suggest activities that they do and write a list on the board .e.g. play football, ride a bike, go swimming, read a book, watch TV, go to the cinema, go to school, walk in the park, play with a friend, do homework. Then draw the following calendar on the board:

	Monda	Tuesda	Wednesda	Thursda	
Have the students	copy the calendar in their	exercise book	They		
d write activities on	the calendar.	Sunda			shoul

Then have the students work in pairs and tell one another what they will do on the seven day of the week.

e.g.S1: On Monday I will watch TV.

S2: I will do my homework on Monday.

(三) 巩固新知Listen and say ,then sing and clap

Before singing the song

Have the students look the picture and say what type of song this is.

Have the children say the names of any clapping songs or games they know. Then act.

While singing the song

Play the tape and let the student listen to the melody. Then play the spoken version of the song and have the students repeat the line.

Divide the students into seven groups. Asking each group a day of the week respectively. Have the students in each group write their day on a piece of paper. Explin that they must hold up their day of the week as they sing that word in the song, now have the class sing the song.

(四) 作业布置Homework

(五) 小结：一般将来时可以表示今后打算、还有will='ll

(六) 板书设计Design

Unit2 On Monday I'll go swimming	
homework	家庭作业
help	帮助
Monday	星期一
Tuesday	星期二
Wednesday	星期三
Thursday	星期四
Friday	星期五
Saturday	星期六
Sunday	星期日

Review Module

Review from Module1 to Module3 (复习模块 Module 1)

一、教学目标：

(1) 知识目标：谈论点餐和就餐的情况。

(2) 能力目标：激发学生学习英语的兴趣，让学生在轻松、愉快的气氛中学到知识。

情感态度：营造一个宽松、民主、和谐的教学氛围，使学生形成积极的学习态度。

教学二、重点：

1、操练句型 “What do you want? I want…….” “How much is it? It’s…….”

2、操练如何在快餐店里点餐。

教学三、难点：

1、句型 “I want…….”

2、正确运用 “What do you want? I want…….” “How much is it? It’s…….”

针对本模块的教学重三、难点，主要是通过拟真情境让学生在民主和谐氛围的环境中学习，可以设计以下两个活动进行操练：

活动 1：“快乐的服务员”，地点可高计为在一个宴会上。请一名同学当服务员，端着拖盘到同学中间有礼貌的问另一名同学“ What do you want to eat /drink?待该同学回答后，将拖盘交给他，再由他去问另

一名同学。这样循环下去让更多的同学获得操练的机会。

活动 2：教师出示一些食物卡片，进行“幸运猜价”的活动，卡片的后面标有价格，让学生问“**How much is it ?**”另一名同学来答。

Module2

一、教学目标：

知识与能力目标：

(1) 知识目标：谈论意图和计划。

(2) 能力目标：制定并能讲述自己的计划。

情感态度：通过踊跃参与，形成积极的学习态度。

教学二、重点：操练句型 “**will**”

教学三、难点：

句型 “**It’s going to ... in ... 和 It’s going to be in**”

针对本课的重三、难点，可以采取让学生造句的形式进行操练，如教师说 **I am going to swim.** 让学生接着说，尽量不重复；也可以让学生在句子中加上 **be going to**，进行操练，如 **He /go to the park** 变成 **He is going to go to the park.**

Module 3

一、教学目标：

知识与能力目标：

(1) 知识目标：学习描述照片或图片中的活动情景。

(2) 能力目标：培养学生的观察能力和表演能力。

情感态度：把英语教学同日常生活相结合，让学生体验生活，通过书

信，结交更多的朋友。

教学二、重点：

操练现在进行时态。

教学三、难点：一般将来时态的构成。

针对本模块的重三、难点，教学时可以请同学边做动作边说出和动作相应的现在进行时的句子，看谁说的有效句子最多为获胜，教师可以请全班同学做裁判。

或者是教师准备一些字条，字条上标有动作内容，教师请某个或某些个同学到前面抽取字条，并根据字条内容做模拟动作，教师或同学提问：“What are they doing? What is XX doing?”同学根据动作回答问题。

(四) 作业布置Homework

四会这三模块的单词，会运用三模块的二、重点句型，注意复习、下节课听写和造句。

(五) 课后反思:

Module 4

Unit 1 Will you take your kite ?

一、教学目标：

知识与技能：

1 words and phrase : picnic take great ball why beacause

so 2 Sentence : We're going to have a picinic

Will you take your kite ?

Yes, I will./No, I won't.

3 Grammar: Talk about plan

过程与方法： 单词、课文和句型

情感、态度和价值观：正因为是春天、一野餐形式做准备

德育目标：春季是户外运动的好时机、劳逸结合、多到户外去运动。

二、重点： words and phrase : picnic take great ball why
beacause so

Sentence : We're going to have a picinic Will you take your kite
? Yes, I will./No, I won't.

三、难点： Grammar: Talk about
plan 四、教学方法：讲授、对话

五、教学过程：

(一) 导入：A: Songs: London Bridge Following

Down B: Free talk: Our school

(二) 探究新知New concepts:

Step1: Warmer:

Teacher show some pictures about the “Hyde Park River Thames”

S1: This is Big Ben. It's very old and very beautiful.

S1: This is Hyde Park. It's very beautiful.

S3: ...

Step2: Listen and point.

T: It's a ball. (Show the ball) I'm going to play ball. Will you play with me?

S2: Yes, I will.

T: I'm going to go to Hainain. Will you take a ball? (同时板书

) S2 : No, I won't.

Step3: Teacher shows the cards about the new words. Students follow the teacher .The students read one by one .I

play the tape and the students follow the recorder.

S1: Will you go to Huanren tomorrow?

S2: Yes, I will.

S3: Tomorrow we're going to have a Music lesson.

S4: No, I won't.

Will 和 going to 的用法评出最好的一组。

(三) 巩固新知 Game : A : Two students play a game . They choose one food or one object and do the action.

S1: Will you take some noodles? S2: No, I won't.

S1: Will you take a cake? S2: Yes, I will.

B: Four students look some pictures and talk about.

A: We're going to go to Hainan tomorrow. I will take my coat and my hat. Will you take your swimsuit? (用 CAI)

B: No, I won't. I'll take my coat, too. Will you take your gloves?

C: YES, I Will...

D:

评出最佳一组给sticker

(四) 作业布置：

(五) 小结:通过简短的幽默对话初步接触动词的一般将来时

(六) 板书设计Design:

Will you take your kite?

take

We are going to have a picnic.

picnic

Will you take your

kite? great

ball

Yes, I will. / No, I won't.

why

because

and so

Unit 2 Will it be hot in Haikou?

一、教学目标：

知识与技能：

1. Words: weather hot cold sunny snow rain windy

2. Sentences: Will it be hot in Haikou?

Yes, it will. / No, it won't.

3. Using “will” to describe weather in the future.

过程与方法：Describing weather in the future and talking about weather. 情感、态度和价值观：用英语进行对天气的预想

德育目标：养成学生有规律的生活习惯

二、重点：1. Words: weather hot cold sunny snow
rain windy

2. Sentences: Will it be windy in

Beijing? Yes, it will. / No, it
won't.

三、难点：Using “will” to describe weather in the future.

四、教学方法：对话、说唱

五、教学过程：

（一）导入：Warming up: Look say and act: hot cold rain sunny
snow windy （复习学过的有关天气的形容词，为本课的学习打好基础）

（二）探究新知Presentation:

Show a map of China. Write city's name on the map.

Show the cards of weather to students. And listen to the tape then point to the pictures.

Draw the simple pictures on the board. And write the words.

Learn the words and draw the pictures in the exercise books. (同时讲解rain 与 rainy 的区分)

Show the robot to the students and say “The robots will do everything. So the robots will broadcast the weather, too. Now let’s act. Listen again and repeat the text then act (表演机器人天气预报员，以小组的形式操练句型)

Show CAI to students. (看课件，模仿并跟读，引出本课的二、重点句子，板书句子。)

(三) 巩固新知 Practice: Game: Listen and stick. Listen to tape and stick the cards on map. (听一听，贴一贴的活动调动了学生的积极性，训练了学生的听做能力。它是让学生听到某地的天气情况，把相关的图片与城市连在一起。)

Do this game in groups or in pairs. Do the exercises in AB.

(4) Production: Look at the CAI and ask “What will the weather be?”

(出示各种天气的课件，展开游戏，让学生运用 “Will it _____?” 来提问。)

In groups or in pairs to continue the game.

(四) 作业布置Homework :

(五) 小结：问天气情况 Will it be_____?

(六) 板书设计Design:

Unit 2 Will it be hot in Haikou?

	Hot
Cold	Will it be _____in_____?
Sunny	Yes, it will. / No, it won't.
	Rain
	Wind
	y
	snow

(七) 课后反思：

Module 5

Unit1 I was two

一、教学目标：**then.**

知识与技能：

The Ss can describe the past.

Using the simple past tense. They were young then. I was two then.

The Ss can grasp the new words and phrases.

Using the simple past tense of the irregular verb “be” to talk about the

past.

Cultivate the Ss' cooperation.

过程与方法：讲授、接触过去时

情感、态度和价值观：看图回忆过去

德育目标：有个家真好

二、重点：The Ss can grasp the new words and phrases.

三、难点：Using the simple past tense of the irregular verb “be” to talk about the past.

四、教学方法：讲授、接触过去时

五、教学过程：

(一) 导入：Sing the song

“OH, we love holidays.”(调动学生的学习兴趣，营造英语教学气氛)

Review some adjectives.

E.g. tall, short; fat, thin; big, small etc. Have the Ss make the sentences with the pictures.(为后面的课文教学做铺垫)

3. Free talk

Have the Ss talk about countries and their capitals (the USA and China)

(二) 探究新知Leading

Take out a photo of my family. Then introduce it. “It’s old. Because I was four then. Look, there are my parents. They were young then. But now they are old. ” Point to me and say “I was fat and short then. Now you

can look at me.” Then get the Ss to look at today ’s story. (教师可以通过肢体语言及神情让学生领会这段英语的意思。)

Write the sentences on the board. And mark “were, are, was, is”

/ They were young then. / I was four then.

\ They are old now. \ Now I am thirty.

Explain to the Ss. We usually use “were, was” when it’s the past. And using “are, is” when we describe the present. (板书明确, 再通过句式操练, 学生更容易理解, 并加深印象。)

3. Teach the words with the pictures. Then have the Ss say the sentences with the words. “Grandparents are grandma and grandpa.”

e.g. “Who are they? They are my grandparents.”

Compare “now” and “then”. Then say the sentences.

Teach “hair” with pointing to Ss’ hair. Explain “Cute means very lovely”

Listen to the tape. Then repeat.

Have the Ss act out the story in groups.

(三) 巩固新知 Point and say.

Using the multi-media. Have the Ss look at the pictures.

Then say the sentences with the present and the past tense. (教师运用多媒体课件教学, 让学生感知语言内容, 调动学生的视、听觉, 参与学习中来。)

2. Do the Activity Book. Tell the Ss to bring a photo of themselves or their

relatives to class. The photo should show them or their relatives when they were young. Then have the Ss come to the front to show and talk about their photos.

(四) 作业布置

(五) 小结Read and write the new words and sentences. Do Activity III.

(六) 板书设计

Module5

Unit1 I was two

then. grandparents

/ \
grandpa

grandma hair

then so

who/hu:/ me/ mi: /

Now	Then
Grandparents are	Grandparents wer young. Lingling's
Lingling's hair is long.	short. hai wa
Lingling isn't two.	Lingling was

(七) 课后反思

Unit2 They were young.

一、教学目标：

知识与技能：

Sentences: They weren't old then. They were young.

Grasp the simple past tense. And using the past tense to talk about some changes.

Have the Ss say the chant.

Have the Ss value their time.

过程与方法：讲授、过去时

情感、态度和价值观：说曾经辉煌

德育目标：用适当的形容词修饰

二、重点：Sentences: They weren't old then. They were young.

三、难点：Grasp the simple past tense. And using the past tense to talk about some changes.

四、教学方法：讲授、过去时

五、教学过程：

(一) 导入：Have the Ss retell the story. Check up Ss' homework.(Activity IV)

Get the Ss to act out the dialogue. (Have the Ss interest in English)

(二) 探究新知Leading

Describe the photos or pictures with comparing the present and the past.
Tell the Ss “wasn’t” and “was not” are the same. And “weren’t” is the same as “were not”.

Play the tape and have the Ss listen and find out the adjectives. And report them.(Review the adjectives and find out the differences)

Learn the chant.

First, get the Ss to look at the pictures and describe them.

(A small chick and two big fat hens.) Then play the spoken version of the chant and get the Ss to repeat the words then chant.

(三) 巩固新知 Listen and repeat.

Chant and do the mimes at the same time.

Have the Ss do Activity IV.

Look at the pictures. Compare “now” and “then”. Then describe the pictures. (Cultivate the Ss’ oral English.)

4. Do the Activity Book. Have the Ss work in groups. Sa will act out Sb who was in many years ago. Then Sc will introduce the two Ss. Find out some changes with the past and present tense.

(四) 作业布置

(五) 小结：接触一般过去时

(六) 板书设计

Unit2 They were young.

They weren't old then.

weren't → were not

They were young.

wasn't →

was not A: Was it fat?

B: No, it wasn't. It's thin.

(七) 课后反思

Module 6

Unit 1 Were you at home yesterday?

一、教学目标：

知 识 与 技 能 ： Words and phrases: old\older young\younger
strong\stronger than

2、Sentences: Sam's shorter than

Lingling. 3、Grammar: Adj.

comparison

过程与方法： 单词、课文和句型

情感、态度和价值观：对一类的人或物进行对比

德育目标：对比是用确切的语言、特别是形容词的用法

二 、 重 点 ： Words and phrases: old\older young\younger
strong\stronger than

Sentences: Sam's shorter than Lingling.

三、难点：Grammar: Adj.

comparison 四、教学方法：讲述、

对话、对比五、教学过程：

(一) 导入：A: song: Monday Tuesday

B: Free talk: Talk about two students like this: Lili is fat, Zhaoxin is thin.

(二) 探究新知 Write the adj. of the students using on the blackboard. (big small fat thin tall short)

Then tell students the adj. what we'll learn. Write them on the blackboard: Old Young Strong

Learn to read and make sentences like this (Fengqi is strong. \Zhongyao is old.)

Then let 2 students stand up, Then say :(Fengqi is strong, Wang kunpeng is stronger.)

Write “er” behind strong. Students will understand the meaning. Make sentences like this.(Wang kunpeng is stronger than Fengqi.)

(Xiaoxiao is younger than Lili.)(Lili is older than Xiaoxiao.)

Show out the picture of Amy and Lingling, and handwriting: “Module 5 Unit 1 Amy's taller than Lingling.”

Show out two bags and let Ss make sentences with (bigger than). Show out two rulers and use (longer than).

(三) 巩固新知A game: Make more sentences about everything. (Eyes hands books and so on.)

(Step 3) Practise: (Exercise 1 of Activity Book. Talk about pictures and Ss.)

(四) 作业布置：

(五) 小结：形容词比较级和句型：I am taller than Tom.

(六) 板书设计 Designs:

Unit 1 Were you at home yesterday?

	older	
	r	bigge
younger	than_____.	Smaller
stronger		fatter
	thinne	
	r taller	
	shorter	

Unit 2 Was it a big city then?

一、教学目标：

知识与技能：

Words and phrases: Mount Qomolangma the Great Wall the Summer Palace

Sentences: The Changjiang River is longer than the Yellow River.

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