2024-2025学年小学英语五年级下册牛津沪教版（三起）（2024）教学设计合集

目录

一、Module 1 Changes and differences

1.1 Unit 1 Tidy up!

1.2 Unit 2 Our new home

1.3 Unit 3 In the future

1.4 本单元复习与测试

二、Module 2 Work and play

2.1 Unit 4 Reading is fun

2.2 Unit 5 At the weekend

2.3 Unit 6 Holidays

2.4 本单元复习与测试

三、Module 3 Things we do

3.1 Unit 7 Open day

3.2 Unit 8 Buying clothes

3.3 Unit 9 Seeing the doctor

3.4 本单元复习与测试

四、Module 4 Things we enjoy

4.1 Unit 10 Great inventions

4.2 Unit 11 Chinese festivals

4.3 Unit 12 The giant's garden

4.4 本单元复习与测试

Module 1 Changes and differencesUnit 1 Tidy up!

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备课成员					
设计意图	结合小学英语五年级下册牛津沪教版（三起）2024 年的教学内容，本节课“Module 1 Changes and differences Unit 1 Tidy up!”旨在帮助学生掌握日常生活中的整理与清洁用语，提高学生的语言表达能力和实际应用能力。通过本节课的学习，使学生能够熟练运用本单元所学的词汇和句型，描述整理房间的过程，培养学生的责任感及合作意识。同时，通过创设生动、有趣的教学情境，激发学生的学习兴趣，提高学生的英语综合素质。				
核心素养目标	本节课的核心素养目标在于： 1. 语言能力：培养学生准确理解并运用本单元词汇和句型进行交流的能力，以及在真实语境中描述物品位置和整理过程的语言运用能力。 2. 文化意识：通过学习，让学生了解并尊重不同文化背景下整理和清洁的习惯，增强跨文化交际意识。 3. 思维品质：激发学生的观察力和想象力，培养他们通过英语解决实际问题的能力，以及在面对任务时进行逻辑思考和创造性思维的能力。 4. 学习能力：培养学生自主学习、合作学习和探究学习的能力，提高他们在英语学习过程中的策略运用和自我监控能力。				
学情分析	五年级的学生在英语学习方面已经具备了一定的基础，掌握了一定的词汇量和基本句型。在知识层面，他们能够理解简单的英语指令和描述，但在描述具体动作和场景时可能仍存在一定困难。在能力方面，学生的听说能力相对较强，但读写能力有待提高，特别是书写规范和准确性。 在素质方面，学生具备一定的合作精神和探究意识，但个别学生在自主学习方面可能存在依赖性。在行为习惯上，大部分学生能够遵守课堂纪律，积极参与课堂活动，但也有部分学生注意力容易分散，需要教师不断引导和激励。 此外，学生对新知识充满好奇心，对英语学习有较高的兴趣，但面对较为复杂的语言结构时可能会感到困惑和挫败。因此，在教学过程中，需要关注学生的个体差异，创造生动有趣的教学情境，激发学生的学习兴趣，帮助他们克服困难，提高英语综合素质。同时，注重培养学生的学习习惯，为后续学习打下坚实基础。				
学具准备	多媒体				
课型	新授课	教法学法	讲授法	课时	第一课时
步骤	师生互动设计				二次备课
	教学方法： 1. 互动讨论法：通过小组合作和角色扮演，让学生在实际语境中运用所学词汇和句型，增强语言实践能力。 2.				

教学方法与手段	情境教学法：创设真实的生活场景，如整理房间，让学生在情境中自然地学习和运用英语。 3. 任务驱动法：设计具体任务，如模拟整理房间的游戏，引导学生主动参与，提高解决问题的能力。 教学手段： 1. 多媒体演示：使用 PPT 或教学视频展示本单元的词汇和句型，增强视觉效果，帮助学生记忆和理解。 2. 教学软件应用：利用互动式教学软件，让学生在电脑或平板上完成练习，提高学习效率和兴趣。 3. 网络资源：利用网络资源，如在线英语学习平台，为学生提供更多的学习资源和实践机会。	
教学过程	1. 导入新课 - Good morning, everyone! Today we are going to learn a new unit. The title is "Tidy up!" Can anyone tell me what "tidy up" means in Chinese? (Students answer: 整理、打扫) - Very good! In this unit, we will learn how to describe the process of tidying up our rooms. First, let's look at the pictures in our books. (Show pictures of rooms that need tidying up) - Now, I want you to work in pairs and discuss what needs to be done to tidy up these rooms. (Students work in pairs and discuss) 2. Presentation of new vocabulary and sentences - Okay, let's come back together. Who can tell me what they discussed with their partner? (Students share their ideas) - Great! Now, let's look at the new vocabulary and sentences in this unit. (Point to the words and sentences in the book) - I will read each word and sentence, and you repeat after me. (Teacher reads and students repeat) - Let's try to use these words and sentences to describe the pictures in the book. (Students practice using the vocabulary and sentences) 3. Exploration of the main content - Now that we know the new vocabulary and sentences, let's read the dialogue in the book. (Teacher reads the dialogue and students follow along) - What is the dialogue about? (Students answer: It's about tidying up a room) - Yes, that's right. In the dialogue, we can see that there are some things that need to be tidied up. Can you find them? (Students identify the items) - Now, let's discuss in groups how to tidy up these items using the vocabulary and sentences we just learned. (Students work in groups and discuss) - Each group will have a chance to present their ideas to the class. (Groups present their ideas) 4. Practice and consolidation - Very well done, everyone! Now, let's practice what we've learned with	

	some activities. - Activity 1: I will give you some cards with different items that need to be	

	tidied up. You need to put them in the correct place in the room. (Students complete the activity) - Activity 2: In pairs, take turns describing how to tidy up your room using the vocabulary and sentences. (Students practice in pairs) - Activity 3: We will play a game called "Tidy up Challenge." I will give you a list of tasks, and you need to complete them in the shortest time. (Students participate in the game) 5. Summary and reflection - Great job, everyone! Now, let's summarize what we've learned today. - Can anyone tell me the main verb we use when tidying up? (Students answer: tidy up) - Yes, that's right. We use "tidy up" to describe the action of cleaning and organizing our rooms. - What did we learn about tidying up? (Students share their thoughts) - Very good. Tidying up is not only about cleaning, but also about making our rooms comfortable and organized. - Before we finish, I want you to think about one thing you can do to tidy up your own room. Share it with your partner. (Students share with their partners) - Thank you for your hard work today. Remember to practice what we've learned and tidy up your rooms at home. (End of the lesson)	
学生学习效果	1. 词汇掌握：学生能够熟练掌握并准确运用本单元的词汇，如“tidy up,” “clean,” “straighten,” “throw away,” “put away”等，以及与房间整理相关的名词，如“bed,” “desk,” “bookshelf,” “toy,” “clothes”等。 2. 句型运用：学生能够使用本单元的句型，如“How do you tidy your room?” “I tidy my room like this,” “First, I... Then, I...”等，来描述整理房间的过程。 3. 听说能力：在课堂互动和小组活动中，学生的听说能力得到了锻炼。他们能够听懂并回应老师的提问，以及与同伴进行有效的交流。 4. 自主学习：学生在学习过程中逐渐培养了自主学习的能力。他们能够在教师的引导下，独立完成课堂活动和作业，主动查找资料，提高学习效率。 5. 合作学习：通过小组合作活动，学生学会了如何与他人协作，共同完成任务。他们能够分享想法，倾听他人意见，并在此基础上达成共识。 6. 知识迁移：学生能够将所学知识迁移到实际生活中，例如在家中整理房间时，能够运用课堂上学到的英语进行描述和交流。 7. 思维能力：学生在讨论和活动中，展现了批判性和创造性思维。他们能够提出不同的整理房间的方法，并思考如何更有效地完成任务。 8. 学习态度：学生对英语学习的态度更加积极，对整理房间这一主题产生了浓厚的兴趣。他们在课堂上表现出高度的参与度和热情。 9. 文化意识：学生通过本节课的学习，增强了对不同文化背景下整理房间习惯的认识，理解并尊重不同文化之间的差异。 10.	

	行为习惯：学生在学习过程中，逐渐养成了良好的学习习惯，如按时完成作业，积极参与课堂活动，以及保持桌面整洁等。	
课后作业	1. 根据课文内容，用英语描述你整理房间的一个过程，要求至少使用三个本单元学到的动词。 例如： First, I clean the floor. Then, I put the books on the bookshelf. Finally, I throw away the garbage. 2. 以小组为单位，每位成员用英语描述自己房间的一件物品，并说明为什么需要整理。将小组成员的描述整合成一段完整的对话。 例如： A: "I have a lot of toys on my bed. I need to put them away." B: "I have clothes on the floor. I need to fold them and put them in the closet." 3. 角色扮演：假设你是 Tom，你的房间很乱，你的朋友 Lucy 来帮助你整理。编写一个对话，用英语描述你们一起整理房间的过程。 例如： Tom: "Lucy, my room is a mess. Can you help me tidy it up?" Lucy: "Sure, Tom. Let's start with your desk. You need to put your pencils and pens in the pencil case." 4. 创作一篇小故事，讲述一个关于整理房间的小故事，要求使用至少五个本单元学到的单词或短语。 例如： There was a boy named Max. His room was always untidy. One day, his mother said, "Max, you need to tidy up your room before dinner." Max followed her instructions. He picked up his toys and put them in the toy box. He straightened his bed and put his clothes in the closet. After tidying up, Max felt proud and happy. 5. 根据以下情境，用英语写一段描述性的文字，至少使用三个本单元学到的句子结构。 情境：周末，你决定彻底整理你的房间。你从地板开始，捡起所有的玩具和衣服，然后清理书桌，最后打扫地板。 例如： On the weekend, I decided to completely tidy up my room. First, I started with the floor. I picked up all the toys and clothes. Then, I organized my desk. I put the books on the shelf and the pens in the cup. Finally, I cleaned the floor. My room looked neat and clean. 补充和说明举例： 1. 动词填空：根据课文内容，完成下面的句子。 - I _____ (tidy up) my room every weekend. - My mother always _____ (clean) the kitchen after cooking. - We need to _____ (throw away) the old newspapers. 答案： - I tidy up my room every weekend.	

	- My mother always cleans the kitchen after cooking. - We need to throw away the old	

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