



剑桥版小学英语四年级下册

全册教案设计



行者无疆

第一单元教学概要说明		主备人	
教材简析	本单元共八部分.它们分别是: 1. Listen and find out what time is it? 2. Listen and point and say. 3. Listen and draw. 4. Match and color. 5. Listen and sing the song. 6. Listen and read,and draw. 7. Listen and fill in the numbers. 8. Language puzzle. 通过听和说学习时间,然后用读、画、猜和演等多种形式操练,最终学会时间的表达并会写。		
学情分析	1.大部分学生能做到课上认真听讲,认真听录音并努力模仿跟读,敢于大声朗读、回答问题和表演,有的学生还敢于提出疑问。 2.多数学生课后能认真完成作业,有较强的自觉性和积极性。 3.个别学生能做到课前预习。		
目标导向	知识与技能: Words: half, past, watch, clock, o'clock。 What time is it? = What's the time? It's half past three/ four o'clock。 What time do you。。。? 过程与方法: Learn and talk about time。 情感态度与价值观: We should treasure time. Train the ability of working together.		
教法与学法	1.根据课文特点和学生实际情况,用图片、歌曲和表演等激发兴趣法,循序渐进引导法,听读感悟法进行教学。 2.通过情境展示,引导学生听读自悟。 3.为学生提供多种形式的听说读写训练并进行适时评价,促使学生熟练掌握所学知识并不断提高听说读写能力。		
课时安排	第一课时:part1a,1b 第二课时: part2, 3 第三课时: part6 第四课时: part4 第五课时: part7, 8 第六课时: part5a, 5b		

课 题		主备人	主讲人	授课日期	缺课学生
Unit 1Times					
教 学 目 标	知识与技能	Words: clock, watch, o'clock,half,past, correct. What's the time? =What time is it? It's seven o'clock/half past eight. What time do you. ? I at+time.			
	过程与方法	通过小组合作探究、解决学习中的疑惑。			
	情感态度 价值观	We should treasure time.			
重 点	Words: clock,watch,o'clock,half,past, correct.		突 破 方 法	Listen, read and repeat.	
难 点	What's the time ? =What time is it? It's seven o'clock/half past eight。 What time do you。 ..。 ? I ..。 .. at+time。		突 破 办 法	The teacher leads to work together	
教 法	Listen, read and write.		学 法	听读、自读、质疑、交流合作相结合。	
教 具 准 备	Tape , pictures and flash .		课 时	Six	
设计 理念	本设计旨在体现教师引导，学生自主、交流合作、探究的学习方式；提高全体学生的运用英语交流的水平。				
板 书 设计	Unit 1 Times What time is it? = what's the time? It's half past eight。 It's seven o'clock。 What time do you get up? I get up at six o'clock。 What time do you 。 ..? I 。 .. at +time。				

教师导引	学情预设	实际生成
Unit 1 Time (period 1) Step1: Warming up. T takes a clock into the classroom . Step2: Presentation。 Play games. T can change the time and ask Ss: “What time is it?” Step3: Practice. 1. Listen to the tape, and finish the task 1a. 2. Listen again and check your answers. Step4: Consolidation. Ask Ss to recognize the time on the any clock. Step5: Application。 Talk about your schedule. Unit 1 Time (period 2) Step1: Warming up。 Play games。 T can change the time and ask Ss: “What time is it? ” Step2: Presentation. T speaks out some time in numbers Step3: Practice	observe it carefully hour hand , minute hand, second hand and timetable It's Read after the teacher. Do it by yourselves。 Check the answer。 It's translate into English.	

教师导引	学情预设	实际生成
1. Listen to the tape , and write down every clock's time. 2 。 Draw the hour hand and minute hand according to the time. Step4: Consolidation. 1 。 Ask Ss to recognize the time on the every clock , and write down the time. Step5: Application。 Speak out the time on your watch。 Unit 1 Time (period 3) Step1: Warming up. T shows the flash cards to review the words of time. Step2: Presentation. 1. Let Ss look at the pictures for 20 seconds, and then remember as many things as they can。 2 。 Ask Ss to speak out the things appeared on the picture。 T: OK! What's the time? T: Well! How do you know?	Ss draw the clock on the black board。 Color the correct answers , and then read following Tape. S1: Clock.	

教 师 导 引	学 情 预 设	实 际 生 成
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3. Read the sentences and find the right clock, and check your answers with your partner. 4. Finish the puzzle. Step3: Practice. Play games. Ask Ss to draw out the time on the first four clocks. Step4: Consolidation. T shows a picture, and asks Ss to describe the clocks in the pictures . Step5: Application. Guess. Let Ss have a look at the clock quickly, and then guess. Unit 1 Time(period 4) Step1: Warming up. Individual works. Retell the story in the class. Step2: Presentation. 1. Listen carefully. 2. Listen to the tape again and sing after it. 3. T presents the key words and difficult sentences.	T: Which clock or watch in Toby's room shows the correct time? Students sing.	
教师导引	学情预设	实际生成

Step3: Practice。 Group works。 Step4: Consolidation。 Listen and sing the song: My crazy clock Step5: Application. Sing and act the song。 Unit 1 Time(period 5) Step1: Warming up。 T speaks out the time。 Step2: Presentation。 1. Listen to the tape. 2. Listen again and try to understand the story。 Step3: Practice. Read the story following the T, check your understandings 。 Learn the key words and key sentences. Step4: Consolidation. 1. Roll plays. Group work 。 Find out the best actor 2. Discussion. Q1: How do you think of Mike? ... Step5: Application。 Individual works. Retell the	Choose which group is best。 Sing the song guess what happens.	
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教师导引		学情预设	实际生成
story in the class. Unit 1 Time (period 6) Step1: Warming up. Say the chant.Listen and fill in the time Step2: Presentation. 1.Pair works. 2. T teaches the new words and key phrases. Step3: Practice. Group works. Step4: Consolidation. Choose one pair to act the dialogue , and choose which one is the best. Step5: Application. T gives Ss some teaching aids , and makes the dialogue following 5b.		Read the sentences. Group1 and Group2 read the dialogue. The student who covers the four clocks first is the winner.	
教 学 反 思			

课 题		主备人	主讲人	授课日期	缺课学生
Unit 2 Friends					
教 学 目 标	知识与技能	Words: fruit,vegetables, subjects. Introduce friends. He likes... she likes... Who/when/How old...			
	过程与方法	通过小组合作探究、解决学习中的疑惑。			
	情感态度 价值观	We should treasure friendship。			
重 点	Words: fruit, vegetables, subjects.		突破 方法	Listen, read and repeat.	
难 点	Introduce friends. He likes... she likes... Who/when/How old...		突破 办法	The teacher leads to work together	
教 法	Listen, read and write.		学 法	听读、自读、质疑、交流合作相结合。利用课内外资源，通过合作、交流突破。	
教 具 准 备	Tape ,pictures and flash 。		课 时	Six	
设计 理念	本设计旨在体现教师引导，学生自主、交流合作、探究的学习方式；提高全体学生的运用英语交流的水平 and 写作的水平。				
板 书 设计	Unit 2 Friends I like apples, I like pears, too。 I like English。 What subject do you like? Who’s your best friend? How old is she? When is her birthday? What’s her favourite food?				

教师导引	学情预设	实际生成
Unit 2 friends (period 1) Step1. Warm—up 1. Greeting. Step2. Presentation & Drills 1. Talk about Talk about my favourite colour . 2. Look at part 3. Read the words. Then write them. 3. Look at the picture and recite the words and make dialogues. Step3. Consolidation make dialogues. Unit 2 friends (period 2) Step1. Warm—up Greeting. Step2. Presentation & Drills 1. Talk about Talk about my favourite fruit and vegetables . 2. Look at part 4. Read the words. Then write them. 3. Look at the picture and recite the words and make dialogues. Step3. Consolidation make dialogues. Unit 2 friends (period 3) Step1. Warm—up 1. Greeting. 2. Introduce yourselves Step2. Presentation 1. Introduce the new words: Music, sport, spider, rat 2. Open the books and read the song. 3. Listen and sing the song: My best friends. 4. Circle what the children	I like red. What is your favourite colour? What is your favourite fruit/vegetable? What is your favourite subject? Three pupils introduce: I'm... I like... My favourite... Look at the pictures and learn.	

like		
教师导引	学情预设	实际生成
(Linda: Terry :) Unit 2 friends (period 4) Step1. Warm-up 1. Greeting。 Step2. Presentation & Drills 1. Talk about Talk about the best friend。 2. Look at part 6. Read John's text. Then write it。 3. Look at the pictures in part 2. Play the tape. Step3. Consolidation Unit 2 friends (period 5) Step1. Warm-up 1. Free talk T: Talk about your friend. What's your best friend's name? (板书 Name) How old is he/she? (板书 Age) When is his/her birthday? (板书 Birthday) What does he/she like? (板书 Likes) What's his/her favourite (food)? (纠正并强调 he/she; his/her 的用法。)	the new words。 Read after the teacher. a. Listen to the song。 b. Listen and sing the song following the tape。 c. Sing the song together。 Do it by yourselves。 Check the answer. Greeting in daily Talk about the best friend。 1). Read the words in the boxes. 2). Read the sentences. 3) . Fill in the blanks with the words in the boxes。 4) . Check the answers.	

Step2。 Presentation & Drills 1. Look at the page 58 and answer teacher's questions. 1) How many children are there? 2) Who are they? (The teacher writes in the board.) 3) Where are they from? 2. Listen to the tape about part 3. 3. Find their age, birthday, likes。	Ask several pupils to talk about their friends by the questions.	
教师 导 引	学 情 预 设	实 际 生 成
1). The teacher writes the key words in the board. 2) .The teacher leads pupils to repeat Chen's name, age, birthday, likes。 T: His name is <i>Harry</i>. He is <i>nine</i> years old. His birthday is in <i>September</i>. He likes <i>pets and books</i>。 (The same the others) Read the text 1) 。 Find the other information。 T writes the key words in the board 2). Find the new words and teach: Step3 。 Practice & Consolidation Repeat the texts. Unit 2 friends (period 6) Step1。 Warm-up 1. Greeting。 2 。 Talk about the best friend。 Step2. Presentation 1. Play the tape about A story-Emma, Jackie and Diana。	Answer teacher's questions. Listen to the tape carefully and find their age, birthday, likes. Greeting in daily Listen to the tape。 Listen again and answer the questions。 Check the answers. Read the story after the	

2. Play the tape again and ask some questions。 3. Open the books at page 59 。 Play the tape again。 4. Read the story。 5. Read the story by yourself Step3。 Drill 1。 Repeat the story。 2。 Play the story。 3. Turn to page 65.Read and writes the numbers. 4. Check the answers.	teacher. Find the questions out and ask. Solve questions。 Repeat the story each other. Play the story in group.	
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教师导引	学情预设	实际生成
Step4。 Consolidation	Fill in the blanks in group。 Read and play the story.	

教 学 反 思	
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课 题		主备人	主讲人	授课日期	缺课学生
Unit 3 Animals					
教 学 目 标	知识与技能	Words: cow /duck/ elephant/ farm/ fat/ fox /lion/ pig /sheep。 Guess the animals: Does it...? Has it...? Is it...? Can it...?			
	过程与方法	Look, listen and say			
	情感态度 价值观	We should love and look after animals.			
重 点	The new words。		突 破 方 法	Listen, read and repeat.	
难 点	Use Does it...? Has it...? Is it...? Can it...?		突 破 办 法	The teacher leads to work together	
教 法	Listen, read and say.		学 法	Work together。	
教 具 准 备	Tape , pictures and flash 。		课 时	Five	
设计 理念	本设计旨在体现教师引导, 学生自主、交流合作、探究的学习方式; 提高全体学生的听说读写的能力和运用英语交流的水平。				
板 书 设 计	Unit 3 Animals  line  pig  cow  hippo  fox  wolf  sheep  snake  duck Does it live on a farm...? Has it got...? Is it...? Can it...? Does it eat...? Is it a...?				

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