



外研版英语五年级下册

全册教案设计



2021-1-27

Module 1

题材 (主要) 内容	Lingling 和 Sam, Amy 在英国。Amy 和 Lingling 看到电视节目中记者在采访一位中国老太太。老人在采访中谈到了过去生活的艰苦和现在生活发生的变化。		
教学目标			
语言 知识 目标	功能	谈论人们过去和现在的生活变化。	
	语法 (结构、 句子)	本模块继续学习过去式。 谈论过去: There weren't any buses. We lived in a small house. 比较现在: There are lots of buses and cars. We live in a big house.	
	词汇	听	能在听录音的过程中从语句中辨别出单词: life, different, ago, any, television, grandchildren, us, grandmother, lady, fire, radio, telephone, field, hope
		说	能在句子中正确使用单词: life, different, ago, any, television, fire, radio, telephone, field, hope, grandchildren
		读	能在图片的提示下、跟着录音在语句中正确朗读单词: life, different, ago, any, television, us, lady, fire, radio, telephone, field, hope
写		能够抄写单词: life, ago, us, radio, hope	
语言 技能 目标	听	能在图片的帮助下听懂课文中的录音材料。	
	说	能运用所学习的语句看图说出图中的变化。	
	读	能借助图片读懂课文中谈论过去和现在生活所使用的句子; 能读懂 Lingling 的信; 能够在读词的过程中体会字母组合 ai, ay, al, au, ar 在单词中的发音。	
	写	能用课文中所学语言看图完成句子: Many years ago, there weren't _____. We lived _____. Now, there are _____. We live _____.	
学习策略	积极与他人合作, 共同完成学习任务; 主动运用所学内容进行练习和实践; 积极运用所学英语进行表达和交流。		
文化意识	使学生初步了解现在生活条件的改善, 知道祖国正在向前发展, 从而更加热爱我们的祖国。		
情感态度	使学生养成观察生活、热爱生活的良好品质, 启发学生要有上进心和责任感为建设更美好的祖国及家园而奋斗。		
任务	1. 谈论远古时代人们的生活与我们现在生活的不同; 2. 介绍校园(班级、城市、社区)里的变化; 3. 通过画画, 给同学说说自己家乡的变化或者给笔友写一封信说说自己家乡的变化。		

Unit 1 We lived in a small house.

教学目标:

1、知识目标:

(1) 新单词 life,different, ago, any, television, grandchildren, us, grandmother, lady

(2) 新句型: There be, We lived...many years ago. We live...now.

2、技能目标: 能根据情境正确使用 There be,We lived...many years ago. We live...now句型谈论生活、学习中的事物, 提出问题并作出解答。

3、情感目标: 比较过去与现在的生活, 体会并珍惜现在的幸福生活。

教学重点: 新单词和新句型的教学与运用。

教学难点:

学会 There be,We lived...many years ago. We live...now.句型并能在生活中灵活运用该句型。

教学工具:

两幅画有房子和汽车的画(房子一大一小), 单词卡片, 点读笔, 贴纸, 课件

教学过程:

Step1 Warming up (热身复习)

T: Good morning, boys and girls!

Ss: Good morning, Ms Liang.

T: Sit down, please.

Ss: Thankyou!

T: You're welcome. Do you have a goodtime in your holidays?

Ss: Yes.

T: Now, let's sing a song—Where did you go. Ok?

Ss: Ok!

T: Great! Who can tell us were there any happy things in your holidays?

(学生发言,通过这样的师生交流,教师可以帮助学生回顾相关的语言知识,例如:一般过去时的用法、常用词汇等,为后面的教学做铺垫。)

Step2 leading in (课文导入)

T: In the winter holiday, you had a lot of changes. Now you are older and cleverer .I am very glad to seeyour changes. Everything is changing. No change, no progresses. 教师边说边把新单词“change”板书到黑板上,出示课题。

Step3: New teaching (课文教学)

1、单词教学

T: I am a teacher, you are students. We are different.

(different 要读慢且重读)出示 different 的单词卡片.老师示范学生跟读.

T: OK. Look here! What'sthis?(指着电视机图片问)

T: Yes, it'satelevision.出示 television 单词卡片,让学生读.

T: Look at the blackboard.

出示课件一个祖母和几个外孙女对话.教师 紧跟出示 grandmother 和 grandchildren 的单词卡片.学生读.

老师出示 life 的单词卡问:What's the meaning in Chinese?

Ss:生活.

T:life 生活. Life ↗ life ↗ life ↘ 学生跟读

T:T ama lady(指着自已说)并出示单词卡.学生读.

T: ago ↗ ago ↗ ago ↘ .one by one please.

Ss: ago ↗ ago ↗ ago ↘

(us 和 any 也如上面教法)

单词训练游戏(把单词卡粘贴在黑板上, 让学生竞赛, 听老师说某个单词, 学生迅速把该单词卡片取下, 快者为胜。)

2、课文教学

教师把画有房子和汽车的两幅画挂在黑板上, 问学生 :Are there anything in the picture?

Ss: There are houses and cars.

T:Yes. There are houses and cars. We live in the house. We will learn something about this picture. OK, Listen to the radio.

听课文录音的同时, 请你们找出课文中出现的新单词与新句型。

(游戏“火眼金睛, 找新单词与新句型”。让学生以竞赛抢答的形式快速找出课文中出现的新单词与新句型。)

3、课文训练

学生了解了课文内容后, 教师播放领读带录音, 让学生大声跟读

课文。然后分组分角色朗读课文。

4、重点句型操练

先让学生熟读课文第二部分：Listen and say

问一学生 T: Were there computer in your house?

S: No.

T: There were no computer in his house. Follow me.

Ss: There were no computer in his house.以同样的方式问几个学生.

T: They are very clever! Now, We can see a lot of buses and cars in the road. Yes?

S: Yes!

T: There are a lot of buses and cars in the street.

T: Are there anythings in our class?

S: There are blackboard、book.....

5、延伸拓展

出示课件第二部分的两幅图, 让学生分组讨论准备, 谈论图中内容, 然后每个组派一个代表来讲给全班同学听。

T: Boys and girls look at me. Who can talk about these pictures?

Ss: Four years ago, we lived in the small house. Now, we live in a big house.(老师帮助学生完成)

Ss: Four years ago, We flied kite. Now ,we listen to the music让.学生充分发挥想象, 自由发言.

Step4 **Summary and homework(总结与家庭作业)**

1. Summary (总结)

T: Today, we learn about the different between past and now. Now, we live in a happy life, we should love our life. and love our parents.

2. Today's homework (家庭作业)

- a. Listen and read Unit1 three times, try to recite and act.
- b. Copy the new words and sentences.

板书设计:

Module 1 Changing
Unit 1 We lived in a small house.

weren't	lived	small
aren't	live	big

练习:

单项选择 (10 分)

- 1 () There weren't ___ buses .
A. some B. any C. one
- 2 () We lived ___ a small house.
A. at B. in C. on
- 3 () Yesterday I watched TV _____ my grandchildren.
A. and B. with C. to
- 4 () Thankyou for_____ me.
A. help B. helping C. helped
5. () She _____ TV every day.
A. watching B. watched C. watches.

6. () It's a program ____ monkeys.
A. about B. for C. in
7. () She ____ have a bike last year.
A . doesn't B. didn't C. don't
8. () My mother worked ____ the fields.
A. in B. on C. at
9. () --- ____ do you go to school every day?
--- I go to school by bus.
A. How B. What C. When
10. () There ____ three books on the desk one hour ago.
A. was B. were C. are

Unit 2 She didn't have a television.

教学目标:

新单词 fire, radiotelephone, field, hope; 音标教学: 字母组合 ai/ay, al/au, ar 的发音规则; 一般过去时的教学: She didn't have a television. She worked in the fields.

教学重点: 单词和音标教学, 用过去时谈论生活中发生的事。

教学难点: 一般过去时的运用。

教学工具: 点读笔, 课件, 音标卡

教学程序:

Step1: 热身复习

让个别学生到前面来用英语谈论他或她的爷爷、奶奶、外公或外婆过去的生活与现在的生活。即处理 Unit2, Part2:Think and talk about your grandparents

Step2: 课文导入

告诉学生：“自从 Lingling 昨天在英国看了那个关于中国的节目，她就非常想念自己的奶奶，于是她写信给 Daming,讲述她看到的那个节目并倾诉她对亲人的思念。下面我们一起来听听她在信中是如何描述节目中那个老奶奶过去的生活的。”在听的同时，请把你不认识的单词用横线画出来。

Step3: 课文教学

先让学生听录音，找出新单词，然后教师叫学生根据所学过的音标把单词一个个读出来，接下来老师把新单词教给学生。再让学生听第二遍录音并回答以下问题：

What program did Lingling watch last night?

What was the old lady's life like many years ago?

Who does Lingling miss?

教师播放第三遍录音，学生大声跟读课文。

Step4: 音标教学

把字母组合 ai /ay, al/au, ar 及相应的音标卡写、贴在黑板上先让学生读出这些音标，老师再纠正教授音标。

游戏：听音标竞赛（教师准备两套音标卡片，并将全班分成两组，每人发一张卡片，教师快速念音标，持有该音标卡片的学生应迅速站

起来，最先站起来的人得两分，后站出来的得一分，没站出来的得零分，得分多的组获胜。)

Step5: Chant 的教学

让学生先跟老师熟读各句，然后听录音合着节拍一起说 Chant，最后让学生组与组竞赛说，看哪组说得最好。

游戏: Do,ask and answer (拓展部分)

Put nine cards on the desk. Two students use cards to make dialogue.

For example:

A: Where was he/she seven days ago?

B: He/She was ...

A: What did he/she do there?

B: He/She ...

Step6 Homework (家庭作业)

用英语写封短信给老师: 介绍你的爷爷/ 奶奶/ 外公/ 外婆过去的生活和现在的生活。

板书设计:

Unit 2 She didn't have a television.

She didn't have a television.

She worked in the fields.

练习: 句型转换

1 She was a teacher. (变一般疑问句)

_____ a teacher?

2 They will fly kites. (变否定句)

They _____ fly kites.

3 They should cook vegetables. (变否定句)

They _____ cook vegetables

4 He visited the British Museum yesterday. (变为一般将来时态)

5 There were many buses. (变为一般现在时态)

Module 2

题材 (主要) 内容	Lingling 拿出爷爷、奶奶年轻时候的照片给 Sam 和 Amy 看，他们对照片中的人物很好奇。于是 Lingling 向他们介绍了爷爷、奶奶过去的职业及语言的学习情况。		
教学目标			
语言 知识 目标	功能	谈论人物的职业、语言的学习及昨天做过的事情。	
	语法 (结构、 句子)	学习 is, dance, learn 的过去式 was, danced, learnt。 谈论过去：She was a dancer. She learnt English.	
	词汇	听	能在听录音的过程中从语句中辨别出单词：learnt, these, dancer, class, study, hard, retired
		说	能在句子中正确使用单词：learnt, these, class, study, hard, retired
		读	能在图片的提示下、跟着录音在语句中正确朗读出单词： learnt, class, study, hard, retired
写		能够抄写单词：these, class, study, hard	
语言 技能 目标	听	能在图片的帮助下听懂课文中的录音材料。	
	说	能够运用所学语言谈论自己爷爷奶奶过去的职业、语言学习情况； 同学之间能够相互了解昨天所做的事情； 能够说出自己五年前的生活与现在生活的不同。	
	读	能借助图片读出课文中对爷爷、奶奶过去职业及语言学习情况的介绍； 读懂 Unit 2 的课文； 能在读词的过程中体会字母组合 aw, air, ass 在单词中的发音。	
	写	能用所学语言看图完成句子：Five years ago, he was a _____. He taught/studied _____. Now, he is a _____.	
学习策略	看图或照片描叙人物，猜测人物的职业，建立词语与事物间的联系； 注意观察图片及生活中他人的变化，主动运用所学语言进行表达和交流， 锻炼语言表达能力。		
文化意识	初步了解英语是一门世界语言及学习英语的普遍性和重要性。		
情感态度	主动观察生活及他人的变化，积极参与各种英语实践活动，活动中乐于与他人合作与交流，进一步增强学习英语的兴趣和自信心。		
任务	1. 说说爷爷奶奶退休前的工作及语言学习情况； 2. 谈论昨天一家人的活动； 3. 告诉同学自己五年前的生活与现在生活的不同之处。		

Unit 1 She learnt English.

教学目标:

1、知识目标: 目标语句: Did your grandma learn English? Yes, she did. She is learning English now.

单词: learnt these dancer

2、能力目标: 能用英语来询问过去所发生的事情以及他人过去和现在的状态。

3、情感目标: 激发学生的学习热情, 进行文明礼仪教育, 感染学生, 对其进行中华美德孝顺的教育。

教学重点: Did your grandma learn English?

He is learning English now.说明自己想要表达的过去和现在的状态。

教学难点: 用英语描述过去和现在的变化。

教学用具: Tape recorder, CAI, some cards

教学过程

Step1. Warming up

T : Boys and girls ..I'm happy to enjoy English with you .Are you happy ? Are you ready for your English class ? Ss : Yes . T :Now, let's sing a song . Stand up and clap your hands . (教学评开始上课, 给学生一个轻松的环境, 师生同唱一个关于动词过去式的歌曲, 学生能够复习过去式, 并为这节课的学习做铺垫, 复习已经学过的知识。)

Step2. Presentation

T: Boys and girls ,last night , I watched TV and did some

housework .What did you do last night ? Did you do your homework? Did you learn English?

Ss: Yes.

T : You learnt English .She learnt English .Today, We'll learn Module 2 Unit1 She learnt English.(板书) First, Look at the screen . (利用课件、卡片学习单词。分组练、男女生练)

Look at the picture, what is she? Can you guess? (Show the picture of Yang Liping), ask: T: what is she? Ss: She is a dancer.

T: She danced in lot of Chinese cities (.dance-danced-dancer) (教学评析: 注意/t/的发音,通过卡片让学生充分练习)

T:. who can dance? (找同学上去跳舞) then ask: What did she do? 让学生在真实情境中运用过去式, 开火车读出单词。

(通过杨丽萍的跳舞图片让学生练习 dancer 并很自然的学习了 danced ;让学生上去表演, 提问并让学生思考如何回答, 这样能把学到的过去式运用到具体的语言环境中去。) T: We are learning English . English is a foreign language.(学习 foreign language, 同时介绍 Japanese,French, Russian 等外国语。

Let's chant (师生拍手齐说)

learn learnt 是学习

driver driver 是司机

these 这些 those 那些

舞蹈演员是 dancer

these clothes 这些衣服

foreign languages 是外语

Step 3. Listen to the tape and answer the questions

T: We know Lingling is still in England with Sam and Amy. She misses China and she misses her grandmother. .Lingling is looking at some photos. Do you know what her grandmother like? What are they? Now listen and find the answer.

- 1) Did lingling's grandma learn English?
- 2) Did lingling's grandpa learn English?
- 3) What is lingling's grandpa doing now?

Read in pairs and talk about the questions. 1. 播放第一遍录音，进行课文的整体呈现。 2. 再播放第二遍录音，学生带着问题听录音并寻找答案（Study in their groups.）

Step 4. Practise in groups （完成表格）

actions	grandma / grandpa
danced in lots of cities	
was a driver	
was a dancer	
learnt English	
is learning English now	

Step 5 小组合作分角色朗读、表演对话。

一般过去时归纳总结（出示课件）

一、用法： 一般过去时表示过去某个时间发生的动作或存在的状态。

二、构成及变化：

1. be 动词在一般过去时中的变化： am 和 is 在一般过去时中变为 was； are 在一般过去时中变为 were； 否定句在 was 或 were 后加 not， 一般疑问句把 was 或 were 提前。

2.行为动词在一般过去时中的变化： 肯定句： 主语 + 动词的过去式 . I watched TV last Sunday . 否定句： 主语+ didn't + 动词原形. I didn't watch TV last Sunday . 一般疑问句： Did + 主语 + 动词原形 ? Did you watch TV last Sunday? Yes, I did. No , I didn't .

动词过去式变化口诀（出示课件）

过去式，不难记

一般直接加 -ed

以 -e 结尾只加 -d

遇到一元一辅 重读闭音节，末尾字母要双写

遇到辅音字母 + y， 变-y 为-i 加-ed； 不规则变化要特殊记

Step 6 homework 组内谈论家人的照片

e.g Many years ago, my grandpa was a driver / worker ... Now he is ... Did he /she ...?

Yes , he did . / No , he didn't .

板书设计：

Unit 1 She learnt English.

Did she learn any foreign languages?

Yes, she did./No, she didn't.

He is learning English now.

练习:

按要求写单词.

live(过去式)_____

city(复数)_____

be(过去式)_____

do(过去式)_____

talk(现在分词)_____

dance(名词)_____

learn(过去式)_____

come(现在分词)_____

英汉互译

在田地里_____

be tired_____

努力学习_____

teach Chinese_____

读书_____

by school bus_____

做蛋糕_____

foreign languages_____

谈论_____

learn English_____

Unit 2 Mr. Li was a teacher.

教学目标:

- (1) 句子: Mr. Li was a teacher.
- (2) 单词: retired, study, hard.

教学重点:新单词, 谈论过去并与现在做比较; 音标教学: 字母组合 aw, air, ass 的发音规则.

教学难点: be 的过去式 was, were 的用法和 retire, study 的过去时.

教学工具: 图片或照片、点读笔、单词卡、课件

教学程序:

Step 1 Warming up (热身复习)

- 1、师生问候。
- 2、做“看一看, 说一说”的游戏, 比一比每组说得快又好, 运用:

What did she do yesterday? She watched TV.

Step 2 Lead in (课文导入)

1、教师请一名学生带着英语课本走到讲台并和自己站在一起, 先指着自我介绍: I am a teacher, 然后指着讲台上的学生引导其他学生一起说: She is a student (pupil) 接着告诉学生: I am teaching English now .

2、教师拿出自己学生时代的一张照片, 指着照片告诉学生: Ten years ago . I was a student 。然后指着自已说“Now I am a teacher .” 教师继续对学生说: “接下来让我们一起看看课文中主人公的过去和现

在的变化。”Ok, let's come to the text.

Step 3 New teaching (课文教学)

1、利用多媒体出示本课挂图，教师播放课文录音，呈现 3B 活动 1，请学生带着以下两个问题：What did they do ten years ago? What do they do now? 认真听录音。听过后，问文中出示了哪两个人物？
—Mr Li 和 Chen Hai。让学生看图辨别出 Mr Li 和 Chen Hai，并试着说出在不同的图画中他们的身份及活动。

2、再次播放录音，学生边听边在书中勾出生词和短语，学习新词：studied 学习——原形 study, class 班级, hard 努力地，讲解动词：taught——原形 teach, retired 退休的。

3、请学生再看书，并播放录音，同时找出时态的动词或短语，教师将本课的重点句型写在黑板上：Mr Li was a teacher. He taught Chinese. Chen Hai is an English teacher. He's teaching Mr Li.

4、教师将重点句型中表示时态的单词或短语 (was taught, is, is teaching) 用红笔标出，并将写有不同时间状语 (now, ten years ago) 的纸片贴在句子后，告诉学生不同的时态要用不同的时间状语。

Step 4 音标教学：字母组合 aw, air, ass 的发音规则。

首先，听音学说，找出共同发音。

再让学生试着找出其他学过的单词，如果没有，教师可以写出一些生词，让他们大胆试读，以加深他们对这种拼读规则的理解。

Step 5 Summary and homework (总结与家庭作业)

(1) 熟读课文，背诵 Part 2 重点句子。

(2) 抄写单词及句子。

板书设计

Unit 2 Mr Li was a teacher.

Mr Li was a teacher.

He taught Chinese.

Chen Hai is an English teacher.

He's teaching Mr Li.

练习

选词填空。

who what where do did

1. --- _____ were you last night?

---I was at school.

2. --- _____ is the old lady?

---She's my grandma.

4. --- _____ _____ she do yesterday?

---She learnt English.

5. ---- _____ they watch TV every day?

--- No, they don't.

Module 3

题材 (主要) 内容		Daming 收到 Lingling 从英国发来的电子邮件, 了解到有关英国的饮食习惯。	
教学目标			
语言 知识 目标	功能	说明中西方饮食文化的不同。	
	语法 (结 构、 句子)	学习运用 have 及过去式 had 谈论饮食: What did she have for breakfast yesterday? She had eggs and sausages. Sam ate six hamburgers.	
	词 汇	听	能在听录音的过程中从语句中辨别出单词: egg, email, sandwich, traditional, delicious, hamburger, ate, gave, drank, tonight
		说	能在句子中正确使用单词: email, sandwich, traditional, delicious, hamburger, ate, gave, drank, tonight
		读	能在图片的提示下、跟着录音在语句中正确朗读单词: email, sandwich, delicious, hamburger, ate, gave, drank
写		能够抄写单词: egg, email, ate, drank, gave	
语言 技能 目标	听	能在图片的帮助下听懂课文中的录音材料。	
	说	能够看图或在语境中与他人谈论、交流饮食习惯及喜欢的食物。	
	读	能够看图读出课文中对英国饮食习惯的描述; 能够读懂 Amy 写给 Daming 的信; 能够在读词的过程中体会出字母组合 ea, ee, ear, ere, eir 在单词中的发音。	
	写	能看图仿照本模块中的例句写句子: What did you have for lunch yesterday? I had sandwiches.	
学习策略	课堂中积极与同学配合进行有关课文话题的交流。		
文化意识	初步了解英语国家的饮食习惯、食品名称及中西方饮食文化的不同。		
情感态度	主动探索、发现、了解英语国家的饮食文化, 乐于接触异国文化, 拓展国际视野。		

任务	1. 给外国朋友发电子邮件，说说中国的饮食文化； 2. 列出昨晚的食谱，说说自己喜欢或不喜欢的食品。
----	---

Unit 1 She had eggs and sausages

学习任务

What did she have for breakfast/lunch/dinner?

She had...

功能

谈论饮食习惯

运用任务

1.SB 第一单元活动 3

2.列出昨晚的食谱，说说自己喜欢或不喜欢的食品。

教学程序

一、 Warm up: (热身复习)

T: Hello, boys and girls.

S: Hello, teacher.

T: What's your favourite food?

S: My favourite food is...

二、 Presentation: (介绍 课文导入)

T: I had bread this morning, what did you have?

Ss: I had rice/milk/noodles...

T: We always have rice, noodles, and dumplings for meals. They are Chinese food. Do you know English food?

Ss: Talk about English food which they know.

T: Tell the student Daming get an email from Lingling. It's talk about English food. Now let's see what Lingling introduces. Then write the title.

三、Teach new lesson: (课文教学)

Step1 Show them some new word cards and teach them the pronunciation.

Step2 Open their books; listen to the tape for the first time, ask the students to find out the new words and the name of the food.

And explain some English eating habits.

Step3 Give the student some questions:

- 1.What did Daming have got?
- 2.What did Lingling have for breakfast/lunch/dinner?

Listen to the tape for the second time, ask the students to answer the question, and then check the answer together.

Step4 Ask the students to see the pictures and play the tape, the students read after it. At last the students read the text in pairs.

三、Practice (练习)

1.ask the student to see the third part of the text. Use the sentences to make dialogues in pairs.

2.完成运用任务 1： SB 第一单元活动 3

3.完成运用任务 2： 列出昨晚的食谱，说说自己喜欢或不喜欢的食品。

五、Homework（家庭作业）

Go over the text. Pay attention to the important sentences and the name of the food.

板书设计：

Unit 1 She had eggs and sausages

What did she have for breakfast/lunch/dinner?

She had...

练习：

按要求写单词.

give(过去式)_____

city(复数)_____

drink(过去式)_____

sing(名词)_____

eat(现在分词)_____

study(过去式)_____

dangerous(反义词)_____

shop(现在分词)_____

know（同音词）_____

wear（同音词）_____

same（反义词）_____

3 用动词的正确形式填空（5 分）

1).Many years ago, she_____ (cook) on a fire.

2).Let's_____ (go) to the supermarket.

3).He _____(do) her homework last night.

4).They _____(be) going to cook English food.

5).Lingling had a sandwich because she- _____(like) hamburgers.

教后记:

Unit2 Sam ate four hamburgers

学习任务

Sam ate four hamburgers

He likes hamburgers very much.

What did you eat/drink last night?

What are you going to eat/drink?

功能

谈论饮食及喜欢的食物。

运用任务

1、SB 第二单元活动 5

2、给外国朋友发电子邮件，说说中国的饮食文化；

教学程序

一、Warmer: (热身复习)

T: Hello.

Ss: Hello teacher.

T: What did you have for breakfast this morning?

Ss: I had...

T: What's your favourite food?

Ss: My favourite food is...

二、 Presentation: (介绍)

Take out a picture of hamburger and ask the students "Do you like hamburger?" "How many hamburgers can you eat? Students answer the questions. T: Let's see how many hamburgers Sam can eat. Then write the title on the board.

三、 Teach new lesson: (课文教学)

Step1 T: Take out some new word cards. Ask students to try to read out them, and then teach them these words.

Step2 Put on a letter of this unit. Ask students to see the letter and at the same time to listen to the tape. For the first time the students should draw a line under the new words. Then ask them to try to answer these questions:

- 1、 Who ate hamburgers?
- 2、 Who had a sandwich?
- 3、 What is mum going to cook tonight?

Step2 Play the tape, the students should read after it. Then check the answers.

Step3 Ask the students to see the second part. Use the food to make some dialogues. Students do it in pairs. To see which group is the best.

Step4 Game

将全班分成几组，教师出示有关食物的卡片，要求学生看到食物后马上造句，哪组有一名学生先站起来，就算哪组先抢达到。抢到的小组每人要迅速造一个句子，只要有一个成员没有完成造句，就不得分，最后哪组抢达最多，造句最多，教师发给每个成员一枚粘贴作为奖励。

四、 Practice (练习)

- 1、完成运用任务 1：SB 第二单元活动 5
- 2、完成运用任务 2：给外国朋友发电子邮件，说说中国的饮食文化；
- 3、学说字母组合的发音。

首先，听音学说，找出共同发音。

再让学生试着找出其他学过的单词，如果没有，教师可以写出一些生词，让他们大胆试读，以加深他们对这种拼读规则的理解。

五、 Summary and homework (总结与家庭作业)

- 1、先让学生总结一下本节课学到了什么，老师对总结不完整的部分加以补充。
- 2、模仿课文写一封信给自己的好朋友或同学

板书设计：

Unit2 Sam ate four hamburgers

Sam ate four hamburgers

He likes hamburgers very much.

What did you eat/drink last night?

What are you going to eat/drink?

练习设计:

单项选择。

- 1 () I've got ___ email from Lingling.
A a B an C one
- 2 () She ___ an English breakfast yesterday.
A has B have C had
- 3 () What ___ she ___ yesterday evening?
A did, have B did, has C does, have
- 4 () They had noodles ___ lunch.
A on B in C for
- 5 () Lingling ___ English food very much.
A. likes B. like C. liked
- 6 () What ___ Daming ___ to eat tonight?
A are, going B. is, going C does, go
- 7 () He ___ eat hamburgers tonight.
A does goto B is going to C are going to
- 8 () She ___ one apple to dog every day.
A give B gives C gave
- 9 () He ___ fish last night.

A ate

B eat

C eating

10 () --- _____ Amy _____ Chinese food ?

--- Yes, she does.

A. Did, miss

B. Does, missed

C Does ,miss

教后记：

Module 4 Unit1 Let's make a home library.

教学目标:

知识目标:

1、掌握单词: library, student, sent, CD, idea, put, shelf, heavy, dictionary, card, library card, ask, wrong, dear.

2、掌握句型:

let's make a home library. These are all books about science.

技能目标:

学生能运用所学语言提出建议, 说明能做的事情。

情感目标:

1.学生能积极运用所学英语进行表达和交流, 并对一般的建议作出适当的反应。

2.通过小组竞赛活动, 培养学生的团结协作精神和竞争意识。

教学重点难点:

1、掌握单词 library, student, sent, CD, idea, put, shelf, heavy, dictionary, card, library card, ask, wrong, dear.

2、掌握句型:

let's make a home library. These are all books about science.

教学过程:

Step1 Warming up

1、Sing a song

2、Play a guessing game

Step2、Text learning

- 1、教师播放课文录音，请学生边听边理解课文大意。
- 2、教师再次播放录音，请学生边听边用笔勾画出课文中的生词、短语以及不熟悉的句子，并根据上下文和图片猜生词的意思。
- 3、使用图片、单词卡等教具，带领学生学习“sent, CD, library, idea, put, shelf, heavy, dictionary, card, library card, ask, wrong, dear”对“library, idea, put, heavy, card, sak, wrong, dear”进行调整，将部分词语的应用训练提前到前面的活动或者退至后面的活动。
- 4、教师播放录音，请学生跟读、模仿语音语调。

Step3 Practice

让学生四人一组，分别扮演 Amy, Lingling, librarian, 和 Ms Smart, 进行对话表演。

Step4 Summary

Step5 Homework

Ask them to make up a dialogue with the new drills and new words.

Unit 2 We can find information from books and CDs.

教学目标:

- 1、掌握单词: information, e-book, project, guide, film, as well, way, on, topic.
- 2、掌握句型: We can find information from books and CDs.
- 3、感知“pie”与“lie”中“ie”的读音, “light”与“night”中“igh”的读音, “girl”与“skirt”中“ir”的读音。
- 4、提高学生自主获取信息的能力, 培养关心、帮助他人的美好情感。

教学重点难点:

- 1、掌握单词: information, e-book, project, guide, film, as well, way, on, topic.
- 2、掌握句型: We can find information from books and CDs.

教学过程:

Step 1. Warming up

1. Sing a song: Where did you go?

【设计意图】利用歌曲帮助学生复习所学内容, 并以此激发学生的学习兴趣, 活跃课堂气氛。

2. Revision

课件出示贴有 Shelf A, Shelf B, Shelf C, Shelf D, Shelf E 的书架, 书架从上到下分别摆有玩具(toys)、光盘(CD-ROMs)、苹果(apples)、书(books)、钢笔(pens)。利用书架上摆放的物品, 复习上节课所学句

型 “Where are the ...,please? They are on ...”

For example: 老师对学生说, “Where are the apples, please?”

学生回答: “They are on Shelf C.”

【设计意图】上课伊始, 用前一单元学过的内容和学生交谈, 既复习了旧知识, 又为本节课知识的拓展埋下了伏笔,起到了很好的过渡作用.

Step 2. Presentation

1.出示第一部分图片, “在日常生活中, 除了阅读纸质图书外, 我们还可以查阅什么形式的图书呢? Let’s have a look.”

2.Dialogue.

(1) 看图片, 听录音, 回答问题。

课件出示课本 23 页的图片, 让学生分组讨论: 平时查找所需资料和信息都是通过什么途径找到的? 然后每组选一名同学进行交流。

(教师带上 Mr. Smart 的饰)

“I’m Mr Smart. Now I’m the first time to travel to China.

Would you like to help me?” 课件显示问题:

Where can I find out about train information?

Where can I find out about Chinese words?

Where can I find out about Chinese food?

Where can I find out about the weather?

Where can I find out about Chinese books?

观察图片，让学生带着问题听录音。

【设计意图】先让学生整体感知课文，让学生带着任务有目的地听录音学课文，对所学句型有一个初步的认识。

(2) 看课本，听录音，回答问题。打开课本，再听录音。然后请学生回答。（在学生回答的同时，课件要在每个问题后面显示图片。即将挂图右边的小图分别拖到相应问题的后面。）

Step3 homework

熟读课文，并抄写一遍。

板书设计：

information, e-book, project, guide, film,
as well, way ,on, topic.

We can find information from books and CDs

课后反思：

Module 5

题材（主要）内容	Lingling 要回中国了，可是她的旅行包坏了，所以 Ms Smart 要给她买一个新包。通过选择和比较，最后买到了一个称心的旅行包。		
教学目标			
语言 知识 目标	功能	描述事物的特征，表达自己的看法。	
	语法 (结构、句子)	学习描述物品的特征： It's big and light. 学习表达对某物的看法： It's too big for you. It'll be easy for you.	
	词汇	听	能在听录音的过程中从语句中辨别出单词： light, broken, heavy, pocket, hard, easy, big, small
		说	能在句子中正确使用单词： easy, hard, heavy, light, big, small
		读	能在图片的提示下，跟着录音在语句中正确朗读单词： light, broken, heavy, pocket, hard
写	能够抄写单词： light, hard, heavy		
语言 技能 目标	听	能听懂描述事物特征及表达对其看法的句子： This black big is nice. It's easy for him.	
	说	能在创设的情境中描述物品的特征并表达自己的看法： It's big and light. It's too big for you.	
	读	能够看图读出描述物品特征及表达看法的句子，体会字母组合 oa, oy, oo 在单词中的发音。	

	写	能用课文中所学语言看图完成句子：It's heavy. It's easy for him.
学习策略	在词语与相应事物之间建立联想；积极与他人合作，共同完成学习任务。	
情感态度	培养学生的自主意识和创新意识。	
任务	创设一个购物情境，用不同的形容词来描述事物的特征。	

UNIT 1 It's big and light.

学习任务

It's big and light.

It's got two pockets

功能

描述事物的特征

运用任务

1. SB 第一单元活动 3

2、创设一个购物情境，用不同的形容词来描述事物的特征。

教学程序

Step1 Warming up (热身复习)

1、 Sing a song

2、 Show the pictures, ask the students to make up dialogues.

Step2. Leading and new words (导入和新单词)

Today we're going to learn how to describe something use big, small, tall, short, fat, thin and so on. Take out your bag. Whose bag is big? (Students answer) Whose bag is heavy? Whose bag is light? Whose bag is broken? Whose bag has pockets? In this way, show the new words. Have the students understand and remember them. At last, try to make sentences with these words.

Step3. Text teaching(课文教学)

Open the book and listen to the tape recorder, listen again and repeat, (show ppt= power point) look at the screen and read the questions:

(1).What does Lingling need?

(2).Where are Lingling and Ms Smart?

(3).What's the black bag like?

(4).What's the green bag like?

(5).Which bag has got pockets?

(6).Which bag has got wheels?

(7).Which bag does Lingling like?

(8).Which bag does Ms. Smart like?

(9).Which bag did they buy? Read the text for several times then answer the questions. At last give the answers on the screen. Read the text in groups, in pairs, one by one, boy and girl. Try to retell.

Step4. Practice (练习)

1、 Show the pictures: elephant, bird, panda dog, tiger, pencils, shoes,