

Unit 1 My Day

【教学内容】

1. 本单元重点学习一天中不同时段内学习和生活起居情况的表达,尤其是学会使用频度副词谈论日常生活。

2. 教师在设计活动前要充分了解学生已有的语言水平,重点学习一些与日常作息有关的动词短语与介词短语,尤其是频度副词的使用。

【单元目标】

1. 能力目标

(1)能够使用频度副词问答作息时间,如:
When do you do morning exercises? I usually do morning exercises at 7 o'clock.

(2)能够使用频度副词问答周末活动,如:
What do you do on the weekend? I often go shopping.

(3)能够听说读写与日常作息有关的动词短语及介词短语。

(4)能够用所学语言知识描述一天中的生活起居及周末活动等。

2. 知识目标:

(1)能够掌握 AB 部分中的四会单词。

(2)能够听说认读 AB 部分 Let's talk 中的单词和句型。

(3)能够掌握 AB 部分 Read and write 中的四会句型,并能灵活运用。

3. 情感、策略、文化等有关目标

(1)引导学生养成良好的作息习惯。

(2)训练学生的角色扮演能力,引导他们在调查、询问和学习的过程中学会思考如何更好的安排作息时间。

【单元重点】

1. 能够掌握 AB 部分中的四会单词。

2. 能够听说认读 AB 部分 Let's talk 中的

单词和句型。

【单元难点】

1. 能够使用频度副词问答作息时间。

2. 能够使用频度副词问答周末活动,如:
What do you do on the weekend? I often go shopping.

【课时安排】

6 课时

第一课时

(Let's talk Let's try)

【教学目标】

知识目标:

1. 能听懂 Let's try 部分的内容,并勾选出正确的图片。

2. 听、读 Let's talk 部分,运用核心句子
“When do you finish class in the morning?”
“We finish class at 1 o'clock.”来谈论时间,并变换单词,分角色练习对话。

【教学重难点】

1. 掌握句型“When do you finish class in the morning?”并能做出正确回答。

2. 能灵活运用“When do you usually eat dinner/...”“Usually at ... o'clock.”问答作息时间。

【教学准备】

1. 录音

2. 教学挂图。

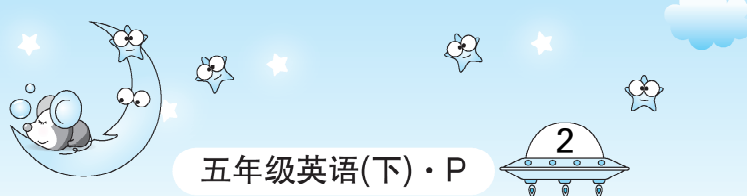
3. 课本。

【教学过程】

Step 1. 热身、复习 (Warm-up/Revision)

1. Review “Times”(板书时间,让学生用英语说一说):10:00/6:00/9:00/...

2. Review the phrases.



do morning exercises — I do morning exercises at 6:00 a. m.

用同样方法复习: eat breakfast、play sports、have Chinese/English class、eat dinner

3. Guess the phrase(看动作), complete the dialogue:

T: When do you do morning exercises/ ...? (板书) Ss: At ... o'clock. 反复操练此句型。

Step 2. 呈现新课(Presentation)

1. Let's talk.

(1) 让学生勾出生词: finish class, go back to school, classes start, too late(板书并讲解其意思,并反复教读)

(2) 学生自读课文,理解意思,并回答问题:

T: When do you finish class/ ... in the morning?

Ss: We finish class/ ... at ... o'clock.

T: When do you go back to school/ ... after lunch? Ss: At ...

T: When do you usually eat dinner/ ... in Spain? Ss: Usually at ... o'clock.

替换并反复操练几个句型,让学生掌握。

(3) Listen to the tape and repeat the dialogue again.

2. Let's try. Where are Zhang Peng and Pedro? Listen and tick.

Step 3. 巩固与拓展(Consolidation & Extension)

1. Act "Let's talk". 分小组操练。

2. Role play.

T: When do you get up? Ss: I get up at ... o'clock.

T: When do you go to bed? Ss: At ... in the morning. I work at night. 也可以分小组练习对话。

Step 4. 作业(Homework)

1. 背诵 Let's talk。

2. 仿写 Let's talk。

【板书设计】

Unit 1 My day

When do you finish class/ ... in the morning?

We finish class/ ... at ... o'clock.

When do you go back to school/ ... after lunch? At ...

第二课时

(Let's learn Ask and write)

【教学目标】

1. 能听、说、读、写 do morning exercises, eat breakfast, have ... class, play sports, eat dinner。

2. 会说句型: "When do you do morning exercises/ ...?"并能回答 "At ... o'clock."。

【教学重难点】

1. 掌握 A 部分中的五个动词短语,并能用这些回答询问作息时间的问题。

2. exercises 的发音。

【教学准备】

1. 课件。
2. 五张单词卡。
3. 录音。
4. 课本。

【教学过程】

Step 1. 热身、复习(Warm-up/Revision)

1. T: Hello, boys and girls! Welcome



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back to school!

Ss: Hello, Miss Wang. Nice to see you again.

T: Nice to see you, too.

2. T: What time is it? (可以课前在黑板上画一个钟面,张开手臂演示一个时间)

Ss: It's 9/10/11 o'clock. (注意给学生强调调整点时间后面要用 o'clock)反复操练。

Step 2. 呈现新课 (Presentation)

1. Use the cards to learn new phrases.

T: do morning exercises, do morning exercises, follow me to read.

用同样的方式教读其他词组: eat breakfast, have... class, play sports, eat dinner(重点强调 exercises、breakfast 的发音)。

2. T: do morning exercises, do morning exercises, Let's/I often do morning exercises.

T: eat dinner, eat dinner, Let's/ I often eat dinner.

3. Read these sentences.

T: I can swim/play football/play sports...

T: Can you do morning exercises/...?

Ss: Yes, I can. /No, I can't.

T: When do you do morning exercises/



play football/play sports?

Ss: At... o'clock. (跟学生强调整点前要用介词 at) 反复操练。

4. 学生听录音,分角色读 Let's learn。

Step 3. 巩固与拓展 (Consolidation & Extension)

Role-play:

1. Answers the questions.

T: What time is it?

Ss: It's six/nine o'clock.

T: I get up at six o'clock. When do you get up/go to school?

Ss: I get up at 7. a. m/ 7:30.

2. Ask and write.

教师引导学生完成填空,并分小组运用句型进行对话练习:

T: When do you get up/do morning exercises?

Ss: I get up at... a. m/p. m.

Step 4. 作业 (Homework)

1. 书写并背诵四会词组。

2. 读背 Let's learn 的对话。

【板书设计】

Unit 1 My day

When do you do morning exercises?

When do you get up?

第三课时

(Let's spell)

【教学目标】

1. 能听懂录音,并能总结 Let's spell 中字母组合 cl 和 pl 在单词中的发音规律。

2. 能试着读出含有字母组合 cl 和 pl 的单词。

【教学重难点】

能总结字母组合 cl 和 pl 在单词中的发音

规律,能试着读出含有字母组合 cl 和 pl 的单词,并能自己说一说、写一写。

【教学准备】

1. 相应的挂图。

2. 录音。

3. 课本。

【教学过程】

**Step 1. 热身、复习 (Warm-up/Revision)**

1. Show time.

老师让成绩不错的学生将课前准备好的对话在台上展示表演。

2. Let's play

老师可将 Let's spell 中的 clock, plate, eggplant 的图片用纸遮挡起来,只在中间位置留有一小洞,通过教师不断的将覆盖的纸移动,学生通过小洞去窥探,猜测图片是何种物品。猜对的学生,用其造个正确的句子,教师即可将该图片作为奖品奖励给学生。

Step 2. 呈现新课 (Presentation)

学习 Let's spell.

1. 多媒体展示图片,请学生说出对应单词并拼写。

2. 出示单词 clean, clock, class, clever, plate, eggplant, please, play。让学生跟读,注意 cl 与 pl 的发音。

3. 听录音,发现它们的共同点和不同点。

4. 自读单词,体会 cl 发 /kl/ 与 pl 发 /pl/ 部分的读音。

5. 注意多媒体动态图展示 cl 与 pl 的发音时,口腔内的变化。

6. 教师总结发音要领。

7. 学生根据发音规律反复自读。教师在台下对个别学生进行指导。

8. Activity. 教师出示单词卡片,学生迅速准确地将该单词大声地读两遍,多读或读错的同学将受到惩罚。

9. 听录音,跟读一遍。

10. Let's chant. 师生共同合作完成 Let's chant 的编唱。如:

Clean, clean, clean my room.

Clock, clock, 3 o'clock.

Class, class, our class.

...

11. 请学生找出更多此类单词。

12. 听磁带,完成课本练习。

Step 3. 作业 (Homework)

1. 听磁带,模仿跟读。

2. 找出更多此类发音规律的词。

3. 完成相关练习。

4. 预习下一课。

【板书设计】**Unit 1 My day**

cl : clean clock class clever

pl: plate eggplant please play

第四课时

(Let's talk Let's try)

【教学目标】

1. 能听懂 Let's try 部分的内容,并勾选出正确的图片。

2. 能听懂、会说 "What do you do on the weekend?" "I often ... /I usually ... /Sometimes I ...", 在实际情境中运用。

【教学重难点】

1. 掌握 Let's learn 的词组,并应用。

2. 能掌握 Let's learn 中的句型:要求学生能在相似的情景中正确替换句中关键词,练习新语言。

3. 灵活运用频度副词介绍自己的周末活动。

【教学准备】

1. 录音。

2. 相关的词卡。



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3. 课本。

【教学过程】

Step 1. 热身、复习 (Warm-up/Revision)

1. Read and translate: clean my room, clean my room, I often clean my room.

再用同样的方法复习: do homework watch TV have... class play sports with

2. Review the sentence:

I often/usually/sometimes clean my room/... on Saturdays. 反复操练

Step 2. 呈现新课 (Presentation)

1. Learn "let's talk".

(1) Read and translate the words: why, shop, work, last, sound, also, busy, need.

(反复教读)

(2) Dialogue Practice. 先让学生自读课文, 理解课文意思。

T: What do you do on the weekend?

Ss: I often ... /I usually ... /Sometimes I ...

反复操练, 让学生掌握句型。

2. Listen to the tape and read it again.

3. Talk with your partner:

S1: I often ... /I usually ... /Sometimes I ...

S2: I often ... /I usually ... /Sometimes



I ...

Step 3. 巩固与拓展 (Consolidation & Extension)

1. Roal-play

熟悉会话 "What do you do on the weekend? I often ..."

T: What do you do on the weekend?

Ss: I often. ...

T: Do you want to know what I do on the weekend?

Ss: What do you do on the weekend? 鼓励更多的学生参与。

T: What do you do on the weekend?

S: I usually play sports/... 学生间反复操练。

2. Listen and read "Let's try", Choose the right picture.

Step 4. 作业 (Homework)

背诵并默写本节课所学的单词和句型。

【板书设计】

Unit 1 My day

why shop work last sound also
busy need

What do you do on the weekend?

I often ... /I usually ... /Sometimes I ...

第五课时

(Let's learn Do a survey)

【教学目标】

1. 能够听说读写 clean my room, go for a walk, go shopping, take a dancing class.

2. 掌握句型: "I often/usually/always/sometimes clean my room/... on Saturdays".

【教学重难点】

1. 掌握四会动词短语, 并用于句型 "I often/usually/always/sometimes clean my room/

... on Saturdays" 谈论周末活动。

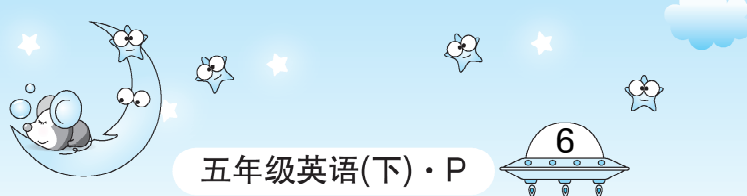
2. 能运用 often/always/sometimes 进行替换练习。

3. Do a survey.

4. 正确使用频度副词表达自己的周末活动。

【教学用具】

1. 录音。



2. 相关的词卡。

3. 课本。

【教学过程】

Step 1. 热身、复习 (Warm-up/Revision)

1. Translate.

吃早饭_____ 上英语课_____

进行体育运动_____ 做早操_____

吃晚饭_____ when _____

after _____ usually _____

2. Read and answer the questions. (板书, 学生口头回答)

When do you usually get up on Mondays?

When do you usually go to bed on Fridays?

Step 2. 呈现新课 (Presentation)

1. Learn the new phrases: clean my room, go for a walk, go shopping, take a dancing class.

T: clean my room, clean my room, Let's clean my room. 学生跟读

用同样的方法教读词组。

T: Do you usually clean your room/... on Saturdays?

Ss: Yes, I usually clean my room/... on Saturdays.

2. Learn the new sentence:

I usually clean my room/... on Saturdays.

运用新学词组反复操练此句型, 再将 usually 换成 often:

I often clean my room/... on Saturdays.

反复操练该句型, 让学生掌握。

3. Listen to the tape and read it again.

Step 3. 巩固与拓展 (Consolidation & Extension)

1. Substitution drills: 用 always / sometimes 替换 often 进行句型练习。

2. Listen and read "Let's learn".

3. Do a survey:

T: What do you do on Saturdays / on Sundays / on the weekend?

Ss: I often/always/sometimes go shopping /... with my mother/... on Saturdays/on Sundays/on the weekend. 反复操练。

Step 4. 作业 (Homework)

背诵并默写本节课的单词和句型。

【板书设计】

Unit 1 My day

clean my room go for a walk go shopping take a dancing class

I often/always/sometimes go shopping/... with my mother/...

on Saturdays/on Sundays/on the weekend

What do you do on the weekend? I usually/often/ sometimes ...

第六课时

(Read and write Let's check Let's wrap it up)

【教学目标】

1. 通过本课学习, 能加强对本单元知识点的掌握。

2. 掌握动词短语的搭配。

3. 能听懂 Read and write 的故事内容。

【教学重难点】

1. 熟练掌握动词短语的搭配。

2. 试着自己总结本单元的知识内容。

【教学准备】

1. 录音。



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2. 相关的词卡。

3. 课本。

【教学过程】

Step 1. 热身、复习 (Warm-up/Revision)

1. Greetings.

T: Morning, class.

Ss: Morning, teacher.

T: Do you like reading books?

Ss: Yes.

2. 让学生说说自己都看过哪些国内外名著,由此引出《鲁滨逊漂流记》这一名著。教师给学生说说原书中鲁滨逊与星期五之间的故事。(这一部分可让看过此书的学生先来说,培养学生的胆量及语言组织能力)

Step 2. 呈现新课 (Presentation)

1. 学习 Read and write.

(1) 让学生自读 Robin's play, 然后在教师规定时间分组完成课本判断对错的练习, 在学生自主学习过程中遇到问题可以举手向老师求助。

(2) 师生核对。

(3) 展示课件, 点击鼠标, 呈现课本第一段内容, 注意用不同颜色标记出重点单词。如: live on, island, early, wash my face 等。

(4) 听录音, 学生齐读第一段, 然后让学生翻译。

(5) 呈现第二、三段内容, 用不同颜色标记出重点单词。如: go swimming, play sports 等。然后听录音, 学生齐读第二、三段, 学生翻译。

(6) 完整地听一遍全文, 让学生总结 Robinson 通常都会做些什么事情。

(7) 教师简单介绍书信的格式, 然后让学生完成写给 Robinson 的信。

2. 完成 Let's check.

(1) 师生对话。



T: Look at the first picture. What does Mike do?

Ss: Go swimming.

T: Yes. The second one?

Ss: Go shopping.

T: Yeah. How about this one?

Ss: Do his homework.

T: The last one?

Ss: Clean his room.

教师带领学生将短语反复读几遍。

(2) 播放录音, 完成 Listen and tick 中的练习。师生核对答案。

(3) PPT 完整呈现听力材料, 学生反复跟读模仿。

(4) 让学生完成 Give answers about yourself 部分的句子, 然后同桌间交流各自周末的活动。

3. 学习 Let's wrap it up.

(1) 快速搭配。教师将课前做好的 Let's wrap it up 中的单词卡片粘于黑板上。请四位学生上台, 迅速的把对应的单词放于动词 go, play, have, do 之后, 搭配出正确的短语并在其后造句。完成得快且正确率高的同学获胜。

(2) 教师带领学生将短语反复读几遍, 并要求学生背诵。

(3) 听写短语。同桌互查。

4. 小结。

Step 3. 作业 (Homework)

1. 熟读 Robin's play.

2. 完成相关练习。

3. 预习下一单元。

【板书设计】

Unit 1 My day

I +	{	always	+	{	get up early.
		sometimes			clean my cave.
		often			go swimming.



Unit 2 My favourite season

【教学内容】

本单元的教学重点是问答最喜欢哪个季节并陈述原因,主要句型是: Which season do you like best? / Why? Because I can 难点是 B 部分要求掌握的四会动词和词组,本单元在内容上与四年级下册第四单元有相同之处,描述天气情况的形容词如 Cool, cold, rainy, windy, snowy, cloudy, sunny 等单词皆已出现过,因此教师在教学过程中应注意以旧引新,以不同形式反复呈现新知识,从而降低学习的难度。

【单元目标】

1. 能力目标

能够就所喜欢的季节及原因进行问答,如: Which season do you like best? I like summer/winter ... Why do you like ...? Because I can ...

2. 知识目标

(1)能够认读 A、B 部分 Let' learn、Read and write 中的单词和句子,并掌握其中的四会单词。

(2)能够掌握 Read and write 的四会句子,能读懂对话内容,并完成阅读理解检测题。

(3)能够了解 Let's spell 中字母组合的发音规则,能朗读相关的例词。

3. 情感、策略、文化等有关目标

(1)情感态度:让学生有兴趣用英语表达,能积极参与课堂活动。

(2)学习策略:引导学生注重小组合作学习,培养沟通交流的能力。

(3)文化目标:让学生了解有关全球天气差异的常识。

【单元重点】

能够对自己最喜欢的季节进行问答并陈述原因,主要句型是 Which season do you like best? / Why? Because I can

【单元难点】

联系实际对于本单元句型的灵活运用 What's your favourite season? Why? Because I can

【课时安排】

6 课时

第一课时

(Let's talk Let's try)

【教学目标】

1. 能听懂 Let's try 部分的内容,并勾选出正确的图片。

2. 听、读 Let's talk 部分,运用核心句子“Which season do you like best?”“Spring/Winter/ ... It's pretty/I like snow/ ...”来谈论最喜欢的季节,并变换单词,分角色练习对话,说出简单的理由。

【教学重难点】

1. 掌握句型“Which season do you like best?”并能在实际情境运用。

2. 能正确回答“Which season do you like best?”并说出喜欢的理由。

【教学准备】

1. 录音。

2. 教学挂图。

3. 课本。

【教学过程】

Step 1. 热身、复习 (Warm-up/Revision)

1. Review “the weather”.

What's the weather like?



智慧树·同步讲练测

It's warm /hot/cool/cold/sunny/windy/snowy/... 并让学生说出划线部分单词意思。

2. Review the words.

season, spring, summer, autumn, winter

并将单词带入句型中去复习:

T: Which season do you like best?

Ss: Spring. It's warm. /... (用同样句式复习其他单词)反复操练此句型。

Step 2. 呈现新课 (Presentation)

1. Let's talk.

(1)学习重点单词、短语和句型: beautiful — It's very beautiful.

pretty — It's pretty. (教师可以自己找一找并板书)

(2) Listen to the tape and read the dialogue.

(3)学生自读课文,并根据课文回答问题:

T: Which season do you like best?

Ss: Winter/... I like snow. /It's pretty.



反复操练几个句型,让学生掌握。

(4)请学生讲解重点句子,并对重点做好笔记。

2. Let's try. What is the weather like today? Listen and write.

Step 3. 巩固与拓展 (Consolidation & Extension)

灵活运用所学重点单词和句型造句。

T: What is the weather like today?

Ss: It's warm/...

T: Which season do you like best?

Ss: Spring/... 也可分小组练习对话。

Step 4. 作业 (Homework)

熟读并背诵本课对话。

【板书设计】

Unit 2 My favourite season

What is the weather like today?

Ss: It's warm/...

Which season do you like best?

Ss: Spring. It's warm. /...

第二课时

(Let's learn Read and match)

【教学目标】

1. 能听说读写单词 season, spring, summer, autumn, winter.

2. 初步掌握句型 Which season do you like best? 并能回答。

【教学重难点】

1. 掌握单词 season, spring, summer, autumn, winter 的发音。

2. 掌握 Let's learn 中如何询问和回答最喜欢的季节,并能试着说出理由。

【教学准备】

1. 课件。

2. 单词卡。

3. 课本。

【教学过程】

Step 1. 热身/复习 (Warm-up/Revision)

1. 引导学生复习形容天气的单词 cold, warm, hot, cool.

cold, cold, It's cold. 用同样方式复习余下单词。

2. 复习四年级下册询问天气的句型:

T: What's the weather like in Yanbian?

Ss: It's cold/...

Step 2. 呈现新课 (Presentation)



1. Learn the new words: season, spring, summer, autumn, winter.

T: spring, spring, spell it please.

Ss: spring, spring S—P—R—I—N—G

(其余单词学法同上)

2. T: spring, spring, I like spring. Ss: spring, spring, I like spring.

(其余单词学法同上)

3. Talk about the weather.

T: What's the weather like today? Is it cold? Ss: No, it's warm. 引出 spring

T: Which season is cold? 引出 season, winter.

T: Do you know another season? 引出 summer, autumn(反复教读单词)

4. Let's learn.

T: Which season do you like best?

{ S1: Spring. It's warm and sunny.
S2: Summer. I can go swimming every day.
...

反复操练并让学生掌握该句型。

5. Listen to the tape, 分角色读 Let's learn. 请学生翻译句子。

Step 3. 巩固与拓展(Consolidation & Extension)

1. Role-play:

猜一猜, 学生灵活并运用所学单词练习句型:

S1: Which season do you like best?

S2: Spring/ ... I can ... 反复练习。

2. Read and match: Read and choose the right pictures.

Step 4. 作业(Homework)

背诵并默写四会单词及句型。

【板书设计】

Unit 2 My favourite season

spring summer autumn winter

Which season do you like best?

——Summer/Spring. I can ...

第三课时

(Let's spell)

【教学目标】

能听读 chant, 并总结 Let's spell 中字母组合 gr 和 br 在单词中的发音规律。

【教学重难点】

总结 gr 和 br 在单词中的发音规律, 能找出含有字母 gr 和 br 的单词。

【教学准备】

1. 挂图。
2. 词卡。
3. 录音。
4. 课本。

【教学过程】

Step 1. 热身/复习(Warm-up/Revision)

1. Review the words in this unit.
(Page 72) 师生互译。

2. Review the sentences:

T: Which season do you like best?

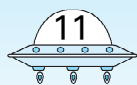
Ss: I like spring best.

T: Why?

Ss: Because there are pretty flowers.

分小组进行操练。

Step 2. 呈现新课(Presentation)



智慧树·同步讲练测

学习 Let's spell.

1. Activity: 快乐传真。

将全班分成八组,教师轻声告诉每组第一位学生一个单词 brown, library ... 该学生同样以耳语的形式传给其他学生,依此类推,每组最后一名学生将其所收到的单词大声说出来,看看是否正确。

2. 教师用课件呈现图片及单词。让学生认读图片所对应单词,并找出其共同点。

3. 听录音,学生模仿跟读,感知 br, gr 的发音。

4. 教师说明 br 发/br/与 gr 发/gr/的方法。

5. 多媒体动态图展示发音时口腔变化。

6. 教师带读,然后找个别学生读,教师纠正。



7. Game: 大家来找茬。

六人一组,依次读出含有 br 或 gr 的单词,台下学生找出并记下发音不标准的同学,举手说出自己的答案,回答完全正确得一分,得分最高者获胜,可得到奖品。

Step 3. 作业 (Homework)

完成课本 16 页练习。

1. 利用可利用资源查找此类单词。

2. 听录音,跟读单词,体会发音。

3. 完成相关练习。

4. 预习下一课。

【板书设计】

Unit 2 My favourite season

br/br/ : brown, library, brother, umbrella...

gr/gr/ : green, grapes, grandpa, grow...

第四课时

(Let's try Let's talk)

【教学目标】

1. 能听懂 Let's try 部分的内容,并勾选出正确的图片。

2. 能正确回答为什么最喜欢这个季节,并能在情景中熟练运用这个句子。

【教学重难点】

1. 重点掌握学习目标中的句型,要求学生能在真实的情景中运用。

2. 正确运用答句“Because...”。

【教学准备】

1. 录音。

2. 课本。

【教学过程】

Step 1. 热身、复习 (Warm-up/Revision)

1. Greetings.

T: Good morning, students.

Ss: Good morning, teacher.

T: Please look at the three pictures. What seasons are there? Which one do you like best? (展示 Let's try 部分的三幅图)

Ss: ...

2. Sing the song “What's your favourite season?”

Step 2. 呈现新课 (Presentation)

1. 完成 Let's try.

(1) Free talk.

T: Here are three pictures. Let's have a look.

让学生用一句话描述每幅图画。如:

图 1: There are many flowers in spring.



(2)教师先讲解题意,然后播放听力录音,学生选出正确答案。

(3)教师核对答案。

(4)教师重新播放录音,要求学生写出关键词。

(5)呈现完整的听力材料,学生朗读。

2. 学习 Let's talk.

(1)用 PPT 呈现课本 17 页中 Amy 的画。

T: Please look at the picture. Whose picture is it?

Ss: It's Amy's.

T: Yes. It's a picture of autumn, right?

Ss: Yes.

(2)学生听录音跟读,理解文章意思,并回答以下问题: Which season does Miss White like best? Why?

(3)师生核对答案,并讲解课文。

(4)同桌分角色进行操练,并背诵课文。

(5)根据 Ask and answer. 中所给句型,创编对话。

(6)Activity: Show and say.

全班分为四组,每组选出一名代表,同学代表分别展示四季图片,台下每组学生尽可能多地说出与该季节有关的单词、短语或句子,所说内容最多组获胜。

(7)自我展示。学生展示自己喜欢的图片,用简单的英语向大家说明,教师可在一边适时指导。

3. 小结。

【板书设计】

Unit 2 My favourite season

Good job because

— Which season do you like best?

— I like spring best.

— Why?

— Because there are pretty flowers.

第五课时

(Let's learn Ask and answer)

【教学目标】

1. 能掌握动词短语: go on a picnic, go swimming, pick apples, make a snowman.

2. 能掌握问句“Which season do you like best?”更详细的回答方式。

【教学重难点】

1. 熟练掌握短语: go on a picnic, go swimming, pick apples, make a snowman.

2. 能将本课重点短语运用到句型“I often go on a picnic/... with my family.”中去。

3. 能熟练回答“Which season do you like best?”并能说明理由。

【教学准备】

1. 录音。

2. 单词卡片。

3. 课本。

【教学过程】

Step 1. 热身/复习 (Warm-up/Revision)

1. Greetings.

2. Game: 萝卜蹲。

教师请四名同学分别代表 spring, summer, autumn, winter, 站在教室前方。教师先发指令: Spring, spring, sit down. 代表 spring 的学生必须立刻做下蹲动作,同时边下蹲边要继续发指令,如: Spring, spring, sit down. Winter, winter, sit down. 则下一个代表 winter 的



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学生要下蹲,继续传递指令,第一个反应不及时的学生退出比赛,直到最后决出胜利者。

3. Let's listen to the song "What's your favourite season?".

Step 2. 呈现新课 (Presentation)

1. 学习 Let's talk.

(1) Free talk.

让学生说说在一年的四个季节中你都会做些什么有趣的事呢?

(2) 用 PPT 呈现四季单词和课本 18 面挂图,请学生连线。

呈现方式:单词 图画并附单词

spring pick apples(同时呈现摘苹果的图画)

summer go swimming(同时呈现游泳的图画)

autumn make a snowman(同时呈现堆雪人的图画)

winter go on a picnic(同时呈现野餐的图画)

(3) 听录音,学生模仿跟读短语。

(4) 教师带读,学生自由朗读。

(5) Activity: 看谁反应快。

教师说出任一季节单词,要求学生迅速说出对应活动。(活动进行时,教师可根据学生回答情况,同一个单词重复几次,以达到让每位学生都大声说出正确答案。也可让学生来



担当教师的角色。)

(6) 听录音,学生模仿跟读句子。教师强调句子 "There are beautiful flowers everywhere."

(7) 学生根据所学内容创编对话。教师可找几位不同水平学生所编对话进行讲解,让学生取长补短。

2. 完成 Ask and answer.

(1) 让学生以 AB 对话形式编写对话,写在课前准备好的纸上。

(2) 同桌间进行对话练习。

3. 小结。

Step 3. 作业 (Homework)

1. 听录音,模仿跟读,并背诵课文。

2. 完成相关练习。

3. 写篇演讲稿,题目为 "My favourite season".

4. 预习下一课。

【板书设计】

Unit 2 My favourite season

Which season do you like best?

I like spring best. There are beautiful flowers everywhere.

I often {
go on a picnic
go swimming
pick apples
make a snowman

第六课时

(Read and write Let's check Let's wrap it up)

【教学目标】

1. 通过本课学习,能加强对本单元知识点的掌握。

2. 能熟练运用疑问词。

3. 能听懂 Read and write 的故事内容。

【教学重难点】

1. 熟练掌握疑问词的运用。

2. 试着自己总结本单元的知识点。

**【教学准备】**

1. 挂图。
2. 相关的词卡。
3. 录音。
4. 课本。

【教学过程】**Step 1. 热身/复习 (Warm-up/Revision)**

1. Greetings.
2. Let's sing together.
3. Little elocutionist. (小小演说家) 课前准备好演讲稿的学生上台演讲, 演讲题目“My favourite season”。

Step 2. 呈现新课 (Presentation)

1. 学习 Read and write.

(1) 教师模仿 Robin 介绍其对四季的喜好信息。如:

Hello, I'm Robin. If you ask “Hey, Robin, which season do you like best?”, I'll tell you I like them all. I like spring because there are green trees and beautiful flowers everywhere. I like summer, even though I can't swim. I like autumn because I love pretty colours. I want to play in the snow, so I also like winter.

老师可适当放慢语速, 学生仔细听, 并理解句意。学生说出其所听到的关键词, 猜测短文意思。

(2) 教师播放录音, 学生听录音, 试着翻译句子。

- (3) 教师讲解。
- (4) 让学生模仿 Robin 进行朗读。
- (5) 学生完成 Read and tick 部分的练习。
- (6) 师生核对答案。

2. 完成 Let's check.

(1) 教师带领学生将对话内容中已给部分看一遍, 并引导学生预测空白内容。如:

a. 根据已给内容, 能猜测出这段对话的主题是关于喜爱的季节。

b. 根据已给的 “The colours are beautiful. I can pick fresh apples.” 猜测前一句可能是 “I like autumn best.”。

(2) 教师播放录音, 学生验证自己的猜想, 抓住关键词, 完成练习。

(3) 播放录音, 学生反复跟读。

3. 学习 Let's wrap it up.

(1) 教师讲解特殊疑问句词 what, when, where, which, why 的意义用法。

(2) 教师出示一首特殊疑问词歌谣:

w, w 真神奇, 问出许多大问题。

what, what, 问“什么”,

when, when, 问“时间”,

where, where, 问“哪里”,

which, which, “哪一个”,

why, why, why, “为什么”。

(3) 学生完成习题, 教师核对答案。

Step 3. 作业 (Homework)

1. 听录音, 熟读 Read and write 部分的短文, 背诵重点句型。

2. 完成相关练习。

3. 复习本单元所学重点内容。

4. 预习下一单元。

【板书设计】**Unit 2 My favourite season**

I like ... because ...

What lovely colours!

There is lots of snow.

what when where which why



Unit 3 My school calendar

【教学内容】

1. “四会”掌握 6 个月份单词: January, February, March, April, May, June, 及其单词缩写和 New Year's Day, winter vacation, Tree Planting Day 等词组, 并熟练朗读运用。

2. 询问别人日期, 回答某人哪个月份和具体日期。

【单元目标】

1. 能力目标

(1) 能够听、说、读、写和掌握 6 个月份单词: January, February, March, April, May, June, 及其单词缩写和 New Year's Day, winter vacation, Tree Planting Day 等词组, 并熟练朗读运用。

(2) 能够询问日期并回答: When is ...? It's ...

2. 知识目标

(1) 认读 A、B 部分 Let's learn、Let's talk 中的单词和句子, 并掌握四会单词。

(2) 掌握 Read and write 中的四会句子, 读懂对话内容, 完成句子填空。

(3) 能够了解字母组合 ch, sh 在单词中的发音规律并能读出例词。

3. 情感、策略、文化等有关目标

(1) 引导学生热爱自然、关心环境与气候变化。

(2) 引导学生注重合作, 广泛阅读, 扩大知识面。

(3) 引导学生了解中西方共有的或特有的节日和风俗。

【单元重点】

1. 认读 A、B 部分 Let's learn、Let's talk 中的单词和句子, 并掌握四会单词。

2. 掌握 Read and write 中的四会句子, 读懂对话内容, 完成句子填空。

【单元难点】

能够询问日期并回答

【课时安排】

6 课时

第一课时

(Let's talk Let's try)

【教学目标】

1、能询问及回答节日所在月份。

2. 能用理解 Let's talk 的大意, 能用正确的语音语调朗读对话。

3. 能在语境中运用 “When is the singing contest? —It's usually in May.” 类似句型来交流相关月份及节日。

【教学重难点】

句型: When is ...? 的掌握及回答。

【教学准备】

1. 录音机、录音带或 VCD。

2. 教学挂图。

3. 课本。

【教学过程】

Step 1. 热身/复习 (Warm-up/Revision)

1. Greetings.

T: Good morning, class.

Ss: Good morning, teacher.

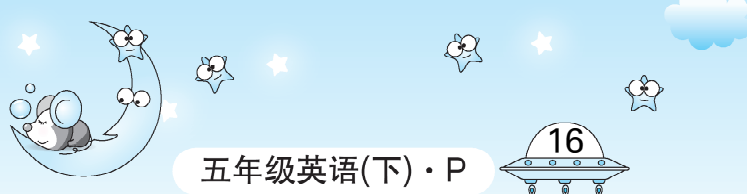
T: What's the weather like today?

Ss: It's ...

2. 学生展示并说明自己设计的重大事项日历表。

Step 2. 呈现新课 (Presentation)

1. 完成 Let's try。



(1)教师带领学生明确题意。

(2)教师播放 Let's try 听力,学生完成练习。

(3)教师核对答案。

(4)逐句听,逐句复述。引导学生抓住关键词。

(5)呈现完整的听力材料,学生大声朗读。

2. 学习 Let's talk.

(1)Free talk.

教师用 PPT 展示学校运动会以及学校旅行时所收集的图片,让学生说说期间发生的有趣的事情。

T: When is the sports meet?

Ss: It's in April.

T: When is the school trip?

Ss: It's in May.

(2)这是我们学校的活动,那么下面我们一起来看看 Mike 的学校都会有哪些有趣的活动呢? 听 Let's talk 录音,回答问题。What activities are mentioned in the text? When are they?

(3)师生核对答案。

(4)教师讲解课文。

(5)学生听录音朗读课文。

(6)全班分成两大组进行对话。教师对两组进行评论。

(7)Role-play. 选两到三组同学进行表演,教师评论,生生互评。

(8)根据 Write and talk 所给内容,创编对话。

(9)Chant together.

教师集中学生的智慧将学校事件的时间编成一首简单的说唱歌谣。如:

Tree Planting Day is in March.

The sports meet is in April.

The singing contest is in May.

3. 小结。

Step 3. 作业(Homework)

1. 背诵 Let's talk.

2. 根据 Let's talk 创编对话。

3. 完成相关练习。

4. 预习下一课。

【板书设计】

Unit 3 My school calendar

A: When is the English party?

B: It's in April.

A: When is the school trip?

B: It's in May.

第二课时

(Let's learn Read and say)

【教学目标】

1. 能够听、说、读、写表示月份单词: January, February, March, April, May, June.

2. 初步了解各个月份中的一些节日的英语表达方式。

3. 让学生能说出自己最喜欢的月份(1—6月)

【教学重难点】

1. words: January, February, March, April, May, June 的学习。

2. Sentences: When is Tree Planting Day? It's in... 的学习。

【教学准备】

1. 课件。



智慧树·同步讲练测

2. 六张单词卡。

3. 课本。

【教学过程】

Step 1. 热身/复习 (Warm-up/Revision)

1. Greetings: sing a song together.

2. Revision: Go over the old words: Monday, Tuesday... Sunday.

T: What day is it today? S: Today is ...

T: Today is also my birthday. Do you know "When is your birthday?"

Ss: 一月、二月... (可用中文说出月份)

Step 2. 呈现新课 (Presentation)

1. 板书: the title "Unit 3 My school calendar"并教读。

2. Learn the new words: January, February, March, April, May, June

T: January, January, spell it please.

S: Read after teacher and spell the word.

T: Make a sentence: My birthday is in January.

S: Read after teacher (同样的方法教其他单词) 引导学生自己说出句子如: January, January. My birthday is in January. (明确告知学生在只有月份的情况下只能用介词 in)。

4. 引导学生找出 1—6 月份中的节日及自己能英文读出的名称, 如: Children's Day



等。

T: When is your birthday?

S: My birthday is in January. / It's in January.

T: When is Children's Day?

S: It's in June...

5. Listen to the tape (Let's learn)

Step 3. 巩固与拓展 (Consolidation & Extension)

1. 小组合作: (6 人) 分别用 When is your birthday? S: My birthday is in January/ February. 造句。(规定每人选择一个与他人不同的月份)。

2. 两人交流对话: When is May Day? S: It's in May. ...

3. Finish "Read and say".

Step 4. 作业 (Homework)

1. 完成 January, February, March, April, May, June 在四线三格上的写法。

2. 写一句自己今天才学会最感兴趣的句子。

【板书设计】

Unit 3 My school calendar

January, February, March, April, May, June.

When is Tree Planting Day? It's in ...

第三课时

(Let's spell)

【教学目标】

1. 能了解及会发字母组合 ch 及 sh 在单词中的发音。

2. 能听出字母组合 ch 及 sh 的发音并写出有关的单词。

【教学重难点】

句型: We will... 的掌握及回答。

【教学准备】

1. 挂图。

2. 相关的词卡。



3. 录音。

4. 课本。

【教学过程】

Step 1. 热身/复习 (Warm-up/Revision)

1. Greetings.

2. 用 PPT 展示 Let's spell 部分的图片和对应的单词。

Step 2. 呈现新课 (Presentation)

学习 Let's spell.

1. 让学生认读图片所对应单词,并找出其共同点。

2. 听录音,学生模仿跟读,体会 ch, sh 拼读方法。

3. 教师说明 ch(声带振动), sh(声带不振动)的发音方法。

4. 多媒体动态图展示发音时口腔变化。

5. 教师带读,找个别学生读,教师纠正。

6. 教师让学生画出 Listen, number and say 中给出单词中含有的 ch, sh。

7. 教师展示课前准备好的 Listen, number and say 中单词的卡片,学生认读。

8. 教师播放听力,学生完成 Listen, number and say 部分的练习。

9. 要求学生画出 Choose, write and say. 中

含有的 ch, sh 的单词。

10. 教师带领学生认读单词。

11. 学生完成 Choose, write and say 部分的练习。

12. Game: 猜猜“我”是谁。教师说单词,请学生选出相应的卡片。

(1) cheap, sheep (2) wash, watch

(3) cash, catch (4) ship, chip

(5) bush, bunch (6) such, bush

待全班学生选出单词后,再出示所有的单词卡片。全班一起读一读,强调 ch 和 sh 的发音。

13. 利用可利用资源让学生尽可能多地找出此类词语并制作单词卡片。

Step 3. 作业 (Homework)

1. 听录音,模仿跟读。

2. 找同类词。

3. 完成相关练习。

4. 预习下一课。

【板书设计】

Unit 3 My school calendar

ch: China chicken lunch teacher

sh: ship fish shirt shorts

第四课时

(Let's talk Let's try)

【教学目标】

1. 能用理解 Let's talk 的大意,能用正确的语音语调朗读对话。

2. 能在语境中运用 When is the trip this year? — It's in October.

3. 理解书上重点句子,如: We'll go to the Great Wall.

【教学难点】

句型: When is ...? 的掌握及回答。

【教学准备】

1. 挂图。

2. 相关的词卡。

3. 录音。

4. 课本。



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【教学过程】

Step 1. 热身/复习 (Warm-up/Revision)

1. Review the words : January ,February ... June.

2. T: When is Tree Planting Day? /mother's day...

Step 2. 呈现新课 (Presentation)

1. T: Do you like Autumn?

Ss: Yes, I do.

T: Why?

Ss: Because it's...

2. Listen to tape about Let's talk. (初步感知对话内容)

T: When is the trip this year?

S: It's in October. (学生可看书自己寻找答案)

3. Learn about the "Let's talk". And read after the tape/teacher.



4. Finish the sentences "What will you do for your mum on Mother's Day?"

I'll _____
_____ will _____

Step 3. 巩固与拓展 (consolidation & extension)

Role play: 两人小组对话, 轮流模仿 Chen Jie 和 Oliver 的对话。

听录音, 模仿对话的语音语调。

Step 4. 作业 (Homework)

和同桌一起背诵 Let's talk 的对话。

【板书设计】

Unit 3 My school calendar

We usually have a school trip in autumn.

A: When is the trip this year?

B: It's in October.

We'll go to the Great Wall.

I'll cook for my mother.

第五课时

(Let's learn Ask and write)

【教学目标】

1. 能够听、说、读、写表示月份单词及能认简写形式: July, August, September, October, November, December.

2. 初步了解各个月份中一些节日的英语表达方式。

3. 让学生能说出自己最喜欢的月份(7—12月)。

【教学重难点】

1. words: July, August, September, October, November, December 的学习。

2. sentences: When is Mid-Autumn Day? It's in... 的学习。

【教学准备】

1. 挂图。
2. 录音。
3. 相关的卡片。
4. 课本。

【教学过程】

Step 1. 热身/复习 (Warm-up/Revision)

1. Greetings: sing a song together.

2. Revision: Go over the old words: January... May. June.

T: Do you like January / February... ?

Ss: Yes, I do.

T: Do you know July? (板书该单词)



Ss: It's 7 月.

教师依次板书出 7—12 月及简写形式(也可是事先准备好的单词卡片直接粘贴到黑板上)

Step 2. 呈现新课(Presentation)

1. Teach the new words: July, August, September, October, November, December.

T: July, July, spell it please.

S: Read after teacher and spell the word.

2. T: Make a sentence: July, July. Summer vacation is in July.

S: Read after the teacher.

(同样的方法教其他单词,并引导学生自己说出句子如: September, September. Teachers' Day is in September.)

3. 引导学生找出 7—12 月份中的节日及自己能英文读出的名称,如: Teachers' Day 等。

T: When is China's National Day?

S: It's in October.

...

4. Listen to the tape.

Step 3. 巩固与拓展(consolidation & extension)

1. 小组合作: When is your birthday/Christmas? S: My birthday is in January/February. / It's in December.

2. Finish "Ask and write"

Step 4. 作业(Homework)

1. 完成 July, August, September, October, November, December 在四线三格上的书写。

2. 写一句自己今天才学会最感兴趣的句子。

【板书设计】

Unit 3 My school calendar

July, August, September, October, November, December.

When is Mid—Autumn Day?

It's usually in September or October.

第六课时

(Read and write Let's check)

【教学目标】

1. 通过本课学习,能加强对本单元知识点的掌握。

2. 语法知识: in, on, at 的用法。

3. 能听懂 story time 的故事内容。

【教学重难点】

1. 熟练掌握 in, on, at 的用法。

2. 试着自己总结本单元的知识。

【教学准备】

1. 挂图。

2. 相关的词卡。

3. 录音带。

4. 课本。

【教学过程】

Step 1. 热身/复习(Warm-up/Revision)

1. Greetings.

T: Good morning, class.

Ss: Good morning, teacher.

T: How are you?

Ss: I'm fine, thank you.

2. I'm a little guide. (我是小小讲解员)

学生充当讲解员,利用课前收集的资料为



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大家讲解外国的复活节。

Step 2. 呈现新课 (Presentation)

1. 学习 Read and write.

(1) Free talk.

T: I received an invitation from Robin. Do you want to see?

Ss: Yes.

T: But you must answer my questions. If you can get the right answer, it's yours.

Ss: OK.

T: What's the meaning of these words "when, why, where, what"?

Ss: ...

(2) 学生回答正确, 教师用 PPT 展示邀请函。让学生总结一封邀请函都有哪些内容。

(3) 听录音, 学生跟读并翻译。

(4) 教师讲解课文。注意新授单词 RSVP, by 和句型 "Will you come to...?" 的用法。

(5) 完成课本练习。教师核对答案。

(6) 学生扮演 Robin, 口头邀请朋友参加复活节派对。如:

S₁: Hi, I'm Robin. I will hold an English party. Will you come to my party?

S₂: Yes, I will. / Sorry, I...

2. 完成 Let's check.

(1) 教师出示月份的单词卡片, 学生认读。

(2) 根据表格内容, 编写对话并练习。如:

S₁: When is the school trip?

S₂: It's in August/March/April...

(3) 老师播放录音, 学生完成听力训练。

(4) 再次播放听力, 要求学生听关键词, 完成听力练习中的两个问句。

(5) 用 PPT 展示完整的听力材料, 学生反复跟读模仿。

3. 学习 Let's wrap it up.



(1) 教师讲解说明介词 in, at, on 的用法。

in+时间段 at+具体时刻 on+具体某天

(2) 学生完成练习。

(3) 巩固练习。

用介词 in, at, on 填空。

He has a birthday party _____ July.

My birthday is _____ January 5th.

I always go to school _____ 7 o'clock.

Step 3. 作业 (Homework)

一、写出下列月份的简写形式及中文。

December _____

September _____

January _____

November _____

October _____

August _____

二 连词成句。

1. when Day Fool's April is (?)

2. birthday in is my May (.)

3. we go to will Great Wall the (.)

4. is the school trip when year this (?)

【板书设计】

Unit 3 My school calendar

A: When is school trip? B: It's in ...

In on at

We will have an English party _____

February.

I get up _____ 7 o'clock every day.

What do you have _____ Tuesdays?



Recycle 1

【教学内容】

本单元是义务教育 PEP 小学英语教科书五年级下册教材 Recycle1 部分,本单元首先以 Sarah's weekend 为中心,通过电话邀请朋友出去玩为线索,复习巩固 Unit1 My Day;其次,又以“Robin 询问 Sarah's father 的作息时间为中心,复习巩固学过的用 when 询问作息时间的句型。

【单元目标】

1. 复习 1—3 单元的目标语言与词汇,要求学生做到能听、会认,并在实际情景中准确表达。

2. 复习 1—3 单元 Read and write 部分的六组句型和 35 个单词,要求学生能熟练地听、说、认读并在四线格中正确书写。

【单元重点】

复习 1—3 单元的目标语言与词汇以及 1—3 单元 Read and write 部分的六组句型和 35 个单词,要求学生能熟练地听、说、认读并在四线格中正确书写。

【单元难点】

复习 1—3 单元的目标语言与词汇以及 1—3 单元 Read and write 部分的六组句型和 35 个单词,要求学生能熟练地听、说、认读并在四线格中正确书写。

【课时安排】

2 课时

第一课时

(P32—P33)

【教学目标】

1 能够听说认读第一至三单元出现的单词和短语,并能灵活使用。

2. 能够听懂,会说,会表演 plan your weekend 等话题内容,并在真实场景中运用所学语言进行真实交流。

3. 在对话交流中使学生养成用英语交际的习惯,培养良好的语音语调和语感。

【教学重难点】

1. 学生能够熟练掌握第 1 至 3 单元的词汇,

同时能在真实情境中灵活使用“when do you go to bed?”等话题内容。

2. 学生能够熟练掌握有关 when 引导问句的先关内容并灵活使用。

【教学准备】

1. 教学挂图或投影片和 VCD。
2. 录音。
3. 新语言及生词的卡片。
4. 课本。

【教学过程】

Step 1. 热身/复习 (Warm-up/Revision)

1、Greetings.

T: Hello, boys and girls. Listen! What sounds?

Ss: Telephone.

T: What are they talking about?

Step 2. 呈现新课 (Presentation)

T: What do you usually do on weekends?

T: Do you like swimming?

T: Listen! What does Sarah want to do on weekends?

Who does she want to be with?

1. Listen and write names.

Sarah: play ping-pong

_____ : go swimming

_____ : pick apples

_____ : play ping-pong with Sarah

2. 小组核对答案。

3. 讲解单词和词组,并配以图片解释。

4. 开火车式读词组。

5. 询问是否想和其他朋友一起去游玩,创编对话,并上台表演。

6. 出示一个大钟表,复习时间表达法。

7. 讲解每个时间应做的事情。

8. 完成课本 P33 Sarah's father 和 Robin 的对话。

9. 写出你父母的作息时间表并与同学进行对话表演。

10. 德育教育:早睡早起身体好,养成合理的作息习惯。



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Step 3. 巩固与拓展 (consolidation & extension)

以 My timetable 为话题进行深度的对话创编和表演。

Step 4. 作业 (Homework)

1. 完成课堂检测中的相关习题。
2. 结合本课学习内容创编一个新对话并



将其表演出来。

【板书设计】

Recycle 1

go swimming go shopping go to bed
go to work When do you get up? When do
you go to bed? At ... o'clock.

第二课时

(P34—P35)

【教学目标】

- 1 能够听说认读 autumn, spring, April, season, clean, green, should 等。
2. 能够体会中国和澳大利亚不同地理位置产生的不同气候差异。
3. 在对话交流中使学生养成用英语交流的习惯,培养良好的语音语调和语感。

【教学重难点】

1. 学生能够熟练掌握第 1 至 3 单元的词组,同时能在真实情境中灵活运用所学,描述气候的特点。
2. 体会地理位置不同产生的气候差异。
3. 书写信件,描述季节。

【教学准备】

1. 教学挂图或投影片和 VCD。
2. 录音。
3. 新语言及生词的卡片。
4. 课本。

【教学过程】

Step 1. 热身/复习 (Warm-up/Revision)

T: Do you know Australia?
Ss: Yes.
T: Talk about Australia in groups.

Step 2. 呈现新课 (Presentation)

T: Today we have an e-mail from Stella in Australia. Let's open and see.

1. Read and answer.
Is it spring in Sydney in April?
What is the weather like in April in Sydney?

2. 小组核对答案。
3. 讲解课文的单词。

4. 让学生用单词造句,看谁组的句子最多。

5. 让学生比较中国和澳大利亚两国季节的不同。

6. 教师讲解中国和澳大利亚两国季节的不同。

7. 帮助 Sarah 写一封回信。

8. 出示课本 P35 的小诗,让学生默读,出声读,小组读。

9. 划出你不理解的句子。

10. 教师单独指导,可了解学生对这首诗掌握情况。

11. 讲解词组 have to, go to bed, get up.

12. Find "Friends" in the poem for the words on page P35.

13. 讲解所给单词中划线部分字母组合的发音规律。

Step 3. 巩固与拓展 (consolidation & extension)

你能不能自己创编一首小诗呢,注意押韵。

Step 4. 作业 (Homework)

1. 完成课堂检测中的相关习题。
2. 结合本课学习内容创编一个新对话并将其表演出来。

【板书设计】

Recycle 1

autumn warm season weather April
In winter I get up at night.
I have to go to bed by day.
What is the weather like in April in Sydney?



Unit 4 When is the art show?

【教学内容】

本单元在复习以前学过的一些表示月份的词汇和基数词的基础上,更注重具体日期的英语表达方法,教师引导学生自主发现序数词的变化规律,并提醒学生关注不同的变化法。引导学生在相应的情境中正确理解使用有关when引导的特殊疑问句,学会独立表达。

【单元目标】

1. 知识目标

(1)能够掌握本单元出现的 first, second, third, fourth, fifth, twentieth, fool, special, kitten, diary, still, walk 等单词,并熟练朗读与运用。

(2)通过对话学习能够掌握主要的功能句型:如 When is your birthday? 等询问他人生日以及有关节日具体日期的英文表达,并准确熟练的运用于实际交流之中。

2. 能力目标

通过语言学习以及多种形式的交际活动,能够掌握本单元词汇和主要句型,形成良好的语言交往能力。

3. 情感、策略、文化等有关目标

(1)情感态度:注重培养学生学习的愿望,鼓励学生参与实践活动。

(2)学习策略:能够在情境中进行真实交流,注重合作,广泛阅读,能够在积极思考解决问题的过程中学习语言,以解决问题的愉悦促进学习热情。

(3)文化目标:通过学习了解中外共有或特有的节日和风俗,发展学生跨文化交流意识。

【单元重点】

能够掌握本单元出现的 first, second, third, fourth, fifth, twentieth, fool, special,

kitten, diary, still, walk 等单词,并熟练朗读与运用。

【单元难点】

通过对话学习能够掌握主要的功能句型:如 When is your birthday? 等询问他人生日以及有关节日具体日期的英文表达,并准确熟练的运用于实际交流之中。

【课时安排】

6 课时

第一课时

(Let's talk Let's try)

【教学目标】

1. 能询问及回答节日所在月份及日期。
2. 能用理解 Let's talk 的大意,能用正确的语音语调朗读对话。
3. 能在语境中运用 “When is the art show? —It's on May 1st” 类似句型来交流相关节日月份及日期。

【教学重难点】

句型: When is ...? It's on ... 的掌握及回答。

【教学准备】

1. 录音。
2. 课本。

【教学过程】

Step 1. 热身/复习 (Warm-up/Revision)

1. Review the words P24 互译单词短语: singing contest, maths test, school trip.
2. T: When is English test? /math test...
Ss: It's on...

Step 2. 呈现新课 (Presentation)

1. Listen to the tape and finish “Let's try”.



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2. 学习重点单词及句型: special days,

Wow! May is fun!

3. Ss 翻译重点句子, 并对重点短语做好笔记。

4. Listen to tape and read "Let's talk".
(分角色多读几遍)

T: How many special days have you heard?

S: Two. They are May Day and the reading festival. (学生可看书自己寻找答案)

T: When is May Day / the reading festival?

Ss: It's on...

Step 3. 巩固与拓展 (consolidation & extension)

1. Role play: 两人小组对话, 轮流模仿以



上对话。

2. Talk about the holidays with your partner.

A: When is China's National Day?

B: It's on October 1st.

Step 4. 作业 (Homework)

和同桌一起背诵 Let's talk 的对话。

【板书设计】

Unit 4 When is the art show?

special days

A: When is the art show?

B: It's on May 1st.

A: When is the reading festival?

B: It's on May 5th.

第二课时

(Let's learn Ask and answer)

【教学目标】

1. 能够听、说、读、写序数词: first (1st), second (2nd), third (3rd), fourth (4th), fifth (5th).

2. 初步了解各序数词的用法及在句子中的读法、写法。

3. 让学生能说出一些关于序数词的规律。

【教学重难点】

1. words: first (1st), second (2nd), third (3rd), fourth (4th), fifth (5th) 的学习。

2. sentences: When is the sports meet? It's on April 5th. 的学习。

3. Let's learn 中的单词与句型。

【教学准备】

1. 词卡。

2. 录音。

3. 课本。

【教学过程】

Step 1. 热身/复习 (Warm-up/Revision)

1. Greetings: sing a song together.

2. Revision: Go over the old words: Monday, Wednesday, January, February, March, April, May, June.

T: What day is it today?

Ss: Today is Monday/ Wednesday...

Step 2. 呈现新课 (Presentation)

1. 板书: the title "Unit 4 When is the art show?" 并教读。

2. T: When is the art show? Do you know?

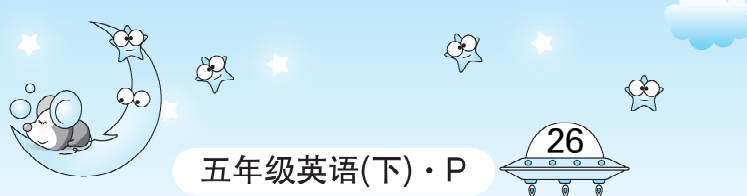
Ss: It's usually in May...

T: When is May Day? Do you know?

Ss: 5月1日

T: Do you know how to say 5.1 in English?

Learn the new words: first (1st), second



(2nd), third(3rd), fourth(4th), fifth(5th)

T: first, first. Spell it please. S: Read after teacher and spell the word. (类似方法教读单词)

3. T: Make a sentence: first, first. May Day is on May 1st.

S: Read after the teacher.

(同样的方法巩固其他单词, The maths test is on April 2nd. 明确告知学生在月份的第几日要用序数词, 读时前面要加上定冠“the”, 同时在某月某日前要用介词 on)。

4. 师生互译序数词、基数词及短语 swim-
ming contest, maths test, Chinese test, Eng-
lish test, sports meet.

5. 句子操练: T: When is the sports meet?

Ss: It's on April 5th.

T: When is the swimming contest? ...

Ss: It's on April. 1st ...

6. Listen to the tape and read after it.

Step 3. 巩固与拓展(consolidation & extension)

小组合作: Ask and answer: (灵活运用今天所学单词和句型)

When is the sports meet/English test?

S: It's on April 5th. / April 4th.

Step 4. 作业(Homework)

1. 完成 first(1st) ..., fifth(5th) 在四线三格上的书写。

2. 说一句今天才学会最感兴趣的句子。

【板书设计】

Unit 4 When is the art show?

First (1st), second (2nd), third (3rd),
fourth(4th), fifth(5th)

When is the sports meet? S: It's on April
5th. ...

第三课时

(Let's spell)

【教学目标】

1. 能了解及会发字母组合 th 在单词中的不同发音。

2. 能听出字母组合 th 的发音并写出有关的单词。

【教学重难点】

1. 含有字母组合 th 的单词。

2. th 在单词中的发音规律。

【教学准备】

1. 录音。

2. 相关的词卡。

3. 课本。

【教学过程】

Step 1. 热身/复习(Warm-up / Revision)

1. Magic eyes.

复习基数词、序数词。教师说 one, 学生从自己的单词卡片中迅速找出 first, 并大声读出。

2. Let's chant together.

One, one, first. Two, two, second. Three,
three, third.

Step 2. 呈现新课(Presentation)

1. 学习 Let's spell.

(1) 师生对话。

T: Look at the blackboard. What's this?

Ss: It's three. (教师板书 three)

T: Yes. And what's this?

Ss: Thirteen. (教师板书 thirteen)

T: Please look at S₁. Is he fat or thin? (教师指着班里较瘦的男生问)



智慧树·同步讲练测

Ss: Thin. (教师板书 thin)

T: Yes. And what book is this? (教师拿起一本数学书问)

Ss: A maths book. (教师板书 maths)

T: Yes.

播放录音, 学生模仿跟读。

(2) 师生对话。

T: Please listen to me and find out the similar words. This is my mother. That is my brother.

Ss: This and that, brother and mother.

教师用书 this, that, mother, brother。然后播放录音, 学生模仿跟读。

(3) 学生模仿跟读两组单词, 体会两组单词中 th 发音的不同。

(4) 教师讲解字母组合 th 的发音及其发音规律。

(5) 让学生认读 Listen, circle and say 中的



单词, 要求学生注意其发音。

(6) 教师带读。

(7) 听录音, 完成练习。

(8) 利用 Listen, circle and say 中的每组单词进行简单造句。如: mother maths eg: My mother is a maths teacher.

2. 小结字母组合 th 的发音。

Step 3. 作业 (Homework)

1. 听录音, 跟读单词。

2. 完成相关练习。

3. 找出更多的同类词。

4. 预习下一课。

【板书设计】

Unit 4 When is the art show?

th/θ/: three, thirteen, thin, maths (清辅音)

th/ð/: this, that, mother, brother (浊辅音)

第四课时

(Let's talk Let's try)

【教学目标】

1. 能用理解 Let's talk 的大意, 能用正确的语音语调朗读对话。

2. 能在语境中运用 When is your birthday? — My birthday is on April 4th.

3. 理解书上重点句子, 如: What will you do for your mum? I'll cook noodles for her.

【教学重难点】

1. When is your birthday? 的掌握及回答。

2. 能在语境中运用 When is your birthday? — My birthday is on April 4th.

【教学准备】

1. 单词卡片。

2. 录音。

3. 课本。

【教学过程】

Step 1. 热身/复习 (Warm-up/Revision)

1. Review the numbers: one, first—five, fifth (师生互说基数词与序数词, 可说几个有代表性的)。

2. T: When is your mother's birthday/father's day? ...

Ss: It's on... (可用 42 页的图片)

Step 2. 呈现新课 (Presentation)

1. 学习本课重难点短语及句型:

I'll cook noodles for her. Please come then. We can have a birthday party for both of you!

2. Listen to the tape and read Let's talk



five times.

3. T: When is Mike's birthday? Do you know?

Ss: It's...

T: What will Chen Jie do for her mother's birthday?

S: She will cook noodles for her. (学生可看书自己寻找答案)

T: When is your mother's birthday? Do you know?

Ss: It's on April 4th.

4. 请学生翻译重难点句子, 做好短语笔记。

Step 3. 巩固与拓展(consolidation & extension)

1. Role play: 两人小组对话, 轮流模仿 Chen Jie 和 Mike 的对话。

2. 灵活运用所学短语及句型造句。When is your birthday...? My birthday is on ...

Step 4. 作业(Homework)

一、选词填空:

1. I have _____ pens. (two, 2nd)

2. Teacher's Day is on September _____ (ten, 10th)

3. It's _____ o'clock now. (four, 4th)

4. Father's Day is on the _____ Sunday in June. (three, 3rd)

5. There are _____ trees. (six, 6th)

二、根据汉语提示补全句子, 再读一读。

1. My grandpa's birthday is on _____ (Oct. 12th, Oct. 12nd)。

2. Jerry's birthday is on _____ (Aug. 1st, Aug.)。

3. Whose birthday is on _____ (April 23th, April 23rd)。

4. Our Chinese test is on _____ (May 17, May 17th)。

【板书设计】

Unit 4 When is the art show?

A: When is your birthday?

B: My birthday is on...

第五课时

(Let's learn Look and write)

【教学目标】

1. 能够听、说、读、写序数词及简写形式: twelfth (12th), twentieth (20th), twenty-first (21st), twenty-third (23rd), thirtieth (30th)

2. 初步了解一个月份中日期的表达方式。

3. 让学生能自己总结出序数词书写的基本规律。

【教学重难点】

1. Words: twelfth (12th), twentieth (20th), twenty-first (21st), twenty-third (23rd), thirtieth (30th).

2. Sentences: When is your birthday? When is Grandpa's birthday? It's on October 12th.

【教学准备】

1. 挂图。

2. 录音。

3. 课本。

【教学过程】

Step 1. 热身/复习 (Warm-up/ Revision)

1. Revision: Go over the old words: one, first, two, second, three, third, ... (可教师说基数词学生说序数词 1-5)



智慧树·同步讲练测

T: When is math test? S: It's on Dec. 4th... (类似练习) T: How to say 4, 12?

教师板书出 12, 20, 21, 23, 30 的序数词及简写形式, 同学们找出其有关序数词简写的规律(凡是在有 1 的后面用 st, 2 的后面用 nd, 3 的后面加 rd...)

Step 2. 呈现新课(Presentation)

1. Teach the new words:

twelfth(12th), twentieth(20th), twenty-first(21st), twenty-third(23rd), thirtieth(30th) (同学们可试着自己拼读, 然后再跟读录音)

2. T: twelfth(12th), twenty-first(21st), twenty-third(23rd) Spell it please. (提示学生 th 的发音)

S: Read after teacher and spell the word.

T: Can you say and write 22, 21, 31? Ss: 22nd/ 21st, 23rd (类似的数字)

(用同样的方法教其他单词, 注意先学单词, 再让学生看书引导学生自己说出句子如: Dad's birthday is on Nov. 30th.)

3. 巩固新词及句子认读: twelfth (12th), twelfth (12th), Grandpa's birthday is on Oct.



12th. (同样的方法教其他单词, 将单词带入句型)。

4. 引导学生说出自己及家人的生日如 T: When is your birthday? S: My birthday is on August 9th / It's on January 25th.

T: When is China's National Day?

S: It's on October 1st

5. Listen to the tape.

Step 3. 巩固与拓展(Consolidation & Extension)

小组合作: 分别用 "When is your birthday? My birthday is on January 2nd/ February 6th..." 造句。

Step 4. 作业(Homework)

1. 完成 twelfth(12th) - thirtieth(30th) 在四线三格上的书写。

【板书设计】

Unit 4 When is the art show?

twelfth(12th) twentieth(20th)

twenty-first(21st)

twenty-third(23rd) thirtieth(30th)

When is your birthday?

My birthday is on March 21st.

第六课时

(Read and write Let's check Let's wrap it up)

【教学目标】

1. 通过本课学习, 能加强对本单元知识点的掌握。

2. 语法知识: 掌握基数词与序数词的正确用法。

3. 能听懂 Read and write 的故事内容。

【教学重难点】

1. 熟练掌握基数词与序数词的用法。

2. 试着自己总结本单元的知识点。

【教学准备】

1. 挂图。

2. 词片。

3. 录音。

4. 课本。

【教学过程】

Step 1. 热身/复习(Warm-up/Revision)



1. Long train.

如: January 1st, February 2nd, March 3rd...

2. Let's sing the English song "When is your birthday?".

Step 2. 呈现新课 (Presentation & Practice)

1. 学习 Read and write.

(1) 听音辨动物。

教师播放小动物的声音, 请学生根据声音猜出是何种动物。如:

quack Ss: duck meow Ss: cat

(2) 引入课文。

T: S₁ likes pandas. S₂ likes horses, and Sarah likes cats. Sarah's cat has two kittens recently. She records their growth by keeping a diary. Do you want to know about them?

Ss: Yes.

T: Me too. OK. Let's read Sarah's diary.

(3) 教师每展示一张图片, 让学生根据图片简单描述小猫的特征。然后再带领学生一起看看 Sarah 的描述。以此方式引导学习新课内容。

(4) 听录音, 跟读模仿。

(5) Read the text again, then fill in the table in groups.

Time	Age	Looks	Can	Can't
April 15th				
April 21st				
April 26th				
May 3rd				

(6) 完成课本练习。

2. 完成 Let's check.

(1) 看谁反应快。

教师说日期, 学生迅速译成英文并造句。教师给予回答正确的学生小奖品作为鼓励。

如:

T: 10 月 1 日 Ss: October 1st. China's National Day is on October 1st.

(2) 先让学生明确题目要求以及各选项内容, 然后教师播放录音, 学生完成 Listen and number 的题目。

(3) 学生明确题意, 完成 Listen again and tick or cross. 中的题目, 再次播放录音订正错误句子。

3. 学习 Let's wrap it up.

(1) 老师教课时间。

让学生复述基数词变序数词规律及其用法区别, 可允许学生补充。对表现不错的学生, 教师给予奖励。教师系统复述一遍。

(2) 学生完成练习, 然后师生共同核对答案。

4. 小结。

Step 3. 作业 (Homework)

1. 听录音, 熟读课文。

2. 完成相关练习。

3. 写一篇关于小动物的日记。

4. 预习下一单元。

【板书设计】

Unit 4 When is the art show?

one	two	three		five
			4th	5th

- 1. They still can't see.
- 2. They make noise.
- 3. Their eyes are open.
- 4. The kittens can walk now.



Unit 5 Whose dog is it ?

【教学内容】

本单元围绕话题 Whose dog is it ? 引出两组情景对话,一篇小阅读和一个趣味故事,功能是运用句型询问并表达句型的所属关系,并在此基础上培养学生的语言交际能力和用英语做事情的能力。本单元在复习以前学过的一些形容词性物主代词的基础上,进一步学习名词性物主代词的使用,并在不同情境下理解动词进行时态的正确使用。

【单元目标】

1. 知识目标

(1)能够掌握本单元出现的 mine, yours, his, hers, eating, each other 等单词和词组,并熟练朗读与运用。

(2)通过对话学习能够掌握主要对话句型,询问及表达物品归属,并准确熟练的运用于实际交流当中。

2. 能力目标

通过语言学习以及多种形式的交际活动,能够掌握本单元词汇和句型,并运用其完成询问及表达物品归属的交际,形成良好的语言交际能力。

3. 情感、策略、文化等有关目标

(1)情感态度:能进一步提高对英语的学习热情,增强用英语表达思想的愿望和信心。

(2)文化目标:能够了解世界各国不同的风土人情,发展学生跨文化交际意识。

【单元重点】

能够掌握本单元出现的 mine, yours, his, hers, eating, each other 等单词和词组,并熟练朗读与运用。

【单元难点】

通过对话学习能够掌握主要对话句型,询问及表达物品归属,并准确熟练的运用于实际交流当中。

【课时安排】

6 课时。

第一课时

(Let's talk Let's try)

【教学目标】

1. 听录音完成 Let's try 的练习题。

2. 熟练掌握对话及重点句型: The yellow picture is mine.

Are these all ours? There is picture of Shanghai. Whose is it?

【教学重难点】

1. 能听录音完成相应的练习题。

2. 能熟读对话和灵活的进行句型替换练习。

【教学准备】

1. 单词卡片。

2. 配套挂图。

3. 教学课件。

4. 教学录音带。

5. 课本。

【教学过程】

Step 1. 热身/复习 (Warm-up/Revision)

1. T: Is this his cat ?

S: Yes, it is .

T: Is this her bag ?

S: No, it isn't. (板书)

T: Whose book / pen / ruler is that ?

S1: It's mine/ yours/his .

Review sentences : T: It's his dog .

S: The dog is his . (用上节课的图片)

T: It's her book.

S: The book is hers.

T: It's their dog .

S: The dog is theirs . (...)

**Step 2. 呈现新课 (Presentation)**

1. Listen to the tape of Let's try part and finish exercises. (老师讲解录音中的重点句子)

2. Teach key's words and sentences: yellow picture, picture of, beautiful, There is ... (板书在黑板上)

3. T: Is this a yellow picture?

S: Yes, it is.

T: That is a picture of Beijing.

S: Read it.

T: There is a beautiful picture.

S: Read it "beautiful"

4. Listen the tape of Let's talk and follow reading.

T: Look here. There are so many pictures. S: Yes.

T: The yellow picture is ChenJie's. The yellow picture is hers.

T: Whose is that picture of Beijing?

S: It's Zhang Peng's.

T: Whose is that picture of Shanghai?

S: It's Yifan's.

5. Students read this part, and understand this part.

Step 3. 巩固与拓展 (consolidation & extension)

1. Pair work. (Lost and found 失物招领) 灵活掌握本节课的句型)

S1: Whose storybooks are these?

S2: They are mine.

S1: Whose book is this?

S2: It's Mike's. / It's his.

2. Role play.

Step 4. 作业 (Homework)

熟读 Let's talk 部分并写出汉语意思。

【板书设计】**Unit 5 Whose dog is it?**

The yellow picture is mine.

Whose is that picture of Beijing?

Whose is that picture of Shanghai?

Are these all ours?

Yes, they are.

第二课时

(Let's learn Look, say and complete)

【教学目标】

1. 掌握新单词: his, hers, theirs, ours, yours, mine.

2. 掌握句型 Whose dog is that?

It's my dog. = The dog is mine.

【教学重难点】

1. 能准确的读出和写出新的单词。

2. 能理解和运用新单词、句子: Whose book is that? It's your book. / The book is yours.

【教学准备】

1. 四张词卡。

2. 录音。

3. 课本。

【教学过程】**Step 1. 热身/复习 (Warm-up/Revision)**

1. T: Which season do you like best?

S: Spring.

T: When is April Fool's Day?

S: It's on April 1st.

(教师板书这些句型, 并强调划线部分)

Step 2. 呈现新课 (Presentation)

Learn words: his, her, their, our, my, your (老师板书在黑板上)



智慧树·同步讲练测

T: Read after me: his book, her pen, their dog, our cat, my book.

S: his book, her pen, their dog, our cat, my book.

T: Do you have a pet?

S: Yes. / No.

T: Look at this picture, This is Mike's dog. This is his dog. The dog is his.

Ok, Everybody, follow me "his".

S: "his"

Use the same way to learn other words: hers, theirs, ours, yours, mine.

T: Look! That is my book. The book is mine.

T: Whose book is that?

S: It's Amy's book.

T: The book is hers. (标有下划线的地方可替换其它单词)

4. Listen to the tape and follow reading.

Step 3. 巩固与拓展 (Consolidation & Extension)

T: It's your bag.



S: The bag is yours.

T: It's my pen.

S: The pen is mine. (...)

2. Finish P49 of Look, say and complete.

Write two sentences.

Example: It's her book. The book is hers.

Step 4. 作业 (Homework)

1. 学生正确的抄写单词: hers, theirs, ours, his, yours, mine.

2. 运用每个单词写出句子。It's their book. The book is theirs...

【板书设计】

Unit 5 Whose dog is it?

It's his dog. = The dog is his.

It's her dog. = The dog is hers.

It's my dog. = The dog is mine.

It's their dog. = The dog is theirs.

It's your dog. = The dog is yours.

It's our dog. = The dog is ours.

第三课时

(Let's spell)

【教学目标】

1. 能拼读含有字母组合 ng 和 nk 的单词。
2. 掌握字母组合 ng, nk 的发音规律。

【教学重难点】

1. 能拼读包含字母组合 ng 和 nk。
2. 掌握字母组合 ng, nk 的发音规律。

【教学准备】

1. 录音。
2. 相关的词卡。
3. 课本。

【教学过程】

Step 1. 热身/复习 (Warm-up/Revision)

1. Recite the text, 学生背诵 Let's talk.

2. 出示单词卡片, 学生认读单词卡片。

Step 2. 呈现新课 (Presentation)

1. 学习 Let's spell.

(1) 教师出示单词卡片, 学生认读, 并用该单词造句。

(2) 播放录音, 学生跟读。

(3) 教师讲解 ng, nk 字母组合的读音规则。

(4) 学生学唱 chant 部分。

(5) 学生认读 Read, write and listen 中的词汇, 并听录音完成练习。



(6)判断下列发音是否相同,相同写“T”,不同写“F”。

link sink()

tank bring()

building exciting()

long ink()

(7)Look,listen and write.

a. eat Zoom is eating. 让学生观察动词 eat 有什么变化。

b. 教师简单说明动词的现在分词。一般情况,在动词词尾直接加 ing。而现在进行时表示说话时或现阶段正在或一直进行或发生的动作。其构成:be+v.-ing。

c. 教师指导学生完成练习。教师板书。

eat eating Zoom is eating.

jump jumping John is jumping.

drink drinking Zip is drinking.

sing singing Sarah is singing.

(8)写出下列动词的-ing形式。

read _____ keep _____

talk _____ do _____

clean _____ pick _____

2. 小结。

Step 3. 作业(Homework)

1. 听录音,跟读模仿。
2. 找出含 ng,nk 的单词读一读。
3. 完成相关练习。
4. 预习下一课。

【板书设计】

Unit 5 Whose dog is it ?

ng: long, sing, ring, young

nk: think, ink, trunk, pink

eat—eating jump—jumping

drink—drinking sing—singing

第四课时

(Let's talk Let's try)

【教学目标】

1. 听录音完成 Let's try 的练习题。
2. 熟练掌握对话及重点句型:Where is Fi-do now? Is he drinking water? Can I play with him now? Of course! Come here!

【教学重难点】

1. 能听录音完成相应的练习题。
2. 能熟读对话和灵活的进行句型替换练习。Is he drinking water? Yes, he is . / No, he isn't.

【教学准备】

1. 挂图。
2. 相关的词卡。
3. 录音。
4. 课本。

【教学过程】

Step 1. 热身/复习(Warm-up/Revision)

1. Review words : climbing, jumping, eating, sleeping, drinking, playing.

2. T: Whose Chinese books are these ?

S: They are mine .

T: Whose eraser is that ?

S: It's Oliver's . /It's his.

T: John is running .

S: Oliver is reading. (...)

3. 给下列单词加 ing。(老师板书在黑板上)

read _____ swim _____

sit _____ sleep _____

dance _____

**Step 2. 呈现新课 (Presentation)**

1. Listen to the tape of Let's try part and finish exercises. Where is the dog? (老师讲解录音中的重点句子)

2. (出示图片) T: Where is the book?

S: It's on the desk.

T: Where is the pen?

S: It's in the bag.

3. 教读 Let's talk 部分 Key's phrase and sentences: He's in the kitchen. Can you take him to the park? Of course! Come here! (教读和操练这些句子和短语)

4. T: Listen to the tape of Let's talk and answer these questions.

Is Fido drinking water? Is he eating?

5. Listen to the tape again and follow reading.

**Step 3. 巩固与拓展 (consolidation & extension)**

1. 分角色朗读课文。

2. 灵活运用句型。

S1: Is Sarah singing?

S2: Yes. She is.

S1: Is the cat eating?

S2: No, he isn't. (...)

Step 4. 作业 (Homework)

1. 熟读 Let's talk 部分。

2. 抄写 Let's talk 部分并写出汉语意思。

【板书设计】**Unit 5 Whose dog is it?**

Where is Fido now?

Is he drinking water?

Yes, he is. / No, he isn't.

Can I play with him now?

Can you take him to the park?

第五课时

(Let's learn Let's play)

【教学目标】

1. 掌握新单词: climbing, eating, playing, jumping, drinking, sleeping.

2. 掌握句型: Fido is sleeping. They are playing with each other.

【教学重难点】

1. 能掌握新单词,并知道如何在单词的后面加上 ing.

2. 能用英语表达谁正在做什么。

【教学准备】

1. 挂图。

2. 录音机和录音带。

3. 课本。

【教学过程】**Step 1. 热身/复习 (Warm-up/Revision)**

1. Review last lesson's content.

2. T: Whose bag is this?

S1: It's mine.

T: Whose English books are these?

S: They are mine.

T: Whose cat is that?

S: It's Sarah's. / It's hers. (板书句型)

3. Read Let's talk part of page 48.

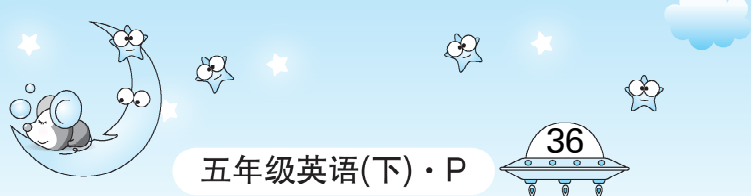
Step 2. 呈现新课 (Presentation)

1. T: What do you do?

S: I'm eating banana. / I'm climbing mountains.

T: Teach and review words: sleep, drink water, climb mountains.

2. T: I do, You guess. (我做你猜) Look



at me ,What am I doing ? (老师做睡觉状)

S1:睡觉(sleep)

T: Sleeping . I am sleeping .

Use the same way to learn the other words: climbing, eating, playing, jumping, drinking. 并板书在黑板上,同时将每个单词的原形也板书在黑板。

3. T: Look at the picture. Look at Fido. Fido is sleeping.

T: Look at these rabbits . Are these rabbits eating?

S: No, They're playing with each other.

4. Read these words together .

Step 3. 巩固与拓展(consolidation & extension)

1. Who is faster? (灵活运用本节课大句型)

2. T: eat (jump...)

S: eating. (jumping..)

3. Let's play . (Make up sentences 组句子)

For example : Chenjie is jumping.

(看哪组说的句子又多又正确)

Step 4. 作业(Homework)

1. 抄写单词: climbing, eating, playing, jumping, drinking, sleeping

2. 记住新单词并五个进行时的句子。

【板书设计】

Unit 5 Whose dog is it?

sleep—sleeping eat—eating

Mike is play—playing jump—jumping

They are drink—drinking

(Mike and John) are climb—climbing

第六课时

(Read and write Let's check Let's wrap it up)

【教学目标】

1. finish exercises of page 54.
2. understand Story time part .

【教学重难点】

1. 能完成 P54 的练习题,复习这个单元的重点句。
2. 能理解 Story time 部分讲述的是什么。

【教学准备】

1. 挂图。
2. 相关的词卡。
3. 录音。
4. 课本。

【教学过程】

Step 1. 热身/复习(Warm-up/Revision)

1. Recite the test.
2. Sing the song “Animals, animals are

everywhere”.

Step 2. 呈现新课(Presentation)

1. 学习 Read and write.

(1)师生对话。

T: What's the weather like today?

Ss: It's a sunny day.

T: Yeah. A good day. You want to go out or stay at home?

Ss: Go out.

T: OK. Next, follow Robin. Let's go to the zoo to see animals. OK?

Ss: OK.

(2)新课教授。

a. 教师展示课本 53 面第一幅挂图。教师引导学生充当 Sarah 的角色,问:“What are you doing here, Robin?”用 PPT 呈现语句并录



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音播放,答:“I’m looking at a bear. I’m dancing like a bear.”

b. 教师讲解句型:I am looking at ... I am + dancing + like ...

现在进行时结构:be + v. -ing

c. 展示第二幅图片。教师充当 Sarah, 学生扮演 Robin。

T: What are you doing here, Robin?

Ss: I’m looking at the rabbits. I’m eating like a rabbit. 以此种方式进行下去。

(3) 听录音, 学生反复跟读模仿并完成课本练习。

(4) 以开火车形式学生汇报表演。

S₁: What are you doing here, Robin?

S₂: I’m looking at a bear. I’m dancing like a bear. (要求该学生做出跳舞的动作)

S₂: What are you doing here, Robin?

S₃: I’m looking at the rabbits. I’m eating like a rabbit. (要求学生做出小兔吃萝卜的动作)

教师对于语气、神态、动作都到位的同学给予奖励。

(5) 教师讲解总结动词的现在分词的变化规律。

(6) 巩固练习。写出下列动词的现在分词形式。

eat _____ look _____
fly _____ take _____
dance _____ make _____
swim _____ run _____
shop _____

2. 完成 Let’s check.

(1) Look and answer.

教师用 PPT 一一呈现 Let’s check 的图片, 并问答。

T: What is the cat doing?

Ss: It’s climbing.

T: What is Amy doing?

Ss: She is riding a bike.

...

(2) 教师播放听力录音, 学生完成给图片排序以及给问句选择答案的练习。

(3) 用 PPT 呈现完整的听力材料, 学生模仿跟班, 同桌之间表演对话。

3. 学习 Let’s wrap it up.

(1) 教师提问。

a. 各形容词性物主代词与对应的名词性物主代词配对

b. 形容词性物主代词与名词性物主代词用法区别

(2) 完成课本练习。

(3) 师生共同核对答案。

(4) 互为小老师。

同桌搭档, 由对方相互出题, 检查改正。
(教师可适当提供指导)

4. 小结。

Step 3. 作业 (Homework)

1. 听录音, 熟读 Read and write.

2. 将已学动词变 -ing 形式归类, 制成单词卡片。

3. 完成相关练习。

4. 预习下一课。

【板书设计】

Unit 5 Whose dog is it ?

What are you doing?

I’m looking at ...

I’m ... like a/an ...

Do you want to swim like a fish?

I don’t want to be a fish!



Unit 6 Work quietly!

【教学内容】

本单元围绕话题 work quietly 引出两组情景对话、一篇小阅读和一个趣味故事,同时配以听力、表演、连线等练习活动,功能是运用句型询问及描述自己和他人正在做的事情,以及在不同情境下应注意的规则。

【单元目标】

1. 知识目标

(1)能够掌握本单元出现的 doing morning exercises, having class, keep, turn, bamboo, it's exhibition 等单词和词组,并熟练朗读与运用。

(2)通过对话能够掌握主要功能句型,如 What are they doing? They are eating lunch. Talk quietly. Keep your desk clean. 等询问他人和介绍自己正在做某事及提醒劝告别人遵守各种规则,并准确熟练的运用于实际交流中。

2. 能力目标

通过语言学习以及多种形式的交流活动,能够掌握本单元词汇和主要句型,并运用其表述自己或询问他人正在做的事情,同时正确表达在教室、图书馆、餐厅等学校公共场所应该遵循的一些规则,提醒、劝告别人遵守各种规则。

3. 情感目标

(1)形成正确的时间观念,在合理的时间做正确的事情。

(2)能够遵守各种规章制度及规则,能够对他人的某些行为作出评价从而形成正确的人生观。

(3)培养学生乐于交往,并主动用英语交际的习惯。

【单元重点】

询问他人和介绍自己正在做某事及提醒劝告别人遵守各种规则。

【单元难点】

询问他人和介绍自己正在做某事及提醒劝告别人遵守各种规则,并准确熟练的运用于实际交流中。

【课时安排】

6 课时。

第一课时

(Let's talk Let's try)

【教学目标】

1. 熟读对话部分。
2. 掌握和灵活运用句型: What are they doing? What is he / she doing?

【教学重难点】

1. 能熟读对话部分。
2. 能用英语表达和提问某人正在做什么。

【教学准备】

1. Let's talk 部分的录音及课件。
2. 相关单词卡片。
3. 课本。

【教学过程】

Step 1. 热身/复习(Warm-up/Revision)

1. T: Is ChenJie doing morning exercises?

S: Yes, she is.

T: Are the students having English class?

S: No, they aren't.

T: What is Yifan doing?

S: He is walking.

T: What is Mike doing?

S: He is listening to music.



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T: What are they doing ?

S: They are doing morning exercises.

(板书问句,并强调划线的地方)

2. Read last lesson's words.

Step 2. 呈现新课 (Presentation)

1. Listen to the tape of Let's try part and finish exercise. (老师讲解录音中的重点句子)

2. Teach words and phrases : cute , They like bamboo. Do you see any elephants? Look there ! (板书这些重点句子,单词)

3. T: What's this ?

S: It's a monkey.

T: Teach words: bamboo, cute

T: Whose like to eat bamboo?

S: Pandas.

4. T: Look at the picture. What are the monkey doing?

S: They are playing .

T: What are the pandas doing?

S: They are eating lunch.

T: What is the elephant doing ?

S: It's drinking water.

5. Listen to tape and read it .



6. Students read and understand this part.

Step 3. 巩固与拓展 (consolidation & extension)

1. I point ,you say . (老师指一个句子,学生就读那个句子,看谁最快)

2. 分组和分角色朗读课文。

3. Drill . (灵活运用本节课的句型)

S1: What is he doing ?

S2: He is eating dinner.

S1: What are you doing ?

S2: I am reading a book.

S1: What are they doing ?

S2: They are watching TV.

Step 4. 作业 (Homework)

1. 抄写对话,并写出汉语意思。

2. 熟读对话。

【板书设计】

Unit 6 What are they doing ?

They are eating lunch.

They're so cute.

What's the little monkey doing?

Do you see any elephants?

第二课时

(Let's learn Look and say)

【教学目标】

1. 掌握新单词和短语: doing morning exercises, having ... class, eating lunch, reading a book, listening to music.

2. 掌握句型: What is Chenjie /she /he doing?

What are the students /they /you doing?

【教学重难点】

1. 能掌握新的单词和短语。

2. 能理解并运用新的句型。

【教学准备】

1. Let's learn(A)部分挂图,录音及课件。

2. 单词卡片

3. 课本。

【教学过程】

Step 1. 热身/复习 (Warm-up/Revision)

1. T: When is your birthday?

S: My birthday is on April 8th.



T: Whose storybook is that ?

S: It's yours.

T: Whose pen is that ?

S: It's Sarah's . /It's hers.

T: Is he drinking water ?

S: Yes, he is .

T: Are these rabbits eating ?

S: No, they aren't.

(板书这些句子,也可留空让学生填)

2. Review unit5's content.

Step 2. 呈现新课 (Presentation)

1. T: Look at the picture . What's Chen Jie doing?

S: (做早操) doing morning exercises.

T: Follow me doing morning exercises.

Use the same way to learn other words:
having ... class, eating lunch, reading a book,
listening to music. (老师要板书单词的原形)

2. Sentences: T: What is Chen Jie / he / she doing?

S: He / She is eating lunch.

T: What are the students / they/you doing?

S: They /We are listening to music.

Step 3. 巩固与拓展 (consolidation & extension)

1. Teacher say English, students say Chinese, And then exchange.

2. Teacher show word card, student say words.

3. 灵活运用本节课句型:

S1: What is Zhang Peng doing ?

S2: He is reading a book.

S1: What are Sarah and ChenJie doing ?

S2: They are eating lunch.

Step 4. 作业 (Homework)

1. 抄写单词: having ... class, eating lunch, reading a book, listening to music ...

2. 熟读单词和短语。

【板书设计】

Unit 6 Work quietly !

What is he /she doing ?

He/ She is having ... class

eating lunch

They / We are reading a book

listening to music

第三课时

(Let's spell)

【教学目标】

1. 能拼读含有字母组合 wh 的单词。
2. 掌握字母组合 wh 的发音规则。

【教学重难点】

拼读含有字母组合 wh 的单词。

【教学准备】

1. 录音课件。
2. 课本。

【教学过程】

Step 1. 热身/复习 (Warm-up/Revision)

1. Greetings.

2. Let's chant.

What, what, what, what time is it?

When, when, when, when is the party?

Where, where, where, where is my cat?

Whose, whose, whose, whose ball is it?

Who, who, who, who are you?

Step 2. 呈现新课 (Presentation)

1. 学习 Let's spell.

(1) 请学生讨论我们学过的特殊疑问词有



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哪些。

(2)教师展示 Let's spell 的挂图,请学生说说图片可以搭配什么特殊疑问词。

(3)教师播放录音,学生跟读模仿。

(4)教师将单词 what, when, where, whose, who 五个单词的音标写在黑板上,让学生讨论找一找音标与字母的关系。

(5)教师讲解 wh 字母组合发音规律及方法。

大多数情况下 wh 发/w/,字母 h 不发音。

当 wh 后接 o 构成时,wh 发/h/,字母 w 不发音。

(6)教师示范发音,学生模仿,比一比,看谁的发音最佳,并给予适当的评价。

(7)学生认读 Listen and circle 中的单词,并听录音,完成练习。



(8)接龙比赛。如:

S₁: wh/w/ what What time is it?

S₂: wh/w/ when When is your birthday?

S₃: wh/h/ who Who is he?

(9)教师带领学生完成课本练习。

2. 小结。

Step 3. 作业 (Homework)

1. 听录音,跟读模仿正确的发音。

2. 查找资料,找出更多同类词。

3. 完成相关练习。

4. 预习下一课。

【板书设计】

Unit 6 Work quietly!

wh/w/: what, when, where(一般情况)

wh/h/: whose, who (wh+o)

第四课时

(Let's try Let's talk)

【教学目标】

1. 能熟读对话部分,并掌握重点句型:

I can show you the English books. Here they are. Anything else?

2. 能听录音完成 Let's try 部分。

【教学重难点】

1. 掌握对话部分并理解难点句子。

2. 能进行简单的英语的交流。

【教学准备】

1. 课件和录音。

2. 课本。

【教学过程】

Step 1. 热身/复习 (Warm-up/Revision)

1. 口语练习。

让学生介绍自己所了解到各标识,及其所代表的含义。(学生可一边展示自己绘制的简

图,一边进行介绍)

2. Let's sing the song "School days".

Step 2. 呈现新课 (Presentation)

1. 完成 Let's try。

(1)Free talk.

学生两人一组,根据 Let's try 提供的图片和选项试着预测听力内容与答案。

(2)教师播放录音,学生选出答案。

(3)教师用 PPT 呈现完整的听力材料,让学生反复跟读录音,熟悉语音、语调、句型后,两人一组表演对话。

(4)教师带着学生将常见标识语认读一遍。

2. 学习 Let's talk。

(1)观看视频。

教师播放两段图书馆视频,一段播放的场



景是:图书馆很安静,每位同学都在认真看书写字,图书管理员满意地点点头。另一段场景是:图书馆很吵闹,有大声说笑的,有玩的,还有吃东西的,图书管理员皱着眉毛。

教师播放两段视频结束后,请学生说说自己的感受。

教师总结:We should pay attention to our behavior in public places.

(2)看完这两段图书馆里发生的事情,那下面我们一起去看看 John 和 Tom 在图书馆里又发生了什么事情呢? Are they good boys or “bad” boys? 教师给学生几分钟时间阅读 Let’s talk, 阅读后要求学生根据自己所获得的信息,叙述 John 和 Tom 在图书馆里发生了什么事情。

(3)听录音,模仿跟读。

(4)教师讲解课文并要求学生做好笔记。

(5)两人一组,合作背诵课文。

(6)Activity:听写。

教师在 PPT 上呈现已被修改的留有空白

的 Let’s talk 对话,要求学生听录音,完成空白处的填写。再听一遍,师生共同核对答案。

(7)学生完成 Mach, say and act 中的连线题。

(8)提建议。

可根据平时同学的表现,提出你的建议看法,而被建议的同学应该虚心接受并加以改正。如:班里一位爱说话的同学,大家可提意见:Talk quietly!

3. 小结。

Step 3. 作业(Homework)

1. 抄写对话部分,并写出汉语意思。

2. 熟读对话部分。

【板书设计】

Unit 6 Work quietly !

I can show you the English books.

—Can I read the books here?

—Yes, Of course.

—Anything else?

—Keep your desk clean.

第五课时

(Let’s learn Look, match and say)

【教学目标】

1. 掌握新单词和句子:Keep to the right.

Keep your desk clean. Talk quietly. Take turns.

2. 能使用新的句子。

【教学重难点】

1. 能熟读和理解新的短语。

2. 能指导在一些公共场所应注意的什么规则。

【教学准备】

1. 自制课件。

2. 课本。

【教学过程】

Step 1. 热身/复习(Warm-up/Revision)

1. Let’s play. “背靠背”游戏。

教师准备好单词卡片,请两句学生上台背靠背,每人各拿一张词卡,不能让对方看见。教师说:“One, two, three.”学生各向前走三步,同时转身向对方展示自己手中的卡片,看谁先读出对方的词组。

2. Let’s sing the song “School days”.

Step 2. 呈现新课(Presentation)



智慧树·同步讲练测

1. 学习 Let's learn.

(1) Free talk.

教师用课件展示公共场合常出现的标识。
让学生讨论了解。如：

- a. No smoking.
- b. No parking.
- c. No entry.

教师展示结束,请学生做补充并说明。

(2)以上是在公共场合会出现的标识,那在我们的校园里经常又会有哪些标识呢?

教师展示学生在食堂排队的图片。

T: Now, we are in the canteen. What should we obey?

Ss: We should take turns.

T: Yes, take turns. (教师带学生将画线短语重复读几遍)

教师展示学生回家路上行走的图片。

T: Now, we are on the road. What should we do?

Ss: 靠右行走。

T: Yeah. Good. We should keep to the right. (教师带学生将画线短语重复读几遍)

T: OK. Now, we are in the classroom. What should we do?

Ss: 认真听课,保持安静...

T: Yes. Very good. In the classroom, you



should keep quietly and listen carefully. Of course, you should also keep your desk clean and talk quietly. (教师带领学生将画线短语重复读几遍)

(3)播放录音,学生跟读模仿。

(4)动动手。

学生拿出课前准备好的画笔和画纸,在纸上画出各标识的简略图,并注上警示语。

(5)Activity: 耳明手快。

教师用中文说出警示语,学生迅速地从我手中选出该警示语图标并说出英语。

2. 完成 Look, match and say.

(1)完成 Look, match and say 中的练习,并两人一组进行对话练习。

(2)根据情境给出意见。如:

T: We are walking on the road.

Ss: Keep to the right.

T: We are playing a game.

Ss: Take turns.

...

3. 小结。

Step 3. 作业 (Homework)

1. 听录音,背标识语。
2. 查找资料,了解更多标识。
3. 完成相关练习。
4. 预习下一课。

第六课时

(Read and write Let's check Let's wrap it up)

【教学目标】

1. 复习本单元的重点单词和句子。
2. 完成练习题和读懂 Read and write.

【教学重难点】

1. 灵活运用本单元的重点单词和句型。

2. 灵活运用进行时态的句子。

【教学准备】

1. 录音以及教学挂图
2. 课本。

【教学过程】

**Step 1. 热身/复习 (Warm-up/Revision)**

1. 单词对对碰。

教师将 doing, having, eating, a book, morning exercises, listening, reading ... 等词写在黑板上,把学生分成若干组,每组请一名学生上台挑选单词排成一个短语,并用此短语说一句话。比比哪个小组完成得多。如:reading a book. I'm reading a book.

2. Let's sing the song "School days".

Step 2. 呈现新课 (Presentation & Practice)

1. 学习 Read and write.

(1)教师介绍背景。

T: Today is the world robot exhibition day. There are a lot of people in the exhibition hall. Sarah and Robin also went there. They saw many robots there. Next, let's listen to the tape to know about the robot exhibition.

(2)教师播放听力录音,要求学生不许看书,仔细听录音回答教师的问题:What is the Canadian robot doing? What is the Japanese robot doing? What is the Spanish robot doing? Did Robin learn Chinese kung fu?

(3)教师再次播放录音,要求学生两人一组,讨论答案。

(4)学生打开书,通过阅读,进一步寻找确认答案。

(5)教师展开课本 63 面挂图,请学生说说每幅图中机器人来自哪国,并正在做什么事情。如:图 1 Canadian robot, The Canadian robot is drawing a picture. (教师可将图片展示顺序打乱展示)

(6)听录音,学生反复跟读模仿。

(7)Role play. 教师请 2-3 组学生上台表演。学生互评。

2. 完成 Let's check.

(1)给图片配句子。

教师指导学生分别给 Let's check 中的六幅画各配上一句话。如:图 1 Yifan's grandpa is listening to the radio.

(2)教师播放录音,学生完成听力练习。

(3)教师将听力材料完整地呈现在 PPT 上,要求学生反复跟读模仿。

(4)教师就听力内容与学生进行问答练习,教师问,学生答。

3. 学习 Let's wrap it up.

(1)动作接力。

教师准备所学动词短语的卡片。

学生四人一组,每小组第一个学生看同一个动词短语,如:eating lunch,然后不出声“说”给第二个学生,每组第二个学生根据口型猜短语并做出相应的动作,每组第三个学生根据动作说短语,如:eating lunch,每组第四名学生说出完整句子:I'm eating lunch. 最先说出完整句子的小组获胜。

(2)游戏结束,教师带领大家将卡片中的短语反复多读几遍。

(3)学生完成练习。

(4)师生共同核对答案。

4. 小结。

【板书设计】**Unit 6 Work quietly !**

—What are you saying?

—I'm speaking Chinese.

—What are you doing?

—I'm drawing a picture/cooking rice/making sushi...



Recycle 2

【教学内容】

本单元的三个活动都依据同一情景下的一组对话,通过多次听同一组对话实现不同的教学目的。第一个听力活动为“听录音,将图片与相应的日期连线”,用于训练学生对夏令营所要举办的活动与时间的细节捕捉。第二个听力活动为“再次听录音,选图片”,主要关注对话谈论时人物正在做的事情,复习现在进行时的语法项目。第三个听力活动为“第三次听录音,完成多项选择题”,是有关月份和行为规范的内容考察,这也是本单元的复习要点。

【单元目标】

1. 知识目标

(1)复习 4—6 单元的语言和词汇,要求学生做到听、说、认读,并能在实际情景中表达。

(2)复习 4—6 单元 Read and write 中的 6 组句子和 28 个单词,要求学生能熟练听、说、读、写。

2. 情感、策略、文化等有关目标 培养学生想象、推理的能力。

【单元重点】

教学重点为出现的新语言点,单词的拼写和单词的造句。

【单元难点】

重点句型造句和故事加结尾。

【课时安排】

2 课时

第一课时

(P66—P67)

【教学目标】

1 能够听说认读第四至六单元出现的单词和短语,并能灵活使用。

2. 能够听懂,会说,会写基数词对应的序数词。

3. 在对话交流中使学生养成用英语交际的习惯,培养良好的语音语调和语感。

【教学重难点】

1. 能够熟练掌握第四至六单元的词组,同时能够掌握基数词变序数词的规律。

2. 有关季节和月份的问句以及作答。

【教学准备】

1. 相应的挂图或 VCD。
2. 录音。
3. 制作新语言点的卡片。
4. 课本。

【教学过程】

Step 1. 热身、复习 (Warm-up/Revision)

Warming-up

Let's sing a song together《When is your birthday?》

Step 2. 呈现新课 (Presentation)

1. Quick response: 快速说出数字的序数词

one two three four five ten

2. Listen and match

板书: will+do

3. Listen to dialogue 2

Question: What are the children doing?

They are singing. / ... 板书 is/are+doing

Listen to dialogues 1 and 4. Choose the right answers.

When is the sports day?

It is in _____. A June B July C August

Mike's mum: 'Be a good boy. _____

A Work quietly

B Keep your room clean

C Talk quietly

4. 板书月份单词,注意开头大写。

5. 小组讨论,宣布答案。

6. 开火车式读单词,小组拼读,指名拼读,以检验学生掌握的情况。

7. 出示课本 P67 的 chant,教师领读。

8. 小组讨论,划出 chant 中出现的月份单词。

9. 接着划出有关数字。

10. 小组讨论,每个月份都是多少天。

11. 指名回答,错的地方有学生纠正。

12. 完成表格。



13. 教师带领学生总结规律,编顺口溜记住哪些月份 31 天,哪些月份 30 天,哪个月有 28 天或 29 天。

Step 3. 巩固与拓展(Consolidation & Extension)

让学生用自己会唱的歌曲的曲调给一到十二月编一个小 chant。

Step 4. 作业(Homework)

1. 完成课堂检测中的相关习题。

2. 结合本课学习内容创编一个新对话并将其表演出来。

【板书设计】

Recycle 2

Will + do(一般将来时)

Be + doing(现在进行时)

第二课时

(P68—P69)

【教学目标】

1. 能够听说认读 drink, eat, jump, run, sleep, mine, his, yours 等。
2. 能够运用现在进行时。
3. 能对 whose 的提问进行回答。

【教学重难点】

1. 学生能够掌握进行式结构。
2. 理解名词性物主代词的用法。
3. 理解名词性物主代词的用法。

【教学准备】

1. 相应的挂图或 VCD。
2. 录音。
3. 制作新语言点的卡片。
4. 课本。

【教学过程】

Step 1. 热身、复习(Warm-up/Revision)

Warming-up

Let's sing a song together《animals》

Step 2. 呈现新课(Presentation)

1. T: What is your hobby?

Ss: ...

T: Who likes taking pictures? Show us some pictures.

T: Describe the picture.

Which season is it? Are there any people there?

2. Work in groups and describe it.

3. 小组展示对话内容,老师板书问句。

4. 讲解不同疑问句引导的问句的不同含义。

5. Look at Mike's photo. Fill in the

blanks.

6. Zip and Zoom are showing us some gifts. Let's have a look.

7. T: Whose shirt is this?

板书句子并解释 whose 的含义。

8. 复习关于 whose 问句的答语: "It's ...'s."

9. 复习名词性物主代词的用法。

10. 小组问答方式用几个不同的物品做替换,操练名词性物主代词。

11. Read the sentences.

12. 划出含有 th, wh, nk, ng 的单词。

13. 总结发音规律。

14. 教师领读,小组读,齐读。

15. 划出你不明白的地方,小组解答。教师给予指导。

Step 3. 巩固与拓展(Consolidation & Extension)

教师将若干个小道具发给指定的学生,然后让一个学生问: Whose ... is this? 用 It's his/hers. 来回答,看谁用的次数最少就找到失主。

Step 4. 作业(Homework)

1. 完成课堂检测中的相关习题。

2. 结合本课学习内容创编一个新对话并将其表演出来。

【板书设计】

Recycle 2

jump run sleep

be + doing

Whose shirt is this?

It's his/hers/theirs.