**Unit5 What do they do?教学设计**

**武进区湟里中心小学 李菁**

**一、教学内容**

译林版小学英语五年级上Unit5 What do they do? (Story time)

**二、教材分析**

本单元的主要教学内容是职业名称和工作内容，同时继续呈现了动词的一般现在时第三人称单数形式和用法。Story time部分呈现了Su Hai和Mike在家聊天的场景，互相询问双方父母的职业。这两段介绍父母工作的对话既是学生谈论职业时口头表达的范例，也是作为学生写作练习的参考。

1. **教学目标**

**\*知识与技能**

1. 能听懂、会说、会读和会写单词teacher, teach, write, work, doctor, help, worker；

2. 能听懂、会说、会读单词writer, at home, sick, people, factory；

3. 能掌握动词teach, write, work, help, make的第三人称单数形式，并能初步运用句型What does … do? He’s/She’s a … He/She … 来讨论Story time中涉及的职业并进行相关描述；

4. 能正确的理解并朗读课文，在教师的引导和帮助下尝试复述课文内容；

5. 能初步运用本课所学的词汇和句型来讨论职业名称和工作内容。

**\*过程与方法**

1. 通过上下文语境和创设的情境，学会询问和谈论他人的职业。

2. 通过任务型教学，学会自主学习和合作学习。

**\*情感态度与价值观**

通过本课的学习，学生能认识不同的职业，体会父母工作的辛苦，从而尊重每一项职业；能学会同学间互相关心互相帮助；能养成良好的少吃糖的饮食习惯。

**四、教学重点**

1. 在故事情景中阅读和理解句型What does he/she do? 及其回答He’s/She’s a teacher/writer/ factory/worker/ …；

2. 能正确理解并朗读课文，在教师的帮助下尝试复述课文。

**五、教学难点**

1. 单词sick, factory, writer, people单词的读音；

2. 能初步运用本课所学的词汇和句型来讨论职业名称和工作内容；

3. 在任务型教学中能学会自主学习和合作学习。

**六、教学准备**

课件，板贴，导学单

**七、教学过程：**

**Step 1:Warm up**

1. Before the class:

Enjoy two English songs about jobs.

2. Greetings

3. Show the learning aims.

**Step 2 Pre-reading**

1. Free talk with students, asking about their parents’ jobs.

Teach: What does…do?

2. Talk about the teacher’s parents’ jobs.

Teach: writer, worker

3. Show the picture in Story time. (揭题) Try to ask questions using the sentence structure *What does…do?*

**Step 3 While-reading**

**1. Listen and circle**: What jobs are mentioned in the dialogue?

Teach: factory

**2. Watch and match**: What does each one do?

**3. Ask and aswer**: Work in pairs, talking about the jobs in Story time.

**4. Picture1**

1) Read and choose: Read P48, underline key sentences and circle key words. Then complete the first table.

What do they do every day? (Daily work) Where do they work? (Working places)

Daily work Where

Mike’s father teaches English works at school

Mike’s mother writes stories works at home

Teach: teach-teaches, write-writes, work-works

2) Retell Picture 1 with the help of the blackboard writing.

3) Read P48 after the tape.

4) Think and write: Complete the first table on P50.

**5. Picture 2**

1) Read and fill: Read P49, and complete the second table.

What do they do every day? (Daily work)

Daily work Where

Su Hai’s father helps sick people (情感渗透 You should help each other)

Su Hai’s mother makes sweets (情感渗透 Don’ t eat too much sweets.)

Teach: help-helps, sick, people, make-makes

Try to guess: Where do they work? (In the hospital/ factory)

2) Retell Picture 2 with the help of the blackboard writing.

3) Read P49 after the tape.

4) Think and write: Complete the second table on P50.

**6. Reading time**: read together / after one/ in roles.

**7. Ticking Time 1**

**Step3 Post-reading**

1. Work in pairs and try to retell the whole story.

2. Ticking time 2

3. Show Mike’s card for his father, Try to make a card for your parent.

(情感渗透)People work hard to make life better. Respect every job.

4. Ticking time 3

**Step4 Homework**

1. Read Story time after the tape and try to tell the story.

2. Ask the other students about their parents’ jobs.

**板书设计：**

Unit5 What do they do?

Jobs Daily work Where

Mike’s father teacher teaches English works at school

Mike’s mother writer writes stories works at home

Su Hai’s father doctor helps sick people in the hospital

Su Hai’s mother factory worker makes sweets in the factory