**4B Unit8 How are you?**

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| **主备人** | 许佳宁 | **课 时** | 第四课时 | **课型** | | 复习 |
| **教学目标** | 1.能听懂、会说，会读句型：This is ... speaking.Mayl speak to...? I’m sorry to hear that. How are you? I'm fine, thank you. See you tomorrow. See you.  2.能听懂、会说，会读词汇：come to school, cold, fever, cough, headache.  3.能听懂、会说，会读，会写： may, hear, take care, at school.  4.掌握字母o在单词中的发音  5.能力目标：能用英语打电话。  6.情感目标：培养学生关心他人的品质。 | | | | | |
| **教学重点、难点** | 1.能听懂、会说，会读句型：This is ... speaking. Mayl speak to...? I'msorry to hear that.Howare you? I'mfine, thank you. See you tomorrow.See you.  2.能听懂、会说，会读，会写： may, hear, take care, at school.  3.掌握字母o在单词中的发音 | | | | | |
| **教学准备** | 师：ppt 生：预习 | | | | | |
| **教学过程** | | | | | **备注或修改** | |
| **Step 1 Greeting and revision**  1 Do the puzzle  填空单词： cold fever cough headache  Ticking time: I can talk about some illnesses.  2 Let’s chant  ①chant with teacher  ②chant with your friends  自己改编小诗  3 Ticking Time: I can talk about some illnesses.  **Step 2 Sound time**  1 Learn the sentences  T: All of us know that vegetables and fruit are food for us. Every day we should have vegetables and fruit. But sometimes we can have some other nice food. Look at the picture, who are they?  S: The bear and the fox  T: What’s in the box?  S: A hot dog.  T: Whose hot dog is this? Can you guess?  (学生自由说一说）  Q: Whose hot dog is this? A. The bear’s. B. The fox’s.  Listen and choose.  呈现完整的句子，并跟读录音。  T: How does the red o sound?  呈现音标 /ɒ/  Read more : coffee not sock sorry clock long pot  2 other pronunciations of O  some come mother  cold go open no nose those  do  引导学生拼读，体会三类单词的读音。  3 Game: shoot an arrow射箭游戏  单词备选： hot dog nose those mother coffee clock long come open no not sorry cold  Ticking time : I know the sound of the letter “o”.  4 Ticking Time:  I know the sound of the letter “o”.  **Step 3 Checkout time**   1. Read and order   T: Now look at the exercise on Page 55, there is a whole dialogue between Su Hai and Yang Ling, please read it carefully and order.  Then check the answers.   1. Try to recite (复述) 2. Think and say   T: Yang Ling is ill and she makes a telephone call to Miss Li. Yang Ling’s good friend Su Hai is worried about Yang Ling too. So she wants to make a telephone call. How to make a telephone call?  T: What will they say? Please work in two. Try to make a dialogue.  两人小组，让学生先尝试自由交流两个小朋友对话的具体内容。   1. Brain storm   Can you give Yang Ling some suggestions(提建议)?  drink some warm water  eat some fruit and vegetables蔬菜  have a rest（休息）  take some pills  go to see the doctor  **Step 4 Rhyme time**  1 Listen and fill in the blanks  T: Look, there are another two girls. They're making a telephone call too. This is Sue and this is Jane, what are they talking about? Let's listen to Rhyme time and try to finish the sentences.  听录音填空  Doctor Wu  Hello, may I speak to Sue?  This is Sue. ?  I have a and a too.  Well, go and see Doctor Wu!  (课件上圈出四个韵脚单词，学生读一读。呈现“儿歌的韵脚”  2 Listen and repeat  Then read in roles.(学生分角色朗读儿歌）  3 Brain Storm  T: Now Sue goes to see the doctor. If you are Doctor Wu, what will you say ?  Can you give her some suggestions?  引导学生给Sue 提一提建议，参考答案：  drink some warm water，eat some fruit and vegetables, have a rest, take some medicine Don't go to school stay at home  (这个部分的回答，可以使用中文辅助）  4 Ticking time:  I can make a telephone call.  **Step 5 Summary**  **Step 6 Task**  情景一：  好朋友感冒了，她打电话告诉你今天不能去野餐了  情景二：  你打电话给同学，邀请他今天下午去踢足球，他同意。  **Step 5 Homework**  1 Draw a mind map of letter “o”  2 Read Rhyme time and Checkout time three times.  3 Finish the exercise book. | | | | | 第一个环节快速反应去掉，在后面添加一个环节Let’s chant来复习本单元句型，更有趣  本节复习课以语音为主，需要新授字母o在单词中的发音，因此将sound time提前。  添加完成书本连线题部分以及课文复述环节。  添加brain storm环节。达到情感目标：培养学生关心他人的品质。同时通过see the doctor这条建议引出下一步的rhyme time。  增加情景对话环节 | |
| **教学板书** | Unit8 How are you?  1.This is ..speaking.  cold, fever, 2. May I speak to...?Is ...there?  cough, headache 3.How are you ?  4. Not so good.I have...  5.I'm fine/ Not bad, thank you. | | | | | |
| **教学反思** | 本课为复习课，以复习句型为主。语音为其中一个复习环节。语音复习环节只能涉及到半数同学，形式上还可以稍加修改。 | | | | | |