### Unit 7 What’s the matter?

### （Checkout time &Revision）

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**教材分析：**

本节课的教学内容是基于译林版《英语》四年级上册“Unit7 What’s the matter?”第三课时checkout time板块的学习。本版块:Look and say，的教学内容使根据生活实际对图片中的人物行为进行描述，旨在检测学生对活动短语的掌握情况，根据自己的所学提出建议和意见，并运用本单元的重点句型What’s the matter?I’m...进行表述。

**学情分析：**

授课对象为四年级的学生，他们经过近两年的英语学习，初步养成了英语学习习惯，但是他们展开话轮、拓展话轮的能力尚未欠缺，本节课老师注重引导学生能够将逐渐积累的知识加以归纳和整理，形成结构化知识，并运用他们去分析和解决问题，让学生对Here’s.../Here are ...for you.有更深入的理解.

**教学目标：**

经过本课的学习，学生能够

（1）能正确完成checkout time中的练习。

（2）能对照ticking time的三个目标进行客观公正的自我评价和他人评价。

（3）能复习并巩固前三课时的所学的单词和句型

（4）指导学生良好的语言学习方法，比如：自然拼读法、韵律歌谣法。

（5）能综合运用所学语言完成绘本的设计

（6）通过单元的学习，使学生能养成真爱生命，关心他人的良好情怀。

**教学重点：**

（1）能复习并巩固前三课时的所学的单词和句型

（2）能综合运用所学语言完成绘本的设计 **教学难点：**

能复习并巩固前三课时的所学的单词和句型

Step1.Warming-up

1. Greetings
2. Today we’ll have a special lesson with Miss Zhang and here students from Shang Xing Primary school,are you happy?

S:Yes ,we are happy.

T:Now,let’s greet to them,say hello to them.

1. S S-S
2. Today we are going on to learn unit 7,what’s the matter？手指板书
3. T：Last lesson ,we learned some words about feelings,now Let’s enjoy a song about feelings:What’s the matter?

T：When you enjoy this song,remember the words about feelings,you can sing after it.

T:what feeling words do you hear?

S:They are...贴板书

T:There are some new words ,who can teach us?

S:（文化）I know sleepy.

T:Teach us.

S：Sleep---Sleepy（提前做好单词卡片，教会学生教授方法。）

S（上兴）：I know scared

T:teach us ,please.

S:car-scared做动作表情。

T：Very well,you did a good job!

Step2.Review ST

T:Last lesson we learned about ST,what’s the matter with Liu tao?

Is he hungry/thirsty?

S:No,he is tired and thirsty.

S:（上兴）He wants to go to bed.

T:This time ,let’s do a role play.Yellow class ,you are father and mother, white class ,you are Liu tao.

Tip:Play it with actions and expressions.（记得要用表情和动作，看看那组同学说的好）

Make a model for students

T：What do you think of Liu tao’ s parents and how does Liu tao feel?

S:They care about Liu tao.

Step3.Review CT

T:You are really good at acting!Just now ,we talked about Liutao ,he is tired and thirsty ,now ,what ‘s the matter with bobby ？展示Bobby 图，Is he ill?

S:No,he is hungry.

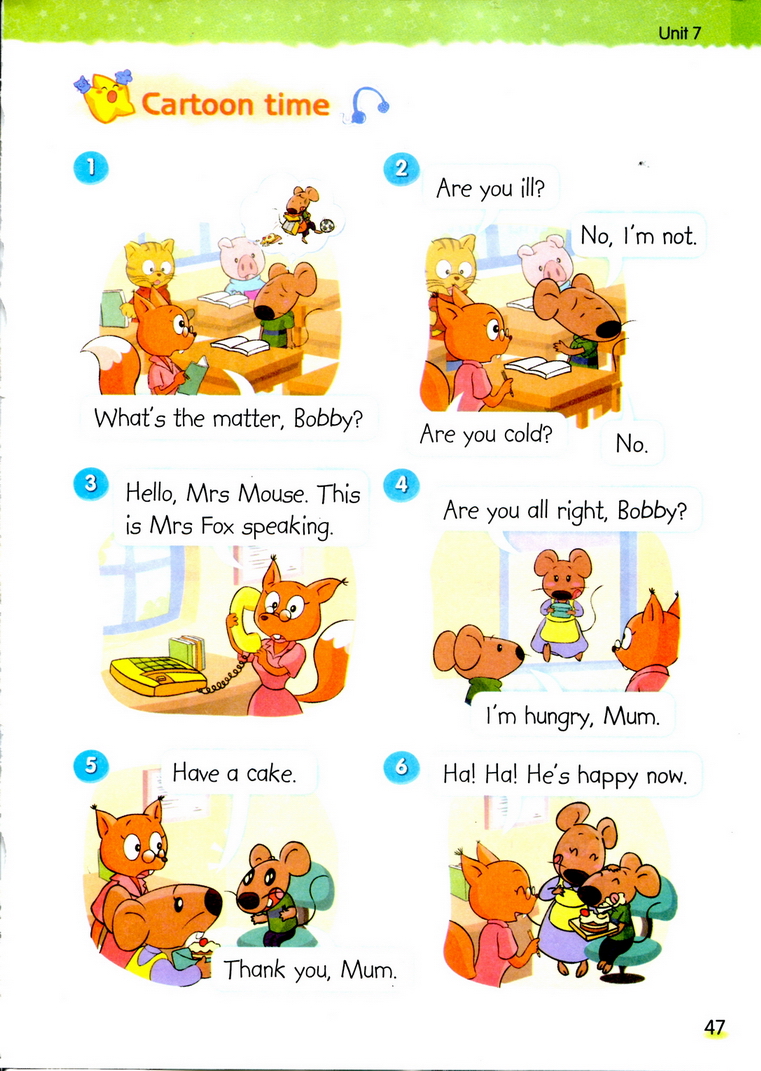
T：In the homework yesterday,I asked you remake a new dialogue,（解释PPT，）Now let’s act it out.Let’s have a competition,whose dialogue is more interesting?(老师准备道具)

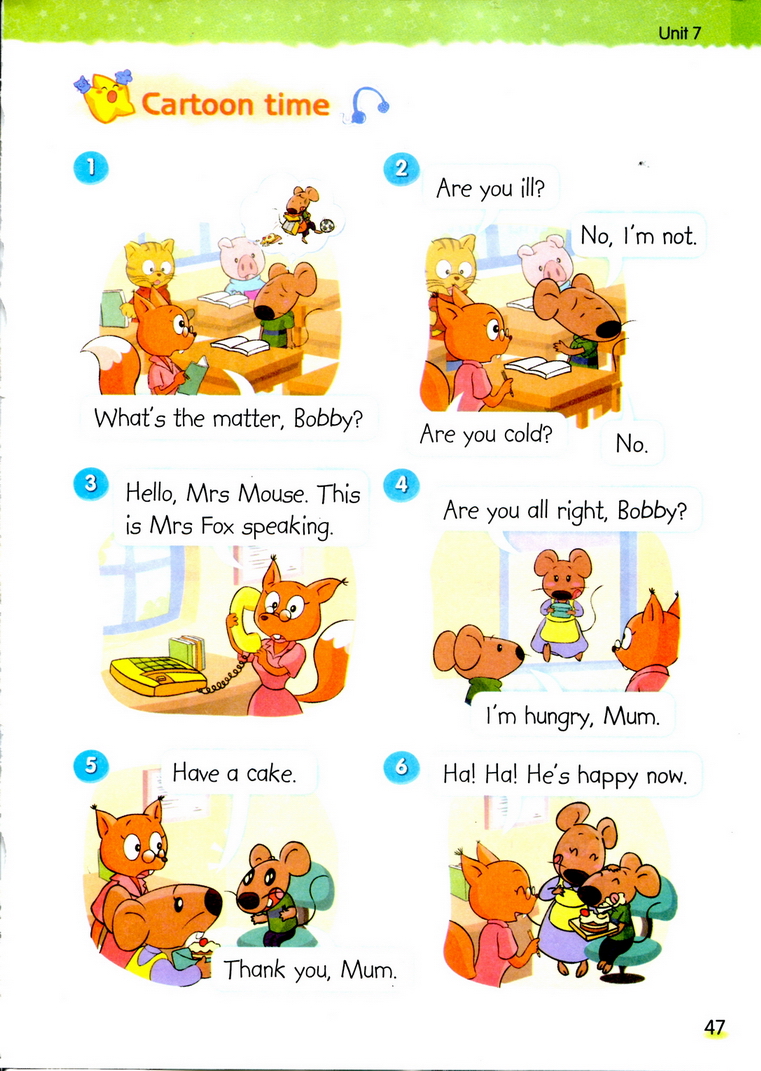
T:So,can you make a new dialogue of Cartoon time?Act the dialogue.

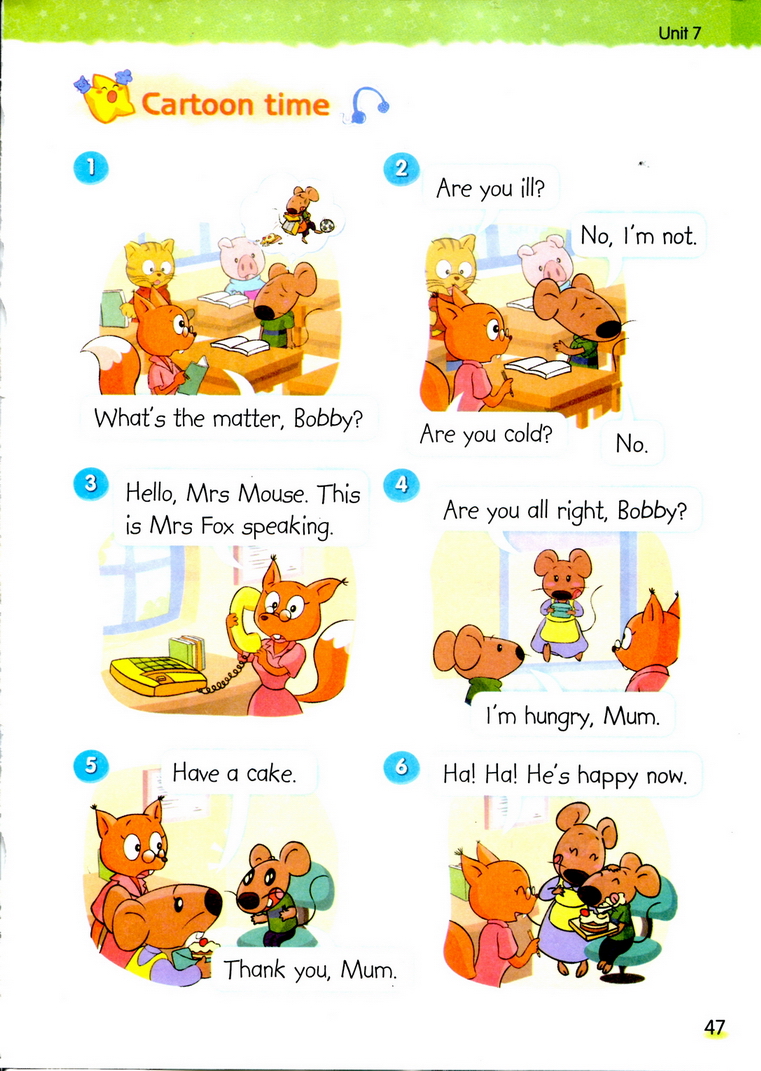
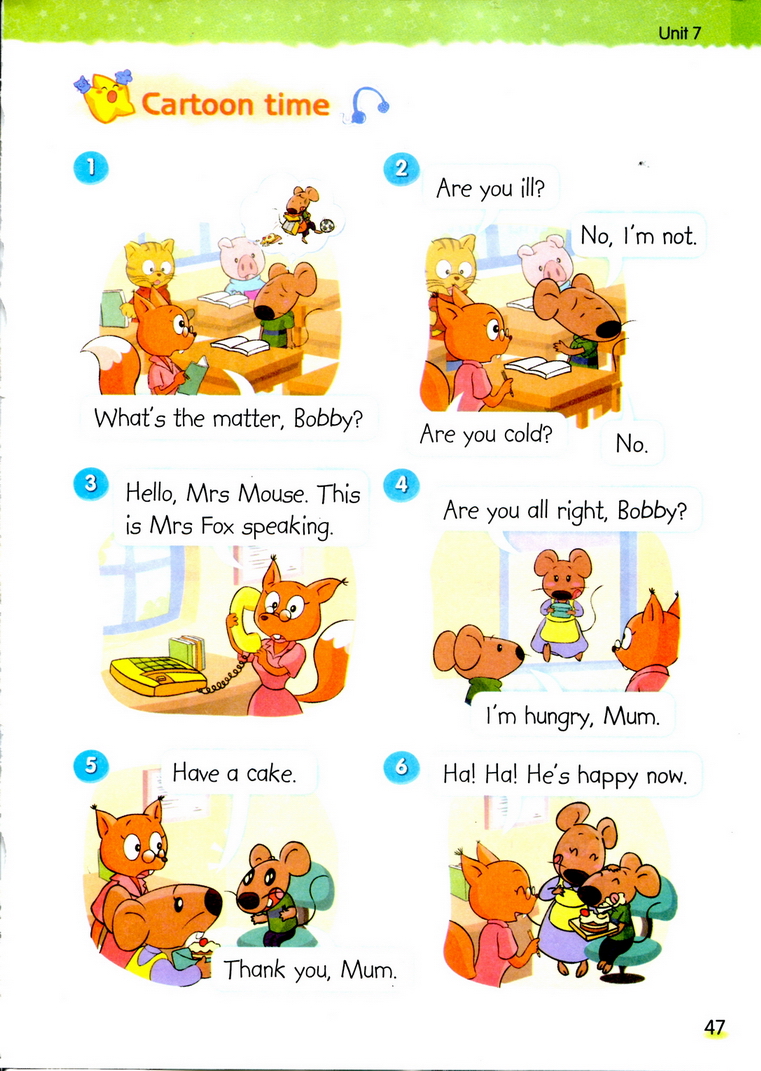
S文化两组，有表情和动作，加上道具，表演CT板块

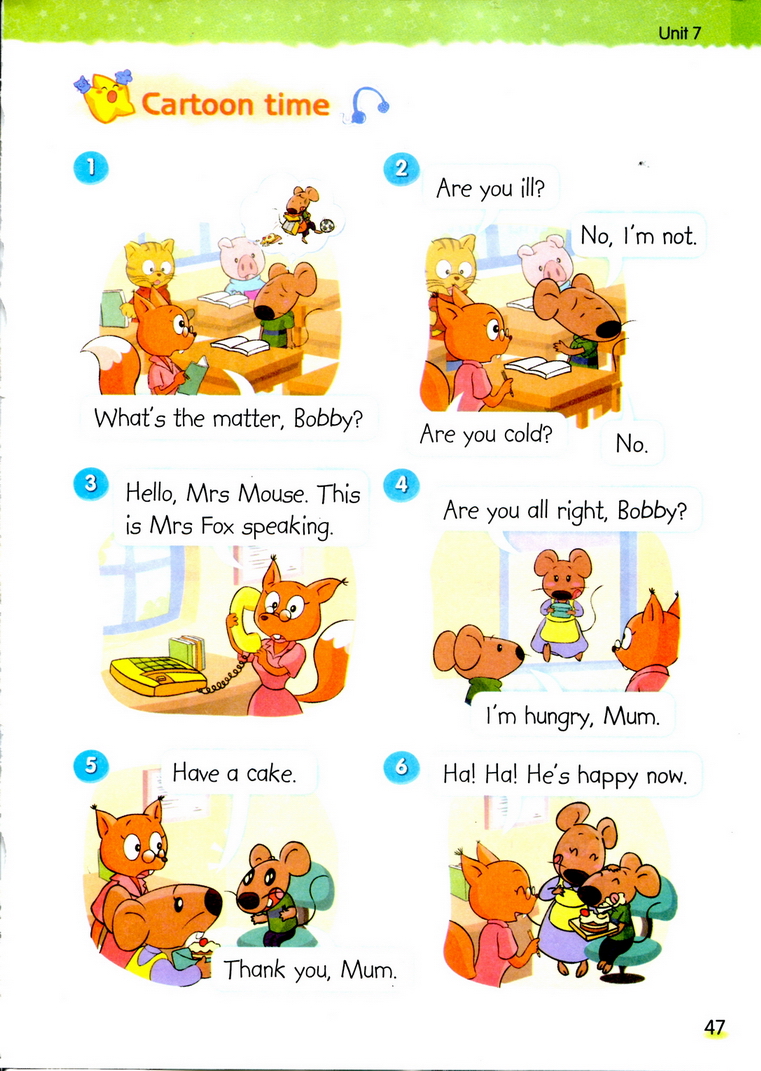
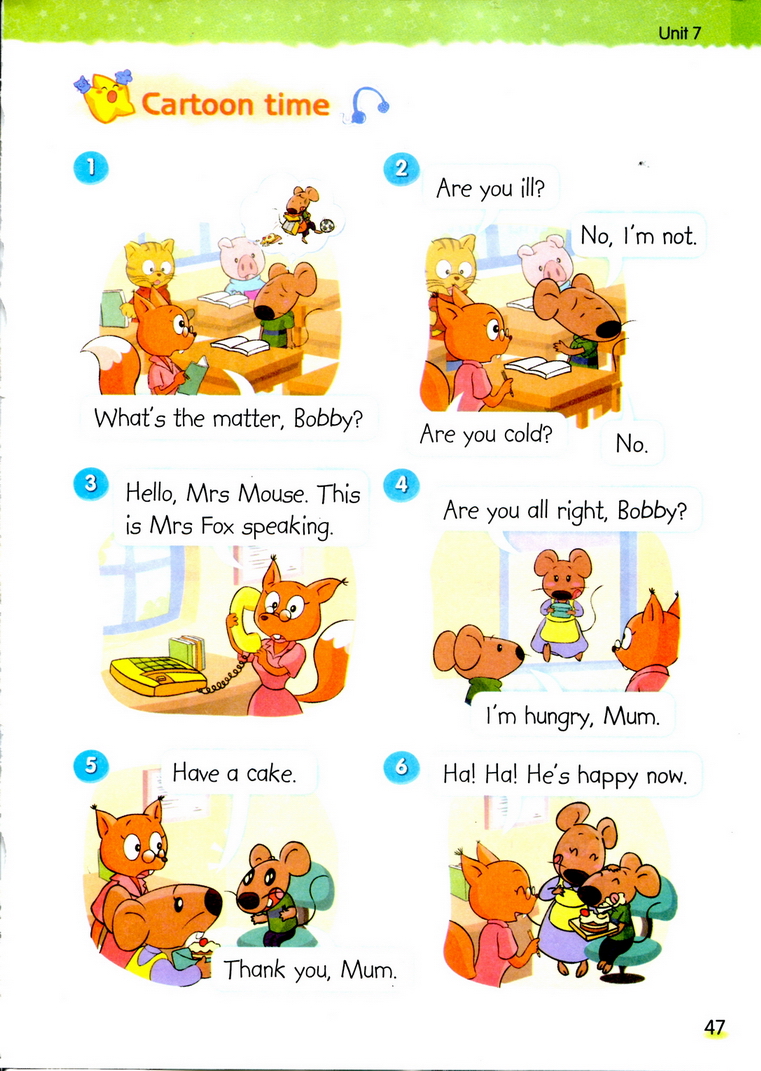
S上兴两组，有表情和动作，适当拓展CT，加入自己的语言

有表情和动作，真的吃一口，yammy yammy I ‘m not hungry ,thank you 拥抱一下!袋子里装蛋糕，电话机准备两部，桌子和椅子，老师拿着教鞭或者书，Bobby 要真的吃东西，妈妈走过来很着急，越夸张越好，









T:You are smart!I like your acting!Now ,can you make a new dialogue,Bobby is fine ,but his class Billy feels not so good,what’s the matter?

S:He’s ill.

T:May be he is ill,let’s have a look,oh ,he is so...I don’t know ,it’s your choice ,make a new dialogue with your partner,ok?Remember the tips.

Tips:要有感情和动作，加上道具，可以帮助你的表演更加的完美哦！

Step4.Review rhyme time

T:Who is he ?Do you remember?He is bill,what’s the matter with him?

S（文化）：He is ill.

T:How does his mother help him?

S（上兴）：take some pills.

T:Let’s say the rhyme ,who can say it beautifully,we will PK in boys and girls.

用各自方法PK，男生对女生

Step5.Learn Checkout time

1.呈现不同的句型，引导学生，

1.T:Bill is better now after he takes the pill ,what’s the matter with them,who are they?

S:Mike and WB

T：What’s the matter with Mike?

S:He is hot.

T:How can you help him?

S:...have some water/this water is for you.（多种句子表达）

T:Good ,what’s the matter with Wb?

S:He is hungry.

T:Can you help him?

S:

T：Anymore?

TIP:Use more sentences to help !

T：Boys and girls, how do Mike’ father and Liu tao help them?Open your book and Fill in the blanks.

Check the answers,读一遍或者对话，两人一组读一下。

文化图1 上兴图2

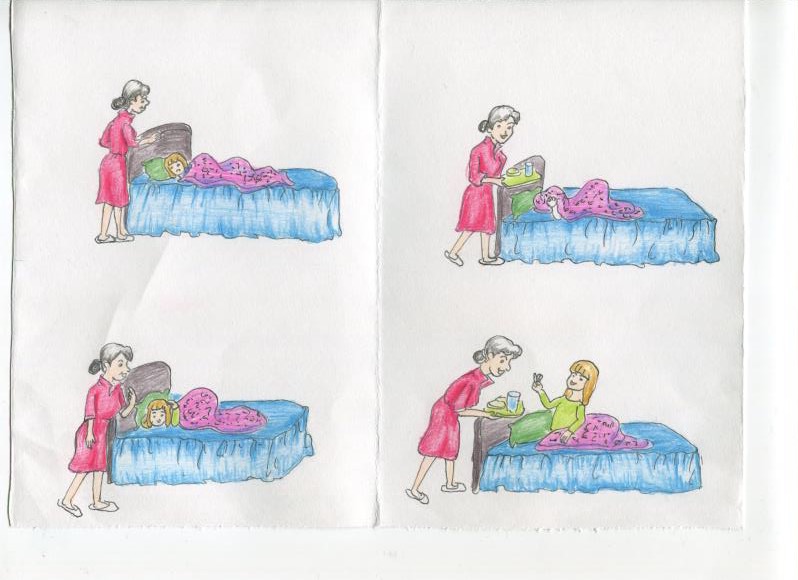
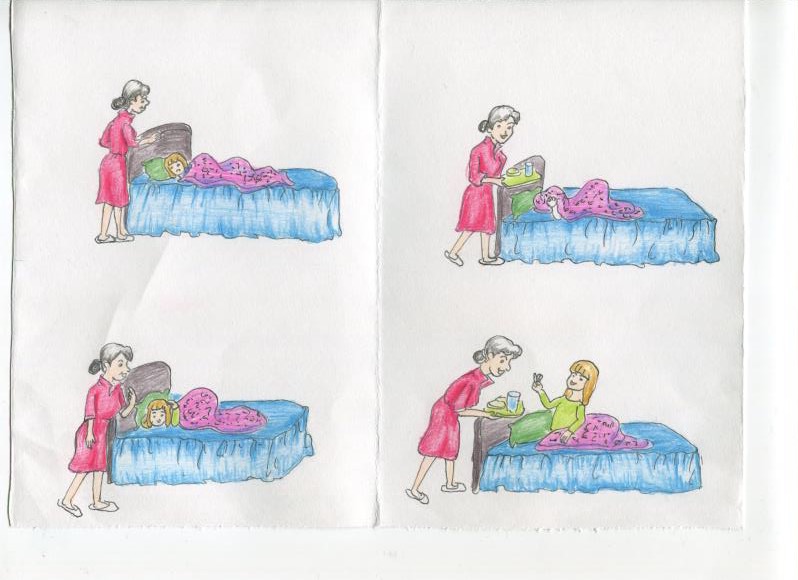
分角色朗读。以组的形式。

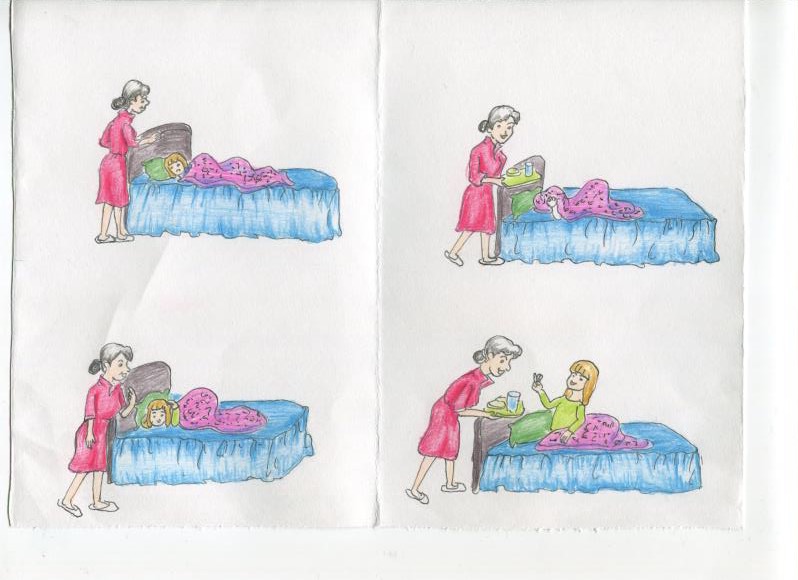
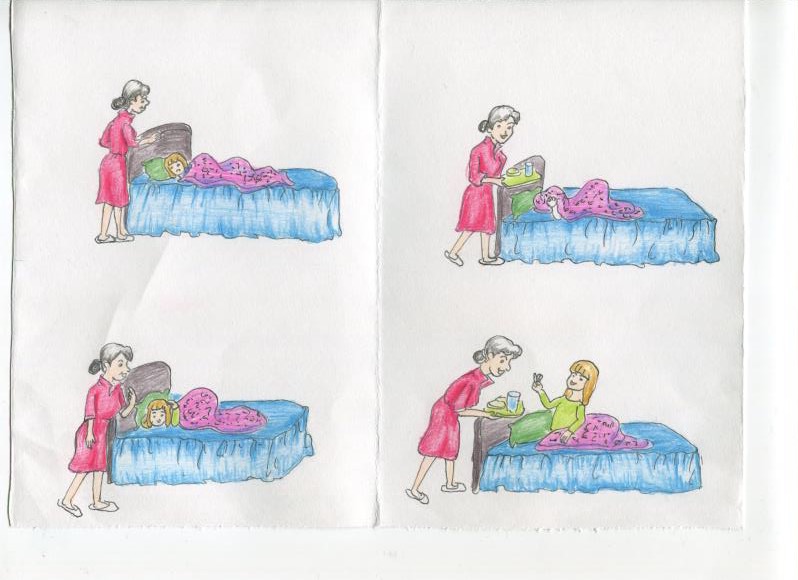
请上兴和文化的学生各猜两组。

T：Maybe!/It’s your idea!/Good guessing!/I like your guess!

T：Now,open your book and check your answers.Work in two and make a new dialogue.

S:（文化）两组 S（上兴）两组





1. Do exercises.：T or F

T:This is Ling ling ,she is still in bed,what’s the matter with her?Let’s listen to a story .and you should answer my questions

Ling ling wants to go to school （ ）

Ling Ling will（将要） take some pills.（ ）

Ling Ling would not like to have pies and some juice ( )

T:Is Lingling ill ?This time ,Let’s read the story an answer my question.

读一下绘本，回答问题。然后在想一下深层次的答案

T:Yes ,she should be honesty,or her mother will be worries about her .

Step6.Learn picture book.

T:Boys and girls，we talked about some friends in trouble,now ,let’s read a picture book:what’s the matter with you?

T:呈现几个人Jim want s to play baseball ,so he is calling to his friends ,Sam jack and lucy.（点人，解释人。订绘本）Can they go and play with him?What’s the matter with them?

（看绘本）

T:Check the answers

Tips：Be careful;be patient and don’t forget check the answers.

图文匹配题目。

T：At last ,Jame call bob,what’ s the matter with hm?Please finish the last part of the story.who can show your answers,that’s good.

T:Check,

T:Jim can’t play baseball ,what can he do?What are your suggestions?

S:You can ...（做PPT）

Step7.Assign homework

T：Today we talked about tao tao,bobby bill lingling ,and the children in the picture book,they have some troubles ,but we know how to help,we know a lot of words about feeling ,and how to help others,感情提升。

Homework today ,finish the exercises

Learn more words about feelings and picture books

**教后反思：**

关注单元语篇学习的整体推进，结合具体主题情景what’s the matter?在特定的语境中开展综合语言实践活动。在复习已学知识的基础上，整合了story time板块以及cartoon time 板块的内容，使复习的内容更加丰富、形象，形成了一个整体。最后又从课外引进一篇关于生病的阅读素材，进行情感升华，引导学生会独立建构关于What’s the matter?I’m....构建了语言框架，丰富学生的语言输出，揭示了关爱他人的情感主题，使教学内容得到升华。