

# 大单元教学设计<<My home>>

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## Unit Four My home

### 单元内容剖析

本单元是人教版小学英语四年级上册第四单元。单元主题为 My home（我的家）。主情景图展示了几个学生以及 Zoom 和 Zip 的家居生活，从而揭示本单元的主题：描述家里的居室及物品设施。

A 部分共三页，分三课时。第一课时为情景对话和练习部分。Let's talk 部分 Amy 向 Sarah 介绍自己的小猫，然后两个人在家里的房间找来找去，终于找到了它。以此介绍了询问物品或人物位置的句子：Is she in the ...? 以及表示房间名称的词汇：living room, study, kitchen。之后的 Let's play 是个猜东西位置的游戏。以此来练习重点句式。第二课时为词汇学习课时，Let's learn 中介绍了房间名称词汇：bedroom, study, living room, kitchen, bathroom 以及询问物品或人物位置的句子：Where is ...? Is she in the ...? 之后的 Let's do 通过指令活动来练习房间名称以及在这个房间里能做的活动。第三课时为语音与字母学习课时，通过读一读，听一听，唱一唱；听一听、圈一圈；听一听，圈一圈，写一写三个活动，让学生学习元音字母 u 在开音节中的发音/ju:/。

B 部分共四页，分两课时。第一课时仍然呈现情景对话和练习。Let's talk 中 John 和妈妈到处找门钥匙，最后发现它在门上。以此来引出询问物品和人物位置的句子 Where are...? Are they ...? 以及词汇：table, phone。之后的 Ask, answer and write 活动来练习重点句式与单词。第二课时以 John 和 Mike 的对话来学习新的词汇：sofa, phone, table, fridge 之后通过一个活动 Let's play 来练习句子。进一步熟悉新授词汇。之后的读写练习、听音判断、看一看并判断的练习以及歌曲都用来巩固练习本课的重点词汇及句型，与 C 部分合为一个课时。

C 部分的故事这次是有关熊伯伯和熊爷爷的故事。他们在不同的地方找自己的眼镜，最后发现眼镜还给戴反了。学生们通过阅读这个有趣的故事来整合本单元的重点句式及词汇，并拓展自己的词汇。

### 对照课标

本单元是人教版(三年级起点)小学英语教科书四年级上册的第四单元，主要围绕“*My home*”这一话题展开，要求能够认识家里居室及物品设施，谈论人物或物品的位置。根据课标要求，通过本单元的学习，学生能在具体的情境、语境中，主动探究，与他人合作，体验、实践、参与、表达本单元所学习的家里居室及物品设施，询问物品、人物的位置并做出相应判断，培养学生的综合语言运用能力。能够感受到家的温馨，从而激发学生爱家、爱家人的情感。能够主动收拾物品并摆放整齐，养成良好的生活习惯。

## 学情分析

1. 学生们活泼好动，乐于表达。学生们仍然喜欢英语歌曲、游戏以及竞赛等形式学习英语。因此在课堂上我们要通过学生喜闻乐见的学习方式让学生感知、体验学习英语的快乐。注重对学生英语学习兴趣的培养，鼓励他们大胆说、积极做、认真想，让学生们在玩玩、做做、说说中学习英语。

2. 学生们在学习方法和学习策略上还有很大差距。一部分同学在单词的感知、朗读和记忆方面有了很大的进步。但有一少部分同学很存在死记硬背的现象。

3. 学生乐于说英语，但写的技能是短板。同学们课堂上喜欢用英语表达自己，但在写的方面略逊一筹。主要原因是学生在课堂上写的训练较少。教师应结合所学话题内容，设置一些贴近学生学习与生活的任务型活动让学生进行写的训练，让学生先说后写，强化写的训练，达到学中用，用中学的目的。

4. 学生在表达时，常常不能进行有效地完整表达，表达内容也是杂乱无序，所以本节课的设计初衷就是关注表达的逻辑顺序和句式结构，进行有序表达、完整表达训练，进而开阔思路，丰富表达内容。

## 大单元主题

本单元主题为：*My home*，该主题属于“人与自我”、“人与社会”范畴，涉及“身边的事物与环境”“家庭与家庭生活”和“生活自理与卫生习惯”子主题内容。主要涉及五个语篇，包括两组对话、一个图配文、一个绘本故事和一篇配图故事。

## 大单元目标

### ❖ 知识目标:

- 1.词汇: 学生能够听、说、认读单词: bedroom, living room, study, kitchen, bathroom, bed, sofa, phone, table, fridge
- 2.句型结构: 能够听懂、会说、认读句型 Where is she? She's in the kitchen. Open the door, please. Look! They are in the door.
3. 字母与语音: 能够掌握字母 u 在开音节里的发音, 即/ju:/

### ❖ 能力目标

1. 能够正确使用重点词汇来描述家里的居室及物品设施
2. 能够在有意义的语境中抄写上述话题词汇
3. 能够在真实或模拟的情景中运用句型 Is she in the ...? Yes, she is. / No, she isn't. Where are the ...? Are they in ...? Yes, they are. / No, they aren't. 询问物品、人物的位置并做出相应判断。
4. 能够在情景中运用句型 Open the door, please. 提出行动建议
5. 能够读出符合开音节发音规则的含有字母 u 的单词; 并能根据发音拼写出符其发音规则的单词

### ❖ 情感态度、学习策略、文化意识目标

1. 在生活中能够主动询问或对别人的询问能够热情应答
2. 能够感受到家的温馨, 从而激发学生爱家、爱家人的情感
3. 能够主动收拾物品并摆放整齐, 养成良好的生活习惯
4. 能够逐步做到见到符合 u-e 发音规则的单词, 并能够根据发音拼写符合 u-e 发音规则的单词。

## 教学重难点

### ❖ 教学重点

1. 能够听、说、认读单词: bedroom, living room, study, kitchen, bathroom, bed, sofa, phone, table, fridge
2. 能够听懂、会说句型 Where is she? She's in the kitchen. Open the door, please. Look! They are in the door.
3. 能够正确使用重点词汇来描述家里的居室及物品设施
4. 能够掌握字母 u 在开音节里的发音, 即/ju:/

## 教学难点

- 能够在真实或模拟的情景中运用句型 What's his/her name? His/ Her name is ... Who's he / she? He / She is ... 询问他人的姓名或身份，并能回答
- 能够认读并在情景中运用句型 Is she in the ...? Yes, she is. / No, she isn't. Where are the ...? Are they in ...? Yes, they are./ No, they aren't. 询问物品、人物的位置并做出相应判断。
- 能够在有意义的语境中抄写话题词汇
- 能够根据 u 在开音节里的发音规则拼读单词，并能够根据其发音规则拼写单词

## 教学方法

情景创设法、游戏教学法、多媒体辅助教学法、TPR、小组合作学习法

## 大单元教学思路

本单元主要有 Part A 找猫、Part B 找钥匙、Part C 找眼镜三个模块组成，主要学习内容是家庭各居室名称、常用家具名称及 Where... 引领的单复数句型。通过分析单元意义可以看出，本单元试图通过有趣的、洋溢温馨家庭氛围的故事的学习，提升学生语言能力的同时，引导学生养成 Put things in order 的好习惯。虽然 Part A Find the cat 并不符合 Tidy the room and form a good habit 的主题，但作为这个单元起始课，其目的是引出家中各居室名称及单元核心句型的单数形式，为接下来的学习做好铺垫。经历 Part B 找钥匙的忙乱和 Part C 找眼镜的慌乱，体验到随手乱放给日常生活造成的困扰，最后通过阅读绘本故事 Put the thing where it is，回扣整个单元的主题和大观念。

## 课时教学计划

本单元教学用时两周，建议使用六课时完成教学任务

第一课时：A. Let's talk. Let's play

第二课时：A. Let's learn. Let's do

第三课时：A. Let's spell.

第四课时：B. Let's talk. Ask, answer and write

第五课时： B. Let's learn. Let's play

第六课时： C. Story time. B. Read and write. Let's check. Let's sing.

## 课时备课

### 第一课时

#### 课时内容

A. Let's talk; Let's play

#### 课时分析

在 Let's talk 部分，Amy 向 Sarah 介绍自己的宠物猫，告诉 Sarah 自己的猫非常可爱。Sarah 想看看它。然后两个人在客厅、书房等地方都没有找到它，最后发现它在厨房的冰箱顶上。在这个过程中，学生可以了解三个居室的名称：living room, study, kitchen，同时可以了解询问人物或物品的位置的句子：Where is she? Is she in the living room? 以及回答：She's in the kitchen. No, she isn't. 要注意提醒学生的是，在西方，宠物被视为家庭成员，所以在课文中没有用 it，而是用的人称代词 she 来代指猫。

Let's play 是个猜物品位置的游戏。一个同学把自己的文具藏起来，让另外一个同学找一找。在找的过程中，要使用句式：Where is my...? Is it in...? Is it on...? 等。使学生在相对真实的语境中理解重点句式，感受重点句式的含义和用法。同时，在游戏中做到可以自由地表达。

#### 课时目标

1. 能够听懂、会说句型：Where is she? Is she in the living room? Is she in the study? Yes, she is. / No, she isn't. She is in the kitchen.
2. 能够听懂、会说以下词汇：living room, study, kitchen
3. 能够听懂、会读对话，并能分角色表演
4. 能够在真实或模拟的情景中正确使用句型 Is she in the ...? Yes, she is./ No, she isn't. 询问物品或人物的位置

5. 能够大胆表达，乐于使用英语与他人进行交流

## 课时重难点

### 1. 重点

能够听懂、会说句型: Where is she? Is she in the living room? Is she in the study?

Yes, she is. / No, she isn't. She is in the kitchen.

能够听懂并使用词汇: living room, study, kitchen

能够听懂、会读对话，并能分角色表演

### 2. 难点

能够在真实或模拟的情景中正确使用句型 Where is she? Is she in the living room? Is she in the study? Yes, she is. / No, she isn't. 来询问并人物、物品位置

## 教学准备

1. 多媒体课件、录音机、磁带

2. 单词图片

## 教学过程

### Step 1 Warm up

1. 播放歌曲: Finger family. 学生先倾听，再学唱。

Teacher: Boys and girls, let's listen to a song, finger family.

Father finger, father finger, where are you?

Here I am, here I am, how do you do?

Mother finger, mother finger, where are you?

Here I am, here I am, how do you do?

Brother finger, brother finger, where are you?

Here I am, here I am, How do you do?

Sister finger, sister finger, where are you?

Here I am, here I am, how do you do?

Baby finger, baby finger, where are you?

Here I am. Here I am. How do you do?

Teacher: Now sing with it. And show me your hand. Let's sing and do.

设计意图：这首歌以五个手指作为一个家人，既在歌声中复习并巩固了家庭成员类的称呼，又熟悉了询问位置的句式：Where are you?为本课时的学习奠定基础。此外，这首歌在演唱时可以利用手指进行动作演示，充满了乐趣，能够极大地激发学生的学习兴趣，为英语学习营造良好的氛围。

### ★ Step 2 Lead in

1. 询问自己物品的位置，请学生来回答。

Teacher: Where is my book? Is it in the desk? Is it in your schoolbag? Is it under the desk? Is it on the desk. 引导学生回答：No, it isn't. Yes, it is.

设计意图：通过询问自己的教材的位置来引导学生理解本课时重点句式。并学习如何使用 Yes, it is. No, it isn't 来回答。

2. 展示猫的部分图片，请学生猜一猜它是什么，讲授单词 cute。

Teacher: Look at this picture. Guess, what is it? Is it a book? Is it a key? Is it a candy? Try to guess, please.

Teacher: Yes, it's a cat. Is it cute? Yes, it is very cute. And look at this cute dog. This tiger is cute, too. Do you like the cute cat?

设计意图：以猜测使学生来练习一般疑问句及其回答。同时通过猫的形象来使学生理解词语 cute 的含义。

### ★ Step 3 Presentation

1. 提出问题，引起学生阅读兴趣，呈现对话内容。

Teacher: Do you like cats? Do you have a cat? Amy has a cat. Is it cute? Where is it? Let's listen and find.

2. 播放对话录音，学生找出答案。听完录音后，请学生说出自己的答案。

Teacher: Answer the question, please. Yes, Amy's cat is cute. The cat is in the kitchen.

设计意图：通过提问引起学生的阅读兴趣，并使学生带着问题认真倾听说文内容。

3. 出示教材中的图片，使学生理解新词含义和拼写方法。

Teacher: Look at this picture. Where is it? Is it the kitchen? No, it's the living room. (板书单词) Read it together, please, living room. Look at this one, is it a

living room? No, it's the study. (板书单词) Read it one by one, please. And where is it? Yes, it's the kitchen. (板书单词) Girls read it, please. Boys read it, please.

设计意图：以一般疑问句的形式来讲授居室类单词。

#### ◆ Step 4 Practice

1. 再次播放课文录音。学生跟读课文。

Teacher: Boys and girls, let's read the dialogue after the tape. Please listen carefully, read carefully.

2. 学生分角色朗读课文。

Teacher: Now, who wants to be Amy? Who wants to be Sarah? Let's read it in roles.

3. 请学生戴上头饰来扮演对话的角色，表演对话。

Teacher: Now we'll find the best actor or actress. Please come to the front and show the dialogue.

设计意图：通过以上三个活动，使学生能够充分理解课文内容，并且能够正确朗读课文。在不同形式的读和表演活动中，使学生逐步理解并掌握本课的重点句型，为其达到熟练表达奠定基础。

4. 出示不同房间的图片，学生快速说出单词。

Teacher: Look at the pictures of the rooms. What is it? Say the word quickly.

设计意图：帮助学生将语音与语义结合起来进行记忆。

5. 做动作，让学生猜猜看这是在哪个房间。

Teacher: Look at me, what am I doing? I am watching TV. So what room am I in? Yes, I am in the living room.

Teacher: Can you do some actions? Where is he? Where is she? Guess

设计意图：通过动作来猜测房间名称，使学生更好地理解房间的意思，并能够更好地理解重点句式的问答。

6. 完成 Let's play. 活动。

Teacher: Now, let's play. Let's play hide and seek. You, please. (请学生闭上眼睛) Where is my book? Ask me, please. You can say is it in the desk. My book is in his desk.

Teacher: Who wants to play this game?

设计意图：以这种游戏来练习本课的重点句式。

### ◆ Step 5 Summary

1.再次播放歌曲 Finger family，学生齐唱歌曲并表演。

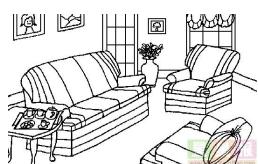
Teacher: Let's sing the song finger family together. Please sing and do the actions.

设计意图：利用热身的歌曲来总结本课，让学生在歌声中熟悉本课询问位置的句式。

### ◆ 板书设计

#### Unit Four My home

##### A. Let's talk



living room



study



kitchen

Where is ...?

Is she in the ...?

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

### 第二课时

### ◆ 课时内容

A. Let's learn; Let's do

### ◆ 课时分析

在 Let's learn 部分，呈现了 Amy 家的截面图，二楼的卧室，书房，一楼的客厅、厨房和浴室。Amy 的爸爸在问 Amy 在哪里。Amy 的妈妈告诉他，Amy 在书房里。以此为背景呈现居室名称类词汇：bedroom, study, living room, kitchen,

bathroom。询问物品或人物在哪里的句型：Where is ...? Is she in the ...?

Let's do 是个与居室和活动相关的指令性活动。包括：Go to the living room. Watch TV. GO to the kitchen. Have a snack 等等内容。学生首先要熟悉这些居室的名称，还要了解这些动词短语的意思和读音，并能将两者正确地匹配起来。可以在教学中设计一些活动，让学生熟悉、操练这些内容。

本课时内容为重点话题的词汇支撑，可结合上课时的重点句式内容一起进行学习。引导学生创设虚拟的情景来进行交流，在交流中掌握新学习的知识，提高自己的语言表达能力。

## 课时目标

1. 能够听懂、会说、认读单词：bedroom, study, living room, kitchen, bathroom
2. 能够在真实或虚拟的情景中听懂、会说、认读句式：Where is ....? Is she / he in the ...? Yes, she/ he is. / No, she/ he isn't.
3. 能够听懂会说 Let's do 中的指令，并能做出正确的反应

## 课时重难点

### 1. 重点：

能够使用重点词汇来描述居室名称

能够在真实或虚拟的情景中使用重点句式询问人物或物品的位置

### 2. 难点：

能够听懂会说 Let's do 中的语句，能够正确匹配居室和活动

## 教学准备

1. 多媒体课件、录音机、磁带
2. 居室单词卡片

## 教学过程

### Step 1 Warm up

#### 1. 呈现韵句：Where is it? 学生先倾听，再跟唱，最后齐唱。

Teacher: Let's chant. Listen to me first.

Where is it? Where is it?

Is it on the desk?

Is it in the bag?

Is it under the chair?

Where is it? Where is it?

It's in the book.

It's in my book.

Teacher: Now please chant with me. Let's chant together.

设计意图：以韵句来营造良好的英语学习氛围，带领学习集中注意力开启英语学习。同时，以韵句内容来熟悉、回忆有关询问物品位置的句式，为接下来的学习做好知识与心理的双重准备。

### Step 2 Lead in

1. 播放图片来介绍自己的家。让学生通过真实的场景来理解新授单词的意思。

Teacher: Boys and girls, where is it? It's my home. Welcome to my home. I will show the rooms in my house. This is my living room. I watch TV in the living room. This is my kitchen. I have a snack. I cook delicious food in it. This is my bathroom. I take a shower, wash my face in it. This is my study. I read books in it. This is my bedroom. I have a nap and sleep in it. Do you like my home? (介绍的同时板书居室名称单词)

设计意图：本课时中学习到的各居室的名称在汉语中学生应该很清楚，但是英语名称与汉语名称的匹配可能并不是很清楚。以真实房间的图片使他们一目了然地明白各个居室的英语名称，同时通过老师的介绍使他们初步感受活动类短语的意思，为进一步的学习做好准备。

### Step 3 Presentation

1. 引起阅读兴趣，播放课文录音。

Teacher: You know my home well. Do you want to see Amy's home? Let's listen and watch. And try to answer, where is Amy?

学生带问题认真倾听录音内容，然后尝试回答。

Teacher: Now show me your answer. Where is Amy? Yes, she is in the study.

设计意图：引导学生带着问题去听录音，培养其认真倾听且在倾听中关注重

要信息的能力。

2. 再次播放课文内容，学生跟读。

Teacher: Listen to the text again and read with it.

设计意图：跟读，以掌握正确的读音

#### Step 4 Practice

1. I point you say.我指你说。教师指向黑板上的单词，学生快速读出单词。

Teacher: Now, I point you say. I will point to the word on the blackboard. Please read the word quickly. What's this? What's this? What about this one?

设计意图：此活动保证学生能够正确认读单词，使学生能将新词的字义与字形字音结合起来进行统一记忆。

2.出示居室图片，请学生快速说出其名称。

Teacher: Look at this picture, what room is this? Yes. Read it one by one, please. And what about this one? What room is it? Boys repeat it, please. And what about this one? Girls read it, please. ...

设计意图：通过看图说单词，使学生再次将单词的意思和单词的读音结合起来，统一进行记忆。

3. 出示单词卡片，学生先快速读出单词，再出示卡片的背面，让学生猜单词。

Teacher: Look at the cards of the new words. Please read it as quickly as you can.

Teacher: I show the back of the cards. Guess, what word is it? You can say: is it a ...? Please have a try.

设计意图：通过猜单词，一方面培养学生认真倾听的能力，另一方面使学生自然地多次重复说出、听到新学到的单词，提高他们对于单词的熟悉程度。

4. 针对各个房间进行活动问答。

Teacher: What do you do in the living room? You read a book. You watch TV. You make a call....(板书短语 watch TV)Read it and do the action with me, watch TV.

Teacher: What do you do in the bedroom? You do your homework. You sleep. You listen to music. You have a nap. A nap means you sleep for a short time. (板书短

语 have a nap) Read it and do the actions with me.

Teacher: What do you do in the kitchen? You have breakfast, lunch and dinner. You cook. Good. Oh, you wash the dishes. Good girl. (板书短语 have a snack) Read it after me and do the action, please.

Teacher: What do you do in the bathroom? You can take a shower. You can take a bath. (出示不同的图片, 帮助学生区别两种活动) And you wash your face and hands. (板书短语 take a shower) Repeat it with me and do the action, please.

Teacher: What do you do in the study? You read books and do your homework. (板书短语 read a book) Repeat it with me and do the action, please.

设计意图: 将在房间能够做的活动与房间结合起来。使学生加深对于房间词汇的理解和认识, 帮助他们更加地记忆单词。同时, 引出 Let's do 中的短语, 为下一步的活动做好知识上的准备。

5. 房间与活动匹配。教师说出居室名称, 学生说出相应的活动。教师做出动作, 学生说出活动并说出相应的居室名称。

Teacher: Now let's match. I say the name of the rooms, you say what you do in it.

Teacher: Now I do the action, Say what I do and where am I.

Teacher: Who wants to do the actions? Show us, please. Where is he/ she? Are you in the... ?

设计意图: 通过这样的活动, 使学生将活动与居室名称匹配起来, 形成对于新授词汇的立体记忆, 并对于 Let's do 指令的正确反应奠定了基础。

### Step 5 Summary

1. 完成 Let's do 活动。

Teacher: Listen and show me the actions. Go to the living room. Watch TV. Go to the study. Read a book. Go to the kitchen. Have a snack. Go to the bedroom. Have a nap. Go to the bathroom. Take a shower.

Teacher: Now I say Go to the... You say the action. Ready? Go to the bathroom. Yes, take a shower. Go to the living room. Yes, watch TV.

Teacher: Now I say the activities, you say the rooms. Have a snack. Yes, you should say Go to the kitchen. Read a book. Good, go to the study.

设计意图：将指令活动改编成三个活动，学生先是熟悉两者的读音及匹配情况。接下来通过两个活动来帮助他们巩固匹配情况，以达到牢固掌握短语与居室名称的目的。

## 板书设计

### Unit Four My home

#### A. Let's learn



bathroom

study

kitchen

bedroom

living room

Where is she? She is in the ...?

Is she in the ... ? Yes, she is. / No, she isn't.

## 第三课时

## 课时内容

#### A. Let's spell

## 课时分析

本部分分为语音学习和单词书写两部分内容。通过听一听，读一读，唱一唱的活动，让学生通过听、读、拆音等练习体会并掌握字母 u 在单词中的发音，本课时主要学习其在开音节里发的双元音 /ju:/。本活动中呈现的韵句为：One cute cat uses two, two balls. Two cute cats use three, three balls. Three cute cats use four four balls. Four cute cats use five, five balls. Five cute cats use six, six balls. One, two, three, four, five, six, Five cute cats playing tricks. 韵句中呈现含有 u 的开音节词汇：cute, use。同时在教材中以图片形式呈现语音例词 use, cute, excuse。学生通过这些语音例词以及韵句的诵读，来感受并掌握字母 u 在开音节里的发音。之后的听一听，圈一圈，说一说的活动，让学生区分开音节与闭音节，将单词的读音与字形结合起来，进一步训练学生的听音辨音能力。听一听，圈一圈，写一写的活动学生需要判断字母 u 在本单词中的发音是属于闭音节类还是开音节类，圈出相应

的代表字母，并写出单词。这个活动帮助学生进一步掌握拼读规则，并根据拼读规则拼写出单词。

在教学过程中，需要通过多种活动，使学生自己发现、感悟字母的发音规律。

## 课时目标

1. 能够感知并归纳字母 u 在开音节(u-e 结构)中的发音规则
2. 能够读出符合 u-e 发音规则的单词
3. 能够根据单词的读音拼写出符合 u-e 发音规则的单词

## 课时重难点

1. 重点：

能够感知并归纳字母 u 在开音节(u-e 结构)中的发音规则

能够读出符合 u-e 发音规则的单词

2. 难点：

能够根据单词的读音拼写出符合 u-e 发音规则的单词

## 教学准备

1. 多媒体课件、录音机、磁带
2. 语音例词单词卡

## 教学过程

### Step 1 Warm up

1. 呈现韵句：Where is my book? 教师先示范，学生倾听后跟读，之后一起表演说。

Teacher: Boys and girls, let's chant. First, please listen to me.

Where is it? Where is it? Where is my book?

Is it on the desk? Is it on the desk?

No, it isn't. It isn't on the desk.

Is it in the desk? Is it in the desk?

No, it isn't. It isn't in the desk.

Is it under the desk? Is it under the desk?

No, it isn't. It isn't under the desk.

Where is it? Where is it? Where is my book?

It's in my schoolbag. It's in my schoolbag.

Teacher: Now please chant with me.

Teacher: Say the chant together, please.

设计意图：以学习过的文具作为韵句的支撑词汇，由上一课时与本课的重点句式作为韵句的主要结构来进行热身，帮助唤醒学生的已有知识，并为下一环节的学习做好准备。

### ❖ Step 2 Lead in

1. 与学生自由交流，引出语音例词。

Teacher: Thank you, I find my book. Where is it? Yes, it's in the schoolbag. Oh, I don't have my pen. Excuse me, can I use your pen? Thank you. Excuse me, can I use your pencil? Excuse me, can I use your ruler? ...

设计意图：通过向学生借东西，使学生熟悉 excuse, use 两个语音例词的读音及其含义。

2. 请被借了东西的学生使用句式，要回自己的东西。

Teacher: Whose ruler is this? Please come here and say the sentence: Excuse me, can I use the ruler? And the pen, the pencil. Come here please. (板书单词：excuse, use) Please read the words after me, first.

设计意图：衔接上一环节，让学生有机会来通过说句子练习本课的语音例词。

### ❖ Step 3 Presentation

1. 播放语音韵句。学生先认真倾听。然后再跟读。

Teacher: Now, let's listen to a chant about these words. Listen carefully.

Teacher: We have many cute cats in the chant, isn't it? (板书 cute) Read it please.

Teacher: Listen to the chant again. Now, let's say the chant after it.

2. 学生自由说韵句，以自己的方式来打节奏。

Teacher: Now, say the chant freely. You can say it with your partner. And you can clap your hands to say it.

3. 表演韵句。

Teacher: Now let's act the chant together.

设计意图：学生先倾听韵句，初步感受韵句内容。然后跟读，获取正确的语音。自由读可以使学生以自己喜欢的方式操练韵句，以达到熟练说韵句的目的。

4. 引导学生发现字母的发音规则。

Teacher: Look at these words on the blackboard. What can you find? Yes, there is an u in each words. What is the sound of the u? Let's read and find. (和学生一起慢慢读每一个语音例词) What is the sound? Yes, it's /ju:/. Look at my mouth and say with me.

设计意图：通过拼读，让学生自己发现字母的发音规则，再模仿口型，获得发音的正确方式。

#### ★ Step 4 Practice

1. 看口型，猜单词。教师说出语音例词中的一个，但不出声，学生通过观察老师的口型，猜出单词，并大声读出来。

Teacher: Boys and girls, let's play a game. I will say a word. Look at my mouth carefully. Guess what word it is. And try to say it loudly.

设计意图：通过观察教师口型来猜单词，有助于学生感受字母在单词的发音，以及字母 u 的发音方法。

2. 听一听，举一举。学生听教师说出的语音例词，举起相应的单词卡片。

Teacher: Look at these word cards. What's this? What's this? What about this? You are right. Get the card, please.

Teacher: The students who got the word card please come to the front. I will say the word. Please put up the correct card.

设计意图：这个活动锻炼学生能否正确听懂所学的语音例词。提高学生的听音辨音能力。

3. 读一读，听一听，圈出正确的单词。播放录音，学生根据听到的内容在字母串中圈出相应的单词。

Teacher: Look at these letters. There are many words in it. Listen and find the word. Circle it. Listen, please. Cute, cut, use, fun, tube, excuse, bus, mum, mule.

Teacher: Show me your answer, please.

Teacher: Now let's read these words together.

设计意图: 此活动让学生将单词的字音与字形结合起来, 同时帮助学生区分字母 u 在开音节与闭音节里的发音的区别。

4. 听一听, 圈一圈, 写一写, 根据听到的内容, 判断单词是闭音节 (u) 还是开音节(u-e), 圈出相应的规则字母, 然后写一写听到的单词。

Teacher: Now, please listen, circle and write. Write the word that you heard. Duck is it for u or u-e? It's for u. So circle the letter u, then write the word duck. Now, listen carefully and write the words. Duck, cute, up, use.

Teacher: Show me your answer, please.

Teacher: Read these words together, please.

设计意图: 学生先根据听到单词的发音判断其属于闭音节还是开音节, 圈出相应的代表符号, 再在四线三格上写一写单词。一方面体会单词在四线三格中的书法方式, 另一方面也在书写中进一步体会字母在单词里的发音。

5. 编写语音小韵句, 学生学唱。

Teacher: It's chant time. Listen first, then say it.

U, u, u; u, u, u; u is in use, /ju: /, /ju: /, /ju: /.

U, u, u; u, u, u; u is in cute, /ju: /, /ju: /, /ju: /.

U, u, u; u, u, u; u is in excuse, /ju: /, /ju: /, /ju: /.

6. 表演韵句。给学生练习的时间, 鼓励他们加入自己的动作, 也可以小组合作, 选择小组展示韵句节拍的方式, 来有创意地表演韵句。

Teacher: Now, let's work in groups. Please act the chant out. You can choose the way to show it.

设计意图: 通过韵句来完整呈现本课的重点语音知识。在逐句的跟读中, 学生不知不觉地在重复、强调字母 u 在单词中的发音, 为总结、巩固其发音规律奠定了基础。

### Step 5 Summary

展示语音例词图片, 学生快速抢读单词, 之后再齐唱韵句。

Teacher: I'll show some words quickly. Please say it loudly.

Teacher: Well done. Let's chant together.

设计意图：通过抢读单词和齐唱韵句的小活动，再现了本课的语音例词和语音知识，起到了总结所学的目的。

## 板书设计

### Unit Four My home

#### A. Let's spell

excuse	cute	use
bus	cut	us

## 第四课时

### 课时内容

#### B. Let's talk, Ask, answer and write

### 课时分析

本部分在 A 部分的单词及句型学习的基础上，继续学习如何询问人物或物品位置的句式：Are they ...? 教材中，John 和妈妈回家之后，发现钥匙找不到了，他们先后在桌上、电话旁找，没有发现，最后 John 发现钥匙还在门上插着呢。这个故事场景是学生在生活中可能遇到的。有趣而又易理解。在对话过程中，学生能够感受并学习如何询问复数的物品或人物的位置及回答：Are they in/ on/ near/...? Yes, they are./ No, they aren't. 句式结构与前几课时学习到的重点句式一样，但是单复数形式不同，要让学生在学习中关注到数量的变化，选择使用正确的句式。

Ask, answer and write 部分是两人活动。学生按自己的想法把钥匙、日记本、钢笔、眼镜等代表字母写在不同的位置。然后两人一组进行猜位置的活动。通过使用本课时的一般疑问句来询问同学把物品写在了哪个位置上。从而练习本课时中的重点句式。

本课中的 table, phone 都为下课时要学习的重点词汇。在本课时中，只要求学生可以听懂会说即可。

### 课时目标

1. 能够听懂、会说句式: Where are they? Are they...? Yes, they are. No, they aren't.

2. 能够理解并能正确认读课文对话, 发音准确, 语调自然

3. 能够在真实的语境中运用本课的句型来询问物品或人物的位置

## 课时重难点

1. 重点:

能够听懂、会说句式: Where are they? Are they...? Yes, they are. No, they aren't.

能够理解并能正确认读课文对话, 发音准确, 语调自然

2. 难点:

能够在真实的语境中运用本课的句型来询问物品或人物的位置, 并进行回答

## 教学准备

1. 多媒体课件、录音机、磁带

2. 单词卡片

## 教学过程

### Step 1 Warm up

1. 呈现韵句: Where is my book? 教师先示范, 学生倾听后跟读, 之后一起表演说。

Teacher: Boys and girls, let's chant. First, please listen to me.

Where is it? Where is it? Where is my book?

Is it on the desk? Is it on the desk?

No, it isn't. It isn't on the desk.

Is it in the desk? Is it in the desk?

No, it isn't. It isn't in the desk.

Is it under the desk? Is it under the desk?

No, it isn't. It isn't under the desk.

Where is it? Where is it? Where is my book?

It's in my schoolbag. It's in my schoolbag.

Teacher: Now please chant with me.

Teacher: Say the chant together, please.

设计意图：以学习过的文具作为韵句的支撑词汇，由上一课时与本课的重点句式作为韵句的主要结构来进行热身，帮助唤醒学生的已有知识，并为下一环节的学习做好准备。

### ❖ Step 2 Lead in

1. 和学生进行猜宝游戏。请学生猜一猜自己的书和其他文具放在了哪里。

Teacher: What's this? Yes, it's my book. Now close your eyes, please. (将书放在一个位置) Open your eyes, please. Guess, where is my book now? You should say like this: Is it in the desk? Is it in the bag? Guess, please.

Teacher: What are these? They are my pens. Close your eyes, please. Now, open your eyes, please. Where are my pens? No, you should say: Are they in the desk? Read after me, are they in the desk? (板书句子)

设计意图：通过不同数量物品的询问，使学生感受单复数之间的区别，为课文对话的学习做好准备。

### ❖ Step 3 Presentation

1. 提出问题，引起学生的阅读兴趣。播放对话，学生认真倾听，找出答案并展示。

Teacher: You are good at finding. Let's help John and his mother find their keys. Now listen and find. Where are their keys?

2. 讨论课文内容，帮助学生理解重点词汇及句式的意思，进而理解对话的内容。

Teacher: Are their keys on the table? (展示桌子的图片) Look, this is a table. (指向学生的书桌) Is this a table? No, it's a desk. Are their keys on the table? No, they aren't. (板书句式) Read after me, please. NO, they aren't. Are they near the phone? (出示电话图片) This is the phone. Read it one by one, please. Are the keys near the phone? No, they aren't. Where are the keys? Yes, they are in the door.

设计意图：通过提问，使学生对即将学习的内容充满阅读兴趣。带着问题倾听，可以集中他们的注意力，并训练他们在倾听中抓住关键信息的能力。听后的讨论使他们能够更好地理解对话的内容，并能正确理解新词汇的意义。

### ❖ Step 4 Practice

1. 播放课文内容，学生跟读，注意发音、语调。

Teacher: Now read the dialogue with the tape. Please read it carefully and loudly.

Pay attention to the pronunciation.

2. 自由读对话内容，分角色表演课文。

Teacher: Read the dialogue freely. Then I will ask you to act it out. Let's find the best pair.

设计意图：通过跟读，保证学生能够正确朗读对话内容，而分角色表演课文，一方面使学生能够正确流利地朗读课文，另一方面也能进一步熟悉重点句式的表达。

3. 展示图片，学生观察位置，接龙问答。

Teacher: Look at this picture. Where are the notebooks? Are they on the desk? Yes, they are. Please ask and answer one by one. You can ask Where are they. And you can ask Are they in/ on/ under/ near ...? Please do it now.

Teacher: Look at this picture. Ask and answer one by one again.

设计意图：通过观察图片中物品的位置，学生自由进行问答。一个接一个地接龙使他们既可以练习问句，也可以练习答语。

4. 游戏：猜猜是什么。教师展示一幅图片，然后描述某件或某些物品的位置，使学生猜出教师说的物品是什么。

Teacher: Look at this picture. What can you see?

Teacher: Now, I will say a thing. Please guess what it is or what they are. Listen carefully. They are near the phone. What are they? Yes, they are book.

Teacher: Let's do a pair work like this. Ask and answer in pairs.

Teacher: Which pair wants to show your dialogue?

设计意图：通过游戏的方式使学生在真实的语境中使用重点句式，从而掌握其用法。

5. 完成活动：Ask, answer and write.

Teacher: Look at the picture. You can write k, b, p, g in the circles. Then guess where your partner writes them. Guess it like Sarah and Wu Yifan. Now, please write.

Teacher: Please read what Sarah and Wu Yifan say.

Teacher: Now play it in pairs.

Teacher: Which pair wants to show your dialogue?

设计意图：因为学生填写单词的位置是随机的，所以就产生了信息差。学生通过使用本课时的重点句式询问出同学写的物品的位置。这为学生提供了一个相对真实的语境来使用语言，帮助他们更好地掌握语言，提高自己的口语表达能力。

### Step 5 Summary

1. 呈现韵句：Where is my book? 学生齐说。然后请学生利用本课的重点句式改写韵句并表演。

Teacher: Let's say the chant where is my book together.

Teacher: Now try to make a chant with the sentences on the blackboard.

Teacher: Show your chant, please.

设计意图：通过改编韵句，使学生在吟唱中再一次重点句式的表达。



### 板书设计

#### Unit Four My home

##### B. Let's talk

Where are the keys?

Are they on the table?

No, they aren't.

Are they in the door?

Yes, they are.

### 第五课时



### 课时内容

#### B. Let's learn; Let's play



### 课时分析

本课时依照惯例为词汇学习课，学生通过学习本课中呈现的词汇，来更好地利用本单元的句式，描述居室内的物品陈设。

Let's learn 中，呈现了一个客厅的图片，John 询问 Mike 钥匙在哪里，John 告诉他在冰箱上。借此呈现了家具陈设类词汇：sofa, bed, phone, table, fridge，以

及本单元询问物品的位置的句式：Where are they keys? 以及回答 They're on the fridge. 本课时中的物品都是学生日常生活中常常见到的，非常熟悉的东西，所以理解起来应该不难。要在教学中帮助学生认读并拼写这些重点词汇。

Let's play 部分是个考验记忆力和表达能力的游戏。学生需要逐次增加一个句子来进行游戏。这考验了学生的句式储备量和记忆、反应能力。可以两人一组进行比赛，也可以在全班范围内进行挑战赛，找出最棒的一位。

词汇学习是句式学习的支撑，本课时的学习中要创设多种活动及情境，让学生在各种活动及情境交流中，反复操练、使用，达到完全掌握的目的。

## 课时目标

1. 能够听懂、会说、认读单词 sofa, bed, phone, table, fridge
2. 能够听懂、会说、认读句式：Where are the...? They are ...
3. 能够熟练且正确地询问并回答物品的位置

## 课时重难点

### 1. 重点：

能够听懂、会说、认读单词 sofa, bed, phone, table, fridge

能够听懂、会说认读句式：Where are the...? They are ...

### 2. 难点：

能够熟练且正确地询问并回答物品的位置

## 教学准备

1. 多媒体课件、录音机、磁带
2. 单词图卡

## 教学过程

### Step 1 Warm up

1. 通过多媒体课件出示学习过的教室里的陈设的图片，请学生抢读单词。

Teacher: Look at these pictures. Please say the word as quickly as you can. Let's see who is the first.

设计意图：以快速读出单词的方式来复习有关教室里的陈设的单词。这些单词与本课时要学习的单词有相似之处。以复习来热身，可以帮助学生唤醒已有知

识，为新知识的学习做好准备。

### ★ Step 2 Lead in

1. 展示一幅教室的图片，请学生描述教室里各种陈设的位置。

Teacher: Look at this classroom. I can see a picture. Where is it? Yes, it's near the window. I can see some flowers. Where are they? Yes, they are on the window. What can you see? Where is it or where are they? Please say it.

设计意图：利用与上一环节中相关的教室的陈设来使学生复习和熟悉如何描述物品的位置的句式，为新知识的学习做好准备。

### ★ Step 3 Presentation

1. 提出问题，引起阅读兴趣，播放课文录音，学生认真倾听，并尝试回答问题。

Teacher: Do you see keys in the classroom? Where are they?

Teacher: John are looking for some keys? Where are they? Listen and find.

Teacher: Answer the question, please. Where are they keys? Yes, they are on the fridge. (展示冰箱图片，讲授单词的发音) Read after me, please, fridge. (板书单词，再次提醒学生单词发音) Repeat it, please.

2. 讨论教材图片内容，帮助学生理解、熟悉新授词汇。

Teacher: Look at the picture. What's this? Yes, it's a sofa. (板书单词) Boys read it, please. Girls read it, please. Is this a sofa? No, it isn't. It's a phone. (板书单词) Read it together, please. And this is the table. (板书单词) Please read it together. What's this? It's a bed. (板书单词) Read it one by one, please.

设计意图：通过交流使学生直观地理解重点词汇的意思，帮助其理解掌握单词。

### ★ Step 4 Practice

1. 游戏：我来指，你来说。老师指向黑板上的单词，请学生快速地读出单词。

Teacher: Let's play a game. I point you say. I will point to the words on the blackboard, please say it as quickly as you can. Let's find who is the fastest.

设计意图：此活动旨在帮助学生认读单词。将单词的字音与字形结合起来。

2. 出示单词图卡, 请学生快速说出单词。

Teacher: Look at my cards. What is it? What is this? What are these?

设计意图: 以此活动来帮助学生理解并说出本课重点单词, 并复习之前学习过的教室陈设的单词。

3. 乱序呈现组成单词的字母, 请学生猜出单词并拼写。

Teacher: Look at these letters. Please put them in order. What word is it? Yes, it's the word sofa. Let's try next one. What's this?

设计意图: 此活旨在帮助学生记忆单词的拼写。通过组合字母记住单词的字形。

4. 呈现一个纷乱的客厅的图片, 指定某个物品, 请学生找出其位置。然后请学生两人小组针对图片进行对话。

Teacher: Look at this picture. Is it a bedroom? No, it isn't. It's a living room. What can you see in the living room? Where is the TV? Yes, it's on the table. Where is the phone? Yes, it's near the fridge.

Teacher: Please do a pair work.

Teacher: Which pair wants to show your dialogue?

设计意图: 以这个以寻物为形式的问答活动来使学生在较为真实的语境中操练学习到重点词汇及句式。在使用、交流中掌握所学内容。

5. 完成 Let's play 活动。

Teacher: Now let's play a game. I say: Look at that room. You, please. Say my sentence. Yes. Look at that room. Then say another sentence, please. No, you should say something about the room. Yes,. Next one, please. Say my sentence and his sentence, then your sentence, please. Let's see who can say more.

设计意图: 这既是个记忆游戏, 也是个挑战自己的句式积累的游戏。学生需要记住前几个人说过什么, 还要想出与之相关的句子增加上去。这个游戏难度会随着人数的增加而增加, 能够很好培养学生的记忆能力和竞争意识。同时让他们在游戏中复习、练习学习过的句子。

### Step 5 Summary

1. 教师使用客厅的图片, 快速进行位置问答。

Teacher: Look, where is the bed? Where is the phone? Where is the sofa?

设计意图：快速问答的方式，既复习了本课学习到重点词汇，又复习到了本课及本单元的重点句式。帮助学生巩固了所学的知识。

## 板书设计

### Unit Four My home

#### B. Let's learn



sofa

bed

fridge

table

phone

Where is the ...?

It's ...

Where are the ...?

They are ...

## 第六课时

### 课时内容

B. Read and write; Let's check; Let's sing. C. Story time

### 课时分析

本课时是在基本掌握本单元重点词汇和句型的基础上，进行的练习测试与故事阅读课。

Read and write 部分包括两个活动，第一个活动为 Read and match 学生先要读一读教材中所给的句子，根据句子所描述物品的位置，将所给出的物品匹配在正确的位置上。之后的 Look, choose and write 活动中，学生要先观察图片所呈现出的物品位置关系，选择正确的单词写在四线三格上，完成句子。之后，根据自己房间的物品的位置，选择单词填空，写出句子。这两个活动将词汇的字义与字形结合起来，检验学生有否理解并书写重点词汇，同时复习重点句式结构。

Let's check 部分也包括两个活动, Listen and tick or cross 中学生会听到四组对话, 然后根据对话的内容判断与图片内容是否相符。这个活动主要检验学生能否正确理解本单元的重点句式及对话。Look and tick 活动中呈现了两个出租单, 上边列出了出租房里的物品, 学生需要根据图片提供的内容来判断哪张出租单上的信息是相符的。这检验了学生能否正确认读本单元的重点词汇。

Let's sing 的歌词内容为 My home. 我的家。呈现句式: Where has the TV gone? Where can it be? It's in the bedroom with me. 学生学唱歌曲的过程中会复习到本单元的重点词汇。

Story time 部分是熊爷爷和熊伯伯的故事。他们两个眼睛都有问题, 都需要戴眼镜。两个人都找到不眼镜了。他们在不同的地方寻找, 找到后才发现眼镜戴错了。在故事中, 学生会复习到 glasses, fridge, table, bed 等重点词汇, 同时还会复习到 Are they on the fridge? Where are my glasses? My glasses are on the table. 等本单元中询问并描述物品位置的句式。同时还呈现了句子: Do you see my glasses? Let's change our glasses. 学生通过阅读故事, 理解这些句子的意思, 从而拓展自己的词汇与语言, 为以后的文本阅读做好准备。



## 课时目标

1. 能够听懂、会说、认读本单元重点单词
2. 能够听懂故事, 并表演
3. 能够会唱歌曲 My home
4. 能够完成阅读、判断、匹配等活动, 正确理解、认读本单元重点句式



## 课时重难点

### 1. 重点:

能够听懂、会说、认读本单元重点单词

能够完成阅读、判断、匹配等活动, 正确理解、认读本单元重点句式

### 2. 难点:

能够听懂故事, 并正确表演



## 教学准备

1. 多媒体课件、录音机、磁带

## 2. 单元重点词汇图片

### 教学过程

#### ◆ Step 1 Warm up

1. 播放歌曲: My home, 学生先倾听。

Teacher: Boys and girls, let's listen to a song. Listen carefully, please.

2. 再次播放歌曲, 学生跟唱。

Teacher: Listen to the song again, please sing with it.

3. 齐唱歌曲。

Teacher: Now let's sing the song together.

设计意图: 以歌曲来热身, 可以使学生在韵律中集中自己的注意力, 并激发学生的学习兴趣。这首歌与本单元的重点内容息息相关, 可以让学生在轻松欢快的氛围中准备好本课内容的学习。

#### ◆ Step 2 Lead in

1. 出示熊爷爷的图片, 请学生描述。

Teacher: Look at the picture, boys and girl. Is he Zoom? No. He is Grandpa.

What's he like? What colour is he? Does he have glasses? Yes, he has glasses. Where is he? He is in the living room.

设计意图: 通过描述熊爷爷的形象, 来帮助学生复习相关内容, 并为故事的学习做好铺垫。

#### ◆ Step 3 Presentation

1. 提出问题, 激起学生的阅读兴趣。然后播放故事视频, 学生认真观察, 并尝试回答问题。

Teacher: Look at this picture. Can you see Grandpa? Yes, here he is. What's the difference? He doesn't have his glasses. Where are his glasses? Let's watch the story and see.

Teacher: Where are his glasses? Are they on the fridge? No. Those aren't his glasses. Where are Grandpa's glasses? They are on the table.

2. 再次播放故事, 学生认真观察, 之后和教师一起讨论故事内容。

Teacher: Does Uncle Bear see Grandpa's glasses? No, he doesn't. Where does

Grandpa find his glasses? Yes. He finds them on the bed. Whose glasses are on the table? Yes, Uncle's glasses are on the table. Why do they change their glasses? Because they made a mistake. They take the wrong glasses.

3. 再次播放故事，学生跟读，提醒学生注意语音及语调。

Teacher: Watch the story again. This time please read with it. Pay attention to the pronunciation.

设计意图：通过听回答问题、读后细致的交流，跟读等活动，保证学生可以理解故事内容，并能正确朗读故事内容。

#### ★ Step 4 Practice

1. 学生自由读故事。

Teacher: Read the story freely, please. (教师巡视，帮助学生解决读中的问题)

2. 小组合作，表演故事。

Teacher: Now, let's act the story out. We'll find the best group.

设计意图：通过表演，使学生内化故事中的语言，提高自己的语言表达能力。

3. 出示 Read and match 中的照片，谈论图片。

Teacher: We help Grandpa find his glasses. Can you help Wu Yifan find his things? Look at this picture. What can you see? Let's read and match. Read the text, please.

Teacher: Now please put these things in the right places.

Teacher: Show your answer, please.

设计意图：先让学生观察图片内容，再根据句子来选择正确的图片。检验学生是否能够正确认读并理解句式及词汇。

4. 完成 Look, choose and write 先出示图片，，学生讨论图片中物品的位置，然后再选择正确的单词进行填空活动。

Teacher: (展示活动中的图片)Where is the sofa? Where is the picture? Look at this picture. Where is the bed? Where are the chairs?

Teacher: Now please choose the correct words according to the pictures and write.

Teacher: Show me your answers, please.

Teacher: Please read the sentences.

Teacher: Choose the correct words to write about your room.

Teacher: Show us your answer and say it, please.

设计意图：先引导学生观察图片中的内容，然后再根据自己观察到的图片中的位置来选择正确的单词进行填空，检验学生能否正确地理解句子、认读单词。最后让学生选择正确的单词填写句子来介绍自己的房间，让学生在使用中巩固所学知识。

5. 完成 Listen and tick or cross. 先让学生观察图片位置，再去听音判断正误。

Teacher: (展示图片) Can you see the glasses? Where are they? Can you see the keys? Where are they? Where are the books? Where is Mike?

Teacher: Now, please listen and tick or cross.

Teacher: Show me your answer, please.

设计意图：在完成听力练习之前，先引导学生观察图片获取信息，养成在做听力习惯之前先获取信息的习惯。

6. 完成 Look and tick 的活动。先出示图片，让学生观察图片内容，并描述，然后再判断哪张出租房子的单据是正确的。

Teacher: Look at this house. It's for rent. (帮助学生理解 rent 的意思) What's in it? Please talk.

Teacher: Now, look and tick. Which is right?

Teacher: Show me your answer, please.

设计意图：这个活动是检验学生单词的认读和理解能力的。学生获得图片中的信息之后再去匹配单词，如果他们能够正确认读单词，就能很轻松地完成这个活动。

### Step 5 Summary

播放歌曲 My home. 学生齐唱。

Teacher: Let's sing the song my home together.

设计意图：以歌曲结束课程。让学生通过歌曲来回忆本单元重点句式。达到总结的目的。

## 板书设计

## Unit Four My home

### C. Story time

Do you see my glasses?

Are they on the fridge?

Where are my glasses?

Let's change our glasses.