



《英语》(沪教版)

3B Unit 4

What sounds can we hear?

教学设计

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第一部分 单元整体规划

一、单元教材内容

《英语》(沪教版) 三年级第二学期 Unit 4

The collage displays the following pages from the Unit 4 textbook:

- Page 1 (Unit 4 Introduction):** Features a large image of rain with the title "What sounds can we hear?". It includes a "Unit 4" badge and a "2" badge.
- Page 2 (Get ready):** Contains a "Think" bubble asking "What sounds can you hear?". It has a "Listen, then point and say" section with a picture of children in a park and a "Look and say" section with a picture of a pond.
- Page 3 (Build background sounds):** Includes a "Listen, number and say" section with a picture of a pond and a "What's outside?" section with a picture of children in a park.
- Page 4 (Explore):** Features a "What's outside?" section with a picture of children in a park and a "Down by the river" section with a picture of children by a river.
- Page 5 (Extend):** Includes a "Swish, swish!" section with a picture of a duck and a "Walk along the path" section with a picture of children on a path.
- Page 6 (What is your favourite part of the poem?):** Contains a "Read and act" section with a picture of children in a park and a "What can you hear?" section with a picture of children in a park.
- Page 7 (Listen and chant):** Includes a "What can you hear?" section with a picture of children in a park and a "Learn" section with a picture of children in a park.
- Page 8 (Communicate):** Features a "Listen and number, then say" section with a picture of a living room and a "What can you hear?" section with a picture of children in a park.
- Page 9 (Look and talk):** Includes a "Sounds around us" section with a picture of a car and a "What can you hear in the park?" section with a picture of children in a park.
- Page 10 (Think and write):** Contains a "Think" bubble asking "What sounds can you hear at home?". It has a "What can you hear?" section with a picture of children in a park.
- Page 11 (Extend):** Features a "Gu Dong is coming!" section with a picture of children in a park and a "What can you hear?" section with a picture of children in a park.

二、分析单元语篇

(一) Map —— 主题（大问题）、子问题、课时主题



(二) 语篇分析

单元主题：What sounds can we hear? 该主题属于“人与自然”“人与社会”范畴，涉及“自然生态”“社会服务与人际沟通”主题群中的“身边的自然现象与生态环境”“校园、社区环境与设施”。				
语篇		本单元的学习内容选自于《义务教育教科书 英语 三年级下册》Unit 4，围绕 Big Question（大问题）What sounds can we hear? 展开有关 sound 的主题探究，涉及六个语篇，包括：一篇配图故事、两篇图文信息+视频/音频、两篇韵文和一篇对话。		
话题	顺序 / 类型	What	Why	How
Different sounds	语篇一 主题图页+视频资源	大图呈现风铃在雨中摆动的照片。视频资源是关于家、校园、街道、自然界的不同场景中的声音。	作者通过不同的画面所呈现的场景，引导学生思考生活中可以听到的声音，引导学生认识生活中的自然现象与生态环境。	语篇以主题图页中的风铃呈现本单元关于声音的主题。视频中所呈现四个不同场中的声音，呼应本单元的大问题。
	语篇二 图文信息+音频	教材 Get ready 板块 A 是一张孩子在公园里玩耍的场景图。音频内容是关于公园里看到的不同景物和听到的声音。		语篇的图文信息属于非连续性文本。图片展示孩子们在公园野营，景物旁配有单词，易于学生理解。音频的内容是介绍类短文，以第一人称的视角，如“I can hear ...”介绍在公园里听到的声音。
Different sounds	语篇三	教材的 Explore 板块呈现题	作者借助画面、文	语篇属于韵文形式的连续性文本，

outside	韵文	目为 What's outside?的韵文。韵文是关于两个小朋友在户外游玩时的所见所闻。	字与音频，引导学生尝试发现户外不同地方的不同声音。	每一小段以第二和第四句的最后一个单词押韵。三个场景的语言内容结构相似，且朗朗上口的节奏和韵律帮助学生了解韵文特点，记忆语言内容，建立起声音与事物之间的联系。
Different sounds on the farm	语篇四 韵文	教材的 Grammar in use 板块是一首韵文。韵文是有关农场里的动物及其叫声。	作者借助画面与音频，激发学生了解农场上的动物及其叫声，思考声音带给人们的乐趣。	语篇属于韵文形式的连续性文本，每一小段以第二和第四句的最后一个单词押韵。语篇中频繁出现核心句子“I can hear ...”，以回应语篇的标题“What can you hear?”，为学生介绍农场动物提供了语言范式。
Different sounds around us	语篇五 对话	教材的 Communicate 板块中的活动 A 是一个对话。对话的内容是关于小男孩和小女孩在家里相互交流所听到的不同声音。	作者借助画面与音频，让学生去感受在家里的日常生活场景中可以听到的声音，了解身边的事物和日常生活的环境。	语篇是以对话形式呈现的连续性文本。在话轮的转换中，核心语言和图片信息，为学生的语言表达提供支架。
A strange sound	语篇六	教材的 Extend 板块是一个寓	作者通过森林里的	语篇是以故事形式呈现的连续性文

	配图故事	言故事。故事讲述木瓜掉进湖里，兔子听到后惊慌逃跑，其他动物也跟着跑，最后在大象的带领下弄清楚是木瓜落水发出的声音，大家不再惊慌。	动物对待未知事物的不同态度和行为，引导学生以恰当的方式看待与处理未知事物。	本。故事有清晰的情节发展脉络，包括起因（木瓜掉进水里发出“咕咚”声）、经过（动物们一个接一个跟着跑）和结果（弄清楚是木瓜掉进水里的声音）。配图有趣，语言简洁，便于学生理解故事大意。
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三、梳理核心内容

单元主题: What sounds can we hear?			
语篇	核心词汇	核心句式	技能与策略学习要点
语篇: 一、二 类型: 图文信息、音频、视频 话题: Different sounds	- 表示户外事物的单词: 已知: dog, frog, cat, bike, wind, rain 新授: river, bee, bird, duck, lake, grass - 与主题有关的单词: 新授: sound, hear	介绍自己听到的事物: I can hear ...	1. 借助音频、图片语境, 根据单词的音、义、形学习户外事物的单词, 并进行表达; 2. 根据图片, 仿写核心单词。 3. 在语境中将新旧语言知识之间建立联系, 围绕主题开展有逻辑的表达。
语篇: 三 类型: 韵文 话题: Different sounds outside	- 表示户外事物的单词: 已知: wind, rain, bird, bee, duck - 模仿自然声音或物体所发声音的拟声词: 新授: Chirp, chirp! Buzz, buzz! Swish, swish! Quack, quack! Pitter-patter! - 与主题有关的词汇: 已知: sound, hear 新授: by, blow, past, along, path, again, go outside	- 询问户外的所见所闻: --- What can you see / hear? --- I can see / hear ... - 描述听见的具体声音: Chirp, chirp! I can hear a bird. Buzz, buzz! ... - 表达对声音的喜好 I like the sound of ...	1. 根据图片、标题推测韵文的相关信息。 2. 通过视频、音频、韵文等多模态语篇, 理解词汇与核心句型的含义; 3. 大声跟读音视频, 正确朗读所学的韵文。
语篇: 四 类型: 韵文 话题: Different sounds on the farm	- 表示农场事物的单词: 已知: wind, dog, bird, duck, cow 新授: pig, sheep - 模仿农场动物所发声音的拟声词: 已知: Chirp, chirp! Buzz, buzz! Swish, swish! Quack, quack!	- 询问在农场里听到的声音: --- What can you hear? --- I can hear ... - 描述听见的具体声音: Oink, oink! I can hear a ...	1. 在听、读、看的过程中, 提取儿歌的相关信息, 并开展表达; 2. 根据图片和语境内容, 依据核心句型进行仿写; 3. 在语境中简单与他人交流农场里的事物及其声音。

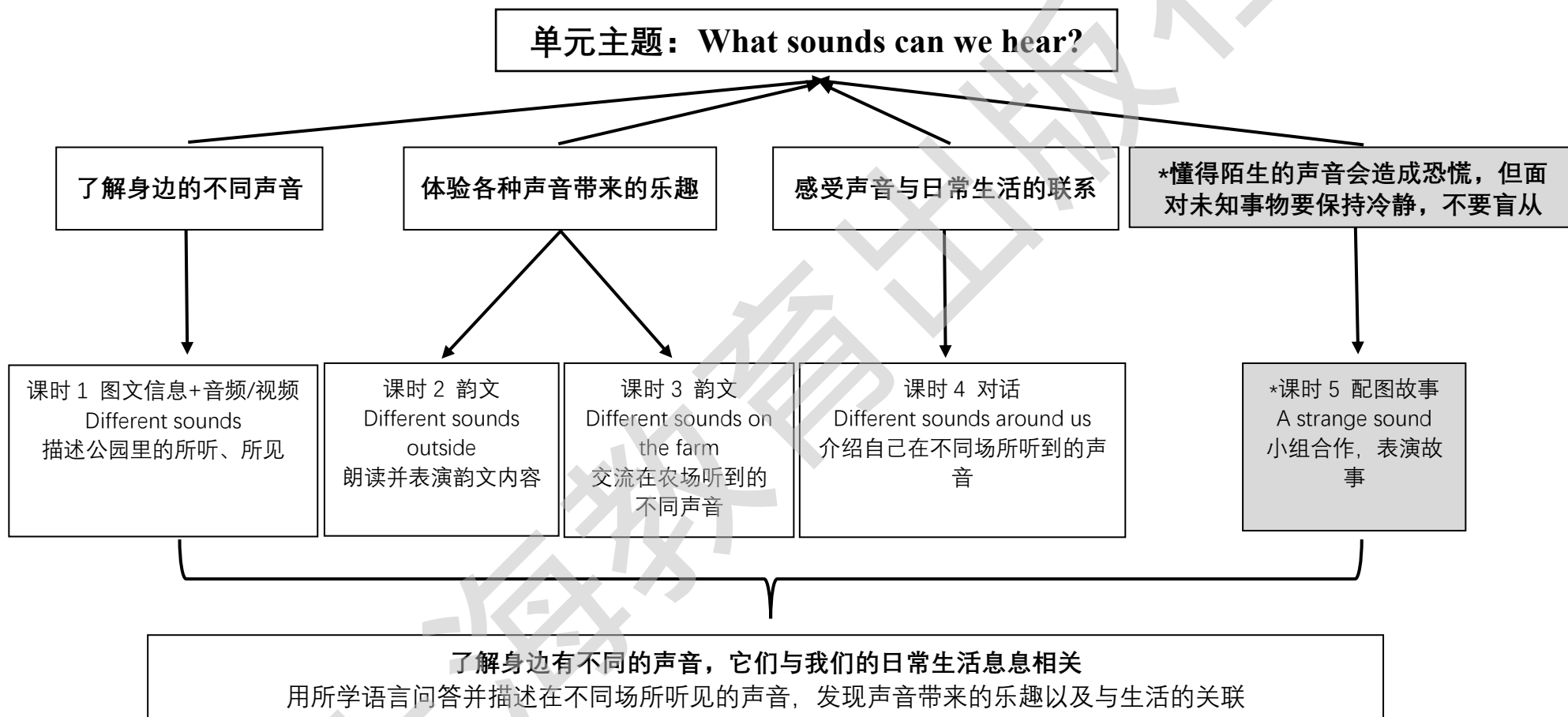
	新授: Oink, oink! Baa, baa! Woof, woof!		
语篇: 五 类型: 对话 话题: Different sounds around us	● 表示室内事物的单词: 已知: cat 新授: clock, TV ● 模仿各类事物所发声音的拟声词: 新授: Tick-tock! Meow, meow! ● 有关不同场所的词组: 新授: at home, in the park, on the street, at the beach	● 询问身边听到的声音: --- What can you hear at / in / on ...? --- I can hear ... ● 介绍身边听到的声音: I'm ... (in the park / at home / ...) I can hear... I can	1. 借助图片语境, 推测语篇的主要内容; 2. 在看图、听录音的过程中提取、梳理不同环境中声音的信息; 3. 根据图片、音频提示, 仿写简单的句子, 积极运用所学语言进行表达和交流。

四、分析学生基础

单元主题: What sounds can we hear?			
语篇	已知	未知	难点
语篇: 一、二 类型: 图文信息、音频、视频 话题: Different sounds	- 在成长过程中, 对“声音”的主题有了一定认知; - 能运用核心词汇 dog, frog, cat, bike, wind, rain 等描述听到的事物 - 能运用句型 I / He / She can / can't ... 描述自己和他人的能力。	- 在相关主题下, 对不同环境中的声音开展学习和探究; - 运用核心词汇 hear, river, bee, bird, duck, lake, grass 介绍听到的事物; - 运用核心句型 I can hear ... 介绍自己听到的事物。	运用所学核心词汇尝试介绍自己听到的各种声音。
语篇: 三 类型: 韵文 话题: Different sounds outside	- 能运用核心词汇 wind, rain 描述户外的 - 事物; - 能运用句型 What can... / I can... 询问、介绍能做的事; - 能介绍所看到的动物。	- 在户外游玩的语境中, 对听到的不同声音开展学习和探究; - 尝试运用核心句型--- What can you see / hear? --- I can see / hear ... 询问户外的所见所闻; - 模仿句子, 描述听见的具体声音: Chirp, chirp! I can hear a bird. Buzz, buzz! - 理解韵文的含义并正确朗读。	了解韵文的结构特点构成, 并能用本单元所学词汇与句型尝试创编部分韵文内容。
语篇: 四 类型: 韵文 话题:	- 能运用核心词汇 wind, pig, sheep, dog 描述描述农场里的事物; - 能运用句型 What is it? 询问看到或听到的小动物;	- 在农场游玩的语境中, 对农场动物的叫声开展学习和探究; - 运用句型--- What can you hear? --- I can hear ... 交流所听到的事物;	通过音视频, 获取动物叫声, 推测并尝试介绍相关动物。

Different sounds on the farm	能介绍小动物及其特征。	根据动物的叫声介绍相关的农场动物。 Oink, oink! I can hear a	
语篇：五 类型：对话 话题：Different sounds around us	- 能运用核心单词 hear, river, bee, bird, duck, lake, grass, cat 及拟声词 Chirp, chirp! Buzz, buzz! Swish, swish! Quack, quack! Pitter-patter! 等描述事物及其声音； - 能运用句型--- What can you hear? --- I can hear ...询问和回答听到的声音； - 能介绍在大自然听到的声音。	- 在相关话题下，对在生活中不同场景听到的声音开展学习和探究； - 运用核心词汇 clock, TV 及拟声词 Tick-tock! Meow, meow! 等描述事物及其声音； - 运用句型--- What can you hear at / in / on? --- I can hear ... 询问和回答在不同场景下听到的声音； - 介绍生活中不同场景下听到的声音，感受声音带来的乐趣及其与生活的关联。	根据录音、图片等提示，仿写句子，简单介绍自己在不同场景听到的声音。

五、建构育人目标



六、确立单元目标

单元教学目标	语篇
在本单元学习后，学生能够：	
1. 借助图片、音频理解词汇和语篇，在语境中运用与主题相关的单词介绍自己听到的声音。	1. 图文信息、音频、视频 “Different sounds” (1 课时)
2. 通过文本视听、问答交流等形式理解句型和语篇，运用核心句型介绍户外的所见所闻。	2. 韵文 “Different sounds outside” (1 课时)
3. 借助图片、音频理解儿歌内容，能尝试与他人共同合作朗读儿歌。 4. 通过听、说、读、写等活动，了解并表达农场动物及其叫声。	3. 韵文 “Different sounds on the farm” (1 课时)
5. 借助图片、音频理解对话内容，并提炼相关的信息，进行表达。 6. 根据语篇结构，借助音频、图片、信息表等提示，仿写句子，介绍自己在不同场景听到的声音。	4. 对话 “Different sounds around us” (1 课时)

七、确立单课目标

课时	课时教学目标	活动类型
Period 1	在本课时学习后，学生能够：	
	1. 通过模仿、跟读，正确朗读核心词汇，借助音频和图片理解其含义。	学习理解
	2. 在看、听、读的活动中，获取、梳理图中人物听到的声音和事物。	学习理解
	3. 运用所获信息，角色扮演，介绍听到的声音。	应用实践
	4. 在语境中运用核心单词介绍自己听到的事物。	应用实践
Period 2	在本课时学习后，学生能够：	
	1. 在语境中，通过问答、模仿，理解描绘自然声音或物体所发声音的拟声词，理解并正确朗读核心句型 What can you see / hear? I can see / hear ...	学习理解
	2. 在看、听、读的活动中，理解诗歌内容，与伙伴通过角色朗读或情景表演的形式正确朗读诗歌。	学习理解
	3. 通过演一演、说一说的活动，介绍在户外的所见所闻。	应用实践
	4. 在语境中，尝试运用核心句型编写诗歌的部分内容。	应用实践
Period 3	在本课时学习后，学生能够：	
	1. 在语境中，通过听、说、读等活动，了解农场动物的不同叫声。	学习理解
	2. 在看、听、读的活动中，了解儿歌内容，能尝试与他人共同合作朗读儿歌。	学习理解
	3. 在语境中，能正确运用句型 What can you hear? I can hear... 询问并表达所听到的农场动物及其叫声。	应用实践

	4. 通过阅读、听写、仿写等活动，进一步了解声音，能以书面形式介绍所听到的农场动物及其叫声。	应用实践
Period 4	在本课时学习后，学生能够：	
	1. 借助图片和音频，理解对话中名词 clock, TV 及拟声词 Tick-tock! Meow, meow! 等的含义。	学习理解
	2. 借助图片和音频，在看、听、说的活动中，获取、梳理在特定场景中可能听到的声音。	学习理解
	3. 在教师的帮助下，分角色表演对话。	应用实践
	4. 借助音频、图片、信息表等提示，与同伴交流在特定场景能够听到的声音。	应用实践
	5. 参照语篇框架，借助句型结构，简单介绍自己在不同场景听到的声音。	迁移创新

第二部分 单课教学设计

一、第一课时教学设计

【课时主题】 Different sounds

【课时任务】

借助图片、音频理解词汇和语篇，在语境中运用与主题相关的单词介绍自己听到的声音。

【课时目标】

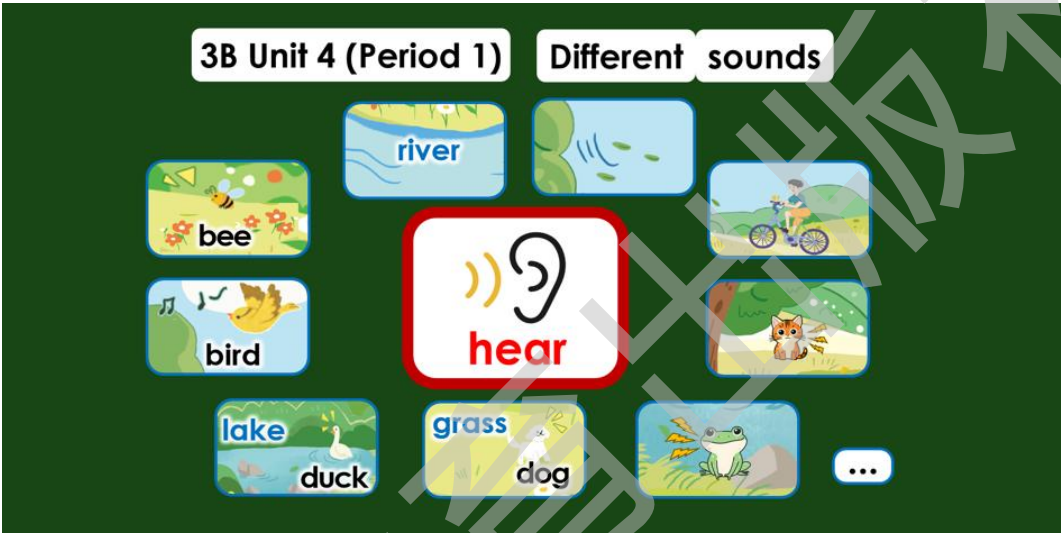
1. 通过模仿、跟读，正确朗读核心词汇，借助音频和图片理解其含义。(学习理解)
2. 在看、听、读的活动中，获取、梳理图中人物听到的声音和事物。(学习理解)
3. 运用所获信息，角色扮演，介绍听到的声音。(应用实践)
4. 在语境中运用核心单词介绍自己听到的事物。(应用实践)

【重难点】

在语境中运用所学核心词汇尝试介绍自己听到的各种声音。

Procedures	Contents	Methods	Objectives	Types
I. Pre-task preparation	1. The cover picture About sounds on a rainy day <i>hear, different sounds</i>	Activity 1: Look, listen and answer 1) Sn: look at the picture, listen to the sounds and answer what they can hear T: elicit the big question 2) Sn: look at the picture and answer the question “What sounds can we hear on rainy days?” T: elicit the topic	O1	学习理解
	2. A video About different sounds in different places	Activity 2: Listen, watch and answer 1) Ss: listen to the sounds and count how many sounds 2) Ss-Sn: watch the video and answer the question “What sounds can you hear?”	O2	学习理解
II. While-task procedures	1. A picture with audio About sounds in the park <i>river, bee, bird, duck, lake, grass</i>	Activity 3: Listen and answer 1) Ss-Sn: listen to the sounds and answer “What can you hear in the park?” 2) Ss-Sn: listen to the dialogue and answer “What can the children hear?”	O1 O2	学习理解
		Activity 4: Listen, read and spell 1) T-Ss: listen to the dialogue with sounds, point and follow 2) Ss-Sn: listen to the dialogue sentence by sentence, then try to repeat T-Ss: clap and spell	O1 O2	学习理解

	2. The dialogue About sounds in the park <i>I can hear ...</i>	Activity 5: Try to say 1) Ss: listen and read the dialogue sentence by sentence Sa-Sa: read the whole dialogue 2) Sg: say the dialogue in roles and share	03	应用实践
	3. A picture About the park	Activity 6: Look and answer T-Ss: look at the picture and think about the question ‘What can the children hear?’ Sa-Sn: answer the question according to the hint	02 04	应用实践
	4. A picture with audio About what Spaceboy hear in the park <i>dog, bird, duck, frog, cat, bee</i>	Activity 7: Listen, number and write 1) Sa: listen to Spaceboy and number the pictures T-Sn: act as Spaceboy and check the answers 2) Sa: write the words according to the pictures Sp: exchange the worksheet and check the answers Ss: read and spell the words	01-03	应用实践
	5. A picture with audio About sounds in the park <i>Ting, ting! Chirp, chirp!</i> <i>Quack, quack! Swish, swish!</i>	Activity 8: Listen, number and say Sa: listen to the sounds and number Sn: check the answer T-Ss: follow the audio and imitate the sounds: Ting, ting! / Chirp, chirp! / Quack, quack! / Swish, swish!	02	学习理解
III. Post-task activities	1. Pictures Different sounds in different places	Activity 9: Think and say Ss: look at the pictures of different places Sg: think and discuss the thinking question “What sounds can you hear? ” Sn: talk and share	04	应用实践

	2. Homework	1. Read the words on P32 2. Listen and imitate the sounds on P33	01-04	应用实践
On board 				

二、第二课时教学设计

【课时主题】 Different sounds outside

【课时任务】

通过朗诵、表演、创编等形式理解诗歌内容，学会正确朗读。能正确运用核心句型介绍在户外的所见所闻。

【课时目标】

1. 在语境中，通过问答、模仿，理解描绘自然声音或物体所发声音的拟声词，理解并正确朗读核心句型 What can you see / hear? I can see / hear ... (学习理解)
2. 在看、听、读等活动中，理解诗歌内容，能与伙伴通过角色朗读或情景表演等不同形式正确朗读诗歌。(学习理解)
3. 通过演一演、说一说的活动，介绍在户外的所见所闻。(应用实践)
4. 在语境中，根据诗歌特点，结合所给信息，合理创编诗歌中的部分章节。(应用实践)

【重难点】

根据诗歌结构及其韵律特点，对诗歌的部分章节进行合理创编。

Procedures	Contents	Methods	Objectives	Types
I. Pre-task preparation	1. Revision: the sounds in the park	Activity 1: Listen and enjoy Ss: listen to the sounds in the park and enjoy them	P102	学习理解
		Activity 2: Look and say Sn: look at the picture the say the sounds in the park	P104	应用实践
	2.The name of poem: What's outside?	Activity 3: Look and answer 1) T: guide students to look at the picture and answer the question 'What can children see/hear outside?' Sn: answer the question 2) T: highlight the name of the poem Ss: get to know the name of the poem	O2	学习理解
II. While-task procedures	1. The poem	Activity 4: Watch, look and number 1) T: play the video of the whole poem Ss: watch and enjoy the poem 2) Ss: look at the pictures and number them 3) Sn: share the answers 4) T: show the three parts of the poem on blackboard	O2	学习理解
	2. The sounds by the tree <i>Chirp, chirp!</i> <i>Buzz, buzz!</i>	Activity 6: Watch and answer 1) T: play the video and raise the question 'What can children hear/see by the tree?' Sn: answer the questions	O2	学习理解

	2. The sounds by the river <i>Swish, swish!</i> <i>Quack, quack!</i>	Activity 7: Listen and answer 1)T: play the audio and raise the question 'What sounds can children hear?' Sa: answer the question: the sound of bird Ss-Sn-sl-sb say the phrase: Chirp, chirp! Sa: answer the question: the sound of bee Ss-Sg-sl say the phrase: Buzz, buzz!	O2	学习理解
		Activity 8: Listen and read 1)Ss: Listen and read the sounds by the tree 2)Ss: role-read the dialogue in pairs 3)Sp: share in the class 4)Ss: read the part of the sounds by the tree	O1 O2	学习理解
		Activity 10: Look and say T: raise the question 'Where are the children?& 'What do they say?' Ss: look at the picture and try to say	O1 O4	应用实践
		Activity 11: Listen and answer T: play the audio of the sounds by the river and raise the question 'What can the children hear by the river?' Sn: listen and answer the sounds	O2	学习理解
		Activity12: Look and say 1) Ss-Sn: look and say the sound of duck: Quack, quack! Ss-sl: look and say the sound of wind: Swish, swish! 2) T: raise the question 'What can the children see by the river?' Sn: answer the question	O2	学习理解

	3. The sounds on the path <i>Pitter-patter!</i>	Activity13: Think and say 1) Sn: think and say the sounds by the river 2) Ss: look, read and check	O3 O4	应用实践
		Activity14: Listen and read 1) Ss: listen and read the dialogue 2) Sg&Sb: role-play the dialogue 3) Ss: choose one dialogue and role-read 4) Sp: share in class	O1 O2	学习理解
		Activity16: Think and say 1)T: Show the picture and raise the question 'Where are the children?'&'What do they say?' Sn: think and answer the question 2)T: play the audio of the rain and raise the question 'What can the children hear?' Sn: answer the question Ss-Sn: say the sound of the rain: Pitter-patter! and raise the question 'What can we do in the rain?' Sn: think and say	O3	应用实践
		Activity17: Read and complete 1)Ss: read, discuss and complete the dialogue 2)Sn: think and say 3)Ss: watch and check	O4	应用实践
		Activity18: Role-read Ss: role-read the sounds on the path	O2	学习理解

III. Post-task activities	1. The poem: What's outside?	Activity19: Read and enjoy 1)Ss: read the poem in groups 2)Sgroups: share in class 3)T: summarize the topic of class: different sounds outside	O1 O2 O3	应用实践
	2. Homework	1.Read the poem 'What's outside?' on Page 34-35 2.Talk about your favourite part of the poem 3.Play the game of sounds with your partners	O1 O2 O3 O4	应用实践

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三、第三课时教学设计

【课时主题】 Different sounds on the farm

【课时任务】

通过儿歌、游戏、问答等形式学习、理解句型和语篇，正确运用核心句型介绍在农场里听见的动物及其叫声，感受不同声音带给人们不同的乐趣。

【课时目标】

1. 在语境中，通过听、说、读等活动，了解农场动物的不同叫声。（学习理解）
2. 在看、听、读的活动中，了解儿歌内容，能尝试与他人共同合作朗读儿歌。（学习理解）
3. 在语境中，能正确运用句型 What can you hear? I can hear...询问并表达所听到的农场动物及其叫声。（应用实践）
4. 通过阅读、听写、仿写等活动，进一步了解声音，能以书面形式介绍所听到的农场动物及其叫声。（应用实践）

【重难点】

通过音视频，获取动物叫声，推测并尝试介绍相关动物。

Procedures	Contents	Methods	Objectives	Types
I. Pre-task preparation	1. The poem 'What's outside?'	Activity 1: Read and share Ss: read the poem in groups Sgroup: share the reading of poem	P202	学习理解
		Activity 2: Read and say 1)Sa: read the words with sound /m/ Ss: say the sound/m/ 2)Ss: read the words with sound /n/ Ss: say the sound/n/	P202	学习理解
		Activity 3: Look and say T: raise the question 'What's your favourite part of the poem? Why?' and give an example Sn: look and say	P203	应用实践
	2. The game of the sounds	Activity 4 Read and act T: explain the rules of the game Ss: play the game T&Ss: check	P203	应用实践
II. While-task procedures	1. The poem What's outside?	Activity 5: Read and judge 1) T: raise the question 'Where do the children go? ' Ss: answer the places 2) Ss: read the poem and judge the sentences 3) T&Sn: check the answers	O2	学习理解
		Activity 6: Read and match 1) Ss: read the poem and match the pictures with	O2	学习理解

	2. chant: What can you hear? 3. Grammar: -What can you hear? -I can hear...	the phrases 2) T&Sn: check the answers Activity 7: Listen and answer 1) T: play the audio of the chant and raise the question 'What can the boy hear?' Sn: guess the animals 2) T: play the sounds of the sheep and the cow Sn: listen and check 3) T: play the sounds of the dog and the pig Sn: listen and check Activity 8: Listen and chant 1) Ss: listen and enjoy the chant 2) T&Ss: chant by rhythm Activity9: Think, listen and read 1) T: guide ss to think about the question, then try to ask about the sounds Sn: think and say 2) Sn: listen and answer the question 3) Sg & Sb: read the dialogue 4) T: explain the sentence pattern 'What can you hear?' 'I can hear...' Ss: read the sentence pattern Activity10: Read and complete 1) Ss: read and complete the sentences 2) Sp: practice in pairs	O1 O2 O2 O3 O3 O4	学习理解 学习理解 应用实践 应用实践
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		3) Sp: talk about the dialogues 4) Sp: check in pairs		
III. Post-task activities	1. Sounds on the farm	Activity 11: Listen and write 1) T: play the audio and raise the question 'What are the boy and the girl talking about? ' 2) Sn: listen and summarize 3) T: guide Ss to listen and write and give an example Ss: listen and write 4) Sn: share the answers 5) T&Ss check Activity 12: Ask and answer 1) Ss: think, discuss and practice in pair 2) Sp: ask and answer 3) T&Ss check	O4	应用实践
			O1 O3 O4	应用实践
	2. Homework	1) Read U4 Page P37 2) Finish the exercise 'Read and circle' on the worksheet 3) Try to read the sentence below me swim time home nice down rain again	O1 O2 O3 O4	应用实践
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3B Unit 4 (Period3) Different sounds

What can you hear?
I can hear...

in the park

on the farm

Swish, swish!

Chirp, chirp!

Woof, woof!

Oink, oink!

Quack, quack!

Baa, baa!

Moo, moo!



3B Unit 4 (Period3) Different sounds on the farm

What can you hear?
I can hear...

Swish, swish!

Chirp, chirp!

Woof, woof!

Oink, oink!

Quack, quack!

Baa, baa!

Moo, moo!



四、第四课时教学设计

【课时主题】 Different sounds around us

【课时任务】

用所学语言问答并描述在不同场景下听见的声音，感受声音的带来的乐趣以及与生活的关联。

【课时目标】

1. 借助图片和音频，理解对话中名词 clock, TV 及拟声词 Tick-tock! Meow, meow! 等的含义。(学习理解)
2. 借助图片和音频，在看、听、说的活动中，获取、梳理在特定场景中可能听到的声音。(学习理解)
3. 在教师的帮助下，分角色表演对话。(应用实践)
4. 借助音频、图片、信息表等提示，与同伴交流在特定场景能够听到的声音。(应用实践)
5. 参照语篇框架，借助句型结构，简单介绍自己在不同场景听到的声音。(迁移与创新)

【重难点】

根据录音、图片等提示，仿写句子，简单介绍自己在不同场景听到的声音。

Procedures	Contents	Methods	Objectives	Types
I. Pre-task preparations	1. A song About sounds on the farm 2. Pictures About different sounds in nature 3. Dialogues About different sounds in different places	Activity 1: Lead-in T-Ss: enjoy a song to review the sounds on the farm Activity 2: Ask and answer Sp-Sn: act as the children, ask and answer in pairs Activity 3: Listen and circle Ss: listen to the questions and circle the answers T-Ss-Sn: check the answers and tell the reasons	P3O1 P3O3 P3O3 P3O4	学习理解 应用实践 应用实践
II. While-task procedures	1. A picture In the living room <i>at home</i> 2. A dialogue About sounds at home <i>clock, TV, cat</i> <i>Tick-tock! Meow, meow!</i>	Activity 4: Look and answer Sa-Sn: look at the picture and guess the place T-Sn: think and answer "What can we hear in the living room?" Activity 5: Listen, number and say 1) Sa: listen to the dialogue and number T-Sn-Sa: check the answers and imitate the sounds 2) Sa-Sn: say what the children can hear according to the hint	O2 O1 O2	学习理解 学习理解

	3. Pictures About sounds at home -<i>What can you hear ...?</i> -<i>I can hear ...</i> 4. Pictures with audio About different sounds around us <i>in the park, on the street, at the beach</i>	Activity 6: Ask and answer Sp-Sn: act as the children, ask and answer about the sounds at home Activity 7: Listen, ask and answer 1) T-Ss-Ss: listen and answer what we can hear in the park 2) Ss-Sp-Sn: listen and talk about what we can hear on the street or at the beach 3) Sp-Sn: act as the children, ask and answer about different sounds around us in different places	O3 O4 O3 O4	应用实践 应用实践
III. Post-task activities	1. A dialogue About different sounds in different places - ... <i>What can you hear?</i> -<i>I can hear ...</i> 2. The writing About different sounds around us 3. Homework	Activity 8: Think, write and say 1) T: make the examples T-Sa-Sn: think and finish the information sheet according to the sounds, then check 2) Sp-Sn: ask and answer according to the information sheet Activity 9: Think and write Sa: think and write about different sounds around us according to the structure Sg-Sn: share the writing 1. Finish the worksheet 2. Read the story on Page 40	O3 O4 O5 O5 O2	应用实践 迁移创新 迁移创新 学习理解

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3B Unit 4 (Period 4) Different sounds around us

at home

TV clock cat

in the park

on the street

at the beach

What can you hear...?

I can hear...

