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| **第一单元教学设计** | |
| **课题** | **Module 10 Unit 1** |
| 1. **教学内容分析**   本课是《新标准英语》三起六下Module10 Unit1.学习内容是Lingling的毕业致辞。Lingling说自己对于即将小学毕业并进入中学学习感到既兴奋又难过：兴奋的是在中学要学习许多课程和新知，还能结识新朋友；难过的是要和现在的朋友告别---大家会去不同的学校，Sam和Amy要回英国，但Lingling也为他们高兴，比起四年前刚来学校，他俩现在学会的汉语很多。Lingling希望他们回到英国后继续练习汉语，有机会再到中国来，最后Lingling希望大家多写邮件，加强联系、成为永远的朋友。 | |
| 1. **学生学情分析**   （1）态度能力：六年级孩子已经有了一定语言基础,学习中也掌握了一定学习英语的方法。  （2）语言积累：本模块的学习重点是学会运用I'm going to… 的将来时，此时态和句型对学生来说并不陌生。 | |
| 1. **单元目标** 2. 了解部分初中课程并知道其英文表达。 3. 能用形容词表达心情。 4. 能借助图片和动画理解故事，并养成按意群阅读的习惯。 5. 能在具体语境中运用特殊疑问句进行提问和回答。 6. 能朗读英文诗歌。 7. 能按照要求完成语句书写。 8. 能用 “be going to”结构谈论未来计划。能在小组活动中与他人合作，乐于感知并积极使用英语。 | |
| 1. **评价任务设计** | |
| **Task 1**： Free talk | |
| **Task 2**：Skimming | |
| **Task 3**：Scanning | |
| **Task 4**：Retelling & Making a new dialog | |
| **Task 5**：Grammar focus | |
| 1. **学习活动设计**  |  |  |  | | --- | --- | --- | | **学生活动** | **教师活动** | **评价活动** | | **环节一：Lead-in -----Free talk** | | | | **学生活动1**  Warm up  Enjoy and sing the song together.  2、Free talk.  Answer these three questions one by one with the expression *I’m going to…*   1. Watch and answer.   Watch the flash of Activity 1 and answer the questions the teacher gave.  A1: Sam is going to Lake Middle School.  A2: Daming is going to Park Middle School.  Then learn the new phrase *“middle school”.*  Then talk freely about their plans this September. (Pay attention to use the expression *be going to…*)   1. Think and answer:   What’s the difference between primary school and middle school? | **教师活动1**   1. Warm up.   Play the song: *Goodbye，my friend.*引出话题：与小学生涯告别。   1. Ask a question.   Q：Which middle school are you going to?   1. Lead in   Show the flash of Activity 1 and ask “Where are Sam and Daming going?  Show several pictures of the middle school through ppt, and then take out the calendar of this year, flip to September to have a free conversation with the students and use the sentence "be going to" to say her plans for that day, paving the way for the learning of this lesson.  4.引导学生思考对比小学和初中的异同之处。 | **评价1：**  学生能演唱所学歌曲。  **评价2：**学生能根据s视频内容回答老师所提出的问题并思考小学和初中学习生活的异同之处。 | | **活动意图说明：**歌曲热身不仅营造了英语学习的氛围,让学生快速进入英语学习的状态,而且为学习新授知识做了铺垫。自由谈话以学生前面学过的内容为话题快速切入本课内容，在轻松的师生对话中,充分调动了学生参与课堂和体验语言的热情。 | | | | **环节二：Presentation -----Skimming** | | | | **学生活动2**   1. Watch and answer.   Guess: “What is Lingling doing after watching the short video?”  Answer: She is giving a graduation speech. (Now learn the new word “speech”.) | **教师活动2**   1. Watch and answer.   Play the short video and ask: “What is Lingling doing?” | **评价3：**  学生能够在观看视频后并能根据教师给出的关键图片信息回答问题。 | | **活动意图说明：**通过观看视频回答问题，为课文导入做铺垫，导入情境，学生观看课文动画，了解课文大意，获取信息。 | | | | **环节三：Scanning** | | | | **学生活动3**   1. Listen and choose.   Listen to the radio of Paragraph 1 and choose Lingling’s feeling.  Q: - How does Lingling feel today?   1. Excited B. Sad C. Happy D. Relaxed   (Then learn the new word “September, excited”.)   1. Listen and choose.   Listen to the radio of Paragraph 2 and choose the right answer.  Q: - Why is Lingling so excited?   1. Because she is going to learn new things. 2. Because she is going to dance. 3. Because she is going to make new friends. 4. Because she is going to learn English.   (Then learn the new word “Geography”.)   1. Listen and answer.   Listen to the radio of Paragraph 3 and answer the questions.  Q1: -Why is Lingling so sad?  Q2: -Can Sam and Amy speak Chinese now?   1. Listen and say.   Listen to the radio of Paragraph 4 and talk about:  “How is Lingling going to contact her friends?”  “What wishes does Lingling give to her classmates?”   1. Watch and retell.   Watch the short video again and retell the story by themselves. Then share with us.   1. Talk and write.   Talk about the plans and feelings about themselves before going to middle school with the expression “be going to…, I’m … because I’m going to…”. Then share with classmates. If there is enough time, it’s better to write down some sentences.   1. Listen and say.   Listen to the radio of Activity 3 and answer the questions to consolidate the key sentence structure in this unit. | **教师活动3**   1. Listen and choose.   Ask students to listen to the radio of Paragraph 1 and then ask them to choose the right answer about “How dose Lingling feel today?”   1. Listen and choose   Ask students to listen to the radio of Paragraph 2 and ask them “Why is Lingling so excited?” and enable them to perceive the key sentence structure of the lesson in context. When teaching the new word “geography”, the teacher can provide two class schedules of primary and middle school to practice the expressions about subjects.   1. Listen and answer.   Ask students to listen to the radio of Paragraph 3 and ask them “Why is she sad? & Can Sam and Amy speak Chinese now?” and enable them to perceive the key sentence structure of the lesson in context again   1. Listen and say.   Ask students to listen to the radio of Paragraph 4 and ask them “How is Lingling going to contact(联系) her classmates? Or is Lingling going to write lots of emails to her friends? & What wishes does Lingling give to her classmates?”   1. Watch and retell.   Play the video again and ask some students to retell the story according to the answers they have given.   1. Make a new dialog.   Guide the students to talk about their own feelings and plans this September and invite some individuals to share in front of the class.   1. Listen and say.   Play the radio of Activity 3 for the students and talk about “What are they going to do? How do they feel and why? | **评价4：**学生能够带着问题进行自主阅读，并回答问题补全板书。  **评价5：**学生完成整篇文章的学习，能够运用目标语言复述阅读内容。 | | **活动意图说明:** 通过逐段的听力练习获取细节信息，对本课重点句型“-Where are you going? -I’m going to … . ” “I’m excited/ sad because I’m going to … . ”进行不断感知、学习和练习。 | | | | **环节四：Grammar focus** | | | | **学生活动4**  **Listen and make some notes, then do some exercises to practice.**  Choose the right answer.  ( ) 1.I going to run.  A. am B. is C. are  ( ) 2.Daming going to play football.  A. am B. is C. are  ( ) 3.Daming and Amy going to watch TV.  A. am B. is C. are  ( ) 4.What are you going to ?   1. Studying B. studied C. study   ( ) 5.I am going to an email to my friend.  A.s end B. sending C. sent  ( ) 6.I was really \_\_\_\_\_\_when I kicked the ball into the goal.   1. sad B. excited C. bored   ( ) 7.Can you \_\_\_\_\_English well? Yes, I can.   1. say B. speak C. tell   ( ) 8.\_\_\_\_\_\_\_are you going to the park? On foot.  A. What B. Where C. How | **教师活动4**   1. be going to…/will…   Give an outline of the usage of Simple Future Tense (the usage of “be going to do… and expand the same use about “will do…” if possible.  Give some explanations on the use “be” with different personal pronouns.  Give some explanations on the temporal adverbial with some substitutes such as tomorrow, tonight, this night… and so on.   1. I’m + adj. + because…   Supplement some adjectives about mood and guide students to express their own feelings and even the reasons. | **评价6：**  学生基于已知的  核心关键句型来完成练习。 | | **活动意图说明：**对本单元的语法点进行一个简单的梳理与补充。 | | | | |
| **7.板书设计**    Module1 Unit 1 We’re going to different schools.  leave our primary school and start middle school.    We’re going to study Chinses, English, Maths, History and Geography.  meet new friends.  excited because …  I’m  sad because … | |
| 1. **教学反思与改进**   （1）我的教学效果怎样？（学习目标定位、学生学习方式和状态、学生发展……）  （2）我的教学设计怎样？（教学准备、学习过程设计、教学方法、教学环节……）   1. 我的教学机制怎样？（时间分配、学生活动、学习反馈、改进措施……） | |