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| **课 题** | M6U1第一课时 | | **主备人** | 曾莉 | **参与者** | | 彭华，李香  沈力，刘丽 |
| **日 期** | 2019.9 | | **使用时间** |  | **教 者** | |  |
| **教材分析** | 本课是外研社新标准小学英语（三年级起点）五年级上册第六模块第一单元。主要教学内容是运用can表达能力。本课将继续学习运用can表达能力，这是对四年级所学的内容复习与巩固，难度较小，可以引导学生巩固动词用法，有利于增强学生的自信心，提高学习兴趣。本课通过学习Sam和Amy邀请Lingling加入足球队事情，帮助学生学习如何运用You can play football well. Can you run fast? Can you pass the ball well? Yes, I can. No, I can’t.这类语句询问和谈论能力。教师可以利用这篇课文很好地展开情感态度教育，让学生和大家一起分享自己的特长和优势，增强大家对彼此的了解。 | | | | | | |
| **学情分析** | 本课的教学对象是五年级学生。本课时用can表达能力曾在四年级的时候接触过，只是在词汇量上以及句子的复杂程度上有所增加，再加上时隔已久，有的学生甚至都已忘记，所以，对学生来说，只要稍加回忆和引导，并不是很难掌握，关键是学生在原有基础上认识更多的词汇，能表达比较难的的句子，并在日常生活中能将所学的主题句熟练的运用。 | | | | | | |
| **教学目标** | **语言知识** | 功能：谈论能力。  语法：全体学生能够运用：You can play football well.  Can you run fast? Can you pass the ball well?  Yes, I can. No, I can’t.  词汇：全体学生能理解 well, team, really, good at, catch, goalkeeper, think, fantastic, fan  全体学生能运用：well, think, fan  部分学生能运用：team, really, good at, catch, goalkeeper, fantastic  语音：感知think中th的读音。 | | | | | |
|  | **语言技能** | 全体学生能听懂：You can play football well.  Can you run fast? Can you pass the ball well?  Yes, I can. No, I can’t.  全体学生能说：You can play football well.  Can you run fast? Can you pass the ball well?  Yes, I can. No, I can’t.  全体学生能认读：well, think, fan  全体学生能书写：well, think, fan及句型You can play football well. Can you run fast? Can you pass the ball well? Yes, I can. No, I can’t. | | | | | |
| **情感态度** | 乐于感知并积极尝试使用英语。 | | | | | |
| **学习策略** | 积极运用所学英语进行表达和交流。 | | | | | |
| **文化意识** | 知道世界上主要的文娱和体育活动 | | | | | |
| **教学重、难点** | **教学重点** | 学生能运用词汇well, think, fan和句型You can play football well. Can you run fast? Can you pass the ball well? Yes, I can. No, I can’t. | | | | | |
| **教学难点** | 学生能运用can询问和表达能力。 | | | | | |
| **教学准备** | 单词卡片、互动教学系统、PPT | | | | | | |
| **环节与时间** | **教学过程** | | | | | **资源应用说明** | |
| **热身导入**  **（4分钟）** | 1. Greet to each other.  2. Say a chant. (复习上节课的韵句，把学生带入英语学习的情境中。)  3. T: What’s this?  S1: It’s a basketball.  T: Can you play basketball?  S2: No, I’m short.  4. T: Look at the boy. He’s short. Can he play basketball? Let’s watch the video.  5. Teach the word “well”.（板书well）  6. Students read after the video. | | | | | 教学系统M5U2A5动画  出示一个篮球  教学系统M6U1A1动画  聚焦单词卡片  教学系统M6U1A1动画 | |
| **任务呈现**  **（2分钟）** | 1. T: We know everyone can do something well. After we learning this lesson, we’re going to talk about what you can do well to know about each other.  2. At first let’s see what Lingling can do well. Now let’s learn “Module 6 Unit 1 You can play football well.” (板书课题) | | | | |  | |
| **课文学习**  **(10分钟）** | 1. Listen and find.  ①Let the students watch the video and think over the question: Can Lingling play football well?  S1: Yes, she can.  T: Yes, I think she can do it well. We know she’s Amy’s first fan.  ②Teach the words “think” and “fan”. Help the students understand the pronunciation of “th” in the word “think”. (板书单词“think”和“fan”)  2. Listen and answer.  Let the students watch the video for the second time and answer the questions:  ①Can Lingling run fast?  ②Can Lingling pass the ball well?  ③Can Lingling catch the ball well?  ④Can Lingling be a fantastic goalkeeper?  The students answer the questions:  S①: No, she can’t.  S②: Yes, she can.  S③: Yes, she can.  S④: Yes, she can.  T: Can you…?  ⑤Teach the words “catch, fantastic, goalkeeper” and write the following sentences on the blackboard:  Can you run fast? No, I can’t.  Can you pass the ball well? Yes, I can.  3. Students work in groups.  （学生在小组内自主学习，找出课文中的新单词，小组汇报，教师解答。）  Teach the new words: “really”, “team”, “good at”.  4. Finish AB Module 6 Unit 1 Exercise 1. Listen, read and circle “ T” or “ F” .  5. Listen and read.  ①Let students read the dialogue after the video.  ② Let students read in groups.  ③Act it out. | | | | | 教学系统M6U1A2动画  PPT第2页  聚焦单词卡片 | |
| **训练巩固**  **（14分钟）** | 1. Play a game: Shoot the balloons.  （学生通过玩打气球的游戏，练习活动3的句子）  2. Make a survey.  Can you…? Yes, I can. No, I can’t.   |  |  |  |  | | --- | --- | --- | --- | |  | swim | fly a kite | jump high | | S1 |  |  |  | | S2 |  |  |  | | S3 |  |  |  |   （学生在小组内运用Can you …?调查组内成员的特长，由组长汇报。）  3. Finish AB Module 6 Unit 1 Exercise 3. Look, listen and draw “√” or “×”.（完成活动用书练习3）  4. Finish AB Module 6 Unit 1 Exercise 4.（完成活动用书练习4）  5. Finish AB Module 6 Unit 1 Exercise 5.（完成活动用书练习5） | | | | |  | |
| **任务完成**  **（8分钟）** | Exercise 4. Work in groups.  T: Let’s talk about what you can do on Sports Day or on Mother’s Day in groups. I will give you an example.  T: I can run fast.  S1: You can run fast. I can jump high.  S2: You can jump high. I can pass the ball well.  S3: You can pass the ball well. I can…  （学生在小组内运用can…说说自己的特长，教师点评、指导，完成活动4。） | | | | |  | |
| **小结**  **与**  **布置作业**  **（2分钟）** | 1. Summary  T: What have we learned today?  Students read the words and the sentences.  2. Homework  ①Read the dialogue.  ②Copy the words and the sentences.  ③Talk about what you can do well. | | | | |  | |
| **板书** | Module 6 Unit 1 You can play football well.  well think fan  You can play football well.  Can you run fast? Can you pass the ball well?  Yes, I can. No, I can’t. | | | | |  | |

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| **课 题** | M6U1第二课时 | | **主备人** | 曾莉 | **参与者** | | 彭华，李香  沈力，刘丽 |
| **日 期** | 2019.9 | | **使用时间** |  | **教 者** | |  |
| **教材分析** | 本课是外研社新标准小学英语（三年级起点）五年级上册第五模块第一单元。主要教学内容是运用已学的数字谈论数量。本课复习以前学过的一些数字，学习的重点是学习1到20中有一定规律的数词。并能运用这些数字谈论数量。帮助学生学习并掌握这些句型：There are only nineteen crayons. But there are twenty children in the class. There are twenty-one crayons. | | | | | | |
| **学情分析** | 五年级的学生年龄大概在12岁左右，他们整体认知水平和语言运用能力都有较大地提升和发展，但是，学生在语言知识的综合运用方面存在着一定的差距。有些孩子们能有意识、主动地学习，但同时也有个别孩子出现厌烦英语的情绪，尤其男生比例较大，所以要充分考虑他们学习英语的兴趣，在小组合作中，以优带进，并注重在练习中分层次练习。为学生的语言交际提供支持。 | | | | | | |
| **教学目标** | **语言知识** | 能够牢固掌握catch the ball, jump high, control the ball, run fast，fantastic goalkeeper等与运动有关的短语；学会使用恰当的句型来评价他人，如：You can jump really high. You can catch the ball well 等。 | | | | | |
|  | **语言技能** | 在小组合作学习中，使学生具备正确评价自己和评价他人的能力。 | | | | | |
| **情感态度** | 通过学习，培养学生学会欣赏和鼓励他人的良好品质。 | | | | | |
| **学习策略** | 积极运用所学英语进行表达和交流。 | | | | | |
| **文化意识** | 在学习和日常交际中，注意中西方国家文化的异同。。 | | | | | |
| **教学重、难点** | **教学重点** | can在陈述句和一般疑问句中的用法 | | | | | |
| **教学难点** | 课文中表示play football的一些动词短语 | | | | | |
| **教学准备** | 单词卡片、互动教学系统、PPT | | | | | | |
| **环节与时间** | **教学过程** | | | | | **资源应用说明** | |
| **热身导入**  **（4分钟）** | 1、Greetings:Hello, boys and girls.  2、Let us watch the video “Copy me”and copy it . | | | | |  | |
| **任务呈现**  **（2分钟）** | 1、Look some pictures about the 30th Olpmic Games,通过孙杨、刘翔、姚明、张继科来复习学过的短语，如swim、run fast等。  2、拿出教具足球，并提问学生Can you play football ?  S: Yes, I can.  T: Can you play football well?  S: Yes, I can .  T: Fantastic , you can play football well ,but I can’t play football.i play football badly.  学习well、badly,并练习短语sing/dance/play football well/badly.  3、学习football team。引导学习run fast and jump high.  T: Can you run fast?  S1: Yes,I can.  T: Can you run fast ?  S2: Yes,I can.  T: Really? Let us have a match.  T: Fantastic ,(says to the winner) you can jump really high .  教授really ,fantastic  4、教授goalkeeper  5、通过传球，学习词组catch the ball 和 control the ball,练习catch the ball well/badly ,control the ball well/badly. | | | | |  | |
| **课文学习**  **(10分钟）** | 1、T:Now we have got a football team, Lingling wants to play football . Is she a fantastic goalkeeper? Listen the tape and answer the questions.  Can Lingling run fast?  Can Lingling control the ball?  Can Lingling jump high?  Can Lingling catch the ball well?  2、回答问题  3、自由读课文，再齐读、分组读、分角色朗读。 | | | | |  | |
| **训练巩固**  **（14分钟）** | 1、Look the picture and fill in the blanks.  2、Pair work:利用句型Can you …? 来提问，看看谁可以成为足球运动员）  3、Chant | | | | |  | |
| **板书设计** | M 6 U 1 .You can play football well.  I can catch the ball well .  I control the ball badly. | | | | |  | |
| **小结**  **与**  **布置作业**  **（2分钟）** | 描述三种你擅长的运动和三种不擅长的运动  I can …… well .  I can …… badly. | | | | |  | |

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| **课 题** | M6U2第1课时 | **主备人** | 曾莉 | **参与者** | 彭华，李香  沈力，刘丽 |
| **日 期** | 2019.9 | **使用时间** |  | **教 者** |  |

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| **教材分析** | 本课是外研社新标准小学英语（三年级起点）五年级上册第六模块第二单元，主要教学内容是谈论能力，Lingling通过Amy的奶奶的深情描述，了解到Amy 爷爷年轻时的特长，使学生学会运用一般过去谈论能力，继续巩固一般过去时的用法。 | | |
| **学情分析** | 本课的教学对象是五年级学生。本模块重点是用can表达能力，在M6U1中已经学习并做了相应的练习，所以本单元的内容难度不大，通过完成本课的教学活动，将在第一单元基础上进一步练习can的用法，巩固动词的运用，使学生最终能够运用一般过去时谈论特长和能力，积极与他人合作，共同完成学习任务。 | | |
| **教学目标** | **语言知识** | 功能：谈论能力，进一步巩固一般过去时的用法。  语法：全体学生能运用：He ran very fast.  词汇：全体学生能理解：past, swam, slow, healthy  全体学生能运用：swam, slow, healthy  部分学生能运用：past  语音：感知“pencil”中“p”与“apple”中“pp”的读音，“banana”与“football”中“b”的读音，“team”与“great”中“t”读音，“dog”与“hand”中“d”的读音 | |
| **语言技能** | 全体学生能听懂：He ran very fast.  全体学生能说：He ran very fast.  全体学生能认读：swam, slow, healthy  全体学生能书写：词汇swam, slow, healthy及句型He ran very fast. | |
| **情感态度** | 能体会到学习英语的乐趣。 | |
| **学习策略** | 积极与他人合作，共同完成学习任务。 | |
| **文化意识** | 知道世界上主要的文娱和体育活动。 | |
| **教学重、难点** | **教学重点** | 全体学生能会运用词汇swam, slow, healthy及句型He ran very fast. | |
| **教学难点** | 学生能运用过去式谈论能力和特长。 | |
| **教学准备** | 单词卡片、教学资源包、PPT | | |
| **环节与时间** | **教学过程** | | **资源应用说明** |
| **复习导入**  **（4分钟）** | 1. Greet to each other.  2. T: Let’s talk about what you can do well.  （让学生谈论自己的特长和优势引入话题。)  3. T: Now look at the animals. What can they do ?  4. T: Look at the medals on the two animals’ necks. What did they do well? Now watch the video.  5. Show the verbs and the past tense: run, ran, play, played.（提醒学生：描述刚刚发生的事情，要用一般过去时。）  6. Let the students read after the video. | | PPT第2页  教学系统M6U2A1动画  PPT第3页  教学系统M6U2A1动画 |
| **任务呈现**  **（2分钟）** | T: In the last lesson we talked about what we could do well. After learning this lesson we are going to talk about what the animals can do well.  T: At first let’s see what Amy’s grandpa did well in the past.  T: Now let’s learn Module 6 Unit 2 He ran very fast. (板书课题) | |  |
| **课文学习**  **（10分钟）** | 1. Listen and find.  ①T: Watch the video and answer the question. What did Amy’s grandpa do in the past?  S1: He ran very fast. He jumped high and swam very fast.  ②Teach the words: past, swam (板书the word “swam”)  2. Listen and answer.  ①T: Watch the video again and answer the question. What about Amy’s grandpa now?  S1: He’s slow now, but healthy.  ②Teach the words: slow, healthy (板书the words “slow” and “healthy”)  3. Show the verbs and the past tense. Help the students master the past tense of irregular verbs and ask them to remember the usage and the pronunciation of the past tense.  4. Listen and read.  ①Ask the students to read after the video.  ②Ask the students to read in groups.  ③Ask the students to retell the text. | | 教学系统M6U2A2动画  PPT第4页  聚焦单词卡片  教学系统M6U2A2动画  PPT第5页  聚焦单词卡片  PPT第6页  教学系统M6U2A2动画 |
| **训练巩固**  **（15分钟）** | 1. Finish SB M6U2 Activity 3.  ①Let the students read the example sentences.  ②Let the students write the sentences according to the video.  ③Let the students check the answers.  2. Finish SB M6U2 Activity4.  ①Let the students listen and repeat.  （学生跟读，注意观察彩色字母字母组合的读音）②Let the students say the pronunciation of the colourful letters.（教师通过PPT展示，引领学生归纳彩色字母及字母组的读音）  ③Let the students read the words by themselves.  （学生自读，体会读音规则）  3. Finish AB M6U2 Exercise 3.  Let the students underline the letters that make the sound.  4. Finish SB M6U2 Activity 5.  ①Let the students watch the video. Let them say what animal they can see and what they can do or they can’t do.  ②Let the students watch the video and listen. Help the students understand the meaning of the chant.  ③Let the students say the chant after the video and then chant.  5. Finish SB M6U2 Activity 6.  Let the students say the tongue twister.  6. Play a game: The teacher will give an example.  T: What did you do well in the past?  A: In the past I ran fast.  B: In the past A ran fast. I jumped high.  C: In the past A ran fast. B jumped high. I swam fast.  D: …  （四人一组，每组同学到前面参加比赛，学生A介绍自己曾经的特长，学生B转述学生A的特长并加上自己曾经的特长，学生转述学生A、B特长并且介绍自己的特长，看看第四人是否能转述前三人的特长，并且能说出自己的特长，说得正确的给予奖励。) | | 教学系统M6U2A3图片  教学系统M6U2A4音频  PPT第7-10页  PPT第11页  教学系统M6U2A5动画  教学系统M6U2A6图片 |
| **任务完成**  **（8分钟）** | T: Last lesson we talked about what you could do. Now let’s have a match to talk about what the animals can do well.  1. Let the students look at the pictures and read the example sentences. Help the students understand the meaning.  2. The students work in pairs.  （学生两人一组，使用事先准备好的照片或图画，展现至少两种动物的能力。同学进行评价，选出两个说得又多又好的组，由教师进行奖励。) | | 教学系统M6U6A7图片 |
| **小结**  **与**  **布置作业**  **（1分钟）** | 1. Summary  T: What have we learned today?  The students read the words and the sentences.  2. Homework  (1) Copy the words and sentences  (2) Read the text.  (3) Talk about what the animals did well in the past and what they can do well now. | | PPT第12页  PPT第13页 |
| **板书设计** | Module 6 Unit 2 He ran very fast.  swam slow healthy | |  |

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| **课 题** | M6U2第2课时 | **主备人** | 曾莉 | **参与者** | 彭华，李香  沈力，刘丽 |
| **日 期** | 2019.9 | **使用时间** |  | **教 者** |  |

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| **教材分析** | 本课是外研社新标准小学英语（三年级起点）五年级上册第一模块第二单元。主要教学内容是谈论数量。通过学习twenty—ninety这些数字，让学生发现、归纳这些数词的构成规律，掌握这些数词后，能够运用其进行数量谈论。 | | |
| **学情分析** | 本课的教学对象是五年级学生。在第一单元中，学生已经学习了数字one—twenty，为本单元的学习打下了基础，学习难度较小。通过完成本单元若干任务型活动，使学生最终能够运用本课所学继续谈论数量的话题，达到运用所学英语进行表达和交流。 | | |
| **教学目标** | **语言知识** | 1．基本能听懂、了解p,pp,b,t,d在单词中常见的读音。  2．基本能听懂、会读并灵活运用How well do you play football?的语言结构。 | |
| **语言技能** | 通过做活动，培养学生团队合作的能力，能够积极与他人合作，共同完成学习任务。 | |
| **情感态度** | 敢于开口、大胆地说，表达中不怕出错。 | |
| **学习策略** | 积极运用所学英语进行表达和交流。 | |
| **文化意识** | 在学习和日常交际中，进一步注意到中外文化异同。 | |
| **教学重、难点** | **教学重点** | p,pp,b,t,d在单词中常见的读音以及How well do you play football?的语言结构。 | |
| **教学难点** | p,pp,b,t,d在单词中常见的读音。 | |
| **教学准备** | 单词卡片、教学资源包、PPT | | |
| **环节与时间** | **教学过程** | | **资源应用说明** |
| **复习导入**  **（4分钟）** | 教师说动作名称，学生重复并做相应动作。  示例： run jump ride swim read  cook draw eat row draw a picture wash clothes play the flute play football make a cake jump high  run fast play the violin row a boat read fast draw a dragon ride a bike cook noodles repair a chair  make tea fly a kite take a picture  学生从fast, high, well, badly中选择喜欢的造一个句子。 | |  |
| **任务呈现**  **（2分钟）** | 学生学会评价，肯定和鼓励自己和他人。制作一本班的DIY集，每一个同学的名字和特点都要收集在这本DIY册里。 | |  |
| **课文学习**  **（10分钟）** | 1．Unit 2 活动1  播放优教通录音，学生跟读教师指导并进行拓展操练 示例：The monkey can do ... The elephant can’t do... at all.  2．用多媒体课件为背景搞活动  学生假设自己是动物学校的成员。学校要选一名有特长的来当象大使，很多学生来竞选。  第一幅图 M King 孙悟空  根据M King的特点进行猜测他会怎样说。学生可以发挥想象力来表现：I can run fast. I can jump high. I can help you. I can fly.等。教师可以用一些令人意外的描述来增加游戏的挑战性和趣味性。比如就第一幅图的M King说I can play the flute.  第二幅图 Kitty Cat  学生根据Kitty Cat（日本的一只可爱的卡通猫）的特点进行猜测她会怎样说。答案可以是I can speak Japanese.  第三幅图 Snoopy Dog  学生可以说 I can ride fast.  如果教师使用电脑，可以露出局部进行提示。比如第三幅图，可以露出骑车的脚、自行车把等进行提示。  3．全班一起完成练习2  播放优教通录音，学生跟读练习。  My grandpa can ... and my grandma can ...  4．全班一起完成活动 3  学生看书上的图片，教师指导学生完成习题并书写在课本上。  5．播放优教通录音，学生跟读练习活动4了解p,pp,b,t,d在单词中常见的读音  6．全班一起完成活动 5 ，教师可播放优教通课件。  学生看书上的图片，黙读韵诗。放第一遍录音，学生听。放第二遍录音，在每行结尾处停顿，学生重复。确定学生能明白韵诗的意思。  全班分成两个部分。一部分说单数句，另一部分说偶数句。然后互换角色，边说边拍手。 | |  |
| **训练巩固**  **（15分钟）** | 练习活动6和活动7 | |  |
| **任务完成**  **（8分钟）** | 通过本节课的学习，同学们对p,pp,b,t,d在单词中常见的读音有所了解，掌握了“How well do you play football?”的语言结构。 | |  |
| **小结**  **与**  **布置作业**  **（1分钟）** | 使用句型“How well do you play football?”写一篇作文。 | |  |
| **板书设计** | Module 6 Unit 2 He ran very fast  How well do you play football?  常见的读音：p,pp,b,t,d | |  |