

教学工作计划

五 年 级 班 英 语 学 科 任 课 教 师

学情分析（主要包括学生上期的学习基础、期末质量检测情况、学生的学习态度、学习兴趣、学习习惯等）

五年级学生的年龄在十一到十二岁左右，虽然处于高年级学段，但仍然活泼好动，喜欢直观形象思维和抽象思维相结合，对游戏、竞赛、画画还有兴趣。大部分学生对英语有着较浓厚的学习兴趣，但也有少数学生由于遇到困难，学习兴趣会随之减弱。尤其从这学期开始，对学生又提出了新的要求：培养听、说、读、写的技能。所以教师应该面向全体学生，以学生的发展为宗旨，始终把激发学生的学习兴趣放在首位，引导学生端正学习态度，掌握良好的学习方法，培养学生良好的学习习惯。

五年级学生还存在着学习方法和学习策略经验不足等问题，但他们却有着极强的求知欲强和表现欲。根据学生的心理特点我课上多以表扬为主，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。但这个年级的学生在学习方法和学习策略上还有很大差距，尤其在答题技巧和技能方面还缺少锻炼。因此本学期在实施英语教学的过程中我和上学期一样在教授学生新知的同时更重视对学生学习方法和答题技巧的培养。我一心争取在本学期让学生的学习能力和应试能力在原有的基础上能大幅度提高。

除以上所说的几种情况之外，五年级部分学生还存在顽劣和懒惰倾向，上课溜号，爱搞小动作、课下作业完成不及时的坏毛病，学习效率也较差。针对这种情况我采取趣味教学的模式课上多为学生创设练习语言的环境，尽量努力吸引学生的注意力，以便更有效地激发他们的学习兴趣，而且课下我会找机会和他们聊天、交朋友，帮助他们转变厌学思想。

教材分析（本册教学内容的地位作用和知识的衔接）

小学生学习了 PEP 小学英语前四册学生用书以后进入到五年级的英语学习，这时按照教学目标的要求小学生已经能认读 310 多个单词，能听懂、会说 100 多个动词短语和 50 组左右的会话，能够听、说、读、写 26 个英文字母和 100 多个单词以及四年级下册要求掌握的 12 组句型。在此基础上，五年级上册学生用书提出了更高的要求，主要教学目标是：能够听、说、读、写 92 个单词或短语以及 13 组句子和 9 个单句，能够再听、说、认读 16 个单词。

五年级上册教材的第二个特点是滚动复现旧话题、融合旧知识，带出新语言。五年级上册的话题大都是前四册曾出现的旧话题。

U1 What's he like? ————— U3 My friends (Book 3)

U2 My week ————— U2 What time is it? (Book 4)

U5 There is a big bed. ————— U4 My home (Book 3)

作为新话题出现的只有 Unit 4 What can you do? 和 Unit 6 In a nature park。但学习 Unit 4 What can you do? 中的功能结构时也可以从四年级上册 Unit 1 My classroom 的动词短语中找到线索，如 sweep the floor、clean the window、clean the board 等。这样的安排可以不断滚动复现旧知识，带出新语言，分散、弱化难度，让学生在温故知新的过程中不断展开进一步的学习。

教改和提高课堂效益以及提升教学质量的具体策略

五年级英语 学科教学进度安排

周次	日期(具体时间)	教学内容	教学课时	备注
1	9.1-9.5	Unit One What's he like? Part A	two	
2	9.9-9.12	Unit One What's he like? Part B	two	
3	9.15-9.19	Unit Two My week Part A	two	
4	9.22-9.26	Unit Two My week Part B	two	
5	9.29-9.30	Unit Three What would you like? Part A	two	
6	10.8-10.10	Unit Three What would you like? Part B	two	
7	10.13-10.17	Recycle One	two	
8	10.20-10.24	Recycle One	two	
9	10.25-10.31	Unit Four What can you do? Part A	two	
10	11.3-11.7	Unit Four What can you do? Part B	two	
11	11.10-11.14	Unit Five There is a big bed Part A	two	
12	11.17-11.21	Unit Five There is a big bed Part B	two	
13	11.24-11.28	Unit Six In a nature park Part A	two	
14	12.1-12.5	Unit Six In a nature park Part B	two	
15	12.8-12.12	Revision	two	
16	12.15-12.19	Revision	two	
17	12.22-12.26	Revision	two	
18				
19				
20				

集体备课分工一览表

年级 五年级

学科 英语

备课序号 (节数) : _____

主备教师		协备教师	、
教学内容	Unit 1 What's he like?(1) Let's learn, Ask and answer		课型
教学目标	知识技能目标	1. Four-skill young, strict, old, funny, kind	
	过程与方法目标	2. Drill Who's your ...? Is he/she...?	
	情感态度价值观目标	3. Education Be polite to teachers.	
教学重、难点	Grasp the new words. Use the drills :Who's your ...? What's he/she like?		
教学准备	Recorder, books, pictures, cards, PPT		
教学时数	1		

教学过程

教师教学活动	学生学习活动	个性思考部分
<p>Step 1 Warm up</p> <p>1. T shows the pictures of the classrooms, Ss say (Music room, Art room, Computer room, Lab, etc.)</p> <p>2. Put the teachers in the right rooms. T: Who's he/she? He's/She's ... (music room-- music teacher)</p> <p>3. Make a chant Tall, tall, computer teacher is tall, Short, short, short, Science teacher is short, Thin, thin, thin, Art teacher is thin, Fat, fat, fat, Music teacher is fat, Funny, funny, funny, they're so funny!</p> <p>Step 2 Presentation</p> <p>1. (T shows a book of maths) Look! What's this? Ss: It's a maths book. T:(shows a picture of a man) Who's he? What's he like? T: He's our maths teacher. He's tall and thin. T shows other pictures and ask: What's he/she like?</p> <p>2. Read the words. 3. Spell the words: tall, strong, old, short, thin</p> <p>Step 3 Practise</p> <p>1. Make a chant My grandma is old, my mother is young, My father is tall, My little brother is short, Zoom is heavy, Zip is funny, They are all very kind, and I'm kind, too.</p> <p>2. Describe your teachers. 3. Describe the pictures. (some famous people) 4. Ask and answer.</p>		

Step 4 Homework		
1. Make an investment about your teachers. (Name, What's he/she like?)		
板书设计	Unit 1 What's he like?(1) young, strict, old, funny, kind Who's your ...? Is he/she...?	
教学反思		
主备教师		协备教师 、
教学内容	Unit 1 What's he like?(2) Let's talk	课型
教学目标	知识技能目标	1. Four-skill young, strict, old, funny, kind
	过程与方法目标	2. Drill Who's your ...? Is he/she...?
	情感态度价值观目标	3. Education Be polite to teachers.
教学重、难点	Grasp the new words. Use the drills to talk about your teachers.	
教学准备	Recorder, books, pictures, cards, PPT	
教学时数	1	
教学过程		
教师教学活动	学生学习活动	个性思考部分
Step 1 Warm up 1. T does actions and review the words 2. Show the teachers' photos and talk about them. T: Who's he/she? He's/She's ... 3. Make a chant Tall, tall, computer teacher is tall, Short, short, short, Science teacher is short, Thin , thin, thin, Art teacher is thin, Fat, fat, fat, Music teacher is fat, Funny, funny, funny, they're so funny!		
Step 2 Presentation 1. (T shows a book of maths) Look! What's this? Ss: It's a maths book. T:(shows a picture of a man) Who's he? What's he like? T: He's our maths teacher. He's tall and thin. T shows other pictures and ask What's he/she like? 2. Read the words.		

<p>3. Spell the words: tall, strong, old, short, thin</p> <p>Step 3 Practise</p> <p>1. Make a chant</p> <p style="padding-left: 40px;">My grandma is old, my mother is young, My father is tall, My little brother is short, Zoom is heavy, Zip is funny, They are all very kind, and I'm kind, too.</p> <p>2. Describe your teachers.</p> <p>3. Describe the pictures. (some famous people)</p> <p>4. Ask and answer.</p> <p>Step 4 Homework</p> <p>1. Make an investment about your teachers or friends. (Name, What's he/she like?)</p>				
<p>板书设计</p>	<p style="text-align: center;">Unit 1 What's he like?(2)</p> <p>young, strict, old, funny, kind</p> <p>Who's your ...? Is he/she...?</p>			
<p>教学反思</p>				
<p>主备教师</p>			<p>协备教师</p> <p style="text-align: center;">、</p>	
<p>教学内容</p>	<p style="text-align: center;">Unit 1 What's he like?(3)</p> <p>Let's learn Match and say</p>		<p>课型</p>	
<p>教学目标</p>	<p>知识技能目标</p>	<p>1. Four-skill young, strict, old, funny, kind</p>		
	<p>过程与方法目标</p>	<p>2. Drill Who's your ...? Is he/she...?</p>		
	<p>情感态度价值观目标</p>	<p>3. Education Be polite to teachers.</p>		
<p>教学重、难点</p>	<p>Grasp the new words.</p> <p>Use the drills to talk about your teachers/classmates.</p>			
<p>教学准备</p>	<p>Recorder, books, pictures, cards, PPT</p>			
<p>教学时数</p>	<p>1</p>			
<p>教学过程</p>				
<p>教师教学活动</p>		<p>学生学习活动</p>		<p>个性思考部分</p>
<p>Step 1 Warm up</p> <p>1. Talk about your teachers or your family.</p> <p>2. Make a chant</p> <p style="padding-left: 40px;">Tall, tall, computer teacher is tall, Short, short, short, Science teacher is short, Thin , thin, thin, Art teacher is thin, Fat, fat, fat, Music teacher is fat, Funny, funny, funny, they're so funny!</p> <p>Step 2 Presentation</p> <p>1. (T shows actions and teach the new words.) Look! What's ... like?</p>				

<p>Ss: He's /She' s...</p> <p>T:(shows a picture of a student) Who's he? What's he like?</p> <p>T: He's ... He's tall and thin.</p> <p>T shows other pictures and ask What's he/she like?</p> <p>2. Read the words. hard-working, helpful, shy, clever, polite</p> <p>3. Spell the words tall, strong, old, short, thin</p> <p>Step 3 Practise</p> <p>1. Make a chant use the new words.</p> <p>2. Describe your teachers or classmates.</p> <p>3. Describe the pictures.(some famous people)</p> <p>4. Match and say.</p> <p>Step 4 Homework 1. Make an investment about your teachers or friends.</p> <p>(Name, What's he/she like?)</p>			
板书设计	<p>Unit 1 What's he like?(3)</p> <p>young, strict, old, funny, kind</p> <p>Who's your ...? Is he/she...?</p>		
教学反思			
主备教师		协备教师	
教学内容	<p>Unit 1 What's he like?(4)</p> <p>Let's talk Let's try Let's check</p> <p>Let's wrap it up</p>	课型	
教学目标	知识技能目标	1. Four-skill hard-working, helpful, shy, clever, polite	
	过程与方法目标	2. Drill What's Wu Yifan like? He's hard-working.	
	情感态度价值观目标	3. Education Be polite to teachers. Be hard-working and helpful.	
教学重、难点	<p>Read, understand the talk and use .</p> <p>To talk about your teachers/classmates...with your partners</p>		
教学准备	Recorder, books, pictures, cards, PPT		
教学时数	1		
教学过程			
教师教学活动		学生学习活动	个性思考部分
<p>Step 1 Warm up</p> <p>1. Talk about your teachers or your family.</p> <p>2. Spell some words in this unit. Read P4.</p> <p>Step 2 Presentation</p> <p>1. Listen to the recording in Let's try and try to grasp the main message?</p>			

2. Repeat what you hear. Step 3 Practise 1. Make a chant use the new words. 2. Describe your teachers or classmates. 3. Describe the pictures. (some famous people) 4. Let's check. Step 4 Summary 1. Let's wrap it up. 2. Think and write. 3. Summary. I am ... You /We/They are ... He/She/It/John is... In Chinese: I 用 am, you 用 are, is 用于她、他、它, 所有复数都用 are.		
板书设计	Unit 1 What's he like?(4) hard-working, helpful, shy, clever, polite What's Wu Yifan like? He's hard-working.	
教学反思		

主备教师		协备教师	
教学内容	Unit 2 My week(1) Let's learn Let's play		课型
教学目标	知识技能目标	1. Four-skill 7 words about the week	
	过程与方法目标	2. Drill What do you have on Monday? Is it Monday?	
	情感态度价值观目标	3. Education Can arrange their time.	
教学重、难点	Read the new words and write correctly. To talk about yours chedule.		
教学准备	Recorder, books, pictures, cards, a calendar, PPT		
教学时数	1		
教学过程			
教师教学活动		学生学习活动	个性思考部分
1. Listen to the song My Days of the Week. 2. Daily dialogue practice: A: Hello, B. What time is it? B: Hello, A. It's 8:20. It's time four English class.			

<p>3.Let's chant, Let's sing, Let's do.(Book4)</p> <p>Step 2 Preview</p> <p>1. Review the sentences It's 8 o'clock. It's time for Chinese. 2. Review some words about subject.</p> <p>Step 3 Presentation</p> <p>1.Let's learn</p> <p>(1)T shows the time table of the class and tell them. It's your time table. Then ask What classes do you have ...?</p> <p>(2)T shows the time talbe, then says: It's a time schedule. Let's have a look. It's 8:00. It's time four Chinese. It's 8:50. It's time four English. It's 9:50. It's time four math. It's 10:40. It's time for music. What day is it? Then write and learn the new words by asking What day is it today? What classes do you have?)</p> <p>(3)Read the new words and find the best ways to remember them.</p> <p>(4)Write the four-skills words.</p> <p>Homework Make an English time table.</p>	
<p>板书设计</p>	<p>Unit 2 My week(1)</p> <p>Let' s learn Let' s play</p> <p>(7words about the week)</p>
<p>教学反思</p>	

<p>主备教师</p>		<p>协备教师</p>	
<p>教学内容</p>	<p>Unit 2 My week(2)</p> <p>Let' s try Let' s talk</p>	<p>课型</p>	
<p>教学目标</p>	<p>知识技能目标</p>	<p>1. Four-skill7words about the week</p>	
	<p>过程与方法目标</p>	<p>2. Drill What do you/we have on Monday? I/We have... on Monday.</p>	
	<p>情感态度价值观目标</p>	<p>3. Education Can arrange their time.</p>	
<p>教学重、难点</p>	<p>Read the new words correctly. To talk about your time table.</p>		
<p>教学准备</p>	<p>Recorder, books, pictures, cards, a calendar, PPT</p>		
<p>教学时数</p>	<p>1</p>		
<p>教学过程</p>			

教师教学活动	学生学习活动	个性思考部分
<p>Step 1 Warm up</p> <p>1. Listen to the teacher ,repeat the word and spell it.</p> <p>2.Daily dialogue practice:</p> <p style="padding-left: 40px;">A: Hello, B. What time is it?</p> <p style="padding-left: 40px;">B: Hello, A. It's 8:20. It's time four English class.</p> <p>3.Look at your English time table and say I have ...on</p> <p>Step 2 Preview</p> <p>3. Review the sentences It's 8 o'clock. It's time for Chinese.</p> <p>4. Review some words about subject.</p> <p>Step 3 Presentation</p> <p>1.Let's talk</p> <p style="padding-left: 40px;">(1)Close your book and listen to the tape. Repeat what you hear.</p> <p style="padding-left: 40px;">(2)Open your book, listen again and read after the tape.</p> <p style="padding-left: 40px;">(3)Role play.</p> <p>Step 4 Practice</p> <p>Ask and answer in pair.</p> <p>A: What do you have on Tuesday?</p> <p>B : I have PE on Tuesday.</p> <p>Step 5 Summary</p>		
<p>板书设计</p>	<p style="text-align: center;">Unit 2 My week (2)</p> <p>Let' s try Let' s talk</p> <p>What do you/we have on Monday? I/We have... on Monday.</p>	
<p>教学反思</p>		

主备教师		协备教师	、
教学内容	<p style="text-align: center;">Unit 2 My week (3)</p> <p>Let' s learn group work</p>		课型

教学目标	知识技能目标	1. Four-skill 5 phrases wash my clothes, watch TV, do homework, read books, play football	
	过程与方法目标	2. Drill Do you often ... on the weekend? Yes, I do. /No, I don' t.	
	情感态度价值观目标	3. Education Be a good child at home.	
教学重、难点	Read the new phrases correctly. To talk about your weekend activities.		
教学准备	Recorder, books, pictures, cards, a calendar, PPT		
教学时数	1		
教学过程			
教师教学活动	学生学习活动	个性思考部分	
Step 1 Warm up 1. Spell some words about the week.. 2. Try to talk about your time table. Step 2 Presentation 1. Let's learn (1) T does actions and the ss guess the phrase.. (2) T write the phrase and teach. (3) Say sentences with the phrases. Eg. I often watch TV on the weekend. Step 3 Practice 1. Ask and answer in pair. A: What do you have on Tuesday? What do you often do on the weekend? B: I have PE on Tuesday. / I often ... on the weekend. 2. Chain work ask and answer one by one. 3. Write some sentences about your weekend. Step 4 Summary Step 5 Homework Read the text and write some sentences about your school life and your weekend.			
板书设计	Unit 2 My week (3) Let' s learn group work wash my clothes, watch TV, do homework, read books, play football Do you often ... on the weekend? Yes, I do. /No, I don' t.		

教学反思	
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主备教师		协备教师	
教学内容	Unit 2 My week (4) Let's try Let's talk Let's check	课型	
教学目标	知识技能目标	1. Four-skill words and phrases about the week and weekend	
	过程与方法目标	2. Drill Do you often ... on the weekend? Yes, I do./No, I don't.	
	情感态度价值观目标	3. Education Be a good child at home.	
教学重、难点	Read the dialogue and ask and answer.		
教学准备	Recorder, books, pictures, cards, a calendar, PPT		
教学时数	1		

教学过程

教师教学活动	学生学习活动	个性思考部分
<p>Step 1 Warm up</p> <p>1. Spell some words about the week..</p> <p>2. Try to talk about your time table.</p> <p>Step 2 Presentation</p> <p>1. Let's try</p> <p>(1) T plays the recording and the ss repeat the dialogue.</p> <p>(2) Tick the right picture.</p> <p>2. Let's talk</p> <p>T: It's Saturday afternoon. Zhang Peng and Sarah are in a park. Listen. What are they talking ?</p> <p>(1) Listen and repeat.</p> <p>(2) Listen and read.</p> <p>(3) Read in pair.</p> <p>(4) Ask and answer.</p>		

3. Let's check		
Step 3 Practice 1. Ask and answer in pair about your daily life and weekend. A: What do you have on Tuesday? What do you often do on the weekend? B: I have PE on Tuesday. / I often ... on the weekend. 2. Chain work ask and answer one by one. 3. Write some sentences about your weekend.		
Step 4 Summary Step 5 Homework Read the text and recite the words in this unit.		
板书设计	Unit 2 My week(4) Let's try Let's talk Let's check Do you often ... on the weekend? Yes, I do. / No, I don't.	
教学反思		

主备教师		协备教师	
教学内容	Unit 3 What would you like?(1) Let's learn, Role-play, Let's wrap it up		课型
教学目标	知识技能目标	1. Four-skill ice cream, tea, sandwich, hamburger, salad	
	过程与方法目标	2. Drill What would you like to eat/drink? I'd like to eat/drink...	
	情感态度价值观目标	3. Education Having good habit of eating.	
教学重、难点	Grasp the new words. Four-skills words and sentences..		
教学准备	Recorder, books, pictures, cards, PPT		
教学时数	1		
教学过程			
教师教学活动		学生学习活动	个性思考部分
Step 1 warm up 1. Sing a song 2. Review the words about food we've learned in Book 4. 3. Review the structures: What would you like for lunch/...? I'd like... Step 2 Presentation Let's learn 1. Show pictures and teach the new words. 2. Read the words and say "I'd like some..." 3. Work in pair. What would you like? I'd like some...			

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