

新标准英语六年级英语下册教案

Module 1

Unit 1 I want a hot dog, please.

教材分析:

本课的故事是在美国的 Daming 和他的美国表兄 Simon 跟随 Simon's dad 去一家快餐店就餐的经过。需要学生掌握的语言功能是如何在快餐店点餐: “What do you want? I want a hot dog, please.”及如何询问价钱: “How much is it? It's thirteen dollars and twenty-five cents.”本课的内容贴近学生的生活实际, 有利于培养学生在真实的语言情景中运用英语进行交际的能力。

设计理念:

“课程是知识, 也是经验, 还是活动, 是体验, 更是语言的载体。”根据本课的特点, 我采用了“创设真实语境和小组合作学习的教学法, 通过大量的食物卡片及实物和多媒体课件来呈现课文内容, 循序渐进激发学生的学习兴趣, 通过大量的活动及游戏来操练、巩固及运用所学知识, 让学生在体验中成长, 在快乐中学习, 最终达到运用语言的目的。

知识目标:

- 1.what do you want? I want a hot dog ,please.
- 2.How much is it? It's thirteen dollars and twenty-five cents.

能力目标:

能用英语来表达如何点餐及询问价钱。

情感目标:

激发学生的学习热情, 了解中西方的饮食文化异同, 并进行文明礼仪教育。

教学重难点:

中西方在价格表达上的异同 (1 美元=100 美分)

教学用具:

Tape recorder, CAI, some food

教学准备:

课前调查班级中去过西餐快餐店的同学有哪些, 他们都了解哪些快餐。

教学过程:

Warm up

1. Greetings
2. Free talk
3. Game: Do as I say, not as I do.

Presentation

1. Show some pictures of food to the students.
2. Stick them on the board after read.
3. Then the teacher touches the stomach and says: “I'm hungry and thirsty and thirsty, now. I want some noodles cake /cola/hamburger...”and write the new words on the board.

4. Talk

T: I want a hot dog .Are you hungry? What do you want?

S: I'm hungry, too. I want ...

5. Then do this activity in pairs.

New Teaching

1. (Talk) T: Now, we are all hungry .Let's go to a fast food restaurant.

Ss: That's great!

2. Now, look at the screen and look at these questions, then answer. (播放 CAI, 生动直观呈现课文内容, 理解后回答以下问题, 培养学生分析问题, 解决问题的能力, 同时渗透学法)

a. Where are Daming, Simon and Simon's dad?

b. Is a hot dog really a dog?

c. What does Simon want to eat?

e. What does Simon's dad want to eat?

f. How much is the meal?

3. Study in their groups.

4. Find out new words and sentences, and then write them on the board.

5. Explain "dollar and cent". "1 dollar is 100 cents."

6. Practise them with your partner.

7. Answer those questions.

Practice

1. Now let's make a fast food restaurant .You can buy something that you want.

(Ss put their food on the teacher's desk.)

2. Do the activity in their groups.

3. Then choose one group come to the front.

Game

1. Guessing game.

2. Choose and order.

HW

Collect more western food.

Designs:

What do you want?

I want a hot dog/ hamburger/ cola /, please.

How much is it?

It's thirteen dollars and twenty -five cents.

Module 1

Unit 2: What do you want to do?

Warm up

1. Greetings

2. Free talk

New Teaching:

Activity 1: Look at the menu. Then ask your food and pay for your food.

1. Show a restaurant menu to the students.
2. Have them look at the menu and talk with their partners.
3. Do the activity in their groups.
4. Have one group come to the front.

Activity 2: Match (Race)

You'll be the winner of this week if you get the flag.

(谁在单位时间内点出的食物样数多并准确算出应付的钱数，就获得周冠军。)

Activity 3: Listen, say and sing

1. Have the students look at their books and try to read the sentences of song.
2. Read after the teacher and to know the meaning.
3. Listen to tape twice.
4. Sing follow it.
5. Sing and do the actions.

Game: The big dinner

1. Put some food on the desk.
2. Say out the name of the food.
3. Then ask and answer in turns.
4. Buy and pay for your food.
5. Taste the food in their groups.

Homework

Go shopping with their parents or friends.

Designs:

What do you want to eat?

I want some chicken and rice, please.

What do you want to drink?

I want a cola, please.

Module 2

Unit 1 We're going to have a picnic.

1. Teaching content: Module 2 Plans
2. Teaching objectives:
 - (1) Words: duck noisy
 - (2) Sentences: When are we going to eat?
We're going to eat at half twelve.
It's going to snow in Harbin.
 - (3) Grammar: Simple future tense, be going to

3. Teaching important:

When are we going to eat?

We're going to eat at half past twelve.

What are we going to do?

We're going to walk around the lake.

4. Teaching difficult point: be going to

5. Teaching properties: cards, pictures, Tape-recorder, CAI Unit 1 We're going to have a picnic.

Teaching procedures:

Step1: Warming -up

1. T: Boys and girls, let's say some rhymes. (课前热身, 加强学生的口语练习, 让学生很快进入英语学习环境。)

2. Greeting and sing.

(活泼欢快的歌曲活跃了课堂气氛, 提高了学生的情趣。)

Step 2.Free talk and revision

T: What do you like doing in your spare time?

S: I like playing football/reading books...

T: What are you going to do this Sunday?

S: I am going to...

T: When are you going to ...?

S: I am going to ...at eight /in the morning.

(教师以朋友的语气与学生交流, 能消除学生的紧张情绪, 通过交流, 为新课的学习做了铺垫。)

Step 3. Leading

T: Do you want to know, what did Daming, Simon and Simon's mum do during the weekend?

Step 4. Presentation and new teaching

1. Look at the screen.

2. Write these questions on the board. (让学生看生动的动画, 带着问题自学课文, 并找出疑难。)

3. Study in their groups.

4. Answer these questions, and explain the new words and sentences.

5. Practice in pairs.

6. Let's act.

Step 5. Hw

Designs:

Module 2 Unit 1

We're going to have a picnic.

When are we going to eat?

We're going to eat at half past twelve.

When are you going to do?

I'm going to ...

Module 2
Unit 2 It's going to snow in Harbin.

Warming –up:

1. Greeting.
2. Free talk.

New teaching:

Activity 1: Look and talk.

1. Look at the picture of the weather.
2. Say the name of the weather.
3. Look at the example, then say.
4. Practice in pairs.
5. Have one group come to the front.

Activity 2: Where am I?

1. Put the map of China on the board.
2. Say some famous cities of China.
3. Put the symbols of the weather on each city.
4. Point and say.
5. Ask and answer.

Activity 3. Listen and say, then chant.

1. Look at the pictures and guess the meaning.
2. Try to read by themselves.
3. Listen the tape and follow it.
4. Let's chant in their groups.
5. Chant together.

Game: Look and say.

1. Say seven days of a week.
2. Say the weather of each day.
3. Ask and answer.

Hw.

Designs:

Unit 2 It's going to snow in Harbin.

It's going to snow/rain /windy/cold/ sunny/warm in Harbin.

Module 3
UNIT1 The sun is shining.

Teaching objectives:

Knowledge Aim:

1. Words: shine, everyone, out of, wrong.
2. Sentences: The sun is shining .The birds are singing in the trees. The duck are eating our picnic.

Ability Aim: 引导学生运用所学内容进行表达与交流,学以致用.

Main points: “am / is / are / + ing”

Difficult points: Using “drill of this unit1”.

Teaching tools: tape recorder, pictures.

Teaching procedures:

一、 Warmer

1. Greetings
2. Sing a song

二、 Leading

T: show the pictures of this unit1.Ask: “What are the birds doing? What are the ducks doing?”

Ss: The birds are singing. The ducks are swimming.

T: Very good! Today let’s learn “Module3 Unit1 The sun is shining.”

三、 Text teaching

1. T: Play the tape (twice). Have students look and listen.
2. Ss: Underline the new words “sending, shining, singing”.
3. T: Explain the words and sentences.
4. Ss: Read and spell the words.

四、 Practice

1. Make sentences using “is / am / are / + ing”
2. Look at pictures and talk about them.

五、 Summary

六、 Homework

Describing a scene using “present continuous tense.”

Module 3
UNIT 2 I am looking out of the window.

Teaching objectives:

Knowledge Aim:

- 1、 Words: wear, wrong, department, pig.
- 2、 Sentences: I’m looking out of the window. A man is wearing a big hat and

raincoat.

3、 Grammar: Present continuous tense.

Ability Aim : 培养学生运用新句型描述正在发生的事.

Moral Aim : 增强小组合作意识,激发学习的乐趣.

Teaching tools: Tape recorder, pictures.

Teaching procedures:

一、 Warmer:

1、 Sing a song: What do you want to eat?

2、 Free talk : “is / am/ are/ + ing”

二、 Leading

1、 T: Act then asks: What am I doing?”

Ss: You’re ...ing...

T: Get several students to do and the students answer.

2、 T: Making a postcard. Then ask: “What am I doing?”

Ss: You’re making postcard. (引导 Ss 回答)。

T: Today we’ll talk about postcard.

三、 Text teaching

1、 T: Show the pictures and listen. (twice)

2、 Ss: Underline the new words.

3、 T: Explain.

4、 Ss: Read the words and spell them.

5、 Game: Spell the words in groups work.

6、 Ss: Listen and read the text. Then Act it out.

7、 Learning the poem.

四、 Practice

1、 Talk about photos. (谈论正在发生的事。)

2、 Do the exercise of unit 2 in pairs.

五、 Summary

六、 Homework

Make a postcard and write it in English. Please send it to your friend.

Module 4

UNIT 1 I’m making Daming’s birthday card.

Teaching objectives:

Knowledge Aim:

1、 Words: cards, careful, balloon, fly away.

2、 Sentences: Who can help me? Sorry, I can’t. Yes, I can help you. I’m making Daming’s birthday card.

Ability Aim: 培养学生运用英语的能力,把所学知识应用到生活中。

Moral Aim: 培养学生乐于助人的好习惯。

Teaching tools: Tape recorder, pictures.

Teaching procedures:

一、 Warmer

- 1、 Greetings
- 2、 Say a chant: The sun is shining on the sea.
- 3、 Free talk :

T: I'm singing. What are you doing?

Ss: I'm ... (one by one)

二、 Leading

T: Very good! (教师提一个大箱子) T: "I can't carry it. Who can help me?"

Ss: I can help you. /Yes, I can help you. / Sorry, I can't. (引导).

T: Now, today we'll learn "Module4 unit1". (板书课题)。

三、 Text teaching

- 1、 T: show the pictures on the blackboard. Play the tape and have the students look and listen.
- 2、 Ss: listen and underline the new words.
- 3、 T: Write the new words and explain. Get the students try to read.
- 4、 Show the questions, get the students to answer.
Why can't Simon's mum carry everything?
Who can help her?
Who can't help her?
- 5、 Listen and read the dialogue. Then read in groups and act it out.

四、 Practice

- 1、 Make sentences: Who can help me? Sorry, I can't. / Yes, I can /I can help you. (一生做动作, 其他学生回答。)
- 2、 Do the exercise 3 of the student's book on page 15.

五、 Summary

六、 Homework

七、 小组表演对话。

Module 4

Unit 2 The apples are falling down the stairs.

Teaching objectives:

Knowledge Aim:

- 1、 Words: stairs, mess.
- 2、 Sentences: The apples are falling down the stairs. Can he help? Yes, he can. / No, he can't.
- 3、 Poem: What's he doing?

Ability Aim:运用英语交流与合作的能力.

Moral Aim:积极参与学习,同学之间互相关心,互相帮助.

Teaching tools: Tape recorder, pictures.

Teaching procedures:

一、 Warmer

- 1、 Greetings
- 2、 Act out the dialogue of unit1.
- 3、 Say a chant.

二、 Leading

T: Wonderful! Today we'll learn modal "can". I can speak English. Can you speak it?

Ss: Yes, I can. / No, I can't. (领读)

T: Greet! Today we'll learn "Unit2"(板书)

三、 Text teaching

- 1、 T: Show the pictures on the blackboard. Play the tape. Have students look and listen.
- 2、 Ss: Underline the new words. Try to read.
- 3、 T: Explain the new words and the sentences.
- 4、 Do the practice2 in pairs.
- 5、 Learn the poem

四、 Practice

- 1、 Game: What is he doing?
- 2、 Do the exercise 1 and 2 of the student's book.

五、 Summary

六、 Homework

Read the poem for your family and friends.

Module 5

Unit1 Daming is having a birthday party.

课题: Module5 Unit1 Daming is having a birthday party.

学习目标:

- 1、听、说、读、写四会单词:

Trumpet ring doorbell loudly

- 2、能听懂、会说功能句:

A、Daming is having a birthday party.

B、Daming is playing the trumpet, but the phone is ringing.

- 3、能运用功能句谈论正在做一件事情时另一件事情同时发生。

4、在游戏和活动中培养学生运用英语的能力,提高学生的口语水平,并对应于产生浓厚的兴趣。

教学重点: 1、Daming is having a birthday party.

2、Daming is playing the trumpet, but the phone is ringing.

教学难点: 运用功能句谈论正在做一件事情时另一件事同时发生。

教学用具: 录音机、图片、单词卡片

教学过程: 一、Warming up

- 1、老师热情地和学生打招呼,并请值日生用上模块学习的内容做当天的值日报告,向全班学生讲述一件有趣的事情,然后随意请几名同学起立讲一讲发生在他身上的有趣的事情。
- 2、重复第四模块的诗歌两至三遍,鼓励学生一边说一边模仿动作。

二、NEW teaching

1、情景导入,让学生在感悟中自主学习,复习现在进行时,老师提供一个单词,全班一起逐步把这个单词扩展为一个现在进行时的句子,如: picnic→a picnic→have a picnic.老师带领学生演练几个这样的句子。之后,让学生自己从单词卡片中选取单词来进行类似的句型练习。如: violin→I'm playing the violin.老师帮助、指导学生说一个句子: party→ birthday party→ Daming is having a birthday party.引出课题和课文大意。

2、课文教学

A、正式学习课文以前,老师向学生提出问题; Who is the birthday party for? What is Daming doing? What is Simon playing? Who is coming in the door? Who is singing? Who is laughing?

B、将自制的课文挂图贴在黑板上,播放录音,学生听完以后,请学生尝试回答前面提出的问题。

C、学生打开书,老师再次播放录音,学生边听边看书,同时用笔勾画出课文中的生词,并猜词义。针对某个词老师做讲解或让学习较好的学生提供讲解。

D、老师请学生看活动1的第一幅图画,请一位学生描述 Daming 正在做什么,另一位学生描述这时又发生了什么事情,请第三位学生将前面两位学生说的话连成一个句子。提醒学生中间要用 but 来连接,强化学生对 but 的理解,再让学生描述后两幅图画。

三、Practice

1、分组练习描述活动1的三幅画面,然后进行小组比赛,看谁说得又快又准。

2、完成活动用书中的 Ex1,学生做完后,小组成员互相检查由组长向老师汇报情况。

3、听力练习,完成活动用书中的 Ex3,老师检查并总结。

四、Homework

AB 中 Unit 1 Ex2 and 4

Module 5

Unit 2 He's riding his bike, but it's starting to rain.

课题: Module 5 Unit 2 He's riding his bike, but it's starting to rain.

学习目标: 1、听、说、读、写四会词组。

Eat dinner, ride a bike, do morning exercises, wake up, high up

2、能听懂、会说功能句。

A、He's riding his bike, but it's starting to rain.

B、She's eating dinner, but the phone is ringing.

3、能运用功能句谈论正在做一件事情时另一件事情同时发生。

4、在游戏和竞赛活动中培养学生运用英语的能力，提高学生的口语水平。

教学重点：1、 He's riding his bike ,but it's starting to rain.

2、 She's eating dinner ,but the phone is ringing.

教学难点：运用功能句谈论正在做一件事情时另一件事情同时发生。

教学用具：录音机、图片、单词卡片

教学过程：一、 Warming up

老师问候学生。出示 SB Unit 1 的挂图，请几位学生讲述课文故事，提醒他们使用学习过的句型 “He/She is ……but……” 讲解，并鼓励学生表演，以此来复习上一单元学过的内容。

二、 New teaching

1、任务呈现与课文导入

A、分组进行“拼句子”游戏。学生四人一组，其中一人说出主语，另一人说出相应动词 be，第三人说出动词的现在进行时，第四人说出事件发生地点的单词或短语。看哪组说得快，说得准，哪组获胜。

B、老师出示 SB Unit 2 活动 1 中“一个正在吃饭的女孩”以及“电话铃在响”的图片，让学生分别描述一下每张图片的内容，然后把两张图片拼在一起说：“如果把这两张图拼在一起，应该怎么描述呢？”请学生试着说说然后看课文。

2、课文教学

A、向学生说明：途中的人物正在做某件事情的时候发生了一些意外情况，提醒学生运用 but 并向学生解释说明图 3 的圆框中是一个高温图标，而图中的女孩又是大汗淋漓，引导学生说：It's very hot. It's getting very hot.

B、老师放录音，学生听听自己的理解是否与录音中的一致，再放一遍录音，让学生跟读。

C、SB Unit 2 中的活动 3：老师放诗歌录音，学生把握诗歌的情节和韵律。放第二遍时让学生跟读并提醒他们注意语音、语调和韵律，再次放录音学生边跟读边打节拍，鼓励学生给这首诗歌编上动作，打着节拍朗读出来。

三、 Practice

1、分组完成 SB Unit 2 中活动 2，然后由组长检查指导。

2、分组完成 AB Unit 2 Ex 1 and 4,然后由老师检查指导。

四、 Homework

1、完成 AB Unit 2 Ex 3 and 6。

2、写一篇文章，讲述自己做过的一个有趣的梦，提示学生运用功能句：I'm……but……。

Module 6

Unit 1 I bought you this book.

课题：MODULE6 Unit1 I bought you this book.

Teaching aims and demands:

1. Words: baseball 棒球 team 队、组 (master)

2. Phrases: playing baseball 打棒球

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