

人教 PEP 版五年级上册英语 Unit 1 What's he like?单元整体教学设计

主备人		辅备人			
上课时间		课时	6	审核人	
单元主题	What's he like?				
单元子主题及课时安排	<pre> graph TD A[Unit 1: What's he like?] --> B[Don't judge people by their appearances.] B --> C[活动一：介绍不同教师的信息及任教的科目] B --> D[活动二：每个人的性格特征，包括教师同学] B --> E[活动三：交好友需要具备的性格特征] B --> F[活动四：学会尊重他人] C --> G[Task 1: A Let's talk] C --> H[Task 2: A Let's learn] D --> I[Task 3: B Let's talk] D --> J[Task 4: B Let's learn] E --> K[Task 5: B Read and write] F --> L[Task 6: C Story time] </pre>				
学情分析 (知识基础、认知特点、生活经验)	<p>在心理特征上，五年级的学生活泼好动、对新话题充满兴趣，喜欢表现自我勇于挑战；在知识上，五年级的学生已有了四年的英语学习基础，已经具备一定的英语学习能力，较好的听、说、读、写英语的习惯已基本养成。他们生性活泼好动，好奇心强，模仿力强，对新事物有着强烈的好奇心，探索知识的欲望很强烈。同时，五年级学生即将步入六年级，制作合理的成长规划有助于培养学生正确人生观价值观的形成。而且，他们已有较强的个人荣誉感，他们渴望得到老师和同伴的认可。本单元主题是带领 Oliver 认识老师和同学该主题属于“人与自我”和“人与社会”范畴，涉及“学校生活与个人感受”和“同伴交往，相互尊重，友好互助”。</p>				
单元教材分析	<p>围绕单元主题，深挖各课时话题，在单元大任务的统领下，划分成 6 个板块。</p> <p>第 1 板块 Part A Let's talk 话题 What's your teacher(Mr. Li Mr. Young, Miss White like? 意义 Different teachers, different subjects, same education.</p>				

	<p>第 2 板块 Part A Let's learn 话题 Teacher's information 意义 Know more about the teachers.</p> <p>第 3 板块 Part B Let's talk 话题 Ms Wang's character; Your friends character 意义 A mother teacher. A teacher mother.</p> <p>第 4 板块 Part B Let's learn 话题 The character of the classmates 意义 Different classmates, good friends.</p> <p>第 5 板块 Part B Read and write 话题 What's Robin like? 意义 A good friend can be both helpful and strict.</p> <p>第 6 板块 Part C Story time 话题 Our New PE Teacher 意义 Don't judge people by their appearances.</p> <p>本单元以老师的性格特征为主线，重点学习描述人物性格特征的词汇和句型。整单元围绕人物的性格特征展开一系列话题，帮助学生知道怎样形容亲人、朋友或自己喜欢的人的外形，并懂得热爱自己和身边的人。用英语描述他人是小学生喜欢做的事情，描述自己喜欢的老师、朋友或明星，更能激起他们开口说英语的欲望。教学时可以通过完成各种任务型活动来感知新的语言点，减轻教学难度。</p>
<p>单元总目标</p>	<p>在本单元学习结束时，学生能够：</p> <ol style="list-style-type: none"> 1. 掌握 A、B 部分 “Let's learn”，“Let's talk 中的词汇和句子。 2. 能正确地询问和回答各科老师的性格特征，如 “What's your maths teacher like?”, “Is he funny?”, “Yes, he is.”, “No, he isn't.” 3. 能顺利完成本单元的听力、对话、表演、写作、连线、填空等任务。 4. 能读懂 “Story time” 部分的趣味故事。 5. 能听懂，会唱歌曲 “Who's your teacher?”。 6. 复习元音字母在单词中的发音，培养学生对英语单词发音的语感。 7. 激发学生学习英语的兴趣，帮助学生树立学好英语的信心，逐步培养学生自主学习、合作学习的能力和欲望。

	<p>8. 培养学生尊敬、热爱老师的情感，提高学生在与人相处时准确判断他人性格特征意识和能力。</p> <p>9. 培养学生乐于助人、努力学习的美好品德。</p>
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第 1 课时

课时内容	Part A Let' s try & Let' s talk		
上课时间	审核人		

教材分析	<p style="text-align: center;">[What]主题意义和主要内容</p> <p>本课时是小学英语教科书五年级上册的第一单元第一课时，围绕“what’s he like?”这个话题展开内容。包括 Let’s try Let’s talk 和 Role-play 三个板块。Let’s try 是听力训练，是为 Let’s talk 部分做铺垫的。Let’s talk 是围绕本单元的总话题“What’s he like?”展开的第一个对话场景，即吴斌斌与 Oliver 谈论有关他们的音乐老师杨先生外貌及性格特征的对话，呈现了 Who is...?/Is he/she...?的句型，通过吴斌斌向 Oliver 介绍认识杨先生的有关情况，Oliver 了解到杨先生是一位滑稽幽默年老的音乐老师，引导学生通过积极地询问，会得到很多意想不到的信息。Talk about your teachers 是为专项训问答练句型</p> <p style="text-align: center;">[How]文本结构和语言修辞</p> <p>本课时是整个单元的首课时，在本单元中起引领与铺垫作用，重点掌握 Who is...?/Is he/she...?的问答句型和一些常用形容词。对话中呈现了一个特殊疑问句的问答形式，以及两个 is 开头的一般疑问句及其肯定、否定回答方式，加深了学生对该句型的认知度，接下来又呈现了七个描述人物外貌及性格特征的形容词，学生们二人一组，针对自己的任课老师进行问答练习活动，从而达到熟练运用句型 Who’s your....?/Is he/she...?进行相互交流，更加深入了解对方对老师的认知情况，加深了对老师的尊敬与崇拜。</p>
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<p>教学目标</p>	<p>1. 学生能够理解和掌握本课时重点单词和句型。 2. 学生能够在情景中运用句型 “—Is he young/funny? —Yes, he is./No, he isn’ t.” 询问并回答某人的性格和外貌特征。 3. 学生能够灵活运用所学句型在情景中谈论人物的性格和外貌特征，实现语言输出。</p>
<p>教学重难点</p>	<p>重点：学生能读懂并理解整篇对话的大意,在语境中运用 Who’ s he ?He’ s my… 难点：能够理解书上重点句子，如: He’ s young/old/strict...</p>
<p>教具准备</p>	<p>PPT 课件、课文录音、视频、卡片、照片、人物头饰等。</p>
<p>教 学 过 程</p>	
<p>Step 1: Warm-up</p> <p>1. Greetings.</p> <p>2. Sing the song—Who’s your teacher? (出示课件)</p> <p>3. Lead-in.</p> <p>T: It’s a new term now. Do you remember your classmates?</p> <p>(Quick Flash) Show some pictures of the characters in the textbook one by one. (出示课件) Then talk about them with students like this:</p> <p>T: Do you know him/her? Ss: Yes!</p> <p>T: Who is he/she? Ss: He’s.../She’s...</p> <p>Write down the word “know” in time. Lead students to read it: know—know—Do you know? —I know. At last show the picture of Oliver and ask: Do you know him? Help students answer.</p> <p>Ss: No, I don’t.</p> <p>T: Who’s he? Let’s watch the video. (课件出示: Unit 1 主情景图视频)</p>	<p>个性修改</p>

T: Now do you know the boy?

Ss: Yes! He's Oliver. /His name is Oliver.

T: You're right. In this term, we will have a new classmate. His name is Oliver. Let's say hello to Oliver.

Ss: Hello, Oliver!

Step 2: Presentation

1. Let's try.

T: Wu Binbin and Oliver see Mr. Li. Here are three pictures. (出示课件) Who is Mr. Li? Can you guess?

Ss: ...

T: Really? Oliver is a new classmate. So he doesn't know his teachers. Let's listen and tick. And you can check what you guess.

Play the recording of "Let's try". (出示课件) Let students listen to the recording, grasp the key information, and then find the answer. Check the answer with students. According to the right picture, ask like this:

T: Is he strong? Ss: Yes, he is.

T: Is he a good basketball player? (with some actions) Ss: Yes, he is.

T: Good job! And sometimes he is strict. (with some expressions)
(课件出示:教材 P4 Let's try 板块的听力材料)

2. Let's talk.

(1) Teach some new words.

Show a picture of a young teacher who students know very well.

T: Do you know him/her? Ss: Yes.

T: Who is he/she? Ss: He / She is...

T: Yes, he/she is our Chinese/maths/...teacher, Mr./Miss X.

Emphasize the word "our" with some actions. Help students read it and understand its meaning: our—our—our teacher—our

classroom— our friends. Write it down on the blackboard.

Show the picture of Mr. Young on the PPT. (出示课件) Point to it and ask: Do you know him?

Ss: No, I don't know.

T: He's Mr. Young.

Ask students to read it three times: young—young—Mr. Young.

T: (Point to his white hair.) Is he old? Ss: Yes, he is.

T: (Point to Mr/Miss X.) Is he/she old? Ss: No, he/she isn't.

Help students answer slowly: He / She is young. Write down the word “young” on the blackboard. Then teach: young—young—She's young. He's young. (Show some pictures of young students.)(出示课件)

Lead students to compare the forms of “young” in “Mr Young” and “He's young.” Help students find out the difference and understand their meanings.

T: Mr. Young is old. And he's very funny.

Show a word card of “funny” . Read it and help students understand its meaning.

T: fun-ny—fun-ny—funny. He's funny. She's funny. (Show some pictures of funny students.) (出示课件) And I like funny teachers.

(2)Teach the dialogue.

T: Wu Binbin and Oliver are talking about Mr. Young now. Let's watch the cartoon and read the dialogue after it. Try to know more about Mr. Young.

Play the cartoon of “Let's talk” .(出示课件) Let students read after it. Ask students to read the dialogue again and answer the following questions:

①Who is Mr. Young? ②Is he young? ③Is he funny?

Check the answers with students. Lead students to make an introduction of Mr. Young according to the answers like this: Mr. Young is Wu Binbin and Oliver' s music teacher. He isn' t young. He' s old. And he' s funny.

(3)Read and act.

①Play the cartoon again. (出示课件) Let students read after it and try to imitate the intonation and the pronunciation of the recording. Then ask students to read together. At last ask students to read freely.

②Let students act out the dialogue in pairs. Several minutes later, take out some headwear and ask some students to act out.

③Choose the best performers with students and give awards.

(4)Retell the dialogue according to the blackboard.

Make a model first and then lead students to retell.

Step 3: Practice

1. Sharp eyes.

Show the words “tall, friendly, quiet, funny, young, old” on the PPT. (出示课件) Let students read them out quickly

2. Talk about your classmates and teachers.

(1)I ask and you answer.

Choose three pictures of students in the class. Ask and answer according to these pictures.

T: Who's he/she? Ss: He's /She's...

T: Is he/she funny/young/old? Ss: Yes, he/she is. /No, he/she isn't.

(2)Pair work.

Show some photos of students' teachers one by one.

T: Do you know him/her? Ss: Yes, he/she is our...teacher.

T: Can you talk about your teachers? Ss: ...

Show the part of “Talk about your teachers.” on Page 4. Provide some sentences patterns “Who’s your...teacher?” “—Is she/he...? —Yes, she/he is. /No, she/he isn’t.” (出示课件) Let students ask and answer with their partners.

(3)Show time.

Ask some students to act out and encourage more students to participate in.

(4) Show time.

Step 4: Extension

Make a dialogue.

(1)Make a model.

T: (Draw a picture on the blackboard.) Do you know...?

Ss: No, I don’ t. Who is he/she?

T: He’ s/She’ s my father/friend/grandpa/uncle/sister...

Ss: Is he/she...?

T: Yes, he/she is./No, he/she isn’ t. I like him/her.

(2)Look and say.

Ask each student to draw a picture. Then let them imitate to talk about it with their partners.

(3)Show time.

Ask some students to show their dialogues and encourage more students to participate in.

Step 5: Sum-up

Let’s make a summary.

“—Is he young/funny? —Yes, he is./No, he isn’ t.”

作业	1. Practice the dialogue. 2. Do the exercises. 3. Introduce your teacher for your parents.						
板书设计	<p style="text-align: center;"><i>Unit 1 What's he like?</i></p> <p style="text-align: center;"><i>know our young/Young</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px dashed black; padding: 5px;"><i>—Is he young?</i></td> <td style="width: 50%; padding: 5px;"><i>—Is he funny?</i></td> </tr> <tr> <td style="border-right: 1px dashed black; padding: 5px;"><i>—No, he isn't.</i></td> <td style="padding: 5px;"><i>—Yes, he is.</i></td> </tr> </table>			<i>—Is he young?</i>	<i>—Is he funny?</i>	<i>—No, he isn't.</i>	<i>—Yes, he is.</i>
<i>—Is he young?</i>	<i>—Is he funny?</i>						
<i>—No, he isn't.</i>	<i>—Yes, he is.</i>						
教学反思							
第 2 课时							
课时内容		Part A Let's learn & Ask and answer					
上课时间		审核人					
教材分析	<p>本课时的重要话题是形容词的使用。教材通过张鹏向新同学 Oliver 介绍，各位任课教师的情景呈现了单词的词形和意义，让学生感知如何形容人物特点。本课时学习的单词是 old, young, funny, kind, strict 五个描述人物年龄和性格特征的形容词。学生在四年级下册学习了不同科目的英语单词，从而为本课时的学习奠定知识基础。</p>						
教学目标	<ol style="list-style-type: none"> 1. 听、说、读、写五个描述人物性格及外貌特征的形容词 “old, young, funny, kind, strict” 2. 在语境中熟练运用这五个单词询问并回答关于人物性格及外貌特征的问题。 3. 根据图片提示或实际情况运用 Let's learn 板块的单词和句型。 						

教学重难点	<p>重点：能够听、说、读、写并熟练运用五个描述人物性格及外貌特征的单词 “old, young, funny, kind, strict” 。</p> <p>难点：strict 的发音。</p>	
教具准备	PPT 课件、课文录音、视频等。	
教 学 过 程		个性修改
<p>Step 1: Warm-up</p> <p>1. Greetings.</p> <p>2. Sing the song—Who’ s your teacher?</p> <p>Play the video. (出示课件) Let students sing together with the music.</p> <p>Step 2: Presentation</p> <p>1. Play a game: The strongest memory.</p> <p>T: Boys and girls, we will have some new teachers this new term. Who are they? Do you want to know?</p> <p>Show the picture of a music book on the PPT. (出示课件) Ask the question: What’ s this? Lead students to answer: It’ s a music book. Then show the picture of Mr. Young and say: Mr. Young is the music teacher. (出示课件)</p> <p>Introduce the art teacher Mr. Jones, the science teacher Miss Green, the English teacher Miss White and the maths teacher Mr. Li in the same way. At last show the picture of Mrs. Smith on the PPT and say: She’ s the head teacher. Lead students to know the meaning of “head teacher” .</p> <p>T: Do you remember our teachers? Now let me test your memory. Who has the strongest memory?</p> <p>Show the six pictures in the book on page 5. (出示课件) The teacher asks and students answer quickly.</p> <p>T: Who’ s the art teacher? Ss: Mr. Jones.</p>		

T: Who' s the music teacher?

...

Choose the student who has the strongest memory and give him/her an award. Then explain the difference among “ Mr., Miss, Mrs.” .

2. Learn the new words “old, young” .

T: Who' s Oliver' s music teacher? Ss: Mr. Young.

Show the picture of Mr. Young. (出示课件)

T: Good memory!(Point to the white hair.) Is he young?

Ss: No, he isn' t. He' s old.

Write down the word “ old ” on the blackboard and lead students to read like this: old, old, he' s old.

Show the picture of Mr. Jones. (出示课件) Lead students to compare Mr. Jones with Mr. Young.

T: Mr. Young is old. Is Mr. Jones old, too?

Ss: No, he isn' t. He' s young.

Write down the word “young” on the blackboard. Teach it like this: young, young, he' s young. Let students try to write and read. Let students perceive the pronunciation of the letter “y” by reading the words “yes, yellow, you” . Explain that the word “young” is the antonym of the word “old” . Then show a picture of an old man and ask: Is he young? Students answer: No, he' s old. (出示课件)

Play a game to practice the two words between groups. One group says: old. The other one says: young. Then exchange. At last ask students to fill in the blanks.

3. Learn the new word “funny” .

Show the picture of Miss Green. (出示课件) Then ask two questions: Who is she? Is she young? Ask students to answer the questions. Then say: And she' s funny. Write down the word

“funny” on the blackboard and read: fun-ny, funny, funny, she’s funny. Let students try to spell it and perceive the pronunciation of the letter “y” .

Show two pictures. One is a male clown and the other one is a funny girl. (出示课件) Say the sentences with students: He’s funny. She’s funny. Ask students to make funny faces. Let them read the word loudly at the same time. At last ask students to fill in the blanks.

4. Learn the new word “kind” .

T: We have known Mr. Young is old. Mr. Jones is young. Miss Green is funny. Do you remember Miss White? How about Miss White?

Show the picture of Miss White. (出示课件) Point to her smiling face and say: She’s kind. Then show another picture. (课件出示:一位不友好的男士图片) Say: He isn’t kind. Let students know the meaning of “kind” .

Ask students to pay attention to the pronunciation of the letter “i” . Lead students to read like this: kind, kind, she’s kind. Ask them to write it with their fingers at the same time. Let students practice it between boys and girls. Ask students to fill in the blanks.

5. Learn the new word “strict” .

Show the pictures of Mr. Li and Mrs. Smith. (出示课件)

T: Miss White is very kind. But Mr. Li is very strict. Mrs. Smith is strict, too.

Say the first sentence with a smiling face. Say the second sentence with staring and stomping. Say the third sentence with a strict expression.

Write down the word “strict” on the blackboard. Spell it slowly

Lead students to learn the pronunciation of “str-” from the word “strong”. Ask students to pay attention to the pronunciation of the letter “i”.

Students read after the teacher several times. Then students read it one by one and practice it in sentences. The teacher points to Mr. Li and Mrs. Smith and asks: Is he/she strict? Students answer: Yes, he/she is. At last students fill in the blanks.

6. Pair work.

Show the part of “Let’s learn” on page 5. (出示课件) First, let students listen to the recording and read after it. (课件出示:教材 P5 Let’s learn 板块的音频) Ask students to pay attention to the pronunciation and the intonation. Then ask students to imitate Oliver and Zhang Peng to ask and answer with their partners. At last choose some students to act out.

Step 3: Practice

1. Can you do?

Show five pictures of different expressions and the five new words. (出示课件) Explain the rules of the game: If the picture matches the word, make a smiling face; if the picture doesn’t match the word, make a sad face.

2. Make a chant.

Show a chant.

First, students read the chant after the teacher. Then chant together. At last boys and girls can have a competition with some actions and expressions.

...

3. Can you guess?

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