6A Unit 9 Picnics are fun

Period 1

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执教对象：Class 1, Grade 6

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教学内容：Picnics are fun 第一课时

1. **教材分析**

从整个单元来看：本课时是牛津教材6AU9第一课时的教材内容。本单元的主题与Unit8一样为食物，能够引发学生的学习兴趣，所以可以利用学生对食物的浓厚兴趣，呈现食物的图片，以图片为载体让学生学习单词和句型，为第二课时的市场购物进行挑选买什么食物做了一个很好的铺垫。同时也为第三课时的诗歌朗读和理解奠定了基础。

从文本语言来看，文中出现了许多与食物有关的新词汇：lemon tea, cola, spicy sausages, a packet of nuts等，学生借助音标及以旧带新进行学习。 新句型有Shall we...，Let’s...和 I’d like to…

从文本结构来看，此文是以对话的方式呈现出Mr Hu和他的学生们进行的一个对野餐准备工作讨论的情景。篇幅长度适中，并且有角色分配，适合让学生分角色朗读。

从文本内容来看，讲述的是Mr Hu 和他的孩子们对于野餐准备工作的一个讨论，使学生结合实际，运用所学。

1. **设计思路**

本课的教学思路主要体现在以下几个方面：

1. 导入。课堂以一段欢快的英文动画作为导入，引出picnics are fun这个主题，同时让学生感受快乐和轻松的学习气氛，激发学生的学习兴趣。
2. 单词及句型教学。本课时的单词比较多，课文中也对各种食物进行了分类，所以根据食物的类别教授单词，让学生对食物的类别有一个更好的了解，并且通过教授单词、词组，再以同桌互作形式扩展到句型Shall we...，Let’s...及I’d like to… 的学习，为后面的课文学习做好铺垫。
3. 课文处理。通过让学生先阅读课文抓取信息，对课文有一个大概的了解，接着分角色进行朗读，浸润角色，理解内容。
4. 实际应用。以圣诞节为背景，六人为单位进行小组活动，活学活用今天本课句型及词汇，在此基础上，并根据自己的情景创设进行适当的知识拓展。
5. 作业。口头作业：听读第62页录音3遍并背出，笔头作业：抄写四遍新词汇。
6. **学情分析**

本班一共有52名学生，六年级学生有教强的表达欲望，喜欢表现自己，有很高的学习热情，乐于参与课堂活动。但是很大一部分数学生基础不扎实，并且两极分化严重，再加上六年级学生所掌握词汇，还不能很完整地表达自己的想法。因此在教学中，要有意识地一些用简洁的语言让学生适应全英语教学环境，还要及时给与学生积极评价，在设计一些教学环节时，注意降低难度，让基础比较薄弱的学生也能参与课堂。

**四、教学重点难点**

教学重点:

新单词：cola, nut, packet, spicy，新词组chicken wings, lemon tea， 以及新句型Shall we...?/ Let’s.../I’d like to…

教学难点：

1. 能够运用所学的新单词，词组和句型，结合教师所给的情景，完成短剧表演。
2. 部分单词的发音和朗读。

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| Topic | 6AU9: Picnics are fun | | period | | 1 |
| Teaching objectives | 1. To enable students to learn different foods. 2. To help students learn the sentence structures: Shall we...?/Let’s.../ I’d like to... 3. To guide students to work together and keep their interest in English by talking about foods. | | | | |
| Teaching focus | 1. To enable students to use ‘Shall we...?/Let’s...’ to make suggestions. 2. To enable students to use modal verbs to indicate preference: I’d like to... | | | | |
| Teaching difficulties | To help students use the sentence structures ‘Shall we...?/Let’s...’ and ‘I’d like...’ to make a dialogue in groups. | | | | |
| Teaching aid | Multi-media, worksheet, text book, blackboard | | | | |
| Teaching procedures | | | | | |
| Steps | Teaching activity | Learning activity | | Purpose | |
| Warming-up | 1. Play a video about picnics. | 1. Enjoy a video | | To activate students’ interest and to elicit the topic. | |
| Pre-task preparation | 1. Ask some questions to elicit the topic:  What are they doing in the picture?  Do you like picnics?  2. Ask students to brainstorm some food and drinks. | 1. Answer the questions.   2. Brainstorm some food and drinks.  Learn some new words and read the poem. | | To recall students’ memory about food and drinks. | |
| While-task Activities | 1. Organize a game: Odd one out.   2. Organize a pair work  3. Lead students into a situation of talking among Mr Hu and his students about the picnic.  4. Check the answer of the list.  5. Play the recording of the text and ask students to read and role-read the text. | 1. Find out the odd one and tell the reason.   1. Do the pair work with the partner. 2. Read the dialogue and find out what they are going to buy. 3. Read the text after recording and role-read the text. | | To help students learn some new words and phrases, and have an idea of food kinds.  To help students consolidate the sentence structures.  To consolite the food kinds and get a general idea of the text.  Help students to understand the text and get prepared for the short play. | |
| Post-task Activities | Make students to work in groups and make dialogues according to the suggested sentences. | Work in groups to make dialogues according to the suggested sentences. | | Help students consolidate what they have learned and try to use the sentence structures into our daily life. | |
| Assignment | 1. Listen to the tape, read the dialogue on P62 for at least three times and recite it.  2. Copy the new words and phrases for four times. | | | | |