

六年级下册英语第二单元

第一篇：六年级下册英语第二单元

六年级下册英语第 2 单元 教学设计

课题名称 Unit2 Last weekend 课时 1 教学重点 A 基础

目标 1.学习单词 weekend, drank, show, anything, else. 2.全体学生能运用: What did you do? I stayed at home with your grandma. We drank tea in the afternoon and watched TV . 3.掌握动词过去式的句子。 4.能朗读课文, 并能进行角色表演。

5.在小组的讨论交流中, 培养学生英语的综合运用能力。 B 核心目标 C 延展 目标

学习难点和兴趣点 全体学生能掌握重点单词及句型。

全体学生能运用过去式询问别人上周末的活动, 并会对其作出回答。 课前准备

多媒体课件 板书

设计 Lesson 1 Last Weekend What did you do last weekend?

I drink—drank am. is---was are---were 教学板块

(注明各板块设计意图) 教学思考和积累 (二次复备) Step 1: greeting T: hello boys and girls. S: hello MS Wang. T: good morning/good afternoon class. S: good morning/good afternoon MS Wang. T: nice to see you again. S: nice to see you, too. Step 2: warmer Review some words we have studied in last class. Dialogue practice 播放 Let' s try 的录音 Step 3 presentation

(1) 生阅读 let' s talk 的短文并圈出不认识的单词: was drank (2) 师讲解: drink—drank am. is---was are---were (3) 教师播放 Let' s talk 的课件, 并要求学生回答问题: what did mike' s grandpa do last weekend? (4) 教师再次播放 Let' s talk 的课件, 学生跟读并思考问题: How was your weekend? What did you do last weekend? What are you going to do next weekend? Step 4 practice (1) role-play 两人一组练习对话, 并请三组上台表演 (2)

make a report 向全班讲述自己的上个周末做了哪些事情。Step 5 homework (1) 听录音, 模仿对话 (2) 预习 p15 再实践 (课堂、课后作业) 设计 (1) 听录音, 模仿对话 (2) 预习 p15 教学反思

第 2 单元

课题名称 Unit2 Last weekend 课时 2 教学重点 A 基础

目标 1.能听, 说, 读, 写短语: cleaned my room, washed my clothes, stayed at home, watched TV 2.能听懂问句: what did you do? 并能做出相应的回答。3 能够运用新学的内容完成 “Do a survey and report” 任务。4.掌握动词过去式的句子。

5.在小组的讨论交流中, 培养学生英语的综合运用能力。B 核心目标 C 延展目标

学习难点和兴趣点 四个动词短语的读音和拼写, 掌握动词的过去式变化规则及其发音。课前准备

单词卡片 多媒体课件 板书

设计 Lesson2 Last Weekend clean-----cleaned my room wash-----washed my clothes stay-----stayed at home watch-----watched TV 教学板块

(注明各板块设计意图) 教学思考和积累 (二次复备) Step 1: greeting T: hello boys and girls. S: hello MS Wang. T: good morning/good afternoon class. S: good morning/good afternoon MS Wang. T: nice to see you again. S: nice to see you, too. Step 2: warmer 1. 日常口语练习

T: Good morning, boys and girls, who can tell me what do you usually do on weekends? S1: I usually do my homework... S2: 2. warm-up 导入新课

T: OK. How was your weekend? S3: It was fine... S4: Step 3 presentation 出示课件并让学生自己观察回答问题。1. T: How were their weekend? S1: MIKE cleaned his room and washed his clothes. (师注意物主代词的变换) S2: ChenJie stayed at home and watched TV. (1呈现词组: cleaned my room, washed my clothes,

stayed at home, watched TV 强调过去式的发音/d/, /d/, /id//学生跟随教师朗读词组。(2)呈现句型: What did you do? 师问生答。(3)生打开课本 P15, 听录音再次跟读。Step 4 practice(练习)(1)卡片识单词: 教师出示动词原形词组卡片学生说动词词组的过去式

(2) 主情景图问答练习: 出示 MIKE 微博截图, 操练句型 what did +主语+do? 主语+动词过去式 (3) Do a survey and report.操练句型—How was your weekend? What did you do?(4) summary: Last weekend two students washed their clothes... Step 5 homework (1) 抄写四会动词词组并做配套练习 (2) 询问同学及朋友的周末安排 (3) 预习 p16 再实践 (课堂、课后作业) 设计 (1) 抄写四会动词词组并做配套练习 (2) 询问同学及朋友的周末安排 (3) 预习 p16 教学反思

第 2 单元

课题名称 Unit2 Last weekend 课时 3 教学重点 A 基础

目标 1.能够了解 let' stalk 的大意, 并能简单复述对话。2.能听懂并能完成 part B Let' s try. 3. 能够了解单词magazine , better, faster的意思。4.培养学生正确的兴趣爱好. B核心 目标 C 目标

学习难点和兴趣点 1. Let' stalk 动词过去式的变化规则. 2.能在生活中灵活运用对话.课前准备

录音机及磁带 多媒体课件 板书

设计 Lesson3 Last Weekend magazine 杂志

better---good 更好

faster---fas更快 教学板块

(注明各板块设计意图) 教学思考和积累 (二次复备) Step 1: greeting T: hello boys and girls. S:hello MS Wang. T: good morning/good afternoon class. S: good morning/good afternoon MS Wang. T: nice to see you again. S: nice to see you, too. Step 2: warmer 1. 日常口语练习

2.播放 Let' s try录音, 并完成相应的练习 Step 3:presentation 1.教师展示自己昨天做的事情,和平时周末经常做的事情的图片,引导学

生注意时态的区别. 2教师对学生说: john and amy 正讨论想要去书店, 他们要买什么呢? let' s have a look! 3. 播放let' s talk活动的动画或录音, 请学生看动画或听录音, 教师通过简单的提问帮助学生理解课文大意。

4. What do they want to buy? 5. 教师通过单词卡片, 图片, 事物, 带领学生学习单词及短语, magazine, had a cold, slept, better, faster通过教师领读, 小老师领读, 组长检查, 熟练掌握单词。 6. 再次播放录音。

7. 思考 did john see a film last weekend?/ what did he do? 8. 小组讨论, 找出答案, 抽生回答。

9. 再次播放录音, 跟读, 要求学生模仿语音语调。 10. 生分角色朗读, 男女生读, 分组读 Step 4 homework 听录音模仿对话 预习 p17. 再实践 (课堂、课后作业) 设计 听录音模仿对话 预习 p17. 教学反思

第 2 单元

课题名称 Unit2 Last weekend 课时 4 教学重点 A 基础

目标 能听, 说, 读, 写短语: read a book , saw a film , had a cold, slept. 能听, 说, 会读时间短语: last weekend, last night, last Monday, yesterday, the day before yesterday 并能做出相应的替换. 掌握过去式的一般疑问句的形式: Did you like it? Yes, I did. 并知道关键词替换。能独立完成 Look and talk 的练习 B 核心目标 C 延展目标

学习难点和兴趣点 1. 能听, 说, 读, 写短语: read a book , saw a film , had a cold, slept; 能听, 说, 会读时间短语: last weekend, last night, last Monday, yesterday, the day before yesterday. 掌握过去式的一般疑问句的形式: Did you like it? Yes, I did. 动词过去式的一般疑问句及其回答。课前准备

录音机及磁带 多媒体课件 板书

设计 Lesson4 Last Weekend read a book last weekend, saw a film last night, had a cold last Monday, slept yesterday, the day before yesterday 教学板块

(注明各板块设计意图) 教学思考和积累 (二次复备) Step 1: greeting T: hello boys and girls. S: hello MS Wang. T: good morning/good afternoon class. S: good morning/good afternoon MS Wang. T: nice to see you again. S: nice to see you, too. Step 2: warmer (1) 日常口语练习 (2) 复习

Step 3: presentation(新课呈现)

(1) PPT 出示 John 的微博截图并提出问题: T: what did John do last Saturday? (板书 last Saturday) S1: He slept. (板书 slept) S2: He read a book (板书 read a book) (2) 出示动词卡片, 学生朗读, (3) 出示 Sarah 看电影的图片, 学生猜动词词组: see a film, 引出 saw a film (板书 saw a film) 学生跟读

(4) T: Sarah saw a film. Did you like it? (板书 Did you like it?) S1: Yes, I did (板书) S2: No, I didn't (板书) (5) 出示 John 感冒的图片: have a cold 引出动词的过去式 had a cold (板书 had a cold) 学生跟读

(6) 学生打开课本练习 Let's learn 的对话, 教师出示各种时间词并解释: the day before yesterday (后天) (7) 小结: 不规则动词过去式: do---did see---saw read---read sleep---slept have---had go---went step 4: practice (练习) 1. Look and talk 操练句型 what did Sarah/John/Mike... do yesterday/last Sunday /.....? Did he/she have a cold...? Yes, he/she did, No, he/she didn't 2. 小结

Step 5: homework 再实践 (课堂、课后作业) 设计 (1) 抄写动词词组及时间短语 (2) 听录音模仿对话 (3) 预习 P18 教学反思

第 2 单元

课题名称 Unit 2 Last weekend 课时 5 教学重点 A 基础

目标 1. 能听, 说, 认读单词 hotel, fixed, broken, lamp, loud, enjoy, stay 2. 能够了解 read and write 课文的部分大意 3. 了解意见书书写格式

4. 学生能在任务完成的过程中体会新语言的意义 5. 培养学生与人

沟通的能力 B核心 目标 C 延展 目标

学习难点和兴趣点 read and write的对话 知道基本的酒店入住礼仪 课前准备

录音机及磁带 多媒体课件 板书

设计 Lesson5 Last Weekend hotel---旅馆 fixed---修理 broken---破损的 lamp---台灯 loud---大声的 enjoy---享受 stay---逗留 教学板块

(注明各板块设计意图) 教学思考和积累 (二次复备) Step 1: greeting T: hello boys and girls. S: hello MS Wang. T: good morning/good afternoon class. S: good morning/good afternoon MS Wang. T: nice to see you again. S: nice to see you, too. Step 2: warm-up 1 (1) 日常口语练习 Step 3: presentation (1) 出示 PPT : Mrs Boom' s works

made the beds cooked the food cleaned the rooms (2) 出示 Mike 的建议卡及意见书 (3) 生个别读, 分段读, (4) 听录音跟读。全班读, Step4: practice 完成 p19 的练习

(1) Read the letter again quickly. find the sentences that describe pictures 1-3. (2) Circle all the verbs in the text and complete the table. (3) Read and finish the letter. Step 5: homework

再实践 (课堂、课后作业) 设计 (1) 听录音朗读 read and write (2) 预习教学反思

第 2 单元

课题名称 Unit2 Last weekend 课时 6 教学重点 A 基础

目标 1. 能够完成 Let' s check 的练习 2. 能够了解 story time 的大意

3. 学生能在任务完成过程中体会新语言的意义 4. 能够学会合理地安排周末活动 B核心 目标 C 延展 目标

学习难点和兴趣点 学生在故事的基础上, 能分角色用自己的语言表演故事。课前准备

录音机及磁带 多媒体课件 板书

设计 Lesson6 Last Weekend How was your weekend? It was a busy one. What did you do on Saturday morning? I _____ my schoolbag. 教学板块

(注明各板块设计意图) 教学思考和积累 (二次复备) Step 1: greeting T: hello boys and girls. Shello MS Wang. T: good morning/good afternoon class. S: good morning/good afternoon MS Wang. T: nice to see you again. S: nice to see you, too. Step 2: warm-up (1) 日常口语练习 (2) 复习

Step 3: presentation 1. Today zip with zoom are talking about weekend. Would you like to see? Ok, let's go and have a look. 2. 整体感知, 掌握大意, 激发兴趣。

看图, 听整个故事, 并且问: how was zoom's Weekend? 通过提出简单, 有针对性的问题来帮助学生理解文章大意, 培养他们带着问题阅读, 并做记录的好习惯。

3. 逐步理解, 解析课文, 讲练结合。

(1) 再听故事, 学习新单词, 并作相应句练习。

(2) 自读课文, 完成填空题, 帮助学生对课文内容进行梳理。

(3) 小组讨论, 完成填空。4. 通篇朗读短文, (1) 学生分角色朗读小故事并表演 (2) 复述课文, 表演课文。 Step 4: homework 再实践 (课堂、课后作业) 设计 (1) 听磁带, 跟读课文。 (2) 尝试背课文。

第二篇: 小学六年级英语下册第二单元测试题

小学六年级英语下册第二单元测试题

一 . 选出不同类的词。 () 1. A. sad B. angry C. happy D. trip () 2. A. heavy B. long C. taller D. strong A. do B. does C. is D. are () 2. What's the matter _____ you, Amy? A. for B. on C. with D. in () 3. My nose _____. () 3. A. meter B. foot () 4. A. finger B. nose () 5. A. funny B. quiet

二、按要求变化下列单词。

1. feet (单 数) _____ 3. sad (反 义 词) _____
5. bigger (原 级) _____ 7. young (比 较

级)_____9. strong(比较级)_____三. 连线。A 组 1. Nice to meet you. 2. How do you feel? 3. Where is the hospital? 4. What's the matter? 5. I have a flu. 6. How long is your pencil? 7. What day is it today? 8. How tall are you? 9. How heavy are you? 10. How big are you feet?

六、单项选择

() 1. How ___ he feeling? C. ton D. cm C. strong D. leg C. English D. young
 2. know(同 音 词) _____ 4. fat(比 较 级) _____
 6. centimeter(缩 写) _____ 8. kilogram(缩 写) _____
 10. funny(比较级) _____ B组

A. I'm sorry to hear that. B. I have a high fever. C. Nice to meet you too. D. I'm very happy. E. It's next to the cinema. F. I wear size 16. G. I am 35kg. H. It's Tuesday. I. It's 20cm. J. I am 160cm tall.
 A. hurt B. hurts C. is hurt D. are hurt () 4. I'm _____ a toothache. A. is B. are C. have D. has () 5. I'm laughing _____ the TV play. A. at B. on C. for D. in () 6. He is going _____ a trip. A. to B. on C. at D. in () 7. you _____ happy today. A. look B. looks C. looking D. look at () 8. I am so _____. A. excite B. very excited C. excited D. is excited

七、连词成句

1. sore is throat my (.)

2. Amy does feel How (?)

3. today you look so sad (.)

4. toothache I have (.)

5. failed I math my test

第三篇：六年级下册第二单元教案

Unit 2 What the matter , Mike?

第一课时

一、教学目标 知识与能力:

1. 能够听说读写单词和短语: have a cold, have a toothache, have a fever, hurt, have a headache, have a sore throat. 能够听说读句型: What's the matter, Mike? I feel sick. I have a fever. 并进行关键词的替换操练。

3. 能够理解会并吟唱 Let's chant 的歌谣。情感与价值观: 引导学生关注自然界中与我们共同生活的其他生命, 培养环保意识。

二、教学重点与难点

1. 重点是掌握 A-Let's learn 的四会单词和短语, 并询问别人的身体状况。2. 难点是正确拼写四会单词和短语。

三、课前准备

1、教师准备本课时所需的单词卡。

2、教师准备录音机和录音带。

3、教师准备本单元的挂图。

四、教学过程

1、preparation:

(1) 播放录音 PEP4Unit6 歌曲 "My father is a doctor." 2) 日常口语对话, 复习职业单词。

2、presentation:

(1) 教师出示 Let's start 的教学挂图, 说: Look! We have some new friends here. Who are they? What's the matter with them?,, 帮助学生回答, 并引导学生通过观察图片或教师的肢体动作来帮助学 生熟悉答句中的新单词和短语。(2) 播放 Let's chant 的录音, 重点领读句子: I have a headache. I have the flu.(3) 教师出示一支体温表, 说: This is a thermometer. If I have a fever, it will tell me. Let's see Mike. Mike doesn't feel well. He has a fever. 指着 Let's learn 的 图片的 Mike, 教学 "have a fever"。让学生看图片, 教授单词和短语: hurt, have a cold, have a toothache, have a headache, have a sore throat. 注意 headache 和 toothache 的共同

之处，帮助学生简单了解构词法。播放录音，让学生跟读单词。

3、practise 教师让学生读单词，叫到的同学，给他图片 (have a fever) ，问他：“What’s the matter, xxx?” 引导学生说：I feel sick. I have a fever. 解释 sick 单词。用同样的方法教授句型：What’s the matter, xxx? 要求学生回答并做出相应的表情。可以让学生两个进行操练。

4、production :

“看病”游戏。将学生分成六大组，每组选一张短语卡片。教师戴上医生的帽子提问：Cold, cold, who has a cold? 如第一组选中的是 have a cold, 这组学生就边做动作或表情边吟唱：Cold, cold, I have a cold. 用同样的方法进行操练，各组调换卡片继续该活动。

5、progress :

“敲敲打打”活动。

教师将所学单词或短语写在黑板上，然后把学生分成两大组，每组派一名代表站到黑板前。教师说单词或短语，请学生敲击听到的单词或短语，谁敲得既对又快得一分，最后得分高的组获胜。作业设计：

(1) 学生听读 P14-16 五遍。

(2) 学生背诵和抄写单词和短语 4 遍。板书设计

第二课时

一、教学目标 知识与能力：

1. 能够掌握四会句子：What’s the matter? My throat is sore. My nose hurts. 2. 能够听懂 Let’s try 部分，并能根据录音内容正确标号。3. 能够了解音标的音和形，并读出例词，并连线。情感与价值观：引导学生关注自然界中与我们共同生活的其他生命，培养环保意识。

二、教学重点与难点

1. 围绕话题“看病”展开的句型 What’s the matter? My throat is sore. My nose hurts 以及 Pronunciation 的部分。2. 难点是掌握四会句型。

三、课前准备

以上内容仅为本文档的试下载部分，为可阅读页数的一半内容。如要下载或阅读全文，请访问：<https://d.book118.com/208116122121007006>