**Unit 6 Food and lifestyle 教学设计**

**Reading 1**

**语篇类型：**说明文

**授课时长：**45分钟

**教材分析**

本部分是Kitty和Daniel对自己生活方式进行的一篇简要介绍，主要讲述了两人在饮食和锻炼方式上的习惯和差异，透过Kitty和Daniel两位同学，传递健康生活的理念，呼吁大家健康饮食、健康生活。全文共分为两部分，第一部分是Kitty的自述，作为健康生活的代表，Kitty饮食均衡、规律锻炼，正是学生可以模仿和学习的典范。第二部分则是Daniel的生活，Daniel过去极少运动、酷爱垃圾食品，但现在已经开始做出改变，并详细阐述了改变的计划。本文的价值取向在于通过阅读两位同学的自我介绍，了解什么才是健康的生活方式，对自身的饮食生活能进行准确定位、反思、改正，体现人与自我这一深刻主题意义。

**学情分析**

 本课内容贴近学生生活，很容易引起共鸣。塘桥初中毛黎萍老师所带的初一4班本班学生基础较扎实，学习热情很高，能使用英语进行信息的简单提取、处理，辨识语篇整体结构，传递信息，表达个人见解和情感。但七年级学生对抽象化的思考和概括能力仍有待提高，因此在讲授文章时更应注重培养学生的思维能力，以提高阅读素养。

**教学目标**

通过本课的学习，学生能够：

①通过阅读，获取两位同学有关饮食和生活的基本信息，并以正确的语音语调朗读。

②通过整体阅读、自读、合作读、集体读等多种学习方式梳理文本结构。

③以小组合作的形式分析、提炼两位同学的生活行为，并概括、总结真正的健康生活方式。

④就观看的小视频对盲目瘦身的饮食和生活方式进行辨析，体会身心健康的重要性，培养思辨能力。

**教学资源**

教材、多媒体课件、学案、黑板和粉笔

**教学过程**

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| --- | --- | --- | --- |
| **步骤** | **教学活动** | **设计意图** | **核心素养提升点** |
| Step 1Pre-reading | Free talkSs will have a free talk about what they have for three meals.Look and predictRead the title of the two articles and predict what they are about. | 从学生生活出发，唤起已有旧知，激发学生热情。看图和导读预测内容。 | 语言能力：语言表达、观点组织。 |
| Step 2While-reading | 1. Read and find

Ss read the two articles quickly and find out their food and lifestyle. 1. Read and learn

 Ss know how to write there hobby with love / like/ enjoy doing sth.1. Read and think

 Ss know what is the topic sentence. And Ss know the main idea about each paragraph. And have a practice to talk about the main idea. 1. Read and learn

 Ss know how to use frequency words to talk about their food. 1. Read paragraph 3 of Kitty’s article and answer

 Ss will know sweets have too much sugar. Cakes or sweets are bad for our teeth. Sugar is bad for our teeth. Ss have a practice with is bad for to understand.1. Retell Kitty’s food and lifestyle with key words.
2. Read paragraph 3 of Daniel’s article and fill the table.

 Ss will find his plan for sports and food. Ss will give their ideas to Daniel’s hobby. Ss know to use plan to do/ need to do to talk about their plan.1. Have a pair work to talk about Daniel’s food and lifestyle

 Ss will practice like / love doing sth and plan to do sth. | 读文章，找出两个人的饮食和生活方式，并尝试提出建议等开放式问题，培养思维能力。整体阅读文本，学习操练本课所学相关表达，为迁移创新活动做好准备。 | 语言能力：获取基本信息，归纳文本大意。学习能力：自主、合作学习。思维品质：思辨能力培养、比较不同。文化意识：健康饮食的思想渗透。语言能力：抓取细节。思维品质：思辨、质疑能力培养。学习能力：小组合作和个人学习相结合。语言能力：能够复述文本并进一步表达。 |
| Step 3 Post-reading | 1. Read and say

Ss will read Ms. Zhou’ s food and lifestyle carefully and give their advice to me with the structure: *I think you need to do…* *I think you should do…*1. Write and share about their food and lifestyle and give their advice.
2. Learn more advice

 Ss will know more advice to have a healthy lifestyle.1. Further thinking

 Ss will know: A healthy life == Healthy food + a healthy mind + a healthy lifestyle1.Summarize and advise Ss will work in groups, interview other group members’ diets and lifestyles and finish their own survey report. | 通过阅读老师的饮食和生活方式和提建议的任务回顾文本细节，并在文本基础上汇入更多思维火花，实现迁移创新。 | 文化意识：总结保持身心健康的三要素。 |
| Step 4Summary&Homework | 1.Retell Kitty’s and Daniel articles.2.Write about your food and lifestyle. |  |  |

**设计说明**

本课时首先通过整体读、分段读等方式获取表层信息，并强调正确语音语调朗读，实现听说能力提升；并侧重学习能力培养，引导学生进行看图思辨、回答问题、完成病例等方式阅读，以多种阅读手段增加学生阅读乐趣，激发学生阅读热情，提升学生阅读素养；同时挖掘文本背后深层次含义，即带领学生通过了解两位同学的生活方式，分析、思考其合理性，以深度思考促进学生思维品质发展；最后以了解老师和身边同学的饮食和生活方式、提建议的的方式实现迁移创新，增强文本代入感，更有效检验本课所学，做到输入到输出的转变。