初中英语报刊阅读New Way to Eat Meat文章教学设计

设计人：中天实验学校 朱思悦

|  |  |  |  |
| --- | --- | --- | --- |
| 题目设计 | Newspaper Reading  《 New Way to Eat Meat》 | | |
| 教学内容 | 通过对文章New way to Eat Meat的讲解，来分析吃过多的动物肉的缺点，从而得出植物肉的优点，最后引申到科技对人们生活的正面影响。  教学重难点：  1. 抓住文章主要信息，理解文章主要内容。  2. 学生对植物肉的优点、制作工艺、植物肉的特点，以及人们对植物肉的态度的了解。 | | |
| 教学对象 | 八年级学生，在学校大多数时间在阅读书本上的文章，很少有时间去阅读课外的文章，平时也没有阅读英文报刊的习惯，这是他们为数不多的报刊阅读经历。  报刊阅读不同于平时的单元文章阅读，涉及的范围比较广，有科普类、人文类、时事类等等。本课采用启发式教学，让学生在充满好奇心与求知欲的同时，探索植物肉这种高科技产品的潜力与前景。  以窄式的阅读，获得宽式的收获，培养浓厚的报刊阅读兴趣，掌握报刊阅读的方法，为以后广泛的英语阅读打下基础。 | | |
| 教学目标 | 1、让学生了解A new way to eat meat这篇文章的主要内容，把握报刊文章的行文的主线与支线，理解一些较难的重点句子。  2、培养学生的语言表达能力，让学生在归纳理由的过程中，通过辩论的方式，进行口头上的输出。  3、让学生能够辩证的看待问题，通过对植物肉的优缺点的分析与讨论，让学生明白问题都有两面性，培养学生全面看待问题的能力。 | | |
| 设计思考 | 本节课分为四个部分：  1、通过讨论得出真肉的缺点，从而引出植物肉的优点。  2、通过报刊文章的阅读，让学生对植物肉有深入的了解。  3、询问学生对待植物肉的看法。  4、分成男生与女生的阵营，男生反对植物肉，女生支持植物肉，进行辩论大赛。 | | |
| 教学过程 | | | |
| 教学步骤 | 教师活动 | 学生活动 | 设计说明 |
| Step 1 Lead In | T: Do you like meat or vegetables? What are the advantages and disadvantages of having meat? | The students will discuss in this part and tell the whole class about their opinions. | 设计了几个贴近学生生活的问题，让他们带着自己的真实的情感进行思考，快速进入今天阅读的主题。 |
| Step 2 Presentation | T: How do you know about newspaper? Let’s have an introduction of the newspaper.  (1) Which part is the title?  (2) Which part is the introduction?  (3) Which part is the body? | The students will learn about the key elements of the news. | 学生第一次接触报刊阅读，不是很了解报刊阅读的形式，向学生简要介绍报刊阅读的几个模块，让他们熟悉报刊文章的形式。 |
| Step 3 Read the main passage(para1-2) | T: Now boys and girls, let’s read the first two paragraphs and answer my questions. Can you tell me what is it and how popular is it? | The students will read this part quietly and answer some questions to get the main information. | 进入主阅读，通过几个问题，让学生得到文章前半段的主要信息。 |
| Step 3 Read the main passage (para3-4) | T: Why？What are the advantages of plant-based meat? | The students will read the next part and find the answer to the questions. | 进入主阅读的下半部分，让学生对这两段的内容有更深入的了解。 |
| Step 4 Watch a video to learn more about the influence that the meat has on the environment. | T: Why is plant-based meat better for the environment？ | The students can’t answer the questions, so they will watch a video to learn more about the background information. | 因为背景知识欠缺，补充一段相关的背景知识，让学生知道生产肉会产生温室气体等，对全球变暖有影响。丰富学生的背景知识，对文章有更深入的理解。 |
| Step 5 Learn more about the background information | T: Now let’s read some background information, and guess the meaning of these two words, technology and technique. | The teacher will teach the students some useful skills about vocabularies and the students will guess the meaning of these words. | 让学生更深入了解植物肉的制作流程，背后的科学原理。 |
| Step 6 Learn to read some forms and charts | T: Now let’s read the pie chart and forms. What do you know from the pie chart? | The students will answer the questions and learn to read the charts and forms. | 进行图表阅读的补充，指导学生读懂简单的图表，感受图表的表达更为简洁与直观。 |
| Step 7 Discussion | T: Can you accept the plant-based meat? Why? | The students will talk about their own opinions and tell others their reasons. | 学生通过谈一谈自己是否愿意接受植物肉，表明自己对植物肉的态度，内化植物肉的优点与缺点相关的信息。 |
| Step 8 Debate | T: Now I will give you more reasons to support what you are going to say, please take some notes and try to think how to fight back. | The students will take some notes and discuss in the group about the reasons to fight back. | 最后，再次通过辩论的形式，深入探讨植物肉的优缺点，培养学生的口语表达能力，以及辩证思维能力。 |
| Step 9 Further thinking  How does technology change our life? | T: Can you tell me how technology will change our life? Can you give me some examples?  T: Now I will give you some examples. | The students will think carefully and tell us their own opinions and give some examples about new technology. | 今天的课程以点带面，从植物肉入手，最后拓展到科技对人们生活的影响，让学生理解文章背后的道理，使得学生的思考更为丰满，思想得到升华。 |
| Homework | T: Write down an article about one kind of technology. | They will write down the homework and do the homework later. | 对今天所学的内容进行复习巩固，用写作的形式，将口头的输出变为书面的输出，使得学生对科技对人们的生活理解的更为透彻，思想得到进一步升华。 |