初中英语报刊阅读New Way to Eat Meat文章教学设计

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| 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。 |