**《基于多模态理论的初中英语深度学习研究》市级课题研究活动登记表**

**课 题 研 究 实 验 课 记 录 表**

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| 教者 | 王燕 | | 学校 | 雪堰初中 | | 时间 | | 2022.11 |
| 课题 | 7AU6TASK | | | | | 课时 | | 1 |
| 实验  目的 | **Teaching objectives:**   1. Knowledge objectives:   (1) To learn about Simon’s lifestyle  (2) Analyze the structure of Simon’s article   1. Ability objectives:   (1) Use the key words and expressions to express their own ideas.  (2) Learn more about lifestyles of different people.   1. Value objectives：   (1) Learn how to have a healthy lifestyle. | | | | | | | |
| 实验课范围 | | 课题组 | | | 班级 | |  | |
| 主 要 实 验 内 容 或 步 骤 | | | | | | | | |
| **Step1: Free talk**  T: Boys and girls, do you remember Kitty’s lifestyle?  (1) What does she love doing?  (2) How long does she dance? Why does she dance every day?  (3) What does Kitty eat for three meals?  (4) When she feels hungry, what does she eat? Does she eat sweet snacks?  (5) Why doesn’t she eat sweet snacks?  (6) Who can make a conclusion about Kitty’s three meals?  **Step2: Listening**  1. Listen and answer  T: Today we’ll read an article about Simon’s lifestyle. Please take some notes while listening and try to answer the following questions.  (1) What does Simon often do?  (2) What does Simon have for three meals?  2. Retell with useful expressions  T: Please retell Simon’s hobby and his three meals with the useful expressions below. For example:  For breakfast, Simon always has an egg./Simon always has an egg for breakfast.  S: He often plays football to keep fit.  S: He also eats baozi or mantou for breakfast.  S: …  **Step3: Reading**  Read and finish a table  T: Turn to page 78. Please read the article by yourselves and finish another table on the screen.  Retell with useful expressions  T: Can you tell me why Simon often plays football?  T: Why does Simon has an egg, baozi or mantou and a glass of milk for breakfast?  T: What about his lunch and dinner? Why does he eat them?  3. Analyze the structure of the article  T: From Simon’s article, we know that he lives a very healthy life. Do you know how to write an article to talk about your lifestyle? Let’s read Simon’s article again, and analyze the structure.  Para 1: name and hobby  Para 2: breakfast and reason  Para 3: lunch and reason  Para 4: dinner and reason  **Step5: Writing**  1. Before writing  (1) Revise five different kinds of food  T: Before writing, we should write the outline first.  T: The food you eat every day is the most important part in this kind of article. Do you remember the five different kinds of food?  S: Yes. They are vegetables, drinks, snacks, fruit and meat.  (2) Present more words about food  (3) Finish the outline.  (4) Pair work  T: Talk to your partners about your three meals with the useful expressions. Then I’ll choose some of you to speak in front of the whole class.  2. During writing  3. After writing  (1) Ask several students to read their articles before class.  Help correct the mistakes and find beautiful sentences. Offer scores according to the evaluation form.  (2) Students rewrite their articles.  4. Suggestions for health  T: Here are some suggestions for health. I hope all of you can live a healthy life after learning this unit.  **Step6: Homework**  Read your article again and correct the mistakes if there are . | | | | | | | | |
| 实验后的体会 | | | | | | | | |
| 这节课学生积极参加各项活动，我针对不同层次的学生设计不同的活动，本节课主要是写作文，我针对作文的结构，提供作文素材但前面活动多导致后面写作时间不充分以后备课要调整。 | | | | | | | | |