

B3U1 *Come and eat here (1)* 教学设计

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一、本单元教材内容分析：

本单元的中心话题是“健康饮食”，属于“人与自我”的主题语境下“健康的生活方式、积极的生活态度”子话题。这个重要的话题为所有学生熟悉，因为就是我们的生活中必不可少的，大部分对此相当感兴趣，甚至是“吃货”。当今社会中，随着生活节奏加快，一些不健康的饮食习惯随处可见。最近，国家层面注重强化国民身体素质，通过本单元的学习，对帮助学生培养良好的、均衡的饮食习惯具有重要意义。

二、本节课教学内容分析：

教材分析：人教版高一必修三第二单元的阅读课 *Come and eat here (1)*，是一篇记叙文，含配图，主题鲜明。

文章通过讲述王鹏和雍慧开饭店的不同风格、经营的不同菜肴，为吸引客源展开竞争，用菜肴的功效来宣传以及顾客对不同食品的不同反应，反映了现代人对饮食和对时尚的追求。这样的短篇故事令学生从中学习了健康饮食的知识，领悟膳食平衡对身体健康的作用，养成热爱钻研的好习惯。

三、学情分析：

- 1、此次上课对象为我校高一年级两个普通班的学生共 82 人。他们的英语基础参差不齐，但对英语有浓厚兴趣。
- 2、课前已布置作业要求学生预习课文，查生词，了解课文的大意。

四、教学重难点：

教学重点：

- 1、提升学生对记叙文的文本解读模式的理解和运用能力。
- 2、通过思维导图（流程图）有条理地梳理文本信息，提高知识整合的能力。

教学难点：

- 1、如何快速厘清故事的发展线索(clues)。
- 2、如何运用“故事山” (Story Mountain) 进行记叙文剖析。

五、教学目标：

1. 学生能逐渐厘清故事脉络，提升记叙文阅读理解中浅层的信息定位能力；
2. 学生能通过运用“故事山” (Story Mountain) 梳理故事的情节发展提升文学鉴赏能力。

六、教学过程：

Step 1: Warming Up

- (1) Ss watch a video clip of “What BMI doesn't tell you about your health”.

【设计意图】

采用精彩道地关于健康的 BMI 视频素材，在幽默的科普报道中，用辩证的眼光看待一直流行的 BMI(身体质量指数)这个指标，自然过渡到文章主题：健康。

Step 2: Lead-in

- (1) Ss look at the picture of BMI (Body Mass Index), getting to know more about it and their own “body type” in the aspects of being underweight, normal, overweight, obese or extremely obese.
- (2) Ss watch four BMI results of their peers and grow the awareness of keeping fit.

- (3) Ss open the books and turn to P10. Look at the illustration picture and focus on the SHAPE of the man (obese/overweight) and the woman (slim/underweight).

Step 3: Reading for main characters relationship.

- (1) Ss look at the title “Come and eat here (1) ”, answer Q1: Who said “Come and eat here”? Q2: Which place does “here” refer to?
- (2) Ss read the passage in 4 minutes and answer Q3: Read the passage and find out the relationship of the characters.

Step 4: “Story Mountain” Analysis

- (1) **Part I: Background: characters, setting (time and place) and beginning of the conflict.**

usually	→	today
full	→	empathy
Li Chang coming in	→	Li Chang hurrying by
usual morning	→	strange morning
happy	→	frustrated

- (2) **Part II: Rising Action (1): events leading up to the conflict.**

Ss sort out the actions and feelings of WP in restaurant and sense the upgrade in them by using specific verbs and adjectives.

- (3) **Part II: Rising Action (2): events leading up to the conflict.**

Ss sort out the actions and feelings of WP in the library and sense the upgrade in them by using specific verbs and adjectives.

- (4) **Part III: Climax: the highest point where the conflict reaches.**

Ss compare the strengths and weaknesses of WP and YH from different aspects to predict who will win the very competition coming next.

Step 5: Reading Comprehension

Ss judge the detailed statements to check whether they’ve been careful enough in reading the passage.

Step 6: Summary of the story.

Ss fill in the blanks to get the whole picture of the story.

Step 7: Prediction of what’s coming next.

Ss are guided to pay attention to the “falling action” after “Climax”.

Step 8: Homework

Ss are to preview *Come and eat here (2)*: P14-15, in preparation for the next lesson.

参考文献：

1. 《普通高中课程标准实验教科书》英语 3 必修教师教学用书.