

B3U1 *Come and eat here* (2) 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读写课 *Come and eat here* (2)是阅读课 *Come and eat here* (1)的续篇,是一篇记叙文，含配图，主题鲜明，学生看配图即可知结局。

文章讲述了经过一段时间的磨合，王鹏和雍慧将菜单合并，决定合作，提供给顾客既有能量又有纤维的均衡饮食。富有戏剧性的是最后两人结成连理，过上了幸福的生活。

这样的有趣味的短篇故事令学生从中学会如何改变饮食习惯，改善饮食结构，丰富饮食文化，富含教育意义。

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 review the “Story Mountain” plot of the last lesson and are guided to think “Since the the competition was on. If you were WP, what's your attitude towards the competition? Will you take it or not?”

【设计意图】

采用设问法，假设法，从上节课的高潮部分往“竞争”方向引导。

Step 2: Lead-in

(1) Ss watch a video clip of “10 reasons why you should compete”, and actually the first 5 reasons before the class and the last five at the end of the lesson considering that time is limited.

(2) 【设计意图】

告知学生应该积极参与竞争的理由，过渡到“如何参与竞争”，引导学生树立正确的价值

观。

(3) 过渡到王鹏如何参与竞争。

Step 3: Prediction:

(1) Ss look at the key words and sentences and answer Q1: Did the measures work effectively? Q2: Did he finally win his customers back?

Step 4: "Story Mountain" Analysis

Part 1: Conflict (冲突) :

Ss read para. 1 with three more questions in mind: "Q2: How did YH feel?" "Q2: How did WP respond?" "Q4: How did the writer describe the characters?"

【设计意图】

Vivid verbs are the engines of sentences and help to convey the image of a character.

Part 2: Falling Action: Events after the climax

(1) Ss read para. 2 with the question "Q5: What kind of persons do you think they are?" in mind.

(2) Ss act out the dialogue between WP and YH.

【设计意图】

引导学生如何正确处理冲突：注意说话语气、表达礼貌。

Part 3: Resolution: life afterwards

Ss get the happy ending of the story by scanning for key words and sentences.

Step 5: Reading Comprehension

Ss choose four multiple choices to check their understanding of the passage.

Step 6: Overall plot of the complete story (1) and (2).

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

Step 7: Theme of the story.

Ss are to discuss and list at least three possible themes of the story.

Step 8: More about literary device

Ss are to be introduced the new concept of "third person omniscient point of view" and to review five main elements of s short story: setting, characterization, plot, theme and point of view.

Step 9: Homework

Ss are to write down at least three points that they learned from the story in English

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.
2. “溯恩英语”