

xxxxxx 优质课评选教学设计

学科： 初中英语

人教版 七上

Unit 6 Do you like bananas?

Section B (2a-3b) Reading&Writing



No. 2

【Analysis of the Teaching background for this Unit】

The topic for this unit is food and eating habit. The main language function in the unit is talking about food, likes and dislikes and the eating habits for three meals every day in order for students to learn how to keep a healthy eating habit. So the students need to have enough preparation for language skills. First, they know the words about food; The grammar about the simple present tense the affirmative and negative statements, Yes/No questions and short answers; classifying countable nouns and uncountable nouns and the rules of singular and plural forms. In Section B, the topic of the reading is “Sports Stars Eats Well”. The teaching content of this unit is close to the students’ real life, with the purpose of encouraging them to have oral communication bravely, understand others’ likes and dislikes and know the importance of having a healthy eating habit. Students are able to talk about the food they like or dislike to express their own feelings in life in order to lay the foundation of mastering the new language functions by using what we’ve learned.

I . The list of teaching objectives and requirements in this unit

Topic	Food
Functions	Talk about likes and dislikes A: Do you like salad? B: Yes, I do. /No, I don’t. A: Do they like pears? B: Yes, they do. /No, they don’t. A: Does she like tomatoes? B: Yes, she does. /No, she doesn’t. I like oranges. I don’t like bananas. We like rice. We don’t like hamburgers. He likes ice-cream. He doesn’t like vegetables.
Grammar	1. The simple present tense to like 2. Affirmative and negative statements John likes salad. I don’t like hamburgers. 3. Yes/No questions and short answers A: Do you like bananas? B: Yes, I do. /No, I don’t. A: Does she like tomatoes? B: Yes, she does. /No, she doesn’t. 4. Countable nouns & uncountable nouns

	<p>Countable: hamburgers, eggs, oranges, bananas, apples, pears, carrots, vegetables, tomatoes, strawberries.</p> <p>Uncountable: milk, bread, rice.</p> <p>Both: food, fruit, ice-cream, salad, chicken.</p>
Words & Expressions	<p>1. Curriculum words</p> <p>fruit, banana, strawberry, pear, apple, vegetable, tomato, carrot, food, hamburger, bread, rice, salad, chicken, egg, milk, ice-cream, breakfast, lunch, dinner, birthday, star, habit, question, week, healthy, fat, right, eat, want, be, really, then, well, sure, so</p> <p>2. Useful expressions</p> <p>Think about, how about, ask ... about, want to do, after dinner.</p> <p>3. Non-curriculum words</p> <p>burger</p>
Strategies	To memorize the food words by classification
Culture	To acquaint with the common western food and the different eating habits between the eastern and western countries.

【Analysis of the Teaching background for this period】

I .Teaching objectives

By the end of the class, students will be able to achieve:

1. Language objectives :

i. to memorize and apply the knowledge in the following chart:

Words	Phrase	Tense	Sentences
star, eat, well, habit, healthy, really, question,	eat well, eating habits, healthy food	Present tense to like	1. I like bananas for breakfast, but I don't like eggs. 2. He likes salad for lunch, but he doesn't like hamburgers. 3. She likes chicken for dinner,

want, be, fat.			but she doesn't like ice-cream. It's not healthy.
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ii. to discuss likes and dislikes for the food and try to tell the reason.

iii. to write a paragraph to introduce the food for three meals independently.

2. Affect and Culture objectives

to comment an eating habit and reflect on one's own, though understanding the importance of having a healthy eating habit.

3. Learning strategies objectives

through reading comprehension, group work, demonstration and evaluation to promote writing by reading,

i. to classify the healthy food and unhealthy food with reasons

ii. to listen carefully to others taking.

iii. to write English sentences in logical order

II. Learning Situation Analysis

The topic of this class is very close to students' real life, so students can easily get into the situation. At the same time, the students have learned different kinds of food, the single and plural forms of countable nouns and uncountable nouns in Section A of this unit, and they have learned the simple present tense, the affirmative and negative statements. However, the difficult points for this lesson are to write about the food students like and dislike for three meals and they need to explain the reason why they like or dislike. So the teacher needs to build a scaffolding to help students write the sentences correctly and motivate their interest in English writing at the same time.

III. Teaching Key and Difficult Points

1. Key points: I like... I don't like... He/ she likes... He/ She doesn't like...for

breakfast/lunch/dinner.

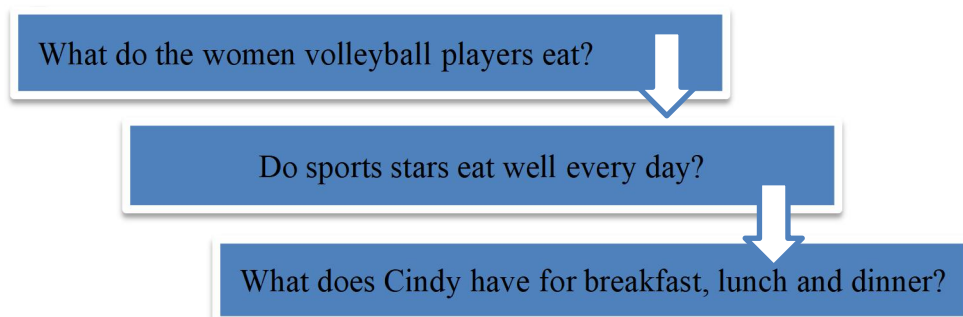
2. Difficult Points: Write about the food students like and dislike for three meals, and explain the reason why they like.

【Teaching Preparation】

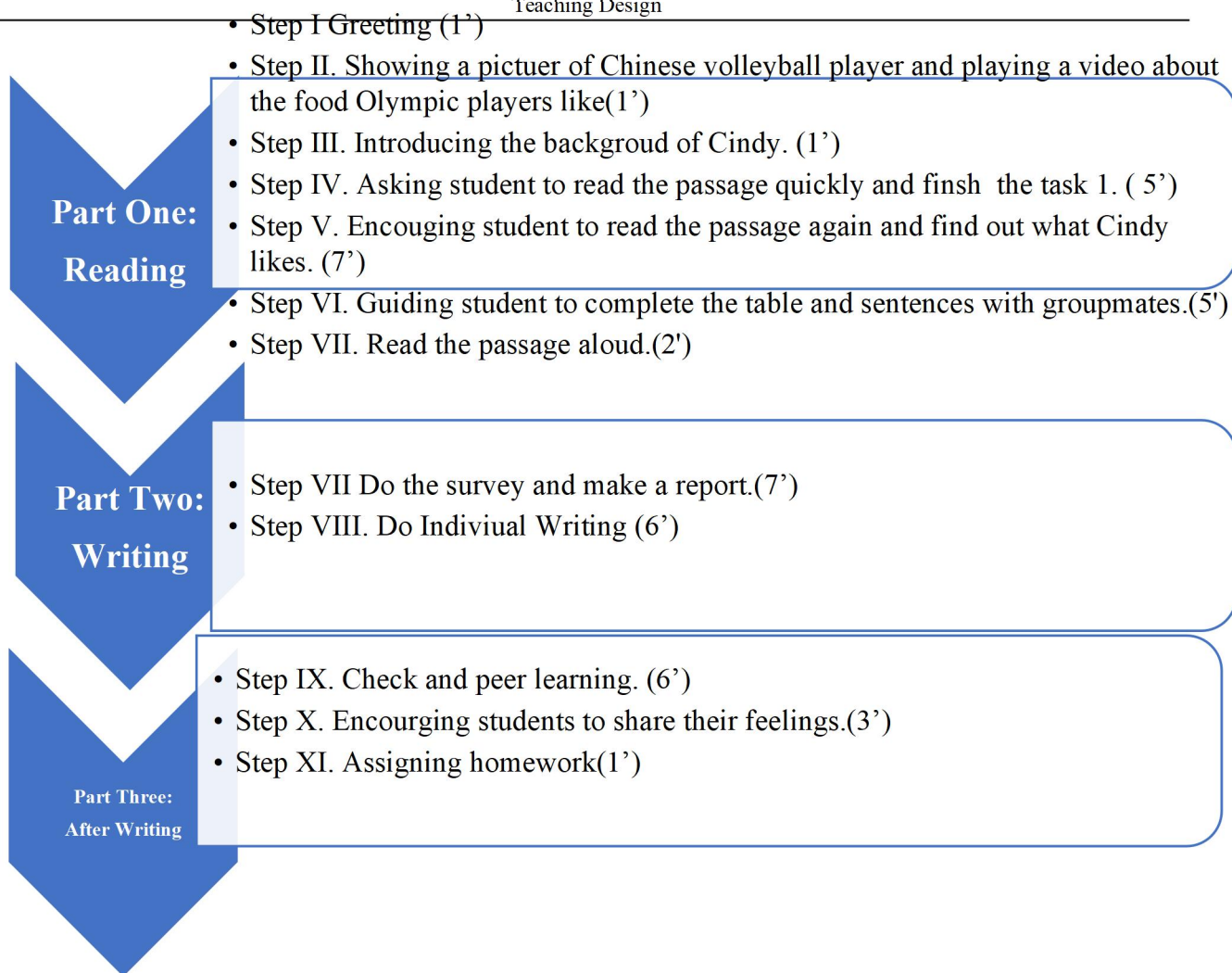
Preparation for Teacher	Preparation for Students
Media& PPT Word card Study Handout	food words

【Situation Creation】

In this class, I use a photo of Chinese Women volleyball team that won the world cup last month to lead into the topic of the new lesson. The volleyball players are tall, strong and healthy. What do they eat every day? Then I play a video about the breakfast for the Olympic players to create teaching scenes. At first, I ask the students to watch this video with the specific tasks. After that, I introduce the main character of this passage ---- Cindy Smith. Because she is very healthy and beautiful, students will have strong interest to know something about her eating habit.



【Teaching Flow Chart and Schema】



【Teaching Procedures】

Part One: Reading

Step I. Greeting and leading in. (4')

Teacher's activities: Warming-up, showing a photo of the national women volleyball players and play a video.

1. Greeting and sharing a photo of the national women volleyball players.
2. Playing a video about "The breakfast for the Olympic players".
3. Ask the students to watch this video.

Students' activities:

1. Watching the video carefully;
2. Thinking about what food they like.

Design Purpose: *To create teaching scenes with the vivid video; explore the topic for this lesson in a natural way, for the reason that the topic of this video can motivate the students' interest*

in the main topic of this lesson.

Step II. Pre-reading (1')

Teacher's activities:

1. Asking: Do sports star eat well every day?
2. Introducing the main character Cindy Smith to the class

Students' activities:

1. Answering the questions.
2. Thinking about Cindy's eating habit.

Design Purpose: *The food the students see in the video will get them to think about the question: Do sports stars eat well every day? Then an introduction to another volleyball sports star Cindy, will enable the students to feel very interested in her eating habit. This part can also help them go for reading part very naturally.*

Step III. Fast reading. (5')

Teacher's activities:

1. Asking student to read the passage quickly.
2. Explaining the two questions.
3. Sticking the food word cards on the blackboard.

Students' activities:

1. Answering the question: How many meals does Cindy have every day? What are they?
2. Circling the food words in the passage and sharing them among the whole class.

Design Purpose: *According to the reading strategies, skimming and scanning can help student to catch the main idea of the passage and find out the specific information in a text. From the two tasks, students can get the key words and useful information in the step of building up scaffoldings for the target language in the lesson.*

Step IV. Careful reading. (7')

Teacher's activities:

1. Questioning: Does Cindy like all the food?
2. Instructing students to put the food word in the right places in the chart.

3. Asking students the reason for Cindy's choice of food.
4. Requiring students to finish the sentences by using the words in the chart.

Students' activities:

1. Reading the passage carefully and work with groupmates to put the food in the right places.
2. Completing the sentences in task 3 on the handout.
3. Finding the answers in the passage.
3. Reading the sentences aloud.

Design Purpose: *"With reading promoting writing" is the regulation which is sum up by language learners. Analyzing the structure of article can give a specific guidance to writing. For the students in Grade 7, it's necessary and important for them to think more about the content, so I ask "why Cindy likes ...for breakfast? Why doesn't she like... for lunch?"*

According to the theory of SOAR for teaching material, Supplement, Omit, Adapt and Replace the teaching material are good ways to improve English learning. On the premise of respecting the textbook, in the view of the students' need, adaptation to the teaching material is necessary and feasible.. So I changed 2c into this step: Find out the key words and complete the key sentences.

Step V. Role play the conversation (2')

Teacher's activities:

Asking boys in part of David and girls in part of Cindy, to read the titles for them.

Students' activities:

Doing a Role play of the conversation.

Design Purpose: *Teaching is a process of providing the scaffolding for the students. Reading aloud can help students strengthen the key structure and sentences that they have learned in their minds. For the students in Grade 7., reading aloud is one of the most important sessions in each class.*

Part Two: Writing

Step VIA survey in groups and a report of the results. (6')

Teacher's activities:

1. Guiding students do the survey and complete the chart.
2. Allowing students have enough time to ask and answer with their groupmates and finish task

4 on the handout

Students' activities:

Discussing with group members and finishing the chart then giving a report in task 4.

Design Purpose: *With consideration of students personal feeling, they can first to give and get personal information only in a small group. The students can get the information from their classmates. It can reduce the anxiety about making their own personal information known to others and difficulties when they write. It can provide the scaffolding to the students for the writing activity of the next part*

Step VII. Individual Writing. (8')

Teacher's activities:

1. Asking students to write a composition by themselves.
2. Showing the standard for a good composition.
3. Giving the guidance among the class.

Students' activities:

Thinking about what food I and my friend like and dislike for three meals. Using the sentences which are learned in this class to finish writing alone.

Design Purpose: *This is a part of output. And it can check what students will have learned in this class. The writing standard for this topic is suitable for the students' writing. It can improve the students' independent learning ability, summarize and extend the learning ability.*

Part Three: After Writing

Step VIII. Report and show. (6')

Teacher's activities:

Asking 3 students to show and read their writings

Students' activities:

Listening to and checking the writings

Design Purpose: *By making a report, it can further review and consolidate what the students have learned in this lesson. Checking their classmates' composition by themselves is one of the most important forms of peer learning.*

Step IX. Expanding and sharing feelings. (2')

Teacher's activities:

1. Giving more information about this topic.
2. Asking students to think about what we've learned in this class.
3. What do you think about some food we like, but some people think they are unhealthy, for example, ice-cream, hamburger, chocolate, fat ..." and getting them to think about it and give their own answers in the next class meeting.

Students' activities:

Thinking about the ways to keep healthy and giving their opinions.

Design Purpose: *This part is helpful to extend their thinking about the topic. Thinking more ways to keep healthy can cultivate their divergent and creative thinking. Thinking about whether we should eat 'unhealthy' food or not can cultivate their critical thinking, so as to let them know every coin has two sides. We should learn to think about from one side and the other side at the same time.*

Step X. Homework (1')

Students can choose one of the following to do:

1. Share your eating habits with your classmates and rewrite your passage.
2. What food, sports and colors do your parents like and dislike? Write at least five sentences.

Design Purpose: *Students will internalize the knowledge they have learned by doing homework and learn to summarize the knowledge, and tailored homework for different students can improve the effectiveness of English homework design and students' performance. The assignments focus on individual differences of students and take care of students with different needs.*

【Blackboard Design】

Unit 6 Do you like bananas? Section B 2a-3c		
	😊 likes	☹️ doesn't like
breakfast	fruit	bananas
lunch	salad	
dinner	chicken	hamburgers
<p>For breakfast, Cindy likes _____, but she doesn't like _____.</p> <p>For lunch, she likes _____.</p> <p>For dinner, she likes _____, but she doesn't like _____, she thinks _____.</p>		