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| **课题名称** | 七年级下册 Unit 5 Animal friends第三课时：Reading 2 | | |
| **语篇类型** | 诗歌 | | |
| **授课时长** | 40分钟 | | |
| **语篇研读** | 【 What 】本板块的话题为“Poems about pets”，语篇为两首分别介绍宠物狗和宠物猫的诗歌，描述了宠物狗和宠物猫的外貌特征、性格特点、生活习性及与主人的关系。诗歌短小精悍，韵律感强，内容贴近学生生活，体现了人与动物之间的和谐相处模式。  【 Why 】诗歌通过对常见宠物的介绍，启发学生观察生活，鼓励学生深人思考人与动物之间的情感纽带，并用语言描绘宠物的独特魅力及其与人类生活的紧密联系，引导学生关爱动物、培养责任感，为增进人类对自然的理解和尊重、构建人与自然和谐共生的社会奠定良好的基础。  【 How 】本文的语篇类型为诗歌。两首诗歌结构清晰，语言简洁精炼，描写生动形象。第一首诗歌首句用夸张的手法展示作者对宠物狗的评价，接着用栩栩如生的语言描绘了宠物狗的性格特点和生活习性，最后在尾句表达了作者对宠物狗的感情与责任。第二首诗歌共有三小节：第一、二小节生动形象地描绘了宠物猫的外貌特征、生活习性和性格特点，第三小节点明了宠物猫和主人的情感联系。两首诗歌都通过拟人和对比的手法将宠物的样子活灵活现地展现在读者面前，如“He doesn’t just run after a ball”和“He can do wonderful tricks”, “Sometimes she climbs a tall tree”和“But never forgets to come back to me”等，突出了宠物狗的聪明机灵和宠物猫的敏捷温顺。此外，作者巧妙地用押韵体现诗歌独特的音韵美感，用韵律增强诗句的流畅性和节奏感，提升诗歌的感染力。 | | |
| **学情分析** | 【已知】学生阅读赏析了本板块两篇有关宠物的诗歌，梳理了其主要内容和细节信息，实现了知识的结构化。  【未知】学生可能对文中提到的一些新单词、新句型及特殊的英文诗歌题材不太熟悉。对于诗歌文体的押韵、语言、主题等内容，可能需要进一步学习和理解。  【能知】引导学生内化语篇有关宠物的语言知识和文化知识，并用所学语言知识介绍自己喜爱的宠物并尝试创作自己的诗歌，从而巩固结构化知识，促进知识向能力的转化。 | | |
| **教学目标** | By the end of the class, students will be able to:   1. Have a deep understanding of the two poems and know what makes a good poem; 2. Read more poems and learn to appreciate the beauty of poems. 3. Write their own poems about animals. 4. Understand animals are our friends and be kind to animals. | | |
| **教学评一体的教学设计** | | | |
| **步骤** | **学生活动** | **老师活动** | **步骤与效果** |
| **Step 1 Appreciation** | Read and enjoy the famous poem: *Thoughts on a Tranquil Night* by Li Bai. Think and appreciate its rhyme, theme and language. | Help students learn to appreciate the beauty of the three poems, and guide them to summarize the three keys of a good poem: good rhyme, good theme and good language. | 通过学习理解类活动，以问题链的形式引领学生研读语篇，深入思考语篇韵律、主题和语言，着力培养学生的语言能力和思维品质。 |
| 1. Read the first poem *My dog* aloud and pay attention to the rhyming words； 2. Read and find the key words and sentences that show the writer’s love for his pet； 3. Read and compare the two writing styles and find the usage of good language. |
| Read the second poem: *My cat* and fill in the blanks according to the rhyme. Read it again to find the writer’s love for her pet. |
| **Step 2 Application** | 1. Complete a poem about pigs with the rhyming words. 2. Read a poem about bears and think of its theme. 3. Read and enjoy the beautiful language of a poem about goldfish. | Encourage Ss to use the knowledge they’ve learnt to complete the tasks and practise the skills to write a good poem. | 通过应用实践类活动引导学生及时应用和内化新知，加深理解，加强实践。 |
| **Step 3 Creation** | 1. Have a group discussion about the animals Ss like including their looks and habits. 2. Work together to complete a poem about parrots。 3. Create a new poem about rabbits with the help of some key words. 4. Further thinking: How should we treat animals? | Provide pictures and useful expressions to help Ss write their own poems. Encourage them to share their poems in class. | 以迁移创新类活动创设真实情境，鼓励学生学以致用，积极输出，引导善待和保护动物。 |
| **Step 4 Homework** | 1. (must-do) Polish your poem about pets and share it with your classmates. 2. (choose-to-do) Find more English poems and enjoy them. | | |