

Keeping healthy 教学设计

单元名称: Unit 1 Keeping healthy

教材版本: 人教版(新起点)

授课年级: 五年级下学期

课型: 听说课

授课时长: 10 分钟

教学材料:

Unit 1 Keeping Healthy

Get ready.
What should/shouldn't you do?

eat too much candy go to bed early
eat too much meat exercise every day
tired
drink milk every day
drink too much juice
wash hands before eating eat with dirty hands

Please do your homework, Bill.
Sorry, Mum. I'm tired.
You are *always* tired. You should exercise every day and go to bed early.

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Lesson 1

A Listen and number. 🎧

B Let's talk.

Candy!
Fruit!
We shouldn't eat too much candy.
We should eat a lot of fruit.

C Think and write.

We (should, shouldn't) _____

We (should, shouldn't) _____

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Lesson 2

A Look, listen and say.

1. Look at the picture. Listen and answer: What's wrong with Frank?

Nurse: Hello, Frank. **What's wrong?**

Frank: **I've got a stomachache.** I often have stomachaches.

What should I do?

Nurse: **You should drink some water.** Here you are. Do you eat a lot of candy?

Frank: Yes, I eat some after every class.

Nurse: **You shouldn't eat too much candy.** Do you wash your hands before eating?

Frank: Not always.

Nurse: You shouldn't eat with dirty hands.

You should always wash your hands before eating.

Frank: OK!



2. Which should we do? Which shouldn't we do? Can you think of more?

	We should ...	We shouldn't ...
wash hands before eating	√	
eat with dirty hands		√
brush our teeth every day		
eat too much candy		
drink milk every day		
drink too much juice		
exercise every day		
go to bed early		

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B Let's play.

Look at the pictures. You are the nurse. Give them some advice.



I play on the computer a lot. Now I've got a headache.



I drink a lot of juice. Now I've got a toothache.



I watch TV late last night. Now I'm tired.



You should ...



You shouldn't ...

C Think and write.



What's wrong?

You should _____.

I am tired. What should I do?



I've got a _____.

What should I do?

You should _____.



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一、教材内容分析

本课选自人教版英语新起点五年级下册 Unit 1 keeping healthy 中 Look listen and say 和 Let's play 板块的文本。该文本讲述的是因为自身不良生活习惯而导致身体不适的小朋友们向医生寻求建议的故事。

该文本内容要求学生通过学习及运用“what's wrong?” “We should/shouldn't ...”等询问身体状况和给出建议的句型，学会对他人的一些不良习惯提出合理的改进建议。话题内容贴近学生的生活实际状况和心智发展水平，既为学生提供学习语言的素材，又隐含培养学生分析、逻辑推理、批判性思维品质，更培养了对身边的现象进行正确分析的能力和热心帮助他人的良好品德，实现多元目标。

二、学生情况分析

五年级的学生正处于童年期到青春期的过渡期，生理和心理都发生了明显的变化，是塑造良好生活习惯的关键期，本单元学习内容符合学生的学习和心理两方面的需求。

经过五年多的学习，学生在英语的语量、技能、方法等方面有了一定的储备。学生能对事物进行分析、推理和判断，能初步表达自己的见解和看法，能

通过听、说、读图推测、小组合作等学习策略感知、理解、习得语言的形式和意义。五年级的学生比较积极，对新事物感到好奇，而且五年级的学生容易不太专注，所以教师应该注意和学生的交流，提供学生运用英语表达自身想法的机会；创设情境，运用多媒体等手段吸引学生注意力。本课时之前，学生已经掌握了 *should, juice, go to bed, brush teeth, go jogging, sick, tooth* 等与建议、食物、作息、运动，身体部位等和健康相关的词汇和词块，并且掌握了用 *should* 提出建议的句型，具备了一定的提供建议的知识基础。但是学生尚未接触疾病名称，且对于听懂并从正常语速的一段对话中准确获取信息和提出全面且正确的建议有一定困难。

三、教学设计整体思路

本课开头教师通过自己的视频引出健康的话题。再以人教版英语新起点 Unit 1 *keeping healthy* 中 *Look listen and say* 和 *Let's play* 板块的文本为载体，创设情境，让学生担任小医生帮助因生活习惯不好导致生病的小朋友。通过让学生从图片中找到不良习惯，并给出建议，再让学生看视频听录音找出医生的建议。这样设计能培养学生看图的能力，充分给予学生表达的机会，并达到预设听力内容以及创造性补充文本的作用。再引导学生通过学习文本中医生给不同小朋友的建议对话文本，掌握健康的相关短语和保持健康方法。然后教师引导学生自主分析和整理他们提出的建议的不同方面，拓展学生思维。最后通过医生和小朋友的 *role-play* 活动将学习到的语言知识进行综合运用，发展学生的综合语言运用能力的同时，也提高学生的核心素养。通过任务型教学，四个层次递进的问题，逐步引导学生在感知、理解、体验、运用短语的过程中习得语言，通过让学生“发现问题——分析问题——给出建议——佐证观点——得出结论”等一系列的思维活动，逐步培养学生分析、逻辑推理的能力，发展批判性思维，在小组合作探究过程中掌握管养成良好习惯方法。

四、教学目标

在本次课结束后，学生能够：

- (1) 听、说、认读以下有关健康的单词；表达身体不适，询问别人健康状况及给出简单建议的短语：

Structures	Vocabulary
What' s wrong ... I' ve got a... What should I/we do? You/We should/ shouldn' t	too much, candy, drink. before, dirty, always, stomachache, headache, toothache

- (2) 通过图片分析、推理等方式对小朋友生病进行判断，了解不良生活习惯会带来的负面影响，从而明白讲卫生、合理饮食、作息规律的重要性，学会选择适合自己的、健康的生活方式，发展的批判性思维。
- (3) 总结提供有关身体健康建议的不同方面，较全面地提出建议
- (4) 在课堂中为病人们提出建议，养成热心帮助他人的良好品德。

五、教学重难点

(一) 教学重点：

在本课结束后，学生能够

(1) 听、说、认读有关健康的单词和词组如 stomachache, headache, dirty... . 运用有关健康的交际用语如 “I' ve got a...” “What' s wrong?” “You should/ you shouldn't ...” 表达身体不适,询问别人健康状况,给他人养成良好生活习惯的建议。

(2) 学生学习，明白养成良好习惯的重要性

(二) 教学难点：

在本课结束后，学生能够

(1) 了解不良生活习惯会带来的负面影响，从而明白讲卫生、合理饮食、作息规律的重要性，学会选择适合自己的、健康的生活方式

(2) 较全面地提出给予他人保持身体健康的建议并在医生和病人的 Role-play 中体现出来。

六、教学活动

步骤	教学活动	设计意图	时间&互动模式
Note: T=Teacher; Ss=Ss; 1'=1 minute;			

IW=Individual Work; GW=Group Work; CW=Class Work;			
Warm-up			
Step 1	T introduces herself by presenting a video of her own with good living habits.	To stimulate the Ss' interest of the topic, and invoke their background knowledge of health.	1' IW
Step 2	Free talk. T asks Ss if they live a healthy life and why.	To activate Ss' thoughts about health, understand Ss' basic description of healthy living habits.	1' IW
Pre-listening			
Step 3	T creates a situation asking Ss to be little doctors and help sick kids with bad living habits.	Set up a situation to create immersive teaching and help Ss build up awareness of helping others.	1' IW
While-listening			
Step 4	Ss match the illness with the picture	Ss learn the new words of sickness	1' IW
Step 5	Ss look at pictures of the sick kids and find out the bad habits that make them sick and give out suggestions. Then T shows the conversation between the doctor and the kids and Ss listen and find out the suggestions.	Ss learn and practice the vocabulary and sentence patterns of health. Develop ability of analysis, judging and accumulate for the language output. T uses the TBLT to allow Ss to creatively reconstruct the text during discussion. Through a series of thinking activities, such as finding problems -- analyzing problems -- giving suggestions -- supporting opinions -- drawing conclusions, Ss' analytical and logical reasoning ability and critical thinking can be developed.	3' IW
Step 5	T guides Ss to summarize the different aspects of suggestions they give.	Through summarizing, T guides Ss to independently analyze and sort out different aspects of their suggestions, and expand their thinking.	30s CW
Post-listening			
Step 6	T gives out the big task and asks Ss work in group and design the conversation between the doctor and kid and do the role-play.	Ss use the knowledge they have learned to design dialogues and solve problems through teamwork. It tests Ss' comprehensive language ability, expands their thinking, and helps them achieve the internalization, transfer and innovation of knowledge.	2' GW
Assignment			
Step 7	Ss are assigned to reflect on themselves or ask their parents about	Ss reflect on or consult their parents about their bad habits in	30s CW

	their bad habits and write down what should they do in the future.	life and write suggestions for improvement. Ss are encouraged to reflect on their bad habits and live a healthy life, while comprehensive their language ability being tested.	
教学资源	教材、bie 黑板、多媒体课件		

七、板书设计

