

莆田三中 英语优质 课教学设计

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开课班级：七年五班 开课地点：多媒体教室

Unit 3 Topic 3 What would you like to drink 教学设计

(一) 教学背景分析：

1. Analysis of the teaching contents 教学内容分析：

本课选自七年级（上）Unit3 What would you like to drink ? Unit3 中心内容是“保持健康”。本话题是这单元的高潮部分，通过康康在家招待客人，谈论饮食习惯以及人们在饭馆吃饭，学习有关饮食习惯的表达及常用的就餐用语，在此基础上了解中西方饮食文化差异，并注意培养健康的饮食习惯。该部分的主要句型和语法有：“what would you like to have?”，“would you like something to drink?”，“what about /why not …?”同时借助图片学习食特的表达，并初步了解可数名词与不可数名语的用法。本节课是一节听说课，重点活动是 1a 和 1c。为了避免以不同的形式重复相同的内容，我对教材内容进行了适当的整合，以使教学内容更加符合学生的需要。我先完成 2 Work alone，让学生谈论良好的生活习惯和不良的生活习惯，并通过问答导入 1c,学习、掌握 must 的用法，再谈论怎样保持健康的生活习惯引出本课重点内容 1a,接着完成 1b 和 3 Work alone。这样层层铺垫，让学生由浅到深，循序渐近掌握学习内容。新词汇的学习，主要通过句型、语境学说进行。这节课以听说练习活动为主，独立学习、小组合作学习相结合。

2. Students learning condition analysis 学生学习情况分析：

本节课的教学对象是七年级的学生，学生活泼、好奇心和求知欲望强，也具备一定的英语知识。但学生的词汇量掌握不多，平时较少用英语与他人交谈并表达信息。本课所涉及的有关健康的话题是他们较熟悉的，因此，他们学习的兴趣较浓。在知识积累方面，由于已学习了本单元前两个话题，学生已经掌握了有关健康的一定的词汇和句型，对语言学习的热情较高。

(二) Teaching objectives 教学目标

新课标指出要从英语学科的特点出发，激发培养学生的兴趣，帮助学生树立学习英语的信心，克服学习中产生的畏惧心理和困难，建立语感，掌握语言基本

知识和技能。因此，我把本节课的教学目标确立为：

1. Knowledge objectives 知识目标

The main activities are 1a and 1c. 本课重点活动是 1a 和 1c。

1. Knowledge aims

能根据已学语音、音标及发音规则，正确朗读下列词汇并在实际的对话操练中加以应用：

would, yourself, fish, chicken, rice, drink, juice, milk, water, vegetable, bread, hamburger, idea;

能借助图片学习食物的表达，并初步了解可数名词与不可数名词的用法并掌握其一般用法；

能掌握含有 would like 表达就餐意愿的表达法，

如：—What would you like to have?

—I' d like ...

在教师的帮助与指引下，通过对话操练、听力训练等活动学习、操练并巩固就餐用语，如：

(1) —What would you like to drink? —Apple juice, please.

(2) —Would you like some eggs, Maria? —No, thanks.

(3) —Help yourselves! —Thank you.

(4) —What about some...? —Good idea!

(5) —I would like an egg and some fish.

结合已学单词，了解字母 a 及其组合 a+ss/st/sk/sp, ar, ai, ay 的读音规则，并能根据发音规则进行单词的拼读和拼写。

2. Skill aims

能听懂有关饮食、就餐等的简单对话；

能就饮食进行交流并会使用常用的就餐用语；

能正确朗读对话，注意语音语调；

能写出食物名词和常用的就餐用语。

3. Emotional aims

在学习过程中，创设真实的情景，并采用小对话、小表演等灵活多样的授课方式，激发学生的好奇心和求知欲，培养学生学习英语的兴趣和积极主动的学习精神；

鼓励学生积极大胆，敢于模仿，增强学生学好英语的信心；

培养学生养成有礼貌地待人接物的习惯和素养。

The key points and difficult points

1. 学生能结合已学单词，了解字母 a 及其组合 a+ss/st/sk/sp, ar, ai, ay 的读音规则，并能根据发音规则进行单词的拼读和拼写。

2. 能在情景中用“就餐”这个话题进行对话训练与交流。

3. 能初步了解可数名词与不可数名词的用法。

Design ideas 设计思路

本节课的设计依据《初中英语课程标准》的相关理念，重点在于在教学过程中，突出学

生的主体地位，引导学生主动地获取知识，并注重师生之间、生生之间的相互交流，进一步巩固本课所学内容，并利用任务型教学，从听、说、读、写等方面使学生得到锻炼，在此学习过程中让学生体验合作、参与、交流的竞争快乐，从而突破本课的重难点。

VI. Teaching procedures

Step	Interaction pattern	Student activity	Teacher activity
Introduction (5 minutes)	1.The whole class work. 2.Individual work.	1.Focus their attention on the teacher. 2.Do duty report. Take out your family photo or your family tree. Show them to the class and talk something about your family members, their jobs, workplaces and so on. <i>e.g. This is my family. I have a big family, my grandparents, my parents, my uncle, my aunt, my cousins, my brother and I. My father is a doctor. He works in a hospital. My mother is a nurse. She works in a hospital, too. My uncle is an office worker. He works in an office.</i> ...	1.Greet students ready for learning. 2.Help the students to express correctly. Revise the expressions and functions in Topic 2.
Presentation (10 minutes)	1.The whole class work, individual work and pair work. 2. Group work.	1.Look at the pictures of food and drinks and learn to read the new words by yourself. Then check your pronunciation with your partner. Read the new words to the whole class to check the pronunciation. 2.Sit in groups. Discuss in groups. Think of the words about food and drinks you have learned (new words are also OK) and write	1.Show some pictures of food and drinks. Help the students to check their pronunciation. 2.Help the students to think of the words about food and drinks. Check the spelling on the blackboard

	<p>3. Individual work and pair work.</p> <p>1. The whole class work.</p>	<p>them down on the paper. Then the students from each group come to the blackboard to write down the words. The group which can write down the most words is the winner in this group competition.</p> <p><i>apple, pear, banana, orange, rice, water, vegetables, eggs, bread, cake, hamburgers, milk, chicken, fish, juice, watermelons ...</i></p> <p>3.Do 3. Look at the pictures in 3. Match the words with the pictures individually. Check the answers with your partner. Then divide the words into countable nouns and uncountable nouns with your partner. Try to find the rules of countable nouns and uncountable nouns.</p> <p><u>Countable nouns:</u> <i>bananas, vegetables, eggs, hamburgers, bananas</i></p> <p><u>Uncountable nouns:</u> <i>water, milk, juice, rice, bread, chicken, fish</i></p> <p>4.Look at the pictures of food and drinks. Answer the teacher's questions about having a meal.</p> <p>e.g.</p> <p><i>T: Would you like some eggs?</i></p> <p><i>Ss: Yes, please.</i></p> <p><i>T: What would you like to eat/drink?</i></p>	<p>in the group competition.</p> <p>3.Check the answers in 3 and help students to summarize the countable nouns and uncountable nouns.</p> <p>4.Use body language to demonstrate how to ask and answer the questions about having a meal.</p>
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	5. Individual work and pair work.	<p><i>Ss: I would like some rice/a glass of water, please.</i></p> <p>5.Do 1a. Look at the picture in 1a. Try to predict what the conversation is about. Listen to the conversation and complete the table in 1b. Check the answers with your partner. Then read 1a after the tape.</p>	5.Play the tape. Check the answers in 1b. Correct their intonation and pronunciation.															
Consolidation (5 minutes)	1.Group work.	<p>1.Do 1c. Sit in groups. Do a survey about what kinds of food and drinks your group members would like to eat or drink. Fill in the table first and then make up a new conversation in your group. Some groups act out the conversations to the class.</p> <table border="1" data-bbox="613 981 904 1113"> <tr> <td></td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> </tr> <tr> <td>Food</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Drink</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>e.g. <i>A: What would you like to eat, B?</i> <i>B: I would like to eat some rice.</i> <i>A: Would you like to drink some juice, C?</i> <i>C: Yes, please.</i> <i>A: What about you, D?</i> <i>D:Some chicken, please!</i> <u>(Don't forget to use "please" and "thank you" in your conversations.)</u></p>		A	B	C	D	Food					Drink					1.Help the students when they do a survey and make up their own conversations.
	A	B	C	D														
Food																		
Drink																		
Practice (10 minutes)	1.Individual work and pair work.	1.Do 2. Look at the picture in 2. Try to guess the missing words in the conversation before listening. Then listen and	1.Let the students predict the answers by looking at the picture before listening. Play the tape.															

	<p>2.Group work and the whole class work.</p> <p>3.Pair work.</p>	<p>check the answers. Read after the tape. Practice the conversation in pairs. Learn more about asking and answering the questions about having a meal.</p> <p><i>A: What about some ...?</i></p> <p><i>B: Good idea!</i></p> <p>2.Do 4a. Divide the class into six groups. Every group reads one group of words in 4a. Discuss in groups and try to find the rules of sounds about the letter(s) “a”, “ar”, “ai”, “ay” by themselves. Then one student in each group reads out the sounds and teaches the sounds to the whole class. Then the whole class listen to the tape and check the sounds. Read the sounds and words aloud after the tape.</p> <p><i>“a”</i>: /ʌ/, /ɔ/ <i>“a+ss/st/sk/sp”</i> : /ɜ/ <i>“ar”</i>: /ɜ/ <i>“ai”, “ay”</i>: /a/</p> <p>3.Do 4b. Read the words and circle the words with different sounds in each group. Then check the answer with your partner. The whole class check the answers together.</p>	<p>2.Play the tape and help the students check the sounds. Correct their sounds while they are reading.</p> <p>3.Give the students help when they have difficulties in reading the words.</p>
<p>Production (10 minutes)</p>	<p>1.Group work.</p>	<p>1.Do brainstorming. Sit in groups. Say the words about food and drinks as many as you can.</p> <p>e.g. <i>Food: egg, rice, noodle,</i></p>	<p>1.Help the students revise and consolidate the words about food and drinks in this section.</p>

	2.Group work.	<p><i>apple, pear, banana, vegetable, bread, fish, chicken, hamburger, dumpling...</i></p> <p><i>Drink: apple juice, pear juice, water, coke, coffee, milk...</i></p> <p>1.Make up new conversations with the given information in the table, using the expressions about asking and answering the questions about having a meal. Then practice in groups and some groups report to the class.</p> <table border="1" data-bbox="613 815 907 944"> <tr> <td></td> <td>A</td> <td>B</td> <td>C</td> <td>D</td> </tr> <tr> <td>food</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>drink</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>		A	B	C	D	food					drink					<p>2.Help the students when they need. Make sure they speak in English and use the countable nouns and uncountable nouns correctly.</p> <p>3. Assign homework: Read 1a fluently and recite it; Review the words and expressions in this section; Collect more words about food and drinks from books, newspaper, magazines, or the Internet; Preview Section B-1a.</p>
	A	B	C	D														
food																		
drink																		

Blackboard design

What would you like to drink?		
Section A		
<p>1. —Help yourselves! —Thank you!</p> <p>2. —Would you like some eggs, Maria? —No, thanks.</p> <p>3. —What would you like to drink? —Apple juice, please.</p> <p>4. —What about some ...? —Good idea.</p>	<p>yourself</p> <p>would</p> <p>fish</p> <p>chicken</p> <p>rice</p> <p>drink</p> <p>juice</p> <p>milk</p> <p>idea</p> <p>water</p> <p>vegetable</p>	<p>Sounds:</p> <p>“a”: /ʌ/, /ɔ/, /ɜ/</p> <p>“ar”: /ɜ/</p> <p>“ai”, “ay”: /a/</p>

bread
hamburger

教学评价：

这节课基本做到了让学生在自主、合作、探究的学习气氛中度过，既顺利地完成了教学任务，又使学生了解了预防流感的基本知识。这有利于提高学生基本卫生知识，促使他们养成良好的卫生习惯，增强自我保护和防范能力。

1、教材处理做到了比较有创意，整个教学环节设计紧紧相扣、层层铺垫、过渡自然，体现了以学生为主体的教学理念。活动的设计符合学生的认知水平，是学生愿意接受并乐于参与其中的，收到了很好的教学效益。

2、在课堂活动设计中，体现了教材的整体性概念，通过丰富、生动的图片呈现，创设活灵活现的情境，使学生在轻松愉悦的氛围里感知、理解新语言材料，综合应用所学知识，教学内容设计形式多样，活动的设计符合学生的认知水平，强调课程以学生的学习爱好、生活经验和熟悉水平出发，符合本班学生的实际情况，难度适中，也不枯燥，尽量满足了不同层次学生的需求，学生愿意接受并乐于参与其中，收到了很好的教学效益。