

## I . Material analysis

本节课为该话题的第一节课，建议用 1 课时上完。主要活动为 Section A 的 1a 和 2a。

本话题围绕 Kangkang 和同学们为美食节做准备而展开。在 Section A 中，由 Kangkang 跟妈妈学做炒饭引出炒饭和面条的制作过程和方法，要求学生掌握表示顺序的副词的用法，养成做事有规律、讲顺序的好习惯；语法重点学习由 **whether/ if** 引导的宾语从句。通过本课的学习鼓励学生在其原有的愿望和兴趣的基础之上，勇于实践、大胆尝试，培养学生的自主探究精神。

## II . Teaching aims

**Knowledge aims** :

1. 学习 **whether/ if** 引导的宾语从句。
2. 学习表示顺序的副词的用法。

**Skill aims** :

1. 能听懂有关食物制作的话题的对话，识别主题，并获取主要信息。

2. 能使用英语陈述食物的制作过程。
3. 能理解所给语言材料中事件的发生顺序和人物行为。
4. 能写出简单的文段。

**Emotional aims :**

在其原有的愿望和兴趣的基础之上，勇于实践、大胆尝试，具有自主的探究精神。

**III. The key points and difficult points**

**Key points :**

1. 学习 **whether/ if** 引导的宾语从句。
2. 学习表示顺序的副词的用法。

**Difficult points :**

使用英语陈述食物的制作过程。

**IV. Learning strategies**

注意发现语言的规律，如:副词的构词规则等，并能运用规律举一反三。

## V. Teaching aids

Computer multimedia projector, the pictures of oil, the pan, the pot, the cooker, pork, ham, onions, noodles and the bowl.

## VI. Teaching procedures

Step	Interacti on pattern	Student activity	Teacher activity
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	<p>1. The whole class work.</p> <p>2. The whole class work.</p> <p>3. The whole class work.</p>	<p>1. Focus their attention on the teacher.</p> <p>2. Students read the invitation which they invite their friends to their class party.</p> <p>3. Students share the proverbs</p>	<p>1. Greet students ready for learning.</p> <p>2. Teacher asks the students to report the homework. Let the students read the invitation which they invite their friends to their class party.</p> <p>3. Teacher asks the students to share the <sup>4</sup>/<sub>24</sub> proverbs about food they</p>
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	<p>1. The whole class work.</p>	<p>1. Students talk about the cooker and the materials of food in the picture. Learn and master the new words.</p>	<p>1. Teacher shows the picture of 1a. Let the students talk about the kitchen utensils and the materials of food in the picture. Then teach the new words in groups using pictures or actions.</p> <p>(1) Words about kitchen utensils: <sup>5/24</sup>pan, pot, cooker, bow.</p>
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	<p>1. Individual work.</p> <p>2. The whole class work.</p> <p>3. Individual work.</p>	<p>1. Students listen to 1a and complete the table of 1b.</p> <p>2. Students check the answers.</p> <p>3. Students read 1a and underline the adverbs of manner.</p>	<p>1. Teacher teaches the new word ingredient . Play the recording of 1a, and ask the students to listen to 1a and complete the table of 1b.</p> <p>2. Teacher lets two or three students tell the answers.</p> <p>3. Teacher lets the students read 1a and underline<sup>6/24</sup> the adverbs of</p>
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	<p>1. The whole class work.</p> <p>2. Individual work.</p> <p>3. The whole class work.</p>	<p>1. Students read through 3a.</p> <p>2. Students listen to the passage and complete the Task 1.</p> <p>3. Students check the answers with the teacher.</p> <p>4. Students</p>	<p>1. Teacher asks the students to read through 3a.</p> <p>2. Teacher plays the recording of 3a for the first time, and lets students listen to the passage and complete the Task 1.</p> <p>3. Teacher lets two students tell the answers. Teach the word<sup>7/24</sup> and phrase hurry and</p>
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	<p>1. The whole class work.</p>	<p>1. Students read the whole passage of 2a and underline the new words</p>	<p>1. Teacher lets students read the whole passage of 2a and underline the new words.</p>
	<p>2. Individual work.</p>	<p>2. Students read 2a again and circle the step words in 2a.</p>	<p>2. Teacher asks students to read 2a again and circle the step words in 2a.</p>
	<p>3. Individual work.</p>	<p>3. Students put the pictures in 2b in the</p>	<p>Check the answers.</p> <p>3. Teacher lets<sup>8/24</sup> students put</p>

Teaching Reflection	The students do well in all the activities. They can grasp the usage of adverbs of sequence and manner. They also know that we should have a right order if we want to do something better.
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## VII. Blackboard design

Unit 7 Food Festival Topic 2 I ' m not sure whether I can cook it well. Section A
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<p>1. Words about kitchen utensils: pan, pot, cooker, bow.</p>	<p>1. careful + ly → carefully fine + ly → finely light + ly → lightly</p>	<p>1. First ... Next ... Then ... Finally ...</p>
<p>2. Words about materials of food: oil, pork, ham, onion, noodle.</p>	<p>slow + ly → slowly 2. cook ... carefully cut ... finely fry ... lightly</p>	<p>2. I ' m not sure <u>whether</u> ...</p>
<p>3. Words and</p>	<p>add ... slowly</p>	<p>3. Well done!</p>

<p>about actions: add, fry, cut up.</p> <p>4. Adverbs of manner: finely, lightly.</p>		
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### 精品教案

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，要求学生掌握表示顺序的副词的用法，养成做事有规律、讲顺序的好习惯；

语法重点学习由 **whether/ if** 引导的宾语从句。通过本课的学习鼓励学生在其原有的愿望和兴趣的基础之上，勇于实践、大胆尝试，培养学生的自主探究精神。

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#### Emotional aims :

以上内容仅为本文档的试下载部分，为可阅读页数的一半内容。如要下载或阅读全文，请访问：<https://d.book118.com/145112023323011224>