

教育格言：身教重于言传。

Unit 10 I'd like some noodles.

单元（章节）目标概说：

本单元 **Section A** 主要学习各种食物名称和点餐的基本表达。**1a-1c** 部分首先通过图文展现了餐馆里点餐的场景，并根据这一场景的特点呈现各种常见的食物名称，输入与点餐相关的核心句型。**2a-2d** 则在巩固 **1a-1c** 的词汇和句型基础上，增加了更为丰富的语言输入，不仅谈论食物的种类，还涉及中餐里常见的“大份，中份，小份”的词汇和语言表达等。**Section B** 重点是巩固学生对单元功能和语法结构的理解，通过阅读了解不同国家的饮食习惯。

一、单元（章节）教学重难点：

教学重点：

- ① —What would you like?
- ② —I'm not sure yet. Are there any vegetables in the beef noodles?
- ③ May I take your order?
- ④ —Can we have two bowls of beef soup then?
—Sure. What size would you like?
—Medium, please.

教学难点：

本单元要教会学生使用 “Would like ……?” “what kind of noodles would like? What size would you like ?”，和他人就食物进行询问点餐的语言表达能力。通过设置模拟情境对话，让学生在真实语言环境中使用所学句型，同时通过组织学生讨论、调查等活动，培养学生的口语能力、团队精神和合作意识。

二、单元课时安排：共 5 课时

1、Section A （1a-2d）___1 课

2、Section A(Grammer Focus —3c)___1 课时

3、Section B (1a —2c)___2 课时

4、Section B(3a---Self Check)---1 课时

主备教师		审核教师			
教 学 内 容		Unit 10 I'd like some noodles.			
教 学 目 标	知识与技能目标	1) 能掌握以下单词： noodles, mutton, beef, cabbage, potato, special, would, would like, order, bowl, size, tofu 能掌握以下句型： ① —What would you like? ② —I'm not sure yet. Are there any vegetables in the beef noodles? ③ May I take your order? ④ —Can we have two bowls of beef soup then? —Sure. What size would you like? —Medium, please. 2) 能了解以下语法：情态动词 would 的用法；			
	过程与方法目标	I . Warming -up and lead in II . Presentation			
	情感态度价值观目标	体会学习英语的乐趣，做到“在用中学”“在学中用”。 养成一个良好的饮食习惯。			
教 学 重 点、 难 点		1. 教学重点： 1) 学习掌握本课时的重点词组及表达方式。 2) 引导学生们做听、说的训练。 2. 教学难点： 通过 role-play 的方式掌握如何订餐等用语。			
教 学 准 备		教 学 方 法	课 时 数		
教 学 过 程					
教师教学活动与学生学习活动					教学补充部分

三、教学过程

I . Warming -up and lead in

1. Watch a video program about food and vegetables.
2. Ask and answer: What's your favorite food/drink/vegetables?

II . Presentation

1. (show some pictures of food on the big screen)

Present some new words and expressions to the Ss.

2. Ss learn the new words and expressions by themselves and try to remember them.

3. Work on 1a:

Read the words on the left and look at the pictures on the right. Write the letters of the food on the line. Then check the answers.

III. Game (Guess the food.)

(Show some pictures of food on the big screen)

Let Ss guess what food it is.

Ss try to guess the food and learn the words.

IV . Listening

T: In the following conversation, one man is ordering some food. Now, let's listen to the tape, find out the right noodles the person orders.

Play the recording for the Ss to listen and check the answers.

V . Pair work

1. Present the conversation in 1b on the big screen and ask Ss to practice it.
2. Make their own conversations using the noodles in the picture.
3. Let some pairs act out their conversations.

VI. Listening

1. Work on 2a;

T: Now, look at the pictures on the right, listen to the conversations and check the names of the foods you hear.

(Play the recording for the first time, students only listen carefully.

Then, listen to the recording again, and check the names of the foods.

Check the answers.)

2. Work on 2b:

(Play the recording for the Ss to listen and complete the sentences.)

Play the recording twice. The first time Ss just listen. And the second time, Ss listen and write down the words.

(If necessary, use the pause button to help Ss)

3. Check the answers.

VII. Pair work

1. Ask and answer questions with your partner. Use the information in 2a. 2. Show the conversations of 2a on the big screen to the Ss. 3. Make a model for the Ss. T: What kind of noodles would you like? S1: I'd like beef noodles, please. ... 3. Ss work in pairs and practice the conversations. VIII. Role-play 1. Ask Ss to read the conversation in 2d and find the answer to this question: What would they like? (They would like one large bowl of beef soup, one gongbao chicken, and one mapo tofu with rice.) 2. Check the answers with the Ss. 3. Ss work with their partners and role-play the conversation. VIII. Language points IX. Exercises Homework 1. Review the words and expressions in this period. 2. Role-play the conversation in 2d. 3. Write a short conversation to order some noodles you like in a restaurant	
板书设计	Section A (1a-2d) Drills: ① —What would you like? ② —I'm not sure yet. Are there any vegetables in the beef noodles? ③ May I take your order? ④ —Can we have two bowls of beef soup then? —Sure. What size would you like? —Medium, please.

教学反思	
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武都区东江初级中学

七 年 级 英语 学科电子备课设计方案

主备教师			审核教师		
教学内容	Unit 10 I'd like some noodles.				
教学目标	知识与技能目标	1. 语言知识目标： 1) 继续练习运用如何订餐或叫外卖等的用语。 2) 根据所提供的材料能运用所学的知识来补全对话。 3) 总结复习订餐时所用句型结构。			
	过程与方法目标	I . Warming -up and lead in II . Presentation			
	情感态度价值观目标	体会学习英语的乐趣，做到“在用中学”“，在学中用”。 养成一个良好的饮食习惯。			
教学重点、 难点	1. 教学重点： 1) 总结订餐所用语言及句子结构。 2) 学习理解情态动词 would 的用法。 3) 通用所学的知识在实际情境中订餐。 2. 教学难点： 1) 在较为真实的订餐语境中会运用学过的语言知识来补全对话。 2) 能掌握订餐的用法，并在实际情境中运用。				
教学准备		教学方法		课时数	
教学过程					
教师教学活动与学生学习活动				教学补充部分	
I . Grammar Focus. 1. 学生阅读 Grammar Focus 中的句子，然后做填空练习。					

- ① 你想要什么面条? _____
请给我来牛肉面。 _____
- ② 你想要什么碗的? _____
请给我来中碗的。 _____
- ②想来一个大碗吗? _____
好的。 _____
- ④在西红柿鸡蛋汤里有肉吗? _____
不, 没有。 _____
- ⑥ I'd = _____
- ⑦ She'd = _____
- ⑧ 不可数名词有: bread, milk, water, _____
- ⑨ 既是可数又是不可数的名词: salad, chicken, ice cream, _____

2. Ss finish off the sentences and check the answers by themselves.

3. 自主探究

II. 探究乐园

一、would like 意为 “想要某物”，常用句式结构：

1. 你想要点什么? What _____ you _____?

我想要一杯茶。 _____ a cup of tea.

你想要什么面条?

What _____ of noodles _____ you like?

你想要多大号的毛衣?

What _____ of sweater _____ you like?

(以上句型为有礼貌、委婉地表达征求对方的要求)

2. Would you like ...? 你想要……吗? 这 也是用来向对方有礼貌地语气委婉地 征求对方要求的句型。其答语为: Yes, please.

/OK. /No, thanks.

你想要一些牛奶吗?

_____ you _____ some milk?

是的, 谢谢。 / 不, 谢谢。

Yes, _____. / No, _____.

【拓展】 Would you like to do sth.? 你愿意做某事吗?

用来有礼貌地向对方提出建议或邀请的句型。答语常为 “Yes, I’d like to.” “Sorry, ...”

二、可数名词与不可数名词

1. 可数名词：可数名词有单数、复数之分。其复数形式一般要加 -s 或 -es。如：

potato—_____ ; tomato—_____

2. 不可数名词没有复数形式，只有单数形式。如：

some _____ (米饭); a lot of _____ (牛肉)

(1) 不可数名词表示数量的多少时, 必须与表示数量的名词连用, 即“数词+表示数量的名词(可数名词)+ of+ 不可数名词”, 如:

两玻璃杯果汁

三碗米饭

_____ of juice _____ of rice

(2) 不可数名词做主语时, 谓语动词只能用单数形式。例如:

在碗里有一些羊肉汤。

There _____ mutton soup in the bowl.

【拓展】如果不可数名词前有复数名词短语修饰时, 谓语动词须用复数形式。如:

房间里有两袋子大米。

_____ two bags of rice in the room.

III. Practice

1. Work on 3a. Tell Ss to complete the conversation with sentences on the right.

2. Ss work by themselves and complete the conversation.

3. Check the answers with the Ss.

4. Let Ss practice the conversations in pairs.

IV. Practice

1. Work on 3b.

Tell Ss to write questions and answers using the words in the brackets.

Give a model to the Ss.

What kind of noodles would you like?

2. 指导: 看提示词, 确定句子是对什么事情提问, 检查句子的语序是否正确。最后, 再根据自己的实际情况回答些问题。

3. Practice the conversation with your partners.

V. Survey

1. Look at the pictures. There are four kinds of special foods.

Who would like them, please make survey of you classmates.

2. Give Ss a model:

S1: Anna, What would you like?

S2: I'd like beef noodles with cabbage.

3. Write the result on a piece of paper and write a report.

4. Read your report in your group.

VI. Exercise

Homework

1. Remember the sentences in Grammar Focus.

2. Make some conversations to ask your friends what food they would like.

Write a short conversation.

教学目标	知识与技能目标	1) 能掌握以下单词：dumpling,porridge,onion , fish,pancake 2) 能掌握以下句型： ① I like dumplings,fish and orange juice ② i don't like onions,green tea or porridge..			
	过程与方法目标	I . Warming -up and lead in II . Presentation			
	情感态度价值观目标	体会学习英语的乐趣，做到“在用中学”“在学中用”。			
教学重点、 难点	1. 教学重点： 1) 通过进行听、说的训练，来提高学生们综合运用所学知识的能力。 2. 教学难点 听力训练				
教学准备		教学方法		课时数	
教学过程					
教师教学活动与学生学习活动				教学补充部分	
I . Warming -up Let's watch a video and learn. II . Presentation 1. (show some pictures of food on the big screen) Present some new words and expressions to the Ss. 2. Ss learn the new words and expressions by themselves and try to remember them. 3. Work on 1a: Read the words in the chart and look at the pictures below. Write the letters of the foods or drinks on the line. Then check the answers. 4. Let Ss try to remember the new words and expressions. III. Pairwork 1. Circle the things you like in 1a. Put an xnext to the things you don't like Then tell you partner what you like and don't like. Sa: I like dumplings, but I don't like noodles. Sb: Well, I like fish but I don't like meat.					

2. Work in groups. Talk about what you like and what you don't like.
3. Make a list of things every one likes and dislikes in your group. Then give a report to your classmates:
In our group, Sa likes dumplings but she doesn't like noodles. Sb likes fish but she doesn't like meat. ...
4. Let some Ss give their report.

Work on 1c:

1. Ask Ss to read the ORDER FORM carefully.
2. Play the tape for the Ss to listen and complete the food order form.
(Play the recording for the first time, students only listen carefully.
Then, listen to the recording again, and write down the names of the foods.)

Work on 1d:

Listen again. Use the pause button to check the answers with the Ss.

V. Group work

1. Work in groups. Discuss what do you do or eat on your birthday?
2. Ss take turns to talk about it.
S1: I usually get many nice gifts from my parents. I usually have a nice dinner in a restaurant.
S2: My parents usually buy me some nice books and school things on my birthday.
S3:
3. Write down what your group members do on their birthday. And give a report to the class.
In my group, S1... S2... S3...

VI. Presentation

1. (show some pictures of the new words in the passage on the big screen)
Present some new words and expressions to the Ss.
2. Ss learn the new words and expressions by themselves and try to remember them.

	Section B 1a-1d 1a: 1.b 2. a 3, e 4. h 5. c 6. e 7. b 8. d 9. f 1b: I like dumplings, fish and orange juice. I don't like onions, green tea or porridge.
教学反思	

备课组长签字：时间：

武都区东江初级中学

七 年级 英语 学科电子备课设计方案

主备教师		审核教师	
教学内容	I’d like some noodles.		
教学目标	知识与技能目标	1) 能掌握以下单词：world, answer, different, cake, candle, age, blow, blow out, if, will, UK, candy, lucky, popular, cut up, idea 2) 能掌握以下句型： ① The answer would be different in different countries. ② The number of candles is the person's age. ③ In China, it's getting popular	
	过程与方法目标	I . Warming -up and lead in II . Presentation	
	情感态度价值观目标	体会学习英语的乐趣，做到“在用中学”“在学中用”。 了解世界各地的饮食文化，生日文化等事情，使学生们具有初步的世界文化观念。	

难点	1. 教学重点： 通过读、写、说的训练，来让学生们能真正在实际活动中运用所学的知识。 2. 教学难点 1) 带着问题快速阅读文章，获取相关信息，并提高处理信息的能力。 2) 应用相关句型进行口语表达。				
教学准备		教学方法		课时数	
教学过程					
教师教学活动与学生学习活动				教学补充部分	
I Presentation 1) Lead-in, Ask the students to watch a vedio about the birthday party. 2) Make the students answer the questions about the birthday foods and activities. 3)Discussion . Ask the students to discuss what they usually eat and do on their birthdays. II Reading 1)Scanning. Make the Ss scan the article and find the answers to the ‘T or F’ questions 2)Skimming . Make the Ss skim the article and find the answers to the four questions. 3)Task-based reading. Make Ss read the article carefully and fill in the chart. 4)Language points. Ask Ss to read after the tape one paragraph after another and find out the difficult points that they can't understand.Help Ss understand the basic target language. III. Practice 1)input Let Ss know more about different foods in other countries and the special meanings.					

2)Output Make Ss work in groups, plan a special birthday party for one of their classmates. Let Ss review the basic target language. 1) around the world 2) in different countries 3) the number of 4) blow out 5) in one go 6) come true 7) get popular 8) cut up V.Homework 1. Remember the new words and expressions in this period. 2. 用下列词汇造句： 1) around the world 2) in different countries 3) the number of 4) blow out 5) in one go 6) come true 7) get popular 8) cut up	
板书设计	Section B 2a-2c 2b: birthday cake, the wish will come true long noodles, eggs, a symbol of long life; symbol of life and good luck
教学反思	

备课组长签字：时间：

武都区东江初级中学

主备教师		审核教师	
教学内容	I'd like some noodles.		
教学目标	知识与技能目标	1) 继续练习运用如何订餐或叫外卖等的用语。 2) 根据所提供的材料能运用所学的知识来补全对话。 3) 总结复习订餐时所用句型结构。	
	过程与方法目标	I . Warming -up and lead in II . Presentation	
	情感态度价值观目标	体会学习英语的乐趣，做到“在用中学”“在学中用”。 了解世界各地的饮食文化，生日文化等事情，使学生们具有初步的世界文化观念。	
教学重点、 难点	1. 教学重点： 1) 通过进行听、说的训练，来提高学生们综合运用所学知识的能力。 2) 通过读、写的训练，来让学生们能真正在实际活动中运用所学的知识。 2. 教学难点 阅读训练与写作训练		
教学准备		教学方法	课时数
教学过程			
教师教学活动与学生学习活动			教学补充部分
I . Warming -up and revision 1. Check the homework and have a dictation of the new words and expressions. 2. Let some Ss retell the passage in 2b. II . Writing 1. Read the ads in 3a. Fill in the blanks with the words in the box. 阅读指导：首先，明白方框里单词的意思； 其次，阅读这个小广告，了解其大意；			

定空格处的意思。并确定应用哪个单词填空。

最后，再通读一遍广告内容，看短文是否通顺恰当。

2. 学生们按老师所指导的方法，认真阅读短文，并用正确的单词填空。

3. Check the answers.

III

1. Make sure the Ss know what to do.

(Imagine you have a special restaurant, write the foods and prices.)

2. Ss work by themselves and try to write the foods and prices.

3. 指导：可先列出食物名称，然后，再写出价格。最后，再用英语写出来。

e.g. burgers: 3\$ soup: 1\$

We have nice burgers for three dollars. The soup is only one dollar.

4. Let some Ss read out their sentences.

IV. Writing

1. Write an ad for you restaurant. These sentences structures may help you.

2. Let Ss read the sentences first, and try to remember them.

3. Let Ss make a list of the food and drinks in your restaurant.

4. Use the sentences structures and write the ad.

5. Let some Ss read out their ad. Show some good ad on the big screen as a model.

V. Self Check 1

1. Make sure Ss know what to do.

2. Check the answers.

VI. Self Check 2

1. Tell Ss they'll read some interesting jokes. Read the jokes below and fill in

2. 指导：这里是考查 there be 句型中的主谓一致原则及近主语原则的知识。

3. Ss read the jokes and fill in the blanks.

4. Check the answers with the Ss.

5. Let Ss act out the joke for fun.

VIII. Making a conversation

1. If you are in a restaurant. What should the waiter say to you? What should you say to the waiter to order? Now look at the clues below and write a conversation.

2. Ss read the clues and try to write a conversation.

3. Check the answers with the Ss.

VIII.Practice Homework 1. Review the new words and phrases of this unit. 2. Write a short ad for your uncle's noodle restaurant.	
板书设计	Section B 3a-Self Check 3a: specials, kinds, strawberry, bowl, order 3b: e.g. burgers: 3\$ soup: 1\$ We have nice burgers for three dollars. The soup is only one dollar. Self Check 2: 1. There is 2. There are 3. There isn't Making a conversation: May I take your order? Yes, please. Are there any vegetables in the soup? Yes, there are some carrots. What size of bowl would you like? I'd like the small one. Thank you.
教学反思	

Unit 11 How was your school trip ？

单元（章节）目标概说：

本单元的话题是谈论学校郊游，要求学生学会使用一般过去式讲述过去发生的事情，学会用一般过去时写日记。由于本单元介入了新的语法项目即一般过去时，因此整个单元所有的设置内容都要求学生使用一般过去时进行操练。本单元要求学生学会使用一般过去时的陈述句，一般疑问句及答语。应重点强调动词过去式的变化规则。

一、单元（章节）教学重难点：

教学重点： 了解一般过去时的定义，学会使用一般过去时描述过去发生的事情。

1a, 1b, 1c 主要是学习一般过去时的定义，能用一般过去时描述过去发生的事情，学会使用一般过去时的陈述句，及一般疑问句和答语，知道 go, milk, ride, feed, talk, take 的过去式。

2a, 2b, 2c, 2d 通过听力使学生巩固 1a 所学短语，能够理解一般过去时的对话，能准确抓住听力材料中的细节问题。能用一般过去时与他人谈论过去的事情。

教学难点：Grammar Focus, 3a, 3b,主要帮助学生总结一般过去时一般疑问句及答语的用法，重点帮助学生理解并记忆动词过去式的规则变化及不规则变化。通过填写短文及编故事的活动使学生掌握动词过去式的变化规则
2a, 2b, 2c 通过阅读短文使学生了解了解日记的写法，学会使用评价性语言。3a, 3b, 3c 学习如何用一般过去时写日记。引导学生网对本单元知识进行检测和总结。

二、单元课时安排：共 5 课时

- 1、Section A （1a-2d ）__1 课
- 2、Section A(Grammer Focus —3c)___1 课时
- 3、Section B (1a —2c)___2 课时
- 4、Section B(3a---Self Check)---1 课时

备课组长签字：时间：

武都区东江初级中学

七 年 级 英 语 学 科 电 子 备 课 设 计 方 案

主备教师		审核教师	
教 学 内 容	Unit 11 How was your school trip ？		
教 学 目 标	知识与技能目标	1、熟悉掌握 17 个单词及句型 2、学会谈论过去发生的事件	
	过程与方法目标	I . Warming -up and lead in II . Presentation	
	情感态度价值观目标	1、初识一般过去式 2、谈论过去的事件	

Did he feed chickens? strawberries on the farm? Yes, he did. He fed chickens. Did you go to the zoo? No, I didn't. I went to a farm. Were the strawberries good? Yes, they were. / No, they weren't. How was your school trip ? It was great. Step 4 : Practice (Listening and speaking) Step 3 Exercises 1a Match the phrses with the pictures. 1b Listen and circle the three things Carol did on her school trip in 1a. 1c Ask and answer questions about Carol's school trip. 2a Listen and check the questions you hear. 2b Listen again.Circle T for true or F for false 2c Ask and answer questions about Carol's visit to the farm. Step 5 :Tasks: 1 Look at the pictures and practice the dialogue A:How was your school trip? B: It was ...(boring/interesting/good/great...) A:What did you do on the school trip ? B:I went for a walk with my classmates. 2 2d Role-play the conversation 3.Groupwork: Make a survey. Ask your partners what they did last week. Then give a reporter. Step 6 : Grammar Focus (Get Ss read aloud) How was your school trip ? It was great ! Did you go to the zoo ? No, I didn't. I went to a farm. Did you see any cows ? Yes, I did. I saw quite a lot. Did Carol ride a horse ? No, she didn't. But she milked a cow. Were the strawberries good ? Yes, they were . No, they weren't.	Did they pick any Yes, they did . How were the strawberries? They were delicious. Were the strawberries Yes ,they were./No, they
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Step 6 Summary and Language points Step 7 Exercises :		
板书设计		
教学反思		

备课组长签字：时间：

武都区东江初级中学

七 年 级 英 语 学 科 电 子 备 课 设 计 方 案

主备教师		审核教师	
教 学 内 容	Unit 11 How was your school trip ?		
教 学 目 标	知识与技能目标	1、 学习掌握本节课的生词和短语 2、 学习一般过去时态 3、 动词不定式的规则变化和不规则变化	
	过程与方法目标	I . Warming -up and lead in II . Presentation	
	情感态度价值观目标	培养学生学习英语的兴趣和爱好。	
教 学 重 点、 难 点	1、 一般过去时态的用法 2、 动词不定式的规则变化和 不规则变化		
教 学 准 备		教 学 方 法	课 时 数

教学过程	
教师教学活动与学生学习活动	教学补充部分
Step 1： 1 Greeting How are you today ? How were you yesteday ? How was your last school trip ? 2 Free talk : T : Do you want to know something about your classmates’ school trip ? Now Ask your partner :What did you do on your school trip ? Then fill in the following chart. Step 2 : Pre -task : 1.Look at the pictures and fill in the blanks. 2.Write the past forms of the following verbs. 3. Check the past forms .Then ask Ss to summerize the rules of past forms of the regular verbs. Then explain the rules of past forms of the regular verbs Step 3 While -task 3a 1 Ask Ss to read the letters in 3a . 2 Ask Ss to complete Jim’s letter on the left and Bill’s reply on the right. 3 Check the answers .Ask Ss to pay attention to the past tenst verbs. 4 Explain the language points 5 Read the letters together. Step 4: Post -task 1. Challenge: Ask Ss to fill in the blanks according to the pictures. 2 Check the answers. Ask Ss to read the answers one by one. 3 Have a student read the letter out aloud. 4 Ask Ss to read the letter several times. Try to recite it. 5 Groupwork: Make up a story. Each student adds a sentence.If he or she can’t add a sentenec .He or she must sing an English song. You can begin like this: Last week I visited my aunt’s house. _____ _____ _____ _____	

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