Teaching plan for 7B Unit 4 Eat Well
Section A 2a - 2e

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一、教学内容分析

1. 单元内容分析

　　本单元主题是健康饮食，该主题属于"人与自我"主题范畴中生活与学习主题群中"身心健康"子主题，以及"人与社会"主题范畴中人际沟通主题群中"和谐家庭与社区生活"子主题。内容围绕食物这一主题展开。由大问题 How do we eat well? 启发学生健康饮食之道。

　　Section A 以 What do we like to eat? 导问。1a - 1d, 通过开篇图及听说作业导入单元主题。学生通过 1a 中的图片学习几个有关食物的名称，建立形与意的联系，为 1b 听力作铺垫。1b, 1c 通过听音勾选几位同学三餐的食物喜好。1d 鼓励学生询问同学一日三餐的食物选择。

语音知识部分：1、复习元音字母 o 在重读开音节中及闭音节中的发音规则，以及归纳字母组合 oa, oo, ou, ow 的常见发音。2、选择疑问句的语调，即前升后降。

　　2a-2e 部分：一个配图对话，Tom 与父母在一个中国餐馆里点餐时的对话。通过听读说等活动，训练学生的听力技能、提取和整理关键信息的能力，并能感受到中国饮食文化的影响力，初步感知健康饮食结构的重要意义。2d, 2e 的活动中，鼓励学生用所学点餐语言及选择疑问句完成点餐活动的同时，鼓励学生注重饮食均衡搭配。

　　Grammar Focus 部分：本单元核心语法项目为选择疑问句及可数名词与不可数名词。学生图出 3a 中的食品名词并判断其在具体语境下是可数或不可数名词。3b 通过填空补全对话，进一步指导学生在具体语境下运用可数和不可数名词。3c 的语段不仅巩固学生对可数名词与不可数名词的理解，还强化他们对健康饮食的认知。3d 创设新的语境，训练学生运用选择疑问句来巩固练习食品名称，合理构建饮食结构。

　　Section B 以 How do we make healthy eating choices? 为导问。本部分包括阅读与写作。
1a 复习健康食物选择的读前活动。1b 是一篇关于健康饮食的宣传教育简报，通过完成 1b, 1c 阅读活动，引导学生意识到健康饮食对身心健康的重要意义。1d 是阅读后的讨论活动。鼓励学生进行更深入的讨论和反思。

　　写作任务共有三个活动。学生先阅读 2a 中 Lisa 的贴子并找出她的饮食习惯，由此引导学生通过 2b 的三个问题反思自己的饮食习惯中的优缺点并能思考改善的方法。此外，这也给 2c 的写作作好语言素材的铺垫。

　　Project: 本单元的项目活动是制作一份餐馆菜单，复习本单元目标主词汇的同时，也融合已学知识或储备知识，能通过与其它同学的交流得到改进灵感。最后能模拟餐馆点餐场景。通过作务链的完成，进一步巩固本单元所学。再次升华本单元 "食物是生命""食物也是生活"的主题。

2. 单元主题框架图及本课在本单元的位置（★）
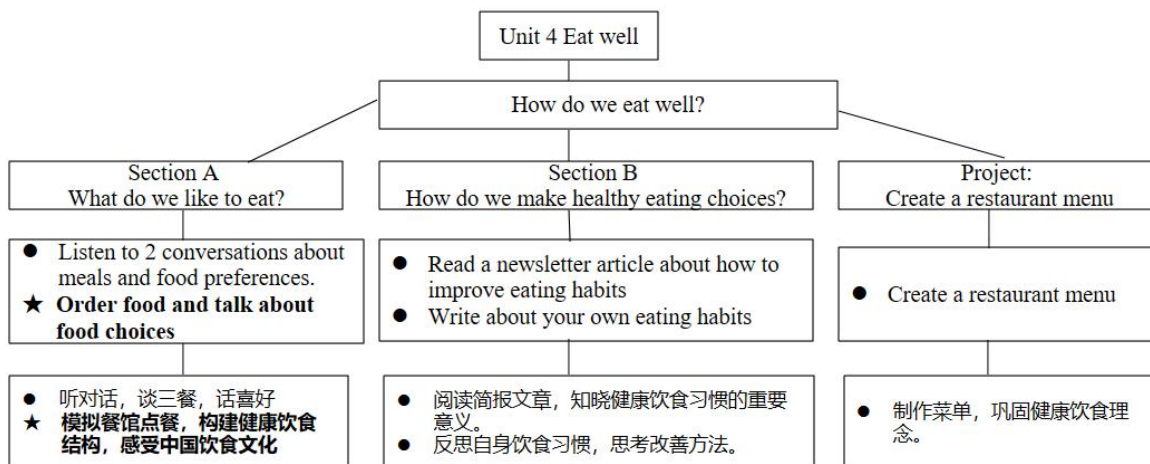
3. 本课时内容分析：

　　本课时是七年级英语下册（人民教育出版社 2024）第四单元的第二个课时。语篇是来自美国的 Tom 一家三口在一个中国的中餐馆里点餐时与服务员之间的对话。本课中学生通过听说读练等活动逐步学习在餐馆点餐时的语言表达，包括 What would you like to order? Would you like …? Would you like … or …? Do you have anything with …? What / How about …? 等功能语言。通过本课的学习，让学生了解到中餐的影响力在不断扩大。同时，激发学生进一步去探索、了解本土优秀美食文化。此外，引导学生明白健康饮食、均衡饮食的重要意义。

4. 本课中中国文化的影响与渗透：

　　Tom 这一家美国人显然对中国文化与中国饮食有一定的了解，这从他们一家人在美国就经常吃中餐可以看出，他们也明显知道在中国能吃到更加正宗的中国菜；此外，从全家人点的菜肴来看，均是有着丰富营养的健康食品，且结构合理。本节课中还有其它中国文化元素，如我们家乡成都的名菜麻婆豆腐，川菜中的经典菜肴宫保鸡丁、东坡肉，火锅等，以及享誉全球的北京烤鸭，均是中国人的骄傲。

二、学情分析：

　　初一下期的学生经过一个学期的英语学习，有一定的英语基础知识和听说能力。他们对健康饮食这一话题也很感兴趣。对此话题也有一定的语言知识储备。本班大多数学生为四川籍，可能对本堂课中的这些菜品及背后的文化有一定的了解，但对健康饮食结构的意识还不够强，通过本课学习，引导学生有意识地注意健康、均衡的饮食结构。

三、学习目标：

1. 能通过听读对话获取对话中人物在餐馆的点餐信息。
2. 能正确使用选择疑问句及其语调询问他人的食物选择。
3. 能在餐馆情境中，灵活运用所学点餐用语及食物词汇进行表达。
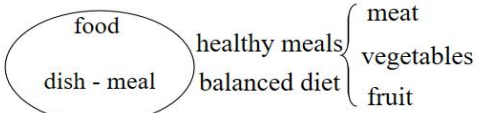4. 能通过对话内容的学习，感知中国饮食文化以及树立构建健康饮食结构的意识。

四、教学重难点：

1. 学生在提取语篇信息时容易遇到困难。不易找到父亲点的菜，也容易忽略汤姆点的第二道菜。
2. 学生对"宫保鸡丁""麻婆豆腐"的文化背景不够了解。
3. 学生在模拟点餐时，在灵活运用所学点餐语言时容易碰到困难，教师可在学生操练时给学生提供更加丰富的点餐用语。以便学生能更好地运用并内化。

五、教学过程

教学目标	学习活动	设计意图	效果评价
Step 1: Lead in			
复习引入话题，并能获取话题相关信息。检测学生的有关食物的知识储备。	Look at the pictures and name the food, get to know what a dish is, and what a meal is with the help of the pictures. Guess why Frank's restaurant is popular with the help of the picture and menu. Then look and match.	导入主题，创设情境，激发兴趣，激活相关知识。	观察学生回答问题的表现。了解其对食物的知识储备。
Step 2: Listen			
听两遍录音，注重培养学生专注听的习惯及勾画的习惯。	Listen for the first time and answer 2 questions. Listen again and circle the words you hear to complete the conversation. Underline the dishes the family order. Check the answers.	听力训练学生听力技能，扫读是训练学生快速捕捉关键字的能力。	观察学生听音时是否专注，是否通过关注关键字来扫读。

Step 3: Read for specific information			
通过阅读获取对话中人物在中餐馆的点餐信息，感知中国菜肴的影响力，中国人在饮食文化上的智慧与创造力。树立构建健康餐食结构的意识。	Read the conversation and complete the table. Share their opinions on Tom's choice of Gongbao chicken. Get to know some background of the dish if they don't know much about it. Infer from what Tom says Gongbao chicken is quite popular in the US. Share what they know about Mapo tofu. Watch a video about tofu and share what they learn from it.	培养学生阅读并思考的习惯，阅读时结合背景知识。 文化渗透：关注食物营养及饮食健康，引导学生构建健康饮食结构。豆腐历史悠久，体现了古代中国人的智慧与创造力。不断出新的豆腐菜肴既是传承也是创新。	观察学生能否快速并准确获取并整理信息。 引导学生能整合信息并理解信息间的关联。
Step 4: Listen for target language and pronunciation			
学习点餐语言，学习正确的语调。	Listen and find out the sentences about ordering food. Pay attention to the intonation of the alternative questions.	学习点餐语言，巩固语音知识，关注选择疑问句的声调变化。	观察学生能否把握目标语言。
Step 5: Post task			
能在餐馆情境中，灵活运用所学点餐用语及食物词汇进行表达。树立构建健康饮食结构的意识。	Discuss with partners the food they want to order in the restaurant and take notes. Work in groups of six, and role play a conversation with the waiter or waitress.	创设真实语境，巩固话题相关词汇及目标语言，训练学生的口语交际能力。	观察学生是否恰当运用目标语言，在学生需要时提供帮助。
Step 6: Assignment			
了解更多中国饮食文化。能灵活运用所学点餐用语及食物词汇进行表达。	1. You are required to learn about the origin of Mapo Tofu or Dongpo pork. 2. You are encouraged to practice with an AI language assistant, trying to order a healthy and balanced meal for your family.	鼓励学生借助 AI 软件完成学习任务，帮助学生形成新的自我学习的途径与方法。了解更多饮食文化。	

六、板书设计

Unit 4 Eat well
(2a - 2e)

food
dish - meal

healthy meals { meat
vegetables
balanced diet { fruit

Enjoy the taste
Admire Chinese culture
Treasure everyday life

Eat well, live well.

order food

How waiter asks
What would you like to order?
Would you like ... or ...?
We have .... Would you like that?

How family discuss
What / about about ...?
Good idea. / That sounds good.
We should also order ....
Can we order ... too?
Which ... would you like, ... or ...?
..., please.

Unit 4 Eat Well (Section A 2a-2e)

Match the foods with the names.

( )	( )	( )	( )

A. Beijing roast duck
B. Dongpo pork
C. egg custard
D. fish soup
E. Gongbao chicken
F. hot pot
G. Mapo tofu

( )	( )	( )	( )

What would you like to order at Frank's restaurant? Take notes.

Discuss
Would you like ... or ...?
Which ... would you like, ... or ...?

Share your opinions
We're a group of …
We'd like to order ... because ....
We'd like ... too because ....

Frank's restaurant

Menu

Specials
Dongpo pork
Gongbao chicken
Mapo tofu
Twice cooked pork
Sichuan fish slices

Soup
Fish and tofu soup
Egg and tomato soup

Vegetable dishes & salad
Seasonal vegetable
Sliced potato
Chicken cabbage salad
Chicken cucumber salad

Desserts and drinks
Strawberry cake
Blueberry ice cream
Orange juice
Peanut milk

Staples
Rice
Jiaozi

Pickles

Groupwork. Role play a conversation. Try to order a meal for your group.

☆Use correct language and tone
☆Order a balanced meal

A: Hello, welcome to Frank's restaurant. Here is the menu.
　What would you like to order?
B: We'd like to order a special. / What's the special today?
A: We have ... and ....
C: ......
D: ......
　　......

Useful expressions
☆What about ...? I heard it's ....
Let's try it.
☆Can we order ..., too?
☆We should also order ….
☆What soup would you like, ...
or ...?
☆Let's order some ... too. They
go well with rice.
☆ We'd like …, …., … and …
please.
☆ Thanks for your order. Your
food will be ready shortly.

1 Listen and repeat. Add one more word to each group.

	o		oa	oo		ou	ow	
/əʊ/	/ɒ/	/ʌ/	/əʊ/	/uː/	/ʊ/	/aʊ/	/əʊ/	/aʊ/
no home	hot clock	come done	coat roast	food school	look book	about trousers	own know	down brown

2 Listen and repeat. Notice the intonation.

A: Welcome to my home! First, do you want to play ╱ football or ╲ basketball in the garden?

B: Football!

A: Okay. Later, would you like to eat ╱ Chinese food or ╲ Western food?

B: Chinese food!

A: Nice! And after dinner, what about playing a ╱ game or watching a ╲ film?

B: Both!

A: Wow, you're full of energy! Yes, let's do it all!

2a Listen to the conversation and circle the coloured words you hear.

Waiter: Hello! What would you like to order / eat?

Tom: What about Gongbao chicken? We often have it in America, but it may taste different here. I'd like to try it.

Dad: Good idea!

Mum: Do you have anything with tofu?

Waiter: Yes. Would you like a hot tofu dish or a cold one?

Mum: A hot tofu dish, please.

Waiter: We have Mapo tofu. Would you like that?

Mum: Yes, please. We should also order some vegetables / a salad.

Dad: How about a chicken and cabbage salad?

Tom: That sounds good. Can we order / get soup too?

Dad: OK. Let's see ... Which soup would you like, chicken or fish?

Mum: Fish, please!

Dad: Sure. Now, would you like rice or dumplings / noodles?

Tom: Rice, please.

Mum: OK. Let's get that.

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2b Read the conversation and complete the table.

Person	Choice for the family meal
Tom	
Mum	
Dad	

2c Listen to the conversation again and pay attention to the intonation in the alternative questions. Then role-play it.

2d What food and drink would you and your partner like to order at a restaurant? Take notes and discuss your ideas. You can use the words to help you.

Beijing roast duck	cabbage	Dongpo pork	fish soup
hot pot	juice	Gongbao chicken	salad
strawberry cake	tea	beef noodles	yogurt

Food	Drink

2e Role-play a conversation between a customer and a waiter or waitress at a restaurant.

A: Welcome to our restaurant! Here is a menu for you. What would you like to drink?

B: I'd like ...

A: OK! Now what would you like to eat?

B: Do you have ...?

A: Yes, would you like ... or ...?

B: ..., please.