**Unit 8 How do you make a banana milk shake?**

**教学目标与要求**

话题：食物制作（Cooking）

功能：能正确描述制作步骤并依照指示语完成步骤（Describe a process & Follow instructions）

First, peel the bananas.

Next, put the bananas in the blender.

Then, pour the milk into the blender.

Finally, turn on the blender.

语法：1. 能掌握并使用祈使句（Imperatives）

Cut the three bananas.

2. 能正确区分可数名词与不可数名词（Countable/uncountable nouns）

We need three bananas.

I need some yogurt.

They need two cups of yogurt.

3. 能熟练运用How much/ How many提问（*How much/ How many* questions）

How much yogurt do we need?

How many bananas do we need?

4. 能正确使用表示序列的副词（Adverbs of sequence）

First … Next … Then … Finally …

词汇和常用表达：

1. 能正确使用下列词汇(Curriculum words)

shake, yogurt, honey, watermelon, spoon, salt, sugar, cheese, corn, machine, hole, sandwich, butter, piece, autumn, pepper, plate, temperature, pie, pour, add, dig, celebrate, serve, mix, fill, cover, traditional, finally

2. 能够正确使用下列常用表达(Useful expressions)

cut up, mix up, put … into, pour … into, turn on, a piece of, two cups of, three spoons of

3. 能够认读下列词汇(Non-curriculum words)

milk shake, blender, pot, popcorn, turkey, lettuce, peel, Thanksgiving, pumpkin, oven, mashed, gravy

语音：1. 能正确朗读较长句子，学会意群的停顿

2. 能正确使用升降调朗读句子并表达不同的情感

学习策略：1. 能通过分类的方法，掌握并正确运用可数与不可数名词

2. 能通过体验，掌握按顺序表达食物制作步骤的方法

文化知识：1. 了解中西方饮食文化的基本差异

2. 了解美国的感恩节

3. 了解中国传统节日的饮食习俗及地方风味小吃

**Section A 1 (1a-2d)**

一、**教学目标：**

1. 能掌握以下单词：

shake, milk shake, blender, turn on, peel, pour, yogurt, honey, watermelon, spoon, pot, add, finally, salt

2. 能掌握以下句型：

① ─How do you make a banana milk shake?

─First, peel the bananas…

② ─How many bananas do we need?

─We need three bananas.

③ ─How much yogurt do we need?

─We need one cup of yogurt.

3. 能了解以下语法：

掌握用how much 和how many对事物的数量提问。

4. 学会描述制作一些常见食物的过程，并能正确地运用表示顺序的词汇。

5. 通过制作食物的介绍, 培养学生的实际生活能力, 了解生活知识, 增长生活阅历, 培养实践操作能力和动手能力。

二、**教学重难点**

1. 教学重点：

1) 用how much与how many来对数量提问。

2) 描述过程的顺序词。

2. 教学难点：

能恰当地使用祈使句表达食物的制作过程。

**三、教学过程**

**I. Warming up**

1. Give some pictures of fruit and let Ss talk about: What’s your favorite fruit?

2. Give some pictures of drink and let Ss talk about: What’s your favorite drink?

3. Ask Ss: Do you like milk shake? Do you know how to make a banana milk shake?

4. Show Ss what we need to make a banana milk shake.

**II. Work on 1a**

Teacher shows the pictures to students, and makes students know the process of making milk shake. Then write down the key words on the blackboard.

How much How many peel first

One box of milk 2 bananas cut up then

put…into next

pour…in after that

turn on… finally

pour

2. Finish 1a. Ask Ss to write the names of the actions and fill in the blanks in the picture. Then check the answers.

3. Describe each action and ask students to repeat:

peel the bananas, cut up the bananas, put the bananas and ice-cream in the blender, pour the milk in the blender, turn on the blender; drink the milk shake.

**III. Listening**

1. Work on 1b:

Listen and put the instructions in order.

\_\_\_\_\_ Turn on the blender.

\_\_\_\_\_ Cut up the bananas.

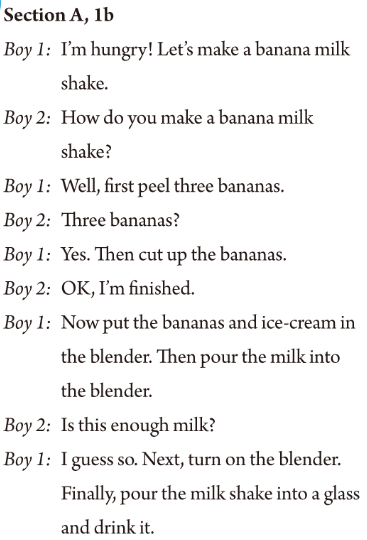
\_\_\_\_\_ Drink the milk shake.

\_\_\_\_\_ Pour the milk into the blender.

\_\_\_\_\_ Put the bananas and ice-cream in the blender.

\_\_\_\_\_ Peel three bananas.

2. Read the tapescript in pairs.



表达做某事的过程及方式时，如果程序较长可用first, next, then, …finally…来说明步骤，使叙述有条不紊。

祈使句: 表达说话者的要求

**IV. Pair work**

Work on 1c:

Cover the instructions above. Tell your partner how to make a banana milk shake.

**V. Listening**

1. Pre-listening

1) Let Ss talk about the following questions:

What did you have for breakfast?

How much/many \_\_\_\_\_\_\_\_\_ did you eat/drink?

2) Show some pictures to help Ss to learn the countable nouns and uncountable nouns.

2. Work on 2a

1) Play the recording for the Ss to listen and complete the chart.

2) Play the recording again and check the answers.

|  |  |
| --- | --- |
| How many | bananas |
| How much | yogurt |

3. Work on 2b

1) Let Ss read the chart below. Tell Ss that they should write the ingredients under the correct amount in the chart.

|  |  |
| --- | --- |
| one | watermelon |
| two |  |
| three |  |
| one cup |  |
| two spoons |  |

2) Play the recording for the Ss to write the correct answers in the chart.

3) Play the recording again and check the answers.

4) Listen again and complete the conversation.

G1: Let’s make \_\_\_\_\_\_\_\_\_.

G2: OK. Do you have \_\_\_\_\_\_\_?

G1: Yes, I do. \_\_\_\_\_\_\_\_\_\_ bananas do we need?

G2: We need three bananas.

G1: That sounds about right. What else?

G2: \_\_\_\_\_\_\_\_\_\_\_.

G1: \_\_\_\_\_\_\_\_\_\_ watermelons?

G2: Oh, only one small watermelon. And we need \_\_\_\_\_\_\_\_\_\_.

G1: \_\_\_\_\_\_\_\_\_ honey do we need?

G2: Let’s see. Two \_\_\_\_\_\_.

G1: Right. What else?

G2: \_\_\_\_\_\_.

G1: \_\_\_\_\_\_\_\_\_ apples do we need?

G2: Two should be enough. And \_\_\_\_\_\_.

G1: \_\_\_\_\_\_\_\_\_ yogurt do we need?

G2: A cup. Now what else do we need? Oh, do you have \_\_\_\_\_\_\_\_\_\_\_?

G1: I think so. \_\_\_\_\_\_\_\_\_\_ oranges do we need?

G2: Only one. This is going to \_\_\_\_\_ great!

**VI. Pair work**

1. Tell Ss to ask and answer questions about how to make fruit salad.

A: Let’s make fruit salad.

B: OK, good idea. How much yogurt do we need?

A: One cup.

B: How many apples do we need?

A: Let me think… We need two apples.

B: OK, and how much…

2. Ask some pairs to act out their conversations.

**VII. Role-play**

Show Ss the picture of Russian soup. Introduce the background of Russian soup to Ss.

1. Read the conversation and complete the chart below.

|  |  |  |
| --- | --- | --- |
| How to make Russian soup | | |
| Ingredients | | Amount |
| How many | cabbage | one |
|  |  |
|  |  |
|  |  |
|  |  |
| How much |  |  |

2. Read the conversation again and tell your partner how to make Russian soup.

3. Practice the conversation. Then let some pairs to act out the conversation.

**VIII. Language points**

1. Cut up the bananas.

cut up 切碎

e.g. Help me cut up the onion.

Cut up the vegetables.

【语境应用】单项选择。

— Alice, could you help me \_\_\_\_\_\_\_\_ the meat? I want to make some dumplings for dinner.

— OK. I’ll do it right away.

A. put up                 B. give up      C. use up                 D. cut up

2. Turn on the blender. 打开食物搅拌器。

turn on 打开

e.g. turn on the gas(煤气) / computer / TV / radio / light(灯)

反义词组是 turn off

注意：

如果其宾语为名词(短语)时，该名词(短语)位于turn on后面或者turn与on之间；如果其宾语为代词时，该代词应位于turn 与on之间。

e.g. Don’t turn on the blender / turn the blender on now.

I want to watch TV. Could you please turn it on?

【链接】open也可表示“打开”，通常指将原来关上或合上的东西打开，如open the door / window / book等，其反义词是close。

【拓展】

turn up 调高音量；露面

turn down 调低音量；拒绝

turn to sb. 向某人求助

turn around 转身；翻转

【语境应用】完成句子

1) I want to watch TV. Please help me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(打开它).

2) Andy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(打开他的电脑) and sent an e-mail to his friend.

3) Can you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(打开这些窗户)? It's hot.

4) 我听不清收音机里在说什么。你可以把它的声音调高点吗？

I can’t hear clearly what the radio is saying. Can you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

3. Then, add the cabbage, tomatoes and onion and cook for another 10 minutes.

然后加入卷心菜、西红柿和洋葱，再煮上10分钟。

此句为祈使句。

add *v*. 增加; 添加

【拓展】 add ... to ... 把……加到……

e.g. You should add some water to the pot.

another *adj.* 还; 再; 又

another 用于具体的数字之前, 表示一种 “追加”的功能，意为 “另一个; 再追加一个”。

another + 数词 + 可数名词复数形式

= 数词 + more + 可数名词复数形式

e.g. 我又吃了两个苹果。(翻译)

I ate another two apples.

= I ate two more apples.

【语境应用】根据汉语意思完成英语句子, 每空一词。

1) 你想把你的名字加到名单上吗？

Do you want to \_\_\_\_\_ your name \_\_\_\_ the list?

2) 他又跟我们一起多住了五天。

He stayed with us for \_\_\_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_.

**Ⅸ. Summary**

turn on 接通(电流、煤气、水等)；打开

cut up  切碎

drink the milk shake 喝奶昔

pour ... into ...  把……倒进……

peel the bananas  剥香蕉皮

one / a cup of yogurt  一杯酸奶

put ... into ...  把……放进……

after that  在那之后

another 10 minutes (=10 more minutes) 另外十分钟

add ... to ...  把……加到……上 / 里

one more thing  还有一件事

句型

1. **How do you make** a banana milk shake?

2. **How many** bananas **do we need**?

3. **How much** yogurt **do we need**?

4. **What's next**?

5. Finally, **don't forget to** add some salt.

**Ⅹ. Exercises**

I. 根据句意及所给首字母提示，补全所缺单词。

1. She s her son to wake him up.

2. They looked for the cat everywhere and f found it in a park.

3. Please a Susan’s name to the list (名单).

4. I usually have my coffee with two s of sugar.

5. As for fruit, Nick likes w best.

II. 根据括号内的要求完成下列各题, 每空一词(含缩略形式)。

1. Remember to wait for me at the bus stop tomorrow morning. (改为同义句)

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ for me at the bus stop tomorrow morning.

2. I missed the train and had to wait two more hours. (改为同义句)

I missed the train and had to wait \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_.

3. 让我们今天下午做杯草莓奶昔吧。 (完成译句)

Let’s make \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ this afternoon.

4. 削了胡萝卜皮，然后把它们切碎。 (完成译句)

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ and cut them up.

5. Ken打开了他的电脑，检查了他的邮件。 (完成译句)

Ken \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ and checked his e-mails.

**Homework**

1. Make a banana milk shake or some fruit salad for your parents and then write the process down.

2. Preview *Grammar Focus* on page 59.

**Section A 2 (Grammar focus-3c)**

一、**教学目标：**

1. 学习掌握下列词汇：sugar, cheese, popcorn, corn, machine, dig, hole

2. 能够正确运用祈使句发布制作步骤的指令。

3. 掌握正确运用how much和how many对事物的数量进行提问。

4. 能够熟练运用所学的知识，来正确描述做食物的过程，正确运用表示顺序的词。

5. 通过制作食物的介绍, 培养学生的实际生活能力, 了解生活知识, 增长生活阅历, 培养实践操作能力和动手能力。

二、**教学重难点**

1. 教学重点：

1) 复习巩固Section A1 部分所学的生词和词组，达到熟练运用的目的。

2) 熟练用how much和how many对事物的数量进行提问。

2. 教学难点：

1) 能够熟练运用所学的知识，来正确描述做简单食物的过程，正确运用表示顺序的词。

2) 掌握可数名词与不可数名词，并对其数量进行提问。

**三、教学过程**

**Ⅰ. Review**

How do you make a banana milk shake?

First, peel …

Next, cut up…

Then, …

Finally, …

**Ⅱ. Grammar Focus**

1. 学生阅读Grammar Focus中的句子，然后做填空练习。

How do you make a banana milk shake?

1. First, \_\_\_\_\_\_\_\_\_(剥皮；去皮) the bananas.

2. Next, \_\_\_\_\_\_\_\_\_(把……放入) the bananas in the blender.

3. Then, \_\_\_\_\_\_\_\_ the milk \_\_\_\_\_\_\_\_\_(把……倒入) the blender.

4. Finally, \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_(打开) the blender.

Countable nouns

\_\_\_\_\_\_ \_\_\_\_\_\_(多少) *bananas* do we need?

We need three bananas.

Uncountable nouns

\_\_\_\_\_\_ \_\_\_\_\_\_(多少) *yogurt* do we need?

We need one cup of yogurt.

2. 学生打开课本检查答案，对错误的句子，单独进行强化记忆。

**Ⅲ. Grammar**

1. First, Next, Then, Finally 表示顺序的副词，可用来表达制作步骤的先后顺序。

动词原形构成的祈使句

用以表示请求、命令、许可、劝告、建议、禁止等的句子叫做祈使句。

1) 以动词原形或Don’t + 动词原形开头, 没有时态和数的变化；

2) 暗含的主语是you, 但通常省略。

祈使句的肯定式

1) 以实义动词原形开头。

e.g. Come here.

Look at the map.

2) 以动词be开头。

e.g. Be a good boy.

Be quiet, please.

3) 以Let开头。

e.g. Let me have a look.

Let’s go!

【注意】

有时可在祈使句的句首或句尾加上please，使语气显得客气、有礼貌。如果在句尾加please，应该用逗号与前句隔开。

e.g. Come in, please.

否定的祈使句

1) 在动词原形前加don’t。

e.g. Don’t sit here.

Don’t be late.

2) 以let开头的祈使句, 其否定式有两种：一种是直接在句首加don’t; 另一种是“let +宾语+ not +动词原形+ (其他)”。

e.g. Don’t let him go.

Let Jim not play there.

【注意】

“No + 名词 / 动词-ing形式”表示禁止或规劝，常用于公共场所。

e.g. No photos!

No smoking！

2. 可数名词和不可数名词

名词按其所表示的事物的性质分为可数名词和不可数名词。

可数名词和不可数名词的区别

1) 可数名词一般有单数形式和复数形式两种 (少数可数名词单复数同形, 如sheep, Chinese等), 不可数名词没有单、复数形式。

2) 数词或many, some, a lot of等可直接修饰可数名词, 表示数量; 要表达不可数名词的量要用“数词+表示量的名词(有单数、复数形式变化)+of ”。如：

two books           one cup / bottle of water three spoons of honey

one bowl of rice     one box of milk two kilos of yogurt

3) 对可数名词的量进行提问时用how many(注意：how many后接可数名词的复数形式)；而对不可数名词的量进行提问时用how much。如：

This boy has three pens.  (对划线部分提问)

→How many pens does this boy have?

I ate two bowls of rice.   (对划线部分提问)

→How much rice did you eat?

【链接】

how much还可用于询问物品的价格, 意为“多少钱”。如：

— How much is Kate’s sweater?

— 60 yuan.

**Ⅳ. Practice**

1. Work on 3a

Circle the correct word in each question:

① How (much/many) bananas do we need?

② How (much/many) sugar do we need?

③ How (much/many) bread do we need?

④ How (much/many) tomatoes do we need?

⑤ How (much/many) cheese do we need?

2. Work on 3b

1) Learn some new words.

2) Complete the questions and answers. Then match them.

\_\_\_ 1. \_\_\_\_\_\_\_\_\_\_\_ do you make popcorn?

\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_ corn do we need?

\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_ do we do next?

\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_ salt do we need?

\_\_\_ 5. Now can we eat it?

a. Half a cup.

b. \_\_\_, put the corn into the popcorn machine.

c. Yes, we can!

d. Next, \_\_\_ on the machine. \_\_\_, add the salt.

e. Just one spoon.

3) Check the answers and let Ss practice the dialogue.

**Ⅴ. Group work**

Work on 3c

Write how to do one of the following things. Then tell your partner how to do it.

*plant a tree*

*make beef noodles*

*wash clothes*

*take out a book from the library*

写作指导：

1. 根据生活经验，将如何做这些事情的过程写出来。

2. 恰当运用first, next, then, finally等表示事情顺序的词汇, 让你的描述更加清晰。

Give an example.

**Ⅵ.Summary**

make popcorn 做爆米花

half a cup  半杯

plant a tree 种树

dig a hole  挖洞

wash clothes  洗衣服

take out a book from the library从图书馆借书

可数名词和不可数名词

1. 可数名词有单复数之分。

2. 可数名词可直接和a / an或数词连用来表示具体的数量, 也可用 some / many / lots of / a lot of …+ 名词复数;

不可数名词前要用 “a / an或数词+表示量的名词(有单数、复数形式变化) + of”结构来表示具体的数量。

3. 对可数名词的量进行提问时用how many;

对不可数名词的量进行提问时用how much。

**Ⅶ. Exercises**

**I. 根据括号内的要求完成下列各题，每空一词(含缩略形式)。**

1. You should go to bed early tonight. (改为祈使句)

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ tonight.

2. You shouldn’t be afraid of her.    (改为祈使句)

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ her.

3. They need three cups of juice. (对划线部分提问)

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ do they need?

4. My dog dug four holes under the tree.   (对划线部分提问)

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ holes did your dog dig under the tree?

5. Sam ate two bowls of rice yesterday.    (对划线部分提问)

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ did Sam eat yesterday?

**II. 根据短文内容、所给首字母提示及括号内所给单词的提示填空。**

These are Mr. Baker and Mrs. Baker. They are old farmers. Mr. Baker loves his wife (妻子) very much. Every day, Mr. Baker wakes up early. He usually works on the farm in the morning. (1)F                , he milks the cow. (2)N                , he feeds the chickens. He grows (3)                  (pumpkin) every year. So sometimes he plows the land (耕地). (4)T                 in the afternoon, he takes care of his (5)                (horse) and (6)                (pig). After dinner, Mr. Baker likes to take a walk around the village.

Tomorrow is his wife’s birthday. Mr. Baker drove to the nearest town. He bought some (7)                  (vegetable) and (8)                (meat). He also bought two (9)                (bag) of (10)                 (cheese). He planned to make sandwiches for his wife. They’re her favorite. Oh, one (11)m            thing, he bought six (12)                   (banana) and lots of (13)                 (strawberry) to make a fruit salad. He hoped his wife would enjoy the dinner.

**Homework**

1. Review Grammar.

2. Choose one of the things in 3c, and then write how to do it.

**Section B 1 (1a-1e)**

一、**教学目标：**

1. 1) 学生能掌握以下单词：

sandwich, butter, turkey, lettuce, piece

2) 学生能掌握以下句式结构：

─Do you like lettuce in a sandwich?

─Yes, I do./ No, I don’t.

2. 通过听说训练，进一步巩固食物制作过程的表达。

3. 1) 在活动中渗透中西方餐饮文化，了解西餐的制作方法，在语言的运用中感受中西方饮食文化的不同。

2) 通过食物制作过程的介绍, 让学生认识到劳动成果的来之不易, 使之懂得不能浪费食物, 珍惜他人的劳动成果。

二、**教学重难点**

1. 教学重点：

1) 掌握本课时出现的生词及表达方式。

2) 进行听力训练，提高综合听说能力。

2. 教学难点

听力训练

**三、教学过程**

**I. Revision**

1. Daily greeting. Check the homework.

2. 对可数名词与不可数名词的量进行提问。

Match the food with how many or how much.

1) milk 2) tomato 3) teaspoon

4) popcorn 5) yogurt 6) salt

7) apple 8) onion 9) dumpling

10) milk shake 11) juice 12) meat

13) cup 14) porridge 15) watermelon 16) mutton

3. 让学们复述如何做爆米花。

S1: First, put half a cup of corn into the popcorn machine.

S2: Next, turn on the machine．

S3: Then, put the popcorn into a bowl.

S4: Finally, add some salt. You can eat it.

**Ⅱ. Warming up**

Let Ss talk about:

Do you like sandwiches?

What kind of sandwiches do you know about?

What can we put in a sandwich?

**Ⅲ. Talking**

1. Let Ss talk about the ingredients they like in the sandwich and learn the new words: butter, lettuce, turkey.

2. Finish 1a.

3. Work on 1b

S1: Do you like lettuce in a sandwich?

S2: Yes, I do.

S1: Do you like tomatoes?

S2: No, I don’t. What about you?

S1: …

4. Let Ss ask and answer in pairs.

**Ⅳ. Listening**

1. Pre-listening.

I like cheese sandwiches. Do you know how to make a sandwich?

2. Work on 1c

Tell Ss to listen and circle the words they hear in 1a.



3. Play the recording for the Ss to listen and circle.

4. Check the answers:

Work on 1d

1. T: Now please look at the chart in 1d. Listen again and write the ingredients in the order you hear them.

|  |  |
| --- | --- |
| First | butter |
| Next |  |
| Then |  |
| Finally |  |

2. Ss listen to the recording carefully and try to fill in the blanks.

3. Play the recording again and check the answers with the class.

4. Listen again and fill in the blanks.

Girl: How do you make a cheese sandwich?

Boy: Well, first put some butter on \_\_\_\_\_\_\_\_\_\_\_\_\_\_bread.

Girl: How much butter?

Boy: Oh, about \_\_\_\_\_\_\_\_\_\_\_.

Girl: OK. What else?

Boy: Next, cut up some tomatoes.

Girl: \_\_\_\_\_\_\_\_\_\_ tomatoes?

Boy: Well, maybe one is enough. Put the tomato on the sandwich. Next, cut up an \_\_\_\_\_\_\_\_.

Girl: Sounds good. What about the cheese?

Boy: Next, put some cheese on the sandwich.

Girl: \_\_\_\_\_\_\_\_\_\_ cheese?

Boy: Not too much, but you can put \_\_\_\_\_\_\_\_ if you like.

Girl: OK. Is that all?

Boy: Not quite. Then, put some lettuce on the cheese.

Girl: Sounds delicious!

Boy: Finally, put \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ bread on top.

Girl: Great!

5. Ask Ss to talk about: How to make a cheese sandwich.

6. Language points

First, put some butter on a piece of bread.

Finally, cut the turkey into thin pieces and ...

piece *n.* 片

piece常用于表示不可数名词的量，可意为“片；块；张；条 ……”。

常用结构：a / another / 数词 + piece(s) of + 不可数名词

e.g. a piece of cake  一块蛋糕

another piece of meat  另一块 / 片肉

two pieces of advice 两条建议

【语境应用】完成句子

1) 你想再吃一块蛋糕吗？

Would you like to eat \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_?

2) Lucy把肉切成了小块。

Lucy cut the meat into \_\_\_\_\_\_\_ \_\_\_\_\_\_\_.

**Ⅴ. Pair work**

Work on 1e

Let Ss talk about: How to make your favorite sandwich.

A: First, put some butter on a piece of bread.

B: How much butter?

A: About one spoon.

**Ⅵ. Exercises**

根据短文内容、所给首字母提示及括号内所给单词的提示填空。

Can you make a delicious turkey sandwich? I will tell you how to make one.

B                (1) you begin your work, make sure that you have all the ingredients. You need some bread, (2)\_\_\_\_\_\_\_\_ (onion), butter and so on. F                (3), you should put some (4)\_\_\_\_\_\_\_\_(butter) on two pieces of bread. Then, cut up a tomato and an onion. A                (5) that, put them on the bread. N                (6), add two slices (薄片) of (7)\_\_\_\_\_\_\_\_(turkey). Finally, add two (8)\_\_\_\_\_\_\_\_ (spoon) of relish (调味品) to the turkey. Now you can enjoy the delicious turkey sandwich.

**Ⅶ. Homework**

How do you make your favourite sandwich? Please write down and share with your classmates.

First, …

Then, …

Next, …

Finally, …

**Section B 2 (2a-2e)**

一、**教学目标：**

**1.** 1) 学生能掌握以下单词：

Thanksgiving, traditional, autumn, celebrate, prepare, gravy, mashed, pumpkin, pie, mix, pepper, fill, oven, plate, cover, serve, temperature, piece

2) 能掌握以下句式结构：

① Thanksgiving is a time to give thanks for food in the autumn.

② Families see Thanksgiving as a time to get together and usually celebrate it with a big family meal.

2. 通过阅读训练，让学生了解感恩节以及感恩节的传统食物火鸡及制作方法。

3. 让学生通过学习特定节日的传统食物，能够联想中国节日以及家乡的风味小吃，激发学生对家乡的热爱之情，同时体验中西方饮食文化的差异。

二、**教学重难点**

1. 教学重点：

1) 掌握本课时出现的生词及表达方式。

2) 阅读短文，获得相关信息，提高学生们的综合阅读能力。

2. 教学难点

阅读2b部分的短文并完成相关要求。

**三、教学过程**

**I. Revision**

Ask Ss to introduce how to make a sandwich.

**Ⅱ. Warming up**

1. Work in groups. Discuss the traditional food people eat on special holidays in China. Then make a list.

A: What do you eat on Spring Festival?

B: What do you eat on Dragon Boat Festival?

C: What do you eat on Mid-Autumn Festival?

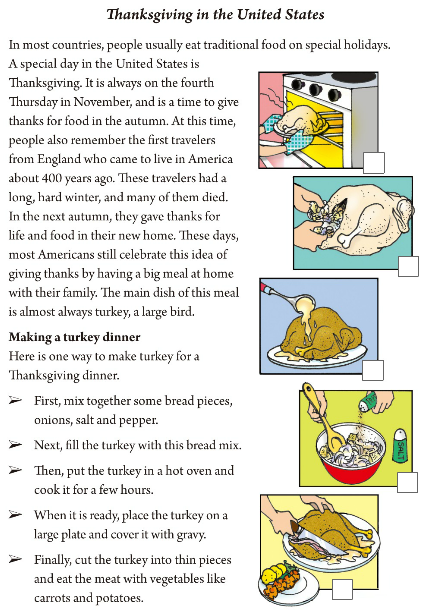
D: What do you eat on Lantern Festival?

2. Ask some Ss to read their lists to the class.

T: Different countries have different traditional holidays. Let’s learn something about Thanksgiving.

**Ⅲ. Reading**

1. Look at the pictures and answer the questions.



1) What kind of food are they making?

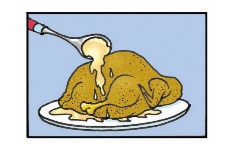
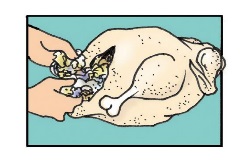
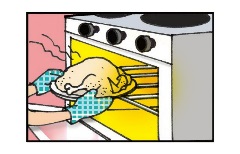
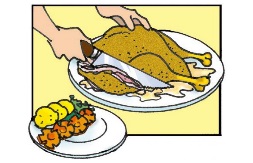
2) On which special day do people in North America eat it?

2. Let Ss learn the new words.

3. Read the first paragraph quickly and answer the question.

When is Thanksgiving Day in the United States and Canada every year?

4. Work on 2b. Let Ss read the article quickly and number the pictures [1-5].



5. Work on 2c.

T: First, let’s read the sentences and make sure we know the meanings of all the sentences. Then read the passage again and try to answer the questions.

1) Where do people celebrate Thanksgiving?

2) When do people celebrate it?

3) Why is Thanksgiving important?

4) How do people celebrate it now?

5) What is the main dish of the Thanksgiving meal?

6. Ss read the article carefully and try to find the answers to the questions.

7. Check the answers with the class.

8. Complete the blanks.

9. Ask Ss to fill in the blanks.

How to make a turkey dinner?

First, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Next, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Then, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

After that, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Finally, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

10. Work on 2d

T: Now let’s read the short passage in 2d. It’s the instructions for making a turkey dinner written in different way. Put them in order. Write First, Next, Then and finally in the blanks.

\_\_\_\_\_\_, serve it to your friends with some vegetables.

\_\_\_\_\_\_, put this into the bird.

\_\_\_\_\_\_, cook it at a very high temperature for a long time.

\_\_\_\_\_\_, put everything you need together in a large bowl.

Check the answers with the class.

**Ⅳ. Language points**

1. In most countries, people usually eat traditional food on special holiday.

在大多数国家, 人们通常在特殊的节日里吃传统食物。

holiday *n*. 节日, 指国家法定的公众性“节日；假日”。

e.g. Thanksgiving is a special holiday in North America.

感恩节是北美一个特殊的节日。

holiday *n*. 假期

作这一用法时, 多为英国英语, 美国则用vacation。

e.g. e.g. Will you take a holiday next week?

= [美] Will you take a vacation next week?

下周你休假吗？

The school holidays start tomorrow.

= [美] The school vacation starts tomorrow.

学校明天开始放假。

2. Families see Thanksgiving as a time to get together and usually celebrate it with a big

family meal.

人们认为感恩节是一个家庭团聚的时刻，而且通常会用一顿家庭大餐来庆祝。

see … as… 把……看作是

see的意思是“以特定的方式考虑；看待”。

e.g. My brother sees the job as a challenge.

我哥哥把这份工作看成是一个挑战。

celebrate *v.* 庆祝；庆贺

celebrate ... with ... 以……方式庆祝……

e.g. We celebrate our National Day every year.

We want to celebrate the day with a party.

【链接】

celebration *n.* 庆祝活动；典礼

e.g. When will the celebration start, Dad?

3. To go with the turkey, people often prepare other things, such as gravy, cornbread…

prepare *v.* 使做好准备；把……准备好

常用结构: prepare for sth.  为某事做准备

prepare to do sth.  准备做某事

prepare sb. sth. / prepare sth. for sb. 为某人准备某物

e.g. All the students are preparing their travel plans.

We are working hard to prepare for the meeting.

I prepare to write something about my trip.

Mother is preparing us breakfast. / Mother is preparing breakfast for us.

【链接】

preparation  *n*. 准备

make preparations for sth. 为某事做准备

e.g. They’re making preparations for the test.

= They’re preparing for the test.

【语境应用】完成句子。

1) 他们一周前开始为这次旅行做准备。  
They began to \_\_\_\_\_\_\_\_\_\_\_\_ this trip a week ago.

2) 你准备给凯特写信吗？  
Do you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to Kate?

4. Next, fill the turkey with this bread mix.

fill  *v*. (使)充满；装满

fill ... with ...  用……装满……

e.g. Fill the bag with apples.

  【拓展】

be filled with = be full of 装满了……; 充满了……

e.g. The glass is filled with water. =

The glass is full of water.

【语境应用】

I. 用正确的介词填空。

1) He filled the glass \_\_\_\_\_\_\_ water.

2) The book is full \_\_\_\_\_\_\_ useful information.

II. 写出同义句。

The park was filled with people.

The park \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ people.

5. When it is ready, place the turkey on a large plate and cover it with gravy.

cover

*v*. 遮盖；覆盖

常用结构: cover ... with ... 用……覆盖……

be covered with ... 被……覆盖

*n*. ①(书刊的)封面，封皮 ②覆盖物；盖子

【语境应用】

I. 翻译划线部分

1) Peter covered his face with his hands. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) My photo was on the cover of the magazine. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) It’s a good idea to buy a cover for your chair. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

II. 完成句子

我妈妈在肉的上面盖了一些奶酪。

My mother \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

6. …serve it to your friends with some vegetables.

serve *v*. ① (在商店中)接待(顾客等)

② 为……服务/ 工作

③ 提供(食物、饮料等)，端上(饭菜等)

常用结构：serve sth. to sb.

serve sb. sth.

serve sb. with sth.

【语境应用】完成句子。

1) 她用面条招待了我。

She \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_.

2) 你们提供咖啡吗？

Do you \_\_\_\_\_\_\_ \_\_\_\_\_\_\_?

3) 我们应该向雷锋学习，全心全意为人民服务。

We should learn from Lei Feng and \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ with our heart

and soul.

7. Cook it at a very high temperature for a long time.

temperature *n*. 温度; 气温; 体温

(既是可数名词，也是不可数名词)

通常用high / low来表示温度的“高 / 低”。

询问“温度是多少”时，用What's the temperature?。

常用搭配：

at a high / low temperature在高 / 低温下

at room temperature在室温下

have / run a temperature发烧

take one’s temperature 给某人量体温

【语境应用】完成句子或对话。

1) Helen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(发烧) and stayed in bed all day.

2) — \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(温度是多少) there in the hottest month of a year?

— It’s about 38℃.

3) I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(给她量体温) and it was just over 37℃.

**Ⅴ. Group work**

1. Show some special days in China on the big screen. Ask: What do you think is the most

special day in China?

2. Ask the questions in 2e. Ss think and answer the questions.

1) When is this special day?

2) What are the reasons for this special day?

Do people give thanks for anything on this day?

Do people remember anything or anyone on this day?

3) How do most people celebrate this day?

4) Is there any traditional food?

What are the main dishes?

5) Can you make these dishes?

3. Present “the Dragon Boat Festival”.

**Ⅵ. Summary**

traditional food  传统食物

on special holidays  在特别的节日

give thanks for ... 感谢……；感恩……

mix together ...  把……混在一起

fill ... with ...  用……装满……

cover ... with ...  用……覆盖……

cut ... into pieces  将……切成片

serve ... to sb. 为某人拿来……；用……招待某人

at a very high temperature  在高温下

**Ⅶ. Exercises**

**Ⅰ. 根据句意，从方框中选择恰当的单词填空, 注意形式变化。**

|  |
| --- |
| traditional, pepper, serve, celebrate, mix, temperature, piece, prepare, autumn, plate |

1. The turkey is ready. Please \_\_\_\_\_\_\_ it to your friends.

2. I think the Spring Festival is the most important \_\_\_\_\_\_\_ festival in China.

3. I had three \_\_\_\_\_\_\_ of bread for breakfast this morning.

4. The leaves (叶子) begin to fall when \_\_\_\_\_\_\_ comes.

5. It’s my mother’s birthday tomorrow. We will go out for a meal to \_\_\_\_\_\_\_.

6. Look! The students are busy \_\_\_\_\_\_\_ for the English test.

7. \_\_\_\_\_\_\_ red and yellow, and you will get orange.

8. He put some \_\_\_\_\_\_\_ in the soup. He thought it was delicious.

9. Don’t leave the dirty bowls and \_\_\_\_\_\_\_ in the sink (洗碗槽). Wash them now.

10. When you bake fish, the key is to bake it at a high \_\_\_\_\_\_\_ for a short time.

**Ⅱ. 根据汉语意思，完成英语句子，每空一词（含缩略形式）。**

1. 那个魔术师把杯子里装满了水。

That magician \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_.

2. 我们应该感恩我们很健康。

We should \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ our good health.

3. Mary笑了，用一只手捂着她的嘴。

Mary laughed and \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_.

4. 把东西收拾好，该上床睡觉了。

Put your things away. \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ go to bed.

5. 她把她的玩具狗看作最好的朋友。

She \_\_\_\_\_\_\_ her toy dog \_\_\_\_\_\_\_ her best friend.

6. 这儿有一种可以帮助你省钱的办法。

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ help you save money.

7. 我喜欢和我姐姐在特别的节日里交换礼物。

I like to exchange gifts with my sister \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_.

**Ⅷ. Homework**

1. Write a summary of the article.

2. Preview 3a-4 on P63-64.

**Section B 3 (3a-Self check)**

一、**教学目标：**

1. 能够综合运用所学的知识以及根据所给的提示词来完成阅读填空的任务。

2. 能够综合运用所学的知识来学习写作自己所熟悉的食物的制作过程以及所需的原料。

3. 完成Self check的中练习题。

4.通过制作食物的介绍, 培养学生的实际生活能力, 了解生活知识, 增长生活阅历, 培养实践操作能力和动手能力。

二、**教学重难点**

1. 教学重点：

1) 能够综合运用所学的知识以及根据所给的提示词来完成阅读填空的任务。

2) 能够综合运用所学的知识来学习写作自己较为熟悉的食物的制作过程。

2. 教学难点：

能够综合运用所学的知识来学习写作自己较为熟悉的食物的制作过程。

**三、教学过程**

**I.Revision**

Let Ss talk about:

1. What do you think is the most special day in China?

2. What are the reasons for this special day?

3. How do you celebrate it?

4. What are the main dishes?

5. Can you make these dishes?

**Ⅱ. Warming up**

T: There is a very special kind of noodles in Yunnan. Do you know its name?

Show the pictures of *Yunnan Rice Noodles* on the big screen, let Ss discuss how to make it.

**Ⅲ. Reading**

1. Tell Ss to work on 3a. First, read the words in the box. Make sure they know the meaning of each word.

Yunnan Rice Noodles

In Yunnan, many people eat rice noodles for breakfast, and even for lunch and dinner. To make this special food, you need to \_\_\_\_\_\_ rice noodles, chicken soup, chicken, lettuce and eggs. (Of course, you can also have other things like fish and different vegetables.) \_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_ the lettuce and cut it up. \_\_\_\_\_\_, \_\_\_\_\_\_ the chicken into pieces. Then, make the chicken soup very hot, over 100°C. Then, \_\_\_\_\_\_\_ the eggs, meat and lettuce in the pot of hot soup, one by one. \_\_\_\_\_\_\_, put the rice noodles into the soup. Now, it’s time to \_\_\_\_\_\_\_ the rice noodles!

2. 指导：

首先，了解方框中单词的含义，并阅读短文，整体把握短文大意。

其次，分析有空格的每个句子，根据上下文意及固定搭配来确定空格处的意思, 从而确定空格处要填的单词。

最后，再通读一遍短文, 检查是否正确。

3. Ss read the article and try to fill in the blanks.

4. Check the answers with the class.

**Ⅳ. Writing**

Work on 3b

1. Let Ss think about their own favorite food in their hometown.

2. Present a list of the ingredients of the food.

|  |  |
| --- | --- |
| Ingredients | Fruit: apple, banana, strawberry, watermelon, orange ...  Vegetables: onion, potato, carrot, lettuce, cabbage, tomato ...  Meat: beef, chicken, mutton ...  Others: salt, sugar, pepper, oil, vinegar (醋), ginger (姜), yogurt, honey, butter, milk, flour (面粉), egg, cheese ... |

3. Ss try to think about the ingredients of the food and try to write them down.

4. Check the answers with their partners.

Work on 3c

1. Tell Ss to use the notes in 3a and 3b and write a recipe for their favorite food.

2. 写作指导：

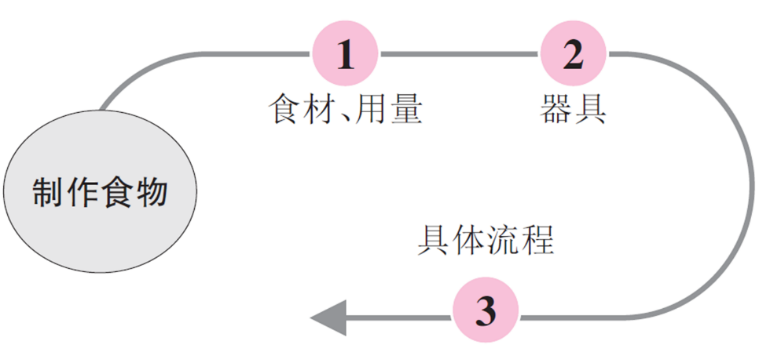
【审清题目】

内容：按照先后顺序描述食物的制作方法

文体：说明文     
时态：一般现在时     
人称：第二人称

句式：介绍食物制作方法时常用祈使句

【头脑风暴】



【提供素材】

语块:

|  |  |
| --- | --- |
| **Ingredients**  (原料) | **Fruit:** apple, banana, strawberry, watermelon, orange ...  **Vegetables:**onion, potato, carrot, lettuce, cabbage, tomato ...  **Meat:**beef, chicken, mutton ...  **Others:** salt, sugar, pepper, oil, vinegar (醋), ginger (姜), yogurt, honey, butter, milk, flour (面粉), egg, cheese ... |
| **Vessels**(器皿)  **& Tools**(工具) | **Vessels:**pot, spoon, plate, bowl, cup, glass ...  **Tools:** blender, oven, knife (刀) ... |
| **Sequences**(顺序) | first, first of all, firstly, second, secondly, third, thirdly, next, then, after that, finally, in the end ... |
| **How to do** | wash, peel, pour, add, cut up, mix up, fry (油炸), mash (捣碎), cook, prepare, cover, stir (搅拌), cool ... |

句型:

Put ... into a pot.

Cook ... for 30 minutes.

Fill ... with ...

Place ... on the plate.

Cut ... into pieces.

To make ..., you need to have ...

Mix everything together.

You can / have to add some ...

Sample:

It is very easy to make your own delicious burger. You need beef, bread buns, lettuce, onions and sauce. First, cut the bread bun and cook it. Next, cut the lettuce and onion. Put some lettuce and onion on the bun and add some sauce. Then, use your hands to shape the beef into a ball. Next, flatten the ball of beef to form a beef patty. Then, cook the patty on both sides. Finally, put the patty on the bottom half of the bun, add more lettuce, onion and sauce, and put the other half of the bun on top. Enjoy your burger!

**Ⅴ. Group work**

1. T: Make up a crazy recipe with your partner. You may first make a list of the ingredients.

2. Tell another pair of students how to make this crazy food. The other pair will have to draw it.

3. Ss try to write about their own crazy recipe in pairs. Then tell another pair.

4. See which recipe is the craziest and which pair draws the best.

**Ⅵ. Self check**

Work on Self check 1

1. Tell Ss the sentences below is about how to make tomato and egg soup.

T: Please read the sentences and put them in the right order first. Then complete the instructions with the words in the box.

|  |
| --- |
| First Next Then Finally |

\_\_\_\_\_\_\_, mix everything together and serve it.

\_\_\_\_\_\_\_, cook for five minutes and add two eggs.

\_\_\_\_\_\_\_, cut up three tomatoes and put them into a pot.

\_\_\_\_\_\_\_, add some water, sugar and salt.

2. Check the answers with the class.

Work on Self check 2

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

2. Let some Ss try to make their own sentences and check the answers.

**Ⅶ. Exercises**

**根据短文内容，从方框中选择恰当的单词填空，注意形式变化。**

|  |
| --- |
| autumn, temperature, die, write, cover, place, traditional, London, hundred, serve |

Stratford-upon-Avon is a small town in the center of England, 180 kilometers west of (1)\_\_\_\_\_\_\_. Although the town (2)\_\_\_\_\_\_\_ an area (面积) of less than 2 km², every year (3)\_\_\_\_\_\_\_ of visitors from all over the world pay a visit to it. That’s because on April 23, 1564, the great English (4)\_\_\_\_\_\_\_ William Shakespeare was born (出生) there. In 1587, Shakespeare left Stratford-upon-Avon for London, but twenty-five years later, he went back to the town and he (5)\_\_\_\_\_\_\_ there on April 23, 1616.

Stratford-upon-Avon is a very beautiful town. There are trees and flowers everywhere. The weather in the town is nice all year round. The (6)\_\_\_\_\_\_\_ is usually between 4℃ and 22℃. The best time to visit the town is in (7)\_\_\_\_\_\_\_, because the weather gets cool and the green leaves start to turn yellow at that time.

People in Stratford-upon-Avon are very friendly. When you go there, they will help you enjoy your trip. There are many things to do in the town. You can visit many interesting (8)\_\_\_\_\_\_\_ like Stratford-upon-Avon Butterfly (蝴蝶) Farm. When you are hungry, you can go to a local restaurant to enjoy some (9)\_\_\_\_\_\_\_ English food. The waiters (服务员) there will (10)\_\_\_\_\_\_\_ you well.

**Ⅷ.** **Homework**

Create class cookbook.