

## 7 A Unit 8 Reading Unusual collections

### 教学设计

**课 题:** 7A Unit 8

**教学内容:** Unusual collections

**课 型:** Reading

**教学时间:** 40 minutes

#### I. Analysis of the teaching material

This unit talks about “Collections”. The reading part is about Sam and Helen’s grandparents and their different kinds of collections. Through reading this story of *Unusual collections*, students will be able to learn more about collections, especially the unusual ones. The reading part aims at improving students’ interests in more various things. It leads students to try to respect the differences between collections and to know different people can have different collections, hobbies and interests. But we should keep balance between hobby and study.

The reading part is a story. By learning this part, students will know what the English story is and how to read an English story.

本单元围绕“收藏物品”的话题展开。Reading 板块是一则关于 Sam 和 Helen 的爷爷奶奶热爱收藏的故事。学生通过阅读，了解一些与众不同的收藏爱好，从而培养学生的广泛的兴趣爱好。同时，也培养学生尊重差异性。不同的人有不同的收藏爱好、兴趣爱好。但应权衡兴趣和学习，生活之间的关系。

本篇是一则故事，通过阅读该语篇，学生能够了解到英文故事以及如何去阅读英文故事。

#### II . Analysis of the students

Students are familiar with the topic “collection” in this unit and the reading text is not difficult for them. They have learned some reading skills but still need more practice. Besides, students are quite willing to perform in English. Therefore, I shall prepare them with enough input so that they can have output easily and confidently. Besides, I will adopt task-based strategies and group cooperation in this class.

#### III. Teaching Objectives

##### *Language competence and Learning competence*

Students are able to:

1. Learn more about the collections and some new words like collect, doorbell;
2. Know more about English reading skills;

3. Understand the story of *Unusual collections*;
4. Imitate the conversation in the story;
5. Respect different collections and Summarize.

### ***Cultural awareness***

Students are able to:

1. Know more about English story and the collections.

## **IV. Teaching key and difficult points**

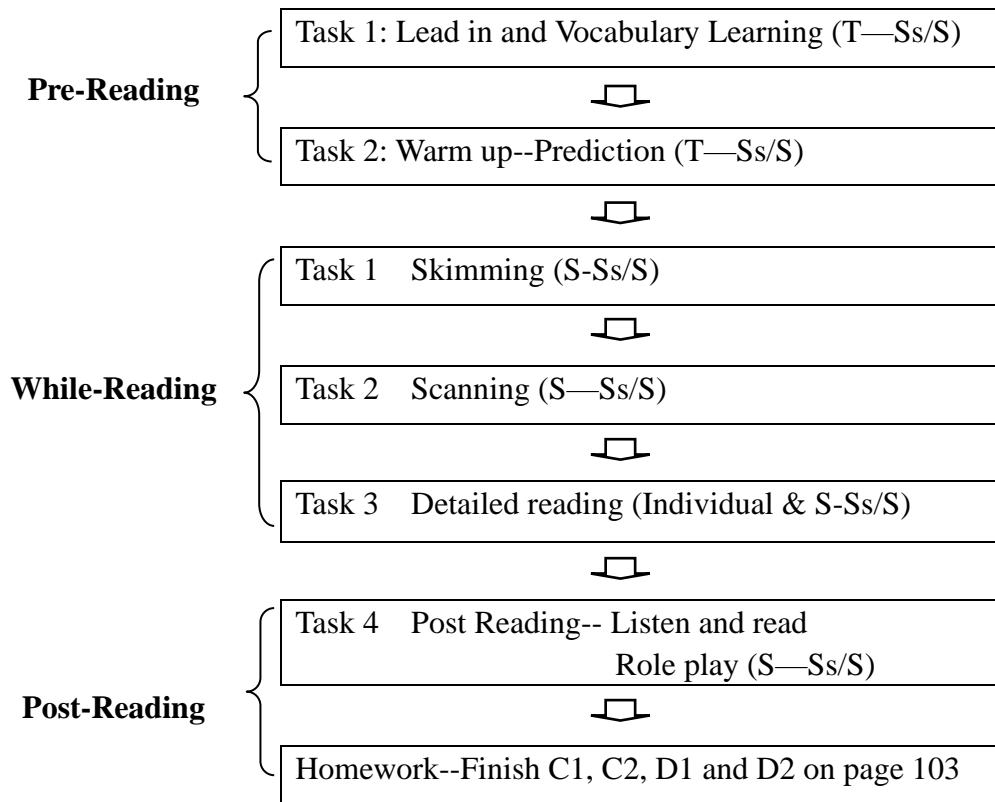
- a. Enhance students' abilities to read for information.
- b. Guide student to role play the story.

## **V. Teaching strategies and Methods**

1. Teaching Methods: Task-based Methods, Cooperative Method
2. Teaching Aids: Blackboard, Computer-based Multi--media

## **VI. Teaching Procedure**

The flowing chart:



## The Detailed Process

Procedures	Contents	Teacher's Activities	Students' Activities	Purposes
Pre-reading (5 minutes)	Task 1 Lead in and vocabulary learning (3 minutes)	<ul style="list-style-type: none"> <li>• Lead students to learn the words “collect, collector, collection” ect.</li> <li>• Show students some pictures of collections.</li> <li>• Ask students some questions with collect/ collector/ collection.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn some new words like collect, collector, collection, doorbell, silver ect.</li> <li>• Look at the pictures and talk about them.</li> <li>• Answer the teacher's questions.</li> </ul>	<ul style="list-style-type: none"> <li>• To motivate students to get interested in the class.</li> <li>• To lead in the topic</li> </ul>
	Task 2 Prediction (2 minutes)	<ul style="list-style-type: none"> <li>• Guide students to pay attention to the title and the picture to find out the characters in the story.</li> <li>• Encourage students to predict the context of the passage.</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention to the title and the picture and find out the characters in the story.</li> <li>• Predict the context of the passage</li> </ul>	<ul style="list-style-type: none"> <li>• To guide students to master the reading skill --- Prediction</li> </ul>
While-reading (20minutes)	Task 1 Skimming & Scanning (5 minutes)	<ul style="list-style-type: none"> <li>• Guide students to find out where the characters were and the topic of the story.</li> <li>• Ask students to read again to find out the collectors and their collections.</li> </ul>	<ul style="list-style-type: none"> <li>• Get to know where the story happened and the topic.</li> <li>• Find out the collectors and their collections.</li> </ul>	<ul style="list-style-type: none"> <li>• To guide students to find the place where the story happened and the topic.</li> <li>• To train the student to focus on the main line.</li> </ul>
	Task 2 Detailed Reading (15 minutes)	<ul style="list-style-type: none"> <li>• Ask students to read the story carefully and fill in the blanks on the handout individually.</li> <li>• Ask students to answer some questions and find the sentences to support answers according to the story. For example:</li> <li>• Which doorbell was Helen's favourite?</li> </ul>	<ul style="list-style-type: none"> <li>• Read the story and fill in the blanks individually.</li> <li>• Answer questions and find the sentences to support answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Aim to train students to read for detailed facts and find the key information from the story.</li> </ul>

Post- reading (15 minutes)	Task 1 Listen and read the conversation. (2 minutes)	<ul style="list-style-type: none"> <li>• Play students a recording to lead them to follow to read and feel the speakers' feelings.</li> <li>• Imitate the conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and read the recording.</li> <li>• Try to catch the speakers' feelings.</li> <li>• Imitate the conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• To make students have a better understanding of the story.</li> <li>• To cultivate students' language competence and learning competence.</li> <li>• To practise students' reading skills in a lively way.</li> </ul>
	Task 2 Role play (13 minutes)	<ul style="list-style-type: none"> <li>• Encourage students to role play the story.</li> <li>• Lead students to make a feedback evaluation about others' performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play the story with group members.</li> <li>• Make a feedback evaluation about others' performance.</li> </ul>	<ul style="list-style-type: none"> <li>• To improve students' emotional attitude.</li> <li>• To develop students' ability of cooperation</li> </ul>
	Homework	<ul style="list-style-type: none"> <li>• Assign homework</li> </ul>	<ul style="list-style-type: none"> <li>• Get down the homework.</li> </ul>	<ul style="list-style-type: none"> <li>• To have a awareness of commenting and reflecting.</li> </ul>

