**Unit 3 Our Hobbies**

**Topic 2 What sweet music！**

**Section A**

I**. Analysis of the teaching material**

The teaching material is from Section A, Unit 3 Topic 2 *What sweet music!,* Renai Project English, Grade Eight. The topic mainly focuses on music, which aims to enable students to talk about music, such as concerts, instruments, types of music. The main part of Section A is 1a, which is a listening material about a concert. By listening to the conversation, the students will learn something about a concert as well as the feelings of the speakers. Therefore, the class aims to enable students to talk about a concert with some proper exclamations.

**Ⅱ. Analysis of the students**

After a year of junior high school English learning, students have improved their reading and writing abilities a lot. However, they may be not able to communicate with others in English frequently and correctly. Therefore, the class aims to improve their listening and speaking skills. What’s more, the topic of the class is about music, which can arouse most students’ interest. Therefore, the students will be active in the class.

**III. Teaching aims**

**Knowledge aims：**

1. The students can master some new words with some specific situations.

2. The students can understand and appreciate some exclamations by listening and speaking activities.

**Ability aims:**

1. The students can express their feelings about music with the learnt exclamations.

2. The students can use “be going to” to talk about their plans.

3. The students can talk about a poster with the learnt expressions.

**Emotional aims:**

The students’ passion about life and music can be cultivated.

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

**Key points：**

1. Help students master some new words: concert, lend, pity, instrument, violin, drums.

2. Help students understand and use some exclamations:

How exciting! How beautiful! How sweet!

What sweet music! What a pity! Oh, wonderful!

3. Help students use “be going to” to talk about their plans.

**Difficult points:**

Encourage students to talk about a poster with the learnt expressions.

**V. Teaching methods:**

Audio-lingual method, Task-based approach

**VI. Teaching aids:**

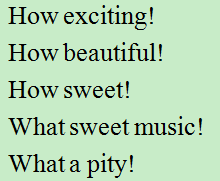
Traditional teaching aids, CAI & posters

**VII. Teaching procedures**

|  |  |  |  |
| --- | --- | --- | --- |
| **Step** | **Interaction**  **pattern** | **Student activity** | **Teacher activity** |
| Warming-up  ( 5 minutes) | 1. The whole class work and individual work.  2. Group work.  3. Group work. | 1. Listen to the music carefully and learn the names of instruments.  2. Choose the names for their groups.  3. Listen to the music. When they hear the sound of their own instrument, they should chant in groups. | 1. Play some musical clips from different instruments. Teach students the new words: instrument, drums, violin.  2. Divide students into 5 groups and they stand for the instruments: piano, drums, violin, erhu and guitar.  3. Ask students to play a game: Body Instrument. For example, when the Group Piano hears the sound of piano, they should chant like, “Piano, piano, we are piano!” |
| Pre-listening  (3 minutes) | 1. The whole class work.  2. The whole class work.  3. Individual work.  4. The whole class work and individual work. | 1. Watch a video of Celine Dion’s concert.  2. Some students know the answer. Learn the words: singer, lend, concert, give a concert.  3. Listen to the teacher carefully and learn to use the exclamations to show their feelings.  4. Learn to describe a poster (what, who, when, where) | 1. Play a video of Celine Dion’s concert.  2. Ask students: Do you know the song? Who is the singer? What is she doing in the video?  3. Ask students to express their feelings to the song and try to lead to the exclamations.  4. Ask students to describe a poster for Celine’s concert. |
| While-listening  (8 minutes) | 1. Individual work and group work.  2. Individual work and the whole class work.  3. Group work. | 1. Read questions and guess answers in groups.  2. Listen and check their answers.  3. Work in group and put the small conversations in the right order. Listen and check their answers. | 1. Ask students to read questions and guess answers before listening.  2. Play the dialog and ask students to listen and check their answers.  3. Ask students to put the small conversations in the right order. Then listen and check their answers. |
| After- listening  (10 minutes) | 1. The whole class work.  2. The whole class work and individual work.  3. Individual work.  4. Pair work.  5. Pair work. | 1. Listen to the conversation and read quietly after it. Pay attention to the intonation and liaison. Find out the exclamations at the same time.  2. Some students can read the exclamations aloud with their feelings.  3. One student will roleplay the conversation with the teacher.  4. Roleplay the conversation in pairs.  5. Two pairs can show their dialog. | 1. Play the conversation and ask students to listen and read quietly after it. Pay attention to the intonation and liaison.  2. Ask some students to read the exclamations aloud with proper feelings.  3. Ask a student to roleplay the conversation with the teacher.  4. Ask students to roleplay the conversation in pairs.  5. Ask some pairs to show their dialog. |
| Project  (12 minutes) | 1. The whole class work.  2. Group work and pair work.  3. Group work and the whole class work. | 1. Have a look at some posters and describe a poster together.  2. Choose one poster for their groups and then make conversations in groups.  3. Show their work. | 1. Show students some posters and lead them to describe a poster as an example.  2. Ask students to make conversations similar to 1a in groups.  3. Ask some groups to show their work. |
| Summary  (2 minutes) | 1. The whole class work.  2. The whole class work. | 1. Summarize what they have learnt in the class.  2. Express their passion for music and life and lead to the topic --- Enjoy the music! Enjoy the life! | 1. Lead students to summarize what they have learnt in the class.  2. Conclude the class with a sentence “Enjoy the music! Enjoy the life!” |

**VIII. Blackboard Design**

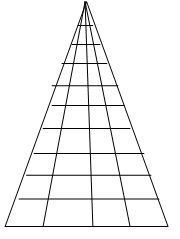
**Unit3 Topic 2 Section A**



lend – lent sth. to sb.

give a concert

at a concert



**IX. Teaching Reflection**

The topic of the class is music, which aims to help students learn some words about instruments in both China and western countries as well as talk about concerts in English by a series of listening and speaking activities. Since it’s a listening and speaking class, most of the time in class will be distributed on the tasks related to listening and speaking. There is not enough time to analyze the structure of exclamations in this class. Students can only appreciate and use some basic exclamations to express their feelings.

The difficult point of the class may be to encourage students to talk about posters in groups with the learned expressions. As there is plenty of input language, the output can be easier for students. Most of them think it’s not so difficult to express their opinions and feelings.

Moreover, the topic of the class is music and students are divided into 5 groups in the name of 5 instruments. Students’ interest can be aroused and then they may feel obliged to show themselves in the class.

**Appendix:**

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| **Students’ Self-assessment Table(学生自评表)**  **Class \_\_\_\_\_\_\_\_ Name \_\_\_\_\_\_\_\_** | | | |
|  | very good | just so-so | not so good |
| 1. I can listen carefully in the class. |  | | |
| 2. I can answer questions in the class. |  | | |
| 3. I can take part in the class activities actively. |  | | |
| 4. I enjoy myself in the class. |  | | |
| 5. I can work with my partners happily. |  | | |
| 6. What question do I have about the class? |  | | |
| 7 What suggestions do I have for the teacher? |  | | |