Unit 6 What was it invented? **教学设计**

**Section A 3a-3c**

**Knowledge** **Objects**:

During and after this class, students should:

1. Be able to read and use the key words and expressions.

2. Be able to get more information about tea.

**Ability Objects:**

During and after this class, students should:

1. Be able to use Passive Voice..

2. Be able to get the main idea of the passage.

3. Be able to get some reading skills.

**Moral Objects:**

Students should know more about Chinese tea culture.

**Key points**:

1.Students will improve their reading ability.

2.Students can understand the passage well.

**Difficult points**:

1. The usage of Passive Voice.

2. The meaning of some phrases and sentences.

**Teaching approaches**: Task-based method; Communicative language Teaching.

**Learning methods**: Pair work, Group work..

**Teaching Procedures**:

**Step1. lead-in.**

Play a video about Chinese tea. Help students learn more about the culture of tea.

Show students a picture. The picture is a cup of tea.

Free talk: Please say something you know about tea to your partner, then share it to the class.

Answer the following questions:

(1). What kinds of tea do you know?

(2).What are the effects of tea?

(3).When is the best time to drink tea?

Students answer the questions and they may add more information.

e.g. Tea has a very long history.

Tea is the traditional Chinese drink.

**Purpose of the design:**

1. Make students relaxed and learn more about tea.
2. Lead in the passage.

**Reading**

**Step 2. Before reading.**

1. Look at the title and picture in the passage, guess what this passage is about?

(1). Title: Tea was invented by accident.

(2). Picture: The passage about tea.

2. Read the passage quickly and match each paragraph with its main idea.

Help students to find the key words in each sentence.

Check the answers.

Help students to find the key words in each paragraph.

**Purpose of the design:**

1. Help students to predict what the passage is about.
2. Learn to get the main idea of each paragraph.

**Step 3. While-reading.**

**Para 1**

**Task 1: Read the first paragraph and answer the questions.**

1. When was tea first drunk?
2. Who was tea discovered by?

Ask two students to answer the questions.

**Task 2: Tell how tea was invented.**

Help students to find the key words.

Allow students to tell the story by using the phrases given on the screen.

**Purpose of the design:**

Help students to get the information in paragraph 1 and can tell how tea was invented.

**Para 2**

**Task 3: Read the second paragraph and answer the questions.**

1. Who is called “the saint of tea”?
2. What is Cha Jing about?

Ask students to answer the questions.

Help students to find the key words--- tea plants, tea leaves, water, Sheng Nong.

Let students practice expressing what Cha Jing is about in pairs.

**Task 4: Read the second paragraph and fill in the blanks.**

1. The book describes how tea plants were given and used to make tea.
2. It also discusses where the finest tea leaves were produced and what kinds of water were used.

Check the answers.

**Purpose of the design:**

Help students to get the information in paragraph 2 and learn to use Passive Voice.

**Para 3**

**Task 5: Read the second paragraph and complete the chart.**

When was tea brought to other countries?

1. Tea was brought to korea and Japan during the 6th and 7th centuries.
2. Tea didn’t appear in England until around 1660.
3. Tea trade from China to Western countries took place in the 19th century.

Let students practice expressing when tea was brought to other countries.

**Task 6: Read the second paragraph and answer the questions.**

1. What did the tea trade help to spread?
2. Who understand the nature of tea best?

Ask students to answer the questions.

Help students to find the key words--- the popularity of, tea plant.

Help students to say why Chinese without doubt know the nature of tea best.

**Purpose of the design:**

Help students to get the information in paragraph 3 and say something about Chinese tea culture.

**Step 4. Post reading.**

Exercise 1: Fill in the blanks and retell the text.

Exercise 2: Complete the sentences.

Exercise 3: Review the phrases in the passage.

**Purpose of the design:**

More extra exercises can help students know better about the passage.

**Step 5. Summary**

1. Review the passage and help students learn more about tea.

Use the information on the blackboard to do a survey about tea.

2. Show students some pictures I took last week, help them learn something about tea and tell them to enjoy the sun shine and their life.

**Step 6. Homework**

1. Make a conversation about an invention.

2. Master the words in this unit and pre-view next part.

3. Try to get more information about tea and share it with your parents and friends.

**Blackboard design：**

An accidental Invention