**7B Unit 5 Amazing things**

**The “ghost” in the park**

**Reading I**

1. lead in

Listen to a story of my own.During listening, learn some new words.

Yesterday I went back home. When I got home, I found the door was open. It was dark in the room. Everything was unusual ! Suddenly I heard a strange whisper. I searched around.I asked in a weak voice, ‘Is anybody here?’ But nobody replied. I was afraid. I wondered what it was. I looked around carefully! But nobody was there. The strange noise came from the wardrobe.

Guess:What’s in it?

I opened the door quickly. Oh,it was my pet dog---Lele.

1. Pre-reading

Go through the headline and findout:

What is the genre(体裁) of this passage?

And find where,when,who and what in the story.

Why was the little cat like a ghost?

Furthinking:Why does the writer use quotation mark（引号） on the word ghost？

1. While-reading

1.What makes a wonderful story?

Beginning开始, Development发展, Climax高潮, Ending结尾

Para.1 Para.2-4 Para. 5-6 Para7

Background Andy found the ghost. They met a ghost. They helped the ghost.

2.Careful reading

Read Part 2 and 3 carefully,then answer some questions.

Find the verbs out.And try to retell the story with the help of verbs.

四、Post-reading

make up a conversation between Andy(A) and a worker(W) at the animal center.

Further-thinking:

1. 1.Why was the cat so weak? Can you guess?
2. What do you think of the boy Andy?
3. If you hear something strange, what will you do?
4. Do you think it’s a good story? How to write a good story?

An attractive background setting吸引人的背景设置

Interesting plots故事情节

Try to use dialogues对话

Good ideas /Imagination想象力

Climax 高潮

Remember:

In the world, there is no ghost.

Don’t be afraid.

For everything, try your best. You will be the best.

1. Homework:

1. Read the story fluently and try to tell the story to your family.

2.Think about how to help the animals and people in need.

3.Try to tell your own amazing stories.

反思：本节课同学们全程很投入，思维活跃，发言积极。所以，在以后的备课中要相信学生的能力，多设计一些高阶思维的问题，若有困难，可以让他们讨论再找出问题的答案。这堂课的时间分配应该更合理些，前面适当减少时间，在post-reading上可以多给同学们思考的时间，尤其是在：你认为怎样才可以算是一个好故事？这个问题上。要相信学生可以回答的，可以通过讨论激发他们的思考，为后面的书面表达打下基础。