**Unit 4 What’s the best movie theater?**

Section B（1a-1e）

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| **Teaching Aims** | * **Language goals**   Learn to use the superlatives to describe people.   * **Key words and phrases**   creative, performer, talent show, upside down, for sure.   * **Key sentences**   1. Who did you think was the best act?  2. My cousin Li Jing is the funniest person I know.  3. I don't know many people who can play the guitar upside down! |
| **Teaching Difficulties** | How to personalize the target language to make the language more meaningful and keep students motivated. |
| **Teaching Aids** | A tape recorder; CAI or multimedia courseware |

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| **Teaching Procedures** | | **Tips** |
| **Step 1 Lead in** | |  |
| * **The T can play a video of a talent show to introduce what it is to Ss and have Ss talk about their opinions. The T can use the following prompts:**   What kind of show do you think is it?  Have you ever watched the similar shows?  What do you think of the show?  How do you like the performer?  **Then the T can explain what a talent show is and have Ss**  **personalize the topic like this:**  Do you have any talents?  Have you ever entered for any talent shows? | |
| **Step 2 Presentation & Practice** | |  |
| * **1a**   **This activity is to help Ss use the target language in a different context. Ss do the task in 1a individually and the T can check answers in class.**  **Answers:**  most boring--most creative; loudest--quietest;  Worst--best; most serious--funniest  **The T can extend the activity by asking Ss to think of words on their own:**   1. Have Ss close their textbooks. 2. Write on the board:  |  |  | | --- | --- | | Positive words | Negative words | | good | bad |  1. Have Ss work in pairs to expand each list to seven words. 2. Finally have the pairs change all adjectives to superlative forms.e.g. *good to best, bad to worst.* 3. Remind Ss that some words may be positive or negative depending on context.  * **1b**   **The activity is to give Ss practice using the target language in conversations. The T may want to facilitate the conversation in 1b by writing the following on the board and encouraging Ss to expand their conversations:**  A: Who is the funniest person you know?  B: My sister, Isabel, is the funniest person I know.  A:Why is she so funny? What does she do to make you laugh?  B:She always tells jokes. How about you? Who is the funniest person you know?   * **1c**   **This activity is to give Ss practice in listening for specific items in conversations. The T may want to have Ss use the visual clues in the pictures to match the pictures and the names before listening to the recording. The T should then remind Ss that the more things they train themselves to notice, the easier it will be to communicate because communication is much more than just words.**  **Then the T play the recording for the first time and Ss finish the match task in 1c individually. Then the T can invite some Ss to introduce the pictures to check answers in class like this:**  *Look at Picture e! They are Steve and his dog. They are singing. They are funny!*  **Answers:**  Eliza \_d\_\_ Vera \_a\_\_ Steve \_e\_\_  Dennis \_\_c\_\_ The Math Teachers \_b\_\_   * **1d**   **This activity is to give Ss practice in listening for specific information. Ss can sometimes become very good at taking notes but are unable to remember what has been said if they don’t take notes. As a challenge to Ss, the T may want to have Ss listen to the recording with textbooks closed and focus on what people say. After the recording has stopped, Ss can be instructed to open their textbooks and try to complete the chart with the help of a partner. Thereafter, the recording should be played again while Ss keep their textbooks open and take notes.**  **Answers:**  Eliza: best, excellent, great  Steve:funniest  Vera:creative, the most creative  Dennis:worst, terrible  The Math Teachers: loudest   * **1e**   **The activity is to provide Ss with speaking practice using the target language. Remind Ss to also refer back to the visual clues in 1c. The T may want to have the Ss ask and answer questions in pairs about the talent show. This can be done in the following way:**   1. One S asks questions with an open textbook ,and the other S   answers the questions with a closed textbook.   1. Reverse roles. 2. Both Ss close textbooks and ask and answer questions. 3. The pair of Ss has a conversation about the talent show in front of   others. | |
| **Step 3 Language points** | |  |
| * **create v. 创造**   **creative adj. 有创造力的**  **creativity n. 创造力 creation n.创造；作品**  **a literary creation 文学作品 creator n. 创作者；创造者**   * **performer n. 表演者**   **【词汇拓展】**  **perform v. 表演；表现；执行**  **performance n. 表演；表现** | |
| **Step 4 Summary & Homework** | | The homework can vary with the specific conditions. |
| * **Summary The T can encourage Ss to summarize the key points of this class to help Ss consolidate the knowledge.** * **Homework:**   Preview the passage in Section B 2b.  Do the exercises in students’ book. | |
| **Teaching Reflection** | In the third period，through reviewing the transformation between the original and the superlatives of adjectives and adverbs，the students can consolidate the content they have learned and prepare for the later completion of the listening task of the superlatives of adjectives and adverbs.Through dialogue practice，students are encouraged to cooperate with each other. Let students imitate and perceive the language in the context, and understand the emotion and meaning in the target language more accurately. | |