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

Section B（2a-2e）

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| **Teaching Aims** | * **Language goals**   Read the passage about talent shows and learn to express your own opinions.   * **Key words and phrases**   talent, have...in common, magician, all kinds of, beautifully, be up  to, role, play a role, winner, prize, make up, for example, poor,  seriously, take...seriously, give.   * **Key sentences**   1. Who is the most talented person you know?  2. It's always interesting to watch other people show their talents.  3. When people watch the show, they usually play a role in deciding  the winner. |
| **Teaching Difficulties** | Learn to express opinions using the target structure. |
| **Teaching Aids** | A tape recorder ,CAI or multimedia courseware |

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| **Teaching Procedures** | | **Tips** |
| **Step 1 Lead in** | |  |
| * **The T can present some pictures of kinds of talent shows from different countries and have Ss talk about them. The T can use the following prompts:**   Have you watched these talent shows?  What do you think of them?  **Then elicit some Chinese talent shows from Ss so that they can be**  **more involved in the class.**   * **The T can encourage Ss to talk about these activities using the target structure and personalize the topic.The T can use the following prompts:**   Do you think those people who participate in theses shows are really  talented?  Do you believe what they say in the shows?  Do you think we should take these shows seriously or just watch them  for fun? | |
| **Step 2 Presentation & Reading** | |  |
| * **2a Before-reading**   **The activity is to personalize the target language and prepare Ss for the subsequent reading activity. The T may want to write some useful expressions on the board that can be used to talk about a talented person:**  The most talented person I know is ..  He/She can...  It’s unbelievable!  It’s absolutely amazing!  Have you seen him/her/anyone do that?  Yes, I have./No, I haven’t.  Where can I see him/her...?   * **While-reading**   **Task 1 Skimming and matching**  **The T can ask Ss to read the passage quickly and try to get the main idea of each paragraph and finish the match task.**  **Task 2 Scanning and answering**  **The T can ask Ss to read each paragraph carefully and answer the**  **questions. The T can invite some Ss to share their answers in class**  **to check.**  **Task 3 mind-map**  **The T can analyze the structure with Ss and work out the**  **mind-map of the passage. Ss can try retelling the passage according**  **to the mind-map.**   * **2b**   **The activity is to provide reading practice with the target**  **language . The T may want to place a fixed time limit on a task to**  **encourage Ss to do the task at the speed of a native speaker. In**  **activity 2b, Ss are asked to scan for three shows. A native speaker**  **would be able to do this in around five seconds. The T may tell Ss**  **that they have 10 seconds to find the three shows by looking only**  **for the answer, not reading every word. Some Ss may surprise**  **themselves with the speed at which they can do activities in**  **English.**  **Answers:**  *American Idol; American’s Got Talent; China’s Got Talent.*   * **2c**   **The activity is to provide scanning and writing practice with the target language. Before Ss read the passage carefully to find the answers to the questions in 2c, the T may want to have Ss scan the passage to locate the paragraph in which the answers are located. Thereafter, Ss should be instructed to go directly to those paragraphs and read the details.**  **Answers:**   1. They try to look for the best singers, the most talented dancers, the most exciting magicians, the funniest actors and so on. 2. The people who watch the show decide the winner. 3. Because they think that the lives of the performers are made up. 4. Because They are fun to watch and they give people a way to make their dreams come true. 5. Answers will vary.  * **2d**   **The activity is to provide writing practice with the target language. Ss can be asked to write sentences individually and then do peer correcting. At last the T can invite some Ss to read aloud their sentences in class.**  **Answers:**  Underlined:  best, most talented, most exciting, funniest, best, most beautifully  Answers will vary for sentences.  **After that, the T may want to have Ss work in pairs to create questions for each of the sentences. Example:**  S’s sentence: Tom is the best singer because he can sing fast songs very well.  S’s question: Who is the best singer and why?   * **2e**   **The activity is to provide speaking and writing practice with the target language. The T may collect some pictures or videos of Ss who were performing on kinds of shows or in the sports meetings in advance. Then the T can present these pictures and videos in class and have Ss talk about Ss’ talents. For example:**  T: Look! XXX runs so fast!  S1:Yes, he runs the fastest. I think he’s the fastest runner in our class.  T: Look, here! What’s XXX doing?  S2:He’s dancing. He looks so funny!  T: Is he the best dancer?  S2:I don’t think so. XXX is the best dancer. She can do the Latin  dances very well.  **...**  **Then Ss can talk about the pictures they are interested in and the T can observe and make assessments. Offer help to Ss in need. Then the T can invite some Ss to show their conversations in class as open pairs and write the information they mention on the board.**  **Encourage Ss to talk about if they agree with these ideas.** | |
| **Step 3 Language points learning** | |  |
| * **watch sb. do sth. 看到某人做某事**  |  |  | | --- | --- | | watch sb. do sth. | “看到某人做某事”，强调看到某个动作经常发生或看到某人做某事的全过程。 | | watch sb. doing sth. | “看到某人正在做某事”，强调看到某个动作正在进行。 |  * **“more and more+形容词/副词原级”表示“越来越……”，此处指的是多音节或部分双音节形容词或副词。单音节或部分双音节形容词或副词在表示“越来越……”时，用”比较级+and+比较级“结构。** * **have...in common 有相同特征；（想法、兴趣等方面）相同**   **该短语中have后可用much, nothing, a lot等词或短语作宾语。**   * **在英语中，be up to somebody是一个习惯用语，用来表“由某人做出抉择”，句子的主语通常为it，有时也用this或that。** * **play a role 是一种固定表达， 意为“扮演某一角色；起到某种作用”。若要进一步引出具体的内容，后面应该用介词in，表示“在某事或某个方面起到作用或承担某种角色”。** * **make up意为“编造（故事、谎言等）”。此处are made up为被动语态结构，意为“被编造”。**      * **take someone/something seriously就相当于汉语“认真对待某人或某事；把某人或某事当真”的意思。** | | The language points are for reference only. |
| **Step 4 Summary & Homework** | | The homework  can be varied 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:**   Read and recite the passage in 2b.  Do the exercises in students’ book. | |
| **Teaching Reflection** | In the fourth period，first，the teacher can let the students talk about the topic “TV shows”．The students are interested in the topic，so it helps attract their attention to the passage.Meanwhile, this type of task can arouse their background knowledge. Next, ask the students to read the passage in 2b quickly to get the main idea and then read carefully so that the students can understand the passage from the simple to the deep and promote it layer by layer in the process of finding the answers to the questions in 2c.Finally，check the answers and analyze the difficulties.Through this period，we should foster the students' reading skills—skimming and scanning.  After class，the teacher had better encourage the students to write a short passage using the superlatives. The title may be “*Who*'*s* *the* *best* *singer* *in* *our* *class*？”. | |