Unit 4 What's the best movie theater? Section A 1a - 2c

 Teaching Aims -

 \*\*Knowledge Aims\*\* -

 Students will be able to master the new words and phrases such as “theater, comfortable, seat, screen, close, ticket, worst, choose, cheaply, carefully, reporter, comfortably”. - They can understand and use the sentence patterns “What’s the best movie theater? Town cinema. It’s the closest to home. And it has the most comfortable seats.” - Students will learn the formation and usage of the superlative degree of adjectives and adverbs. -

 \*\*Skill Aims\*\* -

Through listening practice, students can listen to the description of the facilities and characteristics of the movie theater, and extract key information. - By oral practice, students can use the learned words and sentence patterns to compare and discuss the advantages and disadvantages of different movie theaters, and express their views and preferences. -

 \*\*Emotional Aims\*\*

- Encourage students to actively participate in classroom activities, and cultivate their interest and confidence in learning English. - Guide students to learn to appreciate and evaluate different things, and cultivate their aesthetic ability and critical thinking. - Through the discussion of movie theaters, let students understand different entertainment options and enrich their after-school life.

Teaching Key and Difficult Points -

\*\*Teaching Key Points\*\*

- Master the formation rules and usage of the superlative degree of adjectives and adverbs. - Be able to use the superlative sentence patterns to describe the characteristics of movie theaters, and make comparisons and evaluations.

\*\*Teaching Difficult Points\*\*

 - The irregular changes of the superlative degree of adjectives and adverbs. - How to guide students to accurately and naturally use the superlative form to express their views and ideas in practical communication.

Teaching Methods -

 \*\*Presentation Method\*\*:

 Explain the key words, phrases, sentence patterns and grammar knowledge to help students build a systematic knowledge system. - \*\*Situational Teaching Method\*\*:

Create real situations, such as talking about local movie theaters, role-playing customers and staff, etc., so that students can understand and use the learned knowledge in specific contexts. -

 \*\*Task-based Teaching Method\*\*:

Assign various tasks, such as group discussion, survey interview, and dialogue writing, to encourage students to actively participate in classroom activities and improve their comprehensive language application ability. -

\*\*Multimedia-assisted Teaching Method\*\*:

 Use multimedia resources such as pictures, videos, and audios to enrich teaching content, stimulate students' learning interest, and enhance teaching effectiveness.

Teaching Procedures -

\*\*Warming-up (3 minutes)\*\*

 - Play an interesting movie clip or a short video related to the movie theater to attract students' attention and lead to the topic of this class - movie theater. - Have a simple question-and-answer interaction with students, such as “Do you like watching movies? How often do you go to the movies?” etc., to understand students' love for movies and their movie-watching habits, and lay the foundation for the introduction of new lessons. -

 \*\*Lead-in (5 minutes)\*\*

 - Show some pictures of different movie theaters, guide students to observe and tell the differences of these movie theaters, such as size, facility newness, seat comfort, etc. - Ask the question “How do you choose which movie theater to go to?” Let students think and discuss the factors they will consider when choosing a movie theater, such as ticket price, distance, screen size, sound effect, etc., and then invite several students to share their ideas. - Write students' answers on the blackboard, and guide students to classify these factors into “Important” and “Not Important” categories, thus leading to the key vocabulary and sentence patterns of this class. -

\*\*Presentation (12 minutes)\*\*

- Combine the vocabulary and sentence patterns on the blackboard to explain the formation rules and usage of the superlative degree of adjectives and adverbs. Through examples, comparisons, etc., let students understand that the superlative degree is used for comparison of three or more things, indicating the meaning of “the most...”. - Present the words and phrases in 1a of the textbook, teach students to read, spell, and guide them to say their comparative and superlative forms, such as “comfortable - more comfortable - most comfortable”, “big - bigger - biggest”, etc. - Use pictures or real objects and other teaching aids to create specific situations to practice the words and phrases in 1a, and let students describe the characteristics of different things using the superlative form, such as “This is the most comfortable seat. That is the biggest screen.” etc., to help students consolidate the learned knowledge and improve their language expression ability. -

 \*\*Listening (8 minutes)\*\*

- Let students read the sentences in 1b first to understand their meanings, and then play the recording. Let students listen to the recording and match the sentences with the corresponding movie theaters. - Play the recording again, let students check their answers, and invite several students to say their answers and reasons. The teacher comments and explains to ensure that students can understand the content of the recording. - Let students read aloud after the recording, imitate the pronunciation and intonation in the recording, pay attention to the pronunciation and intonation changes of the superlative degree, and improve students' listening and speaking skills. -

 \*\*Pair work (7 minutes)\*\*

- Let students work in pairs. According to the dialogue example in 1c, combined with their own understanding of different movie theaters, write a new dialogue to discuss which movie theater is the best and explain the reasons. - Invite several groups of students to perform the dialogue in front of the class. Other students listen carefully and make evaluations. The teacher gives affirmation and encouragement to the students' performance, and at the same time gives guidance and correction for the problems existing in the students to further improve students' oral expression ability and language application ability. - \*\*Listening (5 minutes)\*\*

- Let students read the questions and options in 2a to clarify the listening task, and then play the recording. Let students circle the boy's answers to the two questions. - Play the recording again, let students check their answers, and invite a student to say the answer. The teacher confirms and explains. - Let students read the sentences in 2b aloud to understand their meanings, and then play the recording. Let students listen to the recording and write the names of the stores or radio stations in front of the corresponding sentences. - Invite several students to write their answers on the blackboard, and other students check and supplement. The teacher comments and explains to ensure that students can accurately complete the listening task. -

 \*\*Role-play (5 minutes)\*\*

- Let students work in pairs, one playing the reporter and the other playing the boy in 2a and 2b. According to the listening answer information, they create and practice a dialogue according to the form of 2c, and then invite several groups of students to perform in front of the class. - During the students' performance, the teacher guides other students to listen carefully and pay attention to observing students' pronunciation, intonation, expression, and movements, etc. After the performance, let other students make evaluations and feedbacks. The teacher summarizes and evaluates the students' performance to further improve students' oral expression ability and comprehensive language application ability. -

\*\*Summary and Homework (5 minutes)\*\*

- Review the key words, phrases, sentence patterns, and grammar knowledge learned in this class with students, such as the superlative form of adjectives and adverbs, sentence patterns for describing the characteristics of movie theaters, etc., to help students consolidate the learned content and form a systematic knowledge system. - Assign homework: Let students choose two local movie theaters, understand their relevant information through on-site observation, inquiry, or data search, and then write a short essay in English to compare the advantages and disadvantages of these two movie theaters, requiring the use of the superlative form of adjectives and adverbs, with no less than 80 words.

Teaching Reflection

Through this class teaching, students have a deeper understanding and mastery of the superlative form of adjectives and adverbs, and can use the superlative sentence patterns to compare and evaluate movie theaters and other things, basically achieving the teaching objectives. In the teaching process, a variety of teaching methods and means are adopted, such as situational teaching, task-driven, and multimedia-assisted teaching, which stimulate students' learning interest, improve students' participation and enthusiasm. At the same time, through group discussion, role-playing, listening training, oral practice, and other activities, students' cooperation spirit, comprehensive language application ability, and thinking ability are cultivated. However, in the teaching process, some deficiencies are also found. For example, some students are not proficient in the irregular changes of the superlative degree, and there are still some grammar errors and inaccurate expressions in oral expression. In future teaching, more guidance will be given to these students, and some targeted exercises will be added to help students better master and use the learned knowledge and improve their English level.