**Unit5 Do you want to watch a game show?**

Section A (1a-2c)

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| **Name** | Tang Fangfang | | **Grade** | Grade 8 | **Time** | 40 minutes |
| **Topic** | | Unit5 Do you want to watch a game show? Section A (1a-2c) | | | | |
| **Students analysis** | | 1. The students are from Grade eight, they love watching shows and they are interested in this topic. 2. They have previewed the key words and expression about TV shows. Besides, they can briefly share their ideas by simple expressions. | | | | |
| **Text analysis** | | 1. The teaching content of this lesson is the first of the new target of the eighth grade English teaching version of unit 5 Do you want to watch a game show? This lesson is in the first part of Unit 5 in Grade 8. It is about learning words about TV shows and using. 2. ----Do you want to watch a game show?   --Yes./No.  --what do you think of it?  ---I love/like/don't mind/don't like/can't stand it..  Students can have a conversation. Form a short essay with these four questions. To discuss your opinion of a certain TV show. | | | | |
| **Teaching objectives** | | 1. Master the key words and phrases in this period: sitcom, news, plan, hope, talk show, sports show, game show, soap opera, talent show, think of.... And master the key sentence pattern: what do/does sb think of...? How do/does sb like...? 2. Students can talk about different degrees of preferences, and learn how to express their own opinions, listen to and relaying others' attitudes and opinions on things, and can use the language knowledge to simply explain the reasons. 3. Through speaking teaching activities, students can master oral skills, and improve ability to communicate. 4. Stimulate students' motivation to actively explore new content by watching TV that they are interested in; And through group cooperation to complete the relevant tasks, to cultivate students' unity and cooperation of the team consciousness | | | | |
| **Teaching keys** | | 1. the key words and phrases in this period: sitcom, news, plan, hope, talk show, sports show, game show, soap opera, talent show, think of.... 2. the key sentence pattern: what do/does sb think of...? How do/does sb like...? | | | | |
| **Teaching difficult points** | | Use love/ like/ don't mind/ don't like/ can't stand to express opinions and attitudes about things appropriately. | | | | |
| **Teaching method** | | Communicative principles and task-based language teaching | | | | |
| **Teaching aids** | | A blackboard and a multimedia courseware | | | | |
| **Homework** | | 1. Recite the words 2. Make a survey of your family members about TV shows and then give us a report next class. | | | | |
| **Teaching procedures** | | | | | | **Time** |
| **Step 1**  **Lead-in** | | 1. After greeting students, the teacher will ask students the following questions: what do you usually do in your free time? Do you like watching TV? 2. Then the teacher will invite some volunteers to share the answers. After that, the teacher will show the topic of this lesson. | | | | 5 minutes |
| **Step 3**  **While-task** | | 1. Show some pictures about different kinds of TV shows on the screen and ask some students to read the TV shows. 2. Write the shows' names on the blackboard and encourage students to speak as many as possible. 3. Read after teacher and students read together. Then, check the pronunciation of the words (ask single student to read) 4. Play a game. (according to the picture given by the teacher, one person can guess the word or one person can say the meaning of the picture in English, and the other person can guess the word.) 5. The teacher shows some pictures and ask what kind of TV shows they are. what do you think of...? How do you like...? Teacher explains it and gives the form using love, like, don't mind, don't like, can't stand. Using the 1c to help students understand those 5 words. | | | | 25 minutes |
| **Step 4**  **Post-task** | | 1. Read the conversations and match the name with the right shows. 2. Practice the conversation with their partner. Then let some pairs to act out the conversation.   e.g. A: What do you want to watch tonight?  B: What do you think of talk shows?  A:I like them. I think they're educational/...  B: Then let's watch a talk show..  ( The teacher can invite two or three pairs to perform in front of the class.)   1. . Make students scan the conversation in 2d. 2. Teach and then make students role -play the conversation in pairs. In this part, student A will be Grace. Student B will be Sarah. As they talk, move around to monitor their work. Offer language or pronunciation support as needed. ( The teacher can invite two or three pairs to perform in front of the class.) 3. Summarize the key content in this lesson. | | | | 15 minutes |
| **Teaching reflection** | | In the first period, through the study of la-2c, the students must learn to talk about preferences and make plans. So the teacher should encourage the students to talk about what kind of movies or TV shows they like and they don't like. It helps to cultivate students' ability to use the target language for communication. | | | | |