教 学 设 计

教材版本：	Go for it 七年级下册
单　　元：	Unit 9 What does he look like?
课　　时：	Section A 1a-1c
课程类型：	听说课
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Go for it: Book 2

Unit 9: What does he look like?

Section A 1a- 1c

Lesson type: Listening and speaking

1. Teaching materials analysis:

Consisting of Section A, Grammar Focus, Section B and Self Check, the language goal of this unit is to describe people's looks. This lesson, the listening and speaking section is the first period of this unit whose main task is to describe people's looks with some basic words and expressions.

2. Learners analysis:

➢ English competence: The students have learned simple present tense, what questions and statements with be structure. But they may often make mistakes in terms of choosing "is" or "has" as the verb when describing people's look. So the key task of this period is to give students sufficient input of descriptions with "is" or "has" and guide them to know about this grammar, at the same time paving way for the next period.

➢ Learning features: The seventh graders have finished most of their first year's middle school study. So, on the one hand, as new comers, they still show intense curiosity about novel things and actively participate in class activities; on the other hand, as would-be eighth graders, they are eager to make their creative voice heard and express their deep thoughts. Accordingly, teachers are supposed to make good use of their features to design a more effective lesson.

3. Teaching objectives:

At the end of this lesson, students are able to：

➢ learn by heart and understand the words and expressions like: "curly/ straight hair, tall, short, of medium height, heavy, thin, of medium build"; recognize and know about the sentences patterns like "What does he/ she look like?", "Is he/ she tall or short?", "Does he have straight hair or curly hair?", "He/she has …" and "He/she is …";

➢ ask about people's looks and try to describe it with "He/she has …" and "He/she is …" ;

➢ be aware of good manners in describing others' looks in western countries and be positive towards life and work as common people.

4. Teaching focus and difficulties:

➢ Focus：to guide the students to use "What does he/ she look like?", "He/she has …" and "He/she is …" to ask and describe people's looks.

➢ Difficulties：to make students recognize the order of multiple adjectives before nouns in describing people's hair, try to use "He/she has …" and "He/she is …" correctly.

5. Teaching Methods:

➢ Task-based teaching；

➢ Total Physical Response;

➢ Team cooperation.

6. Teaching and learning Aids:

➢ Blackboard, chalks;

➢ Screens, a computer, electronic responders;

➢ Cards with different images and handouts.

7. Teaching procedures:

Step 1: Lead-in   【**2 minute**】

➢ Greeting and singing: The teacher introduces the new unit with a story and sings a newly-adapted song from *Twinkle, Twinkle, Little Star*

T: A little girl helped an old woman to go to the hospital and after that she quickly left. She didn't tell others her name. A reporter wanted to find her in her school. But there are so many students. How? So she went to the old lady and asked: "What does she look like?" Happily, the lady sang:

> *"The girl has a sweet round face*
> *with big blue eyes and a small red mouth.*
> *She has long straight purple hair.*
> *Many people think it very fair.*
> *She is of medium height and build.*
> *She likes helping the young and old."*

T: Now can you help the reporter to find the nice girl?

S1: This one.

T: Cool! Yes. The girl is Renata and she has two friends, Jack and Mike. What do they look like? Do you want to know them?

Ss: Yes.

T: Welcome to Unit 9: What does he look like? In this lesson, we will meet different people and talk about their looks. Are you ready?

【**Purpose**】：

1. The teacher makes a setting for the key expression —"What does she look like?" with a story to show the pragmatic use of language.

2. The song is to arouse students' interest and show them the way to describe people's looks.

3. She frankly makes students know about the new unit with its general objective at the beginning of this class.

Step 2: Presentation and listening   【**18 minutes**】

➢ Task 1: Meet Jack and Mike.

The teacher draws Jack's and Mike's faces, hair, height and build respectively on the blackboard and at the same time leads the students to learn, understand and practice the words and expressions about a person's body with the help of PPT.

T: What does Jack look like? What does Mike look like? Eyes on the blackboard, please! Jack is…

Ss: Old.

T: Mike is …

Ss: Young.

T: Mike has …(with body language)

Ss: Curly hair.

T: Mike has …

Ss: Straight hair.

…

【**Purpose**】:

1. Students' attention is greatly aroused to new words and expressions by the teacher's drawing two funny images with totally opposite features;

2. Students further understand the new words and expressions by TPR;

3. Students acquire inputs of the sentence structures like "What does he/ she look like?", "He/She has …" and "He/She is …" again and again by listening to the teacher's guidance.

4. Students get an idea of the necessary aspects like age, hair, height and build when talk about people's looks.

➢ Task 2: Talk freely(before listening).

Students talk about any aspect of a person in the picture in 1a on Page 49 with any sentence patterns on PPT and talk about their looks.

T: Wow, there are so many people! Describe anything about their looks, please. One student, one sentence. For example, Jack has short hair. Joe is short.

S1: Mike is tall.

S2: Jane has curly hair.

…

T: Good job.

【**Purpose**】:

1. Student's confidence is built by presenting a simple description.

2. Students get familiar with the images and activities in 1a by this pre-listening talk to pave way for their listening practice later.

➢ Task 3: Find Amy's friend (While listening1).

Students listen to the audio and fill in the blanks in the picture in 3a.

T: Look at the picture, please. Can you help Amy to find her friend? Listen and fill in the blanks. (playing the audio)

T: let's check the answers. Who wants to have a try?

S1: He's really tall. And he has short curly hair.

T: Which one is Amy's Friend?

S2: H.

T: Because…

S2: H is tall and has short curly hair.

T: Good job.

【**Purpose**】:

1. Students get further input about how to describe people's looks.

2. Students recognize alternative questions like "Is your friend tall or short?

➢ Task 4: Listen, repeat and answer (While listening2).

Students listen to the audio, repeat the sentences one by one and answer the teacher's alternative questions.

T: Now let's read it sentence by sentence. Pay attention to your pronunciation, please. (Playing the audio and showing the PPT slide with the script.)

Ss: Is that your friend?...

T: I like your tones. Please focus on this one. "Is he short **or** tall?" After me!

Ss: Is he short **or** tall?

T: Is he thin or heavy? Answer me! (Pointing to one person in the picture in 1a)

Ss: He is heavy.…

T: Impressive!

【**Purpose**】:

1. Students' pronunciation is corrected by repeating with the assistance of the tone markers on the PPT slide.

2. Students get a better understanding of alternative questions through the after-listening activity.

Step 3: Drill 【**14 minutes**】

➢ Task 1: Pair work: Describe your favorite characters.

Students work in pairs to talk about their favorite characters' age, hair, height and build respectively.

T: I think it's time to have fun. 1 minute, go!

Ss: …

T: Who wants to have a try

S1 and S2: …

T: Cool! Next pair.

【**Purpose**】:

1. Students work in pairs to practice describing people's looks, during which, the comparatively slower learners will be helped.

2. Students get excited to express due to the activity design, which will inspire more effective learning later.

➢ Task 2: Discuss and Discover.

Students discover by themselves the language phenomenon of "has" or "is" by observing and discussing.

T: So far we've done very good job. When do we use "has"? And when do we use "is"? Discuss with your partners first.

Ss: …(discussing)

T: Time is up! Tell me with your words and body language Short!.

Ss: He is short (with an X arms)/ he has short (with one arm up).

…

T: Good job! I have seen your results. What's the secret behind it? Keep it in mind and we will futher work it out tomorrow. Ok?

Ss: Ok!

【Purpose】:

1. Students have an idea about the function of "He/she has …" and "He/she is …"by group discussing in the students- centered atmosphere and their self-study ability is greatly encouraged.

2. Students show their results by speaking out and TPR, which is an interesting and effective way for them to get further understanding of the grammar.

3. In order to give students enough time and room to think and self- explore, the teacher purposely doesn't make the grammar explanation in this lesson and leaves it to next period instead.

➢ Task 3: Do as Romans do (culture).

Students finish an improvised questionnaire with 3 questions about manners through e-responders, watch a short video about good manners when describing people's looks in America and check the answers.

T: Most of us can describe people's looks now. How do Americans do it? Is there anything we need to pay attention to? For example, do they talk about weight often?

Make your choice.

Ss: (Operating the e-responders)

T: (Showing and analyzing the result on the screen) Question 2, Can we say you are heavy or fat?

Ss: (Operating the e-responders)

T: (Showing and analyzing the result on the screen) Question 3, Can we say you are handsome to someone you meet for the first time?

Ss: (Operating the e-responders)

T: (Showing and analyzing the result on the screen) So, who gets the right answer? Let's watch the video first. (Playing the video)

…

T: Now do you know the answers?

Ss: Yes!

T: Let's check it together and tell me why.

…

【Purpose】:

1. Students practice their listening competence by watching a native speaker's mini-speech.

2. Students are aware of good manners in describing others' looks in western countries.

Step 4: Practice   【8 minutes】

➢ Group work: Our star show.

Each group has a host and the rest group members are guests in the talk show. Each group also has pictures of a person and his/ her story in Chinese in their handouts.

T: In your show, each group needs to describe your star's look, let others guess your star and share his/ her story. 3 minutes.

Ss: (discussing and rehearsing)

T: OK, time is up. Show us please.

Group 1: He is… and he has…. Which one is our star?

S1: No. 2?

Group 1: Yes. He …(sharing his life story)

T: Amazing! Next group!

Group 2: …

【Purpose】:

1. The words and expressions about appearance and simple present tense are practiced and consolidated in a comprehensive task.

2. Students' teamwork spirit is cultivated and student-to-student interactions are generated.

3. Students' positive attitude towards life and work is inspired.

Step 5: Consolidation   【3 minutes】

➢ Summary: Make *Miss Wang* song.

   Students describe the teacher's look and sing a newly-made song together.

T: Last, Let's have a fun summary. Can you describe me together?

Ss: …

T: Are you ready to *Miss Wang Song*? Go!

Ss and T: (Singing)

T: Thank you!

【Purpose】:

1. Key points about describing people are summarized and consolidated in a fun way.

2. Students' multi-intelligence and creativity is encouraged.

➢ Homework:

Make a short video about your hero/ heroine (looks, job, life…) and submit it through the APP Jia Xiao Bang.

Blackboard design:

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He has short straight white hair. long curly blonde hair
He is old.   young   age
      heavy   thin   build
      short   tall   height
                    Jack   Mike

Appendix: Handouts for group work

Group work:

他叫丁荣军。他在西安

他非常喜欢英语，所以他每天说站的名字用中文和英文。

他喜欢帮助老人。

我觉得……（可任意发挥。）

Group work:

她叫陈岚舒，大约 30 岁。

她喜欢好吃的食物，也喜欢做饭。

现在她在台湾有一个饭店。

她每天工作 for 15 个小时。但是她不累。

她说："我把我所有的爱都给了我的食物，所以我觉得……"（可以任意发挥）

Group work:

他叫刘永刚。他 51 岁，他在咸丰，湖北。

他是学校唯一的老师，他只有 12 个学生。

他说："我喜欢教书，我喜欢我的学生。"

我觉得……。（可以任意发挥）

Group work:

你们知道她吗？

是的，她是朱婷。她是一个排球运动员。

她的家乡（hometown）是河南，她家很穷。

因为她很高也很聪明，她的老师让她学排球。

她每天努力练习。现在她成为了一个排球明星。

我觉得……（可以任意发挥）

Group work:

他大约 50 岁。我不知道他的名字。

但是我知道他是一个好人，而且他爱他的工作。因为照片里他正在帮助一个考拉。

我觉得……。（可以任意发挥）

Group work:

他叫张金哲。他 98 岁。

他每天工作。

他喜欢和他的儿童病人（patients）交朋友。

我觉得……（可以任意发挥）

Group work:

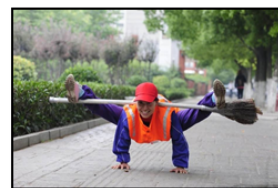她非常喜欢狗，她也想当警察，所以她成为了一个 police dog trainer.

她和她的狗是好朋友，她的狗可以帮助警察找罪犯。

我觉得……。（可以任意发挥）

Group work:

她叫张秀芳。她爱她的工作

她善于跳舞。她经常跳舞 with her broom(用她的扫把)

我觉得……（可以任意发挥）