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| **Title** | **9AUnit 8 Welcome to the unit** | | |
| **Teaching objectives:**  A. Knowledge objectives:  To understand clues about a crime  B. Ability objectives:  To read notes on four suspects and decide which suspect is most likely to be guilty  To draw a picture of the suspect | | | |
| **Teaching key points and difficult points:**  1. Words: detective, murderer, suspect, occupation, clinic, neat, shopkeeper, salesman, medium, untidy, unhelpful, wanted, rewarded  2．Phrases: be dressed, dress like, go missing, make notes on, medium height, be wanted for murder, do important work  3．Sentences:  Why are you dressed like that?  This is much more serious.  My food has gone missing.  Last Saturday night at 8 p.m., a young man was murdered. | | | |
| **Teaching methods:** Communicative Teaching | | | |
| **Teaching Procedures** | | **Learning methods** | |
| **Step1: Lead-in(BC)**   1. Show the students some pictures about some famous detectives in China or around the world like Conan , Sherlock Holmes , Bao Zheng, Di Renjie and so on. Ask the students some questions about these pictures. 2. When asking questions, present some new words such as detective 侦探, clue 线索,suspect 嫌疑犯，lie 撒谎， guilty有罪的，truth真相 and so on. | | | 激情引趣，导出主题，激活学生的思维，营造轻松的学习氛围。 |
| **Step2: Presentation**  1.T: Do you like reading detective stories? Who is the famous detective in the novels? ( Sherlock Holmes.)  **(B C)**  Show the picture of Sherlock Holmes, and describe the picture. ( Talk about his special dressing with his magnifying glass and the pipe.)  T: Today, Eddie is dressed like that. Let’s see what happened.  2.Listen to the tape and answer some questions:  Why is Eddie dressed like a detective?**(A)**  Is his job serious?**(A)**  What is he really looking for?**(A)**  3.Check the answers by asking students.  4.Read the dialogue together.  5.Ask some pairs to act out the dialogue. | | | 通过听、看、说、读、演等帮助学生理解对话内容，引导学生积极参与活动，让学生能够更好地融入“侦探”这个相对陌生的话题。 |
| **Step3: Pair work**  1.Now we know something about detectives, then do you know how to be a good detective? I need you to work in pairs to help me find out: What qualities should the detective have?**(B C)**  2. Have a conclusion with the students together:  (1) careful  (2)patient  (3) organized  (4) clever  (5) imaginative  (6)… | | | 提升学生对于对话的深层次理解，激发学生的创造性思维。同时，活跃气氛，让学生“活动”起来以保持学生的学习兴趣。 |
| **Step4: Presentation**  You all did a good job, but do you read a detective story? Now , I’ll show you a “ a police report” about a detective case. After reading the police report , you’ ll have four tests to finish. The more carefully you read the report , the better you can finish the tests.Are you ready for the test? Ok, let’s start. | | | 这部分活动通过查找谋杀者，阅读警察关于嫌疑人的报告，训练学生仔细阅读和审题的能力。这部分还可以以竞赛的形式来激发学生回答问题的积极性。 |
| **Step5: Discussion**  T: Now, we know some information about the four suspects , but who do you think is the murderer? And why do you think so? Discuss this questions in groups of four.  You can discuss like this:**(B C )**  A:Who do you think is the murderer?  B:…(James Brown/Jimmy White/Emily Smith/Frank Johnson)  A:Why?  B:Because…  C: I think … | | | 围绕嫌疑犯设置的讨论话题，可以在一定程度上培养学生推理判断的能力。 |
| **Step6: Listening and Practice**  T:Daniel and Sandy are also talking about the murder in Sun Town.  1.Listen to their conversation and answer the following two questions:**(A)**  (1)Who does Sandy think is most likely to be the murderer? Why?  (2)Who does Daniel think is most likely to be the murderer?  2. Practise reading their conversation in pairs and then act it out. | | | 操练对话，活跃课堂气氛，激发学生运用英语表达的欲望。 |
| **Step 7: Homework**   1. **Recite the dialogue.(A)** 2. Search on the Internet for a detective story.**(B C)** 3. Preview Reading. | | | 让学生在课后巩固本节课所学的重点内容，并积极地为下一节课的阅读做好铺垫 |

