Unit 6 I’m going to study computer science.

Section A1 (1a-2d)教学设计

一、教学目标：

1. 语言知识目标：

1) 能掌握以下单词：grow up, computer programmer, cook, doctor, engineer, violinist, driver, pilot, pianist, scientist, be sure about, make sure

能掌握以下句型：

① ─What do you want to be when you grow up?

─I want to be a basketball player.

② ─How are you going to do that?

─I’m going to practice basketball every day.

③ Where are you going to work?

④ When are you going to start?

⑤ I’m not sure about that.

2) 能了解以下语法：

掌握一般将来时态的构成形式；

3) 用一般将来时态表达将要做的事情。

2. 情感态度价值观目标：

每个人都有自己的梦想和对未来的打算，对于将来想要从事的职业也充满了憧憬。 人们以常谈论他们的设想，因此，应通过学习这单元的内容来激发学生们的学习主动性和学习兴趣，使他们更加有理想，并为实现自己的理想而不断努力。

二、教学重难点

1. 教学重点：

1) 学习一般将来时态的构成方式。

2) 学习本课时出现的重点句型，通过在不同情景下运用来熟练运用一般将来时态。

2. 教学难点：

用一般将来时态表达自己未来的打算。

三、教学过程

Ⅰ. Lead in

1. 介绍自己小时候想要从事的职业，由此Brainstorm出以前所学过的一些职业的英语表达方式：

teacher, nurse, doctor, basketball player, runner, actor, actress…

2. 询问学生们想要从事的职业，从而引出句型：

─ What do you want to be when you grow up?

─ I want to be a basketball player.

3. 学生们看幻灯片，引导学生们进行问答自己将来所喜欢的职业。

Ⅱ. Presentation

1. 播放幻灯片，展示一些职业的图片，来引导学生们学习一些新的职业名词：

computer programmer, cook, engineer, violinist, pianist, pilot, scientist,…

2. 让学生们看大屏幕来学习记忆这些生词。

3. Tell Ss to rank them [1-12]. 1 is most interesting, 12 is least interesting.

2. Try to remember the new words.

Ⅲ. Game

1. Show some pictures in the big screen.

2. Let Ss guess what he/she does.

3. Let Ss try their best to guess the job. See which group is the best.

Ⅳ. Listening

1. T: Tell Ss to read the words of jobs in the chart. Make sure they know the meaning of the words and sentences.

2. Play the recording for the Ss to listen and fill in the blanks.

3. Play the recording again. Check the answers with the Ss.

4. Play the recording again. Ss listen and match the jobs with activities.

5. Show the answers on the big screen.

Ⅴ. Pair work

1. Let Ss read the model with a partner.

2. Use the information in the chart of 1b. Ask and answer with a partner.

3. Let some pairs ask and answer about the chart.

Ⅵ. Listening

Work on 2a:

1. Let Ss look at the pictures below. Explain the activities in the pictures if necessary.

2. Play the recording for the Ss to listen and check (√) the correct boxes in the picture.

3. Play the recording again to check the answers.

Work on 2b:

1. Let Ss read the chart below. Tell Ss that they’ll listen to Cheng Han’s plan for the future. They should answer the questions:

“What” means “What is Cheng Han want to be?”

“Where” means “where is Cheng Han going to work?”

“How” means “How is he going to do it? ”

“When” means “when is he going to start?”

2. Play the recording for the Ss to write the correct answers in the chart.

3. Play the recording again to check the answers.

Ⅶ. Pair work

1. Tell Ss to ask and answer about Cheng Han’s plans using the information in 2b.

2. Give a model to the Ss.

3. Ss work in pairs. Try to ask and answer about Cheng Han’s plans.

4. Ask some pairs to act out their conversations.

Ⅷ. Role-play

1. Read the conversations and answer the two questions:

① What does Ken want to be? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

② How is he going to do that? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

③ What does Andy want to be? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Explain main points in the conversation.

The Old Man and the Sea by Hemingway. 海明威的《老人与海》。 此处介词by为“由……所著”之意。再如：a short story by Lu Xun (鲁迅的一部短篇小说)，the music by Mozart(莫扎特写的音乐)，paintings by Van Gogh(梵高的绘画)等。

Then you can be anything you want! 那么你就能当上你想做的人了。

此句的基本意思是you can be anything，不定代词anything指代未来所从事的某一职业，you want用来修饰anything。

3. Let Ss read the conversation after the teacher.

4. Practice the conversation with their partner. Then let some pairs to act out the conversation.

Homework:

1. Recite the conversation in 2d after school.

2. 根据图片提示或自己的实际想法编写一个对话。

--What are you going to be when you grow up?

--I’m going to be a/an…

--How are you going to do that?

--I’m going to…