

《高中英语（上外版）》选择性必修第一册 Unit 4 Future Living

课时：第八课时 教学内容：creating a daily routine in 2050

课型：further exploration 设计者：上海市第五十四中学 王欣怡

一、教学设计与说明

1. 教学目标

本课为本单元的最后一课时，核心目标为畅想和描述未来生活，并能评价与反思本单元的学习情况。

2. 设计思路

本课为本单元的最后一课时，旨在引导学生通过头脑风暴，畅想和描述未来生活的日常，并进行演讲展示。首先，教师通过展示 Laura 一天的日常活动，引入 daily routine 的概念。然后，学生通过小组合作的形式进行头脑风暴，畅想 2050 年的日常生活会和现在有何不同。最后，教师鼓励学生小组合作，进行 presentation 的展示，并通过 checklist 来进行多方面的评价。

作业要求：1. 反思本单元所学，并基于自我评价表写一份学习报告。

3. 重点难点

发挥想象，畅想未来日常生活的各个方面，并运用恰当的语言表述。

Lesson Plan

By the end of this period, students will be able to:

1. imagine and describe daily life in the future;
2. assess and reflect on their performance in this unit.

Procedures:

Interactive activity 1: Making a list of present daily routine

***T:** Show Ss Laura's daily routine and ask Ss to make a list of their present daily routines.

***Ss:** Make a list of their present daily routines.

Purpose: To learn to make a list of daily routines.

Guided question:

1. What do you do every day? Make a list of the things you do almost every day.

Interactive activity 2: Brainstorming future daily routine

***T:** Ask Ss to brainstorm a daily routine in 2050 with their group mates and work out a mind map.

***Ss:** Brainstorm a daily routine in 2050 with their group mates and work out a mind map.

Purpose: To imagine future daily routines in different aspects.

Guided questions:

1. Imagine you travel to the Year 2050 in a time machine. What would your typical day be like?

Independent activity 3: Presentation

***T:** Guide Ss to work in groups and give a presentation to describe their daily routines in 2050.

***Ss:** Prepare for the presentation in groups and select a representative to give the presentation to the class.

Purpose: To learn the presentation skills and apply it to future living.

Guided questions:

1. Can you give a presentation to describe your daily routines in 2050?

Independent activity 4: Commenting on performance

***T:** Ask Ss make comments on other's presentation based on the evaluation checklist.

***Ss:** Make comments on other's presentation based on the evaluation checklist.

Purpose: To learn to give comments.

Guided questions:

1. Could you make some comments on his/her presentation according to the evaluation checklist?

Assignment:

Work in pairs to make a dialogue about "a call from 2050".