

# 人教版新目标 *Go for it!*

## Grade 8 上册 Unit 6

I'm going to study computer science.

### Writing

学校：贵阳市第七中学

姓名：宋洁莹

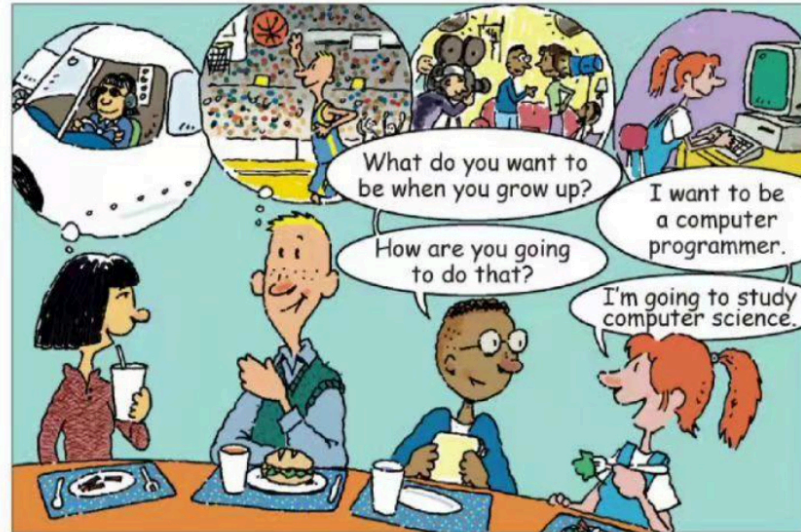
联系电话：13908517577

# UNIT 6

## Section A

Language Goal:  
Talk about  
future intentions

### I'm going to study computer science.



**1a** Do you think these jobs are interesting? Rank them [1-12] (1 is most interesting, 12 is least interesting).

___ computer programmer	___ cook	___ doctor
___ engineer	___ teacher	___ violinist
___ bus driver	___ pilot	___ pianist
___ basketball player	___ scientist	___ actor

**1b** Listen and fill in the blanks. Then match the items.

- |                        |                             |
|------------------------|-----------------------------|
| 1. computer programmer | a. take _____ lessons       |
| 2. basketball player   | b. study _____ science      |
| 3. engineer            | c. practice _____ every day |
| 4. actor               | d. study _____ really hard  |

**1c** Practice the conversation in the picture. Then make conversations about the other jobs in 1a.

A: What do you want to be when you grow up?  
B: I want to be a basketball player.  
A: How are you going to do that?  
B: I'm going to practice basketball every day.

# UNIT 6

**2a** Listen. What is Cheng Han going to do? Check (✓) the correct boxes in the picture.



**2b** Listen again. What are Cheng Han's plans for the future? Complete the chart.

What	
Where	
How	
When	

**2c** Ask and answer questions about Cheng Han's plans.

A: What does Cheng Han want to be?  
B: He wants to be ...

**2d** Role-play the conversation.

Andy: What are you reading, Ken?  
Ken: *The Old Man and the Sea* by Hemingway.  
Andy: Wow, now I know why you're so good at writing stories.  
Ken: Yes, I want to be a writer.  
Andy: Really? How are you going to become a writer?  
Ken: Well, I'm going to keep on writing stories, of course. What do you want to be?  
Andy: My parents want me to be a doctor, but I'm not sure about that.  
Ken: Well, don't worry. Not everyone knows what they want to be. Just make sure you try your best. Then you can be anything you want!  
Andy: Yes, you're right.





**Grammar Focus**

What do you want to be when you grow up?	I want to be an engineer.
How are you going to do that?	I'm going to study math really hard.
Where are you going to work?	I'm going to move to Shanghai.
When are you going to start?	I'm going to start when I finish high school and college.

**3a Match what these people want to do with what they are going to do.**

- |  |  |
|--|--|
| ___ 1. My friend wants to be an engineer.      | a. They're going to practice every day.  |
| ___ 2. My brother wants to be an actor.        | b. I'm going to buy a fast car.          |
| ___ 3. I want to be a scientist.               | c. We're going to take singing lessons.  |
| ___ 4. My sister wants to be a school teacher. | d. She's going to study education.       |
| ___ 5. Those boys want to be soccer players.   | e. She's going to study math.            |
| ___ 6. My friend and I want to be singers.     | f. I'm going to study science.           |
| ___ 7. My cousin wants to be a cook.           | g. He's going to go to a cooking school. |
| ___ 8. I want to be a race car driver.         | h. He's going to take acting lessons.    |

**3b Fill in the blanks. Then practice the conversation.**

A: Kelly, what do you want to be \_\_\_\_\_ you grow up?  
 B: I \_\_\_\_\_ to be a doctor.  
 A: Wow! \_\_\_\_\_ are you going to do that?  
 B: I'm \_\_\_\_\_ to study medicine at a university.  
 A: Hmm ... sounds difficult. \_\_\_\_\_ are you \_\_\_\_\_ to study?  
 B: I'm going to \_\_\_\_\_ in London.  
 A: \_\_\_\_\_ are you going to start?  
 B: I'm going to \_\_\_\_\_ next September.



**3c Complete the chart and discuss it with your partner.**

A: What do you want to be when you grow up?  
 B: I want to be a reporter.  
 A: How are you going to do that?  
 B: I'm going to write articles and send them to magazines and newspapers.

What	
Where	
How	
When	

**Section B**

**1a Match the pictures with the New Year's resolutions. Number the pictures [1-5].**

1

**New Year's Resolutions**  
 Next year, I'm going to:

1. learn to play the piano
2. make the soccer team
3. get good grades
4. eat healthier food
5. get lots of exercise

**1b What are you going to do next year? Tell your partner.**

A: What are you going to do next year?  
 B: Well, I'm going to take guitar lessons. I really love music.  
 A: Sounds interesting. I'm going to learn another foreign language.  
 B: Are you? Great! But foreign languages are not for me.

**1c Listen and circle the resolutions you hear in 1a.**

**1d Listen again. Write how the people are going to make their resolutions work.**

	How are they going to do it?
Lucy	She's going to take piano lessons.
Kim	
Mike	



**1e Make a list of other resolutions and how you are going to make them work. Then discuss them with your group.**

A: I want to be a teacher.  
 B: How are you going to do that?  
 A: Well, I'm going to study hard and get good grades.  
 B: Sounds like a good plan. I want to get a lot of exercise.



**2a** Discuss the questions with your partner.

1. Did you make any resolutions last year?
2. Were you able to keep them? Why or why not?

**2b** Read the passage. Put the sentences [A–D] in the correct places.

1. Do you know what a resolution is? It's a kind of

promise. Most of the time, we make promises to other people. ("Mom, I promise I'm going to tidy my room when I get back from school.") However, promises you make to yourself are resolutions, and the most common kind is New Year's resolutions. \_\_\_\_\_ When we make resolutions at the beginning of the year, we hope that we are going to improve our lives. Some people write down their resolutions and plans for the coming year. This helps them to remember their resolutions. Others tell their family and friends about their wishes and plans.

2. There are different kinds of resolutions. Some are about physical health. For example, some people promise themselves they are going to start an exercise program or eat less fast food. Many resolutions have to do with self-improvement. \_\_\_\_\_ Some people might say they are going to take up a hobby like painting or taking photos, or learn to play the guitar. Some resolutions have to do with better planning, like making a weekly plan for schoolwork. \_\_\_\_\_

3. Although there are differences, most resolutions have one thing in common. People hardly ever keep them! \_\_\_\_\_ Sometimes the resolutions may be too difficult to keep. Sometimes people just forget about them. For this reason, some people say the best resolution is to have no resolutions! How about you — will you make any next year?



- A. These are about making yourself a better person.
- B. For example, a student may have to find more time to study.
- C. There are good reasons for this.
- D. The start of the year is often a time for making resolutions.

**2c** Read the passage again and match each paragraph [1–3] with its main purpose below. Underline the words and phrases that helped you decide.

- \_\_\_\_\_ To question the idea of making resolutions
- \_\_\_\_\_ To give the meaning of *resolution*
- \_\_\_\_\_ To discuss the different kinds of resolutions

**2d** Answer the questions with short sentences.



1. What is a resolution?  
\_\_\_\_\_
2. When do people usually make resolutions?  
\_\_\_\_\_
3. Why do people usually make resolutions?  
\_\_\_\_\_
4. How can people remember their resolutions?  
\_\_\_\_\_
5. How many kinds of resolutions does the writer talk about?  
\_\_\_\_\_
6. Why do you think resolutions may be difficult to keep?  
\_\_\_\_\_
7. Do you think the best resolution is to have no resolutions? Why or why not?  
\_\_\_\_\_

**2e** Find these phrases in the passage. Then write your own sentences with them.

- have to do with \_\_\_\_\_
- make promises \_\_\_\_\_
- have ... in common \_\_\_\_\_
- write down \_\_\_\_\_
- for this reason \_\_\_\_\_
- take up \_\_\_\_\_



**3a** Complete the first two paragraphs about resolutions with the words in the box.

take    listen    make    is    help    learn    are

Resolutions \_\_\_\_\_ promises to yourself. They may \_\_\_\_\_ to make you a better person and to make your life easier. I am going to \_\_\_\_\_ four resolutions.

The first resolution is about my own personal improvement. Next year, or maybe sooner, I am going to \_\_\_\_\_ up a new hobby. I think singing \_\_\_\_\_ a great activity so I am going to \_\_\_\_\_ to sing. I think this will also make my family happy because they love to \_\_\_\_\_ to music and sing together.

**3b** Write your resolutions under the following headings.

- Ideas for improving my physical health  
get more exercise, \_\_\_\_\_
- Ideas for improving my relationships with my family and friends  
\_\_\_\_\_
- Ideas for doing better at school  
\_\_\_\_\_

**3c** Use your notes to write three more paragraphs about your resolutions. In each paragraph, write what you are going to do and why.

The second resolution is about improving my physical health. \_\_\_\_\_  
\_\_\_\_\_

The third resolution is about improving my relationships with my family and friends. \_\_\_\_\_  
\_\_\_\_\_

The last resolution is about how to do better at school. \_\_\_\_\_  
\_\_\_\_\_

**4** Imagine you work for your city. Think of a plan to make it cleaner and greener.



- We're going to make the subway better. Then people don't have to drive to work.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Self Check**

**1** Match the jobs with the school subjects.

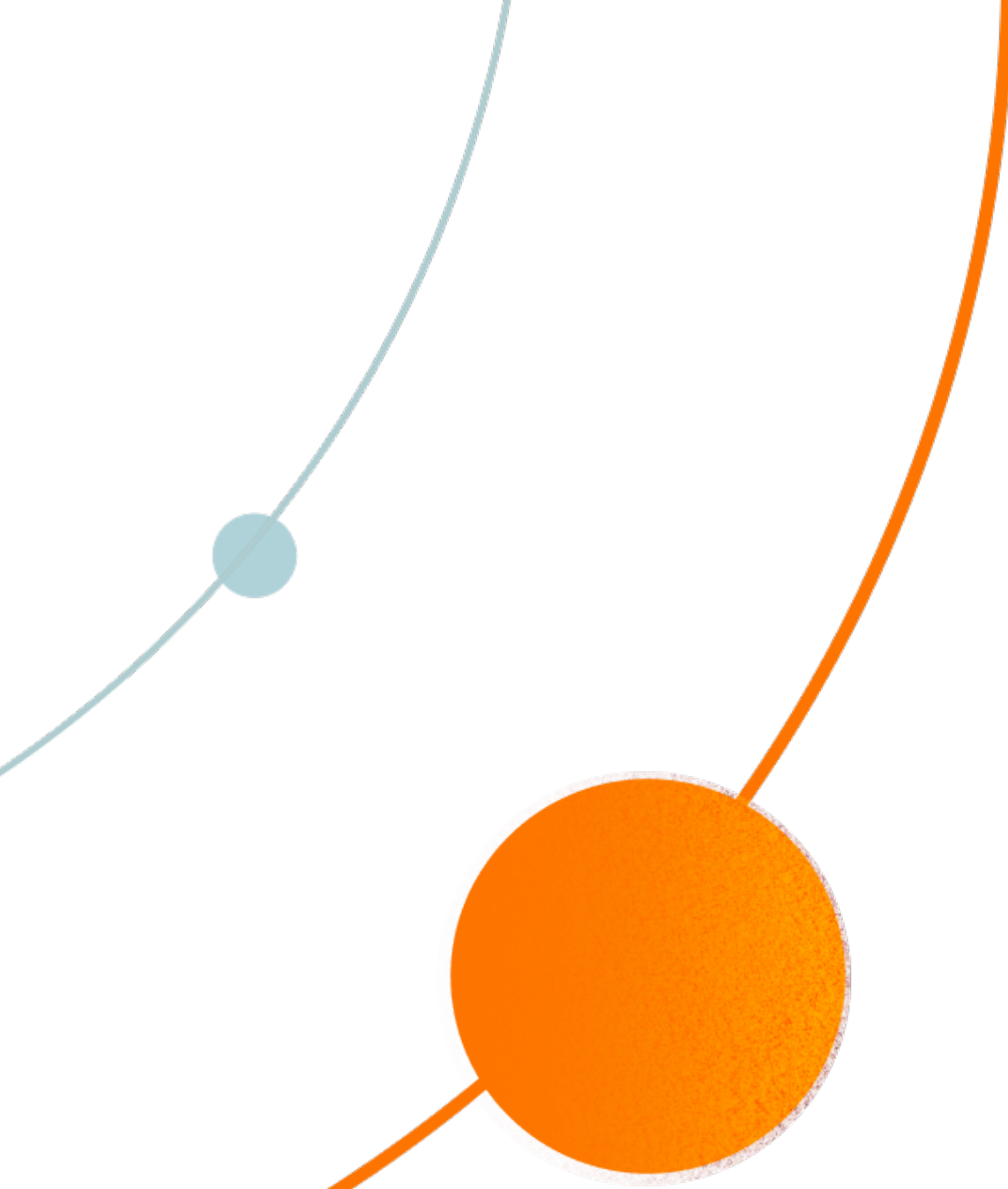
1. computer programmer	medicine
2. engineer	computer science
3. doctor	math
4. basketball player	science
5. scientist	P.E.

**2** Fill in the blanks in the conversation.

- A: What do you \_\_\_\_\_ to be when you grow up?  
B: I want \_\_\_\_\_ a scientist.  
A: Wow! That sounds cool. But it's also difficult. \_\_\_\_\_ are you \_\_\_\_\_ to do that?  
B: After I finish high school, I'm \_\_\_\_\_ to go to university.  
A: \_\_\_\_\_ are you \_\_\_\_\_ to study?  
B: In Hefei. I'm \_\_\_\_\_ to study there for four years.  
A: I think I want \_\_\_\_\_ a teacher. I'm \_\_\_\_\_ to teach in Wuhan.

**3** Write about your plans.

- Tomorrow, I'm going to \_\_\_\_\_.  
Next week, \_\_\_\_\_.  
Next month, \_\_\_\_\_.  
Next year, \_\_\_\_\_.



## 引言

憧憬理想的工作、实现自己的职业梦想是一个人在孩童时期逐渐形成的价值观中重要的一部分。托尔斯泰曾经说过，“理想是指路的明灯，没有理想就没有坚定的方向，就没有生活的意义。”理想是前进的方向，人生的发展目标是通过**职业理想**来确立的，最终通过职业理想得到升华和实现。**志当存高远**，勤必争朝夕，胸宜赛天宽，路自脚下行，即所谓设定一个高远的目标，勤奋踏实努力追求，做到虚怀若谷，海纳百川，那么人生之路就在脚下前方。

One's values are gradually formed throughout childhood. Longing for an ideal job and realizing career goals form an important part of what makes up one's values. In this regard, Tolstoy once said that 'Ideal is the beacon'. These words still ring just as true. Without an ideal to aim for, there is no direction or no meaning in life. To achieve what you want, you must focus on your target and keep striking until you make it. You should always aim high, work hard, broaden your mindset and walk steadfast. In other words, when you sail your boat while following your dreams, be that chaser who dares to get as close as possible to their dreams. As long as you keep modest, down-to-earth and open-minded, you will find your route right ahead of you.



## 一、设计思想 (Teaching Philosophy)

### (一) 课程标准要求

根据《义务教育英语课程标准（2011年版）》和《普通高中英语课程标准（2020年修订）》（以下简称《课标》）的基本要求，义务教育阶段的英语课程目标旨在为学生继续学习英语和终身发展打下良好基础；关注对学生语言能力、文化意识、思维品质和学习能力的综合培养，具有工具性和人文性融合统一的特点；在义务教育阶段，帮助学生进一步学习和运用英语基础知识和基本技能，发展跨文化交流能力，为他们学习其他学科知识、汲取世界文化精华、传播中华文化创造良好的条件，也为他们未来继续学习英语或选择就业提供更多机会。初中英语的教学过程还应帮助学生树立人类命运共同体意识和多元文化意识，形成开放包容的态度，发展健康的审美情趣和良好的鉴赏能力，加深对祖国文化的理解，增强爱国情怀，坚定文化自信，树立正确的世界观、人生观和价值观，为学生未来参与知识创新和科技创新，更好地适应世界多极化、经济全球化和信息社会奠定基础。结合社会文化和科学技术单元写作话题内容，进行话题整合写作。在行文思路、语言运用方面需要达到语言技能的四级标准，其中“写”的具体标准如下：

1. 能正确使用标点符号。
2. 能用词组或简单句为自己创作的图片写出说明。
3. 能写出简短的文段，如简单的指令、规则。
4. 能在教师的帮助下或以小组讨论的方式起草和修改作文。

### (二) 学科核心素养

本单元是一个志当存高远的话题，引导学生思考以后自己的就业方向，选择自己的理想职业，懂得如何达成自己的目标计划，理解个人成就与社会发展的关系。在教学中，应结合这一主题意义积极探究如何回归学科育人本位和落实学

科核心素养。学科核心素养是学科育人价值的集中体现，包括语言能力、文化意识、思维品质和学习能力。本单元的教学内容就“人与自我”和“人与社会”之间的过渡，积极践行六要素整合的英语学习活动观，即：通过学习活动，以主题意义为引领，以语篇为依托，整合语言知识、文化知识、语言技能和学习策略等学习内容，逐步适应新的课程改革和新中考评价改革的要求。在本课的设计中，以单元主题为引领，基于语篇内容和学生认知及生活经验，创设去火星建城的择业活动。设计中注重为学生提供与写作话题关联度高的可理解性语言输入，引导自主学习和合作学习的方式，教会学生如何围绕主题意义，在“至上而下”的谋篇布局思路下一步步完成写作过程。学生基于情境支架、内容支架和结构支架进行独立写作，激发情感，启发思维，从而有感而发，有理有据，最终完成写作任务。

### (三) 教学理念

#### 全人培养思想

任何学科都应以学生的全面发展为出发点，一切为了学生，高度尊重学生，全面依靠学生，实现生本教育，即实现学生积极、主动、活泼、健康地发展。英语学科更应以发展“the whole person”为目标，在课堂中以学习目标语言为载体，在培养学生综合语言运用能力和交际能力的同时，注重在学习过程中塑造学生的品质、培养学生的能力，从而帮助学生树立正确的人生观、价值观、世界观。

#### 二语习得：学习者的认知

根据二语习得社会文化理论提出的语言内化观，与社会环境的交流是学习者掌握语言的必须经历的内化过程，这个过程有两个阶段：第一，人际交流；第二，人内交流。本课中，笔者采用对话活动，小组活动和生生互评等活动。个体的努力是知识的内化过程。维果斯基（1987）提出在由外向内的语言转化过程中，刻意模仿是内化的关键。在以写作为媒介的由外向内的语言转化过程中，通过复述，重组和创造性的模仿，达到知识迁移、形成技能和培养思维品质的目的。本堂写作课所采用的以读促写教学方式正是体现上述过程，使学生在模仿范文结构和语言的同时，实现自我表达的创造力。

#### 布鲁姆分类学

布鲁姆分类学是美国教育心理学家本杰明·布鲁姆于1956年在芝加哥大学所提出的分类法。他科学地把教育者的教学目标分类（图一），以便更有效的达成各个目标。根据布鲁姆的理论，学习可以分成以下三个范畴：

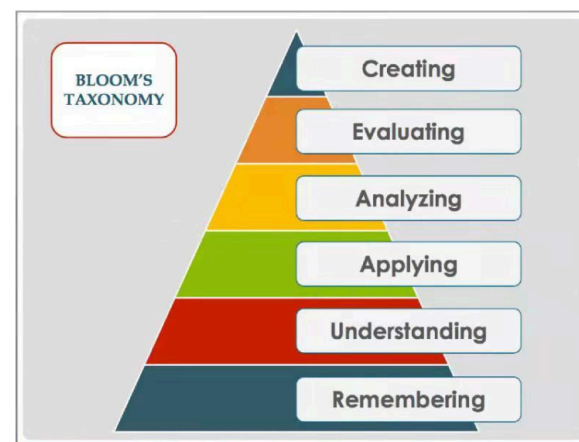
#### The Three Types of Learning :

认知范畴 (Cognitive Domain)

技巧范畴 (Psychomotor Domain)

态度范畴 (Affective Domain)

在这三个范畴框架下，本堂写作课设计思维层级培养目标明确的教学活动。通过培养学生获取知识，熟练运用知识，创新运用知识的能力，从而实现学生思维品质提升的教学目标的写作学习过程。



图一

## 二、教材解析 (Analysis of the Teaching Material)

### (一) 教材特点

人教版新目标 Go for it! 紧扣《课标》要求，突出“以人文本”的教育理念，以发展学生的综合语言运用能力为目标，重视培养学生积极的学习态度和情感，并以发展跨文化意识、促进心智发展、增强爱国主义精神、提高综合人文素养为主要任务，体现时代发展新要求、社会新变

化和科学技术新进展。教材内容密切联系初中学生的生活实际和语言学习特点，将趣味性和教育性相结合。在培养学生综合语言运用能力的同时，培养学生的策略，丰富学生的思维方式，发展学生的合作能力和创新能力，提高学生的文化意识及人文素养，从而全面提高学生的综合素质。

### (二) 教材结构

八年级上册共有10个单元。采用“话题、功能、结构、任务”相结合的编写思路。以采用“任务链”式活动设计，小步推进，螺旋上升。单元教学结构层次分明、循环递进。

每个单元分为 Section A 和 Section B 两部分，Section A 是该单元基本的教学内容，包括词汇、语法和功能。以听力输入和口语输出为主要教学形式，是体验和感知语言的阶段。Section B 是在 Section A 的基础上对单元话题内容的进一步拓展，尤其是词汇拓展。本部分在进一步听说训练的基础上，重点发展学生的阅读技能和写作能力。Section B 主要是语言的学习、巩固和运用阶段。教材的单元结构体现了“先听说、后读写、再评价”的教学思路。

## 三、单元解析 (Analysis of the Unit)

本单元的标题为 I'm going to study computer science. 本单元围绕“理想的职业”展开，并进一步引入“怎样实现理想”这一话题，学生对此既熟悉又喜欢，这为课堂教学活动的顺利开展创造了有利条件。本单元Section A 部分集中呈现与学习表示推断的相关词汇，还复习了与话题有关的职业名词、表达观点的动词及表示打算的be going to等用法。活动1a-1c是通过按个人兴趣为职业排序，听力练习及对话训练，以my dream job为话题学习相关生词和基本句型，进而引出本单元的重要话题——生活目标 (life goals)。2a-2d部分是听说任务链，听力活动按梯度设计，引导学生关注本单元的核心句型：be going to和want to be，从而初步模仿输出和语言交流活动。2d更是在原来话题的基础

上设置了更为真实的情境——与他人交谈自己未来的职业。对话内容贴近学生的生活，能激发学生对未来的美好憧憬，从而鼓励学生树立为实现人生理想而努力的决心和信心。Grammar Focus 的表格将单元重点语法结构want to be 和be going to 放在对未来职业理想和打算怎么做的语境中自然体现，并以 what, how, where, when引导特殊疑问句来展开对话。

Section B部分围绕“新年计划（New Year's Resolution）”话题展开，语言输入量丰富，它是学生对Section A 所学知识的巩固，拓展与提升运用。1a-1e从词，短语，句子到对话，层层递进，能让学生进一步体会目标语言在真实语境中的运用。2a-2e以New Year's Resolution 为主线，以贴近真实的生活为话题展开阅读活动，发展阅读技能，提升阅读策略。3a-3c是过程性写作训练板块，在前面听说读写的基础上，要求学生能尝试写作语言输出。最后的第4部分把学生对自我的认知拓展到对社会环境的设想和规划上，该活动要求学生尝试制定规划使自己生活的城市更整洁美丽。在对学生语言综合运用能力提出了更高要求的同时，促使学生勾画心目中理想城市的蓝图，增进他们对自己所居住的城市的了解，培养学生了解家乡，热爱家乡的情感。

#### 四、学情分析 ( Students Analysis )

总的来说，部分八年级的学生能充分认识英语学习的意义和价值，并已具备基本的英语能力，包括基础听说读写、语音、语法、词汇等，掌握了一定的学习方法及策略。多数学生能完成基础读写任务，获取和整合事实性信息，表达自身观点；能理解并草拟简单语段，以及完成一些简单的英语交际练习。但也有一部分英语基础知识薄弱的学生缺乏学习方法的训练，导致英语学习绩效偏低。受限于词汇量和各项基本技能的发展，逐渐丧失学习的兴趣与热情，从而产生了畏难情绪，导致学习困难。

从心理上来说，初二学生心理与行为发展的叛逆期存在联系。由此，教师应注意保护学生自尊，优化教学方法和手段等，结合学生的心理特

点，有针对性安排课堂内容，分层次布置课后作业，便于地层次学生都能顺利完成，提高英语课堂的学业情绪。此外，应培养同学间互帮互助、鼓励引导的学习氛围，修正不正确的学习方法并消除抵触情绪，增强学生的心理韧性，激发进取的动力和学习的信心。学生们已经学习了本单元话题相关的基本词汇和句型，积累了一些相关表达，基于一定的学习和社会经验，在自己的理想职业上也初具想法，对于该话题并不陌生，有表达和展示的愿望。

即将执教的贵阳市第十七中学是老牌的贵阳市名校，学生的整体水平尚可，故在此基础上，应提倡深度学习，充分发挥学生个性潜能，将语言情境和文化背景融入语言知识的学习与技能培养的过程中，丰富学生对语言文本的构建，拓展英语文化视野，锻炼学生的创新能力和批判性思维。

#### 五、教法与学法 ( Teaching Methods & Learning Strategies )

##### (一) 教法

###### 1. 启发式教学法

在每个教学环节设计相应的问题链，引发学生的思考及回答，根据学生的实际水平激发其发展潜力，为学生开拓更广泛和更深度的思考空间。

###### 2. 交际语言教学法

本课教学方法遵循交际语言教学法（Communicative Language Teaching，简称 CLT），强调以互动作为学习手段和最终目标。学生通过相互之间或与教师之间的互动，学习和练习目标语言，为学生创造贴近生活的真实语言环境，培养他们在实际交际场合中的沟通能力。

###### 3. 任务型语言教学

任务型语言教学（Task-based Language Teaching，简称 TBLT），是指教师通过引导语言学习者在课堂上完成任务来进行的。以任

务组织教学，要求学生必须使用目标语言完成有意义的任务。教师不以语言是否精准来评价学生的表现，而是重视任务的结果是否确实完成。本单元以my dream job为话题设计了听、说、读、写等不同的任务分项，有助于学生在任务链中完成目标语词汇和句型结构的学习、体验、迁移和运用，在语境中发挥想象、激活思维，进而引出本单元的重要话题——各个职业对城市建设的贡献。

##### 4. PWP教学模式

PWP教学模式把学习过程划分为 Pre-learning, While-learning, Post-learning 三个教学阶段。写作课分为写前Pre-writing, 写中While-writing和写后Post-writing三个教学部分。

Pre-writing阶段是教师进行教学准备、学生自我准备、教师激活学生背景知识，激发学生学习兴趣、形成新的语言运用能力所需的知识、能力的重要阶段，其目的是为新语言内容的学习进行准备。在本堂写作课中，这一阶段包括写作前一切准备活动，含lead-in的视频导入，对各类职业的brainstorming，激活学生思维，以及运用关键句型进行pair work问答等活动。While-writing 阶段是学习新语言的阶段，在这一阶段，本课采用小组活动对段落语句进行排序，让学生了解段落写作的主旨句，支撑句等基本结构后，引导学生进行写作训练，学生通过模仿、重组再到创造性使用英语表达个人想法，在写作中形成运用英语的能力。Post-writing阶段是学习新语言之后的评价、运用阶段，这一阶段让学生学会对写作进行自我评价和同伴互评，即使是课堂内的运用活动也是促进学习的运用活动。

##### (二) 学法

###### 1. 自主探究式学习

本节课的设计主要以学生为中心，旨在培养学生主人翁意识，在老师启发式教学的引导下，充分发挥学生的主观能动性以主动获取知识。

###### 2. 小组合作式学习

通过小组合作学习，学生个体间的学习竞争

关系转变为“组内合作”“组际展示”的关系，加强了生生之间的互动。这样不仅提高了学生学习的主动性和对学习的自我监控，提高了学习效率，也促进了学生间良好的合作关系、心理品质和社交技能的发展。

#### 六、单元整体教学目标 ( Teaching Objectives of the Unit )

话题 Topics	Life Goals
功能 Functions	Talk about future intentions.
语法 Grammar	1. 能正确使用 be going to 表示将来。(Future with be going to) 2. 能正确使用want to be谈论未来的理想。(want to be)
词汇及表达 Words & Expressions	<p><b>1. Curriculum words</b> grow up, computer programmer, cook, doctor, engineer, violinist, driver, pilot, pianist, scientist, be sure about, make sure, resolution, team, foreign, able, be able to, question, meaning, discuss, promise, beginning, write down, physical, themselves, have to do with, self-improvement, take up, hobby, weekly, schoolwork</p> <p><b>2. Structures</b> -What do you want to be when you grow up? -I want to be a basketball player. -How are you going to do that? -I'm going to practice basketball every day. -Where are you going to work? -When are you going to start? -I'm not sure about that. -What are you going to do next year? -I'm going to take guitar lessons. Many resolutions have to do with self-improvement. They're going to take up a hobby like painting. Sometimes the resolutions may be too difficult to keep.</p>

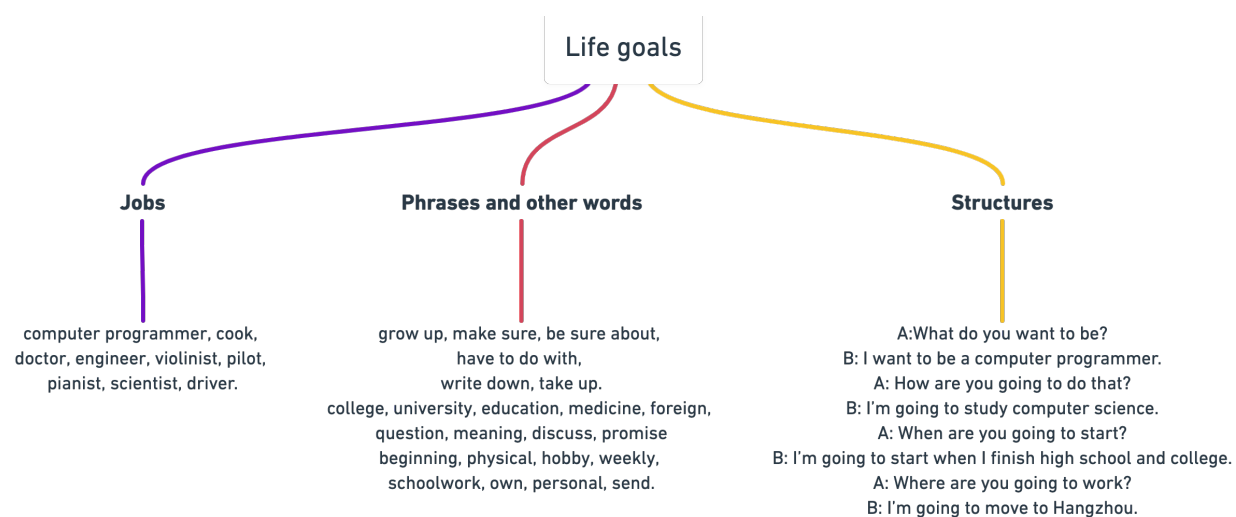


教学理念 Teaching Concepts	教师通过“自上而下”与“自下而上”交互性模式的教学思路，激活学生已有的背景知识，在主题引领下的新输入语言信息达到呼之欲出的效果。所以本单元以主题为引领，以语篇为依托，创设情境，寻找学生感兴趣的内容，创设具有关联性和实践性的英语学习活动，重视话题写作语料输入体验，引导学生采用自主或合作的学习方式，完成写作任务，学会正确评判各种观点，理性表达自己的观点。
学习策略 Strategies	<b>认知策略：</b> 学习者加工信息的方法，有助于有效地从记忆中提取信息，高效地加工与整理信息，形成逻辑思维。 <b>社会情感策略：</b> 在学习过程中刺激学习者学习动机、培养学习兴趣、促进合作发展的策略。
文化知识 Culture	能认识各种职业的职责以及相对应的社会责任。
情感态度 Emotions	1. 锻炼归纳总结能力，学会由规划地做事情。设立健康积极的目标。提升学生逻辑思维能力。 2. 培养学生做城市的建设者，为美好未来出力。

## 七、本课时教学目标与能力要求(Teaching Objectives & Learning Ability of the Lesson)

目标内容细目	活动			思维层级	核心素养目标
	学习理解	应用实践	迁移创新		
90%以上的学生能正确使用下列词汇与短语：scientist, engineer, cook, doctor, computer programmer, be going to do, plan to do, want to do, hope to do.	✓			感知与注意 获取与梳理 概括与整合	语言能力
80%以上的学生能正确运用 want to do 和 be going to 来表达将来的愿望和计划，e.g. I want to be a scientist. I am going to work on Mars in ten years.		✓		描述与阐释 推理与判断 内化与运用	学习能力
80%以上的学生能通过对文章的分析，理解段落写作由主题句，支撑句组成。		✓		描述与阐释 推理与判断 内化与运用	思维品质
70%以上的同学能结合自己的理想及对未来的规划，运用语篇写作结构来写出自己未来的计划。			✓	分析与论证 批判与评价 想象与创造	语言能力 学习能力 思维品质

### Topic Mindmap



## 八、本课时教学重难点 (Important & Difficult Content of the Lesson)

### (一)教学重点

运用主题句，支撑句的段落写作框架结构，撰写一份去火星工作的计划书。

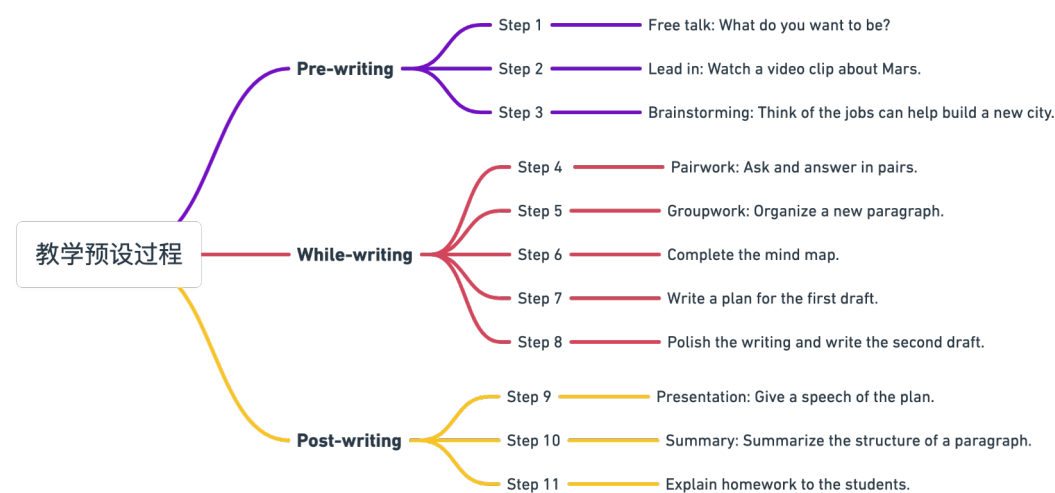
### (二)教学难点

1. 引导学生运用写作评价量表有效开展过程性写作活动。
2. 用恰当的语言和结构表达自己的理想及对未来的规划。

## 九、资源与工具(Materials & Tools)

多媒体教学课件、黑板、教具、学案、评价量表卡

## 十、教学预设过程 (Teaching Procedures)



### Part I Pre-writing

#### Step 1 Free talk

<b>Teacher's Activity</b>	1. Ask students about their favorite jobs. Q1: What is your favorite job? 2. Tell students my own dream job that is to be a traveller. 3. Have students guess where I would like to go. Q2: Can you guess where I want to go?
<b>Students' Activity</b>	Talk about their favorite jobs. S: When I was young, I wanted to be a...
<b>Design Purpose</b>	通过师生问答互动来拉近与学生的距离，以自己梦想的职业来创设情境，复习已经学过的相关职业，引出本课即将进行的教学主题——到火星去建造城市。

#### Step 2 Lead-in

<b>Teacher's Activity</b>	1. Play a video clip for students and ask them a question. Q1: Where do I want to go? 2. Have students understand the topic of this lesson. Build a new city on Mars.
<b>Students' Activity</b>	1. Watch the video clip and find out Tianwen-1 mission successfully landed on Mars. 2. Answer the question: Where do I want to go?
<b>Design Purpose</b>	运用与主题意义相关的多模态语篇，激活学生的多元感官。通过视频导入，让学生了解天问一号火星探测任务，人类登录火星即将成为现实，激发学生的学习兴趣和，让学生形成期待，引出写作主题背景：火星建城计划。

#### Step 3 Brainstorming

<b>Teacher's Activity</b>	Have students think about jobs that can help build a new city on Mars.
<b>Students' Activity</b>	Think about the jobs and try to talk about what job can help build a new city.
<b>Design Purpose</b>	通过头脑风暴，引发学生思考，新建一个城市需要哪些不同的职业，并正确表达其职责，对于有困难的同学可以借助课件及学案上的思维导图进行思维拓展，培养发散性思维，为其今后的写作积累语料。

### Part II While-writing

#### Step 4 Pair work

<b>Teacher's Activity</b>	1. Have students make dialogues. 2. Ask some students to write down their answers. 3. Ask some students to show their dialogues.
<b>Students' Activity</b>	Make a dialogue with the following sentences in pairs: -- What are you going to do on Mars?/What do you want to be on Mars? -- I'm going to/I want to be a(n) _____. -- Why do you want to be a(n) _____? -- Because _____. -- How are you going to do that? --I'm going to _____.
<b>Design Purpose</b>	学生在开展对话活动之前，已经有了相关语料的积累，所以在谈论环节有话可说，完成了从词到短语，再到句子的输出。活动中引导学生记录答案，再次进行句型表达的输入，接着让学生在全班展示前进行小组讨论，“private before public”，体现对学生的充分尊重，问题链的设置让问题的深度层层递进，引发学生的对各行各业的工作如何对城市做贡献的思考。



### Step 5 Group work

<b>Teacher's Activity</b>	Have students organize the sentences in wrong order into a complete paragraph.
<b>Students' Activity</b>	Work in group of four and finish the task.
<b>Design Purpose</b>	通过小组活动，引导学生积极参与写作任务，打破沉闷的学习气氛。通过对无序的句子重新排序，来让学生自我感知句与句之间的逻辑和衔接，加深对语篇结构的感知。

### Step 6 Complete the mind map

<b>Teacher's Activity</b>	1. Ask students to figure out the topic sentence, supporting sentences and conclusion sentence of the sample writing. 2. Draw a mind map for students.
<b>Students' Activity</b>	1. Discuss and figure out the structure of the sample writing. 2. Finish the mind map.
<b>Design Purpose</b>	引导学生学会找出每段话的主题句、支撑句，让学生了解段落写作的基本结构，并以句子提问的方式让学生说出如何针对文章当中的句子提问，从而让学生学会从什么角度来切入支撑句部分的具体内容，为下一步的写作打下坚实的框架和内容基础。

### Step 7 Write a plan

<b>Teacher's Activity</b>	Lead and encourage students to write their own plan about working on Mars.
<b>Students' Activity</b>	Write the first draft. The draft should include the information of the following questions: "What do you want to be? Why do you choose the job? How are you going to do that?" and so on.
<b>Design Purpose</b>	学生学会根据读题和看思维导图明白写作意图，进行写作的自我构思，根据所学的段落写作框架结构，从主体句到支撑句来培养学生写作时具有谋篇布局的意识。

### Step 8 Polish the writing

<b>Teacher's Activity</b>	1. Teach the students to use the assessment checklist. 2. Ask the students to assess the first draft by themselves. 3. Ask the students to exchange their writings with their partners and make assessment on the first draft for their partners. 4. Have students polish their writings and write their second draft.
<b>Students' Activity</b>	1. Evaluate the first draft by themselves. 2. Polish writing based on the assessment checklist and others' feedback.
<b>Design Purpose</b>	学生写完第一稿以后，由老师带着使用写作量表来进行写作结果评价。然后让学生将第一稿与同伴交换，让同伴进行 Peer check，使学生学会依据评价表修改自己和他人的文章，并能找出写得好的地方和需要改进的地方，根据评价反馈进行第二稿写作。

## Part III Post-writing

### Step 9 Presentation

<b>Teacher's Activity</b>	1. Have students give a short speech about their plans on Mars. 2. Evaluate volunteering students' works together with students with the help of PowerPoint. 3. Have students think about how to write the last paragraph of their writing.
<b>Students' Activity</b>	1. Give a speech of plan for working on Mars. 2. Learn from others writings. 3. Learn to write the last paragraph to conclude their opinions.
<b>Design Purpose</b>	让学生把自己课堂上形成的火星建城计划向全班展示，其他的同学认真聆听。展示过后，全班和老师一起给予段落评价，让同学们的课堂习作得以互相借鉴。再通过最后一段的补充，呈现一篇三段式的文章结构。更为重要的是：在此环节最后一段是本堂课情感的升华，正确的价值观的树立。让学生明白真正重要的是如何建设我们的家乡，理解各行各业对社会建设的重要性，并立下共同为城市建设做贡献的远大理想。

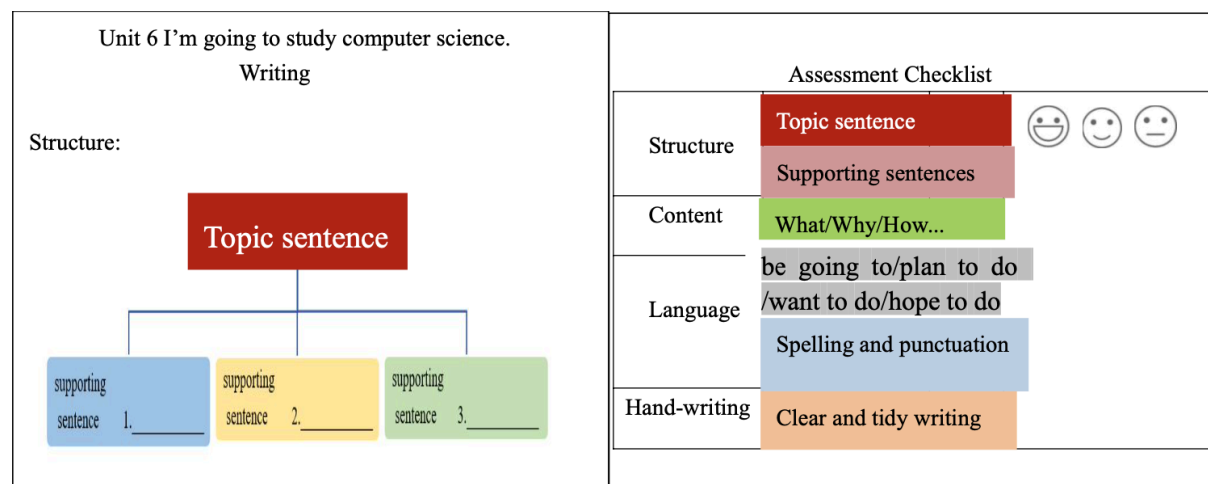
### Step 10 Summary

<b>Teacher's Activity</b>	1. Guide the students to review the structure of paragraph writing with a hamburger mind map. 2. Lead into the structure of passage writing with beginning, body and ending.
<b>Students' Activity</b>	Review the structure of paragraph writing with a hamburger mind map.
<b>Design Purpose</b>	通过汉堡包的结构来解读段落写作的部分，把抽象的概念进行具体化的体现，让学生更直观的再次巩固本堂课段落写作的结构，主题句，支撑句，除此之外，引出一个总结句让段落结构更完整，以此拓展到文章写作的 beginning, body, ending 结构，为三段式文章写作教学做好铺垫。

### Step 11 Homework

<b>Teacher's Activity</b>	Tell students what they have to do: 1. Polish your plan again according to your Draft 2 on your exercise book. Tell students what they can choose to do: 2. Share your plan with the people around you. 3. Make a new plan to make your hometown better. (According to the Double Reduction Policy, students can only finish their homework within 20 minutes.)
<b>Students' Activity</b>	Finish the homework after class.
<b>Design Purpose</b>	根据五项管理的具体内容，在双减的背景下严格将初中英语作业的时间控制在每天半小时以内。作业设置从易到难，阶梯式呈现。以便满足不同层次学生的作业需求。

## 十一、板书设计 (Blackboard Design)



## 十二、学习评价(Learning Assessment)

传统的评价体系通常以甄别为目的，而新课标下的评价体系则是对存在的问题进行反思、分析、改进，共同寻求教师和学生的发展，即发展性。课程标准要求建立目标多元、方法多样的评价体系。评价既要关注学生学习的结果，也要重视学习的过程。在课堂教学中，力图做到教、学、评一致，确定明晰的目标，明确评价角度，通过以下两种课堂评价方式，教师可以了解学生完成本课教学目标的程度并根据需要作出及时的反馈或教学调整。

### (一)形成性评价

形成性评价是日常教学中由教师和学生共同参与和实施的的评价活动，核心是通过不同形式的反馈给学生提供具体的帮助和指导。在本节课采取了以下几种方式：

**1. 自我评价：**课堂上学生对自己的作文自我完成写作量表的评价，使用写作量表对作文进行自我评价，其中包括写作表现和技能掌握程度，对此进行反思，并调整个人学习状态。

**2. 生生互评：**学生之间相互评价主要是让学生使用写作量表评价他人作文。

教师在课堂上要注重培养学生相互评价的规范化，增加学生相互评价的激励性，引导学生不仅仅从知识的掌握和理解上对他人进行评价，还要注意给予同伴更加具有鼓励性的评价。

**3. 教师评价：**除了写作量表中教师要对学生写作进行评价，也要通过学生学案中对不同任务的回答，了解其对本单元主要内容的掌握情况。此外课堂上对学生的核心语言能力进行评价，并对学生个人及小组的发言进行评价。

### (二)终结性评价

终结性评价是在一个学习阶段结束时对学生学习结果的评价，应根据教学的阶段性目标确定评价的内容和形式。在本堂课中，教师评价环节将知识和技能的评价有机结合起来，考察了学生在具体语境中运用英语的能力，贯穿了对情感态度，学习策略和文化意识的考察。

## 十三、教学反思(Teaching Reflection)

本堂课为八年级的一堂写作课，结合课标要求，本阶段的学生应达到写作能力的四级要求，即能正确使用标点符号，能用词组或简单句为自己创作的图片写出说明，能写出简短的文段，如简单的指令、规则。能在教师的帮助下或以小组

讨论的方式起草和修改作文。

本堂课用本年度天问一号登陆火星进行探测作为引入，既结合了中国航天科技发展的时事，也顺利地引入了本堂课的主题——人类火星建城计划。基于此情景创设，从职业选择，开始进行词和短语的头脑风暴，本单元之前的课程已经积累相关的语料，几乎全班的同学都能通过学习理解，达到正确使用的学习目标。接着用句型表达建城后各种职业的工作计划，绝大部分的同学能正确运用want to do 和 be going to 来表达将来的愿望和计划。接着把词组组成了完整的段落描写。用以读促写的形式来让学生自行探索段落写作的基本结构，绝大部分同学能通过自己观察和小组活动，总结出段落写作的主题句以及支撑句的描写。接下来的火星工作计划书是本堂课写作的亮点，到外星球建城这一话题让学生对未知充满了期待，可以充分发挥想象力，培养创造性思维，写出各种各样的想法。通过使用写作量表进行自评，同伴互评和教师评价，在整个过程性写作中逐步展现学生习作的改进与提升。大部分以上的同学都能按要求，使用段落写作框架，以及把所学的知识进行内化和迁移后进行写作，并进行相应的评价，让语言知识和学习能力目标基本达成。最后感叹每个人每个行业都有义务建设城市，建设家乡，培养了学生的家国情怀，也体现了完整的篇章结构。此情景始终贯穿于教学的始终。

在课堂教学活动环节中，笔者把所有的任务设置成任务链形式，根据布鲁姆的分类学，培养学生获取知识，熟练运用知识，创新运用知识的能力，从而实现学生思维品质提升的教学目标的写作学习过程。

整堂课活动形式丰富，有 Pair work (Activity 2. Ask and answer)，有 Group work (Activity 3. Organize the sentences into a whole paragraph.)，还有 Individual work(Activity 5. Write a plan)，通过各种形式的活动，让学生有充分的机会进行自我探索和小组合作学习。从维果斯基提出的语言内化观来看，实现了从人际交流到人内交流的过渡，这两种学习形式有助于实现语言知识的内化过程，同时各种学习形式的优势也扩展到最大化。

本堂课的评价方式也结合了过程性评价和终

结性评价，通过学生自评，同伴互评，老师评价这三个环节，依托写作评价量表此载体，在过程性写作两稿写作和评价修改的过程中，充分让学生每一遍写后都能体验和感受自己的点滴进步和过程性写作中写作质量的提升。

对于本堂课的一些教学环节，笔者认为可以有优化和改进的空间。具体措施如下：比如一开始的活动二问答环节，应该给与学生更多的时间和发挥，充分尊重学生的志向以及对城市建设合理想象的热情。让学生敢想敢说，积极表达，真正成为课堂的主体。再次就是评价环节，还能做得更系统，细致，更一目了然，把整个写作过程不断的推进，让学生能直观看到在过程性写作中的提升与进步，增强信息，以达到更好的写作效果。最后，老师在课堂教学中要敢于留白，要留有恰当的时间和空间给学生们进行知识的内化，迁移和创新。让学生把被动学习变为主动学习，激发学习兴趣，提升学习效果。



Level of Thinking	Key Questions	Activities																																																															
<p><b>1. REMEMBER</b> (lowest level) Retrieving, recognizing, and recalling relevant knowledge from long-term memory.</p>	<p>Can the students <b>recall</b> the job vocabulary?</p>	<p><b>ACTIVITY 1 BRAINSTORMING</b> Think of the jobs that can help build a new city on Mars.</p> 																																																															
<p><b>2. UNDERSTAND</b> Constructing meaning from oral, written, and graphic messages.</p>	<p>Can the students <b>understand</b> the "topic sentence + supporting sentences" structure?</p>	<p><b>ACTIVITY 3 GROUP WORK (PARAGRAPH JUMBLE)</b> Work in group of four and organize the sentences into a complete paragraph.</p>																																																															
<p><b>3. ANALYZE</b> Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose.</p>	<p>Can the students <b>generalize</b> the "topic sentence + supporting sentences" structure from the sample writing?</p>	<p><b>ACTIVITY 4 COMPLETE THE MIND MAP</b> Read the sample paragraph and figure out its structure.</p> 																																																															
<p><b>4. APPLY</b> Carrying out or using a procedure.</p>	<p>Can the students <b>use</b> the "topic sentence + supporting sentences" structure to write a paragraph?</p>	<p><b>ACTIVITY 5 WRITE YOUR PLAN (FIRST DRAFT)</b> Please write your own plan that work on Mars. In your plan, please tell us: What do you want to be? Why do you choose the job? How are you going to do that? And so on.</p> <p>Hello, everyone! I'm from Guiyang No. 17 Middle School. I have a great idea that I am going to work on Mars. Now I'd like to share my plan with you.</p> <table border="1" data-bbox="1212 1142 1372 1299"> <thead> <tr> <th colspan="2">Treasure Box</th> </tr> </thead> <tbody> <tr> <td>Words</td> <td>teacher, singer, scientist, doctor, engineer, cleaner, bus driver, cook, farmer...</td> </tr> <tr> <td>Phrases</td> <td>teach students, keep people safe, build new houses, cook delicious food, save more people, make the city cleaner, invent something new, make a basketball team...</td> </tr> <tr> <td>Sentences</td> <td>I'm going to... I want to... I plan to... I hope that... I believe... I think that... I am that...</td> </tr> </tbody> </table>	Treasure Box		Words	teacher, singer, scientist, doctor, engineer, cleaner, bus driver, cook, farmer...	Phrases	teach students, keep people safe, build new houses, cook delicious food, save more people, make the city cleaner, invent something new, make a basketball team...	Sentences	I'm going to... I want to... I plan to... I hope that... I believe... I think that... I am that...																																																							
Treasure Box																																																																	
Words	teacher, singer, scientist, doctor, engineer, cleaner, bus driver, cook, farmer...																																																																
Phrases	teach students, keep people safe, build new houses, cook delicious food, save more people, make the city cleaner, invent something new, make a basketball team...																																																																
Sentences	I'm going to... I want to... I plan to... I hope that... I believe... I think that... I am that...																																																																
<p><b>5. EVALUATE</b> Making judgments based on criteria and standards.</p>	<p>Can the students <b>assess</b> their written work by the assessment form?</p>	<p><b>ASSESSMENT CHECKLIST</b></p> <table border="1" data-bbox="1037 1321 1404 1523"> <thead> <tr> <th></th> <th>very good (☺)</th> <th>good (☹)</th> <th>not bad (☹)</th> <th>self-check 自评 (自评)</th> <th>Peer-check 互评 (互评)</th> <th>Teacher check</th> </tr> </thead> <tbody> <tr> <td>STRUCTURE</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CONTENT</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>LANGUAGE</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>HAND-WRITING</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		very good (☺)	good (☹)	not bad (☹)	self-check 自评 (自评)	Peer-check 互评 (互评)	Teacher check	STRUCTURE														CONTENT														LANGUAGE														HAND-WRITING													
	very good (☺)	good (☹)	not bad (☹)	self-check 自评 (自评)	Peer-check 互评 (互评)	Teacher check																																																											
STRUCTURE																																																																	
CONTENT																																																																	
LANGUAGE																																																																	
HAND-WRITING																																																																	
<p><b>6. CREATE</b> (highest level) Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern.</p>	<p>Can the students <b>write</b> a complete paragraph in or after the class?</p>	<p><b>ACTIVITY 6 POLISH YOUR WRITING (SECOND DRAFT)</b> Please polish your writing based on the assessment checking list and others' feedback.</p> <p>Hello, everyone! I'm from Guiyang No. 17 Middle School. I feel so excited because I am going to work on Mars. Now I'd like to share my plan with you.</p> <hr/> <hr/> <hr/> <hr/>																																																															

\* Alan Bloom's classic 1956 learning taxonomy was revised and refined by Lorin Anderson and David Krathwohl in 2000.