

新目标 *Go for it*

八年级上册

**Unit 6**

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

**Section B 2a-2e**

**Reading**

# UNIT 6

## Section A

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

Language Goal:  
Talk about  
future intentions



**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.



.....I'm going to study computer science. .... **UNIT 6** .....

**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	

..... UNIT 6 .....



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.

..... I'm going to study computer science. .... UNIT 6 .....

**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.

- 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.

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?



..... UNIT 6 .....

**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	_____

.....I'm going to study computer science..... UNIT 6 .....

**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. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



..... UNIT 6 .....

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



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

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**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, \_\_\_\_\_.

# 教学设计

## (Teaching Design)

### 一、设计思想 (Teaching philosophy)

#### 依据一：英语学科核心素养

英语学科核心素养是英语课程育人价值的集中体现，它主要包括语言能力、文化意识、思维品质和学习能力。其中，语言能力构成英语课程核心素养的基础要素，文化意识体现英语课程核心素养的价值取向，思维品质体现英语核心素养的心智特征，学习能力构成英语课程核心素养的发展条件，这四个要素相互融合互动、协调、发展。

#### 依据二：《义务教育英语课程标准（2011年版）》

根据《义务教育英语课程标准（2011年版）》对初中阶段学习能力五级目标的要求，八年级学生应达到四级目标：学生能在所设日常交际情境中听懂对话和小故事；能用简单的语言描述自己或他人的经历，以及表达简单的观点；能读懂常见文体的小短文和相应水平的英文报刊；能起草和修改简短的叙述、说明、指令、规则等；能尝试使用不同的教育资源，并从口头和书面材料中提取信息、扩展知识、解决简单的问题并描述结果；能在学习和日常交际中注意到中外文化的异同。

#### 依据三：英语教学理念

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性格、能力和品质，从而帮助学生树立正确的人生观、价值观、世界观。

### 二、教材解析 (Teaching material analysis)

#### (一) 教材整体解析

## 1. 教材特点

人教版新目标 *Go for it* 是学习和运用英语语言，了解和传播中外优秀文化、工具性和人文性相融合的英语教材，具有基础性、综合性和实践性的特征。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。

## 2. 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。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。

### （二）教材单元解析

本单元的中心话题是 life goals，大主题意义是“人与自我”，主要语言功能项目是谈论对未来的打算，树立健康积极的生活态度。教材内容围绕着谈论未来职业和新年计划展开，让学生在交际中学会正确地使用英语来表达对未来的预测和打算，因此含有 be going to 一般将来时和 want to be 的结构是教学重点。通过对本单元的学习，学生能够掌握本单元出现的与职业和理想相关的词汇和句型，学生们需要用这些词语及句型来描述未来的职业和决心。以谈论未来职业和如何实现个人决心为主线，进行综合性语言实践活动，注重培养学生的综合运用能力。Section A 部分的教学重点是帮助学生用 be going to 和 want to be 来谈论未来和梦

想。学生的困难在于单词和短语的使用。在 Section B 部分，有一篇关于 Resolution 主题的阅读文章，教学重点是帮助学生运用阅读策略理解文章。本单元的教学内容贴近学生的实际生活，旨在鼓励学生制定计划，树立健康积极的人生目标。本单元共计七个课时，课时及课型安排如下：

第一课时：Section A 1a-1c 听说课

第二课时：Section A 2a-2d 听说课

第三课时：Grammar Focus-3c 语法课

第四课时：Section B 1a-1e 听说课

**第五课时：Section B 2a-2e 阅读课**

第六课时：Section B 3a-3c 写作课

第七课时：4-Self Check 复习课

### （三）本课时教学内容解析

本课时选自 *Go for it* 八年级上册第六单元 Section B 2a-2e 部分的内容，是该单元第五课时，属于阅读课型。文章围绕“resolution”这个话题为中心而展开，文章分为三段，第一段解释了 resolution 的含义、制定 resolution 的时间，帮助自己决心的方法，以及指定决心的原因；第二段介绍了 resolution 的部分种类，并举例说明；第三段说明了现实生活中人们常常在实现决心这条路上无法坚持下去，阐释了部分原因，最后以一个与读者对话的问题“Will you make any next year?”结束本篇文章。

作者通过对 resolution 全方位的介绍，以及展示人们在实际生活中制定和实现 resolution 的情况，引发读者思考：在生活中自己是否制定过 resolution，有没有很好的坚持并实现，未来是否还会制定 resolution。旨在鼓励学生积极主动的学习，并为自己的决心和目标持之以恒、不断努力。

## 三、学情分析 (Students' learning analysis)

八年级的学生能充分认识到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；能听懂

接近自然语速的简单语段，以及完成一些简单的英语交际练习。

同时，由于原先的学习方式已不能满足新的英语学习要求，一部分基础薄弱的学生由于词汇量和听说技能发展有限，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。这也同八年级学生心理与行为发展的叛逆期存在联系。由此，教学过程中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，有针对性地安排课堂内容，分层次布置课后作业，以便班级不同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，争取家长的配合，修正不正确的学习方法和抵触情绪，增强学生的心理韧性，激发进取的动力和学习的信心。

通过本单元前四课时的学习，学生已掌握 **be going to** 的基本表达，针对本课生词和短语，在前面的学习中已了解同义表达。学生对于话题“**resolution**”在生活中具备相关生活经验，如新年愿望，学习计划，职业规划等。通过本课的学习，学生能够运用目标语言对自己的未来进行规划和预测。因此，英语教学应从多角度引导学生积极参与课堂，在实践中不断提高学生英语综合素质，培养跨文化交际的能力，为进入更高阶段的学习提供有利的保障。

## 四、教法与学法（Teaching and learning methods）

### （一）教法

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，创造具有真正沟通性的语言环境，以提高学生的交际能力，培养学生在实际场景中的沟通能力。

#### 1. 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教学。这种方法强调“在做中学”（learning by doing），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。本节课围绕“新年愿望”这一贴近学生生活的主题展开阅读总任务，设计了读前情境创设、读中难度递进、读后口头输出等不同的分任务，以任务链的

形式帮助学生学习目标语言和句型结构并培养其思维品质。

## 2. PACE 教学模式

PACE 教学模式（Presentation, Attention, Co-construction, Extension）是一种基于输入、加工、互动和输出理论并兼顾语言形式和意义的教学模式。它注重语言的形式与意义之间的关系，在各种课堂活动中建构起学习目标语言的模式，从而促进在语境中呈现和使用语言形式的教学方法。本节课以我的朋友 James 的新年愿望视频为情境输入，以图、文、音三者融为一体的多模态方式为吸引，以阅读教学活动为建构，以学生通过完成阅读任务并尝试写出短小诗节为输出，达到以读促写的教学目标，从而培养学生阅读与写作的综合语言运用能力。

### （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，旨在培养学生做课堂主人的意识，在老师启发式教学的引导下，充分发挥学生的主观能动性去主动获取知识。

#### 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控制，提高了学习效率，也促进了学生间良好的人际关系，心理品质和社交技能的发展。

## 五、教学目标（Teaching objectives）

见下页 ↓

目标内容	素养提升	素养内涵	活动性质		
			学习理解	应用实践	迁移创新
100%的学生能通过阅读文本，获取并梳理关于 resolution 的含义和种类及实现的方法。	语言能力 学习能力	感知与注意	√		
		获取与梳理	√		
		概括与整合	√		
70%的学生能通过识别关键信息，推理与判断句子与篇章的逻辑关系，；描述自己的 resolution 以及实现的方法。	语言能力 学习能力	描述与阐释		√	
		推理与判断		√	
		内化与运用		√	
50%以上的学生能通过语言技能的检测，联系个人实际，合理制定计划，树立健康积极的生活意识。	思维品质 文化品格	分析与论证			√
		批判与评价			√
		想象与创造			√

## 六、教学重难点 (Important and difficult teaching content)

### (一) 重点

通过本课的学习，学生理解并运用本课的目标词汇和短语，学会运用“be going to”来谈论未来的计划。

### (二) 难点

通过不同难度层次的教学任务，培养学生的阅读技能；

通过识别关键信息，分析句子与篇章的逻辑关系，提高学生的综合阅读能力。

## 七、资源与工具 (Teaching resources and teaching tools)

多媒体、PPT、视频、音频、板书卡纸、学案

## 八、学习评价 (Evaluation and assessment)

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，通过以下三种课堂评价方式，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) 师生评价

通过学生对听力任务的回答记录，了解其对听力材料的主要信息的获取情况。课堂对核心语言能力进行评价，使用语言对学生个人、小组的发言进行评价。

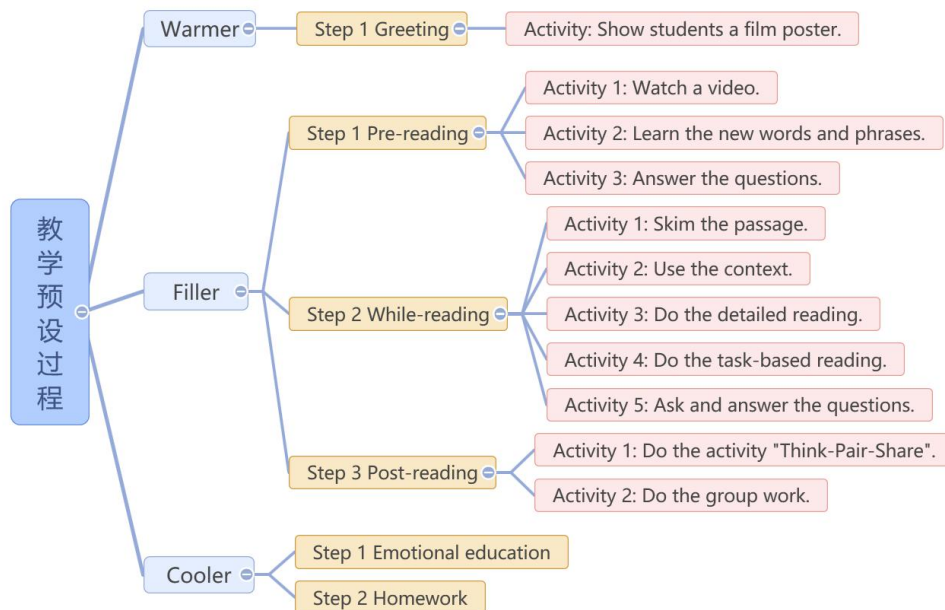
### (二) 生生互评

通过学生小组内相互讨论和课堂集体问答探讨 resolution 的种类、含义、制定的时间、实现的方法等，把握其对主要信息的分析、判断和评价。课堂教学环节中，让小组、学生对特定学生的发言进行评价，从语言、情感、语音语调、逻辑等方面进行评价。

### (三) 自我评价

在总结部分，学生学习实现决心所需要的坚持等品质，对自己的课堂表现和技能掌握程度进行自评，并以此为依据，调整之后的学习状态。

## 九、教学预设过程 (Predicted teaching procedures)





## Part I Warmer

### Step 1 Lead-in

**Activity 1:** 教师展示一张关于电影《我和我的祖国》的海报，提问：Did you watch this film during your holiday? What do you think of the film? 学生积极回答问题谈论自己的感受。

**Activity 2:** 教师通过再现电影中的台词和画面“Lin Zhiyuan’s resolution is to raise the national flag successfully.”解释 Resolution 的定义：The promise you make to yourself is a resolution.

#### 【设计目的】

用电影海报创设语言情境，以自然的方式探索本课主题，在情境中进行主题词的教学。电影《我和我的祖国》弘扬正能量，深受大众喜爱，也为学生所熟悉。这能激发学生学习英语的兴趣，也是加强爱国主义教育的好途径。

## Part II Filler

### Step 1 Pre-reading

**Activity 1:** 教师播放好朋友 James 关于新年决心的视频；学生带着问题观看：What are James’s resolutions?

**Activity 2:** 教师分享自己去年制定的两个目标以及完成情况，同时讲解本课的生词和短语；学生认真听讲并在教师所创设的情景中学习理解本课生词及短语表达。

**Activity 3:** 教师将话题从自己转向学生并提问：Did you make any resolutions last year? Were you able to keep them? Why or why not? 学生积极思考并和同学分享原因。

#### 【设计目的】

生活就是教育。引导学生向身边真实的人物学习是最好的学习方法，有助于开阔学生视野。学生通过我的朋友詹姆斯关于新年决心的视频，加深对 resolution 意义的理解，再结合教师的真实体验进行情感教育，有助于促进师生之间的交流。

### Step 2 While-reading

#### Activity 1:

1. 教师布置阅读任务：快速阅读后将每一段的主旨大意进行匹配，并教学生如何使用阅读策略进行阅读；

2. 在运用阅读策略进行阅读的过程中，勾画出关键句子，体现思维过程。

#### 【设计目的】

根据 SOAR 理论。补充、删减、改编和替换教材是提高英语学习的好方法。在尊重教材的前提下，做一小部分修改是可行的。找到主旨比句子还容易，且所缺失的句子对段落大意的理解没有影响，因此我调整了顺序以减轻学生的焦虑。让学生运用略读的阅读策略 *skimming* 来理解文章并解决问题，学生可以在构建目标语课堂框架的过程中获得关键词和有用信息。

#### Activity 2:

1. 教师布置阅读任务：快速阅读后将所缺失的四个句子还原到正确的位置，并引导学生使用恰当的阅读策略来完成此任务。学生独立完成或在同伴协助下完成任务后，分享思维过程；

2. 教师带领学生一起核对答案，引导学生思考解决问题的过程。

#### 【设计目的】

本任务对学生来说有一定难度，学生较少遇到句子还原的任务。因此，为使学生在阅读的同时了解阅读策略，我把阅读策略变成了容易理解的 *tips* 来帮助他们。在核对答案的过程中，问他们如何选出答案，帮助其掌握目标策略。

#### Activity 3:

1. 教师布置阅读任务：分段阅读，读文章第一段完成思维导图；学生大声齐读文章第一段，完成思维导图；

2. 集体检查答案后，教师要求学生根据思维导图的内容进行逆向提问：

What are the resolutions?

When do we make resolutions?

Why do we make resolutions?

How do we keep resolutions?

#### 【设计目的】

这部分是分段阅读，是基于 46 页 2d 中的四个问题设计的，我把它变成了思维导图，这样可以帮助学生更高效地学习和理解文章。同时，根据生成的思维导

图，进行逆向提问，培养学生的思维品质。

#### **Activity 4:**

1. 教师布置阅读任务：分段阅读，读文章第二段完成表格填空；学生默读文章第二段完成任务型表格填空；

2. 集体订正答案，提醒学生填空策略，注意同类表格的句式结构和形态；

3. 基于表格中 Resolution 的种类，教师引出 the wheel of life 的概念，引导学生要关注生活的方方面面；学生理解概念并结合自己的生活进行反思。

#### **【设计目的】**

这部分是基于第 46 页 2d 中的两个问题设计的一个任务型阅读填空。读完文章后，我们应该准确地把握文章中的一些细节，培养学生分析问题和解决问题的能力，以及归纳信息的能力。

#### **Activity 5:**

1. 教师布置阅读任务：分段阅读，读文章第三段回答问题；学生默读文章第三段回答问题；

2. 集体订正答案，并找到原文出处。

--Why do people hardly ever keep resolutions?

--Some people think it's too difficult to keep their resolutions and they always forget about their resolutions.

#### **【设计目的】**

通过问答的方式，培养学生的快速阅读能力和归纳能力。除了书中的答案，教师还追问其对该问题的个人看法，旨在培养学生的思辨能力。

### **Step 3 Post-reading**

#### **Activity 1:**

1. 基于上一个环节学生的回答的问题，教师提问：Do you agree the best resolution is to have no resolutions? Why or why not? 学生先进行独立思考，然后与同伴讨论，并与他人分享；

2. 根据学生的回答带入电影《我和我的祖国》的情境中并提问：Does Lin Zhiyuan make the resolution work? How does he do to make it work? 学生积极思考并踊跃回答；

3. 通过电影主人翁坚持并努力实现决心的过程对学生进行情感渗透:

Nothing can stop you from making your resolution work!

#### 【设计目的】

Think--Pair--Share 是一种合作学习策略,鼓励学生先自我思考形成自己的观点,然后与他人分享自己的观点。这种方式有助于激发学生参与活动的积极性,加深学生对问题的理解,形成归纳总结的能力,客观全面地看待问题。

#### Activity 2:

1. 引出话题: 2021 is the 100th anniversary of the founding of CPC. It's a new beginning. Our nation's resolution is to be stronger and stronger. How about yours? 要求学生完成小组活动,完成关于 Resolution 的海报;学生在小组内讨论制定 Resolution 的种类以及实现的办法,合作完成海报。

2. 海报完成后,教师要求学生针对自己制作的海报内容进行口头分享和展示;学生在小组内先进行分享后,每一组派一名学生代表进行展示。

#### 【设计目的】

这部分是本课的输出环节,用以检验学生本课所学。学生通过小组活动讨论他们的决心,以做报告的方式进行呈现,进一步复习和巩固本课所学内容,通过口头输出,展示学习成果,培养了阅读和口语能力,达到以读促说。

### Part III Cooler

#### Step 1 Emotional education

教师在学生的展示中进行情感渗透,引导学生树立正确的人生观和价值观,拥有健康积极的生活态度,热爱祖国:

Try our best to make our dream come true. Make China dream come true.

You'll be a better person. China will have an even brighter future!

#### 【设计目的】

及时总结有助于巩固知识,培养学生的概括归纳能力。升华主题可以帮助学生树立正确的人生观和价值观,拥有健康积极的生活态度和爱国情怀。

#### Step 2 Homework

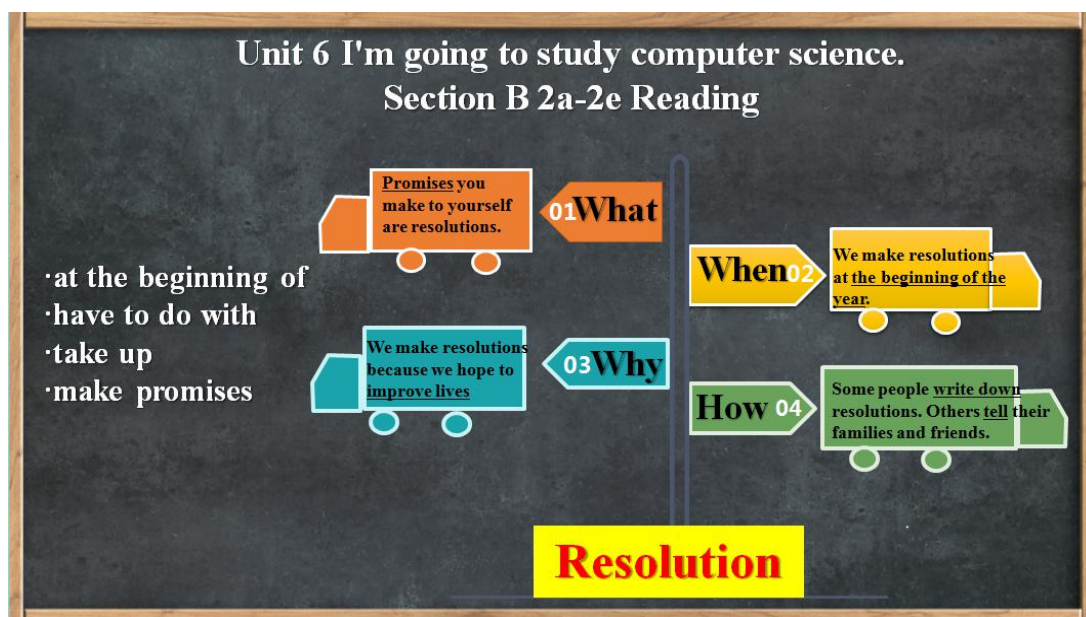
教师布置分层作业,学生可根据自己的实际情况选择下列作业中的其中两项完成。

1. Make your own sentences with the phrases in 2e.
2. Make your own poster about your resolution according to your mind-map.
3. Read another article of resolutions and find out the ways to stick to your resolutions on the Handout.

【设计目的】

尊重学生的个体差异，设置个性化分层作业，学生可根据自己的实际情况自行选择两项完成。作业一用本课中的目标短语进行造句是对语言知识的巩固理解与运用；作业二让学生动手制作思维导图，以实践性作业增强学生的动手能力；作业三是课外阅读，为程度较好的同学提供拓展阅读的空间，提高学生的综合阅读能力。

十、板书设计 (Blackboard design)



## Study Handout

新目标 **Go for it!** 八年级上 Unit 6 I'm going to study computer science.

### Section B 2a-2e Reading 课堂学案

Class: \_\_\_\_\_ Name: \_\_\_\_\_



**Task 1.** Read the passage on page 45 and match each paragraph [1-3] with its main purpose.

Underline the words and phrases that helped you decide. (2 minutes)

- |         |   |
|---------|---|
| Para. 1 | To question the idea of making resolutions    |
| Para. 2 | To give the meaning of resolution             |
| Para. 3 | To discuss the different kinds of resolutions |

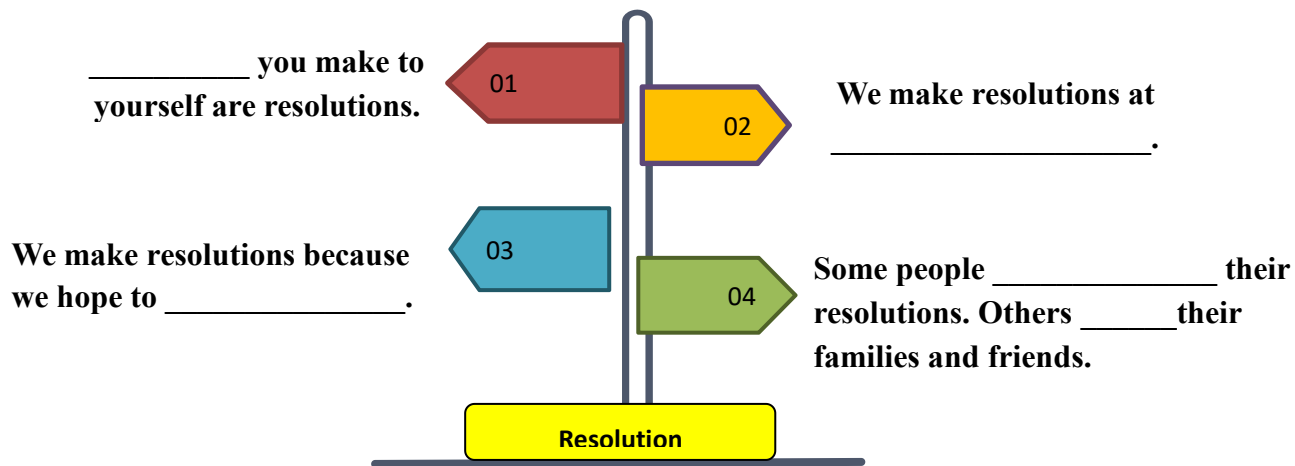


**Task 2.** Read the passage again and put the sentences from [A-D] in the correct places. Please finish it on your book, P45, 2b. (3 minutes)

- 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.



**Task 3.** Listen and read Para.1. Complete the mind-map with phrases. (3 minutes)



**Task 4.** Listen and read Para.2. Complete the chart. (2 minutes)

Kinds of resolutions	Examples
1. _____	Starting an exercise program /eating less fast food
Self-improvement	3. _____ like painting or taking photos
2. _____	4. _____ for schoolwork



**Task 5.** Read Para.3 and answer the question. (1 minute)

Q: Why do people hardly ever keep resolutions?

---



**Task 6.** Think-pair-share: Think by yourself. Discuss in pairs, and share with others. (2 minutes)

Do you agree the best resolution is to have no resolutions? Why or why not?









**Task 7. Group work**

Please work in groups of four to discuss your **resolutions** and the **ways** to make them work. Then write down on the poster.



**Homework:** Choose two of the three to be your homework today.

1. Make your own sentences with the phrases in 2e. 
2. Make your own poster about your resolution according to your mind-map.  
3. Read another article of resolutions and find out the ways to stick to your resolutions on handout.   

## How to Stick to a New Year's Resolution

It is very easy to make New Year's resolutions when you are happy and feeling festive. However, it is harder for most of people to stick to their resolutions. Fulfilling a resolution is possible, but it takes focus, planning, and a determination. Generally, it takes at least 21 days to form a new habit. To make your habit permanent most people need about two months of success. After two months, you will see the hard part is over and success is within your grasp. Here are several proven tips that will help you stick to your New Year's Resolution and create a better you in 2017.

**Pick an achievable goal you know you can reach.** Review the different areas of your life and think about what is working as well as what is not. Instead of picking something big that you will never achieve, choose an area that you know needs improvement rather than a drastic change. Longer term goals such as learning a new language are a huge task that take years not weeks to achieve. Make your goal to be better at something, not perfect at it.

**Motivation = (Achievable Goals + Effort) Success**

Resolutions can only be achieved little by little; staying motivated and excited is the real challenge. Small goals are easier to achieve than big ones, and success always feels good. Pick something you can do and something you can build on later. Get better at a skill this year, get even better at it next year, perfect it in 5 years and be a master of it in twenty. Think longer term: What can you achieve this year to make 2018, 2028, 2038 even better?

**Write down your resolution.** Once you have decided on an achievable resolution for 2017, write it down. Writing down the resolution you have made creates a greater connection between what you are thinking and what you are doing. It makes the resolution real, something you can hold, and touch, and see, and most importantly work towards. Don't let your ideas be dreams, make them your reality.

Break down your goal into gradual steps. Pick small goals that you can achieve, use your success to motivate you to achieve larger and larger goals. Break down each change into smaller steps and make the first step incredibly easy.

**Get Support.** Tell a friend or person you trust about your resolution. They can provide you with support and keep you focused on your goal. Nothing has ever been achieved alone, we are human we need the help and support of others. When you are about to give up a true friend will push you achieve your potential. Let other people help you reach your goal that is what friends and family are for.

Resolutions are easy to make. However, sticking to a resolution for a week, a month, a year or more does not have to be difficult. Success is the best feeling, focus on your success and you will achieve great things. So, keep going, do not give up on your resolution like so many others have. Extend the timeline of your resolution, break it into small bites, work it into your everyday routine and focus on your successes. Make 2017 a great year!