

基于大观念的单元整体教学设计

课例 7



人教版《新目标》 *Go for it!*

八年级下册

Unit 9 *Have you ever been to a museum?*

Period 5 Section B 2a-3a

(Reading)

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设计依据

一、设计依据

(一) 义务教育英语课程标准（2022 年版）

1. 育人价值 (Educational Values)

《义务教育英语课程标准（2022 年版）》（以下简称《新课标》）指出，义务教育英语课程体现工具性和人文性的统一，具有基础性、实践性和综合性特征。学习和运用英语有助于学生了解不同文化，比较文化异同，汲取文化差异精华，逐步形成跨文化沟通与交流的意识和能力，学会客观、理性看待世界，树立国际视野，涵养家国情怀，坚定文化自信，形成正确的世界观、人生观和价值观，为学生终生学习、适应未来社会发展奠定基础。



2. 核心素养 (Core Competence)

核心素养是课程育人价值的集中体现，是基于该学科本质和该学科育人价值而提炼出的，是学生通过英语学科的学习而逐步形成的、正确的价值观念、必备品格和关键能力（《新课标》，p. 4），包括以下四个方面：语言能力、文化意识、思维品质和学习能力。

<p>三、课程目标</p> <p>英语课程围绕核心素养，体现课程性质，反映课程理念，确立课程目标。</p> <p>(一) 核心素养内涵</p> <p>核心素养是课程育人价值的集中体现，是学生通过课程学习逐步形成的适应个人终身发展和社会发展需要的正确价值观、必备品格和关键能力。英语课程要培养的学生核心素养包括语言能力、文化意识、思维品质和学习能力等方面。语言能力是核心素养的基础要素，文化意识体现核心素养的价值取向，思维品质反映核心素养的心智特征，学习能力是核心素养发展的关键要素。核心素养的四个方面相互渗透，融合互动，协同发展。</p> <p>1. 语言能力</p> <p>语言能力指运用语言和非语言知识以及各种策略，参与特定情境下相关主题的语言活动时表现出来的语言理解和表达能力。英语语言能力的提高有助于学生提升文化意识、思维品质和学习能力，发展跨文化沟通与交流的能力。</p> <p>4</p>	<p>三、课程目标</p> <p>2. 文化意识</p> <p>文化意识指对中外文化的理解和对优秀文化的鉴赏，是学生在新时代表现出的跨文化认知、态度和行为选择。文化意识的培育有助于学生增强家国情怀和人类命运共同体意识，涵养品格，提升文明素养和社会责任感。</p> <p>3. 思维品质</p> <p>思维品质指人的思维个性特征，反映学生在理解、分析、比较、推断、批判、评价、创造等方面的层次和水平。思维品质的提升有助于学生学会发现问题、分析问题和解决问题，对事物作出正确的价值判断。</p> <p>4. 学习能力</p> <p>学习能力指积极运用和主动调适英语学习策略、拓展英语学习渠道、努力提升英语学习效率的意识和能力。学习能力的发展有助于学生掌握科学的学习方法，养成良好的终身学习习惯。</p> <p>核心素养阶段特征见附录 1。</p> <p>(二) 总目标</p> <p>学生应通过本课程的学习，达到如下目标。</p> <p>(1) 发展语言能力。能够在感知、体验、积累和运用等语言实践活动中，认识英语与汉语的异同，逐步形成语言意识，积累语言经验，进行有意义的沟通与交流。</p> <p>(2) 培育文化意识。能够了解不同国家的优秀文明成果，比较中外文化的异同，发展跨文化沟通与交流的能力，形成健康向上的审美情趣和正确的价值观；加深对中华文化的理解和认同，树立国际视野，坚定文化自信。</p> <p>5</p>
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(《新课标》，2022)

3. 育人目标 (Educational Goals)

《新课标》中指出英语课程应围绕核心素养展开，发展学生的语言能力，培养学生的文化意识，提升学生的思维品质和提高学生的学习能力。基于核心素养，初中阶段的学生需要达成以下目标：

- 在语言能力方面，学生能听懂发音清晰、语速较慢的简单口头表达，并识别不同语音特征所表达的意义，能围绕相关主题与他人进行日常交流，能围绕语篇，理解和简要概括主要内容，能分析和梳理常见书面语篇的基本结构特征，能在书面表达中用不同句式结构和时态描述和介绍身边的人、事、物。
- 在文化意识方面，学生能认识到有效开展跨文化沟通与交流的重要性，并初步具备用所学英语进行跨文化沟通与交流的能力，通过简短语篇获取、归纳中外文化信息，认识不同文化，尊重文化的多样性和差异性，能用所学语言描述文化现象与文化差异，表达自己的价值取向，认同中华文化。
- 在思维品质方面，学生能发现所学语篇中事件的发展和变化，辨识信息间的相关性，把握语篇的整体意义和判断句子之间、段落之间的逻辑关系，能提取、整理、概括语篇中的关键信息、主要内容、思想和观点，能根据语篇推断人物的心理、行为动机等，能评价语篇的内容和作者的观点，并说明理由。
- 在学习能力方面，学生能主动参与课内外各种英语实践活动，主动学习并积极使用现代信息技术，能制定明确的英语学习目标和计划，能归纳所学内容，能主动反思自己英语学习中的进步与不足，能找到适合自己的英语学习方法，能在学习活动中积极与他人合作，能在学习过程中积极思考，主动探究。



英语学科核心素养（《新课标》，2022）

（二）《新课标》的核心理念

1. 主题和语篇 (Theme & Discourse)

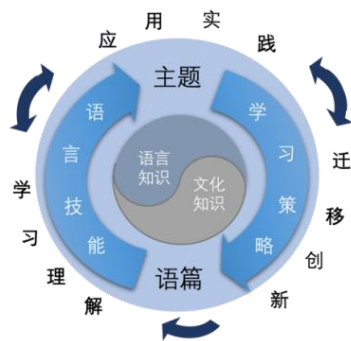
主题为语言学习和课程育人提供语境范畴，包括人与自我、人与社会、人与自然三大范畴。英语课程应把对主题意义的探究视为教与学的核心任务，并以此整合学习内容，引领学生核心素养的融合发展（梅德明等，2022）。语篇承载表达主题的语言知识和文化知识，为学生提供多样化的文体素材。初中阶段的学生应当熟悉记叙文、说明文、应用文等多种类型的语篇，能理解记叙文、说明文和其他常见语篇类型的主要写作目的、结构特征和基本语言特点。

2. 英语学习活动观 (Concept of English Learning Activity)

英语学习活动观（以下简称活动观）是为落实新时期核心素养目标而提出的中国外语教学主张和解决方案，其核心是以培养英语核心素养为目标，以学生为主体，师生共同参与的一系列相互关联、循环递进的活动，为教师组织课堂教学提供实施指导（王蔷等，2021）。活动观将语言、文化、思维三者紧密结合，实现目标、内容与方法的融合统一，是落实立德树人根本任务、培养英语学科核心素养的基本教学组织形式和重要途径。活动观采用由学习理解、应用实践和迁移创新三大类型构成的一系列相互关联、循环递进的活动来组织英语课堂教学。

3. 教学评一体化 (Integrated Teaching, Learning and Assessing)

“教—学—评”一体化指在特定的课堂教学活动中，教师的教、学生的学以及对学习的评价应该具有目标的一致性。教学评价从最初的“教、学、评”三者分离，到现在的“教—学—评”一体化，构建了一种健康的动态育人范式，同时发挥“评价”对教和学的监控及调整作用（程晓堂等，2023）。评价需要做到以下几点：一是教学目标和评价目标要求学生掌握的内容要一致；二是教学目标和评价目标要求学生掌握知识的深度要一致；三是评价目标要有可操作性。



义务教育英语课程内容结构示意图（《新课标》，2022）

（三）大观念下的单元整体设计思想

1. 基于课程标准，分析单元内容，探索语篇主题意义

主题为语言学习和课程育人提供语境范畴，主题意义是关于主题的陈述性表达。语篇承载表达主题的语言知识和文化知识，为学生提供多样化的文体素材。人教版《新目标》*Go for it!* 教材选取紧密联系现实生活，体现时代特征，反映社会发展、科技成果，聚焦人与自我、人与社会、人与自然等三大主题范畴。内容的组织以主题为引领，以不同类型的语篇为依托，融入语言知识、文化知识、语言技能和学习策略等学习要求，以单元形式呈现。

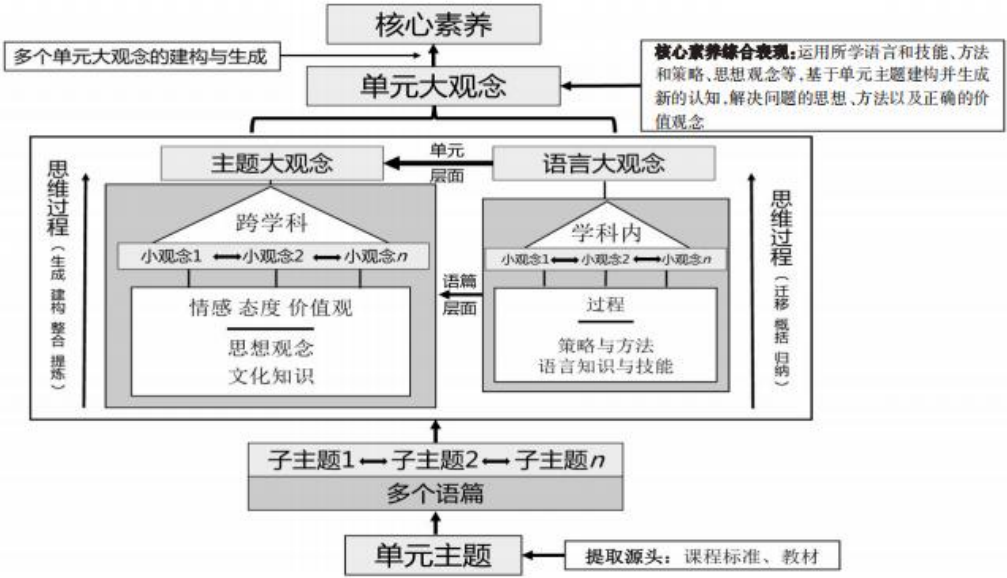
2. 基于单元学习内容，确定语篇主题意义，建构单元大观念

单元主题是大观念得以建构和生成的物质基础，单元大观念本质上是在单元层面围绕多个语篇的子主题建构和生成的结构化知识。英语学科大观念需要借助学科内以及跨学科的双重视域进行透视，即将其分为指向学科本体的语言大观念和具有跨学科特点的主题大观念，二者有机融合，互为补充（Lambert, 2016）。主题大观念包含在人与自我、人与社会、人与自然三大范畴之中，为学生学习语言和探究主题意义提供语境，并在学习内容中有机渗透情感、态度和价值观，以使学生在完成学习后能够基于主题建构并生成新的认知，解决问题的思想、方法以及正确的价值观念（王蕾等，2022）。语言大观念指学生在学习和使用语言的过程中感知与体悟的关于语言是如何理解和表达意义的知识结构、方法策略和学习观念，是辅助主题大观念建构的重要中介工具和过程载体。英语学科大观念是语言大观念和主题大观念的有机融合，二者侧重点不同，但相互依存、互为补充，共同促进学生学科核心素养的养成（Loh & Choy, 2015）。

3. 基于单元大观念，生成结构化新知

“大观念”的提出为解决英语教学碎片化和表层化问题提供了新的思路，而单元整体教学的提出则为落实核心素养、推动课程改革、迈向育人目标提供了内容的组织框架。《新课标》明确指出，要设计指向核心素养发展的单元整体教学目标，挖掘单元整体育人功能。显然，只有通过过程周期相对较长的完整单元学习，才能实现培养学生核心素养这一复杂的育人目标（崔允漷，2019）。此外，

单元整体教学也承载结构相对完整、内容更为全面的英语课程知识。课程内容的结构化需要改变知识、技能的简单线性排列方式，强化学科知识的内在联系，突显学科的本质、思想方法和内在逻辑（Mitchell et al., 2021）。教师则要整体把握教学内容，整体设计教学活动，改变知识逐“点”解析、技能逐“项”训练的、散碎的切片式教学思路，从关注知识技能的“点状”“传输”变革为关注学生对知识技能的主动学习，关注教学的关联性、整体性及综合效应。



英语学科大观念构成示意图（王蔷等，2022）

4. 基于经验和认知水平，分析学生学情

总的来说，大部分 7-9 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；能理解并草拟简短语段，以及完成一些简单的英语交际任务。从心理上来说，结合 7-9 年级学生的心理特点，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，针对此阶段学生容易产生的不利于学习的心理和情绪问题，应创造鼓励、引导学生间互帮互助的学习氛围，矫正学习方法，消除负面情绪，增强学生的心理韧性，激发进取的动力和学习的信心。

（四）产出导向法的课堂应用

本教学设计运用了“产出导向法”(Production-Oriented Approach, 简称 POA) 的核心理念及教学流程循环链, 梳理如下:

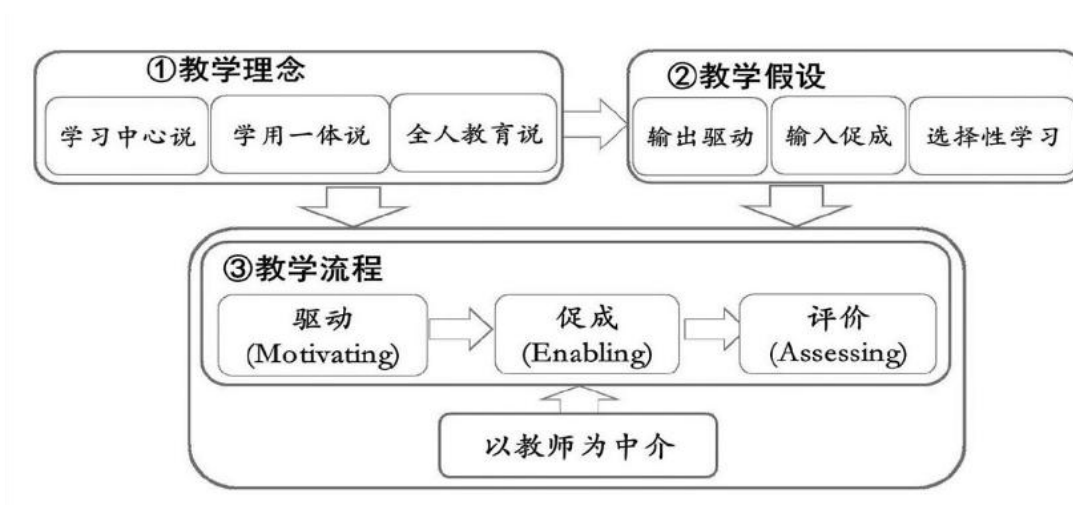
1. POA 核心理念 (Philosophy of POA)

产出导向法倡导以学习为中心, 强调教学目标与任务围绕着学生自主学习, 从而克服学生“学用分离”的问题。整个教学过程始于课堂输出任务, 经驱动、促成、评价等环节, 实现课堂伊始设定的输出目标。此过程中, 学生为了产出成果, 需要在教师搭建的主题意义框架下, 不断加强其语言能力, 也就是英语学科“大观念”(Big Ideas) 教学中所强调的语言大观念和主题大观念的有机融合。

2. POA 教学流程 (Teaching Stages of POA)

POA 的教学流程由若干个“驱动—促成—评价”循环链组成。

驱动环节的主要任务是通过产出, 使学生认识到自己的不足, 从而调动他们的学习积极性, 刺激学习欲望。根据学生参与方式的不同, 驱动可分为复杂和简单两种。促成环节的主要任务是教师通过提供脚手架, 帮助学生有针对性地完成任务。为完成每项产出任务, 需要具备三个条件: 内容、语言和话语结构。评价环节的主要任务是促进英语学习, 改善英语教学, 完善课程设计, 监控学业质量。在基于 POA 的教学过程中, 评价可分为即时评价和延时评价。



POA 理论体系 (文秋芳, 2015)

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二、参考文献

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教学设计

江山留胜迹，我辈复登临。

——孟浩然

In Nature's bosom remain the historical sites;

My friends and I now climb to their height.

Meng Haoran

三、教学设计

（一）单元教材分析 (Analysis of the Unit Contents)

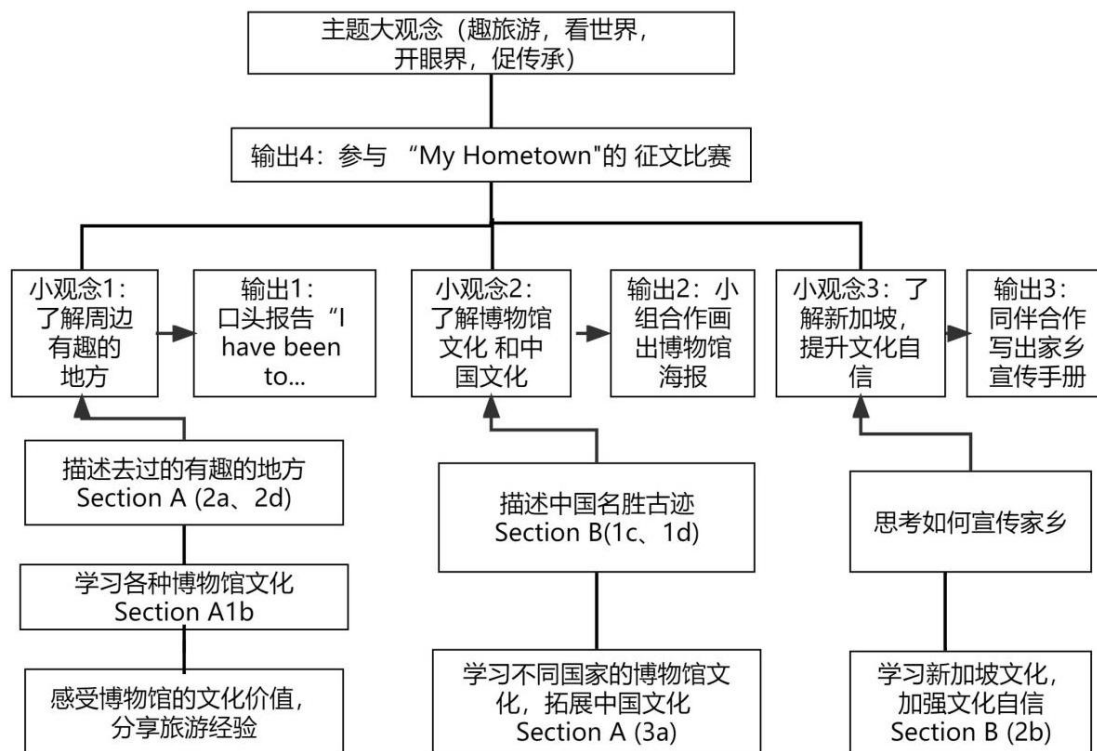
What: 本单元教学内容呈现了“人与社会”主题下的子主题“历史、社会文化”和“科学技术”，具体话题为“有趣的地方”。本单元的阅读技能是做笔记（making notes），写作任务是为自己的家乡或去过的地方写一篇宣传文章。基于以上分析，提取出本单元的大观念——“趣旅游，看世界，开眼界，促传承”。

Why: 本单元教学内容主要围绕“旅游”展开，该话题贴近学生实际生活，学生对此既好奇又具有探索欲望。学生通过讨论常去的有趣的地方，到我国的各种名胜古迹，再到世界上的有趣的博物馆及探索新加坡等一系列活动，深入探讨“有趣的地方”这一话题。在旅行的各个环节中，培养学生的学习能力，落实语言能力。通过展示和传阅同伴作品，让学生了解更多有趣的地方并吸引他们前去游览学习。以单元整体学习为载体，引导学生关注文化，激发其主动宣传家乡的意愿。

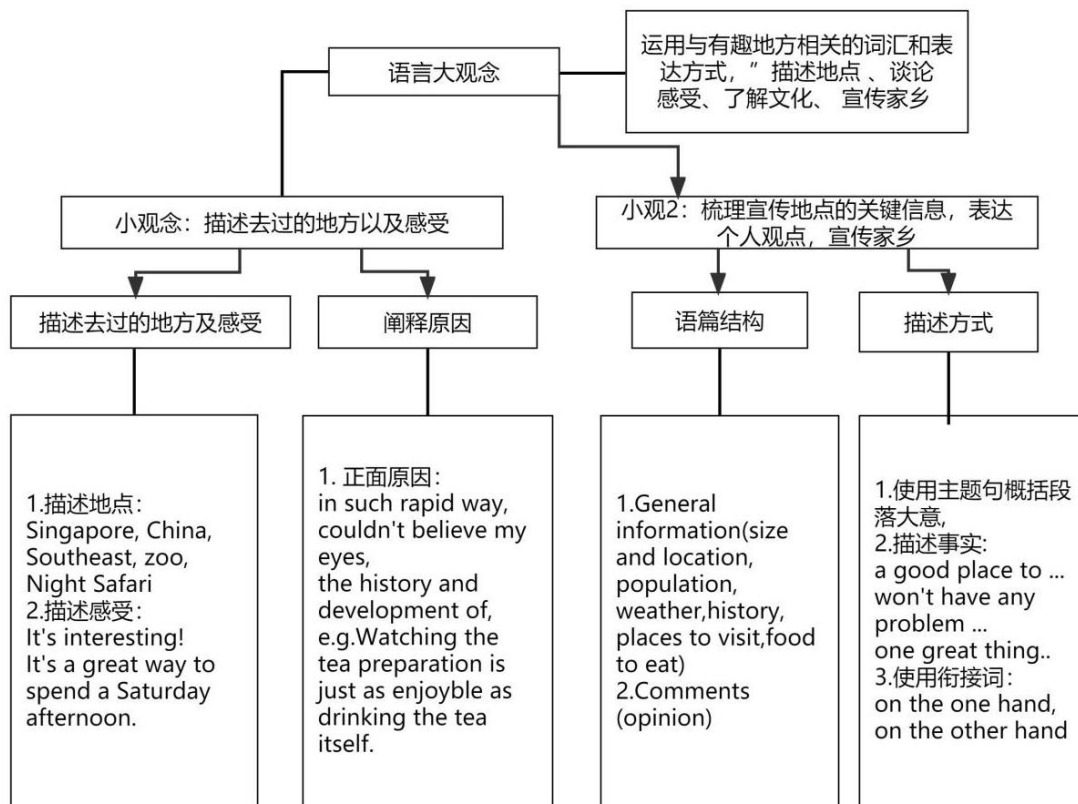
How: 热爱生活，乐于分享。在学习过程中，让学生体验不同的角色，参与实践，合作交流，从而提高语言运用能力。赋教学内容于演、玩、游戏之中，既增强了学生参与学习活动的动力，发挥了学习自主性，又在贴近生活的教学情境中，激发了他们对英语学习的渴望，调动了学习积极性。

本单元语篇整理

语篇	语篇类型	语篇主题	语篇内容	主题意义
Section A 1b	对话	中外建筑——博物馆的文化价值	博物馆及有趣的地方	感受博物馆的文化价值
Section A 2a-2d	对话	科学与技术	周围的有趣地方	分享旅游体验
Section A 3a	描述性文章	博物馆的文化价值	不同国家的不同博物馆	通过 making notes 制作海报
Section B 1b-1c	对话	中国文化景观	中国名胜古迹及饮食文化	身份认同与文化自信
Section B 2b	说明文	世界主要国家的文化习俗、文化景观	新加坡位置、文化习俗及文化景观	通过 making notes 宣传（介绍）自己的家乡
Section B 3a-3b	说明文	中国文化习俗与文化景观	中国（家乡）的说明文	加深学生的文化自信，增强对中国文化的认同感



“探索世界、传承文化”单元主题大、小观念的建构流程图



“探索世界、传承文化”单元语言大、小观念的建构流程图

（二）学情分析 (Analysis of the Students)

八年级的学生对英语学习充满兴趣，乐于参与学习活动，有与同伴合作学习的愿望，乐于与他人共同完成学习任务；已经能够利用语篇的标题、图片等信息辅助自己理解语篇，并能发现语篇中段落主题句与段落之间的关系；能够运用所学词汇、语法知识，在特定的语境中，围绕相关主题和所读内容进行简短叙述和简单交流，表达与主题相关的信息与观点及自己的情感、态度和观点，同时乐于运用图表、海报、自制绘本等方式展示自己所学。

但是学生对世界主要国家的旅游文化（重要文化标志物等）和风土人情等文化多样性的感知与体验感不够。因此，在表达个人观点和态度时，所能提供的理由较少，有时所表达的观点不是特别明确，连接词和逻辑关系的使用也不够熟悉。因此，在设计时需要为学生提供更多的语言支撑，以便他们有内容可输出。本单元结束后，学生能够运用现在完成时描述自己去过的地方及感受，并通过对不同文化的学习，增强文化自信，对家乡进行宣传，传承中国文化。

（三）单元教学目标 (Teaching Objectives)

核 心 素 养	单元教学目标	
	语言能力	1. 能用所学语言口头表达自己去过的地方及感受； 2. 能用现在完成时书面描述去过的地方； 3. 能对自己喜欢的地方或家乡进行口头宣传和书面表达。
	思维品质	1. 能通过上下文、词性和构词法等分析词义； 2. 能通过做读书笔记来巩固学习。
	文化意识	1. 初步了解各类博物馆、主题公园和名胜古迹； 2. 初步了解新加坡的语言、食物、气候和特色。
	学习能力	1. 能借助小组活动的机会，积极用英语与其他同学交流，谈论自己去过的地方及个人感受； 2. 能通过学习各种不同文化，培养跨文化意识和文化自信。
课程思政	初步了解不同国家的文化，树立正确的文化观，培养学生传承中华优秀传统文化的意识。	

(四) 本课时教学内容 (Analysis of the Lesson Contents)

从标题上看，这是一篇介绍新加坡的说明文，主题上属于“人与社会”中的“旅游和文化”部分。作者主要从语言、饮食、景点、气候四大方面对新加坡进行了介绍。这四方面的内容正是游客最关心的问题。通过阅读文章，学生可以根据每一段的主旨大意很容易地总结出：这篇文章是写给中国游客的。

作者拟定的读者群体是中国人，他希望有更多的中国人在看了这篇文章后选择去新加坡旅游。这一点从文中多次出现“China”“Chinese”就可以发现。在语法方面，语篇采用第二人称 you 作为句子的主语，主要时态为现在完成时。同时，我们也可以知道，作者对于新加坡的景点和文化是自信的，他是发自内心地想把新加坡最好的、最适合中国游客旅游的方面展示出来。

介绍新加坡的说明文。通过一明一暗两条主线形成语篇结构。明线：中国人旅游关注的方面“language-food-attraction-location”；暗线：中国人的期待“barrier-free communication-nice Chinese food-particularity-superiority”。

(五) 本课时教学目标 (Teaching Objectives of the Lesson)

1. 学生能够阅读介绍新加坡的语篇，理解大意，提取有关新加坡的信息，如地理位置、语言、食物、旅游景点、天气等。
2. 学生能够基于提取的有关新加坡的基本信息设计思维导图，并基于思维导图向同伴口头介绍新加坡的情况。
3. 学生能够基于本语篇学习到的语篇架构，以小组合作的形式设计制作一份自己喜欢的地方或自己家乡的宣传海报。

(六) 本课时教学重点 (Key Teaching & Learning Points)

利用笔记或简单的思维导图梳理新加坡的基本信息，并能根据笔记内容复述新加坡的情况。

(七) 本课时教学难点 (Anticipated Teaching & Learning Difficulties)

为了让学生通过对新加坡的信息整理，学会描述并宣传自己的家乡，需对新

加坡的相关信息进行分类，并尽可能多地向学生提供思维导图模板。

（八）本课时教法与学法 (Teaching Methods & Learning Strategies)

1. 教法

情景教学法 (Situational Teaching Method) 是英国应用语言学家在 20 世纪 30 年代到 60 年代发展形成的。该教学法是指在教学过程中，教师有目的地引入或创设具有一定情绪色彩的，以形象为主体的、生动具体的场景，以引起学生一定的态度体验，从而帮助学生理解教材，并使学生的心理机能得到发展的教学方法。本节课，教师通过创设朋友邀请去新加坡的情景，引导学生深入了解语篇。

2. 学法

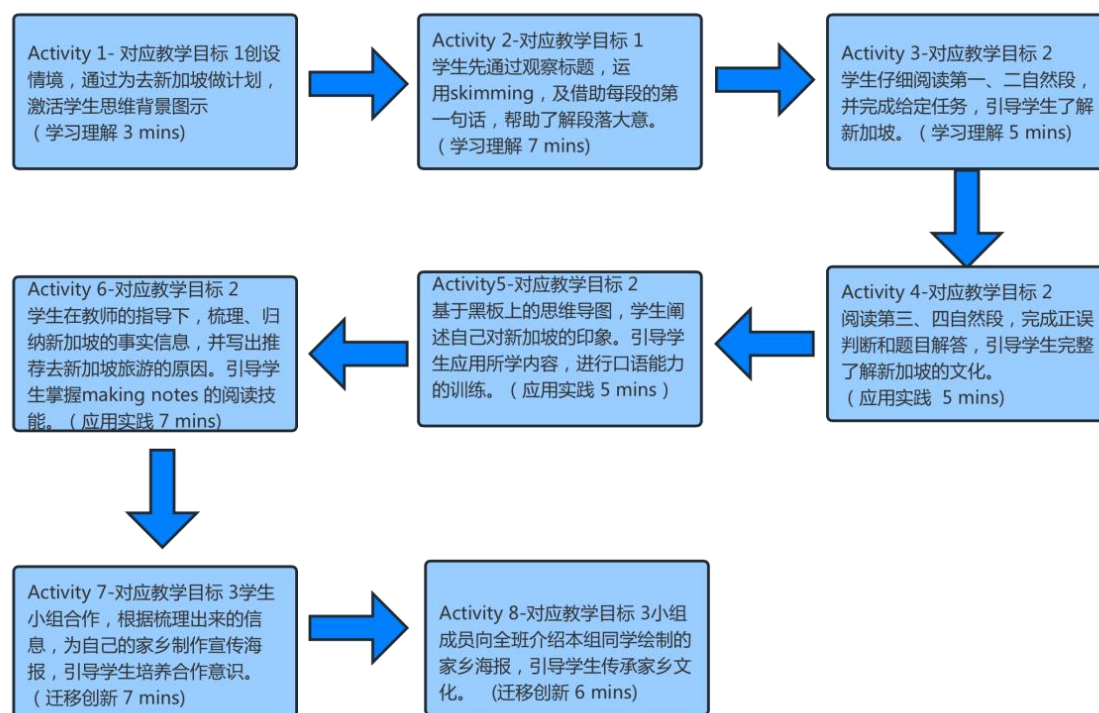
合作式学习 (Cooperative Learning) 起源于 20 世纪 70 年代，是以学生为中心，采用以学生间的交流和合作为基础的学习模式，注重学生实际交际能力的培养。在课堂教学中，通过创设情境、合作探究、合作应用和总结评价环节，师生合作、生生合作进行合作研讨、合作延伸，从而探索问题的解决方案和途径。本节课中，学生以小组合作，制作家乡宣传海报并进行展示，培养发散性和创造性思维。

（九）本课时资源与工具 (Teaching Aids & Materials)

多媒体教学课件、黑板、教具、学案、评价量表卡

（十）教学活动安排 (Teaching Activities)

1. 教学流程图 (Teaching Flowchart)



2. 教学过程 (Teaching Procedures)

学习目标	学习活动	学习评价
1. 阅读介绍新加坡的语篇，理解大意，提取有关新加坡的信息，如地理位置、语言、食物、旅游景点、天气等。 (学习理解 15 mins)	<p>Activity 1: 学生观看视频，猜测 Mike 的家乡，接着观察新加坡与中国的地理位置，对新加坡的地理位置进行学习。</p>  <p>Activity 2: 学生先根据标题思考 “Singapore is a(n) _____ place.” 接着通过 skimming，快速找出每个段落的关键词，学生借助每段的第一句话，帮助自己了解段落大意。</p>	<p>学生能否参与互动和交流，主动分享个人对该主题已有的知识经验。</p> <p>学生是否能正确回应和反馈提出的问题。</p>

Fast reading
Find out the key words of each paragraph.

Tip 1: Skimming for the main idea without reading every word.

While-reading

location
languages
population
food
zoo
weather

Singapore — A Place You Will Never Forget!

Have you ever been to Singapore? This branch of eastern Asia (Asia, the small island continent) is a wonderful and safe place to take a holiday. On the one hand, more than three quarters of the population are Chinese, so you can simply speak Putonghua a lot of the time. On the other hand, Singapore is an English-speaking country, so it's also a good place to practice your English!

Have you ever tried Chinese food outside of China? Maybe you fear that you won't be able to find anything good to eat when you travel. In Singapore, however, you'll find a lot of food from China; you won't have any problem getting rice, noodles or dumplings. Singapore is also an excellent place to try new food. Whether you like Indian food, Western food or Japanese food, you'll find it all in Singapore!

Have a night's rest in single rooms strong to get a good view of the dark, glowing the night! A lot of animals only wake up at night, so they don't have to watch them. At the Night Safari you can watch these animals in a very natural environment that is a natural one.

One good thing about Singapore is that the temperature is almost the same all year round. It's a because the island is so close to the equator. So you can choose to go whenever you like — spring, summer, autumn or winter. And, of course, it's not too hot when I visit.

Activity 3: 学生仔细阅读第一、二自然段，并回答：

What language can we speak in Singapore?

What food can we find in Singapore?

Circle the food words.

While-reading

Careful reading Read Para.1 and underline the answers.

What languages can we speak in Singapore? Why?

Have you ever been to Singapore? For **one quarter** $\frac{1}{4}$ **=one fourth** $\frac{1}{4}$ **=three fourths** $\frac{3}{4}$ thousands of tourists from China, this small island in Southeast Asia is a wonderful and safe place to take a holiday. On the one hand, more than three quarters of the population are Chinese, so you can simply speak Putonghua a lot of the time. On the other hand, Singapore is an English-speaking country, so it's also a good place to practice your English!

While-reading

Careful reading Read Para.2 and circle the food words.

What food can we find in Singapore?

Have you ever tried Chinese food outside of China? Maybe you fear that you won't be able to find anything good to eat when you travel. In Singapore, however, you'll find a lot of food from China; you won't have any problem getting rice, noodles or dumplings. Singapore is also an excellent place to try new food. Whether you like Indian food, Western food or Japanese food, you'll find it all in Singapore!

Tip 3: Scanning for specific information and pay attention to the repeated words.

设计意图：教师通过师生问答互动来拉近与学生的距离，以自己计划去新加坡旅游创设情境。学生在教师的引导下，通过观察标题、查找关键词、观察段落首句，从词到句的逐步提取关于新加坡信息的同时，引导学生归纳和整理核心句，培养学生的阅读技能。

2. 基于提取的有关新加坡的基本信息，设计思维导图并向同伴口头介绍新加坡的情况。

(应用实践 17 mins)

Activity 4: 学生阅读第三、四自然段，完成正误判断和题目解答。

While-reading

Careful reading Read Para.4 and answer the questions.

1.What's the weather like in Singapore? Why?
It's always hot in Singapore because it is so close to the equator.

2. What's the best time to visit Singapore ? Why?
You can choose to go whenever you like because the temperature is almost the same all year round.

While-reading

Careful reading Read Para.3 and correct the false statements below.

1. It might seem normal to go to a zoo when it's dark. **strange**

2. It's better to see lions and tigers during the daytime because they will probably be awake. **at night**

3. At Night Safari, people can watch animals in a less natural environment in Singapore. **more**

Activity 5: 基于思维导图，学生简单介绍自己对新加坡的看法。

Post-reading

What do you think of Singapore?



Activity 6: 学生在教师的指导下，梳理、归纳新加坡的事实信息，并推荐去新加坡旅游的原因。

Post-reading

At least three reasons to visit Singapore

Reasons to visit Singapore

- 1 Find more than three quarters of the population are Chinese. So there are no problem with language or communication with others.
- 2 Second, there are different kinds of food. It is a good chance to try new food. Such as Indian food, Japanese food, and so on.
- 3 Last, it is so special to watch a lot of animals in a more natural environment at night.

Tip 4: Making Notes

After reading, write down the things you have learned. We always remember things better if we take time to reflect.

Wonderful Putanghua English

Excellent Chinese food Indian food Japanese food Western food

Great Whenever to go

Special Night Safari More natural

never forget

学生能否对问题进行正确反馈。

学生是否能正确运用所学语言介绍自己对新加坡的看法，并能列举推荐去新加坡旅游的原因。

学生是否能根据板书上的提示，列举推荐去新加坡旅游的原因，给予鼓励和正确评价。

设计意图：本阶段的学习旨在引导学生在语境中深入了解语篇，掌握各种阅读技能的同时，学习语篇中的词汇和核心语言。学生在老师的指导下，根据思维导图，从大意到细节，逐步理解语篇内容，同时发展 **making notes** 的阅读技能。学生通过同伴合作绘制思维导图，运用 **making notes** 技能，加强对思维导图的认识，进一步理解语篇，内化语言，为语言输出奠定基础。

3. 将新加坡与自己喜欢的某地进行比较，以小组合作的形式设计制作一份宣传海报。
(迁移创新 13mins)

Activity 7: 学生小组合作，根据梳理出来的信息，制作家乡宣传海报。



Activity 8: 小组成员向全班介绍本组同学绘制的家乡海报。

学生小组合作的积极态度，并向全班汇报本组制作的家乡宣传海报情况。

设计意图：本阶段学习活动旨在帮助学生在迁移的语境中，创造性地运用所学语言，绘制家乡宣传海报，并向全班进行汇报。学生从课本走向现实生活，在制作海报、交流信息和介绍家乡的过程中，发展语言能力，初步形成对文化景观、文化自信的认识及弘扬中国文化的意识。在实际教学中，教师可根据不同水平学生的需求，将最后的教学活动与第二课时的内容进行整合，延后完成。

作业设计 (Assignment Design):

必做： 1. 向你的朋友或家人介绍新加坡；
2. 完成第 71 页的 2d。

选做： 为你最喜欢的城市，制作一本导览书。

3. 板书设计 (Blackboard Layout Design)



4. 评价表 (Evaluation Chart)

请根据自己的完成情况打勾		★	★★	★★★
海报内容	1. 家乡美景的介绍			
	2. 家乡美食的介绍			
版面设计	3. 色彩搭配丰富			
	4. 版面设计美观			

英文版教学设计

IV. English Version

1.1 English Curriculum Standards for Compulsory Education (2022 Edition)

1.1.1 Educational Values

According to *The English Curriculum Standards for Compulsory Education (2022 Edition)* (hereinafter referred to as the *New Curriculum*), the English curriculum for compulsory education embodies the integration of instrumentality and humanism, featuring basic, practical, and comprehensive characteristics.



Learning and using English helps students appreciate diverse cultures, compare cultural similarities and differences, understand the essence of cultural differences, develop awareness and skills for cross-cultural communication, foster an international perspective, cultivate a sense of love for their homeland, and strengthen cultural confidence. English education helps students form an informed world view and outlook towards life and helps inculcate a system of values, so as to lay the foundation for students' lifelong learning and adaptation to future social changes.

1.1.2 Core Competence

Core literacy is the full manifestation of the nurturing value embodied in the curriculum. The curriculum seeks to help students acquire the core competence so as to prepare and equip them with the key language competences, value systems, and essential character-building skills they will require to excel in today's world (*New Curriculum*, p.4). The following four aspects are enunciated in *the Standards*: language ability, cultural awareness, thinking quality and learning ability.

<p>三、课程目标</p> <p>英语课程围绕核心素养，体现课程性质，反映课程理念，确立课程目标。</p> <p>(一) 核心素养内涵</p> <p>核心素养是课程育人价值的集中体现，是学生通过课程和学习逐步形成的适应个人终身发展和社会发展需要的正确价值观、必备品格和关键能力。英语课程要培养的学生核心素养包括语言能力、文化意识、思维品质和学习能力等维度。语言能力是核心素养的基础要素，文化意识体现核心素养的价值取向，思维品质反映核心素养的个性特征，学习能力是核心素养发展的关键要素。核心素养的四个方面相互渗透，融合发展，协同提升。</p> <p>1. 语言能力</p> <p>语言能力指运用语言和非语言知识以及各种策略，参与特定情境下有关主题的语言交流活动的能力和理解能力。英语语言能力的提高有助于学生提升文化意识、思维品质和学习能力，发展跨文化沟通与交流的能力。</p>	<p>2. 文化意识</p> <p>文化意识指对中外文化的理解和认识，对文化价值的认同，是学生在新时代背景下对文化认知、态度和行为的体现。文化意识的培育有助于学生增强对中华优秀传统文化的认同感，提升文化素养和社会责任感。</p> <p>3. 思维品质</p> <p>思维品质指人的思维个性特征，反映学生在理解、分析、比较、判断、推理、评价、创造等方面的思维水平。思维品质的提升有助于学生学会发现问题、分析和解决问题，对事物作出正确的价值判断。</p> <p>4. 学习能力</p> <p>学习能力指积极运用和主动构建英语知识、技能，拓展英语知识、努力提升英语学习的策略和能力，学习能力的提升有助于学生掌握科学的学习方法，形成良好的终身学习习惯。</p> <p>核心素养的四个维度（图1）。</p> <p>(二) 总目标</p> <p>学生通过本课程的学习，达到以下目标。</p> <p>(1) 发展语言能力，能够听、说、读、写、看、思、评、创，积极参与语言交流活动，认识英语与生活的联系，逐步形成语言意识，积累语言经验，提升语言运用能力。</p> <p>(2) 提升文化意识，能够了解不同国家的优秀文化成果，比较中外文化的异同，理解文化沟通与交流的能力，形成健康向上的审美情趣和正确的价值观，加深对中华文化的理解和认同，树立国际视野，坚定文化自信。</p>
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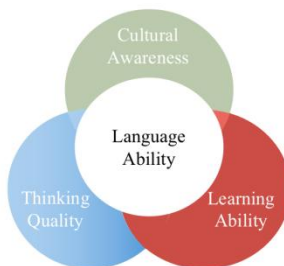
(The Curriculum Standards, 2022)

1.1.3 Educational Goals

The New Curriculum highlights the importance of an English curriculum that revolves around the core competences to develop students' language skills, cultivate their cultural awareness, enhance their quality of thinking and improve their learning ability. To attain the core competencies, students at the junior secondary level are expected to meet the following goals:

- In terms of their language skills, students should be able to comprehend simple oral expressions that are clearly pronounced and slowly articulated, and recognize the meaning conveyed by different phonetic features; they should also be able to communicate with others in small talks on simple and relevant topics; they are expected to comprehend and briefly summarize the main content of a text; they should be able to analyze and sort out basic structural features of common expressions in texts; and they should be capable of describing and presenting information about people, events and objects around them in written language.
- In terms of their cultural awareness, students are expected to be able to recognize the importance of effective intercultural communications and exchanges, and have a preliminary ability to use the English they have learned to communicate and exchange ideas across cultures, acquire and summarize information on Chinese and international cultures through brief texts, identify different cultures, pay respect to cultural diversity and differences, describe cultural phenomena and cultural differences in the language they have already acquired, and know how to voice their values and identify with Chinese culture.
- In terms of their thinking quality, students should be capable of detecting the development and change of events in a text, identifying the correlation between information, grasping the overall meaning of the content and judging the rational connection between sentences and paragraphs. They should be able to extract, organize, and summarize key information, the main content, ideas and opinions in a text, infer the psychological and behavioral motivations of characters, etc.
- In terms of their learning ability, students should be able to actively participate in various practical English activities inside and outside the classroom, learn to use

contemporary information technology, set clear English learning objectives and plans, summarize what they have learned, reflect on their progress and shortcomings in English learning, pursue suitable English learning methods for themselves, cooperate actively with others in learning activities, and think about and explore the most learning process for themselves.



Core Competences in English (*New Curriculum*, 2022)

1.2 The Core Concepts of the *New Curriculum*

1.2.1 Themes & Content

Themes, providing contextual scope for language learning and curriculum education, include three major scopes, namely “man and self”, “man and society”, and “man and nature”. The English curriculum should always focus on examining the meaning of themes as the core task of teaching and learning, and base its teaching rationale on integrated learning content that leads to the overall growth of students’ core competency development (Mei Deming et al., 2022). The content of English learning materials encompasses both linguistic and cultural knowledge that helps express the themes and provides students with a diverse range of cultural information. At the junior secondary level, students are expected to familiarize themselves with various types of content, including narrative and expository texts. They should also be able to recognize the primary purposes, structural features, and basic linguistic characteristics of narrative, expository, and other common types of texts.

1.2.2 Activity Concept in English Learning

The Activity Concept of English Learning (hereinafter referred to as the Activity Concept) is a proposition and solution for teaching foreign languages in China to implement the core competency goals in the new era, with its focus on a series of

interrelated, cyclical and progressive activities in which teachers and students participate, aiming to develop the core English competencies. It provides implementation guidance for teachers to organize classroom teaching (Wang Qiang et al., 2021). The activity-based approach integrates language, culture, and thinking to accomplish the integration of objectives, content, and methods, which incorporate teaching and learning as an important way to implement the fundamental task of establishing ethical education and cultivating core literacy in English. The activity-based approach employs a series of interrelated and progressive activities of “learning and appreciating”, “applying and practicing”, “transferring and initiating” for implementation of education in English classroom

1.2.3 Integrated Teaching, Learning and Assessing

The integration of teaching-learning-assessment means that in a specific classroom teaching activity, the teacher’s teaching, the student’s learning, and the assessment of peer learning should aim at the common goals. A robust and dynamic education paradigm has been built from the original “assessment of teaching” and “assessment for teaching” to the current “teaching-learning-assessment” integration. Meanwhile, the role of “assessment” in monitoring and adjusting teaching and learning become central (Cheng Xiaotang et al., 2023). To effectively use assessment as a tool for learning and teaching, the following standards need to be met: firstly, the content that students are required to master should be consistent with the teaching and assessment objectives; secondly, the level of knowledge that students are required to acquire should correspond to the teaching and assessment objectives; and thirdly, the assessment objectives should be feasible and realistic, taking into account both the teaching and learning perspectives.

1.3 Holistic Unit Design based on the Big Idea Concept

1.3.1 Exploring the Thematic Meaning of the Content by Analyzing the Text of the Unit Based on the Curriculum Standards

Themes provide the contextual scope for language learning and curriculum

development. They represent meaningful expressions within the themes. The content of the curriculum conveys linguistic and cultural messages related to the chosen topic offering students materials on a variety of genres. The textbook, *Go for it!*, is closely connected to real life, reflecting the characteristics of the times and breakthroughs in society, and keeps pace with the achievements in science and technology. It focuses on the three major themes of “man and self”, “man and society”, and “man and nature”. The content is organized in units, centered around these themes, and incorporates different types of texts, incorporating language knowledge, cultural knowledge, language skills, and learning strategies to create a holistic system.

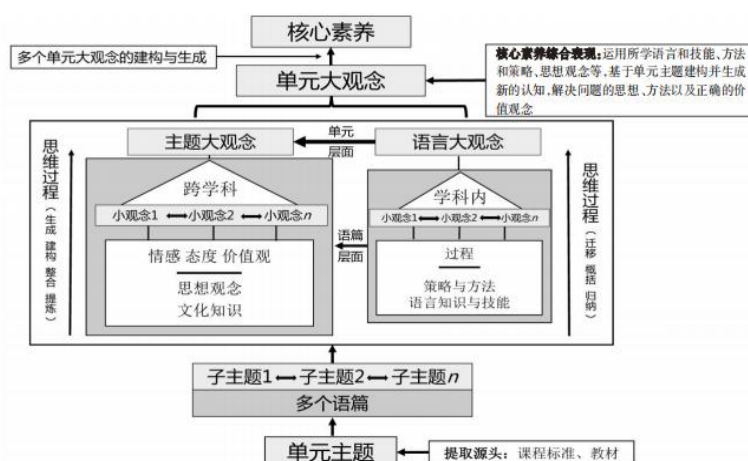
1.3.2 Determining the Meaning of the Themes and Constructing the Big Ideas of the Unit Based on the Content of the Unit Study

Unit themes are the material basis for the construction and production of big ideas, which are essentially structured knowledge constructed and produced around multiple sub-themes of the content at the unit level. Big ideas in English learning need to be viewed through a dual intra - and inter - disciplinary lens, i.e., they are divided into linguistic big ideas, which point to the disciplinary ontology, and thematic big ideas, which are interdisciplinary in nature and complement each other (Lambert, 2016). They provide a context for students to learn a language and explore the meaning of the subject matter, and they are infused with emotions, attitudes, and values so that students can construct and generate higher-order cognition, problem-solving ideas, and positive values based on the subject matter after learning (Wang Qiang et al., 2022). Linguistic big ideas refer to the knowledge structures, strategies, and learning concepts about how language is comprehended and expressed in the process of learning and using language, and are important mediating tools and process vehicles that support the construction of thematic big ideas. Big ideas in English teaching are an organic blend of linguistic big ideas and thematic big ideas, which have different emphases but are complementary, and contribute together to the development of students' subject core competencies (Loh & Choy, 2015).

1.3.3 Generating Structured New Knowledge Based on the Big Idea of the Unit

The “big idea” provides a new way of thinking to solve the problem of

fragmentation and superficiality in English teaching, while the proposed holistic teaching of units provides an organizational framework for supporting the acquisition of the core competencies, promoting curriculum reform, and moving towards the goal of nurturing people. The New Curriculum clearly highlights how the holistic teaching objectives should be designed to direct the development of core competencies and tap into the holistic nurturing function of the unit. Obviously, the complex nurturing goal of developing students' core competencies can only be achieved through a complete unit of learning with a relatively long-term learning and teaching cycle (Cui Yunhuo, 2019). In addition, a holistic unit teaching also carries a relatively well-structured and more comprehensive knowledge of the English curriculum. The structuring of the curriculum content requires a change in the simple linear arrangement of knowledge and skills, reinforcing the intrinsic connections of subject knowledge and highlighting the essence, ideology, and internal logic of the subject (Mitchell et al., 2021). Teachers should grasp the teaching content as a whole, design holistic teaching activities, change the fragmented teaching approach of “point by point” analysis of knowledge and “item by item” training of skills, and shift teaching focus from “point by point” and “transmission” of knowledge and skills to students' active learning of knowledge and skills, and address the relevant, integral, and develop students' capabilities of comprehensive knowledge construction.



Schematic Diagram of the Components of the Big Idea in English (Wang et al., 2022)

1.3.4 Analysis of Student Learning Based on Experience and Cognitive Level

In general, most students in Grades 7-9 are able to fully understand the meaning

and value of learning English and have acquired basic English language skills, including basic skills in listening, speaking, reading and writing, phonics, grammar, and vocabulary. They have also mastered a certain degree of learning methods and strategies. Most students can accomplish basic reading and writing tasks, acquire and integrate factual information and express their own opinions; they can understand and draft simple passages and complete some simple communicative exercises in English. The classroom content is arranged in a targeted manner meeting the psychological characteristics of the target students, with their after-school assignments being set at differentiated levels to facilitate successful learning by students of varied learning abilities in the class and to elevate their learning motivations in the English classroom. In addition, a mutual helping and learning atmosphere with the teacher's encouragement and guidance among classmates is highly embraced. Only in this way can inadequate learning methods be corrected and mental resistance be eliminated. Under such a holistic and personalized method of teaching, students' mental toughness gets substantially enhanced, and their motivation and confidence is greatly increased throughout the learning process.

1.4 Production-Oriented Approach in Classroom

The teaching pedagogy of this particular course is based on the Production-Oriented Approach (POA). The concepts and specific teaching stages of POA are elaborated below.

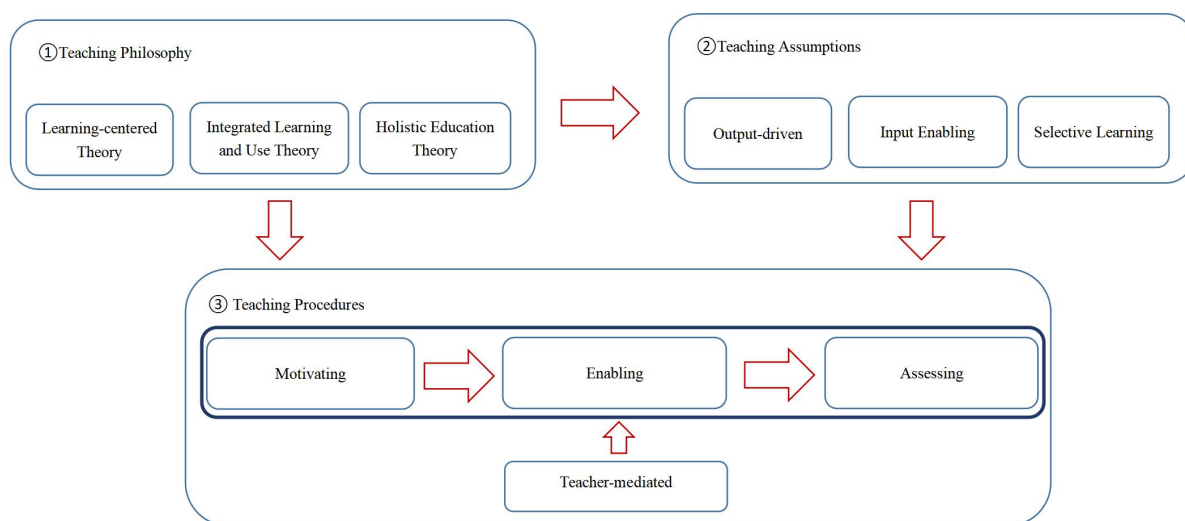
1.4.1 Philosophy of POA

The POA advocates a learning-centered approach, emphasizing that teaching objectives and tasks are centered on students' independent learning, so as to overcome the problem of "separation of learning and use" of students. The whole teaching process begins with specific tasks, and students are motivated to learn after recognizing their own cognitive and knowledge shortcomings. After several rounds of motivating, enabling and assessing, students produce a large amount of learned knowledge, thus improving the teaching effect. In order to acquire knowledge, students need to strengthen their language skills based on the topic.

1.4.2 Teaching Stages

The POA teaching process consists of “motivating, enabling and assessing” stages.

At the motivating stage, students are made aware of their own shortcomings through the tasks, so as to motivate them and stimulate their desire to learn. Depending on the way students are involved, the motivation could either be simple or complex based on students’ ability. At the enabling stage, teacher helps students complete the tasks by providing scaffolding. For each task, three conditions are required: content, language, and discourse structure. At the assessing stage, tasks for teachers are to promote English language learning, improve English language teaching, optimize curriculum design, and monitor academic quality. In the POA-based teaching process, assessment can be divided into immediate evaluation and delayed evaluation.



Theory of POA (Wen, 2015)

2 Teaching Design

2.1 Analysis of the Unit Contents

What: This unit presents the sub-themes “History, Social Culture” and “Science and Technology” under the theme “Man and society”, with a focus on the specific topic “Interesting Places”. The reading skill involved in this unit is the making of notes based on a text, and the writing task is to write an article for the purpose of promoting one’s hometown or a place one has visited. Based on the above information, the Big Idea of this unit can be inferred as - “Interesting Travel, Seeing the World, Opening Eyes, Promoting Heritage”.

Why: This unit focuses on the topic of “Travel”, which is related to students’ real life. They bring their great interest, curiosity and desire into the exploration of the topic. Further discussions are included over the topic of “*interesting places*” through a series of activities which involve talking about the interesting places they often visit, going to various famous places in China, visiting interesting museums in the world or exploring Singapore. Students will develop their learning skills and implement their language skills in all aspects of their trip. By displaying or circulating students’ work, students learn more about the interesting places that their peers visited and are encouraged to explore new places. The entire learning process involves encouraging students to pay special attention to different culture-oriented perspectives and with a great motivation to get involved in the promotion of their hometown.

How: Passionate about life and willing to share, students will experience different roles, participate in activities, and cooperate and communicate with each other throughout the learning process, thus improving their ability to use language. The teaching content for this lesson involves acting and playing games, which not only enhances their motivation to participate in learning activities and brings into play their learning autonomy, but also stimulates their desire to learn English and motivates learning in a close-to-life teaching situation.

Text Arrangement of the Unit

Content	Text Type	Sub-theme	Context	Moral Education
Section A 1b	Dialogue	Chinese and Foreign Architecture - The Cultural Value of Museums	Museums and interesting places	Experience the cultural value of museums
Section A 2a-2d	Dialogue	Science and Technology	Interesting places around	Share the travel experience
Section A 3a	Narrative Text	Cultural Value of Museums	Different museums in different countries	Make a poster through making notes
Section B 1b- 1c	Dialogue	Cultural Landscapes in China	Places of interest and food culture in China	Identity and cultural confidence
Section B 2b	Exposition	Cultural Practices, Cultural Landscapes of Major Countries in the World	Location, cultural customs and cultural landscape of Singapore	Promote (introduce) their hometown through making notes
Section B 3a-3b	Exposition	Cultural Practices and Cultural Landscapes in China	Expository essay on China (hometown)	Deepen students' cultural confidence and enhance their sense of identity with Chinese culture

2.2 Analysis of the Students

Students in Grade 8 are a group of learners who are full of interest in learning English, and are willing to participate in learning activities. They have the desire to learn cooperatively with their peers, and are willing to work with others to complete learning tasks. They are able to use the titles and pictures accompanying the text to help them understand and discover the relationship between the topic sentence and the content of the passage. They can also use the vocabulary and grammar they have previously learned to make short narrative and primary communication around the relevant topic and what they have read in a specific context. They can express information and opinions concerning familiar topics and describe their own feelings, attitudes and opinions, and are willing to use charts, posters and self-made picture books to show what they have learned.

However, students do not have sufficient sense of perception and experience of cultural diversity such as knowledge of tourism culture (important cultural icons, etc.) and customs of major countries in the world. As a result, when expressing their personal opinions and attitudes, while they are able to provide plenty of reasons for their views, the ideas employed for expressing the reasoning do not seem to be clear enough, with relatively little sense of connection and coherence. Therefore, a question must be asked during designing of the lesson: how can instructors provide students with ample linguistic support so that they get ready to present their ideas coherently? By the end of this unit, students will be able to use the present perfect tense to describe the places they have visited and their feelings about them and to strengthen their cultural confidence by being more exposed to different cultures, promoting their hometown and sharing the Chinese culture with others.

2.3 Teaching Objectives of the Unit

Teaching Objectives of the Unit		
Core Competences	Language Ability	<p>By the end of the unit, students will</p> <ol style="list-style-type: none"> 1. be able to express orally, in the language they have learned, the places they have visited and how they feel about them 2. be able to describe places visited in writing using the present perfect tense 3. be able to promote and publicize their favorite places or hometowns orally and in writing
	Thinking Quality	<ol style="list-style-type: none"> 1. be able to analyze the meaning of words through context, lexical properties and word formation 2. be able to consolidate learning by taking notes on reading
	Cultural Awareness	<ol style="list-style-type: none"> 1. understand a brief and basic introduction to the various museums, theme parks and places of interest 2. develop a preliminary understanding of the language, food, climate and characteristics of Singapore
	Learning Ability	<ol style="list-style-type: none"> 1. be able to use group activities as an opportunity to communicate positively and confidently in English with other students about the places they have visited and their personal feelings 2. be able to develop cross-cultural awareness and cultural confidence through learning about a variety of different cultures
Ideological and Political Education	<p>To gain a general knowledge of the cultures of different countries, establish a correct cultural outlook and develop an awareness of passing on China's excellent traditional culture.</p>	

2.4 Analysis of the Lesson Contents

The title suggests that this is an expository essay about Singapore, and the topic belongs to the sub-theme “Tourism and Culture” under “Man and society”. The author introduces Singapore from 4 main perspectives: language, food, attractions, and climate. These four aspects are those of greatest concerns from the perspective of a tourist. Reading the article, students can easily summarize the main idea of each paragraph and understand that the targeted readers of this article are Chinese tourists.

Since the target audience being set by the author are Chinese people, he hopes that more Chinese people will be able to visit and experience Singapore after reading this article. This focus on Chinese people can be inferred from the fact that we can see a re-occurrence of “China” and “Chinese” in the text. In terms of grammar, the second person is used as the subject of the sentence, and the main tense is the present perfect tense. It’s easy to see that the author, confident about Singapore’s attractions and culture, sincerely wants to showcase the best and most wonderful facets of Singapore for Chinese tourists.

This is an expository essay introducing Singapore, the structure of which is formed by two main text lines, one explicit and one implicit. The explicit line speaks about Chinese travel concerns “language-food-attraction-location”, while the implicit line focuses on the Chinese expectations “barrier-free communication-nice Chinese food-particularity-superiority”.

2.5 Teaching Objectives of the Lesson

(1) Students will be able to read essays introducing Singapore, understand the main idea and extract information about Singapore such as information pertaining to location, language, food, tourist attractions, weather, etc.

(2) Students will be able to design a mind map based on the basic information extracted about Singapore from the text and deliver an oral presentation about Singapore to their peers based on the mind map.

(3) Students will be able to work in groups to design and produce a poster of their favourite place or their hometown based on the structure they have learned in this unit.

2.6 Key Teaching & Learning Points

Use notes or a simple mind map to sort out basic information about Singapore and be able to retell the information there based on the content of your notes.

2.7 Anticipated Teaching & Learning Difficulties

In order for students to learn to describe and publicize their home country by collecting and sorting information out about Singapore, they are supposed to categorize information about Singapore and should be provided them with as many mind-mapping templates as possible.

2.8 Teaching Methods & Learning Strategies

2.8.1 Teaching Methods

The Situational Teaching Method was developed by British applied linguists from the 1930s to the 1960s. It is a teaching method in which the teacher purposefully introduces or creates a vivid and concrete scene with certain emotions, mainly images, in order to induce certain attitudinal experiences in students. In this lesson, the teacher guides the students to understand the text in depth by creating a scene in which a friend invites them to Singapore.

2.8.2 Learning Strategies

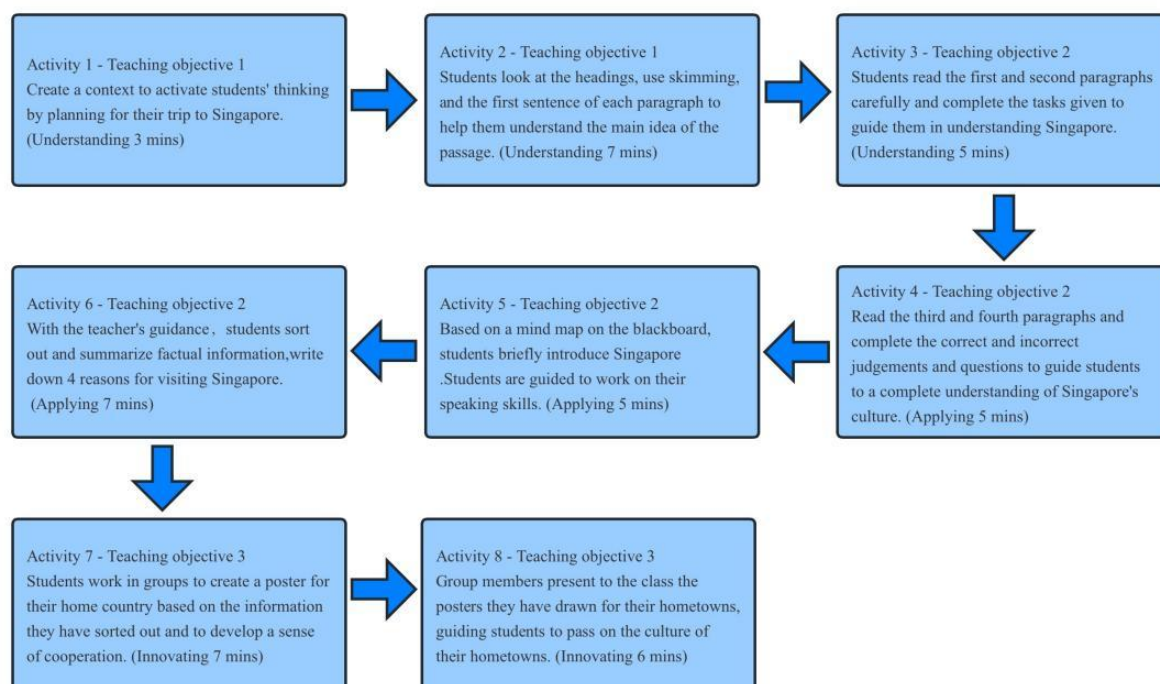
Cooperative Learning, which originated in the 1970s, is a student-centred learning model based on student-to-student communication and cooperation, focusing on the development of students' practical communicative skills. In this lesson, students work in small groups to create a poster about their hometown and present it to develop diverse and creative thinking.

2.9 Teaching Aids & Materials


Multi-media teaching materials, blackboard, teaching aids, learning plans, and assessment scale cards

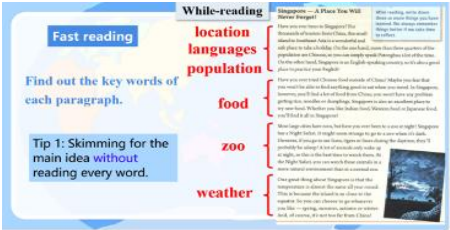

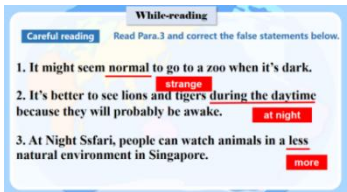
2.10 Teaching Activities

2.10.1 Teaching Flowchart



2.10.2 Teaching Procedures

Learning Objectives	Learning Activities	Learning Assessment
<p>1. Read the introduction to Singapore to understand the main idea and extract information about Singapore, such as information pertaining to location, language, food, tourist attractions, weather, etc. (Understanding 15 mins)</p>	<p>Activity 1: Students talk freely to discuss what they know about Singapore, followed by a study of Singapore's geographical location in relation to China.</p> 	<p>Observe whether students can engage in interaction and communication and actively share their existing personal knowledge and experience of the topic.</p>

	<p>Activity 2: Students first think about the title “Singapore is a(n) _____ place.” Then they skim read to quickly identify the key words in each paragraph.</p>  <p>Activity 3: Students read the first and second paragraphs carefully and answer:</p> 	<p>Observe whether students are able to respond and give feedback correctly to the questions asked.</p>
<p>Purpose of Design: The teacher interacts with the students through teacher-student question-and-answer interaction, creating a context with her own planned trip to Singapore. Students are guided by the teacher to develop their reading skills by looking at headings, looking for keywords, looking at the first sentence of the passage and extracting information about Singapore step by step from identifying words to sentences while the teacher guides them to summarize and organize core sentences.</p>		
<p>2. Work on a mind map according to the basic information extracted about Singapore, and give a brief oral presentation about Singapore to a</p>	<p>Activity 4: Students read the third and fourth paragraphs and complete the reading activities.</p> 	<p>Whether students can give correct feedback on the questions.</p>

partner.

(Applying 17 mins)

While-reading
Careful reading Read Para.4 and answer the questions.

1.What's the weather like in Singapore? Why?
It's always hot in Singapore because it is so close to the equator.

2. What's the best time to visit Singapore ? Why?
You can choose to go whenever you like because the temperature is almost the same all year round.

Activity 5: Students work in small groups with the teacher's guidance to sort out and summarize factual information about Singapore and complete a mind map.

Post-reading

What do you think of Singapore?



Activity 6: Based on a mind map, students briefly introduce Singapore to their peers.

Post-reading

At least three reasons to visit Singapore

Reasons to visit Singapore

- 1. First time then three quarters of the population are Chinese, so we have no problem with language or communication with others.
- 2. Second, there are different kinds of food. It is a good chance to try new food such as Indian food, Japanese food and so on.
- 3. Last, it is perfect for much of the year. It is a nice natural environment all night.

Wonderful
Pulmanghwa
English

Excellent
Chinese food
Indian food
Japanese food
Western food

Great
Whenever to go

Special
Night Safari
More natural

Tip 4: Making Notes
After reading, write down the things you have learned. We always remember things better if we take time to reflect.

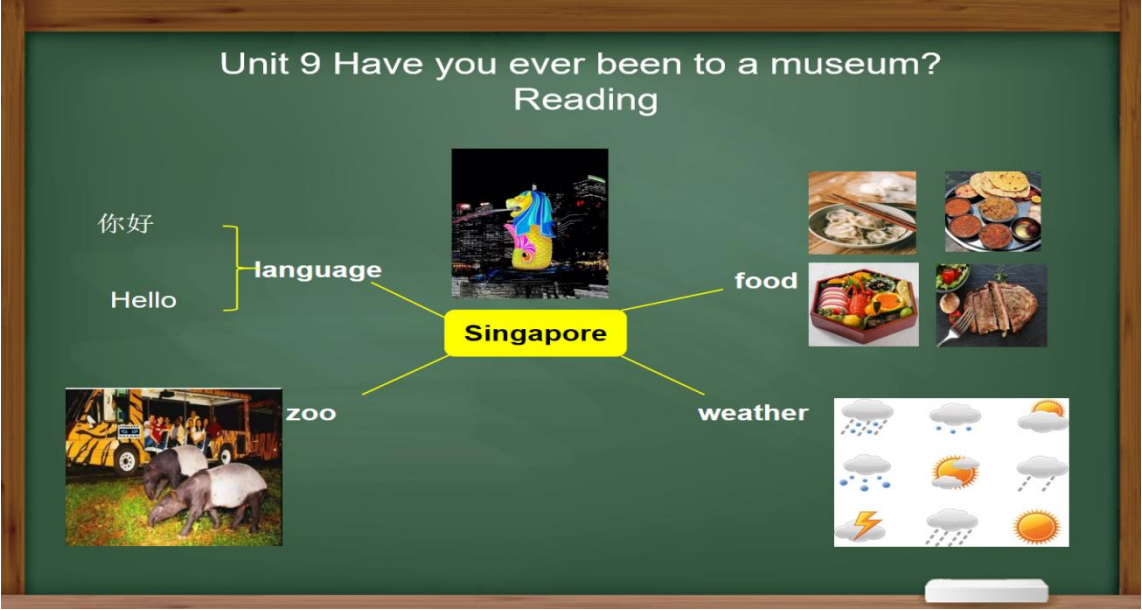
Whether students use the language they have learned to communicate in small groups and sort out information about Singapore on a mind map.

Whether students use the language they have learnt to introduce Singapore while working in pairs, giving encouragement and proper feedback to one another.

Purpose of Design: The aim of this part of the lesson is to guide students to acquire various reading skills while learning vocabulary and core language skills relevant to the text through a deeper contextual understanding. With the guidance of the teacher, students slowly work their way from the main idea to the details of the text, while developing the skills of making notes. Students work with their peers to draw mind maps and apply note-taking skill to enhance their knowledge of mind maps, further comprehend the text, internalize the language and lay the foundation for language output.

<p>3. Compare Singapore with a place you like and work in groups to design and produce a promotional poster. (Innovating 13 mins)</p>	<p>Activity 7: Students work in groups to create a poster of their hometown based on the information they have sorted out.</p> <div data-bbox="571 521 1042 784" data-label="Image"> </div> <p>Activity 8: Group members present to the class a hometown poster created in collaboration by the group.</p>	<p>Students report to the class on the hometown posters produced by their group.</p>
<p>Purpose of Design: This learning activity aims to help students creatively use the language they have learnt in a transferable context to design a poster promoting their hometown and present it to the class. Students combine and utilize their knowledge and experience from textbooks and real life, developing their language skills in the process of making posters, exchanging information and introducing their hometown to their peers, and developing a preliminary awareness of cultural landscapes, cultural confidence and promotion of Chinese culture. In practice, teachers can integrate the last teaching activity with the second lesson to accommodate the needs of students at different levels.</p>		
<p>Assignment Design:</p> <p>Compulsory: 1. Introduce Singapore to your friends or parents. 2. Finish 2d on Page 71.</p> <p>Optional: Make a guide book about your favorite city.</p>		

2.10.3 Blackboard Layout Design



2.10.4 Evaluation Chart

Please tick ✓ if you have completed		★	★★	★★★
Poster Content	1. introduction to the scenic spots of your hometown			
	2. introduction to the food of your home country			
Layout Design	3. rich color collocation			
	4. well-designed layout			

附录

五、附录

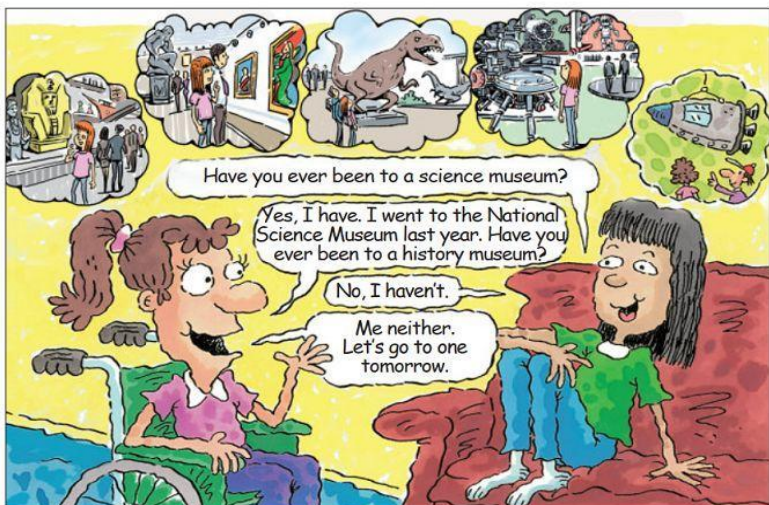
(一) 单元教材呈现

UNIT 9

Section A

Have you ever been to a museum?

Language Goal:
Talk about past experiences



- 1a** Which of these places would you like to visit? Rank them from 1 (most) to 6 (least).

space museum _____	history museum _____	art museum _____
water park _____	zoo _____	amusement park _____

- 1b** Listen. Have these students ever been to these places? Check (✓) the boxes.

	Science museum	History museum	Art museum	Nature museum	Space museum
Claudia					
Sarah	✓				

- 1c** Ask and answer questions about the places in 1b.

A: Let's go somewhere different today.
 B: OK. Where do you want to go?
 A: Have you ever been to the space museum?
 B: No, I haven't. How about you?
 A: ...

..... UNIT 9

- 2a** Look at the map of the town. Listen and **circle** the places you hear.



- 2b** Listen again and **circle** *T* for true or *F* for false.

Conversation 1	Conversation 2	Conversation 3
1. Tina went to the space museum last year. T/F	1. Linda has been to the amusement park. T/F	1. Frank had a great time at the water park. T/F
2. John has never been to the space museum. T/F	2. Linda went to the amusement park yesterday. T/F	2. Frank's friend has never been to the water park. T/F
3. They are going to take the subway. T/F	3. Linda is going to the amusement park again by bike. T/F	3. Frank and his friend are going skating. T/F

- 2c** Look at the map in 2a and make conversations about the places.

A: Have you ever been to the space museum?
 B: Yes, I have. How about you?
 A: No, I haven't.
 B: Oh, it's fantastic. Let's go tomorrow.
 A: OK. How are we going to get there?
 B: We can take the subway.

- 2d** Role-play the conversation.

Anna: I went to the film museum last weekend. Have you ever been there?
 Jill: Yes, I have. I went there back in April.
 Anna: It's really interesting, isn't it? It's a great way to spend a Saturday afternoon.
 Jill: Yes, I love all the old movie cameras there. I learned about the inventions that led to color movies, too.
 Anna: So, what did you do on the weekend?
 Jill: I camped in the mountains with some friends. We put up a tent and cooked outside.
 Anna: That sounds fun. I've never been camping.
 Jill: You should try it!

3a Three students talk about the most interesting museums they have ever been to. Read the magazine article and answer the questions.

1. Which three museums do the students talk about?
2. What do you think is the most interesting thing about each museum?



Ken: The most interesting museum I've ever been to is the American Computer Museum. They have information about different computers and who invented them. The old computers were much bigger. It's unbelievable that technology has progressed in such a rapid way! I've also learned that there was a special computer. It could play chess even better than humans. I wonder how much more computers will be able to do in the future.

Amy: I've recently been to a very unusual museum in India, the International Museum of Toilets. I just couldn't believe my eyes when I saw so many different kinds of toilets there. The museum teaches people about the history and development of toilets. It also encourages governments and social groups to think about ways to improve toilets in the future.



Linlin: Last year I went to the Hangzhou National Tea Museum. It's a relaxing and peaceful place near a lake. The tea art performances show how to make a perfect cup of tea with beautiful tea sets. Watching the tea preparation is just as enjoyable as drinking the tea itself. I've finally realized why my grandpa loves drinking tea and collecting tea sets.

3b Read the article again and answer the following questions.

1. What does Ken say about the American Computer Museum?
2. What can we learn at the International Museum of Toilets?
3. Why is the Hangzhou National Tea Museum a nice place to enjoy tea?

3c Which of the underlined words in the passage have the following meanings?

make (something) better	quiet
become better	made
uncommon	quick

**Grammar
Focus**

Have you ever been to a science museum?	Yes, I've been to a science museum./ No, I've never been to a science museum.
Have you ever visited the space museum?	Yes, I have. I went there last year./ No, I haven't.
I've been to the art museum many times.	Me, too. And I've also visited the nature museum.
I've never been to a water park.	Me neither.

4a

Put the correct forms of the verbs in the blanks.

- A: Do you want _____ (come) to the space museum?
B: No, I've already _____ (be) there three times.
- A: Have you _____ (see) the robots at the science museum?
B: Yes, I _____ (go) there last weekend.
- A: Let's _____ (spend) the day at the zoo.
B: Well, I've already _____ (be) there a couple of times, but I'm happy _____ (go) again.
- A: How about _____ (go) to the art museum? There are some special German paintings there right now.
B: Sure. When do you want _____ (go)?
- A: Have you ever _____ (visit) the history museum?
B: No, I've never _____ (be) there.

4b

Fill in the blanks with the correct forms of the verbs in brackets.

Most of us _____ (see) Mickey Mouse, Donald Duck and other famous Disney characters in cartoons before. But have you ever _____ (be) to Disneyland? Disneyland _____ (be) an amusement park with a special theme — Disney characters and movies. There _____ (be) many exciting rides, lovely restaurants and fantastic gift shops there. You can also _____ (see) the Disney characters walking around the park. And have you ever _____ (hear) of a Disney Cruise? This _____ (be) a boat ride with a Disney theme. You can _____ (take) a ride on the boat for several days and eat and sleep on it. On the boat, you can _____ (shop) and have Disney parties before you _____ (arrive) at the Disney island.

4c

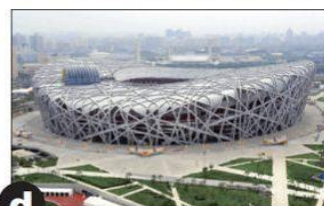
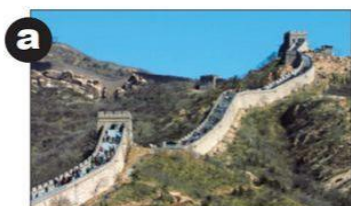
Answer the survey questions and then ask your partner.

Have you ever ...	You	Your partner
been to another province in China?		
lost something important?		

**Section
B**

1a Match the pictures with the names.

- _____ the Terracotta Army
- _____ the Great Wall
- _____ the Bird's Nest
- _____ the Palace Museum



1b Listen to a student interviewing a foreign student. Check (✓) the questions you hear.

- _____ Have you visited the Palace Museum?
- _____ Have you been to the Great Wall?
- _____ Have you been to the Bird's Nest?
- _____ Have you seen the Terracotta Army?
- _____ Have you tried Chinese food?

1c Listen again and take notes.

Name: _____
 Country: _____
 How long in China: _____
 Places visited: _____
 Food: _____

1d What places have you been to?
 Ask your partner.

- Have you visited ...?
- Have you been to ...?
- Have you seen ...?
- Have you tried ...?

UNIT 9

2a

What do you know or want to know about Singapore? Discuss it with your group.

2b

Read the article. How many reasons can you find for visiting Singapore?

Singapore — A Place You Will Never Forget!

Have you ever been to Singapore? For thousands of tourists from China, this small island in Southeast Asia is a wonderful and safe place to take a holiday. On the one hand, more than three quarters of the population are Chinese, so you can simply speak Putonghua a lot of the time. On the other hand, Singapore is an English-speaking country, so it's also a good place to practice your English!

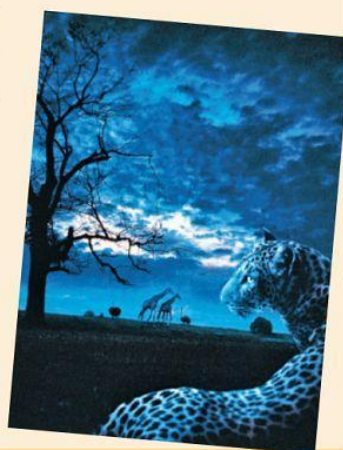
Have you ever tried Chinese food outside of China? Maybe you fear that you won't be able to find anything good to eat when you travel. In Singapore, however, you'll find a lot of food from China; you won't have any problem getting rice, noodles or dumplings. Singapore is also an excellent place to try new food. Whether you like Indian food, Western food or Japanese food, you'll find it all in Singapore!

Most large cities have zoos, but have you ever been to a zoo at night? Singapore has a Night Safari. It might seem strange to go to a zoo when it's dark. However, if you go to see lions, tigers or foxes during the daytime, they'll probably be asleep! A lot of animals only wake up at night, so this is the best time to watch them. At the Night Safari, you can watch these animals in a more natural environment than in a normal zoo.

One great thing about Singapore is that the temperature is almost the same all year round. This is because the island is so close to the equator. So you can choose to go whenever you like — spring, summer, autumn or winter. And, of course, it's not too far from China!

Making Notes

After reading, write down three or more things you have learned. We always remember things better if we take time to reflect.



.....Have you ever been to a museum?..... UNIT 9

2c The statements below are false. Use information from the article to correct them.

1. Most people in Singapore only speak English.
2. It is not easy to get many different kinds of good food in Singapore.
3. It is better to see lions and tigers during the daytime because they will probably be awake.
4. It is best to visit Singapore in the autumn.

2d Fill in the conversation about Singapore using the information from the article.

- A: I'm going to Singapore next week. _____ you ever _____ there before?
 B: Yes, I've _____ to Singapore many times. It's my favorite country to visit in _____ Asia.
 A: What languages do people _____ there?
 B: Mostly Chinese and _____.
 A: What about the food? Is it good?
 B: It's excellent! _____ you ever tried Indian food? Indian food is really good in Singapore.
 A: I see. Have you _____ heard of the Night Safari? Someone told me to go there.
 B: Yes! I _____ been to the Night Safari. It was really exciting to _____ the animals in the dark.
 A: And is it always _____ in Singapore?
 B: All _____ round! It's always summer there!

2e Make notes about Singapore. Write down anything that you remember. Do not look at the article.

3a Make a list of facts about your hometown or a place you have been to. Think about these topics.

Size and location: _____
Population: _____
Weather: _____
History: _____
Places to visit: _____
Things to eat: _____

(二) 听力材料

Section A 1b

Sarah: I'm bored, Claudia. Let's do something interesting.

Claudia: Have you ever been to a science museum?

Sarah: Yes, I have. I went to the National Science Museum last year. Have you ever been to a history museum?

Claudia: No, I haven't.

Sarah: Me neither. Let's go to one tomorrow.

Claudia: Well, that sounds good, but I'm not interested in history.

Sarah: Really? I didn't know that. Well, how about the art museum? Have you been to the art museum?

Claudia: I've been to the art museum many times.

Sarah: Me, too. But I'd like to go again. Hmm, let's see... how about the nature museum? I've been there a few times.

Claudia: So have I. I went there on our last school trip.

Sarah: I know. Let's go to the space museum. I've never been there.

Claudia: That's a great idea. I went there last year, but I'd like to go there again.

Section A 2a, 2b

Conversation 1

John: Hey, have you ever visited the space museum, Tina?

Tina: Yes, I went there last year. Have you ever been there, John?

John: No, I haven't.

Tina: Well, I'd really like to go there again.

John: Great. What bus do we take to get to the museum?

Tina: We can take the subway. The station is near the museum.

Conversation 2

Kim: Hi, Linda. Have you ever been to the amusement park?

Linda: Yes, I have, but a long time ago. I remember it was really fun. There were so many exciting things to do there.

Kim: Do you want to go again next week?

Linda: Sure. I think that would be a great idea.

Kim: Do you think we can ride our bikes there?

Linda: Of course! It's not very far away. It's just on Green Street, behind the zoo.

Conversation 3

Tom: Have you ever been to the water park, Frank?

Frank: No, I've never been there.

Tom: Neither have I. Let's go there together!

Frank: I'd really love to go, but I don't have any money.

Tom: Well, let's go skating instead. There's a great new place for skating in River Park on Center Street.

Frank: That's a great idea. Could I borrow your bike? I want to go home to get my skates.

Section B 1b, 1c

Boy 1: So, Peter, how long have you been in China?

Boy 2: I've been here for two weeks, but I'm going back to Australia tomorrow.

Boy 1: Have you traveled much?

Boy 2: Yes, I have. I've seen many interesting things.

Boy 1: Have you visited the Palace Museum?

Boy 2: Yes, I have. I went there last week. It was wonderful. There were so many beautiful treasures.

Boy 1: And have you been to the Great Wall?

Boy 2: Oh, yes. I loved it, but there were too many people. I've also been to the Bird's Nest.

Boy 1: Wow, great! Did you go anywhere outside Beijing?

Boy 2: Yes. I went to see the Terracotta Army in Xi'an. It was fantastic.

Boy 1: OK. Have you tried Chinese food?

Boy 2: Oh, yes. I love Chinese food.

Boy 1: Do you have a favorite dish?

Boy 2: I love Beijing Duck. It's so delicious.

Boy 1: Thank you for your time and have a safe trip home.

Boy 2: Thank you.

(三) 学案

