

初中英语单元整体教学设计

—— 基于大观念视角

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课程理念

3. 以主题为引领选择和组织课程内容

英语课程内容的选取遵循培根铸魂、启智增慧的原则，紧密联系现实生活，体现时代特征，反映社会新发展、科技新成果，聚焦人与自我、人与社会和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，以单元的形式呈现。

2. 加强单元教学的整体性

教学建议

推动实施单元整体教学。教师要强化素养立意，围绕单元主题，充分挖掘育人价值，确立单元育人目标和教学主线；深入解读和分析单元内各语篇及相关教学资源，并结合学生的认知逻辑和生活经验，对单元内容进行必要的整合或重组，建立单元内各语篇内容之间及语

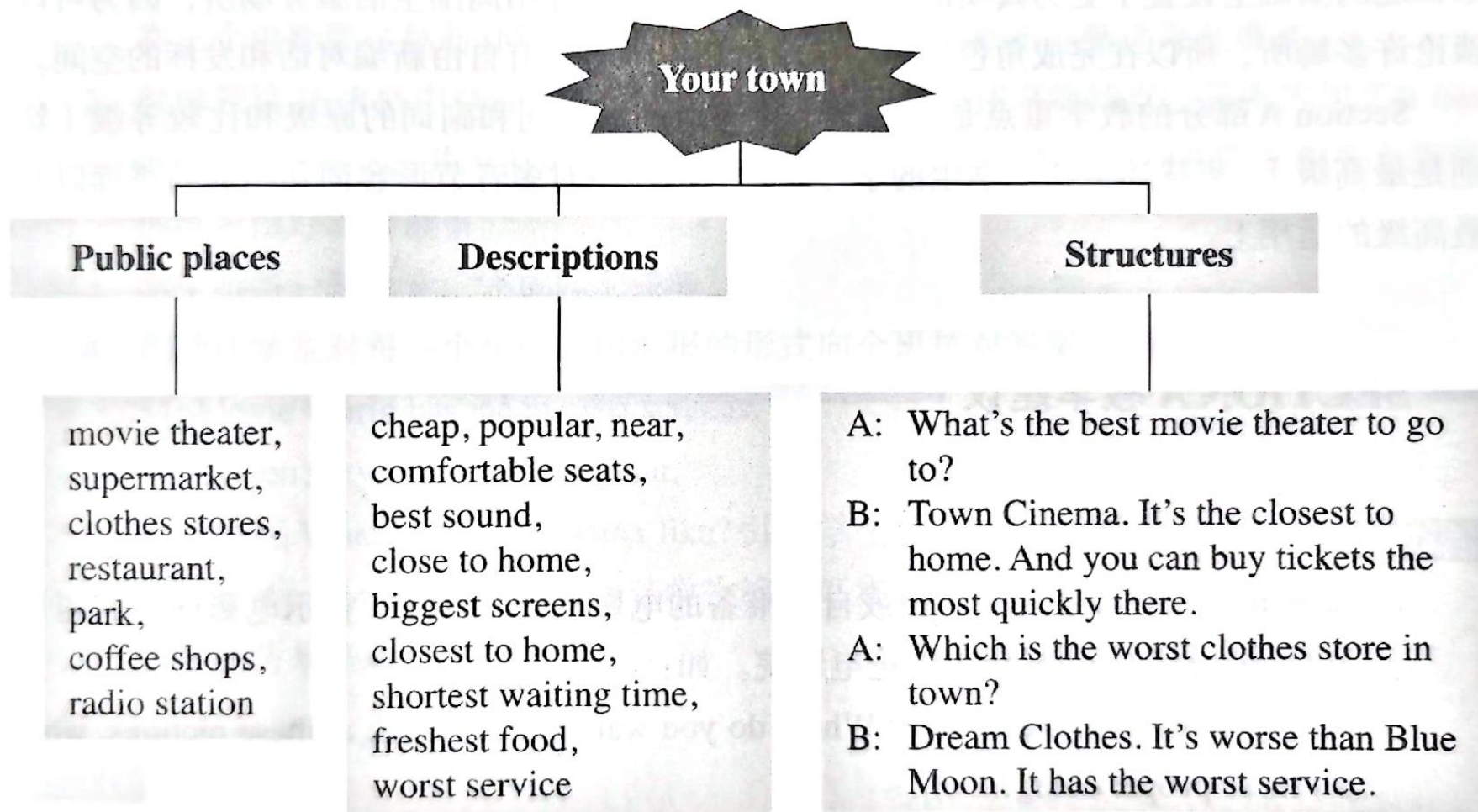


Units	Topics	Functions	Structures	Target Language	Vocabulary	Recycling
1 How can we become good learners? Page 1	Learning how to learn	Talk about how to study	Verb + <i>by</i> with gerund	How do you learn English? I learn by studying with a group. Do you learn English by reading aloud? Yes, I do. It helps my pronunciation. How can I read faster? You can read faster by reading word groups. How can I improve my pronunciation? One way is by listening to tapes.	textbook, conversation, pronunciation, sentence, expression, secret, grammar, note, physics, chemistry, partner, speed, ability, brain, attention, knowledge discover, repeat, pronounce, increase, born, create, connect, review patient, active aloud, wisely pay attention to, connect ... with	work, read, listen, ask, help, study, watch, practice, improve, understand, learn, develop, remember, prepare be interested in, be good at, in common, get bored, find out, learn from, fall in love with, because of How questions

focus on language



二、话题思维导图



01 为什么重提单元整体教学？

1. 破解单元教学现状



知识碎片化



教学程序化



评价单一化



01 为什么重提单元整体教学？

2. 落实课程标准要求



四位一体的核心素养总目标
(正确价值观念、必备品格和关键能力)



六要素整合的课程内容
(主题、语篇、语言、技能、策略、文化)



以学生为本的学习活动观
(学习理解、应用实践、迁移创新)



02 单元整体教学的内涵

内容单元 & 学习单元



由显性的、看似独立的若干个语篇和活动组成的一个教学内容集合体。



由完整的“大任务”驱动,围绕目标、内容和评价开展的“完整”的学习事件

忽视整体性



课标：推动实施单元整体教学。教师要强化素养立意，围绕**单元主题**，充分挖掘育人价值，确立**单元育人目标和教学主线**；深入解读和分析单元内各语篇及相关教学资源，并**结合学生的认知逻辑和生活经验**，对单元内容进行**必要的整合或重组**，建立单元内各语篇内容之间及语篇育人功能之间的联系，形成具有**整合性、关联性、发展性**的单元育人蓝图；引导学生基于对各语篇内容的学习和主题意义的探究，逐步建构和生成**围绕单元主题的深层认知、态度和价值判断**，促进其**核心素养综合表现的达成**。

关键概念：单元主题统领

基于学生经验

整合或重组内容

整合性、关联性、发展性



03 什么是学科大观念？

高中课标：

以学科**大概念**为核心，使课程**内容结构化**，

（概念图、思维导图）

以主题为引领，使课程**内容情境化**。

（课程教学发生的环境）

03 学科大观念内涵？

案例1:

在国家教育进展评估（简称NAEP）中的数学评估中，有一道针对八年级学生的考题：“每辆公共汽车能装36名士兵，运送1128名士兵需要多少辆公共汽车？”要求以书面形式回答。几乎三分之一学生的答案是“31余12”。

案例2:

四月下旬，考试的压力随之而来。一位世界历史老师估计他将无法讲完教材的全部内容，除非他平均每天讲40页的内容直到学期末。最后，他决定删掉拉丁美洲这个小单元，取消几个比较耗时的活动，如模拟联合国的辩论和表决、针对已学过的国际时事进行讨论等。为了让学生迎接期终考试，这位教师采用了快速推进的讲授教学模式。

—— Grant Wiggins, Jay McTighe 2022

知道：专家知识

理解：专家思维

现代汉语字典——

概念：思维的基本形式之一，反映客观事物的一般的、本质的特征。人类在认识过程中，把所感觉到的事物的共同特点抽出来，加以概括，就成为概念。比如从白雪、白马、白纸等事物里抽出它们的共同特点，就得出‘白’的概念。

大概念：核心概念

柯林斯高级英语学习词典——

An idea is an opinion or belief about what something is like or should be like.

A concept is an idea or abstract principle.

思维；抽象；本质

03 什么是学科大观念？

究竟何为学科“大概念”呢？这里可先用一个比喻来引申说明：“可以认为大概念相当于一个车辖，车辖是一种配件，能够使车轮固定在车轴上。”比喻句里的“车轴”就是学科的“核心”，“车轮”就是学科知识和技能，所以，学科“大概念”可理解为指向学科核心内容和教学核心任务、反映学科本质的、能将学科关键思想和相关内容联系起来的关键的、特殊的概念。这种关键的、特殊的概念不仅仅是一个名词、一个定义，它是学科思想和理论的载体，能使以往零碎的、散乱的学科知识整合起来，对学科提供强有力的解释和综合考察，学生可以此为“概念锚点”来深入挖掘学科内核，有效迁移和洞悉学科知识，真正获得学科核心素养。



03 什么是学科大观念？

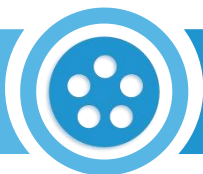
01



持久性

大概念可以帮助学生将各个知识点联系起来，有助于在大脑中巩固，具有持久价值，对学生有用。

02



学科核心

大概念是学科核心，他们需要被揭示，是通过深入探究而得到的来之不易的结果，是各领域专家的思考和感知问题的方式。

03



工具联系

大概念不只是一个事实或者模糊的抽象概念，而是一种概念性的工具，用于强化思维，链接不同的知识片段，使学生具备应用和迁移的能力。

03 什么是学科大观念？

从**学科本质**看，大观念是深层次的、有意义的、可迁移的核心观念，指向学科具体知识背后更为本质的内容，体现学科的思维方式和核心观点，反映学科本质和内涵。

从**课程内容**看，大观念是联结教学内容的核心概念架构，是学科结构的骨架和主干部分（顿继安、何彩霞，2019），帮助学生在不同知识点间建立合理对接，形成持久留存的、体系化的核心观念，为迁移应用奠定基础。

从**过程与方法**看，大观念是“统摄教与学过程的原则和方法”（王蔷等，2020），是教学设计的核心与基础（李刚 吕立杰，2018），它指导教师从更上位的视角出发，整合教学内容，规划教学和评价活动。

03 什么是学科大观念？

学科本质视角：体现英语课程应遵循的原理、原则和理念

- 英语课程具有工具性和人文性融合统一的特点；
- 语言既是交流的工具，也是文化的载体和思维的工具；
- 英语课程应以德育为魂、能力为重、基础为先、创新为上。

课程性质、理念

课程内容视角：体现英语课程内容的选取原则、构成要素及各要素之间的关系。

- 英语课程内容由主题语境、语篇类型、语言知识、文化知识、语言技能和学习策略六要素构成；
- 课程内容是发展学生学科核心素养的载体
- 课程内容具有结构化、整合化、情境化的特点。

课程内容

课程实施视角：体现课程实施中应遵循的原则、理念和方法。

- 英语学习活动观是落实学科核心素养、优化教与学方式、提升教学效果的有效途径；
- 学生基于意义探究获得中外优秀人文和科学知识，形成跨文化意识、发展跨文化交流能力、涵养人文和科学精神、坚定文化自信；
- 教、学、评一体化是实现英语学科核心素养培养目标的保障。

教学方法、策略

03 什么是学科大观念？

- ◆ 从学科本质视角，基于大观念确定指导思想，把握教学方向
- ◆ 从课程内容视角，基于大观念研读语篇内容，挖掘核心价值
 1. 基于单元主题梳理语篇核心价值与内容关联
 2. 基于语篇的意义单位梳理词汇和语法等语言知识
 3. 基于语篇的文体特征和交际目的梳理篇章结构与修辞手法
 4. 基于语篇的主题意义建构梳理知识结构
- ◆ 从课程实施视角，基于大观念设计教学活动，选择评价指标
 1. 语言学习活动体现学生主动探究意义的过程
 2. 基于活动观设计有层次、有逻辑、内在关联的学习活动

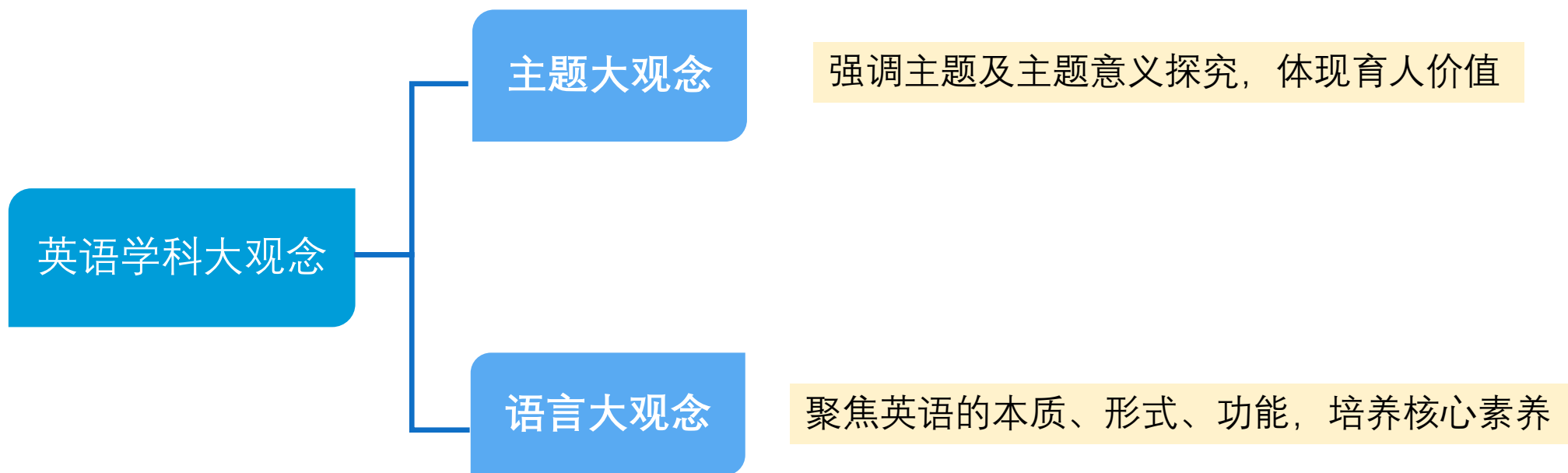
教师要基于语篇的意义和功能的大观念，制定教学目标。同时，规划服务于目标达成的教学活动。

3. 基于教、学、评一体化大观念，确保目标、活动与效果的内在统一

04 什么是英语学科大观念？

■ 就英语课程而言，既有宏观层面关于英语课程本质和内涵的大观念，也有相对微观层面关于语言知识的内涵和教学的大观念。——王蔷等，2021

■ 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（王蔷等，2022），二者有机融合，互为补充



相关概念比较

- 主题为语言学习提供主题范围或主题语境”（教育部，2018）。
- 主题更倾向于话题、议题（李卫东，2021），可以是一个词语，如交通、历史、文化习俗等；大概念一般是以含有动词的句子的形式出现（Mitchell et al, 2017），是统摄教学过程的学科概念架构、内容联结与方法（王蔷等，2020）。
- 单元主题是单元教学内容的载体、平台，大概念是串联各个单元的中轴、驱动。
- 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

主题意义是围绕某一主题产生的，往往只适用于某一类话题的场景里，体现了作者或说话者的价值取向和思想。

05 基于大观念的单元整体教学

概念描述

基于大观念的单元整体教学是指教师基于课程标准，围绕特定主题，深入解读、分析、整合和重组教材等教学资源后，结合学习主体的需求，搭建起的一个由单元大主题统领、各语篇子主题相互关联、逻辑清晰的完整教学单元，使教学能够围绕一个完整的单元主题设定目标，引导学生通过对不同单一语篇小观念（主题意义）的学习和提炼并建立关联，生成基于该单元主题的大观念。

重要意义

一是从全局视角审视整个单元的学科育人价值，实现教学目标立体化；
二是在充分考虑各部分内容之间关联的基础上，统筹安排教学内容，避免教学内容碎片化；
三是根据主题意义和语言习得的规律有序设计教学活动，避免过程模式化；
四是从单元**整体**角度评价教与学的效果，反思、改进教与学。

04 如何基于大观念开展单元整体教学？

分析单元内容，提炼构建大小观念

01

基于单元主题，设置单元学习目标

02

大观念视域下单元整体设计

03

创设真实情景，设计任务驱动型的学习活动

04

基于目标学情，构建教-学-评一体化的学习评价

Section A

Language Goals:
Make polite requests;
Ask for permission

Could you please clean your room?



1a Do you do these chores at home? Discuss them with your partner.

1. do the dishes
2. take out the rubbish
3. fold your clothes
4. sweep the floor
5. make your bed
6. clean the living room

1b Listen. Who will do these chores? Check (✓) Peter's mother or Peter.

Chores	Peter's mother	Peter
do the dishes		
sweep the floor		
take out the rubbish		
make the bed		
fold the clothes		
clean the living room		

1c Make conversations about the chores in 1a.

A: Could you please sweep the floor?
B: Yes, sure. Can you do the dishes?
A: Well, could you please do them?
I'm going to clean the living room.
B: No problem.

2a Listen. Peter asks his father if he can do four things. What does his father say? Check (✓) yes or no.



Peter wants to ...	Peter's father says ...	His father's reasons
go out for dinner.	✓ yes ___ no	I have to do some work.
go to the movies.	___ yes ___ no	You have to clean your room.
stay out late.	___ yes ___ no	I need to eat breakfast.
get a ride.	___ yes ___ no	You have a basketball game.

2b Listen again. Why does Peter's father say "no"? Draw lines to the reasons in the chart in 2a.

2c Make conversations between Peter and his father.

A: Could I use your computer?
B: Sorry. I'm going to work on it now.
A: Well, could I watch TV?
B: Yes, you can, but first you have to clean your room.

2d Role-play the conversation.

Sister: Tony, could you please help out with a few things?
Brother: Could I at least finish watching this show?
Sister: No. I think two hours of TV is enough for you!
Brother: Fine. What do you want me to do?
Sister: Could you take out the rubbish, fold the clothes and do the dishes?
Brother: So much?
Sister: Yes, because Mom will be back from shopping any minute now. And she won't be happy if she sees this mess.
Brother: But the house is already pretty clean and tidy!
Sister: Yes, well, it's clean, but it's not "mother clean"!



3a Read the story and answer the questions.

1. Why was Nancy's mom angry with her?
2. Did they solve the problem? How?

Last month, our dog welcomed me when I came home from school. He wanted a walk, but I was too tired. I threw down my bag and went to the living room. The minute I sat down in front of the TV, my mom came over.



"Could you please take the dog for a walk?" she asked.

"Could I watch one show first?" I asked.

"No!" she replied angrily. "You watch TV all the time and never help out around the house! I can't work all day and do housework all evening."

"Well, I work all day at school, too! I'm just as tired as you are!" I shouted back.

My mom did not say anything and walked away. For one week, she did not do any housework and neither did I. Finally, I could not find a clean dish or a clean shirt.

The next day, my mom came home from work to find the house clean and tidy.

"What happened?" she asked in surprise.

"I'm so sorry, Mom. I finally understand that we need to share the housework to have a clean and comfortable home," I replied.

3b Read the sentences below. Underline the sentences from the reading that mean the same thing.

1. Neither of us did any housework for a week.
2. My mom came over as soon as I sat down in front of the TV.
3. You're tired, but I'm tired, too.

3c Decide whether the underlined words in the sentences are verbs or nouns. Then write another sentence using the underlined word in the other form.

1. Could you take the dog for a walk? (noun) → I walked home from school. (verb)
2. Could I watch one show first? _____
3. I can't work all day. _____
4. You watch TV all the time. _____
5. "What happened?" she asked in surprise. _____

Grammar Focus

Could I go out for dinner with my friends?	Sure, that should be OK.
Could we get something to drink after the movie?	No, you can't. You have a basketball game tomorrow.
Could you please take the dog for a walk?	OK, but I want to watch one show first.
Could you please take out the rubbish?	Yes, sure.

4a Write *R* for requests and *P* for permissions. Then match each one with the correct response.

- | | |
|--|---|
| 1. ___ Could I hang out with my friends after the movie? | a. Yes, here you are. |
| 2. ___ Could you please pass me the salt? | b. Hmm. How much do you need? |
| 3. ___ Could I borrow that book? | c. Yes, sure. No problem. I finished reading it last night. |
| 4. ___ Could you help me do the dishes? | d. Yes, but don't come back too late. |
| 5. ___ <i>Could you lend me some money?</i> | e. No, I can't. I cut my finger and I'm trying not to get it wet. |

4b Fill in the blanks in the conversation.

A: I hate to _____ chores.
 B: Well, I hate some chores too, but I like other chores.
 A: Really? Great! _____ I ask you to _____ me with some chores then?
 B: What do you need help with?
 A: _____ you please _____ my clothes for me?
 B: I don't want to do that! It's boring!
 A: OK. Then _____ you _____ do the dishes for me?
 B: Sure, no problem. But _____ we go to the movies after that?
 A: Sure. I'll finish my homework while you help me with the dishes. Then we can go to the movies.

4c Make a list of things your group needs to do for a camping trip. Then discuss who will do them and complete the chart.

To-do list	Name
bring a tent	Liu Chang

- A: Could you please bring a tent, Liu Chang?
 B: Sure. And could you please ...?
 C: Sorry, I can't. I have to ...



Section B

1a What do teenagers ask their parents' permission for? What do parents ask their teenagers to do? Write *parents* or *teenagers* next to each phrase.



- ✓ 1. buy some drinks and snacks teenagers
- 2. borrow some money _____
- 3. clean your room _____
- 4. invite my friends to a party _____
- 5. go to the store _____
- 6. use your CD player _____
- 7. take out the rubbish _____
- 8. make your bed _____

1b Use the phrases in 1a to make conversations.

Parent: Could you clean your room?
Child: Yes, I can.

Child: Could I invite my friends to a party?
Parent: No, you can't have a party. You have a test on Monday.

1c Listen to a conversation between Sandy and her mom. Check (✓) the things in 1a that you hear.

1d Listen again. Fill in the chart.

	What are they going to do?
Sandy's mom	
Sandy	invite her friends,
Sandy and Dave	

1e You are having a party. Ask your partner for help with these things:

- go to the store buy drinks and snacks do the dishes
- clean the living room take out the rubbish

A: Could you please take out the rubbish?
B: Yes, sure.

2a Discuss the questions with your partner.

1. What do you often do to help your parents at home?
2. Do you think kids should help out with chores at home?

2b The *Sunday Mail* magazine invited parents to write about whether they think young people should do chores at home. Skim the following letters. Which one agrees and which one disagrees?

Skimming
This means looking quickly through a piece of writing to find the main idea without reading every word. It is still a good idea to read the first sentence in each paragraph a little more carefully.

Dear Sir,
I do not understand why some parents make their kids help with housework and chores at home. Kids these days already have enough stress from school. They do not have time to study and do housework, too. Housework is a waste of their time. Could we just let them do their job as students? They should spend their time on schoolwork in order to get good grades and get into a good university. Also, when they get older, they will have to do housework so there is no need for them to do it now. It is the parents' job to provide a clean and comfortable environment at home for their children. And anyway, I think doing chores is not so difficult. I do not mind doing them.

Mr. Miller



Dear Sir,
I think it is important for children to learn how to do chores and help their parents with housework. It is not enough to just get good grades at school. Children these days depend on their parents too much. They are always asking, "Could you get this for me?" or "Could you help me with that?" Doing chores helps to develop children's independence and teaches them how to look after themselves. It also helps them to understand the idea of fairness. Since they live in one house with their parents, they should know that everyone should do their part in keeping it clean and tidy. Our neighbors' son got into a good college but during his first year, he had no idea how to take care of himself. As a result, he often fell ill and his grades dropped. The earlier kids learn to be independent, the better it is for their future.

Mr. Smith

2c According to Ms. Miller and Mr. Smith, what are the pros and cons about kids doing chores?

Pros	Cons
Doing chores helps to develop children's independence.	Housework is a waste of children's time.

2d Write one sentence with each phrase from the letters.

- a waste of time _____
- there is no need for ... to _____
- do not mind _____
- spend time on _____
- in order to _____
- it is not enough to _____
- the earlier ... the better _____

2e Discuss the questions with a partner.

- Which letter do you agree with? Why?
- What would you say to the person who wrote the letter you don't agree with?

3a Do you think children should do some chores at home? Why or why not? Discuss this with a partner and take notes.

Children should do chores because ...

Children should not do chores because ...

3b Write a letter to the *Sunday Mail* and express your opinion.

Dear Sir or Madam,

I think/believe that _____.

I agree/disagree that _____.

I think it is fair/unfair for children to _____.

I think children should/should not _____.

because _____.

For example, they should/should not _____.

because _____.

Yours truly,



Self Check

1 Make a list of chores using these verbs.

- do _____
- clean _____
- make _____
- fold _____
- sweep _____
- take out _____

2 Are these polite requests or permissions? Write the numbers in the correct places in the chart.

- Could you please do your homework?
- Could I watch TV?
- Could you take out the rubbish first?
- Could I use your computer?
- Could I leave now?
- Could you come back before nine?

Requests	Permissions

3 Use the questions in activity 2 to write a conversation.

A: _____
 B: _____
 ...

1. 研读单元内容、提炼构建大小观念

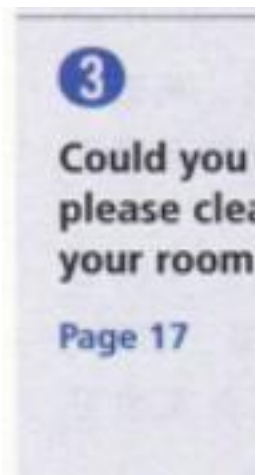
当教师无法帮助学生建构深层次大观念，无法引导学生探讨学科的本质问题时，学生就不可能产生真正的能力迁移与应用（Wiggins & McTighe, 2005）。因此，教师有必要通过深入研读各语篇内容，围绕单元主题意义梳理单元内各语篇的核心育人价值，提炼各语篇的子主题/小观念，并在小观念之间建立显性关联，共同指向大观念的建构，形成以大观念为统领的单元主题内容语篇关联图（倪明辉，2022）。

主题大观念包含在人与自我、人与社会、人与自然三大主题范畴之中，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

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。

1. 研读单元内容、提炼构建大小观念

单元主题分析



单元主题范畴	单元主题群	
人与自我 人与社会	做人与做事; 社会服务和人 际沟通	劳动 和 家庭

表 7 主题内容要求 (三级)

范畴	主题群	子主题内容
人与自我	生活与学习 做人与做事	<ol style="list-style-type: none"> 1. 丰富、充实、积极向上的生活; 2. 多彩、安全、有意义的学校生活; 3. 身心健康, 抗挫能力, 珍爱生命的意识; 4. 积极的学习体验, 恰当的学习方法与策略, 勤学善思; 5. 自我认识, 自我管理, 自我提升; 6. 职业启蒙, 职业精神; 7. 劳动实践, 劳动品质与工匠精神; 8. 货币常识, 理财意识, 理性消费, 信用维护; 9. 勤于动手, 乐于实践, 敢于创新。
人与社会	社会服务与人际沟通 文学、艺术与体育	<ol style="list-style-type: none"> 1. 良好的人际关系与人际交往; 2. 和谐家庭与社区生活; 3. 志愿服务与公共服务; 4. 交流与合作, 团队精神; 5. 家乡和社会的变迁, 历史的发展, 对未来的畅想; 6. 跨文化沟通与交流, 语言与文化; 7. 中外影视、戏剧、音乐、舞蹈、绘画、建筑等艺术形式中的文化价值和作品赏析, 优秀的艺术家及其艺术成就;

单元内容横向分析

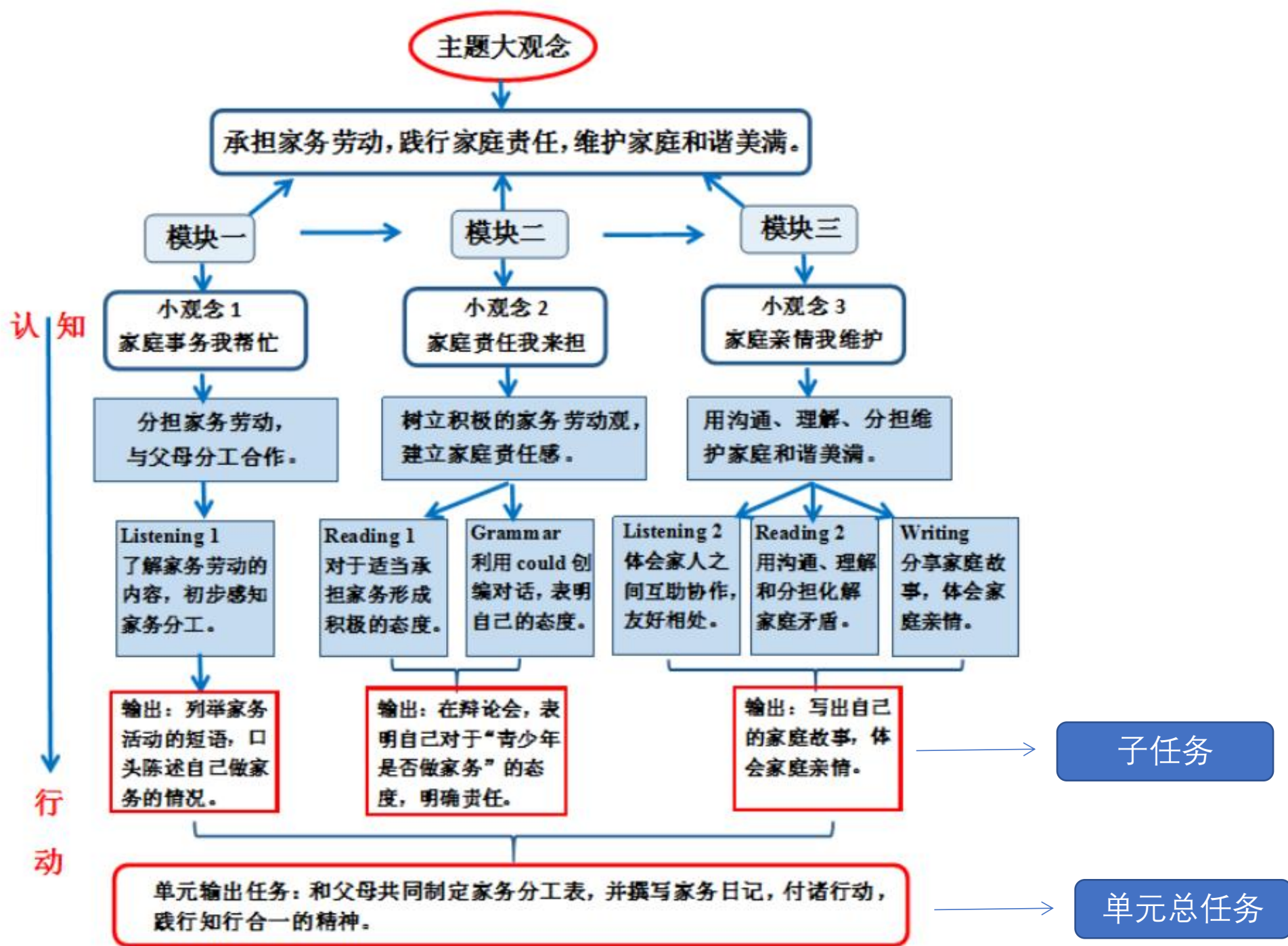
语篇	语篇类型	语篇内容	主题意义	核心语言
1. Unit 3 Section A 1b	对话	Peter和妈讨论家务分工	初步感知家务内容和分工。	1. 描述做家务活动的短语: take out the rubbish、sweep the floor等; 2. could礼貌提出要求。
2. Unit 3 Section A 2a	对话	Peter晚上想和朋友外出玩耍, 征求爸爸的许可。	使用正确的沟通方式, 礼貌地征求许可。	could礼貌地征询许可。
3. Unit 3 Section A 2d	对话	Tony 的姐姐希望Tony在妈妈回来之前承担一定的家务。	感知家务分工, 明确家庭责任。	could礼貌提出要求和征询许可: could you...could I..
4. Unit 3 Section A 3a	记叙文	Nancy与妈妈因为家务产生矛盾的故事。	建立家庭责任感, 通过理解、分担和沟通维护家庭和谐。	1. could礼貌提出要求和征询许可: could you...could I... 2. 的辨识和运用。
5. Unit 3 Section A 4b	对话	A、B两位同学讨论对家务活的喜好。	根据自己的喜好选择家务, 合理分工。	1.could礼貌提出要求和征询许可: could you..could I... 2.表达自己喜欢和不喜欢做的家务。
6. Unit 3 Section B 1e	对话	Sandy和妈妈准备派对, 合理分工。	家务分工和分担, 促进家庭和谐。	1. 描述派对准备的短语: buy drinks and snacks等。 2. could礼貌提出要求和征询许可: could you...could I...
7. Unit 3 Section B 2b	议论文	从家长角度出发, 针对孩子是否应该承担家务而展开的讨论。	对于做适当的家务持有积极的态度。	表达对于青少年做家务的观点和理由: I don't understand、I think /believe...、I agree/disagree...

构建主题大观念：

主题大观念：承担家务劳动，践行家庭责任，维护家庭和谐美满				
	小观念1 家庭事务我帮忙	小观念2 家庭责任我来担	小观念3 家庭亲情我维护	综合实践
内容	分担家务劳动， 与父母分工合作。	树立积极的家务 劳动观，建立家 庭责任感。	用沟通、理解、 分担维护家庭和 谐美满。	和父母共同制定 家务分工表，撰 写家务日记。
语篇	Section A 1a-2d	Section B 2a-2d Section A 4b	Section B 1a-1e Section A 3a-3c Section B 3a-3b	0
课时	1	2	3	1



单元主题内容框架图



构建主题大观念：

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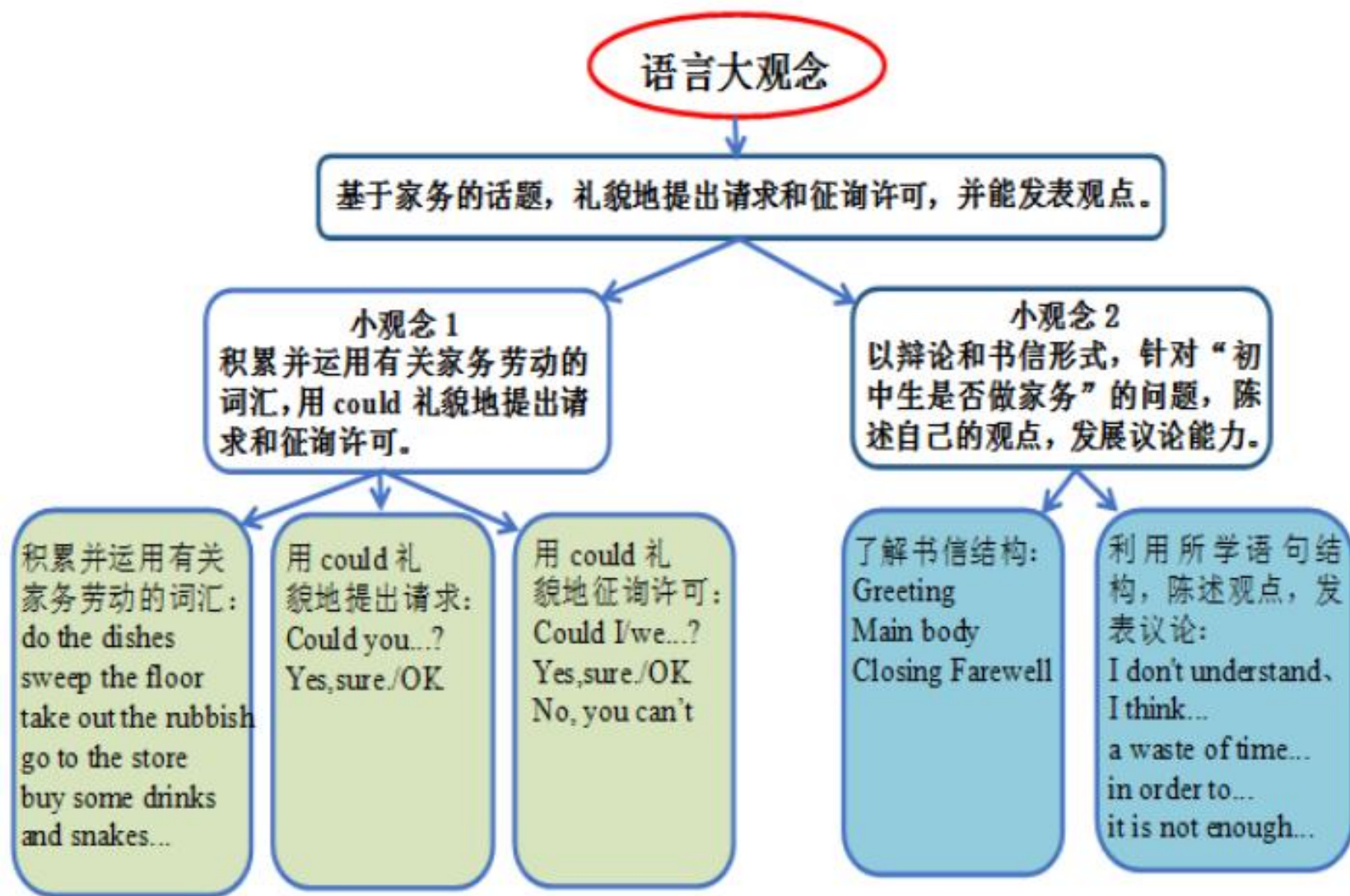


图 3：单元语言内容框架图

2. 立足单元主题，设定单元学习目标

基于以上对单元内容的梳理和整合，单元各个看似散片状的语篇在单元主题的统领下构成层次分明的单元框架图。对于复杂的育人目标，单一课时的教学显然是难以完成的，教师需优化整合相关内容，合理设置学习目标，安排单元课时。

课时教学目标应在单元教学目标的基础上，依据各课时的主题、语篇及教学内容来制订。

单元和课时教学目标的制订应遵循：

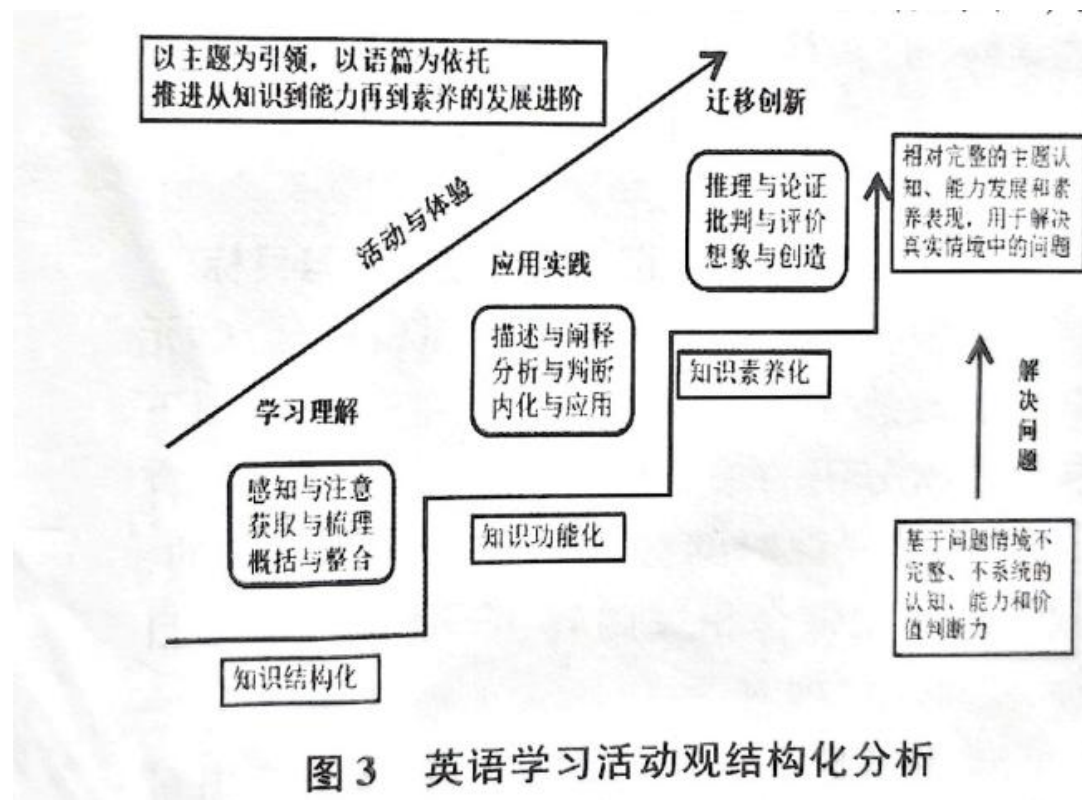
1. 整体梳理单元的教学内容是制订单元和课时教学目标的前提；
2. 单元教学目标不是各个课时教学目标的简单叠加；
3. 各个课时教学目标不是分离和割裂的，而是从不同维度来达成单元教学目标的；
4. 单元和课时教学目标的制订要与单元大、小观念相融合，从核心素养四个层面实现学科的育人价值；

2. 立足单元主题，设定单元学习目标

单元目标		课时及内容	课时分解目标
模块1：家庭事务我帮忙	获取、积累和家务劳动相关的词汇，运用。运用相关词汇和could句型，创编有关家务分工的对话。	课时1 Section A 1a-2d	运用相关词汇和could句型，创编有关家务分工的对话，了解家务内容和家务分工
模块2：家庭责任我担当	阐释不同家长对于“初中生是否做家务”的观点，并以辩论的形式发表自己的观点，以积极的态度面对家务劳动，践行家庭责任。	课时2 Section B 2a-2d	阐述不同家长对于“初中生是否做家务”的观点，并发表自己的观点，能以积极的态度面对家务劳动，践行家庭责任
		课时3 Section A 4a-4c	利用could句型创编对话，探讨自己对于家务活的喜好，并学会根据自己的喜好合理分工。
模块3：家庭亲情我维护	了解书信的格式，并通过书信的方式分享家庭故事，体会家庭亲情。	课时4 Section B 1a-1e	探讨 Sandy 和妈妈合理的派对分工，认识到合理分工对于维系家庭和谐的重要作用
		课时5 Section A 3a-3c	通过阅读Nancy的故事，认识到沟通、理解、分担在家庭生活中的重要性。
		课时6 Section B 3a-3b	写出自己的家庭故事，懂得用沟通、理解、分担维护家庭和谐美满

3. 创设真实情景，设计任务驱动型的学习活动

《新课标》提出了指向学科核心素养发展的英语学习活动观，英语学习活动观的设计应以促进学生学科核心素养的发展为目标，围绕主题语境，基于口头和书面等多模态形式的语篇，通过学习理解、应用实践、迁移创新等层层递进的语言、思维、文化相融合的活动，引导学生加深对主题意义的理解（教育部，2018）



—— 倪明辉，2022

 Read the story and answer the questions.

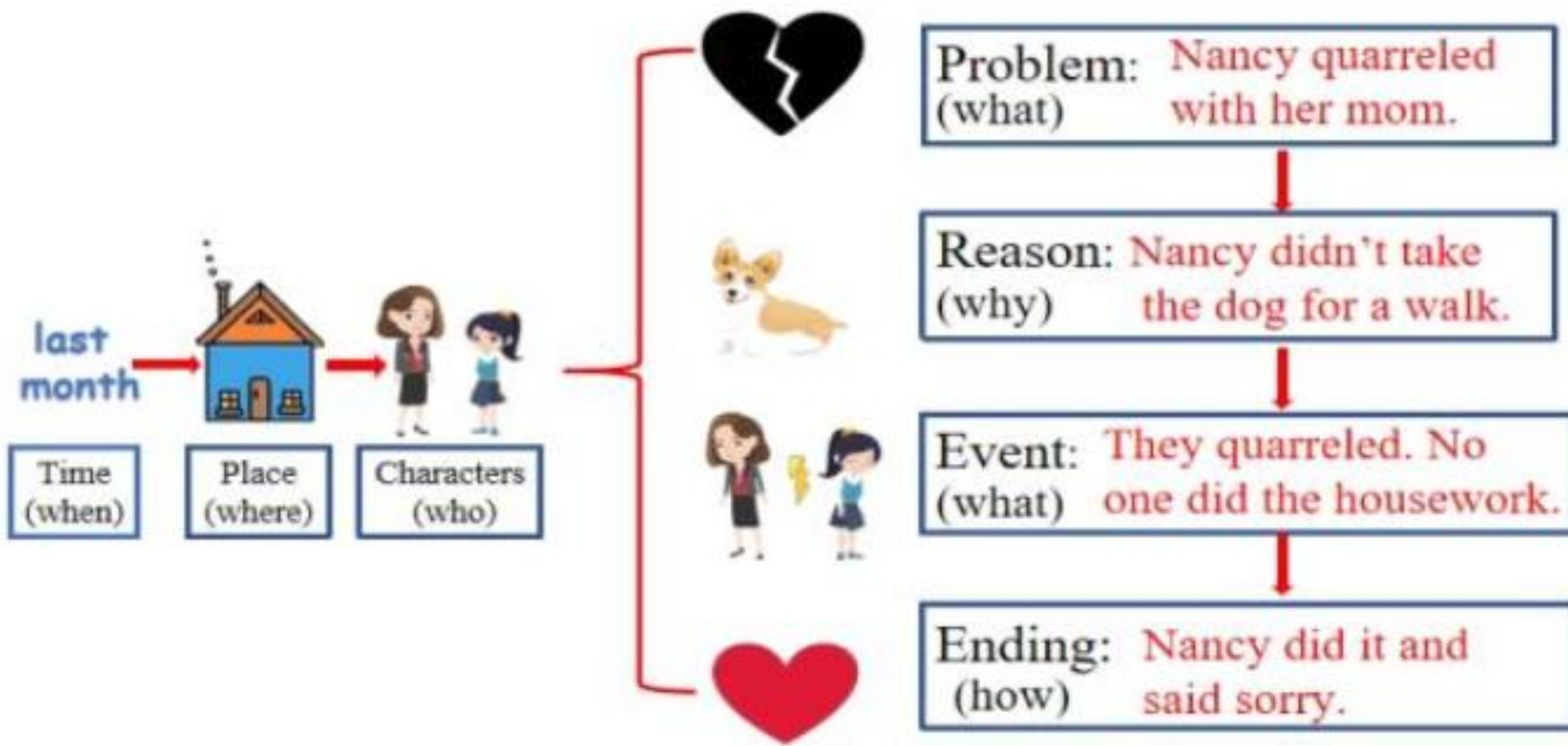
What: 语篇讲述了Nancy与妈妈因为家务劳动产生矛盾的故事。Nancy拖着疲惫的身躯放学回家后，妈妈想让她去遛狗，可是她想先看会电视休息一下。妈妈很生气，她认为自己每天从早到晚都很忙碌，非常疲惫，而Nancy从不分担家务。Nancy认为自己每天在学校学习也很辛苦，于是和妈妈发生了争吵。妈妈很难过，一个星期没有打扫卫生，Nancy发现家里一团糟，甚至找不到干净的衣服和碗筷她感受到了妈妈对家庭的付出，并意识到自己应该分担家务，于是将杂乱的房间打扫干净，并向妈妈道歉。

Why: 家庭生活及家务劳动是社会、家庭和学生生活中的重要方面，对学生生活习惯的养成、社会行为习惯及家庭责任感的建立起着重要的作用。在家庭生活中，许多学生都有和Nancy类似的经历，通过阅读Nancy的故事，不仅有利于学生反思自己的行为，更有利于他们探索、讨论家庭亲情及家庭义务的重要性，对独立承担和帮助父母做适当的家务持有积极的态度，明白“理解、分担、沟通”在家庭关系中的重要作用，从而建立和谐的亲子关系。

5. "What happened?" she asked in surprise. _____

How: 本文是以主人公 Nancy 为第一视角的记叙文。以杂乱无

章自
地点
讲过
绪系



1. 通过观图预测和略读、寻读、细读文章，理清Nancy与母亲吵架的起因、经过及结果。
2. 基于深度阅读和小组讨论，探究人物的情感和情绪，描述如何处理家庭矛盾。
3. 想象Nancy的改变，并反思自我行为，完成给妈妈的爱心卡片，懂得在家庭生活中“理解、分担、良好的沟通”可以建立起爱的桥梁。

环节	学习活动	活动目的	活动评价
学 习 理 解	Read the learning objectives. Read the story.	课前明确学习目标, 简单了解故事内容。	观察学生是否有预 习痕迹。
	Play a game: Yes or No. Predict: Why does it look so dirty? Will Nancy clean it?	活跃课堂氛围, 导入 课题。 培养学生观察图片, 并根据图片预测内容 的能力。	根据学生回答, 评价 其利用图片推断文 本的能力。
	任务一: Know the plots (指向目标一,检测目标一) 1. Read quickly and circle the answers. 1) When and where did the story happen? 2) Who was the story mainly about? 2. Read quickly and choose. What's the story about? A. Nancy's room was dirty. B. Nancy didn't like doing housework. C. Nancy quarreled with her mom. 3. Read carefully and answer. 1) Why did they quarrel at that time? 2) For one week the room was dirty, what happened? 3) How did they solve the problem?	通过寻读获取故事的 时间、地点、人物, 通过略读获取故事大 意, 通过细读获取故 事情节, 学生不仅训 练了阅读能力, 也理 清故事情節, 为下一 步品味人物情感做铺 垫。	观察学生是否能通 过寻读圈出关键信 息, 能通过略读选出 文章大意, 通过细读 回答问题, 说出 Nancy 和妈妈吵架的 起因、经过和结 果。 根据学生表现, 追问 并提示、鼓励。



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践

任务二：Feel the Characters

(指向目标二、三, 检测目标二)

4. Read more carefully and think:

- 1) Why didn't Nancy walk the dog? Why didn't her mom do it by herself?
- 2) It's not a big deal that Nancy didn't walk the dog. Why was mom so angry?
- 3) What do you understand after reading the story?

通过问题引领, 让学生再次细读并思考 Nancy 的故事让我们懂得的道理。不仅培养了学生深度阅读和思考能力, 也让他们明白了家人之间需要理解、沟通、分担, 才能一步步架起爱的桥梁, 化解矛盾, 彼此靠近。

观察学生是否能正确回答问题, 说出人物情感和情绪的变化。能够说出并理解家人之间需要理解、沟通、分担, 才能架起爱的桥梁, 彼此靠近。根据学生表现及时调整, 并适当补充。

任务三：Experience the Characters

(指向目标二, 检测目标二)

5. Watch the video to review.
6. Read the story aloud and emotionally.
7. Work in pairs and act out the story.

通过观看视频, 回顾并内化故事内容, 关注人物语言和动作。通过大声朗读和表演故事, 进一步体会人物情感和情绪。

观察学生是否能有感情的朗读课文并声情并茂地表演故事。及时给与肯定和指导。



迁 移 创 新	<p>任务四：Change the story (指向目标三, 检测目标三)</p> <p>8. Think and show: If Nancy can go back in time, could Nancy have any changes?</p>	<p>通过“时间倒流”的活动, 检验学生是否在本节课中懂得了家人相处的道理, 学生只有真正内化了, 才能帮助 Nancy 改变。</p>	<p>观察学生是否能通过扮演 Nancy, 说出她的变化。</p>
	<p>任务五：Show your love (指向目标三, 检测目标三)</p> <p>9. After reading the story, you must understand your mom more. What do you want to say to your mom? Write them on the cards and show your love.</p>	<p>鼓励学生通过今天所学, 给妈妈写一张卡片, 表明自己以后承担家务的决心, 并对妈妈大胆说出爱。</p>	<p>观察学生是否能用英语完成给妈妈的卡片, 表达对妈妈的理解与爱。并及时给与肯定和鼓励。</p>
<p>Homework You must :</p> <ol style="list-style-type: none"> 1. Tell the story to your parents. 2. Share the housework with your mom today. <p>If you can: Write your story about you and your parents.</p>			

4. 基于目标学情，构建教、学、评一体化的学习评价

当前的课堂活动往往缺乏评价环节，尚未达成教、学、评一致性。课堂中的评价大多以针对知识点的考试或者测验为主，教师评价占据主导地位。

新课标提出了教、学、评一体化概念，倡导教师处理好评价与教和学之间的关系，推动教、学、评一体化的实施（教育部，2022）。教、学、评三者本质一致，共同指向发展学生的学科核心素养（王蔷、李亮，2019）。教、学、评一体化有利于引导教师从教学设计和实施入手，对接核心素养的教学目标，关注学生如何学，确保学习在课堂真实发生，促进教学目标

【单元评价】

学习目标	学习活动观	评价任务	评价标准	评价主体
1. 获取、积累和家务劳动相关的词汇，能借助 could 礼貌地提出请求和征求许可。	学习理解	围绕家务的话题和词汇，能听出并说出用 could 礼貌地提出请求和征求许可的句型。	正确听出表达流畅 正确完成练习	自评 组评 师评
2. 运用相关词汇和 could 句型，创编有关家务分工的对话，明确家庭责任。	应用实践	创编对话，表明自己对家务的喜好，根据喜好，合理分工。	积极讨论 正确创编对话 明确家务分工	组评 师评
3. 阐释不同家长对于“初中生是否做家务”的观点，并以辩论或书信的形式，发表自己的观点，能以积极的态度面对家务劳动，践行家庭责任。	应用实践	阐释不同家长对于“初中生是否做家务”的观点，并发表自己的观点。	积极讨论 观点明确 有理有据 以积极的态度面对家务劳动。	组评 师评
4. 写出自己的家庭故事，懂得用沟通、理解、分担维护家庭和谐美满。	迁移创新	写出自己和家人的故事，明确从故事中学会的道理或是感受到的家庭温暖。	正确表达 文章内容全面，结构合理，并寄托感情。	自评 组评 师评

You're supposed to shake hands.

Language Goal:
Talk about customs and what you are supposed to do

1a What do people do when they meet for the first time? Match the countries with the customs.

Countries	Customs
1. _____ Brazil	
2. b the United States	a. bow
3. _____ Japan	b. shake hands
4. _____ Mexico	c. kiss
5. _____ Korea	



1b Listen and check your answers in 1a.

1c Make conversations about what people in different countries do when they meet for the first time. Talk about the countries in 1a or other countries.

A: What are people in Korea supposed to do when they meet for the first time?
B: They're supposed to bow. How about in the United States?
A: In the United States, they're expected to shake hands.

2a Maria is an exchange student. Last night she had dinner at an American friend's house. Listen and check (✓) the mistakes Maria made.

Maria's mistakes

- _____ arrived late
- _____ ate the wrong food
- _____ greeted Paul's mother the wrong way
- _____ wore the wrong clothes



2b Listen again. Fill in the blanks.

- Maria was supposed to arrive at 7:00, but she _____.
- In Maria's country, when you're invited for 7:00, you're expected to _____.
- When Maria met Paul's mom, she was supposed to _____.
- Maria should ask what she is supposed to _____ if she is invited to a party next time.

2c Role-play a conversation between Maria and Dan. Use the information in 2a and 2b.

Dan: How was the dinner at Paul's house last night?
Maria: Well, it was OK, but I made some mistakes. I was supposed to arrive at 7:00, but ...

2d Role-play the conversation.

Katie: How was the welcome party for foreign students last night?
John: Great! I made some new friends. But a funny thing happened.
Katie: What?
John: I met a Japanese boy called Sato, and as soon as I held out my hand, he bowed.
Katie: That's how people in Japan are expected to greet each other. It's impolite if you don't bow.
John: I didn't know that. So I just stood there with my hand out. Finally, I returned the bow.
Katie: I remember when I first met Marie last year, I did the same thing. I held out my hand and to my surprise, she kissed me on both sides of my face!
John: I wouldn't mind that!
Katie: Very funny. Later I found out French people are supposed to kiss when they see each other.



3a Read the following opinions of a Colombian and a Swiss student. In which country is it OK to be 15 minutes late for dinner?



Teresa Lopez
Cali, Colombia



Where I'm from, we're pretty relaxed about time. We don't like to rush around, so we

don't mind if people are a little late sometimes. If you tell a friend you're going to their house for dinner, it's OK if you arrive a bit late. We like to enjoy our time slowly. We value the time we spend with our family and friends in our everyday lives. We often just drop by our friends' homes if we have time. We don't usually have to make plans to meet our friends. When we see each other, it's polite for boys to shake hands and for girls to kiss each other on the side of the face. We often just walk around the town center, seeing as many of our friends as we can!



Marc LeBlanc
Lausanne, Switzerland



In Switzerland, it's very important to be on time.

We're the capital of clocks and watches, after all! If someone invites you to meet him or her at noon, then you're expected to be there at noon. If you're even 15 minutes late, your friend may get mad. So I make an effort to be on time when I meet my friends. I always leave the house early to avoid heavy traffic because I think it's impolite to keep others waiting. Also, we never visit a friend's house without calling first. We almost always make plans to see friends. We usually plan to do something interesting, or go somewhere together.

3b Read the passage again and complete the chart.

Ideas and customs about ...	Colombia	Switzerland
being on time		
visiting a friend's house		
making plans with friends		

3c Role-play a conversation. Student A is Teresa and Student B is Marc. Teresa is late and Marc is mad.

A: Hi, Marc. Sorry I'm a little late.
 B: Teresa, you're 10 minutes late!
 A: It's just 10 minutes! It's no big deal!
 B: Well, in Switzerland, you're supposed to ...



1a How much do you know about table manners around the world? Take the following quiz. Circle T for true or F for false after each sentence.

Mind your manners!

- In India, you're supposed to eat with your hands. T F
- In China, you're not supposed to stick your chopsticks into the food. T F
- In Korea, the youngest person is expected to start eating first. T F
- In France, you're supposed to put your bread on the table. T F
- In China, it's impolite to use your chopsticks to hit an empty bowl. T F



1b Steve is going to China to study. His friend Yang Ming is telling him about the table manners in China. Listen and number the pictures in the order you hear them.



1c Listen again. Match these sentence parts.

- | | |
|--|---|
| <input type="checkbox"/> 1. You're not supposed to ... | a. stick your chopsticks into your food. |
| <input type="checkbox"/> 2. It's impolite to ... | b. point at anyone with your chopsticks. |
| <input type="checkbox"/> 3. You shouldn't ... | c. start eating first if there are older people at the table. |

1d Talk about other table manners in your country.

A: We're supposed to ...
 B: Yes, and it's impolite to ...

- 2a** What do you know about customs in foreign countries? What do you think is the biggest challenge when visiting a foreign country?

e.g. My cousin went to America, and she said that learning basic table manners was her biggest challenge. She never knew what she was supposed to do at the dinner table.

- 2b** Read the letter and answer the questions.

1. Why is Lin Yue in France?
2. Does she enjoy staying with her host family? How do you know?
3. How does she feel about making mistakes when she speaks French?
4. What is the biggest challenge she is facing?

REVIEWING

Taking notes or summarizing the main ideas can help you move language from your short-term to long-term memory.

Dear Laura,

Thanks for your message. Yes, I'm having a great time on my student exchange program in France. I was a bit nervous before I arrived here, but there was no reason to be. My host family is really nice. They go out of their way to make me feel at home. The grandmother knows that I miss Chinese food a lot. So she actually learned how to make Chinese food! She also has a teenage granddaughter about my age who is really kind. She always talks to me in French to help me practice. You wouldn't believe how quickly my French has improved because of that. I'm very comfortable speaking French now. Although I still make lots of mistakes, it doesn't worry me as it used to.

My biggest challenge is learning how to behave at the dinner table. As you can imagine, things are very different from the way they are at home. For example, you're not supposed to put your bread on your plate. You're supposed to put it on the table! I thought that was pretty strange at first, but now I'm used to it. Another example is that you're not supposed to eat anything with your hands except bread, not even fruit. You have to cut it up and eat it with a fork. Another thing is that it is impolite to say you're full. If you don't want any more food, you should just say, "That was delicious." Also, you're not supposed to put your elbows on the table. I have to say that I find it difficult to remember everything, but I'm gradually getting used to it. I don't find French customs so strange anymore.

I'll write again soon and tell you more about my life in France. Hope you're having a good school year.

Yours,
Lin Yue



- 3a** Your pen pal is coming to China on an exchange program. He/She is asking you about Chinese customs and what he/she is supposed to do or not. Make notes in the chart.

Table manners	It's polite/impolite to ...
House rules	You're supposed/not supposed to ...
Going out with people	You should ...

- 3b** Write a letter to your pen pal to give him/her advice and suggestions on how to behave properly in China.

Dear _____,

You must be excited about coming to China soon. Let me give you some suggestions and advice about Chinese customs. When you're eating at the table, it's impolite to _____

In our house, you're supposed to _____

When you go out with people, you should _____

Have a safe trip, and I look forward to meeting you soon!

Best wishes,

1. 研读单元内容、提炼构建大小观念

本单元围绕 Custom（不同国家的文化礼仪）展开，讨论不同国家在不同情景下的文化礼仪，属于人与社会主题语境。整个单元由7各不同的语篇（任务）组成。各个语篇（任务）的形式、内容和主题意义分析如下：

语篇	语篇类型	语篇内容	主题意义
Section A 1b	对话	不同国家首次见面的礼仪	了解不同国家的习俗，感知文化差异
Section A 2a, 2b, 2d	对话	在异国他乡习俗上犯的错误	入乡随俗，接纳不同习俗，提高跨文化交际能力
Section A 3a	阅读	不同国家之间礼仪的对比	尊重不同国家、地域之间的习俗差异，提高跨文化意识
Section B 1b	对话	不同国家、地区的餐桌礼仪	了解不同国家的习俗，感知文化差异
Section B 2b	阅读	中国、法国的餐桌礼仪之别	入乡随俗，接纳不同习俗，提高跨文化交际能力
Section B 3a-3b	写作	介绍中国的文化（习俗）	尊重中华文化，增强文化自信。

单元主题大观念
不同文化背景下的习俗都有存在价值，我们要了解、尊重、接纳

小观念1
了解不同文化背景下的不同习俗

小观念2
尊重习俗的差异，体验文化差异

小观念3
接纳和适应他国文化习俗

Section A 1b
Section B 1b

Section A 3a
Section B 3a-3b

Section A 2b
Section A 2d
Section B 2b

2. 立足单元主题，设定单元学习目标

单元教学目标		语篇、课型及时	分课时目标
了解不同习俗	了解不同国家第一次见面及餐桌礼仪，进行差异对比	课时1：听说课 SectionA 1a-1c	听并获取不同国家第一次见面时的礼仪能用be supposed to等目标语描述见面礼仪
		课时2：听说课 SectionB 1a-1e	听并获取中外餐桌礼仪差异；能谈论本国的其他餐桌礼仪
尊重习俗差异	分析不同国家的习俗不同点，理解并尊重差异。	课时3：阅读课 Section B 3a	梳理哥伦比亚及瑞士多个方面的习俗不同点，从多个角度进行点评并表达自己的观点。
	给笔友写一封信，描述本国礼仪并提出建议	课时4：写作课 Grammar FocusSectionB 3a-3b	小组合作完成本国习俗整理；完成书信并进行书面汇报，激发民族自豪感。
接纳他国习俗	获取不同人物遇到的礼仪问题，分析原因，学会接纳，入乡随俗	课时5：听说课 SectionA 2a-2d	梳理Maria所犯的习俗上的错误，并对应出正确的做法；讲述John及Katie两人遇到的习俗问题，并分享自己遇到过的问题。
		课时6：阅读课 SectionB 2b	梳理文章关键信息，引发学生对入乡随俗的理解，提高学生的跨文化交际能力。获取书信的框架结构，并以此生成输出语篇。

3. 创设真实情景，设计任务驱动型的学习活动

语篇	SectionB 3a	小观念	尊重习俗差异
教学目标	学习活动	学习活动类型	核心素养培养点

3b Read the passage again and complete the chart.

Ideas and customs about ...	Colombia	Switzerland
being on time		
visiting a friend's house		
making plans with friends		

提高多模态语篇阅读的能力；
并为后续阅读内容做好预测

培养学生快速阅读技能以及概
括等高阶思维能力

通过思维可视化，发展学生的
逻辑思维

2. 研读作者的对比语言，讨论对两个国家习俗的看法。	4. 用first、second、third等词有条理地叙述两个国家的不同点 5. 思考并探讨：1) Which kind of custom do you prefer? Why? 2) What will you do if you travel to Switzerland or Colombia?	应用实践	提高学生的逻辑思维和语言能力
3. 思考中国特有的习俗，仿照文章介绍中国的习俗。	6. 四人小组讨论、汇报介绍中国习俗。	迁移创新	引导学生将所学语言迁移到新的语境中，提高学生的御用能和创新思维。

4. 基于目标学情，构建教、学、评一体化的学习评价

项目	学习理解	应用实践	迁移创新	得分
获取篇章主旨	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	
细节梳理，形成结构化知识	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	
依据思维导图，介绍不同点	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	
发表自身对两个国家习俗的看法	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	
介绍本国的相关习俗，实现语言输出	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	
Self-assessment				
I have learned to:				
·find out the main idea of the passage;				
·compare different customs using mind-map;				
·describe different ideas and customs of being on time ... in Columbia and Switzerland;				
·talk about customs in China.				

初中英语单元整体教学的几点思考：

1. 重提单元整体教学，是针对教学实践中的实际问题
2. 理解单元整体教学，需把握整体与部分的辩证关系
3. 把握单元整体教学，关键是领会精神而不是模仿模式
4. 实施单元整体教学，精髓在于关联和协同
5. 进行单元整体教学设计，注意区分着眼点和入手处

—— 陈力，2023

教学设计从整体着眼与实际教学从“碎片”着手，两者并不矛盾。着眼点宜高，即以学生终身成长和发展的视角来审视所教内容的价值，并以此来分析确定不同学段、册次、单元、课时具体学什么、怎么学、怎么评。入手处宜实，整体教学未必一定从整体入手，很多时候还是要从“碎片”处入手，只是这些碎片是整体目标统领下的，所以形散而神不散。随着学习进程的推进，各种碎片会逐步融合形成新的系统和结构，成为促进学生素养发展的基本营养。

Thanks for listening!



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第一阶段工作（4-5月）：基于大观念的单元整体设计

九年级 Unit 4 I used to be afraid of the dark. 第一小组

九年级 Unit 5 What are the shirts made of? 第二小组

九年级 Unit 6 When was it invented? 第三小组

八年级上册 Unit 3 I'm more outgoing than my sister. 第四小组

八年级上册 Unit 6 I'm going to study computer science. 第五小组

第二阶段工作（5月之后）：研究专题

1. 单元整体视角下的教学内容重组与整合（原则与方法）
2. 单元整体视角下的目标设计（内容与标准）
3. 单元整体视角下的综合性任务设计（指向项目化）
4. 单元整体视角下的单元导入设计
5. 单元整体视角下的听、说、读、写（整合）教学
6. 单元整体视角下的学习活动设计
7. 单元整体视角下的教学评价设计（基于逆向设计理论）
8. 单元整体视角下的作业设计
9. 单元整体视角下的主题式拓展阅读
10. 单元整体视角下的学生核心素养培养策略