

	Unit 8 People and Events (单元整体教学设计)	
教材	English Basic Module One	
教学目标	learn from great people and events in history; 学习历史上的杰出人物与重大事件 get details about people and events 了解相关人物和事件的细节 talk about your favorite things 谈论你喜爱的事物 exchange ideas about important people and events 就重要人物与事件交流观点 write a key information summary 撰写关键信息摘要	
教学重点	learn from great people and events in history; 学习历史上的杰出人物与重大事件 get details about people and events 了解相关人物和事件的细节 talk about your favorite things 谈论你喜爱的事物	
教学难点	exchange ideas about important people and events 就重要人物与事件交流观点 write a key information summary 撰写关键信息摘要	
教学策略	1. 教学平台：希沃 2. 教学方法：情境教学法， 合作学习法， 自主学习法 3. 教学资源：微课， deepseek, ppt, i-smart 学单词小程序	
落实英语课程核心素养的教学要求		
职场语言 沟通	词汇	掌握与历史人物、科技发明、铁路工程相关核心词汇及短语，能在交流、写作中准确运用。
	语法	熟练运用 can/could/may/might/must/should 等情态动词，根据语境准确传递语气、建议与判断。
	语篇	读懂人物事件记叙类文本，借助时间线、信息卡梳理关键信息；会撰写人物、发明简要信息摘要。
	表达	围绕行业先驱、科技成果开展对话、角色扮演与口头汇报，条理清晰表达观点，完成展板、信息卡等书面输出，适配基础职场交流场景。

思维差异感知	1. 依托时间轴、思维导图梳理事件脉络，提升信息提取、归纳与逻辑判断能力。 2. 对比中外科技发展、中英文情态动词表达逻辑，感知中外思维与语言表达差异。 3. 辩证评价科技发明与历史人物贡献，自主创编对话、设计展板，发展创新表达思维。
跨文化理解	1. 认识中外杰出人物、重大发明，了解中外铁路发展史，拓宽科技文化视野。 2. 对比国外铁路与中国高铁发展成就，增强文化自信与家国情怀。 3. 尊重各国创新成果，树立包容平等的跨文化意识，传承先辈钻研创新精神。
自主学习	1. 课前自主搜集人物、发明资料，课内外参与合作探究、创意实践任务。 2. 掌握速读、图表梳理、思维导图归纳等学习策略，借助微课自主巩固语言知识。 3. 通过自评、互评反思学习短板，调整学习方法，养成复盘积累、持续自主学习的习惯。
单元	Unit 8 People and Events
内容	Warming up & Listening & Speaking
课时	Period 1-2 80 minutes
教学目标	一、语言能力 听懂有关历史人物、重大事件的对话，准确抓取关键信息； 运用目标句型交流对重要人物、事件的观点； 熟练表达个人喜好并清晰阐述理由，完成口语交际输出。 二、文化意识 结合单元话题与生活实际，认识我国历史重要人物与重大成就， 拓宽科技人文视野，增强民族自豪感。 三、思维品质 在听辨信息、口语交流中提炼、梳理对话内容，学会有理有据表达自身观点，提升逻辑表达思维。 四、学习能力 主动参与课堂听说、小组对话活动，主动积累话题词汇句型，能借助课堂素材完成口语表达练习。
教学重点	能谈论关于重要人物与事件的看法，并获取重要信息；能讨论学校学习和生活活动及日程安排。
教学难点	能熟练运用关于重要人物与事件的看法以及谈论偏好的句型，如：

	• What's your favorite ... ? • I like ... best. • Why do you like it most? • Is it also your favorite ... ? • I can do a lot of things with it, such as ... • I can't live without ... • They have changed our life a lot. • I hope someday I can ...
教学策略	1. 教学平台：班级小管家 2. 教学法：合作学习法、自主学习法、情境教学法 3. 教学资源： 课件、deepseek、微课
教学过程	
课时一	
一 学习目标	展示本课的学习目标  Learning Objectives ● get details about people and events ● talk about your favorite things ● exchange ideas about important people and events ● write a key information summary ● learn more about the contributions made by people across time and space
二 导入	问题导入：What do you think of when you hear these names? 当你看到这些人物时，你会想到什么？ What do you think of when you hear these names?  Cai Lun 蔡伦  Henry Ford 亨利·福特  Zhan Tianyou 詹天佑  Tu Youyou 屠呦呦 展开介绍蔡伦、亨利福特、詹天佑、屠呦呦的生平和重大事件，引出单元主题。 Cai Lun: The Innovator of Papermaking Cai Lun lived in the Han Dynasty. He greatly improved the method of paper-making. The quality of Cai Lun's paper was better, and the price was lower.  Cai Lun (61 AD – 121 AD) Imperial Eunuch & Inventor More people could buy paper and use it to record and share knowledge. Cai Lun's method of paper-making is considered one of the four great inventions of ancient China.

Look and match, 处理教材活动 1, 让学生将人物或城市, 与对应事件及图片相匹配。教师核对答案。

Look and match. 将以下人物或城市, 与对应事件及图片相匹配。

1 Cai Lun	2 Henry Ford	3 Beijing	4 Zhan Tianyou
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A holding the Winter Olympic Games	B producing cars in large numbers	C designing and building the Jingzhang Railway	D improving the method of paper-making
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Read and guess, 处理教材活动 2, 阅读谜题并讨论, 猜出谜题。

Read and guess. 读以下谜语, 比一比谁先猜到谜底。

paper

I am very very old, but I am thin.
I can wear your colorful paintings, and
I can help you record and share knowledge.
What am I?

1. Listen and tick

处理教材活动 3。教师引导学生阅读文本内容, 并根据阅读内容预测可能听到的内容。学生听录音, 选出正确答案。

Listen and tick. 听录音, 勾选出对话的主题。

☐ A. buying and using paper

☒ B. the history of paper in China

☐ C. the invention of paper

2. Listen and choose

处理教材活动 4。学生阅读问题及选项, 确定需要记录的信息。

Listen and choose. 再听录音, 选择正确答案。

1) Why is Jack interested in the history of paper in China?

☒ A. Because he saw a paper-making museum nearby.

☐ B. Because he is studying Chinese history.

☐ C. Because he wants to buy some paper.

2) How long is the history of using paper in China?

☐ A. About 4 000 years.

☒ B. About 2 000 years.

☐ C. About 1 000 years.

学生听录音，记录相关信息并完成选择。

3. Listen and complete

处理教材活动 5，教师引导学生阅读思维导图，确定需要记录的信息。学生听录音，记录相关信息并填空。

Listen and complete. 再听录音，补全以下信息。

Time of invention

The paper was invented in the

1) Han Dynasty.

Quality

The quality of the paper was

2) better/higher than before.

Price

The price of the paper was

3) cheaper/lower than before.

Importance

More people could buy paper and use it to

4) record and share knowledge.

Cai Lun's paper

课时 2

1.视频导入：the four great inventions of China，引出主题。

THE 4 GREAT INVENTIONS
CHINA

2. Brainstorm： What inventions do you know?
What invention do you like best?

What inventions do you know?

washing machine

air conditioner

car

laptop

smart phone

Invention

3. Listen, read and underline.

处理教材活动 6：

(1) 学生听录音并跟读，注意模仿语音语调。

(2) 学生用下画线标出谈论偏好及解释原因的语句。教师给出答案并就对话中的重要词句进行讲解。

Listen, read and underline. 听录音，圈出并标出讨论偏好及其原因的语句。

Lin Yang: What's your favorite invention?
Jane Adams: The smartphone, of course.
Lin Yang: Why do you like it most?
Jane Adams: I can do a lot of things with it, such as chatting with friends and taking selfies.
Is it also your favorite invention?
Lin Yang: I'm afraid not. I like the ebook reader best.
Jane Adams: Really? Why?
Lin Yang: Well, I can read with it wherever I am. I can't live without it.
Jane Adams: I see. There are so many inventions, and they have changed our lives so much.
Lin Yang: That's true. I hope someday I can invent something useful.
Jane Adams: Yeah. That would be cool.

I can do a lot of things with it, such as...
我可以...做很多事情。比如...
(此句型可以用来说明某物的功能)

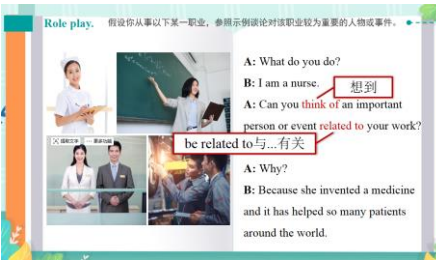
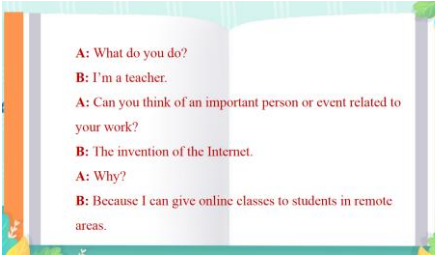
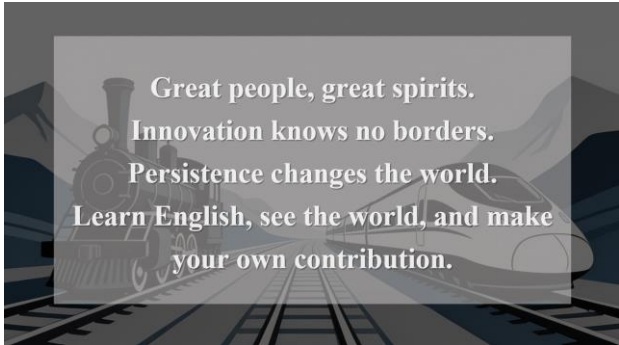
chat with 聊天

take selfies 自拍

I can do a lot of things with..., such as...
我可以用...做很多事情。比如...
(此句型可以用来说明某物的功能)

eg: 我可以用网络做很多事情。比如看电影和听歌。
I can do a lot of things with the Internet, such as watching a film and listening to music.

四
语言表达

五 对话模仿	1. Imitate and practice 处理教材活动 7 (1) 回忆活动 6 的交际句型。 (2) 教师引导学生阅读要求, 选择一位学生进行示范, 利用活动所给信息谈论自己最喜欢的发明并阐述理由。学生两人小组活动, 根据提示完成替换练习。   2. Role-play 处理教材活动 8。教师引导学生确定相关信息, 讨论可能会用到的语句。学生两人活动, 选择情景和角色进项对话。教师选出部分学生进行展示, 然后引导学生互评并给予反馈。  
六 课程思政	
七 作业	你认为生活中给你带来最大影响的人或者事是什么, 结合本单元所学的内容编写一个小对话。