

Title	Unit7 Will people have robots?	Date	2023.9.24	
Textbook	Grade Eight, the Ninth of PEP edition	Type of lesson	Listening and Speaking	
Analysis of Teaching Material	<p>Unit topic and content</p> <p>According to <i>New English Curriculum Standard</i>(compulsory education 2022 edition),the theme of this module is "<u>Life in the Future</u>", which belongs to the sub-theme of "<u>Science and Technology changing Lives</u>" in the theme group "<u>Science and Technology</u>" under the category of "<u>People and Society</u>".</p> <p>This unit is composed of two parts, Section A and Section B, and five chapters, which deal with the prediction of future family life, occupation, travel mode, urban environment and science and technology. Section A mainly focuses on the topic of "future world" and presents the language function of predicting the future with simple future tense (will) by relying on two listening texts and one discourse.</p>			
Analysis of Students	<p>The students are in Grade 2 junior school, and most students in this class have a good English foundation and an active attitude towards learning English. At this</p>			

	<p>stage, students are lively and active, with active thinking, strong curiosity for new things like robots and a strong desire for knowledge and future.</p>	
<p>Teaching Objectives</p>	<p>1. Thinking capacity Students can improve their thinking capacity by imagining what will happen in the future based on videos and pictures. Also, students will develop their critical and logical thinking after group discussion.</p> <p>2. Language ability Students can improve their language ability of analyzing information by using target language to do predictions with their partners.</p> <p>3. Cultural awareness Students will arouse their cultural awareness of the importance of protecting the environment through the time trip where they are encouraged to make their future plan and play a part in saving the earth. Students will learn to respond to climate change concepts actively and realize that the earth is our common home. We should uphold the vision of a community with a shared future for mankind, work together to deal with climate and environmental challenges, and protect our beautiful blue planet.</p> <p>4. Learning ability</p>	

	<p>Students will enhance their learning ability by solving problems independently after listening the materials.</p> <p>According to the three levels of English learning activities, namely, learning and understanding activities, application and practice activities, and transfer and innovation activities, I fully integrated the overall purpose of the class into each teaching activity. Students will learn how to use the simple future tense by expanding their imagination and predicting the future, and internalized the target language through continuous practices. Through understanding the relationship between humanity and nature in traditional Chinese culture, they will realize the importance of protecting the environment.</p>	
Ideological and Political Integration	<p>The vision of a community with a shared future for mankind implores students to prioritize lofty spirit of “live in harmony with nature” in addressing pressing environmental issues and cultivate a positive attitude for future life.</p>	
Key Points	<ol style="list-style-type: none"> 1. Guide students improve their comprehensive language skills and literary attainment. 2. Guide students acquire simple future tense. 	3.

<p>Teaching Difficult Points</p>	<p>1. Guide students get to know how to make predictions. 2. Guide students understand future changes in the world and the importance of planning for the future.</p>	
<p>Teaching Methods</p>	<p>Communicative teaching method Situational teaching method</p>	
<p>Teaching Aids</p>	<p>multimedia,pads</p>	
<p>Teaching Procedures</p>	<p>Step1. Warming-up (1') After greeting students,the teacher will introduce a new friend Doraemon to students and invite students to have a time travel.</p> <p>Step2. Lead-in (1') Play a time travel video showing the past,present and future of the earth and guide students imagine and answer two questions: Question 1:Will people have robots in the future? Question 2:What can you get from the video? Then the teacher will invite students take part in all the adventures together to collect puzzle pieces of Doraemon's magic prop,which is helpful for protecting the environment.</p> <p>Step3.Look and talk (1') Activity 1. First, the teacher will show the picture of 1a and give</p>	

students 30 seconds to preread it. Students will do the prediction according to topic requirement and vote “agree or disagree” on pads of each prediction.

Next, the teacher will guide students listen to activity 1b, after listening the teacher will ask students show their answers of what they’ve heard.

Step 4. Listen and repeat (2’)

Activity 2.

The teacher will replay 1b and ask students repeat after the listening material. At the same time, students should pay attention to the forms of questions and answers. Then the teacher will write the target language on the blackboard and ask students use the patterns to do practice in groups.

The target language:

- Will people...?
- Yes, they will...
- No, they won’t...

Step 5. Look and predict (2’)

Activity 3.

Guide students make a prediction together about the future and ask students: What’s the future will be like in your imagination?

Then the teacher will invite some students to share their

answers.

Next,the teacher will give students 30 seconds to preread 2a and vote their choices again on the pads.

After that,the teacher will play 2a and ask students pay attention to the similarity between the conversation and their own predictions.

Next,the teacher will play 2b and let students check their predictions,at the same time,show the students and the teacher's words and comments in the conversation on PPT,which is helpful for students to do activity 2c and get to know what is a round-term conversation.

Last,the teacher will ask students to make conversations with their partner about the predictions in 2a.

Step 6.Role-play and reflect (2')

Activity 4.

The teacher will guide students compare the two pictures of 2d and let students think about what can they get from these two pictures.

Then,the teacher will ask students read the conversation in 2d and think about the questions on PPT.

1. What are they talking about?
2. What will the future be like according to the book?
3. What can people to save the earth?

Next,the teacher will encourage students practice this

conversation in pairs and show their performance on stage.

At last,the whole class will evaluate their performance on pads according to an evaluation sheet,which contains three aspects:fluency,pronunciation and emotion.

Step7. Discussion and summary (1')

Activity 5:

The teacher will show the statistical chart students voted on pads,which shows the environmental problems they've predicted in the future,and the teacher will ask students have a discussion about what they will do to protect the earth, then students will input their thoughts on pads. The teacher's pads will summarize the students' answers to form a digital cloud map.

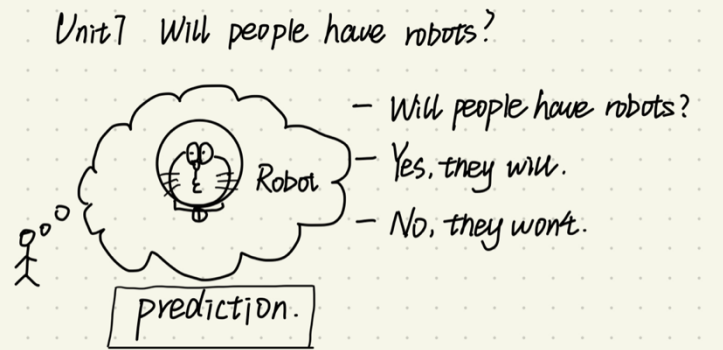
Last,the teacher will introduce students the mutual integration of the relationship between heaven and humanity and give students an idea to deal with the environmental problem—Insist a community with a shared future for mankind.

In the last,the teacher will show students Doraemon's magic prop—repair solution.

Step8.Homework (1')

Required:

Retell the conversation in 2d.

	<p>Optional:</p> <p>Make more prediction about the future.</p>
<p>Blackboard Design</p>	
<p>Teaching Reflection</p>	<p>This lesson followed the requirements of New English Curriculum Standard, practiced the combination of learning and thinking and the creative oriented English learning activity view, guided students to internalize language knowledge and acquire the ability to solve practical problems in innovative activities.</p> <p>1. Teaching process</p> <p>The teaching process of this class implements the "teaching-learning-evaluation" integrated design of students' subjective initiative in each teaching link, guides students to become participants and collaborators in the design of various activities, and also consciously uses the evaluation results to improve learning. At the same time, students' diffusive thinking is also improved. This course deeply combines information technology with English teaching, and uses</p>

pads for online and offline integrated teaching to meet students' individual needs.

2. Ideological and political integration

The vision of a community with a shared future for mankind implores students to address pressing environmental issues and cultivate a positive attitude for future life.

3. Teaching performance

Overall,my class performance is smoothly,energetic and well-done,but I still have something to be improved. As a new comer I still need to overcome nervousness and learn new resilience during teaching.