




Unit 7 Be wise with money

Unit Revision & Assessment



Contents

What to teach

-  Theoretical basic
-  Teaching Materials
-  Unit Integrated Planning




Whom to teach

-  Analysis of students

How to teach

-  Teaching Procedure
-  Blackboard Design
-  Shining Points

Where to go

-  Teaching Objectives
-  Key & Difficult Points
-  Teaching & Learning Method

01

02

04

03



Theoretical Basic



Teaching Materials



Unit Integrated Planning



1 What to teach

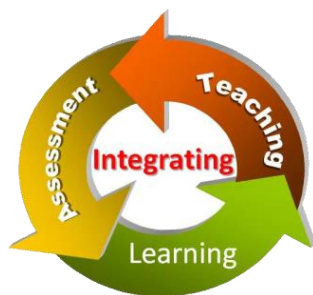
2 Whom to teach

3 Where to go

4 How to teach

① Theoretical basic

英语课程标准（2022年版）
English Curriculum Standard



English Subject Core competencies
英语课程核心素养

Unit Integral English Teaching Approach
单元整体设计

English Learning Activity Approach
英语学习活动观

Integration of Teaching and Evaluation
教-学-评一体化

1 What to teach

2 Whom to teach

3 Where to go

4 How to teach

② Teaching Materials



Theme:

Human and self

人与自我

Topic:

Life and work

做人与做事

表 6 主题内容要求（二级）

范畴	主题群	子主题内容
人与自我	生活与学习	1. 学习与生活的自我管理； 2. 乐学善学，勤于反思，学会学习； 3. 健康、文明的行为习惯与生活方式； 4. 运动与游戏，安全与防护； 5. 自信乐观，悦纳自我，有同理心； 6. 情绪与情感，情绪与行为的调节与管理； 7. 生活与学习中的困难、问题和解决方式；
	做人与做事	8. 零用钱的使用，合理消费，节约意识； 9. 劳动习惯与技能，热爱劳动。

1 What to teach

2 Whom to teach

3 Where to go

4 How to teach

② Teaching Materials

Horizontal Relation

横向关联本书单元

Unit	Unit 5	Unit 6	Unit 7	Unit 8
Topic	A healthy lifestyle	My clothes, my style	Be wise with money	Let's celebrate!
Language focus	Introduce a lifestyle	Talk about different styles of clothes	Talk about money management	Talk about different festivals

话题关联

语用关联

1 What to teach

2 Whom to teach

3 Where to go

4 How to teach

③ Unit Integrated Planning

单元主题: Be wise with money.
主题意义: Get your money's worth.

货币常识

理财意识

理性消费

Show different
money

Talk about
Simon's family
management

Use some/any
and there be

Talk about how to
deal with lucky
money

Show the history
of money

Reading & Grammar

Integration 2

Welcome
& Integration 1

1 What to teach

2 Whom to teach

3 Where to go

4 How to teach

③ Unit Integrated Planning



What

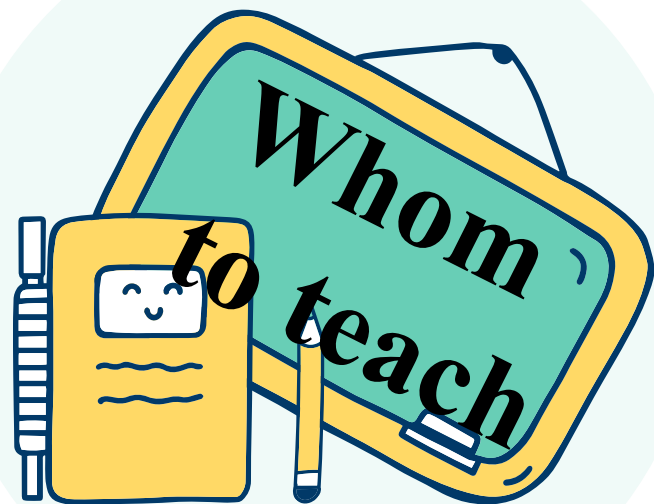
本单元的七个板块是一个相互关联的有机整体，共同构成课程内容的六个要素和核心素养发展的内容基础。“人与自我”范畴下的“货币常识，理财意识，理性消费”的主题联结和统领本单元其他内容要素，为学生树立正确的消费观、初步形成理财意识提供语境范畴；图片、日常对话、音频、视频、表格与图示、博客文章等多模态语篇承载着与“合理支配和使用货币”这一话题相关的语言知识和文化知识，为学生提供多样化的语篇素材。

Why

本单元教学通过引导学生阅读关于货币常识以及家庭财务支出与管理的语篇，收听关于货币展览的音频，提取、梳理、分析和整合关键信息，以提升理解性技能；引导学生从形式、意义和使用三个维度学习some/any和there be的用法；组织学生围绕压岁钱的支配和使用方式展开讨论，并用简短的表达方式进行口语交际，并用书面语篇介绍自己压岁钱的支配方式，以提升表达性技能，从而深化对单元主题意义的理解，实现从能力向素养的转化。

How

在本单元的设计中，教师需针对学生需要学习和运用的核心语言进行整理和提炼，为学生基于主题意义探究开展结构化的语言学习、参与结构化的语言表达奠定了良好的基础。教师应从学生学习具体语篇后在语言、文化和思维等方面的素养表现出发，设计单元教学目标，使之可操作、可评价、可落实。教师设计的小组合作输出活动从课堂延伸至课外，学生可以用一段时间完成作业，进一步优化和完善语言产出，并以不同形式的作品体现单元学习的阶段性成果。



1 What to teach

2 Whom to teach

3 Where to go

4 How to teach

Analysis of students

Students in Grade 7: curious, energetic, visual learners

Know

从知识基础来看，学生通过之前的学习已经积累了丰富的货币名词，掌握了语法规则，对简单的日常对话和基本句型有了初步的掌握。因此学生在本课时单元复习前，已经有了较好的语言基础。在认知特点方面，学生的思维能力逐步成熟，辩证思维和创造思维已有较大的提升，学生能够有效理解单元主题意义。在学习兴趣上，大部分学生对于英语的学习热情高，能够积极参与到各项语言活动中。

Want

学生期待通过本课时的学习，能够立足整体，系统梳理单元重点词汇、句式，并希望通过多样化的活动，加深对知识的识记、理解和在现实中的运用。在学习能力上，学生希望在复习课中多维提升自己的听说读写能力，同时将所学知识和实际生活相结合，为个人和家庭的财务管理提供建议和帮助，真正将英语知识转化为生活技能。

Learn

在本堂课之后，学生能够更牢固地掌握与主题相关的重难点词组、句式，并借助思维导图将书本上的知识与实际生活结合在一起，加深对单元主题的理解。本节课教学活动丰富进阶，包含学习理解类、应用实践类和迁移创新类，学生在活动中能够提高对个人及家庭财务的管理意识，培养良好的购物习惯，树立正确的消费观，形成正确的理财意识。



Teaching Objectives
学习目标



Key & Difficult Points
重难点



Teaching & Learning Methods
教学方法

① Teaching Objectives

迁移创新

在真实情境中初步养成理性消费的习惯，进一步加深学生的理财意识，完成对单元主题理财和理性消费“意识—行为—习惯—信念”的进阶。

应用实践

在归纳总结some/any和there be 句型的使用规则中培养根据所呈现的语篇获取、梳理语法规则的能力；在复习交易方式演变的过程中根据实际情况选择合适、方便的支付方式。

学习理解

在复习强化不同国家货币名称的词汇和语言表达中加深对货币和商品价格的进一步理解。

②Key points and Difficult points**Key Points**

- 1、指导学生复习强化不同国家货币名称的词汇和语言表达
- 2、在真实语境中巩固并正确使用some/any和there be句型
- 3、回顾复习Simon家的财务管理，归纳总结金钱管理的方法

**Difficult Points**

在创设的综艺节目《中餐厅》的语境中运用所学知识帮节目组完成预算，实现从知识到能力的迁移创新，初步形成正确的理财意识。

1 What to teach

2 Whom to teach

3 Where to go

4 How to teach

③ Teaching Methods & Learning methods



Teaching methods

情景体验式教学

启发式教学

5E教学法

Learning methods

在体验中学习

在实践中运用

在迁移中创新





Teaching Procedure
教学环节



Blackboard Design
板书设计



Teaching Reflection
教学反思



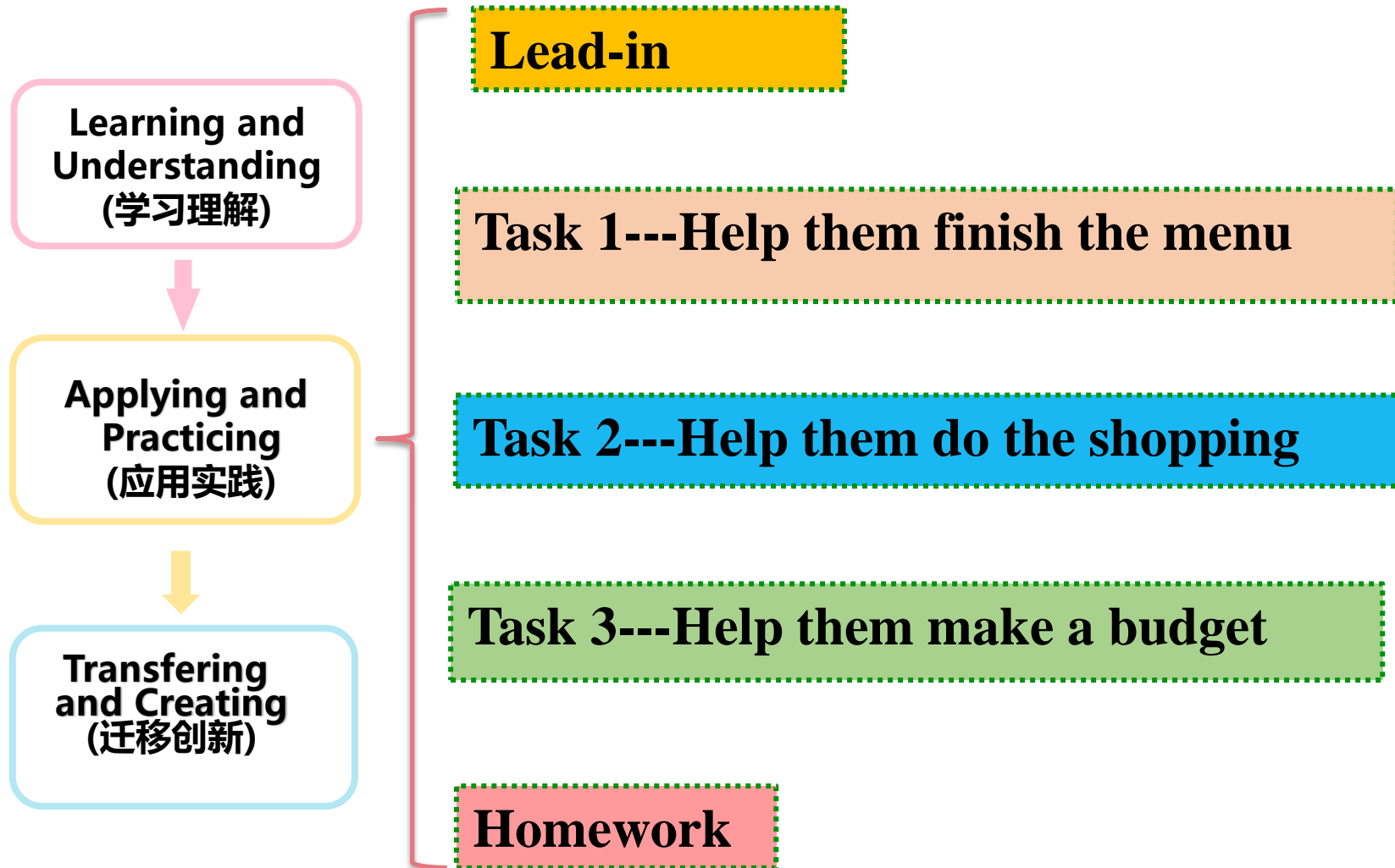
1 What to teach

2 Whom to teach

3 Where to go

4 How to teach

① Teaching Procedure



启动思维

互动思考

提升能力

Activity 1: Watch a video



Activity 2: Introduce the reality show



The Chinese Restaurant is popular among young people. In the show, Stars go to different countries every year. They run(经营) the restaurant together to introduce Chinese food to the world.

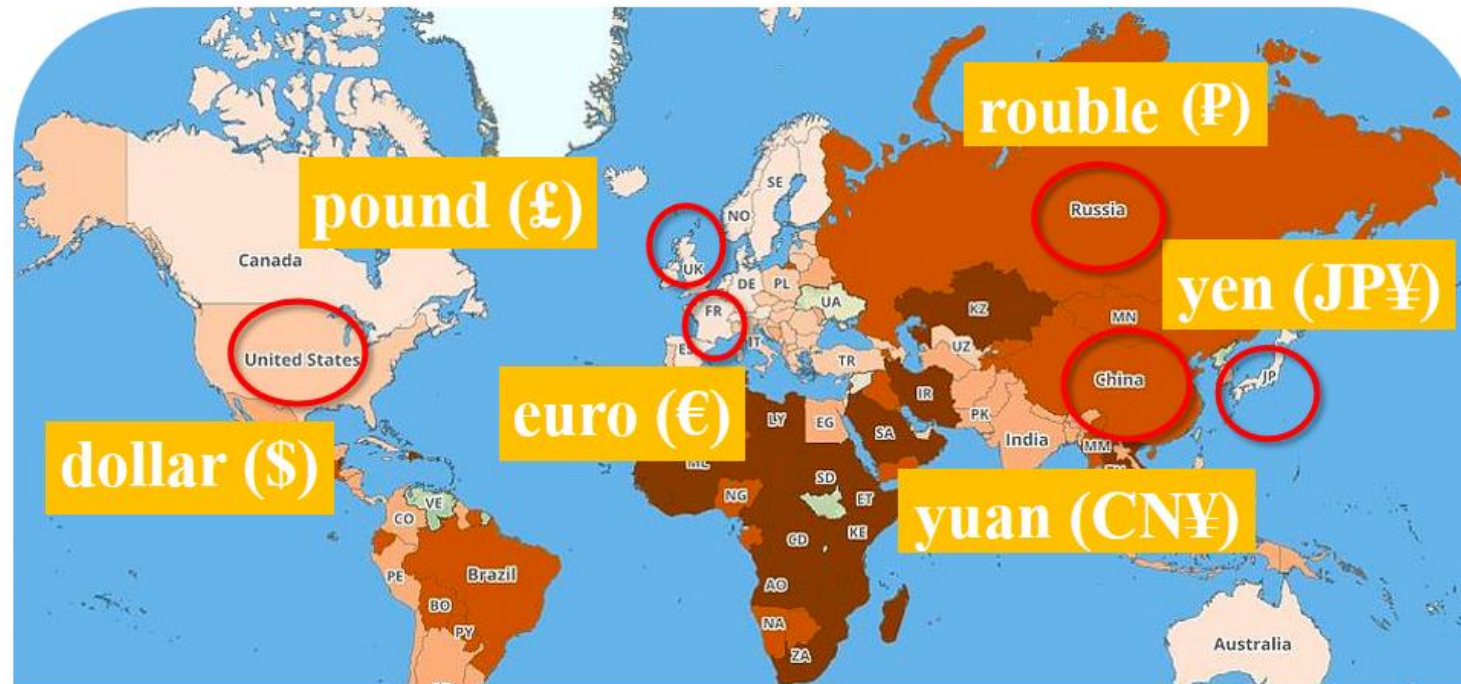


课前播放综艺节目《中餐厅》的视频片段激发学生的学习兴趣，使学生迅速进入课堂设置的语境。通过让学生接听微信电话明确本节课的三个主要任务，压缩冗余环节，提升课堂效率，有利于学生在注意力最集中的时候直接进入深度学习。



Activity 3: Name different money according to the world map.


Name different money



Tip: *When in Rome, do as the Romans do.*
(入乡随俗)



Activity 4: Mark the price on the menu.


Giverny,
Paris,
France



Finish the menu

Traditional
Menu
Chinese Food

Hot dishes

- Gong Bao Chicken 宫保鸡丁
- Mapo Tofu 麻婆豆腐
- Lion's Head Meatballs 狮子头
- West Lake Beef Soup 西湖牛肉羹
- Dongpo Pork 东坡肉

Main courses

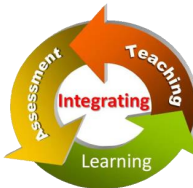
- Dan Dan Noodles 担担面 €8
- Yangzhou Fried Rice 扬州炒饭 €10
- Xiao Long Bao 小笼包 €12
- Dumplings 水饺 €8

Soups

- Soup of Seafood 三鲜汤 €15
- Tomato and Egg Soup 番茄蛋汤 €13



The price should be acceptable(可以接受的),
reasonable(合理的).

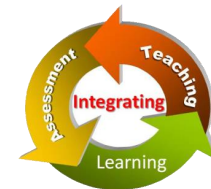


Activity 5: Finish the self-assessment.

Self - assessment (自我评价)	Stars
1. Name different money around the world correctly.	
2. Mark the prices properly (合理地).	
3. Have a good understanding of money and price.	
Tips: <i>Excellent!</i> ★★★ <i>Great!</i> ★★ <i>Come on!</i> ★	



复习巩固不同货币的名称和符号，引导学生举一反三给食物标价，实现利用所学知识解决生活实际问题；最后让学生完成自我评价表，实现教学评一体化。



Activity 6: Check what they have .

Shopping List:

vegetables

tofu

pork

seafood(海鲜)

dumplings

eggs

chicken

noodles

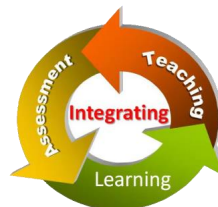


A: Are/Is there any...in the fridge?

B: Yes, there are/is.

A: Are/Is there any...in the fridge?

B: No, there aren't/Isn't.
We need to buy some.



Activity 7: Find out the mistakes and correct them.

Find mistakes(错误) and correct

are

1. There ~~is~~ some vegetables and pork in our fridge.

is

2. There ~~are~~ some chicken and eggs as well.

any

or

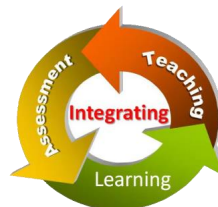
3. We don't have ~~some~~ ~~tofu~~ ~~and~~ seafood.

4. We need to buy ~~any~~ flowers to make our restaurant beautiful.

some

5. We need to buy ~~100~~ kg dumplings and noodles.

2-3



Activity 8: Work out the rules of using “some/any” and “there be”.

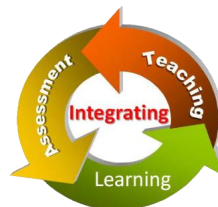
Work out the rules

① We often use some (some/any) with positive sentences(肯定句).

② We often use any (some/any) with negative sentences(否定句) and questions.

① We use there is (there is/there are) before a singular noun or an uncountable noun.

② We use there are (there is/there are) before a plural noun.



Activity 9: Look at the pictures and introduce different payments.

Different payments

use the shells to get
what you want



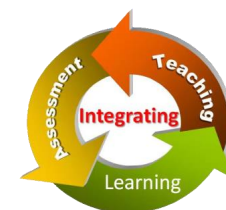
use the coins to get
daily needs



buy things
online



use paper money to get
what you want



Activity 10: Exchange their worksheet and finish peer-editing

Peer- editing (同伴互评)	Stars
1. Organize ideas by using some/any and there be .	
2. Use different payments to buy things correctly.	
3. Understand the importance of using money wisely	
Tips: <i>Excellent!</i> ★ ★ ★ <i>Great!</i> ★ ★ <i>Come on!</i> ★	

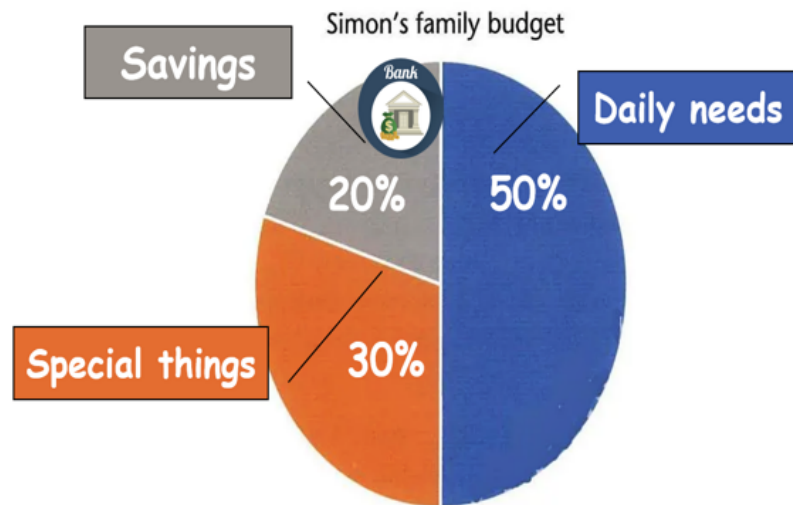


引导学生运用所学语法知识口头创造语篇，培养学生听和说的能力，并通过学生的作答和输出情况来判断学生的知识掌握情况，同时引导学生养成理性消费的好习惯，树立正确的消费观。通过设计思维拓展性问题培养学生的语言表达能力，并促进学生对单元主题意义的深度理解，推动迁移创新。



Activity 11: Finish Simon's budget according to the pie chart

Simon's family budget



My dad and mom manage money well.

They make a budget every year.

They cover my education first, and pay

for other daily needs. All these cost

about 50 percent of our budget. We

also spend about 30 percent on

special things like holidays.

It is important to save money. My

parents always leave about 20 percent of

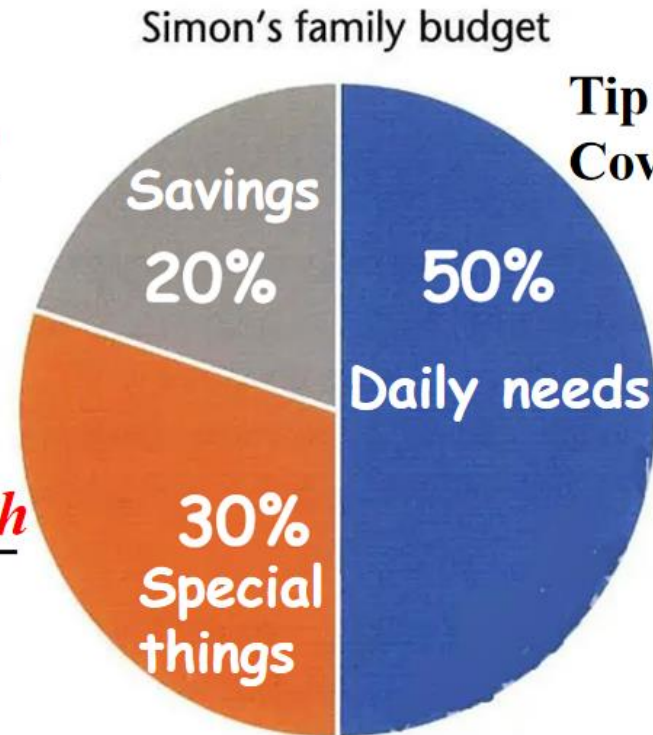
their money in the bank account. It's a

good idea to save for a rainy day.

Activity 12: Discuss what we can learn from Simon's family budget.

Tip 2:
Save for a rainy day

Tip 3:
Get the money's worth



Tip 1:
Cover daily needs first

Activity 13: Have a brainstorming



“Now we have
€1500. Please make
a budget for us.”

Brainstorming

A budget for *The Chinese Restaurant*

Tip 2:
Save for a rainy day
? percent ?

Tip 3:
Get the money's worth
How to use special
money ?

Tip 1:
Cover daily needs first

? what ↓
education ✕
food ✓
traffic(交通) ✓
books ✕
toys and games ✕
rent(租金) ✓
.....

Activity 14: Further thinking

Further thinking

How can they use their special money?

To take holidays



To enjoy art shows



To help people in need

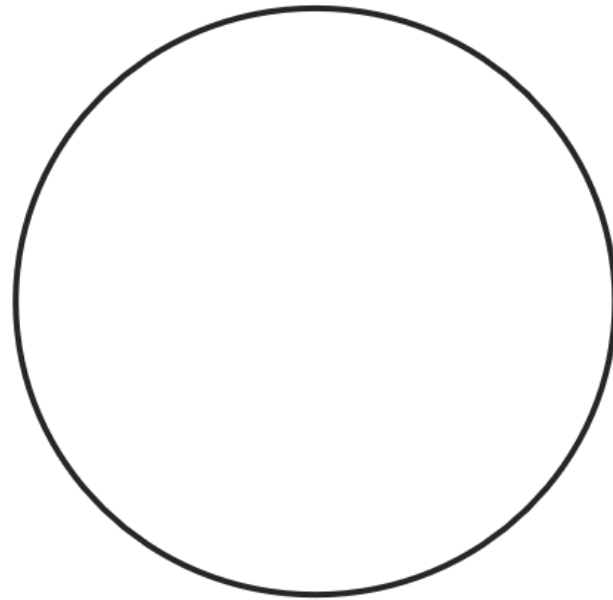


UNICEF
联合国儿童基金会

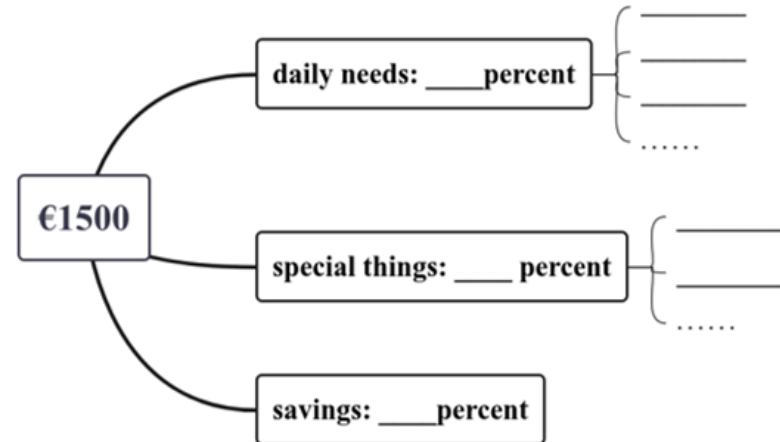
Activity 15: Work in pairs and make a budget for them.

Show Time

Make a budget for them



{ Daily needs
Savings
Special things



Four students in a group:

1. finish your pie chart and mind map
2. design your budget and finish self-assessment

Group leader-- share your budget

Lead-in

Task 1

Task 2

Task 3

Homework

Activity 16: Students finish assessment 3.

Assessment Chart		Self-assessment	Peer-assessment	Teacher-assessment
Content (内容)	Complete (完整) Attractive (有吸引力)			
Language (表达)	Pronunciation(发音) Fluent speaking(表达流利)			
Tips: <i>Excellent!</i> ★★ ★ <i>Great!</i> ★ ★ <i>Come on!</i> ★				

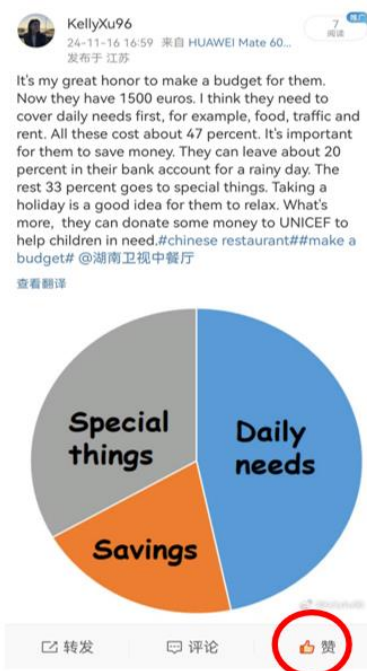
Lead-in

Task 1

Task 2

Task 3

Homework



Money is quite useful as a help for us to get what we need.

Money is a **good** servant
and a **bad** master.

Be wise with money !



引导学生综合运用本单元所学的知识与框架，为节目组制定预算。通过给出学生具体的评价模板，让学生在评价环节有据可依，同时为后续的修改和润色指明方向, 进一步升华单元主题意义。



Homework

Must do:

- 1. share your budget with parents and ask them for advice;*
- 2. Finish the assessment on page 91.*

Choose to do:

Learn more ways to manage money through:



1 What to teach

2 Whom to teach

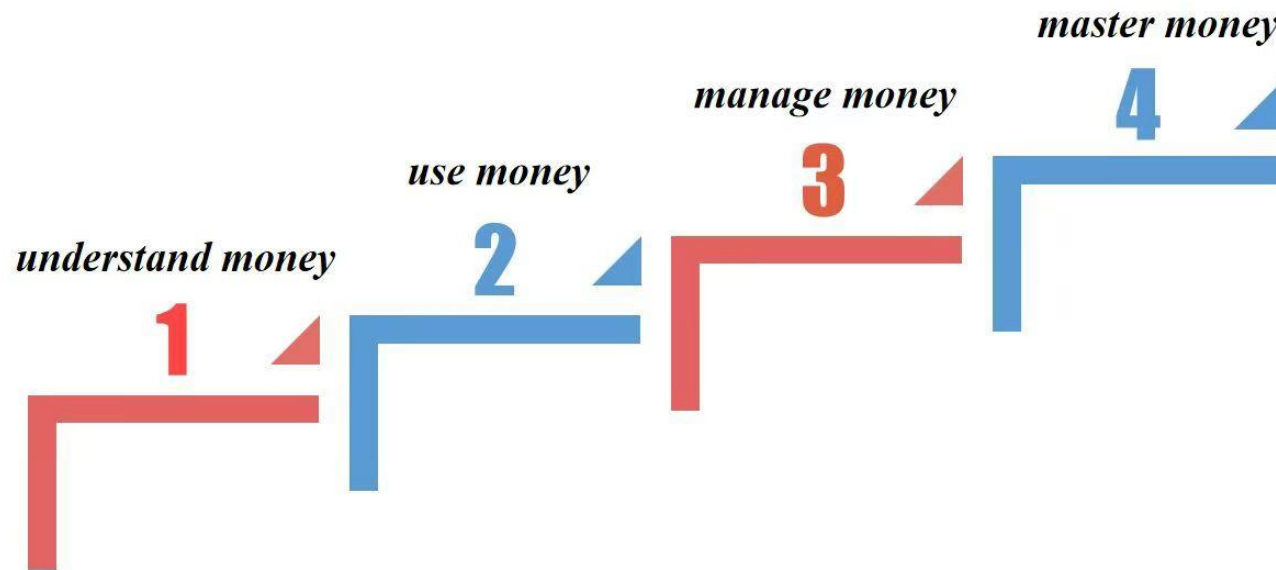
3 Where to go

4 How to teach

②Blackboard Design

Unit 7 Be wise with money

Unit Revision & Assessment





在结束这节单元复习课后，我对整堂课进行了全面的反思，力求从中总结经验，发现不足，为后续教学提供参考。

一、教学目标达成情况

1.知识目标：本单元重点语法为**some/any**的用法以及**There be**句型。从课堂练习反馈来看，大部分学生能掌握这一基本规则，但仍有部分学生在实际运用时出现混淆。

2.能力目标：本节课通过创设《中餐厅》这一情境，让学生能够运用所学词汇和句型进行表达，口语表达能力得到了一定锻炼。然而，在将理财观念运用到实际生活的讨论环节，部分学生的思维不够开阔，提出的观点较为单一，分析和解决问题的能力有待提高。

3.情感目标：本节课期望引导学生树立正确的金钱观和消费观。在课堂讨论中，学生能够积极参与，认识到理性消费的重要性，情感目标达成度较好。



二、教学方法与策略

- 1.情境教学法：创设了新颖的综艺情境，让学生在真实情境中运用英语，提高了学生的学习兴趣 and 参与度。但在情境设置中，部分细节考虑不够周。
- 2.小组合作学习：组织学生进行小组讨论和合作练习，培养了学生的团队合作精神和交流能力。不过，个别小组存在分工不明确、参与度不均衡的现象，部分学生参与较少。

三、教学过程中的优点与不足

- 1.优点：教学环节设计紧凑，过渡自然，能够引导学生逐步深入复习。注重知识的系统性和连贯性，帮助学生建立了知识框架。
- 2.不足：对学生的个体差异关注不够，在教学过程中未能及时根据学生的实际情况调整教学进度和难度。

通过本次教学反思，我深刻认识到在教学过程中存在的问题和不足。在今后的教学中，我将不断努力，改进教学方法，提高教学质量，帮助学生更好地掌握英语知识和技能，培养他们的综合语言运用能力和正确的价值观。



Thank you !