



成都东软学院  
Chengdu Neusoft University

# “课程思政”示范课程申报支撑材料

## 英语口语 I（一）

日期：二〇二〇年十月

# 目 录

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# 《英语口语 I（一）》课程教学大纲

## 一、课程基本信息

1. 课程代码：0120410510
2. 课程名称：英语口语 I（一）
3. 课程英文名称：Spoken English I (1)
4. 课程性质：必修课
5. 授课对象：2019 级非外语类、非艺术类专业（本科）
6. 开课单位：应用外语系
7. 先修课程：无
8. 学时安排：

学分	总学时	理论授课	实践教学
1	16	16	0

## 二、教学目标

### 1. 教学目标的总体概括

本课程在教学目标的设置上，将价值塑造、知识传授和能力培养三者融为一体，有机融合，落实大学英语口语这门通识必修课立德树人的根本任务。

**知识目标：**通过本课程教学，学生能够基本掌握各单元的词汇、语法知识，能够听懂课本及课外同等难度的听力内容，并能在口语表达中运用这些内容；将政治认同、家国情怀、文化素养、宪法法制意识、道德修养等话题嵌入单元主题，学生运用相关词汇及表达讲好中国故事，传播好中国声音。

### 能力目标：

（1）能就日常生活话题或熟悉的社会热点问题发表意见或与他人交流，表达清楚、有层次、有条理。

（2）能经过准备，就与自己专业相关的话题简短地发表个人见解。

（3）能就日常生活事宜，如商务、旅游、购物等进行有效的口头交流或协商。

能就社会热点问题或专业领域内熟悉的话题与他人展开讨论，对他人的发言、插画等做出恰当的反应和评论。

（4）能就与社会文化和学习相关的指定话题发表有一定深度的个人见解，语言丰富、表达流畅、思路清晰。

**注：**以上能力目标根据教育部《中国英语能力等级量表》中的口头表达能力总表进行等级匹配，大学阶段口语匹配五级和六级能力指标。

**素质目标：**本课程将素质目标嵌于知识传授和能力培养之中，帮助学生塑造正确的世界观、人生观、价值观，潜移默化地向学生推进习近平新时代中国特色社会主义思想，培育和践行社会主义核心价值观，加强中华优秀传统文化的教育，深化职业理想和职业道德教育，让学生树立高远的人生目标，达到“立德树人”的教学目的。

## 2. 教学目标列表

目标内容	能力指标	能力具体描述	掌握程度
理论知识	1.2.1 扎实的英语语言基础，实际运用语言的能力	1) 能够基本掌握各单元的词汇、语法知识，能够听懂课本及课外同等难度的听力内容，并能在口语表达中运用这些内容； 2) 能够掌握嵌入单元主题的思政话题的词语和相关表达，并能运用相关词汇及表达讲好中国故事，传播好中国声音。	记忆/运用
专业技能	4.1.2 交流内容的构建	1) 能使用简练、准确的语言，表达清楚、有层次、有条理； 2) 能就社会热点等问题做出恰当的反应和评论； 3) 能够理解跨文化的交流。	理解/分析
	4.1.6 口头表达和人际交流	1) 能够正确使用语言沟通、评论，表达流畅、思路清晰； 2) 能应用适当的非语言交流方式协助口头交流。	运用/创造
个人素质	7.3.2 坚持中国特色社会主义共同理想和以爱国主义为核心的民族精神	1) 深刻理解习近平新时代中国特色社会主义思想和社会注意核心价值观； 2) 深化家国情怀、法制意识、社会责任、文化自信、人文情怀、工匠精神的认识； 3) 讲好中国故事，传播中国声音。	理解/运用

## 3. 教学目标与课程内容映射图

见教学大纲管理平台中《英语口语 I（一）课程培养目标与课程内容对应 Mapping 图》。

## 三、各单元教学内容及基本要求

### 第一单元 大学生的使命 （2 学时）

#### 1. 教学内容

## 1.1 Warm-up-The school system in Britain

1.1.1 Students understand British education system through reading a short passage.

1.1.2 Students discuss the questions on the textbook within groups.

## 1.2 Listening-A TV interview

1.2.1 Through listening, students can understand the education of foreign school and broaden their horizon.

1.2.2 While listening, students need to fill in the blanks with the expressions and sentences that they hear and thus improve their listening.

1.3 Functional devices-Talking about past experiences; Asking for opinions; Expressing opinions

1.4 Communication activities-Did you like your schoolteachers? / What should a primary schoolteacher look like?

## 2. 教学要求

### 2.1 理论知识

2.1.1 牢记本单元谈论过去经历、询问与表达观点的句型，并能灵活运用。

2.1.2 掌握与学校教育相关的单词和短语。

### 2.2 专业技能

2.2.1 能够用英语谈论自己的求学经历、自己的老师等。

2.2.2 能够使用谈论过去经历、询问与表达观点的句型进行对话。

2.2.3 提高听力理解能力和口语表达能力。

### 2.3 职业素养

2.3.1 培养社会主义建设者和接班人，培养新时代人才，凸显立德树人和社会主义核心价值观。

2.3.2 聚焦外语人的使命，讲好中国故事，传播中国声音。

## 3. 教学重点与难点

### 3.1 教学重点

3.1.1 掌握并熟练运用本单元与学校教育相关的词汇。

3.1.2 掌握并熟练运用谈论过去经历、询问与表达观点的句型，注意语法的准确性。

3.1.3 提高学生的听力理解能力与口语表达能力。

### 3.2 教学难点

学生谈论过去的经历时，准确使用一般过去时。

## 第二单元 饮食习惯 （2 学时）

## 1. 教学内容

### 1.1 Listening-Leisurely dining

1.1.1 Through listening, students can understand some background knowledge about western dinner culture and master some vocabularies.

1.1.2 While listening, students need to fill in the blanks with the expressions and sentences that they hear and thus improve their listening.

### 1.2 Reading-Getting the sugar and fat out

1.2.1 Through reading, students can learn some tips of healthy diet.

1.2.2 After reading the passage, students discuss the questions in groups. Students will know the importance of physical health.

### 1.3 Communication activities-Ordering a meal; Talking about food

1.3.1 Students can improve their oral ability through practicing ordering a meal and discussing food in English.

1.3.2 Students finish the tasks within groups. In this way, their ability of cooperation will be enhanced.

## 2. 教学要求

### 2.1 理论知识

2.1.1 能够积累有关饮食、健康生活等方面的单词短语。

2.1.2 能够掌握点餐、评论食物的常用表达句式。

### 2.2 专业技能

2.2.1 能够清晰、准确地谈论饮食方面的话题。

2.2.2 能够完成点餐方面的听力训练，提高听力能力。

### 2.3 职业素养

2.3.1 通过介绍不同地域和民族的饮食文化，更好地理解人民对美好生活的向往

2.3.2 通过介绍世界粮食资源紧张的现状，培养学生珍惜资源、节约粮食的意识。通过口语练习和介绍世界粮食危机及资源紧张的现状，培养学生珍惜资源、节约粮食的意识

## 3. 教学重点与难点

### 3.1 教学重点

掌握并熟练运用本单元的常用词汇和重点句式。

### 3.2 教学难点

能够掌握表达满足感的句式。

## 第三单元 中国名人 （2 学时）

## 1. 教学内容

### 1.1 Listening-A person you admire

1.1.1 Through listening, students can understand some background knowledge about famous people and master some vocabularies.

1.1.2 While listening, students need to fill in the blanks with the expressions and sentences that they hear and thus improve their listening.

### 1.2 Reading-Famous people

1.2.1 Through reading, students can know some information about famous people.

1.2.2 After reading the passage, students discuss the questions in groups.

### 1.3 Communication activities-Introducing Zhong Nanshan

1.3.1 Students can improve their oral ability through practicing in English.

1.3.2 Students finish the tasks within groups. In this way, their ability of cooperation will be enhanced.

## 2. 教学要求

### 2.1 理论知识

2.1.1 能够积累描述名人性格品质方面的单词短语。

2.1.2 能够掌握讨论名人生平事迹的常用表达句式。

### 2.2 专业技能

2.2.1 能够用英语描述自己喜欢的中国名人并阐述理由。

2.2.2 能够使用谈论名人事迹、询问与表达观点的句型进行对话。

### 2.3 职业素养

2.3.1 引导学生树立起对民族英雄及其高尚精神的敬仰崇拜。

2.3.2 引导学生学习民族精英的优秀品质，树立正确积极的价值观和远大理想，增强民族文化自信。

2.3.3 通过共同完成口语任务，提升学生的团队合作能力。

## 3. 教学重点与难点

### 3.1 教学重点

3.1.1 掌握并熟练运用本单元描述名人性格品质的相关词汇。

3.1.2 掌握并熟练运用描述名人生平、表达自身观点的句型，注意语法的准确性。

3.1.3 引导学生摒弃对低俗文化及庸俗价值观的盲目崇拜，并加强对优秀民族精神及民族英雄人物的敬仰。

### 3.2 教学难点

学生描述人物生平时，要求有一定的词汇丰富性。

#### 第四单元 中国风光 （2 学时）

##### 1. 教学内容

###### 1.1 Listening—At the travel agency

1.1.1 Students can grasp some important words about traveling as well as some expressions.

1.1.2 While listening, students need to fill in the blanks with the expressions and sentences that they hear and thus improve their listening.

###### 1.2 Reading—There are two Washingtons in the United States

1.2.1 Through reading, students can understand some geographical knowledge about America.

1.2.2 After reading, students discuss the questions in groups. In this way, their problem-solving ability will be enhanced.

###### 1.3 Communication activities—At the travel agency; Sightseeing in Beijing

##### 2. 教学要求

###### 2.1 理论知识

2.1.1 能够积累有关旅游景点、旅游相关准备方面的单词短语。

2.1.2 能够掌握咨询、介绍旅游景点的常用表达句式。

###### 2.2 专业技能

2.2.1 能够清晰、准确地谈论旅游方面的话题。

2.2.2 能够完成旅游方面的听力训练，提高听力。

###### 2.3 职业素养

2.3.1 通过介绍中国的著名旅游景点，进行爱国主义教育，激发学生的爱国主义情怀。

2.3.2 通过共同完成口语任务，培养学生的团队精神。

##### 3. 教学重点与难点

###### 3.1 教学重点

掌握并熟练运用本单元的常用词汇和重点句式。

###### 3.2 教学难点

能够掌握情态动词在口语中的基本用法。

#### 第五单元 健康生活 （2 学时）

##### 1. 教学内容

###### 1.1 Listening—Aches and pains

1.1.1 While listening, students need to fill in the blanks with the expressions and sentences that they hear and thus improve their listening.

1.1.2 Through listening, students can know some information about health.

## 1.2 Video-watching and discussion

1.2.1 Watching the video about the battle with COVID-19, students will discuss questions such as “How can we control the disease in such a short time?” “What do you want to say to these medical staff?”.

1.2.2 After that, students discuss tips and suggestions about how to protect ourselves and others during the pandemic.

## 1.3 Communication activities-Seeing a doctor; Visiting a patient

## 2. 教学要求

### 2.1 理论知识

2.1.1 能够积累疾病方面的单词短语。

2.1.2 能够掌握描述、询问、提供建议、问候他人等的常用表达句式。

### 2.2 专业技能

2.2.1 能够用英语完成看医生、看望病人、提供健康建议等的口语对话。

2.2.2 能够完成课本上的听力训练，提高听力能力和练习的正确率。

### 2.3 职业素养

2.3.1 通过本单元的学习，能够让学生对疾病的防控知识有进一步了解，从而他们会更加关注身心健康，选择正确的生活方式。

2.3.2 结合时事讲解，使得学生进一步认识到我国医护人员在抗击疫情中做出的伟大贡献，激发学生的爱国主义热情与社会责任感。

## 3. 教学重点与难点

### 3.1 教学重点

3.1.1 掌握并熟练运用本单元的常用词汇和重点句式。

3.1.2 掌握与新冠疫情相关的实事热词及基本的个人防护措施。

### 3.2 教学难点

能够掌握描述、询问、提供建议、问候他人等的常用表达句式。

## 第六单元 媒体舆论 （2 学时）

### 1. 教学内容

#### 1.1 Listening-How should news be reported?

1.1.1 While listening, students need to fill in the blanks with the expressions and

sentences that they hear and thus improve their listening.

1.1.2 Through listening, students can understand the subjectivity and uncertain trustworthiness of news reporting.

### 1.2 Reading-The media

1.2.1 Through reading, students can learn knowledge about the functions of the media.

1.2.2 After reading, students discuss the questions in groups and review the passage. In this way, students' problem-solving skill will be improved.

1.3 Communication activities-Describe a media platform you trust; The objectivity and subjectivity of media

1.3.1 Students will take part in oral activities such as discussion and investigation.

1.3.2 Students finish the oral tasks in groups. In this way, their team spirit will be enhanced.

1.3.3 The teacher concludes that no media sources can be entirely objective and students should be aware of the fact. Students shall not believe and follow certain news or information from any media platform and must distinguish fake news from reliable sources.

## 2. 教学要求

### 2.1 理论知识

2.1.1 能够积累电脑知识方面的单词短语。

2.1.2 能够掌握求助、调查、约定等的常用表达句式。

### 2.2 专业技能

2.2.1 能够清晰、准确地用英语向他人求助、进行社会调查等。

2.2.2 能够完成课本上的听力训练，提高听力能力和练习的正确率。

### 2.3 职业素养

2.3.1 让学生意识到媒体的一定不客观性及舆论的导向性。

2.3.2 通过共同完成口语任务，培养学生的团队精神。

2.3.3 加强学生的思想建设，宣传社会主义法制思想，弘扬社会主义核心价值观。让学生学会甄别和判断消息的来源及可信度，不要盲目相信不实消息、虚假消息，杜绝不良消息的消极影响，树立良好的价值观。

## 3. 教学重点与难点

### 3.1 教学重点

掌握并熟练运用本单元的常用词汇和重点句式。

### 3.2 教学难点

能够掌握讨论媒体舆论与表达个人观点等的常用表达句式。

## **第七单元 Course presentation + Comments （2 学时）**

### **1. 教学内容**

1.1 Students do course presentations within groups. Every group chooses one topic among the seven teaching units on the textbook and makes a course presentation using PPT slides.

1.2 The teacher makes comments to every group.

### **2. 教学要求**

#### **2.1 理论知识**

2.1.1 学生能够运用所学知识就所学话题表达自己的观点。

2.1.2 能基本理解英语演讲文稿和 PPT 制作规范。

#### **2.2 专业技能**

2.2.1 语言比较流畅、风格基本适当。

2.2.2 课程汇报的 PPT 逻辑比较清晰、内容比较全面，无重大词汇语法错误。

#### **2.3 职业素养**

课程汇报基本能够展示跨文化的交流。

### **3. 教学重点与难点**

#### **3.1 教学重点**

课程汇报的准确性

#### **3.2 教学难点**

课程汇报的得体性

## **第八单元 Final examination （2 学时）**

### **1. 教学内容**

Students take part in the final examination. The examination includes three parts: reading a passage, answering questions, pair work.

### **2. 教学要求**

#### **2.1 理论知识**

2.1.1 学生能够具备考试必备的词汇量。

2.1.2 学生能够掌握基本的语法规则并能熟练运用。

#### **2.2 专业技能**

2.2.1 发音较为标准清晰。

2.2.2 口语表达较为流利。

## 2.3 职业素养

2.3.1 具备较好的互动交流能力。

## 3. 教学重点与难点

### 3.1 教学重点

发音、词汇语法的准确性

### 3.2 教学难点

口语交流的得体性

## 四、 实践教学项目表

无

## 五、 教学方法

为达到教学要求所采用的教学方法如下：

1. 基于 T-C 教育理念，以“任务为导向”组织教学，通过任务驱动，将中国英语能力等级量表中口头表达能力的六级指标引入教学过程中，具体包含口头描述、口头叙述、口头说明、口头指示、口头论述、口头互动六个表达能力，规划、执行、评估与补救三个表达策略，切实有效地提升学生口语能力。

2. 课堂讲授采取“问题解决”、以能力为本位和以实用为目标的综合性原则，采用构建真实语境驱动的教学模式，运用现代教育技术，提高学生的课堂参与度和积极性；通过语境引导学生去运用语言，并最终提升口语表达和交际能力。

3. 采用翻转课堂的教学方法，以及 PBL 教学方法（以问题为导向的教学方法），加强职业能力的训练，运用启发引导、任务引领、问题导向、分组讨论、协同教学等多种互动式教学方法，完成课程教学任务。非外语类、非艺术类大二年级本科学生英语基础较为扎实，口语学习的热情较高，多种互动式教学方法的应用能够有效增强学生的积极性、提高口语教学效果。

在教学过程中，教师通过案例、话题等进行有效引导，潜移默化、润物无声地对学生进行思想政治教育。

## 六、 教学资源

### 1. 参考教材

《新世纪英语口语教程（修订版 2：差异与理解）》，李华东、栾著主编，北京：外语教学与研究出版社，9787513538084，2014 年 1 月

《大学体验英语口语教程 1》，黄丽君、王茜主编，北京：高等教育出版社，9787040312386，2010 年 11 月

《新视野大学英语 3：听说教程》，郑树棠主编，北京：外语教学与研究出版社，9787560073057，2017 年 7 月

## 2. 参考资料

《新视野大学英语（第三版）1（思政智慧版）》，郑树棠主编，北京：外语教学与研究出版社，9787521316988，2020 年 7 月，国家级规划教材

中国大学 MOOC《大学英语（口语）》 <http://www.icourse163.org/course/NUDT-1001615004>

<http://dictionary.cambridge.org/>

<http://dictionary.reference.com/>

[www.baidu.com](http://www.baidu.com)

[www.wikipedia.org](http://www.wikipedia.org);

英语流利说

英语趣配音

口语侠

BBC 网站 <http://www.bbc.co.uk/>

旺旺英语 [www.wwenglish.com](http://www.wwenglish.com)

沪江英语 <http://www.hjenglish.com/subject/tem/>

## 七、课程考核

### 1. 课程考核内容及总体安排

类别	考核项目	考核次数及主要标准	考核时间安排	具体安排	所占权重
形成性考核	考勤扣分	学生按时上课不扣分；迟到、早退、事假、病假一次扣 1 分，旷课一次扣 2 分	第 1-16 周	单 双 周	倒扣分
	课堂表现	每名同学每节课必须回答问题，要求用词恰当，表达准确、思维清晰	第 1-12 周		10%
	单元项目	每学期至少提交 5 次单元项目	第 1-12 周		20%
	蓝墨云经验值	完成与课程有关的课下自主学习	第 1-16 周		5%

	课程汇报	1) 学生以小组为单位, 围绕“大学生的使命、饮食习惯、中国名人、中国风光、健康防疫、媒体舆论”六个课程思政主题, 制作 PPT, 在课堂上进行英语汇报; 2) 要求价值观正确、逻辑思维清晰、主题理解深刻、英语表达准确;	第 13-14 周	教 学	15%
终结性考核	短文朗读、 迷你演讲“我讲中国故事”	1) 朗读短文: 语言流利、语音标准、语调正确; 2) 迷你演讲: 价值观正确、语言流畅、语音标准、用词丰富、语法正确;	第 15-16 周		50%

## 2. 终结性考核安排

### 试卷考核安排

课程性质	<input checked="" type="checkbox"/> 必修课 <input type="checkbox"/> 选修课	考试时长	3-4 分钟/人
组织形式	<input type="checkbox"/> 学院统一组织 <input checked="" type="checkbox"/> 系部组织	试卷满分	百分制
考核方式	<input type="checkbox"/> 闭卷 <input checked="" type="checkbox"/> 开卷 <input type="checkbox"/> 机考 <input checked="" type="checkbox"/> 口试 <input type="checkbox"/> _____		
重点考核知识	1. 各单元基础词汇、句型、语法及各单元课程思政的词汇; 2. 口语表达的语音语调及流畅度; 3. 价值观正确; 4. 各单元思政主题的理解及个人思想的准确表达.	教学大纲覆盖率	不低于 85%
试题类型	<input type="checkbox"/> 选择题 <input type="checkbox"/> 填空题 <input type="checkbox"/> 判断题 <input type="checkbox"/> 简答题 <input type="checkbox"/> 计算题 <input type="checkbox"/> 论述题 <input checked="" type="checkbox"/> 短文朗读 <input checked="" type="checkbox"/> 迷你演讲		

## 3. 大纲管理

大纲（模版）版本号：V3.2

大纲制定人签字：李跃壁

制定日期：2019 年 8 月 23 日

团队审核人签字：孟雯

审核日期：2019 年 8 月 24 日

系部负责人签字：张建华

审核日期：2019 年 8 月 25 日

## 《英语口语 I（一）》课程教案

专业教育 管理团队	公共外语教育教学管理团队		
课程性质	通 识 课 <input checked="" type="checkbox"/> 专 业 课 <input type="checkbox"/> 必 修 课 <input checked="" type="checkbox"/> 选 修 课 <input type="checkbox"/>		
年级专业	2019 级大数据、软件工程、计算机科学与技术、信息工程、网络工程、物联网工程、网络安全、信息管理与信息系统、财务管理、资产评估、电子商务、物流管理、人力资源管理、市场营销、工业设计、数字媒体技术专业（本科）		
学生层次	本科 <input checked="" type="checkbox"/> 专科 <input type="checkbox"/>	课程负责人	李跃壁
任课教师	孟雯 杨雪松 张婷婷 黄仲宇 万雨忆 苏雨蕾		
学时学分	总学时：16                  理论学时：16                  实践学时：0		
	总学分：1		
课外学习 安排	<ul style="list-style-type: none"> <li>● 分组讨论</li> <li>● 分组练习</li> <li>● 课后作业</li> <li>● 预习/复习</li> </ul>		
授课时间	2020-2021 学年第 1 学期第 1 周至第 16 周		
先修课程/ 项目	大学英语 I（一）、大学英语 I（二）		
后续课程/ 项目	英语口语 I（二）		
教学资源	<b>教材及参考资料：</b> 《新世纪英语口语教程（修订版 2：差异与理解）》，李华东、栾著主编，北京：外语教学与研究出版社，9787513538084，2014 年 1 月 《大学体验英语口语教程 1》，黄丽君、王茜主编，北京：高等教育出版社，9787040312386，2010 年 11 月 《新视野大学英语 3：听说教程》，郑树棠主编，北京：外语教学与研究出版社，9787560073057，2017 年 7 月 《新视野大学英语（第三版）1（思政智慧版）》，郑树棠主编，北京：外语教学与研究出版社，9787521316988，2020 年 7 月，国家级规划教材		
	<b>其他教学资源：</b> 1. 课程网站： 中 国 大 学 MOOC 《 大 学 英 语 （ 口 语 ） 》 <a href="http://www.icourse163.org/course/NUDT-1001615004">http://www.icourse163.org/course/NUDT-1001615004</a> 2. 网络词典： <a href="http://dictionary.cambridge.org/">http://dictionary.cambridge.org/</a>		



	<p><a href="http://dictionary.reference.com/">http://dictionary.reference.com/</a></p> <p>3. 背景知识网站:</p> <p><a href="http://www.baidu.com">www.baidu.com</a></p> <p><a href="http://www.wikipedia.org">www.wikipedia.org</a>;</p> <p>4.英语口语学习手机 APP</p> <p>英语流利说</p> <p>英语趣配音</p> <p>口语侠</p> <p>5. 英语学习网站</p> <p>BBC 网站 <a href="http://www.bbc.co.uk/">http://www.bbc.co.uk/</a></p> <p>旺旺英语 <a href="http://www.wwenglish.com">www.wwenglish.com</a></p> <p>沪江英语 <a href="http://www.hjenglish.com/subject/tem/">http://www.hjenglish.com/subject/tem/</a></p>
教学环境	上课要求是多媒体教室，要求能连接校内网，投影仪与话筒正常使用，电脑可以播放听力文件。



## 单元教案首页

单元	CU(1)	学时	2	周次	第 1-2 教学周
教学环境设计		多媒体网络教室配有音箱和投影仪			
单元名称	大学生的使命		项目名称 (级别)	无	
教学目标	理论知识	1) 牢记本单元谈论过去经历、询问与表达观点的句型，并能灵活运用。 2) 掌握与学校教育相关的单词和短语。			
	专业技能	1) 能够用英语谈论自己的求学经历、自己的老师等。 2) 能够使用谈论过去经历、询问与表达观点的句型进行对话。 3) 提高听力理解能力和口语表达能力。			
	个人素质	1) 培养社会主义建设者和接班人，培养新时代人才，凸显立德树人和社会主义核心价值观。 2) 聚焦外语人的使命，讲好中国故事，传播中国声音。			
教学重点难点	教学重点： 1) 掌握并熟练运用本单元与学校教育相关的词汇。 2) 掌握并熟练运用谈论过去经历、询问与表达观点的句型，注意语法的准确性。 3) 提高学生的听力理解能力与口语表达能力。 教学难点： 学生谈论过去的经历时，准确使用一般过去时。				
教学方法手段媒介	教学方法：课堂部分主要采用讲授、练习和讨论法；课后部分主要采用合作学习、练习法等教学法。 教学媒介：以教科书为主，同时辅以多媒体演示和板书，提供一些课外视频、音频等学习资源。				
教学组织方式	1.讲评——课本听力练习、视频教学 2.互动——主题的导入、句型的练习、交际对话的应用 3.讲授——课文中涉及到的词汇语法要点 4 小组讨论——以小组为单位完成课堂练习				



# 教 学 设 计

## 【教学进程安排】

主要内容		教学组织实施方式	时间分配		课次
			课上	课下	
Starting point		The teacher introduces the basic information of the course.	15min		Lesson One
Warm-up and Listening	Warm-up	The teacher leads students to think and discuss questions.	15min		
	Listening	The teacher leads students to finish the tasks.	15min		
Starting point		The teacher reviews what students have learned last lesson.	5min		Lesson Two
Functional Devices and Communication Activities	Functional Devices	The teacher introduces the sentence patterns and encourages students to use them.	15min		
	Communication Activities	The teacher guides students to work in pairs and finish two activities.	20min		
Conclusion		The teacher concludes what students have learned and gives students assignments.	5min		
Unit task		Collaborative study		45min	
Total			90min	45min	

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## 一、课程介绍（15min）

The teacher introduces the basic information of the course, for example, the teaching plan, teaching contents, assessment and examination etc.

## 二、思政内容导入（15min）

1. Read and translate two famous quotes about education. Students are asked to work in pairs and share their understanding about these quotes. The teacher tells students some moral issues.

2. The teacher tell students some moral issues.

The teacher asks students questions: Why do we go to school? What can we get from education? Students discuss and answer the questions, then the teacher needs to clarify the importance of education and encourage students to cherish and make full use of their college life.

## 三、主要内容设计

### Lesson 1

#### Step 1 Listening (15min)

1) Before Listening

◆ Briefly look through the conversation text and grab the gist of it.

2) While Listening

◆ Students listen to the recording three times. For the first time, listen and get the general idea. For the second time, fill in the blanks with the exact words they hear from the recording. For the third time, check the answers.

2) After Listening

◆ Conclusion: The teacher explains words and sentences that students may not understand.

### Lesson 2

#### Step 1 Starting Point (5min)

The teacher reviews what students have learned last lesson.

#### Step 2 Functional Devices (15min)

The teacher introduces the sentence patterns and encourages students to use them.

1) Talking about past experiences

How did you feel when……?



What were you doing while……?

That was when I was……years old.

As far as I can remember……

I remember it very clearly……

Oh, that takes me back to……

I'm not sure if I can remember very clearly, but……

I'll never forget the time I……

Well, as I remember it……

2) Asking for opinions

What's your opinion on……?

Can you explain your opinion in detail?

What exactly are you trying to tell me?

3) Expressing opinions

Personally, I think/believe……

In my opinion……

If you want my opinion, ……

If you ask me……

As far as I am concerned……

I sometimes think that……

The point is……

Don't you agree that……?

As I see it……

I'd like to point out that……

**Step 3 Communication Activities (20min)**

1. Did you like your schoolteachers?

**Step 1**

Students work in pairs. Look at the caricature on page 11 and discuss the questions.

1) What does the teacher look like? Does she look strict and serious, or friendly and kind?

2) What is she instructing her students?



- 3) If you were one of her students, would you like to go to her class? Why or why not?

### Step 2

Students recall their school life in younger days with partners.

- 1) Did you enjoy being at school? Why or why not?
  - 2) What did your schoolteachers require you to do in class?
  - 3) What didn't your schoolteachers allow you to do in class?
  - 4) What were your impressions of those teachers?
  - 5) If you were a schoolteacher, what impression would you want to leave on your students? How would you achieve that purpose?
2. Who is your favorite schoolteacher?

Students are asked to describe their favorite teacher and how the teacher influenced students.

Students can draw on some words and expressions from the previous activities. In the end, the teacher needs to make feedback and summary.

### 3. Moral Education (思政教育)

The teacher concludes that students should learn the good qualities from their teachers and be respectful to their teachers.

### 【归纳总结】(3min)

1. Some words and expressions related to school teaching. The sentence patterns related to talking about past experiences, asking for opinions and expressing opinions.

2. Some tips on listening and speaking.

### 3. Moral Education (思政教育)

The teacher inspires students to work hard and become the qualified constructors of socialist undertakings in the future.

### 【课外学习要求】(2min)

1. Students work in groups. Every group makes an English poster.

The topic of the poster: "My Campus Life".



## 单元教案首页

单元	CU(2)	学时	2	周次	第 3-4 周
教学环境设计		多媒体网络教室配有音箱和投影仪			
单元名称	饮食习惯		项目名称 (级别)	无	
教学目标	理论知识	1) 掌握本单元有关食物的词汇和表达, 并且能灵活运用; 2) 熟练运用关于食物的常用表达进行英语口语对话训练。			
	专业技能	1) 能够用英语谈论健康食物对于人体机能的影响; 2) 能够利用单元所学的有关如何点餐, 如何表达满意或不满, 如何谈论食物等句型进行对话; 3) 提高英语听力理解、阅读能力和口语表达能力。			
	个人素质	1) 通过介绍不同地域和民族的饮食文化, 更好地理解人民对美好生活的向往; 2) 通过介绍世界粮食资源紧张的现状, 培养学生珍惜资源、节约粮食的意识。通过口语练习和介绍世界粮食危机及资源紧张的现状, 培养学生珍惜资源、节约粮食的意识。			
教学重点难点	重点: 1) 掌握并熟练运用本单元有关食物的词汇或句型; 2) 掌握并熟练运用常用句式, 注意语法的准确性; 3) 掌握英语交际技巧, 提高学生的口语表达能力。 难点: 通过学习本单元, 使学生能自如地谈论食物相关话题, 如健康饮食习惯等。				
教学方法手段媒介	教学方法: 课堂部分主要采用讲授、练习和讨论法; 课后部分主要采用合作学习、练习法等教学法。 教学媒介: 以教科书为主, 同时辅以多媒体演示和板书, 提供一些课外视频、音频等学习资源。				
教学组织方式	1.讲评——课本听力练习、视频教学 2.互动——主题的导入、句型的练习、交际对话的应用 3.讲授——课文中涉及到的词汇语法要点、与健康饮食相关的知识 4 小组讨论——以小组为单位完成课堂练习				



# 教 学 设 计

【教学进程安排】					注 释 及 备 注	
主要内容		教学组织实施方式	时间分配			课次
			课上	课下		
Starting point		Lead in some famous quotes.	5min		Lesson One	
Warm-up, Listening and Reading	Warm-up	The teacher leads students to discuss the questions.	10min			
	Listening	The teacher leads students to finish the tasks.	15min			
	Reading	Students read the passage by themselves and finish the tasks by themselves.	15min			
Starting point		The teacher reviews what students have learned last class.	5min		Lesson Two	
Reading and Communication Activities	Functional Devices	The teacher introduces the sentence patterns and encourage students to use them.	15min			
	Communication Activities	Students finish tasks required in pairs. The teacher concludes and introduces food shortage and energy crisis, with the aim of raising students' attention.	20min			
Conclusion		The teacher concludes what students have learned and gives students assignments.	5min			



Unit task	Collaborative study		45min		
Total		90min	45min		

### 一、课外学习讲评

Check the learning task assigned on Mosoteach.

### 二、思政内容导入 (5 min)

1. Briefly introduce the major learning content and tasks of this unit.

2. Moral Education

Lead in the following famous quotes and inspire students to cherish food.

*One man's meat is another man's poison, and one man's poison is another man's meat.*

— Aesop (c. 6th century B.C.), legendary Greek fabulist

*The best sauce in the world is hunger.*

— Miguel de Cervantes (1547-1616), Spanish novelist, poet, and playwright

### 三、主要内容设计

#### Lesson 1

#### Step 1 Warm-up (10 min)

##### 1. Questions and Answers

Ask students to work in pairs and answer the questions below.

- 1) What is the most nutritious food in your mind?
- 2) What do you have for your three meals? What is your improvement?

Breakfast	Lunch	Dinner	Improvement

##### 2. Reading practice

Ask students to read the passage on page 58 in about 5 minutes and discuss with their partners the questions after it:

- 1) What does “organic food” mean in the passage?



2) Why do people in Europe turn to health food?

3) Is there any change in people's attitude to organic food in China? If yes, what do you think are the possible reasons?

### 3. Video watching: Organic food is better than conventional food?

Watch the video first and then ask students to share with others their opinions about the question "Is organic food better than conventional food".

## Step 2 Listening (15 min)

### 1. While Listening

Students need to listen to the recording three times. For the first time, listen and get the general idea. For the second time, fill in the blanks with the exact words you hear from the recording. For the third time, check the answers.

### 2. After Listening

1) Pick some students to tell others their answers.

Key: ① A table for four, please

② Should I have

③ I'll try

④ What's good

⑤ I'd like

⑥ leave a tip

2) Ask two students to read the dialogue in front of the class.

3) Conclude some knowledge points and listening skills.

## Step 3 Reading (15 min)

### 1. Before reading

#### 1) Lead-in

Ask students to talk about the following questions: Do you like eating fat and sugar? Why or why not? What kinds of food are high in fat & sugar?

#### 2) Vocabulary learning

excessive: adj. 过量的

tooth decay: n. 蛀牙

obesity: n. 肥胖症

stroke: n. 中风

substitute: n. 代替品

compounds: n. 混合物



decline: v. 下降

## 2. While Reading

Give students about 8 minutes to read the passage *Getting the sugar and fat out*.

## 3. After Reading

1) Work in pairs and answer the questions:

- ① What problems can excessive calories from sugar and fat lead to?
- ② Who should limit their sugar intake and fat intake according to the passage?
- ③ Can sugar substitutes lead to a decline in people's sugar consumption? Why or why not?

2) Work in group and discuss the questions:

- ① What do you think is the ideal diet for people who want to lose weight?
- ② What do you think of your daily sugar intake and fat intake?

## Lesson 2

### Step 1 Starting point (5 min)

Briefly recall what we have learned in lesson 1 and tell students what they are going to learn next.

The teacher provides students with some words and expressions related to saving food.

### Step 2 Functional Devices (15 min)

1. Ordering a meal

*I'll have...*

*What's special for today?*

*I'd like...*

*Do you have any...?*

*I'll try...*

*What soup do you have?*

*We are not sure about what to eat. Do you have any suggestions?*

2. Expressing satisfaction

*Everything was wonderful.*

*The sweet and sour sauce is good.*

*It couldn't have been better.*

*This filling is really tasty.*

*This salad looks just right for a hot day.*

*Everything is so delicious.*

*This duck suits my taste.*

3. Talking about food

1) Sentence patterns:

*What Chinese food strikes me most is its varieties and delicacy.*

*I've had more than enough. Besides, I think it's fattening.*

2) Example: Sichuan cuisines

Ask students to talk about the features and cooking technique of Sichuan cuisines, and recommended Sichuan food as well as reasons to choose it.



Moral Education (思政教育):

After introducing Sichuan cuisines, the teacher leads students to think about Chinese people's passion towards food and life.

### Step 3 Communication activities (20 min)

#### 1. Ordering a meal

Work in pairs. One of you acts as a waiter and the other acts as a guest.

*Waiter:*

- 1) *ask what food the guest wants and how she would like the food to be cooked;*
- 2) *ask the guest to pay the bill, and finally ask her opinion on the dishes and the service after the meal.*

*Guest:*

- 1) *ask information about the food;*
- 2) *order your meal;*
- 3) *pay the bill and express your satisfaction.*

#### 2. How is your favorite food cooked?

All the students in your class are having a dinner party in which each has cooked his/her favorite food to share with the class. (If you have never cooked before, you'd better learn to cook something before this activity.) During the dinner, each one seems to like your food and would like to know how it is made. Of course, you wouldn't mind telling this. You may refer to the materials, flavorings, kitchen utensils, and procedures listed in the chart on page 66-67.

#### 3. World food shortage and energy crisis

Moral Education (思政教育):

◆ The teacher offers a brief introduction on food shortage and energy crisis all over the world and asks students' opinions on this.

◆ Students give their opinions on the crisis and how to overcome the challenges.

◆ The teacher concludes and raise students' attention on the issue.

### 【归纳总结】(3 min)

1. Review the words, expressions and sentence patterns related to ordering meals and food.
2. Conclude some tips in listening, reading and speaking practice.

### 【课外学习要求】(2min)

Assignment: Writing — How is my favorite food cooked?

Write down how your favorite food is cooked in about 150 words according to Communication Activity we have done in class. (WORD document)



## 单元教案首页

单元	CU(3)	学时	2	周次	第 5-6 教学周
教学环境设计		多媒体网络教室配有音箱和投影仪			
单元名称	中国名人		项目名称 (级别)	无	
教学目标	理论知识	1) 掌握描述名人性格品质的相关单词和短语。 2) 牢记描述名人生平事迹及表达自我观点的句型，并能灵活运用。			
	专业技能	1) 能够用英语描述自己喜欢的名人并阐述理由。 2) 能够使用谈论名人事迹、询问与表达观点的句型进行对话。 3) 提高听力理解能力和口语表达能力。			
	个人素质	1)引导学生树立起对民族英雄及其高尚精神的敬仰崇拜。 2)引导学生学习民族精英的优秀品质，树立正确积极的价值观和远大理想，增强民族文化自信。 3)通过共同完成口语任务，提升学生的团队合作能力。			
教学重点难点	教学重点： 1) 掌握并熟练运用本单元描述名人性格品质的相关词汇。 2) 掌握并熟练运用描述名人生平、表达自身观点的句型，注意语法的准确性。 3) 引导学生摒弃对低俗文化及庸俗价值观的盲目崇拜，并加强对优秀民族精神及民族英雄人物的敬仰。 教学难点： 1) 学生描述人物生平时，要求有一定的词汇丰富性。				
教学方法手段媒介	教学方法：课堂部分主要采用讲授、练习和讨论法；课后部分主要采用合作学习、练习法等教学法。 教学媒介：以教科书为主，同时辅以多媒体演示和板书，提供一些课外视频、音频等学习资源				
教学组织方式	1.讲评——课本听力练习、视频教学 2.互动——话题以及思政内容的导入、句型的练习、交际对话的应用 3.讲授——课文中涉及到的词汇语法要点 4 小组讨论——以小组为单位完成课堂讨论				



# 教 学 设 计

## 【教学进程安排】

主要内容		教学组织实施方式	时间分配		课次
			课上	课下	
Starting point		Lead in some famous quotes. Students share their ideas.	10min		Lesson One
Listening	Warm-up	The teacher leads students to discuss the questions.	15min		
	Listening	The teacher leads students to finish the listening tasks.	20min		
Starting point		The teacher reviews what students have learned last class.	5min		Lesson Two
Functional devices and communication activities	Functional devices	Students learn sentence patterns about describing a person	15min		
	Communication activities	the teacher guides students to do mini-speeches in class.	20min		
Conclusion		The teacher concludes what students have learned and gives assignments.	5min		
Unit task		Collaborative study		45min	
Total			90min	45min	

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## Lesson 1

### Step 1 Starting point (10min)

1. Lead in with the following famous quote. Ask students to read and understand the meaning of the sentence.

◆ There never was a truly great man that was not at the same time truly virtuous.

——Benjamin Franklin (1706—1790), American author, scientist, and statesman

### 2. Moral education

Lead students to learn that virtuous quality can truly make a person great.

### Step 2 Warm up (15min)

1. Make students work in pairs and discuss the questions.

◆ In your opinion, which kind of people can be viewed as “people of significance”?

◆ Why people usually need a role model?

### 2. Moral education (思政教育)

Lead students to understand that famous people, usually as the role model of the whole society, should spread positive values to the public, encourage people to create a better life and contribute to the human-beings.

### Step 3 Listening (20min)

#### 1. Before Listening

◆ Brainstorm: predict the gaps in the conversation

#### 2. While Listening

◆ Students listen to the recording three times. For the first time, listen and get the general idea. For the second time, fill in the blanks with the exact words they hear from the recording. For the third time, listen for more details.

#### 3. After Listening

◆ Check the answers

Key: 1) a person you admire                      2) fighting the disease

3) he started to waste no time              4) apply himself to his studies

5) has succeeded in                          6) than anyone had expected him to

7) to lead a fairly normal life              8) considers himself lucky



- ◆ Conclusion: The teacher explains words and sentences that students may not understand.

## Lesson 2

### Step 1 Starting Point (5min)

The teacher reviews what students have learned last lesson.

### Step 2 Functional Devices (10min)

The teacher introduces some phrases to describe a person's quality and students can add some other ideas, then practice making sentences with these phrases.

Eg: .....is a household name

A person of many talents

A self-made man/woman

Hard-earned success

Very generous/humble/modest

Has great willpower

Contribute a lot to charities

Has strong leadership skills

A forward-looking leader

An inspiring person

### Step 3 Communication Activities (25min)

#### 1. Lead-in: Can you guess who he is?

The teacher describes a person (Zhong Nanshan) and have students guess who he is.

- 4) He is an old man.
- 5) He is a medical expert.
- 6) He was awarded the Medal of the Republic(共和国勋章).



## 2. Discuss the question: What impresses you most about Zhong Nanshan?

- ◆ Have students work in pairs and discuss the question.
- ◆ Ask students to report their ideas to the class.

## 3. Can you describe another person who has made a great contribution to Chinese society?

The teacher asks students to briefly describe a famous Chinese that they admire. They should describe from the following aspects:

- ◆ Who is him/her?
- ◆ What makes him/her famous?
- ◆ What can you learn from him/her?

## Step 5 Conclusion (5min)

### 1. Moral Education (思政教育)

When it comes to the topic “famous people”, students usually think of superstars, like actors, singers, or sports stars. Though we can’t deny superstars’ hard work, there are still a group of people that even worth our respect. They are doctors, scientists, soldiers, scholars, etc., who contribute to the society in obscurity. So the teacher needs to remind students that we should learn from and worship these selfless people.

### 2. Give assignment

Students work in groups. Every group discuss the topic “How to deal with the relationship between fans and idols”.



## 单元教案首页

单元	CU(4)	学时	2	周次	第 7-8 教学周
教学环境设计		多媒体网络教室配有音箱和投影仪			
单元名称	中国风光		项目名称 (级别)	无	
教学目标	理论知识	1) 牢记本单元我国著名景点、旅游方面的词汇，并能灵活运用。 2) 熟练运用旅游方面常用表达进行英语口语对话。			
	专业技能	1) 能够用英语介绍一种交通工具的利与弊。 2) 能够用英语介绍我国的著名景点，提供具体的旅游信息、帮助等。 3) 提高听力理解能力和口语表达能力。			
	个人素质	1) 通过介绍著名旅游景点，对学生进行爱国主义教育，激发学生的爱国主义情怀。 2) 通过共同完成口语任务，培养学生的团队精神。			
教学重点难点	教学重点： 1) 掌握并熟练运用本单元与景点、旅游相关的词汇。 2) 提高学生的听力理解能力与口语表达能力。 3) 进行爱国主义教育，激发学生的爱国主义情怀。 教学难点： 1) 学生介绍旅游景点时，需要灵活使用一般现在时、一般过去时时态。 2) 了解并理解中西方文化差异，并进行讨论。				
教学方法手段媒介	教学方法：课堂部分主要采用讲授、练习和讨论法；课后部分主要采用合作学习、练习法等教学法。 教学媒介：以教科书为主，同时辅以多媒体演示和板书，提供一些课外视频、音频等学习资源。				
教学组织方式	1.讲评——课本听力练习、视频教学 2.互动——主题的导入、句型的练习、交际对话的应用 3.讲授——课文中涉及到的词汇语法要点 4 小组讨论——以小组为单位完成课堂练习				



# 教 学 设 计

## 【教学进程安排】

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主要内容		教学组织实施方式	时间分配		课次
			课上	课下	
Starting point		Lead in some famous quotes. Students share their ideas.	5min		Lesson One
Reading and Communication Activities	Warm-up	The teacher leads students to discuss the questions.	10min		
	Reading	Students read the passage by themselves and finish the tasks by themselves.	20min		
	Communication Activities	Students make discussions in groups.	10min		
Starting point		The teacher reviews what students have learned last class.	5min		Lesson Two
Listening and Communication Activities	Listening	Th teacher leads students to finish the tasks.	15min		
	Communication Activities	The teacher guides students to make some discussions.	20min		
Conclusion		The teacher concludes what students have learned and gives students assignments.	5min		
Unit task		Collaborative study		45min	
Total			90min	45min	



## Lesson 1

### Step 1 Starting point (5min)

1. Lead in the following famous quotes.

*Travel, in the younger sort, is a part of education; in the elder, a part of experience.*

——Francis Bacon (1561-1626), British philosopher

*The world is a book, and those who do not travel read only a page.*

——Saint Augustine of Canterbury (?-c. 604), Christian bishop

2. Briefly introduce the content of this unit. Answer students' questions.

### Step 2 Warm-up (10min)

1. Ask students to work in pairs and answer the questions.

- 1) Which would you prefer when traveling, a taxi or a bus? Why?
  - 2) Have you ever had any unpleasant experience of taking a taxi? If yes, share it with your partner.
- A case: Xi'an's taxi drivers refuse to take passengers

### 2. Moral Education (思政教育)

The teacher concludes the communication activity and discuss about the trustworthiness of media platforms: ensure that students are aware that media platforms are to some extent subjective and not to trust any kind of information they provide.

### Step 3 Reading (20min)

1. Read the following passage on P110 and discuss with your partner the questions after it.

- 1) What are other aspects a person should pay attention to when taking a taxi during a journey?
  - 2) Compare and contrast the major means of transportation. Which one do you think is the best?
- (You may refer to the additional information given in the WRITING section of this unit.)

Means of transportation	Speed	Fare	Comfort	Distance	Carbon emissions
Bicycle					
Bus					
Taxi					
Train					
Ship					
Plane					



## 2. Teach students some new words.

- flag: 旗形金属牌
- click: 发出咔哒声
- meter: 计价器
- baggage: 行李
- are entitled to tips: 有权获得小费

## 3. Watch the video: Cycling Tours in Xi'an

## 4. Moral Education (思政教育)

The teacher introduces the famous places of interest to students to provide with patriotism education and to arouse their patriotism.

### Step 4 Communication Activity (10min)

#### 1. Role Play

Practice the dialogue according to the role.

Traveler: Taxi, taxi.

Driver: Hello, madam. Where to?

Traveler: Could you please help me put my bags in the truck?

Driver: No problem. Get in now.

Traveler: Travel me to Hilton Hotel.

Driver: All right. Got it.

Traveler: Please drive slowly. I'd like to go around the city, if you don't mind.

Driver: I see.

## Lesson 2

### Step 1 Starting point (5min)

1. Review what have learned in lesson 1.

### Step 2 Listening (15min)

#### 1. Before Listening

- ◆ Brainstorm: What are the main functions of a travel agency?

#### 2. While Listening

Students listen to the recording three times. For the first time, listen and get the general idea. For the second time, fill in the blanks with the exact words they hear from the recording. For the third time, check the answers.

#### 3. After Listening

- Pick some students to tell others their answers.



- Ask two students to read the dialogue in front of teacher and other classmates.
- Conclude some listening skills.

### Step 3 Communication activities (20min)

#### 1. Give Instructions

Ask students to practice the second task “Sightseeing in Beijing” on page 116. Introduce the background information of this situation. Teach students some important words.

Great Wall

Fragrant Hill

Temple of Heaven

The Palace Museum

Yuanmingyuan

.....

#### 2. Work in pairs

◆ Students need to finish this task with their partners. Every two students work together. One student acts as Mr. Brown and the other acts as Li Ming, one of Mr. Brown’s friends.

#### 3. Students take turns

◆ Ask students to exchange their roles and practice again.

#### 4. Group Presentation

◆ Invite several groups to give presentations in front of the class.

#### 5. Watch the video

Watch the video: *The Great Wall*

### Step 4 Conclusion (5min)

#### Moral Education (思政教育)

After watching *the Great Wall* video, as well as through introduction of the Great Wall, Temple of Heaven, The Forbidden City, National Museum of China, Monument to the People’s Heroes etc., the teacher provides students with patriotism education and to arouse their patriotism.



## 单元教案首页

单元	CU(5)	学时	2	周次	第 9-10 教学周
教学环境设计		多媒体网络教室配有音箱和投影仪			
单元名称	健康防疫		项目名称 (级别)	无	
教学目标	理论知识	1)能够积累疾病方面的单词短语。 2)能够掌握描述、询问、提供建议、问候他人等的常用表达句式。			
	专业技能	1)能够用英语完成看医生、看望病人、提供健康建议等的口语对话。 2)能够完成课本上的听力训练，提高听力能力和练习的正确率。			
	个人素质	1)通过本单元的学习，能够让学生对疾病的知识有进一步了解，从而他们会更加关注身心健康，选择正确的生活方式。 2)结合时事讲解，使得学生进一步认识到我国医护人员在抗击疫情中做出的伟大贡献，激发学生的爱国主义热情与责任感。			
教学重点难点	<b>教学重点</b> 1) 掌握并熟练运用本单元关于描述疾病和生活方式的常用词汇和重点句式。 2) 掌握与新冠疫情相关的实事热词及基本的个人防护措施。 <b>教学难点</b> 能够掌握描述、询问、提供建议、问候他人等的常用表达句式。				
教学方法手段媒介	教学方法：课堂部分主要采用讲授、练习和讨论法；课后部分主要采用合作学习、练习法等教学法。 教学媒介：以教科书为主，同时辅以多媒体演示和板书，提供一些课外视频、音频等学习资源。				
教学组织方式	1.讲评——课本听力练习、视频教学 2.互动——主题的导入、句型的练习、交际对话的应用 3.讲授——课文中涉及到的词汇语法要点、与健康相关的知识 4 小组讨论——以小组为单位完成课堂练习				



# 教 学 设 计

## 【教学进程安排】

主要内容		教学组织实施方式	时间分配		课次
			课上	课下	
Starting point		Lead in some famous quotes.	5min		Lesson One
Warm-up, Listening and Reading	Listening	The teacher leads students to finish the tasks.	15min		
	Video-watching and discussion	Watch a video and answer questions	10min		
	Communication Activities	Students offer suggestions how to prevent COVID-19	15min		
Starting point		The teacher reviews what students have learned last class.	5min		Lesson Two
Reading and Communication Activities	Functional Devices	The teacher introduces the sentence patterns and encourage students to use them.	15min		
	Communication Activities	Students finish tasks required in pairs.	20min		
Conclusion		The teacher concludes what students have learned and gives students assignments.	5min		
Unit task		Collaborative study		45min	
Total			90min	45min	

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## Lesson 1

### Step 1 Starting point (5min)

1. Briefly introduce the major learning content and tasks of this unit.

2. Lead in the following famous quotes.

*What some call health, if purchased by perpetual anxiety about diet, isn't much better than tedious disease.*

— George D. Prentice (1802-1870), American newspaper editor

*Cheerfulness is the best promoter of health, and is as friendly to the mind as to the body.*

— Joseph Addison (1672-1719), English essayist, poet and dramatist

### Step 2 Listening: Aches and pains (15 min)

#### 1. Before Listening

◆ Brainstorm: What would you do if you get ill?

#### 2. While Listening

Students need to listen to the recording three times. For the first time, listen and get the general idea. For the second time, fill in the blanks with the exact words you hear from the recording. For the third time, check the answers.

#### 3. After Listening

◆ Pick some students to tell others their answers, check the answers and make feedback.

Key: 1) wash off your foot

2) some broken glass

3) with your bandage

4) different problems

5) the flu or some virus

6) a minimum amount of care

### Step 3 Video-watching and discussion (10min)

1. Watch a video clip about how Chinese medical staff go into battle with COVID-19(新冠病毒) and discuss questions in groups.

◆ How can we control the disease in such a short time?

◆ What do you want to say to these medical staff?

#### 2. Moral Education (思政教育)

Make students realize that medical staff really risk their lives to save others' lives. Only with their devotion, can we live a healthy and normal life quickly. Be grateful to them!



#### Step 4 Communication activity (15min)

##### 1. What can we do to prevent being infected by COVID-19?

- ◆ The teacher introduces some words about COVID-19.
- ◆ Ask students to work in groups to provide tips and suggestions about how to protect ourselves and others during the pandemic.

##### 2. Ask students to report their discussed answers and the teacher gives feedback.

##### 3. Moral Education (思政教育)

The teacher concludes that COVID-19 is a very dangerous virus, and we have paid a lot to control it. We need to cherish medical workers' hard work and be responsible to everybody's health. Learn more knowledge about it and avoid being infected.

### Lesson 2

#### Step 1 Starting point (5min)

Briefly recall what we have learned in lesson 1 and tell students what they are going to learn next.

#### Step 2 Functional Devices (15 min)

##### 1. Narrating one's illness

*I'm in pretty bad shape.*

*I don't feel good, Doctor?*

*I sometimes get dizzy after...*

*Well, there's something wrong with...*

*I don't have a good appetite.*

*It began yesterday.*

##### 2. Asking a patient about an illness

*What is wrong?*

*What is the matter with you, Ford?*

*What seems to be the trouble, Mr. Brown?*

*Have you been eating well? How is your appetite?*

*Do you have headaches?*

*Do you have any pains now and then?*

*How long have you had this problem?*

*When did your stomach start hurting?*

##### 3. Diagnosing and giving advice

*Let me take your blood pressure. You look anemic.*

*I am happy to say it's nothing serious.*



*It usually clears up in a few days.*

*I give you a prescription.*

*I think all you need is just a vacation.*

*Try to get outdoors more and get more rest.*

*I am giving you a diet plan.*

*After you get the medicine, take it as directed.*

#### **4. Visiting a patient**

*Hello Jerry, how do you feel today?*

*You look much better today.*

*Did you sleep well last night?*

*I believe you will be better in no time.*

*Hope you recover soon.*

*Don't worry. You will be well soon.*

### **Step 3 Communication activities (20 min)**

#### **1. Seeing a doctor**

Work in pairs. One of you acts as Wang Hua who is the patient and the other acts as Doctor Wilson, then make a conversation.

Wang Hua:

*When you see a doctor, you should tell him what is wrong with you and answer the questions raised by the doctor.*

Doctor Wilson:

*When the patient comes to see you, you should first ask her about her illness then diagnose and give her your advice.*

**2. Role play the conversation in the class and the teacher gives feedback.**

### **Step 4 Conclusion (5min)**

#### **1. Moral Education (思政教育)**

The teacher concludes that we should raise our awareness to keep fit and live a healthy life. Learn more knowledge of COVID-19 and protect yourself as well as the people around you. Most importantly, we really appreciate medical staff for their dedication!

**2. Assignment: Work in groups and give advice for a patient. Refer to page 155.**



## 单元教案首页

单元	CU(6)	学时	2	周次	第 11-12 教学周
教学环境设计		多媒体网络教室配有音箱和投影仪			
单元名称	媒体舆论		项目名称 (级别)	无	
教学目标	理论知识	1)牢记本单元谈论媒体舆论、具体平台的句型，并能灵活运用。 2)掌握与媒体舆论相关的单词和短语。			
	专业技能	1)能够用英语谈论自己常用的媒体平台等。 2)能够使用谈论媒体舆论与表达个人观点的句型进行对话。 3)提高听力理解能力和口语表达能力。			
	个人素质	1)让学生意识到媒体的一定不客观性及舆论的导向性。 2)通过共同完成口语任务，培养学生的团队精神。 3)加强学生的思想建设，宣传社会主义法制思想，弘扬社会主义核心价值观。让学生学会甄别和判断消息的来源及可信度，不要盲目相信不实消息、虚假消息，杜绝不良消息的消极影响，树立良好的价值观。			
教学重点难点	教学重点： 1)掌握并熟练运用本单元与媒体舆论相关的词汇。 2)掌握并熟练运用谈论媒体舆论与表达个人观点的句型，注意语法的准确性。 3)提高学生的听力理解能力与口语表达能力。 4)加强学生的思想建设，让学生认识到媒体的不客观性及舆论的导向性。 教学难点： 1)学生谈论媒体舆论时，需要灵活使用一般现在时、一般过去时时态。 2)正确使用特定句型来讨论媒体的不客观性，并准确表达自己的观点。				
教学方法手段媒介	教学方法：课堂部分主要采用讲授、练习和讨论法；课后部分主要采用合作学习、练习法等教学法。 教学媒介：以教科书为主，同时辅以多媒体演示和板书，提供一些课外视频、音频等学习资源。				



教学 组织 方式	<ol style="list-style-type: none"><li>1.讲评——课本听力练习、视频教学</li><li>2.互动——主题的导入、句型的练习、交际对话的应用</li><li>3.讲授——课文中涉及到的词汇语法要点</li><li>4.小组讨论——以小组为单位完成课堂练习</li></ol>
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# 教 学 设 计

【教学进程安排】					注释 及备 注	
主要内容		教学组织实施方式	时间分配			课次
			课上	课下		
Starting point		Lead in some famous quotes. Students share their ideas.	5min		Lesson One	
Reading and Communication Activities	Warm-up	The teacher leads students to discuss the questions.	10min			
	Reading	Students read the passage by themselves and finish the tasks by themselves.	15min			
	Communication Activities	Students make discussions in groups.	15min			
Starting point		The teacher reviews what students have learned last class.	5min		Lesson Two	
Listening and Communication Activities	Listening	Th teacher leads students to finish the tasks.	15min			
	Communication Activities	The teacher guides students to make some discussions.	20min			
Conclusion		The teacher concludes what students have learned and gives students assignments.	5min			
Unit task		Collaborative study		45min		
Total			90min	45min		
Lesson 1						



### Step 1 Starting point (5min)

1. Lead in the following famous quotes.

*The medium is the message.*

——Marshall McLuhan (1911-1980), Canadian educator

*Television is a medium of entertainment which permits millions of people to listen to the same joke at the same time, and yet remain lonesome.*

——T. S. Eliot (1888-1965), British poet

2. Briefly introduce the content of this unit. Answer students' questions.

### Step 2 Warm-up (10min)

1. Ask students to work in pairs and answer the questions.

- 1) Do you often acquire information from the media in your daily life? What kind of media are you using most?
- 2) What media sources do you trust most? Why?

### Step 3 Reading (15min)

1. Read the following passage on page 214 and discuss with your partner the questions after it.

- 1) What are the functions of the media mentioned in the passage?
- 2) How do you understand freedom of the press? Do you think the press should have freedom and how much should it have?

### Step 4 Communication Activity (15min)

1. Describe a media platform you trust. You should say:

- ◆ what it is.
- ◆ what kinds of information you are using it for.
- ◆ what unique features it has.
- ◆ why you trust it.
- ◆ ...

#### 2. Practice

Practice makes perfect: Please choose a media you trust and introduce it to us based on the guideline mentioned before.

#### 3. Moral Education (思政教育)



The teacher concludes the communication activity and discuss about the trustworthiness of media platforms: ensure that students are aware that media platforms are to some extent subjective and not to trust any kind of information they provide.

## Lesson 2

### Step 1 Starting point (5min)

1.Review what have learned in lesson 1.

### Step 2 Listening (15min)

#### 1.Before Listening

◆ Brainstorm: How should news be reported?

#### 2.While Listening

Students listen to the recording three times. For the first time, listen and get the general idea. For the second time, fill in the blanks with the exact words they hear from the recording. For the third time, check the answers.

#### 3. After Listening

◆ Pick some students to tell others their answers.

◆ Answers: 1) That was good journalism                      2) have a pat on the back  
                    3) You deserve it                                      4) catch the readers' eyes  
                    5) should have opinions                              6) give the facts  
                    7) make their own judgements                      8) what you're saying

◆ Ask two students to read the dialogue in front of the teacher and other classmates.

◆ Conclude some listening skills.

#### 4. Moral Education (思政教育)

Based on the question of 'How should news be reported?', the teacher concludes that no news is 100% objective and trustworthy, tell students to be alerted while reading news.

#### 5. Watch a video to see how a message is conveyed by the medium of TV.

◆ The message: What will your last 10 years of life look like?

◆ Watch the video.

### Step 3 Communication activities (20min)

#### 1.Give instructions



Ask students to practice the second task “The objectivity and subjectivity of media”. Introduce the background information of this task. Teach students some words that they don’t understand.

## 2. Work in groups

Work in groups of four to five and follow the instructions below.

- ◆ In each group, every student chooses a media platform. It can be one that some of group members trust while the others do not.
- ◆ Have a group discussion about its objectivity and subjectivity. Each member talks about why he/she trust or do not trust it.
- ◆ Each group chooses a representative to report their conclusions to the class.

## Step 5 Conclusion (5min)

Moral Education (思政教育)

The teacher concludes that no media sources can be entirely objective and students should be aware of the fact. Students shall not believe and follow certain news or information from any media platform and must distinguish fake news from reliable sources.