目录

Unit 6 Tell me when the pain started.

一、单元整体设计	
(一)、内容分析	
(二)、学情分析	4
(三)、目标分析	4
(四)、过程设计	5
(五)、教学方法	
(六)、教学手段	7
(七)、教学环境	7
(八)、教学评价	8
二、单元详细设计	9
(一)、Lead-in	9
(二)、listening	15
(三)、Speaking,	20
(四)、Reading and writing	26
(五)、Grammar	31
(六)、Unit task	38

Unit 7 So much to do berore we travel.

一、单元整体设计	43
(一) 、内容分析	•••••43
(二)、学情分析	44
(三) 、目标分析	44
(四) 、过程设计	45
(五)、教学方法	46
(六)、教学手段	47
(七)、教学环境	47
(八)、教学评价	47
二、单元详细设计	49
(一) 、Lead-in	49
(二)、Listening	55
(三)、Speaking	60
(四)、Reading and writing	66
(五)、Grammar	71
(六)、Unit task	77

Unit 6 Tell me when the pain started.

一、单元整体设计

(一) 内容分析

基于基础模块 2 Unit5 It's time to change. 的授课内容,本单元继续从疾病和健康方面丰富学生的知识储备,围绕疾病话题展开,以提升学生听、说、读、写能力为目标,以提高中职学生求职能力为导向。具体选材如下。



本单元内容贴近现实生活,实用性较强,对学生今后的就医起着至关重要的作用但本单元内容较为零散,趣味性不强。为了全面提高学生的听、说、读、写能力,使学生能够在真实情境中运用英语进行交际,结合中职学生的特点,我们对教材内容进行了整合,共计6课时,如图。



(二) 学情分析

- 1. 本课程授课对象是计算机专业一年级学生,学生在初中阶段和 Unit5 学过关于疾病,生活习惯的表达,积累了相关词汇及句型,初步具备了听、 说、读、写基本能力,在知识储备及能力方面,为本单元求职话题的展开奠定了基础。
- 2. 学生的英语基础参差不齐,基础知识储备不足,听力及口语表达能力欠缺,学习习惯不佳,英语学习兴趣不浓,课前、课中、课后学习活动参与度低。
- 3. 中职学生思维活跃,模仿能力强,教师可帮助学生取长补短,引导学生发挥其潜能。



(三)目标分析

根据学前教育专业对学生发展需求 4,结合人才培养方案及课程标准,设置了教学目标。



(四) 过程设计

本单元核心话题为求职,结合学情和教学目标,我们对教学内容进行了重构, 将本单 元整合为 Lead-in, Listening, Speaking, Reading and Writing,

Grammar, Unit Task 个学时。教学活动始终以强化学生听、说、读、写能力为中心,注重对学生进行情感引导。教学过程设计,按照学生认知和学习规律,由简单到复杂,由理论到实践,由知识到技能,难度系数逐步增加。为了激发学生学习英语兴趣,本单元6课时导入部分均采用微课,课前习题,课前讨论等方式。具体课型设计如图。



为充分调动学生学习英语积极性,每节课都设计了如"小小配音员""怪兽射击""泼水答错""超级小兔""小猫钓鱼"等丰富多彩的课堂活动,让学生在活动中学习英语、感受英语魅力,并学会综合运用英语,增强学习英语的兴趣。每节课具体活动设计如图。

内容	课前	课中	课后
Lead-in	跟读单词,理解词 义,进行检测。进 行英语流利说配音	PARE DISER DISER PERCENTAGE PROPERTY OF THE PERCENTY OF THE PERCENTAGE PROPERTY OF THE PERCENTAGE PROP	制作就诊病历卡/预习新课
Listening	看视频学习/自测/ 收集相关信息	100-0-000 100-0-000 100-0-000 100-0-0-00 100-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0-0	看图写话/预习新课
Speaking	自测/列出相关信息/自评	PART IPSER HARLE DAGE	课后测试/学习歌曲/预习新课
Reading and Writing	课前预习单词及短语/预习短文,找 出疑难点	(近日本) (近日本	熟读课文/完成请假条/预 习新课
Grammar	看微课复习/看例句, 找例句/自测/评选	等人前海 将究前漢 佐田田田 直点を設	课后测试/完成对话/预习新课
Unit Task	观看视频,进行讨论	VANDE OF THE PARTY	完成练习册/预习新课

(五)教学方法

在学实施过程中,根据新课程标准和学情,为了实现教学目标,突出重点, 化解难 点,我们灵活采用如下教学方法:任务驱动法、情景教学法、直观演示 法、讨论法、自主探究法、案例教学法等。具体体现如下:

- 1. 充分发挥课代表和小组长引领带头作用,调动学生积极性。
- 2. 关注学困生,分层设置任务,鼓励学困生努力尝试,体验成功的喜悦。
- 3. 重视情景创设,提供丰富多彩的学习资源,倡导自主探究与合作学习相结合方式。

将学习内容的趣味性与实践性相结合,使学生由"要我学"转变为"我要学",成为学习的主人。



	教学活动
教学方法	第六单元
任务驱动法	幸运签到游戏, 怪兽射击,求职面 试游戏 英语流利说配音
讨论法	讨论怎样培养健康的生活习惯
体验式教学法	"小小配音员",角色扮演, 情景描述
情景教学法	看病就医, 小科室做海报
互动法	幸运签到等游戏,怪兽射击,求职面试,泼水管错等游戏炸弹小游戏,单词小火车,心有灵犀,快闪等游戏
直观法	微课视频,歌曲 my,全国哀悼曰视 频,当代年轻人视频,新闻,动物医 院视频,中医介绍视频

(六) 教学手段

为激发学生学习积极性,实现学生学习过程动态记录,达成教学目标,我 们采用了如下教学手段。



(七) 教学环境

教学内容	lead-in	Listening	Speaking	Reading&Writing	Grammar	Unit Task
教学地点				录播室		



录播室 多媒体教室

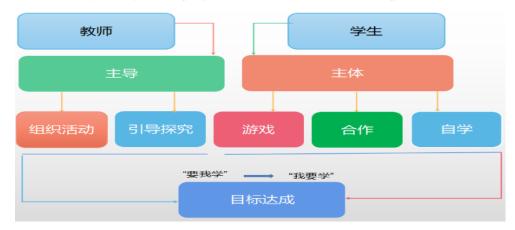
(八) 教学评价

过程性评价与结果性评价相结合,过程性评价注重检测学生课堂参与度及自主学习能力,结果性评价重在反馈教与学存在问题,以便及时改进。

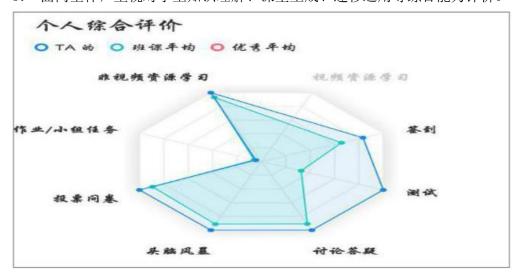
1. 采用现代教育技术,实现学生线上线下实时互动,如下图:



2. 很好地贯彻了"教师为主导、学生为主体"的教学理念。



3. 面向全体,重视对学生知识理解、课堂生成、迁移运用等综合能力评价。



授课内容	Unit 6 Tell me when the	授课学时	1学时	授课班级	20级计算	
(Teaching	pain started.	(Teaching		(class)	机1班	
section)	Lead-in	hours)				
教材分析	本节课内容选自高教	版职高英语基础	础模块 23	第 6 单元 Lea	ad-in部分。	
(Analysis of	第六单元是第二册最重要的单元之一,这个单元谈论的疾病和就医与人们					
teaching	的生活密切相争	的生活密切相关。本节课的主题是帮助学生				
material)	了解部分关于疾病的单词	和描述自己症	状的句子。			
	通过课前任务了解到,学	生在初中阶段生	学过部分有	f 关描述疾病	前词汇,但	
学情分析	在如何运用词汇进行口语	交际方而还有	待提高。本	5班男生居多	5,大部分	
(Analysis of	学生性格内敛害羞。虽然	有勇气表达自	己,但是由	3于英语基础	出不够牢固	
student)	所以在课堂上有时会拘束	。所以在本课	时的设计中	甲医注意多增	曾设与现实	
	相关的情境,帮助学生去	理解和表达。				
	1. 学生能掌握有关疾病表	达的词汇。				
教学目标	Words:stomachache,tooth	nache,fever,cou	gh,headac	he,back pair	1.)	
(Teaching	2. 学生能听懂就医的常用	语及叙述病症	、接受医生	三建议的常用	表达方式。	
objective)	3. 学生能对健康重视和对	医疗工作者尊	敬。			
			4 ,000			
	本节课中学生主要学习在		6 够灵活运	田有关叙述	<u></u> 病症的词汇	
重点	和句子。			/II II / (1))	
(Key points)	Words:stomachache,toothache,fever,cough,headache,back pain.					
(110) P 011100)	•	iaciic,ievei,cou	gii,iicauac	ne,back pan	1.	
	Sentence:I have a					
难点						
/胜(Difficult						
points)	于工化日处洲 用 旦 比罗日	土州区。				
points)		nlatform)·超[見数学平台	Cuporator	r Education	
	Patform), 手机 (Cell ph		王狄子丨口	Supersial	Luucation	
	1. 任务驱动法(Task-dri		新 师運	運由和運 員	- 右罟仁久	
教学策略	师生互动,完成教学任务		我师怀刑、	体下作标准	17中且江方,	
(Teaching	3. 分组讨论法(Group d			让学生分	组计论 岩	
strategies)	言,突出学生的主体地位	· ·		(五十二刀)	组内化、及	
g,	4.互动法(Interaction): 追			· 山海北"	"心有思尿"	
	"快闪"等活动,反复操	_ , _ , ,	እ ኮ ፡	午 7 10月 7人	心有火库	
	5.情景教学法(Situationa		hod).			
	设定旅行团背景可以让学	0	*	分别识。		
教学过程	教师活动		·活动		图(Purpose	
(Teaching	(Teacher activities)	· ·	nts activitie		design)	
procedure)	(1000101 uculvitics)	Stude				
Problemato						

Pre-class preparation	Log in the superstar platform and assign pre-class tasks. 1. Post relevant pre-class tests. 2. Present the new words in the class. 2. U6-cold.mp3 2014/10/9 22:59 2014/10/9 22:59 2014/10/9 22:56 2014/10/9	Log in the superstar platform and receive the learning tasks. 1.Listen to the audio and complete the test. 2.Log on to the English fun dubbing platform, practice and dub the materials provided by the teacher.	Through the pre-class tasks, students can get a preliminary understanding of the content of this lesson, which will pave the way for the classroom activities.
	I	n-class	
	1.Greetings.	1.Name the group	1.Presenting the
	2.Choose the works of the	2.Appreciate the excellent	completion of
	two students who scored	dubbing works of our	pre-class tasks,
	the highest in the	classmates.	presenting
	pre-class task, present		excellent works
	them to the students and		and offering praise
	give them praise, which		can provide feedback on
	can introduce the topic of the class.)		feedback on students' work
	3.Show the video and	3.Watch the video and	and motivate them
	import to the situation.	have a discussion.	to work harder.
Lead in	Questions:	in to a discussion .	TO TOTAL MULICIO
	A.Do you know what date		
	4thApril,2020 is?		
	B.Do you know why this		2.The video can be
	is a day of		used to introduce
	national mourning?		the content of the
	C.What are your feelings		lesson and also
	about		allow the students
	the novel coronavirus?		to pay tribute to
			the hero.

	2020年4月4日清晨 中华人民共和国万多		
	1. Show a picture of a kind of disease and provoke students to think about the disease.	1.Have a discussion and list the symptoms associated with the disease.	Pictures, games can enliven the classroom atmosphere.
Presentation	2. Bomb game. The teacher shows five words. Ss read and find one word that is different from the others. Ss summarize what the other four words have in common. 3. Organize the train game, carry out the words at the end of ache solitaire.	2. Read wors and summarize the words and explore the rules of word deformation→ache 3.Play games.List more words.	It can help students to remember the words better by summarizing the deformation of the end of ache.
	headache 吳権 toothache 另稱 tongueache 西德 earache 百分鄉 faceache 酌應神足痛(三叉神经病) backache 君疹 waistache 隱境 hearlache 心痛 stomachache 獨應		
	4. Guessing Game The teacher asked the	4.Guess the words you want to express according to your	Game activities can not only activate the

	students to send a group member to the platform to perform the corresponding symptoms, check the group's tacit understanding. The group was awarded points for the correct number of words they completed in two minutes.	teammate's actions, and write them down in English on the blackboard. (Bonus points are awarded for the shortest time and the most correct.	classroom atmosphere, but also help students understand the role of words.
	1.Look and match.	1.Think about the	Complete the
Practice	Present 6 pictures and asks the students to think about the meaning. 2. The student who fills in the most words in the prescribed time will be awarded the title of "Little Clever". 3. Listen and sort the pictures in the order you hear them.	meaning of each picture and say out.) The correct order: 1 2	exercises in the textbook to consolidate the content of this lesson.
	4.Analysis of Listening Materials The teacher shows the material from Activity 2 and help the students to analyze why the people in the picture are sick. Make students pay attention to their health.	2.Students discuss the topic and think about how to live a healthy life.	

Production	1. Quick Flash Quick flash words and words, students say out loud in Chinese or English, summarize the key words of this lesson.	Say the words out loud and review the main points of the lesson.	Through the beautiful pictures of our country, we can inspire students to love the beautiful rivers and mountains of our country, and let students learn to enjoy the present life.
Summary	Comment on the students' performance, guide the students to understand the disease and pay attention to health.	Self-evaluation of classroom learning.	The class summary can help students consolidate the knowledge they need to master in this class.
	After-c	lass	
Homework	Log in the superstar platform and assign the homework. Practical: Making medical record cards 2. Upload relevant new lesson materials.	1.Simulated medical Make career planning card.	Homework helps students to review the content of this lesson and prepare for the next lesson.
Blackboard Layout	Unit 6 T	Cell me when the pain started Lead-in	1.
教学评价 (Teaching Evaluation)			

対理性评价: 课前+课中+课后 (Process evaluation: Pre-class + In class + After class) 评价内容 (Evaluation content) 1. Class performance accounts for 50% (课堂表现占 50%) 2. Preview new lesson accounts for 20% (课前学习占 20%) 3. Practice after class accounts for 30% (课后实践占 30%) 本語 対象を表現します。 「現代の人」 「現代の人

- 教学反思 (Teaching Reflection)
- 1. Class games can mobilize the classroom atmosphere and help students consolidate the v ocabulary and sentence patterns they have learned in class.
- 2. Situational simulation is close to reality, which can enhance students' understanding an d improve their oral expression ability.

In the future teaching, teachers need to release more abundant resources before class to he lp students broaden their horizons. And teachers should make reasonable use of informati on teaching means to keep pace with The Times

授课内容	Unit 6 Tell me when the	授课学时		授课班级	20 级计算
(Teaching	pain started.	(Teaching	1 学时	(class)	机1班
section)	Listening	hours)			
	本节课内容选自高教版职				
教材分析	本节课学生要初步了解电话预约医生的常用句型(I would like to make				
(Analysis of	an appointment.) 询问病情的常用句型 (What's wrong with you? = What's the matter with you? = What's your trouble?) 你哪儿不舒服?				
teaching					
material)	How long have you felt th 这种感觉)多长时间了?)	ns way: = Hov	v iong nav	e you been i	ike this: (孙
	以及描述病情的常用句型	(I have a	不	舒服)	
学情分析	学生的英语基础薄弱				力存在一些
(Analysis of	问题,很难听出一些重要				
student)	的不熟悉,也会增加听力	=	. 3.64212		
	本节课学习结束时,学				
	1. 能够初步了解电话预约	医生的常用句	型		
	I would like to make an a	ppointment.			
	询问病情的常用句型				
教学目标	What's wrong with you?	= What's the	matter w	ith you? = \	What's your
(Teaching	trouble?		_		
objective)	How long have you felt th 描述病情的常用句型 I 2. 能够从预约医生的习惯约好医生才能去,他们更所以打电话预约是很必要pointment.)中国人办般挂号排队。 3. 了解接待询问病情的What's wrong with your trouble? How long have you felt 4. 能够明辨哪些生活习惯	have a (贯感受到中西方重视得是私人的要的。(如:更的。(如:可要,有助于第一型,有助于第一型,有助于第一型。 What's this way? = Hathis way? =	不舒服 方的思维差 时间和空间 HelloI v 人情,不需 達握医院的 te matter v) 异。西方人 司,所以习惯 vould like t 等要提前那么 职场用语。 vith you? = ' ave you beer	看病需要预 提前预约, to make an 久预约,一 What's your
エト	1. 了解电话预约医生的常	• • •			
重点	I would like to make an a				
(Key points)	2. 掌握描述病情的常用句 I have a (不舒)	•			
 难点	I Have a (/ˈˈˈˈˈˈˈˈˈˈˈˈˈˈˈˈˈˈˈˈˈˈˈˈˈˈˈˈˈˈˈ	11× / •			
/性/示 (Difficult	 掌握听力技巧,提高复述	能力。			
points)	子述::////X///,此间交处 	. ₽\\ □ 11 11 11 11 11 11 11			
教学策略	1. 教学平台(Teaching)	olatform) : 超星	教学平台	Superstar	Education
(Teaching	Patform), 手机(Cell pho	•			
strategies)	2. 任务驱动法(Task-drive		师课前、设	果中和课后布	ī置任务,师
	生互动,完成教学任务。				·

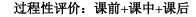
	3. 分组讨论法(Groupdiscuss i		且讨论、分享,共同			
	完成学习任务等,体会合作学习的快乐。 4. 直观法(Direct-vision method): 视频,图片和教学课件的使用,使 教学内容形象化,生动化,具体化使学生的注意力更集中。					
		子记仪了工门江心/7义未	1 0			
教学过程	教师活动	学生活动	设计意图			
(Teaching procedure)	(Teacher activities)	(Students activities)	(Purpose of design)			
	Pre-cla	SS				
	Log in the superstar	Log in the superstar	To assign the			
	platform and assign	platform and receive	learning tasks			
	1. Post the video about	the learning tasks.	before class. 1.The video about			
	preventing the novel	1. Watch the video and	preventing the			
	coronavirus.	pay attention to the	novel coronavirus			
Pre-class		basic sentences about	has laid the			
preparation	● ★ ★ ★ ★ ★ ★ ★ ★ ★	describing symptoms.	foundation for the			
	一个一个		students to learn			
	diffigultes in breating, muscle other, and other symptoms. 与设置度,即由是再与企议。		the words in this class.			
			2.Pre-class test is			
	《爱贝英语动画:新冠病毒		to help the			
	不可怕,科学防护保健康》 视频		students master			
	2. Post the pre-class test.	2.Finish the test.	the relevant			
	1. 研稿: 4. 咳嗽:	2.Finish the test.	vocabulary and			
	2. 发烧: 5. 胃痛:		sentence patterns about making			
	3. 头痛: 6. 背痛:		travelling plans.			
		3.Search for	3.Collecting			
	3.Ask the students to search	information about	information about			
	for information about	about healthy living	healthy living			
	healthy living habits.	habits.	habits can help the students			
			develop the sense			
			of healthy living			
			habits.			
	In-	class				
	Share a storyPoor Tom	Discuss the story about	To create a real			
	with students. Before the	Tom and answer the	situation to draw			
Lead in	class, there are some	questions.	the students'			
	questions. Who likes		attention on the			
	playing computer games?		new lesson.			
	How long have you played					

Presentation	computer games? For 3 hours? All day? There is a boy named Tom. He is crazy about playing computer games. He has played computer games. He has played computer games all the weekend, and now he doesn't well. What's the matter with Tom? ***** ****************************	(Listen twice and finish Activity 3.) Activity 3: Listening and Speaking Dialogue What's wrong with you? Listen and answer. 明日 以 中 中 中 中 中 中 中 中 中 中 中 中 中 中 中 中 中 中	1. To help the students to figue out the main information about the dialogue. 2. To help the students to figue out the detailed information about the dialogue through careful listening.
Practice Production	突破自我 (Break Through Myself) (Guide the students to make notes while listening, retell the dialogue in groups and select the best group.) Role Play the dialogue	1. Listen to the audio and take notes. 2. Retell the audio in groups. 3. Select the best group. Role Play in groups.	To help the students to use the sentence patterns of making appointment. To practice making appointment and describing
			symptoms in the situational simulation.

	Whats wrong with you? Freed free last. Significant and the second and the secon		
Summary	The teacher comments on their performance in class, and help the students to sum up what they have learned.	Students evaluate their performance in class and sum up what they have learned.	To summarize the knowledge the students learned in this class and make evaluation.
	After-clas	SS	
Homework	Log in the superstar platform and assign the homework. Make at least three sentences based on the pictures and the words.	platform and receive the homework.	To consolidate what the students have learned.
	Have a cold; cough; runny nose; drink hot water; have a good rest. 2. Preview the new lesson.		
Blackboard layout	Unit 6 To a second seco	you?	ted.

教学评价 (Teaching Evaluation)

评价方法 (Evaluation methods)





(Process evaluation: Pre-class + In class + After class)

评价内容 (Evaluation content)

- 3. Class performance accounts for 50% (课堂表现占 50%)
- 4. Preview new lesson accounts for 20% (课前学习占 20%)
- **3.Practice after class accounts for30%** (课后实践占 30%)

课前(20%)	课中(50%)	课后(30%)	
资源查看 课前检测 资源分享 自主预习	头脑风暴 小组讨论 投票问卷 课堂表现 答疑讨论	作业提交 实践活动 礼仪素养	

教学反思 (Teaching reflection)

- 1. Guess Game has reviewed the words in the last class and aroused the students' learning interests.
- 2. Story Time- Poor Tom Create a real situation which can arouse the students' learning interests.
- 3. Role play has not only strengthened the main sentences and enlivened the class atmosphere, but also made students well prepare for the language output of the next step.
- 4. The video about *preventing the novel coronavirus* has laid the foundation for the class. Students' listening skills are limited in Retelling story. Therefore, in future teaching, the teacher should strengthen their listening skills, such as taking notes while listening.

授课内容	Unit 6 Tell me when the	授课学时		授课班级	20 级计算
(Teaching	pain started.	(Teaching	1 学时	(class)	机1班
section)	Speaking	hours)	T 1-H1	(Class)	76191
section)	本节课内容选自高教版职	,	 2	L 貞元Speaking	L r部分
	本节课学生要熟练电话预				
教材分析	appointment is free at		•		
(Analysis of				~	•
teaching	earlier?)以及有关就医话题(询问病情、叙述病症、接受医生建议)的 对话。				
material)	— What's wrong with	1 VOU?			
material)	— I have a	ı you.			
	— How long have you	ı felt this wav?			
	For	i icit tiiis way.			
	— You have Take t	his medicine			
	You should	ins modicino w			
	2 0 4 2 2 2 4 4 4 4				
	学生通过课前预习	和前两节课的等	学习,已经	积累了相关	话题的词汇
学情分析	和句型,为本节课打下了	基础,有利于	开展本节设	果的教学活动	」。并且学生
(Analysis of	已经熟悉了此话题,利于				
student)	也有所了解。				
	1. 本节课学习结束时, 学	生能够:			
	学会电话预约医生的常用句型				
	I would like to make an appointment is free at				
	Will this be OK with you? Can you make it earlier?				
	学会谈论有关就医话题(询问病情、叙述病症、接受医生建议)的对话。				
教学目标	— What's wrong with you?				
(Teaching	— I have a				
objective)	— How long have you felt this way?				
	— For				
	— You have Take this	medicine			
	—You should		,, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		÷=====
	2. 能够从预约医生的习惯				
	好医生才能去,他们更重				
	以打电话预约是很必要				
	appointment.)中国人办	事情一般讲究。	人情,个常	· 一一一一一一一一一一一一一一一一一一一一一一一一一一一一一一一一一一一一	、久拠约,一
	般挂号排队。 スタダな中で変数をよめ		k	七叶工类担	
	了解接待电话预约医生的	对话和询问纳	 育的句型,	有助丁筝姬	医院的职场
	用语。				
	如: is free at)			
	Will this be OK with you'	•			
	What's wrong with you?	:			
	How long have you felt th	•	计压动性	上汗 再玩地	武士社人士
	3. 能够用积极的人生态度	、健康的生怕。	刀入国对台	L伯,	
	义事业的接班人。				

重点 (Key points) 难点 (Difficult points) 教学策略 (Teaching strategies)	学生能够在学完本课内容之后模仿课本中的对话还原出情景中电话预约的内容。 1. 教学平台(Teaching platform):超星教学平台(Superstar Education Patform),手机(Cell phones). 2. 任务驱动法(Task-driven method):教师课前、课中和课后布置任务,师生互动,完成教学任务。				
教学过程 (Teaching procedure)	复操练主要句型。 教师活动 (Teacher activities)	过 game, Role play and Gro 学生活动 (Students activities)	设计意图 (Purpose of design)		
	Pre-c	class			
Pre-class preparation	Log in the superstar platform and assign pre-class tasks. 1.Post relevant pre-class tests. 2.Ask the students to list healthy living habits. 3.Rate and evaluate students' self-study.	Log in the superstar platform and receive the learning tasks. 1. Complete the pre-class tests. 2. Make a list about healthy living habits. 3. Evaluate students' self-study.	To assign the learning tasks before class. 1.Pre-class test is to help the students master the relevant vocabulary and sentence patterns about making travelling plans. 2. Listing healthy living habits can help the students arouse the sense of developing healthy living habits. 3.Evaluating is to check the students' learning effect.		
Lead in	Guess game. Show a picture and	Discuss the content in the picture with your	To draw the students' attention		
Leau III	let students guess what	partners.	on the new lesson.		

			.
	they are talking about.		
Presentation	1. Get students to read the dialogue and underline the sentences of describing symptoms and accepting doctor's advice. Compared to the control of the con	1. Read the dialogue and underline the sentences of describing symptoms and accepting doctor's advice. 2. Discuss the difficult points in groups. If you can't solve it, you can ask the teacher for help.	To help the students to find out the main information in the dialogue and the sentence patterns they need to learn in this class. The activity of Answer Questions & Doubts can help the students study some language points and smooth the language barrier by group cooperating.
	Game Time Encourage students practice the sentences by playing games.	Practice the sentences by playing games	To help the students to use the sentence patterns of describing symptoms of having a cold.
Practice	Role-play.	Do role- play in pairs.	Doing role-play is to make the students better understand how to make appointment and describe symptoms of having a cold.

	Group work Organize the students to make conversations and complete appointment report card according to situation 1 and situation 2. A You are Amir. You've had a nore throat for 2 days. You want to see Dr. King tody. B. You are the mach. Dr. King if first at 10 and mad 2 p.m. today.	Make conversations and complete appointment report card according to situation 1 and situation 2.	To review the expressions about making appointment and describing symptoms of having a cold.
	A You are Charles. You have had a had cough for 2 weeks. You want to see Dr. King toncorow afferneon. B: You are the more. Dr. King is free at 2 p.m. and 5 p.m. toncorow. Appointment Report Card Name Symptoms (005) Appointment of time		
Production	Talk and act Make students act the patients and the doctors out based on the information below. 1. Bob: a terrible toothache, a week Doctor: not serious, brush teeth, eat less sugar, take the medicine twice a day. 2. Eva: cough, feel cold, one day Doctor: fever, drink more water, stay in bed warm, take the medicine three times a day.	Act the patients and the doctors out based on the information below. 1. Bob: a terrible toothache, a week Doctor: not serious, brush teeth, eat less sugar, take the medicine twice a day. 2. Eva: cough, feel cold, one day Doctor: fever, drink more water, stay in bed warm, take the medicine three times a day.	To practice talking about the dialogue between the patients and the doctors.
Summary	I would like to make an appointment is free at Will this be OK with you? Can you make it earlier? 2. — What's wrong with you? —I have a — How long have you felt this way? — For		To summarize the knowledge the students learned in this class and make evaluation.
	felt this way?		

	this medicine						
	You should						
After-class							
Homework	Log in the superstar platform and assign the homework. 1. After-class consolidation: Knowledge: Remember key sentences of Everyday English. Practical: Ask students to find English video clips about healthy living habits from Fun Dubbing, then share their own works with others. 2. Preview the new lesson.	Log in the superstar platform and receive the homework. 1. Remember key sentences of Everyday English. 2. Search for English video clips about healthy living habits from Fun Dubbing, imitate and share dubbing works. 3. Preview the following lesson: Reading.	To consolidate what the students have learned.				
Blackboard layout	Unit 6 T — What's wrong with you —I have a — How long have you four — For — You have Take thi You should	elt this way?	1.				
	数	[学评价					
		ng Evaluation)					
评价方法 (Evaluation methods)	过	程性评价:课前+课中+课后					

	(Process evaluation: Pre-class + In class + After class)
评价内容 (Evaluation	 5. Class performance accounts for 50% (课堂表现占 50%) 6. Preview new lesson accounts for 20% (课前学习占 20%) 3.Practice after class accounts for 30% (课后实践占 30%)
content)	课前(20%) 课后(30%) 课后(30%)

教学反思 (Teaching Reflection)

- 1. Create a real situation which can arouse the students' learning interests.
- 2. Travel Talents, Brainstorming and other activities have not only achieved the teaching goals, but also stimulated students' interests in learning.
- 3. Group competition has cultivated students' sense of cooperation and competition.
- 4. Answering questions reflects the teaching concept of Student-centered classroom teaching with the teacher as a guide.
- 5.Game Time has not only strengthened the main sentences and enlivened the class atmosphere, but also made students well prepare for the language output of the next step. 6.Students' thinking and vocabulary are limited and not comprehensive in the *Talk and Act*. Therefore, in future teaching, the teacher should post more resources before class to help students broaden their horizon.

授课内容 (Teaching section)	Unit 6 Tell me when the pain started. Reading and writing	授课学时 (Teaching hours)	1 学时	授课班级 (class)	20 级计算机 1 班
教材分析 (Analysis of teaching material)	本节课内容选自高教版职高英语基础模块2 第六单元 Reading and Writing部分。本节课的任务是读文章,了解琳达医生忙碌的下午,看懂三位学生的症状以及治疗方法,读后通过看图写话提升写作技能。在前面的部分已经学过关于身体健康与疾病常用的单词、短语和句子,这都为本部分的任务做了准备。本部分的学习有助于学生进一步掌握关于看病就医的重点单词、短语和句型,也可以在活动中认识到保持身体健康的好处。				
学情分析 (Analysis of student)	通过本单元前面学习过的内容,学生已经储备了健康与疾病的词汇和句型,为本节课的 Reading and writing 部分奠定了基础。另外学生已经熟悉了关于看病就医的话题,也贴近学生的日常生活,利于开展教学活动。20级计算机 1 班的学生性格活泼,能够积极地参与课堂活动,但是由于学生在阅读和写作方面基础较为薄弱,因此在完成任务时需要小组合作或者老师提供帮助。				
教学目标 (Teaching objective)	本节课学习结束时,学生能够: 1、学生能够在学习后掌握文章中的关于看病就医的以下单词和短语: clinic, symptoms, causes, pill, pale, cough, have a stomachache, have a cold, all the time. 1、学生能够理解文章一些重点句子的意思: What a huge lunch! / What a busy afternoon! / He said that he had a stomachache. / Linda asked what he had for lunch. Sam said that he had 3 big hamburgers and a large of box of ice-cream. 3、学生可以读懂文章并完成病历填写、编写琳达医生和三位病人的对话、分角色朗读的练习,并在读后根据所给信息完成杰克的故事。 4、通过本课的学习,可以帮助学生发现生病原因,克服不良生活习惯并认识到保持身体健康的重要性,在知识延伸部分了解到我国中医文化,产生民族自信和自豪感。				
重点 (Key points)	1、学生能够掌握描述疾病clinic, symptoms, causes, all the time. 2、学生能够掌握和运用busy afternoon! / He said had for lunch. Sam said thice-cream.	pill, pale, cougl 一些重点句型: that he had a si	n, have a si What a l tomachach	tomachache, nuge lunch! / ne. / Linda as	What a ked what he

难点 (Difficult points)	1、学生能够根据短文内容完成琳达医生与三位病人的对话并将对话分角 色朗读出来。 2、学生能够在读后根据图片和提示信息组织句子,完成杰克的故事。			
教学策略 (Teaching strategies)	1、教学平台(Teaching platform): 超星教学平台(Superstar education platform),手机(Cell phones). 2、任务驱动法(Task-driven method): 教师课前、课中和课后布置任务,师生互动,完成教学任务。 3、小组合作法(Group cooperation): 让学生分组讨论、完成任务,突出学生的主体地位,培养学生的合作意识。 4、情景教学法(Situational teaching method): 设置真实的语言情景,让学生在具体的情景中完成学习任务,提高学生的兴趣和积极性。			
教学过程 (Teaching procedure)	教师活动 (Teacher activities)	学生活动 (Students activities)	设计意图 (Purpose of design)	
	Pre-c	class		
Pre-class preparation	Log in the Superstar Education Platform and publish the pre- class learning tasks: 1. Preview the words and phrases and read them following the record; 2. Preview the passage and find out the difficult points.	Log in the the Superstar Education Platform and complete related tasks.	Help students get familiar with the articles in advance and prepare for the class.	
		-class	-	
Lead-in (Pre-reading)	Watch a video: In the animal hospital, some patients came. Watch the video to find out what's wrong with them? In the animal hospital, some patients came. Watch the video to find out: What's wrong with them?	Watch the video and answer the questions. What's wrong with them? catch a cold got a stomach bug have a flu	Introduce new lesson from watching a short video, it can arouse the students' interests.	

	1. Assign the task:	Complete Patients'	To help students get
	You are Doctor Linda in	Medical Records in	the main idea of the
	school clinic. Please	the situation.	passage.
			•
	complete Patients'	1. write medical records for three patients Advised No.1 Medical No.2 Patient No.3	
	Medical Records.	Name Sem Sophile Henry looked pub and Symptoms Solomachachia Symptoms Solomachachia Solomachachia Solomachachia Solomachachia Solomachachia Solomachachia Solomachachia	
		Causes Service Programs of the Causes Service Programs of the Great New York Causes Service Se	
While-	Suppose you are Dr. Linda from the school clinic. Today, three students come to see a doctor. Please help	Treatment (\$747 httld) One Tolic more send was been to east steps. One Tolic more send was been to east steps. One Tolic more send steps.	
reading	them write their medical records.	多	
	2. Group task:	Have a group discussion	Learn more about
	according to the passage,	and complete the	the details of the
	write the dialogue	dialogue between Dr.	passage from the
	between Dr. Linda and	Linda and three patients,	task.
	three patients, and then	then perform the	
	perform the dialogue in	dialogue with the group	
	different roles.	members.	
	2. complete the dialogue and perform it in roles Discours		
	3. Explain the key	Listen to the explanation	Help students to
		of language points	•
	sentences in the passage.	carefully. Take some	solve the language
	3. Language points 1. He said that he had a stornachache.	notes and ask questions	barrier
	2. Linda asked what he said for lunch. 3. Sam said fast he had 3 big handengers	about difficult points in	
	4. What a huge funch! 5. What a busy afternoon! What +a/an + adj /adu+ n. 最知知	time.	
	6. She looked rale and kept coughing all the time. <u>第上式管径名</u> - <u>二田</u> 7see ice on your fact for 5 minutes each local for the first 2 days. <u>第六天章や入りためは</u> (第六天章・入りためは)		
	Show a group of pictures	Look at the pictures and	Improve students'
	about Jack's. Please	discuss in groups to	writing skills.
		complete the task.	
Post-reading	describe each picture in		
1 ost-reading	one sentence according to		
	the information.	2) take off his sweater, go home with only a T-shirt Jack took off his sweater and went home with only a T-shirt	
	4. describe each picture in one sentence		
	1) Jack, football match yesterday, wet all over Jack had a football match with his classmates yesterday, and he was wet all over.		

Knowledge extension	Dr. Linda in this article is a western medicine doctor. In fact, Chinese traditional medicine culture has a long history. Watch the video, learn Chinese traditional medicine culture.	Watch the video to learn about traditional Chinese medicine culture. Dr. Indo in this article is a worker medicine in fact. Chine in this article is a worker medicine in fact. Chine in this article is a long bittery. (zhōng yī) Traditional Chinese Medicine	To cultivate students' cultural confidence
Summary	The teacher comments on their performance in class, and help the students to sum up what they have learned.	Students evaluate their performance in class and sum up what they have learned.	To summarize the knowledge learned in this lesson
	After-c	lass	
Homework	Log in the superstar platform and assign the homework: Suppose you are Jack. You are sick and can't go to school. Fill in the leave slip for the teacher according to the given information.	Log in the superstar platform and receive the homework. Dear Mrs. Lawson I am sorry that I can't come to school today. I have and I feel terrible. Yesterday Then I After dinner, I felt I hope you come to school today. I have and I feel terrible. The doctory is the school today.	To improve the students' writing skills.
Blackboard layout			
教学评价 (Teaching Evaluation)			
评价方法 (Evaluation methods)	过程(生评价:课前+课中+课后	

	` ·	luation: Pre-class + In class		
评价内容	1.Class performance accounts for 50% (课堂表现占 50%) 2.Preview new lesson accounts for 20% (课前学习占 20%)			
(Evaluation	3.Practice after class accounts for 30% (课后实践占 30%)			
content)	课前(20%) 资源查看课前检测资源分享自主预习。	课中(50%) 头脑风暴 小组讨论 投票问卷 课堂表现 答疑讨	课后(30%) 论作业提交实践活动、礼仪素养	

教学反思 (Teaching reflection)

In this lesson, students have mastered the words, phrases and sentences of seeing a doctor. Students can understand the passage and finish the exercises. But in the role of reading dialogue, students' oral expression is poor, many words are mispronounced. In the future teaching, the teacher should take the students to read more. In addition, the students are obviously not confident in reading the dialogue. Teachers should give more help and encouragement to the students.

In the part of knowledge extension, the teacher introduced Chinese traditional medicine culture to the students, which not only made them understand more extracurricular knowledge, but also enhanced their national self-confidence and pride.

授课内容 (Teaching section)	Unit 6 Tell me when the pain started. Grammar	授课学时 (Teaching hours)	1 学时	授课班级 (Class)	20 级计算机 1 班
教材分析 (Analysis of teaching materials)	本课选自高教版职高英语基础模块2第六单元的语法部分。本单元的话题是疾病就医。本节课内容谈论的是宾语从句和感叹句。宾语从句这个语法点,在第五单元已经讲了一部分(that, if/whether引导的宾语从句),学生已有所了解,在这个基础上学习本节课由疑问代词和疑问副词引导的宾语从句难度降低;另外,感叹句这个语法点,学生在基础模块1上有少量的接触,虽不熟悉,但难度不大,主要是要帮助学生弄清由"what"和 "how"引导的感叹句的基本结构。虽然二者难度不大,但一堂课要学两个语法点,还是需要合理安排才行。				
学情分析 (Student analysis)	第五单元已经开始学习宾语从句,学生对该语法知识已有部分了解(知道宾语从句是什么,知道宾语从句的三要素:语序、连接词和时态。并学习了由连接词 that, if/whether 引导的宾语从句的用法。)但由于由疑问词引导的宾语从句还没有学,所以他们对这个点还是有点迷茫的;另外一个语法点感叹句,虽然在基础模块1学生也接触过了,但没有专门讲过,再加上学生对语法学习缺乏兴趣,教学难度加大,因此,教学设计应考虑教学内容的简易化和课堂活动的趣味性。				
教学目标 (Teaching objective)	学生通过本节课学习能够: 1. 用由以下引导的宾语从句的疑问代词和疑问副词完成选择填空题,并在讲述看病就医故事时用到至少 1-2 个由它们引导的宾语从句。 what, when,where,how, why 2. 复述由 "what"和 "how" 引导的感叹句的基本结构,能准确快速找出感叹词完成感叹句选择填空和完成改写句子的练习,并能在讲述看病就医故事时用到至少 1 个感叹句表达个人情感。 2. 用积极的人生态度、健康的生活方式面对生活。				
重点 (Key points)	学生通过本节课学习; 1. 能够在自主学习过微课员副词(when, where, how, v) 2. 能够在选择宾语从句引导 3. 能够在自主学习过微课员构并根据这些结构知道"v)	why)的宾语/ 异词时做出正 后复述"wha	人句。 E确的判断 nt"和 "h	f。 ow" 引导的感叹	句的基本结

7 /h: -E:				
难点	学生能够在谈论疾病就医时运用上 1-2 个宾语从句和至少 1 个感叹句,并悟			
(Difficult	出过健康生活的重要意义。			
points)				
教学策略	-	- <u>-</u>	台(Superstar Education	
(Teaching	Patform), 手机(Cell pl			
		ven method): 教师在课前	、课中和课后布 置仕务,	
strategies)	师生互动,完成教学任务 3. 合作学习教学法(Coor		h): 围绕主题,学 生分组	
			动性,突 出学生的主体地	
	位。			
	•	在课前、课中和课后,师生		
	•	method): 通过微课学习语	法,观看视 频,激发学生	
	学习的兴趣。			
教学过程	教师活动	学生活动	设计意图	
(Teaching	(Teacher activities)	(Students activities)	(Purpose of design)	
procedure)	,		1 0 /	
procedure				
		Pre-class		
	Log in the platform	Log in the Superstar	TD 1	
	and assign preview	platform and receive the	To assign the pre-class learning tasks.	
	tasks. 1.Post the micro	preview tasks.	icai ming tasks.	
	1.Post the micro lesson and ask the	1. Review the object clauses introduced	Previewing and	
	students to review		pre-testing are to help	
Pre-class	the usage of the	/whether".	the students to have a	
preparation	object clauses	2. Complete the	better understanding of the usage of object	
	introduced by that	pre-class test.	clause. It can also help	
	and if/whether.		the students to learn and	
	2.Post pre-class test.	1.I think you	understand the usage of	
	3.Post the following	will like him.	the object clauses introduced by	
sentences on the A. that B. if interrogative pr				
	C. why D. how and adverbs.			
	superstar	2.I didn't know	Tinding die die 1909 de	
	platform.	he will come or not. A. that B. whether	Listing the similarities and the differences	
	读下面的句子:	C. weather D. how	between the given	
	sentences and the the			
	Tell me when the pain	3.According to the rules	object clauses they	

	I want to know what is wrong with you. I don't know what I should do. Ask students to read the given sentences and try to find out the similarity and differences between those sentences and the object clauses they learned in Unit 5. Then preview the grammar knowledge in Unit 6 and summarize the rules of the use of the object clauses guided by Interrogative words.Write down what they get. 1) 2) 4. Post some sentences on the superstar platform. Ask the students to find out their structures.	of the object clauses they leaned in Unit 5, list the rules of the given sentences in Unit 6. 4. Try to find out the structure of each one. What a tall girl Alice is! What a strange woman she is! What fat boys they are! How fast Alice runs! How white the queen's hair is! How crazy the rabbit is! 1) 2) 3) 4) 5)	learned in Unit 5 can help the students to know what the object clauses introduced by interrogative words are like., which is a good preparation for the new lesson. Finding the structures of the given sentences is to help learn about the exclamatory sentences before class.
	1.Learning Star	1.Show learning results	O .
Lead- in	Organize students to	and find out the best	o .
	show their learning	student.	to work harder when
	achievements, find out		they study by
	the best student and	begin the new lesson	themselves.
	award <i>Learning Star</i> .		

	2.Play a period song.		listening to a song is to arouse the students' interest and lead in the new lesson.
Presentation	Play micro lessons and learn grammar. Ask the students to summarize the rules of the usage of the object clauses introduced by interrogative words. **BOOKURG CANDON SER NER. BE. SERBASO SE	Watch the micro lesson and learn the object clause guided by interrogative pronouns and interrogative adverbs. List the rules of the usage of the object clauses introduced by the interrogative words.	Through micro classes, students are guided to learn independently and achieve flipped class. Students become masters of learning.
Practice	Have a try 1. Guide the students to complete Task 1. Task 1: Choose and complete. Group race to play the monster shooting game. 2. Organize students to complete Task 2. Task 2: Complete the sentences.	1. Complete Task 1 according to the teacher's instructions. 2. Group rush to answer to complete Task 2.	Practice to help the students to use the knowledge they just have learned. Group competing to answer can activate the atmosphere.
	1. Play a short video and chant together	1. Chant after the short video.	To learn another grammar-exclamatory
	with the whole class.	2. Watch the micro lessons and summarize	sentences.

Presentation	2. organize the students to watch the micro lessons to learn the exclamatory sentences and help to find out the rules of	the rules of the form of the exclamatory sentences.	
	the form of the exclamatory sentences.		
	Organize the students to complete Task 1. Task 1. complete the sentences with what or how.	Groups compete to answer to complete the sentences using "what" or "how".	To help the students identify when they can use what and how to introduce the exclamatory sentences.
Practice	Organize the students to complete Task 2. Have each group compete to complete the given task in limited time. Stall mo when the poin started Stangarders in and limited time.	Work in groups and write out the exclamatory sentences according to the pictures on the PPT within the given time. The group who write more sentences can get more scores.	Group pk can arouse the students' awareness of competition and cooperation.
Production	Show some situations on the screen and ask the students to describe the content and try to use at least 1-2 object clauses and	Group work to describe the given situation. They can choose another group to PK.	Create situations to help the students use what they have learned and develop their ability of self-study.

	1. Exclamatory sentence in the description.	The second secon		
		After-class		
Homework	Log in the Superstar platform and assign homework. 1. After-lesson test 2. Complete and act. what you said how it happened who drove the car that I fell down on the street that I was knocked down by a car A: What's wong with your leg? B: Well, lhurt my leg last night. A: What supposed? B: No, I didn't. The car was going too hast and the light was so strong. A: What day one the car? B: No, I didn't. The car was going too hast and the light was so strong. A: Day on think that she believed what you said? B: I don't think so. 3. Unit Task. Preview Talk Show.	Log in the Superstar platform and receive homework. 1.After-lesson test. 2.Complete and act. 3. Unit task. Preview Talk Show.	To consolidate the grammar knowledge they have learned in this class.	
DI II I	Unit6 Te	ll me when you when the p	ain started!	
Blackboard	Grammar Object clause: what, who, when.how			
layout	Object clause: what, who, when.now Exclamatory sentences: What +(a/an)+adj.+n. (+主语+谓语)!			
	How+(adj./adv.)+ 主语+谓语!			
	110wт(auj./auv.)т идт ид и .			
数学评价				
(Teaching Evaluation)				
逆行方法 (Evaluation methods) 过程性评价: 课前+课中+课后 (Process evaluation: Pre-class + In class + After class)				

1.Class performance accounts for50%(课堂表现占 50%) 2.Preview new lesson accounts for 20% (课前学习占 20%) **3.Practice after class accounts for 30%**(课后实践占 30%) 评价内容 (Evaluation 课中 (50%) 课前(20%) 课后 (30%) content) 头脑 课前 资源 自主 小组 选人 课堂 预习 风暴 讨论 抢答 表现 讨论 教学反思 (Teaching reflection) 1.Students have improved their self-learning ability by learning the micro-class. 2. Students have broken through the key and difficult points, consolidated and practiced what they have learned by participating in activities such as Have a try, group competition and situations description. 3. The activities of groups competing to answer and groups match can make the students take part in the class actively, which can not only have the students consolidate what they have learned but improve the students' interest. And situations description can help the students use the new sentences patterns to express the topic in this unit, which can improve their level of language expression. 4. In the practice process, a few students are lack of confidence because of their poor English base. Therefore, in the future teaching, teachers should focus on improving their ability to overcome difficulties in learning and using English.

Unit 6 Tell me when the	授课学时		授课班级	20 级计算
		1 学时		机1班
Unit task	` 0	_ , , ,	()	
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数师活动	学/:	活动	设	计意图
(Teacher activities)	(Students	activities)	· ·	rpose of
			u	esign)
Pro	class			
		video	Heln Se	s to learn on
			_	own and
•	_			a sense of
pre-class tasks.		HUW LU IIV		
5. Post relevant pre-class	incurring inte.		t an w	/1 IX•
tests.				
1. Release a video on the				
	Tell me when the pain s 单元是第二册最重要的单活密切相关。本节课的语言健康生活习惯的海报. 通过课前任务了解到,本汇,但在如何运用词汇进有,学习热情不够高。但是所以在教学时要建筑如何准备。2. 学生将能够运用本单3. 学生可以用积极的生帮助学生知道如何制作关利用本单元所学的知识, 1. 教学平台(Teaching pl Education Patform),手机2. 任务驱动法(Task-drive生互动,完成教学任务。3.分组讨论法(Group discu答疑解惑,让学生分组讨合作意识。4.情景教学法(Situationa设定旅行团背景可以让学教师活动(Teacher activities) Pre-Log in the superstar platform and assign pre-class tasks. 5. Post relevant pre-class tests.	Tell me when the pain started. 描自高等单元是第二册最重要的单元之一,这个连活密切相关。本节课的主题是帮助学生以运用本单元所学的语言知识和技能完的健康生活习惯的海报. 通过课前任务了解到,本班学生在初中下流,但在如何运用词汇进行口语交际方而,学习热情不够高。但是思维敏捷,对于所以在教学时要注意理论与现实相结合。2. 学生将能够运用本单元所学的知识。3. 学生可以用积极的生活态度和健康帮助学生知道如何制作关于健康生活习惯利用本单元所学的知识,了解良好生活。是他定者的Patform);超星是是ducation Patform),手机(Cell phones 2. 任务驱动法(Task-driven method):教生互动,完成教学任务。3.分组讨论法(Group discussion):答疑解惑,让学生分组讨论、发言,实合作意识。4.情景教学法(Situational teaching metig定旅行团背景可以让学生能在具体情况。数师活动(Teacher activities) Pre-class Log in the superstar platform and assign pre-class tasks. 5. Post relevant pre-class tests.	Tell me when the pain started. 摘自高等教育出版单元是第二册最重要的单元之一,这个单元谈论的活密切相关。本节课的主题是帮助学生巩固本单元以运用本单元所学的语言知识和技能完成一项真实健康生活习惯的海报. 通过课前任务了解到,本班学生在初中阶段学过高元,但在如何运用词汇进行口语交际方而还有待提高,学习热情不够高。但是思维敏捷,对新鲜事物容所以在教学时要注意理论与现实相结合,增设情景生理解和吸收课堂知识。 1. 学生将知道如何准备报告。 2. 学生将能够运用本单元所学的知识制作关于健康生活习惯的海报。 引用本单元所学的知识,了解良好生活习惯的重要 1. 教学平台(Teaching platform):超星教学平台(Teaching platform):超星教学平台(Teaching platform):超星教学平台(Teaching platform):超星教学平台(Teaching platform):数师课前、设定成到讨论法(Group discussion): 全互动,完成教学任务。 3.分组讨论法(Group discussion): 全互动,完成教学任务。 3.分组讨论法(Group discussion): 全国动,完成教学任务。 3.分组讨论法(Group discussion): 全国动,完成教学生的主动,完成教学生活动(Students activities) 中国中心和对政教学生活动(Students activities) 中国中心和对政教学生活动(Students activities) 1. Watch the video。 2. Complete tasks and think about how to live the althy life.	Tell me when the pain started. 摘自高等教育出版社出版的第单元是第二册最重要的单元之一,这个单元谈论的疾病和就医活密切相关。本节课的主题是帮助学生巩固本单元的单词和句以运用本单元所学的语言知识和技能完成一项真实的任务,制健康生活习惯的海报. 通过课前任务了解到,本班学生在初中阶段学过部分有关描述汇,但在如何运用词汇进行口语交际方而还有待提高。他们知识,学习热情不够高。但是思维敏捷,对新鲜事物容易接受,适所以在教学时要注意理论与现实相结合,增设情景模拟等环节生理解和吸收课堂知识。 1. 学生将知道如何准备报告。 2. 学生将能够运用本单元所学的知识制作关于健康生活习惯。3. 学生可以用积极的生活态度和健康的生活方式来面对生活帮助学生知道如何制作关于健康生活习惯的重要性。 1. 教学平台(Teaching platform):超星教学平台(Superstar Education Patform),手机(Cell phones)。 2. 任务驱动法(Task-driven method):教师课前、课中和课后有生互动,完成教学任务。 3.分组讨论法(Group discussion):答疑解惑,让学生分组讨论、发言,突出学生的主体地位,控合作意识。 4.情景教学法(Situational teaching method):设定旅行团背景可以让学生能在具体情境中运用所学知识。 ***********************************

	Super Star Learning		
	Connect platform for		
	students to watch.		
	2.Asks the students to		
	sum up the life style		
	mentioned in the video		
	and categorize the		
	content: healthy or		
	unhealthy. 3.Show the pre-class		
	homework completion.		
	<u>-</u>	n-class	
		1. Greetings.	It can introduce
	1.Greetings.	1. Greenigs.	the topic of health,
	Teacher shows the first		helps the students
	life crisis of the post-90s		combine their own
	generation comes from a		attention to health.
	piece of A4 paper.	2. Students think about	attention to hearth.
	2.Ask the students to	the contents of the PPT:	
	guess what this piece of	A4 paper =?	
Lead in	A4 paper represents and	114 paper –.	
Lead III	why the post-90s are		
	afraid of this piece of		
	paper.	3.Have a discussion.	
	3.Ask the students to	3.Have a discussion.	
	have a discussion.		
	1.Teacher plays a video		
	about the current	have a discussion.	answering
	situation of		questions in class
	contemporary young		can effectively
	people so that students		mobilize the
	can present more.		classroom
	2.The teacher shows a	2. Watch videos to learn	atmosphere and
D (1)	picture and asks students	about the current	stimulate students'
Presentation	to think about it. Let's	situation of young people	interest in
	judge how many points	today. Give more	learning.
	you have got.	examples based on	
	1久坐不动 (1) 整年6	yourself.	
	2 股份股电子产品		
	S MA (Q) MACHES		
	等现象不是由		
	3.The teacher asks	3.Look at the picture,	

think questions: about it, and How many points did you subtract points as get? appropriation. Answer Do you like this life? the teacher's questions Do you know what harm positively. this lifestyle is doing to your health? 4.The teacher shows the 4. Think and answer. of consequences the above bad living habits: obesity, hair loss, etc. Use three news to alert students. CCTV SRR 健康 打疫苗、囤补剂、防脱发...... 健康消费渐成年轻人"刚 健康 © 米田、科技目形 2020年11月23日 09:25 □ □ □ □ < 我要分享 -中国人的健康大数据 各类疾病趋向年轻化 当代年轻人健康报告敲响警钟:疾病永远不会「嫌弃」 1.Ask the students: If you 1. Think about the habits Pictures, games want to avoid the disease of healthy living, discuss can enliven the with the group members classroom at a young age, what should be done? and answer positively. atmosphere. Lead in the topic of healthy living habits. The teacher shows the **Practice** two items listed in the textbook: A.Eat more fruit and vegetables. **B.Limit** the time watching TV or using the computer. 2.Ask the students to 6. Think about the have a brainstorm, have benefits of a healthy a discuss and answer lifestyle, discuss with your questions in groups. group members and

	The teacher will score	respond positively.			
	points for the group	3.Students discuss the			
	according to the	topic and think about			
	corresponding answers.	how to live a healthy life.			
	3.Ask the students to	v			
	discuss the benefits of				
	these healthy habits.				
	Students rush to answer,				
	teachers give comments				
	and marks.				
	4.The teacher				
	summarizes the students'				
	answers and presents				
	part of the content on the				
	PPT.				
	1.The teacher carries out	1.Role-play. Teams work	Complete the		
	Role Play activities. Each	together to make posters	exercises in the		
	group was divided into	and upload them to the	textbook and		
	different departments.	super star platform, and	consolidate them.		
	Students played the roles	evaluate the works of			
	of doctors and nurses.	other groups.			
Production	They had discussions and				
	made health posters.				
	2.Show the example				
	diagram.				
	DIX 以因 seeding the seedin the seeding the seeding the seeding the seeding the seeding the				
		1.Grade other groups'	1.Peer evaluation		
	groups' performance on	performance on	8		
	Superstar Education	Superstar Education	•		
	Platform from two	Patform from two	initiative into full		
Summary	aspects:	aspects:	play.		
	a. Spoken English.	a. Spoken English. (70%)	2.Help Ss to		
	(70%)	b. The poster in PPT.	summarize what		
	b. The poster in PPT.	(30%)	they have learned		
	(30%)	2.Make a summary.	this lesson.		
	2.Make a summary				
	about Ss' presentation.				
	After-c	lass			
Atter-class					

Homework	1.Finish the exercise book. 2.Upload some materials for new lesson.	1.Write down the homework. 2.Preview new lessons.	To consolidate what the students have learned.
Blackboard layout	Unit 6 T	Tell me when the pain started Unit Task Make a poster	d.
	· · · · · · · · · · · · · · · · · · ·	学评价 ng Evaluation)	
评价方法 (Evaluation methods)	过	程性评价:课前+课中+课后	
	`	ion: Pre-class + In class + A ounts for50% (课堂表现占:	·
评价内容 (Evaluation		ounts for20%(课前学习占 ints for30%(课后实践占 30	
content)	课前(20%) 资源查看 课前检测 资源分享 自主预习 头脑风影	课中(50%) 展 小组讨论 投票问卷 课堂表现 答疑讨论 作业提	课后(30%) 交 <mark>实践活动</mark> 礼仪素养

教学反思 (Teaching reflection)

- 1. It is a unit task class. Ss prepare the materials with the help of micro lesson and T before class. They work in group and learn to make PowerPoint by themselves, which enable them to become the hosts in their study fundamentally and consolidate their application of knowledge.
- 2. Superstar platform combines each part of learning together. I can get the first data systematically, which helps to make further teaching.
- 3. The evaluation on teaching and learning turns concrete and continuous. It helps to make the evaluation on students more reasonable and effective.

However, some Ss make mistakes in their poster and presentation. I should spend more time in helping them to correcting the mistakes or asking them to correct each other.

Unit 7 So much to do before we travel!

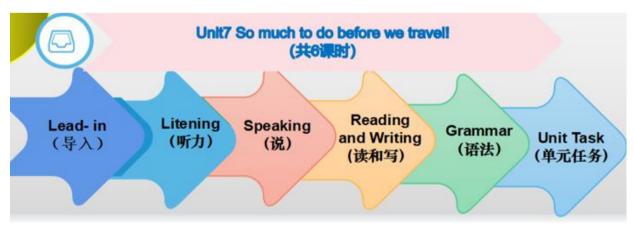
一、单元整体设计

(一) 内容分析

本单元以旅游与计划为核心话题展开,教学内容贴近生活,知识浅显易懂,实用性较强,符合中职学生实际需求。以提升学生听、说、读、写能力为目标,以提高中职学生求职能力为导向。具体选材如下。



本单元实用性较强,对学生今后的旅游与计划起着至关重要的作用,但本单元内容较为零散。为了全面提高学生的听、说、读、写能力,使学生能够在真实情境中运用英语进行交际,结合中职学生的特点,我们对教材内容进行了整合,共计6课时,如图。



(二) 学情分析

- 4. 本课程授课对象是计算机专业一年级学生,学生在初中阶段学过关于旅游相关的话题,积累了相关词汇及句型,初步具备了听、说、读、写基本能力,在知识储备及能力方面,为本单元求职话题的展开奠定了基础。
- 5. 学生的英语基础参差不齐,基础知识储备不足,听力及口语表达能力欠缺,学习习惯不佳,英语学习兴趣不浓,课前、课中、课后学习活动参与度低。
- 6. 中职学生思维活跃,模仿能力强,教师可帮助学生取长补短,引导学生发挥其潜能。



(三) 目标分析

根据学前教育专业对学生发展需求,结合人才培养方案及课程标准,设置了如下教学 目标。



(四) 过程设计

本单元核心话题为求职,结合学情和教学目标,我们对教学内容进行了重构,将本单元整合为 Lead-in Listening Speaking Reading and Writing Grammar, Unit Task 个学时。教学活动始终以强化学生听、说、读、写能力为中心,注重对学生进行情感引导。教学过程设计,按照学生认知和学习规律,由简单到复杂,由理论到实践,由知识到技能 难度系数逐步增加。为了激发学生学习英语兴趣,本单元6课时导入部分均采用微课,课前习题,课前讨论等方式。具体课型设计如图。



为充分调动学生学习英语积极性,每节课都设计了如"角色扮演""泼水答错""超级小兔""小猫钓鱼"等丰富多彩的课堂活动,让学生在活动中学习英语、感受英语魅力,并学会综合运用英语,增强学习英语的兴趣。每节课具体活动设计如图。

内容	课前	课中	课后
Lead-in	跟读单词/单词检测/行李 箱绘画		制定旅行攻略/预习新课
Listening	视频学习/课前测试/查找 家乡的旅游景点	3333	设计家乡的旅游路线,推 荐所带物品/预习新课
Speaking	课前测式旅行计划经历分 享列举要做红色旅游的准 备/评价	TARREST TOTAL TOTA	课后测试/编写对话/预习 新课
Reading and Writing	预习单词和短语/发布视 频并提出问题进行周考	2007 2007 2007 20	熟读课文/根据文章内容 画出悉尼两日游路线图
Grammar	着例句找規律/看微课预习/ 课前测试/查找家乡一日游 路线		课后测试/预习新课
Unit Task	发布背景资料/列举中国著 名城市的景点	TORREST TORREST TORREST	小组合作,完善旅游手册

(五) 教学方法

在学实施过程中,根据新课程标准和学情,为了实现教学目标,突出重点, 化解难 点,我们灵活采用如下教学方法:任务驱动法、情景教学法、直观演示 法、 讨论法、自主探究法、案例教学法等。具体体现如下:

- 4. 充分发挥课代表和小组长引领带头作用,调动学生积极性。
- 5. 关注学困生,分层设置任务,鼓励学困生努力尝试,体验成功的喜悦。
- 6. 重视情景创设,提供丰富多彩的学习资源,倡导自主探究与合作学习相结合方式。

将学习内容的趣味性与实践性相结合,使学生由"要我学"转变为"我要学",成为学习的主人。

	Unit7 So much to do before we travell					
学习有关 旅游出行 前所做准 备的词汇	学习有关 旅行计划 的句型	听并阅读 就旅行计 划提建议 的对话	提高阅读 写作能力	学习时 间状语 从句的 基本用 法	培养语言 实践运用 能力	
Lead-in	Listening	Speaking	Reading and Writing	Grammar	Unit Task	
扩充词汇	听有关 旅行计 划的对 话	学习有关寻求和给予建议的句型, 并运用相关句型表达红色旅游计划	阅读悉尼二 日游,并模 仿介绍北京 一日游计划。	培养综合 语言应用 能力	学习制 作旅游 手册	

教学方法	第七单元
任务驱动法	设计家乡的旅游路线,小试牛刀,提升自 我
讨论法	答疑解惑
体验式教学法	齐心协力,景点打卡,旅行 计划达人
情景教学法	红色旅行,家乡—日游,旅行社署期实践 活动
互动法	"行李箱找主人",大转盘,旅行计划达人, 钓鱼游戏,头脑风暴
直观法	图片展示,微课视频,歌曲 mv,红色旅游微视频,家乡景点微视频,悉尼旅游视频,祖国大好河山视频

(六) 教学手段

为激发学生学习积极性,实现学生学习过程动态记录,达成教学目标,我 们采用了如下教学手段。



(七) 教学环境

教学内容	Lead-in	Listening	Speaking	Reading&Writing	Grammar	Unit Task
教学地点				录播室		



录播室

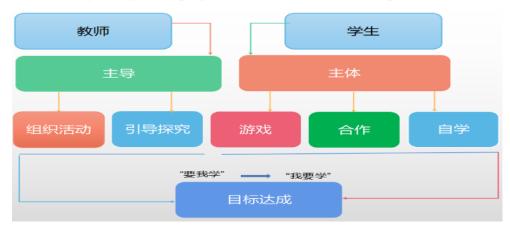
多媒体教室

(八) 教学评价

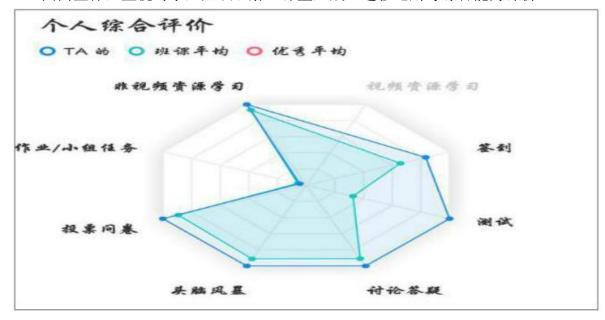
- 1、过程性评价与结果性评价相结合,过程性评价注重检测学生课堂参与度及自主学习能力,结果性评价重在反馈教与学存在问题,以便及时改进。
 - 2、采用现代教育技术,实现学生线上线下实时互动,如下图:



3、很好地贯彻了"教师为主导、学生为主体"的教学理念。



4. 面向全体,重视对学生知识理解、课堂生成、迁移运用等综合能力评价。



授课内容	Unit 7 So much to do	授课学时	1 学时	授课班级	20 级计算 机 1 班	
(Teaching section)	before we travel! Lead-in	(Teaching hours)	1 子的	(class)	176 I 15I	
教材分析	本节课内容选自高教版	,	模块 2 第	上 5七单元 lea	ud-in部分。	
(Analysis of	本单元的中心主题是旅游	京, 在当前的环	境下,旅	游是非常受观	欠迎的。Lea	
teaching	d-in部分的单词教学一方	可面可以使学生	对初中相差	关知识进行回	回顾,另一	
material)	方面也为本单元后面部分					
W 1-4 1 1-4	随着旅游业的壮大,					
学情分析	但是对于旅游途中语句的	•				
(Analysis of	当今全球化的旅游趋势,					
student)	相关的句式。本班的学生缺乏自信。在本单元的教					
	容并学以致用。	、子甲女任忌垤	化一头欧尔	日年日,作功	子土垤胖的	
		5 14 4649				
	本节课学习结束时,学 1. 学生能够理解并运用。		细细光法	田太肖元氏	学	
教学目标	关的词汇:	P早儿子工化®	7	用平牛儿別	子一刀队初打作	
(Teaching	6 Nouns: cash; camera; u	ımbrella: forest	t: agency:	flight		
objective)	1 Verb: book		, ugonej,			
•	1 Phrase: bathing suit					
	2. 学生能够能利用所学的	的词汇和句式进	性行有关旅	游计划的对	话	
	3. 学生能够热爱大自然,	欣赏祖国美丽	凤光。			
重点	本节课中学生主要学习在		时主要会员		11短语 :	
(Key points)	cash,bathing suit			sunglasses,fo		
	animals, medicine, comfor	table shoes,um	brella,tent			
难点	学生能够在学完本课内容			用下面这些	单词或语句	
(Difficult	准确表述旅行所需要准备					
points)	call a travel agency, book	k the hotel, ma	ke a shopp	oing list, get	to know the	
	city, book flights.					
	1. 教学平台(Teaching]		星教学平台	Supersta	r Education	
	Platform), 手机 (Cell ph		4 4 7 10 17.)		
************************************	2. 任务驱动法(Task-driven method): 教师课前、课中和课后布置任务,					
教学策略 (Teaching	师生互动,完成教学任务		探示 11.2	5 ル 八 <i>畑</i> ユート ンヘ	、	
strategies)	3.分组讨论法(Group disc 出学生的主体地位,培养			产生分组闪化	∴ 及言, 爰	
bir ategres)	出字生的主体地位,培养4.互动法(Interaction): 注			'维叔亚龙"	生活力	
	复操练主要单词。	四凡 胆纵小り	ប់	认例月化	寸伯刿,从	
	5.情景教学法(Situation	al teaching met	thod):			
	设定旅行团背景可以让学	_		听学知识。		

 教学过程	 教师活动	学生活动	设计意图					
(Teaching	(Teacher activities)	(Students activities)	(Purpose of					
procedure)			design)					
	Pre-class Pre-class							
	Log in the superstar	Log in the superstar	To assign the					
	platform and assign	platform and receive the	learning tasks					
	pre-class tasks.	learning tasks.	before class.					
	1. Post relevant pre-class	1.Listen to the audio and	1.Pre-class test is					
	tests.	complete the test.	to help the teacher					
D 1	2.Present the new words		know the students					
Pre-class	in the class.	2.Repeat after the words	better.					
preparation	₩ U6-cold.mp3 2014/10/9 22:59	and try to decipher their	2Through the pre-class tasks,					
	▶ U6-cough.mp3 2014/10/9 22:56 ▶ U6-fever.mp3 2014/10/9 22:56 ▶ U6-headache.mp3 2014/10/9 22:57	meanings.	pre-class tasks, students can get a					
	 ☑ U6-hurtmp3 ☑ U6-pain.mp3 Z014/10/9 22:57 		preliminary					
	 ☐ U6-runny nosemp3 2014/10/9 22:59 ☐ U6-sore.mp3 2014/10/9 22:59 ☐ U6-stomachache.mp3 2014/10/9 22:55 		understanding of					
			the content of this					
	3. Show a picture of a	3. Students upload	lesson, which will					
	small suitcase. Ask Ss to	pictures of the places they	pave the way for					
	draw something	dream of going to, and	the classroom					
	necessary in the suit	say the reason in English.	activities.					
	case.Ask the students to	4.Draw the items you						
	collect some materials	need to carry on your trip and upload them to the						
	about Red Tourism.	learning software						
	4.Rate and evaluate	according to the example						
	students' self-study.	picture given by the						
		teacher.						
	I	n-class						
	1.Greetings.	1.Name the group.	Video import to					
	2.Show a video about the	2.Enjoy the short video	stimulate students'					
Lead in	beautiful scenery in	and step in the new	interest in					
	China to arouse the	lesson.	learning.					
	students' interest.							
	一生必去的30个地方							
	5 9.							
	3.The teacher asks	3.Play games and answer						
	questions according to	questions.)						
	the video and invites							

	,		
	students to answer.)		
	①What do you think of		
	these scenery?		
	②Do you like traveling?		
	3Where is your		
	dreaming place to		
	travel?		
	4 Why do you love the		
	place?		
	5What will you take on		
	your trip?		
	4.Summarizes the		
	students' answers and		
	presents them.		
	1	1.Watch the video and	Watch the video
	1.Play the video of Peppa		
	Pig and his family going	think about what the	and remember the
	on a trip, shows what	mother pig has prepared.	things mentioned
D	mommy pig has	What did mommy pig take to holiday?	in the video. It is
Presentation	prepared.	a lovely plant	helpful to train
	±	can food a com	
	***		observation and
		telephone some winter cloth	memory.
		2 D 1 d 1 1	
	2. Show the pictures and	2.Read the words one by	
	the words. Ask the	one and translate them.	
	students to think and		
	connect the words and		
	pictures with straight		Pictures, games
	lines.)		can enliven the
	3."Cycas blossom"	3. Think and answer.	classroom
	game.		atmosphere.
	Show a picture of a bare		
	tree. There are some		
	words on the tree.		
	Students need to read		
	the words and explain		
	them.		
	1.Show the pictures in	1.Discuss and list the	Practice in the
	exercise.	items.	textbook to
	2.Ask the students to		reinforce the
	identify the place and		words you have
	choose the things they		learned.
	thouse the things they		

need to take with them. **Practice** 2. Show the pictures of 2.Look at the pictures, three beautiful places think about which spots and ask the students to they are and find the similarities find the common points between of the three places. them. 3.Set up a situation 3.Discuss in groups and about a trip abroad. answer. Show the five sentences in exercise 2 and give the students three minutes to think about: If you

are travelling abroad, what are the three best things to do before you

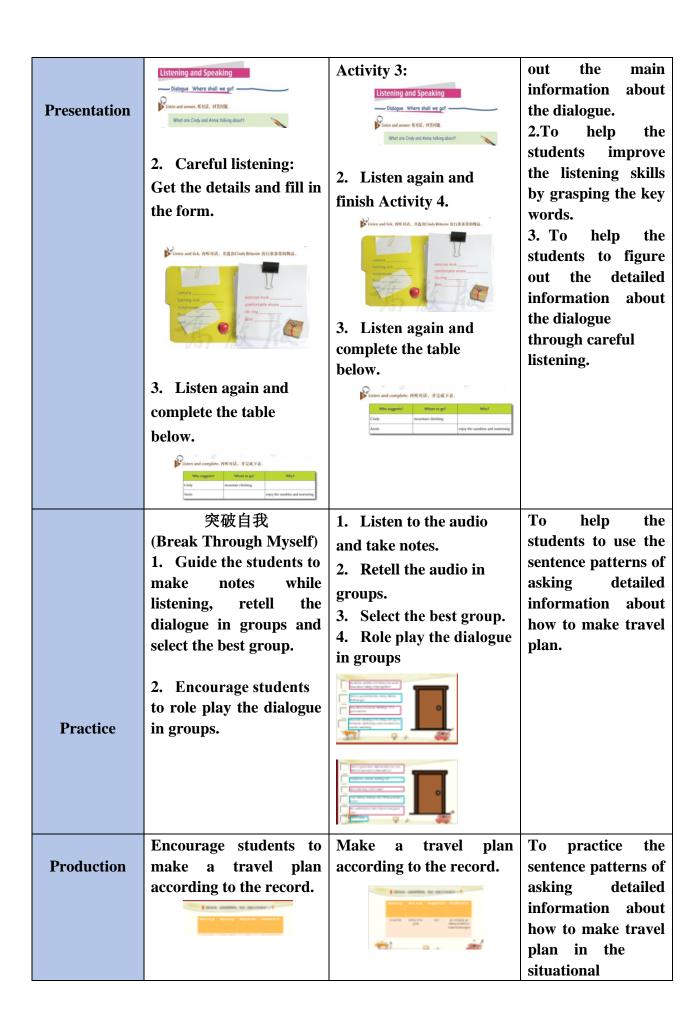
	leave?		
	4.Ask the students to		
	answer and give their		
	reasons according to		
	their answers.		Setting a travel
	5Guide the students to		situation, close to
	love the beautiful rivers		the textbook and
	and mountains of the		life, can enhance
	motherland According		the interest in
	to the severity of the		learning
	epidemic situation in		
	foreign countries.		
	1. Show 4 beautiful	1. Discuss and summarize	Through the
	pictures of our	the strategy generated by	beautiful pictures
	motherland. Make a	the group, and make a	of our country, we
	group to form a travel	report.	can inspire
	agency and name it. Ask		students to love the
	the group members to		beautiful rivers
	discuss and develop the		and mountains of
	corresponding travel		our country, and
	"strategy". Everyone		let students learn
Production	thinks about the things		to enjoy the
	they need to bring and		present life.
	the things they need to		
	do. One student will be		
	selected by the group as		
	a little guide to make an introduction.		
	introduction.		
	Game Time.	Answer quickly in	A summary of the
	What is missing?	English.	game's activities
Summary	Show some pictures.	mignom.	can further
Summary	Picks one at random and		enhance the
	ask the students to		atmosphere, as
	answer it in English.		well as serve as a
	uns wer iv in English		refresher.
	After-c	lass	
	Log in the superstan	Log in the superstar	To consolidate
	Log in the superstar platform and assign the	platform and receive the	what the students
	homework.	homework.	have learned.
	1.After-class	1.Finish after-class test.	nave teat neu.
	consolidation:	2. Make a travel guide	
	consonuation.	2. Make a travel guide	

	1				
	Knowledge: a	nd publish it on			
	Post after-class test. X	iaohongshu app.			
Homework	2.Practical operation: 3	Preview new lessons.			
	Select a tourist spot in				
	China that has been				
	visited, publish the				
	travel strategy, and				
	share it with classmates.				
	3. Upload relevant new				
	lesson materials.				
	Unit 7 So n	nuch to do before we travel!			
Blackboard		Lead-in			
layout					
教学评价					
	(Teaching	Evaluation)			
	过程性评价:课前+课中+课后				
	(Process evaluation: Pre-class + In class + After class				
评价方法					
(Evaluation					
methods)					
	at Car				
	_	ts for 50% (课堂表现占 50%)			
评价内容		ts for 20% (课前学习占 20%)			
(Evaluation	3.Practice after class account	ts for30% (课后实践占 30%)			
content)	温光 (20k)	细中 (50W) 细子 (20W)			
	课前(20%)	课中(50%) 课后(30%)			
	资源查看课前检测资源分享自主预习头脑风暴/	组讨论 投票问卷 课堂表现 答疑讨论 作业提交 实践活动 礼仪素养			
		- III			
数学反思					
(Teaching Reflection)					

- 1. Class games can mobilize the classroom atmosphere and help students consolidate the v ocabulary and sentence patterns they have learned in class.
- 2. Situational simulation is close to reality, which can enhance students' understanding an d improve their oral expression ability.
- 3. In the future teaching, teachers need to release more abundant resources before class to help students broaden their horizons. And teachers should make reasonable use of inform ation teaching means to keep pace with The Times.

授课内容 (Teaching section) 教材分析	Unit 7 So much to do before we travel! Listening 本节课内容选自高教版职	授课学时 (Teaching hours) 高英语基础模均	1 学时 井2第七单	授课班级 (class) 元Listening音	20 级计算 机 1 班 3分。本节
(Analysis of teaching material) 学情分析	课学生要学习的是学习制 里(Where shall we go?) take with us?),住宿问是 学生的英语基础薄弱,部分 很难听出一些重要信息。	定旅行计划时总 ,出行前需要 <mark>题(Where shal</mark> 分学生发音不标 但有第一节课打	E么询问相 携带的物。 Il we stay? F准,进而 丁下的基础	l 关信息,包 品 (What do) 。 导致听力存在 出,学生掌握	括询问去哪 we need to 生一些问题, 了出行所带
(Analysis of student)	物品的相关的词汇,减少 兴趣,进而有利于课程的 本节课学习结束时,学生	推进。 能够:			
教学目标 (Teaching objective)	 学会制定旅行计划,获取关于谈论旅游计划的对话的关键信息。 Where shall we go? What do we need to take with us? Where shall we stay? 了解如何制定旅行计划,获取关于谈论旅游计划的对话的关键信息,有助于掌握旅游业的职场用语。 了解家乡的旅游景点,有意识去宣传家乡旅游业,为家乡的旅游业贡献自己的力量。 				
重点 (Key points)	本节课中学生主要学习制定旅行计划时怎么询问相关信息,Where shall we go? What do we need to take with us? Where shall we stay?				
难点 (Difficult points)	掌握听力技巧,提高复述能力。				
教学策略 (Teaching strategies)	1. 教学平台(Teaching patform), 手机(Cell pho 2. 任务驱动法(Task-driver 生互动,完成教学任务。 3. 分组讨论法(Group disc 生的主体地位,培养学生 4. 直观法(Direct-vision mo 内容形象化,生动化,具	nes). n method): 教! ussion): 答疑角 的合作意识。 ethod): 视频,	师课前、读解惑,让等 图片和教	来中和课后布 学生分组讨论 学课件的使序	5置任务,师 ·,突出学

教学过程 (Teaching procedure)	教师活动 (Teacher activities)	学生活动 (Students activities)	设计意图 (Purpose of design)				
	Pre-class Pre-class						
Pre-class preparation	Log in the superstar platform and assign pre-class tasks. Post relevant pre-class tests. Ask the students to search for information about tourism at their hometowns.	Log in the superstar platform and receive the learning tasks. 1. Complete the pre-class tests. 2. Search for information about their hometowns	To assign the learning tasks before class. 1.Pre-class test is to help the students master the relevant vocabulary and sentence patterns about making travelling plans. 2.Collecting information can help the students know more about the tourism in their hometowns and arouse their sense of developing				
			hometowns.				
	1	In-class	m ·				
Lead-in	Guess Game: Show the students several pictures about the things taken with teachers when she had a trip last summer vacation and let students guess where she went.	The students discuss with partners about the items in the travel bag and guess where the teacher went.					
			1.00				
	1. Listening: Complete	1. Listen twice and	1.To help the				
	Activity 3.	finish Activity 3.)	students to figue				



			simulation		
Summary	1. The things to take Beach: cash, bathing suit, life ring, camera, sunglasses. Mountain: umbrella, tent, comfortable shoes, medicine. 2. How to make travel plan? 1. Where to go 2. When to go 3. Things to take 4. Activities to do	Summarize what they have learnt in the class with the teacher.	To summarize the knowledge the students learned in this class and make evaluation.		
	After-c	lass			
Homework	Log in the superstar platform and assign the homework. 1.After-class consolidation: Knowledge: Post after-class test. Practical: Make a travel plan about their hometowns. 2. Preview the new lesson.	Log in the superstar platform and receive the homework. 1. Finish after-class test. 2. Make a travel plan about their hometowns. 3. Preview the following lesson: Speaking.	To consolidate what the students have learned.		
Blackboard layout	Unit 7 S Where shall we go? What do we need to Where shall we stay?		rel!		
教学评价 (Teaching Evaluation)					
评价方法 (Evaluation methods)	过程性评价:课前+课中+	课后			

	(Process evaluation: Pre-class + In class + After class)					
评价内容	1.Class performance accounts for 50% (课堂表现占 50%)					
(Evaluation	2.Preview new lesson accounts for20% (课前学习占 20%) 3.Practice after class accounts for30% (课后实践占 30%)					
content)	课前(20%) 课 (50%) 课后(30%)					
	资源查看课前检测资源分享自主预习头脑风暴小组讨论投票问卷课堂表现答疑讨论作业提交实践活动礼仪素养					

教学反思 (Teaching reflection)

- 1. Challenge Myself, Break Through Myself and other activities have effectively broken through the key & difficult points and improved students' interest in learning.
- 2.Create a real situation which can arouse the students' learning interests.
- 3.Students' learning effect has been improved through the combination of self-learning and cooperative inquiry.
- 4. Role play has not only strengthened the main sentences and enlivened the class atmosphere, but also made students well prepare for the language output of the next step.
- 5. Students' vocabulary are limited and not comprehensive when they are asked to make a travel plan according to the tape.

授课内容	Unit 7 So much to do	授课学时		 授课班级	20级计算机1	
(Teaching	before we travel!	(Teaching	1 学时	(class)	班	
section)	Speaking	hours)	- 4 //4	(Class)	9,2	
50001011)	本节课内容选自高教		础模块 2		Deaking 部分。	
教材分析	本节课学生要学习的是					
(Analysis of	(What about traveling together?, How about visiting a big city? Let's go					
teaching	to the country. Shall we	_		_		
material)	关旅行前要携带哪些物品的词汇和 Listening 部分有关旅行前要做那些A					
	备的句型基础上,这些	句型的学习有时	助于学生原	立用前两课和	中本课所学在邀	
	请朋友谈论旅行计划的	情境中以西方	人的思维	去表达自己的	り想法。	
	通过前两节课的等	学习,学生已经	経储备了判	可旅游出行作	= 计划,携带旅	
学情分析	行物品的词汇和句型,	为本节 课 Spe	aking 奠知	定了基础。并	并且学生已经熟	
(Analysis of	悉了此话题,利于开展	教学活动。但是	是对于西方	方人给别人提	是建议方式可能	
student)	不能理解,需要老师引	导他们去分辨	中西方提	建议的思维差		
	本节课学习结束时,学	,_ >				
	1.获取关于谈论旅游计	划的对话的关键	建信息,打	戈出就旅行计	计划提建议的表	
教学目标	达方式,如下:					
(Teaching	What about/How abo	out?				
objective)	Shall we?					
	Let's			6267-11 Ma	. 上見しまる	
	2.了解中西方人在提建					
	的是表示对他人的关心,说的较直接(如:出门要多穿点衣服,别感冒了;					
	安敞好个人防护), 会提议带好要带的物品					
	we take some masks?)	,且归【权合	(,以小)	小心人们守生	E. (SH: Shan	
	3.扮演旅行社员工用本节课所学的谈论旅行计划和就旅行计划提建议的句					
	型与客户谈论红色旅行计划。					
	如: A:I'd like to ha		in this Su	mmer. Whe	ere shall I go ?	
	B:How about going to					
	4.有出外旅行遵守旅游	00 0			子口罩,做好个	
	人防护的意识。					
重点	本节课中学生主要学习	在谈论旅行计	划时用以	下句型表达到	建议:	
(Key points)	What about/How abo	out?				
	Shall we?					
	Let's					
	学生能够在学完本课内		本中的对	话用下面这	些单词或句型	
难点	谈论自己的红色旅行计					
(Difficult	comfortable shoes, uml	orella, sunglass	ses, medic	ine, masks,c	ash, cellphone,	
points)	camera, ID card					
	What about/How about	· · · ?				
	Shall we?					

	Let's				
	•••				
教学策略 (Teaching strategies)	1. 教学平台(Teaching platform):超星教学平台(Superstar Education Patform),手机(Cell phones). 2. 任务驱动法(Task-driven method): 教师课前、课中和课后布置任务,师生互动,完成教学任务。 3.分组讨论法(Group discussion): 答疑解惑,让学生分组讨论、发言,突出学生的主体地位,培养学生的合作意识。4.互动法(Interaction): 通过"大转盘""旅行达人"等活动,反复操练主要句型。 5.情景教学法(Situational teaching method): "Cathy的故事","旅行社帮助游客制定红色旅行计划"等可以让学生能在具体情境中运用所学知识。				
教学过程 (Teaching procedure)	教师活动 (Teacher activities)	学生活动 (Students activities)	设计意图 (Purpose of design)		
	Pre-cla	SS			
Pre-class preparation	Log in the superstar platform and assign pre-class tasks. 1.Post relevant pre-class tests. 2.Ask the students to recall their experiences of making travelling plans. 3.Ask the students to collect some materials about Red Tourism. 4.Rate and evaluate students' self-study.	Log in the superstar platform and receive the learning tasks. 4. Complete the pre-class tests. 4. Complete the pre-class tests. 5. Share their own experiences of making travelling plans. 6. Collect materials about Red Tourism with the Internet and Youdao dictionary. Then think about what they should do before they travel and list them on the platform. (Evaluate students' self-study.)	To assign the learning tasks before class. 1.Pre-class test is to help the students master the relevant vocabulary and sentence patterns about making travelling plans. 2.Sharing the experiences of making travelling plans helps the students master the words and expressions they learned in last two classes. 3.Collecting materials about Red Tourism can help the students know more about		

			the revolutionary history of the Communist Party of China and the Chinese People.It is also helpful for the students to review how to talk about travelling plans. Most of all, this activity can make preparation
			for the new lesson.
			4. Evaluating is to
			check the students'
			learning effect.
	In-cla		
T 1	Play a short video and	Enjoy the short video and	
Lead in	lead in the new lesson.	step in the new lesson.	
Presentation	To assign the learning tasks before class. 1.Pre-class test is to help the students master the relevant vocabulary and sentence patterns about making travelling plans. 2.Sharing the experiences	Log in the superstar platform and receive the learning tasks. 1.Complete the pre-class tests. ##################################	
	plans helps the students master the words and expressions they learned in last two classes. 3. Collecting materials about Red Tourism can help the students know more about the revolutionary history of the Communist Party of China and the Chinese People.It is also helpful for the students to review how to talk about	2.Share their own experiences of making travelling plans. 3.Collect materials about Red Tourism with the Internet and Youdao dictionary. Then think about what they should do before they travel and list them on the platform. 4.(Evaluate students'	

	travelling plans. Most of	self-study.)	
	all, this activity can make		
	preparation for the new		
	lesson.		
	4. Evaluating is to check		
	the students' learning		
	effect.		
	Game Time	Choose questions	To help the
	Organize the students to	randomly according to	students to use the
	join in the game to	the rotary table and	sentence patterns
	reinforce the main	compete to answer. One	of making
Practice	sentences of making	to three points for a	suggestions when
	suggestions while talking	correct answer, or no	they talk about
	about travelling plans.	points.	travelling plans.
	Why		
	To create a real situation	Enjoy the short video and	To review the
	to draw the students'	step in the new lesson.	expressions about
	attention on the new	•	making travelling
	lesson.		plans.
	1.To help the students to	Work in groups and	To practice talking
Production	find out the key	complete the	about making
	information in the	performance together.	plans of a Red
	dialogue and the sentence		Tour in the
	patterns they need to	<u>/</u>	situational
	learn in this class.	Ted Tourism	simulation.
	2.Doing role-play is to	The continue	To make the
	make the students better	* The second sec	students realize
	understand how to make		that they should
	suggestions when they		follow guides and
	talk about travelling		obey orders,
	plans and imitate		protect the
	speaking.		historical relics
	3.The activity of		and act as a polite
	Answer Questions		tourist.
	,	İ	
	&Doubts can help the		
	&Doubts can help the		
	&Doubts can help the students study some language points and		

	smooth the language		
	barrier by group		
	cooperating.		
	It can make the students		
	know the differences of		
	thinking between		
	Chinese and the		
	westerners.		
	Th. 4	C4-1-4	To summarize the
	The teacher comments on their performance in	Students evaluate their performance in class and	knowledge the
Summary	class, and help the	sum up what they have	students learned in
Summary	students to sum up what	learned.	this class and
	they have learned.	learneu.	make evaluation.
	they have learned.		To strengthen the
			students'
			ideological and
			political education.
	After-c	lass	pontical education.
	711101 0	ACCIO	
	Log in the superstar	Log in the superstar	To consolidate what
Homework	platform and assign the	platform and receive the	the students have
	homework.	homework.	learned.
	1.After-class	1.Finish after-class test.	
	consolidation:	2. Invite your friend to	
	Knowledge:	have a red tour in your	
	Post after-class test.	hometown in the coming	
	Practical:	summer vacation and	
	Make a short dialogue	make a dialogue using	
	and perform it.	what you you have	
	2. Preview the new	learned in this class.	
	lesson.	3. Preview the following	
	lesson.	lesson: Reading.	
		0	
	Unit 7 Se	o much to do before we trave	el!
Blackboard		Speaking Speaking	
layout	What about/How about.		
	Shall we?		
	Let's		
	************************************	女学评价	
	(Teachir	ng Evaluation)	

	过程性评价:课前+课中+课后						
评价方法 (Evaluation methods)	(Process evaluation: Pre-class + In class + After class)						
湿於山家	1.Class performance accounts for50% (课堂表现占 50%) 2.Preview new lesson accounts for20% (课前学习占 20%)						
评价内容 (Evaluation	2.Preview new lesson accounts for 20%(除前字内台 20%) 3.Practice after class accounts for 30%(课后实践占 30%)						
content)	American Ame						
content)	课前 (20%) 课中 (50%) 课后 (30%)						
	资源 课前 资源 自主 头脑 小组 选人 课堂 答疑 作业 实践 礼仪 查看 检查 分享 预习 风暴 讨论 抢答 表现 讨论 提交 活动 素养						
教学反思							

(Teaching Reflection)

- 1. Create a real situation which can arouse the students' learning interests.
- 2. Travel plan Talents, All hands on deck and other activities have not only achieved the teaching goals, but also stimulated students' interests in learning.
- 3. Group competition has cultivated students' sense of cooperation and competition.
- 4. Answering questions &Doubts reflects the teaching concept of Student-centered classroom teaching with the teacher as a guide.
- 5. Game Time has not only strengthened the main sentences and enlivened the class atmosphere, but also made students well prepare for the language output of the next step.
- 6. Red Tourism consulting has not only made the students practice the useful expressions about travelling plans and making suggestions in the simulation of the workplace but also made them get ideological and political education.
- 7. Students' thinking and vocabulary are limited and not comprehensive in All hands on deck. Therefore, in future teaching, the teacher should post more resources before class to help students broaden their horizon.

授课内容 (Teaching section)	Unit 7 So much to do before we travel! Reading and writing	授课学时 (Teaching hours)	1 学时	授课班级 (class)	20 级计算机 1 班	
教材分析 (Analysis of teaching material)	本节课内容选自高教版职高英语基础模块2第七单元 Reading and writing部分。本节课的任务有两个:一是阅读悉尼两日游的计划并完成相关的阅读练习,二是在读后根据所给信息完成北京一日游的旅游计划。在前面的部分已经学过在旅游计划中常用的单词、短语和句子,这都为本部分的任务做了准备。本部分的学习有助于学生进一步掌握本单元的重点单词、短语和句型,也可以在活动中了解到悉尼和北京的美丽风光。					
学情分析 (Analysis of student)	通过本单元前面学习过的内容,学生已经储备了旅游计划的词汇和句型,为本节课的 Reading and writing 部分奠定了基础。另外学生已经熟悉了此话题,利于开展教学活动。学生对本节课的内容较为感兴趣,教学过程中为学生创设了较为真实的语言环境,从而能使学生更积极地加入到课堂教学活动中,但是由于学生缺乏对悉尼以及悉尼景点的了解,文章中地名也较多,对学生的阅读造成了一定的障碍。					
教学目标 (Teaching objective)	本节课学习结束时,学生能够: 1、学生能够在学习后掌握文章中的以下短语: enjoy a show, get close to, breathe the fresh air, lie on the beach, show an entire picture, a two-day tour. 2、学生可以读懂悉尼两日游的计划并完成相关练习,并在学习后根据所给信息通过小组合作完成北京一日游的旅游计划。 3、通过本课的学习,学生可以感受到悉尼和北京的美景,能让他们热爱大自然,欣赏美丽风景。					
重点 (Key points)	1、学生能够在学习后熟练掌握悉尼两日游计划中的短语表达: enjoy a show, get close to, breathe the fresh air, lie on the beach, show an entire picture, a two-day tour. 2、学生可以读懂悉尼两日游的计划并完成相关练习。					
难点 (Difficult points)	学生能够在学习悉尼两日 一日游的旅游计划。	游计划后根据	所给信息道	通过小组合作	完成北京	
教学策略 (Teaching strategies)	1. 教学平台(Teaching patform), 手机(Cell pho 2. 任务驱动法(Task-drive 生互动,完成教学任务。 3. 小组合作法(Group coo	ones). en method): 教	师课前、词	- 果中和课后布	5置任务,师	

		生的合作意识。 teaching method):设置真实 习任务,提高学生的兴趣和和	
教学过程 (Teaching procedure)	教师活动 (Teacher activities)	学生活动 (Students activities)	设计意图 (Purpose of design)
	Pre-c	class	
Pre-class preparation	Log in to superstar education platform and publish the pre- class learning tasks: Preview the words and phrases and read them following the records; Publish the video of Sydney and learn the background knowledge and answer these questions: 1). What do you know about Sydney? 2). What is Sydney famous for?	Log in to the superstar education platform and complete related tasks.	To help students to learn words and phrases in advance.
	In	-class	
Situation setting	Situation setting: Situation introduction: You meet a travel agency on the way to promote the Sydney tour route, and you are very interested, so you begin to learn more about it.	Enter the travel agency to know the route of Sydney tourism.	To arouse the students' interest and get ready for the next step.

Lead-in	Check the answers on the superstar platform before class, and introduce new knowledge combined with students' answers.	Check the answers to the questions before reading and prepare for the reading task.	Introduce new lesson from checking the answers.
	Read the Sydney's travel plan quickly and fill in the travel map. Time	Read the travel plan quickly and fill in the travel map.	To help the students to practice the key expressions by making a travel brochure.
	Read the travel plan again and match the places and activities.	Read again and match the places and activities.	
While- reading	Places 1. Aloyal Scanical Gardens 2. Browli Bounds 3. Envishent Ray Hause 4. Springs Againston 5. Springs Open Bross 6. Springs Againston 7. Opera Mouse Market 2. Opera Mouse Market 2. Certain to the part of the part of the whole city 4. Go shopping 6. Seas and breather the fresh air 7. Opera Mouse Market 2. Certain to the bouch 7. Opera Mouse Market 2. Certain Serve 19th cerebury life		
	Listen to the passage and explain the key language points.	Listen to the passage and learn the key language points.	
	1. Syrkey welcomes addition of terrish from all ever the world. 2. When we come lands, we Henging a show at the Syrkey Opera Hense in the evening. 2. When we come lands, we Henging a show at the Syrkey Opera Hense in the evening. 2. When we come lands, we have a state of the state of the evening lands. 3. Then you are in Hybridy, it is a randoule. 4. When we climb to the top of the bridge, we'll see the whole city of Syrkey in beautiful evening lights. 10.000 State of the State of the State of Syrkey in beautiful evening lights.		
Post-reading	1.Situation setting: Suppose you work in a travel agency, you need to design a one-day tour plan in Beijing. Ask students to discuss the plan in groups according to the pictures and given information.	1.According to the pictures and the information given, learn about the scenic spots in Beijing and enjoy the scenery of Beijing.	To help students understand the importance of cooperation and help them to master the use of key phrases in the task.
	information.		

	W		
	2. Write the one-day tour plan according to the results of discussion. Select representatives to report the plan.	2.Write and practice Ask students to complete the one-day tour plan in Beijing according to the results of discussion.	
Summary	The teacher comments on their performance in class, and help the students to sum up what they have learned.	Students evaluate their performance in class and sum up what they have learned.	To summarize the knowledge the students learned in this class and make evaluation. To strengthen the students' ideological and political education.
	After	r-class	
Homework	Log in the superstar platform and assign the homework.	Log in the superstar platform and receive the homework.	To consolidate what the students have learned.
	Unit 7 Se	o much to do before we trave	el!
Dloolshaaad		Reading and writing	
Blackboard		-day tour	
layout		a show	
	_	ose to he the fresh air	
		the beach	
		an entire picture	
		教学评价	
		ng Evaluation)	
	过程性评价:课前+课中+证	果后	
评价方法			
(Evaluation methods)			
	(Process evaluat	ion: Pre-class + In class + A	fter class)

评价内容 (Evaluation content)

- 1.Class performance accounts for50% (课堂表现占 50%)
- 2.Preview new lesson accounts for 20% (课前学习占 20%)
- **3.Practice after class accounts for30%** (课后实践占 30%)

课前(20%) 课中(50%) 课后(30%) 资源查看课前检测资源分享自主预习头脑风暴小组讨论投票问卷课堂表现答疑讨论作业提交实践活动礼仪素养

教学反思 (Teaching reflection)

This lesson has cultivated students' fast reading ability and communication and cooperation ability. The highlight is that after learning the Sydney two-day tour plan, we can complete the Beijing one-day tour plan through group cooperation according to the information given. It help students to know the beautiful scenery of our capital.

In the process of teaching, it reflects the dominant position of students, experiences the learning value of the Internet, stimulates students' interest and enthusiasm in learning, and expands the knowledge of tourism.

However, due to the students' poor English foundation, they can not speak the names of scenic spots in Sydney and Beijing fluently in English. At the same time, when designing the Beijing one-day tour plan as a group, individual students' investment is not enough. In the future teaching, we should strengthen the students' oral training, find some more scientific methods, so that students can make progress in all aspects.

授课内容 (Teaching section)	Unit 7 So much to do before we travel! Grammar	授课学时 (Teaching hours)	1 学时	授课班级 (class)	20 级计算机 1 班		
授课教材 (Teaching materials)	本节课内容是选自高教社出版的中职英语 2 第七单元的语法部分,该课内容主要谈论的是时间状语从句。在前面的听说、阅读部分已经在表述中使用了时间状语从句,如 When we come back, we'll enjoy a show at the Sydney Opera House n the evening. You have to make a to-do list before you travel abroad. 等。这个从句内容对学生来讲是陌生的,尽管前面老师会有讲解,但不会系统的归纳给学生,仍会有理解上的障碍,故而本节课的学习至关重要。						
学情分析 (Student analysis)	本 单 元 语 法 学 对于从句是什么,学生在第 但作为状语从句,他们是头教 学 考虑学生的这种状况,要循 资料和微课知道什么是状语 以及时间状语从句常用连接 as as)的基本用法,再到课堂老 乡一日游中用到其中至少1-2	五、六单元学 次接触,因此 设 序渐进,让他 ,学习分辨时 词(when, wh	,会有些 计 们通过调 间状语从 ille , as , b	大 有,有些认 是不知其所以 应 是前自主学习 为与宾语从 pefore, after,	然。本节课 该 老师所传的 句的不同, since, until, soon		
教学目标 (Teaching objective)	通过本课学习,学生能够: 1. 用时间轴形式讲述以下引挑选出相应的连词完成选择: when, while,as, before, after, 2. 从应用时间状语从句的句we_come_back,we'll_enjoy evening. 3. 在讲述家乡一日游计划时,并能表达热爱家乡,振兴家	填空题: since,until, 子中辨认出" a show at tl 能够用上至少	as soon a 主将从现 he Sydno 1-2个连	ns l."语法现象 ey Opera H 词引导的时	。如: When louse in the 间状语从句,		
重点 (Key points)	本节课学生学习以下引导时选择填空题: when, while, as, before, after, 2. 时间状语从句中当主句是如: When we come back, we the evening.	间状语从句的 since , until , 一般将来时 ,	j连词的基 as soon a 从句是一	基本用法并会 as 一般现在时的	用他们完成用法。		

难点	在本节课学习过程中学生能:					
(Difficult	1. 学会分辨"when", "while", "	'as"引导时间状语从句时	用法上的区别。			
points)	2. 能辨认出所给带有时间状语					
	2. 130// VCIII// NA 19 13 51 1/3 VCII		20 H11H1M1M0			
	1. 教学平台(Teaching plats	form):超星教学平台(S	uperstar Education			
	Patform), 手机 (Cell phones					
	2. 任务驱动法(Task-driven me	ethod): 教师在课前、课中	中和课后布 置任务,			
教学策略	师生互动,完成教学任务。	T	国枕之師 兴 开八			
(Teaching	3. 合作学习教学法(Cooperative Learning Approach): 围绕主题,学 生分 组讨论、发言展示,充分调动学生学习的积极性和主动性,突 出学生的主					
strategies)	组以比、及言股小,尤为购奶子生子刁的积极性和主幼性,关 由子生的主 体地位。					
	4. 互动法 (Interaction): 在课前	前、课中和课后,师生互	动,完成 教学任务。			
	5. 直观法(Direct-vision metho	d): 通过微课学习语法,	观看视 频,激发学			
	生学习的兴趣。	1 1 1 1 1				
	6. 情景教学法(Situational to					
	感悟抽象难懂的语法知识,使	[他们更易也更乐丁接受。	0			
	Pre-c	class				
教学过程	教师活动	学生活动	设计意图			
(Teaching	(Teacher activities) (Students activities) (Purpose of design)					
	(Students activities)					
procedure)	(Teacher activities)	(Students activities)				
procedure)	Log in the superstar	Log in the superstar	To assign the			
procedure)						
procedure)	Log in the superstar	Log in the superstar platform and receive the learning tasks.	To assign the previewing tasks.			
procedure)	Log in the superstar platform and assign learning	Log in the superstar platform and receive the learning tasks. 1.Observe sentences	To assign the previewing tasks. To make the			
	Log in the superstar platform and assign learning tasks.	Log in the superstar platform and receive the learning tasks. 1.Observe sentences and find out the rules.	To assign the previewing tasks. To make the students learn			
Pre-class preparation	Log in the superstar platform and assign learning tasks. 1.Post some examples about time adverbial clause in Unit	Log in the superstar platform and receive the learning tasks. 1.Observe sentences	To assign the previewing tasks. To make the			
Pre-class	Log in the superstar platform and assign learning tasks. 1.Post some examples about	Log in the superstar platform and receive the learning tasks. 1.Observe sentences and find out the rules. 2.According to the	To assign the previewing tasks. To make the students learn about the adverbial			
Pre-class	Log in the superstar platform and assign learning tasks. 1.Post some examples about time adverbial clause in Unit 7 on the supe star platform.	Log in the superstar platform and receive the learning tasks. 1.Observe sentences and find out the rules. 2.According to the rules, find the similar	To assign the previewing tasks. To make the students learn about the adverbial clause by themselves, which can prepare for the			
Pre-class	Log in the superstar platform and assign learning tasks. 1.Post some examples about time adverbial clause in Unit 7 on the supe star platform. 课前学习 1. 读下面的句子:	Log in the superstar platform and receive the learning tasks. 1.Observe sentences and find out the rules. 2.According to the rules, find the similar	To assign the previewing tasks. To make the students learn about the adverbial clause by themselves, which			
Pre-class	Log in the superstar platform and assign learning tasks. 1.Post some examples about time adverbial clause in Unit 7 on the supe star platform.	Log in the superstar platform and receive the learning tasks. 1.Observe sentences and find out the rules. 2.According to the rules, find the similar	To assign the previewing tasks. To make the students learn about the adverbial clause by themselves, which can prepare for the			
Pre-class	Log in the superstar platform and assign learning tasks. 1.Post some examples about time adverbial clause in Unit 7 on the supe star platform. 课前学习 1. 读下面的句子:	Log in the superstar platform and receive the learning tasks. 1.Observe sentences and find out the rules. 2.According to the rules, find the similar	To assign the previewing tasks. To make the students learn about the adverbial clause by themselves, which can prepare for the			
Pre-class	Log in the superstar platform and assign learning tasks. 1.Post some examples about time adverbial clause in Unit 7 on the supe star platform. 课前学习 1. 读下面的句子: When we came back, we'll enjoy a show at the Sydney Opers House in the evening. Once you are in Sydney, it is a must-do. When you call to the top of the bridge, you'll see the whole city of Sydney in beautiful evening lights.	Log in the superstar platform and receive the learning tasks. 1.Observe sentences and find out the rules. 2.According to the rules, find the similar	To assign the previewing tasks. To make the students learn about the adverbial clause by themselves, which can prepare for the			
Pre-class	Log in the superstar platform and assign learning tasks. 1.Post some examples about time adverbial clause in Unit 7 on the supe star platform. 课前学习 1. 读下面的句子: When we come back, w'll erjoy a show at the Sydney Opers House in the evening. Once you are in Sydney, it is a must-de. When you climb to the top of the bridge, you'll see the whole city of Sydney in beautiful evening lights. You have to make a to-do list before you travel abroad. While I am every, she will take care of my daughter.	Log in the superstar platform and receive the learning tasks. 1.Observe sentences and find out the rules. 2.According to the rules, find the similar	To assign the previewing tasks. To make the students learn about the adverbial clause by themselves, which can prepare for the			
Pre-class	Log in the superstar platform and assign learning tasks. 1.Post some examples about time adverbial clause in Unit 7 on the supe star platform. 课前学习 1. 读下面的句子: When we come back, we'll erjoy a show at the Sydney Opera House in the evening. Once you are in Sydney, it is a must do. When you climb to the top of the biffey, you'll see the whole city of Sydney in beautiful evening lights. You have to make a 10-do list before you travel abroad. While I am eavey, she will take care of my daughter.	Log in the superstar platform and receive the learning tasks. 1.Observe sentences and find out the rules. 2.According to the rules, find the similar	To assign the previewing tasks. To make the students learn about the adverbial clause by themselves, which can prepare for the			
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	Post self-made micro	Learn from the micro	
	lesson about time	lesson.	
	adverbial clauses .		
	mach-rimm qLPs.2000 B.B. Abron		
	BIN 状質从句		
	Post pre-class test.	Complete the	To check the students'
	Test: find out the correct conjunctions which guide the time adverbial clauses. 1. When I got home, he was having supper. 2. I missed the train because I got up late. 3. As he was not well, I decided to go there without him. 4. The days get longer when spring comes. 5. Close the door before you leave the room. 6. If tleephone you as soon as I get there. 7. If you set olf tood, you may get it. 0. White I was sleeping, my father came in.	pre-class test.	self-learning effect.
	Ask the students to search	Search for the	To make preparation
	for the information about	information about the	for the coming class.
	the routine of a one-day	routine of a one-day	
	trip in Guangde .	trip in Guangde and learn about the	
		attraction places you	
		want to go to. Think	
		about how to describe	
		your one-day trip in	
		your hometown. List the what you've got	
		on the platform.	
	In-clas	S	
	1. Organize students to show	1.Show their learning	To encourage the
	their learning achievements	results.	students to work
	and find out the best	2. Find out the	better. To lead in the new
Lead-in	student and award <i>Learning</i> Star.	Learning Star. 3. Listen to a song.	lesson and arouse
Dette III	2. Ask the students to listen	c. Listen to a song.	the students'
	to a song and lead in the new		interest.
	lesson.		
	A Pavement Base Mat	Try to retell the basic usage of the	To make the students have a
	Help the students to retell the	conjunctions used to	better
	basic usage of the	introduce time	understanding
Presentation	conjunctions which	adverbial clause.	about time
	introduce time adverbial	Group work to	adverbial clause
	clause using time line.	complete this task.	and the usage of its conjunctions.
			conjunctions.

Practice	Have a try Guide the students to complete Task 1. Task 1: Read and match 1. Took 1: Read and match	1. Complete Task 1 according to the teacher's instructions. 2. Compete to answer.	Practising to make sure what is an time adverbial clause and how to use its conjunctions. Competing to answer can arouse the students' enthusiasm and train their ability of rapid response.
Discusion	Answer Questions **Doubts** 1. Show some examples and organize the students to explore the differences among "when", "while"and "as". ***Complete the differences among "when", "while"and "as". ***Complete the differences among "when", "while "and "as". ***Complete the students to complete the students to complete the task.	Group work to analyse the given examples to learn the differences among "when", "while" and "as". Groups compete to answer to complete the sentences using	To help the students break through the difficult points. To check the students' learning effect.
	对比训练 1 难度★ 1.3 1 he heard this, he got very angry. 2. I met Lucy 1 was walking along the river. 3.5 1 time goes by the weather get worse. A. when B. while C. as	the sentences using "when", "while" or "as".	effect.

	Show some examples and have the students tell the tense used in the main sentences and time adverbial clauses and help them know that when the main sentences use the simple future tense, time adverbial clauses will use the simple present tense.	The students work in groups and try to tell the tense used in the main sentences and time adverbial clauses and help them know that when the main sentences use the simple future tense, time adverbial clauses will use the simple present tense.	To break through the difficult points.
	Organize the students to complete the task. Choose the proper answer. Doy you know when he B tomorrow?Don't worry, I think as soon as he he will give a call. A will come; will come B. will come; comes C. comes; will come D. comes; comes	Compete to answer.	To see if the students have understood and mastered grammar knowledge.
Production	A One-day Trip in Our Hometown Organize the students to complete the task of description about a one-day trip in your hometown.	Enjoy a video: Tourist attractions in your hometown. Attractions Clock (Group work and Compete to to answer.) Task: Suppose you are the staff in Taiji Travel agency. Your customers want to have a one-day trip in your hometown. Please use at least one or two time adverbial clauses to describe a one-day trip according to attractions clock in your hometown and express the feelings of loving hometown and	To help the students to use the time adverbial clause in real situations. To have the students realize that living a healthy and active life can make their life more meaningful and valuable.

Summary	Teacher guides students to summarize this lesson. The usage of the time adverbild clauses and its conjunctions. The difference arong "when," "while" and "set when they are used to guide time adverbild clauses. Summary The different tenses used in the main sentences and in the time adverbild clauses.	nature and living a healthy life. Students summarize what they have learned according to the blackboard writing and evaluate their own performance in class.	To help the students to summarize and recall the knowledge they have learned in this class. Evaluating can make the students know the effect of their performance in this class.				
After-class							
Homework	Log in the superstar platform and assign the homework. 1. After-class test: Complete the conversation with the given time adverbial clauses and then do role-play. while I am away when you come back while I was surfing the Internet on the back while I was surfing the Internet on the back while I was surfing the Internet on the back while I was surfing the Internet on the back while I was surfing the Internet on the back while I was surfing the Internet on the back while I was surfing the Internet on the back while I was surfing the Internet on the back while I was surfing the Internet on the back while I was surfing the Internet on the back while I was surfing the Internet on the back while I was surfing the Internet on the back while I was surfing the I wa	Log in the superstar platform and receive the homework. 1. Complete the conversation with the given time adverbial clauses and then do role-play. 2. Preview Unit Task.	To help the students to consolidate and digest the knowledge of time adverbial clause they have learned today.				
Blackboard layout	Unit7 So much to do before we travel! Grammar Times adverbial clause: Conjunctions: when, while, as, before, after, since, until, as soon as						
	 数学	评价					
评价方法 (Evaluation methods)	(Teaching E 过程性评价:课前+课中+课后 (Process evaluation:	·	fter class)				

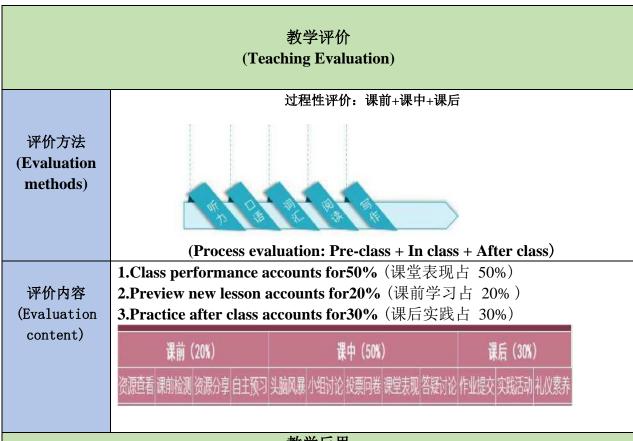
评价内容	1.Class											
F 7 7 7 A (Evaluation		2.Preview new lesson accounts for 20% (课前学习占 20%) 3.Practice after class accounts for 30% (课后实践占 30%)										
content)		课前(20%)			课中	þ (50°	%)		课质	∃ (30°	%)
	资源 查看	课前 检查	资源 分享	自主预习		21 -	选人 抢答	课堂 表现	答疑讨论	作业 提交	Committee of the last of the l	礼仪素养
				;	教学反	.思						
				(Teac	hing R	Reflecti	ion)					
 Students have improved their self-learning ability by learning the micro-class. Students have broken through the key and difficult points by participating in activities such as Have a try and Answering Questions and Doubts. The activities of groups competing to answer and groups match have made the students take part in the class actively, which not only had the students consolidate what they have learned but improve the students' interest. In the practice process, a few students are lack of confidence because of their poor English base. Therefore, in the future teaching, teachers should focus on improving their ability to overcome difficulties in learning and using English. 												
3. The activitie take part in the 4. consolidate w In the practice base. Therefore	s of ground a class action what they process, e, in the	tively , have a few future	, which learned stude teach	h not oned but ents ar	only ha impro e lack eacher	nd the ve the of cor s shou	studei stude stude	nts nts' in ce beca	terest. ause o	f their	poor	English
3. The activitie take part in the 4. consolidate w In the practice base. Therefore	s of ground a class action what they process, e, in the	tively , have a few future	, which learned stude teach	h not oned but ents ar	only ha impro e lack eacher	nd the ve the of cor s shou	studei stude stude	nts nts' in ce beca	terest. ause o	f their	poor	English

授课内容 (Teaching section)	Unit 7 So much to do before we travel! Unit task	授课学时 (Teaching hours)	1 学时	授课班级 (class)	20 级计算机 1 班	
教材分析 (Analysis of teaching material)	本节课内容选自高教版职高英语基础模块2第七单元Unit task部分。 本节课学生要完成的是在小组合作的基础上设计一个中国城市的两日游 计划。在前面的部分已经学过在旅游计划中常用的单词、短语和句子, 也学习过在一个旅游计划中需要包括哪些方面,这都为本部分的任务做 了准备。本部分的学习有助于学生应用本单元所学的知识,也可以在活 动中了解到中国的美丽风光、产生民族自豪感。					
学情分析 (Analysis of student)	通过本单元前面学习过的 词汇和句型,为本节课的 题,利于开展教学活动。 此学生都很少外出旅游, 的信息。	Unit task 奠定 但是由于中职。 对于实际中旅	了基础。另 学校大部分	引外学生已经 分学生家庭条	熟悉了此话 件普通,因	
教学目标 (Teaching objective)	本节课学习结束时,学生 1、学生能够掌握一些在证 enjoy a show/the beautif shopping, relax and bre history. 2、学生可以根据这个单定 两日游计划以及制作出精 3、通过本课的任务,学生 丽风光、产生民族自豪感	设计旅游计划和 ful view, have tathe the fresh 元所学的重点单 美的旅游手册 生能热爱自然和	a walk, o air, lie o 单词、短语。	climb the m on the beach 话设计出合理	ountain, go n, learn the 的中国城市	
重点 (Key points) 难点 (Difficult	丽风光、产生民族自豪感。 学生能够在完成本课任务之后熟练掌握在旅游中可进行的活动的短语表达: enjoy a show/the beautiful view, have a walk, climb the mountain, go shopping, relax and breathe the fresh air, lie on the beach, learn the history. 学生能够通过小组合作,整理好城市的旅游信息,并将信息进行有效整合,设计出中国城市两日游的计划,并根据该计划制作出精美的旅游手册。					
教学策略 (Teaching strategies)	1. 教学平台(Teaching patform),手机(Cell pho 2. 任务驱动法(Task-drive 生互动,完成教学任务。 3. 小组合作法(Group coo 学生的主体地位,培养学 4.互动法(Interaction); 通 习本节课要用到的单词、 5.情景教学法(Situationa 暑期实践活动,旅行社的 制作出旅游手册。这可以	ones). en method): 教 peration): 让等 生的合作意识 通过"钓鱼游戏 短语,为任务 al teaching meth	师课前、i 学生分组讨 。 这""头脑 做准备。 hod):将等	果中和课后布 才论、完成任 风暴"等活动 之习情景设置 国城市两日游	方置任务,师 务,突出 动,让学生复 成旅行社的 计划,并且	

教学过程 (Teaching procedure)	教师活动 (Teacher activities)	学生活动 (Students activities)	设计意图 (Purpose of design)
	Pre-	class	
Pre-class preparation	Log in the superstar education platform and publish the information about the famous scenic spots in China.	Log in to the superstar education platform and read the information about the famous scenic spots in China.	To help students learn the information of the task in advance, which can help students complete the task in class smoothly.
	In	-class	
Lead in	Video introduction: Play a Chinese tourism promotion film. Let students feel the scenery of the motherland, thus generating a sense of pride.	Watch the film and feel the scenery of the motherland.	To create a real situation to draw the students' attention on the new lesson.
Situation setting	Situation setting: During the summer vacation, your class came to work in a travel agency. The manager of the travel agency asked you to choose and design a two-day tour plan for a Chinese city and make a travel brochure. Welcome to the travel agency Press designs	Put in the situation and understand the task according to the requirements.	To arouse the students' interest and get ready for the next step.
	Fishing game: Guess words through	Students participate in	

	fishing game, review key words and phrases, and	the game and review the key words and phrases to	To help the students to
	prepare for the next task.	prepare for the next task.	practice the key
	prepare for the next task.	prepare for the next task.	_
		enjoy a show relax and breathe the fresh enjoy the beautiful view have a walk climb the mountain learn the history	expressions to design a tour plan and make a travel brochure.
Pre-task			
	Ask students to think about what should be considered when design a tour plan.	Students think the questions and give the answers.	
	Brainstorming: Let the	Students participate in	
	students think positively:	the brainstorming	
	What are the famous	activities and try to think	
	scenic spots in China?	of as many scenic spots as	
	Which cities are they in?	possible in China.	
	Give them time to think		
	and then rush to answer.		
	Brainstorming! What are the famous scenic spots in China? Which cities are they in? eg: the Great Wall—Beijing West Lake — Hangthou		
	ф- <i>h</i>		
	Group activity 1: Let students discuss how to introduce scenic spots	Divide into a group of six, discuss and select the cities to be introduced in	
	and organize travel in	the group, assign tasks	To help students
	groups, and determine	and collect pictures and	understand the
	the tourism plan	information.	importance of
	according to the		cooperation and
	information. Teachers		help them to
While-task	provide corresponding	Discuss how to introduce	master the use of
	help.	scenic spots and organize	key phrases in the
	Distribute Hope to be before	travel in groups, and	task.
	Principal Advisors Committee Committ	determine the travel plan	
	Person Person Duelta	according to the information.	
	T P T	muumauvm.	

	Group activity 2: Make travel brochures according to the collected information and determined plans, and provide students with necessary tools, such as cardboard, scissors, glue, stapler, etc.	Make travel brochures according to the collected information and determined plans			
Summary	The teacher comments on their performance in class, and help the students to sum up what they have learned.	Students evaluate their performance in class and sum up what they have learned.	To summarize the knowledge the students learned in this class and make evaluation. To strengthen the students' ideological and political education.		
	After-class				
Homework	Assign homework: Perfect your brochure and take pictures, then upload your pictures to Superstar Education form.	Perfect the brochure and take pictures, then upload the pictures to Superstar Education form.	To consolidate what the students have learned.		
Blackboard layout	Unit 7 So much to do before we travel! Unit task enjoy a show/the beautiful view have a walk climb the mountain go shopping relax and breathe the fresh air lie on the beach				
	learn the history				



教学反思 (Teaching reflection)

In this lesson, in the real language environment, students complete the task of designing tourism plans and making tourism manuals through group cooperation, which not only enables students to master the expressions used in designing tourism plans and making tourism manuals, but also cultivates students' sense of cooperation. In addition, through the task of this lesson, students can understand the beautiful scenery of various cities in China and generate a sense of national pride.

However, due to the lack of practical tourism experience, it is difficult for students to complete these tasks. With the help of the Internet, students successfully completed the undergraduate task.