



# 西双版纳职业技术学院

## 授课教案

2024 至 2025 学年 下 学期

课程名称 英语口语

授课教材 英语口语教程（2）

授课班级 2023 级英语教育班、应用英语班

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2025 年 6 月 21 日

西双版纳职业技术学院教务处制

单元/章节	开学衔接教学		
授课内容	<p>上学期期末考试质量分析</p> <p>学习通、微信线上教学</p> <p>VOA 英语听力</p> <p>BBC 英语听力</p> <p>Hello, China (你好, 中国) ” 学习笔记</p> <p><b>Say something about holiday life</b></p>		
授课时间	第一周	授课学时(节)	2 节
授课类型	理论课 <input checked="" type="checkbox"/> 实验课 <input type="checkbox"/> 实训课 <input type="checkbox"/> 实践课 <input checked="" type="checkbox"/> 其他 <input type="checkbox"/>		
教学目标	<p><b>知识目标</b> 线上学习, 认真学习 VOA 英语听力、BBC 英语听力、“Hello, China (你好, 中国)” 等视频, 模仿并做主题演讲, 返校后在课堂上分享。</p> <p><b>技能目标</b> 模仿并做角色扮演, 注意英式英语和美式英语的区别。</p> <p><b>德育目标</b> 强化学习通在线学习模式, 指导学生制定在线学习计划, 认真完成老师布置的教学任务, 养成自主学习的良好习惯。</p>		
教学重点	模仿并做主题演讲		
教学难点	“中国文化之我见” 主题演讲, 注意英式英语和美式英语的区别。		
教学方法	线上视、听、说、讲授、指导		
教学过程	<p><b>第一周 Week 1</b></p> <p>上学期期末考试质量分析</p> <p>学习通、微信线上教学</p> <p>VOA 英语听力</p> <p>BBC 英语听力</p> <p>“Hello, China (你好, 中国)” 之 “中国文化之我见” 主题演讲。</p> <p><b>Say something about holiday life</b></p>		

	<p><b>Summary</b></p> <p>因为有前期线上教学的经验，教师讲授、学生学习都不太困难，加上选材得当，学生学习积极性较高。</p>
作业布置	<p>Say something about holiday life.</p> <p>常规作业：</p> <p>1. 浏览英文网页；</p> <p>2. 进行 “Hello, China（你好，中国）主题演讲” 提高练习。</p>
教学反思	<p>通过学习通、微信线上教学，充分利用网络资源指导学生学习英语口语及英语文化，加上有前期线上教学的经验，教师讲授、学生学习都不太困难，选材得当，学生学习积极性较高。</p>

单元/章节	<b>UNIT 6. Environment</b>		
授课内容	<p>本单元围绕环境问题、环境保护与美丽中国理念等展开英语口语交流训练，在英语口语引导学生深入理解“绿水青山就是金山银山”的深刻内涵，在环境保护主题中融入生态文明教育，同时注意渗透课程思政元素，增强学生的社会责任感和环境保护意识。</p> <p><b>PART I. BREAKING THE ICE</b> Talk About Cause and Effect Mind Mapping Cultural Tips</p> <p><b>PART II. EXPERIENCING</b> Act It Out Look and Describe</p> <p><b>PART III. DEVELOPING</b> Design Speech Cards Entertainment</p> <p><b>PART IV. SHARPENING</b> Length and Height Situational Practice Time for Fun</p>		
授课时间	第二周--第四周	授课学时（节）	6 节

授课类型	理论课 <input checked="" type="checkbox"/> 实验课 <input type="checkbox"/> 实训课 <input type="checkbox"/> 实践课 <input checked="" type="checkbox"/> 其他 <input type="checkbox"/>
教学目标	<p>1.知识目标：</p> <p>（1）掌握 80% 以上环境主题核心词汇（如 “ecological civilization” “low-carbon development”）及中国环保政策英文表达；</p> <p>（2）掌握演讲卡片设计的核心要素（内容精简、视觉化、互动性）；</p> <p>（3）熟悉 3 分钟英语演讲 “开场点题 - 案例阐述 - 理念升华” 结构与技巧。</p> <p>2. 技能目标：</p> <p>（1）能自主设计聚焦 “中国环保案例” 的演讲卡片，准确提炼核心信息；</p> <p>（2）能完成 3 分钟 “绿水青山” 主题英语演讲，清晰传递中国绿美发展故事；</p> <p>（3）能通过 “语言 - 内容 - 思政” 三维评价表，对演讲进行自评与互评，优化表达逻辑性。</p> <p>3. 素质目标：</p> <p>（1）通过专题学习，引导学生理解环境保护与经济发展的关系，树立可持续发展的观念；强化 “绿水青山就是金山银山” 的理念，培养学生的环境保护意识。</p> <p>（2）帮助学生在发展语言技能和拓宽国际视野的同时，进一步理解和传播美丽中国的理念与方针政策、讲好中国故事，增强文化自信。</p>
教学重点	<p>1. 演讲卡片的中国环保案例融入与视觉化设计；</p> <p>2. “绿水青山”主题英语演讲的内容组织与情感表达；</p> <p>3. 中国环保理念与成就的英文准确传递。</p>
教学难点	<p>1. 如何引导学生将环境保护意识融入到日常生活中，并用英语进行有效表达。</p> <p>2. 如何通过情景模拟和项目设计，让学生深入理解美丽中国及 “绿水青山就是金山银山” 的理念，明晰环境保护的实际意义。</p> <p>PART II. EXPERIENCING Act It Out Look and Describe PART III. DEVELOPING</p>

	Design Speech Cards: A Beautiful World The Polluted Earth
教学方法	任务型教学法和项目教学法
教学过程	<p><b>第二周 Week 2</b></p> <p><b>一、热身引入 (Lead In)</b></p> <p><b>引入话题:</b></p> <ol style="list-style-type: none"> <li>1. 展示美丽的自然环境和受到污染的环境对比图片，引出环境保护的重要性；</li> <li>2. 播放一段关于“绿水青山就是金山银山”的短视频，引导学生思考环境保护与经济发展的关系。</li> </ol> <p>人类依赖环境生存，环境为我们的生活提供资源。我们的环境包括天空、空气、水和所有生物，总之，地球上的一切。然而，随着人类社会的发展，臭氧层被破坏，全球变暖成为威胁人类生活的重大问题。因此，每个人都应该了解环境并学会如何保护它。污染包括空气污染、噪音污染、水污染、食品污染、工业污染等。</p> <p><b>提问互动:</b> 通过提问引导学生思考，例如：“我们的环境包括哪些容？”“你知道哪些类型的污染？”“我们应该如何保护我们的环境？”</p> <p><b>课程思政亮点:</b> 强调“绿水青山就是金山银山”的理念，引导学生理解环境保护与经济发展的关系。</p> <p><b>Lead In</b></p> <p>Human beings depend much on the environment, which provides resources for our life. Our closely related environment includes the sky, the air, the water, and all the living creatures, all in all, everything on the earth. But with the development of human society, the ozone layer is being destroyed; global warming has become a big problem threatening people's lives. So everyone should learn about the environment and know how to protect it. The pollution includes air pollution, noise pollution, water pollution, food pollution, industrial pollution, etc.</p> <p>A teacher may start the unit by asking questions such as “What does our environment include? What kinds of pollution do you know? What should we do to protect our environment?”</p>

## 二、破冰活动 (Breaking the Ice)

### 任务 1: 讨论因果关系 (Talk About Cause and Effect)

学习与在口语练习中运用以下常用表达:

#### PART I. Breaking the Ice

##### Task 1. Talk About Cause and Effect

##### Useful Expressions

1. Why is that?
2. Because the air is polluted. / Because of air pollution.
3. Since it is still early, let's wait for a moment.
4. The traffic accident was caused by the heavy fog.
5. It is caused by flooding.
6. It results from the acid rain.
7. Consequently, the crops are withered.
8. The result is a poor harvest.
9. Therefore, peasants will starve next year.
10. This is the reason why we should protect our environment.
11. So we should take action.
12. And we will win if all of us try our best. 13. It's unavoidable that the drought will lead to poverty.

### 任务 2: 思维导图 (Mind Mapping)

小组活动: 学生分组讨论并绘制思维导图, 展示环境问题的成因和影响。

#### Task 2. Mind Mapping

## 三、体验活动 (Experiencing)

### 任务 1: 表演与描述 (Act It Out)

#### 对话 1:

##### Conversation 1.

1. be responsible for: to have a duty to see that sth. is done  
e.g. The engineer is responsible for the project.
2. environmental protection: to protect the environment

#### 对话 2:

##### Conversation 2.

1. in harmony: sb. or sth. lives or works together without fighting or disagreeing with each other  
e.g. This picture of bird is in harmony with its background.
2. prosperous: a. successful or thriving esp. financially

3. keep the balance: a state in which opposite forces or influences exist in equal or correct amounts  
e.g. It is hard to keep the balance of nature but easy to break.
4. join sb. in (doing) sth: to take part with sb. in an activity  
e.g. Come on, Jack! Join us in the play.

## 任务 2: 观察与描述 (Look and Describe)

### 参考范例 (Suggested Description)

One deer is eating grass; another one is lingering; the breeze blows gently. People are walking around the deer. The air seems fresh and clear! The trees are shining with vigorous green! What a peaceful scene! What a beautiful picture! Humans and animals happily enjoy the same nature. The beautiful scenery is precious to human beings in today's modern world which is marked by decreased natural resources and pollution. We can relax in the beauty of nature and live harmoniously with other creatures in nature. We should protect our environment and preserve natural resources to create sustainable development. Only in this way, can human beings be wholesome and prosperous in the long run.

一只鹿在吃草，另一只鹿在徘徊，微风轻轻吹拂。人们在鹿周围走动。空气清新，树木绿意盎然！多么宁静的场景！多么美丽的画面！人类和动物在同一个自然环境中快乐地生活。在当今自然资源减少和污染严重的现代世界中，美丽的风景对人类来说非常珍贵。我们可以在自然的美丽中放松，与自然中的其他生物和谐共处。我们应该保护我们的环境，保护自然资源，以实现可持续发展。只有这样，人类才能在长期内健康繁荣。

## 第三周 Week 3

### 一、拓展活动 (Developing)

#### 任务 1: 设计演讲卡片 (Design Speech Cards)

- 1) 教师展示演讲卡片示例，讲解卡片内容构成和设计思路。
- 2) 学生分组，根据自己收集的资料和对环保的理解，围绕“中国环保成就与未来展望”主题，自主设计演讲卡片。
- 3) 每个小组讨论确定演讲的核心观点和主要论据，为演讲实训做准备。

#### 卡片示例:

#### **PART III. Developing**

#### Task 1. Design Speech Cards

#### Suggested Card Two

The Polluted Earth air pollution — lung cancer, etc.

water pollution — bitter to drink, harmful to health, etc.  
 noise pollution — mental disorder, deaf ear, etc.  
 food pollution — poisoned vegetables/fruits, etc.  
 industrial pollution — waste water, poisonous smoke, etc.  
 chemical pollution — radiation, pesticide, etc.

## 任务 2. 任务式体验式职业口语竞赛情境模拟：赛题演讲实训：

- 1) 根据单元主题和学生实际，开展赛题实训。对标职业技能英语口语大赛竞赛内容和要求，从内容构思、语言运用到演讲表现，全方位锻炼学生的竞赛能力。
- 2) 各小组推选一名代表以“绿水青山”为话题，根据设计的演讲卡片进行演讲，演讲时间控制在 3 分钟。
- 3) 演讲过程中，要求学生注意语音语调、肢体语言和表情管理，尽量使演讲生动有趣，同时突出中国环保成就，讲好中国绿美发展的故事。
- 4) 演讲实训秉承“以评促学”和“教学评一体化”的原则，充分融合个人自评、同伴互评和教师评价相结合的师生合作评价模式（TSCA），从内容完整性、语言准确性、演讲技巧以及对环保成就的呈现效果等方面进行评价，教师进行总结和补充指导。

## 任务 3 娱乐活动（Entertainment）

### Task 3. Entertainment

背景信息：

Louis Armstrong (1901 - 1971) 是最伟大的爵士乐手之一。他定义了什么是爵士乐。他惊人的技术能力、欢乐和即兴的音乐思维至今仍主导着爵士乐。像几乎所有早期爵士乐手一样，路易斯来自新奥尔良的一个非常贫困的家庭，12 岁时因在新年除夕向空中开枪被送到感化院。在感化院，他学会了吹小号。14 岁释放后，他卖报纸、卸货船、推煤车。当时他没有自己的乐器，但继续在像 Funky Butt Hall 这样的俱乐部听乐队演奏。1963 年，阿姆斯特朗以他的《Hello Dolly》版本获得国际巨大成功。这首歌甚至把披头士从排行榜首位拉了下来。1968 年，他以乐观的《What A Wonderful World》再次获得第一名。阿姆斯特朗的健康开始恶化，他在生命的最后三年多次住院，但他继续演奏和录制音乐。1971 年 7 月 6 日，世界上最伟大的爵士乐手在纽约皇后区的家



中睡梦中去世。

#### Background Information

Louis Armstrong Louis Armstrong (1901–1971) was the greatest of all Jazz musicians. Armstrong defined what it was to play Jazz. His amazing technical abilities, the joy and spontaneity, and amazingly quick, inventive musical mind still dominate Jazz to this day. Like almost all early Jazz musicians, Louis was from New Orleans, a very poor family and was sent to reform school when he was twelve after firing a gun in the air on New Year's Eve. At the school he learned to play the cornet. After being released at fourteen, he worked selling papers, unloading boats, and selling coal from a cart. He didn't own an instrument at that time, but continued to listen to bands at clubs like the Funky Butt Hall. In 1963 Armstrong scored a huge international hit with his version of Hello Dolly. This number one single even knocked the Beatles off the top of the charts. In 1968 he recorded another number one hit with the touchingly optimistic What A Wonderful World. Armstrong's health began to fail him and he was hospitalized several times over the remaining three years of his life, but he continued playing and recording. On July 6th 1971 the world's greatest Jazz musician died in his sleep at his home in Queens, New York.

关键词: 1. bloom    2. bright    3. hands    4. babies

#### 第四周 Week 4

##### 一、强化练习 (Sharpening)

##### 任务 1: 长度和高度 (Length and Height)

语法巩固与口语精练:

1. The lake is twenty-six point five centimeters below sea level.
2. This river is one thousand two hundred and three point six kilometers long.
3. The mountain is five thousand four hundred and sixty-eight point six meters high.
4. The bridge is three hundred and eighty-nine point seven meters in span.
5. Yao Ming is a soft spoken seven feet six inches center in the NBA.

##### 任务 2: 情景练习 (Situational Practice)

##### 参考对话 (Suggested Dialogue)

Mr. Yang: The scenery is really beautiful in the Nine-Saint Mountain.

Mike: Exactly! The air is fresh, the plants are so green, and the water is so clear!

Mr. Yang: Traveling in such beautiful scenery is really relaxing.

Mike: You said it. Look there! What's the red thing under the tree?

Mr. Yang: It's a plastic bag.

	<p>Mike: We'd better pick it up and keep the place clean. Mr. Yang: Well, you are a true lover of nature.</p> <p>二、自由交流 (Time for Fun)</p> <p>三、总结与作业 (Summary &amp; Homework)</p> <p>长度和高度 (Length and Height)</p> <p>情景练习 (Situational Practice)</p> <p>自由交流 (Free Talk)</p>
作业布置	<p>1. P43. Task 2 2. P45. Task 2 3. P45. Task 1 4. P46. Task 2 5. P47. Task 2</p> <p>作业布置：要求学生以绿水青山就是金山银山为主题，对标云南省职业技能英语口语大赛竞赛环节和要求，讲述美丽中国的故事，准备下节课分享</p>
教学反思	<p>每次课后，记录学生的学习反馈，评估教学活动的有效性，特别是学生对环保理念的接受度和实践意愿。</p> <p>根据学生的参与度和作业质量，适时调整教学策略，增加更多互动和实践环节，确保每位学生都能深刻理解并践行“绿水青山就是金山银山”的思政理念。</p> <p>通过这一系列课程设计，不仅能够提升学生的英语口语能力，更重要的是在他们心中种下环保的种子，为构建美丽中国贡献青春力量。在教学过程中，教师要充当示范者、观察者、管理者、参与者、激励者，和学生共同成长。</p> <p>部分学生口语表达仍较困难，在后续教学中加强个别辅导和针对性训练。</p>

单元/章节	<b>UNIT 7. Love and Marriage</b>
授课内容	<p><b>UNIT 7. Love and Marriage</b></p> <p><b>PART I. BREAKING THE ICE</b> Practice Expressing Moods Mind Mapping Cultural Tips</p> <p><b>PART II. EXPERIENCING</b> Act It Out Look and Describe</p>

	<b>PART III. DEVELOPING</b> Design Speech Cards: A Chinese Wedding Ceremony An Ideal Family Entertainment  <b>PART IV. SHARPENING</b> Area and Volume Situational Practice Time for Fun		
授课时间	第五周--第七周	授课学时(节)	6 节
授课类型	理论课 <input checked="" type="checkbox"/> 实验课 <input type="checkbox"/> 实训课 <input type="checkbox"/> 实践课 <input checked="" type="checkbox"/> 其他 <input type="checkbox"/>		
教学目标	<b>知识目标</b> 1. 学生能够掌握与爱情、婚姻相关的词汇和表达, 如“elated”、“break up with sb.”、“wedding ceremony”等。 2. 学生能够掌握中式婚礼习俗术语(如三书六礼、bride, bridegroom, firework, banquet, wedding dress)、面积体积单位(如 m <sup>2</sup> , gallon, litter, cubic feet)。 <b>技能目标</b> 1. 学生能够通过对话和演讲表达与爱情、婚姻相关的情感和观点。 2. 学生能够通过思维导图和图片描述, 培养逻辑思维和口语表达能力。 <b>德育目标</b> 1. 通过交流, 增强文化自信, 理解“家庭和谐”“家庭责任”对社会的重要性(引用谚语“家和万事兴”)。 2. 了解中外婚礼文化, 树立正确的恋爱观和婚姻观。		
教学重点	<b>Practice Expressing Moods</b> <b>Design Speech Cards</b> 1. 学生能够掌握情绪表达相关词汇、了解中国婚礼习俗及相关术语。 2. 学生能够通过对话和讨论提高口语表达能力。		
教学难点	<b>PART II. EXPERIENCING</b> Act It Out Look and Describe <b>PART III. DEVELOPING</b> Design Speech Cards: A Chinese Wedding Ceremony		

	<p><b>An Ideal Family</b></p> <ol style="list-style-type: none"> <li>1. 情感表达的准确性：学生在表达情感时，可能会遇到词汇量不足或表达不准确的问题，尤其是与爱情、婚姻相关的复杂情感。</li> <li>2. 思维导图的构建与表达：学生在构建和描述思维导图时，可能会遇到逻辑不清或表达不流畅的问题。</li> </ol>
教学方法	任务型教学法和项目教学法
教学过程	<p><b>第五周 Week 5</b></p> <p><b>UNIT 7. Love and Marriage</b></p> <p><b>Lead In</b></p> <p>Love and marriage have different meanings. It is said that “Love is holding hands in the street while marriage is holding arguments in the street; love is cuddling on a sofa while marriage is deciding on a sofa; love is talking about having children while marriage is talking about getting away from children; love is losing your appetite while marriage is losing your figure; love is one drink and two straws while marriage is ‘Don’t you think you’ve had enough!’” What is it we want most from a marriage then? To love and be loved. To be happy and secure. To grow, to discover. A loving relationship is the garden in which we plant, cultivate and harvest the most precious crops, our own self, and in which our loved ones are provided with the same rich soil to bloom.</p> <p><b>PART I. Breaking the Ice</b></p> <p>一、导入：感知情绪变化（5 分钟）</p> <p><b>教师活动：</b></p> <p>1. 视频提问导入：</p> <p>利用多媒体呈现关于爱情的电影片段并提问</p> <p>Q1: What is the video talking about?</p> <p>2、介绍第一课时的任务：设计关于爱的思维导图，并通过提问帮助学生描绘初始思维导图</p> <p>Q2: What is love? (draw the first draft of the mind map 描绘初始思维导图)</p> <p>Q3: How do we feel when we love?</p>

## What is Love?



### 学生活动

- 1、观看视频并回答问题
- 2、描绘初始思维导图

### 设计意图:

1. 结合视觉与问题链，学生感知爱情以及恋爱过程中的不同情绪，了解不同情绪对应的英文表达，引出单元主题，激发学生学习兴趣。
2. 以完成设计关于爱的思维导图这一任务驱动学生参与到课堂中。

### 二、Practice Expressing Moods: 练习表达不同情绪（15 分钟）

#### 教师活动:

1. 播放短对话并引导学生从对话中抓取关于情绪表达的关键词或短语
2. 补充总结关于情绪的表达:

elated a. in high spirits; very happy or proud 得意洋洋的

in poor spirits depressed; gloomy 萎靡不振的

break up with sb. to end a relationship with sb. 终止和某人交往

in the mood feel like doing sth.; incline to do sth. 有...的心情，情绪好

1. He is in low spirits today.

2. He is not himself today.

3. She is in high spirits.

4. Ruth is not in the mood for an outing.

5. She looks so depressed/sad/upset.

6. You look happy/glad/excited.

7. Kevin is crazy with Rose.

### 学生活动:

1. 学生听短对话抓取关于情绪的表达并完成以下任务表格

#### Task 1 Listen and Note

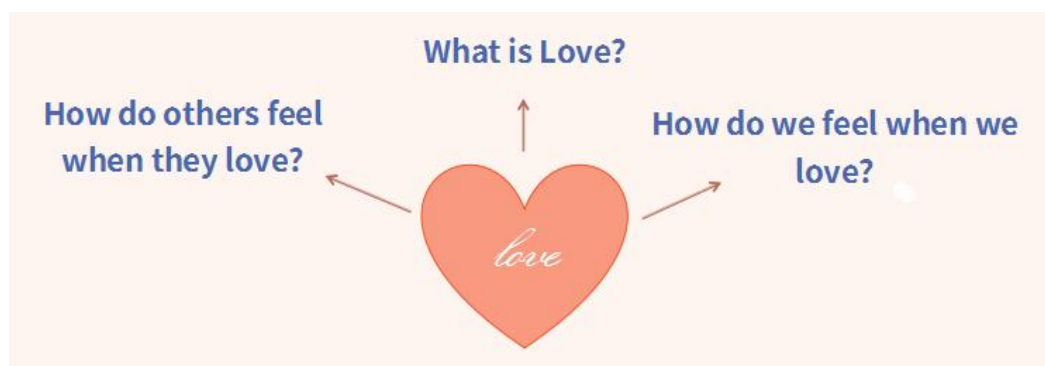
Dialogue	What mood is the speaker in?	Why?
1		
2		
3		
4		

2. 学生尝试使用所学词汇和句型讨论在爱情中我们的感受和不同情绪，回答两个问题：

Q1: How do we feel when we love?

Q2: How do others feel when they love?

3. 通过回答以上两个问题进一步细化思维导图



**设计意图:**

1. 教师为学生搭建语言知识和思维导图设计框架
2. 学生通过思考并回答层次递进的问题，增强逻辑思维能力

**三、Design the mind map (设计思维导图并展示) (20 分钟)**

**学生活动:**

1. 小组合作完成思维导图的设计，并上台展示（英文）

**教师引导:**

1. 提问：Is love all about feeling? What else is related to love?
2. 在学生自主完成思维导图设计时给予一定的帮助与指导
3. 在学生展示思维导图后给予相应反馈

**设计意图:**

1. 锻炼学生小组合作能力以及创新思维
2. 提升学生快速语言组织能力以及演讲综合素质
3. 充分讨论爱情这一话题，引导学生形成积极正面的爱情观

**PART II. Experiencing**

**四、Act it out 角色扮演 (20 分钟)**

**教师活动:**

1. 创设情景，以讲述 Mary 和 Sam 的故事，由爱情话题衔接到婚姻
2. 播放两段关于 Mary 和 Sam 的爱和婚姻的对话，讲解对话中的生词和短语
3. 将学生分组角色扮演两段对话

**学生活动**

1. 阅读两段对话内容，了解 Mary 和 Sam 相爱结婚并在婚姻中遇到问题的故事。
2. 角色扮演两段对话

**设计意图:**

1. 角色扮演对话，理解并练习爱情和婚姻相关的表达
2. 学生通过了解 Mary 和 Sam 的故事，思考爱情和婚姻关系和区别

**五、Look and describe 看图说话 (20 分钟)**

**教师活动:**

1. 像学生展示 Mary 和 Sam 的婚礼场景的照片（西式婚礼）以及一组中式婚礼的照片，提供和照片相关的词和短语表达，如 bride, groom, wedding dress, oath 等
2. 引导学生思考并讨论中西式婚礼的异同

**学生活动**

1. 学生任选一张照片观察后对照片进行描述
2. 小组讨论两场婚礼的异同

**设计意图:**

1. 通过看图说话锻炼学生的口语能力，用英文表述中国传统文化或习俗的能力
2. 通过对比中西式婚礼锻炼学生的思维，通过了解中外文化习俗不同，增强文化自信。

**第六周 Week 6**

**拓展活动 (Developing) (80 分钟)**

**二、导入 (10 分钟)**

**教师活动:**

**2. 导入提问:**

- (1) “Have you attended a wedding? Was it Chinese or Western? Which type do you prefer? Why?”
- (2) “What cultural symbols do you know in Chinese weddings?” (板书关键词: red dress, dragon-phoenix candles)

**3. 播放纪录片片段 (2 分钟)，暂停提问:**

- (1) “What symbolic actions do you see?” (如 “三书六礼”，“三媒六证” 拜天地、敬茶)
- (2) “What do they represent?” (引导回答: family respect, good fortune)

**视频网站:**

[https://www.bilibili.com/video/BV1424y16768?spm\\_id\\_from=333.788.recommend\\_more\\_video.4&vd\\_source=9add2c75050cc6df30a840cf3e0ca3b8](https://www.bilibili.com/video/BV1424y16768?spm_id_from=333.788.recommend_more_video.4&vd_source=9add2c75050cc6df30a840cf3e0ca3b8)

**学生活动**



1. 个人自由回答导入问题，小组讨论纪录片相关问题，使用已知词汇描述中式婚礼习俗。

设计意图：

3. 结合视觉与问题链，自然引出单元主题，激发学生学习兴趣。
4. 预热关键表达，提高表达能力。

## 二、设计演讲卡片（30 分钟）

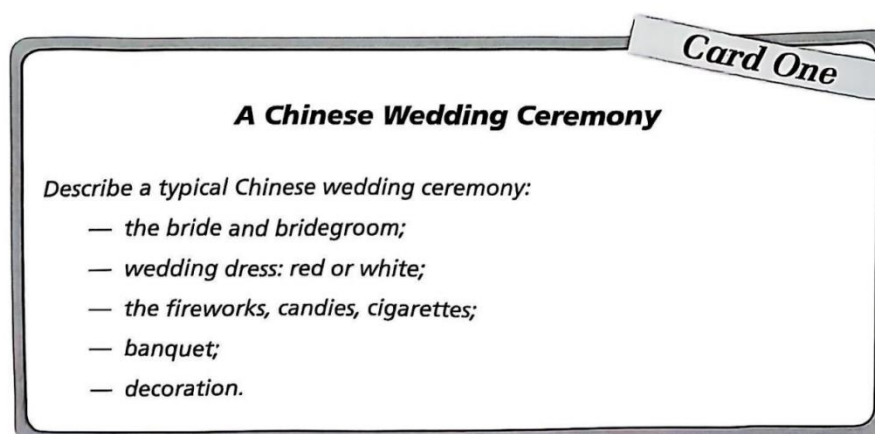
教师活动：

3. 文化讲解：讲解 “三书六礼” 翻译：

- (1) 三书：betrothal letter（聘书），gift letter（礼书），wedding letter（迎书）；六礼：proposal（纳采），birthdate matching（问名），divination（纳吉），bride price（纳征），wedding date selection（请期），escorting the bride（亲迎）
- (2) 提问：“How do these rituals reflect Chinese family values?”（引导回答：family honor, mutual respect）

4. 提问及展示：

- (1) 教师提问：Please describe a typical Chinese wedding ceremony
- (2) 教师展示 card one, 并将学生的发言补充到 card one 中, 梳理 card one 设计逻辑（从小场景到大场景、从人物到环境）
- (3) Card one 内容如下：



5. 分组设计：

- (1) 将学生分组，要求学生根据以上框架，以 An Ideal Family 为主题设计本组演讲卡片，要求在卡片中必须包含一种传统文化元素，比如

## Family harmony、Cultural heritage

### 学生活动:

4. 学生尝试翻译“三书六礼”，“三媒六证”
5. 学生自由回答中式婚礼的流程、元素，梳理并补充 Card one 中内容
6. 学生合作完成演讲卡设计并分组展示演讲卡

### Suggested Card Two

#### An Ideal Family

- parents and two children, a son and a daughter, a nuclear family;
- harmonious relationships between family members;
- family members love, respect, and help each other;
- family members care a lot about each other;
- family members are friends.

### 设计意图:

3. 补充文化及语言知识
4. 梳理演讲卡逻辑并将演讲卡设计应用到自身演讲卡设计中
5. 增强传统文化自信

## 三、演讲展示与评价（25 分钟）

### 学生活动:

1. 每组选派代表（单人或多人合作），试着根据其设计的 Card 2 或者 Card 1 进行演讲
2. 学生根据评级表（语言、内容、肢体、眼神、文化思想）做口头点评

### 教师引导:

2. 提问：What do you think of their speech? What are the viewpoints they convey? Do you feel touched by their speech?

### 设计意图:

4. 提升学生快速语言组织能力以及演讲综合素质
5. 增强学生的批判思维，自评与评价能力

## 六、娱乐 Entertainment（10 分钟）

### 描述绘画 Describe and draw

## 活动内容

What follows is a game. In this game, one student describes to the others a picture, which they are not allowed to see. Those who are listening have to draw the picture, They may ask questions for explanation. Then compare the various versions with the original one.

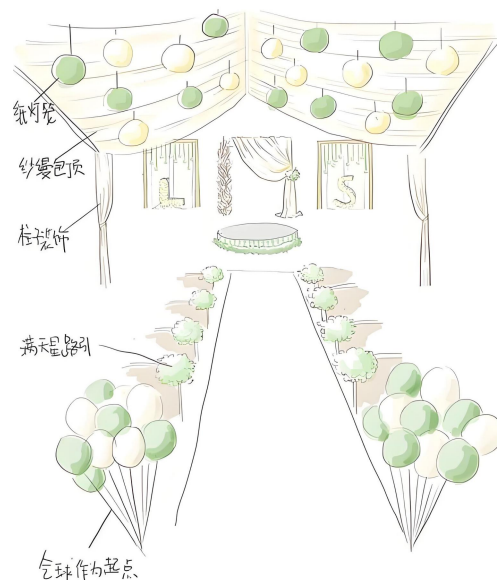
### 教师活动:

#### 1. 导入

1. 提问: "Speech is a way of expressing opinions. In daily life, how can we clearly express ourselves when describing things to avoid misunderstanding? 过渡后展示课本游戏规则"
2. 带读实用关键词汇: straight line, curve, oval, rectangle, square, round, flat, arrow

#### 2. 示范与分组

1. 展示示例图片 (如含圆形和箭头的简单图案), 用英语描述:  
"There's a big oval at the center, with a straight line crossing it from top to bottom."
2. 将学生分组 (每组 4-5 人), 分配角色: 1 人描述者, 其他为绘图者。



展示图片:

#### 3. 游戏进行

	<div>1. 每组描述者查看婚礼仪式图简化版，描述者用目标词汇描述，绘图者提问解释（如 “Is the rectangle on the left or right?”）</div> <div>2. 教师巡视，记录典型错误（如混淆 oval 与 round）</div> <div>4.对比与反馈（2 分钟）</div> <div>1. 展示原图，各组对比绘画差异，讨论改进点（如 “Using ‘above’ instead of ‘top’ would be clearer”）。</div> <div>2. 总结：“Accurate descriptions are key to successful communication, just like in marriage!”（链接婚恋主题思政点：沟通的重要性）</div> <div>学生活动</div> <div>4.描述者：使用词汇（如 flat, arrow）描述图片，避免使用 “this, that” 等模糊代词。</div> <div>5.绘图者：用目标词汇提问（如 “Is the curve sharp or smooth?”），根据描述绘画。</div> <div>6.全体参与：全班跟读；对比绘画结果，分析描述偏差原因（如未说明尺寸比例）。</div> <div>设计意图：</div> <div>3.语言训练：通过高频使用形状词汇（如 rectangle, square），强化记忆与应用。</div> <div>4.合作意识：小组协作中培养耐心倾听与清晰表达能力。</div> <div>环节 4：总结与作业（5 分钟）</div> <div>总结</div> <div>回顾演讲框架及文化知识，强调“传统婚礼是文化基因的载体”。</div> <div>第七周 Week 7</div> <div>强化练习（Sharpening）</div> <div>一、复习导入（10 分钟）</div> <div>教师活动：</div> <div>1.提问：</div> <div>(1) “Last week we learned about wedding ceremonies. As we all know, in ancient China, three letters and six rituals were required before getting</div>
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	<p>married, Do you still remember?.</p> <p>(2) But what do we need for marriage in modern society? Please discuss with your classmates.</p> <p>2. 引入主题</p> <p>(1) Some people believe that a house is a necessity for modern people to get married. Today, we have a couple who bought a wedding house. Let's design and decorate it together for them</p> <p><b>学生活动</b></p> <p>1. 学生回忆“三书六礼”“三媒六证”相应英文表达</p> <p>2. 学生回答问题 2, 给出 love (爱), Car (车子), house (房子), dowry (嫁妆), dowry (彩礼) 等回答。</p> <p><b>设计意图</b></p> <p>1. 文化衔接: 通过复习传统婚礼习俗, 对比现代婚姻观念, 强化文化传承意识。</p> <p>2. 自然导入: 以“婚房设计”为切入点, 引出面积体积表达, 实现跨单元知识衔接。</p> <p><b>二、面积与体积的表达 (20 分钟)</b></p> <p><b>教师活动:</b></p> <p>1. 词汇教学:</p> <p>(1) 提问面积单位 (如 <math>m^2</math>, <math>km^2</math>), 播放教材音频例句</p> <p>(2) 补充家具词汇 (如 wardrobe, bookshelf), 带读发音</p> <p>2. 情境应用 (12 分钟):</p> <p>(1) 展示房屋平面图, 分组计算各房间面积 (如 living room: <math>5m \times 4m = 20m^2</math>)。</p> <p>(2) 小组汇报设计方案: "We'll place a <math>2m^3</math> bookshelf in the study."</p>
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### 学生活动:

- 1.集体跟读单位词汇，完成换算练习（如 1 gallon = 3.785 liters）。
- 2.小组合作设计婚房，使用目标词汇描述布局。

### 设计意图:

- 1.语言训练：通过教材例句强化单位表达，为后续讨论奠定基础。
- 2.实践能力：将数学计算及英语学习结合，提升英语实际应用能力。

## 三、自由讨论（10 分钟）

### 教师活动:

#### 1.提问引导

From your perspective, do you think contemporary young people must buy a house when getting married? Please form a group of 6 people to exchange opinions with each other

#### 2.思政引导

引导学生分享观点并予以反馈如: "True love grows in a small home filled with mutual respect."

### 学生活动:

- 1.学生激烈讨论，小组内交流见解
- 2.举手分享，学生可能会赞成或反对，并陈述自己的观点，如"We think a house provides stability, but communication is more important."

### 设计意图:

- 1.思政渗透：通过辩论反思物质与精神的平衡，引用课本谚语强化责任意

识。

2.批判性思维：培养多角度分析问题的能力，避免极端化观点。

#### 四、Task2 情境对话（30 分钟）

##### 活动内容

Try to make up a dialogue with your partner according to the following situation.

Two students are talking about their ideal partners of life. They can't agree with each other. State your view of an ideal partner.

##### 教师活动

1.语言输入（10 分钟）

(1) 给出实用参考表达并带读

##### Useful Expressions for Reference

1. Love is your guide.
2. Love me, love my dog.
3. Love is the reward of love.
4. Love is patient and kind.
5. They love unconditionally.
6. Love is without reason.
7. Love is blind. marriage is an eye opener.
8. Marriage might not suit you.
9. a holy love
10. a trial marriage

2.示范对话

3.A: "I value a partner who supports my career."

4.B: "But love should be unconditional."

5.情境实践输出（20 分钟）：

(1) 将学生两两配对，监督指导创作对话

(2) 对学生的输出给予反馈

##### 学生活动

- 1.跟读并背诵积累实用表达
- 2.两两合作，编写对话，情景对话模拟
- 3.师生互评

##### 设计意图：

	<p>1.情感教育：通过对话设计引导学生思考“无条件的爱”与“现实需求”的平衡等</p> <p>2.语言应用：结合课本实用谚语，提升表达深度。</p> <p><b>七、Time for Fun 故事分析（5 分钟）</b></p> <p><b>教师活动</b></p> <p>1.讲述文档中“健忘丈夫送花”故事，提问：</p> <p>(1) "Why did the wife feel disappointed?"</p> <p>(2) "How can couples maintain romance?"</p> <p>2.思政总结：</p> <p>3. "Marriage requires both passion and daily attention, like watering a plant."</p> <p><b>学生活动：</b></p> <p>1.小组讨论，用“communication, surprise”等词汇总结观点。</p> <p>2.改编故事结局："The husband starts cooking dinner once a week."</p> <p><b>设计意图：</b></p> <p>1.文化共鸣：通过幽默故事引出“婚姻需要经营”的道理，链接课本中夫妻沟通案例</p> <p>2.情感升华：强调“责任”与“浪漫”并存的婚姻观。</p> <p><b>六、总结与作业（5 分钟）</b></p> <p><b>教师活动</b></p> <p>1.总结："Today we balanced numbers with values. Remember: a home is built with love, not just square meters."</p> <p>2.布置作业：写短文“What Makes a Marriage Last?”，要求引用 1 个课本上的或自己搜集的谚语（如 "Love is the reward of love"）。</p> <p><b>学生活动</b></p> <p>1.结合课堂学习及讨论内容，课后以“What Makes a Marriage Last?”为题写一篇不少于 200 字作文。</p> <p><b>设计意图</b></p> <p>1.知识巩固：通过写作整合面积表达与价值观讨论。</p> <p>2.思政深化：引导学生将课堂思辨转化为文字，强化责任意识。</p>
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作业布置	1. P50. Task 2 2. P52. Task 2 3. P52. Task 1 4. P53. Task 2 5. P54. Task 2 结合课堂学习及讨论内容，课后以 “What Makes a Marriage Last?” 为题写一篇不少于 200 字作文，下节课朗读分享。
教学反思	1) 学生在演讲输出时快速语言组织能力有待加强，应多注重语言的输入，推荐学生欣赏及模仿 Ted 演讲。 2) 部分学生在描述时未运用完整英文句子，教师应多加引导监督。 3) 德育目标达成较好，学生合作氛围良好，能树立正确的家庭观念。

单元/章节	<b>UNIT 8. Future</b>
授课内容	<p>本单元主题为未来，围绕话题主旨，以个人梦想为切入点，引入中国梦的概念，学习了解中国梦的内涵意义与中国百年奋斗目标，传承与弘扬以中国梦为代表的中国精神，共筑国家富强、民族振兴、人民幸福的伟大梦想，增强学生的民族自豪感和爱国情怀；安排学生以英语演讲的方式在课堂分享个人未来职业发展规划及实现路径，在提升了英语口语表达能力同时，引导学生树立正确的理想信念与奋斗目标，将个人职业发展与国家需要、社会进步相结合，培养学生的社会责任感，并鼓励学生通过专业技能学习实现人生价值。</p> <p><b>PART I. BREAKING THE ICE</b>  Talk About Future Plans  Mind Mapping  Cultural Tips</p> <p><b>PART II. EXPERIENCING</b>  Act It Out  Look and Describe</p> <p><b>PART III. DEVELOPING</b>  Design Speech Cards:  Kids  Twenty Years Later  Entertainment</p> <p><b>PART IV. SHARPENING</b></p>

	Equations Situational Practice Time for Fun		
授课时间	第八周--第十周	授课学时(节)	6 节
授课类型	理论课 <input checked="" type="checkbox"/> 实验课 <input type="checkbox"/> 实训课 <input type="checkbox"/> 实践课 <input checked="" type="checkbox"/> 其他 <input type="checkbox"/>		
教学目标	<p>1.知识目标:</p> <p>(1) 理解掌握中国梦的概念, 了解中国在历史发展进程中取得的成就。</p> <p>(2) 掌握掌握与中国梦的相关英语词汇和表达方式, 如 “Chinese dream” “rejuvenate the nation” “prosperous” 等。</p> <p>2. 技能目标:</p> <p>(1) 能够运用英语表达对中国梦和个人梦想的看法。</p> <p>(2) 以 “中国梦” 为话题, 讲好中国故事, 传播中国文化。</p> <p>3. 素质目标:</p> <p>(1) 培养学生的国家认同感和家国情怀, 激发学生为实现中国梦而努力学习的动力。</p> <p>(2) 引导学生树立正确的理想信念与奋斗目标, 将个人职业发展与国家需要、社会进步相结合, 培养学生的社会责任感。</p>		
教学重点	<p>1. 中国梦的概念与内涵意义。</p> <p>2. 如何综合运用所学英语知识表达个人未来规划。</p> <p>Talk About Future Plans</p> <p>Design Speech Cards</p>		
教学难点	<p>1. 如何将个人梦想与国家发展相结合: 引导学生理解个人梦想与国家发展的关系, 树立正确的职业发展观。</p> <p>2. 英语演讲能力的提升: 帮助学生克服英语表达的困难, 增强自信心。</p> <p>PART II. EXPERIENCING</p> <p>Act It Out</p> <p>Look and Describe</p> <p>PART III. DEVELOPING</p> <p>Design Speech Cards:</p> <p>Kids</p> <p>Twenty Years Later</p>		
教学方法	任务型教学法和项目教学法		

<p>教学过程</p>	<p style="text-align: center;"><b>第八周 Week 8</b></p> <p><b>一、热身引入 (Lead In)</b></p> <p><b>引入话题:</b></p> <ol style="list-style-type: none"> <li>1. 展示关于未来生活的图片或视频, 引出未来规划的重要性。</li> <li>2. 尽管未来的生活难以预测, 但我们可以想象当代世界的一些主要趋势。交通将变得更加清洁、快速和安全。车辆将不再污染环境。在计算机系统的帮助下, 人们将以惊人的速度旅行。未来的商业将不再像往常一样。互联网将发挥重要作用, 购物将成为一种娱乐形式。未来的人们将能够享受更长、更健康、更积极的生活。在不久的将来, 将会有更多的“空中学校”和“电子学校”。我们不再只是年轻时的学生, 而将成为终身学习者。</li> </ol> <p><b>提问互动:</b> 通过提问引导学生思考, 例如: “你对未来有什么样的期待?” “你认为未来的生活会是什么样的?”</p> <p><b>课程思政亮点:</b></p> <ol style="list-style-type: none"> <li>1. 引入“中国梦”的概念, 通过图片、视频或故事, 展示中国梦的内涵和意义。</li> <li>2. 强调个人梦想与国家发展的关系, 引导学生思考如何将个人梦想融入国家发展的大局。</li> </ol> <p><b>Lead In</b></p> <p>Although life in the future is difficult to predict, we might imagine some of its major trends in the contemporary world. Transportation will become cleaner, faster and safer. Vehicles will not pollute the environment. Helped by a computer system, people will travel at amazing speeds. Business won't be the same as usual in the future. The Internet will play an important role and shopping will become a form of entertainment. People in the future will be able to enjoy a longer, healthier and more active life. In the near future, there will be more “schools on the air” and “e-schools”. Instead of being students only when young, we will become lifelong learners.</p> <p><b>二、破冰活动 (Breaking the Ice)</b></p> <p><b>任务 1: 讨论未来计划 (Talk About Future Plans)</b></p> <p><b>常用表达:</b></p> <p><b>学习与在口语练习中运用以下常用表达:</b></p> <p><b>PART I. Breaking the Ice</b></p> <p>Task 1. Talk About Future Plans</p> <p>Useful Expressions</p>
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1. Do you think there will be more advertisements in the future?
2. How do you think the Internet will change people's buying habits in the future?
3. In what ways is the Internet going to change the way we live now?
4. Can you imagine what transport will be like in the future?
5. What would life be like without music?
6. What do you think of the environmental problems in the future?
7. How do you imagine people's life styles in the future?
8. What do you intend to do after you graduate?
9. What are your goals in life?

### 任务 2: 思维导图 (Mind Mapping)

小组活动: 学生分组绘制思维导图, 展示未来生活的各个方面 (如交通、教育、职业等)。

## 三、体验活动 (Experiencing)

### 任务 1: 表演与描述 (Act It Out)

#### 对话 1:

Conversation 1.

1. daydreaming: n. absent-minded dreaming while awake  
e.g. Stop daydreaming and be realistic.
2. strive for: to attempt by employing effort  
e.g. We must continue to strive for greater efficiency.
3. a long term plan: a plan for a long time

#### 对话 2:

Conversation 2.

1. accumulate: v. to get or gather together  
e.g. By investing wisely she accumulated a fortune.
2. keep ourselves up: to maintain a required pace or level
3. positively: ad. so as to be positive; in a positive manner

### 任务 2: 观察与描述 (Look and Describe)

#### 参考范例 (Suggested Description)

In future, when robots can be used both in homes and in other areas, they could improve people's living standard. Household chores take too much time in humans' life. Many people burn their energy on their day-to-day tasks like cooking, cleaning etc. after coming from work. When robots can complete such jobs, people can spend more time with their families and friends. On the other hand, while some people talk about how robots can be useful to humans, others

voice their concerns like the creation of lazy society due to the heavy dependency on robots. Many people may rely on robots heavily. Some may even develop a habit of using robots on tasks that they can easily do. This could create a lazy society. In conclusion, robots can be used on anything that can eventually improve humans' standard of living, but definitely not at the expense of human lives.

在未来，当机器人可以在家庭和其他领域使用时，它们可以提高人们的生活水平。家务劳动在人类生活中占据了太多时间。许多人将精力消耗在日常任务上，如烹饪、清洁等。当机器人可以完成这些工作时，人们可以花更多时间与家人和朋友在一起。然而，尽管一些人讨论了机器人对人类的益处，但其他人则担心过度依赖机器人会导致懒惰社会的出现。许多人可能会过度依赖机器人，甚至养成在容易完成的任务上也使用机器人的习惯。这可能会导致一个懒惰的社会。总之，机器人可以用于任何能够最终改善人类生活水平的事情，但绝不能以牺牲人类生命为代价。

## **第九周 Week 9**

### **一、拓展活动（Developing）**

#### **任务 1：设计演讲卡片（Design Speech Cards）**

卡片示例：

#### **PART III. Developing**

Task 1. Design Speech Cards:

Kids

Twenty Years Later

Suggested Card Two

Twenty Years Later

— age: 39;

— career: E-businessman/woman;

— website: [www.futurewithdreams.com](http://www.futurewithdreams.com);

— customers: worldwide;

— family: a happy family.

学生演讲：学生根据卡片内容制作自己的演讲，表达对未来职业的规划和实现路径。

(Students make their own speech.)

#### **任务 2：娱乐活动（Entertainment）**

##### **Task 2. Entertainment**

背景信息：

The Cranberries 是一支爱尔兰另类摇滚乐队，他们在 1990 年代崭露头角，成为主流乐队。他们估计在全球销售了 4300 万张专辑。

成员包括:

Dolores Mary O' Riordan Burton (主唱、电吉他、原声吉他、键盘) 1971 年 9 月 6 日出生于爱尔兰利默里克。

Noel Anthony Hogan (电吉他、原声吉他) 1971 年 12 月 25 日出生于爱尔兰利默里克。

Michael Gerard Hogan (贝斯吉他) 1973 年 4 月 29 日出生于爱尔兰利默里克。

Fergal Patrick Lawler (鼓和打击乐器) 1971 年 3 月 4 日出生于爱尔兰利默里克。

Task 2. Entertainment

Background Information

The Cranberries are an Irish alternative rock band who rose to mainstream popularity in the 1990s. They have sold an estimated 43 million albums worldwide.

The Cranberries are:

Dolores Mary O'Riordan Burton: (*Vocals, Electric & Acoustic Guitars, Keyboards*) born on 6 September 1971, Limerick, Ireland.

Noel Anthony Hogan: (*Electric & Acoustic Guitars*) born on 25 December 1971, Limerick, Ireland.

Michael Gerard Hogan: (*Bass Guitar*) born on 29 April 1973, Limerick, Ireland.

Fergal Patrick Lawler: (*Drums and Percussion*) born on 4 March 1971, Limerick, Ireland.

关键词: 1. I felt like this before      2. open up and see      3. come true  
4. openly      5. amazing mind      6. Dream to me

## 第十周 Week 10

### 一、强化练习 (Sharpening)

任务 1: 数学方程 (Equations)

语法巩固与口语精练:

### PART IV. Sharpening

Task 1. Equations

1. Two plus three is/equals/is equal to five.

	<p>2. Five minus three is equal to two.</p> <p>3. Three times two is six.</p> <p>4. Nine divided by three is three.</p> <p>5. In the equation two multiplied by x plus one equals seven, what is x?</p> <p><b>任务 2: 情景练习 (Situational Practice)</b></p> <p><b>参考对话 (Suggested Dialogue)</b></p> <p>Sandy: What's your dream?</p> <p>John: Em, I hope to be a good businessman.</p> <p>Sandy: Oh? Could you tell me how to be a good businessman?</p> <p>John: Sure. A good businessman never cheats his customers. He keeps his words in all circumstances.</p> <p>Sandy: Do you think the businessmen nowadays are good?</p> <p>John: No, I don't think so. Many businessmen put more emphasis on the profit rather than their words.</p> <p>Sandy: I hope your dream will come true one day.</p> <p>John: Thank you.</p> <p><b>二、自由交流 (Time for Fun)</b></p> <p><b>三、总结与作业 (Summary &amp; Homework)</b></p> <p>数学方程 (Equations)</p> <p>情景练习 (Situational Practice)</p> <p>自由交流 (Free Talk)</p>
作业布置	<p>1. P56. Task 2</p> <p>2. P59. Task 2</p> <p>3. P59. Task 1</p> <p>4. P60. Task 2</p> <p>5. P61. Task 2</p> <p>作业布置: 要求学生以中国梦为主题, 对标云南省职业技能英语口语大赛竞赛环节和要求, 讲述中华民族伟大复兴之梦的故事, 准备下节课分享。</p>
教学反思	<p>1. 本次课程以中国梦为专题, 秉承“语言学习与思政引领相融”的教学理念, 通过互动式和体验式的交际教学法和教学环节设计, 发挥学生的主体地位, 基本完成既定教学目标。</p> <p>2. 在教学活动中, 学生在语言表达上不够自信, 应多给予学生自信心方面的鼓励和赞扬。多引导鼓励学生参加课堂讨论, 积极发言, 表达自己的观点和看法。</p> <p>3. 在师生互动和谈论提问环节中, 学生表达所使用的英语思政词汇较少, 语言组织过于简单。针对学生的专业思政词汇积累较薄弱的情况, 在以后</p>

	的课上我让学生多读多练，给学生创设更多贴近实际的学习情景，以便学生学以致用。
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单元/章节	<b>Unit 9. Money</b>		
授课内容	<p>本单元主题为金钱，围绕话题主旨，以金钱与生活的关系为切入点，引入正确金钱观的概念，学习了解正确金钱观的内涵意义，传承与弘扬以正确金钱观为代表的价值观，树立健康的财富观念，增强学生的价值观认知和社会责任感；安排学生以英语演讲的方式在课堂分享对金钱与幸福关系的理解及个人消费理念，在提升了英语口语表达能力同时，引导学生树立正确的金钱观与消费观，将个人消费与理性需求、社会价值相结合，培养学生的理性思维，并鼓励学生通过正确的金钱观念实现人生价值。</p> <p><b>PART I. Breaking the Ice</b> Practice Bargaining Mind Mapping</p> <p><b>PART II. Experiencing</b> Act It Out Look and Describe</p> <p><b>PART III. Developing</b> Design Speech Cards: Money Money &amp; Happiness Entertainment</p> <p><b>PART IV. Sharpening</b> Currency Situational Practice Time for Fun</p>		
授课时间	第十一周--第十三周	授课学时（节）	12 节
授课类型	理论课 <input checked="" type="checkbox"/> 实验课 <input type="checkbox"/> 实训课 <input type="checkbox"/> 实践课 <input checked="" type="checkbox"/> 其他 <input type="checkbox"/>		
教学目标	<p><b>知识目标</b></p> <p>1. 理解掌握正确金钱观的概念，了解金钱在社会生活中的作用与局限。</p> <p>2. 掌握与金钱相关的英语词汇和表达方式，如“budget”“charity”“financial responsibility”等。</p>		



	<p><b>技能目标</b></p> <ol style="list-style-type: none"> <li>1. 能够运用英语表达对金钱与幸福关系的看法。</li> <li>2. 以“正确金钱观”为话题，进行英语交流和演讲，传播积极的价值观。</li> </ol> <p><b>德育目标</b></p> <ol style="list-style-type: none"> <li>1. 正确理解金钱观和幸福观，自力更生、艰苦奋斗，用双手创造幸福生活。</li> <li>2. 引导学生理性对待金钱，将个人消费与社会价值相结合，培养学生的社会责任感。</li> </ol>
教学重点	<p><b>Practice Bargaining</b> <b>Mind Mapping</b></p> <ol style="list-style-type: none"> <li>1. 正确金钱观的概念与内涵意义。</li> <li>2. 如何综合运用所学英语知识表达对金钱与幸福关系的看法。</li> </ol>
教学难点	<p><b>PART III. DEVELOPING</b> <b>Design Speech Cards:</b> <b>Money</b> <b>Money &amp; Happiness</b></p> <ol style="list-style-type: none"> <li>1. 如何平衡金钱与幸福：引导学生理解金钱与幸福的关系，树立正确的生活观。</li> <li>2. 英语演讲能力的提升：帮助学生克服英语表达的困难，增强自信心。</li> </ol>
教学方法	任务型教学法和项目教学法
教学过程	<p><b>第十一周 Week 11</b></p> <p><b>(一) 热身引入</b> <b>话题引入</b></p> <ol style="list-style-type: none"> <li>1. 展示关于金钱使用场景的图片或视频，引出金钱在生活中的重要性。尽管金钱在生活中不可或缺，但我们需要思考如何正确对待金钱。金钱可以满足我们的物质需求，但幸福生活不仅仅取决于金钱。比如，有些人虽然拥有大量财富，却并不快乐；而有些人虽然生活并不富裕，却能从简单的生活中找到幸福。</li> <li>2. 提问互动：通过提问引导学生思考，例如：“你认为金钱在生活中扮演着怎样的角色？”“金钱能带来幸福吗？为什么？”</li> </ol> <p><b>Lead In</b></p> <p>Many people do not believe “Money is the cause of all evil,” nor do they agree with “Money talks.” Money is important but it is not everything. For example, a millionaire who suffered from serious cancer was willing to buy his health at the expense of all his fortune. Many other things such as devoted friendship and real honor are invaluable and cannot be bought with money either. Money can bring people happiness and sadness as well. Due to a lust for money, some people do not care through what means they get it. Money can be a curse if we do not know how to handle it properly.</p>

(二) 课程思政亮点:

1. 引入“正确金钱观”的概念, 通过图片、视频或故事, 展示正确金钱观的内涵和意义。比如, 讲述一些成功人士在积累财富后, 积极参与慈善事业, 用金钱为社会做出贡献的故事。
2. 强调金钱与幸福的关系, 引导学生思考如何在追求金钱的过程中保持内心的平衡, 将个人对金钱的追求与社会价值相结合。

(三) 破冰活动 (Breaking the Ice) :

1. 任务 1: 问价询价练习 - 常用表达: 学习与在口语练习中运用以下常用表达: - “How much is this?” - “Can you give me a discount?” - “Is there any offer for this?” - “I think the price is too high.” - “I’ll take it if you lower the price.”
2. 任务 2: 思维导图 - 小组活动: 学生分组绘制思维导图, 展示金钱在生活中的各个方面 (如消费、储蓄、投资、慈善等)。通过思维导图, 让学生更清晰地认识到金钱的多种用途, 以及如何合理规划金钱。

#### PART I. BREAKING THE ICE

##### Task 1. Practice Bargaining

##### Useful Expressions

1. It would only cost you five yuan.
2. Can you come down a bit?
3. That’s our rock bottom price.
4. You can’t go wrong with that one.
5. That’s rather more than I was thinking of spending.
6. OK. Let’s call it a deal.
7. Good! I’ll take this one.
8. Here is your receipt. Do you need anything else?
9. Goodbye. Please drop in again.

(四) 体验活动 :

1. 情景表演 (购物、银行场景)
  - 购物场景 : 学生分组模拟商场购物情景, 练习讨价还价的英语表达。在表演过程中, 引导学生思考如何理性消费, 避免盲目购物。比如, 在购买商品时, 要考虑商品的实际需求和性价比, 而不是仅仅因为价格便宜或流行就购买。
  - 银行场景: 模拟在银行办理业务的情景, 如存款、取款、咨询理财等。通过银行场景的模拟, 让学生了解基本的金融知识, 培养金融风险意识, 树立正确的理财观念。
2. 任务 2: 图片描述 (金钱与幸福的平衡)
  - 参考范例 (Suggested Description): Look at the picture. There is a man sitting on a pile of money, but he looks very lonely and unhappy. On the other hand, there is a family having a happy dinner together, with simple food on the table. This picture shows that money is important, but it is not everything. True happiness comes from love, family, and good relationships with others. We

should not only focus on making money, but also pay attention to the people around us and the things that really matter in life. When we balance the pursuit of money with the pursuit of happiness, we can have a more fulfilling life.

## **PART II. EXPERIENCING**

### **Task 1. Act It Out**

#### **Conversation 1.**

1. booth: n. small, temporary stall where goods are sold or displayed at a market, a fair or an exhibition

e.g. I had a Pepsi at a refreshment booth around the corner.

2. discount: n. an amount or percentage deducted

e.g. We give a special 10 percent discount if you pay with cash.

#### **Conversation 2.**

1. bank account: a fund that a customer has entrusted to a bank and from which they can make withdrawals

2. a checking account: a bank account against which the depositor can draw checks payable on demand

3. CD/Certificate of Deposit: money deposited in a bank or savings and loan for a stated time period and normally paying a fixed rate of interest

4. money market account: a savings account that provides bank depositors with many of the advantages of a money market fund

5. savings account: a bank account in which customers keep money that they want to save for a period of time, and which pays them interest on the money they have in it

6. due: a. scheduled to arrive

7. penalty: n. a payment required for not fulfilling a contract

e.g. She paid the penalty for her crimes by serving five years in prison.

8. lapse: v. to pass by

e.g. Several hours lapsed before he woke up.

### **Task 2. Look and Describe**

#### **Suggested Description**

There is a scale with a heart-shaped love on the left hand side and three banknotes on the other side in the picture. They keep balance to some extent on the surface and it seems that the love is equal to \$300. In reality, this often happens. For example, tempted with good living conditions some people might feel confused to make a decision between a rich loveless material life and a pure faithful love. Once people become aware of the value of true love after having money, it is often too late for us to change the situation. What's more, the comfort and laziness gradually bury and clean some ambitions off. Instead of the pursuit of happiness and life with true love, people might have come to be indifferent.

## **第十二周 Week 12**

### **拓展活动:**

1. 任务 1: 设计演讲卡片 (“Money”“Money & Happiness”)

- 卡片示例:
- 卡片一: Money
  - Importance: It can meet our basic needs, such as food, clothing, and shelter.
  - Limitation: It can't buy love, health, and true friendship.
  - Attitude: We should earn money through honest work and use it reasonably.
- 卡片二: Money & Happiness
  - Relationship: Money is a tool to achieve happiness, but it is not the source of happiness.
  - Example: A millionaire is willing to buy health with money, but he can't get it back.
  - Conclusion: We should pursue happiness in a positive way, not just focus on money.
- 学生演讲: 学生根据卡片内容制作自己的演讲, 表达对金钱与幸福关系的理解及个人的金钱观。在演讲中, 鼓励学生引用实际案例, 如“a millionaire willing to buy health with money”, 来说明金钱的局限性, 强调正确金钱观的重要性。

2. 任务 2: 娱乐活动 (Entertainment)
- 背景信息: 介绍一首与金钱主题相关的英文歌曲或电影片段, 如《The Money Song》。通过欣赏英文歌曲或电影片段, 让学生在轻松的氛围中感受英语语言的魅力, 同时进一步加深对金钱主题的理解。
  - 关键词:

1. money can't buy happiness
  2. value what we have
  3. pursue meaning in life
- PART III. DEVELOPING**
- Task 1. Design Speech Cards
- Suggested Card Two
- Money & Happiness
- money is not everything;
  - money can't buy happiness;
  - money is an important factor in life.

#### Task 2. Entertainment

##### Background Information

The song There You Will Be is the theme of the film Pearl Harbor, which is presented from the point-of-view of three central characters: bomber pilots Rafe McCawley (Ben Affleck) and Danny Walker (Josh Hartnett), and nurse Evelyn Johnson (Kate Beckinsale), the woman who loves, and is loved by, these two best friends. Rafe and Danny are closer than brothers until Evelyn comes between them. But, before the romantic triangle can be sorted out, Pearl Harbor is attacked, and all three are called to perform acts of outrageous heroism.

Keys: 1. blessed to get      2. soar above the skies      3. the sky within my reach      4. my strength

### 第十三周 Week 13

#### 强化练习

##### 1. 任务 1: 货币表达

- 语法巩固与口语精练:
- “How much is this book?”
- It’s \$20.”
- “I need to exchange 100 dollars into RMB.”
- “The price of this shirt is 50 pounds.”
- “Can you tell me the current exchange rate?”
- “I want to withdraw 500 yuan from the ATM.”

## 2. 任务 2: 情景实践（购物对话）

- 参考对话（Suggested Dialogue）： - A: Excuse me, how much is this handbag? - B: It’s \$150. - A: That’s a bit expensive. Can you come down a bit? - B: Well, how much do you want to pay? - A: \$120. - B: I’m sorry, that’s our rock bottom price. We can’t go any lower. - A: Hmm, okay. I’ll take it. - B: Thank you. Here you are

（二）自由交流（Time for Fun） 组织学生进行自由讨论，话题可以是“如果你有一笔额外的钱，你会如何使用它？”引导学生分享自己的想法，并阐述原因。在交流过程中，教师适时引导学生树立正确的消费观和价值观，如将钱用于学习提升、帮助他人、参与公益活动等。

（三）总结：本节课我们学习了与金钱相关的英语知识，探讨了正确的金钱观和金钱与幸福的关系。希望同学们能够在日常生活中，理性对待金钱，树立健康的财富观念，将个人对金钱的追求与社会价值相结合。

## PART IV. SHARPENING

### Task 1. Currency

1. She spent one hundred dollars on that bag.
2. I bought a car for five hundred pounds.
3. The pair of shoes cost me fifty Euros.
4. The painting is marked seven hundred yuan.
5. This dress values eight hundred Hong Kong dollars.

### Task 2. Situational Practice

#### Suggested Dialogue

Shop assistant: Good afternoon, sir. What can I do for you?

Mr. Smith: Can you show me some silk, real Chinese silk?

Shop assistant: Certainly. How do you like this design? It was blue and yellow birds and it’s a traditional design.

Mr. Smith: Oh, it’s lovely and very Chinese. Is it pure silk?

Shop assistant: Yes, one hundred percent pure silk.

Mr. Smith: How much do I need for a short-sleeved silk dress? It’s for my wife. She’s about my height.

Shop assistant: I think one and a half meters would be enough.

Mr. Smith: All right. Please let me have one and a half meters then.

Shop assistant: That will be one hundred and forty yuan.

#### Time for Fun

	<b>Summary</b>  Currency Situational Practice Free Talk
作业布置	1. P64. Task 2 2. P66. Task 2 3. P.67 Task 1 4. P68. Task 2 5. P69. Task 2 要求学生以“正确金钱观”为主题，对标云南省职业技能英语口语大赛竞赛环节和要求，准备一篇英语演讲稿，讲述自己对金钱与幸福关系的理解，下节课进行分享。
教学反思	1. 思政融合效果：通过案例讨论与情景实践，学生对“金钱与幸福”的辩证关系理解较深入，但部分学生仍存在“金钱万能”的认知偏差，需在后续课程中增加“财富伦理”案例（如企业家社会责任）。 2. 语言与思政平衡：部分学生在表达价值观时，因英语词汇限制导致观点模糊，需提前补充“virtue（美德）”“ethical（伦理的）”等思政词汇，设计“价值观表达模板”辅助练习。 3. 实践环节延伸：可结合校园生活布置任务，如“记录一周消费清单，分析哪些属于‘必要支出’‘精神投资’‘非理性消费’”，强化“理性消费”的行为习惯。

单元/章节	<b>Unit 10. Job Interview</b>
授课内容	<p>本单元主题为求职面试，围绕话题主旨，以求职准备为切入点，引入职业价值观的概念，学习了解职业价值观的内涵意义与职场伦理规范，传承与弘扬以职业责任感为代表的职场精神，树立正确的职业观与就业观，增强学生的职业认同感和社会责任感；安排学生以英语情景模拟的方式在课堂实践面试流程及应对策略，在提升了英语口语表达能力同时，引导学生树立正确的职业信念与职场目标，将个人职业发展与国家人才需求、社会进步相结合，培养学生的职业素养，并鼓励学生通过专业技能学习实现人生价值。</p> <p><b>PART I. Breaking the Ice</b>  Talk About Job Interview  Mind Mapping</p> <p><b>PART II. Experiencing</b>  Act It Out  Look and Describe</p>

	<b>PART III. Developing</b> Design Speech Cards: An Ideal Job An Unforgettable Interview Experience Entertainment  <b>PART IV. Sharpening</b> Multiples Situational Practice Time for Fun		
授课时间	第十四周--第十六周	授课学时(节)	12 节
授课类型	理论课 <input checked="" type="checkbox"/> 实验课 <input type="checkbox"/> 实训课 <input type="checkbox"/> 实践课 <input checked="" type="checkbox"/> 其他 <input type="checkbox"/>		
教学目标	<b>知识目标</b> 1. 理解掌握职业价值观的概念, 了解职场伦理规范与职业素养要求。 2. 掌握与求职面试相关的英语词汇和表达方式, 如“resume”“interview skills”“professional ethics”等。 <b>技能目标</b> 1. 能够运用英语完成面试问答、简历撰写等求职环节的表达。 2. 以“职业规划”为话题, 讲述个人职业规划, 传递积极的职业价值观。 <b>德育目标</b> 1. 培养学生的职业认同感和职场责任感, 激发学生为国家和社会发展贡献专业才能的动力。 2. 引导学生树立正确的职业观与就业观, 将个人职业选择与国家人才需求、社会进步相结合, 培养学生的社会责任感。		
教学重点	Talk About Job Interview Mind Mapping 1. 职业价值观的概念与内涵意义 2. 如何综合运用所学英语知识完成面试情景表达与简历撰写。		
教学难点	PART III. DEVELOPING Design Speech Cards: An Ideal Job An Unforgettable Interview Experience 1. 如何将个人职业规划与国家发展需求相结合: 引导学生理解个人职业选择与国家人才战略的关系, 树立正确的职业发展观。 2. 英语面试表达能力的提升: 帮助学生克服英语表达的紧张情绪, 增强自信心与专业度。		
教学方法	视、听、说、讲授、指导、讨论、情景会话		
教学过程	<b>第十四周 Week 14</b> (一) 热身引入		

	<p>1. 引入话题</p> <ul style="list-style-type: none"> <li>- 展示不同职业的面试场景图片或视频，引出求职面试的重要性。</li> <li>- 求职面试是职业生涯中的重要环节，它不仅是展示个人能力的机会，更是体现职业价值观的过程。例如，有些求职者在面试中更关注个人发展空间，而有些则更注重职业对社会的贡献。</li> </ul> <p>2. 提问互动：通过提问引导学生思考，例如：“你理想中的职业是什么？为什么？”“在求职面试中，除了专业技能，还有哪些因素重要？”</p> <p><b>Lead In</b></p> <p>Job interviews are unusual types of conversations because they are not really exchanges of information: the interviewer often has much of your information in your job application or resume. The job applicant is asked to further explain some of the information, but the interview is really more of an opportunity to find out how well the applicant presents himself or herself. The interviewee should explain and offer information, rather than just give “yes” or “no” responses. A team of interviewers often work together to ask questions and to evaluate the prospective employees. Remember that you are being interviewed from the moment you step into the interview room. Therefore a. walk in cheerfully; b. shake hands firmly; c. repeat the person’s name as you are introduced and look him or her directly in the eye; d. sit when invited to do so, pushing yourself well back in the chair, making yourself comfortable and avoiding folding your arms across your chest.</p> <p>(二) 课程思政亮点</p> <p>1. 引入“职业价值观”的概念，通过图片、视频或故事，展示职业价值观的内涵和意义。比如，讲述大国工匠在求职过程中坚守职业信仰，选择为国家重点领域贡献力量的故事。</p> <p>2. 强调个人职业规划与国家发展的关系，引导学生思考如何将个人职业选择融入国家人才需求的大局，树立“小我融入大我”的职业观。</p> <p>(三) 破冰活动</p> <p>1. 任务 1：面试话题讨论</p> <ul style="list-style-type: none"> <li>- 常用表达：学习与在口语练习中运用以下常用表达： <ul style="list-style-type: none"> <li>- “What kind of work are you looking for?”</li> <li>- “Why do you think you are suitable for this job?”</li> <li>- “What are your strengths and weaknesses?”</li> <li>- “What is your career goal?”</li> <li>- “How do you handle work pressure?”</li> </ul> </li> </ul> <p>2. 任务 2：思维导图</p> <ul style="list-style-type: none"> <li>- 小组活动：学生分组绘制思维导图，展示求职面试的各个环节（如面试准备、礼仪规范、问答策略等）。通过思维导图，让学生更清晰地认识到求职面试的系统性，以及每个环节中体现的职业素养。</li> </ul> <p>3. 任务 3：文化小贴士（面试礼仪）</p>
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讲解不同文化背景下的面试礼仪差异，重点强调中国职场中“诚信、尊重、责任”的礼仪内核。例如，面试时准时到场体现责任感，真诚回答问题体现诚信，尊重面试官体现职业素养。

## **PART I. BREAKING THE ICE**

### **Task 1. Talk About Job Interview**

#### **Cultural Tips**

If you want to leave a good impression at an interview, you should be well-prepared and bring all relevant materials including your resume. Start the day with a full stomach and come to the interview alone. Remember to be on time or up to 5 minutes early. You should look neat and be dressed appropriately. Shake hands firmly, looking the interviewer squarely in the face. Remember the person's name and title, and pronounce them correctly. Speak clearly, slowly, and loudly enough. Do not talk too much and don't fidget. You should be straightforward and to the point, exhibiting confidence. Do not belittle yourself or your background. Finally, thank the interviewer for his/her time, help, or information and shake hands again.

#### **Useful Expressions**

##### **Questions Asked by Interviewers**

1. Why don't you begin by telling me something about yourself?
2. May I ask why you are interested in this particular job?
3. What are your special interests?
4. Do you think you can handle both a job and school?
5. Have you got any experience in this field?
6. Do you have the confidence to do your work well?
7. How do you think you can contribute to our company?
8. What do you expect to be doing in five years? Ten years?
9. What salary do you expect?

##### **Responses Given by Interviewees**

1. I'd like to work in a larger company that offers more opportunities for growth.
2. I think this job is a challenge for me.
3. I know your company is famous in China, and I'd like to be a member of the team.
4. I don't think there is any problem for me to work on computers.
5. I don't have any experience, but I can learn quickly and I'll try my best.
6. I want to apply for the position of sales manager.
7. My previous experience will be very valuable to me in this new job.
8. I have confidence that I will be able to handle the job.
9. If you give me the opportunity, I think I can meet your requirement.
10. I'm a person who plans things well.

##### **Questions Interviewees May Ask**

1. May I ask about the salary?
2. Could you tell me about the work hours?
3. How about vacations and sick leave?

4. Can you tell me about the company benefits?
5. Is there any opportunity to advance?

#### (四) 体验活动

##### 1. 任务 1: 情景表演 (面试问答)

设计不同职业的面试场景, 如教师、工程师、医护人员等, 学生分组模拟面试问答。在表演过程中, 引导学生思考不同职业的社会职责, 以及如何在面试中体现对职业的认同感和责任感。例如, 医护人员面试时可强调“救死扶伤”的职业使命, 与国家医疗事业发展的联系。

参考句型:

- “I am interested in this job because I want to contribute to the development of education in rural areas.”

- “My professional skills can help the company solve technical problems, which is also in line with the country's demand for technical talents.”

##### 2. 任务 2: 图片描述 (面试场景)

- 参考范例 (Suggested Description): Look at the picture. There is a job seeker sitting in front of the interviewer, with a confident smile on his face. He is wearing a neat suit, looking the interviewer in the eye and answering the questions fluently. This picture shows that a successful interview not only requires professional knowledge and skills, but also good professional qualities such as confidence, honesty and responsibility. In the process of job hunting, we should not only consider personal interests, but also think about how our career can contribute to society and the country.

#### PART II. EXPERIENCING

##### Task 1. Act It Out

###### Conversation 1.

1. apply for: make a formal request  
e.g. You may apply for tickets in person or by letter.
2. courses: n. a series of lessons in a particular subject
3. major: n. the main subject or course of a student at college or university

###### Conversation 2.

1. That will widen my experience in the field of computer technology: Having a new job will enrich my computer knowledge.
2. work overtime: work done in addition to regular working hours
3. vacancy: n. unfilled position or post  
e.g. We still have vacancies for secretaries but other positions have been filled.
4. advancement: n. promotion in rank or status  
e.g. His advancement to the position of manager was greeted with enthusiasm.
5. There are good prospects for promotion: There will be many chances for advancement.

##### Task 2. Look and Describe

### Suggested Description

During an interview, the interviewer meets with potential employees to evaluate their skills, capabilities, and levels of experience. As a prospective employee, you have to arrive on time. Try to relax and be yourself. You may find yourself sitting in the hot seat, and keep in mind that there are no standard responses. You need to answer questions in a clear voice and your replies should be relevant. Don't forget to show your self-confidence to interviewers. Making eye contact with interviewers is also very important. Besides, you have to try your best to avoid negative body language, such as folding your arms across your chest, swinging your foot or leg.

## 第十五周 Week 15

### 拓展活动

1. 任务 1：设计演讲卡片（“An Ideal Job”“An Unforgettable Interview Experience”）

- 卡片示例：

- 卡片一：An Ideal Job

- Profession: Environmental engineer

- Reason: Contribute to the country's green development strategy

- Goal: Develop new environmental protection technologies to improve the ecological environment

- 卡片二：An Unforgettable Interview Experience

- Experience: Interviewed for a volunteer teaching position

- Lesson: Realized that the value of a job lies in serving others and society

- Inspiration: Decided to combine personal career with social welfare undertakings

- 学生演讲：学生根据卡片内容制作自己的演讲，表达对理想职业的规划和对面试经历的思考。在演讲中，鼓励学生引用国家相关政策或行业发展趋势，说明个人职业选择与国家发展的契合点。

2. 任务 2：娱乐活动（Entertainment）

- 背景信息：介绍一部与职业成长相关的英文电影片段，如《The Pursuit of Happyness》。通过欣赏电影片段，让学生感受主人公在求职过程中面对困难不放弃的精神，以及对职业梦想的执着追求，引导学生思考如何在求职中保持积极的心态和坚定的信念。

- 关键词：1. perseverance 2. professional dream 3. social responsibility

## PART III. DEVELOPING

### Task 1. Design Speech Cards

#### Suggested Card Two

#### An Unforgettable Interview Experience

You should say:

— what it is;

— the reason why you can't forget it;

— what you have learned from it.

## Task 2. Entertainment

### Background Information

If the development of the lyrical in form is attributed to Liu Yong, then its growth in content must be credited to Su Shi (1037–1101). Su created the lyric in the mode of Tang Poetry and in doing so, broadened its scope and elevated its status. His style is spontaneous, characterized by his unrestrained nature. His philosophy represented a combination of Confucianism and Taoism. “To serve the Crown” and “to attain great renown” is his Confucian ideal and “to retire as times require” and to be detached from personal gains and losses, his Taoist ideal. His well-known Red Cliff may be said, in Shelley’s words, to be a “record of the best and happiest moments of the happiest and best minds.”

Keys: 1. waves 2. beat on the shore 3. at the height 4. revisit this land

## 第十六周 Week 16

### 强化练习

#### 1. 任务 1：倍数表达

语法巩固与口语精练：

- “The company's production capacity is three times that of last year.”
- “My work efficiency has increased by twice compared with the previous period.”
- “The number of job applicants this year is five times more than that of last year.”

#### 2. 任务 2：情景实践（简历撰写与面试模拟）

简历撰写指导：分析示例简历（如 Tao Wei 的电子技师简历），指导学生用英语撰写个人求职目标和经历。在撰写过程中，强调简历内容的真实性和专业性，引导学生思考如何在简历中体现个人职业技能与国家产业需求的匹配度。例如，电子技师可突出自己在新能源领域的技术研究，符合国家“双碳”目标的人才需求。

面试模拟：组织学生进行真实的面试模拟，面试官由教师或学生担任，使用专业的面试问题。面试结束后，从职业价值观、英语表达、礼仪规范等方面进行点评，重点关注学生是否在面试中体现了正确的职业观和社会责任感。

#### （二）自由交流（Time for Fun）

组织学生进行自由讨论，话题可以是“如果国家需要你到偏远地区工作，你会如何选择？”引导学生分享自己的想法，并阐述原因。在交流过程中，教师适时引导学生树立正确的职业价值观，强调个人职业选择应与国家和社会的需求相结合，培养学生的家国情怀和奉献精神。

（三）总结：本节课我们学习了与求职面试相关的英语知识，探讨了正确的职业价值观和个人职业规划与国家发展的关系。希望同学们能够在未来的求职过程中，不仅注重个人能力的展示，更要树立正确的职业观和就业观，将个人发展与国家和社会的需求相结合，实现人生价值。

## **PART IV. SHARPENING**

### **Task 1. Multiples**

1. This tree is three times as tall as that one.
2. The Yangtze River is almost twice as long as the Pearl River.
3. The newly broadened square is four times the size of the previous one.
4. The rail system has tripled the average number of accidents.
5. I'm double his age.

### **Task 2. Situational Practice**

#### **Suggested Resume**

Tao Wei  
27 Tunxi Road, # 270  
Hefei, Anhui Province  
The People's Republic of China

#### **Job Objective**

An electronic technician with an opportunity for advancement

#### **Employment Highlights**

1999 — Present Technician, Huayang Electronics Instrument Plant, Hefei, Anhui, China

- Preparing detail drawings for manufacturing purposes
  - Working with engineers and designers on experiments for improving quality
- 1990 — 1999 Mechanic, Bengpu Hardware Factory, Bengpu, Anhui, China
- Employed as a maintenance mechanic, repairing all types of equipment in the workshop
  - In charge of keeping machinery running in a plant with 2 000 workers

#### **Educational Background**

1988 —1990 Took courses in Mechanical Maintenance at Bengpu Mechanical Training Center Graduated with a diploma

1982 — 1986 Bengpu No. 6 Middle School

#### **Miscellaneous**

Took several training and continued self-study courses in the field of machine design and manufacturing

#### **Personal Data**

Born: September 10, 1969, in Bengpu, Anhui, China

Nationality: Chinese

Sex: Male

Marital Status: Married with one daughter

Health: Excellent

References: References are available upon request.

Time for Fun

#### **Summary**

	<b>Multiples</b> <b>Situational Practice</b> <b>Free Talk</b>
作业布置	1. 要求学生以“我的职业规划与国家发展”为主题，对标云南省职业技能英语口语大赛竞赛环节和要求，准备一篇英语演讲稿，讲述自己的职业理想以及如何为国家发展贡献力量，下节课进行分享。 2. 完成一份英语简历的撰写，并附上一段简短的职业价值观阐述。
教学反思	在简历撰写和面试模拟环节中，部分学生对职业价值观的体现不够深入，更多关注个人技能和利益。针对学生的这一情况，在以后的课上应加强对国家政策和行业发展趋势的讲解，让学生更清晰地认识到个人职业与国家发展的联系，深化职业价值观的理解和运用。

单元/章节	<b>Review</b> <b>Talent Show</b> <b>Final examination</b>		
授课内容	<b>Review: Unit 6 - 10</b>  <b>Talent Show</b>  <b>Final examination</b>		
授课时间	第十七周--第十八周	授课学时(节)	4 节
授课类型	理论课 <input checked="" type="checkbox"/> 实验课 <input type="checkbox"/> 实训课 <input type="checkbox"/> 实践课 <input checked="" type="checkbox"/> 其他 <input type="checkbox"/>		
教学目标	<b>知识目标</b> Unit 6 - 10 Practice Expressing Practice Responding  <b>技能目标</b> Unit 6 - 10 Look and Describe Design Speech Cards  <b>德育目标</b> 总复习，巩固所学知识，以健康、积极、乐观、自信的心态认真准备期末考试。		
教学重点	Unit 6 - 10  <b>PART II. EXPERIENCING</b>		

教学难点	Unit 6 - 10 PART III. DEVELOPING
教学方法	多媒体、音像。 视、听、说、讲授、指导、讨论、情景会话。
教学过程	<p><b>第十七周 Week 17</b></p> <p><b>Review:</b></p> <p><b>UNIT 6. Environment</b></p> <p><b>PART I. BREAKING THE ICE</b> Talk About Cause and Effect Mind Mapping Cultural Tips</p> <p><b>PART II. EXPERIENCING</b> Act It Out Look and Describe</p> <p><b>PART III. DEVELOPING</b> Design Speech Cards Entertainment</p> <p><b>PART IV. SHARPENING</b> Length and Height Situational Practice Time for Fun</p> <p><b>UNIT 7. Love and Marriage</b></p> <p><b>PART I. BREAKING THE ICE</b> Practice Expressing Moods Mind Mapping Cultural Tips</p> <p><b>PART II. EXPERIENCING</b> Act It Out Look and Describe</p> <p><b>PART III. DEVELOPING</b> Design Speech Cards: A Chinese Wedding Ceremony An Ideal Family</p>

	<p>Entertainment</p> <p><b>PART IV. SHARPENING</b></p> <p>Area and Volume</p> <p>Situational Practice</p> <p>Time for Fun</p> <p><b>UNIT 8. Future</b></p> <p><b>PART I. BREAKING THE ICE</b></p> <p>Talk About Future Plans</p> <p>Mind Mapping</p> <p>Cultural Tips</p> <p><b>PART II. EXPERIENCING</b></p> <p>Act It Out</p> <p>Look and Describe</p> <p><b>PART III. DEVELOPING</b></p> <p>Design Speech Cards:</p> <p>Kids</p> <p>Twenty Years Later</p> <p>Entertainment</p> <p><b>PART IV. SHARPENING</b></p> <p>Equations</p> <p>Situational Practice</p> <p>Time for Fun</p> <p><b>Unit 9. Money</b></p> <p><b>PART I. Breaking the Ice</b></p> <p>Practice Bargaining</p> <p>Mind Mapping</p> <p><b>PART II. Experiencing</b></p> <p>Act It Out</p> <p>Look and Describe</p> <p><b>PART III. Developing</b></p> <p>Design Speech Cards:</p> <p>Money</p> <p>Money &amp; Happiness</p> <p>Entertainment</p>
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## **PART IV. Sharpening**

Currency

Situational Practice

Time for Fun

## **Unit 10. Job Interview**

### **PART I. Breaking the Ice**

Talk About Job Interview

Mind Mapping

### **PART II. Experiencing**

Act It Out

Look and Describe

### **PART III. Developing**

Design Speech Cards:

An Ideal Job

An Unforgettable Interview Experience

Entertainment

### **PART IV. Sharpening**

Multiples

Situational Practice

Time for Fun

## **第十八周 Week 18**

### **Review:**

### **UNIT 6. Environment**

Talk About Cause and Effect

Mind Mapping

Act It Out

Look and Describe

Design Speech Cards:

A Beautiful World

The Polluted Earth

### **UNIT 7. Love and Marriage**

Practice Expressing Moods

Mind Mapping

Act It Out

	<p>Look and Describe</p> <p>Design Speech Cards:</p> <p>A Chinese Wedding Ceremony</p> <p>An Ideal Family</p> <p><b>UNIT 8. Future</b></p> <p>Talk About Future Plans</p> <p>Mind Mapping</p> <p>Act It Out</p> <p>Look and Describe</p> <p>Design Speech Cards:</p> <p>Kids</p> <p>Twenty Years Later</p> <p><b>Unit 9. Money</b></p> <p>Practice Bargaining</p> <p>Mind Mapping</p> <p>Act It Out</p> <p>Look and Describe</p> <p>Design Speech Cards:</p> <p>Money</p> <p>Money &amp; Happiness</p> <p><b>Unit 10. Job Interview</b></p> <p>Talk About Job Interview</p> <p>Mind Mapping</p> <p>Act It Out</p> <p>Look and Describe</p> <p>Design Speech Cards:</p> <p>An Ideal Job</p> <p>An Unforgettable Interview Experience</p> <p><b>Summary</b></p> <p><b>Talent Show</b></p> <p><b>Final examination</b></p>
作业布置	<p>Review: Unit 6 - 10</p> <p>准备单元相关主题演讲</p>
教学反思	<p>开课第四学期了，从总复习阶段的英语口语练习到最后一次的英语口语考试，同学们充分发挥自己的潜力，积极参与，团队合作很出彩。本课程立足于高职英语专业人才培养需求，以“讲好中国故事”为核心使命，把思想政治教育和英语语言技能教学相融合。课程以中西方多元文化为学习背景，将中华优秀传统文化、自然与人文景观、教育与交流、语言与文学、饮食与健康、现代科技与生活、国家情怀、价值取向和公民人格等融入内容体系框架，秉承“语言学习与思政引领相融”的教学理念，通过互动式和体验式的交际教学法和教学环节设计，发挥学生的主体地位，基本完成既定教学目标。</p>