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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。

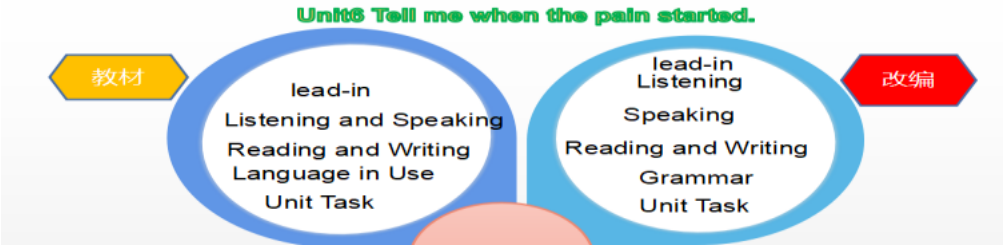
3. 中职学生思维活跃，模仿能力强，教师可帮助学生取长补短，引导学生发挥其潜能。

（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。

Unit6 Tell me when the pain started.

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		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		看图写话/预习新课
Speaking	自测/列出相关信息/自评		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		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		课后测试/完成对话/预习新课
Unit Task	观看视频，进行讨论		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。

教学方法	教学活动
	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 mv， 全国哀悼日视频，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

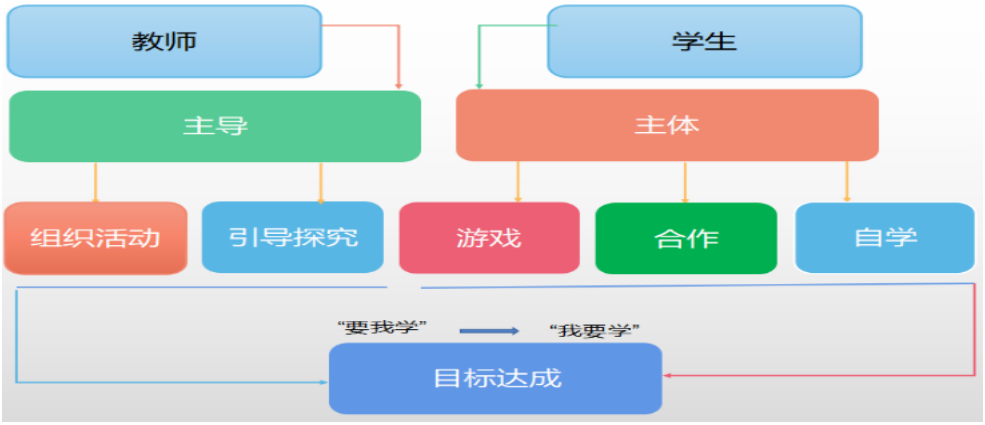
多媒体教室

（八）教学评价

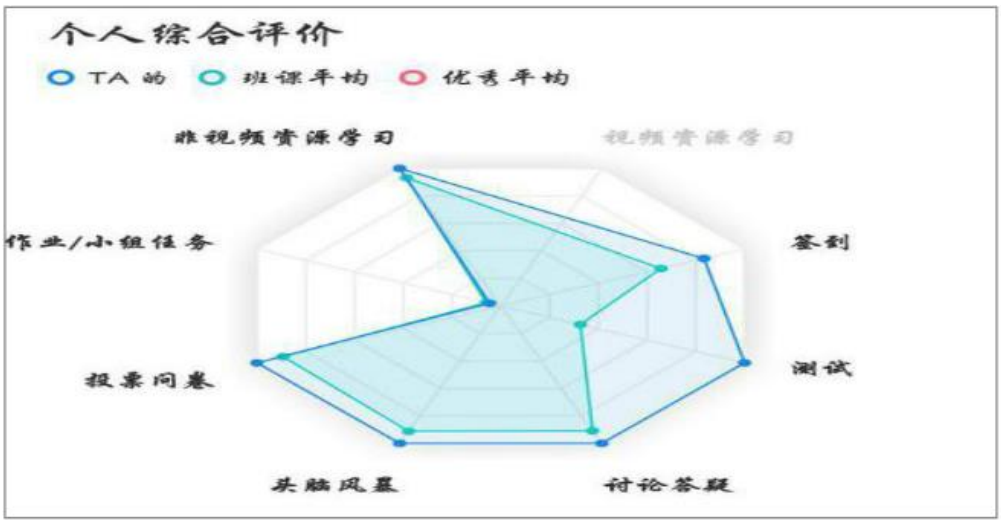
过程性评价与结果性评价相结合，过程性评价注重检测学生课堂参与度及自主学习能力，结果性评价重在反馈教与学存在问题，以便及时改进。

1．采用现代教育技术，实现学生线上线下实时互动，如下图：

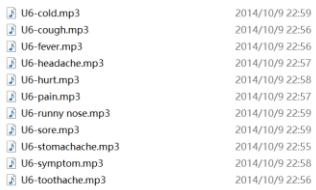
2．很好地贯彻了“教师为主导、学生为主体”的教学理念。



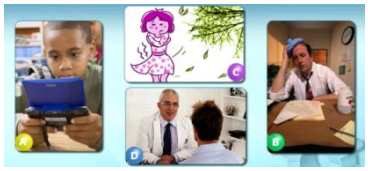
3． 面向全体，重视对学生知识理解、课堂生成、迁移运用等综合能力评价。



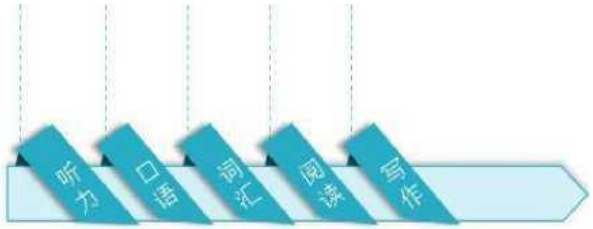
授课内容 (Teaching section)	**Unit 6 Tell me when the pain started. Lead-in**	**授课学时 (Teaching hours)**	**1学时**	**授课班级 (class)**	**20级计算机1班**
教材分析（Analysis of teaching material)	本节课内容选自高教版职高英语基础模块 2 第 6 单元 Lead-in部分。第六单元是第二册最重要的单元之一，这个单元谈论的疾病和就医与人们的生活密切相关。本节课的主题是帮助学生了解部分关于疾病的单词和描述自己症状的句子。				
学情分析 (Analysis of student)	通过课前任务了解到，学生在初中阶段学过部分有关描述疾病的词汇,但在如何运用词汇进行口语交际方而还有待提高。本班男生居多，大部分学生性格内敛害羞。虽然有勇气表达自己，但是由于英语基础不够牢固所以在课堂上有时会拘束。所以在本课时的设计中要注意多增设与现实相关的情境，帮助学生去理解和表达。				
教学目标 (Teaching objective)	1. 学生能掌握有关疾病表达的词汇。 **Words:stomachache,toothache,fever,cough,headache,back pain.)** 2. 学生能听懂就医的常用语及叙述病症、接受医生建议的常用表达方式。 3. 学生能对健康重视和对医疗工作者尊敬。				
重点 (Key points)	本节课中学生主要学习在谈论疾病时能够灵活运用有关叙述病症的词汇和句子。 **Words:stomachache,toothache,fever,cough,headache,back pain.** **Sentence:I have a ...**				
难点 (Difficult points)	学生能自述病情且能够自主就医。				
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“小火车” ” “炸弹小游戏”“心有灵犀”“快闪”等活动，反复操练主要句型。 5.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。				
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 platform and assign pre-class tasks.** **1. Post relevant pre-class tests.** **2. Present the new words in the class.**  U6-cold.mp3 2014/10/9 22:59 U6-cough.mp3 2014/10/9 22:56 U6-fever.mp3 2014/10/9 22:56 U6-headache.mp3 2014/10/9 22:57 U6-hurt.mp3 2014/10/9 22:58 U6-pain.mp3 2014/10/9 22:57 U6-runny nose.mp3 2014/10/9 22:59 U6-sore.mp3 2014/10/9 22:59 U6-stomachache.mp3 2014/10/9 22:55 U6-symptom.mp3 2014/10/9 22:58 U6-toothache.mp3 2014/10/9 22:56 **3. Release Task:** **a. Complete English interesting dubbing.** **b. Complete pre-class quizzes** **4.Rate and evaluate students' self-study.**	**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.**
In-class			
Lead in	**1.Greetings.** **2.Choose the works of the two students who scored the highest in the pre-class task, present them to the students and give them praise, which can introduce the topic of the class.)** **3.Show the video and import to the situation.** **Questions:** **A.Do you know what date 4thApril,2020 is?** **B.Do you know why this is a day of national mourning?** **C.What are your feelings about the novel coronavirus?**	**1.Name the group** **2.Appreciate the excellent dubbing works of our classmates.** **3.Watch the video and have a discussion .**	**1.Presenting the completion of pre-class tasks, presenting excellent works and offering praise can provide feedback on students' work and motivate them to work harder.** **2.The video can be used to introduce the content of the lesson and also allow the students to pay tribute to the hero.**

Presentation	**1. Show a picture of a kind of disease and provoke students to think about the disease.** **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.** headache 头疼 toothache 牙痛 tongueache 舌痛 earache 耳朵痛 faceache 颜面神经痛（三叉神经痛） backache 背疼 waistache 腰痛 heartache 心痛 stomachache胃疼 armache 肱膊疼 legache 腿疼 **4. Guessing Game** **The teacher asked the**	**1.Have a discussion and list the symptoms associated with the disease.** **2. Read wors and summarize the words and explore the rules of word deformation→ache** **3.Play games.List more words.** **4.Guess the words you want to express according to your**	**Pictures, games can enliven the classroom atmosphere.** **It can help students to remember the words better by summarizing the deformation of the end of ache.** **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.**
Practice	**1.Look and match.** **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.** **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.**	**1.Think about the meaning of each picture and say out.)**  **The correct order: 1. ____ 2. ____** **2.Students discuss the topic and think about how to live a healthy life.**	**Complete the exercises in the textbook to consolidate the content of this lesson.**

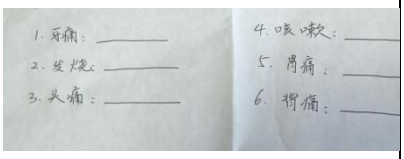
Production	**1. Quick Flash** **Quick flash words and words, students say out loud in Chinese or English, summarize the key words of this lesson.**	**Say the words out loud and review the main points of the lesson.**	**Through the beautiful pictures of our country, we can inspire students to love the 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-class			
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.** **2.Preview new lessons.**	**Homework helps students to review the content of this lesson and prepare for the next lesson.**
Blackboard Layout	**Unit 6 Tell me when the pain started.** **Lead-in**		
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 (Evaluation content)	**1. Class performance accounts for50%**（课堂表现占 50%） **2. Preview new lesson accounts for20%**（课前学习占 20%） **3.Practice after class accounts for30%**（课后实践占 30%）

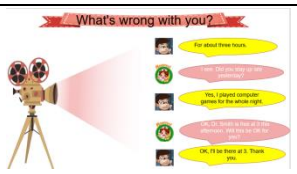
教学反思
（Teaching Reflection）

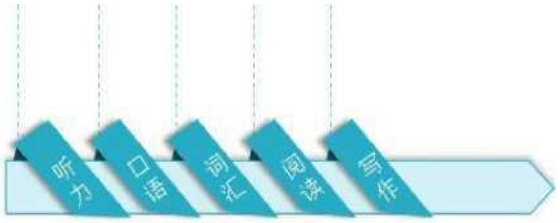
1. Class games can mobilize the classroom atmosphere and help students consolidate the v ocabulary and sentence patterns they have learned in class.
2. Situational simulation is close to reality, which can enhance students' understanding an d improve their oral expression ability.
In the future teaching, 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 (Teaching section)	Unit 6 Tell me when the pain started. Listening	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 Listening 部分。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 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? **How long have you felt this way? = How long have you been like this?**(你这种感觉)多长时间了?) 以及描述病情的常用句型（**I have a . . .** . . . 不舒服）				
学情分析 (Analysis of student)	学生的英语基础薄弱，部分学生发音不标准，进而导致听力存在一些问题，很难听出一些重要信息。而且，对电话预约医生、询问病情等话题的不熟悉，也会增加听力的难度。				
教学目标 (Teaching objective)	本节课学习结束时，学生能够： 1. 能够初步了解电话预约医生的常用句型 **I would like to make 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?** **How long have you felt this way? = How long have you been like this?** 描述病情的常用句型 **I have a ...** （. . . 不舒服） 2. 能够从预约医生的习惯感受到中西方的思维差异。西方人看病需要预约好医生才能去，他们更重视得是私人时间和空间，所以习惯提前预约，所以打电话预约是很必要的。（如：**Hello...I would like to make an appointment.**）中国人办事情一般讲究人情，不需要提前那么久预约，一般挂号排队。 3. 了解接待询问病情的句型，有助于掌握医院的职场用语。 **What's wrong with you? = What's the matter with you? = What's your trouble?** **How long have you felt this way? = How long have you been like this?** 4. 能够明辨哪些生活习惯是不健康的，激励学生培养健康的生活习惯。				
重点 (Key points)	1. 了解电话预约医生的常用句型。 **I would like to make an appointmen**t. 2. 掌握描述病情的常用句型。 **I have a . . .** （. . . 不舒服）.				
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 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**(Groupdiscussion)：**围绕主题，学生分组讨论、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。		
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 platform and assign** **1. Post the video about preventing the novel coronavirus.** 《爱贝英语动画：新冠病毒不可怕，科学防护保健康》视频 **2. Post the pre-class test.**  **3.Ask the students to search for information about healthy living habits.**	**Log in the superstar platform and receive the learning tasks.** **1. Watch the video and pay attention to the basic sentences about describing symptoms.** **2.Finish the test.** **3.Search for information about about healthy living habits.**	**To assign the learning tasks before class.** **1.The video about *preventing the novel coronavirus* has laid the foundation for the students to learn the words in this class.** **2.Pre-class test is to help the students master the relevant vocabulary and sentence patterns about making travelling plans.** **3.Collecting information about healthy living habits can help the students develop the sense of healthy living habits.**
In-class			
Lead in	**Share a story--Poor Tom with students. Before the class, there are some questions. Who likes playing computer games? How long have you played**	**Discuss the story about Tom and answer the questions.**	**To create a real situation to draw the students' attention on the new lesson.**

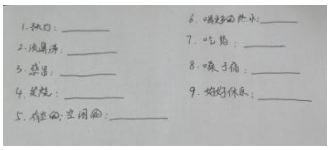
	computer games? For 3 hours? All day? There is a boy named Tom. He is crazy about playing computer games. He has played computer games all the weekend, and now he doesn't well. What's the matter with Tom?		
Presentation	**挑战自我** **(Challenge Myself)** **1. Listening: Complete Activity 3.** **2. Careful listening: Get the details and fill in the form.** 	**(Listen twice and finish Activity 3.)** **Activity 3:** **2. Listen again and finish Activity 4.** **Activity 4:** 	**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	**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.)**	**1. Listen to the audio and take notes.** **2. Retell the audio in groups.** **3. Select the best group.**	**To help the students to use the sentence patterns of making appointment.**
Production	**Role Play the dialogue** 	**Role Play in groups.**	**To practice making appointment and describing symptoms in the situational simulation.**

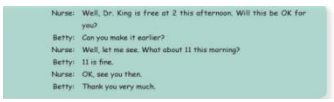
			
Summary	**The teacher comments on their performance in class, and help the students to sum up what they have learned.**	**Students evaluate their performance in class and sum up what they have learned.**	**To summarize the knowledge the students learned in this class and make evaluation.**
After-class			
Homework	**Log in the superstar platform and assign the homework.** **Make at least three sentences based on the pictures and the words.** **Have a cold; cough; runny nose; drink hot water; have a good rest.** **2.Preview the new lesson.**	**Log in the superstar platform and receive the homework.** **1.Finish after-class test.** **2. Preview the following lesson: Speaking.**	**To consolidate what the students have learned.**
Blackboard layout	**Unit 6 Tell me when the pain started.** **Listening** **1.I would like to make an appointment.** **2.What's wrong with you?** **How long have you felt this way?** **3.I have a ...**		

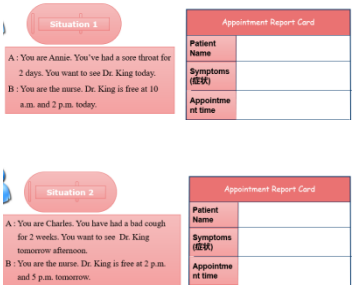
教学评价 **(Teaching Evaluation)**	
评价方法 **(Evaluation methods)**	**过程性评价：课前+课中+课后**  **(Process evaluation: Pre-class + In class + After class)**
评价内容 (Evaluation content)	**3. Class performance accounts for50%**（课堂表现占 50%） **4. Preview new lesson accounts for20%**（课前学习占 20%） **3.Practice after class accounts for30%**（课后实践占 30%）

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.**

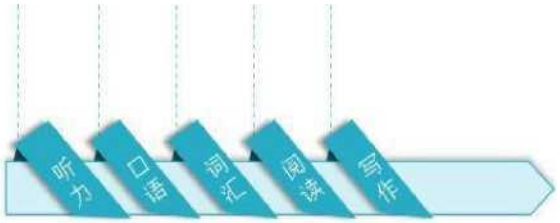
授课内容 (Teaching section)	Unit 6 Tell me when the pain started. Speaking	授课学时 (Teaching hours)	1 学时	授课班级 (class)	20 级计算机 1 班
教材分析（Analysis of teaching material)	本节课内容选自高教版职高英语基础模块 2第六单元Speaking部分。 本节课学生要熟练电话预约医生的常用句型（ **I would like to make an appointment. ... is free at ... Will this be OK with you? Can you make it earlier?** ）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。 **— What's wrong with you?** **— I have a ...** **— How long have you felt this way?** **— For ...** **— You have ... Take this medicine ...** **You should ...**				
学情分析 (Analysis of student)	学生通过课前预习和前两节课的学习，已经积累了相关话题的词汇和句型，为本节课打下了基础，有利于开展本节课的教学活动。并且学生已经熟悉了此话题，利于开展教学活动。对于西方人电话预约医生的习惯也有所了解。				
教学目标 (Teaching objective)	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。 **— What's wrong with you?** **— I have a ...** **— 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感受到中西方的思维差异。西方人看病需要预约好医生才能去，他们更重视得是私人时间和空间，所以习惯提前预约，所以打电话预约是很必要的。（如：Hello...I would like to make an appointment.）中国人办事情一般讲究人情，不需要提前那么久预约，一般挂号排队。 了解接待电话预约医生的对话和询问病情的句型，有助于掌握医院的职场用语。 如： **... is free at ...** **Will this be OK with you?** **What's wrong with you?** **How long have you felt this way?** 3.能够用积极的人生态度、健康的生活方式面对生活，更好地成为社会主义事业的接班人。				

重点 (Key points)	学生能够熟练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?**		
难点 (Difficult points)	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。		
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，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 game, Role play and Group work 等活动，反复操练主要句型。		
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 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.**
In-class			
Lead in	**Guess game.** **Show a picture and let students guess what**	**Discuss the content in the picture with your partners.**	**To draw the students' attention 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.**  **2. Answer Questions &Doubts Guide students to solve difficult points in groups..**	**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.**
Practice	**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.**
	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.**

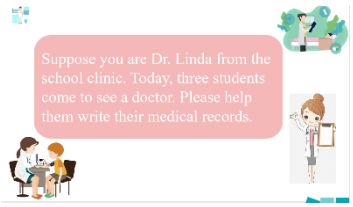
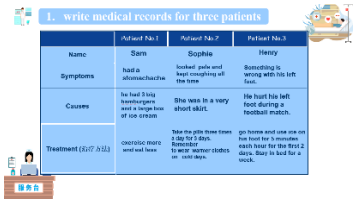
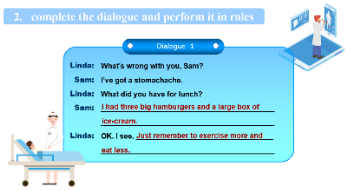
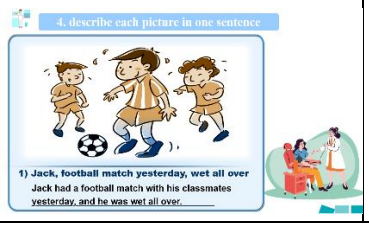
	Group work **Organize the students to make conversations and complete appointment report card according to situation 1 and situation 2.**  	**Make conversations and complete appointment report card according to situation 1 and situation 2.**	**To review the expressions about making appointment and describing symptoms of having a cold.**
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 ...** **— You have ... Take**		**To summarize the knowledge the students learned in this class and make evaluation.**

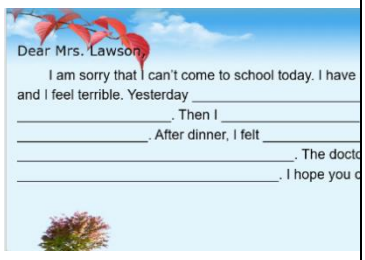
	this medicine ... You should ...		
After-class			
Homework	**Log in the superstar platform and assign the homework.** **1.After-class consolidation:** **Knowledge:** **Remember key sentences of Everyday English.** **Practical:** **Ask students to find English video clips about healthy living habits from 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 Tell me when the pain started.** **Speaking** **— What's wrong with you?** **—I have a...** **— How long have you felt this way?** **— For ...** **— You have ... Take this medicine ...** **You should ...**		
教学评价 **(Teaching Evaluation)**			
评价方法 **(Evaluation methods)**	过程性评价：课前+课中+课后		

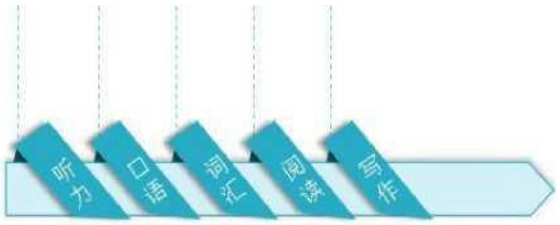
	 **(Process evaluation: Pre-class + In class + After class)**
评价内容 (Evaluation content)	**5. Class performance accounts for50%**（课堂表现占 50%） **6. Preview new lesson accounts for20%**（课前学习占 20%） **3.Practice after class accounts for30%**（课后实践占 30%）
教学反思 （Teaching Reflection）	
1.Create a real situation which 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名称，看病经历的单词和短语: **clinic, symptoms, causes, pill, pale, cough, have a stomachache, have a cold, all the time.** 2、 学生能够掌握和运用一些重点句型：**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.**				

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-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.**
In-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?** 	**Watch the video and answer the questions.** 	**Introduce new lesson from watching a short video, it can arouse the students' interests.**

While-reading	**1. Assign the task:** **You are Doctor Linda in school clinic. Please complete Patients' Medical Records.** 	**Complete Patients' Medical Records in the situation.** 	**To help students get the main idea of the passage.**
	2. Group task: **according to the passage, write the dialogue between Dr. Linda and three patients, and then perform the dialogue in different roles.** 	**Have a group discussion and complete the dialogue between Dr. Linda and three patients, then perform the dialogue with the group members.**	**Learn more about the details of the passage from the task.**
	3. Explain the key sentences in the passage. 	**Listen to the explanation of language points carefully. Take some notes and ask questions about difficult points in time.**	**Help students to solve the language barrier**
Post-reading	**Show a group of pictures about Jack's. Please describe each picture in one sentence according to the information.** 	**Look at the pictures and discuss in groups to complete the task.** 	**Improve students' writing skills.**

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.**	**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-class			
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.** 	**To improve the students' writing skills.**
Blackboard layout	**Unit 6 Tell me when the pain started.** **Reading and writing** **He said that he had a stomachache.** **Linda asked what he had for lunch.** **Sam said that he had 3 big hamburgers…** **What a huge lunch!** **What a busy afternoon!**		
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 (Evaluation content)	**1.Class performance accounts for50% (课堂表现占 50%)** **2.Preview new lesson accounts for20% (课前学习占 20%)** **3.Practice after class accounts for30% (课后实践占 30%)**

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.

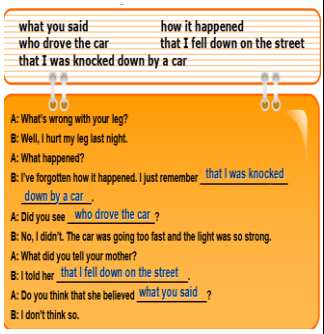
授课内容 (Teaching section)	**Unit 6 Tell me when the pain started. Grammar**	**授课学时 (Teaching hours)**	**1 学时**	**授课班级（Class)**	**20 级计算机 1 班**
教材分析 (Analysis of teaching materials)	本课选自高教版职高英语基础模块2第六单元的语法部分。本单元的话题是疾病就医。本节课内容谈论的是宾语从句和感叹句。宾语从句这个语法点，在第五单元已经讲了一部分（**that，if/whether**引导的宾语从句），学生已有所了解，在这个基础上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后从各种句式中分辨带有疑问代词（**what**）和疑问副词（**when, where, how, why)**的宾语从句。 2. 能够在选择宾语从句引导词时做出正确的判断。 3. 能够在自主学习过微课后复述 **“what”**和 **“how”** 引导的感叹句的基本结构并根据这些结构知道 **“what”**和 **“how”**引导感叹句时的不同。				

难点 (Difficult points)	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，并悟出过健康生活的重要意义。		
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)：** 教师在课前、课中和课后布 置任务，师生互动，完成教学任务。 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 出学生的主体地位。 4. 互动法**(Interaction)**: 在课前、课中和课后，师生互动，完成 教学任务。 5. 直观法**(Direct-vision 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（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 platform and assign preview tasks.** **1.Post the micro lesson and ask the students to review the usage of the object clauses introduced by *that* and *if/whether.*** **2.Post pre-class test.** **3.Post the following sentences on the superstar platform.** 读下面的句子： ***Tell me when the pain***	**Log in the Superstar platform and receive the preview tasks.** **1. Review the object clauses introduced by "that" and "if /whether" .** **2. Complete the pre-class test.** 课前自主学习测试题 **1.I think _____ you will like him.** **A. that B. if** **C. why D. how** **2.I didn't know _____ he will come or not.** **A. that B. whether** **C. weather D. how** **3.According to the rules**	**To assign the pre-class learning tasks.** **Previewing and pre-testing are to help the students to have a better understanding of the usage of object clause. It can also help the students to learn and understand the usage of the object clauses introduced by interrogative pronouns and adverbs.** **Listing the similarities and the differences between the given sentences and the the object clauses they**

	started. ***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) _____.** **3) _____.** **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.**
In-class			
Lead- in	**1.*Learning Star*** **Organize students to show their learning achievements, find out the best student and award *Learning Star.***	**1.Show learning results and find out the best student.** **2.Listen to the song and begin the new lesson**	**Learning star is to encourage the students to work harder when they study by themselves.**

	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.** 	**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 with the whole class.	**1. Chant after the short video.** **2. Watch the micro lessons and summarize**	**To learn another grammar-exclamatory 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 form of the exclamatory sentences.**	**the rules of the form of the exclamatory sentences.**	
Practice	**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.**
	Organize the students to complete Task 2. Have each group compete to complete the given task in 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.		
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 wrong with your leg? B: Well, I hurt my leg last night. A: What happened? B: I've forgotten how it happened. I just remember that I was knocked down by a car. A: Did you see who drove the car? B: No, I didn't. The car was going too fast and the light was so strong. A: What did you tell your mother? B: I told her that I fell down on the street. A: Do you 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.**
Blackboard layout	**Unit6 Tell me when you when the pain started!** **Grammar** **Object clause: what, who, when.how...** **Exclamatory sentences: What +(a/an)+adj.+n. (+主语+谓语)!** **How+(adj./adv.)+ 主语+谓语!**		
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 (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 for 30%**（课后实践占 30%）

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* .

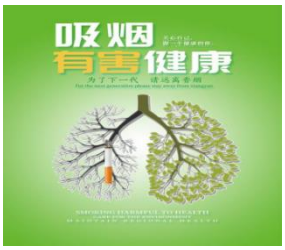
3.The activities of groups competing to answer and groups match can make the students take part in the class actively , which can not only have the students consolidate what they have learned but improve the students' interest. And situations description can help the students use the new sentences patterns to express the topic in this unit, which can improve their level of language expression.

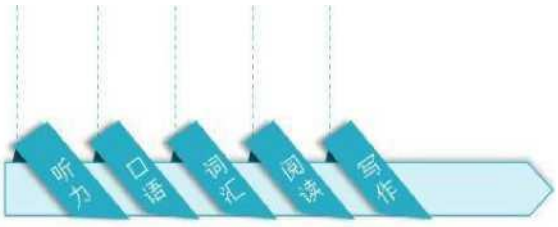
4.**In the practice process, a few students are lack of confidence because of their poor English base. Therefore, in the future teaching, teachers should focus on improving their ability to overcome difficulties in learning and using English.**

授课内容 (Teaching section)	**Unit 6 Tell me when the pain started. 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)	**Tell me when the pain started.**摘自高等教育出版社出版的第二册。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的生活密切相关。本节课的主题是帮助学生巩固本单元的单词和句子。学生可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，制作一幅关于健康生活习惯的海报.				
学情分析 (Analysis of student)	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疾病的词汇,但在如何运用词汇进行口语交际方而还有待提高。他们知识基础较差，学习热情不够高。但是思维敏捷，对新鲜事物容易接受，适应性强。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，帮助学生理解和吸收课堂知识。				
教学目标 (Teaching objective)	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。 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。				
重点 (Key points)	帮助学生知道如何制作关于健康生活习惯的海报。				
难点 (Difficult points)	利用本单元所学的知识，了解良好生活习惯的重要性。				
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.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。				
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 platform and assign pre-class tasks.** **5. Post relevant pre-class tests.** **1. Release a video on the**	**1.Watch the video.** **2. Complete tasks and think about how to live a healthy life.**		**Help Ss to learn on their own and build a sense of teamwork.**	

	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.**		
In-class			
Lead in	1.**Greetings.** **Teacher shows the first life crisis of the post-90s generation comes from a piece of A4 paper.** **2.Ask the students to guess what this piece of A4 paper represents and why the post-90s are afraid of this piece of paper.** **3.Ask the students to have a discussion.**	**1. Greetings.** **2. Students think about the contents of the PPT: A4 paper =?** **3.Have a discussion.**	**It can introduce the topic of health, helps the students combine their own attention to health.**
Presentation	**1.Teacher plays a video about the current situation of contemporary young people so that students can present more.** **2.The teacher shows a picture and asks students to think about it. Let's judge how many points you have got.** **3.The teacher asks**	**1.Watch the video and have a discussion .** **2.Watch videos to learn about the current situation of young people today. Give more examples based on yourself.** **3.Look at the picture,**	**The interaction of answering questions in class can effectively mobilize the classroom atmosphere and stimulate students' interest in learning.**

	questions: **How many points did you get?** **Do you like this life?** **Do you know what harm this lifestyle is doing to your health?** **4.The teacher shows the consequences of the above bad living habits: obesity, hair loss, etc.** **Use three news to alert students.** 	**think about it, and subtract points as appropriation. Answer the teacher's questions positively.** **4.Think and answer.**	
Practice	**1.Ask the students: If you want to avoid the disease at a young age, what should be done?** **Lead in the topic of healthy living habits.** **The teacher shows the 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 have a brainstorm, have a discuss and answer questions in groups.**	**1.Think about the habits of healthy living, discuss with the group members and answer positively.** **6. Think about the benefits of a healthy lifestyle, discuss with your group members and**	**Pictures, games can enliven the classroom atmosphere.**

	The teacher will score points for the group according to the corresponding answers. **3.Ask the students to 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.**	**respond positively.** **3.Students discuss the topic and think about how to live a healthy life.**	
Production	**1.The teacher carries out Role Play activities. Each group was divided into different departments. Students played the roles of doctors and nurses. They had discussions and made health posters.** **2.Show the example diagram.** 	**1.Role-play. Teams work together to make posters and upload them to the super star platform, and evaluate the works of other groups.**	**Complete the exercises in the textbook and consolidate them.**
Summary	**1.Ask Ss to grade other groups' performance on Superstar Education Platform from two aspects:** **a. Spoken English. (70%)** **b. The poster in PPT. (30%)** **2.Make a summary about Ss' presentation.**	**1.Grade other groups' performance on Superstar Education Patform from two aspects:** **a. Spoken English. (70%)** **b. The poster in PPT. (30%)** **2.Make a summary.**	**1.Peer evaluation enables Ss to give their subjective initiative into full play.** **2.Help Ss to summarize what they have learned this lesson.**
After-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 Tell me when the pain started.** **Unit Task** **Make a poster**		
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 **(Evaluation content)**	**7. Class performance accounts for50%**（课堂表现占 50%） **8. Preview new lesson accounts for20%**（课前学习占 20%） **3.Practice after class accounts for30%**（课后实践占 30%） 		
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

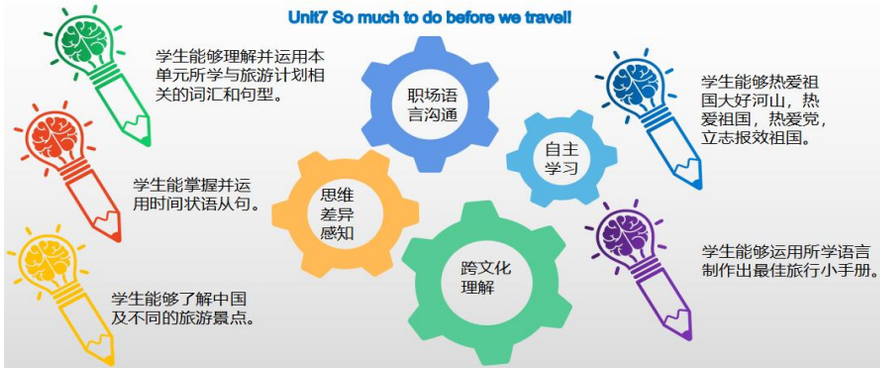
4. 本课程授课对象是计算机专业一年级学生，学生在初中阶段学过关于旅游相关的话题，积累了相关词汇及句型，初步具备了听、 说、读、写基本能力，在知识储备及能力方面，为本单元求职话题的展开奠定了基础。

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。

Unit7 So much to do before we travel!

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		设计家乡的旅游路线，推荐所带物品/预习新课
Speaking	课前测试/旅行计划经历分享/列举要做红色旅游的准备/评价		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思考		熟读课文/根据文章内容画出悉尼两日游路线图
Grammar	看例句找规律/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		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。

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，家乡一日游，旅行社暑期实践活动
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

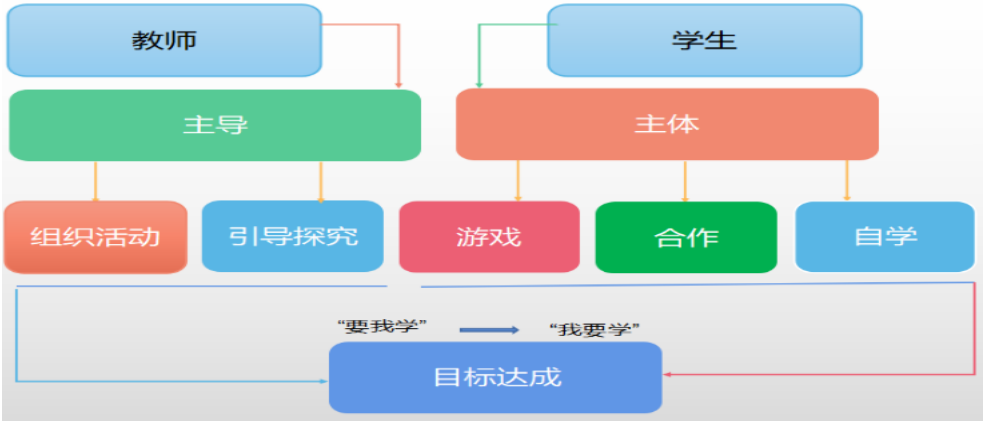
多媒体教室

（八）教学评价

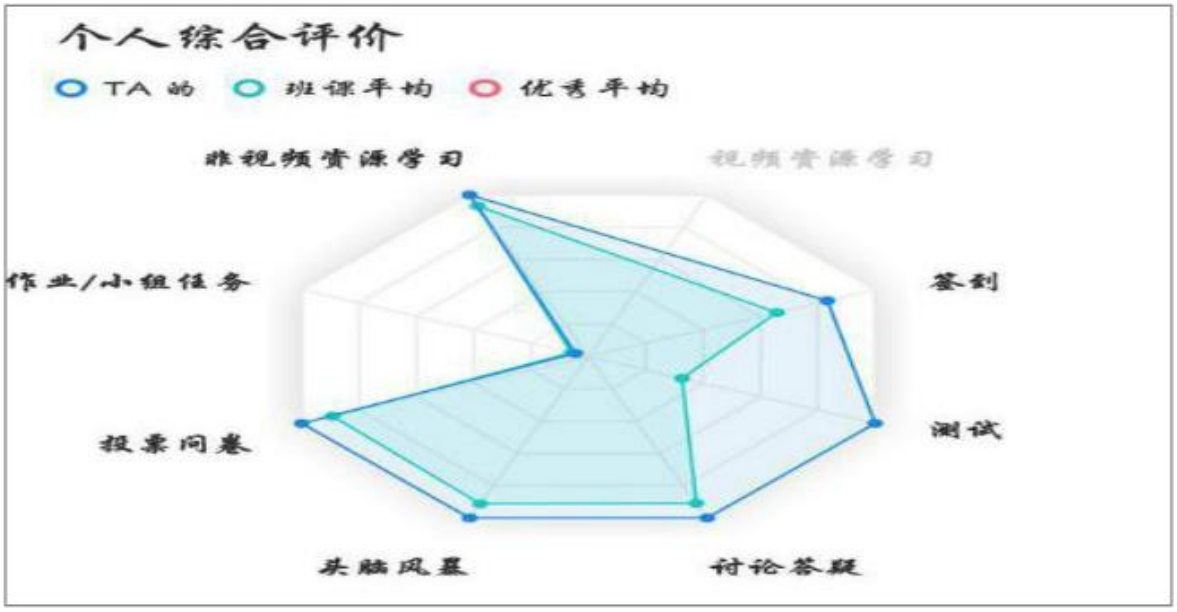
1、过程性评价与结果性评价相结合，过程性评价注重检测学生课堂参与度及自主学习能力，结果性评价重在反馈教与学存在问题，以便及时改进。

2、采用现代教育技术，实现学生线上线下实时互动，如下图：

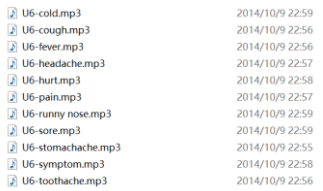
3、很好地贯彻了“教师为主导、学生为主体”的教学理念。



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。



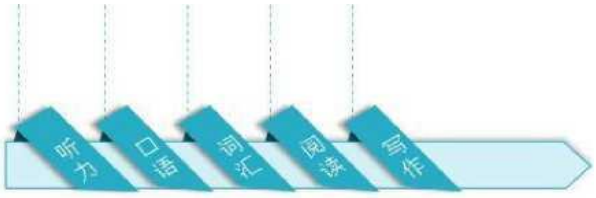
授课内容 (Teaching section)	**Unit 7 So much to do before we travel! Lead-in**	**授课学时 (Teaching hours)**	**1 学时**	**授课班级 (class)**	**20 级计算机 1 班**
教材分析（Analysis of teaching material)	本节课内容选自高教版职高英语基础模块 2 第七单元 lead-in部分。本单元的中心主题是旅游，在当前的环境下，旅游是非常受欢迎的。Lead-in部分的单词教学一方面可以使学生对初中相关知识进行回顾，另一方面也为本单元后面部分的教学打下基础。				
学情分析 (Analysis of student)	随着旅游业的壮大，学生在日常生活中会接触到旅游相关的词汇，但是对于旅游途中语句的相关表达还很欠缺。一些简单的单词已不能满足当今全球化的旅游趋势，在本单元的教学过程中学生需要去掌握一些旅行相关的句式。本班的学生大多数是女生，性格较为内向，在学习上认真却缺乏自信。在本单元的教学中要注意理论与实践相结合，帮助学生理解内容并学以致用。				
教学目标 (Teaching objective)	本节课学习结束时，学生能够： 1. 学生能够理解并运用本单元学生能够理解并运用本单元所学与旅游相关的词汇： **6 Nouns: cash; camera; umbrella; forest; agency; flight** **1 Verb: book** **1 Phrase: bathing suit** 2. 学生能够能利用所学的词汇和句式进行有关旅游计划的对话 3. 学生能够热爱大自然，欣赏祖国美丽风光。				
重点 (Key points)	本节课中学生主要学习在谈论旅行计划时主要会用到的单词和短语：**cash,bathing suit ,life ring,camera,sunglasses,food for animals,medicine,comfortable shoes,umbrella,tent.**				
难点 (Difficult points)	学生能够在学完本课内容之后模仿课本中的对话用下面这些单词或语句准确表述旅行所需要准备的东西和事项。 **call a travel agency，book the hotel，make a shopping list，get to know the city， book flights。**				
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.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“超级小兔” ” “铁树开花”等活动，反复操练主要单词。 5.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。				

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 platform and assign pre-class tasks.** **1. Post relevant pre-class tests.** **2.Present the new words in the class.**  U6-cold.mp3 2014/10/9 22:59 U6-cough.mp3 2014/10/9 22:56 U6-fever.mp3 2014/10/9 22:56 U6-headache.mp3 2014/10/9 22:57 U6-hurt.mp3 2014/10/9 22:58 U6-pain.mp3 2014/10/9 22:57 U6-runny nose.mp3 2014/10/9 22:59 U6-sore.mp3 2014/10/9 22:59 U6-stomachache.mp3 2014/10/9 22:55 U6-symptom.mp3 2014/10/9 22:58 U6-toothache.mp3 2014/10/9 22:56 **3.Show a picture of a small suitcase. Ask Ss to draw something necessary in the suit case.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.** **1.Listen to the audio and complete the test.** **2.Repeat after the words and try to decipher their meanings.** **3. Students upload pictures of the places they dream of going to, and say the reason in English.** **4.Draw the items you need to carry on your trip and upload them to the learning software according to the example picture given by the teacher.**	**To assign the learning tasks before class.** **1.Pre-class test is to help the teacher know the students better.** **2Through 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.**
In-class			
Lead in	**1.Greetings.** **2.Show a video about the beautiful scenery in China to arouse the students' interest.** **3.The teacher asks questions according to the video and invites**	**1.Name the group.** **2.Enjoy the short video and step in the new lesson.** **3.Play games and answer questions.）**	**Video import to stimulate students' interest in learning.**

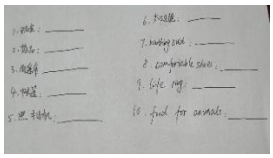
	students to answer.） ①What do you think of these scenery? ②Do you like traveling? ③Where is your dreaming place to travel? ④Why do you love the place? ⑤What will you take on your trip? 4.Summarizes the students' answers and presents them.		
Presentation	1.Play the video of Peppa Pig and his family going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

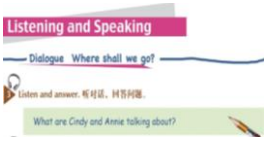
Practice	**need to take with them.** **2.Show the pictures of three beautiful places and ask the students to find the common points of the three places.** **3.Set up a situation about a trip abroad.** **Show the five sentences in exercise 2 and give the students three minutes to think about: If you are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

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

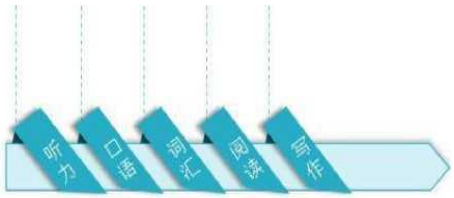
<table>
<tr><td>Homework</td><td>Knowledge:
Post after-class test.
2.Practical operation: Select a tourist spot in China that has been visited, publish the travel strategy , and share it with classmates.
3. Upload relevant new lesson materials.</td><td>and publish it on Xiaohongshu app.
3.Preview new lessons.</td><td></td></tr>
<tr><td>Blackboard layout</td><td colspan="3">Unit 7 So much to do before we travel!
Lead-in</td></tr>
<tr><td colspan="4">教学评价
(Teaching Evaluation)</td></tr>
<tr><td>评价方法
(Evaluation methods)</td><td colspan="3">过程性评价：课前+课中+课后
(Process evaluation: Pre-class + In class + After class
 
</td></tr>
<tr><td>评价内容
(Evaluation content)</td><td colspan="3">1. Class performance accounts for50%（课堂表现占 50%）
2.Preview new lesson accounts for20%（课前学习占 20%）
3.Practice after class accounts for30%（课后实践占 30%）
</td></tr>
<tr><td colspan="4">教学反思
（Teaching Reflection）</td></tr>
<tr><td colspan="4">1. Class games can mobilize the classroom atmosphere and help students consolidate the vocabulary and sentence patterns they have learned in class.
2. Situational simulation is close to reality, which can enhance students' understanding and 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 information teaching means to keep pace with The Times.</td></tr>
</table>

授课内容 (Teaching section)	**Unit 7 So much to do before we travel! Listening**	**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Listening部分。本节课学生要学习的是学习制定旅行计划时怎么询问相关信息，包括询问去哪里（**Where shall we go?**），出行前需要携带的物品（**What do we need to take with us?**），住宿问题（**Where shall we stay?**）。				
学情分析 (Analysis of student)	学生的英语基础薄弱，部分学生发音不标准，进而导致听力存在一些问题，很难听出一些重要信息。但有第一节课打下的基础，学生掌握了出行所带物品的相关的词汇，减少了听力的难度。此外，学生对旅行的话题比较感兴趣，进而有利于课程的推进。				
教学目标 (Teaching objective)	本节课学习结束时，学生能够： 1. 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?** 2. 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。 3. 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 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，突出学生的主体地位，培养学生的合作意识。 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。				

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 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.**
In-class			
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.**	**To draw the students' attention on the new lesson.**
	1. Listening: Complete Activity 3.	**1. Listen twice and finish Activity 3.)**	**1.To help the students to figue**

Presentation	 **2. Careful listening: Get the details and fill in the form.** **3. Listen again and complete the table below.** 	**Activity 3:** **2. Listen again and finish Activity 4.** **3. Listen again and complete the table below.** 	**out the main information about the dialogue.** **2.To help the students improve the listening skills by grasping the key words.** **3. To help the students to figure out the detailed information about the dialogue through careful listening.**
Practice	突破自我 **(Break Through Myself)** **1. Guide the students to make notes while listening, retell the dialogue in groups and select the best group.** **2. Encourage students to role play the dialogue in groups.**	**1. Listen to the audio and take notes.** **2. Retell the audio in groups.** **3. Select the best group.** **4. Role play the dialogue in groups** 	**To help the students to use the sentence patterns of asking detailed information about how to make travel plan.**
Production	**Encourage students to make a travel plan according to the record.** 	**Make a travel plan according to the record.** 	**To practice the sentence patterns of asking detailed information about how to make travel plan in the situational**

			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-class			
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 So much to do before we travel!** **listening** **Where shall we go?** **What do we need to take with us?** **Where shall we stay?**		
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 (Evaluation content)	**1.Class performance accounts for50%**（课堂表现占 50%） **2.Preview new lesson accounts for20%**（课前学习占 20%） **3.Practice after class accounts for30%**（课后实践占 30%）

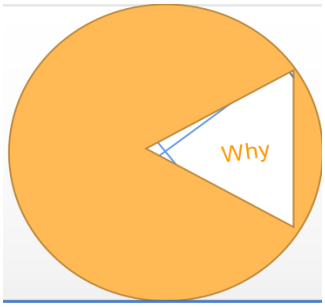
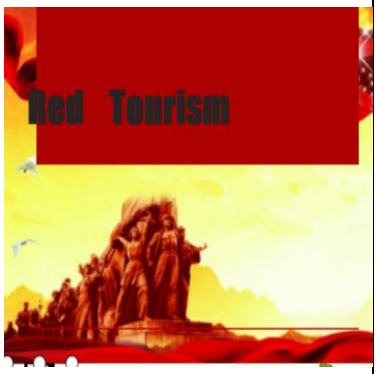
教学反思
（Teaching reflection）

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.

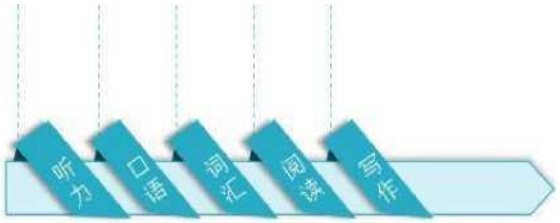
授课内容 (Teaching section)	Unit 7 So much to do before we travel! Speaking	授课学时 (Teaching hours)	1 学时	授课班级 (class)	20 级计算机 1 班
教材分析（Analysis of teaching material)	本节课内容选自高教版职高英语基础模块 2 第七单元 **Speaking** 部分。本节课学生要学习的是与人谈论旅行计划时如何给别人提建议的句型（**What about traveling together?，How about visiting a big city? Let's go to the country. Shall we book a hotel?)**。在前面已经学过的 Lead-in 部分有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准备的句型基础上，这些句型的学习有助于学生应用前两课和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想法。				
学情分析 (Analysis of student)	通过前两节课的学习，学生已经储备了为旅游出行作计划，携带旅行物品的词汇和句型，为本节 课 Speaking 奠定了基础。并且学生已经熟悉了此话题，利于开展教学活动。但是对于西方人给别人提建议方式可能不能理解，需要老师引导他们去分辨中西方提建议的思维差异。				
教学目标 (Teaching objective)	本节课学习结束时，学生能够： 1.获取关于谈论旅游计划的对话的关键信息，找出就旅行计划提建议的表达方式，如下： **What about/How about...?** **Shall we...?** **Let's....** 2.了解中西方人在提建议方面的思维差异：如作旅行计划时，中国人更多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...；要做好个人防护.....)，而西方人则认为这是个人的事情，不会去提。他们会提议带好要带的物品，且语气较客气，以示对他人的尊重。（如：**Shall we take some masks?)** 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 have a red tour in this Summer. Where shall I go ?** **B:How about going to Jinggang Mountain?...** 4.有出外旅行遵守旅游规定，讲文明，爱文物，并积极戴好口罩，做好个人防护的意识。				
重点 (Key points)	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建议： **What about/How about...?** **Shall we...?** **Let's....**				
难点 (Difficult points)	学生能够在学完本课内容之后模仿课本中的对话用下面这些单词或句型谈论自己的红色旅行计划： **comfortable shoes, umbrella, sunglasses, medicine, masks,cash, cellphone, 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-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 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.** **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-class			
Lead in	**Play a short video and lead in the new lesson.**	**Enjoy the short video and 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 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**	**Log in the superstar platform and receive the learning tasks.** **1.Complete the pre-class tests.** **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 all, this activity can make preparation for the new lesson. **4. Evaluating is to check the students' learning effect.**	**self-study.)**	
Practice	**Game Time** **Organize the students to join in the game to reinforce the main sentences of making suggestions while talking about travelling plans.** 	**Choose questions randomly according to the rotary table and compete to answer. One to three points for a correct answer, or no points.**	**To help the students to use the sentence patterns of making suggestions when they talk about travelling plans.**
	To create a real situation to draw the students' attention on the new lesson.	**Enjoy the short video and step in the new lesson.**	**To review the expressions about making travelling plans.**
Production	**1.To help the students to find out the key information in the dialogue and the sentence patterns they need to learn in this class.** **2.Doing role-play is to make the students better understand how to make suggestions when they talk about travelling plans and imitate speaking.** **3.The activity of Answer Questions &Doubts can help the students study some language points and**	**Work in groups and complete the performance together.** 	**To practice talking about making plans of a Red Tour in the situational simulation.** **To make the students realize that they should follow guides and obey orders, protect the historical relics and act as a polite tourist.**

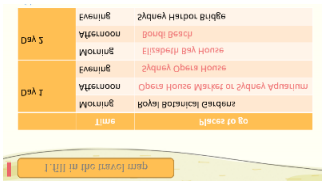
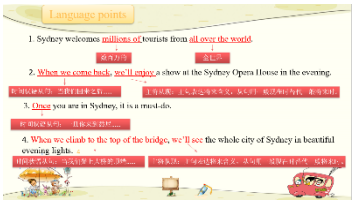
	smooth the language barrier by group cooperating. **It can make the students know the differences of thinking between Chinese and the westerners.**		
Summary	**The teacher comments on their performance in class, and help the students to sum up what they have learned.**	**Students evaluate their performance 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	**Log in the superstar platform and assign the homework.** **1.After-class consolidation:** **Knowledge:** **Post after-class test.** **Practical:** **Make a short dialogue and perform it.** **2. Preview the new lesson.**	**Log in the superstar platform and receive the homework.** **1.Finish after-class test.** **2. Invite your friend to have a red tour in your hometown in the coming summer vacation and make a dialogue using what you you have learned in this class.** **3. Preview the following lesson: Reading.**	**To consolidate what the students have learned.**
Blackboard layout	**Unit 7 So much to do before we travel!** **Speaking** **What about/How about...?** **Shall we...?** **Let's...**		
教学评价 **(Teaching Evaluation)**			

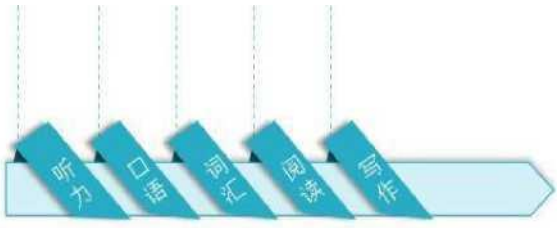
<table>
<tr><td>评价方法
(Evaluation methods)</td><td>过程性评价：课前+课中+课后
 

(Process evaluation: Pre-class + In class + After class)</td></tr>
<tr><td>评价内容
(Evaluation content)</td><td>1.Class performance accounts for50%（课堂表现占 50%）
2.Preview new lesson accounts for20%（课前学习占 20%）
3.Practice after class accounts for30%（课后实践占 30%）
<table>
<tr><th colspan="4">课前（20%）</th><th colspan="5">课中（50%）</th><th colspan="3">课后（30%）</th></tr>
<tr><td>资源查看</td><td>课前检查</td><td>资源分享</td><td>自主预习</td><td>头脑风暴</td><td>小组讨论</td><td>选人抢答</td><td>课堂表现</td><td>答疑讨论</td><td>作业提交</td><td>实践活动</td><td>礼仪素养</td></tr>
</table></td></tr>
<tr><td colspan="2">教学反思
（Teaching Reflection)</td></tr>
<tr><td colspan="2">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.</td></tr>
</table>

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游计划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。				
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. 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-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.**
While-reading	**Read the Sydney's travel plan quickly and fill in the travel map.** 	**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.**	
	Listen to the passage and explain the key language points. 	**Listen to the passage and learn the key language points.**	
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.**

	 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-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.**
Blackboard layout	**Unit 7 So much to do before we travel!** **Reading and writing** **a two-day tour** **enjoy a show** **get close to** **breathe the fresh air** **lie on the beach** **show an entire picture**		
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（Evaluation content）	**1.Class performance accounts for50%**（课堂表现占 50%） **2.Preview new lesson accounts for20%**（课前学习占 20%） **3.Practice after class accounts for30%**（课后实践占 30%）

教学反思
（Teaching reflection)

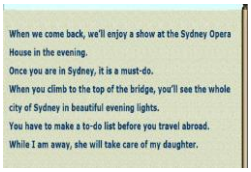
This lesson has cultivated students' fast reading ability and communication and cooperation ability. The highlight is that after learning the Sydney two-day tour plan, we can complete the Beijing one-day tour plan through group cooperation according to the information given. It help students to know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

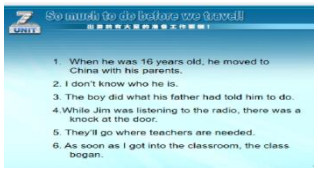
In the process of teaching, it reflects the dominant position of students, experiences the learning value of the Internet, stimulates students' interest and enthusiasm in learning, and expands the knowledge of tourism.

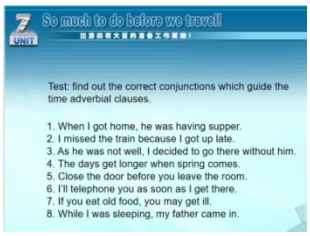
However, due to the students' poor English foundation, they can not speak the names of scenic spots in Sydney and Beijing fluently in English. At the same time, when designing the Beijing one-day tour plan as a group, individual students' investment is not enough.
In the future teaching, we should strengthen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

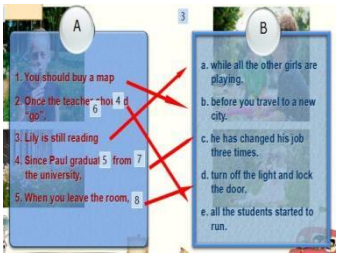
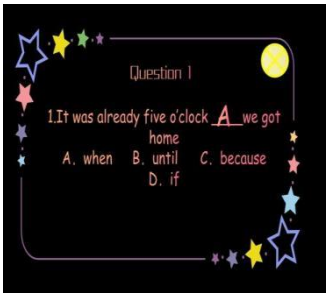
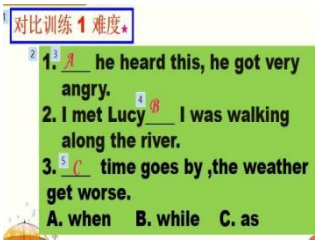
授课内容 (Teaching section)	**Unit 7 So much to do before we travel! Grammar**	**授课学时 (Teaching hours)**	**1 学时**	**授课班级（class)**	**20 级计算机 1 班**
授课教材 (Teaching materials)	本节课内容是选自高教社出版的中职英语 2 第七单元的语法部分，该课内容主要谈论的是时间状语从句。在前面的听说、阅读部分已经在表述中使用了时间状语从句，如 **When we come back, we'll enjoy a show at the Sydney Opera 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)	本单元语法学的是时间状语从句，对于从句是什么，学生在第五、六单元学过宾语从句，有些认知。 但作为状语从句，他们是头次接触，因此，会有些不知其所以然。本节课教学设计应该考虑学生的这种状况，要循序渐进，让他们通过课前自主学习老师所传的资料和微课知道什么是状语，学习分辨时间状语从句与宾语从句的不同，以及时间状语从句常用连接词（**when, while, as , before, after, since, until , as soon as)**的基本用法，再到课堂老师的讲解，帮助他们系统的学习并能在讲述家乡一日游中用到其中至少1-2个连接词引导的时间状语从句。				
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导时间状语从句连接词的基本用法并能正确的挑选出相应的连词完成选择填空题： **when, while,as, before, after,since , until，as soon as** 2.从应用时间状语从句的句子中辨认出“主将从现”语法现象。如：**When we come back,we'll enjoy a show at the Sydney Opera House in the evening.** 3.在讲述家乡一日游计划时能够用上至少 1-2 个连词引导的时间状语从句，并能表达热爱家乡，振兴家乡和宣传家乡的情感以及健康生活的态度。				
重点 (Key points)	本节课学生学习以下引导时间状语从句的连词的基本用法并会用他们完成选择填空题： **when, while,as, before, after,since , until，as soon as** 2.时间状语从句中当主句是一般将来时，从句是一般现在时的用法。 如：**When we come back,we'll enjoy a show at the Sydney Opera House in the evening.**				

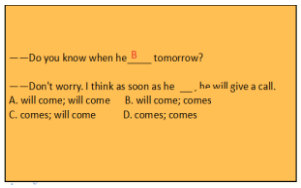
<table>
<tr><td>难点
(Difficult points)</td><td colspan="3">在本节课学习过程中学生能：
1. 学会分辨“when”, “while”, “as”引导时间状语从句时用法上的区别。
2. 能辨认出所给带有时间状语从句的句子里“主将从现”的语法现象。</td></tr>
<tr><td>教学策略
(Teaching strategies)</td><td colspan="3">1. 教学平台（Teaching platform）:超星教学平台（Superstar Education Patform），手机（Cell phones）.
2. 任务驱动法(Task-driven method)：教师在课前、课中和课后布 置任务，师生互动，完成教学任务。
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 出学生的主体地位。
4. 互动法(Interaction):在课前、课中和课后，师生互动，完成 教学任务。
5. 直观法(Direct-vision method)：通过微课学习语法，观看视 频，激发学生学习的兴趣。
6. 情景教学法（Situational teaching method):让学生在具体情境中体验和感悟抽象难懂的语法知识，使他们更易也更乐于接受。</td></tr>
<tr><td colspan="4">Pre-class</td></tr>
<tr><td>教学过程
(Teaching procedure）</td><td>教师活动
(Teacher activities)</td><td>学生活动
(Students activities)</td><td>设计意图
(Purpose of design)</td></tr>
<tr><td rowspan="2">Pre-class preparation</td><td>Log in the superstar platform and assign learning tasks.</td><td>Log in the superstar platform and receive the learning tasks.</td><td>To assign the previewing tasks.</td></tr>
<tr><td>1.Post some examples about time adverbial clause in Unit 7 on the supe star platform.

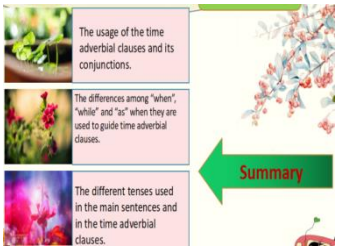
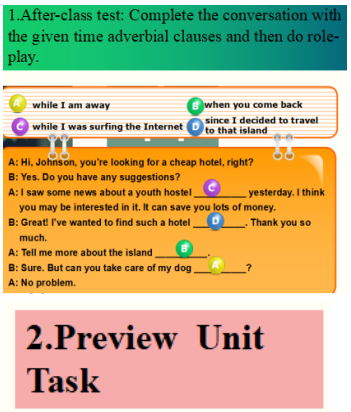
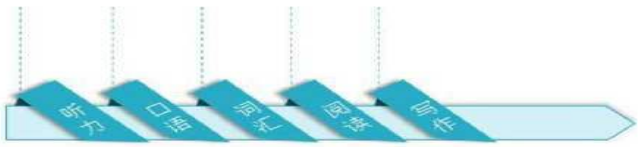
课前学习 1. 读下面的句子：
 
When we come back, we'll enjoy a show at the Sydney Opera House in the evening.
Once you are in Sydney, it is a must-do.
When you climb to the top of the bridge, you'll see the whole city of Sydney in beautiful evening lights.
You have to make a to-do list before you travel abroad.
While I am away, she will take care of my daughter.

找出相似句子：
 
So much to do before we travel!
1. When he was 16 years old, he moved to China with his parents.
2. I don't know who he is.
3. The boy did what his father had told him to do.
4. While Jim was listening to the radio, there was a knock at the door.
5. They'll go where teachers are needed.
6. As soon as I got into the classroom, the class began.</td><td>1.Observe sentences and find out the rules.
2.According to the rules, find the similar sentences.</td><td>To make the students learn about the adverbial clause by themselves, which can prepare for the new lesson.</td></tr>
</table>

	Post self-made micro lesson about time adverbial clauses . 	**Learn from the micro lesson.**	
	Post pre-class test. 	**Complete the pre-class test.**	**To check the students' self-learning effect.**
	Ask the students to search for the information about the routine of a one-day trip in Guangde .	**Search for the information about the routine of a one-day 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.**	**To make preparation for the coming class.**
In-class			
Lead-in	**1. Organize students to show their learning achievements and find out the best student and award *Learning Star.*** **2. Ask the students to listen to a song and lead in the new lesson.**	**1.Show their learning results.** **2. Find out the *Learning Star*.** **3. Listen to a song.**	**To encourage the students to work better.** **To lead in the new lesson and arouse the students' interest.**
Presentation	**A Pavement Base Mat** **Help the students to retell the basic usage of the conjunctions which introduce time adverbial clause using time line.**	**Try to retell the basic usage of the conjunctions used to introduce time adverbial clause.** **Group work to complete this task.**	**To make the students have a better understanding about time adverbial clause and the usage of its conjunctions.**

Practice	**Have a try** **Guide the students to complete Task 1.** Task 1: Read and match  **Organize the students to complete Task2.** Task 2: Read and choose.  	**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".** 	**Group work to analyse the given examples to learn the differences among "when", "while"and " as".**	**To help the students break through the difficult points.**
	Organize the students to complete the task.  	**Groups compete to answer to complete the sentences using "when" , "while" or "as".**	**To check the students' learning 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.** 	**Compete to answer.**	**To see if the students have understood and mastered the 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.**

		nature and living a healthy life.	
Summary	**Teacher guides students to summarize this lesson.** 	**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.**  **2.Preview Unit Task**	**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**		
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 (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 for 30%**（课后实践占 30%）

课前（20%）				课中（50%）					课后（30%）		
资源查看	课前检查	资源分享	自主预习	头脑风暴	小组讨论	选人抢答	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.Students have improved their self-learning ability by learning the micro-class.

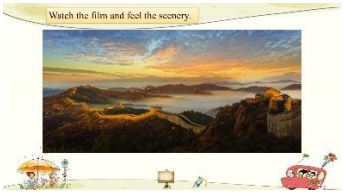
2. Students have broken through the key and difficult points by participating in activities such as *Have a try* and *Answering Questions and Doubts* .

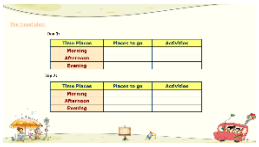
3. The activities of groups competing to answer and groups match have made the students take part in the class actively , which not only had the students

4. consolidate what they have learned but improve the students' interest.

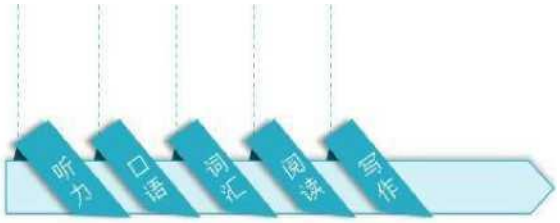
In the practice process, a few students are lack of confidence because of their poor English base. Therefore, in the future teaching, teachers should focus on improving their ability to overcome difficulties in learning and using English.

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内容，学生已经储备了为设计旅游出行作计划的词汇和句型，为本节课的 **Unit tas**k 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。但是由于中职学校大部分学生家庭条件普通，因此学生都很少外出旅游，对于实际中旅游的认识尚少，需要教师提供更多的信息。				
教学目标 (Teaching objective)	本节课学习结束时，学生能够： 1、学生能够掌握一些在设计旅游计划和制作旅游手册时用到的表达：**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.** 2、学生可以根据这个单元所学的重点单词、短语设计出合理的中国城市两日游计划以及制作出精美的旅游手册。 3、通过本课的任务，学生能热爱自然和享受美景，也能了解到中国的美丽风光、产生民族自豪感。				
重点 (Key points)	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.**				
难点 (Difficult points)	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 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. 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.互动法**(Interaction)**：通过“钓鱼游戏”“头脑风暴”等活动，让学生复习本节课要用到的单词、短语，为任务做准备。 5.情景教学法（**Situational teaching method)**：将学习情景设置成旅行社的暑期实践活动，旅行社的经理布置设计出一个中国城市两日游计划，并且制作出旅游手册。这可以让学生能在具体情境中完成许学习任务。				

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.** 	**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**	

Pre-task	**fishing game, review key words and phrases, and prepare for the next task.** 	**the game and review the key words and phrases to prepare for the next task.** 	**To help the students to practice the key expressions to design a tour plan and make a travel brochure.**
	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 think positively: What are the famous scenic spots in China? Which cities are they in? Give them time to think and then rush to answer. 	**Students participate in the brainstorming activities and try to think of as many scenic spots as possible in China.**	
While-task	**Group activity 1:** **Let students discuss how to introduce scenic spots and organize travel in groups, and determine the tourism plan according to the information. Teachers provide corresponding help.** 	**Divide into a group of six, discuss and select the cities to be introduced in the group, assign tasks and collect pictures and information.** **Discuss how to introduce scenic spots and organize travel in groups, and determine the travel plan according to the information.**	**To help students understand the importance of cooperation and help them to master the use of key phrases in the task.**

	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 (Evaluation content)	1.Class performance accounts for50%（课堂表现占 50%） 2.Preview new lesson accounts for20%（课前学习占 20%） 3.Practice after class accounts for30%（课后实践占 30%）
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.**	