**Unit 2 Using language 1**

**listening and speaking教案**

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| 教学目标 | 1. Students can understand the characteristics of New Zealand and expand their cultural horizons;
2. Students can pay attention to the relationship between the identity characteristics of the speakers and their views;
3. Students can use the key sentence patterns to introduce the iconic attractions in China.
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| 重点难点 | 1. Help students identify the job of the speakers.
2. Enable students to express their own ideas on the given topics about what best represents a place.
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| 教学策略 | Audiovisual teaching technique. |
| 课时安排 |  | 课型 | Listening and speaking |
| **Teaching procedures:****Step1 Lead-in**1.What do you know about New Zealand? 2.With so many natural landscapes, which one can best represent New Zealand?Let’s listen to a radio programme: Amazing New Zealand**Step2 Listening****1.(P18 E2) Three speakers are talking about what they believe to best represent New Zealand. Match the speakers with their jobs and their choices.** **2.(P18 E3) Listen again and take notes. List the reasons given by the speakers why these three things best represent New Zealand.**Presenters 1: Dave Edmonds (business journalist)Choice: the Bay of IslandsReasons: * \_\_\_\_\_\_\_\_\_ cruises or \_\_\_\_\_\_\_\_\_ tours to \_\_\_\_\_\_\_\_\_ the \_\_\_\_\_\_\_\_\_ and their \_\_\_\_\_\_\_\_\_\_\_\_, as well as tours to \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_ Maori \_\_\_\_\_\_\_\_\_\_
* be astonished to \_\_\_\_\_\_\_\_\_\_\_ the haka on site
* \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ activities make it a popular tourist destination
* plenty of great \_\_\_\_\_\_\_\_\_\_\_

Presenters 2: Felicity James (editor of World Nature magazine)Choice: the geothermal parksWhich of the following make geothermal parks the most amazing place you’ll ever see?Presenter 3: Jane Smith (writer of the Fantastic Life blog)Choice: the New Zealand experience1.我认为如果人们离开新西兰前没有见过几维鸟或羊群，那他就不算真正体验过这个国家。I think that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ without \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_they haven’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.2.我想说的是，最能代表新西兰的不一定是一个地方，而是你在那里的经历。What\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_but rather \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.3.尝一尝麦卢卡蜂蜜，看一看哈卡舞，去蹦极吧！\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Step3 Thinking****How do our careers affect our thinking and talking?****Step4 Speaking**你所在的社区举办面向外国友人的文化活动，需要请社区**不同职业代表**为社区出**介绍中国**的双语海报. |
| **课后练习** | Students use the expressions to make a dialogue to change the topic.  |
| **教学反思** |  |