**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. | | |
| 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. | | |
| 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 Islands  Reasons:   * \_\_\_\_\_\_\_\_\_ 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 parks  Which 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 experience  1.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** |  | | | |