

阿克苏职业技术学院

理论课学期授课方案

(20~20学年第一学期)

课程名称 公共英语

系部

专业

教研室

任课教师

教研室审批意见:		系部审批意见:			
主任 _____		主任 _____			
年 月 日		年 月 日			
所开学期数		教学周数		周学时	
方案学时		理论学时		实验学时	
考核方式		机动学时		复习考试	
课 程 分 析	教 学 目 标	理论(知识)目标		能力(技能)目标	
		1. 熟悉认知3400个英语单词以及由这些词构成的常用词组,对其中2000个左右的单词能正确拼写,英汉互译。 2. 掌握本学期课程中根本的英语语法规那么并能实际应用...。 3. 了解日常和涉外业务活动中使用的英语会话和陈述。 4. 实现能阅读中等难度的一般题材的简短英文资料的目标,理解正确。 5. 能进行根本的英汉汉英互译。 6. 能进行该课程中根本英语文体的写作。		1. 培养学生的英语综合应用能力,强调英语听说能力,能用英语有效地进行口头和书面的信息交流。 2. 能读懂通用的简短实用文字材料。 3. 会进行该课程中根本英语文体的写作。	
	重	重点、难点		解决重点、难点的方法措施	

	点 难 点	1. 听懂每单元听力交际话题, 并完成相应练习. 并将所听知识加以归纳总结.	1. 给学生交际话题, 强化口语交流.
		2. 围绕每单元的交际主题, 学生能模仿对话, 进行相应交际.	2. 进语音室强化听力, 并自备录音机进行课后强化.
	与其他课程的关系	3. 能读懂并理解每单元的两篇文章, 完成文章后相应练习.	3. 课前掌握和运用阅读技巧对每单元的两篇文章进行理解, 做到译文达意.
		4. 能进行根本英语文体的写作, 掌握一些语法规那么.	5. 运用翻译技巧进行英汉汉英互译的实践练习.
			6. 课后多练笔, 提高写作能力.
		在理解文章时需要较为扎实的文学功底。	
		翻译句子时需要用汉语句子语序做对照。	
学生分析	班级		学生人数
	学生根本情况		
	因材施教措施	1. 对于自主学习能力较强的学生, 在掌握书本知识的的前提下, 可以学习同步练习册上的内容. 3. 对于自主学习能力不强的学生, 教师将给予相应的指导和帮助. 对于英语根底较差的学生, 教师应在其原根底上给予相应的指导和帮助. 使其在原根底上得到相应的提高. 不必与学习成绩好的同学作同等要求. 4. 全体学生都要接受教师定期的课业抽查和测验, 并在本学期内参加英语应用能力考试。	
教材分析	教材名称	新编实用英语综合教程	编(著)者 《新编使用英语》教材编写组
	出版社	高等教育出版社	统一书号 ISBN978-7-04-021597-7

	教材内容处理	<ol style="list-style-type: none"> 1. 加大听说技能,特别是实用交际能力的训练. 2. 在培养英语阅读能力,掌握阅读技巧. 3. 加强对英汉互译能力的培养,提高翻译水平. 4. 加强对各种文体写作能力的培养. 5. 将英语应用能力测试具体表达于实用英语能力的培养之中.
	参考资料	<ol style="list-style-type: none"> 1. 《教师参考书》以及配套的学学,练练和考考。 2. 配套的多媒体教学课件 3. 电子教案 4. 网络课程
教学方法	教师	<ol style="list-style-type: none"> 1. 讲授,演示 2. 听说教学法;情景教学法,任务型教学法,直接法,阅读法,交际法,讨论法 3. 使用计算机多媒体;网络技术;语音室等现代化的教学手段丰富教学内容,提高学生学习英语的兴趣。
	学生	<ol style="list-style-type: none"> 1. 听;说;读;写;译 2. 模仿, 3. 复述 4. 表演

阿克苏职业技术学院教案

授课信息

承当课程	英 语		授课地点			
使用多媒体教学课时数			使用多媒体教学的比例			
教学时间			教学周数		周学时	
方案学时		理论学时			实验学时	
大纲规定实验学时		实际完成			实验开出率	

课程表

	星期一	星期二	星期三	星期四	星期五
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1—2节					
3—4节					
5—6节					
7—8节					
备 注					

阿克苏职业技术学院

教学进度方案（一）

周次	时间	章节	理论教学内容或实践教学项目	教学完成情况
1	两节	Unit 1	Talking Face to Face	
	两节	Unit 1	Being all Ears	
2	两节	Unit 1	Maintaining a Sharp Eye: passage 1	
	两节	Unit 1	Trying Your Hand: Applied Writing	
3	两节	Unit 2	Talking Face to Face	
	两节	Unit 2	Being all Ears	
4	两节	Unit 2	Maintaining a Sharp Eye: passage 1	
	两节	Unit 2	Trying Your Hand: Applied Writing; Sentence Writing	
5	两节	Unit 3	Talking Face to Face	
	两节	Unit 3	Being all Ears	
6	两节	Unit 3	Maintaining a Sharp Eye: passage 1	
	两节	Unit 3	Trying Your Hand: Applied Writing; Sentence Writing	
7	两节	Unit 4	Talking Face to Face	
	两节	Unit 4	Being all Ears	
8	两节	Unit 4	Maintaining a Sharp Eye: passage 1	
	两节	Unit 4	Trying Your Hand: Applied Writing; Sentence Writing	
9	两节	Unit 5	Talking Face to Face	
	两节	Unit 5	Being all Ears	
10	两节	Unit 5	Maintaining a Sharp Eye: passage 1	
	两节	Unit 5	Trying Your Hand: Applied Writing; Sentence Writing	
11	两节	Unit 6	Talking Face to Face	
	两节	Unit 6	Being all Ears	
12	两节	Unit 6	Maintaining a Sharp Eye: passage 1	
	两节	Unit 6	Trying Your Hand: Applied Writing; Sentence Writing	
13	两节	Unit 7	Talking Face to Face	

	两节	Unit 7	Being all Ears	
14	两节	Unit 7	Maintaining a Sharp Eye: passage 1	
	两节	Unit 7	Trying Your Hand: Applied Writing; Sentence Writing	
15	两节	Unit 8	Talking Face to Face	
	两节	Unit 8	Being all Ears	
16	两节	Unit 8	Maintaining a Sharp Eye: passage 1	
	两节	Unit 8	Trying Your Hand: Applied Writing; Sentence Writing	
Unit 1: Greeting and Introducing People				
Title: Greeting and Introducing People				
Class type: speaking listening reading writing				
Study hours : 8 hours				
Class time:				
section I (1-2 study hours)		speaking	(Specific time :)
section II (3-4 study hours)		listening	(Specific time :)
section III (5-6 study hours)		reading	(Specific time :)
section IV (7-8 study hours)		writing	(Specific time :)
Unit Goals				
1. Greeting people and giving response:				
First meeting and meeting again.				
2. Saying good-bye to people.				
3. Exchanging personal information: name/address/telephone number/job/study				
4. Introducing people to each other				
5. Meeting people at the airport				
6. writing---business card				
7. How American and British people greet each other.				
8. How Chinese people differ in greetings				
9. Basic sentence structures				
Important & Difficult Points				

1. useful expressions for greeting people and giving response.
2. Make dialogues about introducing people.
3. To know how American and British people greet each other.
4. learn to write business card
5. Grasp basic sentence structures
课堂教学内容:
Unit 1: Greeting and Introducing People
Section 1: Talking Face to Face
Section 2: Being All Ears
教学方法: Teaching Methods
Auto-lingual Method
Task-based Method
The Situational language Teaching
教具: Teaching Aids
Books
Tape, tape-recorder
Teaching material
目的及要求: Teaching Demands
1. Greeting people and giving response:
First meeting and meeting again.
2. Saying good-bye to people.
3. Exchanging personal information..
4. Introducing people to each other
重点、难点: Important & Difficult Points
1. Find out useful expressions for greeting people and giving response.

2. Sentences used at the first meeting and meeting again.
3. Make dialogues about introducing people.
4. Repeat the passage after listening.

教学过程: Teaching Procedure	教学备注
Step one ---lead in: 10'	
1.warm- up questions	
1)When are business cards exchanged between people?	
2)What are usually written on business cards?	
3)When do people use passports?	
2.Read and translate the business cards in Section I.	
Step Two Sample dialogue 30'	
1.How much do you know about the way Americans greet people and give responses?	
Greetings at the first meeting:	
How are you? Fine/Very well, thank you. And you?	
How do you do. How do you do.	
Nice to meet you. Nice to meet you, too.	
Pleased/Glad to see you. Pleased/Glad to meet you, too.	
2.The students read the dialogues in pairs and speak out the following sentences of greeting people and giving responses in the dialogue.	
Hello! I' m a new student here. Welcome to our school.	
Hi! Haven' t we met before? No, I don' t think so.	
Greetings when meeting again	
Haven' t seen you for ages. How are you? ---Fine/Very well/OK, thank you.	
Fancy seeing you here, Lily! ---Yeah, fancy that.	
Nice to have you with us, Ann. Please make yourself at home.	

---Thank you, I will.	
Hi, long time no see, Dick. Do you remember me?	
So glad/pleased to see you again. How are you?	
3. How much do you know about the way Americans exchange personal information?	
exchanging personal information	
1. My name is Lu Yang.	
2. I' m Richard Washington. Please call me Richard.	
3. Here is my card.	
4. I' m Jack Green from Zhonghua Technical School.	
5. Here is my business card.	
6. Here is mine.	
4. How much do you know about the way Americans say good-bye?	
祝你愉快。 Have a nice day.	
保重。 Take care.	
再见。 So long. See you later. Bye.	
见到你很快乐。 Pleased/Glad to have met you.	
我不得不走了。 I must be off now.	
Speaking of time, I' ve got to run.	
5. How much do you know about the way Americans introduce themselves?	
A. Mr. Ballman, allow me to introduce myself. My name is Li Tiegang,	
manager of the company.	
B. I' m Robert Miller from Canada.	
C. Before we start (First of all), let me introduce myself.	
D. Hello, may I introduce myself?	
E. I' d like to introduce myself first.	

F. Could you please introduce me to your manager?	
6.Read and find out	
Read and find out useful expressions and practice them.	
Step Three Group Work 10'	
The students practice the dialogue in groups	
Step Four Pair work 25'	
The students prepare short conversations in pairs by simulating the five small	
Dialogues in the Act Out Exercises, and then do their presentation in class.	
Role play 20'	
The students create their own dialogues after similar situations and role play	
them, first in groups, and then in front of the class.	
Put-in-Use 20'	
The students do the Put-in-use exercises in groups by reading aloud all the three	
dialogues they have completed.	
Section II Being All Ears	
Step One Dialogue1 20'	
Pre-listening task (听前任务)	
Read the printed materials in <i>Listen</i> and <i>Decode</i> in a few minutes.	
While-listening task (听中任务)	
Listen to the tape WITHOUT looking at the book.	
Listen to the tape one sentence after another, taking notes during the pause.	
Repeat the sentences after the tape.	
Dialogue script	

Post-listening task (听后任务)	
Do the exercises in <i>Listen and Decode</i> and <i>Listen and Respond</i> .	
Step Two Passage 35'	
Pre-listening task (听前任务)	
Read the printed materials in <i>Listen and Read</i> in THREE minute.	
While-listening task (听中任务)	
Listen to the tape and fill in the blanks.	
Listen again and check up the answers., and read the passage LOUDLY!	
Post-listening task (听后任务)	
Do the exercises in <i>Listen and Match</i> and <i>Listen and Conclude</i> .	
课堂小结 Comments and conclusion 6'	教学备注
1. The teacher gives a short summary of what has been learned in this period.	
2. The teacher comments on the students' performance in this period.	

3. Emphasize the main points of these two parts.	
课堂练习及作业布置 4'	
1. Read the samples and the five tasks in the first section.	
2. Do the exercises after listening in the class from page 5-8.	
3. Put in Use: do the exercises on the page 4-5.	
4. Pair work: Make up dialogues for greeting and introducing people referring to the dialogues in the Workbook.	
5. Preview Passage I and the exercises.	
后记 Summary or feeling after class	

课堂教学内容:
Unit 1: Greeting and Introducing People
Section III : Maintaining a Sharp Eye
Passage 1: The Way Americans Greet

教学方法: Teaching Methods	
Task-based Method	
The Direct Method	
The Reading Method	
教具: Teaching Aids	
Books	
Tape, tape-recorder	
Teaching material	
目的及要求: Teaching Demands	
1. Grasp the new words and some useful expressions in passage 1.	
2. Analyze the discourse structure of the passage to get the main idea and grasp the important expressions, learn to know how American and British people greet each other..	
3. Retell the passage in their own words.	
4. Do the exercises followed correctly.	
重点、难点: Important & Difficult Points	
1. New words and some useful expressions, long and difficult sentences.	
2. Learn to know how Chinese people differ in greetings.	
3. Exercises : Read and Think	
Read and Translate	
Read and Simulate	
教学过程: Teaching Procedure	教学备注
Step One Lead in 10'	
1. Warm-up Questions	
What is the common way for Chinese people to greet others?	
Have you had your lunch/dinner?	
Where are you going ?	

What did you do last night?	
2. How do Americans greet each other?	
Hi! Hello! Good morning! Nice to meet you!	
2. Questions for Group Discussion 15'	
1)What does an informal greeting really mean to Americans?	
2)What is the preferred way Americans introduce themselves?	
3)Why do Americans ask you personal questions sometimes?	
Step Two Presentation of the new material 15'	
Key words:	
1. Lead the students learn the new words and some useful expressions in this passage, pay more attention to the important phrases and expressions.	
a. greet say words of welcome to sb.	
The teacher greeted each child with a friendly 'Hello!'.	
b. speaking of while we are talking about a particular person or thing	
Speaking of trips, have I ever told you about the experience I had when	
visiting the Great Wall?	
c. leave a(n) ...impression on cause someone to notice and admire	
He left a deep impression on the other members at the tennis club.	
d. prefer ... to ...	
like better, would rather do	
Older people tend to prefer local opera to pop music.	

e. get/become acquainted with	make familiar with; get to know
Take time to get acquainted with the rules.	
Step Three Practice and Consolidation 30'	
1. Let the students skim over the passage to get its main idea and do “ Read and Think”.	
2. Study the passage in details, lead the students try to understand some difficult sentences in the passage with the help of the teacher.	
3. The students are encouraged to analyze the structure of the passage and try to retell passage A in their own words.	
Some useful and difficult expressing:	
1).The way Americans Greet	
In this title, in which is omitted after The way.”in...way”means(to do sth.)by means of certain method.	
美国人的致意方式	
Example: I think the way she runs her bookshop is worth studying.	
2)Speaking of...time,I've got to run.	
Speaking of is a present participle clause used as an adverbial of cause/time. It Means”when it comes to time, I'm reminded of...”	
说到时间，我得赶紧走了。	

Example: Speaking of books, I shpuld have returned the ones I borrowed last month.
3)But Americans do sometimes ask such questions.
Do is used here to emphasize the following verb. It means”的确确实，真的”。
但是美国人有时确实问到诸如此类的问题。
Example: Most people hate the cold weather, but some people do enjoy themselves in winter.

Step Four Practice and Consolidation 15'	
Let the students do the exercises after understanding the text.	
Read and Complete	
Fill the blanks without referring to the passage.	
Complete each of the following statements according to the passage.	
Fill in the blanks with the proper words and expressions given below, changing the form if necessary.	
After doing these exercises, the teacher checks the answers with the students.	
Read and Translate	
1. It is my impression that a typical English gentleman often takes an umbrella with him.	
2. To the students, the introduction to the cultural background is the best part of the book.	
3. When we talk with a foreign lady, in most cases we should not ask such personal questions as her age.	
4. Many young people prefer pop songs to old songs. They think pop singers are very cool.	
5. This beautiful and clean city has left a deep impression upon foreign tourists.	
6. Professor Lu Yang stood on the plane's entrance and waved good-bye to us.	
Read and Simulate	
Pay attention to the italicized parts in the English sentences and translate the Chinese sentences by simulating the structures of the English sentences.	
1. We <i>often</i> express our happiness <i>with</i> a smile.	

She <i>often</i> speaks <i>with</i> a strong local accent.	
2. <i>Similarly</i> , Professor Green couldn' t bear laziness.	
<i>Similarly</i> , they don' t want to rely on others.	
3. <i>Speaking of</i> English, I' ve <i>got to</i> go to class.	
<i>Speaking of</i> business cards, I' ve <i>got to</i> print some more now.	
4. <i>In</i> China, family relationships are <i>usually</i> rather close.	
<i>In</i> my hometown, companies are <i>usually</i> rather small.	
5. These boys <i>prefer</i> football <i>to</i> basketball.	
I <i>prefer</i> Chinese food <i>to</i> Western food.	
6. <i>Such</i> an ending may be too hasty to me.	
<i>Such</i> weather may be too hot to the tourists.	

课堂小结 (3分钟) Comments and conclusion	教学备注
1.The teacher gives a short summary of what has been learned in this period.	
2. The teacher comments on the students' performance in this period.	
3. Emphasize the useful expressions and patterns	

课堂练习及作业布置 (2分钟) Work Assignments	
1. Do the exercises follow the passage.	
2. Recite the first paragraph of Passage I.	
3. Preview Passage II and do the exercises.	
后记 Summary or feeling after class	

课堂教学内容:
Unit 1: Greeting and Introducing People
Section IV: Trying Your Hand
Applied Writing
Sentence Writing
教学方法: Teaching Methods
The Direct Method
Discussion

教具: Teaching Aids
Books
Teaching material
目的及要求: Teaching Demands
1. Grasp the pattern of a business card.
2. Learn to write business card.
3. Review the Basic Sentence Structure and put them in use.
重点、难点: Important & Difficult Points
1. The pattern of a business card.
2. The pattern of the Basic Sentence Structure.
3. How to write a business card.

教学过程: Teaching Procedure	教学备注
Step one Format analysis 10'	
The teacher tells the students some information about business card.	
Business cards can help you to remember people you have met. A clean, creative, professionally printed and visually attractive card conveys a positive first impression that can linger long after your first meeting. Job titles, the company name, your department (if you work for a large organization), as well as contact information (address, e-mail address, telephone number, fax and mobile-phone numbers) are usually given on business cards. Additionally a succinct description of your company's business can be helpful.	
Your card should display the same design and basic information as your other marketing materials. However a business card is not a brochure or a catalog; its space	

以上内容仅为本文档的试下载部分，为可阅读页数的一半内容。如要下载或阅读全文，请访问：<https://d.book118.com/347005042133006141>