

揭阳职业技术学院



教案

课程： 商务英语翻译

任课教师： 黄桂红

专业： 商务英语

班级： 商英订单班 241

课程基本情况

课程名称	商务英语翻译				
总学时数	36	理论学时	18	实践学时	18
课程学分	2	考核方式	考查		
授课专业	商务英语	授课班级	商英 3+231		
课程性质	专业课				
总体教学目标、要求	<p>Teaching Aims : This course aims to train and help students enhance their interpreting capability and problem-solving ability in different business occasions, establish proper professional ethics, increase their awareness of cross-cultural communication, broaden their professional and cultural knowledge, strengthen their sense of responsibility so as to improve their competitiveness in the future career. After learning, students are required to:</p> <ul style="list-style-type: none"> ◇ Learn about useful vocabulary and expressions in different business occasions. ◇ Master the common interpreting skills. ◇ Be able to deal with various business interpretation cases. ◇ Improve the ability to use Chinese and English languages. ◇ Grasp the basic business and commercial terms in the course of their specific work. ◇ Be aware of relative business etiquette. ◇ Know the professional ethics and standards of a qualified interpreter. <p>Teaching Requirements:</p> <ol style="list-style-type: none"> 1. Before class, students have the essential language abilities in listening and speaking and some basic business knowledge. They are required to preview the textbook and search the relative background information on the internet about the business topics. 2. In class, students are required to have their specific partner(s) for various activity tasks; students are also required to try to practice and be active to participate in different class activities. 3. After class, students are required to review the key points in each lesson with more interpretation practice. Study pairs or groups are required to drill more interpretation cases by means of role-play or presentation. Students are also encouraged to evaluate the performances from peers and learn from each other. 4. Teacher is required to do everything to arouse students' interest and help them to reach the learning objectives, involving competitiveness, cooperation and creativeness in the process of teaching. 				
参考资料	《世纪商务英语口译教程（第四版）》 主编：刘杰英、刘雪芹 大连理工大学出版社				

课程内容学时分配	序号	教学内容	计划课时	备注
	1	Reception, Checking-in and Scheduling	6	
	2	Corporation Introduction, Visiting and Meeting	6	
	3	Sightseeing, Shopping and Dining	6	
	4	Farewell Speech, Checking-out and Seeing-off	6	
	5	Enquiry and Offer	6	
	6	Packing and Payment	6	
	7	Shipment and Insurance	6	
	8	Claim and Agency	6	
	9	Economic Development and Reform	6	
	10	Foreign Trade	6	
	11	Intentional Economic Organizations	6	
	12	Free Trade Agreements	6	
小计			72	

Teaching Plan(Period 1、 2)

授课题目	Lesson One Reception, Checking-in and Scheduling	计划课时	6
授课时间		`课次	Period 1-2
教学目的与要求	<p>Ss are required to:</p> <p>1) learn the typical sentence patterns and expressions for reception, checking-in and scheduling in order to interpret flexibly and ingeniously under specified circumstances,</p> <p>2) get familiar with the procedures of checking-in,</p> <p>3) be able to interpret small business conversations about reception, checking-in and scheduling.</p> <p>思政目标: 通过讲解不同国家的文化习俗、礼仪规范, 引导学生在接待外宾时展现开放、包容的态度, 促进国际友好交流。</p>		
教学重点及难点	the basic sentence patterns and expressions for reception, checking-in and scheduling		
教学方法	Task-based and communication approach		
教学内容与进程安排	教学组织设计		
<p>I Introduction (13mins)</p> <p>II Warm-up (10mins)</p> <p>III Skills practice (20mins)</p>	<ol style="list-style-type: none"> 1. Introduce the aims and requirements of this course. 2. Lead in the course Oral exercise-Introduce yourself to your partner 3. Lead students to do Game 1 on P2. 4. Lead Ss to do section 2 on P2. <ol style="list-style-type: none"> (1) Listen to the first recording and finish Drill 1. (2) Guide Ss to check work by using self-assessment form from QR code on P3. (3) Listen to the second recording and finish Drill 2. (4) Guide Ss to check work by using self-assessment form from QR code on P3. 5. Teacher checks Ss' work and emphasizes the importance of memory training. <ol style="list-style-type: none"> (1) Teacher selects 3-5 students to read their work of Drill 1 and 2. (2) Teacher can ask student to read Chinese passage on P2 paragraph by paragraph. 6. Teacher guides Ss to work in pairs to interpret the typical sentence patterns and expressions for reception. 		

Teaching Plan(Period 3、 4)

授课题目	Lesson One Reception, Checking-in and Scheduling	计划课时	6
授课时间		课次	Period 3-4
教学目的与要求	<p>Ss are required to</p> <p>1) learn the typical sentence patterns and expressions for reception, checking-in and scheduling in order to interpret flexibly and ingeniously under specified circumstances,</p> <p>2) get familiar with the procedures of checking-in,</p> <p>3) be able to interpret small business conversations about reception, checking-in and scheduling.</p> <p>思政目标：引导学生感受专业人员的“敬业”精神以及口译员应具备的宽广的、跨行业的专业词汇和句型积累，培育及践行社会主义核心价值观，提高学生的职业素养。</p>		
教学重点及难点	the basic sentence patterns and expressions for reception, checking-in and scheduling		
教学方法	Task-based and communication approach		
教学内容与进程安排	教学组织设计		
<p>I Warm-up (5mins)</p> <p>II Skills review (10mins)</p> <p>III Interpreting Practices from P4 to 5 (10mins)</p> <p>IV Four Matters of Confidence(8mins)</p>	<p>1. Check Ss' work about Section 2 on P2.</p> <p>2. Check Ss' work about Dialogue Interpreting on P4.</p> <p>(1) Role-play Teacher selects 2 pairs to practice several sentences on P4.</p> <p>(2) Q&A Teacher asks some questions.</p> <ul style="list-style-type: none"> ● Which city is mentioned in this dialogue? ● What are two features of this city? ● Which search engine is mentioned by Ms. Yu? ● What is Baidu? <p>3. Teacher guides Ss to work in pairs to finish interpreting work from P4 to P5.</p> <p>4. Teacher guides Ss to build a concept of Four Matters of Confidence.</p> <p>在第 5 页，人力资源部长于芳向客人们介绍了非常有特色的中国城市、中国优秀文化。与西方文化对应的中国的搜索引擎。</p> <p>此处，教师可以引导学生，有意识地帮助学生建立文化自信。</p>		

* 该表可根据内容增加页数

Teaching Plan(Period 5、 6)

授课题目	Lesson One Reception, Checking-in and Scheduling	计划课时	6
授课时间		课次	Period 5-6
教学目的与要求	<p>Ss are required to:</p> <p>1) learn the typical sentence patterns and expressions for reception, checking-in and scheduling in order to interpret flexibly and ingeniously under specified circumstances,</p> <p>2) get familiar with the procedures of checking-in,</p> <p>3) be able to interpret small business conversations about reception, checking-in and scheduling.</p> <p>思政目标：在课程中融入中国传统文化、礼仪规范等内容，鼓励学生在接待外宾时主动介绍中国文化，传播中国声音，增强文化自信。</p>		
教学重点及难点	the basic sentence patterns and expressions for reception, checking-in and scheduling		
教学方法	Task-based and communication approach		
教学内容与进程安排		教学组织设计	
I Warm-up (10mins)		1. Ask Ss to think about what they usually prepare before proceeding the interpretation about schedule.	
II Skills review (15mins)		<p>(1) Time</p> <p>(2) Titles of Participants</p> <p>(3) Activities, etc.</p> <p>2. Check Ss' work about Dialogue Interpreting on P7.</p> <p>(1) Role-play</p> <p>Teacher selects 2 pairs to practice several sentences on P7.</p> <p>(2) Q&A</p> <p>Teacher asks some questions.</p> <ul style="list-style-type: none"> ● What kind of room does Mr. Smith get? ● Where is the restaurant? ● Who will come and meet Mr. Smith and Ms. Brown? ● Can you retell hotel receptionist's greeting at the beginning of the whole dialogue? <p>According to students' actual knowledge level, teacher could check if students get the main idea of the dialogue in Question-Response way, or ask students for some details, or request students to retell story.</p>	
III Interpreting Practices (42mins)		<p>3. Teacher guides Ss to work in pairs to interpret the typical sentence patterns and expressions for scheduling.</p> <p>(1) Teacher asks Ss to do sentence interpretation if there is a need.</p>	

Teaching Plan(Period 1、 2)

授课题目	Lesson Two Corporation Introduction, Visiting and Meeting	计划课时	6
授课时间		课次	Period 1-2
教学目的与要求	<p>Ss are required to</p> <p>1) learn the typical sentence patterns and expressions for corporation introduction, visiting and meeting in order to interpret flexibly and ingeniously under specified circumstances,</p> <p>2) get familiar with the procedures of Business Meeting,</p> <p>3) be able to interpret small business conversations for corporation introduction, visiting and meeting</p> <p>思政目标：帮助学生建立道路、制度自信。点出中国特色社会主义制度下的企业优势、特色、要求。</p>		
教学重点及难点	the basic sentence patterns and expressions for corporation introduction, visiting and meeting		
教学方法	Task-based and communication approach		
教学内容与进程安排		教学组织设计	
I Review Check(15mins)		1. Teacher organizes retelling, role-play, brainstorm or Q&A to check Ss' work of Lesson 1.	
II Warm-up (10mins)		2. Lead students to do Game 2 on P16.	
III Skills practice (20mins)		3. Lead Ss to do section 2 on P16. (1) Listen to the first recording and finish Drill 1. (2) Guide Ss to check work by using self-assessment form from QR code on P3. (3) Listen to the second recording and finish Drill 2. (4) Guide Ss to check work by using self-assessment form from QR code on P3.	
IV Interpreting Practices (25mins)		4. Teacher checks Ss' work and explains the techniques of memory training. (1) Teacher selects 3-5 students to read their work of Drill 1 and 2. (2) Teacher can ask student to read Chinese description on P16.	
		5. Teacher guides Ss to work in pairs to interpret the typical sentence patterns and expressions for corporation introduction. (1) Teacher asks Ss to do sentence interpretation if there is a need. (2) Teacher guides Ss to practise dialogue interpretation	

Teaching Plan(Period 3、 4)

授课题目	Lesson Two Corporation Introduction, Visiting and Meeting	计划课时	6
授课时间		课次	Period 3-4
教学目的与要求	<p>Ss are required to</p> <p>1) learn the typical sentence patterns and expressions for corporation introduction, visiting and meeting in order to interpret flexibly and ingeniously under specified circumstances,</p> <p>2) get familiar with the procedures of Business Meeting,</p> <p>3) be able to interpret small business conversations about corporation introduction, visiting and meeting.</p> <p>思政目标：通过引导学生感受张经理的“敬业”精神及其非常熟悉自身的业务情况来培育及践行社会主义核心价值观，提高学生的职业素养。</p>		
教学重点及难点	the basic sentence patterns and expressions for corporation introduction, visiting and meeting		
教学方法	Task-based and communication approach		
教学内容与进程安排	教学组织设计		

<p>I Warm-up (5mins)</p>	<p>1. Check Ss' work about Section 2 on P2.</p>
<p>II Skills review (10mins)</p>	<p>2. Check Ss' work about Dialogue Interpreting on P18.</p> <p>(1) Role-play Teacher selects 2 pairs to practice several sentences on P18.</p> <p>(2) Q&A Teacher asks some questions.</p> <ul style="list-style-type: none"> ● What is the main product of Mr. Zhang's company? ● What advantages does Mr. Zhang emphasize about his company? ● How does the company ensure the quality? ● Which company's 3 overseas markets.
<p>III Interpreting Practices from P18 to 19 (15mins)</p>	<p>3. Teacher guides Ss to work in pairs to finish interpreting work from P18 to P19.</p> <p>(1) Teacher guides Ss to pay attention to Tips 1&2 on P18. (2) Teacher asks Ss to read and retell the Tips on P23. (3) Teacher guides Ss to think more examples about free translation.</p> <p>4. Teacher guides Ss to work in pairs to interpret the typical sentence patterns and expressions for visiting.</p> <p>(1) Teacher asks Ss to do sentence interpretation if there is a need. (2) Teacher guides Ss to practise dialogue interpretation based on the procedures on P6. (3) Teacher asks Ss to read and interpret some typical sentences again in the dialogue. (4) Teacher can play audio if there is a need. (5) Teacher explains the usage of some typical sentences. (6) Teacher guides Ss to pay attention to Tips 3 on P20. (7) Teacher asks Ss to read and retell the Tips on P24.</p>
<p>IV Interpreting Practices (40mins)</p> <p>V Core Socialist Values (5mins)</p>	<p>5. Teacher guides Ss to build a concept of Core Socialist Values.</p> <p>在第 20 页, 防城港务集团的张经理用了非常专业的术语进行港口介绍, 如: 泊位、深水泊位、吞吐能力、TEU、中转业务等。</p> <p>此处, 教师通过引导学生感受张经理的“敬业”精神及其非常</p>

VI Review (5mins)	<p>熟悉自身的业务情况来培育及践行社会主义核心价值观，提高学生的职业素养，</p> <p>教师还可以指出：口译员应做的译前准备、备足专业词汇和句型。</p> <p>6. Teacher leads Ss to review some important points of today's class.</p>
<p>作业和拓展：</p> <p>Review words and expressions on 19.</p> <p>Do Dialogue interpreting again on 20.</p>	

* 该表可根据内容增加页数

Teaching Plan(Period 5、 6)

授课题目	Lesson Two Corporation Introduction, Visiting and Meeting	计划课时	6
授课时间	课次		Period 5-6
教学目的与要求	<p>Ss are required to</p> <p>1) learn the typical sentence patterns and expressions for corporation introduction, visiting and meeting in order to interpret flexibly and ingeniously under specified circumstances</p> <p>2) get familiar with the procedures of Business Meeting,</p> <p>3) be able to interpret small business conversations about corporation introduction, visiting and meeting.</p>		

教学重点及难点	the basic sentence patterns and expressions for corporation introduction, visiting and meeting
教学方法	Task-based and communication approach
教学内容与进程安排	教学组织设计
<p>I Skills review (15mins)</p> <p>II Lead-in (3mins)</p> <p>III Interpreting Practices (42mins)</p> <p>IV Core Socialist Values (8mins)</p>	<p>1. Check Ss' work about Dialogue Interpreting on P20.</p> <p>(1) Role-play Teacher selects 2 pairs to practice several sentences on P20.</p> <p>(2) Q&A Teacher selects some students to finish tasks below.</p> <ul style="list-style-type: none"> ● Describe the overall plan of Fangcheng Port. ● How does Mr. Zhang introduce the container wharfs? ● What's Fangcheng Port's major business? ● Which Tip is mentioned in the dialogue? <p>According to students' actual knowledge level, teacher could check if students get the main idea of the dialogue in Question-Response way, or ask students for some details, or request students to retell story.</p> <p>2. Ask Ss to think about what they usually prepare before Business Meeting as an interpreter.</p> <p>(1) Time (2) Titles of Participants (3) Activities, etc.</p> <p>3. Teacher guides Ss to work in pairs to interpret the typical sentence patterns and expressions for meeting.</p> <p>(1) Teacher asks Ss to do sentence interpretation if there is a need. (2) Teacher guides Ss to practise dialogue interpretation based on the procedures on P22. (3) Teacher asks Ss to read and interpret some typical sentences again in the dialogue. (4) Teacher can play audio if there is a need. (5) Teacher explains the usage of some typical sentences. (6) Teacher guides Ss to pay attention to Tip4 on P22. (7) Teacher asks Ss to read and retell the Tips on P24.</p> <p>4. Teacher guides Ss to build a concept of Core Socialist Values. 在第 22 页, 防城港务集团的张经理非常专业地把中外双方的公司特色巧妙结合并通过适当地夸赞外方公司, 引出双方合作的前景。 此处, 教师可以引导学生感受张经理的优秀职业素养及其“敬业”精神, 培育及践行社会主义核心价值观, 提高学生的职业</p>

<p>VReview (12mins)</p>	<p>素养。教师应同时指出口译员在进行陪同前应做好与主题相关的词汇、句型准备，确保能顺利、及时地把经理的意愿准确向外方客户表达，确保合作的顺利开展。</p> <p>5. Performance task & Evaluation</p> <p>Teacher guides Ss to finish the performance task and peer evaluation job in the QR code on P29.</p> <ol style="list-style-type: none"> (1) Ss work in pairs or groups. (2) Ss discuss the task and assign in the group. (3) Finish the performance.
<p>作业和拓展： Finish Section 6&7.</p>	

* 该表可根据内容增加页数

Teaching Plan(Period 1、 2)

授课题目	Lesson Three Sightseeing, Shopping and Dining	计划课时	6
授课时间		课次	Period 1-2
教学目的与要求	<p>Ss are required to</p> <p>1) learn the typical sentence patterns and expressions for sightseeing, shopping and dining in order to interpret flexibly and ingeniously under specified circumstances,</p> <p>2) get familiar with some special and typical Chinese gifts.</p> <p>3) be able to interpret small business conversations about sightseeing, shopping and dining.</p> <p>思政目标：引导学生感受张经理的优秀职业素养及其“敬业”精神，培育及践行社会主义核心价值观，提高学生的职业素养。</p>		
教学重点及难点	the basic sentence patterns and expressions for sightseeing, shopping and dining		
教学方法	Task-based and communication approach		
教学内容与进程安排		教学组织设计	
I Performance Check(15mins)		1. Ss show their video group by group.	
II Warm-up (10mins)		2. Lead students to do Game 3 on P32.	
III Skills practice (20mins)		<p>3. Lead Ss to do section 2 on P32.</p> <p>(1) Listen to the first recording and finish Drill 1.</p> <p>(2) Guide Ss to check work by using self-assessment form from QR code on P33.</p> <p>(3) Listen to the second recording and finish Drill 2.</p> <p>(4) Guide Ss to check work by using self-assessment form from QR code on P33.</p> <p>4. Teacher checks Ss' work and explains the importance of short-term memory.</p> <p>(1) Teacher selects 3-5 students to read their work of Drill 1 and 2.</p> <p>(2) Teacher can ask student to read Chinese description on P32.</p>	

Teaching Plan(Period 3、 4)

授课题目	Lesson Three Sightseeing, Shopping and Dining	计划课时	6
授课时间		课次	Period 3-4
教学目的与要求	<p>Ss are required to</p> <p>1) learn the typical sentence patterns and expressions for sightseeing, shopping and dining in order to interpret flexibly and ingeniously under specified circumstances,</p> <p>2) get familiar with some special and typical Chinese gifts.</p> <p>3) be able to interpret small business conversations about sightseeing, shopping and dining.</p> <p>思政目标：通过引导学生感受于芳的“敬业”精神及其非常熟悉中国的优秀文化，并能进行有效地对外输出，来培育及践行社会主义核心价值观，提高学生的职业素养。</p>		
教学重点及难点	the basic sentence patterns and expressions for sightseeing, shopping and dining		
教学方法	Task-based and communication approach		
教学内容与进程安排	教学组织设计		
<p>I Warm-up (5mins)</p> <p>II Skills review (10mins)</p> <p>III Words and Expressions Practice (15mins)</p>	<p>1. Check Ss' work about Section 2 on P32.</p> <p>2. Check Ss' work about Dialogue Interpreting on P35.</p> <p style="padding-left: 20px;">(1) Role-play</p> <p>Teacher selects 2 pairs to practice several sentences on P35.</p> <p style="padding-left: 20px;">(2) Q&A</p> <p>Teacher asks some questions.</p> <ul style="list-style-type: none"> ● How does Ms. Yu Fang introduce the pavilion? ● What is that white structure? ● How does Ms. Yu Fang introduce the lighthouse? ● List 3 tourist attractions mentioned in the dialogue. <p>3. Teacher guides Ss to work in pairs to finish words and expressions interpreting work from P42 to P43.</p>		

Teaching Plan(Period 5、 6)

授课题目	Lesson Three Sightseeing, Shopping and Dining	计划课时	6
授课时间		课次	Period 5-6
教学目的与要求	<p>Ss are required to</p> <p>1) learn the typical sentence patterns and expressions for sightseeing, shopping and dining in order to interpret flexibly and ingeniously under specified circumstances,</p> <p>2) get familiar with some special and typical Chinese gifts.</p> <p>3) be able to interpret small business conversations about sightseeing, shopping and dining.</p> <p>思政目标：引导学生感受任东的广阔知识面、优秀职业素养及其“敬业”精神，培育及践行社会主义核心价值观，提高学生的职业素养。</p>		
教学重点及难点	the basic sentence patterns and expressions for sightseeing, shopping and dining		
教学方法	Task-based and communication approach		
教学内容与进程安排	教学组织设计		
ISkills review (15mins)	<p>1. Check Ss' work about Dialogue Interpreting on P37.</p> <p>(1) Role-play</p> <p>Teacher selects 2 pairs to practice several sentences on P37.</p> <p>(2) Q&A</p> <p>Teacher selects some students to finish tasks below.</p> <ul style="list-style-type: none"> ● introduce 文房四宝. ● interpret 学业有成、喜出望外? ● list some special Chinese gifts. ● Which Tip is mentioned in the dialogue? <p>According to students' actual knowledge level, teacher could check if students get the main idea of the dialogue in Question-Response way, or ask students for some details, or request students to retell story.</p>		
II Lead-in (10mins)	<p>2. Ask Ss to think about what they usually prepare before Dining as an interpreter.</p> <p>(1) Time</p>		

* 该表可根据内容增加页数

Teaching Plan(Period 1、 2)

授课题目	Lesson Four Farewell Speech, Checking-out and Seeing -off	计划课时	6
授课时间		课次	Period 1-2
教学目的与要求	<p>Ss are required to</p> <p>1) learn the typical sentence patterns and expressions for farewell speech, checking-out and seeing -off in order to interpret flexibly and ingeniously under specified circumstances,</p> <p>2) get familiar with the procedures of checking-out,</p> <p>3) be able to interpret small business conversations about farewell speech, checking-out and seeing -off.</p> <p>思政目标: 引导学生感受任东优秀职业素养, 对自身企业的自信及其“敬业”精神, 培育及践行社会主义核心价值观, 提高学生的职业素养。</p>		
教学重点及难点	the basic sentence patterns and expressions for farewell speech, checking-out and seeing -off		
教学方法	Task-based and communication approach		
教学内容与进程安排		教学组织设计	
I Review Check(15mins)		1. Teacher organizes retelling, role-play, brainstorm or Q&A to check Ss' work of Lesson 3.	
II Warm-up (10mins)		2. Lead students to do Game 4 on P50.	
III Skills practice (20mins)		<p>3. Lead Ss to do section 2 on P50.</p> <p>(1) Listen to the first recording and finish Drill 1.</p> <p>(2) Guide Ss to check work by using self-assessment form from QR code on P51.</p> <p>(3) Listen to the second recording and finish Drill 2.</p> <p>(4) Guide Ss to check work by using self-assessment form from QR code on P51.</p> <p>4. Teacher checks Ss' work and explains the techniques of preparation before interpretation.</p> <p>(1) Teacher selects 3-5 students to read their work of Drill 1 and 2.</p> <p>(2) Teacher can ask student to read Chinese description on P16.</p>	
IV Interpreting Practices (25mins)		5. Teacher guides Ss to work in pairs to interpret the typical	

Teaching Plan(Period 3、 4)

授课题目	Lesson Four Farewell Speech, Checking-out and Seeing -off	计划课时	6
授课时间		课次	Period 3-4
教学目的与要求	<p>Ss are required to</p> <p>1) learn the typical sentence patterns and expressions for farewell speech, checking-out and seeing -off in order to interpret flexibly and ingeniously under specified circumstances,</p> <p>2) get familiar with the procedures of checking-out,</p> <p>3) be able to interpret small business conversations about farewell speech, checking-out and seeing -off.</p> <p>思政目标：通过引导学生感受酒店前台人员的“敬业”精神及其非常熟悉自身的业务流程来培育及践行社会主义核心价值观，提高学生的职业素养。</p>		
教学重点及难点	the basic sentence patterns and expressions for farewell speech, checking-out and seeing -off		
教学方法	Task-based and communication approach		
教学内容与进程安排	教学组织设计		
<p>I Warm-up (5mins)</p> <p>II Skills review (10mins)</p> <p>III Words and Expressions Practice (15mins)</p>	<p>1. Check Ss' work about Section 2 on P50.</p> <p>2. Check Ss' work about Speech Interpreting on P52.</p> <p>(1) Role-play Teacher selects 2 pairs to practice several sentences on P52.</p> <p>(2) Q&A Teacher asks some questions.</p> <ul style="list-style-type: none"> ● How many days do Mr. Smith and Ms. Brown stay in China? ● What does Mr. Ren cherish? ● How many contracts do they sign? ● What are Mr. Ren's wishes? <p>3. Teacher guides Ss to work in pairs to finish words and expressions interpreting work from P58 to P59.</p> <p>(1) Teacher guides Ss to pay attention to words and</p>		

<p>IV Interpreting Practices (40mins)</p>	<p>expressions of this part.</p> <p>(2) Teacher asks Ss to read and practice words and expressions on P51.</p> <p>4. Teacher guides Ss to work in pairs to interpret the typical sentence patterns and expressions for checking-out.</p> <p>(1) Teacher asks Ss to do sentence interpretation if there is a need.</p> <p>(2) Teacher guides Ss to practise dialogue interpretation based on the procedures on P53.</p> <p>(3) Teacher asks Ss to read and interpret some typical sentences again in the dialogue.</p> <p>(4) Teacher can play audio if there is a need.</p> <p>(5) Teacher explains the usage of some typical sentences.</p> <p>(6) Teacher guides Ss to pay attention to Tips2 on P53.</p> <p>(7) Teacher asks Ss to read and retell the Tips on P57.</p>
<p>V Core Socialist Values (5mins)</p>	<p>5. Teacher guides Ss to build a concept of Core Socialist Values.</p> <p>在第 53 页，酒店前台人员向客户关切、真诚地表达问候。此处，教师通过引导学生感受酒店前台人员的“敬业”精神及其非常熟悉自身的业务流程来培育及践行社会主义核心价值观，提高学生的职业素养。</p> <p>教师还可以指出：口译员应做的译前准备、备足专业词汇和句型，以免发生不必要的问题，如 54 页，前台人员使用了更多办理退房手续时的专业词汇。</p>
<p>VI Review (5mins)</p>	<p>6. Teacher leads Ss to review some important points of today's class.</p>

作业和拓展:

Review words and expressions on 53.

Do Dialogue interpreting again on 54.

* 该表可根据内容增加页数

Teaching Plan(Period 5、 6)

授课题目	Lesson Four Farewell Speech, Checking-out and Seeing -off	计划课时	6
授课时间		课次	Period 5-6
教学目的与要求	Ss are required to 1) learn the typical sentence patterns and expressions for farewell speech, checking-out and seeing -off in order to interpret flexibly and ingeniously under specified circumstances, 2) get familiar with the procedures of checking-out, 3) be able to interpret small business conversations about farewell speech, checking-out and seeing -off. 思政目标: 引导学生感受雷松的优秀职业素养、对祖国文化的自信及其“敬业”精神, 培育及践行社会主义核心价值观, 提高学生的职业素养。		
教学重点及难点	the basic sentence patterns and expressions for farewell speech, checking-out and seeing -off		
教学方法	Task-based and communication approach		
教学内容与进程安排	教学组织设计		

<p>ISkills review (15mins)</p>	<p>1. Check Ss' work about Dialogue Interpreting on P53.</p> <p>(1) Role-play Teacher selects 2 pairs to practice several sentences on P53.</p> <p>(2) Q&A Teacher selects some students to finish tasks below.</p> <ul style="list-style-type: none"> ● Interpret 一切还好吗? . ● How does Mr. Smith pay for his bill? ● What kind of services does Ms. Brown use? ● Which Tip is mentioned in the dialogue? <p>According to students' actual knowledge level, teacher could check if students get the main idea of the dialogue in Question-Response way, or ask students for some details, or request students to retell story.</p>
<p>II Lead-in (3mins)</p>	<p>2. Ask Ss to think about what they usually prepare before seeing-off as an interpreter.</p> <p>(1) Time (2) Custom Procedures (3) Luggage arrangement, etc.</p>
<p>III Interpreting Practices (42mins)</p>	<p>3. Teacher guides Ss to work in pairs to interpret the typical sentence patterns and expressions for seeing-off.</p> <p>(1) Teacher asks Ss to do sentence interpretation if there is a need. (2) Teacher guides Ss to practise dialogue interpretation based on the procedures on P55. (3) Teacher asks Ss to read and interpret some typical sentences again in the dialogue. (4) Teacher can play audio if there is a need. (5) Teacher explains the usage of some typical sentences. (6) Teacher guides Ss to pay attention to Tip3 on P57. (7) Teacher asks Ss to read and retell the Tips on P57.</p>
<p>IV Core Socialist Values (8mins)</p> <p>Four Matters of Confidence</p>	<p>4. Teacher guides Ss to build a concept of Core Socialist Values & Four Matters of Confidence.</p> <p>在第 56 页，雷松非常专业地强调达成协议的激动之情并骄傲地邀请外方客人参观北京的名胜古迹，并表达对未来的期许。此处，教师可以引导学生感受雷松的优秀职业素养、对祖国文化的自信及其“敬业”精神，培育及践行社会主义核心价值观，提高学生的职业素养。</p> <p>教师应同时指出口译员在进行陪同前应做好与主题相关的词汇、句型准备，确保能顺利、及时地把中方经理的意愿准确向外方客户表达，确保后期的相互往来。</p>

<p>VReview (12mins)</p>	<p>5. Performance task & Evaluation Teacher guides Ss to finish the performance task and peer evaluation job in the QR code on P61.</p> <ol style="list-style-type: none">(1) Ss work in pairs or groups.(2) Ss discuss the task and assign in the group.(3) Finish the performance.
<p>作业和拓展： Finish Section 6&7.</p>	

* 该表可根据内容增加页数

Teaching Plan (Period 3-4)

授课题目	Lesson 5 Enquiry and Offer	计划课时	6
授课时间	80 minutes	课次	3-4
教学目的与要求	<p>In this lesson, students are required to:</p> <p>1) master the basic vocabulary and expressions about inquiry;</p> <p>2) be skillful in interpreting the topic of “inquiry”.</p> <p style="text-align: center;">思政目标：引导学生深入剖析发言人立场，培养独立思考的能力，从而帮助同学们进一步建立对中国企业和中国产品走出去的自信。</p>		
教学重点及难点	Interpreting in the situation of “inquiry”		
教学方法	Task-based and communicative approach		
教学内容与进程安排		教学组织设计	
I. Warming-Up: Brainstorming (10 mins)		<p>1. Brainstorming activity recall students' memory to the popular expressions in the situation of enquiry.</p> <ul style="list-style-type: none"> ✓ Before introducing today's topic, write the key word “Enquiry” on the blackboard, and ask students' a question: “If you are a Canadian importer, you are interested in purchasing a great quantity of shirts and blouses, what would you like to enquire about the products?” ✓ Allow students 2 or 3 minutes to think it about. ✓ Go around the class and offer help if needed. ✓ Collect students' ideas and mark them down on the blackboard. ✓ List the main points involved in enquiry. 	
II. Sentence Interpreting (15 mins)		<p>2. In this part, it is recommended to have students to sight-interpret the sentences, which could be done as a whole or one by one.</p> <ul style="list-style-type: none"> ✓ Before doing this task, read through sentence by sentence, offer necessary help with the puzzle words and expressions. ✓ Allow students enough time to sight-interpret the sentences, encouraging students to finish the task without writing anything. ✓ Check the answers together with students, accepting various sentence styles and expressions complying the original context. 	
III. Dialogue Interpreting (15 mins)		<p>3. Group work</p> <ul style="list-style-type: none"> ✓ Explain the background of the dialogue. 	

Teaching Plan (Period 3-4)

授课题目	Lesson 6 Packing and Payment	计划课时	6
授课时间	80 minutes	课次	3-4
教学目的与要求	In this lesson, students are required to: 1) master the basic vocabulary and expressions about packing; 2) be skillful in interpreting the topic of “packing”. 思政目标: 正向引导学生对“绿色包装”等环保问题的积极关注, 增强学生爱护保护环境的责任感和使命感。		
教学重点及难点	Interpreting in the situation of “packing”		
教学方法	Task-based and communicative approach		
教学内容与进程安排	教学组织设计		
I.Warming-Up (10 mins)	1.Brainstorming: Through the brainstorming activity, students’ memory to the popular expressions in the situation of packing could be refreshed. ✓ Before introducing today’s topic, write the key word “Packing” on the blackboard, and ask students’ a question: “When talking about packing, what will come to your mind?” ✓ Allow students 2 or 3 minutes to think it about. ✓ Go around the class and offer help if needed. ✓ Collect students’ ideas and mark them down on the blackboard. ✓ List the main points involved in packing, such as packing materials, packing methods, packing instructions, etc.		
II. Sentence Interpreting (15 mins)	2.This part could be done as a sight-interpreting activity, helping students to build a scaffolding for the next part. ✓ Before doing this task, go through sentence by sentence, offer necessary help with the confused parts in sentences. ✓ Allow students around 10 minutes to sight-interpret the sentences, encouraging students to finish the task without writing anything. ✓ Go over the answers together with students, accepting various sentence styles and expressions in line with the original context.		

<p>III. Dialogue Interpreting (25 mins)</p>	<p>3.This part could be viewed as a further training activity, helping students to build a scaffolding for the next part.</p> <ul style="list-style-type: none"> ✓ Explain the scene of the dialogue. ✓ Have students read through and digest the whole dialogue. ✓ Play the audio material sentence by sentence. ✓ Select students to interpret what they heard immediately after a pause. ✓ Go around the class and offer help if needed. ✓ Give feedback to students' work. ✓ Introduce one of the interpreting skills as “combination” with the example sentence in dialogue.
<p>IV. Passage Interpreting (15 mins)</p>	<p>4.This part could be optional in class, depending on the actual teaching situation.</p> <ul style="list-style-type: none"> ✓ Explain the requirement of the task. ✓ Guide students to learn about the difficult expressions. ✓ Play the audio material and have students to take notes. Pauses are allowed if needed. ✓ Play the audio again and pause sentence by sentence. ✓ Select students to interpret the fragments of the passage. ✓ Comment on students' performance.
<p>V.Value Education in Class (10 mins)</p>	<p>5.Teacher guides Ss to know more about “Green Packing”.</p> <p>本课的段落口译内容涉及“商品包装设计”，可进一步与学生展开探讨此话题，如目前在商品包装设计上，有哪些趋势，注重哪些方面等。进而正向引导学生对“绿色包装”等环保问题的积极关注，增强学生爱护保护环境的责任感和使命感。</p>
<p>VI.Summary (5 mins)</p>	<p>6.Review and Summarize the main points of this lesson.</p>
<p>Assignments after class: (Optional)</p>	

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Teaching Plan (Period 5-6)

授课题目	Lesson 6 Packing and Payment	计划课时	6
授课时间	80 minutes	课次	5-6
教学目的与要求	<p>In this lesson, students are required to:</p> <p>1) master the basic vocabulary and expressions about payment;</p> <p>2) be skillful in interpreting the topic of “payment”.</p> <p style="margin-left: 20px;">思政目标：引导学生关注人民币的国际支付，结合近年人民币国际化及人民币国际结算体系建立，增加学生对我国国情了解，增强学生国家自豪感。</p>		
教学重点及难点	Interpreting in the situation of “payment”		
教学方法	Task-based and communicative approach		
教学内容与进程安排		教学组织设计	
I.Warming-Up (10 mins)		<p>1.Memory Training:</p> <p>This part is to bring the relevant words to students and lead them into the topic of payment.</p> <ul style="list-style-type: none"> ✓ Before activity, prepare a list of vocabulary related to payment. ✓ Show them to students altogether, allow students one or two minutes to read and memorize. ✓ Take away the words and have students reproduce as many words as they can. ✓ Re-display the vocabulary for checking answers. ✓ Evaluate students' job. Correct their errors if needed. ✓ Read the words and expressions aloud. 	
II.Sentence Interpreting (15 mins)		<p>2.This part could be done as a sight-interpreting activity, helping students to build a scaffolding for the next part.</p> <ul style="list-style-type: none"> ✓ Before doing this task, read through sentence by sentence, offer necessary help with the puzzle words and expressions. ✓ Allow students enough time to sight-interpret the sentences, encouraging students to finish the task without writing anything. ✓ Go over the answers together with students. 	
III.Dialogue Interpreting (25 mins)		<p>3. Group Work</p> <ul style="list-style-type: none"> ✓ Tell students what is the dialogue about. ✓ Have students preview and read the whole dialogue. ✓ Pick up the underlined sentences and select students to 	

Teaching Plan (Period 3-4)

授课题目	Lesson 7 Shipment and Insurance	计划课时	6
授课时间	80 minutes	`课次	3-4
教学目的与要求	<p>In this lesson, students are required to:</p> <p>1) master the basic vocabulary and expressions about shipment;</p> <p>2) be skillful in interpreting the topic of “shipment”.</p> <p>思政目标: 引导学生关注中国港口近年来在综合服务能力, 智慧、绿色港口建设, 以及开放融合发展等方面取得的成绩, 增加学生对我国国情了解, 增强学生国家自豪感及民族自信心。</p>		
教学重点及难点	Interpreting in the situation of “shipment”		
教学方法	Task-based and communicative approach		
教学内容与进程安排	教学组织设计		
<p>I. Warming-Up: “SAYING OUT” (10 mins)</p> <p>II. Sentence Interpreting (15 mins)</p> <p>III. Dialogue Interpreting (20 mins)</p>	<p>1. “SAYING OUT” activity help students review the frequently used expressions in the situation of shipment.</p> <ul style="list-style-type: none"> ✓ Allow students 2 or 3 minutes to think it about. ✓ Go around the class and offer help if needed. ✓ Explain the game rule. ✓ Divide the whole class into two big groups. ✓ Have students line up in two rows and nominated one student to record the words on the blackboard. ✓ Have the two sides take turns to say out the expressions in shipment. ✓ Stop the game depending on the given rules. ✓ Go over the vocabulary on the blackboard together. <p>2. In this part, it is recommended to have students to sight-interpret the sentences, which could be done as a whole or one by one.</p> <ul style="list-style-type: none"> ✓ Before doing this task, read through sentence by sentence, give hints with the focused vocabulary. ✓ Allow students enough time to sight-interpret the sentences, encouraging students to finish the task without recording. ✓ Check the answers together with students, accepting various interpretations as long as they do not contradict the original context. <p>3. Group work</p>		

Teaching Plan (Period 1-2)

授课题目	Lesson 8 Claim and Agency	计划课时	6
授课时间	80 minutes	课次	1-2
教学目的与要求	<p>In this lesson, students are required to:</p> <p>1) be aware of the rules of note-taking skills;</p> <p>2) be able to take proper notes and reproduce simple audio materials</p> <p>思政目标: 教育学生在未来的工作中要具备高度的责任感, 认真对待每一个细节</p>		
教学重点及难点	Note-taking and interpretation of figures		
教学方法	Task-based and communicative approach		
教学内容与进程安排	教学组织设计		
I. Warming-Up: Memory Training (10 mins)	<p>1. This game “Imagination” is a warming-up activity to strength student’s memorization.</p> <ul style="list-style-type: none"> ✓ Present the game rule. ✓ Give students one minute to read and memorize the pairs of words in textbook. ✓ Ask student to close the textbook. ✓ Display or read the left words and have students to recall the right ones. ✓ Make comments at the end of the game. 		
II. Presentation of Interpreting Skill (20 mins)	<p>2. Note-taking and interpretation of figures (2)</p> <p>This part is to focus on training the skill of note-taking and interpretation of figures: times, fractions and decimal representations.</p> <ul style="list-style-type: none"> ✓ Before introducing the topic, propose questions to lead in the topic, such as “What types of figures can you tell?”, “How do you usually reach them in Chinese and English?”, etc. ✓ Give examples like times, fractions and decimal representations. ✓ Invite several students to share their views. ✓ Present the methods of taking notes of times, fractions and decimal representatives in interpreting. ✓ Display the rules of taking notes in interpreting, and elicit several typical examples. 		
III. Practice (35 mins)	<p>3. The following 4 exercises are designed and arranged for students to train on the note-taking and interpretation of figures by the difficulty and challenge.</p>		

<p>V.Value Education in Class (10 mins)</p> <p>VI.Summary (5 mins)</p> <p>Assignments after class: (Optional)</p>	<p>Drill 1:</p> <ul style="list-style-type: none"> ✓ Make students clear with the task. ✓ Play the audio material. ✓ Have students listen to and mark down the figures. ✓ Have students check answers with each other. ✓ Share answers with the whole class. ✓ Select students to interpret the figures. <p>Drill 2:</p> <ul style="list-style-type: none"> ✓ Give directions to students. ✓ Play the audio material. ✓ Have students take notes of the date and conference mentioned in the sentences. ✓ Have students compare the notes with partners. ✓ Correct errors and give feedback. <p>Drill 3:</p> <ul style="list-style-type: none"> ✓ Present students that they are going to listen to four paragraphs, and then take notes and reproduce them. ✓ Play the audio material. ✓ Remind students of taking notes while listening. ✓ Pick up students to reproduce based on the notes. ✓ Check answers with the whole class and give comments. <p>Drill 4:</p> <ul style="list-style-type: none"> ✓ Explain to students that they are required to listen to two paragraphs, and then take notes and interpret them. ✓ Play the audio material one by one. ✓ Have students take notes during the process of listening. ✓ Select students to interpret according to the notes. ✓ Give feedback to students' work. <p>5. Teacher guides Ss to build a concept of “Accuracy & Responsibility in Interpretation”</p> <p>本课是口译技巧训练课，可通过训练引导学生重视其准确性与责任感，在数字口译中，准确传达信息至关重要。一个错误的数字可能会导致重大的经济损失或决策失误；教育学生在未来的工作中要具备高度的责任感，认真对待每一个细节，例如，在涉及国际贸易、外交谈判等重要场合，准确的数字口译能够为国家争取到合理的利益和资源分配。</p> <p>Review and Summarize the main rules of note-taking in this lesson.</p>
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Teaching Plan (Period 3-4)

授课题目	Lesson 8 Claim and Agency	计划课时	6
授课时间	80 minutes	`课次	3-4
教学目的与要求	<p>In this lesson, students are required to:</p> <p>1) master the basic vocabulary and expressions about claim;</p> <p>2) be skillful in interpreting the topic of “claim”.</p> <p>思政目标：引导学生思考如何通过合作解决索赔纠纷，实现共赢。</p>		
教学重点及难点	Interpreting in the situation of “claim”		
教学方法	Task-based and communicative approach		
教学内容与进程安排	教学组织设计		
I.Warming-Up (10 mins)	<p>1.This activity assists students to get familiar with the cases of claim.</p> <ul style="list-style-type: none"> ✓ Before leading in today’s topic, write the key word “claim” on the blackboard, and ask students’ a question: “Have you ever been involved in the cases of claim? If yes, can you share your experience with us? ”. ✓ Allow students 2 or 3 minutes to think it about. ✓ Go around the class and offer help if needed. ✓ Invite several students to share their own experience in the cases of claim. 		
II.Sentence Interpreting(15 mins)	<p>2.In this part, it is recommended to have students to sight-interpret the sentences, which could be done as a whole or one by one.</p> <ul style="list-style-type: none"> ✓ Before practice sentence interpretation, read the focusing words and expressions in the section of “Warming-up”. ✓ Allow students enough time to sight-interpret the sentences, encouraging students to do the task without tips. ✓ Discuss the answers with the class, leading students to interpret sentence with various styles. 		
III.Dialogue Interpreting (20 mins)	<p>3.Group Work</p> <ul style="list-style-type: none"> ✓ Guide students to read the post-it-notes for understanding the background of the dialogue. ✓ Have students preview and understand the whole dialogue. ✓ Tell students to work in groups of three. 		

<p>IV. Passage Interpreting (20 mins)</p>	<ul style="list-style-type: none"> ✓ Analyze the focus sentences and discuss the interpreting skills. ✓ Divide students into groups of three. ✓ Allow groups 10-15 minutes to role-play the task. ✓ Go around the class and offer help if needed. ✓ Play the audio material. Select groups to model the task. ✓ Comment their performance. <p>4.This part could be optional in class, depending on the actual teaching situation.</p> <ul style="list-style-type: none"> ✓ Present that this part is going to listened for three times, and explain the tasks for each time. ✓ Play the audio material and have students to take notes. Pauses are allowed if needed. ✓ Play the audio for the second time and pause sentence by sentence. ✓ Select students to interpret what they heard. ✓ Play the audio for the last time, have students listen and read after the audio material with a 4-7-word span. ✓ Give feedback on students' jobs. <p>More Tips:If necessary, provide students with extra practice.</p>
<p>VI. Value Education in Class (10 mins)</p>	<p>5.Teacher guides Ss to Strengthen national confidence .</p> <p>在本课中，可以引导学生了解我国在全球贸易中的重要地位和积极贡献。鼓励学生在国际贸易代理合作中积极推广中国品牌和文化。让他们认识到自己不仅是贸易的参与者，更是中国文化的传播者。通过介绍中国传统文化、艺术和价值观，增强学生对本土文化的认同感和自信心，同时也促进不同国家之间的文化交流与理解。</p>
<p>VI.Summary (5 mins)</p>	<p>Go over the main points of the lesson with the class together.</p>
<p>Assignments after class: (Optional)</p> <ul style="list-style-type: none"> ● 该表可根据内容增加页数 	

<p>IV. Practice of conversion skill (15 mins)</p>	<ul style="list-style-type: none"> ✓ Illustrate the different methods of conversion in sight interpreting using examples. <p>4. This is a basic training task for the skill of conversion, aimed to help students become more familiar with the technique.</p> <ul style="list-style-type: none"> ✓ Ensure that students fully understand the requirements. ✓ Ask students to take turns sight interpreting the sentences for their partners and explicitly explain how the conversion skill was applied. ✓ Go around the class and offer help when needed. ✓ Select students to interpret the sentences using conversion and make comments on their performance.
<p>V. Presentation of Interpreting Skills (attributive clauses)(15 mins)</p>	<p>5. This part focuses on illustrating and practicing the skills of sight interpreting attribute clauses.</p> <ul style="list-style-type: none"> ✓ Before the presentation, show the students two sentences and ask them to identify the differences in the position of modifiers between English and Chinese. <p>(1) The girl <i><u>I talked to outside the mall</u></i> was Jessica, <i><u>whom I mentioned earlier.</u></i> <u>我刚才在商场门口说话的女孩就是我之前跟你提过的杰西卡。</u></p> <p>(2) She liked the laptop <i><u>that she saw in the computer shop last night.</u></i> <u>她喜欢昨天晚上在电脑商店看到的那台手提电脑。</u></p> <ul style="list-style-type: none"> ✓ Use examples to illustrate the different ways of sight interpreting attributive clauses.
<p>VII. Practice of skills for interpreting attributive clauses (15 mins)</p>	<p>6. This is a basic training task focused on the skill of conversion, aimed to help students become more familiar with the technique.</p> <ul style="list-style-type: none"> ✓ Ensure that students understand the requirements clearly. ✓ Ask students to take turns sight interpreting the sentences to their partners and explicitly explain how they applied the conversion skill. ✓ Move around the classroom and offer assistance as needed. ✓ Select a few students to interpret the sentences using conversion, and provide feedback on their performance.
<p>VIII. Summary (5 mins)</p>	<p>Review what has been taught with the students.</p>
<p>Assignments after class: Ask the students to review the skills learned.</p>	

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<p>III.Paragraph Interpreting (Task 2) (25 mins)</p> <p>IV.Public Presentation (15 mins)</p> <p>V.Summary (5 mins)</p>	<ul style="list-style-type: none"> ✓ Select students to interpret the fragments of the passage. ✓ Offer feedback on their performance. <p>3.This part is designed to train students’ listening, comprehension, memorization, note-taking, and retelling skills.</p> <ul style="list-style-type: none"> ✓ Before starting the task, the teacher can engage in a free conversation with the students about cross-border e-commerce. ✓ Familiarize students with the new vocabulary and expressions. ✓ Provide clear instructions for the task. ✓ Play the audio and ask students to take notes. Pauses are allowed if necessary. ✓ Play the audio again, this time pausing sentence by sentence. ✓ Select students to interpret fragments of the passage. ✓ Offer feedback on their performance. <p>4.Observation:</p> <ul style="list-style-type: none"> ✓ Show students one good and one bad example of a public presentation. ✓ Ask them to discuss the criteria for a good public presentation. ✓ Keep the checklist in mind as you do this. <p>5.Review what has been taught with the students.</p>
<p>Assignments after class:</p> <ol style="list-style-type: none"> 1. Independent learning for background knowledge. This assignment is designed to help students understand China’s economic success through reform and foster confidence in its future development. (Patriotism) 2. Select two students to each prepare a 2-minute presentation—one on the economic development of China, and the other on the economic development of another country. Remind them to bear in mind the criteria for a good presentation while preparing. 	

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<p>IV.Presentation of Interpreting Skills (passive voice) (15 mins)</p> <p>V.Practice of Skills for Interpreting Passive Voice (15 mins)</p> <p>VI.Summary (5 mins)</p>	<p>4.This section focuses on illustrating the skills for sight interpreting the passive voice.</p> <ul style="list-style-type: none"> ✓ Before presenting the specific techniques, ask students to discuss the differences between the passive voice in English and Chinese. ✓ Demonstrate various methods for interpreting the passive voice using examples. <p>Drill 2:</p> <p>This is a basic training task aimed to help students become familiar with the skills.</p> <ul style="list-style-type: none"> ✓ Ensure that students fully understand the task requirements. ✓ Have students take turns interpreting the sentences for their partners and explicitly explaining how they applied the skills. ✓ Move around the classroom and offer help as needed. ✓ Select students to interpret the sentences using the learned skills and offer feedback on their performance. <p>Summarize the skills learned.</p>
<p>Assignments after class:</p> <p>Review the skills learned.</p>	

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<p>III. Paragraph Interpreting (Task 2) (25 mins)</p>	<ul style="list-style-type: none"> ✓ Offer feedback on their performance. <p>3. This section is designed to train students' listening, comprehension, memorization, note-taking, and retelling skills.</p> <ul style="list-style-type: none"> ✓ Before the task, the teacher can alert students to the frequent occurrence of numbers in the audio. ✓ Familiarize students with the new vocabulary and expressions. ✓ Give clear instructions for the task. ✓ Play the audio while students take notes, allowing pauses as needed. ✓ Play the audio again, pausing sentence by sentence. ✓ Select students to interpret segments of the passage. ✓ Offer feedback on their performance.
<p>IV. Public Presentation (15 mins)</p>	<p>4. Presentation</p> <ul style="list-style-type: none"> ✓ Show students one good and one bad example of an effective beginning in public presentation. ✓ Ask them to imagine a role and prepare a brief self-introduction, giving them 2 minutes to prepare. ✓ Select a few students to deliver the introductory part of their presentations. ✓ Provide feedback on their performance.
<p>V. Summary (5 mins)</p>	<p>5. Review what has been learned with the students.</p>
<p>Assignments after class:</p> <ol style="list-style-type: none"> 1. Independent learning for background knowledge: This assignment is designed to help students understand China's foreign trade policies. (Fostering confidence in China's path, theories, systems, and the culture of socialism with Chinese characteristics) 2. Ask two students to each prepare a 2-minute presentation on China's trade with a specific country. Remind them to keep in mind the criteria for a good presentation while preparing. 	

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<p>(35 mins)</p>	<ul style="list-style-type: none"> ✓ To simulate real interpreting, set up a podium for the speaker and a seat for the interpreter. ✓ Ask the two students who prepared presentations to deliver their speeches, and invite volunteers to act as interpreters. ✓ If immediate interpretation is too challenging, the teacher can have the speaker deliver the full speech the first time, allowing others to do shadowing exercises. For the second time, designate a volunteer to interpret. ✓ Evaluate students' performance and correct any serious errors. <p>4. Review what has been learned with the students.</p>
<p>IV. Summary (5 mins)</p> <p>Assignments after class: Preview Lesson 11.</p>	

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<p>V.Summary (5 mins)</p>	<p>with the skills.</p> <ul style="list-style-type: none"> ✓ Ensure that students understand the task requirements. ✓ Have students take turns sight interpreting the sentences for their partners, explicitly explaining how the skill was applied. ✓ Move around the classroom and offer help as needed. ✓ Select students to interpret the sentences using the learned skills and provide feedback on their performance. <p>Drill 2:</p> <p>This is a basic training task designed to help students become more familiar with the skills they have learned.</p> <ul style="list-style-type: none"> ✓ Ensure that students understand the requirements. ✓ Allow students 10 minutes to prepare. ✓ Move around the classroom and offer help as needed. ✓ Select students to interpret the speech segment by segment. ✓ Provide feedback on their performance. <p>5.Summarize the sight interpreting skills learned.</p>
<p>Assignments after class:</p> <p>Ask the students to review the skills learned.</p>	

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<p>III.Paragraph Interpreting (Task 2) (20 mins)</p> <p>IV.Public Presentation (15 mins)</p> <p>V. Summary (5 mins)</p>	<p>3.This section is designed to train students' listening, comprehension, memorization, note-taking, and retelling skills.</p> <ul style="list-style-type: none"> ✓ Before starting the task, the teacher can alert students to the frequent occurrence of proper names. ✓ Familiarize students with the new words and expressions. ✓ Give clear instructions for the task. ✓ Play the audio and have students take notes. Pauses are allowed as needed. ✓ Play the audio again, pausing sentence by sentence. ✓ Select students to interpret segments of the passage. ✓ Provide feedback on their performance. <ul style="list-style-type: none"> ✓ Show students the key elements of a good public presentation. ✓ Give them various topics, such as how to bake a cake, how to compare life in the city with life in the country, how to argue for or against online courses. Have students discuss how they would structure their presentations. ✓ Provide feedback on their performance. <p>Review what the students have learned.</p>
<p>Assignments after class:</p> <ol style="list-style-type: none"> 1. Independent learning for background knowledge. This assignment is designed to help students understand the interdependence of countries in the modern world. (The concept of a Community of a Shared Future for Humankind) 2. Ask two students to each prepare a 2-minute presentation on a specific international economic organization. Remind them to consider the criteria of a good presentation while preparing. 	

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Teaching Plan (Period 5-6)

授课题目	Lesson 11 International Economic Organizations		计划课时	6
授课时间	80 minutes	课次	5-6	
教学目的与要求	In this lesson, students are required to: 1) Practice their interpreting skills. 2) Practice their public presentation skills. 思政目标: 培养学生对国际经济法规则的理解和尊重, 增强法治意识。			
教学重点及难点	Interpreting on the topic of "Foreign Trade"			
教学方法	Task-based and communicative approach			
教学内容与进程安排		教学组织设计		
I. Warm-up Activity: Quick Response (10 mins)		1. This section is for students review what they have learned in this lesson. ✓ Before starting the activity, give students a couple of minutes to review the words and expressions in the textbook. ✓ Ask them to close their textbooks. ✓ Read the words and expressions aloud randomly, and select students to give quick responses. ✓ Evaluate the students' performance, and correct any serious errors.		
II. Passage Interpreting (Task 3) (30 mins)		1. This section is designed to practice students' listening, comprehension, memorization, note-taking, and retelling skills. The passage can be shortened if it is deemed too long. Task 4 can be optional, depending on the students' abilities. ✓ Before starting the task, the teacher can engage in a casual conversation with the students about IMF. ✓ Familiarize students with the new words and expressions. ✓ Give clear instructions. ✓ Play the audio and have students take notes. Pauses are allowed as needed. ✓ Play the audio again, pausing sentence by sentence. ✓ Select students to interpret fragments of the passage. ✓ Provide feedback on their performance.		
III. Mock Presentation and Interpreting (35 mins)		3. In this section, some students will experience semi-realistic interpreting.		

<p>IV. Summary (5 mins)</p>	<ul style="list-style-type: none"> ✓ To give students a sense of real interpreting, set up a podium for the speaker and a seat for the interpreter. ✓ Have the two students who prepared presentations deliver their speeches, and invite volunteers to act as interpreters. ✓ If the students are not yet able to interpret immediately, the teacher can have the speaker deliver their speeches without pauses the first time, allowing others do practice shadowing. For the second time, designate a volunteer to act as the interpreter. ✓ Evaluate the students' performance, and correct any serious errors. <p>4. Review what the students have learned.</p>
<p>Assignments after class:</p> <p>1. Preview Lesson 12.</p>	

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<p>IV.Summary (5 mins)</p>	<ul style="list-style-type: none"> ✓ Play the audio material and have students take notes. Pauses are allowed if needed. ✓ Play the audio again, pausing sentence by sentence. ✓ Select students to interpret fragments of the passage. ✓ Provide feedback on their performance. <p>Step 3: Simultaneous interpreting</p> <ul style="list-style-type: none"> ✓ Play the audio and have students interpret simultaneously. Pauses are allowed if needed. ✓ Select some students to perform the simultaneous interpreting. ✓ Provide feedback on their performances. <p>Summarize the key points learned about simultaneous interpreting and review the students' performance.</p> <p>Review what the students have learned.</p>
<p>Assignments after class:</p> <p>1. Preview Task 2.</p>	

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Teaching Plan (Period 3-4)

授课题目	Lesson 12 Free Trade Agreements	计划课时	6
授课时间	80 minutes	课次	3-4
教学目的与要求	<p>In this lesson, students are required to:</p> <ol style="list-style-type: none"> 1. Gain an understanding of simultaneous interpreting. 2. Learn how to practice on their own. 3. 思政目标：在课程中融入中国文化元素，鼓励学生在国际经济交流中传播中国文化，增强文化自信 		
教学重点及难点	Interpreting on the topic of “International Economic Organizations”		
教学方法	Task-based and communicative approach		
教学内容与进程安排	教学组织设计		
<p>I.Warm-up Activity: Brainstorming (10 mins)</p> <p>II.First-Hand Experience of simultaneous interpreting (Task 2) (65 mins)</p>	<p>1.Brainstorming activity recalls students’ memory of commonly used expressions about free trade agreements or free trade areas.</p> <ul style="list-style-type: none"> ✓ Before introducing today’s topic, ask students to think about free trade agreements. Possible questions might include: Why do countries establish free trade areas? What benefits can such free trade areas bring? What is the most recent free trade agreement they know ? ✓ Give students 2 or 3 minutes to discuss. ✓ Move around the classroom and offer help if needed. ✓ Collect students’ ideas and write them on the blackboard. ✓ List the main points and vocabulary used in the discussion. <p>2. Simultaneous interpreting</p> <p>Step1: Sight interpreting</p> <ul style="list-style-type: none"> ✓ Give students 20 minutes to prepare for sight interpreting. ✓ Ask students to take turns sight interpreting the sentences to their partners. ✓ Move around the classroom and offer help as needed. ✓ Select students to interpret the sentences using the skills they have learned and provide feedback on their performance. <p>Step 2: Consecutive interpreting</p> <ul style="list-style-type: none"> ✓ Play the audio and have students take notes. Pauses are allowed if needed. ✓ Play the audio again, pausing sentence by sentence. ✓ Select students to interpret fragments of the passage. 		

<p>III.Summary (5 mins)</p>	<p>✓Provide feedback on their performance.</p> <p>Step 3: Simultaneous interpreting</p> <p>✓ Play the audio and have students interpret simultaneously. Pauses are allowed if needed.</p> <p>✓Select the students to do the simultaneous interpreting.</p> <p>✓Provide feedback on their performance.</p> <p>3.Summarize the key points learned about simultaneous interpreting and review the students' performance.</p>
<p>Assignments after class:</p> <p>1. Discussion of the economic order of the world. This assignment is designed to help students better understand the importance of a new economic order in the world.</p>	

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Teaching Plan (Period 5-6)

授课题目	Lesson 12 Free Trade Agreements	计划课时	6
授课时间	80 minutes	课次	5-6
教学目的与要求	<p>In this lesson, students are expected to:</p> <ol style="list-style-type: none"> 1. Review what has been learned during the course. 2. 思政目标：增强学生对中华文化的自信，提升其国际传播能力。 		
教学重点及难点	Review and Q&A (Optional)		
教学方法	Task-based and communicative approach		
教学内容与进程安排		教学组织设计	
<p>1. A review of interpreting skills</p>		<p>In this final overview, we summarize the skills we have learned so far.</p> <ol style="list-style-type: none"> 1. Memory Training 2. Note-Taking 3. Sight Interpreting 	
Assignments after class			

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