



揭阳职业技术学院

电子商务创业学院

《商务英语口译》教案

(2025-2026 学年第 2 学期)

教师姓名：柳琼青

所授专业：商务英语

授课班级：商英 241

课程整体教学设计

一、课程的性质和任务

商务英语口译是全日制专科商业英语专业学生必修的英语专业技能课。开设此门课程的任务和目的是：培养学生的连续口译能力，通过口译理论和实践教学，让学生掌握和了解口译的一般过程和技巧、口译的不同方式与方法、口译人员必备的素质，提高学生的英、汉语言的表达能力、逻辑思维能力、快捷的反应能力、记忆力。

二、教学目标与要求

1. 教学目标

本课程旨在培养学生在国际商务场景下运用英语进行口译的能力，使学生掌握相关口译技巧，熟悉商务活动流程，具备跨文化交际素养，能够胜任一般性的商务接待、谈判、会议及贸易往来中的口译任务。

[知识目标]

掌握商务接待、企业介绍、旅游餐饮、外经贸活动等典型场景的专业术语和句型。

熟悉国际商务活动的基本流程和礼仪规范。

了解中国经济发展、对外贸易政策及国际经济组织的相关知识。

[能力目标]

能够熟练进行接待、引导、介绍、谈判、送别等环节的交替传译或视译。

具备在商务会议、展会、旅游等场合下的临场应变能力和信息传递能力。

能够准确处理外贸函电、合同条款、索赔文件等专业文本的口译任务。

[素养目标]

培养学生严谨、准确、高效的职业口译素养。

树立良好的国际商务礼仪意识和跨文化沟通意识。

增强学生在国际交往中的自信心和责任感。

2. 课程思政育人目标

课程将思想政治教育贯穿于商务英语口译教学全过程，旨在培养具有家国情怀、国际视野、职业道德的高素质外语人才。

(1) 增强文化自信与民族自豪感

通过在接待、旅游、餐饮等单元融入中华优秀传统文化教育，引导学生在外事活动中自觉传播中国文化，展现大国风范。

结合中国企业的发展成就和科技创新（如数字支付、物流发展），激发学生对国家发展道路的认同感和自豪感。

(2) 树立正确的职业道德与法治观念

在外贸流程（询盘、付款、索赔）教学中，强化诚信经营、契约精神、依法办事的意识，培养学生廉洁自律、恪守规则的职业操守。

通过保险、代理等案例，引导学生理解责任与风险共担的伦理内涵。

(3) 拓展国际视野与人类命运共同体意识

通过学习国际经济组织、自由贸易协定等内容，引导学生正确认识中国在全球治理中的角色与贡献，增强大国担当意识。

培养学生尊重世界文明多样性、促进国际合作与理解的全球公民意识。

(4) 深化对中国特色社会主义制度的认同

结合中国经济发展与改革历程，帮助学生深刻理解改革开放的伟大意义，增强对中国特色社会主义道路、理论、制度、文化的思想认同和情感认同。

三、教学方法与手段

本课程以学生为中心，强调理论与实践结合，注重语言技能与职业素养的双重提升。主要教学方法与手段如下：

1. 情景模拟教学法

模拟机场接机、公司拜访、展会洽谈、商务宴请等真实工作场景，让学生在仿真环境中进行角色扮演和交替传译。

目的：提升学生的临场应变能力、口语表达能力和职场适应力。

2. 案例教学法

选取典型商务案例（如贸易纠纷、跨文化误解、企业并购谈判）作为口译素材，引导学生分析背景、模拟译员角色。

目的：培养学生分析问题、解决实际问题的能力，同时融入职业道德与法治教育。

3. 任务驱动教学法

每单元设定具体口译任务（如接待外宾、陪同参观、合同条款解说），学生以小组形式课前准备、课中展示、课后反思。

目的：强化自主学习能力，培养团队协作精神和职业责任感。

四、理论与实践课程内容与学时分配

根据教学计划规定的学时数为 36 学时，具体学时分配如下表，供参考。

（注：内容根据学生实际学习情况进行选择）

课 程 内 容 学 时 分 配	序号	教学内容	理论学时	实践学时
	1	Reception, Checking-in and Scheduling	3	3
	2	Corporation Introduction, Visiting and Meeting	3	3
	3	Sightseeing, Shopping and Dining	3	3
	4	Farewell Speech, Checking-out and Seeing-off	3	3
	5	Enquiry and Offer	3	3
	6	Packing and Payment	3	3
	7	Shipment and Insurance	3	3
	8	Claim and Agency	3	3
	9	Economic Development and Reform	3	3
	10	Foreign Trade	3	3
	11	Intentional Economic Organizations	3	3
	12	Free Trade Agreements	3	3
小计			36	36

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>II 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. 	

<p>IV Interpreting Practices (32mins)</p> <p>V Review (5mins)</p>	<p>(2) Teacher can ask student to read Chinese passage on P2 paragraph by paragraph.</p> <p>6. Teacher guides Ss to work in pairs to interpret the typical sentence patterns and expressions for reception.</p> <p>(1) According to students abilities, teacher asks Ss to do sentence interpretation.</p> <p>(2) Teacher guides Ss to practise dialogue interpretation based on the procedures on P4.</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>7. Teacher leads Ss to review some important points of today's class.</p>
<p>作业和拓展:</p> <p>Review Section 2 on P2.</p> <p>Do Dialogue interpreting again on P4.</p> <p>Preview Checking-in on P6.</p>	

* 该表可根据内容增加页数

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</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>(10mins)</p> <p>IV Four Matters of Confidence(8mins)</p> <p>V Interpreting Practices (37mins)</p> <p>VI Core Socialist Values (5mins)</p> <p>VII Review (5 min)</p>	<p>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。点出作为中方代表的于芳，在商务接待中以自己的国家为荣，知识面广泛地进行中西方文化对比的同时，适当地突出中国的优秀搜索引擎，对外方进行文化输出。</p> <p>5. Teacher guides Ss to work in pairs to interpret the typical sentence patterns and expressions for checking-in.</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 P6.</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 build a concept of Core Socialist Values.</p> <p>在第 7 页，入住酒店前台人员非常熟练、体贴、快速地给外方安排好视野好的房间，并做出方向明确的指引及妥帖的行李安排。</p> <p>此处，教师可以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> <p>7. 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 P6.</p> <p>Do Dialogue interpreting again on P7.</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)		<p>1. Ask Ss to think about what they usually prepare before proceeding the interpretation about schedule.</p> <p>(1) Time</p> <p>(2) Titles of Participants</p> <p>(3) Activities, etc.</p>	
II Skills review (15mins)		<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>	

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	
<p>I Review Check(15mins)</p> <p>II Warm-up (10mins)</p> <p>III Skills practice (20mins)</p>		<p>1. Teacher organizes retelling, role-play, brainstorm or Q&A to check Ss' work of Lesson 1.</p> <p>2. Lead students to do Game 2 on P16.</p> <p>3. Lead Ss to do section 2 on P16.</p> <p style="padding-left: 20px;">(1) Listen to the first recording and finish Drill 1.</p> <p style="padding-left: 20px;">(2) Guide Ss to check work by using self-assessment form from QR code on P3.</p> <p style="padding-left: 20px;">(3) Listen to the second recording and finish Drill 2.</p> <p style="padding-left: 20px;">(4) Guide Ss to check work by using self-assessment form from QR code on P3.</p> <p>4. Teacher checks Ss' work and explains the techniques of memory training.</p> <p style="padding-left: 20px;">(1) Teacher selects 3-5 students to read their work of Drill 1 and 2.</p> <p style="padding-left: 20px;">(2) Teacher can ask student to read Chinese description on P16.</p>	

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>II Skills review (10mins)</p> <p>III Interpreting Practices from P18 to 19 (15mins)</p>	<p>1. Check Ss' work about Section 2 on P2.</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? ● List company's 3 overseas markets. <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.</p> <p>(2) Teacher asks Ss to read and retell the Tips on P23.</p> <p>(3) Teacher guides Ss to think more examples about free translation.</p>		

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) 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		
ISkills review (15mins)	<p>1. Check Ss' work about Dialogue Interpreting on P20.</p> <p style="padding-left: 20px;">(1) Role-play</p> <p>Teacher selects 2 pairs to practice several sentences on P20.</p> <p style="padding-left: 20px;">(2) Q&A</p> <p>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>		
II Lead-in (3mins)	<p>2. Ask Ss to think about what they usually prepare before Business Meeting as an interpreter.</p> <p style="padding-left: 20px;">(1) Time</p> <p style="padding-left: 20px;">(2) Titles of Participants</p> <p style="padding-left: 20px;">(3) Activities, etc.</p>		
III Interpreting Practices (42mins)	<p>3. Teacher guides Ss to work in pairs to interpret the typical sentence patterns and expressions for meeting.</p> <p style="padding-left: 20px;">(1) Teacher asks Ss to do sentence interpretation if there is a need.</p>		

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		
<p>I Performance Check(15mins)</p> <p>II Warm-up (10mins)</p> <p>III Skills practice (20mins)</p>	<p>1. Ss show their video group by group.</p> <p>2. Lead students to do Game 3 on P32.</p> <p>3. Lead Ss to do section 2 on P32.</p> <p style="padding-left: 20px;">(1) Listen to the first recording and finish Drill 1.</p> <p style="padding-left: 20px;">(2) Guide Ss to check work by using self-assessment form from QR code on P33.</p> <p style="padding-left: 20px;">(3) Listen to the second recording and finish Drill 2.</p> <p style="padding-left: 20px;">(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 style="padding-left: 20px;">(1) Teacher selects 3-5 students to read their work of Drill 1 and 2.</p> <p style="padding-left: 20px;">(2) Teacher can ask student to read Chinese description on P32.</p>		

<p>IV Interpreting Practices (25mins)</p> <p>V Core Socialist Values& Four Matters of Confidence(5mins)</p> <p>VI Review (5mins)</p>	<p>5. Teacher guides Ss to work in pairs to interpret the typical sentence patterns and expressions for sightseeing.</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 P34.</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>6. Teacher guides Ss to build a concept of Four Matters of Confidence.</p> <p>在第 35 页，于芳非常适时地提出建议、转换地点、介绍景点特色。外方友人通过第 1 课第 5 页于芳的文化反向输出，已经对上海的特色有所了解，并能记忆深刻。</p> <p>此处，教师可以引导学生感受于芳的优秀职业素养及其成功地文化输出，培育及践行社会主义核心价值观，提高学生的职业素养。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、及时地把专业人士的话语准确向外方友人表达。</p> <p>7. Teacher leads Ss to review some important points of today's class.</p>
<p>作业和拓展:</p> <p>Review Section 2 on P32.</p> <p>Do Dialogue interpreting again on P35.</p> <p>Preview Shopping on P36.</p>	

* 该表可根据内容增加页数

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> <p style="padding-left: 20px;">(1) Teacher guides Ss to pay attention to words and</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 style="padding-left: 2em;">(1) Role-play</p> <p>Teacher selects 2 pairs to practice several sentences on P37.</p> <p style="padding-left: 2em;">(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 style="padding-left: 2em;">(1) Time</p> <p style="padding-left: 2em;">(2) related words and expressions</p>		

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	
<p>I Review Check(15mins)</p> <p>II Warm-up (10mins)</p> <p>III Skills practice (20mins)</p>		<p>1. Teacher organizes retelling, role-play, brainstorm or Q&A to check Ss' work of Lesson 3.</p> <p>2. Lead students to do Game 4 on P50.</p> <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>	

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>VCore Socialist Values (5mins)</p> <p>VI Review (5mins)</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>5. Teacher guides Ss to build a concept of Core Socialist Values. 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。 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>6. Teacher leads Ss to review some important points of today's class.</p>
<p>作业和拓展： Review words and expressions on 53. Do Dialogue interpreting again on 54.</p>	

* 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	<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>		
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		
ISkills review (15mins)	<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>		
II Lead-in (3mins)	<p>2. Ask Ss to think about what they usually prepare before seeing-off as an interpreter.</p> <p>(1) Time</p> <p>(2) Custom Procedures</p> <p>(3) Luggage arrangement, etc.</p>		

<p>III Interpreting Practices (42mins)</p> <p>IV Core Socialist Values (8mins) Four Matters of Confidence</p> <p>V Review (12mins)</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.</p> <p>(2) Teacher guides Ss to practise dialogue interpretation based on the procedures on P55.</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 Tip3 on P57.</p> <p>(7) Teacher asks Ss to read and retell the Tips on P57.</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>5. Performance task & Evaluation</p> <p>Teacher guides Ss to finish the performance task and peer evaluation job in the QR code on P61.</p> <p>(1) Ss work in pairs or groups.</p> <p>(2) Ss discuss the task and assign in the group.</p> <p>(3) Finish the performance.</p>
<p>作业和拓展： Finish Section 6&7.</p>	

* 该表可根据内容增加页数

<p>III. Practice: (40 mins)</p>	<p>note-taking help in interpreting?”</p> <ul style="list-style-type: none"> ✓ Invite several students to share their opinions. ✓ Present the importance of taking notes in interpreting. ✓ Display the rules of taking notes in interpreting, elicit several typical examples when presenting each rule. <p>1. Drill 1: This is a basic training task for the skill of abbreviation, which aims to help students get more familiar with the skill of note-taking.</p> <ul style="list-style-type: none"> ✓ Make sure students to be aware of the requirements. ✓ Play the audio material. ✓ Have students take notes with the skill of abbreviation. If necessary, the audio material could be played several times. ✓ Ask students to repeat the words to the partner. ✓ Go around the class and offer help if needed. ✓ Make comments on students’ performance. <p>Drill 2: As an advanced exercise, this part is more challenged than Drill 1, which could be optional depending on the actual situation of the class.</p> <p>Explain the task.</p> <ul style="list-style-type: none"> ✓ Play the audio material. ✓ Have students take notes while listening. If necessary, the sentences could be played several times. ✓ Select students to reproduce the sentences. ✓ Correct errors and give comments.
<p>IV. Value Education in Class(10 mins)</p>	<p>4. Teacher guides Ss to build correct values as an interpreter.</p> <p>通过本环节的笔记符号训练，使学生认识到译员的成功是背后无数汗水换来的。也可在此通过一些中国译者典型案例的介绍，巧妙地融入理想追求和价值认同等元素，使学生建立这样的意识：只有基本功扎实了，一步一个脚印，靠自己的勤奋与实力一遍一遍地坚持不懈地累计实战经验，才有可能达到理想的顶峰。</p>
<p>V. Summary (5 mins)</p>	<p>Review and Summarize the main rules of note-taking in this lesson.</p>

Assignments after class:

模拟询盘与报盘的口译练习。

- 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>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		

Teaching Plan (Period 5-6)

授课题目	Lesson 5 Enquiry and Offer		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 offer ;</p> <p>2) be skillful in interpreting the topic of “offer”.</p> <p>思政目标：通过相关典型例子，引导学生明白“差之毫厘，失之千里”的道理，从而帮助学生们建立精益求精的专业精神</p>			
教学重点及难点	Interpreting in the situation of “offer”			
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: Quick Response (10 mins)		<p>1. This part is to bring the relevant words to students and lead them into the topic of offer.</p> <ul style="list-style-type: none"> ✓ Before activity, allow students one or two minutes to go over the words and expressions themselves in textbook. ✓ Have students close the textbook. ✓ Read the words and expressions randomly and select students to give quick response to them. ✓ Evaluate students' job. Correct their errors if needed. 		
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. ✓ Go over the answers together with students. 		
III. Dialogue Interpreting (25 mins)		<p>3. Group work</p> <ul style="list-style-type: none"> ✓ Set the scene of the dialogue. ✓ Have students look through and understand the whole 		

<p>IV. Passage Interpreting (15 mins)</p> <p>V. Value Education in Class (10 mins)</p> <p>VI. Summary (5 mins)</p>	<p>dialogue.</p> <ul style="list-style-type: none">✓ Pick up the underlined sentences to analyse the interpreting skills.✓ Divide students into groups of three.✓ Allow groups 10-15 minutes to practice the task.✓ Go around the class and offer help if needed.✓ Play the audio material. Invite students from different group for drill.✓ Correct errors if necessary. <p>4. This part could be optional in class, depending on the actual teaching situation.</p> <ul style="list-style-type: none">✓ Give the instructions of the part.✓ 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.✓ Make comments on their jobs. <p>More Tips: If necessary, provide students with extra practice.</p> <p>5. Teacher guides Ss to build correct values as an interpreter.</p> <p>在进行本环节的谈判磋商中，往往会包括不少商品的细节信息（如品名、规格、数量、价格等），可通过相关典型例子，引导学生明白“差之毫厘，失之千里”的道理，从而帮助学生们建立精益求精的专业精神，提高语言能力的同时，也不断提高自身专业水平。</p> <p>Go over the main points of the lesson with the class together.</p>
<p>Assignments after class: 听译一段关于海运和保险的简短录音。</p> <ul style="list-style-type: none">● 该表可根据内容增加页数	

<p>III. Dialogue Interpreting (25 mins)</p> <p>IV. Passage Interpreting (15 mins)</p> <p>V. Value Education in Class (10 mins)</p> <p>VI. Summary (5 mins)</p>	<ul style="list-style-type: none"> ✓ Go over the answers together with students, accepting various sentence styles and expressions in line with the original context. <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>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>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>6. Review and Summarize the main points of this lesson.</p>
<p>Assignments after class: (Optional)</p>	

- 该表可根据内容增加页数

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="text-align: center;">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. 	

<p>III. Dialogue Interpreting (25 mins)</p>	<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 interpret. ✓ Have students compare the answers and find out the best one. ✓ Analyse the interpreting skills. ✓ Have students work in groups of three. ✓ Allow groups 10-15 minutes to role play the task. ✓ Go around the class and offer help if needed. ✓ Correct errors if necessary.
<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"> ✓ Make sure students be aware of the directions in this part. ✓ Play the audio material for the first time and make students have a general understanding of the material. ✓ Play for the second time, have students to take notes. Pauses are allowed if needed. ✓ Play the audio one more time. Have students check their results. Correct the errors if needed. <p>More Tips: If necessary, provide students with extra practice.</p>
<p>V. Value Education in Class (10 mins)</p>	<p>5. Teacher guides Ss to know more about “Payment by RMB”.</p> <p>本课的核心主题是国际贸易中的支付方式，在开展此话题的讨论中，可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>
<p>VI. Summary (5 mins)</p>	<p>6. Go over the main points of the lesson with the class together.</p>
<p>Assignments after class: (Optional)</p>	

- 该表可根据内容增加页数

Teaching Plan (Period 1-2)

授课题目	Lesson 7 Shipment and Insurance	计划课时	6
授课时间	80 minutes	课次	1-2
教学目的与要求	In this lesson, students are required to: 1)be aware of the rules of note-taking skills; 2)be able to take proper notes and reproduce simple audio materials 思政目标：引导学生深化工匠精神在数字口译中的重要性及树立严格遵守口译员职业道德准则的意识		
教学重点及难点	Note-taking		
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.Memory Training: This is a warming-up game to practice students' memory through pairs of words . <ul style="list-style-type: none">✓ Divide students in pairs and introduce the game rule.✓ Allow students read and memorize the words by themselves for one minute.✓ Go around the class and offer help if needed.✓ Select students from different pairs to model the game.✓ Give feedback to students' performance.		
II.Presentation of Interpreting Skill (25 mins)	2.Note-taking and Interpretation of Figures (1) This part is to focus on training the figure interpretation. <ul style="list-style-type: none">✓ Display students a figure with 10 digits.✓ Invite several students to read the figure in Chinese and English.✓ Respond to students answers.		

III.Practice (25 mins)

- ✓ Lead students to find out the differences of how to read figures in Chinese and English.
- ✓ Provided more examples for students' thorough understanding.
- ✓ Introduce the methods of note-taking and interpreting figures between Chinese and English.

3.Here are 4 exercises for students to practice on Figure Note-taking and Interpretation, arranged in order of difficulty.

Drill 1:

- ✓ Make sure students to be aware of the requirements.
- ✓ Play the audio material.
- ✓ Have students listen to the figures and take down them.
- ✓ Have students check answers with their partners.
- ✓ Check answers with the whole class, giving more explanation on the confusing points.

Drill 2:

- ✓ Give directions to students.
- ✓ Play the audio material.
- ✓ Have students take notes while listening.
- ✓ Select students to interpret them into English.
- ✓ Correct errors and give comments.

Drill 3:

- ✓ Make sure students know what to do.
- ✓ Play the audio material.
- ✓ Remind students of taking notes of the details of country, population and area while listening.
- ✓ Check answers with the whole class and give comments.

Drill 4:

- ✓ Give directions to students.
- ✓ Play the audio material one by one.
- ✓ Have students take notes while listening.
- ✓ Select students to reproduce and interpret them into

<p>III.Dialogue Interpreting (20 mins)</p> <p>IV.Passage Interpreting (20 mins)</p> <p>V.Value Education in Class (10 mins)</p> <p>VI.Summary (5 mins)</p>	<p>interpretations as long as they do not contradict the original context.</p> <p>3.Group work</p> <ul style="list-style-type: none"> ✓ Introduce the background of the dialogue. ✓ Lead students to go through the whole dialogue together, and tackle the difficult parts if needed. ✓ Divide students into groups of three. ✓ Allow groups 10-15 minutes to complete the task. ✓ Go around the class and offer help if needed. ✓ Invite students from different groups to model the task. ✓ Have the peers to evaluate their performance. <p>4. It could be regarded as an optional part in class, if the paragraph interpreting is too difficult for the most of the students in class.</p> <ul style="list-style-type: none"> ✓ Tell students the instructions of the part. ✓ Play the audio material and ask students to take notes. To give more time to take notes, pause the material if needed. ✓ Play the audio again and invite students to interpret the passage and check the result sentence by sentence. ✓ Make comments on their jobs. <p>5.Teacher guides Ss to discuss about “China's action on International shipment”.</p> <p>根据本课的核心主题“装运”，开展话题讨论时，可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> <p>Review and Summarize the main points of this lesson.</p>
<p>Assignments after class: (Optional)</p>	

- 该表可根据内容增加页数

<p>III. Dialogue Interpreting (25 mins)</p>	<p>3.Group Work</p> <ul style="list-style-type: none"> ✓ Explain what the dialogue is about. ✓ Have students preview the whole dialogue. ✓ Analyse the underlined sentences with the interpreting skills mentioned in the section of “Tips & Skills. ✓ Divide students into groups of three. ✓ Give the class 10-15 minutes to do the task. ✓ Go around the class and give help if needed. ✓ Play the audio material. Invite students from different group for drill. ✓ Correct errors if necessary.
<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"> ✓ Tell student 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 and make reproduction. ✓ Play the audio again and pause sentence by sentence, and select student 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>V.Value Education in Class (10 mins)</p>	<p>5.Teacher guides Ss to discuss about “China’s action on International shipment”.</p> <p>根据本课的核心主题“国际货物运输保险”，开展话题讨论时，启发学生建立风险意识，明白推动绿色保险的发展的重要性，培养学生的环保意识和社会责任感，让学生明白可持续发展是人类共同目标。</p>
<p>VI.Summary (5 mins)</p>	<p>6.Go over the main points of the lesson with the class together.</p>
<p>Assignments after class: (Optional)</p>	

- 该表可根据内容增加页数

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)

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.

Drill 1:

- ✓ 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.

Drill 2:

- ✓ 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.

Drill 3:

- ✓ 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.

Drill 4:

- ✓ 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.

V.Value Education in Class
(10 mins)

5.Teacher guides Ss to build a concept of “Accuracy & Responsibility in Interpretation”

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

VI.Summary (5 mins)	<p>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>
Assignments after class: (Optional)	

- 该表可根据内容增加页数

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>		

<p>IV. Passage Interpreting (20 mins)</p> <p>V. Value Education in Class (10 mins)</p> <p>VI. Summary (5 mins)</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. ✓ Allow groups 10-15 minutes to play roles. ✓ Go around the class and provide help if needed. ✓ Select groups to model the task and evaluate their performance. <p>4. This part could be optional in class, depending on the actual teaching situation.</p> <ul style="list-style-type: none"> ✓ Make sure students know the requirements of the task. ✓ Play the audio material for the first time and have students to take notes. Pause the audio if needed. ✓ Play the audio again and pause sentence by sentence. ✓ Select students to interpret what they heard based on their notes. ✓ Give feedback to their work. ✓ Play the audio material for the last time and have students to follow the reader with a 4-7-word span. <p>5. Teacher guides Ss to build “Win-Win Cooperation” concept.</p> <p>本课中，可以引导学生思考如何通过合作解决索赔纠纷，实现共赢。例如，在处理国际贸易索赔案件时，译员可以帮助双方找到共同利益点，推动双方通过协商达成和解，促进国际合作的持续发展。强调国际合作中的相互理解和包容。另外，不同国家和地区的文化、法律和商业习惯存在差异，在索赔过程中可能会产生矛盾和冲突。译员需要帮助双方理解彼此的立场和需求，促进相互包容和合作。这有助于培养学生的国际视野和跨文化交流能力，为构建人类命运共同体贡献力量。</p> <p>6. Review and Summarize the main points of this lesson.</p>
<p>Assignments after class: (Optional)</p>	

- 该表可根据内容增加页数

Teaching Plan (Period 5-6)

授课题目	Lesson 8 Claim and Agency	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 agency ;</p> <p>2) be skillful in interpreting the topic of “agency”.</p> <p>思政目标：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。</p>		
教学重点及难点	Interpreting in the situation of “agency”		
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: Quick Response (10 mins)		<p>1.This part is to bring the relevant words to students and lead them into the topic of agency.</p> <ul style="list-style-type: none"> ✓ Before activity, allow students one or two minutes to memorize the words and expressions themselves in textbook. ✓ Have students close the textbook. ✓ Read the words and expressions randomly and ask students to response to them quickly. ✓ Evaluate students’ performance. Correct their errors if needed. 	
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 covering the task, lead students to skim the sentences, offer necessary help with the difficult words and expressions. ✓ Allow students enough time to sight-interpret the sentences, encouraging students to complete the task without help. ✓ Discuss the answers with the class. 	
III.Dialogue Interpreting (20 mins)		3.Group Work	

	<ul style="list-style-type: none"> ✓ Lead students to read the post-it-note for grasping the background of the dialogue. ✓ Have students through the dialogue. ✓ Elicit or explain any puzzle vocabulary. ✓ 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>IV. Passage Interpreting (20 mins)</p>	<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:</p>	

(Optional)

- 该表可根据内容增加页数

Teaching Plan (Period 1-2)

授课题目	Lesson 9 Economic Development and Reform	计划课时	6
授课时间	80 minutes	课次	1-2
教学目的与要求	In this lesson, students are required to: 1) Master the basic skills of conversion for sight interpreting; 2) Master the skills for sight-interpreting attributive clauses; 3) Be able to apply what they have learned in real practice. 思政目标: 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		
教学重点及难点	Sight interpreting		
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 (10 mins)	1. This is a warm-up activity to spark students' interest in sight interpreting. ✓ Give the students 5 English sentences (in written form) and ask them to provide the Chinese translation after 2 minutes of preparation. ✓ Ask them to try again with minimal change in word order.		
II. Introduction to Sight Interpreting (10 mins)	2. This part is intended to briefly introduce sight interpreting to the students. ✓ Before introducing the topic, ask students "Do you know anything about sight interpreting?" ✓ Invite several students to share their experiences and views. ✓ Demonstrate how sight interpreting works and explain its basic principles (synchronicity and deverbalization). ✓ Discuss with them the similarities and differences between sight interpreting and consecutive interpreting, as well as between sight interpreting and simultaneous interpreting.		

<p>III.Presentation of Interpreting Skills (Conversion) (10 mins)</p>	<p>3.This part focuses on illustrating and practicing the skill of using conversion during sight interpreting.</p> <ul style="list-style-type: none"> ✓ Before the presentation, show students some sentences and discuss the differences between English and Chinese. <p>(1) He was already <i>up</i> by 6:00 in the morning. 他清晨 6 点就已经起床了。</p> <p>(2) She takes a <i>walk</i> every day. 她每天都要散步。</p> <p>(3) Mr. Stevenson is <i>elegant</i> and <i>eloquent</i>. 史蒂文森先生有风度、有口才。</p> <p>(4) Generally speaking, neither gold nor stone is <i>soluble</i> in water. 一般说来, 金子和石头都不能溶解于水。</p> <ul style="list-style-type: none"> ✓ Illustrate the different methods of conversion in sight interpreting using examples.
<p>IV.Practice of conversion skill (15 mins)</p>	<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>I talked to outside the mall</i> was Jessica, <i>whom I mentioned earlier</i>. 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。</p> <p>(2) She liked the laptop <i>that she saw in the computer shop last night</i>. 她喜欢昨天晚上在电脑商店看到的那台手提电脑。</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>VIII. Summary (5 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>Review what has been taught with the students.</p>
<p>Assignments after class:</p> <p>Ask the students to review the skills learned.</p>	

- 该表可根据内容增加页数

Teaching Plan (Period 3-4)

授课题目	Lesson 9 Economic Development and Reform		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 expected to: 1) Master the basic vocabulary and expressions related to economic development and reform; 2) Be able to interpret short passages on economic development and reform. 思政目标: 培养学生对中华文化的自信, 提升国际传播能力。			
教学重点及难点	Interpreting on the topic of “Economic Development and Reform”			
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: Brainstorming Session (10 mins)		1. Brainstorming Activity recalls students’ memory of frequently used expressions related to economic development and reform. ✓ Before introducing today’s topic, ask the students to think about economic development and reform. Possible questions may include: Which countries are developing economically faster than others? How did they develop their economy? How do we determine whether a country is wealthy? Among China’s provinces, autonomous regions and municipalities, which are developing faster, and why? ✓ Allow students 2 or 3 minutes to discuss these questions. ✓ Move around the classroom and offer help if needed. ✓ Collect students’ ideas and write them on the blackboard. ✓ Summarize the main points and key vocabulary used in the discussion.		
II. Paragraph Interpreting (Task 1) (25 mins)		2. This section is designed to train students’ listening, comprehension, memorization, note-taking, and retelling skills. ✓ Before starting the task, the teacher can engage in a free conversation with the students about Thailand. ✓ Familiarize the students with the new vocabulary and expressions.		

<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"> ✓Provide clear instructions for the task. ✓Play the audio material 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 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. 	

● 该表可根据内容增加页数

<p>III. Mock Presentation and Interpreting (35 mins)</p> <p>IV. Summary (5 mins)</p>	<p>✓ Provide feedback on their performance.</p> <p>3. In this section, some students will experience interpreting in a semi-realistic setting.</p> <p>✓ To create a realistic interpreting environment, set up a podium for the speaker and a seat for the interpreter.</p> <p>✓ Ask the two students who prepared presentations to deliver their speeches, and invite volunteers to act as interpreters.</p> <p>✓ If students are not yet comfortable with immediate interpretation, the teacher can have the speaker deliver the speech continuously for the first time while others practice shadowing. On the second delivery, designate a volunteer to interpret.</p> <p>✓ Evaluate the student's performance and correct the any serious errors.</p> <p>4. Review what has been taught with the students.</p>
<p>Assignments after class:</p> <p>1. Preview Lesson 10.</p>	

- 该表可根据内容增加页数

<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>skills and provide feedback on their performance.</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>	

- 该表可根据内容增加页数

<p>III. Mock Presentation and Interpreting (35 mins)</p> <p>IV. Summary (5 mins)</p>	<ul style="list-style-type: none"> ✓ Provide feedback on their performance. <p>3. In this section, some students will experience interpreting in a semi-realistic setting.</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>Assignments after class: Preview Lesson 11.</p>	

- 该表可根据内容增加页数

Teaching Plan (Period 1-2)

授课题目	Lesson 11 International Economic Organizations			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 expected to:</p> <p>1) Master the basic skills of sight-interpreting special negative sentences and “It is +adj. + that ...” sentence structure.</p> <p>2) Be able to apply what they have learned in real practice.</p> <p>思政目标：培养学生对国际经济组织的了解，提升其全球视野和国际意识。</p>				
教学重点及难点	Sight interpreting				
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(10 mins)			<p>1. This is a warm-up game.</p> <ul style="list-style-type: none"> ✓ Provide students with four English sentences (in written form) that feature double negation or negative comparatives. ✓ Ask them to interpret the sentences for the first time. ✓ Then, have them interpret the sentences again with minimal changes to the word order. 		
II. Presentation of Interpreting Skills (special negative sentences) (15 mins)			<p>2. The main purpose of this section is to illustrate and practise the skills of sight interpreting special negative sentences.</p> <ul style="list-style-type: none"> ✓ Use examples to demonstrate the different methods of sight interpreting such sentences. 		
III. Presentation of Interpreting Skills (It is adj. that...) (15 mins)			<p>3. This section focuses on illustrating and practicing the skills of sight interpreting such a sentence pattern.</p> <ul style="list-style-type: none"> ✓ Before presenting specific techniques, ask students to observe the differences between adjectives like “important”, “essential”, “imperative” and others. ✓ Use examples to illustrate the different methods of sight interpreting this sentence pattern. 		
IV. Practice of Skills for Interpreting					

<p>III.Paragraph Interpreting (Task 2) (20 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 segments of the passage. ✓Provide 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 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. 	

- 该表可根据内容增加页数

<p>III. Mock Presentation and Interpreting (35 mins)</p> <p>IV. Summary (5 mins)</p>	<ul style="list-style-type: none"> ✓ Provide feedback on their performance. <p>3. In this section, some students will experience semi-realistic interpreting.</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>	

- 该表可根据内容增加页数

<p>IV.Summary (5 mins)</p>	<p>Step 2: Consecutive interpreting</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 they 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> <ol style="list-style-type: none"> 1. Preview Task 2. 	

- 该表可根据内容增加页数

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	In this lesson, students are required to: 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		
I.Warm-up Activity: Brainstorming (10 mins)	1.Brainstorming activity recalls students’ memory of commonly used expressions about free trade agreements or free trade areas. ✓ 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.		
II.First-Hand Experience of simultaneous interpreting (Task 2) (65 mins)	2. Simultaneous interpreting Step1: Sight interpreting ✓ 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. Step 2: Consecutive interpreting		

<p>III.Summary (5 mins)</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. ✓ 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 the students to do the simultaneous interpreting. ✓ Provide feedback on their performance. <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>	

- 该表可根据内容增加页数

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 	
<p>Assignments after class</p>			

- 该表可根据内容增加页数