**教学设计**

**Teaching Objectives：**

By the end of the class, students will be able to

1. know the officially used languages in the UN, and understand the diversity of world languages
2. get their listening skills for the specific information trained by intensive listening
3. can express the language they are interested in and the reasons

**Teaching Important and Difficult Point：**

How to make students express the language they are interested in and the reasons fluently

**Teaching Procedures:**

**Step1: Preview-checking**

**hundred**

**thousand**

**million**

**hundred**

**thousand**

**million**

**\_\_\_\_\_\_\_\_\_\_\_\_关于**

**\_\_\_\_\_\_\_\_\_\_\_\_20亿 \_\_\_\_\_\_\_\_\_\_\_数十亿**

**1. *n*.十亿**

**2. *adj*.出生地的；本地的；土著的 *n*.本地人**

**3. *n*.态度；看法**

**4. *n*.指称关系；参考**

**→ \_\_\_\_\_\_\_\_\_\_\_*vi*.提到；参考；查阅**

**\_\_\_\_\_\_\_\_\_\_\_\_关于**

**\_\_\_\_\_\_\_提到，查阅，指的是**

**Step 2: Warming-up**

Student will be asked to enjoy a short video clip of Yi Yangqianxi who they are interested in and answer the following questions:

1. Who is the main character in the clip?
2. What was he doing?
3. Where was he?
4. What language did he use in the clip?
5. Is this the only language used in the UN?
6. Did you know the official languages of the UN？

（通过学生喜欢且有榜样作用的易烊千玺在联合国的一次发言引出本节课的话题——联合国语言，为下文做铺垫）

**Step 3: Lead-in**

**Activity 1: let’s know languages**

Students will be asked to enjoy some pictures and answer the questions:

1. Match the pictures and countries based on the famous buildings and greeting languages in the pictures.
2. What languages do these countries officially use?

**Activity 2: let’s know more and try**

1. Students will be asked to work out more countries and their languages, then try to greet with different languages based on a short video clip.
2. Students will be asked to express the language they are interested in with the sentence pattern：If there is a chance, I will choose to study \_\_\_\_\_\_\_\_\_ as my second language.

(在学生毫无目的地回答联合国的通用语言前先熟悉了解有哪些语言，并根据小视频跟着用不同语言打招呼，一方面能增加课堂的趣味性，另一方面能让学生感受到语言的多样性，同时为接下来的课堂做铺垫。学生初步表达自己喜欢的语言)

**Step 4: Listen for the gist**

Students will be asked to listen to the entire listening material and choose the main idea. Meanwhile, they are also asked to circle the official languages used in the UN.

**Step 5: Listen for details**

1. Students will be asked to listen and answer the questions:
2. How many languages are there in the world?
3. How many billion people speak the UN’s official languages as their native or second language?
4. What is the attitude of the speaker towards foreign language learning?
5. Students will be asked to listen again and fill in blanks and charts

（通过略听大意和不同形式的静听细节锻炼学生的听力技能）

**Step 6: Post-listening**

1. Students will be asked to go on the topic at the beginning about the language they are interested in

—— The reason why I choose to study \_\_\_\_\_\_\_\_ is that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Students are asked to work in pairs to make up a conversation

**A: What language do you want to study?**

**B: I really want to study French. I think that the French language sounds beautiful.**

**A: Why? Do you want to go to France some day?**

**B: Yes, I'd love to. Also, French is used by many international organisations around the world. Do you know that FIFA's full name is in French?**

**A: Oh, I remember that. But I don't know how to pronounce it.**

**B:...**