附件1：



《大学英语2》课程教案

执笔人：大学英语A、B级课程组

审核人（教研室主任签字）：

2023年2月

|  |  |  |  |
| --- | --- | --- | --- |
| 课程类型 | 新授课 | 授课时间 | 2022-2023-2 |
| 授课对象 | 22级AB班 | 考核方式 | 考试 |
| 章节目录  1. Unit 1 Language in mission  Text A An impressive English lesson   1. Unit 2 College — The ladder to success?   Text A The humanities: Out of date?   1. Unit 3 Discovery of a new life stage?   Text A Journey through the odyssey years   1. Unit 4 Dance with love   Text A College sweethearts   1. Unit 5 The money game   Text A Spend or save–The student’s dilemma   1. Unit 6 Less is more   Text A Door closer, are you?   1. Unit 7 Women: Making a difference   Text A Women at the management level | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 章节标题  （课题） | **Unit 1**  **Language in mission** | 学时 | 2 |
| **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 1 Life is a learning curve（30 mins）  2.《读写教程》Unit 1 Language in mission Text A An impressive English lesson（60 mins） | | | |
| **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures in Para 1-4  **2. Communicative objectives**  To be able to talk about how grammar and vocabulary can be taught efficiently  To be able to talk about your learning experiences  **3. Educational objectives**  To realize the significance of studying language | | | |
| **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. To get deeper insights into the unit theme  2. To apply the new words and phrases in Para 1-4 appropriately | | | |
| **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | |
| **Ⅴ.Teaching Approaches教学方法**   1. Interaction 2. Q&A   3. Discussion in pair or in group  4. Task-based language teaching method | | | |
| **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step1 Listening and speaking (30mins)**  Unit 1 Life is a learning curve(视听说教程)  Listening to the world: Sharing: Watch a podcast from the beginning to the end for its general idea. Complete the exercises on textbook.  **Step 2 Warm-up (10mins)**  **Ⅰ. Warming-up questions discussion about this unit**  Let the students talk about the importance of studying language(以新冠疫情线上教学为例阐述如何学习语言及其重要性)  **Ⅱ.** **Ideological politics**  *Discussion*: Read the sentences from Paragraph 4 and get more information.   1. And that was it. The civilization of Greece and the glory of Roman architecture were captured in a condensed non-statement. My student’s “whoa!” was exceeded only by my head-shaking distress.(Para. 4)   Would “the civilization of Greece” remind you of the ancient civilization of China 2,000 years ago?  President Xi Jinping in his article Let Wisdom of Ancient Civilizations Shine Through the Future illustrates the relationship between the two ancient civilizations. The following paragraphs are chosen from this article.   1. Further reading:   Great civilizations have much in common to offer each other. More than 2,000 years ago, ancient Chinese and Greek civilizations shone brightly in Asia and Europe. Greek’s golden era produced many of its great philosophers and literary giants. That coincided with a period in China when “a hundred schools of thought contended with each other” and flourished together.  Nikos Kazantzakis, a giant of modern Greek literature who had visited China twice, commented that “Confucius and Socrates were two masks that covered the same face of human logic.” Humanism, which traces its origin to the Sophists of ancient Greece, resonates with the Confucian teaching that “people are the roots of a country.” One can also find much similarity between the lifestyle and philosophy of Diogenes and Zhuangzi, a leading Daoist philosopher who lived around the 4th century BC in China.  Great civilizations understand each other better. As early as the 4th century BC, China was known to the Greeks by a beautiful name: Sērikḗ. In the 16th century, Euclid's Elements was introduced into China, paving the way for scientific exchanges between China and the West. The story of Prometheus narrated by Aeschylus was an inspiration to many Chinese revolutionaries. The Republic by Plato and Politics by Aristotle are also among those Greek classics that have long made names for themselves in China.  Great civilizations always stand by each other. After the founding of the People's Republic of China in 1949, Greek shipowners were among the first to break through the blockade and send much-needed supplies and equipment to New China. When Greece was plagued by economic and debt woes a decade ago, China provided wholehearted assistance to help our Greek friends emerge from the hard time.  ——《让古老文明的智慧照鉴未来》（习近平在希腊《每日报》上发表的署名文章）  **Step 3 Pre-reading（10mins）**   1. **Discussion**   Q1: What are the key factors that help people learn English as a foreign language?  Q2. Do you have any problem in English learning?  Q3. Do you think grammar is important in English learning?  **Ⅱ. Main structure**  Read the whole passage and divide the text into several parts.  **Step 4 While-reading（30mins）**  **Ⅰ. Structure analysis**  The text can be divided into three parts:  Part I (Para.1-5) This part introduces the background of the story. It presents the thesis statement: Students unfairly bear the bulk of the criticism for these knowledge  deficits because there is a sense that they should know better.  Part II (Para. 6-13) This part contains two major sections to support the author’s point of view.The first section claims that students should not be blamed for their language deficiency due to two major reasons:1) they are misled by the language environment; 2) they are not learning the language adequately and efficiently in school. The second section elaborates the author’s personal opinion about the importance of grammar and vocabulary, by way of metaphors.  Part III (Para.14-17) Toward the end, the author narrates another incident where his son unconsciously uttered a grammatically perfect sentence with a subjunctive mood and he’s proud of his son.  **Ⅱ. Introduction part (Para 1-5)**  Part I This part introduces the background of the story. It presents the thesis statement: Students unfairly bear the bulk of the criticism for these knowledge  deficits because there is a sense that they should know better.  **Ⅲ. Questions for understanding**  Q1: What does the son think of the father? (Para. 1)  Q2: Why was the writer shocked by his student’s answer? (Paras. 2-4)  Q3：What conclusion did the writer draw from the example of his student? (Para. 5)  **Ⅳ. Vocabulary study**  **1. oddity: n. [C] a strange or unusual person or thing 怪人怪物奇特的东西**  With his neat suits on, he felt like an oddity walking in this poor neighborhood. 穿着笔挺的西装走在这个贫民区里他觉得自己就像个怪物。  **2. oblige**  **The word oblige is most commonly used in the expression be/feel obliged.**  **1) be/feel obliged to do sth. 指“感到有责任做某事”。**  例如:He felt obliged to help his mother, even if it meant leaving college. 他觉得有责任帮助母亲即使这意味着他要离开大学。  **2) be/feel obliged to sb./sth. 指“对某人或某事心存感激”。**  例如:Thank you very much, doctor. I am extremely obliged to you. 医生，非常谢谢您。对您，我深表感谢。  **3. How was it? (spoken) often used in conversation to ask sb. about their opinion or**  **experience of sth. 怎么样口语常用表达用于询问看法或经历**  Did you watch the movie last night? How was it? 你昨天晚上看那部电影了吗? 感觉怎么样?  I was told that you had traveled to many places in Asia recently. How was it? 有人告诉我,你最近跑了亚洲的很多地方旅行。怎么样？  **4.full of: (followed by abstract nouns) feeling or showing a lot of particular emotion or quality 感觉、表达或表现出充满某种情感特质的**  full of excitement/energy/hope/happiness/praise 充满兴奋/活力/希望/幸福/赞美  The teacher was full of praise for the homework that the students had done. 老师对学生们完成的功课赞不绝口。  Lucy is a happy child and always full of life. 露西是个快乐的孩子，总是充满了活力。  **5. ―It was, like, whoa!‖ means ―It was really great!‖. ―It was like …‖ is an informal expression in conversation, very common for young people who are lazy and incapable to reference their ideas.**  The expression is usually followed by an adjective or an exclamation. It was, like, marvelous! 简直奇妙极了  (It was like) Whoa! How come you got a hundred percent correct on such a hard test?  哇! 这么难的考试你怎么都全答对了。****  **Note:** Whoa is specifically used to show that people are surprised or think something is very impressive. It can be used in different contexts. For example:   To describe something that you‘re not quite sure how to describe: That car is so cool, it‘s like, whoa.  To express surprise: Whoa! It‘s really amazing!  To indicate a desire to end what someone is talking: Whoa, OK, that‘s enough.  **6. And that was it. (Para. 4)**  **Meaning:** And that was everything she said, without even mentioning any details of her wonderful experience in Europe.  **That was it.:** often used in conversation to say that sth. is completely finished or that a situation cannot be changed 就这样指某事彻底结束或形势不能更改。  That was it. I could no longer hope for a promotion, and my boss didn’t even want to  see me again. 就这样吧，我的升职再也没指望了，我的老板甚至不想再见到我。  That’s it. There is nothing more we can do. 就这样吧，我们也再没有别的办法。  **Step 5 Summary(5mins)**  1. New words and expressions  2. The structure and main idea of the introduction part  **Step 6 Assignment**   1. Practice all the new words and expressions in Para 1-4.   2. Complete study contents and tasks in 1.1 of Xuexitong. | | | |
| **Ⅶ.Blackboard-writing**板书设计 | | | |
| **Ⅷ. Feedback**课后反思   |  |  |  |  | | --- | --- | --- | --- | | 章节标题  （课题） | **Unit 1**  **Language in mission** | 学时 | 2 | | **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 1 Life is a learning curve（30 mins）  2.《读写教程》Unit 1 Language in mission Text A An impressive English lesson（60 mins） | | | | | **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures in Para 5-7  **2. Communicative objectives**  To be able to talk about how grammar and vocabulary can be taught efficiently  To be able to talk about your learning experiences  **3. Educational objectives**  To realize the significance of studying language | | | | | **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. New words and expressions in Para 5-7  2. A whole understanding of the Para 5-7 | | | | | **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | | | **Ⅴ.Teaching Approaches教学方法**  1. Interaction  2. Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | | | **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1 Review (5mins)**   1. Test on the word and phrases we have learned 2. Review the Structure Analysis learned last period.   **Step 2 Listening and speaking (30mins)**   1. **Listening skills**   Listening for signal words for listing  When you listen to speeches, lectures, or conversations, oftentimes you need to identify and take notes of a list of items, such as a list of examples, a list of problems, a list of suggestions, or a list of benefits.One strategy that can help you get the relevant information is to listen for signal words for listing.  Signal words for listing are words or expressions used to indicate that a speaker will list items one by one. Usually expressions such as *one, first, firstly, first of all, to begin with, and to start with* are used to signal the beginning of listing. Expresions like *two, second, secondly, next, another, the other, moreover, furthermore, in addition, besides, and what's more* are used for the following listed items.And expressions like the last, the final, lastly, the last but not the least, and finally are often used to signal the end of the listing. And sometimes apart from using the above-mentioned signal words, the total number of listed items may be mentioned first, as in the following example:  *Let's look at three of the most important environmental problems.The first problem is water....Our second problem is the animals. .. And the last problem on our list, but not the least important, is the weather.*  So when you are listening to materials including listed items, you should listen first for the total number of listed items, if it is given, and then bear that number in mind to make sure that you will not miss any items.  If the listening material you listen to is a conversation, then apart from the above signal words,  questions like *Have you got anything / any ideas? and Any ideas for ..?* may also serve as signals for the beginning of listing, and questions like *Anything else?* and *What other .. do you have?* may also indicate that there are more items to follow. Therefore you should also be alert to these questions.  In the following exercises you are going to listen to a radio program in which some of the above-mentioned signal words for listing are used. Identify the signal words, and pay close attention to what follows the signal words in the program.  **2. Unit 1 （Item 1）（大学英语专题听力）**  **Step 3 Pre-reading (10mins)**   * **Presentation: Ss present answers to the questions in class.**  1. **Questions** 2. What are the most important factors that encourage students to learn English? 3. Do you think English grammar helps you a lot in learning English? Why or why not? 4. In what ways can teachers improve the technique of teaching grammar? 5. **Group work**   1) How can students more effectively enlarge their vocabulary?  2) Share answers  **Step 4 While-reading (40mins)**   1. **Part II (Para. 6-13)**   This part contains two major sections to support the author’s point of view.The first section claims that students should not be blamed for their language deficiency due to two major reasons:1) they are misled by the language environment; 2) they are not learning the language adequately and efficiently in school. The second section elaborates the author’s personal opinion about the importance of grammar and vocabulary, by way of metaphors.  **Ⅱ. Question for understanding**  Q1: Why should students not be blamed for their language deficiency?(Para. 6-7)  The learning environment is misleading.  Q2: Why should students not be blamed for their language deficiency? (Paras.6-7)  They are not learning the language adequately and efficiently in school.  Q3:How should grammar be taught as far as the writer is concerned? (Paras.8-10)  Grammar must be handled delicately, step by step. An effective way of teaching could arouse children’s interest in learning English grammar.An example: a grammar lesson with my son.  **Ⅲ. Vocabulary study**  **1. proclaim, claim**  1) proclaim是正式宣告或公开宣告“宣告”的中文意思比“声明”要严肃。  例如： The government has proclaimed a new law. 政府已公布了一项新法令。  They proclaimed that he was a traitor. 他们宣称他是叛徒。  The ringing bells proclaimed the birth of the prince. 响亮的钟声宣布了王子的诞生。  2) claim是根据权利声明，根据权利要求索赔，根据权利认领。  (1) 声称、断言、主张。  例如：They claim to have discovered a cure for the disease.  他们声称已经发现了治疗此病的方法。  She claimed that the ring was stolen, not lost.  她声言那只戒指是被偷的,而不是遗失的。  (2) 要求，索赔。  例如：The old man claimed the land. 老人要求得到这块土地。  I claim payment from my friend. 我要求我的朋友付款。   1. **2. exposure是动词expose的名词形式，动词expose常用于短语be/get exposed to中表示“接触、体验”。**   例如: Some children are never exposed to classical music.  有些孩子从来没有接触过古典音乐。  Having been exposed to all kinds of dangers in the forest, the girl felt helpless and began to cry. 那个女孩在森林里体验了各种危险后感到很无助，就哭了起来。  **3. adequate, abundant**  1) adequate表示“在数量或质量上足以满足特定的标准”强调刚好够用、没有多余。  例如：He doesn’t earn a large salary but it is adequate for his needs. 他挣钱不多，但也够用了。  abundant表示“充裕绰绰有余”，强调数量很多或充足有余。 例如：We have abundant proof of his guilt. 我们有他犯罪的充分证据。  **4. adjust, adapt**  1) 当表示“适应„环境”时，adjust和adapt差不多。常与to搭配。可以说adjust (sth./oneself ) to sth.和adapt (sth./oneself ) to sth.其中adjust和adapt互为同义词。  例如：Once you get to the United States, you will have to adjust yourself to a completely new lifestyle. 一旦你到了美国你就需要进行调整, 以适应美国全新的生活方式。  The children found it hard to adapt to the new school. 这些孩子们发现很难适应这所新学校。  The body adjusts itself to changes of temperature. 身体会自行适应温度的变化。  Intelligence seeks to grasp, manipulate, re-order, and adjust, while intellect examines, ponders, wonders, theorizes, criticizes and imagines. 智力寻求的是理解、运用、整合和调节而才学是审视、思考、探究、形成理论、批判和想象。  2 )adjust作及物动词用时，还有“调节、使适合、校准”之意，而adapt不表示此意。 例如：adjust a radio (dial) 调准收音机的选台指针； adjust color on a TV 调整电视的色彩； adjust one’s tie in a mirror 照镜子整理领带； adjust a telescope to one’s eyes 调节望远镜使之适合眼睛观看； adjust a clock 调准时钟。  adapt作及物动词时还有“改装、使适合、改编”之意，其同义词是modify不是adjust。例如：These teaching materials can be adapted for older children. 这些教材修订一下可以给大一点的孩子用。  He adapted his old car engine to the boat.  他把他的旧汽车上的引擎用到那只船上。  **Ⅳ. Ideological Politics**  *Discussion:* 1. Please read Paragraphs 9-10 which reveal the father’s teaching methods.  Curious about my correction, he asked me what an adverb was. Slowly, I said, “It’s a word that tells you something about a verb.” (Para. 9)  He became attracted to the idea of action words, so we listed a few more: fly, swim, dive, run.(Para. 10)  *Reference:* The two paragraphs focus on “how to teach” based on the interaction between the father and the son. Talking about teaching methods, the great Chinese philosopher and moral teacher, Confucius has given an enlightenment on teaching. Please do the following practices to understand the Confucian teaching method.   1. please try to translate the sentence and find its origin.   Instruct only who is anxious to learn; teach only who wants to express himself but does not know how.  Keys:  Translation: 不愤不启，不悱不发。  Origin: 不愤不启，不悱不发，举一隅不以三隅反，则不复也。——《论语·述而》   1. please explain this Confucian teaching method in English.   Reference:  Confucius said: “I do not instruct a disciple until he is anxious to learn; I do not give guidance to a disciple until he wants to express himself but does not know how. If I teach him one thing, yet he cannot draw inferences on three other related matters, there is no point in teaching him anymore.”  2.The way the father teaches the son is similar to the Confucian teaching method. How do you understand the teaching method? What’s the benefits of it?  One should not instruct a student until he is anxious to learn; one should not give guidance to a student until he wants to express himself but does not know how. This method is an underlying principle of Confucius’ philosophy on education. It stresses the importance of keeping students motivated and emphasizes the spirit of seeking knowledge and ability for students. The principle of guidance of teaching in contemporary educational theory originates from this concept.  The teacher's inspiration is carried out on the basis of students' thinking. After the inspiration, students should think again and get further understanding. Learning after thinking can help have a good command of knowledge. Blindly indoctrination without thinking is equal to no learning. Once no one indoctrinates you, you will know nothing. Real teaching is teaching a learning method and a way of thinking.  （1）有教无类  In education, said the Master, there should be no distinction of classes. Education consists of teaching of social norms, music, and moral principles. A non-discriminatory approach to education means making no distinction between students based on their social status, wealth, mental capability, moral character, geographic location, or ethnicity. Transcending differences in social status, geography, and ethnicity, education for all without discrimination is a humanistic ideal that champions equal treatment of all people and rejects all forms of discrimination.  The moral values promoted by ancient sages are universal. That is why “once the same education is provided, differences in geography and ethnicity would be smoothed out.”  （2）子路问：“闻斯行诸？”子曰：“有父兄在，如之何其闻斯行之？”冉有问：“闻斯行诸？”子曰：“闻斯行之。”公西华曰：“由也问闻斯行诸，子曰，‘有父兄在’；求也问闻斯行诸，子曰，‘闻斯行之’。赤也惑，敢问。”子曰：“求也退，故进之；由也兼人，故退之。”  When Zi Lu asked whether he should put into practice the principle he had heard, the Master said, “You should first consult your father and your elder brother.” When Ran You asked the same question, the Master said, “You may put it into practice.” When Gongxi Hua heard this, he said, “I do not understand why you gave different answers to the same question.” The Master said, “Ran You is timid, so I encourage him; Zi Lu is rash, so I discourage him.”  This is a concrete example in which Confucius put the doctrine of the mean into educational practice. Here, he told his students not to shrink back, not to overdo it, to advance in moderation. Therefore, Confucius gave different answers to the same question according to the different situations of Zi Lu and Ran You. At the same time, it vividly reflects a characteristic of Confucius' educational method, that is, teaching students according to their aptitude.  （3）授人以鱼，只供一餐；授人以渔，可享一生。  To give people a fish and you only provide them with one meal; to teach them to fish and they can benefit throughout their lives.  This term expresses the idea that giving away a fish is not as good as teaching one how to fish. The meaning is that rather than giving something away it is better to teach the method of obtaining it so that people can get what they need through their own efforts. It implies that once an objective is established, the method of achieving it becomes most important, and that the effective way of helping and managing people in the long term is to encourage them to be self-supporting.  **Step 5. Summary (5mins)**  1. New words and expressions  2. The structure and main idea of body part  **Step 6. Assignment**  1. Finish Exercises on《读写教程》from Page 9-11.  2. Complete study contents and tasks in 1.2 of XueXitong. | | | | | **Ⅶ.Blackboard-writing**板书设计 | | | | | **Ⅷ. Feedback**课后反思 | | | | | 章节标题  （课题） | **Unit 1**  **Language in mission** | 学时 | 2 | | **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 1 Life is a learning curve（30 mins）  2.《读写教程》Unit 1 Language in mission Text A An impressive English lesson（60 mins） | | | | | **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures in Para 14-17  To master the essay writing skill: focusing on college essay  **2. Communicative objectives**  To be able to talk about significance of studying the language critically  **3. Educational objectives**  To realize the significance of studying language | | | | | **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. To understand the main idea of Text A  2. To master essay writing skills in English | | | | | **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | | | **Ⅴ.Teaching Approaches教学方法**  1. Interaction  2. Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | | | **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1 Review (5mins)**  1. Test on the word and phrases we have learned.  2. Review the Structure of the text learned last period and try to summarize the main idea.  **Step 2 Listening and speaking (30mins)**  Unit 1 Life is a learning curve(视听说教程)  Listen to a long conversation and choose the best answer to each question you hear.  **Step 3 Pre-reading (5mins)**  **Questions for group discussion:**  1. What are the key factors that help people learn English as a foreign language?  2. Do you have any problem in English learning?    **Step 4 While-reading (20mins)**  **Ⅰ.** Part III (Para.14-17) Toward the end, the author narrates another incident where his son unconsciously uttered a grammatically perfect sentence with a subjunctive mood and he’s proud of his son.  **Ⅱ. Main idea**  This passage is a narrative that talks about the author’s personal experience in giving an effective English lesson to his son. He states that students can learn better if they are properly taught.  **Ⅲ. Vocabulary Study**   1. **sour: a. having a sharp acid taste, like the taste of a lemon or a fruit that is not ready to be eaten 酸的**   **词汇应用**  她尝了尝葡萄酒，是酸的。  **意群提示(sample the wine)**  She sampled the wine. It was sour.   1. **swell with pride / anger, etc.: feel extremely proud / angry, etc. 洋洋得意/怒气冲冲等**   短语应用  当他站在那里观看儿子的毕业典礼时，心中充满自豪。  His heart swelled with pride as he stood watching his son graduate.  **Ⅳ. Ideological Politics**  ***Discussion:* Watch the video and answer the question on the next slide.**  Spoken by the largest number of people in the world, the Chinese language is also gaining popularity among people outside China.  CGTN hit the streets to interview foreigners living in Beijing, and to learn more about their experience of learning Chinese.  **Q:What’s the biggest difficulty in learning Chinese according to the interview?**  I think the pronunciation of Chinese is the most difficult part, like the pronunciation between “lu” and “ru”.  The biggest difficulty in Chinese language is tones.  Maybe it’s the accent. People’s accents are very different yet, like Beijing people, and maybe Sichuan… It’s very different.  The Chinese characters. They don’t give you any indication as to how you should pronounce them.  **Further reading**  Francis George Woodcock is from the Seychelles and is a student at Beijing International Studies University (BISU). He talked to us about how the language could open up opportunities for him. For Woodcock, China provides a bigger stage and the Chinese language brings more possibilities.  “Learning Chinese is not just learning a language. It’s a language of one of the biggest populations in the world,” says M. Yousaf, a Pakistani PhD student in the Communication University of China (CUC). “If you know this language, you know the culture, the values, civilization, and mind of the people.”  However, for people learning the language as an adult, they face a tall order in mastering a language that garnered the title of “hardest language to learn” from the United Nations Educational Scientific and Cultural Organization (UNESCO).  For the foreign teachers and students that CGTN spoke to on campuses in Beijing, the toughest obstacle in Chinese is its pronunciation and unique tones.  Recent years have seen TV programs such as “The Reciter” and “Letters Alive”, which introduce classic pieces of Chinese literature read by professional anchors, hosts or actors, soar in popularity. An increasing number of audiences want beautiful voices to represent the classics.——Unlocking the charm of the Chinese language (CGTN)  **Step 5 Post-reading(10mins)**  **Critical thinking 批判性思考题**   * **Group discussion:** Ss discuss the question in groups in class and learn to understand different viewpoints in a passage.   **How do you understand the following quotes: “授人以鱼，不如授之以渔”and “The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”?**   * **Purpose:** To develop Ss’ critical thinking ability.   **Step 6 Essay writing(15mins)**  **An essay normally has three main parts: Introduction, body and conclusion.**  **How to write a college essay:**  Introduction:The introduction part is usually one short paragraph that introduces the topic to be discussed and the thesis statement. A thesis statement can be an opinion, an attitude or a stand about the topic.  Body: The body is the main part of an essay. It may contain several short paragraphs that use the development methods of examples, narrative, cause and effect, comparison and contrast, classification, argumentation, etc.  Conclusion: The conclusion wraps up the discussion of a certain topic. It can briefly summarize the main points discussed and can also restate the thesis statement by using different words and structures. At the end of the conclusion, the writer’s final thoughts on the topic may be added such as a predication, a suggestion, or a warning.  **Step 7 Summary (5mins)**  1. Structure Analysis  2. Writing  **Step 8 Assignment**  1. Finish Exercises on《读写教程》Page 12, 16.  2. Complete study contents and tasks in 1.3, 1.4 of XueXitong. | | | | | **Ⅶ.Blackboard-writing**板书设计 | | | | | **Ⅷ. Feedback**课后反思 | | | | | 章节标题  （课题） | **Unit 1**  **Language in mission** | 学时 | 2 | | **Ⅰ. Teaching Content 教学内容**  1.《《视听说教程》Unit 1 Life is a learning curve（30 mins）  2.《读写教程》Unit 1 Language in mission Text A An impressive English lesson（60 mins） | | | | | **Ⅱ. Teaching Aims and Demands教学目标及要求**  1. To use the words, phrases in the text  2. To be acquainted with the translation skills | | | | | **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. To make sure Ss get a clear understanding of the exercises  2. To master the translation skills | | | | | **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | | | **Ⅴ.Teaching Approaches教学方法**  1. Interaction  2. Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | | | **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1 Review (5mins)**  T summarizes the key problems coming from Ss’ exercises.  **Step 2 Listening and speaking (30mins)**  Unit 1 Life is a learning curve(视听说教程)  Further practice in listening  Passage 1: Listen to a short passage and choose the best answer to each question you hear.  **Step 3. Practice (50mins)**   1. **Language focus**   Exercises of the text：Word in use ③ + Bank cloze ⑥ + Expressions in use ⑦   * **Task**: T summarizes the key and difficult problems in dealing with exercises on page 12. * **Purpose**: To make sure Ss get a clear understanding of the exercises.  1. **Translation**   **1. Exercises：Translation“中国书法” ⑩ + Translation**  **2. Translation Skills**  .分译＆合译（按内容层次分译）  分译：需要分译的句子多数是长句，或者是结构复杂的复句。这种句子如果译成一个长句，就会使译文冗长、累赘、意思表达不清楚，也不符合英文习惯。如果采用分译，  则会使译文简洁、易懂、层次分明。  少年是一去不复返的，等到精力衰竭时，要做学问也来不及了。  Youth will soon be gone, never to return. And it will be too late for you to go into scholarship when in your declining years.（按内容层次分译）  她隔窗望去，突然发现有只小船停泊在河边，船里有位船夫睡得正香。  Looking through the window，she suddenly spotted a boat moored to the bank. In it there was a boatman fast asleep.（从主语变换处分译）  合译：  相较于汉语而言，英语长句多，因此在翻译中，要把汉语的两个或多个句子合译为英语的一句，使译文紧凑、简练。  对我来说，我的水族箱就像我自己的一个小王国。我就是里面的国王。  To me my aquarium is like my own little kingdom where I am working.(从主语变换处合译)  第二天，我又接到一个电报。这个电报有34个字，比前一个电报说得更详细。  The following day I received another telegram consisting of 34 ciphers，giving more details.  (按内容连贯合译)  **3.** **Ideological politics**  There are many causes for “Mandarin fever” around the globe, and the most important one is the establishment of Confucius Institutes worldwide. Work in groups to collect data about Confucius Institutes.  Reference：  You may collect online data from official websites of China Daily, Confucius Institute Headquarters (Hanban), Xinhua News Agency, CGTN and so on.  Write a report on the establishment of Confucius Institutes based on the data you’ve collected. Then compare your group report with others and revise it. Your report should include the following parts:  ·Introduction to Confucius Institutes and the status quo  ·Research findings  ·The relationships among Confucius Institutes, China’s cultural confidence and its soft power  After discussion, invite one representative from each group to give a presentation about the report in front of the whole class.  **Step 4 Summary (5min)**  1. The key and difficult problems in dealing with exercises.  2. Translation skills  **Step 5 Assignment作业**  1. Preview unit 2.  2. Complete study contents and tasks in 1.5- 1.7 of XueXitong. | | | | | **Ⅶ.Blackboard-writing**板书设计 | | | | | **Ⅷ. Feedback**课后反思 | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 章节标题  （课题） | **Unit 2 College---The ladder to success?** | 学时 | 2 |
| **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 2 Journey into the unknown（30 mins）  2.《读写教程》Unit 2 College---The ladder to success? Text A The humanities: Out of date?（60 mins） | | | |
| **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures in Para 1-4  **2. Communicative objectives**  To be able to talk about significance of the humanities  To be able to talk about your own traveling experiences  **3. Educational objectives**  To realize the significance of studying the humanities | | | |
| **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. To get deeper insights into the unit theme  2. To apply the new words and phrases in Para 1-4 appropriately | | | |
| **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | |
| **Ⅴ.Teaching Approaches教学方法**   1. Interaction 2. Q&A   3. Discussion in pair or in group  4. Task-based language teaching method | | | |
| **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step1 Listening and speaking (30mins)**  Unit 2 Journey into the unknown (视听说教程)  Listening to the world: Sharing: Watch a podcast from the beginning to the end for its general idea. Complete the exercises on textbook.  **Step 3 Warm-up (10mins)**  **Ⅰ. Warming-up questions discussion about this unit**  Let the students talk about the importance of studying humanities(以新冠疫情的防控工作为例阐述学习人文学科、培养人文精神的重要性)  **Ⅱ. Ideological politics**  *Discussion*: The theme of Text A is about humanities. Please read the following sentences which introduce humanities (*Renwen*) in Chinese culture and answer the following question.  观乎天文，以察时变；观乎人文，以化成天下。  ——《周易•彖上》  By observing heavenly patterns, we can learn about the change of times; by observing human cultural patterns, we can educate the people and build a thriving, prosperous, and refined society.  夫玄象著明，以察时变，天文也；圣达立言，化成天下，人文也。达幽显之情，明天人之际，其在文乎？  When the movement of celestial bodies is manifest, we can infer from it changes of the times, which is about the distribution and movement of celestial bodies as well as climate change. When sages disseminate their visions in writing to educate the people and build a thriving, prosperous, and refined society, that is about human culture. To learn about the actual changes of the visible and the invisible and the subtle relations between heaven and humans, it is essential to study both natural phenomena and human culture.  Q: How do you understand *Renwen* based on traditional Chinese culture? How has the meaning of *Renwen* developed in modern days?  *Reference*: *Renwen* encompasses the cultural and ethical progress created by rites, music, education, codes, and systems as well as a social order which is hierarchical but harmonious. *Renwen* is in contrast to Tianwen, the study of celestial bodies including the sun, moon, and stars. *Renwen* also refers to human affairs in general, that is, behaviors, customs, and the human state.  Under the influence of Western culture in the modern period, *Renwen* has come to mean cultural phenomena in human society as well as the humanities, which are academic disciplines that study human culture such as history, philosophy, and literature concerned with human ideas and behavior.  **Step 4 Pre-reading（10mins）**   1. **Discussion**   Q1: How do you think of your current major? If you were given a second chance to choose your major, what would you select and why?  Q2: What liberal arts / humanities courses do you learn in college? Do you think they are necessary for your education?  **Main structure**  Read the whole passage and divide the text into several parts.  **Step 5 While-reading（30mins）**  **Ⅰ. Structure analysis**  The text can be divided into three parts:  Part I (Para.1-5) Background information of the argument.  Part II (Para.6-9) The author’s argument to stand up for the true value that the humanities bring to people’s lives.  Part III (Para. 10) Conclusion.  **Ⅱ. Introduction part (Para 1-5)**  Part I provides the background information of the argument. By moving away from the humanities and taking some “hard-skill” courses instead, students think it would improve their chance of finding a job. Because of the economic downturn, this trend is likely to persist and even accelerate. However, the humanities play a significant role in people’s lives and can’t be ignored.  **Ⅲ. Questions for understanding**  Q1: Why do many students calculate they can’t major in English or history? (Para. 1)  Q2: How do you understand“These days, labs are more vivid and compelling than libraries” ? (Para. 3)  **Ⅳ. Vocabulary study**  **1. accounting: *n.* [U] the work of accountants or the methods they use 会计；会计学**  Accounting has always been a popular career for women.  会计一直是受女性青睐的工作。  **2. calculate: *vt.* make a judgment about what is likely to happen using the available information 估计；预测；推测**  He has calculated that it would take him two years to save up enough for a car.  他算了一下要攒两年的钱才够买辆车。  **3. boost: v*t*. increase or improve sth. to make it more successful 促进；推动；使兴旺**  The theater managed to boost its audiences by cutting ticket prices.  剧院设法通过降低票价来增加观众数量。  **4. prospect: n. [C, U] sth. that is possible or likely to happen in the future, or the possibility itself 可能的事情；很可能发生的事情；前景**  There is every prospect of the weather remaining dry this week.  本周天气很有可能持续干燥。  **5. defect: *vi.* leave a country, political party, or organization to go to another one 背叛；叛逃**  When the national hockey team visited the US, half the players defected.  国家曲棍球队访问美国时，半数球员改投美国队。  **6. in succession: happening one after the other without anything different happening in between 连续发生地；接连发生地**  This is the seventh year in succession that they’ve won the tournament.  这是他们连续第7年赢得比赛。  **7. logical: *a*. connecting ideas or reasons in a sensible way 合乎逻辑的；合理的**  If the climate gets drier, then the logical conclusion is that even more drought will occur.  如果气候变得更干燥，必然会出现更多旱情  **8. bound: *a*. (~ to) sth. that is bound to happen will almost certainly happen 一定的；几乎肯定的**  When you’re dealing with so many things, mistakes are bound to happen.  你要处理这么多事情，失误在所难免。  **9.dominant: *a.* more important, powerful, or successful than the other people or things of the same type 有优势的；占统治地位的**  Japan became dominant in the mass market during the 1980s.  20世纪80年代日本在大众市场上开始占据优势。  **10.compelling: *a.* interesting or exciting enough to keep your attention completely有强烈吸引力的；引人入胜的**  His account of his life is one of the most compelling autobiographies I’ve read.  他对自己一生的描述是我读过最引人入胜的自传。   1. **destruction: *n.* [U] damage that is so severe that sth. stops existing or can never return to its normal state 毁灭；摧毁；破坏**   Unusually high winds left a trail of destruction over the area.  罕见的大风在该地区造成了一连串的破坏。   1. **unconscious: *a.* relating to or coming from the part of your mind in which there are thoughts and feelings that you do not realize you have潜意识的；下意识的；无意识的**   He seems to be driven by an unconscious desire to do better than everyone else.  他似乎被一个潜意识的渴望驱使，那就是要做得比其他人都好。  **Step 6 Summary(5mins)**  1. New words and expressions  2. The structure and main idea of the introduction part  **Step 7 Assignment**  1.Practice all the new words and expressions in Para 1-4.  2. Read the following text and try to translate them. | | | |
| **Ⅶ.Blackboard-writing**板书设计 | | | |
| **Ⅷ. Feedback**课后反思   |  |  |  |  | | --- | --- | --- | --- | | 章节标题  （课题） | **Unit 2 College---The ladder to success?** | 学时 | 2 | | **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 2 Journey into the unknown（30 mins）  2.《读写教程》Unit 2 College---The ladder to success? Text A The humanities: Out of date?（60 mins） | | | | | **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures in Para 5-7  **2. Communicative objectives**  To be able to talk about significance of the humanities  To be able to talk about your own traveling experiences  **3. Educational objectives**  To realize the significance of studying the humanities | | | | | **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. New words and expressions in Para 5-7  2. A whole understanding of the Para 5-7 | | | | | **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | | | **Ⅴ.Teaching Approaches教学方法**  1. Interaction  2. Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | | | **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1 Review (5mins)**   1. Test on the word and phrases we have learned 2. Review the Structure Analysis learned last period.   **Step 2 Listening and speaking (30mins)**  **1. Listening skills**  Understanding the problem-solution pattern  Listening materials organized in the problem-solution pattern are usually divided into two main sections, one discussing a problem and the other describing a solution. Sometimes an additional section is included to evaluate the solution to the problem.  When you listen to such materials, usually you need to identify information about the problem, the solution, and the evaluation of the solution if there is any. To identify the problem, which is usually discussed at the beginning part of the material,you need focus your attention on words that indicate this concept - not just the word problem itself, but also nouns such as *difficulty, dilemma, drawback, danger, hazard, puzzle, obstacle, lack, need, matter, issue, illness, fear*,etc., and adjectives like *unpleasant, difficult, disorganized*, and so on. Once you recognize the problem in the material, you will expect the speaker to tell you a solution, actual or attempted or proposed things or actions that may avoid or overcome the problem.You can identify the solution by listening for lexical signals like *solution, answer. propose,suggest,indicate,solve,resolve,improve,plan,address,tackle,deal with, respond to a need, work out a way, come up with a solution*,etc.Then you may find out how the speaker evaluates the effectiveness of the solution by identifying words and expressions such as *excellent, successful, effective, important, quick, unique, failure, fail to solve, succeed, a temporary solution, manage the problem*,etc.  2. Unit 2 Journey into the unknown (视听说教程)  **Listening practice**  Listen to the five short conversations and choose the best answer to each question you hear.  **Step 3 Pre-reading (10mins)**   * **Presentation: Ss present answers to the questions in class.**  1. **Questions**   1). Why is it important for college students to study the humanities?  2). What advantages can students get from taking the courses in the humanities?  3). What are the main factors that affect students’ decision on choosing their majors?   1. **Group work**   1) Compare the differences between studying science and studying humanities.  2) Share answers  **Step 4 While-reading (40mins)**  **Ⅰ. Part II Body Part (Paras.6-9)**  This part presents the author’s argument to stand up for the true value of the humanities: studying the humanities can improve our ability to read and write, invest us with great insight and self-awareness, thereby releasing our creative energy and talent, and provide the scope of possibilities that are widely open to us. It also suggests that inner insight, combined with technical knowledge, is ideal for the establishment of a good career.  **Ⅱ. Question for understanding**  Q: According to the author, what are the advantages of studying the humanities?(Para. 6-7)  Studying the humanities improves your ability to read and write, makes you familiar with the language of emotion and the creative process, and, more importantly, provides you with a wide scope of possibilities that are open to you.  **Ⅲ. Vocabulary study**  **1. destructive: *a*. causing severe damage or harm破坏性的；毁灭性的**  I worry about the destructive effect that violent films may have on children.  我担心暴力影片可能会对孩子们造成毁灭性的影响。  **2.architect: *n.* [C] sb. whose job is to design buildings 建筑师**  According to the architect, the building consumes half the energy of a traditional office building.  据建筑师说，这栋大楼消耗的能源量是传统办公楼的一半。  **3.philosopher: *n.* [C] sb. who studies and tries to explain the meaning of things such as life, knowledge, or beliefs哲学家；哲人**  So far as we know, Socrates was the first philosopher to make prominent the question of how to live well.  据我们所知的，苏格拉底是第一个提出如何生活得好这一重要问题的哲学家。  **4.landscape: *n.* [C] a photograph or painting showing an area of countryside or land 风景照；风景画**  J.M.W. Turner is one of the best-known British landscape painters.  J. M. W. 特纳是英国最著名的风景画画家之一。  **5.fertile: *a.* able to produce good ideas or results 富有成果的；富有想象力的**  This is surely fertile ground for experimentation.  这肯定会是富有成果的实验领域。  **6.** **analysis: *n.* [C, U] a process of studying or examining sth. in detail in order to understand it or explain it 分析**  Further analysis of the data is needed to confirm the cause of the accident.  这些数据需要做进一步分析才能确定事故起因。  **7. spectacular: *a.* extremely impressive引人入胜的；非常壮观的**  We had a spectacular view of the coastline from the plane.  在飞机上能看到海岸线壮观的景色。  **8.invest sb. / sth. with sth.: (fml.) give sb. or sth. a particular quality 赋予（某人或某物）以（某种性质）**  In his poems everyday reality is invested with a sense of wonder and delight.  在他的诗歌里，现实生活被赋予了一种奇妙和快乐的感觉。  **9.insight: *n.* [U] the ability to notice and understand a lot about people or situations 洞察力；领悟力**  Children can sometimes show quite remarkable insight.  儿童有时能表现出超乎寻常的洞察力。  **Ⅳ. Ideological Politics**  *Discussion:* 1. Please read Paragraphs 6-7, then discuss with your classmates about the importance of humanities.  Para. 6: Studying the humanities improves our ability to read and write. …  Para. 7: Studying the humanities makes us familiar with the language of emotion and the creative process. …  *Reference:* Humanities education is not only an important part of modern education, but also the cornerstone and foundation of modern education. A person’s outlook on life, values, world view, as well as a person’s accomplishment, need to be obtained from the humanities education. In the era of knowledge economy, the humanities are not only related to the free and all-round development of human beings, but also contribute to the cultivation of their creative ability. While stressing the extreme importance of science and technology, the society should also attach importance to the humanities, which are also the motivation of economic development.  2. Please read the sentences from Paragraph 8, then watch the video on the next slide and take notes to complete the following task.  Para. 8: Perhaps the best argument in favor of the humanities is the scope of possibilities that are widely open to us. … If we include studying the humanities, we can make breakthroughs on many barriers and are limited only by our effort and imagination.  Q: How do the students change in the rock band? What does music, one of the humanities, bring to them?  *Reference:* They are more willing to communicate with the teacher, more confident and happier.  Music helps the students living in the remote mountainous area see the world outside and broaden their horizons. It is a great way to inspire students’ creativity and learning initiative, further improve their humanistic quality and promote the development of primary education.  **Step 5. Summary (5mins)**  1. New words and expressions  2. The structure and main idea of body part  **Step 6. Assignment**  1. Practice all the new words and expressions in Para 5-7.  2. Read the following text and try to translate them. | | | | | **Ⅶ.Blackboard-writing**板书设计 | | | | | **Ⅷ. Feedback**课后反思 | | | | | 章节标题  （课题） | **Unit 2 College---The ladder to success?** | 学时 | 2 | | **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 2 Journey into the unknown（30 mins）  2.《读写教程》Unit 2 College---The ladder to success? Text A The humanities: Out of date?（60 mins） | | | | | **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures in Para 8-10  To master the essay writing skill: focusing on advantages / disadvantages  **2. Communicative objectives**  To be able to talk about significance of studying the humanities critically  **3. Educational objectives**  To realize the significance of studying the humanities | | | | | **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. To understand the main idea of Text A  2. To master argumentative writing skills in English | | | | | **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | | | **Ⅴ.Teaching Approaches教学方法**  1. Interaction  2. Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | | | **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1 Review (5mins)**  1. Test on the word and phrases we have learned.  2. Review the Structure of the text learned last period and try to summarize the main idea.  **Step 2 Listening and speaking (30mins)**  Unit 2 Journey into the unknown(视听说教程)  Listen to a long conversation and choose the best answer to each question you hear.  **Step 3 Pre-reading (5mins)**  **Questions for group discussion:**  1. What are the humanities?  2. Why are the humanities important?  **Step 4 While-reading (20mins)**  **Ⅰ. Conclusion Part (Para. 10)**  Part III summaries the main ideas stated in the argument:The humanities help to create well-rounded human beings with inner insight and understanding of the passions, hopes and dreams common to all humanity.  **Ⅱ. Main idea**  This text argues against the current tendency that college students move away from studying the humanities to learning “hard” skills to help them easily find a future job. Then, the author emphasizes the significance of studying the humanities.  **Ⅲ. Vocabulary Study**   1. **the scope of: the range of 范围**   The network is trying to expand the scope of children’s TV.  这个电视网正在设法扩大儿童电视节目的内容范围。  **2.candidate: *n.* [C] sb. who is being considered for a job or is competing in an election 候选人**  He was a fringe candidate in the presidential election.  他是总统选举中入选希望不大的候选人。  **3.barrier: *n.* [C] anything that prevents progress or makes it difficult for sb. to achieve sth.障碍**  Disability need not be a barrier to a successful career.  残疾不应该成为事业成功的障碍。  **4.liable: (be ~ to do sth.) likely to do sth. in a particular way because of a fault or tendency**  **可能(易于)做某事的**  He’s liable to make a fuss if you wake him.  你如果把他吵醒了，他会大发雷霆的。  **5.well-rounded: *a.* having or providing experience and knowledge in a number of different areas全面的**  Some experts say that home-schooled children may not receive a well-rounded education.  有些专家认为在家上学的孩子可能接受不到全面的教育。  **6.in the company of: in sb.’s company; with sb. 和某人在一起**  I traveled in the company of two teachers as far as Istanbul.  我和两位老师结伴而行，一直到了伊斯坦布尔。  **Ⅳ. Ideological Politics**  *Discussion:* Please read the sentences from Paragraph 10 and answer the question that the author puts forward in the title: the humanities, out of date?  Para. 10: In summary, the humanities help to create well-rounded human beings with insight and understanding of the passions, hopes and dreams common to all humanity. … They are as useful and relevant in our modern age as they have always been. …  *Reference:* Of course the humanities are not outdated. Although learning the humanities does not bring immediate economic benefits or change people’s living conditions, it can often change people’s ideas and affect people’s world outlook. People who are subtly and positively influenced by the humanities can achieve greater success in their work. In this sense, the role of the humanities is a “big use”. Its value cannot be measured in terms of short-term economic benefits, but in the long run. It can produce huge benefits, including economic benefits.  **Step 5 Post-reading(10mins)**  **Critical thinking 批判性思考题**   * **Group discussion:** Ss discuss the question in groups in class and learn to understand different viewpoints in a passage.   **Why are there more science majors than liberal arts majors in college today?**   * **Purpose:** To develop Ss’ critical thinking ability.   **Step 6 Essay writing(15mins)**  **How to write an advantage/disadvantage essay**  Generally speaking, the outline of writing an advantage / disadvantage essay falls in one of these three formats: 1) advantages and disadvantages; 2) advantages only; 3) disadvantages only. When you write such an essay, remember that you are giving information, a method that is called exposition or expository writing.  Begin your essay by introducing your topic and explaining that you are exploring the advantages or disadvantages of the topic. Mention in your thesis statement the advantages or disadvantages you will discuss in the essay. Use transitions to make your ideas flow smoothly. The following transitional words are very common when writing an advantage / disadvantage essay:  Close your essay with the summary of the advantages and / or disadvantages. Even though you are not persuading your readers when you write this type of writing, you are required to add your opinion at the end as your final comment on the topic. For example, if you’re talking about the advantages of taking courses of the humanities, you may say in your conclusion:  To sum up, by taking courses in the humanities, students gain more analytical ability, acquire more critical thinking skills, and deal with things more rationally. Students should be aware of the significance of taking these courses. You can always choose a position when you write about an advantage / disadvantage essay. For instance, you don’t have to talk about both advantages and disadvantages of taking natural science courses. Instead, you can only focus on one, the advantages of taking these courses or the disadvantages of doing that.  **Step 7 Summary (5mins)**  1. Structure Analysis  2. Writing  **Step 8 Assignment**  1. Exercises in “Language focus” and “Translation”  2. Writing practice：Write an essay of 120-150 words on the topic “*Advantages of taking liberal arts courses*” | | | | | **Ⅶ.Blackboard-writing**板书设计 | | | | | **Ⅷ. Feedback**课后反思 | | | | | 章节标题  （课题） | **Unit 2 College---The ladder to success?** | 学时 | 2 | | **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 2 Journey into the unknown（30 mins）  2.《读写教程》Unit 2 College---The ladder to success? Text A The humanities: Out of date?（60 mins） | | | | | **Ⅱ. Teaching Aims and Demands教学目标及要求**  1. To use the words, phrases in the text  2. To be acquainted with the translation skills | | | | | **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. To make sure Ss get a clear understanding of the exercises  2. To master the translation skills | | | | | **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | | | **Ⅴ.Teaching Approaches教学方法**  1. Interaction  2. Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | | | **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1 Review (5mins)**  T summarizes the key problems coming from Ss’ compositions.  **Step 2 Listening and speaking (30mins)**  Unit 2 Journey into the unknown(视听说教程)  Further practice in listening  Passage 1: Listen to a short passage and choose the best answer to each question you hear.  **Step 3. Practice (50mins)**   1. **Language focus**   Exercises of the text：Word in use ③ + Bank cloze ⑥ + Expressions in use ⑦   * **Task**: T summarizes the key and difficult problems in dealing with exercises on page 11. * **Purpose**: To make sure Ss get a clear understanding of the exercises.  1. **Translation**   **1. Exercises：Translation“中国数字化教育资源建设” ⑩ + Translation**  **2. Translation Skills**  定语从句的翻译——前置翻译法：  一般来说，限制性定语从句，尤其是比较短的定语从句，可采用前置翻译法，即将定语从句翻译成带“的”句子，放在先行词的前面，修饰先行词。  1) … they have defected from the study of the humanities and toward applied science and “hard” skills that they bet will lead to employment. (Para. 2)  译文：  …… 他们已从学习人文学科转向他们相信有益于将来就业的应用科学和“硬”技能。  2) Here, please allow me to stand up for and promote the true value that the humanities add to people’s lives. (Para. 4)  参考译文：  在这儿，请允许我为人文学科给人们的生活所增添的真实价值进行支持和宣传。  拓展：汉语中做定语的修饰成分，可译作英语的定语从句。  1）黄河是中国赖以生存的几条河流之一。  分析：“中国赖以生存的”做定语，其中蕴含主谓关系，可译作英语的定语从句。  译文：  The Yellow River is one of the rivers that China depends on for her existence.   1. 筷子和饺子是外国人熟悉的中国饮食文化的象征。   译文：  Chopsticks and Jiaozi, which are familiar to foreigners, have become symbols of Chinese dining culture.  3）红包是农历春节时长辈给晚辈用红纸包裹的钱。  译文：  The red packet refers to the money wrapped in red paper that an elder gives a young man during the lunar-year Spring Festival.  **3.** **Ideological politics**  培养文化自信和家国情怀（To cultivate cultural confidence and national feelings）  Ask students to work in groups and have a discussion on the following questions.  Q1: Could you list some ways that can take Chinese culture to the global stage?  Q2: What can today’s college students do to promote and spread Chinese culture overseas?  Q3: Could you list some heroic deeds that showcase national feelings?  After discussion, invite one representative from each group to give a presentation about the questions in front of the whole class.  **Step 4 Summary (5min)**  1. The key and difficult problems in dealing with exercises.  2. Translation skills  **Step 5 Assignment作业**  1. Preview unit 2.  2. Finish online exercises of unit 1. | | | | | **Ⅶ.Blackboard-writing**板书设计 | | | | | **Ⅷ. Feedback**课后反思 | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 章节标题  （课题） | **Unit 3 Discovery of a new life stage** | 学时 | 2 |
| **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 3 Time out（30 mins）  2.《读写教程》Unit 3 Discovery of a new life stage Text A Journey through the odyssey years（60 mins） | | | |
| **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures in Para 1-5  **2. Communicative objectives**  To be able to talk about what “odyssey years” means  To be able to talk about how this particular phase is characterized  **3. Educational objectives**  To give students the opportunity to share their own growing-pain stories in class | | | |
| **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. To get deeper insights into the unit theme  2. To apply the new words and phrases in Para 1-5 appropriately | | | |
| **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | |
| **Ⅴ.Teaching Approaches教学方法**   1. Interaction 2. Q&A   3. Discussion in pair or in group  4. Task-based language teaching method | | | |
| **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step1 Listening and speaking (30mins)**  Unit 3 Time out (视听说教程)  Listening to the world: Sharing2: Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks with the words that Hina uses.  Sharing 4 What’s the most difficult thing they’ve ever learned? Look at the people below and read the statements. Then watch Part 3 of the podcast and fill in the blanks.  **Step 3 Warm-up (10mins)**  **Ⅰ. Warming-up questions discussion about this unit**  Let the students talk about the importance of studying humanities(以新冠疫情的防控工作为例阐述学习人文学科、培养人文精神的重要性)  **Ⅱ. Ideological politics**  *Discussion*: The theme of Text A is about odyssey years. Please read the following sentences which introduce adversity in life and answer the following question how do you think we should face it.  艰难困苦，玉汝于成。 ——《西铭》  Adversity breeds success.  路漫漫其修远兮，吾将上下而求索。——《离骚》  My way ahead is a long, long one, oh! I’ll seek my beauty high and low.  天行健，君子以自强不息。——《周易》  Our ancestors told us that as heaven maintains vigor through movement, a gentleman should constantly strive for self perfection.  青年在成长和奋斗中，会收获成功和喜悦，也会面临困难和压力。要正确对待一时的成败得失，处优而不养尊，受挫而不短志，使顺境逆境都成为人生的财富而不是人生的包袱。  ——习近平2017年五四青年节前夕在中国政法大学考察时的讲话  During one’s growth and endeavor, the young may not only gain success and joy, but may also face difficulties and pressure. One should treat the success and failure at the moment with a correct attitude, not slack in prosperity and not lose faith in adversity. One should consider both the success and failure as wealth in life instead of burdens.  **Step 4 Pre-reading（10mins）**   1. **Discussion**   Q: 1) Why are college graduates called a dependent generation and what can account for it?  2) What is your idea or reflection upon the difficulties and struggles the graduates confront after graduation?  **Main structure**  Read the whole passage and divide the text into several parts.  **Step 5 While-reading（30mins）**  **Ⅰ. Structure analysis**  Text A, Journey through the odyssey years, is an expository essay, which introduces and identifies a new life phase, the odyssey years. The text, in particular, compares and contrasts young people then and now in order to characterize this new life stage. By and large, the text can be divided into four main parts.  The text can be divided into four parts:  Part I (Para.1-2) Previous phases in life and transition.  Part II (Para.3-5) A newly added phase in life: the odyssey years.  Part III (Para. 6-10) Characteristics of the odyssey years.  Part IV (Paras. 11-12) Advice to young people.  **Ⅱ. Introduction part (Para 1-5)**  Part I explains how the traditional way labeled previous life stages: childhood, adolescence, adulthood, and old age. Part two (para. 2) functions as a transitional paragraph claiming that the way of viewing different life stages is changing.  Part three (Para. 3-5) introduces a new life stage, the odyssey years, using comparison and contrast. Specifically, Paragraph 3 describes what young people used to do after college. They would find a job leading to a career and then start a family. Para. 4 presents the image of young people today. Since they are following a different agenda, recent trends show radical changes in practice. Para. 5 compares young people’s concept of adulthood in the past and present. Now, it has become common to delay marriage, child bearing, and even employment.  **Ⅲ. Questions for understanding**  Q1: What difficulties do you have to confront in your age groups? (Para.1)  Q2: What did young people used to do after college? (Para.3)  **Ⅳ. Vocabulary study**  **1. phase: n. [C] one of the stages of a process of development or change 阶段；时期**  It’s normal for kids at his age to rebel—he’s just going through a phase.  他这个年龄的孩子有逆反心理是很正常的—他正经历这一阶段。  **2. label: vt. attach a label onto sth. or write information on sth. 贴标签于；用标签标明**  All food products are labeled with their price and country of origin.  所有食物都标明了价格和原产国。   1. **parallel: vt. be equal or similar to sth. 与…相当或相似**   His experience parallels mine in many instances.  他的经历在许多方面与我的相似。  **4. adolescence: n. [U] the time, usu. between the ages of 12 and 18, when a young person is developing into an adult 青春期**  He wrote a novel about the joys and sorrows of adolescence.  他写了一部描述青春期孩子欢乐与忧伤的小说。  **5. peculiar: a. if sth. is peculiar to a particular person, place, or situation, it is a feature that only belongs to that person, or only exists in that place or situation 为某人 / 某地 / 某事物所特有的**  Each person’s handwriting has its own peculiar characteristics.  每个人的笔迹都有其独特之处。  **6. acquaint oneself with sth.: make an effort to learn about sth. 使自己了解某事；使自己知悉某事**  Residents should acquaint themselves with earthquake safety rules.  居民们应该了解地震安全防护规范。  **7. induction: n. [C, U] the introduction of sb. into a new job, company, official position, etc., or the ceremony at which this is done 就职；入门；就职仪式**  New employees are arranged to attend a two-day induction training.  公司安排新入职的员工参加为期两天的入职培训。  **8. sensible: a. reasonable, practical, and showing good judgment 合理的；切合实际的；明智的**  We aim to help clients make financially sensible choices.  我们旨在帮助客户作出最明智的理财选择。  **9.equivalent: a. having the same value, purpose, job, etc. as a person or thing of a different kind 等值的；同等的；相当的**  She’s doing the equivalent job in the new company but for more money.  她在新公司做同样的工作，但赚的钱更多。  **10.radical: a. used for saying that a change or way of doing sth. is new and very different from the usual way （改变或方式）彻底的，根本的**  The doctor recommended a radical change in her diet for better health.  医生建议她彻底改变饮食，以便改善健康状况。   1. **agenda: n. [C] all the things that need to be done or that need to be thought or solved日常工作事项**   We need to put efficiency high on the agenda.  我们需要把效率摆在日常工作的重要位置。   1. **quit: v. (infml.) leave a job, school, etc., esp. without completely finishing it 离开（工作岗位、学校等）；离任；离校**   Would you quit your job if you inherited lots of money?  如果你继承了一大笔钱，你会辞职吗？   1. **shift: v. move from one place or position to another or make sth. do this（使）移动；（使）转移（地点或位置）**   He shifted the load from his left hand to his right hand.  **他把重物从左手换到右手。**   1. **frame: vt. (fml.) carefully plan the way you’re going to ask a question, make a statement, etc. (小心措辞以) 表达**   She paused for a moment, carefully framing her answer.  她停顿了一下，仔细构思她的答案。   1. **stability: n. [U] a situation in which things happen as they should and there are no harmful changes 稳固；稳定**   Love should provide the stability and comfort both parties need.  爱情应该提供双方都需要的稳定和安慰。   1. **static: a. not moving, changing, or developing 不动的；不变化的；不发展的；静（止）的**   House prices remained static last year.  **去年房价保持稳定。**   1. **proportion: n. [C, usu. sing.] (~ of) a part of a number or amount, considered in relation to the whole部分；份额**   Only a small proportion of graduates fail to find employment.  只有一小部分毕业生没找到工作。  **Step 6 Summary(5mins)**  1. New words and expressions  2. The structure and main idea of the introduction part  **Step 7 Assignment**  1.Practice all the new words and expressions in Para 1-5.  2. Read the following text and try to translate them. | | | |
| **Ⅶ.Blackboard-writing**板书设计 | | | |
| **Ⅷ. Feedback**课后反思   |  |  |  |  | | --- | --- | --- | --- | | 章节标题  （课题） | **Unit 3 Discovery of a new life stage** | 学时 | 2 | | **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 3 Time out（30 mins）  2.《读写教程》Unit 3 Discovery of a new life stage Text A Journey through the odyssey years（60 mins） | | | | | **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures in Para 6-10  **2. Communicative objectives**  To be able to talk about what odyssey years mean  To be able to talk about how this particular phase is characterized  **3. Educational objectives**  To give students the opportunity to share their own growing-pain stories in class | | | | | **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. New words and expressions in Para 6-10  2. A whole understanding of the Para 6-10 | | | | | **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | | | **Ⅴ.Teaching Approaches教学方法**  1. Interaction  2. Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | | | **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1 Review (5mins)**   1. Test on the word and phrases we have learned 2. Review the Structure Analysis learned last period.   **Step 2 Listening and speaking (30mins)**  **1. Listen to the News Items**  Directions: Now, you will hear two news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you are supposed to choose the best answer from the four choices marked A), B), C) and D).  News Item 1 智能手机移动支付  Words and Expressions  transaction n.交易，买卖  hail v. 招呼  **Listening skills: 抓住新闻的开篇，解答听力主旨题**  英语新闻的写作手法中比较常见的是“倒三角形”的叙述手法，即：开篇采用一句话或两句话把整个新闻的核心内容浓缩概括出来，将新闻最重要的信息以开门见山的方式呈现给听众，然后，再具体阐述细节，使听众获取更多相关信息，使新闻更加丰满、有血有肉。在新闻听力的测试中，往往会出现考查考生对新闻主旨的把握或理解程度的题型，如：What’s the news report mainly about?或What’s the main idea of the news report?解答此类新闻听力题时，对新闻开篇主旨句的理解非常重要，比如根据本单元Listen to the News Items部分第一篇新闻中的首句Smartphones are likely to replace wallets in the near future as about 65 percent of the online payment deals last year were done with mobile devices, a new study said.就可以得出该篇新闻的主旨为The growing popularity of mobile payment.  **Step 3 Pre-reading (10mins)**   * **Presentation: Ss present answers to the questions in class.**  1. **Questions**   1). Based on the reading, what are the so-called “odyssey years”?  2). How do some young people in their odyssey years react to their parents?  3). How did parents feel toward their grown children whose lives are moving away from their expectations?   1. **Group work**   1) Why does everything during this stage remain temporary?  2) What are some of the characteristics of this phase?  **Step 4 While-reading (40mins)**  **Ⅰ. Part II Body Part (Paras.6-9)**  Part Four (Para. 6-10) exclusively deals with the characteristics of the odyssey years. Para. 6 talks about how young people react rebelliously in this particular life stage, including their improper attitudes toward their parents. Para. 7 discusses how parents feel toward their grown children whose lives are moving away from their expectations. Para. 8 indicates that new guidelines for this new phase haven’t been established yet and, therefore, everything remains temporary. Para. 9 mentions even though the odyssey years have implicit impact on courtship, young people still hold highly traditional aspirations. Para. 10 predicts that this new phase will likely become more noticeable in the coming years.  **Ⅱ. Question for understanding**  Q: According to the author, What are some of the characteristics of this phase?(Para. 6-10)  Characteristics of the phase include delaying marriage and spending more years independently before settling down with a career and family.  **Ⅲ. Vocabulary study**  **1. saddle: v. put a saddle on a horse 给（马）装鞍具；装上马鞍**  We’d better saddle up and get ready to go.  我们不如装上马鞍，准备走吧。  **2.rebellious: a. deliberately not obeying people in authority or rules of behavior 叛逆的；反叛的；反抗的**  An obstinate and rebellious child needs more care.  固执且有反叛心理的小孩需要更多的关爱。  **3.resent: vt. feel angry or upset because you think you have been treated unfairly or without enough respect对…感到愤恨（不满）**  I resent it that my job is taking up too much of my time, which has influenced my family life.  我的工作占用了我很多时间，影响了我的家庭生活，这让我感到很不满。  **4.fluid: a. likely to change 不固定的；易变的**  The situation remains fluid -- we offered her the job, but she hasn’t responded yet.  情况仍然不稳定——我们给她提供了工作，但她还没有给我们答复。  **5.resort: vi. (fml.) (~ to) do sth. extreme or unpleasant in order to solve a problem 采取，诉诸（不好的事物）**  Many homeless teenagers resort to stealing when their money runs out.  许多无家可归的少年钱用光了就去偷窃。  **6.** **distract: vt. get sb.’s attention and prevent them from concentrating on sth. 分散，转移（注意力）**  Don’t be distracted while studying.  学习的时候不要分心。  **7. allowance: n. (make ~s for) accept behavior that you would not normally accept because you know why sb. has behaved that way 体谅；原谅**  We have to make allowances for his lack of experience in the annual performance appraisal.  我们在年度工作考核时，得体谅他经验不足。  **8.transition: n. [C, U] (fml.) the process of changing from one situation, form, or state to another 过渡；转变；变迁**  It’s not always a smooth transition from school to university.  从中学到大学的过渡并不总是顺顺当当的。  **9.predict: vt. say sth. that will happen before it happens预言；预料；预测**  We can predict changes in climate with a surprising degree of accuracy.  我们可以预测气候变化，准确度令人吃惊。  **10.version: n. [C] a form of sth. that is different from other forms or from the original 版本；改编形式**  The software comes in several versions for different types of computers.  **该软件有适用于不同类型计算机的几种版本。**   1. **status: n. [U] sb.’s position in a profession or society, esp. compared to other people 社会地位（尤指与其他人相比）**   Our organization seeks to improve the social status of disabled people.  我们的组织致力于提高残疾人的社会地位。   1. **stable: a. steady and not likely to move or change稳定的；不变的**   Children benefit from stable relationships within the family unit.  家庭内稳定的关系对孩子们有益。  **13.boom: vi. (usu. in progressive) experience a period of economic success, with a lot of trade and business activity（国家、地区或行业）繁荣，迅速发展**  With the economic development, the travelling industry is booming.  随着经济的发展，旅游产业正在蓬勃发展。  **14.implicit: a. (fml.) forming a central part of sth., but without being openly stated 隐含其中的；不明言的**  We interpreted his silence as implicit agreement.  我们把他的沉默理解为一种默许。  **15.considering: prep. & conj. used to say that you are thinking about a particular fact when you are giving your opinion考虑到；鉴于**  Considering her lack of experience, it is really surprising she has achieved so much.  鉴于她没有经验，能够取得这样的成绩着实令人惊讶。   1. **contemporary: a. belonging to the present time 当代的**   I will attend an exhibition of contemporary Japanese prints this weekend.  我周末要去参加一个当代日本版画展。   1. **witness: vt. used for saying that sth. happened at a particular time or in a particular place 是发生（某事件）的时间或地点**   The 1980s witnessed enormous growth in the financial sector.  20世纪80年代是金融业获得长足发展的时代。  **Ⅳ. Ideological Politics**  *Discussion:* 1. How do you understand the traditional Chinese views and are they still applicable in modern society?  *Reference:* Confucius didn’t merely divide the different stages of life, and more importantly he described the process of his study and cultivation. This process is a process in which the realm of thought gradually improves with age. As far as the realm of thought is concerned, the whole process is divided into three stages: fifteen to forty years old is the stage of learning and understanding; fifty to sixty years old is the stage of peace of mind and life, that is, the stage not affected by the environment; seventy years old is the stage where subjective consciousness and the rules of being human are merged into one. In this stage, moral cultivation has reached the highest state.  Confucius’s views are still applicable in modern society. They are the guidance young people should follow in the pursuit of their dreams and ambitions in life.  2. Youngsters, you are the peers of the people mentioned in the passage, then what do you think of their behaviors? Please discuss and share your opinions with your partner.  *Reference:* I think their behaviors are OK.  From the behaviors of those youngsters, we guess that maybe they have to run away and hide from the reality in order to escape from the living stress and social pressure.  Such behaviors reflect their ideal living style—as free as wind—and they are not willing to be bound with one thing.  They prefer following their heart and pursuing what they are truly passionate about.  When youngsters are not clear about what their desirable life is, they just try everything they have interest in. It is natural for young people to try out many possibilities in job as well as in relationship before they finally settle down.  I think their behaviors are wrong.  They change so frequently that they may learn and gain nothing at the end.  If young people’s work and life are always in an instable state, they may worry their families and leave a bad impression on others that young people are not responsible or assiduous.  After enduring the instability for a long time, they will be at a loss, unable to find the compass in life and most likely to become overwhelmed by the stress from the family and society.  **Step 5. Summary (5mins)**  1. New words and expressions  2. The structure and main idea of body part  **Step 6. Assignment**  1. Practice all the new words and expressions in Para 6-10.  2. Read the following text and try to translate them. | | | | | **Ⅶ.Blackboard-writing**板书设计 | | | | | **Ⅷ. Feedback**课后反思 | | | | | 章节标题  （课题） | **Unit 3 Discovery of a new life stage** | 学时 | 2 | | **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 3 Time out（30 mins）  2.《读写教程》Unit 3 Discovery of a new life stage Text A Journey through the odyssey years（60 mins） | | | | | **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures in Para 11-12  To master the essay writing skill: focusing on comparison and contrast essay  **2. Communicative objectives**  To be able to talk about odyssey years  **3. Educational objectives**  To give students the opportunity to share their own growing-pain stories in class | | | | | **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. To understand the main idea of Text A  2. To master argumentative writing skills in English | | | | | **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | | | **Ⅴ.Teaching Approaches教学方法**  1. Interaction  2. Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | | | **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1 Review (5mins)**  1. Test on the word and phrases we have learned.  2. Review the Structure of the text learned last period and try to summarize the main idea.  **Step 2 Listening and speaking (30mins)**  Unit 3 Time out(视听说教程)  Listen to a long conversation and choose the best answer to each question you hear.  **Step 3 Pre-reading (5mins)**  **Questions for group discussion:**  1. What are odyssey years?  2. What are characteristics of odyssey years?  **Step 4 While-reading (20mins)**  **Ⅰ. Conclusion Part (Para. 11-12)**  Part IV encourages young people never to give up when facing strong competitions. They must have the strength, capacity and confidence to successfully pass through the odyssey years.  **Ⅱ. Main idea**  The outcome of this new phase will become more noticeable in the coming years. Characteristics of the phase include delaying marriage and spending more years independently before settling down with a career and family. College graduates shouldn’t easily give up in face of competitions. Success will only come to those who know that they must have the strength, capacity and confidence to pass through the odyssey years.  **Ⅲ. Vocabulary Study**   1. **outset: n. (at / from the ~) at or from the beginning of an event or process 从开头时；从一开始**   I told him at / from the outset I wasn’t interested in the book.  我从一开始就告诉他我对那本书不感兴趣。  **2.reinforce: vt. give support to an opinion, idea, or feeling and make it stronger 加强，强化（观点、思想或感觉）**  The message that you should not drink and drive needs to be constantly reinforced.  要时时提醒自己不能酒后开车。  **3.wonder at: feel surprised and unable to believe sth.对…感到惊讶**  You have to wonder at a guy who can spend all that money on online games.  一个人能在网络游戏上花那么多钱真让人感到惊讶。  **Ⅳ. Ideological Politics**  Q: Please read the sentences from Paragraphs 11-12 and discuss about the proper ways to succeed in the odyssey years with your partner.  We should hold positive attitude that we could, we can and we will.  We should keep it in mind that it is useless to flee away or ignore difficulties like the ostrich burying its head in the sand, because no matter what the attitude is, the difficulties and challenges are still there.  No one knows what will happen next, then don’t let the fear of the unknown future stand in our way. We are the master of ourselves.  Since we have no choice, we’d better improve ourselves and learn to be strong and capable.  **Step 5 Post-reading(10mins)**  **Critical thinking 批判性思考题**   * **Group discussion:** Ss discuss the question in groups in class and learn to understand different viewpoints in a passage.   **Do you think the odyssey years could lead to self-discovery? Why or why not?**   * **Purpose:** To develop Ss’ critical thinking ability.   **Step 6 Essay writing(15mins)**  **Focus on a comparison/contrast essay**  In this unit you will be familiarized with another useful writing method: comparison/contrast. You often compare and contrast two things, items, or people in everyday life. To compare means to show the similarities and to contrast means to show the differences. In everyday life, you compare and contrast when you buy a car or choose an apartment. You can also compare two teachers, two jobs, or two ways to spend a weekend. There are some important points to remember when you write a comparison/contrast essay:   1. The items being compared or contrasted must be from the same category. In other words, they should be comparable. For example, you can compare a desktop with a laptop, but you may not compare a computer with a camera. 2. It is better to mention the points you would like to compare or contrast in the thesis statement so as to let readers know about the main idea in your essay right away. For example, to compare two jobs, you may want to write a thesis statement like this: It’s not difficult to choose an ideal job if you compare the job features of salary, benefits, and opportunity for promotion. 3. There are two basic patterns to organize the details of your essay: point-by-point and subject-by-subject. Here, point refers to the aspects you would like to use to develop your essay, and subject refers to the two items or people you want to compare and contrast. In this unit, you will learn how to use the point-by-point pattern. For instance, if you compare two generations, you may organize the details. 4. The key to writing a successful and coherent essay is the appropriate use of comparison and contrast structure words.   Now, take a look at Para.5 of Text A to see how two different life patterns are followed by young people now and then. In this point-by-point comparison, one group is considered more traditional than the other, and these two different groups of young people enable you to portray their opposite attitudes toward life.  **Step 7 Summary (5mins)**  1. Structure Analysis  2. Writing  **Step 8 Assignment**  1. Exercises in “Language focus” and “Translation”  2. Writing practice：Write an essay of 120-150 words on the topic “*Generation gap between parents and children*” | | | | | **Ⅶ.Blackboard-writing**板书设计 | | | | | **Ⅷ. Feedback**课后反思 | | | | | 章节标题  （课题） | **Unit 3 Discovery of a new life stage** | 学时 | 2 | | **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 3 Time out（30 mins）  2.《读写教程》Unit 3 Discovery of a new life stage Text A Journey through the odyssey years（60 mins） | | | | | **Ⅱ. Teaching Aims and Demands教学目标及要求**  1. To use the words, phrases in the text  2. To be acquainted with the translation skills | | | | | **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. To make sure Ss get a clear understanding of the exercises  2. To master the translation skills | | | | | **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | | | **Ⅴ.Teaching Approaches教学方法**  1. Interaction  2. Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | | | **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1 Review (5mins)**  T summarizes the key problems coming from Ss’ compositions.  **Step 2 Listening and speaking (30mins)**  Unit 3 Time out (视听说教程)  Further practice in listening  Passage 1: Listen to a short passage and choose the best answer to each question you hear.  **Step 3. Practice (50mins)**   1. **Language focus**   Exercises of the text：Word in use ③ + Bank cloze ⑥ + Expressions in use ⑦   * **Task**: T summarizes the key and difficult problems in dealing with exercises on page 11. * **Purpose**: To make sure Ss get a clear understanding of the exercises.  1. **Translation**   **1. Exercises：Translation“中国数字化教育资源建设” ⑩ + Translation**  **2. Translation Skills**  被动语态的翻译  被动语态在英语中的使用非常广泛，相比较而言，由于汉语中的被动式往往表示不幸或不愉快的事情或经历，所以在汉语中使用被动结构的情况较少。在做被动语态的英译汉时，有时需要根据汉语的表达习惯，将被动语态转译为主动结构。  These challenges can be overcome by acquainting ourselves with them… (Para. 1)  译文：…… 通过对它们的充分了解，我们就可以战胜这些挑战。  被动语态一般有三种翻译方法：  1 直译为被动结构，即译文中仍保留“被”字，或者根据行文需要将“被”替换成“由”、“给”等词，表示被动含义。  When he left that company, the heaviness of being successful was replaced by the lightness of being a beginner again.  译文：离开那家公司时， 对他而言，成功的负重感被一切从头开始的轻松感所取代。  2 译为汉语主动结构。  Our products are exported to Europe and America.  译文：我们的产品远销欧美。  3 动作发出者不明确时，可译为“无主句”或增加“泛指人称代词”。  Smoking is not allowed here.  译文：此处禁止吸烟。  A note was passed up to the speaker.  译文：有人给演讲者递上来一个纸条。  拓展：汉语中的主动语态可译作英语的被动结构。  1）全球100多个国家和国际组织积极支持和参与“一带一路“建设。  分析： “一带一路“在英文中为the Belt and Road Initiative，与Initiative 搭配的”参与“用be involved in 较为合适。  Over 100 countries and international organizations have supported and got involved in the Belt and Road Initiative.  汉译英技巧拓展：汉语中的主动语态可译作英语的被动结构。  2）长江上还坐落着世界最大的水电站。  分析：“坐落”在英文中的对应表达是be situated、be located等被动语态。  On the river is located the world’s largest hydro-power station.  1)The odyssey years can saddle young people with enormous pressure to move forward quickly. (Para. 6)  译文：奥德赛岁月使年轻人承受了巨大的压力，迫使他们快速往前冲。  2) Their confusion comes from the difficulties to make parents understand them and the fluid journey of discovery they need in this phase of their lives. (Para. 6)  译文：他们的困惑源于很难让家长了解他们，也源于这段需要进行自我探索的、不确定的人生之旅。  3）接下来会如何发展很难预测。新的准则还没有建立，一切似乎都被一个不确定的版本所取代。  译文：It’s hard to predict what’s next. New guidelines haven’t been established yet, and everything seems to give way to a less permanent version of itself.   1. Success moving through the odyssey years will come to those who don’t expect to achieve their goals right away but know that they must have the strength, capacity and confidence to endure over the long term. (Para.12, L1)   译文：顺利度过奥德赛岁月的将是那些不急于即刻实现目标的人—— 但这些人知道他们必须保持实力、能力、信心去度过这段较长的岁月。   1. If you’re a little late with your goals, don’t feel like a failure! Stay strong, be positive, and keep focused! Someday you will look back and wonder at the vast changes as you passed through the odyssey years. (Para.12, L3)   译文：如果你的目标起步稍晚了点，不要认为你是个失败者！意志坚定，态度积极，并集中精力！有一天，你会回头审视，并对奥德赛岁月给你带来的巨大改变而惊叹。  **3.** **Ideological politics**  We are all running very hard. We are all dream chasers.  我们都在努力奔跑，我们都是追梦人。 ——习近平2019年新年贺词  Now, youth is for struggle while in the future, youth is for memory.  现在，青春是用来奋斗的；将来，青春是用来回忆的。  ——习近平2013年五四青年节同各界优秀青年代表座谈时的讲话  Doctors are the defenders of people’s health. The military and civilian angels in white at the front line of the epidemic are interpreting the spirit of lifesaving with their deeds.  I believed you will take the front-line medical workers as examples and strive to be good doctors that the Party and people can rely on. I hope that you would cherish the time of study and develop capability and skills so that you can go to places where you are most needed by the people and serve them with professional skill and kindheartedness after graduation.  医生是人民健康的守护者。在这次新冠肺炎疫情防控斗争中，军地广大医务工作者冲锋在前、英勇奋战，用行动诠释了白衣天使救死扶伤的崇高精神。  我相信，你们一定会以他们为榜样，努力做党和人民信赖的好医生。希望你们珍惜学习时光，练就过硬本领，毕业后到人民最需要的地方去，以仁心仁术造福人民特别是基层群众。  ——习近平2020年2月给在首钢医院实习的西藏大学医学院学生的回信  I hope you will stay hungry for knowledge, keep your interest in scientific exploration and foster your scientific spirit.  希望你们保持对知识的渴望，保持对探索的兴趣，培育科学精神。  ——习近平2016年12月给北京市八一学校科普小卫星研制团队学生的回信  Young people and many other front-line workers in the fight against the novel coronavirus outbreak have spearheaded efforts despite difficulties and threats to their lives. It’s demonstrated by actions that the Chinese youth of the new era can be entrusted with great missions.  在新冠肺炎疫情防控斗争中，你们青年人同在一线英勇奋战的广大疫情防控人员一道，不畏艰险、冲锋在前、舍生忘死，彰显了青春的蓬勃力量，交出了合格答卷。广大青年用行动证明，新时代的中国青年是好样的，是堪当大任的！  ——习近平2020年3月给北京大学援鄂医疗队全体“90后”党员的回信  Ask students to work in groups and have a discussion on the following questions.  Q1: How can young people cope with this difficult time period – the odyssey years?  Q2: What might be the most significant personal effect that is caused by the delay in transition to adulthood?  Q3: How do you evaluate the radical social changes resulting from this newly added phase?  After discussion, invite one representative from each group to give a presentation about the questions in front of the whole class.  **Step 4 Summary (5min)**  1. The key and difficult problems in dealing with exercises.  2. Translation skills  **Step 5 Assignment作业**  1. Preview unit 2.  2. Finish online exercises of unit 1. | | | | | **Ⅶ.Blackboard-writing**板书设计 | | | | | **Ⅷ. Feedback**课后反思 | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 章节标题  (课题) | **Unit4** **Dance** **with** **love** | 学时 | 2 |
| **Ⅰ. Teaching Content 教学内容**  1. Unit 4 Life under the spotlight (视听说教程)  2. Unit 4 Dance with love (读写教程) Text A College sweethearts 讲解生词 | | | |
| **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures in Para 1-4  **2. Communicative objectives**  To be able to talk about romantic love  To be able to talk about your own opinions on college love  **3. Educational objectives**  To realize the advantages and disadvantages of college love | | | |
| **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. To get deeper insights into the unit theme  2. To apply the new words and phrases in Para 1-4 appropriately | | | |
| **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | |
| **Ⅴ.Teaching Approaches教学方法**   1. Interaction 2. Q&A   3. Discussion in pair or in group  4. Task-based language teaching method | | | |
| **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1. Listening and speaking (30mins) (视听说教程)**  Sharing 2: Read the paragraph. Then watch Part I of the podcast and fill in the blanks with the words that Hina uses.  Sharing 3: Would they like to be famous? Look at the people below and read the statements. Then watch Part 2 of the podcast and check the true statements.  **Step 2. Lead-in(15mins)**  Warming-up questions discussion.  1. Do you think it’s a good idea to date someone at college? Why or why not?  2. Do you think college romance can last long through the ups and downs in life? | | | |
| **Step 3.Word Study (读写教程)(30mins)**  **1. dynamic a.full of energy and new ideas, and determined to succeed 精力充沛的 ，有创新思想的 ， 志在成功的**  **e.g.** We should endeavor to develop an economy with more effective market mechanisms, dynamic micro-entities, and sound macro-regulation.  … … ，着力构建市场机制有效、微观主体有活力、宏观调控有度的经济体制 ， … …  —— 中国共产党第十九次全国代表大会报告  **2. component n. one ofseveral parts that together make up a whole machine, system, etc. 机器、系统等的零件，成分， 组成部分**  **e.g.**It is an important component of the theory of socialism with Chinese characteristics, and a guide to action for all our members and all the Chinese people as we strive to achieve national rejuvenation.  **… … ，是中国特色社会主义理论体系的重要组成部分 ，是全党全国人民为实现中华民族伟大复兴 而奋斗的行动指南 ，… …**  **—— 中国共产党第十九次全国代表大会报告**   1. **behalf:n. (on one’s ~ / on ~ ofsb.) instead ofsb., or as their representative 代表某人**   e.g. On behalf of the 18th Central Committee of the Communist Party of China, I will now deliver a report to the 19th National Congress.  **现在 ，我代表第十八届中央委员会向大会作报告。**  **—— 中国共产党第十九次全国代表大会报告**  **4. grant vt. give sb. sth. or allow them to have sth. that they have asked for 给予 ，准予**  e.g.We will grant more powers to pilot free trade zones to conduct reform, and explore the opening of free trade ports.  **赋予自 由贸易试验区更大改革自主权 ，探索建设自由贸易港。**  **—— 中国共产党第十九次全国代表大会报告**  **5. coordinate vt. organize the different parts ofajob or plan so that the people involved work together effectively 调 节 ，协调**  e.g. We must strengthen the Party’s ability and resolve to chart our course, craft overall plans, design policy, and promote reform; and we must ensure the Party always provides overall leadership and coordinates the efforts of all involved.  **… … ，提高党把方向、谋大局、定政策、促改革的能力和定力 ，确保党始终总揽全局、协调各方。**  **—— 中国共产党第十九次全国代表大会报告** | | | |

|  |
| --- |
| **6. core n. the most important or most basic part ofsth. 最重要 (或最基本) 的部分 ，核心**  e.g.We must strengthen our consciousness of the need to maintain political integrity, think in big-picture terms, follow the leadership core, and keep in alignment.  **必须增强政治意识、大局意识、核心意识、看齐意识 ，… …**  **—— 中国共产党第十九次全国代表大会报告**  **7. display**  **vt. 1) clearly show a feeling, attitude, or quality by what you do or say 显示 ，显露 (某种情感、态度或 特质)**  **2) to show sth. to people, or put it in a place where people can see it easily 展示 ， 陈列**  e.g.Our entire Party should develop unshakeable confidence, work hard and work well to see socialism with Chinese characteristics display even stronger vitality.  **全党要坚定信心、奋发有为 ，让中国特色社会主义展现出更加强大的生命力！**  **—— 中国共产党第十九次全国代表大会报告**  **8.** **bloom vi. If a plant or a flower blooms, its flowers appear or open 开花 ， (花) 盛开**  e.g. We should follow the principle of letting a hundred flowers bloom and a hundred schools of thought contend, and encourage creative transformation and development, so as to add new luster to Chinese culture.  **… … ，坚持百花齐放、百家争鸣 ，坚持创造性转化、创新性发展 ，不断铸就中华文化新辉煌。**  **—— 中国共产党第十九次全国代表大会报告。**  (此部分课程思政融入词汇教学 ，力争做到润物细无声的教学效果。 )  **Step** **4.** **Match** **the** **words** **with** **their** **meanings.** **(10mins)**  **Students** **are** **asked** **to** **speak** **out** **the** **words** **after** **teacher** **explained** **the meanings.** |

|  |
| --- |
| **Step** **5.** **Assignment(5mins)**  1.Practice all the new words and expressions in Para 1-4.  2. Read the following text and try to translate them. |
| **Ⅶ.Blackboard-writing**板书设计  Text A College sweethearts  I. Listening and speaking  II. Word Study  1. dynamic  2. component  3. behalf  4. grant  5. coordinate  6. core  7. display  8 bloom |
| **Ⅷ. Feedback**课后反思 |

|  |  |  |  |
| --- | --- | --- | --- |
| 章节标题  (课题) | **Unit4** **Dance** **with** **love** | 学时 | 2 |
| **Ⅰ. Teaching Content 教学内容**  1.Unit 4 Life under the spotlight (视听说教程)  2.Unit 4 Dance with love (读写教程) Text A College sweethearts 讲解生词 ，课文导入及讲解 | | | |
| **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures in Para 5-7  **2. Communicative objectives**  To be able to talk about romantic love  To be able to talk about your own opinions on college love  **3. Educational objectives**  To realize the advantages and disadvantages of college love | | | |
| **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. To apply language points and grammatical structures in the texts.  2. To develop a right attitude toward campus dating. | | | |
| **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media, Visual aids, projector. | | | |
| **Ⅴ.Teaching Approaches教学方法**  1. Interaction  2. Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | |
| **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1. Review new words learned last period. (5mins)**  **Step 2. Listening and speaking (25mins) (视听说教程)**  Unit 2 财政经济  News Item 2 香港广州联手打击低价旅游  travel agency 旅行社  peak 旺季的  executive a. 执行的；行政的  **Listening skills: 抓住新闻的开篇，解答听力主旨题**  英语新闻的写作手法中比较常见的是“倒三角形”的叙述手法，即：开篇采用一句话或两句话把整个新闻的核心内容浓缩概括出来，将新闻最重要的信息以开门见山的方式呈现给听众，然后，再具体阐述细节，使听众获取更多相关信息，使新闻更加丰满、有血有肉。在新闻听力的测试中，往往会出现考查考生对新闻主旨的把握或理解程度的题型，如：What’s the news report mainly about?或What’s the main idea of the news report?解答此类新闻听力题时，对新闻开篇主旨句的理解非常重要，比如根据本单元Listen to the News Items部分第一篇新闻中的首句Smartphones are likely to replace wallets in the near future as about 65 percent of the online payment deals last year were done with mobile devices, a new study said.就可以得出该篇新闻的主旨为The growing popularity of mobile payment. | | | |
| **Step 3. Warming-up (读写教程)(10mins)**  Video appreciation: MV: 《 Love Story》  1 ) What love story does Taylor Swift tell in the song? And what do you learn?  2 ) Do you think it’s a good idea to date someone at college? Why or why not?  **Step 4. Section A The humanities: Out of date? (35mins)**  **I. Background information**  **Campus romance in the 1960s in the United States**  The 1960s in the United States are often perceived today as a period of profound societal change. Attitudes to a variety of issues changed, sometimes radically, throughout the decade. The urge to “find oneself” , the activism of the 1960s, and the quest for autonomy were characterized by changes toward sexual attitudes and practices, particularly among the young. These changes to sexual attitudes and behavior during the period are often referred to as the “sexual revolution” . The sexual revolution was often seen to have been centered on the university campus, among students.While the term “revolution” implies radical and widespread change, this was not necessarily in the case. Even in the “liberal” 1960s, conservative and traditionalist views were widely held. The love story in Text A coincides with what happened in that particular historical period of time in the United States. From the story students can see the main characters, college sweethearts back then, were actually following a more traditional pattern of dating, romantic but conservative, a clear stream on campus in the 1960s.  **Ⅲ. Vocabulary study**   1. **classic a. (usu. before noun) admired by many people, and having a value that has continued for a long time 经典的**   e.g. Many of the Rolling Stones’ records have become rock classics.  滚石乐队的许多唱片已成为摇滚乐的经典之作。  **Usage Note** classic, classical  1 classic 用作形容词表示“经典的；精彩的； 一流的”。  例如： Death on the Nile is one of the classic works of Agatha Christie.  口语中也会用到 classic 这个词。当你看到一场精彩的演出时，就可以说“That’s classic ! ”来表达 赞美。  classic 用作形容词也表示“典型的；标准的” 。例如：  London is the classic example of the scattered city.  classic 也可用作名词 ，表示“文学名著； 经典作品；杰作”。  例如：We have all the standard classics of Hayao Miyazaki at home. | | | |

|  |
| --- |
| 2 classical 不能用作名词 ，只能用作形容词 ，表示“古典的；经典的” 。例如： Classical music is music written by composers such as Mozart and Beethoven.  莫扎特和贝多芬所创作的音乐属于古典音乐(classical music), 但这些古典音乐经久不衰，有永久的 意义和价值 ，所以这些音乐也可称为经典的音乐 ( classic music ) 。反之 ，在前面有一例中说可 口 可乐瓶子的设计是精彩的 ，一流的，所以是经典 ( classic ) 之作，但很明显可 口可乐瓶子的设计不 是古典的 ( classical) 设计。所以 ，经典的 ( classic ) 作品不一定就是古典的 ( classical) 作品。   1. **head for: *go or travel toward a particular place, esp. in a deliberate way (朝… ) 前进； ( 向 … ) 去***   e.g. We decided to head for home after coming out of the restaurant.  从餐馆出来后 ，我们决定回家。  **3.gaze at：look at sb. or sth. with one’s eyesfixed at sth. often without knowing (常指无意识地) 凝视 ， 盯着看**  e.g. We gazed in wonder at the scene before us.  他的病迫使他卧床休息。  **4.stare at: look at sth. or sb. with eyes widely open for a long time without moving 凝视； 盯着看 -What are you staring at?**  -The scenery behind you.  —你在盯着看什么？  —你背后的风景。  **Note:** Both “gaze at ” and “stare at ” mean “look at something fixedly for a long time because of being attracted, surprised, or thinking, etc. ” “Stare at ” usually has the additional meaning of “with eyes widely open”. Also, it usually implies “with great attention”; “gaze at ” usually implies “in a dreamy and unaware state of mind ”.  **5.confess: v. admit sth. that you feel embarrassed about 承认 (使自己尴尬的事情)**  e.g.I had to confess my ignorance when they asked me to operate the car.  他们让我开车的时候 ，我不得不承认自己不会开。  **6 commence: v. (fml.) begin or start sth. 开始；着手**  e.g. He commenced speaking before all the guests had finished eating.  没等所有客人都吃完 ，他就开始讲话了。  **7.bloom vi. ifa plant or aflower blooms, itsflowers appear or open 开花； (花) 盛开**  e.g.These flowers will bloom all through the summer.  这些花整个夏天都会绽放。 |

|  |
| --- |
| **Useful expressions & Practical Phrases**  ( 1) be immune to 不受……影响的；对 ……有免疫力的  (2) expel sb. from sth. 开除  (3) proceed to sth. 进而做某事  (4) take the liberty of doing sth. 擅自做某事  **Step 5. Consolidation exercises (10mins)**  Fill in the blanks with the words given below. Change the form where necessary. Each expression can be used only once. (读写教程 P95)  **Step 6. Assignment (5mins)**  1. Practice all the new words and expressions in Para 5-7.  2. Read the following text and try to translate them. |
| **Ⅶ.Blackboard-writing**板书设计  Text A College sweethearts  I. Review new words  II. Listening and speaking  III. Warming up  IV. Background information  V. Language points  1. classic  2. head for  3. gaze at  4. stare at  5. confess  6. commence  7. bloom |
| **Ⅷ. Feedback**课后反思 |

|  |  |  |  |
| --- | --- | --- | --- |
| 章节标题  (课题) | **Unit4** **Dance** **with** **love** | 学时 | 2 |
| **Ⅰ. Teaching Content 教学内容**  1.Unit 4 Life under the spotlight (视听说教程)  2.Unit 4 Dance with love (读写教程) Text A College sweethearts 课文讲解 | | | |
| **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures  **2. Communicative objectives**  To be able to talk about romantic love  To be able to talk about your own opinions on college love  **3. Educational objectives**  To realize the advantages and disadvantages of college love | | | |
| **Ⅲ. Teaching Aims and Demands教学重点与难点**  1.Understand the main idea and structure of Section A  2.To apply language points and grammatical structures in the texts | | | |
| **Ⅳ. Teaching Aids教具**  Visual aids, projector, multi-media, blackboard | | | |
| **Ⅴ.Teaching Approaches教学方法**  1. Interaction  2. Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | |
| **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1. Review new words learned last period (5mins).**  **Step 2. Listening and speaking (30mins) (视听说教程).**  Listen to a long conversation and choose the best answer to each question you hear.  **Step 3. Structure Analysis (读写教程)(10mins)**  Main idea of section A: Text A is a narrative that tells a romantic story about the author herself. The story started with just curiosity about love during her college years and ended up with a happy marriage. The text can be grouped into three main parts: | | | |
| **Part One (Para. 1)** is the introduction which prepares for the topic of love. The narrator now has two daughter who are at the age of dating. They believe that their parents had a romantic story heading for marriage from the very beginning. However, it's not completely true. The narrator started dating Butch not for love but for fun because she wanted to get away from her boring college life.  **Part Two (Paras. 2-10)** is the major part of the narrative, consisting of nine paragraphs. It is interspersed with flashbacks of the narrator's dating experiences. The story records the long journey of love in a time sequence and describes in detail how she felt about Butch and how they together went through ups and downs for seven years before they finally got married. The chart on the next page contains the elaboration of the narrator's inner thinking and struggles in the course of her love journey.  **Part Three (Para. 11)** echoes the beginning of the narration to reiterate that their love actually started with a casual attraction only but bloomed into a mature love and rich life. Having weathered the storm of love, their marriage now has turned out to be a long, romantic, sometimes crazy, love story which sums up a 29-year long honeymoon.  **Step 4. Text study(40mins)**  **1.How do you understand the sentence “In a way, love just happens when you least expect it”(para.1)**  The author uses this sentence to tell her own love story. She didn't expect that she would end up marrying Butch. He became her boyfriend just because of her wish to find a cute boyfriend. She didn't really want to marry him at the beginning.  **2.Please read Paragraph 9 and answer the following questions.**  **Q: When do you think is the best time for young people to get married? Do you want to marry early?**   1. **Please read Paragraph 11 and the material on the next slide, then share your understanding about love and attitudes towards love .**   **Ⅳ. Ideological Politics**  It makes me feel like a man again, because I feel a great passion; and multifariousness, in which study and modern education entangle us, and the skepticism which necessarily makes us find fault with all subjective and objective impression, all of these are entirely designed to make us all small and weak and whining.  But love, not love for the Feuerbach-type of man, not for the proletariat, but the love for the beloved and particularly for you, makes a man again a man.  我又一次感到自己是一个真正的人，因为我感受到了一种强烈的热情。现代的教养和教育带给我 们的复杂性，以及使我们对一切主客观印象都不相信的怀疑主义，只能使我们变得渺小、孱弱、 牢骚不断。  然而爱情，不是对费尔巴哈那类型唯物主义哲学家的尊敬，不是对无产阶级的热爱，而是对值得 爱的事物尤其是对你的爱，使一个人重新成为真正的人。  ——马克思《致燕妮·马克思》 | | | |
| The love and marriage between Zhou Enlai and Deng Yingchao has been a popular story. Zhou Enlai was very concerned about Deng Yingchao. Despite his busy schedule, working 17 to 18 hours a day, he must make sure whether Deng yingchao was in bed by 10 p.m. or not every night before returning to the ofice to continue his work.  In more than half a century of their marriage, Zhou Enlai and Deng Yingchao, the model couple has always adhered to the eight mutual principle — mutual love, mutual respect, mutual encouragement, mutual assistance, mutual trust, mutual understanding, mutual concession and mutual comfort.  周恩来与邓颖超的恋爱与婚姻，一直成为世人传颂的佳话。周恩来对邓颖超十分关心。尽管他日理万机，每天工作十七八个小时，但是每天晚上10点，他一定要关心邓颖超是否上床安睡了，然后才回到办公室继续工作。在长达半个多世纪的婚姻生活中，周恩来和邓颖超始终奉行“互爱、互敬、互勉、互助、互信、互谅、互让、互慰”的“八互”原则，堪称恩爱的模范夫妻。  ——《周恩来风采》(中国中共文献研究会编)  **Step 5. Assignment(5mins)**  1.完成《大学英语翻译与写作教程》Unit4 翻译  2.熟练掌握知识点,完成《读写教程》相关练习 P98 、102 | | | |
| **Ⅶ.Blackboard-writing**板书设计  Text A College sweethearts  I. Review new words  II. Listening and speaking  III. Structure Analysis  Part One (Para. 1) is the introduction which prepares for the topic of love.  Part Two (Paras. 2- 10) is the major part of the narrative, consisting of nine paragraphs.  Part Three (Para. 11) echoes the beginning of the narration to reiterate that their love actually started with a casual attraction only but bloomed into a mature love and rich life.  IV. Text study | | | |
| **Ⅷ. Feedback**课后反思 | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 章节标题  (课题) | **Unit4** **Dance** **with** **love** | 学时 | 2 |
| **Ⅰ. Teaching Content 教学内容**  1.Unit 4 Life under the spotlight (视听说教程)  2.Unit 4 Dance with love (读写教程) Text A College sweethearts 完成课后练习 | | | |
| **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures  **2. Communicative objectives**  To be able to talk about romantic love  To be able to talk about your own opinions on college love  **3. Educational objectives**  To realize the advantages and disadvantages of college love | | | |
| **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. Understand the translation of Section A  2. Master the translation skills.  3. Write a composition to focus on a narrative essay | | | |
| **Ⅳ. Teaching Aids教具**  Visual aids, projector, multi-media, blackboard | | | |
| **Ⅴ.Teaching Approaches教学方法**  1. Interaction  2. Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | |
| **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1. Review the Structure Analysis learned last period. (5 mins)**  **Step 2. Listening and speaking (30mins) (视听说教程)**  Listen to a short passage and choose the best answer to each question you hear.  **Step 3. Exercises(50mins)**  Page 95  Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.  Page 97  Fill in the blanks with the newly-formed words in Activity 4. Change the form where necessary. Each word can be used only once.  Page 98  Fill in the blanks by selecting suitable words from the word bank. You may not use any of the words more than once.  Page 98  Fill in the blanks with the expressions given below. Change the form where necessary.Each expression can be used only once.  Page102  Translation  **Step 4. Assignment (5mins)**  1.完成《大学英语翻译与写作教程》Unit4 写作  2. 复习本单元所学内容并预习 Unit 5 | | | |
| **Ⅶ.Blackboard-writing**板书设计  Text A College sweethearts  I. Review new words  II. Listening and speaking  III. Doing Exercises   |  | | --- | | **Ⅷ. Feedback**课后反思 |  |  |  |  |  | | --- | --- | --- | --- | | 章节标题  （课题） | **Unit 5 The money game** | 学时 | 2 | | **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 5 Urban pulse（30 mins）  2.《读写教程》Unit 5 The money game Text A Spend or save – The student’s dilemma（60 mins） | | | | | **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures in Para 1-5  **2. Communicative objectives**  talk about if they should spend or save money and how can they do that correctly.  master the key words and phrases and sentence patterns in the text   1. **Educational objectives**   talk about why it is important for college students to spend money on their education | | | | | **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. To get deeper insights into the unit theme  2. To apply the new words and phrases in Para 1-5 appropriately | | | | | **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | | | **Ⅴ.Teaching Approaches教学方法**  1.Interaction  2.Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | | | **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step1 Listening and speaking (30mins)**  Unit 5 Urban pulse (视听说教程)  1. Watch a podcast from the beginning to the end for its general idea. (page 75)  2. Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks with the words that Hina uses. (page75)  3. Do they enjoy city life? Look at the people below and read the statements. Then watch Part 2 of the podcast and match the statements 1-6 to the people A-F.  **Step 2 Warm-up (10mins)**  **Ⅰ. Warming-up questions discussion about this unit**  1.Let the students talk about the core socialist values(社会主义核心价值观):  friendship (友善) harmony(和谐)  **Ⅱ. Ideological politics**  *Discussion*: The theme of Text A is about spend or save money. Please read the following sentences.  夫君子之行，静以修身，俭以养德。——诸葛亮《诫子书》  This is a way of life for a man of virtue: to cultivate his character by keeping a peaceful mind, and nourish his morality by a frugal living.  倡导简约适度、绿色低碳的生活方式，反对奢侈浪费和不合理消费，……  ——中国共产党第十九次全国代表大会报告  We encourage simple, moderate, green, and low-carbon ways of life, and oppose extravagance and excessive consumption.  **Step 4 Pre-reading（10mins）**   1. **Discussion**   1. How to manage money as a college student?  2. What do college students spend their money on?  **Main structure**  Read the whole passage and divide the text into several parts.  **Step 5 While-reading（30mins）**  **Ⅰ. Structure analysis**  Main idea of section A: this text talks about the paradox of messages that surround people: the “permissive” messages that persuade people to indulge and spend money vs. the “upright” messages that advise people to suspend desires and save money. The essay can fall into three parts:  Part I (Paras.1-2) serves as an introduction to the essay topic “spend or save”.  Part II (Paras.3-6) relates their psychological and social consequences.  Part III (Paras.7-9) concludes the essay.  **Ⅱ. Introduction part (Para 1-2)**  1. Please read the sentences from Paragraph 1 and discuss the following questions with your partner.  **Q: 1) What are the two key words that can describe the characteristics of American and Chinese consumption views in the passage? Is it true to Chinese people?**  Loan and deposit. I think it is true that Chinese people like saving money first and spending it only when necessary. It is regarded as a traditional virtue if a person can control desire of consumption.  However, with the booming of the economy, the consumption view is also developing. Many people accept the way of consumption by the loan and tend to use credit cards or digital credit platforms like Huabei, especially for the young generation. Growing amid rapid Internet development and abundant applications, they are independent and smart with their money and know how to make most out of the credit service while avoiding overspending. It is reported that the money they put in Yu’ebao is 4.5 times as much as they pay through Huabei.  **Q: 2) What does thrift mean? What’s your idea about it?**  Thrift means the habit of saving money and spending it carefully so that nothing would be wasted. It is the ancient Chinese consumption ideology based on objecting extravagance and praising austerity. Such aconsumption concept has played a tremendous role for social development.  In my opinion, as college students, we should try our best to form the awareness of being thrifty and take actions to practice the virtue. We should spend money reasonably and learn how to manage money in order to lead a healthy and meaningful life.  **Q: 3) What’s your consumption habit in daily life?**  I always try to keep balance between spending and saving by making a budget and only buying things I need. I also use credit cards or Huabei when necessary but always remember to pay back in time. In addition, I get extra income by depositing in the bank or Yu’ebao, which can accrue interests.  **Ⅲ. Vocabulary study**  **1. manipulate**  **v**t. 1) make sb. think and behave exactly as you want them to, by skillfully deceiving or influencing them  操纵，控制（某人的思想和行为）  You have the constant feeling you are being manipulated by advertisements.  你总有一种被广告操纵的感觉。  vt. 2) skillfully handle, control, or use sth. （熟练地）控制，操作，使用  Primitive man quickly learned how to manipulate tools.  原始人很快就学会了使用工具。  **2.contradict**  v. disagree and cannot both be true in two statements, two pieces of evidence, two stories, etc. 与…抵 触；与…矛盾；违背  The result seems to contradict a major US study reported last November.  这一结果似乎和去年 11 月美国发表的一项重要成果相矛盾。  vt. be resistant to 反驳  Young children should never contradict what their parents say.  孩子们绝对不应顶撞父母。  **3.defy**  vt. 1) happen in a way that is different from what usu. happens or what you expect 违反  This celebration of Thanksgiving defies tradition.  这个感恩节庆典仪式没有遵循传统。  vt. 2) refuse to obey sb. or sth. 违抗；不服从  If you defy the law, you may find yourself in prison.  如果你不服从法律, 你就可能会坐牢。  **4.contradict**  v. disagree and cannot both be true in two statements, two pieces of evidence, two stories, etc. 与…抵触；与…矛盾；违背  Her account of the accident contradicts that of the other driver.  她对事故的陈述和另一位司机的说法不一致  **5.recession**  n. [C, U] a difficult time when there is less trade, business activity, etc. in a country than usual （经济）衰退，萧条  The recession has led to many small businesses going bankrupt.  经济衰退导致许多小企业破产。  **6.grave**  a. very great, bad (problems, situation or worries) 严重的；重大的；严峻的  The disaster area is very grave and appears to be deteriorating.  灾区情况非常严重，而且看起来正在恶化。  **7.nasty**  a. extremely unkind and unpleasant (behavior or remarks) 不友善的；不好的；恶毒的  Don’t be so nasty to your brother ‒ he’s just four years old!  别对你弟弟这么凶——他才4岁！  **8.tone**  n. [C] the way your voice sounds, which shows how you are feeling or what you mean（说话的）语气，口气，腔调  It wasn’t so much what she said that annoyed me ‒ it was her tone.  让我生气的不是她所说的话，而是她说话的语气。   1. **resume**   v. (fml.) start doing sth. again after stopping or being interrupted, or an activity or process starts again after a pause （中断之后）继续，重新开始  He stopped to take a sip of water and then resumed speaking.  他停下来喝了一口水，然后继续发言。  **Step 6 Summary(5mins)**  1. New words and expressions  2. The structure and main idea of the introduction part  **Step 7 Assignment**  1.Practice all the new words and expressions in Para 1-2.  2. Read the following text and try to translate them. | | | | | **Ⅶ.Blackboard-writing**板书设计 | | | | | **Ⅷ. Feedback**课后反思   |  |  |  |  | | --- | --- | --- | --- | | 章节标题  （课题） | **Unit 5 The money game** | 学时 | 2 | | **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 5 Urban pulse（30 mins）  2.《读写教程》Unit 5 The money game Text A Spend or save – The student’s dilemma（60 mins） | | | | | **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures in Para3-6  **2. Communicative objectives**  To be able to talk about if they should spend or save money and how can they do that correctly.  To be able to master the key words and phrases and sentence patterns in the text  **3.Educational objectives**  To be able to talk about why it is important for college students to spend money on their education | | | | | **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. New words and expressions in Para 3-6  2. A whole understanding of the Para 3-6 | | | | | **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | | | **Ⅴ.Teaching Approaches教学方法**  1. Interaction  2. Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | | | Ⅵ.Teaching Procedure教学过程设计 (90mins)  **Step 1 Review (5mins)**  Test on the word and phrases we have learned  Review the Structure Analysis learned last period.  **Step 2 Listening and speaking (30mins)Unit5《大学英语专题听力-新闻》**  Listen to the News Items  Directions: Now, you will hear News Item2. At the end of the news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you are supposed to choose the best answer from the four choices marked A),B),C) and D).  **Step 3 Pre-reading (10mins)**  Presentation: Ss present answers to the questions in class.  Questions  1. What’s the main source of your daily expenses?  2. How much are your monthly expenses?  3. Do you spend money based on your budget?  4. What costs most of your money as a college student?  5. If you have extra money, do you prefer to save it or spend it immediately?  **Step 4 While-reading (40mins)**  **Ⅰ. Part II Body Part (Paras.3-6)**  Every day we get two sets of messages at odds with each other. The “upright” message urges us to work hard and save, suspend our desires, and avoid luxuries. The permissive advertisements urge us to spend. the essential message from ads is anyhow cemented into our consciousness already. As psychological and social consequences, people get confused with the two contradictory messages.  **Ⅱ. Question for understanding**  **1. Please read Paragraph 3 and some other materials, then answer the following questions.**  The paradox is that every day we get two sets of messages at odds with each other. One is the “permissive” perspective, “Buy, spend, get it now. You need this!” The other we could call an “upright” message, which urges us, “Work hard and save. Suspend your desires. Avoid luxuries. Control your appetite for more than you truly need.” This message comes to us from many sources: from school, from parents, even from political figures referring to “traditional values”. Hard work, family loyalty, and the capacity to postpone desires are core American values that have made our country great.  **Further reading(思政)**  Young people shall nurture and practice core socialist values, … and guard against wrong ideas such as money worship, hedonism, extreme individualism and historical nihilism. …  新时代中国青年要自觉树立和践行社会主义核心价值观，……自觉抵制拜金主义、享乐主义、极端个人主义、历史虚无主义等错误思想,……  ——习近平 2019 年 4 月在纪念五四运动 100 周年大会上的讲话  **Q: 1) Have you ever got two sets of messages at odds with each other like the author mentioned?**  Yes, I’ve experienced both the permissive and upright messages in my daily life.  Everyday there are many advertisements tempting me into spending money. They are sent from TV, e-commerce platforms, advertising pages, magazines, etc. When the cell phone is turned on, the permissive messages pop up right away. On the other hand, the upright messages are also surrounding me. The frugal habits are passed down from the elder family members, so I bear the suggestions of being thrifty in mind since I was a little kid. I’m also taught the virtue of frugality at school or from mass media.  **Q: 2) As a youngster in the new age, which one will you follow, the permissive message or the upright message?**  The upright message mentioned in the article is consistent with our traditional culture, which encourages hard work and thrift. I support such advocate for the frugal lifestyle and want to be the practitioner. As an ancient Chinese saying goes, frugality cultivates virtue. Fighting against extravagance and waste is also related to social morality. I want to resist the temptation of spending and be a wise consumer. As a young Chinese, I’d like to manage my money better, cherish the resources and lead a simple and meaningful life.  **3. Please read the sentences from Paragraph 6 and answer the following questions.**  What happens as we take in these contradictory but explicit messages? What are the psychological and social consequences of this campaign to control our spending habits? … On the other hand, a little voice inside us echoes those upright messages: “Watch out, take stock of your life, don’t let your attention get scattered. Postpone your desires. Don’t fall into debt. Wait! Retain control over your own life. It will make you stronger.”  **Q: 1) What are campus loans? What are the dangers campus loans may bring to college students?**  Campus loan generally refers to a loan given to a college student on the campus, but it is in essence a private loan. Internet lenders, most of whom are loan sharks, offer such loans to students who need the money to meet their college and other expenses. The demand for such loans is high because it is relatively easy to apply for and receive. But these loans come with high interest rates and often with collateral security. Campus loan may bring many dangers. Firstly, it will lead to personal information leakage, like ID card, student card, bank details, information of contacts and so on; Secondly, high interest rate may result in heavy financial burdens; Thirdly, sometimes loan sharks use loan tricks, for example, they may lure students to sign a contract for a huge loan with high overdue charge, but lend them only a small amount. Once being cheated, the economic situation and confidence of students will be destroyed.  **Q: 2) What should college students do to avoid these dangers?**  In order to avoid the trap laid by campus lenders, the students should limit the consumption to what they really need, increase their financial knowledge and learn how to protect themselves using legal means if they fall in trouble even after taking a loan to pay for their necessary college expenses.  **Ⅲ. Vocabulary study**   1. **odds**   n. [pl.] (at ~ with) if things are at odds with each other, they are different or opposite when they should be the same （与某物）不一致，相矛盾  As she grew up, she found herself increasingly at odds with her parents.  长大了，她发现自己与父母意见越来越有分歧。   1. **upright**   a. always behaving in an honest way 正直的；诚实的  She behaved as any upright citizen would have under critical circumstances.  她在危急情况下的做法和所有正直公民一样。   1. **urge**   vt. advise sb. very strongly about what action or attitude they should take 极力劝告；敦促；催促  The UN has urged the member states to honor the peace treaty.  联合国已敦促各成员国尊重这项和平条约。   1. **suspend**   vt. officially stop sth. from continuing, esp. for a short time 暂停；中止  Operations at the plant have been suspended because of safety concerns.  出于安全考虑暂停该工厂的生产经营。   1. **Appetite**   n. [C] a desire or liking for a particular activity 欲望；爱好  The public’s appetite for celebrity gossip seems insatiable.  公众获取名人小道消息的欲望似乎永远难以满足   1. **refer to**   mention or speak about sb. or sth. 提到；谈到  The premier referred to the subject of education several times in the report on the work of the government.  总理在政府工作报告中好几次提到教育这个话题。   1. **disguise**   vt. change one’s appearance so that people cannot recognize him 装扮；假扮  To get into the building, I disguised myself as a reporter.  为了进入大楼，我装扮成记者。   1. **invade**   v. go into a place in large numbers, esp. when you are not wanted （尤指不受欢迎地）大量涌入，蜂拥而至  Cannes was invaded this week by top names from the film industry.  本周戛纳城云集了来自电影业的顶尖人物。   1. **do one’s utmost**   try as hard as possible 竭尽全力（做某事）  He said he would do his utmost to achieve a peaceful solution.  他说他将竭尽全力促成一个和平解决方案。   1. **shortage**   n. [C, U] a situation in which there is not enough of sth. that people need 短缺；不足；缺乏  Refugees are facing serious food and fuel shortages.  难民们面临着食物与燃料的严重短缺。  **Ⅳ. Ideological Politics**  Discussion: 1. Please read Paragraph 3 and some other materials, then answer the following questions.  The paradox is that every day we get two sets of messages at odds with each other. One is the “permissive” perspective, “Buy, spend, get it now. You need this!” The other we could call an “upright” message, which urges us, “Work hard and save. Suspend your desires. Avoid luxuries. Control your appetite for more than you truly need.” This message comes to us from many sources: from school, from parents, even from political figures referring to “traditional values”. Hard work, family loyalty, and the capacity to postpone desires are core American values that have made our country great.  Young people shall nurture and practice core socialist values, … and guard against wrong ideas such as money worship, hedonism, extreme individualism and historical nihilism. …  新时代中国青年要自觉树立和践行社会主义核心价值观，……自觉抵制拜金主义、享乐主义、极端个人主义、历史虚无主义等错误思想,……  ——习近平2019年4月在纪念五四运动100周年大会上的讲话  **Step 5. Summary (5mins)**  1. New words and expressions  2. The structure and main idea of body part  Step 6. Assignment  1. Practice all the new words and expressions in Para 3-6.  2. Read the following text and try to translate them. | | | | | **Ⅶ.Blackboard-writing**板书设计 | | | | | **Ⅷ. Feedback**课后反思 | | | | | 章节标题  （课题） | **Unit 5 The money game** | 学时 | 2 | | **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 5 Urban pulse（30 mins）  2.《读写教程》Unit 5 The money game Text A Spend or save – The student’s dilemma（60 mins） | | | | | **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures in Para3-6  **2. Communicative objectives**  To be able to talk about if they should spend or save money and how can they do that correctly.  To be able to master the key words and phrases and sentence patterns in the text  **3.Educational objectives**  To be able to talk about why it is important for college students to spend money on their education | | | | | **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. To understand the main idea of Text A  2. To master argumentative writing skills in English | | | | | **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | | | **Ⅴ.Teaching Approaches教学方法**  1. Interaction  2. Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | | | **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1 Review (5mins)**  1. Test on the word and phrases we have learned.  2. Review the Structure of the text learned last period and try to summarize the main idea.  **Step 2 Listening and speaking (30mins)**  Unit 3 Urban pulse (视听说教程)  Listen to a long conversation and choose the best answer to each question you hear.  **Step 3 Pre-reading (5mins)**  **Questions for group discussion:**  1.What is the writing structure of the text?  2.What is the main idea of the text?  **Step 4 While-reading (20mins)**  **Ⅰ. Conclusion Part (Para. 7-9)**  Part Ⅲ It is important to learn how to balance spending and saving to make your life better.  **Ⅱ. Main idea**  Students should learn how to become a smart and educated consumer and how to successfully manage their finances, which will help them gain a successful and production life.  **Ⅲ. Vocabulary Study**   1. **well-being**   n. [U] a feeling of being comfortable, healthy and happy 舒适；健康；幸福  Divorce has a strong effect on people’s psychological well-being.  离婚对人们的心理健康有着强烈的影响。   1. **Ingredient**   n. [C] a quality you need to achieve sth. （完成某事的）要素，因素  Good communication is an essential ingredient of good management.  良好的沟通是成功管理的基本要素。   1. **Hinder**   vt. make it difficult for sth. to develop or succeed 阻碍；妨碍；阻止  Bad weather is hindering the search for survivors.  恶劣的天气阻碍着对幸存者的搜寻工作。   1. **Option**   n. [C] a choice you can make in a particular situation 选择；可选择的东西  We’ve discussed all the marketing options and decided to go for television advertising.  我们对所有供选择的市场推广方案进行了讨论，决定选择电视广告。   1. **Administration**   n. [U] the process of being responsible for managing a business, organization, or institution 经营过程；管理过程  Teachers complain that more of their time is taken up with administration than with teaching.  教师们抱怨他们花在行政工作上的时间超过了教学的时间。  **Ⅳ. Ideological Politics**  Q: Please read the sentences from Paragraphs 8-9 and some other materials, then answer the following question.  How can you be a smart and educated consumer? Many schools, community organizations, and even some banks offer financial literacy classes. Consider consulting with your school’s financial aid office or seek input from your parents or other respected adults in setting up a budget.  All this will help you become an educated consumer and saver. As you learn to balance spending and saving, you will become the captain of your own ship, steering your life in a successful and productive direction through the choppy waters.  The two paragraphs are about how to educate students to be wise and rational consumers. College students should learn to balance saving and spending, in order to focus on the primary goals and lead a meaningful life.  **No matter what level of development our country reaches and no matter how far the people’s livelihood improves, the idea of hard work, diligence and frugality must never be abandoned. Hard work and thrift are not only an important guarantee for our development and growth along the way, but also an important guarantee for us to build on our past achievements and create new achievements.**  **不论我们国家发展到什么水平，不论人民生活改善到什么地步，艰苦奋斗、勤俭节约的思想永远不能丢。艰苦奋斗、勤俭节约，不仅是我们一路走来、发展壮大的重要保证，也是我们继往开来、再创辉煌的重要保证。**  **——习近平2019年3月参加十三届全国人大二次会议内蒙古代表团审议时的讲话**  **Step 5 Post-reading(10mins)**  **Critical thinking 批判性思考题**   * **Group discussion:** Ss discuss the question in groups in class and learn to understand different viewpoints in a passage.   1) Do you prefer to spend or save? Why?  2) How do you know whether you’re overspending or not?  3) How can you handle your money efficiently?   * **Purpose:** To develop Ss’ critical thinking ability.   **Step 6 Essay writing(15mins)**  Learning the subject-by-subject pattern in a comparison / contrast essay  We’ve learned how to write a comparison / contrast essay in B1U3 by using the point-by-point pattern. In this unit, we will learn another pattern-subject-by-subject, to organize our supporting ideas in a comparison / contrast essay.  Step 1: Make a list of points for comparison or contrast: homework assignment, type of exam, class organization, grading system, and style of teaching. The chart below illustrates how you can list your points.  Step 2:  Study the list and decide whether to write about similarities or differences, or both. It is usually best to concentrate on one or the other. If there are more similarities on the list, you might need to omit differences, or vice versa. The following chart illustrates how you can organize the details with the subject-by-subject pattern.  **Step 7 Summary (5mins)**  1. Structure Analysis  2. Writing  **Step 8 Assignment**  1. Exercises in “Language focus” and “Translation”  2. Writing practice：Write an essay of no less than 150 words with the help of the following outline.  Topic: Bryan and Peter’s different spending habits  Introduction: Even though Bryan and Peter are close friends, their spending habits are very different.  Body:  Subject A: Bryan  Only spends money when it’s necessary.  Saves money whenever he can  Subject B: Peter  Often spends money on expensive items.  Never saves any money for the future.  Conclusion: Bryan and Peter are very different in the way they spend money. | | | | | **Ⅶ.Blackboard-writing**板书设计 | | | | | **Ⅷ. Feedback**课后反思 | | | | | 章节标题  （课题） | **Unit 5 The money game** | 学时 | 2 | | **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 5 Urban pulse（30 mins）  2.《读写教程》Unit 5 The money game Text A Spend or save – The student’s dilemma（60 mins） | | | | | **Ⅱ. Teaching Aims and Demands教学目标及要求**  1. To use the words, phrases in the text  2. To be acquainted with the translation skills | | | | | **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. To make sure Ss get a clear understanding of the exercises  2. To master the translation skills | | | | | **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | | | **Ⅴ.Teaching Approaches教学方法**  1. Interaction  2. Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | | | **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1 Review (5mins)**  T summarizes the key problems coming from Ss’ compositions.  **Step 2 Listening and speaking (30mins)**  Unit 3 Urban pulse (视听说教程)  Further practice in listening  Passage 1: Listen to a short passage and choose the best answer to each question you hear.  **Step 3. Practice (50mins)**   1. **Language focus**   Exercises of the text：Word in use ③ + Bank cloze ⑥ + Expressions in use ⑦   * **Task**: T summarizes the key and difficult problems in dealing with exercises on page 126. * **Purpose**: To make sure Ss get a clear understanding of the exercises.  1. **Translation**   **1. Exercises：Translation“丝绸之路” ⑩ + Translation**  **2. Translation Skills**  It’s been calculated that by the age of 18, the average American will… (Para. 5)  It is calculated that… 结构的翻译  英语中很多句式由于被广泛使用而成为了固定句式，有了固定的意思和翻译方法，It is calculated that … 就是其中之一。在这个结构中，it 是形式主语，而真正的主语是that 引导的从句。常见的方法是译成“据计……”。  It is calculated that… 结构的翻译  类似的表达还有：  It is said that… 据说……  It is reported… 据报道……  It is announced that… 据宣布……  It is estimated that… 据估计……  It is proved that… 据证实……  It is considered that ... 据了解  有些表达在翻译时不宜译作“据……”，这时可以添加主语“人们”或“有人”，译为“人们……”，“有人……”等。  例如：  It is believed that … 人们相信……  It is thought that … 人们认为……  It is generally accepted / agreed that … 人们普遍认为……  It is claimed that … 人们/ 有人主张……  It is found that … 人们发现……  It is pointed out that … 有人指出……  拓展：汉语中“据报道……”、“人们认为……”等表达，可采用It is reported/believed…结构来翻译，也可根据具体情况灵活处理。  据记载，共有72位帝王曾到泰山游览。  分析：“据记载”可用it is recorded、according to records、records show等结构来翻译。  译文：  It is recorded that a total of 72 emperors had visited Taishan Mountain. （或 A total of 72 emperors are recorded as having visited Taishan Mountain.   1. **Ideological politics**   **Please read the materials about green consumption and answer the following questions.**  The report of the 19th National Congress of the Communist Party of China points out, “We encourage simple, moderate, green, and low-carbon ways of life, and oppose extravagance and excessive consumption. We will launch initiatives to make Party and government offices do better when it comes to conservation, and develop eco-friendly families, schools, communities, and transport Services.”  党的十九大报告指出,“倡导简约适度、绿色低碳的生活方式,反对奢侈浪费和不合理消费,开展创建节约型机关、绿色家庭、绿色学校、绿色社区和绿色出行等行动”。  College students are the special consumptive group, who are playing the role of leading the trend of social consumption in the future. The consumption concept and behavior are rational or not, is not only related to the healthy growth for themselves and the effects of ideological and political education in colleges, but also has the important influence to economic and social development and building an ecological civilization.  大学生是特殊的消费群体,扮演着引领未来社会消费趋势的角色。大学生的消费观与消费行为是否理性,不仅关系到自身的健康成长和高校思想政治教育的效果,也对我国经济社会发展、生态文明建设等产生重要影响。  … green consumption is strikingly different from the frugal and conservative view of consumption in tradition period, and it is the civilized and healthy consumption conception in the new era. … under principles of socialist core values, guided by the idea of green development, … help college students to establish the green consumption view, to form the green developed thought and life style, to meet college student’s “ever-increasing needs for a better life”, and to promote the growing up and developing in a free and all-round way of them.  绿色消费观有别于传统节俭、保守的消费观，是新时代文明、健康的消费观。……以社会主义核心价值观为统领,以绿色发展理念为指导,帮助大学生树立绿色消费观,形成绿色发展思维与绿色生活方式,满足大学生“日益增长的美好生活需要”,促进大学生成长成才和自由全面发展。  ——《大学生绿色消费观教育研究》  Q: 1) What do you think about the concept of green consumption?  Q: 2) What should be done to put green consumption into practice?  **Step 4 Summary (5min)**  1. The key and difficult problems in dealing with exercises.  2. Translation skills  **Step 5 Assignment作业**  1. Preview unit 6.  2. Finish online exercises of unit 5. | | | | | **Ⅶ.Blackboard-writing**板书设计 | | | | | **Ⅷ. Feedback**课后反思 | | | | | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 章节标题  （课题） | **Unit 6 Less is more** | 学时 | 2 |
| **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 6 Climbing the career ladder（30 mins）  2.《读写教程》Unit 6 Less is more Text A Door closer, are you?（60 mins） | | | |
| **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures in Para 1-3  **2. Communicative objectives**  To be able to talk about decision making  **3. Educational objectives**  To develop a critical view on decision making | | | |
| **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. To get deeper insights into the unit theme  2. To apply the new words and phrases in Para 1-3 appropriately | | | |
| **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | |
| **Ⅴ.Teaching Approaches教学方法**   1. Interaction 2. Q&A   3. Discussion in pair or in group  4. Task-based language teaching method | | | |
| **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1 Listening and speaking (30mins)**  Unit 6 Climbing the career ladder《视听说教程》   1. Watch a podcast from the beginning to the end for its general idea. 2. Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks with words that Hina uses. 3. What do they do? Where do they work? Look at the people below and read the statements. Then watch Part 2 of the podcast and check the true statements. 4. What are the best things about their jobs? Look at the people and read the statement. Then watch Part 3 of the podcast and match the statements 1-7 to the people A-F.   **Step 2 Warm-up (10mins)**  **Ⅰ. Warming-up**  Watch the video and take notes to complete the following tasks.  Task 1: Please circle True or False based on your notes.  1) “Less is more” is related to a popular movement called “maximalism”.  2) Minimalism means to live with less, to basically declutter your life.  3) Minimalism is also a term used in design when you use very few elements to convey your idea.  Task 2: Do you agree with the saying “less is more”? Why or why not?  **Ⅱ. Ideological politics**  1.Translate the sentences into Chinese.  Young people are faced with a wide range of choices. But what is important for you is to be guided by a correct world view, outlook on life and sense of values when you are making your choices. The life experiences of countless successful people suggest that young people who choose to endure hardships will be duly rewarded, and those who make contributions to society are the ones who deserve respect.  青年面临的选择很多，关键是要以正确的世界观、人生观、价值观来指导自己的选择。无数人生成功的事实表明，青年时代，选择吃苦也就选择了收获，选择奉献也就选择了高尚。  ——习近平在2013年五四青年节同各界优秀青年代表座谈时的讲话  Who is content  Needs fear no shame.  Who knows to stop  Incurs no blame.  From danger free  Long live shall he.  故知足不辱，知止不殆，可以长久。  ——《道德经·第四十四章》  **Step 3 Pre-reading（10mins）**   1. **Discussion**   Q1: As far as choices in our daily life are concerned, have you ever been troubled with such dilemma: to keep all or to give up some?  Just as all people have to make decisions in their everyday lives, college students are always faced with the dilemma of making right choices. Faced with an abundance of options to choose from, they can’t bear the pain to lose any opportunity and have a strong desire to keep all the options open. They try to avoid such an emotional loss, and would rather pay the high cost to keep all the doors of opportunity open.  Q2: What is the proper way to deal with this dilemma? Is more always better than less?  Evidences show that people feel less happy and more depressed when given an overabundance of choice.  The tendency to keep all our doors of choices open might have damaged our life, and we can get greater pleasure and more satisfaction by focusing our energy and attention on fewer options and things. More is not necessarily better in life. We should close some doors in order to allow for the right windows of opportunity and happiness to open.  **Step 4 While-reading（30mins）**  **Main structure**  Read the whole passage and divide the text into several parts.  **Ⅰ. Structure analysis**  Text A consists of five major parts. In the text, the author analyzes the underlying reasons why people are reluctant to let options go, using various writing methods such as cause and effect.  Part I (Paras.1-3) introduces a story of closing doors to open windows of opportunity about Xiang Yu. Facing choices of rival options, he made an unusual decision - ordering his troops to crush cooking pots and burn their sailing ships. By doing this, he closed the door for retreating from the enemy’s territory but opened the window for winning the battle.  Part II (Para.4) serves as a transition from the ancient story of Xiang Yu to the modern story of the students at MIT. Through conducting an experiment on human’s irrational behavior, Dr. Ariely found that people just couldn’t bear to see their options vanish though they knew it would benefit them to let go.  Part III (Paras.5-9) mainly focuses on the experiment conducted by Dr. Ariely. He first explains the purpose and significance of the experiment,  and the process of the students losing money. Then he points out the real cause of the students’ irrational behavior. Finally he emphasizes that in life the doors are actually closing slowly and we don’t see the future vanishing away.  Part IV (Paras.10-12) suggests how we can balance our lives by reducing unnecessary options such as prohibition of overbooking, trying to lessen the load, remembering the lessons of door closers like Xiang Yu, and keeping those activities enriching our lives.  Part V (Paras.13-14) concludes the essay, and meanwhile it raises the question if more is better than less. We should close certain doors in order to allow the right windows of opportunity and happiness to open.  **II.Introduction part (paras 1-3)**  Part I (Paras.1-3) introduces a story of closing doors to open windows of opportunity about Xiang Yu. Facing choices of rival options, he made an unusual decision - ordering his troops to crush cooking pots and burn their sailing ships. By doing this, he closed the door for retreating from the enemy’s territory but opened the window for winning the battle.  **III. Questions for understanding**  Q1: Why did General Xiang Yu order his troops to crush their cooking pots and burn their sailing ships when crossing the Zhang River?(Para.3)  to impose on his troops a necessary sacrifice to achieve victory over their opponents.  to inspire the soldiers be more determined and concentrated on the battles.  Q2: Is “Po Fu Chen Zhou” a reasonable strategy or a gamble? Please discuss with your classmates about the reasons why Xiang Yu succeeded on the battlefield.  The success of Xiang Yu is not a gamble, but a wise choice out of huge courage and confidence.  On the one hand, the enemy Xiang Yu faced was very powerful. Only by cutting off all means of retreat could Xiang Yu encourage his soldiers to fight to the end. Such behaviors showed his confidence in the loyalty and the capability of the troops. The trust from the commander could also encourage soldiers.  On the other hand, in such condition, the enemy could not be defeated in normal ways. The soldiers had to move faster to seize the opportunity before the enemy was ready. In this case, boats and cooking pots were no longer resources but burdens. Only if the troops gave up these burdens could they catch a fighting chance.  **IV. Vocabulary study**  **1. rival: a. (only before noun) used about a person or group that competes against sb. or sth. else 竞争的；对抗的**  The companies produce rival versions of the toy to seize more market share.  这些公司生产玩具竞品来抢占市场份额。  **2. imperial: a. (only before noun) relating to an empire or to the person who rules it 帝国的；皇帝的**  History is full of attempts at imperial domination.  历史中充满了对皇权统治的争夺。  **3.raid: n. [C] a short attack on a place by soldiers, planes, or ships, intended to cause damage but not take control 突袭；袭击**  In the second world war, they carried out a surprise, early-morning raid on the naval base of the United States.  二战中，他们在凌晨对美国海军基地发动了突袭。  **4. territory: n. [C, U] land that is owned or controlled by a particular country, ruler, or military force 领土；版图；领地**  The UN is sending aid to the occupied territories.  联合国正在向被占领地区提供援助。  **5. impose sth. on sb.: force sb. to have the same ideas, beliefs, etc. as you 将…强加于…**  I wouldn’t want to impose my views on anyone else.  我不想把自己的观点强加于其他任何人。  **6.opponent: n. [C] sb. who you try to defeat in a competition, game, fight, or argument （竞争、比赛等的）敌手，对手**  In the second game, her opponent hurt her leg and had to retire.  在第二局，她的对手拉伤了腿，不得不退出比赛。  **7. loyal: a. always supporting your friends, principles, country, etc. 忠贞的；忠实的；忠诚的**  Jack has been a loyal worker in this company for almost 50 years.  杰克是这家公司忠诚的员工，已经干了快50年了。  **8. go up in flames: suddenly begin burning in a way that is difficult to control 突然着火**  A car had overturned and went up in flames.  汽车翻了，燃起了熊熊大火。  **9. genius: n. [U] a very high level of intelligence, mental skill, or ability, which only a few people have 天才；天赋**  Baking allows you to show your creative genius.  在烘焙中你可以一展创造才能。  **10. conviction: n. [C] a very strong belief or opinion 坚定的信仰（主张）**  At that time, people held the conviction that they could become rich if they worked hard.  当时人们坚信只要努力工作，就能致富。   1. **validate: vt. (fml.) prove that sth. is true or correct, or make a document or agreement officially and legally acceptable 证实；使生效；使合法化**   The latest evidence does seem to validate his claim.  最新证据似乎的确证实了他的说法。   1. **exception: n. [C, U] sth. or sb. that is different in some way from other people or things and so cannot be included in a general statement 例外；除外**   Men are usually quite good at map-reading but Tim is the exception.  通常男性都很会看地图，但蒂姆却是个例外。  There are some exceptions to every grammatical rule.  每条语法规则都有一些例外的情况。   1. **veteran: a. very experienced and skilled in a particular activity 经验丰富的；老练的**   He’s a veteran math teacher who has 12 years of teaching experience.   1. **conquest: n. [C, U] the act of defeating an army or taking land by fighting 击败；征服；攻占**   He had led the conquest of southern Poland in 1939.  1939年，他指挥了攻占波兰南部的行动。   1. **summit: n. [C] (fml.) the greatest amount or highest level of sth. 某事物的顶峰；某事物的极点**   Working with her was the summit of my life’s experience.  与她共事是我生活经历的顶峰。  **Step 6 Summary(5mins)**  1. New words and expressions  2. The structure and main idea of the introduction part  **Step 7 Assignment**  1. Practice all the new words and expressions in Para 1-3.  2. Read the following text and try to translate them. | | | |
| **Ⅶ.Blackboard-writing**板书设计 | | | |
| **Ⅷ. Feedback**课后反思   |  |  |  |  | | --- | --- | --- | --- | | 章节标题  （课题） | **Unit 6 Less is more** | 学时 | 2 | | **Ⅰ. Teaching Content 教学内容**  1.《大学英语专题听力》Unit 3（30 mins）  2.《读写教程》Unit 6 Less is more Text A Door closer, are you?（60 mins） | | | | | **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures in Para 4-9  **2. Communicative objectives**  To be able to talk about decision making  **3. Educational objectives**  To develop a critical view on decision making | | | | | **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. New words and expressions in Para 4-9  2. A whole understanding of the Para 4-9 | | | | | **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | | | **Ⅴ.Teaching Approaches教学方法**  1. Interaction  2. Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | | | **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1 Review (5mins)**   1. Test on the word and phrases we have learned 2. Review the Structure Analysis learned last period.   **Step 2 Listening and speaking (30mins)**  Unit 3《大学英语专题听力-新闻》  Listening to News Item 2  Directions: Now, you will hear News Item 2. At the end of the news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you are supposed to choose the best answer form the four choices marked A), B), C) and D).  **Step 3 Pre-reading (5mins)**   * **Presentation: Ss present answers to the questions in class.**   1) 1.What do you know about Dan Ariely?  Dan Ariely, American economist and psychologist, wrote a book in 2008 entitled *Predictably Irrational*(可预见的非理性): *The Hidden Forces That Shape Our Decisions*. In the book he challenges readers’ assumptions about making decisions based on rational thought. He explains, “My goal, is to help you fundamentally rethink what makes you and the people around you tick.”  **Step 4 While-reading (45mins)**  **Ⅰ. Part II Body Part (Paras.4-9)**  This part focuses on the experiment conducted by Dr. Ariely. He points out the real cause of the students’ irrational behavior: to avoid the immediate pain of watching options close. He then emphasize that in life the doors are actually closing slowly and we don’t see our future opportunities vanishing away.  **Ⅱ. Question for understanding**  Q1: According to Dr. Ariely’s book, Predictably Irrational, what might be a weakness of human beings? (Para.4)  His experiment shows that people just couldn’t bear to see their options vanish though they knew it would benefit them to let go.  Q2: What’s the significance of doing the experiments? (Para.5)  The experiment enabled people to see why it’s always so hard for them to say “NO” to any opportunity that came to them. In everyday life, people just give excuses to keep options open.  Q3: What’s the winning strategy when playing the computer game? (Para.6)  Students should quickly check all the doors and keep clicking on the one with the highest cash. They should absolutely ignore the vanishing doors.  Q4: How did students loss money because of their irrational efforts to keep the vanishing doors open? (Para.7)  In the game, any door left un-clicked for a short while would vanish. Instead of ignoring the vanishing doors, the students rushed to click on them before they vanished, so they lost money in the end.  Q5: Why are the corresponding costs often less obvious in life than in the experiments?(Paras.8-9)  Because in life the doors are closing slowly, not like the ones on the computer in the experiment, so people don’t really see the opportunities actually vanishing away little by little.  **Ⅲ. Vocabulary study**  **1. be featured in: be included or shown as a special or important part of sth., or be included as an important part 在…中被专题介绍；被特写**  Domestic violence is featured in this week’s radio program.  本周广播节目里有一则关于家庭暴力的特别报道。  **2. enlighten: vt. (fml.) give sb. information about sth. so that they understand more about it 启发；指导；教导**  **enlightening: a. 具启发性的**  He found his conversation with his father very enlightening.  他觉得与父亲的这次谈话很有启发性。  **3. marshal: vt. organize thoughts, ideas, etc. so that they are clear, effective, or easy to understand 整理（思路、想法等）**  In a letter to customers, the company marshaled its arguments for higher prices.  在一封给客户的信件中，公司列举了价格较高的一些理由。  **4. behavioral: a. relating to the way sb. behaves 行为的；行为方式的**  The study of how genes and environment interact to influence psychological activity is known as behavioral genetics.  基因和环境如何相互作用影响心理活动的研究被称为行为遗传学。  **5. revolve: v. move around like a wheel, or make sth. move around like a wheel （使）旋转**  **revolve around: have sth. as a main subject or purpose 以…为主题（目的）；围绕…**  The earth revolves around the sun.  地球围绕太阳转。  **6.** **preserve: vt. save sth. or sb. from being harmed**  **or destroyed 维护；保护；保存**  The government is working to preserve its historical buildings.  政府正在努力维护历史建筑。  **7. be exhausted from: be extremely tired by 因…而筋疲力尽；因…而疲惫不堪**  I was exhausted from studying all night.  我学习了一整夜，累得不行了。  **8. come in handy: be useful in a particular situation 派得上用场**  The money will come in handy when I want to travel.  我想去旅游时，这些钱会派上用场的。  **9. fluctuate: vi. change frequently 波动；起伏；涨落**  Her weight fluctuates wildly.  她的体重起伏很大。  **10. modify: vt. (fml.) change sth. slightly, esp. in order to improve it or to make it less extreme 改动；修改；更改**  I modified the handlebars on my bike to make it more comfortable.  为了骑起来更舒服，我把自行车的车把改了一下。  **11. visual: a. (usu. before noun) relating to seeing 视觉的；视力的**  Television news brings us visual images from around the world.  电视新闻给我们带来了世界各地的视觉图像。  **12. lesser: a. (fml.) (only before noun) not as large, as important, or as much as sth. else 更小的；次要的；更少的**  The law was designed to protect wives, and to a lesser extent, children.  这条法律是为了保护妻子，其次是保护子女。  **13. be attached to sth. / sb.: like sb. or sth. very much 喜欢（依恋）某物或某人**  Regular babysitters can become deeply attached to the children they take care of.  常给别人照看孩子的人可能会非常依恋自己所照看的孩子。  **14. underneath: prep. used for describing what sb. or sth. is really like, despite how they may seem 在…里面；在…背后**  Underneath her calm exterior, she was a deeply troubled woman.  她表面上很平静，其实心里极其烦恼。  **Ⅳ. Ideological Politics**  培养批判性思考能力：如何充分利用好自己的青春？（To cultivate critical thinking ability: How can we make the best of our own youth?）  *Discussion:* Please read the sentences from Paragraph 8, watch the video and answer the following questions.  Q1: In the video, we have learned about the stories of young people in the past who chose to dedicate their lives to the rejuvenation of the country. Fang Zhimin, Zhao Yiman, Yang Jingyu and so on, there are many outstanding young people in the past mentioned in the video, who moves you most? Please share his or her story with your classmates.  *Reference:* Recalling the eventful years of the past, countless outstanding young people devoted their blood and lives to the country. Among them, Fang Zhimin is the most impressive one for me.  Fang was a member of the Sixth Central Committee of the Communist Party of China. In 1934 he led the vanguard detachment of the Red Army to resist the invaders. In 1935 he was captured and died for the freedom of China. Honest Poverty, which he wrote in prison, reveals his faith and choice. Fang chose poverty rather than wealth for the rejuvenation of the country. He didn’t hold a copper for himself but he was honored by the people forever.  Q2: How can we make the best of our own youth?  Dream based on the goals.  Dreams inspire us. When we have dreams, we feel motivated and energized. Dreams should not be vacant but with clear and supportive goals.  Make reasonable time schedule.  We can’t realize all the goals at a time, but we can realize the goals one by one. A reasonable time schedule is helpful to make clear which goal is the most important to us.  Never stop learning.  Learning is the main task when we are young. It determines what and how we can achieve. Learning is the ladder to our dreams.  **Step 5. Summary (5mins)**  1. New words and expressions  2. The structure and main idea of body part  **Step 6. Assignment**  1. Practice all the new words and expressions in Para 4-9.  2. Read the following text and try to translate them. | | | | | **Ⅶ.Blackboard-writing**板书设计 | | | | | **Ⅷ. Feedback**课后反思 | | | | | 章节标题  （课题） | **Unit 6 Less is more** | 学时 | 2 | | **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 6 Climbing the career ladder（30 mins）  2.《读写教程》Unit 6 Less is more Text A Door closer, are you?（60 mins） | | | | | **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures in Para 10-14  To write an essay following the structure of cause-and-effect  **2. Communicative objectives**  To be able to talk about decision making  **3. Educational objectives**  To develop a critical view on decision making | | | | | **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. To understand the main idea of Text A  2. To write an essay following the structure of cause-and-effect | | | | | **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | | | **Ⅴ.Teaching Approaches教学方法**  1. Interaction  2. Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | | | **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1 Review (5mins)**  1. Test on the word and phrases we have learned.  2. Review the structure of the text learned last period and try to summarize the main idea.  **Step 2 Listening and speaking (30mins)**  Unit 6 Climbing the career ladder (视听说教程)  Listen to a long conversation and choose the best answer to each question you hear.  **Step 3 Pre-reading (5mins)**  **Questions for group discussion:**  1. Do you like more options or less ones? Why?  **Step 4 While-reading (20mins)**  **Ⅰ. Part II Body Part (Paras.10-12)**  This part suggests how we can balance our lives by reducing unnecessary options.  **Conclusion Part (Para. 13-14)**  This part concludes the essay, and meanwhile it raises the questions: Is more better than less?  **Ⅱ. Question for understanding**  Q1: In the text, what does Dr. Ariely suggest in order to balance our life? (Paras.10-12)  People should:  prohibit overbooking,  reduce options,  delegate tasks to others,  give away ideas to others to pursue.  Q2: What is the message the author wants to send out from this text? (Paras.13-14)  People can obtain pleasure and satisfaction by focusing their energy and attention in a more concentrated fashion. They will have more with fewer but carefully chosen options.  **III. Main idea**  The story of closing doors to open windows of opportunity about Xiang Yu serves as a good example illustrating the point that when we close doors, we open windows of opportunity. The experiment conducted by Dr. Ariely also proves that in life, we should close certain doors in order to allow the right windows of opportunity and happiness to open.  **IV. Vocabulary Study**  **1. implement: vt. make sth. such as an idea, plan, system, or law start to work and be used 实施；执行；贯彻**  The changes to the national health system will be implemented next year.  国民医疗保健制度的改革将于明年实施。  **2.overbook: v. sell more tickets than you have available 超额预订；超额订出**  There was no seat for me on the plane, because the airline had overbooked.  飞机上没有我的座位，因为航空公司超额售票了。  **3. delegate: vt. give part of your power or work to sb. in a lower position than you 授权，委托（权限）（给下级）；下放（权力）**  Because he hated to delegate, he was always overworked.  由于他不喜欢授权下属办事，所以他自己总是劳累过度。  **4. prune: vt. get rid of sth. you don’t need or want, esp. in order to reduce the size or cost of sth. （尤指为缩减规模或降低成本）削减，裁减**  The company has reacted to the loss in revenue by pruning its expansion plans.  这家公司通过缩减扩张计划以应对收益亏损。  **5. discard: vt. get rid of sth. 扔掉；弃置**  Discarded food containers and bottles littered the streets.  街上到处都是被丢弃的食品包装和瓶子。  **6. prejudice: vt. influence sb. so that they have an unfair or unreasonable opinion about sb. or sth. 使有偏见；使有成见**  One unsuccessful operation prejudiced him against all surgeons.  一次失败的手术使他对所有的外科医生怀有成见。  **7. dose: n. [C] (~ of) an amount of a particular quantity 一份；一点**  The government received a large dose of bad news this week.  本周政府得到了许多坏消息。  **8. respective: a. (only before noun) belonging separately to each of two or more people or things previously mentioned 各自的；分别的**  After the sports meeting, everyone went to their respective classes.  运动会之后，大家回了各自的班级。  **V. Ideological Politics**  *Discussion:* Please read Paragraph 14 and think about the following question.  How would you answer the question the author raised — will we have more by always increasing options or will we have more with fewer, carefully chosen options?  *Reference:* In my opinion, we will have more with fewer carefully chosen options.  Increasing options means that people can have more rights or freedom to choose, but also means that people have to bear pressure of choosing and worries of choosing wrong, which lead to waste of time and psychological imbalance.  Just think about the experience of Double 11 Shopping Festival. Sometimes we spend much money and time on it and get lost in so many choices but do not get what we really want or need. A lot of useless things or just a few necessaries, I will definitely choose the latter.  **Step 5 Post-reading(10mins)**  **Critical thinking 批判性思考题**   * **Group discussion:** Ss discuss the question in groups in class and learn to understand different viewpoints in a passage.   **In your opinion, will we achieve happiness by pursuing more materials ? If no, what can we do to lead to a happy life?**  In my opinion, pursuing more materials is not a good way to achieve happiness. Even if we may feel happy with more goods, this kind of happiness will not last for a long time. If we rely on owning more materials to make us feel satisfied, soon we may be bothered by another question that enough is not enough.  The more lasting way to achieve happiness is work. Work is the source of wealth and happiness. Happiness does not fall from the sky, nor do dreams come true automatically. To achieve happiness, realize beautiful dreams, and be successful in life, we must do honest work. People’s honest work is one of the most significant factors that shaped our country’s glorious history. It will also bring us happiness and lead a great life in the future.   * **Purpose:** To develop Ss’ critical thinking ability.   **Step 6 Essay writing(15mins)**  **Focus on a cause-and-effect essay**  When we analyze causes, we are attempting to understand the relationship of events that brought about an outcome. Similarly, when analyzing effects, we consider the results of something. When a problem arises, we start to examine the causes for it. Likewise, we try to analyze the results or effects caused by something. In short, writing the essay that analyzes causes and effects will require examining the topic carefully in order to be complete and logical.  When analyzing a cause-and-effect situation, students need to ask the following questions:   1. What are the cause? What are the effects? 2. Which should be emphasized: the cause or the effect? 3. Are there multiple causes or multiple effects?   Since student’s essays are usually between 150-250 words in length, generally speaking, these essays can only deal effectively and thoroughly with an analysis emphasizing either causes or effects. Also, since most topics have more than one cause or effect, focus should be on more than one cause or effect. While writing a cause-and-effect essay, students need to remember the following:   1. State briefly the causes or effects to be discussed in the thesis statement. For example:   **Cause:** Lack of knowledge, overconfidence, and poor judgment are the main reasons why people often lose good opportunities.  **Effects:** To avoid the emotion of loss could result in the selection of wrong choices, waste of time, and loss of opportunities.   1. Plan to use one paragraph to describe each of the causes or effects. Each paragraph would have to provide an explanation of the cause or effect. For example, it is not sufficient for a student to write, “One reason I decided to attend college was to advance my position in life.” this sentence needs further explanation. For instance, the student can discuss the types of advancement(finances, job security, job satisfaction, etc.) he hopes to attain. 2. Use the order of importance to organize all the supporting details though there are sometimes other ways to arrange details. To make the most important point (cause or effect) stand out or impressive, the essay may start with the most important one. Suppose students are writing about the effects of a hurricane on a coastal town. They can discuss lesser damage first and then describe the most severe damage. 3. Introduce causes and effects using appropriate transitions to achieve coherence. The following ones are very common:   **Cause:** *because of, as a result of, caused by, result from, the reason is that...., for, due to, since*  **Effect:** *cause, result in, thus, therefore, consequently, as a result*  **Step 7 Summary (5mins)**  1. Structure Analysis  2. Writing  **Step 8 Assignment**  1. Exercises in “Language focus” and “Translation”  2. Writing practice：Write an essay of 120-150 words on the topic “Is more better than less?” | | | | | **Ⅶ.Blackboard-writing**板书设计 | | | | | **Ⅷ. Feedback**课后反思 | | | | | 章节标题  （课题） | **Unit 6 Less is more** | 学时 | 2 | | **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 6 Climbing the career ladder（30 mins）  2.《读写教程》Unit 6 Less is more Text A Door closer, are you?（60 mins） | | | | | **Ⅱ. Teaching Aims and Demands教学目标及要求**  1. To use the words, phrases in the text  2. To be acquainted with the translation skills – translation in order | | | | | **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. To make sure Ss get a clear understanding of the exercises  2. To master the translation skills– translation in order | | | | | **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | | | **Ⅴ.Teaching Approaches教学方法**  1. Interaction  2. Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | | | **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1 Review (5mins)**  T summarizes the key problems coming from Ss’ compositions.  **Step 2 Listening and speaking (30mins)**  Unit 6 Climbing the career ladder (视听说教程)  Further practice in listening  Passage 1: Listen to a short passage and choose the best answer to each question you hear.  **Step 3. Practice (50mins)**   1. **Language focus**   Exercises of the text：Word in use ③ + Bank cloze ⑥ + Expressions in use ⑦   * **Task**: T summarizes the key and difficult problems in dealing with exercises on page 159. * **Purpose**: To make sure Ss get a clear understanding of the exercises.  1. **Translation**   **1. Exercises：Translation“国民幸福指数” ⑩ + Translation**  **2. Translation Skills**  换序译法  指在翻译过程中对语序进行的转换调整。语序是指句子成分的排列次序。汉语是分析型的语言，语序比较固定；而英语则是分析、综合参半的语言，语序既有固定的一面，又有灵活的一面。英语和汉语在基本语序上大同小异。相同的是主语、谓语和宾语的位置，不同的是状语和定语的位置。所以，在汉译英时，必须考虑到英语读者的思维习惯，适当地将译文的语序进行转换调整。  1．定语的换序  [例1]坐在我旁边的是我表妹。  The girl sitting by my side is my cousin.  [例 2]中国是一个历史悠久的国家。  China is a great country with a long history.  [例3]他是个好相处的人。  He is a nice man to work with.  [例4]星期天是假日，这一天人们不上班。  Sunday is a holiday, when people do not go to work.  **3.** **Ideological politics**  Ask students to work in groups and have a discussion on the following questions:  Q1: Have you ever been troubled with making choices in your life?  *Reference:* In our life today, choices have increased considerably.  At the beginning of 20th century a commonplace store had only a few dozen categories with one or two options for each category, whereas modern supermarkets have up to 50,000 to 60,000 items in thousands of categories.  But too many options won’t necessarily make people happy and satisfied. Ironically, people usually feel the  opposite, less happier than when they had only limited choices.  Q2: How do people feel about modern life full of options and materials?  *Reference:* In modern times, people can easily get access and enjoy the luxury of abundant materials, which was impossible back in the early 20th century. But people may take things for granted and become spoiled in the sea of materials. People are overburdened, feel it’s too much to deal with so many choices, and consequently feel their life is empty. Life with little or no choice is unbearable, and suitable options do increase our quality of life. But that does not mean the more the better.  After discussion, invite one representative from each group to give a presentation about the questions in front of the whole class.  **Step 4 Summary (5min)**  1. The key and difficult problems in dealing with exercises.  2. Translation skills  **Step 5 Assignment作业**  1. Preview unit 7.  2. Finish online exercises of unit 6. | | | | | **Ⅶ.Blackboard-writing**板书设计 | | | | | **Ⅷ. Feedback**课后反思 | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 章节标题  （课题） | **Unit 7 Women: Making a difference** | 学时 | 2 |
| **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 7 Time of technology: a blessing or a curse?（30 mins）  2.《读写教程》Unit 7 Women: Making a difference Text A Women at the management level  （60 mins） | | | |
| **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures in Para 1-2  **2. Communicative objectives**  To talk about women’s role in society  To discuss the advantages and disadvantages for the career woman?  **3. Educational objectives**  To explore a social current issue on gender role | | | |
| **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. To get deeper insights into the unit theme  2. To apply the new words and phrases in Para 1-2 appropriately | | | |
| **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | |
| **Ⅴ.Teaching Approaches教学方法**   1. Interaction 2. Q&A   3. Discussion in pair or in group  4. Task-based language teaching method | | | |
| **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step1 Listening and speaking (30mins)**  Unit 7 Time of technology: a blessing or a curse? (视听说教程)   1. Watch a podcast from the beginning to the end for its general idea. 2. Read the paragraph. Then fill in the blanks with words or phrases. Complete the exercises on textbook. 3. How do they feel about technology? Look at the people below and read the statements. Match the statements 1~6 to the people A~F.   **Step 3 Warm-up (10mins)**  **Ⅰ. Warming-up**  1. Watch a video and think about how important the women are in the society.  2. Discussion: Do you think women can achieve success by themselves? Have you ever met a successful woman around?  **Ⅱ. Ideological politics**  *Discussion*: The theme of Text A is about women. Please read the following sentences into Chinese or English.  中国将更加积极贯彻男女平等基本国策，发挥妇女“半边天”作用，支持妇女建功立业、实现人生理想和梦想。  ——《促进妇女全面发展 共建共享美好世界》  （习近平2015年9月在纽约联合国总部出席并主持全球妇女峰会时发表的讲话）  China will do more to enhance gender equality as its basic state policy, give play to women’s important role as “half the sky” and support them in realizing their own dreams and aspirations in both career and life.  党的十八大以来，更加注重家庭、注重家教、注重家风，更加注重发挥妇女在家庭生活中的独特作用，推动社会主义核心价值观在家庭落地生根，……  ——《平等 发展 共享：新中国70年妇女事业的发展与进步》  （国务院新闻办公室2019年9月发布）  Since the 18th CPC National Congress, it has paid more attention to family, family education, family tradition, and the unique role of women in family life, promoting the core socialist values to take root in families, …  Women are made to be loved, not understood. ---- Osard Wilde  女人生来是被爱的，而不是被理解的。 奥斯卡·王尔德  **Step 4 Pre-reading（10mins）**   1. **Discussion**   Q1: Does your mother is a career woman? When you were a little child, did your mom spend enough time accompanying you?  Q2: Do you mind be a housewife or househusband? Who should be more responsible for babycare or family things?  **Step 5 While-reading（30mins）**  **Main structure**  Read the whole passage and divide the text into several parts.  **Ⅰ. Structure analysis**  Text A is a feature report on female bosses in the workplace. It has brought us various scenarios where female managers show their unique working styles toward their employees, coupled with male managers' contrastive way of performance. The text consists of six major parts.  Part I (Para.1-2) Make an introduction on female bosses in the workplace.  Part II (Para.3-9) Examples to illustrate each sub-points.  (Para.3) presents the unique working style of a female boss: Delegate and always look for a consensus.  (Paras.4-5) explores the differences in working styles between male and female bosses.  (Paras.6-8) analyzes reasons why male and female bosses manage differently.  (Para.9) discusses the obstacles a female boss also faces.  Part III (Para. 10) Concludes the feature report with the example of Nina.  **Ⅱ. Introduction part (Para 1-2)**  Part I serves the introduction of the reading. The first paragraph starts with Monica’s story. 20 years later, she changed her preference for working for a male boss to a female boss. The second paragraph raises the question concerning working styles: Do men and women manage differently?  **Ⅲ. Questions for understanding**  Q1: Why did Monica change her idea 20 years later when she was asked the same question whether she would work for a male or a female attorney? (Para. 1)  Q2: Why are female bosses today still finding they face subtle resistance? (Para. 2)  **Ⅳ. Vocabulary study**  **1. administrative: a. relating to the work of managing a company or organization 行政的；管理的**  The charity’s report identifies basic administrative errors and a shortage of human resources in France.  慈善机构的报告表明，法国存在基本的行政管理错误以及人力资源短缺的问题。  **2. employee: n. [C] sb. who is paid to work for sb. else 受雇者；雇员**  The company declined to say whether other employees were involved in the investigation.  公司拒绝回应是否有其他员工涉及此项调查。  **3. accommodation: n. [sing., U] (fml.) a change in behavior or attitude that helps people work together or end a disagreement 迁就；通融；调和**  They were forced to reach an accommodation with the rebels.  他们被迫与叛乱分子达成调解协议。  **4. accommodation: n. [U] a place for sb. to stay, live, or work 住处； 工作场所**  We are due to leave our rented accommodation next week.  我们的租房下周就到期了。  **5. segment: n. [C] a part of sth. that is different from or affected differently from the whole in some way 部分；段；片**  The salad was decorated with segments of oranges.  沙拉上点缀着橘子瓣。  **6. tolerance: n. [U] willingness to allow people to do, say, or believe what they want without criticizing or punishing them 忍受；容忍；宽容**  My father never showed much tolerance towards us children.  我父亲对孩子很严厉。  **7. dispose: vt. (~ sb. to / toward sth.) (fml.) make sb. more likely to have particular feelings or thoughts 使（某人）较倾向于;丢弃，处理 (尤指难以处理的东西);有…倾向的**  His rudeness when we first met didn’t dispose me very kindly to him.  我们第一次见面时，他粗暴的态度让我对他没什么好感。  **8. on both counts: in both ways 在两个方面**  I thought he was a honest and hardworking man – I was wrong on both counts.  我原以为他是个诚实、努力的人，但我两方面都错了。  **9. sector: n. [C] a part of an area of activity, esp. of business, trade, etc. （尤指商业、贸易等的） 部门，行业**  In the financial sector, banks and insurance companies have both lost a lot of money.  在金融领域，银行和保险公司都损失惨重。  **10. precede: vt. (fml.) happen or exist before sth. or sb., or come before sth. else in a series 先于…（发生或存在）**  A planning session at 11∶30 will precede the noon lunch discussion.  11∶30召开计划会议，随后是午餐讨论。   1. **flourish: vi. develop well and be successful 繁荣；兴旺；成功**   Watercolor painting began to flourish in Britain around 1750.  1750年左右，水彩画开始在英国兴盛起来。   1. **harness: vt. get control of sth. in order to use it for a particular purpose 利用；控制**   There is a great deal of interest in harnessing wind and waves as new sources of power.  人们对利用风能和水能开发新能源产生了极大的兴趣。  **Step 6 Summary(5mins)**  1. New words and expressions  2. The structure and main idea of the introduction part  **Step 7 Assignment**  1.Practice all the new words and expressions in Para 3-6.  2. Read the following text and try to translate them. | | | |
| **Ⅶ.Blackboard-writing**板书设计 | | | |
| **Ⅷ. Feedback**课后反思   |  |  |  |  | | --- | --- | --- | --- | | 章节标题  （课题） | **Unit 7 Women: Making a difference** | 学时 | 2 | | **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 7 Time of technology: a blessing or a curse?（30 mins）  2.《读写教程》Unit 7 Women: Making a difference Text A Women at the management level  （60 mins） | | | | | **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures in Para 3-6  **2. Communicative objectives**  To talk about women’s role in society  To discuss the advantages and disadvantages for the career woman?  **3. Educational objectives**  To explore a social current issue on gender role | | | | | **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. New words and expressions in Para 3-6  2. A whole understanding of the Para 3-6 | | | | | **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | | | **Ⅴ.Teaching Approaches教学方法**  1. Interaction  2. Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | | | **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1 Review (5mins)**   1. Test on the word and phrases we have learned 2. Review the structure analysis learned last period.   **Step 2 Listening and speaking (30mins)**  **1. Listening skills**  Note-taking: using a keyword outline  A keyword outline, as its name suggests, requires you to note down a speaker’s main points and supporting details by using keywords in outline form. The notes made this way are usually very brief, yet they are able to summarize the speaker’s main ideas.  For example: limited by the number of words in short conversations, the speaker will try to be brief and concise to highlight the message to be expressed. In the face of listening practice, according to the choice content to determine the scope of the topic and the key information what listeners have to pay attention. To identify the problem, which is usually discussed at the beginning part of the text, you need focus your attention on words that indicate the topic. You can identify the topic by listening for lexical signals like *library, reading book, online dating, mobile phone, school; answer: sorry, can’t be ture, but,* etc.  Make sure the topic of report or conversation, then catch the key imformation as numbers, places, dates, times, people, and even stressed words.  **2. Listening practice**  Unit 4《大学英语专题听力》Item 1  Directions: Now, you will hear two news reports. At the end of each news report, you will hear two or three questions. Both the news report and the questions will be spoken only once. After you hear a question, you are supposed to choose the best answer from the four choices marked A), B), C) and D).  **Step 3 Pre-reading (10mins)**  **1. Group work**  1) Compare the differences between career women and career men.  2) Give some examples and share answers  **2. Ideological politics**  **Being a full-time mother is one of the highest salaried jobs... since the payment is pure love. — MILDRED VERMONT（1919-2010,美国实业家）**  做全职妈妈是薪水最高的职业之一，因为酬劳是纯粹的爱。  The landmark success of herbal expert Tu Youyou, the first Chinese oman national to in a Nobel prize in scicnce, has aroused an intense sense of national pride and hopes on the future of traditional Chinese medicine. Tu, born in 1930, shared the 2016 Nobel Prize for Physiology or Medicine ith Irish-born William Campbell and Japan’s Satoshi Omura for her discoveries concerning a therapy against malaria. She discovered Artemisinin, a drug that has significantly reduced the death rates for patients suffering from malaria.  So, based on many extrordinary female workers. We need to realize that it’s very important to treat gender equally and reduce gender discrimination. Both career women and full-time mothers are respected. Since ancient times, the development of science and technology, human progress, are inseparable from the strength of women. Even in mythology, like Nvwa or Eva, they come down to the remote beliefs from the cognition that highlight the human consciousness of portraying female images. Countless women who have driven the progress of the world make the contributions throughout human history.  **Step 4 While-reading (40mins)**  **Ⅰ. Struture analysis**  **Part II Body Part (Paras.3-9)**  This part presents the author’s argument to stand up for female bosses. The body part cosist of four major parts.Para.3 present the unique working style of a female bosses. Paras. 4-5 explore the differences in working style between male and female bosses. Paras. 6-8 analyze reasons why male and female bosses manage differently. Para.9 discusses the obstacles a female boss have to face.  **Ⅱ.Question for understanding**  Q1: Based on the text, what kind of working style does Monica have? (Para.3)  Q2: What does research say regarding the different working styles between men and women? (Para.4)  Q3: What happens when both men and women are working for a female boss? (Para.5)  Q4: What’s implied from the example of women’s tears and men’s feeling toward their tears? (Para.6)  **Ⅲ. Vocabulary study**  **1. symbolic: a. important but not having any real effect 象征的；象征性的**  Wedding rings are intended to be symbolic of love and commitment.  婚戒往往象征着爱与承诺。  **2.plausible: a. reasonable and likely to be true 可能正确的；有道理的**  For my own sake, I’ve told a plausible lie at the club meeting, but the members did not believe me at all.  为了自己，我在俱乐部会议上撒了一个貌似合理的谎言，但是其他成员根本不信我。  **3.hierarchical: a. dividing people or things into levels of importance 按等级划分的**  The military has a hierarchical rank structure.  军队里等级分明。  **4.diplomatic: a. dealing with people politely and skillfully without upsetting them 讲究手腕的；灵活变通的**  Lawyers should be diplomatic in dealing with a judge.  律师与法官打交道时应讲究技巧。  **5.discrimination: n. [U] the practice of treating one person or group differently from another in an unfair way 歧视**  She will be remembered as an unrelenting opponent of racial discrimination.  人们会永远记住她是一个坚定的反种族歧视者。  **6.** **export: n. [U] the business of selling and sending goods to other countries 出口**  The company is now manufacturing more goods for export.  该公司现在正在生产更多的产品以供出口。  **7. take over: take control of sth. 接管；接任；接受**  The firm has been taken over by one of its main competitors.  这家公司被它一个主要竞争对手接管。  **8.erect: a. in a straight upright position 直立的；垂直的**  He’s very tall and erect for his 78 years.  他已经78岁了，但是他的身板又高又直。  **9. take a liberty / liberties with sb.: (old fashioned) treat sb. without respect by being too friendly too quickly 与某人相处时太放肆**  Some of the younger women complained that he’d been taking liberties with them.  有些年轻姑娘抱怨说他与她们相处太放肆。  **10.auction: n. [C, U] a public meeting where land, buildings, paintings, etc. are sold to the person who offers the most money for them 拍卖**  The painting will be sold at auction next week.  这幅画下周就要拍卖了。  **11.feel at ease with sb.: feel relaxed with sb., esp. in a situation in which people might feel a little nervous（与某人在一起）感到放松，不拘束**  He is smart and humorous, and I feel at ease with him.  他聪明幽默，和他在一起我觉得很放松。  **12.marine: a. (only before noun) relating to the sea and the creatures that live there 海洋的；海产的；海生的**  The oil slick threatened marine life around the islands.  浮油威胁着岛屿周围的海洋生命。  13.**businesslike: a. effective and practical in the way that you do things 处事务实的；有效率的；讲究实际的**  The meeting was brief and businesslike.  会议简短而高效。  **14.come down to: if a complicated situation or problem comes down to sth., that is the single most important thing 归结为**  Eventually our choice of hotel will come down to how much we can afford.  最终我们选择哪家旅馆是看我们有何种消费能力。  **15.vice-: prefix used with the name of a senior job title for referring to the person holding a job immediately below that one 表示“副”（用于高级 职位的名称前，表示仅次于这个职位的职位）**  She is vice-chair of the local Conservative party.  她是当地保守党的副主席。  **16.take exception to sth.: be angry or upset because of sth. 因某事而生气（烦恼）**  Why did you take exception to what he said? He was only joking.  为什么你对他的话耿耿于怀？他只是开玩笑。  **17.violate: vt. disobey or do sth. against an official agreement, law, principle, etc. 违背；违反；侵犯**  It seems that the troops deliberately violated the ceasefire agreement.  军队似乎故意违反了停战协定。  **18.valid: a. reasonable and generally accepted 有根据的；令人信服的;legally or officially acceptable有效的；正式认可的**  Is this contract still valid?  这份合同仍然有效吗？  **19.veil: vt. hide sth. behind sth. else 遮盖；掩饰**  In that country, women are veiled when they go out in public.  在那个国家，女人在公共场合都要蒙着面纱。  **20.compose: vt. (~ oneself) make oneself calm after being angry, upset, or nervous 使自己镇静下来**  She finally stopped crying and composed herself.  她终于不哭了，让自己冷静下来了。  **IV. Focus on an example essay**  1. What is the function of Nicole’s example in para.4?  To support the general statement: Some proclaim that men and women of similar backgrounds, experience and aspirations basically manage in the same way.  2. What is the function of the female vice-president’s example in para.6?  To explain the abstract term: To some extent, the male-female differences come down to conflicting styles.  **Step 5 Summary (5mins)**  1. New words and expressions.  2. The structure and main idea of body part.  **Step 6. Assignment**  1. Read the following text and try to translate Para.7-10.  2. Complete the reading and writing exercise p181, p184. | | | | | **Ⅶ.Blackboard-writing**板书设计 | | | | | **Ⅷ. Feedback**课后反思 | | | | | 章节标题  （课题） | **Unit 7 Women: Making a difference** | 学时 | 2 | | **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 7 Time of technology: a blessing or a curse?（30 mins）  2.《读写教程》Unit 7 Women: Making a difference Text A Women at the management level  （60 mins） | | | | | **Ⅱ. Teaching Aims and Demands教学目标及要求**  **1. Linguistic objectives**  To understand and use the words, phrases and grammatical structures in Para 7-10  **2. Communicative objectives**  To talk about women’s role in society  To discuss the advantages and disadvantages for the career woman?  **3. Educational objectives**  To explore a social current issue on gender role | | | | | **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. To understand the main idea of Text A  2. To master argumentative writing skills in English | | | | | **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | | | **Ⅴ.Teaching Approaches教学方法**  1. Interaction  2. Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | | | **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1 Review (5mins)**  1. Test on the word and phrases we have learned.  2. Review the Structure of the text learned last period and try to summarize the main idea.  **Step 2 Listening and speaking (30mins)**  **Listening practice**  Unit 7 Further practice in listening - Long conversations  Listen to long conversation and choose the best answer to each question you hear.  **Step 3 Pre-reading (5mins)**  **Review main structure and contents of Text A**  What are the passage talking about from para.1 to para.6? Then read the last passage and divide the text into several parts.  Paras. 6-8 analyze reasons why male and female bosses manage differently.  Para.9 discusses the obstacles a female boss have to face.  **Step 4 While-reading (35mins)**  **Ⅰ. Structure analysis**  **1. Part II Body Part (Paras.3-9)**  Paras. 6-8 analyze reasons why male and female bosses manage differently.  Para.9 discusses the obstacles a female boss have to face.  **2. Part III conclusion part (Para. 10)**  Para.10 concludes the feature report with the example of Nina.  Part III summaries the main ideas stated in the argument. The day when the best management styles are composed of both male and female will come soon.  **II. Questions for understanding**  Q1. According to Deborah, why is her authority sometimes undermined by perceptions about her gender? (Para.8)  Q2. What’s the obstacle for female bosses? (Para.9)  Q3. What can you infer from what Nina says about the best management styles? (Para.10)  **III. Vocabulary Study**  **1.headquarters: n. [pl.] the main building or offices used by a large company or organization 总部；总公司；总办事处**  The company’s headquarters are in Amsterdam.  这家公司的总部设于阿姆斯特丹。  **2.identical: a. exactly the same, or very similar 完全相同的；非常相似的**  The tests are identical to those carried out last year.  这几场考试和去年的一模一样。  **3.cooperative: a. willing to cooperate 合作的**  I asked them to turn down their music, but they’re not being very cooperative.  我让他们把音乐关小一点，他们不听。  **4.stem from: develop as a result of sth. else 源于；来自；由于…发生**  Her problems stem from her difficult childhood.  她的问题都源于痛苦的童年。  **5.context: n. [C, U] the situation, events, or information that are related to sth. and that help you to understand it 场合；周围情况；环境；背景**  This small battle is very important in the context of Scottish history.  在苏格兰历史上，这场小战役十分关键。  **6.scan: vt. (also ~ through) read sth. very quickly in order to get important or interesting information粗略地看；浏览**  I scanned through the booklet but couldn’t find the address.  我粗略翻看了一下这本小册子，但是没找到地址。  **7.dispute: n. [C, U] a serious argument or disagreement 争论；辩论；争端；纠纷**  He is beyond all dispute the finest actor in Hollywood today.  毋庸置疑，他是当今好莱坞最优秀的演员。  **8.consultant: n. [C] sb. whose job is to give advice on a particular subject 顾问**  We ought to hire a public relations consultant to help improve our image.  我们应该招一位公关顾问，帮助我们提升形象。  **9.vague: a. unclear because sb. does not give enough detailed information or does not say exactly what they mean 含糊的；不明确的；不清楚的**  I do have a vague memory of meeting her many years ago.  我隐约记得多年以前见过她。  **10.vaguely: ad. in a way that is not clear 模模糊糊地，不明确地；slightly 稍微，有点**  She stood in silence for several minutes, only vaguely aware of the people around her.  她沉默地站了几分钟，只能勉强辨认周围的人。  **Step 5 Post-reading(15mins)**  **Ⅰ. Ideological Politics**  1、Debate on the following topic: Should women stay at home or work outside?  Work outside: Stay home:  To acquire more knowledge in different aspects To take good care of children and parents  To broaden the horizon and enrich the mind To manage the household affairs  To develop the creative thinking ability To avoid social competition  To make more new friends  To participate in more social practice  2、How do you understand women’s social status in the past and at present?  Once, girls were discriminated ever since they were born. Hundreds of years later, however, everything has changed: “women are key to our future economic growth and stability”, said Secretary of State Hillary Clinton.  **II. Critical thinking 批判性思考题**  **1. To your best knowledge, what are the differences between men and women when it comes to their respective working styles?**  Men: strong, tough, stubborn, direct, hierarchical, distant, cold, impatient, rough, focus on result, goal-oriented. Men also have a strong urge to control and feel entitled.  Women: more flexible style, understanding, patient, detailed, warm, careful, considerate, indecisive, diplomatic, team-oriented.  **2. How do you understand women’s social status in the past and at present?**  Aristotle, the great philosopher in Greece, once raised that the purpose for a man to marry a woman was to produce offspring, and have the wife serve his parents and manage household affairs.  In feudal China, girls had to learn to follow the “rules for women” from an early age. The Classic of Rites （《礼记》）describes that “ Boys reside in the outer part of the courtyard while girls the inner part to mind the house.”  **Step 6 Summary (5mins)**  1. Structure Analysis  2. Translation  **Step 7 Assignment**  1. Exercises in Translation p188.  2. Writing practice: Write an essay of 100-120 words on the topic Gender barriers still exists. | | | | | **Ⅶ.Blackboard-writing**板书设计 | | | | | **Ⅷ. Feedback**课后反思 | | | | | 章节标题  （课题） | **Unit 7 Women: Making a difference** | 学时 | 2 | | **Ⅰ. Teaching Content 教学内容**  1.《视听说教程》Unit 7 Time of technology: a blessing or a curse?（30 mins）  2.《读写教程》Unit 7 Women: Making a difference Text A Women at the management level  （60 mins） | | | | | **Ⅱ. Teaching Aims and Demands教学目标及要求**  1. To use the words, phrases in the text  2. To be acquainted with the translation skills | | | | | **Ⅲ. Teaching Aims and Demands教学重点与难点**  1. To make sure Ss get a clear understanding of the exercises  2. To master the translation skills | | | | | **Ⅳ. Teaching Aids教具**  Blackboard; Multi-media | | | | | **Ⅴ.Teaching Approaches教学方法**  1. Interaction  2. Q&A  3. Discussion in pair or in group  4. Task-based language teaching method | | | | | **Ⅵ.Teaching Procedure教学过程设计 (90mins)**  **Step 1 Review (5mins)**  T summarizes the key problems coming from Ss’ compositions.  **Step 2 Listening and speaking (30mins)**  Unit 7 Further practice in listening  Passage 1: Listen to a short passage and choose the best answer to each question you hear.  **Step 3. Consolidation exercises (15mins)**  1.Page181 words in use  Fill in the blanks with the newly-formed words in Activity ,Change the form where necessary. Each word can be used only once.  2. Page184 Expressions in use  Filling in the blanks with the expressions given below. Change the form where necessary. Each expression can be used only once.  3. Page188 Translation  **Step 4 Essay writing (20mins)**  **Learn how to write an example essay ：**  Features usually focus on particular people, places and events. They cover topics in depth, going further than news articles because they are not meant to report the latest breaking news but rather an in-depth look at a subject. A good feature requires many specific and lively examples, obtained from background research, interviews and observations.  In an example essay, you support your point by illustrating it with examples. How many examples you use in an example essay depends on the topic. Also, the examples you use to develop the thesis statement should be representative–fairly support your thesis.  To make examples specific and impressive, you need to use descriptive words and direct speeches.  **Step 5.** **Ideological politics (15mins)**  Core socialist values should be upheld so that women love both their families and their country, and encourage their family members to develop a sense of patriotism and family values.  要坚持以社会主义核心价值观为统领，引导妇女既要爱小家，也要爱国家，带领家庭成员共同升华爱国爱家的家国情怀。  Efforts should also be made to help women have a better work-life balance and encourage them to make contributions in the new era.  要帮助妇女处理好家庭和工作的关系，做对社会有责任、对家庭有贡献的新时代女性。  Women are creators of material and spiritual wealth, and represent an important force driving social development and progress. Without women, there should be no continuity of the human race or human society.  妇女是物质文明和精神文明的创造者，是推动社会发展和进步的重要力量。没有妇女，就没有人类，就没有社会。  ——习近平2018年11月同全国妇联新一届领导班子成员集体谈话时发表的讲话  In China, at the height of the battle against COVID-19, more than 40,000 health workers from across the country rushed to Hubei province, which was the hardest hit by the virus, and two-thirds of them were women. Among them was a nurse from Guangdong province who had not yet reached the age of 20. Answering a reporter’s question of whether she was too young to help others, she said, “The moment I put on the protective suit, I am not a kid anymore.” Those words moved the whole nation.  在中国抗击新冠肺炎疫情最紧要的时刻，来自中国全国各地驰援湖北的4万多名医护人员中，三分之二是女性。有一位来自广东省的小护士还不满20岁。记者问她，你还是一个孩子，还需要别人帮助。她回答说，穿上防护服，我就不是孩子了。这段对话感动了整个中国！  ——习近平2020年10月在联合国大会纪念北京世界妇女大会25周年高级别会议上发表的讲话  **Step 4 Summary (5mins)**  1. The key and difficult problems in dealing with exercises.  2. Translation skills  **Step 5 Assignment作业**  1. Preview words and phrases of text A.  2. Finish online exercises of unit 7. | | | | | **Ⅶ.Blackboard-writing**板书设计 | | | | | **Ⅷ. Feedback**课后反思 | | | | | | | |