**南京审计大学金审学院**

**《高级英语》教学大纲**

**（Advanced English）**

制定单位：基础部

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审 核 人：

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第一部分 课程概述

一、基本信息

（一）课程属性、学分、学时

公共基础课，3学分，64课时

（二）适用年级及对象

会审实验班，金融实验班，管理实验班

二、课程简介

《高级英语》是一门综合英语技能课，其主要目的在于培养和提高学生综合运用英语的能力。本课程针对大二实验班学生进行阅读、书面表达和基础汉英互译以及听说技能训练等方面训练的实用性课程。

本课程教材以《新视野大学英语3》和《新视野大学英语4》为主，其为学生提供了大量饶有趣味、发人深思的现代文欣赏和分析，自始至终激励学生扩展词汇量、打好阅读与写作基础、提高英语听说交际能力，并设计了大量的实践性活动以提高学生的英语运用能力、听力理解水平、口语表达能力和对语言运用的分析理解能力。通过本课程的学习，学生能掌握大量语言知识且了解英汉文化差异，并重点掌握基本段落书面表达方法，略读、寻读等阅读技巧和汉英词组或句子翻译等内容，同时增强其自主学习能力，提高跨文化交流的意识、技巧, 提高综合文化素养。

三、教学目标

本课程通过《新视野大学英语读写教程》第三册、第四册及《全新版大学英语听说教程》第三册、第四册以及配套的快速阅读、泛听教程系列教材的教学，进一步帮助学生打下扎实的语言基础，培养学生较强的英语综合应用能力，特别是英语听力和口头交际能力，同时增强其自主学习能力，提高文化素养，使学生在今后的工作和社会交往中不仅能用英语有效地进行书面的信息交流，还能用英语从事日常会话达到成功交流，以适应我国社会发展和国际交流的需要。

具体说来，本课程的教学目标如下：

1． 听力理解能力：能听懂英语授课，能听懂日常英语谈话和一般性题材讲座，能基本听懂英语国家慢速英语节目，语速为每分钟150词左右，能掌握其中心大意，抓住要点。能运用基本的听力技巧帮助理解。

2. 口语表达能力：能在学习过程中用英语交流，并能就某一主题进行讨论。能就日常话题和来自讲英语国家的人士进行交谈。能就所熟悉的话题经准备后作简短发言，表达比较清楚，语音、语调基本正确。能在交谈中使用基本的会话策略。

3． 阅读理解能力： 能够基本读懂一般性题材的英文文章，阅读速度达到每分钟100词，在快速阅读篇幅较长、难度略低的材料时，阅读速度达到每分钟150词，能基本读懂国内英文报刊，掌握中心意思，理解主要事实和有关细节。能读懂工作、生活中常见的应用文体的材料。能在阅读中使用有效的阅读方法。

4. 书面表达能力： 能用常见的应用文体完成一般的写作任务，能描述个人经历、事件、观感、情感等，能就一般性话题或提纲在半小时内写出180-200词的短文，内容基本完整、用词恰当，语篇连贯。能在一般或应用写作中使用恰当的写作技能。

5. 翻译能力：能借助词典对题材熟悉的文章进行英汉互译，英汉译速为每小时350英语单词，汉英译速为每小时300个汉字。译文基本流畅，能在翻译时使用适当的翻译技巧。

6. 推荐词汇量：掌握的总词汇量应达到7500个单词和1000个词组，其中2000个单词为积极词汇（见附件3：《课程要求》积极词汇表），即要求学生能够在认知的基础上学会熟练运用，包括在口头表达以及书面表达两个方面。

四、教学资源

1、 郑树棠，《新视野大学英语》（读写教程3）（第二版）（学生用书），北京，外语教学与研究出版社，2011.

2、郑树棠，《新视野大学英语》（读写教程3）（第二版）（教师用书），北京，外语教学与研究出版社，2011.

3、 李荫华，《全新版大学英语》（听说教程3）（第二版）（学生用书），上海，上海外语教育出版社，2013.

4、李荫华，《全新版大学英语》（听说教程3）（第二版）（教师用书），上海，上海外语教育出版社，2013.

5、郑树棠，《新视野大学英语》（读写教程4）（学生用书），北京，外语教学与研究出版社，2008.

6、郑树棠，《新视野大学英语》（读写教程4）（教师用书），北京，外语教学与研究出版社，2008.

7、李荫华，《全新版大学英语》（听说教程4）（第二版）（学生用书），上海，上海外语教育出版社，2013.

8、李荫华，《全新版大学英语》（听说教程4）（第二版）（教师用书），上海，上海外语教育出版社，2013.

9、李霄翔，《新编大学英语泛听》第四册，北京，外语教学与研究出版社，2012.

10、郑树棠，《新视野大学英语长篇阅读》第四册，北京，外语教学与研究出版社，2014.

11、李霄翔，《新编大学英语泛听》第四册，北京，外语教学与研究出版社，2012.

12、毛悦琴，《新视野大学英语长篇阅读》第四册，北京，外语教学与研究出版社，2014.

13、郑建新，《新视野大学英语辅导教程》第四册，长春，吉林大学出版社，2015.

14、《大学英语教学要求》（试行）

15、马德高，《新视野大学英语课文辅导大全》，济南，山东科学技术出版社，2008.

16.专题网站：《新视野大学英语》在线（New Horizon College English Online, <http://www.nhce.edu.cn>）

五、教学要求

本课程采用教材和多媒体课件相结合的方式进行授课，引导学生课内学习与课外学习相结合。在提高学生英语基础知识的基础上，侧重基本技能尤其是读、写、听、说能力的培养和训练。因此,课堂上教师授课主要以讲解、学生参与为主，在总体把握课文的同时，有重点地分析、鉴赏课文的行文和主旨，做到语言能力和语用能力并重，技能和思想兼顾。教学方法上建议教师授课以学生为中心，教学过程中要尽力避免老师—学生这种单向灌输模式。应多组织学生就某些话题、事件、文化现象展开讨论，培养学生思考分析的能力，鼓励思辨，反对被动接受。在照顾群体目标的同时，还要重视个体差异，使不同水平的学生都得到相应的提高。教师不仅要有扎实的语言功底，还要不断拓宽知识面，不断更新知识，用知识的力量吸引学生，让不同基础水平的学生都能找到自己的位置，都有自己的发展空间。教师在教学过程中，应提高自身的业务水平，善于研究本学科最新学说成果。积极学习网络技术，以满足基于网络的多媒体教学模式的需要。

六、学习要求

本课程要求学生开展自主学习，课前完成教师布置的预习作业，包括熟悉本单元话题及相关背景知识，掌握相关词汇以及重要语言点，完成相应的作业和测试；课堂上积极参与课堂教学内容的讨论；课后通过网络自主学习平台复习并自我拓展。至少应完成书面作业8次.

七、考核方案

本课程的学期考核评价分为形成性评估、终结性评估。形成性评估占学期成绩的20％，主要评价项目是：学生出勤与课堂参与（10%），平时作业（10%）；终结性评估占学期成绩80％，主要评价项目是：书面闭卷考试，包括期中考试（30%）和期末考试（50%）。 缺课次数达学期总课时三分之一者不允许参加考试。形成性评估的评定主要由教师对学生的学习情况表现进行综合评定。

本学期课程每单元含读写课程2课时+听说课程2课时。平时作业：长篇阅读、翻译和作文。要求学生每单元完成一次翻译作业，作文一个学期4到5篇。听说作业：课外作业为主，泛听。可以根据需求增加练习课的学习。

终结性评估主要依据为期末考试（闭卷笔试）。期末笔试占课程总成绩的50%。按教学大纲的要求进行统一命题，实行教考分离，流水阅卷，统一评定成绩。考试内容为本课程的重要知识点和大学英语教学要求规定内容，综合考察学生是否达到教学大纲规定的要求。

第二部分 教学要点

**《新视野大学英语读写教程》第三册**

**Unit 5 Graceful Hands**

【**本章教学目标和要求**】

1. Present your attitudes to death.

2. Describe an impression by presenting details.

3. Understand more idiomatic expressions.

4. Practice the new vocabulary.

【**本章重点、难点**】

Complicated Sentence Structure

**【教学内容】**

1.. Words or Phrases

2. Text study

1). Question Answering

2). Structure Analysis

3). Summary

3. Exercises

1). After-class activities

2). Homework checking

**【实践教学内容】**

1. Reading or Writing Skills

2. Role play: Based on the story of Graceful Hands

**【本章教学建议】**

Ask students to talk about their understanding of death

**Unit 6 How to Prepare for Earthquakes**

【**本章教学目标和要求**】

1. Learn how to prepare for earthquakes.

2. Develop the sense of keeping the balance of nature.

3. Practice new vocabulary.

4. Learn to skim.

5. Write paragraphs with a general statement supported by details.

【**本章重点、难点**】

Structured Writing

**【教学内容】**

1. Warm-up

1). Introduction to the famous earthquakes in the world

2). Video watching

2. Background Information: The Great Tangshan Earthquake Disaster

3. Words or Phrases

4. Text study

1). Pre-reading activities

2). Structure

Part One (para1) How to predict an earthquake

Part Two (para2) How to prevent the great destruction of property caused by earthquakes

Part Three (para3-para6) How people need to prepare themselves for the possibility of a great earthquake.

Part Four (para7) This part serves as a conclusion: even if prediction becomes possible in the

5. Exercises

1). After-class activities

2). Homework checking

**【实践教学内容】**

1. Reading or Writing Skills

2. Speech : How to prepare for disasters

**【本章教学建议】**

Guide students to know how to prepare for the earthquake.

**Unit 8 Legal and Moral Implications of Cloning**

【**本章教学目标和要求**】

1. To learn more about cloning.

2. To develop a paragraph by listing.

3. To learn to write personal ads.

4. To master the skills of identifying the writer’s purpose.

【**本章重点、难点**】

1. Text structure analysis

2. Reading Skill

**【教学内容】**

1. Warm-up

1). Human reproduction

2). What’s your opinion about cloning?

2. Background Information: Dolly the sheep

3. Words or Phrases

4. Text study

1). Structure Survey

2). Notes to the text

5. Exercises

1). After-class activities: discussion topics

2). Homework checking

**【实践教学内容】**

1. Writing Skills: to develop a paragraph by listing.

2. Discussion: Human in the future

**【本章教学建议】**

Guide students to talk about cloning.

**《新视野大学英语读写教程》第四册**

Unit 1 The Tail of Fame

**【安排课时】6课时**

【**本章教学目的和要求**】

1. Help the students understand the meaning of the title

2. Help the students know how to use cause-and-effect in writing

**【本章重点、难点】**

1. Background Information: understand the benefit of online English learning

2. Text study

1) Structure Survey

2) Reading skills and Question Answering

3) Typical Sentence Pattern

4) Writing Pattern: problem-response-evaluation pattern

3. Exercises

1). After-class activities:

2). Homework checking:

**【本章课后复习思考题】**

1. How to understand the title?
2. What are the advantages and disadvantages of fame?

**【本章课后学习阅读资料】**

1. Translation

2. Vocabulary

3. Effective Reading in a Changing World

4. Ten Steps to Improving College Reading Skills

**Unit2 Charlie Chaplin**

**【安排课时】6课时**

【**本章教学目的和要求**】

1. To help students develop their independent thinking ability and encourage them to present different opinions.

2. To enhance students’ awareness of teamwork and cooperation.

3. To understand the text and try to know more about Charlie Chaplin

4. To skillfully use the vocabulary and useful expressions.

**【本章重点、难点】**

1. Background Information: Charlie Chaplin and movie history

2. Text study

1) Structure Survey

2) Reading skills and Question Answering

3) Typical Sentence Pattern

4) Writing Pattern: problem-response-evaluation pattern

3. Exercises

1). After-class activities:

2). Homework checking:

**【本章课后复习思考题】**

What are the possible reasons for the success of Charlie Chaplin?

**【本章课后学习阅读资料】**

1. Translation

2. Vocabulary

3. Effective Reading in a Changing World

4. Ten Steps to Improving College Reading Skills

Unit 5 Choose to Be Alone on Purpose

**【安排课时】6课时**

【**本章教学目的和要求**】

1. Share your idea of being alone with your friends.

2. Learn to think in your own way.

3. Read for the key ideas in sentences.

**【本章重点、难点】**

1. Background Information: generation gap (definition, causes, solution)

2. Text study

1) Structure Survey

2) Reading skills and Question Answering

3) Typical Sentence Pattern

4) Writing Pattern: problem-response-evaluation pattern

3. Exercises

1). After-class activities:

2). Homework checking:

**【本章课后复习思考题】**

Debate: Is being alone really good for us?

**【本章课后学习阅读资料】**

1. Translation

2. Vocabulary

3. Effective Reading in a Changing World

4. Ten Steps to Improving College Reading Skills

**《全新版大学英语听说教程》第三册**

**Unit1 Parents**

**【安排课时】**

2课时

【**本章教学目的和要求**】

1. To improve students’ listening competence.

2. To familiarize students with expressions for the topic Parents, which will be the focus of this unit.

【**本章重点、难点**】

1. 重点词汇： date, suspicious, driveway, curl, fancy, trail, brag, get around to, catch up on …, drop…off, fill sb. in on sth.

2. 功能句型：I call/ write to … once a week/every weekend/I’ve done well in a test or exam/I have something interesting to tell them/I’ve earned a financial grant/I’m short of money/I’ve got problems/I ’m sick.

**【教学内容】**

1. Part A: Pre-reading task

Arrange the students in pairs and ask them to discuss the questions in their books.

2. Part B:

1) Listening Task:

(1) Introduce some background information;

(2) Play the recording of Passage 1 once and ask the students to do Exercise 1. Tell them to concentrate on understanding the text as a whole at this stage;

(3) Ask the students if they have any difficulties with language or cultural points in the text. Explain them if necessary;

(4) Play the recording once again and ask the students to do Exercise 2.

(5) Do the same with Passage 2.

2) Speaking Tasks:

(1) Ask the students to get into pairs and explain to them how to carry out the speaking task---Reflections on the texts;

(2) Go around the classroom to supervise the students’ discussions. If necessary, you may even throw in one or two challenging questions to draw them out;

(3)Select a pair to present their views in class.

Part C: Test Your Listening

Listen to the short conversations.

**【本章课后复习思考题】**

How to create a dialog by using the sentence structures.

**【本章课后学习阅读资料】**

Extensive listening Book, Page 2-10.

**Unit 2 Coincidence**

**【安排课时】**

2课时

【**本章教学目的和要求**】

1. To improve students’ listening competence.

2. To familiarize students with expressions for the topic Coincidence, which will be the focus on this unit.

【**本章重点、难点**】

1. 重点词汇： tuition, somehow, click, latter, intrigue, mystify, standing, cover, bear, miracle, blessing, be in for, receipt slip, come to, in sb.’s place, real estate agent, note down,

2. 功能句型：Compared with non-coincidental events, coincidences are rare./Coincidence is the result of pure chance/our memories. /The human mind tends to look for patterns in events/ remember events that match but forget events that don’t match. /Coincidences tend to stay in our memory longer. …

**【教学内容】**

1. Part A: Pre-reading task

Arrange the students in pairs and ask them to discuss the questions in their books.

2. Part B:

1) Listening Task:

(1) Introduce some background information;

(2) Play the recording of Passage 1 once and ask the students to do Exercise 1. Tell them to concentrate on understanding the text as a whole at this stage;

(3) Ask the students if they have any difficulties with language or cultural points in the text. Explain them if necessary;

(4) Play the recording once again and ask the students to do Exercise 2.

(5) Do the same with Passage 2.

2) Speaking Tasks:

(1) Ask the students to get into pairs and read the directions and sample answers. Then ask each pair to debate the assigned topic.

(2) If time permits, conduct a class debate on the topic;

(3)If time permits, challenge the students; views by asking them to elaborate on certain points.

Part C: Test Your Listening

Listen to the passage three times and supply the missing information.

**【本章课后复习思考题】**

How to create a dialog by using the sentence structures.

**【本章课后学习阅读资料】**

Extensive listening Book, Page 12-20.

**Unit 3 Courage**

**【安排课时】**

2课时

【**本章教学目的和要求**】

1. To improve students’ listening competence.

2. To familiarize students with expressions for the topic Coincidence, which will be the focus on this unit.

【**本章重点、难点**】

1. 重点词汇： devastating, tower, detached, slab, debris, concrete, spike, crouch, embolden, toss, intently, trap, cling to, be up to sb. to do sth., part with, light up, sliding board, rescue mission

2. 功能句型：Courage is the mental strength/quality of mind that enables one to face danger, difficulty or pain without showing fear./Courage is the quality of being brave when you are in danger, pain or a difficult situation./Courage takes many forms. It takes courage to risk your life in a dangerous situation to save others, and it takes courage to stand up for what is right./…

**【教学内容】**

1. Part A: Pre-reading task

Arrange the students in pairs and ask them to discuss the questions in their books.

2. Part B:

1) Listening Task:

(1) Introduce some background information;

(2) Play the recording of Passage 1 once and ask the students to do Exercise 1. Tell them to concentrate on understanding the text as a whole at this stage;

(3) Ask the students if they have any difficulties with language or cultural points in the text. Explain them if necessary;

(4) Play the recording once again and ask the students to do Exercise 2.

(5) Do the same with Passage 2.

2) Speaking Tasks:

(1) Ask the students to get into pairs and explain to them how to carry out the speaking task---Reflections on the texts;

(2) Go around the classroom to supervise the students’ discussions;

(3) Select a pair to present their views in class.

Part C: Test Your Listening

Listen to the passage and choose the right answers.

**【本章课后复习思考题】**

How to create a dialog by using the sentence structures.

**【本章课后学习阅读资料】**

Extensive listening Book, Page 22-30.

**Unit 4 Marriage**

**【安排课时】**

2课时

【**本章教学目的和要求**】

1. To improve students’ listening competence.

2. To familiarize students with expressions for the topic Marriage, which will be the focus on this unit.

【**本章重点、难点**】

1. 重点词汇： outline, spouse, peeve, bug, article, update, pet peeve, make it up, figure out

2. 功能句型：Both men and women consider marriage a very important part of their lives. /Most men would like their spouses to be young and beautiful. Others consider inner beauty more important. /When a woman chooses her spouse, she often puts emphasis on his character/ temperament/ education/ profession/ income/ appearance/ family background.

**【教学内容】**

1. Part A: Pre-reading task

Arrange the students in pairs and ask them to discuss the questions in their books.

2. Part B:

1) Listening Task:

(1) Introduce some background information;

(2) Play the recording of Passage 1 once and ask the students to do Exercise 1. Tell them to concentrate on understanding the text as a whole at this stage;

(3) Ask the students if they have any difficulties with language or cultural points in the text. Explain them if necessary;

(4) Play the recording once again and ask the students to do Exercise 2.

(5) Do the same with Passage 2.

2) Speaking Tasks:

(1) Ask the students to get into pairs and read the directions and sample answers. Then ask each pair to debate the assigned topic.

(2) If time permits, conduct a class debate on the topic;

(3)If time permits, challenge the students; views by asking them to elaborate on certain points.

Part C: Test Your Listening

Listen to the conversation and choose the right answers.

**【本章课后复习思考题】**

How to create a dialog by using the sentence structures.

**【本章课后学习阅读资料】**

Extensive listening Book, Page 32-42.

**Unit 5 Youth**

**【安排课时】**

2课时

【**本章教学目的和要求**】

1. To improve students’ listening competence.

2. To familiarize students with expressions for the topic Youth, which will be the focus on this unit.

【**本章重点、难点**】

1. 重点词汇： outline, spouse, peeve, bug, article, update, pet peeve, make it up, figure out

2. 功能句型：I realized I’d grown up when I became a teenager/ knew I should make decisions for myself / knew I should be responsible for my own actions /attended my “Adult Oath” taking ceremony/ began to take part-time jobs to earn my own living expenses./ I often thought about volunteering my time to a local charity or a community organization in order to help those who are in need /for the welfare of society. /…

**【教学内容】**

1. Part A: Pre-reading task

Arrange the students in pairs and ask them to discuss the questions in their books.

2. Part B:

1) Listening Task:

(1) Introduce some background information;

(2) Play the recording of Passage 1 once and ask the students to do Exercise 1. Tell them to concentrate on understanding the text as a whole at this stage;

(3) Ask the students if they have any difficulties with language or cultural points in the text. Explain them if necessary;

(4) Play the recording once again and ask the students to do Exercise 2.

(5) Do the same with Passage 2.

2) Speaking Tasks:

(1) Ask the students to get into pairs and explain to them how to carry out the speaking task---Reflections on the texts;

(2) Go around the classroom to supervise the students’ discussions;

(3) Select a pair to present their views in class.

Part C: Test Your Listening

Listen to the conversation and choose the right answers.

**【本章课后复习思考题】**

How to create a dialog by using the sentence structures.

**【本章课后学习阅读资料】**

Extensive listening Book, Page 44-52.

**Unit 6 Stress**

**【安排课时】**

2课时

【**本章教学目的和要求**】

1. To improve students’ listening competence.

2. To familiarize students with expressions for the topic Stress, which will be the focus on this unit.

【**本章重点、难点**】

1. 重点词汇： stressful, patrol, undercover, supervise, justify, presence, routine, manifest, ulcer, document, psychological, counselling, fanatic, traffic violation, back over, jump out at, stress reducer

2. 功能句型：Stress is a state of worry due to pressure from too much work or study, heavy responsibilities, the quickened pace of life, etc. /I feel stressed/I’m under stress /I’m under great pressure when I feel I can’t live up to my parents’ expectations. /I worry about my ability to compete in the job market/ what chances there are in the job market when I graduate / how I can best use what I’ve learned at college in my future job. /…

**【教学内容】**

1. Part A: Pre-reading task

Arrange the students in pairs and ask them to discuss the questions in their books.

2. Part B:

1) Listening Task:

(1) Introduce some background information;

(2) Play the recording of Passage 1 once and ask the students to do Exercise 1. Tell them to concentrate on understanding the text as a whole at this stage;

(3) Ask the students if they have any difficulties with language or cultural points in the text. Explain them if necessary;

(4) Play the recording once again and ask the students to do Exercise 2.

(5) Do the same with Passage 2.

2) Speaking Tasks:

(1) Ask the students to get into pairs and read the directions and sample answers. Then ask each pair to debate the assigned topic.

(2) If time permits, conduct a class debate on the topic;

(3)If time permits, challenge the students; views by asking them to elaborate on certain points.

Part C: Test Your Listening

Listen to five conversations and choose the right answers.

**【本章课后复习思考题】**

How to create a dialog by using the sentence structures.

**【本章课后学习阅读资料】**

Extensive listening Book, Page 60-68.

**《全新版大学英语听说教程》第四册**

**Unit 1 Enjoy your feelings!**

**【安排课时】**

2课时

【**本章教学目的和要求**】

1. To improve students’ listening competence.

2. To familiarize students with expressions of promising and refusing to help.

3. To help students learn how to describe emotions.

【**本章重点、难点**】

1. 重点词汇：wreck, replace, explode, proclaim, work out, be bound to

2. 功能句型：What can I do to cheer you up?/ Don’t worry. I’ll help you solve the problem./ Relex.I’ll help you with it. / Take it easy. Let me see what I can do for you. / Forget it. You’re on your own. / I’m sorry, but I just can’t help you right now. / Don’t give it a thought. You should depend on yourself.

**【教学内容】**

1. Lead-in: Get to know the words and expressions about emotions.

2. Listening in:

Task 1: What a clumsy man!

Task 2: Causes of depression

Task 3: Happiness index

1. Speaking out:

Mode l:Don’t let it get to you.

Model 2:I’m too depressed.

Model 3:You seem to be on top of the world.

1. Let’s talk: Topics on how to reduce depression.

**【本章课后复习思考题】**

How to create a dialog by using the expressions of promising and refusing to help.

**【本章课后学习阅读资料】**

Further listening and speaking exercises.

**Unit 2 Beauty can be bought.**

**【安排课时】**

2课时

【**本章教学目的和要求**】

1. To improve students’ listening competence by teaching the strategy of listening between the lines.

2. To familiarize students with expressions of surprise.

3. To help students learn how to describe plastic surgery.

【**本章重点、难点**】

1. 重点词汇：fad, vanity, makeup, irritate, classy, pageant, accessory, stock up

2. 功能句型：I’m floored! / I’m shocked. I’m amazed. / What a surprise! / You’ve surprised me. /My goodness! / Good heavens!

**【教学内容】**

1. Lead-in: Get to know the words and expressions about plastic surgery.

2. Listening in:

Task 1: How do women use cosmetics?

Task 2: To be a clever beauty

Task 3: Beauty contests

3. Speaking out:

Mode l:She’s having some cosmetic surgery.

Model 2:I think I need a facelift.

Model 3:How did you find the plastic surgery there?

4. Let’s talk: Topics on the pros and cons of fashion trends .

**【本章课后复习思考题】**

How to create a dialog by using the expressions of surprise.

**【本章课后学习阅读资料】**

Further listening and speaking exercises.

**Unit 3 Watch out when nature strikes back.**

**【安排课时】**

2课时

【**本章教学目的和要求**】

1. To improve students’ listening competence.

2. To familiarize students with expressions of natural disasters.

3. To help students learn how to make concession.

【**本章重点、难点**】

1. 重点词汇：casualty, destructive, tremendous, crush, toss, sink, sow, scorch, slaughter, adverse, eruption, panic, flashlight, on the horizon, swallow up

2. 功能句型：Maybe so, but.../ That may be true, but.../Yes, you have a point there, but... / Perhaps you’re right, but... / There’s something in what you said, but... / I admit there’s some truth in what you said; however, ...

**【教学内容】**

1. Lead-in: Get to know the words and expressions about natural disasters.

2. Listening in:

Task 1: Is tsunami delicious?

Task 2: Drought in South Africa

Task 3: Natural disasters

3. Speaking out:

Mode l: It was a strong earthquake!

Model 2:Things are bit out of balance.

Model 3:This is the island that disappeared.

4. Let’s talk: Topics on how to make concessions .

**【本章课后复习思考题】**

How to create a dialog by using the expressions of natural disasters.

**【本章课后学习阅读资料】**

Further listening and speaking exercises.

**Unit4 Music**

**【安排课时】**

2课时

【**本章教学目的和要求**】

1. To improve students’ listening competence by teaching the strategy of listening for signal words.

2. To familiarize students with expressions of leaving and taking a message.

3. To help students learn how to make and change an appointment.

【**本章重点、难点**】

1. 重点词汇：ally, distraction, monotonous, supervise, regarding, unanimous, internship, freeze as the breeze, live up to, hang around

2. 功能句型：I hope to get together with you this week, if possible. /I hope to meet you sometimes this week. /I’m free as the breeze on Friday. /I’ll see you on Monday, at 10 a.m./ Something unexpected has come up./ Shall we meet some other time?

**【教学内容】**

1. Lead-in: Get to know the words and expressions of leaving and taking a message.

2. Listening in:

Task 1: You’re fired!

Task 2: Don’t be a loner.

Task 3: Working from home.

3. Speaking out:

Mode l: I’ve got to talk to Mrs. Parker.

Model 2: Something unexpected has come up.

Model 3:It’s much more than just satisfactory.

4. Let’s talk: Topics on how to make and change an appointment.

**【本章课后复习思考题】**

How to create a dialog by using the expressions of leaving and taking a message.

**【本章课后学习阅读资料】**

Further listening and speaking exercises.

**Unit 5 Distant pastures are always greener.**

**【安排课时】**

2课时

【**本章教学目的和要求**】

1. To improve students’ listening competence by teaching the strategy of identifying the relationship between the speakers in a conversation.

2. To familiarize students with expressions of regrets.

3. To help students learn how to describe job-hopping.

【**本章重点、难点**】

1. 重点词汇：spice, crunch, bankruptcy, mean, streamline, scarcity, resign, reverse, doting, dim, disillusion, omen, quota, implement, screen, prosecute,terminate,carry weight

2. 功能句型：I’m sad/ I regret that you’ll be leaving us. / It’s painful, but there’s no choice./ Assistants like you are one in million./ Employees like you are rare./ We are going to miss you a lot./ Things certainly won’t be the same without you around here.

**【教学内容】**

1. Lead-in: Get to know the words and expressions of regrets.

2. Listening in:

Task 1: How to avoid bankruptcy?

Task 2: The job-hopping fever

Task 3: Lay-offs can be predicted.

3. Speaking out:

Mode l: We’re going to miss you.

Model 2:We have to let you go.

Model 3:I’m the one you’ve been looking for.

4. Let’s talk: Topics on how to how to describe job-hopping.

**【本章课后复习思考题】**

How to create a dialog by using the expressions of regrets.

**【本章课后学习阅读资料】**

Further listening and speaking exercises.

**Unit 6 The truth can be stranger than fiction.**

**【安排课时】**

2课时

【**本章教学目的和要求**】

1. To improve students’ listening competence by teaching the strategy of identifying the major events in a conversation.

2. To familiarize students with expressions of talking about mysteries.

3. To help students learn how to establish relationships.

【**本章重点、难点**】

1. 重点词汇：chew, mascot, smash, stunt, canvas, monitor, doom, feast, unrest, ambiguity, demon, brag, date back to,pull off, stem from, get one’s fingers crossed

2. 功能句型：Research/ Study find out/establish the relationship/ connection between A and B. There must/ may / might be some relationship between A and B./ People who believe...tend to believe...

**【教学内容】**

1. Lead-in: Get to know the words and expressions about mysteries.

2. Listening in:

Task 1: David Copperfield is coming.

Task 2: Is it really bad luck?

Task 3: Do superstitions work?

3. Speaking out:

Mode l: This is a custom that dates back to the ancient Celts.

Model 2:Is there any relationships between superstitions and real life.

Model 3:I believe ETs have visited the Earth before.

4. Let’s talk: Topics on how to establish relationships.

**【本章课后复习思考题】**

How to create a dialog by using the expressions of talking about mysteries.

**【本章课后学习阅读资料】**

Further listening and speaking exercises.