**上海财经大学浙江学院**

**课程教案（理论或实验）**

**课 程 名 称： 大学英语听说3**

**开 课 系 （部）： 外语系**

**撰 写 人：**

**修 （ 制 ） 订 日 期： 2017年09月01日**

**系 主 任 签 章：**

**教 务 处 制**

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| **上海财经大学浙江学院课程教案（首页）** | | | | | | |
| 课程名称 | 大学英语听说3 | 课程代码 | |  | | |
| 授课专业 |  | 年级、班级 | |  | | |
| 课程类别 | 通识教育课（ ）；公共基础课（√ ）；学科共同课（ ）；专业必修课（ ）；专业选修课（ ）；实践教学课（ ）；其他（ ） | | | | | |
| 授课方式 | 面授 | | 考核方式 | | | 闭卷考试 |
| 总学时数 | 32 | | 学分数 | | | 1 |
| 教 材 | 大学体验英语听说教程3 | | | | | |
| 指定参考书 | 大学体验英语听说教程3 | | | | | |
| 授课教师 |  | | 职 称 | |  | |
| 授课时间 | 2017年 9 月--2017年 12月 | | | | | |

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| **上海财经大学浙江学院课程教案** | | | | | |
| 授课进度 | 第 9-10周 | 第 5章 | | | 备 注 |
| 授课方式 | 讲授/操练 | | 教学时数 | 4 |  |
| 教学目的 | To enable students to understand the dialogues with the expressions and structures for decision-making.  To enable students to make up their mind. | | | |
| 教学重点 | Vocabulary Focus: choose, major, opportunity, messy,  Useful expressions: how difficult it is;  Tell me about…  Have you ever encounter…  Do you speak…..?  What do you think of….?  What did you like about it?  I wish I had…  Don’t have to worry about…  What was …like? | | | |
| 教学难点 | Listening strategy focus:  Focus: Listen for key words or specific information.  Guess: Make your best guess at what you don’t understand.  Review: Think about the meaning of what the speakers have said, and try to say it in your own words.  Respond: talk about what you have heard; make it personally meaningful. | | | |
| 教学内容 | Teaching Procedures:  Introduce the Topic:  Find out who has difficulty in the class. If one has difficulty and can’t make up his mind, share it. If no one has, ask them what is the most difficult matter to decide on, and how they would like to solve it.  Warm up  1. To learn the new words on page 32.  2. Introduce the activity. T: Open your books to page 32. These people are talking about decision-making.  3. Allow students some time to finish. T: Now listen and check your answers.  4. Play the audio  5. Elicit answers from students. T: (name). Please read number 1.  6. Pair work  Put the students in pairs. T: Have you ever encounter difficulties? Do you solve your difficulty on your own? Ask a partner.  Listening Task  Preparation Question:  Introduce the activity. Ask students to look at the pictures in the textbooks. What kind of decisions do you think they will discuss? Can you tell from the pictures what is the speaker thinking about doing? Go ahead and guess now, then we will listen to check guesses.  the teacher explains the task by listening to the first.  ----- Where did each student travel?  Play the audio and do the rest.  Elicit answers from students and the teacher check it.  Listen again for more details.  ---What was a cultural difference they noticed?  Check the answers.  6. Listen a third time and answer the following questions.  7. Elicit answers from students and the teacher check it.  8. Pair work  Have you made decisions about any of these topics? What did you decide to do?  Real World Listening  concept check.  The stories in this unit demonstrate that an everyday event for some people can seem strange and exotic to others. Learning decision-making and broadening our horizons and help us to make decision by ourselves.  2. Prepare  Tips: The prepare step gives students an opportunity to predict what they will hear.  1). Introduce the activity.  2) Play the audio to explain the directions.  3) Play the audio.  4) Check prediction results.T: Did you hear what you predicted leath would say? Now , let’s listen to Hannab.  3. Get the main ideas  1) Explain the task.  2) Play the audio.  3) Elicit answers from students and the teacher check it.  4. Respond to the idea:  Discuss the questions: What do you think of this style of decision making? Does it make sense?  Interation Link  1) Form a group. Choose three of the questions below. Walk around the room and get three answers for each questions.  Q1. What do you think of this style of decision making? Does it make sense?  Q2. Tell your partner about a big decision that you had to make in your life. what did you decide  to do?  Q3. What kind of “decision maker” were you when you make this decision: Originator? Challenger? or others?  2) Return to your group. Make a chart to show how other students answers your group’s questions. Present your findings to the class.  Feedback:  1. Most of students can understand the conversations and learn some intercultural contacts from them. However, some students should strength listening practice.  2. All the students in groups can finish the task with the help of teamwork.  3. All the students take an active part in the inside-class activity so that they can practice speaking English in class, in such English atmosphere made by themselves.  4. A variety of activity forms is used in class so that it can be more interesting, not boring.  5. many problems from the students can be found so that the teacher corrects them in time.  Reflection: 1.These periods are effective so that we can take this kind of approach in out listening and speaking courses.  2. Adjusting the time allotment for listening and speaking.  3. Adding more information to the introduction step.  Lead-in（30分钟）  Brainstorm: Name some of the scenic spots in the world.  Appreciate some of the famous scenic spots in the world .  Listen to the passage about travelling on Page126.  Passage A（80分钟）  I Culture Notes: A Glorious City- Cairo  II Read the text  Summarize the text  Explain the language points  for that matter: as far as the thing is concerned; with regard to that, about that 关于那件事  e.g. I’m going to quit smoking, and so should you, for that matter. | | | |
|  | concept check.  The stories in this unit demonstrate that an everyday event for some people can seem strange and exotic to others. Learning decision-making and broadening our horizons and help us to make decision by ourselves.  2. Prepare  Tips: The prepare step gives students an opportunity to predict what they will hear.  1). Introduce the activity.  2) Play the audio to explain the directions.  3) Play the audio.  4) Check prediction results. T: Did you hear what you predicted loath would say? Now, let’s listen to Hannab.  3. Get the main ideas  1) Explain the task.  2) Play the audio.  3) Elicit answers from students and the teacher check it.  4. Respond to the idea:  Discuss the questions: What do you think of this style of decision making? Does it make sense?  Interation Link  1) Form a group. Choose three of the questions below. Walk around the room and get three answers for each question.  Q1. What do you think of this style of decision making? Does it make sense?  Q2. Tell your partner about a big decision that you had to make in your life. What did you decide to do?  Q3. What kind of “decision maker” were you when you make this decision: Originator? Challenger? or others?  2) Return to your group. Make a chart to show how other students answer your group’s questions. Present your findings to the class.  Feedback:  1. Most of students can understand the conversations and learn some intercultural contacts from them. However, some students should strength listening practice.  2. All the students in groups can finish the task with the help of teamwork.  3. All the students take an active part in the inside-class activity so that they  can practice speaking English in class, in such English atmosphere made by themselves.  4. A variety of activity forms is used in class so that it can be more interesting, not boring.  5. many problems from the students can be found so that the teacher corrects them in time.  Reflection: 1.These periods are effective so that we can take this kind of approach in out listening and speaking courses.  2. Adjusting the time allotment for listening and speaking.  3. Adding more information to the introduction step. | | | |  |
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| 讨论、练习、作业 | Preview the rest of Unit 6 | | | |  |
| 参考资料 | 2017年6月六级真题 | | | |  |
| 预习内容 | Interaction Practice and Interaction Link in Unit 7 | | | |  |

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| 授课进度 | 第 11-12周 | 第 6章 | | | 备 注 |
| 授课方式 | 讲授/操练 | | 教学时数 | 4 |  |
| 教学目的 | To enable students to understand the dialogues with the expressions and structures for decision-making.  To enable students to make up their mind. | | | |
| 教学重点 | Vocabulary Focus: native, homeland. Slang, fluency, approaching,  dialects, handle, pick up, hire, rent, amazing, different, accent,  Useful expressions: how difficult it is;  Tell me about…  Have you ever encounter…  Do you speak…..?  What do you think of….?  What did you like about it?  I wish I had…  Don’t have to worry about…  What was …like? | | | |
| 教学难点 | Listening strategy focus:  Focus: Listen for key words or specific information.  Guess: Make your best guess at what you don’t understand.  Review: Think about the meaning of what the speakers have said, and try to say it in your own words.  Respond: talk about what you have heard; make it personally meaningful. | | | |
| 教学内容 | Teaching Procedures:  Introduce the Topic:  Find out who has difficulty in understanding others in the class. If one has difficulty and can’t understand others, discuss it. If no one has, ask them how to understand others when they meet language barriers, and how they would like to solve it.  Warm up  1. To learn the new words on page 42.  2. Introduce the activity. T: Open your books to page 42. These people are talking about how to understand and communicate others.  3. Allow students some time to finish. T: Now listen and check your answers.  4. Play the audio  5. Elicit answers from students: (name). Please read number 1.  6. Pair work  Put the students in pairs. T: Have you ever encounter difficulties? Do you solve your difficulty on your own? Ask a partner.  Listening Task  Preparation Question:  Introduce the activity. Ask students to look at the pictures in the textbooks. And ask the students what kind of English have you heard? Talk about your experiences with a partner..  The teacher explains the task by listening to the first.  ----- Where are the people?  Play the audio and do the rest.  Elicit answers from students and the teacher check it.  Listen again for more details.  ---What are the people talking about?  Check the answers.  6. Listen a third time and answer the following questions.  7. Elicit answers from students and the teacher check it.  8. Pair work  Answer the questions with the information you have heard.    **Real World Listening**   1. concept check.   The stories in this unit demonstrate that sometimes it is difficult to understand other. Learning communication strategies and broadening our horizons and help us to understand others easily.  2. Prepare  Tips: The prepare step gives students an opportunity to predict what they will hear.  1). Introduce the activity.  2) Play the audio to explain the directions.  3) Play the audio.  4) Check prediction results.T: Did you hear what you predicted leath would say?Now , let’s listen to Hannab.  3. Get the main ideas  1) Explain the task.  2) Play the audio.  3) Elicit answers from students and the teacher check it.  4. Respond to the idea:  Discuss the questions: Are there any jobs that can only be done by native speakers? What jobs? Why?  Lead-in（30分钟）  Brainstorm: Name some of the scenic spots in the world.  Appreciate some of the famous scenic spots in the world .  Listen to the passage about travelling on Page126.  Passage A（80分钟）  I Culture Notes: A Glorious City- Cairo  II Read the text  Summarize the text  Explain the language points  for that matter: as far as the thing is concerned; with regard to that, about that 关于那件事  e.g. I’m going to quit smoking, and so should you, for that matter. | | | |
|  | Q1. What did Andrew think of Australia?  Q2. What does Strine mean?  Q3. How do you describe Professor Lee’s class?  Real World Listening   1. Concept check.   The stories in this unit demonstrate that sometimes it is difficult to understand other. Learning communication strategies and broadening our horizons and help us to understand others easily.  2. Prepare  Tips: The prepare step gives students an opportunity to predict what they will hear.  1). Introduce the activity.  2) Play the audio to explain the directions.  3) Play the audio.  4) Check prediction results: Did you hear what you predicted loath would say? Now , let’s listen to Hannab.  3. Get the main ideas  1) Explain the task.  2) Play the audio.  3) Elicit answers from students and the teacher check it.  4. Respond to the idea:  Discuss the questions: Are there any jobs that can only be done by native speakers? What jobs? Why? | | | |  |
|  | Interation Link  1) Form a group. Choose three of the questions below. Walk around the room and get three aswers for each questions.  Q1. Should only native speakers teach English?  Q2. Should American English be the standard taught worldwide?  2) Return to your group. Make a chart to show how other students answers your group’s questions. Present your findings to the class. | | | |  |
|  | Feedback:  1. Most of students can understand the conversations and learn some intercultural contacts from them. However, some students should strength listening practice.  2. All the students in groups can finish the task with the help of teamwork.  3. All the students take an active part in the inside-class activity so that they can practice speaking English in class, in such English atmosphere made by themselves.  4. A variety of activity forms is used in class so that it can be more interesting, not boring.  5. Many problems from the students can be found so that the teacher corrects them in time.  Reflection:  1.These periods are effective so that we can take this kind of approach in out listening and speaking courses.  2. Adjusting the time allotment for listening and speaking.  3. Adding more information to the introduction step. | | | |  |
| 讨论、练习、作业 | Preview the rest of Unit 5 | | | |  |
| 参考资料 | 2017年6月六级真题 | | | |  |
| 预习内容 | Interaction Practice and Interaction Link in Unit 6 | | | |  |

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| **上海财经大学浙江学院课程教案** | | | | | |
| 授课进度 | 第13周 | 第7单元Personality | | | 备 注 |
| 授课方式 | Listening and illustration | | 教学时数 | 2 |  |
| 教学目的 | After learning this unit, students will be able to: (1) talk about life partners; (2) learn and master the vocabulary and expressions related to life partners; (3) practice their communicative abilities through a series of listening, speaking, and discussion activities. | | | |
| 教学重点 | Vocabulary focus  Listening task focus  Real world listening focus | | | |
| 教学难点 | The appreciation of listening  Listening strategies: preparing, inferring, clarifying and responding  Self-expression | | | |
| 教学内容 | **Procedure:**  **Activity 1: Warm up**  　1. Ask students: Would you please name some famous people you would like to go on a date with? What good/bad qualities do these famous persons have?  　2. Group work: Students talk about qualities that are important for a partner for life.  　3. Listen and check the answers to exercises on page 48.  4. Work in pairs: Discuss the questions. Do you agree with any of these statements? What do you look for in a mate?  **Activity 2: Listening task**  　1. Look at the pictures on page 49 and ask: What do you think these people are like?  　2. Listen to the audio for the first time.  　3. Elicit answers from students.  　4. Listen to the audio for the second time.  　5. Elicit answers from students after the second listening.  6. Listen to the audio for the third time and complete the missing information on page 49.  **Activity 3: Real world listening**  **Prepare:**  1. Ask students the following questions:  What do you think these two people will talk about?  2. Play the audio to explain the directions.  　3. Listen and check. | | | |
| **Get the main idea:**  　1. Listen to the audio again.  2. Elicit answers from students.  **Respond to the ideas:**  Ask students to discuss:  How did Luis’s and Amy’s ideas about each other change over  time?  What is important to you when you first meet someone? What  things do you want in a person you should spend your life with? Are they the same things? Why or why not？ | | | |
| 讨论、练习、作业 | 2017年6月六级真题第一套听力  Preview the rest of Unit 7 | | | |
| 参考资料 | 2017年6月六级真题 | | | |
| 预习内容 | Interaction Practice and Interaction Link in Unit 7 | | | |  |

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| **上海财经大学浙江学院课程教案** | | | | | |
| 授课进度 | 第14周 | 第7单元Personality | | | 备 注 |
| 授课方式 | Listening and illustration | | 教学时数 | 2 |  |
| 教学目的 | After learning this unit, students will be able to: (1) talk about life partners; (2) learn and master the vocabulary and expressions related to life partners; (3) practice their communicative abilities through a series of listening, speaking, and discussion activities. | | | |
| 教学重点 | Interactive practice  Interaction Link | | | |
| 教学难点 | The appreciation of listening  Listening strategies: preparing, inferring, clarifying and responding  Self-expression | | | |
| 教学内容 | **Procedure:**  **Activity 1: Warm up**  News updated appreciation  **Activity 2: Interactive Practice**  **Video 1: Talking about girlfriends**  1. Watch the video for the first time for main ideas: Decide whether the following statements are true or false according to the information from the video clip.  2. Watch the video for the second time for details and fill in the blanks on page 51.  3. Watch the video clip for the third time for imitation.  4. Oral output: Students respond to the following questions  *Do you have a girlfriend of a boy friend? If yes, describe your girlfriend or boyfriend to your partners.*  *Do you believe in love at first sight? Why or why not?*  **Video 2: Talking about boyfriends**  1. Watch the video clip for the first time to get the main idea and match Column A with Column B.  2. Watch the video again for details and complete the response from Cindy on page 52.  3. Watch and imitate.  4. Dub the dialogue. | | | |
| **Activity 3: Interaction Link**  1. Turn to page 53. Students fill in the chart to create their own dating profile.  2. Students interview a partner and write a profile for him or her. | | | |
| 讨论、练习、作业 | Unit 7 Self-study  2017年6月六级真题第二套听力 | | | |
| 参考资料 | 2017年6月六级真题 | | | |
| 预习内容 | Unit 8 Technology “Operate with caution” | | | |  |

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| **上海财经大学浙江学院课程教案** | | | | | | | | | |
| 授课进度 | | 第 15 周 | 第 8 章 | | | | | 备 注 | |
| 授课方式 | | 面授 | | | 教学时数 | | 2 |  | |
| 教学目的 | | Learn the new words and phrases;  Practice students’ listening ability;  Solve the problems of some difficult words and expressions. | | | | | |
| 教学重点 | | Mastery and understanding of some difficult words and expressions.  Practice students’ oral English  Practice students’ listening ability | | | | | |
| 教学难点 | | Mastery of listening strategy and communication strategy  Discuss about the pros and cons of technology | | | | | |
| 教学内容 | | Preview: Ask students to name some high-tech products  T: What are some popular high-tech products? How many of you have your own computer? Video games? An iPod?  Step 1: Warm-up  Key words: *identity theft, obsession, incompatible, updates, viruses, delete, forwards, clogged up, addictive, spam*  Step 2: Listening Task  Look at the pictures. What problems do these people have with their computers?  (1) First listening: why is the speaker complaining about computers? Fill in the missing information with what you’ve just heard.  (2) Second listening: Which statement do you think the speaker would agree with?  (3) Third listening: Answer the following questions  Step 3: Real world listening  Jeff Townsend is a video game developer. He’s on Tech Trek to discuss his new video game “The Butcher.”  (1) What do you think Jeff will say about “The Butcher”? Now listen and check.  (2) Get the main ideas: check the statements that Jeff believes.  (3) Get the details: complete the following with what you’ve heard. | | | | | |
| 讨论、练习、作业 | | Oral practice: What do you think of all the new forms of entertainment made possible by computers? What are some of the negative and positive effects? | | | | | |
| 参考资料 | | 大学体验英语视听说教程教学参考书 | | | | | |
| 预习内容 | | Unit 8 Interactive Practice | | | | | |  | |
| **上海财经大学浙江学院课程教案** | | | | | | | | | | | |
| 授课进度 | | 第 16 周 | | | 第 8 章 | | | | | 备 注 | |
| 授课方式 | | 面授 | | | | | 教学时数 | | 2 |  | |
| 教学目的 | | Learn the new words and phrases;  Practice students’ listening ability;  Solve the problems of some difficult words and expressions. | | | | | | | |
| 教学重点 | | Mastery and understanding of some difficult words and expressions.  Practice students’ oral English  Practice students’ listening ability | | | | | | | |
| 教学难点 | | Mastery of listening strategy and communication strategy  Discuss about the pros and cons of technology | | | | | | | |
| 教学内容 | | Step 1: Interactive practice   1. Video 1 Talking about computer games   Watching for main ideas: decide which of the following is the main idea of the video clip  Watching for details: fill in the blanks with the information from the video clip  Watching for imitation  Oral output: answer the following questions  Key words: *obsess, get one’s mind off sth., let out stress, distract, exaggerate*   1. Video 2 Talking about junk mail   Watching for main ideas: decide which of the following is/are true about Cindy  Watching for details: write down the exact questions in the video clip based on Cindy’s response  Watching for imitation  Watch for dubbing  Key words: *delete, reinstall, application, scanner, detect*  Step 2: Interaction link  Technological issues | | | | | | | |
| 讨论、练习、作业 | | Oral practice: discuss with your partner about some technological issues | | | | | | | |
| 参考资料 | | 大学体验英语视听说教程教学参考书 | | | | | | | |
| 预习内容 | | Prepare for final | | | | | | | |  | |