**上海财经大学浙江学院**

**课程教案（理论）**

**课 程 名 称：**  大学英语阅读 I

**开 课 系 （部）：** 外语系

**撰 写 人：**

**修 （ 制 ） 订 日 期：** 2017年09月10日

**系 主 任 签 章：**

**教 务 处 制**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **上海财经大学浙江学院课程教案（首页）** | | | | | | |
| 课程名称 | 大学英语阅读 | 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 | 24 | | 学分数 | | | 2 |
| 教 材 | 大学体验英语综合教程１ | | | | | |
| 指定参考书 | 大学体验英语综合教程１教学参考 | | | | | |
| 授课教师 |  | | 职 称 | |  | |
| 授课时间 | 2017年 10月--2017年 12月 | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **上海财经大学浙江学院课程教案** | | | | | | | |
| 授课进度 | | 第 5 周 | 第1单元 | | | 备 注 | |
| 授课方式 | | 面授 | | 教学时数 | 2/周 |  | |
| 教学目的 | | 1.使新生迅速进入大学生活与学习的状态。  2.了解他们对大学的认知，做好大学生活的规划。  3.了解本课程教学要求和学习方法等。  4.对第一单元的导入、听说方面掌握相关表达。 | | | |
| 教学重点 | | 1）李开复的英文信中的听说训练。  2）课本教材中听力和口语练习方法  3）passage A的主旨阅读 | | | |
| 教学难点 | | 听说训练。通过李开复的“给女儿的一封信”中的内容，开启新生听说练习。 | | | |
| 教学内容 | **Step1 Greetings and Presentation（class and individual） 10min**  **Step 2 Lead-in (30min)**  1. Listen to the A Letter to My Daughter, and try to write down suggestions from the letter. (5 min)  2. make a discussion on Your Parents’ Suggest before you go to college. (5min)  3. study on words in this Letter. (15 min)  Step 2 **Teacher’ presentation on College life (10)**  Please refer to PPTs  **Step 3 Communicative task I and performance (group work) 20 min**  Make a dialogue of two samples on page 6 on “what kind of people do you hope to meet at college?” “what kind of classroom setting do you like”, “what kind of library would you expect to have”, “what extra-curricular activities would you like to participate in”. | | | | | |  |
| 讨论、练习、作业 | Read and listen to A Letter to My Daughter again after class, and try to master the words or phrases in that Letter. | | | | | |
| 参考资料 | A Letter to My Daughter  [http://mp.weixin.qq.com/s?\_\_biz=MzA3MTQ5MzA4OA==&mid=2651689491&idx=1&sn=cdbf64a8c9b10fdb408df0165c533563&chksm=84d5869cb3a20f8a30310eb4268a55c60c3c83e0a642e51a773dabc5c598a1247e164635bf8c&mpshare=1&scene=1&srcid=0921BGzolkmRNEJ74jt7rg9C#rd](http://mp.weixin.qq.com/s?__biz=MzA3MTQ5MzA4OA==&mid=2651689491&idx=1&sn=cdbf64a8c9b10fdb408df0165c533563&chksm=84d5869cb3a20f8a30310eb4268a55c60c3c83e0a642e51a773dabc5c598a1247e164635bf8c&mpshare=1&scene=1&srcid=0921BGzolkmRNEJ74jt7rg9C" \l "rd) | | | | | |
| 预习内容 | Passage A | | | | | |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **上海财经大学浙江学院课程教案** | | | | | | | |
| 授课进度 | | 第 6 周 | 第 1章 | | | 备 注 | |
| 授课方式 | | 面授 | | 教学时数 | 2/周 |  | |
| 教学目的 | | 通过Passage A和Passage B阅读，要求学生背记文章中出现的四级词汇和课后所列短语；对学习较好的同学还可以要求他们背记课文中出现的六级词汇。在精读文章的基础上练习根据上下文相关提示分析生词的意思这一阅读技巧，以及用引申义来翻译某些词汇这一翻译技巧。 | | | |
| 教学重点 | | 1）能够听懂与课文相关的较短的对话和较长的对话以及四篇短文。  2）在听懂语言材料的基础上进行讨论、辩论、评述和短篇演说。 | | | |
| 教学难点 | | 1. Structure of Passage A  2. 单词与短语 | | | |
| 教学内容 | **Passage A: My First Week at Harvard**  **Step 1 Greetings and students’ presentation (10 min)**  **Step 2 Listen and Talk (10min)**  Listen to the following passage and try to fill the blank (P4)    **Step 3: Study on Passage A (10)**  1. What is your first week at this University?  2. How much do you know about Harvard?  **Step 4: Skim and scan it (10 min)**  Listen or read passage A within a couple of minutes and try to tell:  1. What is the text about?  2. What are your impressive words or sentences?  **Step 5 Text analysis – Retell the Passage (individual work) 20 min**  List out the main language points and culture notes (参考教师参考书)  **move into** — **to start living in；**  **gorgeous *a****.* — **extremely pleasant or enjoyable；**  **historic *a****.*— **famous or important in history；**  **think (sth) to oneself**— **to have a thought in one’s mind, but not tell it to anyone；**  (参考教师参考书及课件)  **Step 4 Read and Complete (group work) 5 min (p9)**  Work in pairs and complete the chart by filling with information from the passage.  **Step 5 Read and Simulate (15 min) (P11)**  read and compare the English sentences, paying attention to the italicized parts and translate the Chinese sentences by simulating the structure of the English sentences  S**tep 6 Communicative task II (group work and pair work) 10 min**  It’s getting difficult to make ends meet. | | | | | |  |
| 讨论、练习、作业 | Discussion:  1. get to master words and phrases in passage A  2. simulate sentences on page 11  3.finish exercises on page 10-11 | | | | | |
| 参考资料 | China daily, Harvard introduction | | | | | |
| 预习内容 | 1.passage B  2.reading skills and practical writing on page 18 and 21 respectively. | | | | | |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **上海财经大学浙江学院课程教案** | | | | | | | |
| 授课进度 | | 第 7 周 | 第 1 章 | | | 备 注 | |
| 授课方式 | | 面授 | | 教学时数 | 2/周 |  | |
| 教学目的 | | 1.掌握passage A的重难单词和仿写句型  2.掌握passage B的主旨意  3.掌握阅读技巧和实用写作—registration form | | | |
| 教学重点 | | Passage A中的仿写句型  阅读技巧和实用写作 | | | |
| 教学难点 | | 仿写句型和实用写作 | | | |
| 教学内容 | **Passage B: Care for Our Mother Earth and Practical exercises**  **Step 1: students’ presentation (or News Report) 5 min**  **Step 2: Exercise after passage A 15min (P8-P11) 20 min**  1. I gazed out the window at this captivating scene and thought to myself “No freshman should be so lucky”!  2. During this first week, ***it’s a relief to*** have four girls I can call friends and that can ***help me through*** this adjustment process ***which is*** quite difficult at times.  3.Classes ***meet at their regular times***, and we’re able to attend ***as many as*** we want.  4.Our dining hall is ***more like*** a church or a museum ***than*** a cafeteria.  5.All of these first-week experiences ***will make great life-time memories but the best*** assets Harvard ***has offered*** me thus far have been the other students I’ve met.  **Step 3: Passage B Wish for the Freshman Year (Scanning) 10min**  Read this passage and try to answer the questions on page 11  **Step 4 points out important words in passage B (5min)**  **Step 5 writing skills—compound sentences and practical writing (20)**  1. compound sentences and practice on page 20  2. practical writing-registration on page 21 | | | | | |  |
| 讨论、练习、作业 | Writing assignment: write about your 4-year-college-life plan and your registration form | | | | | |
| 参考资料 | China daily ，PPTs on compound sentences | | | | | |
| 预习内容 | Unit 2 | | | | | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **上海财经大学浙江学院课程教案** | | | | | |
| 授课进度 | 第 8 周 | 第 2 章 | | | 备 注 |
| 授课方式 | 讲授，讨论 | | 教学时数 | 2 |  |
| 教学目的 | 1. get some idea of life dream  2. listening and speaking practice | | | |
| 教学重点 | Talking about dreams | | | |
| 教学难点 | Describing one’s own dreams | | | |
| 教学内容 | Section I Listen and Talk (2 periods)  Step 1 Lead in (10 Mins)  1. Warm up questions: Talk sth about “All great journeys start with a dream.” What is your childhood dream and your recent dream? Please describe.  2. Listening: (Listen to the passage and fill the missing words in the blanks)  3. Words and expressions:  Step 2 Dialogues (30 Mins)  1. Listening to the two sample dialogues and learning some useful phrases and expressions  Dialogue 1 Talking About a Future Plan  Dialogue 2 Discussing a Future Career  2. Post- listening questions Do you agree with that focus and hard work is the best path to success in your endeavors. Do you like your major? And have you have an idea to change your career? 3. Phrases and expressions:  Step 3 Communicative Tasks (40 Mins) Work in pairs and act the dialogues to the whole class. | | | |
|  | Task 1: Tips: How are things going? They couldn’t be better! I’m on top of the world … have now accomplished my dream of … On top of that,… I’ve put years of work into two goals … First, …, and second,… I can notch one of them off the list! I’m not sure about…, but perhaps I should consider…  Task 2: Tips: I’ve noticed … It’s exciting to … It’s a surprising coincidence … With … encouragement and a lot of hard work, I’m now … An accomplishment worth fighting for. I’m hoping to help … by doing … That’s great! I’ve been planning on … Step 4 Assignments 1. Read the dialogues and practice communicative tasks 2. Preview new words of Passage A  Step 4 Assignments  Words and expressions:  aspiration .[æspəreiʃən] n. a strong desire to have or achieve sth. important 抱 负，志向；渴望  brilliance n. a very high level of intelligence or skill; brightness of colour 杰 出的才能；灿烂  ★ certification n. the act of issuing an official documents that states a fact or facts are true 认证  ◆ endeavor n. an attempt or effort especially to do sth. new or difficult 努力， 尝试  enroll v. to officially arrange to join in a school, university, or course for sb. else to 录取 | | | |
| 讨论、练习、作业 | 1. Read the dialogues and practice communicative tasks  2. Review the news words and phrases | | | |
| 参考资料 | Dream it possible | | | |
| 预习内容 | Preview new words of Passage A | | | |  |
| **上海财经大学浙江学院课程教案** | | | | | |
| 授课进度 | 第 9 周 | 第 2 章 | | | 备 注 |
| 授课方式 | 讲授，讨论 | | 教学时数 | 2 |  |
| 教学目的 | 1. talk about the two passages about dreams  2. learn to use the key words and expressions in passage A  3. learn to write about the power of your childhood dream | | | |
| 教学重点 | the reading skill: Prediction while reading | | | |
| 教学难点 | the reading skill: Prediction while reading | | | |
| 教学内容 | Passage A All Great Journeys Start with a Dream  Step 1 Pre-reading Tasks (10 mins)  1. Greetings and a brief revision Ask one or two pairs (groups) to act out their own dialogues  2. Lead-in questions: 1. What do you dream of becoming? 2. What did you do when you had problem in realizing your dream?  3. Culture notes:  1. Rock music  2. Neil Peart  Step 2 While-reading Tasks (70 mins)  1. Read the text as quickly as possible and try to find the answer to the following questions:  1) How would you interpret this sentence “Our dream is the song of our soul”?  2) How would you compare Neil Peart and Richard M. DeVos’s philosophy of the flame? What else can you provide in describing the role of a dream in one’s life ?  3) But the trouble is most of us have the on / off switch of our dream set to OFF.” Do you agree or disagree with the author? | | | |
|  | 4) According to the author, what is the law of life? What is your opinion about this law?  5) “Our dreams don’t have to be grand to be great.” What is your understanding of this statement?  2. Skim the passage and try to find the main idea:  Main idea: We all have dreams. Our dream, or aspiration, or vision, is the song of our soul. It is our dream that fills our life with meaning and purpose. Many a successful person compared a dream to the flame of hope toward victory. We all have problems in realizing our dreams. But once we believe we can do it, we will find solutions to the problems we stumbled on. If you believe in your dream, the next step is to make a commitment. With your commitment, great power will be released and seemingly insurmountable hurdles will be reduced to insignificant obstacles. Our dreams don’t have to be grand to be great. We all have the power to follow a dream that will make a difference to us and those we meet. As we dream, so shall we become. Our vision is the promise of what we shall be in the future.  3. Language Points  1) Such dreams could be more hurtful than helpful.  2) I’m thinking about one’s vision, aspiration or fervent hope for the future.  3) Life without one is reduced to a hollow existence.  4) No life is more tragic than that of the individual who nurses a dream, an ambition, always wishing and hoping ...  5) “... but never lets it break out into flame.”  break out into sth: begin suddenly to do something  6) ... I will seek solutions for every problem I stumble on.  7) Any worthy dream is a dream worthy of accomplishing.  8) Once I realize I can do it, the next step is to make commitment.  4. New words and expressions  ▲ acclaim v. publicly recognized 拥戴  accomplish v. succeed in doing; finish successfully 完成，做成功  ambition n. strong desire, esp. over a long period, for success, power, wealth, etc. 抱负，雄心  ★ brighten v. (cause to) become bright （使）发光；（使）明亮；（使）有希望 | | | |
|  | deliberate adj. done on purpose or as a result of careful planning; intentional 故意的  deliberately adv. 故意地  ◆ fervent adj. being, having, or showing deep sincere feelings 热诚的，热烈的  ▲ flicker v. burn unsteadily; shine with an unsteady light （火光等）摇曳，闪烁  hollow adj. without real meaning or value; having an empty space inside 无价 值的；中空的  ▲ hurdle n. a difficulty which must be dealt with （必须克服的）障碍，困难  ideal n. (a belief in) high principles or perfect standards 理想  individual n. a single person or thing, considered separately from the class or group to which he, she or it belongs 个人，个体  insignificance n. 无意义，无足轻重  Step 3 Post-reading Tasks  1. Check the answers of Ex.4, 5 and 6  Step 4 Assignments | | | |
| 讨论、练习、作业 | 1.Read the text  2.Review the language points  3. Memorize the new words and expressions and prepare for dictation | | | |
| 参考资料 |  | | | |
| 预习内容 | Passage B | | | |  |
| **上海财经大学浙江学院课程教案** | | | | | |
| 授课进度 | 第 10 周 | 第 2 章 | | | 备 注 |
| 授课方式 | 讲授，讨论 | | 教学时数 | 2 |  |
| 教学目的 | Learn passage B  Learn to write notes of apology | | | |
| 教学重点 | Learn to write notes of apology | | | |
| 教学难点 | Learn to write notes of apology | | | |
| 教学内容 | Passage B What Are We Chasing After in Our Dreams  Step 1 Pre-reading Tasks (15 mins)  1. Greetings and a brief revision Dictation of the words and expressions in Passage A  2. Lead-in questions:  1). Does everybody have his goal in life?  2). Have you ever been disappointed about your dreams?  3). Predicting is using knowledge about words and context to anticipate what will come next. What can you predict from the title of the passage?  3. Culture Notes:  1) Michelangelo Buonarroti:  Michelangelo (di Lodovico) Buonarroti (Simoni) (1475—1564), commonly known as Michelangelo, had an unmatched influence on the development of Western art. He is often considered a contender for the title of the archetypal Renaissance man, along with fellow Italian Leonardo da Vinci. Two of his best-known sculptures are Pietà and David. Michelangelo also created two of the most influential works in fresco, the scenes from Genesis on the ceiling and The Last Judgment on the altar wall of the Sistine Chapel in Rome. He was the first artist to have two biographies written about him in his lifetime. | | | |
|  | 2) Oliver Wendell Holmes, Jr.: Oliver Wendell Holmes, Jr. (1841—1935) was an American jurist who served as an Associate Justice of the Supreme Court of the United States from 1902 to 1932. He convinced people that the law should develop along with the society it serves. Holmes exercised a deep influence on the law through his support of the doctrine of “judicial restraint” which urged judges to avoid letting their personal opinions affect their decisions. He was called “The Great Dissenter” because he was often at odds with his fellow justices and was capable of eloquently expressing his dissents.  Step 2 While-reading Tasks (35 Mins)  1. Read the text as quickly as possible and try to find the answers to the following questions: 1) Do you agree with the author’s statement that “So many people just exist; they have no goals, desires or aspirations”?  2) How do you understand “… the great danger is not that our aim is too high and we miss it, but that it is too low and we reach it”?  3) “It is a shame we often cease living, learning and achieving ...” What do you think the author means by “living”?  4) Did you once give up on your dream? Why? Answer: Open. 5. “Dreams are not for the young.” How do you understand that?  2. Language points: (omitted)  Step 3 Post-reading Tasks (15 mins)  1. Summarize the passage  Summary: Many of us have no goals or aspirations. We dare to dream as children, but many of us give up our visions as unreal possibilities in the difficulties of real life. We choose, due to fear and lack of ambition, to settle for less than we are capable of. Perhaps people lack faith in us and doubt our dreams. However, we ourselves, not others are in charge of what we do with our life. We should choose our aspirations carefully to determine their benefits before we bring them into fruition. Only lofty dreams benefit others and are thus admired by them. Many of our achievements are the legacy we leave behind when we depart this earth. We need to learn to live life to the fullest until our last breath. We should always set our goals and pursue our dreams no matter what our age is. We should act on our passions and visions, and make them a part of our life and future legacy that will live on forever.  Check the answers of Ex.12, 13 and 14  Section III Write and Produce (15 mins)  Step 2 Grammar (5 mins)  1. Number of Nouns We all know that most English nouns are countable, and there are also some uncountable nouns, but unfortunately we seem to forget the rules while writing. Usually we find sentences with incorrect use of forms of nouns in student’s writing. See if you can find the mistakes in the following sentences. | | | |
|  | 1) We can learn a lot of knowledge by reading books.  2) I think it important for us to give the smokers an advice.  3) The computer is very useful because it is able to store huge amounts of information.  4) They are interested in the little girl because she speaks a good English.  2. Articles  The use of English articles (a/an/the) is one of the most difficult points in writing. Although students have learned a set of rules about articles, they still have trouble and tend to misuse them.  Step 3 Practical Writing (10 mins)  Notes of Apology A note of apology is like a short letter with only one or two paragraphs. It is usually handwritten. Its tone may be either formal or informal depending on the people and the situation. If it is formal it should address the recipient with a correct title and some words of respect. Then it should clearly state the reason for the apology and promise to remedy the situation, and conclude with a suitable closing phrase.  Step 4 Assignments | | | |
| 讨论、练习、作业 | 1. Compose a note of apology based on the given information  2. Review the words and phrases in Passage A and B  3. Read Passage A and B | | | |
| 参考资料 |  | | | |
| 预习内容 | Unit 3 Passage A | | | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **上海财经大学浙江学院课程教案** | | | | | |
| 授课进度 | 第 11-13 周 | **综合教程Unit 3** | | | 备 注 |
| 授课方式 | 面授+蓝墨云班课app软件辅助教学 | | 教学时数 | 6 | 移动app为基础的混合式教学贯穿整个教学过程 |
| 教学目的 | 1. 听力部分：要求学生掌握娱乐、喜好、性格等的表达法。  2. 口语部分：要求学生掌握发出邀请和婉拒邀请的常用表达法。  3. 阅读部分：要求学生掌握阅读文章A篇和B篇的中心思想和围绕大意而展开的细节。熟记本单元A篇和B篇所出现的四级词汇和短语，以及学习使用文章中的重点句型进行书面表达。结合阅读文章分析语篇，使学生了解英语文章的写作模式。  4. 写作部分：一般写作要求，学生掌握英语时态以及海报的写法。 | | | |
| 教学重点 | ● use the key words and expressions in this unit  ● use correct verb tenses in making sentences  ● adopt the reading skill improving concentration while reading | | | |
| 教学难点 | ● get some idea of leisure activities on campus  ● talk about some clubs and societies on campus and Someone’s own experiences in a club or society on campus  ● create a poster for a music concert and an invitation to a party | | | |
| 教学安排 | Section I Listen and Talk (1 periods)  Section II Read and Explore (3 periods)  Section III Write and Produce (2 periods) | | | |
| 讨论、练习、作业 | 1. 要求按时完成各单元的language focus部分，内容包括单词辨析、短语填空及翻译。  2. 要求学生熟读课文并背诵课文中的重点句子。  3. 要求每位同学每学期必须独立完成一次口头报告（Oral presentation），并与搭档完成一次对话（dialogue making）。 | | | |
| 参考资料 | 英语趣配音，中国日报双语阅读微信公众号 | | | |

|  |  |
| --- | --- |
| 教学内容 | Unit 3 Leisure Activities  **Section I Listen and Talk (2 periods)**  **Step 1 Lead in (25 mins)**  1. Warm up questions:  *Can you name some leisure activities you usually take part in?*  Camping, outing, traveling, fishing, taking a walk, Yoga, dancing drawing, calligraphy, skating, bowling, picnic, Kara OK, barbecue, playing music, etc.  2. Listening: (Listen to the passage and fill the missing words in the blanks.)  *Key*:  spare, clubs, societies, music, party, meet, make, hang out, bored  3. Words and expressions:  hang out: go out  leisure: adj. 闲暇的，从容不迫的;  adv. leisurely  4. Look at the pictures and try to say something about leisure activities. (Pair-work)  Brain storm questions:  *What leisure activities are they taking?*  *Have you taken part in the similar leisure activities as them?* Step 2 Dialogues (30 mins) 1. Listening to the two sample dialogues and learning some useful phrases and expressions  Dialogue 1 *At a Party*  Dialogue 2 *At a Concert*  2. Post-listening questions  *What do they do at a party?*  *Who will Zhang introduce to Connie?*  *What kind of music band does Mei like? Why?*  3. Phrases and expressions:  in full swing: take part in  They are eating me out of house and home. 他们把我吃穷了。  outgoing: extroverted  be into that: be good at  sellout: adj. 叛逆  fade off: out of date Step 3 Communicative Tasks (35 mins) Work in pairs and act the dialogues to the whole class.  Task 1: *Talking about the differences between party etiquette in China and the USA*  *Tips:*  drinks, meet a lot of people, formal/ informal, be crazy about, dream of  What is the difference between…  Did you find any difference between…  We have more… |
| 教学内容 | Task 2: *Talking about pop music in China and the USA*  *Tips:*  Enjoy/ prefer, pop/ classical, favorite, charming/ wonderful/ popular, tune/ song  What about…?  My favorite is…  I know about…  Do you know anything about…?  **Step 4 Assignments**  1.Read the dialogues and practice communicative tasks  2. Preview new words in Passage A  **Section II Read and Explore (4 periods)** Passage A Clubs and Societies **Step 1 Pre-reading Tasks (15 mins)**   1. Greetings and a brief revision   Ask one or two pairs (groups) to act out their own dialogues   1. Lead-in questions:    1. *What do you usually do in your leisure time on campus?* (open)    2. *How do the students at Oxford spend their spare time?*    3. *Can you name some clubs and societies at Oxford?*   3. Culture notes:   1. OUSU: OUSU is the Oxford University Student Union, a completely separate organization from the Oxford Union. It is there to support students from all the affiliated Oxford Colleges in a number of ways by, for example, offering various student support services such as the Student Advice Service and The Oxford Legal Student Advice Scheme. OUSU also produces its own publications like The OUSU Living Out Guide, The Oxford Directory, The Welfare Directory and Freshers' Guide. 2. Freshers' Fair: Freshers' Fair is one of the most important events in the student calendar, and the focal point of freshers' week. It offers Oxford's 6 500 new students a unique opportunity to sample some of the activities going on in the city and University. It also gives the 350+ student societies that exist the chance to recruit eager new members. There are rooms and a large marquee set aside for companies offering student services to display their products and attract potential customers. Stalls are set out by category, such as sporting clubs, international societies, and religious organizations. It is entirely organized and run by OUSU, and takes place in the major rooms of Examination Schools on the High Street, on Thursday and Friday the first week in October each year. 3. The Oxford Union: The Oxford Union is the world's foremost debating society, with a deserved reputation for bringing international guests and speakers to Oxford. Since its foundation in 1823, the Oxford Union has been the only central student venue in the City and remains the social focus in this fragmented college system. The Union's aim is to serve its members by providing numerous facilities. It has a restaurant, two bars, two full-size snooker tables, the largest lending library for students in Oxford, and the only late-night student bar. In |
| 教学内容 | short, with over 10 000 resident members and roughly 85% of new students joining every year, the Union is the centre of University life in Oxford.  Step 2 While-reading Tasks (75 mins)  1. Read the text as quickly as possible and try to answer the following questions:  1) How can you find out about the activities that take place in a university like Oxford?  2) How can you find out what clubs and societies are on offer at Oxford?  3) Do people get involved in societies to the same degree?  4) What kind of people do some high status clubs such as the Oxford Union or the Guild Society tend to  attract? Why?  5) Does the author generally encourage students to join clubs and societies? Why?  2. Skim the passage and try to find the main idea:  Main idea: Colleges have clubs and societies for many purposes. There’s a group for almost any interest or spare time activity a student may have. It’s a good way to learn, relax, and make new friends. Joining groups can also help build a student’s resume for future employment.  3. Language points:  1) put one’s finger on: to find or show exactly (the cause of trouble)  e.g. Something is wrong with this room, but I can’t put my finger on what it is.  I could not quite put my finger on what was different about him.  2) throw oneself into: to do or take part in actively and energetically  e.g. Since her husband died, she has thrown herself into her work.  The National Day is coming; they have thrown themselves into the organization of Celebration Activities.  3) get one’s hands on: catch, or obtain  e.g. They all want to get their hands on the old man’s money.  I’d like to get my hands on a nice pair of cowboy boots.  4) browse through: look through  e.g. I was browsing through the newspaper when I spotted your name.  I’ve found the article while I was browsing through some old magazines.  5) find out: to learn or discover (a fact that was hidden or not known)  e.g. I won’t tell you—you’ll have to find out by yourself.  We found out later that we had been at the same school.  6) vary:  vary [in]: to be different; have the qualities that are not the same as each other  e.g. The price varies according to the season.  The flowers are the same in color but vary in shape.  vary [from:] to be different  e.g. Roses vary from daisies.  vary [from… to]: to change, esp. continually  e.g. The weather varies from very cold to quite mild.  7) immerse oneself in:  1) to put deep into a body of liquid |

|  |  |
| --- | --- |
| 教学内容 | e.g. He lay *immersed in* a hot bath.  *Immerse* your foot *in* ice cold water to reduce the swelling.  2) to cause to enter deeply into an activity; absorb in it or be absorbed by it  e.g. I *immersed myself in* work so as to stop thinking about her.  **8) ignore:** to take no notice of; refuse to pay attention  e.g. My advice was completely *ignored*.  The government would be unwise to *ignore* the complaints of its people.  **9) hang out:** to live or spend lots of time in a particular place or with particular people  e.g. Why do you just *hang out* in bars? Do you want to *hang out* with me instead?  You should give your children more opportunities to have personal time and space to *hang out* with friends or do whatever they want.  **10) give out:** to give to each of several people; distribute  e.g. The teacher *gave out* the exam the exam papers.  *Give* the books *out* to the children.  11) hack:  1) to cut (up), esp. roughly, violently, or in uneven pieces  e.g. He *hacked* the limb from the tree with an axe.  2) to do successfully  e.g. This assignment is too hard, I just can’t *hack* it.  3) to enter a computer system without permission  e.g. The students who *hacked* their way into the academic records were punished.  4) to seek office in a group without caring about the group’s success  e.g. He tried to hack his way to the presidency of every club on campus.  12) apply:  **a. apply [to, for]:** to request sth., esp. officially and in writing  e.g. I *applied to* four universities and was accepted by all of them.  **b. apply [to]**: to bring or put into use or operation  e.g. New technology *is being applied to* almost every industrial process.  The term ‘mat’ can *be applied to* any small rug.  **13) tend to:** to have a tendency; be likely; to do or be often or usually  e.g. Sally *tends to* interfere in other people’s business..  People *tend to* gain weight on holidays.  **14) secure:**  **a.** to hold or close tightly  e.g. They *secured* the windows when the storm began.  Before you leave for the weekend please *secure* the door.  **b.** to get, esp. as the result of effort  e.g. I was lucky to *secure* a seat on the crowded bus.  UN negotiations are still trying to *secure* the release of the hostages.  1**5) though:** in spite of the fact; nevertheless  e.g. He’s had two heart attacks in a year. It hasn’t stopped him smoking, *though*.  She won first prize, *though* none of us had expected it.  **16) apart from:** |
| 教学内容 | a. without considering; except for  e.g. Apart from the occasional visit, what does Allen do for his kids?  Quite apart from the cost, there is the question of your health to be considered.  b. as well as; in addition to  e.g. Apart from her obvious beauty, the clean air of the mountains was good for me.  **17) bore:** to make sb. tired or uninterested, esp. by continual dull talk  e.g. I’m sorry I spoke for so long—I hope I didn’t bore you.  **bored:**[bored with] tired and uninterested  e.g. She is getting really bored with her job.  I’m bored with the same old routine day after day.  **boring:** dull or uninteresting; tedious  e.g. Her husband is about the most boring person I’ve ever met.  I always thought ancient history was deadly boring.  **3.Words and expressions**  L40 Apart adv. separated by a distance 分开，相距，相隔  L32 apply v. [~ to sb. for sth.] to request sth., esp. officially and in writing（正式以书面）提出请求，申请  [~ to] to bring or put into use or operation 使用，应用，运用  L8★ array n. [~ of ] a collection or ordered group 排列整齐的一队人；一长列物品    L37 avoid v. to keep away from or keep out of the way, esp. on purpose 回避，（故意）避开  to prevent (sth.) from happening, or stop oneself from doing (sth.) 防止（发生某事），避免（做某事）  L38behavior n. way of behaving 举止，行为  L7▲ bewilderingly adv. confusingly 令人困惑地    L35 blank adj. without writing, print, or other marks 无字迹的，空白的    L45 bored adj. [~ with] tired and uninterested 厌烦的；不感兴趣的  L10 brand-new adj. new and completely unused 崭新的，未用过的  L15★ browse v. [~ through] to look through or read parts of a book, magazine, etc. without any clear purpose, esp. for enjoyment 随意翻阅，浏览（书刊等）  L11 comprehensive adj. thorough; broad; including a lot or everything 广泛的；全面的；综合的  L41 culture n. the customs, beliefs, art, music, and all the other products of human thought made by a particular group of people at a particular time 文化  L12 despair v. [~ of] to lose all hope or confidence（对…）绝望，丧失信心  L14★ directory n. a book or list of names, facts, etc., usually arranged in alphabetical order （通常按字母顺序排列的）人名地址录；工商人名录；号码簿  L31◆ downside n. disadvantage, expectation or likelihood of loss, or failure 负面；下降趋势  L27 drama n. a piece of writing to be performed by actors; play for the theater, television, radio, etc. 剧本；戏剧（电视剧，广播剧）  L21◆ eclectic adj. (of people, methods, ideas, etc.) not following any particular system or set of ideas, |
| 教学内容 | L10 edition n. a number of copies of a book, newspaper, magazine, etc., that are produced and printed at one time（书、报、杂志等）一版的印刷数，版（次）；版本  L26 flourish v. to be alive and well; to grow healthily 茂盛，繁荣，兴旺  to be active and successful 兴旺发达  L8◆ fresher n. (=freshman) a student in the first year at college or university 大学一年级新生  L29 grant n. money given esp. by the government for a particular purpose, such as to a university or to a student during a period of study （尤指国家发给的）补助金；助学金  L31▲ hack v. to cut (up), esp. roughly, violently, or in uneven pieces 劈，砍 to seek office in a group without caring about the group’s success 钻营  L 36 hackery n. the act of hacking 钻营  L14 handbook n. a short book giving all the most important information about a subject 手册，便览  L36 highly adv. (often before adjectives made from verbs) to a high degree; very （常用在由动词派生的形容词之前) 非常；高度地  very well 非常好地  L23 ignore v. to take no notice of; refuse to pay attention to 不顾，不理，忽视  L19★ immerse v. [~ in] to put deep into a body of liquid 使浸没（于液体中）  [~ oneself in] to cause (oneself) to enter deeply into an activity; absorb 使深陷于；使沉浸于；使专心于  L43 literature n. written works which are of artistic value; such works as a subject for study 文学作品；（作为研究之学科的）文学  L29 loan n. sth. which is lent, esp. money 借出之物；借（贷）款  L23 mate n. a friend, or person one works or lives with 伙伴；同事  L32 negative adj. refusing, doubting, or disapproving; saying or meaning “no”; containing one of the words “no”, “not”, “nothing”, “never”, etc. 拒绝的；怀疑的；不同意的；否定的  L40 obvious adj. easy to see or understand; clear; which must be recognized 明显的，明白的，显著的，显而易见的  L29◆ proctor n. (esp. at Oxford and Cambridge) a university officer whose duties include making students keep university rules（尤指牛津大学和剑桥大学的）校监，学监  L42 region n. a particular fairly large area or part, usually without exact limits  地区；区域  L41 religion n. belief in the life of the spirit and usually in one or more gods 宗教信仰  L43 sci-fi n. (abbr. of science fiction) stories about imaginary future developments in science and their effect on life, often concerned with space travel 科幻小说  L 35secure v. to hold or close tightly 握紧；关紧  to get, esp. as the result of effort （尤指经过努力而) 获得，把…搞到手  L34 spark n. a small bit of burning material thrown out by a fire or by the striking together of two hard objects 火花，火星  [~ of] a very small but important bit, esp. of a quality; trace（尤指某种品质的）丝毫，略微，一点点  L34 tend v. [~ to, towards] to have a tendency; be likely to do or be sth.; do or be often or usually 有…的倾向；有…的习惯；倾向于，趋于  L4 thrive v. to develop well and be healthy, strong or successful; flourish 兴旺；欣欣向荣，茁壮成长 |
| 教学内容 | L8 union n. (often cap.) (esp. in names and titles) a club or society, esp. a Trade Union（常用大写）（尤用于名称）协会；联合会；（尤指）工会  L19 vary v. [~ in] to be different; have the qualities that are not the same as each other 彼此相异，存在不同之处  [~ from] to (cause to) become different; to change, esp. continually（使）变化，改变  L voluntary adj. (of a person or action) acting or done willingly, without being forced （人或行动）自愿的，志愿的；自动的，自发的  Phrases and Expressions  L 40apart from without considering; except for; as well as 撇开…来说，除…外；此外  L7 check out  to leave a hotel after paying the bill; to find out whether sth. is true by making inquiries（在旅馆）办理退房手续，结账后离开（旅馆）；查证，核实  L29 give out  o give to each of several people; to distribute 分发，发  L23 hang out  to live or spend a lot of time in a particular place 居住；闲荡；厮混  L 19immerse oneself in  to be absorbed in沉浸于  L2 put one's finger on  to find or show exactly (eg. the cause of trouble)准确地找出（指出）（麻烦的原因）  L3 throw oneself into  to do or take part in eagerly and actively 积极投身于…    Proper Names  Bulgaria 保加利亚（欧洲国家）  Essex 艾塞克斯（英国英格兰东南部的一个郡）  Oxford 牛津（英格兰的一个大学城）  Scotland 苏格兰（英国的一部分，在不列颠北部）  UK （United Kingdom的缩写）英国 Step 3 Post-reading Tasks  1. Summarize the passage   ***Summary:*** Colleges have clubs and societies for many purposes. There’s a group for almost any interest or spare time activity a student may have. These groups typically recruit the freshmen to join, and most freshmen decide to join some of them. It’s a good way to learn, relax, and make new friends. Joining groups can also help build a student’s resume for future employment. But the majority of students are quite right to be suspicious of ambitious classmates who try to be leaders of every group they join.   1. Check the answers of Ex.4, 5 and 6 |
| 教学内容 | **Step 4 Assignments**   1. Oral practice---- Talk about it 2. General writing--- My leisure-time hobby on campus  Passage B A Well-Balanced Life **Step 1 Pre-reading Tasks (15 mins)**   1. Greetings and a brief revision   Ask students to present their dialogues according to “Talk about it”   1. Lead-in questions:    1. *In your opinion, what is more important, study and work, or leisure-time activities?*    2. *What is a well-balanced life according to you?* 2. Culture Notes:   1) Walt Whitman (1819~1892): Walt Whitman was born in 1819 in Long Island, New York. He attended grammar school in Brooklyn and took his first job with the Long Island Patriot. Between 1841 and the summer of 1859, Whitman held editorial positions on seven different newspapers. During the spring of 1855, at his own expense, Walt Whitman published the first edition of Leaves of Grass. Today it is considered a masterpiece of world literature and Whitman is recognized as America’s national poet.  2) Robert Frost (1874~1963): Robert Frost was born in San Francisco in 1874. He moved to New England at the age of eleven and became interested in reading and writing poetry during his high school years in the town of Lawrence, Massachusetts. His first professional poem, "The Butterfly," was published on November 8, 1894, in the New York newspaper The Independent. By the nineteen-twenties, he was the most celebrated poet in America, and with each new book-including New Hampshire (1923), A Further Range (1936), Steeple Bush (1947), and In the Clearing (1962)-his fame and honors (including four Pulitzer Prizes) increased.  **Step 2 While-reading Tasks (75 mins)**   1. Read the passage as quickly as possible and try to answer the following questions:    1. *According to the author, what is the significance of a well-balanced life?*    2. *Why does the author say try every means to be a better-adjusted person?*    3. *What does the author usually do in her free time?*    4. *When the author went through a short period of depression, what did none of her friends do to help her?* 2. Scan It—Find the structure of the passage   Section 1 (Para.1): The importance of a well-balanced life (Introductory paragraph)  Section 2 (Para.2-4): How the author lives a well-balanced life (Body paragraph)  Section 3 (Para.5): A well-balanced life is of great importance. (Concluding paragraph)  **3. Language points:**  **1) neither … nor …:** It is used between two or more choices to negate both or all of them.  e.g. He *neither* drinks, smokes, *nor* eats meat.  The equipment is *neither* accurate *nor* safe.  **2) develop into:** to become or bring gradually to a larger, more complete, or more advanced state; grow into |
| 教学内容 | e.g. In less than ten years, it *develops* from a seed *into* a full-grown tree.  The place has rapidly *developed* from a small fishing community *into* a thriving tourist resort.  **3) well-rounded:**  (of a person) having a full, pleasantly curved shape; shapely e.g. Even after the birth of her three children, she still keeps a *well-rounded*  figure.  (of a person’s experience) full of different types of activity; complete and varied  e.g. She has a *well-rounded* background in management.  Distance learning helps to provide a *well-rounded* education for all the people.  **4) stress:** pressure caused by the problems of living, too much work, etc.  e.g. I think her headaches are caused by *stress*.  The thought of the coming exams gives me great *stress* and anxiety.  **5) try every means:** do everything possible  e.g. He’s *tried every means* to get a new job.  **6) adjust:** to change slightly in order to make right or make suitable for a particular purpose or situation  e.g. You can *adjust* the color of the TV by turning this knob.  They will soon settle in – kids are very good at *adjusting*.  **7) relieve:** to lessen (pain, anxiety, or trouble)  e.g. I went for a walk to *relieve* the boredom of the day.  Volunteers were recruited to *relieve* the acute labor shortage.  **8) handle:** to pick up, touch, or feel with the hands  e.g. Customers are asked not to *handle* the goods in the shop.  When the children *handled* the kittens, it made the mother cat restless.  to deal with; control  e.g. She couldn’t *handle* the pressures of her new job.  He wasn’t sure if he could *handle* such a powerful car.  **9) along with:** together with  e.g. This was the bill which arrived *along with* the parcel.  She lost her job when the factory closed, *along with* hundreds of others.  **10) relate to:** to concern; be about or be directed towards  e.g. These proposals *are* only *related to* agricultural land.  We shall discuss the problem as it *relates to* our specific case.  to have a connection with  e.g. The cost *relates* directly *to* the amount of time spent on the job.  In the future, pay increases will *be related to* productivity.  **11) go through:** to suffer or experience; endure  e.g. Men don’t know what it’s like to *go through* childbirth.  He’s amazingly cheerful considering all he’s had to *go through*.  **12) figure out:** come to understand or discover by thinking  e.g. We still haven’t *figured out* how to do it.  **Have you *figured out* what the problem really is?**  **13) add to:** to increase |
| 教学内容 | e.g. The unexpected storm *added to* the difficulty of the construction of the road.  contribute to, add up to  e.g. Good study habits *add to* academic success.  **14) lead to:** to result in  e.g. This will l*ead to* trouble in the future.  His carelessness l*ed to* his failure in the future.  **15) other than:** except, apart from  e.g. There was nothing we could do *other than* hope for the best.  There’s no good cooking *other than* your mother’s cooking.  **16)maintain:** to continue to have, do, as before; keep up  e.g. He took the lead, and *maintained* it until the end of the race.  She *maintains* good relations with her business partners.  **17) get by:** to have enough money for one’s needs or way of life  e.g. She doesn’t know how to *get by* if she loses this job.  I can just about *get by* in French (= I can speak basic French)  **18) Without…neither function properly nor develop into a well-rounded individual.**  *A well-balanced life is needed for a person to develop and function properly.*  **19) Music is the universal language and it can express different feelings.**  *Almost everyone understands music, especially to express their feelings.*  **20) It can relate to the soul, or in fact I think it is the soul of feelings.**  *It can deeply affect the human spirit, even becoming identical with it.*  **21) The good friends that I have are always there for me in every situation I am in.**  *My friends are always available whenever I need help.*  **22) Not so long ago I went through a short time of depression.**  *Recently I experienced a brief depression.*  **23) I do not know what would have happened if she had not been there.**  *I couldn’t have handled the situation without her help.*  **24) But when it happens, you can do something other than wait…**  *But when it happens you don’t have to wait, there are some other choices.*  **3.Words and expressions**  adjust v. to change slightly, esp. in order to make right or make suitable for a particular purpose or situation 调整，调节；使适合  backbone n. the row of bones in the centre of a person’s or animal’s back; spine (人和动物的) 脊骨，脊柱； [~ of ] the part of a group, organization, etc. that provides the main support (团体、组织等的)骨干；支柱，主力，中坚  depress v. to cause to feel sad and without hope; discourage 使沮丧，使消沉  depression n. a feeling of sadness and hopelessness 忧伤，消沉，沮丧  function v. (esp. of a thing) to be in action; work; operate（尤指事物）活动，运行，发挥作用  handle v. to pick up, touch, or feel with the hands触，摸，碰，拿  to deal with; control对付；控制  insane adj. seriously ill in mind; mad精神错乱的；疯狂的  maintain v. to continue to have, do, etc., as before; keep up维持，保持 |
| 教学内容 | poetry n. poems诗，诗歌  relate v. [~ to] to tell (a story) 讲述（一件事）  to show or establish a connection between 有关联；把…联系起来  relax v. to make or become less active and worried 放松，（使）放松  relieve v. to lessen (eg. pain, anxiety, or trouble)减轻（痛苦、焦虑或困惑）  social adj. of human society, its organization, or quality of life 社会的，有关社会的  of or spent in time or activities with friends 社交的，交际的  stress n. (a state of worry resulting from) pressure caused by the problems of living, too much work, etc. 压力，重压，紧张  ▲ tiresome adj. causing annoyance or impatience 令人厌烦的，烦人的  unfulfilled adj. unsatisfied; not achieved 未感到满足的；未达到目的的  universal adj. concerning or shared by all members of a group 全体的，与全体有关的  of or for everyone or everything; widespread; general 普遍的；一般的  vital adj. [~ to, for]very necessary; of the greatest importance非常必需的；极其重要的  well-balanced adj. having or showing a firm sensible mind心情平稳的，情绪稳定的，镇静的  ◆ well-rounded adj. (of a person) having a full, peasantly curved shape; shapely (人的体形)丰满的，匀称的  (esp. of a person's experience) full of different types of activities; complete and varied (尤指人的经验) 多方面的，全面的  Phrases and Expressions  add to to increase; contribute to (also add up to) 增加有助于  along with together with 跟…一块  fall behind to become gradually further behind 落后(于)  figure out come to understand or discover by thinking 理解，想出  get by to have enough money for one's needs or way of life 过活，度日  go through to suffer or experience; endure 遭受，经历，忍受  other than except, apart from 除了  relate to to concern; be about or be directed towards 有关，涉及  to have a connection with与…有关  Proper Names  Robert Frost 罗伯特·弗洛斯特(1874~1963)，美国诗人  Walt Whitman 沃特·惠特曼(1819~1892)，美国诗人  **Step3 Post-reading Tasks (90 mins)** |
| 教学内容 | 1. Summarize the passage   ***Summary***: A well-balanced life is likely to be a happier and healthier life. People with a variety of interests and activities are less likely to be depressed, and even if they are busy they often have less stress. One activity can provide relief from another. For example, music or conversation can provide relief from work or study. However, when we are too stressed out we must also know when to relax. Friends can help us recognize the problems of stress and depression, and restore the balance in our lives.   1. Check the answers of Ex.4, 5 and 6   **Step 4 Assignments**  Review the words and phrases in Passage B  **Section III Write and Produce (2 periods)**  **Step 1 Revision (10 mins)**  Dictation of words and phrases in Passage A and B  **Step 2 Grammar (35 mins)**  Verb Tenses  Tenses is used to indicate time. By using different tenses, we can get the time of the particularly situation we want to describe and also show the continuity of the action or state. If we do not want our readers to misunderstand the time of actions and events in our writing, we should try to use verb tenses correctly. It is true that high school graduates have already learned a great deal about English verb tenses, but when is comes to writing in English, many students tend to make mistakes. So if you want to write with correct verb tenses, more practice is necessary.  **Step 3 Practical Writing (45 mins)**   1. Poster   To write a good poster for a concert, or some other entertainment, you must arouse the readers’ interest and enthusiasm. Graphics are very helpful for this. Then you must clearly and simply give the readers all the information they need to know to attend the event at the right time, place, etc. If there is an admission charge, say how much it is.   1. Invitation Cards   To invite people to a party does not require a fancy card unless the party is very formal. But the information should be very clear and specific, and it should also be clear whether an acceptance of the invitation is required. If so the letters RSVP (“ Reply Sent Very Promptly” in English, or “Responez s’il vous plait” in French) is something used.  **Step 4 Assignments**   1. Write an invitation card to a party for graduating seniors at your campus. Include local details to make it interesting and realistic. 2. Make a poster for a music concert at your campus. You may conclude the names of local places, people or groups to make it more realistic. |