**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III**

**开 课 系 （部）： 外语系**

**撰 写 人：**

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**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 | 大学英语阅读III | 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 | | | 2 |
| 教 材 | 大学体验英语综合教程3 | | | | | |
| 指定参考书 | 大学体验英语综合教程3 | | | | | |
| 授课教师 |  | | 职 称 | |  | |
| 授课时间 | 2018年 9 月--2018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 1 周 | 第 1 章 | | | 备 注 | |
| 授课方式 | | 面授 | | 教学时数 | 2/周 |  | |
| 教学目的 | | 主要讨论地球环境污染，全球气候变暖等问题。学生将结合对环境问题已有的知识和课前及时的准备，针对本话题进行听力、对话及讨论等交际活动，从而达成共识，找到解决问题的办法。 | | | |
| 教学重点 | | 1）会分析课文，重点词汇的使用;  2）运用本课的阅读技巧快速阅读相关文章并掌握大意; | | | |
| 教学难点 | | 词汇的意义，搭配关系和习惯用法；翻译中词义的引申；段落写作：主题句——展开句——结论句的结构。 | | | |
| 教学内容 | **Step1 Greetings and Presentation（class and individual） 10min**  **Step 2 Lead-in (Listen twice and fill in the missing words ) (class and individual ) 15 min**  1. hold stereotyped views of : a conventional opinion on  2. absent-minded: preoccupied and deep in thought  3. forgetful, dependable, responsible, cheerful, gloomy (let the Ss use the adj. words to make sentences)  **Step 3 Sample Dialogue 1 (class and pair work) 10 min**  Useful expressions:  be swayed by prejudice 对...的不利[有利]偏见  be swayed by prejudice 为偏见所左右  in [to the] prejudice (of) 不利于, 有损于  without prejudice (to) 【律】不使(合法权利)受到损害; 无损于, 无害于, 不影响  prejudice sb. against 使某人对...产生偏见  prejudice sb.in favour of 使某人对...产生好感  **Step 4 Communicative task I (group work) 15 min**  1. Talking about suitable job  2. work in groups (Row 1&3, Row 2&4, Row 5(team 1&3))  **Step 5 Sample dialogue 2 (class and pair work) 5 min**  1. Listen and answer:  Question: Does Nancy want to be a headmistress? Why?  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 | Read and practice the dialogues and make free dialogue in groups  1. What kind of jobs do you think are respected and admired in China?  2. What job do you like to do in the future ? why? | | | | | |
| 参考资料 | China daily ， CNN， 环保纪录片 | | | | | |
| 预习内容 | Passage A | | | | | |  |

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| **上海财经大学浙江学院课程教案** | | | | | | | |
| 授课进度 | | 第 2 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 | | Structure of Passage A  1. be blind to 2. deforest 3. ecosystem 4. result from cf. result in 5. impact on 6. priority 7. Inexhaustible 8. the/a point of no return 9. sit back 10. tread 11. isolate | | | |
| 教学内容 | **Passage A: Care for Our Mother Earth**  **Step 1 Greetings and a brief revision (pair work or group work)**  **Ask one or two pairs (groups) to act out their own dialogues. 3-5 min**  **Step 2 Talking about the pictures and providing some related information (class work or individual work) 5min**  Global Climate Trends  The main drive behind climate change is the increasing amount of carbon dioxide in the atmosphere. Its level has risen by a third since the industrial revolution started in the 1760s. As CO2 has built up, so temperature has risen. The main culprits behind increasing CO2 levels are burning fossil fuels and deforestation. The US alone pumps out a quarter of the world’s CO2 emission.  Global Pollution Trends  If the number of cars keeps increasing at the present rate, there will be more than a billion on the road by 2025. Today, motor vehicles put out 900 million tons of carbon dioxide a year—about 15 percent of our total output. More vehicles will mean more global warming. Also by 2025, two-thirds of the world’s people will live in cities, so traffic jams and pollution will loom large in most people’s lives.  Global Population Trends  Never has the pressure on the world’s resources been so great. Over the next 20 years, the global population is expected to grow by a quarter – that’s an extra 1.5 billion mounts to feed. Water is also under pressure as never before. Today, some 500 million people do not have enough water. By 2025, that number is expected to hit 2.5 billion.  **Step 3: Lead-in Questions (group work) 5min**  1. Why should we call the earth we live on our Mother Earth?  2. What is the root of the environmental problems?  3. What should we do to take care of our Mother Earth?  4. How many experts interviewed are there in the text?  **Step 4: Skim and scan it 15 min**  Read passage A within a couple of minutes and try to tell:  1. What is the text about?  **Step 5 Review It – Retell the Passage (individual work) 10 min**  List out the main points from the experts  **Step 4 Communicative task I (group work) 15 min**  1. Talking about suitable job  2. work in groups (Row 1&3, Row 2&4, Row 5(team 1&3))  **Step 5 Sample dialogue 2 (class and pair work) 5 min**  1.       Listen and answer:  Question: Does Nancy want to be a headmistress? Why?  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. Why should we call the earth we live on our Mother Earth?  2. What is the root of the environmental problems? | | | | | |
| 参考资料 | China daily ， CNN， 环保纪录片 | | | | | |
| 预习内容 | Passage A ＋课后练习 | | | | | |  |

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| **上海财经大学浙江学院课程教案** | | | | | | | |
| 授课进度 | | 第 3 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 | | 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。练习主题句——展开句——结论句这一段落结构的写作技巧；了解英文邀请信的格式和内容安排。 | | | |
| 教学难点 | | 语言语法点、汉译英、词汇练习和语法练习和作文。 | | | |
| 教学内容 | **Passage A: Care for Our Mother Earth**  **Step 1: Language focus: 15 min**  1. be blind to: to completely fail to notice or realize sth. 对…没有察觉到  e.g. Many people are blind to their own shortcomings.  They seemed to be blind to the consequences of their decision.  2. deforest: v. to cut down or destroy trees  e.g. The decision to deforest the area for an airport is strongly opposed by the local residents.  afforest: v. to convert open land into a forest by planting trees or their seeds  3. ecosystem 生态系统 ecoclimate 生态气候 ecocycle 生态循环  4. result from: to happen or exist as a result of sth., be the outcome from  e.g. The change of water into ice results from the decreasing in temperature.  Those problems resulted from the poor management.  cf. result in: bring about, terminate in, having as a consequence, to cause  e.g. These measures resulted in a great victory.  The talk between Russia and the US resulted in missile reduction.  5. impact on: to have an important or noticeable effect on someone or something  e.g. How will this program impact on the local community?  Falling export rates have considerably impacted on the country’s economy.  **Step 2: Exercise after passage A 15min**  1. Why should we call the earth we live on our Mother Earth?  2. What is the root of the environmental problems?  3. What should we do to take care of our Mother Earth?  4. How many experts interviewed are there in the text?  **Step 3: Skim and scan Passage B 10 min** | | | | | |  |
| 讨论、练习、作业 | Discussion:  1. What should we do to take care of our Mother Earth?  2. How many experts interviewed are there in the text?  General writing of this Unit  Read the sample on the page 18 and write a short paragraph of around 100-120 words to describe the urgent situation of an endangered species and call for help. | | | | | |
| 参考资料 | China daily ， CNN， 环保纪录片 | | | | | |
| 预习内容 | Unit 3 | | | | | |  |

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| **上海财经大学浙江学院课程教案** | | | | | | | |
| 授课进度 | | 第 4-6 周 | 第 3 章 | | | 备 注 | |
| 授课方式 | | 面授 | | 教学时数 | 2/周 |  | |
| 教学目的 | | After finishing this unit, students will be able to  **●** talk about the issues of famous brand names and business successes  ● get an idea of the overall organization of both passages  ● learn to use key word and expressions  ● adopt the writing skill of *Paragraph Development by Process* | | | |
| 教学重点 | | ● adopt the reading skill of *Conceptual Meaning* while reading  ● adopt the translation skill of *Omission* | | | |
| 教学难点 | | ● adopt the writing skill of *Paragraph Development by Process* | | | |
| 教学内容 | I. Listen and talk (2 periods)  Teaching Steps:  Step1 Greetings and Presentation （10M）  （class and individual）   1. How often do you have a shampoo? And what band of shampoo are   you using?  2. Could you list some products of Proctor & Gamble Company?  3. How are you doing today? Have you gone shopping recently?  4. What will you put into consideration if you want to buy a thing?  5. Do you think brand is very important for your choice? Why?  6. What is brand? And could you list some famous brands?  Step 2 Lead-in (Listen and fill in the missing words) （10M）(class and  individual )  a willingness to take risks: 甘愿冒风险  We do not expect untrained people to take risks.  keep a tight control on expenses: 严格控制支出  E.g. Expenses are kept under tight control.（开销受着严格的控制）  penny wise and pound foolish: 小事聪明，大事糊涂；贪小亏大  文化背景：A penny is a small amount of money and a pound is a larger  amount. ”Penny-wise, pound-foolish” is to be cautious (wise) with small amount  of money but wasteful (foolish) with larger amounts. Example: “We’ve worked so hard to save money that if we took a vacation now it would be  penny-wise, pound-foolish.” People sometimes worry about spending small  amounts of money; then they carelessly spend much larger amounts. Example  “He spends very little on food during the week, then blows all his money drinking on the weekends. He really is penny-wise, pound-foolish.”  4. entrepreneur: 企业家  5. marketing reach: 市场范围  6. have great sales potential: 拥有巨大的销售潜能  7. faulty products: 次品，产品缺陷  知识拓展：All products - whether physical or digital - must meet the following standard: (1) Satisfactory quality: Goods shouldn’t be faulty or damaged when you receive them. You should ask yourself what a reasonable person would consider satisfactory for the goods in question. (2) Fit for purpose: The goods should be fit for the purpose they are supplied for, as well as any specific purpose you made known to the retailer before you agreed to buy the goods. (3) As described: The goods supplied must match any description given to you, or any models or samples shown to you at the time of purchase.  8. a handful of: 一些  9. universal principles: 通用原则  10. contribute towards: 等于contribute to  Step 2 Lead-in (Listen twice and fill in the missing words ) (class and individual ) 15 min  1. hold stereotyped views of : a conventional opinion on  2. absent-minded: preoccupied and deep in thought  3. forgetful, dependable, responsible, cheerful, gloomy (let the Ss use the adj. words to make sentences)  Step 3 Sample Dialogue 1 (class and pair work) 10 min  Useful expressions:  be swayed by prejudice 对...的不利[有利]偏见  be swayed by prejudice 为偏见所左右  in [to the] prejudice (of) 不利于, 有损于  without prejudice (to) 【律】不使(合法权利)受到损害; 无损于, 无害于, 不影响  prejudice sb. against 使某人对...产生偏见  prejudice sb.in favour of 使某人对...产生好感  Step 4 Communicative task I (group work) 15 min  1. Talking about suitable job  2. work in groups (Row 1&3, Row 2&4, Row 5(team 1&3))  Step 5 Sample dialogue 2 (class and pair work) 5 min  1.       Listen and answer:  Question: Does Nancy want to be a headmistress? Why?  Step 6 Communicative task II (group work and pair work) 10 min  It’s getting difficult to make ends meet. | | | | | |  |
|  | “He spends very little on food during the week, then blows all his money drinking on the weekends. He really is penny-wise, pound-foolish.”  4. entrepreneur: 企业家  5. marketing reach: 市场范围  6. have great sales potential: 拥有巨大的销售潜能  7. faulty products: 次品，产品缺陷  知识拓展：All products - whether physical or digital - must meet the following standard: (1) Satisfactory quality: Goods shouldn’t be faulty or damaged when you receive them. You should ask yourself what a reasonable person would consider satisfactory for the goods in question. (2) Fit for purpose: The goods should be fit for the purpose they are  supplied for, as well as any specific purpose you made known to the retailer before you  agreed to buy the goods. (3) As described: The goods supplied must match any  description given to you, or any models or samples shown to you at the time of purchase.  8. a handful of: 一些  9. universal principles: 通用原则  10. contribute towards: 等于contribute to  Step 3 Sample Dialogue 1 The Pros and Cons of Famous Brands（20 minuts）(class and pair work)  1. Listen to the dialogue one and get to know the content of the dialogue.  Question:  (1) What made Li feel puzzled and how did Burns respond?  What various opinions did Liu & Burns have towards brand-name items？  Why do they have different opinions in your opinion?  2. Read and follow the tape and explain some of the language points  (1) beyond one’s means: 入不敷出 within one’s means: 量入为出  E.g. To live far beyond one’s means. 过着远远入不敷出的生活。  “To cure its addiction to debts, the United States has to re-establish the common sense  principle that one should live within one’s means.”  “美国要戒掉‘债瘾’，就必须重新树立量入为出这个常识性的原则。 | | | | | |
|  | “To cure its addiction to debts, the United States has to re-establish the  common sense principle that one should live within one’s means.”  “美国要戒掉‘债瘾’，就必须重新树立量入为出这个常识性的原则。  (2) name brands:名牌  (3) functional: practical and useful  (4) stylish: having styles, fashionable  (5) sturdy: strong and solid  (6) the insecure: 没有安全感的人  E.g. In effect she is punishing her parents for making her feel threatened and insecure. 实质上她是在惩罚父母，因为他们让她感觉受到威胁，没有安全感。  (7) designer clothes: 名牌服装  (8) You surely aren’t saying that...: 你总不能说......  (9) be into: 喜欢  (10) designer stuff: 名牌物品  3. Have the students read the dialogue in pairs and choose two or three  pairs to act it out | | | | | |
|  | Step 4 Communicative task I（15M）(group work)  1. Talking about their favorite drinks and arguing for their preferred brand.  2. work in groups (Row 1&3, Row 2&4, Row 5(team 1&3))  3. useful phrases  My theory is ...  Something are worth spending money on.  I mean...  beyond one’s means  4. Ask 2 groups to come and act out their dialogue  Step 5 Sample dialogue 2 (15M) (class and pair work)  1. Listen and answer:  Question: (1) What are pirated stuff?  (2) Do you think it is fine to buy pirates or fakes?  Listen, follow, and explain:   1. fake:   n. 赝品 e.g. On closer examination the painting was proved to be a fake.  adj. 假的 e.g. I can’t believe he sold me a lousy fake watch!  vt. 伪造 e.g. He arranged the accident in order to fake his own death.   piracy: n.盗版；剽窃；著作权侵害；海盗行为  E.g. The government has taken measures to curb piracy.  We are in favor of fighting against piracy.   undercut: to offer goods or services at a lower price than (one’s competitors）  Some members of the board were trying to undercut the chairman’s authority   1. elite:   n. 社会精英 e.g It is a luxury brand established for the elite and the affluent.  adj. 精英的 e.g This is an elite group reserved for members only.   1. genuine: adj. 真诚的；真正的；真实的；地道的   E.g A genuine friend will not desert you in time of adversity.  A fake diploma costs 500 yuan, but a genuine one costs you years of study.  另：genuine & authentic的区别  这两个词都有“真正的”“非伪造的”意思。  genuine指货真价实的、纯粹的、纯种的、正宗的;  authentic指来源真实的,非模仿的。   1. be accessible to: conj. 为 ... 能够接近的   E.g A manager should be accessible to his staff.   1. designer luxury: 名牌奢侈品   2. Let students read the dialogue in pairs and choose 3 pairs to act it out | | | | | |
|  | undercut: to offer goods or services at a lower price than (one’s competitors）廉价出售  E.g. However, for most of target audience, it will undercut the message badly  Some members of the board were trying to undercut the chairman’s authority  elite:  n. 社会精英 e.g It is a luxury brand established for the elite and the affluent.  adj. 精英的 e.g This is an elite group reserved for members only.  genuine: adj. 真诚的；真正的；真实的；地道的  E.g A genuine friend will not desert you in time of adversity.  A fake diploma costs 500 yuan, but a genuine one costs you years of study.  另：genuine & authentic的区别  这两个词都有“真正的”“非伪造的”意思。  genuine指货真价实的、纯粹的、纯种的、正宗的;  authentic指来源真实的,非模仿的。  be accessible to: conj. 为 ... 能够接近的  E.g A manager should be accessible to his staff.  designer luxury: 名牌奢侈品  2. Let students read the dialogue in pairs and choose 3 pairs to act it out | | | | | |
|  | Step 6 Communicative task II (10M) (group work and pair work)  Don’t you feel bad supporting pirates?  You see, the problem is...  I can’t afford the real thing.  Illegal to want to save money?  Passage A (2 periods) A Bathtub Battleships from Ivorydale?  Step 1 Greetings and a brief revision (3-5M) (pair work or group work)  Ask one or two pairs (groups) to act out their own dialogue about advertising  Related Information: History of Proctor and Gamble  Step 2 Pre-reading（5M）(group discussion)  1. What do you think is most important to you as a buyer?  2. What is a bathtub battleship as referred to in this passage?  3. Why is Ivory Soap so popular among Americans?  4. How did Proctor & Gamble succeed in promoting Ivory Soap?  Step 3 Skimming（10M）(individual and class work)  1. Read the title “Bathtub Battleships from Ivorydale”, and do some predictions about the author’s opinion  2. Skim the passage and summarize the main idea by the students themselves  and do the exercise 2 in page 58.  Step 4 Scaning（20M）(class work)  Discuss the whole passage in groups and summarize the passage, check the result of their discussion.  Step 5 Review  Retell the passage (5-8M)  Step 6 Language focus | | | | | |
|  | Step 6 Language focus  Passage B Haier Seeks Cool U.S. Image (2 periods)  Step 1. Greetings and a brief revision (3-5M) (individual work)  (1) Dictation: some useful words, expressions and sentences.  (2) Greeting: How are you doing today? A nice day, isn’t it?  (3) Homework check: Check the exercise of Passage A  Step 2. Related information (5M)  Step 3. Lead-in Questions (5M) (group work)  1. Do you have any Haier product at home? If so, describe it.  2. Why is Haier so successful in the US?  3. Can you guess why Haier has been so successful building its brand name? ( refer to the pictures and information on the Page 62)  Step 4. Skimming. (5M)  Step 5. Scanning (5-10M, Group work)  Step 6. Reviewing. (5-10M, group work)  Step 7. Language Focus  Step 8. Assignment  Step 9. General Writing (optional)  Write an advertisement with the help of the given information (Page 73).  Product: Kindle Fire  Title: Kindle Fire ---- a mainstream 70inch media tablet for $199  Features: color touchscreen, magazines in rich color, simple and easy to use,  100 000 movies and TV shows available to stream or download, purchase or rent,  millions of books mostly at $9.99 or less, 19 million songs in the Amazon MP3 Store. | | | | | |
| 讨论、练习、作业 | Review the text  Finish the language focus exercises  Read and practice the dialogues and make free dialogue in groups | | | | | |
| 参考资料 | China daily ， CNN | | | | | |
| 预习内容 | Passage A / Passage B | | | | | |  |

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| **上海财经大学浙江学院课程教案** | | | | | | | |
| 授课进度 | | 第 7-9 周 | 第 5章 | | | 备 注 | |
| 授课方式 | | 面授 | | 教学时数 | 2/周 |  | |
| 教学目的 | | 1) To memorize new words and expressions;hongduen.com！  2) To learn to talk about lifelong education;w.hongduen.com！  3) To get some knowledge about why and how people pursue continuing education | | | |
| 教学重点 | | 1)To practice reading skill—contextual meaning;  2) To practice paragraph development by example | | | |
| 教学难点 | | To learn how to write an online program introduction. | | | |
| 教学内容 | Period 1-2  1. Listen and talkwww.hongduen.com！  2. Background information www.hongduen.com！  3. Topics for discussionw.hongduen.com！  4. New words and expressions in Passage A  Period 3-4  1. More detailed interpretation in Passage Aww.hongduen.com！  2. Exercises  Period 5-6  1. New words and expressions in Passage B  2. Brief discussion of the text  3. Exercises  4. Reading & translating skills and writing practice  Period 7-8  Listening and Speaking  Contents  I. Lead-in  1. Listen to the passage about lifelong education and try to fill the missing words in the blanks.  2. Talk about education issues with the help of some PowerPoint pictures.  II. Communicative tasks  Task 1:  Situation: Two students are talking about their parents getting involved in continuing education programs.  Task 2:  Situation: Two college seniors are discussing their future plans for further education after graduation. | | | | | |  |
|  | Passage A Tongue-tied  I. Warm-up activities to arouse students’ interest in learning Passage A  1. Lead-in questions  1) In what way do you usually learn English vocabulary? Do you often ask the native speakers to explain English words for you?  2) How do you understand the German proverb “Whoever cares to learn will always find a teacher”?  3) Do you think to teach is also to learn? Why?  2. Related Information  1) The English Language  2) More Examples of Proverbs and Idioms  II. Detailed Study of the text:  III. Language points  IV. Review  V. Doing exercises on pages 102-105.  **Passage B Returning to College**  I. Warm-up Questions:  1. For what purpose(s) would an adult return to college?  2. Do you think most of the college students appreciate their college life?  II. Summary of Passage B  Related Information  Great Minds  III. Language points  IV. Notes to the passage  V. Reading Skills Practice: contextual meaning  VI. Translating Skills Practice: Splitting 分句译法  VII. Write and produce  General Writing: Paragraph Development by Example  Practical Writing: Online Program Introduction | | | | | |
| 讨论、练习、作业 | Ask students to write a short paragraph (100-120 words) with the title: Learning English (Words) Through (Reading);  Ask students to use the information and the title given to write an online program introduction. | | | | | |
| 参考资料 | China daily ， CNN | | | | | |
| 预习内容 | Passage A / Passage B | | | | | |  |

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| **上海财经大学浙江学院课程教案** | | | | | | |
| 授课进度 | 第 10-12周 | 第 6章 | | | 备 注 | |
| 授课方式 | 讲授/操练 | | 教学时数 | 6 |  | |
| 教学目的 | Practice listening and speaking skills in the materials about travel;  Practice “pragmatic meaning” skill in reading;  Learn some expressions about travel;  Improve the writing skills;  Be more familiar with the famous scenic spots in the world. | | | |
| 教学重点 | Text reading  Important expressions  Trip itinerary writing | | | |
| 教学难点 | Reading skills- pragmatic meaning  Understanding of the complex sentences  Travel experience writing | | | |
| 教学内容 | 1. 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.   1. 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*. | | | |
| 教学内容 | **counterpart: n.** a person or thing which has the same purpose as another one in a different place or organization对应的人/物  e.g. British police officers are working with their French *counterparts* to catch terrorists.  **mill about/around:** to move about in a disorderly or confused way  e.g. Crazy ideas *milled around* his mind.  The boys *were milling about* in the corridor.  **nook(s) and cranny (ies):** small spaces, sub-divisions in a location, building, etc.  **core: n**. the central part of sth.  e.g. The earth’s *core* is a hot, molten mix of iron and nickel.  The basic lack of government funding is the *core* of the problem.  **bald: a. 秃头的**  cf: hairless, uncovered 无装饰的 cf: naked , barren  **crack: (n.) 裂缝；裂口** cf: split, chink ; 爆裂声，轰响 cf:  cf: explosion, blow  (v.)爆炸，裂开； 发出爆裂声  **deliberate (a.) 故意的，蓄意的，深思熟虑的** cf: thoughtful, planned ； 审慎的，从容的 cf: conscious, intentional  e.g. He entered the room with ~ steps.  take ~ action 采取谨慎的措施 take ~ aim 不慌不忙地瞄准 a ~ murder蓄意谋杀  v. 仔细考虑，思考, 常与 upon, over, about 连用  e.g. He was slow to answer, deliberating over each question. | | | |
| 教学内容 | **economy (n.. )**经济，节省， cf: thrift, providence  **efficient (a. )** 有效率的，最经济的，有能力的 （反）inefficient  effective形容人或物，有时用于法律的生效，制度的实施  efficient 能够产生某种结果的，有能力的  effectual产生决定性的完满结果的，有奏效的，不形容人  efficacious与efficient 意思相同，但不用于形容人，通常形容药，或治疗方法  **lane** 小路，小巷，狭路， 单向行车道， 跑道  **relief (n.)** 减轻，解除，救助，接替者，缓和剂，cf: ease, freedom, replacement, substitution,浮雕，凸版  **sightseeing (n.)** 观光，游览  **spare (a.)** 多余的，剩下的，空闲的，备用的，节省的  (v.) 赦免，宽恕，分出，匀出，节约，爱惜  spare sth. for sb. /sth. , spare sb. sth. 与某人分享某物  **has been a better day风光不再，曾经盛极一时**  e.g. This university isn’t famous today, but it has been a better day.  III Sentence explanation  IV Check the answers of the exercise   1. Passage B（40分钟）   **I. Warming-up (group work)**  Discuss in groups about pictures on p126, then choose one or two groups to demonstrate their questions and answers about their favorite way of traveling.  **II. Pre-reading Qs (pair-work)** | | | |
| 教学内容 | Work in pairs and discuss the following questions:  1. What reasons do people travel?  Some travel to enjoy the beautiful scenery of their desired places; some resort to traveling to get released from the pressures and stress of the modern busy life while some others go to some particular places for shopping. In a word, by traveling, people’s lives can be greatly enriched.  2. What is travel all about?旅游的真谛 / What does the significance of traveling lie in?  **III. Global-reading (class work, individual work)**  1. skim the passage and find out the author’s answer to the question: What’s travel all about:  (to get to the soul of the people, understand and experience their lives) (para9)  2. p128 (10) 2.  **IV. Further-reading (group work)**  1. Outline  Part I (para1—2) The author was absorbed by Russian history since childhood and came to St. Petersburg which was a popular choice to tourists.  Part II (para3—4) The author describes the great view of St. Petersburg and its people.  Part III (para5—8) The author got a warm welcome and was entertained heatedly in Yuri’s and she had an enjoyable time.  Part IV (para9) the author concluded what travel is all about.  2. Scan the passage and find out the answers to these questions:  1)      Why is St. Petersburg a popular choice for tourists?  (It has rich cultural history.)  2)      How did the author travel to Russia?  (by airplane.)  3)      Why did the author go to Yuri’s as a guest?  (the author met a woman in Moscow and Yuri was a dear friends of hers. She invited the author into Yuri’s) | | | |
| 教学内容 | More questions on P128 Ex10  **V. Read and explore:**  1. Retell the text  2. Reading skill practice  ***Summary*** The writer recalled a trip with her husband to the Russian city of St. Petersburg. She gave an account of the city, which combined practical design with great beauty. She remembered one particular evening when they were invited to the home of a Russian artist, Yuri, whose apartment was in a building which had once been a palace. Although the writer was fascinated Russia, its art, literature and people, she had never learned to speak the language and felt rather ashamed for that, but fortunately their host spoke English. They were served the famous Russian vodka, made many toasts and soon her husband and Yuri became great friends. Later on, walking back to their hotel along the Nevsky Prospect in the soft light of a long summer evening, the couple agreed that the visit had been the best part of their holiday.  **VI. Language focus**  Difficult sentences:  1.       Not only did this seem practical, but the idea behind the design was to shelter residents from the fierce winter winds.  2.       No wonder the sight of elegant buildings along the canals reminded me of Paris Amsterdam and Venice. | | | |
| 讨论、练习、作业 | **Discussion**  1.       What attracts you most when you visit a new place?  2.       Do you think consciously or unconsciously, that some cultures are superior or inferior to others? Why?  3.       Can you understand a culture through media channels instead of learning things in person? Explain.  4.       Some people say that Australia is no worth going because it has no culture there, do you agree? If you have the right to choose, which is the place you’d like to go to the most? | | | |
| 参考资料 | China daily  CNN | | | |
| 预习内容 | Preview the passages  Some famous scenic spots in the world | | | |  | |
| **上海财经大学浙江学院课程教案** | | | | | | |
| 授课进度 | 第 13-15 周 | 第 八 课 | | | | 备 注 |
| 授课方式 | 面授 | | 教学时数 | 6 | |  |
| 教学目的 | 和平的年代从来没有停止过战争和冲突。宗教冲突，文化冲突，领土冲突层出不穷。本单元旨在让我们明白这样不争的事实，很有时代特点。教师在讲授时也应注意张显这一时代特点，结合世界各个地区在政治变革、军事事件，经济相互制约、恐怖主义等的方面的事实让学生讨论战争冲突的实质及影响。此单元听说练习可结合写听后感、观后感或议后感的写作练习进行。在精讲Passage A和Passage B的过程中，要让学生充分理解课文，分析篇章结构，了解段与段之间的关联；练习as的译法；要求学生背记两篇文章中给出的四级词汇和相应词组。对学习基础较好的同学，可要求他们掌握相关的六级词汇。写作练习用分类法写说明性的文体，以及了解英文宣传单的样式。 | | | | |
| 教学重点 | 1. talk about wars, conflicts and violence  2. get an idea of the overall organization of both passages  3. learn to use key word and expressions  4. adopt the reading skill Text Coherence while reading  5. develop a paragraph by classification | | | | |
| 教学难点 | 词汇练习；as的翻译技巧；用分类法布局一个段落 | | | | |
| 教学内容 | **第十三周：（2 periods） Lead-in & Listening and Talking**  **Step1 Greetings and Presentation （class and individual）**  1. If you have conflict with your friends, how would you try to resolve?  2. If two countries have conflicts with each other, which do you think is the best way to resolve?  **Step 2 Lead-in (Listen and fill in the missing words ) (class and individual )**  1. Talk about the pictures on the page 157.  2. Language Points:  (1) cast: v.  (2) tackle: v.  (3) proliferation: n.  (4) vulnerable: adj.  **Step 3 Sample Dialogue 1 Arab-Israeli Conflicts (class and pair work)**  1.Listen to the dialogue one and get to know the content of the dialogue.  *Question:* Why do the peace talks between Israel and Palestine always fail?  2. Read and follow the tape and explain some of the language points  (1) cut one’s nose to:  (2) come to terms with:  (3) If only…:  3**.** Have the students read the dialogue in pairs and choose 3 pairs to act it out  **Step 4 Communicative task I (group work)**  1. talking about the suicide bombings by Palestinians and Israel’s relation you read about from the newspaper.  2. work in groups (Row 1&3, Row 2&4, Row 5(team 1&3))  **Step 1 Greetings and a brief revision (pair-wo**  **r group work)**  Ask one or two pairs(groups) to act out their own dialogue about interviewing the famous people.  **Step 2 Talking about the pictures and some related information:**  **(class work or individual work)** Related Information **1. Bethlehem (West bank)**  Bethlehem (Hebrew: “House of bread”) is a city in the West Bank, five and a half miles from Jerusalem. The town, controlled since 1967 by Israel though administered since 1995 by the Palestinian National Authority, is specified in the Bible as the birthplace of both King David and Jesus Christ, and is regarded by Christians as a holy place.  In Bethlehem, there are three refugee camps: Dheisheh Refugee Camp (11000 inhabitants), Aida Refugee Camp (6000 inhabitants), and Beit Jebreen Refugee Camp (3000 inhabitants).  **2. Austin (Texas)**  Austin is the capital of Texas and a noted educational center, with the main campus of the University of Texas located there. The city, with a population of 587873 within the city and 1044050 in the metropolitan area (1999 estimates), also serves as a manufacturing, commercial, and recreational center. Beginning in the 1980s, the arrival of several computer technology corporations and research organizations helped diversify the economy. As a result, Austin has experienced unprecedented growth.  **Step 3 Pre-reading (group discussion)**  1.Talk about the disastrous consequence of the conflicts with the help of the pictures and descriptions on the page 164.  2. What are the usual causes of conflicts in the world?  3. Who suffer from the wars and conflicts? And how?  4. What do you think may be the solution to the Israel-Palestine conflict?  **Step 4 Global-reading (individual and class work)**  *Skimming:* Skim the passage and find out the main idea.  *Reference Key:* The writer compares her life in the war place to what she enjoys now in the peaceful pace and hopes for the real peace in the whole world.  **Step 5 Further-reading (class work)**  Comprehensive questions on page162  ***Summary:*** Muna Hamzeh is a writer who spent eleven years in a Palestinian refuge camp in Bethlehem. Now she is back in the United States and finding it difficult to adjust. She compares her life in the camp to what she enjoys now in Austin, Texas – the wide open spaces, contact with nature and, most importantly, freedom of movement. During her last two months at the camp there was frequent fighting, memories of which make her nervous every time she hears or sees helicopters and ambulances. She is also angry at the fact that a lot of the Israeli military equipment is actually made in the United States and paid for by US citizens through their taxes but that North Americans don’t seem to know about this, or to care. She worried that this indifference may result in another Vietnam War, with young people fighting a war and dying when they don’t even understand why.  3. useful phrases  4. ask 2 groups to come and act out their dialogue  **Step 5 Sample dialogue 2 Terrorism—a Form of Cowardice (class and pair-work)**  1. Listen and answer:  *Question:* What is terrorism? What goal do terrorists have?  2. Listen, follow, and explain  (1) hijack:  (2) understandable:  3. Have the students read the dialogue in pairs and choose 3 pairs to act it out  **Step 6 Communicative task II (group work and pair-work)**  Talking about air travel after the September 11 incident.   1. （分钟） 2. （分钟） 3. （分钟）   …………… | | | | |
| 教学内容 | **第十四周：（2 periods） Passage A Return from the Cage**  **Step 1 Greetings and a brief revision (pair-work or group work)**  Ask one or two pairs(groups) to act out their own dialogue about interviewing the famous people.  **Step 2 Talking about the pictures and some related information:**  **(class work or individual work)** Related Information **1. Bethlehem (West bank)**  Bethlehem (Hebrew: “House of bread”) is a city in the West Bank, five and a half miles from Jerusalem. The town, controlled since 1967 by Israel though administered since 1995 by the Palestinian National Authority, is specified in the Bible as the birthplace of both King David and Jesus Christ, and is regarded by Christians as a holy place.  In Bethlehem, there are three refugee camps: Dheisheh Refugee Camp (11000 inhabitants), Aida Refugee Camp (6000 inhabitants), and Beit Jebreen Refugee Camp (3000 inhabitants).  **2. Austin (Texas)**  Austin is the capital of Texas and a noted educational center, with the main campus of the University of Texas located there. The city, with a population of 587873 within the city and 1044050 in the metropolitan area (1999 estimates), also serves as a manufacturing, commercial, and recreational center. Beginning in the 1980s, the arrival of several computer technology corporations and research organizations helped diversify the economy. As a result, Austin has experienced unprecedented growth.  **Step 3 Pre-reading (group discussion)**  1. Talk about the disastrous consequence of the conflicts with the help of the pictures and descriptions on the page 164.  2. What are the usual causes of conflicts in the world?  3. Who suffer from the wars and conflicts? And how?  4. What do you think may be the solution to the Israel-Palestine conflict? | | | | |
|  | **Step 4 Global-reading (individual and class work)**  *Skimming:* Skim the passage and find out the main idea.  *Reference Key:* The writer compares her life in the war place to what she enjoys now in the peaceful pace and hopes for the real peace in the whole world.  **Step 5 Further-reading (class work)**  Comprehensive questions on page162  **Key words and expressions**  **1. overwhelm: v.** to make powerless by using force, or to cause to feel sudden strong emotion.  e.g. The terrorists *were overwhelmed* by the police squad and soon surrendered.  The whole nation *was overwhelmed* by grief when the space shuttle exploded.  **overwhelming: adj.** (1) difficult to fight against  e.g. She felt an *overwhelming* urge to tell someone about what had happened.  (2) very great or very large  e.g. An *overwhelming* majority has voted in favor of the proposal.  **2. adjust to:** to change slightly, esp. in order to make suitable for a particular job or new conditions  e.g. Her eyes slowly *adjusted to* the darkness inside the church.  A good teacher knows how to *adjust* his or her methods *to* suit the needs of the students.  **3. identification: n.** something (such as an official paper) that is proof or a sign of identity  e.g. The reporters were asked to show some *identification* before the security guards let them in.  **4. confine: v.** to keep within some limits  e.g. He *is confined to* the house by illness.  Could you confine yourself to the subject, please?  **5. come by:** to obtain, to get  e.g. A ticket to the basketball game is not so easy to *come by*.  **7. under way:** in motion or operation  e.g. Economic recovery is already *under way.*  **8. linger: v.** to take a long time to leave or disappear  e.g. It’s impossible to forget such horrific events—they *linger* in the memory forever.  After the play finished, we *lingered* for a while hoping to catch sight of the actors.  **9. indifference:** n. the quality, state, or fact of being not interested in or noticing  e.g. The *indifference* to the homeless may result in serious social problems. | | | | |
|  | **6. in comparison to/with:** examining or judging against another in order to show the points of likeness or difference  e.g. *In comparison with/to* the French, the Britain eat far less fish.  He is a famous American writer, but he pales in comparison with/to Hemingway.  **7. under way:** in motion or operation  e.g. Economic recovery is already *under way.*  **8. linger: v.** to take a long time to leave or disappear  e.g. It’s impossible to forget such horrific events—they *linger* in the memory forever.  After the play finished, we *lingered* for a while hoping to catch sight of the actors.  **9. indifference:** n. the quality, state, or fact of being not interested in or noticing  e.g. The *indifference* to the homeless may result in serious social problems.  **第十五周：（2 periods） Passage B Yes to Peace-No to Violence**  At the start of the 20th century, most of the Middle East was under European control. After World War I (1914-1918). Britain and France dominated the region. The tide began to turn when most Arab countries achieved independence from Britain or France in the 1930s and 1940s. The United Nations (UN) voted in 1947 to divide Palestine between the Jews and Arabs, but Arab states rejected the plan. In 1948, when Britain troops left Palestine, the Jews declared the independent state of Israel. The Arab states unsuccessfully attacked Israel, followed by Israeli invasion to Arabic lands. Numerous wars and peace talks later, the Palestinian problem remains unsolved, and Arab-Israeli relations remain hostile.  **Step1 Pre-reading (individual and class work)**  1. Try to describe the pictures on the page 166  2. Why did some people oppose Yitzhak Rabin’s efforts to bring about peace?  3. How long is the road to peace between Israel and Palestine? | | | | |
|  | **Step 2 Global-reading (individual and class work)**  Skimming: Skim the passage and find out the main idea.  *Reference Key:* The passage is a transcription of Yitzhak Rabin’ last speech, made at a peace rally in Tel Aviv in November 1995.  **Step 3 Further-reading (class work)**  Comprehensive questions on page169  ***Summary***  Yitzhak Rabin fought in the Israeli army for 27 years, rising to the rank of General. In 1992 HE BECAME Prime Minister. He was committed to the peace process and negotiated with the Palestine Liberation Organization (PLO). He and Yasir Arafat agreed to work together for peace. Although this accord was generally thought to be a very good thing, there were some Jewish hardliners who did not agree with the idea of working together with the PLO. The passage is a transcription of Rabin’s last speech, made at a peace rally in Tel Aviv in November 1995. He states his conviction that peace is possible and acknowledges the role that Egypt, Morocco and Jordan had played in the negotiations. He makes a plea for peace and asks the Israeli people to support the peace process. Ironically he was assassinated by a young Jewish hardliner moments after giving the speech.  **Step4 Language focus**  **1.compromise: n.** a settlement of differences in which each side makes concessions  e.g. The government has said that there will be no *compromise* with terrorists.  The Union refused any *compromise* and threatened another strike.  **2. rally: n.** a large esp. political public meeting  e.g. *Rallies* are being held across the country to celebrate the victory.  Thousands of people attended the protest *rally* against racial discrimination.  **3. take advantage of:** (1) to make use of  e.g. You should learn to *take advantage of* the mistakes made by your rivals.  (2) to make unfair use of  e.g. I think she *is taking advantage of* his love. | | | | |
| 讨论、练习、作业 | 1.Read and practice the dialogues and make free dialogue in groups  2. Finish the language focus exercises(page 181)  3. | | | | |
| 参考资料 | 1 中国日报双语新闻  2. 英语趣配音  3. 课本与教参 | | | | |
| 预习内容 | 1 预习 P154 Return from the Cage  2．预习 p186 Yes to Peace——No to Violence | | | | |  |