**《英语听说II》课程教学大纲**

一、课程基本信息

课程代码：16231602

课程名称：英语听说II

英文名称： College English II：A Listening and Speaking Course

课程类别：公共课

学 时：32

学　　分：2

适用对象：非外语类专业一年级本科生

考核方式：考试

先修课程：《英语听说I》、 《英语综合I》

二、课程简介

《英语听说II》是为广东财经大学非英语专业的一年级本科生开设的一门必修语言技能基础课程，是广东财经大学非英语专业教学计划的一个有机组成部分。

学生学习该课程需先修《英语听说I》和《英语综合I》等课程，在听、说、读、写、译方面受过初步的训练。本课程与《英语综合II》等基础课程相互依托，从而提高学生英语综合能力。

通过本课程的教学，进一步提高学生的英语听说能力，使他们的听说能力与读、写、译等能力的培养实现同步均衡的发展。本课程着重培养学生的英语听力和口语能力及其英语综合应用能力。**同时增加生活实景与工作职场的对话模拟与实训，拓展学生的知识面，提升他们在经济全球化时代潮流中的听说技能。使他们在今后工作和社会交往中能用英语流利有效地进行口头和书面的信息交流，同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要。**

College English II：A Listening and Speaking Course is a basic compulsory language course for non-English majors in Guangdong University of Finance and Economics. It is an integral part of the non-English major teaching program of Guangdong University of Finance and Economics.

Students are expected to have learned “College English I：A Listening and Speaking Course” and “College English I：An Integrated Course, and received basic training on listening, speaking, reading, writing and translation. This course and College English II: An Integrated Course rely on each other so as to improve students' comprehensive English ability.

Through the teaching of this course, we will further improve students' ability of listening and speaking in English, so that their listening and speaking ability can be synchronized with the development of reading, writing and translation. This course focuses on developing students' English listening, speaking and their English application skills. **At the same time, we should increase the simulation and practice of real life and work dialogues to widen the range students' knowledge, and enhance their listening and speaking skills in the new trend of globalization. So that they can use English effectively in their future work and social interactions. In addition, this course attempts to enhance their independent learning skills, improve their comprehensive cultural quality, to meet the needs of China's social development and international exchanges.**

三、课程性质与教学目的

《英语听说II》课程是广东财经大学本科学生课程设置的有机组成部分，是广东财经大学非英语专业本科生一门必修的公共基础课。作为大学英语教学的有机组成部分，《英语听说II》与《英语综合II》形成了互相补充、梯度递进的关系。《英语综合ＩＩ》帮助学生夯实语言基础（如，语法、词汇等），培养学生的综合能力，特别是读写能力，《英语听说ＩＩ》课程以扎实的语言基础为前提，重点培养学生的听说能力，并使他们在今后工作和社会交往中能用英语有效地进行口头信息交流。

本课程旨在通过真实的场景、地道的语言和多样的练习提高学生的英语听说能力，要求教师和学生使用课本、音带、及多媒体光盘与网络教学平台，利用其优势互为补充，将立体化、个性化、自主化的教学带进课堂，充分发挥多媒体声像技术，通过丰富的教学资源、生动的形式，针对性的训练和有效的管理来提高学生的实际交流能力。

通过《英语听说II》课程的学习，学生应达到下列要求：

听力要求：

1．能基本听懂英语国家人士关于日常生活和社会、文化生活的谈话，理解中心大意，抓住主要论点或情节；能根据所听材料进行推理和分析，领会作者的态度、感情和真实意图，并用英语作简要笔记。2．能基本听懂慢速英语新闻广播节目以及有关文化、教育等方面的非专题性讨论录音材料，理解大意，把握作者的意图、态度和感情。

口语要求：

1．能在一般社交场合与英语国家人士较流利地进行交谈。在交谈时能够恰当地进行应答和导入话题，能主动展开话题并保持交流顺畅，语音、语调自然，无重大语法错误，言语基本得体。2．能用英语就所熟悉的话题进行口头交流，能比较流畅和准确地用英语介绍我国的文化与国情。在交流时能做到条理清晰地组织和表达思想，语言基本正确，言语基本得体。

《英语视听说》课程教学应以主题教学法和任务教学法理论指导教学实践，以学生为中心，围绕主题设计现实社会中真实的、具有挑战性的相关事情为任务。以任务为途径，让学生在课堂内外应用语言及交际策略去完成、然后口头汇报和总结完成任务情况。

本课程的教学评估包括形成性评估和终结性评估。

四、教学内容及要求

Unit 1 Education and Student Life

（一）目的与要求

Students are expected to:

1) grasp the main ideas of the video clips and audio passages provided in this unit;

2) understand the topic of Education and Student Life;

3) master the communicative skills of asking for clarification, using expressions of location, and describing map locations;

4) develop critical thinking skills;

5) build vocabulary and improve pronunciation.

（二）教学内容

1. 主要内容

1) Vocabulary building

2) Cultural notes

a) College and university

b) Honor code

3) Listening skills and strategies

a) Using the Introduction to Predict Lecture Content

b) Getting Meaning from Context

c) Getting Meaning from Intonation

d) Three Keys to Writing Effective Lecture Notes

4) Speaking skills and strategies

a) Asking for clarification

b) Using expressions of location

c) Describing map locations

2. 基本概念与知识点

1) Vocabulary building

Words and expressions: identification, for short, major, work out, dormitory, fill out, rush, pretty good, penalty, plagiarism, quotation marks, source, syllabus, term paper, avoid, cite, cut and paste, expect, get caught, give credit, paraphrase, quote, summarize, unique

2) Cultural notes

a) In conversational American English, the words college and university mean the samething.

A college or a university is a place where students go after high school to continuetheir education. In the U.S., it normally takes four years to finish college and receivea bachelor’s degree. Some colleges, called “community colleges,” are two-yearschools where students study basic courses. Many students transfer from there to afour-year college/university to complete their degrees.

b) Honor Code

University students in the U.S. and Canada must promise to follow a set of rules about honest behavior. These rules are called the “Academic Honor Code.” Some universities ask students to read the honor code. Others require students to sign it. Here are some examples of honor codes from well-known universities:

“I pledge my honor that I have not violated the honor code during this examination.” — Princeton University

“On my honor I have neither given nor received any unauthorized aid on this (exam, test, paper).” — Rice University

“On my honor as a University of Colorado student, I have neither given nor received unauthorized assistance.” — University of Colorado

I am aware of what constitutes academic misconduct and the disciplinary actions that may be taken against it, and agree not to cheat. — University of British Columbia

3) Listening skills and strategies

a) Using the Introduction to Predict Lecture Content

Like an essay, a lecture usually has three main parts: the introduction, the body, and the conclusion. You should listen very carefully to the introduction because it will usually have two important pieces of information:

the topic of the lecture

a brief summary or list of the main ideas the speaker will talk about

\*Note: Lecturers often start their lectures with announcements, a review of the last lecture, or a story. It is usually not necessary to take notes on these things.

b) Getting Meaning from Context

When you listen to people talking in English, it is probably hard to understand all the words. However, you can usually get a general idea of what they are saying. How? Using clues can help you to guess. These clues include:

words

synonyms and paraphrases

transitions

stressed words

intonation

a speaker’s tone of voice

your knowledge of the culture, speakers, or situation

c) Getting Meaning from Intonation

Meaning comes not only from words but also from the way English speakers use their voices. The tone (feeling) and rising or falling intonation of a speaker’s voice can be important clues. Listen to a short conversation. It will be repeated three times. Circle the second speaker’s feeling in each case.

d) Three Keys to Writing Effective Lecture Notes

Indentation Indent means “move your text to the right.” Indent to show the relationship between main ideas and specific details. Write main ideas next to the left margin. Indent about 1.5 cm as information becomes more specific.

Key Words: When you take notes, do not write every word, and do not write complete sentences. Instead, write only the most important or “key” words. Key words are usually nouns, verb, adjectives, and adverbs.

Abbreviations and Symbols: You can save time if you abbreviate (shorten) words and use symbols as much as possible. For example, write ≠ instead of “different from” or “not the same.” Write “info” instead of “information.” You can create your own symbols and abbreviations or use those listed on page 262.

4) Speaking skills and strategies

a) Asking for clarification

If someone uses words you don’t understand, you can signal that you don’t understand by using one of the following expressions.

Work in small groups. Take turns telling your classmates about a holiday, custom, or tradition from your family or culture. When it is your turn to listen, use expressions from the box if you need the speaker to explain, repeat, or define something.

b) usingexpressions of location

Write five true or false statements about the map on page 23. Use a different expression from Activity 2 on page 22 in each statement. Then read your statements to one or more classmate. Your classmates will say if your statements are true or false.

c) describing map locations

Work in pairs to ask and answer questions about locations. Student A should look at the map on page 244. Student B should look at the map on page 252.

3. 问题与应用

1) Role-Play: Making, Accepting, and Refusing Invitations

Work with a partner. Write a short (1-2 minutes) conversation about one of the following situations. Practice your conversation several times. Then perform it for the class without reading. You may sit face to face or back to back, as if you were talking on a cell phone.

Speaker A invites Speaker B to go out for pizza this evening. Speaker B accepts or refuses.

Speaker A invites Speaker B to his/her dormitory to watch a tennis game on television.

Speaker A invites Speaker B to his or her graduation next week.

Now make an invitation of your own and see if your partner accepts or refuses it.

2) On the Spot!

What Would You Do? Read the situation and discuss the following questions.

Situation

Last year you took a Business Writing class. One of the course requirements was a ten-page term paper. You worked hard on your paper and received an A.

This year, a close friend of yours is taking the same class. Your friend is a good student, but recently her mother has been sick, and she has been busy taking care of her younger brother and sister.

Your friend asks to copy and turn in your paper from last year. There is a new professor for the class, so your friend is sure the teacher will not recognize the paper.

Would you allow your friend to use your paper? Why or why not?

Do you think your friend could get caught?

If you are sure your friend will not be caught, will it change your decision?

Have you ever witnessed cheating? Describe.

Have you ever asked a friend to copy a report or homework? Why or why not?

If a person cheats in school, will this person also be dishonest in other areas of life?

**（三）思考与实践**

1. How do you think of academic honesty?

2. Education is not the filling of a bucket but the lighting of a fire. How do you understand the statement?

**（四）教学方法与手段**

本章教学主要采用课堂讲授、多媒体教学、网络辅助教学、团队合作、分组讨论、课堂讨论、个人展示、角色扮演等方法与手段。

**Unit 2 City Life**

（一）目的与要求

Students are expected to:

1) grasp the main ideas of the video clips and audio passages provided in this unit;

2) understand the topic of City Life;

3) master the communicative skills of starting a phone conversation and requesting and giving directions;

4) develop critical thinking skills;

5) build vocabulary and improve pronunciation.

（二）教学内容

1. 主要内容

1) Vocabulary building

2) Cultural notes

a) Student Housing Offices

b) Neighborhood Watch

3) Listening skills and strategies

a) Taking Notes on Statistics

b) Listening for Transitions

c) Guessing Relationships between People

d) Expressing Frustration

4) Speaking skills and strategies

a) Starting a Phone Conversation

b) Requesting and Giving Directions

2. 基本概念与知识点

1) Vocabulary building

Words and expressions: slob, never lift a finger, bug, make it, come by, miss, alarm, break-in, deadbolt, decal, device, front/back of, license, right, car theft, timer, valuables, break into, prevent, violent get into the habit

2) Cultural notes

a) Student Housing Offices

In North America, most universities have housing offices. Students looking for places to live and people who are looking for roommates can advertise in these offices. It is quite common for students to move into a dormitory, house, or apartment with people they have not met before.

b) Neighborhood Watch

In many American cities,neighbors join together to forma Neighborhood Watch. Theyagree to work together to stopcrimes in their area. They watchout for unusual activity in theirneighborhood. If they seeanything suspicious, theycall the police. At the firstNeighborhood Watch meeting,a police officer usually comesto speak aboutcrime prevention.

How do people in the United States protect their homes from theft?

People usea variety of approaches and products, including security systems, dogs that bark,and lights to discourage thieves from trying to break into their homes. Somehomeowners even keep a gun in their home to defend themselves against criminals.

3) Listening skills and strategies

a) Taking Notes on Statistics

Statistics are numbers that give facts about a situation. Often, statistics areexpressed as a percentage or fraction; for example, “Thirty percent of the studentsin our class are men” or “People spend about one-fourth of their salaries on rent.”Statistics are very common in lectures. When people talk about statistics, thefollowing terms appear frequently:

Nouns

\_\_ percent

\_\_\_\_\_\_\_\_number

\_\_\_\_\_\_\_\_ half

\_\_\_\_\_\_\_\_ third

\_\_\_\_\_\_\_\_ quarter

Verbs

\_\_\_\_\_\_\_\_ increase, go up, rise

\_\_\_\_\_\_\_\_ decrease, decline, go down

\_\_\_\_\_\_\_\_ double

Other phrases

\_\_\_\_\_\_\_\_ less than

\_\_\_\_\_\_\_\_ more than

\_\_\_\_\_\_\_\_ equal to or the same as

b) Listening for Transitions

Transitions are words and phrases that connect the parts of a speech or

composition. There are usually transitions between the major sections of a talk.In addition, we also use transitions to connect details within each main section.If you listen for transitions, you can tell when a new idea or topic is starting.

c) Guessing Relationships between People

The way people address each other in North America can give clues about their relationships. For example:

In very formal situations, it is polite to use the titles “Sir” or “Ma’am” when you are talking to an older person or someone important. With adults you do not know well, it is correct to use a title with the person’s last name. For example, “Ms. Adams” or“Dr. Snow.”

On the other hand, two people who are equal in age or equal in position, or who are meeting in a casual situation, usually use each other’s first names.

People in close personal relationships often use nicknames to address each other.

For example:

Married people, people in romantic relationships, or relatives speaking to children: honey, dear, sweetheart, darling

Children to parents: Mom, Mommy, Mama, Dad, Daddy, Papa

Children to grandparents: Grandma, Granny, Grammy, Grandpa

Friends: pal, buddy, brother, sister, girl

d) Expressing Frustration

Frustration is what people feel when they cannot get what they want, even after many tries. For example, imagine that your neighbor’s dog wakes you up every night. You complain to your neighbor many times, but the situation does not improve.

In this situation you would feel frustrated.

The underlined idioms in the following sentences mean that a speaker is frustrated.

Notice the grammar in each sentence.

My roommate is a total slob! She never cleans up after herself! I am fed up with her mess!

Mother (to fighting children): I’ve had it with your fighting! Go outside right now. I want some quiet in here!

Student: I’ve been working on this physics problem for three hours. I’m sick of it!

4) Speaking skills and strategies

a) Starting a Phone Conversation

Can/Could/May I please speak to ?

Is there?

I’d like to speak to.

Speaking.

This is he/she.

This is.

My name is . [used bystrangers talking for the first time]

This is . [used when peopleknow each other]

I’m calling about…

I’m calling because…

Let me tell you why I called.

Well, thanks for the information.

It was nice talking to you.

Thanks for calling.

I’ll be in touch (with you).

b) Requesting and Giving Directions

Excuse me, where is \_\_\_\_?

Can/could you tell me where \_\_\_\_? is?

How do I get to \_\_\_\_??

Do you know where \_\_\_\_? is?

Verbs: go, walk, drive, turn

Directions: up/down the street;

north, south, east, west;

right, left; straight

Distance: half a block, one mile, two kilometers

Prepositions: on the left/right; on \_\_\_\_? Street;

3. 问题与应用

1) Role-Play

Work with a partner. Role-play phone conversations. Be sure to use the expressions for opening and closing a phone conversation.

2) Requesting and Giving Directions

Work in pairs to request and give directions using maps.

3) On the Spot!

What Would You Do? Read the situation and discuss the following questions.

Situation

You have come to the United States to study at a university. You have rented a roomin the home of a very nice American family. The neighborhood is quiet and pretty, andthe house is near your school. You are comfortable and happy in your new home.One day, while preparing food in the kitchen, you discover a gun inside a cabinet

Discuss the following questions in small groups.

1. Imagine that you have just discovered the gun. How do you feel?

2. What will you do next? Will you speak to the homeowners about the gun?What will you say?

3. Will you look for another place to live?

4. Imagine that the family with the gun lives next door to you. You have a youngchild, and this family also has a young child. The two children want to playtogether. Would you allow your child to play at this house?

5. Do you believe that people have the right to own guns, or should gunsbe illegal?

6. If a person illegally owns a gun, what should the punishment be?

**（三）思考与实践**

1. City life or country life, which do you prefer? Why?

2. Do you know something about Neighborhood Watch? In your country, how do people protect their homes from theft?

**（四）教学方法与手段**

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**Unit 3 Business and Money**

**（一）目的与要求**

Students are expected to:

1) grasp the main ideas of the video clips and audio passages provided in this unit;

2) understand the topic of Business and Money;

3) master the communicative skills of opening questions, talking about abilities and recognizing expressions of advice;

4) develop critical thinking skills;

5) build vocabulary and improve pronunciation.

**（二）教学内容**

1. 主要内容

1) Vocabulary building

2) Cultural notes

3) Listening skills and strategies

a) Outlining the Lecture

b) Balancing a Checkbook

4) Speaking skills and strategies

a) Question Openers

b) Talking About Abilities

c) Recognizing Expressions of Advice

2. 基本概念与知识点

1) Vocabulary building

Words and expressions: an arm and a leg, make ends meet, broke, budget, income, earn, brilliant idea, quality, solution, team, vision, found, have (something) in common, hire, identify, raise capital, solve, surf the Internet, take risks

2) Cultural notes

Steve Jobs (1955–2011) was one of the most famous entrepreneurs in the revolution of the personal computer and mobile technology. We all know the name of the company he cofounded: Apple. Chances are you use one of the innovative technology products he designed: the iPod, iPhone, iPad, an iMac or a MacBook. Jobs brought Apple back from the edge of bankruptcy in the late 1990s. The company now has the honor of being the most profitable corporation in the United States. Some people wonder how the Apple team will continue Jobs’ vision, and if they will be as successful without him. What do you think?

3) Listening skills and strategies

a) Outlining the Lecture

In Chapters 1 and 2 you learned how to indent to show the relationship between main ideas and specific details. You can also show this relationship by using an outline. An outline looks like this:

I. First main topic

A. First subtopic

1. First detail about subtopic A

2. Second detail

B. Second subtopic

II. Second main topic

(Etc.)

You can see that outlines use indentation together with letters and numbers to organize information. Outlining is a very common way of taking notes in English.

Here is a sample outline of the first part of the lecture. Use your notes from Activity 3 to fill in as much information as you can. Remember to use abbreviations and symbols and write key words only.

b) Balancing a Checkbook

Most adults in the United States have a checking account. Once a month, they receive a statement from the bank, which lists all their deposits and withdrawals for the month. At that time they must balance their checkbook. This means they check to make sure that they, or the bank, did not make a mistake in adding or subtracting. Many people do online banking and balance their checking accounts online.

George and Martha Spendthrift have a joint checking account; that is, they share one checking account and both of them can write checks from it. Here is one page from their checkbook record. Listen as they try to balance their checkbook. Fill in the missing information.

4) Speaking skills and strategies

a) Question Openers

Before asking someone a question, especially a personal question, it is polite to use one of the following conversation openers:

Excuse me, can/could/may I ask you a question?

Can/could/may I ask you something?

Do you mind if I ask you a (personal) question?

b) Talking About Abilities

Look at the following list of activities. Which ones can you do? With a partner, take turns making true sentences with can and can’t. As you listen to your partner, put a check in the Can or Can’t column.

c) Recognizing Expressions of Advice

Asking

Can you give me any/some advice?

What should I do?

What do you suggest/ recommend/ advice?

What do you think I should/ought to do?

Giving

You should + verb.

I advice you to + verb.

I suggest that you + verb.

You can/could + verb.

Why don’t you + verb?

Verb/ Don’t + verb.

Accepting

Thanks for the advice.

That sounds like a good idea.

Thanks. I’ll do that.

Rejecting

Thanks, but I don’t think that’s a good idea.

Thanks. I’ll think about it.

Thanks, but I’m not so sure.

3. 问题与应用

1) Talk It Over

Become an Entrepreneur! Work in small groups. Pretend that you are an entrepreneurial team. Design a product or service together. Use the following questions to guide you. When you are finished, make a presentation to your classmates. Use pictures, posters, sliderocket.com, or PowerPoint to make your presentation more interesting.

Think of a problem, need, or opportunity on which you would like to focus.

Invent a solution to the problem. It can be a product or a service.

Design a business plan. Make decisions about the following items:

Will you need any special equipment?

Where will your business be located?

Who will you need to hire in order to produce your product or provide your service?

Where or how will you get the money to create and market your product or service?

Where, when, and how will you test-market it?

How will you raise capital to make and sell your product?

2) Interview

Attitudes about money vary from culture to culture, family to family, and person to person. Interview someone outside your class about his or her attitude about money.

3) On the Spot!

What Would You Do? Read the following situations. Decide what to do in each case. Choose the best answer to each question, or write your own answer in the space provided.

1. While walking down the street, you find a wallet. It contains $100 and an identification card with the owner’s name, address, and phone number. What would you do?

A. Call the owner and return the wallet with the money.

B. Keep the money and mail the empty wallet to the owner.

C. Keep the money and throw away the wallet.

D. Take the wallet with the money to a police station.

E. Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. It’s the same situation as No. 1, but the wallet contains only $5. What would you do?

A. Call the owner and return the wallet with the money.

B. Keep the money and mail the empty wallet to the owner.

C. Keep the money and throw away the wallet.

D. Take the wallet with the money to a police station.

E. Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. You went to the bank to take money out of your account. By mistake, the bank teller gave you more money than you requested. What would you do?

A. Return the extra money immediately. The amount doesn’t matter.

B. Keep the extra money.

C. It depends on the amount.

D. Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. You went to your favorite department store and bought four items. When you got home, you noticed that the clerk only charged you for three items. What would you do?

A. Keep the extra item and use it.

B. Give the extra item to a friend or to charity.

C. Return the extra item to the store.

D. Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**（三）思考与实践**

1. If you work just for money, you’ll never make it, but if you love what you’re doing and you always put the customer first, success will be yours. How do you understand the statement?

2. Imagine you were to start a small business. What kind of business would you start? Describe it.

**（四）教学方法与手段**

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**Unit 4 Jobs and Professions**

**（一）目的与要求**

Students are expected to:

1) grasp the main ideas of the video clips and audio passages provided in this unit;

2) understand the topic of Jobs and Professions;

3) master the communicative skills of apologizing and reconciling, and talking about jobs;

4) develop critical thinking skills;

5) build vocabulary and improve pronunciation.

**（二）教学内容**

1. 主要内容

1) Vocabulary building

2) Cultural notes

3) Listening skills and strategies

b) Sequencing Events

a) Taking Notes on Causes and Effects

4) Speaking skills and strategies

a) Apologizing and Reconciling

b) Talking About “Men’s” and “Women’s” Jobs

2. 基本概念与知识点

1) Vocabulary building

Words and expressions: mood, support, the worst, complain, automation, illness,service, bottom, line, job market, trend, category, labor costs, competition, manufacturing, economy, rank, grow by X%, health care, salary, make bed,

2) Cultural notes

To reconcile with someone after a disagreement, people in the U.S. have the following customs:

They can do something nice for the person. (“I’ll wash the dishes tonight.”)

They can buy the person a gift.

They can say that they will change their behavior in some way. (“Next time I’ll be more polite to your brother.”).

3) Listening skills and strategies

a) Taking Notes on Causes and Effects

To understand the main points in a lecture, you need to recognize the relationship between causes (reasons) and effects (results). Study the examples below. Notice that sometimes the cause is mentioned first, and other times the effect is first. In some sentences the order can be switched.

Many people use arrows in notes to indicate cause and effect.

e.g. X → Y means that X causes Y. In other words, X is the cause and Y is the effect.

Examples with Cause First

Because of/due to robots, the number of factory jobs has decreased.

Because/since robots are cheaper than human workers, factories are using more robots.

Human workers cannot work 24 hours a day; as a result,/therefore, more and more factories are using robots.

Labor costs are cheaper in Asia, so many American factories are moving there.

Examples with Effect First

The number of factory jobs decreased because of/due to robots.

Factories are using more robots because/since they are cheaper than human workers.

The (first, second, main, etc.) cause of/reason for unemployment is automation.

b) Sequencing Events

Listen to the man describe his day. Write numbers under the pictures to show the order in which each activity occurred. If two things happened at the same time, give them the same number. Pay attention to time words ( before, after, during , etc.) and verb tenses.

4) Speaking skills and strategies

a) Apologizing and Reconciling

Role-Play: Prepare short conversations with a partner for the following situations. Take turns apologizing and reconciling. Then role-play one of the situations for the class.

You forgot your boyfriend’s/girlfriend’s birthday.

You came to work late. As you came in, your boss was standing by the door waiting for you. Your boss is angry.

You had a loud party in your apartment, and your neighbor is very upset with you.

While arguing with your roommate, you called him or her “stupid” and slammed the door on your way out of the room.

b) Talking About “Men’s” and “Women’s” Jobs

The chart below shows a list of jobs. Put a check (√) in the column that describes the traditional thinking of people from your culture. Put an X in the column that describes your thinking.

Work in small groups and compare your charts. Discuss the differences between attitudes in different countries. Also, explain differences between your opinion and the traditional opinion of people from your culture.

3. 问题与应用

1) Discussion:

1. In the conversation, Mari complains that she can’t work because she is an international student. This is the law in the United States.

Do you think this law is fair? What might be the reasons for this law?

If you were a student in the United States and needed money, what would you do?

1. After twelve years of teaching, Nancy is thinking about changing careers. This is not unusual in the United States and Canada.

Is it easy for people to change careers in other countries?

If, after working for several years, you discovered that you hated your career, what would you do?

1. In North America, it is very common for people to go to college and have jobs at the same time.

Do you think this is common in other countries?

Do you or any of your friends have jobs right now? What kind?

2) On the Spot!

What Would You Do? Read the situation and follow the instructions.

Situation: A new supermarket is opening in your neighborhood. The company needs to hire four people for job openings immediately. The jobs are: manager, checker,stock clerk, and butcher.You are going to role-play job interviews for these people.

Choose four people to be interviewers. Each interviewer will interview the applicants for one of the jobs available.

All other students will play the role of job applicants. The teacher will tell you which position you are applying for.

Go to page 260 to find the information you need for your role. Learn it well so that you don’t have to read it during your interview. You can add information during your interview if you want to.

Your teacher will divide the class into four groups. Each group will consist of an interviewer and all the interviewees for that job. The interviewers will interview each interviewee for five minutes. The four groups should have their interviews at the same time. (You can listen to other groups while you wait to be interviewed. Don’t listen to your own group’s interviews.)

After all the interviews are finished, the interviewers will report to the class. They will tell which applicant they picked for the job and why they chose that person.

**（三）思考与实践**

1. While traveling or living in different countries, have you been surprised to see women doing what were traditionally men’s jobs or vice versa? Where? What kinds of jobs?

2. Do you think managing a house and children is a job? Why or why not?

**（四）教学方法与手段**

本章教学主要采用课堂讲授、多媒体教学、网络辅助教学、团队合作、分组讨论、课堂讨论、个人展示、角色扮演等方法与手段。

**Unit 5 Lifestyles around the World**

**（一）目的与要求**

Students are expected to:

1) grasp the main ideas of the video clips and audio passages provided in this unit;

2) understand the topic of Lifestyles around the World;

3) master the communicative skills of asking for help or a favor and discussing lifestyles;

4) develop critical thinking skills;

5) build vocabulary and improve pronunciation.

**（二）教学内容**

1. 主要内容

1) Vocabulary building

2) Cultural notes

3) Listening skills and strategies

a) Two- and Three-Word Verbs

c) Linking

b) Taking Notes on Examples

4) Speaking skills and strategies

a) Asking for Help or a Favor

b) Discussing Lifestyles

2. 基本概念与知识点

1) Vocabulary building

Words and expressions: look into, take off, old-fashioned, run out of, check up on, cost of living, daycare center, flexibility, homemaker, maternity leave, opportunity, policy, benefit, afford, transfer, volunteer, flexible

2) Cultural notes

Single-parent families

Over the past 20 years single-parent families have become even more common than the so-called "nuclear family" consisting of a mother, father and children. Today we see all sorts of single parent families: headed by mothers, headed by fathers, headed by a grandparent raising their grandchildren.

Life in a single parent household — though common — can be quite stressful for the adult and the children. Single parent families deal with many other pressures and potential problem areas that the nuclear family does not have to face.

Stresses faced by single parent families

Visitation and custody problems.

The effects of continuing conflict between the parents.

Less opportunity for parents and children to spend time together.

Effects of the breakup on children's school performance and peer relations.

Disruptions of extended family relationships.

Problems caused by the parents' dating and entering new relationships.

In such cases, relatives in the extended family may step in to help take care of children.

3) Listening skills and strategies

a) Two- and Three-Word Verbs

Many verbs in English consist of two or three words. The first word is a verb and the second and third words are usually prepositions. In most of these verbs, the second word receives the stress. Listen to these examples:

The plane took ‘off at seven o’clock.

John checked ‘up on his mother.

Please drop me ‘off at the corner.

b) Taking Notes on Examples

In English there are many expressions to signal examples. Here are a few:

For example,…

For instance,…

As an example,…

… such as …

To give (one) example,…

In notes, people often use the abbreviation e.g. to indicate an example.

1. Linking

In writing, words are separated by spaces. In speech, words are usually separated by pauses. However, sometimes words don’t have pauses between them. The words are linked, or connected.

Words are linked according to the following rules:

1. In a phrase, when a word ends in a consonant sound and the next word starts with a vowel sound, the two words are linked.

2. If a word ends in the vowel sounds /iy/ as in me, /ey/ as in say, /ay/ as in eye, or /oy/ as in boy, and the next word starts with a vowel, the words are linked with the sound /y/.

3. If a word ends in the vowel sounds /uw/ as in you, /ow/ as in show, or /aw/ as in how, and the next word starts with a vowel, the words are linked with the sound /w/.

4) Speaking skills and strategies

a) Asking for Help or a Favor

Can/could you do me a(small/big) favor?

Can/could I ask you for a favor?

Will/can/could you + verb?

Could you give me a hand(with something)?

Can/could you help mewith (something)?

Would you mind verb + *-ing*?

b) Discussing Lifestyles

Do you know any people like those in the recording you listened to in the Focus on Testing activity? If yes, talk about their lifestyles and their problems or difficulties. Talk about the following people and answer the questions below:

a retired man living on Social Security (money that retired people receive each month from the U.S. government)

a teenage girl who feels that her parents treat her like a baby

a divorced parent raising his or her children alone

a young man who lost his job and moved back into his parents’ house

an elderly person living in a retirement home

3. 问题与应用

1) Role-Play

Work in pairs to practice asking for help and responding. Take turns, using the situations below. Then role-play one of the situations for the class.

Ask a classmate if you can copy his or her lecture notes because you were absent.

You want to ask out a girl or guy from your biology class. Ask his or her best friend to introduce you.

Ask your neighbor if she can feed your cat for three days while you are out of town.

Ask a co-worker if you can borrow five dollars until you have a chance to get some cash.

Ask your brother if you can live with him and his wife for the next three months so that you can save some money to go on vacation with your friends.

Ask a friend if you can borrow his or her favorite sweater to wear on a very special date.

In a crowded movie theater, ask the person sitting next to you if he or she will change seats with you because the person sitting in front of you is very tall.

2) On the Spot!

What Would You Do? Read the following story from the Washington Post newspaper. In small groups, discuss the questions that follow.

Husband Sues Wife over Housework

Tokyo—A 33-year-old Japanese woman divorced her husband after he demanded that every day she cook him breakfast, iron his pants, and clean the house. The woman worked full-time, but the husband said it was the wife’s job to do all the housework.

The husband, a 35-year-old public servant, filed a lawsuit demanding that the wife pay him about $38,000 because she did not live up to her end of the marriage arrangement.1

(1She did not do the things that her husband expected her to do.)

If you were the judge in this case, what would you decide? Do you agree with the wife or the husband? Why?

Compare the situation of Japanese women and women in other countries. Are women in other countries getting married later? Do some women refuse to get married? Why?

In your opinion, whose job is it to take care of children and do housework? Why?

**（三）思考与实践**

1. What does the lifestyle mean in your understanding?Comparing Lifestyles in Different Countries

2. How do you think the “typical” Chinese family has changed since the 1950s?

3. Why are more and more mothers in two-parent families working these days? (Give two reasons.) With both mothers and fathers working, what new problems do families have?

**（四）教学方法与手段**

本章教学主要采用课堂讲授、多媒体教学、网络辅助教学、团队合作、分组讨论、课堂讨论、个人展示、角色扮演等方法与手段。

**Unit 6 Global Connection**

**（一）目的与要求**

Students are expected to:

1) grasp the main ideas of the video clips and audio passages provided in this unit;

2) understand the topic of Global Connection;

3) master the communicative skills of interrupting politely and body language;

4) develop critical thinking skills;

5) build vocabulary and improve pronunciation.

**（二）教学内容**

1. 主要内容

1) Vocabulary building

2) Cultural notes

3) Listening skills and strategies

a) Intonation in Questions and Requests

b) Taking Notes on Similarities and Differences

4) Speaking skills and strategies

a) Interrupting Politely

b) Body language

2. 基本概念与知识点

1) Vocabulary building

Words and expressions: get to know, stay in touch, interrupt, feedback, convenient, catch up on, how come, deadline, authority, gestures, overview, potential, convey, hug, affectionate, horrified, invisible, offended, offensive, harmoniously, unintentionally

2) Cultural notes

Why Take Online Classes?

What are the advantages and the disadvantages of taking classes online? These questions are faced by students deciding to take online classes.

Often students work full or part time jobs while going to college so their time is valuable. These students want to make the right decisions in choosing classes so knowing the advantages and disadvantages is important.

One of the best advantages of online classes is flexibility. A student can usually take the course any time during the day or week. While there are custom essay writing and researching assignments to complete, the precise time to take the class often depends on the student's desire. Students who work are able to take the class based on their schedules. Many students work on their course during the middle of the night or early in the morning.

Another great advantage of online courses is that almost any type of course can be found online. Distance learning courses are often available from a number of colleges. A person can simply use the Google to find a class.

In addition, they often offer accelerated courses, and last but not least is the fact that they are convenient for the student.

While online courses have advantages, they also have disadvantages. One of the disadvantages with online courses is they are often more expensive than regular classes. Is it worth the cost to take the class? This is an individual question that often depends on the student taking the class.

3) Listening skills and strategies

a) Intonation in Questions and Requests

Information questions have a rising-falling intonation pattern:

Yes/No questions and requests have a rising intonation pattern:

b) Taking Notes on Similarities and Differences

Expressions signaling similarity and difference

The following expressions appear in the lecture. These expressions signal a similarity or a difference.

Differences: differ from, in contrast, on the other hand, the opposite, be different

Similarities: similarly, also, be similar

4) Speaking skills and strategies

a) Interrupting Politely

At the beginning of the conversation, Mari enters Jeff’s room and says, “Oh, sorry. Am I interrupting?” In many cultures it is impolite to interrupt a person who is speaking or working. However, most Americans are accustomed to interruptions and don’t mind them. Here are some expressions that English speakers use to interrupt politely.

Expressions for Interrupting Politely

Am I interrupting?

I’m sorry to interrupt, but...  
Can/May I interrupt?

Pardon me, but...  
Excuse me (for interrupting), but...

Sorry, but...  
I’d like to say something.

Wait (a minute). (I have a question.)

b) Body language

Demonstrate the “OK” gesture that former President Clinton used. Does this gesture have a different meaning in your culture? Which gesture or gestures do you use to mean that something is OK or good?

How much personal space do people in your culture typically require? What do you do if someone steps inside your personal space?

What are the “rules” for making or avoiding eye contact in your culture?

In your culture, what body language do people use when they greet a) people they know and b) people they don’t know?

In your culture, what body language do you use to convey meanings?

3. 问题与应用

1) Role-Play

Work in groups of three. Two people are talking and a third person interrupts. Take turns being the interrupter.

Situation 1

Two students are discussing a movie they plan to see. A third student interrupts and tells them that they shouldn’t see the movie because it’s terrible.

Situation 2

Two friends are looking at photos on a tablet computer. A third friend interrupts to ask where they bought the tablet and whether they recommend the brand.

Situation 3

An employee is complaining to the manager about long working hours. Another employee interrupts to say that he or she agrees with the complaint.

2) Conducting a Survey

Design a survey to find out about your community’s generosity. Use the questionnaire on page 144 as a model, but feel free to add other questions.

Step 1: Write 5-10 questions. Be sure they can be answered with yes / no or short answers.

Step 2: Prepare a chart or blank survey form to use for recording people’s answers.

Step 3: Select a group of people to survey. If you can’t find English speakers, survey people in your own community.

Step 4: Practice your introductory sentences.

Step 5: With your class, summarize the results of your survey.

**（三）思考与实践**

1. What are the advantages and disadvantages of taking an online class?

2. Are there any differences in body language between different cultures?

**（四）教学方法与手段**

本章教学主要采用课堂讲授、多媒体教学、网络辅助教学、团队合作、分组讨论、课堂讨论、个人展示、角色扮演等方法与手段。

五、各教学环节学时分配

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **教学环节**  **教学时数**  **课程内容** | **讲**  **课** | **习**  **题**  **课** | **讨**  **论**  **课** | **实验** | **其他教学环节** | **小**  **计** |
| Unit 1 | ３ |  |  |  | １ | ４ |
| Unit 2 | ３ |  |  |  | １ | ４ |
| Unit 3 | ３ |  |  |  | １ | ４ |
| Unit 4 | ３ |  |  |  | １ | ４ |
| Unit 5 | ３ |  |  |  | １ | ４ |
| Unit 6 | ３ |  |  |  | １ | ４ |
| 测试 |  |  |  |  | ４ | ４ |
| 复习 |  |  |  |  | ４ | ４ |
| 合计 | １８ |  |  |  | １４ | ３２ |

六、推荐教材和教学参考资源

（一） 推荐教材

1. 杨枫等. 融合大学英语听说教程2. 上海：同济大学出版社，2016．

2. 杨惠中等.视听说教程（第三版）2. 上海：上海外语教育出版社，2016．

（二） 教学参考资源

1. 霍恩比. 牛津高阶英汉双解词典（第8版）. 北京：商务印书馆，2014

2. 教育部高等教育司. 大学英语课程教学要求. 北京：清华大学出版社，2007

（三） 推荐课外读物

1. 《英语世界》

2. 《英语沙龙》

3. 《21世纪英语报》

4. 《新概念英语4》

（四）推荐英语学习网站

1. http://www.putclub.com

2. http://www.hjenglish.com

3. http://www.koolearn.com

4. http://www.pigai.org

5. http://www.kekenet.com

6. http://dsc,discovery.com

七、其他说明

大纲修订人：周超飞、毛红霞 修订日期：2020年12月

大纲审定人： 审定日期：2020年12月