**《综合商务英语Ⅰ》课程教学大纲**

**Course syllabus of Business English: An Integrated Course Ⅰ**

1. 课程基本信息 Course Information

课程代码：  16068004

Course Code: 16068004

课程名称： 综合商务英语Ⅰ

Course Name: Business English: An Integrated Course Ⅰ

课程类别：专业必修课

Course Type: Compulsory

学时： 60学时

Course Period: 60 hours

学　　分： 4学分

Course Credit: 4

适用对象: 商务英语专业1年级学生

Students: First year undergraduate

考核方式：考试

Assessment: Examination

先修课程：无

Preparatory Course: None

2、课程简介 Course Introduction

综合商务英语Ⅰ是为商务英语专业学生开设的1门专业技能必修课。课程所选教材《商务英语综合教程》（第二版）是我国商务英语专业第1套按商务英语专业教学要求编写的教材，由对外经济贸易大学和上海外语教育出版社共同编写。商务英语综合教程强调语言、文化与商务3者的有机结合，整套教材分为4册，1-4册中的语言技能、商务知识、文化知识按比例合理分配，第1册中的分配比例为，语言70%，商务与文化30%。《商务英语综合教程Ⅰ》共有8个单元，其中每个单元包括围绕1个话题的3篇课文和配套视频资料。每个单元的大体结构如下：第1部分：准备（词汇、内容、知识），第2部分：课文Ⅰ（课文理解检查），第3部分：课文II（阅读理解练习、视听练习等），第4部分：课文III：（语言练习与小组作业），第5部分：语言训练（语言点、理解练习、学习技能、写作技能）。

The undergraduate course Integrated Business English prepares students to play an active and creative role in today’s globalized world by exploring English language and Business across cultures. The course bookBusiness English: An Integrated Course Book 1 constructs 8 topics for the whole semester, each containing 3 articles with language skill practices and in class discussions.

3、课程性质与教学目的

综合商务英语是1门专业技能必修课，是为商务英语专业开设的1门基础阶段主干课程。该课程旨在通过1个学期的授课，传授学生系统的基础语言知识（包括语音、语法、篇章结构、语言功能等），训练基本的语言技能（听、说、读。写、译），并通过对不同主题的授课和讨论，培养学生的商务专业素质和人文素养，并着重提升学生的跨文化交际能力。

本课程以商务、文化和科技等不同主题为教学单元，每单元紧扣社会热点话题，选择不同难度和文体的课文，兼顾语言学习、商务知识、外国文化、中国文化；课文选材篇幅适中，语言精练，有丰富的思想内涵，语言可读性强，充分反映经济全球化时代的特点贯彻任务教学法，设计丰富的学习任务，训练学生的跨文化交际能力和合作学习能力。突出多媒体技术的应用，加大语言学习的趣味性和输入的有效性，调动学生课堂参与积极性，为进入高年级的学习打下扎实的专业基础。

除此之外，本课程还结合每个单元的课程内容，以该单元的课程内容为主题，结合学生的兴趣点，以丰富的载体、多样的形式，向国内相关内容和元素延伸，挖掘并有机地融合课程主题中隐藏的思政内容和教育资源，实现立德树人的目的。

综合商务英语1采用的《商务英语综合教程》（第二版）含括八大主题：商务服装、饮食、交通、旅游、理财、网络数字化、文化娱乐、都市生活。课程的每章均会先学习西方的商务和文化，之后向国内同类话题延展，结合中国传统文化，进行中西文化对比。通过对比学习，让学生既能体会到中西方各自的优势，亦能增强学生的民族自豪感。

As a compulsory course, IntegratedBusiness English sets its aim to provide an all-round training in English skills with special emphasis on business and culturalhorizons.

4、教学要求及内容

教学要求

《商务英语综合教程I》是为商务英语专业1年级学生所开设的1门主干课程，教学对象为结束高考刚刚进入商务英语专业学习的新生，因此该课程要求帮助学生适应专业学习，搭建专业知识基础并达到《高等学校英语专业英语教学教学大纲》所规定的英语专业1级听、说、读、写、译等技能的要求（关于《高等学校英语专业英语教学教学大纲》）。同时，根据课程每个单元的主题，学习西方的内容，延伸中方的相应的主题，将中国的传统文化、民族教育、国内发展形势，以科学的方式“润物细无声”地结合到每章课程学习中，从而提高学生对传统文化的意识，增加学生的民族自豪感。

教学内容

整体内容

该课程选用的教材《商务英语综合教程》由对外经济贸易大学和上海外语教育出版社合作编写，是第1套按商务英语专业教学要求编写的教材。该教材每册包括8个单元，提供1个学期的学期内容。其每个单元的具体教学内容构成如下：

Part 1 Activation

Unit theme

Topic-relatedWords

quotations

listen，watchanddiscuss

Part 2 Text I

Warm up Activities

Reading andthink

Notes and Vocabulary

Comprehension check in general ideas, structural analysis, specific information, and making interpretations

Part 3 Text II

Pre-reading Questions

Vocabulary

Reading

Comprehension check with details

Listening Practice

Part 4 Text III

Reading

Group Discussion

Group Assignment

Part 5 Practice

Language Focus

Comprehensive Practice

Study Skills

Writing Skills

5.课程思政具体融入点列表：

|  |  |
| --- | --- |
| unit 1 | Discussion: how should Chinese culture “go out”? what is the core competitiveness of Chinese cultural products? |
| Unit 2 | (1)know something about Chinese proverbs or saying about food, compare the Chinese food culture and the western.  (2) Learn some Chinese food in English. Try to translate Chinese dished into English. Try to introduce a typical Chinese dish to him /her. |
| unit3 | Talk about car culture and bicycle culture in China and their impacts on our lives. |
| unit4 | how to balance economic development and cultural preservation in china?How does china get“the threshold of sustainability”in the protected areas |
| unit5 | 1. Design and conduct a survey on the reasons why saving rates of urban households in China are rising and give a report on the results. 2. Learn text three and help student to learn about the Chinese story. Ask students to pay attention to the contrast between Chinese consumer spending as a percentage of GDP and China’s consumption in an absolute term. |
| unit6 | 1. Design and conduct a research on different modes of cities and write a report.   (2) Try to compare the Chinese city to the city in western country. |
| unit7 | 1. Learn The history of china’s movie industry 2. Do a Search : Marketing of a successful Chinese movie in terms of box office, view of figures in foreign countries. |
| unit8 | 1. name some of the principal rules in traditional Chinese architecture 2. How is the modern city plan in Beijing influenced by the distribution of the forbidden city? |

**Unit 1 Dress for Success**

（1）Objectives and Requirements

1. Understand the main idea of the three texts and establish the link among them

2. Compare and comment on different opinions and make their own judgment.

3. Research on the key terms related to the unit

4. Realize the influence of stereotypical image in people’s life

5. Understand and use the expressions picked from the texts

6. Do a group research, and give report on the findings

7.discussion: how should Chinese culture “go out”? what is the core competitiveness of Chinese cultural products?

（2）Teaching contents

Part one：Activation

Part two：Text I

Hillary Clinton is running for president

Part three: Text II

Business Casual Causes Confusion

Part four:Text III

Traditional Chinese Clothing

Part five: language practice

（3）A two-week teaching plan for unit 1

Week 1

1. Quickly go through the words and identify their differences in part one.

clothing, garment , dress , wear ,gear,costume,outfit,uniform

1. quotation

Discuss the quotations, and ask the students whether they agree or disagree?

1. “Clothes make the man. Naked people have little or no influence on society.”--Mark Twain
2. “Vain trifles as they seem, clothes have, they say, more important offices than merely to keep us warm. They change our view of the world and the world's view of us.” --Virginia Woolf

3. Listen, watch and discuss

Watch a video clip from a movie entitled The Devil Wears Prada. And then answer the questions on P3.  
(1).why is Andrea mocked by her colleagues?

(2).Does Andrea decide to change herself for the job?

(3).Does Andrea do anything wrong to offend Miranda?

4. Text I, reading and vocabulary

Champion, initiative, pantsuit, meme, combo, sartorial, petty, frivolity, aspirational, femininity, requisite, baggy, entirety, evidence, lampoon, bestow, boo, misogyny, onslaught, ingrained,

5. Text I analysis and comprehension check

Structural analysis, sentence analysis, sentence paraphrase

What are the reasons given by the text why beards are no longer popular now?

When were beards common among business men in Britain and the US, and when did the bearded style almost disappear?

Week 2

1. Text II reading and vocabulary

Staple, laid-back, permeate, backlash, push the envelope, rankle, gussy, mishmash, faux pas, baffle, leeway, havoc, stodgy, bristle

1. pre-reading questions

(1) What is the difference between business attire and business casual?

(2) What would you choose to wear to work?

3. Read and think

Read the passage in the P10, and these questions

1. Do you agree with Cohen?
2. Which is appropriate for a business-casual day? Give you advice to her

4. Text III reading and vocabulary

Connote, motif, deity, embark， enthuse,adornment, encompass, tiara, uniformity,cheongsam, accentuate,accessory,render, apparel

5. Group discussion and group assignment

Group discussion:

Help students to understand the relationship between culture and fashion with examples, and thus the cross-cultural differences in fashion.

Question： how should Chinese culture “go out”? what is the core competitiveness of Chinese cultural products?

Group assignment:

(1) give a comparison of different dress codes with examples and details

(2) make a research on the popular dress styles of business people and dress codes.

6. Language practice for unit 1

1. Language Focus
2. . Comprehensive Practice
3. .Study Skills: Use of an Encyclopedia
4. .Writing Skills: Compound sentence

7. Teaching methods and approaches

Teaching methods for this unit include lecturing, collaborating including classroom discussion and group assignment, debriefing, internet, and multimedia.

**Unit 2 You Are What You Eat**

1. Objectives and Requirements

(1). Understand the main idea of the three texts and establish the link among them

(2). compare different metaphors of food in different cultures

(3). analyze and comment on the attitudes towards organic food; describe and analyze foreigner’s perspective on local food

(4). Understand and use the expressions pick from the texts.

(5). Make comparisons and point-to-point oral presentation.

(6). know something about Chinese proverbs or saying about food, compare the Chinese food culture and the western.

(7) Learn some Chinese food in English. Try to translate Chinese dished into English. Try to introduce a typical Chinese dish to him /her.

1. Teaching contents

Part one：Activation

Part two：Text I

You are what you eat

Part three: Text II

Rethinking organics

Part four: Text III

A Chinese perspective on British food

Part five: language practice

1. A two-week teaching plan for unit 2

Week 1

(1). Activation

Theme of the Unit：food and culture

Video Game: mid-autumn festival

(2). Pre-reading questions

What do you know about metaphor?

Choose any food (or anything you are familiar with in daily life) and make sentences with them using metaphor. Then share with your partner.

Read and think (PP.33).

Question: To which extend do you find the above description true? Do you know any Chinese proverbs or saying about food?

(3). Text I, reading and vocabulary

Raillery, ritual, derisive, communion, endow, presage, nutritional, nourish, delectable, disposition, bland, temperate, seasoning, antagonistic, dichotomy, complement, masculine, entail, precedes, intimacy, nuance

4. Text I analysis and comprehension check

Structural analysis, sentence analysis, sentence paraphrase

Besides, the author’s attitude, the organization of the text and the choice of expression should be discussed in detail.

Week 2

1. Text II reading and vocabulary

Produce, commendable, dose, pesticide, niche, document, plus, antioxidant, nutrient, flavonoid, chronic, dementia, shell out, compound, indestructible

2. read and think

Are you willing to pay two or three times more on organic food?

3. Comprehension check

What are the “organic food” and “genetically modified food”?

What have most studies found out so far about organic food?

4. Text III reading and vocabulary

Cuisine, myth, bizarre, stew, ingredient, renowned, exquisite, culinary, fluffy, mince, slick, offal

5. Group discussion and group assignment

Group discussion:

Ask the students to exchange their own experiences of different food both in China and outside China.

Group assignment:

What are in the refrigerators?

1. Research: work in groups and ask your parents or relatives to send you a photo of their refrigerators on a typical day.

② Speaking/Writing: present research findings and comments to the class.

1. Language practice for unit 2

(1).Language Focus

(2). Comprehensive Practice

(3). Writing Skills: paragraph development

（4）.intercultural business communication skills: evaluating and monitoring own performance

1. Teaching methods and approaches

Teaching methods for this unit include lecturing, collaborating including classroom discussion and group assignment, debriefing, internet, and multi media.

**Unit 3 On the Road**

（1）Objectives and Requirements

* 1. Understand the main idea of the three texts and establish the link among them
  2. Have a primary understanding of roles played by the rail, the car and the bicycle respectively in transport system.
  3. Talk about car culture and bicycle culture in China and their impacts on our lives.
  4. Understand and use the expressions pick from the texts.
  5. Make comparisons and point-to-point oral presentation.

（2）Teaching contents

Part one：Activation

Part two：Text I

Letter from America: Notes from the underground

Part three: Text II

Redesigning Cities for People

Part four:Text III

Cycles, China’s Icon, Are Ubiquitous despite Car Invasion

Part five: language practice

（3）A two-week teaching plan for unit 3

Week 1

1. Activation

Theme of the Unit：Transportation

Video Game: Who Is to Arrive First?

2. Pre-reading questions

Does your hometown have subway? If yes, what is it like? Does it make for comfortable traveling?

If no, why is there no subway? Summarize your idea with additional markers like "first, second, and then …" to make your points clear.

Watch the video clip “Metro Service” and take notes to answer question. What are the features of the subway?

3. Text I, reading and vocabulary

notorious, economical, dilemma, ambivalent, unreliable, incomprehensible, paralyze, randomly, mugging, graffiti, indictment

swear by, borough, entail, upwards of, warren, hauling, accomplice, pathology, glimpse, well-heeled, straphanger, epitomize

4. Text I analysis and comprehension check

Structural analysis, sentence analysis, sentence paraphrase

Is the author a native New Yorker?

Though New York is sometimes called the “melting pot”, people agree that the city’s various racial, ethical groups manage to keep their diverse customs and codes of behavior alive. How is this idea reflected in the text?

Week 2

1. Text II reading and vocabulary

Pedestrian, invariably, mobility, megacity, intermediate, permanent, node, versatility, complement, obesity, emit, carbon dioxide, antidote, fatality, overshadow, caloric, expenditure, arthritis, fiscally

2. Comprehension check

What does the author mean when he says “urban transport system based on a combination of rail, bicycles, and pedestrian walkways offer the best of all possible worlds?

Why is it necessary for intermediate-sized city to develop subway?

3. Listening practice

4. Text III reading and vocabulary

ubiquitous, tinkle, mainstay, think tank, transition, affluence, reminder, migrant, sturdy, upscale, shrug off, peril, wind, filter, exhaust, dismount, haphazardly, gridlock, intersection, retool, chic, end up

5. Group discussion and group assignment

Group discussion:

Text III mentions in the first sentence the clash of the old and new in China. What represents the old? How about the new? How do they clash with each other? Which cities are being talked about? What are once called “the kingdom of bicycles”; now China is enchanted with cars. Will that nickname become history in the future? State your reasons.

Group assignment:

Does subway construction create boom for certain industry?

① Research: work in groups and use search engines to locate news and reports of beneficiaries of subway construction.

② Speaking/Writing: present research findings and comments to the class.

* 1. Language practice for unit 3

1. Language Focus
2. 2. Comprehensive Practice
3. 3. Study Skills: Use of Dictionary
4. 4. Writing Skills: Compound sentence 2
   1. Teaching methods and approaches

Teaching methods for this unit include lecturing, collaborating including classroom discussion and group assignment, debriefing, internet, and multi media.

**Unit four. Travel Broadens the Mind**

1. Objectives and Requirements

(1).Understand the main idea of the three texts and establish the link among them

(2). **Learn about** famous scenic spots in Turkey.Learn about the impacts exerted by the tourism industry (negative & positive);

(3). **Understand** how to balance economic development and cultural preservation; Understand whether “the threshold of sustainability” can help address the threats faced by protected areas;

(4). Understand and use the expressions pick from the texts.

(5). Make comparisons and point-to-point oral presentation.

(6).how to balance economic development and cultural preservation in china?How does china get“the threshold of sustainability”in the protected areas

2. Teaching contents

Part one：Activation

Part two：Text I

Where the cave dwellers once lived

Part three: Text II

The threshold of sustainability for protected areas

Part four: Text III

Notes from a small island

Part five: language practice

3.A two-week teaching plan for unit 4

Week 1

(1). Activation

Theme of the Unit：travel and culture,

Video Game: Hot Air Balloon Trip in Turkey

(2). Pre-reading questions

What do you know about Turky?

Learn the quotations, and discuss them. Do you agree ,or disagree with them? Why?

Listen， watch and discuss (PP.85).

Try to listen the video, and fill the blank

Discussion:

Which do you think is more important, the economic development or relics preservation?

(3). Text I, reading and vocabulary

Dweller, cradle, splash, charge, archeologist, settlement, inhabit, legacy,mosque, grace,controversial, reservoir, excavate, hospitality, ramshackle, plush, partake, ample, patriarch, compensation, grazing, speciality, mischievous

4. Text I analysis and comprehension check

Structural analysis, sentence analysis, sentence paraphrase

Besides, the author’s attitude, the organization of the text and the choice of expression should be discussed in detail.

Week 2

1. Text II reading and vocabulary

Threshold, sustainability, hemisphere, harness, yawning, abundance, erode, bust, accommodate, encounter, fauna, flora, inelastic, catastrophic, boost, paradigm, status quo, concession, mitigate, implication

2. pre-reading questions

(1)do you often travel? What destination do you desire to visit most?

(2) are you always happy with your travel experience? Recall some unpleasant aspects. Exchange your idea with your partner and make a list.

3. Comprehension check

What kinds of problems that tourism may bring to the destinations.

How could achieve the threshold of sustainability on tourism?

4. Text III reading and vocabulary

Aswarm, abruptly, thread, dismaying, shuttered, dill, sumptuous, suave, urchin, establishment, meagre,wad, hotelier, lumpy, assorted, trudge, slatted, recline

5. Group discussion and group assignment

Group discussion:

1. What is your dream destination in China?Why?
2. What transport do you prefer in china?Why?

Group assignment:

What are in the refrigerators?

(1)survey: design a questionnaire to study people’s attitudes towards travel, including their favorite destination, travel mode and style. Analyze the findings in your groups

(2) Speaking/Writing: present research findings and comments to the class.

1. Language practice for unit 4

(1).Language Focus

(2). Comprehensive Practice

(3). Writing Skills: paragraph development

（4）.intercultural business communication skills: numbers in business communication

1. Teaching methods and approaches

Teaching methods for this unit include lecturing, collaborating including classroom discussion and group assignment, debriefing, internet, and multi media.

**Unit 5 Who has messed up my personal account**

1. Objectives and Requirements
2. Understand the main idea of the three texts and establish the link among them.
3. Have a primary understanding of troubles caused by credit card tricks.
4. Research on the key terms related to the unit.
5. Understand and use the expressions picked from the texts.
6. Design and conduct a survey on the reasons why saving rates of urban households in China are rising and give a report on the results.
7. Learn text three and help student to learn about the Chinese story. Ask students to pay attention to the contrast between Chinese consumer spending as a percentage of GDP and China’s consumption in an absolute term.
8. Teaching contents

Part one：Activation

Part two：Text I

Application Denied

— How New Credit Card Tricks and Traps Can Ruin Your Life

Part three: Text II

The Invisible Rich

Part four:Text III

WHY China's consumers will continue to surprise the world?

Part five: language practice

3.A two-week teaching plan for unit 5

Week 1

(1). Activation

Theme: money, money, money

Consequence, fee, interest, result, shot, snag, soar, spiral, trouble, APR, interest rate, mortgage, credit score, subprime loan mektdown

(2). Warm-up activities

Read and think

Role-play

Discussion

(3). Text I, reading and vocabulary

Spiral, hefty, consequence, uterine, ace, snag, land, diligence, run up against, teaser, tout, figure out, comprise, wind up, dog

(4). Text I analysis and comprehension check

Structural analysis, sentence analysis, sentence paraphrase

What do the tales tell us?

How many tales are told in text I?

Week 2

1. Text II reading and vocabulary

Invisible，toil, accounting, inheritance, fortuitous, defer, gratification, elusive, lease, saddle, affluent, frugality, conspicuous, dividend, windfall, forgo, covetous,

2. Comprehension check

Where does the wealth of most rich people come from?

Can we determine about a person’s wealth just from his /her visible consumption? Why or why not?

3. Text III reading and vocabulary

Awesome, rebalance,complexity, decline, norm, default, downside, shrink, decrease, fuzzy, boundary, dwarf, discretionary, spike, precautionary, spectacular, equivalent, rant, volatile

5. Group discussion and group assignment

Group discussion:

What does China’s weak consumption mean to its export and investment?

How can Chinese savers influence American consumers?

Group assignment:

① Survey:It is interesting that household savings rates in China have risen while consumption has dropped as a percentage of GDP (as of 2019). Given the improving economic fortunes of China, shouldn't more exuberant households instead be spending more, albeit not to Americanesque extremes? Chinese household savings rates are in the range of 20－25%, while American ones are in the range of 0－1%.

Work in groups. Design a questionnaire to help your group find out some possible reasons or explanations behind this phenomenon.

② Speaking: present findings and make some comments.

③ Writing: write a passage of 200 words.

1. Language practice for unit 5
2. Language Focus
3. 2. Comprehensive Practice
4. 3. Study Skills: use of libraries
5. 4. Writing Skills: the topic sentence
6. Teaching methods and approaches

Teaching methods for this unit include lecturing, collaborating including classroom discussion and group assignment, debriefing, internet, and multi media.

**Unit 6 The World Wide Web**

1. Objectives and Requirements

1. Understand the main idea of the three texts and establish the link among them.
2. Have a primary understanding of the influence of internet and mobile technology.
3. Research on the key terms related to the unit.
4. Understand and use the expressions picked from the texts.
5. Develop a balance perspective on the potentials of data ubiquity
6. Design and conduct a research on different modes of cities and write a report. Try to compare the Chinese city to the city in western country.

2.Teaching contents

Part one：Activation

Part two：Text I

The new meaning mobility

Part three: Text II

Virtual goods: the next big business model

Part four:Text III

“smart cities” will know everything about you

Part five: language practice

3.A two-week teaching plan for unit 6

Week 1

(1). Activation

Theme:internet and city

www, website, http, link, HTML, URL, homepage, site map, big data, social media, cloud computing, digital footprint, internet of things, wiki,

Quotations

Listen, watch and discuss

Watch a video clipping and listen to sherry turkey, a ted speaker.She talk on the negative effects brought by technology.

(2). Warm-up activities

Discussion:talk about changes in everyday life brought by new technologies of cell phone.

(3). Text I, reading and vocabulary

Mobility,figurative,literal,iconic, pursue, myriad, constant,confines, cutting edge,foresee, adept, serendipity,immerse, via, inextricably,homogenization, tap, exotic, celebrity,navigate,sojourn, grapple, contra, resemble

(4). Text I analysis and comprehension check

Structural analysis, sentence analysis, sentence paraphrase

What is the link between mobility and classical American success story?

What does place mean in the traditional sense of mobility?

Week 2

1. Text II reading and vocabulary

Avatar, tangible, fuel, anarchy, plight, preoccupy, misperception, hybrid, trophy, staggering, compelling, transaction

2. Comprehension check

What do you know about virtual goods? What are their features?

How much do people spend on virtual goods each year?

3. Text III reading and vocabulary

Municipality, pledge, transit, populace, utopia, prodigious, monitor, metric, track, commute, proximity, centralize, recoup, scenario, beverage, profile, susceptible, moderate, assess, strigent, cripple, equation, intrusive, anticipate,

4. Group discussion and group assignment

Group discussion:

What the “utopia used to describe smart city?

Why do opportunities of making money trough personal data lead to “ethical questions”?

Group assignment:

①research:

Search definition of “livable/livability” and “quality of life”.

Choose a city in contemporary china as the focus of your research

Work in groups. Design a questionnaire to help your group find out some possible reasons or explanations behind this phenomenon.

② Speaking: present findings and make some comments.

③ Writing: Write a passage of 200 words.

5.Language practice for unit 6

1. Language Focus
2. Comprehensive Practice
3. Study Skills: be-subjunctive mood
4. Writing Skills: thesis statement

6.Teaching methods and approaches

Teaching methods for this unit include lecturing, collaborating including classroom discussion and group assignment, debriefing, internet, and multi media.

**Unit 7 from the Sublime to the Popular**

1. Objectives and Requirements

1. Understand the main idea of the three texts and establish the link among them.
2. Have a primary understanding of the influence of Hollywood movies, and the possible reasons that Hollywood movies make a big impact in the market around the world.
3. Research on the key terms related to the unit.
4. **Get to know** some information about Hollywood;
5. **Understand** the impact of globalization on today’s movies;
6. **Master** the key words, phrases and sentences in this part.
7. Learn The history of china’s movie industry
8. Do a Search : Marketing of a successful Chinese movie in terms of box office, view of figures in foreign countries.

2. Teaching contents

Part one：Activation

Part two：Text I

The Asia Factor in Global Hollywood

Part three: Text II

Spotlight on India’s Entertainment Economy

Part four: Text III

A Century of Cinema

Part five: language practice

1. A two-week teaching plan for unit 7

Week 1

(1). Activation

Theme: Hollywood, movie, and entertainment

Related words: know the meaning and group them according to category

Actor, filmmaker, release, schedule, box office, Chinese-style kong fu, genre, film club, film magazine, cameraman, average cinema admission rate, actress, commercial standard, Hollywood system, western style ganster-triller, audience, film festival, director

Quotations

Listen, watch and discuss

Listen to audio clipping of a program; try to talk about Susan Boyle.

(2). Warm-up activities

Discussion:

1. talk about Hollywood, such as location, early history and development, revitalization, the opinion.
2. What are the possible reasons that Chinese movies do not make big impact in neighboring markets?

(3). Text I, reading and vocabulary

Glamour, imperialism, transformation, multiplex, institutional, studio, poach, anchor, martial arts, defy, acrobatic, stunt, genre, high-end, balloon, bonus, disavow, ethnicity, simultaneous,

(4). Text I analysis and comprehension check

Structural analysis, sentence analysis, sentence paraphrase

Questions:

How do you understand “the Asianiation of Hollywood” and “the Hollywoodization of Asia”?

What caused the “runaway productions” of American films?

Week 2

1. Text II reading and vocabulary

Surge, vibrant, entice, counter, spur, auction, in conjunction with, mitigation, repurpose, transparency, contigency

2. Comprehension check

Why are global enterprises focusing more and more on the Indian market?

What does cultural diversity in India mean to the investors?

3. Text III reading and vocabulary

Ignominious, irreversible, herald, decadent, breed, quintessentially, apostle, crusade, encapsulate, transcription, artifice, banal, transcribe, perpetuate, duck, prerequisite, overwhelm, superiority,

4. Group discussion and group assignment

Group discussion:

What do you know about the Hollywood system that governs the making and distributing of films around the world?

What could Chinese movies learn from them?

Group assignment:

①research:

Work in groups. Design a questionnaire to help your group find out some possible reasons or explanations behind this phenomenon.

Go online or go to the library to collect relevant literature or materials about any of following:

The history of china’s movie industry

Marketing of a successful Chinese movie in terms of box office,view, of figures in foreign countries.

② Speaking: Present findings and make some comments.

③ Writing: Write a passage of 200 words.

5.Language practice for unit 7

1. Language Focus

2. Comprehensive Practice

3. Study Skills: were-subjunctive mood

4. Writing Skills: opening paragraph

6.Teaching methods and approaches

Teaching methods for this unit include lecturing, collaborating including classroom discussion and group assignment, debriefing, internet, and multi media.

**Unit 8 Road to Urbanization**

1. Objectives and Requirements

1. Understand the main idea of the three texts and establish the link among them.
2. Have a primary understanding of the A suburnization, and what does urbanization and suburbanization bring to society?
3. Research on the key terms related to the unit.
4. Get to know the definition of suburbanization;
5. Understand the lessons that we can learn from the West during suburbanization;
6. Master the key words, phrases and sentences in this part.
7. name some of the principal rules in traditional Chinese architecture
8. How is the modern city plan in Beijing influenced by the distribution of the forbidden city?

2. Teaching contents

Part one：Activation

Part two：Text I

A suburban World

Part three: Text II

Space and City

Part four: Text III

The Forbidden City and City Planning of Ancient China

Part five: language practice

3.A two-week teaching plan for unit 8

Week 1

(1). Activation

Theme: definition of suburbanization and city development

Related words: know the meaning and group them according to category

Urbanization, suburbanization, gentrification, nimbyism, green belt, zoning rules, main street, downtown, uptown, carbon tax, land tax, property developers, foreclosure, agglomeration effect, mortgage

Quotations

Listen, watch and discuss

Listen to audio clipping of a program; try to discuss about the New York city.What make it possible?

(2). Warm-up activities

Discussion:

What conntations do the words “city” and “suburbs” carry? Make a list for each with your partner.

(3). Text I, reading and vocabulary

Haunt, torch, metrosexual, loft, metropolis, sprawl, density, hectare, squalor, detractor, hispanic, picaresque, impose, suburbanite, urbanite, alleviate, barmy, scrap, astronomical, insistence, dirigisme, suburbia

(4). Text I analysis and comprehension check

Structural analysis, sentence analysis, sentence paraphrase

Questions:

Why are suburbs becoming less fashionable in the west?

What causes the on-going suburban sprawl in the developing world?

Week 2

1. Text II reading and vocabulary

Rampant, regulatory, constrain, inflate, tot, cog, gravitation, nimbyish, criss-cross., wilt, egalitarian, pernicious, offset, logistical, hurdle,

2. Comprehension check

Is land scarce in the cities of the united states?

What are the two trends of land-use?

3. Text III reading and vocabulary

Symmetrical, layout, extravagant, delegation, patron, enmesh, enclosure, constellation, cosmology, mandate, modular, align, flank, paralle, configuration, synonymous, terrace, moat, correspondence, revolt, reside, coup

4. Group discussion and group assignment

Group discussion:

Can you name some of the principal rules in traditional Chinese architecture?

How is the modern city plan in Beijing influenced by the distribution of the forbidden city?

Group assignment:

①research:

Work in groups.

Describe the ancient city plan and compare that with a modern one and make comments.

② Speaking: Present findings and make some comments.

③ Writing: Write a passage of 200 words.

5.Language practice for unit 8

1. Language Focus

2. Comprehensive Practice

3. Study Skills: comparative constructions

4. Writing Skills: how to write a concluding paragraph

6.Teaching methods and approaches

Teaching methods for this unit include lecturing, collaborating including classroom discussion and group assignment, debriefing, internet, and multi media.