**《大学英语III》课程教学大纲**

一、课程基本信息

课程代码：16232004

课程名称：大学英语III

英文名称：College English III

课程类别：通识必修课

学 时：64

学　　分：4

适用对象：非英语专业本科生

考核方式：考试

先修课程：大学英语II

二、课程简介

《大学英语III》是为广东财经大学非英语专业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，是一门提高学生综合人文素养的重要课程。

《大学英语III》的教学包括主要基于课堂教学的读写译综合课程和主要基于多媒体的视听说课程，前者每周两个学时，后者每两周两个学时。

大学英语III的教学内容是使学生通过综合课程学习掌握相应的语言和语用知识，包括词汇（词汇量达到4500个词）、句法结构和篇章结构，使其能基本读懂一般性题材的英文文章且阅读速度达到每分钟大约70个单词、能借助词典对题材熟悉的文章进行英汉互译并提高写作水平；通过听说课程，使学生学会抓住听力材料的要点和有关细节，领会文章的观点和态度，培养听写能力及设定话题的英语口头表达能力。总之，大学英语III是培养学生听、说、读、写、译基本技能及综合运用英语进行信息交流的能力，使其在今后的工作和社会交往中能用英语有效地进行口头和书面交流，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。此外，在教学过程中融入思想政治教育，引导学生批判地学习西方文化，增强学生的民族文化认同感和自信心，不仅学会用英语看世界，更学会用英语讲好中国故事。**

《大学英语III》的教学评估包括形成性评估和终结性评估。

College English III is an obligation basic language skill course for non-English majors. It is an organic part of non-English major teaching plan in Guangdong University of Finance and Economics and an important course designed to improve the comprehensive qualities of students.

The classroom teaching of College English III includes classroom-based integrated course of reading, writing and translating and multimedia-based Listening and Speaking course. The former occupies 2 periods per week, while the latter 2 periods per two weeks.

Through integrated courses, College English III aims to develop students’ abilities to master corresponding language and pragmatic knowledge, including vocabulary (about 4500 words), syntactic structure and discourse structure; to understand English articles on general topics at a reading speed of about 70 words per minute and to translate essays on familiar topics from English into Chinese and vice versa with the help of dictionaries and enhance their writing abilities. Through speaking and listening courses, students should be able to grasp the key points and correlated details in listening material and comprehend the opinions and attitudes in the articles, and to express their opinions on a given theme in oral English. In a word, College English III aims to develop students’ ability to use English in an all-round way so that in their future work and social interactions they will be able to exchange information effectively through both spoken and written channels, and at the same time they will be able to enhance their ability to study independently **improve their cultural quality so as to meet the needs of China’s social development and international changes, through which the students can understand the world in English and tell Chinese stories in English as well.**

The evaluation of College English III consists of formative assessment and summative assessment.

三、课程性质与教学目的

《大学英语III》是广东财经大学本科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。它是以英语语言知识与应用技能、学习策略和跨文化交际为主要内容，以外语教学理论为指导并集多种教学模式和教学手段为一体的教学体系。

《大学英语III》课程教学的实质是通过大量的主要是以听力、阅读形式为主的语料素材的输入，使学生学习掌握相应的语言知识，如词汇的语音、语义、词法、句子和句法等，以及这些知识在准真实语境中的使用等相关的语用知识，如文化背景知识、语境等，从而培养学生听、说、读、写、译综合运用英语进行信息交流的能力（即达到教学大纲的要求）。并在此过程中培养学生良好的学习习惯，帮助学生寻求合理的学习策略，掌握正确的学习方法，增强学生自主学习能力和合作精神，使其毕业后能在工作和社会交往中用英语有效地进行口头和书面交流。

通过《大学英语III》的学习，学生应达到如下具体目标：有较强的学习自信心和自主学习能力。能听懂发音清晰、熟悉题材的录音对话和短文。能跟上熟悉题材的英语讲座，以及BBC和VOA的慢速英语节目。能借助视频和字幕能听懂熟悉题材电视节目的意思。能持续两分钟口头表达自己感兴趣的话题，能就口头和书面材料的内容发表评介性见解。能就熟悉的话题比较自然地与操母语人士进行口头交流。能读懂大学英语三级阅读教材和难度相当、各种题材和体裁的文章。能基本读懂各类英文书刊，掌握主要意思和重要细节。能理解隐含意思并能根据上下文做合理的推论。能就不同的阅读材料使用有效的阅读技巧。能写结构完整，意思连贯，用词基本恰当的短文，能使用各种写作技巧来展开论述。能用常见应用文体完成一般的写作任务。能比较有效地使用所学单词、短语和句型翻译短段落，并能比较恰当地使用连接词和衔接手段。能借助词典对题材熟悉的文章进行英汉互译，译文基本流畅，能在翻译时使用翻译技巧。能主动利用图书馆的教学资料，能有效地利用大学英语网络学习平台进行学习、交流和评价。能定期进行自主评价，自主策划、组织和实施各种语言实践活动。能定期进行合作学习并进行同学间的相互评价。**培养学生良好的跨文化意识和世界意识，具备良好的文化包容性和批判性，增强民族文化自信，教育学生爱党爱国，热爱中国文化。**

1. **教学内容及要求**

**《综合教程III》**

**Unit 1 Changes in the Way We Live**

（一）目的与要求

Students should be able to:

1. grasp the main idea (tolerance for solitude and energy made it possible for the writer’s family to enjoy their pleasant but sometimes harsh country life);

2. appreciate the various techniques employed by the writer (comparison and contrast, topic sentence followed by detail sentences, use of transitional devices, etc.);

3. master the key language points and grammatical structures in the text;

4. conduct a series of reading, listening, speaking and writing activities related to the theme of the unit;

**5.** **help foster in the students the morally sound values and outlook on the world and life.**

（二）教学内容

1. 主要内容

1) Pre-reading tasks

A. T asks Ss the following questions on the song Out in the Country:

—What is the song about? (taking a break from city life, escaping from the crowd)

—How is the song related to the theme of this unit? (The singer needs a break because the pace of life has quickened, the environment has been changed, and the old life style is gone.)

B. Ss divide into three large groups, under each group smaller sub-groups may form. Each large group is assigned one of the following discussion topics:

—Why do so many migrant workers move from the country to the city?

—Why do city people buy apartments or houses in the suburbs, even in the countryside?

—Why are tours of Zhou Zhuang (周庄), Li Jiang (丽江) or any other old towns so popular? Why are tourists willing to pay to spend a day in a farmer’s house?

C. After the discussion, speakers of some sub-groups report to class.

D. T may sum up like this: People change their places of living because they look for things that their previous life is unable to provide. However, once life has been changed, they miss the good old days.

E. Ss do Cloze B in after-text exercises to learn about Americans’ ideal of a country life. Then T leads in to the study of Text A.

2) While-reading tasks

A. T tells Ss how to divide the text into four parts, and that they are to sum up the main idea of each part as they read along.

B. Ss read the first sentences of Paras 1-3 and sum up the main idea of this part.

C. T explains language points in this part and gives Ss practice.

D. T explains language points in Part II and gives Ss practice.

E. Ss re-read Part II and make a summary of each paragraph in it. T writes down their summaries on the blackboard. Then, based on paragraph summaries, Ss will come up with a summary of Part II.

F. Ss read the first sentences of Paras 8—11 and sum up the main idea of this part.

G. T explains the language points in this part and gives Ss practice.

H. T explains language points in Part IV and gives Ss practice.

I. Ss find out the two special qualities that make a country life possible.

3) Post-reading tasks

A. Ss work in pairs to finish Text Organization Exercise 2. Later some of them may report to class.

B. T guides Ss through Writing Strategy.

C. T urges Ss to use comparison and contrast more effectively in their own writing.

D. T asks Ss to prepare for the next unit

2. 基本概念和知识点

1) Cultural Notes :

A. the countryside; B. Fahrenheit scale; C. Celsius scale; D. Ivy League; E. Sports Illustrated; F. Individual Retirement Account (IRA);G. Buying Insurance

2). Language Study:

A. Important words: haul; improvement; supplement; typewriter; pursue; organ; stack; wicked; blast; employer; on balance; illustrate; monster; digest; boundary; generate; dental; insurance; policy; fee; minor; cut back; lower; opera; combine; suspect; budget; involve; temptation; device; machinery; profit; invest; economic

B. Important expressions: when it was 30 below; add to sth. in order to improve it (followed by with); as the old saying goes; at that point; just about; get through; get by; aside from; on a small scale; a feeling of sorrow; a sense of pride; dine out

3. 问题与应用（能力要求）

**1) Critical thinking: what are the forces that have helped bring about changes in Chinese family life?**

**Get to know about the great achievements in socialist construction.**

2) Write an essay using comparison and contrast.

（三）思考与实践

1. Finish all the exercises after class.

2. More encouragement is needed and more guidance will be given to them in their extracurricular study.

（四）教学方法与手段

Lectures, Multi-media Teaching, Discussion in class.

**Unit 2 Civil-Rights Heroes**

（一）目的与要求

Students should be able to:

1. understand the main idea (early civil-rights struggles in the U.S., esp. the Underground Railroad);

2. learn to use library resources and other resources;

3. grasp the key language points and grammatical structures in the text;

4. conduct a series of reading, listening, speaking and writing activities related to the theme of the unit.

（二）教学内容

1. 主要内容

1) Pre-reading tasks

A.T asks Ss the following questions on the recording:

----What are the special contributions of Abraham, John and Martin to the Americans?

----How did they die? (They were all assassinated.)

B. Knowledge of American geography

C. Knowledge of Christianity

D. Out-of- class research projects: T guides Ss through Writing Strategy, then tells them to form groups to research into the discussion questions in Part IV.

E. Ss do Cloze B to get a better understanding of the Underground Railroad.

2) While-reading tasks

A. Ss scan the text to see if there is any natural division between parts of the text. (There is a blank line between each part.)

B. T explains the key language points in Part I and gives Ss practice.

C. Ss sum up the main idea of this part.

D. T explains the key language points and encourages Ss to do practices.

E. T draws Ss attention to the two different usages of “but” in the text.

3) Post-reading tasks

A.T asks some follow-up questions.

B. T guides Ss through some after-text exercises.

C. T urges Ss to do Part IV.

D. T asks Ss to prepare for the next unit

2. 基本概念和知识点

1) Cultural Notes:

Freedom and rights; the Civil Rights Movements; the Civil Right Act of 1964; Uncle Tom’s Cabin; The Underground Railroad; slavery; the deep south

2) Language Study:

A. Important words: slender; settlement; ironically; radical; forge; historic; mission; liberate; confident; racial; slavery; forge; bid; civil; capture; religious; conviction; shelter; disguise; abolish; impose; harsh; compel; tolerate

B. Important expressions: on the side; stand up to; close in; be intent on sth. / doing sth.; arrange for; there is room for…; as for; make the best of; at risk; in the eyes of; pass for; in one’s regard

3. 问题与应用（能力要求）

1) Critical thinking: how do you see the racial discrimination in US?

2) Write an essay about slavery in US.

（三）思考与实践

1. Finish all the exercises after class.

2. More modern ways of teaching should be adopted.

（四）教学方法与手段

Lectures, Multi-media Teaching, Discussion in class.

**Unit 3 Security**

（一）目的与要求

Students will be able to:

1. grasp the main idea and the structure of the text.

2. learn to use CAUSE AND EFFECT skill in writing.

3. master the key language points and grammatical structure in the text.

4. conduct a series of reading, listening, speaking and writing activities related to the theme of the unit.

5. understand the main idea and grasp important details of the text.

（二）教学内容

1. 主要内容

1) Pre-reading Tasks

A.T asks Ss the following questions

a) Who is Mr. Saturday Night Special?

b) What is the message of the song?

B. Discussion:

a) In our families, what measures do we take to prevent burglaries?

b) In our contact with the outside world, what precautions do we steer clear of danger?

c) T asks some Ss to report the results of the discussion.

2) While-reading Tasks

A. T introduces the background information about the text and direct them to discuss the current security issues in China.

B.T guides Ss to scan the text to underline sentences containing the word “lock” or the word root “lock”.

C.T leads Ss to summarize the main idea of the text through the organization.

D.T explains the language points and structure of text A.

E.T explains the key words and the phrases.

3) Post-reading Task

A. T Dictates some new words and expressions of text A to check whether Ss have grasped them.

B. T Checks Ss’ home reading (Text B) and explains important language points and difficult sentence structures.

C. T guides Ss to use cause and effect in essay writing.

4) Speaking Task:

Debating-Arguments for or against developing more security workers in downtown area

2. 基本概念和知识点

1) Some basic concepts (Cultural background)

A. Crime prevention

B. Airport Security

2) Important language points

Vulnerable; allege; ear; feature; transform; barrier; hold / keep (sb). at bay; with/without not so much as; with/by a small margin; reflection; outsmart oneself; look back on.

3) Grammatical structures:

“It does not occur to...”, Chances are that...” “not uncommon” double negative for emphasis

4) Understand difficult sentences:

A. Indeed, a recent public-service advertisement by a large insurance company featuring not charts showing how much at risk we are, but a picture of a child’s bicycle with the now usual padlock attached to it.

B. We are passing through these electronic friskers without so much as sideways glance; the machines, and what they stand for, have won.

3. 问题与应用（能力要求）

1) T Guides Ss through some after-text exercises of Text A so that Ss can master the use of some key words and expressions and structures.

2) Debating for holding guns or against holding guns in America

A. Form teams

B. Have a pre-debate discussion

a) Prepare arguments and supporting facts by brainstorming together.

b) Carry out the debate

The debate begins between the two teams having contrary views. It will go on until one side fail to respond. T provides Ss with sentences and structures that they can use in their debate. T should give general help to the students; especially the weaker ones and evaluate their performance after the debate.

（三）思考与实践

Take reflections on the topic of unit 3 and write an essay by using cause and effect writing technique.

（四）教学方法与手段

Lectures, Multi-media Teaching, Discussion in class.

**Unit 4 Imagination and Creativity**

（一）目的与要求

Student will be able to:

1. grasp the main idea of Text A(Einstein was a child of his time);

2. appreciate the various technique employed by the writer(using a question as the title of the text, illustrating his answer with various supporting facts, use of subheading, use of quotations, etc);

3. master the key language points and learn how to use them in context.

4. understand the cultural background related to the content;

5. express themselves more freely on the theme of Imagination and Creativity after a series of theme-related reading, listening, speaking and writing activities.

（二）教学内容

1. 主要内容

1) Pre-reading Tasks

A. Brainstorming: The whole class work together to name a dozen scientists of great international prestige and then list some of their achievements.

B. T asks Ss the following questions:

a) What is imagination?

b) Why is imagination so important in scientific work?

2) While-reading Tasks

A. Draw Ss’ attention to the use of subheading in Text A, and then ask them to do Text Organization exercise 1. In this way Ss will get a better understanding of the text structure.

B.T asks Ss to survey Text A with three minutes and find out the main idea.

C.T explains the language points and some structures of Text A and help Ss practice them.

D. Ss discuss “Was Einstein a Space Alien?”

3) Post-reading Tasks

A. T dictates some new words and expressions of Text A to check whether they have grasped them.

B.T checks on home reading (Text B) and explains important language points and difficult sentence structures.

C.T guides Ss to learn how to prepare enough material and achieve unity in writing an essay.

D. Speaking Task: What role do you think imagination plays in promoting the advancement of science and technology?

2. 基本概念和知识点

1) Some basic concepts (Cultural background)

patent office; Sir Isaac Newton; Max Planck; Maxwell’s equations; unified field theory

2) Important language points:

doze off; approve; strain; mess; in a row; plague; remarkable; come to a conclusion; loose; beyond any doubt; not get anywhere / get nowhere; not give/ care a fig for sb./ sth.; accordingly; disdain; believe in; intuition; stimulate; credit; if anything; a trifle

3) Grammatical structures:

A. the use of “like” and “as”;

B. the structure “with + noun + complement”

4) Understand difficult sentences:

A. All of his 1905 papers unraveled problem being worked on, with mixed success, by other scientists.

B. He described his theory of special relativity: space and time were threads in a common fabric, he proposed, which could be bent, stretched and twisted.

3. 问题与应用（能力要求）

1) T guides Ss through some after-text exercises of Text A so that Ss can master the use of some key words and expressions and structures.

2) T asks Ss to form into groups of three or four and discuss questions:

A. What do you think were the ingredients in Einstein’s discoveries? Explain.

B. Why do you think it important that scientists should possess creative powers?

C. Do Chinese people lack imagination and creativity? Why or why not?

（三）思考与实践

Essay Writing: The Role of Imagination in the Advancement of Science and Technology

（四）教学方法与手段

Lectures, Multi-media Teaching, Discussion in class.

**Unit 5 Giving Thanks**

（一）目的与要求

Students will be able to:

1. understand the main idea of Text A;

2. memorize words through association;

3. master the key language points in Text A and learn how to use them in context;

4. understand the cultural background related to the content;

5. express themselves more freely on the theme of Giving Thanks;

**6. learn to be grateful and learn to express gratitude to others；**

**7. write a thank-you letter to the people who contribute to the fight against COVID-19**

（二）教学内容

1. 主要内容

1) Warming up

A. Theme-related Listening Task

B. Group Discussion

a) Who should I thank?

b) For what I should thank him/her?

c) Have I expressed my gratitude to them?

d) If you have, what have you done? If you haven’t what do you plan to do?

2) Text Introduction

T may lead into Text A by saying: Do you remember the text in Book1, All the Cabbie Had Was a Letter? And T may go on to tell the Ss the importance of writing Thank-you Letters on some special day-Thanksgiving Day

3) Global Analysis of Text A

A. Organization of the text: ask the Ss to finish exercise 1, p145.

B. Ask the Ss to finish Text Organization exercise 2, p 145 to get the main idea of the three letters.

2. 基本概念与知识点

1) Some basic concepts (Cultural background)

Thanksgiving; the United States Coast Guard; the Pilgrims; Native Americans

2) Important language points:

under way; traditional; put away; get to doing sth.; and the rest; in quest of; reverse; turn over; take … for granted; at sea; specific; on sb’s behalf; instance; diminish; be exposed to; be immersed in; marvelous; in part; considerate; paramount

3) Grammatical structures:

“Rather than” is used in the sense of “in preference to” or “instead of”.

4) Understand difficult sentences:

A. I realized, swallowing hard, that about half of them had since died --- so they were forever beyond any possible expression of gratitude from me.

B. So many times I have felt a sadness when exposed to modern children so immersed in the electronic media that they have little or no awareness of the marvelous world to be discovered in books.

3. 问题与应用

1) Write thank-you letters.

2) Guide Ss to do in class Part IV: Comprehensive Language Practice.

3) Oral English Practice: Ask the Ss to retell the main story of Text A.

（三）思考与实践

Discuss with Ss the cultural background related to the story.

（四）教学方法与手段

Lectures, Multi-media Teaching, Discussion in class.

**Unit 6 The Human Touch**

(一) 目的与要求

Students will be able to:

1. understand the main idea and the structure of Text A;

2. appreciate how the repeated use of clues helps wave a piece of narrative together;

3. master the key language points in Text A and learn how to use them in context;

4. understand the cultural background related to the content;

5. express themselves more freely on the theme of The Human Touch after doing a series of theme-related reading, listening, and speaking and writing activities;

6.write notes asking for leave.

（二）教学内容

1. 主要内容

1) Warming up

A. Ask Ss to do the Theme-related Listening Task.

B. Debate: Charity begins at home

a) T write down on the blackboard “Charity Begins at Home”.

b) T invites some Ss to interpreter the saying.

c) T asks the question: Is it enough to help only those people we know?

d) Ss divide into a pro side and a con side.

e) Ss brainstorm and list key arguments on a sheet of paper.

f) Ss debate.

2) Text Introduction

T may lead into Text A by saying: Do you want to help strangers when you meet them on streets? And T may go on to tell the Ss in this unit (unit 6) we will come to know some old man who sacrificed himself to save someone who happened to live upstairs.

3) Global Analysis of Text A

A. Organization of the text: T asks Ss to answer the questions in Text Organization exercise 1, p173, and tells them the story is built around the last leaf.

B. The story consists of a number of scents. In each scene there are different characters who interact with each other. Ask Ss to do Text Organization exercise 2, p173.

2. 基本概念与知识点

1) Some basic concepts (Cultural background)

O. Henry

2) Important language points:

studio; in tune with; joint; scarcely; subtract; in a whisper; hear of; turn loose; look the apart; to excess; for the rest; fancy; endure; stand out; wear away; cling to; call to; be wet through; sit up

3) Grammatical structures:

A. the usage of “go”;

B. the order of adjectives before a noun

4) Understand difficult sentences:

A. Despite looking the apart, Behrman was a failure in art.

B. And then, with the coming of the night the north wind was against loosed.

C. After the beating rain and fierce wind that had endured through the night, there yet stood against the brick wall one ivy leaf.

3. 问题与应用

1) Discussion: what do you think of Old Behrman?

2) Guide Ss to do in class Part IV: Comprehensive Language Practice.

3) Oral English Practice: Ask the Ss to retell the main story of Text A.

（三）思考与实践

Discuss with Ss the cultural background related to the story.

（四）教学方法与手段

Lectures, Multi-media Teaching, Discussion in class.

**《视听说教程III》**

**Unit 1 Access to Success**

（一）目的与要求

Students will be required to:

1. talk about success;
2. take notes by using a keyword outline;
3. refer to what you said earlier;
4. talk about a challenge/an achievement;
5. have a basic understanding of public speaking;
6. **help foster in the students the morally sound values and outlook on the world and life, the courage and determination to overcome difficulties and strive for dreams.**

（二）教学内容

Listening to the world:

1. 主要内容

Watch a video podcast about how people feel about trying new things and what stops them from trying new things. They also talk about the achievements they’ve made in their life and the people they admire.

2. 基本概念与知识点

1) Cultural notes:

Ethiopia; Richard Branson; Nelson Mandela

2) Words and phrases:

Daredevil; exotic; imprison

3. 问题与应用

1) Ask Ss to fill in the blanks with the words they’ve heard;

2) Ask Ss to match the statements 1-5 to the people A-E;

3) Ask Ss to choose the best way to complete each of the sentences on p.4.

Viewing:

1. 主要内容：

This part is a conversation among Christine Bleakley, Adrian Chiles and the Supervisor about how Christine tried water ski.

2. 基本概念与知识点

1) Cultural notes:

The One Show; Uganda; Calais; the Channel

2) Words and expressions:

Sport Relief; sub-zero; landmark; adrenalin.

3. 问题与应用

1) Ask Ss to work in pairs and discuss the questions;

2) Ask Ss to do the exercises on P.10.

Speaking for Communication:

1. 主要内容：

This part is about how a woman faced a challenge. In her talking there are some useful expressions:

I found it really quite easy.

It was....that I had trouble with.

We were very nervous.

The more I tried the harder it got.

I got frustrated.

But eventually I managed it.

It was a really difficult challenge.

For me, it was quite an achievement.

2. 基本概念与知识点

1) Cultural notes:

scuba diving

2) Words and expressions:

quarry; block up

3) Presentation

This section trains Ss to give formal presentations. It shows Ss what content a formal presentation should include and what expressions can be used to fulfill the task of giving a formal presentation.

（三）思考与实践

1. How to cultivate the students’ good habits when they are listening to the passage, e.g. make some notes, write down some key words.

2. How to encourage the students to open their mouths and express themselves bravely and actively in class.

（四）教学方法与手段

Lecturing, Group discussion, Team work, Role-play, etc.

**Unit 2 Emotions Speak Louder than Words**

（一）目的与要求

Students will be required to:

1. talk about different emotions;
2. identify the problem-solution pattern in listening;
3. give news in an appropriate way;
4. present memorable moments that Ss have experienced in life

（二）教学内容

Listening to the World

1. 主要内容

This video podcast is about how people felt particular days and whether they would describe themselves as an optimist or a pessimist.

2. 基本概念与知识点

Words and expressions:

cheesy; tricky; distinction; solicitor; culmination.

3. 问题与应用

1) Ask Ss to look at the pictures on p. 24 and match the pictures A-F with the emotions. And ask Ss to give reason to why people have these emotions.

2) Ask Ss to watch the podcast 1 and fill in the blanks with the words that Pasha uses.

3) Ask Ss to work in pairs and discuss the questions: How are you feeling today? Would you describe yourself as an optimist or a pessimist? Why? What’s the best thing that’s happened to you this year?

Viewing

1. 主要内容

This part is a video clip from the English movie *Tess of the d’Urbervilles*. In this episode Tess and three other dairymaids are all in love with Angel Clare.

2. 基本概念与知识点

1) Cultural information:

*Tess of the d’Urbervilles;* Thomas Hardy

2) Words and expressions:

Wessex; semi-fictional; dairymaid; clergyman; gossamer; billow.

3. 问题与应用

1) Check the answers.

2) Ask Ss to discuss the questions:

What would you do if you were Angel in the story?

What will you feel in the following situations: 1) you get a surprising gift from someone you love; 2) you are dumped by your boyfriend/girlfriend; 3) you are misunderstood by your friend/ parent.

How will you express your feelings to someone you love?

Speaking for Communication

1. 主要内容

1) How to give good news

2) How to give bad news

3) Discussion: present memorable moments

2. 基本概念与知识点

1) Cultural notes: Blues

1. Words and expressions:

Half-brother; lighthouse; Norwegian; prawn; out of the blue; in question; pull up.

3) Presentation

Ask Ss to work in groups and discuss their memorable moments. Then select one of the group members to make a speech.

（三）思考与实践

1. How to cultivate the students’ good habits when they are listening to the passage, e.g. make some notes, write down some key words.

2. How to encourage the students to open their mouths and express themselves bravely and actively in class.

（四）教学方法与手段

Lecturing, group discussion, team work, role-play, etc.

**Unit 3 Love Your Neighbor**

（一）目的与要求

Students will be required to:

1. talk about neighbors and communities;

2. distinguish fact from opinion in listening;

3. learn how to tell a story;

4. know the rules about language use in public speaking.

（二）教学内容

Listening to the World:

1. 主要内容

The video podcast is mainly about how well people know their neighbors and what makes a good or bad neighbor. They also talk about the best or worst neighbor they’ve ever had.

2. 基本知识点

words and expressions: communal; intrusive; intrude; upkeep; chit-chat; crouch

3. 问题与应用

1) Ss will be asked to grasp the main ideas of these conversations.

2) Ss will be asked to fill in the blanks with what they have heard.

3) Ss can apply what they have learned in the unit into practice.

Viewing:

1. 主要内容：

This video clip is from a BBC program in which presenter Bruce Parry goes to some of the world’s most isolated places. Bruce meets the 24 families on Anuta and experiences how their customs help to bind the people together.

2. 基本概念与知识点

1) Culture notes:

Bruce Parry; Solomon Islands; Anuta

2) New words and expressions:

Speck; reef; yacht; anchor; paddle; phenomenal; protocol.

3. 问题与应用

1) Ss will be asked to catch the main idea and the key words while watching the video clip.

2) Ask Ss to complete the exercises on P.53.

Speaking for Communication

1. 主要内容：

Telling a story is a useful speaking skill. Essentially a story has a beginning, a middle and an end. And the basic elements of a story include: setting, character, atmosphere, conflict and plot.

2. 基本概念与知识点

Beginning the story: This happened when..../ In the beginning, ....

Describing what happened: Before long, ..../ And then, all of a sudden, ....

Ending the story: In the end,..../ Finally, ....

3.问题与应用

Ask Ss to work in pairs and tell a story based on the given situations:

1. Got stuck in a lift;
2. Missed (or nearly missed) a flight;
3. Slept outside;
4. Spoke to someone famous;
5. Appeared on television/ in the newspaper;
6. Chased/met a criminal;
7. Were mistaken for someone else;
8. Tried a very dangerous sport;
9. Found something unusual;
10. Did something embarrassing.

（三）思考与实践

1. How to cultivate the students’ good habits when they are listening to the passage, e.g. make some notes, write down some key words.

2. How to encourage the students to open their mouths and express themselves bravely and actively in class.

（四）教学方法与手段

Lecturing, group discussion, team work, role-play, etc.

**Unit 4 What’s the big idea?**

（一）目的与要求

Students will be required to:

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

2. have a basic understanding of the changes with time flying, e.g. how watching birds helped us to invent aero plane.

**3. know how the development of the society will change people’s life.**

4. master the communicative skills of informal discussion.

（二）教学内容

Inside View

1. 主要内容

There are two conversations in this part. In Conversation 1, Janet and Andy and Joe are talking about the reason why they have an interview with a Chinese, then they talk about the upcoming London Video Games Festival and decide to do sth. for to prepare for it. In C2, Janet suggests why not try E-books for the rising e-book readers. For that Andy strongly supports and Joe has different idea.

2. 基本概念与知识点

1) Cultural information: Demo, Trafalgar Square, You tube.

2) Some Everyday English expressions;

A. There is no such thing as a free lunch.

B. Along the lines of...

C. That all sounds very promising.

D. It’s no big deal!

E. Don’t beat yourself up about it.

3. 问题与应用

1) Ss will be asked to grasp the main ideas of these two conversations.

2) Ss will be asked to make their own conversations by using the everyday English expressions.

Outside View

1. 主要内容

This video clip can be divided into 2 parts. Part 1 talks about the history of the flying machine and mainly introduces the theory why a bird can fly. Part 2 is mainly about the invention of flying machine by three people in different time and different countries: Brazilian pilot and aviator Alberto Santos- Dumont and his invention; German flyer, Otto Lilienthal and his invention; The Wright Brothers and their intention.

2. 基本概念与知识点

Cultural information:

Daedalus, Alberto Santos-Dumont, The Wright Brothers, Chuck Yeager.

3. 问题与应用

1) Ss will be asked to catch the main idea and the key words while watching the video clip.

2) Ss will be asked to do Ex. 3-5 on Page 43.

3) Ss will be divided into several groups to discuss the following questions:

A. Which of the inventions in the video clip do you think has had the greatest impact on modern aviation?

B. What development do you think will occur in aviation in the next 50 years?

Listening in

1. 主要内容

This part involves two passages. P1 talks about the changes of people’s working environment and the disadvantages of office work, the way to promote the situation. P2 is about the changes in agricultural world which is becoming more and more modern and productive.

2. 基本概念与知识点

Cultural information: Repetitive Strain Injury, Ergonomics.

3. 问题与应用

1) Ss will be asked to catch the main idea and the key words while listening to the passages. Then catch some specific words to fill in the blanks.

2) It is difficult for Ss to catch the specific words to fill in the blanks, which needs more practice.

3) Develop critical thinking:

A. Do you think the advantages of modern farming outweigh the disadvantages?

B. Would you pay more for food grown using traditional methods? Why/ why not?

C. Presentation: Students will be asked to make an informal discussion on the topic

a) Modern life is more comfortable than the old way of living.

b) Modern media and technology shorten the human brains’ attention span.

（三）思考与实践

1. How to cultivate the students’ good habits when they are listening to the passage, e.g. make some notes, write down some key words.

2. How to encourage the students to open their mouths and express themselves bravely and actively in class.

（四）教学方法与手段

Lecturing, group discussion, team work, role-play, etc.

**Unit 5 More than a paycheck**

（一）目的与要求

Students will be required to:

1. develop their awareness of how to behave properly in a particular culture and how to cooperate with others;

2. remember useful words and expressions;

3. strengthen their ability to listen for the specific information;

4. provide some information about how to hold an informal discussion.

（二）教学内容

Inside View:

1. 主要内容

There are two conversations in this part. Conversation 1 is about Janet and others’ view on life and work in Chinatown in London. C2. is a live interview with a Chinese restaurant owner who talks about how the Chinese started Chinatown in London.

2. 基本概念与知识点

1) cultural information: Chinatown; Cantonese food; the East End;

2) Some Everyday English expressions:

A. Are you up for this?

B. How did they make a living?

C. Let’s wind it up.

3) Some words and phrases which can be used to describe the individual and society: lonely, loner, separate autonomy, independent, group, community organization, dependent close-knit

3. 问题与应用

1) Ss will be asked to grasp the main ideas of these two conversations.

2) Ss will be asked to make their own conversations by using the everyday English expressions.

3) Ss can apply what they have learned in the unit into practice and describe the Chinatown.

Outside View:

1. 主要内容：

This video clip is a TV documentary about people’s view on living space and aggression, in which a few people are interviewed. There is an example showing what happens when someone takes a parking space from another person and how people may react to this situation.

2. 基本概念与知识点

1) Cultural information: to assert yourself; Miami;

2) Some words and phrases which can be used to describe what might happen between strangers in crowded places and people’s reactions: frustrated, anti-social, abusive, shoplifting, mugging, vandalize, graffiti

3) How do people defend their rights when others gradually take them away?

3. 问题与应用

1) Ss will be asked to catch the main idea and the key words while watching the video clip, which will be a bit difficult.

2) Ss will be asked to answer the questions of Ex. 2, Ex.5 & 6.

3) Give a report on the topic: Have you ever made a stranger angry？

A. What did you do?

B. What did they do?

C. How did you solve the problem?

Listening in:

1. 主要内容：

This part involves two passages. P1 is a lecture discussing the issues of a group behavior, how groups form, the roles of individuals in a group, and the variety of effective roles.

2. 基本概念与知识点

1) What are group and “Hawthorne effect”?

2) Stages of group

3. 问题与应用

1) Ss will be asked to catch the main idea and the key words while listening to the passages. Then catch some specific words to fill in the blanks.

2) It is difficult for Ss to catch the specific words to fill in the blanks, which needs more practice.

3) Promote Ss critical thinking by asking them to discuss the topics:

A. What group work is like in China?

B. What would be stressed in group work?

（三）思考与实践

1. How to cultivate the students’ good habits when they are listening to the lectures, e.g. make some notes, write down some key words.

2. How to encourage the students to open their mouths and express themselves bravely and actively in class.

（四）教学方法与手段

Lecturing, group discussion, team work, role-play, etc.

**Unit 6 Histories make men wise**

（一）目的与要求

Students will be required to:

**1. develop their awareness of appreciating heroes around us, and build some hero dreams inside them.**

2. remember useful words and expressions;

3. strengthen their ability to listen for the specific information;

4. provide some information about how to present a news bulletin concerning a heroic act.

（二）教学内容

Inside View:

1. 主要内容

There are two conversations in this part. In Conversation 1, Joe shows Janet the Global Theater in London and they talk about Shakespeare. In C2. they continue their talk about the great playwright.

2. 基本概念与知识点

1) Cultural information:

The Great Fire of London; the Royal Shakespeare Company; the Shakespearean famous tragedies and comedies

2) Some Everyday English expressions;

A. So they get soaking wet;.

B. At one time or another...

C. I sure do.

3) Some words and phrases which can be used to describe plays:

thatch, tile, magician, reckon, queen Elizabeth…

3. 问题与应用

1) Ss will be asked to grasp the main ideas of these two conversations.

2) Ss will be asked to make their own conversations by using the everyday English expressions.

3) Ss can apply what they have learned in the unit into practice and discuss a person.

Outside View:

1. 主要内容：

This video clip is about a group of disabled Americans who are cycling from Scotland to Greece.

2. 基本概念与知识点

1) cultural information: throw the bike into the ocean, holding up

2) Heroes are of all kinds.

3) How easy or difficult is it for people with disabilities to lead a normal life?

3. 问题与应用

1) Ss will be asked to catch the main idea and the key words while watching the video clip, which will be a bit difficult.

2) Ss will be asked to answer the questions of Ex. 2,3and 4 from Page 66 to page 67

3) Give a report on the topic:

A. why do you think people with disabilities want to engage in challenges?

B. Do you see these men as heroes?

Listening in:

1. 主要内容：

This part involves two passages. P1 consists of a news item about a pilot who manages to land his damaged passenger plane in New York Harbour with no loss of life or serious injury. P2 contains interview with two people about their heroes Al Gore and Melinda Gates..

2. 基本概念与知识点

1) cultural information: the Hudson River, La Guardia Airport

2) heroes in emergency

3. 问题与应用

1) Ss will be asked to catch the main idea and the key words while listening to the passages. Then catch some specific words to fill in the blanks.

2) It is difficult for Ss to catch the specific words to fill in the blanks, which needs more practice.

3) Promote Ss critical thinking by asking them to discuss the topics:

A. How would you react when the plane came down?

B. Imagine you are a survival of this crisis, what would you say about this experience?

C. Presentation

Students will be asked to make some survey and analyses what they get after class. In class they will be asked to make presentation by sharing their findings or showing the video they’ve made.

（三）思考与实践

1. How to cultivate the students’ good habits when they are listening to the passage, e.g. make some notes, write down some key words.

2. How to encourage the students to open their mouths and express themselves bravely and actively in class.

（四）教学方法与手段

Lecturing, group discussion, team work, role-play, etc.

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** | **好策在线阅读** | **小**  **计** |
| 综合Unit 1+听说Unit 1 | 5 | 1 | 2 |  | 1 | 9 |
| 综合Unit 2+听说Unit 2 | 5 | 1 | 2 |  | 1 | 9 |
| 综合Unit 3+听说Unit 3 | 5 | 1 | 2 |  | 1 | 9 |
| 综合Unit 4+听说Unit 4 | 5 | 1 | 2 |  | 1 | 9 |
| 综合Unit 5+听说Unit 5 | 5 | 1 | 2 |  | 1 | 9 |
| 综合Unit 6+听说Unit 6 | 5 | 1 | 2 |  | 1 | 9 |
| 口语考试 |  |  |  |  |  | 4 |
| 听力考试 |  |  |  |  |  | 4 |
| 机动 |  |  |  |  |  | 2 |
| 合计 |  |  |  |  |  | 64 |

六、推荐教材和教学参考资源

**（一） 推荐教材**

1. 李荫华等. 全新版大学英语综合教程3（第二版）. 上海：上海外语教育出版社，2010

2. 郑树棠等. 新视野大学英语视听说教程3. 北京：外语教学与研究出版社，2015

3. 吴潜龙等. 全新版大学英语阅读教程3（通用本）. 上海：上海外语教育出版社，2013

4. 郭杰克等. 全新版大学英语快速阅读3（第二版）. 上海：上海外语教育出版社，2014

**（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

3. 张道真. 张道真英语语法. 北京：商务印书馆，2011

4. 丁往道. 英语写作手册. 北京：外语教学与研究出版社，2009

**（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3》

5.《China Daily》

6.《Morning Post》

**（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>

7. <http://www.unsv.com/>

8. <http://www.englishtide.com/>

9. <http://dsc.discovery.com/>）

10.<http://www.englishpizza.cn/>

11.<http://www.oxford.com.cn/>

12.<http://www.wwenglish.com/>

七、其他说明

大纲修订人： 毛红霞 修订日期：2017年7月

大纲审定人： 唐美玲 审定日期：2017年9月